



Norwalk-La Mirada Unified School District

Facilities Needs Assessment and Master Plan

February 2002

TABLE OF CONTENTS

Volume 1

Cover Sheet

Table of Contents

Project Team

Section I.	Executive Summary
Section II.	Master Plan Objective and Base Program
Section III.	State Eligibility
Section IV.	Master Plan Process and Definitions
Section V.	Philosophy
Section VI.	Program Equalization Standards
Section VII.	Existing Site Analysis
Section VIII.	School Site Master Plans

Elementary Schools

1. Cesar Chavez Elementary School
2. Dolland Elementary School
3. J.F. Dulles Elementary School
4. Eastwood Elementary School
5. Edmondson Elementary School
6. Escalona Elementary School
7. Foster Road Elementary School
8. Gardenhill Elementary School
9. Glazier Elementary School
10. Huerta Elementary School
11. D.D. Johnston Elementary School
12. La Pluma Elementary School
13. Lampton Elementary School
14. T. Moffitt Elementary School
15. J. Morrison Elementary School
16. New River Elementary School
17. J. Nuffer Elementary School
18. A. Sanchez Elementary School

Middle Schools

19. Benton Middle School
20. Corvallis Middle School
21. Hargitt Middle School
22. Hutchinson Middle School
23. Los Alisos Middle School
24. Los Coyotes Middle School
25. Waite Middle School

TABLE OF CONTENTS (continued)

High Schools

- 26. J. Glenn High School
- 27. La Mirada High School
- 28. Norwalk High School

Other Sites

- 29. Ramona
- 30. Excelsior





PROJECT TEAM

FACILITIES NEEDS ASSESSMENT CONSULTANTS

LPA, Inc.

Dave Gilmore	Managing Principal
Jim Kisel	Principal-in-Charge
Kimberly Coffeen	Project Manager
Carrick Boshart	Project Manager (field survey teams)

Dougherty+Dougherty Architects

Brian Dougherty	Principal
David Bannon	Project Manager
Greg Farinsky	Project Architect

Jubany Architecture

Helena Jubany	Principal in Charge
Sarkis Tarpinian	Project Manager
Manny Pitpit	Production Manager

FINANCIAL PLANNER

California Financial Services

Michael W. Ogburn	Senior Vice President
Gene Hartline	Managing Director

STATE ELIGIBILITY CONSULTANTS

New Schools

Dwight Berg	President
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California Financial Services

Betty Hanson	Vice President
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DEMOGRAPHICS CONSULTANT

Davis Demographics

Greg Davis	Principal
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COST CONSULTANT

Cumming, LLC

Bill Rodgers	Vice Principal
Jon Bayles	Senior Estimator

PROJECT TEAM (continued)

BOARD of EDUCATION MEMBERS

Ginger Shattuck	Superintendent
Gabriel P. Garcia	President
Darryl R. Adams	Vice President
Pauline Deal	Member
Ed Hengler	Member
Richard LeGaspi	Member
Leonard Shryock	Member
Ana Valencia	Member

FACILITIES TASK FORCE MEMBERS

Anthony Aiello	Community Representative
Andrea De La Cerda	Director, Facilities Planning
Dr. Roberta DeLuca	Assistant Superintendent, Ed. Services
Pat Estrellas, Facilitator	Teacher on Special Assignment
Chris Forehan	Area Administrator, Ed. Services
George Goode	Community Representative
Pam Heckathorn	CSEA Secretary
Frances Kusumoto	Director, Adult School
Les Leahy	Director, Construction, Maintenance & Operations
Dr. Lonnie McConnell	Area Administrator, Ed. Services
Vince Marchetti	CSEA Representative
Karen Morrison	PTA Council
Chris Reasin	Area Administrator, Ed. Services
David Rivera	Director, Fiscal Services
Kim Stallings	Asst. Supt., Business Services
Rick Secoda	TANLA Representative
Will Soholt	Asst. Planner, Facilities Planning
Dennis Sproule	Director, Special Education
Ruth Wall-Price	Director, Transportation
Patty Yarbough	CSEA Secretary
Gerald Yates	Community Representative
Mark Young	TANLA Executive Director



Facilities Needs Assessment
and
Master Plan

SECTION I
Executive Summary

EXECUTIVE SUMMARY

The Norwalk-La Mirada Unified School District is located in the southeast portion of Los Angeles County. Over the years, the community has become virtually "built-out" with little new housing development left to occur. Schools were generally constructed with new housing developments over the years. With the maturity of the schools comes the need for modernizing and upgrading of the facilities. Most schools buildings exceed 25 years of age or more. To receive State funding for modernization, the permanent facilities must be 25 years of age or older. NLMUSD permanent facilities range in age from 30 to 70 years.

Even though the District has maintained these facilities over the years, the infrastructure of the schools can no longer be patched. Pipes, heating units, electrical wiring, fire, life and safety systems need replacing. Schools need to be made more energy efficient with replacement of windows, replacement of lighting and low voltage equipment. The elementary and high schools need to be re-roofed. Bathrooms need to be made accessible and renovated. Floors and ceilings need replacing and walls painted both exterior and interior. Technology needs to be brought to the schools with upgraded data and electrical connections at the classrooms and Libraries. Classrooms need to be added to offset the reconfiguration of undersized classrooms. Science labs need to be added to the middle and high school grade levels. Additionally, some schools have undersized classrooms, libraries and administrative areas for the enrollment they are serving and need expansion to serve current and future enrollment growth.

The District is experiencing annual enrollment growth with some schools experiencing a higher rate of growth than others. Additional classrooms are needed to accommodate this growth. On some campus because of their limited acreage, portable classrooms should be removed and/or relocated and replaced with two story classroom buildings to minimize the impact on playground space.

The community and District have a long standing citizen's group known as the "Facilities Task Force" (FTF) that has spent a great deal of time and energy to identify these needs and to develop standards for each school to attain. This Facilities Master Plan has been developed with significant input and scrutiny from the FTF to ensure equity among schools, and to establish an environment that is conducive for learning and teaching. Secondly, each school must be equipped to meet the technology demands that our students will need for higher education and employment when they graduate.

EXECUTIVE SUMMARY (continued)

This Facilities Master Plan identifies:

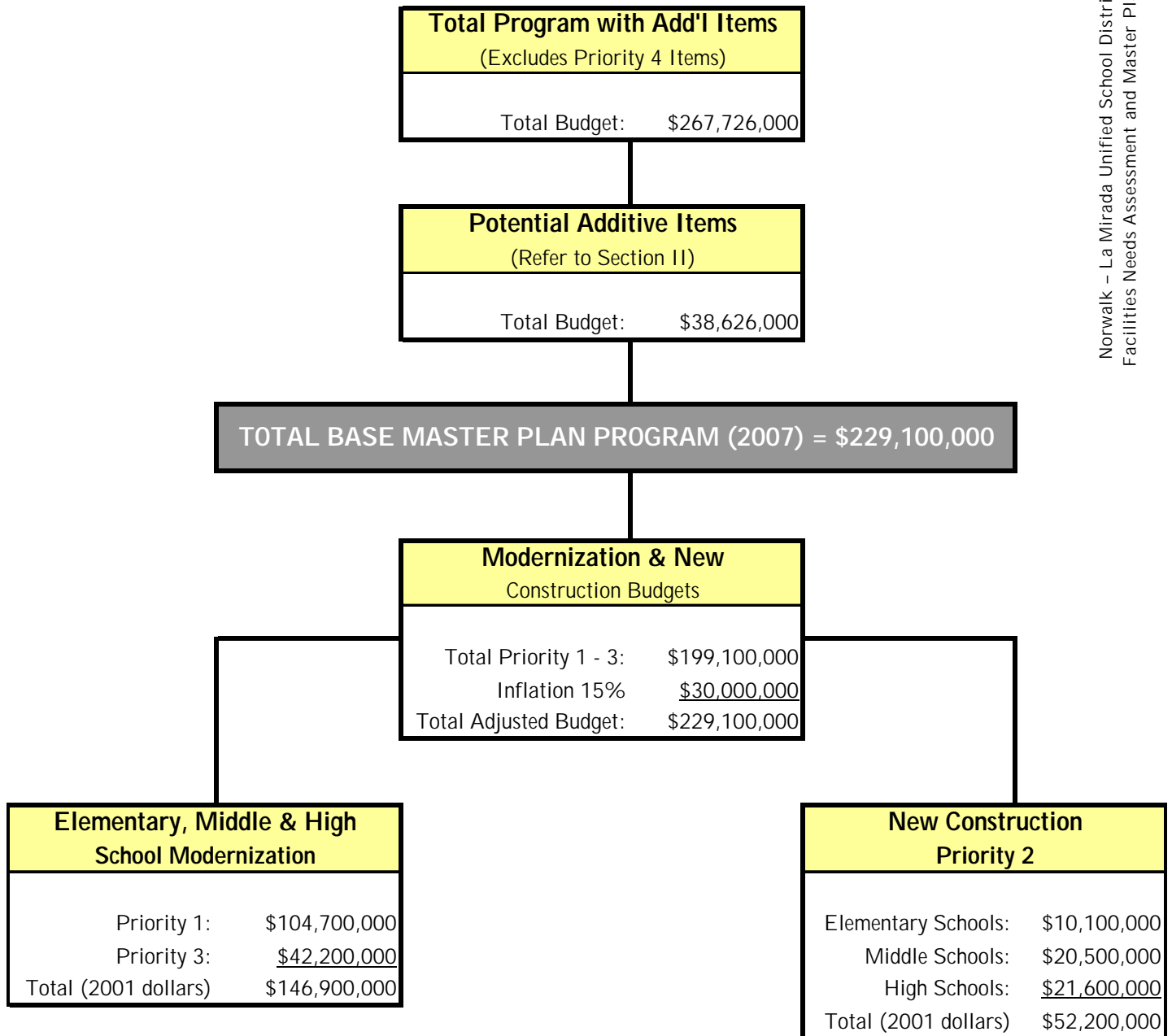
1. Equalization Standards and goals for each school facility.
2. Needs Assessment Survey at each site that evaluates the existing school condition against the Standard.
3. Prioritized items in four categories:
 - Priority 1 District Equalization Program Phase I
 - Priority 2 Growth / New Construction
 - Priority 3 District Equalization Program Phase II
 - Priority 4 Potential Future Enhancements.
4. The priority needs in the form of a "Site Master Plan" for each school site.

A Facilities Master Plan must be completed with a financial plan to assist in generating the implementation plan for executing the projects. This master plan has identified the funding amounts projected from the State for modernization and new construction. It also identifies the amount needed from local revenue sources that must be used as match for State funds and to fund those portions of each project that are not eligible for State funding.

This master plan helps the community to identify what local sources would be needed from a local general obligation bond to implement the prioritized project list at each school. It helps to validate the need for facilities funding and the benefit to students with an improved environment for learning.

The following document generated by California Financial Services outlines a number financial scenarios. This document was presented to the Facilities Task Force. The Board of Education will authorize a survey of the community to determine the support for the Facilities Master Plan. The results of the survey will assist the Board in selecting a bond plan and financial scenario.

EXECUTIVE SUMMARY (continued)





Facilities Needs Assessment
and
Master Plan

SECTION II
Master Plan Objective and
Base Program

MASTER PLAN OBJECTIVE

The primary objective of the Facilities Needs Assessment and Master Plan is to identify:

1. The scope and budgets for school projects that the District will construct over the next ten (10) years.
2. The grant funding amounts that the District is eligible for under the State School Facility Program funding policies.
3. The local amounts that the District will need to provide in order to obtain the matching State grants.
4. The remaining amounts that the District will need to provide from its local revenue sources to complete the school projects.
5. The financial plan needed to fully implement the Facilities Master Plan.

The Facilities Master Plan is comprised of the following major components:

- Estimates regarding the District's enrollment growth.
- A determination of the District's priority needs on a school-by-school and project-by-project basis.
- Estimates regarding the grant state funding amounts that the District is eligible to received for modernization and new construction.
- A determination of the District's "local" share required to obtain future State funding.
- Preparation of a financial plan required to fully-fund the District's priorities 1 through 3 school projects.

MASTER PLAN BASE PROGRAM

On January 17, 2002 the Norwalk-La Mirada Unified School District Board of Education met to consider the recommendations of the Facilities Task Force relative to the Facilities Master Plan for the District. After hearing the Task Force's presentation and considerable discussion, the Board reached consensus to approve the Base Facilities Master Plan as recommended by the Facilities Task Force and directed the Task Force to proceed with implementing the Facilities Master Plan. A summary of the items included within Base Master Plan are as follows:

PRIORITY 1 ITEMS

District Equalization Program Phase I

- Modernize Classrooms - Provide New Casework, White boards, Sinks with Drinking Fountain Bubblers, Wall and Ceiling Finishes, and Air Conditioning, Ventilation and Heating.
- Reconfigure Small Classrooms to 900 - 960 SF Classrooms
- Remove Over 20 year Portables, where funding allows
- Administration and Computer Lab Reconfiguration, when at Classroom Wings
- Add Science Labs at Middle and High Schools within Existing Classrooms
- Repair / Replace Campus Utilities: Sewer, Water, Gas
- Repair / Replace Electrical Service and Distribution
- Provide Security at High Technology Areas
- Provide Accessibility Upgrades Along Path of Travel and Entries
- Provide Accessibility Upgrades, Modernization of Toilets at Classroom Wings
- Upgrade Fire Alarm System
- Replace Windows and Frames
- Paint Exterior of Buildings being Modernized
- Re-roof classroom wings at Elementary and High Schools

MASTER PLAN BASE PROGRAM (continued)

PRIORITY 2 ITEMS

New Construction

Elementary Schools

- Dulles E.S. - Administration / Support Expansion
- Glazier E.S. - (1) Kindergarten Classroom
- Huerta E.S. - Computer Lab / Library Expansion,
Kitchen
- Multipurpose Room (funding
allocated, work in progress)
- (2) Kindergarten Classrooms
- Johnston E.S. - (7) Classrooms, (1) Kindergarten
Classroom
- Morrison E.S. - (4) Classrooms, (1) Kindergarten
Classroom
- Nuffer E.S. - (5) Classrooms, Administration /
Support Expansion
- New Library / Computer Lab
- Sanchez E.S. - (1) Kindergarten Classroom

Middle Schools

- Corvallis M.S. - (6) Science Labs
- Administration / Support Expansion
- Hargitt M.S. - (9) Classrooms, (5) Science Labs
- Hutchinson M.S. - (4) Science Labs
- Los Alisos M.S. - (19) Classrooms, (6) Science Labs
- (1) Band Classroom
- Los Coyotes M.S. - Administration / Support Expansion
- Waite M.S. - (12) Classrooms, (6) Science Labs
- (1) Band Classroom

High Schools

- Glenn H.S. - (21) Classrooms
- (4) Science Labs
- Administration / Support Expansion
- New Library / Computer Lab
- La Mirada H.S. - (12) Classrooms
- (4) Science Labs
- Administration / Support Expansion
- Expand Gym
- Norwalk H.S. - (30) Classrooms
- (5) Science Labs
- Administration / Support Expansion
- Library Expansion



MASTER PLAN BASE PROGRAM (continued)

PRIORITY 3 ITEMS

District Equalization Program Phase II

- Modernize Remaining Classrooms / Kindergarten Classrooms
- Provide accessibility and fire, life safety upgrades to Administration, Multipurpose Room and Physical Education Spaces
- Expand Parking and Provide New Drop-offs where required

POTENTIAL ADDITIVE ITEMS

(Not included in the approved Base Master Plan Program)

Additional items to be added to the Base Master Plan as funding becomes available were also presented to the Board. The Board indicated, by consensus that the priority of those items would be decided in the future by the Board. These items are higher priority than the priority 4 items listed in this document. They will be included once additional funding revenue sources are made available. The potential additive items include:

- Admin / Multipurpose Rm Modernization \$13,800,000
- Excelsior Minimal Modernization \$10,760,000
- Irrigation - High Schools \$ 979,000
- Irrigation - Middle Schools \$ 1,046,000
- Irrigation - Elementary Schools \$ 1,648,000
- Lunch Shelters \$ 930,000
- Multipurpose Room Full Modernization \$ 1,530,000
- New Concrete Walks \$ 632,000
- Play Structure (1) at each ES Site \$ 1,000,000
- Play Structures remaining ea Elem. Site \$ 3,000,000
- Portable Replacement (over 20 Year) \$ 883,000
- Signage; Site Equipment Misc. \$ 174,000
- Stadium Seating Repairs at La Mirada High and Excelsior \$ 1,080,000
- Tackable Walls Campus Wide \$ 1,164,000

Total Additive Items Budget (2001): \$38,626,000



MASTER PLAN BASE PROGRAM (continued)

PRIORITY 4 ITEMS

Items Funded by Other Revenue Sources

Site Items:

- Feature Entry Signs, Upgrade Existing Site Drainage
- Lighting for Covered Walkways
- Sidewalks Repair, Asphalt Patch and Seal

Building Items:

- Tackable Wall surface at Classrooms, Admin., Library and MPR
- Window Treatment
- Phone / Intercom (already completed by M&O)
- Data Connections (conduit and pull string only)
- Relocation of Existing Wall Mounted TV



Facilities Needs Assessment
and
Master Plan

SECTION III
State Eligibility



STATE GRANT PROGRAM

The State provides school districts with matching grant funding for both modernization and new construction on a "per student" basis. Highlighted below are the 2001 State's base grant levels for each eligible student ("Grant Unit") and the District's "matching" amount required to obtain the grant.

District Grade Level	State Modernization Base Grant * 60%	Required District Match * 40%	State Growth Base Grant 50%	Required District Match 50%
	(with 3% ADA increase)			
Grades K-6	\$29,606,315	\$19,836,231	\$3,403,686	\$3,403,686
Grades 6-8	\$10,333,952	\$6,923,748	\$3,543,357	\$3,543,357
Grades 9-12	\$20,630,054	\$13,822,136	\$12,987,850	\$12,987,850

* The current State Modernization grant program is 80/20, where 80% is funded by the State and 20% is match funded by the district. The State grant program is currently being revised. The Master Plan document assumes the grant program will be adjusted to a 60/40 program. The State adoption of this policy is expected to be in November 2002.

State Funding Requirements

In order for the District to receive grant funding from the State for modernization or new construction, it must have the following in place:

- ✓ **Eligibility** - For modernization projects, the permanent school facilities must be 25 years of age or older. For new construction projects, the District must have "unhoused" students.
- ✓ **Approved Project Design Plans** - For both modernization and new construction projects, the District must have completed design plans approved by the Department of State Architect (DSA).
- ✓ **Approved Funding Applications** - The District's funding applications must be approved by Office of Public School Construction (OPSC) and State Allocation Board (SAB).
- ✓ **Local Matching Funds** - The District must have its "matching" share (* 40% for modernization and 50% for new construction) available at the time that the State approves its applications for grant funds.

MODERNIZATION AND NEW CONSTRUCTION FUNDING ANALYSIS

Summary by School

#	Building	2001 OPSC Mod. Funds	2001 OPSC Growth Funds	Total State Funds
1	Cesar Chavez Elementary School	\$1,315,465	+ No Add'l TS =	\$1,315,465
2	Dolland Elementary School	\$2,070,639	+ No Add'l TS =	\$2,070,639
3	J. F. Dulles Elementary School	\$1,001,215	+ No Add'l TS =	\$1,001,215
4	Eastwood Elementary School	\$1,559,961	+ No Add'l TS =	\$1,559,961
5	Edmondson Elementary School	\$1,342,979	+ No Add'l TS =	\$1,342,979
6	Escalona Elementary School	\$1,582,430	+ No Add'l TS =	\$1,582,430
7	Foster Road Elementary School	\$1,633,231	+ No Add'l TS =	\$1,633,231
8	Gardenhill Elementary School	\$1,583,430	+ No Add'l TS =	\$1,583,430
9	Glazier Elementary School	\$1,583,430	+ \$143,000 =	\$1,726,430
10	Huerta Elementary School	\$916,075	+ \$440,726 =	\$1,356,801
11	D.D. Johnston Elementary School	\$1,741,849	+ \$1,144,000 =	\$2,885,849
12	La Pluma Elementary School	\$1,581,070	+ No Add'l TS =	\$1,581,070
13	Lampton Elementary School	\$1,698,677	+ No Add'l TS =	\$1,698,677
14	T. Moffitt Elementary School	\$2,009,738	+ No Add'l TS =	\$2,009,738
15	J. Morrison Elementary School	\$2,023,185	+ \$772,200 =	\$2,795,385
16	New River Elementary School	\$1,907,424	+ No Add'l TS =	\$1,907,424
17	J. Nuffer Elementary School	\$1,759,064	+ \$715,000 =	\$2,474,064
18	A. Sanchez Elementary School	\$1,434,133	+ \$188,760 =	\$1,622,893
SUBTOTAL - ELEMENTARY SCHOOLS		\$28,743,995	\$3,403,686	\$32,147,681
19	Benton Middle School	No State Elig.	+ No Add'l TS =	-0-
20	Corvallis Middle School	\$763,313	+ No State Elig. =	\$763,313
21	Hargitt Middle School	\$1,856,488	+ \$1,252,350 =	\$3,108,838
22	Hutchinson Middle School	\$1,404,881	+ No State Elig. =	\$1,404,881
23	Los Alisos Middle School	\$2,355,704	+ \$2,291,007 =	\$4,646,711
24	Los Coyotes Middle School	\$1,654,468	+ No Add'l TS =	\$1,654,468
25	Waite Middle School	\$1,998,109	+ No State Elig. =	\$1,998,109
SUBTOTAL - MIDDLE SCHOOLS		\$10,032,963	\$3,543,357	\$13,576,320
26	John Glenn High School	\$5,752,145	+ \$7,792,330 =	\$13,544,475
27	La Mirada High School	\$7,081,745	+ \$5,195,520 =	\$12,277,265
28	Norwalk High School	\$7,195,289	+ No State Elig. =	\$7,195,289
SUBTOTAL - HIGH SCHOOLS		\$20,029,179	\$12,987,850	\$33,017,029
CURRENT FUNDING APPLICATIONS		(Pending)		\$3,800,000
GRAND TOTAL		\$58,806,137	\$19,934,893	\$82,541,030

NOTES:

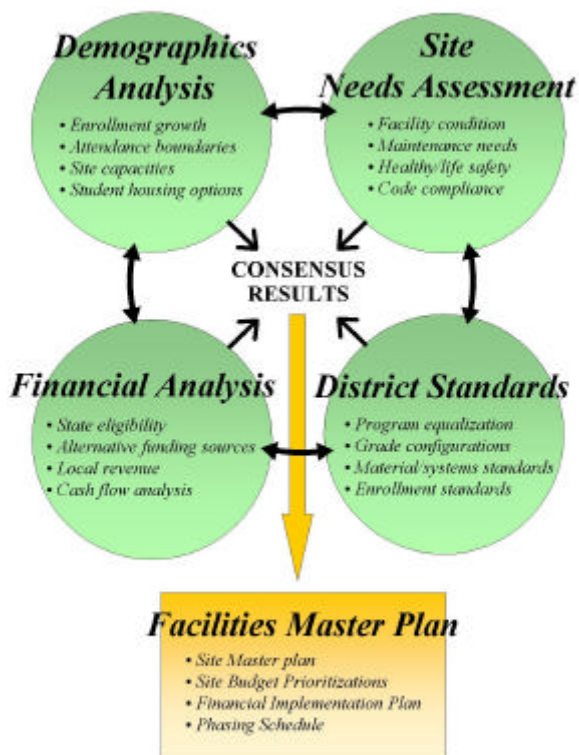
- 1 No Add'l TS denotes that no new teaching stations are added per the Master Plan.
- 2 No State Elig. denotes that the school is located in a High School Attendance Area that is not eligible for funding.
- 3 Base funding dollars are based on January 2001 grant amounts, subject to increase in January 2002.



Facilities Needs Assessment
and
Master Plan

SECTION IV
Master Plan Process and
Definitions

MASTER PLAN PROCESS



Master Plan Process

There are four components that compose a Facilities Master Plan Process. They are the District Standards, Site Needs Assessment, Demographics Analysis and Financial Analysis. The following is a description of what is produced for the Facilities Task Force Committee, to assist them in making recommendations to the Board of Education.

District Standards

Develop Program Equalization Standards

A school site questionnaire was provided by LPA and distributed to all the site principals. Responses to questions relative to the Educational Program & facility condition were comprised into the standards. Special meetings were held with the High School Curriculum Directors, Director of Food Service, Director of Day Care Program, Director of Special Education and the Technology Department. A summary of the educational program needs were compiled and reviewed by the Facilities Task Force. These standards were used to evaluate the existing school facilities. Refer to Section VI – Equalization Standards Program.

Review Grade Configuration

Discussed impact on the students, curriculum, facilities and community. The Board of Education agreed that the current grade configuration would be retained. Growth would be accommodated at the existing school sites. With slight boundary adjustments the Elementary Schools could be balanced. Refer to Section VIII - Elementary School Boundary Map.

Develop Material and System Standards

Basic material and system assumptions were built into the probable cost estimates. During the modernization documentation, actual manufacturer and product selections would be coordinated with the District's Maintenance and Operations staff.

Review Enrollment and Classroom Loading Standards

Review Site Size and Student Capacity Charts. Refer to Section VII – Existing Site Analysis.

The following are site enrollment capacities reflected in the Site Master Plans:

- Elementary Schools: 450 – 750 students
- Middle Schools: 550 – 750 students La Mirada
1,000 – 1,200 students Norwalk
- High Schools: 2,200 – 2,800 students

MASTER PLAN PROCESS (continued)

Site Needs Assessment

Review and Survey Facilities Conditions

The architects generated survey information using record drawings and existing photo surveys. The surveys document required accessibility, health and life safety upgrades. The Surveys, Site Diagrams and Standards were distributed to the Cost Consultant and they generated probate cost estimates for each site. This information was compiled in the existing Site Diagram plans, refer to Section VIII.

Demographic Analysis

Enrollment Growth

Davis Demographics based their analysis on actual students residing in the school attendance boundary area, using 2000 CBED data and Special Education enrollment data provided by the District staff. Intra-District permits were taken as a straight-line projection. The projections were based on current and historical data provided by the District and was extended out to 2007. The information generated by Davis Demographics is currently available for the District in a database for querying and updating each year. The results of the projections indicated that the Elementary Schools were declining and that there would be growth at the middle and high school levels, with the exception of La Mirada High, which is declining.

Attendance Boundaries

Generated with the assistance and review of the District's Facilities Planning Department.

Site Capacities

Utilized updated site diagrams reflecting recent placement of portables and compared with State and District Student Loading Standards.

Student Housing Options

Review Grade Configuration and impact on facilities.

MASTER PLAN PROCESS (continued)

Financial Analysis

State Eligibility

New Schools calculated state eligibility funds based on the BASE School Facility Program Grants for Modernization and New Construction as approved by SAB January 3, 2001. Grant applications are reviewed on a yearly basis to determine if there is additional eligibility generated by the growth enrollment. Refer to Section III – State Eligibility.

Alternative Funding Sources, Local Revenue Sources and Cash Flow Analysis

California Financial Services Report, refer to Section I – Executive Summary.

All of the above components were presented to the Facilities Task Force, which in turn recommended an approach for the Board of Education comment and approval. The resulting Facilities Master Plan document includes Site Master Plans, Site Budget Prioritizations and a Financial Plan summarizing various scenarios that will be selected by the Board at a later date.

DEFINITIONS

The following is a listing of definitions for the attached project cost estimate.

Total Preliminary OPSC Budget: Refers to the total potential State Funding from the Office of Public School Construction for the individual school project site. The State formula to calculate the available budget is based upon the total number of students housed at the site by OPSC standards times the current modernization grant amount. The figures within this document are based on January 2001 state grant amounts and October 2001 CBED data.

Standard Modernization Needs: Includes those items generally addressed during a modernization project. As you will note, the available State funding is not adequate to address the entire need. Additional local sources of revenue are required to complete all standard modernization needs.

New Technology: Includes an upgrade of all data network, security, power/electrical, energy management, and master clock integrated wiring systems campus wide.

ADA, Fire and Life Safety: Refers to those items required by regulatory agencies to implement current accessibility, fire code, and life safety code specifications. Ten percent of the project budget for each phase must be spent on accessibility upgrades in addition to mandatory minimum site and building accessibility upgrades.

Augmentation Needs: Includes those items such as the placement of new portable classrooms, construction of new square footage, reconfiguration of existing interior spaces, and construction of new site amenities. These costs are generally paid out of local District revenue sources. A portion of new construction costs may be eligible for state funded depending upon the school's high school attendance area (HSAA) growth enrollment and the HSAA facilities capacity.

Total Project Costs: Refers to the total project cost estimate requirement for modernization, new technology, ADA, fire and life safety and augmentation needs at each school site. As LPA, Inc. presented to the Facilities Task Force, the funds available from the state modernization program typically addresses 40% of the total project cost. The remaining items must be funded from other local revenue sources.



DEFINITIONS (continued)

Total Project Costs (continued):

Qualifications & Exclusions

The information provided by the architect is considered to be budgetary for estimating purposes, and a 5% design contingency has been included.

The following items excluded from scope of work:

1. Utility hook-up fees & City connection fees.
2. Off-site work and traffic signals.
3. Land acquisition costs.
4. Hazardous material abatement and removal.
5. Escalation beyond beginning of construction December 2003.

Unit Price Mark-ups

Mark-ups:	Type	Mark-up
General Contractor GC, OH&P	c	15.00%
Phasing Factor	c	2.50%
Escalation to 2001 Yr	c	3.80%
Design Contingency	c	5.00%
Construction Contingency	c	5.00%
Subtotal Mark-ups (Compound)		34.90%
Fees:		
Architects Fee	a	10.00%
DSA/CDE Fee	a	0.75%
Printing/Surveys	a	0.75%
Test	a	0.75%
Inspection	a	1.25%
F&E	a	0.00%
Other Miscellaneous Consultants	a	1.50%
Subtotal Fees (Additive)		15.00%

Total Additive Mark-ups and Fees (Compound): 55.13%

Types:

- c = Compound
- a = additive

The statement is based on a detailed measurement of quantities when possible, and reasonable allowance for items not clearly defined in the documents.



DEFINITIONS (continued)

Total Project Costs (continued):

The statement reflects probable construction costs obtainable in a competitive and stable bidding market. The present estimate is based on a minimum of four competitive bids from general contractors, bidding to a minimum of three (3) subcontractors per trade. This statement is a determination of fair market value for the construction of the project, not a prediction of low bid. Experience indicates that a fewer number of bidders may result in higher bid amount, and more bidders may result in a lower bid result.



Facilities Needs Assessment
and
Master Plan

SECTION V
Philosophy

PHILOSOPHY

School facilities can directly affect major educational and operational issues facing schools today including health and safety, student performance, curricular offerings, energy consumption, and limited revenue sources. The District aims to improve the performance of its school facilities and incorporates the essential amenities into its standards, which are needed for a quality education. As well, the District recognizes the need to provide basic facilities at overcrowded schools and to plan classrooms for the anticipated enrollment growth. Through extensive community and staff involvement, the District has developed a well thought out plan that when implemented, is an inspirational contribution to the next generation of performance schools.

The Facilities Task Force has been the impetus to bring the facility problem to the attention of the community. They have filled a void that is essential to begin the process of improving our aging schools and creating classrooms and support space for overcrowded schools and enrollment growth. Each committee member has contributed many hours in meetings to wade through the voluminous needs of the schools, to develop the basic standards that, when applied, result in sustainable schools for many decades. They have agonized over the issues of equity to ensure that each school be assured of getting its basic needs met. They have looked into the future and projected out the amount of facilities needed, the type of facilities and the technology approach we should encounter when implementing this plan.

The District embraces the following basic beliefs that establish the climate for this Facilities Master Plan:

Educational Adequacy - Each school facility should provide basic accommodations that do not deter, but rather support student learning. These accommodations relate to the following environmental issues as:

- Adequate space in classrooms and all other support space
- Proper natural and artificial lighting
- Healthful indoor air quality
- Acoustic and thermal comfort
- Provisions to support a safe environment
- Adequate technology tools and systems
- Accessibility for all students on campus
- Clean and accessible food service and restroom accommodations

PHILOSOPHY (continued)

The foremost focus in designing schools should always be the “student” - creating an environment for maximum learning. School environments should provide a stimulant for students to incorporate their experiences, concepts and understandings of how the world works with what they are studying. School design should emphasize warm nurturing environments that make an emotional connection with students. Schools should encourage a cooperative group process to promote interpersonal relationship skills, self-esteem, and skills in teamwork. Students will develop basic “literacy” skills through learning-by-doing under the guidance and direction of professional staff. Students with disabilities are integrated into curricular and social activities through cooperative learning efforts. An emphasis will be on enjoyment of learning lifelong skills that lead to understanding the social, economic, political, and technological world. For expanded learning opportunities, schools should consider the community as the extended learning environment. Allowing the school to become an integral part of the community and available for evening and weekend community functions, can promote the ideal of life-long learning as well as promoting support for the school facility as a strong community asset. Nationwide studies have shown that parent and community involvement in the learning process can increase learning outcomes in the students served.

In order to achieve these fundamental approaches to learning, the above stated basic accommodations are essential.

Equity - The District envisions a school environment that provides a supportive teaching and learning environment for all students. All schools should have equitable teaching and support spaces to develop, maintain and improve educational opportunity for all students. School environments should be an inviting place for learning and enjoyment for the entire community. To apply these beliefs, the District should strive to maintain equity among each school:

- Adequately size classrooms
- Minimal Level of Impaction - School Acreage/Enrollment
- Basic multipurpose/food service facility
- Adequately sized library/media center
- Adequate support facilities including administrative offices and restrooms for the maximum planned student enrollment
- Minimize Transportation/Rezoning



PHILOSOPHY (continued)

These beliefs are supported through the establishment of standards that are used for determining facility needs at each school site and are the basis for development of this Plan. These standards are defined as "minimums". Some schools/classrooms are at or above the standard, while others are below or significantly below that standard. This plan establishes "need" based on these standards as well as other condition assessments, staff and community input. Together each school should be able to attain the minimum standard for its students, which in turn offers a level of equity for all students in the District.



Facilities Needs Assessment
and
Master Plan

SECTION VI
Program Equalization
Standards

PROGRAM EQUALIZATION STANDARDS

Elementary Schools

I. Typical Classroom

- 900-960 square feet
- 1 white board 16' long w/3 sliding panels
- Teacher work station
- Sink with drinking fountain bubbler w/ upper cabinets
- All walls tackable
- 2 – 2'x4'x7' and 1 – 2'x4'x4' lockable storage units
- Bookshelves 3' high, 12' long
- Electrical outlets on all walls, maximum of 6' apart
- Phone/intercom
- 2/3 Carpet floor w/ 1/3 VCT
- Television, video, and wall mtd. raceway for capacity of 5-7 computers
- Security system at high technology teaching stations
- Air conditioning

II. Kindergarten Classroom

- 900-1150 square feet for teaching area
- 1 white board 16' long w/3 sliding panels
- Teacher work station
- All walls tackable
- 12' counter & sink with drinking fountain bubbler, toddler height, and upper cabinet
- 3 lockable storage units 2'x4'x7'
- Bookshelves 3 high, 12' long
- Electrical outlets on all walls, maximum of 6' apart
- Phone/intercom
- 2/3 Carpet floor w/ 1/3 VCT
- Television, video, and wall mtd. raceway for capacity of 5-7 computers
- Boys & girls toilets
- Outdoor play equipment storage
- Air conditioning

III. Daycare Classroom

Board policy decision, currently located on most multi-purpose room stages. Plan space and utilities for a potential future portable. Must have access to drop-off and play areas.

IV. RSP

- 260 sf for schools less than 800 students, 480 for schools over 800
- All walls tackable
- 2 lockable storage units 2'x4'x7'
- Teacher Work Station
- Two white boards on adjacent walls
- Phone/intercom
- Carpet floor
- Television, video, and 4 computer cable drops
- Air conditioning

V. Administration

- Lobby area with table for forms and seating for 8
- Reception, secretarial counter with 2 work stations
- 4 offices for less than 800 students, 5 offices for schools over 800
- Conference room
- Health office with toilet, sink, 2 cots, secure medicine cabinet and refrigerator, and visibility to lobby
- Locate administrative office to facilitate check in of all visitors from outside of campus security perimeter

VI. Faculty/Staff Support

- Provide separate staff lounge and work room areas
- Built in counter with storage above and below, 20' long
- Staff mail boxes, 2 per classroom
- Copier room
- Supply storage room 10'x20'
- School safe
- Tables and chairs to seat ½ of all staff
- Kitchen alcove with sink, oven, microwave, refrigerator, and garbage disposal
- Work area with tables, counters, flat files, paper cutter, laminating machine, and paper rolls

**PROGRAM EQUALIZATION
STANDARDS (continued)**

Elementary Schools (continued)

VI. Faculty/Staff Support (continued)

- Sink with hot and cold water, and drinking fountain bubbler
- 2 vending machines
- Staff restroom, 2 campus locations
- Television, video, and 2 computer cable drops

VII. Library/Media Center

- Shelving for 10,000 volumes
- Reading room with tables and chairs and capacity for 40 students
- Story telling area
- Tackable wall surfaces
- Carpet floor
- Electrical outlets on all walls, 8' apart
- Television, video, and 6 computer internet cable drops
- Checkout counter
- Work/processing room 10' x 20', sink with hot and cold water/drinking fountain bubbler, work counters with storage above and below
- Equipment storage room 10'x20' with indoor and outdoor access
- Textbook storage room 10'x20' with indoor and outdoor access
- Separate computer classroom adjacent to library with 40 stations networked
- Technology head end equipment room

VIII. Multi-Purpose Room

- Minimum capacity 2 - 1/2 of student/staff enrollment
- Refurbish pocket, replace pocket tables
- Room darkening capability
- Television, audio, video, and data drops at stage, and in ceiling for projection system
- Stage with sound and lighting system, curtain, and projection screen
- Wheel chair lift to stage
- Stage storage 10'x20'

- Chair storage to match room capacity, and fold up tables
- VCT flooring
- Electrical outlets on all walls, 8' apart
- All walls tackable

IX. Food Service

- Upgrade plumbing
- Upgrade electrical service
- Provide (2) data connections, networked to District office
- Secure Storage Room 10'x10' with cabinets
- Snack window, where appropriate
- VCT Flooring
- Add lunch shelter adjacent to multi-purpose room for ½ of student enrollment

X. Custodial Support

- Provide Custodian office with phone
- Supply storage and shop/work room

**PROGRAM EQUALIZATION
STANDARDS (continued)**

Middle Schools

I. Typical Classroom

- 900-960 square feet
- 1 white board 16' long w/3 sliding panels
- Teacher work station
- Phone/intercom
- Sink with drinking fountain bubbler only where existing w/ upper cabinets
- All walls tackable
- 3 lockable storage units 2'x4'x7'
- Bookshelves 3' high, 12' long
- Electrical outlets on all walls, maximum of 6' apart
- Carpet floor, VCT @ sink when existing
- Television, video, and wall mtd. raceway for capacity of 5-7 computers
- Security system @ high technology teaching stations
- Air conditioning

II. Science Lab

- 1 lab per 150 students minimum standard
- Separate lecture and lab station areas
- 40 student capacity
- 10 lab stations with 4 students each
- Instructor table with gas, water (hot & cold), electricity, and overhead mirror
- Electrical/Data outlets at all stations, and maximum of 6' apart at non lab station walls
- Secure chemical storage cabinet
- All walls tackable
- VCT flooring
- Television, video, and 5-7 computer drops
- Air conditioning

III. Art Lab

- Provide sink and VCT flooring @ one classroom for conversion to art lab, all other amenities same as standard classroom
- 24' of counter with storage above and below
- 3 lockable storage units 2'x4'x7'

IV. Music

- Capacity 100 students
- Locate band room away from classrooms, noisy activity
- Sound proof with acoustic, tackable wall surfaces
- Electrical outlets on all walls 8' apart
- Sink with drinking fountain bubbler
- 2 white boards, 1 with staff lines
- Sheet music cabinet 2x4x7
- Student folder cabinet 2x4x7
- Sound system with wall mounted speakers
- Television, video, and audio drops
- Carpet flat floor
- Instrument storage lockers for 100 instruments, wenger style
- Air conditioning

V. Physical Education

- Locker rooms boys & girls, 100 student capacity, 600 box lockers & 100 dress lockers
- Toilet adjoining locker room, showers not required
- Sink with drinking fountain at locker room
- Coaches office and changing room with window into locker area
- Television, electrical, and data drops at coaches offices
- PE/aerobics classroom 50 student capacity during inclement weather
- Storage room 10'x10' at each locker room, and outdoor PE
- Outdoor basketball and volleyball courts 1 per 150 student enrollment

**PROGRAM EQUALIZATION
STANDARDS (continued)**

Middle Schools (continued)

VI. RSP

- 480 sf minimum
- All walls tackable
- 2 lockable storage units 2'x4'x7'
- Teacher work station
- Two white boards on adjacent walls
- Phone/intercom
- Carpet floor
- Television, video, and 4 computer cable drops
- Air Conditioning

VII. Administration

- Lobby area with table for forms and seating for 8
- Reception, secretarial counter with 4 work stations
- Phone/intercom at all offices
- Television, video, and computer cable drops at all offices
- 6 offices for less than 600 students, 7 offices for schools over 600
- Conference room
- Health office with toilet, sink, 2 cots, secure medicine cabinet and refrigerator, and visibility to lobby
- Locate administrative office to facilitate check in of all visitors from outside of campus security perimeter

VIII. Faculty/Staff Support

- Provide separate staff lounge and work room areas
- Built in counter with storage above and below, 20' long
- Staff mail boxes, 2 per classroom
- Copier room
- Supply storage room 20'x20'
- School safe
- Tables and chairs to seat ½ of staff
- Kitchen alcove with sink, oven, microwave, and refrigerator

VIII. Faculty/Staff Support (continued)

- Work area with tables, counters, flat files, paper cutter, laminating machine, and paper rolls
- Sink with hot and cold water, and drinking fountain bubbler
- 2 vending machines
- Staff restroom, 2 campus locations
- Television, video, and 2 computer cable drops

IX. Media Center

- Shelving for 30,000 volumes
- Reading room with tables and chairs and capacity for 80 students
- Tackable wall surfaces
- Carpet floor
- Electrical outlets on all walls, 8' apart
- Television, video, and 6 computer internet cable drops
- Checkout counter
- Librarian, media tech office 12'x12'
- Work/processing room 20'x20', sink with hot and cold water/drinking fountain bubbler, work counters with storage above and below, xerox machine
- Equipment storage room 10'x20' with indoor and outdoor access
- Textbook storage room 10'x20' with indoor and outdoor access
- Separate computer classroom adjacent to library with 40 stations networked
- Technology head end equipment room

PROGRAM EQUALIZATION
STANDARDS (continued)

Middle Schools (continued)

X. Multi-Purpose Room

- Capacity 1/3 of student/staff enrollment minimum
- Refurbish pocket, replace pocket tables
- Room darkening capability
- Television, audio, video, and data drops at stage, and in ceiling for projection system
- Stage with sound and lighting system, curtain, and projection screen
- Wheel chair lift to stage
- Stage storage 10'x20'
- Chair storage to match room capacity, and fold up tables
- VCT flooring
- Electrical outlets on all walls, 8' apart
- All walls tackable

XI. Food Service

- Upgrade plumbing
- Upgrade electrical service
- Provide (4) data connections, networked to District office
- Secure Storage Room 10'x10' with cabinets
- Snack window, where appropriate
- VCT Flooring
- Add lunch shelter adjacent to multi-purpose room for 1/2 of student enrollment

XII. Custodial Support

- Provide custodian office with phone
- Supply storage and shop/work room

PROGRAM EQUALIZATION
STANDARDS (continued)

High Schools

I. Typical Classroom – Language Arts, Social Studies, Math, Foreign Language

- 900-960 square feet
- 2 white boards on adjacent walls
- Teacher work station
- Phone/intercom
- All walls tackable
- 3 lockable storage units 2'x4'x7'
- Bookshelves 3' high, 12' long
- Electrical wire molding surface mounted on all walls
- Carpet floor
- Television, video, and 1 computer for every 4 students
- Security system @ high technology teaching stations
- Air conditioning

II. Science Lab – Chemistry, Physics, Biology

- 1 lab per 150 students
- Separate lecture and lab station areas
- 40 student capacity
- 10 lab stations with 4 students each
- Instructor table with gas, water (hot & cold), electricity, data, compressed air, and overhead mirror
- Secure chemical storage cabinet
- Electrical/Data outlets at all stations, and surface mounted electrical wire molding at all other walls
- All walls tackable
- VCT flooring
- Television, video, and 1 computer for every 4 students, at each lab station and the Instructor's table.
- Compressed air
- Air Conditioning

III. Art Lab

- Concrete or VCT flooring, slope to drain
- Counters with sinks @ perimeter walls
- 8 lockable storage units 2'x4'x7', for student projects
- Flat files 36" deep
- 2 white boards on adjacent walls
- All walls tackable
- Spot lighting on separate switch for figure drawing
- Teacher work station
- Phone/intercom
- Electrical surface mounted raceway on all walls
- Television, video, and 1 computer for every 4 students
- Separate 10'x10' storage room with adjustable shelving
- Separate 10'x10' dark room
- Kiln
- Air Conditioning

IV. Electronic Graphics Lab

- Same as typical art lab with computer cable drops for up to 36 computer stations, but not kiln
- Capabilities for ceiling mounted projection system and screen

V. Computer/Exploring Tech Lab

- Same as typical classroom with computer cable drops for up to 36 computer stations
- 'U' shaped computer counter configuration for one point viewing of all stations from teacher work station
- Provide recessed floor computer and electrical conduit for future configuration flexibility
- Capabilities for ceiling mounted projection system and screen

**PROGRAM EQUALIZATION
STANDARDS (continued)****High Schools (continued)****VI Music – Instrumental**

- Capacity 100 students
- Sound proof with acoustic, tackable wall surfaces
- Electrical surface mounted raceway on all walls
- Sink with drinking fountain bubbler
- 2 white boards, 1 with staff lines
- Sheet music cabinet 2'x4'x7'
- Student folder cabinet 2'x4'x7'
- Teacher work station with data outlet, phone, intercom
- Sound system with wall mounted speakers
- Television, video, and audio drops
- Carpet flat floor
- 3 practice rooms 10'x10' with window to band room
- 1 directors office 12'x12' with window to band room
- Instrument storage room for large instruments
- Instrument storage lockers for 100 instruments, wenger style
- Uniform storage room with roll out racks

VII Music – Choral

- Provide separate choral room when enrollment increases above 2000 students.
- Capacity for 100 students
- Sound proof with acoustic, tackable wall surfaces
- Electrical surface mounted raceway on all walls
- 2 white boards, 1 with staff lines
- Sheet music cabinet 2'x4'x7'
- Student folder cabinet 2'x4'x7'
- Teacher work station with data outlet, phone, intercom
- Sound system with wall mounted speakers
- Television, video, and audio drops
- Carpet flat floor
- Storage for robes and portable risers

VIII Drama Classroom

- VCT flooring
- Acoustic wall and ceiling surfaces
- Teacher work station with data, phone, and intercom
- Add audio systems, stage lighting, and curtains as required
- Provide multiple room lighting scenes
- Storage room for chairs

IX Performing Arts/Auditorium/Lecture Hall

- Provide provisions for transformation of multi-purpose cafeteria for drama by construction of new lunch shelters, and relocation of serving lines from indoor area
- Space can double as wrestling/dance or aerobics room during inclement weather
- Sports flooring surface

X. Physical Education

- Locker rooms boys & girls, 200 student capacity each, 1200 box lockers & 200 dress lockers
- Shower and toilet adjoining locker room
- Sink with drinking fountain at locker room
- Coaches office (4 staff each) and changing/shower room with window into locker area
- Television, electrical, and data drops at locker rooms and coaches offices
- PE classroom/aerobics 70 student capacity during inclement weather, use expanded gym areas at Glenn and Norwalk High Schools, add expansion bay to La Mirada High School
- Weight room
- Storage room 10'x20' at each locker room, and outdoor PE
- 12 outdoor basketball and volleyball courts

**PROGRAM EQUALIZATION
STANDARDS (continued)**

High Schools (continued)

XI. Administration

- Lobby area with table for forms and seating for 12
- Separate lobby entrance for students and with seating for 12
- Reception, secretarial counter with 2 clerical work stations
- Principal's office locate away from front lobby view, adjacent to conference room.
- 3 assistant principals
- 9 miscellaneous staff offices
- Provide phone/intercom, data, and television drop at each office
- Registrar work station
- Attendance clerk work station with easy student access
- 12 - 14 clerical open office work stations
- Speech/Psychologist office
- 1 conference room, to seat 8, equip large conference room for video camera transmission to all teaching stations
- Health office with toilet, sink, 2 cots, secure medicine cabinet and refrigerator, and visibility to lobby
- Remote Central Plant Director's Office
- Remote Security Office
- Office located to facilitate check in control of all visitors
- Separate entrances for public, and students
- Supply storage room
- Secure records storage room and safe
- Xerox room
- Small staff work room

XII. Student Services

- 1 counselor's office for every 320 students
- 1 small conference room
- Career center with 2 staff work stations, 6 student computer stations, shelving for college materials, and seating for 20 students
- ASB room for student activities 600-720 sf

XIII Faculty/Staff Support

- Provide separate staff lounge and work room areas
- Private Telephone Room
- Built in counter with storage above and below, 20' long
- 2 staff computer work stations
- Television, video and 6 data outlets
- Staff mail boxes, 2 per classroom
- Xerox room
- Supply storage room 20 x 20
- Tables and chairs to seat ½ of staff
- Kitchen alcove with sink, oven, microwave, and refrigerator
- Work area with tables, counters, fax machine, flat files, paper cutter, laminating machine, and paper rolls
- Sink with hot and cold water, and drinking fountain bubbler
- 2 vending machines
- Staff restroom, 2 campus locations
- Board policy decision, convert existing locker bays into staff work stations and work rooms in order to facilitate rotation of staff between teaching stations

**PROGRAM EQUALIZATION
STANDARDS (continued)**

High Schools (continued)

XIV Media Center

- Shelving for 25 - 30,000 volumes
- Reading room with tables and chairs and capacity for 80 students
- 2 conference rooms 10'x10'
- Tackable wall surfaces
- Carpet floor
- Electrical outlets on all walls, 8' apart
- Television, video, and 15 computer cable drops, 1 recessed floor data connection for card catalogue
- Checkout counter
- Librarian, media tech office 12'x12'
- Work/processing room 20'x20', sink with hot and cold water/drinking fountain bubbler, work counters with storage above and below, xerox machine, 3 data outlets
- Equipment storage room 10'x20' with indoor and outdoor access
- Textbook storage room 600 sf with indoor and outdoor access, 2 data connections
- Computer area with 40 stations networked, layout and acoustically isolate in order to utilize as a teaching station w/ presentation screen
- Staff development storage room, secure area
- Cart storage, electrical for charging laptop computers
- Secure room for video material
- Technology head end equipment room
- Magnetic readers at control points

XV. Food Service

- Provide 8 computer point of sale terminals at serving lines, serving windows, and mobile food carts, link to cafeteria office
- Provide new snack windows with proper security to prevent break-ins
- Reconfigure food service to remove serving lines from multi-purpose rooms

XV. Food Service (continued)

- Add lunch shelters for 1/3rd of the campus master plan enrollment
- Provide storage room 20 x 20
- Upgrade electrical service to facilitate installation of new serving carts

XVI. Custodial Support

- Provide custodian office with phone and data outlet
- Supply storage room 10x20
- Work shop area 10x20
- Grounds storage room 10x20
- Janitor closet at each building

**PROGRAM EQUALIZATION
STANDARDS (continued)****Special Education**

I. Typical Classroom - SDC

- 960 square feet
- 2 white boards on adjacent walls
- Teacher work station
- Phone/Intercom
- Sink with drinking fountain bubbler
- All walls tackable
- 3 lockable storage units 2'x4'x7'
- Bookshelves 3' high, 12' long
- Doorway connection to adjacent classroom
- Electrical outlets on all walls, maximum of 6' apart
- Carpet floor
- Television, video, and 5-7 computer cable drops
- Air conditioning

II Typical Classroom – SH

- 1060 square feet minimum
- 2 white boards on adjacent walls
- Teacher work station
- Phone/Intercom
- All walls tackable
- 6 storage units 2x4x7
- Electrical outlets on all walls, maximum of 6' apart
- Television, video, and 5-7 computer drops
- 1/3 Carpet and 2/3 tile floor
- Air conditioning
- Bathroom 10x12, with HC accessible toilet lift, sink with hot and cold water, changing table, and storage cabinets
- Shower 10x10 room with hand held nozzle, one per site with SH (OH/MH) students.
- Kitchenette area counters, sink with hot and cold water, cabinets above and below, refrigerator, oven, and microwave.

**PROGRAM EQUALIZATION
STANDARDS (continued)**

The following summary is a description of the Daycare program at the elementary school level. The Master Plan Site Diagrams in Section VIII indicate at the Norwalk elementary school sites a provision to provide a portable for the Daycare program. The addition of a portable for the Daycare program will gain back the use of the Multipurpose Room platform at most Norwalk elementary school sites.

District Daycare and 'Stone Soup' Program**I. District Daycare – La Mirada Area****Contact: Carin Yoshida 562/943-3178**

- All Elementary School sites have provided new portables dedicated to the Daycare Program:
 - Dulles 2 relo
 - Eastwood 1 relo
 - Escalona 2 rels
 - Foster Road 1 relo
 - Garden Hill 3 rels
 - La Pluma 2 rels
- The average enrollment at the Elementary School sites is 60 children, except at Escalona, Gardenhill and La Pluma where there are 80 children.

II. District Daycare – La Mirada Area**Contact: Carin Yoshida 562/943-3178
(continued)**

- At each Middle School, there are 28 children in Daycare. They are located in (1) permanent classroom, at Benton, Hutchinson and Los Coyotes.
- There is (1) Director at each site and the ratio of teacher to child is 1:12, typically.
- The hours of operation are 7 AM to 6 PM and closed on school off-days.
- Activities include homework, sports, arts and crafts and free-play. There is no nap time.
- The program requirements would work well in a layout similar to a Kindergarten Classroom, a portion of the room carpeted, for a quiet area and a portion with VCT, sink and drinking fountain. A restroom adjacent or within the room is preferred.

PROGRAM EQUALIZATION
STANDARDS (continued)

District Daycare and
'Stone Soup' Program (continued)

III. 'Stone Soup' Program – Norwalk Area
Contact: Judy Brandlin 818/905-1441

School	Hours of Operation and Number of Children			Location
	Morning 6:30 – 11:15 AM	Kindergarten	After School 2:30 – 6 PM	
Dolland	- 20	- 9	38 60	Storage Room in MPR MPR Stage
Edmondson	-	-	15	MPR Stage
Glazier	16	9	65	
Huerta	-	-	-	
Johnston	26	11	80	MPR Stage
Lampton	17	10	66	MPR Stage
Moffitt	13	12	85	MPR Stage + Waiting list
Morrison	15	-	50	MPR Stage
New River	34	13	80	MPR Stage + Waiting list
Nuffer	9	8	45	MPR Stage
Sanchez	20	-	-	

- The After School Program uses the tent area, for outdoor activities, where existing at the School sites.
- Having the Daycare at the stage makes it difficult for both the Daycare Staff and the School Staff, in coordinating the use of the space. Also, the stage is used by guest artists invited to perform, for the Daycare children.
- There is (1) Supervisor at each site and the ratio of teacher to child is 1:14 and 1:9 at the Kindergarten Level. There is a desire for the supervisor to have a space for desk, file area and telephone adjacent to the Classroom.
- The program requirements would work well in a layout similar to a Kindergarten Classroom, a portion of the room carpeted, for a quiet area and a portion with VCT, sink and drinking fountain. There is a need for three 2'x3'x7' lockable storage cabinets. A restroom adjacent or with-in the room is preferred.



Facilities Needs Assessment
and
Master Plan

SECTION VII
Existing Site Analysis

EXISTING SITE ANALYSIS

Comparability Analysis Of Schools And School Sites

In an effort to distinguish characteristics of schools and school sites the attached matrix was developed. This information is also being used to develop District Standards and determine facility needs. Major discrepancies between size of school sites, loading of schools, comparable support facilities are readily apparent when comparing elementary, middle and high schools with each other. This analysis assisted the Facilities Task Force when evaluating the degree of overcrowding, lack of sufficient support facilities and the ratio of portable classrooms to permanently constructed classrooms.

Students Per Acre/Site Size

Establishing standards for the maximum number of students to be served on each campus will assist in creating greater equity among the schools of the District. The Facilities Task Force agreed that 100 students per acre was the desired maximum and 115 per acre would trigger an action plan to ease crowding.

Portable Classrooms

Portable classrooms generally have a shorter useful life than permanent construction, therefore a plan to reduce the number of portables, especially those leased, is desirable. Phasing out Portable classrooms over the next several years is be considered a part of the long-range Facilities Master Plan.

Attendance Boundaries

The size of the Huerta School site and the relatively small enrollment represents a unique situation. Adding acreage could prevent eventual overcrowding and provide a more self-sustaining student enrollment level. Optimum enrollment for schools with the average acreage of the Norwalk-LaMirada elementary sites would be in the range of 600 to 750 students. These enrollment levels minimize the impact on support facilities and allow for sufficient space for freedom of traffic flow on and around the schools.

EXISTING SITE ANALYSIS (continued)

Attendance Boundaries (continued)

To balance the enrollment levels between elementary schools to the most feasible degree, it is necessary to adjust attendance boundaries. This provides greater balance to each campus, it will allow expansion of some schools to meet growth needs and avoid cost of land acquisition. Options for revised attendance areas will need to be prepared for thorough review and discussion with parents, community members and staff prior to implementation. A review of updated demographic projections will also determine where the greatest need to shift boundaries occurs in the District.

Classroom Size

Measures taken in 1995-96 to create sufficient classrooms for Class Size Reduction on several campuses resulted in classrooms with less than 700 square feet of instructional space. The California Department of Education is strongly encouraging school districts to restore classrooms for all grade levels to a minimum of 900 square feet. Plans being submitted to the State for funding new classrooms will not be accepted with undersized classrooms. In analyzing the capacity to house students at each of the elementary schools, it was agreed that modifications to create the smaller classrooms be eliminated and standard classrooms be restored. This may require additional classrooms to be constructed on the sites with substantial numbers of undersized classrooms, depending upon enrollment.

Support Spaces

All elementary schools in the District lack sufficient space for administrative and teacher preparation purposes. It is recommended that where possible a classroom be converted to provide additional space for these functions. This is reflected in the site Master Plans (Refer to Section VIII) as either reconfigured spaces or additions. Multipurpose rooms vary to a significant degree in total space for food services and multipurpose activities. The average for all schools is approximately 3,100 square feet. Those schools with less than the average warrant consideration of options to expand those spaces to a more viable level to prevent overcrowding and avoid the necessity of multiple lunch schedules.

EXISTING SITE ANALYSIS (continued)

Existing Site Analysis

Elementary Schools

School Name	Current Enrollment Oct. 2000	Special Ed Enrollment Oct. 2000	Acreage	Students/ Acre	Perm. Clr. <700 SF	Permanent Classrooms	District Owned Relocatable Classrs 2001	Leased Relocatable Classrs 2001	% Portable to Permanent	Admin (Sq. Ft.)	Multi purpose (Sq. Ft.)
Chavez	578	0	8.4	69	0	15	7	2	38%	2,835	3,340
Dolland	931	0	9.6	97	12	15	6	5	42%	2,316	2,880
Dulles	417	0	10.2	41	0	16	3	0	16%	2,900	3,200
Eastwood	591	27	10.9	54	0	24	3	0	11%	2,900	3,200
Edmondson	502	21	6.75	74	0	23	2	0	8%	3,408	3,320
Escalona	696	0	8.2	85	0	25	2	2	14%	2,700	2,730
Foster Road	558	37	9.8	57	1	25	3	1	14%	2,685	2,880
Gardenhill	688	0	10.8	64	0	25	3	2	17%	2,400	3,200
Glazier	673	0	10.9	62	0	25	4	1	17%	2,352	3,192
Huerta	395	0	4.4	90	5	3	10	0	77%	2,484	3,200
Johnston	665	22	7.6	88	15	15	0	0	0%	2,650	3,240
La Pluma	626	23	9.0	70	0	24	2	2	14%	2,400	3,200
Lampton	693	17	9.7	71	0	26	6	0	19%	2,640	3,180
Moffitt	844	0	7.6	111	6	22	5	4	29%	2,660	3,190
Morrison	771	0	9.7	79	15	10	6	1	41%	2,266	3,179
New River	817	0	10.3	79	0	26	8	0	24%	2,532	3,190
Nuffer	615	54	8.5	72	0	25	5	3	24%	2,346	2,710
Sanchez	556	23	11.5	48	0	24	2	0	8%	2,373	3,149
TOTALS:	11,616	224	-	-	54	350	73	24	-	-	-
Average										2,603	3,121

EXISTING SITE ANALYSIS (continued)

Existing Site Analysis (continued)

Middle Schools

School Name	Current Enrollment Oct. 2000	Special Ed Enrollment Oct. 2000	Acreage	Students/ Acre	Perm. Clr. <700 SF	Permanent Classrooms	District Relocatable Classrooms	Leased Relocatable Classrooms	% Portable to Permanent	Admin Size	Multi Purpose Size EST.
Benton	739	20	21.2	35	0	31	3	0	9%	5,546	3,970
Corvallis	967	38	16.9	57	0	22	15	0	41%	2,613	3,879
Hargitt	667	29	11.1	60	0	20	10	0	33%	2,402	3,403
Hutchinson	525	10	9.36	56	0	22	4	0	15%	2,520	2,690
Los Alisos	988	48	18	55	0	23	5	8	36%	3,222	3,872
Los Coyotes	637	21	22.8	28	3	17	4	0	19%	3,140	4,240
Waite	832	23	13.45	62	1	18	13	2	45%	2,445	3,848
TOTALS:	5,355	189	-	-	4	153	54	10	-	-	-
Average										3,127	3,700

High Schools

Glenn	1517	112	36	42	6	57	0	1	2%	7,225	5,054
La Mirada	2174	55	43.3	50	3	66	7	9	20%	9,670	5,330
Norwalk	1962	103	35	56	3	73	0	0	0%	7,627	5,263
TOTALS:	5,653	270	-	-	..	196	7	10	-	-	-
Average										8,174	5,216

* Note that the above information was taken from 2000 and 2001 data. It was used for analysis purposes only and may not reflect current conditions.



Facilities Needs Assessment and Master Plan

SECTION VIII School Site Master Plans

Introduction
Priority Descriptions
School Site Budget Summary
Elementary School Boundary Map
Existing Site Plans
Proposed Site Master Plans
Cost Budget Summary
Budget Summary by Building



Elementary Schools

1. Cesar Chavez Elementary School
2. Dolland Elementary School
3. J.F. Dulles Elementary School
4. Eastwood Elementary School
5. Edmondson Elementary School
6. Escalona Elementary School
7. Foster Road Elementary School
8. Gardenhill Elementary School
9. Glazier Elementary School
10. Huerta Elementary School
11. D.D. Johnston Elementary School
12. La Pluma Elementary School
13. Lampton Elementary School
14. T. Moffitt Elementary School
15. J. Morrison Elementary School
16. New River Elementary School
17. J. Nuffer Elementary School
18. A. Sanchez Elementary School

Middle Schools

19. Benton Middle School
20. Corvallis Middle School
21. Hargitt Middle School
22. Hutchinson Middle School
23. Los Alisos Middle School
24. Los Coyotes Middle School
25. Waite Middle School

High Schools

26. J. Glenn High School
27. La Mirada High School
28. Norwalk High School

Other Sites

29. Ramona
30. Excelsior

INTRODUCTION

The District's needs assessment process incorporated input from the school staff and administrators, consultants, architects, and review of the District's maintenance, facilities, and planning documents to identify, analyze and document the needs at each site. This process resulted in categorizing the modernization and improvements needed at the District's 28 existing schools into four priority categories incorporated into the NLMUSD Facilities Master Plan.

The next page describes the four priority categories and budgets. The specific items included in the four priorities are listed in Section II – Master Plan Base Program. An overall school site budget summary provides an overview of the budgets District wide.

Each school site was given a number tab and includes the following items:

- Existing Site Diagram
- Proposed Master Plan
- Cost Budget Summary
- Budget Summary by Building

The Master Plans reflect the funding source for Priority 1 through 4 using color fields. Each Master plan has a chart documenting current enrollment and capacity based on October 2000 CBED data and 2007 enrollment projections. For those sites that require new construction to accommodate enrollment growth, the Master Plan designates new buildings diagrammatically. This allowed for budget and scope tracking of all improvements. Once modernization projects begin, the individual school site committee will be involved in the design and placement of all new structures.

There are two additional site Master Plans identified as Other Sites, included in this section.

- Excelsior, formally a high school campus and currently occupied by the Adult Education Program. A budget was established to provide minimal modernization to the site. The Board of Education will determine at a later date if this project will be included in the overall Facilities Master Plan.
- Ramana, formally an elementary school campus and currently occupied by Head Start. The Master Plan for the site documents a plan to house NLMUSD K-1 students. This will alleviate overcrowding at Moffitt and Dolland Elementary Schools. Potential funding may be contributed by Head Start grants.



PRIORITY DESCRIPTIONS

PRIORITY 1
Budget: \$104,700,000

District Equalization Program Phase I

District mandated equalization program budget for classroom modernization. Dollar amount corresponds to the level of State funding for modernization. State funding eligibility is based on a 60% State contribution and 40% District match. This priority shall be the only priority funded in the event that the District receives State modernization funding.

PRIORITY 2
Budget: \$52,200,000

New Construction

This priority accommodates for the growth impact at each campus based on Davis Demographics projections out to 2007, in comparison with the current site capacities. State funding eligibility is available for the Elementary Schools in the Norwalk HSAA, Middle Schools in the Glenn and Norwalk HSAA and High Schools in the Glenn and La Mirada HSAA. All new construction in HSAA's with no state eligibility will be paid by the District in full, funded by a local bond.

PRIORITY 3
Budget: \$42,200,000

District Equalization Program Phase II

District Phase II mandated equalization program budget for support facility modernization. This priority shall be funded with additional revenue sources available from a local bond measure.

PRIORITY 4
Budget: \$47,300,000

Future Program Enhancements

Projects District needs with no funding source identified or to be funded by other revenue outside of the District Master Plan Program, for example, E-Rate and potential QZAB increases, deferred maintenance funds, certificates of participation, etc.

BASE PROGRAM
Priorities 1 through 3 \$199,100,000



SUMMARY BY PRIORITY

Summary By Priority

#	Building	Priority				Total
		1	2	3	4	
1	Cesar Chavez Elementary School	\$2,575,759		\$96,895	\$1,094,165	\$3,766,819
2	Dolland Elementary School	\$3,589,554		\$936,577	\$1,245,386	\$5,771,517
3	J. F. Dulles Elementary School	\$1,848,803	\$283,480	\$1,510,479	\$1,311,558	\$4,954,320
4	Eastwood Elementary School	\$2,976,144	\$15,808	\$1,165,553	\$1,299,390	\$5,456,895
5	Edmondson Elementary School	\$2,308,553		\$1,651,381	\$1,364,914	\$5,324,848
6	Escalona Elementary School	\$2,884,247		\$1,200,288	\$1,424,465	\$5,509,000
7	Foster Road Elementary School	\$2,872,620		\$1,020,860	\$1,197,736	\$5,091,216
8	Gardenhill Elementary School	\$2,916,509		\$1,246,863	\$1,356,817	\$5,520,189
9	Glazier Elementary School	\$2,907,793	\$257,005	\$1,309,900	\$1,331,212	\$5,805,910
10	Huerta Elementary School	\$1,483,545	\$3,429,983		\$692,403	\$5,605,931
11	D.D. Johnston Elementary School	\$3,286,004	\$2,263,931	\$855,033	\$1,252,558	\$7,657,526
12	La Pluma Elementary School	\$2,838,982		\$1,124,307	\$1,258,141	\$5,221,430
13	Lampton Elementary School	\$3,129,971		\$1,380,749	\$1,326,811	\$5,837,531
14	T. Moffitt Elementary School	\$3,650,764		\$540,654	\$1,279,448	\$5,470,866
15	J. Morrison Elementary School	\$3,780,667	\$1,353,404	\$584,821	\$1,865,269	\$7,584,161
16	New River Elementary School	\$3,502,344		\$1,165,398	\$1,217,951	\$5,885,693
17	J. Nuffer Elementary School	\$3,169,797	\$2,184,654	\$1,700,115	\$1,256,137	\$8,310,703
18	A. Sanchez Elementary School	\$2,588,944	\$278,711	\$1,625,725	\$1,319,221	\$5,812,601
SUBTOTAL - ELEMENTARY SCHOOLS		\$52,311,000	\$10,066,976	\$19,115,598	\$23,093,582	\$104,587,156
19	Benton Middle School			\$6,024,714	\$1,673,392	\$7,698,106
20	Corvallis Middle School	\$1,473,449	\$2,722,982	\$4,415,013	\$3,520,787	\$12,132,231
21	Hargitt Middle School	\$3,401,903	\$3,931,309	\$450,444	\$1,342,544	\$9,126,200
22	Hutchinson Middle School	\$2,677,700	\$1,581,607	\$1,146,220	\$1,333,272	\$6,738,799
23	Los Alisos Middle School	\$3,913,186	\$6,740,410	\$276,239	\$1,357,468	\$12,287,303
24	Los Coyotes Middle School	\$2,916,367	\$188,043	\$1,261,418	\$1,280,326	\$5,646,154
25	Waite Middle School	\$3,699,780	\$5,371,196	\$673,104	\$1,198,911	\$10,942,991
SUBTOTAL - MIDDLE SCHOOLS		\$18,082,385	\$20,535,547	\$14,247,152	\$11,706,700	\$64,571,784
26	John Glenn High School	\$9,942,204	\$6,811,068	\$4,212,570	\$2,931,748	\$23,897,590
27	La Mirada High School	\$11,981,630	\$5,766,830	\$1,745,630	\$4,967,019	\$24,461,109
28	Norwalk High School	\$12,373,819	\$9,022,949	\$2,838,023	\$4,503,992	\$28,738,783
SUBTOTAL - HIGH SCHOOLS		\$34,297,653	\$21,600,847	\$8,796,223	\$12,402,759	\$77,097,482
GRAND TOTAL		\$104,691,038	\$52,203,370	\$42,158,973	\$47,203,041	\$246,256,422
		\$199,053,381				

Note: Potential additional items are identified in Section II - Mater Plan Base Program and are not included in these summary totals.