MAY 2024

Stockton USD Facilities Masterplan:

Preliminary Summary

Acknowledgments

SUSD Contributors

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Cecilia Mendez - Area 1

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Alicia Rico - Area 3

Ray Zulueta - Area 4

Donald Donaire, Board Clerk - Area 5

Sofia Colón, Board Vice President - Area 6

Kennetha Stevens, Board President - Area 7

SUPERINTENDENT

Dr. Michelle Rodriguez

VISIONING SESSION

Refer to Page 26

STEERING COMMITTEE

Vickie Brum, SUSD Director of Facilities

Brian Biederman, SUSD Director - Educational Services

Joann Juarez, SUSD Interim Chief Business Official

Curtis Tod, SUSD Sr. Manager, Maintenance & Operations

David Varela, SUSD Facility Planner

Peter Parenti, Ed.D, VP TRiGroup, Inc.

DEPARTMENT/OTHER FACILITIES INTERVIEWS

Building Division - Christopher Benson

Career Tech Education and STEM - Nathan Haley

Chief Business Official - Joann Juarez

Child Nutrition/Food Services - Thomas Arganda

Communications and Marketing - Melinda Meza

Curriculum & Inst./PD - Youlin Aissa

Early Childhood Education - Suzanne Devitt and Debra Keller

Ed Services - Kasey Klappenback

Electrical/Audio Visual/Alarms - Richard Roche

Energy Education - Jermaine Reese

Environmental Compliance - Jose Hernandez

Facilities & Planning - David Varela

Facilities & Planning - Vickie Brum

Health Services - Dawna Paul

HVAC/Plumbing - Eric Gutierrez

Human Resources - Glendaly Gascot-Rios

Maintenance & Operations - Curtis Tod

Police for SUSD - Marcus Omlin

Preschool Assessment & Autism Center - Jose Avila

School Based Mental Health Services - Karen Coleman

Special Education/SELPA - Stephanie Reeves

State & Federal - Tiffany Ashworth

Student Services - Maryann Santella

Technology and Innovation - Paoze Lee

Transportation Dept. - Katie Baggese

SCHOOL INTERVIEWS

Adams Elementary
- Sharon Womble, Principal

August Elementary
- Robyn Cappalla, Principal,
- Edra Romero, Admin Secretary

Bush Elementary
- Toni Reed, Principal

Cesar Chavez High School
- Cynthia Cardenas-Sanchez, Principal

Cleveland Elementary
- Heidi Mohammadkhan, Principal

Edison High School
- Justin Gann, Principal

El Dorado Elementary
- Monica Gayle, Principal

Elmwood Elementary
- Dara Dalmau, Principal

Fillmore Elementary
- Thongthip Duangsawat, Principal

Flora Arca Mata
- Patricia Billedo Mata, Principal
- Kyle De Rossi, Assistant Principal
- Christina Arinaga, Parent

Franklin High School
- Anna Lotti, Principal
- Diego Vera, Senior Plant Supervisor

Fremont Elementary
- Ivygail Henderson, Principal
- Jeff Matuska
- Anthony Gallardo

Grunsky Elementary
- Elizabeth Chavez, Principal
- Joseph Pasqual, Head Custodian

Hamilton Elementary
- Navdeep Sandhu, Principal

Harrison Elementary
- Christina Katen, Principal

Hazelton Elementary
- Gerri Leonardis, Principal

Health Careers Academy
- Aaron Mata, Principal

Henry Elementary
- Jessica Martinez, Principal

Hong Kingston Elementary
- Dominique Brown, Principal

Hoover Elementary
- Charlene Mah, Principal

Huerta Elementary
- Ariana Casillas, Principal
- Robert Semillo, Assistant Principal

Jane Frederick High
- Ryan Hesse, Principal

Kennedy Elementary
- Melissa Chin, Principal
- Lilia Aranda, Parent

King Elementary
- Connie Fabian, Principal

Kohl Open School
- Patrick Hambright, Principal

Madison Elementary
- Felicia Bailey-Carr, Principal
- Robert Nelson, Head Custodian
- Nancy Maring, Program Specialist

Marshall Elementary
- Raul Mata, Principal
- Ms. Garcia, Assistant Principal
- Titiana Woodards
- Parent, Deborah Iniguez

Mckinley Elementary
- Brandy De Alba, Principal

Merlo Institute of Environmental Technology
- Gary Phillips, Principal
- Hector Severiano, Head Custodian
- Alexis Villa, Parent and School Secretary

Monroe Elementary
- Victor Zamora, Principal

Montezuma Elementary
- James Cowan, Principal

Nightingale Elementary
Myra Machuca, Principal
Pacific Law Academy
Joseph D. Martinez, Principal
Peyton Elementary
Carla Gonzales, Principal
Pittman Elementary
Emilio Junez, Principal
Primary Years Academy
Simone Martinez, Principal
Pulliam Elementary
Krystal Taylor, Principal
Rio Calaveras Elementary
Gina Hall, Principal
Roosevelt Elementary
Amy Ketner, Principal
San Joaquin Elementary
Valente Aguilar, Principal
School for Adults
Brian Wright, Principal
Spanos Elementary
Sondra Knudsen, Principal
Inez D'Arcy, Head Custodian
Jen Lozo, Teacher
Stagg High
Brett Toliver, Principal
Megan Torres
Kraig Jordan
Stockton Early College Academy
Ty Pafford, Principal
Stockton High
Tommy Mogan, Principal
Stockton Skills
John P. Wheeler, Principal
Taft Elementary
Jana Brooks, Principal
Loudes Gonzalez, Admin Assistant
Cheryl Rubinger, Parent / Program Specialist
Taylor Leadership Academy
Benjamin Yang, Principal
Van Buren Elementary
Isabel Arellano, Principal
Charlene Amarante, Assistant Principal
Amy, Admin Assistant
Victory Elementary
Jenny Silvestri, Principal
Walton Special Center
Thomas Whitesides, Principal
Washington Elementary School
Kathryn Byers, Principal
Weber Institute of Applied Sciences & Technology
Osman Zarif, Principal
Wilson Elementary
Juanita Valenzuela, Principal PAAC
Jose Avila, SpED Administrator

STUDENT ADVISORY COUNCIL

Refer to page 29

COMMUNITY OUTREACH (LCAP)

Patricia Ledesma-Flores
Joe Soria
Margie Moran
Aaron Chapman
Alisia Lopes
Susana Ramz
Kathleen Sherwood
Jose Castilo
Ashley Rodrigez
Jessica Griffin-Brown
Sofia Colon
Mana Clif

CONSULTANT TEAM

PERKINS EASTMAN

Kimberly Coffeen, Principal

Patrick Davis, Principal

Gavin D'souza, Project Manager

Heidi Kovalevsky, Planner

Hui Sheng, Planner

Ami Mehta, Planner

Clara Sanchez, Planner

AECOM

Kurt Engler, Principal

Julia Leacock, Associate Principal

Desirae Mauch, Deputy Project Manager

Amanda Price, Team Lead

Table of Contents

1.0 | Introduction

This Preliminary Summary is a progress update on the development of a comprehensive Facilities Master Plan (FMP) and Needs Assessment. With the approval of Measure C in November 2022, the District acknowledges the critical need to clearly define its total facilities requirements and establish a structured framework to prioritize projects. The FMP will guide strategic improvements across all District infrastructure and facilities. It's a common challenge that projected costs for facility enhancements can exceed available funds. By establishing criteria that consider various factors, the FMP aims to effectively prioritize projects, ensuring that the most critical needs are addressed first. This approach will facilitate responsible resource utilization and the incremental upgrade of facilities, aligning with the District's overarching educational goals.

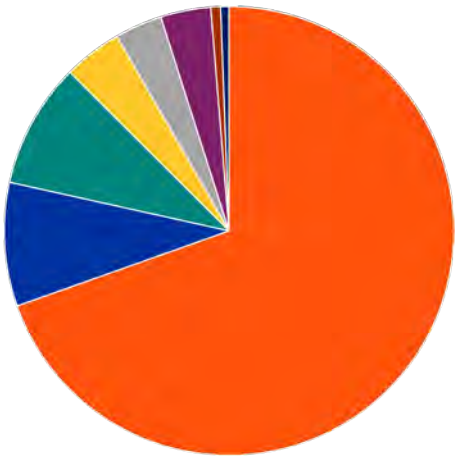
The Facilities Master Plan is a framework for addressing the needs of the District. - It outlines the long-term vision and goals for SUSD's infrastructure and provides a list of projects to pursue over the next 8-10 years. These projects serve a minimum of one of the three 3 goals listed following:

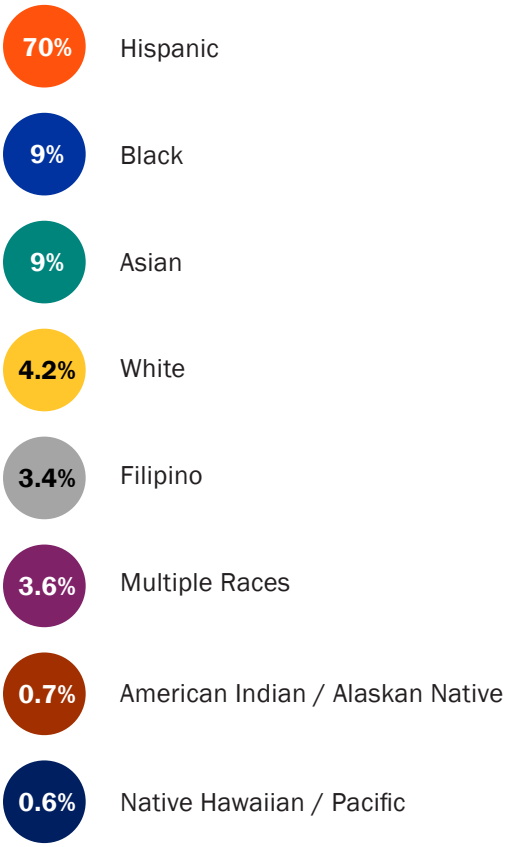
1. **To modernize and improve** buildings that have aged or become deficient. This could include updating buildings to align with the latest building code or accessibility requirements and updates to Heating, Ventilation and Air Conditioning systems to provide enhanced purification.
2. To ensure that the District's **capacity aligns with** the District's student **enrollment**, and that the facilities support the educational programs of the District.
3. To **optimize** the operations of the District in ways that **save money or time**. These kinds of improvements can help reduce operating expenses and help put more money into a District's general fund.

District Overview

SUSD is a diverse and dynamic school District located in Stockton, California. Serving a student population of over 33,000, it is the 17th largest in the state. SUSD's student population is culturally and linguistically diverse: 69.5% are Hispanic, 8.9% are African American/Black, 9.0% are Asian, 4.2% are White, 3.4% Filipino, 3.6% are Multiple Races, and 0.7% are American Indian/Alaskan Native, and 0.6% are Native Hawaiian/Other Pacific Islander. *(DataQuest, 2022-23 Enrollment by Ethnicity and Grade)*

Fig: 1. Demographics





The District encompasses a wide range of educational facilities, including K8 schools, high schools, and centers for alternative, and adult education. Committed to providing a comprehensive educational experience, SUSD emphasizes academic excellence alongside social and emotional learning. The District faces unique challenges due its strong commitment to innovative programs and multi-tiered support systems that must be tailored to diverse socioeconomic student needs.

Based on unduplicated pupil counts, 76.28% (26,568) are socio-economically disadvantaged, 24.94% (8,308) are English Learners, and 0.70% (234) are foster youth, placing them at risk for educational disparities.

With a focus on continuous improvement, SUSD continues to implement new strategies and technologies to enhance learning outcomes and prepare students for future success.

28/41 28 schools out of the 41 K8 schools average **67 years of age** (from their original construction date)

31/41 31 of the 41 K8 schools **are over 18-33 years** since their original construction data or last major modernization

10/12 10 or the 12 high/specialized schools average **68 years of age** (from their original construction date) and average 26 years since their last major modernization

Fig: 2. SUSD schools

56 SCHOOLS

- **41** K8 SCHOOLS
- **4** COMPREHENSIVE HIGH SCHOOLS
- **3** SMALL HIGH SCHOOLS
- **1** ALTERNATE HIGH SCHOOL
- **1** ALTERNATE ED
- **1** SPECIAL EDUCATION SCHOOL
- **5** DEPENDENT CHARTER SCHOOLS

37 Head Start classes, **53** state preschool classes, **3** First 5 preschool classes, **1** Adult School, **8** District Support Sites

76% Of enrolled students are socio-economically disadvantaged

25% Of enrolled students are English Learners

LCAP: The Local Control and Accountability Plan

The Local Control and Accountability Plan (LCAP) is a tool used by public school Districts in California to set goals, plan actions, and leverage resources to meet the needs of their students. The LCAP is not only a critical strategic planning document but also serves as a communication tool that Districts use to keep the community informed and engaged with the District's progress in enhancing educational outcomes. SUSD has developed their LCAP through an extensive stakeholder engagement process. The Facilities Master Plan intends to support SUSD's LCAP goals in fostering the following (4) goals through the proposed facilities upgrades:

Fig: 1. Goal 1: High quality instruction with Multi-Tiered Support

Fig: 1. Goal 3: Create a culture of community and family participation

Fig: 1. Goal 2: Equitable and healthy learning environments

Fig: 1. Goal 4: Increase student opportunities

“Our research suggests that modernized schools can make a marked difference in terms of educating our children, enhancing the lives of teachers and administrators, and better engaging with the surrounding communities.” In essence, “modernized schools look toward a better future for all.”

— Perkins Eastman

Learn more about this study here: Addressing a Multi-Billion Dollar Challenge

Mission

SUSD's District mission is to graduate every youth to be college, career, and community ready. SUSD is dedicated to providing high quality first instruction, and a rigorous curriculum supporting academic achievement, and social-emotional development supported by Multi Tiered Systems of Support (MTSS) . These combined activities will lift all youth out of circumstances of poverty and scarcity. Three focal targets guide the work within the District:

1: Every child by the end of third grade will read and comprehend at the proficient level.

2: Every child will have access to high quality rigorous first instruction and by the end of the 9th grade will demonstrate mastery of Algebra concepts and application.

3: Every child, by the end of 12th grade, will graduate and be college or career ready.

School Facility Funding

General Obligation Bonds

The General Obligation (G.O.) Bond Program is a critical financial resource for maintaining and modernizing the school community's physical environment. The District has received voter approved authorization for G.O. bonds totaling over $339 million in three bonds (2014, 2018, 2022). Bond expenditures are overseen by a Citizen's Bond Oversight Committee (CBOC).

Bond Measure E (2014) focused on technology devices, servers with minimal facility upgrades. Though Measure C (2018) is noted as $0 amount unissued, however the final $28 M issued in December of 2023 is currently being utilized for the design and construction of school facility projects.

Stockton USD GO Bond Election						
Election Date	**Amount**	**Measure**	**Type**	**% Yes**	**Pass/ Fail**	**Amount Unissued**
November 2014	$114,000,000	E	Prop 39	67.4%	Pass	$95,640,000
June 2018	$156,380,000	C	Prop 39	63.3%	Pass	$0
November 2022	$215,000,000	C	Prop 39	70.7%	Pass	$215,000,000

Measure E (2014)

"To increase student access to computers; maintain and upgrade educational technology; upgrade classroom security systems for increased student safety; upgrade technology servers, routers, switches and storage area networks; and significantly reduce borrowing costs, shall Stockton Unified School District issue $114,000,000 of short-term bonds with the interest rates at or below the legal limit, independent citizen oversight, and no money for administrator salaries, so long as all funds are spent locally and cannot be taken by the State"

Measure C (2018)

"To repair and improve our schools; upgrade fire alarms, repair leaky pipes and roofs and rehabilitate existing classrooms, shall $156.38 million of Stockton Unified School District's bonds, approved in 2008, be reauthorized as new bonds, with legal rates, an average tax levy of 4.9 cents per $100 of assessed valuation while bonds are outstanding (averaging $10.8 million per year), annual audits, independent taxpayer oversight and no increase in total authorized District debt or current tax rates"

Measure C (2022)

"To improve local schools with funds that cannot be taken by the State, shall Stockton Unified School District's measure to expand career/technical education training facilities including engineering, health care and information technology; repair roofs/plumbing; and improve student safety/ classroom security be adopted, authorizing $215 million of bonds with legal rates, projected levies averaging below 5¢/$100 of assessed valuation (averaging $14 million/year for 28 years), annual audits, independent oversight and no increase in current tax rates"

SUSD has proactively managed its facility upgrades in the following ways:

- Proposition 39 General Obligation Bonds were sold to raise revenues to improve the learning environment since the passage of Measure E in 2014.
- Bonds were then refinanced to save taxpayer money.
- Developer fees and Certificates of Participation (COPs) have been used to help finance the facility program.

Optimizing Local and State Funding

Since early 2000, SUSD has received State School Facility Program funding matches for new construction, modernization and Career Technical Education (CTE) projects totaling $207.8 million. The District also received funding from the Lease Purchase Program (1977-1998), with project applications beginning in the mid-1980's, with funding available through the 1990's.

California's School Facility Program serves as a vital funding source for School Districts. This program supports both new construction and facility modernizations on a shared cost basis. For new construction projects, funding is divided between the state and the local District with a 50/50 match. Modernization projects are subject to a cost-sharing arrangement. State coverage of modernizations 60% and the local District responsible for the remaining 40%.

General Obligation bonds enable Districts to access the state funding match, facilitating the realization of much-needed construction and modernization initiatives.

Facilities Timeline

The graphic illustrates the growth trajectory of SUSD. The timeline documents the sequence of buildings from 1904, to the newest addition, Flora Arca Mata Elementary School, circa 2020. The District experienced particularly notable expansions during the 1940s-70s, and again in the 1990s and 2000s. Each school listed also includes the year of any significant completed modernizations. SUSD has consistently secured voter support for several General Obligation (G.O.) bonds, and has leveraged state funding matches to further enhance its facilities, as detailed on page 13.

Fig: 3. SUSD Facilities Timeline

Indicates year(s) modernized, time line below indicates year constructed

1940 - 50's

Vine Street Theater(1904)
Administration Center (1915)
Channel Street Annex (1932)
School for Adults (1934)
Corporation Yard (1944)
Special Ed Office (1947) 93'
Edison HS - 00/12'
Roosevelt ES - 93'
Madison ES - 94'
Merlo Env Tech - 94'
Hazelton ES - 04'

Franklin HS - 98/12'
Harrison ES - 00'
Elmwood ES - 94'
August ES - 93/04'
Montezuma ES - 93'
McKinley ES - 01/04'
Van Buran ES - 91'
Victory Es - 14'
Washington ES - 04'
Cleveland ES - 91'
Hoover ES - 91'

Adams ES - 93'
Nightingale ES - 00'
Stockton Skills - 05'
Taft ES - 92'
Tyler Es - 91'
Fremont ES - 05'
Fillmore ES - 00'
Marshall ES - 03'
Taylor - 03'
SECA - 13'
Stagg HS - 04'

1960 - 70's

Monroe ES – 00'
Pullman ES – 10'
Hamilton ES – 05'
Kennedy ES – 00'
King ES – 12'
Walton Special Center
El Dorado ES – 10'
Grunsky ES – 11'
Weber Teck – 00'
Jan Frederick Cont.

1990-00's

Stockton HS
Purchasing at Corp Yard
Wilson ES
Rio Calaveras ES
San Joaquin ES
Huerta ES
Police Services
Bush ES
Kohl Open
Chavez ES
Henry ES
Hong Kingston/
Valenzuela ES
Pittman ES
Spanos ES
Peyton ES
Health Careers Academy
Pacifica Law Academy

2000's

Prior Local Bond Measures Expended

"G" 2000 - $80 M

"C" 2005 - $120 M

"Q" 2008 - $152 M

"E" 2012 - $156 M

2010's

2019 update to 2010 AR 3511 on energy and water conservation plan and completed solar projects at 32 sites offset 83% of SUSD's annual energy consumption

Measure C $0 M remaining

Measure E $75.29 M remaining

2020's

Flora Arca Mata ES 2024
Completion of a Facilities Master Plan and Condition Assessment

Measure C $215 M remaining

2.0 | Process

Timeline

Subsequent to project initiation (November 2023), in support of the Superintendent's 44 Priority Recommendations, the project team began the following activities laying the groundwork for the Facilities Master Plan (FMP). Our approach and process followed three phases as described below and on the page following.

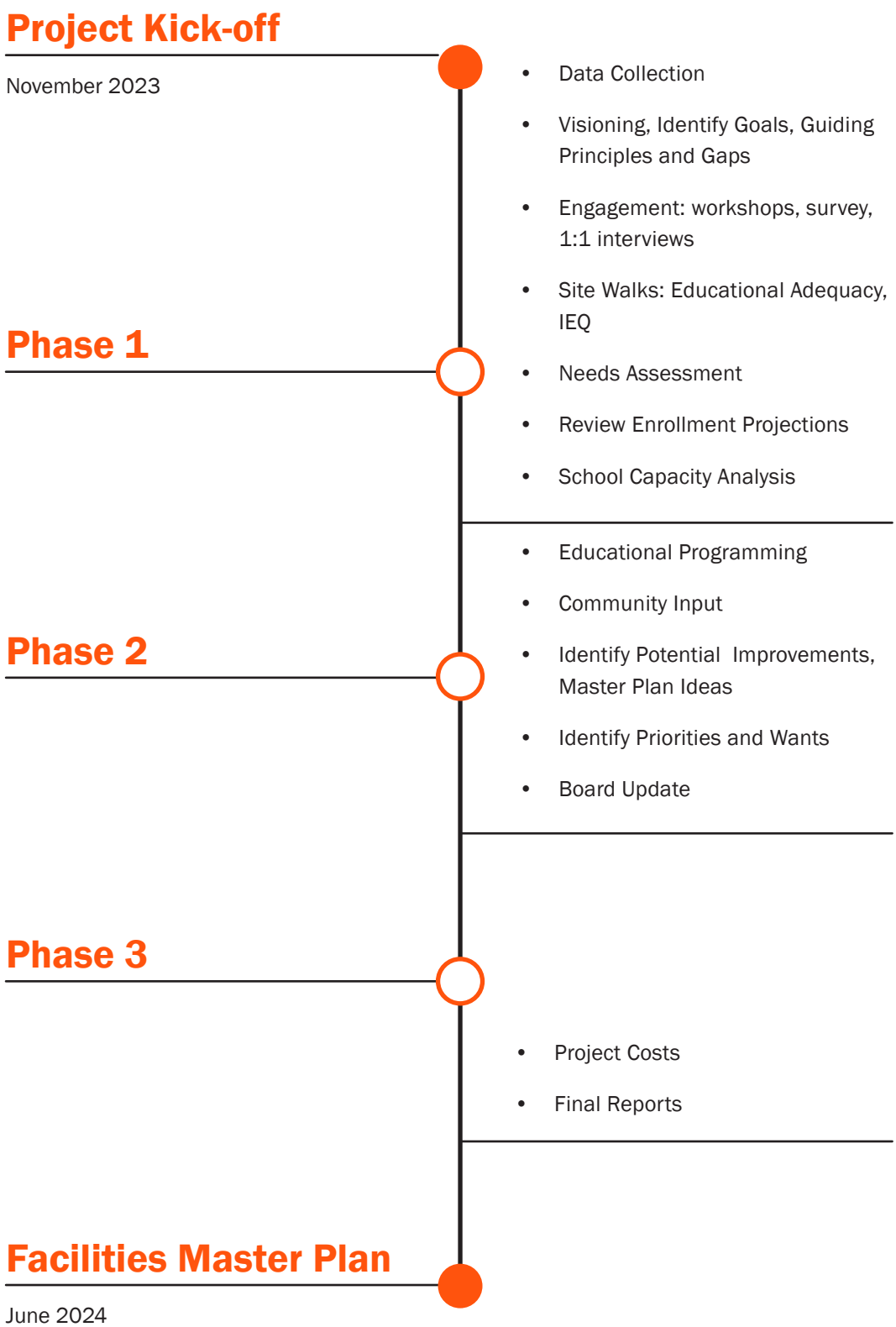
Phase 1: The team initiated visioning exercises to delineate goals, guiding principles and identify existing infrastructure gaps. Data collection and engagement activities comprised workshops, surveys, and one-on-one interviews with stakeholders. Site assessments were conducted to evaluate educational adequacy and indoor environmental quality (IEQ), in parallel with needs assessments and enrollment projections to gauge school demand and capacity.

Phase 2: The team gathered educational programming data and solicited community input. This phase aimed to gather a spectrum of perspectives to both target potential improvements and generate master plan concepts.

Phase 3: The team analyzed potential project costs and synthesized findings into comprehensive reports. These reports serve as resources to guide decision-making processes and formulate implementation strategies for the FMP.

Throughout the process, the project team facilitated weekly meetings with the District Steering Committee to synchronize all efforts.

Fig: 4. Phasing for Facilities Master Plan



Engagement

The project team conducted a series of stakeholder engagement sessions and interviews to gather diverse community perspectives. These sessions included a visioning session, engagement with the Student Advisory Council and LCAP Committee, and interviews with District department heads and school principals.

Fig: 5. Types of Engagement

Superintendent Listening Sessions

The Facilities Master Plan (FMP) continues the District's previous initiatives. Prior to project initiation, the Superintendent conducted 21 listening sessions, which yielded key insights from a facilities perspective. During these sessions successful modernization of the PYA campus was highlighted, alongside recognition of the dedication of hardworking custodial and maintenance staff.

Areas for improvement were identified, with a focus on expanding program offerings such as the auto program, dual language, visual and performing arts (VAPA), and ethnic studies. Additionally, there was a consensus on the importance of flooring and HVAC in addition to installing shade structures to enhance outdoor comfort and safety.


ATTENDANCE CHAMPIONS

Visioning Session

On December 11, 2023 the project team held an inclusive visioning session to discuss three questions:

a) What are the existing strengths in SUSD that we can build on?

b) What constraints do we need to consider?

c) This plan will be successful if it does ...?

- Existing strengths featured staff dedication, the close-knit community, the presence of diverse programs and resources, robust support services, and strong administrative support.
- Constraints identified included aging facilities, safety concerns, staff turnover, the diverse needs of students, resource allocation and funding constraints, cultural and environmental factors, community perception and engagement, as well as language and communication barriers.
- Potential measures of success included prioritization of health and safety, better ability to anticipate future needs, actively involving all stakeholders, inclusive feedback, technological accessibility, creation of supportive learning environments, resource accessibility, and fostering a safe and respectful environment.

"An existing strength are the dedicated staff that have been with the District for many years."

“An existing strength is that we have many strong programs we continue to build on.”

"A constraint to consider is that the school and classroom environment needs to feel safe and welcoming to all students."

"A constraint to consider is the staff numbers and support staff numbers in classrooms."

“This plan will be successful if it not only addresses todays needs but the plans for the future.”

"This plan will be successful if it creates safe and secure places for our students to get a great education."

"My favorite room is the biology classroom. The room is very open and organized."

“My favorite space/room on campus is the game room because it’s a place to just chill and hang out. The soccer field is also a good place to hang out and play.”

“My least favorite rooms are the portable buildings because they are old, not clean, and the HVAC system is always breaking.”

"My least favorite rooms are the classrooms that have no Wi-Fi, are dark, empty, and look very outdated."

“I would add a new gym, modernized classrooms, a modernized science building, another parking lot, and new bleachers and lockers.”

"I would improve the seating area near field to enjoy lunch with shade, update classroom to look modernized."

Superintendent's Student Advisory Workshop

The project team facilitated a workshop with the Student Advisory at Stagg High School on February 21, 2024. 85 students representing all ten SUSD high schools gathered to discuss and answer three questions:

a) What is your favorite room/space on campus?

b) What is your least favorite room/space on campus?

c) If you could dream, what room/spaces or improvements would you like at your school?

Discussions surrounding favorite spaces on campus included themes of spaciousness, organization, amenities, and supportive environments. Classrooms were commended for fostering positive learning atmospheres and featuring specialty amenities. Students described common areas such as career centers and libraries as offering opportunities for relaxation and support.

- Discussions on least favorite spaces highlighted concerns regarding cleanliness, discomfort, outdated facilities, and inadequate amenities.
- Restrooms were criticized for their lack of cleanliness, while cafeterias were noted for their small size, overcrowding, and insufficient ventilation. Classrooms and buildings were deemed outdated and lacking in cleanliness and proper ventilation, while gym and locker rooms were criticized for unpleasant odors and stuffiness. Auditoriums and outdoor areas were mentioned as lacking in amenities or being outdated.
- Desired improvements included infrastructure upgrades, facility modernization, and enhancements to learning and recreational spaces. Classrooms, gymnasiums, outdoor spaces, restrooms, and auditoriums were listed as those most in need of upgrades.

LCAP Committee Workshop

The project team met with the LCAP Committee on March 5, 2024; once virtually in the morning, and again in-person in the evening at Cesar Chavez High School. Individuals were included from different campuses, and represented various roles (e.g. career counselors, parents and teachers). Participants gathered to learn about the goals of the FMP and provide feedback. Discussion centered around three questions:

a) The favorite thing about the campus I'm associated with is:

b) If I was to prioritize one improvement it would be:

c) This plan will not be successful if it does not:

- Discussions of favorite spaces underscored themes of openness and emphasized play areas such as outdoor seating, sports facilities, playgrounds, and career centers. The Special Day Continuum program was highlighted as a favorite.
- Priority improvements included establishment of mental health spaces, enhancing restroom visibility, ensuring privacy in counseling centers, facility modifications, focusing on career center enhancements, upgrading playgrounds, establishing cafeterias, improving pickup/drop-off procedures, and expanding the Family Resource Center.
- Goals for success emphasized fostering student pride, prioritizing mental health initiatives, cultivating community partnerships, enhancing inclusive communication, securing adequate funding, focusing on long-term sustainability, and addressing transportation challenges.

"I love the special day class program we have. It is a continuum to 8th grade with trained teachers. Students who already have problems transitioning do not have to switch school sites and can actually feel like a part of their school community."

“My favorite part of campus is the playground- the buildings are all portables so the playground is the only area where the students feel free.”

"If I was to prioritize one improvement it would be play grounds. More green spaces to make outdoor areas feel more pretty and more usable."

"If I was to prioritize one improvement it would be drop off & pick up for sure."

“This plan will not be successful if is not future proof - anticipate the needs of today as well as down the road.”

“This plan will not be successful if does not have input from a diverse group of stakeholders. Especially, students.”

Fig: 1.

Department Interviews

The project team conducted interviews with the heads of various District departments between December 2023 and March 2024. Departments interviewed included:

- Early Childhood Education
- Human Resources
- Educational Services
- Curriculum
- Health Services
- Facilities & Planning
- Transportation
- Child Nutrition & Food Services
- Public Safety
- State & Federal Programs
- Maintenance and Operations
- Technology and Innovation
- Special Education
- Energy Education
- Mental Health & Behavior Support Services.

Interviews provided insights into the specific needs and priorities of each department.

Principal Interviews

The project team also conducted interviews with the principals from each school from January to March 2024. 56 principals were invited to meet with the team alongside school staff and/or parents versed in their site's needs. These interviews helped the team more fully understand the unique characteristics and aspirations of each school. The conversations comprised the following topics:

- Background information, detailing tenure and current enrollment, establishing the institutional context.
- Unique qualities and distinguishing features that define each educational environment.
- Underutilized spaces, program expansions, and funding considerations.
- Biggest concerns, requiring immediate attention and mitigation strategies.
- Health and safety focused priorities
- Program discussions, offering insights into optimizing spatial arrangements.
- Outdoor facilities and grounds conditions
- Community connections, ways each site interacts with parents and the broader community

Recurring themes cited during the interviews included: security issues such as low fencing and blind spots, safety issues e.g. deteriorating hardscape, and insecure student drop-off.

Programmatic issues discussed frequently included a lack of science and STEAM labs, absence of outdoor learning space and limitations placed on libraries in portables.

Survey

A survey testing the priorities for the FMP was offered to the community, students, parents, teachers and staff. The survey received 1,159 responses.

In addition to identifying the guiding principles for the Facility Master Plan, respondents identified their top priorities. These include creating safer schools, addressing the needs of students of all abilities, actively involving the community in the decision-making process, modernizing classrooms and equitable investments across campuses.

Fig: 6. Relationship of Respondents to the District

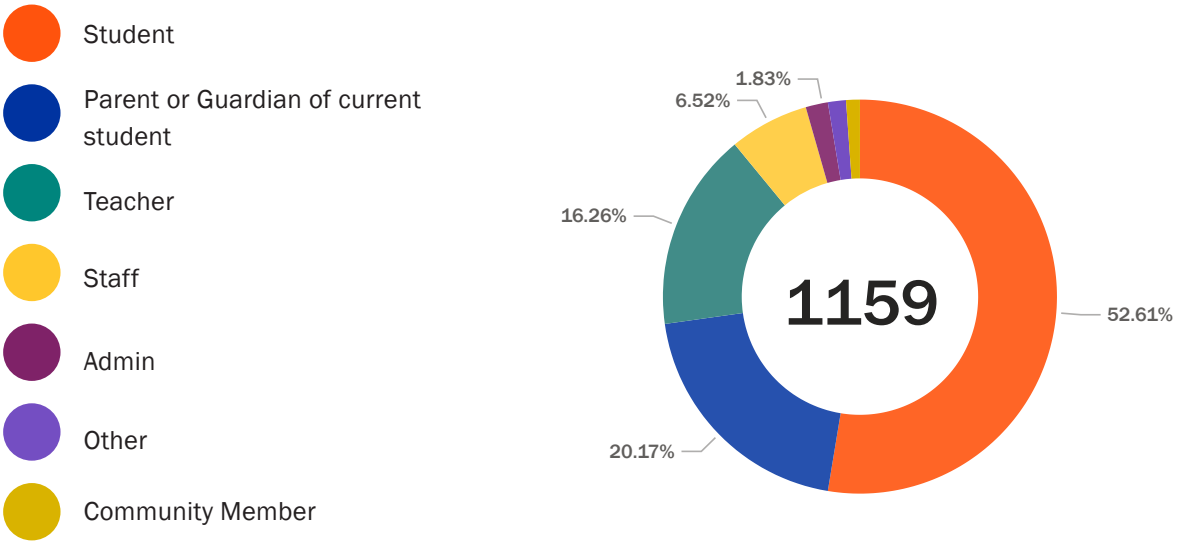
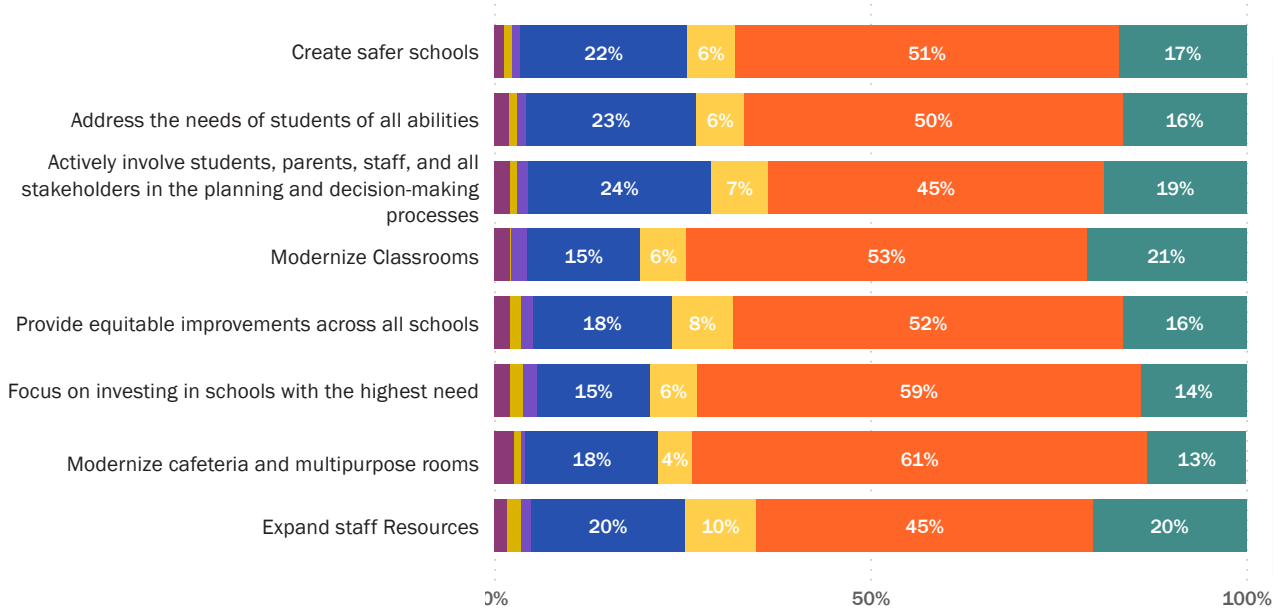


Fig: 7. Priorities of the District



Guiding Principles

Guiding principles have been adopted by District leadership and SUSD stakeholders. Principles lay the foundation for transparent, durable and objective decision making throughout the Facility Master Planning process. Principles help identify those strategies to be incorporated into the FMP, and will assist in prioritization during subsequent implementation phases.

Foster a positive school atmosphere, by creating safe and supportive spaces for students

Prioritize facility improvements to better support the health and well-being of staff and students

Provide spaces to support diverse student needs and prepare them for the real world

Expand successful programs and ensure equity in access

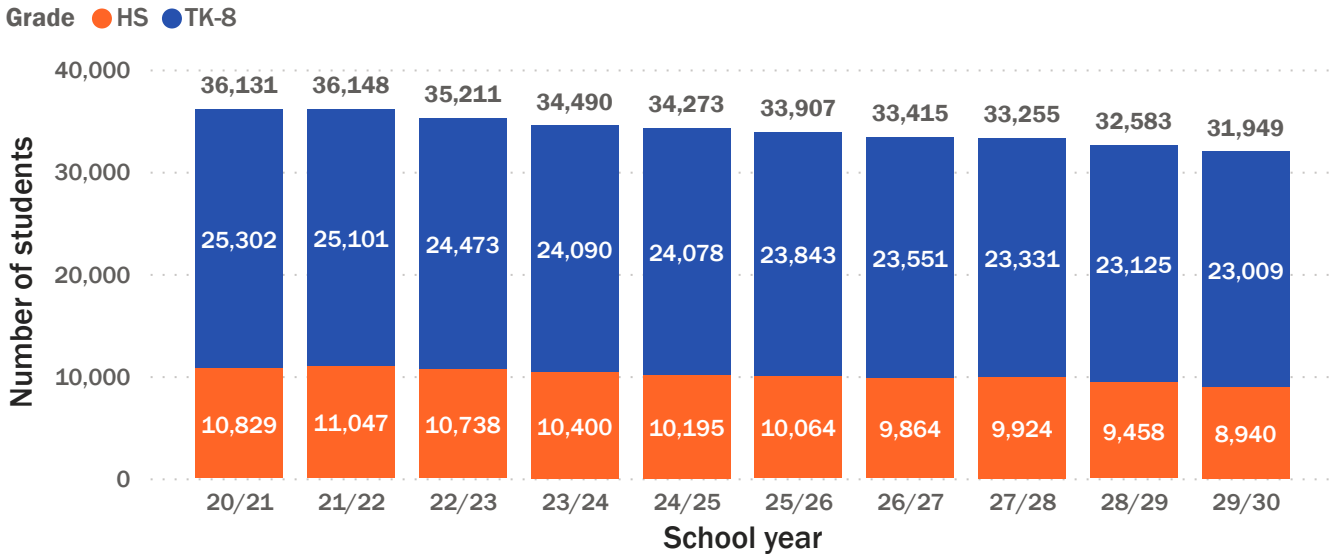
3.0 | Analysis

1 | Enrollment Projections
2 | Capacity and Utilization
3 | Portable Analysis
4 | EA Assessment
5 | Facility Condition Assessment

Enrollment Projections

Fundamental to planning for future facility needs is the clear comprehension of enrollment trends and projections.[1] Due to declining birth rates, increased school choice, and housing instability, student public school enrollment across the state of California has been on a downward trend over the last 5-10 years. A gradual loss of SUSD enrollment is expected to continue through school year 2029-2030 with a projected reduction of about 6.7% in the next 5 years. Notably, the rate of enrollment loss at SUSD is less severe than other school Districts across the state and in the region.

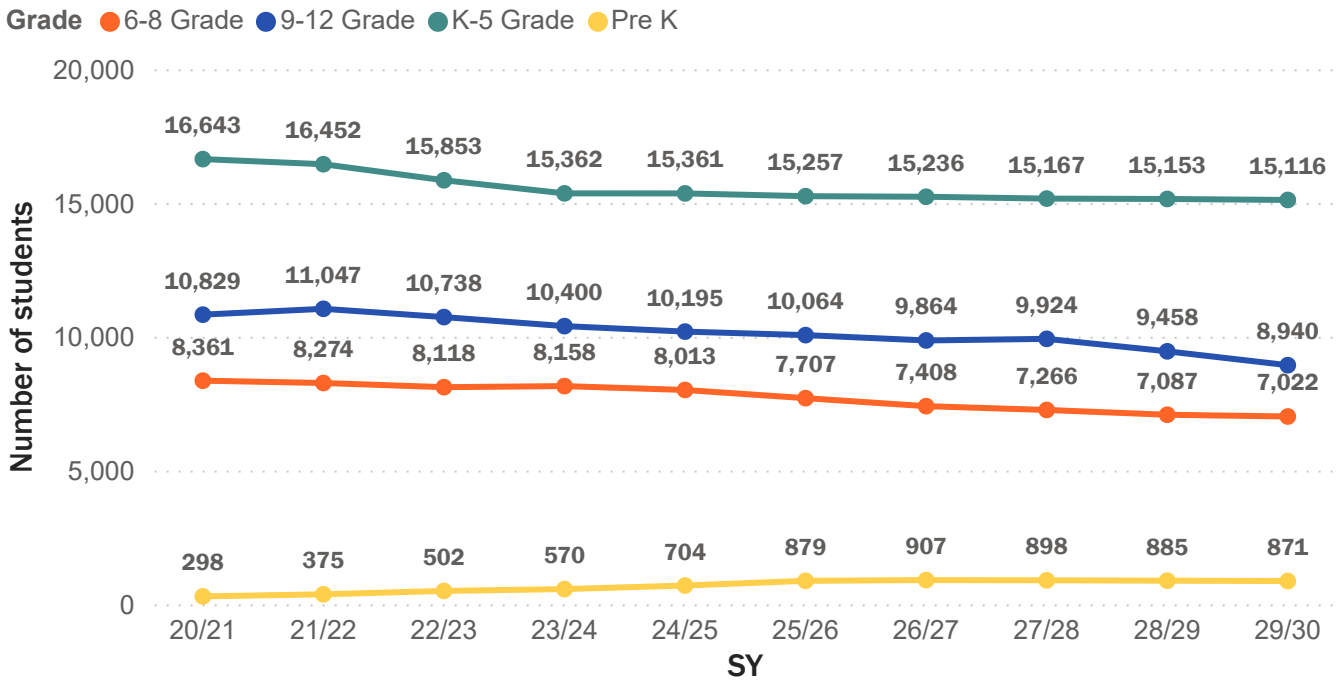
Fig: 8. Overall Enrollment Projections



[1] Enrollment projections are sourced from the District and are not part of the Perkins Eastman project scope.

An analysis of enrollment by grade range shows that the highest rate of decline is anticipated to occur at the high school level, dropping down to 8,940 high school students in school year 2029-2030 from 10,829 high school students in school year 2020-2021. Middle school grades also show year over year decline from 2020 through the projected years. Elementary grades show decline, but at a more gradual year over year reduction.

Fig: 9. Enrollment Projections By Grade



Capacity and Utilization

Enrollment trends offer insight into school campus **utilization** defined as the ratio of enrollment against the building's programmatic capacity. The **building capacity** is determined by identifying how many students can optimally fit in each of the classrooms across the campus.

Findings show that SUSD buildings are generally well utilized, with very few cases of underutilized facilities. At the District level, elementary schools are roughly 87% utilized and high schools are near 88% utilized in the base year. Because of the anticipated gradual enrollment decline, more seat availability at the high school level in the future years can be anticipated.

Loading standards for school capacity are based on state-recommended guidelines (see table following).

State standards are more conservative than those currently implemented by the District's Techer Agreement but are suggested for long-range planning. These standards serve as the most restrictive benchmarks, providing the greatest amount of flexibility for the District's future needs.

State Classroom Loading Standards	
Classroom	**Number of Students**
ECE - K	24
1st - 6th Grade	25
7th - 12th Grade	27
Special Education	12

Fig: 10. District Utilization SY23/24

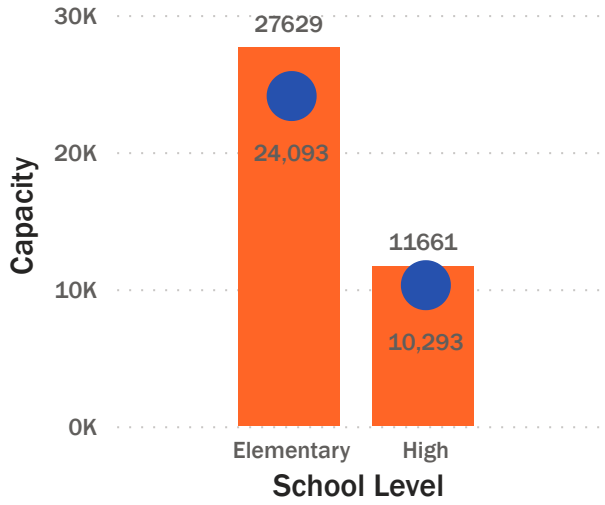
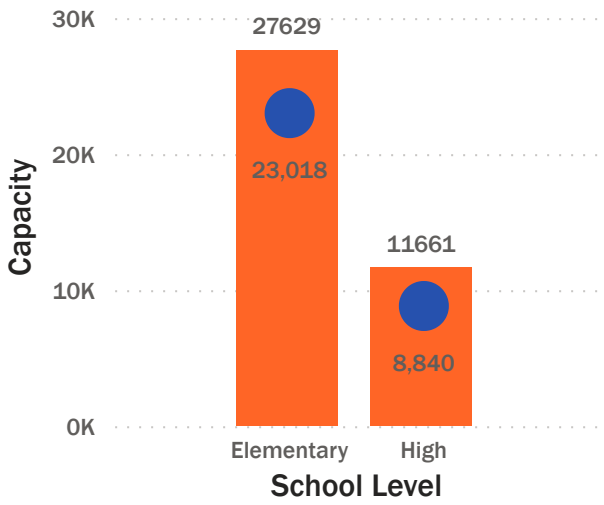


Fig: 11. District Utilization SY29/30



The following plots show school-level enrollment, building capacity, and building utilization by high school feeder system. As the plots show, most of the SUSD schools are well-utilized, with a few examples of underutilization and a handful of school experiencing overcrowding. There are plots for base year enrollment and for projected enrollment.

Capacity

Enrollment

Fig: 12. ES Utilization SY23/24

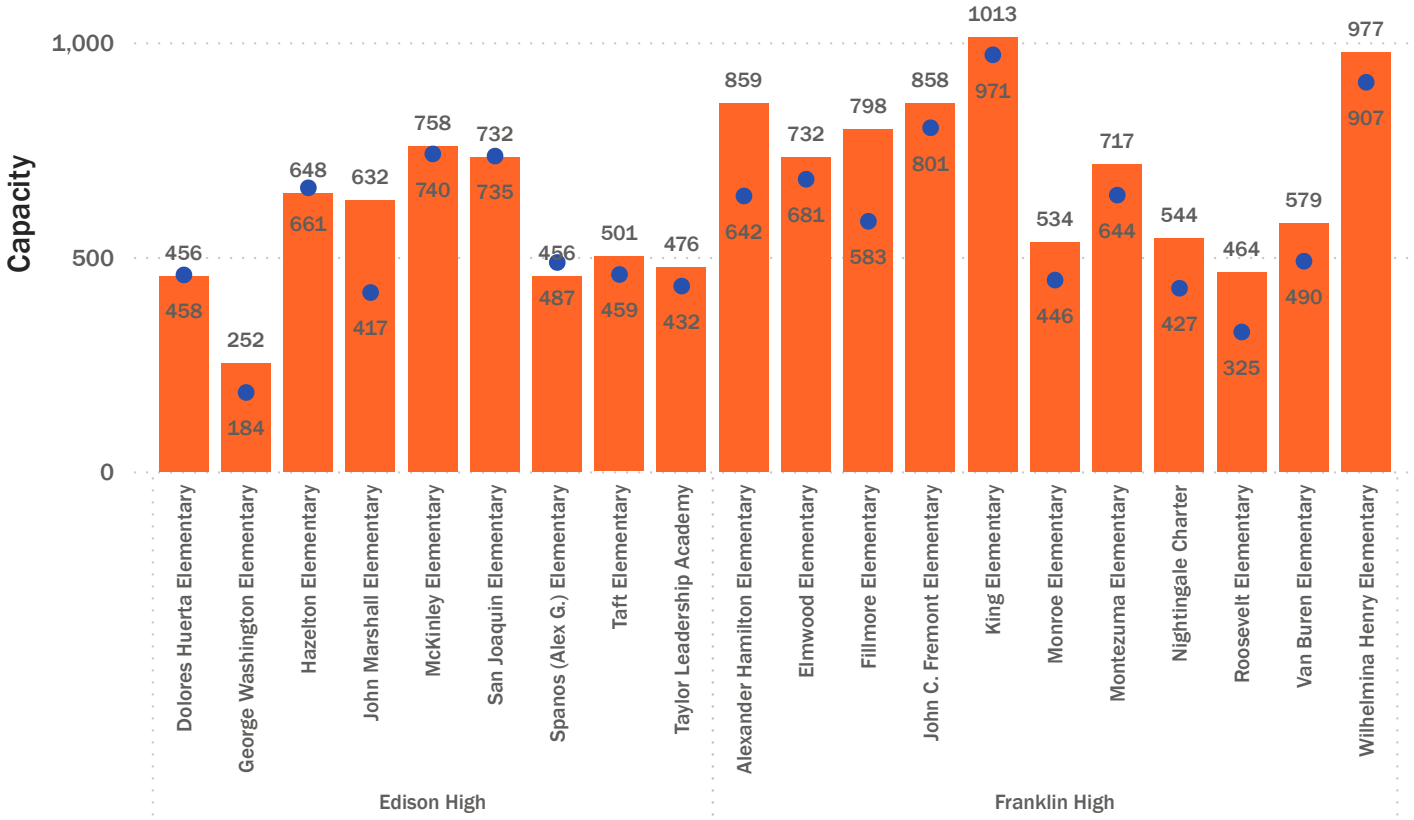


Fig: 13. ES Projected Utilization SY29/30

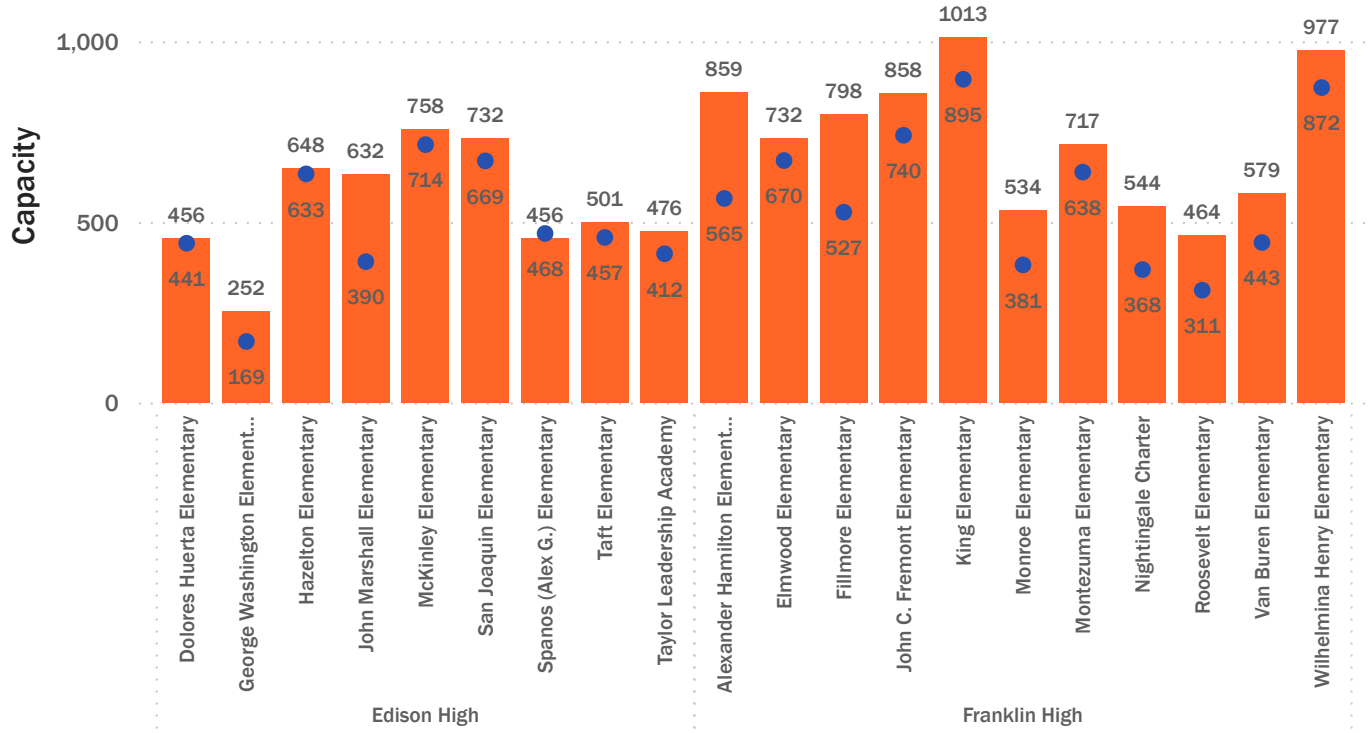


Fig: 14. ES Utilization SY23/24

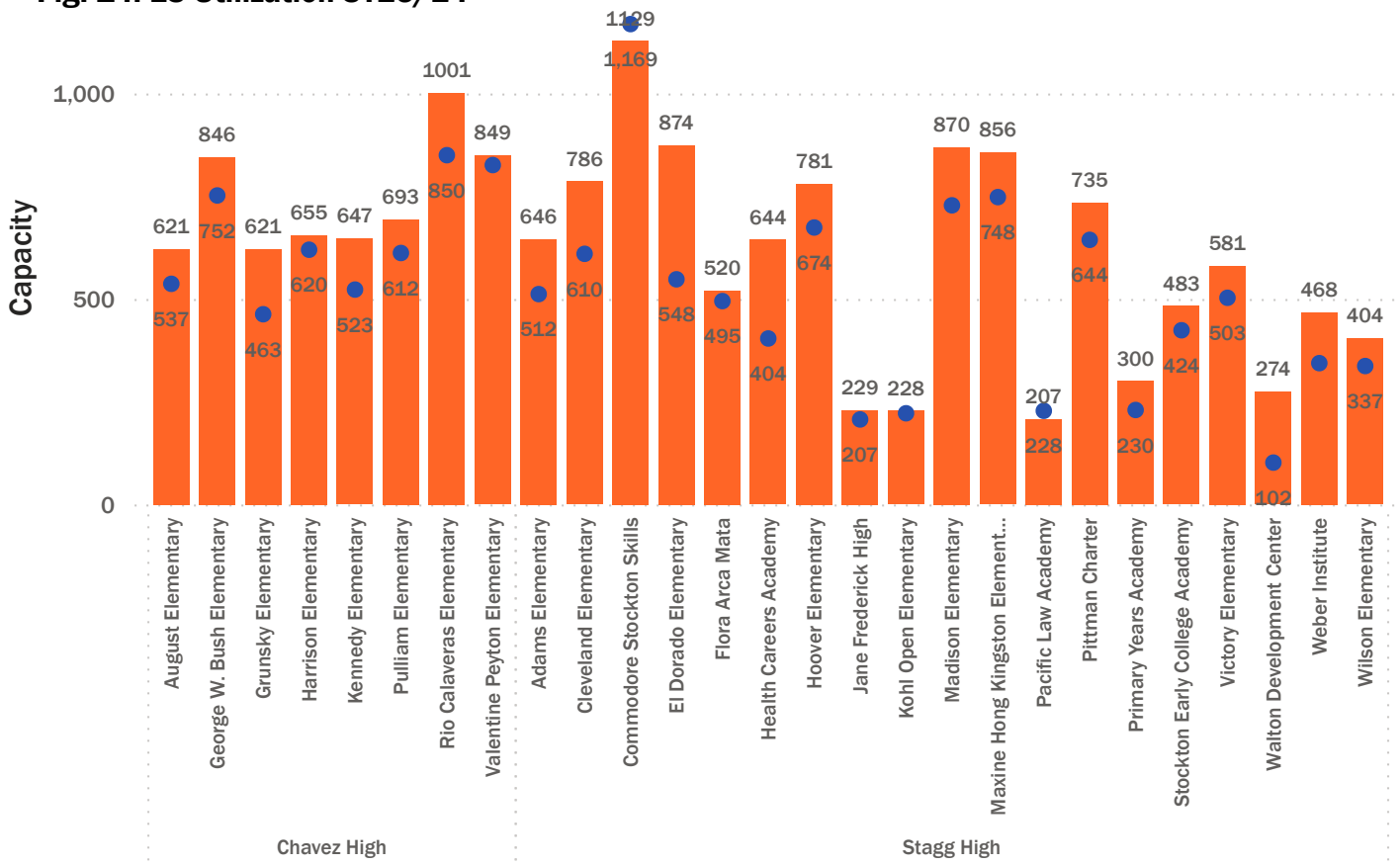


Fig: 15. ES Projected Utilization SY29/30

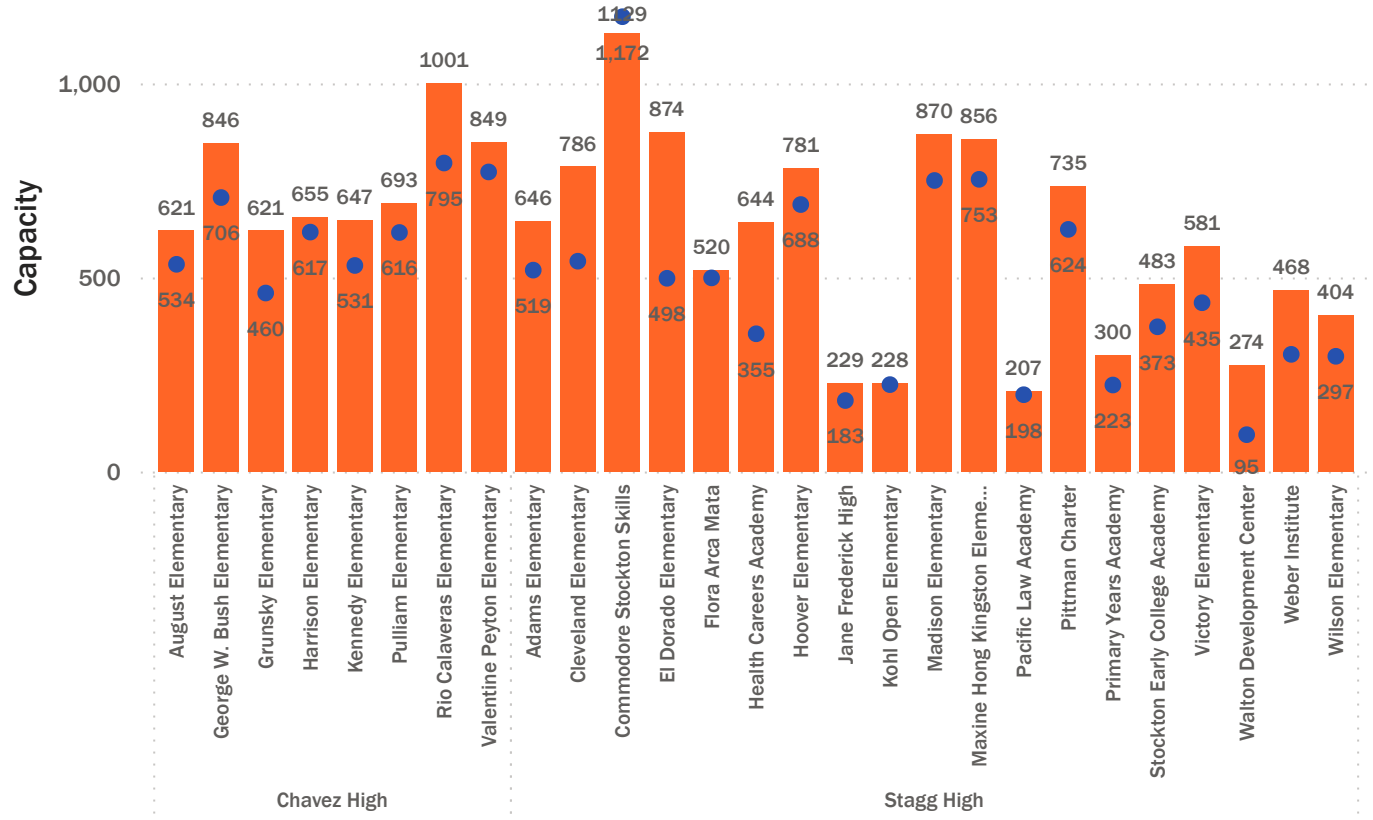


Fig: 16. HS Utilization SY23/24

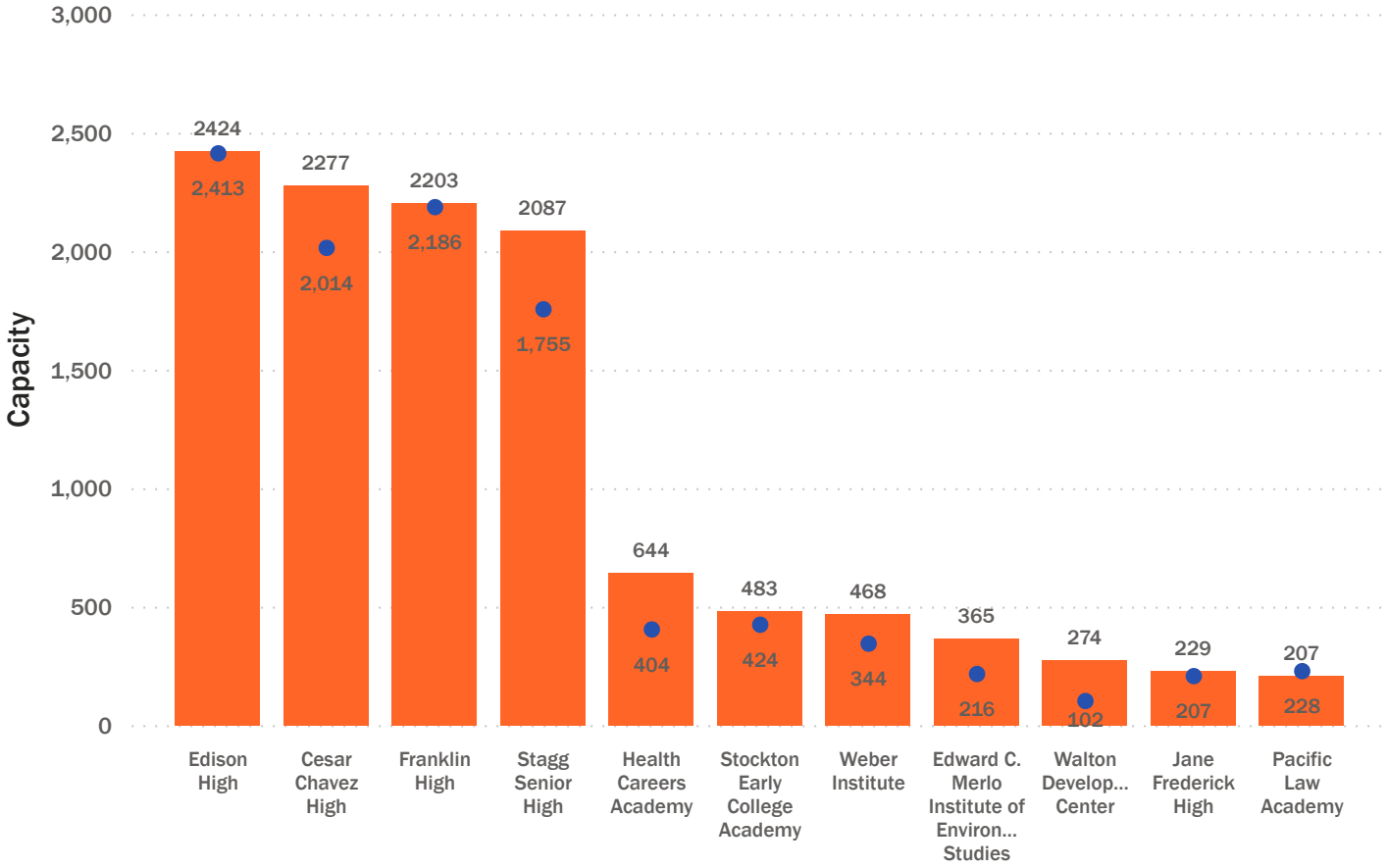
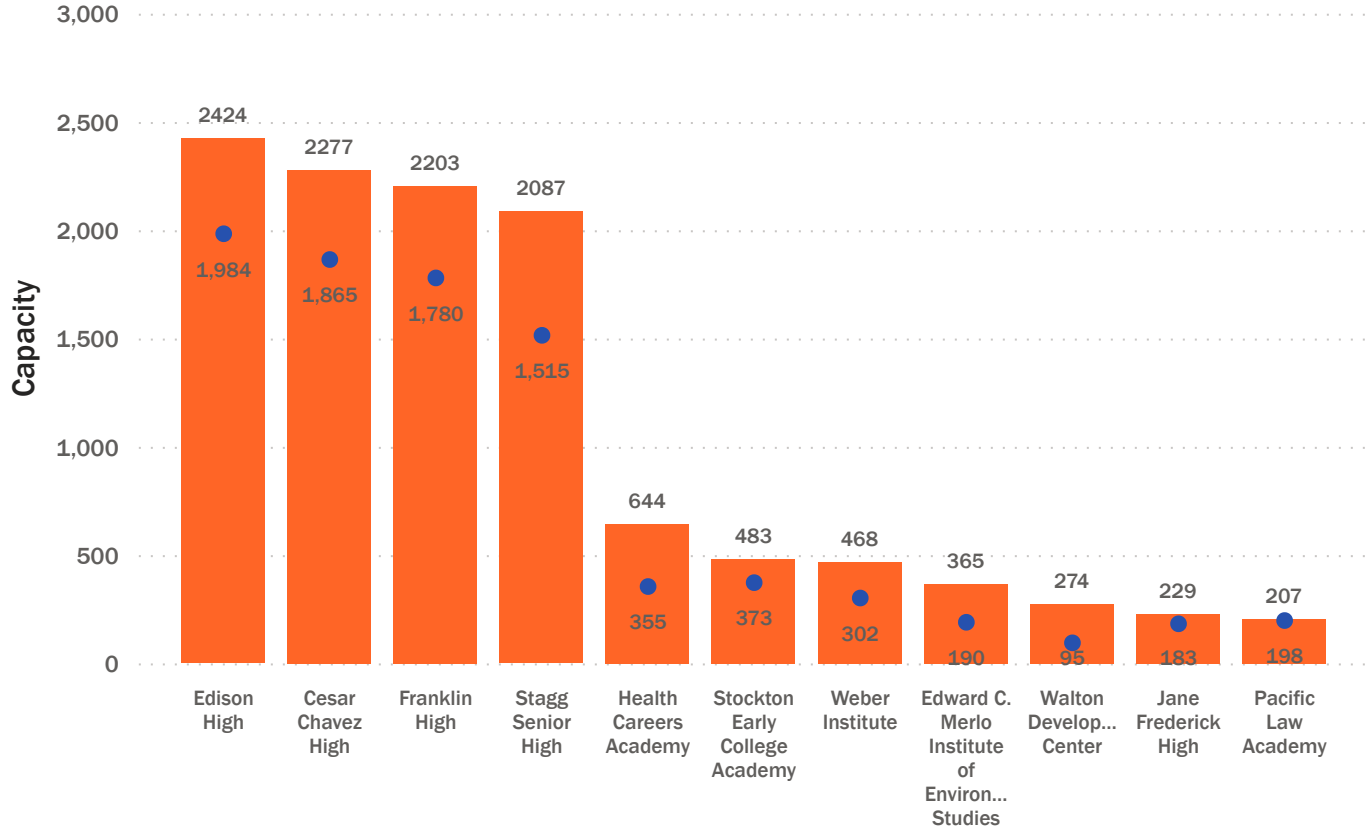


Fig: 17. HS Projected Utilization SY29/30



Portable Analysis

SUSD utilizes portable facilities to expand their schools. Portables are intended to be short- to medium-term solutions to provide additional capacity. While -portable provide additional space to expand program offerings, the construction is a much lower quality than permanent buildings.

Around 12% of the square footage in the SUSD portfolio are portable facilities. It is important to note that the majority of the portables in the SUSD are not used for classrooms;, almost 88% of the portables are used for non-teaching purposes such as libraries, after school programs, counselling, storage.

Fig: 18. % Of Portables (District Wide)

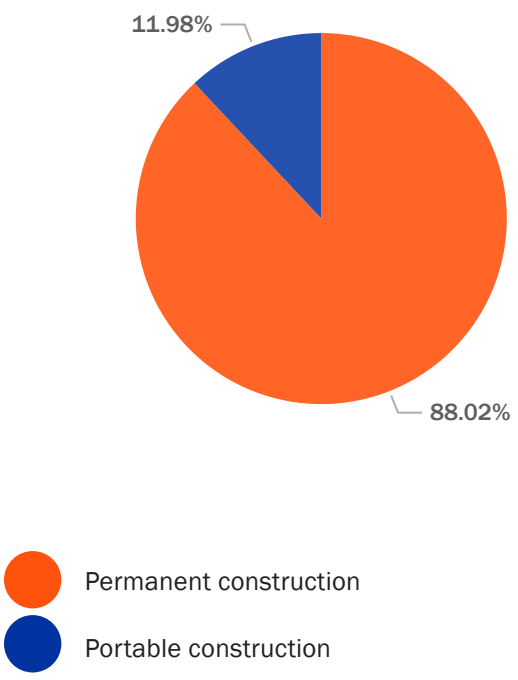
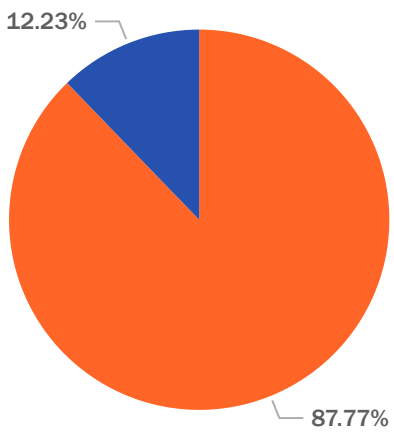


Fig: 19. % Portables Used as Teaching Spaces



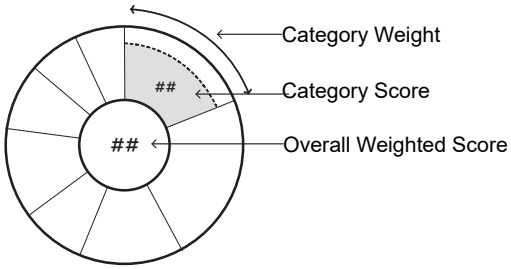
EA Assessment

Educational Adequacy (EA) assesses the ability of school design features and spaces (both interior and exterior) to effectively support learning and teaching. It serves as a comprehensive tool for identifying areas of improvement at both the District wide level and individual school level. The EA assessment comprises 234 questions, divided into eight categories. Scores for each category are aggregated, resulting in a cumulative score within the range of 0 to 100%. The eight categories are described below:

Instructional Space: Assesses classrooms, science labs, and art studios based on factors, such as room size and shape; furniture and fixture quality; presentation and display opportunities; windows and views; transparency/ connectivity to adjacent spaces; and the color, finishes, and infrastructure that contribute to learning ambiance.

Safety & Security: Assesses the school's safety and security measures, considering design elements like sight lines, transparency, program locations, and both "hard" and "soft" security features (e.g., door hardware and passive observation, respectively).

Presence: Evaluates how the building and grounds present themselves to the community, as well as the quality of the arrival experience for both students and visitors.



Legend

Assembly: Assesses the quality of assembly spaces, including auditoria and dining areas, considering space shape and size; furniture and fixture quality; and design elements that contribute to learning ambiance.

Extended Learning: Assesses extended learning spaces—informal indoor and outdoor spaces that supplement more formal spaces (i.e., classrooms or labs)—on the same factors used to assess instructional spaces.

Organization: Evaluates the general positioning of spaces within the school, including the main office, spaces for faculty collaboration, and spaces for various student activities.

Community: Assesses the facility design's ability to foster relationships and a sense of community within the school and the surrounding community.

Environmental Quality: Assesses environmental factors, including acoustics, daylighting, thermal comfort, and indoor air quality.

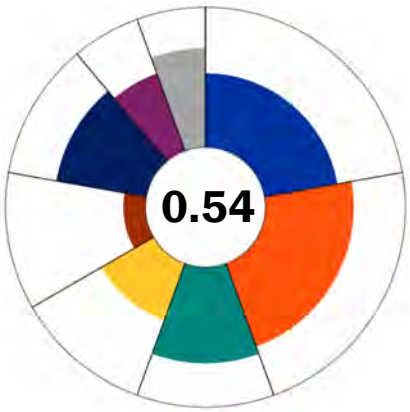


Fig: 20. High Schools

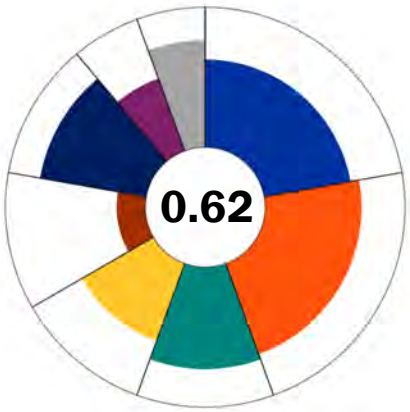


Fig: 21. K - 8 Schools

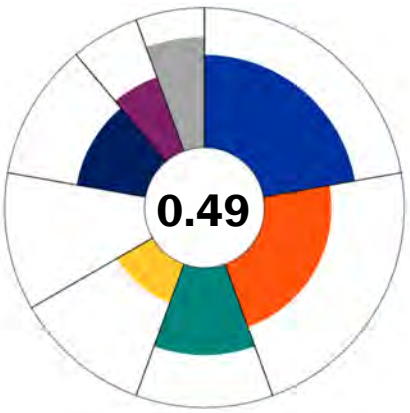


Fig: 22. Alternative Schools

Safety & Security
Presence
Organization
Extended Learning
Classroom
Assembly
Community
Environmental Quality

By analyzing the educational adequacy across all schools, one can see school-specific needs, but also District-wide trends. The box and whisker plot below shows the EA scores by category for all schools in SUSD. For each category, the box plots show us the high values, low values, and the middle range values which helps identify trends and if there are uniform issues. As the plot shows, the extended learning category is the lowest scoring category with 75% of the schools scoring below 30% in that category. Given that almost all schools scored poorly in the extended learning category, a holistic and District-wide strategy should be explored to expand informal learning opportunities across the SUSD campuses. Currently the District is in planning on placing new portable facilities using the extended learning opportunities grant (ELOP) at a 40 of the schools.

The classroom category scores are tightly clustered, which shows that the classrooms conditions are fairly consistent across the District. Most classroom scores fell between 50% and 70% with the median being 60%. This indicates that many of classrooms are meeting the basic needs of students, but likely need upgrades or modernization to meet 21st century standards.

The assembly spaces scores vary dramatically across the District. This category analyzes large-group spaces across each campus and the spread of the data shows the disparity between schools with some schools scoring very well and other scoring poorly. This disparity indicates that targeted investment in the lowest scoring schools may be required to improve the quality of the assembly spaces.

While there is always room for improvement and individual schools to focus on, the environmental quality, organization, presence, and safety and security scores were -scored higher on average. However, targeted projects in these categories will be identified to address school-specific needs with the lowest scores.

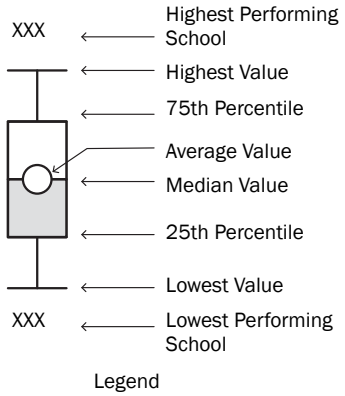
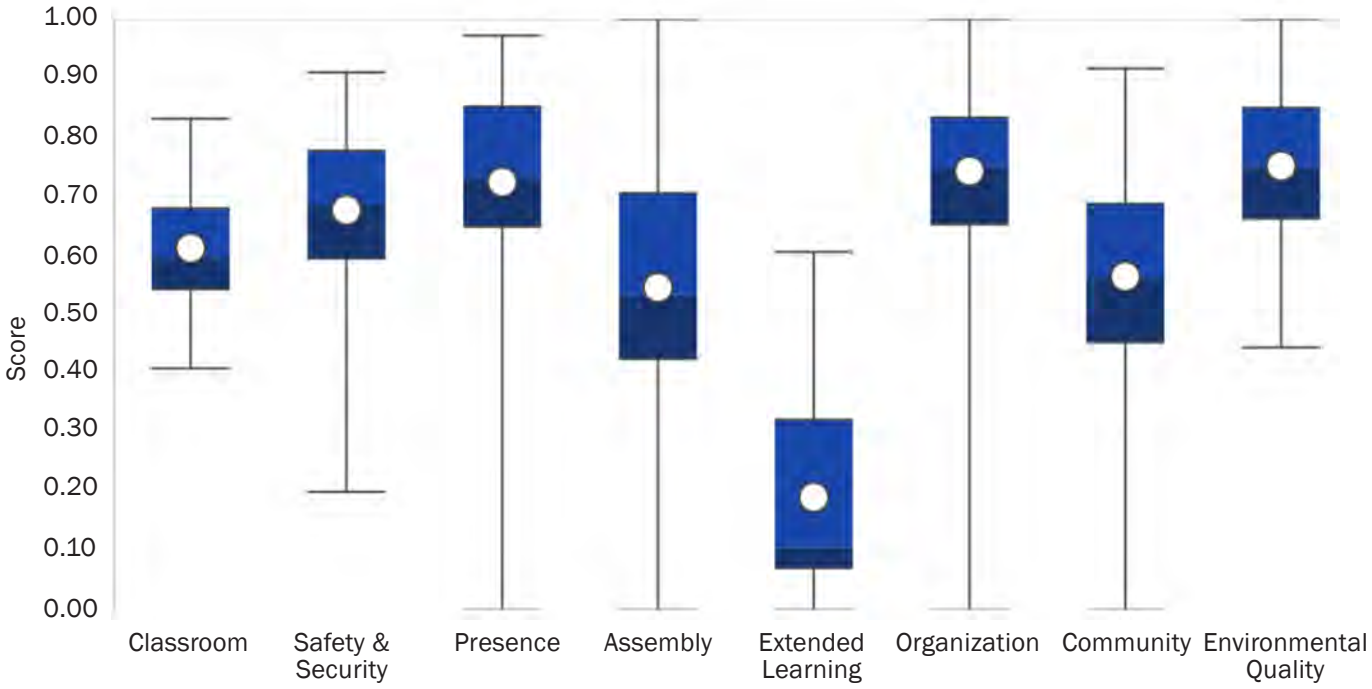


Fig: 23. Box and Whisker Plot EA Scores by Category



Below are the school level EA assessment scores, this is one of many metrics that will be used to define the quality of the facilities. Additional metrics that will be used in the final report is FCA, and percentage of unduplicated English learners, low-income students and foster youth.

School	Instructional Spaces	Safety & Security	Presence	Assembly	Extended Learning	Organization	Community	Environmental Quality	Total EA Score
Weight	1	1	0.5	0.5	0.5	0.5	0.25	0.25	
Adams Elementary	0.83	0.50	0.88	0.53	0.08	0.83	0.44	1.00	0.64
August Elementary	0.58	0.76	0.70	0.53	0.28	0.83	0.56	0.78	0.63
Bush Elementary	0.66	0.77	0.83	0.80	0.61	0.89	0.75	0.72	0.74
Cesar Chavez High	0.62	0.66	0.77	0.71	0.15	1.00	0.59	0.57	0.64
Cleveland Elementary	0.68	0.56	0.69	0.30	0.36	0.50	0.66	0.76	0.56
Edison High	0.51	0.67	0.94	0.69	0.08	0.72	0.75	0.66	0.61
El Dorado Elementary	0.57	0.54	0.76	0.65	0.00	0.58	0.64	0.54	0.53
Elmwood Elementary	0.44	0.62	0.52	0.53	0.11	0.39	0.41	0.54	0.46
Fillmore Elementary	0.55	0.64	0.65	0.75	0.08	0.61	0.44	0.64	0.56
Franklin High	0.62	0.67	0.83	0.59	0.59	0.92	0.88	0.70	0.70
Fremont Elementary	0.61	0.77	0.85	0.49	0.11	0.61	0.72	0.51	0.60
Grunsky Elementary	0.53	0.79	0.64	0.42	0.33	0.81	0.44	0.78	0.60
Hamilton Elementary	0.58	0.60	0.60	0.49	0.11	0.83	0.50	0.50	0.54
Harrison Elementary	0.52	0.59	0.73	0.53	0.26	0.83	0.69	0.44	0.57

School	Instructional Spaces	Safety & Security	Presence	Assembly	Extended Learning	Organization	Community	Environmental Quality	Total EA Score
Weight	1	1	0.5	0.5	0.5	0.5	0.25	0.25	
Hazelton Elementary	0.49	0.71	0.69	0.55	0.11	0.61	0.53	0.68	0.55
Health Careers Academy	0.57	0.61	0.69	0.72	0.31	0.00	0.63	0.75	0.53
Henry Elementary	0.68	0.69	0.76	0.53	0.56	0.83	0.67	0.96	0.69
Hong Kingston/Valenzuela Elementary	0.74	0.83	0.92	0.75	0.40	0.83	0.53	0.67	0.74
Hoover Elementary	0.63	0.67	0.82	0.53	0.00	0.75	0.25	0.83	0.58
Huerta Elementary	0.72	0.43	0.67	0.25	0.42	0.72	0.59	0.83	0.56
Jane Frederick Cont.	0.41	0.53	0.55	0.17	0.00	0.61	0.50	0.58	0.42
Kennedy Elementary	0.73	0.83	0.72	0.80	0.11	0.72	0.69	0.83	0.69
King Elementary	0.60	0.75	0.73	0.75	0.12	1.00	0.53	0.75	0.66
Kohl Open	0.69	0.88	0.92	0.75	0.50	0.92	0.47	1.00	0.77
Madison Elementary	0.62	0.71	0.85	0.60	0.11	0.81	0.69	0.58	0.63
Marshall Elementary	0.61	0.68	0.73	0.58	0.12	0.67	0.47	0.78	0.59
McKinley Elementary	0.52	0.56	0.79	0.53	0.11	0.53	0.72	0.72	0.54
Merlo Env Tech	0.56	0.76	0.66	0.48	0.09	0.64	0.63	0.78	0.58

School	Instructional Spaces	Safety & Security	Presence	Assembly	Extended Learning	Organization	Community	Environmental Quality	Total EA Score
Weight	1	1	0.5	0.5	0.5	0.5	0.25	0.25	
Monroe Elementary	0.59	0.81	0.84	0.75	0.14	0.83	0.41	0.71	0.66
Montezuma Elementary	0.68	0.81	0.76	0.53	0.24	0.72	0.44	1.00	0.66
Nightingale Elementary	0.54	0.57	0.54	0.43	0.00	0.72	0.25	0.68	0.49
Pacifica Law Academy	0.57	0.60	0.51	0.00	0.03	0.83	0.47	0.72	0.48
Peyton Elementary	0.71	0.77	0.86	1.00	0.38	1.00	0.66	0.87	0.77
Pittman Elementary	0.77	0.83	0.94	0.80	0.35	1.00	0.88	1.00	0.80
Pulliam Elementary	0.53	0.69	0.41	0.53	0.11	0.83	0.44	0.67	0.54
Rio Calaveras Elementary	0.65	0.53	0.50	0.63	0.18	0.75	0.00	0.92	0.59
Roosevelt Elementary	0.68	0.80	0.88	0.42	0.38	0.89	0.63	0.78	0.69
San Joaquin Elementary	0.65	0.70	0.88	0.68	0.27	1.00	0.78	0.78	0.70
School for Adults	0.76	0.76	0.68	0.58	0.00	0.83	0.59	1.00	0.66
SECA	0.56	0.56	0.82	0.33	0.15	1.00	0.50	0.75	0.57
Spanos Elementary	0.76	0.83	0.97	0.75	0.14	0.75	0.63	0.96	0.73
Preschool Autism Assesment Center	0.57	0.20	0.57	0.00	0.00	0.17	0.54	0.58	0.31

School	Instructional Spaces	Safety & Security	Presence	Assembly	Extended Learning	Organization	Community	Environmental Quality	Total EA Score
Weight	1	1	0.5	0.5	0.5	0.5	0.25	0.25	
Stagg High	0.47	0.62	0.85	0.66	0.06	0.72	0.63	0.48	0.56
Stockton High School	0.44	0.53	0.59	0.38	0.11	0.33	0.31	0.78	0.43
Stockton Skills	0.55	0.80	0.64	0.46	0.11	0.89	0.69	0.50	0.60
Taft Elementary	0.51	0.59	0.48	0.47	0.03	0.53	0.50	0.67	0.48
Taylor Elementary	0.64	0.68	0.67	0.58	0.00	0.72	0.34	0.67	0.57
Primary Years Academy Elementary	0.73	0.83	0.91	0.70	0.56	0.92	0.84	1.00	0.79
Van Buren Elementary	0.52	0.70	0.64	0.37	0.07	0.83	0.31	0.61	0.53
Victory Elementary	0.58	0.68	0.84	0.85	0.08	0.72	0.69	0.89	0.65
Walton Special Center	0.80	0.88	0.86	0.22	0.00	0.72	0.54	0.83	0.65
Washington Elementary	0.70	0.60	0.73	0.32	0.26	0.83	0.50	0.89	0.60
Weber Tech	0.53	0.75	0.66	0.38	0.52	0.75	0.92	0.78	0.64
Wilson Elementary	0.60	0.27	0.47	0.38	0.03	0.56	0.44	0.96	0.43
Flora Arca Mata	0.74	0.91	0.91	0.80	0.41	1.00	0.81	0.97	0.81

Poor Average Good

Facility Condition Assessment

Perkins Eastman's subcontractor, AECOM assessment teams conducted building assessments of each of the SUSD active facilities. The walk-through surveys were based on ASTM E2018-15, Standard Guide for Property Condition Assessments: Baseline Property Condition Assessment Process, which included qualified personnel (architects, engineers) conducting visual observations to obtain information on material building systems, components, and site attributes.

The holistic and comprehensive building assessments focused on the following components:

- Building Envelope: foundation, roofs, walls, window systems, exterior doors, civil/structural components
- Interior Systems: walls, doors, flooring, ceiling, hardware, architectural components
- Fire/Life Safety issues
- Heating, Ventilation and Air Conditioning
- Electrical and Electrical Distribution
- Plumbing Systems
- Fire Protection
- Elevator Systems
- ASTM 2018-15 ADA Assessment & Preliminary code analysis

After collecting existing deficiency information in the field, the AECOM assessment teams finalized deficiencies and summarized recommendations for repair/replacement actions. The AECOM assessors evaluated each facility to determine if there is sufficient physical evidence to warrant complete replacement of the system versus repairing only portions of the system. Factors considered in this decision include system age, expected design life of the system, remaining useful life of the system, and severity and degree of observed deficient conditions. If complete system replacement is not deemed warranted given the information at hand, the assessors further develop the initial recommendations to remedy the observed deficiencies. The results of the analysis were provided to cost estimators to prepare itemized cost estimates for the suggested remedy of the physical deficiencies that were observed. Cost estimates were then generated to correspond to an entire system replacement (where recommended) and/or to address the specific recommendations developed to remedy the deficiencies.

Sensible, bundled projects are developed from identified deficiencies with associated costs attached to provide a better understanding of the full costs of planned projects. Top priority projects are based on results of the initial baseline condition assessment and discussions with District stakeholders regarding priorities for facilities, as well as projects with the largest impact.

4.0 | Strategies

1 | Graduation Requirements
2 | Portables Replacement
3 | Extended Learning Environments
4 | Facility Parity

Graduation Requirements

The Stockton Unified School Board unanimously approved Board Policy CSBA Policy BP 6146.1 High School Graduation Requirements. This policy increases expectations and aligns high school graduation with the UC A-G requirements, ensuring that all students graduate college-, career-, and community-ready. Implementation of this policy begins with the Class of 2024, with adjustments made annually through the Class of 2029.

Currently, all four comprehensive high schools within the District lack a sufficient number of science labs and science rooms to enable students to meet these new graduation requirements. Additionally, there is a lack of standardization in these rooms across the schools, with significant variations in room sizes and amenities, and many rooms are less than 1,000 square feet; typical lab sizes for 32 students is 1,400 – 1,600 SF. A key recommendation of this master plan is to undertake modernization and new construction projects to increase the number of science rooms at high schools and ensure standardization of these spaces.

Stockton USD Space Requirements				
	Cesar Chavez HS	**Edison HS**	**Franklin HS**	**Stagg HS**
Science Lab/ Science Rooms Needed	13	13	12	10
Science Lab/ Science Rooms Available	6	9	8	8
Additional Rooms Required	7	4	4	2
Science Lab/Science Rooms Less than 1000 SF	0	1	1	2
Total Rooms Required	**7**	**5**	**5**	**4**

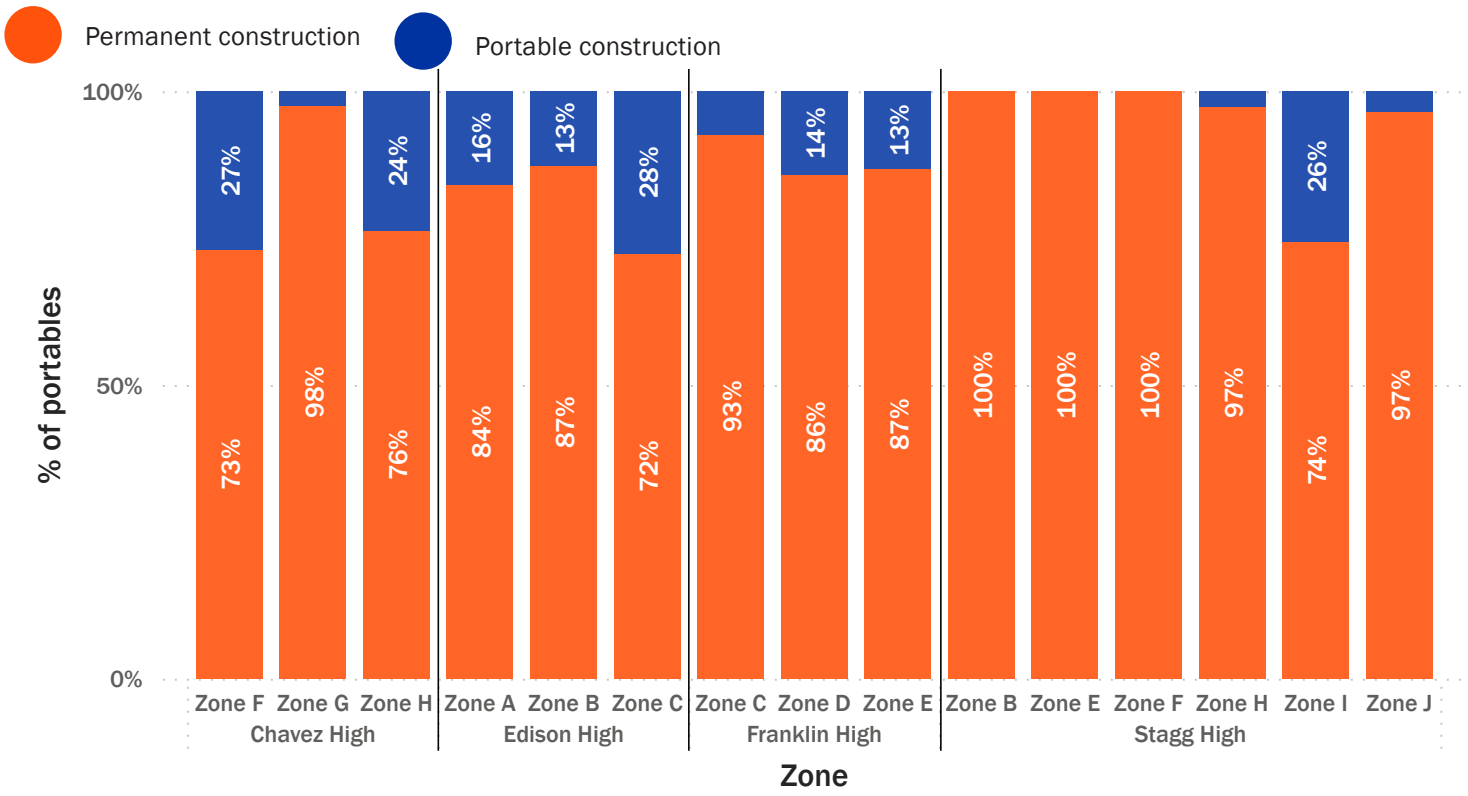
Loading standards

Science Lab – 30 students per room

Science room – 32 students per room

Portables Replacement

Fig: 24. % Of Portables by High School and Zone



Throughout the engagement process, stakeholders emphasized the desire to reduce the number of portables used as instructional spaces. While portables allow the District to quickly mobilize additional space to meet rapidly changing needs, they often outlive their original intent and become a permanent fixture on campuses. The team recommends a strategic reduction in the total inventory of portable classrooms by removing portables that are at or nearing the end of their life cycle.

Extended Learning Environment

As noted in the educational adequacy assessment on Page 25, the extended learning environment score district-wide is low, primarily due to the lack of outdoor classrooms with necessary infrastructure. To address this, there is currently an initiative to install shade structures at all school sites and ELOP facilities. By extending power to these areas and furnishing them with outdoor furniture, these spaces can be transformed into functional outdoor learning environments and informal gathering spots.

Facility Parity

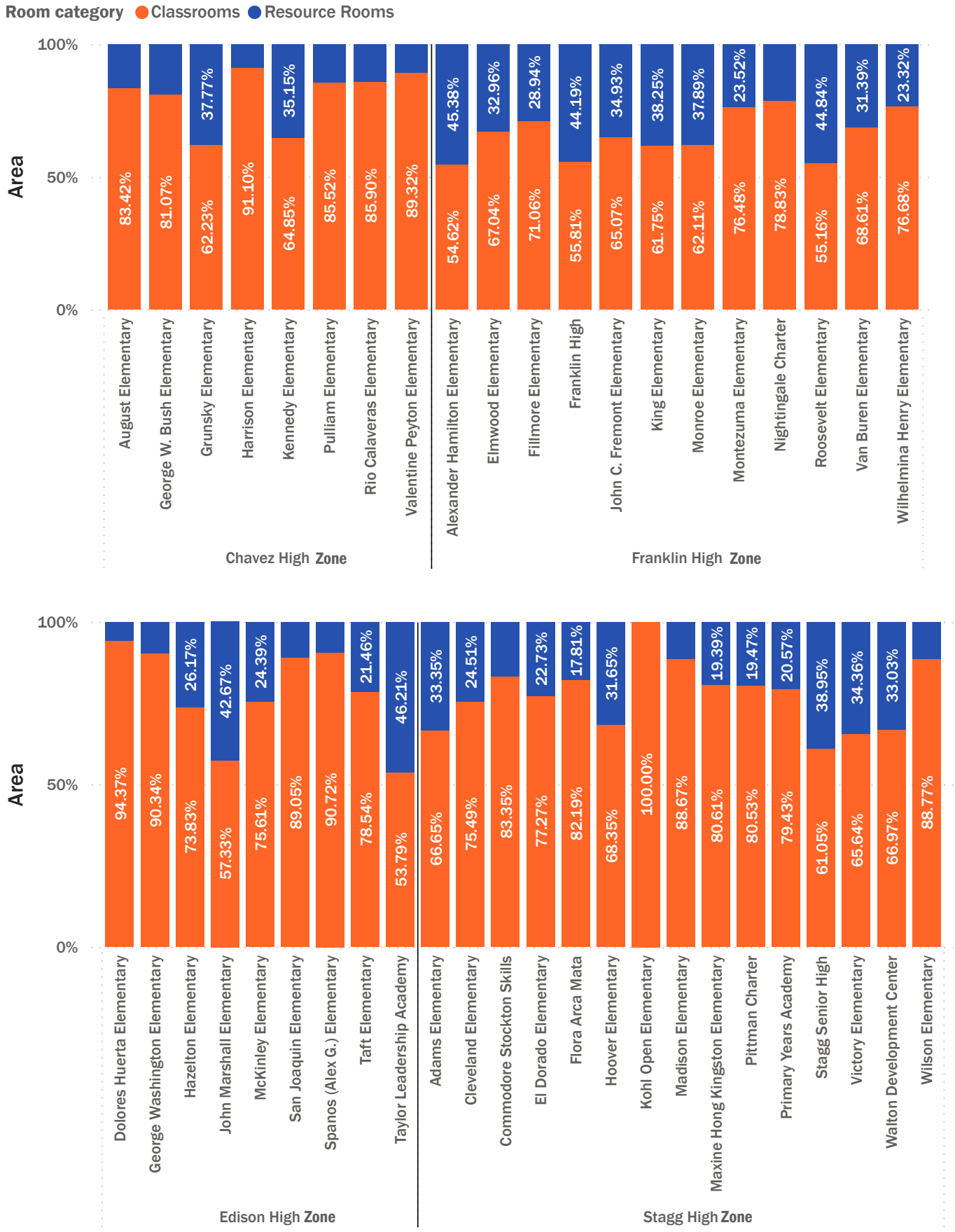
Space Use

The programmatic capacity and building utilization informs how each school is utilizing their campus, but don't always clearly identify how the campuses are being used. By analyzing the square footage by use and evaluating classroom use vs non-classroom use, we can identify if there are any schools that are oversaturated with one use over others.

For example, if a school is almost exclusively using their campus for traditional classroom instruction, we can hypothesize that they are lacking spaces for enrichment, wrap around supports, and administrative space. The plot below identifies what percent of each SUSD is utilizing their building by comparing classroom use vs non-classroom use.

This plot illustrates that there is general alignment across most schools, but there are several schools that have a higher number of classroom use and a handful of schools that have more non-classroom space use then others.

Fig: 25. Area by High School and Room Category



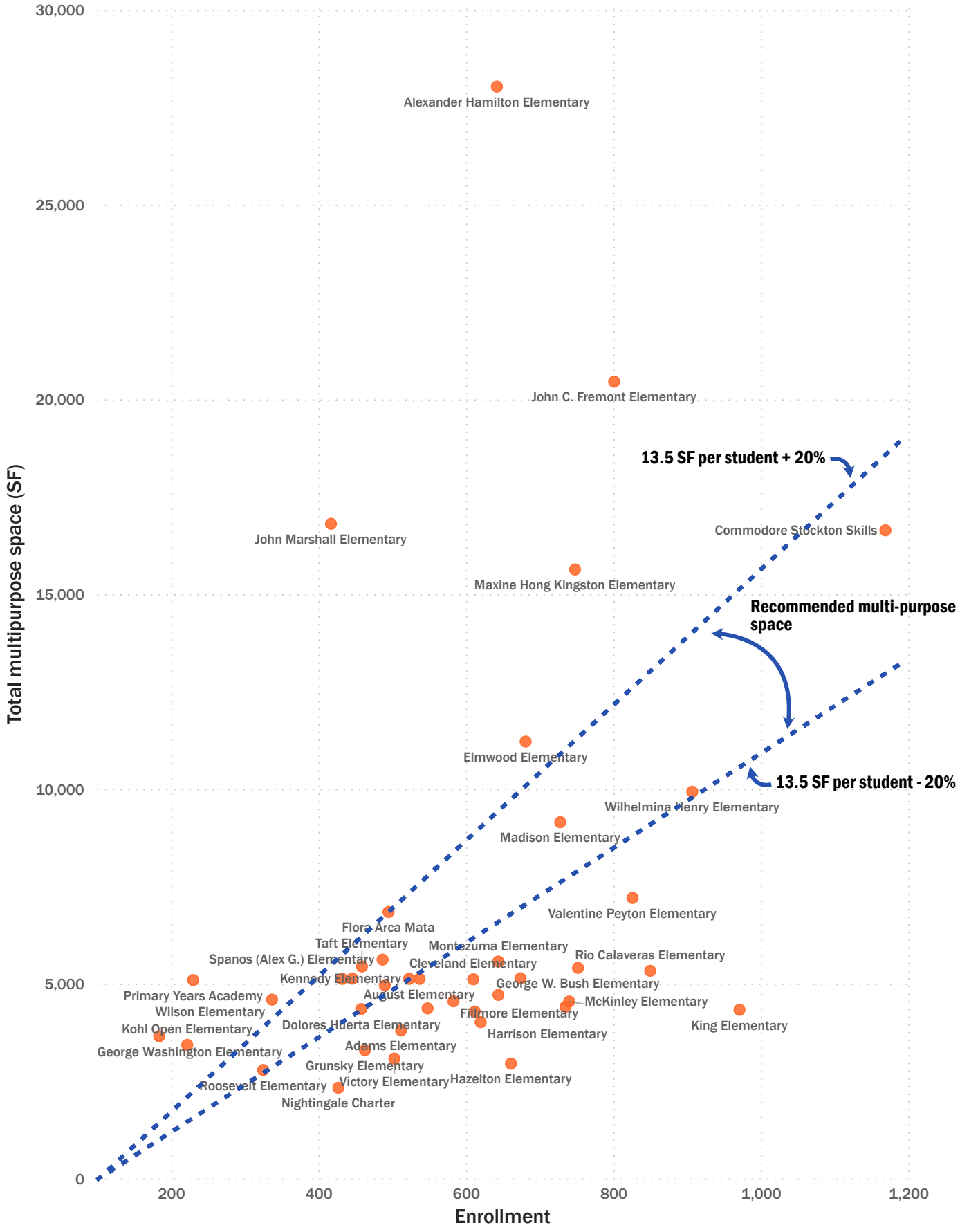
Multi-purpose Space

Access to large group gathering spaces varies across the District. By analyzing the square footage associated with gym, cafeteria, and multi-purpose space against the school enrollment, we are able to identify if schools are lacking in large group space compared to other schools, or if there schools that have extra space on their campus, which may open up re purposing opportunities in the future.

The plot below shows the available large group space (Y axis) against the school enrollment (X axis). If schools are above the upper dashed line, it indicates that they have more space than industry standard and could be candidates for space re-purposing.

If schools are below lower the line, it indicates that schools may need additional space to meet 21st century standards for cafeteria and gymnasium space. It is important to note that intentionally designed outdoor space that could be leveraged for extra gym or dining spaces are not counted in this analysis, but could be options for SUSD to explore during the improvements identification process.

Fig: 26. Total Multi-purpose Space per Student at Elementary Schools



5.0 | Project Prioritization

District-wide Initiatives and Funding Sources

SUSD has secured various funding sources to improve their facilities, including support for after-school programs, better air quality and comfort in classrooms, shade structures to cool outdoor play areas, enhanced operational performance, energy efficiency, and resilience. They're also improving the visual and performing arts facilities in comprehensive high schools.

One-time stimulus funding (ESSER) authorized by the Federal Government. SUSD is a recipient of these funds to support District and site level projects that prevent, prepare for, or respond to the COVID-19 pandemic. Some of the facility upgrades completed or under approval are:

- Heating, ventilation and air conditioning (HVAC) upgrades a number of kitchens. HVAC District-wide Assessment of all school sites; work conducted by 15,000 Inc.
- Roof replacement at 5 facilities at critical need
- Bottle filing stations at all school sites
- New shade structures at 48 schools
- The last round of funding, ESSER III, are set to expire September 30, 2024. For more about the ESSER funds and SUSD projects, click here.

Visual and Performing Arts grant and planning is underway to improve some secondary level theaters in the District.

Assembly Bill (AB) 86 Expanded Learning Opportunities Program (ELOP) received grants to add facilities at 40 elementary school sites to support their program needs.

LED Lighting upgrades to reduce energy consumption and improve quality of the classroom learning environments

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Photovoltaic panels and battery storage at 32 sites, to help reduce operational costs and improve resiliency.

Water saving upgrades planned for 2024 using the CalShape grant.

Paging and bell upgrades and video intercom installation is currently in progress at multiple sites across the District.

Need for Prioritization

The project team is currently developing a comprehensive list of needs and associated costs for all District sites based on field condition assessments. Preliminary estimates from **10 school sites, representing 18% of the district portfolio**, indicate an estimated projected district-wide **investment need ranging from $375M to $450M**. These estimates are based on construction estimates in 2024. A 20 year implementation timeline could potentially increase these costs by **33%** due to escalation. Based on the preliminary analysis of data collected during field assessments, it is expected that 24% of sites are in “Good” condition, 39% “Average”, 34% “Poor” and one site, already condemned and not in operation, was rated as “Failed”. The table provides projected costs per square foot to address deficiencies based on each sites condition rating for similarly rated schools, based on the project team's experience with schools in California.

Projected Costs to Address Building System Deficiencies

School Condition Rating	Expected Investment $/SF
Good	0 - 38.50
Average	38.50 - 108.50
Poor	108.50 - 210
Failed	210 - 350

These estimates serve as a high-level gauge of the District's projected needs and are expected to change as the project team refines cost estimates. Nonetheless, they underscore the critical need to develop and adopt a prioritization framework, as the District's needs far exceed the available funds.

Prioritization Framework

Based on guiding principles and feedback from stakeholders, the following framework was developed using a data-driven approach to prioritize schools and projects. To identify schools in need of critical investment, all schools were assessed and ranked in the categories shown in the adjoining table. In addition the projects at each school site was categorized based on their ability to meet the following needs,to help identify critical projects:

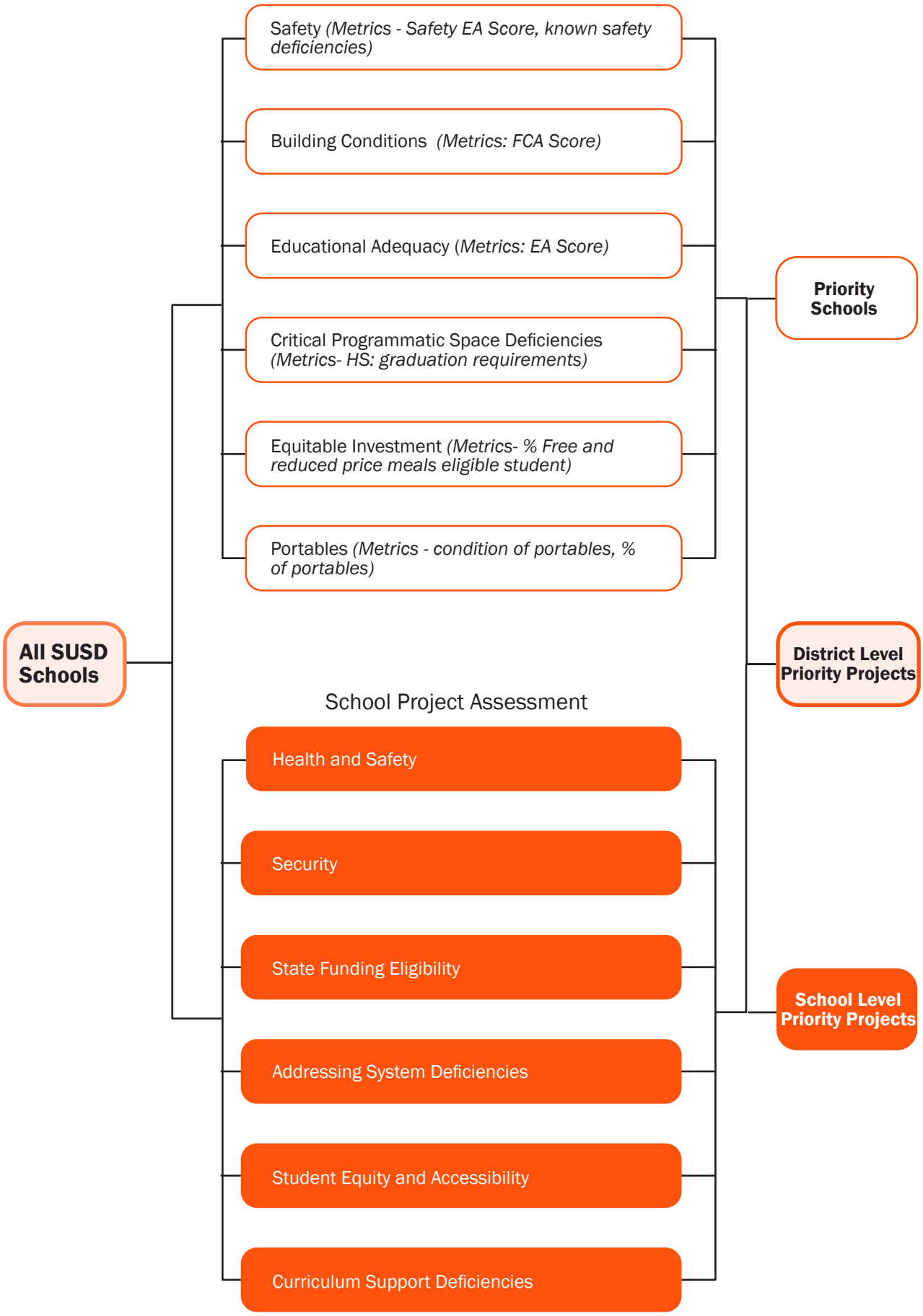
- Address health and safety deficiencies
- Address security deficiencies
- Campus is eligible for state funding or alternate sources for funding
- Addressing building system deficiencies (e.g weather tight envelop, HVAC, electrical, plumbing and sewer)
- Ensure student equity and accessibility to programming and resources
- Address curriculum support deficiencies

School Prioritization Categories

Focus Area	Metric Assessed
Safety	EA security score and known safety and security deficiency
Building Conditions	Facility Conditions Assessment Score
Educational Adequacy	EA Score
Critical Program Deficiency	Science Lab/Science room shortages
Equitable Investment in Schools	% Of students eligible for free and reduced price meals
Portable reduction	% Of portables that need to be replaced

This structured approach ensures that the most urgent and impactful projects are addressed first, aligning with the District's commitment to strategic resource allocation and continuous improvement.

Fig: 27. Priortization Framwork



Next Steps

This document is intended to serve as a summary of findings based on the assessments and engagements conducted for the Facilities Master Plan from November 2023 - May 2024. The final report will also include:

- Findings from the Indoor Environmental Quality Sensors deployment
- Educational specifications
- Site profiles
- Detailed cost estimates of needs
- Potential project lists at each school site
- State funding eligibility report