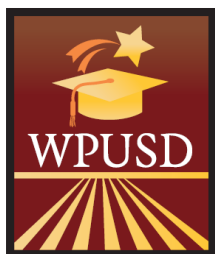


SCHOOL FACILITIES MASTER PLAN

MAY 2022



WESTERN PLACER
UNIFIED SCHOOL DISTRICT

Western Placer Unified School District

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Jason Price, Vice President
Criste Freymond, Clerk
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Kris Wyatt, Member

School District Administration

Kerry Callahan, Superintendent
Audrey Kilpatrick, Assistant Superintendent, Business Services & Operations
Scott Pickett, Assistant Superintendent of Educational Services
Cliff De Graw, Assistant Superintendent of Personnel

District Facilities Planning Team

Michael Adell, Director of Facilities
Tom Butcher, Director of Maintenance & Operations
Hannah Ritchie, Assistant Director of Facilities
Capitol Public Finance Group, LLC

Report Prepared by:



TABLE OF CONTENTS

INTRODUCTION	1
PURPOSE OF A FACILITIES MASTER PLAN	1
OVERVIEW	1
DISTRICT DESCRIPTION	3
DISTRICT ENROLLMENT	4
SCHOOL SITES	6
NEW DEVELOPMENT	21
STUDENT ENROLLMENT PROJECTIONS.....	24
STUDENT GENERATION	24
PROJECTED ENROLLMENT.....	25
EXISTING SCHOOL CAPACITY	27
FACILITIES NEEDS AND COSTS	31
KEY PLANNING ASSUMPTIONS	31
EDUCATIONAL PROGRAM SPECIFICATIONS	32
ASSESSMENT OF THE DISTRICT’S FACILITIES NEEDS AT EXISTING SCHOOL SITES	32
<i>Facilities Needs Committee</i>	<i>32</i>
<i>Facilities Improvements Needed at Existing Facilities.....</i>	<i>33</i>
FNC RECOMMENDATIONS	65
PROJECT PRIORITIZATION	66
<i>Estimated Cost of Tier 1 Projects</i>	<i>67</i>
SCHOOLS NEEDED TO ACCOMMODATE STUDENTS FROM THE NEW GENERAL PLAN	67
ESTIMATED COST OF NEW SCHOOLS	68
FUNDING FACILITIES NEEDS	70
SUMMARY OF FUNDING SOURCES	70
MELLO-ROOS/COMMUNITY FACILITIES DISTRICT SPECIAL TAXES AND BONDS	70
DEVELOPER/MITIGATION FEES	70
STATE SCHOOL FACILITY PROGRAM.....	71
FUNDING THE DISTRICT’S FACILITIES NEEDS	74
SUMMARY	75

INTRODUCTION

Purpose of a Facilities Master Plan

School districts in California have a responsibility to provide a quality learning environment with safe and adequate school facilities. As schools age, a significant investment into the facility is required in order to preserve the asset and provide a suitable learning environment. A facilities master plan is a tool to identify the capital needs of school sites and other assets of a district and describe a plan for maintaining and improving the facilities.

The California Department of Education's publication, "Guide for the Development of a Long-Range Facilities Plan," defines a long-range facilities plan as a "compilation of information, policies, and statistical data about a district." A Facilities Master Plan, or simply a Master Plan, is organized to provide a continuous basis for planning educational facilities that will meet the needs of a changing community and provide alternatives in allocating facility resources to achieve the District's goals and objectives.

A Facilities Master Plan is essential in planning for growth expected to occur within a school district's boundaries over a 10 to 15 year period. A Master Plan is intended to be a flexible document that will be revisited and updated regularly to serve as the framework for the construction of facilities necessary to serve as an effective district.

Overview

In the mid 1990's the first phase of master planning was undertaken for Western Placer Unified School District ("District"). This master planning process was referred to as *Project Build*. The purpose of *Project Build* was to assist the District in the development of a community-based vision for the programming and design of a Master Plan for educational facilities. It was a systematic approach to supporting and enhancing the instructional facilities and learning strategies for the 21st century. During two school terms spanning 1995 through 1997, over 100 community members, faculty, staff, administrators, parents, and students joined together to explore four major frameworks which affect facilities design and development: (1) physical resources, (2) learning sciences, (3) governance, and (4) socioeconomic opportunities. *Project Build* was subsequently recognized in Washington D.C. in October 1998 as an example of Innovative School Design in the document "Schools as the Centers of Community, A Citizen's Guide for Planning and Design" by the U.S. Department of Education.

Since *Project Build*, the District has reviewed and revised its facilities plans several times as the community served by the District has grown and changed. The District experienced massive growth in the early 2000s and four schools were built in successive years beginning with Twelve Bridges Elementary which opened in 2004. Foskett Ranch Elementary opened in 2005, Twelve Bridges Middle School opened in 2006, and Lincoln Crossing Elementary opened in 2007.

In 2010, a comprehensive Facilities Master Plan was created and adopted by the Board and updated again in 2014. The 2014 Master Plan laid the groundwork for two successful General Obligation Bond measures that funded the construction of two new schools – Scott M. Leaman Elementary and Twelve



Bridges High School – as well as the modernization and expansion of Glen Edwards Middle School and Lincoln High School.

In the fall of 2021, the District embarked on a process to re-evaluate the facilities needs at each school site, obtain school site and community input on capital needs, develop a methodology for allocating capital funds to desired projects, and identify potential capital funding sources. The facilities needs for each campus were identified through visual inspections of each school site and conversations with school administrators, maintenance, and custodial staff. The District further engaged Board members, school site, and community stakeholders to determine project needs and priorities. The results of these site assessments and input from the Board, school site, and community stakeholders are memorialized in this Facilities Master Plan document in addition to data related to district demographics, the impact from new development, and the potential funding sources that could be applied towards projects.

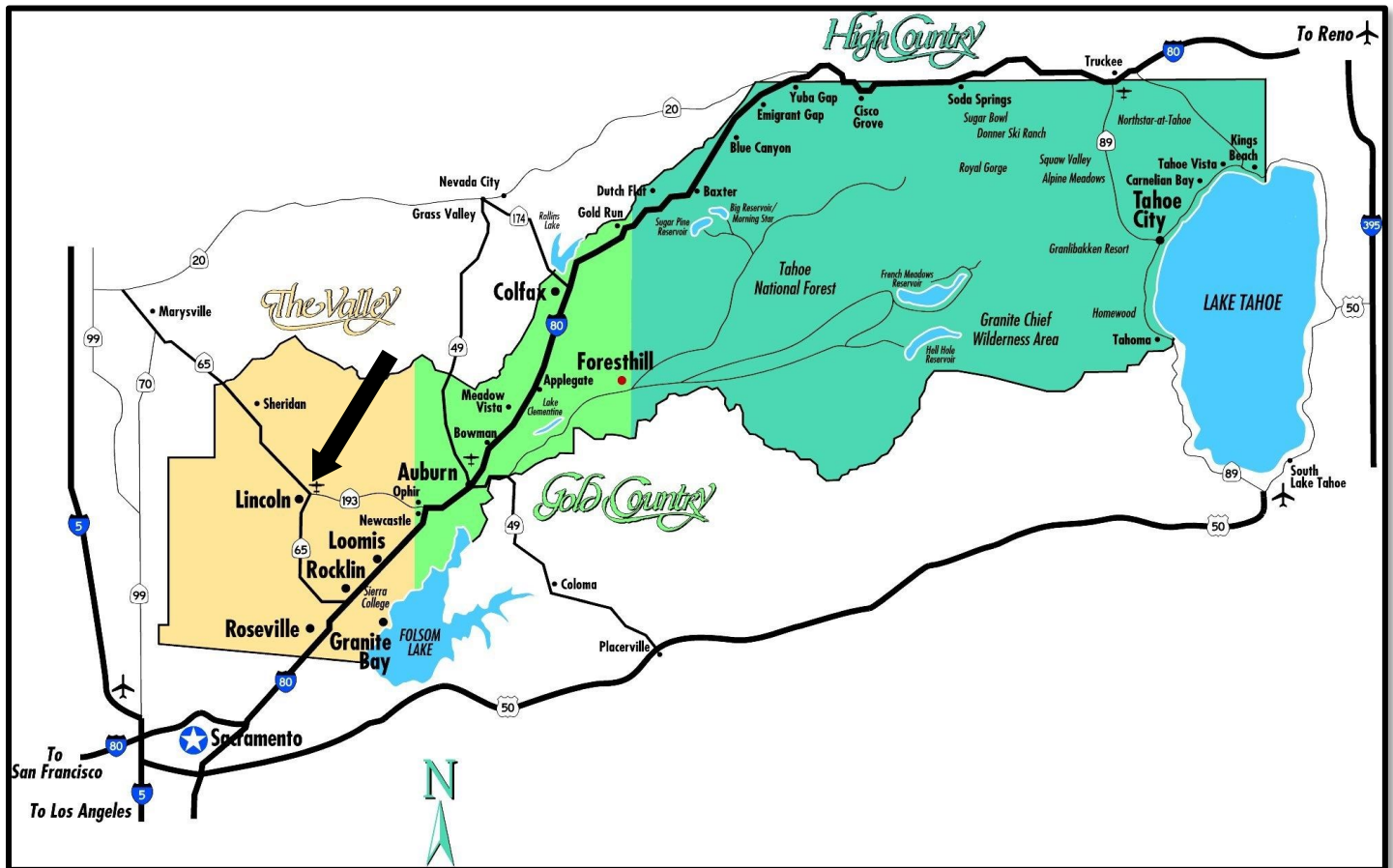
The District will continue to update and review its Facilities Master Plan as the needs, priorities, and funding options of the District change and evolve.



DISTRICT DESCRIPTION

The District was established in 1966 and is located in the western portion of Placer County. It encompasses approximately 170 square miles, including the incorporated City of Lincoln and surrounding unincorporated communities. A map showing the specific location of the District is shown in **Figure 1**.

FIGURE 1



The District's program of quality education is delivered in a wide range of educational settings and learning environments at 15 school campuses, including:

- 8 elementary schools (TK-5)
- 2 middle schools (6-8)
- 2 comprehensive high schools (9-12)
- 1 continuation high school (10-12)
- 1 independent study school (K-12)
- 1 farm campus

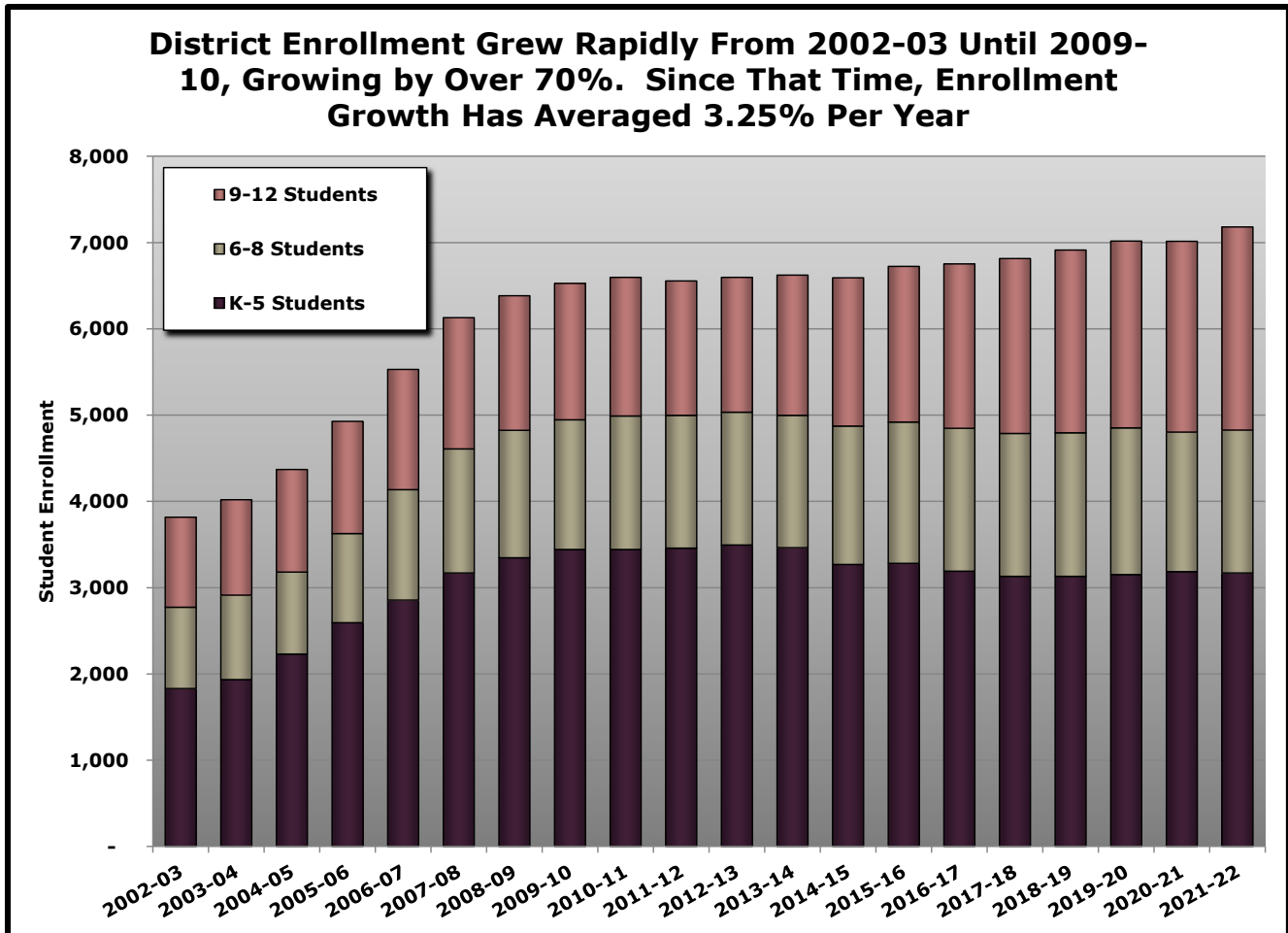
A description of each school site is included in this report.



District Enrollment

As shown in **Chart 1**, the District's enrollment has almost doubled since the early 2000s, reaching a 2021-22 school year enrollment of 7,181 students.

CHART 1

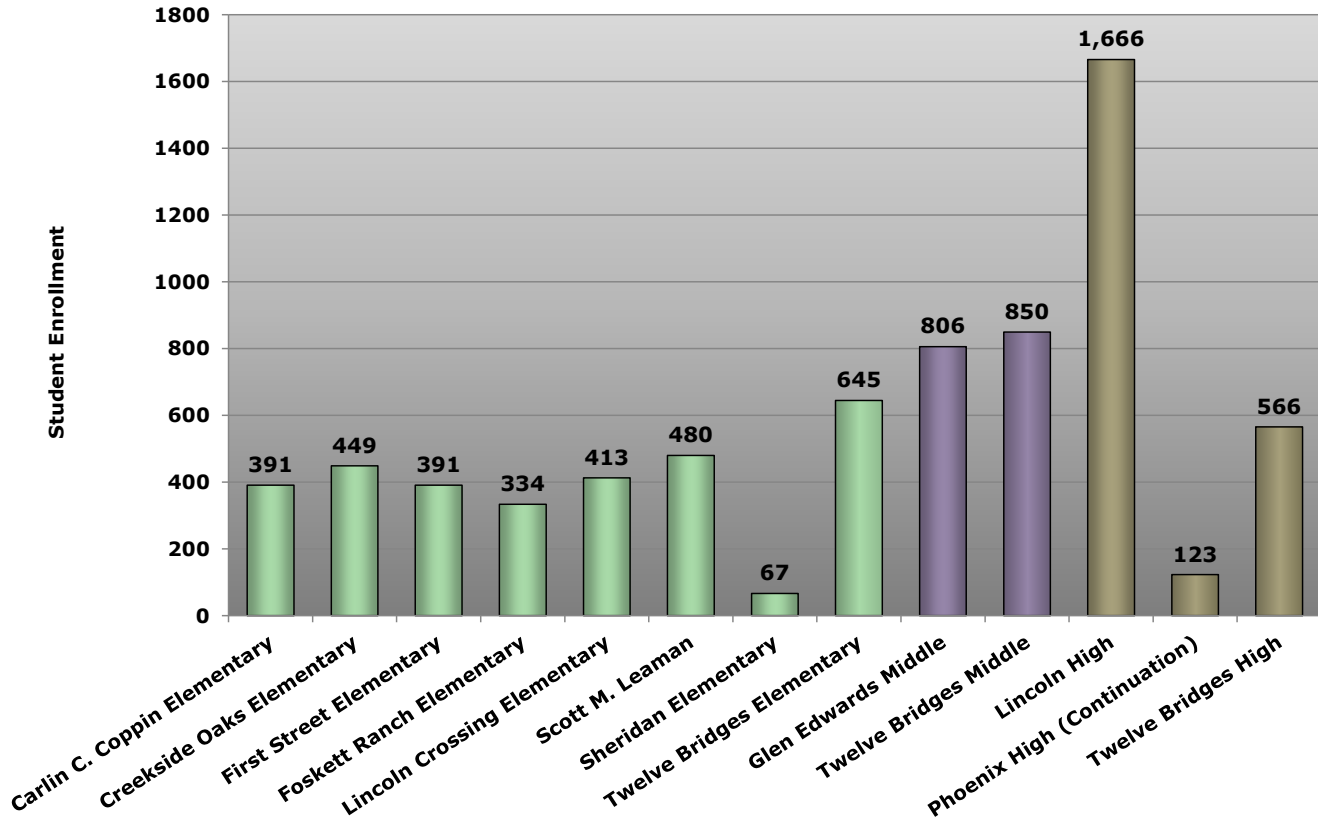


Source: California Department of Education, CBEDS.

Student enrollment includes 3,170 elementary, 1,656 middle and 2,355 high school students, as shown in **Chart 2**.

CHART 2

Total District Enrollment Was Just Under 7,200 Students in 2021-22, with Approximately 3,170 Elementary, 1,656 Middle, and 2,355 High School Students



SCHOOL SITES

CARLIN C. COPPIN ELEMENTARY SCHOOL



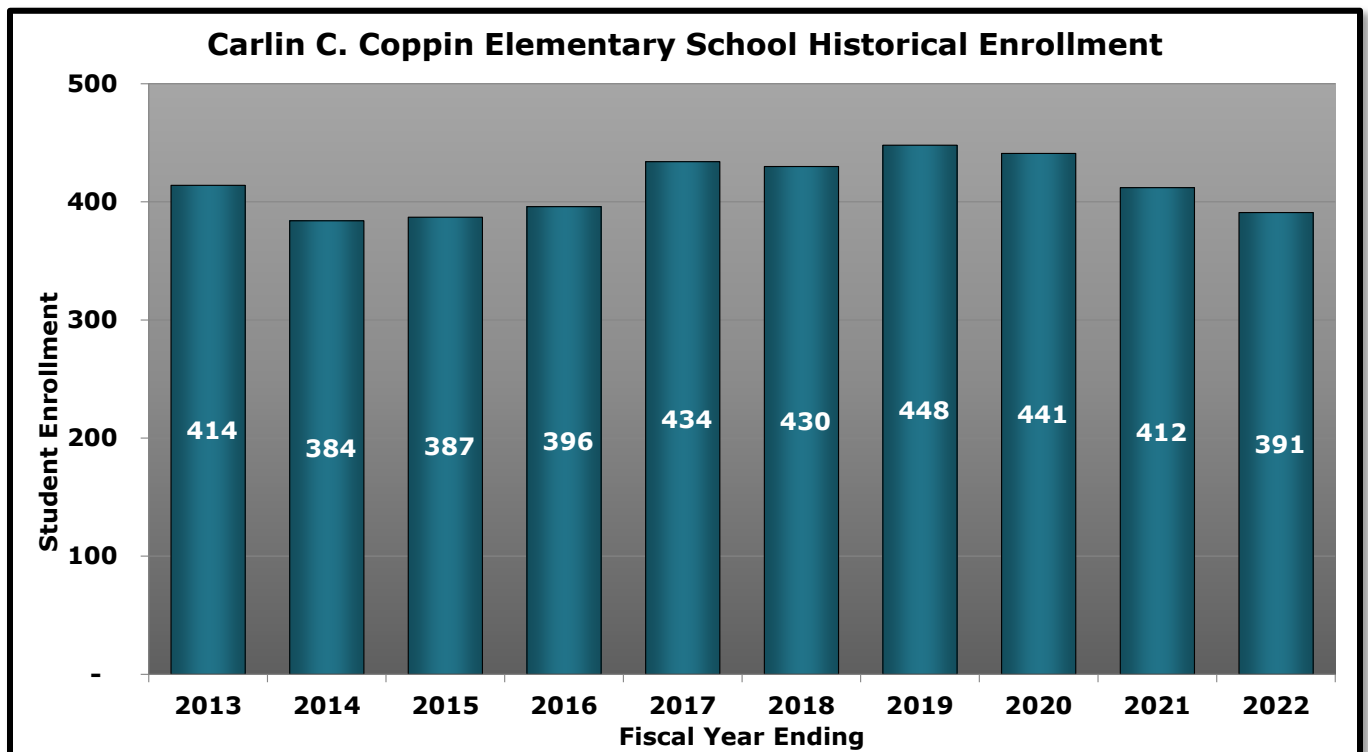
Carlin C. Coppin Elementary School is located at 150 East 12th Street. This kindergarten through fifth grade elementary school opened its doors in the 1970s and is situated on an 11.86 acre site. The site is improved with 49,689 square feet of permanent pods and portable buildings made up of 29 classrooms, administrative offices, staff room, library/media center, and a multi-purpose building. The school was built during

the era of open classrooms where several teachers would work together in an open-space setting. This design idea is no longer conducive to current educational instruction and classroom settings. Walls have been built in the open spaces to generate classrooms. However, these classrooms are in the 800 square foot range, not the typical 960 square feet of California elementary schools.

Carlin C. Coppin Elementary School is the proud home of the Dragons. In addition to its core curriculum, Coppin Elementary offers K-Kids, preschool, and choir in its school facilities.

As shown in **Chart 3**, over the past 10 years, Carlin C. Coppin Elementary School's enrollment peaked at 448 students in 2018-19 and has a current enrollment of 391 students.

CHART 3



CREEKSIDE OAKS ELEMENTARY SCHOOL



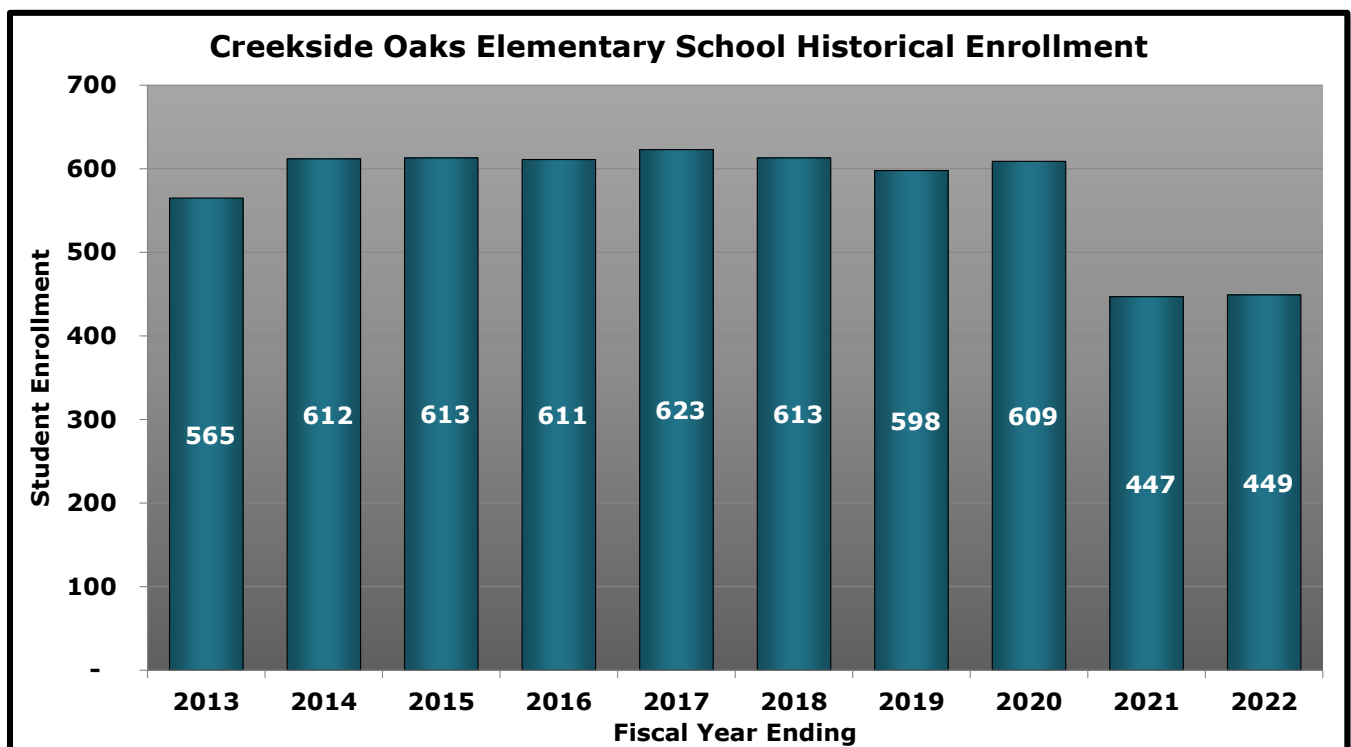
Creekside Oaks Elementary School is located at 2030 First Street. This kindergarten through fifth grade elementary school is situated on a 9.67 acre site adjacent to a 5 acre property owned by the City of Lincoln. This school opened its doors in 1994. The site is improved with 47,630 square feet of

permanent and portable building space made up of 32 classrooms, administrative offices, staff room, and library/support services. The campus utilizes a triple-wide portable as a multipurpose building.

Creekside Oaks Elementary School is the proud home of the Red Tailed Hawks. In addition to its core curriculum, Creekside Oaks Elementary offers bilingual immersion, CARE program, garden club, preschool, and choir in its school facilities.

As shown in **Chart 4**, over the past 10 years, Creekside Oaks Elementary School's enrollment peaked at 623 students in 2016-17 but dropped down to just under 450 students in 2020-21 after the opening on Scott M. Leaman Elementary and has a current enrollment of 449 students.

CHART 4



FIRST STREET SCHOOL

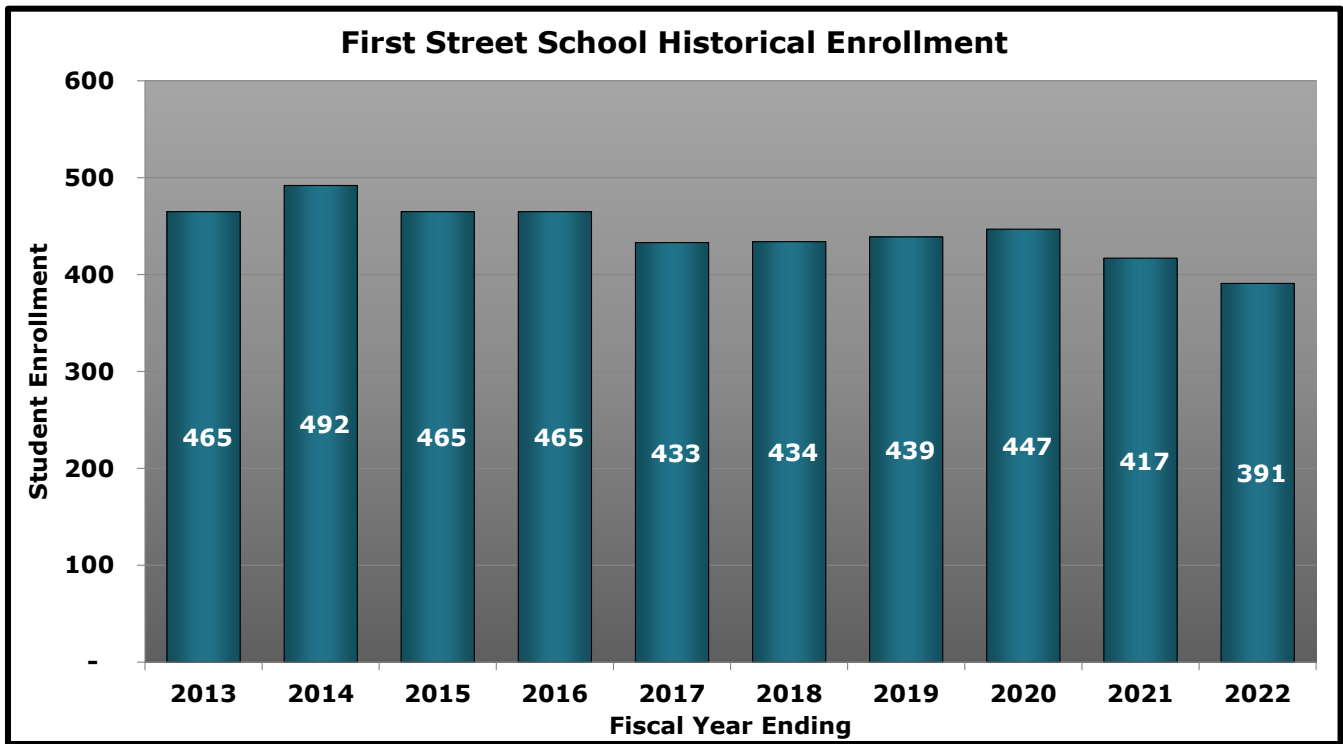


First Street School is located at 1400 First Street. This kindergarten through fifth grade elementary school is situated on a 4.5 acre site adjacent to Glen Edwards Middle School. The school opened its doors in September 2000 as a temporary facility comprised of 38,400 square feet of portable buildings. The site includes 27 classrooms, administrative offices, staff room, library/support services, multi-purpose building, and two restroom buildings.

First Street Elementary School is the proud home of the Road Runners. In addition to its core curriculum, First Street Elementary offers GATE, CARE program, early engineers, firefly art, preschool, band, and choir in its school facilities.

As shown in **Chart 5**, over the past 10 years, First Street School's enrollment peaked at 492 students in 2013-14. It has declined since that time to a current enrollment of 391 students.

CHART 5



FOSKETT RANCH ELEMENTARY SCHOOL



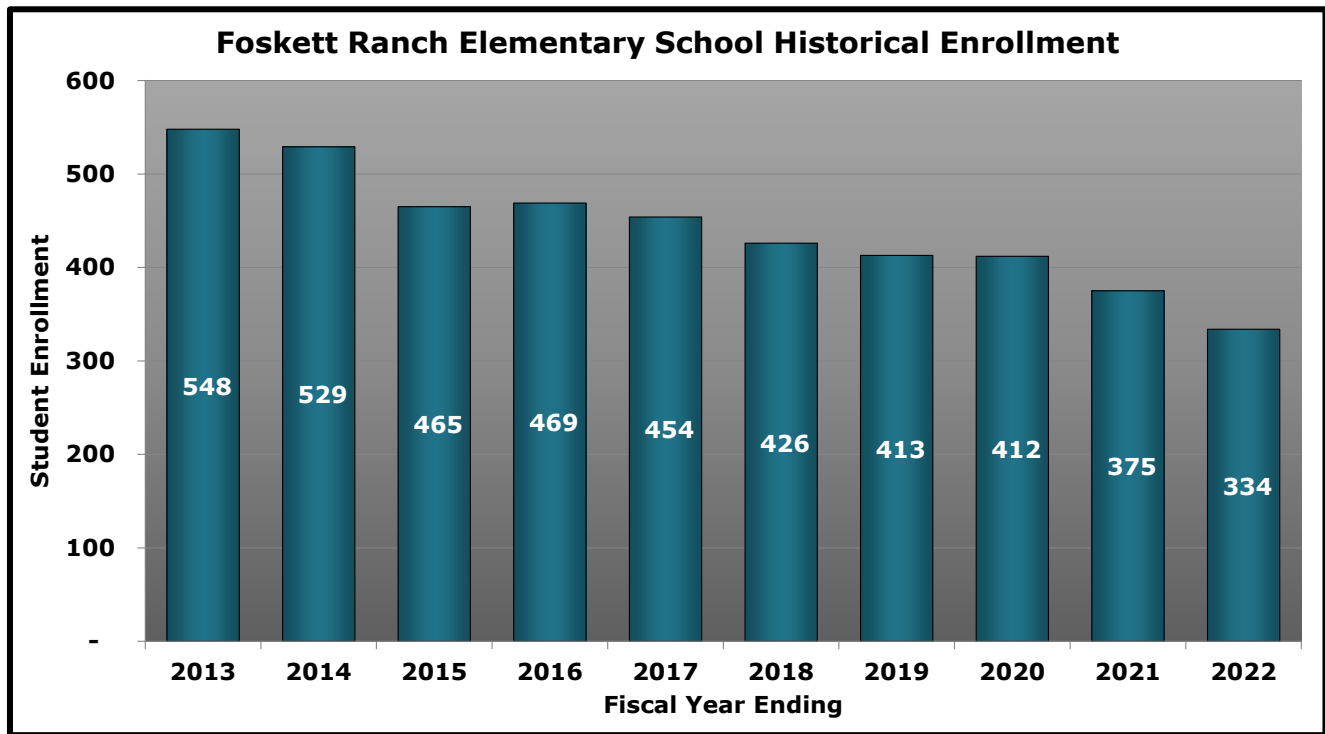
Fosskett Ranch Elementary School is located at 1561 Joiner Parkway. This kindergarten through fifth grade elementary school is situated on a 12.6 acre site adjacent to Fosskett Regional Park. This school opened its doors in August 2005. The site is improved with 66,610 square feet of permanent buildings made up of three classroom clusters with 29

teaching stations, administrative offices, library/support services, multi-purpose building, and a central plant.

Fosskett Ranch Elementary School is the proud home of the Falcons. In addition to its core curriculum, Fosskett Ranch Elementary offers garden club, preschool, and choir in its school facilities.

As shown in **Chart 6**, over the past 10 years, Fosskett Ranch Elementary's enrollment peaked at 548 students in 2012-13. It has declined since that time, down to 334 students in 2021-22.

CHART 6



LINCOLN CROSSING ELEMENTARY SCHOOL



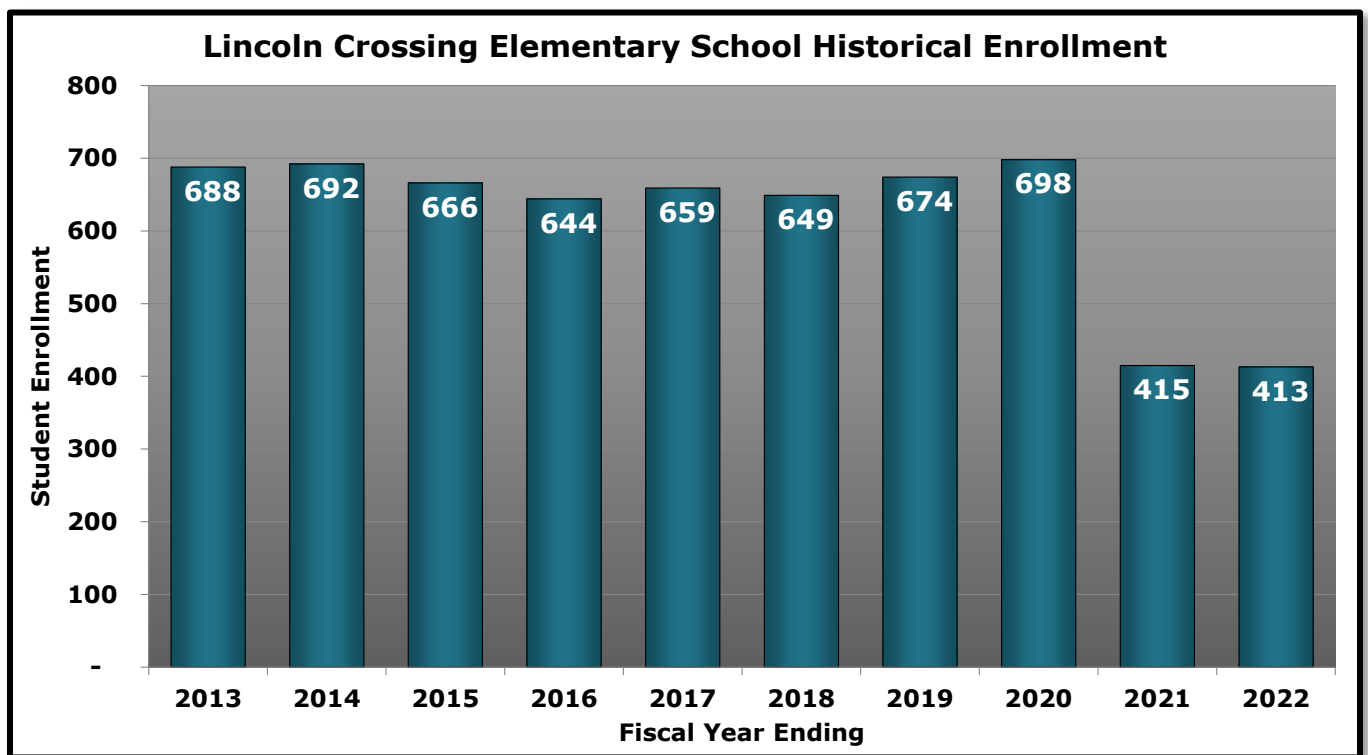
Lincoln Crossing Elementary School is located at 635 Groveland Lane. This kindergarten through fifth grade elementary school is situated on an 11.4 acre site adjacent to a City of Lincoln public park. The school opened its doors in August 2007. The site is improved with 56,649 square feet of permanent buildings made up of 27

classrooms, administrative offices, staff room, library/support services, multi-purpose building, and a media room.

Lincoln Crossing Elementary School is the proud home of the Colts. In addition to its core curriculum, Lincoln Crossing Elementary offers leadership, Colt Companion program, musicals, and choir in its school facilities.

As shown in **Chart 7**, over the past 10 years, Lincoln Crossing Elementary enrollment peaked at 698 students in 2019-20. It has since declined to approximately 415 students after the opening of Scott M. Leaman Elementary, with a current enrollment of 413 student.

CHART 7



SCOTT M. LEAMAN ELEMENTARY SCHOOL



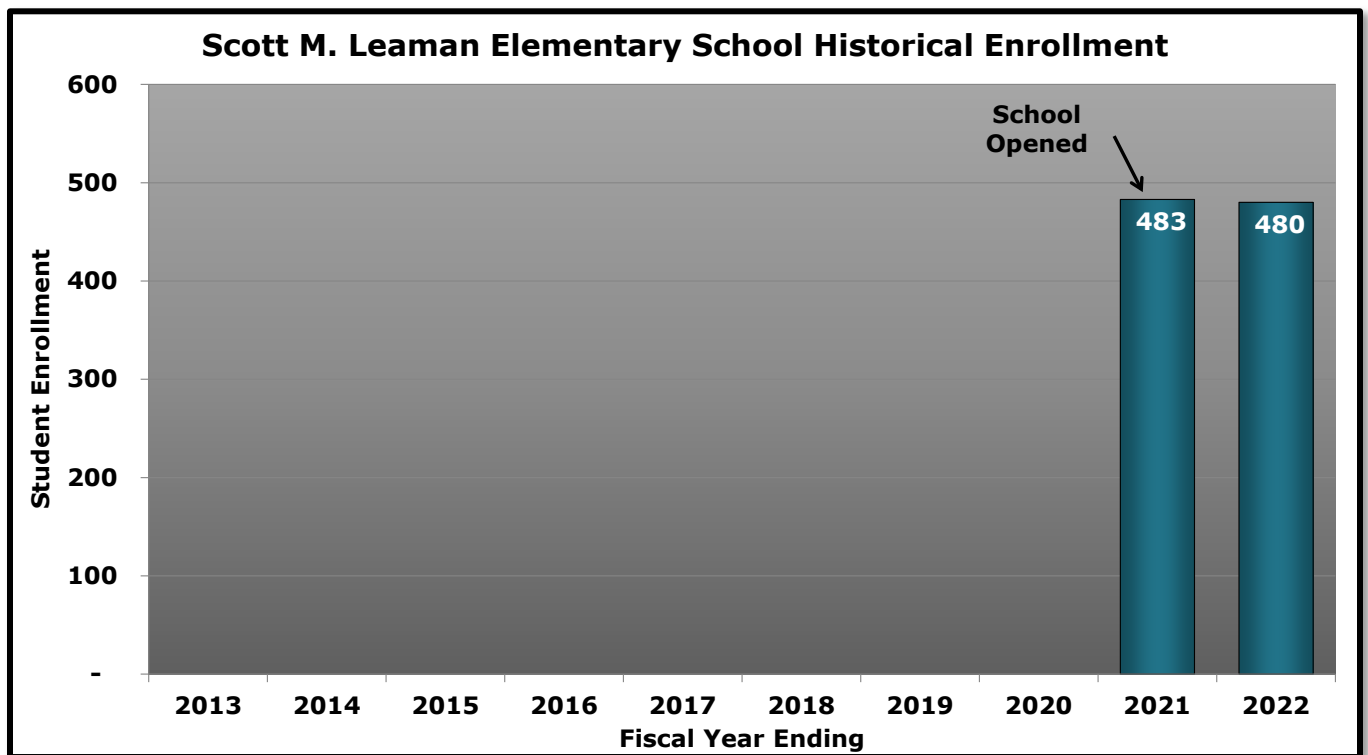
The District's newest elementary school, Scott M. Leaman Elementary opened its doors in the Fall of 2020. It is located at 1200 Brentford Circle. This kindergarten through fifth grade elementary school is situated on an 9.4 acre site adjacent to a City of Lincoln public park. The site is improved with 47,067 square feet of buildings space made up of 27 classrooms, administrative offices, staff

room, library/support services, and a multi-purpose building.

Leaman Elementary School is the proud home of the Lemurs. In addition to its core curriculum, Leaman Elementary offers STEAM, leadership, yearbook, and choir in its school facilities.

As shown in **Chart 8**, Leaman Elementary opened its doors with an enrollment of 483 students and has a current enrollment of 480 students.

CHART 8



SHERIDAN ELEMENTARY SCHOOL



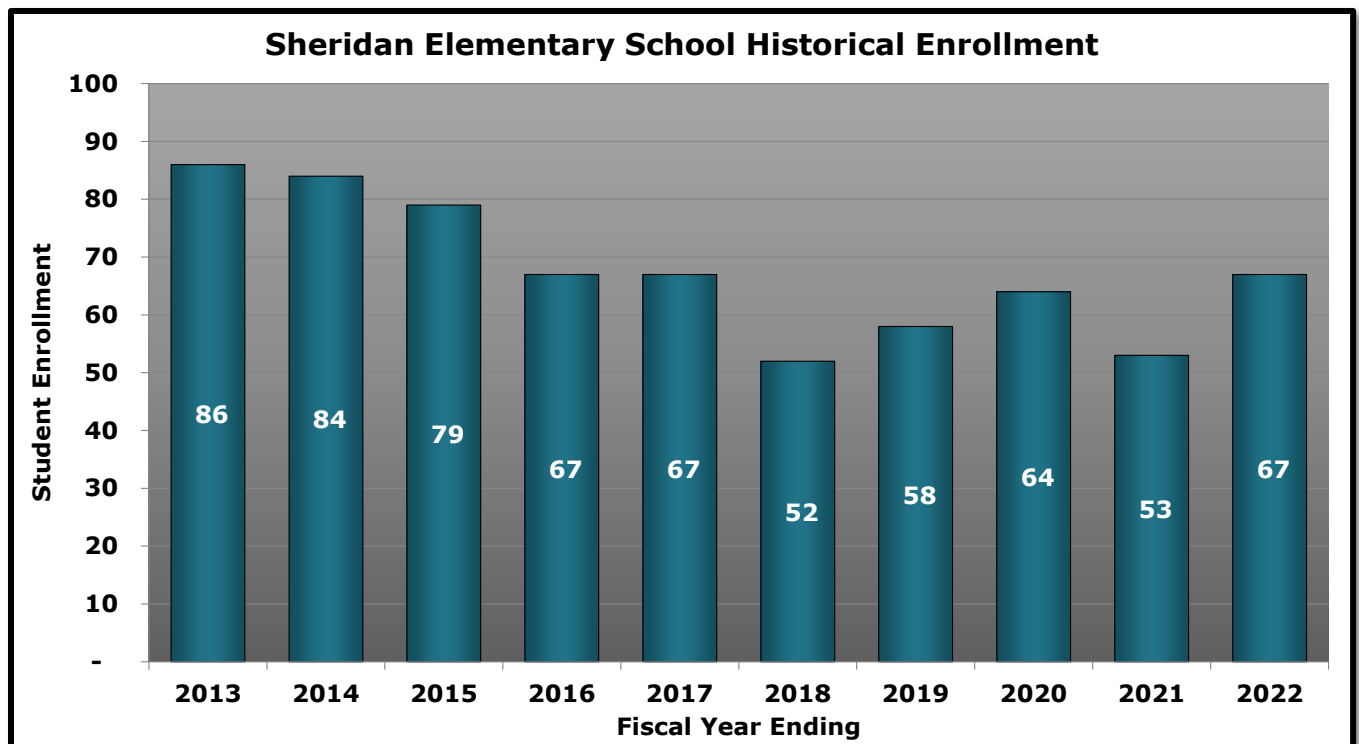
Sheridan Elementary School is located at 4730 H Street, in the town of Sheridan. This kindergarten through fifth grade elementary school is situated on a 9.3 acre site comprised of several parcels. The school opened its doors originally in 1864 in a location roughly ¼ mile from the existing school and was called Norwood School. The building burned down in 1868 and was subsequently rebuilt. In 1877 it was moved to its current location. New

buildings were constructed in 1927; however, most buildings on the site are from the 1950s. The site is improved with 19,637 square feet of permanent and portable buildings made up of 12 classrooms, administrative offices, staff room, library/support services, and a multi-purpose building.

Sheridan Elementary School is the proud home of the Eagles. In addition to its core curriculum, Sheridan Elementary offers the CARE program in its school facilities.

As shown in **Chart 9**, over the past 10 years, Sheridan's enrollment peaked at 86 students in 2012-13 and has been fluctuating between 50 and 85 students since that time, with a current enrollment of 67 students.

CHART 9



TWELVE BRIDGES ELEMENTARY SCHOOL



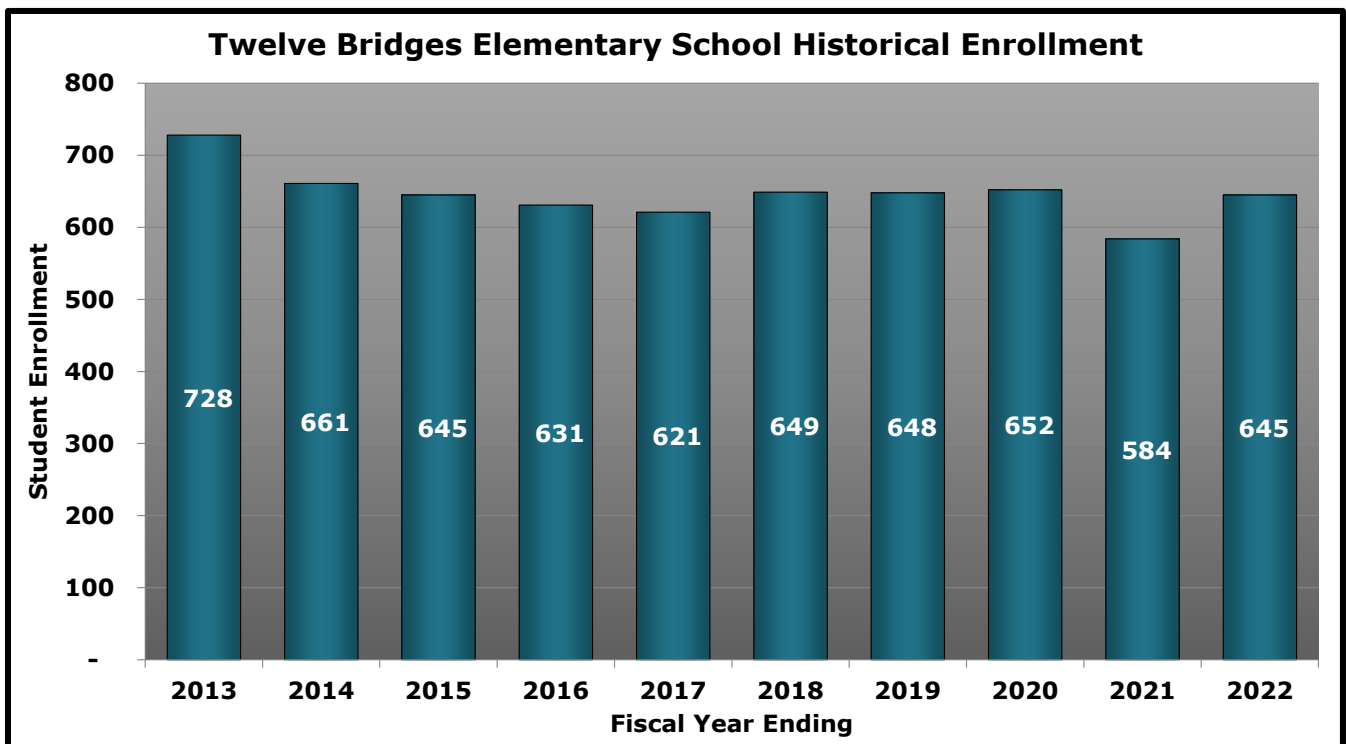
Twelve Bridges Elementary School is located at 2450 Eastridge Drive. This kindergarten through fifth grade elementary school is situated on an 11.1 acre site adjacent to a City of Lincoln park. The school opened its doors in August 2004. The site is improved with 59,648 square feet of permanent buildings made up of three classroom clusters with 30 teaching

stations, 5 portable classrooms, administrative offices, library/support services, and a multi-purpose building.

Twelve Bridges Elementary School is the proud home of the Tigers. In addition to its core curriculum, Twelve Bridges Elementary offers K-Kids, art program, band, and choir in its school facilities.

As shown in **Chart 10**, over the past 10 years, Twelve Bridges Elementary School enrollment peaked in 2012-13 and has a current enrollment of 645 students.

CHART 10



GLEN EDWARDS MIDDLE SCHOOL



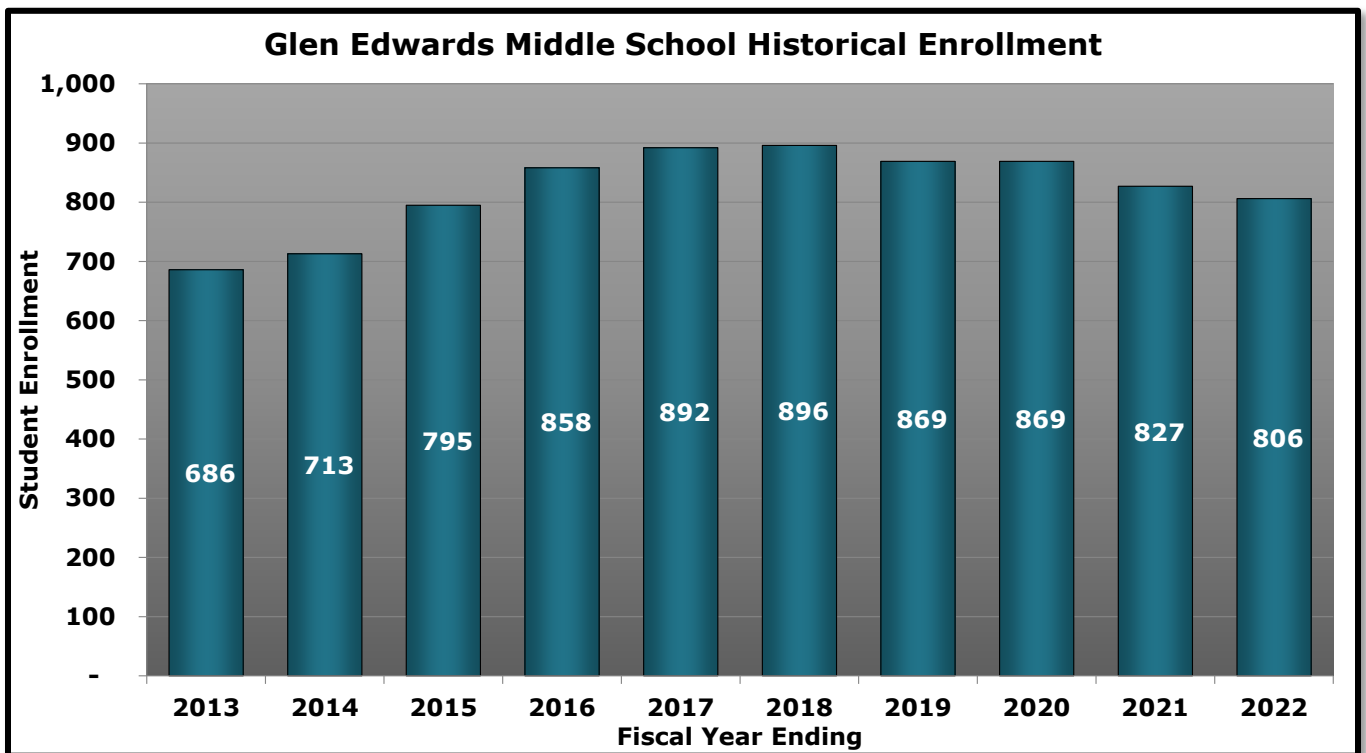
Glen Edwards Middle School is located at 204 L Street. This school was designed and built originally as an elementary school in 1959. Currently, Glen Edwards operates as a middle school serving sixth through eighth grade students. It is situated on a 15.5 acre site. In 2020, the District completed a major modernization and expansion project. The site is now improved with 75,520 square feet of permanent and portable

buildings made up of 36 classrooms, administrative offices, library, new science labs, broadcast studio, art studio, media center, and a gymnasium.

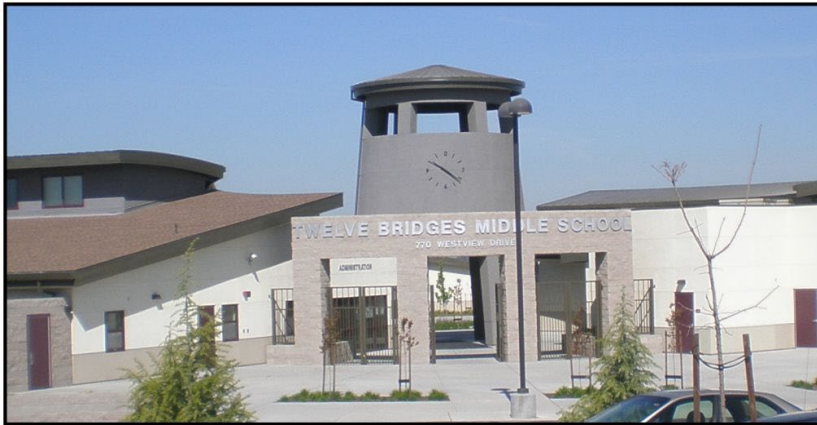
Glen Edwards Middle School is the proud home of the Panthers. In addition to its core curriculum, Glen Edwards Middle offers advanced art, CARE program, leadership, broadcasting, computer science, guitar, photography, and robotics in its school facilities.

As shown in **Chart 11**, over the past 10 years Glen Edwards' enrollment peaked at 896 students in 2017-18 and has a current enrollment of 806 students.

CHART 11



TWELVE BRIDGES MIDDLE SCHOOL

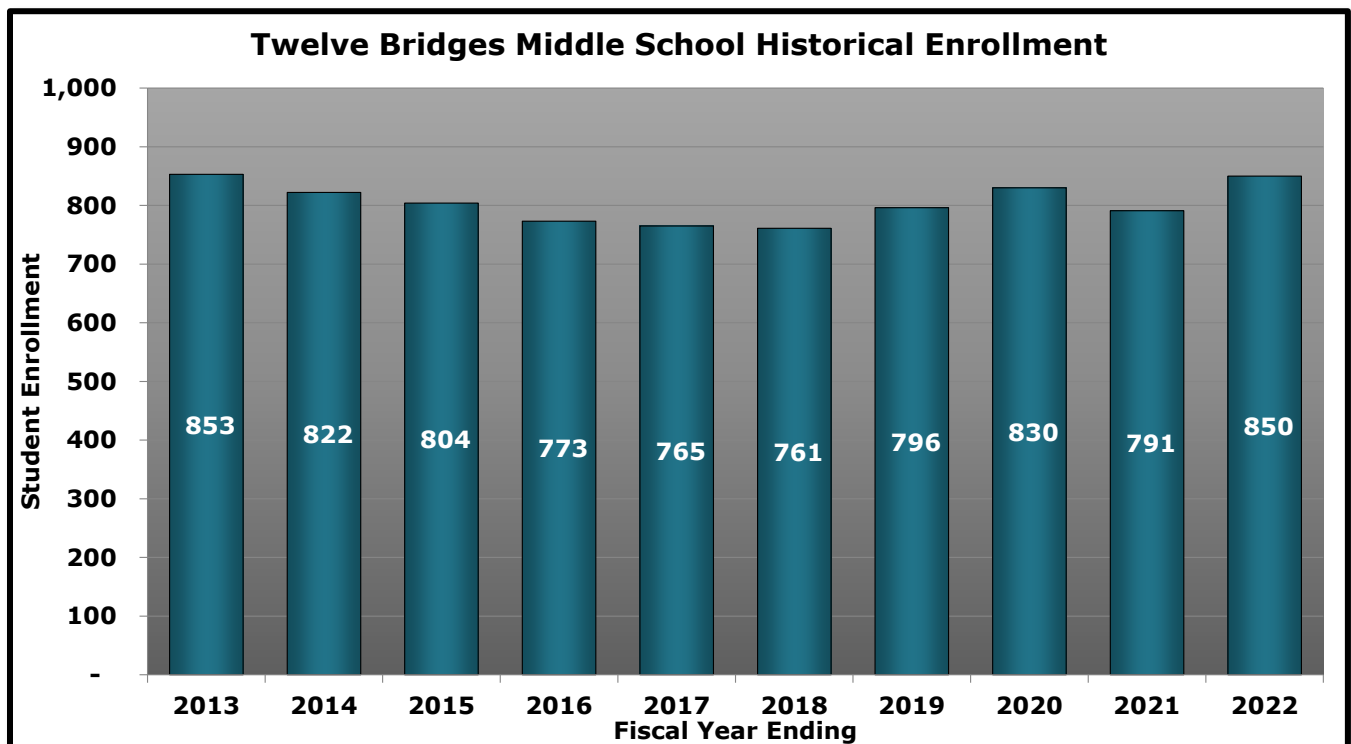


Twelve Bridges Middle School is located at 770 Westview Drive. This sixth through eighth grade school is situated on a 20.8 acre site located adjacent to a City of Lincoln park. The school opened its doors in August 2006. The site is improved with 95,430 square feet of permanent buildings made up of 33 teaching stations, administrative offices, library, multi-purpose building, and a gymnasium.

Twelve Bridges Middle School is the proud home of the Titans. In addition to its core curriculum, Twelve Bridges Middle offers advanced 3D animation, leadership, computer programming club, CTE Wheel, digital music, digital art, exploring the science of technology, MS Computers (coding/3D printing), music, theater, and robotics in its school facilities.

As shown in **Chart 12**, over the past 10 years Twelve Bridges Middle School enrollment peaked at 853 students in 2012-13 and has a current enrollment of 850 students.

CHART 12



LINCOLN HIGH SCHOOL

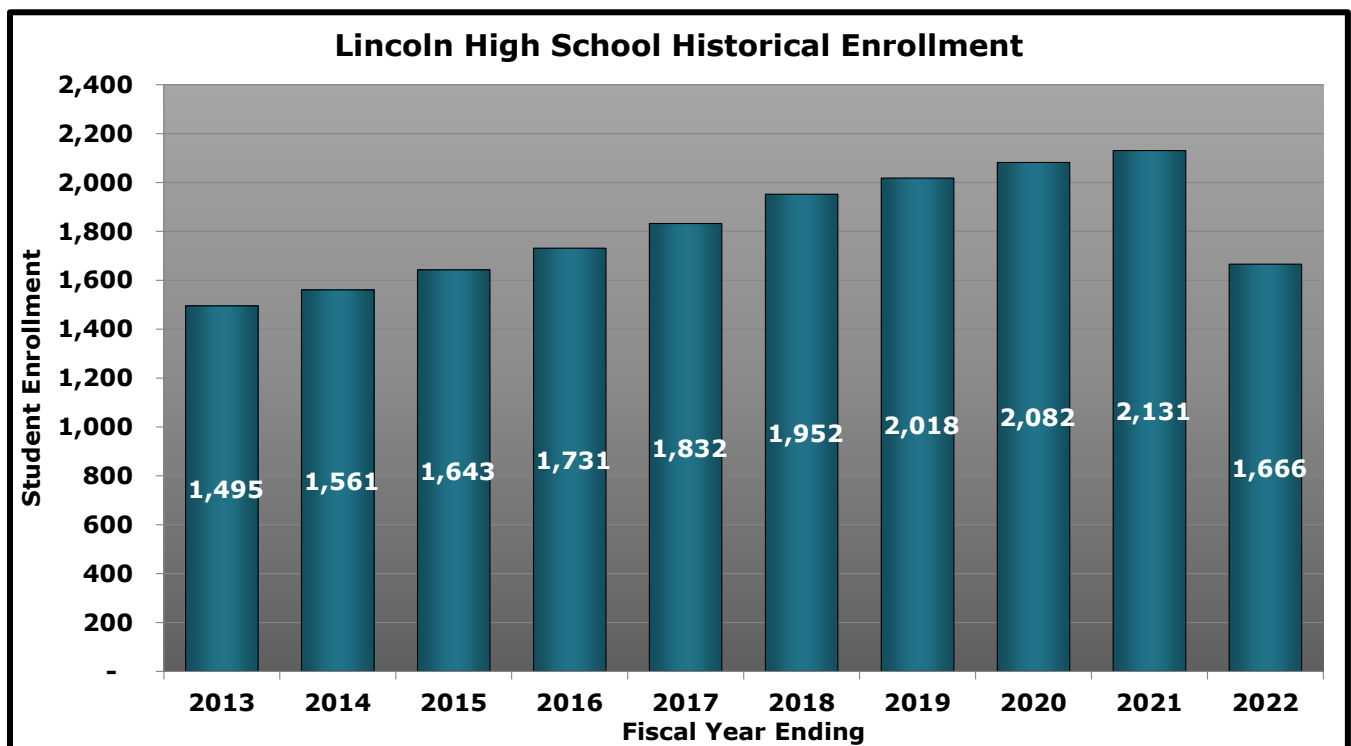


Lincoln High School is located at 790 J Street. This ninth through twelfth grade high school is situated on a 43.6 acre site. The school opened its doors at its current site during the 1950-1951 school year. The site is improved with 143,881 square feet of permanent and portable buildings made up of 74 classrooms, administrative offices, library, performing arts building, and two gymnasiums.

Lincoln High School is the proud home of the Fighting Zebras. In addition to its core curriculum, Lincoln High School offers floral design, information support and services, game design, construction, engineering/machining, dance, digital audio/digital recording, ceramics, drawing/painting, cadet corp, guitar, photography, and piano/keyboard in its school facilities.

As shown in **Chart 13**, over the past 10 years, Lincoln High's enrollment peaked at 2,131 students in 2020-21 before the opening of Twelve Bridges High. Current enrollment is 1,666 students.

CHART 13



TWELVE BRIDGES HIGH SCHOOL



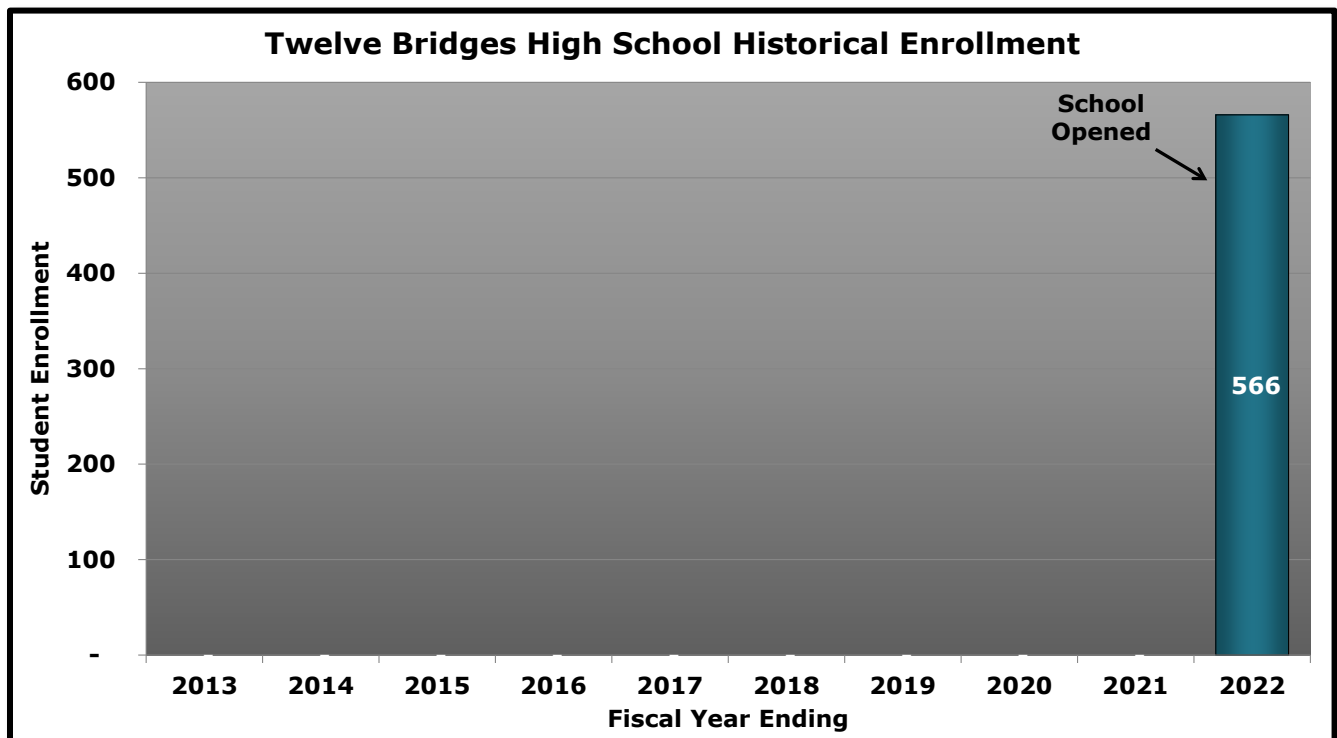
Twelve Bridges High School opened its doors to 9th and 10th grade students this fiscal year, in August 2021. It is located at 2360 Fieldstone Drive. This ninth through twelfth grade high school is situated on a 62.7 acre site. The site is improved with 126,650 square feet of permanent buildings made up of 47 classrooms, administrative offices, joint use library, gymnasium, performing arts, and kitchen/multi-purpose room.

Twelve Bridges High School is the proud home of the Raging Rhinos. In addition to its core curriculum, Twelve

Bridges High offers visual/commercial art/photography, visual/commercial art/video production, media arts, biotechnology, health science, information and communication technologies/computer science, painting and drawing, and ceramics in its school facilities.

As shown in **Chart 14**, Twelve Bridges High opened with a 9th and 10th grade enrollment of 566 students.

CHART 14



PHOENIX HIGH SCHOOL

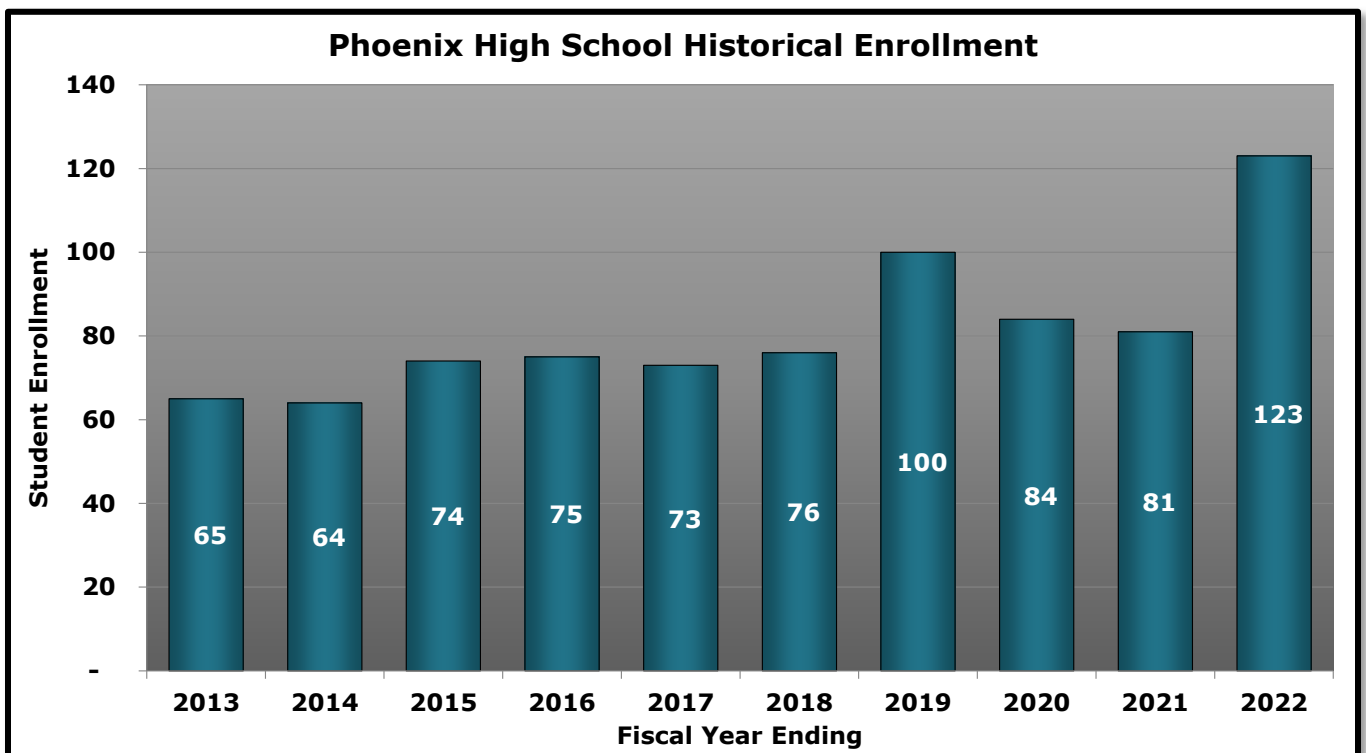


Phoenix High School is located at 870 J Street. This continuation high school is situated on a 1.5 acre site on the back of the Lincoln High School campus. The school opened its doors in 1979. The site is improved with 14,711 square feet of portable buildings made up of 8 classrooms, administrative offices, and a staff room.

Phoenix Continuation High School is the proud home of the Phoenix. In addition to its core curriculum, Phoenix High offers an art program and yoga in its school facilities.

As shown in **Chart 15**, Phoenix High's enrollment is currently at its highest level, with 123 students enrolled in the 2021-22 school year.

CHART 15



THE LINCOLN FARM

The District owns and operates a 425-acre ranch property located at 6001 William Lane, which is the largest school farm in California. The Lincoln Farm was originally started in 1974 when the District acquired 280 acres as surplus property of McClellan Air Force Base. In 2006, Wildlands Inc. donated additional acreage. The Farm site is improved with 6,496 square feet of building space, comprised of 4 classrooms, a greenhouse, welding shop, maintenance shop, hay barn, and gardens.

Lincoln High School currently offers several courses in Career Technical Education (CTE) agricultural pathways at the Lincoln Farm. Specific course offerings include agricultural welding, agricultural maintenance, sustainable agriculture, agricultural chemistry, and agriculture systems management.

Since 2014, the District has made several improvements to the Lincoln Farm, as shown in **Figure 2**. These improvements include a new welding shop, greenhouse, new accessible paved parking, outdoor work area, and a new restroom building.

FIGURE 2



Other Assets

In 2016, Mariner Ranch donated 535 acres to the District for agriculture education purposes. Additionally, in 2021 the Western Placer Education Foundation donated a 179-acre property, called OLE (Outdoor Learning Environment) to the District, containing archeological and environmental sites well suited for a comprehensive outdoor learning program.

The District has also worked successfully with Sierra Joint Community College District and the City of Lincoln to build the Twelve Bridges Library incorporated into the Twelve Bridges High School Campus. The Library, completed in 2007, was designed to meet the needs of the community, schools, and the future residents of Lincoln. The 38,000 square foot facility houses collections for children, students, parents, seniors, researchers, and casual readers.

Further, the District owns the Little Blue School House located at 104 L Street, on the same block as Glen Edward Middle School and First Street Elementary School. It is currently used as a pre-school.

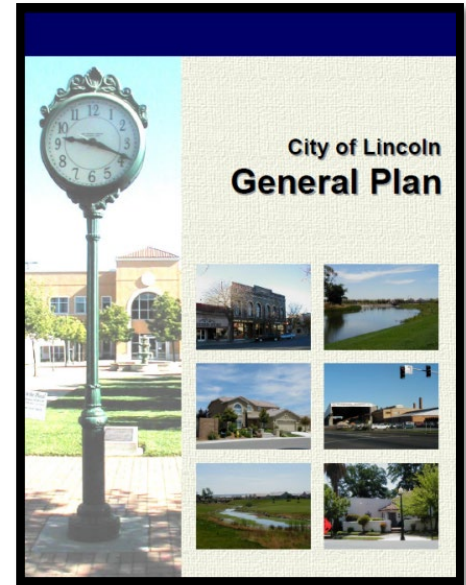


NEW DEVELOPMENT

A General Plan is a land use planning document created by a city or county and is developed to guide public decision-making. A General Plan's goals, objectives, and policies steer day-to-day decisions for cities and counties. Decisions made by elected officials, advisory boards, and commissions should be consistent with the goals, objectives, and policies of the General Plan. Typically, a General Plan is reviewed and updated at intervals ranging from 10-15 years.

As a policy document, the General Plan provides the legal basis for all subdivision, zoning, and related ordinances. It also provides the legal basis for the initiation and authorization for all public improvements and projects. The District can utilize the City of Lincoln's General Plan as a tool to help identify the potential for new development within the District's boundaries.

In 2008, the City of Lincoln approved its 2050 General Plan. Implementation of this Plan will result in vast amounts of land from unincorporated Placer County being incorporated into the City's sphere of influence. The Plan calls for seven "Villages" and three Special Use Districts ("SUDs") that surround the former city limits of Lincoln.



Although the General Plan identifies the potential for over 34,000 new housing units through 2050, recent estimates from the City's Planning Department and data included in the City's Housing Element update in 2021, indicate that several of the potential areas for development are unlikely to occur into the foreseeable future. Based on areas more likely to develop over the next 10-20 years, the City is estimating approximately 17,280 new housing units from both infill development and the Villages. As such, the District is planning for schools to accommodate students generated from development areas that are projected to move forward in the next 10-20 years. The number of units in each development area is shown in **Figure 3** and the 2050 General Plan Land Use Map, showing the various development areas is shown in **Figure 4**.

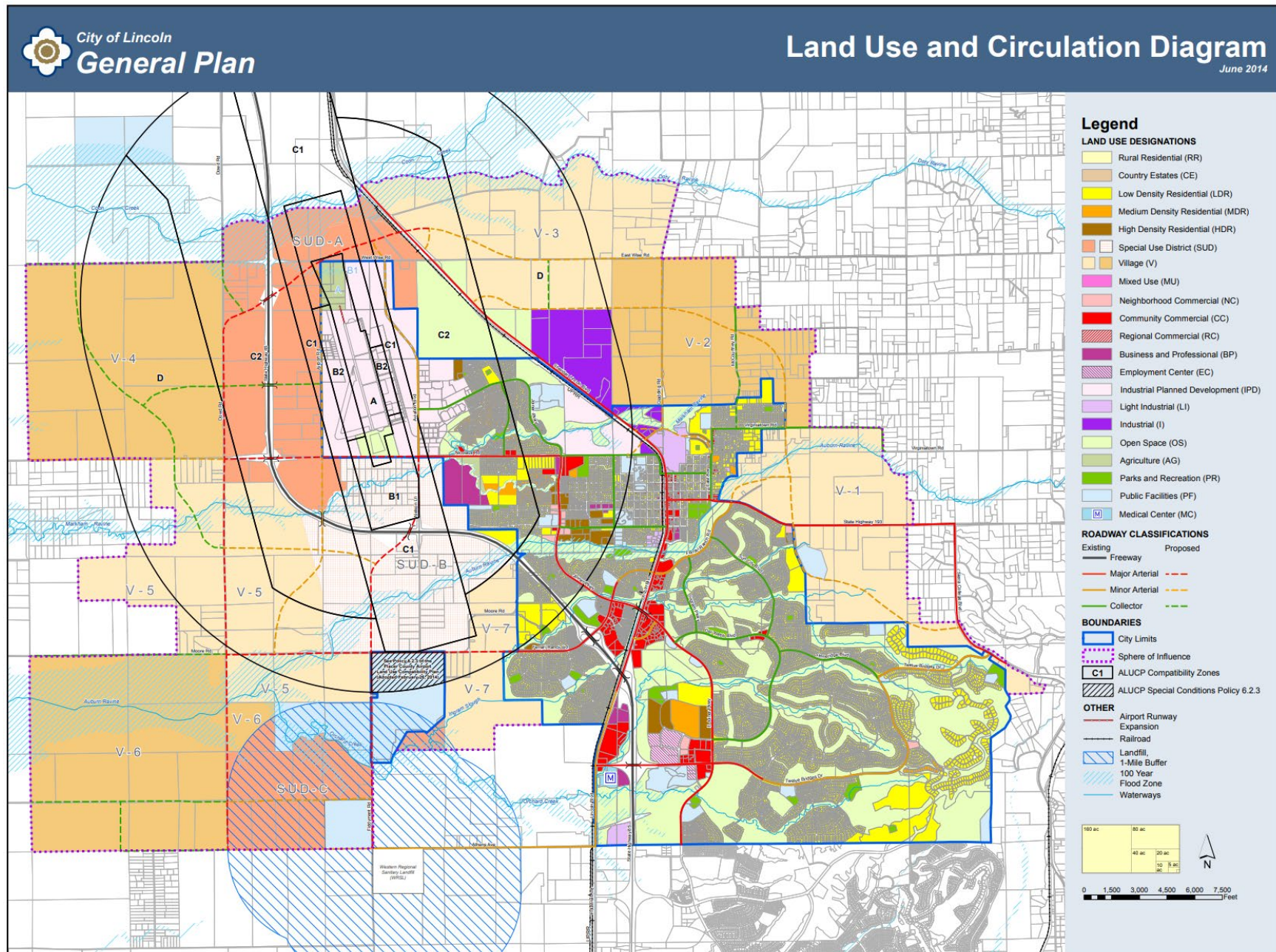
FIGURE 3

Estimated Future Units = 17,280	
Infill: 1,100	Village 5: 6,950 (annexation within 2 years)
Village 1: 5,600 (under construction)	Village 6: 0
Village 2: 0	Village 7: 3,200 (amending Specific Plan)
Village 3: 0	SUD B: 430
Village 4: 0	

Note: An estimated 900 units in Village 1 are anticipated to be age restricted and would not generate students in the District.

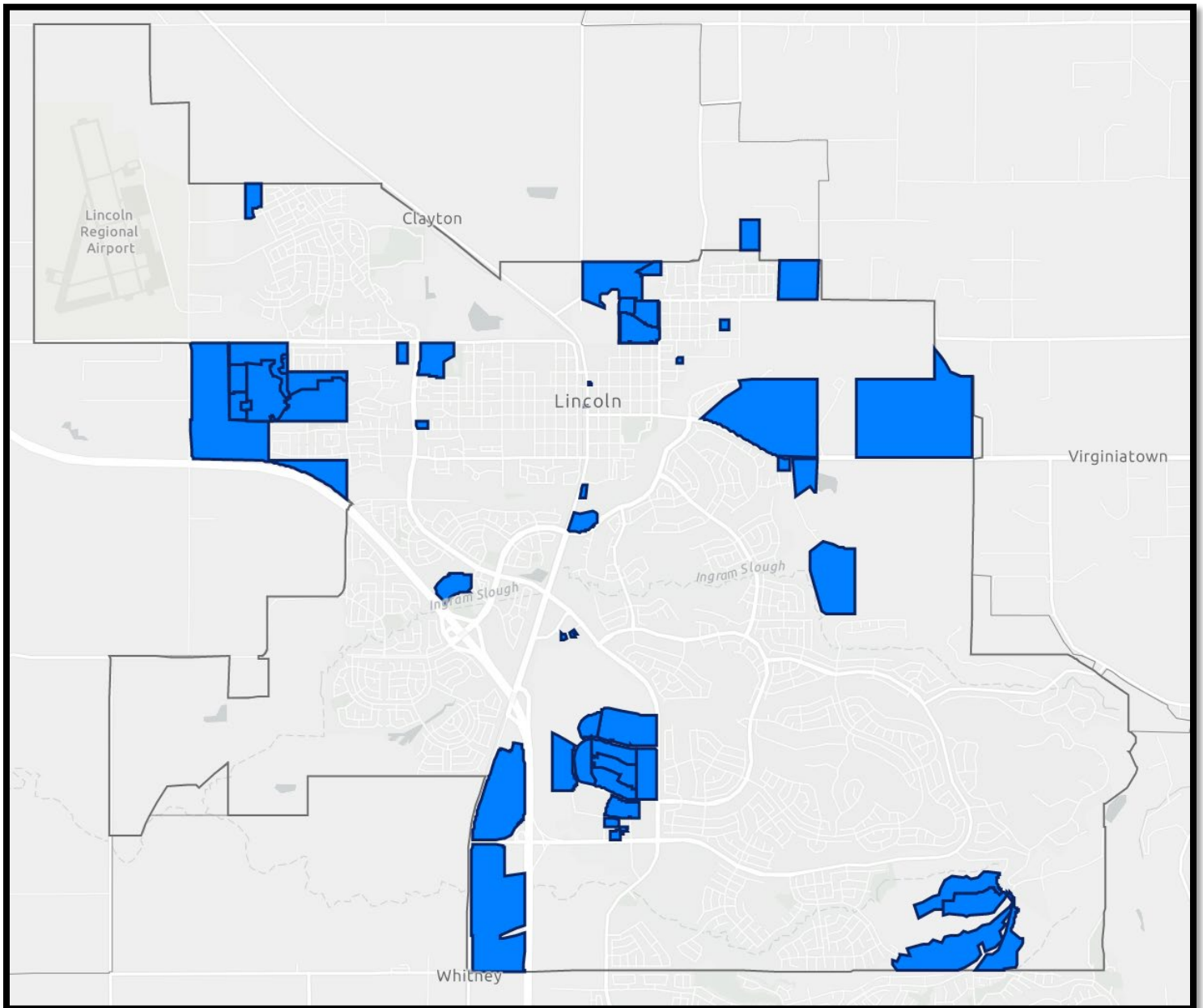


FIGURE 4



Currently, there are several active development projects within the City. Many of the remaining projects within the Twelve Bridges area are under construction, as well as Turkey Creek Estates in Village 1. Turkey Creek Estates is being developed with age restricted units. In total, there are an estimated 900 units within Village 1 that are age restricted and would not generate students in the District. Other projects are actively moving through the entitlement process and will be ready to begin construction within the next year or two. **Figure 5** shows the currently active projects, either under construction or active in the entitlement process, within the City of Lincoln.

FIGURE 5



STUDENT ENROLLMENT PROJECTIONS

Projections for future enrollment occur on both a short-term and long-term basis. In the short-term, enrollment is projected based on historical enrollment trends depicting students moving through the grade levels, augmented with expected students from new development. These short-term enrollment projections can be compared to the capacity of District school sites to determine approximately when new schools will be needed. In the long-term, student generations rates can be applied to anticipated new housing units to estimate the number of new schools needed to house future students.

Enrollment projections that are used for facilities planning purposes differ from those projections used for staffing. This is due to the fact that when planning for facilities, the District must plan to accommodate students when enrollment is at its peak. Therefore, more aggressive assumptions are typically used to plan for the greatest number of students that the District can expect. Alternatively, when planning to hire staff, more conservative projections are typically used because it is not financially prudent to hire before the students actually arrive.

Student Generation

A key component of the facilities planning process is the student generation factor. A student generation factor is the ratio of students produced per home within a new construction project. This serves as a tool for the District to use in the facilities planning process and will allow the District to predict the impact new development will have on the student population. This ultimately will facilitate decision making about the provision of facilities and resources throughout the District.

The District conducted a study to estimate the students that come from the homes constructed since significant development began within the District in the early 2000s. What the District refers to as the "life cycle" generation rate analysis, specifically identifies the number of students from homes constructed in Foskett Ranch, Lincoln Crossing, and Twelve Bridges neighborhoods since the development projects began. **Table 1** summarizes the resulting average life cycle student generation rates for single family units constructed within the District. These generation rates are used as the basis for estimating the number of students expected from future development. Peak generation rates are higher than the averages listed in **Table 1**.

TABLE 1

Student Generation Rates	
Grade Level	Single Family Generation Rate
K-5	0.328
6-8	0.134
9-12	0.118
Total	0.580

*Student Generation Rates calculated by
School Facility Consultants.*

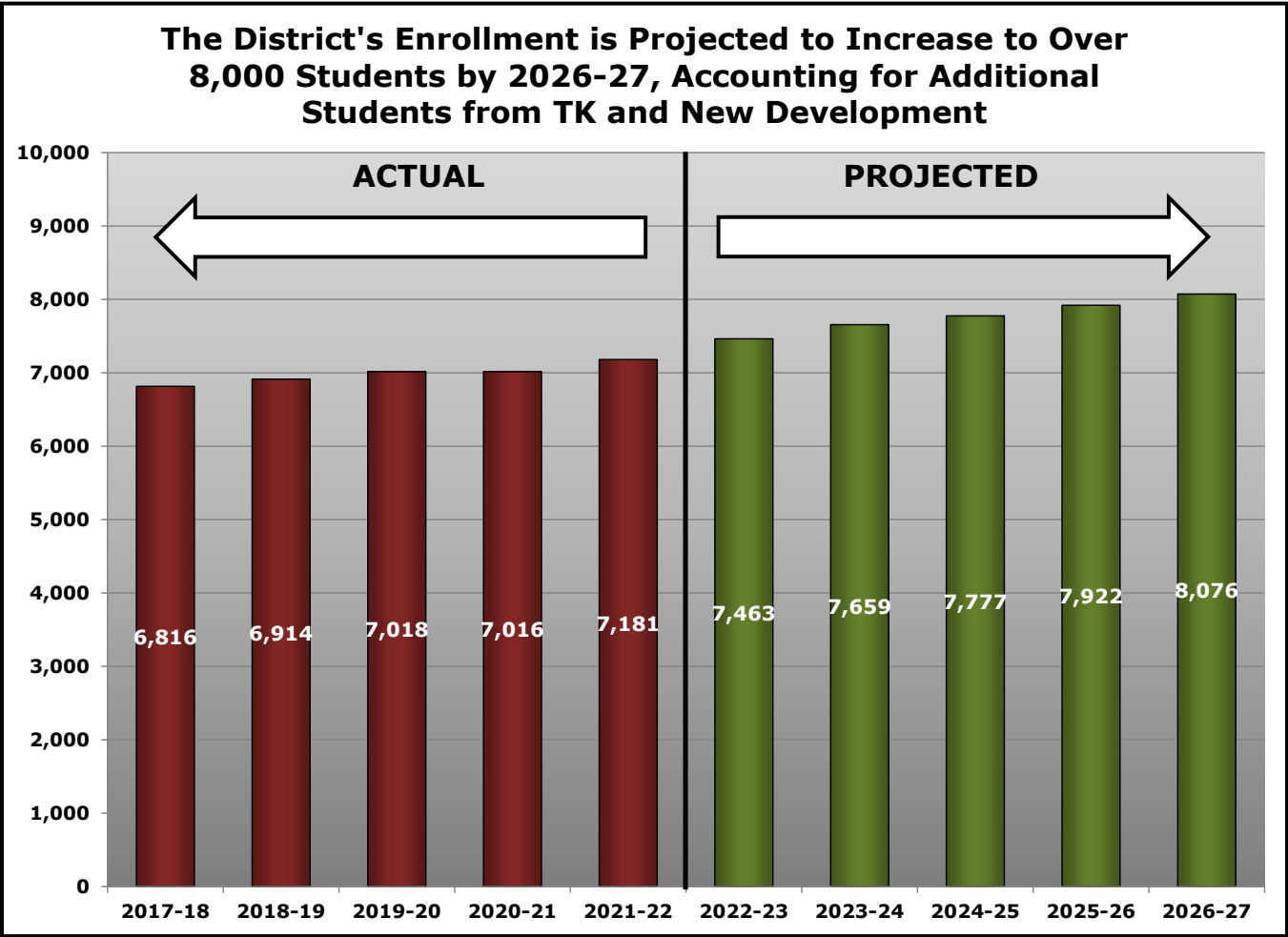


The District was unable to complete a multi-family unit student generation rate study due to the lack of new multi-family units constructed in the District over the past 15 years.

Projected Enrollment

Historical enrollment can be used to help project future enrollment, with augmentation to account for new development. Using conservative estimates for new development over the next four years and applying the life cycle student generation rate, the District’s enrollment is projected to increase by almost 900 students by 2026-27, as shown in **Chart 16**.

CHART 16



When determining the new schools needed to serve students from new development, the District separates the units related to the Original General Plan from the units related to the 2050 General Plan. Funding agreements were established in the late 1990s related to the units anticipated in the Original General Plan. As the build-out of those development projects occurs, students will need to be housed in existing school facilities.

For schools needed to serve students from the 2050 General Plan, including the Villages, the District has negotiated mitigation agreement with several development projects and is in the process of



negotiating mitigation agreements with additional projects that address how schools will be constructed to serve the Villages. As such, for facilities planning purposes, the District separates the number of students expected from the Original General Plan from the students expected from the 2050 General Plan.

As previously shown in **Figure 3**, approximately 1,100 additional infill housing units are expected from the Original General Plan. This will generate an estimated **640** new students. As shown in **Table 2**, after accounting for approximately 900 age restricted units in Village 1, approximately **9,500** new students are expected from the 17,280 units planned over the next 10-20 years.

TABLE 2

Total New Students Projected from the Villages and Infill Development				
Village Number	K-5th Grade	6th-8th Grade	9th-12th Grade	Total
Village 1 (East)	1,542	630	555	2,726
Village 2 (Northeast)	-	-	-	-
Village 3 (North)	-	-	-	-
Village 4 (Northwest)	-	-	-	-
Village 5 (West)	2,280	931	820	4,031
Village 6 (Southwest)	-	-	-	-
Village 7 (South)	1,050	429	378	1,856
SUD-A	-	-	-	-
SUD-B	141	58	51	249
Sub-Total	5,012	2,048	1,803	8,862
Infill	361	147	130	638
Total Students	5,373	2,195	1,933	9,500

EXISTING SCHOOL CAPACITY

School capacities for facility planning purposes are computed on the basis of useable classrooms multiplied by a “loading factor.” **Table 3** shows current loading standards for the District based on standard classrooms. The District uses alternative loading factors for special programs such as music, labs, CTE, etc.

TABLE 3

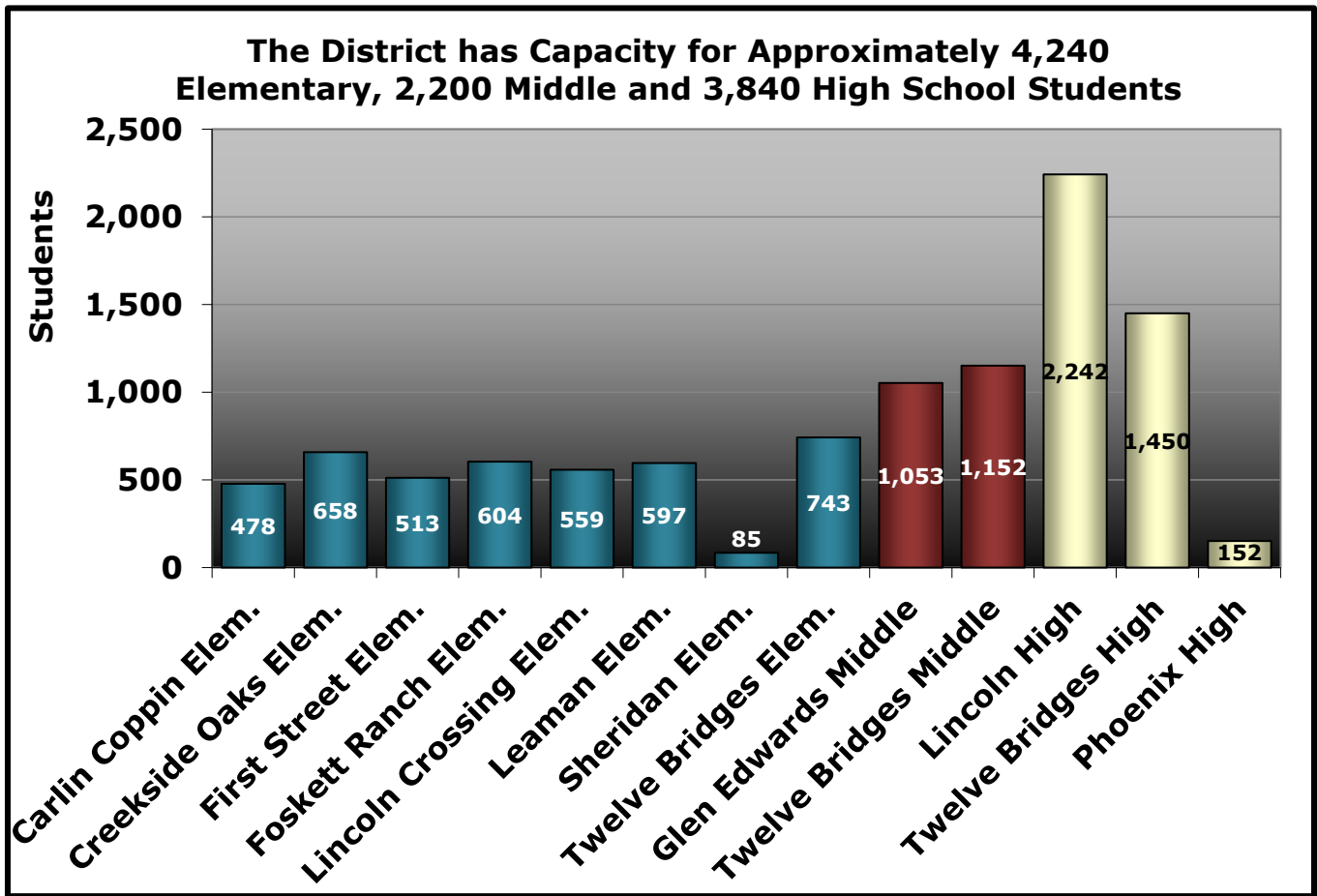
Pupils per Room Factors	
Type of Room	Pupils/ Room
Transitional Kindergarten	24
Kindergarten	25
1st-5th Grades	31
6th-8th Grades	32
9th-12th Grades	36
Continuation High School	19
Combo Class - 1st-5th Grades	30
SDC	16

Several classrooms on the District’s school sites are used for alternative purposes or cannot be completely “loaded” for capacity purposes. Therefore, the actual operating capacity of campuses does not necessarily coincide with the design capacity of the site.

As shown in **Chart 17**, the District has capacity for approximately 4,240 elementary, 2,200 middle and 3,480 high school students for a total capacity of 10,280.



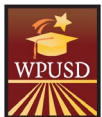
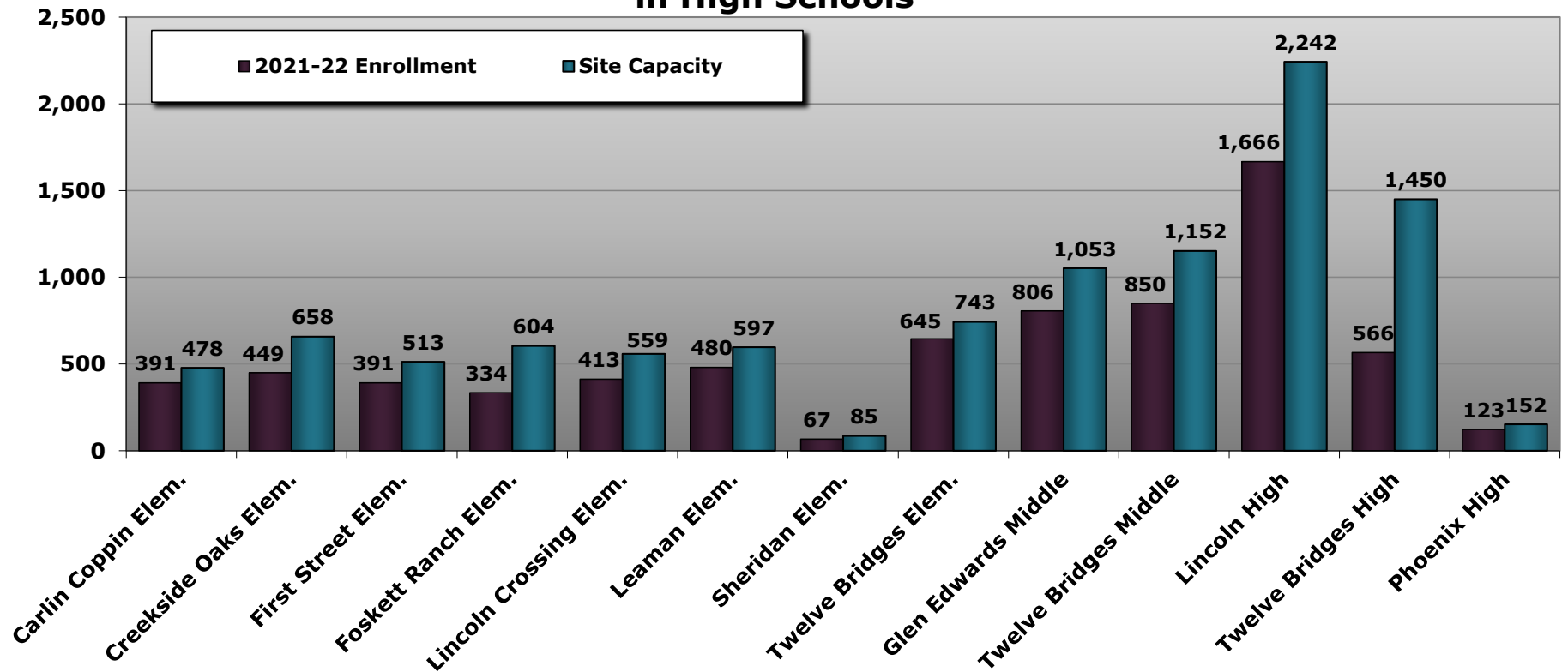
CHART 17



When comparing available capacity to each site with the current enrollment at each site, there is currently available capacity for all grade levels, as shown in **Chart 18**. But the capacity at the middle school level in particular is somewhat limited with only 550 available spots currently. Based on enrollment projections, middle school enrollment is expected to grow by almost 300 students over the next 5 years, almost completely eliminating the available middle school capacity.

CHART 18

The District Currently has Available Capacity for Approximately 1,070 Students in Elementary, 550 Students in Middle, and 1,500 Students in High Schools



At any given time during a school year, the “actual operating capacity” of a school will vary depending upon factors such as the number of students in a class (especially with CTE and Advanced Placement classes in high school), the lack of space elsewhere on campus for programs such as RSP, band, speech therapist and psychologist, or the number of Special Day Classes (“SDC”) versus regular classes, to name a few.

The capacity of existing schools is defined in large part by the existing facility constraints or opportunities, as well as the number of portables that have been added to increase classroom capacity. All schools are originally built with a defined program and set capacity in mind. Older schools in Lincoln were built for smaller capacities based on the local population at the time. Over the years, several permanent buildings and numerous portables have been added as necessary to keep up with growth.

Additionally, the location of each school site as compared to the location of the anticipated new development and resulting students greatly impacts the actual available capacity. For example, Sheridan Elementary School has available capacity for students. However, new homes will not be constructed near that school, which limits the potential use for that space. At the elementary level it would be difficult for the District to move students from the southern portion of the District where development is occurring up to Sheridan, where there is available capacity, due to the significant distance between these two areas.



FACILITIES NEEDS AND COSTS

New schools are designed to meet current program needs and to serve the design capacity of the facility. However, many of the District's older schools require varying degrees of improvement or modification to assure that they can respond to the District's programs in an equitable manner. Identification of these improvements and aligning all facility components with existing and planned capacities is an ongoing necessity.

Key Planning Assumptions

All master plans are based on assumptions. The following are the key assumptions relative to this Facilities Master Plan:

1. The District and the City of Lincoln will continue to see significant housing development with corresponding increases in school enrollment.
2. The future school sites are based on the future specific plans proposed by developers and approved by the City of Lincoln. The planned school sites are based on total build out of the 2050 General Plan areas. The new schools in the plan will be sited based on the general plan locations. As development occurs the timing of schools must be adjusted.
3. Deficiencies at specific existing schools with respect to facilities are identified in this report.
4. School sizes for planning purposes reflect the current Board adopted standards. These may need to change over the planning period, which means there will need to be a review of the projected number of new seats.
5. The Educational Specifications for all grade level configurations may need to be revised and updated. It can be anticipated that except for possible changes to the school sizes, a change in Educational Specifications will not affect provisions of this document.
6. The District's last issued General Obligation Bonds and Certificates of Participation are spent or committed. The implementation of this plan will necessitate a new source of local funds in addition to developer fees and State funds, when available.
7. Portables are used for both long and short-term capacity needs. The need for portables will be ever-present at existing school sites pending construction of new facilities either on-site, or at new locations.
8. Pre-school and after-school programs are offered only on sites where there is space available, or the programs were funded independently by grants. The District anticipates an increase in the need for these types of programs at most sites as enrollment increases. This will have to be factored into the size and cost of facilities as they come online.
9. The special education population continues to increase as will services provided to these students. Specialized facilities will need to be designed and built according to the California Department of Education standards.
10. The impact of current and future charter schools is unknown and changes to the educational model of existing charter schools or unknown future charter schools could impact the future student population of the District.



Educational Program Specifications

Prior to planning any new school, the District revisits its Educational Program Specifications. This is a document that dictates the program of the school and, consequently, the design of the school. It is during this process that needs defined by the District's mission, vision and goals should be articulated.

Educational Specifications address two primary components: the planned capacity of a school, and the programs the school desires to deliver. In 2014, the District's Board adopted school site size standards for both peak and average enrollment, as shown in **Table 4**.

TABLE 4

School Site Size Standards		
Grade Level	Average School Size	Maximum School Size
K-5	650	800
6-8	1,200	1,400
9-12	2,000	2,500

New schools will be constructed with these maximum capacities in mind with hard construction used for the average capacity and portable or modular classrooms used to accommodate peak enrollment.

Assessment of the District's Facilities Needs at Existing School Sites

Facilities Needs Committee

The Facilities Needs Committee ("FNC") was originally established in April 2009 to evaluate the condition of schools within the District. The FNC was comprised of parents, teachers, staff, and principals from each site, as well as district office staff, and advisors. As part of this update to the District Facilities Master Plan, a new FNC was convened to discuss the improvements needed at each school, discuss facility challenges and ideas, consider funding solutions, and make recommendations. The 2021-22 FNC was also comprised of parents, teachers, staff, principals, and district office staff. Additionally, the 2021-22 FNC included representatives from the School Board, City of Lincoln, and the District's Citizens' Bond Oversight Committee.

The main goals of the FNC were to:

- Review capital needs identified in 2014 FMP and update
- Discuss capital planning ideas and challenges
- Provide input on capital needs
- Develop funding strategies

The work completed by the FNC, including a list of improvement projects needed per site and several recommendations were summarized in a presentation to the District's Board on March 22, 2022.

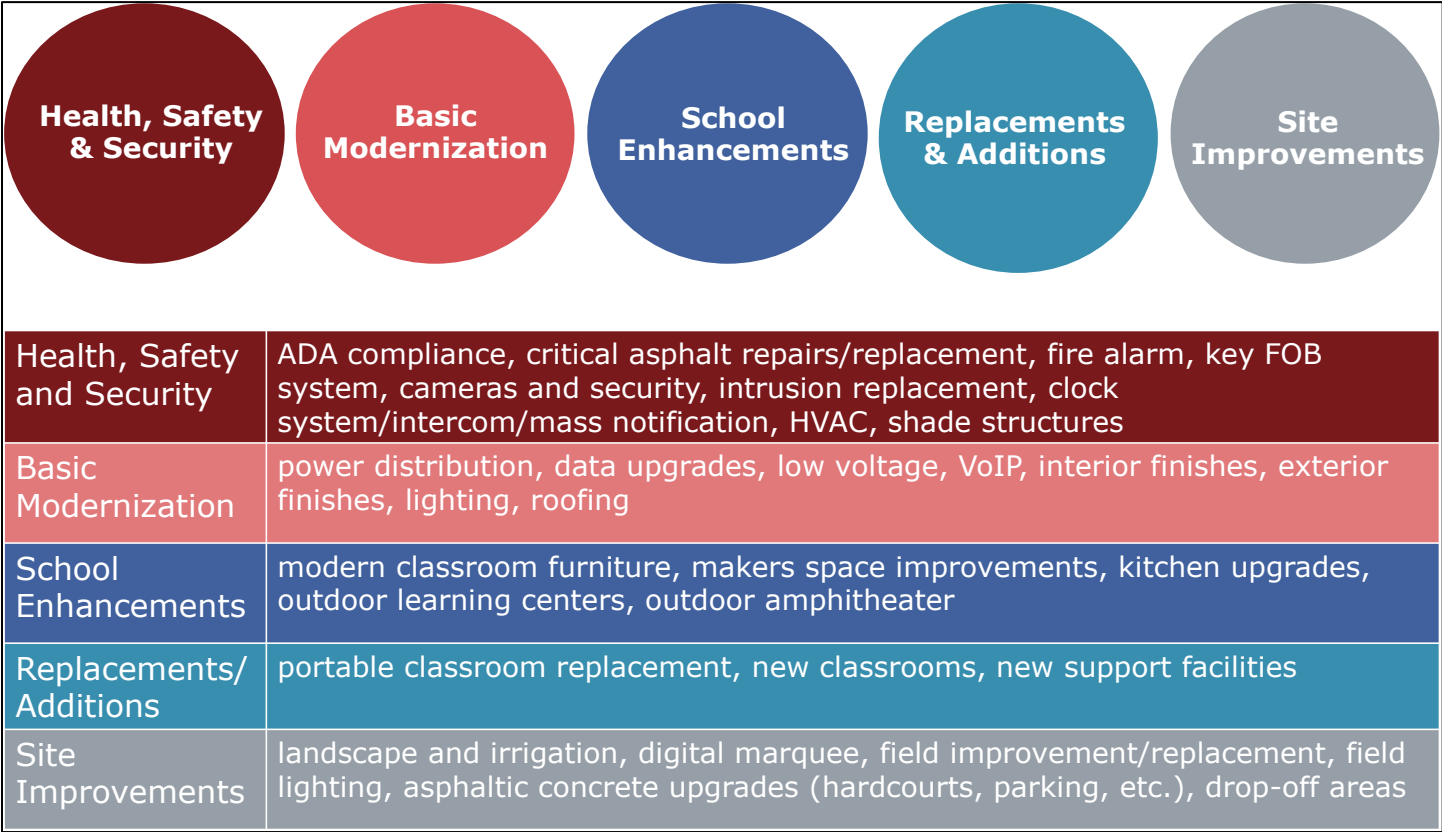


Ultimately, the FNC made 5 key recommendations and reviewed capital improvements needed at each school site. These recommendations are stated later in this Report.

Facilities Improvements Needed at Existing Facilities

Improvements identified for each school site were established by the District’s facilities and maintenance staff in consultation with the District’s architects. Projects were identified in five categories, as shown in **Figure 6**.

FIGURE 6



The following pages summarize the capital improvements needed at each school site, as identified by the District’s facilities and maintenance staff, and reviewed by the FNC.

CARLIN C. COPPIN ELEMENTARY

Carlin C. Coppin Elementary was built in the 1970's when the concept of "Pods" or 'team teaching' was popular. As indicated earlier, this teaching style came and went and, unfortunately, left behind difficult teaching spaces. Modifications have been made over the years but a major renovation of the pods at this school site is necessary. Additionally, the following improvements are needed to the school site.

Health, Safety and Security	<ul style="list-style-type: none">• Hydronic HVAC control upgrade• Asphalt parking lot through to the portables• Perimeter fencing upgrade• Door lock upgrades• Electrical hardware• ADA path of travel issues throughout playground/hardcourt/parking lot, etc.• Fire and security alarm upgrade• Boiler replacement and chiller upgrade• Door locks and upgraded keying system• Exterior lighting• Shade structure• IP clock/speakers in every room• Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none">• Main switch gear replacement• Underground clay storm drain replacement/repair• Upgraded clock bell system• Upgrade the multi-purpose room• Classroom electrical upgrades• Carpet• Bathrooms in the pods• Interior finishes• New flooring/carpet and tile• Dedicated electrical circuits for all IDF's• Cat 6 A cabling in every classroom and office for wireless access points• Rewire with the most current standard for copper and fiber• Convert mounted LCD projector to mounted TVs• Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none">• Expand kitchen and upgrade equipment• New furniture throughout campus



Replacements/ Additions	<ul style="list-style-type: none"> • Replacement of all portables with framed buildings • Upgraded staff lounge • New staff workroom • Upgraded nurse's room with bathroom • Additional space for cafeteria needs • New auditorium/multi-purpose room/cafeteria • Disabled accessible drinking fountains • Larger library (remove computer lab and extend)
Site Improvements	<ul style="list-style-type: none"> • Playground replaced • Irrigation clock replaced • Track upgrade • Digital marquee • Hardcourt/asphalt resurfacing and upgrades • Storm drain replacements • Parking lot/traffic flow upgrades

Due to the extensive list of modernization needs, coupled with the challenging pod design of the campus, an alternative option for Carlin C. Coppin was evaluated and presented to the FNC. Instead of a traditional campus modernization, which would still leave the pod design, the school buildings could be demolished and rebuilt with a design more conducive to 21st Century educational models.

Further, based on the anticipated future student population, a rebuild of the Coppin site could allow for a change in the grade configuration of the school. The anticipated capacity challenges at the middle school level could be addressed during a rebuild of Carlin C. Coppin, with a shift to a K-8 school design. **Figures 7 and 8** show conceptual drawings of a K-8 school on the Coppin site footprint. The campus would require 2-story construction due to the site size limitations. The campus could be designed with consideration of the interaction of various grade levels and include facilities specifically designed to meet middle school educational program needs. Further, the reconstruction would allow for adjustments to the parking lot entrances and access points to allow for better traffic flow.



FIGURE 7

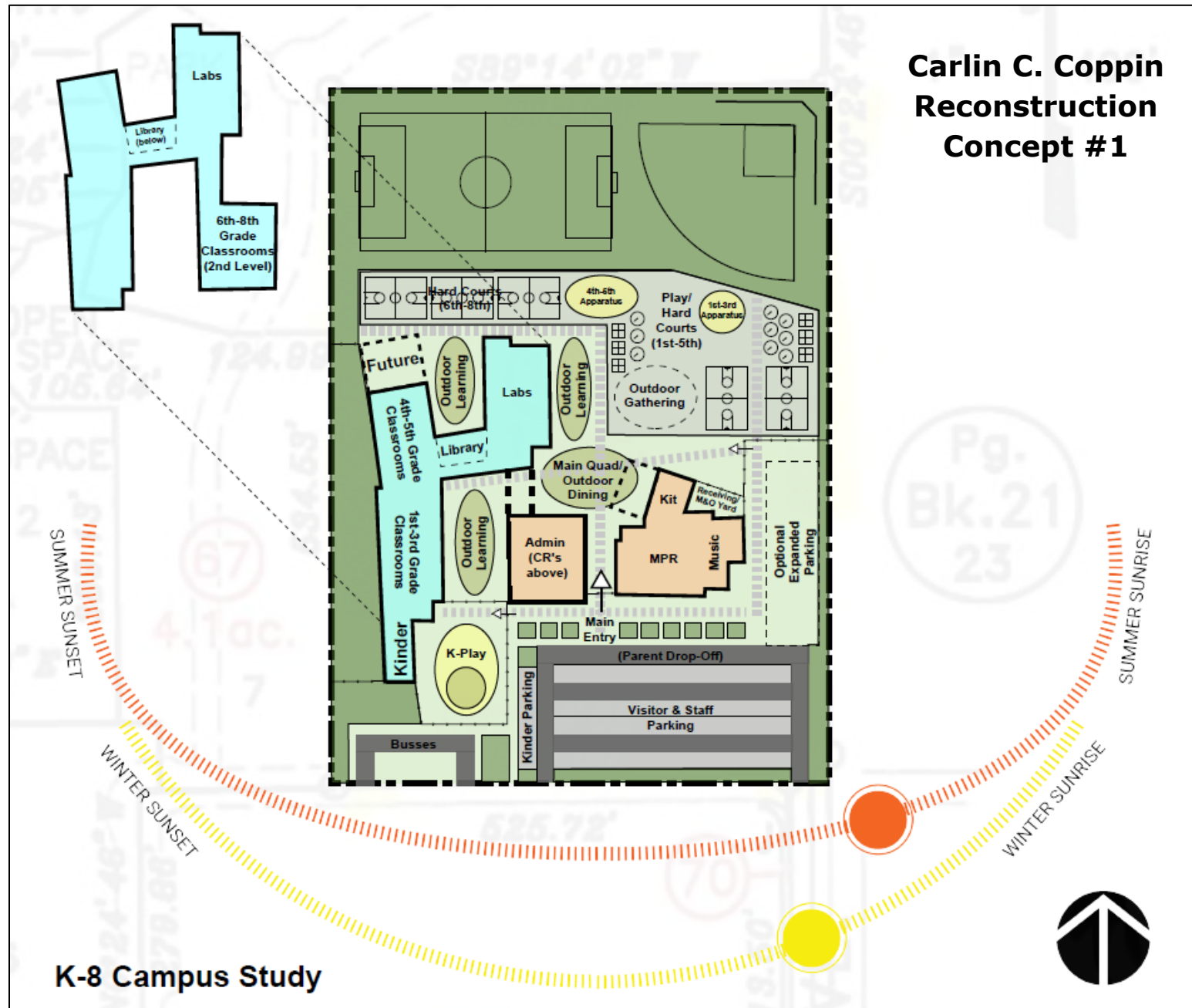


FIGURE 8

**Carlin C. Coppin
Reconstruction
Concept #2**



K-8 Campus Study



CREEKSIDE OAKS ELEMENTARY

Health, Safety and Security	<ul style="list-style-type: none"> • Upgraded clock bell system (some is happening) • ADA parking • Fire and security alarm wiring and panel upgrade • Upgraded lock and key system • Additional exterior lighting • Shade structure • ADA path of travel throughout campus and throughout bathrooms • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • New carpet/flooring • Replace main switch gear • Bathroom upgrades • Repair and replace various wall finishes • Window Coverings • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • New multi-purpose room/kitchen expansion • New equipment and electrical upgrade • Outdoor learning environments • New furniture throughout campus • Updated trash compactor
Replacements/ Additions	<ul style="list-style-type: none"> • Upgrade from portable to framed • MPR w/electrical upgrade • Replace portable restrooms with framed building • Storage additions • Replace selected portable classrooms
Site Improvements	<ul style="list-style-type: none"> • Playground(s) replaced/upgraded • Landscaping improvements • Marquee update • Backflow preventers added



One project of high need is a new multipurpose room/kitchen. This school was not built with a multipurpose room and is using a triple-wide portable for that purpose. However, in order to add a multipurpose room to this campus, a reconfiguration of the existing campus layout will be needed. The existing campus has portable classrooms that bifurcate the hardcourt area creating a disjointed play area for students and challenges for supervision, as shown in **Figure 9**. Additionally, trucks must drive through part of the campus for deliveries.

FIGURE 9



This site could be reconfigured to allow for the construction of a new multi-purpose room and kitchen and to clean up the current flow of the campus. In addition, space could be created to allow for the addition of up to 14 additional portable classrooms that may be needed to accommodate the future student population and bring the overall school capacity more in-line with the District's school site size standards. Further, reconfiguration and addition are needed for new Kindergarten/TK/PK classroom needs.

Figure 10 provides a conceptual plan for the reconfiguration of Creekside Oaks Elementary and the addition of a multi-purpose room/kitchen and additional classrooms.

FIGURE 10

Master Plan

- 14 New Classrooms
- 6-8 New Kinder / TK / PK Classrooms
- Teachers Workroom
- New Multipurpose Building
- 21 Relocated Portables
- 2 New Portable Restrooms
- Increase Parking, Improve Traffic Flow, Drop-off Area



FIRST STREET SCHOOL

First Street School is comprised entirely of portable classrooms that have exceeded their useful life. Additionally, the campus is situated on only 4.5 acres, well below that targeted elementary school site size of 10 acres. This school was created as a temporary school to accommodate students at a time that the District was facing a significant amount of development.

Health, Safety and Security	<ul style="list-style-type: none"> • Fire alarm wing and panel upgrade • Upgrade clock bell system • ADA path of travel issue • Additional exterior lighting • Upgrade to electronic lock and key system • HVAC upgrades on control system • Shade structures • Intrusion alarm upgrade • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Bathroom interior finishes upgraded • New carpet/flooring • Classroom interior upgrades • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • New kitchen with upgraded kitchen equipment • New furniture throughout campus
Replacements/ Additions	<ul style="list-style-type: none"> • Upgrade multi-purpose room with framed building and new electrical upgrade • Reset (6) portables due to settling • New library • Additional storage • Replace aging portables
Site Improvements	<ul style="list-style-type: none"> • Updated pressure system • Digital marquee upgrade • Field irrigation controller upgraded and backflow preventers • Parking lot and play area asphalt upgrade/repair • Playground upgrade(both)



Given the age and condition of the portable buildings on this school site, the buildings will need to be replaced altogether. Prior to making this kind of financial investment, the District will need to evaluate the future of First Street School and the most efficient use of this site. The District's student population growth is expected in the outskirts of the City of Lincoln and in the southern portion of the District. Student enrollment at schools in the center of the District are relatively low as compared to targeted school sizes. This site could be repurposed for other high priority needs of the District, including support services facilities, expansion of Glen Edwards Middle School, a Districtwide pool complex, or other needs.



FOSKETT RANCH ELEMENTARY

Health, Safety and Security	<ul style="list-style-type: none"> • Parking lot • Upgrade clock bell • Speaker system • Chiller/boiler upgrade • Upgrade intrusion and fire alarm system • Upgrade hydronic control to Alerton • Exterior fencing • Exterior lighting upgrade • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Refinish exterior wood finishes • Upgrade carpet flooring • Exterior misc. paint • Administrative building roof repair • Interior classroom improvements • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • Add outdoor learning shade structures and seating • Furniture upgrades • Kitchen equipment upgrades • Ceiling tile replacement throughout campus
Replacements/ Additions	<ul style="list-style-type: none"> • Restrooms • New music room
Site Improvements	<ul style="list-style-type: none"> • Upgrade play structures with wood chips • Backflow replacement near play structure • Upgrade irrigation timer • Replaced pavers with flatwork/adequate concrete • Upgrade paving on walkways • Hardcourt resurface • Add pressure reducing valve • Skateboard prevention • Upgraded marquee

Foskett Ranch Elementary is situated on a relatively large site for an elementary campus. In the event that additional middle school capacity is needed beyond the middle school planned to be built in Village 5 and the conversion of Carlin C. Coppin to a K-8 school, Foskett Ranch is a candidate for conversion to a K-8 school. As development in the Villages progresses, the District can monitor the need for middle school capacity and update this Master Plan to consider a K-8 model on this campus.



LINCOLN CROSSING ELEMENTARY

Health, Safety and Security	<ul style="list-style-type: none"> • Upgrade clock bell system • Slurry hardcourt • Parking lot • Underground piping for hydronic control to Alerton • HVAC in kitchen • Upgrade fire and security alarm • Upgrade lock and key system • Exterior lighting • Chiller/boiler upgrade • Shade structure • Pest exclusion • Additional drinking fountain for multi-purpose room • Intrusion alarm update • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Exterior wood finishes restoration • Exterior paint and stain • Add drinking fountain in multi-purpose room • Classroom flooring upgrades • Additional window coverings • Opening in multi-purpose room siding • Roofing repair/replacement • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • Outdoor learning environments including seating • Kitchen equipment upgrades
Replacements/ Additions	<ul style="list-style-type: none"> • New music room • Wall ball court
Site Improvements	<ul style="list-style-type: none"> • Upgrade pressure reducing valve for water supply • Marquee needed • Playground flooring repair and upgrade • Improve landscape and drainage



SCOTT M. LEAMAN ELEMENTARY

Health, Safety and Security	Comprehensive security camera coverage
Basic Modernization	
School Enhancements	
Replacements/ Additions	Expansion of hardcourt
Site Improvements	

As the District's newest school, opening in the fall of 2020, minimal improvements are needed on this campus.

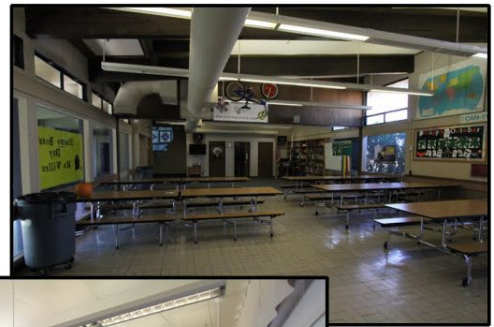


SHERIDAN ELEMENTARY

Health, Safety and Security	<ul style="list-style-type: none"> • ADA path of travel in parking lot • Asphalt in parking lot, hardscape, walkways, etc. • Concrete walkway to preschool • Upgrade clock bell system • Relocate trash enclosure • Security and fire alarm upgrade • Lighting upgrades • Security fencing • Upgrade portable HVAC • HVAC on administration building • Key and lock system upgrade/new • Shade structure • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Stucco repair/ repaint kindergarten wing • Re-roof administration building/kindergarten wing • Carpet upgrades • Replace portable toilets • Dry rot repair on covered walkways • Interior and exterior finishes on classrooms • Dedicated electrical circuits for all IDF's • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • Renovate kitchen space and equipment • Storage additions • New furniture
Replacements/ Additions	<ul style="list-style-type: none"> • Renovate multi-purpose room • Office/staff room/workroom improvement • Renovate framed classrooms • Upgrade portable interior finishes • Additional eating area

Site Improvements

- Upgrade irrigation well and controls
- Pathway to exterior track
- Playground and hardcourt replacement
- Replace damaged AC walkways with concrete walkways to all classrooms
- Add new parking drop off area
- Upgraded marquee



TWELVE BRIDGES ELEMENTARY

Health, Safety and Security	<ul style="list-style-type: none"> • Hydronic control upgrade • Chiller upgrade • Clock bell speaker upgrade • Upgrade fire and security alarm • Main boiler replacement, ADA path of travel from Library/Media to portable/greenhouse • Exterior lighting • Key and lock system upgrade • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Exterior paint • Interior flooring upgrades • Improved relocatable ramps • Upgrade existing ramps • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access points • Roofing repairs throughout campus • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • Shaded areas for outdoor learning and lunch • New furniture • Kitchen equipment upgrades
Replacements/ Additions	
Site Improvements	<ul style="list-style-type: none"> • Parking lot repairs • Slurry • Whole playground redone • Parking lot full re-stripe • Irrigation clock upgrade • Replace pavers with flatwork/grading

GLEN EDWARDS MIDDLE

Health, Safety and Security	<ul style="list-style-type: none"> • Exterior fencing replacement • ADA path of travel issues • Add B-wing security alarm and convert HVAC controls to Alerton • F-wing HVAC unit replacement • Two shade structures for lunches • Exterior lighting • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Upgrade main switchgear • Roofing • Dry rot repairs above main hall • Old A-wing glazing upgrade • Multi-purpose room improvements • Plumbing upgrade/replacement • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • Kitchen expansion and upgraded equipment (kitchen ventilation upgrade, exterior dry storage upgrade permanent wifi connection for kitchen, grease trap replacement/upgrade)
Replacements/ Additions	<ul style="list-style-type: none"> • Central kitchen warehouse and services moved off site
Site Improvements	<ul style="list-style-type: none"> • Upgrade track and field • Reseed field • Rebuild rope course • Upgrade field irrigation to automatic irrigation • Drainage for wings • Drinking fountain out by fields • Upgraded marquee

TWELVE BRIDGES MIDDLE

Health, Safety and Security	<ul style="list-style-type: none"> • Upgrade HVAC control to Alerton • Speaker upgrades • Replace both boilers • Upgrade fire and security alarm • Replace hydronic north loop • New lock and key system • Exterior site lighting upgrade • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Repair cracking on sides of buildings • Exterior paint finishes • Interior flooring upgrades • Reroof administration building and various roofing throughout campus • Interior finishes upgrades • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access point • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • Improve administration building acoustics • New furniture • Upgrade garbage disposal in kitchen • Kitchen equipment upgrades • Kitchen ventilation upgrade
Replacements/ Additions	
Site Improvements	<ul style="list-style-type: none"> • Parking lot repairs • Slurry all surfaces • Upgrade irrigation timers • Marquee upgrades

LINCOLN HIGH

<p style="text-align: center;">Health, Safety and Security</p>	<ul style="list-style-type: none"> • ADA path of travel issues • Upgrade clock bell system • HVAC add and upgrade in old gym/wrestling/dance/woodshop/auto • Upgrade fire and security alarm • Additional exterior lighting • Upgraded electronic lock and key system • Window coverings/ update blinds • Exterior wheelchair lift replacement • Shade structure for outdoor amphitheater (behind theater stairs) • Modernize nurse's office/station • IP clock/speakers in every room • Comprehensive security camera coverage
<p style="text-align: center;">Basic Modernization</p>	<ul style="list-style-type: none"> • Upgrade main switchgear • Replace roofing on all old buildings • Old gym, multi-purpose room, kitchen, bathrooms, and administration building modernization • Renovate old wings and art wing • Upgrade glazing • Lighting for stage upgrade • Music modernize/upgrade acoustics • Weight room/cafeteria upgrade • Stadium field lighting upgrade to LED • Paint for exterior of old building • Stucco repair, coating • Upgrade with low voltage, electrical, and data throughout various parts of the campus • Electrical upgrade/addition for machine shop • Renovate permanent classrooms (including art rooms, gyms, cafeteria, auto/wood shop) • Upgrade existing sports facilities (tennis courts, baseball fields, locker room, concessions, restrooms, etc.) • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network

<p>School Enhancements</p>	<ul style="list-style-type: none"> • Upgrade kitchen electrical and equipment • Expand kitchen and add freezer/fridge storage • Shade structure over outdoor amphitheater • Upgrade in-between wings to outdoor learning environments with shade/drainage/seating • Upgrade furniture/offices/multi-purpose room • Upgrade technology
<p>Replacements/ Additions</p>	<ul style="list-style-type: none"> • Add storage throughout campus; student file storage, kitchen, athletic, books, etc. • Replace portables with framed build • Remove portables off parking lot • Student center/wellness building • New performing arts/PE building (to include band, dance, choir, sports, drama) • New pool
<p>Site Improvements</p>	<ul style="list-style-type: none"> • Student lot asphalt replacement • Resurface tennis courts • Improve drainage in between wings • Old backflow replacement • Parking lot repair for all lots • Bus drop off improvement • Area drain modernization • Auto shop/woodshop landscape/site improvement • Upgrade greenhouse

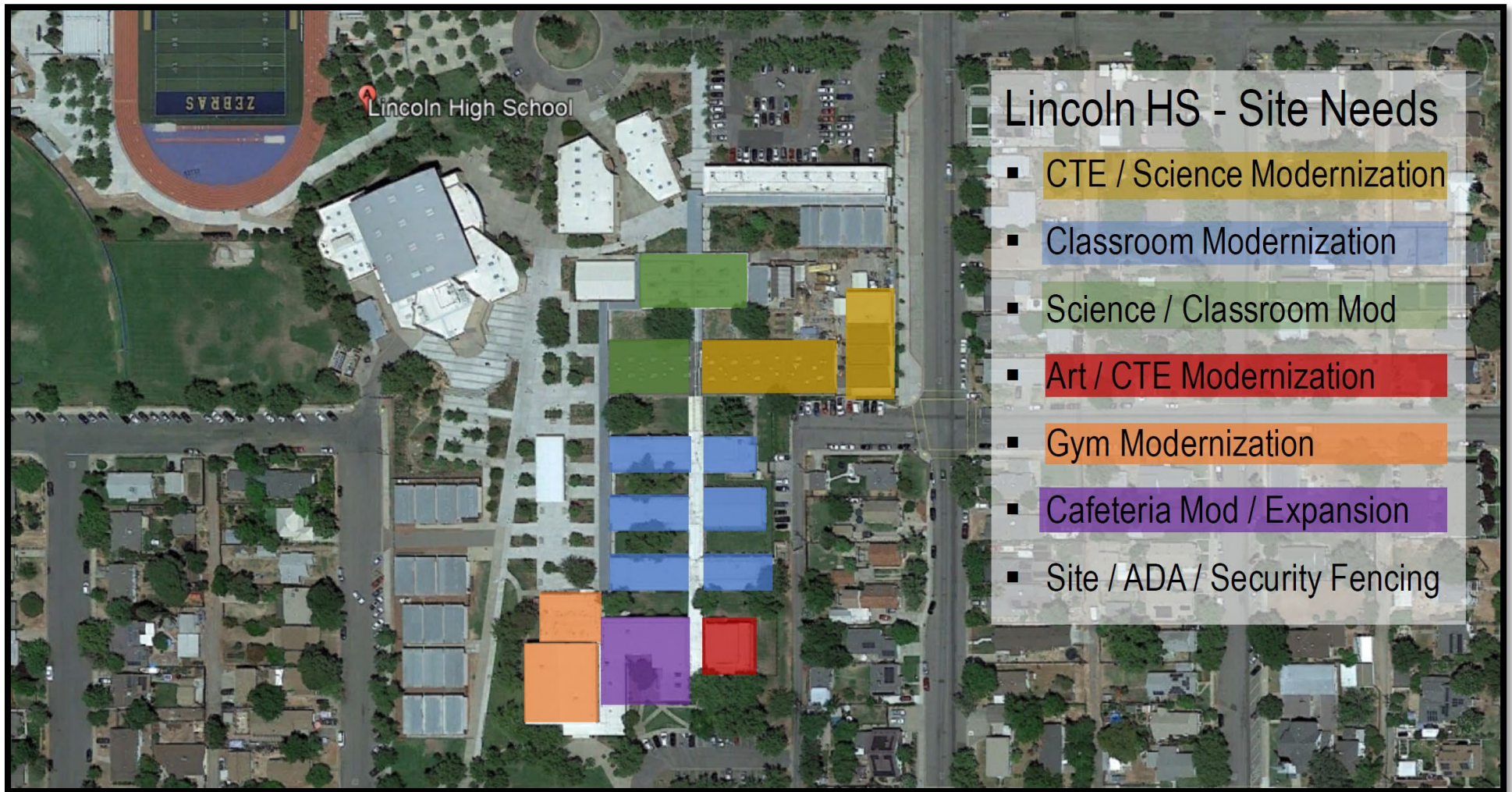
The District has been working to modernize Lincoln High School as funding allows. In 2009-10 through 2010-11, Phase 1 of the Lincoln High School Modernization occurred with additions and improvements to science classrooms and the site. In 2017, the District completed Phase 2 of a \$12.5 million addition and modernization project at Lincoln High School. Improvements included:

- New building with 5 classrooms, computer lab, restrooms, counselor offices and a new modern entry
- Quad area improvements
- Stadium turf replacement and track resurfacing

Phases 3 and 4 still remain to be completed. **Figure 11** identifies the remaining improvements for Lincoln High School.



FIGURE 11



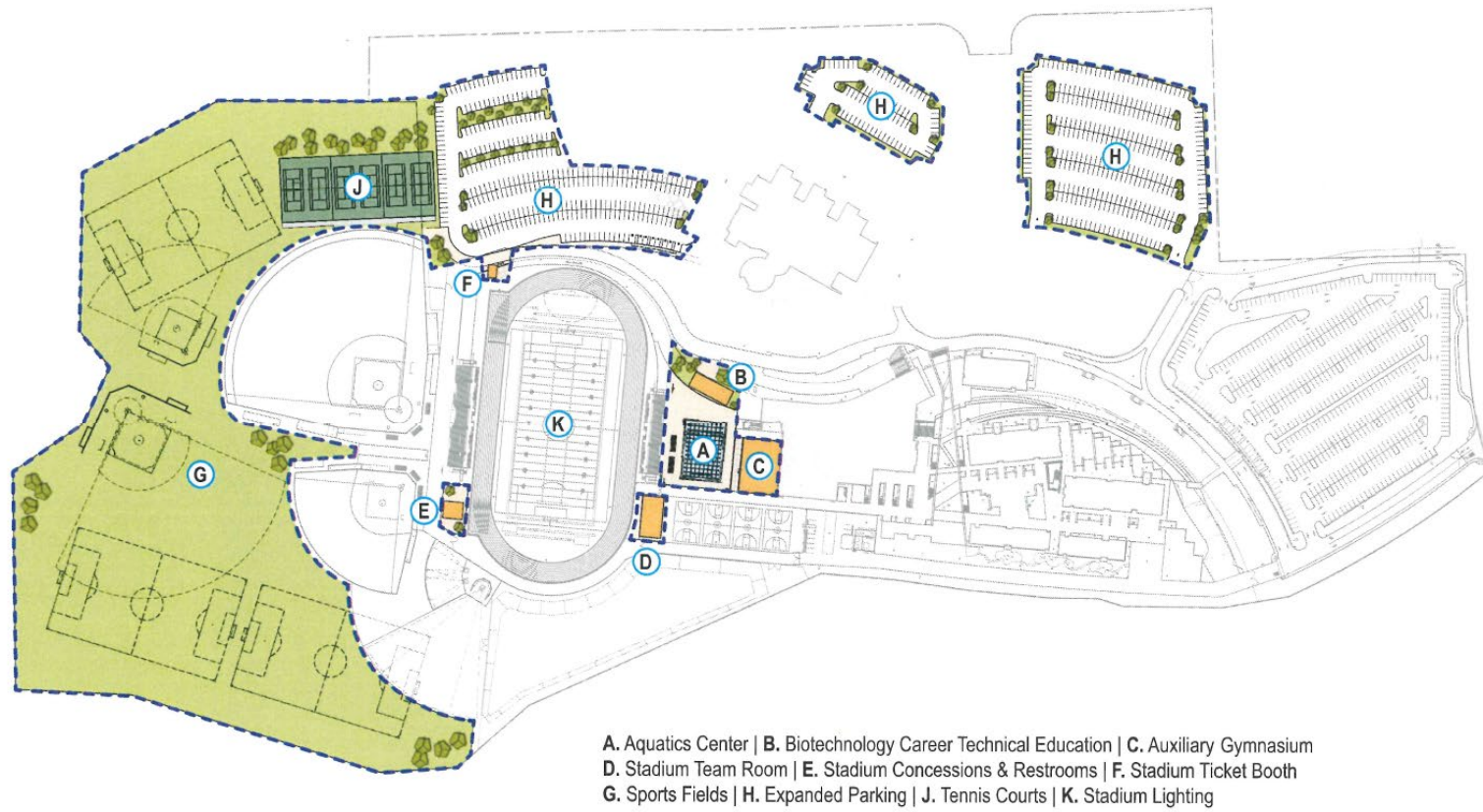
TWELVE BRIDGES HIGH

Health, Safety and Security	<ul style="list-style-type: none">• Comprehensive camera coverage
Basic Modernization	
School Enhancements	
Replacements/ Additions	<ul style="list-style-type: none">• Expansion of physical education/athletic facilities (auxiliary gym, pool, turf areas, baseball/softball, soccer/tennis)
Site Improvements	<ul style="list-style-type: none">• Additional parking lots

Phase 1 of Twelve Bridges High School opened in the fall of 2021. Phase 2, which includes the additional improvements identified above, are necessary to complete the school and accommodate students in all high school grade levels, as shown in **Figure 12**. The ultimate build-out of the school will be completed in Phase 3, with the addition of additional classrooms to accommodate up to 2,000 students. Phase 3 will be addressed as new development occurs, driving a need for a larger campus.



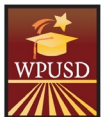
FIGURE 12



TWELVE BRIDGES HIGH SCHOOL FACILITY SITE PLAN



HMC Architects



WESTERN PLACER
UNIFIED SCHOOL DISTRICT

PHOENIX HIGH SCHOOL

Health, Safety and Security	<ul style="list-style-type: none"> • Clock bell • Speaker upgrade • ADA path of travel • Add shade structures • Security cameras • Lighting exterior security • Door hardware locks and key system upgrade • Security fencing upgrade • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Flooring upgrades • Main switchgear upgrade • Upgrade electrical and data • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • Upgrade gazebo/central area for students • New furniture
Replacements/ Additions	<ul style="list-style-type: none"> • Additional classroom space • Portable to framed building • Additional administrative offices/storage/staff lounge • Add additional restroom facilities • Add dining facilities/multi-purpose room, PE/athletic facilities
Site Improvements	<ul style="list-style-type: none"> • Slurry parking and hardcourt • Add pathway to annex

As the District's student population increases, the population of Phoenix High will also increase. This will require expansion of the Phoenix campus. **Figure 13** provides a conceptual plan for improvements to Phoenix High that will provide the facilities necessary to support high school students and will accommodate additional students as the District grows.

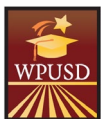


FIGURE 13



THE LINCOLN FARM

Health, Safety and Security	<ul style="list-style-type: none"> • Upgrade portable HVAC • Path of travel- ADA upgrades • Upgrade clock bell speaker system • Upgrade entry gate • Add lighting, especially at entryway • Key and lock upgrades • Security fencing • Shade structure • Upgrade fire and security alarm • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Interior finishes • Update signage • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • Covered equipment storage • Outdoor learning environment improvements • New furniture • Permanent processing facilities
Replacements/ Additions	<ul style="list-style-type: none"> • Install four portables currently stationed at the farm • Upgrade/modernize barn • Farm to fork facilities • Add storage • Drinking fountains • Additional classrooms • Project barn • Outdoor activity pavilion • Administration building • Farm to fork prep space/outdoor kitchen • Student workspace/shade structures • Student livestock penning areas with bio-security • Secondary bathrooms • Parking • Improved communications and alarm system



Site Improvements

- Expand parking and drop off
- Remaining underground infrastructure upgrades
- Rock and drainage to lower exit point
- Irrigation upgrades
- Signage



ATLAS LEARNING ACADEMY

Health, Safety and Security	<ul style="list-style-type: none"> • Clock bell system upgrade • ADA path of travel upgrades • Exterior lighting and lock/key system • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Exterior finishes • Roof replacement • Flooring upgrades • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every classroom and office for wireless access point • Rewire all schools with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	
Replacements/ Additions	<ul style="list-style-type: none"> • Signage
Site Improvements	<ul style="list-style-type: none"> • Exterior siding repairs • Parking upgrades

LITTLE BLUE SCHOOL HOUSE

Health, Safety and Security	<ul style="list-style-type: none"> • Key and lock upgrades • Fire panel • Intrusion panel upgrades • HVAC upgrades • ADA walkways • IP clock/speakers in every room • Comprehensive security camera coverage
Basic Modernization	<ul style="list-style-type: none"> • Exterior/interior finishes and decking replacement • Plumbing upgrade/replacement • Dedicated electrical circuits for all IDF's • Cat 6 A cabling in every classroom and office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	
Replacements/ Additions	
Site Improvements	<ul style="list-style-type: none"> • Playground improvement • Storage shed replacement

SUPPORT SERVICES

Health, Safety and Security	<ul style="list-style-type: none"> • Upgraded fuel system at transportation • Security cameras throughout support services • Upgraded electronic lock and key system • ADA path of travel for existing central kitchen, transportation, Maintenance & Operations, and technology buildings • Add security fencing for district properties • Add lighting for exterior properties and support services (Kitchen/Maintenance & Operations/Transportation/Tech)
Basic Modernization	<ul style="list-style-type: none"> • Electrical service upgrade for Maintenance & Operations/Transportation • Upgrade bus washing system • Dedicated electrical circuits for all IDFs • Cat 6 A cabling in every office for wireless access points • Rewire with the most current standard for copper and fiber • Convert mounted LCD projector to mounted TVs • Comprehensive outdoor coverage of wireless network
School Enhancements	<ul style="list-style-type: none"> • Outdoor learning environments • Upgrade central kitchen facility and equipment
Replacements/ Additions	<ul style="list-style-type: none"> • District office upgrade/space needed for technology and educational services • Central kitchen needed • Current Maintenance & Operations warehouse by annex to be converted to district warehouse with loading dock • Student Services Facility (including central warehouse, kitchen, etc.) • Upgrade to double maintenance warehouse size • Increased rack storage system throughout shop • Transportation bus lift-2 small vehicle lifts for transportation • OLE property; upgrade in general for meeting spaces/restrooms/support facility • Bus garage relocated • TK/K program needs
Site Improvements	<ul style="list-style-type: none"> • Upgrade bus radio system • Slurry stripe and seal the bus & maintenance area • Develop OLE/Mariner Ranch property

The District is in dire need of a warehouse facility that would house Maintenance, Grounds, Food Services, and possibly Technology. The current warehouse is located on the grounds of Lincoln High School and is used to store custodial supplies and some records. There is no central storage facility for furniture and equipment, textbook storage, and food storage (both dry and refrigerated). Essentially, with the significant growth planned for the Lincoln area, the District will need a warehouse for central shipping and receiving. This warehouse should be centrally located as much as possible to serve the entire District.

Furthermore, the Food Services Department has no facility locally to store food products which would enable the Department to buy in bulk and take advantage of State-offered nutritional programs. This could be accomplished by ensuring there is adequate space available in a future District warehouse facility.

The Transportation Department and the Maintenance Department share operational space at 2701 Nicolaus Drive in Lincoln. As the District grows, both departments will need to expand. Again, a centralized warehouse facility could house the Maintenance Department which would free up space needed for the Transportation Department.



FNC Recommendations

The recommendations of the 2021-22 FNC were:

- **Rebuild Carlin C. Coppin Elementary and expand into a K-8 school**
 - The FNC found that Coppin elementary needed significant modernization due to failed and outdated infrastructure systems. Further, the “pod” design of the school needed to be redone to conform to current educational teaching styles and the anticipated future educational program needs of students. The combination of the significant modernization needs coupled with the poor design of the existing school led to the recommendation to rebuild the campus.
 - Further, given the anticipated challenges with future capacity at the middle school level, the FNC recommended that Carlin C. Coppin Elementary be expanded into a K-8 school. This grade configuration could provide an alternative model for families that are not satisfied with the traditional middle school model. Further, a K-8 school could provide an opportunity to offer specialized programs with integration through all grade levels.
 - The FNC understood the historical significance of Carlin C. Coppin Elementary and felt that the reconstruction could be done in a way to honor the tradition of the school.
- **Complete Phase 2 of Twelve Bridges HS and Allocate an Equal Amount of Funding for Improvements to Lincoln High**
 - The FNC thought it was important to achieve equity among all three of the District’s high schools. Twelve Bridges High needs to be completed, Lincoln High needs facilities enhancements, and Phoenix High needs facilities enhancements and expansion.
 - Although two swimming pools are desired – one at each comprehensive high school – the FNC acknowledged that pools are expensive to operate, and it may be more prudent to construct one centrally located pool that could be utilized throughout the District.
- **Complete Other High Priority Projects, Including a New Multi-Purpose Room at Creekside Oaks Elementary, Modernization and Expansion of Phoenix High, and Repurpose First Street School to Support Services Facility**
 - To achieve equity at the elementary level, a multi-purpose room is needed at Creekside Oaks Elementary.
 - Phoenix High will need to expand as the District grows and be enhanced as the two comprehensive high school are improved in order to achieve equity among all three high schools. Phoenix High can share some facilities with Lincoln High, but it is important to improve that campus.
 - Consider how the entire block of Glen Edwards Middle, First Street School, and the Little Blue School House can best be used given the current student enrollment and anticipated future student population.
- **Consider Funding High Priority Projects with a New General Obligation Bond in November 2022**
 - Projects to be funded from a bond measure include: reconstruction and expansion of Carlin C. Coppin Elementary into a K-8 school, completion of Phase 2 of Twelve Bridges High, Phase 3 of Lincoln High modernization, new multi-purpose room at Creekside Oaks Elementary, and modernization and expansion of Phoenix High.



Project Prioritization

Due to funding constraints, the District will need to phase the implementation of the capital projects identified in this Facilities Master Plan. To determine project prioritization, the District took into consideration several factors including:

- FNC identified high priority projects
- Board identified high priority projects
- Board ranking of facility project categories
- District facilities and maintenance staff input on priority needs

Figure 14 provides an overview of the prioritization tiers for the District's capital projects. The Board identified its top five priority projects as the same projects identified by the FNC. These projects are identified in Tier 1. The Board further ranked the general facilities project categories in order of importance. The results were:

1. Health and Safety
2. Replacements & Additions
3. School Enhancements
4. Basic Modernization
5. Site Improvements

Improvements in project categories 1 and 2 listed above, were included in Tier 2 and the remaining projects were included in Tier 3. The District's facilities and maintenance team identified specific improvements that were in a lower ranked Board project category but were necessary for school sites. These projects were added to Tier 2. **Figure 14** summarizes the project rankings.

FIGURE 14

Tier 1 Projects

Carlin C. Coppin Elementary Reconstruction and Conversion to a K-8 School
Creekside Oaks Elementary New Multi-Purpose Room and Campus Reconfiguration
Lincoln High Phase 3 Modernization
Phoenix High Phase 1 Modernization and Expansion
Twelve Bridges High Phase 2 Construction

Tier 2 Projects

Central Kitchen
Creekside Oaks Elementary Additional Classrooms
District Pool
First Street Elementary Re-Purpose
Glen Edwards Middle Electrical Main Switchgear, Dry Rot, HVAC Controls, Roofing
Health and Safety Projects at all Schools
Lincoln High Phase 4 Modernization
New Schools in the Villages
Phoenix High Phase 2 Modernization and Expansion
Replacement and Addition Projects at all Schools
Sheridan Elementary Ramps, Walkways, Hardcourt, Fire Lane, and Access
Support Services Center



Tier 3 Projects

Basic Modernization at all Schools
School Enhancements at all Schools
Site Improvements at all Schools

Estimated Cost of Tier 1 Projects

Estimating the cost of capital improvements is challenging, especially given the current rapid increases in construction costs, the fluctuation in labor and materials costs, and general inflation. Given the uncertainty of when the District will be able to fund Tier 2 and Tier 3 projects, it is almost impossible to predict the cost of those projects. However, the Tier 1 projects are a bit more defined. **Table 5** shows the estimated cost of Tier 1 projects.

TABLE 5

Estimated Costs for Tier 1 Projects	
Project	Estimated Cost
Carlin C. Coppin Reconstruction and K-8 Conversion	\$85,000,000
Creekside Oaks Elementary	\$35,000,000
Lincoln High Phase 3 Modernization	\$30,000,000
Phoenix High Phase 1 Modernization and Expansion	\$5,000,000
Twelve Bridges High Phase 2 Construction	\$30,000,000
Total	\$185,000,000

Schools Needed to Accommodate Students from the New General Plan

In order to serve students from new development, the District will need to plan to construct new elementary, middle, and high schools. **Table 6** shows an estimate of the number of school sites, by grade level, anticipated in the Villages, described in the City's General Plan. As summarized in the table, a total of 7-8 elementary school, almost 2 middle schools, and 1 high school will eventually be needed to meet student demand. If a K-8 model is implemented, it may be possible for the District to construct one new middle school in the Villages and accommodate the remaining anticipated middle school students through one or two K-8 schools and/or the expansion of Glen Edwards Middle School.



TABLE 6**New Schools Needed to Serve the Villages Development Over the Next 10-20 Years**

Village Number	Remaining Units (Non-Age Restricted)	K-5th Grade Students	Elementary Schools	6th-8th Grade	Middle Schools	9th-12th Grade	High Schools
Village 1 (East)	4,700	1,542	2.4	630	0.5	555	0.3
Village 2 (Northeast)	-	-	-	-	-	-	-
Village 3 (North)	-	-	-	-	-	-	-
Village 4 (Northwest)	-	-	-	-	-	-	-
Village 5 (West)	6,950	2,280	3.5	931	0.8	820	0.7
Village 6 (Southwest)	-	-	-	-	-	-	-
Village 7 (South)	3,200	1,050	1.6	429	0.4	378	0.3
SUD-A	-	-	-	-	-	-	-
SUD-B	430	141	0.2	58	0.0	51	0.0
Total	15,280	5,012	7.7	2,048	1.7	1,803	1.3

Note: An estimated 900 units in Village 1 are anticipated to be age restricted and would not generate students in the District.

Estimated Cost of New Schools

For each of the new schools needed, the new school construction costs were estimated in 2022 dollars, as shown in **Tables 7-9**.

TABLE 7

Elementary School Construction (800 Students)	
Purchase 12 acres of land (@ \$400,000 per acre)	\$4,800,000
Site Development of 12 acres (@ \$1,000,000 per acre) Including: Grading, drainage, utilities, paving, playfields, parking, landscaping, irrigation, fencing, etc.	\$12,000,000
Construction of Buildings (@ \$550 per square foot) Based on 57,600 square feet	\$31,680,000
Soft Costs (20%)	\$9,696,000
Furniture, Technology, and Equipment (3%)	\$1,454,400
Total	\$59,630,400



TABLE 8

Middle School Construction (1,200 Students)	
Purchase 22 acres of land (@ \$400,000 per acre)	\$8,800,000
Site Development of 22 acres (@ \$1,000,000 per acre) Including: Grading, drainage, utilities, paving, playfields, parking, landscaping, irrigation, fencing, etc.	\$22,000,000
Construction of Buildings (@ \$550 per square foot) Based on 102,000 square feet	\$56,100,000
Soft Costs	\$17,380,000
Furniture, Technology, and Equipment	\$2,607,000
Total	\$106,887,000

TABLE 9

High School Construction (2,500 Students)	
Purchase 50 acres of land (@ \$400,000 per acre)	\$20,000,000
Site Development of 50 acres (@ \$1,000,000 per acre) Including: Grading, drainage, utilities, paving, playfields, parking, landscaping, irrigation, fencing, etc.	\$50,000,000
Construction of Buildings (@ \$550 per square foot) Based on 260,000 square feet	\$143,000,000
Soft Costs	\$42,600,000
Furniture, Technology, and Equipment	\$6,390,000
Total	\$261,990,000

Based on the projected number of schools needed in each of the Villages and the estimated cost for each type of school to be constructed, the total cost of schools to be constructed in the Villages is approximately **\$1.4 billion**, in 2022 dollars. Such facilities will be constructed based on the availability of funding and throughout the entire build-out of the development projects. These schools are estimated to be sufficient to house the estimated 9,500 students that will be generated from the Villages over the next 10-20 years. When accounting for cost escalation due to inflation in both construction costs and land costs, the total expenditures on these projects could exceed \$3 billion.

At build-out it is expected that the District could have a total of an estimated 24 school sites – 16 elementary schools, 4 middle schools, 3 comprehensive high schools, and at least 1 continuation high school – to serve an enrollment of around 17,000 students.



FUNDING FACILITIES NEEDS

Obtaining the resources to build needed schools is a difficult task. Until resources are identified, both State and local, facilities cannot be built, schools will need to be delayed and other strategies utilized to house the projected students.

Summary of Funding Sources

The District intends to contribute all available revenue toward the construction of its facilities projects but lacks sufficient funding to pay for all necessary construction. A combination of funding sources will be necessary to complete the necessary facilities projects. Following is a summary of each funding source available to the District:

Mello-Roos/Community Facilities District Special Taxes and Bonds

Under the Mello-Roos Community Facilities Act of 1982, public agencies may form a special tax district (also known as a Community Facilities District, or “CFD”) to fund capital improvements with a useful life of five years or longer. To approve a special tax and issue bonds, a CFD requires two-thirds voter approval, except in developing areas where there are less than twelve registered voters. Then for approval, a landowner vote is required, based on the number of acres owned.

The boundaries of a CFD are flexible; they must simply be within the jurisdiction of the public agency forming the taxing district. Property owners within a CFD are responsible for payment of the special tax. The tax formula is flexible and District-driven and can take into account property characteristics such as square footage of a home and parcel size. The only restriction on the tax formula is that it cannot be based on value of the property. The special tax is typically included in the annual County tax bill; however, it can also be paid on a monthly basis. CFD elections can be held at any time. The tax revenue can be bonded against as a loan and repaid from future special tax collections.



As part of the mitigation agreements that the District has entered into with the developers in the community, CFDs were formed, whereby, special tax revenue collected from each home over time is used to fund the construction of school facilities. The CFD revenues are being applied to debt currently outstanding and used to fund the construction of new schools since 2000. The District has recently formed several CFDs through the BOLD program to enable alternative mechanisms for developers to fund their school mitigation obligations.

Developer/Mitigation Fees

California law allows for the levy of assessments on new construction projects where a school district will be impacted. This is called a developer fee. Fees levied on new residential and commercial construction may be used to construct or reconstruct

school facilities for the students generated or anticipated to be generated as a result of this development.

Development fees are based on a formula defined by the State. No change in the fee structure is anticipated at this time; however, if changes occur mitigation amounts will need to be revisited and possibly revised. Currently, the District is collecting Level II Developer Fees in areas that are not covered by either of the two Community Facilities Districts or under the terms of an existing mitigation agreement. The District has mitigation agreements in place with some of the developers in Village 1 and Village 5 but is still seeking mitigation agreements with all developers in the Villages. As the Villages are developed it is anticipated that the District will collect mitigation fees in lieu of developer fees in order to receive the amount of funds necessary to build the schools needed to serve the new development.

State School Facility Program

The State School Facility Program is a funding program whereby the State provides matching funds to school districts embarking on eligible construction projects. The State School Facility Program is funded through statewide general obligation bonds. Although all existing State bond money is already committed to projects, it is possible that the State will hold a bond election in November 2022 to generate additional money for project allocations.

Currently, there is a backlog of projects at the State and applications are not being funded in a timely manner. Experts estimate that State funding will be distributed seven to ten years **after** funding applications are submitted. In order to submit a funding application, a district must have architectural design plans for the project completed and approved by the Division of State Architect and be able to demonstrate availability of its local matching funds for the project.

Modernization Funding

The State provides funding assistance to school districts for the modernization of school facilities. The assistance is in the form of grants and requires a 40 percent District funding contribution. A district is eligible for modernization grants when students are housed in permanent buildings that are 25 years old or older and relocatable classrooms that are 20 years old or older, and the buildings have not been previously modernized with State Funds. In order to receive funding, the district must also show that there are pupils assigned to the site who will use the facilities to be modernized. If the facility is currently unused, such as a closed school, it may also be eligible for modernization funding if the district intends to reopen it for students immediately.

The modernization grant can be used to fund a large variety of work at an eligible school site. Air conditioning, insulation, roof replacement, as well as the purchase of new furniture and equipment, are just a few of the eligible expenditures of modernization grants. A district may even use the grants to demolish and replace existing facilities of like kind. However, modernization funding may not be spent for construction of a new facility.

The District has submitted, and will continue to submit, applications to the State School Facility Program for matching modernization grants. Although the grant amount is intended to be 60% of

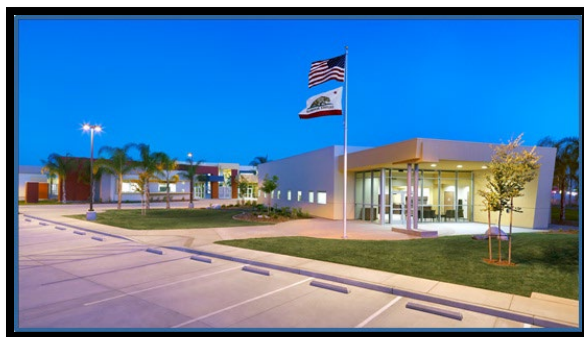


the total project amount, because of the State formulas that are used, in reality, this typically amounts to only a small percentage of the total project cost.

New Construction Funding

New construction funding is available for school districts whose existing capacity is insufficient to house the existing students or those students anticipated within the district, based on a five-year enrollment projection.

After a district has established eligibility for a project, it may request funding for eligible project costs. The funding for new construction projects is provided in the form of grants. The grants are made up of a new construction grant, also known as a pupil grant and a number of supplemental grants. The new construction grant is intended to fund design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of the school buildings. This amount is specified in law based on the grade level of the pupils served. Supplemental grants are special grants and are intended to recognize unique types of projects, geographic locations, and special project needs.



Each new construction project is reviewed, and appropriate grants are allotted by the Office of Public School Construction ("OPSC"). All new construction grants must be matched equally by the district with local funding sources. Once the grants are determined for a project, a request is sent to the State Allocation Board ("SAB") for a funding apportionment.

The District has submitted, and will continue to submit, applications to the State School Facility Program for matching new construction grants. Although the grant amount is intended to be 50% of the total project amount, because of the State formulas that are used, in reality, this typically amounts to only 30%-40% of the total project cost.

Financial Hardship Funding

The School Facility Program provides funding for schools under what is commonly referred to as a 50-50 program, where the State contributes 50% of the construction cost and the district contributes 50%. In reality, school districts find themselves contributing substantially more than the required local share of 50%. The Financial Hardship Program is a program where the State provides assistance for those districts that cannot provide all or part of their share of a school facility project. In order to receive such funding, districts are required to have made all reasonable efforts to impose all levels of local debt capacity and development fees prior to requesting financial assistance.

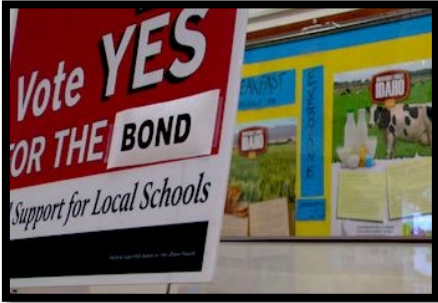
In theory, the State pays for up to 100% of the cost of constructing a new school. However, in practice, the amount is not equal to 100% of the actual construction costs of a school but is limited to a maximum of 100% of what the State has deemed to be appropriate. It is widely understood that the State's share is closer to 30%-40% of actual construction costs and not the 50% as touted. Building a new school under the Financial Hardship Program, if eligible, is extremely difficult and typically results in a school with a high percentage of relocatable classrooms and very few, if any,



permanent structures. Other Financial Hardship projects sometimes lack what are known as Minimum Essential Facilities due to the limited funds. While the program is helpful to those districts that do not have local funding, the long-term ramifications of surviving under Financial Hardship are problematic at best.

To the extent that funding is not available for necessary projects, the District may need to consider utilizing the Financial Hardship program to fund its facilities' needs.

General Obligation Bonds



General Obligation Bonds ("GO Bonds") are repaid from an ad valorem tax levy on property within the District's boundaries. The maximum amount of GO Bonds that can be outstanding at any one time is limited to 2.5% of a unified school district's assessed property value. This is referred to as a district's "bonding capacity." GO Bonds must be approved by voters within the District.

GO Bonds may be used for construction, rehabilitation, equipping of school facilities, or the acquisition or lease of real property for school facilities. A bond measure requires a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list. Finally, there is a requirement that an oversight committee review expenditures and the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure.

In addition to the bonding capacity restriction, the law requires that the tax rate levied as the result of any single election can be no more than \$60 per \$100,000 of assessed value, for a unified school district.

Election dates for a GO Bond election are limited to: (1) statewide primary or general elections; (2) regularly scheduled local elections; or (3) statewide special elections. Statewide election dates only occur in June and November in even-numbered years. Therefore, except in the case of a special statewide election (which can only be called by the Governor), districts may only hold bond elections on regularly scheduled local election dates and statewide elections held in June and November of even-numbered years.

The District recently passed two separate \$60 million GO Bond elections in 2014 and 2016. Measure A, the 2014 bond measure, funded Phase 2 of the modernization and expansion of Lincoln High School and Phase 1 of the construction of Twelve Bridges High School. Measure N, the 2016 bond measure, funded the modernization and expansion of Glen Edwards Middle School and the construction of Scott M. Leaman Elementary School. The District will need to ask the community for further support the issuance of General Obligation Bonds in order to fund the Tier 1 improvement projects identified in this Facilities Master Plan.



General Fund

Although General Fund money can be used for school facilities, due to other demands on this budget, such as salaries and benefits for employees, this is not a substantial revenue source for facilities projects. The District has funds allocated and budgeted in the Routine Restricted Maintenance program that specifically supports maintenance and operations salaries, benefits, supplies, facility operational costs, equipment replacement, repairs, and maintenance of all District facilities. The District also has some revenues from the former City of Lincoln redevelopment agency that are reserved for small scale capital facility projects.

Funding the District's Facilities Needs

The District will utilize all available funding sources in order to pay for the facilities needs identified in this report.

- A local GO Bond will be needed to fund Tier 1 improvements. November 2022 is the next opportunity for a GO Bond measure. Authorization for \$185 million is anticipated to fund Tier 1 projects in their entirety.
- The District will continue to use the State School Facility program to the extent there is funding available. The District currently has an estimated Modernization eligibility of approximately \$17 million for the modernization of Carlin C. Coppin Elementary, Creekside Oaks Elementary, First Street Elementary, Sheridan Elementary, Lincoln High, and Phoenix High. There is no current eligibility available for any other sites. New construction funding is estimated to be 30%-40% of the cost to construct new facilities. Given the current status of the State program, these funds will be available on a reimbursement basis, several years after projects are complete and can be used to fund Tier 2 projects.
- New school construction should be funded by the development driving the need for such facilities. The District has existing mitigation agreements that will fund such development's share of new elementary school construction costs. But additional mitigation agreements are still needed for many of the planned development in the Villages. Further, future GO Bonds will be needed to fund new middle and high schools as the mitigation agreements do not cover these costs.
 - As a school district, there are challenges in requiring developers to pay more than statutorily calculated developer fees. Thus, the District desires to work cooperatively with the City of Lincoln, as well as the developers themselves to ensure that future students can be adequately housed in facilities that serve their needs. Additionally, such facilities should be constructed in a timely manner so that new students do not cause existing facilities to become overcrowded.
 - The District has taken, and will continue to take, a proactive approach to working with developers to ensure all funding needs are met. However, if the District is not able to enter into mitigation agreements alternatives may need to be considered to reduce costs, such as larger school sizes, transportation of students to schools with lower enrollment, or constructing financial hardship schools which will not provide comprehensive educational facilities. These alternatives are not desirable given the District's educational standards but would be required if there is a lack of funding on the part of the development community in order to build the schools necessary to serve such development.



SUMMARY

Although the District has many capital facilities accomplishments, it is clear from the findings in this Facilities Master Plan that there is significant work still to be done. As described in this report, improvements have been identified at each school site and specific projects have been highlighted based on Board priority, input from the FNC, and an assessment from the District's facilities and maintenance staff. This Master Plan sets forth capital improvements needed for each existing school site and identifies the new schools that will be needed to serve the District's future student population.

Good planning practices for long range plans calls for them to be updated at regular intervals depending upon need and unique circumstances. The overall plan should be updated every five years and individual elements revised as laws and programs change. In this volatile economy, it may be necessary to update sooner than five years if significant changes happen in the plan for future housing development.

It is the District's intent to create this ongoing, working, and living Master Plan that will change and evolve as the District does. The work completed to date is a solid foundation for the District's long-range capital facilities program to ensure that Western Placer Unified School District continues to provide a desirable educational environment to support the success of District students.

