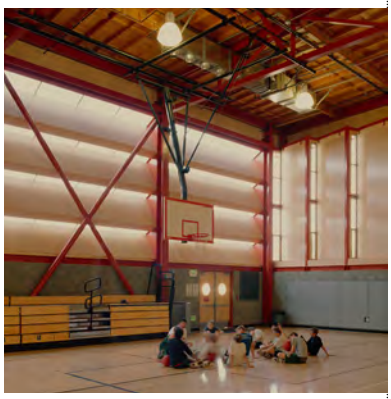






Los Altos School District
Master Plan Phase II Draft

2018



GELFAND PARTNERS ARCHITECTS

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Executive Summary

Executive Summary

The Los Altos Masterplan identifies strategies and implementation priorities for the new construction, modernization and site work necessary to fulfill the District standard educational requirements for LASD K-8 children and selected pre-K children. The plan provides flexibility for the future and includes repair, replacement or upgrade of existing assets to match the expected performance of new construction. The plan extends the green school leadership of LASD by matching the new PV generation with energy efficiency improvements to achieve zero net energy across the District. The Masterplan also recognizes the value of continued cooperation with the communities the District serves in providing recreational and cultural opportunities for residents of all ages.

District schools currently include seven elementary schools and two junior high schools. The Bullis Charter School occupies temporary buildings split between the two junior highs and shares some permanent facilities at each site. The master plan envisions creating permanent facilities for the charter school.

A draft masterplan was developed in 2014. The process at each site included meeting with site committees to determine individual site needs, public meetings with parents and neighbors, and review by the Construction Oversight Committee and the Board of Trustees. Subsequent energy conservation and major maintenance projects have addressed some of the improvements identified in the 2014 draft. The 2018 update reconciles cost opinions and a priority ranking of facility needs to meet the resources available in the District, with partners, and through the passage of the 2014 school bond.

LASD may convert to a K-5 elementary and 6-8 middle school model at a future date. No schedule or educational decisions have been made. Therefore the District will continue to accommodate sixth grade enrollment on elementary campuses in temporary buildings until the conversion is undertaken. The continued presence of Bullis Charter School on the Blach and Egan campuses might restrict the options for conversion.

The District has identified a set of facility goals for the masterplan that are independent of the charter school location or the middle school conversion. In general, the existing sites are short on administrative, library, and assembly space, and in varying degrees, classroom space. Portable classrooms, although recognized to be inefficient in terms of energy and land use, and to offer somewhat less daylight and access to the outdoors than the District's permanent classrooms, provide important flexibility for enrollment and program changes. The District owns 25 buildings that are part of the plan going forward. The masterplan assumes the replacement of all leased portables by permanent buildings.

The goals of the permanent build-out are:

- All classrooms in permanent buildings consistent with potential middle school conversion
- All elementary schools to accommodate extended day kindergarten in classrooms meeting state standards
- Three flex classrooms per campus
- All schools to include multipurpose buildings large enough to accommodate the entire student body for assembly
- Expanded school libraries
- Adequate specialist and small group instruction space, teacher collaboration, work and lounge space, and efficient maintenance and janitorial facilities
- Improved outdoor space use
- Universal access
- Access to appropriate student services in neighborhood schools or clusters
- Schools responsive to their neighborhood

Master Plan Process and Findings

Master Plan Process and Findings

The Los Altos School District Masterplan is a multiyear plan for school District response to facility needs. It addresses demographic trends and the recommendations of the Enrollment Growth Task Force (report in appendix), capacity and conditions of existing school and administrative facilities and analysis of Los Altos instructional initiatives and goals.

Prior to the successful adoption of the 2014 school bond, the District pursued several parallel processes to identify capacity, current and future maintenance needs, and District energy usage and potential improvements. Gelfand Partners Architects reviewed capacity and conditions at each of the existing school sites, updated District standards, and determined facility needs and required resources at each campus to meet District standards. Gelfand Partners also supported the District in determining the criteria for a new or expanded site to serve District enrollment growth. In addition Ventura Partners conducted an asset reserve analysis of the various District sites in order to identify future maintenance needs (see appendix). EDesignC analyzed District energy usage and potential improvements in 2014 (see appendix).

At the District level Gelfand Partners facilitated educational design workshops with District and school instructional staff at the K-2, 3-5, and 6-8 levels. At each school site Gelfand Partners met with site committees to determine individual site needs and opportunities and identify site priorities. Following the analysis and fact finding at each of the sites a Facilities Advisory Committee representing all schools met to review findings and make prioritized recommendations to District staff (see appendix).

The LASD Board of Trustees resolved to begin implementation of the draft Masterplan through Measure N, a $150 million bond approved in the November 2014 election. Approximately half of the needs identified in the masterplan could be met through those funds. In the intervening years the District began actively discussing partnerships with other local government and private entities to further leverage Measure N funds. But large tasks within the masterplan have no funding at this time. The cost of land if necessary for a new school site is unknown. Therefore the exact scope of masterplan activities that will be realized with Measure N is unknown.

Between 2014 and the present the District has mitigated pressing maintenance problems and implemented separately funded energy related upgrades through a PPA and application of Prop 39 funds. The District also leveraged several smaller sources to assist in adding a high performance component to the replacement of the leaking Egan roof, and to provide electric vehicle charging stations in District parking lots. Power from solar panels installed under the PPA will offset load from all but two of the District schools. The masterplan includes upgrades at Egan and Covington to make their energy usage similar to other schools, and the replacement of energy hog portables with the goal of bringing the entire District to a net zero state. The plan includes funds to buy the solar panels.

District facilities are safe, warm and dry (with a few exceptions). However the skilled and energetic staff work around many of the facilities rather than being supported by them. Opportunities to pursue educational innovation are reduced by inappropriate facilities. Most campuses cannot accommodate the whole student body assembled in any interior space. The Bullis Charter School occupies field space at both junior high schools and imposes overcrowding issues on the host campuses.

It is the intent of the District to minimize the impact of construction on students and their instruction. Where possible, classroom instruction can and will be moved “off-site” during construction. An example is at Egan School, where students and teachers could be moved to the portable campus on the site currently housing Bullis Charter School. This assumes, of course, that Bullis Charter School has been relocated previously. Where moving “off-site” is not an option, the District will work with contractors to isolate construction activity from the rest of the school campus and develop a temporary housing plan for classrooms and other instructional spaces. At all times during construction, physical barriers will be in place to restrict students and adults from entering construction zones. Noise restrictions will also be implemented during school hours.

In addition to the educational priorities the logistics of working safely and minimizing disruption will influence the sequence and packaging of projects. The District's Board of Trustees will ultimately decide the priority of projects within the bond program. The sequencing will be determined by the board as well, but will be affected by the types of projects and their locations. The Construction Review Committee, in conjunction with District staff, will provide sequencing recommendations to the board. Meeting the following goals guides the masterplan:

1. enrollment growth: house all students, including Bullis Charter School students, in LASD facilities meeting District standards
2. District standards: modernize existing facilities to meet District educational, safety, and efficiency criteria
3. sustainability: operate campuses more sustainably and cost effectively
4. innovation: provide for future flexibility in realizing 21st century educational needs

Summary of Facility Needs and Recommendations

Summary of Facilities Needs and Recommendations

A. Enrollment Growth

Current District enrollment as of April 2018 is 4450 students with 825 students enrolled in the Bullis Charter School as of 2016-17. LASD seeks to limit most District elementary schools to at most 560 students. The exception, Covington Elementary School, occupies a central location in the district and has permanent capacity for 600 students. On the other end, Oak and Gardner Bullis are unlikely to grow beyond three streams of 75 students each for a total capacity of 525 as K-6 or 450 as K-5.

From an educational point of view it is thought that the junior high schools could successfully accommodate more students, but at two grade levels each their theoretical enrollment is 560 students each. Maximum capacity of the school sites assuming consistent enrollment at each grade level and in each school is as follows:

elementary schools	7 x 560 = 3920
junior high schools	2 x 560 = 1120

LASD is below its theoretical maximum capacity now but continued significant growth is projected into the near future. Only Covington has permanent facilities to match its current enrollment. Across the District the current enrollment is being met with heavy reliance on portable classrooms. Future plans for the Bullis Charter School, currently accommodated in portable and shared facilities on the Blach and Egan campuses, could also rise to 900 students. Enrollment growth is not smoothly distributed, putting pressure on some District schools and not on others.

Finally the state decision to change kindergarten enrollment eligibility while offering transitional kindergarten to younger students imposes demand for additional kindergarten classrooms. The masterplan includes a total of four kindergarten classrooms at each site allowing either four kindergartens or three kindergartens and one transitional kindergarten at each campus. Dating back to half day kindergarten, most existing campuses offer only two purpose built kindergartens. The proposed addition of two kindergartens to each campus provides transitional kindergarten flexibility as well as special day class flexibility due to the additional space and dedicated restrooms.

The strong preference of LASD is to accommodate growth with the addition of a new site rather than addition of a new school on an existing site. Ideally such a new site would provide a neighborhood presence in the Mountain View area of the district where much of the new enrollment is being generated. LASD has been investigating joint use options with the City of Mountain View and as public benefit parts of masterplans for commercial development. For purposes of the District masterplan budgeting the cost of the land has been excluded, although physical site development costs are noted.

Options that meet LASD goals to maintain small neighborhood schools and to accommodate growth include:

- one new school at 560 students, and conversion of junior high schools to middle schools, accommodating 280 additional students at each junior high
- combinations of K-8 models and additional schools

The educational potential of the middle school conversion is strong. At 840 students each, Egan and Blach would remain within the small to medium category for middle schools while being able to offer expanded course offerings. All masterplan options on the Egan and Blach sites are consistent with middle school conversion.

Proposed build outs for each of the elementary sites include permanent classrooms sufficient to meet full enrollment at K-5, with an additional three portables for current enrollment and future flexibility.

B. District Standards

Los Altos School District facility standards apply to all facilities, new and modernized. Safety, efficiency, and educational support should be met substantially equally across existing and new buildings. As building standards have changed over time, the modernization goals therefore include improvements to previously compliant structures to meet current standards. In addition the district has exhibited leadership in sustainability, with many buildings and campuses outperforming similar buildings by up to 98%. Remaining buildings would be modernized to meet similar performance goals and lower district operating costs. Leased portables would be replaced by permanent facilities.

Projects to addressing facility conditions:

- Upgrade or replace individual buildings to meet current seismic and ventilation codes
- Upgrade individual buildings to meet district energy efficiency standards
- Upgrade and standardize district instructional technology infrastructure
- House administrative, operational, and technological infrastructure in permanent buildings
- Upgrade fields and hardcourts
- Install permanent shade structures

Improvements to support instruction:

- Upgrade selected libraries and multipurpose buildings to meet District standards
- Repurpose obsolete computer labs
- Improve furnishings and casework to support small group, process based instruction and activities in classrooms
- Replace portable classrooms to meet educational requirements and add usable outdoor areas
- Accommodate STEM, art, and music programs in facilities of the appropriate size and design
- Increase teacher work space to facilitate teacher collaboration
- Provide enhanced outdoor learning and play opportunities beyond sports and apparatus

C. Sustainability

New buildings and campuses will be constructed in accordance with CHPS criteria with energy use at a net zero level. The two campuses that are not net zero ready, Egan and Covington, will receive upgrades as modernizations occur and existing equipment exceeds its service life. LASD has entered into a PPA already and will begin generating power in May 2018. Additional gains should be realized as portables are replaced by permanent buildings and campus improvements address heat gain, water use and other burdens on the environment.

Ongoing major maintenance such as the current Egan roof project will be required on building materials and systems such as HVAC and roofs installed under the 1998 bond. A planned maintenance fund should be created..

D. 21st Century Flexibility

Enhanced opportunity for small group work, interclass collaboration, teacher collaboration, and distance learning should be available in classrooms. Technology requires a refresh. The addition of true flex classrooms with additional space and additional plumbing, and appropriate finishes will support hands on learning, making art, music, discoveries and inventions.

K-6 Educational Standards 460-560 students (75/stream + T-K and margin)					
	Size	**Quantity**	**Area**	**2-story footprint**	
Kindergarten	1350	4	5,400 sf	5,400 sf	incorporates Transitional Kindergarten
Grades 1-3	960	9	8,640 sf	4,320 sf	
Grades 4-6	1080	9	9,720 sf	4,860 sf	
Flex and STEM rooms	1200	3	3,600 sf	2,640 sf	Flex, STEM, RSP, breakout stack
RSP	960	1	960 sf		
Breakout room	480	1	480		
Multi			5,650 sf	5,650 sf	
assembly space @ 560*7	3920	1			
servery	480	1			
stage	700	1			
storage	300	1			
PTA work/storage	250	1			
Library			3,530 sf	4,308 sf	library/admin stack
reading room	1500	1			
story space	500	1			
project room	500	1			
media studio	250	1			
office	150	1			
IT	150	1			
grade 1-2 computer lab	480	1			
Small group instruction, ESL, Speech	250	6	1,500 sf		
Admin					
reception	700	1	700 sf		
principal office	200	1	200 sf		
psych/counseling	180	2	360 sf		
conference room	250	1	250 sf		
health and restroom	275	1	275 sf		
staff work	840	1	840 sf		
staff lounge	960	1	960 sf		
SUBTOTAL			43,065 sf	27,178 sf	
Restrooms/support @ +/- 15%			6,000 sf	3,000 sf	
internal corridors, stairs @ 5%				2,153 sf	
TOTAL			**49,065** sf	**32,331** sf	built area footprint
State Site Standards (CDE 2000)					
Developed land (area around buildings, 1-story footprint)			98,130 sf	64,662	
Parking (2.25 x classrooms)	380	61	23,180 sf		
Drop off, access	15000	1	15,000 sf		
Kindergarten play	28800	1	28,800 sf		
Primary grades					
Field area	23760	1	23,760 sf		
Hardcourt area	18000	1	18,000 sf		
Apparatus area	10560	1	10,560 sf		
Grades 4-6					
Field area	142560	1	142,560 sf		
Hardcourt area	35200	1	35,200 sf		
Apparatus area	9600	1	9,600 sf		
TOTAL			**521,933 sf**	**464,200 sf**	incl 15% layout factor
			12 ac	11 ac	

CDE site size range 11-12 acres

7-8 Educational Standards 525-560 students				
	Size	**Quantity**	**Area**	
Classrooms	960	23	22,080 sf	
Art	1200	1	1,200 sf	
Science	1400	4	5,600 sf	
Music	2000	1	2,000 sf	
Drama	2000	1	2,000 sf	
Shop/fab lab	1500	1	1,500 sf	
Multi			7,200 sf	
assembly space @ 560*7	3920	1		
servery	480	1		
stage	700	1		
locker rooms	1500	1		
PTA work/storage	600	1		
Library			5,050 sf	
reading room	4000	1		
project room	500	2		
media studio	250	1		
office	150	1		
IT	150	1		
Small group instruction	250	6	1,500 sf	
Admin				
reception	700	1	700 sf	
principal office	200	1	200 sf	
psych/counseling	180	2	360 sf	
conference room	250	1	250 sf	
health and restroom	275	1	275 sf	
staff work	840	1	840 sf	
staff lounge	960	1	960 sf	
SUBTOTAL			51,715 sf	
Restrooms/support @ +/- 15%			6,000 sf	
TOTAL			**57,715 sf**	
State Site Standards Enrollment 451-600 (CDE 2000)				
Developed land (area around buildings, 1-story footprint)			115,430 sf	
Parking (2.25 x classrooms)	380	61	23,180 sf	
Drop off, access	15000	1	15,000 sf	
Field area, 260'x260'	67600	1	67,600 sf	
Field area, 360'x360'	129600	1	129,600 sf	
Field area, 300'x750'	225000	1	225,000 sf	
Hardcourt area, 90x100	9000	4	36,000 sf	
Hardcourt area, 100x120	12000	2	24,000 sf	
Apparatus area	1000	3	3,000 sf	
TOTAL			**734,632 sf**	incl 16.9 ac

6-8 Educational Standards

900 students

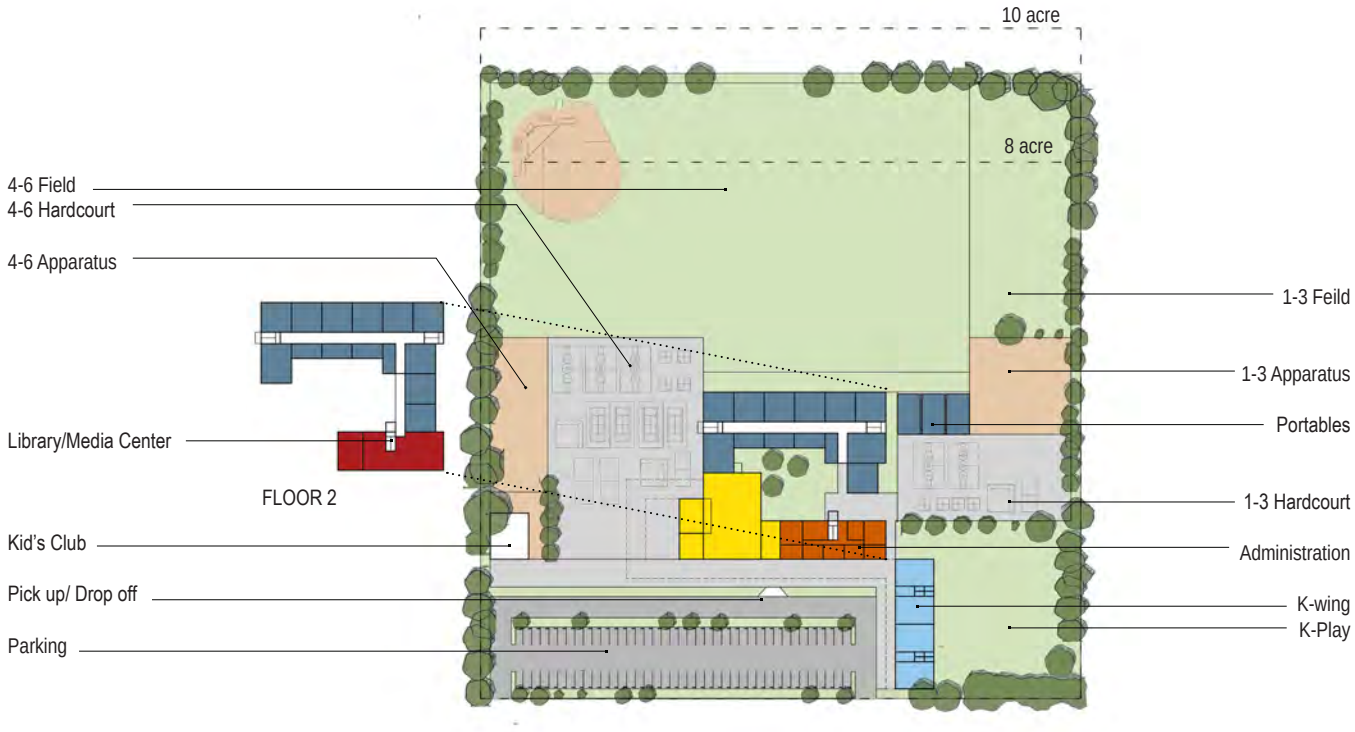
	Size	Quantity	Area	2-story footprint	
Classrooms	960	36	34,560 sf	17280 sf	
Art	1200	1	1,200 sf	8400 sf	stacked
Science	1400	6	8,400 sf	0 sf	stacked
Music	2000	1	2,000 sf	0 sf	stacked
Drama	2000	1	2,000 sf	0 sf	stacked
Shop/fab lab	1500	1	1,500 sf	0 sf	stacked
Multi			9,580 sf	9,580 sf	
assembly space @ 900*7	6300	1			
servery	480	1			
stage	700	1			
locker rooms	1500	1			
PTA work/storage	600	1			
Library			3,550 sf	4890 sf	stacked with admin
reading room	2500	1			
project room	500	2			
media studio	250	1			
office	150	1			
IT	150	1			
Small group instruction	250	9	2,250 sf		included in stack
Admin					
reception	700	1	700 sf		
principal office	200	1	200 sf		
psych/counseling	180	3	540 sf		
conference room	250	1	250 sf		
health and restroom	275	1	275 sf		
staff work	840	1	840 sf		
staff lounge	960	1	960 sf		
SUBTOTAL			68,805 sf	40150 sf	
Restrooms/support @ +/- 15%			6,000 sf	3000 sf	
internal corridors, stairs @ 5%				3440 sf	
TOTAL			**74,805 sf**	**46,590 sf**	
State Site Standards (CDE 2000)					
Developed land (area around buildings, 1-story footprint)			149,610 sf	93,181	
Parking (2.25 x classrooms)	380	104	39,330 sf		
Drop off, access	15000	1	15,000 sf		
Field area, 260'x260'	67600	1	67,600 sf		
Field area, 360'x360'	129600	1	129,600 sf		
Field area, 300'x750'	225000	1	225,000 sf		
Hardcourt area, 90x100	9000	4	36,000 sf		
Hardcourt area, 100x120	12000	2	24,000 sf		
Apparatus area	1000	3	3,000 sf		
TOTAL			**792,511 sf**	**727,617 sf**	incl 15% layout factor
			18.2 ac	16.7 ac	

New K-8
900 students

	Size	Number	TOTAL	2-story footprint	
Kindergarten	1350	5	6750 sf	6750 sf	
Grades 1-3	960	15	14400 sf	7200 sf	stacked
Grades 4-5	1080	8	8640 sf	4320 sf	stacked
Grades 6-8	960	12	11520 sf	5760 sf	stacked
Flex and STEM rooms	1200	4	4800 sf	2400 sf	stacked
RSP	960	1	960 sf	960 sf	
Science	1200	1	1200 sf	1200 sf	science and art stack
Art	1200	1	1200 sf		
Multi			10430 sf	10430 sf	
assembly space @ 900*7	6300	1			
servery	480	1			
stage	700	1			
storage	300	1			
PTA work/storage	250	1			
music/drama	1200	1			
locker rooms	1200	1			
Library			4530 sf	5373 sf	stacked with admin
reading room	2500	1			
story space	500	1			
project room	500	1			
media studio	250	1			
office	150	1			
IT	150	1			
grade 1-2 computer lab	480	1			
Small group instruction, ESL, Speech	250	9	2250 sf		
Admin					
reception	700	1	700 sf		
principal office	200	1	200 sf		
assistant principal office	200	1	200 sf		
psych/counseling	180	3	540 sf		
conference room	250	1	250 sf		
health and restroom	275	1	275 sf		
staff work	840	1	840 sf		
staff lounge	960	1	960 sf		
SUBTOTAL			70645 sf		
Restrooms/support @ +/- 15%			10597	5298	
internal corridors, stairs @ 5%				2220	
TOTAL			**81242**	**51911**	
State Site Standards (CDE 2000)					
Developed land (area around buildings)			162484 sf	103821 sf	
Parking (2.25 x classrooms)	380	101	38475 sf		
Drop off, access	15000	1	15000 sf		
Kindergarten play	37200	1	37200 sf		
Primary grades					
Field area	23760	1	23760 sf		
Hardcourt area	29700	1	29700 sf		
Apparatus area	14080	1	14080 sf		
Grades 4-6					
Field area	190080	1	190080 sf		
Hardcourt area	52800	1	52800 sf		
Apparatus area	9600	1	9600 sf		
Grades 7-8					
Field area	149500	1	149500 sf		
Hardcourt area	22500	1	22500 sf		
Apparatus area	2500	1	2500 sf		
TOTAL			**953,258 sf**	**792,368 sf**	incl 15% layout factor
			21.88 ac	18.19 ac	

note: storage, prep, restrooms included in kindergarten, flex, science, art

K-6 School_ Facility Requirements





	(N)
Multipurpose	1
Administration	1
Library	1
Classroom[c]	18
Flex Space[d]	3
Science	1
Performing Arts	1
Gym	1
Lockers	1
Kindergarten	4

[c] includes RSP & ESL
[d] includes Stem

K-8 School 900_ Facility Requirements_11 acre



	(N)
Multipurpose	1
Administration	1
Library	1
Classroom[c]	36
Flex Space[d]	4
Science	1
Performing Arts	1
Gym	1
Lockers	1
Kindergarten	4

[c] includes RSP & ESL
[d] includes Stem

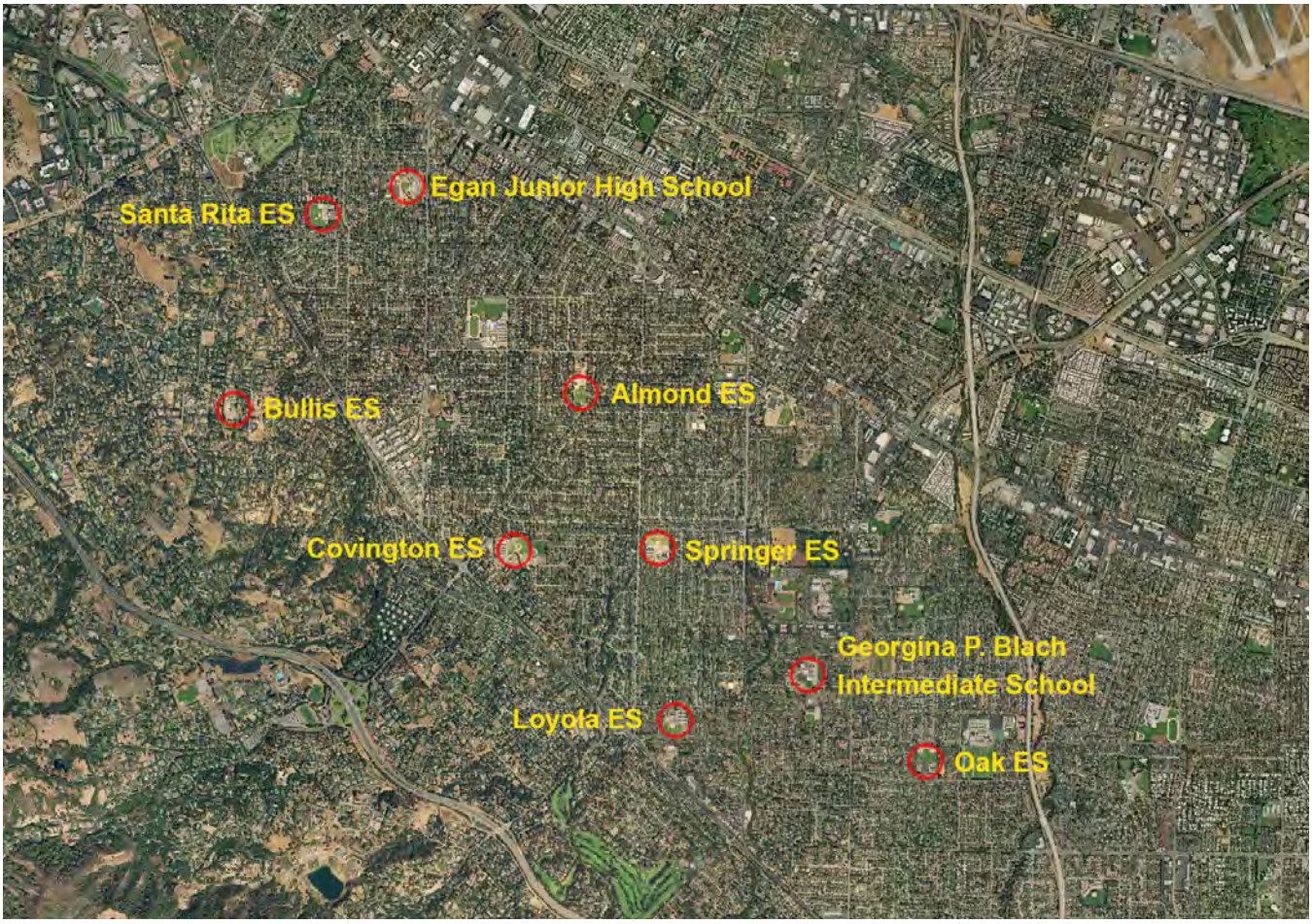
School Site Needs

School Site Needs

Each site was visited and meetings were held with the school communities. The programs and diagrams that resulted are included in this section. They were used as a basis for budgeting. They are the beginning of a process of site planning at each site and are more likely to be modified than to stay the same. An Asset Reserve Analysis and Energy Analysis were completed at each site in 2013 and are reflected in the cost opinions. A new Prop 39 energy audit identified eligible projects for Prop 39 funds.

District parameters as illustrated in the model schools are observed in all proposed diagrams. Kindergartens may run on different schedules and are located near the automobile access for minimum disruption during pick up and drop off. Each site is accessed through an easily identified office. The library and multipurpose spaces are also located so that after hours use does not require access through an otherwise closed campus.

Athletic facilities such as tennis courts and tracks, fields and playgrounds offer an important recreational resource to Los Altos residents and families and operate like parks after school hours. Blach and Egan also include joint-use City of Los Altos gyms.



Phase I and Phase II Elementary Programming Standards

	PHASE	ALMOND I (E)	ALMOND II (N)	BULLIS I (E)	BULLIS II (N)	COVINGTON I (E)	COVINGTON II (N)	LOYOLA I (E)	LOYOLA II (N)	OAK I (E)	OAK II (N)	SANTA RITA I (E)	SANTA RITA II (N)	SPRINGER I (E)	SPRINGER II (N)	STANDARD
	Multipurpose	1	-	1[b]	-	1	-	1	-	1[b]	1	1[b]	1	1	-	1
	Administration	1	0	P	-	1	-	1	-[a]	P	1	1	-	1	-	1
	Library	1	0	P	1	1	-	P	1	P	1	P	1	P	1	1
	Classroom[d]	14[c]	3	7[c]	10	23	-	18[c]	0	13[c]	4	14[c]	3	19[c]	0	17
	Flex Space	P	3	P	3	2	-	P	3	P	3	P	3	P	3	3
	Computer	2	-	P	0	2	-	P	0	P	0	P	0	P	0	0
	Kindergarten	2	2	1	3	4	-	2	2	2	2	2	2	2	2	4

[a] requires teachers' lounge
[b] existing Oak, & Santa Rita Multipurpose inadequate - to be replaced in Phase II
[c] Phase I class count does not include portable classrooms
[d] includes RSP & ESL
standard campus includes permanent facilities K-5, three portables or as needed

Almond Build-out

Almond completed its modernization construction in fall 2003. Almond is unique in the District for having an almost big enough library. In Phase I existing structures were modernized including the assembly space of the multipurpose building and the addition of two small reading rooms to the existing library. The site work in phase I addressed existing drainage problems and prepared the infrastructure for Phase II construction. Site work also included the development of a drop off area and restriping of the parking lot connecting to the new entry plaza and expanded administration area. This will enabled the Almond school to present a new face to the neighborhood, and improve safety and efficiency of pick up and drop off.

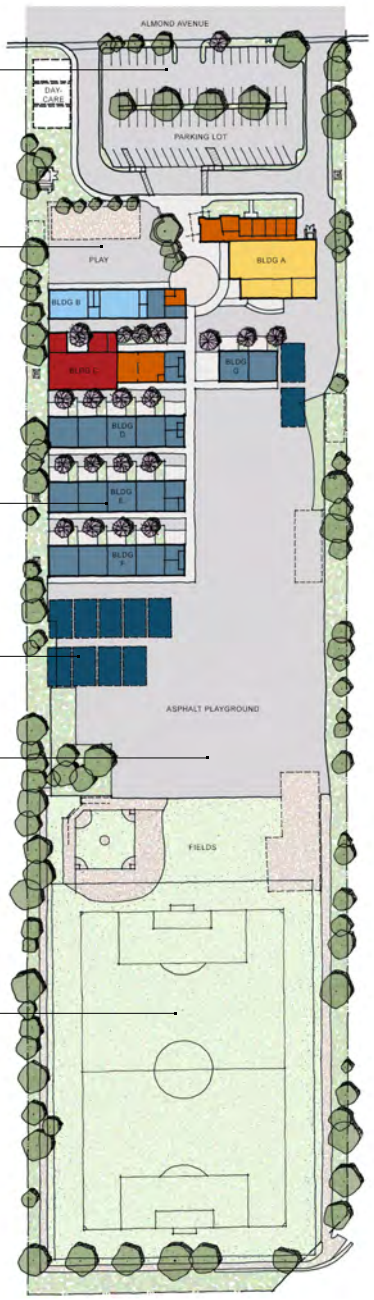
Phase II goals are as shared by all schools in the District:

- All classrooms in permanent buildings consistent with potential middle school conversion
- All elementary schools to accommodate extended day kindergarten in classrooms meeting state standards
- Three flex classrooms per campus
- All schools to include multipurpose buildings large enough to accommodate the entire student body for assembly
- Expanded school libraries
- Adequate specialist and small group instruction space, teacher collaboration, work and lounge space, and efficient maintenance and janitorial facilities
- Improved outdoor space use
- Universal access
- Access to appropriate student services in neighborhood schools or clusters
- Schools responsive to their neighborhood

For Almond this means projected additions of three classrooms, three flex rooms and two additional kindergarten spaces. Space planning of functions on the campus will differentiate playgrounds to provide for a new school assembly space adjacent to the new stage, an expanded kindergarten play area, and separate lower and upper grade paved play areas and climbing structures. The outdoor areas between the classroom bars will be developed to provide each classroom with an exterior activity space. The flex rooms will have expanded exterior spaces to allow development of curriculum supporting activities such as science gardens, and outdoor painting and ceramics. Athletic fields will be regraded, and new turf and irrigation will be installed. Various strategies for improved parking and daycare facilities are being considered.

* Completed at Almond School in Phase I

Almond_ Phase I_ Present Conditions



Parking

Kindergarten Play

Modernized Classroom Buildings

(E) Portables

Asphalt Playground

Grass Fields

N

0 ft. 25 ft. 100 ft. 200 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Almond_ Phase II



Gardner Bullis Build-out

Gardner Bullis is the only school in the district located west of Foothill. This location allows students in Los Altos Hills to walk and bike to school without crossing Foothill. It also limits the potential enrollment. It is planned that Gardner Bullis will remain a small school. Significant modernization work has already been done on the existing buildings, including seismic upgrade, roofs, and a new electrical power service. A new multipurpose building was constructed as well as a portable "student center" that is serving as a lab for testing new approaches. On the other hand, a history of site and drainage problems has presented a picture of a campus with basic flaws. Lack of visual supervision at upper fields has effectively cut them off from use by children. An improperly graded asphalt surface radically increased run off, causing the school to be sandbagged at times to protect classrooms from flooding. Historic photos show a creek running through the site.

Proposed work at the site must solve these basic problems. The masterplan build out includes saving the existing permanent buildings, and regrading and reorganizing the playing fields. The site offers the potential to develop a more naturalistic setting, resolve drainage problems, and dedicate more open space to habitat, garden, and adventure play than at the flat campuses.

Phase II goals are as shared by all schools in the District:

- All classrooms in permanent buildings consistent with potential middle school conversion
- All elementary schools to accommodate extended day kindergarten in classrooms meeting state standards
- Three flex classrooms per campus
- All schools to include multipurpose buildings large enough to accommodate the entire student body for assembly
- Expanded school libraries
- Adequate specialist and small group instruction space, teacher collaboration, work and lounge space, and efficient maintenance and janitorial facilities
- Improved outdoor space use
- Universal access
- Access to appropriate student services in neighborhood schools or clusters
- Schools responsive to their neighborhood

The masterplan for Gardner Bullis regrades the upper fields and steps the new classrooms up the hill and around an existing knoll. New kindergarten classrooms would be built in front of the school. New classroom construction would include ten new classrooms. New library and multipurpose buildings and flex rooms would be built, and the existing library/multi converted into flex room and computer labs. The existing wooded site and surface drainage requirements provide the opportunity to develop a natural setting for the classrooms. Older children would access their classrooms across a new swale providing habitat for native plants and animals. Sixth graders would be at the top of the hill, third graders at the bottom. A gently sloping path would connect the classrooms and provide emergency access to all fields. K-2 classrooms would be in the existing quad.

The scheme turns the site problems into an asset that will create a distinctive campus with a strong environmental emphasis, and a memorable setting. Supervision issues are overcome with the regrading, and the children will enjoy full use of the site.

Gardner Bullis_ Phase I_ Present Conditions



Library (Portable)

Administration (Portable)

Student Center:
Stem Lab / Media (Portable)

N

25 ft. 200 ft.
0 ft. 100 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Gardner Bullis_ Phase II_ 420 capacity

(E) Campus with new Administration, Multi-use, Library, and Flex-Rooms

(N) Classroom Buildings

(N) Accessible Path of Travel + Fire Lane to Upper Fields and Classrooms



N

0 ft. 25 ft. 100 ft. 200 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Loyola Build-out

Loyola completed its phase I modernization in the Fall of 2004. At the end of Phase I, Loyola returned to a campus that has modernized permanent facilities, an expanded multi-use building with a stage, and a new administration wing. Loyola is prepared for future flex room buildings, and a new library. Phase I site work addressed existing drainage problems, prepared infrastructure for Phase II construction. In addition, a new parking lot was built with a drive-thru and a safer drop-off area. The removal of the existing second driveway loop in the northeast corner of the site allowed expansion of the kindergarten play area and increasing clarity and safety for pedestrians arriving at the school. The outdoor areas between the classroom bars will be developed to provide each classroom with an exterior activity space. Play structures and equipment were located to provide separate areas for age related play groups.

Phase II goals are as shared by all schools in the District:

- All classrooms in permanent buildings consistent with potential middle school conversion
- All elementary schools to accommodate extended day kindergarten in classrooms meeting state standards
- Three flex classrooms per campus
- All schools to include multipurpose buildings large enough to accommodate the entire student body for assembly
- Expanded school libraries
- Adequate specialist and small group instruction space, teacher collaboration, work and lounge space, and efficient maintenance and janitorial facilities
- Improved outdoor space use
- Universal access
- Access to appropriate student services in neighborhood schools or clusters
- Schools responsive to their neighborhood

Phase II construction will add three flex rooms and two additional kindergarten spaces. A new library/ technology building will also be built. The flex rooms may be incorporated in the library building for additional flexibilty.

* Multi-Purpose Room completed in Phase I
+ Teachers' work space completed in Phase I

Loyola_ Phase I_ Present Conditions

Parking

Asphalt Playground

(E) Portables

Fields



N

0 ft. 25 ft. 100 ft. 200 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Loyola_ Phase II

(N) Kindergarten

(N) Library

(N) Classrooms



N

25 ft. 200 ft.

0 ft. 100 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Oak Build-out

Oak completed the phase I modernization in fall of 2005. Oak returned to a campus that has modernized permanent facilities and is prepared for future classroom, multipurpose, and library expansion. Oak has a campus with thirteen permanent classrooms. Phase I modernized the existing structures, with the exception of the multipurpose building, and added a permanent kindergarten classroom in the location originally planned. The parking lots were reconfigured and unified. Finally, site work addressed existing drainage problems and prepared the infrastructure for Phase II construction.

Phase II goals are as shared by all schools in the District:

- All classrooms in permanent buildings consistent with potential middle school conversion
- All elementary schools to accommodate extended day kindergarten in classrooms meeting state standards
- Three flex classrooms per campus
- All schools to include multipurpose buildings large enough to accommodate the entire student body for assembly
- Expanded school libraries
- Adequate specialist and small group instruction space, teacher collaboration, work and lounge space, and efficient maintenance and janitorial facilities
- Improved outdoor space use
- Universal access
- Access to appropriate student services in neighborhood schools or clusters
  Schools responsive to their neighborhood

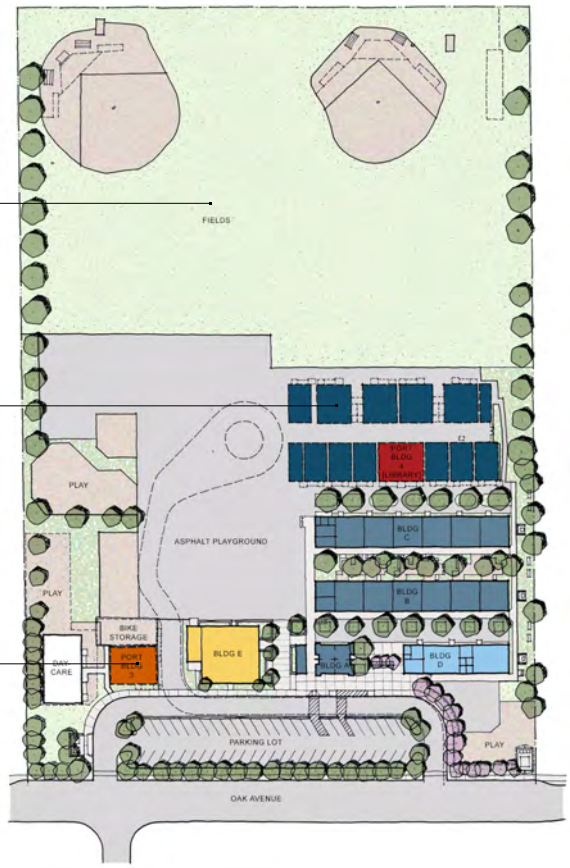
At Oak four new classrooms, three flex rooms, 2 kindergartens, a library, and multipurpose building will be built. The existing multipurpose building will be converted into an expanded administration building. The new classrooms will create a new upper grade quad in the northwest area of the existing asphalt. The new center of the campus will be a library/technology center. The outdoor areas between the classroom bars will be developed to provide each classroom with an exterior activity space.

Oak_ Phase I_ Present Conditions

Fields

(E) Portables

(E) Administration Portables



N

0 ft. 25 ft. 100 ft. 200 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Oak_ Phase II

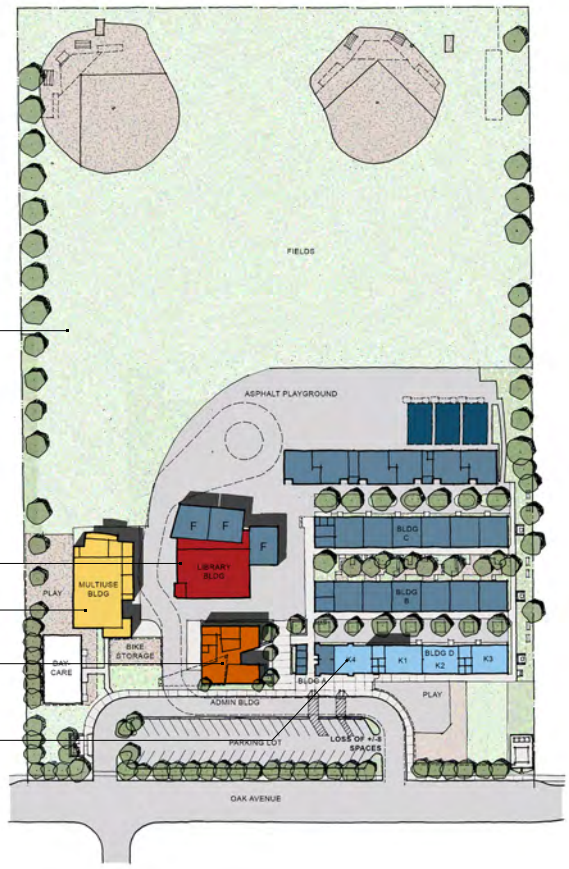
(N) Classroom Buildings

(N) Library

(N) Multi-use

(N) Administration

(N) Kindergarten Building



N

0 ft. 100 ft. 200 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Santa Rita Build-out

Santa Rita completed phase I modernization in fall of 2004. The new phase I Santa Rita has modernized permanent facilities and is prepared for future classroom, multipurpose, and library expansion. Santa Rita has an existing "park" area of rolling topography and trees and a campus with thirteen permanent classrooms. Phase I modernized the existing structures, with the exception of the administration building. It was demolished to make way for expansion of the parking lot/drop off area and reconfiguration of the kindergarten wing as administration and kindergarten. Three new classrooms were built in the center of the site where one of the classroom bar buildings was shorter than the others. Site work addressed existing drainage problems and prepared infrastructure for Phase II construction. The outdoor areas between the classroom bars were developed to provide each classroom with an exterior activity space. Development of a drop off area and restriping of the parking lot made a strong connection to the new entry plaza. This enabled Santa Rita to present a new face to the neighborhood, and made major changes in safety and efficiency of pick up and drop off.

Phase II goals are as shared by all schools in the District:

- All classrooms in permanent buildings consistent with potential middle school conversion
- All elementary schools to accommodate extended day kindergarten in classrooms meeting state standards
- Three flex classrooms per campus
- All schools to include multipurpose buildings large enough to accommodate the entire student body for assembly
- Expanded school libraries
- Adequate specialist and small group instruction space, teacher collaboration, work and lounge space, and efficient maintenance and janitorial facilities
- Improved outdoor space use
- Universal access
- Access to appropriate student services in neighborhood schools or clusters
  Schools responsive to their neighborhood

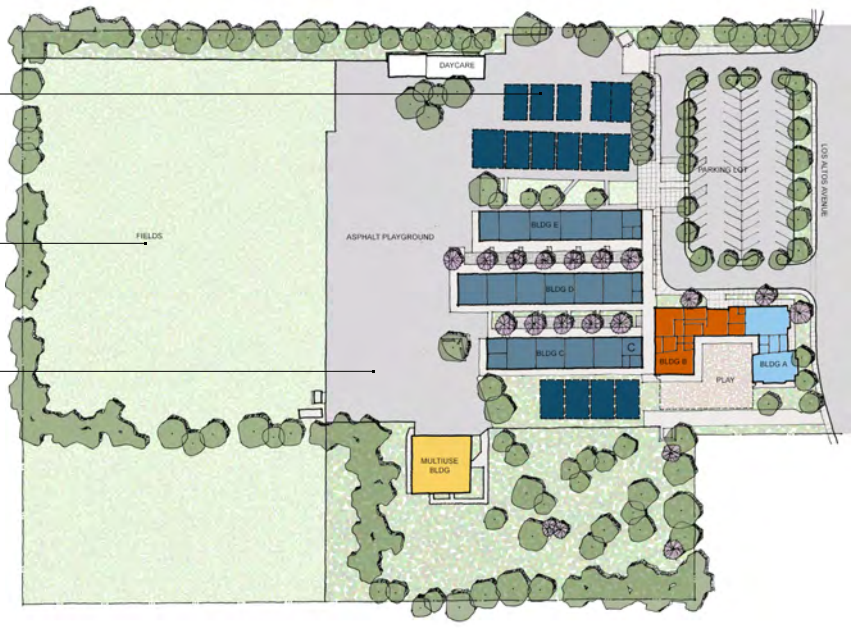
For Santa Rita this means projected additions of three classrooms, three flex rooms, a new multipurpose building, and conversion of the existing multipurpose building into a library. There are two options for administration and kindergarten expansion. The phase I administration building could be converted to the two additional kindergarten spaces. New administration space could be built as part of the new multipurpose building. Alternatively the new kindergarten rooms could be built next to the kindergarten play area and park and new meeting and work spaces for teachers included in the new library.

Santa Rita_ Phase I_ Present Conditions

(E) Portables

Fields

Asphalt Playground



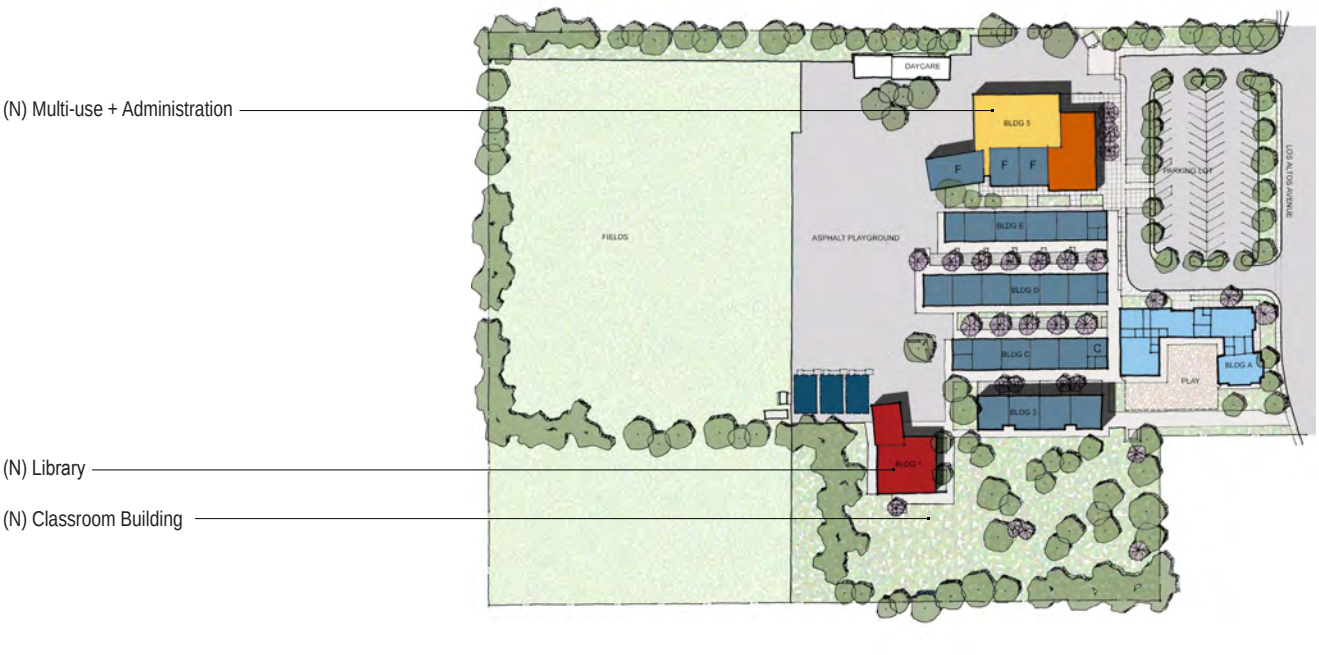
N

25 ft. 200 ft.

0 ft. 100 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Santa Rita_ Phase II



Springer Build-out

Springer completed phase I modernization in fall of 2003. Springer returned to a campus with modernized permanent facilities and is prepared for future classroom, multipurpose, and library expansion. Springer is fortunate in having nineteen permanent general use classrooms and two kindergarten classrooms. Phase I modernized these existing structures and added a small addition to the existing multipurpose building serving as a new office. Site work addressed existing drainage problems and prepared an infrastructure for Phase II construction. Development of a drop off area and restriping of the parking lot connected to a new entry plaza. This enabled Springer to present a new face to the neighborhood, and improve safety and efficiency of pick up and drop off.

Phase II goals are as shared by all schools in the District:

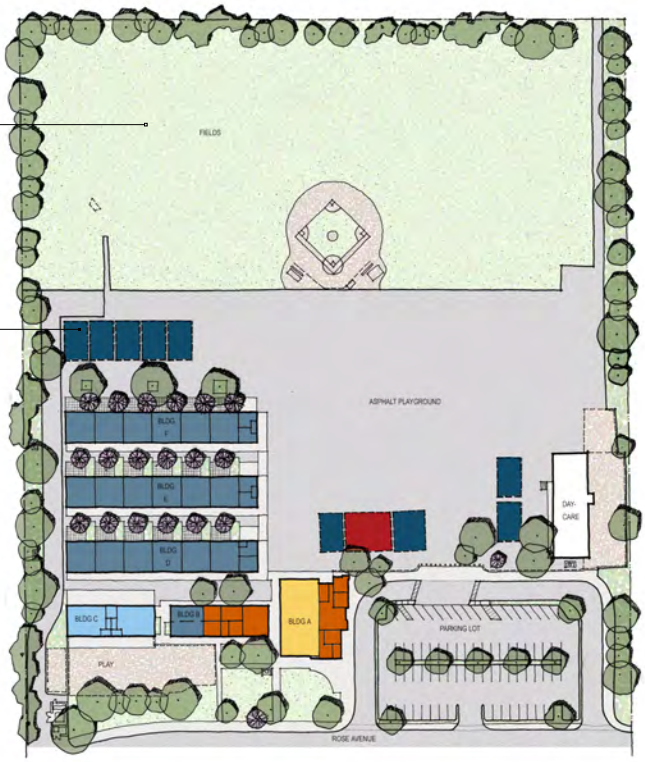
- All classrooms in permanent buildings consistent with potential middle school conversion
- All elementary schools to accommodate extended day kindergarten in classrooms meeting state standards
- Three flex classrooms per campus
- All schools to include multipurpose buildings large enough to accommodate the entire student body for assembly
- Expanded school libraries
- Adequate specialist and small group instruction space, teacher collaboration, work and lounge space, and efficient maintenance and janitorial facilities
- Improved outdoor space use
- Universal access
- Access to appropriate student services in neighborhood schools or clusters
- Schools responsive to their neighborhood

For Springer this means projected additions of three flex rooms, a new teachers' lounge, a new multipurpose building, conversion of the existing multipurpose building into a library and conversion of the existing administration building into small group instruction spaces. The new buildings will create a new quadrangle that will be a sheltered area for younger children, and a new lunch area. The outdoor areas between the classroom bars will be developed to provide each classroom with an exterior activity space. Athletic fields remain the same. Play structures and equipment will be relocated beyond the edges of the sport fields, providing separate areas for age related equipment.

Springer _ Phase I_ Present Conditions

Fields

(E) Portables



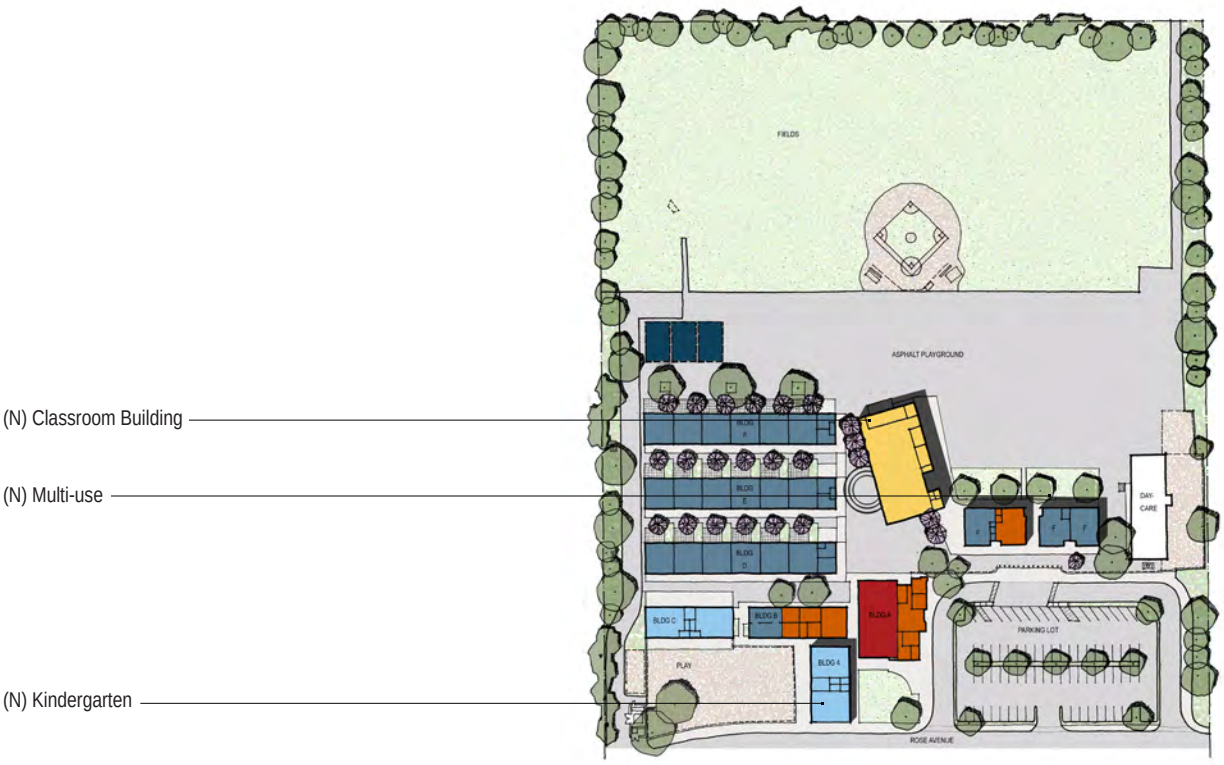
N

25 ft. 200 ft.

0 ft. 100 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Springer_ Phase II



Blach, Covington, and Egan Build-out

The Los Altos Masterplan Phase II scope for these campuses includes work deferred or value engineered in the first phase of construction. Covington is one of the most energy inefficient District schools. Prop 39 will pay for lighting control upgrades but an HVAC replacement would increase both comfort and efficiency.

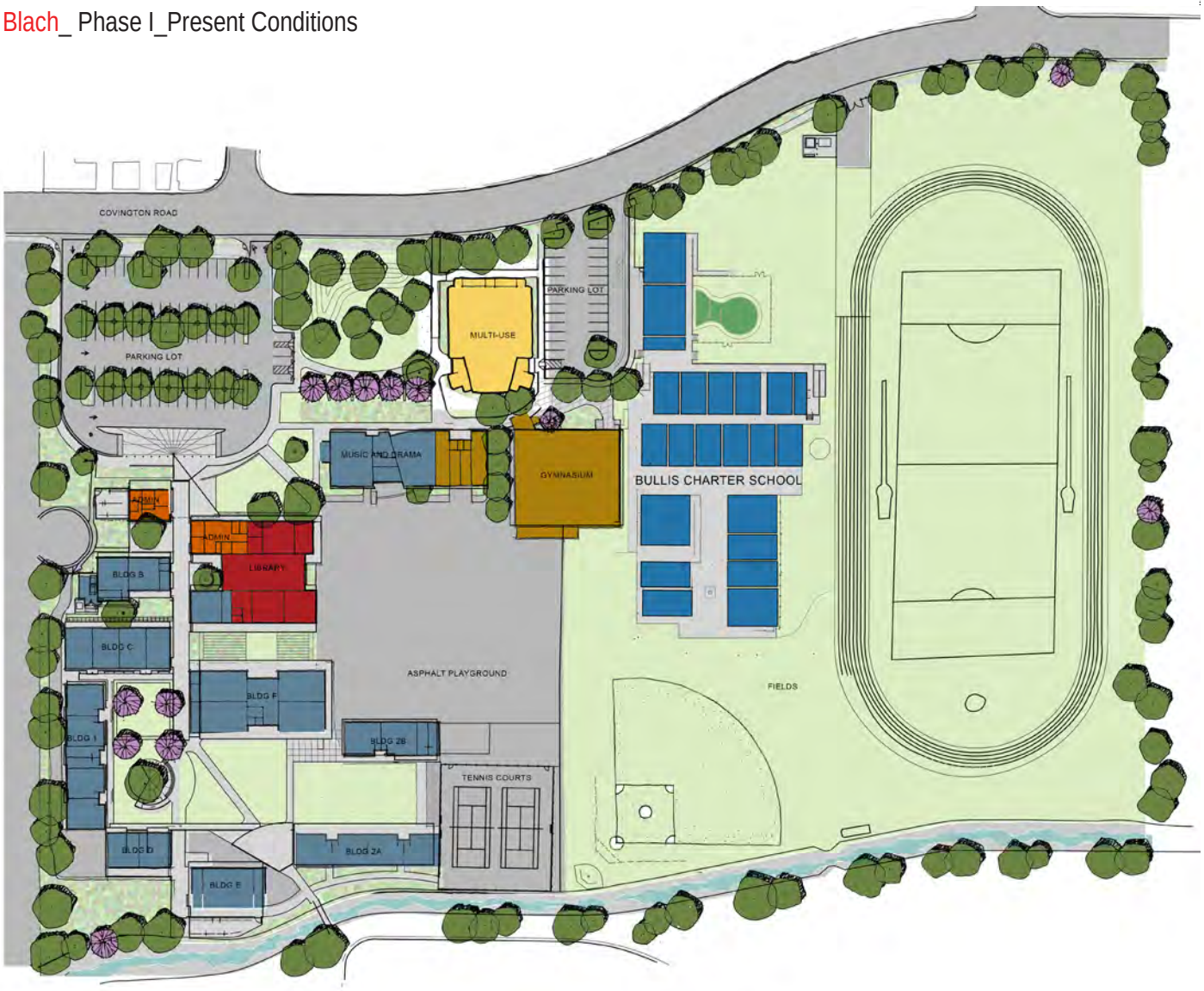
Blach School deferred construction of two classrooms next to the existing tennis courts. The existing multipurpose building has seismic needs that were also deferred. Reroofing and reconnecting the roof structure to the walls would be needed to meet the same standard as the other buildings.

Egan School deferred construction of music, drama, and PE locker facilities. A significant amount of utility and site work was also deferred, as was the seismic upgrade of all the existing buildings. Phase II would accomplish all this work as well as the reconstruction of a quarter mile track and playing field. The extensive modernization work outstanding at Egan would be difficult or impossible to accomplish without the use of interim housing. If the Bullis Charter School work proceeds first the on site portables will be available as interim housing for Egan students. The new track for Egan would be a last phase. It also produces the intriguing possiblity of creating a development potential for teaching housing along San Antonio Road.

Build out schemes for both Blach and Egan illustrate the replacement rather than modernization of the existing multipurpose buildings. This is due to the expense of the modernization, the opportunity to reorganize both campuses, and the opportunity to design new multipurpose facilities that improve the performing arts and assembly functions given that both campuses now have full size gyms.

Build out schemes also illustrate the campuses as middle schools. Particularly at Egan, selected existing buildings which have conditions problems and create sprawl on the campus, would be replaced so that the new campus could accommodate more students in a compact and efficient manner. At Blach a reconstructed track could also create development potential, this time for leased preschool facilities.

Blach_ Phase I_Present Conditions



- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

[a] existing inadequate
[b] remodel existing building
[c] includes RSP & ESL
[d] includes Stem

Blach_ Phase II_Middle School



N

0 ft. 25 ft. 100 ft. 200 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

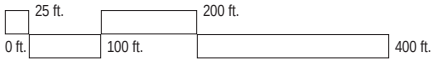
- Demo
- New
- Renovate

[a] existing inadequate
[b] remodel existing building
[c] includes RSP & ESL
[d] includes Stem

Covington_ Phase I_ Present Conditions







- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

Egan_ Phase I_ Present Conditions



N

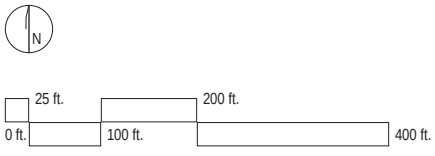
0 ft. 25 ft. 100 ft. 200 ft. 400 ft.

- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

[a] existing inadequate
[b] remodel existing building
[c] includes RSP & ESL
[d] includes Stem

Egan_ Phase II_ Middle School





- Multipurpose
- Administration
- Library
- Classroom[c]
- Flex Space[d]
- Kindergarten

- Demo
- New
- Renovate

[a] existing inadequate
[b] remodel existing building
[c] includes RSP & ESL
[d] includes Stem

District Administration Facility Needs and Recommendations

District Administration Facility Needs and Recommendations

Existing Facilities

The existing district office and maintenance facilities are fulfilling their necessary functions. The district office is located next to the Covington School parking lot. City tennis courts and leased portables occupy the other side of the district office. It benefits from proximity to an active school site. As well as day to day administration of the district, events such as professional development programs and board meetings occur on the site. The public, parents, staff, and vendors visit the site. It produces traffic throughout the day. Additional parking spaces were added to the planned total.

Maintenance facilities are located next to the City of Los Altos corporation yard on land leased from the city as part of the same arrangement that allows the city tennis courts to be located on land leased from the district. Adjacent to the maintenance facilities are also city open space and city tennis courts. The division of maintenance and administration reportedly does not cause issues for the district. The district does not presently offer busing.

Each school site requires janitorial and storage space. These facilities are included in the master plan for each site.

Parking varies by site. Covington, Blach and Egan each house additional facilities beyond the **base school. Parking counts reflect these increased needs.**



LASD maintenance facility at McKenzie Park

Los Altos School District
Parking Lot Capacities

school name	number	includes	accessible
Almond Elementary School	74	incl.	3
Blach Middle School	112	incl.	6
Bullis Elementary School	61	incl.	3
Covington Elementary School *	121	incl.	8
Egan Middle School	158	incl.	7
Loyola Elementary School	69	incl.	3
Oak Elementary School	52	incl.	3
Santa Rita Elementary School	66	incl.	3
Springer Elementary School	73	incl.	3

* Covington has three separate parking lots:

Parking Lot “A” = 90 [incl. 4 accessible]
Parking Lot “B” = 20 [incl. 2 accessible]
Parking Lot “C” = 11 [incl. 2 accessible]

Implementation

Implementation

Prioritization

Prior to the passage of Measure N the district created an advisory committee to review potential priorities for the future bond. The report of the committee is in the appendix. At the top of the list is accommodation of the enrollment growth that has filled the campuses with portable classrooms. In addition the district has had no surplus facilities and the Bullis Charter School now occupies temporary facilities on the two junior high school campuses. Priority One is therefore housing the additional children who are coming to the district.

The preference of the district is a new school site that would end the shared campus situation. The district is hunting for a tenth school site. The cost of real estate within the district is so high that new sites become attractive only with the partnership of another public entity, or through potential revenue from the sale of development rights to a private investor. The full market cost of a new school site and school facility could consume the entire Measure N bond. Alternatively many of the strategies the district is investigating could leave substantial resources for the district's other needs. Beyond accommodating growth, the committee ranked priorities including but not limited to portable replacement, sustainability, 21st century education improvements, expanded multi's and libraries, and administrative improvements.

Interim Housing

At most campuses the Phase I planning took into account the future build out and avoided locating portables in its footprint or blocking access. Thus the Phase I strategy of removing schools to temporary campuses while their own campuses underwent construction is not as necessary. This is fortunate because the district lacks easily available land for a new camp school strategy. Indeed, of the two "camp schools" created on the Blach and Egan campuses, the Egan camp school has already formed the core of one of the Bullis Charter School facilities. The other Bullis Charter School facility is located at Blach, rendering temporary facilities difficult there too. Of the non-growth acitivities in the masterplan, only the modernization and classroom replacement at Egan really requires extensive interim housing. The Bullis Charter School at Egan poses logistical challenges for that on campus, unless BCS relocation precedes work at Egan.

For the elementary school sites costs of interim housing can be included within individual project budgets. The scope of work contemplated for the Egan campus would require significant interim housing as most of the original buildings that remain require either substantial modernization or would be more cost effective to replace. If a new facility has been created for BCS, the camp school buildings could serve as interim housing once again. The cost of new interim housing would only be required if the camp school buildings are removed and Egan modernization proceeds in the future. The interim housing in that case is a separate line item.

Project Delivery Methods

As noted, much of the construction at existing school sites may need to proceed while school is in session. A close and ongoing relationship with a contractor through GC/CM or other method may be desirable. In addition the district may be able to achieve district standards through offsite (modular) construction. New classrooms are widely available. Larger buildings may be accomplished with different modules. The city gyms at Blach and Egan illustrate the advantages of prefabricated materials such as wall panels and structural systems. Unlike the signiricant schedule advantage, district standard modular systems are unlikely to achieve significant cost reductions. Flexibility in this area is another argument for a close partnership with contractors.

Document, Maintenance and Operations Standards

Asset Reserve Analysis

The Asset Reserve Analysis completed by Ventura Partners is an inventory of school district assets that reviews the date the assets were put in service as well as present conditions in an effort to project the required reserves for repair and/or replacement. It has been turned over to the district as a spreadsheet that can be updated as conditions change. It is a mass of data however, and may prove to be an administrative challenge.

Of particular note in terms of overlap with the bond are the scheduled capital expenditures for the first ten years. These total almost $34 million. They overlap with bond work in several important areas:

All schools	Asset Reserve Analysis	Master Plan Budget
Site	11,235,417	20,747,220
Exterior	8,685,660	
Lighting and Distribution	825,458	incl in HVAC
Electrical system	none	none
Telecommunications	173,606	incl in admin upgrades
Fire and Life Safety	271,200	incl in admin upgrades
Fire Sprinkler System	48,896	
HVAC	534,619	2,965,420
Plumbing and Fixtures	185,700	incl in HVAC
Doors and Windows	1,185,165	1,599,960
Interior Finishes	4,360,966	2,189,560
FF+E	220,500	
Casework	42,000	incl in interior finishes
Bathrooms	260,270	
Kitchens	66,200	
Misc	170,000	

Notes:

1. The exterior work referred to in the ARA is primarily painting and roofing. The installed asphalt shingle roofs are 30-year roofs. Replacement, if required, should be discounted for warranty coverage.
2. The master plan budget includes energy upgrades to aging or inefficient HVAC equipment and lighting. It also includes water and energy saving work for plumbing including hot water heaters. These line items align with the ARA lighting, HVAC, plumbing and fixtures.

It is recommended that $6,000,000 of the bond be allocated for net remaining tasks on the ARA. This reflects approximately half of the difference between exterior and interior finish needs identified in the ARA and in the capital budget.

Sources and Uses

LASD has access to a number of different revenue sources for capital projects.

In November 2014 voters approved a $150 million general obligation bond measure (Measure N). Bond proceeds from this measure are likely the main source of funding for the master plan, absent any future bond measures. Additionally the district is eligible for state bond funding as a result of the passage of a state bond measure in the November 2016 election. It is unclear at this time how much funding LASD might be eligible for, but the district has begun the process of applying for these state funds. State bond monies can be used for both new construction and modernization, depending on the district's eligibility in both categories. Beyond these two sources, the district has been awarded Proposition 39 Energy Efficiency grant monies in an amount of $930,000. Those funds are restricted in purpose to specific energy efficiency measures as governed by the California Energy Commission. The district is also participating in a PG&E pilot Zero Net Energy program, which could provide additional funding.

Below is a list of funding sources and possible amounts.

Source	Amount	Notes
Measure N bonds	$150,000,000	
State bonds	TBD	Unknown at this time
Prop 39 Energy Efficiency grants	$870,000	Estimate
PG&E grant	$250,000	
Interest earnings	TBD	Based on cash flow
Other potential sources:		
Joint projects with local agencies	TBD	Unknown at this time
TOTAL (known or estimated amounts)	$151,180,000	

Los Altos School District
Facilities Master Plan

Existing Campus Improvements Summary

Scope Category	Estimated cost 2018$
Modernize existing buildings	**$ 21,561,672**
1.1 *Structural Improvements*	$ 633,552
1.2 *Building shell performance*	$ 1,919,952
1.3 *MEP, energy/water conservation*	$ 3,526,344
1.4 *Site Utility & Infrastructure*	$ 2,711,088
1.5 *Classroom Update*	$ 2,627,472
1.6 *Reconfigure (e) Buildings*	$ 10,143,264
Extended day Kindergarten	**$ 17,570,616**
2.1 *New K classrooms*	$ 12,817,368
2.2 *Reconfigure (e) buildings*	$ 1,490,616
2.3 *Modify K play*	$ 3,262,632
Obsolete building or portable replacement	**$ 66,916,920**
3.1 *Classrooms*	$ 34,768,176
3.2 *Administration*	$ 4,902,792
3.3 *Library*	$ 7,867,944
3.4 *Multipurpose*	$ 19,378,008
Technology/Networking	**$ 5,407,704**
4.1 *Technology Infrastructure*	$ 5,407,704
Flex rooms/STEM	**$ 16,387,128**
5.1 *New Flex and/or STEM rooms*	$ 15,060,528
5.2 *Reconfigure (e) buildings*	$ 1,326,600
Library/Learning Center	**$ 5,907,792**
6.1 *New Library*	$ 2,469,888
6.2 *Reconfigure (e) buildings*	$ 2,920,128
6.3 *Update (e) buildings*	$ 517,776
Multipurpose building	**$ 6,891,888**
7.1 *New building*	$ 6,891,888
Jr. High Specialty Classrooms	**$ 15,340,320**
8.1 *Science*	$ 5,748,600
8.2 *STEM/fabrication*	$ 882,792
8.3 *Performing Arts*	$ 4,119,696
8.4 *Visual Arts*	$ 1,411,824
8.5 *Locker room*	$ 3,177,408
Site improvements	**$ 34,816,416**
9.1 *Fields*	$ 11,886,336
9.2 *Paved play*	$ 8,356,776
9.3 *Adventure play*	$ 593,352
9.4 *Outdoor learning*	$ 2,677,320
9.5 *Shade structure*	$ 6,555,816
9.6 *Logistics*	$ 4,746,816
Solar (PV) systems	**$ 9,780,322**
10.1 *Zero net energy*	$ 9,780,322
Planned Maintenance Fund	**$ 7,000,000**
Existing campus improvements	**$ 207,580,778**

New 900 student K-8 on new campus	$	57,098,400
Middle School conversion	$	16,436,400

Priorities and Logistics

Investigations of the new campus alternatives have focused on dense, multistory solutions. With structured parking and some three story buildings the new campus improvements could be closer to $65 million than the $57 million reflected in the chart above. I The masterplan can offer general guidance to indicate which projects to prioritize higher than other projects. But logistics on a school site, decisions about focusing or spreading the impact of the bond dollars across the campuses, or partnership opportunities may all affect the selection of projects at any given time.

Building Information Management

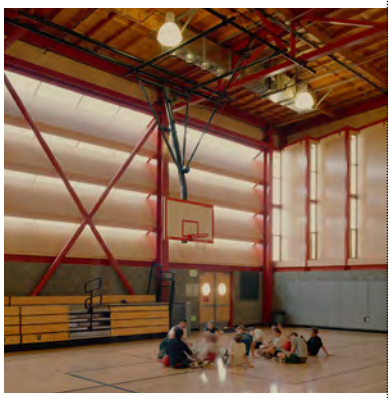
Documents prepared for construction of the bond work will be prepared using building information management software. For the purposes of construction, the software prepares two dimensional drawings that are slices through a three dimensional model. It can also assign attributes to the objects in the drawings. The existing drawings, specifications, and close out documents such as warranties are all separate documents that are not related to each other. The potential exists to link the information so that LASD operations personnel can use a graphic interface to click on particular rooms on plans and find out the attributes of the finishes and equipment in those rooms.

During the course of the design work for the new facilities a system could be developed to assist the district in keeping track of district assets and tie to the ARA and future maintenance and operation decisions.

In addition, if LASD chooses to go to a zero net energy state, the operations of the photovoltaic systems will be of interest not only to staff but to students and the community. A computer dashboard that shows the weather, the usage, and the production of PV systems will also help maintain efficiency and be an early identifier of problems.

Searchable, interactive building systems are becoming more and more affordable and integrated into design and building management software. They should be investigated in connection with LASD facility work.







Appendix



GELFAND
PARTNERS
ARCHITECTS

Section Name

Typical Classroom Layout and Casework Standards





Typical Classroom Layout and Casework Standards



updated furnishings

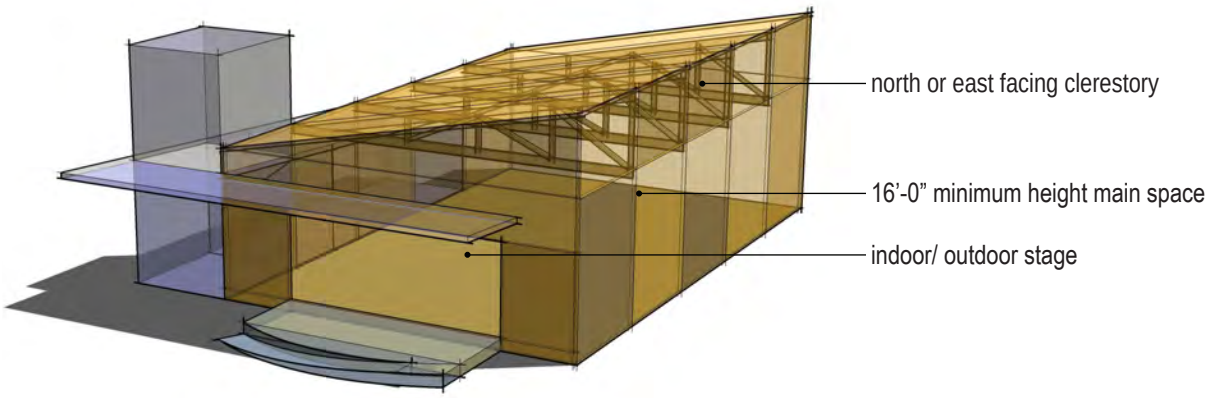


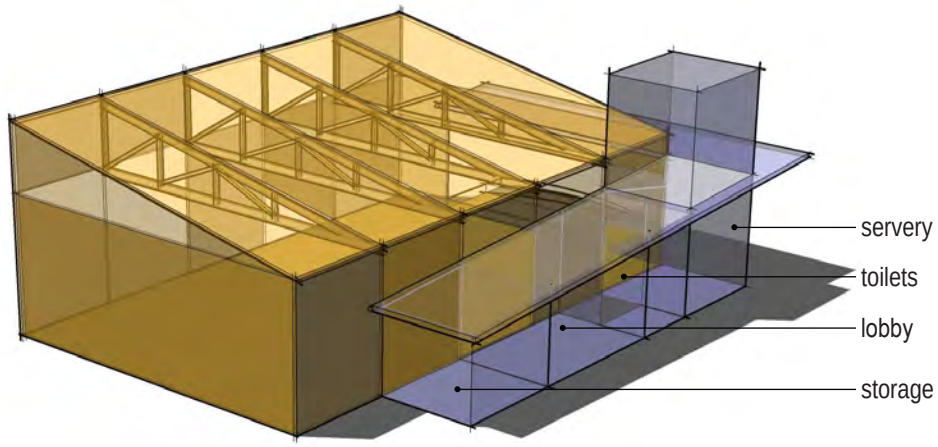
[3] teaching walls

furnishings for small group discussion

Multi-use Standards

Typical Multi-Use Building with Minimum Requirements





Multi-use and Library Examples



LECTURE / GROUPWORK SPACE WITH MOVABLE TABLES

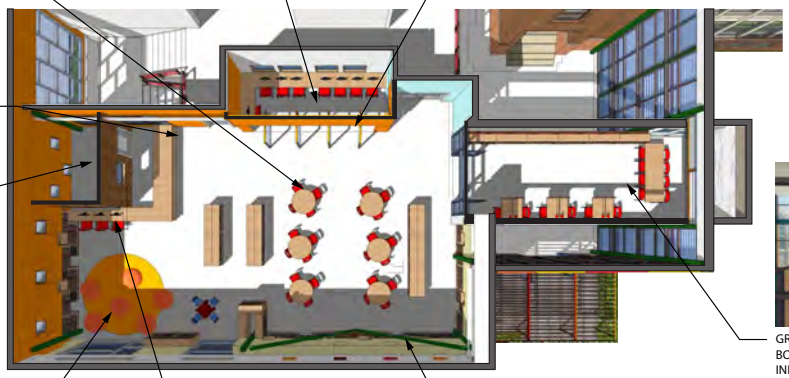
COMPUTER/MEDIA SPACE WITH PIVOTING GLASS WALL PANELS.



PROJECTION SCREEN AT COMPUTER AREA FOR GROUP VIEWING

MAIN ENTRANCE AND CIRCULATION DESK

SECURE LIBRARY OFFICE





GROUP WORK SPACE WITH WHITE BOARD AND STUDY CARRELS FOR INDIVIDUAL AND ONE-ON-ONE WORK AT BRIDGE



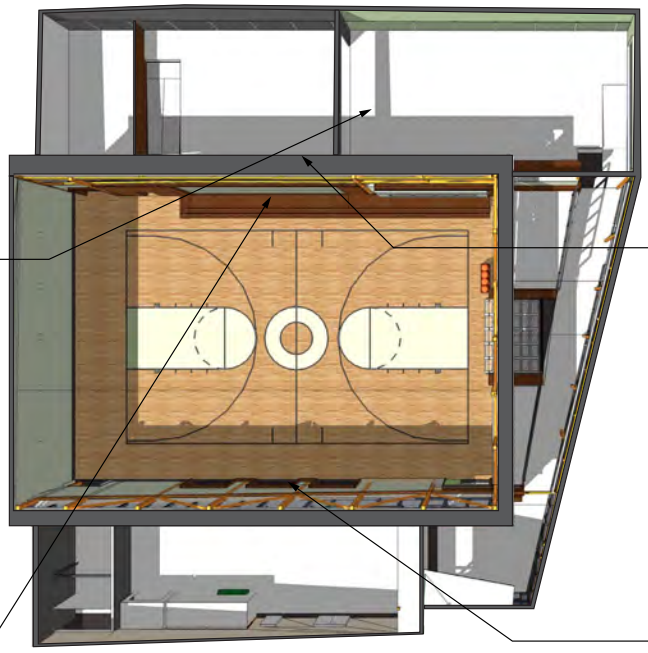
STORY SPACE WITH FLOOR SEATING FOR YOUNG STUDENTS

ELECTRONIC CATALOG

BOOK STORAGE AROUND PERIMETER - 720 L.F. OF STORAGE PROVIDED



LARGE, FLEXIBLE MULTIUSE SPACES ALLOW OPEN CONNECTIONS FOR LARGE EVENTS





STAGE FUNCTIONS AS PERFORMANCE SPACE WITH FLEX ROOM AS BACKSTAGE SUPPORT AREA



OPERABLE PARTITIONS SEPARATE GYM FROM STAGE AND FLEX SPACE, CREATING TWO INDOOR PLAY AREAS



KITCHEN SERVES MULTIPURPOSE THROUGH A LARGE OVERHEAD DOOR OPENING

Multi-use spaces and Libraries with adjacent flex, project, tech spaces

Educational Standards

Educational Standards 2014 *(Modified by enrollment per school)*

Use	Code	Qty	Area (sq.ft.)	Total Area
Kindergarten Classroom	k	4	1,260	5,040
Kindergarten Restroom	k	4	60	240
Kindergarten Storage/Workroom	k	1	200	200
Kindergarten Storage Shed	k	1	200	200
Classroom, grades 1-3	c	9	960	8,640
Classroom, grades 4-6	c	6	1,080	6,480
RSP	si	1	960	960
Flex	si	2	1,200	2,400
ESL	si	1	480	480
Speech and Language	si	1	240	240
Small Group Instruction	si	3	240	720
Library	l	1	2,700	2,700
Conference and Projects	l	1	600	600
Office	l	1	100	100
Storage	l	1	200	200
Computer Lab grades 1-2 (Flex Space)	cc	1	960	960
STEM Lab	cc	1	1,200	1,200
Server + Tech Office	cc	1	100	100
Multi-Use Open Space	m	1	4,000	4,000
Stage + Storage	m	1	1,000	1,000
Restrooms	m	2	60	120
Staff Toilet	l	1	60	60
Kitchen/Servery	m	1	240 - 480 (Expandable)	480
PTA Workroom/Storage	su	1		
Wait/Recept	a	1	720	720
Principal	a	1	200	200
Health	a	1	192	192
Health Toilet	a	1	80	80
Files/Storage	a	1	240	240
Psych/Counseling	a	2	180	360
Conference	a	1	240	240
Staff Work	a	1	840	840
Staff Lounge	a	1	960	960
Staff Toilets, men	tm	1	60	60
Staff Toilets, women	tw	1	180	180
				0
Student Toilets, boys	tb	2	300	600
Student Toilets, girls	tg	2	300	600
				0
Custodian	su	2	200	400
Emergency Supplies	su	1	150	150
Textbook Storage	su	1	150	150
Kiln	su	1	80	80
Ball/PE Equip	su	1	100	100
Electrical MPOE	su	1	100	100
Portables	su	3	960	2880
			subtotal	*46,252*

Educational Standards 2014 *(K-8)*

Use	Code	Qty	Area (sq.ft.)	Total Area
Kindergarten Classroom	k	4	1,260	5,040
Kindergarten Restroom	k	4	60	240
Kindergarten Storage/Workroom	k	1	200	200
Kindergarten Storage Shed	k	1	200	200
Classroom, grades 1-3	c	9	960	8,640
Classroom, grades 4-6	c	6	1,080	6,480
Classroom, grades 7-8	c	6	960	5760
RSP	si	1	960	960
Flex	si	2	1,200	2,400
ESL	si	1	480	480
Speech and Language	si	1	240	240
Small Group Instruction	si	3	240	720
Library	l	1	2,700	2,700
Conference and Projects	l	1	600	600
Office	l	1	100	100
Storage	l	1	200	200
Computer Lab grades 1-2 (Flex Space)	cc	1	960	960
STEM Lab	cc	1	1,200	1,200
Server + Tech Office	cc	1	100	100
Science	si	1	1200	1200
Performing arts	si	1	2700	2700
Multi-Use Open Space	m	1	5,000	5,000
Stage + Storage	m	1	1,000	1,000
Restrooms	m	2	60	120
Staff Toilet	l	1	60	60
Kitchen/Servery	m	1	240 - 480 (Expandable)	480
PTA Workroom/Storage	su	1		
Wait/Recept	a	1	720	720
Principal	a	1	200	200
Health	a	1	192	192
Health Toilet	a	1	80	80
Files/Storage	a	1	240	240
Psych/Counseling	a	3	180	540
Conference	a	1	240	240
Staff Work	a	1	840	840
Staff Lounge	a	1	960	960
Staff Toilets, men	tm	1	60	60
Staff Toilets, women	tw	1	180	180
				0
Student Toilets, boys	tb	3	300	900
Student Toilets, girls	tg	3	300	900
				0
Custodian	su	2	200	400
Emergency Supplies	su	1	150	150
Textbook Storage	su	1	150	150
Kiln	su	1	80	80
Ball/PE Equip	su	1	100	100
Electrical MPOE	su	1	100	100
Portables	su	3	960	2880
			subtotal	*57,692*

Standards per Use

Minimum Required Areas and Features by Use

Standards per Use (2014)
red indicates changes

Use	Area (SF)	Minimum Requirements	Qty
Kindergarten Classroom	1260 SF	Teaching Wall [Low]	3
		Tall Cabinet [+/- 36"W x 24"D x 84"H]	
		Display Wall - Cubbies [+/- 13" x 13" min.]	40
		Storage [Wall]	+/- 26 linear feet
		Flat-file Cabinet [+/- 36"W x 24"D x 34"H - sized to fit safco flat file]	1
		Utility Sink [accessible]	1
		Tackwall	+/- 40 linear feet
		Toilet Rooms	2
	60 SF	Lavatories	2 [outside toilet rooms]
	64 SF	Reading Nook (+/- 8' x 8' min.)	1
Kindergarten: Teachers' Workroom	200 SF		
		Storage [Wall or Base Cabinets]	+/- 45 linear feet
	200 SF	Tall Cabinet [+/- 36"W x 24"D x 84"H]	5-Apr
		Utility Sink [one accessible/ one deep]	2
Classroom: Grades 1-5	960 SF	Teaching Wall	3
		Whiteboards @ 3 walls	
		Projecto / Smartboard System with alternate direction	1
		Tackwall	+/- 45 linear feet
		Display Wall - Cubbies [+/- 13" x 13" min.]	30
		Storage [Wall]	+/- 50 linear feet
		Tall Cabinet [+/- 36"W x 24"D x 84"H]	1
		Utility sink [one accessible/ one deep]	2
	64 SF	Reading Nook (+/- 8' x 8' min.)	1
		Audio System	
		Charging Station	
		Communication Door btwnClassrooms	1 per 2
Classroom: Grades 6-8	1,080 SF	Teaching Wall	3
		Whiteboards @ 3 walls	
		Projector / Smartboard System with alternate direction	1
		Tackwall	+/- 45 linear feet
		Display Wall - Open Shelving [+/- 13" x 13" min.]	30
		Storage [Wall]	+/- 50 linear feet
		Tall Cabinet [+/- 36"W x 24"D x 84"H]	1
		Utility sink [one accessible/ one deep]	2
	64 SF	Reading Nook (+/- 8' x 8' min.)	1
		Audio System	
		Charging Station	
	120 SF	Collaboration Room (+/- 8' x 16' min)	1 per 2

DRAFT

Minimum Required Areas and Features by Use

Use	Area (SF)	Minimum Requirements	Qty
RSP	960 SF	white board	1
		open shelving	+/- 72 linear feet
		storage [shelving in wall or base cabinets]	+/- 55 linear feet
		optional separate room for one-on-one	
		Projector / Smartboard System with alternate direction	1
Flex	1,200 SF	teaching wall	1
	other requirements?		
		tall cabinet [+/- 36"W x 24"D x 84"H]	1
		storage [shelving in wall or base cabinets]	+/- 50 linear feet
			1
		utility sink [one accessible/ one deep]	3
	1200 SF	STEM Lab	1
		tackwall	+/- 45 linear feet
ESL	480 SF	teaching wall	1
		tall cabinet [+/- 36"W x 24"D x 84"H]	1
		storage [shelving in wall or base cabinets]	+/- 50 linear feet
			1
		utility sink [one accessible/ one deep]	2
		tackwall	+/- 45 linear feet
Speech and Language	240 SF	teaching wall	1
		tall cabinet [+/- 36"W x 24"D x 84"H]	1
		storage [shelving in wall or base cabinets]	+/- 50 linear feet
		utility sink [accessible]	2
Small Group Instruction	240 SF	white board	1
		storage [shelving in wall or base cabinets]	+/- 10 linear feet
		tackwall	+/- 32 linear feet

Use	Area (SF)	Minimum Requirements	Qty
Library	3000 SF	reception counter & book return [34" min. H x 30'L]	
		Digital Display Wall	1
		Shelving	1
	300 SF	Adjacent Meeting Rooms	2
	200 SF	Office - Librarian, Tech	2
	100 SF	Storage	
	150 SF	Video Conferencing	1
	960 SF	Technology Area (K-2)	1
Multi (K-6)	4200 SF	Open space [appox. 84'L x 50'W x 16'H]	1
*Connected to Library		Display Area	
*Fit all students	1000 SF	Stage [indoor/ outdoor: 1050 s.f.]	1
	200 SF	Instrument storage [shelving in wall or base cabinets]	+/- 85 linear feet
	60 SF	Storage room[s]	+/- 400 sq ft
Multi (7-8)	3192 SF	Open space [appox. 84'L x 38'W x 16'H]	1
*Separate from Library		Display Area	
*Fit all students	1000 SF	Stage [indoor/ outdoor: 1050 s.f.]	1
	200 SF	Instrument storage [shelving in wall or base cabinets]	+/- 85 linear feet
	60 SF	Storage room[s]	+/- 400 sq ft
Servery	240 SF	three compartment stainless steel kitchen sink with flanking drain-boards	1
		refrigerator	1
		freezer	1
		milk cooler	1
		warming cabinet	1
		storage [open shelving in stainless steel or melamine surfacing]	+/- 60 linear feet
		Salad Bar?	

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Minimum Required Areas and Features by Use

Use	Area (SF)	Minimum Requirements	Qty
Administration Building			
Administration Building: Wait/Recept/ Admin	720 SF	reception counter [34" min. H x 24'L] receptionist desk [34"H x 16 lin ft bench [16 lin ft] storage [shelving in wall or base cabinets] mail cubby unit [+/- 60"W x 18"D x 84"H]	1 1 1 +/- 45 linear feet 1
Administration Building: Principal Attached Conference Room	200 SF	Wardrobe Cabinet [+/- 24"W x 24"D x 84"H] storage [shelving in wall or base cabinets]	1 +/- 25 linear feet
Administration Building: Health	192 SF 80 SF	area for two beds single occupancy toilet [window if possible] storage [shelving in wall or base cabinets] sink [accessible]	n/a 1 +/- 15 linear feet 1
Administration Building: Files/Storage	240 SF	area for school provided file cabinets storage [shelving in wall or base cabinets]	250 s.f. +/- 15 linear feet
Administration Building: Psych/Counseling	180 SF	Wardrobe Cabinet [+/- 24"W x 24"D x 84"H] storage [shelving in wall or base cabinets]	1 +/- 25 linear feet
Administration Building: Conference	240 SF	storage [shelving in wall or base cabinets] area for school provided conf. table	+/- 25 linear feet 275 s.f.
Administration Building: Staff Work	840 SF	Storage [Wall or Base Cabinets] Tall Cabinet [+/- 36"W x 24"D x 84"H] Utility Sink [accessible] area for school provided work tables & equipment	+/- 90 linear feet 6-May 1 750 s.f.
Use	Area (SF)	Minimum Requirements	Qty
Administration Building: Staff Lounge	960 SF	area for school provided furniture & personal food preparation equipment large utility sinks [one accessible/ one deep] Storage [Wall or Base Cabinets with accommodations for range, refrigerator, and oven]	1150 s.f. 2 +/- 75 linear feet
Custodian	200 SF	area for cleaning supply storage [preferably split in two areas of the campus] mop sink with integral mop rack	160 s.f. [total] 2 [1 per space - if split]
Technology Storage	150 SF *Adequate Space?	storage [shelving cabinets] Laptop Storage/Charging Station	+/- 140 lin ft
PTA Workroom	150 SF 15 SF	storage [shelving in wall or base cabinets] tackwall	+/- 75 linear feet +/- 30 linear feet
Kiln	80 SF	space as required by each school's kiln model [model & manufacturer vary from campuses]	1
Electrical MPOE		main room per size of school satillite closets at each building area for PTA provided work tables & equipment	100 - 150 s.f. +/- 55 s.f. [each] +/- 175 s.f.

LASD
Los Altos School District

SUPERINTENDENT'S ENROLLMENT GROWTH TASK FORCE

FINAL REPORT

May 24, 2013

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COMMITTEE CHARGE

"This task force of stakeholders shall come together to understand the student capacity challenges of the Los Altos School District and the impacts on the current and future education of the Community's children. Additionally, the stakeholders shall discuss the challenges of a long-term plan to house Bullis Charter School students and staff using current and/or future facilities."

MEMBERS OF SEGTF AND EACH MEMBER'S APPOINTING BODY:

Duncan MacVicar	Los Altos City Council	Los Altos
Fred Gallagher	Bullis Charter School Board	Los Altos Hills
Jeff Baier	LASD Superintendent	Los Altos
Jeff Fixler	Mountain View City Council	Mountain View
Jeremy Minshull	Superintendent (District Parent)	Los Altos
John Swan	Los Altos Hills Town Council	Los Altos Hills
Ken Rosenberg	Mountain View Chamber of Commerce	Mountain View
Liz Henry	LASD Board	Los Altos Hills
Nancy Ginsberg Gill	LASD Board	Los Altos
Rachael Michelson	LASD Board (District Parent)	Mountain View
Randy Kenyon	Superintendent (LASD Staff)	Mountain View
Sandra McGonagle	Superintendent (Blach Principal)	San Jose
Steve Fick	Los Altos Chamber of Commerce	Los Altos

EXECUTIVE SUMMARY/RECOMMENDATIONS

As noted in the 'Committee Charge' the Task Force was charged with analyzing the capacity of Los Altos School District schools and school sites in light of a growing enrollment, both within the district and by Bullis Charter School. The committee began meeting in December 2012 and had its final meeting on April 30, 2013. The meetings and the work of the committee was facilitated by a professional facilitator—Geoff Ball of Geoff Ball & Associates. Mr. Ball employed the services of a graphic recorder (Jennifer Hammond Landau) to assist in the process. Since the group consisted of representatives from a variety of constituencies it was important to first build a solid working relationship among its members in order to move forward.

Appendix I is an outline of the process used by the committee. As part of the process the committee reviewed a massive amount of relevant information (built a foundation of knowledge), considered the Challenge Statement from the District (understood the constraints), developed Criteria (for evaluating proposed solutions or approaches), derived Preferences (statements that embody the committee's preferred considerations), and agreed upon Guiding Principles (to be used in formulating its recommendations). In addition to eleven (11) committee meetings, the Task Force held a community input forum on April 2, 2013 to share the work to-date and solicit feedback on possible solutions or recommendations. The committee felt the input from community members who attended the April 2 session was very valuable and integrated that feedback into its final recommendations. This report represents the work, findings, and recommendations of the Task Force. This report is hereby submitted to Superintendent Jeffrey Baier.

RECOMMENDATIONS

In response to enrollment growth both within the district and by Bullis Charter School (BCS), the Superintendent's Enrollment Growth Task Force (SEGTF) recommends that the district pursue two additional school sites—one to house BCS and one to house Los Alto School District (LASD) students. The committee suggests pursuing the two sites along parallel paths but believes finding a site for BCS should be the district's first priority. Ending the conflict over facilities for BCS likely will resolve the discord felt throughout the whole community over this issue and potentially lead to greater community-wide support for public financing of school facilities. It is difficult to imagine any solution for garnering additional school sites/facilities without some level of taxpayer funding.

The committee strongly suggests the district attempt to partner with both BCS and the cities the district serves (Los Altos, Los Altos Hills, and Mountain View) in developing specific solutions. As an example, the District and BCS could agree to work collaboratively on finding a site within Los Altos Hills and approach the Town of Los Altos Hills with the idea of forming a three-way partnership to identify and secure land for a BCS site. Similarly both BCS and the District, as partners, could approach either the City of Los Altos or the City of Mountain View for a site within one of those communities.

Partnering is a key element. A partnership approach reflects the thinking behind several of the committee's guiding principles—and hopefully leads to optimizing the use of public resources. The committee feels strongly that the cities and school district should work together, along with BCS, to develop the best possible outcome for students and for the community as a whole. Everyone should have a stake in this game—if for no other reason than to eliminate spending taxpayer dollars on continuing litigation.

In identifying possible sites for either BCS or LASD students, the district should first look within its own boundaries. Not surprisingly, state law requires that schools serving district students must be located within (or, in some cases, immediately adjacent to) the district's perimeter. While the charter school could be located outside district boundaries (under certain conditions), acquiring an external site limits the district's options on how the site could be used. However, if an identified site outside the district seems to be the preferred option for all affected parties, then the district should certainly pursue it.

A successful partnership approach for the BCS site solution can set the example of how partnering between and among agencies can provide optimal results and efficient use of resources. The committee recommends that the district partner with either the City of Los Altos or the City of Mountain View, or both, in finding a site for a district school. Since enrollment growth is not a significant issue in the Los Altos Hills portion of the school district, seeking a district school in that area is not a desirable outcome. There has been on-going enrollment growth, however, within both the Los Altos and Mountain View sections of the district. Additionally the continued housing growth in Los Altos and Mountain View, particularly along the El Camino corridor, has led to an increasing number of students needing to be served by the district. Thus the committee suggests focusing a search for an LASD school site either in or around the El Camino corridor or somewhere near the center of the district. The committee believes the type of school to be located on an additional site should be a board decision and not in the purview

of the committee. For example, the board may wish to use the site for a choice or magnet school—or it may choose to have it as a neighborhood school.

The committee believes there could be significant enrollment growth in the future—enough to even warrant finding a third new school site. However, until that happens and there becomes a demonstrated need the committee recommends seeking only two additional sites at the present time.

THE COMMITTEE'S FINDINGS

Our schools – both LASD and BCS – have reached a "tipping point". Student enrollment is at its highest level in 40 years. Further growth is likely, driven by multiple factors such as the state-leading API scores of our schools, which make the District attendance area highly desirable for families with children.[1] Continuing the current strategy of incremental expansion at existing school sites will not accommodate a growing student population in a manner consistent with LASD's historical operating model. Our student population will be best served by a bold new strategy.

Investment in our schools to meet the current and future demand will have beneficial impacts beyond the families they serve. The entire community benefits in many ways, including increasing the values of our homes[1] and creating open space in which to play. Our schools function as a cornerstone of the community and are intimately tied to the long-term growth of our cities.

HISTORICAL GROWTH

Enrollment is growing and individual schools are near their capacity. The student population in Los Altos public schools has grown by 23%, from 4,032 to 4,972 students over the past decade[9]. Enrollment is now equal to that in the 1970s, when we had 11 campuses, not 9[10]. LASD K-6 schools and BCS are all near or at their peak enrollments of the past 40 years[11]. Enrollment in our schools has grown each year since 1985[12].

Although growth has occurred throughout the District[13], a disproportionate amount (a quarter of all growth over the last decade) has occurred in the area north of El Camino[5].

PROJECTED GROWTH

We find compelling evidence that enrollment within our schools will continue to grow for the foreseeable future. Desirability of our schools is likely to continue to drive increases in the student population, even in the face of falling birthrates[8]. High property values, resulting in part from high

[1] These footnote citations refer to our supplemental document "Evidence Supporting the Findings." It spells out the evidence supporting these findings and is included as Appendix II.

performing schools, will maintain an incentive for residential development[4]. Current and future housing construction indicates that enrollment growth will be particularly significant North of El Camino[5].

Factors providing upward pressure on enrollment include:

- Desirability of the school District attracts families[1].
- Housing turnover is resulting in more families with school-age children in the District[2,14].
- For 20 years, yields (numbers of students per unit of housing) from existing apartment and condominiums within the District have increased[3].
- The District is experiencing increased growth in the construction of new apartments and condominiums[4], concentrated in the El Camino corridor which is experiencing accelerated growth with respect to the rest of the District[5,15].
- Enrollment in our schools has grown every year since 1985[7].
- Kindergarten enrollment grew substantially in school years 2005-7 -- by fall of 2007, kindergarten enrollment was 24% higher than the previous 10-year average (522 vs. 422). This will affect District enrollment through 2015/16[6].

Birthrate is the only significant factor we have found providing downward pressures on enrollment. Births dropped by 18% from 375 (in 2008) to 309 (in 2011)[8]. A lower birth rate could result in cohorts entering kindergarten that are smaller than the recent past.

LASD'S SUCCESSFUL SCHOOLS

LASD's very successful elementary and junior high schools combine several features that are supported as beneficial by published studies, and that reflect the values of the community. Although some of these features arose organically, they are now deliberately promoted by the LASD Board and Administration as a way to maintain excellence in our schools. Important elements of this model are:

a. Maximum school size targets are for fewer than 560 students[21]. Smaller schools benefit students' emotional and behavioral well-being[16], increase teacher connections with parents,[17] and enhance job satisfaction[18]. Behavior problems that are more common in larger schools are less likely to occur in smaller schools[19,20].
b. Every school is a high-performing school regardless of where one lives in the District[1]. Important factors contributing to this District-wide success include the strong sense of community at each school[27] and socio-economic balance[30] across the schools.

c. Neighborhood Schools[22]. Any new strategy that addresses enrollment growth must consider the topic of neighborhood schools, including the following specifics:
   i. Strong school communities create a sense of identity and social focus for families[27]. In turn, these communities increase parental volunteer involvement, offering vital support to LASD's high-performing schools[28].
   ii. The location and distance of a school site to neighborhoods with a concentration of students is an important factor for parent involvement. Close proximity of students to their schools[23] facilitates alternatives to driving to school[24], which benefits students[25] and the community as a whole[26, 30].
   iii. Continuity of the attendance areas assigned to individual schools is desirable. When families live in proximity with each other and their children attend the same school, they are more likely to feel connected to the school[29] and thus participate in supporting school activities.

FACILITIES NEEDS FOR THE FUTURE

Our findings lead us to conclude that we need a bold new strategy to retain the characteristics of our successful schools while accommodating continued enrollment growth.

Our schools are already serving close to or greater than the numbers of students for which they were intended[11]: we currently have ten public elementary and junior high schools on nine sites, two fewer sites than housed an equivalent student population in 1971[10]. Growing student populations will require increased school capacity.

Blach and Egan Junior High Schools could accommodate 750 students and remain within state guidelines[31]; however, both schools are expected to grow significantly in the next few years. The demographer's forecasts, including the lowest projection, predict increases in junior high school enrollment until at least 2017[32]. Because there are fewer sites than schools, both junior high schools are currently sharing their campuses with Bullis Charter School. Bullis Charter School recently articulated a strategy envisioning growth to 900 students.[33,34] The expected growth of the junior high schools and BCS would place a challenging burden on all three schools.[35]

Reconfiguring existing facilities by closing a school will be unacceptable to the community[36], and would require abandoning the District's successful small neighborhood school model[16-30].

A new site will require financial resources beyond the normal operating budget of the District. Broad community support is needed to pass a bond measure[37]. This is not likely without cooperation between BCS and LASD[38] and a shared long-term facilities plan. Coordination between LASD, the City of Los Altos, the City of Los Altos HIlls, and/ or the City of Mountain View will be required and could also lead to shared use agreements of benefit to the entire community.

THE BASIS FOR DEVELOPING APPROACHES AND FORMING SOLUTIONS

CHALLENGE STATEMENT FROM THE DISTRICT

As part of the facilitation process, the group's facilitator (Geoff Ball) recommended that the District create a "challenge statement" that would provide some context for the committee in developing possible solutions. A challenge statement being the constraints within which the group must analyze the problem and possible solutions. I.e., do proposed solutions meet the challenge statement? The challenge is to uphold the very successful current LASD schools model. Below listed are the five (5) key points in the challenge statement as put forth by the District.

- Our (LASD) goal is to maintain school sizes of less than 600 students as per board policy. Schools should be "neighborhood" schools as much as possible—i.e., be within walking/biking distance for a large proportion of students.
- Our school facilities should act as a resource for the community, including as parks, playing fields, playgrounds, gyms, etc.
- We want to be able to maintain class sizes of no more than 25 students per class (K–3) and 30 students per class (4–8) in the short term and, in the long term, no more than 20 students per class (K–3) and 25 students per class (4–8).
- We need to ensure that we have flexibility with our facilities— that we are able to change with the times and with changing needs.
- We embrace sustainability and wish to continue investing in "high performing" (energy efficient) facilities—a hallmark of Phase 1 of our modernization program.

CRITERIA FOR SOLUTIONS (IN ORDER OF IMPORTANCE)

The committee developed the following criteria against which to evaluate various proposed solutions. The group also ranked the criteria in order of importance.

1. Does the proposed solution meet the community's values on class size, school size, type of facility?
2. Does this solution address the conflict between BCS and LASD?
3. How does the proposed solution meet the ranges and variability of anticipated student populations—in both LASD and BCS?

4. Does the proposed solution solve the projected growth
5. How does the proposed solution affect students, including the social and emotional impacts as well as the academic impact?
6. What is the political feasibility of the proposed solution?
7. Does the proposed solution cause disruption to families, e.g. relocation to different school or redrawing boundaries? Does the proposed solution cause disruption to other groups?
8. How long would the proposed solution last?
9. What problematic issues might the proposed solution create?
10. Will the proposed solution adversely affect the socio-economic balance among the schools in the district? Will there be a healthy mix?
11. What is the financial impact of the proposed solution? Is it within the district's means without passing a bond measure? Is there state funding available?
12. What are the traffic and access implications? Walk-ability? Bike-ability? Length of drive?
13. What time frame does the proposed solution take to implement?
14. Is there a benefit to the broader community? A broader use for general public?

DERIVED PREFERENCES

The committee agreed upon a list of preferences it wished to see addressed in any of its proposed recommendations or solutions. That list is included as follows.

1. Planning and decision making is done in a way that parents see reconfiguration and other changes as necessary to achieve desirable outcomes and they are supportive.
2. Address future enrollment growth
3. Enrollment growth changes should be educationally sound and meet facility needs.
4. Site(s) serving North of El Camino area address five needs:
    a) Meets the educational needs of students in the North of El Camino area
    b) Serves the enrollment growth
    c) Enables parents to participate
    d) Finds out what parents in the north of El Camino area want – explore a variety of educational approaches
    e) Explores different ways that the districts model can work in the north of El Camino area

5. To the extent creatively and financially possible find a permanent solution for BCS with the following characteristics—
   a) Inside the District
   b) A single site of 10 acres or more
   c) Lays the groundwork for ending the litigation
   d) Lays the foundation for BCS and LASD working together to enhance both programs
   e) Frees up space at Egan and Blach for the growth of the junior high's as well as the north of El Camino population
   f) Aids community healing
6. New sites are placed at locations that support the areas of greatest growth within the district
7. Seek sites within the district for both LASD and BCS that provide flexibility on into the future
8. Find approaches that help manage disruption in doing site location, boundaries configuration and designing transitions for students
9. Value the community-building aspects of the LASD model in designing, planning and implementing changes
10. Consider nontraditional options in the use of public land to address the District's enrollment challenge
11. Seek ways to reduce the costs of land, the costs of facility construction and to improve utilization and efficiency
12. Consider both District and community needs so that the public dollars are well used
13. Consider re-purposing existing sites
14. Alleviate traffic congestion
15. Consider the K-5,6-8 option for its advantages knowing that it is a significant change for District parents and students
16. Consider that collaboration has a cost and that mixed use can be tough. Seek opportunities for collaboration where partnering with cities and BCS can provide a more creative utilization of the public land in the District
17. Find ways to increase the likelihood of the acceptance of changes
18. Create multidimensional plans that take into account the need for space, educational performance, and that builds buy-in from the various stakeholders
19. Build a multidimensional approach to securing the resources that will be needed to meet the enrollment challenge – bond measures, financing strategies, donations of land, agreements among jurisdictions, etc.

20. Keep in mind that the district model emphasizes the following:
    a) continuity of existing school communities
    b) preserve existing schools
    c) don't displace a district school
    d) maintain the neighborhood schools
    e) maintain small school sizes
    f) and at the same time this work needs to address the enrollment growth challenges

GUIDING PRINCIPLES

The committee identified the following guiding principles to use as it developed approaches and proposed various solutions. The guiding principles helped the group crystallize its thinking and were instrumental in developing a final set of recommendations.

- Work on approaches in parallel but have multiple options within each.
- Ensure that enrollment growth across the district is addressed.
- A viable solution will only come with collaborative cooperation plus the pooling of resources between BCS, LASD, and the city councils of the cities within the district.
- Collaboration between BCS and LASD boards is essential.
- Attempt to optimize use of community resources.
- Community support is essential.
- Involve BCS and LASD parents in Board decision-making— at least a sampling of constituents.
- School siting decisions benefit the entire community.
- School site is a community focal point.
- Always keep students in mind.

ACKNOWLEDGEMENTS

The Task Force wishes to acknowledge and thank our facilitator, Geoff Ball, and his associate, Jennifer Landau, for keeping us on task and true to the process. We owe thanks to a sub-set of our committee who took on additional tasks, such as critical writing and drafting of elements of this final report and/or gave presentations at the community input workshop. These committee members include Jeff Fixler, Fred Gallagher, Duncan MacVicar, and Jeremy Minshull. We express our gratitude to our loyal followers—members of the public who attended most or all of our meetings and often provided useful feedback. We also wish to thank the City Councils and other organizations for providing representatives to this task force, all of whom approached the process and deliberations with an open mind. Finally we thank the members of the public who attended the Community Input session and are very appreciative of their comments and feedback.

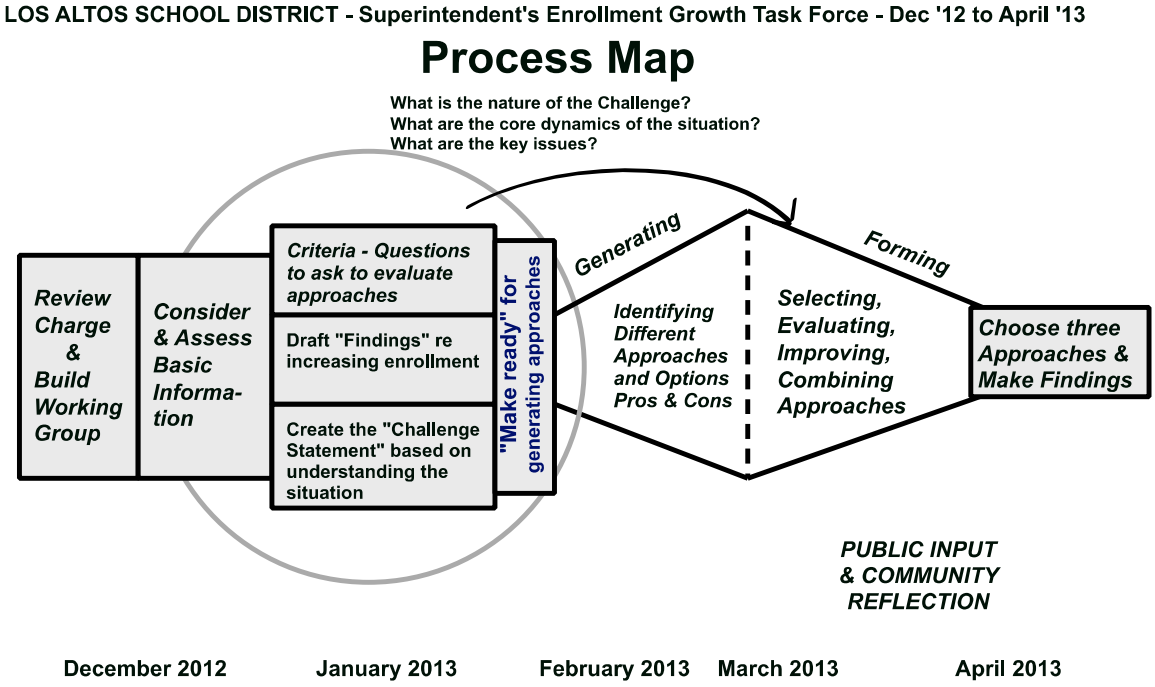
Appendices

I. Outline of Process used by the Task Force
II. Supporting Documentation for the Committee's Findings
III. Community Input Process/Workshop

APPENDIX I: PROCESS USED BY THE TASK FORCE

The Thinking in Back of the Work of SEGTF

The SEGTF work lasted from December 2012 through April 2013. The work done by the Task Force followed the flow shown in this diagram, "Process Map."



The specific steps in this work are as follows:

Build a Foundation of Knowledge within SEGTF

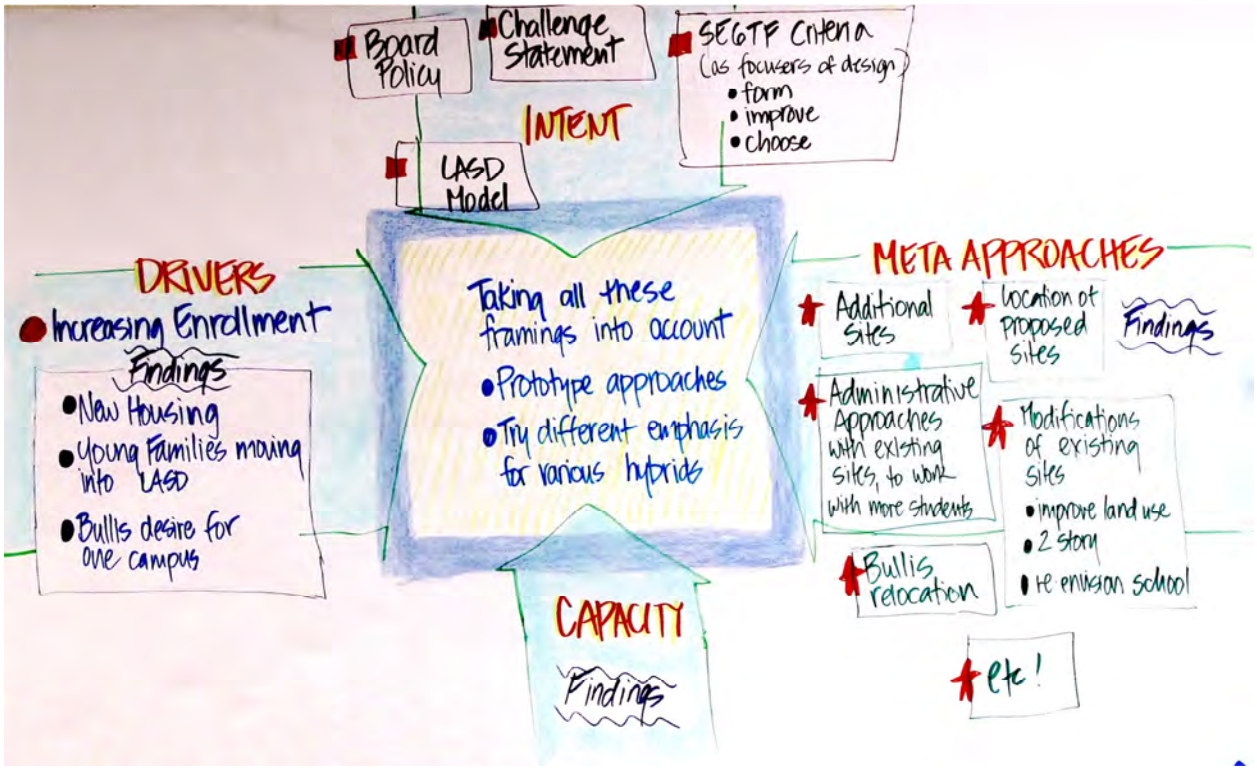
1. Review the **Charge**
2. Consider and Assess Basic Information.
3. Draft "**Findings**" that relate the enrollment challenge (both BCS and LASD), to existing capacity at LASD sites, potential new sites, and to the location of likely development within LASD.

Enhance the ability of the Task Force members to work together

1. Build the **Community Agreements** among the members of the working group in support of effective collaboration – talking about these agrements together led to real commitment to specific agreements in support of collaboration.
2. Develop **Criteria** to guide the work of the Task Force in generating, forming and eventually evaluating alternative approaches to addressing the enrollment growth challenge.
3. LASD leaders create the "**Challenge Statement"** that lays out the key intentions of the District related to the enrollment challenge, and that describes the LASD Successful Model for creating High Performing Schools.
4. Review LASD **School Board Policies** that guide or shape this work

Create a "Design Frame" – a Visual representation of what Members need keep in their minds when forming approaches to address the enrollment challenges.

"DESIGN FRAME" WALL CHART FOR THE MEETING ON FEB 26, 2013



A key relationship is that of the **DRIVERS, increasing enrollment** as compared to the **CAPACITY of LASD Sites**.

The **INTENT**: Board Policies, Challenge Statement, LASD Model and SEGTF Criteria provide direction and constraint in doing the design work.

META APPROACHES: Broad statements of elements that might be combined to create one or more approaches to the Enrollment Challenge.

COMMUNITY INPUT: On April 2, 2013 SEGTF held a Community Meeting that asked members of the community to work with SEGTF to move the work forward. There were two purposes: 1) Update interested members of the community on Findings and Possible Approaches up to this date. 2) Ask the community for their ideas and their preferences (stated both as Like About's and Concerns).

FINAL TWO MEETINGS: Working collaboratively, members of SEGTF reviewed and explored possible approaches to addressing the enrollment challenge in the SEGTF Charge from the Superintendent. Input from the Community Workshop and their own experience in the Task Force led members to reach a Level "1" (Enthusiastic) consensus on the SEGTF Recommended Approach going forward.

APPENDIX II: SUPPORTING DOCUMENTATION FOR FINDINGS

Attached is the supporting documentation for the committee's findings.

Evidence Supporting the Findings

This document supplements the Superintendent's Enrollment Growth Task Force Findings. Underlined headings provide cross-references for those numbers from the text of the Findings. The support is divided into the following sections and sub-sections.

1. Growth of Enrollment in Our Schools

1A. Upward pressures on enrollment.

1B. Downward pressures on enrollment.

1C. Historical Growth.

2. LASD Operating Model / Community Values

2A. School size.

2B. Walkability.

2C. Neighborhood communities.

3. Future Facilities Needs

1. GROWTH OF ENROLLMENT IN OUR SCHOOLS

Contrary to the demographer's forecast, we find compelling evidence that LASD enrollment will continue to grow for the foreseeable future, as a result of the following factors.

1A. Upward pressures on enrollment

1. Desirability of the school district attracts families.

EVIDENCE

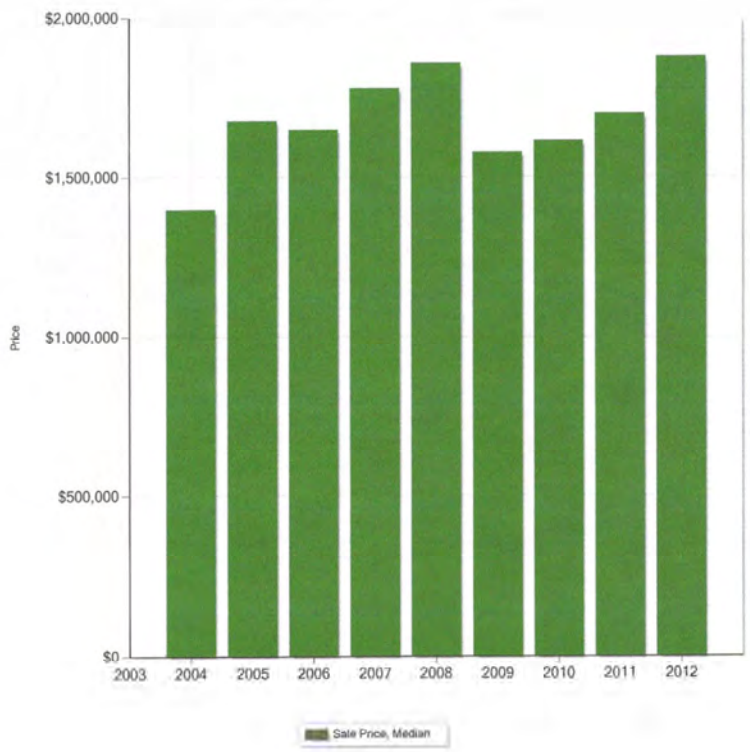
The Los Altos School District is consistently ranked in the top 1% of California school districts in its Academic Performance Index (API), and all 9 schools have been recognized as California Distinguished Schools (LASD website).

The Demographer report cites publication of API test scores as a likely contributing factor to attracting "even more families with young children to the District" (p. 10). It also states "Availability of test scores has no doubt increased awareness of the District's desirability" (p. 41).

Rising housing prices, with only a relatively minor dip in the most recent recession, shows housing within the district to be desirable. It is uncertain how long this effect will last.

Charts on the following pages show median house prices within the District in the cities of Los Altos, Los Altos Hills and Mountain View.

Los Altos LASD Median Price



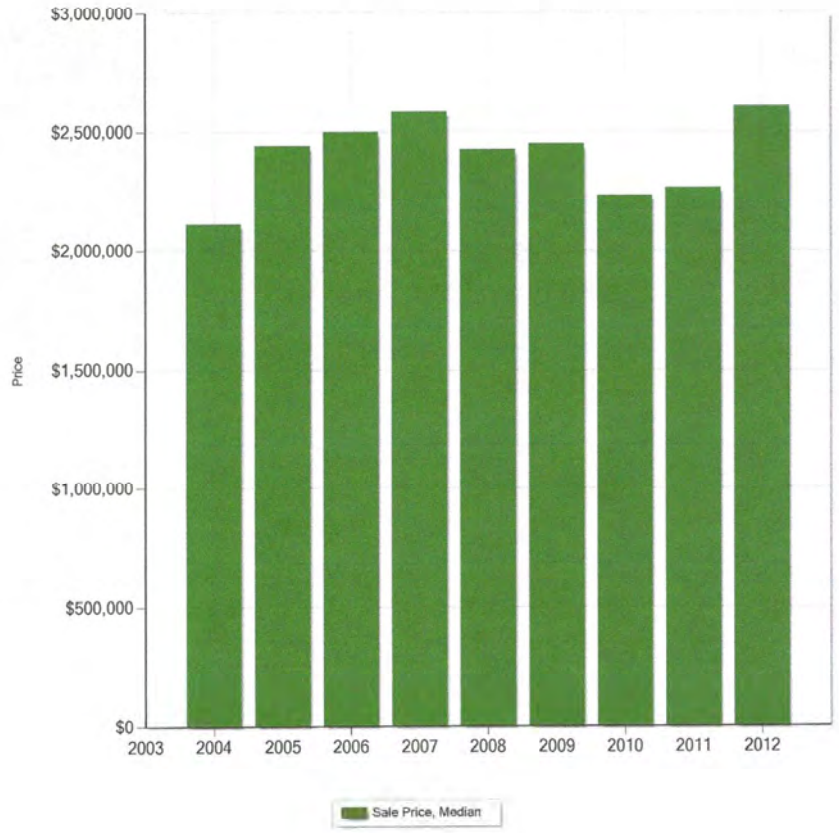
Primary Year	Sale Price, Median
2004	$1,400,000
2005	$1,677,500
2006	$1,650,000
2007	$1,779,000
2008	$1,857,500
2009	$1,578,000
2010	$1,613,500
2011	$1,701,000
2012	$1,877,000

Search Criteria

Time frame is from Jan 2004 to Dec 2012
Property Sub Class is 'Single Family Residential'
Area AreaIdName is '211 North Los Altos', '212 Country Club', '213 Highlands', '214 South of El Monte'
Elementary School District Code is 460

http://matrix.mlslistings.com/Matrix/Stats/StatsPrint.aspx?c=AA... 2/20/2013

LAH LASD Median Price



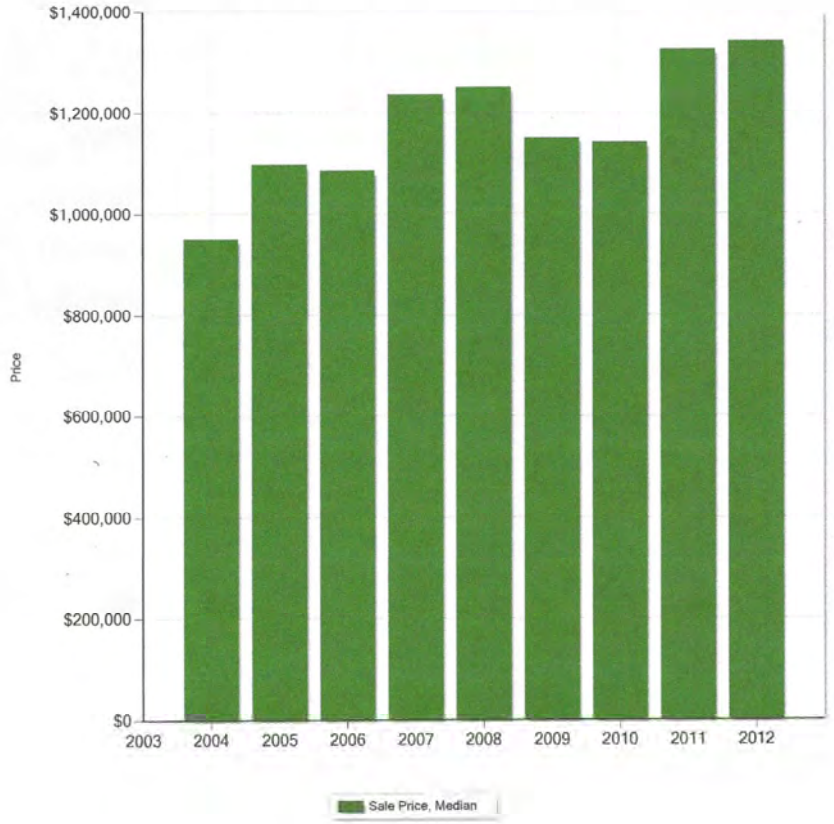
Primary Year	Sale Price, Median
2004	$2,112,500
2005	$2,441,250
2006	$2,500,000
2007	$2,582,500
2008	$2,425,000
2009	$2,450,000
2010	$2,235,000
2011	$2,268,334
2012	$2,602,500

Search Criteria

Time frame is from Jan 2004 to Dec 2012
Property Sub Class is 'Single Family Residential'
Area AreaIdName is '221 Los Altos Hills'
Elementary School District Code is 460

http://matrix.mlslistings.com/Matrix/Stats/StatsPrint.aspx?c=AA... 2/20/2013

Mtn. View LASD Median Price



Primary Year	*Sale Price, Median*
2004	$950,000
2005	$1,100,000
2006	$1,087,500
2007	$1,237,500
2008	$1,251,500
2009	$1,150,000
2010	$1,142,000
2011	$1,325,000
2012	$1,340,000

Search Criteria

Time frame is from Jan 2004 to Dec 2012
Property Sub Class is 'Single Family Residential'
Area AreaIdName is '205 Thompson', '206 San Antonio', '207 Downtown', '208 Grant', '209 Miramonte'
Elementary School District Code is 460

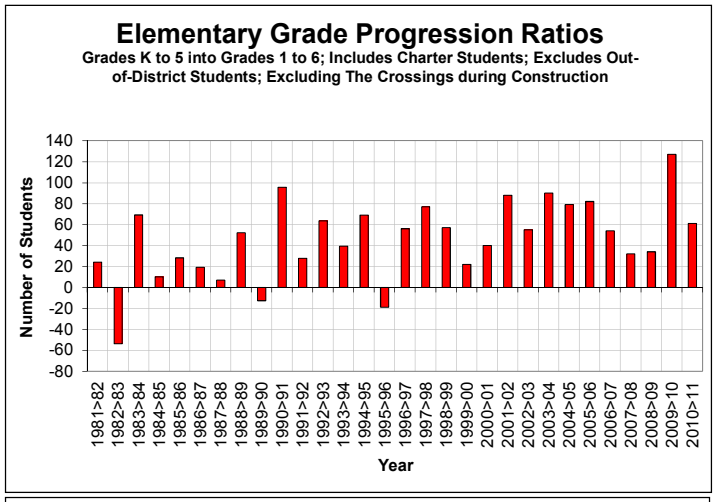
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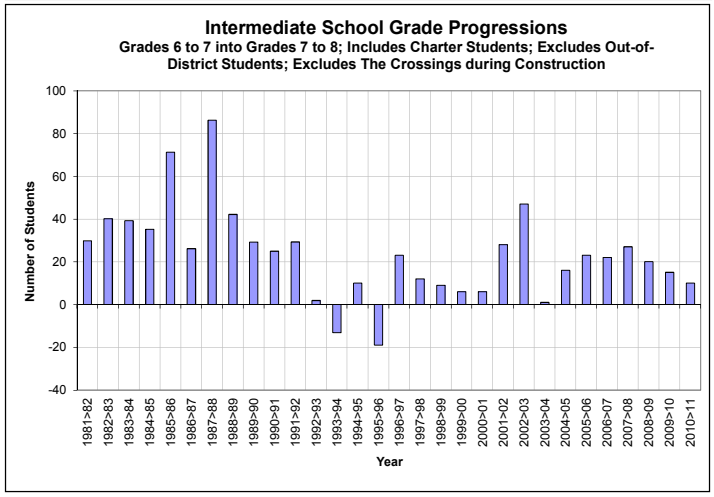
2. Housing turnover is resulting in more families with school-age children in the district.

EVIDENCE

There is much anecdotal evidence from local real estate agents.

Grade progression ratios have been greater than 100% for all but two years since 1983. "The elementary (K-6) progressions are positive in almost all years, indicating that many families move into the District with school-aged children. Moreover the grade progressions have generally risen over time, probably as a result of increasing migration. The average net elementary grade progression during the 1980s was 16 per year; for the 1990s it was 49; for the 2000s, it was 68." (Demographer's report, p. 25). This is shown graphically in Chart 10 from the Demographer report:





K/B (kindergarten-to-birth) ratio has been over 110% since 2003 and has trended up to its current 134%. This is shown in Table 6 taken from the Demographer report:

Table 6: Kindergarten Forecast based on Birth Data

Relationship between Births and Resident Kindergartners

Year of Enrollment	Total Kindergartners, Accounting for Restricted Eligibility	Total Kindergartners	Crossings Students	Out-of-District Students	Transitional Kindergartners	The Crossings' first six years	Students from Future Housing	Comparison Kindergartners*	Year of Birth	Resident Births	Percent (K/B)	averages	Resident Charter Kindergarners	Resident Non-Charter Kindertners	Percent (K/B)
1995		**422**	**0**	**33**	**20**	**4**		**365**	**1990**	**411**	**89%**	111%	**0**	**365**	**89%**
1996		**417**	**3**	**29**	**20**	**8**		**360**	**1991**	**391**	**92%**	113%	**0**	**360**	**92%**
1997		**417**	**6**	**31**	**20**	**9**		**357**	**1992**	**355**	**101%**	114%	**0**	**357**	**101%**
1998		**446**	**9**	**29**	**15**	**13**		**389**	**1993**	**406**	**96%**	115%	**0**	**389**	**96%**
1999		**441**	**7**	**16**	**17**	**15**		**393**	**1994**	**380**	**103%**	117%	**0**	**393**	**103%**
2000		**420**	**9**	**24**	**15**	**15**		**366**	**1995**	**359**	**102%**	118%	**0**	**366**	**102%**
2001		**414**	**11**	**26**	**0**			**388**	**1996**	**401**	**97%**	119%	**0**	**388**	**97%**
2002		**400**	**7**	**22**	**0**			**378**	**1997**	**383**	**99%**	121%	**0**	**378**	**99%**
2003		**445**	**11**	**1**	**0**			**444**	**1998**	**402**	**110%**	124%	**0**	**444**	**110%**
2004		**402**		**1**	**0**			**401**	**1999**	**365**	**110%**	126%	**18**	**383**	**105%**
2005		**493**		**16**	**0**			**477**	**2000**	**400**	**119%**	128%	**28**	**449**	**112%**
2006		**502**		**17**	**0**			**485**	**2001**	**388**	**125%**	129%	**39**	**446**	**115%**
2007		**564**		**26**	**0**			**538**	**2002**	**411**	**131%**	130%	**53**	**485**	**118%**
2008		**480**		**15**	**0**			**465**	**2003**	**390**	**119%**	130%	**57**	**408**	**105%**
2009		**496**		**14**	**0**			**482**	**2004**	**373**	**129%**	134%	**57**	**425**	**114%**
2010		**541**		**9**	**0**			**532**	**2005**	**385**	**138%**		**60**	**472**	**123%**
2011		**525**		**20**	**0**			**505**	**2006**	**376**	**134%**		**60**	**445**	**118%**
(11/12 of Estimated K for 2012-2014)															
2012	482	*526*		*14*	*0*		*7*	505	**2006**	**377**	*134%*		*60*	*445*	*118%*
2013	469	*511*		*14*	*0*		*7*	490	**2007**	**366**	*134%*		*60*	*430*	*118%*
2014	410	*448*		*14*	*0*		*13*	420	**2008**	**314**	*134%*		*60*	*360*	*115%*
2015	454	*454*		*14*	*0*		*14*	426	**2009**	**318**	*134%*		*60*	*366*	*115%*

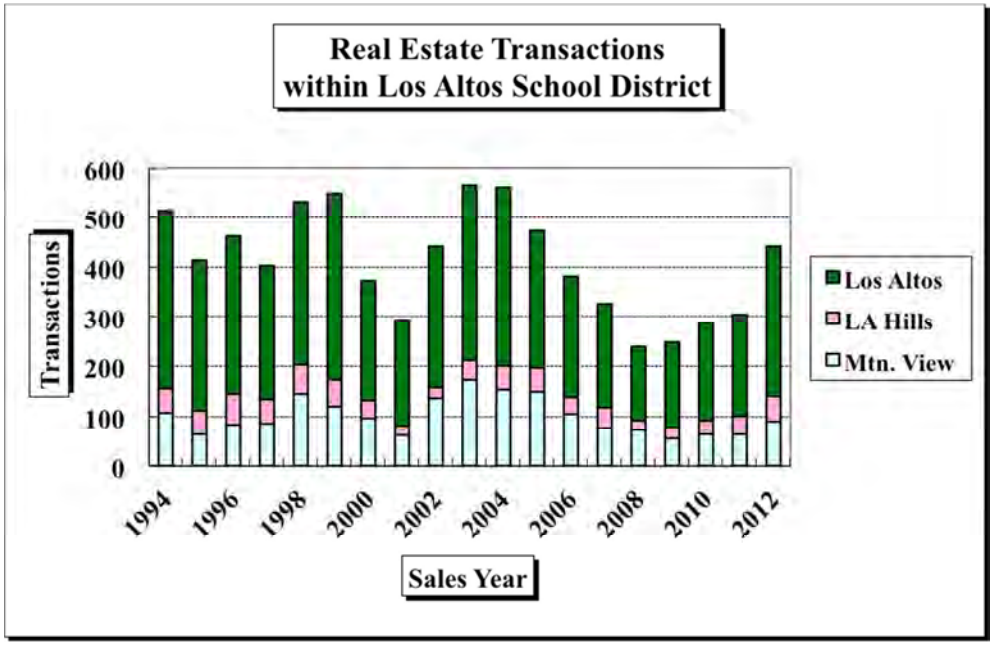
Notes:

*Comparison Kindergatners are the students to be compared with births five years earlier. Comparison Kindergartners exclude Transitional Kindergartners and students living outside the district.

3. There has been a protracted period of a weak real estate market that has apparently not negatively affected continuing enrollment growth within the district. The real estate market appears to have recovered significantly in 2012.

EVIDENCE

Comparison of annual real estate transactions in the Los Altos School District 1994-2012, compiled by Tom Campbell:



UNCERTAINTY

Historically a significant mechanism driving LASD enrollment growth has been the inward migration of families with children. How much of this growth was slowed by the economic downturn of 2008-2011 that seriously deflated the local real estate market? A strong real estate market brings with it the possibility that the rate of migration of families with children will increase as compared to the recent past.

4. Student yields from apartment and condominiums within the district have been steadily increasing for 20 years

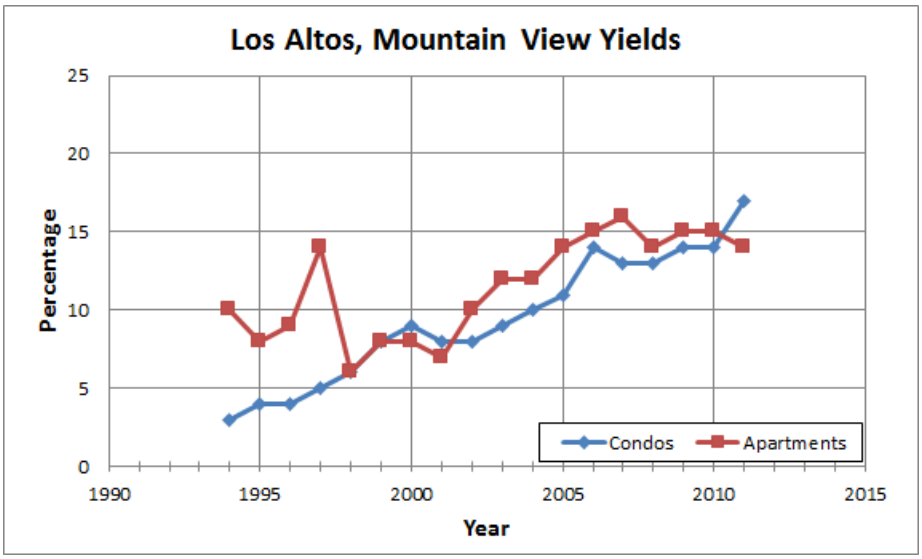
EVIDENCE

Yields are a measure of the number of students "produced" by various types of housing. Here they are expressed as a percentage, which measures the number of students expected from 100 units of housing.

Yields of condos from 7% in 2001 to 16% in 2011

Yields of apartments from 6% in 2001 to 13% in 2011

Yields of Numbers of LASD Students per 100 Units of Housing in a given year



These data are a graphical representation of the numbers from Table 11 of the Demographer Report, which follows.

Table 11: Enrollments from Older Condominiums and Apartments, 1994-2009

				Number of LASD K-8 Students (excluding BCS)																
Address	**City**	**Built**	**Units**	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2011 yield
101 2nd St	Los Altos	1973	14	0	0	2	2	3	2	0	0	0	0	0	0	0	0	3	3	0	1	0.07
1070 Mercedes Ave	Los Altos	1972	28	1	1	1	1	2	1	1	1	1	4	2	1	1	1	3	4	2	7	0.25
150 W Edith Ave	Los Altos	1968/1974	41	5	3	2	3	2	3	3	3	2	1	2	0	1	2	6	8	6	5	0.12
181 and 183 Del Medio Ave	Mountain View	1962/1970	96 or 97	0	1	0	0	2	8	6	5	3	4	6	6	11	11	9	13	12	10	0.10
226 W Edith Ave	Los Altos	1975	29 or 30	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	0	0.00
26 4th St	Los Altos	1976	15	1	1					0	0	0	0	0	0	0	0	0	1	2	0	0.00
278 Monroe Dr	Mountain View	1962/1972	41	2	4	2	3	2	1	1	3	3	3	5	4	8	9	8	6	9	8	0.20
400 Del Medio Ave	Mountain View	1981	6	2						1	0	0	0	0	0	0	0	0	0	1	1	0.17
400 Ortega Ave	Mountain View	1975	76	4	1	2	3	3	3	12	9	7	8	10	9	13	12	12	14	11	18	0.24
49 Showers Dr	Mountain View	1974	279 or 282	11	17	22	23	28	34	34	30	32	41	41	50	55	49	47	43	51	62	0.22
550 Ortega Ave	Mountain View	1992	132 or 133	1	2	3	3	6	8	14	8	10	10	13	16	19	16	20	19	19	16	0.12
73 3rd St	Los Altos	1974	21	3	1	1				1	1	1	1	0	0	1	1	0	0	2	3	0.14
Los Altos Square	Los Altos	1964	75	1	2	2	1	2	6	5	5	5	6	4	9	7	7	7	7	8	10	0.13
Total Condominiums				**31**	**33**	**37**	**39**	**50**	**67**	**78**	**65**	**64**	**78**	**83**	**95**	**117**	**109**	**115**	**118**	**123**	**141**	**0.26**
140 Del Medio Ave	Mountain View	1967	86	0	0	0	0	1	4	2	2	2	1	2	1	0	0	1	1	2	3	0.03
141 Del Medio Ave	Mountain View	1973	104																			0.00
150 Giffin Rd	Los Altos	1974	13	2	2	2	1					4	4	9	11	15	14	11	4	7	8	0.62
201 Cuesta Dr	Los Altos	1965	18			1	2	3	3	3	1	2	1	5	8	10	12	10	10	6	10	0.56
240 Monroe Dr	Mountain View	1963	73	5	2	4	3	3	3	2	0	0	1	1	0	0	1	0	0	0	2	0.03
2650 California St	Mountain View	1963	96	7	8	5	8	5	7	12	11	11	16	16	13	11	14	18	21	17	15	0.16
2660 Fayette Dr	Mountain View	1967	119																	0		0.00
2679 California St	Mountain View	1968	60																	0		0.00
2747 Del Medio Ct	Mountain View	1965	40	27	20	15	12	12	11	13	6	13	17	18	15	14	14	10	13	21	16	0.40
380 Del Medio Ave	Mountain View	1962	5	2	2	1	1	1		1	2	5	3	3	6	4	2	1	1	1	0	0.00
521 Del Medio Ave	Mountain View	1964	83	2		1	2	1	2	5	4	2	4	8	12	16	16	12	8	8	7	0.08
2685 California St	Mountain View	1980	unknown	4	2	2	5	5	6	2	4	2	6	5	2	2	5	7	8	6	9	n.a.
2645 California St	Mountain View	unknown	unknown	3	2	2	1		1	3	4	2	4	3	4	6	4	5	3	6	5	n.a.
250 Del Medio Ave	Mountain View	unknown	85		3	1	1	4	3	3	3	11	7	4	6	12	8	7	2	5	5	0.06
2700 Del Medio Ct	Mountain View	unknown	unknown	15	20	20	15	11	9	9	9	18	20	21	24	24	26	27	24	22	16	n.a.
666 S El Monte Ave	Los Altos	unknown	unknown	1	1	2	3	3	1	1	3	7	9	9	14	14	17	13	11	8	6	n.a.
2680 Fayette Dr	Mountain View	unknown	119	3	3	3	4	2	5	4	13	15	25	21	29	27	28	24	32	25	27	0.23
2675 Fayette Dr	Mountain View	unknown	unknown	5	5	6	4	7	6	5	6	5	8	11	15	20	13	13	18	19	17	n.a.
439 Del Medio Ave	Mountain View	unknown	unknown	2	3	1	1	4	10	9	8	15	11	6	9	9	9	15	16	19	21	n.a.
950 N San Antonio Rd	Los Altos	1950s (?)	21(?)	4	3	4	4	2	4	4	2	4	7	6	5	6	4	3	4	7	8	n.a.
541 Del Medio Ave	Mountain View	1964	125	3	7	7	6	2	2	1	1	4	4	2	2	4	7	5	7	4	4	0.03
2326-30 California St	Mountain View	1963	160	23	20	31	25	19	26	22	20	18	21	17	22	21	24	28	31	32	27	0.17
Total Rental Apartments				**108**	**103**	**108**	**98**	**85**	**103**	**101**	**99**	**140**	**169**	**167**	**198**	**215**	**218**	**210**	**214**	**215**	**206**	**n.a.**
2310 California St	Mountain View	1962		7	4	1						1	1	4	5	6	5	4	4	4	4	
2342 California St	Mountain View	1964	16	4	6	6	6	9	6	8	12	11	9	4	3	2	0	0	1	2	2	0.13
240 Ortega Ave	Mountain View	1960	30	3	4	7	14	16	14	14	13	14	18	7	9	15	11	10	12	18	32	1.07
2637 Fayette Dr	Mountain View	unknown		2	6	3	6	10	13	13	10	3	0	0	0	0	0	0	0	0	0	
850-856 Jordan Ave	Los Altos	1962		1	2	3	3	2	1	1	0	0	2	1	4	1	1	3	1	2	2	
858 University Ave & 915 Madonna	Los Altos	unknown								0	0	0	0	1	1	1	1	1	1	1	0	
Total Unknown Type				**17**	**22**	**20**	**29**	**37**	**34**	**36**	**35**	**29**	**30**	**17**	**22**	**25**	**18**	**18**	**19**	**27**	**40**	
TOTAL-all units				156	158	165	166	172	204	215	199	233	277	267	315	357	345	343	351	365	387	

5. The district is experiencing accelerating growth in the construction of new apartments and condominiums. Recent and future construction is concentrated in the El Camino corridor, especially the San Antonio Visioning Area

EVIDENCE

Demographer report Table 5 (p. 17).

Information from the planning departments of the cities of Los Altos and Mountain View.

The following table and bar chart show the combined information from these sources.

New Housing Development within the Los Altos School District

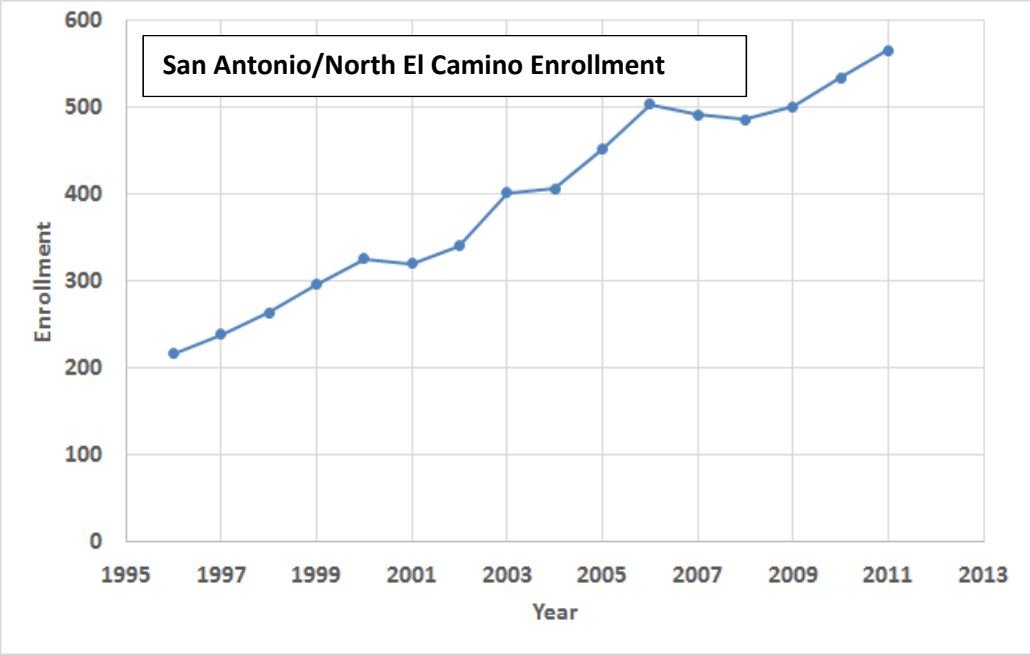
Year	City	Address	Type	Units	Comments
Included in the demographer report as New					
2013	LA	396 First St	condo	20	Adobe Animal Hospital
2013	LA	950 N. San Antonio	condo	50	Los Altos Gardens
2014?	LA	4730 El Camino Real	apt/TH	205	Los Altos Garden Supply
2013	MV	55 San Antonio	apt	330	San Antonio Center
2014	MV	2650 El Camino	apt	193	Motel/ex-mobile home park
2014?	PA	4239 El Camino	SFU/TH	26	Palo Alto Bowl
				824	
Additional development completed or underway					
2011	LA	4400 El Camino	condo	78	
2015?	LA	100 First St	condo	48	Post Office
2017?	MV	2580 California	apt	306	Safeway
2017?	MV	500 San Antonio	apt	277	
				709	
Possible future development					
2017?	LA	86 Third St	condo	22	
2021?	LA	4546 El Camino			Village Court
2018?	MV	2680 Fayette Drive			
2018?	MV	El Camino	apt?	150?	Other sites
2019?	MV	Miramonte Ave	condo?	80?	Blossom Valley Center
2019?	MV	439 Del Medio Ave			
2020?	MV	555 Showers Drive	apt?	440?	Target
2020?	MV	San Antonio Precise Plan	condo?	500?	Other sites
				> 1,000	

6. The North of El Camino area is experiencing faster growth than the rest of the district

Enrollment in the San Antonio Visioning Area grew 166% from 1996/97 to 2011/12 (216 to 574).

EVIDENCE

The following chart represents the growth in the North El Camino area over the last two decades. Data is from a special report done by demographer in October 2012.

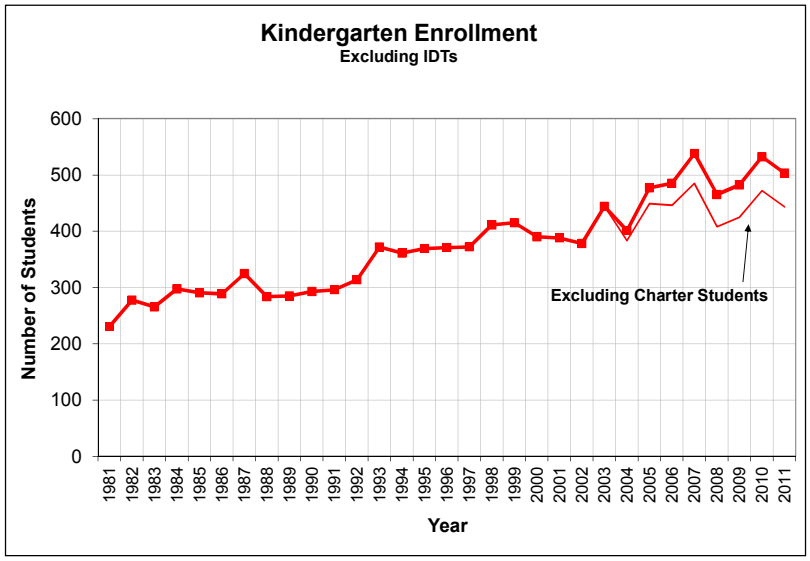


7. Kindergarten enrollment grew substantially in school years beginning 2005, 2006, and 2007, which will affect district enrollment through 2015/16.

By fall of 2007, kindergarten enrollment was 24% higher than the previous 10-year average (522 vs. 422).

EVIDENCE

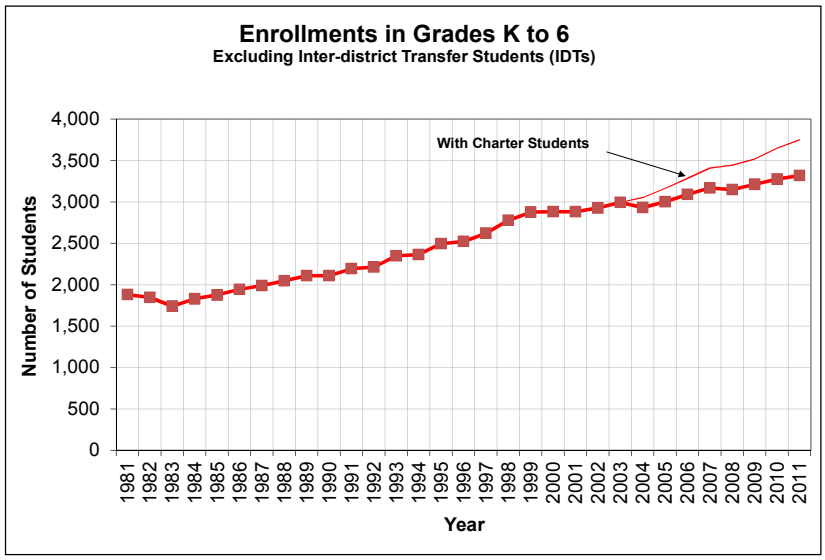
Chart 13 from the Demographer report (p31)

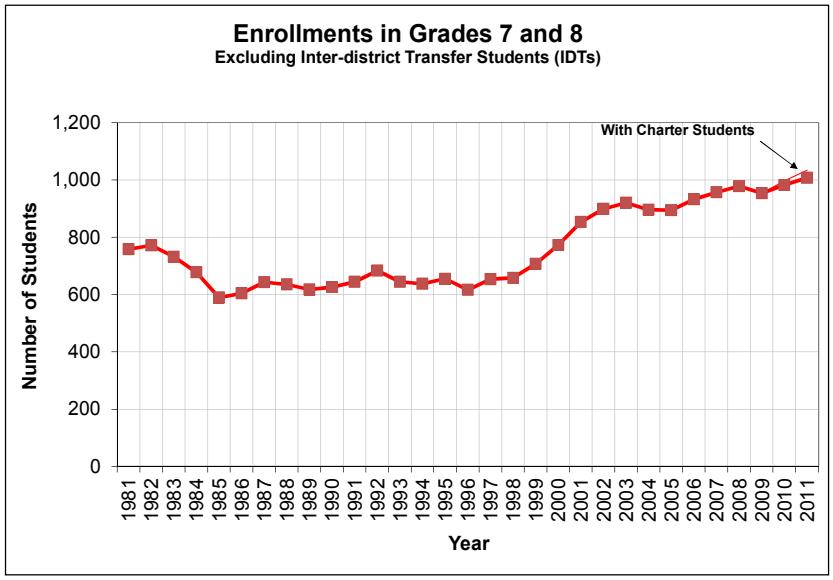


8. Enrollment of LASD (including BCS) has grown every year since 1985.

EVIDENCE

Chart 1 from the Demographer report (p. 8)





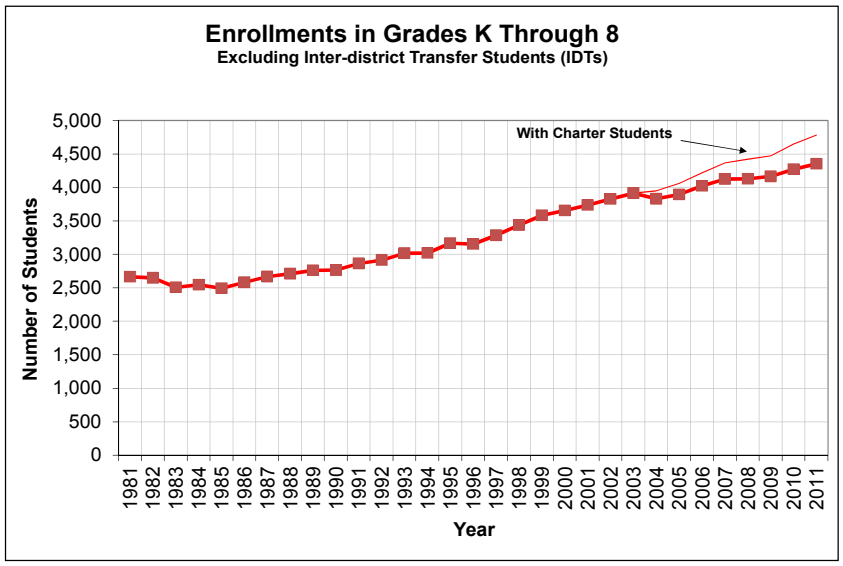
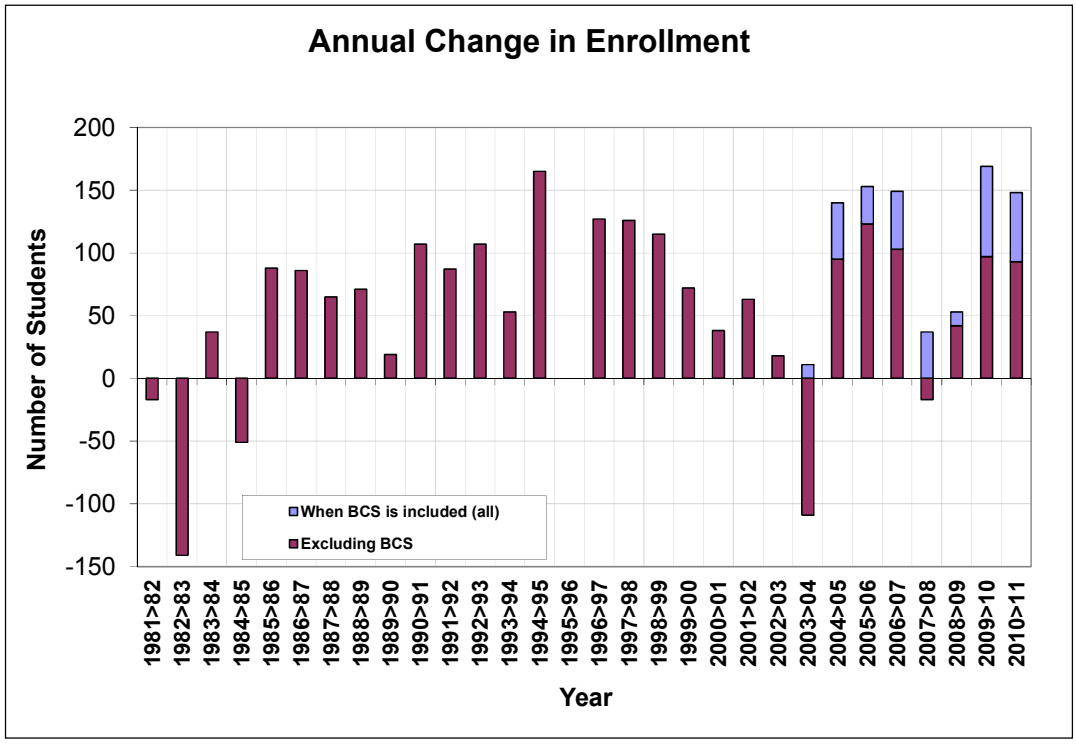


Chart 2 from the Demographer report (p. 9)



1B. Downward pressures on enrollment

9. The birth rate within LASD was substantially lower in 2009 thru 2011, which will impact kindergarten enrollment starting in 2014.

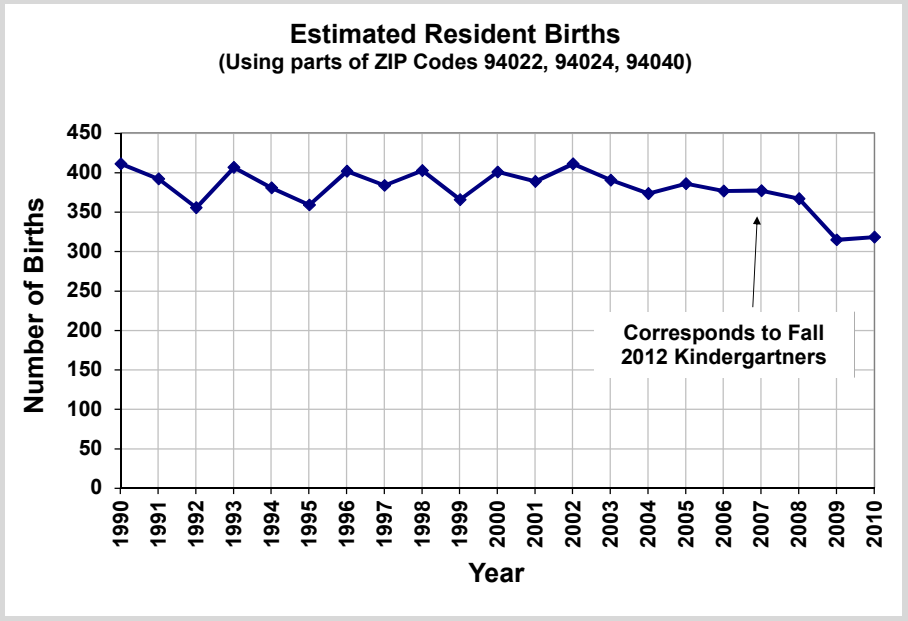
Rate dropped from about 375 in 2008 to 309 in 2011- a decrease of 18%.

A lower rate will result in smaller cohorts entering kindergarten in 2014 thru 2016, since birth rate is the single most important factor determining kindergarten enrollment.

This is the only downward pressure that we can identify.

EVIDENCE

Chart 15 from the Demographer report (p. 33)



- www.CDPH.ca.gov California Department of Public Health Website

UNCERTAINTY with this piece of evidence

Is this related to the recent recession? (It is correlated with the recession.)

Will birth rates bounce back? If so, when and by how much?

1C. Historical Growth

10. The student population in Los Altos public schools has grown from 4,032 to 4,972 students from 2002 to 2012.

EVIDENCE

Table C-1 from the Demographer report (p. 66)

Table C-1: Comparison of Medium Enrollment Forecasts to Actual Enrollments
Total Enrollments (Includes IDTs, Includes BCS)

		Medium Forecasts													
Year of Enrollment (Fall CBEDS)	Actual Enrollments	2010 Forecast	2009 Forecast	2008 Forecast	2007 Forecast	2006 Forecast	2005 Forecast	2004 Forecast	2003 Forecast	2002 Forecast	2001 Forecast	2000 Forecast	1999 Forecast	1998 Forecast	1997 Forecast
1998	3,744														3,800
1999	3,859													3,895	3,964
2000	3,931												3,988	3,987	4,090
2001	3,969											3,982	4,061	4,058	4,197
2002	4,032										4,029	4,014	4,118	4,102	4,278
2003	4,050									4,054	4,049	4,036	4,160	4,110	4,313
2004	4,061								4,014	4,043	4,049	4,023	4,166	4,154	4,389
2005	4,201							4,052	3,995	4,058	4,062	4,006	n.a.	4,166	4,429
2006	4,354						4,165	4,100	4,033	4,099	4,100	4,015		4,203	4,480
2007	4,503					4,486	4,262	4,144	4,070	4,133	4,125	4,007		4,192	4,443
2008	4,540				4,603	4,598	4,336	4,142	4,115	4,184	4,120	3,985		4,177	4,421
2009	4,593			4,610	4,642	4,628	4,383	4,173	4,154	4,201	4,130	3,992			
2010	4,762		4,655	4,690	4,728	4,695	4,446	4,197	4,202	4,236	4,142	3,980			
2011	4,910	4,916	4,727	4,831	4,805	4,781	4,529	4,232	4,252	4,290					
2012		4,921	4,749	4,843	4,780	4,760	4,528	4,179	4,241	4,293					
2013		4,954	4,808	4,941	4,831	4,821	4,574	4,201	4,307						
2014		4,900	4,854	4,977	4,832	4,826									
2015		4,894	4,876	5,000	4,815	4,827									
2016		4,836	4,828	4,977	4,723	4,790									
2017		4,794	4,827	5,047	4,698	4,781									
2018		4,738	4,820	5,051											
2019		4,644	4,746												
2020		4,605	4,745												
2021		4,613	4,744												
2022		4,638	4,759												

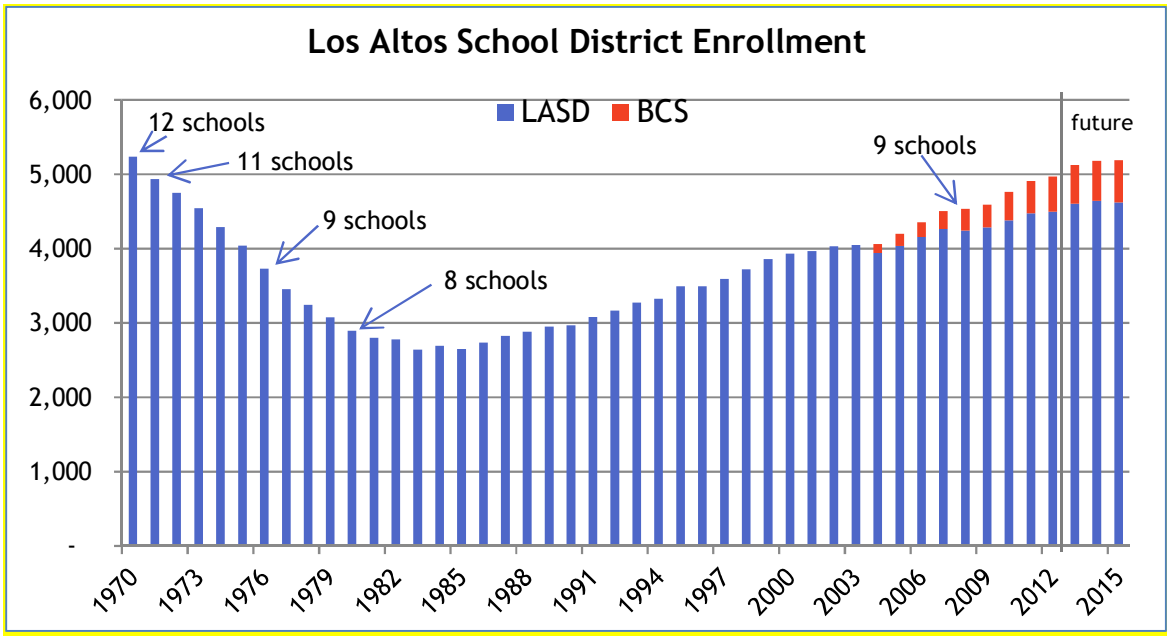
Difference between Actuals and Forecast **(positive number means forecast was higher than actuals)**

		Medium Forecasts													
Year of Enrollment (Fall CBEDS)		2010 Forecast	2009 Forecast	2008 Forecast	2007 Forecast	2006 Forecast	2005 Forecast	2004 Forecast	2003 Forecast	2002 Forecast	2001 Forecast	2000 Forecast	1999 Forecast	1998 Forecast	1997 Forecast
1998															56
1999														36	105
2000													57	56	159
2001												13	92	89	228
2002											(3)	(18)	86	70	246
2003										4	(1)	(14)	110	60	263
2004									(47)	(18)	(12)	(38)	105	93	328
2005								(149)	(206)	(143)	(139)	(195)	n.a.	(35)	228
2006							(189)	(254)	(321)	(255)	(254)	(339)	n.a.	(151)	126
2007						(17)	(241)	(359)	(433)	(370)	(378)	(496)	n.a.	(311)	(60)
2008					63	58	(204)	(398)	(425)	(356)	(420)	(555)	n.a.	(363)	(119)
2009				17	49	35	(210)	(420)	(439)	(392)	(463)	(601)	n.a.	n.a.	n.a.
2010			(107)	(72)	(34)	(67)	(316)	(565)	(560)	(526)	(620)	(782)	n.a.	n.a.	n.a.
2011		6	(183)	(79)	(105)	(129)	(381)	(678)	(658)	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

11. In 2012, 4972 students were distributed between 10 schools at 9 separate sites (BCS sharing parts of Egan and Blach). In 1971, just under 5,000 students were served by 11 schools.

EVIDENCE

Data from LASD and Demographer report Chart 1 (p. 8). Graphical representation follows.



12. K-6 Enrollment (By School) at 18-Year Peak for 7 of 8 Schools including Bullis Charter – TODAY!!

Statement of Finding

- Three of seven LASD K-6 Schools are at 98% to 100% of peak enrollment since 1995.
- Three of seven LASD K-6 Schools are close to 90% or more of peak enrollment since 1995 (Springer is close)
- Bullis Charter School at Egan Camp Site is at 100% or at peak enrollment. BCS has only been around since 2004/05.
- Gardner Bullis is at 79% of peak for Bullis Purissima

Evidence

Data from historical reports on LASD web site.

School Building Information

	Year Built	Year Renovated	Fiscal Year 2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Almond Elementary	1957	2003										
Square Feet			34,294	32,427	32,427	32,427	32,427	32,427	32,427	32,427	32,427	32,427
Capacity			450	350	350	350	350	350	350	350	350	350
Enrollment			579	564	581	571	574	586	554	538	531	526
Gardner Bullis Elementary[1]	1961	2008										
Square Feet			16,843	16,843	16,843	16,843	16,843	16,843	16,588	16,588	16,588	16,588
Capacity			200	200	200	200	200	200	200	200	200	200
Enrollment			341	(closed)		93	89	94	202	246	291	298
Covington Elementary	1950	2003										
Square Feet			53,378	48,824	48,824	48,824	48,824	48,824	48,824	48,824	48,824	48,824
Capacity			650	600	600	600	600	600	600	600	600	600
Enrollment			(closed)	553	477	488	542	542	488	455	455	498
Loyola Elementary	1949	2004										
Square Feet			34,648	34,648	30,851	30,851	30,851	30,851	30,851	30,851	30,851	30,851
Capacity			500	500	475	475	475	475	475	475	475	475
Enrollment			560	547	530	527	516	535	538	571	590	588
Oak Elementary	1957	2005										
Square Feet			23,606	23,606	23,606	21,264	21,264	21,264	21,264	21,264	21,264	21,264
Capacity			325	325	325	350	350	350	350	350	350	350
Enrollment			458	433	419	404	416	450	445	450	446	463
Santa Rita Elementary	1957	2004										
Square Feet			24,547	24,547	25,578	25,578	25,578	25,578	25,578	25,578	25,578	25,578
Capacity			325	325	400	400	400	400	400	400	400	400
Enrollment			519	541	536	552	577	575	514	523	542	537
Springer Elementary	1955	2003										
Square Feet			34,366	29,603	29,603	29,603	29,603	29,603	29,603	29,603	29,603	29,603
Capacity			500	500	500	500	500	500	500	500	500	500
Enrollment			619	438	450	445	463	490	490	521	516	535
Blach Intermediate	1957	2002										
Square Feet			64,784	64,784	64,784	64,784	64,784	64,784	64,784	64,784	64,784	64,784
Capacity			600	600	600	600	600	600	600	600	600	600
Enrollment			448	448	433	446	468	462	475	449	476	476
Egan Intermediate	1959	2002										
Square Feet			59,488	59,488	59,488	59,488	59,488	59,488	59,488	59,488	59,488	59,488
Capacity			600	600	600	600	600	600	600	600	600	600
Enrollment			508	526	515	510	513	531	539	534	537	556
District Administration	1950	2003	(previously housed at Covington School)									
Square Feet				12,593	12,593	12,593	12,593	12,593	12,593	12,593	12,593	12,593
Maintenance	2003	n/a										
Square Feet				5,440	5,440	5,440	5,440	5,440	5,440	5,440	5,440	5,440

[1] *Gardner Bullis School housed only pilot full day kindergarten classes in FY2006 through FY2008.*

Square Footage reflects permanent buildings only.

Capacity based on average of 25 students per classroom and excludes portable buildings.

Source: District records.

13. There were fewer than 2800 students in 1985. In 2012 there were just under 5,000. The number enrolled has increased every year for the last 27 years.

EVIDENCE

Chart K "Los Altos School District Enrollment" (see item 10).

2. LASD OPERATING MODEL / COMMUNITY VALUES

Continuing the current strategy of incremental expansion at existing school sites will not accommodate a growing student population in a manner consistent with LASD's historical operating model

Our schools function as a cornerstone of the community, and are intimately tied to the long-term growth of our cities.

2A. School size.

14. Small schools have big impact

Small schools positively impact students–social emotional and behavioral well-being

EVIDENCE

- Small schools report/data/document
- Anecdotal evidence

15. Small Schools – connection

Small schools show greater teacher connection with parents.

EVIDENCE

Small Schools White Paper

16. Small Schools – satisfaction

Small schools see elevated teacher satisfaction.

EVIDENCE

(Data or opinion)

NEA Research Talking Points on Small Schools

17. Small schools – attendance

Small schools have higher attendance rates.

EVIDENCE

ERIC Digest (23106.pdf)Affective and Social Benefits of Small-scale Schooling

18. Small Schools – behavior

Small schools have far fewer behavior problems than large schools, including truancy, classroom disorders, aggressive behavior, theft, substance abuse, and gang participation.

EVIDENCE

ERIC Digest (23106.pdf) Affective and Social Benefits of Small-°©-scale Schooling"

19. School size & buffer capacity

The LASD Board of Trustees has adopted a district policy around school size. They specifically identified 600 students as an upper bound to elementary school size, but they also identified 300 students as a nominal size for a "small" elementary school. See past board transcripts. School size seems to be one of the core values held by LASD board members, LASD staff, and LASD parents.

School size is also tightly connected to the state policy that existed in 2003 regarding class size reduction funding. There was a significant financial advantage, about $1,000 per student, to keeping class sizes in grades K-3 at or below 20 students. Thus the calculus arose that 280 students (or a few more) would be optimum for a small K-6 school with 40 students per grade. Likewise, 420 (or more) students for a medium sized school would have 60 students per grade; this configuration would permit 20 per class in grades K-3 and 30 per class in grades 4-6. The large school size, 560 students nominally, similarly had 80 students per grade, with 20 students per class in grades K-3 and 26 or 27 students per class in grades 4-6. The 600 student maximum for school size merely allows for cohort growth with this model.

LASD has a legal obligation to provide education services for students who reside within the district boundaries regardless of when their parents present them to the district. This requirement means that LASD cannot populate its classrooms (or schools) at the maximum theoretical capacity; excess capacity is required in all grades and all schools to be able to serve students as they appear. If LASD did try to populate its classrooms at the maximum theoretical capacity, then students arriving in the middle of a school year might have to be placed at a school not near their residence.

In elementary schools the students are (mostly) constrained to one teacher and one classroom all day. Each classroom has a finite capacity, and while that capacity may not be constrained by the physical size of the space, that capacity may be constrained by the rules imposed externally regarding how students are funded (or not funded). The LASD Board cannot unilaterally decree that all classes in grades K-3 will change from their present values to some other number. These changes need to be negotiated with employees (teachers).

The district's ability to meet past enrollment growth has been made possible by the incremental addition of portable classrooms to campuses. Portable classrooms represent a "flexible capacity" in each of the district's schools. While the permanent infrastructure of a school campus is very expensive (see the reports on redevelopment of the district), the ongoing cost of a rented portable classroom is $7,000 per year.

2B. Walkability

20. The historical Los Altos School District School Plan

As the Los Altos School District expanded in the 1940's, 1950's, and 1960's, school sites were selected based on a "Hub and Spoke" plan. The San Antonio School was the center (located near the present Hillview Community Center), and the elementary school sites were scattered across the district close to district boundaries. Schools were located at:

Almond School	**550 Almond Avenue, Los Altos**
Carmel School (closed)	**1175 Altamead Lane, Los Altos**
Covington School (closed, reopened 2003)	**201 Covington Road, Los Altos**
Loyola School	**770 Berry Avenue, Los Altos**
Eastbrook School (closed)	**11311 Mora Drive, Los Altos**
Purissima Hills School (closed)	**(now Green Hills Court, Los Altos Hills)**
Gardner Bullis School (reopened 2008)	**25890 Fremont Road, Los Altos Hills**
Hillview School (closed)	**97 Hillview Avenue, Los Altos**
Oak Avenue School	**1501 Oak Avenue, Los Altos**
Portola School (closed)	**(now Delphi Circle, Los Altos)**
Santa Rita School	**700 Los Altos Avenue, Los Altos**
Springer School	**1120 Rose Avenue, Mountain View**
Blach Middle School	**1120 Covington Road, Los Altos**
Egan Junior High	**100 West Portola Avenue, Los Altos**

21. School Walkability in Los Altos

The closing of elementary schools in the 1970's and 1980's was done to preserve some sense of walkability to the remaining campuses. The locations of the closed sites are outside each of the walking distances for each of the remaining schools. The closures of Eastbrook School and Purissima Hills School forced many families to become commuters to their new neighborhood schools. Eastbrook School is located about 2.0 miles from Loyola School, which now serves the Eastbrook neighborhood (and all of the Country Club area and that portion of Los Altos Hills that is east of Magdalena Avenue). Likewise, Purissima Hills School was located south of Foothill College, several miles from the Gardner Bullis campus; its students were incorporated into the Bullis-Purissima (now Gardner Bullis) attendance area.

When the LASD Board adjusted school attendance boundaries in 2007 in anticipation of the reopening of Gardner Bullis School, the student asymmetries with respect to school sites were great enough that two "unusual" decisions had to be taken:

1) The Crossings area (adjacent to the San Antonio Caltrain Station) was assigned to Covington. Assigning this area to either Santa Rita School or to Almond School (it had been part of both of these school's areas in the past) would have resulted in the affected school being physically located outside the attendance area for the school.

2) The H2G area in Mountain View (Gilmore, Lloyd, Ernestine, Hollingsworth, etc) just east of El Monte was moved from Almond School to Springer School. Almond School is the closer of the two schools to this neighborhood.

22. School Walkability

Greentown conducted surveys across our schools in 2012 and 2013 asking how children came to school. The results are:

2013 survey

By School	WALK	BIKE	CAR	CARPOOL	OTHER	ABSENT	BUS	Total
Almond	106	65	290	128	17	25	0	611
Blach	42	148	160	57	15	22	0	426
Bullis Charter	no data							
Covington	58	20	276	62	4	25	0	422
Egan	45	155	230	74	4	25	0	508
Gardner Bullis	23	14	231	40	0	11	0	309
Loyola	95	16	288	68	4	51	0	465
Oak	65	52	162	118	5	17	0	406
Santa Rita	72	44	285	70	15	24	0	490
Springer	61	21	116	58	14	12	0	276
Top 3	232	138	568	304	36	54	0	1293
Total	**621**	**553**	**2240**	**694**	**83**	**219**	**21**	**4239**

By School	WALK	BIKE	CAR	CARPOOL	OTHER	ABSENT	BUS
Almond	17%	11%	48%	21%	3%	4%	0%
Blach	10%	35%	38%	14%	4%	5%	0%
Bullis Charter							
Covington	14%	5%	66%	15%	1%	6%	0%
Egan	9%	31%	45%	15%	1%	5%	0%
Gardner Bullis	7%	5%	75%	13%	0%	4%	0%
Loyola	20%	3%	61%	14%	1%	11%	0%
Oak	16%	13%	40%	29%	1%	4%	0%
Santa Rita	15%	9%	59%	14%	3%	5%	0%
Springer	23%	8%	43%	21%	5%	4%	0%
Top 3	*18%*	*11%*	*44%*	*24%*	*3%*	*4%*	0%
Total	**15%**	**13%**	**53%**	**16%**	**2%**	**5%**	0%

2012 survey

By School	WALK	BIKE	CAR	CARPOOL	OTHER	ABSENT	BUS	Total
Almond	95	80	265	70	18	8	0	534
Blach	51	306	75	30	15	40	0	337
Bullis Charter	7	13	142	20	1	1	0	183
Covington	37	21	167	31	5	30	0	263
Egan	47	202	196	53	10	10	0	512
Gardner Bullis	32	22	205	50	1	9	0	314
Loyola	117	50	264	89	10	16	0	535
Oak	90	80	178	79	17	8	0	453
Santa Rita	no data							
Springer	135	57	166	82	20	5	0	444
Top 3	320	217	609	231	55	21	0	1431
Total	**684**	**888**	**1850**	**531**	**103**	**135**	**0**	**3964**

By School	WALK	BIKE	CAR	CARPOOL	OTHER	ABSENT	BUS
Almond	18%	15%	50%	13%	3%	2%	0%
Blach	11%	64%	16%	6%	3%	8%	0%
Bullis Charter	4%	7%	78%	11%	1%	1%	0%
Covington	14%	8%	64%	12%	2%	11%	0%
Egan	9%	40%	39%	10%	2%	2%	0%
Gardner Bullis	10%	7%	66%	16%	0%	3%	0%
Loyola	22%	9%	50%	17%	2%	3%	0%
Oak	20%	18%	40%	18%	4%	2%	0%
Santa Rita	no data						
Springer	29%	12%	36%	18%	4%	1%	0%
Top 3	*22%*	*15%*	*43%*	*16%*	*4%*	*1%*	0%
Total	**17%**	**22%**	**45%**	**13%**	**3%**	**3%**	0%

23. Benefits to students of not driving to school

On their website, Greentown Los Altos lists the following benefits to students of walking or biking to school:

- 90% of the traffic at a school is from parents dropping off students. If more students were walking or biking to school rather than being driven, traffic around schools would dramatically drop and make it safer.
- Studies show students with a half hour of exercise before school are more attentive during school and are able to focus better than students who do not. If a child has to be driven, perhaps finding a place to be dropped off and walking a few blocks would be better than being dropped off at the front of school (less traffic around too!)
- The US Dept. of Health recommends children have 60 minutes of exercise a day. A good portion of that amount can likely be covered when a child walks or bikes to school and back home.
- Students who have been walking or biking to school from grade K-10 are better drivers when they get their automobile license than those who have not. The walking/biking students have

been learning the ways of the road for many years and understand street patterns when they finally learn to drive.

- Middle school students start becoming more independent from their parents and want more social time with their peers. Walking/Biking in groups to and from school helps foster their emotional development. Reduces vehicle miles, pollution and carbon emissions

24. Benefits to community of students not driving to school

Reduced traffic.

2C. Neighborhood communities.

25. Our schools are an important social focus.

Community driven events held at the school, i.e. Walkathons, Walk/Bike to School days, Carnivals, etc… instill a sense of community & belonging for all who attend the school regardless of the proximity of their residence.

26. Data about volunteering and PTA/ Foundation fundraising, and the importance for school function.

The community aspect of our schools leads to increased volunteerism and PTA and Foundation fund-raising. Both the volunteer hours and the influx of funding are critical to the smooth functioning of LASD schools. Principals and PTA leaders have attested to this time and again.

27. Core, but localized, communities that are not adjacent a school site are important participants in their designated school.

The Crossings community parents, for example, identify with the Covington Elementary community and consider it their neighborhood school.

In public hearings on the potential closing of Covington School, people from the Crossings spoke passionately against the closing of Covington, their neighborhood school.

28. There is a potential conflict between socioeconomic balance of a school community, and physical proximity of a community to their neighborhood school.

At the SEGTF public meeting, at least one person from the Crossings spoke in strong support of the benefits of mixing within LASD outweighing the benefits of walkability if the two were incompatible.

3. FUTURE FACILITIES NEEDS

29. Capacity at Blach and Egan

Blach and Egan could each have over 750 students and still be within state guidelines.

EVIDENCE

State guideline document

Superintendent Jeff Baier commented re site sizes at 1/8/13 meeting

UNCERTAINTIES

But do we want to go over the 600-student maximum policy?

30. Middle School Population Growing!

We should see continued growth in middle school through 2017 as the larger classes at 5th grade and below move to the middle school. Cohort moving thru elementary shows high enrollment growth in middle schools. There is physical capacity in both Egan and Blach and at the same time the two schools are supporting BCS need for facilities. There will be future need for more students at both middle schools.

We have some of the top middle schools in the state; not mess with the model.

EVIDENCE

Demographers Low Forecast still has Growth in Middle School through 2017 (Table 13 on page 54)

Surge in kindergartners starting in 2007 are only in 5th grade – making it very likely that we will have continued middle school growth.

31. The Los Altos School District is required to provide facilities for in-district students attending the Bullis Charter School

32. BCS Growth strategy.

BCS recently articulated a growth strategy that proposed growing to 900 students. See board transcripts, eg Peter Evans' presentation on November 5, 2012.

33. The Egan School Site has either attained its maximum capacity, or soon it will do so with additional growth, because of limitations on access to the site.

The Los Altos City Council and the Los Altos School District Board of Trustees have had ongoing meetings of subcommittees. In addition, these two boards met in a joint session on May 29, 2012. Dominating the subcommittee agendas and the joint meeting agenda has been the issue of traffic on Portola Avenue at the Egan Junior High School site.

EVIDENCE

See meeting transcripts for details. The intensity of these discussions as well as the elusiveness of obvious solutions are each a strong indicator that the traffic capacity of Portola Avenue has been exceeded or soon will be exceeded. While space may exist (or not) for housing additional students on the Egan site, access to the site, particularly by more automobiles, may be problematical. 1,000 students on the Egan site may be larger than Portola Avenue can safely manage.

UNCERTAINTIES

The roads in Los Altos have finite capacities. Complicating the ability of parents to access schools by car is the reality that two offramps from I-280 provide access to the city's streets for commuters attempting to reach job destinations in Mountain View, north Sunnyvale, and other points east.

Enrollments of children far from existing elementary school campuses have created marginal traffic conditions around several elementary schools (Loyola, Santa Rita, Covington are prime examples). If elementary school enrollments continue to grow, these traffic conditions will become more dangerous. Furthermore, the proposed division of Bullis Charter School between Egan and Blach middle schools may rapidly demonstrate that the Blach campus cannot support two commuter populations (note: the occupants of the camp school at Blach ten years ago were students from Springer, Oak, and Loyola, which included many walkers).

34. Unacceptability of school closure as part of a facilities reconfiguration

Closing a school would create a community uproar, especially in a period of long term enrollment growth. In the current state, a school closure would lead to high enrollment numbers beyond capacity and a breakup of the local community for some or a majority of the schools.

Closing a school and placing Bullis Charter School at that site might destroy the Los Altos and Los Altos Hills communities. The consequences to such an action would probably include:

- Outrage at repeating the decision of 2003, which worked out poorly for the community.
- The creation of six new elementary school communities, each of which work less effectively because of their larger size.
- The creation of new, less attractive, traffic patterns around school sites with the attendant diminishment of the safety of school children.

EVIDENCE

Experience closing Bullis Purissima,

Public comments at board attendance area meetings in 2006

Public comments at recent board meetings regarding facilities allocations,

Spontaneous and organized opposition to "facilities framework" proposed in spring of 2012, which would have risked school closure (petition and formation of Huttlinger Alliance)

35. Passage of a bond to finance a new school site requires 55% voter support.

36. Cooperation will be necessary to finance additional facilities.

The state's school impact fee of $2/square foot is woefully inadequate to fund construction of new schools.

In 2012 a majority of District residents supported a bond for a 10th site, but only a minority supported a bond to provide a 10th site for BCS.

EVIDENCE

Results from the public survey (2012 bond poll). Available on LASD website.

APPENDIX III: COMMUNITY INPUT WORKSHOP (APRIL 16, 2013)

As part of the committee's process we held a special community input workshop on April 16, 2013. The intent was to share with the public our results to date and to solicit feedback on possible solutions. The results of the community input workshop helped frame our final set of recommendations.

Below are listed the possible choices/solutions we vetted at the workshop. Following this list is feedback we received from community members who attended the workshop, arranged by category.

CHOICES OFFERED FOR CONSIDERATION IN SEGTF MEETING 4-16-13

LASD Sites

Specific solution for North of El Camino area

1. One "standard" site in NEC area
2. Choice school in NEC – special curriculum, K-3 School
3. Outside NEC: Covington & Rosita Park
   - Partner with City to combine land
   - Designate some area for an "NEC" school
   - Designate other area for current Covington

Not Specific to NEC

1. One new school site - K-6
2. Two new school sites – K-6
3. One new site for a junior high school
4. No new sites – reconfigure existing sites to accommodate growth
5. Acquire two smaller sites for LASD—North (near El Camino), Central (Hillview), or South (e.g., L. A. Hills)

Split Covington site into two schools

- Arrangement with city to use Rosita Park as playground during school hours, to get more space
- Option: Bus students there from North of El Camino
- Option: Make two-school campus a magnet school (Multiculturalism)

Partner with the city of Los Altos to develop a site within the district and related to a park -- Hillview, McKenzie/MSC, Rosita,

BCS Sites

1. New site within district
   - Same site choices as for LASD elementary
   - Looking for 10+ acres
   - Raise private funds? Special bonds?

2. New site outside the district
   - Probably only if no site found within LASD
   - Consider all surrounding cities plus Stanford

3. On an existing LASD school site
   - Would require displacing students from that school

4. Two smaller new sites
   - Prefer a single site, but…
   - Within or outside LASD
   - Either both K-8 or split grades
   - One could be located close to an LASD middle school, to share special facilities

LASD & BCS

1. Make room for BCS by re-configuring Jr High schools to 6-7-8 and elementary to K-5

COMMUNITY INPUT FROM 4-16-13 WORKSHOP

After sharing the Task Force's preliminary results and possible solutions, the community members attending the April 16 workshop were divided into smaller groups to brainstorm, discuss, and share thoughts on issues, approaches, and solutions. The results of those small group discussions were shared with the whole committee and are summarized below by category.

NORTH OF EL CAMINO

- Do K–3 specialty on Covington to keep 2nd school small, give them choice to stay at Covington

BCS

- Partnering with BCS for the solution
- Geographic proximity makes big difference in appeal for the scenario.
- Within 5 min. of district is more appealing than Sunnyvale
- Keep BCS as close as possible to LASD boundaries. Keep BCS in–district or site they like.
- BCS close proximity to district alleviates traffic concern, within 1 mile
- BCS should still be within 1 mile
- Put moved BCS site in LASD – would enable LASD to make use of site if that became desirable at some time in the future

LASD - NEW SITE

- Providing dollars to improve existing capabilities for example putting Egan at Covington and turning Egan into 2 elementary schools might be cheaper than acquiring new land
- Do K–3 specialty on Covington to keep 2nd school small, give them choice to stay at Covington
- Consider magnet schools like PAUSD, or adding dual programs: magnet plus neighborhood at one school site with shared administration (e.g., Palo Alto has Ohlone and Escondido)
- Two-story buildings

LOCATION

- Could Egan be split to provide a 2nd site for either north of El Camino or magnet or both?
- Do not disperse a community, prefer 2nd site (Hillview) for new neighborhood school (Hillview or other site)

COLLABORATION

- Change the approach from splitting to 2 schools to 1 school plus community center. Share the space because schools are 8 - 3 and community can maximize after hours and weekend–great opportunity for mixed-use an broader constituent appeal for bond measures
- Frees up space to further partner with city

LASD CURRENT SITES

- Improvement needed re the crowding for elementary schools once you have new growth accommodated

WAYS OF INCREASING LIKELIHOOD OF ACCEPTANCE IF DISPLACE LASD SCHOOL FOR BCS

- Could give preference to LASD the site that is taken over to become the new BCS site
- Identify positive aspects of change for parents of students in existing school that is turned over to BCS. Build 1st.
- If the charter school could give preference to the immediate neighborhood kids, a re-boundary could be more tolerable to the community

TRANSPORTATION

- Have buses from north of El Camino
- Include “shuttle” in budget, include crossing guards in budget

SITE ACQUISTION

- Rent space instead of purchase
- Clear lines of ownership, use, determined ahead of time

Asset Reserve Analysis

VENTURA PARTNERS
Economic Real Estate Incubator
DEVELOPMENT

LOS ALTOS SCHOOL DISTRICT

Consolidated Asset Reserve Analysis
Instructions

The financial analyses for all schools included in this report, have been included in a single file to allow for cross referencing certain assumptions, and to create a worksheet that consolidates and analyzes information for multiple schools. The two matrices included in the report currently include:

30-Year Analysis of Capital Expenses by System – This report aggregates the annual expenses for all schools for each of several categories of major building systems (site, exterior, lighting and distribution, etc.). This table shows the anticipated capital expenditures for each year for all schools.

30-Year Analysis of Capital Expenses by School – This report includes the overall anticipated capital expenditures per year for each school shown in a single table.

The consolidation of the Inventory, Summary and 30-Year Analysis for each school into a single file will also facilitate the creation of additional tables to reflect information as desired by the school district in the future.

In addition to creating summarizing reports, the spreadsheets also allow for modifications to existing assumptions as follows:

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Inventory Year on Consolidation worksheet – The Inventory Year that has been used for all properties is shown on the "Consolidation" worksheet. The Inventory Year is critical to the calculation of the expected year that each line item will require replacement or major repair. Each Inventory worksheet includes the Year Installed for each line item. The anticipated Remaining Life is calculated using the following formula[1]:

Year Installed + Expected Life – Inventory Year = Remaining Life

The Remaining Life determines the year to which the capital expenditure for each line item will be allocated.

The file has been structured so that the Remaining Life for all worksheets will be modified if the user modifies the Inventory Year in the Consolidation work sheet. This cell has been highlighted in green.

Annual Escalation in Construction Costs on Consolidation worksheet – The 30-Year Analysis for each school contains assumptions about the anticipated annual escalation in construction costs over the term of the report. Currently, all schools use the same assumption about construction escalations since they are all within the same geographic real estate market.

The user may change the Construction Cost Escalation on the Consolidation worksheet. This will change the assumptions for each school and the results will be show in each individual 30-Year Analysis and Summary, as well as in the Consolidation reports.

Other assumptions and information may be modified directly on the Inventory and 30-Year Analysis worksheets for each school. This will be a more complicated undertaking, particularly to track the formulae that may be affected, but a user with strong spreadsheet skills should be able to make such changes with moderate effort. We suggest that you always save modified files under a different name in order to identify the modified versions. This will also provide access to the initial information in the event that modifications cause unforeseen problems with subsequent reports.

[1] In some cases, a number will be "hard coded" into the Remaining Life if the condition of a system on inspection is significantly different from the expected life as calculated here. This is an unusual occurrence, and can be identified by looking at the cells in this column to see if there are any numbers entered, rather than cell references.

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Los Altos School District
All Schools
Scheduled Capital Expenditures

ALL SCHOOLS		1 2013	2 2014	3 2015	4 2016	5 2017	6 2018	7 2019	8 2020	9 2021	10 2022	**10 Year Total**
Site		1,794,796	155,931	724,167	2,513,696	1,025,252	1,453,066	-	1,713,508	842,267	1,012,734	11,235,417
Exterior		2,884,693	211,145	457,930	255,150	-	-	-	1,611,571	2,050,518	1,214,653	8,685,660
Lighting and Distribution		60,000	-	126,468	60,125	546,165	9,500	-	23,200	-	-	825,458
Electrical System		-	-	-	-	-	-	-	-	-	-	-
Telecommunications/Security/PA		-	-	111,527	41,079	-	-	-	-	21,000	-	173,606
Gas		-	-	-	-	-	-	-	-	-	-	-
Fire & Life Safety		-	-	63,000	35,100	71,000	-	-	-	102,100	-	271,200
Fire Sprinkler System		-	-	-	-	-	39,396	-	-	-	9,500	48,896
Heating, Ventilation, Air Conditioning		34,440	7,500	40,341	9,000	84,036	6,300	-	-	353,003	-	534,619
Plumbing & Fixtures		94,300	-	-	34,400	13,700	23,800	8,000	-	-	11,500	185,700
Doors & Windows		-	-	115,500	178,230	129,990	621,195	-	7,500	132,750	-	1,185,165
Interior Surfaces: Floors/Walls		1,207,241	20,808	501,102	421,597	333,328	192,392	16,000	997,115	414,694	256,690	4,360,966
Interior Furnishings and Equipment		220,500	-	-	-	-	-	-	-	-	-	220,500
Casework		-	-	-	-	28,000	-	-	14,000	-	-	42,000
Bathrooms		11,820	-	26,580	102,870	50,850	50,680	-	-	3,300	14,170	260,270
Kitchens		-	-	-	10,000	14,800	38,100	-	-	3,300	-	66,200
Miscellaneous		-	15,000	-	-	-	-	-	155,000	-	-	170,000
Expenditures in Current $		**6,307,789**	**410,384**	**2,166,615**	**3,661,247**	**2,297,121**	**2,434,429**	**24,000**	**4,521,894**	**3,922,932**	**2,519,247**	**28,265,658**
Time Adjusted Expenditures		**6,307,789**	**426,800**	**2,343,411**	**4,118,404**	**2,687,306**	**2,961,855**	**30,368**	**5,950,503**	**5,368,804**	**3,585,675**	**33,780,915**

Construction Cost Escalation **4.00%**
Year 1 **2013**

		1 2013	2 2014	3 2015	4 2016	5 2017	6 2018	7 2019	8 2020	9 2021	10 2022	10 Year Total
Almond	*	580,741	-	-	1,428,477	-	-	-	230,761	1,560,366	-	3,800,345
Blach	*	985,286	15,600	-	1,185,230	-	-	-	137,347	2,390,132	-	4,713,596
Covington	*	954,246	-	-	20,079	2,603,076	-	-	339,033	-	2,168,423	6,084,857
Egan	*	1,021,781	-	1,823,778	-	-	-	-	2,984,680	-	-	5,830,238
Gardner Bullis	*	55,720	162,169	-	-	29,246	42,583	-	142,120	213,403	1,414,405	2,059,646
Loyola	*	421,599	-	267,505	-	-	1,114,182	-	553,442	-	-	2,356,726
Oak	*	848,120	179,270	-	-	-	931,890	-	498,575	-	-	2,457,855
Santa Rita	*	536,980	69,761	227,793	-	54,983	873,200	24,294	474,985	-	2,847	2,264,843
Springer	*	903,318	-	24,336	1,484,619	-	-	6,074	589,560	1,204,903	-	4,212,809
Time Adjusted Expenditures	*	**6,307,789**	**426,800**	**2,343,411**	**4,118,404**	**2,687,306**	**2,961,855**	**30,368**	**5,950,503**	**5,368,804**	**3,585,675**	**33,780,915**

* Including Construction Escalations

-

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ALL SCHOOLS		11 2023	12 2024	13 2025	14 2026	15 2027	16 2028	17 2029	18 2030	19 2031	20 2032	**20 Year Total**
Site		407,031	-	414,825	182,270	1,716,008	483,317	-	724,167	2,513,696	1,264,382	18,941,112
Exterior		4,020,902	-	-	-	1,532,429	1,336,590	248,550	1,500	328,150	619,872	16,773,654
Lighting and Distribution		247,095	-	241,750	773,818	-	272,080	-	126,468	60,125	637,725	3,184,519
Electrical System		-	-	-	33,000	36,500	26,000	-	-	260,118	5,000	360,618
Telecommunications/Security/PA		48,100	-	-	-	18,050	119,450	-	111,527	41,079	-	511,813
Gas		-	-	-	-	-	-	-	-	-	-	-
Fire & Life Safety		202,700	-	-	-	-	-	-	63,000	35,100	115,600	687,600
Fire Sprinkler System		-	-	-	-	-	-	-	-	-	-	48,896
Heating, Ventilation, Air Conditioning		16,440	-	486,900	692,500	287,300	1,073,340	-	40,341	9,000	306,413	3,446,853
Plumbing & Fixtures		65,800	-	-	-	10,200	28,500	-	236,000	467,200	209,950	1,203,350
Doors & Windows		-	6,650	163,250	453,600	95,200	95,600	13,840	209,100	236,180	164,802	2,623,387
Interior Surfaces: Floors/Walls		437,158	50,288	885,484	1,210,144	1,228,917	672,283	117,015	488,877	421,597	436,335	10,309,064
Interior Furnishings and Equipment		220,500	-	-	-	-	-	-	-	-	-	441,000
Casework		-	-	834,225	1,536,150	553,500	1,140,550	-	-	-	212,450	4,318,875
Bathrooms		11,820	-	-	-	3,130	-	-	26,580	102,870	50,850	455,520
Kitchens		-	-	-	-	-	-	-	-	10,000	14,800	91,000
Miscellaneous		-	-	-	15,000	-	-	-	-	-	-	185,000
Expenditures in Current $		**5,677,546**	**56,938**	**3,026,434**	**4,896,482**	**5,481,234**	**5,247,710**	**379,405**	**2,027,560**	**4,485,115**	**4,038,179**	**63,582,260**
Time Adjusted Expenditures		**8,404,155**	**87,653**	**4,845,418**	**8,153,002**	**9,491,723**	**9,450,829**	**710,618**	**3,949,485**	**9,086,019**	**8,507,834**	**96,467,652**

Construction Cost Escalation **4.00%**
Year 1 **2013**

		11 2023	12 2024	13 2025	14 2026	15 2027	16 2028	17 2029	18 2030	19 2031	20 2032	20 Year Total
Almond	*	516,223	-	-	1,971,870	274,573	132,261	-	-	2,852,574	-	9,547,847
Blach	*	862,314	10,237	319,656	3,826,642	180,739	51,327	231,154	-	2,641,797	-	12,837,462
Covington	*	1,031,150	77,416	-	275,570	3,032,085	-	-	-	36,161	5,143,547	15,680,786
Egan	*	106,487	-	4,207,506	-	1,575,470	-	465,529	3,942,667	-	-	16,127,898
Gardner Bullis	*	21,093	-	238,285	-	764,037	410,491	-	6,818	-	1,911,448	5,411,819
Loyola	*	1,565,054	-	77,810	21,438	1,125,523	3,823,752	-	-	-	-	8,970,304
Oak	*	1,126,226	-	-	-	809,050	1,904,749	-	-	-	1,448,625	7,746,505
Santa Rita	*	3,119,802	-	-	26,641	989,751	2,371,852	11,687	-	-	4,214	8,788,790
Springer	*	55,805	-	2,161	2,030,842	740,495	756,396	2,248	-	3,555,487	-	11,356,243
Time Adjusted Expenditures	*	**8,404,155**	**87,653**	**4,845,418**	**8,153,002**	**9,491,723**	**9,450,829**	**710,618**	**3,949,485**	**9,086,019**	**8,507,834**	**96,467,652**

* Including Construction Escalations

VENTURA PARTNERS
Economic Real Estate Incubator
DEVELOPMENT

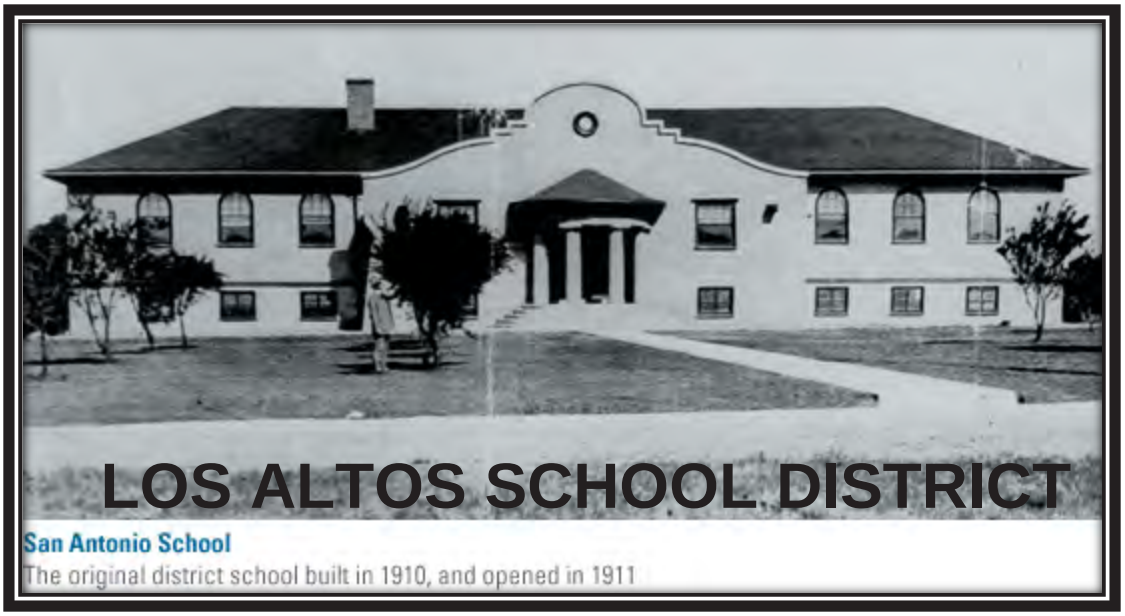
ALL SCHOOLS		21 2033	22 2034	23 2035	24 2036	25 2037	26 2038	27 2039	28 2040	29 2041	30 2042	**30 Year Total**
Site		1,536,855	1,713,508	155,931	-	823,470	-	-	137,900	1,109,486	308,194	24,726,456
Exterior		1,714,496	703,007	93,750	-	137,102	-	669,075	908,564	3,787,160	1,077,551	25,864,359
Lighting and Distribution		69,500	-	-	-	8,625	-	-	-	-	-	3,262,644
Electrical System		22,500	-	-	-	-	-	-	58,500	417,462	-	859,080
Telecommunications/Security/PA		-	-	-	-	-	-	-	-	41,250	53,850	606,913
Gas		-	-	-	-	-	-	-	-	-	-	-
Fire & Life Safety		-	-	-	-	-	-	-	-	102,100	-	789,700
Fire Sprinkler System		39,396	-	-	-	9,500	-	-	-	-	-	97,792
Heating, Ventilation, Air Conditioning		40,740	-	-	-	-	-	7,500	-	353,003	7,000	3,855,096
Plumbing & Fixtures		355,650	-	-	-	85,650	-	-	-	-	2,000	1,646,650
Doors & Windows		652,695	-	6,240	169,200	90,000	85,800	-	236,650	1,500,050	367,870	5,731,892
Interior Surfaces: Floors/Walls		524,278	625,401	22,500	50,288	239,704	-	20,808	658,113	618,193	430,393	13,498,742
Interior Furnishings and Equipment		220,500	-	-	-	-	-	-	-	-	-	661,500
Casework		-	-	-	-	18,300	-	-	-	-	28,000	4,365,175
Bathrooms		62,500	-	-	-	14,170	-	-	-	3,300	3,130	538,620
Kitchens		38,100	-	-	-	-	-	-	-	3,300	-	132,400
Miscellaneous		-	-	-	-	-	-	15,000	155,000	-	-	355,000
Expenditures in Current $		**5,277,209**	**3,041,915**	**278,421**	**219,488**	**1,426,521**	**85,800**	**712,383**	**2,154,727**	**7,935,304**	**2,277,988**	**86,992,017**
Time Adjusted Expenditures		**11,563,015**	**6,931,819**	**659,836**	**540,975**	**3,656,608**	**228,729**	**1,975,061**	**6,212,873**	**23,795,623**	**7,104,251**	**159,136,443**

Construction Cost Escalation **4.00%**
Year 1 **2013**

		21 2033	22 2034	23 2035	24 2036	25 2037	26 2038	27 2039	28 2040	29 2041	30 2042	30 Year Total
Almond	*	764,137	361,320	14,788	139,256	-	-	-	-	9,998,932	-	20,826,280
Blach	*	1,430,272	237,841	-	277,773	524,596	-	41,587	-	9,168,599	-	24,518,130
Covington	*	1,526,354	587,096	-	123,946	253,767	-	-	-	-	6,542,972	24,714,920
Egan	*	157,626	2,073,211	-	-	102,655	-	-	5,542,627	-	-	24,004,017
Gardner Bullis	*	107,913	94,501	369,544	-	2,742,459	-	-	482,257	-	60,346	9,268,839
Loyola	*	2,205,116	917,520	-	-	-	134,358	685,695	141,855	-	-	13,054,847
Oak	*	2,923,703	863,371	-	-	33,131	94,371	477,904	-	-	348,119	12,487,104
Santa Rita	*	2,325,849	822,520	-	-	-	-	769,874	46,134	-	152,814	12,905,980
Springer	*	122,046	974,441	275,503	-	-	-	-	-	4,628,092	-	17,356,325
Time Adjusted Expenditures	*	**11,563,015**	**6,931,819**	**659,836**	**540,975**	**3,656,608**	**228,729**	**1,975,061**	**6,212,873**	**23,795,623**	**7,104,251**	**159,136,443**

* Including Construction Escalations

Energy Report



ENERGY & WATER USE REVIEW

Prepared for:

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Los Altos School District

Executive Summary

Purpose

Formed in 1909 the Los Altos School District currently maintains and operates 9 schools (7 elementary & 2 intermediate totaling 411,000 square feet serving 4,600 students in Los Altos, Los Altos Hills, Mountain View and Palo Alto. In 2010 the Los Altos School District (LASD) created their educational blueprint which includes development of a 5 year facilities and Resources Plan (inclusive of charter school needs). The blueprint highlights the value of maintaining small, safe, secure classrooms that support student health while also exploring fiscally sound and innovative approaches to address the evolving needs of the district and the students they serve. Understanding individual school energy and water use is a great way to keep a practical perspective when leveraging available funding towards efficiency opportunities and facilities capital improvements.

This report outlines preliminary field findings with a brief outline of recommended actions for district wide implementation, complimented with school by school recommendations related to: utilities usage, efficiency and renewables. Further study and planning would be needed to discern cost effectiveness and constructability. In general, the facilities are well maintained and basic efficiency improvements have been implemented. The district can build on this foundation by enhanced operations and maintenance measures (controls/tuning/some retrofits) to existing systems and exploring fuel alternatives for heating and use of renewable energy.

Proposition 39 Funding:

Funding is available for planning and investigation of efficiency opportunities and possible application of renewables in school districts now. Beginning in fiscal year 2013/14 the California Clean Energy Jobs Act (Prop 39/ SB 73) makes changes in the corporate income taxes to provide funding over a 5 year period to encourage clean energy projects and boost energy and cost savings in eligible k-12 schools. Allotments have been identified for this year, with **LASD allotment estimated as $177,000** at the time of this report. $130,000 of this is allocated for "Planning Funds" including audits, planning assistance, hiring an energy manager, energy-related training, etc. Districts must apply to actually receive funding authorization ("apportionments"). The next (third) round of applications is being considered at this time but has not yet been scheduled. See appendix A for Prop 39 reference links. Any unused energy planning funds shall be applied toward implementing eligible energy project(s) approved as part of an LEA's energy expenditure plan(s).

Building energy use analysis and benchmarking provides a corner stone from which to build fiscally sound and innovative strategies to address opportunities for improved comfort, sustainability, and savings in long term operations and maintenance. This report gives a small snap shot of energy data. Further study would be required to look at longer term trends.

District wide Energy Concepts & Recommendations:

Maintenance:

Overall campus maintenance is excellent.

Building Systems Manuals:

Management of ongoing energy savings is critical to reap the value of investments in improved systems. One way to manage this resource is to develop a resource document with equipment information, sequence of operations, maintenance requirements and schedules and ongoing commissioning activities. An outcome of this analysis will be the foundation of a manual. Other school districts have used this approach as a building block for long term facilities master planning.

District Plans

LASD has put a bond proposal on the 2014 November ballot to deal with district growth and complete modernization and portable replacement work on all campuses. The 2014 Proposition 39 application decisions should focus on the existing permanent buildings that are certain to be retained beyond the five-year planning period. For the first round of Prop 39 funding support LASD should consider the highest energy and cost savings opportunities, and if possible establishing an "energy account" separate from the annual general and operating funds so that energy cost savings can be reinvested into future energy system improvements.

New Construction & Renovation:

Integrate energy study information with any new construction and renovation plans. Energy improvement funding and portfolio wide energy use reduction should be considered when strategizing funding capital projects through bond measures and other sources. A specific area is the consideration replacing all portable classrooms with permanent buildings.

Building envelope improvements: Study a program for upgrading single pane windows to high performance windows, to increase insulation levels, and reduce air infiltration.

Energy Sources:

There are a variety of approaches to that can be taken related to energy and other utilities resources consumed by the district. Some focus primarily on the cost of the commodity and assuring the best rate is obtained. Others look at commodity alternatives or reductions. Below are some details on these approaches for district consideration**.**

Utility Rate Analysis: Study and implement changes to your utility rate plans to minimize costs. This includes assessing your required reliability of service, and may include demand reduction strategies.

Green power: Purchasing green electrical energy is a possible administrative strategy to reduce the district's impacts due to energy use. The district's existing policies have not been investigated in this report.

Photovoltaic (PV) systems: PV is being considered for Gardner Bullis School only ($60,000 available). All electric energy consumption can be offset by PV generation, with the installation of properly sized systems. All feasible conservation measures should be fully exploited before sizing a PV system, as conservation is your most economical and long lasting energy cost control strategy. Further study will indicate size and costs of appropriate systems to be used in fundraising. This report includes preliminary analysis for each school site indicating the size of system based upon the site's existing electrical usage. PV system size can be reduced through a "conservation first" approach. One of the possible synergies provided through PV installation is the opportunity for reduced cooling loads through shading of roof and windows by the panel installation.

Since the California Solar Initiative (CSI) incentive funds have been expended, and schools (as non-profit organizations) cannot take advantage of federal tax credits, there are limited opportunities for support financing of self-owned PV systems.

Prop 39 funds may also be used to help finance power purchase agreements (PPA) at other campuses. A PPA is a financing option where a third party vendor (e.g., Sungevity, Solar City, Sunpower, et al) installs, owns, and maintains the PV system, and sells the power to the school or back into the electricity grid on a "shared savings" approach that will typically recover the investment in 12-15 years. This opportunity should be analyzed, as schools are typically closed during the summer months when PV generates the highest amount of electricity. Net-metering regulations for the value of self-generated power continue to evolve in California.

Solar water heating: Solar thermal is not being considered for any sites, due to the very low hot water usage. Thermal solar systems require maintenance for proper long term benefits. An more economical alternative for satisfying low hot water use is the application of small point-of-use electric water heaters.

Fuel switching: Electricity is an expensive way to heat buildings in the Bay Area. Natural gas heating may offer significant operating cost savings through the use of central gas fired heating systems. Of course adding these systems to existing building will be a significant capital investment. Further study is needed for this option. Blach, Egan, Covington, and Gardner Bullis have gas service to the Multi-Purpose rooms only, for heating systems.

<u>Building Management Systems</u>

All buildings except the portable classrooms are controlled by Building Management Systems. Retrocommissioning of these systems and building controls, as well as inclusion in the Building Systems Manual will streamline district efforts to maintain high performance levels on energy use. Further investigation recommended to identify condition and performance of energy management system/building management system.

Classroom HVAC

The District has a variety of roof-mount, wall-mount and ground-mount HVAC, AC only and heat pump systems. Mitsubishi units predominate, and are well liked by teachers and facility managers. Several campuses have problematic in-classroom Airedale closet units. The staff has noted the unit problems: flooding, high maintenance, noise, lost program space.

No ceiling fans observed were observed. No large portable fans observed. Further analysis would be required to define recommendations.

Appliances:

The District may be able to obtain energy savings by appliance replacement with new Energy Star as they fail, or as a policy supporting greater energy awareness, behavior change programs, or as an investment in staff recognition. The payback for these items is likely to be fairly long. It is not known at this time if the District has implemented a Life Cycle Costing policy to rank efficiency investments by ROI or Payback.

Plug-load controls

LASD is well equipped with computers, monitors, printers, copiers, etc. Computer "sleep" software and other plug-load controls are low-cost methods of reducing energy consumption.

There are very few publicly-accessible vending machines at LASD, but these can also be better controlled to reduce electricity run-time usage without affecting beverage product quality and enjoyment.

Lighting Standardization

The District has done a good job of standardization of exterior and interior fixture types and lamps. This standardization has many benefits: consistency, compatibility, inventory control, inventory space, and maintenance staff awareness and implementation. The site team observed mostly 4' T-8s, CFLs, induction lighting in middle school gyms. The District may want to consider standardization of T-8 lamp color, and experiment with 5,000 Kelvin in well-day light classrooms. There are findings that suggest a uniform approach with this CRI can offer opportunities for uniform illumination with lower material and energy costs. The team also noted that there may be some opportunity for de-lamping on a case by case basis. Incandescent and CFL downlights can be retrofit with LED fixtures to achieve high energy savings. These fixtures are eligible for both utility incentives and Prop 39 funding. LED exit signage can also be surveyed for replacement.

Occupancy Sensors

Occupancy sensors are evident in most classrooms, offices, restrooms, and storage spaces, but a thorough inspection could be done to ensure operability, reset times, and sensor positioning. Dual-technology motion and temperature sensing would be advisable in classrooms, offices, and selected other locations. This is a matter of convenience, not necessarily improved energy efficiency.

Exterior Lighting

The District may want to consider application of LED options to meet outdoor lighting needs. Convert Parking lot, bollard lighting and wall pack lights to LED for energy savings, better color rendition, and especially reduced relamping costs. All outdoor lighting should meet light pollution standards, convert to LED.

Window Shades

District may want to consider a standard design for window shades: operation, low lead content, solar shading function to reduce cooling load, room darkening levels for AV presentation, and compatibility with daylighting controls.

Water

Most campuses have RainMaster irrigation systems on playfields and at the kindergarten play areas. Have rain sensors and 5-minute runtime per station on all playfields. There is staff to manage watering during the summer months. LASD is pleased with system performance.

Most restrooms have electronic or spring- activated faucets. Student restroom faucets are cold water only; adult restrooms have hot and cold. Most toilets are pressure-assisted; many have electronic sensors. LASD will be replacing the pressure-assist and electronic sensor toilets and faucets (replace with spring-controlled) at the elementary schools restrooms that serve lower grade level students – given the feedback that they scare little kids. As toilets and faucets are upgraded, specify the most water conserving models applicable.

The Santa Clara Valley Water District asks for voluntary 20% water consumption reductions regarding current drought. Water supply is a significant percentage of your campuses' utility bills. Toilets and irrigation are the major consumers of water in the school district. There are rebates of $125 per installation of Premium High Efficiency Toilet (1.08 Gallons per flush or less). There are rebates of $1/sq.ft.of landscape that is converted from high water use (turf) to approved drought tolerant planting, or artificial turf in play areas. Investments in water conservation will provide ongoing water cost savings, and can reduce maintenance costs. To initiate landscape conversion, LASD can contact the water district for a site visit and consultation.

LASD might also consider installing demonstration rain water collection systems to be used for irrigation and toilets. There are supporting programs for this which requires further investigation.

At the time of this report, there is no recycled water available to district.





Almond School
550 Almond Ave
Los Altos CA 94022
650-917-5400

Almond School is electric only (no gas served) showing a typical annual usage pattern for a building with electric heat in a mild climate.

Annual electric cost is about $51,000. The seasonal low usage of 15,000kWh/mo. is in the summer, and the winter high is about 30,000kWh/mo. There is a jump in usage on the September bill reflecting the resumption of the school year.

The increase in usage is due to increased winter lighting and use of space heat, and the summer low reflects school not being in session, as well as low cooling loads.

Air conditioning is required to be provided in the classrooms.

Options for this site:

Renewable energy options exist for this site. A photovoltaic (PV) system can be installed at this site as there is ample roof area on the building. To offset most of the current electric usage, a 137kW photovoltaic system covering about 17,000 sq. ft. would be required. Further study of Roof integrity, space and orientation, separate shade structure installation, as well as financing and funding would be required.

Lighting wattage reduction: Lighting levels in some areas, portables noted, can be reduced to meet current standards. Beyond simple de-lamping, changing fixtures to high efficacy models will improve lighting, facilitating learning performance.

Outdoor lighting: Parking lot lights, walkway bollard lights and wall pack area lighting - replace with LED. In addition to facilitating lower light levels, thus lower energy costs, LED technology will significantly reduce maintenance cost.

Exit Signs: Some exit signs have not been retrofitted to LED

Control systems refinement: Occupancy sensor controls are installed for lighting in classroom and common spaces. Retro commissioning these controls, including upgrades to dual sensing technology may save energy and solve control operation issues for teachers. Some areas like Conference rooms, small offices and restrooms are not yet controlled by occupancy sensors.

The building management system and HVAC controls also need further commissioning, to assure minimum required operation time.

Daylighting and Integrated Classroom Lighting Control: to minimize lighting energy and coincidentally HVAC loads, spaces with natural light need optimal daylight control through methods such as shading, other spaces, such as the multipurpose room should be considered for adding daylighting glazing. Lighting controls should include daylighting. Innovative classroom lighting controls are now available which provide teachers control and flexibility for illumination that pairs well with all classroom functions.

Classroom HVAC: Some rooms have "Airdale" cabinet HVAC terminals, which cause maintenance problems. The most basic option is to replace these with mini-split DX systems, such as the Mitsubishi units currently used. Currently performance standards for heat pumps are significantly higher than in the recent past. Study of the most efficient technology feasible is needed. Due to high heating energy usage, installation of natural gas fired heating equipment may be a cost saving strategy.

Ventilation study: Current fresh air to classrooms is supplied through operable windows and door ways. A controlled mechanical ventilation system could improve air quality, improve comfort and save energy by eliminating heating or cooling air simultaneously with window opening.

Building envelope: upgrade single pane windows, increase roof insulation.

Low flow fixtures: As toilets and faucets are upgraded, specify the most water conserving models applicable. It has been noted that existing pressure assisted and automatic fixtures are not appropriate for use by small children.

Irrigation: This school has irrigation, it has been indicated that the district wide policy is currently satisfactory.





Covington School
205 Covington Rd
Los Altos, CA 94022
650-947-1100

Covington School is mostly an all electric site showing a typical annual usage pattern for a building with electric heat in a mild climate. There is gas heat in the multi-purpose room.

Annual electric cost is $90,000. The seasonal low usage of 28,000kWh/mo. is in the summer, and the winter high is about 50,000kWh/mo. There is a jump in usage on the August bill reflecting the resumption of the school year.

The increase in usage is due to increased winter lighting and use of space heat, and the summer low reflects school not being in session, as well as low cooling loads.

In 2013 there was an increase in electrical use, 25% in winter and 10% in summer. This change needs further study.

Air conditioning is required to be provided in the classrooms.

Options for this site:

Renewable energy options exist for this site. A photovoltaic (PV) system can be installed at this site as there is ample roof area on the building. To offset most of the current electric usage, a 260kW photovoltaic system covering about 32,000 sq. ft. would be required. Further study of roof integrity, space and orientation, separate shade structure installation, as well as financing and funding would be required.

Lighting wattage reduction: Lighting levels in some areas, portables noted, can be reduced to meet current standards. Beyond simple de-lamping, changing fixtures to high efficacy models will improve lighting, facilitating learning performance.

Outdoor lighting: Parking lot lights, walkway bollard lights and wall pack area lighting - replace with LED. In addition to facilitating lower light levels, thus lower energy costs, LED technology will significantly reduce maintenance cost.

Control systems refinement: Occupancy sensor controls are installed for lighting in classroom and common spaces. Retro commissioning these controls, including upgrades to dual sensing technology

may save energy and solve control operation issues for teachers. Some areas like Conference rooms, small offices and restrooms are not yet controlled by occupancy sensors.

The building management system and HVAC controls also need further commissioning, to assure minimum required operation time.

Daylighting and Integrated Classroom Lighting Control: to minimize lighting energy and coincidentally HVAC loads, spaces with natural light need optimal daylight control through methods such as shading, other spaces, such as the multipurpose room should be considered for adding daylighting glazing. Lighting controls should include daylighting. Now innovative classroom lighting controls are available allowing teachers easy control of lighting for all classroom functions.

Classroom HVAC: Some rooms have "Airdale" cabinet HVAC terminals, which cause maintenance problems. The most basic option is to replace these with mini-split DX systems, such as the Mitsubishi units currently used. Currently performance standards for heat pumps are significantly higher than in the recent past. Study of the most efficient technology feasible is needed. Due to high heating energy usage, installation of natural gas fired heating equipment may be a cost saving strategy.

Multipurpose room heating: Further study of feasibility of high efficiency gas furnace.

Ventilation study: Current fresh air to classrooms is supplied through operable windows and door ways. A controlled mechanical ventilation system could improve air quality, improve comfort and save energy by eliminating heating or cooling air simultaneously with window opening.

Building envelope: upgrade single pane windows, increase roof insulation.

Low flow fixtures: As toilets and faucets are upgraded, specify the most water conserving models applicable. It has been noted that existing pressure assisted and automatic fixtures are not appropriate for use by small children.

Irrigation: This school has irrigation, it has been indicated that the district wide policy is currently satisfactory.





Gardner Bullis School
25890 Fremont Rd
Los Altos Hills, CA 94022
650-559-3200

Gardner Bullis School is a mostly all-electric site showing a flat annual usage pattern indicating significant cooling energy use in addition to electric heat use in a mild climate This indicates an opportunity for savings. There is gas heat in the multi-purpose room

Annual electric cost is about $35,000. The school year usage is about 16,000kWh/mo. while the summer break usage is about 8,000kWh/mo.

Air conditioning is required to be provided in the classrooms.

Options for this site:

Renewable energy options exist for this site. A photovoltaic (PV) system can be installed at this site as there is ample roof area on the building. To offset most of the current electric usage, a 100kW photovoltaic system covering about 13,000 sq. ft. would be required. Further study of roof integrity, space and orientation, separate shade structure installation, as well as financing and funding would be required.

Lighting wattage reduction: Lighting levels in some areas, portables noted, can be reduced to meet current standards. Beyond simple de-lamping, changing fixtures to high efficacy models will improve lighting, facilitating learning performance.

Outdoor lighting: Parking lot lights, walkway bollard lights and wall pack area lighting - replace with LED. In addition to facilitating lower light levels, thus lower energy costs, LED technology will significantly reduce maintenance cost.

Exit Signs: Some exit signs have not been retrofitted to LED

Control systems refinement: Occupancy sensor controls are installed for lighting in classroom and common spaces. Retro commissioning these controls, including upgrades to dual sensing technology may save energy and solve control operation issues for teachers. Some areas like Conference rooms, small offices and restrooms are not yet controlled by occupancy sensors.

The building management system and HVAC controls also need further commissioning, to assure minimum required operation time.

Daylighting and Integrated Classroom Lighting Control: to minimize lighting energy and coincidentally HVAC loads, spaces with natural light need optimal daylight control through methods such as shading,

other spaces, such as the multipurpose room should be considered for adding daylighting glazing. Lighting controls should include daylighting. Now innovative classroom lighting controls are available allowing teachers easy control of lighting for all classroom functions.

Classroom HVAC: Currently performance standards for heat pumps are significantly higher than in the recent past. Study of the most efficient technology feasible is needed. Due to high heating energy usage, installation of natural gas fired heating equipment may be a cost saving strategy.

Ventilation study: Current fresh air to classrooms is supplied through operable windows and door ways. A controlled mechanical ventilation system could improve air quality, improve comfort and save energy by eliminating heating or cooling air simultaneously with window opening.

Building envelope: upgrade single pane windows, increase roof insulation.

Low flow fixtures: As toilets and faucets are upgraded, specify the most water conserving models applicable. It has been noted that existing pressure assisted and automatic fixtures are not appropriate for use by small children.

Irrigation: This school has irrigation, it has been indicated that the district wide policy is currently satisfactory.





Loyola School
770 Berry Ave
Los Altos, CA 94024
650-254-2400



Loyola School is an all-electric site showing a typical annual usage pattern for a building with electric heat in a mild climate.

Annual electric cost is about $62,000. The seasonal low usage of 20,000kWh/mo. is in the summer, and the winter high is about 36,000kWh/mo. There is a jump in usage on the September bill reflecting the resumption of the school year.

The increase in usage is due to increased winter lighting and use of space heat, and the summer low reflects school not being in session, as well as low cooling loads.

Air conditioning is required to be provided in the classrooms.

Options for this site:

Renewable energy options exist for this site. A photovoltaic (PV) system can be installed at this site as there is ample roof area on the building. To offset most of the current electric usage, a 190kW photovoltaic system covering about 24,000 sq. ft. would be required. Further study of roof integrity, space and orientation, separate shade structure installation, as well as financing and funding would be required.

Lighting wattage reduction: Lighting levels in some areas, portables noted, can be reduced to meet current standards. Beyond simple de-lamping, changing fixtures to high efficacy models will improve lighting, facilitating learning performance.

Outdoor lighting: Parking lot lights, walkway bollard lights and wall pack area lighting - replace with LED. In addition to facilitating lower light levels, thus lower energy costs, LED technology will significantly reduce maintenance cost.

Exit Signs: Some exit signs have not been retrofitted to LED

Control systems refinement: Occupancy sensor controls are installed for lighting in classroom and common spaces. Retro commissioning these controls, including upgrades to dual sensing technology may save energy and solve control operation issues for teachers. Some areas like Conference rooms, small offices and restrooms are not yet controlled by occupancy sensors.

The building management system and HVAC controls also need further commissioning, to assure minimum required operation time.

Daylighting and Integrated Classroom Lighting Control: to minimize lighting energy and coincidentally HVAC loads, spaces with natural light need optimal daylight control through methods such as shading, other spaces, such as the multipurpose room should be considered for adding daylighting glazing. Lighting controls should include daylighting. Now innovative classroom lighting controls are available allowing teachers easy control of lighting for all classroom functions.

Classroom HVAC: Currently performance standards for heat pumps are significantly higher than in the recent past. Study of the most efficient technology feasible is needed. Due to high heating energy usage, installation of natural gas fired heating equipment may be a cost saving strategy.

Ventilation study: Current fresh air to classrooms is supplied through operable windows and door ways. A controlled mechanical ventilation system could improve air quality, improve comfort and save energy by eliminating heating or cooling air simultaneously with window opening.

Building envelope: upgrade single pane windows, increase roof insulation.

Low flow fixtures: As toilets and faucets are upgraded, specify the most water conserving models applicable. It has been noted that existing pressure assisted and automatic fixtures are not appropriate for use by small children.

Irrigation: This school has irrigation, it has been indicated that the district wide policy is currently satisfactory.





Oak School
1501 Oak Ave
Los Altos, CA 94024
650-237-3900

Oak School is an all-electric site showing a typical annual usage pattern for a building with electric heat in a mild climate.

Annual electric cost is about $56,000. The seasonal low usage of 18,000kWh/mo. is in the summer, and the winter high is about 33,000kWh/mo. There is a jump in usage on the September bill reflecting the resumption of the school year.

The increase in usage is due to increased winter lighting and use of space heat, and the summer low reflects school not being in session, as well as low cooling loads.

Air conditioning is required to be provided in the classrooms.

Options for this site:

Renewable energy options exist for this site. A photovoltaic (PV) system can be installed at this site as there is ample roof area on the building. To offset most of the current electric usage, a 170kW photovoltaic system covering about 21,000 sq. ft. would be required. Further study of roof integrity, space and orientation, separate shade structure installation, as well as financing and funding would be required. This site may have significant tree shading of roof areas.

Lighting wattage reduction: Lighting levels in some areas, portables noted, can be reduced to meet current standards. Beyond simple de-lamping, changing fixtures to high efficacy models will improve lighting, facilitating learning performance.

Outdoor lighting: Parking lot lights, walkway bollard lights and wall pack area lighting - replace with LED. In addition to facilitating lower light levels, thus lower energy costs, LED technology will significantly reduce maintenance cost.

Exit Signs: Some exit signs have not been retrofitted to LED

Control systems refinement: Occupancy sensor controls are installed for lighting in classroom and common spaces. Retro commissioning these controls, including upgrades to dual sensing technology

may save energy and solve control operation issues for teachers. Some areas like Conference rooms, small offices and restrooms are not yet controlled by occupancy sensors.

The building management system and HVAC controls also need further commissioning, to assure minimum required operation time.

Daylighting and Integrated Classroom Lighting Control: to minimize lighting energy and coincidentally HVAC loads, spaces with natural light need optimal daylight control through methods such as shading, other spaces, such as the multipurpose room should be considered for adding daylighting glazing. Lighting controls should include daylighting. Now innovative classroom lighting controls are available allowing teachers easy control of lighting for all classroom functions.

Classroom HVAC: Some of the HVAC equipment was observed to be aged and possibly of low efficiency. Currently performance standards for heat pumps are significantly higher than in the recent past. Study of the most efficient technology feasible is needed. Due to high heating energy usage, installation of natural gas fired heating equipment may be a cost saving strategy.

Ventilation study: Current fresh air to classrooms is supplied through operable windows and door ways. A controlled mechanical ventilation system could improve air quality, improve comfort and save energy by eliminating heating or cooling air simultaneously with window opening.

Building envelope: upgrade single pane windows, increase roof insulation.

Low flow fixtures: As toilets and faucets are upgraded, specify the most water conserving models applicable. It has been noted that existing pressure assisted and automatic fixtures are not appropriate for use by small children.





Santa Rita School

700 Los Altos Ave

Los Altos, CA 94022

650-559-1600

Santa Rita School is an all-electric site showing a typical annual usage pattern for a building with electric heat in a mild climate.

Annual electric cost is about $58,000. The seasonal low usage of 17,000kWh/mo. is in the summer, and the winter high is about 33,000kWh/mo. typically there is a jump in usage on the September bill reflecting the resumption of the school year.

In 2013, summer break energy usage did not drop, indicating constant use of the facility, or unintended operation of equipment. Review of school schedule is needed.

The typical winter increase in usage is due to increased winter lighting and use of space heat, and the summer low reflects school not being in session, as well as low cooling loads.

Air conditioning is required to be provided in the classrooms.

Options for this site:

Renewable energy options exist for this site. A photovoltaic (PV) system can be installed at this site as there is ample roof area on the building. To offset most of the current electric usage, a 160kW photovoltaic system covering about 20,000 sq. ft. would be required. Further study of roof integrity, space and orientation, separate shade structure installation, as well as financing and funding would be required.

Lighting wattage reduction: Lighting levels in some areas can be reduced to meet current standards. Beyond simple de-lamping, changing fixtures to high efficacy models will improve lighting, facilitating learning performance.

Outdoor lighting: Parking lot lights, walkway bollard lights and wall pack area lighting - replace with LED. In addition to facilitating lower light levels, thus lower energy costs, LED technology will significantly reduce maintenance cost.

Exit Signs: Some exit signs have not been retrofitted to LED

Control systems refinement: Occupancy sensor controls are installed for lighting in classroom and common spaces. Retro commissioning these controls, including upgrades to dual sensing technology may save energy and solve control operation issues for teachers. Some areas like Conference rooms, small offices and restrooms are not yet controlled by occupancy sensors.

The building management system and HVAC controls also need further commissioning, to assure minimum required operation time.

Daylighting and Integrated Classroom Lighting Control: to minimize lighting energy and coincidentally HVAC loads, spaces with natural light need optimal daylight control through methods such as shading, other spaces, such as the multipurpose room should be considered for adding daylighting glazing. Lighting controls should include daylighting. Now innovative classroom lighting controls are available allowing teachers easy control of lighting for all classroom functions.

Classroom HVAC: Some rooms have "Airdale" cabinet HVAC terminals, which cause maintenance problems. The most basic option is to replace these with mini-split DX systems, such as the Mitsubishi units currently used. Currently performance standards for heat pumps are significantly higher than in the recent past. Study of the most efficient technology feasible is needed. Due to high heating energy usage, installation of natural gas fired heating equipment may be a cost saving strategy.

Ventilation study: Current fresh air to classrooms is supplied through operable windows and door ways. A controlled mechanical ventilation system could improve air quality, improve comfort and save energy by eliminating heating or cooling air simultaneously with window opening.

Building envelope: upgrade single pane windows, increase roof insulation.

Low flow fixtures: As toilets and faucets are upgraded, specify the most water conserving models applicable. It has been noted that existing pressure assisted and automatic fixtures are not appropriate for use by small children.





Springer School

1120 Rose Avenue

Mountain View, CA

650-943-4200

Springer School is an all-electric site showing a typical annual usage pattern for a building with electric heat in a mild climate

Annual electric cost is about $50,000. The seasonal low usage of 11,000kWh/mo. is in the summer, and the winter high is about 28,000kWh/mo. There is a jump in usage on the September bill reflecting the resumption of the school year.

The increase in usage is due to increased winter lighting and use of space heat, and the summer low reflects school not being in session, as well as low cooling loads.

Air conditioning is required to be provided in the classrooms.

Options for this site:

Renewable energy options exist for this site. A photovoltaic (PV) system can be installed at this site as there is ample roof area on the building. To offset most of the current electric usage, a 140kW photovoltaic system covering about 17,000 sq. ft. would be required. Further study of roof integrity, space and orientation, separate shade structure installation, as well as financing and funding would be required.

Lighting wattage reduction: Lighting levels in some areas, portables noted, can be reduced to meet current standards. Beyond simple de-lamping, changing fixtures to high efficacy models will improve lighting, facilitating learning performance.

Outdoor lighting: Parking lot lights, walkway bollard lights and wall pack area lighting - replace with LED. In addition to facilitating lower light levels, thus lower energy costs, LED technology will significantly reduce maintenance cost.

Exit Signs: Some exit signs have not been retrofitted to LED

Control systems refinement: Occupancy sensor controls are installed for lighting in classroom and common spaces. Retro commissioning these controls, including upgrades to dual sensing technology

may save energy and solve control operation issues for teachers. Some areas like Conference rooms, small offices and restrooms are not yet controlled by occupancy sensors.

The building management system and HVAC controls also need further commissioning, to assure minimum required operation time.

Daylighting and Integrated Classroom Lighting Control: to minimize lighting energy and coincidentally HVAC loads, spaces with natural light need optimal daylight control through methods such as shading, other spaces, such as the multipurpose room should be considered for adding daylighting glazing. Lighting controls should include daylighting. Now innovative classroom lighting controls are available allowing teachers easy control of lighting for all classroom functions.

Classroom HVAC: Some HVAC equipment was observed to be obsolete. Currently performance standards for heat pumps are significantly higher than in the recent past. Study of the most efficient technology feasible is needed. Due to high heating energy usage, installation of natural gas fired heating equipment may be a cost saving strategy.

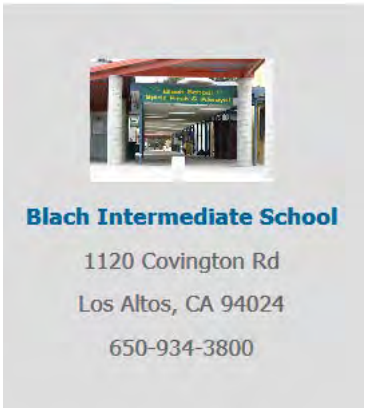
Ventilation study: Current fresh air to classrooms is supplied through operable windows and door ways. A controlled mechanical ventilation system could improve air quality, improve comfort and save energy by eliminating heating or cooling air simultaneously with window opening.

Building envelope: upgrade single pane windows, increase roof insulation.

Low flow fixtures: As toilets and faucets are upgraded, specify the most water conserving models applicable. It has been noted that existing pressure assisted and automatic fixtures are not appropriate for use by small children.

Irrigation: This school has irrigation, it has been indicated that the district wide policy is currently satisfactory.





Blach Intermediate School is a mostly all electric site showing a typical annual usage pattern for a building with electric heat in a mild climate. There gas heat in the multi-purpose room.

Annual electric cost is about $69,000. The seasonal low usage of 18,000kWh/mo. is in the summer, and the winter high is about 27,000kWh/mo. There is a jump in usage on the September bill reflecting the resumption of the school year. In 2013 September and October usage were25% higher attributable to warmer weather.

The increase in usage is due to increased winter lighting and use of space heat, and the summer low reflects school not being in session, as well as low cooling loads.

Air conditioning is required to be provided in the classrooms.

Options for this site:

Renewable energy options exist for this site. A photovoltaic (PV) system can be installed at this site as there is ample roof area on the building. To offset most of the current electric usage, a 160kW photovoltaic system covering about 20,000 sq. ft. would be required. Further study of roof integrity, space and orientation, separate shade structure installation, as well as financing and funding would be required.

Lighting wattage reduction: Lighting levels in some areas, portables noted, can be reduced to meet current standards. Beyond simple de-lamping, changing fixtures to high efficacy models will improve lighting, facilitating learning performance.

Outdoor lighting: Parking lot lights, walkway bollard lights and wall pack area lighting - replace with LED. In addition to facilitating lower light levels, thus lower energy costs, LED technology will significantly reduce maintenance cost.

Exit Signs: Some exit signs have not been retrofitted to LED

Control systems refinement: Occupancy sensor controls are installed for lighting in classroom and common spaces. Retro commissioning these controls, including upgrades to dual sensing technology may save energy and solve control operation issues for teachers. Some areas like Conference rooms, small offices and restrooms are not yet controlled by occupancy sensors.

The building management system and HVAC controls also need further commissioning, to assure minimum required operation time.

Daylighting and Integrated Classroom Lighting Control: to minimize lighting energy and coincidentally HVAC loads, spaces with natural light need optimal daylight control through methods such as shading, other spaces, such as the multipurpose room should be considered for adding daylighting glazing. Lighting controls should include daylighting. Now innovative classroom lighting controls are available allowing teachers easy control of lighting for all classroom functions.

Classroom HVAC: Currently performance standards for heat pumps are significantly higher than in the recent past. Study of the most efficient technology feasible is needed. Due to high heating energy usage, installation of natural gas fired heating equipment may be a cost saving strategy.

Multipurpose room heating: Further study of feasibility of high efficiency gas furnace.

Ventilation study: Current fresh air to classrooms is supplied through operable windows and door ways. A controlled mechanical ventilation system could improve air quality, improve comfort and save energy by eliminating heating or cooling air simultaneously with window opening.

Building envelope: upgrade single pane windows, increase roof insulation.

Low flow fixtures: As toilets and faucets are upgraded, specify the most water conserving models applicable

Irrigation: This school has irrigation, it has been indicated that the district wide policy is currently satisfactory.

Science Lab, Home Economics kitchen, Woodshop tools and dust extraction system, and Band room: These spaces need further study for conservation through improved controls, and high efficiency appliances and motors.





Egan Junior High School
100 W Portola Ave
Los Altos, CA 94022
650-917-2200

Egan Junior High School is a mostly all-electric site where the usage more constant than most other campuses indicating larger cooling energy use. There gas heat in the multi-purpose room.

Annual electric cost is about $130,000. Throughout the school year the usage varies between 50,000 and 60,000kWh/mo. and The seasonal low usage of 32,000kWh/mo. is in the summer, and the winter high is about 72,000kWh/mo.

The increase in usage is due to increased winter lighting and use of space heat, and the summer low reflects school not being in session, as well as low cooling loads.

Air conditioning is required to be provided in the classrooms.

Options for this site:

Renewable energy options exist for this site. A photovoltaic (PV) system can be installed at this site as there is ample roof area on the building. To offset most of the current electric usage, a 400kW photovoltaic system covering about 50,000 sq. ft. would be required. Further study of roof integrity, space and orientation, separate shade structure installation, as well as financing and funding would be required.

Lighting wattage reduction: Lighting levels in some areas, portables noted, can be reduced to meet current standards. Beyond simple de-lamping, changing fixtures to high efficacy models will improve lighting, facilitating learning performance.

Outdoor lighting: Parking lot lights, walkway bollard lights and wall pack area lighting - replace with LED. In addition to facilitating lower light levels, thus lower energy costs, LED technology will significantly reduce maintenance cost.

Exit Signs: Some exit signs have not been retrofitted to LED

Control systems refinement: Occupancy sensor controls are installed for lighting in classroom and common spaces. Retro commissioning these controls, including upgrades to dual sensing technology

may save energy and solve control operation issues for teachers. Some areas like Conference rooms, small offices and restrooms are not yet controlled by occupancy sensors.

The building management system and HVAC controls also need further commissioning, to assure minimum required operation time.

Daylighting and Integrated Classroom Lighting Control: to minimize lighting energy and coincidentally HVAC loads, spaces with natural light need optimal daylight control through methods such as shading, other spaces, such as the multipurpose room should be considered for adding daylighting glazing. Lighting controls should include daylighting. Now innovative classroom lighting controls are available allowing teachers easy control of lighting for all classroom functions.

Classroom HVAC: Performance standards for heat pumps are significantly higher than they were in the recent past. Further study would be required to assess the best approach to balance fiscal needs, operational efficiency, and possible application of more efficient heating systems that provide both low noise, ease of operation, and long term O&M savings. Due to high heating energy usage, installation of natural gas fired heating equipment may be a cost saving strategy.

Multipurpose room heating: Further study of feasibility of high efficiency gas furnace.

Ventilation study: Current fresh air to classrooms is supplied through operable windows and door ways. A controlled mechanical ventilation system could improve air quality, improve comfort and save energy by eliminating heating or cooling air simultaneously with window opening.

Building envelope: upgrade single pane windows, increase roof insulation.

Low flow fixtures: As toilets and faucets are upgraded, specify the most water conserving models applicable

Irrigation: This school has irrigation, it has been indicated that the district wide policy is currently satisfactory.

Science Lab, Home Economics kitchen, Woodshop tools and dust extraction system, and Band room: These spaces need further study for conservation through improved controls, and high efficiency appliances and motors.

Appendix A

For Prop 39 Funding Results: http://www.cde.ca.gov/fg/fo/r14/prop39cceja13result.asp

click on Proposition 39 - 2013-14 Entitlements Note: you will have to use "open" from the Excel file menu to open this file from your downloads folder. It will not auto-open.

LASD is listed as "Los Altos Elementary"

The California Energy Commission has the Energy Expenditure Plan Handbook on its Website. The handbook is a 55-page document and provides procedures for the preparation and submission of Energy Expenditure Plans to the CEC. The site also has the Energy Savings Calculators, and other relevant forms. It is recommended that all Districts receiving Prop 39 dollars download and save the following documents:

* Energy Expenditure Plan Handbook - http://www.energy.ca.gov/2014publications/CEC-400-2014-002/CEC-400-2014-002.pdf

* Expenditure Plan General Form A - http://www.energy.ca.gov/efficiency/proposition39/ee_plans/index.html (Click on the "Expenditure Plan General Form A" button)

* Expenditure Plan General Form B - http://www.energy.ca.gov/efficiency/proposition39/ee_plans/index.html (Click on the "Expenditure Plan General Form B Button")

* Utility Data Release Authorization Form - http://www.energy.ca.gov/efficiency/proposition39/ee_plans/index.html (Click on the "Utility Data Release Authorization Form" Button)

* Energy Savings Calculators - http://www.energy.ca.gov/efficiency/proposition39/ee_plans/index.html (Click on the "Energy Savings Calculators" Button)

* Energy-Related Resources for Schools - http://www.energy.ca.gov/efficiency/proposition39/ee_plans/index.html (Click on the "Energy-Resources for Schools" Button)

May 21, 2013

Targeting Proposition 39 to Help California's Schools Save Energy and Money

Executive Summary

California policymakers are considering how to allocate Proposition 39 funds — an estimated $2.75 billion over five years — to support energy efficiency and clean energy projects in K-12 schools and other public buildings. Proposition 39 presents a substantial opportunity to help school districts save energy and money. In order to inform the ongoing discussion, Climate Policy Initiative analyzed existing resources and gaps in financing for energy-saving projects in K-12 school districts. Our analysis is based on a series of semi-structured interviews with school district officials and other practitioners and experts, as well as modeling of representative K-12 energy projects and funding sources.

School districts are interested in energy efficiency because of the potential for immediate bill savings. Proposition 39 presents an opportunity to help school districts get more energy-saving projects done.

• Many California school districts are interested in energy efficiency and are already pursuing some energy-saving projects — most commonly lighting upgrades, solar panels, upgrades to heating and cooling systems, and lighting and thermostat controls.

• School districts face severe short-term budget pressure and are counting on energy-saving projects to produce immediate budget relief through net bill savings. This budget pressure leads districts to focus on short-payback measures and measures for which generous rebates are available. They are generally not pursuing measures that cost more initially but produce greater energy bill savings over time.

For many districts, the biggest barrier to achieving energy savings is a lack of technical assistance to help navigate the range of energy-saving projects and financing options available to them.

• Most districts receive frequent sales calls from companies pitching energy-saving services and products, but many lack the staff resources or technical capacity to evaluate potential projects.

• Proposition 39 should offer assistance to school districts on vetting energy efficiency service provider proposals. School districts would like a source without a commercial interest to help them navigate project and financing options, review project proposals, and select reliable contractors. The California Energy Commission already provides this service through the Bright Schools program, but program funding is limited, as is awareness.

• Expanded assistance and outreach may also be necessary for small districts, which are less likely to receive communications and marketing materials about energy-saving opportunities from energy service companies. The energy savings potential in small districts is unknown.

Most districts can currently access private capital at low cost. This provides an opportunity to leverage Proposition 39 funds to help districts pursue projects with greater energy savings.

• Proposition 39 funds should target projects that achieve deeper and greater energy savings and that districts cannot finance within existing budgets. They should not support already economical projects such as lighting retrofits, which most districts can finance themselves through existing funding sources without taking a budgetary hit.

• More costly measures that produce deeper and greater savings are most easily financed when packaged together with shorter-payback measures. Therefore, Proposition 39 should complement and extend, rather than duplicate, financing for shorter-payback projects — for example, through matching grants to projects that achieve significant energy savings, along with technical assistance to help districts select projects and secure financing.

• Public loan funds may not have a significant impact on efficiency investment in the current environment, where private capital is available to most districts at very low interest rates.

The optimal role for Proposition 39 funds depends on which existing funding sources are available to a particular school district.

• For districts that are already funding ongoing facility improvements through local bonds and/or state modernization grants, Proposition 39 would be most effective as a "sweetener," encouraging the district to add more energy-saving measures to already planned renovations. In particular, energy-saving projects receiving state modernization funding through the School Facility Program are already able to generate significant cost savings to the school district. Proposition 39 funds should facilitate adding further energy-saving measures to projects receiving modernization grants, but should not duplicate the existing support.

• For districts that cannot issue bonds but can access existing public or private loans for standalone energy-saving projects, Proposition 39 funds could facilitate access to these funding sources and, through additional financial support, make it feasible for them to carry out projects with deeper energy-saving measures that would not otherwise be economical.

• For districts that have difficulty accessing any of the existing funding sources — because they are too financially strapped, too small to qualify for a sufficiently large grant/loan, or for other reasons — Proposition 39 may need to fully or mostly fund project costs. The number of districts in this category is unknown but could be sizable, given current fiscal conditions. The School Facility Program's financial hardship program provides an example of how matching/leverage requirements can be relaxed given proof of financial hardship.

If Proposition 39 funding is allocated in a way that takes school district resources and needs into account, it can help California's schools start saving energy to help close budget holes immediately. And by taking advantage of existing sources of low-cost financing, Proposition 39 can help districts undertake more comprehensive, longer-lived projects, so that they can continue saving energy into the future.

LASD
Los Altos School District

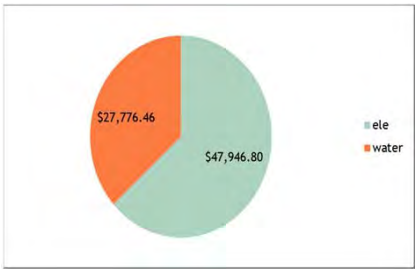
Almond Elementary School | **Sq Ft: 41,067**

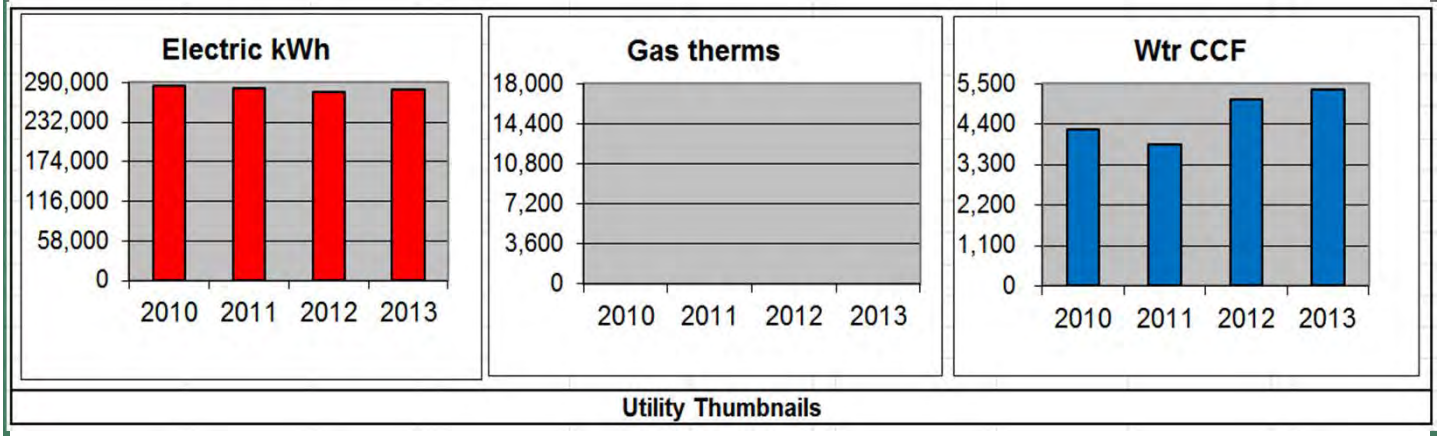
Utilities Use and Cost
summaries and trends

Utilities Data Sheet

Utilities Use & Cost Totals Annual for 2012

	use	units	cost
Electric	275,314	kWh	$47,946.80
Gas	0	therms	$0
Water/swr	5065	ccf	$27,776.46
		TOTAL	$75,723

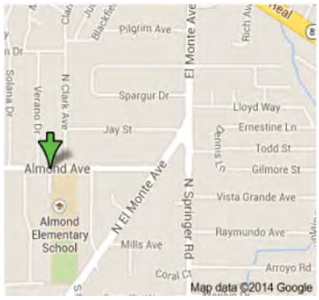




Utility Thumbnails

Student Population **510**





Reference Documents
EDesignC *Energy Efficiency Analysis*

rev : 2014

LASD
Los Altos School District

Blach Intermediate School

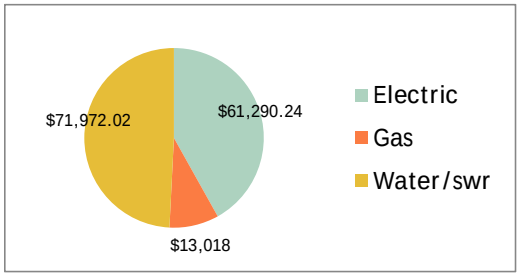
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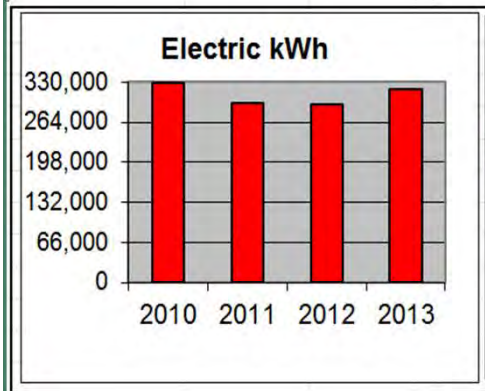
Utilities Use and Cost
summaries and trends

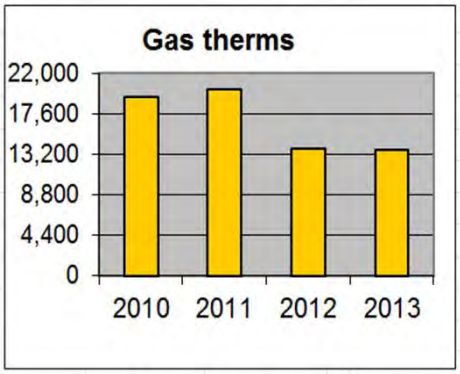
Utilities Data Sheet

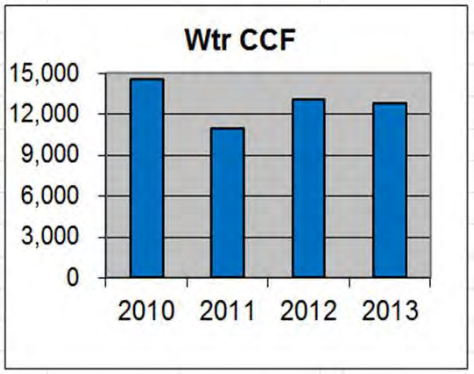
Utilities Use & Cost Totals Annual for 2011

	use	units	cost
Electric	292,591	kWh	$61,290.24
Gas	13,851	therms	$13,018
Water/swr	11,007	ccf	$71,972.02
		TOTAL	$146,280



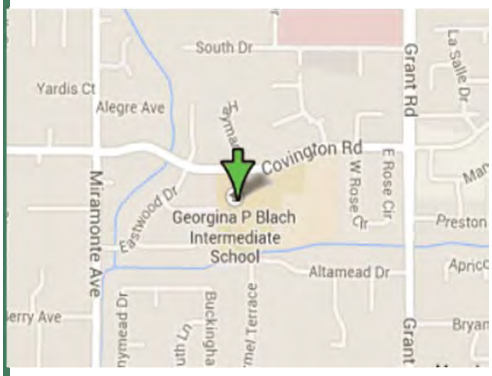






Utility Thumbnails

Address: 1120 Covington Road Los Altos
Student Population 510





Reference Documents
EDesignC *Energy Efficiency Analysis*

rev : 2014

LASD
Los Altos School District

Bullis Intermediate School

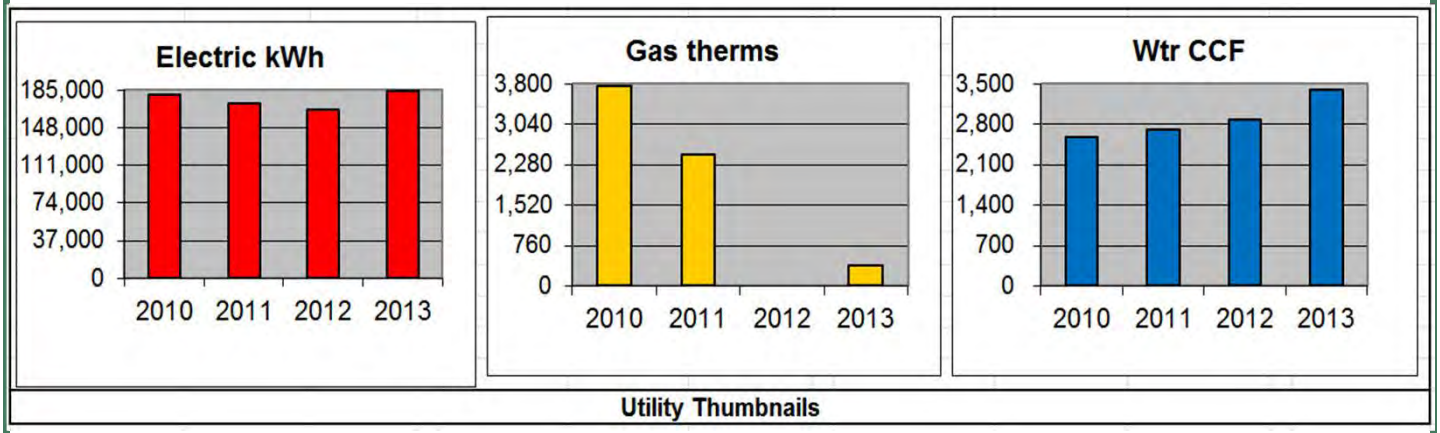
Sq Ft: 31,468

Utilities Use and Cost
summaries and trends

Utilities Data Sheet

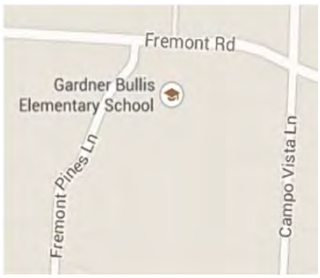
Utilities Use & Cost Totals Annual for 2012

	use	units	cost
Electric	166,356	kWh	$31,032
Gas	0	therms	$0
Water/swr	2873	ccf	$16,828
		TOTAL	$47,860



Utility Thumbnails

Address: 25890 Fremont Rd, Los Altos Hills, CA



Student Population **321**



Reference Documents
EDesignC *Energy Efficiency Report*

rev : 2014

LASD
Los Altos School District

Covington Elementary School

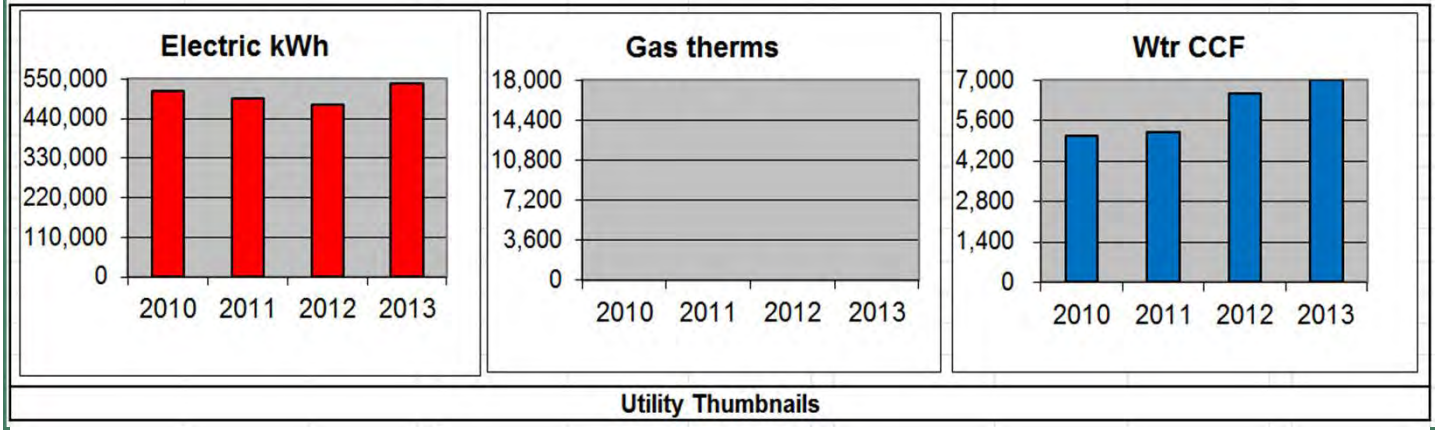
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Utilities Use and Cost
summaries and trends

Utilities Data Sheet

Utilities Use & Cost Totals Annual for 2012

	use	units	cost
Electric	479,806	kWh	$86,147.66
Gas	0	therms	$0
Water/swr	6524	ccf	$35,777.62
		TOTAL	$121,925



Utility Thumbnails

Student Population **514**





Reference Documents
EDesignC *Energy Efficiency Analysis*

rev : 2014

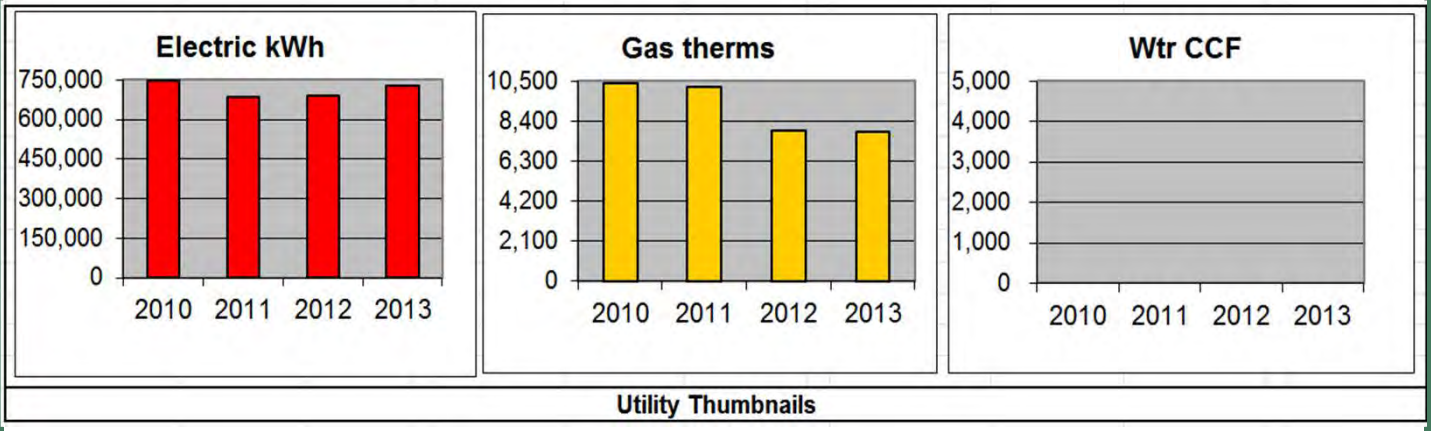
Utilities Use and Cost
summaries and trends

Egan JHS | **Sq Ft: 67,648**

Utilities Data Sheet

Utilities Use & Cost Totals Annual for 2012

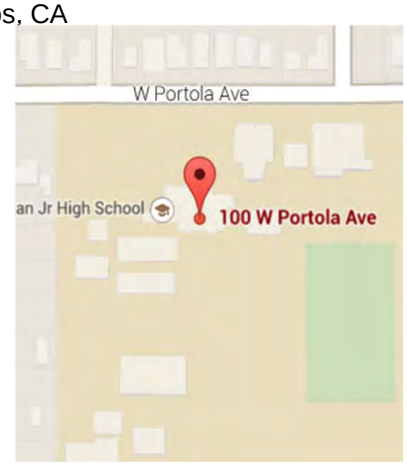
	use	units	cost
Electric	691,531	kWh	$120,142.49
Gas	7,879	therms	$7,763
Water/swr	unavailable	ccf	unavailable
		TOTAL	$127,906



Utility Thumbnails

Address: 100 W Portola Ave, Los Altos, CA

Student Population **590**





Reference Documents
EDesignC *Energy Efficiency Analysis*

rev : 2014

Loyola Elementary School

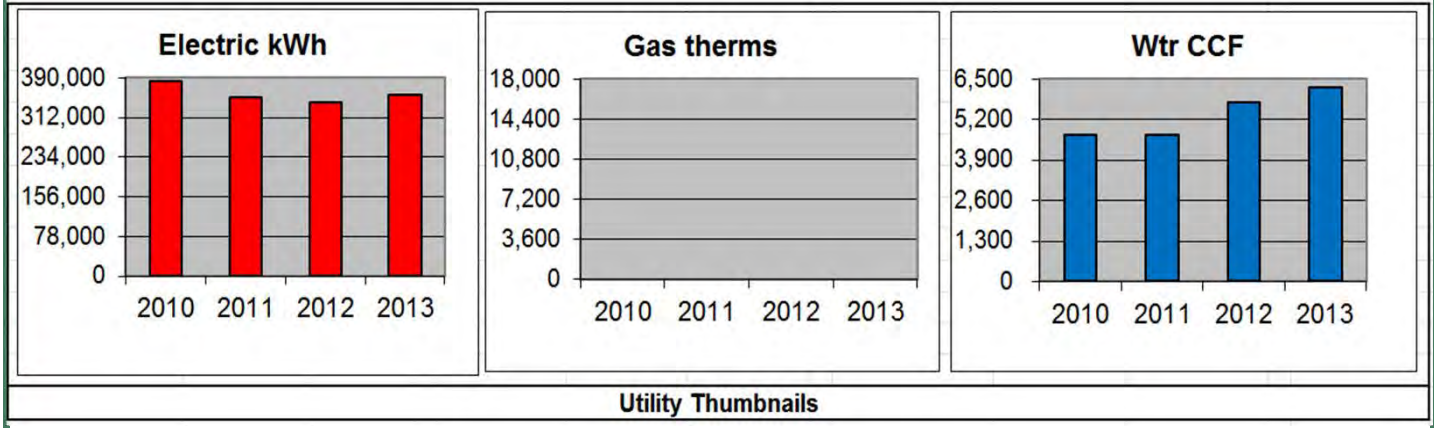
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Utilities Use and Cost
summaries and trends

Utilities Data Sheet

Utilities Use & Cost Totals Annual for #REF!

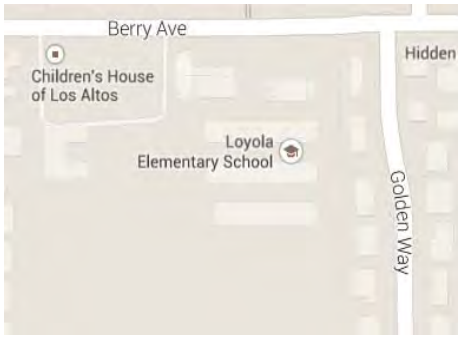
	use	units	cost
Electric	341,905	kWh	$55,175.21
Gas	0	therms	$0
Water/swr	5,768	ccf	$31,631.71
		TOTAL	$86,807



Utility Thumbnails

Address: 770 Berry Ave, Los Altos

Student Population 546





Reference Documents
EDesignC *Energy Efficiency Analysis*

rev : 2014

Los Altos School District

Oak Ave Elementary School

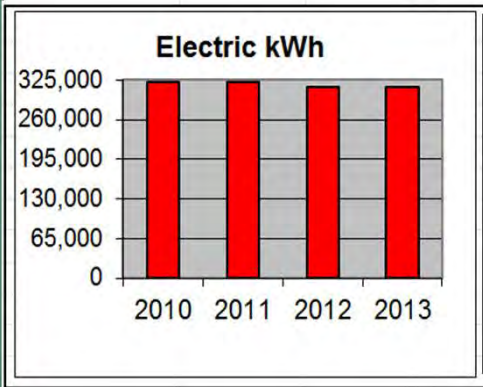
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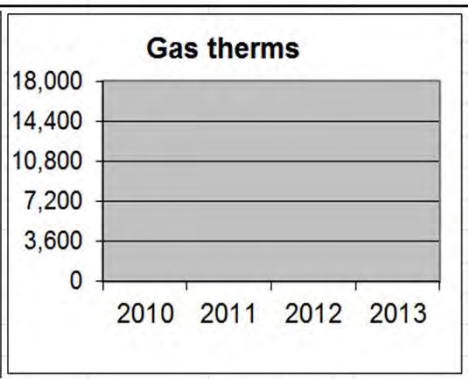
Utilities Use and Cost
summaries and trends

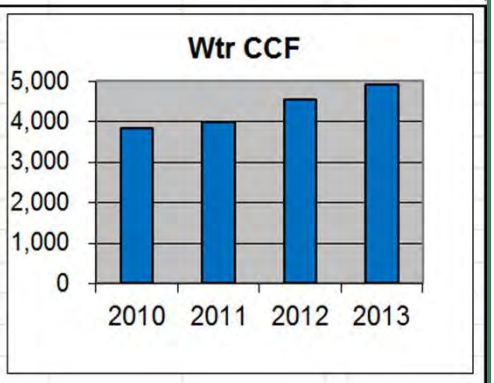
Utilities Data Sheet

Utilities Use & Cost Totals Annual for 2012

	use	units	cost
Electric	313,338	kWh	$51,982.47
Gas	0	therms	$0
Water/swr	4537	ccf	$24,880.91
		TOTAL	$76,863



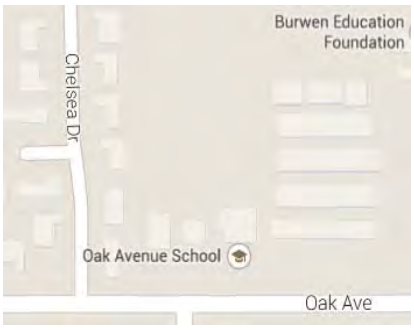




Utility Thumbnails

Address: 1501 Oak Ave, Los Altos

Student Population **504**





Reference Documents
EDesignC *Energy Efficiency Analysis*

rev : 2014

LASD
Los Altos School District

Santa Rita Elementary School

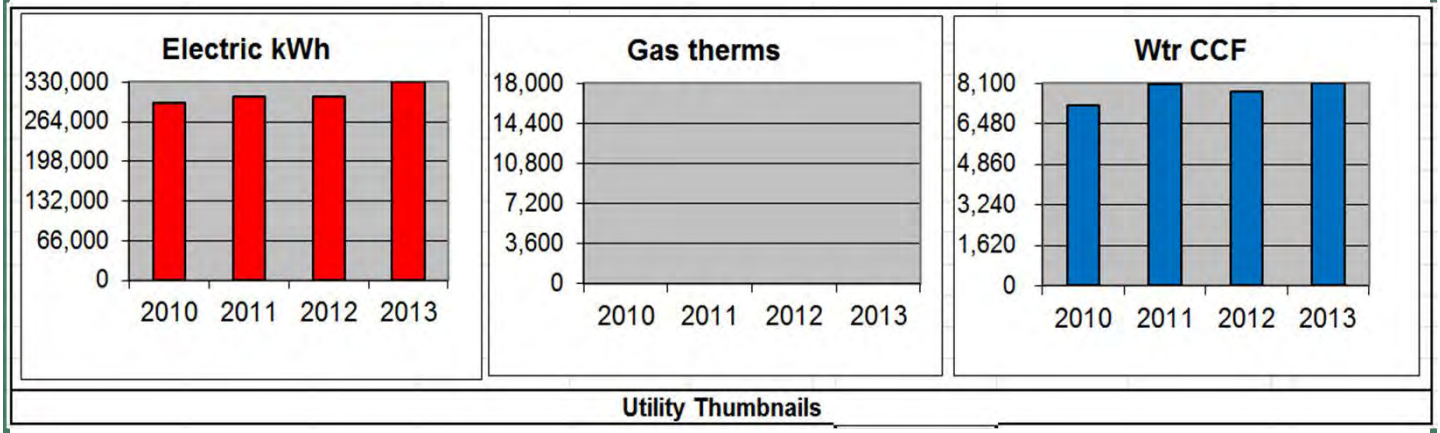
Sq Ft: 38,538

Utilities Use and Cost
summaries and trends

Utilities Data Sheet

Utilities Use & Cost Totals Annual for 2012

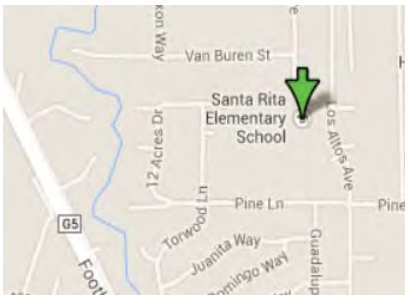
	use	units	cost
Electric	306,119	kWh	$52,072.09
Gas	0	therms	$0
Water/swr	7791	ccf	$42,725.84
		TOTAL	$94,798



Utility Thumbnails

Address: 700 Los Altos Ave, Los Altos

Student Population **562**





Reference Documents
EDesignC *Energy Efficiency Analysis*

rev : 2014

LASD
Los Altos School District

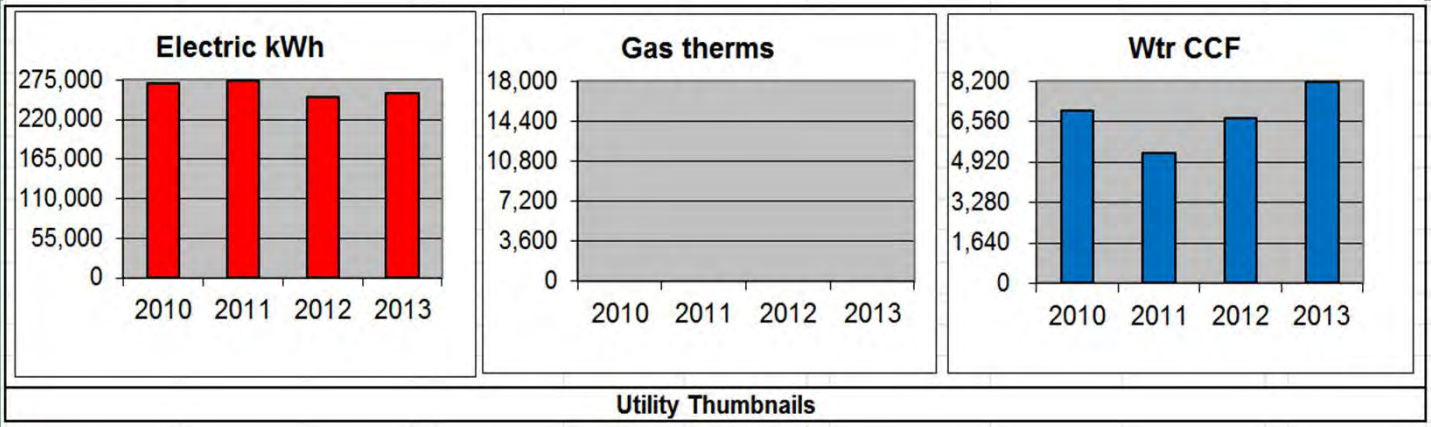
Springer Elementary School | **Sq Ft: 37,763**

Utilities Use and Cost
summaries and trends

Utilities Data Sheet

Utilities Use & Cost Totals Annual for 2012

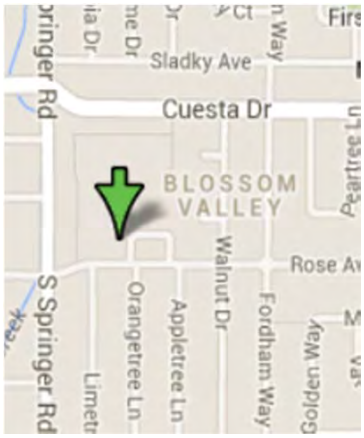
	use	units	cost
Electric	251,741	kWh	$46,569.40
Gas	0	therms	$0
Water/swr	6706	ccf	$34,109.43
		TOTAL	$80,679



Utility Thumbnails

Address: 1120 Rose Ave, Mountain View

Student Population **526**



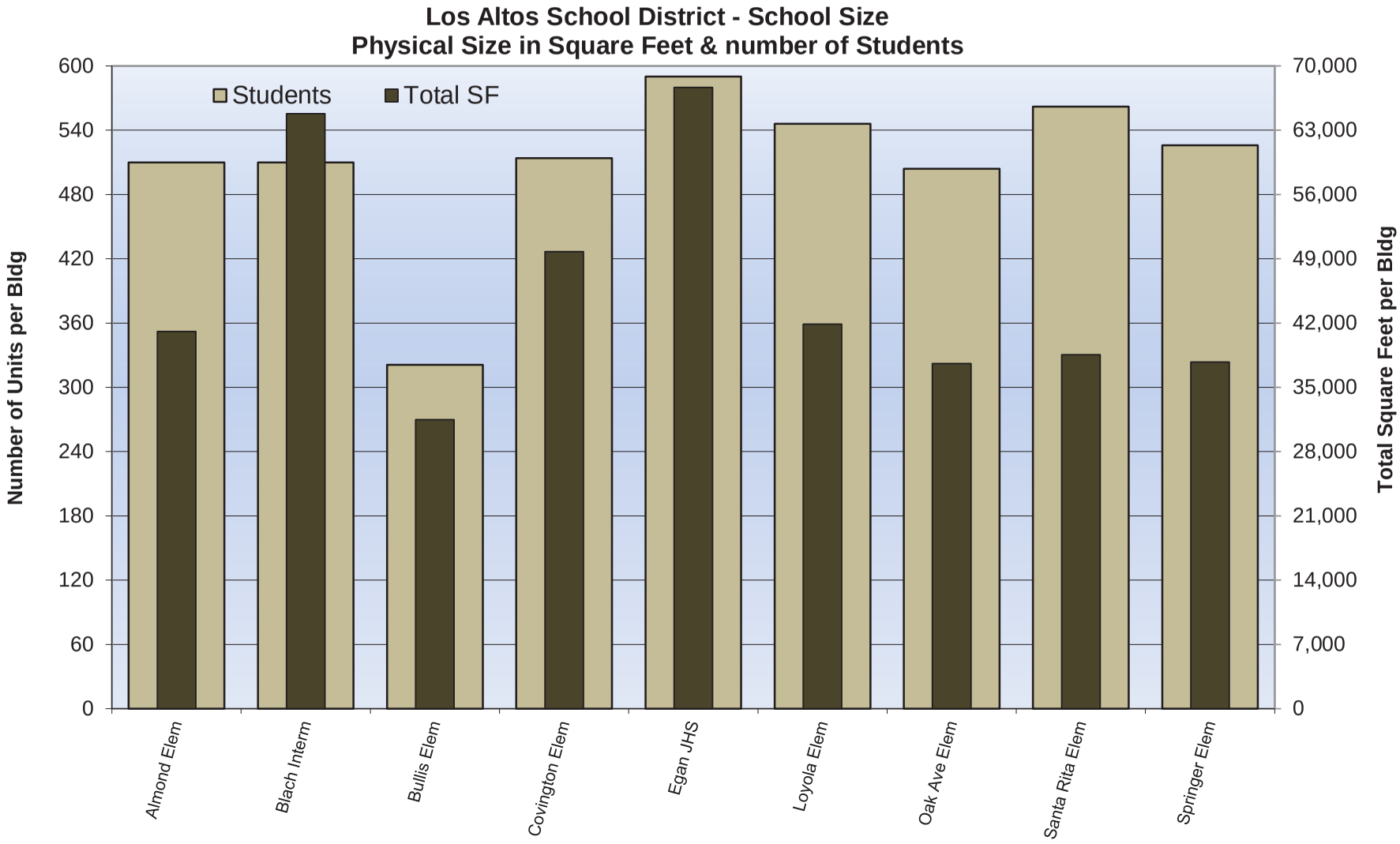


Reference Documents
EDesignC *Energy Efficiency Analysis*

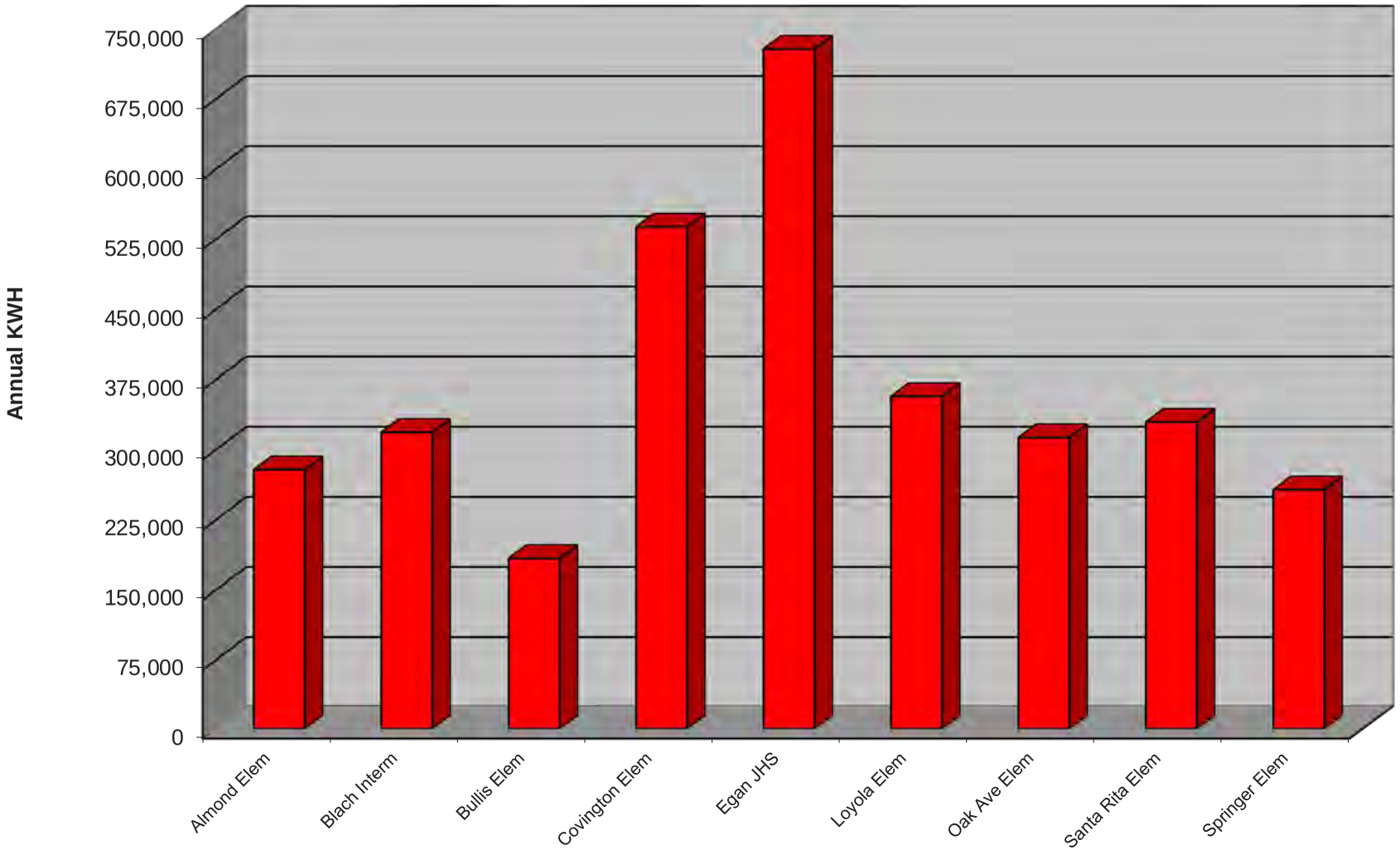
rev : 2014

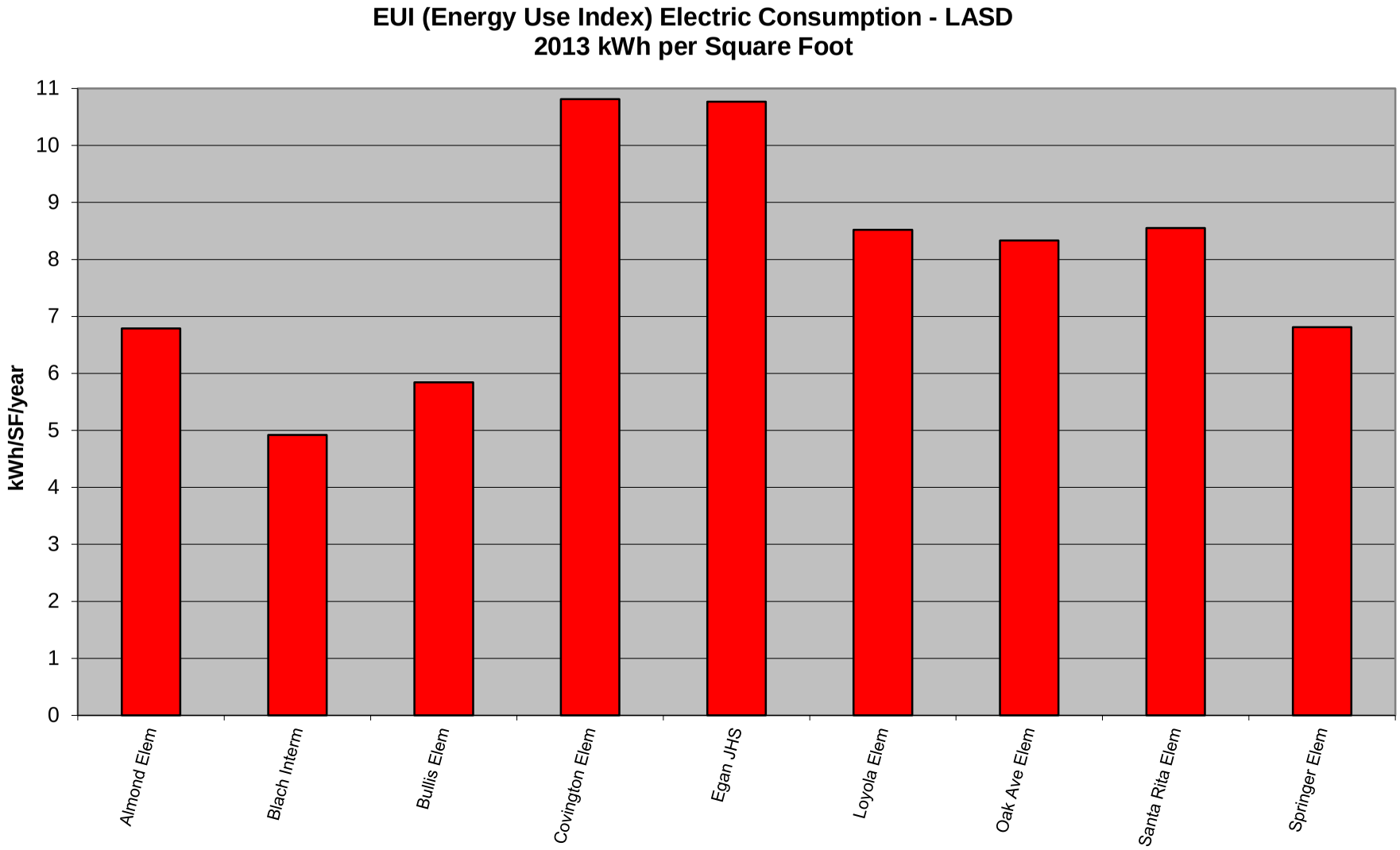
Site	Students	Total SF	kWh	Elec $	therms	Gas $	CCF	Wtr $	kWh/sf	Therms/sf	CCF/sf	Total $/sf	kWh/Student
Almond Elem	510	41,067	278,863	$51,838			5,342	$30,920	6.8	0.00	0.1	$1.26	547
Blach Interm	510	64,784	318,659	$69,736	13,725	$12,460	12,775	$73,942	4.9	0.21	0.2	$1.27	625
Bullis Elem	321	31,468	183,906	$35,603	387	$415	3,409	$19,622	5.8	0.01	0.1	$1.14	573
Covington Elem	514	49,784	538,348	$97,435			7,001	$40,522	10.8	0.00	0.1	$1.96	1,047
Egan JHS	590	67,648	728,614	$131,660	7,822	$7,376			10.8	0.12	0.0	$2.06	1,235
Loyola Elem	546	41,891	356,973	$61,718			6,242	$36,129	8.5	0.00	0.1	$1.47	654
Oak Ave Elem	504	37,584	313,168	$55,781			4,907	$28,402	8.3	0.00	0.1	$1.48	621
Santa Rita Elem	562	38,538	329,637	$58,010			8,096	$46,860	8.6	0.00	0.2	$1.51	587
Springer Elem	526	37,763	257,254	$48,906			8,148	$42,353	6.8	0.00	0.2	$1.30	489
		Averages	367,269	$67,854	7,311	$6,750	6,990	$39,843	7.93	0.04	0.1	$1.49	709

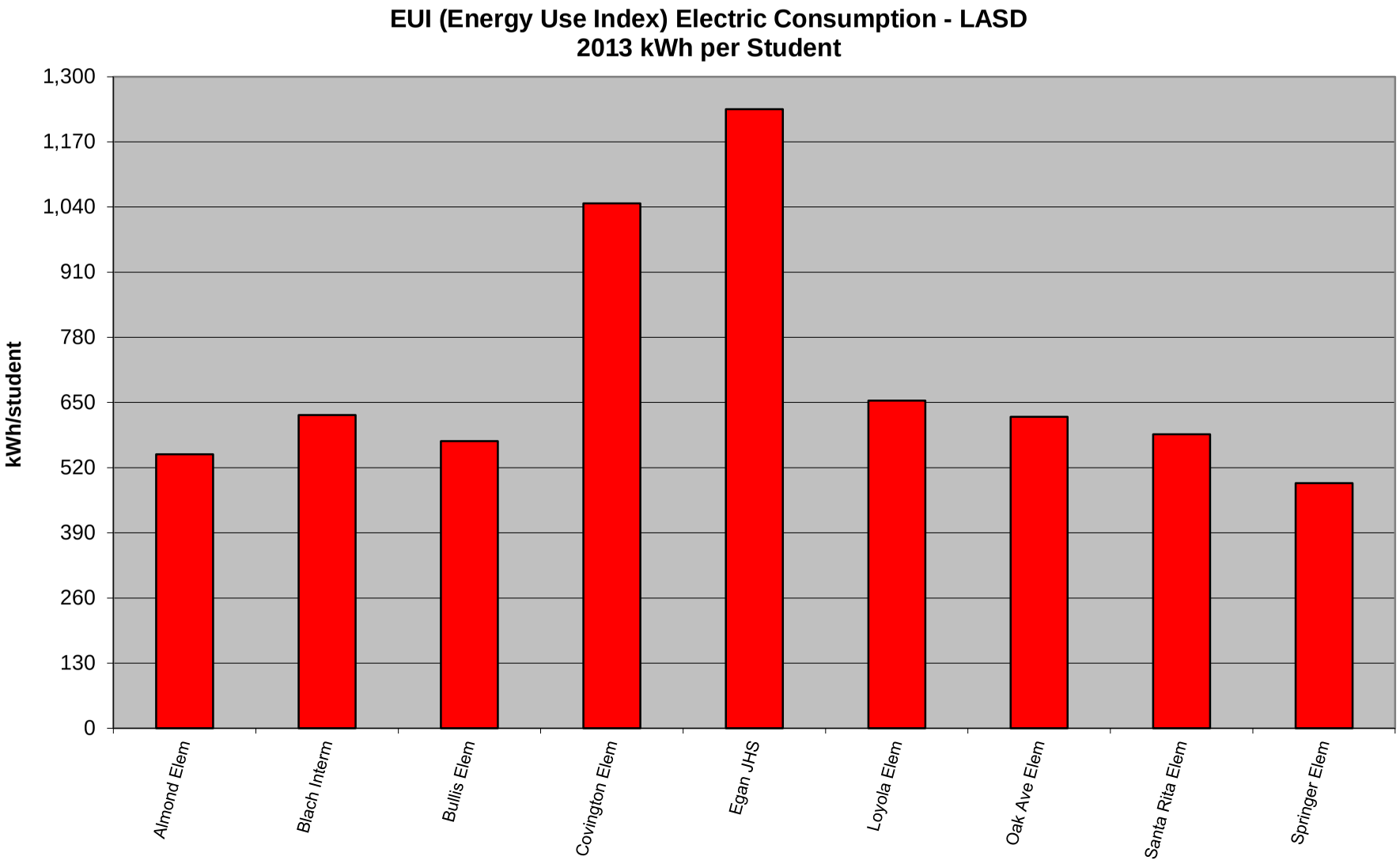
Therms/Student	CCF/Student	Total $/Student
0.0	10.5	$102
26.9	25.0	$161
1.2	10.6	$112
0.0	13.6	$190
13.3	0.0	$236
0.0	11.4	$113
0.0	9.7	$111
0.0	14.4	$103
0.0	15.5	$93
5	12	$136


Los Altos School District - School Size
Physical Size in Square Feet & number of Students
Students
Total SF
Number of Units per Bldg
Total Square Feet per Bldg
600
540
480
420
360
300
240
180
120
60
0
70,000
63,000
56,000
49,000
42,000
35,000
28,000
21,000
14,000
7,000
0
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem

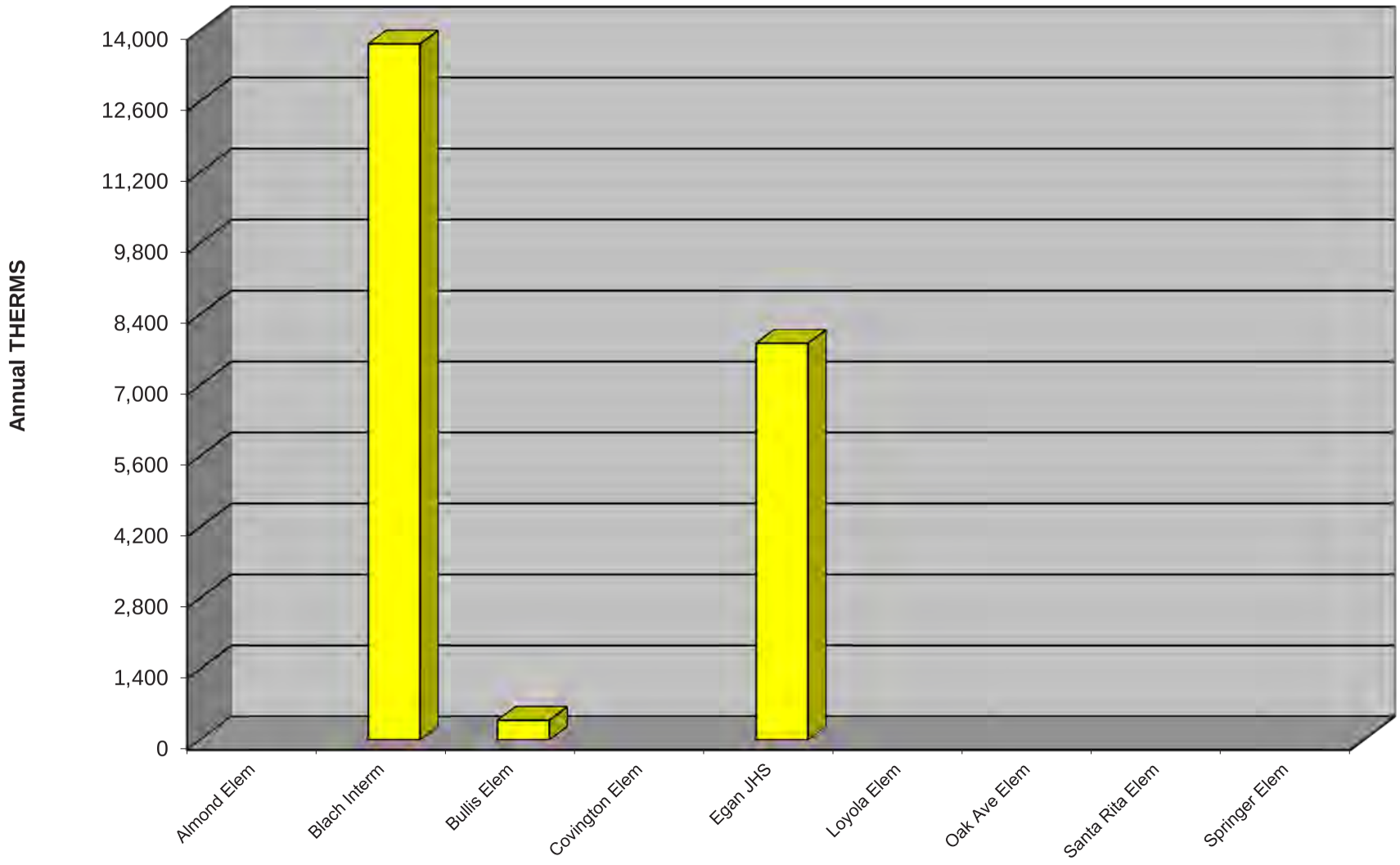
Los Altos School District - Total 2013 Electric kWh Usage

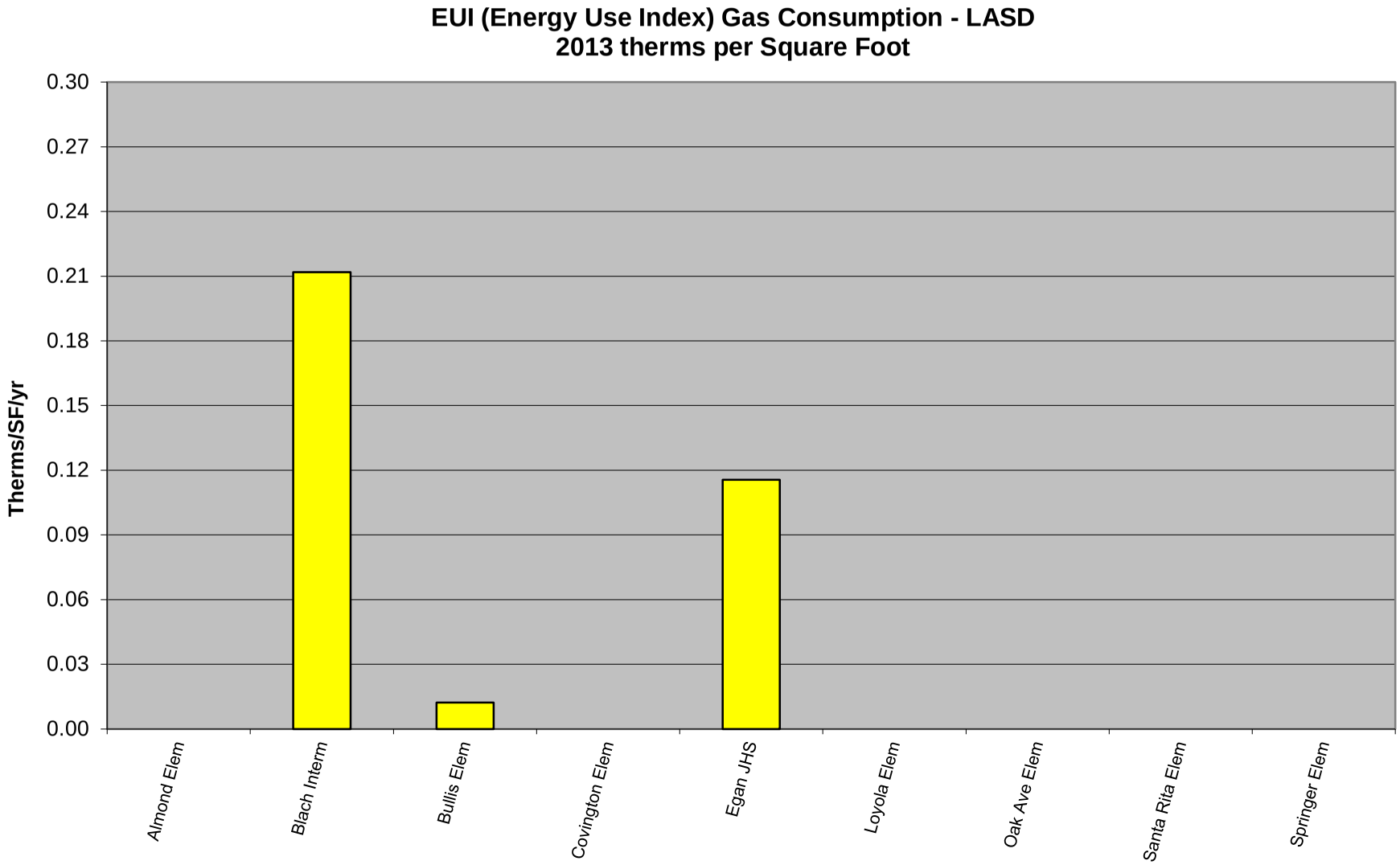


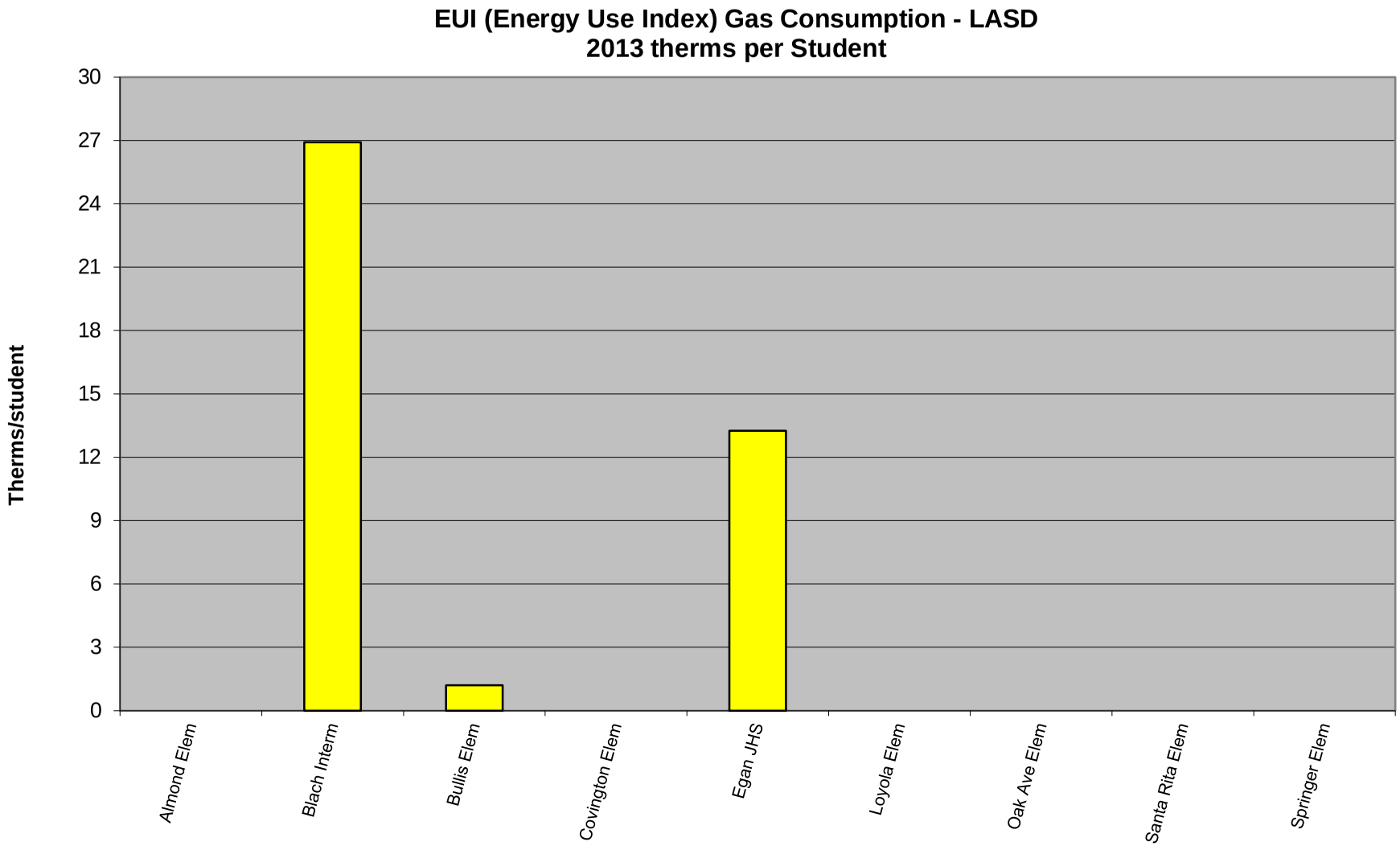

EUI (Energy Use Index) Electric Consumption - LASD
2013 kWh per Square Foot
kWh/SF/year
0
1
2
3
4
5
6
7
8
9
10
11
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem


EUI (Energy Use Index) Electric Consumption - LASD
2013 kWh per Student
kWh/student
1,300
1,170
1,040
910
780
650
520
390
260
130
0
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem

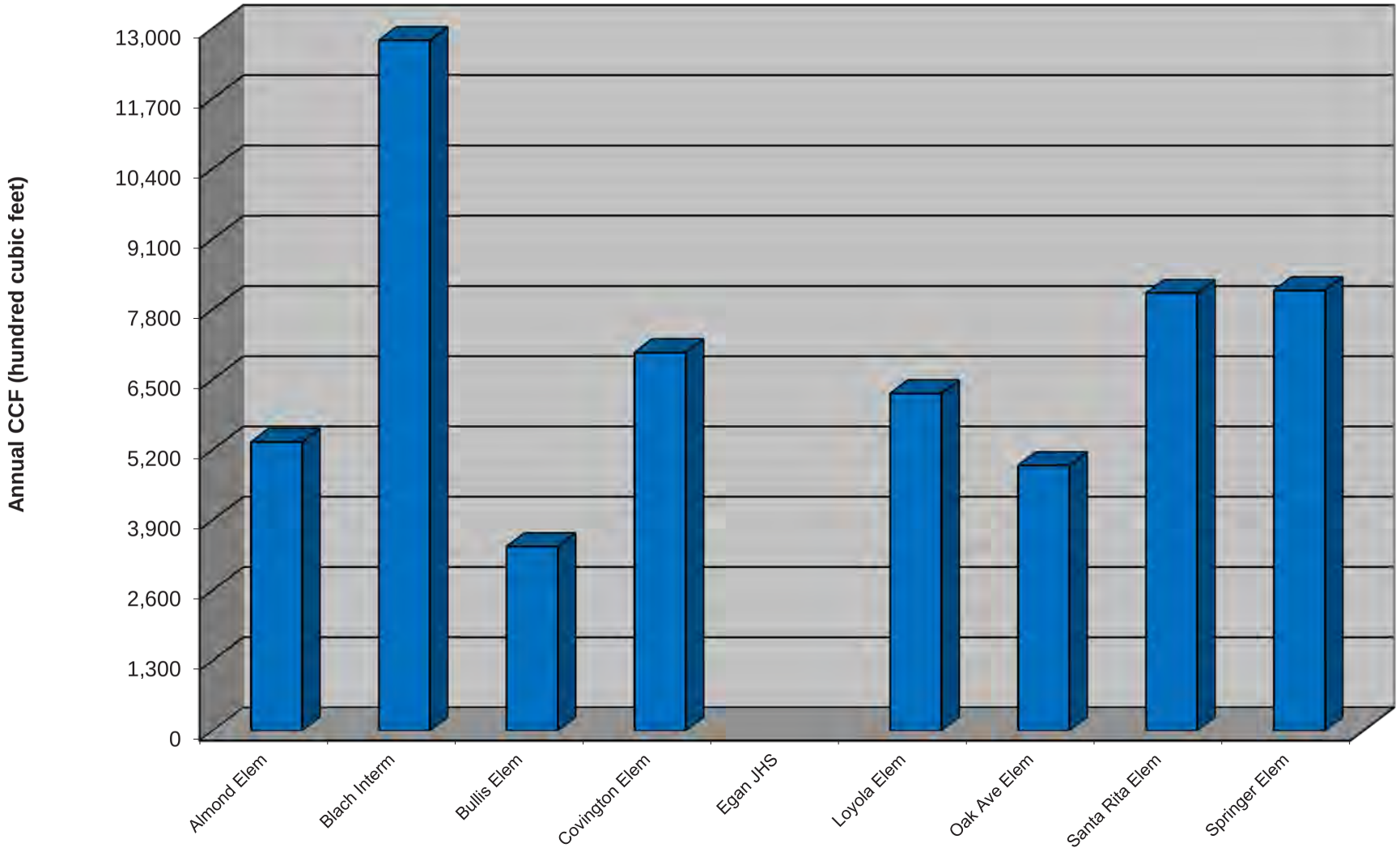
Los Altos School District - Total 2013 Natural Gas THERM Usage

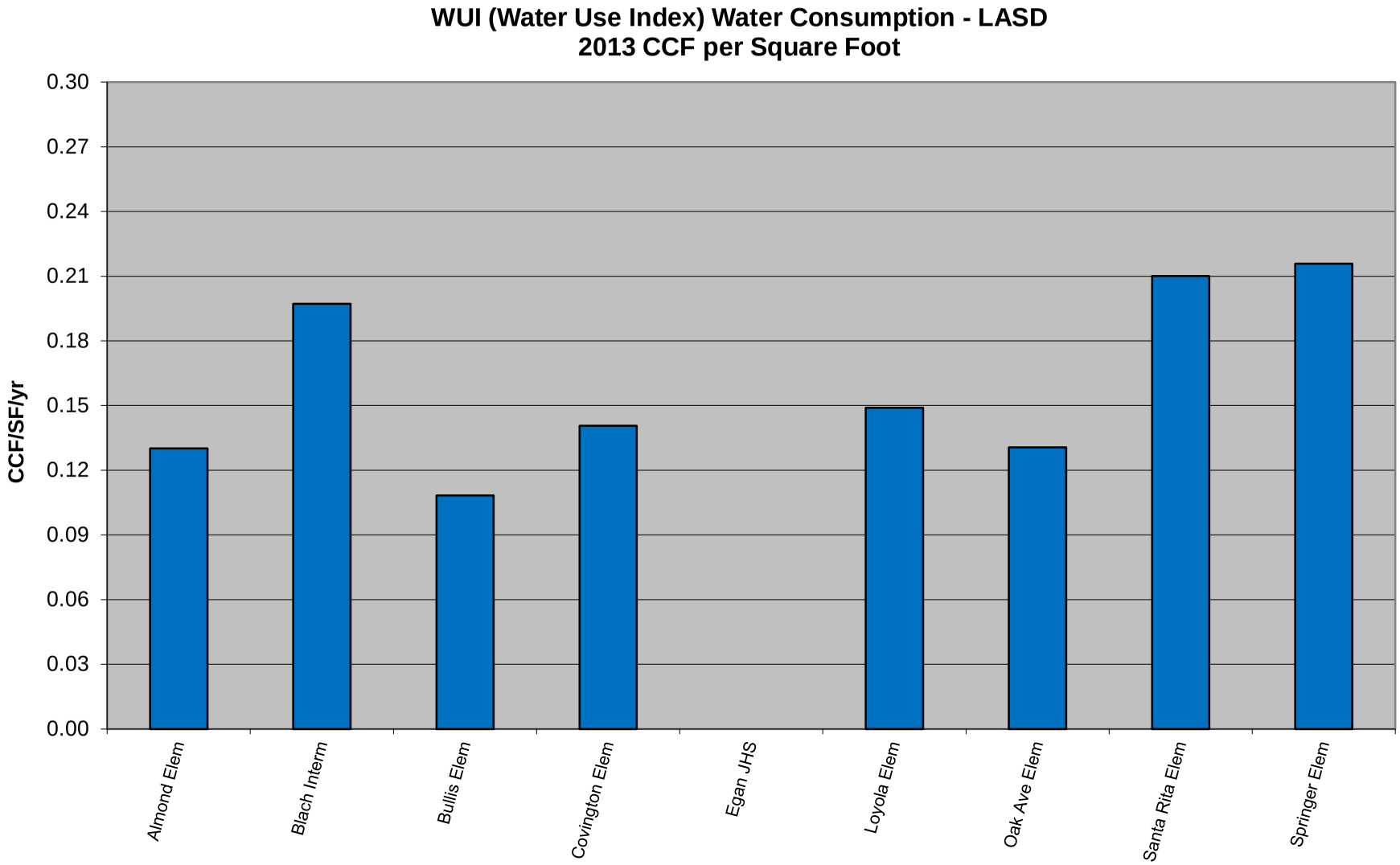


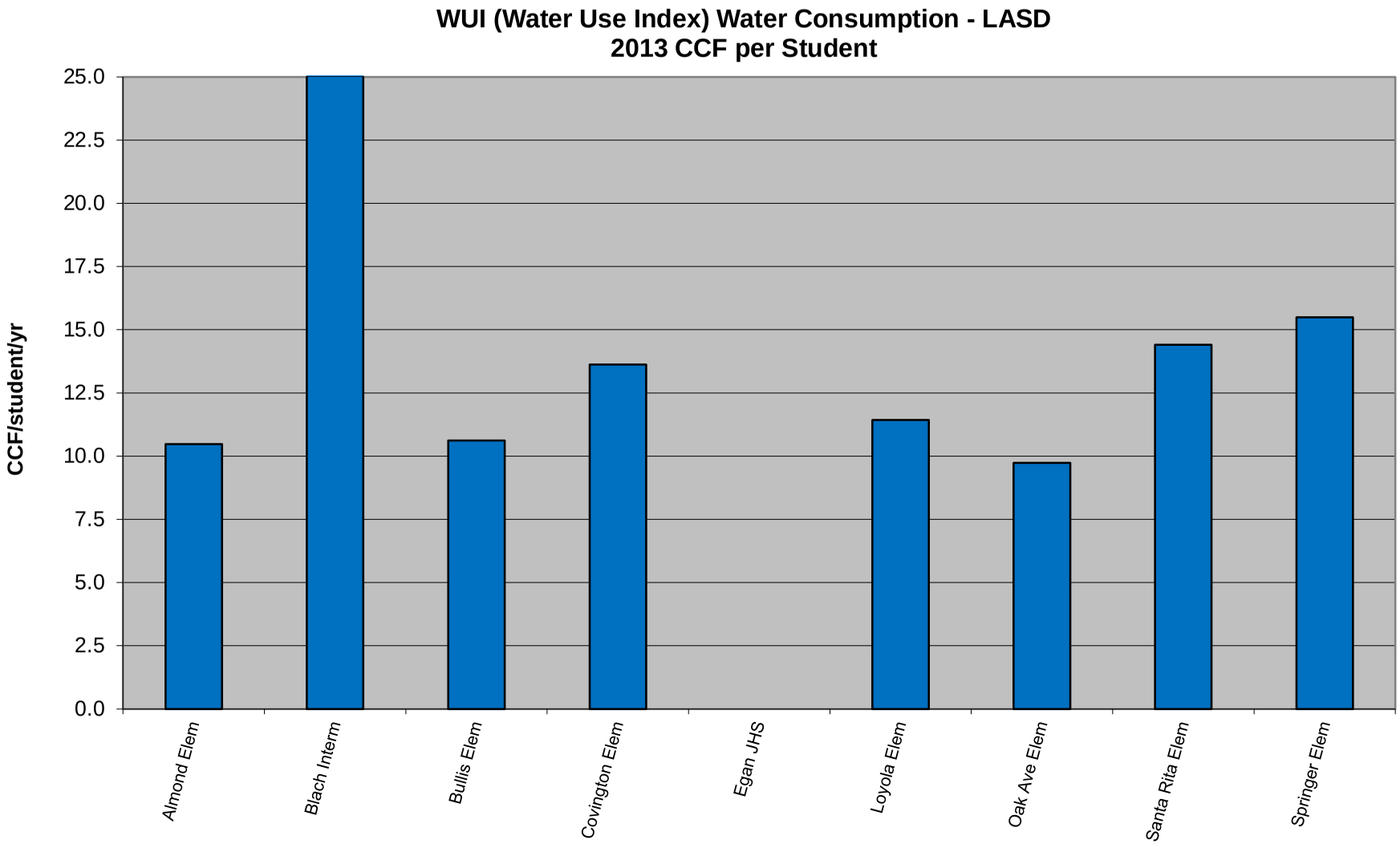

EUI (Energy Use Index) Gas Consumption - LASD
2013 therms per Square Foot
Therms/SF/yr
0.30
0.27
0.24
0.21
0.18
0.15
0.12
0.09
0.06
0.03
0.00
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem

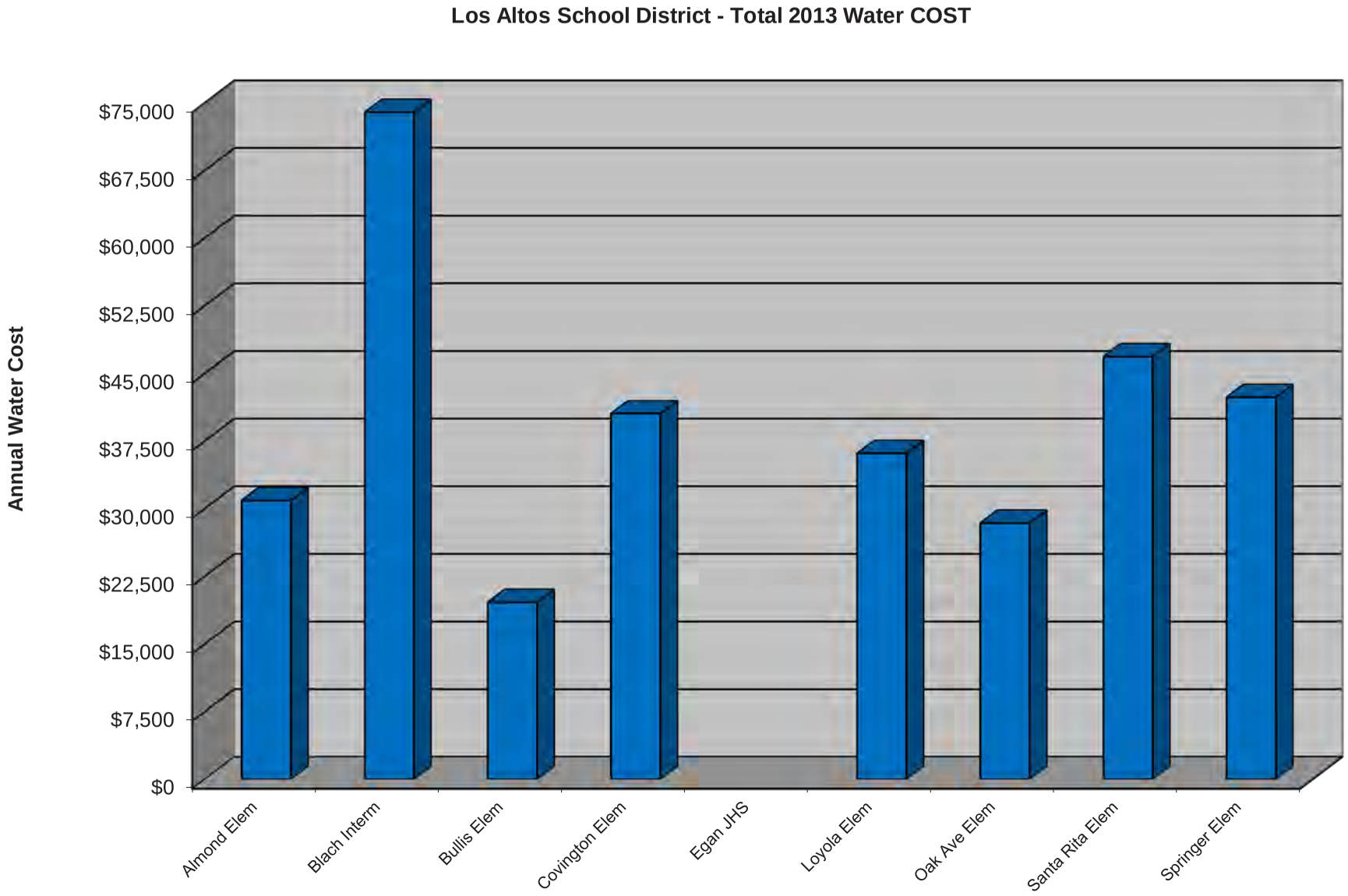

EUI (Energy Use Index) Gas Consumption - LASD
2013 therms per Student
Therms/student
30
27
24
21
18
15
12
9
6
3
0
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem

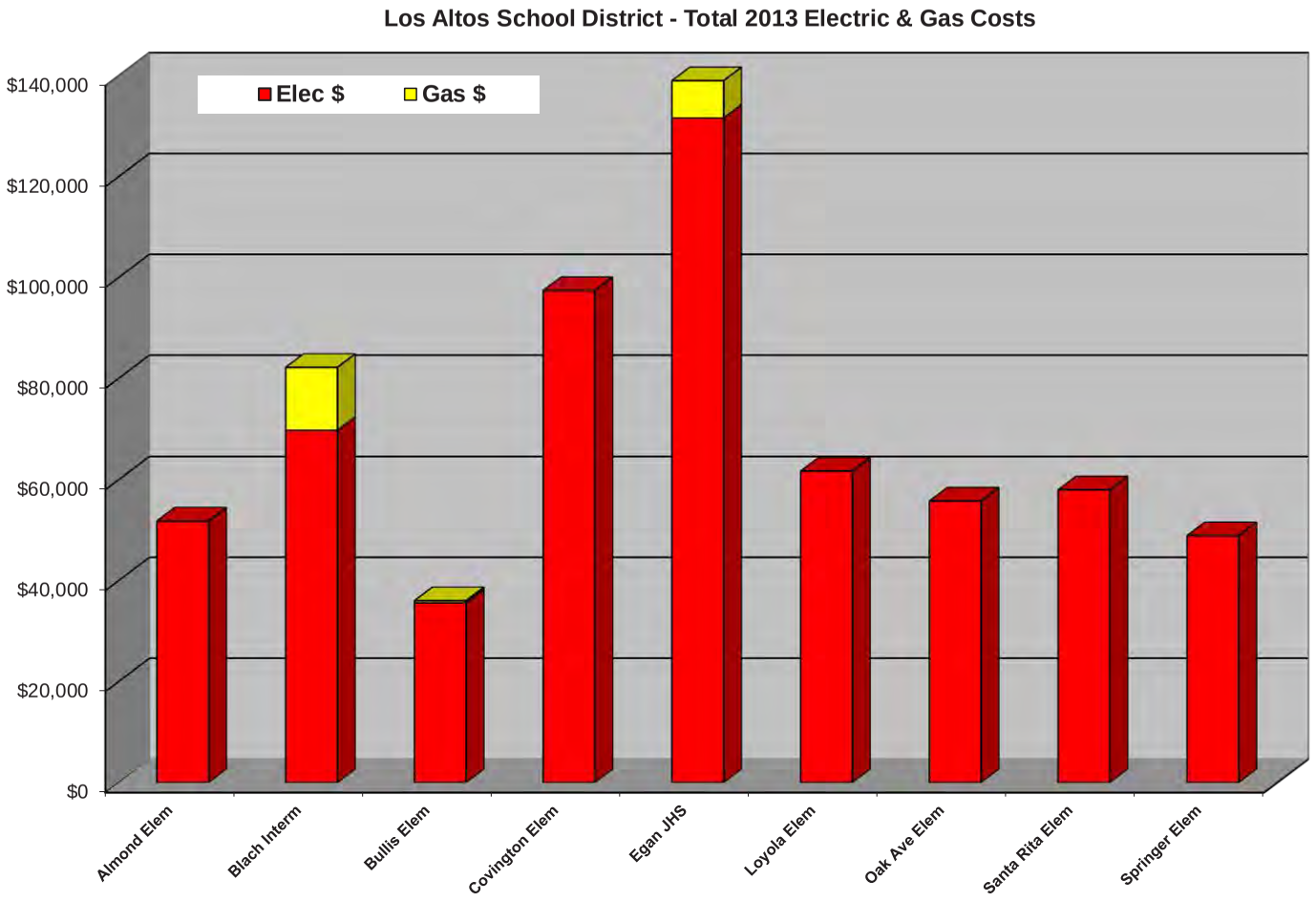
Los Altos School District - Total 2013 Water CCF Usage

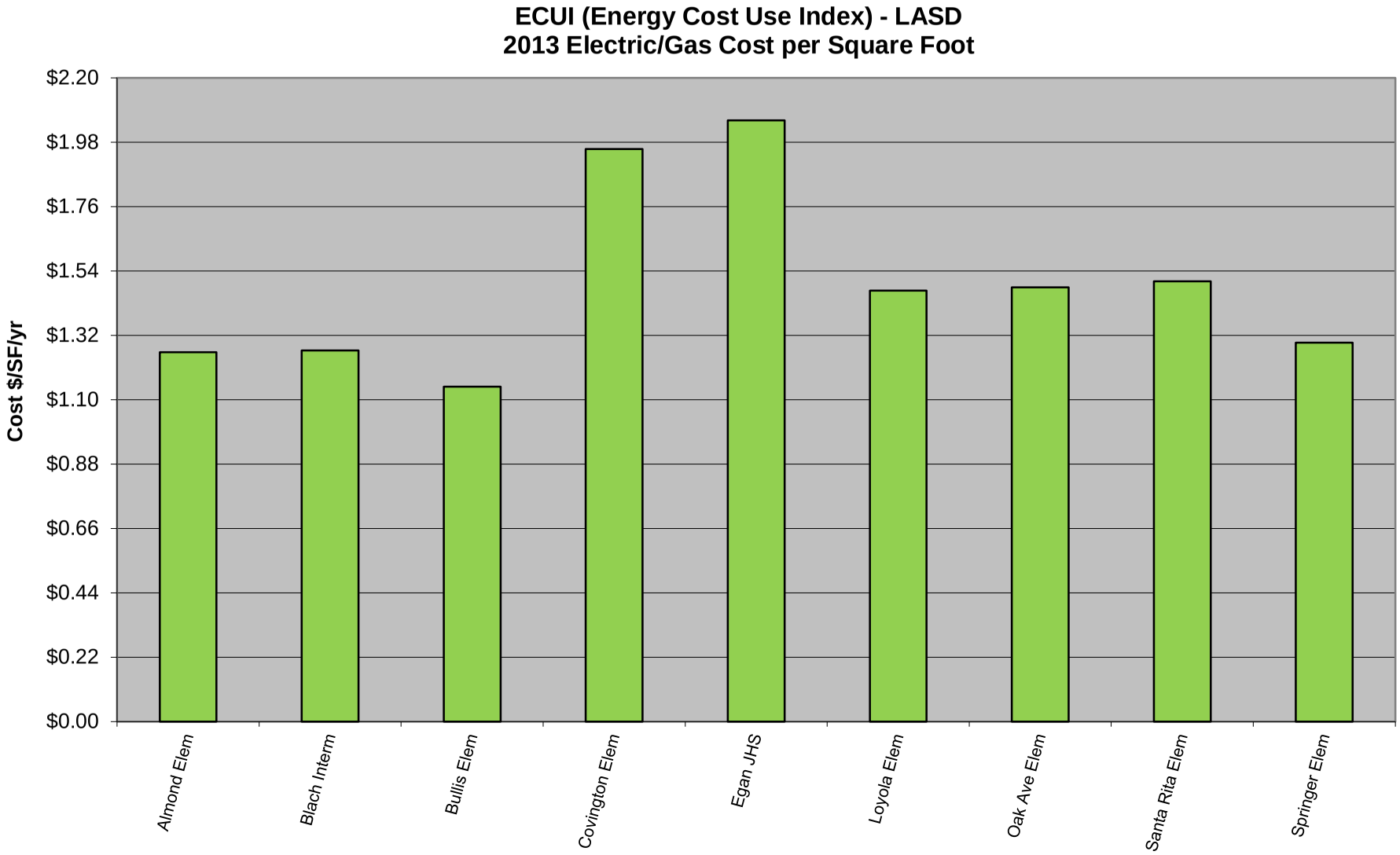


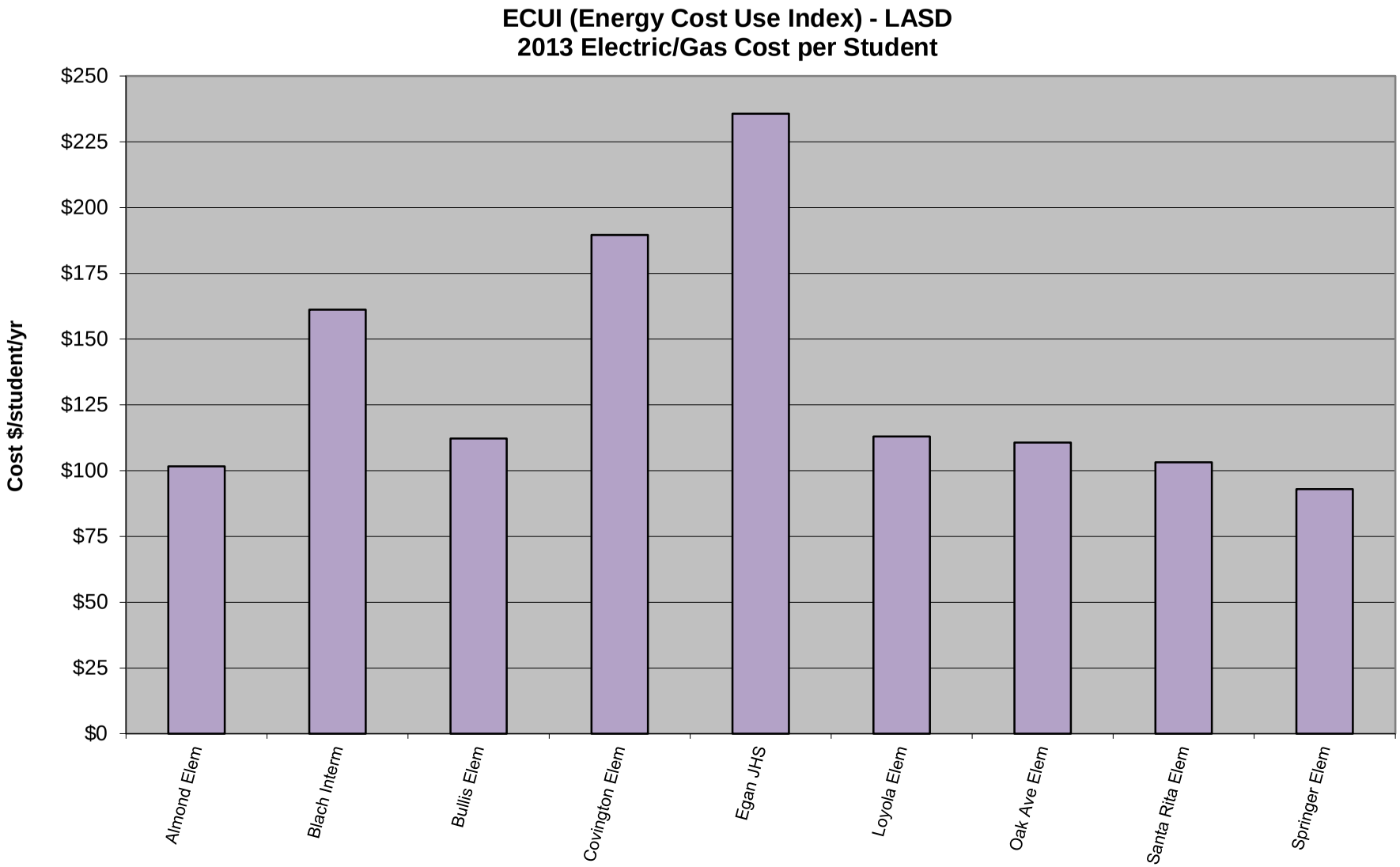

WUI (Water Use Index) Water Consumption - LASD
2013 CCF per Square Foot
CCF/SF/yr
0.30
0.27
0.24
0.21
0.18
0.15
0.12
0.09
0.06
0.03
0.00
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem

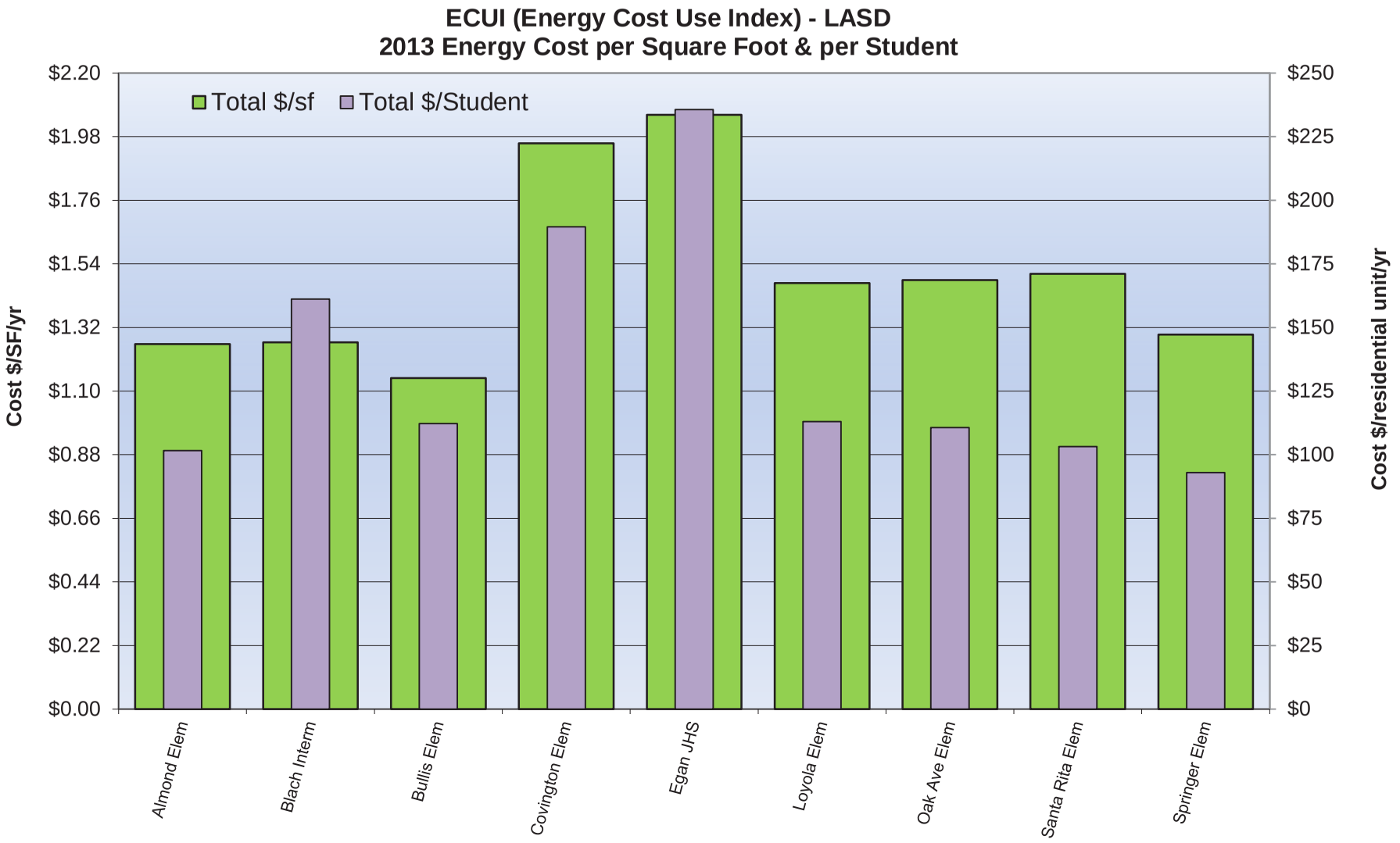

WUI (Water Use Index) Water Consumption - LASD
2013 CCF per Student
CCF/student/yr
25.0
22.5
20.0
17.5
15.0
12.5
10.0
7.5
5.0
2.5
0.0
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem


Los Altos School District - Total 2013 Water COST
Annual Water Cost
$75,000
$67,500
$60,000
$52,500
$45,000
$37,500
$30,000
$22,500
$15,000
$7,500
$0
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem


Los Altos School District - Total 2013 Electric & Gas Costs
Elec $
Gas $
$140,000
$120,000
$100,000
$80,000
$60,000
$40,000
$20,000
$0
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem


ECUI (Energy Cost Use Index) - LASD
2013 Electric/Gas Cost per Square Foot
Cost $/SF/yr
$2.20
$1.98
$1.76
$1.54
$1.32
$1.10
$0.88
$0.66
$0.44
$0.22
$0.00
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem


ECUI (Energy Cost Use Index) - LASD
2013 Electric/Gas Cost per Student
Cost $/student/yr
$250
$225
$200
$175
$150
$125
$100
$75
$50
$25
$0
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem


ECUI (Energy Cost Use Index) - LASD
2013 Energy Cost per Square Foot & per Student
Total $/sf
Total $/Student
Cost $/SF/yr
Cost $/residential unit/yr
$2.20
$1.98
$1.76
$1.54
$1.32
$1.10
$0.88
$0.66
$0.44
$0.22
$0.00
$250
$225
$200
$175
$150
$125
$100
$75
$50
$25
$0
Almond Elem
Blach Interm
Bullis Elem
Covington Elem
Egan JHS
Loyola Elem
Oak Ave Elem
Santa Rita Elem
Springer Elem

LOS ALTOS SCHOOL DISTRICT

FACILITIES ADVISORY COMMITTEE

JUNE 15, 2014

Prepared by

fs3|Hodges

Executive Summary

Charge of Committee

The Enrollment Growth Task Force concluded there is a need for more facilities at Los Altos School District. Their recommendation was that the District should pursue two additional schools sites; one to house Bullis Charter School, and the other to house LASD students.

This committee's charge is to review the work of the Enrollment Growth Task Force and the preliminary work done by Gelfand Partners on the Facilities Master Plan, and provides input and guidance to District staff to support their recommendation to the Board of Trustees on how to best address current and future facilities needs. The Committee will provide input on District-wide priorities for existing school site needs and input and feedback on various options for growth.

Committee Membership

Jeff Baier, Superintendent
Shannon Coin, Parent
Lisa Gelfand, Gelfand Partners
Tom Hodges, fs3|Hodges
Alfred Hong, Parent
Randy Kenyon, Asst. Superintendent
Amy King, Teacher
Amy Kuan, Parent
Lori Larson, fs3|Hodges
Libby Murray, Teacher
Mrinalini Sharma, Parent
Shali Sirkay, Parent
Jessica Speiser, Parent
Margie Suozzo, Parent
Gail Wade, Teacher
Wendy Wilson, Parent

Enrollment Growth Task Force

A well represented group of individuals provided recommendations and outcomes in the "Superintendent's Enrollment Growth Task Force – Final Report dated May 24, 2013". The Task Force found that there is a critical need for more school sites in the District in order to maintain LASD's small schools. The District's target capacity is recommended to remain at 560 students for K-6, and 550 students for grades 7-8.

Acquiring two new sites will require financial resources beyond the normal operating budget of the District. Broad community support will also be needed to pass a bond measure, which is not likely without cooperation between BCS, LASD and the City, focusing on a long-term facilities plan that meets all parties needs. The Task Force also cited that coordination between LASD, the Cities of Los Altos, Los Altos Hills and Mountain View will be required to leverage any opportunities for joint-use agreements that will benefit the entire community.

Process

Four meetings were held with the Facilities Advisory Committee between May 1, 2014 and June 11, 2014. During these meetings, background information was provided on the work of the Enrollment Growth Task Force, as well as ongoing work being done on a Facilities Master Plan by Gelfand Partners.

The first two meetings were focused primarily on providing the committee members information on the work done at the individual campuses on their needs, in addition to creative ideas on how future growth may be accommodated on new or existing school sites.

Review of the District's bonding capacity has revealed an ability to issue up to $150 Million in bonds to fund facilities. This will be the baseline financial consideration as the need to address existing facilities is balanced against the imminent need to address growth, either by acquiring new sites or increasing school size.

Guiding Principles on Facilities and the Facilities Master Plan

In advance of updating the Facilities Master Plan for the District, Gelfand Partners conducted three workshops with K-2nd grade staff, 3rd – 5th grade staff, and 6th – 8th grade staff. The result of these workshops was a model school program, which has become the guiding principles Gelfand has used to assess each site and develop conceptual plans for each campus.

Gelfand has since conducted several workshops with staff and community members from each site to review conceptual plans and recommend a single concept to be estimated for project cost. The costs generated for this committee should be considered preliminary, and a 'rough order of magnitude' stage, since the plans are still in flux on several campuses. The cost information presented was a key component for the committee to consider the priorities and options they were providing input on. However, it should be noted that more detailed estimating for each campus will be done prior to completion of the Facilities Master Plan. Exhibits A-1 and A-2 summarize the costs for each campus and priority category.

Priorities

While each campus was providing input to Gelfand Partners at a site level, it is also important to consider district-wide priorities in order to maintain equity across the district and ensure all students are provided with equivalent and excellent education and opportunity. To do this, priority categories were suggested by Gelfand Partners that represented a grouping of priorities that were discussed at the site level.

After reviewing these categories and some examples of what the improvements represent physically, the committee was asked to rank on a district level what they would recommend for level of improvements on the existing campuses. The results of the ranking by the committee are attached as Exhibit B.

It is important to note that these rankings are a guideline for the purposes of allocating costs on a broad level, and that individual campus needs may vary depending on age of current facilities, level of modernization done in the previous bond, or individual site considerations. These variations will be identified and noted for each campus when the final recommended scope and cost is generated for each campus in the Facilities Master Plan.

New School Options and Increasing Capacity

In early meetings, the committee was asked to provide input on various ways the District could meet its needs to accommodate growth. In the final meeting, several options and their potential cost were presented to the committee for input on the advantages and disadvantages of each option. The results of this exercise are attached as Exhibit C to this Summary.

Summary and Conclusions

Exhibits A, B and C summarize the work of the committee to meet their charge to provide input on District-wide priorities for existing school site needs and input and feedback on various options for growth.

For the existing campuses, the top priorities were completing needed modernization and program reconfigurations to existing buildings, and providing new Library and Multipurpose buildings to each site. The next group of needs included a planned maintenance fund, Flex rooms, infrastructure for technology and replacement of portables and aging classrooms. When taken together, these improvements would require over $100 Million in funding.

In their final comments to District staff, a common theme reinforced the findings of the Enrollment Growth Task Force in their desire to find a permanent solution to house Bullis Charter School, either through a new school on a new site, or making modifications to an existing site. Another common theme was that it was important to put forward a plan that would generate broad community support, and not just meet the needs of a few.

Los Altos School District
Facilities Master Plan

Initial Draft - Master Plan Budgets

Existing Campus Improvements										
	1	2	3	4	5	6	7	8	9	Total Priority
Scope Category	Almond	Covington	Gardner Bullis	Loyola	Oak	Santa Rita	Springer	Blach	Egan	Cost (2014$)
1 Modernization / Program Reconfiguration	4,293,000	18,189,000	545,000	1,992,000	1,029,000	348,000	1,855,000	1,173,000	5,210,000	$ 34,634,000
2 Classroom Instruction and Collaboration Support	-	1,764,000	-	2,645,000	1,764,000	-	2,645,000	-	-	$ 8,818,000
3 Extended Day Kindergarten	-	-	2,945,000	1,495,000	3,559,000	1,942,000	1,825,000	-	-	$ 11,766,000
4 Portable / Classroom Replacement on Ex. Sites	2,935,000	-	4,851,000	331,000	4,494,000	2,242,000	32,000	-	5,542,000	$ 20,427,000
5 Technology / Data Network Capabilities	372,000	484,000	439,000	520,000	395,000	467,000	472,000	-	-	$ 3,149,000
6 Flex Rooms / Lab Improvements	1,672,000	-	1,115,000	1,682,000	557,000	1,902,000	1,115,000	1,498,000	-	$ 9,541,000
7 Library / Learning Center Improvements	-	-	2,160,000	-	1,869,000	1,869,000	-	-	-	$ 5,898,000
8 Multipurpose Bldg Improvements	3,015,000	-	650,000	3,015,000	2,632,000	2,632,000	2,632,000	4,659,000	4,563,000	$ 23,798,000
9 Jr. High Specialty Classrooms	-	-	-	-	-	-	-	1,242,000	10,754,000	$ 11,996,000
10 Site Improvements	1,039,000	1,511,000	3,677,000	2,095,000	3,493,000	1,264,000	1,587,000	2,250,000	8,118,000	$ 25,034,000
11 Administrative Facilities	899,000	857,000	2,825,000	996,000	3,012,000	911,000	1,412,000	1,075,000	2,334,000	$ 14,321,000
12 Solar (PV) Sytems	741,000	1,353,000	541,000	1,028,000	920,000	866,000	758,000	866,000	2,165,000	$ 9,238,000
Total Project Cost (2014$)	14,966,000	24,158,000	19,748,000	15,799,000	23,724,000	14,443,000	14,333,000	12,763,000	38,686,000	$ 178,620,000
Other Costs not included in Total Project Cost above										
Land Acquisition	-	-	-	-	-	-	-	-	-	$ -
Costs to Clear Site, Move District Office										
Furnishings, Fixtures and Equipment (FF&E)	132,000	596,000	132,000	599,000	510,000	547,000	564,000	583,000	644,000	$ 4,307,000
13 Planned Maintenance Fund	-	-	-	-	-	-	-	-	-	$ 6,000,000
Total Other Costs (2014$)	132,000	596,000	132,000	599,000	510,000	547,000	564,000	583,000	644,000	$ 10,307,000
Grand Total Project Costs (2014$)	$ 15,098,000	$ 24,754,000	$ 19,880,000	$ 16,398,000	$ 24,234,000	$ 14,990,000	$ 14,897,000	$ 13,346,000	$ 39,330,000	$ 188,927,000

Los Altos School District
Facilities Master Plan

Cost of Improvements - By Priority

					Existing Campus Improvements						
		1	2	3	4	5	6	7	8	9	Total Priority	Cummulative
PL	Scope Category	Almond	Covington	Gardner Bullis	Loyola	Oak	Santa Rita	Springer	Blach	Egan	Cost (2014$)	Cost (2014$)
1	**Modernization / Program Reconfiguration**	4,293,000	18,189,000	545,000	1,992,000	1,029,000	348,000	1,855,000	1,173,000	5,210,000	$ 34,634,000	$ 34,634,000
	1a Life Safety / Seismic Upgrades											
	1b Building Shell Performance											
	1c MEP Systems, Energy & Water Conservation											
9	**Jr. High Specialty Classrooms**	-	-	-	-	-	-	-	1,242,000	10,754,000	$ 11,996,000	$ 46,630,000
7	**Library / Learning Center Improvements**	-	-	2,160,000	-	1,869,000	1,869,000	-	-	-	$ 5,898,000	$ 52,528,000
8	**Multipurpose Bldg Improvements**	3,015,000	-	650,000	3,015,000	2,632,000	2,632,000	2,632,000	4,659,000	4,563,000	$ 23,798,000	$ 76,326,000
13	**Planned Maintenance Fund**										6,000,000	$ 82,326,000
6	**Flex Rooms / Lab Improvements**	1,672,000	-	1,115,000	1,682,000	557,000	1,902,000	1,115,000	1,498,000	-	$ 9,541,000	$ 91,867,000
5	**Technology / Data Network Capabilities**	372,000	484,000	439,000	520,000	395,000	467,000	472,000	-	-	$ 3,149,000	$ 95,016,000
	5a Technology Infrastructure											
4	**Portable / Classroom Replacement on Ex. Sites**	2,935,000	-	4,851,000	331,000	4,494,000	2,242,000	32,000	-	5,542,000	$ 20,427,000	$ 115,443,000
12	**Solar (PV) Sytems**	741,000	1,353,000	541,000	1,028,000	920,000	866,000	758,000	866,000	2,165,000	$ 9,238,000	$ 124,681,000
3	**Extended Day Kindergarten**	-	-	2,945,000	1,495,000	3,559,000	1,942,000	1,825,000	-	-	$ 11,766,000	$ 136,447,000
	3a New Classrooms											
	3b K-Play Improvements & Expansion											
2	**Classroom Instruction and Collaboration Support**	-	1,764,000	-	2,645,000	1,764,000	-	2,645,000	-	-	$ 8,818,000	$ 145,265,000
	2a Furnishings, Fixtures and Equipment (FF&E)	132,000	596,000	132,000	599,000	510,000	547,000	564,000	583,000	644,000	$ 4,307,000	$ 149,572,000
10	Costs to Clear Site, Move District Office	1,039,000	1,511,000	3,677,000	2,095,000	3,493,000	1,264,000	1,587,000	2,250,000	8,118,000	$ 25,034,000	$ 174,606,000
	10a Outdoor Learning / Landscape & Hardscape											
	10b Playfields / Hardcourts / Site Fencing											
	10c Parking & Drop Off Improvements											
	10d Jr. High Athletic Field Improvements											
11	**Administrative Facilities**	899,000	857,000	2,825,000	996,000	3,012,000	911,000	1,412,000	1,075,000	2,334,000	$ 14,321,000	$ 188,927,000
	11a Teacher Collaboration Improvements											
	11b Office / Meeting Improvements											
	11c PTA Space											
	11d Servery Improvements											
	Total Project Cost (2014$)	**15,098,000**	**24,754,000**	**19,880,000**	**16,398,000**	**24,234,000**	**14,990,000**	**14,897,000**	**13,346,000**	**39,330,000**	$ 188,927,000	

EXHIBIT B

Los Altos School District

Prioritization Rankings
May 29, 2014

Cost and Priority Category	Cost Range District-Wide		Total	Rank	High	Low
A Growth						
A1 New Elementary School & Additional Classrooms	$ 50,000,000					
1 Modernize Existing Building Systems						
1a Life Safety / Seismic Upgrades	$ 20,000,000		4.60	T-1	5	3
1b Building Shell Performance	$ 25,000,000		4.60	T-1	5	3
1c MEP Systems, Energy & Water Conservation	$ 4,500,000		4.50	T-6	5	3
2 Classroom Instruction and Collaboration Support						
2a Classroom Flexibility / Furnishings	$ 6,500,000		3.70	T-11	5	2
3 Extended Day Kindergarten						
3a New Classrooms	$ 11,200,000		3.70	T-11	5	2
3b K-Play Improvements & Expansion	$ 600,000		3.70	T-11	5	2
4 Portable Replacement on Existing Campuses	$ 12,000,000		3.95	9	5	2
5 Technology / Data Network Capabilities						
5a Technology Infrastructure	$ 2,000,000		4.30	8	5	3
5b Technology Refresh	$ 3,000,000		3.60	14	5	2
6 Flex Rooms / Lab Improvements	$ 11,700,000		4.50	T-6	5	3
7 Library / Learning Center Improvements	$ 8,400,000		4.60	T-1	5	4
8 Multipurpose Bldg Improvements	$ 20,000,000		4.60	T-1	5	4
9 Jr. High Specialty Classrooms	In Modernization					
10 Site Improvements *10a Outdoor Learning / Landscape & Hardscape* *10b Playfields / Hardcourts / Site Fencing* *10c Parking & Drop Off Improvements* *10d Jr. High Athletic Field Improvements*	$ 7,500,000		3.40	15	5	2
11 Administrative Support *11a Teacher Collaboration Improvements* *11b Office / Meeting Improvements* *11c PTA Space* *11d Servery Improvements*	$ 9,000,000		3.30	16	4	1
12 Solar (PV) Systems	$ 10,000,000		3.90	10	5	1
13 Planned Maintenance Fund	$ 6,000,000		4.55	5	5	3

Total Improvements for Existing Campuses	**$**	**157,400,000**
Total Improvements for New Campuses	**$**	**50,000,000**

Note: These are rough order of magnitude estimates on a District-wide basis. Final budgets for each individual campus TBD

Facilities Advisory Committee
June 11, 2014

EXHIBIT C

Options for Two New Schools

Option 1 – Two new schools on new, non-District owned sites

- ***$137,862,000, including estimated land cost***

Pros	Cons
- *Equivalent to existing schools* - *No effect to existing schools* - *Potential boundary change opportunity* - *Secures growth in future* - *Buy land now* - *Increases District assets* - *Preserves neighborhood schools*	- *Land availability and cost* - *Great impact on ability to improve existing sites* - *Likely will require boundary changes* - *Impact of introducing a new school on established neighborhoods* - *Potential traffic impacts* - *Will require modification of existing site to accommodate Bullis Charter School*

Option 2 – Two new schools, one on new, non-District owned site and another on public land made available to LASD

- ***$107,862,000, including estimated land cost***

Pros	Cons
- *Reduced land cost from Option 1* - *Equivalent to existing schools* - *Little effect to existing schools* - *Potential boundary change opportunity* - *Secures growth in future* - *Buy land now* - *Increases District assets* - *Preserves neighborhood schools*	- *Land availability and cost* - *Great impact on ability to improve existing sites* - *Likely will require boundary changes* - *Impact of introducing a new school on established neighborhoods* - *Potential traffic impacts*

Option 3 – Two new schools on existing, District owned sites (Egan & Blach)

- ***$65,862,000***

Pros	Cons
- *Equivalent to existing schools* - *Saves land cost* - *Potential boundary change opportunity* - *Secures growth in future* - *Leverages existing school infrastructure* - *Middle school support to 6th graders* - *Ability to flex grade groupings on campus*	- *Likely will require boundary changes* - *Increased traffic impacts at those sites* - *May reduce neighborhood school feel* - *May limit ability for growth in the future* - *Resistance to moving toward a larger campus* - *Parity among elementary campuses decreased* - *Will require modification of existing site to accommodate Bullis Charter School*

Option 4 – One new K-5 school on existing District owned site (Egan or Blach) and Conversion to Middle School Model

- ***$52,764,000***

Pros	Cons
- *Saves land cost* - *Reduced need for boundary change* - *Leverages existing school infrastructure* - *Larger size school gives potential to enrich MS program*	- *Will severely impact one of the MS sites and likely require 2 story construction* - *Increased traffic impacts at MS sites* - *May limit ability for growth in the future* - *Possible resistance to moving toward a Middle School model* - *Parity among elementary campuses decreased* - *Will require modification of existing site to accommodate Bullis Charter School*

Option 5 – One new K-5 school on new non-District owned site and Conversion to Middle School Model

- ***$82,764,000, including estimated land cost***

Pros	Cons
- *Reduced need for boundary change* - *Potential boundary change opportunity* - *Larger size school gives potential to enrich MS program* - *Improves growth capacity in future* - *Buy land now* - *Increases District assets*	- *Land availability and cost* - *Increased traffic impacts at MS sites* - *May limit ability for growth in the future* - *Possible resistance to moving toward a Middle School model* - *Parity among elementary campuses decreased* - *Will require modification of existing site to accommodate Bullis Charter School*

Option 6 – One new K-5 school on public land made available to LASD and Conversion to Middle School Model

- ***$52,764,000***

Pros	Cons
- *Saves land cost* - *Reduced need for boundary change* - *Leverages existing school infrastructure* - *Larger size school gives potential to enrich MS program* - *Reduces impact on MS sites* - *Preserves neighborhood schools*	- *Increased traffic impacts at MS sites* - *May limit ability for growth in the future* - *Possible resistance to moving toward a Middle School model* - *Parity among elementary campuses decreased*

Option 7 – One new K-8 school on new non-District owned site and Conversion to Middle School Model

- ***$99,061,000, including estimated land cost***

Pros	Cons
- *Provides new home for Bullis* - *No boundary change required* - *Larger size school gives potential to enrich MS program*	- *Land availability and cost* - *Increased traffic impacts at MS sites* - *May limit ability for growth in the future* - *Possible resistance to moving toward a Middle School model*

Master Plan Budgets

Los Altos School District
Facilities Master Plan

Cost of Improvements - By Priority

Existing Campus Improvements											
P L Scope Category	1 Almond	2 Covington	3 Gardner Bullis	4 Loyola	5 Oak	6 Santa Rita	7 Springer	8 Blach	9 Egan	Total Priority Cost (2014$)	Cummulative Cost (2014$)
1 Modernization / Program Reconfiguration	4,509,100	11,993,000	2,617,020	2,194,920	2,149,360	749,060	2,472,300	2,299,440	6,815,240	**$ 35,799,440**	**$ 35,799,440**
1a Life Safety / Seismic Upgrades											
1b Building Shell Performance											
1c MEP Systems, Energy & Water Conservation											
9 Jr. High Specialty Classrooms	-	-	-	-	-	-	-	1,323,920	11,459,680	**$ 12,783,600**	**$ 48,583,040**
7 Library / Learning Center Improvements	-	-	-	-	-	-	-	-	-	**$ -**	**$ 48,583,040**
8 Multipurpose Bldg Improvements	3,213,320	-	692,780	3,213,320	2,805,960	2,805,960	2,805,960	4,967,380	4,865,540	**$ 25,370,220**	**$ 73,953,260**
13 Planned Maintenance Fund										**6,000,000**	**$ 79,953,260**
6 Flex Rooms / Lab Improvements	1,784,880	-	1,189,920	1,784,880	594,960	2,028,760	1,784,880	1,597,280	-	**$ 10,765,560**	**$ 90,718,820**
5 Technology / Data Network Capabilities	419,420	552,080	495,800	589,600	447,560	526,620	536,000	450,240	489,100	**$ 4,506,420**	**$ 95,225,240**
5a Technology Infrastructure											
4 Portable / Classroom Replacement on Ex. Sites	3,136,940	-	9,495,240	356,440	9,038,300	4,458,180	34,840	-	5,920,120	**$ 32,440,060**	**$ 127,665,300**
12 Solar (PV) Sytems	791,940	1,097,460	577,540	1,097,460	982,220	924,600	809,360	924,600	1,155,080	**$ 8,360,260**	**$ 136,025,560**
3 Extended Day Kindergarten	-	-	3,142,300	1,597,280	3,797,560	2,070,300	1,945,680	-	-	**$ 12,553,120**	**$ 148,578,680**
3a New Classrooms											
3b K-Play Improvements & Expansion											
2 Classroom Instruction and Collaboration Support	-	-	-	-	-	-	-	-	-	**$ -**	**$ 148,578,680**
2a Furnishings, Fixtures and Equipment (FF&E)	132,000	596,000	132,000	599,000	510,000	547,000	564,000	583,000	644,000	**$ 4,307,000**	**$ 152,885,680**
10 Costs to Clear Site, Move District Office	1,380,200	2,710,820	3,552,340	2,771,120	3,939,600	1,952,380	1,822,400	2,201,620	7,906,000	**$ 28,236,480**	**$ 181,122,160**
10a Outdoor Learning / Landscape & Hardscape											
10b Playfields / Hardcourts / Site Fencing											
10c Parking & Drop Off Improvements											
10d Jr. High Athletic Field Improvements											
11 Administrative Facilities	482,400	482,400	482,400	545,380	808,020	540,020	482,400	660,620	660,620	**$ 5,144,260**	**$ 186,266,420**
11a Teacher Collaboration Improvements											
11b Office / Meeting Improvements											
11c PTA Space											
11d Servery Improvements											
Total Project Cost (2014$)	**15,850,200**	**17,431,760**	**22,377,340**	**14,749,400**	**25,073,540**	**16,602,880**	**13,257,820**	**15,008,100**	**39,915,380**	**$ 186,266,420**	

Los Altos School District
Facilities Master Plan
Master Plan Budgets

September 2, 2014

Project Cost Summary (2014$/2018$)

Campus		Total Project Cost (2014$)	Total Project Cost (2018$)
Improvements on Existing Campuses			
1	Almond Elementary School	$ 15,718,200	$ 18,388,071
2	Covington Elementary School	$ 16,835,760	$ 19,695,458
3	Gardner Bullis Elementary School	$ 22,245,340	$ 26,023,901
4	Loyola Elementary School	$ 14,150,400	$ 16,553,967
5	Oak Elementary School	$ 24,563,540	$ 28,735,868
6	Santa Rita Elementary School	$ 16,055,880	$ 18,783,109
7	Springer Elementary School	$ 12,693,820	$ 14,849,974
8	Blach Jr. High School	$ 14,425,100	$ 16,875,327
9	Egan Jr. High School	$ 39,271,380	$ 45,941,960
Total Project Cost (2014$)		**$ 175,959,420**	**$ 205,847,634**
Other Costs			
	Planned Maintenance Fund	$ 6,000,000	$ 7,019,151
	Furnishings Fixtures and Equipment	$ 6,258,000	$ 7,320,975
Total Project Cost (2014$)		**$ 188,217,420**	**$ 220,187,760**
New School Options			
11	Middle School Conversion	$ 14,238,000	$ 16,656,446
10	New K-8 Elem School - New Site	$ 109,686,000	$ 128,317,106
12	New Elem School - New Site	$ 85,002,000	$ 99,440,317

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.

Los Altos School District
Almond Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Almond Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
1 Modernization / Program Reconfiguration						**$ 3,365,000**	**$ 4,509,100**
Light Renovation							
Demolish Existing Buildings	3.1	1,888	sf	$21.00	$ 40,000		
Elem Classroom Upgrades (Whiteboards/Doors/Counters)	1.5	22	ea	$7,689.00	$ 169,000		
Heavy Renovation							
Kindergarten	2.2	3,632	sf	$297.00	$ 1,079,000		
Library/Learning Center	6.2	5,369	sf	$326.00	$ 1,750,000		
1b Building Shell Performance							
Lamp/Ballast replacement	1.3	30,121	sf	$3.00	$ 90,000		
1c MEP Systems, Energy & Water Conservation							
Site Utilities:							
New Water or Replacement of main	1.4	440	lf	$80.00	$ 35,000		
New Electrical Feed or Replacement	1.4	440	lf	$110.00	$ 48,000		
New SD Main or Relocation	1.4	440	lf	$100.00	$ 44,000		
New SS Main or Relocation	1.4	440	lf	$120.00	$ 53,000		
New Data Feed or Replacement	1.4	440	lf	$130.00	$ 57,000		
2 Classroom Instruction and Collaboration Support						**$ -**	**$ -**
Not anticipated							
3 Extended Day Kindergarten						**$ -**	**$ -**
Not anticipated							
4 Portable / Classroom Replacement on Ex. Sites						**$ 2,341,000**	**$ 3,136,940**
Remove Portable Classrooms, restore site	3.1	7	ea	$ 13,000.00	$ 91,000		
Relocate Portable Classrooms, incl utilities	3.1	3	ea	$ 54,000.00	$ 162,000		
New Classroom Building - 1-story	3.1	5,760	sf	$ 318.00	$ 1,832,000		
Restrooms	3.1	600	sf	$ 427.00	$ 256,000		
5 Technology / Data Network Capabilities						**$ 313,000**	**$ 419,420**
Add data drops to classroom	4.1	21,120	sf	$ 11.70	$ 247,000		
Add wireless points	4.1	23	ea	$ 1,373.10	$ 32,000		
Audio upgrades	4.1	23	ea	$ 1,029.80	$ 24,000		
New fiber network cabling	4.1	440	lf	$ 23.70	$ 10,000		
6 Flex Rooms / Lab Improvements						**$ 1,332,000**	**$ 1,784,880**
New Flex Room	5.1	2,400	sf	$ 370.00	$ 888,000		
New STEM Lab - ES	5.1	1,200	sf	$ 370.00	$ 444,000		

Los Altos School District
Almond Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Almond Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
7 Library / Learning Center Improvements						**$ -**	**$ -**
Not anticipated							
8 Multipurpose Bldg Improvements						**$ 2,398,000**	**$ 3,213,320**
Servery area	7.1	500	sf	$ 388.00	$ 194,000		
Serving Kitchen Equipment	7.1	500	sf	$ 38.00	$ 19,000		
New Multipurpose Room	7.1	5,000	sf	$ 366.00	$ 1,830,000		
Restrooms	7.1	120	sf	$ 424.00	$ 51,000		
Sitework & Site Improvements	7.1	8,000	sf	$ 38.00	$ 304,000		
9 Jr. High Specialty Classrooms						**$ -**	**$ -**
Not anticipated							
10 Site Improvements						**$ 1,030,000**	**$ 1,380,200**
Perimeter Landscape Improvements:							
Landscape Enhancment	9.4	10,200	sf	$ 9.00	$ 92,000		
New Fire Road	9.6	3,960	sf	$ 12.40	$ 49,000		
10b Playfields / Hardcourts / Site Fencing					$ -		
Perimeter Landscape Improvements:					$ -		
Demo AC playground	9.6	54,050	sf	$ 2.00	$ 108,000		
Landscape Enhancment	9.4	2,800	sf	$ 9.00	$ 25,000		
Playfield & Hardcourt Improvements:							
Resurface & Repair Hardcourts	9.2	13,500	sf	$ 6.00	$ 81,000		
New Hardcourts	9.2	25,440	sf	$ 12.00	$ 305,000		
Re-condition Playfields	9.1	123,324	sf	$ 3.00	$ 370,000		
11 Administrative Facilities						**$ 360,000**	**$ 482,400**
11d Food Service/Lunch Improvements							
Lunch Shelter	9.5	4,000	sf	$ 81.00	$ 324,000		
Paving beneath structure	9.5	4,000	sf	$ 9.00	$ 36,000		
12 Solar (PV) Sytems						**$ 591,000**	**$ 791,940**
New stand-alone PV Systems	10.1	137	kW	$ 4,311.00	$ 591,000		
Total Construction/Project Cost (2014$)						**$ 11,730,000**	**$ 15,718,200**

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$)

Los Altos School District
Blach Jr. High School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Blach Jr. High School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
1 Modernization / Program Reconfiguration						**$ 1,716,000**	**$ 2,299,440**
Light Renovation							
Demo Portables	3.1	11	ea	$10,000.00	$ 110,000		
Demolish Existing Buildings	3.1	14,800	sf	$21.00	$ 311,000		
Classrooms	1.6	1,920	sf	$151.00	$ 290,000		
Ind Tech Classroom	1.6	1,500	sf	$165.00	$ 248,000		
Library/Learning Center	6.3	600	sf	$227.00	$ 136,000		
Jr. High Classroom Upgrades (Whiteboards/Counters)	1.5	24	ea	$3,295.00	$ 79,000		
Medium Renovation			sf				
Administration	1.6	1,200	sf	$222.00	$ 266,000		
1b Building Shell Performance							
Lamp/Ballast replacement	1.3	29,040	sf	$3.00	$ 87,000		
1c MEP Systems, Energy & Water Conservation							
Site Utilities:							
New Gas or Replacement of main	1.4	320	lf	$50.00	$ 16,000		
New Water or Replacement of main	1.4	320	lf	$80.00	$ 26,000		
New Electrical Feed or Replacement	1.4	320	lf	$110.00	$ 35,000		
New SD Main or Relocation	1.4	320	lf	$100.00	$ 32,000		
New SS Main or Relocation	1.4	320	lf	$120.00	$ 38,000		
New Data Feed or Replacement	1.4	320	lf	$130.00	$ 42,000		
2 Classroom Instruction and Collaboration Support						**$ -**	**$ -**
Not anticipated							
3 Extended Day Kindergarten						**$ -**	**$ -**
Not anticipated							
4 Portable / Classroom Replacement on Ex. Sites						**$ -**	**$ -**
Not anticipated							
5 Technology / Data Network Capabilities						**$ 336,000**	**$ 450,240**
Add data drops to classroom	4.1	23,040	sf	$ 11.70	$ 270,000		
Add wireless points	4.1	24	ea	$ 1,373.10	$ 33,000		
Audio upgrades	4.1	24	ea	$ 1,029.80	$ 25,000		
New fiber network cabling	4.1	320	lf	$ 23.70	$ 8,000		

Los Altos School District
Blach Jr. High School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Blach Jr. High School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
6 Flex Rooms / Lab Improvements						**$ 1,192,000**	**$ 1,597,280**
New Flex Room	5.1	2,400	sf	$ 370.00	$ 888,000		
Sitework & Site Improvements	5.1	8,000	sf	$ 38.00	$ 304,000		
7 Library / Learning Center Improvements						**$ -**	**$ -**
Not anticipated							
8 Multipurpose Bldg Improvements						**$ 3,707,000**	**$ 4,967,380**
Servery area	3.4	700	sf	$ 388.00	$ 272,000		
Serving Kitchen Equipment	3.4	700	sf	$ 38.00	$ 27,000		
New Multipurpose Room	3.4	7,800	sf	$ 366.00	$ 2,855,000		
Restrooms	3.4	120	sf	$ 424.00	$ 51,000		
Sitework & Site Improvements	3.4	13,200	sf	$ 38.00	$ 502,000		
9 Jr. High Specialty Classrooms						**$ 988,000**	**$ 1,323,920**
New Physical Education Facility	8.5	2,700	sf	$ 366.00	$ 988,000		
10 Site Improvements						**$ 1,643,000**	**$ 2,201,620**
Perimeter Landscape Improvements:							
Site Signage & Graphics	9.6	1	ls	$ 16,168.00	$ 16,000		
New Fire Road	9.6	4,400	sf	$ 12.40	$ 55,000		
10b Playfields / Hardcourts / Site Fencing							
Demo AC playground	9.6	47,200	sf	$ 2.00	$ 94,000		
Demo tennis courts	9.6	2	ea	$ 6,500.00	$ 13,000		
Fencing, Ramps and Railings							
Perimeter Fencing	9.6	400	lf	$ 49.00	$ 20,000		
Access Ramp inc Rails & Retaining	9.6	80	lf	$ 701.00	$ 56,000		
New Stair inc Railing	9.6	2	ea	$ 40,000.00	$ 80,000		
10d Jr. High Athletic Field Improvements							
Resurface & Repair Hardcourts	9.2	58,100	sf	$ 6.00	$ 349,000		
New Hardcourts	9.2	10,000	sf	$ 12.00	$ 120,000		
Repair Playfields	9.1	48,000	sf	$ 5.00	$ 240,000		
New Turf Area	9.1	60,000	sf	$ 10.00	$ 600,000		
11 Administrative Facilities						**$ 493,000**	**$ 660,620**
11d Food Service/Lunch Improvements							
Lunch Shelter	9.5	5,000	sf	$ 81.00	$ 405,000		
Trash Enclosure	3.4	1	ea	$ 43,000.00	$ 43,000		
Paving beneath structure	9.5	5,000	sf	$ 9.00	$ 45,000		
12 Solar (PV) Sytems						**$ 690,000**	**$ 924,600**
New stand-alone PV Systems	10.1	160	kW	$ 4,311.00	$ 690,000		
Total Construction/Project Cost (2014$)						**$ 10,765,000**	**$ 14,425,100**

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$)

Master Plan Completion Estimate: April 2006

Los Altos School District
Gardner Bullis Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Gardner Bullis Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
1 Modernization / Program Reconfiguration						**$ 1,953,000**	**$ 2,617,020**
Light Renovation							
Elem Classroom Upgrades (Whiteboards/Doors/Counters)	1.5	26	ea	$7,689.00	$ 200,000		
Toilets/Restrooms	1.6	300	sf	$4,745.00	$ 1,424,000		
Lamp/Ballast replacement	1.3	8,640	sf	$3.00	$ 26,000		
1c MEP Systems, Energy & Water Conservation							
Site Utilities:							
New Water or Replacement of main	1.4	560	lf	$80.00	$ 45,000		
New Electrical Feed or Replacement	1.4	560	lf	$110.00	$ 62,000		
New SD Main or Relocation	1.4	560	lf	$100.00	$ 56,000		
New SS Main or Relocation	1.4	560	lf	$120.00	$ 67,000		
New Data Feed or Replacement	1.4	560	lf	$130.00	$ 73,000		
2 Classroom Instruction and Collaboration Support						**$ -**	**$ -**
Not anticipated							
3 Extended Day Kindergarten						**$ 2,345,000**	**$ 3,142,300**
3a New Classrooms							
New Kindergarten Building	2.1	4,500	sf	388.00	$ 1,746,000		
3b K-Play Improvements & Expansion							
Kindergarten Play Equipment & Fibar surfacing	2.3	1	ls	135,000.00	$ 135,000		
Perimeter Wall at Kindergarten	2.3	60	lf	345.00	$ 21,000		
Kindergarten Sitework & Site Imprvmts	2.3	7,500	sf	59.00	$ 443,000		
4 Portable / Classroom Replacement on Ex. Sites						**$ 7,086,000**	**$ 9,495,240**
Remove Portable Classrooms, restore site	3.1	18	ea	$ 13,000.00	$ 234,000		
Relocate Portable Classrooms, incl utilities	3.1	3	ea	$ 54,000.00	$ 162,000		
New Classroom Building - 1-story	3.1	9,936	sf	$ 318.00	$ 3,160,000		
New Admin Space	3.2	3,480	sf	$ 372.00	$ 1,295,000		
New Library Space	3.3	4,500	sf	$ 388.00	$ 1,746,000		
Restrooms	3.2	300	sf	$ 427.00	$ 128,000		
Sitework & Site Improvements	3.1	9,496	sf	$ 38.00	$ 361,000		
5 Technology / Data Network Capabilities						**$ 370,000**	**$ 495,800**
Add data drops to classroom	4.1	24,960	sf	$ 11.70	$ 292,000		
Add wireless points	4.1	27	ea	$ 1,373.10	$ 37,000		
Audio upgrades	4.1	27	ea	$ 1,029.80	$ 28,000		
New fiber network cabling	4.1	560	lf	$ 23.70	$ 13,000		

Project Cost Summary (2014$) - Gardner Bullis Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
6 Flex Rooms / Lab Improvements						**$ 888,000**	**$ 1,189,920**
New Flex Room	5.1	1,200	sf	$ 370.00	$ 444,000		
New STEM Lab - ES	5.1	1,200	sf	$ 370.00	$ 444,000		
7 Library / Learning Center Improvements						**$ -**	**$ -**
Not anticipated							
8 Multipurpose Bldg Improvements						**$ 517,000**	**$ 692,780**
Servery area	7.1	500	sf	$ 388.00	$ 194,000		
Serving Kitchen Equipment	7.1	500	sf	$ 38.00	$ 19,000		
Sitework & Site Improvements	7.1	8,000	sf	$ 38.00	$ 304,000		
9 Jr. High Specialty Classrooms						**$ -**	**$ -**
Not anticipated							
10 Site Improvements						**$ 2,651,000**	**$ 3,552,340**
Perimeter Landscape Improvements:							
Covered Walkway	3.3	1,000	sf	$ 75.00	$ 75,000		
Classroom OLA Canopy	3.1	2,600	sf	$ 194.00	$ 504,000		
Landscape Enhancment	9.4	8,160	sf	$ 9.00	$ 73,000		
New Fire Road	9.6	3,960	sf	$ 12.40	$ 49,000		
10b Playfields / Hardcourts / Site Fencing					$ -		
Demo AC playground	9.6	79,475	sf	$ 2.00	$ 159,000		
New Turf Area	9.1	132,000	sf	$ 10.00	$ 1,320,000		
Playfield & Hardcourt Improvements:							
New Hardcourts	9.2	19,200	sf	$ 12.00	$ 230,000		
Fencing, Ramps and Railings							
Access Ramp inc Rails & Retaining	9.6	200	lf	$ 701.00	$ 140,000		
New Stair inc Railing	9.6	1	ea	$ 40,000.00	$ 40,000		
10c Parking & Drop Off Improvements							
New Parking Lot	9.6	2,400	sf	$ 16.00	$ 38,000		
Reconfigure existing Parking/Hardscape	9.6	2,600	sf	$ 9.00	$ 23,000		
11 Administrative Facilities						**$ 360,000**	**$ 482,400**
11d Food Service/Lunch Improvements							
Lunch Shelter	9.5	4,000	sf	$ 81.00	$ 324,000		
Paving beneath structure	9.5	4,000	sf	$ 9.00	$ 36,000		
12 Solar (PV) Sytems						**$ 431,000**	**$ 577,540**
New stand-alone PV Systems	10.1	100	kW	$ 4,311.00	$ 431,000		
Total Construction/Project Cost (2014$)						**$ 16,601,000**	**$ 22,245,340**

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$)

Los Altos School District
Covington Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Covington Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
1 Modernization / Program Reconfiguration						**$ 8,950,000**	**$ 11,993,000**
Light Renovation							
Kindergarten	2.2	4,500	sf	$206.00	$ 927,000		
Classrooms	3.1	32,303	sf	$151.00	$ 4,878,000		
Administration	1.6	4,666	sf	$185.00	$ 863,000		
Library/Learning Center	6.3	220	sf	$227.00	$ 50,000		
Elem Classroom Upgrades (Whiteboards/Doors/Counters)	1.5	30	ea	$7,689.00	$ 231,000		
1b Building Shell Performance							
New roofing	1.2	41,689	sf	$16.00	$ 667,000		
Lighting upgrade	1.3	41,689	sf	$11.00	$ 459,000		
1c MEP Systems, Energy & Water Conservation							
MEP Upgrades							
Upgrades to HVAC at Exist'g Spaces	1.3	41,689	sf	$21.00	$ 875,000		
2 Classroom Instruction and Collaboration Support						**$ -**	**$ -**
Not anticipated							
3 Extended Day Kindergarten						**$ -**	**$ -**
Not anticipated							
4 Portable / Classroom Replacement on Ex. Sites						**$ -**	**$ -**
Not anticipated							
5 Technology / Data Network Capabilities						**$ 412,000**	**$ 552,080**
Add data drops to classroom	4.1	28,800	sf	$ 11.70	$ 337,000		
Add wireless points	4.1	31	ea	$ 1,373.10	$ 43,000		
Audio upgrades	4.1	31	ea	$ 1,029.80	$ 32,000		
6 Flex Rooms / Lab Improvements						**$ -**	**$ -**
Not anticipated							
7 Library / Learning Center Improvements						**$ -**	**$ -**
Not anticipated							

Los Altos School District
Covington Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Covington Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
8 Multipurpose Bldg Improvements						**$ -**	**$ -**
Not anticipated							
9 Jr. High Specialty Classrooms						**$ -**	**$ -**
Not anticipated							
10 Site Improvements						**$ 2,023,000**	**$ 2,710,820**
Perimeter Landscape Improvements:							
Classroom OLA paving	9.4	10,000	sf	$ 32.00	$ 320,000		
Landscape Enhancment	9.3	20,000	sf	$ 9.00	$ 180,000		
Playfield & Hardcourt Improvements:							
Resurface & Repair Hardcourts	9.2	53,000	sf	$ 6.00	$ 318,000		
New Hardcourts	9.2	15,000	sf	$ 30.00	$ 450,000		
Re-condition Playfields	9.1	133,660	sf	$ 3.00	$ 401,000		
Fencing, Ramps and Railings							
Perimeter Fencing	9.6	2,250	lf	$ 49.00	$ 110,000		
10c Parking & Drop Off Improvements							
Slurry and Re-stripe Parking	9.6	61,000	sf	$ 4.00	$ 244,000		
11 Administrative Facilities						**$ 360,000**	**$ 482,400**
11d Food Service/Lunch Improvements							
Lunch Shelter	9.5	4,000	sf	$ 81.00	$ 324,000		
Paving beneath structure	9.5	4,000	sf	$ 9.00	$ 36,000		
12 Solar (PV) Sytems						**$ 819,000**	**$ 1,097,460**
New stand-alone PV Systems	10.1	190	kW	$ 4,311.00	$ 819,000		
Total Construction/Project Cost (2014$)						**$ 12,564,000**	**$ 16,835,760**

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$)

Los Altos School District
Egan Jr. High School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Egan Jr. High School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
1 Modernization / Program Reconfiguration						**$ 5,086,000**	**$ 6,815,240**
Light Renovation							
Demo Portables	3.1	34	ea	$10,000.00	$ 340,000		
Demolish Existing Buildings	9.6	23,490	sf	$21.00	$ 493,000		
Administration	1.6	5,900	sf	$185.00	$ 1,092,000		
Library/Learning Center	6.3	600	sf	$227.00	$ 136,000		
Jr. High Classroom Upgrades (Whiteboards/Counters)	1.5	26	ea	$3,295.00	$ 86,000		
Heavy Renovation							
Classrooms	1.6	6,352	sf	$217.00	$ 1,378,000		
1a Life Safety / Seismic Upgrades							
Seismic Upgrades					$ -		
Light Voluntary upgrades	1.1	6,352	sf	$62.00	$ 394,000		
1b Building Shell Performance							
New roofing	1.2	12,252	sf	$16.00	$ 196,000		
New plaster/stiucco finish	1.2	12,252	sf	$27.00	$ 331,000		
Lighting upgrade	1.3	12,252	sf	$11.00	$ 135,000		
1c MEP Systems, Energy & Water Conservation							
Site Utilities:							
New Gas or Replacement of main	1.4	420	lf	$50.00	$ 21,000		
New Water or Replacement of main	1.4	420	lf	$80.00	$ 34,000		
New Electrical Feed or Replacement	1.4	420	lf	$110.00	$ 46,000		
New SD Main or Relocation	1.4	420	lf	$100.00	$ 42,000		
New SS Main or Relocation	1.4	420	lf	$120.00	$ 50,000		
New Data Feed or Replacement	1.4	420	lf	$130.00	$ 55,000		
MEP Upgrades							
Upgrades to HVAC at Exist'g Spaces	1.3	12,252	sf	$21.00	$ 257,000		
2 Classroom Instruction and Collaboration Support						**$ -**	**$ -**
Not anticipated							
3 Extended Day Kindergarten						**$ -**	**$ -**
Not anticipated							
4 Portable / Classroom Replacement on Ex. Sites						**$ 4,418,000**	**$ 5,920,120**
New Classroom Building - 1-story	3.1	13,248	sf	$ 318.00	$ 4,213,000		
Restrooms	3.1	480	sf	$ 427.00	$ 205,000		

Los Altos School District
Egan Jr. High School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Egan Jr. High School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
5 Technology / Data Network Capabilities						**$ 365,000**	**$ 489,100**
Add data drops to classroom	4.1	24,960	sf	$ 11.70	$ 292,000		
Add wireless points	4.1	26	ea	$ 1,373.10	$ 36,000		
Audio upgrades	4.1	26	ea	$ 1,029.80	$ 27,000		
New fiber network cabling	4.1	420	lf	$ 23.70	$ 10,000		
6 Flex Rooms / Lab Improvements						**$ -**	**$ -**
Not anticipated							
7 Library / Learning Center Improvements						**$ -**	**$ -**
Not anticipated							
8 Multipurpose Bldg Improvements						**$ 3,631,000**	**$ 4,865,540**
Servery area	3.4	700	sf	$ 388.00	$ 272,000		
Serving Kitchen Equipment	3.4	700	sf	$ 38.00	$ 27,000		
New Multipurpose Room	3.4	7,800	sf	$ 366.00	$ 2,855,000		
Restrooms	3.4	120	sf	$ 424.00	$ 51,000		
Sitework & Site Improvements	3.4	11,200	sf	$ 38.00	$ 426,000		
9 Jr. High Specialty Classrooms						**$ 8,552,000**	**$ 11,459,680**
New Physical Education Facility	8.5	2,700	sf	$ 366.00	$ 988,000		
New Industrial Tech Classroom	8.2	1,500	sf	$ 366.00	$ 549,000		
New Music Classrooms	8.3	7,000	sf	$ 366.00	$ 2,562,000		
New Art Classrooms	8.4	2,400	sf	$ 366.00	$ 878,000		
New Science Labs	8.1	7,900	sf	$ 366.00	$ 2,891,000		
Sitework & Site Improvements	8.1	18,000	sf	$ 38.00	$ 684,000		
10 Site Improvements						**$ 5,900,000**	**$ 7,906,000**
Perimeter Landscape Improvements:							
Classroom OLA Canopy	3.1	2,800	sf	$ 194.00	$ 543,000		
New Fire Road	9.6	8,800	sf	$ 12.40	$ 109,000		
10b Playfields / Hardcourts / Site Fencing							
Demo AC playground	9.6	72,000	sf	$ 2.00	$ 144,000		
Demo tennis courts	9.6	2	ea	$ 6,500.00	$ 13,000		
Covered Walkway	9.5	8,700	sf	$ 75.00	$ 653,000		
Entry Plaza	9.4	2,350	sf	$ 32.00	$ 75,000		
Landscape Enhancment	9.4	19,200	sf	$ 9.00	$ 173,000		
New tennis courts	9.2	2	ea	$ 150,000.00	$ 300,000		
Decorative Metal Fencing & Gates	9.6	480	lf	$ 144.00	$ 69,000		
10d Jr. High Athletic Field Improvements							

Los Altos School District
Egan Jr. High School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Egan Jr. High School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
11 Administrative Facilities						**$ 493,000**	**$ 660,620**
11d Food Service/Lunch Improvements							
Lunch Shelter	9.5	5,000	sf	$ 81.00	$ 405,000		
Trash Enclosure	3.4	1	ea	$ 43,000.00	$ 43,000		
Paving beneath structure	9.5	5,000	sf	$ 9.00	$ 45,000		
12 Solar (PV) Sytems						**$ 862,000**	**$ 1,155,080**
New stand-alone PV Systems	10.1	200	kW	$ 4,311.00	$ 862,000		
Total Construction/Project Cost (2014$)						**$ 29,307,000**	**$ 39,271,380**

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$)

Los Altos School District
Loyola Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Loyola Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
1 Modernization / Program Reconfiguration						**$ 1,638,000**	**$ 2,194,920**
Light Renovation							
Elem Classroom Upgrades (Whiteboards/Doors/Counters)	1.5	32	ea	$7,689.00	$ 246,000		
Heavy Renovation							
Administration	1.6	1,000	sf	$267.00	$ 267,000		
Library/Learning Center	6.2	3,000	sf	$326.00	$ 978,000		
1b Building Shell Performance							
Lamp/Ballast replacement	1.3	34,720	sf	$3.00	$ 104,000		
1c MEP Systems, Energy & Water Conservation							
Site Utilities:							
New Water or Replacement of main	1.4	80	lf	$80.00	$ 6,000		
New Electrical Feed or Replacement	1.4	80	lf	$110.00	$ 9,000		
New SD Main or Relocation	1.4	80	lf	$100.00	$ 8,000		
New SS Main or Relocation	1.4	80	lf	$120.00	$ 10,000		
New Data Feed or Replacement	1.4	80	lf	$130.00	$ 10,000		
2 Classroom Instruction and Collaboration Support						**$ -**	**$ -**
Not anticipated							
3 Extended Day Kindergarten						**$ 1,192,000**	**$ 1,597,280**
3a New Classrooms							
New Kindergarten Building	2.1	3,000	sf	388.00	$ 1,164,000		
3b K-Play Improvements & Expansion							
Perimeter Wall at Kindergarten	2.3	80	lf	345.00	$ 28,000		
4 Portable / Classroom Replacement on Ex. Sites						**$ 266,000**	**$ 356,440**
Remove Portable Classrooms, restore site	3.1	8	ea	$ 13,000.00	$ 104,000		
Relocate Portable Classrooms, incl utilities	3.1	3	ea	$ 54,000.00	$ 162,000		
5 Technology / Data Network Capabilities						**$ 440,000**	**$ 589,600**
Add data drops to classroom	4.1	30,720	sf	$ 11.70	$ 359,000		
Add wireless points	4.1	33	ea	$ 1,373.10	$ 45,000		
Audio upgrades	4.1	33	ea	$ 1,029.80	$ 34,000		
New fiber network cabling	4.1	80	lf	$ 23.70	$ 2,000		
6 Flex Rooms / Lab Improvements						**$ 1,332,000**	**$ 1,784,880**
New Flex Room	5.1	2,400	sf	$ 370.00	$ 888,000		

Los Altos School District
Loyola Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Loyola Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
8 Multipurpose Bldg Improvements						**$ 2,398,000**	**$ 3,213,320**
Servery area	7.1	500	sf	$ 388.00	$ 194,000		
Serving Kitchen Equipment	7.1	500	sf	$ 38.00	$ 19,000		
New Multipurpose Room	7.1	5,000	sf	$ 366.00	$ 1,830,000		
Restrooms	7.1	120	sf	$ 424.00	$ 51,000		
Sitework & Site Improvements	7.1	8,000	sf	$ 38.00	$ 304,000		
9 Jr. High Specialty Classrooms						**$ -**	**$ -**
Not anticipated							
10 Site Improvements						**$ 2,068,000**	**$ 2,771,120**
Perimeter Landscape Improvements:							
Covered Walkway	7.1	4,500	sf	$ 75.00	$ 338,000		
Classroom OLA Canopy	2.1	3,600	sf	$ 194.00	$ 698,000		
Classroom OLA paving	9.4	5,000	sf	$ 32.00	$ 160,000		
10b Playfields / Hardcourts / Site Fencing					$ -		
Demo AC playground	9.6	46,200	sf	$ 2.00	$ 92,000		
Playfield & Hardcourt Improvements:							
Resurface & Repair Hardcourts	9.2	63,000	sf	$ 6.00	$ 378,000		
Re-condition Playfields	9.1	83,250	sf	$ 3.00	$ 250,000		
10c Parking & Drop Off Improvements							
Slurry and Re-stripe Parking	9.6	38,000	sf	$ 4.00	$ 152,000		
11 Administrative Facilities						**$ 407,000**	**$ 545,380**
11d Food Service/Lunch Improvements							
Lunch Shelter	9.5	4,000	sf	$ 81.00	$ 324,000		
Trash Enclosure	7.1	1	ea	$ 43,000.00	$ 43,000		
Paving beneath structure	9.5	4,400	sf	$ 9.00	$ 40,000		
12 Solar (PV) Sytems						**$ 819,000**	**$ 1,097,460**
New stand-alone PV Systems	10.1	190	kW	$ 4,311.00	$ 819,000		
Total Construction/Project Cost (2014$)						**$ 10,560,000**	**$ 14,150,400**

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$)

Los Altos School District
Oak Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Oak Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
1 Modernization / Program Reconfiguration						**$ 1,604,000**	**$ 2,149,360**
Light Renovation							
Demolish Existing Buildings	3.1	7,125	sf	$21.00	$ 150,000		
Flex / Stem Classrooms	5.2	3,000	sf	$275.00	$ 825,000		
Elem Classroom Upgrades (Whiteboards/Doors/Counters)	1.5	24	ea	$7,689.00	$ 185,000		
1b Building Shell Performance							
Lamp/Ballast replacement	1.3	14,400	sf	$3.00	$ 43,000		
1c MEP Systems, Energy & Water Conservation							
Site Utilities:							
Demolition / remove utilities	1.4	19,200	sf	$0.10	$ 2,000		
New transformer	1.4	1	ls	$162,000.00	$ 162,000		
New Water or Replacement of main	1.4	440	lf	$80.00	$ 35,000		
New Electrical Feed or Replacement	1.4	440	lf	$110.00	$ 48,000		
New SD Main or Relocation	1.4	440	lf	$100.00	$ 44,000		
New SS Main or Relocation	1.4	440	lf	$120.00	$ 53,000		
New Data Feed or Replacement	1.4	440	lf	$130.00	$ 57,000		
2 Classroom Instruction and Collaboration Support						**$ -**	**$ -**
Not anticipated							
3 Extended Day Kindergarten						**$ 2,834,000**	**$ 3,797,560**
3a New Classrooms							
New Kindergarten Building	2.1	5,400	sf	388.00	$ 2,095,000		
3b K-Play Improvements & Expansion							
Kindergarten Play Equipment & Fibar surfacing	2.3	1	ls	135,000.00	$ 135,000		
Perimeter Wall at Kindergarten	2.3	520	lf	345.00	$ 179,000		
Kindergarten Sitework & Site Imprvmts	2.3	7,200	sf	59.00	$ 425,000		
4 Portable / Classroom Replacement on Ex. Sites						**$ 6,745,000**	**$ 9,038,300**
Remove Portable Classrooms, restore site	3.1	20	ea	$ 13,000.00	$ 260,000		
Relocate Portable Classrooms, incl utilities	3.1	5	ea	$ 54,000.00	$ 270,000		
New Classroom Building - 1-story	3.1	5,760	sf	$ 318.00	$ 1,832,000		
New Admin Space	3.2	4,370	sf	$ 372.00	$ 1,626,000		
New Library Space	3.3	3,960	sf	$ 388.00	$ 1,536,000		
Restrooms	3.1	600	sf	$ 427.00	$ 256,000		
Sitework & Site Improvements	3.1	25,400	sf	$ 38.00	$ 965,000		

Los Altos School District
Oak Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Oak Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
5 Technology / Data Network Capabilities						**$ 334,000**	**$ 447,560**
Add data drops to classroom	4.1	23,040	sf	$ 11.70	$ 270,000		
Add wireless points	4.1	25	ea	$ 1,373.10	$ 34,000		
Audio upgrades	4.1	25	ea	$ 1,029.80	$ 26,000		
New fiber network cabling	4.1	160	lf	$ 23.70	$ 4,000		
6 Flex Rooms / Lab Improvements						**$ 444,000**	**$ 594,960**
New Flex Room	5.1	1,200	sf	$ 370.00	$ 444,000		
7 Library / Learning Center Improvements						**$ -**	**$ -**
Not anticipated							
8 Multipurpose Bldg Improvements						**$ 2,094,000**	**$ 2,805,960**
Servery area	3.4	500	sf	$ 388.00	$ 194,000		
Serving Kitchen Equipment	3.4	500	sf	$ 38.00	$ 19,000		
New Multipurpose Room	3.4	5,000	sf	$ 366.00	$ 1,830,000		
Restrooms	3.4	120	sf	$ 424.00	$ 51,000		
9 Jr. High Specialty Classrooms						**$ -**	**$ -**
Not anticipated							
10 Site Improvements						**$ 2,940,000**	**$ 3,939,600**
Perimeter Landscape Improvements:							
Covered Walkway	3.4	1,600	sf	$ 75.00	$ 120,000		
Classroom OLA Canopy	3.1	4,300	sf	$ 194.00	$ 834,000		
Classroom OLA paving	9.4	4,300	sf	$ 32.00	$ 138,000		
Landscape Enhancment	9.4	2,000	sf	$ 9.00	$ 18,000		
New Fire Road	9.6	12,320	sf	$ 12.40	$ 153,000		
10b Playfields / Hardcourts / Site Fencing					$ -		
Demo AC playground	9.6	73,200	sf	$ 2.00	$ 146,000		
Demo baseball field accessories	9.6	1	ls	$ 50,000.00	$ 50,000		
Covered Walkway	2.1	2,200	sf	$ 75.00	$ 165,000		
Entry Plaza	9.4	2,200	sf	$ 32.00	$ 70,000		
Landscape Enhancment	9.4	3,000	sf	$ 9.00	$ 27,000		
Playfield & Hardcourt Improvements:							
Resurface & Repair Hardcourts	9.2	28,800	sf	$ 6.00	$ 173,000		
New Hardcourts	9.2	33,600	sf	$ 12.00	$ 403,000		
Re-condition Playfields	9.1	138,125	sf	$ 3.00	$ 414,000		
New play structure, incl fibar surface	9.3	1	ea	$ 188,626.00	$ 189,000		
Fencing, Ramps and Railings							
Perimeter Fencing	9.6	280	lf	$ 49.00	$ 14,000		
Decorative Metal Fencing & Gates	9.6	180	lf	$ 144.00	$ 26,000		

Los Altos School District
Oak Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Oak Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
11 Administrative Facilities						**$ 603,000**	**$ 808,020**
11d Food Service/Lunch Improvements							
Lunch Shelter	9.5	4,000	sf	$ 81.00	$ 324,000		
Site upgrades at outdoor eating area	9.4	4,000	sf	$ 50.00	$ 200,000		
Trash Enclosure	3.4	1	ea	$ 43,000.00	$ 43,000		
Paving beneath structure	9.5	4,000	sf	$ 9.00	$ 36,000		
12 Solar (PV) Sytems						**$ 733,000**	**$ 982,220**
New stand-alone PV Systems	10.1	170	kW	$ 4,311.00	$ 733,000		
Total Construction/Project Cost (2014$)						**$ 18,331,000**	**$ 24,563,540**

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$)

Los Altos School District
Santa Rita Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Santa Rita Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
1 Modernization / Program Reconfiguration						**$ 559,000**	**$ 749,060**
Light Renovation							
Demolish Existing Buildings	9.6	3,468	sf	$21.00	$ 73,000		
Elem Classroom Upgrades (Whiteboards/Doors/Counters)	1.5	28	ea	$7,689.00	$ 215,000		
1b Building Shell Performance							
Lamp/Ballast replacement	1.3	17,520	sf	$3.00	$ 53,000		
1c MEP Systems, Energy & Water Conservation							
Site Utilities:							
Demolition / remove utilities	1.4	20,000	sf	$0.10	$ 2,000		
New Water or Replacement of main	1.4	400	lf	$80.00	$ 32,000		
New Electrical Feed or Replacement	1.4	400	lf	$110.00	$ 44,000		
New SD Main or Relocation	1.4	400	lf	$100.00	$ 40,000		
New SS Main or Relocation	1.4	400	lf	$120.00	$ 48,000		
New Data Feed or Replacement	1.4	400	lf	$130.00	$ 52,000		
2 Classroom Instruction and Collaboration Support						**$ -**	**$ -**
Not anticipated							
3 Extended Day Kindergarten						**$ 1,545,000**	**$ 2,070,300**
3a New Classrooms							
New Kindergarten Building	2.1	3,000	sf	388.00	$ 1,164,000		
3b K-Play Improvements & Expansion							
Site Demolition	2.1	6,000	sf	1.00	$ 6,000		
Perimeter Wall at Kindergarten	2.3	60	lf	345.00	$ 21,000		
Kindergarten Sitework & Site Imprvmts	2.3	6,000	sf	59.00	$ 354,000		
4 Portable / Classroom Replacement on Ex. Sites						**$ 3,327,000**	**$ 4,458,180**
Remove Portable Classrooms, restore site	3.1	16	ea	$ 13,000.00	$ 208,000		
Relocate Portable Classrooms, incl utilities	3.1	3	ea	$ 54,000.00	$ 162,000		
New Classroom Building - 1-story	3.1	3,840	sf	$ 318.00	$ 1,221,000		
New Library Space	3.3	3,960	sf	$ 388.00	$ 1,536,000		
Sitework & Site Improvements	3.1	5,260	sf	$ 38.00	$ 200,000		
5 Technology / Data Network Capabilities						**$ 393,000**	**$ 526,620**
Add data drops to classroom	4.1	26,880	sf	$ 11.70	$ 314,000		
Add wireless points	4.1	29	ea	$ 1,373.10	$ 40,000		
Audio upgrades	4.1	29	ea	$ 1,029.80	$ 30,000		
New fiber network cabling	4.1	400	lf	$ 23.70	$ 9,000		

Project Cost Summary (2014$) - Santa Rita Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
6 Flex Rooms / Lab Improvements						**$ 1,514,000**	**$ 2,028,760**
New Flex Room	5.1	2,400	sf	$ 370.00	$ 888,000		
New STEM Lab - ES	5.1	1,200	sf	$ 370.00	$ 444,000		
Sitework & Site Improvements	5.1	4,800	sf	$ 38.00	$ 182,000		
7 Library / Learning Center Improvements						**$ -**	**$ -**
Not anticipated							
8 Multipurpose Bldg Improvements						**$ 2,094,000**	**$ 2,805,960**
Servery area	3.4	500	sf	$ 388.00	$ 194,000		
Serving Kitchen Equipment	3.4	500	sf	$ 38.00	$ 19,000		
New Multipurpose Room	3.4	5,000	sf	$ 366.00	$ 1,830,000		
Restrooms	3.4	120	sf	$ 424.00	$ 51,000		
9 Jr. High Specialty Classrooms						**$ -**	**$ -**
Not anticipated							
10 Site Improvements						**$ 1,457,000**	**$ 1,952,380**
Perimeter Landscape Improvements:							
Classroom OLA Canopy	3.4	1,200	sf	$ 194.00	$ 233,000		
Classroom OLA paving	9.4	1,200	sf	$ 32.00	$ 38,000		
10b Playfields / Hardcourts / Site Fencing					$ -		
Demo AC playground	9.6	20,000	sf	$ 2.00	$ 40,000		
Playfield & Hardcourt Improvements:							
Resurface & Repair Hardcourts	9.2	87,000	sf	$ 6.00	$ 522,000		
Track resurfacing, 400m track, clay fines			sf	$ 14.00	$ -		
New Hardcourts	9.2	6,450	sf	$ 12.00	$ 77,000		
Re-condition Playfields	9.1	182,400	sf	$ 3.00	$ 547,000		
11 Administrative Facilities						**$ 403,000**	**$ 540,020**
11d Food Service/Lunch Improvements							
Lunch Shelter	9.5	4,000	sf	$ 81.00	$ 324,000		
Trash Enclosure	3.4	1	ea	$ 43,000.00	$ 43,000		
Paving beneath structure	9.5	4,000	sf	$ 9.00	$ 36,000		
12 Solar (PV) Sytems						**$ 690,000**	**$ 924,600**
New stand-alone PV Systems	10.1	160	kW	$ 4,311.00	$ 690,000		
Total Construction/Project Cost (2014$)						**$ 11,982,000**	**$ 16,055,880**

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$)

Los Altos School District
Springer Elementary School
Facilities Master Plan
Master Plan Budgets

2-Sep-14

Project Cost Summary (2014$) - Springer Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
1 Modernization / Program Reconfiguration						**$ 1,845,000**	**$ 2,472,300**
Light Renovation							
Elem Classroom Upgrades (Whiteboards/Doors/Counters)	1.5	29	ea	$7,689.00	$ 223,000		
Heavy Renovation							
Classrooms	1.6	1,200	sf	$217.00	$ 260,000		
Administration	1.6	825	sf	$267.00	$ 220,000		
Library/Learning Center	6.2	3,100	sf	$326.00	$ 1,011,000		
1b Building Shell Performance							
Lamp/Ballast replacement	1.3	28,040	sf	$3.00	$ 84,000		
1c MEP Systems, Energy & Water Conservation							
Site Utilities:							
Demolition / remove utilities	1.4	42,000	sf	$0.10	$ 4,000		
New Water or Replacement of main	1.4	80	lf	$80.00	$ 6,000		
New Electrical Feed or Replacement	1.4	80	lf	$110.00	$ 9,000		
New SD Main or Relocation	1.4	80	lf	$100.00	$ 8,000		
New SS Main or Relocation	1.4	80	lf	$120.00	$ 10,000		
New Data Feed or Replacement	1.4	80	lf	$130.00	$ 10,000		
2 Classroom Instruction and Collaboration Support						**$ -**	**$ -**
Not anticipated							
3 Extended Day Kindergarten						**$ 1,452,000**	**$ 1,945,680**
3a New Classrooms							
New Kindergarten Building	2.1	3,000	sf	388.00	$ 1,164,000		
3b K-Play Improvements & Expansion							
Site Demolition	2.3	4,000	sf	1.00	$ 4,000		
Perimeter Wall at Kindergarten	2.3	140	lf	345.00	$ 48,000		
Kindergarten Sitework & Site Imprvmts	2.3	4,000	sf	59.00	$ 236,000		
4 Portable / Classroom Replacement on Ex. Sites						**$ 26,000**	**$ 34,840**
Remove Portable Classrooms, restore site	3.1	2	ea	$ 13,000.00	$ 26,000		
5 Technology / Data Network Capabilities						**$ 400,000**	**$ 536,000**
Add data drops to classroom	4.1	27,840	sf	$ 11.70	$ 326,000		
Add wireless points	4.1	30	ea	$ 1,373.10	$ 41,000		
Audio upgrades	4.1	30	ea	$ 1,029.80	$ 31,000		
New fiber network cabling	4.1	80	lf	$ 23.70	$ 2,000		

Project Cost Summary (2014$) - Springer Elementary School

Item	Cat	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost (x 1.34)
6 Flex Rooms / Lab Improvements						**$ 1,332,000**	**$ 1,784,880**
New Flex Room	5.1	2,400	sf	$ 370.00	$ 888,000		
New STEM Lab - ES	5.1	1,200	sf	$ 370.00	$ 444,000		
7 Library / Learning Center Improvements						**$ -**	**$ -**
Not anticipated							
8 Multipurpose Bldg Improvements						**$ 2,094,000**	**$ 2,805,960**
Servery area	7.1	500	sf	$ 388.00	$ 194,000		
Serving Kitchen Equipment	7.1	500	sf	$ 38.00	$ 19,000		
New Multipurpose Room	7.1	5,000	sf	$ 366.00	$ 1,830,000		
Restrooms	7.1	120	sf	$ 424.00	$ 51,000		
9 Jr. High Specialty Classrooms						**$ -**	**$ -**
Not anticipated							
10 Site Improvements						**$ 1,360,000**	**$ 1,822,400**
10b Playfields / Hardcourts / Site Fencing					$ -		
Demo AC playground	9.6	42,000	sf	$ 2.00	$ 84,000		
Covered Walkway	7.1	2,100	sf	$ 75.00	$ 158,000		
Entry Plaza	9.4	8,000	sf	$ 32.00	$ 256,000		
Playfield & Hardcourt Improvements:							
Resurface & Repair Hardcourts	9.2	14,000	sf	$ 6.00	$ 84,000		
New Hardcourts	9.2	30,000	sf	$ 12.00	$ 360,000		
Re-condition Playfields	9.1	139,200	sf	$ 3.00	$ 418,000		
11 Administrative Facilities						**$ 360,000**	**$ 482,400**
11d Food Service/Lunch Improvements							
Lunch Shelter	9.5	4,000	sf	$ 81.00	$ 324,000		
Paving beneath structure	9.5	4,000	sf	$ 9.00	$ 36,000		
12 Solar (PV) Sytems						**$ 604,000**	**$ 809,360**
New stand-alone PV Systems	10.1	140	kW	$ 4,311.00	$ 604,000		
Total Construction/Project Cost (2014$)						**$ 9,473,000**	**$ 12,693,820**

The following items are excluded from this budget:

Off site work, traffic signals, utility hook-up fees & City connection fees.
Interim housing and facility costs.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2014$)

Instructional Workshop Recommendations

Instructional Workshop Recommendations

Scope and Process

Gelfand Partners facilitated three workshops with a mix of instructional and district staff. The workshops focussed on classrooms, multi's, flex classrooms and libraries, and sites as seen through the lens of student development at the K-2, 3-5, and 6-8 grade levels. Each workshop included an introduction to the role of facilities in creating learning environments and opportunities, breakout sessions on the three campus areas, and a full group session at the end reviewing break out session brainstorming results.

Roles of Facilities:

Facilities were presented as an integral actor in forming the culture of the school and the expression of school and community values. The school building is likely to outlast technology or short term enthusiasms in education. Therefore facilities must support a flexible approach to education while expressing the enduring importance of education in the growth and development of children. Facilities can support and encourage:

- responsive, varied, integrated learning
- teacher collaboration and professionalism
- holistic child development
- stimulating family life
- recognition of the partnership between the built and natural environment

K-2 Findings

The K-2 facilities should be located in a secure and accessible area of the site. Outdoor areas should encourage exploration and learning through varied outdoor spaces with soft and natural materials as well as hardcourt and apparatus.

Classrooms should support holistic child development while meeting family and instructor needs. A clear relationship between the teacher and a class of 20-25 children allows the teachers to get to know each child rather than focus only on subject areas. However classrooms should allow for access and transparency between them to support teacher collaboration and for emergencies. The classroom will support a variety of simultaneous activities. The space should include both dedicated and flex areas for varied and integrative learning. Furniture should enhance the flexibility of the classroom through easily movable parts and varied surfaces and seating. Any part of the classroom should be able to become the "front" immediately so that teachers can capitalize on learning opportunities as they occur. The present emphasis on tack space is an emphasis on product rather than process and teachers feel that more interactive surfaces - whiteboard, smartboard, etc - would help balance the emphasis in the classroom. The classroom of the future is fully integrated with current technology and supports future advancements.

Additional campus facilities should expand opportunities beyond the classroom environment. Libraries provide opportunities for integrative group activities with computers and books. The library is shared with older students and should have small group, cozy spaces to reduce competition

between ages. A read aloud/story area in the library should be able to be used while other activities are also going on.

The Multipurpose should function as a meeting place/ town square and place to take part in whole school activities and see and exhibit student work across the grade levels. The facility should include a technology room, project area, stage/ storage, and access to outdoor spaces.

3-5

Outdoor play for grades 3-5 should provide engaging play opportunities in a safe and comfortable setting. Student need access to shaded play areas and water for healthy play. The playground of the future extends the space consuming stand alone structure with play environments with different levels, zones, materials, and play equipment to support individual interests and learning through exploration and imagination. The site should support and encourage new types of play.

The future classroom shares characteristics with the K-2 classroom, rejecting the traditional model of a “front” oriented classroom. Instead, white boards and surfaces for sharing and reviewing work should be found throughout the classroom, while furniture and classroom zoning should support small group instruction. Technology should be equally flexible and integrated with the classroom. Walls should have ample space to display student work. Classrooms should be primarily day-lit with little to no reliance on artificial lighting.

Campus facilities increasingly need to support varied activities and social groups. Combined, the modern multi-purpose and library serve as the “living room” of the school. With increasingly similar technological and use needs, movement between the two should be increasingly fluid to support the needs of one another. The multi-purpose space offers storage and performance space, while the library offers varied smaller spaces for sanctuary and learning. Adjacency with flex and STEM rooms can further enhance the capabilities of all these spaces.

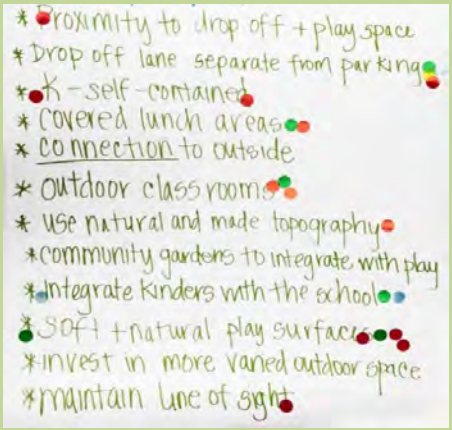
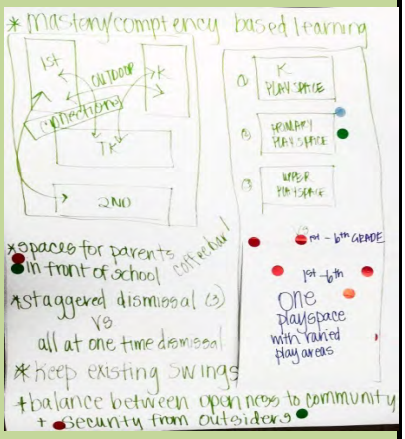
6-8

6-8 children have similar needs as 3-5 students with regards to variety of outdoor spaces for play and social life. Older students require more “quad-like” spaces for gathering and smaller spaces for outdoor teaching. The school should provide areas for large groups as well, with a covered lunch area and flexible seating for outdoor events. In addition, safe access and storage is required for bikes and skateboards of students traveling to and from school. Sport is more organized and codified.

The future classroom is similar to 3-5 above, needing flexibility and multiple surfaces for teaching. Any wall can be the “front” of the classroom. Furniture should be easily reorganized to support small group learning. Collaboration between classrooms and teachers allows for exposure to different teaching and learning style. Teachers need private and collaborative work spaces, as well as the ability to monitor the children at all times.

Subject area teaching at this level begins to require differentiated science, art, music and tech spaces. Supporting facilities including instrument storage, teacher prep, kiln rooms, black out curtains begin to differentiate classrooms.

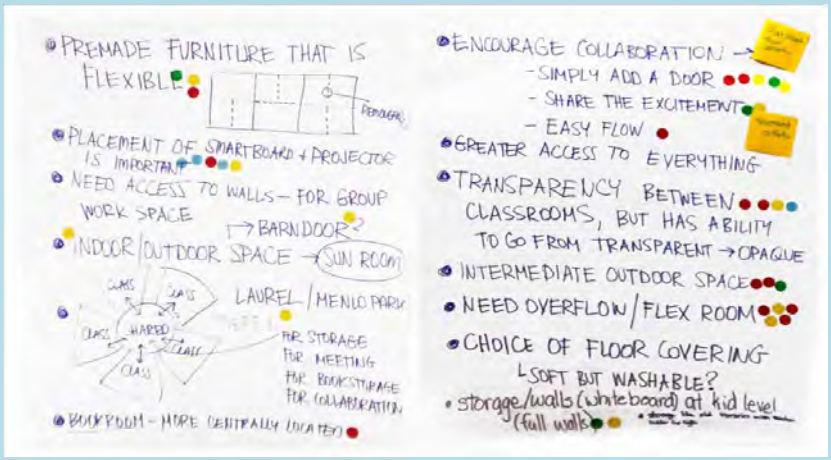
Instructional Workshop_ Meeting Notes_K-2

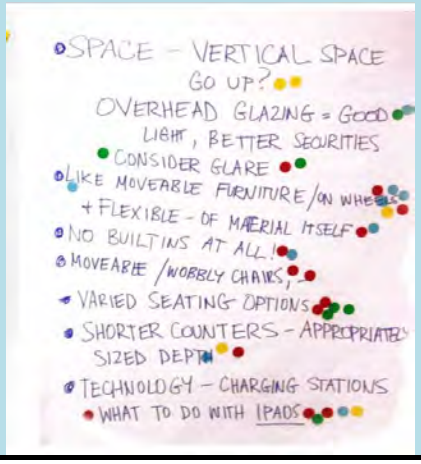
LOS ALTOS SCHOOL DISTRICT MASTER PLANNING MEETING NOTES			
WORKSHOP #1 : GRADES K-2 MEETING DATE: 01/30/14 MEETING LOCATION: Covington Elementary School, 201 Covington Rd, Los Altos, CA ATTENDEES: Gelfand Partners Architects: Lisa Gelfand, Stephanie Osorio, Renee Jain Representative Group of LASD Teachers, Staff, and District Office: Randy Kenyon, Sandra Mcgonagle, Mary Beth Miller, Barbara Lichtensteing, Susan Goforth Mauthes, Suzy Valentini, Melissa Powell, Tammy Reilly, Shari Elmer, Melanie de Monet, Genie Sitler, Kareen Burns, Diane Sasaki, Katie Kinnaman, Nancy Davis			
GROUP	TOPIC	BRAINSTORM IDEAS	BRAINSTORM IMAGES
Group 1:	Site Needs	1. Pick up/drop off 2. Recess 3. Lunch 4. Day Care 5. Kindergarten Adjacency to 1st Grade 6. Shade needs 7. Outdoor play needs	 
	IDEAS (with 2+ dots)		SITE & OUTDOORS
	• Drop off lane separate from parking • Outdoor classrooms • Soft, natural play surfaces • Balance between openness to community and security from outsiders • Spaces for parents in front of school • Integrate Kinders with school • More varied outdoor space		 

Instructional Workshop_ Meeting Notes_K-2

GROUP	TOPIC	BRAINSTORM IDEAS	BRAINSTORM IMAGES
Group 2:	Classroom Needs	1. Project based learning 2. Water 3. Technology 4. Flexibility 5. Storage	 
	IDEAS (with 2+ dots)	CLASSROOMS	

• Encourage collaboration between teachers
• Add a door between classrooms
• Transparency between classrooms, with ability to go from transparent to opaque
• Intermediate outdoor space
• Outdoor/indoor spaces
• Need overflow/flex room
• Moveable furniture on wheels
• Premodern flexible furniture
• No built ins at all
• Varied seating options, moveable chairs
• Counters at appropriate height and depth
• Technology, solution for charging iPads
• Smart board and projector located for access and maximum viewing
• Means for display of student work to rest of school





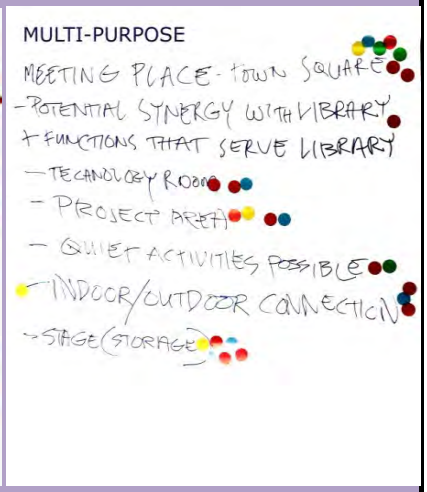
Instructional Workshop_ Meeting Notes_K-2

GROUP	TOPIC	BRAINSTORM IDEAS	BRAINSTORM IMAGES
Group 3:	MPR, Library Needs	1. Performance 2. Gallery 3. Reading 4. Technology 5. Rainy day 6. After school	 
	IDEAS (with 2+ dots)	MULTI-PURPOSE & LIBRARY	

Library
- Defined as the heart of the school, living room
- Everybody uses the library
- Needs flexible furniture
- Needs acoustic separations
- Pervasive technology
- Space for a whole class to be online together
- Accessible especially for kindergarteners, reduce competition with upper grades
- Cozy area for Kinders

Multipurpose
- Defined as the meeting place, town square
- Program needs include: technology room, project area, stage/storage
- Indoor/outdoor connection
- Quiet activities possible





Instructional Workshop_ Meeting Notes_3-5

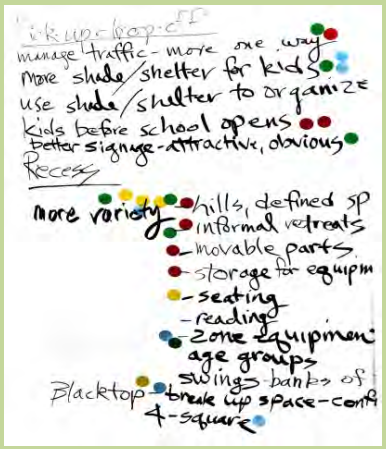
LOS ALTOS SCHOOL DISTRICT MASTER PLANNING MEETING NOTES

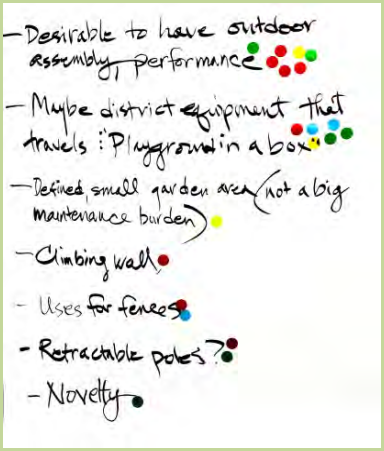
WORKSHOP #2 : GRADES 3-5
MEETING DATE: 02/06/14
MEETING LOCATION: Covington Elementary School, 201 Covington Rd, Los Altos, CA
ATTENDEES: Gelfand Partners Architects: Lisa Gelfand, Stephanie Osorio, Renee Jain
Representative LASD Group of Teachers, Staff, and District Office: Randy Kenyon, Sandra Mcgonagle. Jeff Baier, Kimberly Attell, Brianna Jorgensen, Samantha Nguyen, Erica Pon, Pearl Garvin, Kate Goines, Jill Croft

GROUP	TOPIC	BRAINSTORM IDEAS	BRAINSTORM IMAGES
Group 1:	Site Needs	1. Pick up/drop off 2. Recess 3. Lunch 4. Day Care 5. Sports 6. Shade requirements 7. Outdoor play needs 8. Asphalt Blacktop	 
	IDEAS (with 2+ dots)	SITE & OUTDOORS	

Group 1:

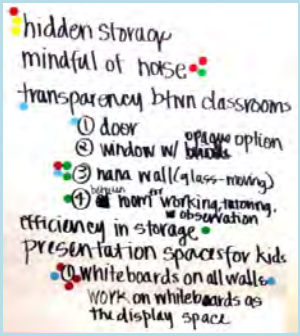
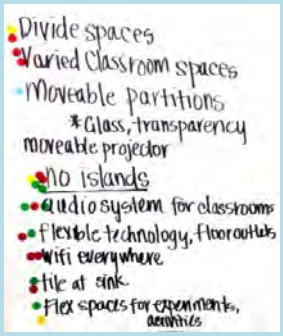
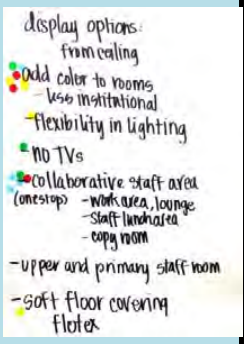
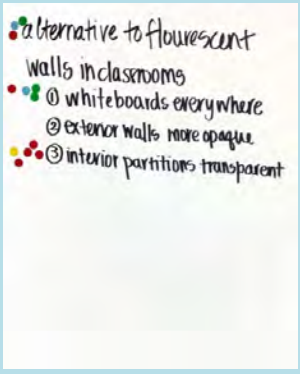
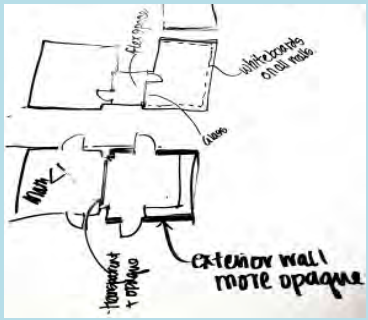
- Manage traffic, move one way
- More shade/shelter for the kids
- Use shade/shelter to organize the kids
- More variety in play spaces
  - -hills
  - -informal retreats
  - -zoned equipment based on age
  - -break up blacktop space
- Lunch tables to be varied in size and shape
- Shade, rain shelter
- Bike cage- have hundreds of bikes
- More access to drinking water
- Shade DF? so metal doesn't heat up
- Possible to easily transform the character of the space
- Desirable to have outdoor assembly/performance space
- Maybe have district equipment that travels around i.e. Playground in a box
- Uses for fences
- Retractable poles







Instructional Workshop_ Meeting Notes_3-5

GROUP	TOPIC	BRAINSTORM IDEAS	BRAINSTORM IMAGES
Group 2:	Classroom Needs	1. Project based learning 2. Water 3. Technology 4. Flexibility 5. Storage	 
	IDEAS (with 2+ dots) • Hidden storage • Mindful of noise • Folding glass wall partition • Whiteboards on all walls • Add colors to room • Collaborative staff room • Ability to divide spaces • Varied classroom spaces • No fixed technology elements • Audio system for the classroom • Flexible technology, floor outlets • Wifi everywhere • Tile at sink • Flex spaces for experiments, activities • Alternative to fluorescent lighting • Interior transparent partitions		CLASSROOM     

Instructional Workshop_ Meeting Notes_3-5

GROUP	TOPIC	BRAINSTORM IDEAS	BRAINSTORM IMAGES
Group 3:	MPR, Library Needs	1. Performance 2. Gallery 3. Reading 4. Technology 5. Rainy day 6. After school	 
	IDEAS (with 3+ dots)	MULTI-PURPOSE & LIBRARY	

Multi-purpose/Library
- Combine multipurpose and library
- Multipurpose/library = living room of the school

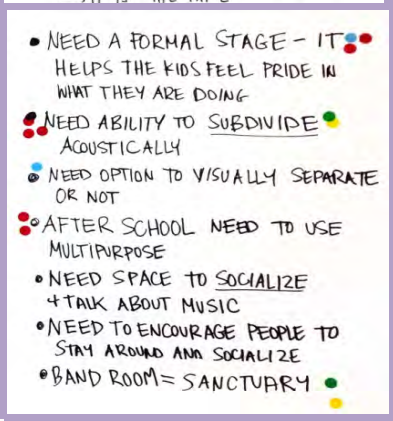
Multipurpose
- Requires instrument storage
- Need creativity spaces
- Need bigger space for performance
- Modular - ability for the space to go from large to small
- One space to hold the student body inside
- Multipurpose mean community hub, a place to create
- Need a formal stage for students to perform
- Need ability to subdivide acoustically
- After-school needs to use the multipurpose room
- Band room needs to be a sanctuary
- Integrate music into school culture
- Place for parents to see student work
- Multipurpose is a place to show in progress work, LCD screens
- Feel of an artist studio

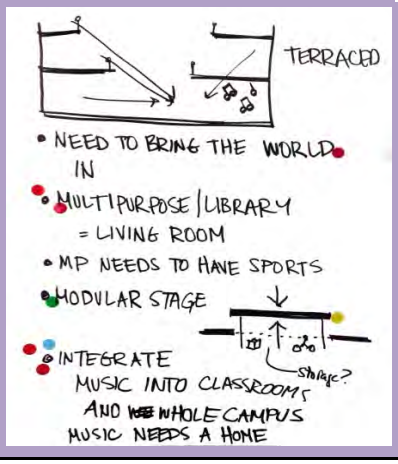
Library
- A place to get excited about learning
- Is a place to escape, sanctuary
- Offers nooks and varied spaces
- Library needs varied spaces
- Library needs are flexible



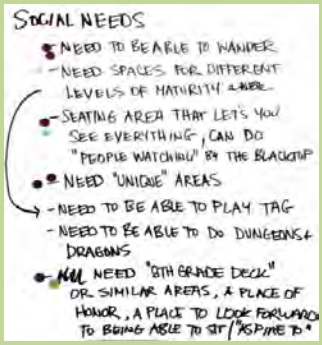
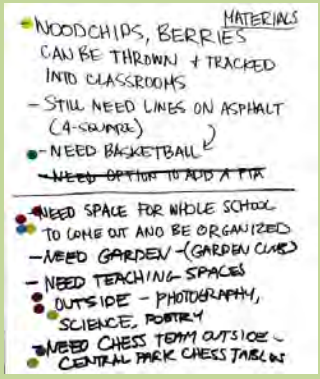
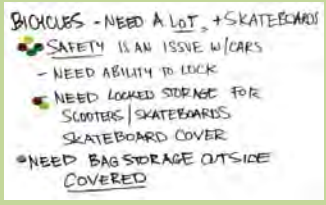








Instructional Workshop_ Meeting Notes_6-8

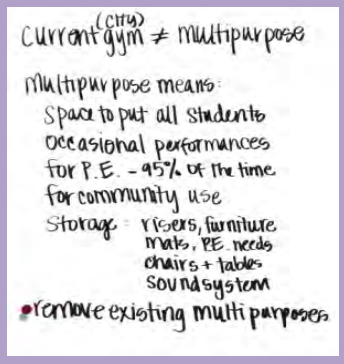
LOS ALTOS SCHOOL DISTRICT MASTER PLANNING MEETING NOTES			
WORKSHOP #3 : GRADES 6-8 MEETING DATE: 02/13/14 MEETING LOCATION: Covington Elementary School, 201 Covington Rd, Los Altos, CA ATTENDEES: Gelfand Partners Architects: Lisa Gelfand, Stephanie Osorio, Renee Jain Representative LASD Group of Teachers, Staff, and District Office: Randy Kenyon, Sandra Mcgonagle, Jeff Baier, Gina McDonell, Ricky Hu, Anne Spector, Marcia Chron, Jacob Sproule, Rosemary Garcia, Riley Haggin, Lisa Waxman			
GROUP	TOPIC	BRAINSTORM IDEAS	BRAINSTORM IMAGES
Group 1:	Site Needs	1. Recess 2. Sports 3. Shade requirements 4. Outdoor social needs 5. Bicycle Parking	 
	IDEAS (with 2+ dots) • A quad, hub • A covered eating area • Accommodate for lunch lines • A space for the whole school to come out and be organized • Flexible seating that can be used for graduation ceremony • Outdoor teaching spaces • Mix of lawns, sidewalks, and seating • 8th grade deck outdoor spaces • Centered on varied social settings, wander, talk, etc • Bikes and skateboard riding is a safety issue with cars • Locked bike and skateboard storage • Chess park tables • Seating area allows teachers to be able to see everything • Needs unique areas • Students like little groups		SITE & OUTDOORS     

Instructional Workshop_ Meeting Notes_6-8

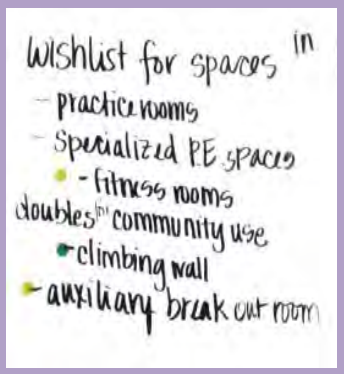
GROUP	TOPIC	BRAINSTORM IDEAS	BRAINSTORM IMAGES
Group 3:	MPR, Library Needs	1. Performance 2. Gallery 3. Reading 4. Technology 5. Rainy day 6. After school	 
	IDEAS (with 2+ dots)	MULTI-PURPOSE & LIBRARY	

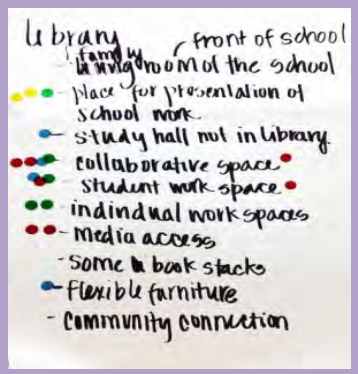
Multipurpose
- Remove existing multipurpose rooms that do not work
- Used mostly for rainy days
- Fitness rooms
- Separate from library

Library
- Place for presentation of school work
- Collaborative space
- Student work space
- Quiet areas and louder spaces
- Meeting spot for teachers, students, community
- Display areas for student work

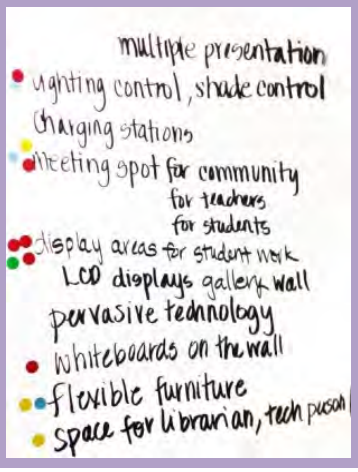




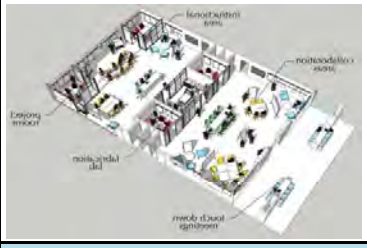








Instructional Workshop_ Meeting Notes_6-8

GROUP	TOPIC	BRAINSTORM IDEAS	BRAINSTORM IMAGES
Group 2:	Classroom Needs	1. Project based learning 2. Water 3. Technology 4. Flexibility 5. Storage	 
	IDEAS (with 2+ dots) • Rolling furniture • Power everywhere • Any wall can be the front of the classroom • Reorganize furniture in real time • Storage in classroom • Individual work spaces for teachers in or out of the classroom • Teachers need to be able to observe kids at all times • Students should be able to work together or separately • Joint teacher room for collaboration • Room or space used daily where teachers see each other • Opportunities for people to mix with normal daily activities • Locate classrooms in clusters	CLASSROOM  