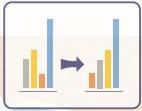




WCCUSD



Long Range Facilities Master Plan

July 2016





***“Our Children, Our Schools,
Our Future.”***

West Contra Costa Unified School District

Long Range Facilities Master Plan

July 2016

Page Intentionally blank

Page Intentionally blank

Long Range Facilities Master Plan Table of Contents



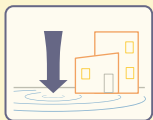
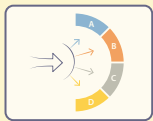
	<p>Section 1 Executive Summary 7</p> <p>Long Range Facilities Master Plan 9</p> <p>Planning Meetings 11</p> <p>Board Approval 16</p>
	<p>Section 2 Creating a Process 17</p> <p>Initiation/Process/Groundwork 19</p> <p>Input Sessions/Surveys/Results of the Surveys 22</p> <p>Meetings & Prioritization Committee 29</p>
	<p>Section 3 Facilities Assessments 33</p> <p>What are Facilities Assessments? 35</p> <p>Campus Scoring 37</p> <p>Campus Comparison 39</p>
	<p>Section 4 Capacity Enrollment and Demographics 41</p> <p>Consolidate Existing and New Data/Analysis of Census Data 43</p> <p>Charter School Enrollment 45</p> <p>Capacity and Utilization 47</p>
	<p>Section 5 Prioritization and Sequencing 55</p> <p>Creating the Prioritization Committee 56</p> <p>Meetings of the Prioritization Committee 58</p> <p>Final Sequencing Order 63</p>
	<p>Section 6 Option Development 67</p> <p>Primary Directives for the Options 70</p> <p>Program Approach Options and Sub-Options 72</p> <p>Final Recommendation 99</p>
	<p>Section 7 Implementation 105</p> <p>Implementation Planning 107</p> <p>Implementation Plan - Model One (No 2018 Bond) 110</p> <p>Implementation Plan - Model Two (Yes 2018 Bond) 113</p>
	<p>Section 8 School Reports 117</p> <p>Section Table of Contents 119</p>

Page Intentionally blank



Section

Executive Summary



Page Intentionally blank

Executive Summary

Long Range Facilities Master Plan

PLANNING BEGINS

On June 15, 2016, the Board of Education for the West Contra Costa Unified School District (WCCUSD) unanimously voted to approve moving forward with creating a new Long Range District-wide Facilities Master Plan. Master Planning began on July 24, 2015 with a kick-off meeting to review the schedule, community involvement and the overall plan for completing a transparent, highly active process.

WCCUSD

WCCUSD is a very unique district. Not only does it encompass five cities and a portion of Contra Costa County, it is 106 square miles, with a diverse population, and an improving academic core. Although the population is increasing in the boundary area, the District enrollment has been shrinking, and is expected to fall even further over the next several years. The primary impact comes from the large number of Charter Schools that have started within the District boundary. This movement of students to Charter School has not only created issues with enrollment, but because the District must provide “equal facilities,” has created an unfunded mandate for facilities.

The District Community:

There are a number of unique descriptions used in the District to describe aspects of the District community organization. The body of this executive summary contains the use of these descriptions:

- » “Families” – the District has defined their high school feeders as families. Six total families exist. Generally speaking, each family is in a particular City or part of the County.
- » “Debt Waiver” – Section 15106 of the Educational Code provides that a unified school district may only issue general obligation bonds to 2.5% of the assessed value of property within the district. Section 3305 of the Education Code allows the State Board of Education to waive any provisions of the Educational Code, following a public hearing on the matter.

Master Planning the District

DYNAMIC, REVIEWED & UPDATED

Master Plans need to be dynamic, reviewed on a regular basis, and updated to reflect changes in demographics and building improvements. Future planning processes should consider community involvement and participation of stakeholders, as was evident in this original planning process.



Community Meeting

COMMUNITY SUPPORT

The District has built and modernized many great new school facilities over the past 15 years. However, more facility projects were planned and designed, but not built. This difference between planned but not completed projects created trust issues, and the frustration was very evident throughout this process. The Master Planning process has provided an avenue for continued communication with the community. The District needs total community support to realize this Master Plan and any future funding support. The District has asked for, and has been granted, several “debt waivers” from the State Board of Education in order to adjust bonding capacity limits to sell additional local bonds and generate funds to support facility updates, and new construction. Measure D and E waivers allowed the District to adjust the capacity limit to 5% of the assessed value. These waivers expire on December 2021 and 2025, respectively. The growth in the assessed value for 2015-16, with these waivers, allows a bonding capacity of \$365 million for the District.

The WCCUSD stakeholders do believe in their neighborhood schools and the importance they serve in the education of their children. When planning began, the Planning Team asked the District for a slogan or motto that could be used in the development of the Master Plan. Several suggestions were given, but one was accepted:

**“OUR CHILDREN,
OUR SCHOOLS,
OUR FUTURE”.**

This is an important message, and the Master Plan truly reflects the communities’ interest in providing school facilities that support the learning environment that make their children successful in the future.

Planning Meetings

87 MEETINGS

This executive summary is written to summarize the process and the various steps that led to the final approval of the Master Plan. The intensity built from a comfortable pace in the beginning to an intense community, site and Board of Education meetings. This intensity fortified the need for a community-based and supported Master Plan. The 11 months of planning involved the following meetings:

- » 6 Steering Committee Meetings
- » 40 School Site Council/Committee Meetings
- » 12 Community Meetings
- » 6 Individual City and County Meetings
- » 5 Prioritization Committee Meetings
- » 4 Focus Group Meetings
- » 2 Citizen's Bond Oversight Committee Meetings
- » 2 Joint CBOC and Board of Education Meetings
- » 5 Facilities Subcommittee Meetings
- » 5 Board of Education Meetings

The 87 meetings represent the transparent Master Planning process of learning from the community the needs, desires and frustrations; the development of a community based prioritization system; and the development of options

that generate solutions that address the needs. The Steering Committee helped in setting up all other meetings, and reviewed presentations and agendas. This organizational assistance was critical in keeping the message clear, consistent and above all, on pace.

The Site Committee Meetings were held at each of the 21 Priority School Sites. The Priority School Sites were determined by the District. They were defined as those sites that were in most need, or had progressed through the planning phases of a project, but were stopped due to the lack of funds. Two meetings were held at each site. The site Principal arranged either the Site Council or, if the site had completed planning, the Design Committee to meet with the Planning Team and District Facilities. The initial meetings, held in September of 2015, sought input on the overall community thoughts on the development of their neighborhood school, and the prioritization criteria to be used in determining sequencing. The second meeting, held February-March of 2016, sought input on option development.

Input was gathered during the meetings through a survey, and question and answer dialogue. The meetings were active and informative. The size of the meetings varied, although at the second meetings, there were several schools where the attendance soared to a hundred or more participants. Input at these meetings was recorded and used in the prioritization criteria process and in the formation of major issues to be solved by option development.



Site Committee Meeting

Planning Meetings

COMMUNITY MEETINGS

An essential element in the transparent process was the Community Meetings. The Planning Team listened and learned about the community through these meetings. Community Meetings took place in September-October of 2015 and March 2016. The initial meetings were held at the feeder high school of each “family”, except in the Pinole feeder where it was held at the Middle School.

At the initial meetings, the community was asked to fill out two surveys: one District-wide and one that applied to their specific school. The input was used to help the Prioritization Committee form the criteria for sequencing projects. The information gained from the Community Meetings was of great support in the development of overall themes and options.

The second Community Meetings produced some larger gatherings. One meeting at De Anza High School filled the multipurpose room beyond capacity. This meeting, and all of the second meetings, brought out a lot of discussion of the options and the sub-options being proposed.

The community was asked to vote on the various options and sub-options. This survey was in both written, and online, form. This information was used in later discussions with the Board of Education. As a result of these meetings, many of the sub-options originally proposed were dropped.



Comprehensive Facilities Assessments

SITE AND CITY MEETINGS

During the time the Community Meetings and Site Meetings were being held in the evenings, site facility assessments and city and county meetings were also taking place. The facility assessments took place at each of the 21 Priority School Sites over several weeks. Two, and sometimes three, members of the Planning Team were joined by two others from the Facilities and Maintenance Department, and a representative of the school site, generally the Principal. The site assessments (see section 8 for assessments) were used for sequencing and determining the overall need at each site, which also helped to determine renovation, modernization or replacement costs.

Planning Meetings

PRIORITIZATION COMMITTEE

The Prioritization Committee was a unique committee created to define the criteria in which school sites would be sequenced, and to develop criteria for the narrowing of options. The committee was comprised of various community members (see prioritization committee in Section 5).

This committee was critical in the pursuit of impartiality, transparency, and creating projects that addressed the most critical needs in the District. During the first meeting of the committee, they received input from the surveys completed during and after the Community and Site Meetings. The committee narrowed, combined and created 12 specific criteria that they recommended to the Board of Education for approval. On December 9, 2015, the Board of Education approved the sequencing criteria.

The Prioritization Committee came back together after options were developed and the second round of community and site meetings had occurred. During the initial meetings of the committee, one criteria, “the biggest bang for the buck,” was held back, as it was not applicable for sequencing, but could be used to determine the most appropriate overall action for the District. The committee was asked if starting with “the biggest bang for the buck” was appropriate and, after concurrence, the committee was asked to define how this could help narrow the options to a single option. The committee was given a summary review of the activities, comments and input from Board meetings, community meetings and site meetings. The committee created a statement that they recommended to the Board of Education to use in the narrowing and final selection to an option:

Our Children, Our Schools, Our Future

Be honest about our current situation; we cannot behave as though another bond will be passed.

Only spend what we have, don't count on future income until trust can be rebuilt by demonstrating the ability to control cost and staying on budget. Don't focus on costly amenities or specialized spaces that may not be used. Focus on critical needs including:

- » Seismic
- » ADA
- » Fire, Health and Safety for students and staff
- » Conducive to learning and educational necessity
- » Functionality over aesthetics

Don't rebuild a site that can possibly be modernized.

Do not try to make everyone happy.

Planning Meetings

CBOC

There were two meetings with the Citizen's Bond Oversight Committee (CBOC) as an independent body. These meetings generally consisted of a "process and progress" report. The other two meetings with the CBOC occurred jointly with the Board of Education.

BOARD OF EDUCATION

The first Facilities Subcommittee and Board of Education meetings took place in November of 2015. They received the initial input from the Community and Site Meetings, and the Prioritization Committee recommended sequencing criteria. The Board of Education approved the criteria at their December 9, 2015 board meeting. At the same meeting, the Planning Team outlined the next steps in the process, which included the discussion of some potential overall program approaches.

The Board of Education Facilities Subcommittee reviewed and commented on the facility capacity, utilization, and demographics, in January 2016. They also reviewed the 21 Priority School Site assessments at the same meeting. It is noted that the Planning Team purposefully established the order of reviews and approvals to avoid a conflict with the very transparent sequencing process. Information presented after the Board approval of the sequencing criteria was used in the metrics based calculation of the sequencing. The Planning Team then applied the sequencing to the 21 Priority School Sites, after the board meeting in January 2016.

OPTIONS AND SEQUENCING

The Facilities Subcommittee and the Board of Education reviewed updated capacity and utilization numbers at their February 2016 meeting. At the same meeting, they were presented the results of applying the sequencing criteria to the 21 Priority School Sites (see section 5 for sequencing chart), and the initial "Program Approach Options" and a list of "Sub-Options" (see section 6 for Options Development).

The Board of Education and the Citizen's Bond Oversight Committee (CBOC) had a joint meeting in March 2016. The sequencing application, options and sub options were all presented to both groups. In addition, the results of the survey from the Community and Site Meetings were shown. This survey focused on the options and the sub-options.

Prioritizing the Options

The Facilities Subcommittee and the Board of Education received the Prioritization Committee's recommendation for prioritizing the options at their April 2016 meetings. At the same meeting the Planning Team stated their overall observations on the process and their recommendations for both the options and the sub-options. The recommendation included the following:

Option A - with adjustments to align with community input and Prioritization Committee criteria.

Option A adjustments included:

- » Created scope definition for Critical Needs Allocation and refine Costs Allocation
 - *Allows for resolution of significant seismic issues*
 - *Focuses remaining bond funds on the most critical health and safety issues in the 21 Priority School Sites*
 - *Focus on projects that move schools closer to implementation of the full Program Approach Option B in the future*
- » Uses "Option B" as the long term solution for school site upgrades rather than "Option D"
 - *Adjusted for PVHS expenditure*
 - *Remove Stege Elementary School from replacement and provide a Critical Needs Allocation*
- » Recommended Sub-Options
 - #5 *Rebuild Highland on the Harmon-Knolls Site instead of rebuilding the campus on the Highland Site*
 - #6 *Trade the Seaview Campus*
 - #7 *Move Cameron functions to the North Campus (PSC) Site and demolish the existing building to expand Korematsu Middle School field space*
 - #8 *Move entire Fairmont K-6 to the Korematsu (Portola) Temporary Campus and demolish Fairmont (Add: Until Fairmont is rebuilt on the original school site)*
 - #9 *Demolish existing Harmon-Knolls buildings & site improvements*
- » Additional short term recommendations
 - *Revise Standards and Educational Specifications*
 - *Revisit Board approved optimum school sizes*
 - *Create periodic review of the Master Plan involving the community*
 - *Inclusion of all District sites into the Master Plan*

The Board of Education approved the recommendation.

Master Plan Approval

BOARD OF EDUCATION APPROVAL

On April 27, 2016, the Facilities Subcommittee was presented an Implementation Plan and the final “draft” facilities Master Plan. The Board of Education received the same presentation at their May 25, 2016 meeting, but because of the late hour, discussion lead to a recommendation to table the discussion until the June 2016 meeting. On June 15, 2016 the Board of Education unanimously approved the Implementation Plan and the draft facilities Master Plan.

Educational Specifications

The Educational Specifications and Material Standards were discussed many times at various meetings, and in Focus group meetings with the Director of K-12 Operations, Technology and Special Education. The general practice in the District has been to update the Educational Specifications for each new construction project, creating an expectation that each new construction project can be defined without the guidelines. The Board of Education, in approving the Facilities Master Plan, approved the creation of new Educational Specifications and Material Standards. The approval states that this work should be done before any new construction project is started, and that all previously designed projects should be updated to meet the requirements of the new Educational Specifications and Material Standards. The revisions and updates are expected to create equity among the District facilities, and to help in the reduction of construction costs. The involvement of the educational delivery participants, facility representatives and community stakeholders is essential in driving solid, implementable documents.

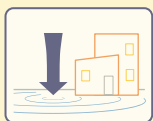
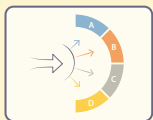


Community Meeting



Section

Creating a Process



Page Intentionally blank

The Facilities Master Planning Process

Initiation



SELECTION AND FIRST MEETING

The District initiated a Request for Qualifications for Long Range Facilities Master Planning services. This was followed by a Request for Proposals to those chosen to move on with the selection process. Within this document, a preliminary process to complete the work was described. Once selected, the Planning Team began discussions with the Facilities Department on the overall process. During these discussions, several key issues were identified, including:

The Process needed to be:

- » Fully Transparent
- » Interactive
- » Community based

THE STEERING COMMITTEE

A Steering Committee was identified. This Committee's charge was to review the steps and help maintain an orderly process of developing the Facilities Master Plan. They met periodically, typically before major community meetings and or Board of Education meetings. The Committee consisted of members from District Administration, Facilities Department, Academic Operations, and the Citizens Bond Oversight Committee. This Committee met six times during the process.

PRIORITY SCHOOL SITES

The District had identified 21 "Priority" School Sites to receive detailed facilities assessments. Assessments included condition and educational program deficiencies for both the campus buildings and site. Section 8 of this report contains the results of the assessments. The following is a list of the 21 Priority School Sites in alphabetical order:

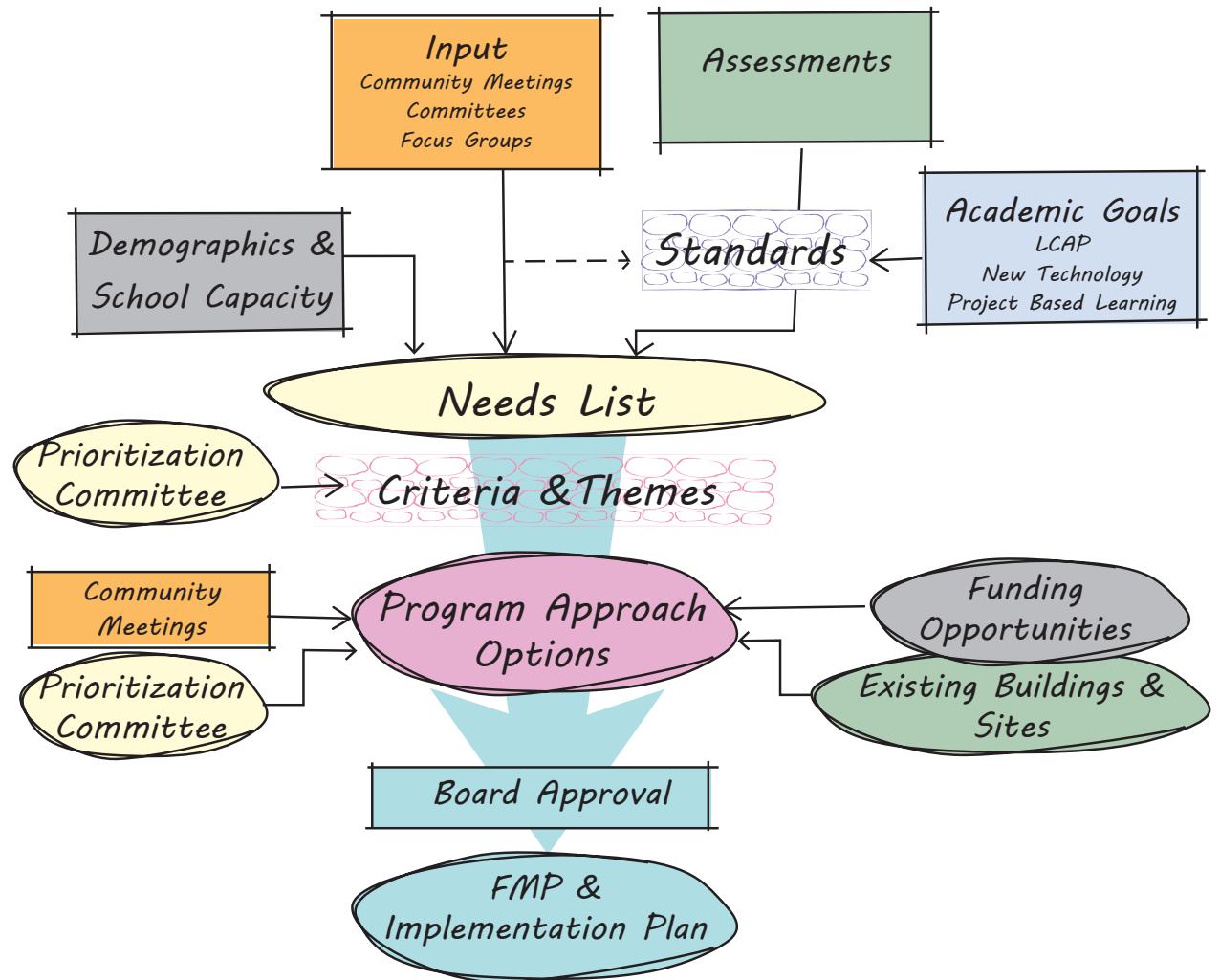
1. Alvarado Adult School
2. Cameron School
3. Chavez Elementary School
4. Collins Elementary School
5. Crespi Middle School
6. Fairmont Elementary School
7. Grant Elementary School
8. Hercules Middle School
9. Hercules High School
10. Highland Elementary School
11. Kennedy High School
12. Lake Elementary School
13. Ohlone Elementary School
14. Olinda Elementary School
15. Richmond High School
16. Riverside Elementary School
17. Serra Adult School
18. Shannon Elementary School
19. Stege Elementary School
20. Valley View Elementary School
21. Wilson Elementary School

Section 2 | Creating a Process

The Process

The final planning process consisted of the following steps:

- » Input and Data Collection
- » Facility Assessments
- » Demographic and School Capacities
- » Educational Standards
- » Community Input
- » The Creation of a Needs List
- » The Assembly of Options
- » The Creation of Priorities
- » The Development of an Implementation Plan



Ground Work

DEMOGRAPHICS

The District provided their most current demographic reports. The Planning Team analyzed these reports, and through an extensive process that included on site classroom counts, developed capacity and utilization reports for all schools in the District.

The Planning Team completed a meeting with Contra Costa County, and every City within the District boundary, to inform them of the process, seek their input, discuss demographics, residential development growth, and the schools within their sphere of influence. The meetings were generally attended by the City Manager, City Planner and others. These meetings were particularly important in understanding the relationship of the City or County with the District, and changing demographics in the District. Section 4 of this report contains a full demographic, capacity and utilization report.

EDUCATIONAL SPECIFICATIONS

The District's Educational Specifications were last updated and approved by the Board of Education in 2011. The Planning Team met with District Special Education, Technology and the K-12 Operations to discuss modifications and/or changes to these documents made after that approval. Over time, these District Educational Specifications had been modified to reflect the most recent school design and construction. While these three departments had some involvement in the changes, as designs were being developed for the various projects, there were no established reviews by these departments.

The Planning Team has recommended that the District revise and update the Educational Specifications and Material Standards. The process should include Facilities, K-12 Operations, Special Education, Technology, and other stakeholders that schedule or use the District's facilities. The Planning Team also recommended that the District's Material Standards be a separate document from the Educational Specifications.



Prioritization Committee Meeting

Section 2 | Creating a Process

Input Sessions

COMMUNITY INVOLVEMENT

Involvement of the Community was essential to the success of the planning process. The initial meetings with the community were held in the Fall of 2015, for the purpose of listening and gathering input in three areas:

- » What type of improvements will have the most impact on students and communities?
- » What criteria should be used to prioritize the sites?
- » Individual Input on the 21 Priority School Sites.

These Community Meetings were held at each Family/Feeder High School, except in Pinole where the meeting was held at Pinole Middle School. The meetings were typically one and a half hours long. The entire community was invited. Fliers were sent to every student in the District in an effort to advertise the meeting dates.

Community Input Meeting Dates

Richmond Family
September 29th, 2015

Hercules Family
October 1st, 2015

Kennedy Family
October 5th, 2015

De Anza Family
October 6th, 2015

Pinole Family
October 8th, 2015

El Cerrito Family
October 14th, 2015



Hercules Family Meeting



El Cerrito Family Meeting



De Anza Family Meeting



Richmond Family Meeting



Pinole Family Meeting



Kennedy Family Meeting

Section 2 | Creating a Process


Surveys

DISTRICT-WIDE SURVEY

A presentation outlined the process of a Facilities Master Plan, the reason for the community engagement and the establishment of the Prioritization Committee. A paper survey was also prepared and distributed to all attendees as a way to obtain more input and address District-wide comments. The survey looked like this (see image to the right):



Survey forms were handed out at the beginning of each Community Input Meeting.



District-Wide Questions

Our Children, Our Schools, Our Future



Please describe your relationship to West Contra Costa. Check all that apply.


- Family Member of a Student
- Student
- Staff Member, Faculty or Administration
- Community Member

- Which of the following have the largest effect on healthy climate and student learning in our schools. Select **three** of the most important from this list.

<input type="checkbox"/> Temperature, comfort and control	<input type="checkbox"/> Access to shade
<input type="checkbox"/> Access to technology	<input type="checkbox"/> Play equipment and fields
<input type="checkbox"/> Natural light	<input type="checkbox"/> Restrooms
<input type="checkbox"/> Acoustics	<input type="checkbox"/> Multipurpose size
<input type="checkbox"/> Size of classrooms	
- The following list represents suggested criteria for prioritizing projects. Please select **five** that you feel are the most important.

<input type="checkbox"/> Age	<input type="checkbox"/> Years since last improvements
<input type="checkbox"/> Physical condition	<input type="checkbox"/> Economically disadvantaged area
<input type="checkbox"/> Functionality	<input type="checkbox"/> Access for the physically disabled
<input type="checkbox"/> Have master plans and or drawings complete	<input type="checkbox"/> Academic performance
<input type="checkbox"/> Number of portables	<input type="checkbox"/> Community connectivity
<input type="checkbox"/> Safety and security issues	<input type="checkbox"/> Schools without enough classrooms
<input type="checkbox"/> Missing critical spaces	<input type="checkbox"/> Not enough parking and circulation
<input type="checkbox"/> Other: <input style="width: 150px;" type="text"/>	<input type="checkbox"/> School appearance
- Would you rather see the remaining District Bond Funds used to make improvements by
 - a. Renovating **more** schools, or
 - b. Completely replacing **fewer** schools



Cuestionario del Distrito Escolar

Nuestros Hijos, Nuestras Escuelas, Nuestro Future



Por favor indique su relación con West Contra Costa. Indique todo lo que sea apropiado.

- Miembro de la familia de un estudiante
- Estudiante
- Miembro del personal, miembro de la facultad o personal de administración
- Miembro de la comunidad

- ¿Cuáles de las siguientes características tienen mayor efecto para un ambiente escolar saludable y para el aprendizaje de los estudiantes? Seleccione tres de las más importantes en esta lista.

<input type="checkbox"/> Temperatura, comodidad y control	<input type="checkbox"/> Acceso a lugares con sombra
<input type="checkbox"/> Acceso a la tecnología	<input type="checkbox"/> Campos de juego y equipo deportivo
<input type="checkbox"/> Luz natural	<input type="checkbox"/> Baños
<input type="checkbox"/> Acústica / Control del sonido	<input type="checkbox"/> Tamaño de la cafetería / Salón de usos múltiples
<input type="checkbox"/> Tamaño de la sala de clase	
- La siguiente lista propone criterios para priorizar proyectos. Por favor escoja cinco de los que usted piensa son más importantes para una escuela.

<input type="checkbox"/> Edad de los edificios	<input type="checkbox"/> Años desde las últimas renovaciones
<input type="checkbox"/> Condición de los edificios	<input type="checkbox"/> Zona en desarrollo económica
<input type="checkbox"/> Funcionalidad	<input type="checkbox"/> Acceso para los discapacitados
<input type="checkbox"/> Tener el plan maestro o los diseños completos	<input type="checkbox"/> Rendimiento académico
<input type="checkbox"/> Cantidad de salones portátiles	<input type="checkbox"/> Conectividad comunitaria
<input type="checkbox"/> Problemas de seguridad	<input type="checkbox"/> Escuelas sin suficientes salones de clases
<input type="checkbox"/> Falta de espacios esenciales	<input type="checkbox"/> Falta de estacionamiento y mala circulación del tráfico
<input type="checkbox"/> Otro: <input style="width: 100px;" type="text"/>	<input type="checkbox"/> Apariencia de la escuela
- ¿Cómo preferiría usted que los fondos de bonos del distrito restantes fueran usados?
 - a. Renovaciones para **más** escuelas existentes, o
 - b. Reemplazo total de **solo algunas** escuelas


Survey forms and Power-point presentations were offered in both English and Spanish.

Surveys

SCHOOL SITE SPECIFIC SURVEY

The first round of Community Meetings varied in attendance. At the beginning of each presentation, the District-wide surveys were handed out. Comments on the survey questions were taken and followed by a second survey that referenced specific school sites. Attendees were given up to three of the site specific surveys for those community members in attendance who represented several schools. Additional comments were recorded about specific school sites. The site specific survey included the following questions (see image to the right):





Specific School Site Questions

Our Children, Our Schools, Our Future

1. Which neighborhood school are you representing?

2. Please rank your school from 1-5 on how safe and secure your neighborhood school is.

	Least				Most
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please rank your school appearance from 1-5.



	Uninviting and Not Attractive				Welcoming and Inviting
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


4. Please rank from 1-5 on how your school facilities support learning.

	Not Supportive				Very Supportive
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Please rank from 1-5 on how your school facilities support the community.

	Not Supportive				Very Supportive
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Cuestionario Específico sobre su Escuela

Nuestros Hijos, Nuestras Escuelas, Nuestro Futuro

1. ¿Cuál escuela o vecindad está usted representando?

2. Favor de evaluar su escuela del 1 al 5 en lo que se refiere a la seguridad escolar.

	Mínimo				Máximo
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Favor de evaluar la apariencia de su escuela usando un puntaje del 1 al 5.



	Poco/No Atractivo				Atractivo
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Favor de evaluar del 1 al 5, como las instalaciones de su escuela apoyan el aprendizaje.

	No Apoyo				Gran Apoyo
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

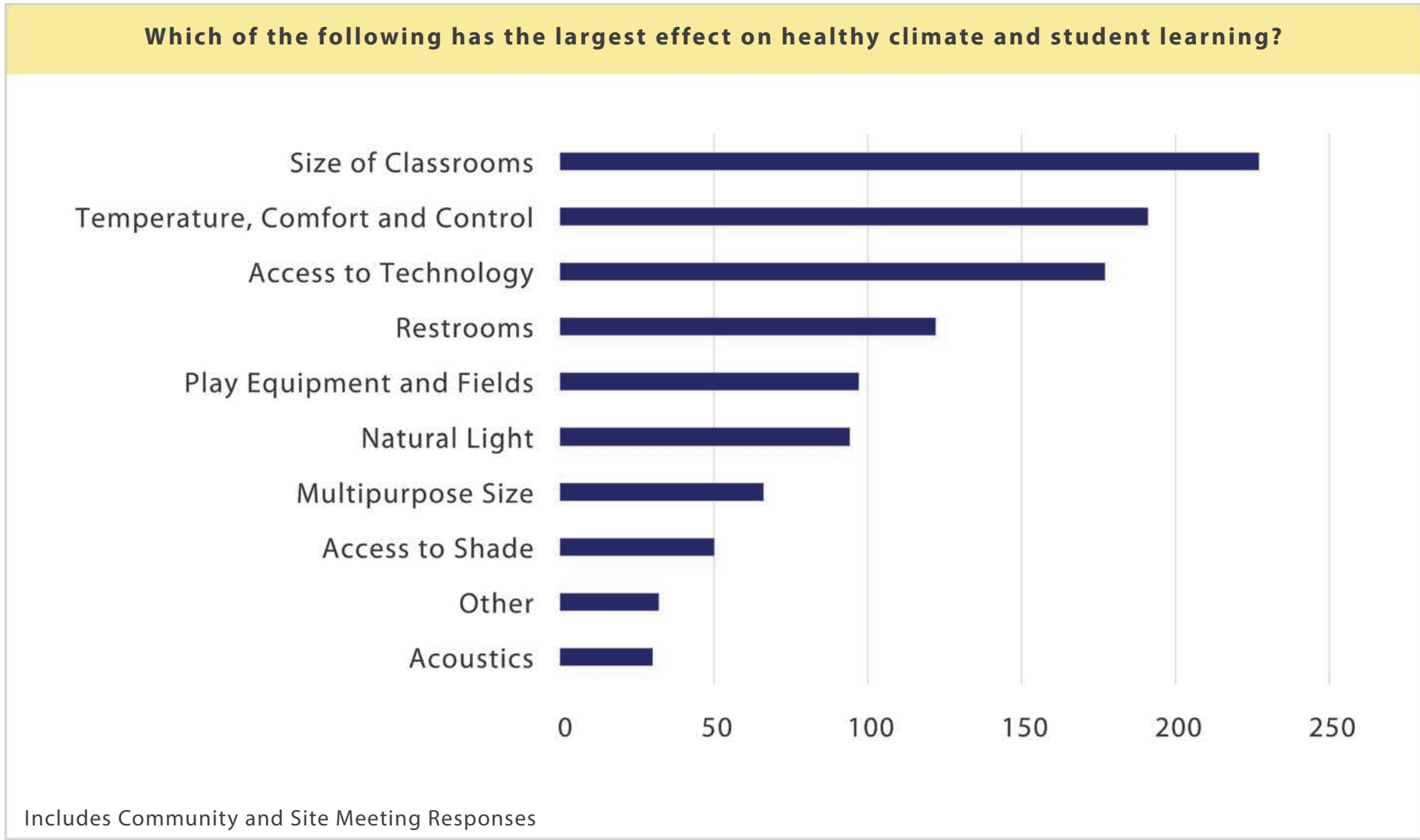
5. Favor de evaluar del 1 al 5, como las instalaciones de su escuela apoyan a la comunidad.

	No Apoyo				Gran Apoyo
	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

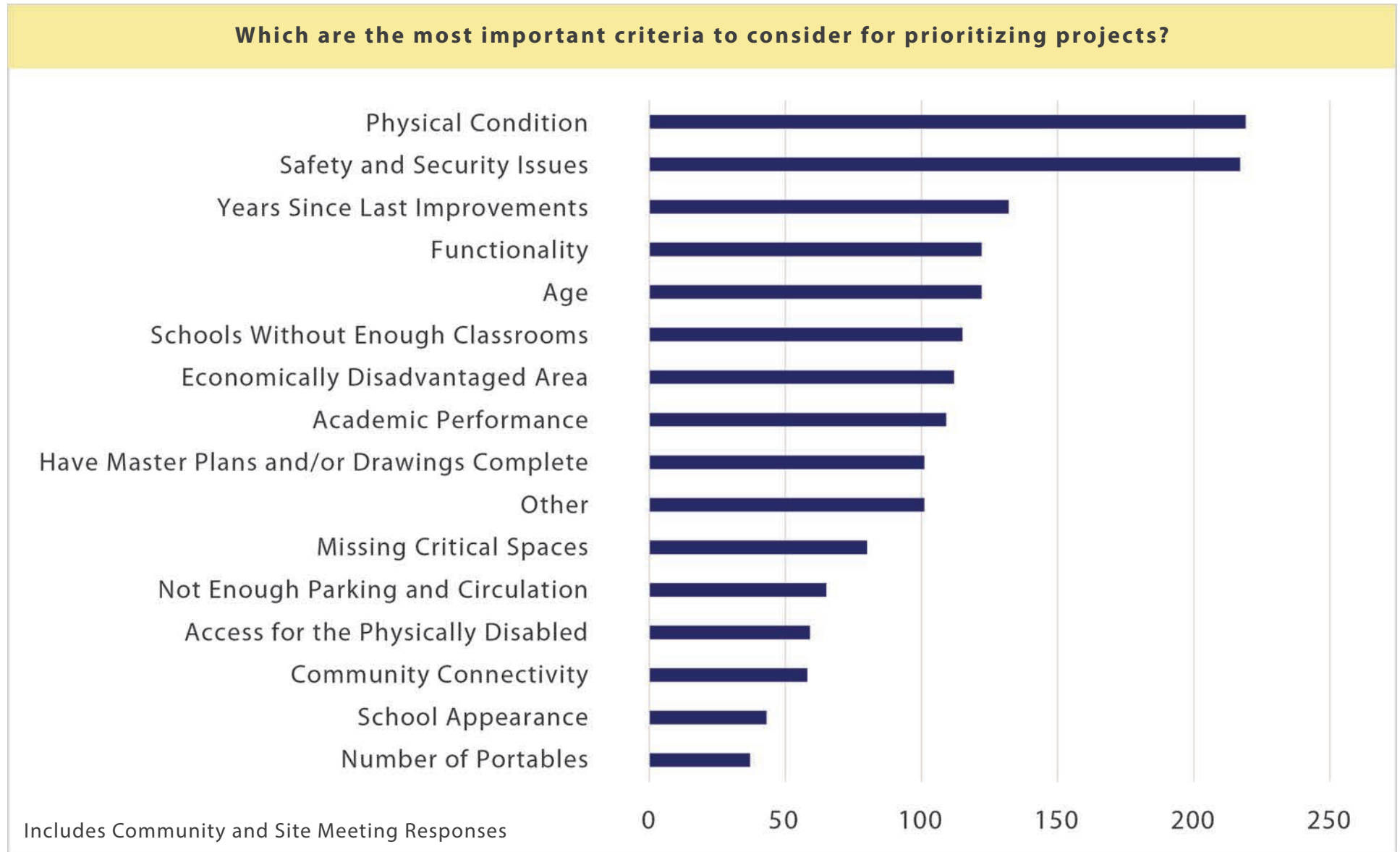



Survey forms and Power-point presentations were offered in both English and Spanish.

Results of the Surveys

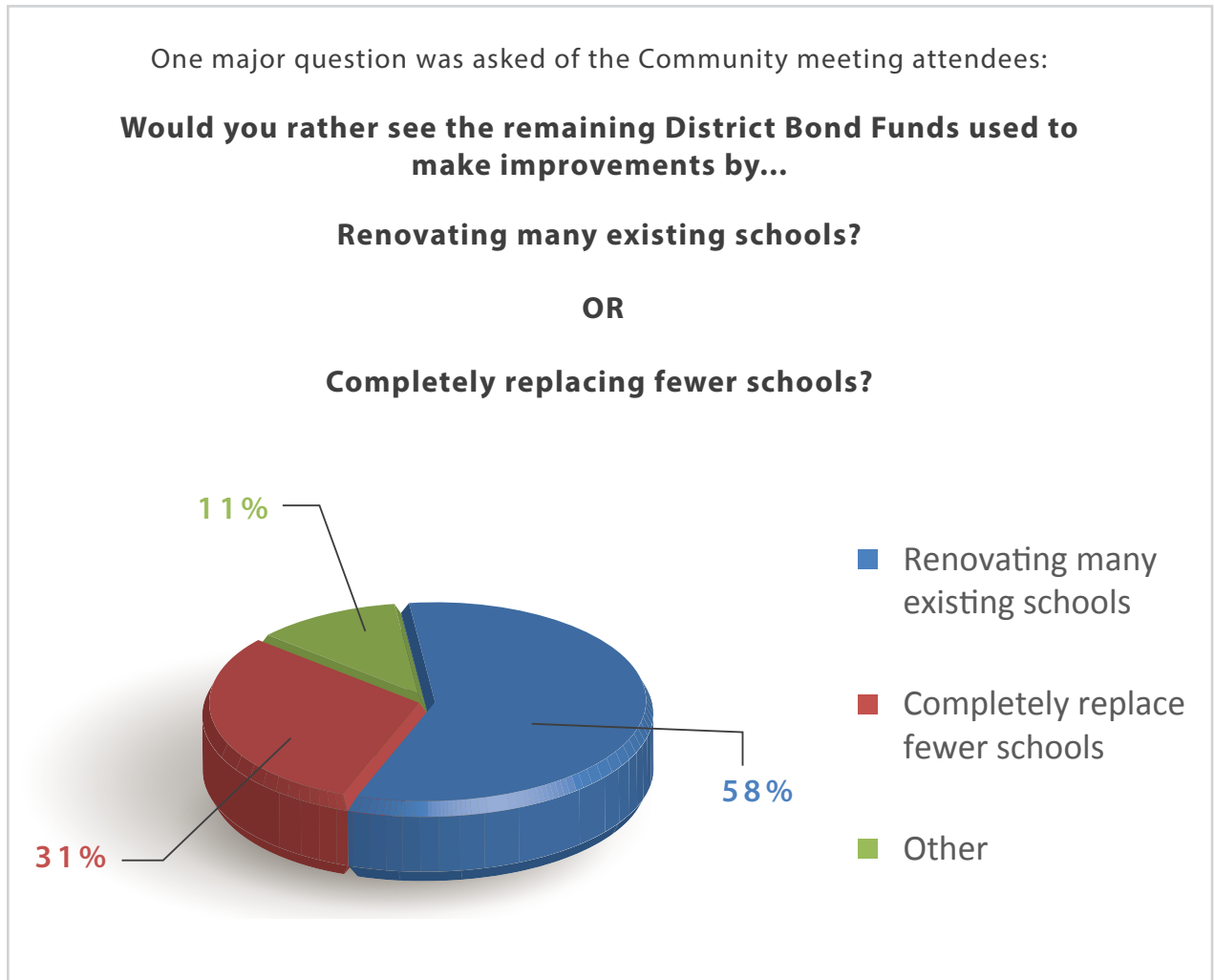
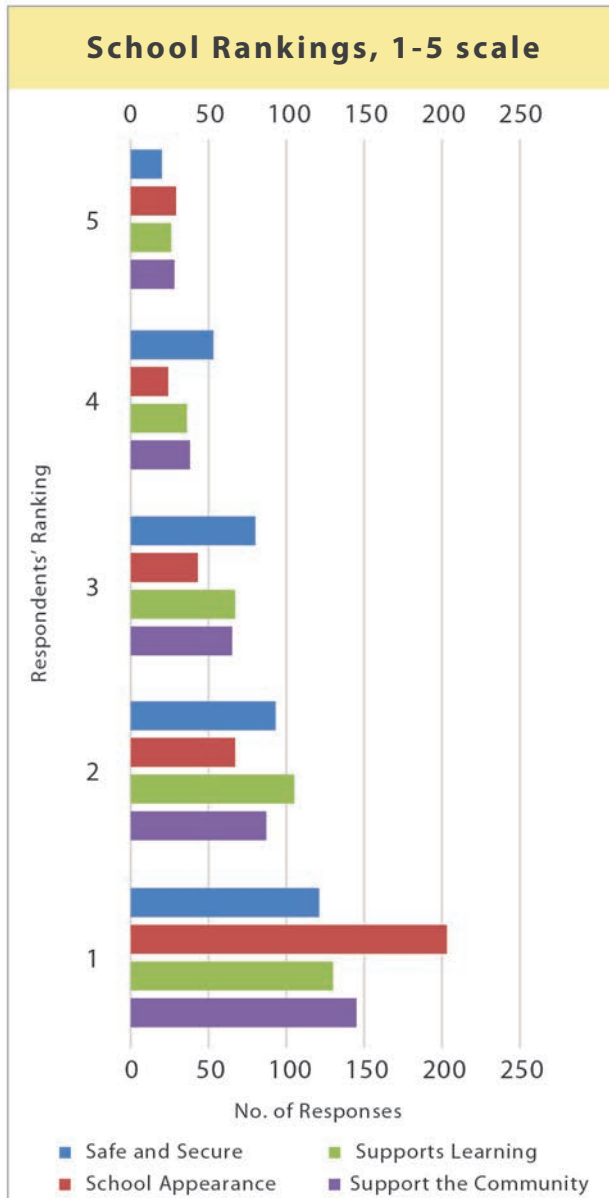


Results of the Surveys



Section 2 | Creating a Process

Results of the Surveys



Meetings & Prioritization Committee

SCHOOL SITE COMMITTEE/ COUNCIL MEETINGS

In addition to the Community Meetings, individual site meetings at each of the 21 Priority Schools were held. The Principal at each school was encouraged to invite the School Site Council or School Facility Design Committee to the meeting. The same presentation as was given at the community meetings, was also given at the School Site Committee/Council Meetings to explain the Master Planning process, and the Prioritization Committee's charge of defining sequencing of the projects. The same surveys from the Community Meetings were also handed out. The discussions at each site meeting generally centered around the specific issues at the particular sites. The number in attendance at these meetings varied. The Planning Team collected input that would be used in the analysis of the various options, and to assist the Prioritization Committee in developing criteria for sequencing.



School Site Committee/Council Meeting



School Site Committee/Council Meeting

WCCUSD Master Plan End Goals

When developing a Long Range Facilities Master Plan process, keeping the end in mind is extremely important. The West Contra Costa Unified School District Long Range Facilities Master Plan end goals were to:

- » **Identify** the order in which projects on the 21 Priority School Sites would be completed using priority list based on equitable, measurable criteria.
- » **Define** construction projects with budgets on all the 21 Priority School Sites using the results of the site assessments, community input and District-wide capacity and utilization.
- » **Establish** an implementation time-line for the project completion.

Section 2 | Creating a Process

Meetings & Prioritization Committee

PRIORITIZATION COMMITTEE

One of the keys in accomplishing this goal was the establishment of a citizen based "Prioritization Committee". Their charge was to create criteria by which all sites would be prioritized for sequencing, and to establish a basis through which an overall option could be chosen by the Board of Education. This committee is further discussed in Section 5 of this Master Plan. It was important that the Prioritization Committee complete their initial sequencing criteria discussion based on equally applied criteria without discussing individual site needs. This established an objective criterion that could be applied to all sites without partiality.



Prioritization Committee Meeting



Prioritization Committee Meeting

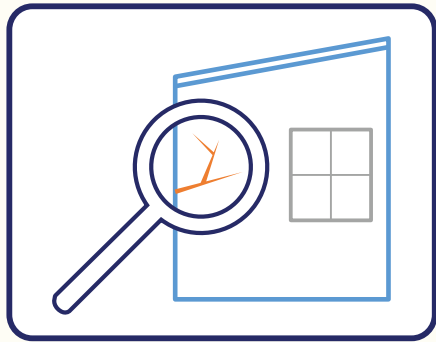
BOARD OF EDUCATION

The Board of Education was actively involved in receiving information on the progress of the process. All Board meetings were preceded by a Facilities Subcommittee of the Board meeting. The Board took action several times during the process to finalize a step before moving on to the next stage of decision making. There were also four presentations to the Citizen's Bond Oversight Committee (CBOC). Two were joint meetings with the Board of Education. Each meeting was to inform the Committee on the progress of the process. The Board and CBOC meetings are summarized on the following page.

Meeting Summary

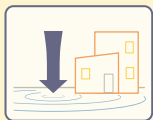
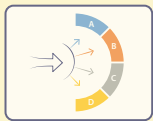
Meeting Date	Type of Meeting	Meeting Activities
9/23/15	CBOC	Review the Facilities Master Planning Process.
9/30/15	Joint Board of Education and CBOC	Reviewed the Facilities Master Planning Process. Presented comments from the Site meetings held to date. Presented the approach and discussion topics planned for the Community and Cities meeting.
12/01/15	Facilities Subcommittee	Reviewed progress to date. Presented the full summary of the first round of Community and Site meetings. Reviewed the process and results of the Prioritization Committee.
12/09/15	Board of Education	Board Discussion. Board passed the Prioritization Criteria and associated metrics and weights.
1/12/16	Facilities Subcommittee	Results of the Facilities Site Assessments. Initial demographic and capacity study.
1/20/16	Board of Education	Presentation of Potential Program Approach Options.
1/27/16	CBOC	Schedule for next round of Community Meetings.
2/09/15	Facilities Subcommittee	Results of Capacity and Utilization Study. Application of the Prioritization Criteria to the 21 Priority School Sites and sequencing order.
2/27/16	Board of Education Workshop	Detailed presentation of Program Approach Options with school by school scope and rough order of magnitude cost. Presentation of Sub-Options. Board Discussion.
3/30/16	Joint Board of Education and CBOC	Review of capacity, utilization, prioritization criteria, sequencing, Program Approach Options and Sub-Options. Results of the second round of Community and Site meetings. Discussion .
4/19/16	Facilities Subcommittee	Presentation of the Prioritization Committee’s definition of “Best Bang for the Buck”. Master Planning Team’s recommendation.
4/27/16	Board of Education	Board Discussion. Board approves the recommended Options.
5/17/16	Facilities Subcommittee	Presentation of the Implementation Plan.
5/25/16	Board of Education	Board Discussion.
6/15/16	Board of Education	Board approves the Long Range Facilities Master Plan.

Page Intentionally blank



Section

Facilities Assessments



Page Intentionally blank

Facilities Assessment Report

What are Facilities Assessments?



As a vital tool in completing a Master Plan, the assessments provide a base line for every building on every campus, from several perspectives. They are used to understand the needs of the school sites and provide a portion of the Prioritization Criteria. The assessment process also allowed the Master Planning Team to review all of the school sites in detail, providing a valuable snapshot of the needs within the 21 Priority Schools Sites.

The assessment team consisted of two members from the Master Planning Team, and two District Facilities staff members. Every one of the 21 Priority School Sites were visited, and every room in each building was inspected. The assessment team most often met with a member of the site administration and/or a site custodian, who provided additional information on the operations of the campus and any recurring issues. Each Master Planning Team member recorded scores and observations into an electronic assessment tool.



FOUR KEY AREAS OF SCHOOL FACILITIES

The 21 Priority Sites were scored based on standard criteria in four key areas of school facilities:

**Building Condition**

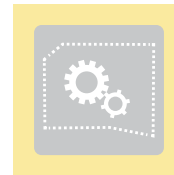
- » Building Envelope
- » Building Systems
- » Building Interior
- » ADA Access

**Building Function**

- » Size and Design of Spaces
- » Access to Amenities
- » Human Comfort

**Site Condition**

- » Campus Condition
(Landscaping, Walkways, Parking)
- » Fields Condition
(Grass, Turf and Hard Courts)
- » ADA Access

**Site Function**

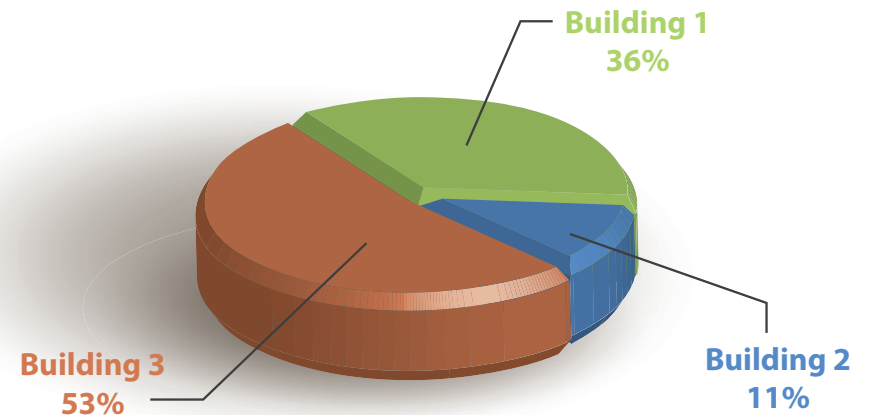
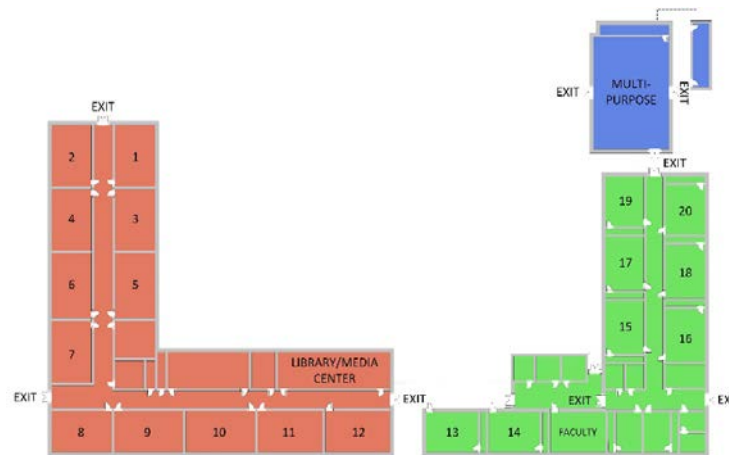
- » Circulation
- » Fields/Hard Court
- » Campus Organization
- » Learning Spaces

Campus Scoring

To create a combined score, a two step process was completed. First, individual building scores were weighted on the percent of total square feet that the building represents compared to the total campus square footage to create a Building Campus Score. The Site Scores and Building Campus Scores were then equally weighted to create the final combined score.

CREATING A BUILDING CAMPUS SCORE

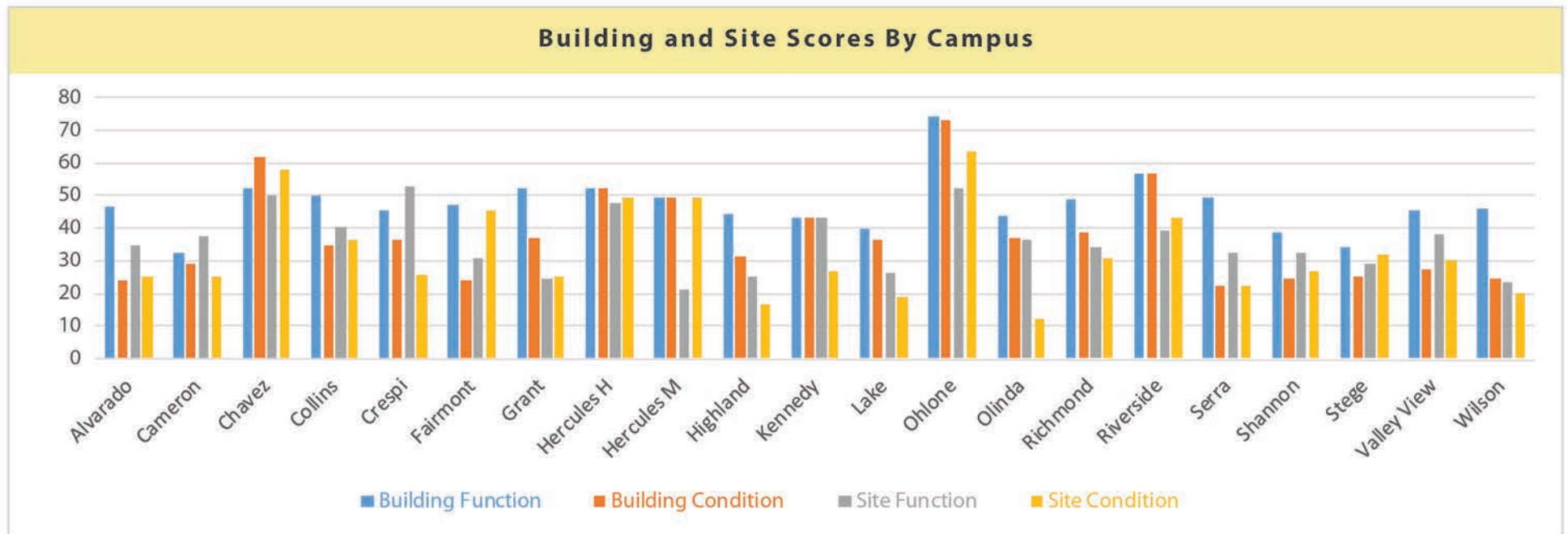
Each building's square footage is used to create a percentage weight for the building score.



Section 3 | Facilities Assessments

Scoring Results

The full assessment document contains, the score sheets for each building and site, for every one of the 21 Priority School Sites. From this information the following summary chart was developed. Comprehensive assessment information can be found in the appendix of this Master Planning document.



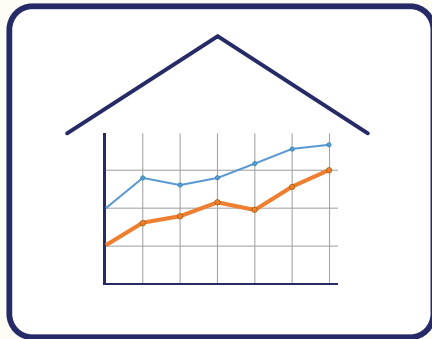
Campus Comparison

Overall, the final assessment scores show a significant need for major improvements at most of the 21 Priority School Sites. The low scores can be explained by learning that 14 of the schools exceeded 40 years of age with minimal upgrades. A large number of portables that have reached the end of their useful life, also contributes to an average combined score being well

below 50. Site constraints, which include a lack of adequate parking, play space and parent drop-off, were common. The overall condition of both the site and buildings were, in many cases, in desperate need of repair, revitalization and updating to effectively serve today's educational program.

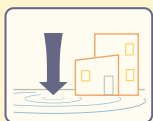
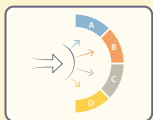


Page Intentionally blank



Section

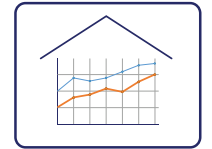
Capacity Enrollment & Demographics



Page Intentionally blank

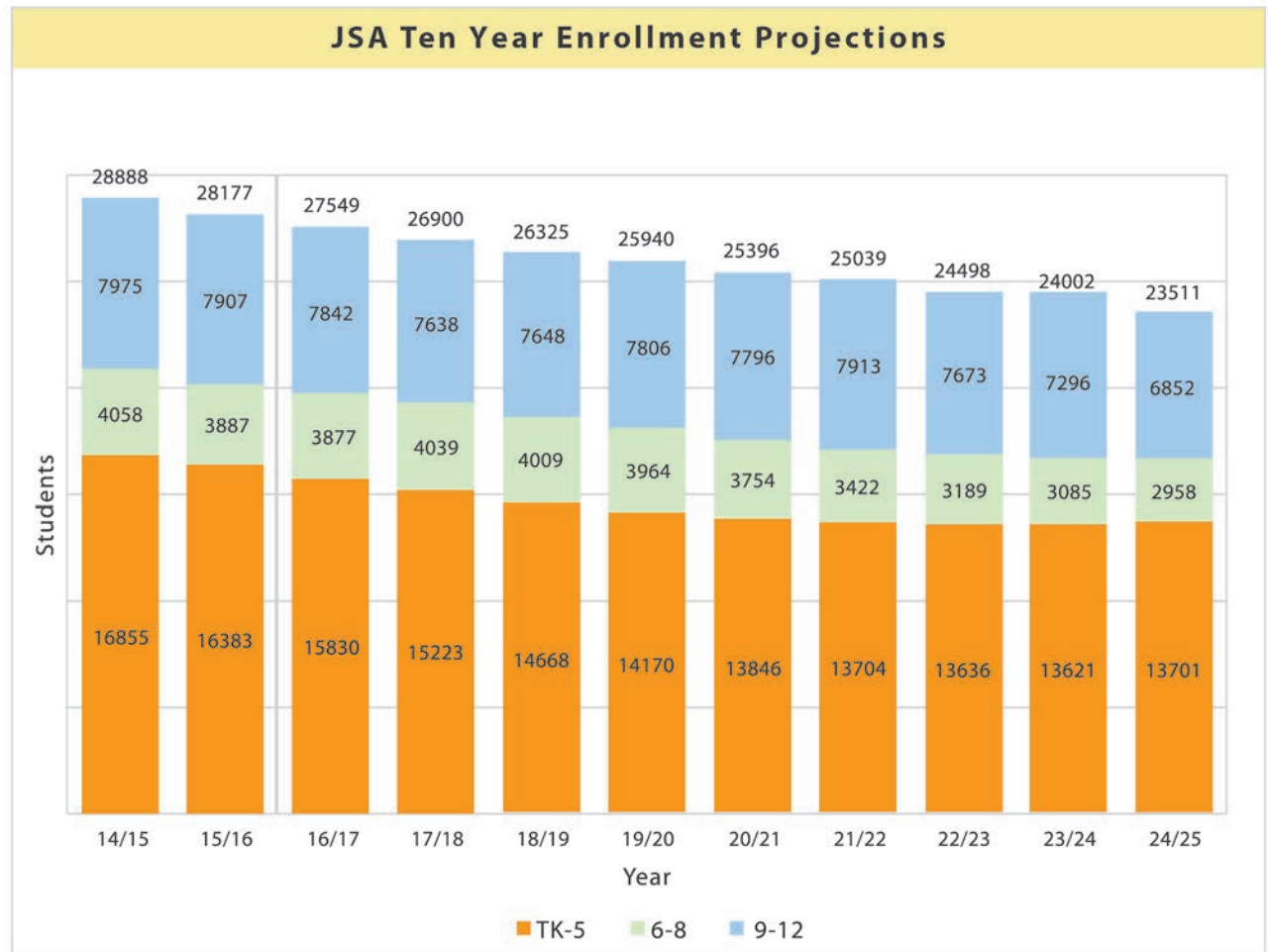
Demographics and Capacity

Consolidate Existing and New Data



The development of data for the Long Range Facilities Master Plan included the review of District provided previous demographic information, and the determination of the capacity and utilization of the District school sites. The Planning Team determined that all sites, not just the 21 Priority School Sites, needed to be included in this section of the work. Over-crowding or under-utilization may be a factor in how each site will be used, and this information would be necessary in creating Program Approach Options or Sub-Options.

SchoolWorks reviewed and analyzed the information from Davis Demographics and from Jack Schreder & Associates (JSA) in regard to the projections they did in 2014/15. They each did a ten year projection that resulted in around 23,500 students for grades TK-12, not including Charter Schools. This is a significant decline compared to the 28,483 District students that were enrolled in 2015/16. Both reports reached similar conclusions; the JSA enrollment projections have been used for our calculation purposes:



Section 4 | Capacity Enrollment and Demographics

Analysis of Census Data

GROWING POPULATION VS. DECLINING ENROLLMENT

Overall the population within the District boundaries has increased between 2010 and 2014. The number of school age children living in the District has fluctuated, but the survey results do have a level of variance due to the fact it is just a survey. Overall, the numbers are slightly higher in 2014 compared to 2010, even though the District's enrollment has been declining. A loss in population is not the driving factor for the loss in enrollment.

CENSUS POPULATION DATA

The following table shows the Census population data from 2010 and the 1 year survey data for each year from 2011 to 2014 within the West Contra Costa Unified School District.

West Contra Costa Unified School District					
Census Population Data					
Year	2010	2011	2012	2013	2014
Population:	235,847	238,034	241,656	244,660	251,417
Age					
Under 5	15,997	16,662	14,741	15,658	15,085
5-9	15,351	17,138	16,191	14,190	15,588
10-14	14,936	15,710	15,466	13,212	16,342
15-19	15,847	13,330	15,466	14,924	14,079
Total Age 5-14	30,287	32,848	31,657	27,402	31,930
Total Age 5-19	46,134	46,178	47,123	42,326	46,009

Charter School Enrollment

INCREASED ENROLLMENT

The Planning Team was asked to review the projected Charter School enrollment figures previously provided to the District, both by Davis Demographics & Planning, Inc. in their Fall 2014/2015 Report: "Student Population Projections Fall 2015-Fall 2024" dated May 12, 2015; and Jack Schreder & Associates in their Demographic Analysis and Facility Capacity study of July 20, 2015. Both reports were based upon student enrollment data available through Fall 2014.

Charter Schools have proven to be increasingly popular within the District. Total enrollment in Charter Schools located within the District has increased from 510 in 2005/2006 to 1,300 in 2010/2011 and to 3,959 in 2015/2016. As of the 2015-2016 school year, West Contra Costa Unified School District included a total of eleven Charter Schools, eight chartered by the District and three chartered by the Contra Costa County Board of Education.

Three of these schools (Aspire Richmond Tech; Aspire College Prep; John Henry High School) opened in the Fall of 2015. In addition, another new Charter School has been approved by the Board of Trustees (Summit #2), and is scheduled to open in the Fall of 2016. Enrollment at some of these new facilities was not included in the reports considered; in addition, the Planning Team was able to utilize enrollment data from the Fall of 2015, which was not available for prior studies.

Neither of the prior studies that were reviewed (nor our analysis) included effects of any additional Charter Schools opening within the District in the next five years, although several additional schools have expressed such an interest. This is not because the District believes that such schools will not petition for, be approved and open within the District; but rather that attempting to quantify the effect of potential new future Charter Schools would be too speculative and lack accuracy.

A review of the District's demographics data indicates that, based upon both anecdotal information from each of the cities within the District's boundaries and a review of the annual updates from 2011 through 2014 of the U.S. Census data of 2010, both the overall population and the school-age population of the District is slowly increasing (see the Demographics section above). This increase in population is greatly surpassed, however, by the Charter School enrollment increases projected by Davis Demographics (DDS), Schreder (JSA) and our group (SW). As noted above, our analysis included enrollment data projections for all eleven of the Charter School facilities operating in the Fall of 2015, as well as a projection for the Charter School (Summit #2) scheduled to open in Fall 2016.

Section 4 | Capacity Enrollment and Demographics

Charter School Enrollment

Analysis of projected enrollment at the twelve Charter Schools, based upon current enrollment data, changes in that data over the last few years, and a review of the Charter School’s charters and Facilities Use Agreements, indicate to the Planning Team that the total enrollment for these schools in 2019/2020 is projected to be approximately 6,030 students.

This projection of 6,030 Charter School students is an increase above the projections for the same period from Davis Demographics (5,119) and Schreder & Associates (5,531). As a comparison, in 2015/2016 there were a total of 3,959 Charter School students, and 28,483 District-enrolled students in the District; the Charter School students comprised approximately 12.2% of the total District-wide enrollment.

STUDENT RETENTION


For 2019/2020, Charter School students are estimated to total 6,030 students, and District-enrolled students would total 26,001. Charter School students at that time are projected to total 18.8% of the total District-wide projected enrollment. This Charter School enrollment increase will be a significant impact on what is projected to be an already declining District enrollment in the same period. The District should very closely monitor Charter School enrollment, projections and applications over the next several years in order to assess their District-wide impact and develop counter-strategies to retain students in District schools.


Charter School Enrollment Projections							
School	Authorizing Authority	Grade Level 2014-15	Enrollment 2014-15	Enrollment 2015-06	Project Enrollment 2019-20		
					DDS	JSA	SW
Benito Juarez ES	District	G K-3	158	403	340	340	420
Richmond College Prep	District	G K-6	447	443	450	450	450
Caliber Schools	County	G K-8	306	604	800	800	900
Aspire Richmond Tech	District	G K-5	Opens 2015	244	312	312	360
Richmond Charter Academy	District	G 6-8	215	231	270	270	250
Manzanita MS	District	G 6-8	153	137	154	154	160
Making Waves	County	G 5-12	747	760	800	800	800
Aspire College Prep	District	G 6-12	Opens 2015	280	420	420	560
Summit K2	County	G 7-12	118	224	663	663	708
Summit #2 (New)	District	G 7-12	Opens 2016		412	412	412
Leadership Public HS	District	G 9-12	448	510	510	510	500
John Henry HS	District	G 9-12	Opens 2015	123	400	400	500
			Total	2,632	5,119	5,531	6,030

Capacity and Utilization


CLASSROOM COUNT

In order to determine the Facilities Master Plan capacity for each school in the District, a classroom count was needed. The Planning Team coordinated an actual site by site effort with the Facilities Department. After the total classrooms for each school were counted, and space was subtracted for special programs and pull-out spaces as needed for the educational programs in each school, the net number of classrooms was determined. The charts on the following two pages indicate the number of classrooms at each school.

 Standard Classrooms at each school are indicated in Blue.

 The green bars are classrooms excluded from the net count. A standard of six classrooms at the elementary level, and five from the secondary level, were excluded to accommodate pull-out needs of special education and other special programs. At schools where a Special Day Class for Pre-School was established, an additional pull-out room was provided.

Special Day Classes (SDC) for Special Education is not evenly distributed across the District at every school site, especially at the elementary level. This is a common practice, especially in large districts. However, in Master Planning, it produces a lower capacity at schools with a larger number of SDC classes than schools with an equal number of classrooms, which have a lower number of SDC classes. In order to provide stability for these programs and students, the District does not regularly relocate these programs, which supports the Master Planning Teams' effort to account for the lower overall capacity at the schools where these programs are held.

 The classrooms represented in red are part of the overall net classroom counts but are calculated with a lower capacity than the standard classrooms indicated in blue.

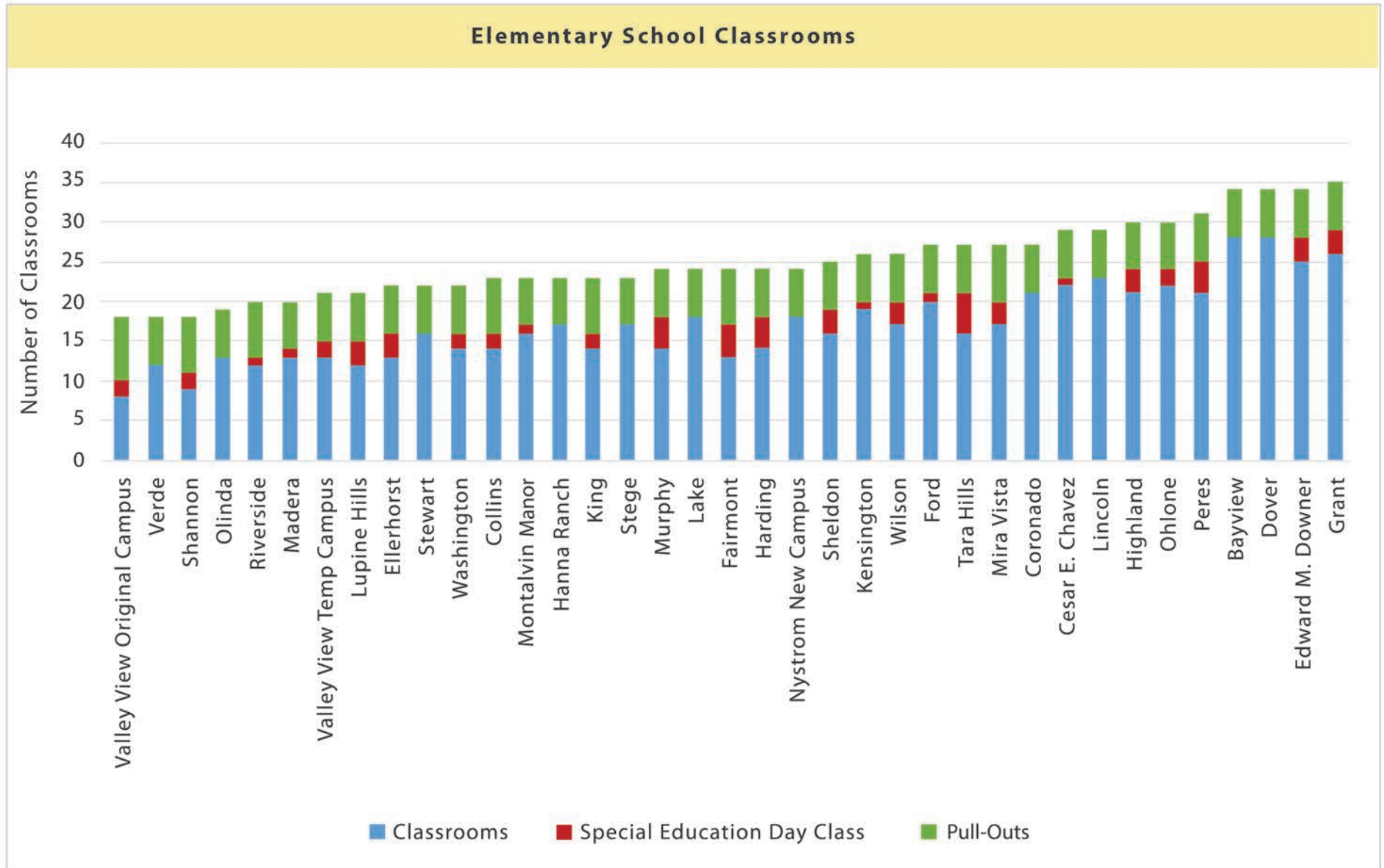
LOADING FACTORS

The net classrooms were then multiplied by the loading factors to determine the Facilities Master Planning capacity. After verification, and concurrence from the District K-12 Operations and Special Education, the following loading factors were used:

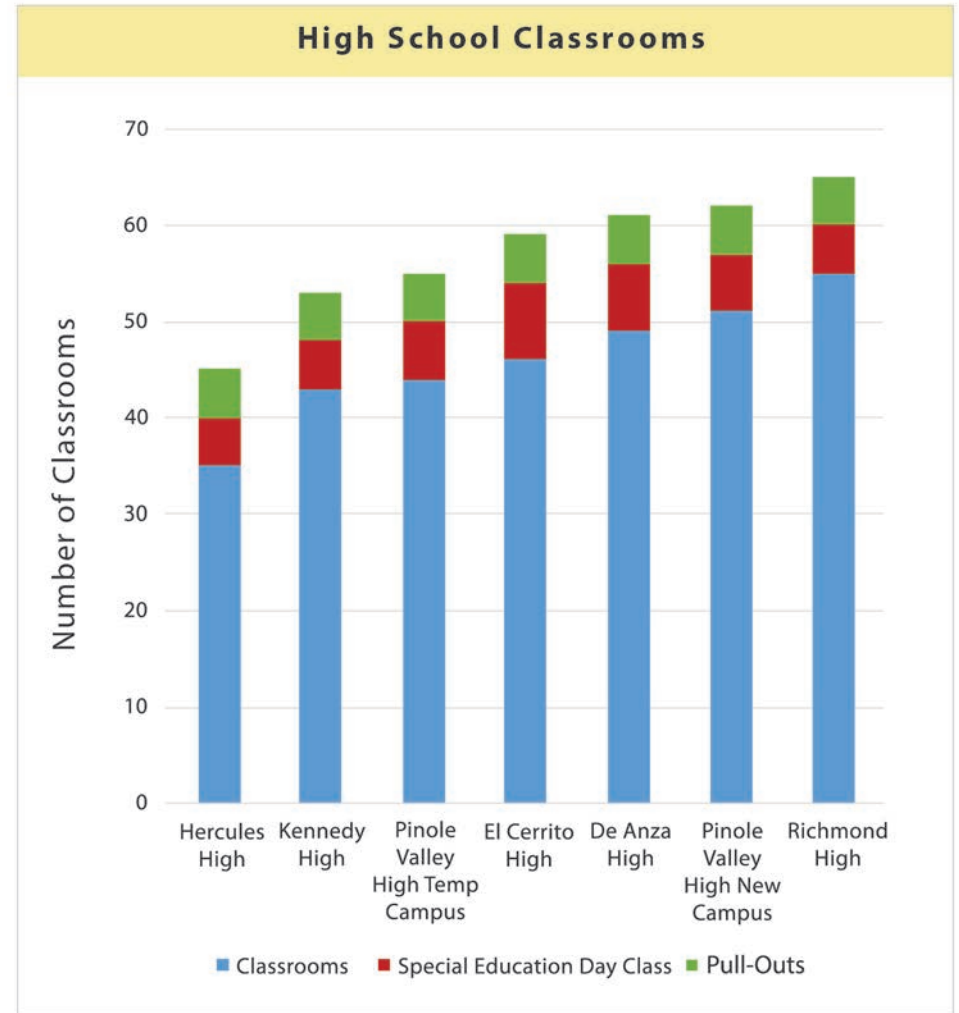
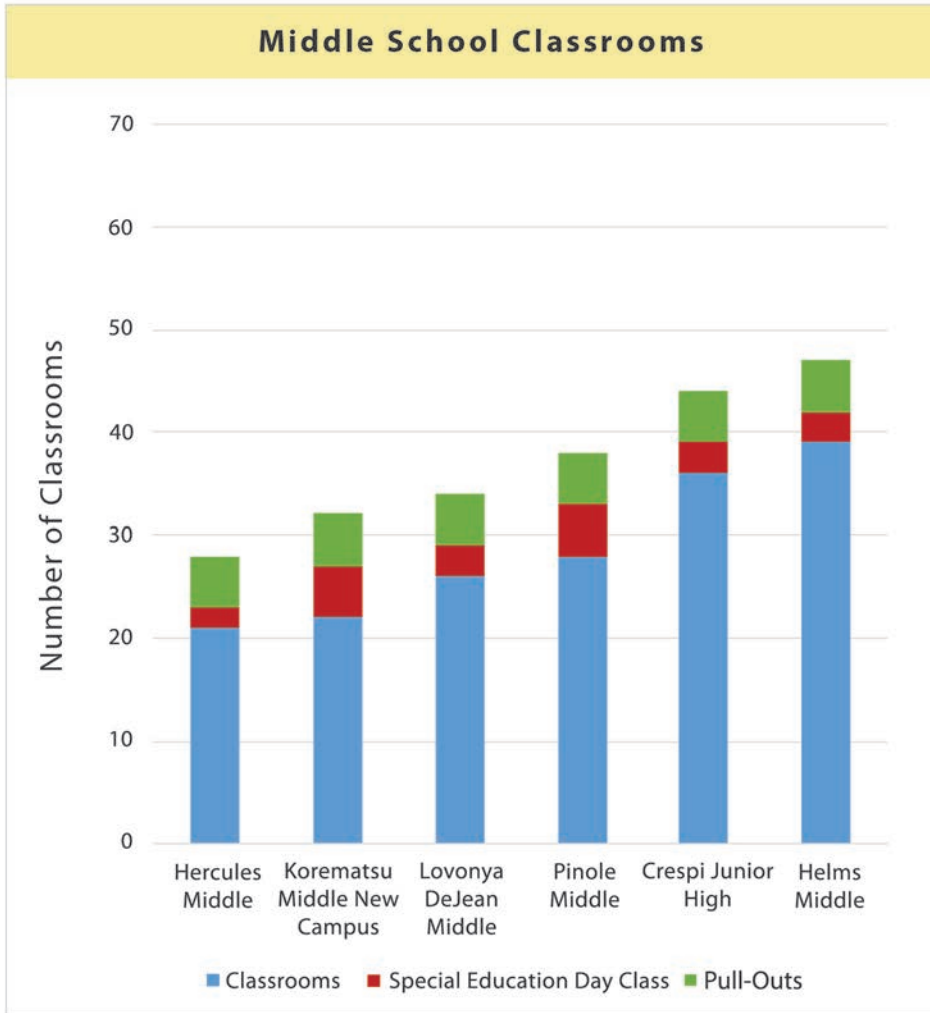
- » **Grades TK through 3**
24 students per classroom
- » **Grades 4-6**
33 students per classroom
- » **Grades 7-12**
32 students per classroom
- » **Special Day Classes (SDC)**
13 students per class for non-severe classifications and 9 students per classroom for severe classifications (number indicated by the red bars)

Section 4 | Capacity Enrollment and Demographics

Classroom Count



Classroom Count




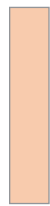
Capacity and Utilization

OPTIMAL UTILIZATION

The Planning Team realizes that actual room usage will vary from site to site based on actual usage and student populations. It is possible for schools to house more students than their capacity by either having more students in each classroom and/or by using more classrooms on the site than the net amount shown in the table. The Master Plan Team also allowed for full day kindergarten. This is an initiative the District is implementing but has not occurred on every site and contributes to some of the schools which are shown as being over capacity. For planning purposes, any school with a utilization factor over 90% is likely to feel impacted or crowded.

The following table lists the schools, the current and five year projections along with the acres and Facilities Master Planning capacity. By comparing the enrollments to the capacity, the utilization factors were calculated for each campus based on the 2015 enrollments and the projected 2019/20 enrollments.

 A light blue color code was used for any schools with a utilization factor of 70% or less which indicates there is some space available on that campus for additional students and the school capacity is under-utilized.

 A tan color code was used to indicate schools with a utilization factor over 100% which indicates which schools are impacted and over-crowded based on the loading factors above.

The enrollments are projected to decline beyond the numbers that are shown for the year 2019/20. In the ten year projections, the District enrollment is projected to drop to 23,500, however, projections were not available by school beyond 2019/20. Also, depending on the impact of the District facility program and the ongoing impacts of Charter Schools in the region, it was challenging to develop any projections with a reliable level of accuracy beyond that time frame. The District continues to monitor the enrollments and projections each year which will indicate if any of the enrollment trends start to shift in any of the District schools.

Facility Utilization Report

Facility Utilization Report - Elementary								
Elementary Schools	Grades	Acres	Classrooms	2015/16 Enrollment	JSA 2019/20 Projection	Master Planning Capacity	2015/16 Utilization	2019/20 Utilization
Bayview	TK-6	9.2	28	609	604	780	78%	77%
Highland	K-6	9.3	24	486	408	612	79%	67%
Murphy	K-6	10.9	18	517	439	430	120%	102%
Olinda	TK-6	9.6	13	322	291	362	89%	80%
Sheldon	TK-6	8.4	19	375	326	481	78%	68%
Valley View	K-6	13.5	15	344	325	388	89%	84%
Subtotal			117	2,653	2,393	3,053	87%	78%
Cesar E. Chavez	TK-6	4.7	23	569	434	626	91%	69%
Dover	TK-6	5	28	740	689	780	95%	88%
Edward M. Downer	TK-6	4.9	28	608	537	727	84%	74%
Ford	TK-6	2.1	21	486	489	566	86%	86%
Lake	TK-6	9.3	18	421	303	501	84%	60%
Peres	TK-6	7	25	536	442	621	86%	71%
Riverside	K-6	4.4	13	401	360	343	117%	105%
Verde	K-6	8	12	319	300	334	96%	90%
Subtotal			168	4,080	3,554	4,498	91%	79%
Collins	K-6	10.9	16	359	347	408	88%	85%
Ellerhorst	K-6	11.1	16	357	305	397	90%	77%
Montalvin Manor	TK-6	9	17	437	352	459	95%	77%
Shannon	TK-6	10.3	11	340	352	269	126%	131%
Stewart	K-6	9.2	16	476	418	460	103%	91%
Tara Hills	K-6	9	21	494	417	499	99%	84%
Subtotal			97	2,463	2,191	2,492	99%	88%

>100 <71

Section 4 | Capacity Enrollment and Demographics

Facility Utilization Report

Facility Utilization Report - Elementary (continued)								
Elementary Schools	Grades	Acres	Classrooms	2015/16 Enrollment	JSA 2019/20 Projection	Master Planning Capacity	2015/16 Utilization	2019/20 Utilization
Fairmont	K-6	3.3	17	557	475	398	140%	119%
Harding	TK-6	4.5	18	394	302	434	91%	70%
Kensington	K-6	10	20	534	393	538	99%	73%
Madera	K-6	3.5	14	489	398	371	132%	107%
Mira Vista	K-8	16.3	20	531	438	528	101%	83%
Washington	K-6	3.2	16	456	397	412	111%	96%
Subtotal			105	2,961	2,403	2,681	110%	90%
Hanna Ranch	K-5	5.1	17	470	414	459	102%	90%
Lupine Hills	TK-5	5.8	15	384	344	359	107%	96%
Ohlone	K-5	9.2	24	359	263	612	59%	43%
Subtotal			56	1,213	1,021	1,430	85%	71%
Coronado	TK-6	2.9	21	423	305	585	72%	52%
Grant	TK-6	5	29	521	447	763	68%	59%
King	K-6	3.7	16	478	396	408	117%	97%
Lincoln	K-6	3.7	23	438	443	641	68%	69%
Nystrom New Campus	TK-6	4.8	18	494	490	501	99%	98%
Stege	TK-6	2.7	17	300	248	474	63%	52%
Wilson	K-6	3.5	20	498	373	509	98%	73%
Subtotal			144	3,152	2,702	3,881	81%	70%
Elementary Totals		266.5	687	16,522	14,264	18,035	92%	79%

>100 <71

Facility Utilization Report

Facility Utilization Report - Middle/High/Other								
Middle Schools/High Schools/Other Schools	Grades	Acres	Classrooms	2015/16 Enrollment	JSA 2019/20 Projection	Master Planning Capacity	2015/16 Utilization	2019/20 Utilization
Crespi Junior High	7-8	14.1	39	533	591	1187	45%	50%
Helms Middle	7-8	15.4	42	985	971	1283	77%	76%
Hercules Middle	6-8	33.06	23	634	663	698	91%	95%
Lovony DeJean Middle	7-8	13.2	29	534	534	867	62%	73%
Pinole Middle	7-8	9.36	33	574	574	957	60%	65%
Korematsu Middle New Campus	7-8	11.1	27	591	591	600	99%	89%
Middle School Totals		96.22	193	2,961	2,403	5,592	69%	72%
De Anza High	9-12	41.2	56	1330	1275	1643	81%	78%
El Cerrito High	9-12	15.7	54	1434	1371	1560	92%	88%
Hercules High	9-12	33.06	40	983	905	1173	84%	77%
Kennedy High	9-12	17.9	48	870	818	1437	61%	57%
Pinole Valley High New Campus	9-12	25	57	1166	1067	1706	68%	63%
Richmond High	9-12	12	60	1533	144	1821	84%	79%
High School Totals		144.86	315	7,316	6,880	9,340	78%	74%
Harbor Way Community Day	K-8			2	7			
Middle College High	9-12			278	262			
North Campus Continuation	9-12			129	172			
Vista High (alternative)	7-12			141	155			
Greenwood Academy	9-12			244	250			
Other School Totals				794	864			
District Totals		474.5	1,195	28,483	26,001	32,967		

>100 <71

Section 4 | Capacity Enrollment and Demographics

Faculty Utilization Report

MAJOR FINDINGS

The major findings identified in the tables on the previous three pages are that there are both schools currently over-crowded, and that are under-utilized. There are currently 11 elementary schools showing over-crowding. This is in part due to the lower class sizes in grade TK-3, the creation of the TK program in the past several years, and the need for space for pull-out rooms and special programs to meet the educational goals. The elementary school population is declining, which will reduce the overall utilization from 92% to 79%. Any further declines at the elementary grades beyond the five year projections could result in several under-utilized schools.

At the middle school level, the current utilization is 69% and is projected to increase to 72%. This leaves space for movement between schools and fluctuations in populations. The middle schools with the highest utilization factors are Hercules and Korematsu.

For the high schools, the current utilization is 78% and the projection in 2019/20 results in a utilization of 74%. These are comfortable rates for high school programs that can be more challenging to utilize due to master schedule challenges. These utilization factors assume Pinole Valley High is constructed with a capacity of 1,706 students. If the scope of work for that campus is changed, then these numbers will need to be adjusted accordingly.

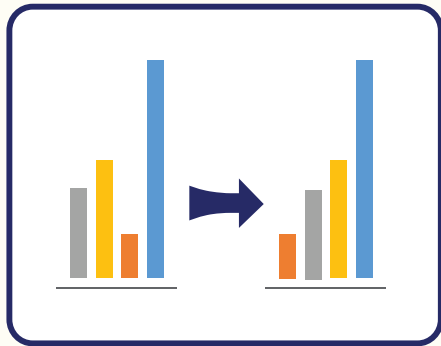
The enrollments were shown for the District's other schools in order to show the breakdown of the total District enrollments. No utilization factors were determined for these schools as they each operate unique programs and/or schedules.



Cameron School

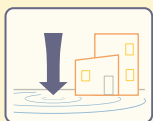
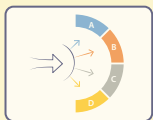


Cesar Chavez Elementary School



Section

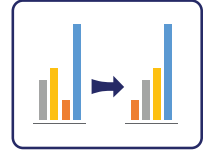
Prioritization and Sequencing



Page Intentionally blank

Prioritization and Sequencing Process

Creating the Prioritization Committee



Unique to the development of the West Contra Costa Unified School District Long Range Facilities Master Plan, the prioritization and sequencing of the 21 Priority School Sites was transparently developed with a Prioritization Committee created specifically for the purpose of crafting the criteria for sequencing. The Prioritization Committee was carefully selected to represent the community at large and their specific “family.” The members included:

- » One Elementary Parent from each of the 6 High School Families
- » Representatives from each city and one from the county
- » Three members chosen by K-12 Operations
- » One CBOC (Citizens Bond Oversight Committee) member

OVERALL PURPOSE

The Prioritization Committee was tasked with the responsibility of creating criteria that establishes the priority in which the West Contra Costa Unified School District Facilities would be ranked for project funding.



Site Committee Meeting

COMMITTEE MEMBERS

The Prioritization Committee was created from a variety of community stakeholders from each school area “Family.” Each Family was asked to identify an “Elementary Parent.” Every Principal had the opportunity to nominate a parent member.

The elementary parent member nominees were individuals interested in the entire Family of schools, and who had a student in at least two of the schools in the Family area. Any nominee was to be a well established member of the community that understood the need to create equitable school facilities, and the critical importance of the work with which the Committee was charged. The nominees were to be interested in the time and participation this consensus process would require. This was an interactive process that stretched across six meetings over several months.

Section 5 | Prioritization and Sequencing

First Meeting of the Prioritization Committee

DEVELOP SEQUENCING CRITERIA

The initial task of the Committee was to create the campus sequencing criteria that could be recommended to the Board of Education. Each member of the Committee was asked to fill out an online survey concerning their background, their relationship to the District, and their interest in serving on the Committee. Included in the survey was a question concerning sequencing criteria. They were asked to rank from 0-5, 5 being the most important and 0 being the least, a list of potential sequencing criteria generated through the Community and Site Meetings.

RANK CRITERIA

The Committee met three times in the Fall of 2015. At the initial meeting, there was a discussion on the overall Facilities Master Planning process, the 21 Priority Schools and schedule of activities. The discussion also included rules for organizational engagement. The Committee was shown the results of priority and criteria discussion from the Community and Site Meetings. They were also shown results of their online survey. Over 25 various common ideas were put on 5"x8" index cards and hung randomly on the wall of the conference room. The Committee members were asked to add to, subtract from or change the cards. Several more cards were added, few were removed. After this activity, members of the audience were given time to give input. The Committee members were then asked to place a red (most important), green (important) or yellow (least important) sticker on each of the criteria. At the end of the first meeting the 25 common ideas had been rearranged into the three sticker groups. The list was sent to each Committee member prior to the next meeting.



Ranking the Sequencing Criteria and Priorities

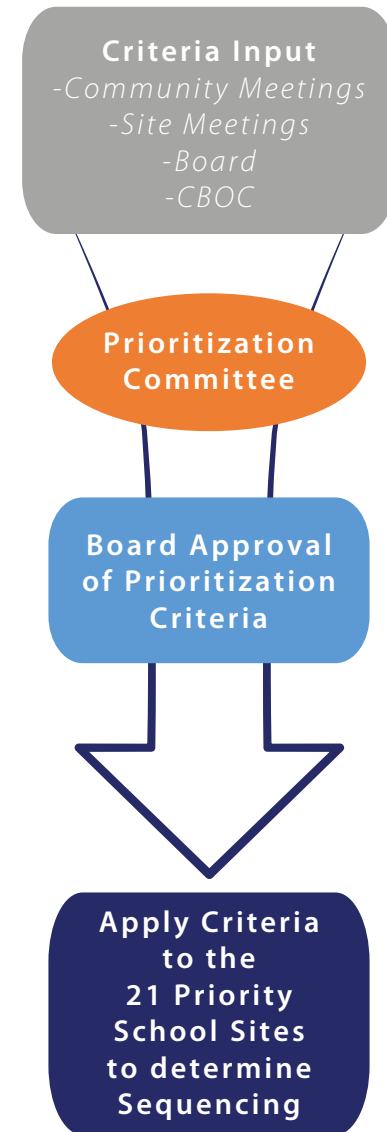


The Second Meeting

FINALIZE CRITERIA

At the second meeting of the Prioritization Committee the members were asked to remove, add or combine the criteria. Many of the criteria that had a yellow sticker were removed or combined with other green or red sticker comments. The final criteria totaled 12 and they were:

- i. Seismic Needs**
- ii. Age of School**
 - » Lead Paint or Asbestos was combined into this criterion
- iii. Physical Condition** (Building and Site)
 - » Trip Hazards in Fields and/or Playgrounds, Site Condition and Building Condition were combined into this criterion
- iv. Economically Disadvantaged Area**
- v. Number of Years since Last Improvement**
- vi. Completed Master Plans or Drawings**
- vii. Lack of Technology Infrastructure**
- viii. Functionality** (Building, Site and Missing Critical Spaces)
 - » High Percent of Special Needs Students, Vehicular and Pedestrian Conflicts, Site Function and Missing Critical Spaces were combined under this criterion
- ix. Over or Nearing Capacity**
- x. % Of Enrollment ESL, Foster, or Low Income**
 - » Academically low performing was combined under this criterion
- xi. Lack of Access for Physically Disabled / ADA Compliance**
- xii. Eligible for State Funding**



Section 5 | Prioritization and Sequencing

The Third Meeting

The 13th criterion, “the biggest bang for the buck,” was asked by the Planning Team to be saved for a future meeting, where options are discussed. The discussion then moved to the metrics to be used for each of the criterion. Included in this conversation was the weighting of the criteria. The final criteria, metrics and weighting resulted in the following table, and the Committee agreed to recommend the criteria to the Board of Education. On December 9, 2015, the Board of Education accepted the recommendation and approved it unanimously.

Criteria	Metric	Weight
Number of Years since Last Improvement	The dollars spent per student since 1991, including bond funds, plus State matching funds	6
Functionality	Assessments scores prepared by Darden/iep2	6
Seismic Needs	Structural reports were prepared for the District in 2002 will be used	5
Age of School	Age of the original school building on a site	5
Physical Condition	Assessment scores prepared by Darden/iep2	5
ADA Compliance	Assessment ADA sub-scores prepared by Darden/iep2	4
Completed Phases of Design	Scale: No Design, MP, SD, DD, CD, DSA	4
Economically Disadvantaged Area	Median Income of the Census Tract	3
Eligible for State Funding	Any State funding	2
% Of Enrollment ESL, Foster, or Low Income	LCAP unduplicated count	2
Lack of Technology Infrastructure	IT Grading	2
Over or Nearing Capacity	Utilization using capacity without portables	1

Criteria Output

The output of these criteria and metrics produced many data types on a range of scales. To be able to produce one system to compare the criteria, each metric was arranged on a 0 to 10-point scale. The top and bottom of the range was established to allow the maximum amount of variance between the lowest score and highest score without reverting to odd intervals such as decimal points.

Criteria	Number of Years since Last Improvements	Function Score	Seismic Needs	Age	Condition Score	ADA Score	Completed Plans	Economically Disadvantaged Area	Technology Infrastructure	Eligible for State Funding	% of Enrollment ESL, Foster, or Low Income	Over or Nearing Capacity
Metric	Bond & State dollars spent/student	Darden/iep2 assessment score	Seismic Report Priority	Age of the main permanent building	Darden/iep2 assessment score	Darden/iep2 assessment score	Design stage of campus improvement plans	Median household income (dollars)	Technology Department Ranking	Eligible for a facilities state funding program	2015-16 WCCUSD LCAP Unduplicated Count	Utilization without portables
10 Points	Under 5,000	Under 33	1	Before 1945	Under 25	Under 15	DSA Approval	Below 42K	1	Yes	95-100%	Over 370%
9 Points	5K-10K	33-36		1946-1951	25-30	15-20		42K-50K			90-95%	340-370%
8 Points	10K-15K	36-39	2	1952-1957	30-35	20-25	CD	50K-58K	2		85-90%	310-340%
7 Points	15K-20K	39-42		1958-1963	35-40	25-30		58K-66K			80-85%	280-310%
6 Points	20K-25K	42-45	3	1964-1969	40-45	30-35	DD	66K-74K	3		75-80%	250-280%
5 Points	25K-30K	45-48		1970-1975	45-50	35-40		74K-82K			70-75%	220-250%
4 Points	30K-35K	48-51	4	1976-1981	50-55	40-45	SD	82K-90K	4		65-70%	190-220%
3 Points	35K-40K	51-54		1982-1987	55-60	45-50		90K-98K			60-65%	160-190%
2 Points	40K-45K	54-57	5	1988-1993	60-65	50-55	Master Plan	98K-106K	5		55-60%	130-160%
1 Point	45K-50K	57-60		1994-1999	65-70	55-60		106K-114K			50-55%	100-130%
0 Points	Over 50K	Above 60	No Report	Past 2000	Above 70	Above 60	No Design	Above 114K		No	Under 50%	Under 100%

Criteria Arranged by Highest Weight, Highest to Lowest

Section 5 | Prioritization and Sequencing

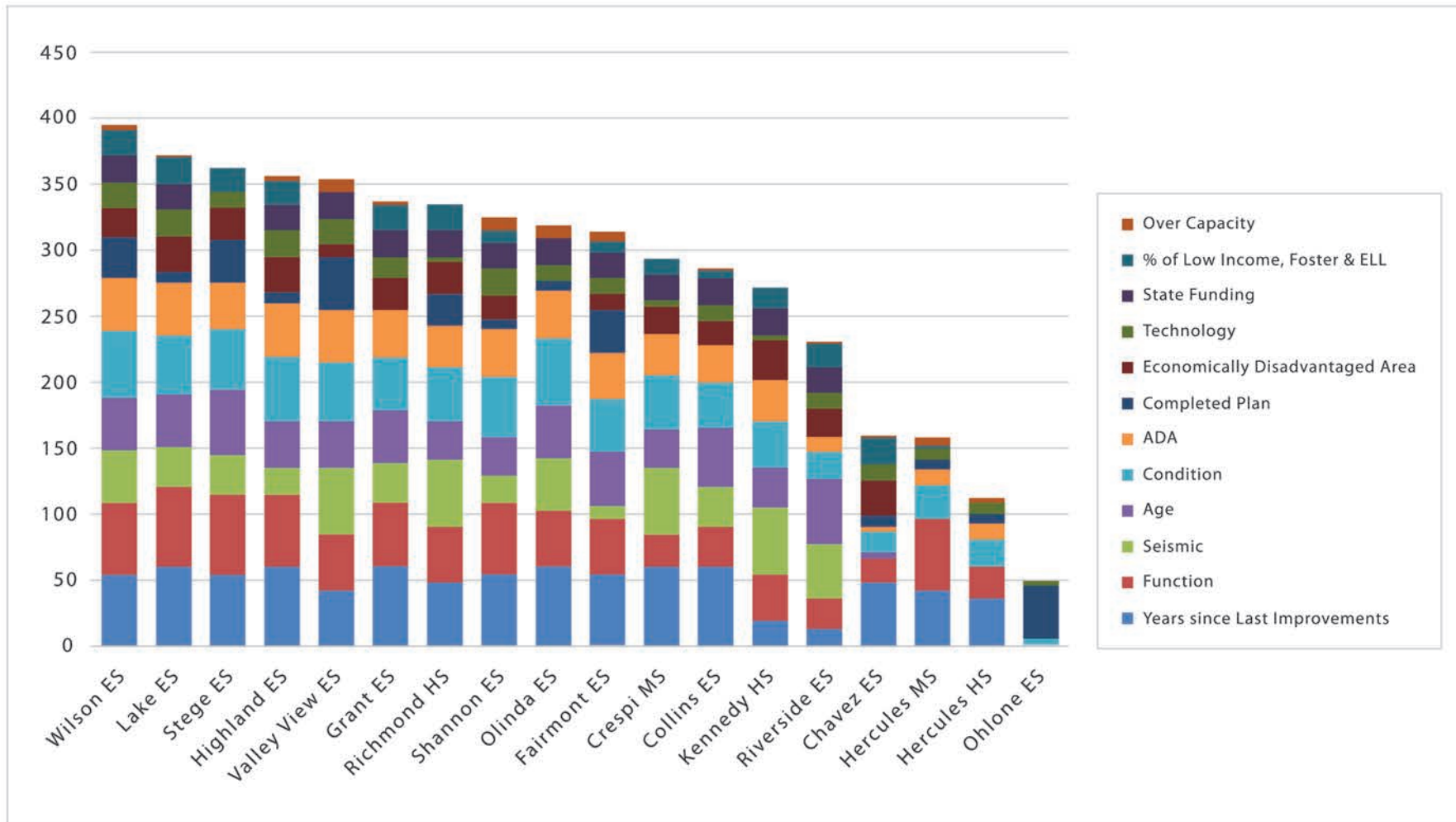
Weighted Points Per School

After the conversion to the 0 to 10-point scale, the weighting was applied by multiplying the score by the weight. The end result was a total of 450 points possible. The following chart shows the weighted points received by each school site. For more information of the base data for each school, see the School Reports Section 8.

Schools	Years since Last Improvements Weight (6)	Function Weight (6)	Seismic Weight (5)	Age Weight (5)	Condition Weight (5)	ADA Weight (4)	Completed Plans Weight (4)	Economically Disadvantaged Area Weight (3)	Technology Weight (2)	State Funding Weight (2)	LCAP Weight (2)	Over Capacity Score	Total
Wilson ES	54	54	40	40	50	40	32	21	20	20	20	3	394
Lake ES	60	60	30	40	45	40	8	27	20	20	20	1	371
Stege ES	54	60	30	50	45	36	32	24	12	0	18	0	361
Highland ES	60	54	20	35	50	40	8	27	20	20	18	4	356
Valley View ES	42	42	50	35	45	40	40	9	20	20	0	10	353
Grant ES	60	48	30	40	40	36	0	24	16	20	20	2	336
Richmond HS	48	42	50	30	40	32	24	24	4	20	20	0	334
Shannon ES	54	54	20	30	45	36	8	18	20	20	10	9	324
Olinda ES	60	42	40	40	50	36	8	0	12	20	0	10	318
Fairmont ES	54	42	10	40	40	36	32	12	12	20	8	7	313
Crespi MS	60	24	50	30	40	32	0	21	4	20	12	0	293
Collins ES	60	30	30	45	35	28	0	18	12	20	6	2	286
Kennedy HS	18	36	50	30	35	32	0	30	4	20	16	0	271
Riverside ES	12	24	40	50	20	12	0	21	12	20	18	1	230
Chavez ES	48	18	0	5	15	4	8	27	12	0	20	2	159
Hercules MS	42	54	0	0	25	12	8	0	8	0	2	7	158
Hercules HS	36	24	0	0	20	12	8	0	8	0	0	4	112
Ohlone ES	0	0	0	0	5	0	40	0	4	0	0	0	49
Cameron School		54		45	45	32	8	24	20				228
Alvarado Adult School		42		45	50	40	0	21	20				218
Serra Adult School		42		40	50	40	0	18	20				210

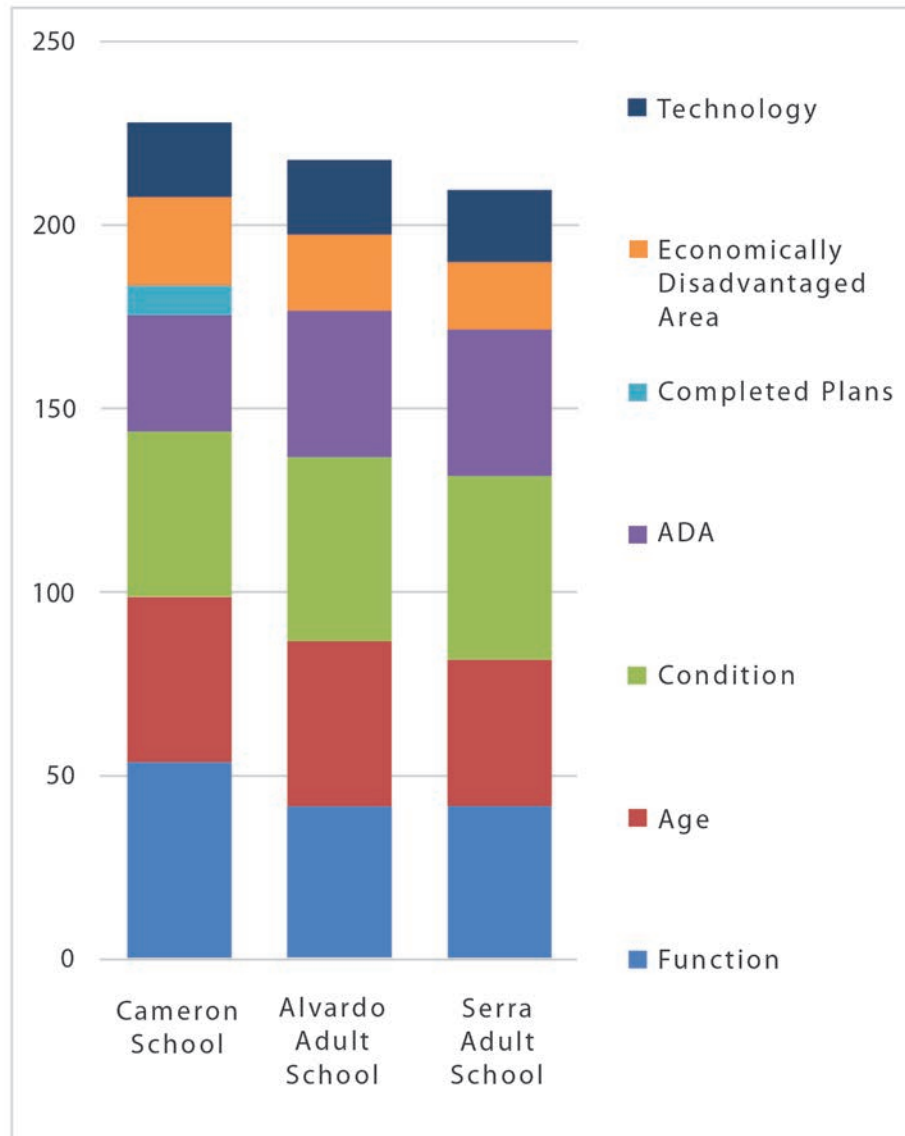
Final Sequencing Order

The final sequencing order, as shown from left to right on the graph, shows the highest number of points going to Wilson Elementary followed by Lake Elementary. The newer schools, which had only portions of the school sites not completed, scored the lowest and included Chavez Elementary, Hercules Middle, Hercules High, and Ohlone Elementary.



Schools Ranked Separately

The three schools that are not a part of the traditional k-12 program, Cameron School, Alvarado Adult School, and Serra Adult School, did not qualify for 160 points because the metric used did not have a direct application. These schools were pulled out of the final ranking due to this discrepancy. The total scores being in the low 200's shows how great the need is for these school sites considering their total score could only reach 290 points.



Final Prioritization Committee Meetings

“BIGGEST BANG FOR THE BUCK”

The Prioritization Committee was reconvened in March of 2016 to create criteria for the Board of Education for the purposes of narrowing the Program Approach Options. At the first meeting, the Committee members received a presentation on the Facilities Master Planning process to date. This included the application of the sequencing criteria to the sites and the creation of Program Approach Options. The one criterion from the Fall Prioritization Committee meeting, “the biggest bang for the buck,” was presented as a place to begin discussions. The Committee discussed the idea of creating a slogan, or a statement rather than actual criteria. It was mutually agreed that establishing a metric would be difficult. Several statements were recorded at the meeting and sent to each member of the Committee for discussion and finalization at the next meeting.

The second, and final meeting, of the Prioritization Committee began with a refresher for members who missed the first meeting. The Committee then discussed the previous meeting’s recorded list, and after some debate and word-smithing, the following statement was recommended to the Board of Education:

The following is the statement, as written by the Prioritization Committee, to define “Biggest Bang for the Buck”

Our Children, Our Schools, Our Future

**Be honest about our current situation;
we cannot behave as though another bond will be passed.**

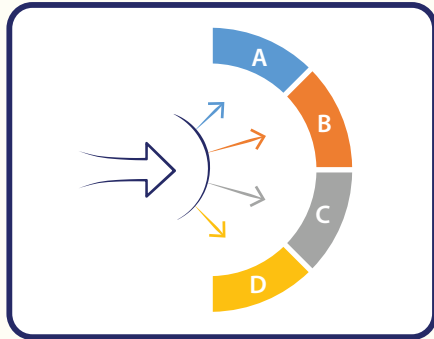
**Only spend what we have, don’t count on future income until trust can be rebuilt
by demonstrating the ability to control cost and staying on budget. Don’t focus on
costly amenities or specialized spaces that may not be used.**

Focus on critical needs including:

- » **Seismic**
- » **ADA**
- » **Fire, Health and Safety for students and staff**
- » **Conducive to learning and educational necessity**
- » **Functionality over aesthetics**

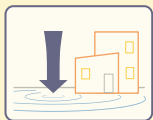
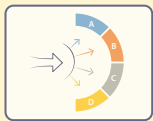
**Don’t rebuild a site that can possibly be modernized.
Do not try to make everyone happy.**

Page Intentionally blank

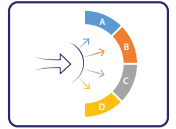


Section

Option Development



Page Intentionally blank



Option Development Process

How are the Options Developed?

IDENTIFY THE NEEDS

Identification of needs led to Option Development. Needs were developed from facilities assessments, demographics and analysis of school capacities, and the information gathered at the Community and Site Meetings. At the Fall 2015 Community and Site Meetings, three questions were asked. This is further explained in Section 2 of this report. These questions were also asked in a survey format, filled out at the meetings, or available online.

Most Common Comments

The three questions and the input during the meetings led to the creation of this list of the most common comments:

“Not Enough Money To Do all Projects”

“Wide Range of School Size and Capacities”

“Wide Range of Facilities Conditions”

“Charters are Impacting WCCUSD’s Enrollment”

“Confidence and Community Trust”

“Perceived Lack of Academic Excellence”

“Cities’ Influence on School”

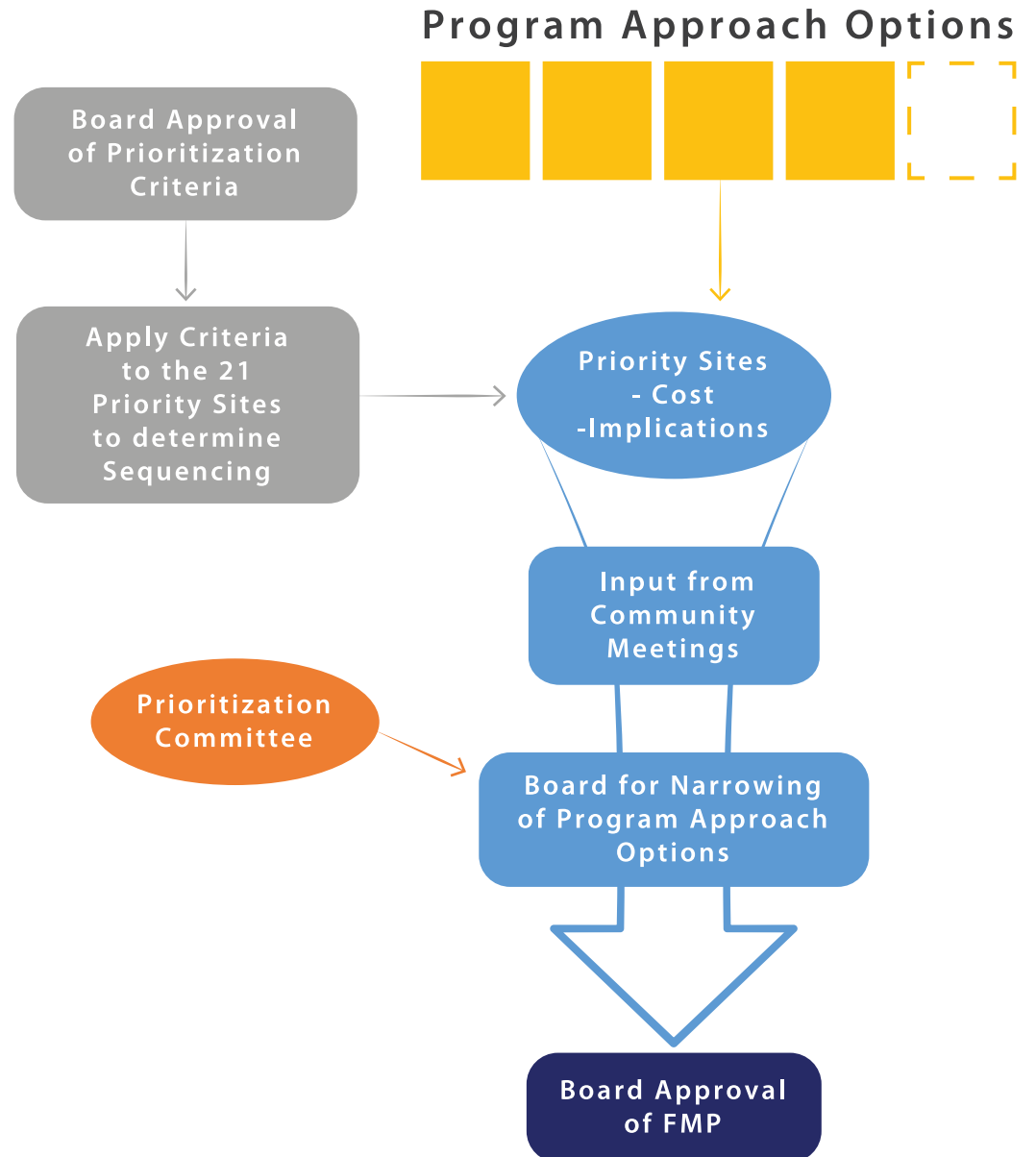
TYPES OF OPTIONS

These common comments became the overarching issues to resolve. Options were needed to resolve these issues, and to address the needs and establish an overall strategy for the Facilities Master Plan. The options took two forms: Program Approach Options and Sub-Options, which deal primarily with the overall effectiveness and efficiencies of the District facilities.

Primary Directives for the Options

PAST PROJECT DEVELOPMENT

WCCUSD has approached school improvements in a variety of ways, throughout the bond programs. The scope of the improvements has ranged from improving small items at a number of schools, to modernization and partial replacement, and in many cases, full school replacement. In the Fall 2015 Community and Site Meetings a range of opinions surrounded the scale of improvements for the 21 Priority School Sites. Questions were asked, and many expressed that the District needs to consider equity between campuses, building facilities that address educational necessities, and providing space for the full service of the community. The input was mainly about the even distribution of the remaining funds to the school sites that have received nothing before putting extras on sites that have already received funds.



Primary Directives for the Options

AVAILABLE FUNDING

Initially, the District identified an estimated \$200,000,000 in funds available, to be spent on the 21 Priority School Sites. However, the amount was reduced to approximately \$164,700,000 after the Board of Education approval of the Pinole Valley High School construction bid. This limiting of resources increased the need to develop creative options that could solve the overarching comments from the Community and Site Meetings, and to correct as many of the critical needs as possible on the school sites.

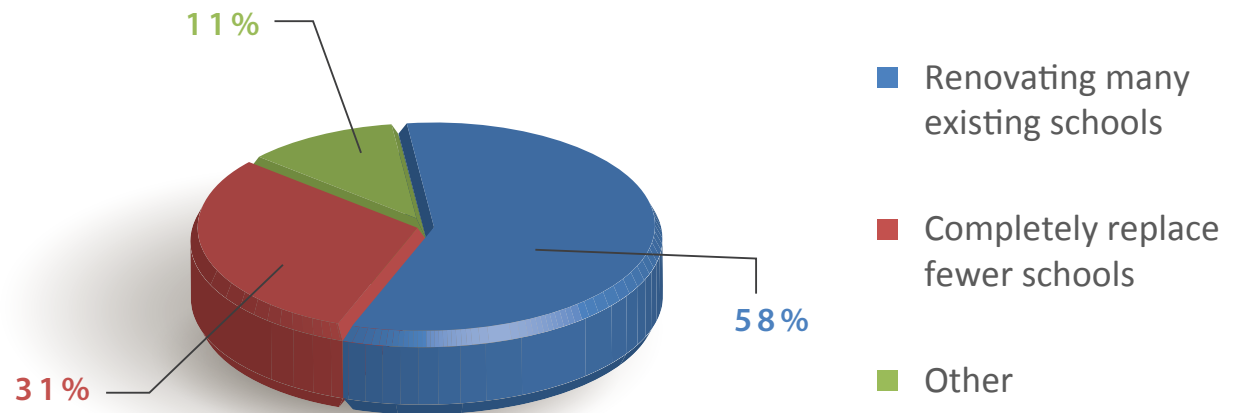
One major question was asked of the Community and Site Meeting attendees:

Would you rather see the remaining District Bond Funds used to make improvements by...

Renovating many existing schools?

OR

Completely replacing fewer schools?



Section 6 | Option Development

Program Approach Options

Fifty-eight percent of those who responded to the question on the previous page chose a: renovate more schools. Between “a” and “b”, there are various degrees of making improvements on the sites. Five Program Approach Options were developed to respond to the continuum of small projects across many sites to full replacement on a few sites. The five Program Approach Options are as follows:

Option	Plan
A	Solve small scale critical issues at select school sites before continuing with all school replacement.
B	Embrace modernization through a combination of full modernization and/or replacement.
C	Divide Funding Between Each Family and Work with Each Family to Identify the Unique Needs and Priorities for Each of Their Communities.
D	Continue with replacement program but with revised standards and adjust capacities.
E	Continue with ALL school Replacement Program.

While the Program Approach Options gave a general guideline on improvements, not all sites fit neatly into the descriptions given in A-E. Some schools were relatively new, but had projects still to be completed. In these cases, the spirit of the Program Approach Options was applied to create scaled scoped additions. At other schools, modernization and partial replacement was not an option for a variety of reasons. For these sites, the revised standards replacement was used for both Option “B” and “D”.

Program Approach Options

OPTION A

Option “A” was defined by having small scale improvements, followed by replacement, and responded to the many comments regarding serious health and safety needs at the school sites that cannot wait for another bond measure to pass. To create the small scale improvements budgets, each school was assigned a critical needs allocation. This allocation was calculated by taking the school’s combined facilities assessment score and for every point not earned to the maximum of 100, the school receives one dollar for every square foot. After this allocation, in later phases when the District had more money available, the schools would be modernized, remodeled, added to or replaced using the scope defined by Option “D”.

OPTION B

Option “B” concentrated on modernization, where appropriate, and responded to the comments from the community who were concerned about school building extravagances and not using existing resources to their fullest. Each school site was looked at from many angles to determine if modernization, partial replacement, additions, or full replacement was the best option for each school.

What makes a School Site a Good Candidate for Modernization?

Some considerations in determining if a site was a good candidate for modernization included:

- » The existing building design and condition
- » The size of the site and current building placement
- » The presence of on-site drop-off and parking and overall circulation
- » Any evidence of soil instability
- » The size of the existing school and expected future enrollment

Even on sites where modernization was a feasible option, portable buildings were planned to be replaced by permanent buildings. Depending on the site, select permanent buildings were also identified for replacement on schools with modernization scopes.

Section 6 | Option Development

Program Approach Options

OPTION C

Option "C" was inspired by the desire for equitable distribution to every feeder family taking into account how much money each region had received in the past. A feeder family includes a high school, and the middle schools and elementary schools that feed into that particular high school. The distribution to the feeder families was calculated using the original \$200,000,000 and was developed in consideration of the amount of bond funding that each feeder family received in proportion to the level of enrollment within each feeder family. Enrollment was calculated using the average between 2000/01-2014/15. Each family was then analyzed by the percentage of funds already received (to December 2015). Final remaining funds were determined by adjusting an equal distribution between the enrollment and Bond funds distribution.

Feeders Patterns	% Of Enrollment	Bond Money Received to Date as of Dec. 2015	% Of Bond Money	Difference of Student Enrollment to % of Bond Received
El Cerrito	17%	\$ 296,419,000	26%	-9%
Hercules	11%	\$ 54,238,000	5%	6%
Pinole	16%	\$ 160,962,000	14%	2%
Richmond	24%	\$ 257,005,000	23%	1%
De Anza	15%	\$ 193,243,000	17%	-2%
Kennedy	17%	\$ 164,305,000	15%	2%

Program Approach Options

OPTIONS D & E

For Option “D” and “E”, the Master Planning Team recognized that 14 of the 21 Priority Schools had some level of design already complete. These designs ranged from basic site Master Plans, to full construction documents that have been approved by the Division of State Architect (DSA). Option “E” supported the community comments, in favor of moving ahead with plans as drawn.

Option “D”, however, took an alternative approach to the existing designs that respected the comments, which supported building only what was truly needed for the educational program. For school sites without designs, a full replacement model was primarily used to define the scope for Option “E”. Option “D” utilized the cost of Option “E” and reduced the overall cost by 5%. This level of reduction was considered reasonable by adjusting the current

standards of the District to a more cost-conscious approach while not sacrificing the life span of the building. The capacity of the school sites was also considered as part of Option “D” reductions. Many of the designs were started many years ago and may not reflect the current demographics of the neighborhood. The following chart describes the current and projected enrollment and residence rates along with the designed capacity.

	Davis	Davis	JSA	Design Capacity based on the Master Planning Formula			
	2015 Residents	2019 Residents	2015/16 Enrollment	2019/20 Enrollment	Capacity	Option D Capacity	Classroom Reduction
Highland Concept Design	576	628	486	408	640	600	1
Stege New Design	516	439	300	248	529	450	2
Valley View New Design	216	213	344	325	583	450	4
Wilson New Design	577	558	498	373	787	600	6
Fairmont New Design	564	533	557	475	621	600	0
Lake Concept Design	434	347	421	303	613	475	4
Shannon Concept Design	342	372	340	352	575	450	4
Olinda Concept Design	221	206	322	291	529	450	2
Ohlone New Design	415	399	359	263	720	550	6

Section 6 | Option Development

Program Approach Options

The following charts summarize the scope and dollars associated with each Program Approach Option by school.

	A	B	C	D	E
	Solve Small Scale Issues	Combination of Modernization and/or Replacement	Divide Funding between each Family	Continue Replacement with Revised Standards	Continue all School Replacement
Wilson ES	RS Replacement	RS Replacement	TBD	RS Replacement	Replacement
Lake ES	RS Replacement	RS Replacement	TBD	RS Replacement	Replacement
Stege ES	RS Replacement	RS Replacement	TBD	RS Replacement	Replacement
Highland ES	CNA	RS Replacement	TBD	RS Replacement	TBD, Replacement
Valley View ES	CNA	Mod & Add	TBD	RS Replacement	Replacement
Grant ES	CNA	Mod & Add	TBD	RS Replacement	Replacement
Richmond HS	CNA	Mod & Add	TBD	Mod & Larger Add	Mod & Largest Addition
Shannon ES	CNA	Mod & Add	TBD	RS Replacement	Replacement
Olinda ES	CNA	RS Replacement	TBD	RS Replacement	Replacement
Fairmont ES	CNA	RS Replacement	TBD	RS Replacement	Replacement
Crespi MS	CNA	Modernization	TBD	Modernization	Modernization
Collins ES	CNA	Mod & Add	TBD	RS Replacement	Replacement
Kennedy HS	CNA	Mod & Add	TBD	RS Replacement	Replacement
Riverside ES	CNA	Mod & Add	TBD	RS Replacement	Replacement
Chavez ES	CNA	Addition	TBD	Addition	Large Addition
Hercules MS	CNA	Addition	TBD	Addition	Large Addition
Hercules HS	CNA	Addition	TBD	Addition	Large Addition
Ohlone ES	CNA	Addition	TBD	Addition	Large Addition
Cameron School	CNA	Mod & Add	TBD	RS Replacement	Replacement
Alvarado Adult	CNA	Mod & Add	TBD	Mod & Add	Mod & Add
Serra Adult	CNA	Modernization	TBD	Modernization	Modernization

RS Revised Standards
 CNA Critical Needs Allocation
 Mod Add Modernization
 Addition / New building

Program Approach Options

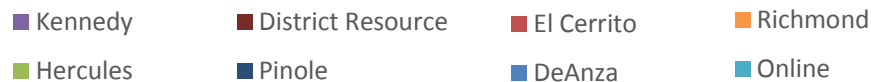
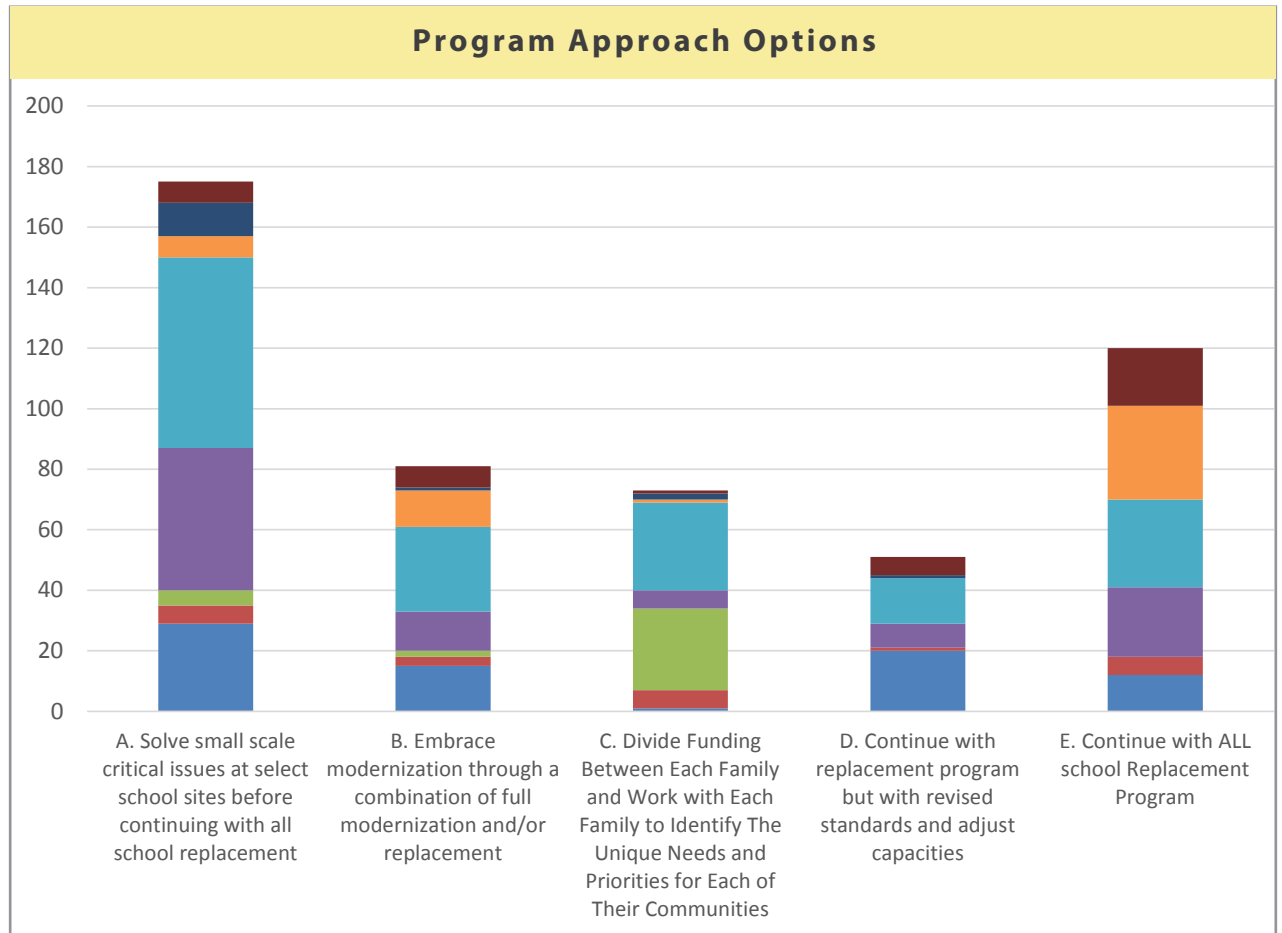
	A		B	C	D	E
	Solve Small Scale Issues Before Continuing with School Replacement*		Combination of Modernization and/or Replacement	Divide Funding between each Family	Continue Replacement with Revised Standards	Continue all School Replacement
Wilson ES	\$36.8M		\$36.8M	TBD	\$36.8M	\$43.4M
Lake ES	\$49.6M		\$49.6M	TBD	\$49.6M	\$55.9M
Stege ES	\$41.2M		\$41.2M	TBD	\$41.2M	\$44.9M
Highland ES	\$2.6M	\$64.6M	\$64.6M	TBD	\$64.6M	\$69.0M
Valley View ES	\$1.9M	\$57.5M	\$26.9M	TBD	\$57.5M	\$64.8M
Grant ES	\$3.6M	\$57.0M	\$24.7M	TBD	\$57.0M	\$60.0M
Richmond HS	\$12.8M	\$107.7M	\$77.2M	TBD	\$107.7M	\$113.4M
Shannon ES	\$2.1M	\$45.7M	\$20.7M	TBD	\$45.7M	\$54.2M
Olinda ES	\$2.4M	\$47.5M	\$47.5M	TBD	\$47.5M	\$51.9M
Fairmont ES	\$2.7M	\$54.3M	\$54.3M	TBD	\$54.3M	\$57.2M
Crespi MS	\$7.4M	\$37.8M	\$37.8M	TBD	\$37.8M	\$37.8M
Collins ES	\$2.8M	\$49.1M	\$21.7M	TBD	\$49.1M	\$51.8M
Kennedy HS	\$10.0M	\$171.0M	\$72.5M	TBD	\$171.0M	\$180.0M
Riverside ES	\$1.8M	\$38.2M	\$25.8M	TBD	\$38.2M	\$40.2M
Chavez ES	\$1.9M	\$13.6M	\$13.6M	TBD	\$13.6M	\$20.4M
Hercules MS	\$6.1M	\$9.7M	\$9.7M	TBD	\$9.7M	\$12.1M
Hercules HS	\$5.9M	\$14.5M	\$14.5M	TBD	\$14.5M	\$23.4M
Ohlone ES	\$1.3M	\$5.4M	\$5.4M	TBD	\$5.4M	\$14.8M
Cameron School	\$1.0M	\$22.9M	\$19.8M	TBD	\$22.9M	\$24.1M
Alvarado Adult	\$2.2M	\$13.6M	\$13.6M	TBD	\$13.6M	\$13.6M
Serra Adult	\$1.8M	\$9.2M	\$9.2M	TBD	\$9.2M	\$9.2M
Total	\$1.0176B		\$687.2M	\$ -	\$947.1M	\$1.0419B

*Second Column represents long-term projects when more funding becomes available

Section 6 | Option Development

Second Round of Community Input

At the second round of Community and Site Meetings in the Spring of 2016, a survey was distributed asking for input on both the Program Approach Options and Sub-Options. During the meetings the Planning Team gave a presentation and then the stakeholders were given the opportunity to express their opinion and give their input; all shared with the Board of Education during a later Board Meeting. The results of the surveys were as follows:



Second Round of Community Input & Sub-Options

In addition to the results of the survey questions, many comments were recorded at both the Community and Site Meetings, which can be found in the appendix of this Master Plan document. The most frequently expressed comments included:

Program Approach Options:

- » Receiving *some* money for our site is better than no money
- » Can we really get anything worthwhile with Critical Needs Allocation?
 - Lack of definition makes it hard to have an opinion
 - Is this a “Band-Aid”?
- » Modernizations & Additions solved many of our needs
- » Modernization may cost more in the end than replacement
- » There has been over-building in the past
- » Revising the standard is not “doing it right”
- » The less expensive the option the sooner all schools can be accomplished

For the **Sub-Options** a majority of the comments were the impact school closures had on a community and the students in the neighborhoods, including:

- » Eliminates a community focal point and positive place for students and families
- » Increases walking distance
- » Increases traffic congestion at school sites that remain open
- » Lowers nearby property value and the closed school site becomes an attractive nuisance
- » Displaces positive successful school programs

SUB-OPTIONS

The Planning Team looked for additional opportunities to improve District operational efficiencies. Closed sites needed a long term plan; efficiencies both operationally and use of facilities needed to be explored, and facility liabilities needed to be addressed. These concerns and opportunities gave rise to the creation of Sub-Options. The Planning Team believed these Sub-Options were feasible from a facilities standpoint, but they had many impacts beyond facilities. To understand the impacts, the ten Sub-Options were brought forward for input at the Spring 2016 Community and Site Meetings. The Sub-Options are highlighted on the following pages.

Section 6 | Option Development

Sub-Option One

Close Crespi Middle School and provide middle school options, including Pinole Middle, K-8 option at rebuilt Valley View, a small 7-8 program at De Anza High School, and a K-8 at the rebuilt Highland.



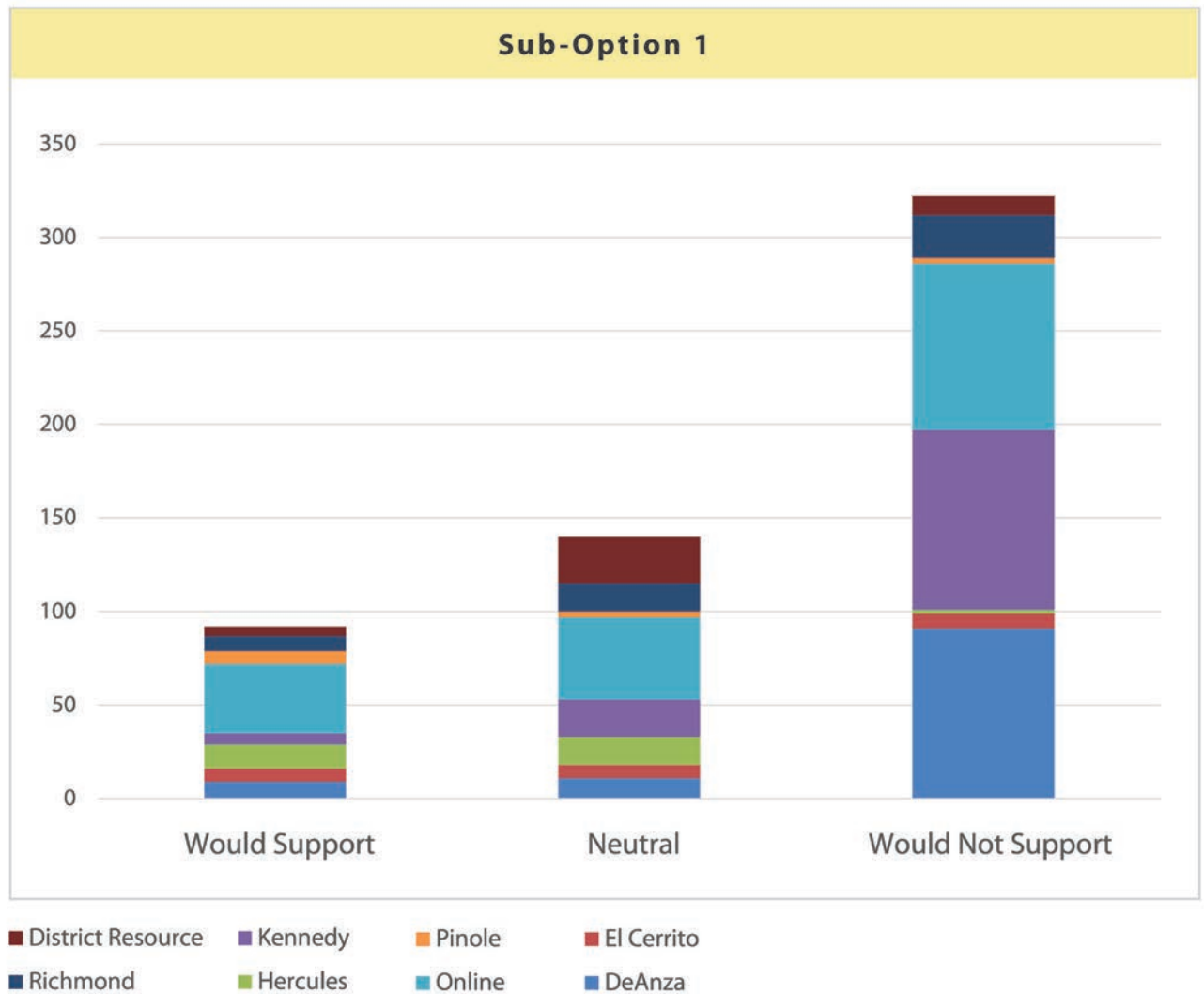
Community Input on Sub-Option One

Pros:

- » A few liked the K-8 option although would like it expanded to more feeders

Cons:

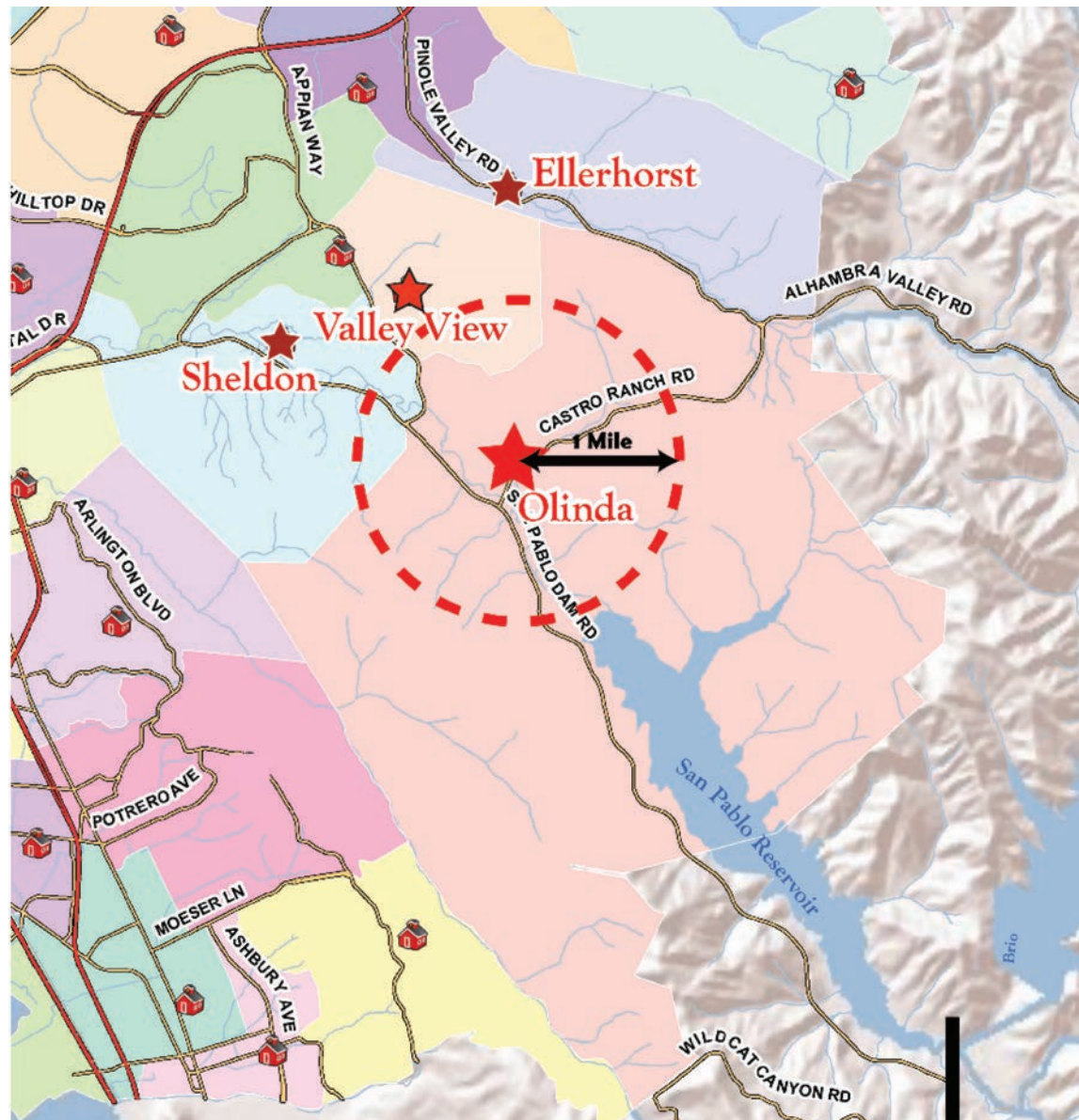
- » Creates the only family without a dedicated middle school
- » Creates a 7-12 program that did not succeed at Hercules
- » K-8's may not offer the same elective options as a middle school
- » Puts students with 4 different types of middle school experiences together at one high school
- » Ends positive academic programs now in place at Crespi
- » Limits use of planned Fab Lab at Crespi
- » Students from the De Anza Family going to Pinole Middle will be leaving the neighborhood to attend middle school
- » A 6-8 middle school would improve utilization and be a better option



Section 6 | Option Development

Sub-Option Two

Close Olinda Elementary School and accommodate student population in nearby schools, including the rebuilt Valley View.



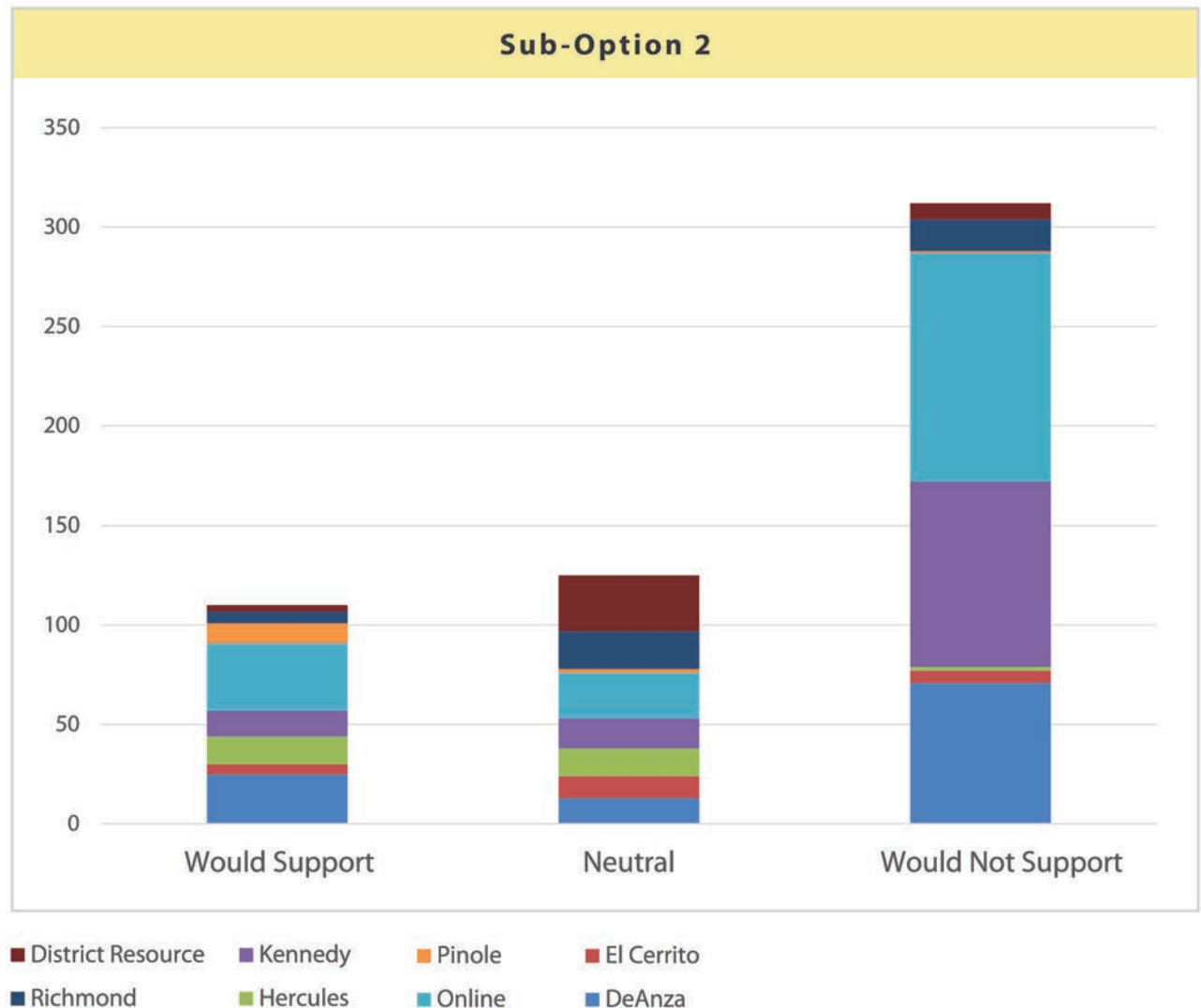
Community Input on Sub-Option Two

Pros:

- » This option would reduce the long term costs
- » Removes maintenance and operational cost by reducing the school inventory
- » Valley View would welcome students
- » Students from Olinda would be in newer facilities sooner

Cons:

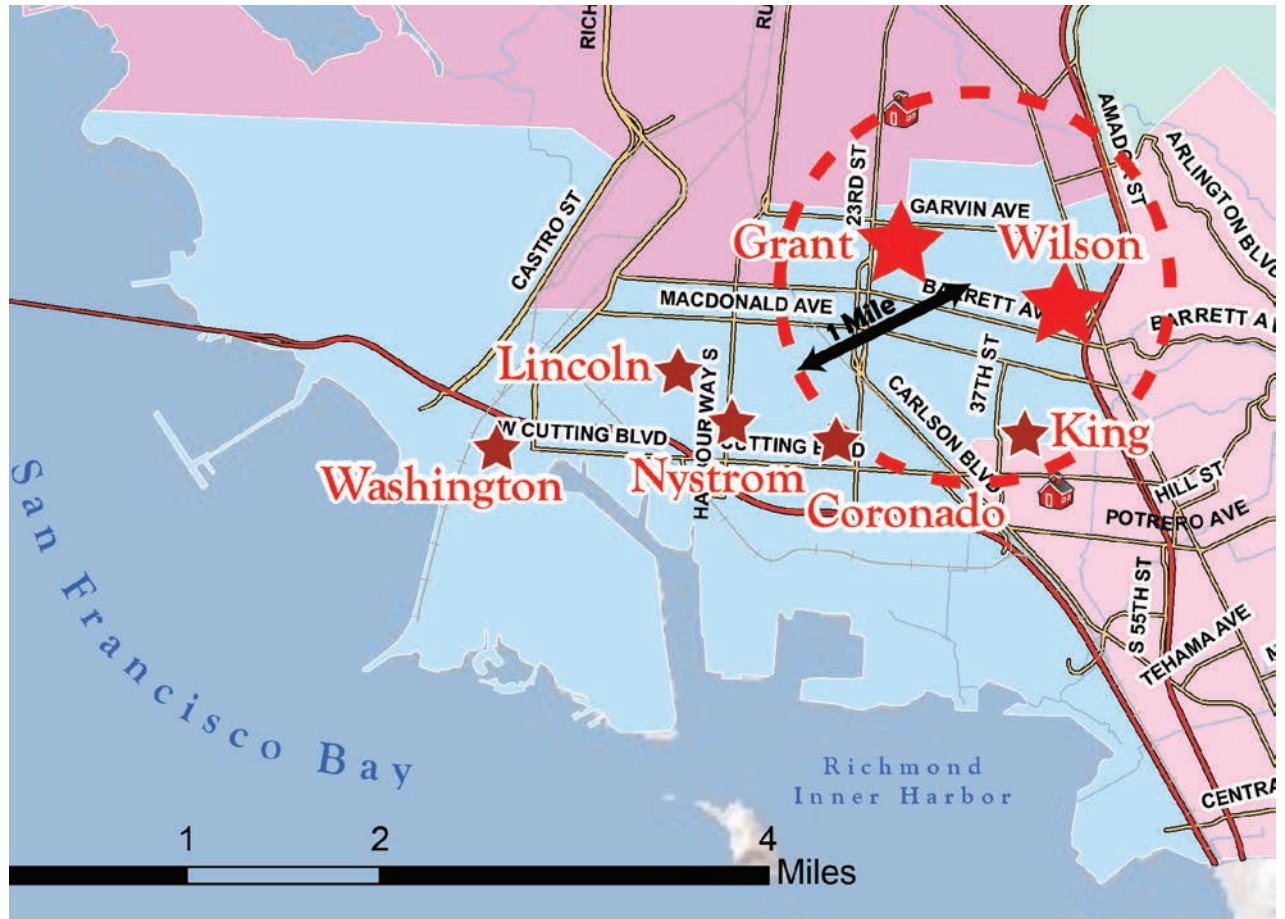
- » Olinda has been a high performing, California Distinguished School
- » Adding population to Valley View would add traffic to Valley View Road and local streets
- » Potentially more enrollment would happen at Olinda if there was more room
- » Olinda neighborhood was "promised" a re-build
- » The City of Richmond investment in keeping Olinda open would be disregarded
- » Olinda neighborhood property values would lower and stability would be removed
- » There is a sense that more families are moving into the area
- » Families like the small school environment



Section 6 | Option Development

Sub-Option Three

Consolidate one elementary school (Grant or Wilson) in the Kennedy feeder pattern.



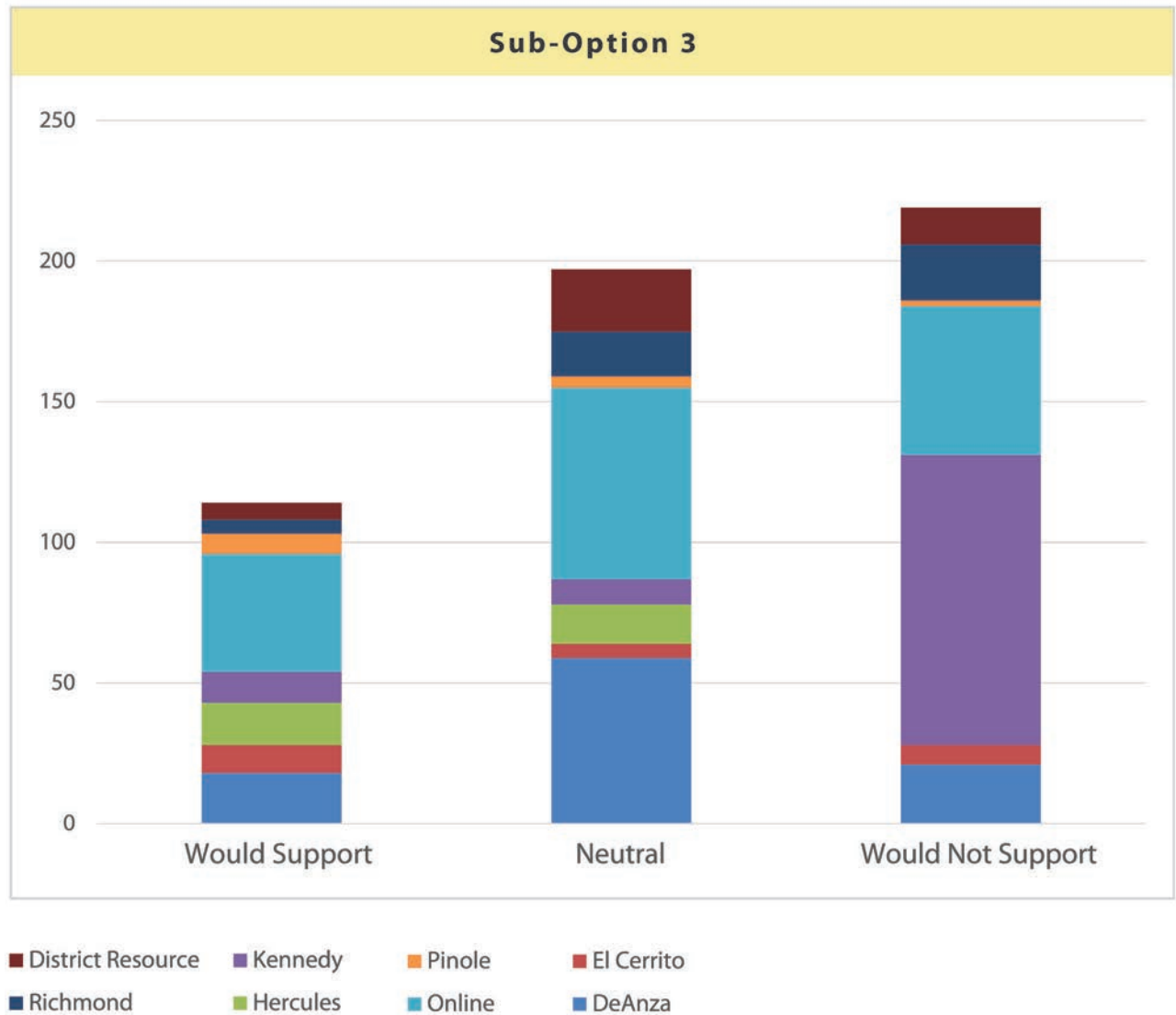
Community Input on Sub-Option Three

Pros:

- » This option would reduce the long term costs
- » Removes a high maintenance and operational cost school from the inventory
- » If Wilson were to be selected for closure, it would change the sequencing and moves Valley View into potential funding

Cons:

- » Many families walk to school
 - *Students could lose instructional time by being late to school or not going due to walking distances*
 - *Not safe to cross large streets and heavy traffic*
- » Students who have abandonment issues would lose the stability of the safe place school
- » If Grant were to be chosen for closure, Wilson has a smaller site



Section 6 | Option Development

Sub-Option Four

Consolidate the two adult schools to one campus.



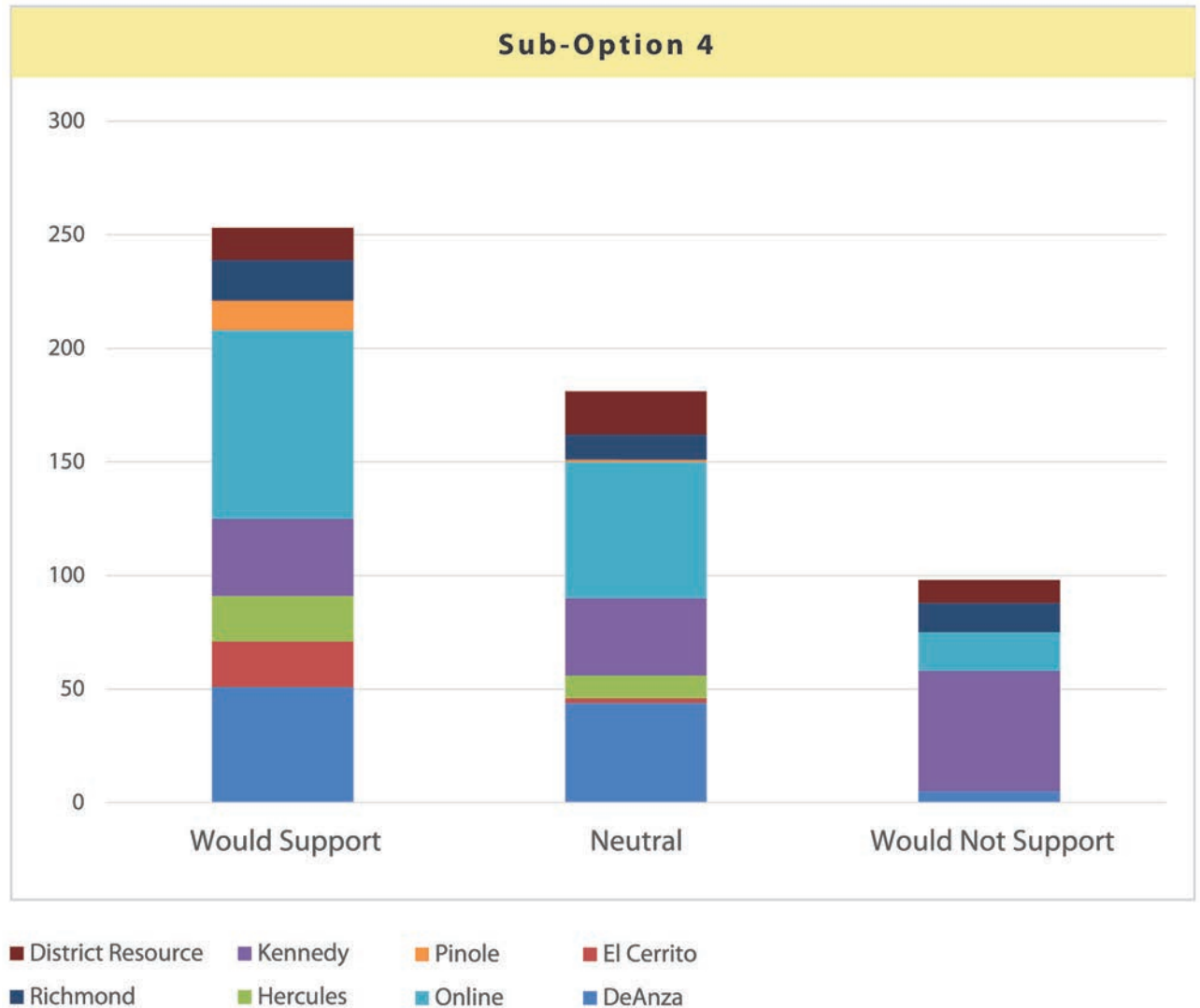
Community Input on Sub-Option Four

Pros:

- » This option would reduce the long term costs by removing a project from the list
- » Removes a high maintenance and operational cost school from the inventory
- » If consolidation were to happen at Serra it would bring all offerings to a more central location
- » Consolidation may result in lower operational costs

Cons:

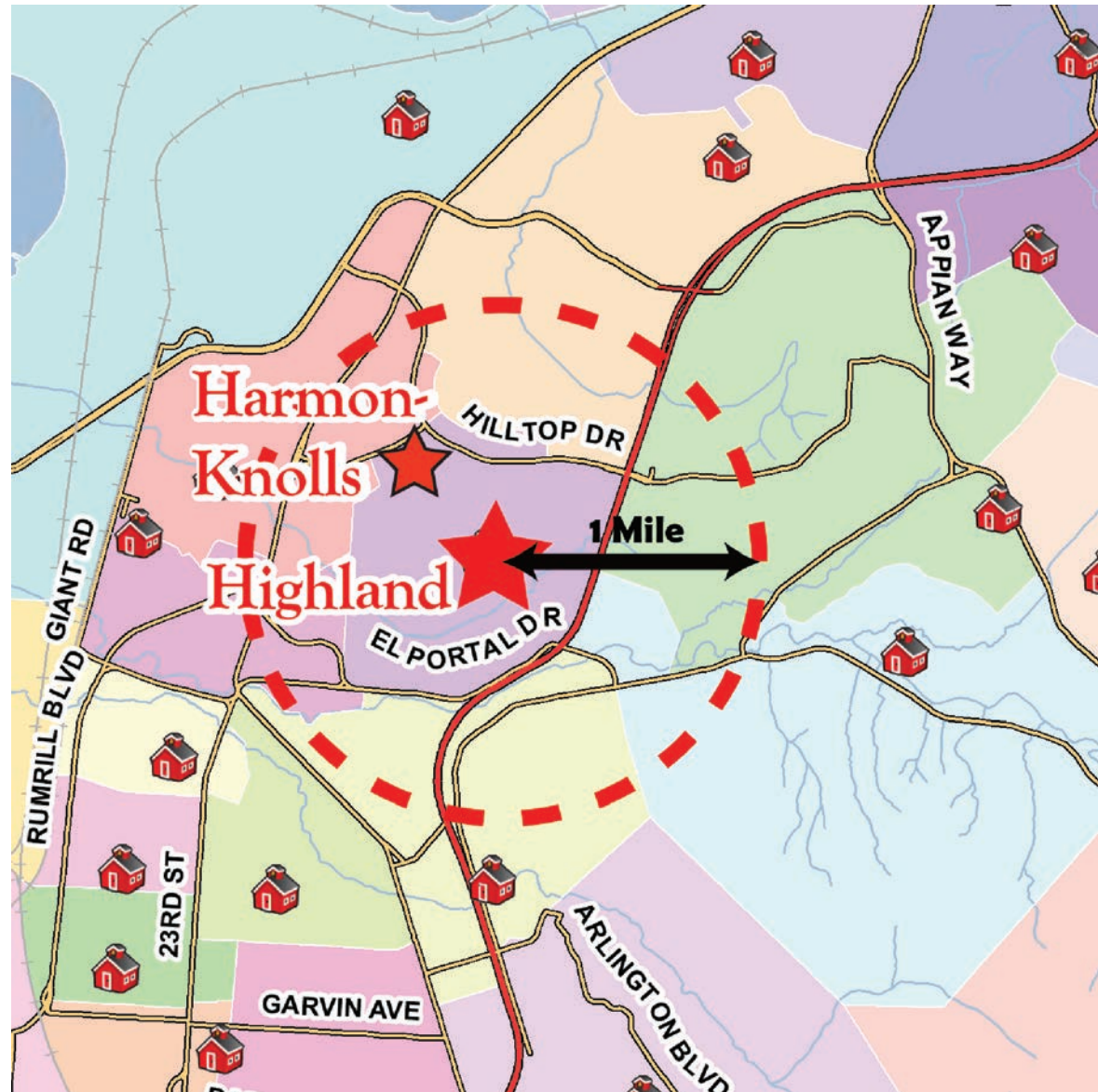
- » Either site would require improvements and additions for consolidation
- » Parking is an issue at both sites



Section 6 | Option Development

Sub-Option Five

Rebuild Highland on the Harmon-Knolls Site instead of rebuilding the campus on the Highland Site.



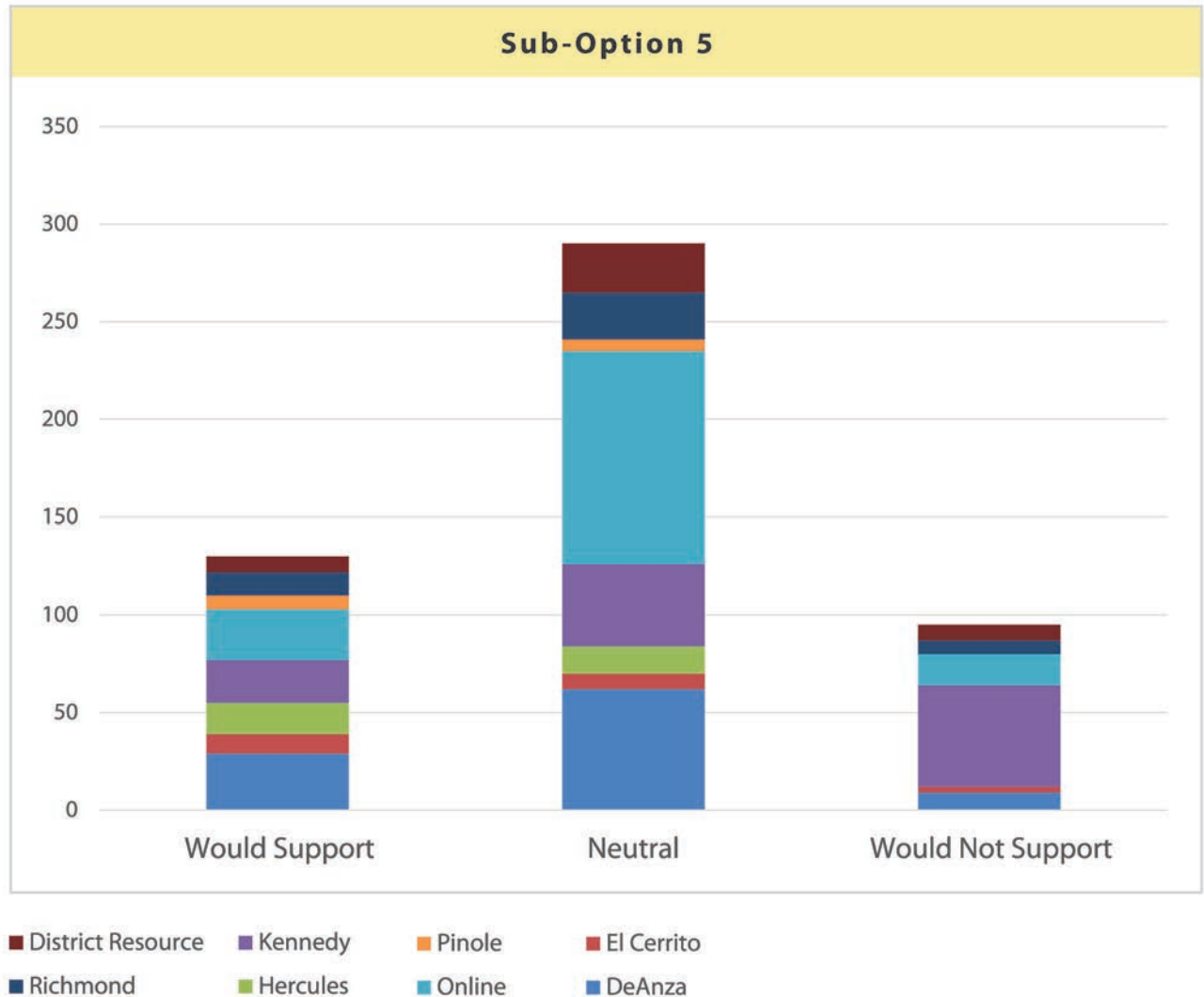
Community Input on Sub-Option Five

Pros:

- » This option would reduce the long term costs by decreasing the cost of construction of Highland
- » Removes the need for interim housing during construction
- » Uses a prime site for District use
- » Close to current neighborhood area

Cons:

- » Neighborhood park area would be reduced or eliminated
- » How do you know if the soil is better at Harmon-Knolls?
- » What will happen to Highland?



Sub-Option Six

Trade the Seaview Campus.



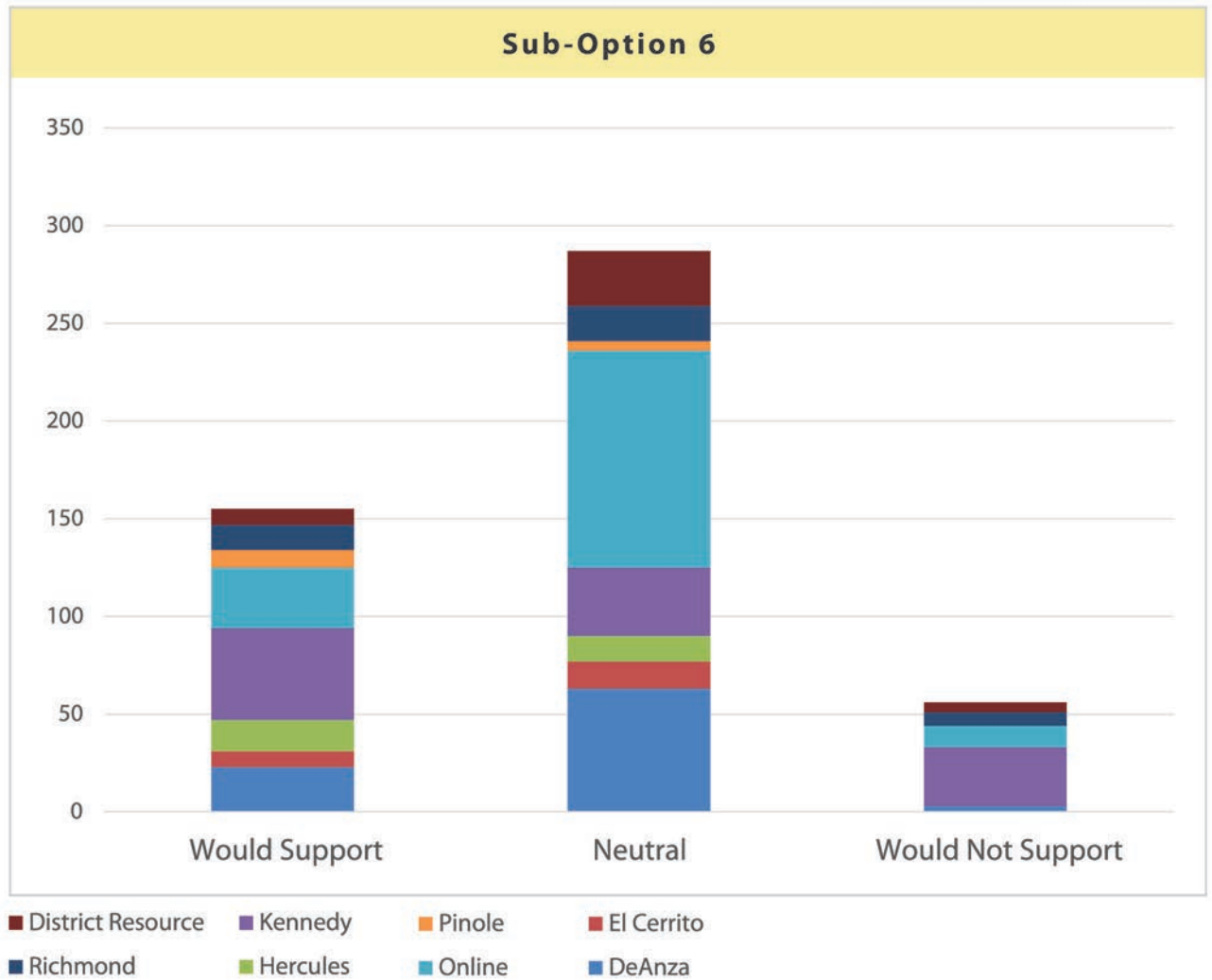
Community Input on Sub-Option Six

Pros:

- » Removes the current property as a liability
- » Generates a more usable property for the District
- » Removes the property from the potential of being used as a charter school

Cons:

- » Why not sell it?



Sub-Option Seven

Move Cameron functions to the North Campus Site and demolish the existing building to expand Korematsu Middle School field space.



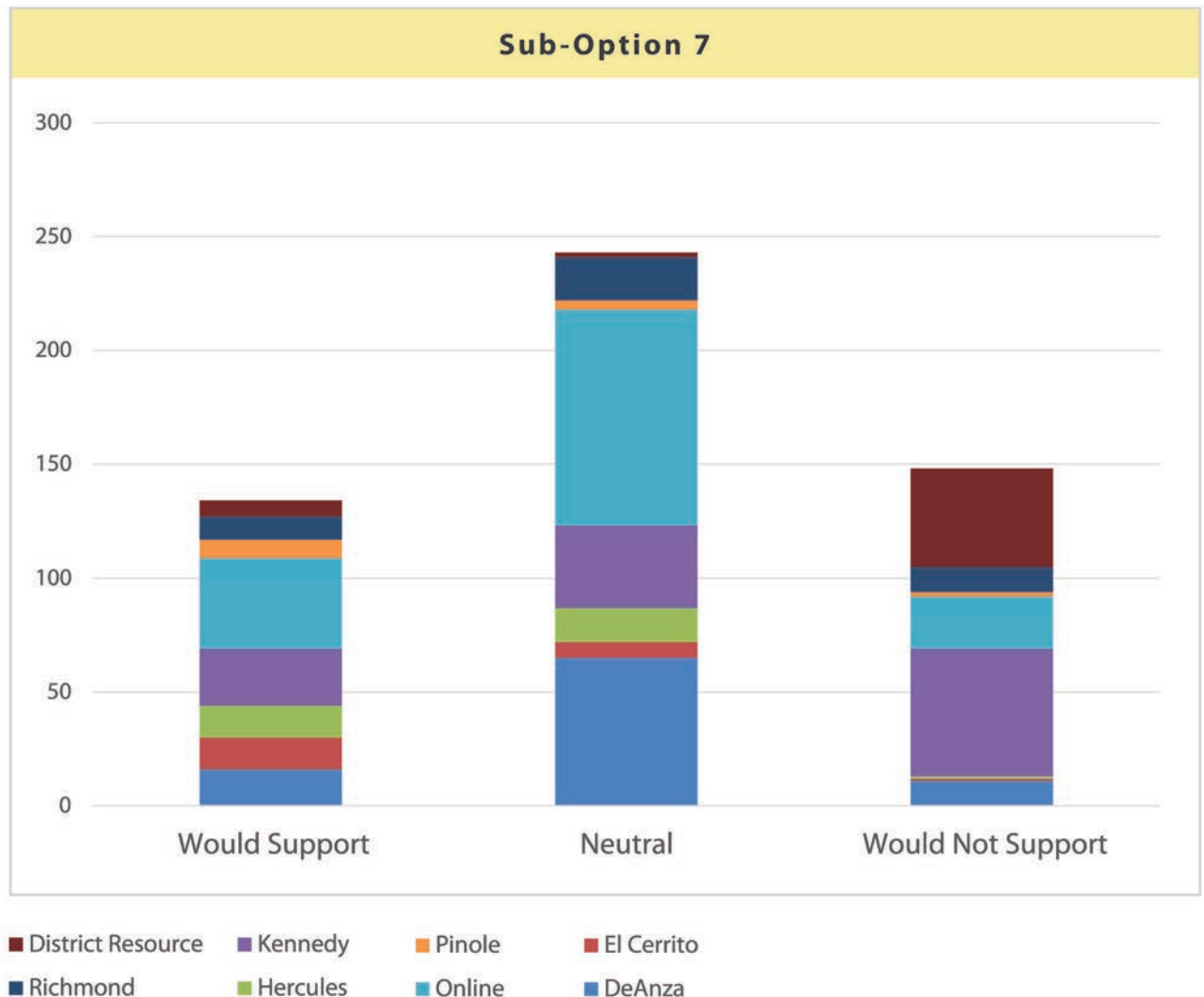
Community Input on Sub-Option Seven

Pros:

- » Takes advantage of a site that allows for growth and that is currently under utilized
- » Allows for a single story expansion versus a multi-story expansion planned on the current site
- » Allows for more parking
- » Co-locates special education administration and services
- » Provides expansion of playground space for Korematsu

Cons:

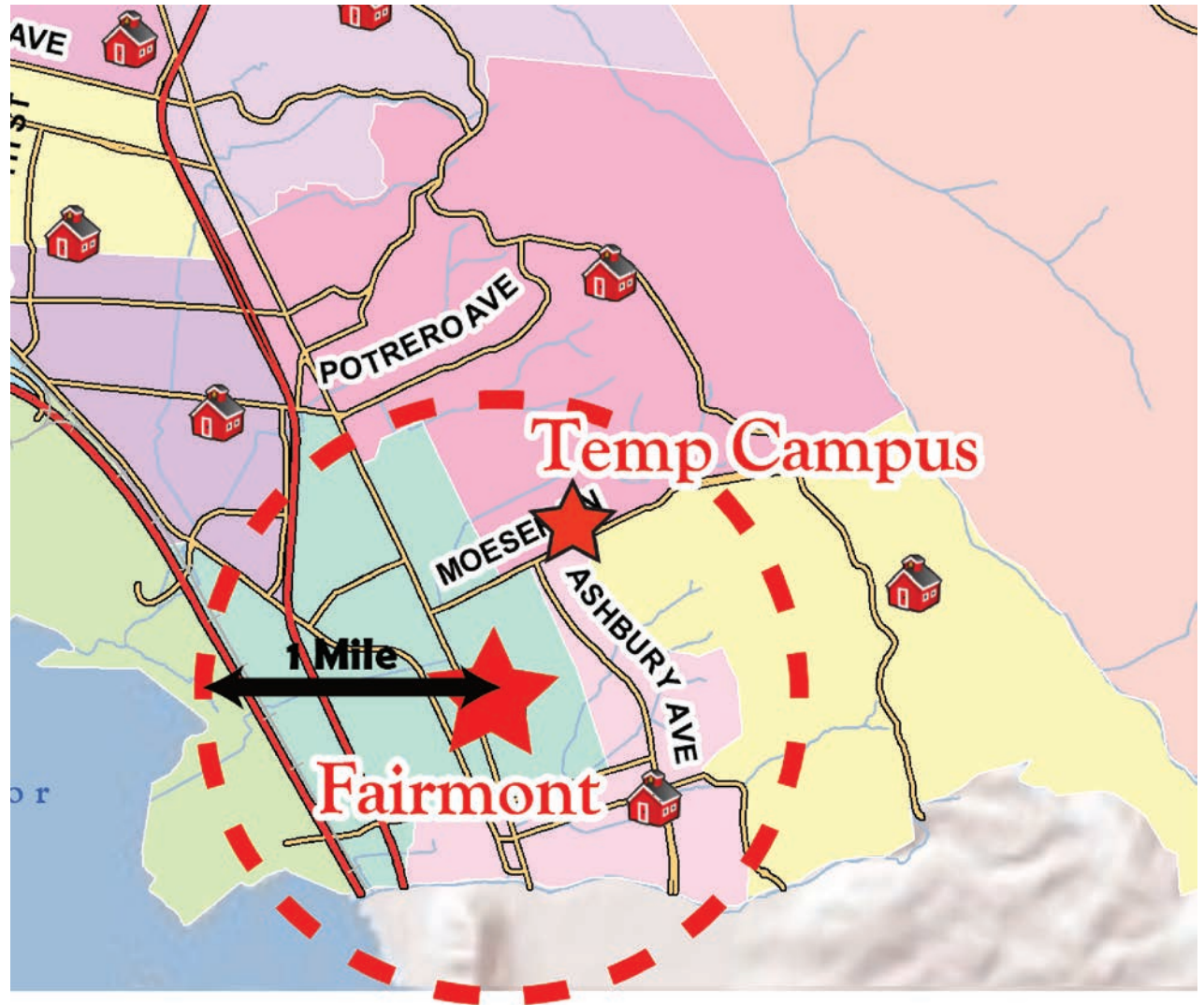
- » Current site is more centrally located
- » Staff does not support the move
- » North Campus improvements would need to be completed
- » Other closed sites may be better options
- » Have a conceptual plan for the existing site
- » North Campus has high school students (this program has been moved to a different site)
- » North Campus is unattractive and not suited for Cameron’s functions



Section 6 | Option Development

Sub-Option Eight

Move entire Fairmont K-6 to the Korematsu Temporary Campus and demolish Fairmont.



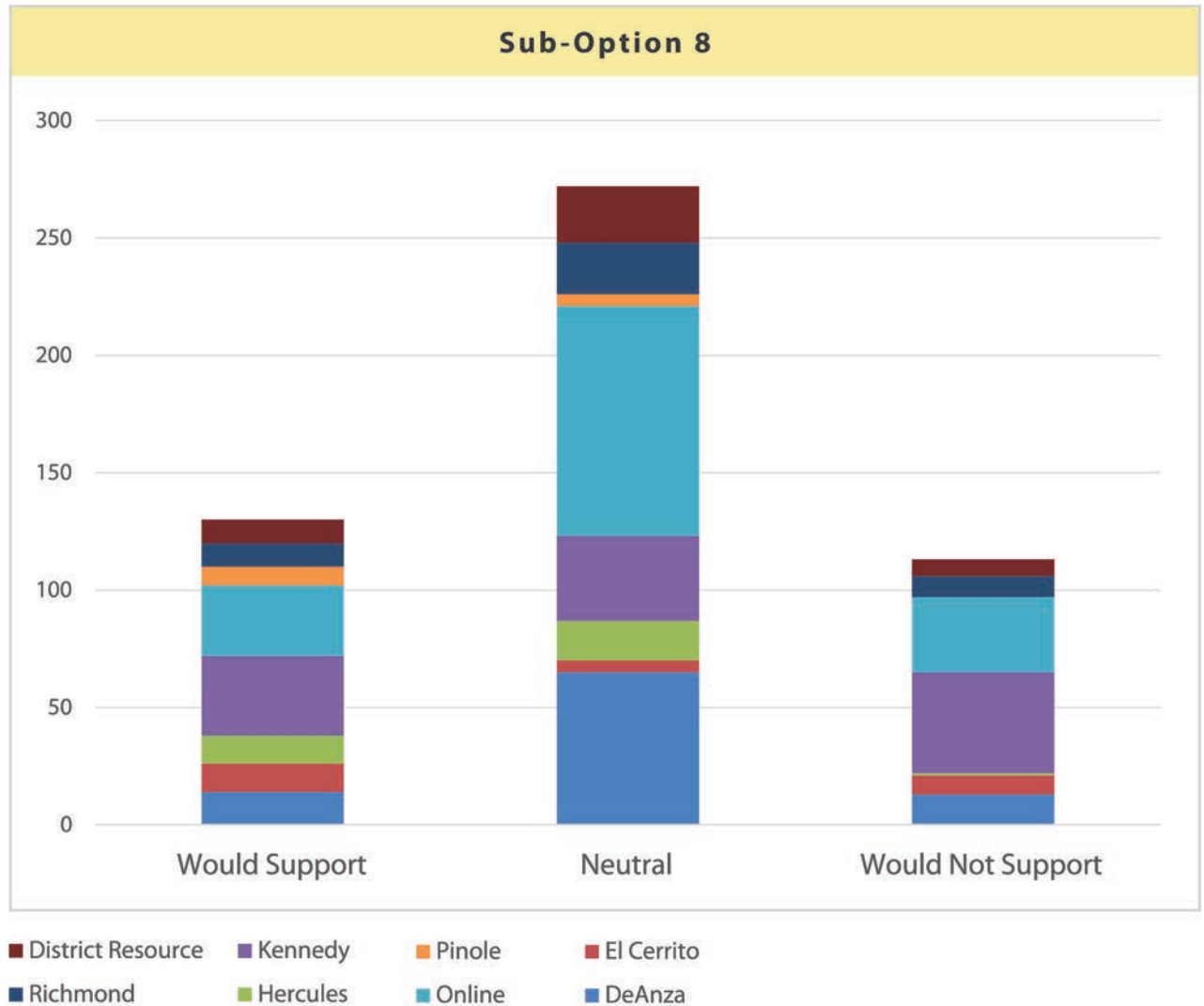
Community Input on Sub-Option Eight

Pros:

- » Takes advantage of a site that allows for current and future enrollment
- » Takes advantage of a larger site for playground and PE
- » Takes advantage of a site that can meet ADA requirements
- » Most of the site council supports the move
- » Buildings are newer

Cons:

- » Current configuration at temporary campus will need to be changed
- » There is no promise of when a permanent campus would be built
- » Some staff do not support the move
- » Demolition of existing site needs to happen immediately after the program moves
- » This option should have included rebuilding Fairmont at the existing site



Sub-Option Nine

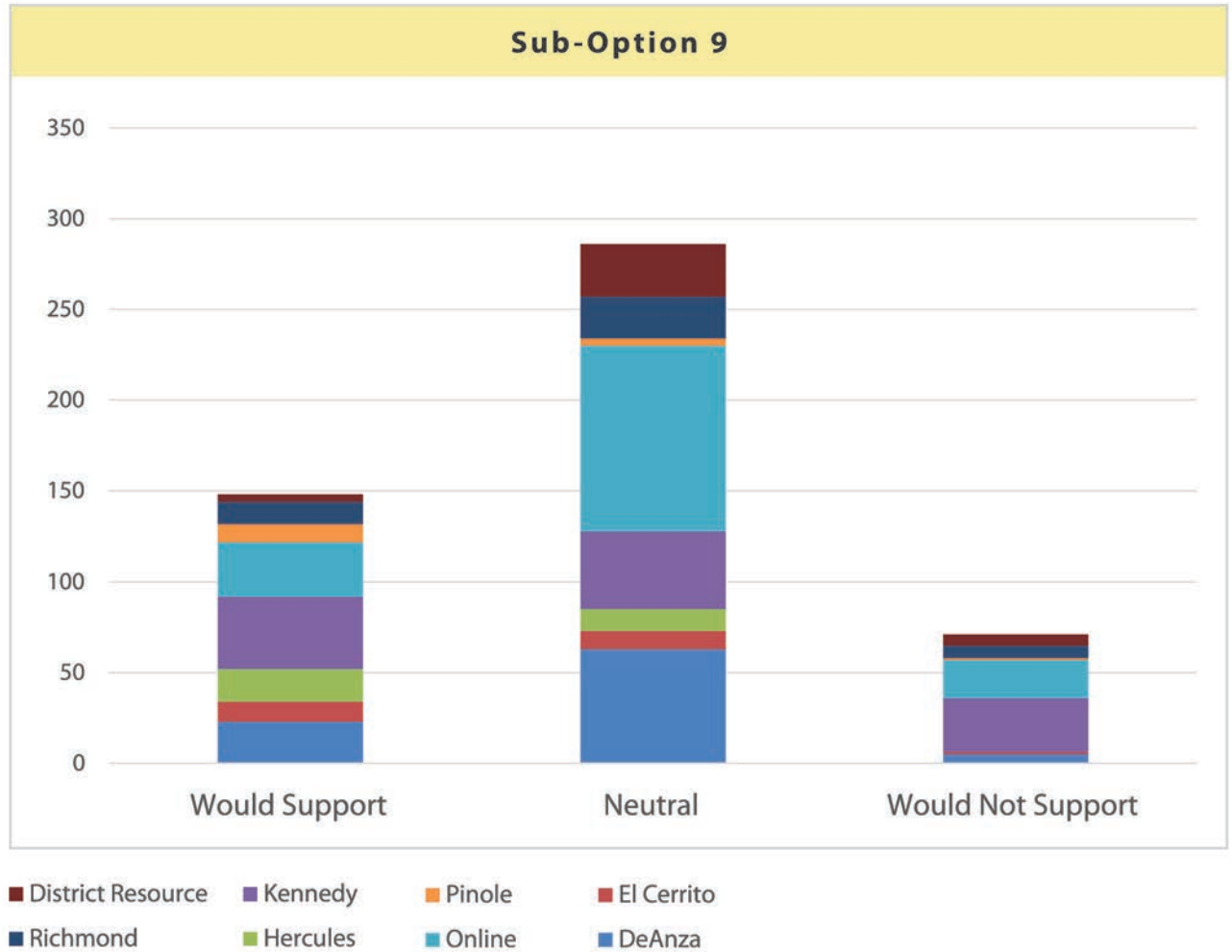
Demolish Harmon-Knolls.

Pros:

- » Removes a facility from the inventory that has a high cost in operations and maintenance
- » Removes a liability
- » Improves neighborhood relations

Cons:

- » Cost of removal
- » Unless site is designated for a school use, the site may be subject to charter school use



Sub-Option Ten

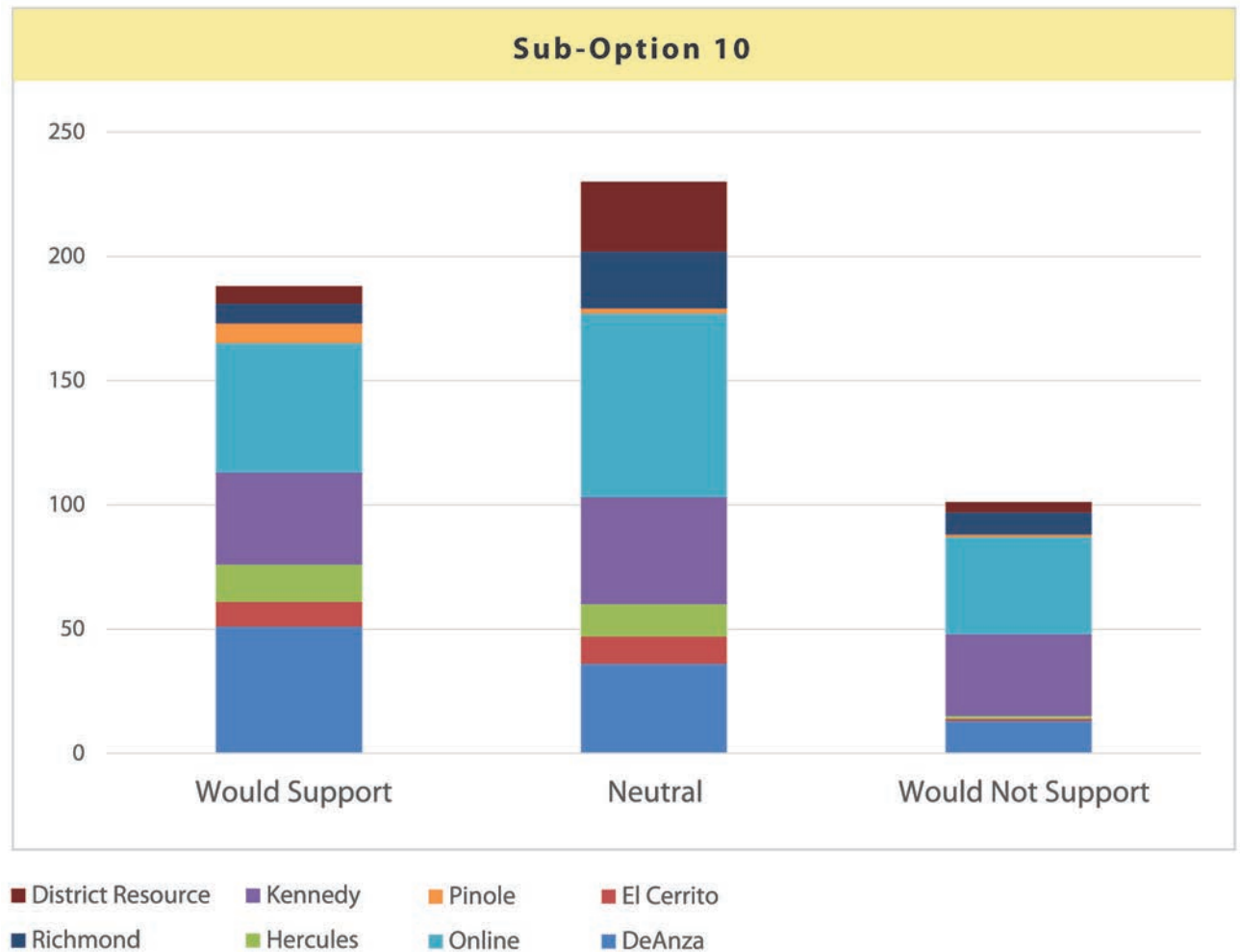
Demolish the original Valley View Campus.

Pros:

- » Removes a facility from the inventory that has a high cost in operations and maintenance
- » Removes a liability

Cons:

- » Cost of removal
- » Eliminates the potential of renovation and modernization



Section 6 | Option Development

Sub-Options

10 Sub-Options in Brief:

1. Close Crespi Middle School and provide middle school options including Pinole Middle, K-8 option at rebuilt Valley View, a small 7-8 program at De Anza High School, and a K-8 at the rebuilt Highland.
2. Close Olinda Elementary School and accommodate student population in nearby schools including the rebuilt Valley View.
3. Consolidate one elementary school (Grant or Wilson) in the Kennedy feeder pattern.
4. Consolidate the two adult schools to one campus.
5. Rebuild Highland on the Harmon-Knolls Site instead of rebuilding the campus on the Highland Site.
6. Trade the Seaview Campus.
7. Move Cameron functions to the North Campus Site and demolish the existing building to expand Korematsu Middle School field space.
8. Move entire Fairmont K-6 to the Korematsu Temporary Campus and demolish Fairmont.
9. Demolish Harmon-Knolls.
10. Demolish the original Valley View Campus.



Community Meeting at El Cerrito High School



Community Meeting at DeAnza High School

Final Recommendation

SELECTING AN OPTION

The Master Planning Team approached the task of creating a final recommendation by assembling all the data, the input from all stakeholders and the Prioritization Committee's definition into an assembly that captured an implementable resolution. The final recommendation became a hybrid of two Program Approach Options and several of the Sub-Options.

OPTION A

Program Approach Option "A" was the most prevalent in the second survey results and made the most sense to many of the user groups.

Program Approach Option A:
Solve small scale critical issues at select school sites before continuing with all school replacement

Primarily it allowed for the basic needs to be implemented in the short term. However, the most common criticism of this option was the arbitrary nature of the Critical Needs Allocation (C.N.A.) and that the "Band-Aid" money would go to waste when the final replacement project was created.

AMENDMENTS TO OPTION A

In response, the Master Planning Team proposed changes to the critical needs allocation.

- » First, a defined scope was assigned to each school for the needs that were supported by the Facility Assessments, or expressed by the Principal and the Site Committee.
- » Second, the proposed scope, in most cases, works towards the end solution for each site, allowing for the expenditure to be deducted from the cost of the Site's Long Term Plan.
- » Finally, using the Prioritization Committee's statement of "Don't focus on costly amenities or specialized spaces that may not be used," and the Planning Team's desire to see major projects completed at all sites as soon as possible, Option "B" scope should be used for the final replacement, remodel and addition or modernization in lieu of Option "D".

In defining the critical needs for each site we kept in mind each site's vision plan for continued improvements.

Section 6 | Option Development

Defining the Critical Needs Scope

In creating the scope for Critical Needs Allocation and refinement of the cost allocation

- » Allows for resolution of significant seismic issues
- » Focuses remaining bond funds on the most critical health and safety issues in the 21 Priority School Sites
- » Focus on projects that move schools closer to implementation of the full Program Approach Option B in the future

The following charts provide a breakdown of the defined critical needs by school. All critical needs, especially the seismic projects, need further scoping and examination for implementation.

Stege Elementary School was added to the critical needs list because the amount of remaining funds may not be able to support the full replacement project. See the Implementation Plan for additional detail on the timing and decision points for Stege.

RECOMMENDED SUB OPTIONS

The following Sub-Options were recommended for inclusion into the Master Plan. These Sub-Options will require further study. If the detailed studies produce a positive cost and/or operational saving, then the Sub-Options should be implemented. The other Sub-Options have been removed from consideration.

- #5. Rebuild Highland on the Harmon-Knolls Site instead of rebuilding the campus on the Highland Site (Pending geotechnical soils investigation).
- #6. Trade the Seaview Campus.
- #7. Move Cameron functions to the North Campus (PSC) Site and demolish the existing building to expand Korematsu Middle School field space (after buildings and site is updated).
- #8. Move entire Fairmont K-6 to the Korematsu Temporary Campus (@ the former Portola MS Site) and demolish Fairmont (Add: Until Fairmont is rebuilt on the original school site).
- #9. Demolish existing Harmon-Knolls buildings & site improvements.

Seismic Safety - Critical Needs

Seismic Safety - Critical Needs				
School	Proposed Scope	Original C.N.A. In Millions	Recommended C.N.A. In Millions	Possible State Funding
Kennedy HS	Demolish 100 and 200 wing. Relocate Office to renovated 500 Building, relocate students to existing portables on site. Site work and Landscaping.	\$10.0	\$10.0	*
Richmond HS	Demolish 2 story Classroom Building/Dance Room/ Girls Locker Room/Old Auto Shop. Build new Gym and add 12 portables.	\$12.8	\$14.4	*
Crespi MS	Complete structural improvements on Gym and modernize	\$7.4	\$3.1	*
Valley View ES	Address structural hazard and refinish front	\$1.9	\$1.0	*
Riverside ES	Known potential soils instability during an earthquake require further study is advisable leading to the anticipated replacement of MPR and Classroom Wing closest to the creek	\$1.8	\$6.5	*

*R.O.M. Cost - Rough Order of Magnitude Cost, which are based on general cost per square foot and do not include escalation or cost for temporary housing. Further Architectural and Engineering studies are required, including scoping and budgeting, for all Critical Needs.

Section 6 | Option Development

General Critical Needs

General Critical Needs				
School	Proposed Scope	Original C.N.A. In Millions	Recommended C.N.A. In Millions	Possible State Funding
Stege ES	Close and Demolish Building 1, and move into vacated portables on site after DSA certification.	\$41.2 (Replacement Cost)	\$2.6	*
Highland HS	Fix sewer system with piping and new lift stations, study Harmon-Knolls for viable relocation site	\$2.6	\$0.08	
Grant ES	Add portable student and staff toilets adjacent to portable Classroom Buildings	\$3.6	\$0.8	
Shannon ES	Demolish existing portable Multi-Purpose Room and build a new Multi-Purpose Room	\$2.1	\$5.8	*
Olinda ES	Safety hazards- site, windows and Restroom Building	\$2.4	\$1.0	*
Collins ES	Fix safety hazards on the stage and add HVAC	\$2.8	\$2.8	*
Chavez ES	Add new drop-off	\$1.9	\$0.6	
Hercules MS	Build new shared Science Building; scope the project to the budget	\$6.1	\$6.1	
Hercules HS	Build new shared Science Building; scope the project to the budget	\$5.9	\$5.9	
Ohlone ES	Demolish remaining original school campus buildings and open parking and drop-off on the east side, Remove leased portables	\$1.3	\$0.8	
Alvarado Adult School	ADA upgrades and retrofit restrooms to adult height	\$2.2	\$2.2	
Serra Adult School	ADA upgrades and retrofit restrooms to adult height	\$1.8	\$1.8	

*R.O.M. Cost - Rough Order of Magnitude Cost, which are based on general cost per square foot and do not include escalation or cost for temporary housing. Further Architectural and Engineering studies are required, including scoping and budgeting, for all Critical Needs.

Sub-Option Critical Needs

Sub-Options - Critical Needs				
School	Proposed Scope	Original C.N.A. In Millions	Recommended C.N.A. In Millions	Possible State Funding
Fairmont ES	Make adjustments to Korematsu Temporary Campus (@ former Portola MS Site) to accommodate the Fairmont program and demolish existing campus	\$2.7	\$2.7	
Cameron School	Modernize existing building at PSC and build new building to accommodate the program including site improvements. Relocate Cameron Program to the PSC site after improvements are completed	\$1.0	\$13.2	
Harmon Knolls	Demolish Building and Site Improvements	\$0.0	\$0.2	
Seaview	Trade Seaview	\$0.0	\$0.0	

Recommendation Cost Summary	
	R.O.M. Cost in Millions*
Seismic Safety Critical Needs	\$35.0
General Critical Needs	\$31.2
Sub-Option Critical Needs	\$16.1
Beginning of School Replacements (Wilson & Lake)	\$86.4
Sub-Total	\$168.7
Remaining School Replacements/ Modernizations/ Additions in Priority Order	\$535.8
Total	\$704.5

*R.O.M. Cost - Rough Order of Magnitude Cost, which are based on general cost per square foot and do not include escalation or cost for temporary housing. Further Architectural and Engineering studies are required, including scoping and budgeting, for all Critical Needs.

Conclusion

ADDITIONAL RECOMMENDATIONS

In order to successfully implement the recommendation, additional activities will need to be completed. This work includes:

- » Revising Educational Specifications and Materials/ Products Standards
- » Revisit Board approved optimum school sizes
- » Create periodic review of the Facilities Master Plan involving the community
- » Inclusion of all District sites into the Facilities Master Plan

BOARD ACTION

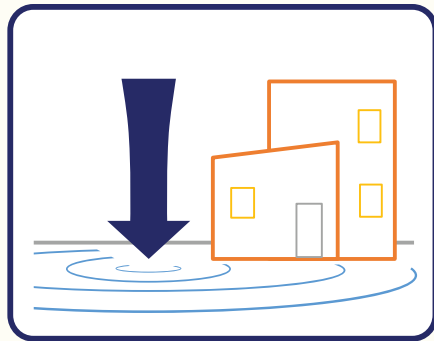
These recommendations were presented to the Board of Education on April 27th. After public comment and Board discussion, an amendment to the recommendation was proposed and was passed by the Board. The changes included:

- » Amending the critical needs scope for Valley View Elementary School to demolish the existing buildings on campus not utilized by the temporary campus
- » Non-approval of Sub-Option 7 and 8, which relocated Cameron and Fairmont programs to new locations

These changes were then incorporated into the Implementation Plan; see Section 7 for more information.

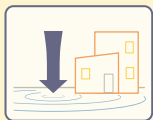
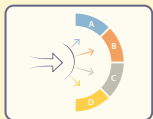


April 27, 2016, Board Meeting



Section

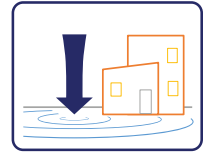
Implementation



Page Intentionally blank

Implementation Plan

Step by Step Plan of Action



VARIABLES

A plan's strength lies in the ability to implement the plan. Implementation provides a possible order, time line and budget for the projects identified within the Master Plan. While dates and projects are shown, this plan will need to be flexible as time advances. As in any future activities, many variables are either unknown or beyond the control of the District. These variables include, but are not limited to, the following:

- » Change in assumptions regarding the sale of Bonds under current authority
- » Unanticipated expenditures
- » Changes in project schedules
- » Changes in the economic factors, inflationary rates, cost of construction
- » Unanticipated or unforeseen conditions
- » Availability of funds beyond local bond funding

Although there are many variables, the core goals of the Master Plan should always be considered when making any adjustments to the plan.

Option A, with Adjustments

The final Board approved option was Program Approach Option A with adjustments. (see Section 6 for Options) The core elements of this option includes:

- » Solve small scale critical issues at select school sites
 - *Using recommended scopes (adjust Valley View's scope to include demolition of original campus)*
 - *Provide Critical Needs Allocation for Fairmont and Cameron (scope to be determined)*
 - *Include Sub-Options #6 (trade Seaview) and #9 (demolish Harmon Knolls)*
- » Before continuing with all school replacement
 - *Scope (on all projects) to match Program Approach Option "B"*
 - *First 2 schools in the priority list, Wilson and Lake, to be replaced in current Bond allocation*
 - *Include Sub-Option #5 (rebuild Highland on Harmon Knolls site)*
- » Additional Elements
 - *Revise Educational Specifications and Materials/ Products Standards*
 - *Revisit Board approved optimum school sizes*
 - *Create periodic review of the Facilities Master Plan involving the community*
 - *Inclusion of all District sites into the Facilities Master Plan*

Implementation Plan

ORDERING THE PROJECTS

The project order for the school replacements was set by the Prioritization Criteria (see Section 5 for prioritization) earlier in the process and is maintained as part of the Implementation Plan. The critical needs and the additional elements did not have an established order. The following elements were used in establishing an order.

1. Revise Educational Specifications and Materials/ Products Standards
2. Revisit Board approved optimum school sizes
3. Critical Needs – extreme Seismic issues
4. Small-scale Critical Needs – Under One Million Dollars
5. General Critical Needs
6. Inclusion of all District sites into the Facilities Master Plan

The first two steps of revising the Educational Specifications and Materials/ Products Standards, and Board approved optimum school sizes; are important to complete before any major project is started. By addressing these elements, the replacement projects are expected to meet the needed reduction of overall cost. If the cost of these projects exceeds the budget number of the Master Plan, all other project budgets will need to be adjusted.

The third step, Seismic Critical Needs, was scheduled before the general critical needs due to the safety concern associated with seismic projects. Seismic safety was routinely brought forward as a top priority at community meetings, site meetings and is a high concern of the Master Planning Team, the Facilities Department and the Board of Education. These projects are addressed first, except for Kennedy High School. Before the work at Kennedy High School can begin, space must be available in the portables currently on-site, which means the Charter School will need to move, and this is not scheduled at least until the end of the 2016-17 school year.

The fourth step, small-scale critical needs, have the opportunity to be addressed quickly, and some portions of the projects may also be completed through maintenance funds, versus the use of Bond funds.

The remaining critical needs are the fifth step.

The sixth step, “inclusion of all District sites into the Facilities Master Plan”, was placed later in the process to allow a majority of projects on the project list to be completed before adding more projects. An update of the Master Plan may also need to be conducted in coordination with this effort.

Implementation Plan

FUNDING VS. NEED

Cash flow is a key factor in creating the Implementation Plan because funding availability is the major driving force as to when projects can be started and completed. The District currently has remaining Bond authority. Bond authority, however, does not equate to cash-on-hand. Instead, Bonds are sold in “issuances” over time. The timing of these issuances are normally on a two-year cycle but can be adjusted depending on economic factors, and current debt obligations. Using the assumed two-year cycle, and considering the Bond dollars already committed to existing projects outside this Master Plan, the District has estimated a total of approximately 164.7 Million dollars available in the following time periods.

Current Bond Issuance	2018 Bond Issuance	2020 Bond Issuance
8.5 Million	60.5 Million	95.7 Million

Obviously, these remaining funds do not accomplish the extent of the identified Master Plan need, even without applying inflation to the project cost. In order to provide perspective that accomplishes more of the Master Plan projects, an alternative Implementation Plan was prepared, showing a new Local Bond passing in 2018 for an additional \$350 million, and the impact on the Implementation Schedule.

Both models are included in this Master Plan. There is no difference between the models before fall of 2018 to allow the District the ability to implement the plan without knowing if the Bond issue is sought, and passed or not.

Both models include similar assumptions. Five percent inflation has been applied to the midpoint of construction, compounded yearly, to account for inflation. If the project is listed in the “Future Phase Funding,” then the assumed inflation date is to the year 2030. The funding model is based solely on Local Bond funds. While there is potential for State-matching funding, this funding is mostly unavailable until the State passes a new State-wide School Facilities Bond.

In the first model, without a new Bond passing, there is a gap between the amount of money needed to complete the projects and the assumed Bond authority. Strategies for covering this gap include:

- » State Funding
- » Change Critical Need Expenditures
 - *Some of the small Critical Needs may be covered through maintenance funds*
- » Additional Savings from revising Educational Specifications and Material/Products Standards
- » A change in escalation, deflation or the reduction of construction costs

In both models, any opportunity to save money should be strongly considered to provide flexibility, and contingency funding for potential project overages. Any savings can also be used to accomplished additional projects.

Section 7 | Implementation

Implementation Plan - Model One

BOARD APPROVAL




The Board of Education received the Implementation Plan with the draft Master Plan on June 15, 2016 and approved them unanimously. The Board approved Implementation Plan - Model one includes the following projects with the project cost, including inflation:

Board of Education Approved Implementation Plan Projects		
School	Project Type	R.O.M. Cost (In Millions)
Ed Specs & School Size		0.2
Including All Sites in Master Plan		TBD
Harmon Knolls	Soils Testing	0.1
Valley View ES	Critical Needs	1.0
Crespi MS	Critical Needs	3.1
Riverside ES	Critical Needs	6.9
Richmond HS	Critical Needs	15.1
Kennedy HS	Critical Needs	12.2
Highland ES	Critical Needs	0.8
Grant ES	Critical Needs	0.9
Olinda ES	Critical Needs	1.0
Chavez ES	Critical Needs	0.6
Ohlone ES	Critical Needs	0.8
Harmon Knolls	Critical Needs	0.2
Fairmont ES	Critical Needs	3.0
Steger ES	Critical Needs	2.9
Cameron School	Critical Needs	1.3
Hercules MS	Critical Needs	7.5
Hercules HS	Critical Needs	7.2
Collins ES	Critical Needs	3.5
Shannon ES	Critical Needs	7.1
Wilson ES	RS Replacement	40.3
Lake ES	RS Replacement	66.1
Sub Total		181.8

Implementation Plan - Model One

Future Funding/Needs Projects		
School	Project Type	R.O.M. Cost (In Millions)
Alvarado Adult School	Critical Needs	4.2
Serra Adult School	Critical Needs	3.4
Stege ES	RS Replacement	86.4
Highland ES	RS Replacement	121.9
Valley View ES	RS Replacement	108.5
Grant ES	Mod/Partial Replacement	46.6
Richmond HS	Mod/Partial Replacement	119.2
Shannon ES	Mod/Partial Replacement	28.1
Olinda ES	RS Replacement	89.6
Fairmont ES	RS Replacement	102.4
Crespi MS	Mod/Partial Replacement	65.5
Collins ES	Mod/Partial Replacement	37.2
Kennedy HS	Mod/Partial Replacement	110.4
Riverside ES	Mod/Partial Replacement	58.1
Chavez ES	Mod/Partial Replacement	24.6
Hercules MS	Mod/Partial Replacement	7.2
Hercules HS	Mod/Partial Replacement	15.9
Ohlone ES	Mod/Partial Replacement	10.2
Cameron School	Mod/Partial Replacement	37.4
Alvarado Adult	Mod/Partial Replacement	25.7
Serra Adult	Mod/Partial Replacement	17.4
Sub Total		1,119.9

Legend:

-  Seismic Critical Need
-  Critical Need
-  Modernization/Replacement

Grand Total	1,301.7
--------------------	----------------

Section 7 | Implementation

Implementation Schedule - Model One

The projects with potential funding have been included in a time-line. This time-line is based on the cash flow of the issuances discussed above.

ID	Task Name	Start	Finish	2016	2017	2018	2019	2020	2021	2022	2023	2024
1	WCCUSD Project Implementation Plan, Model One	6/6/16	6/5/23	[Grey bar spanning 2016-2023]								
2	Complete Educational Specifications	6/6/16	1/2/17	[Grey bar]								
3	Complete Standard Material and Product Specifications	6/6/16	1/2/17	[Grey bar]								
4	Complete School Size Review and Board Adoption	8/8/16	12/9/16	[Grey bar]								
5	Complete Inclusion of All District Sites into Master Plan	1/6/20	10/9/20					[Grey bar]				
6	Testing Harmon Knolls	6/6/16	8/5/16	[Grey bar]								
7	Valley View Elementary School (demo)	6/6/16	6/16/17	[Orange bar]								
12	Crespi Middle School Seismic	6/6/16	6/15/18	[Orange bar]								
17	Riverside Elem Seismic	1/9/17	9/27/19		[Orange bar]							
22	Richmond HS Seismic	1/9/17	2/28/20		[Orange bar]							
27	Kennedy High School Seismic	1/7/20	4/8/22					[Orange bar]				
33	Highland Elementary School	6/6/16	2/10/17	[Blue bar]								
37	Grant Elementary School	6/6/16	2/10/17	[Blue bar]								
41	Olinda Elementary School	6/6/16	3/24/17	[Blue bar]								
45	Chavez Elementary School	6/6/16	3/24/17	[Blue bar]								
49	Ohlone Elementary School Portable Demo	6/14/16	9/5/16	[Blue bar]								
51	Harmon Knolls Demo	6/6/16	10/7/16	[Blue bar]								
53	Fairmont Elementary School	1/8/18	8/16/19			[Blue bar]						
58	Stege Elementary School	1/8/18	8/30/19			[Blue bar]						
63	Cameron School	1/6/20	8/13/21					[Blue bar]				
68	Hercules MS/HS	1/6/20	10/8/21					[Blue bar]				
73	Collins Elementary School	1/6/20	7/16/21					[Blue bar]				
78	Shannon Elementary School	1/6/20	1/28/22					[Blue bar]				
83	Wilson Elementary School	1/9/17	7/17/20		[Green bar]							
89	Lake Elementary School	7/8/19	6/5/23					[Green bar]				

* Implementation Schedule - Model One assumes no Local Bond in 2018.

** Time bars represent design, DSA review and approval & construction.

Implementation Plan - Model Two

MODEL TWO CHANGES

In the event a Local Bond measure *is* passed in 2018, the Implementation Plan - Model Two includes the following changes:

- » Lake Elementary replacement can start six months earlier and is fully funded within the local funds
- » Highland, Valley View, Grant, Elementary Schools and Richmond High School are funded within local funds
- » Alvarado and Serra Adult Schools Critical Needs are addressed
- » Overall cost is reduced due to a faster time-line and escalation savings
- » Stege, Grant and Highland (excluding soils testing) Elementary Schools Critical Needs projects are removed and changed to a Revised Standards Replacement or Partial Replacement




The Existing Bond Authority Includes		
School	Project Type	R.O.M. Cost (In Millions)
Ed Specs & School Size		0.2
Including All Sites in Master Plan		TBD
Harmon Knolls	Soil Testing	0.1
Valley View ES	Critical Needs	1.0
Crespi MS	Critical Needs	3.1
Riverside ES	Critical Needs	6.9
Richmond HS	Critical Needs	15.2
Kennedy HS	Critical Needs	12.2
Olinda ES	Critical Needs	1.0
Chavez ES	Critical Needs	0.6
Ohlone ES	Critical Needs	0.8
Harmon Knolls	Critical Needs	0.2
Fairmont ES	Critical Needs	3.0
Cameron School	Critical Needs	1.3
Hercules MS	Critical Needs	7.5
Hercules HS	Critical Needs	7.2
Collins ES	Critical Needs	3.5
Shannon ES	Critical Needs	7.1
Wilson ES	RS Replacement	40.3
Stege ES	RS Replacement	52.6
Sub Total		163.8

Section 7 | Implementation

Implementation Plan - Model Two

New 2018 Local Bond		
School	Project Type	R.O.M. Cost (In Millions)
Lake ES	RS Replacement	66.2
Alvarado Adult School	Critical Needs	2.7
Sierra Adult School	Critical Needs	2.2
Highland ES	RS Replacement	78.6
Valley View ES	RS Replacement	69.9
Grant ES	Mod/Partial Replacement	30.1
Richmond HS	Mod/Partial Replacement	88.4
Sub Total		338.1
Future Funding		
Shannon ES	Mod/Partial Replacement	39.1
Olinda ES	RS Replacement	89.6
Fairmont ES	RS Replacement	102.4
Crespi MS	Mod/Partial Replacement	65.5
Collin ES	Mod/Partial Replacement	37.2
Kennedy HS	Mod/Partial Replacement	110.4
Riverside ES	Mod/Partial Replacement	58.1
Chavez ES	Mod/Partial Replacement	24.6
Hercules MS	Mod/Partial Replacement	7.2
Hercules HS	Mod/Partial Replacement	15.9
Ohlone ES	Mod/Partial Replacement	10.2
Cameron School	Mod/Partial Replacement	37.4
Alvarado Adult School	Mod/Partial Replacement	25.7
Serra Adult	Mod/Partial Replacement	17.4
Sub Total		640.7

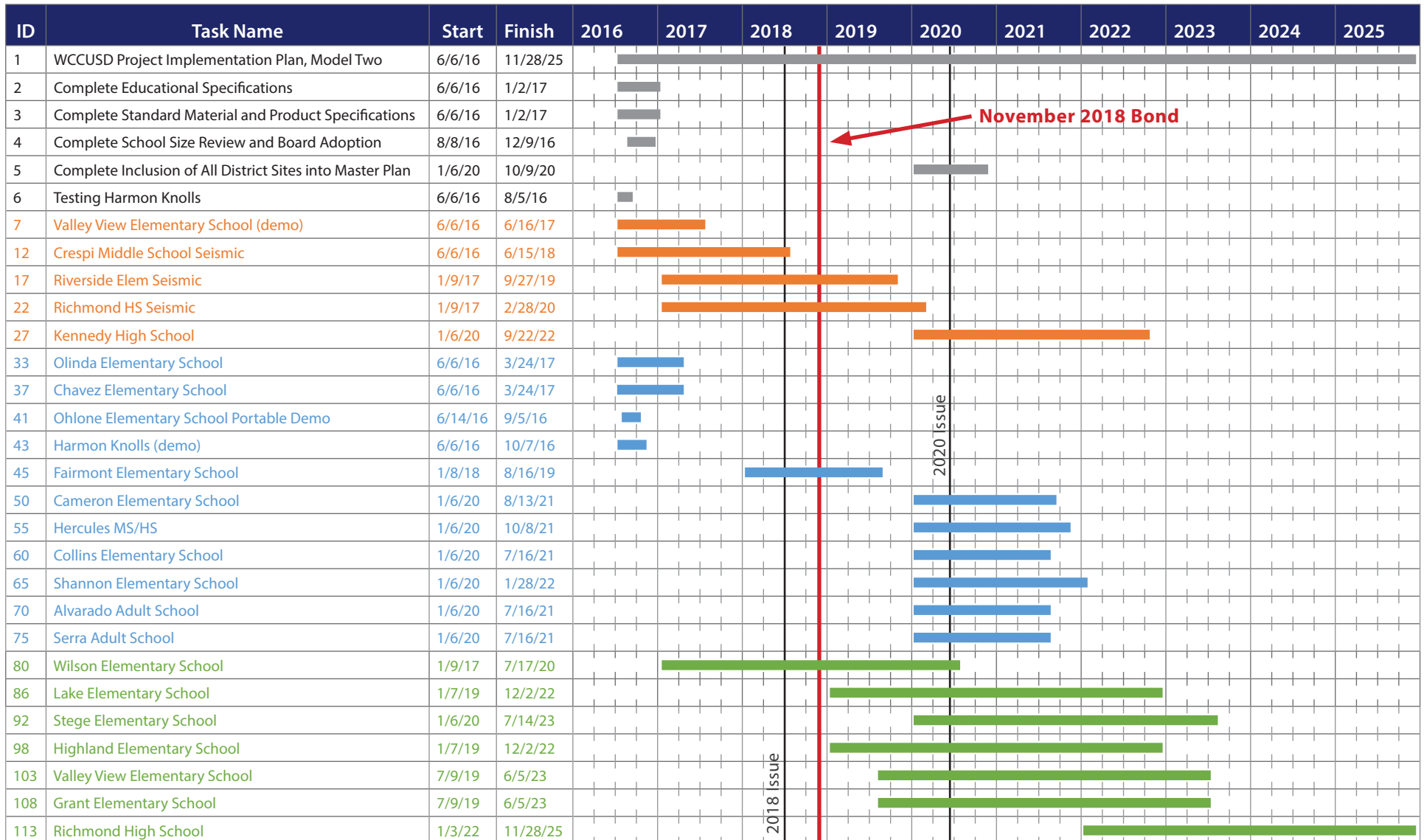
Legend:

-  Seismic Critical Need
-  Critical Need
-  Modernization/Replacement

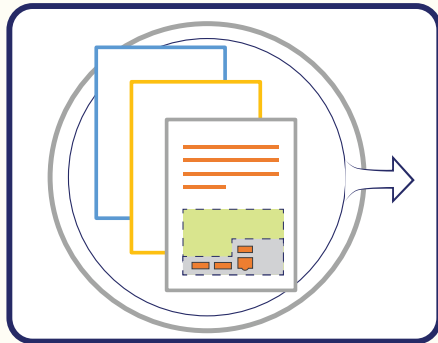
Grand Total	1,142.6
--------------------	----------------

Implementation Schedule - Model Two

The Implementation Plan in the event a bond measure is passed in 2018 include the changes listed on the previous page (Page 114).

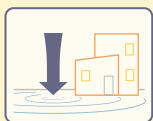
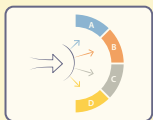


Page Intentionally blank



Section

School Reports



Page Intentionally blank



Priority School Reports

Section Table of Contents

School	Page
Wilson Elementary School	120
Lake Elementary School	123
Stege Elementary School	126
Highland Elementary School	130
Valley View Elementary School	134
Grant Elementary School	138
Richmond High School	142
Shannon Elementary School	146
Olinda Elementary School	150
Fairmont Elementary School	154
Crespi Middle School	158
Collins Elementary School	162
Kennedy High School	166
Riverside Elementary School	170
Chavez Elementary School	174
Hercules Middle School	178
Hercules High School	182
Ohlone Elementary School	186
Alvarado Adult School	190
Cameron School	193
Serra Adult School	196



Section 8 | School Reports

Wilson Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
K-6	509	498	373

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Wilson	629 42nd St. Richmond, CA 94805-1898	23	20	22

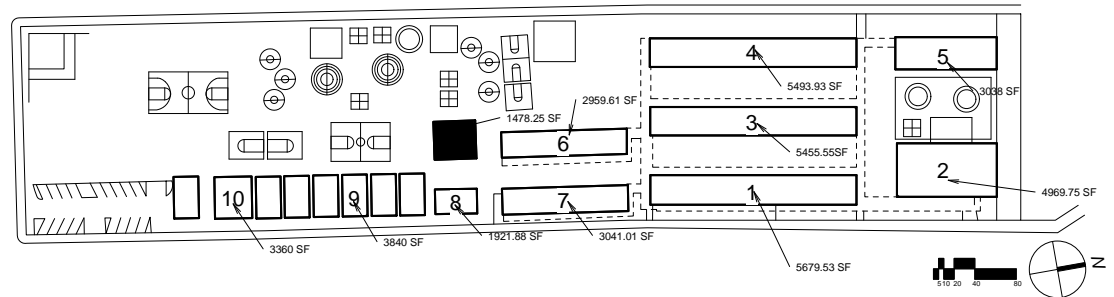
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms	46	36	41
2	Multi-Purpose Room	33	20	26
3	Classrooms, Computer Lab	52	20	36
4	Classrooms, Special Education	52	19	36
5	Kindergarten	56	21	38
6	Classrooms, Library	35	15	25
7	Classrooms, Special Education	42	13	27
8	Classrooms, Special Education	43	37	40
9	Classrooms	47	36	41
10	Classrooms, Special Education	51	30	41
Building Campus Score		46	24	

Total Combined Weighted Scores	35	22
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan



LEGEND

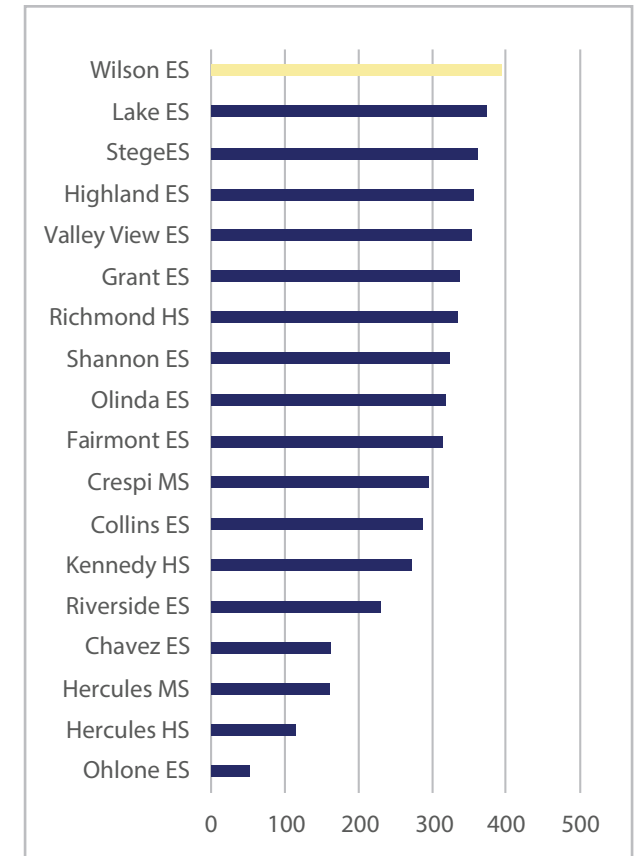
- Existing Building
- Not Included in the Facilities Master Plan
- 41,002 SF Bldg. Square Footage
- 4.41 Site Acreage

Wilson Elementary School Prioritization Criteria Scoring

Criteria	Metric	Wilson Base Data	Wilson Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$6,970	54
Function Score	Darden/iep2 assessment score	34.73	54
Seismic Needs	Seismic Report Priority	2	40
Age	Age of the main permanent building	1953	40
Condition Score	Darden/iep2 assessment score	22.21	50
ADA Score	Darden/iep2 assessment score	7.45	40
Completed Plans	Design stage of campus improvement plans	CD	32
Economically Disadvantage Area	Median household income (dollars)	\$62,396	21
Technology Infrastructure	Technology Department Ranking	1	20
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	96%	20
At or Nearing Capacity	Utilization without portables	163%	3
Total			394

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Section 8 | School Reports

Wilson Elementary School

Long Term Plan

Due to the age and condition of the existing buildings, and the long and narrow site, Wilson was not recommended for modernization. The new design, created by others, included a site plan and is shown on this page. Based on the recommended options, the prepared plans will need to be revised to match the new District Educational Specifications and Material/Product Standards.

The long term planned capacity for this campus is adjusted by this Master Plan to reflect the current and projected residents and enrollment numbers. The re-design will need to be adjusted to provide a final capacity for 600 students.

Existing Campus Capacity	509
Original Design Capacity	787
Long Term Master Plan Adjusted Capacity	600

Vision Plan



Lake Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
TK-6	501	421	303

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Lake	2700 Eleventh St. San Pablo, CA 94806-2298	26	19	22

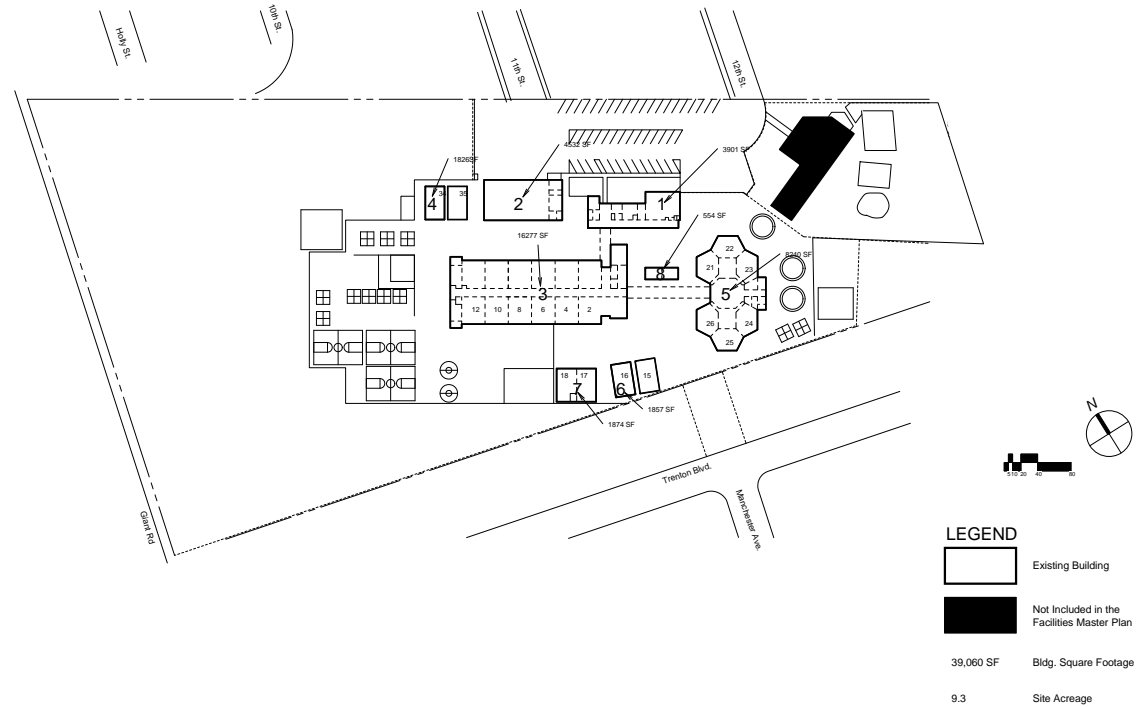
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Computer lab	26	25	25
2	Multi-Purpose Room	29	32	31
3	Classrooms, Special Education	47	40	43
4	Classrooms, Library	35	35	35
5	Kindergarten, Book Room, PD	36	36	36
6	Classrooms	51	47	49
7	Classrooms	45	36	40
8	Restrooms	40	36	38
Building Campus Score		40	36	

Total Combined Weighted Scores	33	27
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan

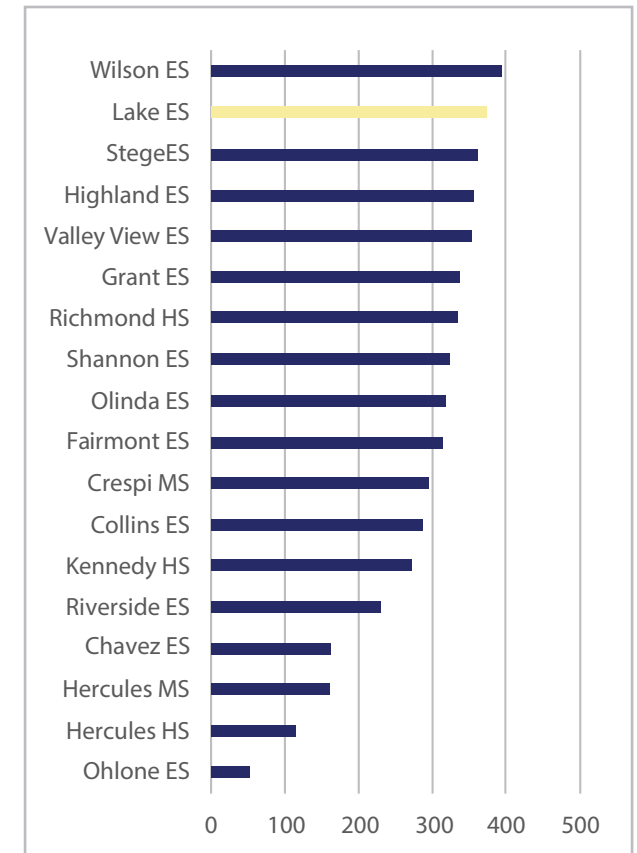


Lake Elementary School Prioritization Criteria Scoring

Criteria	Metric	Lake Base Data	Lake Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$3,420	60
Function Score	Darden/iep2 assessment score	32.96	60
Seismic Needs	Seismic Report Priority	3	30
Age	Age of the main permanent building	1956	40
Condition Score	Darden/iep2 assessment score	27.47	45
ADA Score	Darden/iep2 assessment score	7.51	40
Completed Plans	Design stage of campus improvement plans	Master Plan	8
Economically Disadvantage Area	Median household income (dollars)	\$46,354	27
Technology Infrastructure	Technology Department Ranking	1	20
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	99%	20
At or Nearing Capacity	Utilization without portables	108%	1
Total			371

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Lake Elementary School

Long Term Plan

Due to the condition of the existing buildings, Lake was not recommended for modernization. The existing pod classroom building design makes reuse difficult. This building has a few small windows and no interior walls except those enclosing the restrooms. The main Classroom Building had a center clerestory light well, but it was roofed over at some point after the original construction. This double structure has leaked, deterioration has occurred, and the structural make up makes modernization impractical.

The new design, created by others, contained a site plan and is shown on this page. Based on the recommended options, the prepared plans will need to be revised to match the new District Educational Specifications and Material/Product Standards.

The long term planned capacity for this campus is adjusted by this Master Plan to reflect the current and projected residents and enrollment. The design should be adjusted to provide a final capacity for 475 students.

Vision Plan



Existing Campus Capacity	501
Original Design Capacity	613
Long Term Master Plan Adjusted Capacity	475

Section 8 | School Reports

Stege Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
TK-6	474	300	248

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Stege	4949 Cypress Ave. Richmond, CA 94804-4499	29	32	30

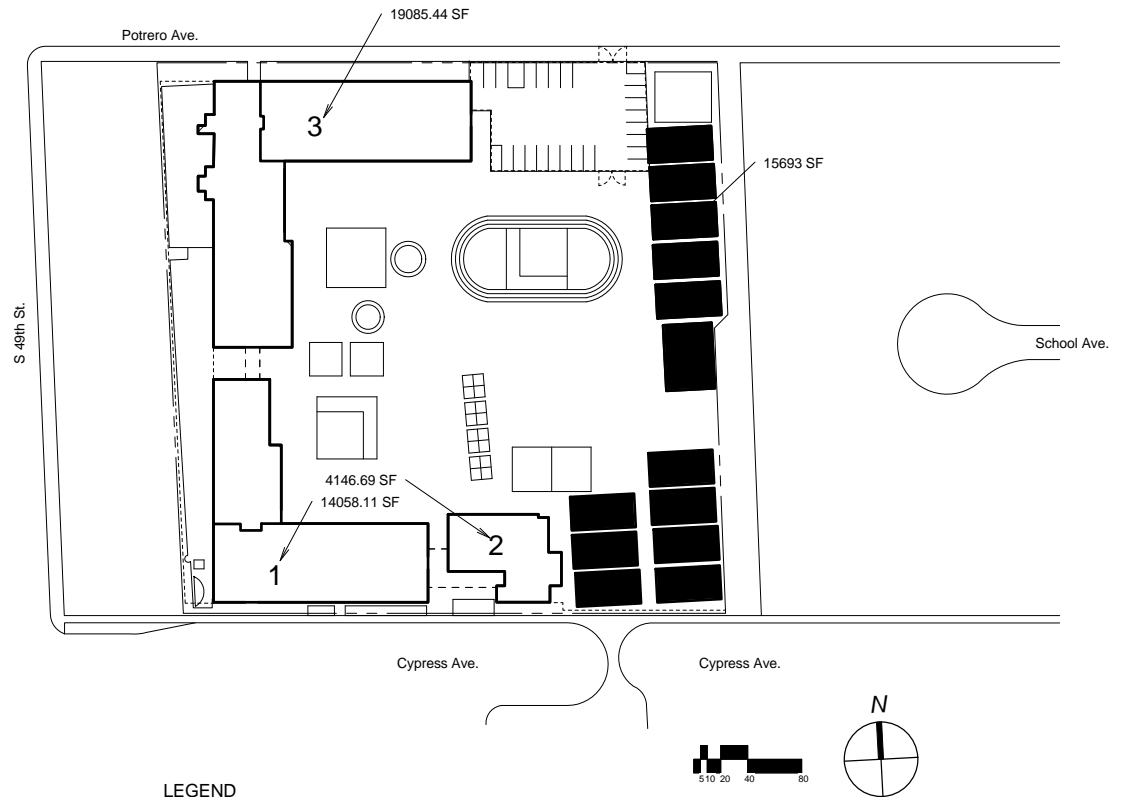
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms, Special Education	37	17	27
2	Multi-Purpose Room	39	24	31
3	Classrooms, Special Education, Library, Kindergarten	31	31	31
Building Campus Score		37	17	

Total Combined Weighted Scores	32	28
--------------------------------	----	----

0-30
 30-40
 40-50

Existing Site Plan



LEGEND

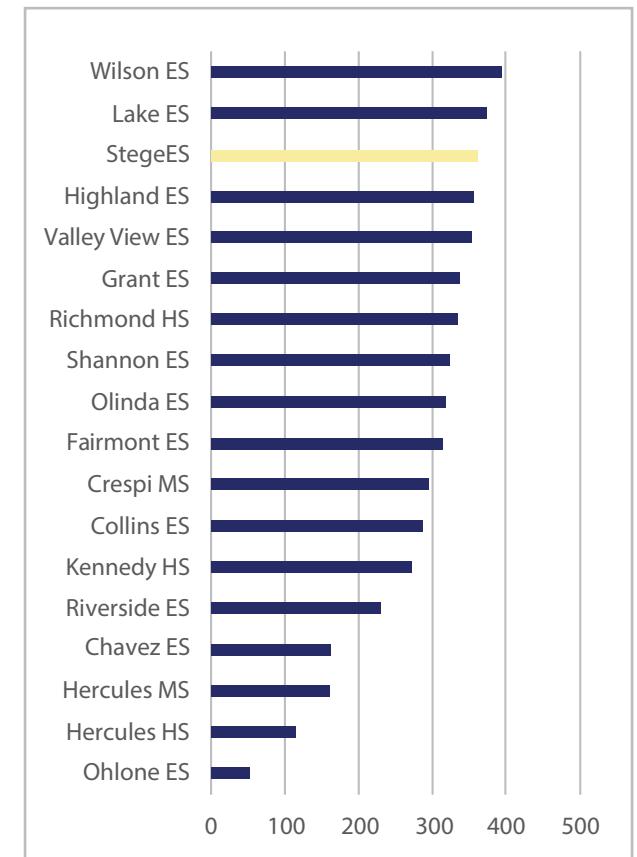
- Existing Building
- Not Included in the Facilities Master Plan
- 44,837 SF Bldg. Square Footage
- 3.87 Site Acreage

Stege Elementary School Prioritization Criteria Scoring

Criteria	Metric	Stege Base Data	Stege Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$8,233	54
Function Score	Darden/iep2 assessment score	31.58	60
Seismic Needs	Seismic Report Priority	3	30
Age	Age of the main permanent building	1943	50
Condition Score	Darden/iep2 assessment score	28.28	45
ADA Score	Darden/iep2 assessment score	16.23	36
Completed Plans	Design stage of campus improvement plans	CD	32
Economically Disadvantage Area	Median household income (dollars)	\$50,625	24
Technology Infrastructure	Technology Department Ranking	3	12
State Funding	Eligible for a facilities state funding program	No	0
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	93%	18
At or Nearing Capacity	Utilization without portables	72%	0
Total			361

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Section 8 | School Reports

Stege Elementary School

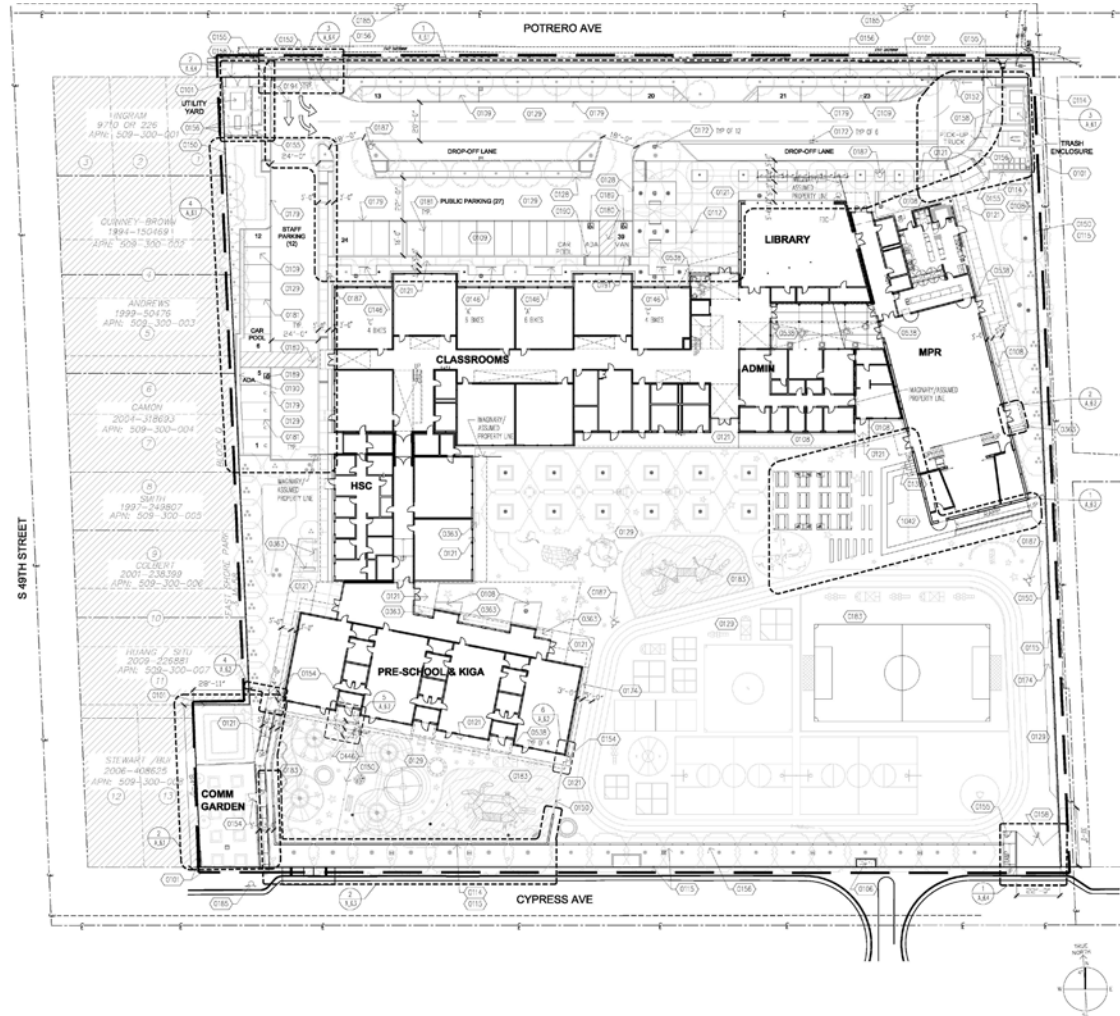
Long Term Plan

Due to the condition of the existing buildings, and the small site, Stege was not recommended for modernization. The site plan, created by others, is shown on this page. Based on the recommended options, the prepared plans will need to be revised to match the new District Educational Specifications and Material/Product Standards.

The long term planned capacity for this campus is 450 students, which is smaller than the current design. This capacity may be revised depending on the final District-established school sizes, which will be studied after the completion of the Facilities Master Plan.

Vision Plan

Existing Campus Capacity	474
Original Design Capacity	529
Long Term Master Plan Adjusted Capacity	450



Stege Elementary School

Critical Needs Phase

Critical Needs Phase 1

Stege Elementary School is third in line for total replacement, according to the Priority List. The remaining Bond authority in the District is not expected to reach as far as this third project; however, if a new Bond is passed before this critical need project is addressed then the replacement project should occur instead of the critical need project.

If the funding is not available for the full replacement, the critical needs scope includes the following:

- » Obtaining DSA certification for the portables which are currently on-site
- » Relocating the classroom and office functions to the portables
- » Demolishing Building 1 and providing minimal site work to enclose the school site and create a safe environment for student use of the entire building site

Building 1 was chosen to be demolished because the original wood windows are failing. The connection of the exterior wall to the facilities structural system has deteriorated and near failure. The main buildings floor structure is deteriorated and continues to fail. The office layout is not conducive to everyday activities, and a safe and secure environment is compromised by the direct access to the campus.



Section 8 | School Reports

Highland Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
K-6	612	486	408

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Highland	2829 Moyers Rd., Richmond, CA 94806-2728	25	17	21

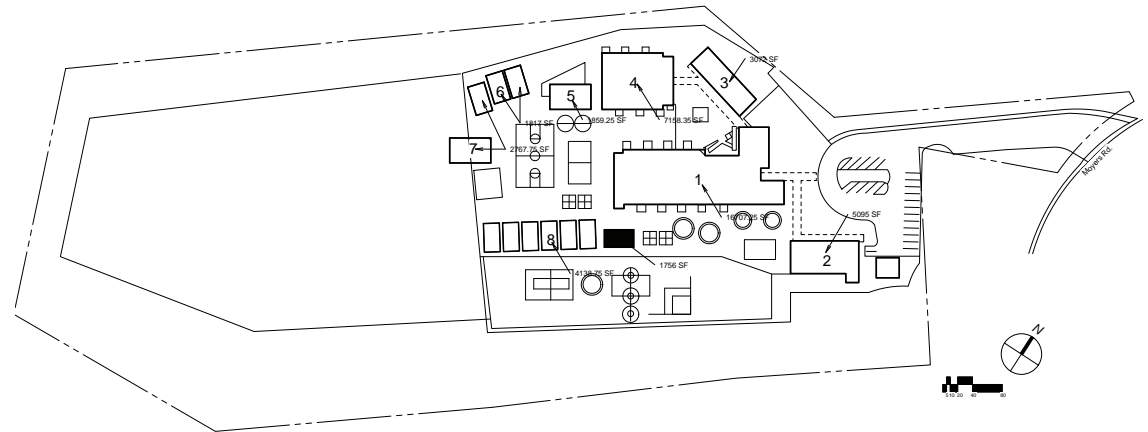
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms, Special Education, Library, Kindergarten, Computer Lab	38	26	32
2	Multi-Purpose	41	35	38
3	Special Education	46	30	38
4	Classrooms	54	27	41
5	Special Education	40	22	31
6	Classrooms	48	49	48
7	Classrooms	51	44	47
8	Classrooms	51	46	48
Building Campus Score		44	31	

Total Combined Weighted Scores	35	24
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan



LEGEND

- Existing Building
- Not Included in the Facilities Master Plan
- 44,371 SF Bldg. Square Footage
- 9 Site Acreage

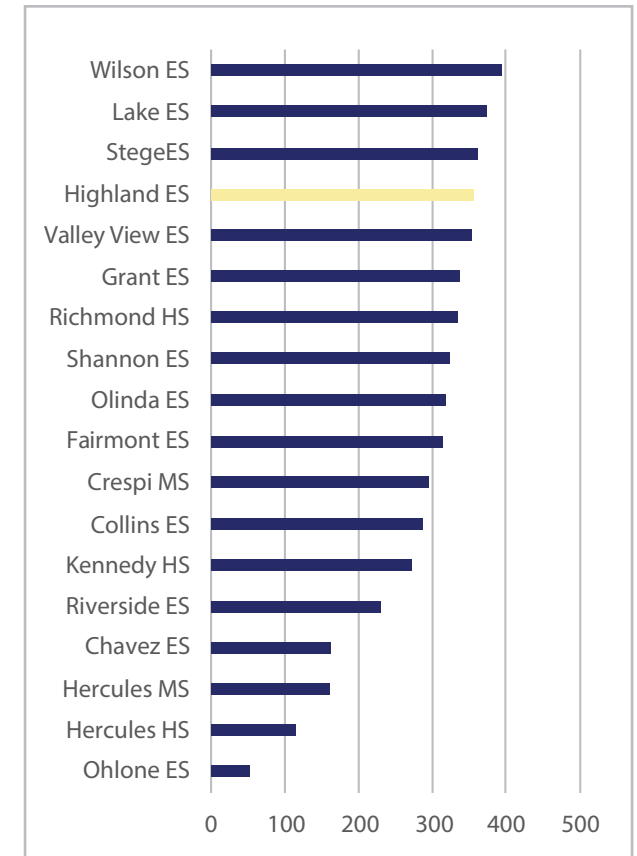
Highland Elementary School

Prioritization Criteria Scoring

Criteria	Metric	Highland Base Data	Highland Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$3,280	60
Function Score	Darden/iep2 assessment score	34.63	54
Seismic Needs	Seismic Report Priority	4	20
Age	Age of the main permanent building	1958	35
Condition Score	Darden/iep2 assessment score	23.96	50
ADA Score	Darden/iep2 assessment score	6.01	40
Completed Plans	Design stage of campus improvement plans	Master Plan	8
Economically Disadvantage Area	Median household income (dollars)	\$43,598	27
Technology Infrastructure	Technology Department Ranking	1	20
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	95%	18
At or Nearing Capacity	Utilization without portables	212%	4
Total			356

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Section 8 | School Reports

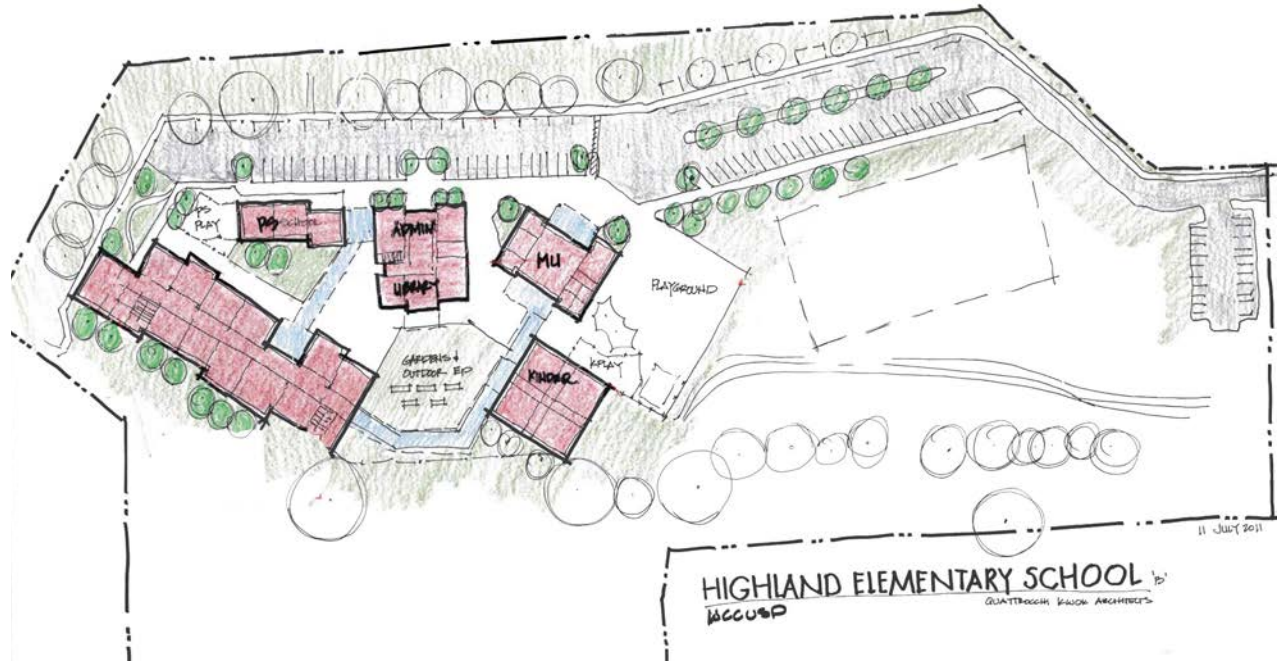
Highland Elementary School

Long Term Plan

The long term plan for Highland Elementary School is to move the campus to the Harmon-Knolls Site. This site is within Highland's current attendance boundary and has the potential to provide a site with better circulation access and less requirements for soil stabilization. The Highland site, especially in the area where a new campus was planned, is known to have soils in need of stabilization/compaction before construction can be started. Further study, which is planned as part of the critical needs funding, will need to be completed to determine the level of savings the new site could provide. If the study results in savings on site preparation, then the school plan at the Harmon-Knolls site can also take advantage of the increased street frontage, improving vehicular circulation and providing better safety by not allowing public pathways through the site during school hours, as is done at the current site.

The final design capacity, at either site, should mirror the existing capacity of 612 students.

Vision Plan

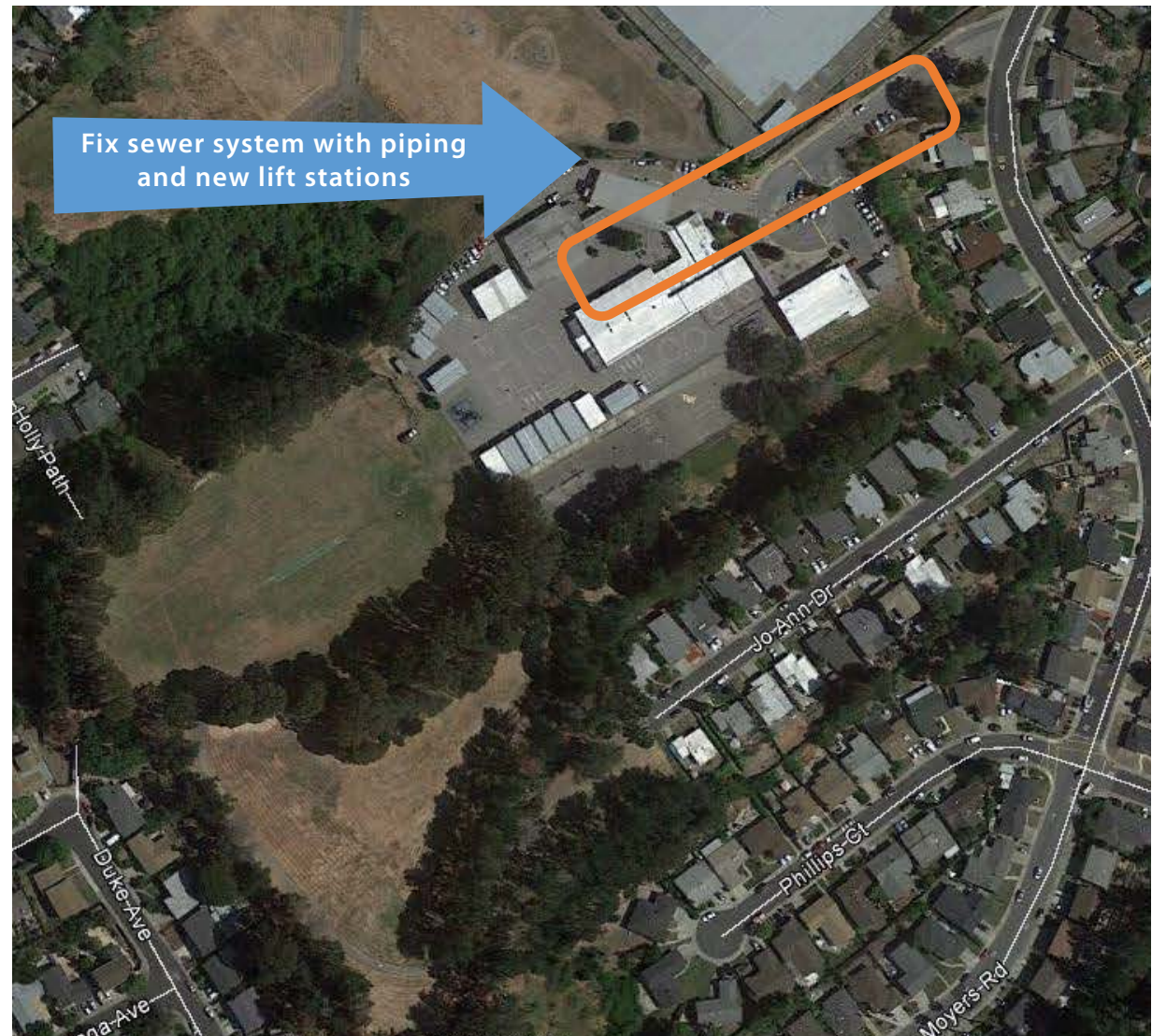


Highland Elementary School

Critical Needs Phase

Critical Needs Phase 1

Due to the possible relocation of the school, or the eventual demolition and rebuild, the short term critical needs scope is limited to items that make sense in a short term stay, such as safety and security needs and long term issues plaguing the site. The persistent sewer problem at the school has continued to interrupt usage of the limited restroom facilities. In addition to correcting the sewer need, the initial soil investigation at the Harmon-Knolls site has been recommended.



Section 8 | School Reports

Valley View Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
K-6	305	344	325

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Valley View	3416 Maywood Dr. Richmond, CA 94803-2099	38	30	34

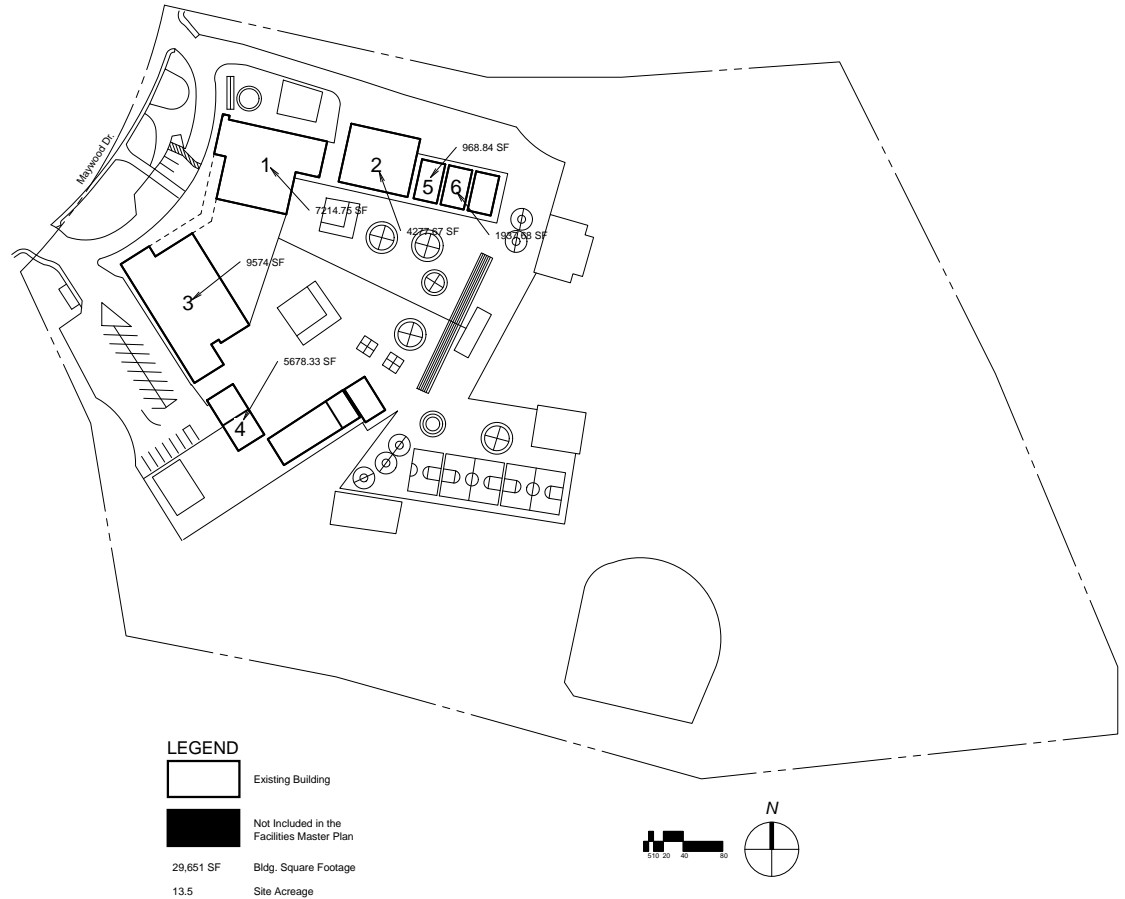
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms, Special Education, Kindergarten	47	15	31
2	Multi-Purpose Room	35	36	35
3	Classrooms, Special Education, Music, Parent's Room	52	22	37
4	Classrooms	41	34	37
5	Classrooms	41	39	40
6	Classrooms	46	54	50
Building Campus Score		45	27	

Total Combined Weighted Scores	42	29
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan

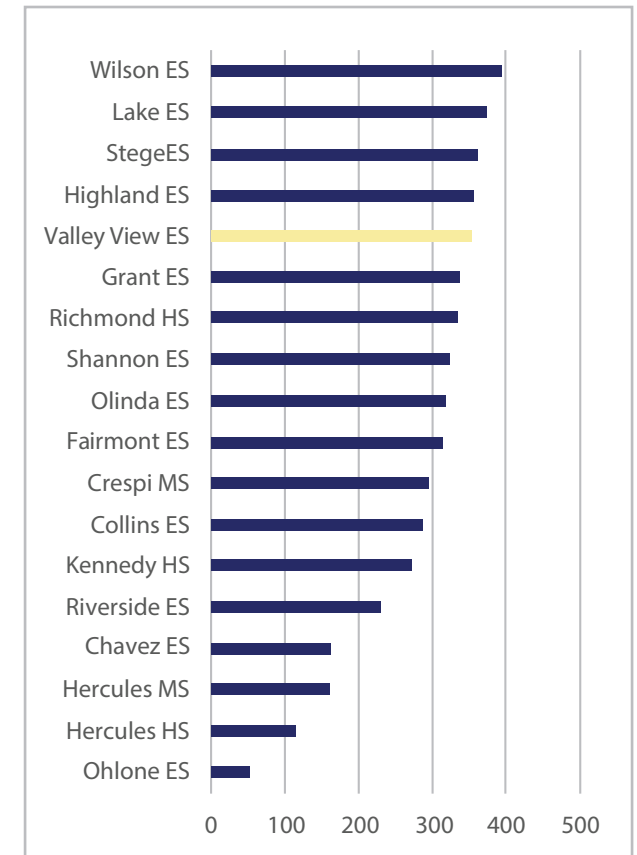


Valley View Elementary School Prioritization Criteria Scoring

Criteria	Metric	Valley View Base Data	Valley View Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$17,180	42
Function Score	Darden/iep2 assessment score	41.77	42
Seismic Needs	Seismic Report Priority	1	50
Age	Age of the main permanent building	1962	35
Condition Score	Darden/iep2 assessment score	28.75	45
ADA Score	Darden/iep2 assessment score	14.80	40
Completed Plans	Design stage of campus improvement plans	DSA Approval	40
Economically Disadvantage Area	Median household income (dollars)	\$91,074	9
Technology Infrastructure	Technology Department Ranking	1	20
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	46%	0
At or Nearing Capacity	Utilization without portables	447%	10
Total			353

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



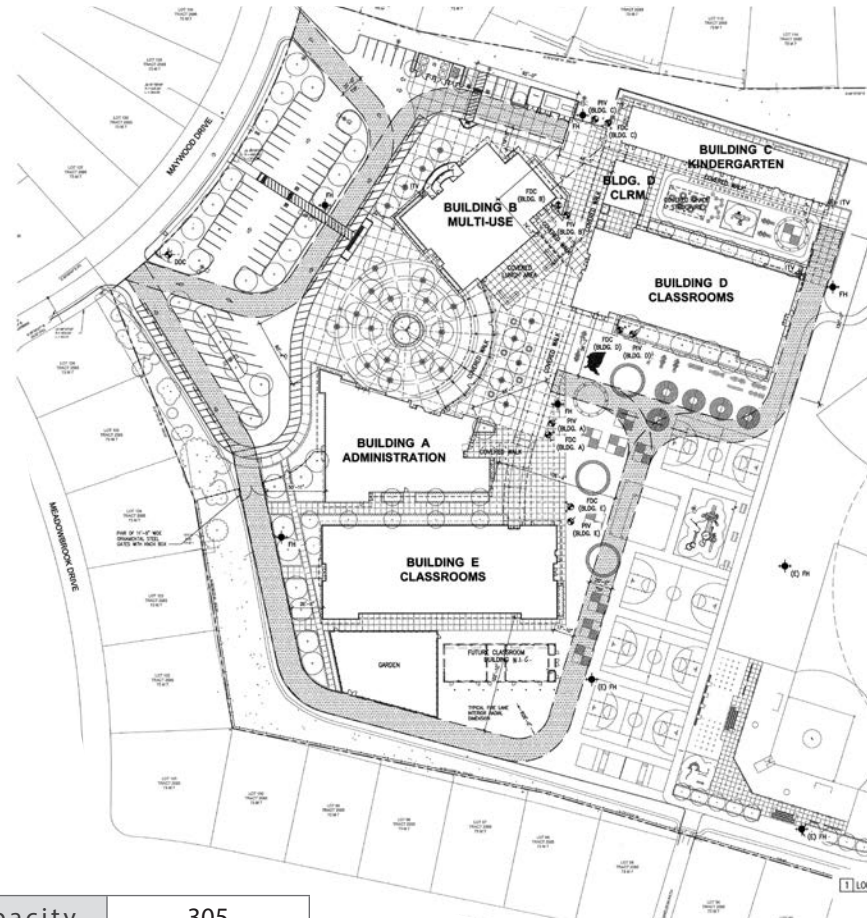
Valley View Elementary School

Long Term Plan

The original Valley View Elementary School has been recommended for demolition in the critical needs phase of the Master Plan. The long term plan for Valley View is replacement. The site plan, created by others, is shown on this page. Based on the recommended options, the prepared plans will need to be revised to match the new District Educational Specifications and Material/Product Standards.

The long term planned capacity for this campus is 450 students, which is smaller than the current design. This capacity may be revised depending on the final District-established school sizes, which will be studied after the completion of the Facilities Master Plan.

Vision Plan



Existing Campus Capacity	305
Original Design Capacity	583
Long Term Master Plan Adjusted Capacity	450

Valley View Elementary School

Critical Needs Phase

Critical Needs Phase 1

The critical need scope for this campus is to demolish the existing permanent buildings, and most of the portables, on site, including the front overhang which has a significant structural deficiency.



Section 8 | School Reports

Grant Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
TK-6	763	521	447

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Grant	2400 Downer Ave. Richmond, CA 94804-1458	25	25	25

BUILDING SCORE SUMMARY



Building Number	Use	Building Function	Building Condition	Building Score
1	Office	50	21	35
2	Multi-Purpose Room	59	31	45
3	Kindergarten	55	23	39
4	Restrooms, Storage	48	68	58
5	Classrooms	44	41	43
6	Classrooms, Special Education, Kindergarten, Computer Lab	50	37	43
7	Classrooms	52	53	52
8	Library	44	32	38
9	After-School Program	63	38	51
10	Classrooms, Special Education	54	41	47
Building Campus Score		52	37	

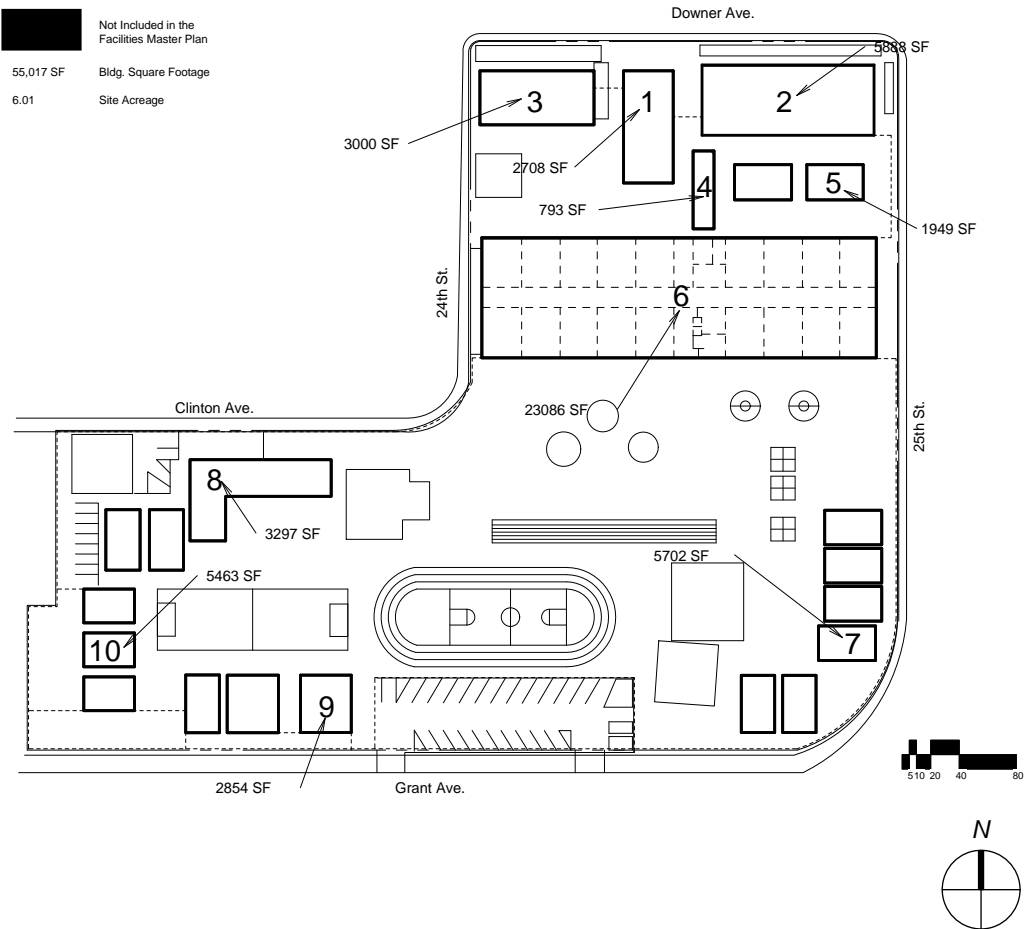
Total Combined Weighted Scores	38	31
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan

LEGEND

-  Existing Building
-  Not Included in the Facilities Master Plan
- 55,017 SF Bldg. Square Footage
- 6.01 Site Acreage

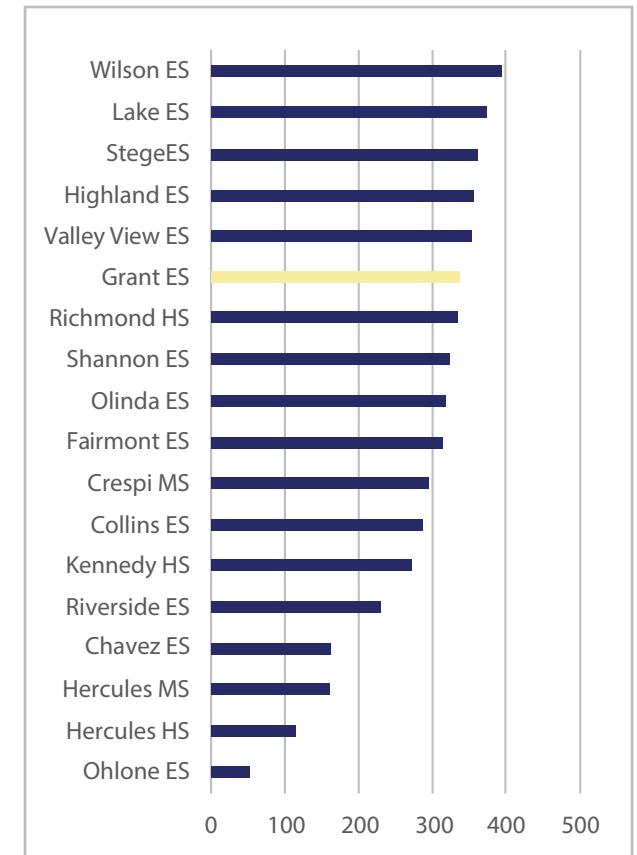


Grant Elementary School Prioritization Criteria Scoring

Criteria	Metric	Grant Base Data	Grant Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$2,800	60
Function Score	Darden/iep2 assessment score	38.35	48
Seismic Needs	Seismic Report Priority	3	30
Age	Age of the main permanent building	1956	40
Condition Score	Darden/iep2 assessment score	30.93	40
ADA Score	Darden/iep2 assessment score	15.89	36
Completed Plans	Design stage of campus improvement plans	No Design	0
Economically Disadvantage Area	Median household income (dollars)	\$51,481	24
Technology Infrastructure	Technology Department Ranking	2	16
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	99%	20
At or Nearing Capacity	Utilization without portables	142%	2
Total			336

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Grant Elementary School

Long Term Plan

Grant Elementary School is a good candidate for modernization. The main classroom building (Building 6), and Multi-Purpose Room are planned for modernization. The office and kindergarten are planned for replacement due to their location and low combined assessment scores. The portable buildings are also planned for replacement with permanent buildings.

The long term plan is designed to improve the campus organization and provide additional on-site drop-off and parking. The new buildings allow classrooms to be clustered together, while creating a defined campus core. Outdoor covered dining provides additional options for dining, events and breakout areas. Beyond the classroom core the playground space is improved with an identified grass field area.

Vehicular and pedestrian access can be created on several edges of the campus, easing congestion while directing the visitors to be channeled through the new front office while school is in session.

The Master Plan also calls for a reduction of capacity on this school site. The existing school site capacity is one of the largest for elementary in the district. The current and projected enrollments do not support maintaining this capacity; therefore, the new design capacity should be approximately 624 students.

Vision Plan

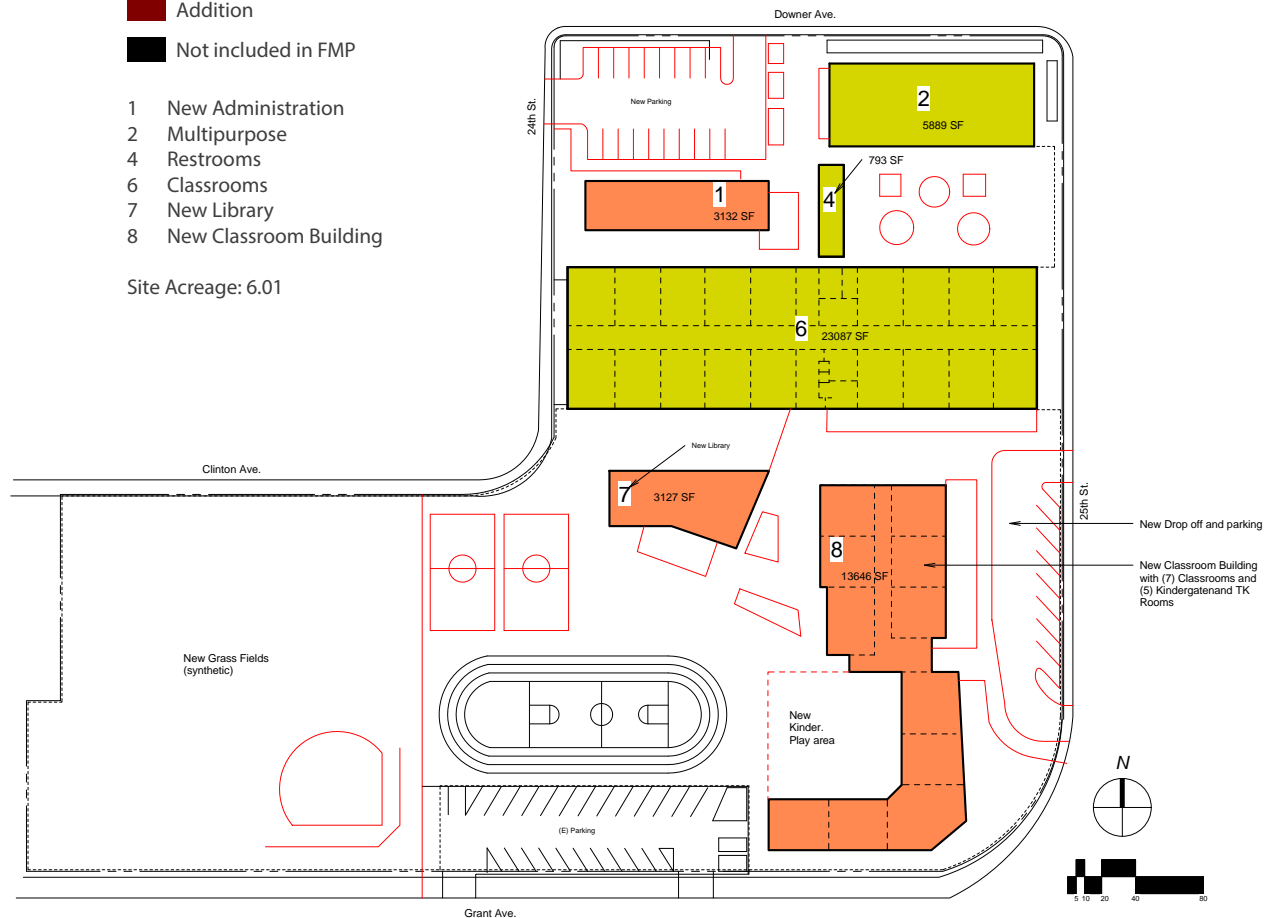
Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP

- 1 New Administration
- 2 Multipurpose
- 4 Restrooms
- 6 Classrooms
- 7 New Library
- 8 New Classroom Building

Site Acreage: 6.01

Existing Campus Capacity	763
Current Utilization	68%
Long Term Master Plan Adjusted Capacity	624

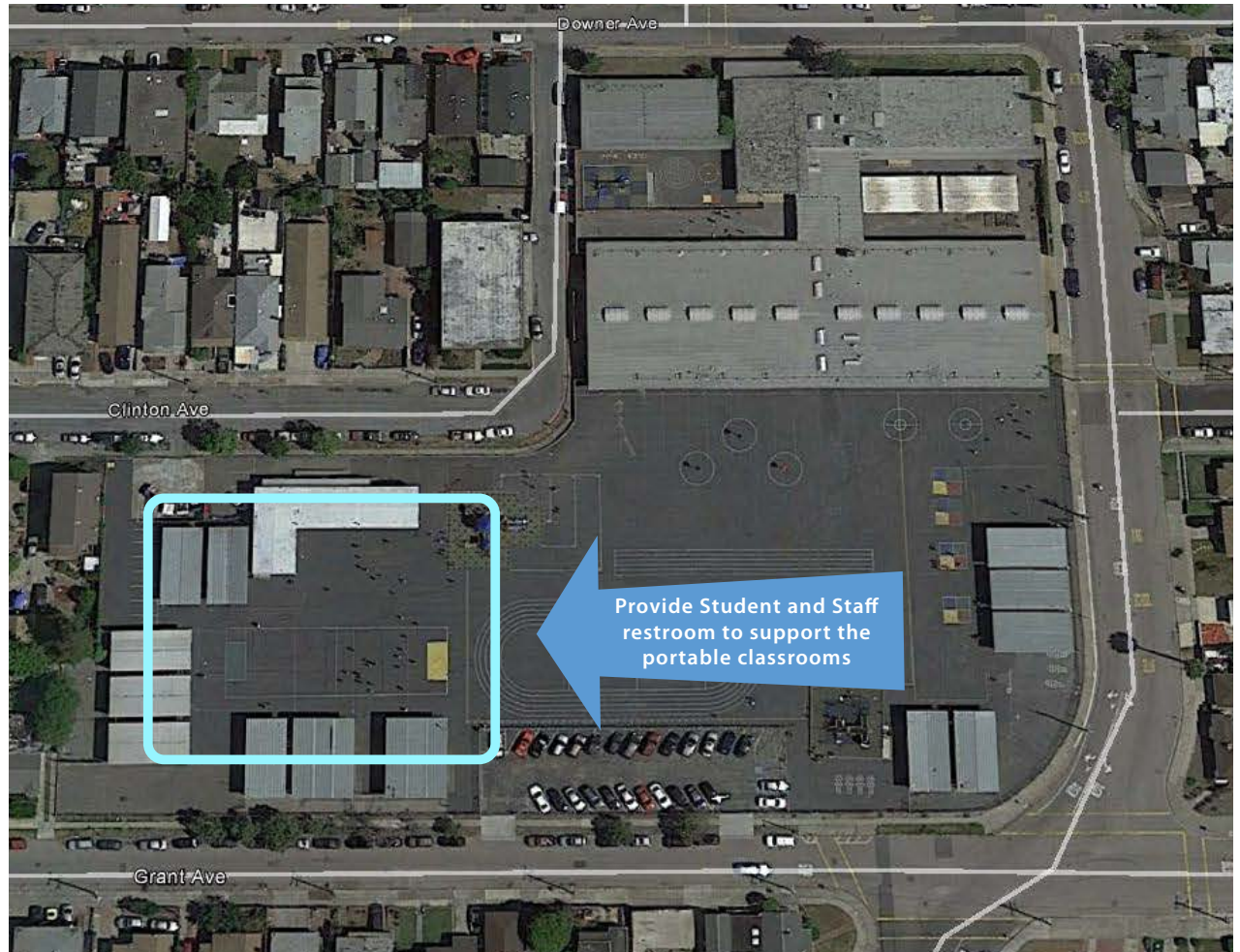


Grant Elementary School

Critical Needs Phase

Critical Needs Phase 1

The critical needs scope for this site will provide restroom facilities for the distant portables. Currently, students and staff need to walk to the main building in order to use the restroom. This distance unnecessarily reduces instructional time.



Section 8 | School Reports

Richmond High School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
9-12	1821	1533	1444

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Richmond	1250 23rd St. Richmond, CA 94804-1091	34	31	32

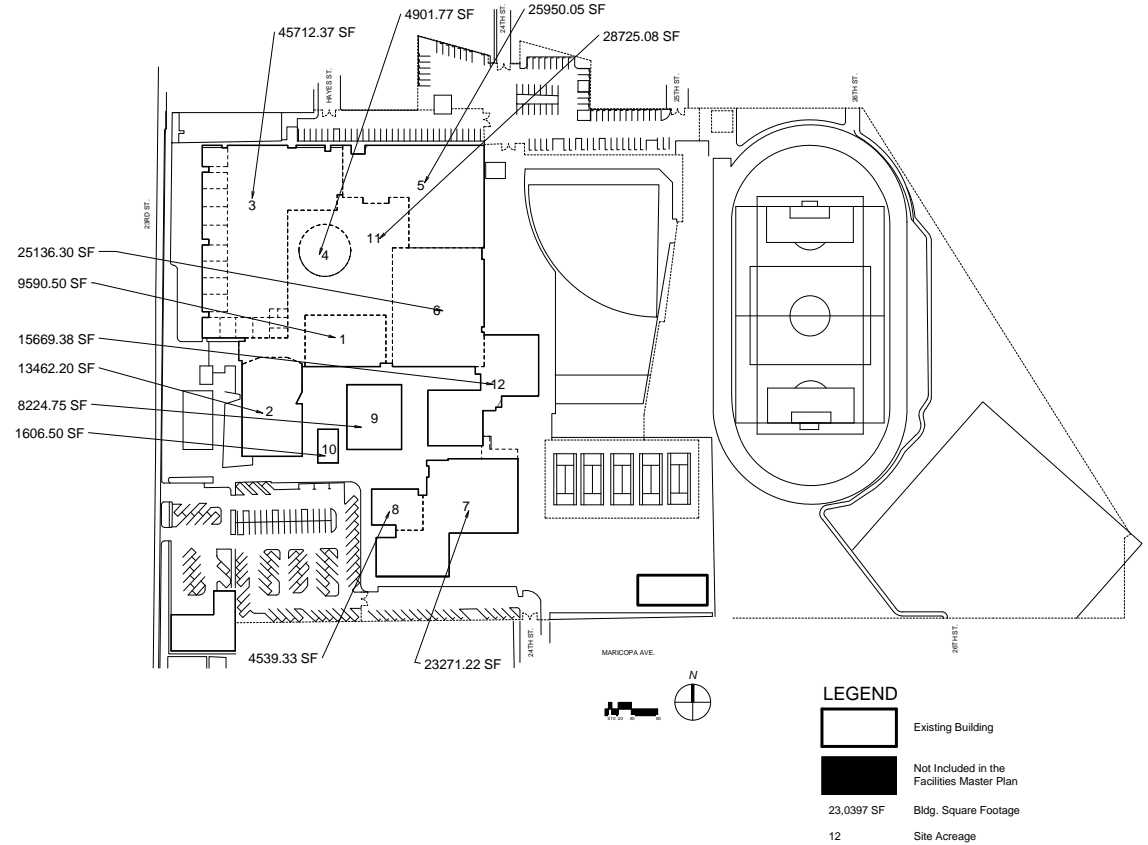
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office	42	44	43
2	Theater	57	34	45
3	Classrooms	48	39	43
4	Library	49	45	47
5	Art, Kitchen for the Cafeteria, Child Development, Old Shops	48	42	45
6	Classrooms, Science	38	32	35
7	Gym, Locker Room, Wrestling Room	54	37	46
8	Music	45	25	35
9	Classrooms, Special Education, Science	51	28	39
10	Health Clinic	47	39	43
11	Multi-Purpose Room, Main Gathering Space	47	51	49
12	Locker Room, Dance Room	65	31	48
Building Campus Score		49	39	

Total Combined Weighted Scores	42	35
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan

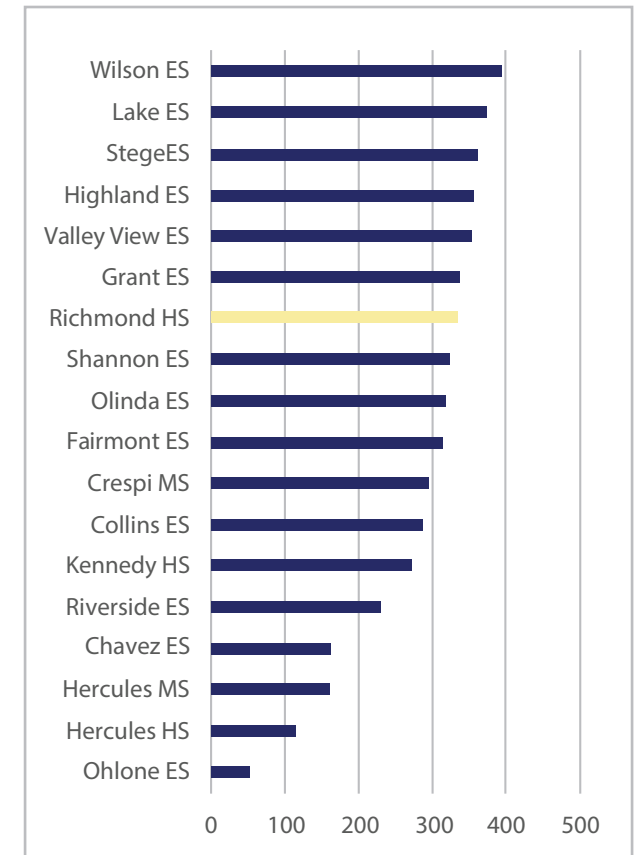


Richmond High School Prioritization Criteria Scoring

Criteria	Metric	Richmond Base Data	Richmond Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$12,557	48
Function Score	Darden/iep2 assessment score	41.52	42
Seismic Needs	Seismic Report Priority	1	50
Age	Age of the main permanent building	1968	30
Condition Score	Darden/iep2 assessment score	34.60	40
ADA Score	Darden/iep2 assessment score	20.99	32
Completed Plans	Design stage of campus improvement plans	DD	24
Economically Disadvantage Area	Median household income (dollars)	\$51,207	24
Technology Infrastructure	Technology Department Ranking	5	4
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	96%	20
At or Nearing Capacity	Utilization without portables	84%	0
Total			334

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Section 8 | School Reports

Richmond High School

Long Term Plan

The long term plan for Richmond High School primarily mirrors the existing long term planning done to date, with one exception, which includes a three story classroom and library building. The long term plans for this site include a design that assesses the restructuring of the under-utilized hall and specialty spaces within the main building. These areas can provide additional teaching stations to replace the rooms lost by removing the existing two-story classroom building. Additional library space could also be considered at the existing book storage area.

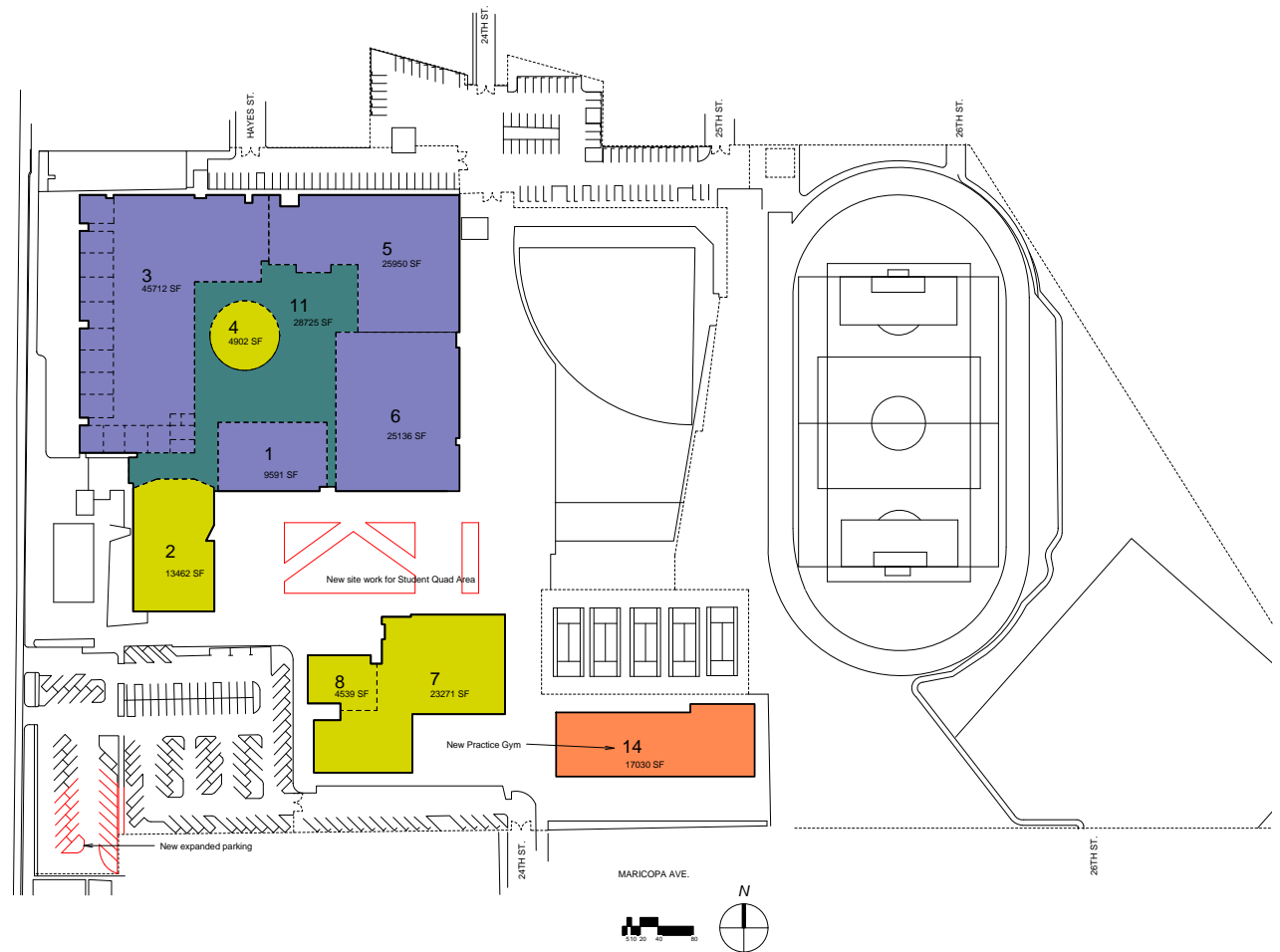
Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP

- 1 Administration
- 2 Auditorium
- 3 Classrooms
- 4 Library
- 5 Classrooms
- 6 Classrooms
- 7 Gym, Boys Lockers
- 8 Music
- 11 Multi-Purpose, Main Gathering Space
- 14 New Practice Gym

Site Acreage: 12

Vision Plan



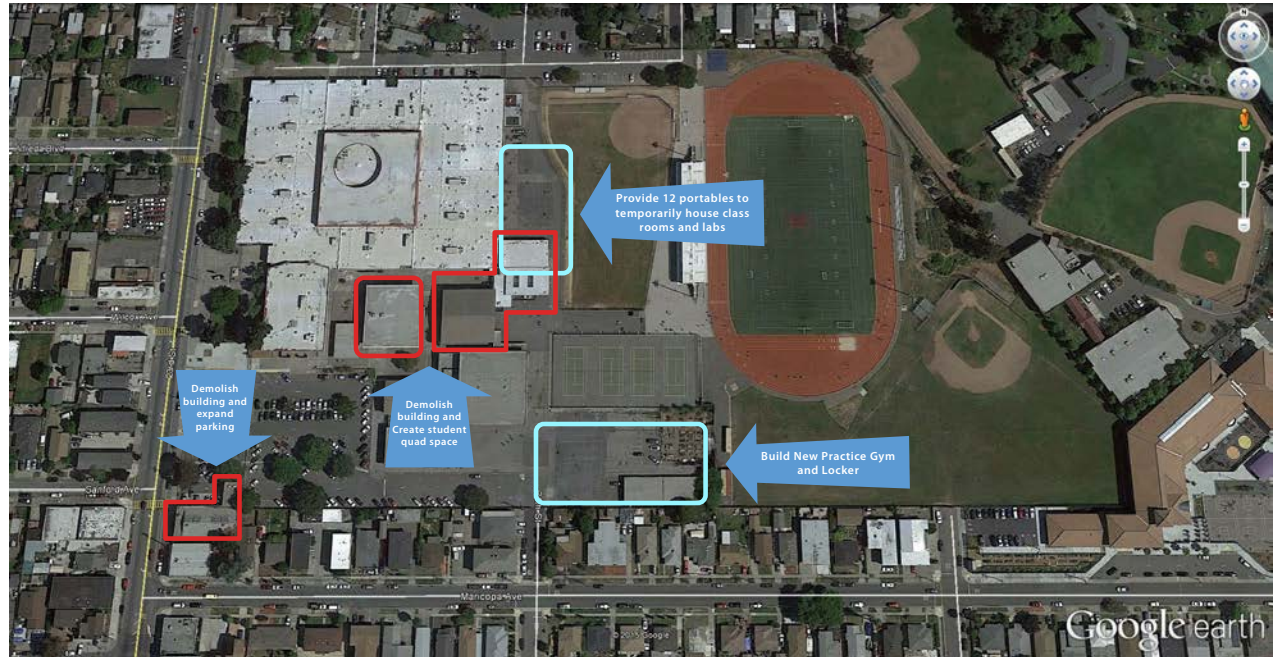
Richmond High School

Critical Needs Phase

Critical Needs Phase 1

Richmond High School has many seismic needs. The critical needs project scope includes the demolition of the two-story classroom and lab building, the dance and girls locker room building and the old auto shop building. These buildings are older and would require major repairs in order to strengthen the structure. The cost of restructuring has been determined to be more expensive than replacement. The two story classroom and lab building also has additional educational and access requirements, which need to be addressed in the short term. The main building's seismic corrections, however, would be more efficiently completed with a re-roofing project, which is not needed at this time.

The critical need scope provides new instructional space to replace the demolished buildings. The new gym and locker facility replaces demolished space and completes a major step in the long term plan. The funding is not available to also replace the two-story building. The near term, portables will need to be provided for the 12 displaced lab and classrooms spaces.



Section 8 | School Reports

Shannon Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
TK-6	269	340	352

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Shannon	685 Marlesta Rd. Pinole, CA 94564-2899	33	27	30

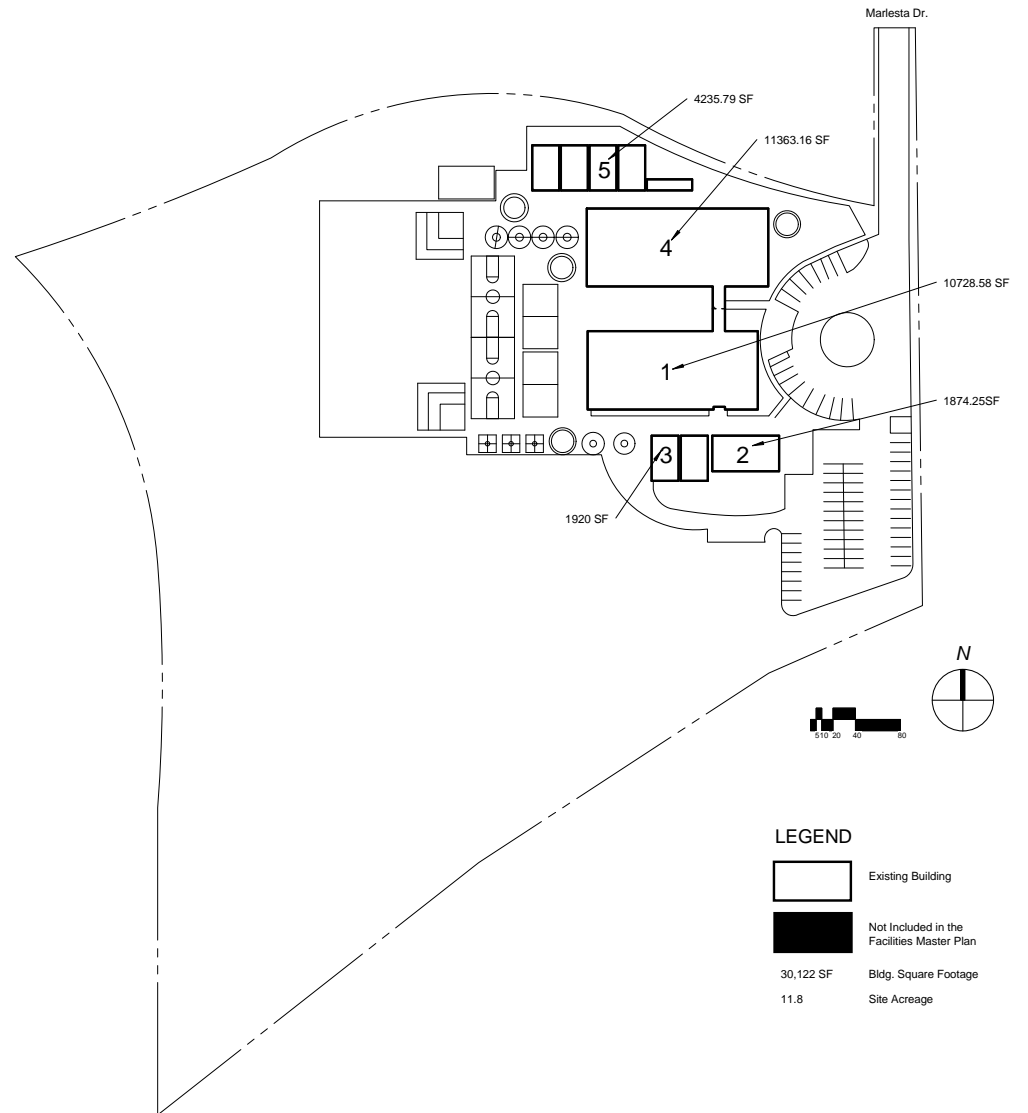
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms, Special Education	39	26	33
2	Multi-Purpose Room	17	29	23
3	Classrooms, Computer Lab	46	35	41
4	Classrooms, Special Education, Library, Kindergarten	41	21	31
5	Classrooms, Special Education, Kindergarten	36	22	29
Building Campus Score		39	26	

Total Combined Weighted Scores	36	26
--------------------------------	----	----

0-30
 30-40
 40-50

Existing Site Plan

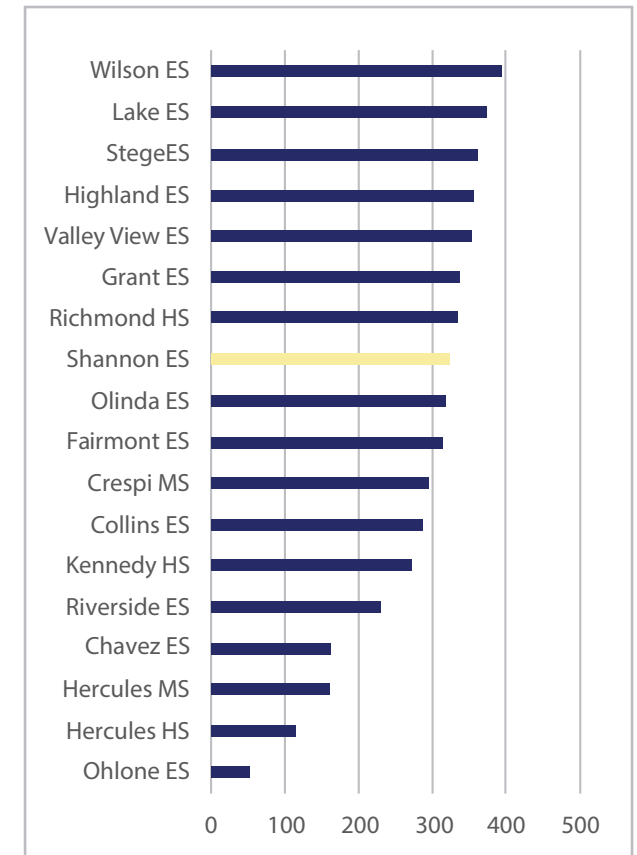


Shannon Elementary School Prioritization Criteria Scoring

Criteria	Metric	Shannon Base Data	Shannon Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$5,081	54
Function Score	Darden/iep2 assessment score	35.55	54
Seismic Needs	Seismic Report Priority	4	20
Age	Age of the main permanent building	1965	30
Condition Score	Darden/iep2 assessment score	25.56	45
ADA Score	Darden/iep2 assessment score	16.87	36
Completed Plans	Design stage of campus improvement plans	Master Plan	8
Economically Disadvantage Area	Median household income (dollars)	\$67,146	18
Technology Infrastructure	Technology Department Ranking	1	20
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	75%	10
At or Nearing Capacity	Utilization without portables	347%	9
Total			324

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Shannon Elementary School

Long Term Plan

With the exception of the portable buildings, Shannon Elementary is a good candidate for modernization. The office and main entry are planned for a remodel to provide an office that requires visitors to pass through during school hours. The portables would be replaced with permanent buildings including a new kindergarten complex, providing the number of kindergarten classrooms required for this campus. The new classroom building will also provide additional capacity for the site. The existing kindergarten rooms could be used by the special education programs, TK and/or pre-school programs after a restroom update.

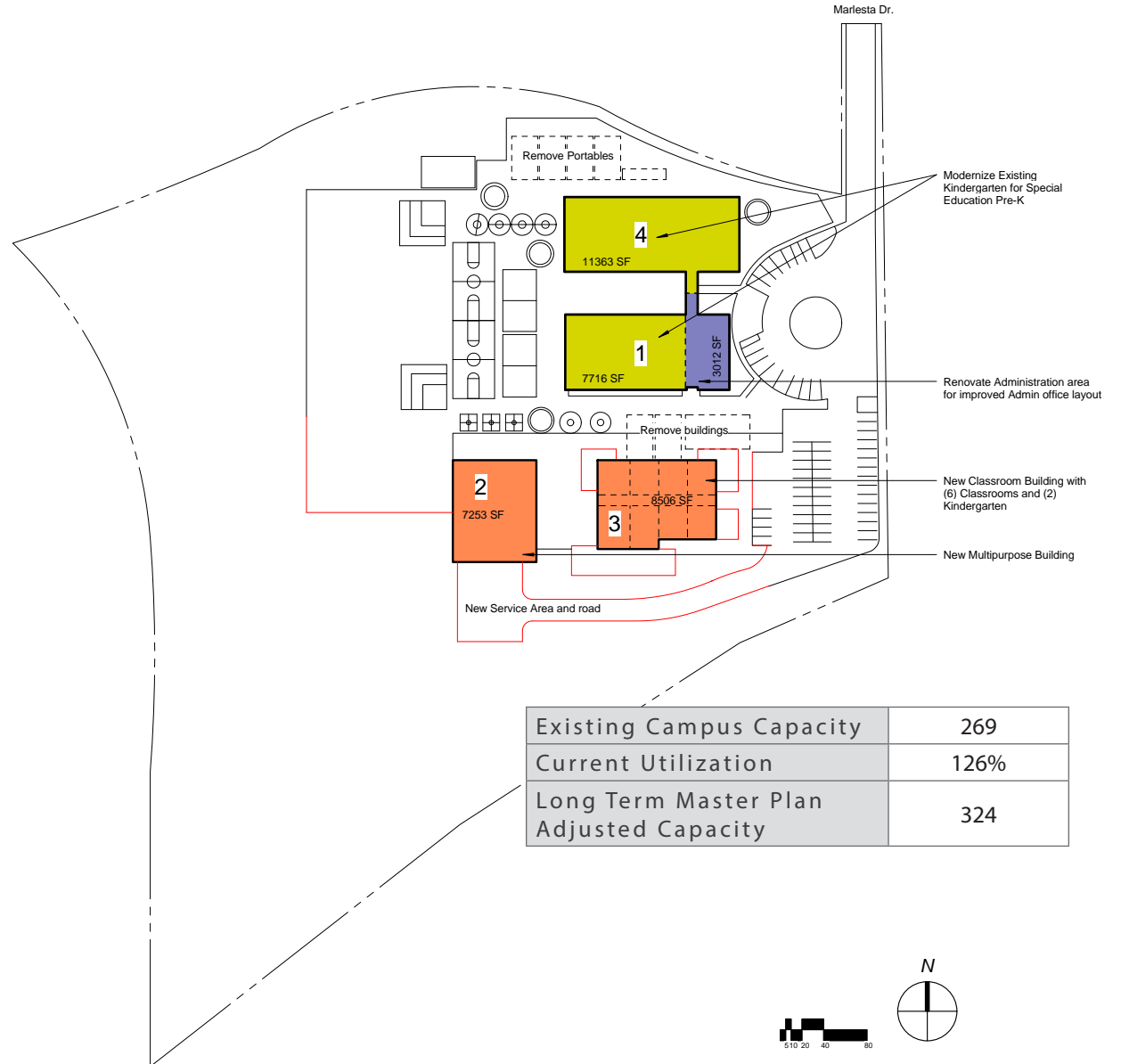
Vision Plan

Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP

- 1 Administration, Classrooms
- 2 New Multipurpose
- 3 New Classrooms and Kindergarten
- 4 Library, Classrooms Kindergarten, TK

Site Acreage: 11.8



Existing Campus Capacity	269
Current Utilization	126%
Long Term Master Plan Adjusted Capacity	324

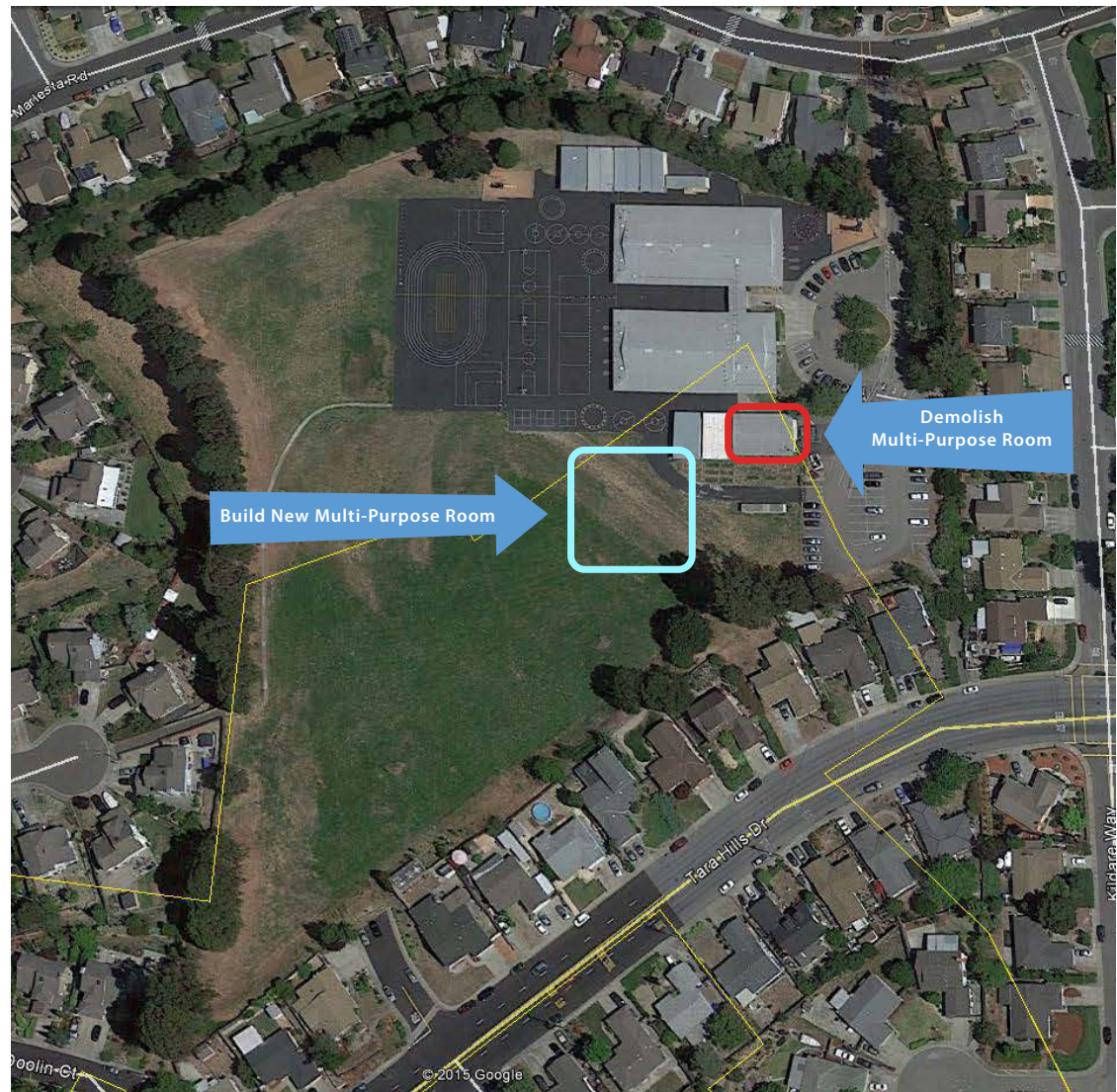
Shannon Elementary School

Critical Needs Phase

Critical Needs Phase 1

The critical need identified for Shannon Elementary School is the replacement of the Multi-Purpose Room. The existing Multi-Purpose Room is a small portable building, which is beyond its useful life. The lack of a kitchen creates health concerns, and causes serving equipment to encroach on an already small dining area. The stage is used to minimally mitigate the undersized space.

The location of the new Multi-Purpose Room should consider the service access and the long term plans, which requires the replacement of portable classrooms and the relocation and expansion of the kindergarten complex.



Section 8 | School Reports

Olinda Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
TK-6	362	322	291

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Olinda	5855 Olinda Rd. Richmond, CA 94803-3589	36	12	24

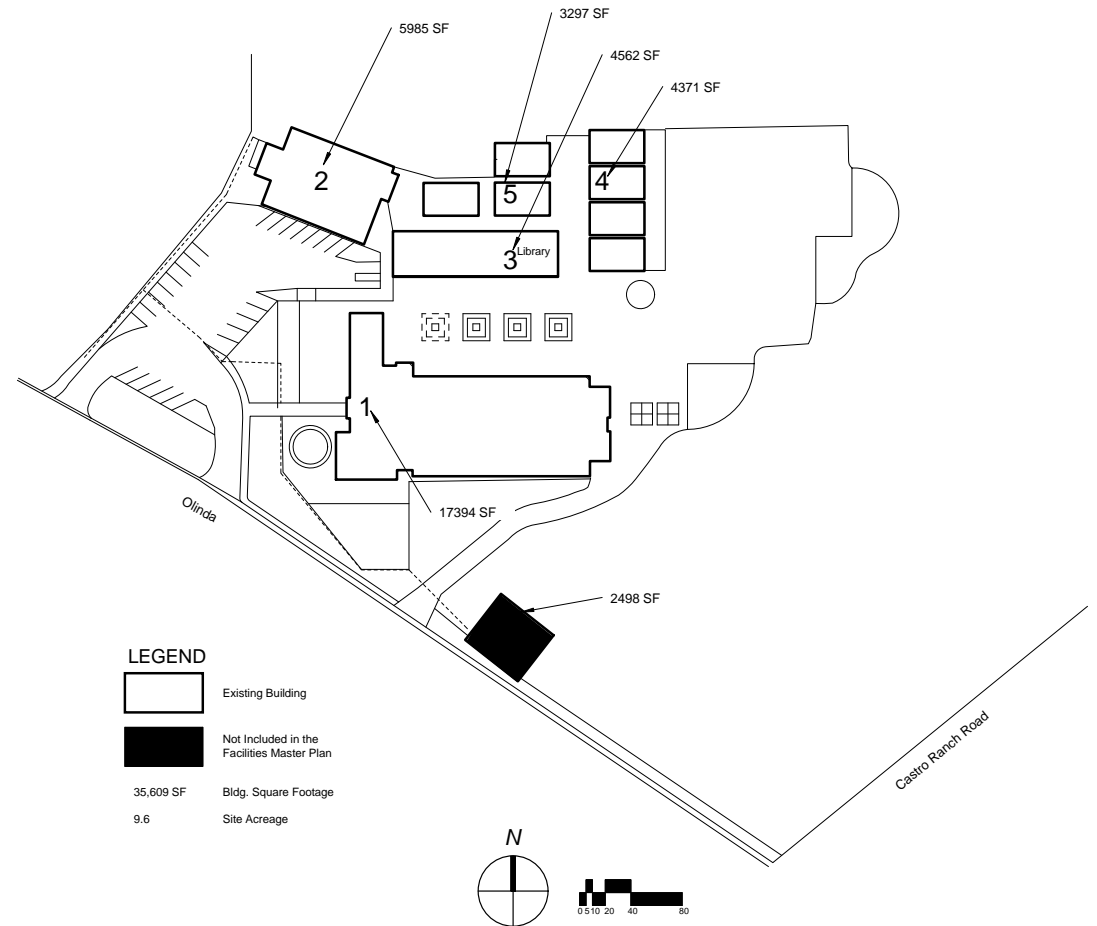
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms	42	36	39
2	Multi-Purpose Room	50	39	45
3	Classrooms, Library	31	34	32
4	Classrooms	50	45	47
5	Classrooms	49	36	42
Building Campus Score		44	37	

Total Combined Weighted Scores	40	25
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan

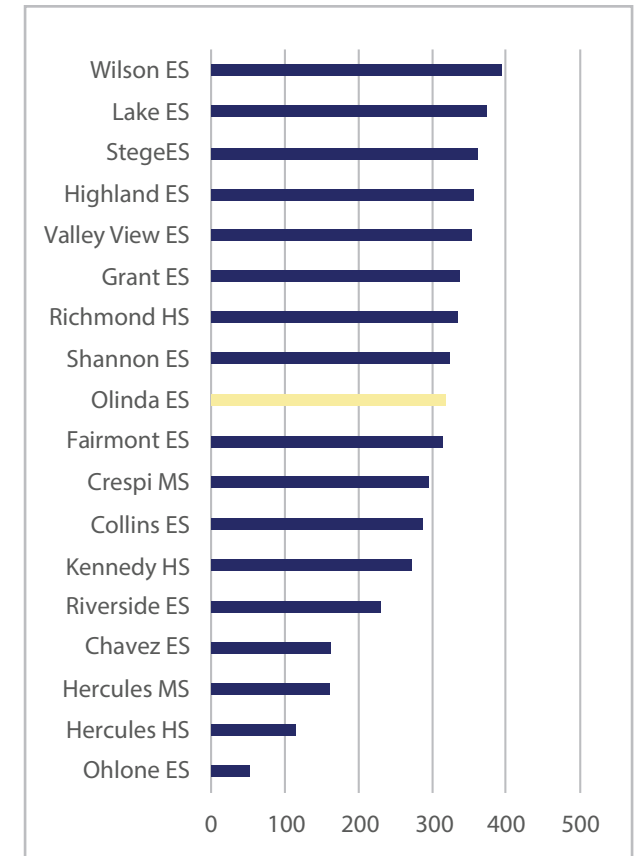


Olinda Elementary School Prioritization Criteria Scoring

Criteria	Metric	Olinda Base Data	Olinda Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$4,158	60
Function Score	Darden/iep2 assessment score	39.98	42
Seismic Needs	Seismic Report Priority	2	40
Age	Age of the main permanent building	1957	40
Condition Score	Darden/iep2 assessment score	24.77	50
ADA Score	Darden/iep2 assessment score	18.32	36
Completed Plans	Design stage of campus improvement plans	Master Plan	8
Economically Disadvantage Area	Median household income (dollars)	\$123,129	0
Technology Infrastructure	Technology Department Ranking	3	12
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	45%	0
At or Nearing Capacity	Utilization without portables	388%	10
Total			318

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Olinda Elementary School












Long Term Plan

Olinda Elementary School was not planned for modernization because there is some evidence of soil instability, and the existing site consists mostly of portable or modular buildings. A complete study of the site soil conditions should be completed before moving forward with additional planning, and to complete the most cost effective replacement of school.

The site plan, created by others, is shown on this page. Based on the recommended options, the prepared plans will need to be revised to match the new District Educational Specifications and Material/Product Standards. The long term planned capacity for this campus is 450 students, which is smaller than the current design. This capacity may be revised depending on the final District-established school sizes, which will be studied after the completion of the Facilities Master Plan.

Vision Plan

Existing Campus Capacity	362
Original Design Capacity	529
Long Term Master Plan Adjusted Capacity	450

-  Power Transmission Lines
-  Public Entry Court
-  Kindergarten
-  1. Student Courtyard
2. K.Garten Play Area
-  Admin
-  Library/ Media Center
-  MPR
-  Lunch Shelter
-  Y-Care
-  Lower Grades
-  Upper Grades

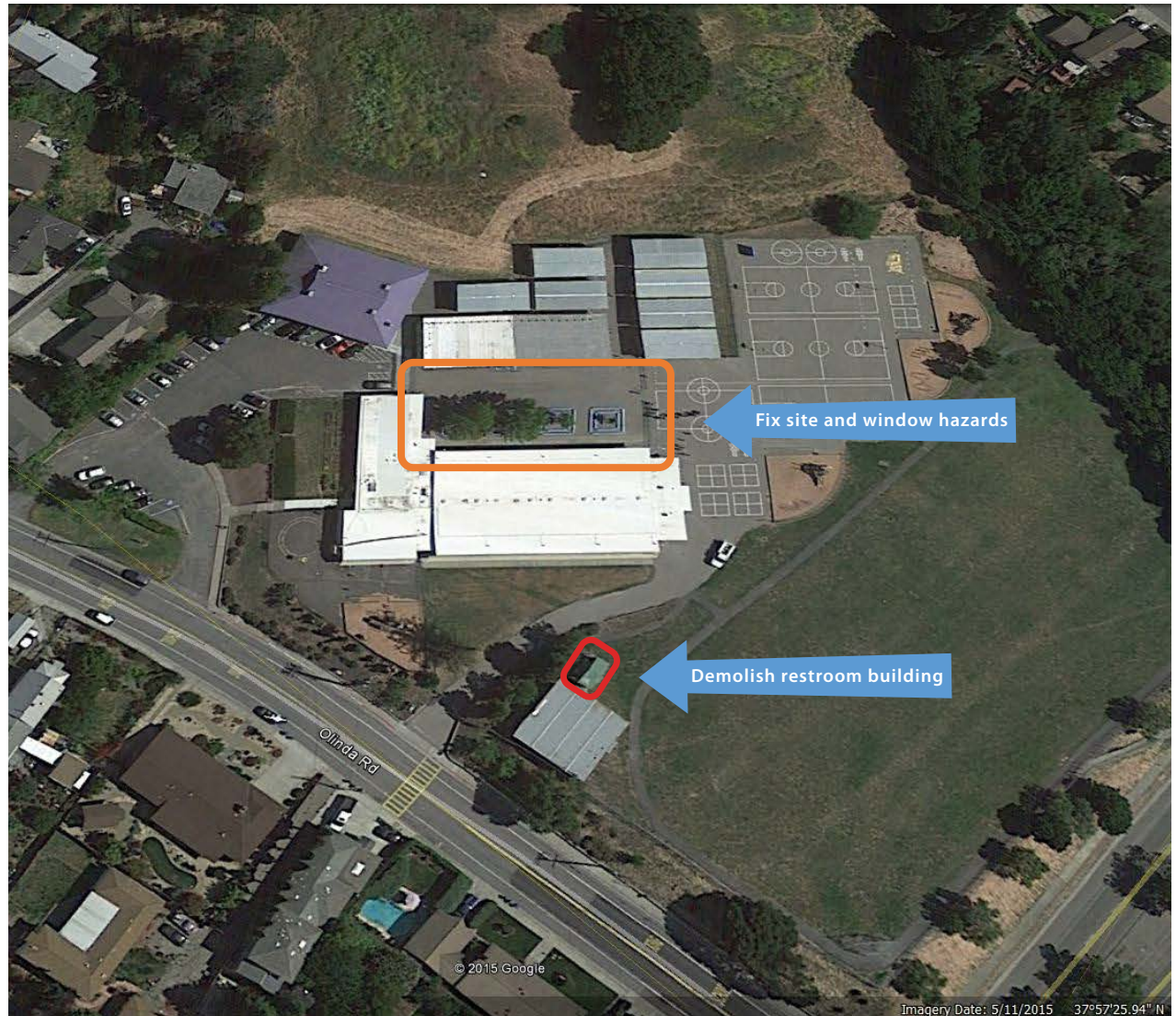


Olinda Elementary School

Critical Needs Phase

Critical Needs Phase 1

At Olinda Elementary School the Restroom Building by the Y-Care Portable is beyond repair, and a safety hazard. The removal of this building is part of the critical needs. The courtyard area of the campus has many trip hazards due to tree roots lifting the pavement, and the window replacement resulted in unsecured metal framing, which has failed. These items are also included in the critical needs for this campus.



Section 8 | School Reports

Fairmont Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
K-6	398	557	475

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Fairmont	724 Kearney St. El Cerrito, CA 94530-3108	31	45	38

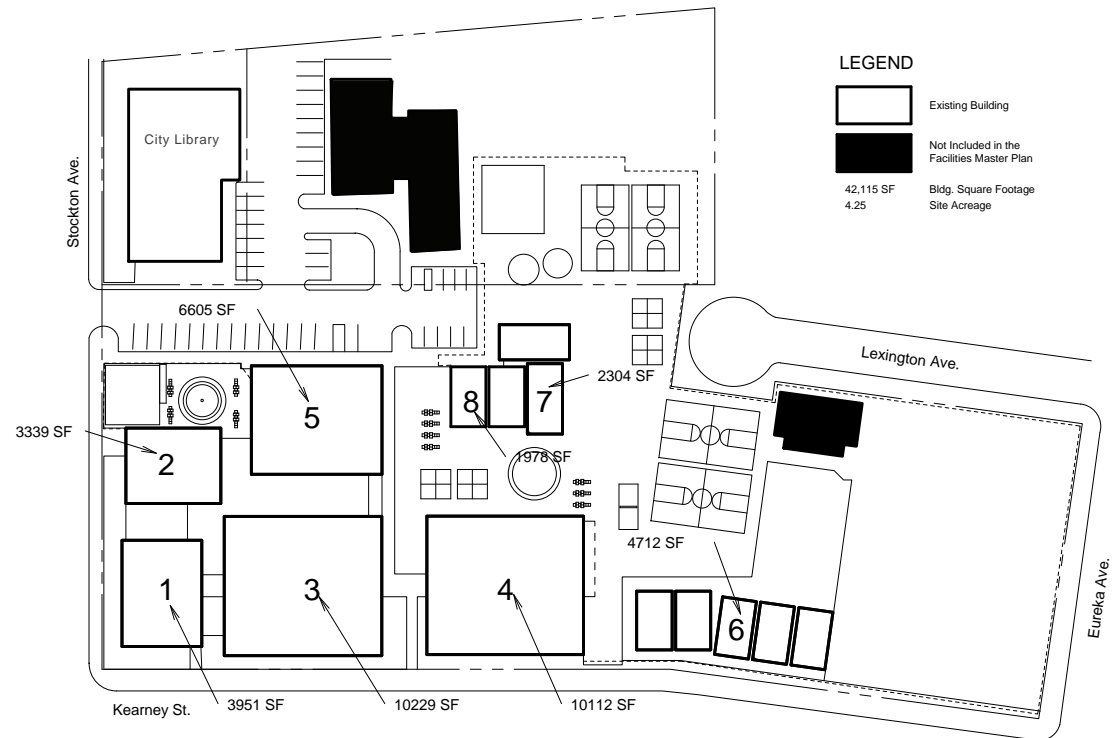
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Special Education	30	14	22
2	Kindergarten	55	28	41
3	Classrooms, Special Education	48	25	36
4	Classrooms, Special Education	58	18	38
5	Special Education, Multi-Purpose Room	36	15	25
6	Classrooms	53	48	50
7	Classrooms	48	31	39
8	Classrooms, Library	31	35	33
Building Campus Score		47	24	

Total Combined Weighted Scores	39	35
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan

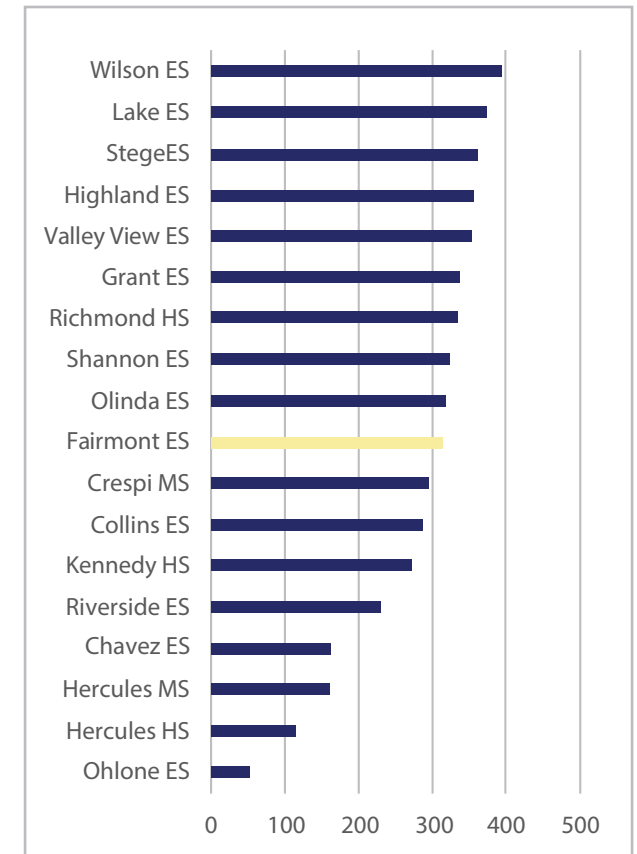


Fairmont Elementary School Prioritization Criteria Scoring

Criteria	Metric	Fairmont Base Data	Fairmont Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$8,996	54
Function Score	Darden/iep2 assessment score	39.05	42
Seismic Needs	Seismic Report Priority	5	10
Age	Age of the main permanent building	1957	40
Condition Score	Darden/iep2 assessment score	34.75	40
ADA Score	Darden/iep2 assessment score	18.07	36
Completed Plans	Design stage of campus improvement plans	CD	32
Economically Disadvantage Area	Median household income (dollars)	\$84,297	12
Technology Infrastructure	Technology Department Ranking	3	12
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	69%	8
At or Nearing Capacity	Utilization without portables	298%	7
Total			313

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Fairmont Elementary School

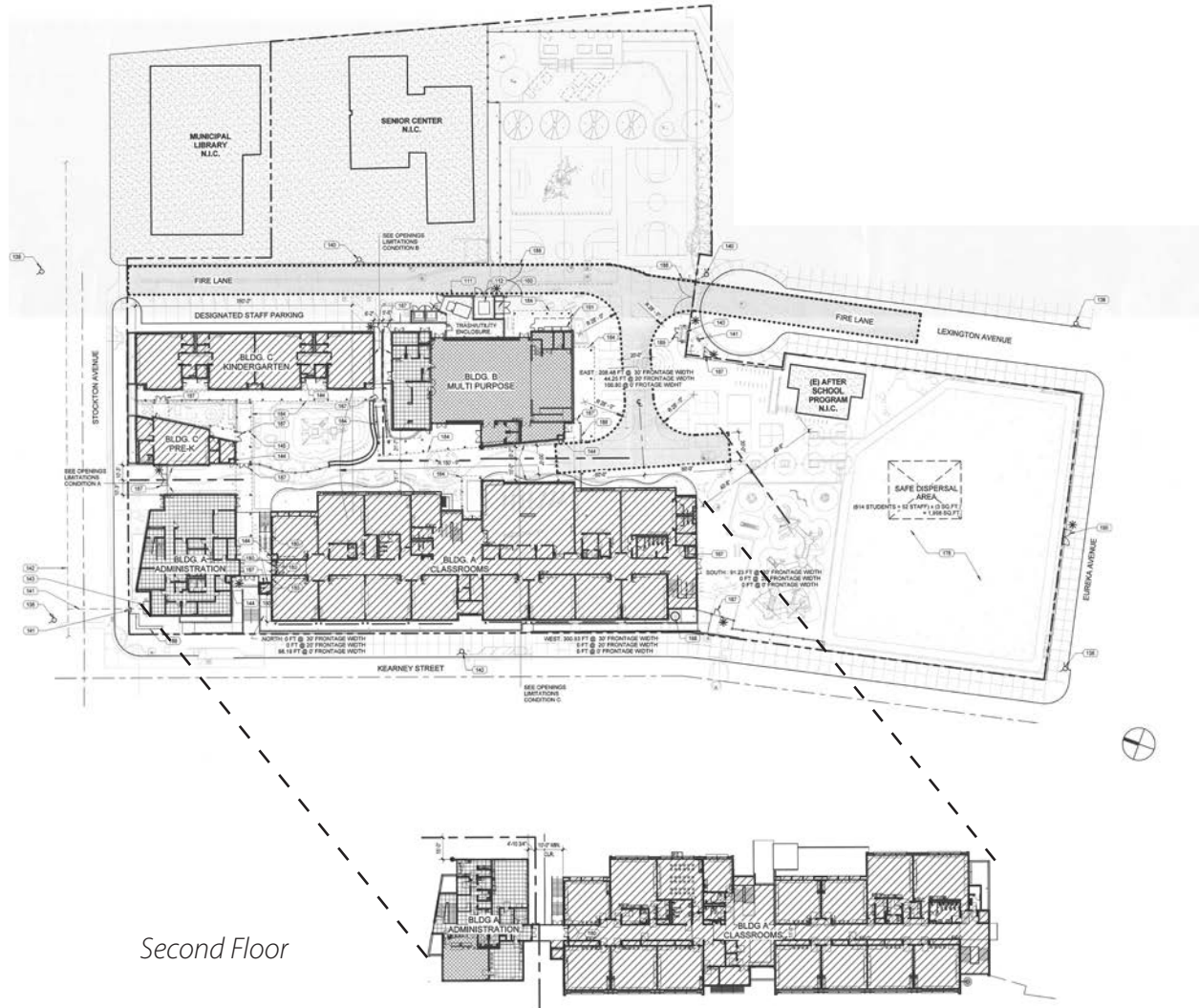
Long Term Plan

Due to the size and topography of the site, the need for additional capacity, and the condition of the buildings, Fairmont was not recommended for modernization. The site plan, created by others, is shown on this page. Based on the recommended options, the prepared plans will need to be revised to match the new District Educational Specifications and Material/Product Standards. The long term planned capacity for the design of this campus is not adjusted by this Master Plan. The design capacity is for 621 students, which is an increase from the current capacity of 398 students.

Critical Needs Phase 1

The critical need scope for this campus requires further investigation. The campus is currently over capacity and has requirements for accessibility. The final critical needs scope should look to address one, if not both of these needs.

Vision Plan



Second Floor

Page Intentionally blank

Section 8 | School Reports

Crespi Middle School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
7-8	1187	533	591

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Crespi	1121 Allview Ave. El Sobrante, CA 94803-1099	53	26	39

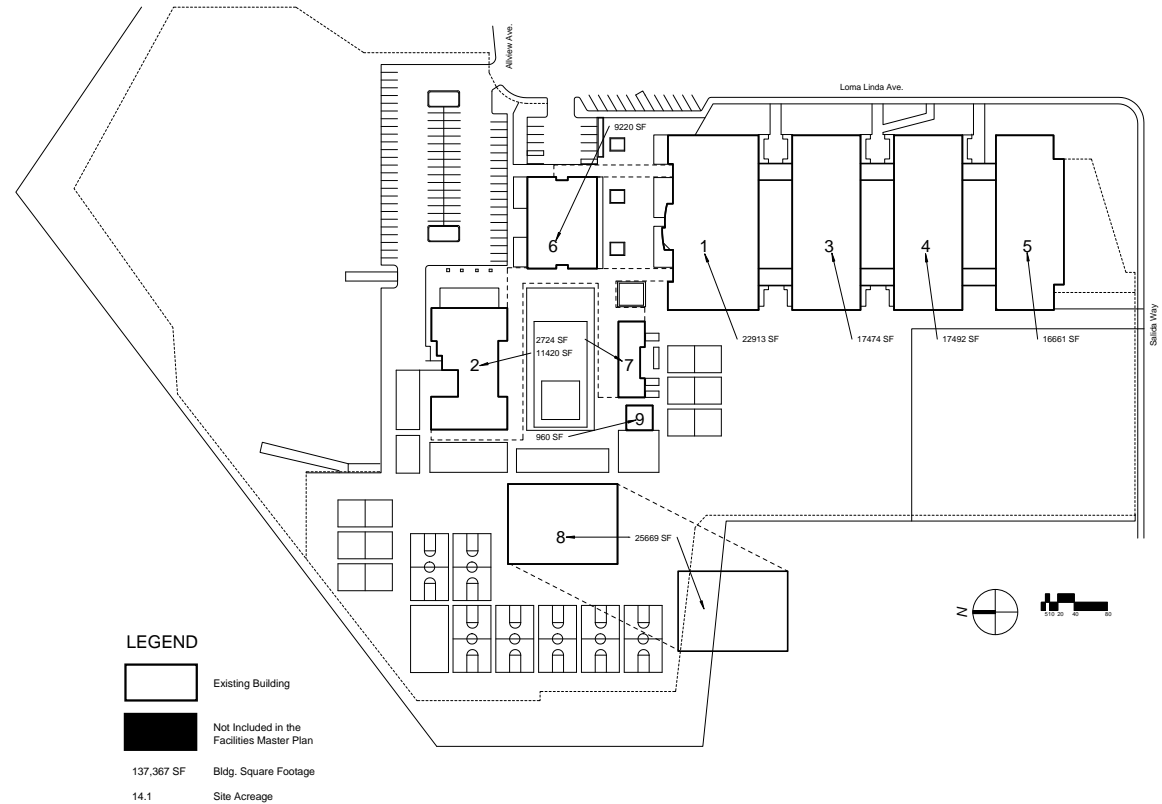
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms, Library	63	80	71
2	Multi-Purpose Room, Music	47	28	37
3	Classrooms	38	25	32
4	Classrooms, Science	33	22	27
5	Art, Shops	46	24	35
6	After-school & Harbour Way K-8	47	18	33
7	Restrooms, Storage, Boilers	40	50	45
8	Gym, Locker Room	42	34	38
9	Custodial	70	20	45
Building Campus Score		45	37	

Total Combined Weighted Scores	49	31
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan



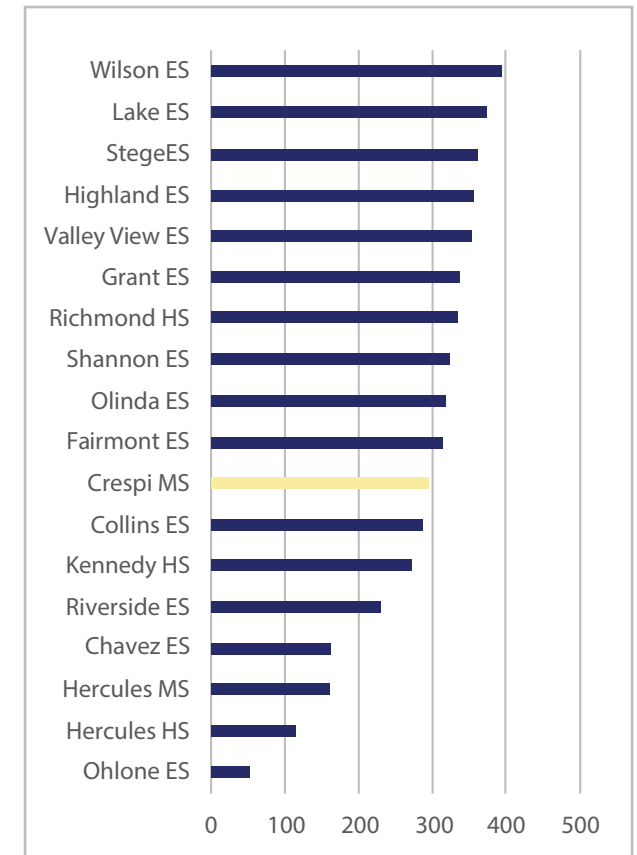
Crespi Middle School

Prioritization Criteria Scoring

Criteria	Metric	Crespi Base Data	Crespi Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$1,692	60
Function Score	Darden/iep2 assessment score	49.17	24
Seismic Needs	Seismic Report Priority	1	50
Age	Age of the main permanent building	1964	30
Condition Score	Darden/iep2 assessment score	31.23	40
ADA Score	Darden/iep2 assessment score	22.47	32
Completed Plans	Design stage of campus improvement plans	No Design	0
Economically Disadvantage Area	Median household income (dollars)	\$61,701	21
Technology Infrastructure	Technology Department Ranking	5	4
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	77%	12
At or Nearing Capacity	Utilization without portables	45%	0
Total			293

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Crespi Middle School

Long Term Plan

Crespi Middle School has a good campus organization which allows for many opportunities for modernization. The modernization process has shown to be successful on this campus when improvements were made in Building 1. Beyond the modernization scope, the Master Plan recognizes a need for improved science labs and the long term plan indicates renovation in buildings 4 and 5 to accommodate this need.

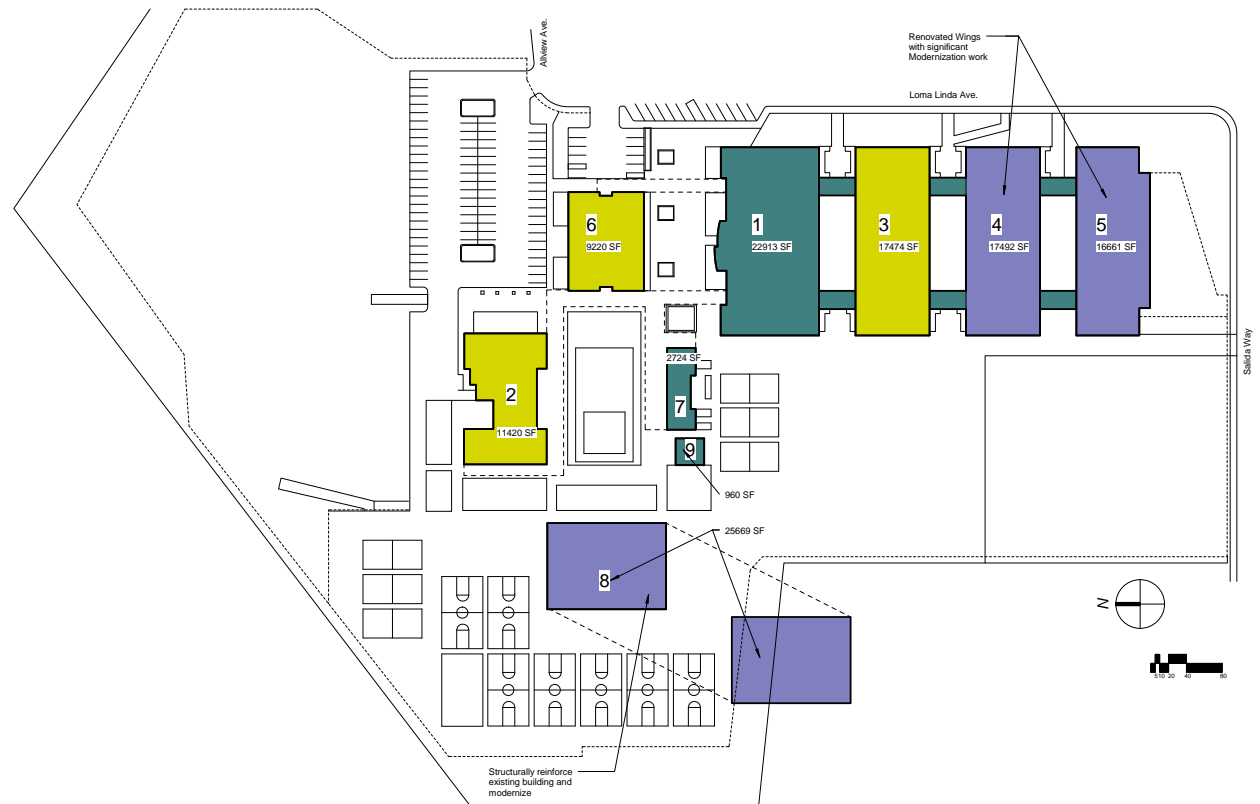
Vision Plan

Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP

- 1 Classrooms & Library
- 2 Multipurpose
- 3 Classrooms
- 4 Classrooms
- 5 Classrooms
- 6 Classrooms
- 7 Classroom & Restroom
- 8 Gym (2 Story)
- 9 Maintenance / Custodial

Site Acreage: 14.1

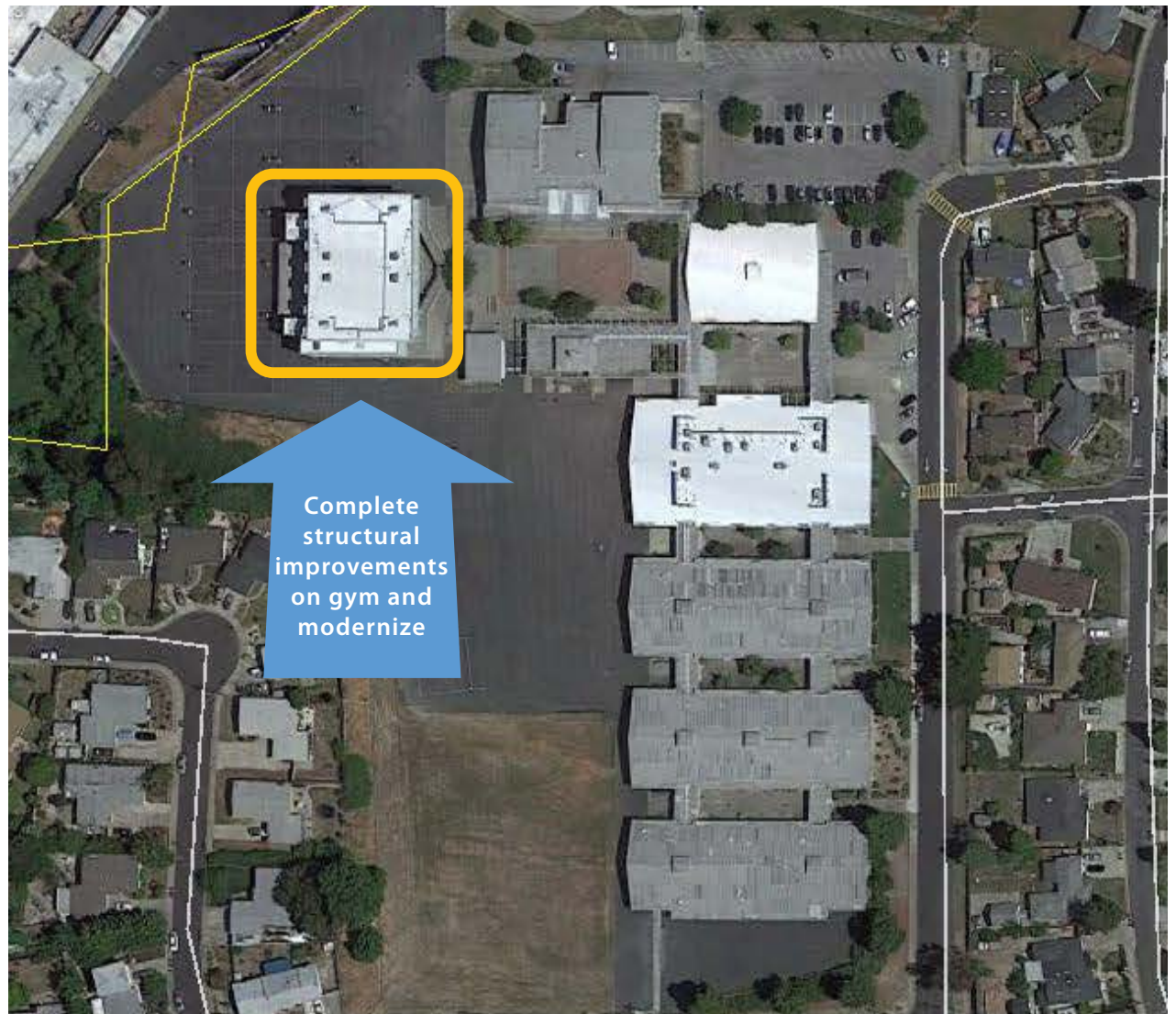


Crespi Middle School

Critical Needs Phase

Critical Needs Phase 1

Crespi's gym and locker room building have been identified to have significant seismic needs. The critical needs scope for this project is the correction of these deficiencies, and modernization of the building.



Section 8 | School Reports

Collins Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
K-6	408	359	347

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Collins	1224 Pinole Valley Rd., Pinole, CA 94564	40	37	39

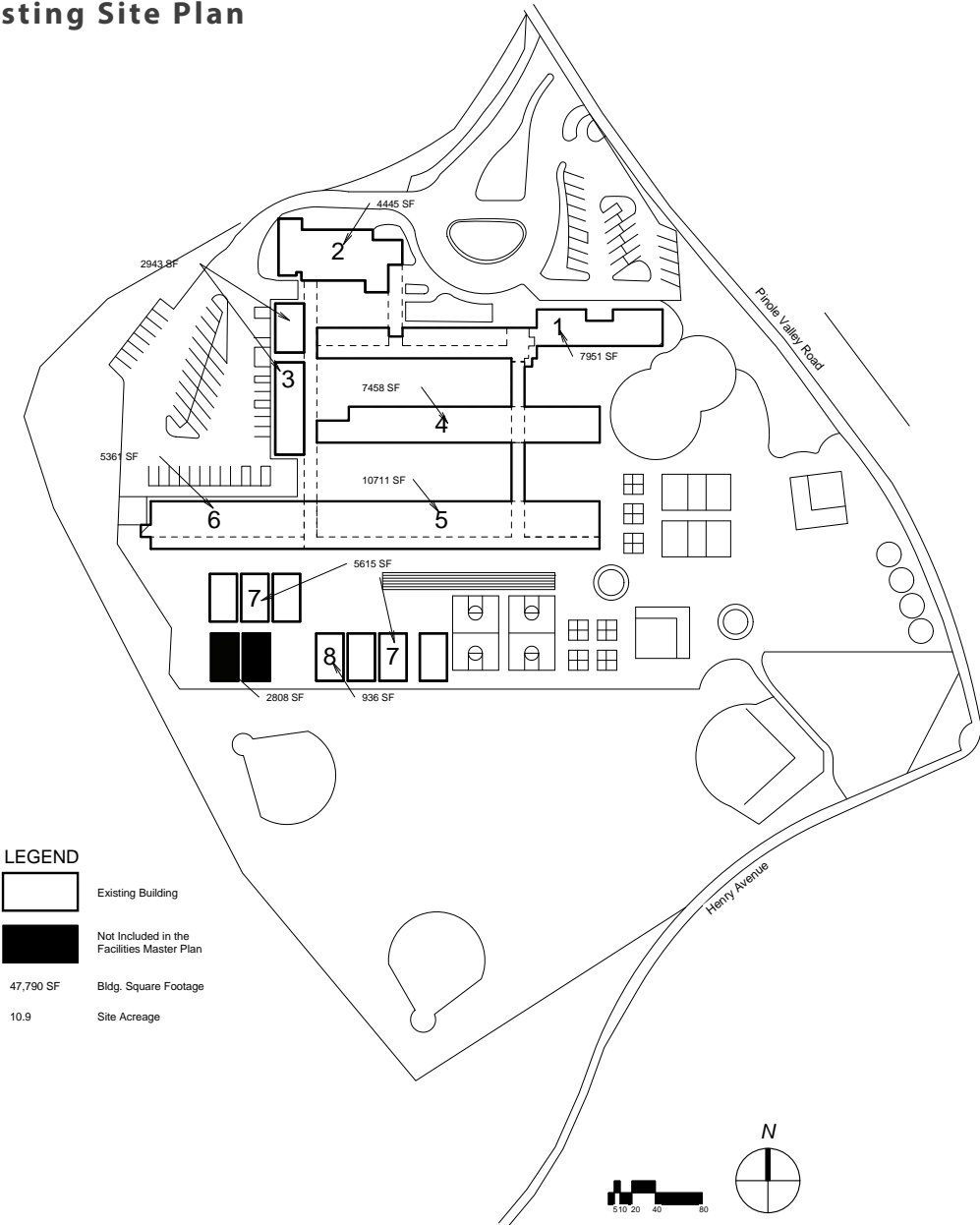
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Kindergarten	53	41	47
2	Multi-Purpose Room	32	32	32
3	Library, Office and Small Group Areas and OT Room	43	32	38
4	Classrooms, Special Education, Computer Lab, Drama	62	36	49
5	Classrooms Special Education	52	33	42
6	Classrooms, Special Education	45	28	36
7	Classrooms	51	39	45
8	Classrooms	52	37	45
Building Campus Score		50	35	

Total Combined Weighted Scores	45	36
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan

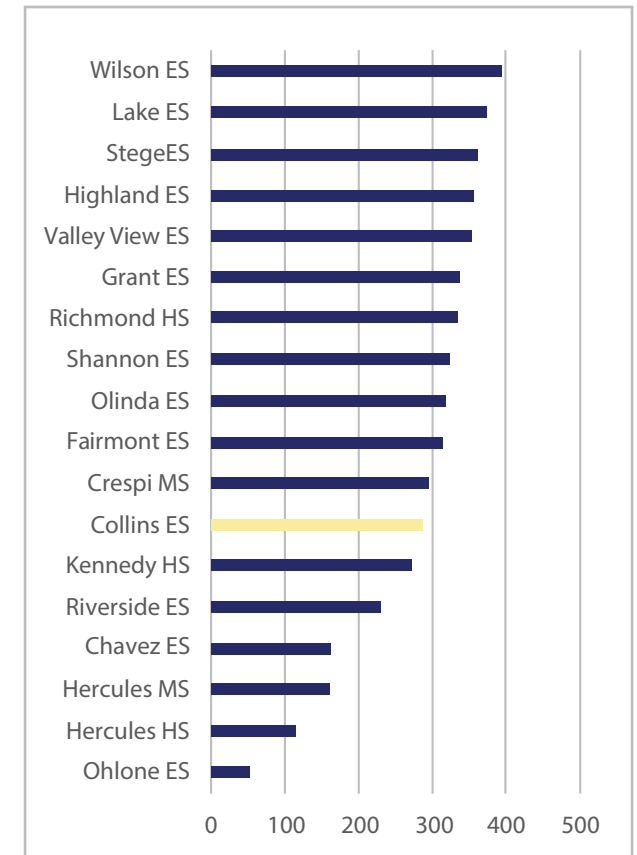


Collins Elementary School Prioritization Criteria Scoring

Criteria	Metric	Collins Base Data	Collins Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$3,416.41	60
Function Score	Darden/iep2 assessment score	45.29	30
Seismic Needs	Seismic Report Priority	3	30
Age	Age of the main permanent building	1949	45
Condition Score	Darden/iep2 assessment score	35.73	35
ADA Score	Darden/iep2 assessment score	27.19	28
Completed Plans	Design stage of campus improvement plans	No Design	0
Economically Disadvantage Area	Median household income (dollars)	\$70,893	18
Technology Infrastructure	Technology Department Ranking	3	12
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	65%	6
At or Nearing Capacity	Utilization without portables	157%	2
Total			286

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Collins Elementary School

Long Term Plan

Collins Elementary School has great potential for modernization. The majority of the buildings on site are in fair condition for their age, and have the ability to support the educational program. The Multi-Purpose Room, however, creates a site pinch-point which allows a public path to cross the school campus and limits vehicular circulation. The building is also undersized with limited options for expansion. Therefore, the long term plan replaces the Multi-Purpose Room in a new location and reorganizes the vehicular circulation. The portable classrooms are also being replaced with kindergarten and general classrooms. The current facility has two kindergarten designed classrooms, which are not enough to accommodate the kindergarten and pre-school programs.

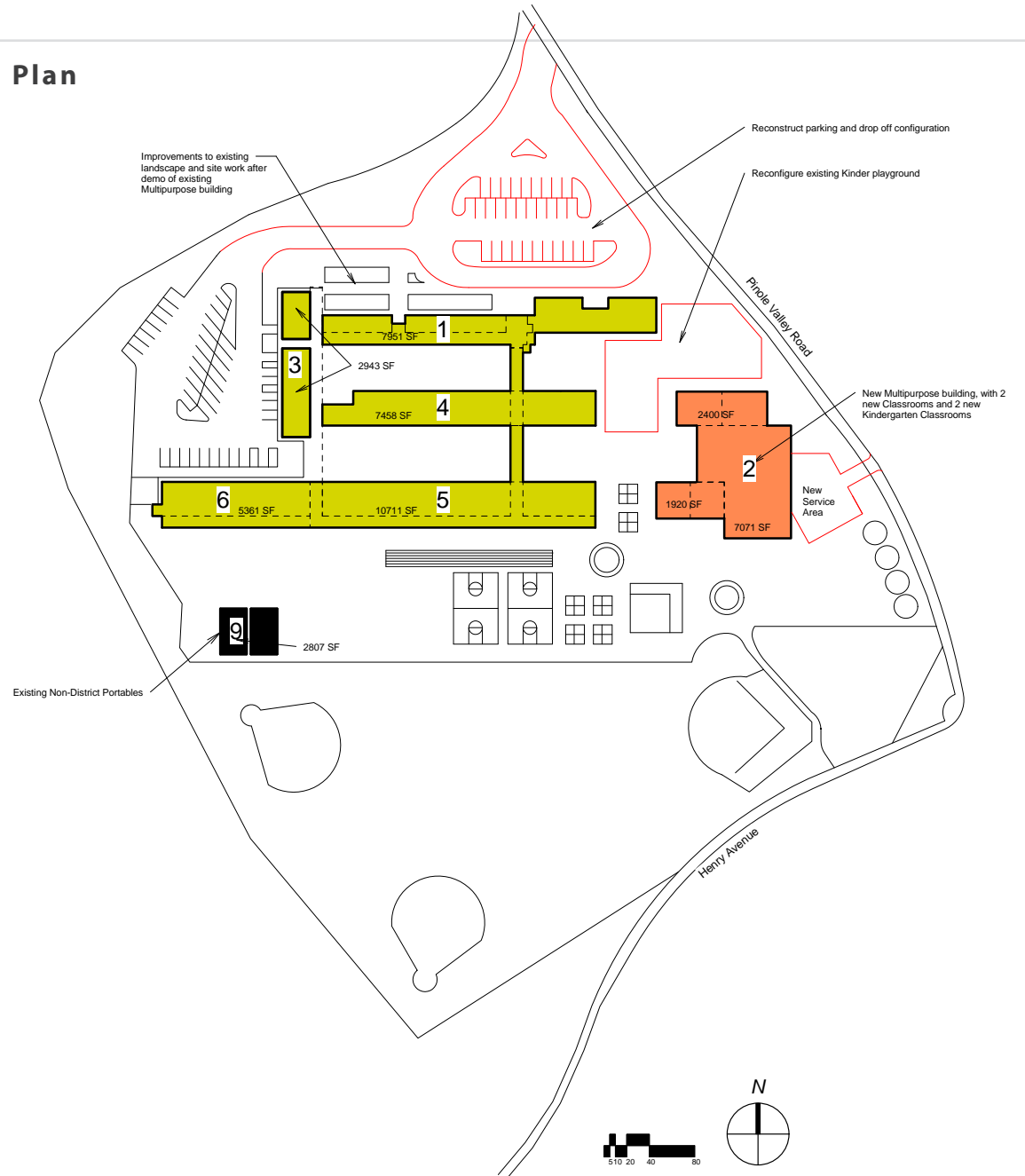
Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP

- 1 Administration, Classrooms
- 2 New Multipurpose, Classrooms, Kindergarten
- 3 Classrooms
- 4 Classrooms
- 5 Classrooms
- 6 Classrooms
- 7 New Classroom Building
- 9 Relocatable Daycare

Site Acreage: 10.9

Vision Plan



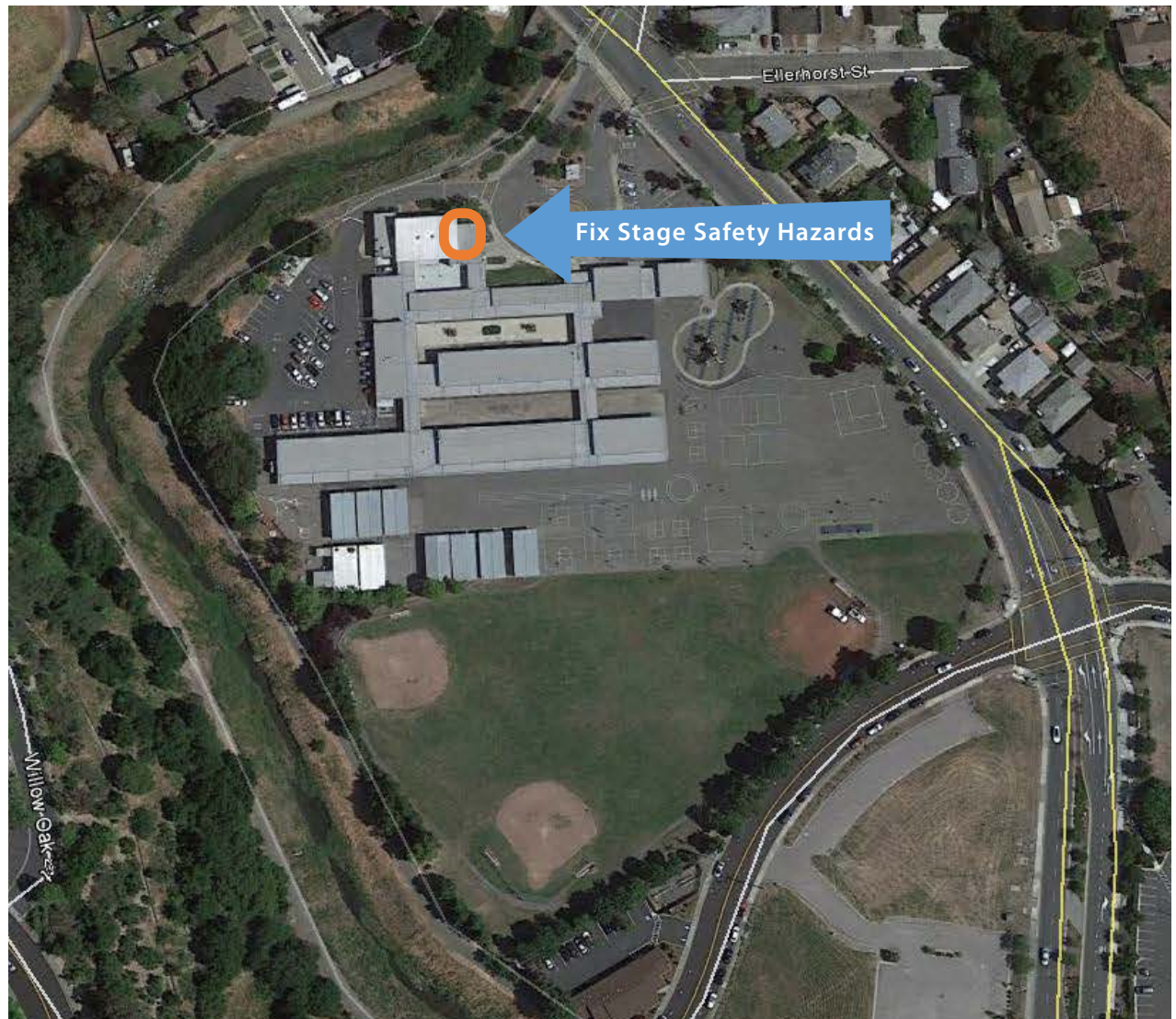
Collins Elementary School

Critical Needs Phase

Critical Needs Phase 1

Collins Multi-Purpose Room is planned to be replaced in the long term plan, however, the critical needs calls for the removal of the stage or repair to address the ramp and edges where gaps exist without railings. Due to the short term nature of this project, minimal investment should be used to resolve these needs.

New heating, ventilation, and air conditioning should also replace the existing boiler system. All other buildings beyond the Multi-Purpose Room are planned to remain. The new system would improve control and thermal comfort, through a more responsive system, that also includes air conditioning.



Section 8 | School Reports

Kennedy High School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
9-12	1437	870	818

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Kennedy	4300 Cutting Blvd. Richmond, CA 94804-3399	43	27	35

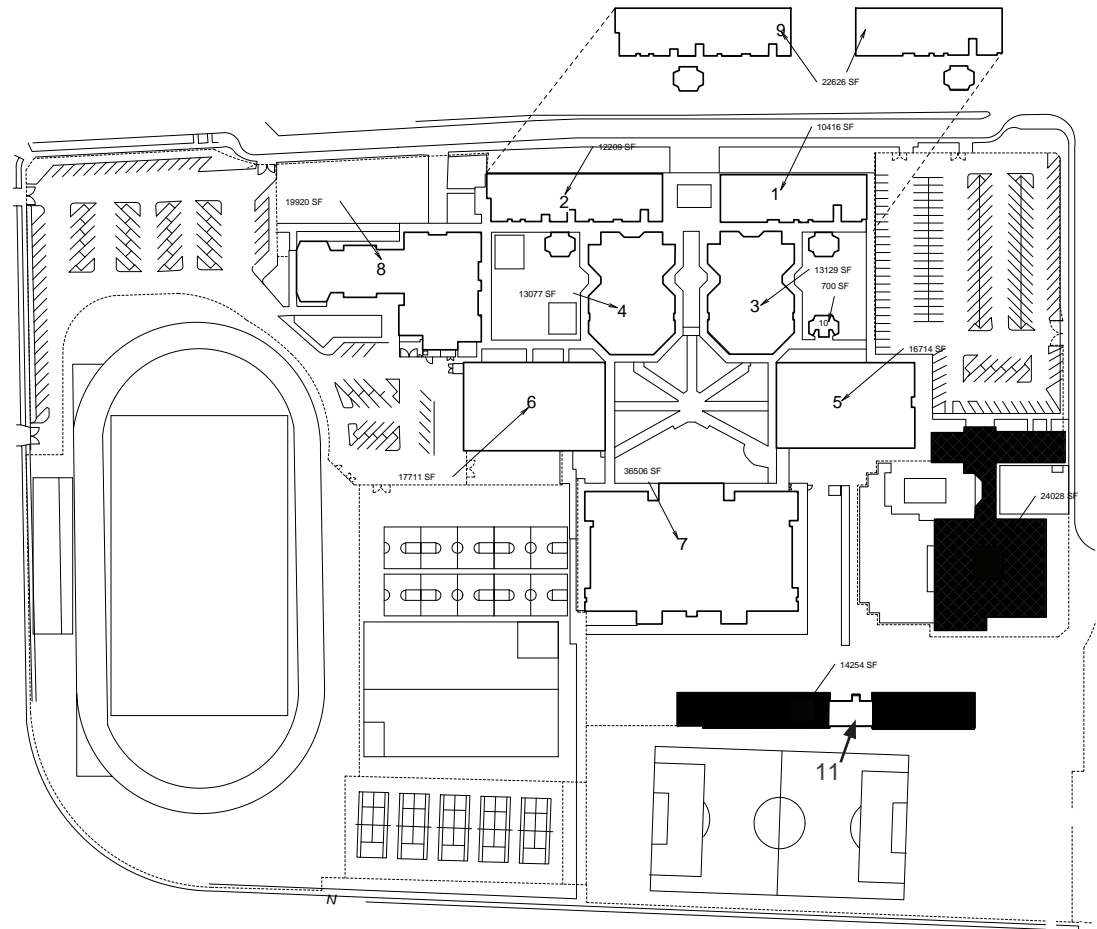
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms	29	43	36
2	Classrooms	33	42	37
3	Library	55	41	48
4	Science	74	79	77
5	Special Education, Art, Computer lab, Health Clinic	37	54	46
6	Classrooms, Wood shop, Fab Lab	50	46	48
7	Gym, Locker Room	38	47	43
8	Multi Purpose Room, Music, Small Theater	43	36	40
9	Classrooms, 2nd Floor of the 100 and 200 Wing	36	18	27
10	Office	39	41	40
11	Restroom, Storage	33	15	24
Building Campus Score		43	43	

Total Combined Weighted Scores	43	35
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan



LEGEND

- Existing Building
- Not Included in the Facilities Master Plan
- 228,102 SF Bldg. Square Footage
- 17.9 Site Acreage

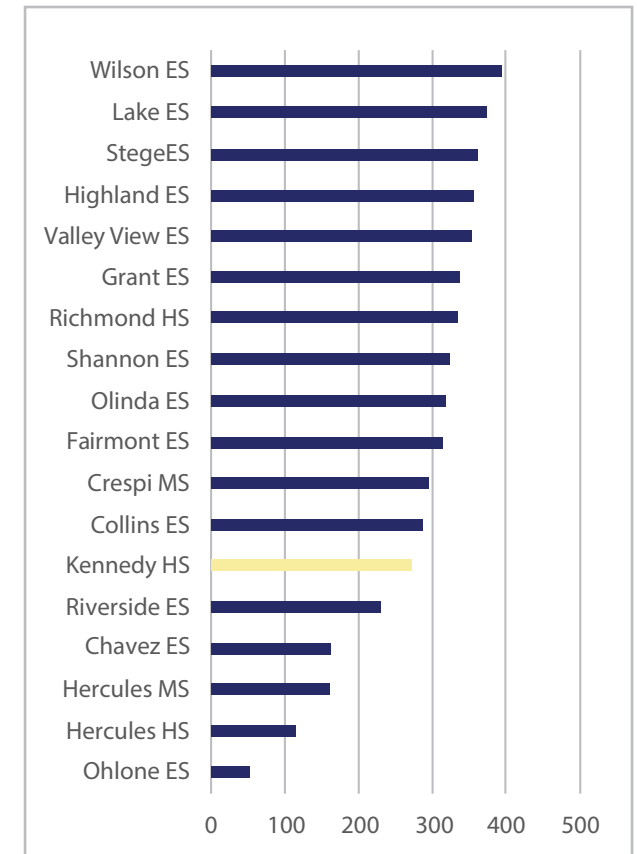
Kennedy High School

Prioritization Criteria Scoring

Criteria	Metric	Kennedy Base Data	Kennedy Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$36,723	18
Function Score	Darden/iep2 assessment score	43.14	36
Seismic Needs	Seismic Report Priority	1	50
Age	Age of the main permanent building	1965	30
Condition Score	Darden/iep2 assessment score	35.06	35
ADA Score	Darden/iep2 assessment score	21.12	32
Completed Plans	Design stage of campus improvement plans	No Design	0
Economically Disadvantage Area	Median household income (dollars)	\$33,489	30
Technology Infrastructure	Technology Department Ranking	5	4
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	87%	16
At or Nearing Capacity	Utilization without portables	61%	0
Total			271

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Section 8 | School Reports

Kennedy High School

Long Term Plan

The primary drivers that led to the Kennedy High School Design were to:

- » Improve campus security by creating a controllable entrance.
 - Eliminate parking access to campus which is far from the front entrance.
 - Eliminate the ability of any visitor to bypass the office and access the rest of the campus.
 - Allow visitors accessing the health clinic to easily check in through the office before accessing the site.
 - Improve overall navigation.
- » Improve the image and message the campus sends to the community and students.
 - Eliminate classrooms which have no windows or natural light.
 - Eliminate imposing building presence on Cutting Blvd.
 - Provide the potential to create a welcoming office entrance to the campus.
- » Respect building and site investment.

To accomplish these improvements, the long range plan removes the 2-story classroom building, buildings 1,2 and 9 on the existing site plan, and provides upgrades to the other buildings on campus. A replacement of the two-story classroom building can provide a positive impression of quality education and opportunity to the community and students. The new classroom building is planned for 26 classrooms, which will reduce the total capacity of the school to approximately 1000 students and improve the overall utilization.

The renovation to the new office building should promote a safe, community oriented and educationally rigorous environment. The remaining buildings have good potential, once modernized, to provide up-to-date learning environments and are already nicely organized around renovated student quads.

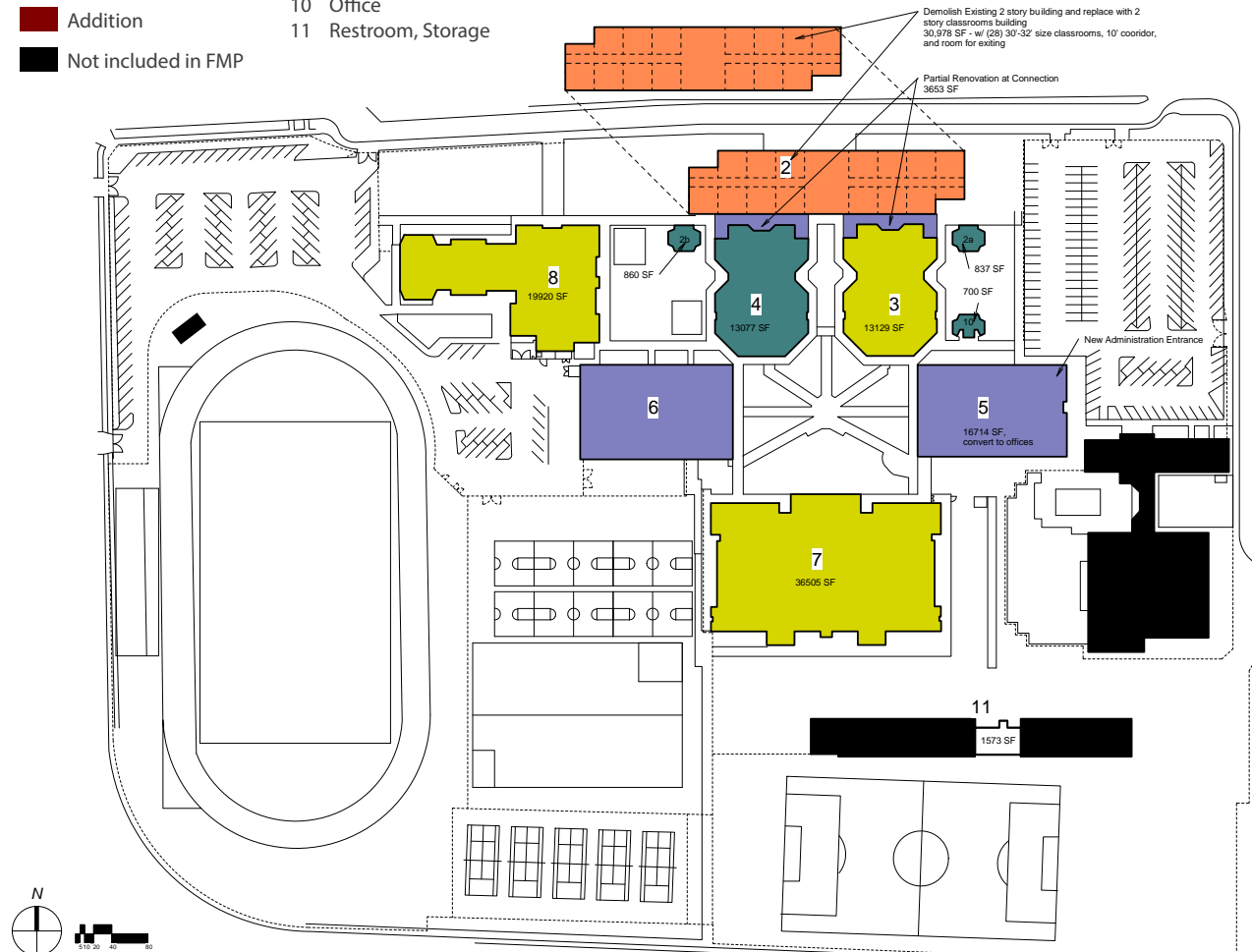
Vision Plan

Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP

- 2 New Classroom Building
- 3 Library
- 4 Science
- 5 New Office Space
- 6 Classrooms, Wood shop, Fab Lab
- 7 Gym, Locker Room
- 8 Multi Purpose Room, Music, Small Theater
- 10 Office
- 11 Restroom, Storage

Existing Campus Capacity	1437
Current Utilization	61%



Kennedy High School

Critical Needs Phase

Critical Needs Phase 1

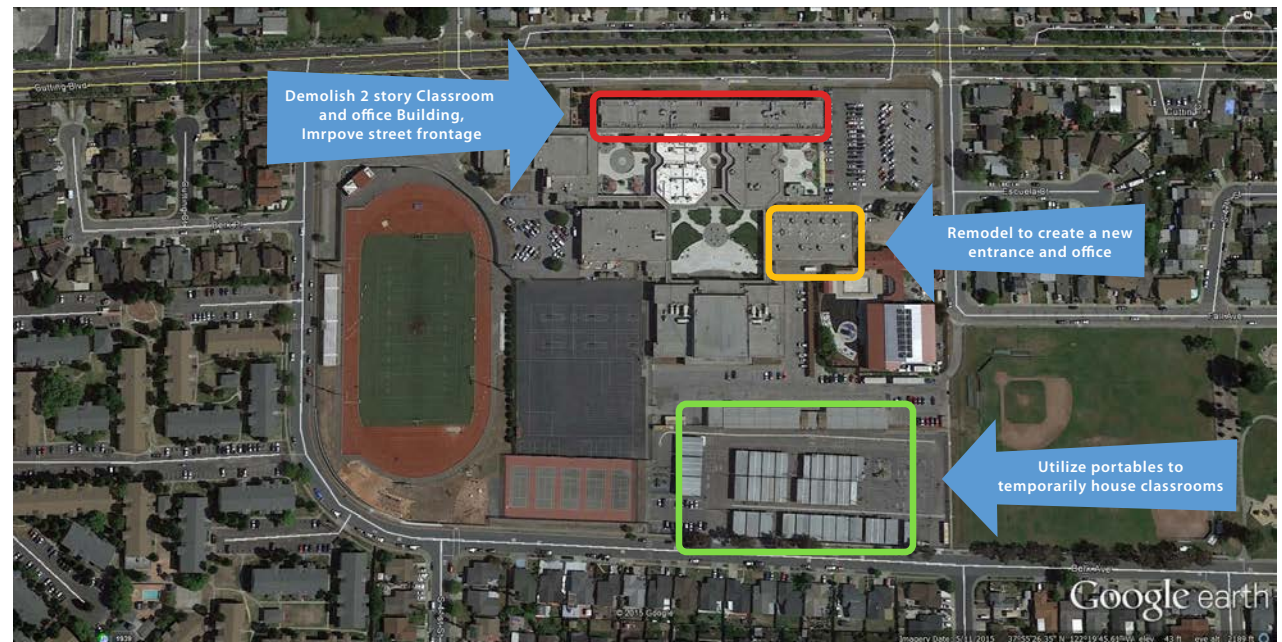
While Kennedy High School has many seismic needs, the 2-story classroom and office building was determined to be the focus of the critical needs money for these primary reasons:

- » These buildings are the primary academic buildings on campus and see the most students throughout the day.
- » The seismic recommendations for the building are invasive and would be difficult to implement without total destruction of the buildings.
- » Water intrusion and general safety concerns on the upper floor walkway would require a major investment in the short term.
- » The lack of windows and other educationally supportive amenities do not provide a positive learning environments.
- » The office location and entry does not allow for a controlled entrance to the campus and creates a campus that is difficult to navigate.
- » The general perception from the appearance of the building puts a negative light on the campus.

In the long term plan for this campus, the 2-story building is removed and replaced. The critical needs money will not be able to accomplish this full scope; however, the building can be demolished and classroom spaces could be accommodated in the portables on site once they are vacated by the Charter School.

A new office space was identified to be placed in Building 5. The renovation of the building to provide the functions necessary to create a new entry point to campus could be accommodated.

After the 2-story office and classroom building is demolished, site work will need to be completed to enclose the campus and provide a presentable appearance to Cutting Boulevard, although, this street would no longer be considered the front entry point of the school during school hours.



Section 8 | School Reports

Riverside Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
K-6	343	401	360

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Riverside	1300 Amador St. San Pablo, CA 94806-4098	39	43	41

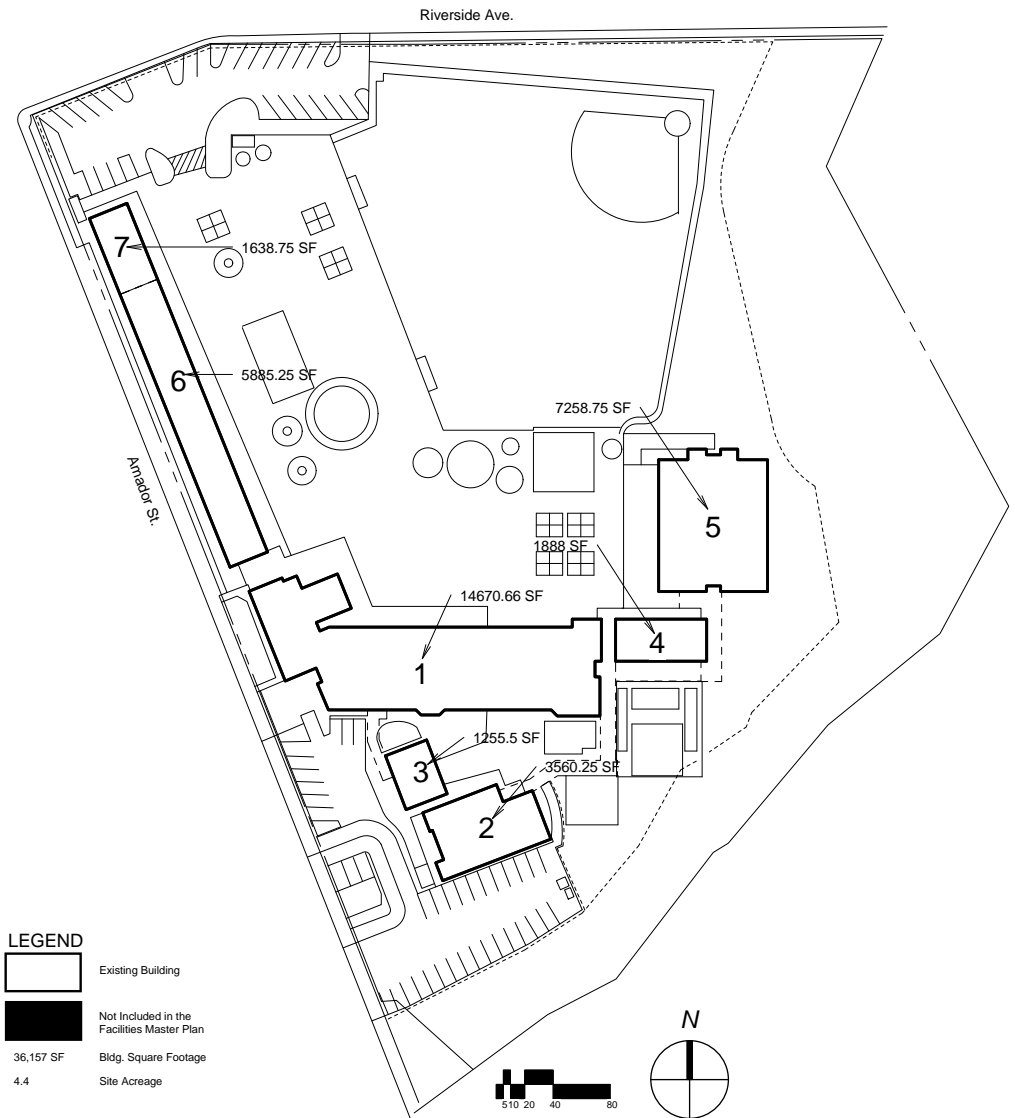
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms, Special Education, Library, Kindergarten	61	57	59
2	Multi-Purpose Room	49	58	54
3	SH Pre-School	58	56	57
4	Classrooms	62	59	61
5	Classrooms, Special Education	57	58	58
6	Classrooms	51	53	52
7	Classrooms	51	53	52
Building Campus Score		57	57	

Total Combined Weighted Scores	48	50
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan

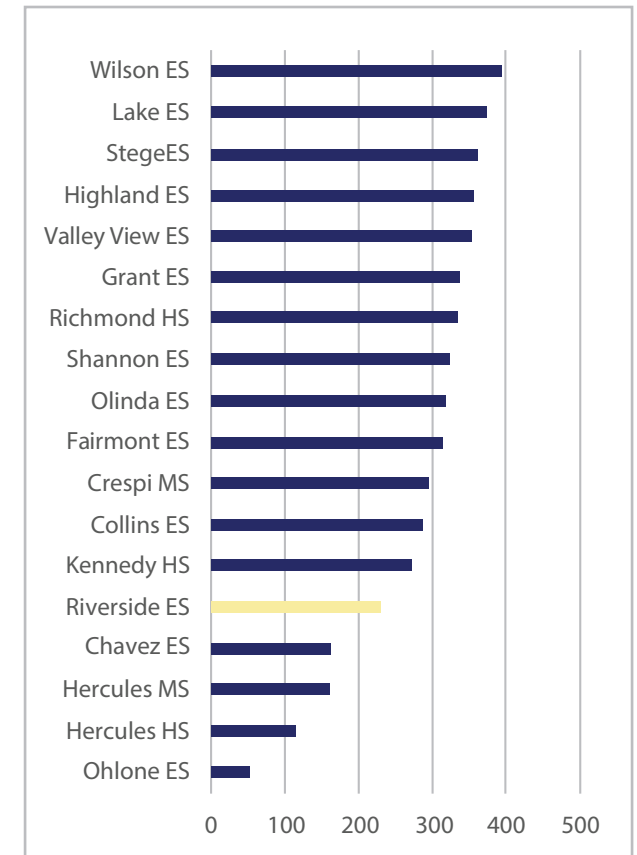


Riverside Elementary School Prioritization Criteria Scoring

Criteria	Metric	Riverside Base Data	Riverside Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$41,386	12
Function Score	Darden/iep2 assessment score	48.05	24
Seismic Needs	Seismic Report Priority	2	40
Age	Age of the main permanent building	1940	50
Condition Score	Darden/iep2 assessment score	50.04	20
ADA Score	Darden/iep2 assessment score	50.00	12
Completed Plans	Design stage of campus improvement plans	No Design	0
Economically Disadvantage Area	Median household income (dollars)	\$61,063	21
Technology Infrastructure	Technology Department Ranking	3	12
State Funding	Eligible for a facilities state funding program	Yes	20
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	93%	18
At or Nearing Capacity	Utilization without portables	117%	1
Total			230

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Riverside Elementary School

Long Term Plan

Riverside Elementary School’s long term plan includes the replacement of many of the school buildings. While the buildings that were recently modernized are in fair condition, the initial soil investigation has shown need for stabilization and foundation work on the older buildings. Further study of the soil will need to be conducted before a long term plan for this site can be finalized.

The current recommendation is for the Multi-Purpose Room and several classroom buildings to be replaced. The existing Kindergarten rooms do not meet the Title 5 requirements, so the long term plan also includes the creation of a new Kindergarten complex as part of the classroom replacement. The kindergarten classes, currently in the main building, could continue to be used as general classrooms for other grade levels.

Vision Plan



Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP

- 1 Administration, Classrooms
- 2 New Multipurpose
- 5 Classrooms
- 6 New Classrooms & New Kindergarten Classrooms

Site Acreage: 4.4

Riverside Elementary School

Critical Needs Phase

Critical Needs Phase 1

In the short term, the older buildings closest to the creek are in the greatest need of replacement. The scope for the critical needs includes demolishing and replacing the Multi-Purpose Room and two classrooms at the far side of the campus.



Section 8 | School Reports

Chavez Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
TK-6	626	569	434

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Chavez	960 17th St. Richmond, CA 94801-2400	50	58	54

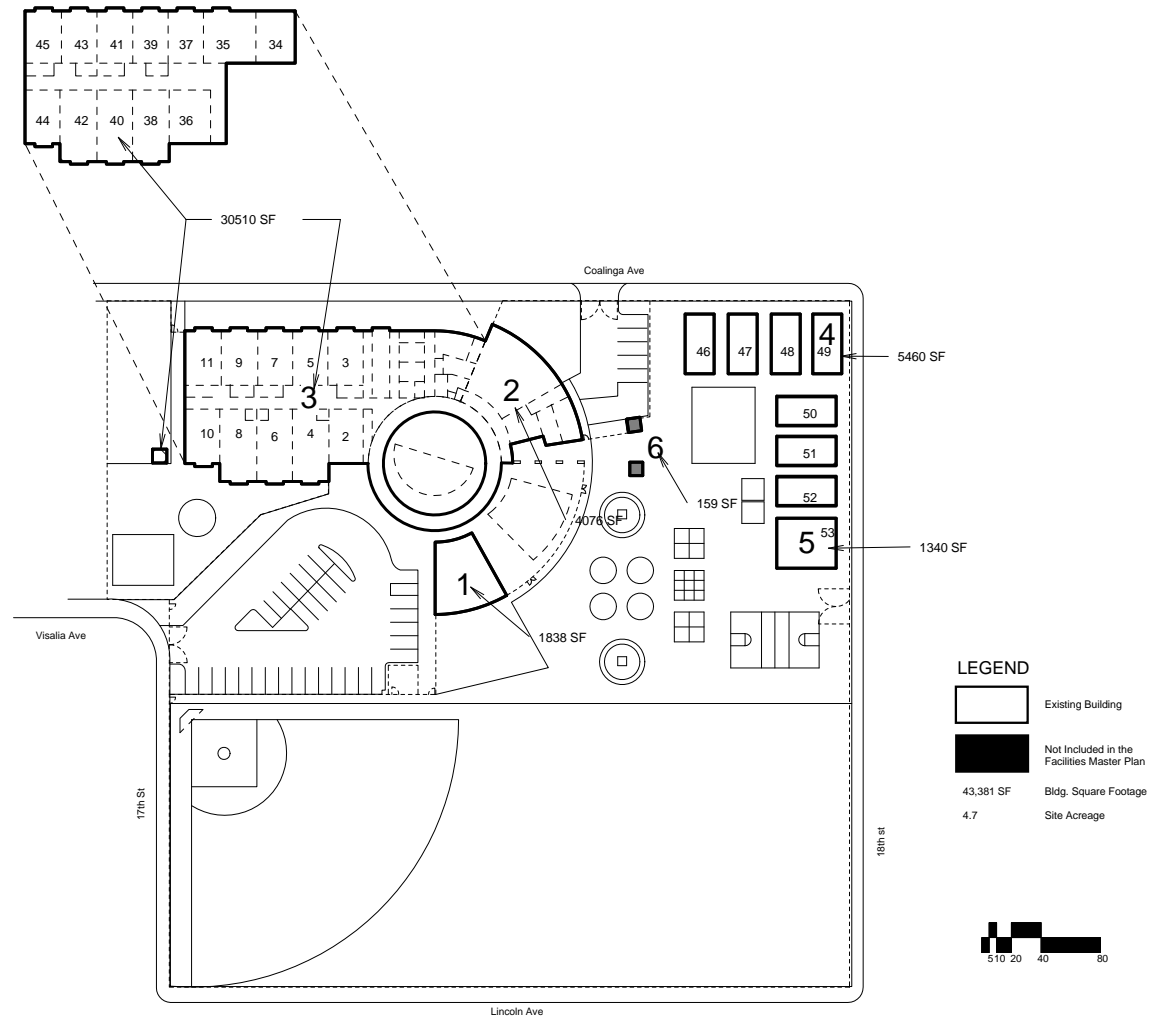
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office	45	58	52
2	Multi-Purpose Room	52	59	56
3	Classroom, Special Education, Library, Kindergarten	53	64	59
4	Classrooms	50	54	52
5	After School Program	61	54	57
6	Storage Buildings	50	48	49
Building Campus Score		52	62	

Total Combined Weighted Scores	51	60
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan



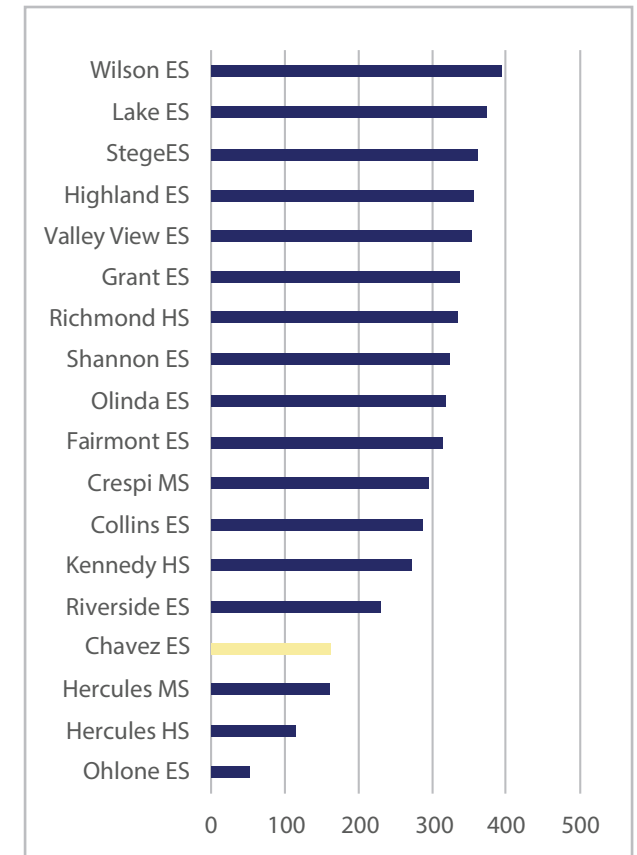
Chavez Elementary School

Prioritization Criteria Scoring

Criteria	Metric	Chavez Base Data	Chavez Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$10,236	48
Function Score	Darden/iep2 assessment score	51.22	18
Seismic Needs	Seismic Report Priority	No Report	0
Age	Age of the main permanent building	1996	5
Condition Score	Darden/iep2 assessment score	59.76	15
ADA Score	Darden/iep2 assessment score	59.47	4
Completed Plans	Design stage of campus improvement plans	Master Plan	8
Economically Disadvantage Area	Median household income (dollars)	\$42,905	27
Technology Infrastructure	Technology Department Ranking	3	12
State Funding	Eligible for a facilities state funding program	No	0
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	100%	20
At or Nearing Capacity	Utilization without portables	139%	2
Total			159

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



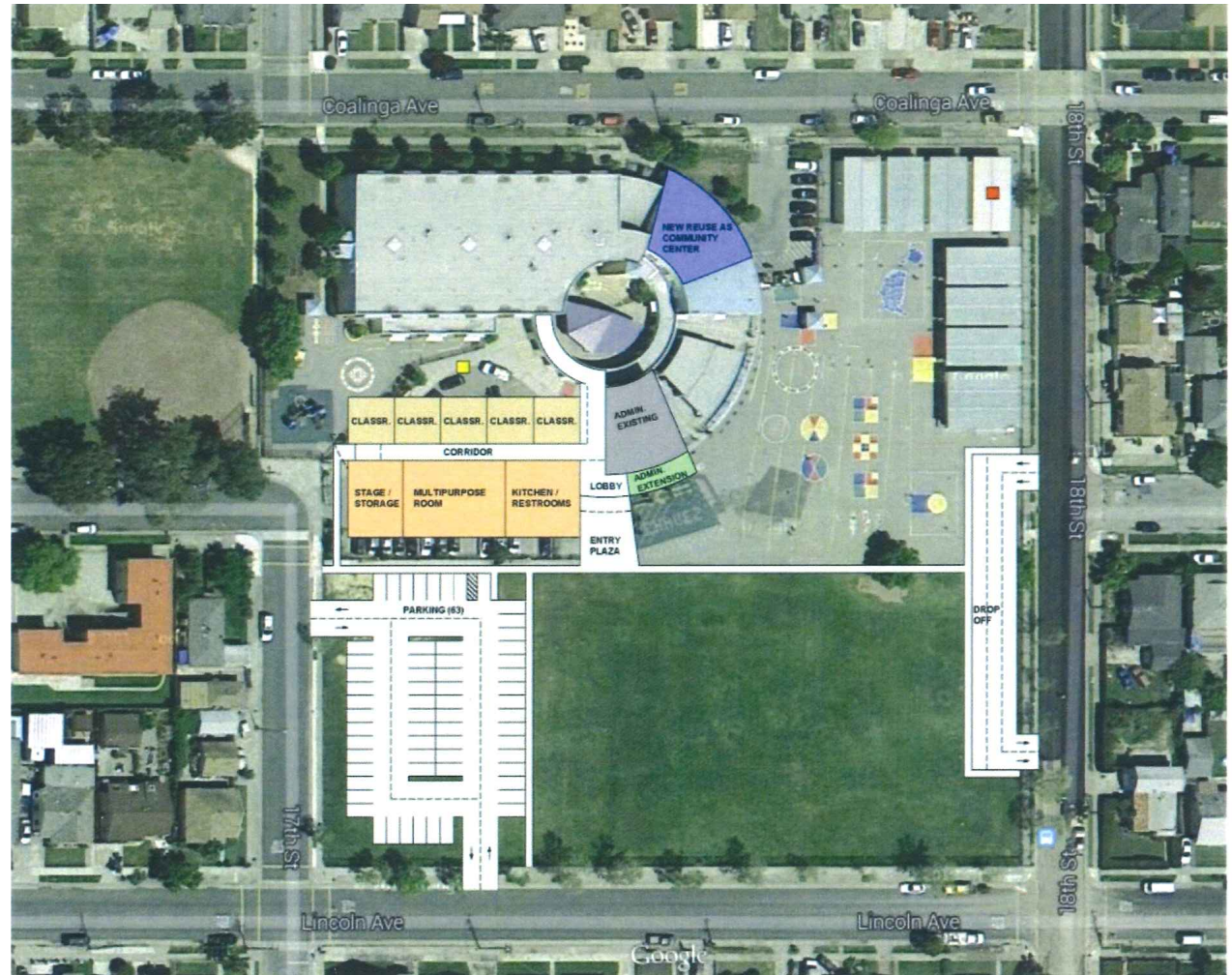
Section 8 | School Reports

Chavez Elementary School

Long Term Plan

The existing Multi-Purpose Room is very small for the school size. Planning has been completed, by others, to replace the Multi-Purpose Room and portable classrooms. These plans will need to be revised to match the new District Educational Specifications and Material/Product Standards.

Vision Plan

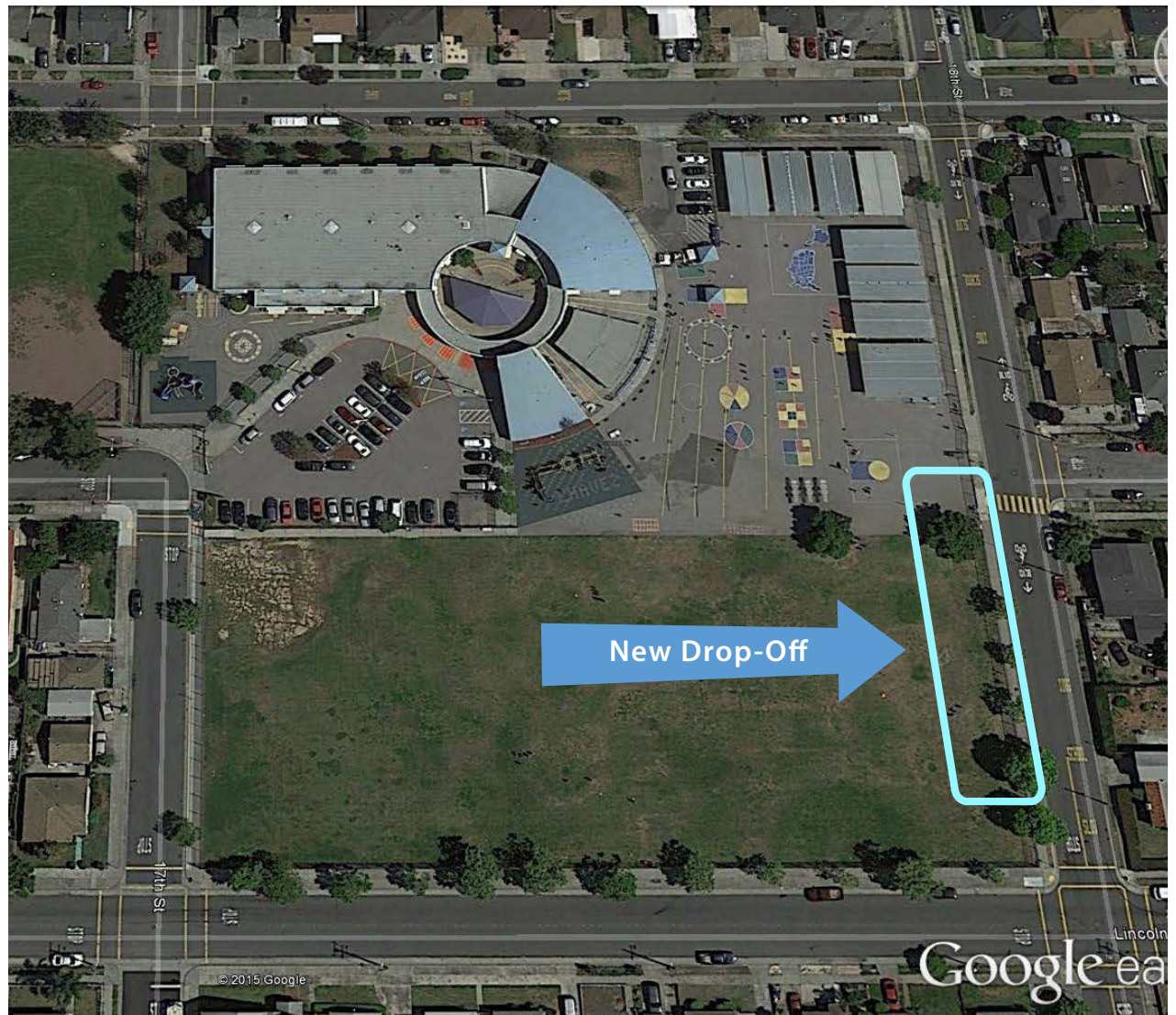


Chavez Elementary School

Critical Needs Phase

Critical Needs Phase 1

Chavez' existing drop-off area is very small with only one entrance and exit onto a narrow residential street. The critical needs project for this campus provides a new drop-off and pick-up area, which will allow a full drive through and significantly expand the length of the queuing area. This drop-off area is one portion of the long term plan, which can be completed.



Section 8 | School Reports

Hercules Middle School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
6-8	698	634	663

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Hercules	1900 Refugio Valley Rd. Hercules, CA 94547-1554	21	49	35

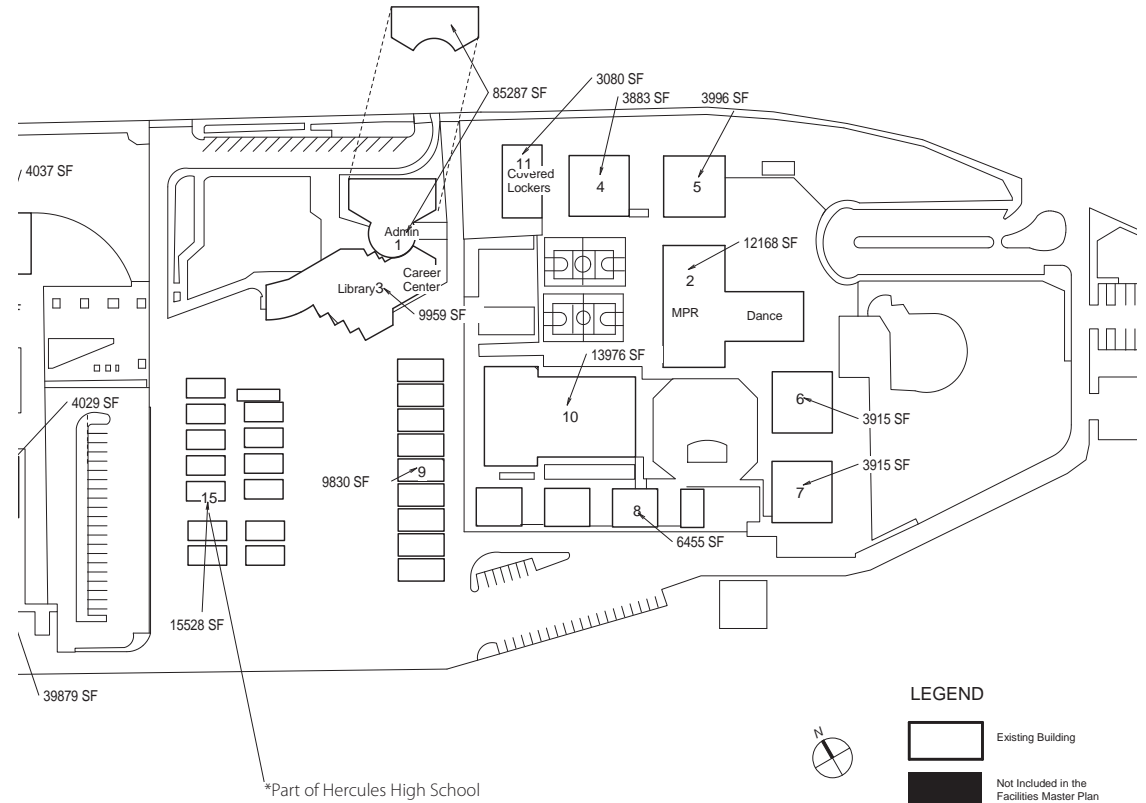
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office (shared with HS)	45	51	48
2	Multi-Purpose Room, Music	50	51	50
3	Library (shared with HS)	57	45	51
4	Classrooms, Special Education, Computer Lab, Teacher Lounge	62	56	59
5	Classrooms, Special Education	62	57	60
6	Science	52	54	53
7	Classrooms, Art	59	54	57
8	Classrooms (Portables)	53	50	52
9	Classrooms (Portables)	54	53	54
10	Gym	45	34	39
Building Campus Score		50	49	

Total Combined Weighted Scores	35	49
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan



LEGEND

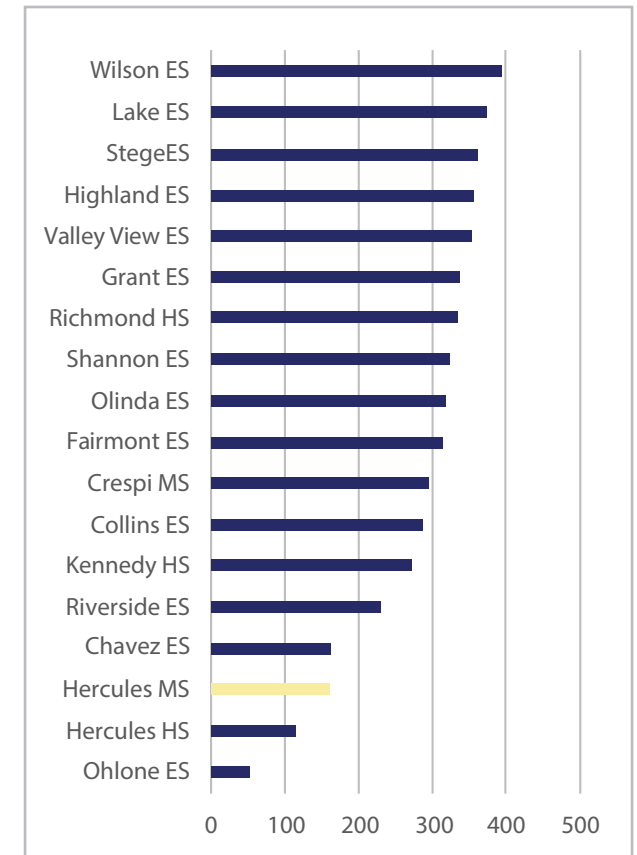
- Existing Building
- Not Included in the Facilities Master Plan
- 156,464 SF Bldg. Square Footage
- 10.03 Site Acreage

Hercules Middle School Prioritization Criteria Scoring

Criteria	Metric	Hercules Base Data	Hercules Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$18,128	42
Function Score	Darden/iep2 assessment score	35.40	54
Seismic Needs	Seismic Report Priority	No Report	0
Age	Age of the main permanent building	2000	0
Condition Score	Darden/iep2 assessment score	49.27	25
ADA Score	Darden/iep2 assessment score	48.21	12
Completed Plans	Design stage of campus improvement plans	Master Plan	8
Economically Disadvantage Area	Median household income (dollars)	\$114,423	0
Technology Infrastructure	Technology Department Ranking	4	8
State Funding	Eligible for a facilities state funding program	No	0
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	51%	2
At or Nearing Capacity	Utilization without portables	299%	7
Total			158

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Section 8 | School Reports

Hercules Middle School

Long Term Plan

The long term plan for Hercules Middle School provides additional science labs, and replaces the portables with permanent classroom buildings. The overall capacity of the site will not change with these plans. The existing science labs in the main buildings will be converted to other programs.

The final location and arrangement of the new classroom buildings should be determined with site input from both the middle and high school. Many community comments were concerning the interaction between the high school and middle school, and the need for a defined separation between the two school sites.

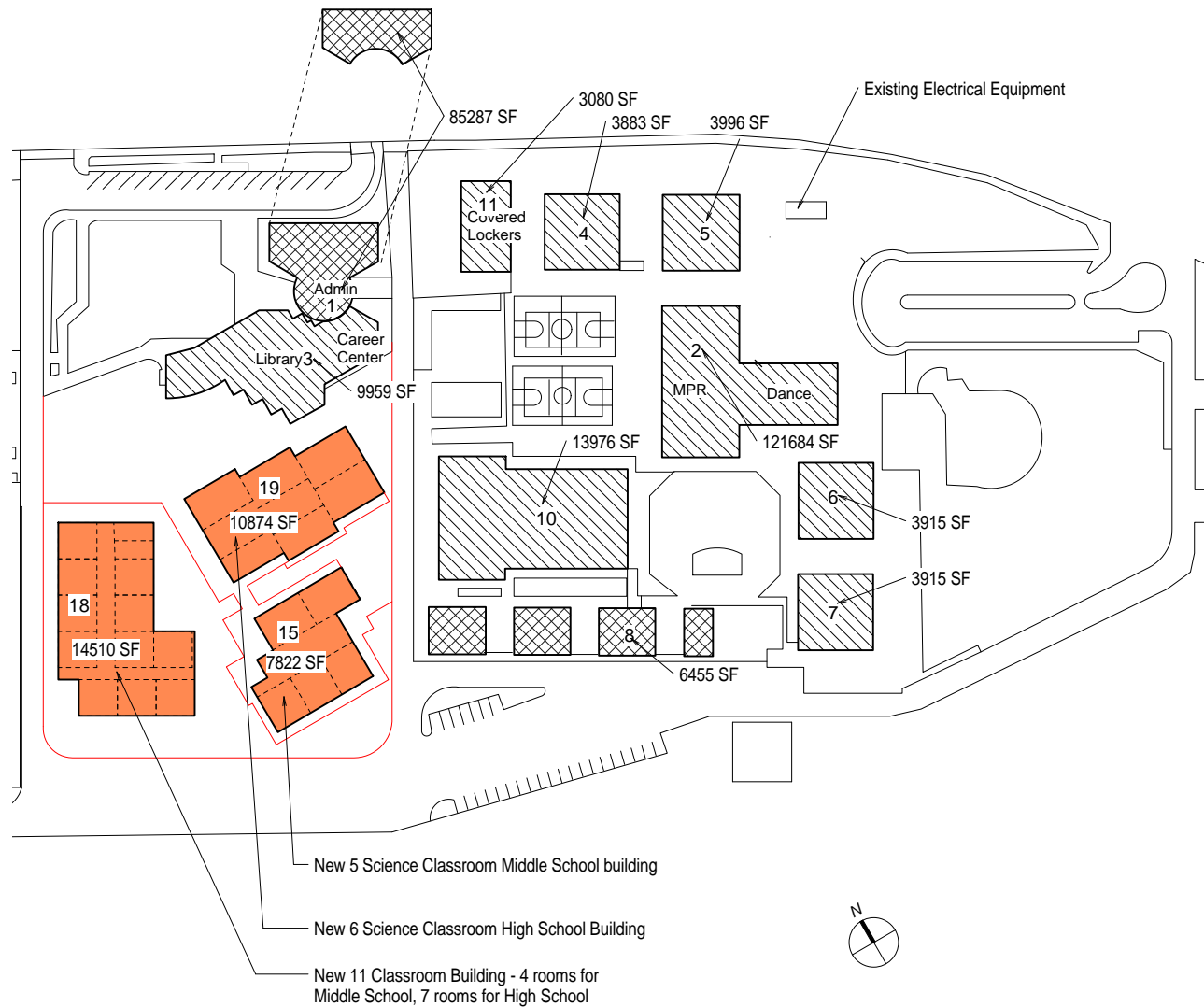
Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP

- 1 Administration (Shared with High School)
- 2 Multipurpose Room & Classrooms
- 3 Library (Shared with High School)
- 4 Classrooms
- 5 Classrooms
- 6 Classrooms
- 7 Classrooms
- 8 Classrooms (Portables)
- 10 Gym
- 11 Lockers
- 15 New Science Building/Middle School
- 18 New Classrooms (Shared with High School)
- 19 New Science Building/High School

Site Acreage: 10.03

Vision Plan



Hercules Middle School

Critical Needs Phase

Critical Needs Phase 1

Hercules Middle School was built with small science labs within the main buildings, which do not have sufficient size or quantity for today's educational program. The critical needs funding will address the most crucial need by providing science rooms to augment the existing spaces, for the programs, with the most safety concerns. The new labs should be large enough to accommodate today's class sizes and allow clearances and chemical safety equipment. The scope of this project will not provide enough rooms to accommodate the whole science program, but should be scoped to budget. While this building is intended to be shared to minimize cost, the design does not need to allow student access between the middle and high schools.



Build new
shared science
building
scoped
to the budget

Section 8 | School Reports

Hercules High School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
9-12	1173	983	905

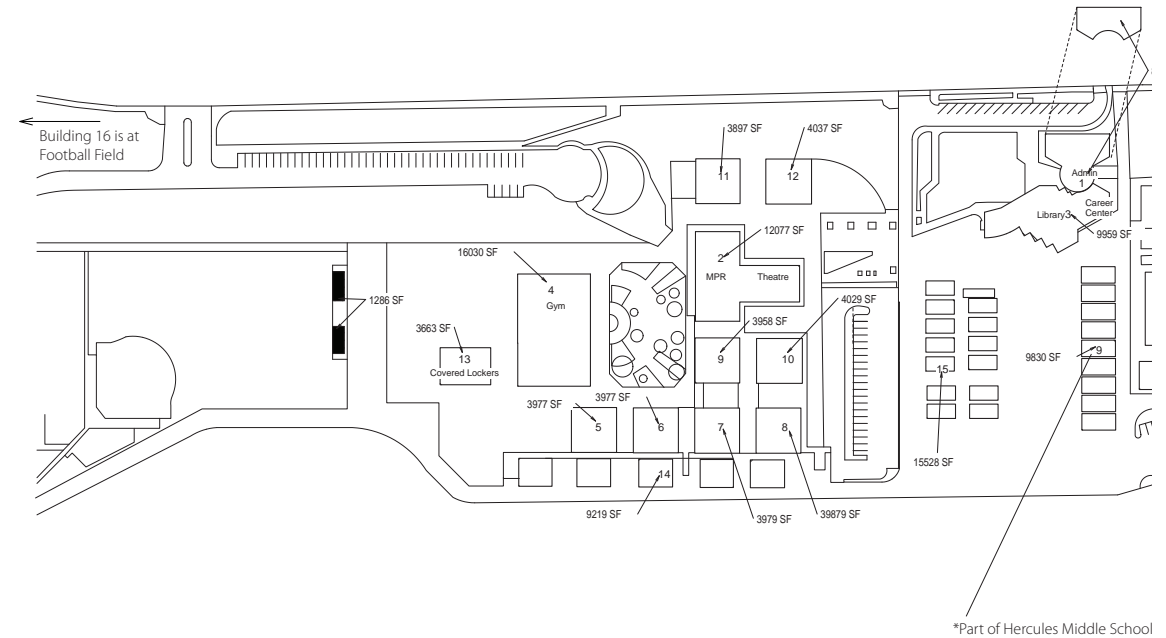
SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Hercules	1900 Refugio Valley Rd. Hercules, CA 94547-1554	48	49	49

BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office (shared with Middle School)	45	51	48
2	Multi-Purpose Room, Theater	56	56	56
3	Library (shared with Middle School)	57	45	51
4	Gym, Locker Room	47	52	49
5	Science	58	54	56
6	Classrooms	63	56	60
7	Classrooms, Science	56	56	56
8	Art, Choral	57	57	57
9	Classrooms, Custodian	61	52	57
10	Music	69	56	62
11	Special Education, Culinary Arts	54	54	54
12	Classrooms, Computer Lab	57	56	56
14	Classrooms, Maintenance, Leadership (Portables)	62	51	56
15	Classrooms (Portables)	52	50	51
16	Snack Bar, Team Room, Restroom	43	46	45
	Building Campus Score	52	52	

Existing Site Plan



LEGEND

- Building, Existing
- Not Included in the Facilities Master Plan
- 85,035 SF Bldg. Square Footage
- 64.97 (?) Site Acreage

Total Combined Weighted Scores	50	51
--------------------------------	----	----

- 0-30
- 30-40
- 40-50

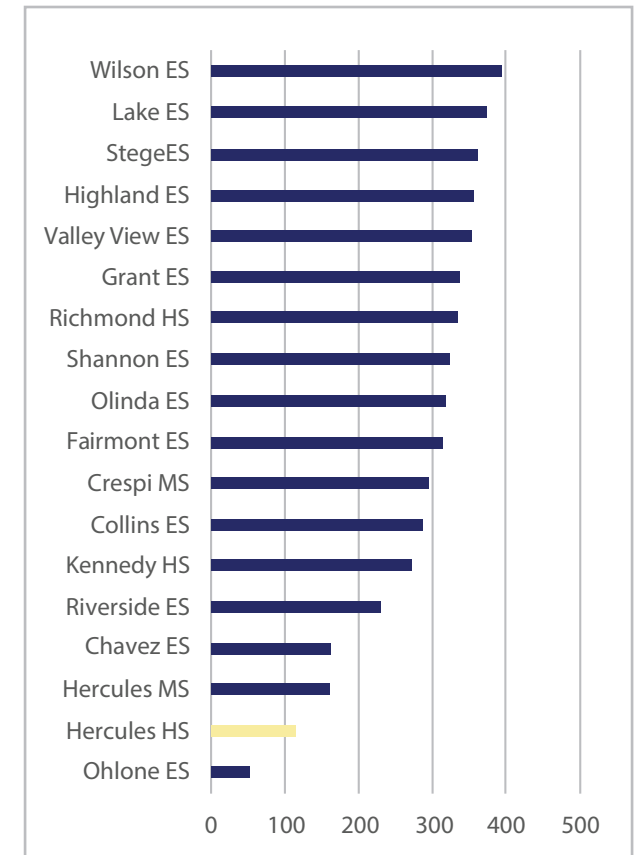
Hercules High School

Prioritization Criteria Scoring

Criteria	Metric	Hercules Base Data	Hercules Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$21,629	36
Function Score	Darden/iep2 assessment score	49.95	24
Seismic Needs	Seismic Report Priority	No Report	0
Age	Age of the main permanent building	2000	0
Condition Score	Darden/iep2 assessment score	50.86	20
ADA Score	Darden/iep2 assessment score	48.24	12
Completed Plans	Design stage of campus improvement plans	Master Plan	8
Economically Disadvantage Area	Median household income (dollars)	\$114,423	0
Technology Infrastructure	Technology Department Ranking	4	8
State Funding	Eligible for a facilities state funding program	No	0
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	46%	0
At or Nearing Capacity	Utilization without portables	197%	4
Total			112

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Section 8 | School Reports

Hercules High School

Long Term Plan

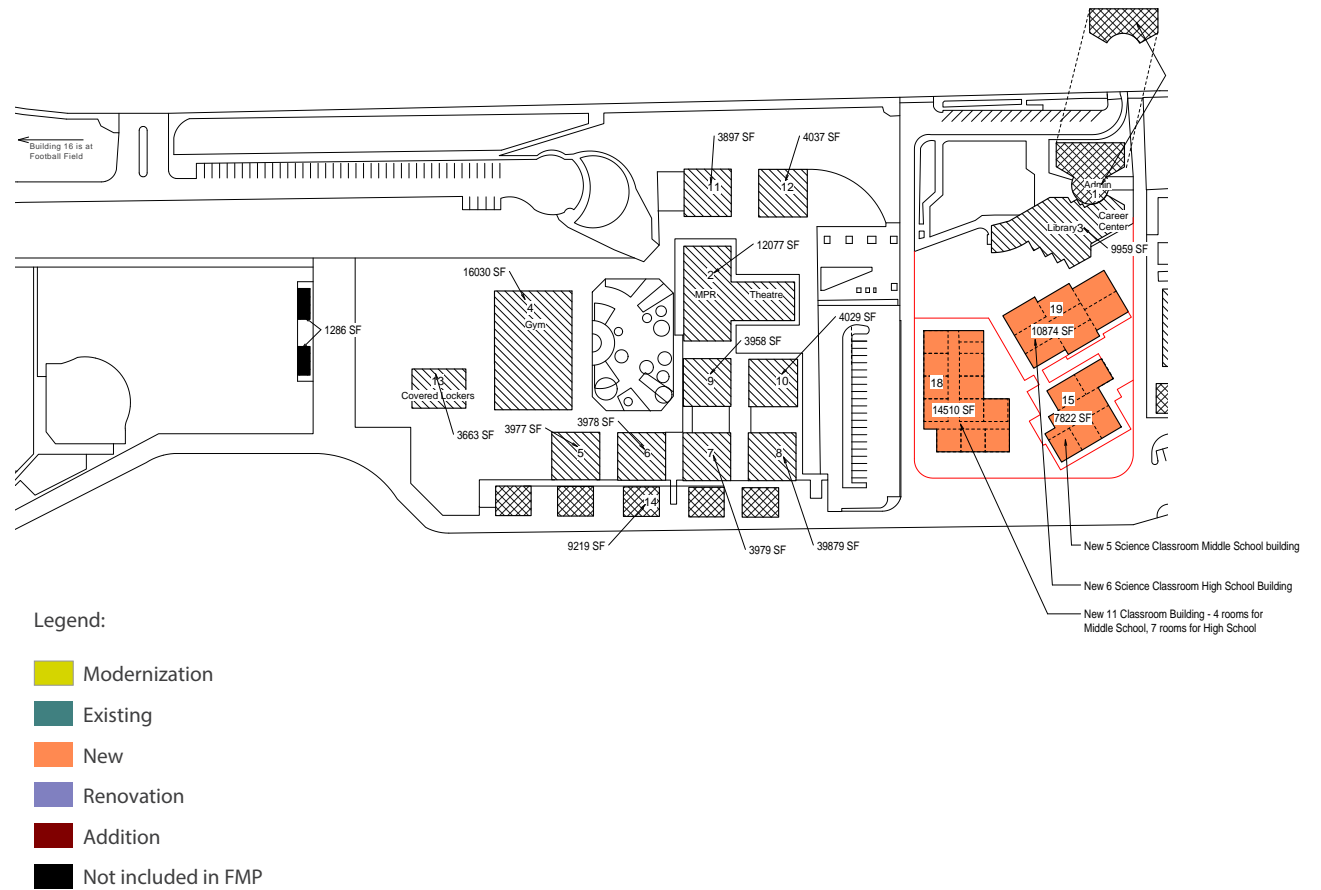
The long term plan for Hercules High School provides additional science labs, and replaces the portables with permanent classroom buildings. The overall capacity of the site will not change with these plans. The existing science labs in the main buildings will be converted to uses by other programs.

The final location and arrangement of the new classroom buildings should be determined with site input from both the high school and middle school. Many community comments were concerning the interaction between the high school and middle school, and the need for a defined separation between the two school sites.

Vision Plan

- 1 Administration (Shared with Middle School)
- 2 Multipurpose, Theatre
- 3 Library (Shared with Middle School)
- 4 Gym
- 5 Classrooms
- 6 Classrooms
- 7 Classrooms
- 8 Classrooms
- 9 Classrooms
- 10 Classrooms
- 11 Classrooms
- 12 Classrooms
- 13 Lockers
- 14 Classrooms (Portables)
- 15 New Science Building/Middle School
- 16 Field House
- 18 New Classrooms (Shared with Middle School)
- 19 New Science Building/High School

Site Acreage: 64.97



Hercules High School

Critical Needs Phase

Critical Needs Phase 1

Hercules High School was built with small science labs within the main buildings, which do not have sufficient size or quantity for today’s educational program. The critical needs funding will address the most crucial need by providing science rooms to augment the existing spaces, for the programs with the most safety concerns. The new labs should be large enough to accommodate today’s class sizes and allow clearances and chemical safety equipment. The scope of this project will not provide enough rooms to accommodate the whole science program, but should be scoped to budget. While this building is intended to be shared to minimize cost, the design does not need to allow student access between the middle and high schools.



Section 8 | School Reports

Ohlone Elementary School

GENERAL INFORMATION

Grade Configuration	Capacity	2015 Enrollment	2019 Enrollment
K-5	612	359	263

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Ohlone	1616 Pheasant Dr. Hercules, CA 94547-1699	52	63	58

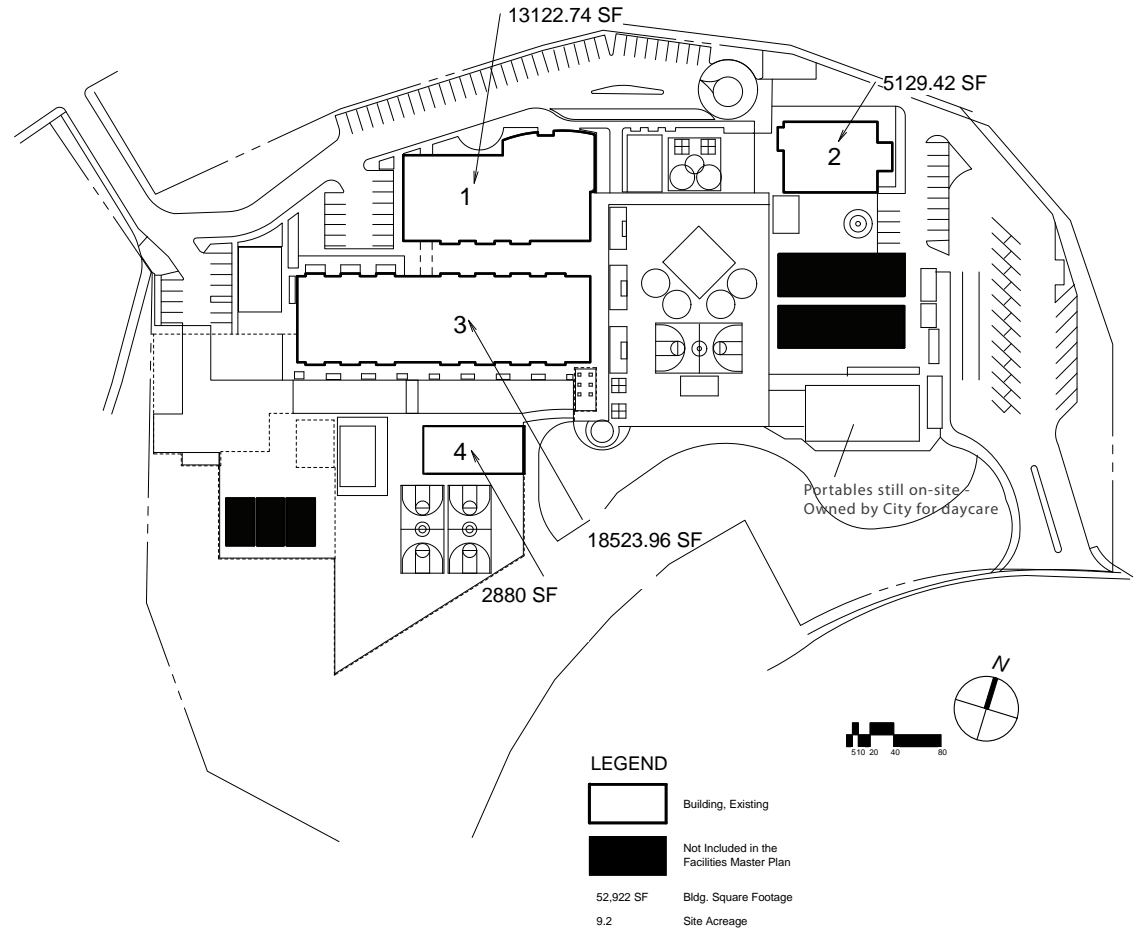
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms, Special Education	80	80	80
2	Multi-Purpose Room	53	40	47
3	Classrooms, Kindergarten, Computer Lab	78	80	79
4	Kindergarten, Pre-School (Portables)	60	57	58
Building Campus Score		74	73	

Total Combined Weighted Scores	63	68
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan

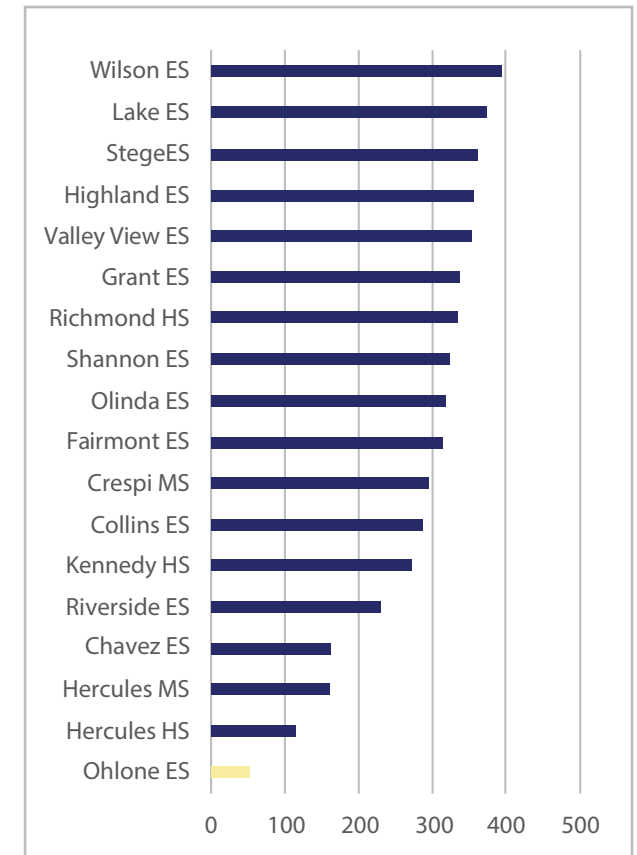


Ohlone Elementary School Prioritization Criteria Scoring

Criteria	Metric	Ohlone Base Data	Ohlone Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	\$57,780	0
Function Score	Darden/iep2 assessment score	63.15	0
Seismic Needs	Seismic Report Priority	No Report	0
Age	Age of the main permanent building	2014	0
Condition Score	Darden/iep2 assessment score	68.24	5
ADA Score	Darden/iep2 assessment score	66.69	0
Completed Plans	Design stage of campus improvement plans	DSA Approval	40
Economically Disadvantage Area	Median household income (dollars)	\$114,423	0
Technology Infrastructure	Technology Department Ranking	5	4
State Funding	Eligible for a facilities state funding program	No	0
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	43%	0
At or Nearing Capacity	Utilization without portables	67%	0
Total			49

Scoring Comparison

This chart represents the sequence ranking of all 21 Priority Sites, and the position that this school site was ranked.



Ohlone Elementary School

Long Term Plan

While Ohlone Elementary had a long term plan, the overall size and capacity of this plan was beyond what is expected to be needed. The final recommendation for Ohlone includes a new classroom building, which was not completed as part of the replacement project, but at a smaller scale than the two buildings which were in the original plans. This smaller building will also allow an increase in parking and drop-off area, which is a major concern on the site. The long term plan also shows modernization and an addition to the existing Multi-Purpose Room.

Vision Plan

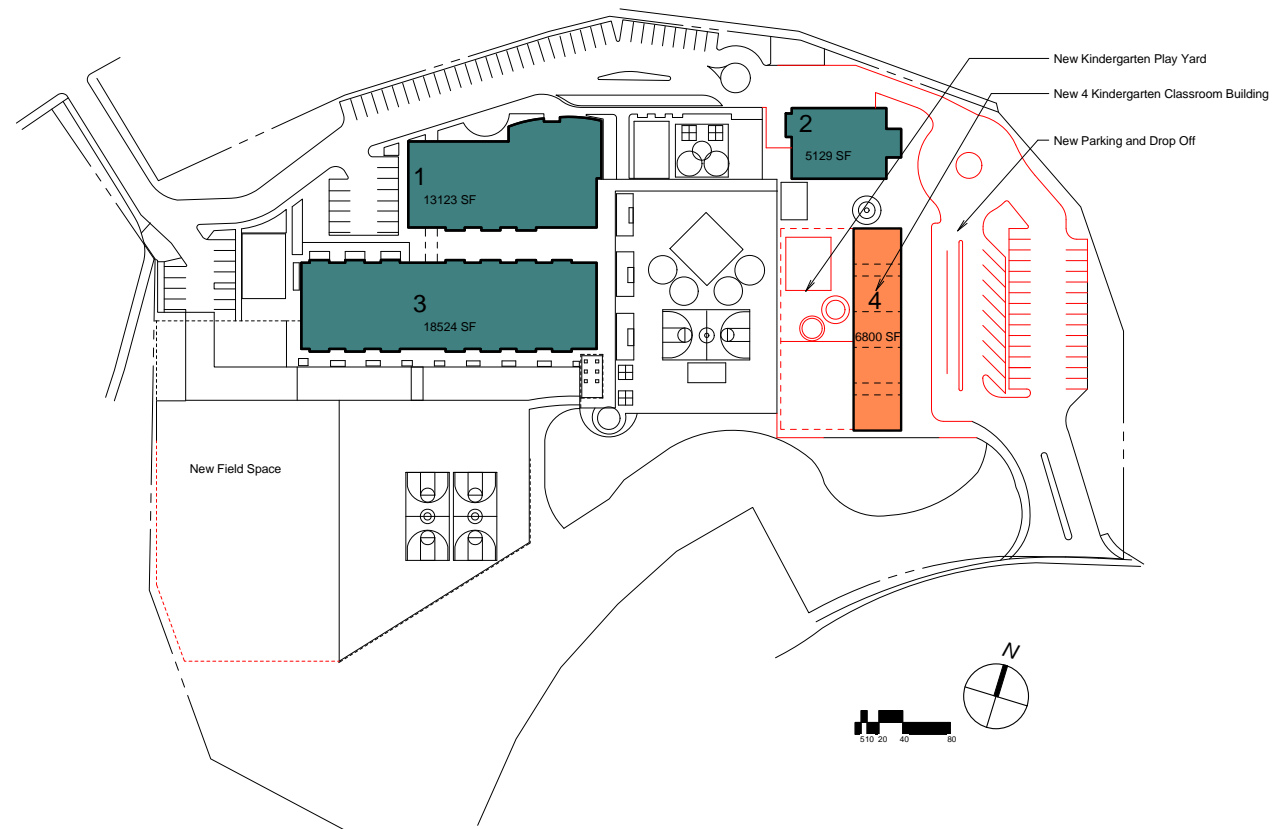
Existing Campus Capacity	612
Original Design Capacity	720
Long Term Master Plan Adjusted Capacity	550

Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP

- 1 Administration, Classrooms
- 2 Multipurpose
- 3 Classrooms
- 4 New Kindergarten

Site Acreage: 9.2



Ohlone Elementary School

Critical Needs Phase

Critical Needs Phase 1

Ohlone Elementary School has been recently rebuilt, however not all of the original classrooms buildings have been removed. The buildings located on the site for the new kindergarten building are being demolished in the critical needs funding. This removal will increase site visibility and remove the unused and unsightly buildings from the campus. Until the kindergarten building is built in the long term plan, this area can be utilized for additional parking and drop-off space.



Note: Aerial is not up do date. Some portables have already been moved off site.

Section 8 | School Reports

Alvarado Adult School

GENERAL INFORMATION

District Wide Resource	
Adult School	

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Alvarado	5625 Sutter Street, Richmond 94805-5254	35	25	30

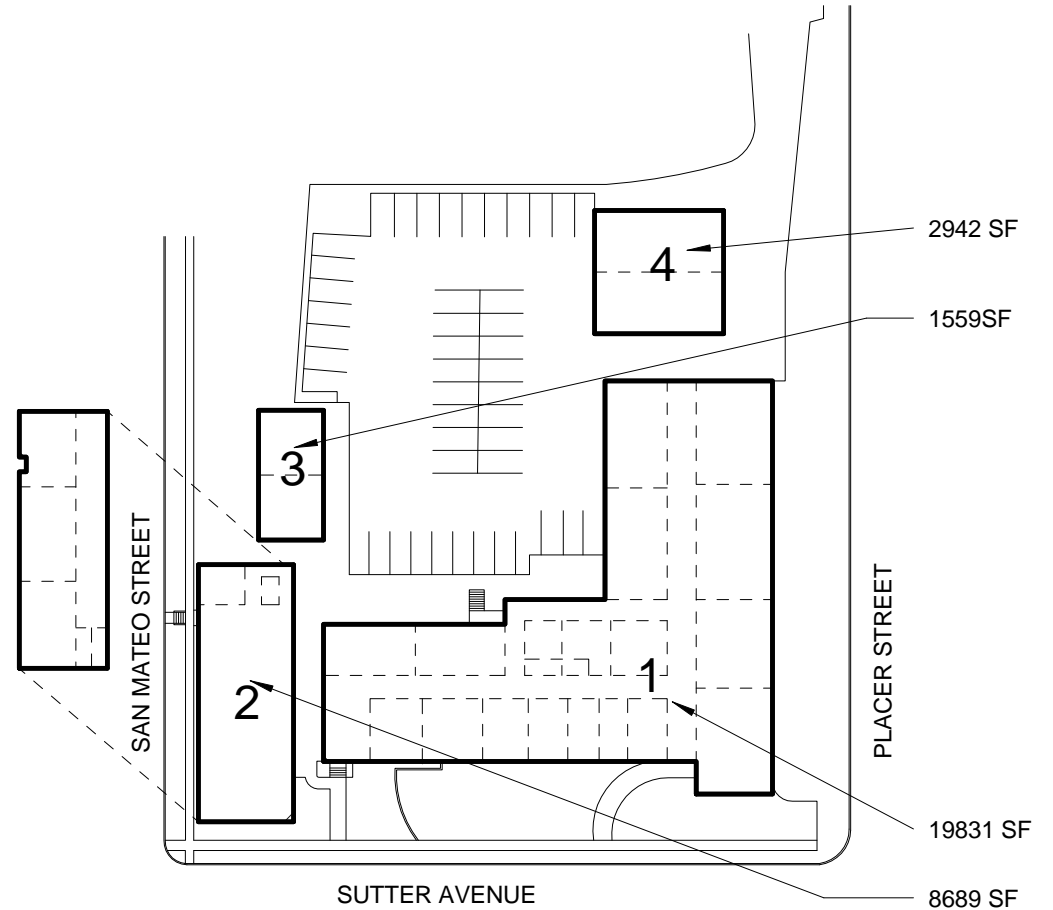
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms	46	23	34
2	Multipurpose Room & Classrooms	49	24	37
3	Classrooms	28	16	22
4	Offices	49	37	43
Building Campus Score		46	24	

Total Combined Weighted Scores	41	24
--------------------------------	----	----

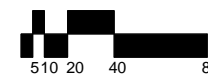
0-30
 30-40
 40-50

Existing Site Plan



LEGEND

- Existing Building
- Not Included in the Facilities Master Plan
- 33,019 Bldg. Square Footage
- 3.75 Site Acreage

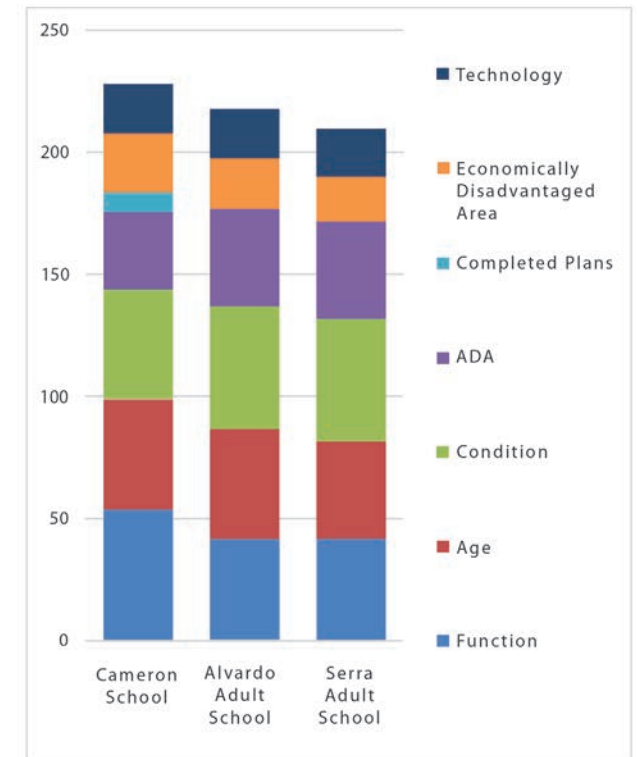


Alvarado Adult School

Prioritization Criteria Scoring

Criteria	Metric	Alvarado Base Data	Alvarado Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	n/a	n/a
Function Score	Darden/iep2 assessment score	40.70	42
Seismic Needs	Seismic Report Priority	n/a	
Age	Age of the main permanent building	1946	45
Condition Score	Darden/iep2 assessment score	24.44	50
ADA Score	Darden/iep2 assessment score	12.67	40
Completed Plans	Design stage of campus improvement plans	No Design	0
Economically Disadvantaged Area	Median household income (dollars)	\$61,489	21
Technology Infrastructure	Technology Department Ranking	1	20
State Funding	Eligible for a facilities state funding program	n/a	n/a
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	n/a	n/a
At or Nearing Capacity	Utilization without portables	n/a	n/a
Total			218

Scoring Comparison



Alvarado Adult School

Long Term Plan

Alvarado is a good candidate for modernization except for Building 3, which is a portable beyond its useful life. Many improvements for the specialized use have been made to Alvarado. The remaining classrooms are good size but need updating to meet today's education requirements. These updates, including finishes and systems, especially heating, air conditioning, technology and electrical can be addressed in a modernization. Additional site parking and access improvements should also be explored.

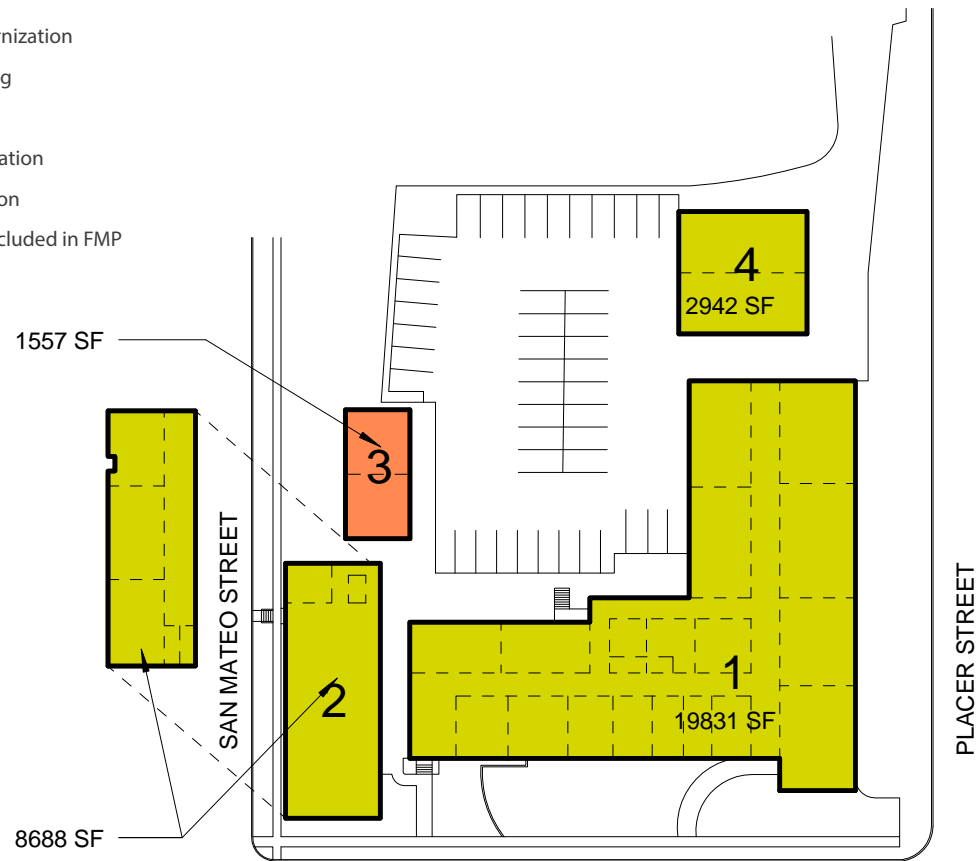
Critical Needs Phase 1

Alvarado Adult School is located at a school that was originally designed as an elementary school. This school is also built on a site with significant topographic changes that creates many access challenges. The critical needs are designated to replace plumbing fixtures at the appropriate heights for adults, and correct high priority access needs.

Vision Plan

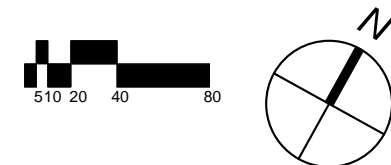
Legend:

- Modernization
- Existing
- New
- Renovation
- Addition
- Not included in FMP



- 1 Administration & Classrooms
- 2 Multipurpose Room & Classrooms
- 3 New Portable Classroom
- 4 Portable Classrooms

Site Acreage: 3.75
Bldg. Square Footage: 33,019



Cameron School

GENERAL INFORMATION

District Wide Resource	
WCCUSD Early Intervention Program	

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Cameron	7140 Gladys Ave. El Cerrito, CA 94530-3108	38	25	31



BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office, Classrooms, Special Education	33	29	31
Building Campus Score		33	29	

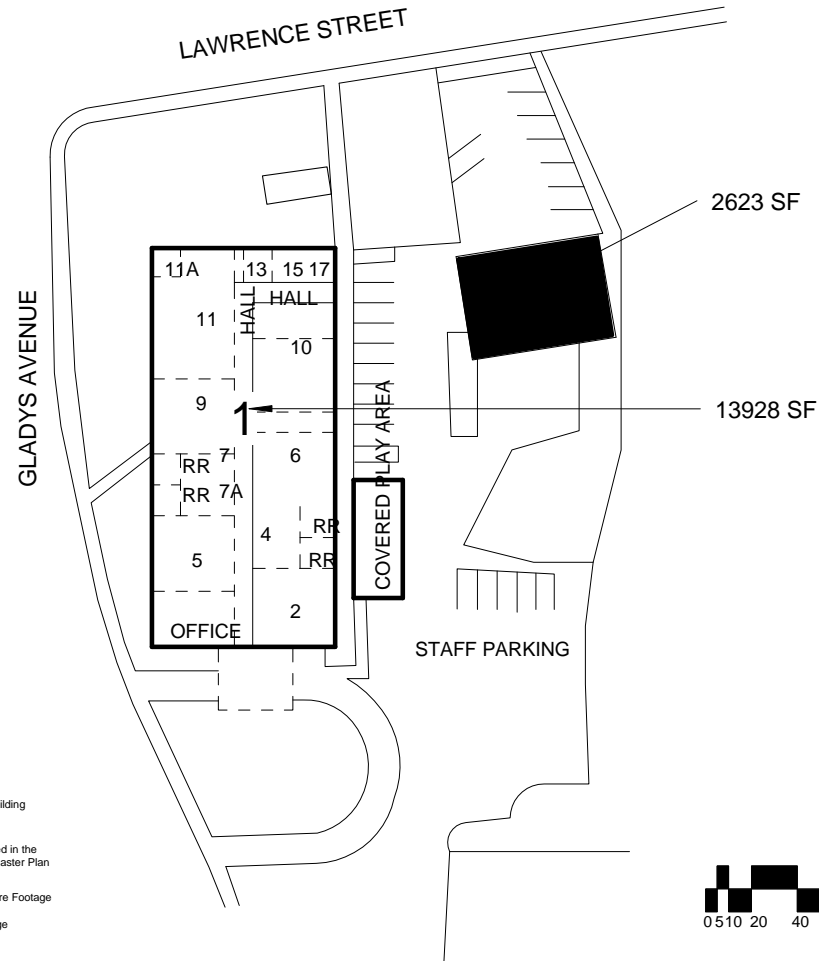
Total Combined Weighted Scores	35	27
--------------------------------	----	----

0-30 30-40 40-50

LEGEND

-  Existing Building
-  Not Included in the Facilities Master Plan
- 17,428 Bldg. Square Footage
- 1.1 Site Acreage

Existing Site Plan

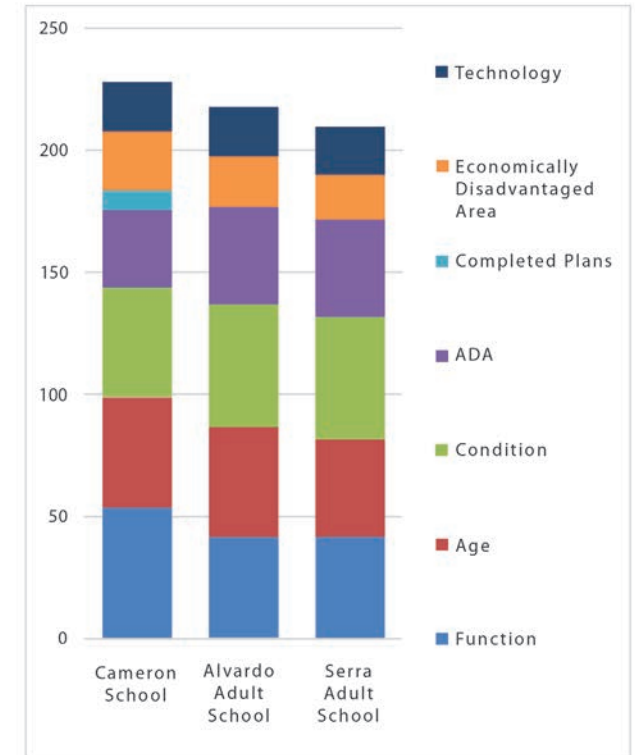


Cameron School

Prioritization Criteria Scoring

Criteria	Metric	Cameron Base Data	Cameron Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	n/a	n/a
Function Score	Darden/iep2 assessment score	35.22	54
Seismic Needs	Seismic Report Priority	n/a	
Age	Age of the main permanent building	1951	45
Condition Score	Darden/iep2 assessment score	27.13	45
ADA Score	Darden/iep2 assessment score	20.00	32
Completed Plans	Design stage of campus improvement plans	Master Plan	8
Economically Disadvantage Area	Median household income (dollars)	\$50,625	24
Technology Infrastructure	Technology Department Ranking	1	20
State Funding	Eligible for a facilities state funding program	n/a	n/a
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	n/a	n/a
At or Nearing Capacity	Utilization without portables	n/a	n/a
Total			228

Scoring Comparison



Cameron School

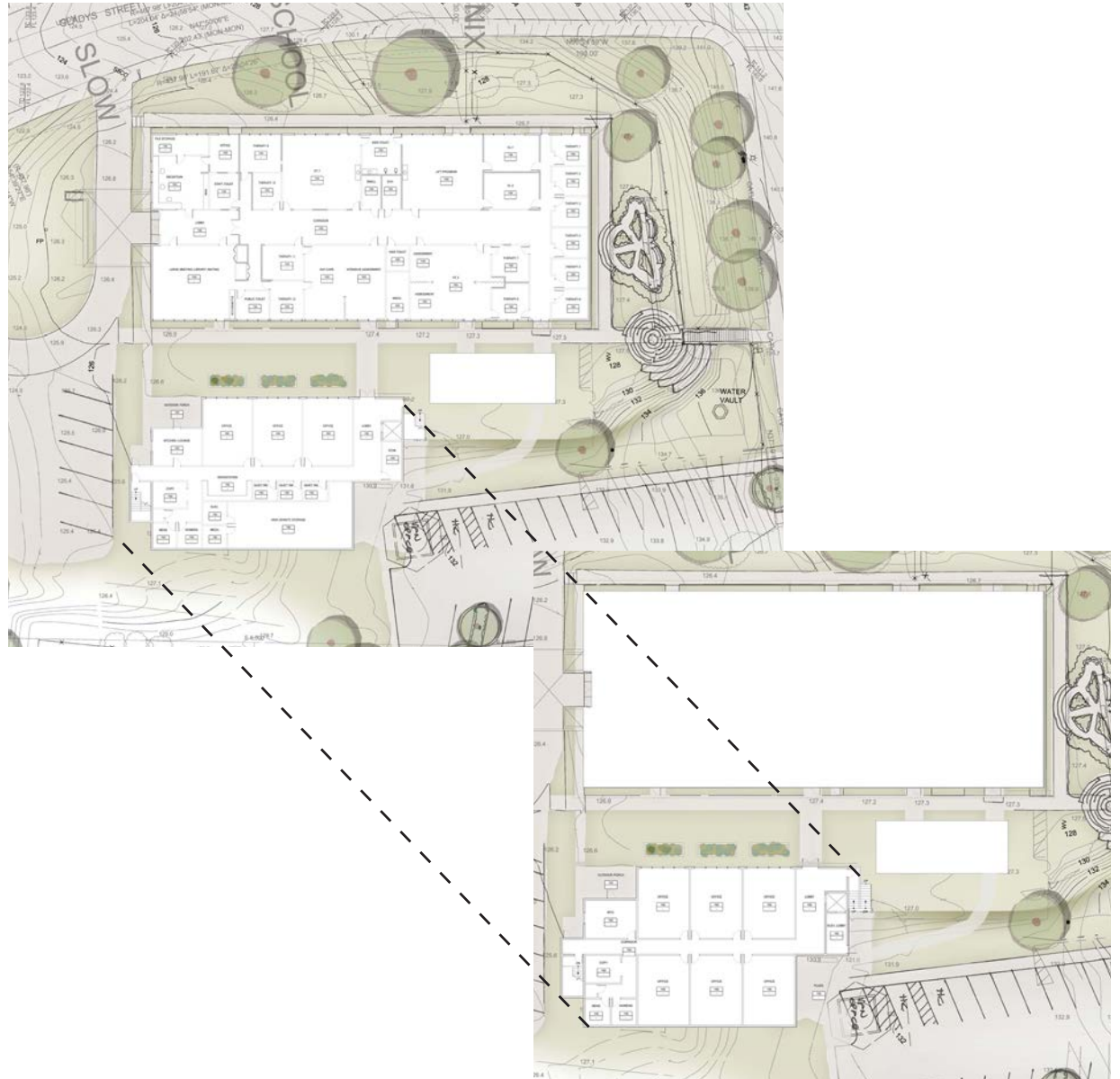
Long Term Plan

Cameron was identified as needing more study before determining a final approach for this program. The original Master Plan recommendation for this program was to relocate the program to another District property where more land area is available. This recommendation was not accepted and was pulled to be explored further. A Master Plan, created by others, has been completed for a modernization of the existing building and the addition of a new two story building, if the program was to remain on the current location. If this is the preferred approach, then these plans will need to be revised to match the new District Educational Specifications and Material/Product Standards.

Critical Needs Phase 1

The Master Plan allocated one million dollars for critical needs for the Cameron program. Further exploration of the scope for this allocation is needed.

Vision Plan



Section 8 | School Reports

Serra Adult School

GENERAL INFORMATION

District Wide Resource
Adult School

SITE SCORE SUMMARY

School	Address	Site Function	Site Condition	Site Score
Serra	6028 Ralston Avenue, Richmond, CA 94805-1202	32	23	27

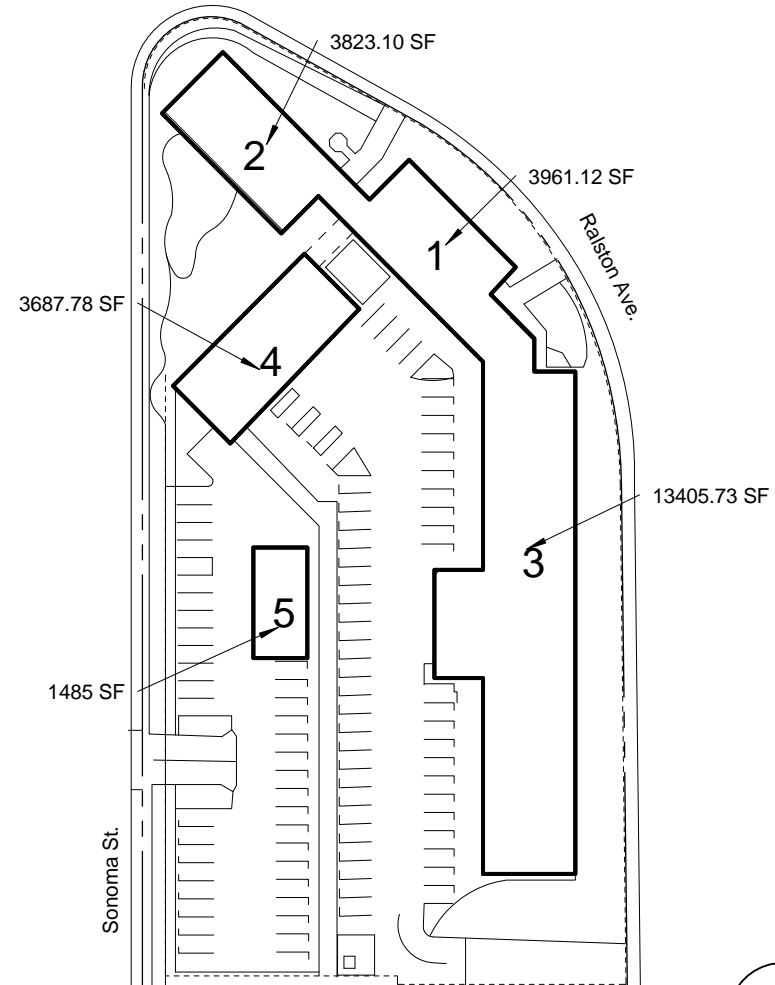
BUILDING SCORE SUMMARY

Building Number	Use	Building Function	Building Condition	Building Score
1	Office	32	17	24
2	Multi-Purpose Room	49	38	43
3	Office, Classrooms	53	20	36
4	Classrooms, Computer lab	57	16	36
5	Computer lab	43	40	41
Building Campus Score		49	22	

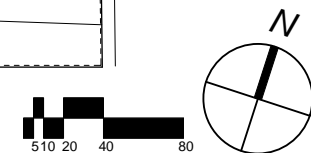
Total Combined Weighted Scores	41	22
--------------------------------	----	----

0-30 30-40 40-50

Existing Site Plan



LEGEND
 Existing Building
 Not Included in the Facilities Master Plan
 26,363 SF Bldg. Square Footage
 2.2 Site Acreage

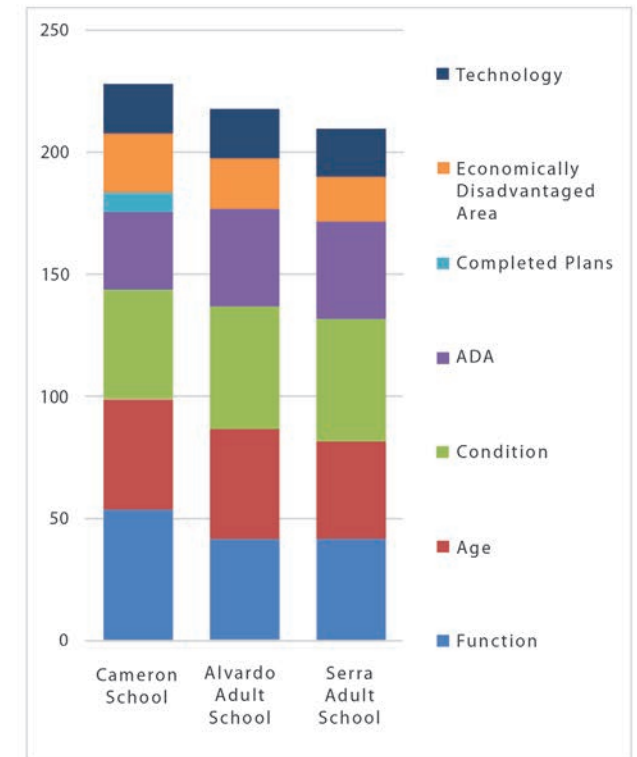


Serra Adult School

Prioritization Criteria Scoring

Criteria	Metric	Serra Base Data	Serra Weighted Score
Number of Years since Last Improvements	Bond & State dollars spent/student	n/a	n/a
Function Score	Darden/iep2 assessment score	40.86	42
Seismic Needs	Seismic Report Priority	n/a	
Age	Age of the main permanent building	1954	40
Condition Score	Darden/iep2 assessment score	22.43	50
ADA Score	Darden/iep2 assessment score	12.58	40
Completed Plans	Design stage of campus improvement plans	No Design	0
Economically Disadvantaged Area	Median household income (dollars)	\$67,606	18
Technology Infrastructure	Technology Department Ranking	1	20
State Funding	Eligible for a facilities state funding program	n/a	n/a
% of students who are low income, ESL or Foster	2015-16 WCCUSD LCAP Draft - Unduplicated Count	n/a	n/a
At or Nearing Capacity	Utilization without portables	n/a	n/a
Total			210

Scoring Comparison



Serra Adult School

Long Term Plan

Serra is a good candidate for modernization. The classrooms are good size but could use updating to meet today’s education requirements. These updates include finishes and systems, especially heating, air conditioning, technology and electrical can be addressed in a modernization. Additional site parking and access improvements should also be explored.

Critical Needs Phase 1

Serra Adult School is located at a school that was originally designed as an elementary school. This school is also built on a site with significant topographic changes which creates many access changes. The critical needs are designated to replace plumbing fixtures at the appropriate heights for adults, and correct high priority access needs.

Vision Plan

