FACILITY MASTER PLAN

Governing Board Approved on February 20, 2024

ED×Kids@EIC



CAJON VALLEY UNION SCHOOL DISTRICT

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INTRODUCTION

This plan is the product of rigorous collaboration and coordination with a multi-disciplinary team of planning and architectural professionals. With support and feedback from the Cajon Valley Union School District Board of Education, engaged community members, users, and other stakeholders, this plan reflects a vision of how educational facilities can be used to create environments that support desired educational outcomes.

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Purpose of the Master Plan

The purpose of a facilities master plan is to provide a continuous basis for planning educational facilities that will meet the changing needs of a community. The plan is a compilation of information, policies, and statistical data about a school district which addresses facilities needs for changes in enrollment and educational pedagogy. Facility master plans provide a snapshot of needs, vision, and a plan for implementation, but are not intended to be static. The facility master plan should be updated regularly to reflect project progress, changes in enrollment, changes in program requirements, and changes in priorities.

The plan enables the District to:

- · Gather and organize historical data which can be used to evaluate existing conditions
- · Compare available space to required space based on estimated pupil populations
- Form objective conclusions regarding the condition of existing building systems and necessary repairs for life-cycle replacement and building code compliance
- · Make more effective decisions regarding the types, amounts, and quality of facilities needed to support the desired educational program
- · Incorporate community priorities, initiatives, and feedback
- Estimate the cost of proposed improvements
- Develop and maintain a program of continuous, comprehensive planning, and financing of school facilities.

DEVELOPING A FACILITY MASTER PLAN

MASTER PLAN METHODOLOGY

Data Collection

The data collection phase establishes the existing context for decision making in the development of the long-term plan. This begins with an understanding of the District and its Strategic Objectives. This information helps the team to understand educational goals and desired outcomes, the history of previous facility planning and building programs, and overall priorities. This is the lens through which future decision-making is made.

Facility History

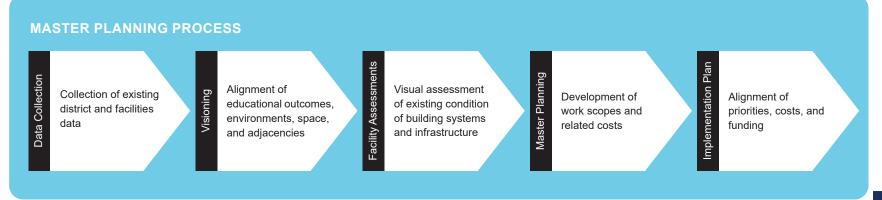
An understanding of existing facility history is critically important to making sound, long-term future decisions. The planning team collected historical data regarding existing campus plans and as-built drawings, work-order histories, and records of past building system upgrades.

District Standards

A facility master plan should always be cognizant of the long-term implementation of recommendations. To that end, any available District standards are reviewed to ensure that recommendations conform with operational practices and can be reasonably implemented and maintained over time.

Demographics and Capacity Analysis

A detailed demographics study provides historical and projected enrollment trends for each school site and the District in aggregate. This information is used to determine facility needs as they relate to capacity in the near-term, medium-term, and long-term. The demographics report also provides statistical data regarding facility usage of specific school sites and can inform programmatic decision making.



DEVELOPING A FACILITY MASTER PLAN

Condition Assessments

Assessment teams conducted in-depth site walks to evaluate the existing conditions of facilities and building systems. The teams consisted of assessment specialists who determined the qualitative condition of site elements, building envelopes, building interiors, and infrastructure on a systems-level basis. Facilities were evaluated using a condition rating on a five point scale.

Facility Condition Ratings

5 Excellent		No visible defects, new or near new condition, may
		still be under warranty if applicable
4 Good		Good condition, but no longer new, may be slightly
7	6000	defective or deteriorated, but is overall functional
3	Adaguata	Moderately deteriorated or defective, but has not
3	Adequate	exceeded useful life
		Defective or deteriorated in need of replacement,
2	Marginal	exceeded useful life
4	Deer	Critically damaged or in need of immediate repair,
1 Poor		well past useful life

The analysis includes all cost observations ranked by Priority Classes and associated recommendations for proposed year of completion.

Priority 1: Currently Critical (Immediate)

Priority 2: Potentially Critical (Year 1)

Priority 3: Necessary - Not Yet Critical (years 2-5)

Priority 4: Recommended (Years 6-10, 15, 20)

Priority 5: Does Not Meet Current Code but "Grandfathered" (No action required at

this time, but should substantial work be undertaken correction would be required)

A Facility Condition Index is calculated for each building. This index is a function of required repairs compared to building replacement costs.

Facility Condition Index (FCI) Scale

0-5%	In new or well-maintained condition, with little or no visual evidence of wear or deficiencies.
5-10%	Subjected to wear but is still in a serviceable and functioning condition.
10-30%	Subjected to hard or long-term wear, nearing the end of its useful or serviceable life.
30% and above	Has reached the end of its useful or serviceable life. Renewal is now necessary.

Establishing the Educational Vision and Goals

The facility master plan seeks to support the District's long term educational goals. To do this, the planning team first develops an understanding of desired outcomes, curriculum frameworks and instructional delivery methodologies. The planning process then establishes a vision for environments, spaces, and adjacencies that support those educational outcomes. This framework serves as the basis of future design and implementation of the plan at each individual site.

Stakeholder Engagement

Stakeholder engagement is a critical component of the master planning process.

DEVELOPING A FACILITY MASTER PLAN

Users, District leadership, and community members all provide unique perspectives which inform the final plan. They help to establish guiding principles, uncover specific needs, and develop priorities for implementation. The engagement process is layered and iterative, continually gathering input and feedback to build consensus over time and between the various stakeholder groups.

Identifying Scopes of Work and Related Costs

While the condition assessment provides an understanding of the current state of facilities, and the educational vision identifies the desired outcomes and future state of facilities; the scopes of work demonstrate the steps needed to move from current state to future state. Related costs are developed to provide a reasonable budget for implementing the plan over the long term.

Site master plans provide project scopes to address needs identified in the condition assessment, demographics analysis, and stakeholder engagement. Scopes are identified as modernization, reconfiguration of space, and new construction. Specific programmatic-related scopes of work are also identified across each site.

Financial Summary and Implementation

The financial assessment, which serves as the master budget, provides a summary of projected costs for the recommended facility needs and scopes of work at each site. The report includes life-cycle repair and/or replacement line items as well as proposed modernization and new construction projects.

The master budget identifies costs at a system level basis utilizing master format divisions of work. This program level master budget has been drafted based on

2023 industry costs. Each phase of implementation will require adjustment of escalation and overall market conditions for each year.

Project costs are determined using a database of costs based on a combination of cost estimating resources including RS Means and Sierra West Cost Estimating manuals; third party cost estimators; recent, comparable bid estimates; as well as estimates provided by local contractors and material suppliers as a benchmark for validation and adjustment.

This method of estimation is intended to provide a guide for project budgeting parameters. It is not a detailed estimation of project costs, as projects have only been identified in broad scope.

When reviewing associated cost estimates, it is important to note that project costs differ from construction cost estimates because they included both "hard" and "soft costs".

Hard construction costs include the cost of labor and materials for the contemplated on-site improvements along with a reasonable multiplier for the contractor's administration, overhead, and profit. An additional contingency is included to account for any unforeseen conditions and potential changes as are typical over the course of design and construction.

An additional multiplier has been included to account for required improvements to meet changes in building code and ADA (American with Disabilities Act) requirements.

Soft costs are in addition to hard construction costs and generally include design, plan review, inspection, and agency fees.

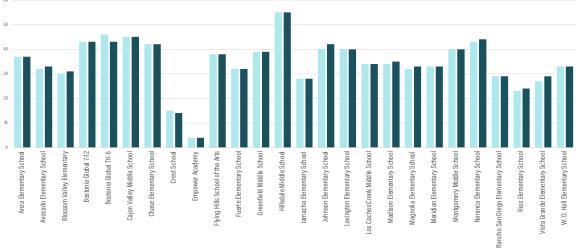
DEVELOPING A FACILITY MASTER PLAN

Finally, an escalation factor is applied to each project phase to account for the inflation in construction cost over time. Escalation is factored to the midpoint of construction.

Multipliers:

ADA improvements:	20% of all improvements
General Conditions:	10%
Bonds & Insurance:	2%
Overhead and Profit:	5%
Design Contingency:	20%
Soft Costs:	33%
Soft Costs: Phase 1 Escalation:	33% 15.6% to mid construction in 2025
Phase 1 Escalation:	15.6% to mid construction in 2025

SUMMARY OF FINDINGS AND RECOMMENDATIONS CAPACITY ANALYSIS: EXISTING CLASSROOMS VS. MASTER PLAN PROPOSED CLASSROOMS



Enrollment in the Cajon Valley Union School District is 16,391 The District expects a 3.8% (Increase in students

over the next 10 years.

Enrollment, Capacity and Utilization

ਣੇ ਸ਼ਾਂ ਦੇ ਸ਼ੁੱਤੇ ਨੂੰ ਤੁੱਤੇ = Total Existing ■ Total Proposed Classroom Qty

General Instruction 70% Genera

District Space Utilization Summary

SPACE TYPE	QTY	% of program
General Instruction	429	69.76%
Extended Day Program	20	3.25%
 Student Support 	62	10.80%
Vacant	1	0.16%
Special Education	79	12.85%
Preschool	24	3.90%
TOTAL	615	100%

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Anza Elementary School (1960)	\$588	51,336	\$30,167,600	2.20%	5.70%	8.80%	16.30%
Avocado Elementary School (1972)	\$557	47,678	\$26,534,714	0.00%	6.90%	9.10%	14.40%
Blossom Valley Elementary School (1994)	\$593	49,635	\$29,448,942	0.00%	1.70%	3.80%	14.90%
Bostonia Global 7-12	\$610	82,616	\$50,355,278	0.00%	3.60%	7.30%	13.10%
Bostonia Global TK-6 (1990)	\$690	61,798	\$42,639,384	0.00%	0.40%	3.00%	10.20%
Cajon Valley Middle School (2005)	\$685	113,726	\$77,902,310	0.00%	0.10%	1.30%	10.70%
Cajon Valley USD District Office (2007)	\$685	157,000	\$107,545,000	0.00%	0.30%	0.60%	10.30%
Chase Avenue Elementary School	\$441	55,129	\$24,311,889	0.00%	11.10%	14.20%	26.20%
Crest Elementary School (1956)	\$653	23,594	\$15,406,882	0.00%	6.20%	10.20%	22.50%
Eje Academies (Charter School) (1948)	\$458	51,300	\$23,496,426	0.00%	0.50%	5.00%	20.40%
Empower (1948)	\$690	5,478	\$3,782,066	0.00%	2.20%	2.40%	12.60%
Flying Hills School of the Arts (1959)	\$571	51,396	\$29,367,160	0.10%	2.50%	7.00%	14.00%
Fuerte Elementary School	\$687	42,767	\$29,395,897	0.00%	6.00%	11.30%	15.60%
Greenfield Middle School (1967)	\$659	101,859	\$67,125,081	0.00%	2.60%	6.10%	12.50%
Hillsdale Middle School (1995)	\$721	102,996	\$74,269,386	0.00%	0.10%	1.30%	10.50%
Jamacha Elementary School (1992)	\$593	46,946	\$27,838,978	0.00%	3.00%	5.10%	14.60%
Johnson Elementary School (1955)	\$543	52,198	\$28,343,514	0.00%	6.80%	8.40%	19.00%
Lexington Elementary School	\$685	67,106	\$45,967,610	0.00%	0.20%	2.10%	5.90%
Los Coches Creek Middle School (2006)	\$685	82,089	\$56,231,786	0.00%	0.20%	0.20%	12.40%
Madison Elementary School	\$441	41,492	\$18,297,972	0.00%	4.40%	9.10	30.50%
Magnolia Elementary School (1980)	\$685	45,408	\$31,104,480	0.00%	0.70%	2.40%	12.10%
Meridian Elementary School	\$528	46,661	\$24,637,008	0.50%	6.00%	9.70%	19.30%
Montgomery Middle School (1975)	\$805	92,228	\$74,243,540	0.00%	1.40%	2.70%	9.10%
Naranca Elementary School (1980)	\$541	55,271	\$29,923,719	0.00%	0.50%	2.60%	19.20%
Rancho San Diego Elementary School (1980)	\$668	43,588	\$29,116,784	0.00%	0.30%	1.20%	11.60%
Rios Elementary School (1980)	\$634	38,506	\$24,412,804	0.00%	5.00%	5.10%	13.60%
Sevick Special Education School	\$684	25,500	\$17,442,000	0.00%	3.80%	8.70%	15.20%
Vista Grande Elementary School	\$670	40,925	\$27,419,750	0.00%	4.00%	8.00%	16.50%
W.D. Hall Elementary School (1950)	\$508	44,383	\$22,546,564	0.00%	2.80%	9.20%	24.70%

Facility Condition Index Summary

The facility condition assessment serves as the foundation for capital improvement projects and provides a snapshot in time of existing conditions.

Facility Condition Index (FCI) Scale

0-5%	In new or well-maintained condition, with little or no visual evidence of wear or deficiencies.
5-10%	Subjected to wear but is still in a serviceable and functioning condition.
10-30%	Subjected to hard or long-term wear, nearing the end of its useful or serviceable life.
30% and above	Has reached the end of its useful or serviceable life. Renewal is now necessary.

Many of the scopes of work identified here have been captured in the FMP; however, some needs may be addressed by the District's maintenance and operations team. It is important that the District track the completion of such projects and reflect any changes in the scopes of work of the master plan.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Aligning Facilities with Educational Outcomes

The facility master plan is the outcome of analysis of several factors, including enrollment and capacity needs, existing facility conditions, and educational program alignment. This, combined with input from District leadership and members of the community, informs the development of the master plan's "Big Ideas". These core concepts guide the development of project scopes to address needs across all campuses.



Early Childhood Education Spaces to support early childhood education inlcuding preschool and transitional kindergarten



Dynamic libraries with a variety of activity areas to support literacy



Flexible Studios and Makers Spaces Flexible studio space to support handson, project based learning



Active multi-use spaces for student and community use.



Student Support Spaces Spaces to provide wrap-around support services for students



Welcoming and Secure Administrations Secure, single-points of entry in a welcoming environment.

Changes in pedagogy and the rapid influence of technology facilitate the need to create highly flexible learning environments that can quickly adapt to new instructional methodologies. Flexibility should serve as a guiding principle for all future design of learning spaces.



General classroom modernizations



Building Systems and Infrastructure Life-cycle replacement and upgrade of building systems including mechanical, electrical, plumbing, and utilities



Site improvements including parking, drop-off, outdoor learning, and playgrounds.



SUMMARY OF FINDINGS AND RECOMMENDATIONS

Master Plan Summary

Project scopes have been identified for each campus and quantified with estimated costs for budgeting purposes. As with most Districts, the cost to address all capital improvement needs often outweighs the available funding for school facilities. The District has developed priorities which guide the implementation of capital improvement projects. As funding becomes available, projects may be completed based on these priorities.

It is recommended that the District provide continuous updates to the facility master plan to ensure that it reflects changes in project status and refinement to project priorities.

Cost Summary

Construction Cost Estimate is based on 2023 Sierra West Construction Cost Estimate Guideline, plus Ruhnau Clarke Architect's professional experience with similar projects bidding in San Diego County. It is not a detailed estimate of project costs, as projects have only been defined in a broad scope.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Sum of Project Total						
	New Construction	Modernization	Shade Structures	Site Security	Infrastructure, Site Improvements, etc.	Grand Total
Anza Elementary School	\$17,166,000	\$12,879,525	\$175,000	\$505,250	\$4,392,125	\$35,117,900
Avocado Elementary School	\$1,935,125	\$22,955,625	\$140,000	\$412,575	\$1,945,000	\$27,388,325
Blossom Valley Elementary School	\$4,521,000	\$14,300,000	\$105,000	\$452,850	\$2,219,525	\$21,598,375
Bostonia Global 7-12	\$25,912,000	\$19,161,813	\$70,000	\$697,625	\$3,957,725	\$49,799,163
Bostonia Global TK-6	\$9,846,875	\$14,962,500	\$105,000	\$474,043	\$2,908,200	\$28,296,618
Cajon Valley District Office					\$1,331,250	\$1,331,250
Cajon Valley Middle School	\$19,265,625	\$35,531,250	\$140,000	\$901,375	\$3,890,869	\$59,729,119
Chase Avenue Elementary School	\$21,501,300	\$14,351,875	\$210,000	\$474,688	\$3,938,300	\$40,476,163
Crest Elementary School		\$11,357,500	\$140,000	\$271,428	\$1,250,000	\$13,018,928
EJE Academies (Charter School)	\$12,026,250		\$140,000		\$5,106,138	\$17,272,388
Empower		\$1,718,750		\$70,625	\$125,000	\$1,914,375
Flying Hills School of the Arts	\$17,293,750	\$20,370,000	\$245,000	\$514,625	\$4,306,653	\$42,730,028
Fuerte Elementary School	\$14,026,250	\$14,092,500	\$70,000	\$447,500	\$3,635,869	\$32,272,119
Greenfield Middle School	\$856,250	\$23,157,750	\$35,000	\$757,125	\$1,250,000	\$26,056,125
Hillsdale Middle School	\$16,650,000	\$38,089,250	\$140,000	\$905,000	\$1,652,300	\$57,436,550
Jamacha Elementary School	\$3,596,250	\$15,865,000	\$175,000	\$468,750	\$1,000,000	\$21,105,000
Johnson Elementary School	\$15,910,000	\$12,832,688	\$175,000	\$510,375	\$1,362,250	\$30,790,313
Lexington Elementary School	\$856,250	\$20,968,750	\$210,000	\$595,375	\$1,000,000	\$23,630,375
Los Coches Creek Middle School		\$25,518,750	\$210,000	\$655 <i>,</i> 375	\$1,250,000	\$27,634,125
Madison Elementary School	\$18,663,125	\$11,059,500	\$140,000	\$396,563	\$1,488,475	\$31,747,663
Magnolia Elementary School		\$20,573,375	\$140,000	\$437,100	\$1,000,000	\$22,150,475
Meridian Elementary School	\$14,984,375	\$15,298,250	\$210,000	\$522,125	\$1,803,975	\$32,818,725
Montgomery Middle School	\$13,152,000	\$29,165,569	\$175,000	\$593,931	\$1,476,412	\$44,562,912
Naranca Elementary School	\$30,980,000	\$10,927,500	\$315,000	\$476,250	\$2,749,469	\$45,448,219
Rancho San Diego Elementary School	\$1,070,313	\$11,400,000	\$175,000	\$456,300	\$1,000,000	\$14,101,613
Rios Elementary School		\$18,801,125	\$140,000	\$394,375	\$1,000,000	\$20,335,500
Sevick Special Education School		\$16,007,674				\$16,007,674
Vista Grande Elementary School		\$10,406,250	\$3,495,000	\$422,125	\$1,063,000	\$15,386,375
W. D. Hall Elementary School	\$12,586,875	\$11,795,469	\$140,000	\$400,906	\$1,604,575	\$26,527,825
Grand Total	\$272,799,613	\$473,548,236	\$7,415,000	\$13,214,258	\$59,707,108	\$826,684,214

*includes soft costs

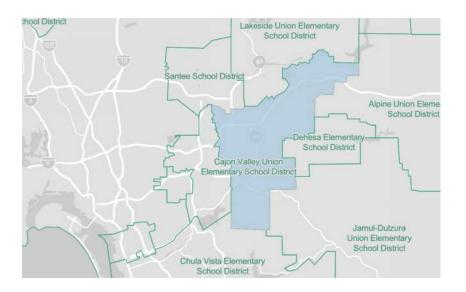
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COMMUNITY STATISTICS



Cajon Valley Union School District serves over 60 square miles of San Diego's East County. the district encompasses a diverse set of cities and neighborhoods, including El Cajon, Spring Valley, and La Mesa, each with its unique character and charm. The population of this diverse community has consistently grown year over year, increasing from just over 99,000 in 2010 to over 171,000 residents by 2020. Healthcare and Education Services are the top industries in the area, accounting for over 20% of all employment. The economy within the District community also consists of hospitality, arts and entertainment, agriculture, construction, manufacturing, retail, professional services, and finance, real estate and insurance services.



Source: 2020 US Census, American Community Survey



People and Population

Population by Age Range in Cajon Valley Union School District Boundary

Median Age

39.0 Median age in Cajon Valley Union School District Boundary

37.9 Median age in California

Under 5 years 6.8%



Under 18 Years 24.6%

18 Years and over 78.1%

65 Years and Over 14.9%





Housing

Housing Occupancy in Cajon Valley Union School District Boundary

Housing Units

59,995 Total housing units in Cajon Valley Union School District

14,392,140 Total housing units in California

93.6% Occupied housing units in California

Occupied housing units 96.7%

Vacant housing units 3.3%



Source: 2020 US Census, American Community Survey





Educational Attainment

Educational Attainment For Population 25 Years and Older in Cajon Valley Union School District Boundary Educational Attainment

26.9%

Bachelor's Degree or Higher in Cajon Valley Union School District's Community

36.2% Bachelor's Degree or higher in California

High School or equivalent 26.2%

Some college, no degree 25.4%



Bachelor's degree 17.5%



Source: 2020 US Census, American Community Survey



Language

Languages Spoken in the home in Cajon Valley Union School District Boundary

Language Spoken at Home

40.3%

Language other than English spoken at home in Cajon Valley Union School District Boundaries

43.9%

Language other than English spoken at home in California

English Only 63.9%

Spanish 17.2%

Other Indo-European Languages 2.1%

Asian and Pacific Island Languages 3.1%

Other languages 14.1%

Source: 2020 US Census, American Community Survey

COMMUNITY

ABOUT THE DISTRICT

The Cajon Valley Union School Districts serves over 16,000 students across 27 campuses. The District's schools cater to the specific needs of families with specialization in areas such as Spanish language, outdoor immersion, STEM, and visual and performing arts. Diversity is respected and celebrated within the District, with over 50 languages spoken across District schools.

CAJON VALLEY UNION SCHOOL DISTRICT SCHOOLS

Schools & Enrollment Grades

- Anza Elementary School (TK 6)
- Avocado Elementary School (TK 5)
- Blossom Valley Elementary School (TK 5)
- Bostonia Global (TK 6)
- Bostonia Global (7-12)
- Cajon Valley Middle School (6 8)
- Cajon Valley Home (TK 8)
- Chase Avenue Elementary School (TK 6)
- Crest Elementary School (TK 8)
- Empower (TK 8)

INDEPENDENT CHARTER SCHOOLS

Schools & Enrollment Grades

- EJE Academy Charters (TK 8)
- Kidinnu Academy (TK 5)

- Flying Hills School of Arts (TK 8)
- Fuerte Elementary School (TK 5)
- Greenfield Middle School (6 8)
- Hillsdale Middle School (6 8)
- Jamacha Elementary School (TK 5)
- Johnson Elementary School (TK 5)
- Lexington Elementary School (TK 5)
- Los Coches Creek Middle School (6 8)
- Madison Elementary School (TK 5)
- Magnolia Elementary School (TK 5)

- Meridian Elementary School (TK 5)
- Montgomery Middle School (6 8)
- Naranca Elementary School (TK 6)
- Rancho San Diego Elementary School (TK 5)
- Rios Elementary School (TK 5)
- Sevick Special Education School (PS)
- Vista Grande Elementary School (TK 5)
- W. D. Hall Elementary School (TK 5)

DISTRICT DIVERSITY

	34.3%	English Learners
ŵ	72%	Socio-Economically Disadvantaged
(Providence)	16.5%	Students with Disabilities
₿ŶŶĨ	.13%	Foster, Homeless Youth
ĥĥ	0.1%	Migrant Education

Staffing	
Category	Qty
Certificated (Teachers)	734
Paraprofessionals	471
Office / Clerical	196
Other Classified Staff	632

Source: California Department of Education

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African American	5.81%
American Indian or Alaskan Native	0.30%
Asian	5.25%
Filipino	0.22%
Hispanic or Latino	38.47%
Pacific Islander	0.72%
White	41.97%
Two or More Races	2.46%
Not Reported	4.79%

DISTRICT PROGRAMS

The Cajon Valley Union School District is a leader in education innovation. The District has designed and implemented ground-breaking programs such as World of Work and established the District as education thought leaders with TEDx Kids@ElCajon.

In support of its goal to revolutionize education, the District has put out a call to action to its educators, as well as educators throughout the state and country, to re-think the way we help students develop skills for the economy of the 21st century. The Committee of 100 was established to design a modern K-12 system to deliver on the District's vision of happy kids, engaged in healthy relationships, on a path to gainful employment. The goal of the Committee of 100 is to develop a new model for education that is designed with:

- The end in mind
- The well-being of students (self-awareness, self-esteem, and hope for their possible future selves)
- Research-based practices
- Student voice
- · Modern skills and competencies as outcomes

Cajon Valley Union School District MISSION, VISION , AND PROMISE

The 8 Promises complete the Cajon Valley MVP. These letters stand for our Mission, to make Cajon Valley the best place to live, work, play and raise a family, our Vision, to develop happy kids, living in healthy relationships on a path to gainful employment and our 8 Promises, the standards that make us Cajon Valley and establish the way we serve our internal and external customers.

The 8 promises unify our efforts to deliver the best service to anyone that calls Cajon Valley home, whether as an employee, student, family or community member. We may never be perfect, but we will make every effort to deliver on our 8 promises.

8 Promises

1. Be Cajon Valley

- 2. Empower Staff
- 3. Emphasize Relationships
- 4. Build Community
- 5. Communicate Positively
- 6. Deliver as a Team
- 7. Innovate and Develop
- 8. Deliver Impeccable Service

DISTRICT PROGRAMS



World of Work

The World of Work is a comprehensive K-12 curriculum solution aimed at early exposure for children to both self and career exploration in the ever-changing landscape of the global economy. Creating relevance to the real world and enabling students to map their educational goals to their possible future selves maximizes their investments in post-secondary education.

With the World of Work curriculum, students gain experience centered around six careers per grade level. With World of Work integration from kindergarten to 12th grade, that amounts to 78 career options that students have a deep understanding of upon high-school graduation.



Provides early exposure and self awareness aligned to career paths



Encourages student-centered instruction focusing on student strengths and interests



Builds student self-efficacy belief, aspirations for future learning and engagement



Families can support their child to explore career paths that are best aligned to their child's interests and education

WOW Framework: Mission of Me

Mission of Me is a 3-Core process that often repeats itself, as we constantly assess ourselves and our level of engagement, making changes and adjustments based on our own selfawareness, our unique academic and career journey to create our own story.



The exposure each child gains to different careers helps them navigate a path where their strengths, interests, and values are needed in the workplace. World of Work helps students see that no matter their skill set, every skill set is valuable and every person has a place in their community and in the workforce that is needed.





4 Levels

The four levels of World of Work evolve from exploration to practice, allowing students to tinker with potential careers, meet professionals, and then practice their skills.





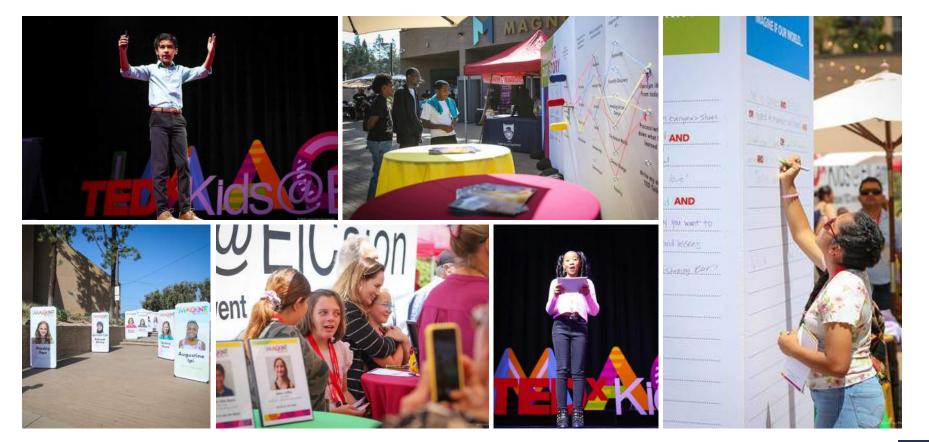


Level 3: Level 1: Level 2: Level 4: • • > **Exploration:** Simulation: Meet A Pro: **Practice:** Students Students learn Students Students connect "Meet A Pro", about careers their exploration, engage in a an industry expert, through the simulation and career related to the job World of Work "Meet A Pro" simulation they explored and based on the experiences to resources. simulated. This career they practice what session happens explored during they've learned by live in the the level 1 demonstrating their classroom either in simulation. new work skills. person or virtually using technology.

DISTRICT PROGRAMS

TEDxKids@ElCajon

The purpose of TEDxKids@ElCajon is to develop and amplify student voices. The District empowers their youth by creating space for them to share their ideas, bringing awareness to their experiences, and advocating their perspectives. Listening to our youth creates understanding, builds deeper relationships and opens the hearts and minds of the Cajon Valley Union School District community.



DISTRICT PROGRAMS



Cajon Valley Homeschool

Cajon Valley Homeschool provides a connected learning community where strengths and individuality are valued. Students are encouraged to transcend traditional learning boundaries to access knowledge and creativity, building connections and a sense of community among students.

The Design Learning Academy (DLA) offers students the ability to access high-quality education within a home environment. The program provides homebased learners with access to a robust Learning Management system and curriculum tools. Lessons are taught in the home by parents with weekly checkins with District home school teachers.

The Virtual Learning Program (VLP) provides virtual instruction via Zoom from Cajon Valley teachers. Virtual instruction follows a more traditional instructional model with daily or weekly assignments and direct connection with a teacher rather than the self-paced model of homeschooling.

Onsite enrichment opportunities in robotics, art, music, video production, and maker activities as well as social activities in a traditional school setting are also provided through a partnership with Jamacha Elementary School.

1 to 1 Take Home Program

The Cajon Valley Union school District supports a blended learning model of instruction by providing 1:1 Chromebooks for all students. Blended learning combines online educational materials and opportunities for interaction online with physical place-based classroom methods.



DISTRICT PROGRAMS



Flying Hills School of the Arts

Flying HIIIs School of the Arts is a preschool-8th grade Title 1 school serving approximately 730 students, providing students the opportunity to to express their ideas creatively while developing a strong academic foundation with high quality arts instruction that includes Music, Visual Arts, Dance and theater.

Through study and performance, students develop langauage and literacy skills, understanding, knowledge, and appreciatation of the arts. Students learn skills and techniques in all areas of the arts while developing lifelong skills such as confidence, self-awareness, empathy, cultural awareness, and self-discipline.

Visual Arts: All students participate in drawing, designing, painting, sculpting, and creating unique works of art that allow them to express their ideas and thoughts. Student artwork is displayed at community art exhibits and museums, as well as in newspapers and other publications.

Music: Through both vocal and instrumental music, students develop knowledge, skills, and an appreciation for music as an art form. Students learn basic music theory, vocal techniques, and performance skills. All students receive specialized weekly music instruction from our music specialist.

Theatre: A strong emphasis is placed on activities that develop and stimulate students' imagination and creative expression. Lessons in set and prop design, sound, lighting, improvisation, auditioning, stagecraft, and character and scene development not only help build their self confidence, but also allow the students to explore and discover the world of theatrical arts. Many of these skills are applied in theatrical productions throughout the school year.

Dance: Creative expression is developed through dance and movement. Skills in different forms of dance (i.e., creative, modern, ballet, hip-hop, and jazz) are emphasized through composition and performance of individual and group choreographed dances.

DISTRICT PROGRAMS



English Learning Programs.

The English Learner Program offers research-supported program options to parents and students by providing daily instruction in English Language Development for all English learners The program uses English language Development standards in concert with the common core to enrich the student experience. Students are provided adaptive technology to support language acquisition and standards mastery.

Instructional decision-making within the program is informed by a variety of assessments and data analysis-Parents are involved in the school and classroom via home-language communication and professional development is provided for support staff, teachers, and school leaders to maxize language acquisition and achievement of English Learners.

Structured English Immersion (SEI): A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and presentation designed for pupils who are learning English.

Dual Language Immersion (DLI): A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another Language with the goals of high academic achievement, first and second Language proficiency, and crosscultural understanding.

Developmental Bilingual Program: A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction, thus enabling an English learner to achieve language proficiency and meet stateadopted academic goals.

Heritage Language Program: A language acquisition program for English learners that provides instruction to students utilizing English and a student's native language for literacy and academic instruction.

DISTRICT PROGRAMS



Special Education

The Cajon Valley Union School District prepares students with disabilities to be independent, self-determining, productive members of society. Their goal is that students with disabilities possess the academic, vocational, and interpersonal skills necessary to meaningfully connected to the community and live a high quality of life. The District's Special Education program emphasizes the right to learn in the least restrictive environment which meets students' needs and provides maximum interaction with all peer groups. Learning takes place in a positive, reinforcing, safe environment which nurtures social responsibility and respect for diversity which prepares students for their roles and responsibilities in society. All children have access to a continuum of programs and instruction services that meet their individual needs with the child as the central focus of all educational decision making.

Research indicates that providing an inclusive setting provides for better outcomes. When education is inclusive so are concepts of civic participation, employment, and community life- directly in alignment with the District's vision for "Happy Kids, Engaged in Healthy Relationships, on a Path to Gainful Employment."

Inclusion means that each and every student, regardless of ability, race, religion, gender, gender identity, linguistic background, or economic status, has the right to:

- Be respected and appreciated as a valuable member of their school community
- Be valued as a general education student with unlimited potential for learning
- Engage in learning and experiences with peers from preschool through college and continuing education
- Develop their potential in an environment of psychological safety
- Access the tools necessary to be successful in the learning environment
- Engage with content that is relevant and personalized

DISTRICT PROGRAMS



Wellness

The Cajon Valley School District is committed to providing a school environment that promotes and protects children's health, well-being and the ability to learn by supporting healthy eating habits and physical activity.

The District's Wellness Policy sets specific goals for nutritional education, physical activity and other school-based activities, all designed to enhance the learning and development of lifelong wellness practices. The District supports the link between student health and learning, aligning district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. Additionally, the District engages in strategies to promote staff wellness and involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle. Wellness strategies include:

- Nutrition education programs
- Physical education programs
- Opportunities for physical activities on a regular baisis including recess, athletic programs, extracurricular programs, before and after school programs, summer learning programs
- Encouraging students to walk or bicycle to and from school
- In class physical activity breaks and other structured and unstructured activities
- Joint use partnerships and community access to facilities to expand students' access to opportunities for physical activity outside the school day
- · Ongoing education for teachers and staff

Counseling

The District Counseling Center offers support, outside agency resources, and referrals for students and families. Each school in CVUSD offers a comprehensive school-based counseling approach for all students.

DISTRICT PROGRAMS



Homeless Student Services

The McKinney-Vento Homeless Assistance Act ensures educational rights and protections for children and youth experiencing homelessness including:

- Immediate school enrollment
- Comparable Services
- Transportation Services
- Educational Services
- Meals through school nutrition programs
- School Supplies
- P.E. uniforms / 6th Grade Camp

Foster Youth Services

Foster Youth Services programs are designed to prepare foster youth to become successful, self-sufficient, and independent adults. It's focused on improving the educational outcomes of wards and dependents, ages 4 to 21, residing in licensed children's institutions, foster family agency and county foster homes. A committee representing school districts, community colleges, child welfare services, probation, juvenile court, advocacy agencies, and substitute care providers oversee the development and implementation of the Foster Youth Services Program. These agencies work in close partnership with the program to strengthen and enhance services to students in foster care.

DISTRICT PROGRAMS



Child Nutrition

The Child Nutrition team serves approximately 20,000 plus meals and snacks per day at approximately 40 schools and preschool sites throughout the greater Cajon Valley area. All schools in the Cajon Valley Union School District are now participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP) for the 2023-2024 School Year.

Schools that participate in the CEP are able to provide healthy breakfasts and lunches each day at no charge for all students enrolled in that CEP school during the 2023-2024 School Year.



California State Preschool Program

The state-funded preschool program is designed to provide a school readiness program for children ages 3-5 for income-eligible families. Parent participation is highly encouraged. Morning and afternoon classes run for three hours each, Monday through Friday.

The district's California State Preschool Program is a member of the Quality Preschool Initiative. The Quality Preschool Initiative (SDQPI) serves as an important champion for children in the county by helping families identify and access quality child care and early learning programs. In addition, the Quality Preschool Initiative helps providers keep up to date with best practices in early learning and identify areas for continued improvement. This powerful partnership of knowledge and education is contributing to quality outcomes for the region's next generation of successful students.

COMMUNITY AND DISTRICT PROFILE

DISTRICT PROGRAMS



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State Preschool Locations

- Anza State Preschool
- Bostonia Global Academy
 Multilingual Program
- Chase State Preschool
- Flying Hills State Preschool
- Jamacha State Preschool
- Johnson State Preschool
- Lexington State Preschool

- Madison State Preschool
 - Magnolia State Preschool
 - Meridian State Preschool
- Naranca State Preschool
- Rios State Preschool



Extended Day Programs

The mission of the Cajon Valley Union School District's Extended Day Program (Camp Sunrise/Sunset) is to create an engaging, emotionally, and physically safe environment before and after school that promotes life-long learning, confidence, and communication in a validating, dependable, and structured environment.

In order to keep students engaged before and after school, they are offered a wide array of ultra-engaging, high energy, and super-fun activities in a structured camp-like setting. Student's academic, social, emotional, behavioral, and physical skills are enhanced in a safe and caring environment.

The Extended Day Program strives to create an emotionally and physically safe environment for all students, every day, when parents are working or attending school. The program includes a nutritious snack, homework support, and academic activities that link to the common core standards. Enrichment

COMMUNITY AND DISTRICT PROFILE

DISTRICT PROGRAMS

activities are an important part of the program and include fine arts, science, literature, physical activity, sports, crafts, and cooperative games.

Extended Day Programs are available at Elementary and Middle school sites, with both fee based and subsidized programs available. Families approved for free or reduced lunch at subsidized sites may qualify for free rates.

In addition, summer camps provide structured activities and themed instruction.

Camps

The Extended Day Program offers Winter, Spring and Summer Campus to students in Kindergarten through 8th grade. Camps run from 6:30 am to 6:00pm during school breaks and provide structured activities and themed instruction.

SITE

Anza Elementary School
Avocado Elementary School
Blossom Valley Elementary School
Bostonia Global (TK-6)
Cajon Valley Middle School
Chase Elementary School
Crest Elementary School
Flying Hills School of the Arts
Fuerte Elementary School
Greenfield Middle School
Hillsdale Middle School
Jamacha Elementary School
Johnson Elementary School
Lexington Elementary School

ITE	
os Coches Creek Middle School	
Adison Elementary School	
lagnolia Elementary School	
Aontgomery Middle School	
Varanca Elementary School	
Rancho San Diego Elementary School	
Rios Elementary School	
/ista Grande Elementary School	
V.D. Hall Elementary School	







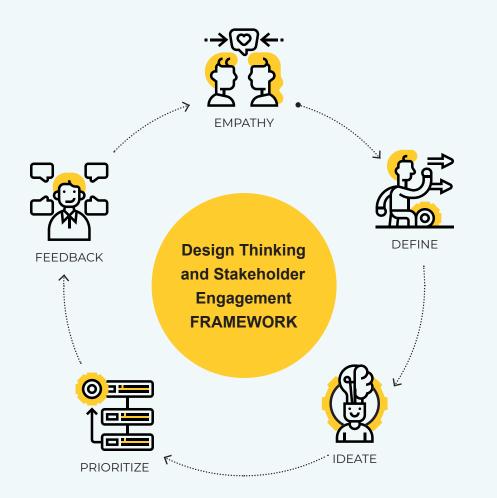


COMMUNITY ENGAGEMENT SUMMARY



COMMUNITY ENGAGEMENT SUMMARY

METHODOLOGY



Participants engaged in a variety of structured activities, aimed at soliciting input to develop a vision for aligning facilities with educational outcomes, identifying specific user needs, and developing project priorities.

Design Thinking Framework

Design thinking is a process for solving problems which emphasizes an understanding of specific user needs and develops solutions through an iterative process to arrive at a final design. This framework has been customized for the specific needs of the master planning process and includes five stages:

- **Empathize:** develop an understanding of the users' experience, needs, values, and priorities
- **Define:** define the scope of the challenge or problem to be solved, including internal and external influences, context and desired outcomes
- Ideate: generate an abundance of ideas which can be evaluated and prioritized
- **Prioritize:** define priorities for review and feedback
- Test: present prototype concepts for evaluation and feedback

This process is cyclical and moves through the ideate, prototype and testing phases until consensus is developed around a final solution.

The intent of a community or stakeholder engagement session is to define challenges to be solved, generate ideas, and collect feedback which can then be incorporated into the final plan.

Workshop Principles

While the nuances and needs of each engagement differ, and each principle may not be able to be implemented rigidly and to its fullest extent, these proven principles guide the facilitation of the engagement process and are intended to keep participants focused in order to maximize the useful and meaningful input of the group.

• Together, Alone

Often, in open discussions, the person with the most energy or the one who has the most decision-making authority influences the rest of the group. The group's tendency is to adopt and run with that person's opinion, or not develop any opinion at all. When working "together, alone," participants are not being influenced by others. In turn, this leaves everyone with the time and space to work through a solution.

Provide Opportunities for Anonymity

Anonymity has the advantage of removing any bias that participants might have towards a piece of the solution and allows them to provide input freely and without judgment.

All Ideas are Valid and Considered

Validation is critically important in facilitating meaningful engagement. The role of the facilitator is to ensure that all views and voices are heard and considered. Facilitation is unbiased and the facilitator seeks to help participants frame and make meaning of their arguments without judgment.





VISIONING

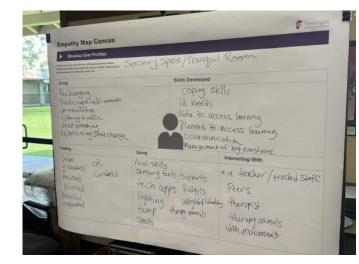


Visioning

Workshops were held with District leadership to establish a vision for user experiences and ways in which facilities should support educational outcomes.



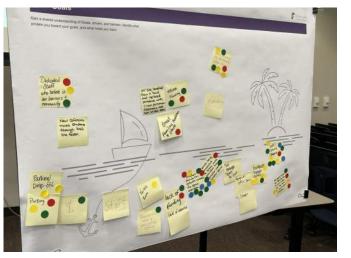
Community Engagement Community engagement focused on identifying challenges and opportunities, re-framing and ideating to develop solutions, and voting to establish priorities.



Empathy Map Canvas

Participants used empathy map canvases to explore user experiences.

COMMUNITY ENGAGEMENT



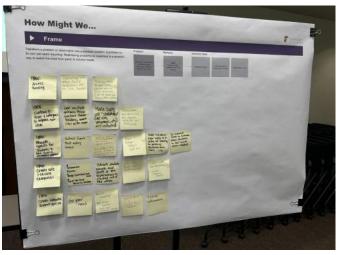
Sailboat Canvas

The "Sailboat" canvas helps participants identify positives and negatives; dot voting prioritizes challenges to focus on.



Deck of Spaces

A "Deck of Spaces" was used to ideate around spaces, activities, and experiences. Participants then identified opportunities and challenges and voted to establish priorities

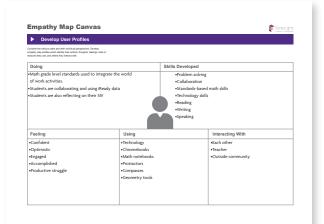


"How Might We" Canvas

"How Might We..." re-frames challenges as opportunities to develop solutions. Participants ideated, then voted to establish priorities.

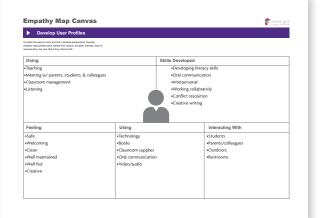
COMMUNITY ENGAGEMENT SUMMARY

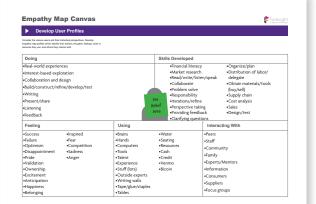
VISIONING

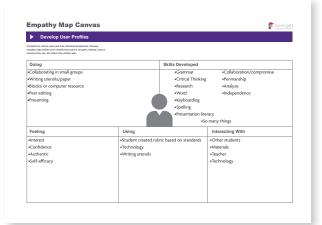


Develop User Profiles				
Consider the various users and their individual perspectives. Develop empathy map putiles which identify their actions, thoughts, feelings, tools or secures they use, and others they interact with.				
Doing		Skills Developed		
•Theme unit		 Collaboration 	n •Leadership	
 Student led learning 		 Creativity 	 Pres. Lit. 	
•Exploring resources		 Communicat 	ion	
•Create final product				
•KidBiz (Marketplace/Wow)		(writing, reading, math)		
		Prioritize resources		
		 Real world ap 	oplication	
		 Task Manage 	ment	
Feeling	Using		Interacting With	
	•Chromebooks		•Students	
•Pumped		 Checklist 	•Students	
Pumped Confident	 Maker materials 	•Rubric	•Staff	
•Confident	•Maker materials •Space	•Rubric •Chairs		
•Confident •Passionate	•Maker materials •Space •Workspace for ea.	•Rubric •Chairs •Staff seating	•Staff	
•Confident •Passionate •T - "like she needs a SPACE to do this work"	•Maker materials •Space	•Rubric •Chairs •Staff seating •Internet	•Staff •Digital Media	
•Confident •Passionate •T - "like she needs a SPACE to do this work"	•Maker materials •Space •Workspace for ea. group •Resources (Library?) •Storage	•Rubric •Chairs •Staff seating •Internet	•Staff •Digital Media •Community	
•Confident •Passionate •T - "like she needs a SPACE to do this work"	•Maker materials •Space •Workspace for ea. group •Resources (Library?) •Storage •Labels	•Rubric •Chairs •Staff seating •Internet	•Staff •Digital Media •Community •Google suites	
	•Maker materials •Space •Workspace for ea. group •Resources (Library?) •Storage	•Rubric •Chairs •Staff seating •Internet	-Staff -Digital Media -Community -Coogle suites -Docucam	

Develop User Profiles					
Conder the various users and their incidental perspectives. Develop ongeny may perspective valid used in the various chargets, basics ar second they user, and their instruments of the various of the va					
Doing		Skills	Developed		
•Recharging			Coping skills		
Practicing mindful moments		·	ID needs		
•De-escalating			Able to access le	arning	
Listening to music			Planned to acces	s learning	
•Deep Breathing		Communication			
•Experiencing state change		Management of big emotions			
Feeling	Using			Interacting With	
•Calm	•New Skills			•Teacher/trusted staff	
•In-control	 Sensory tools/supp 	orts		Peers	
•Focused	 Tech apps 			Therapist	
•Relaxed	 Lighting 			 Therapy animals 	
Peaceful	•Temp			Environment	
•Empowered	•Smells				
	 Fidgets 				
*OK					



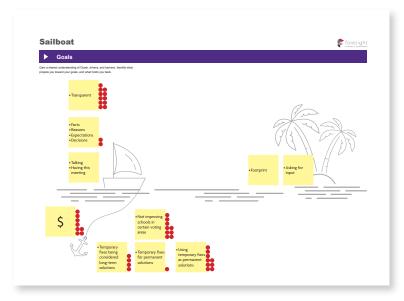


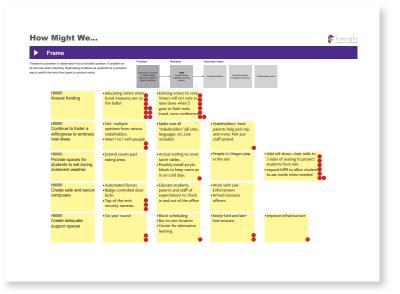


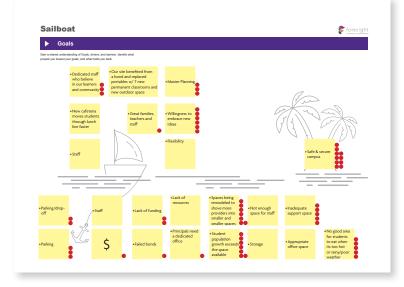


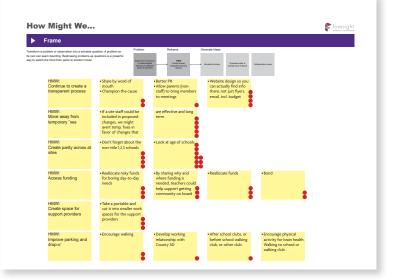
COMMUNITY ENGAGEMENT SUMMARY

COMMUNITY ENGAGEMENT



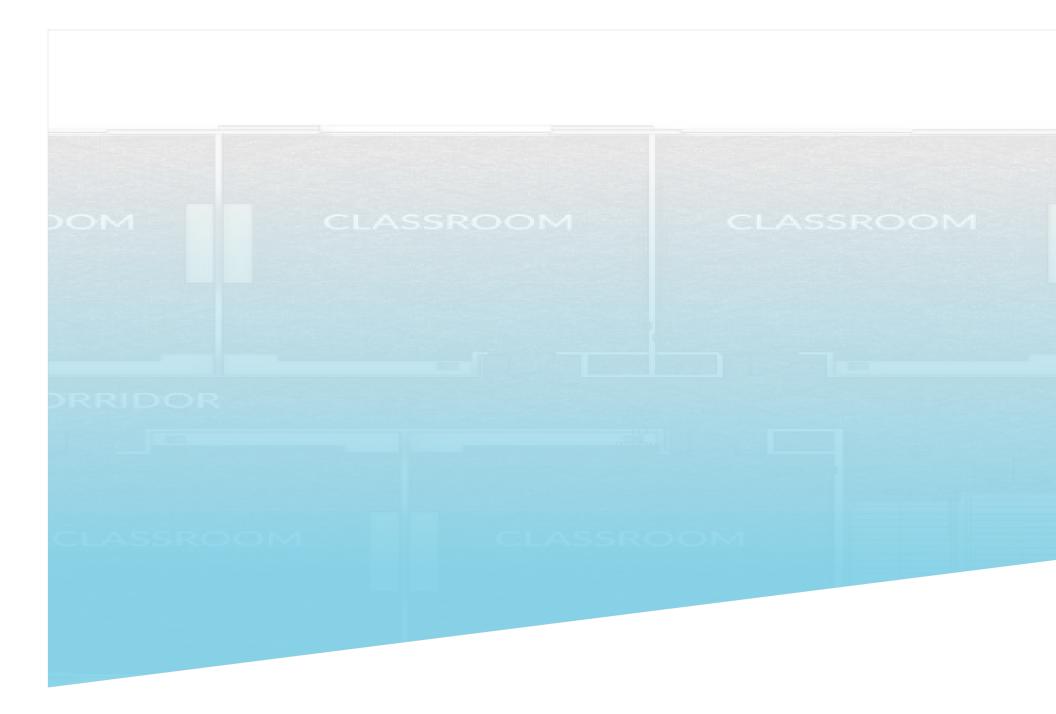


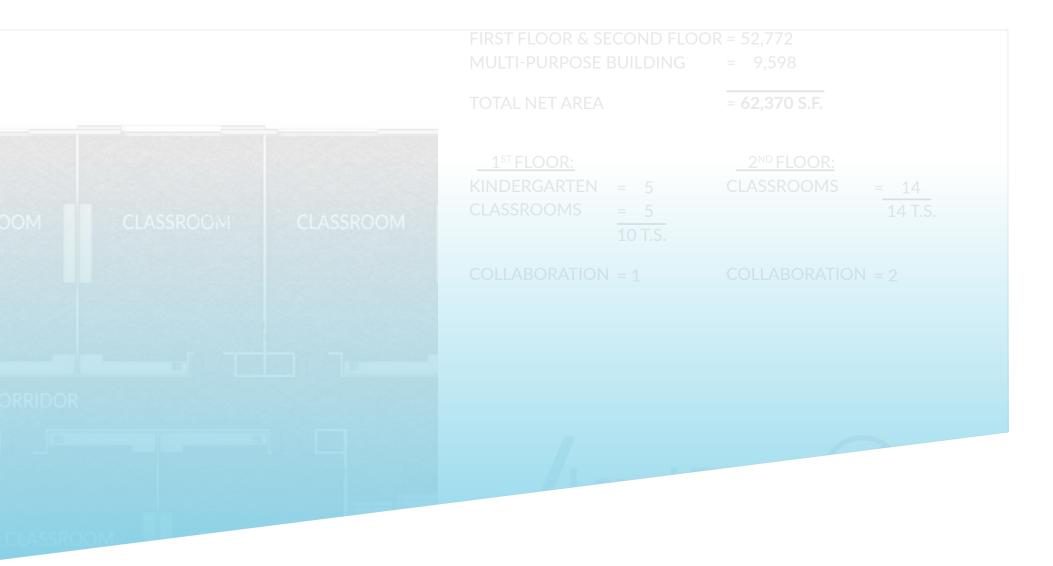












ENROLLMENT, CAPACITY AND UTILIZATION



ENROLLMENT

The Cajon Valley Union School District provided the facility master planning team with enrollment projections developed by the District using historical data to predict on-going trends.

Key Points in Calculations

- TK expansion was calculated using the previous year enrollment divided by the previous eligible months, multiplied by the number of new eligible months.
- Crest outdoor immersion program attracts 6-8th grade students. Younger siblings usually transfer with 6-8th grader. Limited data points available at time of projection as program is only 2 years old.
- VLP tends to have higher enrollment in middle school grades. Most students are transfers from current CVUSD schools; however, because limited data points were available regarding intra-district transfer patterns projections do not reflect this component.
- Kinder projections use 3-year average of historical enrollment with limited expectations based on current increases.

The District is projected to experience a net 53% increase in student population over the next 10 years, primarily spurred by the expansion of Universal Transitional Kindergarten. While many Districts within the state are seeing steep declines in enrollment due to decreases in live births and increases in migration out of the state; Cajon Valley is projected to be somewhat insulated from these population factors, with minimal decreases in grades 1-8 offset by exponential growth in Transitional Kindergarten.

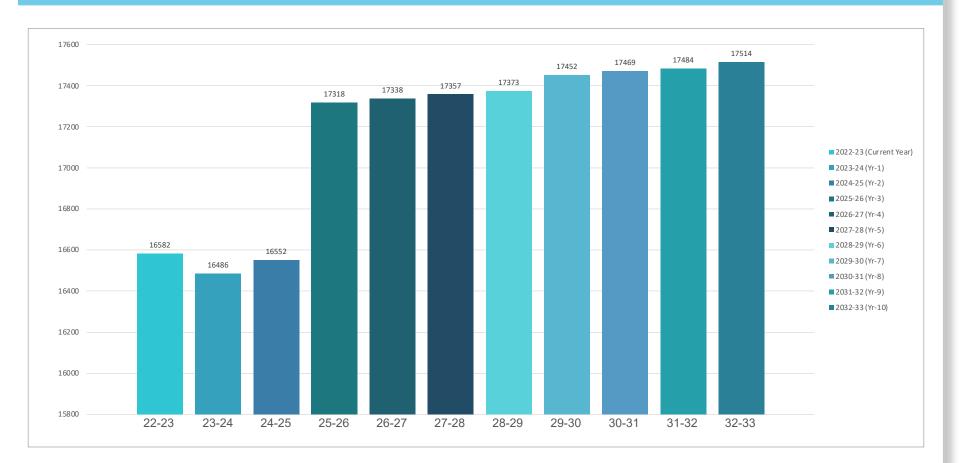
10 Year Enrollment Projected Net Change By Grade Level

GRADE LEVEL	2022-23 (CURRENT YEAR)	2032-33 (YR-10)	NET CHANGE	% CHANGE
ТК	560	1108	548	49%
Kinder	1667	1652	-15	-1%
1st	1714	1678	-36	-2%
2nd	1722	1703	-19	-1%
3rd	1726	1727	1	0%
4th	1819	1785	-34	-2%
5th	1750	1821	71	4%
6th	1790	1935	145	7%
7th	1837	1810	-27	-1%
8th	1806	1800	-6	0%
TOTAL	16391	17019	628	3.8%

ENROLLMENT, CAPACITY, AND UTILIZATION

ENROLLMENT

10 YEAR TOTAL ANNUAL DISTRICT ENROLLMENT PROJECTIONS 2023 - 2033



ENROLLMENT, CAPACITY AND UTILIZATION

CAPACITY

Introduction

The capacity analysis compares the existing available space to the existing and projected enrollment. It informs the master plan in identifying surplus or deficit in existing teaching stations and support space. The capacity of a campus is subject to the loading, or number of students per space, of each classroom. For the purposes of this study, loading standards established by the State of California for facility funding have been used. This may not reflect district loading standards established by labor union contracts, but is a neutral metric for long-term facility planning.

Additionally, special consideration is given to space utilization. The capacity analysis demonstrates the maximum capacity of any given site based on the quantity of spaces which meet minimum requirements for teaching stations. This does not reflect the actual utilization of space. Campuses may use available space to reduce student to teacher ratios, loading classroom space below the maximum; they may also use available space to provide support services such as health and wellness, intervention, or other wrap around services.

The capacity analysis uses standards established by the California Department of Education for the size of a classroom. In general, only spaces which meet the minimum size requirements for classrooms, as established by Title 5 of the California Education Code of Regulations are counted as eligible classrooms within the capacity analysis.

Title 5 Minimum Size Requirements for Classrooms

The minimum classroom size requirements outlined in Title 5 of the California Education Code are as follows:

• Kindergarten: classrooms include restrooms, storage, teacher preparation, and wet and dry areas.

- Grades 1-12: A minimum of 960 square feet.
- Special Day Class: see special day class basic need table, next page.

These requirements specify the minimum floor space for classrooms based on the grade level. It is important to note that these are minimum standards and schools may choose to provide larger classrooms to accommodate a more comfortable learning environment.

California State Funding Program Loading Standards

GRADE LEVEL	LOADING
Transitional Kindergarten	24:1
Elementary K-6	25:1
Middle School 7-8	27:1
High School 9-12	27:1

ENROLLMENT, CAPACITY, AND UTILIZATION

CAPACITY, SPACE PROGRAM REQUIREMENTS

SPECIAL DAY CLASS BASIC NEED	GRADE LEVELS	LOADING	SQUARE FOOTAGE
NON-SEVERE DISABILITY			
Specific Learning Disability	All	12	1,080
Mildly Intellectually Disabled	All	12	1,080
Severe Disorder of Language	All	10	1,080
SEVERE DISABILITY			
Deaf and Hard of Hearing	All	10	1,080
Visually Impaired	All	10	1,330 (1,080 +250 Storage)
Orthopedically and Other Health Impaired	All	12	2,000 (1,080 +400 toilets + 250 storage + 270 daily living skills + 3000 therapy + 750 therapy per additional classroom)
Autistic	All	6	1,160 (1,080 + 80 toilets)
Severely Emotionally Disturbed	All	6	1,160 (1,080 + 80 toilets)
Severely Intellectually Disabled	Elementary	12	1,750 (1,080 + 400 toilets + 270 daily living skills)
Severely Intellectually Disabled	Secondary	12	2,150 (1,080 + 400 toilets + 270 daily living skills + 400 vocational)
Developmentally Disabled	All	10	2,000 (1,080 + 400 toilets + 250 storage + 270 daily living skills + 3000 therapy** + 750 therapy per additional CR)
Deaf – Blind / Multi	All	5	1,400 (1,080 +200 storage + 150 toilets)

* Special pupils may usually be grouped without accordance to type, especially in smaller districts or where attendance zones may indicate, to maximize loadings per classroom where there are children with similar educational needs

** Therapy add-ons not to be provided if on same site as orthopedically impaired.

ENROLLMENT, CAPACITY AND UTILIZATION

CAPACITY, SPACE PROGRAM REQUIREMENTS

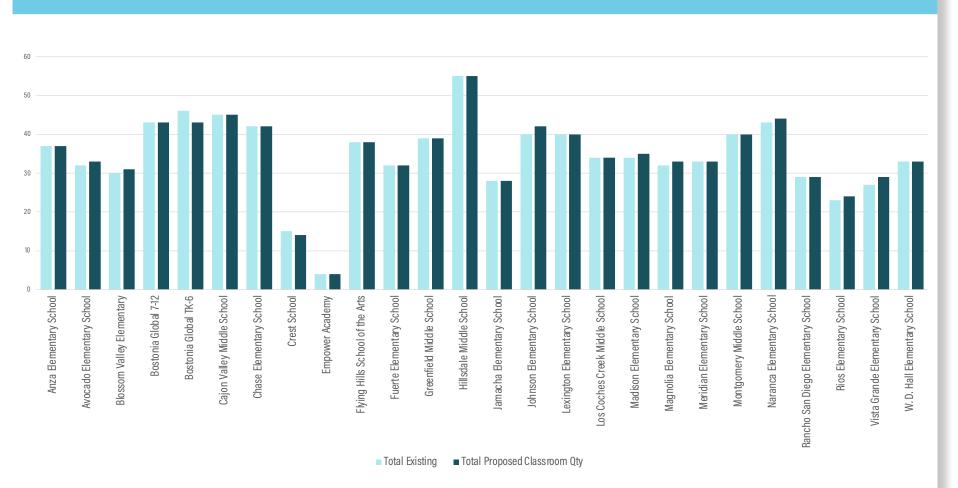
PROGRAM REQUIREMENTS	LOADING	PUPILS ENROLLED	SQUARE FOOTAGE
Resource Specialist Program for those	All maximum caseload for Resource	1-8	240
pupils with disabling conditions whose	Specialist is 28, not all served at the same	9-28	480
needs have been identified by the	time.	29-37	720
Individualized Education Program (IEP)		38-56	960
Team, who require special education for a			
portion of the day, and who are assigned		57-65	1,200
to a regular classroom for a majority of the		66-85	1,440
school day.***		86-94	1,680
		95-112	1,920

*** To a maximum of 4 percent of the unhoused average daily attendance of the district, per new school or addition, to a maximum of 1,920 square feet.

ENROLLMENT, CAPACITY, AND UTILIZATION

CAPACITY, CLASSROOM QUANTITY ANALYSIS

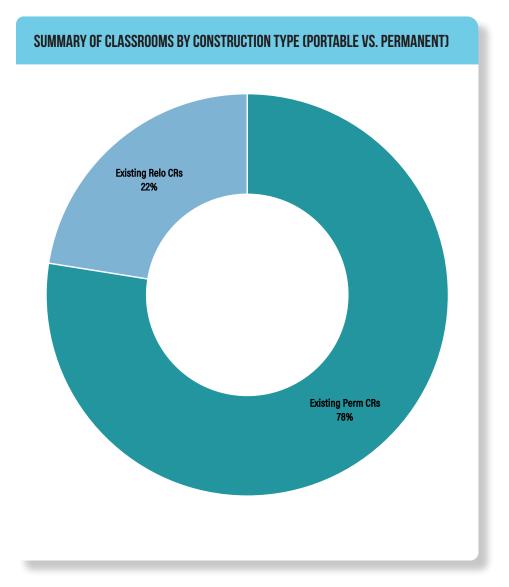
CAPACITY ANALYSIS: EXISTING CLASSROOMS VS. MASTER PLAN PROPOSED CLASSROOMS



ENROLLMENT, CAPACITY, AND UTILIZATION

CAPACITY

2011001	EXISTING	EXISTING	TOTAL
SCHOOL	PERM CRS	RELO CRS	EXISTING
Anza Elementary School	24	13	37
Avocado Elementary School	24	8	32
Blossom Valley Elementary School	22	8	30
Bostonia Global TK-6	25	19	44
Chase Elementary School	20	22	42
Fuerte Elementary School	22	10	32
Jamacha Elementary School	22	6	28
Johnson Elementary School	28	12	40
Lexington Elementary School	40	0	40
Madison Elementary School	18	16	34
Magnolia Elementary School	28	4	32
Meridian Elementary School	21	12	33
Naranca Elementary School	25	17	42
Rancho San Diego Elementary School	26	3	29
Rios Elementary School	20	3	23
Vista Grande Elementary School	25	2	27
W. D. Hall Elementary School	20	13	33
Crest Elementary School	12	3	15
Flying Hills School of the Arts	25	11	36
Bostonia Global 7-12	28	15	43
Cajon Valley Middle School	45	0	45
Greenfield Middle School	36	3	39
Hillsdale Middle School	55	0	55
Los Coches Creek Middle School	34	0	34
Montgomery Middle School	33	7	40
TOTAL	678	207	885



ENROLLMENT, CAPACITY AND UTILIZATION

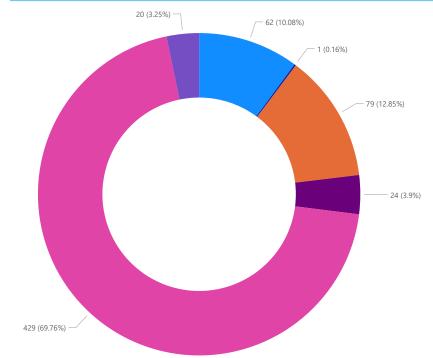
UTILIZATION

The Cajon Valley Union School District currently facilitates its educational program throughout 615 distinct spaces across the District's campuses. Nearly 70% of space in the District is dedicated to general instruction while the remaining 30% of spaces are used for student support services, extended day programs, special education, and early childhood education.

As with many school districts throughout the state, the majority of school campuses have been constructed with classrooms and basic, general support spaces such as administration, libraries, multi-purpose rooms and/ or gymnasiums. There is a growing need for additional support spaces to deliver wrap-around services for students including counseling, wellness, and intervention. Often times, the only available space to provide these services is in existing classrooms.

The facility master plan evaluates the utilization of space in order to identify ways in which to maximize the available square footage and to identify deficiencies across campuses. Student support spaces, for example, do not always require full-size classrooms to facilitate programs. Co-locating these uses and reconfiguring existing space to support 1:1 meetings and small group instruction allows the District to create the most efficient use of space.

DISTRICT WIDE UTILIZATION SUMMARY



SPACE TYPE	QTY	% OF PROGRAM
 General Instruction 	429	69.76%
 Extended Day Program 	20	3.25%
 Student Support 	62	10.8%
Vacant	1	0.16%
Special Education	79	12.85%
Preschool	24	3.9%
TOTAL	615	100%

ENROLLMENT, CAPACITY, AND UTILIZATION

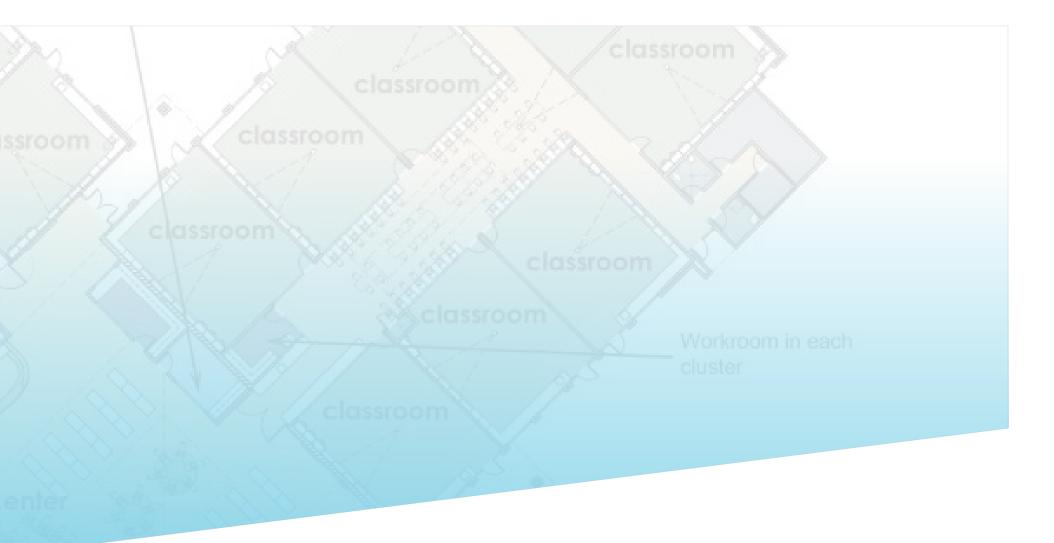
CONCLUSIONS AND RECOMMENDATIONS

- The growth in Transitional Kindergarten enrollment will require additional space to accommodate new students.
- The facility master plan first seeks to recapture any existing, available space across campuses to ensure spaces are maximized for efficiency.
- An increase in providing student wrap-around services creates a need for differentiated space beyond typical classrooms. Additional office and small group space should be included at each site to accommodate these needs. Flexibility in transforming spaces in size and configuration should be considered to allow for the most adaptability long-term.



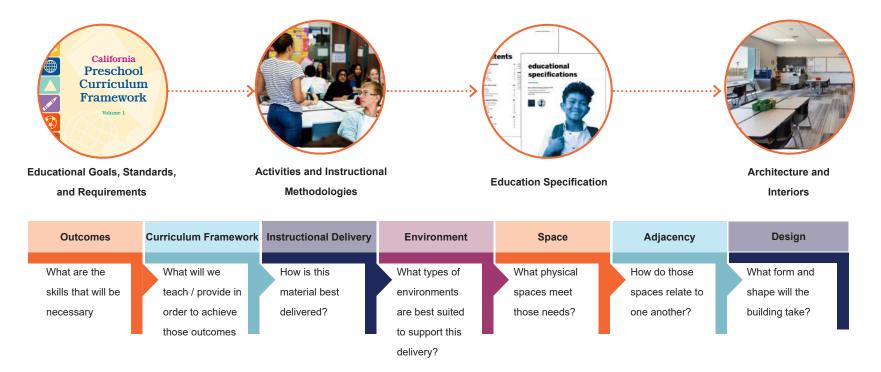








ALIGNING FACILITIES AND OUTCOMES



Education specifications are the link between facilities and the educational program. They communicate to architects, building professionals, and the public what educators believe is required of a proposed facility to support educational programs. The following education specification outlines the outcomes, curriculum framework, instructional delivery methodologies, environments, space, and adjacency standards for the Cajon Valley Union School District. It provides an understanding of the educational goals, standards and requirements for student success; the activities and instructional methodologies employed to achieve those outcomes and the relationship between building systems, components, and physical attributes that best support those methodologies.

The nature of school facilities and the inherent differentiation across a district may prohibit the application of an education specification in exactness; however, the specifications identified herein are intended to be used as a framework, or guide for architect teams in developing more detailed design concepts. The application of the education specification across campuses may be unique, but the end goal in supporting educational pedagogy and outcomes should remain.

CURRICULUM FRAMEWORK

In August 2010, the State of California's adopted The Common Core State Standards. These standards are research-based, internationally benchmarked, and designed to prepare every student for success in college and the workplace. In conjunction with implementing state standards, the California Department of Education has developed curriculum frameworks for the delivery of education in order to meet the adopted standards. These frameworks guide the classroom instruction for students in California and are used here as a guide to understanding the desired outcomes and related activities which must be supported by learning facilities.

KEY CONCEPTS

Curriculum frameworks have been developed for all subject areas and reflect the content standards and desired skill sets of each subject area. Common to all the frameworks, however are some key concepts:

- · Relationships are central and learning is social
- The context for learning should reflect the cognitive stages of growth and abilities
- · Learning is integrated and multi-disciplinary
- Intentional teaching enhances learning experiences
- Family and community partnerships create meaningful connections and networks of support
- Individualization of learning includes all students
- Responsiveness to culture and language supports learning
- Time for reflection and planning enhances teaching

Relationships are central and learning is social

Learning is a social activity and opportunities should be provided for a multitude of connections and collaboration. This includes Teacher to student, peer to peer, small group, and large group instruction. Parent and community relationships are also valued in creating whole-child supports.

The context for learning should reflect the cognitive stages of growth and abilities

The context for learning moves from the concrete to the abstract. Early learners learn through play and making meaning of the world they see. As they develop, students begin to fold in logical thought and organization of information, preparing them for abstract thought and deeper learning which draws on making connections between ideas and concepts.

Learning is integrated and multi-disciplinary

Multi-disciplinary learning is encouraged across all subject areas. Content standards are organized around the use of essential questions which allow for cross-disciplinary concepts and investigations.

Intentional teaching enhances learning experiences

California's curriculum frameworks encourage teaching which is differentiated to students' unique needs and abilities. An emphasis is placed on thoughtful, intentional teaching, which is flexible and adaptable to the active environment.

Family and community partnerships create meaningful connections and networks of support

Learning is not isolated and student support and connection to their family and community is critical to success. The curriculum frameworks stress the importance of creating and encouraging these important connections.

CURRICULUM FRAMEWORK (CONTINUED)

Individualization of learning includes all students

Not only should instruction be differentiated, it should be accessible to all students and employ the ethos of universal design, which ensures that all students no matter their cognitive or physical ability be able to participate.

Responsiveness to culture and language supports learning

Diversity is respected and there is an emphasis on responding to the unique cultural influences and perspectives that each child brings to the learning environment.

Time for reflection and planning enhances teaching

The ability for teachers to create meaningful learning experiences with time, support, and resources enhances teaching.



ENVIRONMENTS

The Cajon Valley Union School District staff have identified several key elements that support the implementation of its instructional models:

- Strong technology infrastructure to support online access for all students.
- · Classroom focus on flexible learning spaces.
- A variety of seating and work mode options to support student choice.
- Shared collaboration areas.
- · Outdoor spaces to support structured and unstructured activities.

SITE CONSIDERATIONS

Vehicle Circulation

Parent drop off, bus loading areas, and parking shall be separated to allow students to enter and exit the school grounds safely unless these features are unavailable due to limited acreage in urban areas or restrictive locations, specifically:

- Buses do not pass through parking areas to enter or exit school site unless a barrier is provided that prevents vehicles from backing directly into the bus loading area.
- Parent drop off area is adjacent to school entrance and separate from bus area and parking.
- Vehicle traffic pattern does not interfere with foot traffic patterns. Foot traffic does not have to pass through entrance driveways to enter school. Crosswalks are clearly marked to define desired foot path to school entrance.

- Parking stalls are not located so vehicles must back into bus or loading areas used by parents. Island fencing or curbs are used to separate parking areas from loading/unloading areas.
- To provide equal access to insure the purposes of the least restrictive environment, bus drop off for handicapped students is in the same location as for regular education students.

Playground and Field Areas

Adequate physical education teaching stations shall be available to accommodate course requirements for the planned enrollment, specifically:

- A variety of physical education teaching stations are available to provide a comprehensive physical education program in accordance with the district's adopted course of study (including hard court, field area and indoor spaces).
- The physical education teaching stations are adequate for the planned student enrollment to complete the minimum instruction and course work defined in Education Code sections 5210(g), 51220(d), and 51225.3(a)(1) (F)
- Supervision of play-fields is not obstructed by buildings or objects that impair observation.
- Joint use for educational purposes with other public agencies is explored.
 Joint use layout with parks is not duplicative and fulfills both agencies' needs.

SITE CONSIDERATIONS (CONTINUED)

Delivery and Utility Areas

Delivery and service areas shall be located to provide vehicular access that does not jeopardize the safety of students and staff:

- Delivery/utility vehicles have direct access from the street to the delivery area without crossing over playground or field areas or interfering with bus or parent loading unless a fence or other barrier protects students from large vehicle traffic on playgrounds.
- Trash pickup is fenced or otherwise isolated and away from foot traffic areas.

Future Expansion

Site layouts shall have capability for expansion without substantial alterations to existing structures or playgrounds:

- Site layout designates area(s) for future permanent or temporary additions that are compatible with the existing site plans for playground layout and supervision.
- Utilities to the expansion area are included in the plans and have the capacity to accommodate anticipated growth.
- Exits, corridors, stairs, and elevators are located to accommodate capacity of additions, particularly in such buildings added as the multi-purpose/ cafeteria, administration, gymnasium and/or auditorium.

Placement of Buildings

Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of foot traffic flow around and within buildings. Site layout of buildings, parking, driveways, and physical education areas shall be adequate to meet the instructional, security and service needs of the educational programs:

- Building placement is compatible with other functions on campus; e.g., band room is not next to library.
- Physical relationship of classrooms, auxiliary, and support areas allows unobstructed movement of staff and students around the campus.
- Building placement has favorable orientation to wind, sun, rain, and natural light.
- Restrooms are conveniently located, require minimum supervision, and, to the extent possible, are easily accessible from playground and classrooms.
- Parking spaces are sufficient for staff, visitors, and students (where applicable).
- The campus is secured by fencing and electronic devices such as code entries, electronic monitoring or motion sensors when needed.

BUILDING SYSTEMS

Lighting

Light design shall generate an illumination level that provides comfortable and adequate visual conditions in each educational space; special consideration should be given to emphasizing day-lighting whenever possible, specifically:

- Ceilings and walls are white or light colored for high reflectance unless function of space dictates otherwise.
- · Lights do not produce glare or block the line of sight.
- Window treatment allows entrance of daylight but does not cause excessive glare or heat gain.
- Fixtures provide an even light distribution throughout the learning area.
- Light design follows the California Electrical Code found in Part 3 of Title 24 of the California Code of Regulations.

Acoustical

Hearing conditions shall complement the educational function by good sound control in school buildings, specifically:

- The sound-conditioning in a given space is acoustically comfortable to permit instructional activities to take place in this classroom.
- Sound is transmitted without interfering with adjoining instructional spaces; e.g., room partitions are acoustically designed to minimize noise.
- The ventilation system does not transmit an inordinate sound level to the instructional program.

Plumbing

- Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.
- Refer to Part 5, Title 24, of the California Code of Regulations.
- Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised.

Technology

- Integrated, intercom, bells, paging, clocks to a modern IP based system
- Various electrical outlets and self-service charging options, to include furniture with charging options.
- · Distributed sound for all classrooms.
- Use physical security that integrates with cameras and can be centrally managed.

Furniture, Fixtures & Equipment

- · Furniture should support flexible learning environments.
- Movement of furniture to design different spaces for different needs and ways to support types of learning.
- Right-sized storage to allow for storage of materials without encouraging over-accumulation.

BUILDING SYSTEMS (CONTINUED)

Building and Site Maintenance

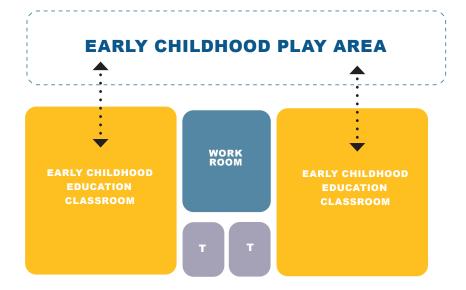
- Low maintenance flooring
- Antivandalism products or resistant to vandalism for doors and windows is important.
- Promotes health, safety, and cleanliness.

Safety and Security

- Ability to lock doors from inside classroom.
- Gates that allow lockdown and accessibility to exit in an emergency.
- · Cameras that record areas with accessibility.
- Fences that are high enough to deter an intruder.

EARLY CHILDHOOD EDUCATION (PRESCHOOL, TRANSITIONAL KINDERGARTEN, KINDERGARTEN)





PROGRAM DESCRIPTION

Early childhood classrooms should enhance curriculum instruction and activities related to subject-area learning targets for the the early childhood level. Teachers require the ability to create several distinct areas within a single classroom (e.g. carpet area, reading area, desk area, stations, play area, etc.). These classrooms should be located on the first floor adjacent to the kindergarten play area and in close proximity to parent drop-off and bus loading areas.

LOCATIONS/ADJACENCIES

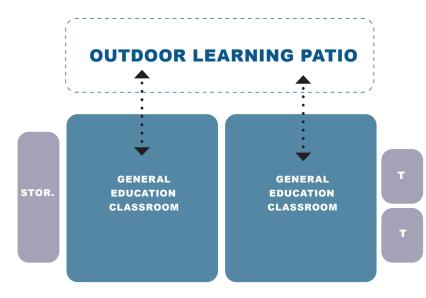
- » Located close to drop-off area
- » In close proximity to administration
- » Adjacent to shared workroom space to allow for immediate access to neighboring classroom and increased collaboration between classrooms
- » Direct access to a unisex restroom with fixtures mounted at the appropriate height

- » Larger classroom spaces to create a learner-centered, inquiry based environment
- » Ample daylighting should be provided to support learning and well-being
- » Mobile storage is encouraged for increased flexibility
- » Flexible design features and furnishings should be considered to allow for varied classroom configurations
- » Provide writing and projectable teaching/learning surfaces
- » Provide ample tackable wall space to display student work
- » Adequate quantity and placing of electrical outlets including ceiling drops
- » Flooring in the early childhood classrooms will be a combination of carpet and VCT to support the wet/dry activities that take place
- » Sinks mounted at the appropriate height to be provided in each classroom
- » Early childhood classrooms should have a "wet" area with both an adult and student sink for arts and crafts types of activities along with a dry area
- » Exterior spaces needs to have an adequate amount of covered space
- » Cubbies for student storage



ACADEMIC CORE





PROGRAM DESCRIPTION

General classrooms support the everyday instruction of students and provide the facilities to instruct language arts, mathematics, science, social studies, art, music, health/guidance, physical education, and other programs. The District committee and staff identified a number of strategies for the development of the classroom and academic core facilities. Central to the discussion were the ideas of flexible spaces, a variety of learning spaces, fostering collaboration and creating a technology-rich environment for students.

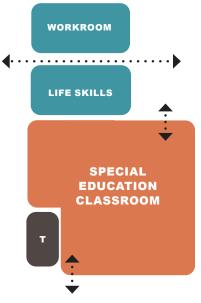
LOCATIONS/ADJACENCIES

- » Close proximity to the Library
- » Close connection to outdoor learning spaces for both large and small groups
- » Classrooms should be located near student restrooms

- » Ample daylighting should be provided to support learning and well-being
- » Mobile storage is encouraged for increased flexibility
- » Flexible design features and furnishings should be considered to allow for varied classroom configurations
- » Provide writing and projectable teaching/learning surfaces
- » Provide ample tackable wall space to display student work
- » The technology infrastructure should support access to individual devices (BYOD) and integrated large-scale devices for the teacher
- » Ensure data coverage by wireless access points for individual devices
- » Adequate quantity and placing of electrical outlets including ceiling drops
- » Provide carpeting in all classroom spaces
- » Sinks mounted at the appropriate height to be provided in each classroom
- » Cubbies for student storage

SPECIAL EDUCATION CLASSROOM





PROGRAM DESCRIPTION

The District is committed to the philosophy that each child must be provided an appropriate public education in the least restrictive educational environment (most normal educational setting) designed to meet his/her unique needs. Therefore, students with disabilities are educated with children who are not disabled to the maximum extend appropriate. Special education classrooms for students with disabilities occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Special education classrooms will support the academic core curriculum and basic skills with flexibility for both large and small group instruction. Technology will be consistent with general education classrooms.

LOCATIONS/ADJACENCIES

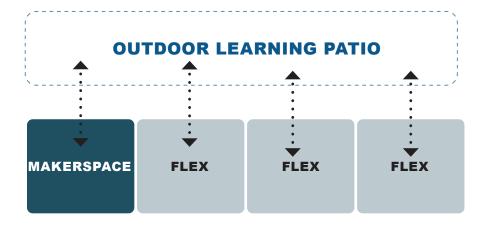
- » Special education classrooms will be distributed throughout the campus
- » It is possible to group two classrooms with support facilities such as restrooms with changing tables, adaptive PE, large storage for wheelchairs and other equipment to support the program.
- » In close proximity to conference spaces for IEP meetings

- » Larger classroom spaces to create a learner-centered, inquiry based environment
- » Direct access to restroom with changing station(s)
- » Flexible design features and furnishings should be considered to allow for varied classroom configurations
- » Provide writing and projectable teaching/learning surfaces
- » Provide ample tackable wall space to display student work
- » Adequate quantity and placing of electrical outlets including ceiling drops
- » Flooring should be a combination of carpet and VCT to support the a variety of activities
- » Sinks mounted at the appropriate height to be provided in each classroom
- » Exterior spaces needs to have an adequate amount of covered space
- » Storage for wheelchairs or other equipment
- » Storage for adaptive PE
- » Laundry facilities
- » Access to life skills spacevv



MAKERSPACE





PROGRAM DESCRIPTION

The Makerspace is an area for large group collaborative settings that are set up for tactile learning, through making, building, and various project based activities. A multitude of services can be provided in this facility that support student achievement, teacher collaboration and team teaching, large/small group instruction, independent study, and flexible scheduling. This room should be large enough that an entire class can meet and equipment and supplies can be stored within the space. This space should be close to but separate from the library and easily accessible from classrooms.

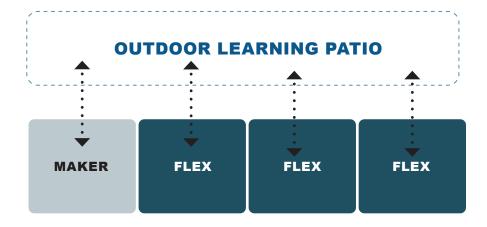
LOCATIONS/ADJACENCIES

- » The Makerspace should be located adjacent to outdoor learning areas to articulate indoor-outdoor connections
- » When possible, the makerspace should be placed adjacent to other flexible spaces for enrichment programs to support shared use of these spaces during the normal school day and for extended day programs.

- » Ample daylighting should be provided to support learning and well-being
- » The District envisions having a multi-use space that can be used for various project based activities
- » It is envisioned that the floor would concrete or VCT to allow for easy cleaning
- » Finishes should be durable and attractive
- » Flexible design features and furnishings should be considered to allow for varied configurations
- » Provide writing and projectable teaching/learning surfaces
- » Provide ample tackable wall space
- » The technology infrastructure should support access to individual devices (BYOD) and integrated large-scale devices for the teacher
- » Ensure data coverage by wireless access points for individual devices
- » Adequate quantity and placing of electrical outlets including multiple ceiling drops
- » Direct connection to the outdoors

FLEX CLASSROOMS





PROGRAM DESCRIPTION

Flexible classroom space should be provided to accomodate shared enrichment programs including art, robotics, or music. These spaces may be site-specific based on the unique needs of the pedagogy of a particular site and should be designed to be easily reconfigured for multiple uses.

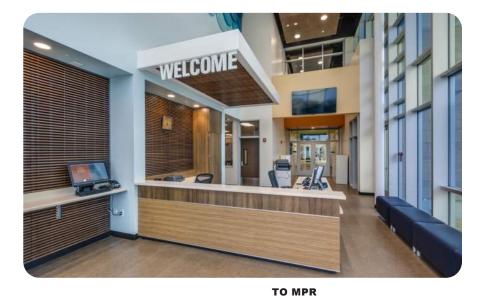
LOCATIONS/ADJACENCIES

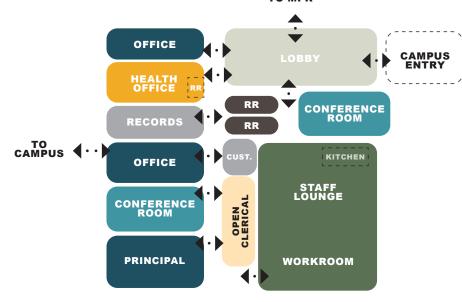
- » Flex spaces should be located adjacent to outdoor learning areas to articulate indooroutdoor connections
- » When possible, flex spaces should be located near the maker space for enrichment programs to support shared use of these spaces during the normal school day and for extended day programs.

- » Ample daylighting should be provided to support learning and well-being
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- » The technology infrastructure should support access to individual devices (BYOD) and integrated large-scale devices for the teacher
- » Ensure data coverage by wireless access points for individual devices
- » Adequate quantity and placing of electrical outlets including multiple ceiling drops
- » Direct connection to the outdoors



ADMINISTRATION





PROGRAM DESCRIPTION

Administration serves as the gateway of the school for parents and the community while securing the campus with a mandatory check-in counter for visitors. In addition, the administration office coordinates and monitors the educational program needs and addresses the daily operational aspects of the school. Additional programmatic functions include, but are not limited to: administrative support, providing parent resources, conference spaces, health services, enrollment, attendance and records storage.

The Health Clerk attends to minor injuries, students not feeling well, and students with known medical illnesses (e.g. diabetes or asthma). The Health Clerk will assess the student's condition and determine whether the students needs to rest, go home, or return to class.

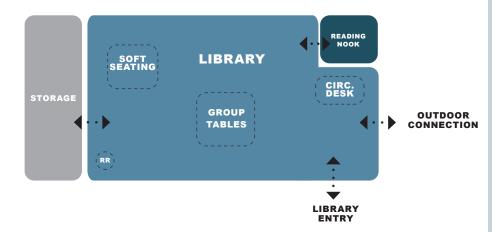
LOCATIONS/ADJACENCIES

- » The lobby/waiting area is positioned at the main entry to the building, adjacent to the administrative area. This placement allows staff to supervise the main entry as they welcome, assist and direct visitors
- » Line of site to monitor exterior of the school
- » Because the Administration staff needs to manage Health Office functions during certain periods of the day, the Health Office needs to be located adjacent to an occupied clerical area with a clear line of site as required by Title 5. It is ideal for the health office to have 2 entrances (access from main administration and access directly to campus core)
- » Provide a unisex restroom within the Health Office

- » The lobby and waiting area needs to be sufficiently large to accommodate a high amount of traffic, while allowing space for queuing at the check-in counter, completing forms and other activities
- » There should be dedicated computer station(s) for enrollment
- » Provide ample meeting space
- » Space for security personnel
- » Design for adequate waiting area for parents, separate from Health and Discipline, but allow visual access from the reception area
- » Sufficient wayfinding for students and visitors need to be provided
- » Provide display areas for current events
- » The administration area will have a combination of carpet and luxury vinyl tile (LVT)

LIBRARY





PROGRAM DESCRIPTION

The Library acts as the symbolic "heart" of the school's academic activities. It should be a highly flexible space for collaboration, multimodal learning and should provide access to mobile technologies. Libraries are now envisioned as more of a "learning emporium" rather than a place to house books. A multitude of services can be provided in this facility that support student achievement, teacher collaboration and team teaching, large/small group instruction, independent study, and flexible scheduling.

LOCATIONS/ADJACENCIES

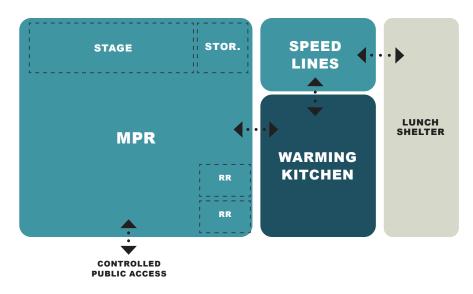
- » The Library should be positioned in the "public" area of the school facility, in a centrallylocated and easily identified area
- » Students should walk by or through the Library frequently during the course of their day.
- » The Library will support computer-based programs, on-line learning and virtual instruction
- » The circulation desk should be located where there is a clear line of sight through the entire space
- » Student restrooms should be in close proximity

- » Ample daylighting should be provided to support learning and well-being
- » Flexible design features and furnishings should be considered to allow for varied configurations
- » Provide writing and projectable teaching/learning surfaces
- » Provide ample tackable wall space
- » The technology infrastructure should support access to individual devices (BYOD) and integrated large-scale devices for the teacher
- » Ensure data coverage by wireless access points for individual devices
- » Adequate quantity and placing of electrical outlets including ceiling drops
- » Acoustical treatments and finishes should be carefully chosen to allow multiple concurrent activities and sensitivity to noise transfer to the adjacent spaces classrooms
- » Direct connection to the outdoors



MULTI PURPOSE ROOM (ELEMENTARY SCHOOL)





PROGRAM DESCRIPTION

The Multi-Purpose Room (MPR) will serve for various activities, including physical education, assemblies, extracurriculars, and student lunch during inclement weather. The facility should be designed with the flexibility to accommodate such uses. Typically, the Multi-Purpose Room will be used for large group activities and should be of sufficient size to accommodate the master planned enrollment of the school.

The primary purpose of the food service facility is to provide students and staff with nutritious meals while at school. Cajon Valley Union School District is proud to state that all schools are now participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP). This makes it essential that the food service area provide the necessary space for the nutritional program that will nourish the students and promote healthy bodies and minds.

The design of the MPR should include a stage to allow for school performances, and a projector system for presentations and instructional purpose.

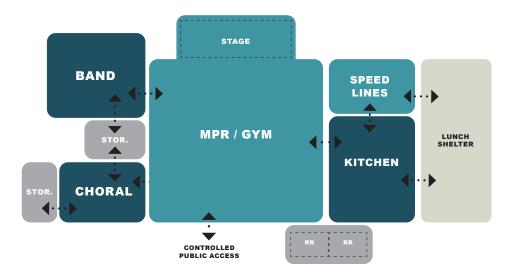
LOCATIONS/ADJACENCIES

- » The Multi-Purpose Room should be located adjacent to food service
- » The MPR must have direct access to the public and must be secured from other parts of the campus to allow community events on evenings and weekends without intruding other school spaces
- » Student queuing into the food serving area should be located off of a covered area to protect students from the weather and sun
- » There should be nearby access to student restrooms and a large outdoor lunch shelter adjacent to the MPR/Food Service building

- » The District envisions having a multi-use space that can be used for sports activities, dramatic plays and can be subdivided for use for multiple groups in after school functions
- » It is envisioned that the floor would have a multi-use resilient finish to allow varied activities in the room along with an outdoor connection for overflow and other activities
- » The MPR should have good sound and acoustic qualities for music and spoken presentations
- » Enhanced stage lighting and access to technology for large group presentations
- » Finishes should be durable and attractive
- » There should be some type of control booth or room to control sound and lighting for performances
- » The food service component should be a daylit area with attractive menu displays and windows to the exterior. It should be clean and functional space for students to enter and be served nutritional lunches and breakfast. In order to do this the facility needs to have modern equipment, adequate space and an efficient layout
- » Ample storage for afterschool programs

MULTI PURPOSE ROOM (MIDDLE SCHOOL)





PROGRAM DESCRIPTION

The Multi-Purpose Room (MPR) will serve for various activities, including physical education, assemblies, extracurriculars, and student lunch during inclement weather. The facility should be designed with the flexibility to accommodate such uses. Typically, the Multi-Purpose Room will be used for large group activities and should be of sufficient size to accommodate the master planned enrollment of the school.

The primary purpose of the food service facility is to provide students and staff with nutritious meals while at school. Cajon Valley Union School District is proud to state that all schools are now participating in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP). This makes it essential that the food service area provide the necessary space for the nutritional program that will nourish the students and promote healthy bodies and minds.

The design of the MPR should include a stage to allow for school performances, and a projector system for presentations and instructional purpose.

LOCATIONS/ADJACENCIES

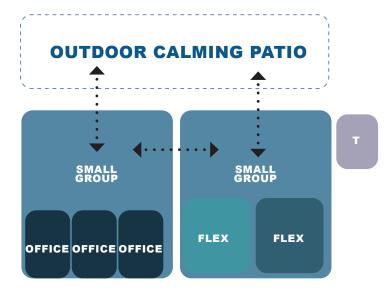
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- » Student queuing into the food serving area should be located off of a covered area to protect students from the weather and sun
- » There should be nearby access to student restrooms and a large outdoor lunch shelter adjacent to the MPR/Food Service building

- » The District envisions having a multi-use space that can be used for sports activities, dramatic plays and can be subdivided for use for multiple groups in after school functions
- » It is envisioned that the floor would have a multi-use resilient finish to allow varied activities in the room along with an outdoor connection for overflow and other activities
- » The MPR should have good sound and acoustic qualities for music and spoken presentations
- » Enhanced stage lighting and access to technology for large group presentations
- » Finishes should be durable and attractive
- » There should be some type of control booth or room to control sound and lighting for performances
- » The food service component should be a daylit area with attractive menu displays and windows to the exterior. It should be clean and functional space for students to enter and be served nutritional lunches and breakfast. In order to do this the facility needs to have modern equipment, adequate space and an efficient layout
- » Ample storage for afterschool programs



WELLNESS AND STUDENT SUPPORT





PROGRAM DESCRIPTION

Wellness areas are designed to facilitate the spectrum of needs of student support and wellness services. Attention should be given to co-location of private office, small group, and open, flexible space to support a variety of activities including 1:1 confidential meetings, drop-in work spaces for outside providers, small group activities, occupational therapy (OT) and adaptive physical education (APE) activities. Wellness spaces should include private meeting space, small group instruction space, flexible open space, flexible/"hoteling" workspace for outside providers, and access to restroom facilities.

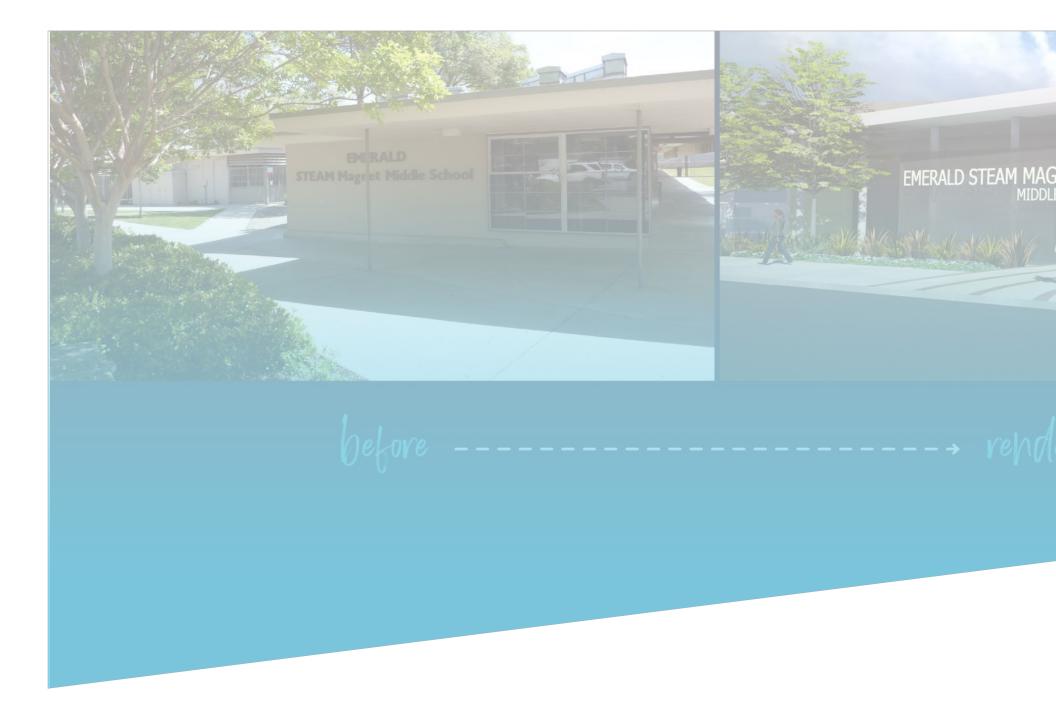
LOCATIONS/ADJACENCIES

- » Wellness centers should be centrally located within the campus to support use by all students.
- » Wellness centers should be located in areas with acoustical separating from loud, active areas to promote a calming environment
- » Access to nearby parking is preferred to allow for ease of access for outside services

- » The Wellness center should be a calming environment, use of soft materials including carpet and soft seating is encouraged
- » Furnishings to support 1:1 interactions, small group instruction, and meetings is required
- » Furnishings should be highly flexible and movable to support a variety of activities
- » Provide lighting system that is dimmable. Consider color rendering index of 85 or higher, correlated color temperature of 3000K to minimize student sensitivities
- » Integrated technology throughout
- » Wellness spaces may be accomodated in existing classroom space with the sub-division of that space to support the various wellness functions.









FACILITY HISTORY



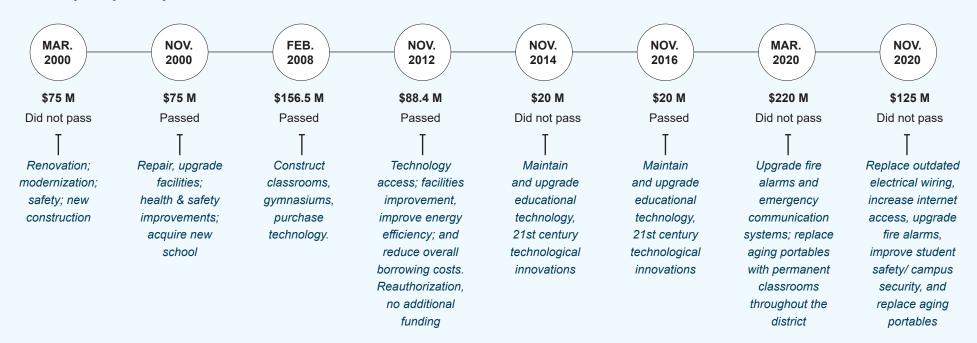
FACILITY HISTORY

BOND MEASURE HISTORY

School facilities in the state of California are intended to be locally funded. School districts must leverage funding opportunities in the form of general obligation bonds, fees levied on developers for new development, and the pursuit of matching grants from state-level general obligation bonds and the School Facilities Program (SFP).

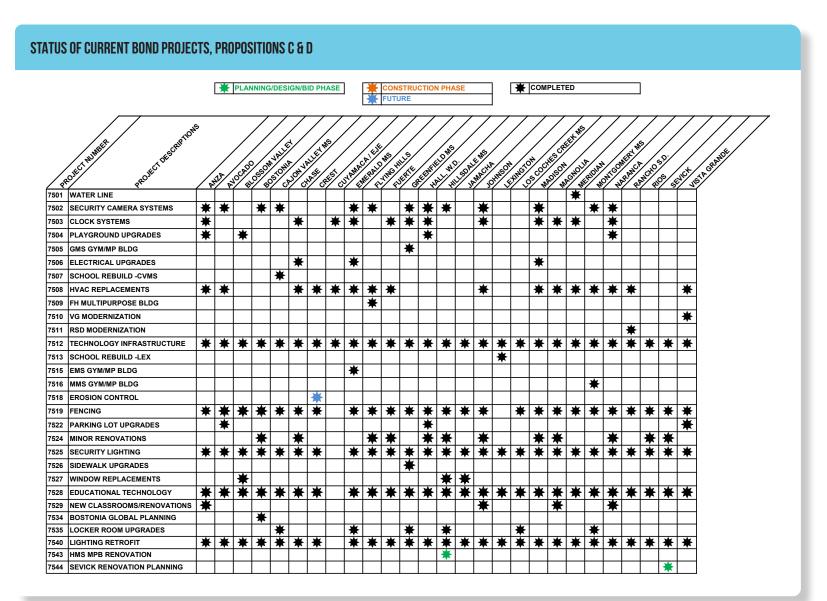
The Cajon Valley Union School District has been proactive in pursuing all available funds and grant opportunities whenever possible. As with many Districts in the state, facility needs often outweigh available funding and, if a community does not regularly support long-term capital improvement funding, those facilities needs become compounded over time.

History of Cajon Valley Union School District Bond Measures



FACILITY HISTORY

RECENT ACCOMPLISHMENTS

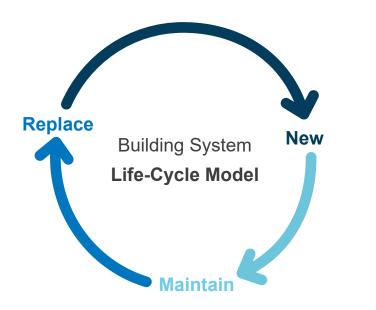








FACILITY CONDITION ASSESSMENT



Facility master planning utilizes a hybrid approach of top-down and bottom-up assessment of facility needs. A top-down approach is project driven and reflects organizational goals. For example, developing a campus to support a specific educational goal and identifying the related scopes of work to complete that project. A bottom-up approach responds to component level deficiencies, for example, the replacement of a deteriorating HVAC system. The hybrid approach to assessment combines project and asset data in a way that makes sense to the organization. It takes into consideration the strategic goals of the organization to identify projects and completes targeted assessments of components to support those goals.

The assessment components derived from this approach, and combined in the final master plan, can be grouped into three categories:

Physical Needs Assessment (PNA)

Indicates the current state of physical degradation of a building system which is then prioritized based on asset criticality.

Capital Needs Assessment (CNA)

A financial planning tool that provides a realistic forecast of the required costs to repair or replace an asset

Functional Needs Assessment (FNA)

Used to identify the opportunities for adaptation and/or upgrades of an asset to address different forms of obsoleteness, such as:

- Legal obsolescence (changing codes and standards)
- Economic obsolescence (energy efficiency measures)
- Technical obsolescence (new products on the market)
- Functional obsolescence (changes in functional programmatic needs)
- Style obsolescence (evolving aesthetic tastes)

These assessments are combined to form a holistic picture of what is required to take facilities from existing condition to desired condition. The report contained herein reflects the Physical Needs Assessment (PNA) and will be combined with a Capital Needs Assessment (CNA) and Functional Needs Assessment (FNA) in the facilities master plan.

ASSESSMENT METHODOLOGY

Condition Assessments

Assessment teams conducted in-depth site walks to evaluate the existing conditions of facilities and building systems. The teams consisted of assessment specialists who determined the qualitative condition of site elements, building envelopes, building interiors, and infrastructure on a systems-level basis. Facilities were evaluated using a condition rating on a five point scale.

Facility Condition Ratings

5	Excellent	No visible defects, new or near new condition, may still be under warranty if applicable
4	Good	Good condition, but no longer new, may be slightly defective or deteriorated, but is overall functional
3	Adequate	Moderately deteriorated or defective, but has not exceeded useful life
2	Marginal	Defective or deteriorated in need of replacement, exceeded useful life
1	Poor	Critically damaged or in need of immediate repair, well past useful life

The analysis includes all cost observations ranked by Priority Classes and associated recommendations for proposed year of completion.

Priority 1: Currently Critical (Immediate)

Priority 2: Potentially Critical (Year 1)

Priority 3: Necessary - Not Yet Critical (years 2-5)

Priority 4: Recommended (Years 6-10, 15, 20)

Priority 5: Does Note Meet Current Code but "Grandfathered" (No action required at this time, but should substantial work be undertaken correction would be required)

Field Assessments

The assessment team conducted walk-through surveys of each facility and site to observe systems and components, identify physical deficiencies, and formulate recommendations to remedy the physical deficiencies.

As part of the walk-through survey, the assessment team surveyed 100% of each facility, including exterior and grounds, building exterior, roofs, sidewalk/ pavement, and playgrounds and fields.

The assessment team also interviewed the building maintenance staff to gain an understanding of each site's historical repairs and replacements and their costs, level of preventative maintenance exercised, pending repairs and improvements, and frequency of repairs and replacements.

ASSESSMENT METHODOLOGY

Assessment Elements

The facility condition assessment focuses on the following facility and site systems and components:





Site and Infrastructure

- Paving and Curbs
- Parking Lots
- Flatwork
- Landscaping /Appurtenances
- Topography
- Ingress/Egress
- Utilities
- Tunnel Systems
- Playgrounds/Play Fields

Building Envelope

- Structural Frame
- Fenestration / Facades
- Walls/Curtain Wall
- Windows
- Doors/Sliders
- Commercial Overhead Doors
- Decks
- Balconies
- Stairways

Roof and Rooftop Systems

- Roof Systems
- Membranes
- Flashings
- Parapets
- Skylights
- Pitchpans
- Appurtenances
- Rooftop Equipment

ASSESSMENT METHODOLOGY





Interiors

- Interior Elements
- Ceiling Finishes
- Wall Finishes
- Flooring
- Lighting
- Fixed Components
- Accessibility Barriers
- Special Systems

Mechanical, Electrical, and Plumbing Systems (MEP)

- Heating
- Air-Conditioning
- Electrical
- Mechanical Rooms
- Vertical Transportation
- Life Safety
- Fire Protection / Security
- EV Charging Stations
- Plumbing / Sanitary

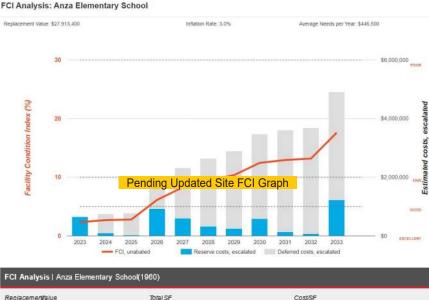


ASSESSMENT SUMMARY

Facility Condition Index			FAC	ILITY CONDIT	ION INDEX SUMMARY				
-	ondition Index is	Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
calculated f	or each building.	Anza Elementary School (1960)	\$588	51,336	\$30,167,600	2.20%	5.70%	8.80%	16.30%
This index is	s a function of	Avocado Elementary School (1972)	\$557	47,678	\$26,534,714	0.00%	6.90%	9.10%	14.40%
required re	pairs compared	Blossom Valley Elementary School (1994)	\$593	49,635	\$29,448,942	0.00%	1.70%	3.80%	14.90%
to building	replacement	Bostonia Global 7-12	\$610	82,616	\$50,355,278	0.00%	3.60%	7.30%	13.10%
costs.		Bostonia Global TK-6 (1990)	\$690	61,798	\$42,639,384	0.00%	0.40%	3.00%	10.20%
		Cajon Valley Middle School (2005)	\$685	113,726	\$77,902,310	0.00%	0.10%	1.30%	10.70%
		Cajon Valley USD District Office (2007)	\$685	157,000	\$107,545,000	0.00%	0.30%	0.60%	10.30%
		Chase Avenue Elementary School	\$441	55,129	\$24,311,889	0.00%	11.10%	14.20%	26.20%
		Crest Elementary School (1956)	\$653	23,594	\$15,406,882	0.00%	6.20%	10.20%	22.50%
	In new or well-main-	Eje Academies (Charter School) (1948)	\$458	51,300	\$23,496,426	0.00%	0.50%	5.00%	20.40%
0-5%	tained condition, with little or no visual	Empower (1948)	\$690	5,478	\$3,782,066	0.00%	2.20%	2.40%	12.60%
0 0,0	evidence of wear or	Flying Hills School of the Arts (1959)	\$571	51,396	\$29,367,160	0.10%	2.50%	7.00%	14.00%
	deficiencies.	Fuerte Elementary School	\$687	42,767	\$29,395,897	0.00%	6.00%	11.30%	15.60%
		Greenfield Middle School (1967)	\$659	101,859	\$67,125,081	0.00%	2.60%	6.10%	12.50%
	Subjected to wear	Hillsdale Middle School (1995)	\$721	102,996	\$74,269,386	0.00%	0.10%	1.30%	10.50%
5-10%	but is still in a ser-	Jamacha Elementary School (1992)	\$593	46,946	\$27,838,978	0.00%	3.00%	5.10%	14.60%
5-1070	viceable and func-	Johnson Elementary School (1955)	\$543	52,198	\$28,343,514	0.00%	6.80%	8.40%	19.00%
	tioning condition.	Lexington Elementary School	\$685	67,106	\$45,967,610	0.00%	0.20%	2.10%	5.90%
		Los Coches Creek Middle School (2006)	\$685	82,089	\$56,231,786	0.00%	0.20%	0.20%	12.40%
		Madison Elementary School	\$441	41,492	\$18,297,972	0.00%	4.40%	9.10	30.50%
40.00%	Subjected to hard or long-term wear, Near-	Magnolia Elementary School (1980)	\$685	45,408	\$31,104,480	0.00%	0.70%	2.40%	12.10%
10-30%	ing the end of its use-	Meridian Elementary School	\$528	46,661	\$24,637,008	0.50%	6.00%	9.70%	19.30%
	ful or serviceable life.	Montgomery Middle School (1975)	\$805	92,228	\$74,243,540	0.00%	1.40%	2.70%	9.10%
		Naranca Elementary School (1980)	\$541	55,271	\$29,923,719	0.00%	0.50%	2.60%	19.20%
		Rancho San Diego Elementary School (1980)	\$668	43,588	\$29,116,784	0.00%	0.30%	1.20%	11.60%
30% and	Subjected to hard or long-term wear, Near-	Rios Elementary School (1980)	\$634	38,506	\$24,412,804	0.00%	5.00%	5.10%	13.60%
above	ing the end of its use-	Sevick Special Education School	\$684	25,500	\$17,442,000	0.00%	3.80%	8.70%	15.20%
	ful or serviceable life.	Vista Grande Elementary School	\$670	40,925	\$27,419,750	0.00%	4.00%	8.00%	16.50%
		W.D. Hall Elementary School (1950)	\$508	44,383	\$22,546,564	0.00%	2.80%	9.20%	24.70%

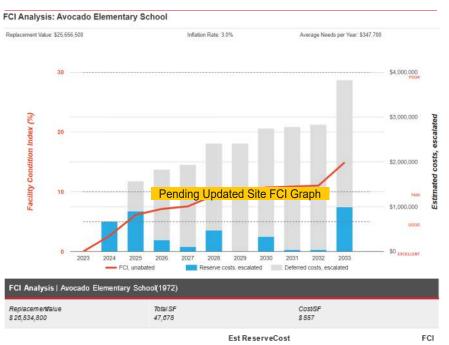
ASSESSMENT SUMMARY

ANZA ELEMENTARY SCHOOL



Replacementifalue \$ 30,107,700	Total SF 51,330	CostSF \$ 568
	Est ReserveCost	FCI
Current	\$ 651,500	2.2 %
3-Year	\$ 1,708,900	5.7 %
5-Year	\$ 2,641,200	8.8 %
10-Year	\$ 4,910,600	16.3 %

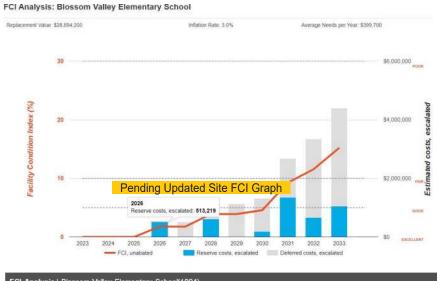
AVOCADO ELEMENTARY SCHOOL



	* = = = = = = = = = = = = = = = = = = =		
FCI		Est ReserveCost	FCI
2.2 %	Current	\$ 0	0.0 %
5.7 %	3-Year	\$ 1,825,600	6.9 %
8.8 %	5-Year	\$ 2,410,800	9.1 %
16.3 %	10-Year	\$ 3,823,800	14.4 %

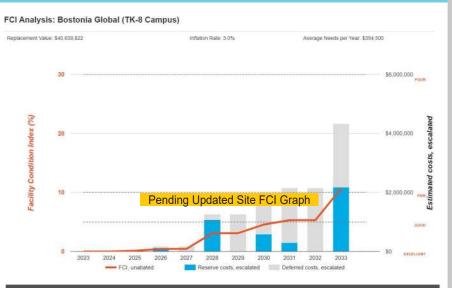
ASSESSMENT SUMMARY

BLOSSOM VALLEY ELEMENTARY SCHOOL



FCI Analysis Blossom Valley Elementa	ry School(1994)	
Replacementfalue \$ 29,449,000	Total SF 49,035	CostSF \$503
	Est ReserveCost	FCI
Current	\$ 0	0.0 %
3-Year	\$ 513,300	1.7 %
5-Year	\$ 1,132,600	3.8 %
10-Year	\$ 4,398,500	14.9 %

BOSTONIA GLOBAL TK-6



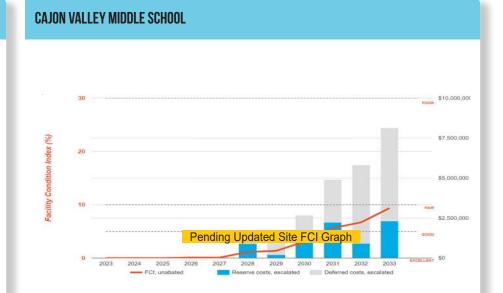
Replacementfalue \$ 42,639,400	Total SIF 01,798	CostSF \$ 890	
	E	st ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 180,700	0.4 %
5-Year		\$ 1,259,400	3.0 %
10-Year		\$ 4,339,400	10.2 %

ASSESSMENT SUMMARY

BOSTIONIA GLOBAL 7-12

FCI Analysis: Bostonia Global (9-12 Campus) Replacement Value: \$47,766,000 Inflation Rate: 3.0% Average Needs per Year: \$600.400 30 \$8,000,000 POOR \$6,000,000 Index (%) 20 \$4,000,000 Facility Col Pending Updated Site FCI Graph Esi \$2,000,000 \$0 EXCELLENT 2023 2024 2026 2033 2025 2027 2028 2029 2030 2031 2032 FCI, unabated Reserve costs, escalated Deferred costs, escalated

FCI Analysis Bostonia Global 7-12			
Replacementalue \$50,355,300	Tota/SF 82,010	CostSF \$ 010	
	Est ReserveCost	FCI	
Current	\$ 0	0.0 %	
3-Year	\$ 1,796,200	3.6 %	
5-Year	\$ 3,699,500	7.3 %	
10-Year	\$ 6,603,600	13.1 %	

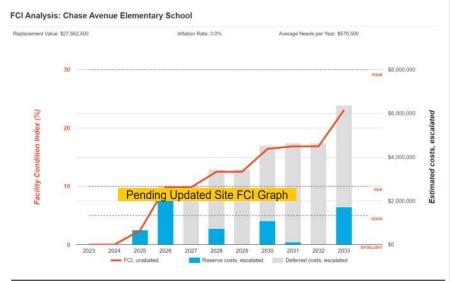


Replacementfalue \$ 77,902,400	Total SF 113,720	CostSF \$ 085	
	Est Re	serveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 75,200	0.1 %
5-Year		\$ 982,800	1.3 %
10-Year		\$ 8,371,900	10.7 %



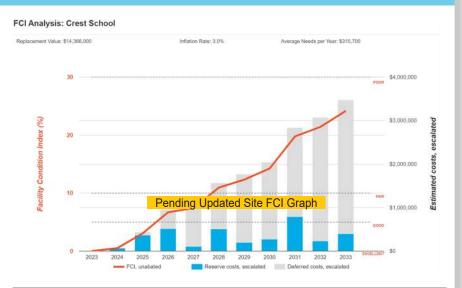
ASSESSMENT SUMMARY

CHASE AVENUE ELEMENTARY SCHOOL



FCI Analysis Chase Avenue Elementar	y School	
Replacementfalue \$ 24,311,000	Tota/SF 55,129	CostSF 8 441
	Est ReserveCost	FCI
Current	\$ 0	0.0 %
3-Year	\$ 2,708,300	11.1 %
5-Year	\$ 3,446,000	14.2 %
10-Year	\$ 6,363,100	26.2 %

CREST ELEMENTARY SCHOOL



FCI Analysis Crest Elementary School(1956)			
Replacementalue \$ 15,400,900	Total SF 23,504	CostSF \$ 653	
	Est ReserveCost	FCI	
Current	\$ 3,600	0.0 %	
3-Year	\$ 960,900	6.2 %	
5-Year	\$ 1,573,000	10.2 %	
10-Year	\$ 3,472,600	22.5 %	

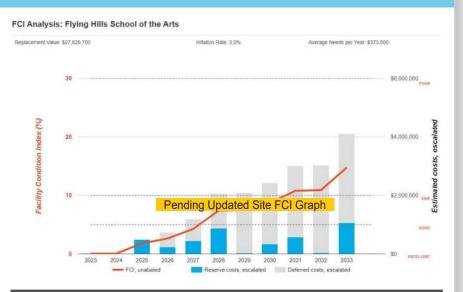
ASSESSMENT SUMMARY

EMPOWER



FCI Analysis Empower(1948)			
Replacemenifalue \$3,782,100	Tota/SF 5,478	CostS \$ 590	F
		Est ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 83,000	2.2 %
5-Year		\$ 92,600	2.4 %
10-Year		\$ 475,600	12.6 %

FLYING HILLS SCHOOL OF THE ARTS



FCI Analysis Flying Hills So Replacementative \$29,307,200	Total SF 51,300	CostSF \$ 571	
	Est	ReserveCost	FCI
Current		\$ 18,600	0.1 %
3-Year		\$ 733,700	2.5 %
5-Year		\$ 2,064,300	7.0 %
10-Year		\$ 4,107,800	14.0 %

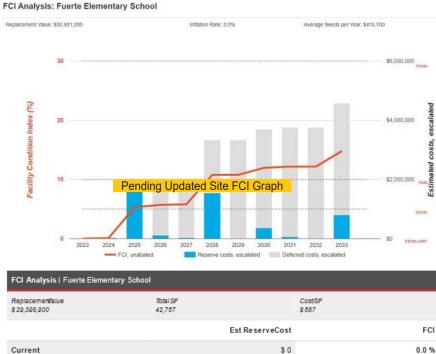


ASSESSMENT SUMMARY

FUERTE ELEMENTARY SCHOOL

5-Year

10-Year

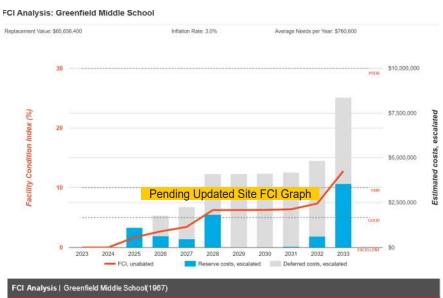


Replacemerifalue \$ 29,395,900	Tota/SF 42,707		CostSF \$ 687
		Est ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 1,764,100	6.0 %

\$ 3,333,000

\$ 4,571,800

GREENFIELD MIDDLE SCHOOL



Replacementalue \$ 07,125,100	Tota/SF 101,859	CostSF \$ 659
	Est ReserveCost	FCI
Current	\$ 0	0.0 %
3-Year	\$ 1,764,500	2.6 %
5-Year	\$ 4,097,000	6.1 %
10-Year	\$ 8,366,600	12.5 %

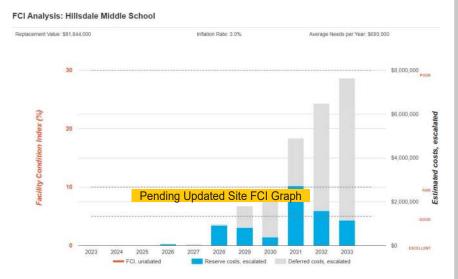
Vertical bars represent the year-by-year needs identified for the each campus. The orange line in the graph forecasts what would happen to the campus FCI (left Y axis) over time, assuming zero capital expenditures over the next ten years. The dollar amounts allocated for each year (blue bars) are associated with the values along the right Y axis.

11.3 %

15.8 %

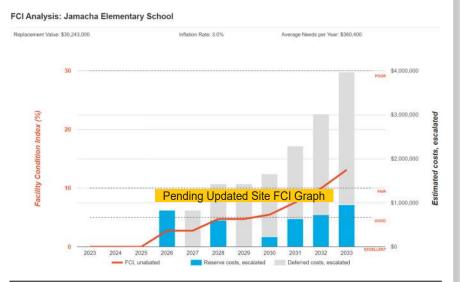
ASSESSMENT SUMMARY

HILLSDALE MIDDLE SCHOOL



FCI Analysis Empower(1948)			
Replacementfalue \$3,782,100	Tota/SF 5,478	CostSF \$ 090	
		Est ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 83,000	2.2 %
5-Year		\$ 92,600	2.4 %
10-Year		\$ 475,600	12.6 %

JAMACHA ELEMENTARY SCHOOL

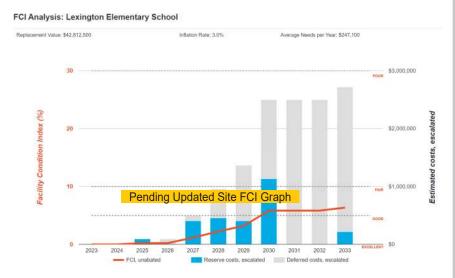


FCI Analysis Jamacha Elementary School(1992)			
Replacementralue \$ 27,839,000	Tota/SIF 40,940	Cost/SF \$ 593	
		Est ReserveCost	FCI
Current		\$ 3,600	0.0 %
3-Year		\$ 831,700	3.0 %
5-Year		\$ 1,433,600	5.1 %
10-Year		\$ 4,057,900	14.6 %



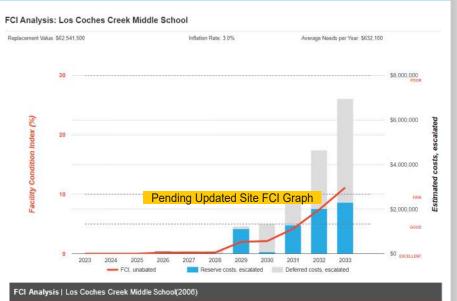
ASSESSMENT SUMMARY

LEXINGTON ELEMENTARY SCHOOL



FCI Analysis Lexington Elementary School			
Replacementfalue \$ 45,907,700	Tota/SF 67,100	Cost/S/F \$ 685	
		Est ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 92,500	0.2 %
5-Year		\$ 957,100	2.1 %
10-Year		\$ 2,717,200	5.9 %

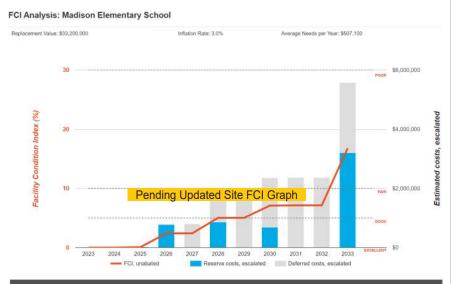
LOS COCHES CREEK MIDDLE SCHOOL



Replacementfalue \$ 50,231,800	Tota/S/F 82,089	Cost/SF \$ 085	
	E	st ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 118,100	0.2 %
5-Year		\$ 118,100	0.2 %
10-Year		\$ 6,952,700	12.4 %

ASSESSMENT SUMMARY

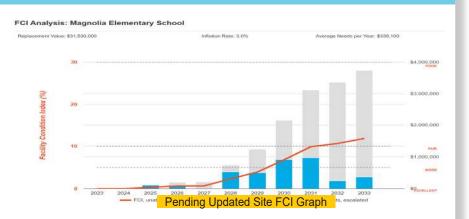
MADISON ELEMENTARY SCHOOL



FCI Analysis | Madison Elementary School

Replacementfalue \$18,298,000	Tota/SF 41,492	CostSF \$441
	Est ReserveCost	FCI
Current	\$ 0	0.0 %
3-Year	\$ 800,500	4.4 %
5-Year	\$ 1,669,100	9.1 %
10-Year	\$ 5,577,500	30.5 %

MAGNOLIA ELEMENTARY SCHOOL

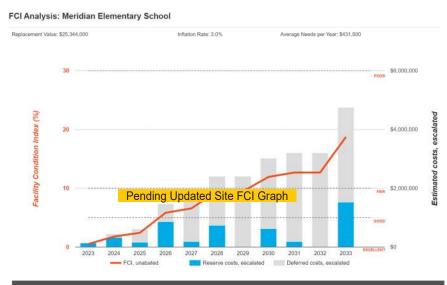


FCI Analysis Magnolia Elementary School(1980)			
Replacementfalue \$ 31,104,500	Total SF 45,408	CostSF \$085	
	Est Reser	veCost F(
Current		\$ 0 0.0	
3-Year	\$2	\$ 203,100 0.	
5-Year	\$ 7	\$ 735,100 2.	
10-Year	\$ 3,7	\$ 3,775,100 12.1 %	



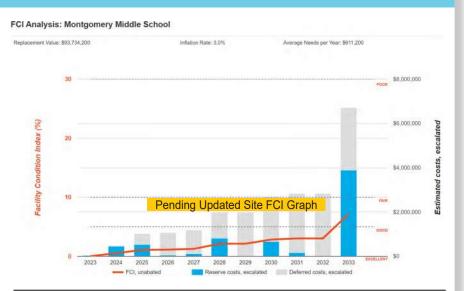
ASSESSMENT SUMMARY

MERIDIAN ELEMENTARY SCHOOL



FCI Analysis Meridian Elementary School			
Replacementfalue \$ 24,037,100	Tota/SF 40,001		Cost/SF \$528
		Est ReserveCost	FCI
Current		\$ 132,100	0.5 %
3-Year		\$ 1,476,200	6.0 %
5-Year		\$ 2,401,100	9.7 %
10-Year		\$ 4,745,800	19.3 %

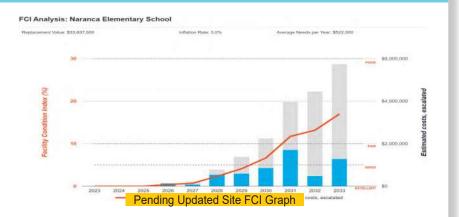
MONTGOMERY MIDDLE SCHOOL



FCI Analysis Montgomery Middle School(1975)			
Tota/SF 02,228	Cost/SF \$ 805		
	Est ReserveCost	FCI	
	\$ 31,600	0.0 %	
	\$ 1,068,200	1.4 %	
	\$ 1,995,300	2.7 %	
	\$ 6,722,200	9.1 %	
	Tota/SF	Tota/SF Cost/SF p2,228 \$805 Est ReserveCost S 31,600 \$1,088,200 \$1,995,300 \$1,995,300	

ASSESSMENT SUMMARY

NARANCA ELEMENTARY SCHOOL



FCI Analysis Naranca Elementary School(1980)			
Replacementfalue \$ 29,923,800	Tota/SF 55,271	CostSF \$541	
	Est ReserveCost	FCI	
Current	\$ 0	0.0 %	
3-Year	\$ 141,500 0.5		
5-Year	\$ 790,000 2.6		
10-Year	\$ 5,746,500 19.2 %		

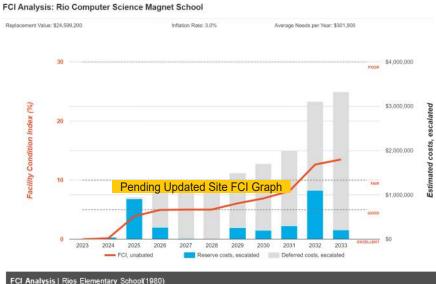
RANCHO SAN DIEGO ELEMENTARY SCHOOL

FCI Analysis Rancho San Diego Elementary School(1980)			
Replacementfalue \$ 29,110,800	70ta/SF 43,588	Cost/SF \$ 008	
	Est ReserveC	Cost FCI	
Current		\$ 0 0.0	
3-Year	\$ 79.	\$ 79,600 0.3	
5-Year	\$ 336.	\$ 336,300 1.2	
10-Year	\$ 3,375.	\$ 3,375,100 11.6 5	



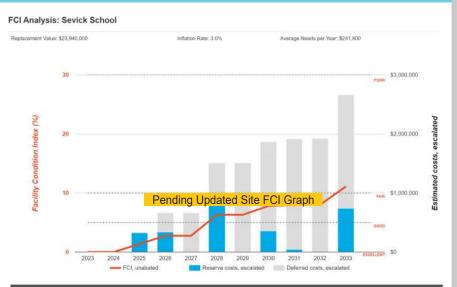
ASSESSMENT SUMMARY

RIOS ELEMENTARY SCHOOL



Tor Analysis (1005 Elementa	.,		
Replacementfalue \$ 24,412,900	Tota/SF 38,500	Cost/SF \$ 034	
		Est ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 1,220,100	5.0 %
5-Year		\$ 1,235,200	5.1 %
10-Year		\$ 3,319,900	13.6 %

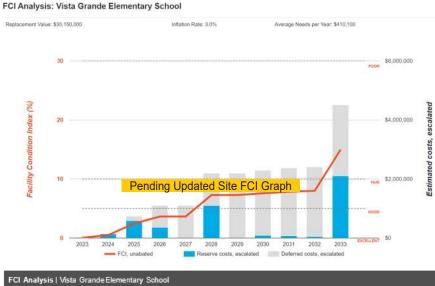
SEVICK SPECIAL EDUCATION SCHOOL



Replacementfalue \$ 17,442,000	70ta/S/F 25,500	Cost/SF \$ 084	
	E	st ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 661,600	3.8 %
5-Year		\$ 1,510,400	8.7 %
10-Year		\$ 2,658,900	15.2 %

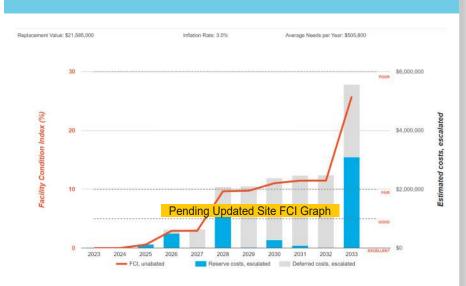
ASSESSMENT SUMMARY

VISTA GRANDE ELEMENTARY SCHOOL



Replacementfalue \$ 27,419,800	Tota/SF 40,925	CostSF \$ 070	
		Est ReserveCost	FCI
Current		\$ 12,100	0.0 %
3-Year		\$ 1,098,100	4.0 %
5-Year		\$ 2,195,900	8.0 %
10-Year		\$ 4,510,700	18.5 %

W.D. HALL ELEMENTARY SCHOOL

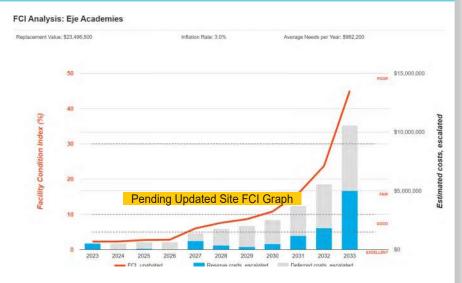


FCI Analysis W.D. Hall Elementary School(1950)			
Replacementitalue \$ 22,540,000	Tota/SF 44,383		CostSF \$508
		Est ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 629,700	2.8 %
5-Year		\$ 2,081,800	9.2 %
10-Year		\$ 5,563,700	24.7 %



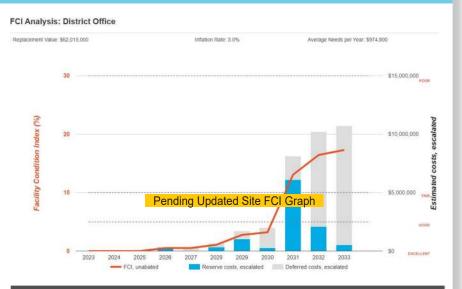
ASSESSMENT SUMMARY

EJE ACADEMIES (CHARTER SCHOOL)



FCI Analysis Eje Academies (Charter School)(1948)			
Replacemenifalue \$ 23,490,500	70ta/SF 51,300	Cost/SF \$ 458	
	Es	st ReserveCost	FCI
Current		\$ 0	0.0 %
3-Year		\$ 122,200	0.5 %
5-Year		\$ 1,174,300	5.0 %
10-Year		\$ 4,785,400	20.4 %

CAJON VALLEY USD DISTRICT OFFICE



FCI Analysis | Cajon Valley USD District Office (2007) Tota/SF CostSF Replacementalue \$107,545,000 157,000 \$ 085 Est ReserveCost FCI Current \$0 0.0 % 3-Year \$317,200 0.3 % 5-Year \$ 670,200 0.6 % 10-Year \$ 11,035,700 10.3 %









SCOPES OF WORK



SITE MASTER PLANS

PROPOSED SCOPE OF WORK

Sope of Work Categories

Site master plans align demographics and capacity needs; building system needs to address system life-cycles and deficiencies; educational and operational outcomes; and priorities identified by stakeholders.

The facilities- buildings, outdoor and athletic spaces, and primary mechanical, electrical, plumbing and structural infrastructure- were assessed to establish the current state of the campus.

Consideration was given to the quantity of spaces and space typology to support given activities across the facilities. The master plan takes into consideration the

impact that any potential project may have on providing the necessary quantity of spaces throughout the build-out of the campus while minimizing the need for any interim housing.

Additionally, each campus and its facilities were evaluated to identify its adequacy to support the activities and programs facilitated therein, in comparison to the vision for the future desired state of spaces for those programs.

Based on these criteria, scopes of work have been categorized into one of four categories, including new construction, modification, minor modernization, and site enhancement.



New Construction- New construction of includes any demolition of existing structures to be replaced with new construction and related site work

RECONFIGURATION



Reconfiguration- includes minor modernization as well as upgrades to building infrastructure such as mechanical, electrical, and plumbing systems; also includes reconfiguration of space to accommodate use.

MODERNIZATION



Modernization- rehab or replacement of interior finishes, fixtures, or equipment as they reach the end of their recommended life-cycle

SITE ENHANCEMENT



Site Enhancement - improvements to site elements including fields, hardcourts, parking lots, walkways and outdoor fixtures

SITE MASTER PLANS

PROPOSED SCOPE OF WORK



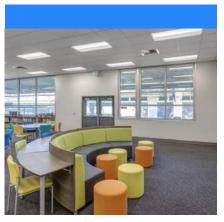
Capacity Classroom additions to increase capacity to house students.



Portable Replacement Replacement of portable buildings with permanent construction.



Restroom Additions Restroom additions to support Transitional Kindergarten needs.



Expansion Expansion of existing space to increase functional capacity.



Major Systems Modernization Replacement of major building systems including HVAC, plumbing, and electrical systems.



Building Envelope Replacement of building envelopes including windows, doors, and roofs.



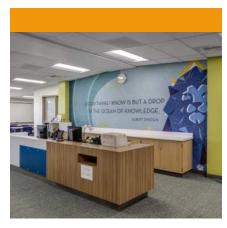
Space Reconfiguration Reconfiguration of existing space to support educational program needs.



Student Support Services Reconfiguration of existing space to provide improved articulation of wellness services



SITE MASTER PLANS



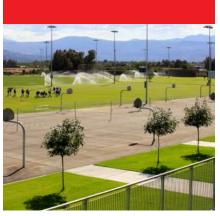
Interior Finish Upgrades Flooring replacement, interior paint, ceiling and lighting replacement.



Exterior Finishes and Paint Patch, repair, and paint of exterior finishes.



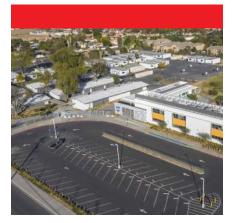
Furniture, Fixtures and Equipment Replacement or addition of interior casework, tack board, marker boards, and equipment including technology.



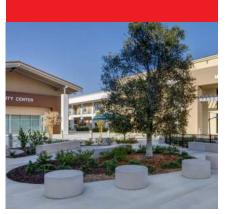
Field Reconditioning Reconditioning of play fields and field structures.



Hardcourts and Playgrounds Addition and/or resurfacing of hardcourts, addition of play structures and play apparatus.



Parking Lots Resurfacing and reconfiguration of parking lots and drop off.



Landscaping and Site Remediation Landscape planting, irrigation, slope reconditioning, site beautification.



Site Furnishings Shade structures and other affixed site furnishings.









PROPOSED SITE PLANS



SITE PROFILE



Site Information

ANZA ELEMENTARY SCHOOL

1005 South Anza Street, El Cajon, CA 92020

Grade Level: TK - 6 CDS Code: 37 67991 6037568 Total Acres: 9.68 Total Square Footage: 51,300 Year Built: 1960 Permanent Classrooms: 24 Portable Classrooms: 13

	bies and C		
Demograp	nics and C	abacity	Anaivsis

Program	Enrollment Projections 2032-33	CR Requirements
PS	-	2
ТК	45	2
К	93	4
1 st	95	4
2 nd	97	4
3 rd	99	4
4 th	101	4
5 th	103	4
6 th	105	4
SDC	-	3
Flex	-	3
-	-	-
-	-	-
Total	738	38



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

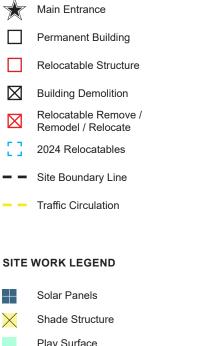
- 1 Administration
- 2 MPR
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND



- Play Surface
 AC Paving
 Concrete
 Play Field
 Landscaping
- Hillside
- Fencing



PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Classroom buildings (4)
- 2 Modernize TK building (1)
- 3 Reconfigure Administration offices
- 4 New Classroom Building 2-Story (1)
- S New Classroom Building 1-Story (1)
- 6 New MPR Building w/ Kitchen (1)



SITE WORK

- (a) NEW SHADE STRUCTURES
- b NEW HARD COURT
- C UPDATED HARD COURT
- **d** NEW PLAY FIELD
- C UPDATED PLAY FIELD
- 1 NEW PLAY SURFACE
- **9** NEW CONCRETE
- **D** UPDATED CONCRETE
- I NEW PARKING
- **UPDATED PARKING**

COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs \$	Sum of Project Total
Anza Elementary School	\$28,094,320	\$7,023,580	\$35,117,900
Infrastructure, Site Improvements, etc.	\$3,513,700	\$878,425	\$4,392,125
Modernization (Classrooms)	\$8,736,420	\$2,184,105	\$10,920,525
Modernization (Library)	\$739,200	\$184,800	\$924,000
New Construction (Classrooms)	\$8,548,800	\$2,137,200	\$10,686,000
New Construction (MPR/Kitchen)	\$5,184,000	\$1,296,000	\$6,480,000
New Shade Structures	\$140,000	\$35,000	\$175,000
Reconfiguration (Admin)	\$828,000	\$207,000	\$1,035,000
Security Updates (Keyless Entry & Security Cameras)	\$404,200	\$101,050	\$505,250
Grand Total	\$28,094,320	\$7,023,580	\$35,117,900





SITE PROFILE



Site Information

AVOCADO ELEMENTARY SCHOOL 3845 Avocado School Road, La Mesa, CA 91941

Grade Level: TK - 5 **CDS Code:** 37 67991 6069082 Total Square Footage: 47,700 Year Built: 1970 Permanent Classrooms: 24 **Portable Classrooms:** 8

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
TK	49	2	
K	82	4	
1 st	84	4	
2 nd	85	4	
3 rd	87	4	
4 th	89	4	
5 th	91	4	
SDC	-	1	
Flex	-	3	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
Total	567	30	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 2 MPR
- (3) Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable

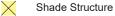




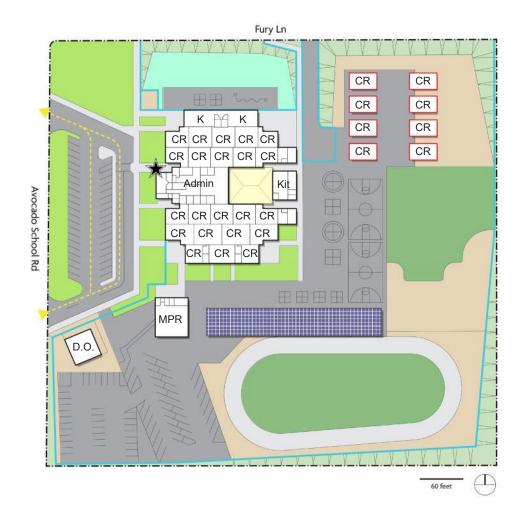
EXISTING SITE & PROPOSED DEMOLITION

LEGEND





- Play Surface
- AC Paving
- Concrete
- Play Field
- Landscaping
- Hillside
- Fencing



PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

Modernize - Classroom building (1)
 Modernize - Administration offices
 Modernize - Kitchen
 Modernize - MPR building (1)
 Modernize - Relocatables (8)
 New - Student Services Center Addition
 New - Classroom Addition



- (a) NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- C UPDATED HARD COURT
- *d* NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- *g* NEW CONCRETE
- **D** UPDATED CONCRETE
- I NEW PARKING
- **UPDATED PARKING**



COST ESTIMATES

Sur	m of Construction Cost S	um of Soft Costs Sur	n of Project Total
Avocado Elementary School	\$21,910,660	\$5,477,665	\$27,388,325
Infrastructure, Site Improvements, etc.	\$1,556,000	\$389,000	\$1,945,000
Modernization (Admin/MPR/Kitchen)	\$2,521,750	\$630,438	\$3,152,188
Modernization (Classrooms)	\$15,842,750	\$3,960,688	\$19,803,438
New Construction (Classrooms)	\$1,548,100	\$387,025	\$1,935,125
New Shade Structures	\$112,000	\$28,000	\$140,000
Security Updates (Keyless Entry & Security Cameras)	\$330,060	\$82,515	\$412,575
Grand Total	\$21,910,660	\$5,477,665	\$27,388,325





SITE PROFILE



Site Information

BLOSSOM VALLEY ELEMENTARY SCHOOL 9863 Oakmont Terr., El Cajon, CA 92021

Grade Level: TK - 5 **CDS Code:** 37 67991 6112148 Total Square Footage: 49,600 Year Built: 1993 **Permanent Classrooms:** 22 **Portable Classrooms:** 8

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
TK	56	3	
K	80	4	
1 st	82	4	
2 nd	83	4	
3 rd	85	4	
4 th	87	4	
5 th	88	4	
SDC	-	1	
Flex	-	3	
-	-	-	
-	-	-	
-	-	-	
-		-	
Total	561	31	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- Administration
 MPR
 Classroom
 Library
 Gym/Athletics
 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





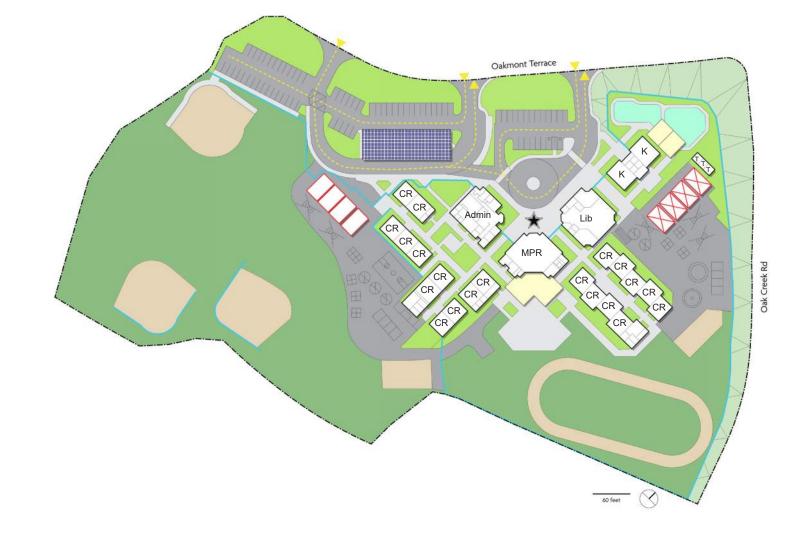
EXISTING SITE & PROPOSED DEMOLITION

LEGEND



SITE WORK LEGEND





PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize Administration building (1)
- 2 Modernize MPR building (1)
- 3 Modernize Library building (1)
- 4 Modernize Classroom buildings (8)
- **5** Modernize Relocatable buildings (4)
- 6 New Classroom Building 1-Story (1)



Ø NEW CONCRETEØ UPDATED CONCRETE

a NEW SHADE STRUCTURES
b NEW HARD COURT
c UPDATED HARD COURT
d NEW PLAY FIELD
e UPDATED PLAY FIELD
f NEW PLAY SURFACE

I NEW PARKING

SITE WORK

UPDATED PARKING

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs. R U H N A U C L A R K E ARCHITECTS

COST ESTIMATES

S	um of Construction Cost Su	m of Soft Costs Sum	of Project Total
Blossom Valley Elementary School	\$17,278,700	\$4,319,675	\$21,598,375
Infrastructure, Site Improvements, etc.	\$1,775,620	\$443,905	\$2,219,525
Modernization (Admin/MPR/Kitchen)	\$3,940,000	\$985,000	\$4,925,000
Modernization (Classrooms)	\$7,500,000	\$1,875,000	\$9,375,000
New Construction (Classrooms)	\$3,616,800	\$904,200	\$4,521,000
New Shade Structures	\$84,000	\$21,000	\$105,000
Security Updates (Keyless Entry & Security Cameras)	\$362,280	\$90,570	\$452,850
Grand Total	\$17,278,700	\$4,319,675	\$21,598,375





SITE PROFILE



Site Information

BOSTONIA GLOBAL ELEMENTARY SCHOOL

1390 Broadway, El Cajon, CA 92021

Grade Level: TK - 6 CDS Code: 37 67991 0140558 Total Acres: 9.68 Total Square Footage: 61,800 Year Built: 1970 Permanent Classrooms: 27 Portable Classrooms: 19

Program	Enrollment Projections 2032-33	CR Requirements
PS	-	1
ТК	48	2
К	125	5
1 st	120	5
2 nd	120	5
3 rd	120	5
4 th	120	5
5 th	120	5
6 th	120	5
Flex	-	3
-	-	-
-	-	-
-		-
Total	893	41

Demographics and Capacity Analysis

PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

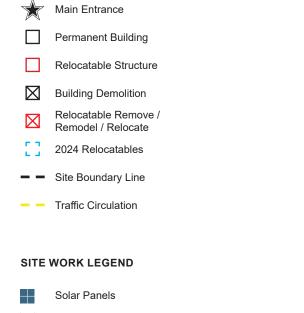
- $\textcircled{1} \mathsf{Administration}$
- 2 MPR
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND



- Shade Structure
- Play Surface
- AC Paving
- Concrete
- Play Field
- Landscaping
- Hillside
- Fencing



PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration building (1)
- 2 Modernize MPR building & Kitchen (1)
- 3 Modernize Classroom buildings (5)
- New Classroom Building 2-Story with Staff Support (1)

NEW PLAY FIELD
UPDATED PLAY FIELD

a) NEW SHADE STRUCTURES
b) NEW HARD COURT
c) UPDATED HARD COURT

SITE WORK

- NEW PLAY SURFACE
- g NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**





COST ESTIMATES

Su	um of Construction Cost Su	um of Soft Costs Sum	n of Project Total
Bostonia Global TK-6	\$22,637,294	\$5,659,324	\$28,296,618
Infrastructure, Site Improvements, etc.	\$2,326,560	\$581,640	\$2,908,200
Modernization (Admin/MPR/Kitchen)	\$2,471,500	\$617,875	\$3,089,375
Modernization (Classrooms)	\$9,498,500	\$2,374,625	\$11,873,125
New Construction (Classrooms)	\$7,877,500	\$1,969,375	\$9,846,875
New Shade Structures	\$84,000	\$21,000	\$105,000
Security Updates (Keyless Entry & Security Cameras)	\$379,234	\$94,809	\$474,043
Grand Total	\$22,637,294	\$5,659,324	\$28,296,618





SITE PROFILE



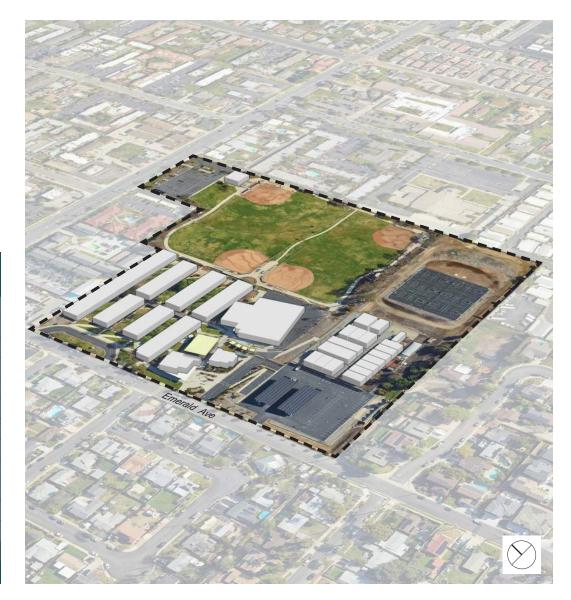
Site Information

BOSTANIA GLOBAL 7 - 12

1221 Emerald Ave, El Cajon, CA 92020

Grade Level: 7 - 12 CDS Code: 37 67991 0140558 Total Acres: 19.64 Total Square Footage: 82,600 Year Built: 1958 Permanent Classrooms: 28 Portable Classrooms: 15

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
7 th	125	5	
8 th	125	5	
9 th	125	5	
10 th	125	5	
11 th	125	5	
12 th	125	5	
SDC	-	1	
Flex	-	5	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
Total	750	36	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

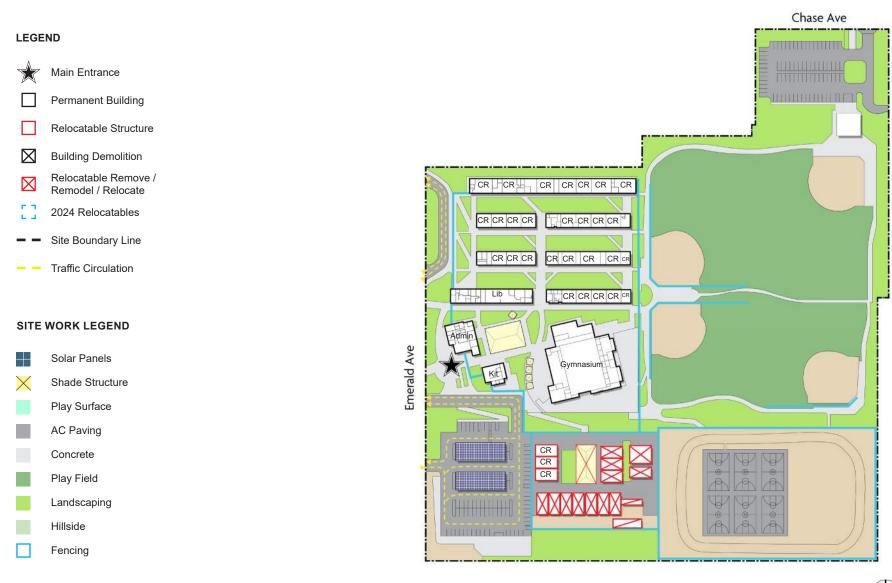
BUILDING TYPE

- 1 Administration
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





EXISTING SITE & PROPOSED DEMOLITION



* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs. 120 feet

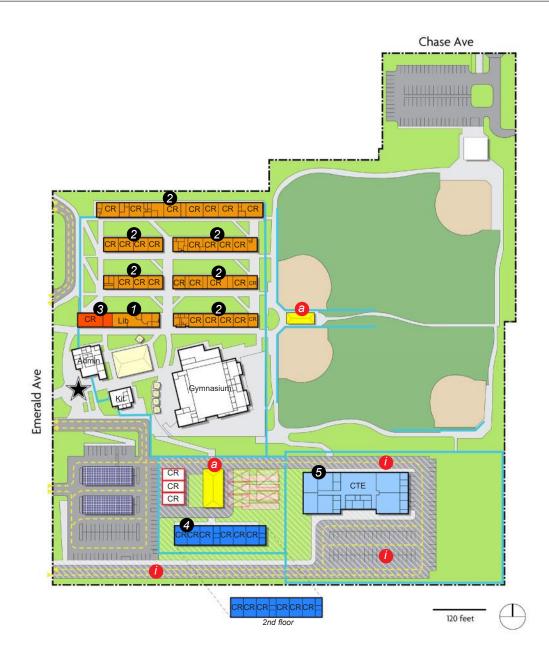
PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION
- NEW JOINT USE / JOINT FUNDED

SCOPE OF WORK

- 1 Modernize Library (1)
- 2 Modernize Classroom buildings (6)
- **3** Reconfigure Classroom (1)
- 4 New Classroom Building 2-Story (1)
- 5 New CTE building (1)



SITE WORK

- (a) NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- C UPDATED HARD COURT
- d NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- 9 NEW CONCRETE
- **D** UPDATED CONCRETE

NEW PARKING

UPDATED PARKING

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs. R U H N A U C L A R K E ARCHITECTS **COST ESTIMATES**

	Sum of Construction Cost	Sum of Soft Costs	Sum of Project Total
Bostonia Global 7-12	\$39,839,330	\$9,959,833	\$49,799,163
Infrastructure, Site Improvements, etc.	\$3,166,180	\$791,545	\$3,957,725
Modernization (Classrooms)	\$14,271,950	\$3,567,988	\$17,839,938
New Construction (Classrooms)	\$9,425,600	\$2,356,400	\$11,782,000
New Construction (CTE Building)*	\$11,304,000	\$2,826,000	\$14,130,000
New Shade Structures	\$56,000	\$14,000	\$70,000
Reconfiguration (General)	\$1,057,500	\$264,375	\$1,321,875
Security Updates (Keyless Entry & Security Cameras)	\$558,100	\$139,525	\$697,625
Grand Total	\$39,839,330	\$9,959,833	\$49,799,163

*Conceptual Design is currently being developed and the District is seeking funding partners for this potential joint-use project."





CAJON VALLEY DISTRICT OFFICE

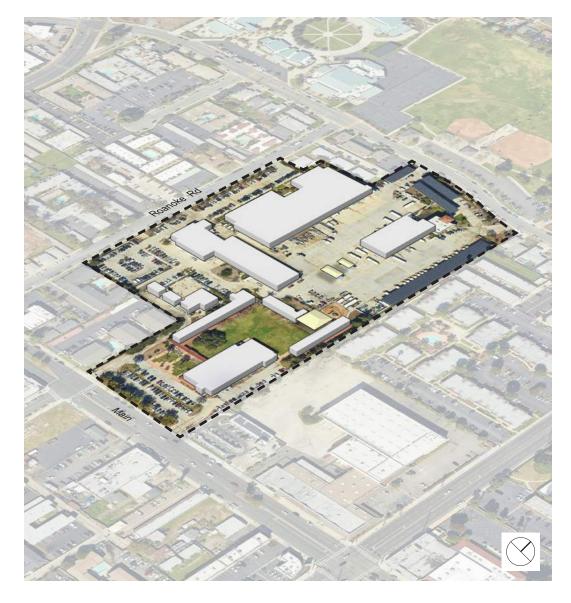
SITE PROFILE

Site Information

CAJON VALLEY DISTRICT OFFICE 750 E Main St, El Cajon, CA 92020

Total Acres: 13.8

Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
Total	-	-



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 2 MPR
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





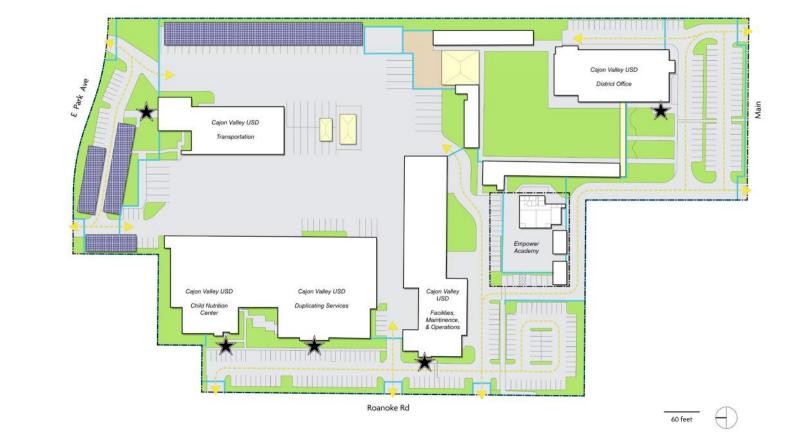
EXISTING SITE & PROPOSED DEMOLITION

LEGEND

- Main Entrance
- Permanent Building
- Relocatable Structure
- Building Demolition
- Relocatable Remove / Remodel / Relocate
- 2024 Relocatables
- - Site Boundary Line
- Traffic Circulation

SITE WORK LEGEND





PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK





SITE WORK

- (a) NEW SHADE STRUCTURES
- b NEW HARD COURT
- C UPDATED HARD COURT
- *d* NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- **9** NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**



COST ESTIMATES

Sum o	f Construction Cost Sum	of Soft Costs Sum	of Project Total
Cajon Valley District Office	\$1,065,000	\$266,250	\$1,331,250
District Office Maintainance	\$1,065,000	\$266,250	\$1,331,250
Grand Total	\$1,065,000	\$266,250	\$1,331,250





SITE PROFILE

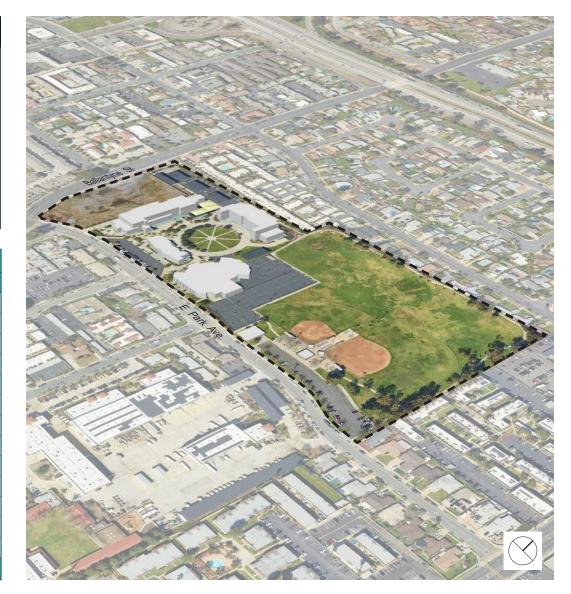


Site Information

CAJON VALLEY MIDDLE SCHOOL 550 Park Ave., El Cajon, CA 92020

CDS Code: 37 67991 6037584 Total Square Footage: 113,700 Year Built: 2006 Permanent Classrooms: 45 **Portable Classrooms:** 0

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
6 th	180	7	
7 th	392	14	
8 th	379	14	
SDC	-	1	
Flex	-	4	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
-	-	-	
-		-	
Total	951	40	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

1 Administration

2 MPR

3 Classroom

4 Library

5 Gym/Athletics

6 Kitchen

7 Restrooms

(8) Other

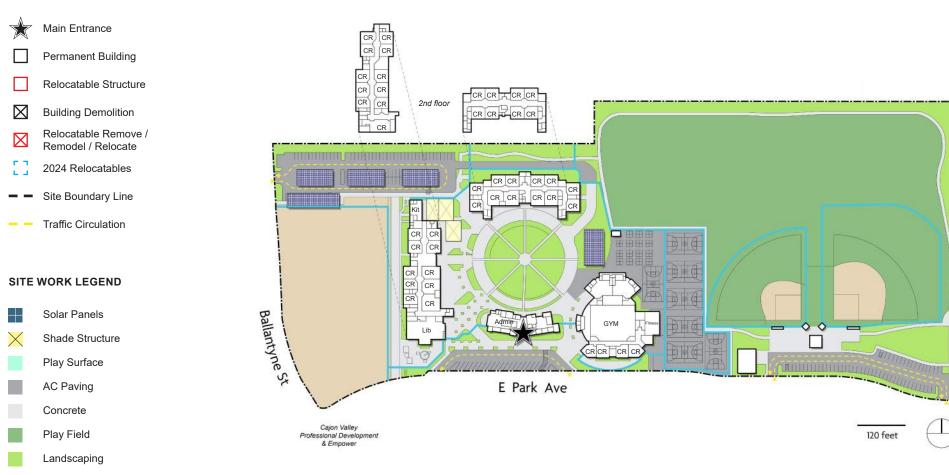
Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND



* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.

Hillside Fencing

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

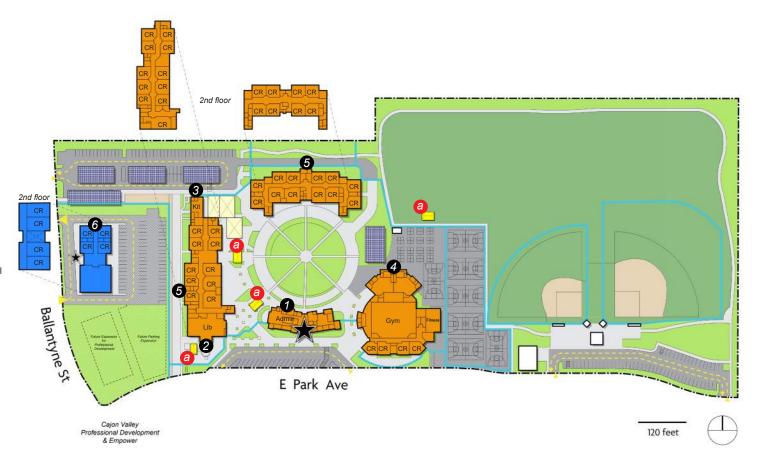
- 1 Modernize Administration building (1)
- 2 Modernize Library (1)
- 3 Modernize Kitchen (1)
- 4 Modernize Gymnasium building (1)
- **5** Modernize Classroom buildings (2)

 Professional Development & Empower
 New - Alternative Education & Professional Development Building - 2 Story (1)

SITE WORK

a NEW SHADE STRUCTURES

- **b** NEW HARD COURT
- C UPDATED HARD COURT
- **O** NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *i* NEW PLAY SURFACE
- *G* NEW CONCRETE
- **D** UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**





PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

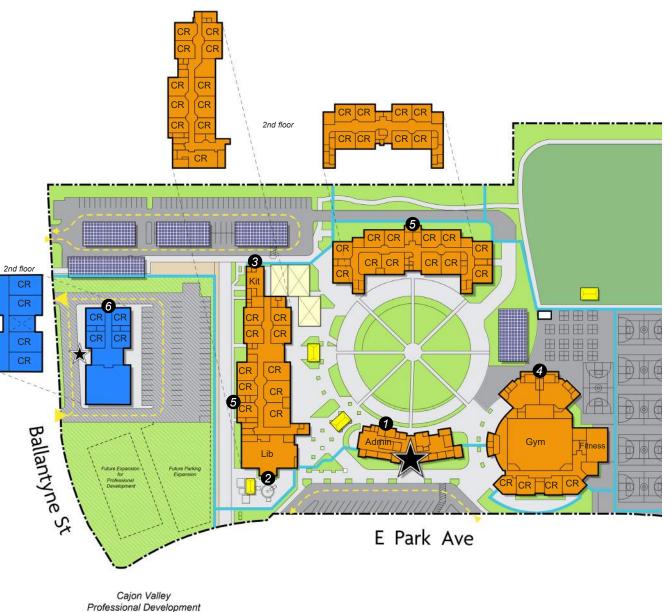
- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration building (1)
- 2 Modernize Library (1)
- 3 Modernize Kitchen (1)
- 4 Modernize Gymnasium building (1)
- **5** Modernize Classroom buildings (2)

Professional Development & Empower

6 New - Alternative Education & Professional Development Building - 2 Story (1)



& Empower

COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs S	um of Project Total
Cajon Valley Middle School	\$47,783,295	\$11,945,824	\$59,729,119
Infrastructure, Site Improvements, etc.	\$3,112,695	\$778,174	\$3,890,869
Modernization (Classrooms)	\$28,425,000	\$7,106,250	\$35,531,250
New Construction (Empower)	\$15,412,500	\$3,853,125	\$19,265,625
New Shade Structures	\$112,000	\$28,000	\$140,000
Security Updates (Keyless Entry & Security Cameras)	\$721,100	\$180,275	\$901,375
Grand Total	\$47,783,295	\$11,945,824	\$59,729,119

SITE PROFILE



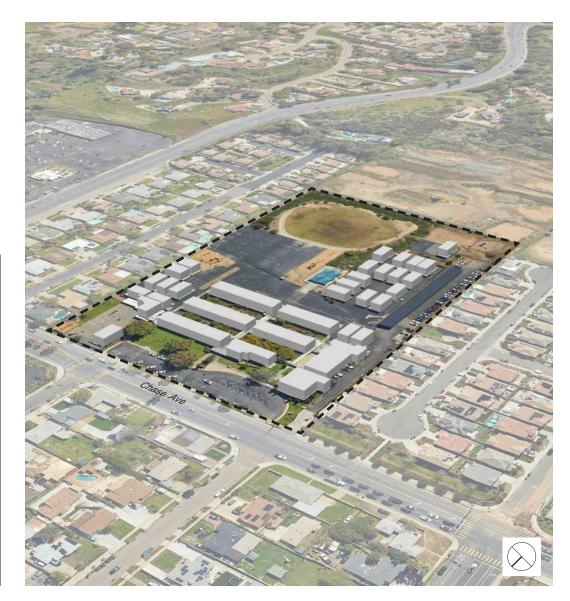
Site Information

CHASE AVENUE ELEMENTARY SCHOOL

195 East Chase Avenue, El Cajon, CA 92020

Grade Level: TK -6 CDS Code: 37 67991 6037592 Total Acres: 9.9 Total Square Footage: 55,100 Year Built: 1952 Permanent Classrooms: 20 Portable Classrooms: 22

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
PS	-	3	
TK	53	3	
К	100	4	
1 st	102	4	
2 nd	104	4	
3 rd	106	4	
4 th	108	4	
5 th	110	5	
6 th	113	5	
SDC	-	2	
Flex	-	3	
-	-	-	
-	-	-	
Total	796	41	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- $\textcircled{1} \mathsf{Administration}$
- 2 MPR
- 3 Classroom
- 4 Library
- (5) Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable



EXISTING SITE & PROPOSED DEMOLITION

LEGEND



SITE WORK LEGEND





Chase Ave

60 feet

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration building (1)
- 2 Modernize Library building (1)
- 3 Modernize Classroom buildings (7)
- 4 Reconfigure Student Success Center (1)
- **5** New Classroom buildings (5)
- 6 New Classroom building addition (1)
- New MPR Building w/ Kitchen (1)

SITE WORK

O NEW SHADE STRUCTURES

- b NEW HARD COURT
- C UPDATED HARD COURT
- *d* NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *i* NEW PLAY SURFACE
- **9** NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**





COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs \$	Sum of Project Total
Chase Avenue Elementary School	\$32,380,930	\$8,095,233	\$40,476,163
Infrastructure, Site Improvements, etc.	\$3,150,640	\$787,660	\$3,938,300
Modernization (Classrooms)	\$11,049,500	\$2,762,375	\$13,811,875
New Construction (Classrooms)	\$12,593,040	\$3,148,260	\$15,741,300
New Construction (MPR/Kitchen)	\$4,608,000	\$1,152,000	\$5,760,000
New Shade Structures	\$168,000	\$42,000	\$210,000
Reconfiguration (General)	\$432,000	\$108,000	\$540,000
Security Updates (Keyless Entry & Security Cameras)	\$379,750	\$94,938	\$474,688
Grand Total	\$32,380,930	\$8,095,233	\$40,476,163





SITE PROFILE



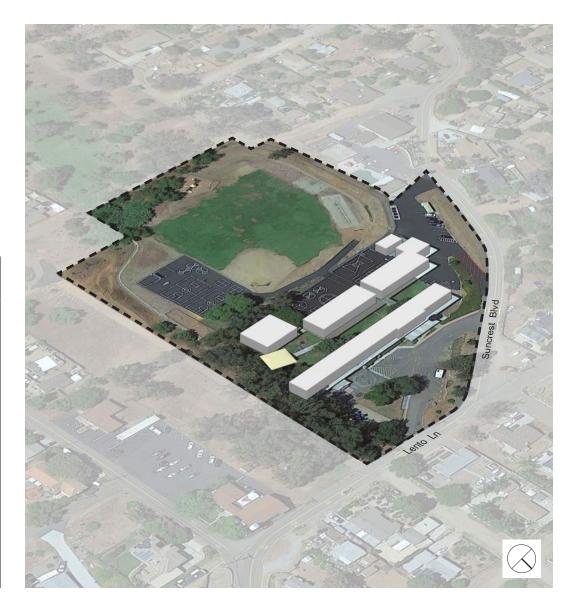
Site Information

CREST TK-8

2000 Suncrest Blvd., El Cajon, CA 92021

Grade Level: TK - 8 CDS Code: 37 67991 6037600 Total Acres: 7.14 Total Square Footage: 23,600 Year Built: 1956 Permanent Classrooms: 12 Portable Classrooms: 3

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
TK	20	1	
K	22	1	
1 st	22	1	
2 nd	26	1	
3 rd	27	1	
4 th	29	1	
5 th	30	1	
6 th	31	1	
7 th	31	1	
8 th	32	1	
Flex	-	3	
-	-	-	
-	-	-	
Total	270	13	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 2 MPR
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





EXISTING SITE & PROPOSED DEMOLITION



PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration offices
- 2 Modernize MPR building (1)
- 3 Modernize Classroom buildings (3)
- 4 Modernize Relocatable building (1)





a NEW SHADE STRUCTURES

- **b** NEW HARD COURT
- C UPDATED HARD COURT
- **d** NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *I* NEW PLAY SURFACE
- *G* NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**



COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs S	um of Project Total
Crest Elementary School	\$10,415,142	\$2,603,786	\$13,018,928
Infrastructure, Site Improvements, etc.	\$1,000,000	\$250,000	\$1,250,000
Modernization (Classrooms)	\$9,086,000	\$2,271,500	\$11,357,500
New Shade Structures	\$112,000	\$28,000	\$140,000
Security Updates (Keyless Entry & Security Cameras)	\$217,142	\$54,286	\$271,428
Grand Total	\$10,415,142	\$2,603,786	\$13,018,928





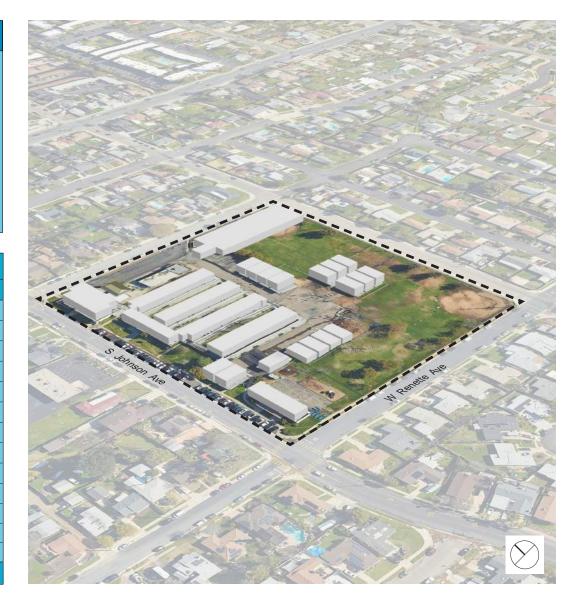
SITE PROFILE

Site Information

EJE ACADEMIES CHARTER SCHOOL 851 S. Johnson Avenue, El Cajon, CA 92020

CDS Code: 37 67991 0108563 Total Acres: 10.4 Total Square Footage: 46,100 Year Built: 1970 **Permanent Classrooms:** 25 **Portable Classrooms:** 17

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
ТК	-	-	
К	-	-	
1 st	-	-	
2 nd	-	-	
3 rd	-	-	
4 th	-	-	
5 th	-	-	
6 th	-	-	
7 th	-	-	
8 th	-	-	
Flex	-	_	
-	-	-	
-	-	-	
Total			



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





EXISTING SITE & PROPOSED DEMOLITION



* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.

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PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK



2 New - MPR building w/ Kitchen (1)



- a NEW SHADE STRUCTURESb NEW HARD COURT
- C UPDATED HARD COURT
- **d** NEW PLAY FIELD
- **O**UPDATED PLAY FIELD
- *i* NEW PLAY SURFACE
- **9** NEW CONCRETE
- *h* UPDATED CONCRETE
- I NEW PARKING
- **UPDATED PARKING**





COST ESTIMATES

Sun	n of Construction Cost Sur	n of Soft Costs Sum	of Project Total
EJE Academies (Charter School)	\$13,817,910	\$3,454,478	\$17,272,388
Infrastructure, Site Improvements, etc.	\$3,789,010	\$947,253	\$4,736,263
New Construction (Classrooms)	\$6,165,000	\$1,541,250	\$7,706,250
New Construction (MPR/Kitchen)	\$3,456,000	\$864,000	\$4,320,000
New Shade Structures	\$112,000	\$28,000	\$140,000
Security Updates (Keyless Entry & Security Cameras)	\$295,900	\$73,975	\$369,875
Grand Total	\$13,817,910	\$3,454,478	\$17,272,388





SITE PROFILE



Site Information

EMPOWER ACADEMY 165 Roanoke Rd., El Cajon, CA 92020

Total Square Footage: 5,500 Year Built: 2007 **Permanent Classrooms:** 2

Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements
3 rd	-	-
4 th	-	-
5 th	-	-
6 th	-	-
7 th	-	-
8 th	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
Total		



EMPOWER

PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

1 Administration

3 Classroom

(4) Library

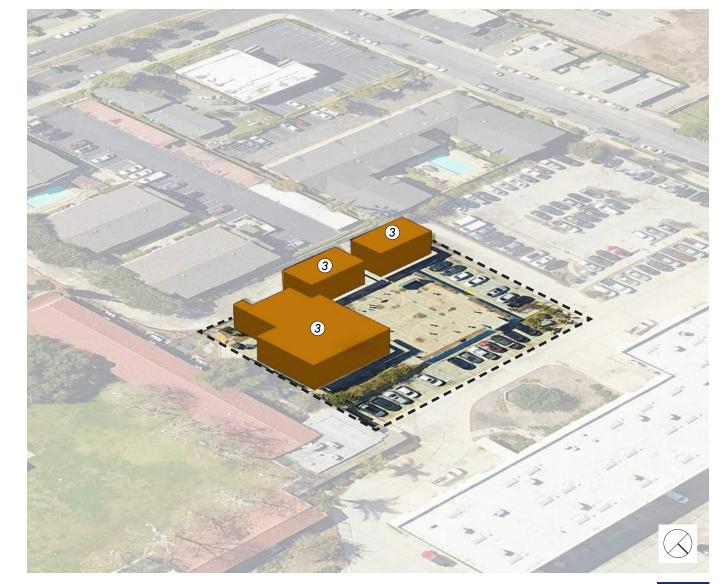
5 Gym/Athletics

6 Kitchen

7 Restrooms

(8) Other

Relocatable





EMPOWER

EXISTING SITE & PROPOSED DEMOLITION

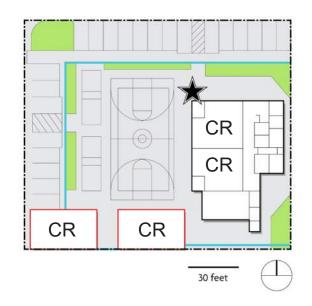
LEGEND



Traffic Circulation

SITE WORK LEGEND

- Solar Panels
- Shade Structure
- Play Surface
- AC Paving
- Concrete
- Play Field
- Landscaping
- Hillside
- Fencing



EMPOWER

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

1 Modernize - Classroom building (1)

2 Modernize - Relocatables (2)



SITE WORK

- a NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- C UPDATED HARD COURT
- d NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- **G** NEW CONCRETE

h UPDATED CONCRETE

- I NEW PARKING
- **()** UPDATED PARKING



COST ESTIMATES

Si	um of Construction Cost Su	m of Soft Costs Sum	of Project Total
Empower	\$1,531,500	\$382,875	\$1,914,375
Infrastructure, Site Improvements, etc.	\$100,000	\$25,000	\$125,000
Modernization (Classrooms)	\$1,375,000	\$343,750	\$1,718,750
Security Updates (Keyless Entry & Security Cameras)	\$56,500	\$14,125	\$70,625
Grand Total	\$1,531,500	\$382,875	\$1,914,375





FLYING HILLS SCHOOL OF THE ARTS

SITE PROFILE



Site Information

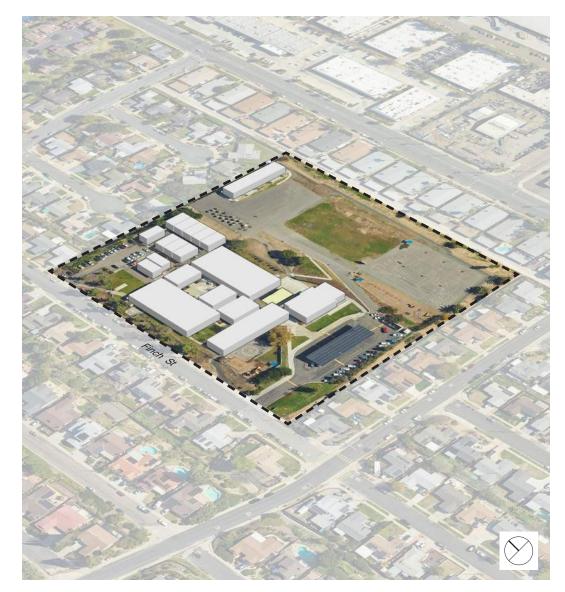
FLYING HILLS SCHOOL OF THE ARTS

1251 Finch St., El Cajon, CA 92020

Grade Level: TK - 8 CDS Code: 37 67991 6037634 Total Acres: 9.24 Total Square Footage: 51,400 Year Built: 1959 Permanent Classrooms: 25 Portable Classrooms: 13

Program	Enrollment Projections 2032-33	CR Requirements
PS	-	1
TK	44	2
К	70	3
1 st	71	3
2 nd	73	3
3 rd	74	3
4 th	76	3
5 th	77	3
6 th	79	3
7 th	80	3
8 th	82	3
SDC	-	3
Flex	-	4
Total	726	37

Demographics and Capacity Analysis



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 3 Classroom
- 4 Library
- (5) Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable



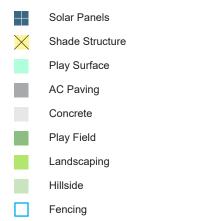


EXISTING SITE & PROPOSED DEMOLITION

LEGEND



SITE WORK LEGEND





PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize Classroom buildings (5)
- 2 Modernize Library building
- **3** Reconfigure Administration & Kitchen bldg
- 4 Reconfigure TK Classroom (1)
- **5** New Classroom building 2-Story (1)
- 6 New Theatre building



- a NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- C UPDATED HARD COURT
- d NEW PLAY FIELD
- OUPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- **9** NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**





COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs	Sum of Project Total
Flying Hills School of the Arts	\$34,184,022	\$8,546,006	\$42,730,028
Infrastructure, Site Improvements, etc.	\$2,377,822	\$594,456	\$2,972,278
Modernization (Admin/MPR/Kitchen)	\$885,500	\$221,375	\$1,106,875
Modernization (Classrooms)	\$9,817,500	\$2,454,375	\$12,271,875
New Construction (Classrooms & Upper Parking Lot)	\$7,972,500	\$1,993,125	\$9,965,625
New Construction (Theatre & Lower Parking Lot)	\$6,930,000	\$1,732,500	\$8,662,500
New Shade Structures	\$196,000	\$49,000	\$245,000
Reconfiguration (Admin/Kitchen)	\$2,668,000	\$667,000	\$3,335,000
Reconfiguration (General)	\$2,925,000	\$731,250	\$3,656,250
Security Updates (Keyless Entry & Security Cameras)	\$411,700	\$102,925	\$514,625
irand Total	\$34,184,022	\$8,546,006	\$42,730,028





SITE PROFILE



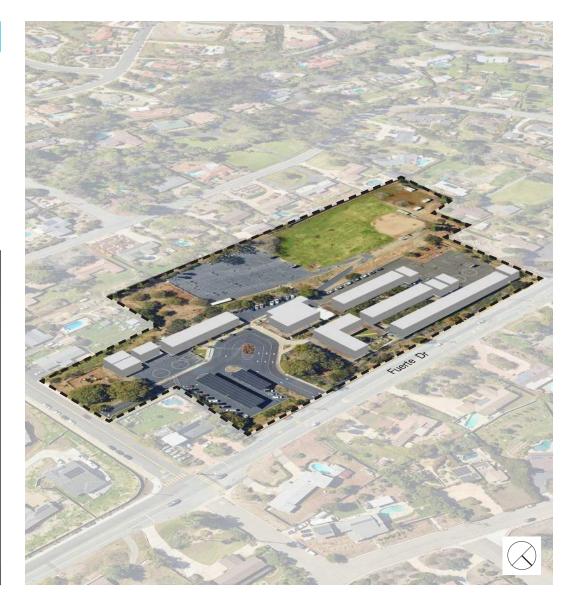
Site Information

FUERTE ELEMENTARY SCHOOL

11625 Fuerte Dr., El Cajon, CA 92020

Grade Level: TK - 5 CDS Code: 37 67991 6037642 Total Acres: 9.4 Total Square Footage: 42,800 Year Built: 1959 Permanent Classrooms: 22 Portable Classrooms: 10

Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements
TK	95	4
К	102	4
1 st	104	4
2 nd	91	4
3 nd	96	4
4 th	116	4
5 th	111	4
Flex	-	3
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
Total	715	31



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- Administration
 MPR
 Classroom
 Library
 Gym/Athletics
 Kitchen
 Restrooms
- (8) Other
- # Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND

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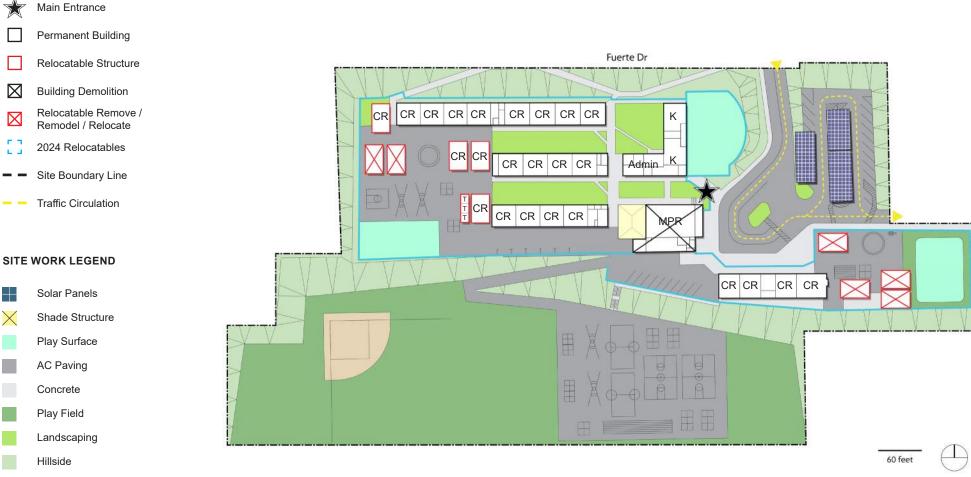
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Fencing

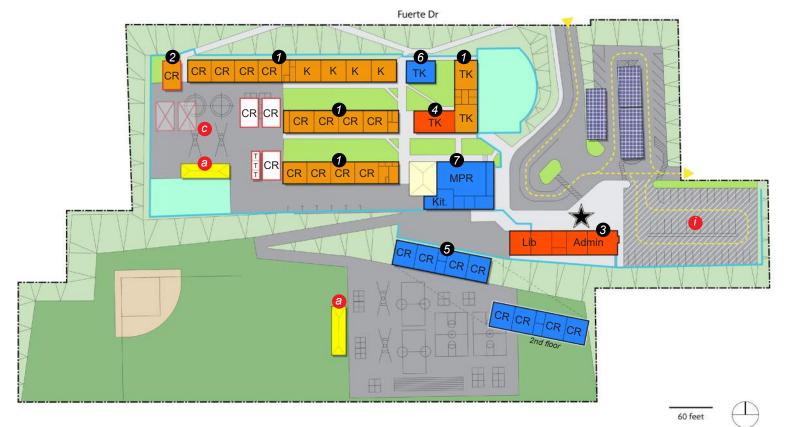
PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize Classroom buildings (4)
- 2 Modernize Relocatable building (1)
- **3** Reconfigure Admin & Library building
- 4 Reconfigure TK Classroom
- **5** New Classroom building 2-Story (1)
- 6 New TK Classroom building 1-Story (1)
- New MPR building w/ Kitchen



SITE WORK

- a NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- C UPDATED HARD COURT
- d NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- **9** NEW CONCRETE
- *h* UPDATED CONCRETE
- I NEW PARKING
- UPDATED PARKING



COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs S	Sum of Project Total
Fuerte Elementary School	\$25,817,695	\$6,454,424	\$32,272,119
Infrastructure, Site Improvements, etc.	\$2,908,695	\$727,174	\$3,635,869
Modernization (Classrooms)	\$8,277,500	\$2,069,375	\$10,346,875
New Construction (Classrooms)	\$7,261,000	\$1,815,250	\$9,076,250
New Construction (MPR/Kitchen)	\$3,960,000	\$990,000	\$4,950,000
New Shade Structures	\$56,000	\$14,000	\$70,000
Reconfiguration (Admin/Library)	\$2,254,000	\$563,500	\$2,817,500
Reconfiguration (General)	\$742,500	\$185,625	\$928,125
Security Updates (Keyless Entry & Security Cameras)	\$358,000	\$89,500	\$447,500
Grand Total	\$25,817,695	\$6,454,424	\$32,272,119





SITE PROFILE



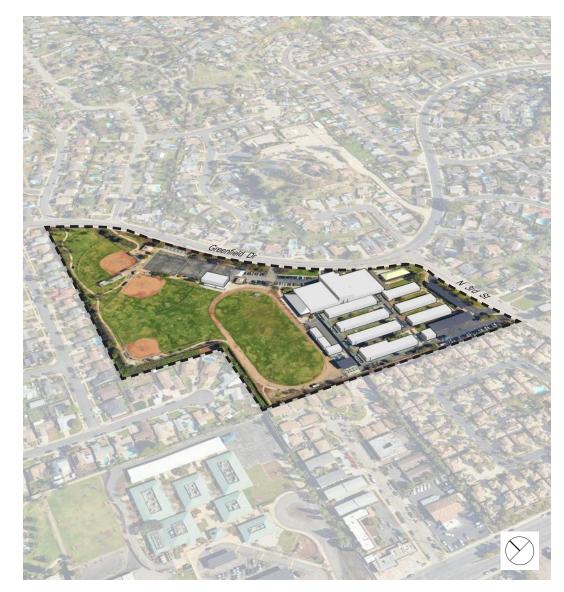
Site Information

GREENFIELD MIDDLE SCHOOL

1495 Greenfield Dr., El Cajon, CA 92021

Grade Level: 6 - 8 CDS Code: 37 67991 6037659 Total Acres: 16.28 Total Square Footage: 101,900 Year Built: 1956 Permanent Classrooms: 36 Portable Classrooms: 3

Program Enrollment Projections 2032-33CR Requirements6th20087th20088th2008SDC111111Flex1011111101111Flex101111110111111011111101111110111111011111101111110111111011111101111110111111011111101111110111111011<



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable



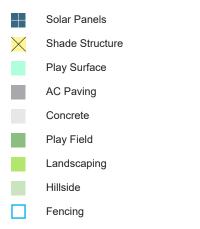


EXISTING SITE & PROPOSED DEMOLITION

LEGEND

- Main Entrance
 Permanent Building
 Relocatable Structure
 Building Demolition
 Relocatable Remove / Remodel / Relocate
 2024 Relocatables
 Site Boundary Line
- Traffic Circulation

SITE WORK LEGEND





PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize Classroom buildings (7)
- 2 Modernize Relocatable buildings (3)
- 3 Modernize Maintinence building
- 4 New Student Success Center
- 5 New Trash Enclosure

SITE WORK

a NEW SHADE STRUCTURES

- b NEW HARD COURT
- C UPDATED HARD COURT
- d NEW PLAY FIELD
- C UPDATED PLAY FIELD
- **1** NEW PLAY SURFACE
- **9** NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**





COST ESTIMATES

	Sum of Construction Cost S	um of Soft Costs Su	m of Project Total
Greenfield Middle School	\$20,844,900	\$5,211,225	\$26,056,125
Infrastructure, Site Improvements, etc.	\$1,000,000	\$250,000	\$1,250,000
Modernization (Classrooms)	\$18,526,200	\$4,631,550	\$23,157,750
New Construction (Classrooms)	\$685,000	\$171,250	\$856,250
New Shade Structures	\$28,000	\$7,000	\$35,000
Security Updates (Keyless Entry & Security Cameras)	\$605,700	\$151,425	\$757,125
Grand Total	\$20,844,900	\$5,211,225	\$26,056,125





SITE PROFILE



Site Information

HILLSDALE MIDDLE SCHOOL

1301 Brabham St., El Cajon, CA 92019

Grade Level: 6 - 8 CDS Code: 37 67991 6112890 Total Acres: 23.7 Total Square Footage: 103,000 Year Built: 1995 Permanent Classrooms: 55 Portable Classrooms: 0

Demographics and Capacity Analysis

Program	Enrollment Projections 2032-33	CR Requirements
6 th	485	16
7 th	485	14
8 th	485	14
SDC	-	2
Flex	-	4
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
Total	1,455	50



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

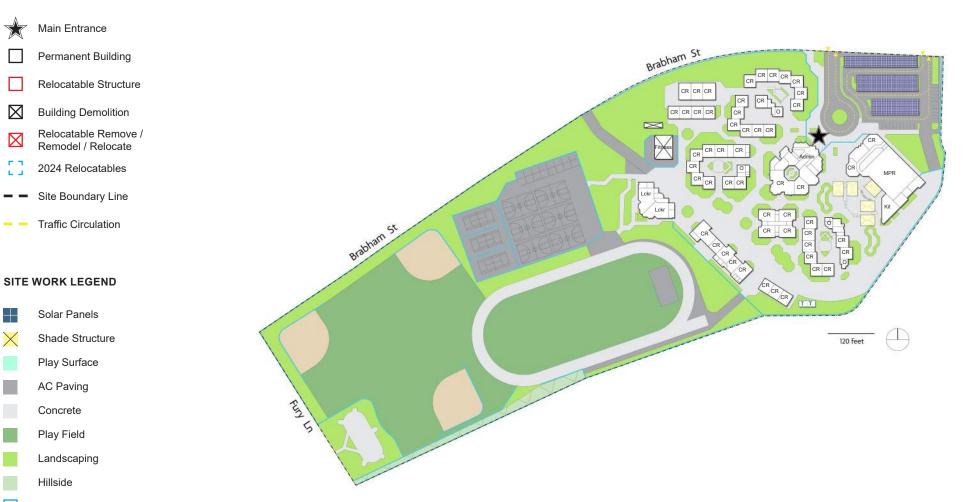
Administration
 MPR
 Classroom
 Library
 Gym/Athletics
 Kitchen
 Restrooms
 Other
 Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND



Fencing

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration (1)
- 2 Modernize MPR (1)
- 3 Modernize Classroom buildings (12)
- 4 Reconfigure Student Success Center
- 5 New Gymnasium



i NEW PLAY SURFACE*i* NEW CONCRETE

SITE WORK

() UPDATED CONCRETE

a NEW SHADE STRUCTURES

NEW HARD COURT
UPDATED HARD COURT
NEW PLAY FIELD
UPDATED PLAY FIELD

- NEW PARKING
- UPDATED PARKING



PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

Modernize - Administration (1)
 Modernize - MPR (1)
 Modernize - Classroom buildings (12)
 Reconfigure - Student Success Center
 New - Gymnasium



COST ESTIMATES

	Sum of Construction Cost S	Sum of Soft Costs S	um of Project Total
Hillsdale Middle School	\$45,949,240	\$11,487,310	\$57,436,550
Infrastructure, Site Improvements, etc.	\$1,321,840	\$330,460	\$1,652,300
Modernization (Admin/MPR/Kitchen)	\$7,777,000	\$1,944,250	\$9,721,250
Modernization (Classrooms)	\$19,640,000	\$4,910,000	\$24,550,000
New Construction (Gym)	\$13,320,000	\$3,330,000	\$16,650,000
New Shade Structures	\$112,000	\$28,000	\$140,000
Reconfiguration (Student Success Center)	\$3,054,400	\$763,600	\$3,818,000
Security Updates (Keyless Entry & Security Cameras)	\$724,000	\$181,000	\$905,000
Grand Total	\$45,949,240	\$11,487,310	\$57,436,550

SITE PROFILE



Site Information

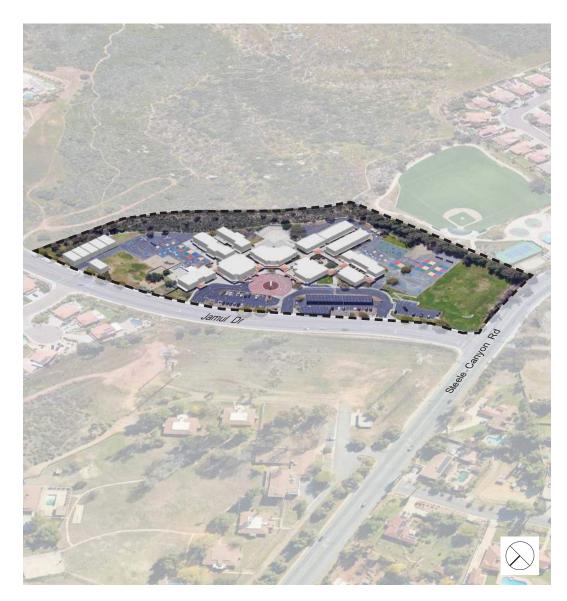
JAMACHA ELEMENTARY SCHOOL

2962 Jamul Dr., El Cajon, CA 92019

Grade Level: TK - 5 CDS Code: 37 67991 6110787 Total Acres: 10.2 Total Square Footage: 50,000 Year Built: 1992 Permanent Classrooms: 22 Portable Classrooms: 6

Demographics and Capacity Analysis

Program	Enrollment Projections 2032-33	CR Requirements
ТК	31	2
К	63	3
1 st	64	3
2 nd	66	3
3 rd	67	3
4 th	68	3
5 th	70	3
SDC	-	3
Flex	-	3
-		-
-	-	-
-	-	-
-	-	-
Total	429	26



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

Administration
 MPR
 Classroom
 Library
 Gym/Athletics
 Kitchen
 Restrooms
 Other
 Relocatable





EXISTING SITE & PROPOSED DEMOLITION



PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize Administration building (1)
- 2 Modernize MPR building (1)
- 3 Modernize Library building (1)
- 4 Modernize Classroom buildings (8)
- **5** Modernize Relocatables (6)
- 6 Reconfigure Student Success Center
- **7** New Classroom building (1)

SITE WORK

a NEW SHADE STRUCTURES

- **b** NEW HARD COURT
- C UPDATED HARD COURT
- **d** NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- **G** NEW CONCRETE
- **h** UPDATED CONCRETE
- NEW PARKING
- UPDATED PARKING





COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs S	um of Project Total
Jamacha Elementary School	\$16,884,000	\$4,221,000	\$21,105,000
Infrastructure, Site Improvements, etc.	\$800,000	\$200,000	\$1,000,000
Modernization (Admin/MPR/Kitchen)	\$3,900,000	\$975,000	\$4,875,000
Modernization (Classrooms)	\$8,360,000	\$2,090,000	\$10,450,000
New Construction (Classrooms)	\$2,877,000	\$719,250	\$3,596,250
New Shade Structures	\$140,000	\$35,000	\$175,000
Reconfiguration (General)	\$432,000	\$108,000	\$540,000
Security Updates (Keyless Entry & Security Cameras)	\$375,000	\$93,750	\$468,750
Grand Total	\$16,884,000	\$4,221,000	\$21,105,000





SITE PROFILE



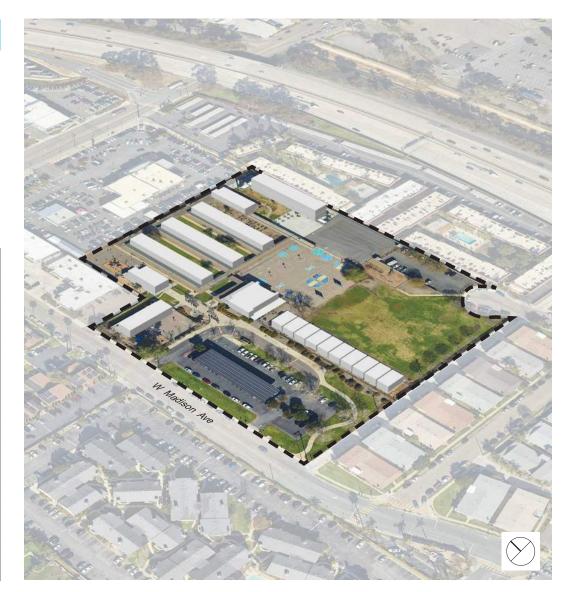
Site Information

JOHNSON ELEMENTARY SCHOOL

500 West Madison, El Cajon, CA 92020

Grade Level: TK - 5 CDS Code: 37 67991 6037675 Total Acres: 8.4 Total Square Footage: 52,200 Year Built: 1955 Permanent Classrooms: 28 Portable Classrooms: 12

Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements
PS	-	2
TK	103	4
K	112	5
1 st	114	5
2 nd	117	5
3 rd	119	5
4 th	121	5
5 th	124	5
SDC	-	2
Flex		3
-	-	-
-	-	-
-	-	-
Total	810	41



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

MODERNIZATION

RECONFIGURATION

NEW CONSTRUCTION

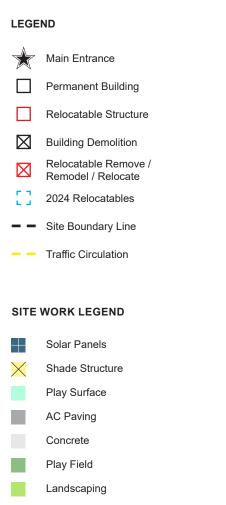
BUILDING TYPE

Administration
 MPR
 Classroom
 Library
 Gym/Athletics
 Kitchen
 Restrooms
 Other
 Relocatable

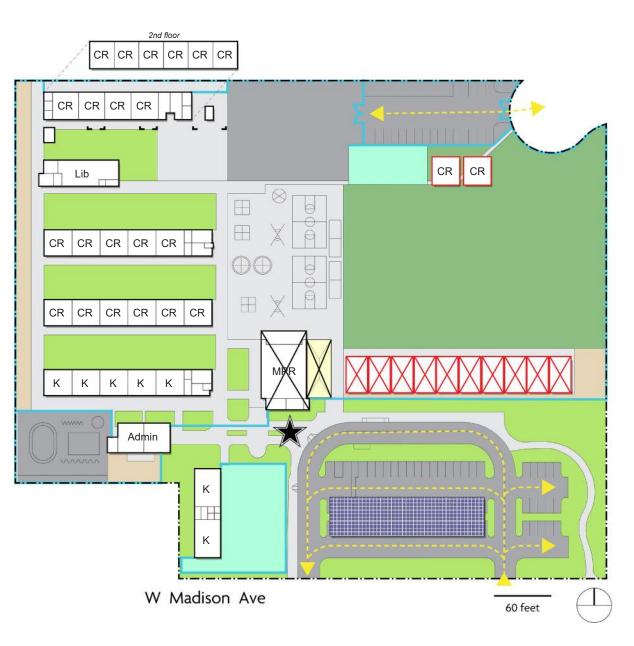




EXISTING SITE & PROPOSED DEMOLITION



- Hillside
- Fencing



^{*} Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

Modernize - Classroom buildings (4)
 Modernize - Library
 Reconfigure - Classrooms (2)
 Reconfigure - Student Success Center
 New - Classroom building 2-Story (1)
 New - MPR w/ Kitchen
 New - Administration Offices
 New - TK Classroom (2)

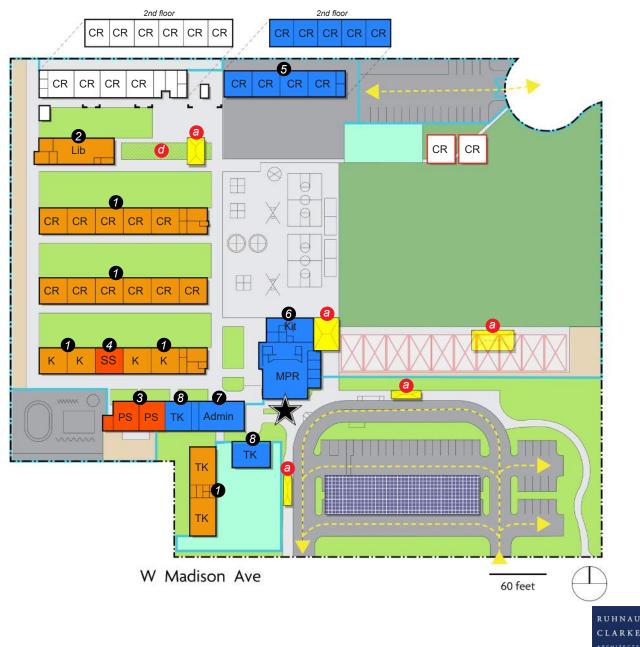
SITE WORK

O NEW SHADE STRUCTURES

- *b* NEW HARD COURT
- C UPDATED HARD COURT

ONEW PLAY FIELD

- C UPDATED PLAY FIELD
- *I* NEW PLAY SURFACE
- **G** NEW CONCRETE
- *h* UPDATED CONCRETE
- I NEW PARKING
- **UPDATED PARKING**



COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs	Sum of Project Total
Johnson Elementary School	\$24,632,250	\$6,158,063	\$30,790,313
Infrastructure, Site Improvements, etc.	\$1,089,800	\$272,450	\$1,362,250
Modernization (Classrooms)	\$7,407,400	\$1,851,850	\$9,259,250
Modernization (Library)	\$1,058,750	\$264,688	\$1,323,438
New Construction (2 Story CR Bldg)	\$5,754,000	\$1,438,500	\$7,192,500
New Construction (Admin/TK)	\$3,014,000	\$753,500	\$3,767,500
New Construction (MPR/Kitchen)	\$3,960,000	\$990,000	\$4,950,000
New Shade Structures	\$140,000	\$35,000	\$175,000
Reconfiguration (General)	\$1,800,000	\$450,000	\$2,250,000
Security Updates (Keyless Entry & Security Cameras)	\$408,300	\$102,075	\$510,375
Grand Total	\$24,632,250	\$6,158,063	\$30,790,313





LEXINGTON ELEMENTARY SCHOOL

SITE PROFILE



Site Information

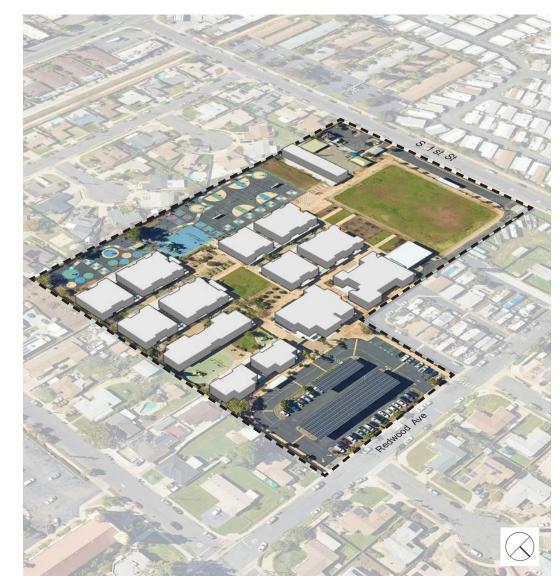
LEXINGTON ELEMENTARY SCHOOL

1145 Redwood Ave., El Cajon, CA 92019

Grade Level: TK - 5 CDS Code: 37 67991 0139394 Total Acres: 9.1 Total Square Footage: 67,100 Year Built: 2015 Permanent Classrooms: 40 Portable Classrooms: 0

Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements
PS	-	2
ТК	65	3
К	124	5
1 st	126	5
2 nd	129	5
3 rd	132	5
4 th	134	5
5 th	137	5
SDC	-	2
Flex	-	3
-	-	-
-	-	-
-	-	-
Total	847	40

Demographics and Capacity Analysis



LEXINGTON ELEMENTARY SCHOOL

PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

Administration
 MPR
 Classroom
 Library
 Gym/Athletics
 Kitchen
 Restrooms
 Other
 Relocatable





LEXINGTON ELEMENTARY SCHOOL

EXISTING SITE & PROPOSED DEMOLITION



Redwood Ave

LEXINGTON ELEMENTARY SCHOOL

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize Administration building (1)
- 2 Modernize -MPR w/ Kitchen (1)
- 3 Modernize Classroom buildings (12)
- 4 New Student Success Center

SITE WORK

- a NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- C UPDATED HARD COURT
- d NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *I* NEW PLAY SURFACE
- **G** NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.



60 feet



LEXINGTON ELEMENTARY SCHOOL

COST ESTIMATES

S	um of Construction Cost S	oum of Soft Costs S	Sum of Project Total
Lexington Elementary School	\$18,904,300	\$4,726,075	\$23,630,375
Infrastructure, Site Improvements, etc.	\$800,000	\$200,000	\$1,000,000
Modernization (Admin/MPR/Kitchen)	\$3,800,000	\$950,000	\$4,750,000
Modernization (Classrooms)	\$12,975,000	\$3,243,750	\$16,218,750
New Construction (Classrooms)	\$685,000	\$171,250	\$856,250
New Shade Structures	\$168,000	\$42,000	\$210,000
Security Updates (Keyless Entry & Security Cameras)	\$476,300	\$119,075	\$595,375
Grand Total	\$18,904,300	\$4,726,075	\$23,630,375





SITE PROFILE



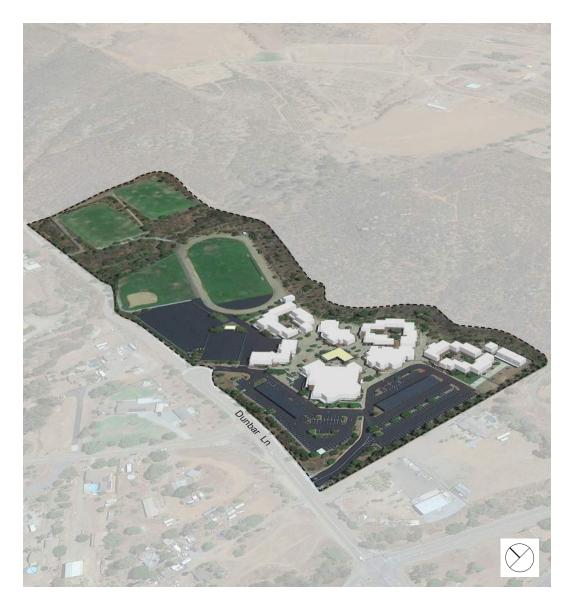
Site Information

LOS COCHES MIDDLE SCHOOL 9669 Dunbar Ln., El Cajon, CA 92021

Grade Level: 6 - 8 **CDS Code:** 37 67991 6037683 Total Square Footage: 83,100 Year Built: 2004 **Permanent Classrooms:** 34 **Portable Classrooms:** 0

Demographics and Capacity Analysis

Program	Enrollment Projections 2032-33	CR Requirements
6 th	182	6
7 th	182	6
8 th	182	6
Flex	-	4
-		-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
Total	546	22



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

Administration
 MPR
 Classroom
 Library
 Gym/Athletics
 Kitchen
 Restrooms
 Other
 Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND



SITE WORK LEGEND



Fencing



PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration building (1)
- 2 Modernize Gymnasium w/ Kitchen (1)
- 3 Modernize Locker Room building (1)
- 4 Modernize Classroom buildings (6)
- 5 Reconfigure Student Success Center



SITE WORK

- O NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- C UPDATED HARD COURT
- d NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *I* NEW PLAY SURFACE
- **G** NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration building (1)
- 2 Modernize Gymnasium w/ Kitchen (1)
- 3 Modernize Locker Room building (1)
- 4 Modernize Classroom buildings (6)
- 5 Reconfigure Student Success Center



COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs S	Sum of Project Total
Los Coches Creek Middle School	\$22,107,300	\$5,526,825	\$27,634,125
Infrastructure, Site Improvements, etc.	\$1,000,000	\$250,000	\$1,250,000
Modernization (Admin/GYM/Kitchen)	\$3,812,500	\$953,125	\$4,765,625
Modernization (Classrooms)	\$15,522,500	\$3,880,625	\$19,403,125
New Shade Structures	\$168,000	\$42,000	\$210,000
Reconfiguration (General)	\$1,080,000	\$270,000	\$1,350,000
Security Updates (Keyless Entry & Security Cameras)	\$524,300	\$131,075	\$655,375
Grand Total	\$22,107,300	\$5,526,825	\$27,634,125

SITE PROFILE



Site Information

MADISON ELEMENTARY SCHOOL 1615 East Madison Ave., El Cajon, CA 92019

Grade Level: TK - 5 **CDS Code:** 37 67991 0111005 Total Square Footage: 41,500 Year Built: 1970 Permanent Classrooms: 18 Portable Classrooms: 16

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
PS	-	3	
TK	53	3	
К	92	4	
1 st	94	4	
2 nd	96	4	
3 rd	98	4	
4 th	100	4	
5 th	102	4	
SDC	-	2	
Flex	-	3	
-	-	-	
-	-	-	
-	-	-	
Total	635	35	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

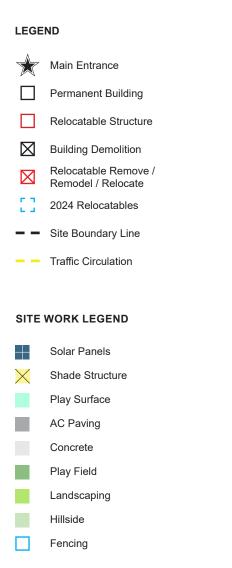
BUILDING TYPE

- 1 Administration
- 2 MPR
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





EXISTING SITE & PROPOSED DEMOLITION





PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

Modernize - Classroom buildings (5)
 Reconfigure - Administration building (1)
 Reconfigure -Classrooms (3)
 New - Administration building expansion(1)
 New - MPR w/ Kitchen, Library & SSC
 New - Classroom building 2-story (1)



SITE WORK

a NEW SHADE STRUCTURES

- **b** NEW HARD COURT
- C UPDATED HARD COURT
- *d* NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *I* NEW PLAY SURFACE
- **9** NEW CONCRETE
- **D** UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**



COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs	Sum of Project Total
Madison Elementary School	\$25,398,130	\$6,349,533	\$31,747,663
Infrastructure, Site Improvements, etc.	\$1,190,780	\$297,695	\$1,488,475
Modernization (Classrooms)	\$6,260,100	\$1,565,025	\$7,825,125
New Construction (MPR/Kitchen/Library)	\$8,208,000	\$2,052,000	\$10,260,000
New Construction (Admin)	\$900,000	\$225,000	\$1,125,000
New Construction (Classrooms)	\$5,822,500	\$1,455,625	\$7,278,125
New Shade Structures	\$112,000	\$28,000	\$140,000
Reconfiguration (Admin)	\$675,000	\$168,750	\$843,750
Reconfiguration (Classrooms)	\$1,912,500	\$478,125	\$2,390,625
Security Updates (Keyless Entry & Security Cameras)	\$317,250	\$79,313	\$396,563
Grand Total	\$25,398,130	\$6,349,533	\$31,747,663





SITE PROFILE



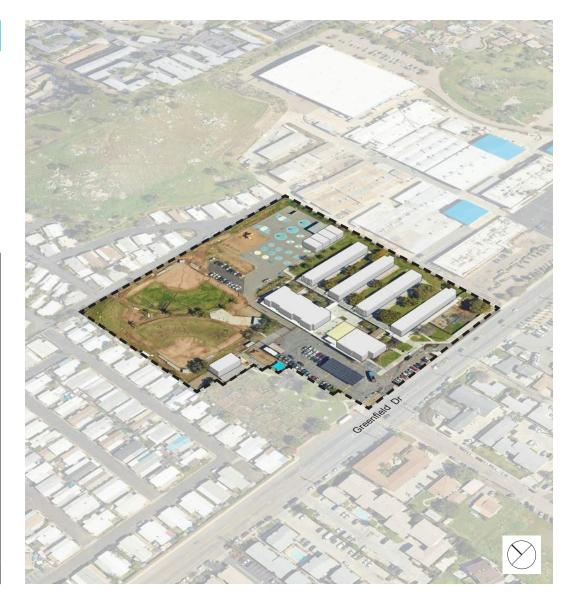
Site Information

MAGNOLIA ELEMENTARY SCHOOL

650 Greenfield Dr., El Cajon, CA 92021

Grade Level: TK - 5 CDS Code: 37 67991 6037691 Total Acres: 10.1 Total Square Footage: 45,400 Year Built: 1952 Permanent Classrooms: 28 Portable Classrooms: 4

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
PS	-	2	
TK	83	4	
К	85	4	
1 st	87	4	
2 nd	88	4	
3 rd	90	4	
4 th	92	4	
5 th	94	4	
SDC	-	2	
Flex	-	3	
-	-	-	
-	-	-	
-	-	-	
Total	619	35	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

1 Administration

3 Classroom

4 Library

5 Gym/Athletics

6 Kitchen

7 Restrooms

(8) Other

Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND

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Fencing



GREENFIELD DR

 \square

60 feet

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- **1** Modernize Administration offices
- 2 Modernize Classroom buildings (5)
- 3 Modernize MPR w/ Kitchen
- 4 Reconfigure Relocate portable onto site (1)



SITE WORK

- (a) NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- C UPDATED HARD COURT
- **O**NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- **9** NEW CONCRETE
- **D** UPDATED CONCRETE
- I NEW PARKING
- **UPDATED PARKING**



COST ESTIMATES

Sur	n of Construction Cost Su	m of Soft Costs Sum	of Project Total
Magnolia Elementary School	\$17,720,380	\$4,430,095	\$22,150,475
Infrastructure, Site Improvements, etc.	\$800,000	\$200,000	\$1,000,000
Modernization (Admin/Kitchen/Admin)	\$2,772,000	\$693,000	\$3,465,000
Modernization (Classrooms)	\$13,636,700	\$3,409,175	\$17,045,875
New Shade Structures	\$112,000	\$28,000	\$140,000
Portable Relocation	\$50,000	\$12,500	\$62,500
Security Updates (Keyless Entry & Security Cameras)	\$349,680	\$87,420	\$437,100
Grand Total	\$17,720,380	\$4,430,095	\$22,150,475





SITE PROFILE



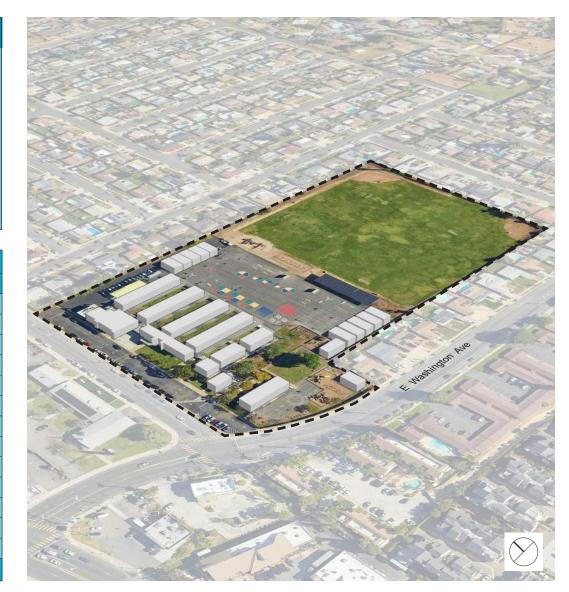
Site Information

MERIDIAN ELEMENTARY SCHOOL

651 South Third St., El Cajon, CA 92019

Grade Level: TK - 5 CDS Code: 37 67991 6037709 Total Acres: 12.5 Total Square Footage: 46,700 Year Built: 1949 Permanent Classrooms: 21 Portable Classrooms: 12

De	Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements	
PS	-	2	
TK	59	3	
K	85	4	
1 st	87	4	
2 nd	88	4	
3 rd	90	4	
4 th	92	4	
5 th	94	4	
SDC	-	1	
Flex	-	3	
-	-	-	
-	-	-	
-	-	-	
Total	595	33	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable

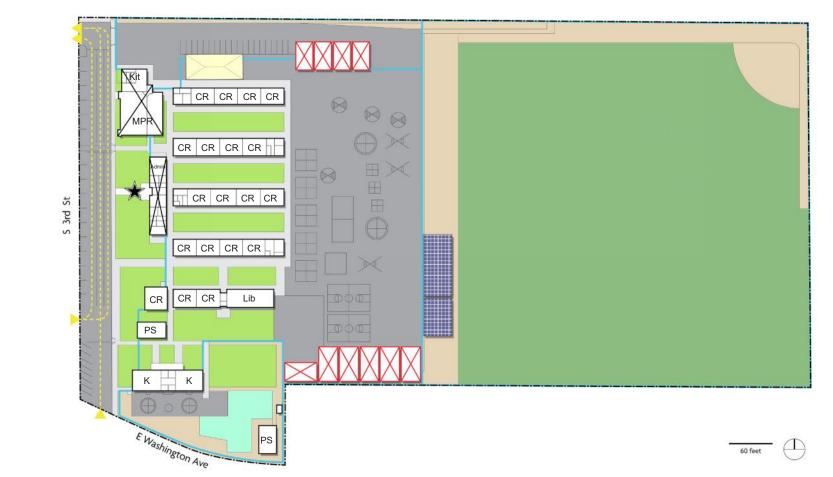




EXISTING SITE & PROPOSED DEMOLITION

LEGEND





Fencing

AC Paving

Concrete Play Field

Landscaping

Hillside

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

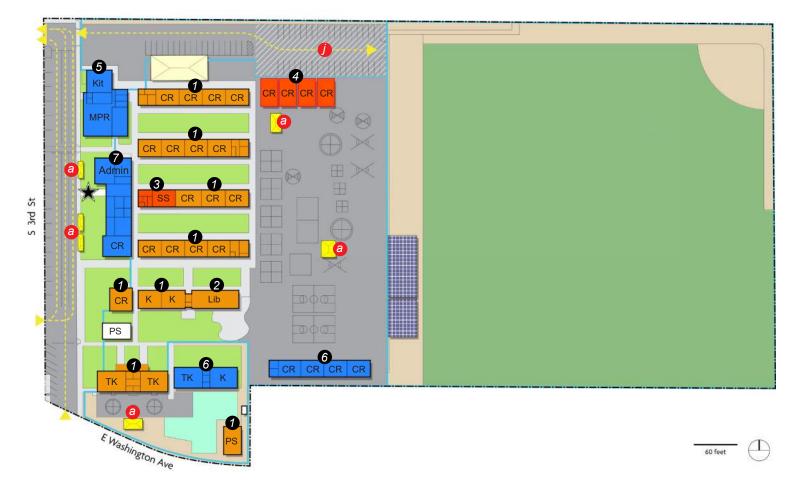
- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

 Modernize - Classroom buildings (8)
 Modernize - Library
 Reconfigure - Student Success Center
 Reconfigure - Relocate portables (4)
 New - MPR w/ Kitchen
 New - Classroom building (2)
 New - Administration building with Classroom (1)

SITE WORK

- (a) NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- C UPDATED HARD COURT
- **d** NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- **G** NEW CONCRETE
- **h** UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**





COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs \$	Sum of Project Total
Meridian Elementary School	\$26,254,980	\$6,563,745	\$32,818,725
Infrastructure, Site Improvements, etc.	\$1,443,180	\$360,795	\$1,803,975
Modernization (Classrooms)	\$9,070,600	\$2,267,650	\$11,338,250
Modernization (Library)	\$693,000	\$173,250	\$866,250
New Construction (Admin)	\$3,014,000	\$753,500	\$3,767,500
New Construction (Classrooms/MPR/Kitchen)	\$8,973,500	\$2,243,375	\$11,216,875
New Shade Structures	\$168,000	\$42,000	\$210,000
Reconfiguration (General)	\$2,475,000	\$618,750	\$3,093,750
Security Updates (Keyless Entry & Security Cameras)	\$417,700	\$104,425	\$522,125
Grand Total	\$26,254,980	\$6,563,745	\$32,818,725





SITE PROFILE



Site Information

MONTGOMERY MIDDLE SCHOOL

Grade Level: 6 - 8 CDS Code: 37 67991 6037717 Total Acres: 34.4 Total Square Footage: 92,300 Year Built: 1974 Permanent Classrooms: 33 Portable Classrooms: 7

Demographics and Capacity Analysis

Program	Enrollment Projections 2032-33	CR Requirements
6 th	272	9
7 th	272	8
8 th	272	8
SDC	-	1
Flex	-	4
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
Total	816	30



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 2 MPR
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- 8 Other
- # Relocatable





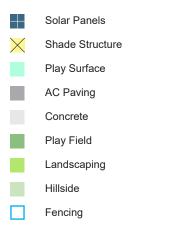
EXISTING SITE & PROPOSED DEMOLITION

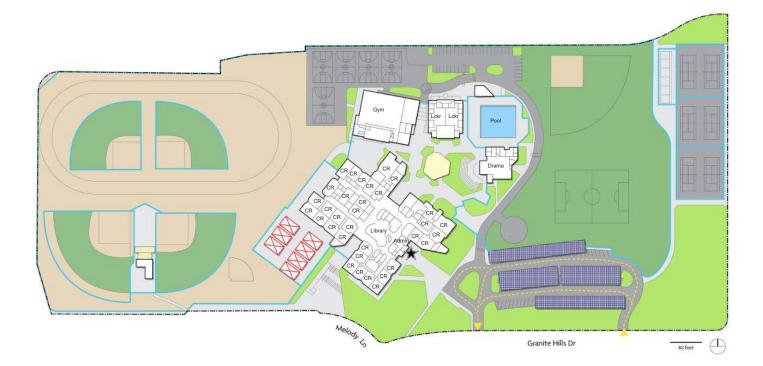
LEGEND



Traffic Circulation

SITE WORK LEGEND





PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration Offices
- 2 Modernize Classrooms
- 3 Modernize Library
- 4 Modernize Drama building
- **5** Modernize Locker Room building (2)
- 6 Reconfigure Classrooms (10)
- **7** New Classroom buildings (2)



SITE WORK

O NEW SHADE STRUCTURES

- *b* NEW HARD COURT
- C UPDATED HARD COURT
- **d** NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *I* NEW PLAY SURFACE

9 NEW CONCRETE

- **D** UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.

246

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration Offices
- 2 Modernize Classrooms
- 3 Modernize Library
- 4 Modernize Drama building
- **5** Modernize Locker Room building (2)
- 6 Reconfigure Classrooms (10)
- **7** New Classroom buildings (2)

SITE WORK

O NEW SHADE STRUCTURES

- b NEW HARD COURT
- C UPDATED HARD COURT
- d NEW PLAY FIELD
- C UPDATED PLAY FIELD
- 1 NEW PLAY SURFACE
- **9** NEW CONCRETE
- *h* UPDATED CONCRETE
- I NEW PARKING
- **UPDATED PARKING**



COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs S	Sum of Project Total
Montgomery Middle School	\$35,650,330	\$8,912,582	\$44,562,912
Infrastructure, Site Improvements, etc.	\$1,181,130	\$295,282	\$1,476,412
Modernization (Classrooms)	\$14,392,455	\$3,598,114	\$17,990,569
Modernization (Locker Room/Drama)	\$4,620,000	\$1,155,000	\$5,775,000
New Construction (Classrooms)	\$10,521,600	\$2,630,400	\$13,152,000
New Shade Structures	\$140,000	\$35,000	\$175,000
Reconfiguration (General)	\$4,320,000	\$1,080,000	\$5,400,000
Security Updates (Keyless Entry & Security Cameras)	\$475,145	\$118,786	\$593,931
Grand Total	\$35,650,330	\$8,912,582	\$44,562,912

NARANCA ELEMENTARY SCHOOL

SITE PROFILE

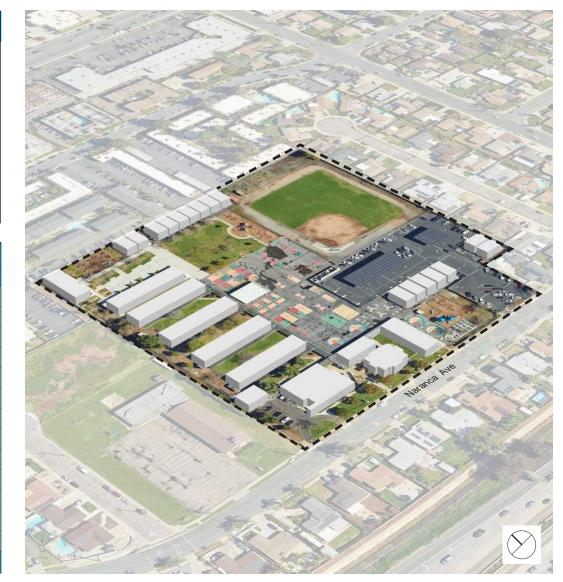


Site Information

NARANCA ELEMENTARY SCHOOL 1030 Naranca Ave., El Cajon, CA 92021

Grade Level: TK - 6 **CDS Code:** 37 67991 6093207 Total Square Footage: 55,300 Year Built: 1957 **Permanent Classrooms:** 25 Portable Classrooms: 18

Demographics and Capacity Analysis		
Program	Enrollment Projections 2032-33	CR Requirements
PS	-	2
ТК	75	4
К	108	5
1 st	110	5
2 nd	118	5
3 rd	109	5
4 th	118	5
5 th	129	5
6 th	125	5
SDC	-	1
Flex	-	3
-	-	-
-	-	-
Total	892	45



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

1 Administration

3 Classroom

4 Library

5 Gym/Athletics

6 Kitchen

7 Restrooms

(8) Other

Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND

- Main Entrance
- Permanent Building
- Relocatable Structure
- Building Demolition
- Relocatable Remove / Remodel / Relocate
- 2024 Relocatables
- Site Boundary Line
- Traffic Circulation

SITE WORK LEGEND





60 feet

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize Classroom buildings (4)
- 2 Reconfigure Library
- 3 New Administration building
- 4 New Student Success Center
- 5 New MPR w/ Student Success
- 6 New Classroom building 2-story (2)
- **7** New Preschool Classroom building (1)

SITE WORK

a) NEW SHADE STRUCTURES
b) NEW HARD COURT
c) UPDATED HARD COURT
d) NEW PLAY FIELD
d) UPDATED PLAY FIELD
f) NEW PLAY SURFACE
g) NEW CONCRETE
h) UPDATED CONCRETE
j) NEW PARKING
j) UPDATED PARKING

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.





COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs S	Sum of Project Total
Naranca Elementary School	\$36,358,575	\$9,089,644	\$45,448,219
Infrastructure, Site Improvements, etc.	\$2,199,575	\$549,894	\$2,749,469
Modernization (Classrooms)	\$7,392,000	\$1,848,000	\$9,240,000
New Construction (Admin)	\$2,740,000	\$685,000	\$3,425,000
New Construction (Classrooms)	\$18,084,000	\$4,521,000	\$22,605,000
New Construction (MPR)	\$3,960,000	\$990,000	\$4,950,000
New Shade Structures	\$252,000	\$63,000	\$315,000
Reconfiguration (Library)	\$1,350,000	\$337,500	\$1,687,500
Security Updates (Keyless Entry & Security Cameras)	\$381,000	\$95,250	\$476,250
Grand Total	\$36,358,575	\$9,089,644	\$45,448,219





SITE PROFILE

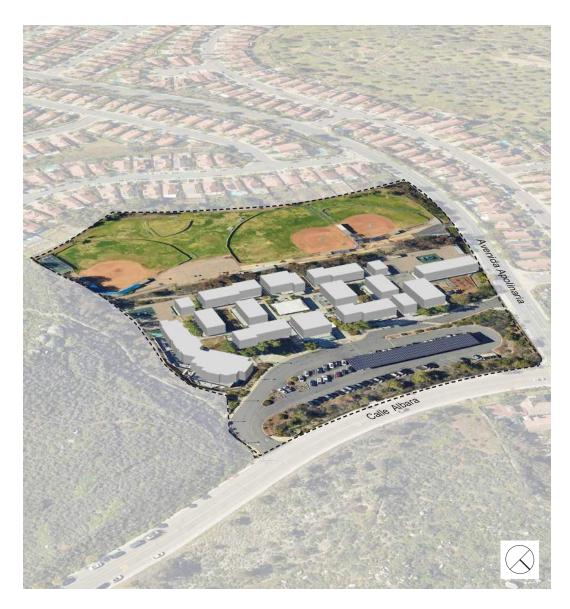


Site Information

RANCHO SAN DIEGO ELEMENTARY SCHOOL 12151 Calle Albara, El Cajon, CA 92019

Grade Level: TK - 5 **CDS Code:** 37 67991 6037725 **Total Square Footage:** 43,600 Year Built: 1986 Permanent Classrooms: 26 **Portable Classrooms:** 3

De	Demographics and Capacity Analysis				
Program	Enrollment Projections 2032-33	CR Requirements			
PS	-	1			
TK	71	3			
K	84	4			
1 st	86	4			
2 nd	87	4			
3 rd	89	4			
4 th	91	4			
5 th	93	4			
SDC	-	2			
Flex	-	3			
-	-	-			
-	-	-			
-	-	-			
Total	601	33			



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

1 Administration

3 Classroom

4 Library

5 Gym/Athletics

6 Kitchen

7 Restrooms

(8) Other

Relocatable





EXISTING SITE & PROPOSED DEMOLITION



* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize Classroom buildings (11)
- 2 Modernize MPR & Library building
- 3 New Student Success Center



O NEW SHADE STRUCTURES

- **b** NEW HARD COURT
- C UPDATED HARD COURT
- **d** NEW PLAY FIELD
- C UPDATED PLAY FIELD
- 1 NEW PLAY SURFACE
- **G** NEW CONCRETE
- *h* UPDATED CONCRETE
- I NEW PARKING
- **UPDATED PARKING**

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.





COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs S	um of Project Total
Rancho San Diego Elementary School	\$11,281,290	\$2,820,323	\$14,101,613
Infrastructure, Site Improvements, etc.	\$800,000	\$200,000	\$1,000,000
Modernization (Classrooms)	\$9,120,000	\$2,280,000	\$11,400,000
New Construction (Classrooms)	\$856,250	\$214,063	\$1,070,313
New Shade Structures	\$140,000	\$35,000	\$175,000
Security Updates (Keyless Entry & Security Cameras)	\$365,040	\$91,260	\$456,300
Grand Total	\$11,281,290	\$2,820,323	\$14,101,613





SITE PROFILE



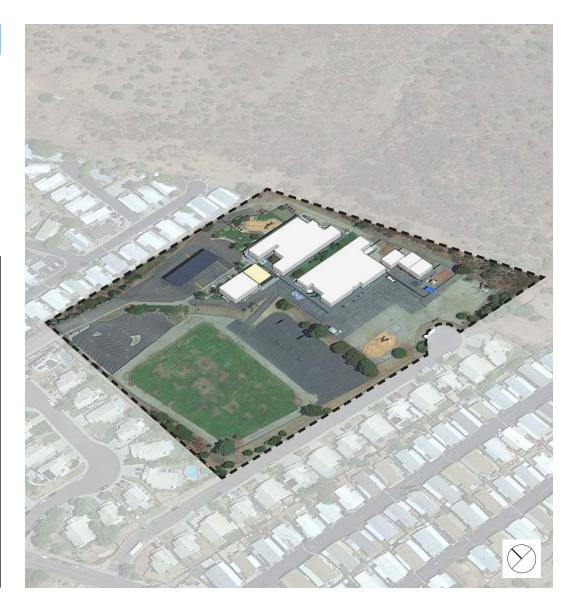
Site Information

RIOS ELEMENTARY SCHOOL

14314 Rios Canyon Rd., El Cajon, CA 92021

Grade Level: TK - 5 CDS Code: 37 67991 6106025 Total Acres: 9.5 Total Square Footage: 38,500 Year Built: 1959 Permanent Classrooms: 20 Portable Classrooms: 3

De	emographics and Capacity	Analysis
Program	Enrollment Projections 2032-33	CR Requirements
PS	-	2
TK	32	2
K	39	2
1 st	40	2
2 nd	41	2
3 rd	41	2
4 th	42	2
5 th	43	2
Flex	-	3
-	-	-
-	-	-
_	-	-
-	-	-
Total	278	19



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

1 Administration

3 Classroom

4 Library

5 Gym/Athletics

6 Kitchen

7 Restrooms

(8) Other

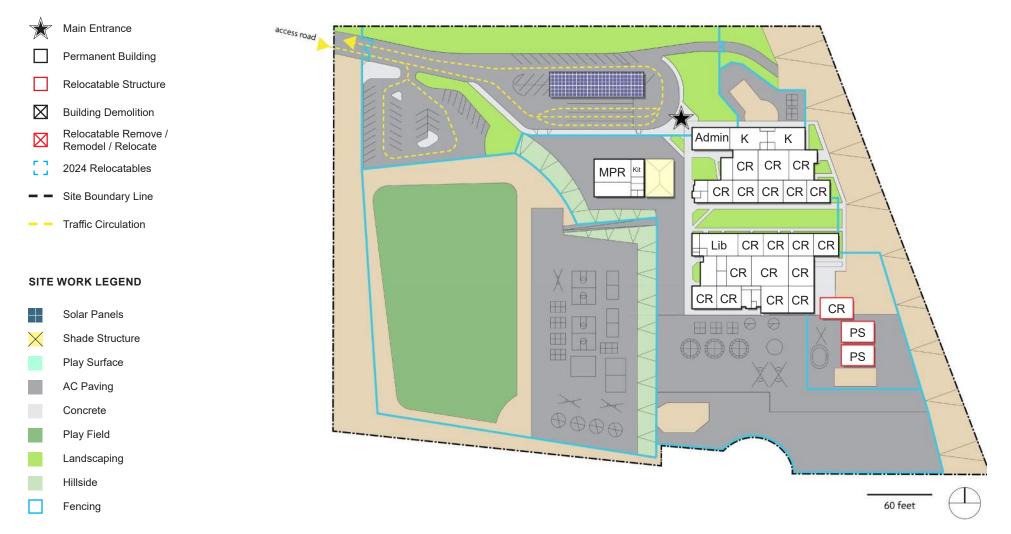
Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND



^{*} Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.

PROPOSED SCOPE OF WORK

access road

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Modernize Administration Offices
- 2 Modernize Classroom buildings (2)
- 3 Modernize Library
- 4 Modernize Relo. classrooms (3)
- **5** Reconfigure MPR & Kitchen building



O NEW SHADE STRUCTURES

- **b** NEW HARD COURT
- C UPDATED HARD COURT

ONEW PLAY FIELD

- C UPDATED PLAY FIELD
- **1** NEW PLAY SURFACE
- **G** NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.



60 feet



COST ESTIMATES

	Sum of Construction Cost S	oum of Soft Costs S	um of Project Total
Rios Elementary School	\$16,268,400	\$4,067,100	\$20,335,500
Infrastructure, Site Improvements, etc.	\$800,000	\$200,000	\$1,000,000
Modernization (Admin/Library)	\$1,270,500	\$317,625	\$1,588,125
Modernization (Classrooms)	\$12,258,400	\$3,064,600	\$15,323,000
New Shade Structures	\$112,000	\$28,000	\$140,000
Reconfiguration (MPR/Kitchen)	\$1,512,000	\$378,000	\$1,890,000
Security Updates (Keyless Entry & Security Cameras)	\$315,500	\$78,875	\$394,375
Grand Total	\$16,268,400	\$4,067,100	\$20,335,500





SITE PROFILE

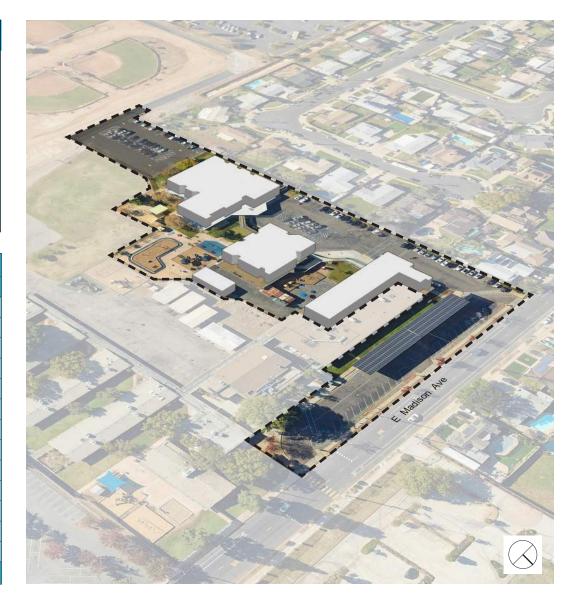


Site Information

SEVICK SCHOOL 1609 East Madison Ave., El Cajon, CA 92019

Grade Level: PS **CDS Code:** 37 67991 6037733 **Total Square Footage:** 37,700 Year Built: 1959 Permanent Classrooms: xx **Portable Classrooms:** x

De	emographics and Capacity	Analysis
Program	Enrollment Projections 2032-33	CR Requirements
PS	-	-
Flex	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
Total	-	



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

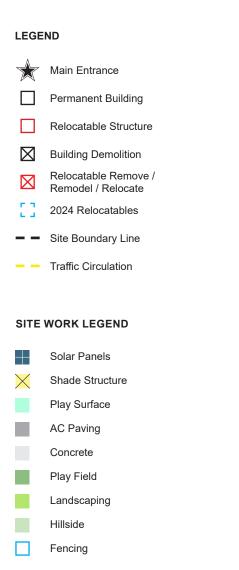
BUILDING TYPE

- 1 Administration
- 2 MPR
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





EXISTING SITE & PROPOSED DEMOLITION





PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- 1 Reconfigure Administration Offices
- 2 Reconfigure Support building
- **3** Reconfigure Classroom building (1)



SITE WORK

- a NEW SHADE STRUCTURES
- **b** NEW HARD COURT
- O UPDATED HARD COURT
- d NEW PLAY FIELD
- C UPDATED PLAY FIELD
- *Î* NEW PLAY SURFACE
- **9** NEW CONCRETE
- *h* UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**

COST ESTIMATES

Su	m of Construction Cost Su	m of Soft Costs Sum	of Project Total
Sevick Special Education School	\$12,806,139	\$3,201,535	\$16,007,674
Conceptual Design Cost Estimate	\$12,806,139	\$3,201,535	\$16,007,674
Grand Total	\$12,806,139	\$3,201,535	\$16,007,674





SITE PROFILE

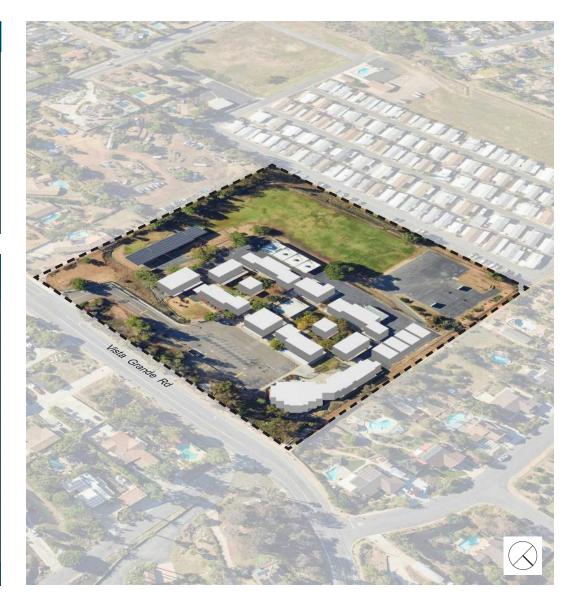


Site Information

VISTA GRANDE ELEMENTARY SCHOOL 1908 Vista Grande Rd., El Cajon, CA 92019

CDS Code: 37 67991 6093199 Total Square Footage: 40,900 Year Built: 1981 Permanent Classrooms: 25 **Portable Classrooms:** 2

De	emographics and Capacity	Analysis
Program	Enrollment Projections 2032-33	CR Requirements
TK	67	3
K	90	4
1 st	92	4
2 nd	94	4
3 rd	96	4
4 th	97	4
5 th	99	4
Flex	-	3
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
Total	635	30



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 3 Classroom
- 4 Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- (8) Other
- # Relocatable





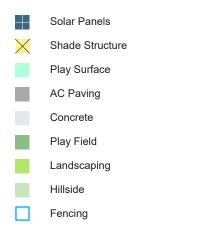
EXISTING SITE & PROPOSED DEMOLITION

LEGEND



- **Relocatable Structure**
- \boxtimes **Building Demolition**
- Relocatable Remove / \boxtimes Remodel / Relocate
- п п 2024 Relocatables ы а
- Site Boundary Line
- Traffic Circulation _ _

SITE WORK LEGEND





60 feet

Vista

Grande

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize MPR & Library building (1)
- 2 Modernize Classroom buildings (9)
- 3 Modernize Modular Restrooms (2)
- 4 Modernize Relocatables (2)
- 5 New Classroom buildings (2)

SITE WORK

(a) NEW SHADE STRUCTURES

- *b* NEW HARD COURT
- C UPDATED HARD COURT
- **d** NEW PLAY FIELD
- C UPDATED PLAY FIELD
- 1 NEW PLAY SURFACE
- **G** NEW CONCRETE
- **D** UPDATED CONCRETE
- I NEW PARKING
- **UPDATED PARKING**

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.



60 feet



COST ESTIMATES

	Sum of Construction Cost S	oum of Soft Costs Su	im of Project Total
Vista Grande Elementary School	\$12,309,100	\$3,077,275	\$15,386,375
Infrastructure, Site Improvements, etc.	\$850,400	\$212,600	\$1,063,000
Modernization (Classrooms)	\$6,488,250	\$1,622,063	\$8,110,313
Modernization (MPR/Library)	\$1,836,750	\$459,188	\$2,295,938
New Construction (Classrooms)	\$2,740,000	\$685,000	\$3,425,000
New Shade Structures	\$56,000	\$14,000	\$70,000
Security Updates (Keyless Entry & Security Cameras)	\$337,700	\$84,425	\$422,125
Grand Total	\$12,309,100	\$3,077,275	\$15,386,375





SITE PROFILE



Site Information

W.D. HALL ELEMENTARY SCHOOL

1376 Pepper Dr., El Cajon, CA 92021

Grade Level: TK - 5 CDS Code: 37 67991 6101794 Total Acres: 9.7 Total Square Footage: 44,400 Year Built: 1960 Permanent Classrooms: 20 Portable Classrooms: 13

De	emographics and Capacity	Analysis
Program	Enrollment Projections 2032-33	CR Requirements
PS	-	1
TK	56	3
К	76	3
1 st	78	3
2 nd	79	3
3 rd	81	4
4 th	82	4
5 th	84	4
SDC	-	4
Flex	-	3
-	-	-
-	-	-
-	-	-
Total	536	32



PROPOSED SCOPE OF WORK - OVERVIEW

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

BUILDING TYPE

- 1 Administration
- 3 Classroom
- ④Library
- 5 Gym/Athletics
- 6 Kitchen
- 7 Restrooms
- 8 Other
- # Relocatable





EXISTING SITE & PROPOSED DEMOLITION

LEGEND



Traffic Circulation

SITE WORK LEGEND





* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.

PROPOSED SCOPE OF WORK

CONSTRUCTION & ENHANCEMENT

- MODERNIZATION
- RECONFIGURATION
- NEW CONSTRUCTION

SCOPE OF WORK

- Modernize Classroom buildings (5)
 Modernize Restroom portable (1)
- 3 Reconfigure Student Success Center
- 4 New MPR w/ Library & Kitchen (1)
- **5** New Classroom building (2)
- 6 New Administration building (1)

SITE WORK

(a) NEW SHADE STRUCTURES

- **b** NEW HARD COURT
- C UPDATED HARD COURT
- **d** NEW PLAY FIELD
- C UPDATED PLAY FIELD
- 1 NEW PLAY SURFACE
- **9** NEW CONCRETE
- **D** UPDATED CONCRETE
- NEW PARKING
- **UPDATED PARKING**

* Relocatable classrooms shown on Existing Site map may be remodeled/relocated on site as dictated by space needs.



RUHNAU CLARKE

COST ESTIMATES

	Sum of Construction Cost	Sum of Soft Costs	Sum of Project Total
W. D. Hall Elementary School	\$21,222,260	\$5,305,565	\$26,527,825
Infrastructure, Site Improvements, etc.	\$1,283,660	\$320,915	\$1,604,575
Modernization (Classrooms)	\$9,076,375	\$2,269,094	\$11,345,469
New Construction (Admin/MPR/Library/Kitchen)	\$5,274,500	\$1,318,625	\$6,593,125
New Construction (Classrooms)	\$4,795,000	\$1,198,750	\$5,993,750
New Shade Structures	\$112,000	\$28,000	\$140,000
Reconfiguration (General)	\$360,000	\$90,000	\$450,000
Security Updates (Keyless Entry & Security Cameras)	\$320,725	\$80,181	\$400,906
Grand Total	\$21,222,260	\$5,305,565	\$26,527,825









FINANCIAL SUMMARY



FINANCIAL SUMMARY AND IMPLEMENTATION PLAN

Sum of Project Total						
	New Construction	Modernization	Shade Structures	Site Security	Infrastructure, Site Improvements, etc.	Grand Total
Anza Elementary School	\$17,166,000	\$12,879,525	\$175,000	\$505,250	\$4,392,125	\$35,117,900
Avocado Elementary School	\$1,935,125	\$22,955,625	\$140,000	\$412,575	\$1,945,000	\$27,388,325
Blossom Valley Elementary School	\$4,521,000	\$14,300,000	\$105,000	\$452 <i>,</i> 850	\$2,219,525	\$21,598,375
Bostonia Global 7-12	\$25,912,000	\$19,161,813	\$70,000	\$697,625	\$3,957,725	\$49,799,163
Bostonia Global TK-6	\$9,846,875	\$14,962,500	\$105,000	\$474,043	\$2,908,200	\$28,296,618
Cajon Valley District Office					\$1,331,250	\$1,331,250
Cajon Valley Middle School	\$19,265,625	\$35,531,250	\$140,000	\$901,375	\$3,890,869	\$59,729,119
Chase Avenue Elementary School	\$21,501,300	\$14,351,875	\$210,000	\$474,688	\$3,938,300	\$40,476,163
Crest Elementary School		\$11,357,500	\$140,000	\$271,428	\$1,250,000	\$13,018,928
EJE Academies (Charter School)	\$12,026,250		\$140,000		\$5,106,138	\$17,272,388
Empower		\$1,718,750		\$70,625	\$125,000	\$1,914,375
Flying Hills School of the Arts	\$17,293,750	\$20,370,000	\$245,000	\$514,625	\$4,306,653	\$42,730,028
Fuerte Elementary School	\$14,026,250	\$14,092,500	\$70,000	\$447,500	\$3,635,869	\$32,272,119
Greenfield Middle School	\$856,250	\$23,157,750	\$35,000	\$757,125	\$1,250,000	\$26,056,125
Hillsdale Middle School	\$16,650,000	\$38,089,250	\$140,000	\$905,000	\$1,652,300	\$57,436,550
Jamacha Elementary School	\$3,596,250	\$15,865,000	\$175,000	\$468,750	\$1,000,000	\$21,105,000
Johnson Elementary School	\$15,910,000	\$12,832,688	\$175,000	\$510,375	\$1,362,250	\$30,790,313
Lexington Elementary School	\$856,250	\$20,968,750	\$210,000	\$595,375	\$1,000,000	\$23,630,375
Los Coches Creek Middle School		\$25,518,750	\$210,000	\$655 <i>,</i> 375	\$1,250,000	\$27,634,125
Madison Elementary School	\$18,663,125	\$11,059,500	\$140,000	\$396,563	\$1,488,475	\$31,747,663
Magnolia Elementary School		\$20,573,375	\$140,000	\$437,100	\$1,000,000	\$22,150,475
Meridian Elementary School	\$14,984,375	\$15,298,250	\$210,000	\$522,125	\$1,803,975	\$32,818,725
Montgomery Middle School	\$13,152,000	\$29,165,569	\$175,000	\$593 <i>,</i> 931	\$1,476,412	\$44,562,912
Naranca Elementary School	\$30,980,000	\$10,927,500	\$315,000	\$476,250	\$2,749,469	\$45,448,219
Rancho San Diego Elementary School	\$1,070,313	\$11,400,000	\$175,000	\$456,300	\$1,000,000	\$14,101,613
Rios Elementary School		\$18,801,125	\$140,000	\$394 <i>,</i> 375	\$1,000,000	\$20,335,500
Sevick Special Education School		\$16,007,674				\$16,007,674
Vista Grande Elementary School		\$10,406,250	\$3,495,000	\$422,125	\$1,063,000	\$15,386,375
W. D. Hall Elementary School	\$12,586,875	\$11,795,469	\$140,000	\$400,906	\$1,604,575	\$26,527,825
Grand Total	\$272,799,613	\$473,548,236	\$7,415,000	\$13,214,258	\$59,707,108	\$826,684,214

IMPLEMENTATATION PLAN - TO BE DEVELOPED

