

GILROY UNIFIED SCHOOL DISTRICT FACILITIES MASTER PLAN

MARCH 2016

GILROY

Antonio del Buono Elementary
El Roble Elementary
Eliot Elementary
Glen View Elementary
Las Animas Elementary
Luigi Aprea Elementary
Rod Kelley Elementary
Rucker Elementary
Gilroy Prep
Ascencion Solarsano Middle
Brownell Middle
South Valley Middle
Christopher High
Gilroy High
Mt. Madonna High
Gilroy Early College Academy
District Office
M&O/ Facilities / Transportation

"EXCELLENCE: IT TAKES EVERYONE"



FACILITIES MASTER PLAN
Gilroy Unified School District

“Excellence: It Takes Everyone!”

MARCH 2016

LPA

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OVERVIEW & PROCESS

SECTION



A “master plan” is “a plan giving overall guidance”, as defined by Merriam-Webster. A Facilities Master Plan (FMP) is strategic in nature. It identifies a vision for the next 10 to 15 years. The last District-wide FMP was completed approximately 8-9 years ago and most of the projects the District has completed came forth from that plan.

Why is a Facilities Master Plan important?

- School facilities should support the District’s educational goals
- Population changes, community demographics, and State Classroom loading requirements affect facility needs
- Identifies facility needs and encourages parity throughout the District
- A plan allows for mindful use of funds in the short term, with long-range goals in mind

Why now?

- Continued residential development in the area will impact facility needs in the near future
- Educational approaches to teaching 21st century skills are rapidly changing how teachers and students interact

Within this FMP document, the site master plans (refer to Section 4.0) provide a graphic representation of this vision for each site. It is important to note that the individual school site master plan is not a design but rather a plan for the future improvement of the District’s facilities infrastructure in support of the educational program goals for student achievement of Gilroy Unified School District (GUSD).

This plan shows a general path of how to get to the goal, but it does not provide specific design solutions. It represents long range improvement recommendations and is a tool in establishing estimated budgets for the FMP. The costs developed as part of this document can be utilized as a tool by the District for planning purposes, to run program phasing scenarios, as funding becomes available.

As funding becomes available and projects move forward, design teams (architects and engineers) will plan individual aspects of the projects recommended in

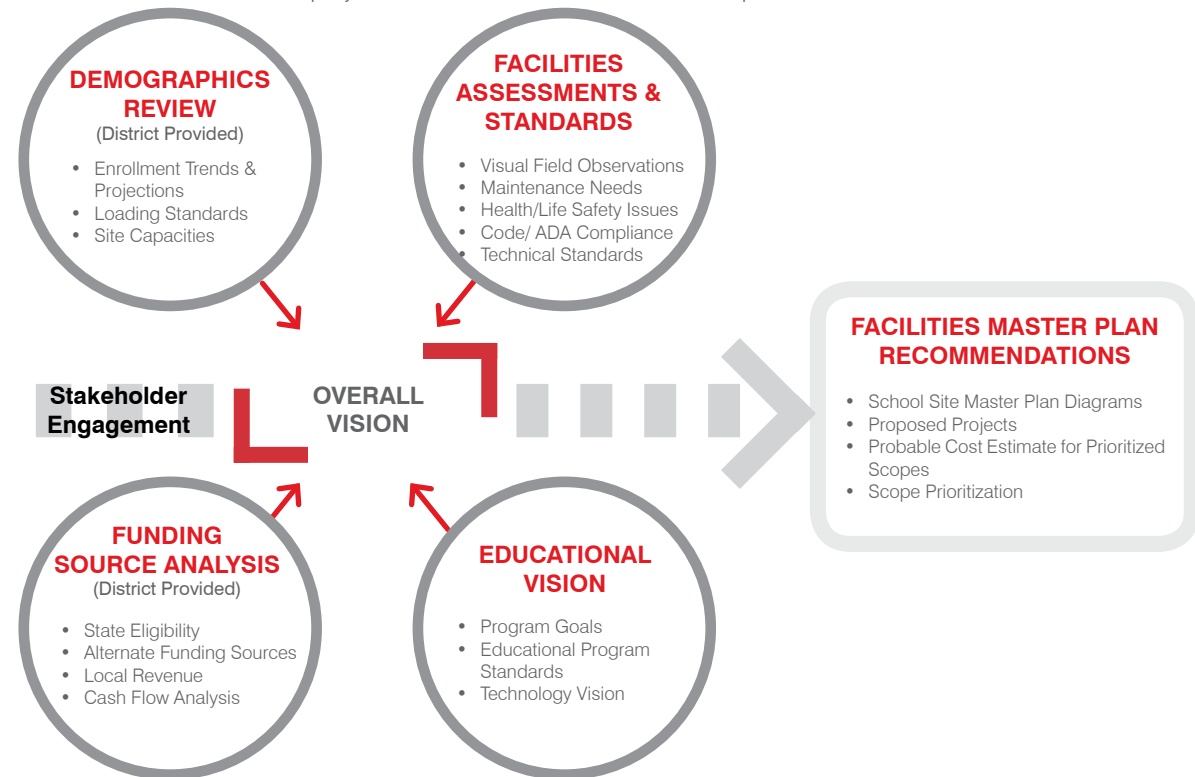
the FMP. At that time, a school site Design Committee should be assembled to meet with the design team and provide input on the design of the individual elements of the plan. The plans that result from the more detailed design phase process may vary from the concept shown in the FMP plan, but should be a reflection of the program elements identified through the FMP process.

The site master plans are not based on detailed site surveys, such as coordination of existing utility locations, soils reports and detailed code studies. That level of analysis will be completed during the design phase when projects are implemented. It is also likely that the projects listed in the FMP will be addressed incrementally, not as one large comprehensive project. Therefore, it is important when designing individual projects of the plan, they are planned in such a way that future projects can be realized and that each project can stand on its

own without negatively impacting operation of the school. As projects are developed over time, the FMP should be revisited and updated so that it reflects the changing needs of the District. This update process is recommended by the California Department of Education (CDE) to occur on a 3-5 year cycle.

Today, the economic conditions and changing demographics are affecting how schools are being planned, designed and managed. The purpose of the FMP is to define the long-range goals for facility planning that support the educational goals of the District which ultimately aids in decision making so that school facility improvements move toward a common, coordinated vision. The FMP is intended to be a guideline to allow sites to maintain flexibility as enrollment and programs change.

The following diagram illustrates the primary components of the FMP process that were finalized for GUSD.



Gilroy Unified School District (GUSD) is located in the southernmost region of Santa Clara County. The District consists of 15 schools, (8) K-6 Elementary Schools, (3) Middle Schools (grades 6-8), (2) Comprehensive High Schools, (1) Continuation High School, (1) Early College Academy, and (1) K-8 Charter School. The District also operates pre-schools at (3) sites and has (2) District support sites.

GUSD is one of the few Districts in the county that continues to grow. Over the last 19 years, the student population has grown from 8,448 in 1993 - 1994 to more than 11,000 K-12 students today.

The surrounding Gilroy community has experienced growth in housing and industry. Known for its garlic fields, the agricultural areas that surround Gilroy provide a diverse array of agribusiness opportunities for its occupants. The town has also become home to commuters to Silicon Valley and San Jose. Even with the current economic downturn, many of the agribusinesses and other operations are thriving. The housing industry crisis has not impacted the increase in students, which exceeded projected numbers this year by 360 students.

Source: www.gusd.k12.ca.us/about

At the outset of the facilities master planning process, District leadership defined the roles and responsibilities of the stakeholder participants. Stakeholders comprised of District leadership, Board members, Principals and District staff. A Facilities Master Plan Sub-Committee (FMPSC) was formed to develop the vision for the master plan.

The stakeholders provided input throughout the process, defining educational program goals and offering direction on facilities master planning goals. The main task during the initial stages of the process was to define the guiding principles that would best support the educational vision of the district for the next ten to fifteen years. Throughout the process, these principles became a lens through which all master planning decisions were filtered, to ensure alignment with District goals.

All input eventually led to the creation of a set of final recommendations that was brought before the School Board for approval.

DESCRIPTION OF STAKEHOLDERS

The **Facilities Master Plan Sub-Committee (FMPSC)** guided and coordinated the process and ensured that input from a range of stakeholders would be optimized. This group comprised of District leadership and school site representatives. Through regular meetings, the team was responsible for developing broad visioning concepts, reviewing outcomes from stakeholder meetings and providing input on the development of the site master plans, estimated budgets and prioritization of short-term projects.

School Site Engagement. School site principals were surveyed and interviewed to gather first hand knowledge the programmatic and facility upgrade needs for each school site.

Program Focused Interviews. Meetings were held with specific key District leaders to determine facilities needs within their areas of expertise. These included Facilities, Planning and Management, Transportation, Maintenance, Information Technology, Pre-School, Special Education, Child Nutrition Services, and Energy, Safety and Community. This examination was performed at both the District wide and individual school site levels to develop a holistic vision of the District's needs within all areas of operation.

Board of Education Goals and Objectives

Goal 1:

Increase the level of student achievement for all students throughout the district with a focus on closing the achievement gap

Goal 2:

Maintain fiscal accountability and require sound fiscal management practices

Goal 3:

Recruit and retain a highly qualified staff

Goal 4:

Provide a positive and safe school climate

Goal 5:

Provide equitable learning and working environments

Goal 6:

Practice effective leadership

Goal 7:

Consistently communicate with employees and community



FACILITIES MASTER PLAN ACTIVITIES

In May 2015, the process kicked off with a ‘plan the plan’ meeting to determine the engagement process and establish goals for the process.

The facilities master planning process comprised of a number of activities: Visioning, Stakeholder Engagement, Conceptual Site Master Plans, Estimated Budgets, and Project Prioritization. The following describes the activities that were conducted.

FACILITIES CONDITIONS

Interview, Site Observations & Assessments

Site visits were conducted at all school site campuses, the two support sites including the District Office and Facilities, Maintenance and Transportation sites. Each site visit began with an interview with the school site principal regarding the perceived needs at their school site prior to walking the campus.

Following each interview, the LPA planning team walked and assessed each site, produced condition assessment narratives, and documented the campus through photography. The condition assessment task included visual observations of each school to determine the condition of the grounds and buildings. Input from school Principals and Maintenance, Facilities and Planning Department staff focused on needed upgrades to site work, plumbing, roofs, heating and air conditioning units, playgrounds and interior finishes. This analysis was used as the basis for each site's master plan.

EDUCATIONAL VISION

Meetings & Site Walks

The Planning Team along with the Facilities Master Plan Sub-Committee developed the FMP Guiding Principles to align the overall program goals to the District's education goals and objectives. These principles are documented in Section 2.1.

Through the site principal interviews the Planning Team gathered the vision for each school site as well as input

that would ultimately help develop the educational program standards.

The Planning Team conducted several activities in an all day meeting with the Facilities Master Plan-Sub-Committee and Elementary and Secondary education curriculum directors to develop the educational vision for the District.

In addition, focus group interviews were conducted with District leaders covering the over-arching areas of Facilities, Planning and Management, Transportation, Maintenance, Information Technology, Pre-School, Special Education, Child Nutrition Services, and Energy, Safety and Community. Through this process the Educational Program vision was developed as documented in Section 2.3 of this FMP document.

SCHOOL SITE MASTER PLANS DEVELOPMENT

The focus of this phase was to arrive at potential solutions and improvement strategies for each school facility in the District based on the assessment of needs conducted earlier in the process. Recommended master plan solutions for each school site were developed by overlaying the educational program goals and facilities needs assessment findings onto each campus.

Development of site master plans took place from October 2015 through mid-December 2015 with active involvement from the Facilities Master Plan Sub-Committee. The Principals and parent members of the SPAC group were updated in mid-December of the results of the process.

FINAL PLAN REPORT AND RECOMMENDATIONS

Utilizing all the information gathered from the stakeholders and site observations, proposed projects and prioritization of projects were determined.

The draft Facilities Master Plan document was submitted to the Board of Education for review and input at the beginning of February 2016. Adoption of the final FMP document is in March 2016.



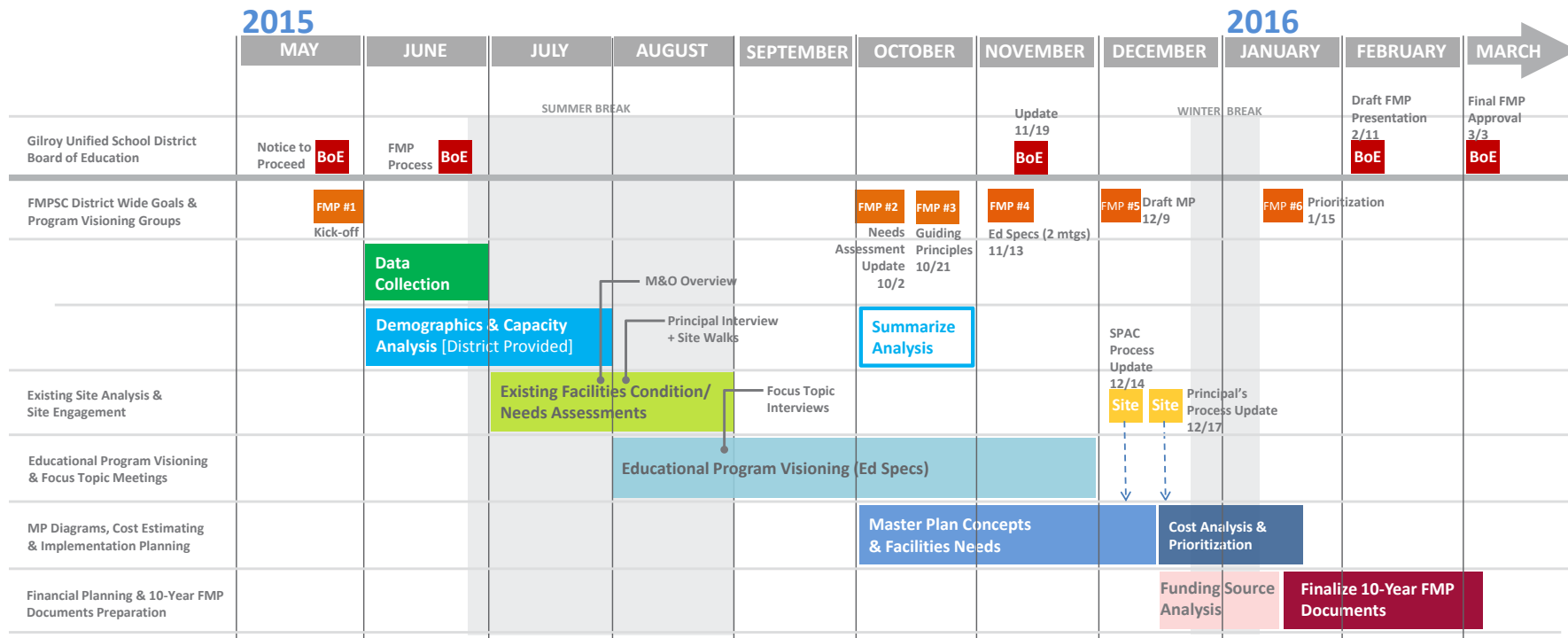
PROCESS SCHEDULE

This timeline depicts the key Facilities Master Plan process activities as described above.

GILROY UNIFIED SCHOOL DISTRICT

Needs Assessment & 10-Year Master Plan – Proposed Program Schedule

May 2015 – March 2016 Timeline



KEY

- FMP** Facilities Master Plan Sub-Committee
- BoE** Board of Education
- Site** School Site Representatives

Board of Education

FMP Process
Program Goals & Visioning
Draft FMP
Final FMP Approval

4 TOTAL Meetings

Facilities Master Plan Committee

(Meets Every Month During the FMP Planning Process)

6 TOTAL Meetings

Site Update Meetings

Meeting 1 – SPAC
Meeting 2 - Principals

2 TOTAL Meetings

School Site

8 Elementary Schools
3 Middle Schools
2 High Schools
2 Specialized Sites

15 SITES Total

PROPOSED MEETINGS

Updated 1/26/2016

1.3

OVERVIEW AND PROCESS FMP ACTIVITIES & PROCESS

Gilroy Unified School District
Facilities Master Plan

4

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BOARD OF EDUCATION

Fred M. Tovar	GUSD Board President
Patricia Midtgaard	GUSD Board Vice President
Heather Bass	GUSD Board
Mark Good	GUSD Board
James E. Pace	GUSD Board
Linda Piceno	GUSD Board
Jaime Rosso	GUSD Board

FMP SUB-COMMITTEE

Dr. Deborah A. Flores	Superintendent
Alvaro Meza	Assistant Superintendent, Business Services /Chief Business Official
James D. Bombaci	Director of Facilities Planning & Management
Dan McAuliffe	Maintenance/Operations Manager
Cheryl Galloway	Director of Safety, Energy, Community
Maribel Guizar	Director of Information Technology
Kim M. Filice	Director of Human Resources
Jaime Rosso	GUSD Board
James Pace	GUSD Board
Patricia Midtgaard	GUSD Board
Maria Walker	Principal, ASMS
Scott Otteson	Principal, El Roble ES
Kathleen Biermann	Director -Elementary Education
Deb Padilla	Director -Secondary Education

DISTRICT STAFF

Barbara Brown	Director of Student Services / Health Services
Geri Sadler	Child Nutrition Services Supervisor
Janet Burke	Maintenance Manager
Jenny Derry	Construction Project Manager
Kathleen Taylor	Director of Early Childhood Education
Lucy Huerta	Administrative Assistant Business Services
Mike Rice	Construction Project Manager
Trish Tice	Director of Transportation

FACILITIES MASTER PLAN TEAM

LPA, Inc.	
Don Pender	Principal
Katia McClain	Managing Director
Jomay Liao	Educational Facility Planner
Cumming LLC,	Cost Estimator





PLANNING CONSIDERATIONS

SECTION

2

Seven Facilities Master Plan Guiding Principles were created to help align the development of the Facilities Master Planning strategies with the over-arching goals and objectives of the Gilroy Unified School District (GUSD). The visioning process allowed the Facilities Master Plan Sub-Committee to engage in a conversation about the challenges and long-term goals of the District, and how GUSD might best support student and teacher needs moving forward. The result was the identification of fundamental values alongside a vision of possibilities for future school designs and improvements.



Gilroy Unified School District will be a leader in providing state of the art learning environments based on principles that have been demonstrated to improve student outcomes.



Gilroy Unified School District will provide safe and secure environments for learning while maintaining welcoming, student centered environments.



Gilroy Unified School District will address technological change in ways that can be proven to improve the learning environment, improving student engagement and performance, while allowing for change over time.



Gilroy Unified School District will communicate its positive educational brand image through the appearance and function of its facilities.



Gilroy Unified School District will adopt policies and processes that support the District's long term vision and goals.



Gilroy Unified School District will attempt to provide minimum basic facility program standards across the District in order to provide equal access to educational programs for all students.



Gilroy Unified School District will plan maintainable facilities and provide training and adequate staffing to support its facilities maintenance needs.

"Be futuristic in our thinking and creative in how we design our schools."

-FMP Sub-Committee

I. INTRODUCTION

Spectrum Management Solutions was contracted to provide a 2014/15 classroom inventory and capacity analysis for each school site based on existing and projected District loading standards and enrollments. The following outlines methodology and related findings.

II. CLASS INVENTORY AND SCHOOL SITE CAPACITIES

An updated inventory of each District school site was conducted based on existing school facilities and program utilization. The inventory update was based on information provided by District staff for the 2014/15 school year. Updated classroom inventories are set forth in Appendix B.

III. SCHOOL SITE CAPACITIES

School site capacities for K-12 schools were analyzed using existing program utilization of classrooms. In addition, K-5 school site capacities were analyzed using projected program utilization of classrooms, which includes lower class sizes in grades K-3. Table A, School Classroom Inventory; Existing and Projected Capacity Analysis is set forth in Appendix A.

A. EXISTING CAPACITIES

The 2014/15 school site capacity for each school was determined using District 2014/15 program loading for each classroom. The 2014/15 District loading standards are as follows:

- TK/K – 24 students per classroom
- 1st Grade – 26 students per classroom
- 2-3 Grade – 30 students per classroom
- 4-5 Grade – 32 students per classroom
- 6-8 Grade – 34 students per classroom
- 9-12 Grade – 36 students per classroom
- Non-Severe SDC – 13 students per classroom
- Severe SDC – 9 students per classroom

Table 1

Summary of Existing School Site Capacities, Enrollments and Utilization

School Site	District Existing Program Capacity	2014/15 CBEDS	(Under)/Over 2014/15 Capacity	2014/15 Utilization of School Site
ELEMENTARY SCHOOLS				
Antonio Del Buono ES	698	620	(78)	89%
El Roble ES	691	644	(47)	93%
Eliot ES	538	534	(4)	99%
Gilroy Prep ES (District Owned)	420	362	(58)	86%
Glen View ES	703	585	(118)	83%
Las Animas ES	935	681	(254)	73%
Luigi Aprea ES	851	729	(122)	86%
Rod Kelley ES	776	771	(5)	99%
Rucker ES	546	525	(21)	96%
TOTAL K-5	6,158	5,451	(707)	89%
MIDDLE SCHOOLS				
Brownell MS	1,360	899	(461)	66%
Solorzano MS	1,331	853	(478)	64%
South Valley MS	1,212	865	(347)	71%
TOTAL 6-8	3,903	2,617	(1,286)	67%
HIGH SCHOOLS				
Christopher HS	2,037	1,874	(163)	92%
Gilroy Early College Academy	432	242	(190)	56%
Gilroy HS	2,607	1,429	(1,178)	55%
Mt. Madonna HS	200	174	(26)	87%
TOTAL 9-12	5,276	3,719	(1,557)	78%

Due to educational programs and student enrollments changing from year to year, an ideal utilization of elementary schools is 90% and secondary schools is 85%.

Note: The current District program loading for each classroom is higher than loading standards used to determine developer fees and eligibility for new construction funding with the Office of Public School Construction.

The District existing capacity for each school site was then overlaid with the District 2014/15 CBEDs to determine the percent of classroom utilization occurring on each school site. Table 1 shows a summary of District existing school site capacities, enrollments and utilization.

B. PROJECTED CAPACITIES

The District has plans to lower transitional kindergarten and kindergarten class sizes from 24 to 20 students and grades 1-3 to 24 students over the next 5-7 years. In addition, elementary classrooms with alternative use were identified for reclamation. Therefore, projected elementary school capacities were reviewed based on lower classroom sizes, reclaimed classrooms and projected enrollments. The following Table 2 summarizes projected elementary school site capacities, which include reclamation of classrooms being used for other purposes and projected utilization based on projected enrollments determined by District for 2014/15, and 2018/19 and 2023/24 projected enrollments determined by Enrollment Projection Consultants in 2013/14.

Table 2
Summary of Projected Elementary School Site Capacities, Enrollments and Utilization

School Site	District 2015/16 Program Capacity	2015/16 Projected Enrollmnts	2015/16 Utilization	District Projected Program Capacity	2018/19 Projected Enrollmnts	2018/19 Utilization	District Projected Program Capacity	2023/24 Projected Enrollmnts	2023/24 Utilization
ELEMENTARY SCHOOLS									
Antonio Del Buono ES	790	589	75%	742	650	88%	718	676	94%
El Roble ES	735	622	85%	697	623	89%	673	620	92%
Eliot ES	657	551	84%	621	498	80%	601	527	88%
Gilroy Prep ES (D.O.)	480	480	100%	540	540	100%	540	540	100%
Glen View ES	695	603	87%	647	576	89%	631	566	90%
Las Animas ES	975	644	66%	913	1,006	110%	893	1,290	144%
Luigi Aprea ES	840	667	79%	775	729	94%	759	696	92%
Rod Kelley ES	817	776	95%	762	732	96%	742	743	100%
Rucker ES	615	536	87%	579	487	84%	563	465	83%
TOTAL K-5	6,604	5,468	83%	6,276	5,841	93%	6,120	6,123	100%

Enrollment Projection Source: 2014/15 Enrollments Projections were determined by District staff. Enrollment Projections for 2018/19 and 2023/24 were prepared by Enrollment Projection Consultants in 2013/14.

C. GLEN VIEW ELEMENTARY

District staff requested our office summarize existing and projected capacity for Glen View Elementary.

In 2014/15 Glen View ES reclaimed two classrooms that were being used for alternative purposes, which increased overall school site capacity from 675 to 703 students.

Building E, the original computer lab, is currently vacant and was inventoried under 4-5 grade levels for potential capacity determination.

A 5-year cohort enrollment projection was completed based on 2014/15 enrollment trends and matriculation of students. The cohort enrollment projections indicated school enrollments may increase next year with a potential decline in the following 4 years. However, students are projected from new residential development, which may offset a portion of potential decline projected. (See cohort enrollment projections worksheet in Appendix C).

Note: An initial analysis of Enrollment Projections Consultants 2014/15 report indicates a projected 15 new K-5 students from new residential over the next couple of years. This will need to be reviewed further. No updated projected enrollment data for school site was available past 2015/16 school year.

The school site is currently at 83% utilization and is projected to increase to 90% utilization as enrollments increase and class sizes decrease in K-3.

D. LAS ANIMAS ELEMENTARY

District staff requested our office to summarize existing and projected capacity for Las Animas Elementary.

Las Animas ES currently has two classrooms that are being used for alternative purposes, which if utilized would increase the existing capacity of 935 students by approximately 50 students.

A 5-year cohort enrollment projection was completed based on 2014/15 enrollment trends and matriculation of students. The cohort enrollment projections indicated that student enrollments may decline by over 150 students over the next 5 years (to 495 students). However, approximately 87 students are projected from new residential development over the next couple of years and an estimated 378 from 1500 proposed units at Glen Loma over the next 10 years (data is from Enrollment Projections Consultants 2014/15 report), which may offset the potential decline projected. (See cohort enrollment projections worksheet in Appendix C). The data will need to be reviewed in more detail to determine timeline and potential students for this school site.

The site is currently at 73% utilization and is projected to increase to 144% over the next 9-10 years as enrollments increase due to new construction and class sizes decrease in K-3.

Note: Projected enrollments for 2023/25 were completed by Enrollment Projections Consultants in 2013/14 and may fluctuate due to changes in enrollment trends and home construction timelines. No updated projected enrollment data for school site was available past 2015/16 school year.

E. ROD KELLEY ELEMENTARY

District staff requested our office to summarize existing and projected capacity for Rod Kelly Elementary.

Rod Kelly ES currently has two classrooms that are being used for alternative purposes, which if utilized would increase the existing capacity of 776 students by approximately 50 students.

A 5-year cohort enrollment projection was completed based on 2014/15 enrollment trends and matriculation of students. The cohort enrollment projections indicated that student enrollments are projected to remain constant over the next five years. There are students projected from new residential development for Rod Kelley ES, however, no school site specific data was available in Enrollment Projections Consultants report. (See cohort enrollment projections worksheet in Appendix C). Additional analysis is needed as new classroom facilities may need to be added to school site.

The site is currently at 99% utilization. If classrooms currently being utilized for alternative purposes were utilized as classrooms, the school utilization would be approximately 95%. However, as K-3 class sizes decrease, the utilization is expected to increase to 100%.

Note: The school site currently has 3 computer lab classrooms that are not loaded for capacity determination. Typically an elementary school has 1-2 computer lab classrooms depending on size of school.

III. SUMMARY OF FINDINGS**A. EXISTING CAPACITY**

Using the ideal school utilization of 90% for elementary schools and 85% for middle schools and high schools, the following schools are currently at capacity or over capacity.

- Eliot ES - 99%
- El Roble - 99%
- Rod Kelley ES - 99%
- Rucker ES - 96%

1Note: In 2014/15 Eliot ES started using 4 classrooms for alternative uses and 1 for RSP, which reduced program capacity by approximately 158 students. If these classrooms were returned to regular classrooms, the utilization would be reduced to less than 90% utilization.

The remaining elementary schools and all middle schools and high schools are currently under existing capacity as shown in Table 1 above.

B. PROJECTED CAPACITY

The District may reclaim elementary classrooms that are being utilized for other purposes during the 2014/15 school year. If the District reclaimed these classrooms, Eliot ES, El Roble ES and Rucker ES capacities would drop below the 90% utilization mark and the schools would have available capacity for incoming students for the next 5+ years. However, at buildout of projected development, El Roble ES will be above 90% utilization based on projected lower K-3 classroom loading standards.

Rod Kelley ES is projected to remain at or above 90% loading capacity. Las Animas ES enrollments are projected to increase substantially due to new residential development, with a projected 1,290 students upon buildout of new residential development (enrollment projections from Enrollment Projections Consultants 2013/14 report). This will increase Las Animas ES school site utilization to 144% of projected capacity (includes lower class sizes in K-3). However, as stated above, Las Animas ES existing students are in decline based on matriculation and current enrollment trends and projected enrollments may only offset decline, further analysis is needed.

Using the 90% utilization formula for projected elementary capacity (5,022 students), and the projected 2023/24 elementary enrollments of 5,583 students, a total of 561 elementary students are projected to be unhoused. (Note: these numbers do not include Gilroy Prep ES.)

Therefore, the District may need to review and consider options for expanding existing elementary school sites, or constructing a new elementary school site as students from new residential development increase the demand for additional elementary school facilities.

Eliot ES, Rucker ES and all middle schools and high schools are projected to remain under capacity based on projected enrollments (if all classrooms at elementary sites are utilized as regular classrooms). See Table A in Appendix A for further detail.

Table A
SCHOOL CLASSROOM INVENTORY; EXISTING AND PROJECTED CAPACITY ANALYSIS

K-12 Classroom Utilization (Grade Level) ¹	Existing Classrooms			2014/15 District Loading	District Program Capacity	2014/15 CBEDS	2014/15 Utilization of School	2015/16 District Loading	2015/16 District Program Capacity	2015/16 Projected Enrollments	2015/16 Projected Utilization of School	2018/19 Projected District Loading	2018/19 Projected District Program Capacity	2018/19 Projected Enrollments	2018/19 Utilization of School	Projected District Loading	Projected District Program Capacity	2023/24 Projected Enrollments	2023/24 Utilization of School
	Permanent	Owned Portable	Number of Classrms																
Antonio Del Buono Elementary - 9.29 acres ²																			
TK/K	6		6	24	144	139	(5)	24	144	144	0	24	144			20	120		
1	4		4	26	104	104	0	26	104	73	(31)	24	96			24	96		
2-3	1	7	8	30	240	178	(62)	29	232	193	(39)	24	192			24	192		
4-5	3	3	6	32	192	199	7	32	192	179	(13)	32	192			32	192		
NS SDC			0	13	0		0	13	0			13	0			13	0		
S SDC	2		2	9	18	Inc. above	(18)	9	18	TBD	(18)	9	18			9	18		
Lab		1	1	0	0			0	0			0	0			0	0		
RSP			0	0	0			0	0			0	0			0	0		
Alternative Use																			
ASP	1		1	0	0			25	25			25	25			25	25		
Lunch Rm	1		1	0	0			25	25			25	25			25	25		
Violin		1	1	0	0			25	25			25	25			25	25		
PEI		1	1	0	0			0	0			0	0			0	0		
Arts Alive		1	1	0	0			25	25			25	25			25	25		
TOTAL K-5	18	14	32		698	620	89%		790	589	75%		742	650	88%		718	676	94%
El Roble Elementary - 6.6 acres ³																			
TK/K	4	2	6	24	144	145	1	24	144	144	0	24	144			20	120		
1	3	1	4	26	104	95	(9)	26	104	91	(13)	24	96			24	96		
2-3	6		6	30	180	216	36	29	174	181	7	24	144			24	144		
4-5	5	2	7	32	224	188	(36)	32	224	206	(18)	32	224			32	224		
NS SDC		3	3	13	39	Inc. above	(26)	13	39	TBD	(26)	13	39			13	39		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab	1		1	0	0			0	0			0	0			0	0		
RSP		1	1	0	0			0	0			0	0			0	0		
Alternative Use																			
Intervention	1		1	0	0			25	25			25	25			25	25		
Power School		1	1	0	0			25	25			25	25			25	25		
TOTAL K-5	20	10	30		691	644	93%		735	622	85%		697	623	89%		673	620	92%
Eliot Elementary - 3.75 acres ⁴																			
TK/K	5		5	24	120	130	10	24	120	144	24	24	120			20	100		
1	3		3	26	78	80	2	26	78	80	2	24	72			24	72		
2-3	6		6	30	180	180	0	29	174	163	(11)	24	144			24	144		
4-5	5		5	32	160	144	(16)	32	160	164	4	32	160			32	160		
NS SDC			0	13	0			13	0			13	0			13	0		
S SDC			0	9	0			9	0			9	0			9	0		
Lab	2		2	0	0			0	0			0	0			0	0		
RSP	1		1	0	0			0	0			0	0			0	0		
Alternative Use																			
Reading Interv.	1		1	0	0			25	25			25	25			25	25		
Speech	1		1	0	0			25	25			25	25			25	25		
Preschool	2		2	0	0			25	50			25	50			25	50		
Power School	1		1	0	0			25	25			25	25			25	25		
TOTAL K-5	27	0	27		538	534	99%		657	551	84%		621	498	80%		601	527	88%
Gilroy Prep (located on South Valley MS site) ⁴																			
K		2	2	30	60			30	60			30	60			30	60		
1		1	1	30	30			30	30			30	30			30	30		
2-3		3	3	30	90			30	90			30	90			30	90		
4-5		4	4	30	120			30	120			30	120			30	120		
6-8			0	30	0			30	60			30	120			30	120		
NS SDC			0	13	0			13	0			13	0			13	0		
S SDC			0	9	0			9	0			9	0			9	0		
Lab		4	4	30	120			30	120			30	120			30	120		
RSP			0	0	0			0	0			0	0			0	0		
Alternative Use																			
Intervention		1	1	0	0			0	0			0	0			0	0		
TOTAL K-5	0	15	15		420	362	86%		480	480	100%		540	540	100%		540	540	100%

Table A
SCHOOL CLASSROOM INVENTORY; EXISTING AND PROJECTED CAPACITY ANALYSIS

K-12 Classroom Utilization (Grade Level) ¹	Existing Classrooms			2014/15 District Loading	District Program Capacity	2014/15 CBEDS	2014/15 Utilization of School	2015/16 District Loading	2015/16 District Program Capacity	2015/16 Projected Enrollments	2015/16 Projected Utilization of School	2018/19 Projected District Loading	2018/19 Projected District Program Capacity	2018/19 Projected Enrollments	2018/19 Utilization of School	Projected District Loading	Projected District Program Capacity	2023/24 Projected Enrollments	2023/24 Utilization of School
	Permanent	Owned Portable	Number of Classrms																
Glen View Elementary - 8.9 acres ⁵																			
K	4		4	24	96	94	(2)	24	96	96	0	24	96			20	80		
1	4		4	26	104	95	(9)	26	104	104	0	24	96			24	96		
2-3	8		8	30	240	210	(30)	29	232	197	(35)	24	192			24	192		
4-5	4	3	7	32	224	186	(38)	32	224	206	(18)	32	224			32	224		
NS SDC		3	3	13	39	Inc. above	(39)	13	39	TBD	(39)	13	39			13	39		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab		2	2	0	0			0	0	0	0	0	0			0	0		
RSP		1	1	0	0			0	0	0	0	0	0			0	0		
Alternative Use																			
TOTAL K-5	20	9	29		703	585	83%		695	603	87%		647	576	89%		631	566	90%
Las Animas Elementary - 8.1 acres ⁶																			
K	4	1	5	24	120	85	(35)	24	120	72	(48)	24	120			20	100		
1	6		6	26	156	108	(48)	26	156	84	(72)	24	144			24	144		
2-3	10		10	30	300	254	(46)	29	290	242	(48)	24	240			24	240		
4-5	10		10	32	320	234	(86)	32	320	246	(74)	32	320			32	320		
NS SDC	2	1	3	13	39	Inc. above	(26)	13	39	TBD	(26)	13	39			13	39		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab	1		1	0	0			0	0	0	0	0	0			0	0		
RSP		1	1	0	0			0	0	0	0	0	0			0	0		
Alternative Use																			
Speech	1		1	0	0			0	0			0	0			0	0		
Power School		1	1	0	0			25	25			25	25			25	25		
Motor Room		1	1	0	0			25	25			25	25			25	25		
TOTAL K-5	34	5	39		935	681	73%		975	644	66%		913	1006	110%		893	1290	144%
Luigi Aprea Elementary - 10.5 acres ⁷																			
K	2	2	4	24	96	101	5	24	96	96	0	24	96			20	80		
1	3	2	5	26	130	127	(3)	26	130	95	(35)	24	120			24	120		
2-3	7	4	11	30	330	254	(76)	29	319	247	(72)	24	264			24	264		
4-5	8		8	32	256	247	(9)	32	256	229	(27)	32	256			32	256		
NS SDC	2	1	3	13	39	Inc. above	(39)	13	39	TBD	(39)	13	39			13	39		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab	2		2	0	0			0	0	0	0	0	0			0	0		
RSP			0	0	0			0	0	0	0	0	0			0	0		
Alternative Use																			
YMCA		1	1	0	0			0	0			0	0			0	0		
Office		1	1	0	0			0	0			0	0			0	0		
TOTAL K-5	24	11	35		851	729	86%		840	667	79%		775	729	94%		759	696	92%
Rod Kelley Elementary - 6.4 acres																			
K	5		5	24	120	132	12	24	120	120	0	24	120			20	100		
1	5		5	26	130	141	11	26	130	131	1	24	120			24	120		
2-3	5	4	9	30	270	263	(7)	29	261	270	9	24	216			24	216		
4-5	4	4	8	32	256	235	(21)	32	256	255	(1)	32	256			32	256		
NS SDC			0	13	0			13	0			13	0			13	0		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab		3	3	0	0			0	0	0	0	0	0			0	0		
RSP		1	1	0	0			0	0	0	0	0	0			0	0		
Alternative Use																			
Preschool		1	1	0	0			0	0			0	0			0	0		
Staff Dev.		1	1	0	0			25	25			25	25			25	25		
Power School		1	1	0	0			25	25			25	25			25	25		
TOTAL K-5	19	15	34		776	771	99%		817	776	95%		762	732	96%		742	743	100%

Table A
SCHOOL CLASSROOM INVENTORY; EXISTING AND PROJECTED CAPACITY ANALYSIS

K-12 Classroom Utilization (Grade Level) ¹	Existing Classrooms			2014/15 District Loading	District Program Capacity	2014/15 CBEDS	2014/15 Utilization of School	2015/16 District Loading	2015/16 District Program Capacity	2015/16 Projected Enrollments	2015/16 Projected Utilization of School	2018/19 Projected District Loading	2018/2019 Projected District Program Capacity	2018/19 Projected Enrollments	2018/19 Utilization of School	Projected District Loading	Projected District Program Capacity	2023/24 Projected Enrollments	2023/24 Utilization of School
	Permanent	Owned Portable	Number of Classrms																
Rucker Elementary - 6.21 acres + Addition																			
K	2	2	4	24	96	92	(4)	24	96	96	0	24	96			20	80		
1	1	2	3	26	78	82	4	26	78	92	14	24	72			24	72		
2-3	3	3	6	30	180	184	4	29	174	163	(11)	24	144			24	144		
4-5	6		6	32	192	167	(25)	32	192	185	(7)	32	192			32	192		
NS SDC			0	13	0			13	0			13	0			13	0		
S SDC			0	9	0			9	0			9	0			9	0		
Lab	2		2	0	0			0	0			0	0			0	0		
RSP		2	2	0	0			0	0			0	0			0	0		
Alternative Use																			
PS/ASP		3	3	0	0			25	75			25	75			25	75		
Speech/Psy		1	1	0	0			0	0			0	0			0	0		
TOTAL K-5	14	13	27		546	525	96%		615	536	87%		579	487	84%		563	465	83%
Brownell Middle - 12.8 acres ⁸																			
6		10	10	34	340														
7-8	23	4	27	34	918														
NS SDC			0	13	0														
S SDC			0	9	0														
Lab	1	2	3	34	102														
RSP			0	0	0														
Alternative Use																			
Opportunity	2		2	0	0														
TOTAL 6-8	26	16	42		1360	899	66%			897	66%			920	68%			841	62%
Solorzano Middle - 19.8 acres ⁹																			
6	12		12	34	408														
7-8	17	6	23	34	782														
NS SDC		3	3	13	39														
S SDC			0	9	0														
Lab	3		3	34	102														
RSP	1		1	0	0														
Alternative Use																			
ASB		1	1	0	0														
Career Ctr	2		2	0	0														
TOTAL 6-8	35	10	45		1331	853	64%			826	62%			976	73%			1056	79%
South Valley Middle - 26.05 acres																			
6	10		10	34	340														
7-8	18		18	34	612														
NS SDC	1		1	13	13														
S SDC	1		1	9	9														
Lab	6		6	34	204														
RSP	2		2	0	0														
Alternative Use																			
Power School	1		1	34	34														
ASB	1		1	0	0														
Adult Ed	2		2	0	0														
Storage	1		1	0	0														
TOTAL 6-8	43	0	43		1212	865	71%			866	71%			788	65%			748	62%
Christopher High - 38.7 acres																			
9-12	55		55	36	1980														
NS SDC	3		3	13	39														
S SDC	2		2	9	18														
Lab	14		14	0	0														
RSP	2		2	0	0														
Alternative Use																			
CMAV TV	3		3	0	0														
TOTAL 9-12	79	0	79		2037	1874	92%			1861	91%			1692	83%			1565	77%

Table A
SCHOOL CLASSROOM INVENTORY; EXISTING AND PROJECTED CAPACITY ANALYSIS

K-12 Classroom Utilization (Grade Level) ¹	Existing Classrooms			2014/15 District Loading	District Program Capacity	2014/15 CBEDS	2014/15 Utilization of School	2015/16 District Loading	2015/16 District Program Capacity	2015/16 Projected Enrollments	2015/16 Projected Utilization of School	2018/19 Projected District Loading	2018/2019 Projected District Program Capacity	2018/19 Projected Enrollments	2018/19 Utilization of School	Projected District Loading	Projected District Program Capacity	2023/24 Projected Enrollments	2023/24 Utilization of School
	Permanent	Owned Portable	Number of Classrms																
Dr. T.J. Owens Gilroy Early College Academy - located at Gavilan College (in District owned portables)																			
9-12		12	12	36	432														
NS SDC			0	13	0														
S SDC			0	9	0														
Lab			0	0	0														
TOTAL 9-12	0	12	12		432	242	56%			273	63%			TBD	TBD			TBD	TBD
Gilroy High - 52.89 acres ¹⁰																			
9-12	58	10	68	36	2448														
NS SDC	6		6	13	78														
S SDC	1		1	9	9														
Lab	5	1	6	0	0														
RSP			0	0	0														
Alternative Use																			
Office	1	2	3	0	0														
Testing	2		2	36	72														
Career Ctr	3		3	0	0														
AVID	1		1	0	0														
TOTAL 9-12	77	13	90		2607	1429	55%			1478	57%			1766	68%			2027	78%
Mt. Madonna High - 3.97 acres																			
9-12	7		7	25	175														
NS SDC			0	13	0														
S SDC			0	9	0														
Lab		1	1	25	25														
RSP		1	1	0	0														
TOTAL 9-12	7	2	9		200	174	87%			184	92%			170	85%			170	85%
Districtwide K-12																			
Total K-5 ¹¹					6158	5451	89%		6604	5468	83%		6276	5841	93%		6120	6123	100%
Total 6-8					3903	2617	67%			2589	66%			2684	69%			2645	68%
Total 9-12					5276	3719	78%			3796	80%			3628	79%			3762	80%
Total K-12					15337	11787				11853				12153				12530	

¹Alternative Use - Refers to classrooms currently being used for purposes other than full-time teaching station, for example: Office, After School Program, Preschool, Daycare etc. K-5 classrooms that may become available for future classroom use loaded at average loading standard for K-5 in projected capacity. 7-12 classrooms that have potential additional use for classrooms were loaded for capacity purposes in overall 2014/15 capacity.

²Antonio Del Buono ES; 2 vacant classrooms included in classroom inventory under 2-3.

³El Roble ES; Computer Lab in Administration building included.

⁴Gilroy Prep has a rotating program and an average class size of 30 students across all grade levels, therefore labs were included in capacity. In addition, there are plans to add additional classrooms as is indicated in highlighted areas.

⁵Glen View ES; Building E (original computer lab) is vacant included as classroom under 4-5.

⁶Las Animas ES; 7 vacant classrooms included in classroom inventory under K-5.

⁷Luigi Aprea ES; 2 vacant classrooms were included in classroom inventory under K-5.

⁸Brownell MS; PE classroom included in 7-8 count.

⁹Acensio Solarsano MS; 2 PE classrooms included in 7-8 count. 2 vacant classrooms are included in 7-8 count.

¹⁰Gilroy HS; 2 vacant classroom and Advance Path classrooms included in classroom inventory under 9-12. Gilroy HS includes 88 Advanced Path students in 2015/16 projected enrollments.

¹¹Elementary totals include Gilroy Prep Charter School.



EDUCATIONAL VISION
PROGRAM VISION & STANDARDS

Gilroy Unified School District's (GUSD) educational program vision stems from a philosophy that blends pedagogy, technology and space to create interactive and flexible learning environments. Furniture that will support quick transitions between lecture, team project and discussion teaching modes for more active engagement.

21st CENTURY LEARNING SPACES

Flexible and adaptable learning environments encourage teaching and learning that is responsive to the needs of the student and the instructor. These agile classrooms should be technology-rich and have flexibility in their configurations to allow for a variety of instructional methods and programs that promote the idea that learning happens everywhere.

Classrooms need to be 'Smart Classrooms' in which there are multiple writing surfaces, access to technology and students as content creators, not just consumers of information. Technology shall be integrated and easily accessible. It is acknowledged that technology is constantly changing. However there needs to be a robust infrastructure in place to be able to adapt and support future needs including increased wireless density, media content and tools. Reference the District's technology plan.

This philosophy supports greater personalized learning and collaborative, project-based instruction to align educational needs and have relevant programs that prepare students for the future.

Space in a typical 960 SF classroom must be used effectively. There will be some degree of built-in casework, however there shall be an emphasis to provide more

storage that is mobile, as well as lockable. There should be less individual desks and more tables for group work. Furniture should be durable but lightweight and agile, using stackable, move-able and/or collapsible tables/ chairs to promote collaboration and cooperation. Classrooms should foster and promote the teacher to move around. There should be a balance of soft and hard spaces within classrooms.

When possible, Classrooms shall be grouped together in 'pods' around a shared collaboration area and have the ability to open up to create a larger teaching space. The organization of Classrooms and access between spaces should promote team teaching opportunities. Outdoor areas shall be seen as an extension to classroom learning environments and allow for breakout activities, play and inspiration.

SPECIALIZED PROGRAM SPACES

The District currently has limited elective programs at the elementary and middle schools. For the most part, elementary schools to some degree, have a music and an art program, mostly after school and run within the general Classroom. There is a desire to increase art, music and science programs and have spaces to support them. There are a variety of CTE programs and electives at the high school. But because of limited electives at the middle schools there are no strong pathways. Middle schools need facilities for STEM / STEAM more robust spaces designed to support creating, exploration and construction of project-based instruction to enrich this program. Spaces need to support program needs but have the flexibility to adapt to changing industry needs.

LIBRARY/MEDIA CENTER + INNOVATION LAB

The new library must support student collaboration and group work; private quiet study; computing and access to material; content-creation tools. Like the classroom, furniture will be flexible and move-able. Depending on the size of the school, as technology becomes more integrated into the Classrooms, the Innovation Lab will become the single non-scheduled computer lab at each campus.

MULTI-PURPOSE ROOMS

Multi-purpose rooms need to support a variety of activities and have the ability to easily transition from performance to dining. The space needs to have good acoustics that can support large groups, paired with technology and audio-visual that can allow for broadcasting and live, video interaction. The District values environmental design considerations for design for the purpose of creating better indoor and outdoor environments that are energy efficient, conserve water and are easily maintainable.



“There needs to be **a holistic approach to schools** - expand your horizons and options for school programs: un-tethered thinking!”

- GUSD FMP Sub-Committee

ENVIRONMENTAL CONSIDERATIONS

Design quality indoor environments considering the following:

- Thermal comfort supported through:
 - High-efficiency ventilation systems with user friendly interface, individual room controls
 - Fresh air / natural ventilation
 - Windows that can open
 - Great air quality
 - Ceiling fans
- Consider building orientation to allow for natural ventilation optimal shading strategies
- Balance natural daylight with energy efficient, direct/indirect lighting to reduce shadows and glare and provide even illumination
- Room darkening features that allow the amount of natural and artificial light to be adjusted to be compatible with technology
- Acoustical separation between Classrooms and offices
- Proper acoustical treatment in large group areas including multi-purpose rooms, collaboration spaces, student unions, cafeterias etc. to allow for multiple and concurrent activities and presentations. Include audio-visual and technology to allow for large group presentations

CREATE 'INSPIRING' SPACES

The following quotes from the GUSD FMP Sub-Committee meetings truly convey their general vision of creating schools that are inspiring for children:

- Design aesthetically supportive schools; schools with facilities that are like parks with activity areas
- Spaces that use color and light to improve learning

and make a space inspiring

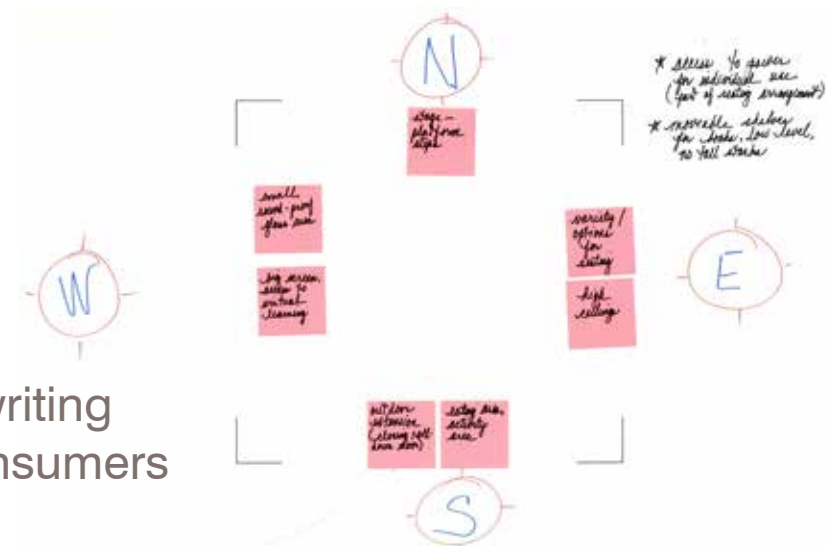
- Use of color to improve learning to create fun and inspiring learning environments
- Use glazing to provide both visual and physical connection to the outdoors
- Consider a sense of scale to the users
- Utilize the facility as a learning tool

“Light! Light! Light!”

- GUSD FMP Sub-Committee in discussion regarding indoor environments

“Smart Classrooms with access to technology, writing surfaces; students as **content creators** not just consumers of information.”

- GUSD FMP Sub-Committee in discussion regarding learning environments



In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included are requirements for the submittal of educational specifications (Facility Standards / Design Guidelines) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 14030 (a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Educational Specifications (Facility Standards/ Design Guidelines) were required to be approved by the District's governing Board and submitted to CDE as part of any application for funding.

The purpose of design guidelines are to ensure the following:

- **A Common Baseline**

To guide a consistent approach in developing each school master plan proposed improvements.

- **Common Goals**

To engage District stakeholders in a participatory process in developing their vision.

- **Outcome Focused**

To serve to document educator's intent for program delivery and goals.

- **Equitable Quality**

To be used for assessing existing facilities and budgeting project for a long term financial plan.

- **Continuous Improvement**

As a tool for the reevaluation, adjustment and measurement of the plan over time

PURPOSE OF THIS DOCUMENT

BACKGROUND

“A true educational specification is a dynamic, visionary document reflecting activities that engage students.”

-CEFPI, Council for Educational Facilities Planning International

IMPLEMENTATION

Even though this document represents a district-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to validate their site specific program needs. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, these suggestions should be brought to the Facility Planning Department's attention prior to designing it. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site. Adjacencies shown in the diagrams following were determined for the ideal program placement but may vary from site to site based on existing conditions or programmatic specific solutions. Once projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the educational program standards described in this document. The design team should inform the Facilities Department of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site or committee members. It is expected as the District's vision changes over time, this document would be updated to reflect these changes, but the overall guiding principles remain intact.

There is a recognition at the State level that school design, as we know it, requires re-visioning. There is also acknowledgement that the Title 5 education code may restrict the new form school designs may take to support 21st Century learners. CDE's requirement for the Plan Summary form allows for dialogue about what is needed to support educational programs for today and tomorrow learners. Ultimately the development of a lasting and sustainable vision that supports the goals of the District's educational program, depends upon a well thought out Design Guideline.

CONTENTS

Provided in this section are space programs for Elementary, Middle Schools and High Schools. The space programs identify the square footages that are used in the proposed masterplans and are used in determining area takeoffs for the cost estimates.

The purpose of the space programs are to provide a guideline and a basis of the masterplan assumptions used in the proposed project recommendations for new construction and re-configuration. The programs are based on an assumed school size in order to determine the adequate size of the core spaces such as the Administration, Library/Media Center, Multipurpose Room and other student support spaces.

These programs are to be used as a guideline and may not be typical for each school. The square footages shown within the diagrams are net areas only. Circulation and support factors will need to be added in to determine gross area. For more specific proposed site projects, refer to the individual school Proposed Plans and the cost estimates. The areas in the cost estimate include circulation and support factors (gross areas) specific to the scheme presented in the Proposed Plan.

One of the main purposes of the Educational Program Standards document is to describe clearly and concisely the various learning activities in each space, the spatial relationships and special features to support these activities. The following categories are described for each space program component described here in:



A. PROGRAM ACTIVITIES

- Provides a description of the functional goals of the space.
- Describes types of activities and user needs.
- Describes how the program is delivered.

B. DESIGN OBJECTIVES

- Describes general room characteristics and feel of the space.
- Correlates the qualities of the space with specific program activities.

C. SPATIAL FEATURES

- Describes specific room features such as furniture, finishes and equipment that help support program functions.

D. ADJACENCY DIAGRAM

- Shows a graphic representation of the spaces and how they are organized as a group.



Pedestrian and vehicular points of entry to the campus provide visitors the first look at the campus. These spaces are the face of the campus to the community where the campus resides. These spaces provide the initial opportunity in presenting the overall campus character.

SCHOOL PRIDE

“Schools should be seen as an extension of home - nurturing, safe and welcoming.”

~GUSD FMP Sub-Committee

SAFETY & SECURITY

ENTRY There should be a single-point of entry. Augment security with cameras and buzz-in capability at gates.

Entry points should create a sense of arrival. They should be clearly defined by signage and site/ building features and convey a sense of welcoming.

PARKING Provide adequate parking for staff and visitors.

There should be parking where there is a need for short-term visitor parking: near Administration and Kindergarten. Parking with direct and visible access to Pre-school and Kindergarten classrooms. Parking should also be near MPR's for community events.

DROP-OFF Allow for continuous flow, safe drop-off/ pick-up areas. When possible, sites should have on-site drop-off to accommodate bus and parent drop-off. Drop-off length should meet code requirements with a minimum of 200 feet drop-off length.

Evaluate separate drop-offs to alleviate high traffic and congestion during drop-off and pick-up times.

CIRCULATION Limit pedestrians crossing paths with vehicular circulation. Provide adequate lighting to provide safe environment during night time use.

WAYFINDING Consider using key landscape and/or building features along with signage to aide in way-finding and orientation of visitors as well as staff and students. Clear signage and features should identify the main entry point.

Message boards in appropriate locations can be used to facilitate communication with the community.

SPECIFIC FEATURES

Lunch is mainly held inside the cafeteria. But there should still be an outdoor lunch area provided at each campus. This area should have a sun and rain shelter and can be utilized as an extension of the cafeteria for eating, socializing, large group gathering and other informal activities.

There shall be appropriate hardcourts and playfields provided to encourage physical education and various play activities, at the same time promoting health and wellness. Age appropriate play structures should be included.

Outdoor spaces adjacent to Classrooms can be seen as an extension of the learning environment. Provide a variety of scale and size of spaces with a balance of move-able furnishings and built-in site features that can allow for small group work and study. Incorporate features that can trigger learning and can be linked to the program curriculum such as sun angles / light versus shade, water features, bio-swales and student gardens.

OUTDOOR SPACES



SPECIFIC FEATURES

COURTS / FIELDS

Paved hardcourt areas and fields shall support a variety of outdoor and physical education activities. Exterior drinking fountains and restroom facilities shall be located nearby. Design for visibility and easy supervision.

Provide shade by using structures and trees.

EQUIPMENT

An age appropriate play structure, adequate in size to accommodate its use shall allow for climbing, sliding, walking, and hanging activities. Safe, recycled rubberized surface shall be underneath this play area. Shade should be provided either by landscaping or shade structure.

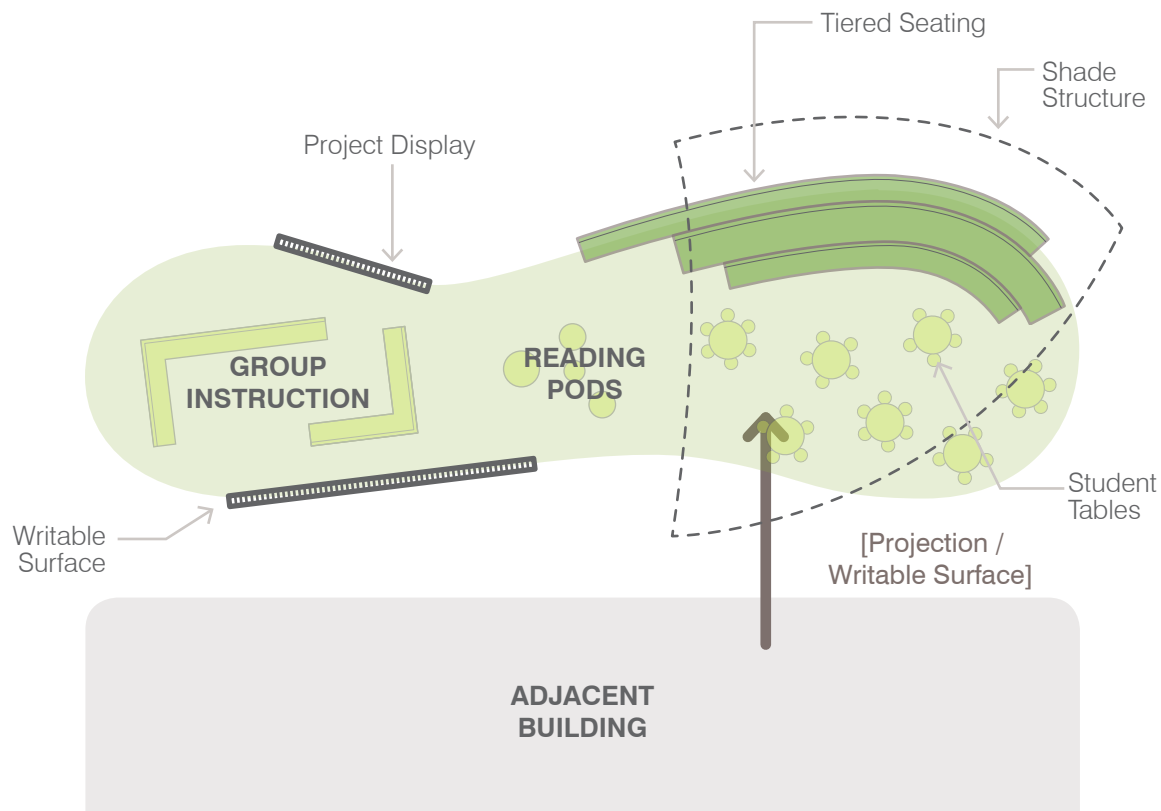
KINDER PLAY

A separate and enclosed Kindergarten play area adjacent to the Kindergarten classrooms shall have an age appropriate play structure, paved area and grassy area. Provide shade at play areas and shaded area with benches and tables for lunch or outdoor learning activities.

LANDSCAPING

Provide drought tolerant landscaping.

Consider 'smart' irrigation systems that detect weather and soil moisture for water efficiency.



The diagram here provides an idea of what an Outdoor Learning Courtyard could look be. Implementation will depend on site conditions.

Within a school site, plan for various sized outdoor gathering areas such as small group activity (4-5 students), medium groups (30-60 students), and large group assemblies (approximately 90-120 students).



EDUCATIONAL PROGRAM STANDARDS ELEMENTARY SCHOOLS

It is Gilroy USD's goal to design and build safe school campuses while maintaining an environment that is welcoming to the community. "We are a family" ~FMP Sub-Committee. Students and teachers should feel safe anywhere in the school building and on the campus grounds. A secure environment is one that creates opportunities for passive security strategies and active solutions.

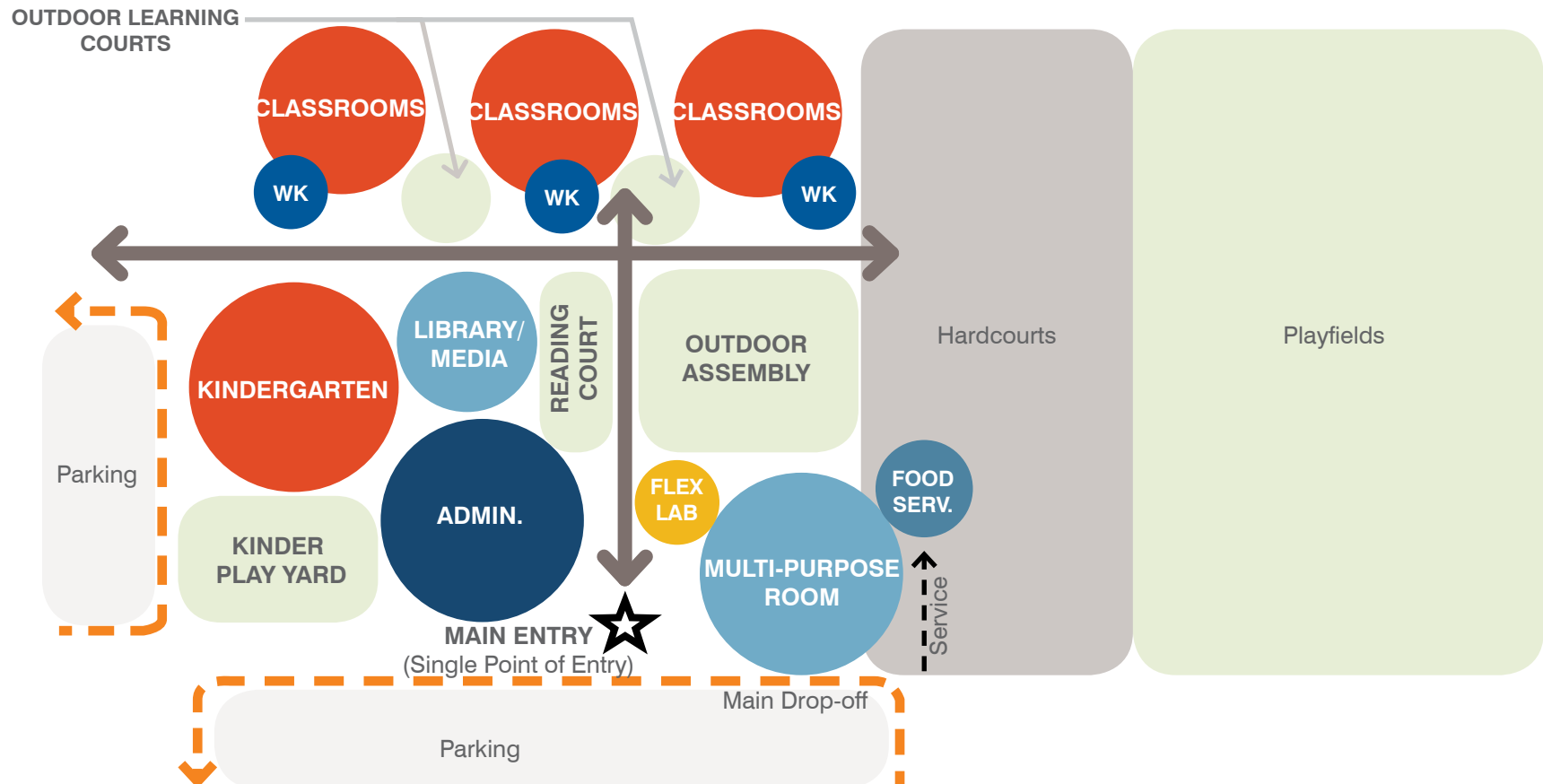
Campuses should be organized with a single point of entry. Visitors must enter through the main administration office before accessing the rest of the site. Design perimeter fencing and gates to be able to secure the campus. At

a minimum, all exterior doors should be alarmed. Sites should have a security system with adequate cameras in appropriate locations and a buzz in system at the main entry. All doors should have safe school locks. Evaluate a central web-based badge swipe system to allow for easy an off-site identification of who is entering and exiting sites. Provide a keyless entry system at community use spaces such as the Multi-purpose buildings.

The organization of buildings and site elements should take into consideration supervision and circulation. Provide adequate lighting at parking and exterior circulation areas

to allow for safe, after hours staff and District maintenance access. Clear signage should be provided at main entry and throughout the campus.

The following is a diagrammatic overall campus. It does not reflect any campus in particular but provides a layout that demonstrates the design considerations as stated within these pages.



- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning

ACTIVITIES



American School of the Hague



American School of the Hague

Spaces should be open, inviting and engaging.

Flexible, easily re-configurable furnishings to allow for a variety of learning activities.

Visual and physical connection to the outdoors. Direct access to student restrooms. Outdoor play area should include shade and provide access to play equipment storage and student restrooms.

Covered outdoor areas with furnishings can be utilized for activities. Consider an outdoor use sink and landscape features that encourage exploration.

Connection to adjacent Classroom to encourage collaboration and team teaching opportunities.

A shared workroom provides storage space and can be utilized for 1 on 1 / small group activities.

Sense of scale appropriate to younger children.

Pre-school facilities will need to meet all CDE and State licensing requirements.

DESIGN OBJECTIVES

SPATIAL FEATURES



Coatesville Primary School

FURNITURE Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

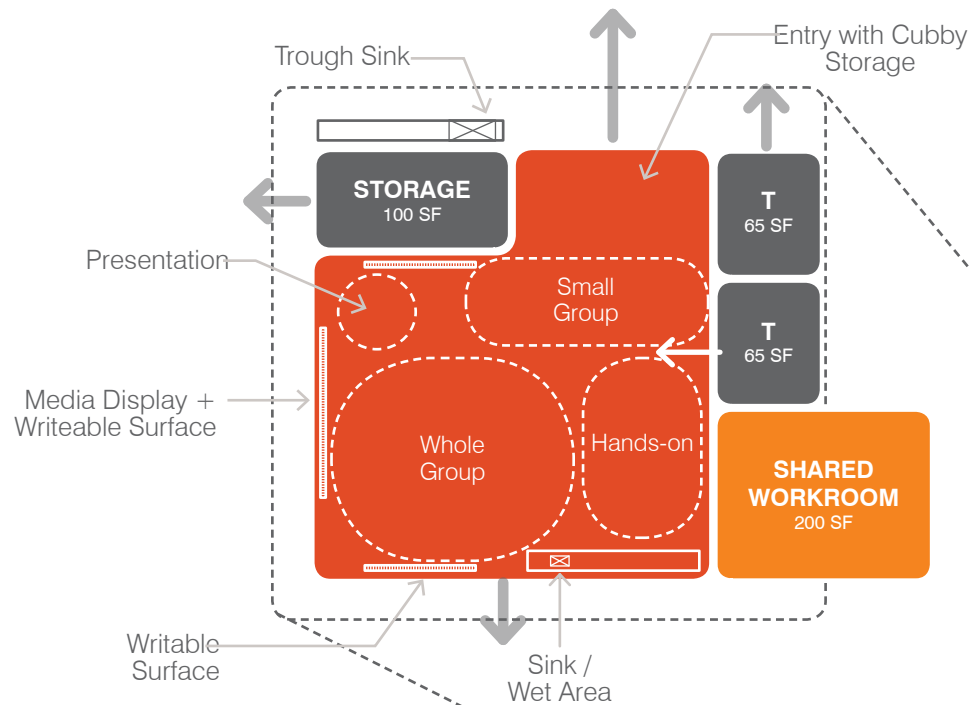
Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

EQUIPMENT Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

Coordinate with District technology plan.

SPACE DIAGRAM

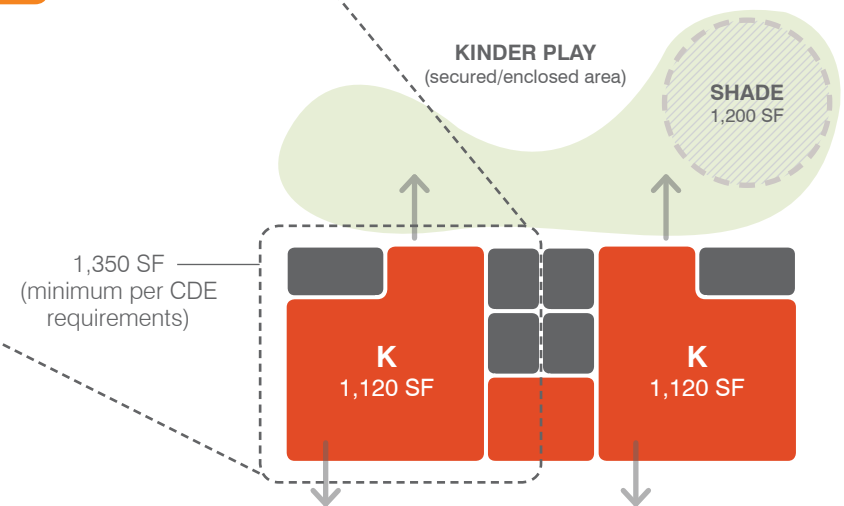


ORGANIZATION

Group Kindergarten classrooms with Transitional Kindergarten and Pre-School

“Logic will get you from a to b.
Imagination will take you everywhere.”

(Albert Einstein)



- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning

ACTIVITIES



Galilee Catholic Learning Center



Galilee Catholic Learning Center

Spaces should be open, inviting and engaging.

Flexible, easily re-configurable furnishings to allow for a variety of learning activities.

Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.

Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration.

Connection to a shared collaboration space and adjacent Classroom to encourage collaboration and team teaching opportunities.

Plan for storage for backpacks and teaching materials.

A shared teacher workroom provides additional storage of supplies and encourages staff interaction.

DESIGN OBJECTIVES

SPATIAL FEATURES



Riverview ES



American School of the Hague

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

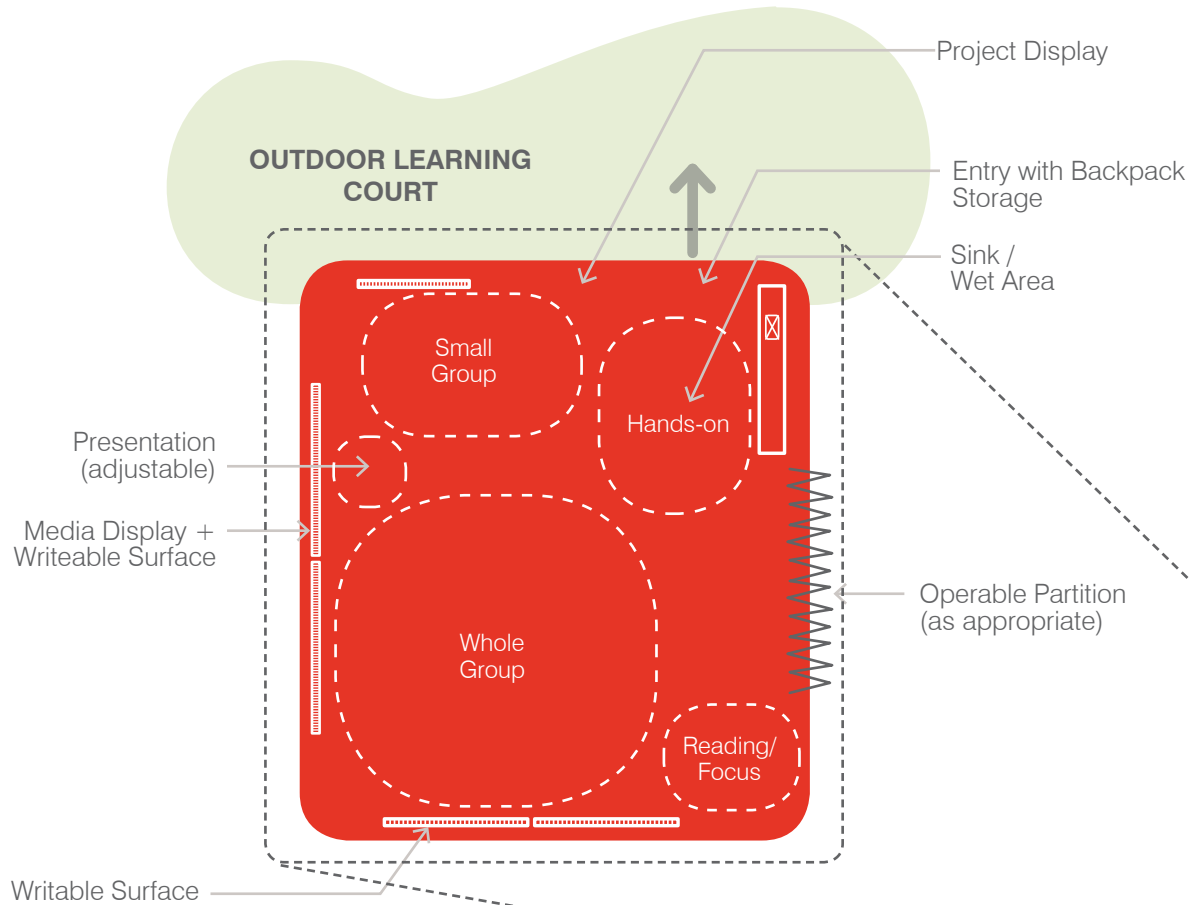
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

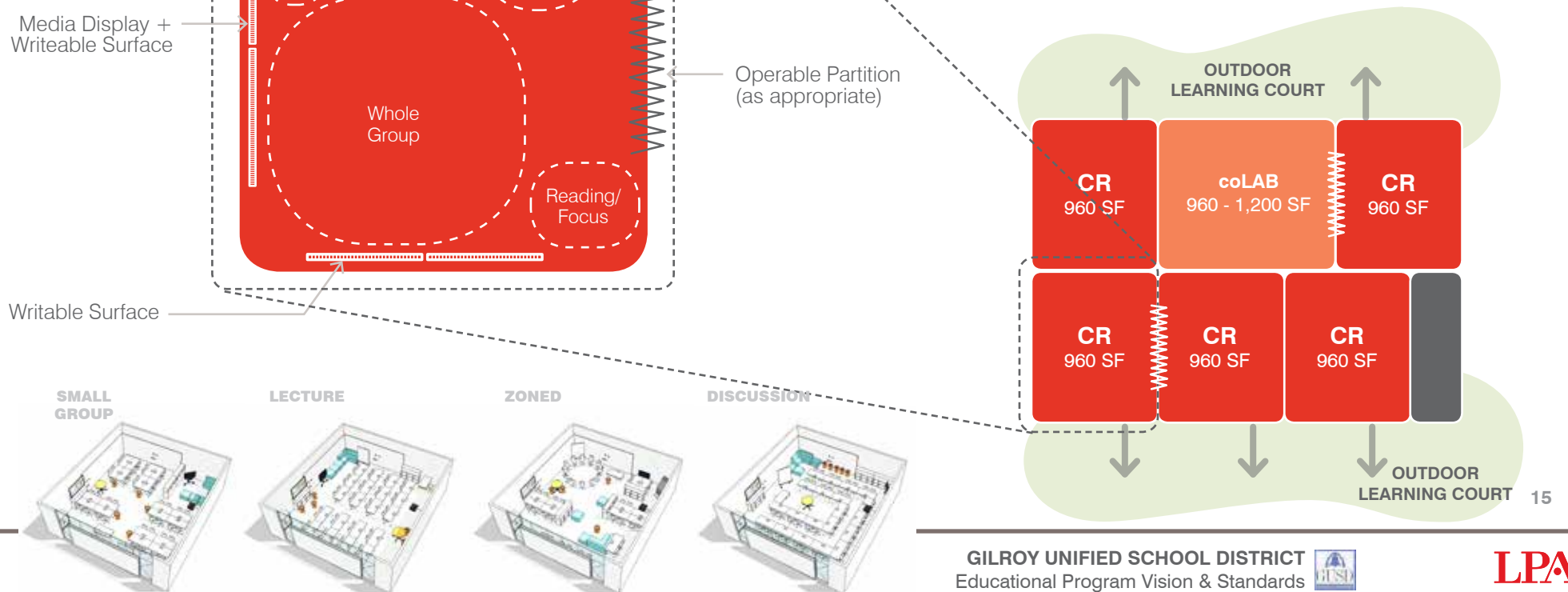
Coordinate with District technology plan.

SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in 'pods' that open into a shared collaboration space.



- Exploration and active / interactive learning
- Instructional and demonstration, group/individual work
- Project art/crafts, beginning science experimentation and exploration
- Outdoor exploration
- Project-based / hands-on learning
- Cross-collaboration with other fields of study
- Showcase, display and presentation of student work

ACTIVITIES



Tarbut V' Torah



The American School of the Hague

Spaces should be open, inviting, engaging with a sense for discovery. Create a 'maker space', inspire curiosity and exploration. Create learning opportunities using the building and systems as well as landscape features.

Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.

Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration and experimentation.

Plan storage for backpacks.

Direct access to a lockable, prep / storage room to store materials and on-going projects.

Incorporate areas for display of student work (physical and digital).

Design flexible space that can be used to support a variety of programs depending on the need (e.g. computer lab, drama classroom, typical classroom etc.)

DESIGN OBJECTIVES



Castilleja Bourn Lab

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards to support small-group work / idea generation.

Large group work tables. Agile, durable, height adjustable furniture.

Mobile storage with some built-in casework. Multiple sinks for cleanup.

FINISHES

Easy to clean flooring.

Include finish materials that can absorb sound within the space. Additional acoustic treatment for music room.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

Wall gallery to display work. Slat-wall system for easy access tool/ supply storage.

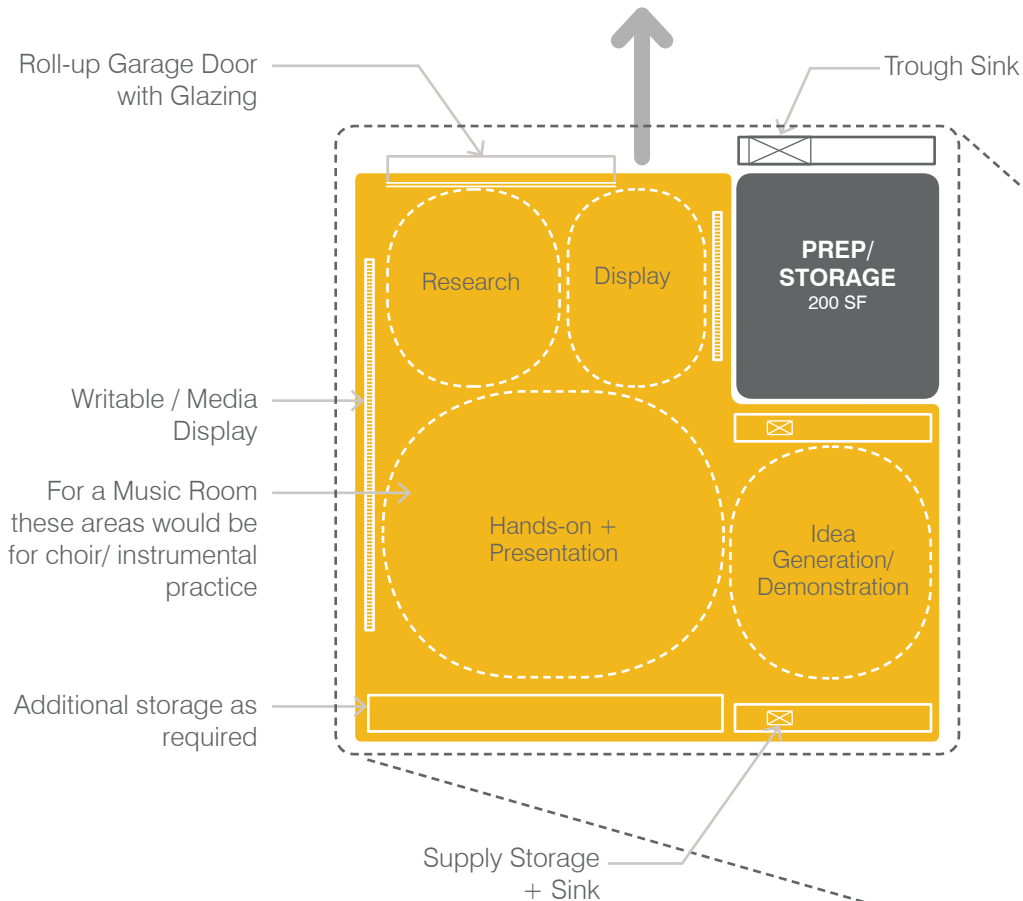
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

Flexible data/power, consider power cord reels at ceiling to adapt to changing configurations.

SPATIAL FEATURES

SPACE DIAGRAM

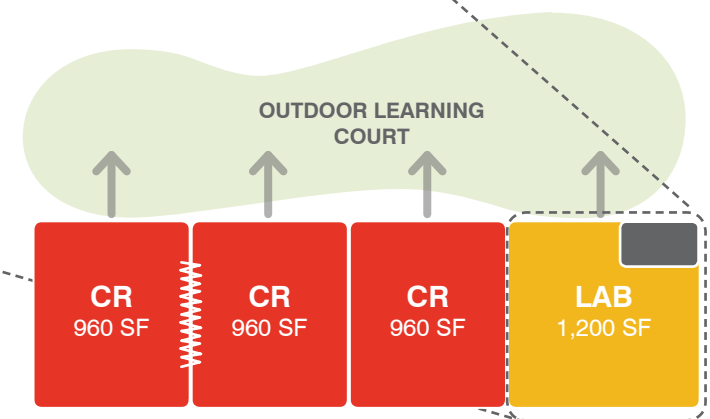


ORGANIZATION

Labs can be grouped with Classroom pods to help build relevance in subjects. Alternatively Labs shall be near the Multi-purpose room for ease of access by all students.

“Create dynamic learning environments that **support art and music.**”

(GUSD Sub-Committee)



- Individualized learning, student-centered planning
- Specialized training or support
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring and meetings
- Assessment and instruction in the least restrictive environment

ACTIVITIES



Special Education students shall be integrated as much as possible with the rest of the campus.

RSP, SDC, MM students are integrated, but need a pull out space for focused help.

SH facilities should have direct access to restrooms and changing.

Focus rooms at ED and SH provide a calm area for students to recompose.

Autism should have an OT room and DHH should have a Sensory Room.

Sensory room with appropriate equipment to support DHH program.

The Learning Center is essentially a student support center with access to counseling. A breakout space allows 1 on 1/ small group work.

Independent living skills equipped with residential appliances allow for

students to learn basic skills to become independent.

DESIGN OBJECTIVES

SPATIAL FEATURES



FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Flexible, varied and easily re-configurable and move-able. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES

Finishes should accommodate the activities. Carpeting in Classroom, Focus Rooms; resilient flooring for Living Skills and storage areas. Include materials that reduce reverberation time of sound.

Use calming colors and dimmable lighting strategies with high color rendering index (CRI 85+), balanced with natural daylighting.

EQUIPMENT

Same as in a Classroom.

Structural grid support above acoustical ceiling for hanging equipment.

SPACE DIAGRAM

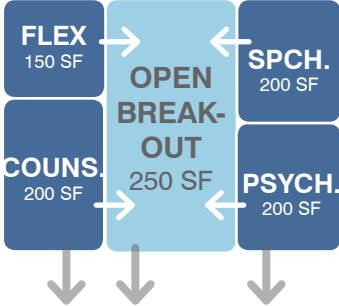
RSP / SDC / MM / MODERATE

Integrate with General Ed Classrooms



LEARNING CENTER

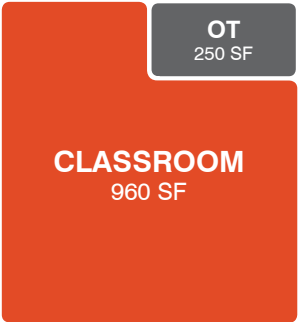
Provide a Learning Center at every school site. Locate centrally, near main Administration



RSP

RSP BREAK-OUT CLASSROOM
480 SF

AUTISM



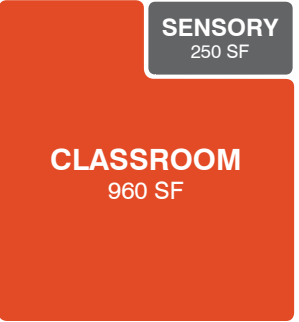
ED



ORGANIZATION

Special education programs vary at each site depending on the need of that particular school community. Refer to District Special Education Director for information on which programs reside where.

DHH



SH



- “Front door” to the school community and the public
- Welcome center
- Administrative duties, conference, discipline, health support, counseling and student support
- Staff support - collaboration and access to materials
- Consultation and meetings
- Student support
- Parent support

ACTIVITIES



Hawthorne Elementary School

Provide a welcoming entry and reception area that serves as a ‘front door’ to the community.

Promote collaboration while preventing confrontation.

Parent center provides a dedicated space for parents to work, store materials and serve as a resource center for parents. This space is separate from the Staff Workroom and Lounge.

Staff Workroom has the ability to open up into the Staff Lounge to create a larger space that can be utilized for staff meetings and professional development. The space should allow for social interaction and professional collaboration.

Administration spaces should be accessible to visitors yet have clear separation of more ‘private’ office areas and spaces that allow for confidential conversations.

Waiting areas for the public shall be separate from student waiting areas for health and discipline.

DESIGN OBJECTIVES

SPATIAL FEATURES



Arcadia High School

FURNITURE Writeable surface and digital display or projection surface in conference rooms.

Furniture to support the activities and tasks in the space. Promote collaboration.

Health office to include lockable storage cabinets for student medicine and under-counter refrigerator with ice maker. Ceiling mounted cubicle curtains to separate cot area.

FINISHES Carpet in office/ conference areas; resilient in workrooms and health.

Ceilings should be primarily acoustic with limited areas of dropped hardlid.

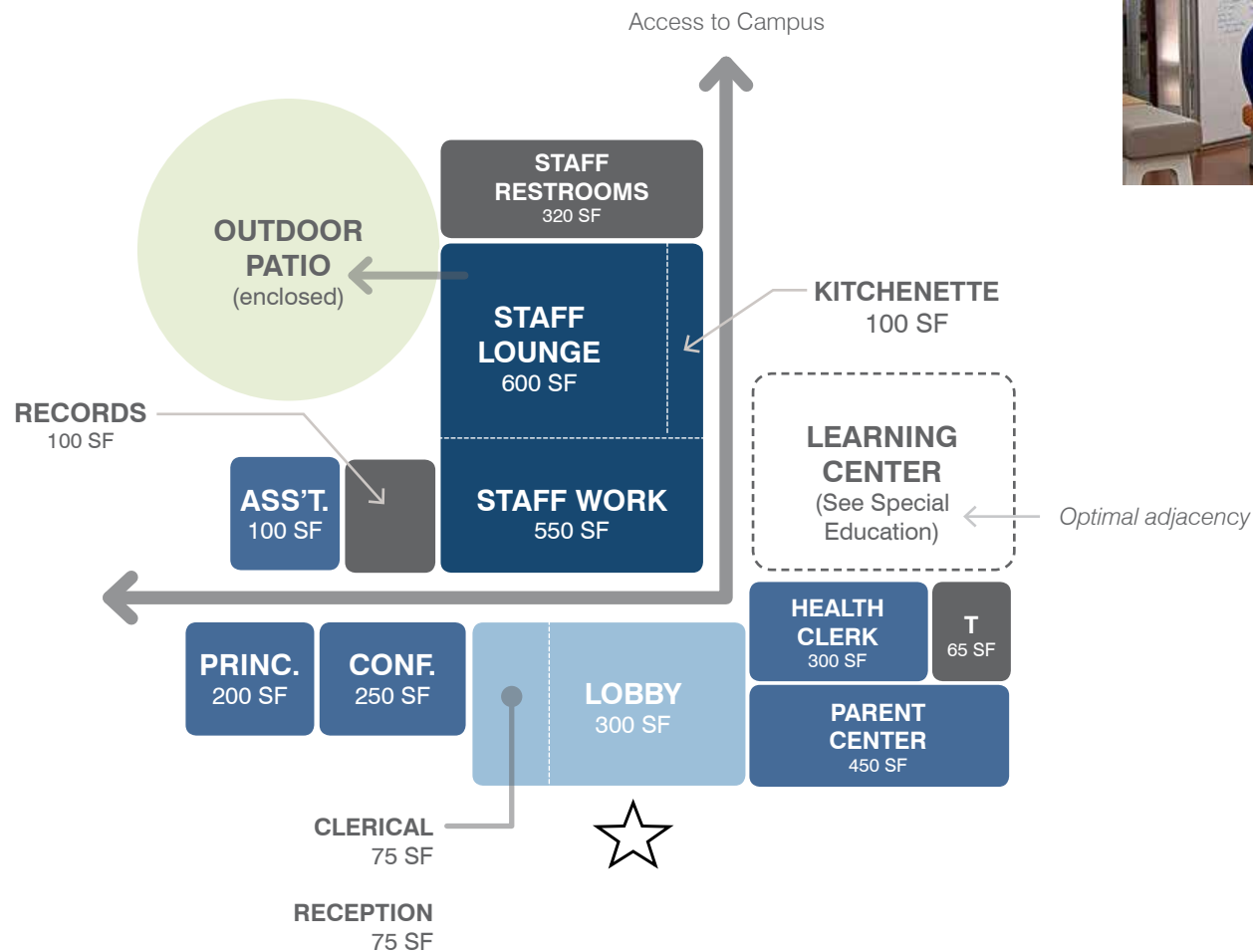
Display area for school information and notices.

EQUIPMENT Integrated technology (wireless access) should be uniformly provided. Digital display for announcements and student work.

Adjustable lighting balanced with natural daylighting and personal controlled shading devices.

Staff Lounge to have video conference ability, projection surface and writeable surface.

SPACE DIAGRAM



administration ELEMENTARY SCHOOL

2.3



ORGANIZATION

Administration building should be the main public entry of the school. Organize more 'public' functions (Parent Center, Health, and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide student access towards the campus interior.

- Research, quiet reading, group instruction, individual / small group work/ study, story-telling, technology exploration
- Access information and create content
- Professional development and community meetings
- Display of student work and learning / informational material

ACTIVITIES



Coatesville Primary School

The Library-Media Center can be seen as a 'hub' on a school campus; a place that all students and staff can access for multiple functions. Locate centrally but with clear access to parking.

Consider before/ after school hours access for student / community.

Support multiple, concurrent activities and allow for diverse sized groups.

The Innovation Lab is a non-scheduled computer-based space that can be opened up to the Library. As technology becomes more integrated into the Classrooms, this will be the only computer lab that will remain on a campus.

Optional Team Rooms allow students to do more focused activities without distraction.

Outdoor areas shall be seen as an extension to the indoor learning environment.

Consider supervision across the space.

Consider scale appropriate for students. Where possible, incorporate high ceilings, good daylighting and the feeling of open-ness.

DESIGN OBJECTIVES

SPATIAL FEATURES



Trillium Creek Primary School

FURNITURE

Variety of options for seating; tables with chairs and comfortable, soft seating with access to power and wireless for mobile devices.

Flexible, varied and easily re-configurable and move-able.

Move-able shelving for books; lower level shelving for student accessibility.

Consider tiered, platform seating that allows for multi-functions (e.g. stage/ study).

FINISHES

Finishes should accommodate the activities. Carpeting; resilient flooring at storage and workroom areas. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Utilize glass to contain sound in rooms but allow for supervision.

Writeable surfaces in Team Rooms and Innovation Lab.

EQUIPMENT

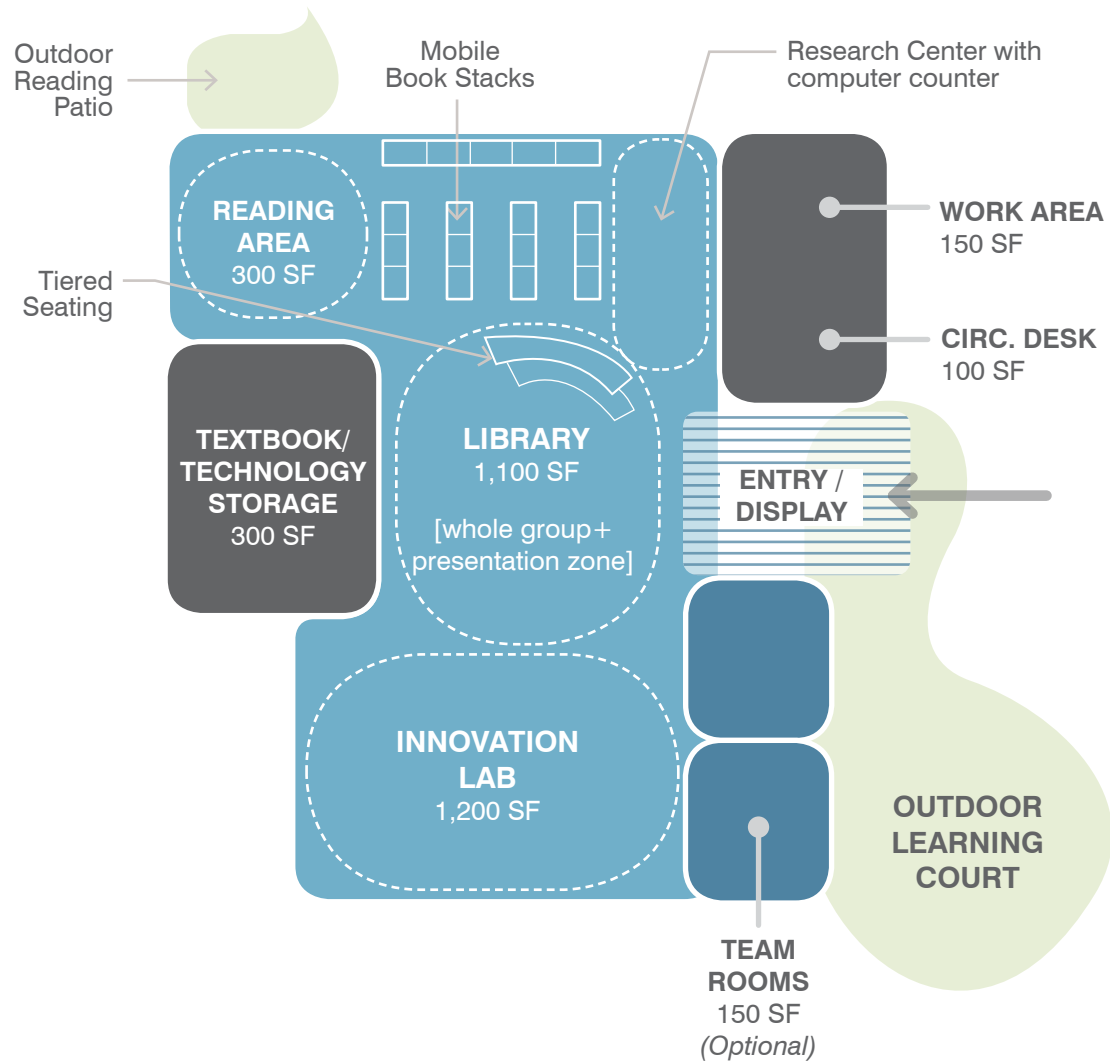
Integrated technology (wireless access) should be uniformly provided. At group instruction area, include interactive whiteboard and large media display with AV system with ability to video broadcast and access virtual learning.

Access to power throughout; powerized furniture and floor outlets to allow for flexible arrangements. Research Center with computer counter available

for students to search for online information.

Innovation Lab to include enhanced Classroom technology with technology-rich workstations.

SPACE DIAGRAM



ORGANIZATION

Organize the space to support multiple types of activities and sizes of groups. Design for ease of supervision.

- Assemblies and large group presentations
- Food service seating / social gathering
- Community use
- Instructional activities to support physical education / fitness, music and performance

ACTIVITIES



As the campus activity center, the MPR shall be located near parking for after hour/ community event access.
Instill sense of school pride through color, graphics, signage, award / trophy display.

The space is intended for multi-use. There should be an easy transition from performance space to dining space. Provide ample storage for chairs and tables and PE equip.

“Food court style” kitchen area with built-in salad bar with GUSD branding.

Easy access queuing system that allows quick flow through serving line to dining area.

Design with appropriate acoustics to accommodate large group activities.

Attractive outdoor, covered seating area with shade.

Access to restrooms, drinking fountains adjacent to lunch area.

Security / safety measures and storage to accommodate community use.

DESIGN OBJECTIVES

SPATIAL FEATURES



FURNITURE Flexible / adaptable and durable tables and chairs that are multi-use with the ability to stack/ fold / store away.

Accommodate various storage needs for chairs and tables, PE equipment, community use, activity materials.

Recycling area.

FINISHES Acoustically designed space. Incorporate ceiling and wall materials that absorb sound and reduce reverberation time.

Resilient, durable and easy to clean flooring.

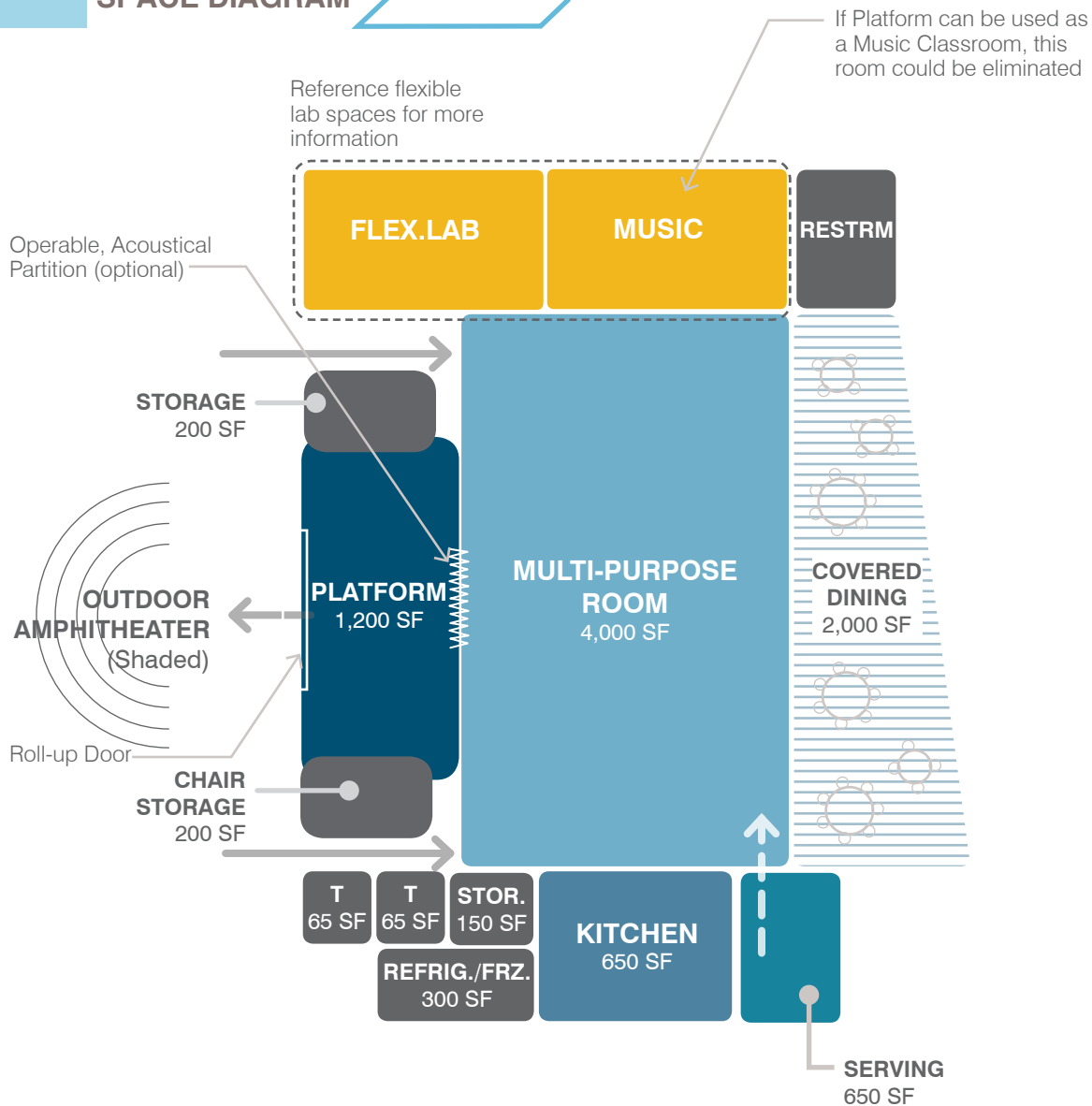
Consider operable, acoustic partition at platform to be able to create a Music Classroom space in lieu of separate Music Classroom.

EQUIPMENT Integrated technology (wireless access) should be uniformly provided. Include large projection.

Integrated audio-visual system for presentation capabilities.

Adjustable lighting to accommodate multiple types of events (testing, presentations, assembly, fitness).

SPACE DIAGRAM



ORGANIZATION

As the main campus Activity Center, the Multi-Purpose/ Food Service building shall be centrally located yet near parking for community events. Service access shall be provided to the kitchen for deliveries.

This is an alternate location for the Flexible Lab and Music Classroom. Consider providing an acoustical separation between the Platform and the MPR to allow for separate use of space, concurrently. Then, the Platform could serve as a classroom in lieu of the Music Classroom.



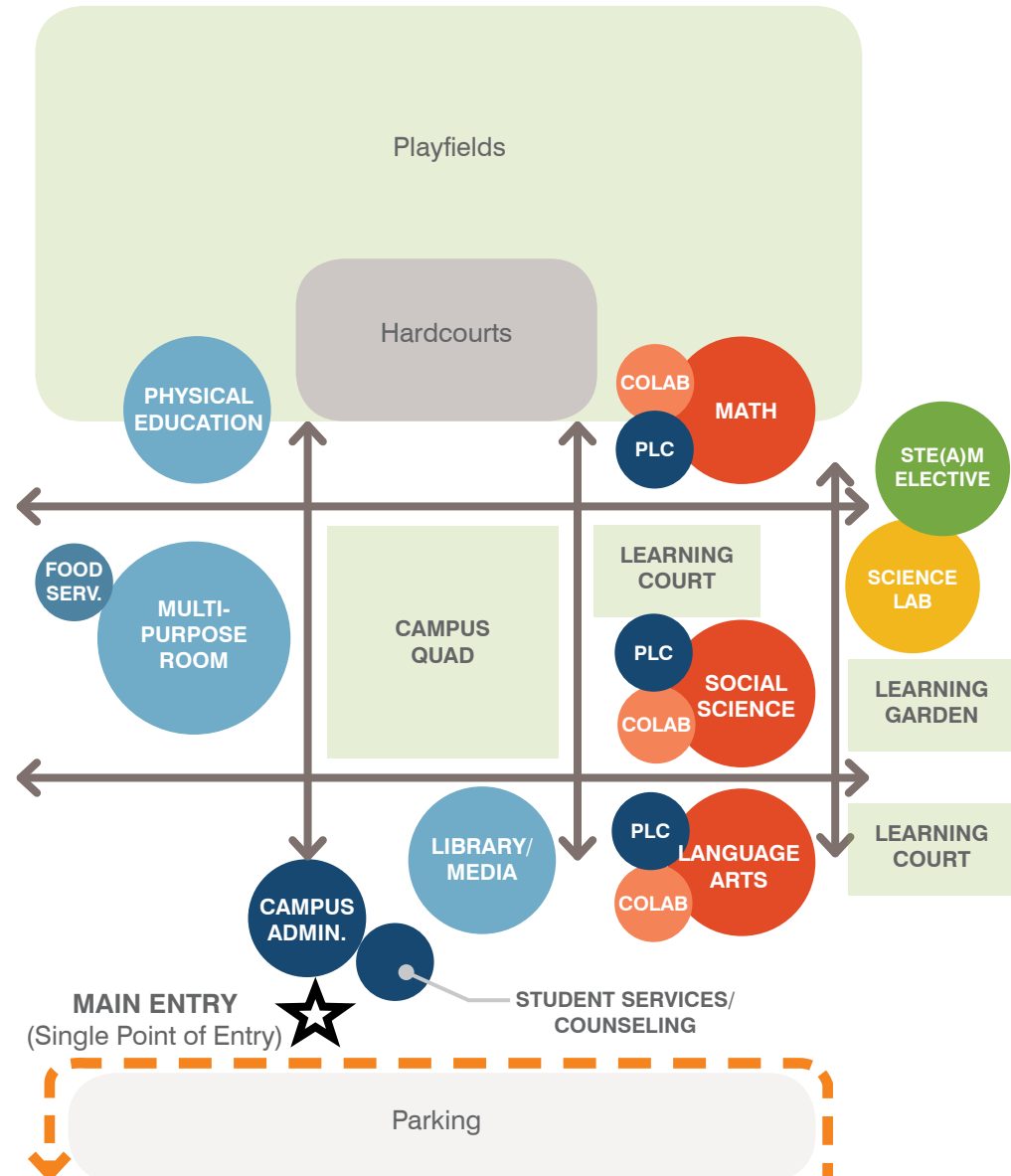
EDUCATIONAL PROGRAM STANDARDS SECONDARY SCHOOLS

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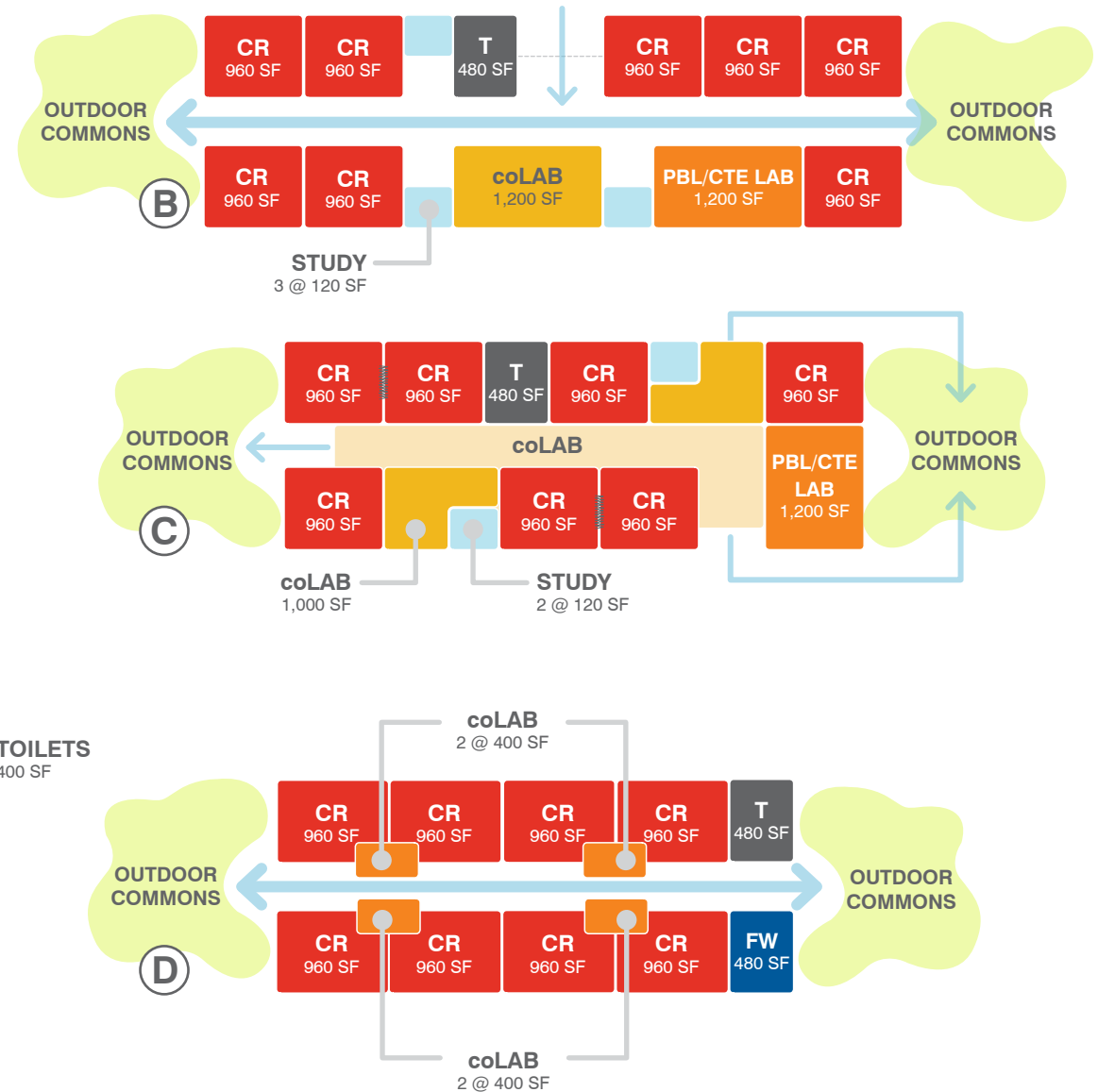
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The organization of buildings and site elements should take into consideration supervision and circulation. Provide adequate lighting at parking and exterior circulation areas to allow for safe, after hours staff and District maintenance access. Clear signage should be provided at main entry and throughout the campus.

The following is a diagrammatic overall campus. It does not reflect any campus in particular but provides a layout that demonstrates the design considerations as stated within these pages.



The diagrams on this page demonstrate various learning house configurations that can be applied to new construction and / or major modernization projects as appropriate. The goal is for classrooms to have access to a shared collaboration (co-lab) area where various break out and small group activities could occur. The idea is also to utilize space efficiently so that every space can be a learning space. Co-lab spaces should be very transparent to allow for ease of supervision from the classroom space. Also consider project based learning or career tech labs to be co-located within the learning house to better integrate into the curriculum with core subjects.



- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning

ACTIVITIES



Samueli Jewish Academy

Spaces should be open, inviting and engaging.

Flexible, easily re-configurable furnishings to allow for a variety of learning activities.

Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.

Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration.

Connection to a shared collaboration space and adjacent Classroom to encourage collaboration and team teaching opportunities.

Plan for storage for backpacks and teaching materials.

A shared teacher workroom provides additional storage of supplies and encourages staff interaction.

DESIGN OBJECTIVES

SPATIAL FEATURES



Samueli Jewish Academy



Samueli Jewish Academy

FURNITURE Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

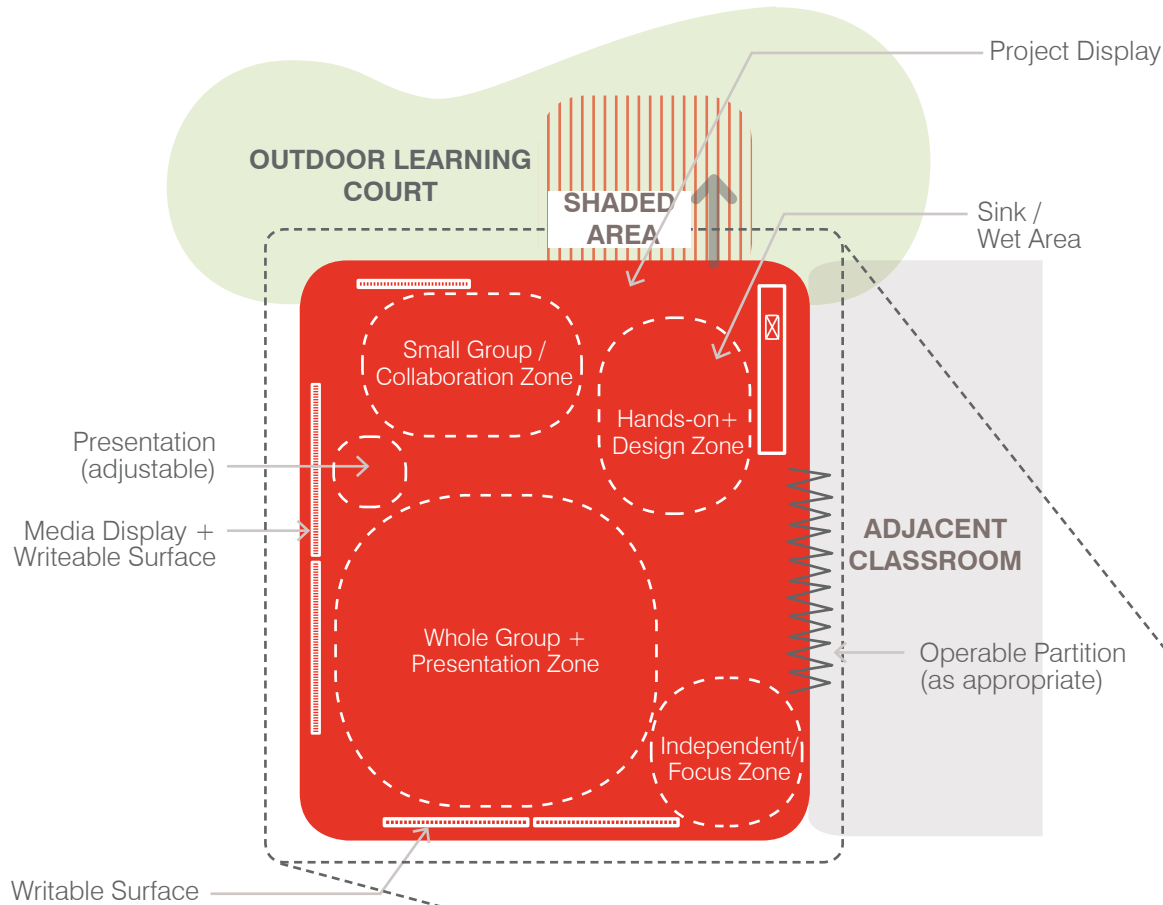
Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

EQUIPMENT Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

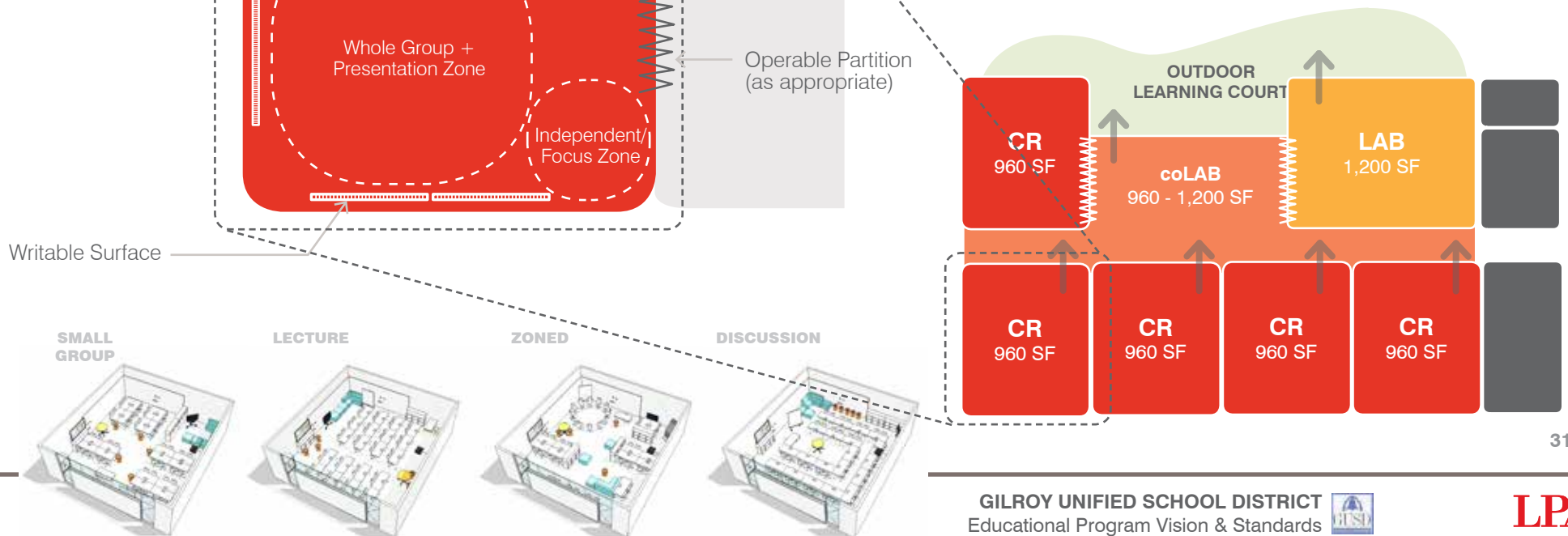
Coordinate with District technology plan.

SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in 'pods' that open into a shared collaboration space.



- Individualized learning, student-centered planning
- Specialized training or support
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring and meetings
- Assessment and instruction in the least restrictive environment

ACTIVITIES



Special Education students shall be integrated as much as possible with the rest of the campus.

RSP, SDC, MM students are integrated, but need a pull out space for focused help.

SH facilities should have direct access to restrooms and changing.

Focus rooms at ED and SH provide a calm area for students to recompose.

Autism should have an OT room and DHH should have a Sensory Room.

Sensory room with appropriate equipment to support DHH program.

The Learning Center is essentially a student support center with access to counseling. A breakout space allows 1 on 1/ small group work.

Independent living skills equipped with residential appliances allow for students to learn basic skills to become independent.

DESIGN OBJECTIVES

SPATIAL FEATURES



FURNITURE Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Flexible, varied and easily re-configurable and move-able. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES Finishes should accommodate the activities. Carpeting in Classroom, Focus Rooms; resilient flooring for Living Skills and storage areas. Include materials that reduce reverberation time of sound.

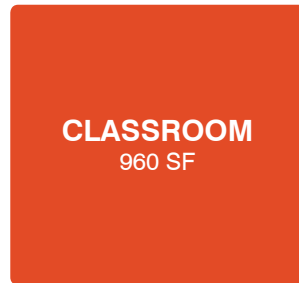
Use calming colors and dimmable lighting strategies with high color rendering index (CRI 85+), balanced with natural daylighting.

EQUIPMENT Same as in a Classroom. Structural grid support above acoustical ceiling for hanging equipment.

SPACE DIAGRAM

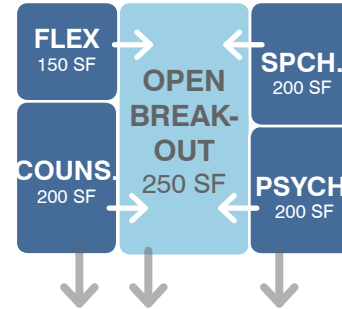
RSP / SDC / MM / MODERATE

Integrate with General Ed Classrooms



LEARNING CENTER

Provide a Learning Center at every school site. Locate centrally, near main Administration



RSP

RSP BREAK-OUT CLASSROOM
480 SF

AUTISM



ED



ORGANIZATION

Special education programs vary at each site depending on the need of that particular school community. Refer to District Special Education Director for information on which programs reside where.

DHH



SH



- Group performances
- Hands-on experience through rehearsals and performances
- Development of technical abilities and improvisation techniques
- Small group practice / ensemble

ACTIVITIES



Support whole brain learning; create an environment that encourages exploration, imagination and passion.

Visual and physical connection to the outdoors. Outdoor areas can be utilized as an extension to the Classroom space.

Practice rooms provide smaller areas for students to collaborate in.

Evaluate and provide adequate storage needs for wardrobe, music and instruments.

Design rooms with flexibility in mind to adapt to changing program needs.

DESIGN OBJECTIVES

SPATIAL FEATURES



FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Easily re-configurable and move-able furnishings; stackable chairs.

Mobile storage with some built-in casework.

Markerboard with staff lines.

FINISHES

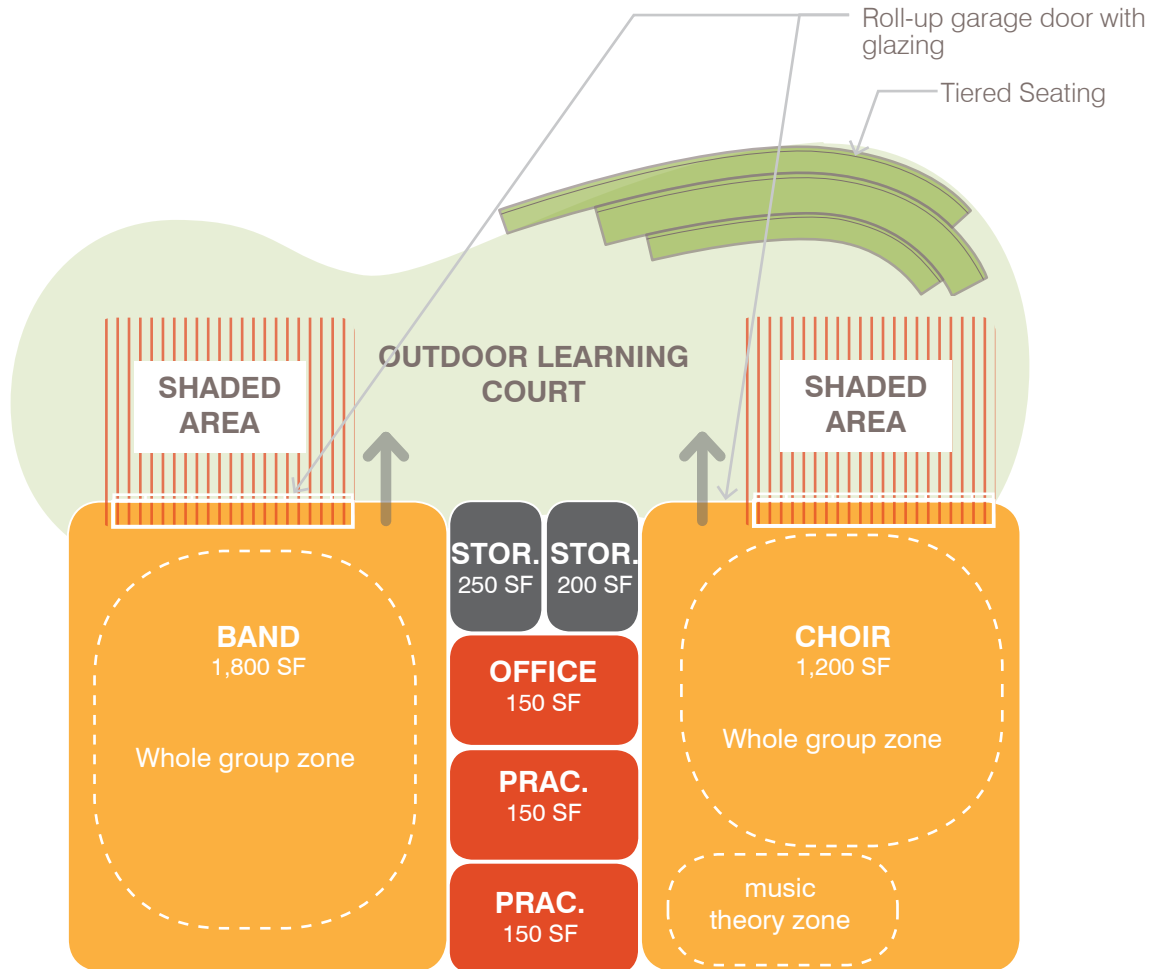
Finishes should accommodate the activities. Appropriate acoustical design, including wall/ ceiling shaping finishes and absorptive panels; resilient flooring.

Consider STC ratings at partitions and door/ window assemblies.

EQUIPMENT

Furnish with typical Classroom technology and AV system.

SPACE DIAGRAM



ORGANIZATION

Music Labs can be grouped with classroom 'pods' to help build relevance in subjects. Alternatively Labs can be located near the Multi-purpose room for ease of access by all students.

- Interdisciplinary, project based learning in the areas of Science, Technology, Engineering, Arts and Math
- Building, crafting and prototyping
- Hands-on
- Whole group presentations, small group work
- Technology based work
- Lecture and investigation

ACTIVITIES



Create a space that fosters collaboration, exploration and imagination and develops critical and creative thinking.

Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.

Learning opportunities using the building and systems as well as landscape features. Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration and experimentation.

Direct access to a lockable, prep / storage room to store materials and on-going projects.

Incorporate areas for display of student work (physical and digital).

Provide the ability to easily reconfigure spaces to varied sizes to support multiple activities and group sizes.

Design flexible spaces that can adapt to changing program needs.

DESIGN OBJECTIVES

SPATIAL FEATURES



FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards to support small-group work / idea generation.

Large group work tables. Agile, durable, height adjustable furniture.

Mobile storage with some built-in casework. Multiple sinks for cleanup.

FINISHES

Easy to clean flooring.

Include finish materials that can absorb sound within the space. Additional acoustic treatment for music room.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

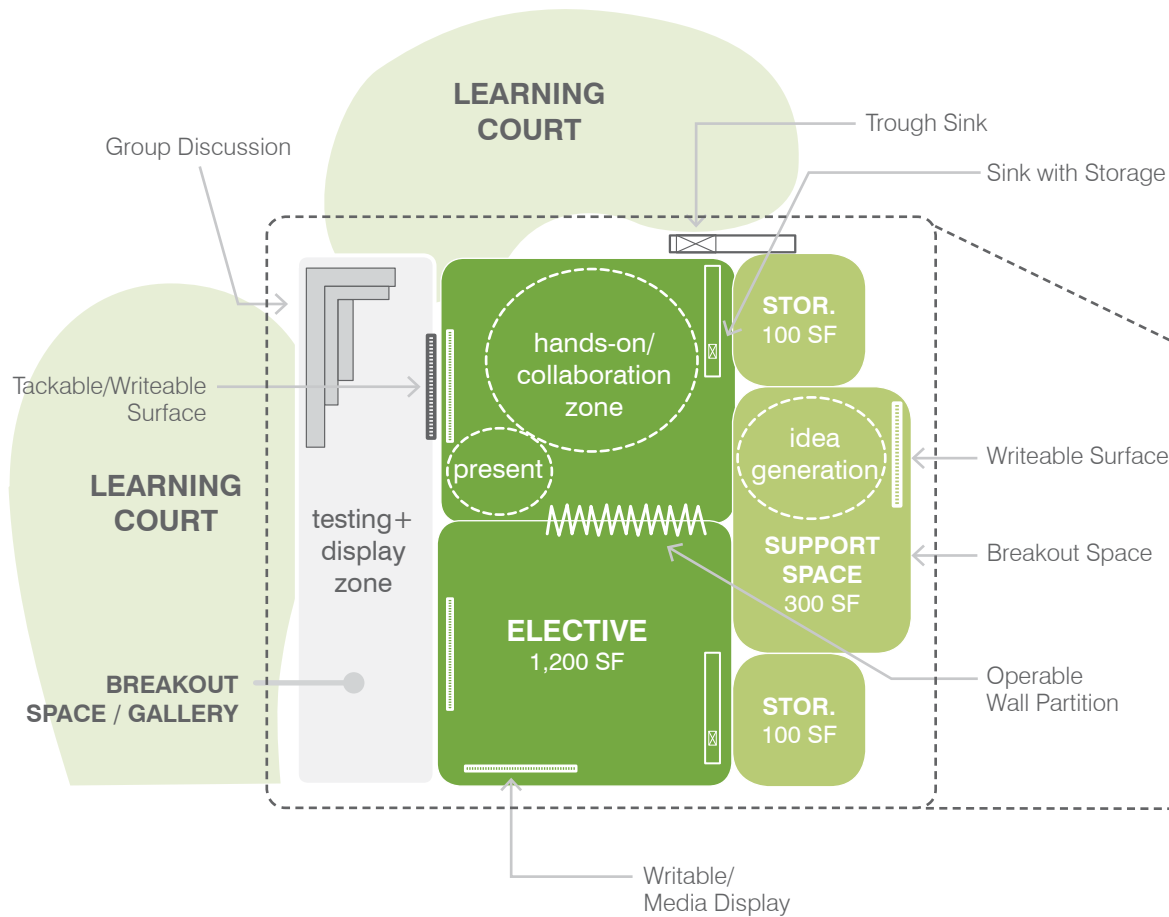
Wall gallery to display work. Slat-wall system for easy access tool/ supply storage.

EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

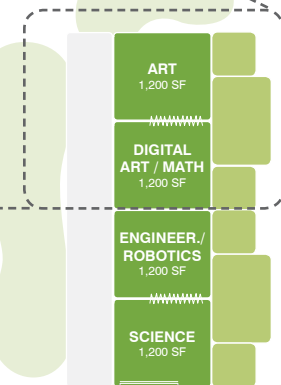
Flexible data/power, consider power cord reels at ceiling to adapt to changing configurations.

SPACE DIAGRAM



ORGANIZATION

Cluster STE(A)M program classrooms together to facilitate integration of subjects and promote team teaching opportunities.



- “Front door” to the school community and the public
- Welcome center
- Administrative duties, conference, discipline, health support, counseling and student support
- Staff support - collaboration and access to materials
- Consultation and meetings
- Student support
- Parent support

ACTIVITIES



Montgomery Middle School

Provide a welcoming entry and reception area that serves as a ‘front door’ to the community.

Promote collaboration while preventing confrontation.

Parent center provides a dedicated space for parents to work, store materials and serve as a resource center for parents. This space is separate from the Staff Workroom and Lounge.

Staff Workroom has the ability to open up into the Staff Lounge to create a larger space that can be utilized for staff meetings and professional development. The space should allow for social interaction and professional collaboration.

Administration spaces should be accessible to visitors yet have clear separation of more ‘private’ office areas and spaces that allow for confidential conversations.

Waiting areas for the public shall be separate from student waiting areas for health and discipline.

DESIGN OBJECTIVES

SPATIAL FEATURES



Montgomery Middle School

FURNITURE

Writeable surface and digital display or projection surface in conference rooms.

Furniture to support the activities and tasks in the space. Promote collaboration.

Health office to include lockable storage cabinets for student medicine and under-counter refrigerator with ice maker. Ceiling mounted cubicle curtains to separate cot area.

FINISHES

Carpet in office/ conference areas; resilient in workrooms and health.

Ceilings should be primarily acoustic with limited areas of dropped hardlid.

Display area for school information and notices.

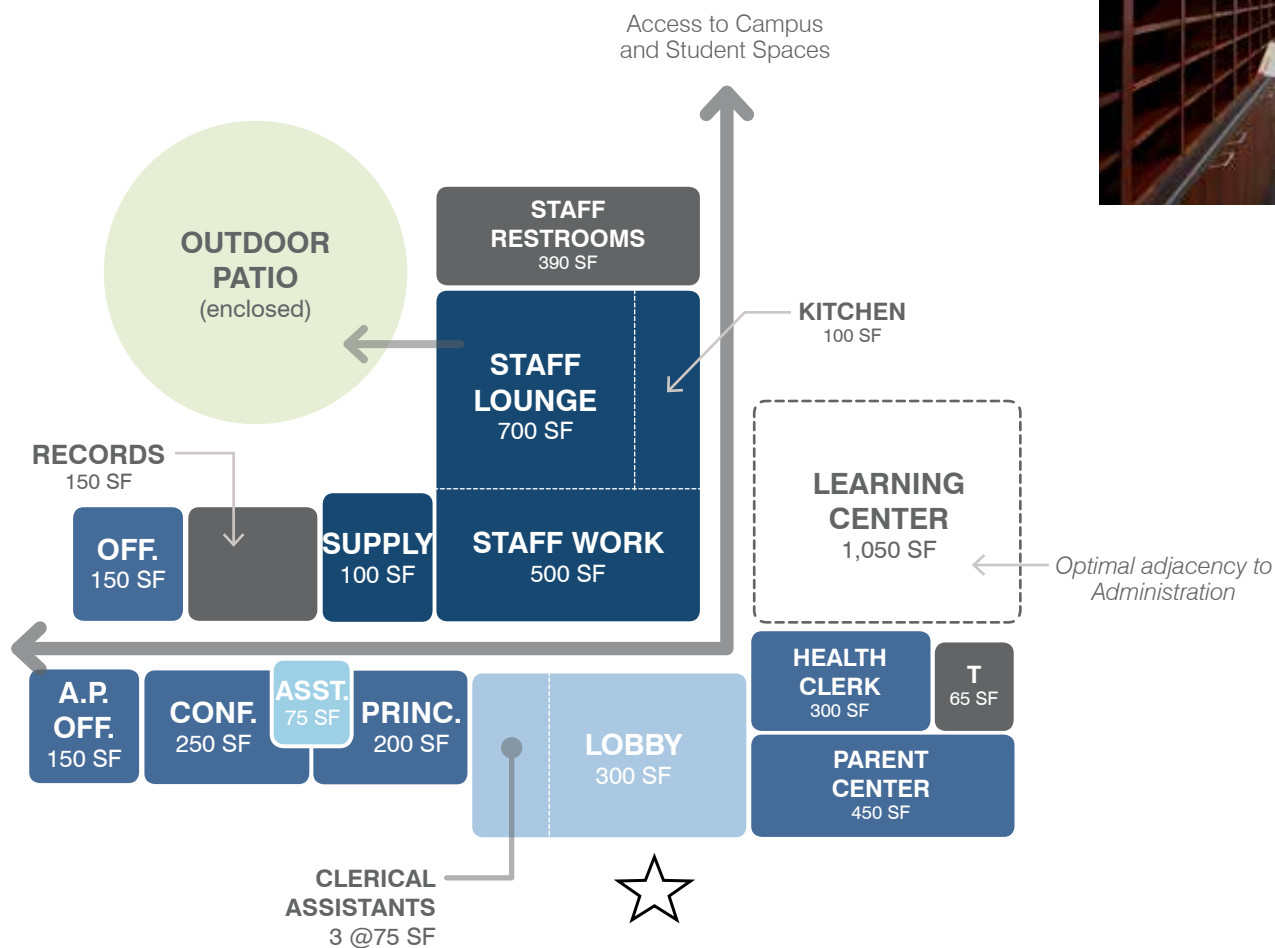
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Digital display for announcements and student work.

Adjustable lighting balanced with natural daylighting and personal controlled shading devices.

Staff Lounge to have video conference ability, projection surface and writeable surface.

SPACE DIAGRAM



ORGANIZATION

Administration building should be the main public entry of the school. Organize more 'public' functions (Parent Center, Health, and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide student access towards the campus interior.

- Research, quiet reading, group instruction, individual / small group work/ study, technology exploration
- Access information and create content
- Professional development and community meetings
- Display of student work and learning / informational material

ACTIVITIES



The Library-Media Center can be seen as a 'hub' on a school campus; a place that all students and staff can access for multiple functions. Locate centrally but with clear access to parking.

Consider before/ after school hours access for student / community.

Support multiple, concurrent activities and allow for diverse sized groups.

The Innovation Lab is a non-scheduled computer-based space that can be opened up to the Library. As technology becomes more integrated into the Classrooms, this will be the only computer lab that will remain on a campus.

Optional Team Rooms allow students to do more focused activities without distraction.

Outdoor areas shall be seen as an extension to the indoor learning environment.

Consider supervision across the space.

Consider scale appropriate for students. Where possible, incorporate high ceilings, good daylighting and the feeling of open-ness.

DESIGN OBJECTIVES

FURNITURE

Variety of options for seating; tables with chairs and comfortable, soft seating with access to power and wireless for mobile devices.

Flexible, varied and easily re-configurable and move-able.

Move-able shelving for books; lower level shelving for student accessibility.

Consider tiered, platform seating that allows for multi-functions (e.g. stage/ study).

FINISHES

Finishes should accommodate the activities. Carpeting; resilient flooring at storage and workroom areas. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Utilize glass to contain sound in rooms but allow for supervision.

Writeable surfaces in Team Rooms and Innovation Lab.

EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. At group instruction area, include interactive whiteboard and large media display with AV system with ability to video broadcast and access virtual learning.

Access to power throughout; powerized furniture and floor outlets to allow for flexible arrangements.

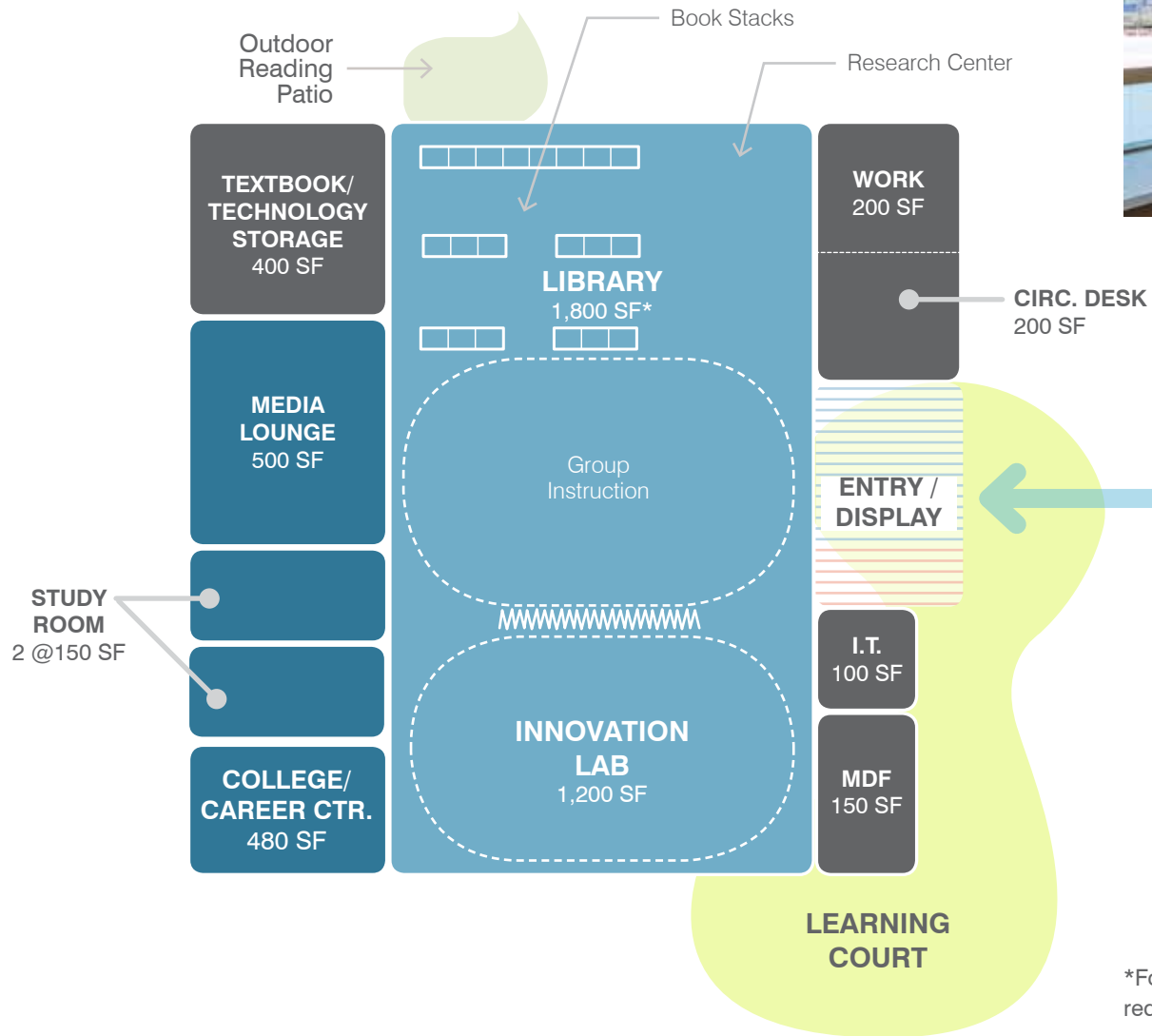
Research Center with computer counter available

SPATIAL FEATURES

for students to search for online information.

Innovation Lab to include enhanced Classroom technology with technology-rich workstations.

SPACE DIAGRAM



ORGANIZATION

Organize the space to support multiple types of activities and sizes of groups. Design for ease of supervision.

*For Library: Minimum CDE requirement of 2sf/ student.

- Assemblies and large group presentations
- Food service seating / social gathering
- Community use
- Instructional activities to support physical education / fitness, music and performance

ACTIVITIES



Johnson Middle School

As the campus activity center, the MPR shall be located near parking for after hour/ community event access.
Instill sense of school pride through color, graphics, signage, award / trophy display.

The space is intended for multi-use. There should be an easy transition from performance space to dining space. Provide ample storage for chairs and tables and PE equip.

“Food court style” kitchen area with built-in salad bar with GUSD branding.

Easy access queuing system that allows quick flow through serving line to dining area.

Design with appropriate acoustics to accommodate large group activities.

Attractive outdoor, covered seating area with shade.

Access to restrooms, drinking fountains adjacent to lunch area.

Security / safety measures and storage to accommodate community use.

DESIGN OBJECTIVES

SPATIAL FEATURES



Johnson Middle School

FURNITURE

Flexible / adaptable and durable tables and chairs that are multi-use with the ability to stack/ fold / store away.

Accommodate various storage needs for chairs and tables, PE equipment, community use, activity materials.

Recycling area.

FINISHES

Acoustically designed space. Incorporate ceiling and wall materials that absorb sound and reduce reverberation time.

Resilient, durable and easy to clean flooring.

Consider operable, acoustic partition at platform to be able to create a Music Classroom space in lieu of separate Music Classroom.

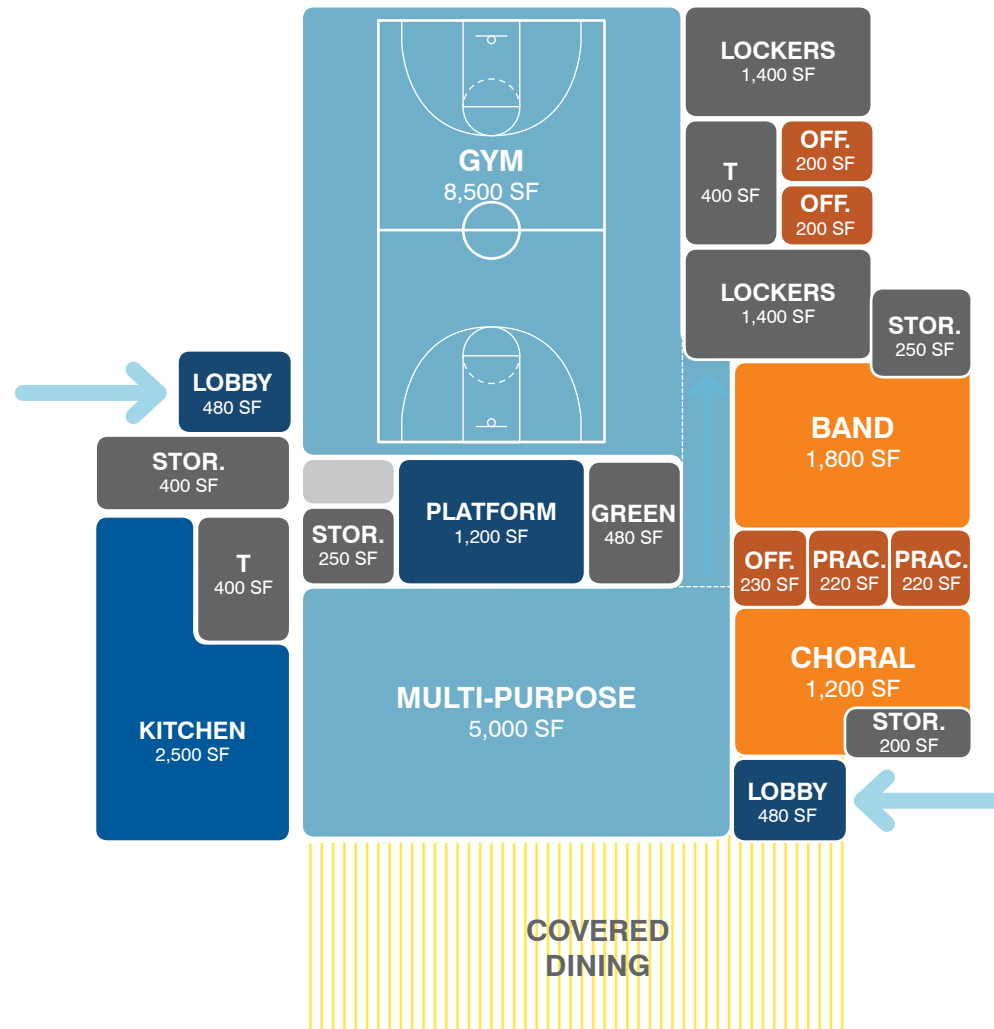
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include large projection.

Integrated audio-visual system for presentation capabilities.

Adjustable lighting to accommodate multiple types of events (testing, presentations, assembly, fitness).

SPACE DIAGRAM



ORGANIZATION

Locate facility near parking for community events with access to hardcourts and playfields.

The Gym can be a separate building from the Multi-purpose / kitchen / music classroom building.

**EDUCATIONAL PROGRAM STANDARDS
HIGH SCHOOL SPECIFIC**

- Whole group direct instruction and demonstrations
- Small group work
- Hands-on lab experimentation
- Observations and documentation
- Independent work
- Real world problem solving
- Research

ACTIVITIES



Coastline Community College

Inspire curiosity, discovery; foster individual interest and investigation. Create an environment where students can take the opportunity to take risks without the fear of failure.

Appropriate exhaust systems to flush out odors in the spaces that use laboratory chemicals for experiments.

Incorporate plenty of storage space for equipment and materials. Plan for areas for student work display and ongoing project observations.

Shared prep rooms provide space for storage of teaching materials and prepare for class. Provide opportunities for team teaching and staff collaboration.

Design space to allow for hands on experimentation lab work as well as lecture. Extend the classroom to the outdoors.

DESIGN OBJECTIVES

SPATIAL FEATURES



Samuei Jewish Academy

FURNITURE

Flexible, mobile furniture to support active learning, locate utilities at ceiling or perimeter of classroom.

Refrigerator with freezer.

Cabinets need to be lockable.

Sinks with countertop space.

Writable wall surfaces and operable partitions.

FINISHES

Flooring should be resilient and durable, able to resist chemicals and stains, encouraging use for creative endeavors and "messy" work.

Acoustical ceiling and finishes to reduce reverberation time to allow for concurrent activities.

Casework/countertops to be chemical resistant and laboratory grade, lockable, with hot and cold water.

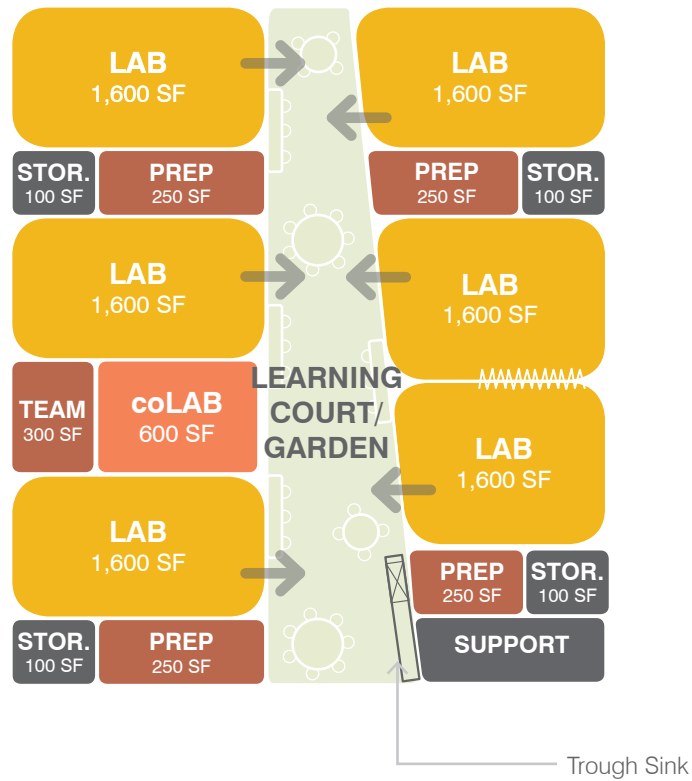
EQUIPMENT

Allow for technology connectivity, with stand-up workstations/tables, multiple presentation areas, digital screens on all walls.

Wifi Access throughout (indoors and out).

Recessed emergency eyewash and shower. Fumehood, as required.

SPACE DIAGRAM



ORGANIZATION

Group Science Labs together so that resources can be shared and utility connections can be designed efficiently. Cluster labs together to provide shared Prep Room areas and collaborative areas for students and staff. An exterior Learning Garden can provide an extension to the classroom learning environment.

[illegible]

SECTION

3

Based on the District goals and facility needs, the Facilities Master Plan Sub-Committee Committee, along with the master planning team, generated (15) project scope categories. This set of guidelines serves as a foundation for each conceptual master plan design and ensures parity between school sites in the District while allowing ease of prioritization as funds become available.

SCOPE #1

Modernize & Reconfigure: Existing Kindergarten & Classroom Buildings

Scope of work typically includes replacement/ repair of roofs, walls, windows, doors, floors, ceilings; interior/ exterior painting and replacement/ repair of casework.



SCOPE #2

Existing Buildings: Systems & Toilets

Scope of work could include HVAC upgrades, lighting upgrades, electrical upgrades, plumbing upgrades, restroom modernization or reconfiguration, and energy-efficient building system and controls upgrades.



SCOPE #3**Upgrade: Site Utilities**

Scope of work could include update of gas service lines, sewer service lines, water service lines, electrical mains and distribution, and storm drainage systems.

**SCOPE #4a****New Construction: Kindergarten**

Scope of work could include addition of Kindergarten classrooms and/or Kindergarten classroom building(s) to reflect replacement of existing portables and/or house forecasted increases in student enrollment or increase in teaching stations due to a decrease in loading requirements.

**SCOPE #4b****New Construction: Classrooms**

Scope of work could include addition of classrooms and/or classroom building(s) to reflect replacement of existing portables and/or house forecasted increases in student enrollment.



SCOPE #4c

New Construction: Preschool Classrooms

Scope of work could include addition of Preschool classrooms and/or Preschool classroom building(s).



SCOPE #5

Science, Art, and Electives

Scope of work could include addition and/or reconfiguration of existing science labs and elective classrooms to meet the educational program needs including appropriate prep rooms and support spaces.



SCOPE #6

Improvements to: Performing Arts

Scope of work could include addition and/or reconfiguration of spaces to support music (band / choral) and drama programs.



SCOPE #7**Improvements to:
Multipurpose Rooms & Food Service**

Scope of work could include addition and/or reconfiguration of multi-purpose rooms to support music and performing arts programs at the Elementary School level. This includes reconfiguration of food service programs and any necessary lunch shelter additions.

**SCOPE #8****Improvements to:
Physical Education**

Scope of work could include reconfiguration and/or addition of interior and exterior program spaces to support the needs of the Physical Education program.

**SCOPE #9****Improvements to:
Administration & Staff Support**

Scope of work could include modernization, reconfiguration or new construction depending on the needs of each school site. Provide staff collaboration spaces and work rooms. Includes M&O warehouse, transportation and support spaces.



SCOPE #10a**Library / Media, Computer / Innovation Labs**

Scope of work includes addition and/or improvements to library, media centers, and computer lab type spaces.

**SCOPE #10b****Student Collaboration**

Scope of work could include addition and/or improvement to student collaboration spaces.

**SCOPE #10c****Student Services**

Scope of work could include addition and/or improvements to student services facilities.



SCOPE #10d**Learning Center / RSP**

Scope of work includes addition and/or improvements to learning centers and RSP spaces.

**SCOPE #11****Safety & Security**

Scope of work could include safety improvements to parent/bus drop-off areas and parking, covered walk at campus entry, exterior lighting, safety locks at classroom doors, signage & wayfinding, marquee sign, fencing and controlled campus entrances, fire alarms & emergency lighting, public address / emergency communication systems, intrusion alarms, security cameras & other security systems.

**SCOPE #12****Outdoor Learning Quads**

Scope of work could include addition and/or improvements to main quads, learning courts, and outdoor amphitheaters.



SCOPE #13**Exterior Play Spaces, Playfields & Hardcourts**

Scope of work could include the expansion and/or reconfiguration of existing Kindergarten play areas/apparatus. Also includes shade structures, elementary play apparatus, hardcourts, playfields (new and/or repair), and dg tracks.

**SCOPE #14****Classroom Flexibility (21st Century Learning)**

Scope of work could include addition of flexible furniture and equipment to accommodate multi-modal learning and teaching opportunities.

**SCOPE #15****Technology Infrastructure**

Scope of work could include improvements to network infrastructure and technology access across each site.



INTENT

A key goal of an Educational Facility Master Plan is to identify a roadmap to align facilities with long term educational delivery strategy. There is value in understanding long term facility needs broadly so that those broader needs can be coordinated over time. It is also necessary to prioritize the most immediate needs to align with shorter range funding opportunities.

To develop an effective implementation plan for Gilroy Unified School District, the Facility Master Planning Committee considered a broad range of identified District Wide needs and then prioritized the most immediate needs within reasonable budget parameters.

LPA then considered rough order of magnitude budget estimates for those needs and developed a plan for implementation over the next 10 years. If the District were to decide to put a bond on the ballot to finance schools, it could possibly be drawn over a period of 6 or more years, with projects being constructed beyond that time. So it is realistic to think of the Implementation Plan as having a duration of around 10 years.

POTENTIAL FUNDING SCENARIOS

Before proceeding with matching the priorities with available funding, the District provided information on potential funding sources. A chart showing those sources and their potential availability over time are illustrated in (Exhibit 1). There are two major sources of potential funding; funds that remain from Measure P, and potential new bond funds. The Master Plan is using two scenarios:

Scenario 1

\$29,000,000 in funds saved from Measure P, which can be drawn in 2026
\$145,200,000 in potential funds in a potential new bond measure.

Scenario 2

29,000,000 in funds saved from Measure P, which can be drawn in 2026
\$108,900,000 in potential funds in a potential new bond measure.

Out of total available funding, it should be assumed that about 2/3 of the total will be available for what is considered "hard construction" costs, which would be defined as the construction bid amount of a project put out for public bid. The other 1/3 would include "soft" costs such as design and engineering, environmental consulting, fees for approval and on site review by the Division of State Architect and other governing authorities, furnishings, as well as other costs related to administrative needs and preparation for construction.

In the funding scenario above, if a total of \$174,200,000 is available through the funding mechanisms listed, roughly 2/3's of that amount would be available to a lot to "hard" construction, which would be approximately \$115,500,000.

In these scenarios, if a new bond is approved by the voters, then funds would be available in draws over a period of years as illustrated in the exhibit. It was also

discussed that additional funds could become available in the form of eminent domain payments related to the possible right of way purchase of District land on South Valley Middle School site for the proposed bullet train, as well as for potential mitigation measures related to the train expansion. Those impacts are not fully understood at this point, but if the bullet train right of way becomes a reality at this site, then detailed studies of the potential impact, mitigation measures, and impact on an adjacent school site will need to be conducted in order to design a school that meets California Department of Education standards as well as other standards that may apply. It is possible that the configuration of the school, or future improvements to the school could be impacted. It was reported by the District that it is also possible that funds may be available from the right of way to compensate for mitigation measures. This is to be determined in the future and is not possible now to be considered as part of this Master Plan.

CASH FLOW PROJECTIONS FOR MEASURE P, AND POTENTIAL NEW BOND				
Tax Rate / \$100,00 IN AV	2016	2019	2022	Total Bond Proceeds
\$45	\$37,100,000	\$34,500,000	\$37,300,000	\$108,900,000
\$50	\$41,300,000	\$38,300,000	\$41,400,000	\$121,000,000
\$60	\$49,500,000	\$46,000,000	\$49,700,000	\$145,200,000
*New Bond assumes AV growth of 3.50% and 30 yr bond terms. Source : Isom Advisors Last authorization left under Measure P: 2026 \$29,000,000				

*This chart was provided by GUSD

PROCESS

The prioritization process was a transparent, collaborative, stakeholder centered process based on an understanding of existing conditions, long term educational needs, an accounting of recently completed work, and overall age and condition of existing schools. It also considered need based on areas of growth within the District. The process included identification of needs, prioritization of those needs, and an alignment of needs with identified sources of potential funding.

Prior to the facilities master plan committee's formal prioritization process as described below, district stakeholders had identified broad level priorities across the district. These prioritization categories are illustrated by Site Stakeholders and Principals per site on this page. These site priorities are further summarized on the following sheet.

Initial site priorities identified by individual site stakeholders and Principals

ANTONIO DEL BUONO ELEMENTARY

- Exterior Paint
- Shade at Student Waiting & Hardcourts
- More Drinking Fountains

EL ROBLE ELEMENTARY

- Safer Parking / Drop-Off
- Paint
- Fire Alarm & PA System

ELIOT ELEMENTARY

- Safety. Improve Traffic and Add Gate inside Administration
- Painting (Exterior + Interior)
- New Carpet/ VCT Throughout

GLEN VIEW ELEMENTARY

- Modernize Restrooms
- Replace Building N
- Expand Kinder Play Yard

LAS ANIMAS ELEMENTARY

- Ceiling Mounted Projectors
- Wireless Access Throughout Site
- Complete AV System at MPR

LUIGI APREA ELEMENTARY

- WiFi Throughout Campus
- Safety. Improve Traffic Flow & Additional Parking
- Enhance Security with More and Better Exterior Lighting and Security Cameras

ROD KELLEY ELEMENTARY

- Replace Portables with Permanent
- Dedicated Band/ Music Classroom
- Parent Center w/ Classroom for Parent Education
- Chrome Book Sets for Every Classroom
- Replace HVAC that is Original to Buildings

RUCKER ELEMENTARY

- 1 Flex Classroom for Parent Club and ELAC
- Replace Portables or at Minimum, Move them Closer to Rest of Campus

ASCENCION SOLORSANO MIDDLE

- Security Cameras – Add More/ Repair Broken
- New Computers to Support Student Learning

BROWNELL MIDDLE

- Hardscape Improvements
- Paint Throughout Campus
- Student and Staff Collaboration Spaces

SOUTH VALLEY MIDDLE

- Build a New Facility
- Replace HVAC Systems
- Replace Roofs

CHRISTOPHER HIGH SCHOOL

- Ceramic Room – Ventilation and Kilns
- Proper Shelving in Art Rooms
- Black Box Issues

GILROY HIGH

- Address Safety Issues
- Repair Practice Fields
- Replace Whiteboards

MT. MADONNA HIGH

- Fence
- Shade Area or Other Outdoor Courtyard Options for Students to Hang out
- Fence at CalSafe

GILROY EARLY COLLEGE ACADEMY (GECA)

- Complete Computer Lab Vision
- Technology in MPR
- Update/ Replace Furniture
- Parking Lot Circulation Safety

PRE-SCHOOLS

- 2 New Pre-School Classrooms to Replace Displaced at Antonio Del Buono

GILROY PREP SCHOOL

- More Parking
- Replace Paving
- Upgrades to Administration Building

DISTRICT OFFICE

- New Roof
- Dedicated Offices to Management Staff. Locate all IT staff together. Bring 2 Nutrition Staff back to main office (currently off-site)
- Expand Data Center and Consolidate Systems
- More Conference Room Space

FACILITIES & PLANNING

- New Facility with Conference Space and Restrooms

MAINTENANCE & OPERATIONS

- Central Monitoring System
- 50% Increase in Office Space and Conference Space
- More Custodial Staff

TRANSPORTATION

- Re-level and Re-do all Asphalt Paving
- Safety:
 - Taller Perimeter Fencing
 - Improve Bus Circulation and Access Throughout Site (South Valley MS / M&O / Transportation / Facilities)
- 2-Bay Butler Building with Lift that Accommodates Large Buses
- Shade for Buses

This exhibit summarizes scope priorities indicated on the previous page. The top priorities as indicated by the site stakeholders were grouped into broad scope categories. From here you can see the top 3 scope categories are as follows:

1. Safety & Security and Classroom Facility Upgrades
2. Systems and Toilets
3. Technology

School Name	"School pride"	Safety & Security	Systems & Toilets	21st C Classrooms	Upgrade Classrooms	Replace Portables	Program Needs	Community	Admin & Support	Hardcts & Playfields	Technology
Antonio Del Buono	●		●							●	
El Roble	●	●	●								
Eliot	●	●			●						
Glen View			●	●						●	
Las Animas											●
Luigi Aprea		●									●
Rod Kelley			●			●	●	●			●
Rucker						●		●			
Solorsano		●									●
Brownell	●			●					●	●	
South Valley			●	●							
Christopher			●				●				
Gilroy		●		●						●	
GECA		●		●							●
Gilroy Prep		●							●		
Mt. Madonna		●					●				

1

2

1

3

3.3

PRIORITIZATION
SITE PRIORITIES

The following matrix is prioritization by Maintenance & Operations. The left column indicates school sites and the top row indicates areas or work. The priority and amount of work needed is correlated and is ranked on a 1 to 5 scale with 1 needing no/ minor work or low priority and 5 needing complete replacement or high priority.

FACILITY CONDITION RATING	OVERALL RATING		ROOFING	DOORS & WINDOWS	EXTERIOR PAINTING	INTERIOR FINISHES	HARDTCS.	PLAY FIELDS	LANDSCAPE	IRRIGATION	PLAY EQUIPMENT	FENCING & GATES	PARKING & DROP-OFF	SEWER	DOMESTIC WATER	FIRE WATER	STORM DRAIN	GAS	HVAC SYSTEMS	HVAC CONTROLS	PLUMBING PIPING	RESTROOMS	PLUMBING FIXTURES	MAIN POWER SERVICE	ELECTRICAL PANELS	FIRE ALARM	SECURITY SYSTEM	INTERCOM	CLOCK/ BELL	PA	SANITARY INFRASTR.	AV	EXTERIOR LIGHTING	INTERIOR LIGHTING	ELEV.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
ANTONIO DEL BUONO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
EL ROBLE	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
ELIOT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
GLEN VIEW	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
LAS ANIMAS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
LUNGI APREA	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
ROD KELLEY	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
RUCKER	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
ASCENSION SOLORSANO	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
BROWNELL	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
SOUTH VALLEY	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
CHRISTOPHER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
GILROY	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
MT. MADONNA	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
G.E.C.A.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40

3.4 PRIORITIZATION M&O PRIORITIES

In the first prioritization screening, newer sites, and sites that have had major modernization investments were identified. Older sites, especially those which have not had recent modernization investment were identified and moved into a higher level of priority. This was accomplished through a process of discussion and committee members placing comments on post it notes on all sites arrayed on the meeting room wall. The list of previous modernization and improvement is shown on the following pages.

The preliminary prioritization exercises by the District's stakeholders, in consideration of the work shown on the following pages that has been completed to upgrade existing facilities, as well as construction of new facilities, suggests that Brownell Middle School, South Valley Middle School and a new Elementary School are high priorities for the District.



Gilroy Unified School District

Facility Project History
including data through February 5, 2016

Site/Project	Year of Construction	Measure J	Measure I	Measure P	Developer Fees	State Matching Funds	Total per Project
Antonio del Buono Elementary School							
Antonio del Buono MPR Repairs	2015/2016			\$721,262.71			\$721,262.71
Antonio del Buono Portables	2003/2004				\$983,336.45		\$983,336.45
Antonio del Buono New School	1999/2000				\$11,820,589.00	\$4,700,085.00	\$16,520,674.00
Total - Antonio del Buono Site		\$0.00	\$0.00	\$721,262.71	\$12,803,925.45	\$4,700,085.00	\$18,225,273.16
Brownell Middle School							
Brownell Acoustical Improvements	2014/2015			\$11,800.00			\$11,800.00
Brownell Bldg Q	2015/2016			\$58,000.00			\$58,000.00
Brownell Fire Alarm	2003/2004	\$646,332.78					\$646,332.78
Brownell Landscape	2005/2006	\$96,589.55					\$96,589.55
Brownell 2012/2013 Improvements	2012/2013			\$1,203,600.95			\$1,203,600.95
Brownell Portable Demolition	2006/2007		\$765,714.62				\$765,714.62
Brownell Security Locks	2015/2016			\$193,248.14			\$193,248.14
Brownell Sale of Land	2006/2007		\$114,811.53				\$114,811.53
Brownell Security Upgrades	2005/2006	\$111,203.72					\$111,203.72
Brownell Servery	2009/2010			\$15,660.04			\$15,660.04
Brownell Additions/Alterations	2007/2008	\$890,801.55			\$4,321.07	\$2,306,907.50	\$3,202,030.12
Brownell/Jordan Portables Replacement	2005/2006		\$97,932.06				\$97,932.06
Total - Brownell Middle School Site		\$1,744,927.60	\$978,458.21	\$1,482,309.13	\$4,321.07	\$2,306,907.50	\$6,516,923.51
Christopher High School							
Christopher HS Phase 1	2009/2010		\$43,388,315.44	\$47,662,497.93		\$32,173,032.49	\$123,223,845.86
Christopher HS Phase 2	2011/2012			\$24,510,256.46		\$10,035,900.00	\$34,546,156.46
Christopher HS Soccer Field Repairs	2012/2013			\$37,981.38			\$37,981.38
Christopher HS Track and Field	2013/2014			\$456,421.30			\$456,421.30
Total - Christopher HS		\$0.00	\$43,388,315.44	\$72,667,157.07	\$0.00	\$42,208,932.49	\$158,264,405.00
Community Day School							
CDS Modernization	2005/2006	\$8,276.84			\$6,790.00		\$15,066.84
Total - CDS Site		\$8,276.84	\$0.00	\$0.00	\$6,790.00	\$0.00	\$15,066.84
Districtwide/District Office							
District Office Upgrades	2009/2010			\$146,960.00			\$146,960.00
Districtwide Phone System	2009/2010			\$277,650.46			\$277,650.46
Districtwide Technology	2010/2011		\$1,076,784.51	\$1,863,923.42			\$2,940,707.93
Districtwide Air Quality Project	2002/2003	\$144,920.76					\$144,920.76
Energy Efficiency Projects	ongoing			\$414,234.42			\$414,234.42
IT Wiring Upgrades @ Sites 22,40,44,49	2003/2004	\$36,727.77					\$36,727.77
Maintenance Roofing/Gate	2012/2013			\$196,834.89			\$196,834.89
New School				\$7,800.00			
Successmaker PI Support	2009/2010			\$182,294.05			\$182,294.05
Transportation Facility Relocation	2011/2012			\$694,099.92			\$694,099.92
Total - Districtwide/District Office		\$181,648.53	\$1,076,784.51	\$3,783,797.16	\$0.00	\$0.00	\$5,034,430.20

*This chart was provided by GUSD

Gilroy Unified School District

Facility Project History
including data through February 5, 2016

Site/Project	Year of Construction	Measure J	Measure I	Measure P	Developer Fees	State Matching Funds	Total per Project
El Portal Charter School							
El Portal Growth Project	2007/2008		\$3,055,534.18		\$778,153.80	\$2,939,541.00	\$6,773,228.98
Total - El Portal Site		\$0.00	\$3,055,534.18	\$0.00	\$778,153.80	\$2,939,541.00	\$6,773,228.98
El Roble Elementary School							
El Roble Fencing	2008/2009			\$259,926.69			\$259,926.69
El Roble Improvements	2014/2015			\$244,318.13			\$244,318.13
El Roble Intercom/Clock System	2005/2006		\$20,100.91				\$20,100.91
El Roble Modernization	2003/2004	\$2,350,232.90				\$1,908,138.00	\$4,258,370.90
El Roble MPR	2004/2005		\$5,301,469.73		\$8,068.51		\$5,309,538.24
Total - El Roble Site		\$2,350,232.90	\$5,321,570.64	\$504,244.82	\$8,068.51	\$1,908,138.00	\$10,092,254.87
Eliot Elementary School							
Eliot Rebuild Project	2004/2005		\$11,463,015.11			\$3,725,135.00	\$15,188,150.11
Total - Eliot Site		\$0.00	\$11,463,015.11	\$0.00	\$0.00	\$3,725,135.00	\$15,188,150.11
GECA/Gavilan							
Gavilan College HSIAC Project	2004/2005	\$224,373.20					\$224,373.20
GECA Growth Project	2007/2008				\$32,738.88		\$32,738.88
GECA New Construction	2014/2015			\$2,631,667.00			\$2,631,667.00
Total - GECA Site		\$224,373.20	\$0.00	\$2,631,667.00	\$32,738.88	\$0.00	\$2,888,779.08
Gilroy High School							
Federal Renovation Program	2003/2004	\$265,000.00					\$265,000.00
GHS Acoustical Improvements Bldg G	2015/2016			\$104,934.33			\$104,934.33
GHS Athletic Field Improvement	2005/2006	\$1,973,015.60	\$967,639.02				\$2,940,654.62
GHS Biotech Academy	2009/2010			\$27,347.89			\$27,347.89
GHS CTE Building Renovation	2012/2013			\$1,056,650.81		\$1,193,091.00	\$2,249,741.81
GHS Fire Alarm System	2005/2006	\$283,593.89					\$283,593.89
GHS Fire Alarm Upgrades	2015/2016			\$22,000.00			\$22,000.00
GHS HVAC	2009/2010			\$706,788.94			\$706,788.94
GHS Modernization	2004/2005	\$12,174,754.14	\$8,651,246.46		\$5,452.84	\$298,298.41	\$21,129,751.85
GHS 2012-2015 Modernizations	2012/2013			\$11,085,704.08			\$11,085,704.08
GHS PE Building	2003/2004	\$3,828.80					\$3,828.80
GHS Portables	2002/2003				\$231,800.30		\$231,800.30
GHS Restoration Project	2003/2004		\$339,246.02		\$11,015.00		\$350,261.02
GHS Room H-5 Remodel	2010/2011			\$30,765.00			\$30,765.00
GHS Track and Field	2015/2016			\$1,654,836.35			\$1,654,836.35
GHS Upgrades	2003/2004		\$102,298.37			\$70,065.51	\$172,363.88
GHS Upgrades Summer 2005	2005/2006	\$2,477,792.39				\$8,522,519.00	\$11,000,311.39
Total - Gilroy HS Site		\$17,177,984.82	\$10,060,429.87	\$14,689,027.40	\$248,268.14	\$10,083,973.92	\$52,259,684.15
Gilroy Prep School							
Gilroy Prep School Portables/Utilities	2013/2014			\$1,712,745.39			\$1,712,745.39
Total - GPS		\$0.00	\$0.00	\$1,712,745.39	\$0.00	\$0.00	\$1,712,745.39

*This chart was provided by GUSD

Gilroy Unified School District

Facility Project History
including data through February 5, 2016

Site/Project	Year of Construction	Measure J	Measure I	Measure P	Developer Fees	State Matching Funds	Total per Project
Glen View Elementary School							
Glen View Fencing	2009/2010			\$198,900.40			\$198,900.40
Glen View Fire Reconstruction	2006/2007	\$698,916.88					\$698,916.88
Glen View MPR	2004/2005		\$5,293,557.05			\$1,019,524.00	\$6,313,081.05
Glen View New Admin/Classroom Bldg	2014/2015			\$6,770,552.56			\$6,770,552.56
Glen View Portables	2007/2008				\$150.00		\$150.00
Total - Glen View Site		\$698,916.88	\$5,293,557.05	\$6,969,452.96	\$150.00	\$1,019,524.00	\$13,981,600.89
Las Animas Elementary School							
Las Animas Develop (Old Site)	2007/2008		\$837,482.88				\$837,482.88
Las Animas New School	2006/2007		\$18,283,201.15			\$9,892,525.00	\$28,175,726.15
Las Animas New Wing	2009/2010			\$3,620,855.71		\$2,277,673.00	\$5,898,528.71
Las Animas Portables	2002/2003				\$2,140.00		\$2,140.00
Las Animas Temporary Housing	2009/2010			\$189,419.77			\$189,419.77
Total - Las Animas Sites		\$0.00	\$19,120,684.03	\$3,810,275.48	\$2,140.00	\$12,170,198.00	\$35,103,297.51
Luigi Aprea Elementary School							
Luigi Aprea Improvements	2005/2006				\$63,807.18		\$63,807.18
Luigi Aprea Portables	2002/2003				\$226,937.38		\$226,937.38
Luigi Aprea Security Upgrades	2013/2014			\$30,725.00			\$30,725.00
Luigi Aprea Shade Structure	2003/2004	\$27,121.19		\$24,916.00			\$52,037.19
Total - Luigi Aprea Site		\$27,121.19	\$0.00	\$55,641.00	\$290,744.56	\$0.00	\$373,506.75
Mt. Madonna High School							
Mt. Madonna High School Expansion	2005/2006		\$37,390.49				\$37,390.49
Mt. Madonna Improvements	2012/2013			\$141,625.22			\$141,625.22
Total - Mt. Madonna Site		\$0.00	\$37,390.49	\$141,625.22	\$0.00	\$0.00	\$179,015.71
Rod Kelley Elementary School							
Rod Kelley Computer Lab Rm #46	2009/2010			\$28,739.09			\$28,739.09
Rod Kelley Fence	2005/2006	\$4,806.00					\$4,806.00
Rod Kelley Fire Alarm	2015/2016			\$60,000.00			\$60,000.00
Rod Kelley IT Upgrades	2011/2012			\$665,291.01			\$665,291.01
Rod Kelley Library	2012/2013			\$2,437,185.45			\$2,437,185.45
Rod Kelley MPR/Kitchen Renovations	2013/2014			\$2,042,372.96			\$2,042,372.96
Rod Kelley Portable Replacement	2005/2006				\$336,827.95		\$336,827.95
Rod Kelley Portables	2002/2003				\$119,227.01		\$119,227.01
Rod Kelley Temporary Housing	2009/2010			\$132,741.44			\$132,741.44
Total - Rod Kelley Site		\$4,806.00	\$0.00	\$5,366,329.95	\$456,054.96	\$0.00	\$5,827,190.91

*This chart was provided by GUSD

Gilroy Unified School District

Facility Project History
including data through February 5, 2016

Site/Project	Year of Construction	Measure J	Measure I	Measure P	Developer Fees	State Matching Funds	Total per Project
Rucker Elementary School							
Rucker Acoustical Improvements MPR	2015/2016			\$25,392.00			\$25,392.00
Rucker Admin/Library Remodel	2013/2014			\$1,769,628.49			\$1,769,628.49
Rucker Bldg 200	2014/2015			\$404,290.00			\$404,290.00
Rucker East Parking/Bus Drop-off	2011/2012			\$1,639,583.47			\$1,639,583.47
Rucker Fire Alarm Upgrade	2005/2006		\$106,463.93				\$106,463.93
Rucker Intercom/Clock System	2005/2006		\$106,066.04				\$106,066.04
Rucker Land Project	2004/2005		\$1,066,058.84				\$1,066,058.84
Rucker Modernization	2002/2003		\$5,000.00		\$4,376.55		\$9,376.55
Rucker MPR	2012/2013			\$6,116,806.88			\$6,116,806.88
Rucker Portable Replacement	2005/2006	\$1,743,721.31			\$1,029,853.38	\$47,289.01	\$2,820,863.70
Rucker West Parking Lot	2013/2014			\$1,056,805.48			\$1,056,805.48
Total - Rucker Site		\$1,743,721.31	\$1,283,588.81	\$11,012,506.32	\$1,034,229.93	\$47,289.01	\$15,121,335.38
San Ysidro Elementary School							
San Ysidro Elementary School		\$2,285.33			\$3,509.63		\$5,794.96
Total - San Ysidro Site		\$2,285.33	\$0.00	\$0.00	\$3,509.63	\$0.00	\$5,794.96
Solorsano Middle School							
Solorsano Growth Project - Portables	2007/2008				\$1,265,623.75		\$1,265,623.75
Solorsano Modernization	2003/2004	\$2,361,528.75					\$2,361,528.75
Solorsano New School	2003/2004	\$8,861,504.77			\$9,914,598.00	\$13,692,039.84	\$32,468,142.61
Solorsano Restrooms/Portable CRs	2010/2011			\$681,733.98			\$681,733.98
Solorsano Security Locks	2015/2016			\$133,384.59			\$133,384.59
Solorsano Shade Structure	2009/2010			\$320.00			\$320.00
Total - Solorsano Site		\$11,223,033.52	\$0.00	\$815,438.57	\$11,180,221.75	\$13,692,039.84	\$36,910,733.68
South Valley Middle School							
South Valley Growth Project - Portables	2002/2003				\$22,253.25		\$22,253.25
South Valley Landscape Project	2003/2004	\$326,092.80					\$326,092.80
South Valley Modernization	2003/2004	\$1,392,791.68	\$1,527,722.18			\$1,855,622.00	\$4,776,135.86
South Valley MS Improvements	2013/2014			\$1,664,184.29			\$1,664,184.29
South Valley MS Security Locks	2015/2016			\$227,450.96			\$227,450.96
South Valley Security Upgrades	2005/2006	\$101,624.44					\$101,624.44
Total - South Valley Site		\$1,820,508.92	\$1,527,722.18	\$1,891,635.25	\$22,253.25	\$1,855,622.00	\$7,117,741.60
Total per Fund		\$37,207,837.04	\$102,607,050.52	\$128,255,115.43	\$26,871,569.93	\$96,657,385.76	\$391,591,158.68

Notes:

- 1) Year of construction dates shown are the year that the majority of expenditures occurred on the projects.
- 2) Detailed analysis and verification of expenditures, other than for the current projects underway, has not occurred and is not currently a part of the requested scope. This work product is only a list of known projects and their costs as extracted from District system reports and current and former masterplans.

*This chart was provided by GUSD

In the next phase of prioritization, the sites identified with greatest need above, were again considered by the complete Facility Master Planning Committee with specific scope categories at each site identified as independent scope items. Those scope descriptions are shown in Section 3.1. All subsequent prioritization studies reference these descriptions and numbering.

During this phase, the collaborative exercise included a detailed presentation of each scope item at each identified site. Participants were provided with bars

graphically representing estimated dollar values, larger bars representing larger dollar amounts, shown to scale according to their value, which could be attached to a “thermometer” graphic. As the highest priority items are placed on the “thermometer” according to their priority, a very clear graphic idea is given as to the difficulty and the importance of selecting only those items that represent the highest priority for the first phase of work, in order to realistically fit the amount of funding potentially available. The results of this exercise are shown on the following page.



PRIORITIZATION PROCESS RESULTS

The results of the prioritization, illustrated here are listed below with the highest need listed first:

- New Elementary School
- New Classrooms at South Valley Middle School
- New Classrooms at Brownell Middle School
- Brownell Middle School Science, Art, and Electives
- Brownell Middle School Admin and Library
- South Valley Middle School Gymnasium
- South Valley Middle School Admin and Library
- Brownell Middle School Food Service and Music
- El Roble Modernization
- Brownell Middle School Playfields and Hardcourts
- South Valley Middle School MPR and Music
- South Valley Middle School Playfields
- El Roble new Construction

The committee also identified immediate deferred maintenance needs as listed below:

MUST DO:

ROD KELLEY ES - HVAC SYSTEM UPGRADES
LUIGI APREA ES - ROOFING
DISTRICT OFFICE - ROOF + PARKING

These needs are identified here, but are not included in the funded priority list. It is possible that they are funded separately.

Other projects already underway are shown below. These projects are not included in the funded priority list.

ALREADY FUNDED:

GILROY HS SITE WORK
PRE-SCHOOL @ GLENVIEW ES

EL ROBLE NEW CONSTRUCTION	\$ 170,000,000
SOUTH VALLEY MS PLAYFIELDS	\$ 160,000,000
SOUTH VALLEY MS MPR & MUSIC	\$ 150,000,000
BROWNELL MS - PLAYFIELDS / HARDCOURTS	\$ 140,000,000
EL ROBLE - MODERNIZATION	\$ 130,000,000
BROWNELL MS FOOD SERVICE & MUSIC	\$ 120,000,000
SOUTH VALLEY MS ADMIN & LIBRARY	\$ 110,000,000
SOUTH VALLEY MS GYM	\$ 100,000,000
BROWNELL MS ADMIN & LIBRARY	\$ 90,000,000
BROWNELL MS SCIENCE, ART, ELECTIVES	\$ 80,000,000
BROWNELL MS CLASSROOMS	\$ 70,000,000
SOUTH VALLEY MS CLASSROOMS	\$ 60,000,000
SOUTH VALLEY MS CLASSROOMS	\$ 50,000,000
SOUTH VALLEY MS CLASSROOMS	\$ 40,000,000
SOUTH VALLEY MS CLASSROOMS	\$ 30,000,000
SOUTH VALLEY MS CLASSROOMS	\$ 20,000,000
SOUTH VALLEY MS CLASSROOMS	\$ 10,000,000
NEW ELEMENTARY SCHOOL	

3.6

PRIORITIZATION & FUNDING OPTIONS FMP COMMITTEE PRIORITIZATION

Using the Scenario 1 funding option, the following would be a possible project roll out projection:

This scenario assumes total project cost (hard and soft) is included in each line item, but due to the very long roll out and bid draw duration, an inflation factor of between 4-5% per year is included in each line item using an estimated mid point of construction date as footnoted in the exhibit.

CONCLUSION

It is understood at this time that there could be many variations on available funding which could impact the outline scenario. Economic factors outside the control of the District and other unforeseen conditions could affect overall inflation and construction cost factors. Needs could evolve over this period of time. These and other factors could affect the assumptions illustrated in this scenario. Nevertheless, this scenario is valuable in beginning to understand the potential magnitude of change possible in the District as well as potential limitations to that potential change and the kinds of factors that could impact the change.

The Stakeholders of the District have clearly demonstrated very strong need for improved and new facilities to support basic needs and student growth, as well as continuing to build upon the District's efforts begun with past facility improvements in positioning the District to be able to support evolving educational delivery strategies and to support sustainable, high performance learning in Gilroy Unified School District.

SCENARIO 1		Base Project Cost with Inflation @ 4.5% per year	
	Project Cost	Project Cost w/ Escalation	Funding
Draw 1 (2016)			\$49,500,000.00
*New Elementary Const.	\$44,200,000.00	\$48,178,000.00	
Carry Over			\$1,322,000.00
Draw 2 (2019)			\$46,000,000.00
Available funds			\$47,322,000.00
**South Valley MS Utilities (3)	\$3,351,000.00	\$3,954,180.00	
South Valley MS Classrooms (4b)	\$14,648,000.00	\$17,284,640.00	
Brownell Utilities (3)	\$2,151,000.00	\$2,538,180.00	
Brownell Classrooms (4b)	\$9,510,000.00	\$11,221,800.00	
Brownell Science, Art Electives (5)	\$10,274,000.00	\$12,123,320.00	
Subtotal Phase 2 Scope			\$47,122,120.00
Carry Over			\$199,880.00
Draw 3 (2022)			\$49,700,000.00
Available Funds			\$49,899,880.00
Brownell Admin and Library (9,10a)	\$3,661,000.00	\$4,814,215.00	
South Valley Gynnasium (8)	\$8,883,000.00	\$11,681,145.00	
South Valley Admin and Library (9,10a)	\$4,498,000.00	\$5,914,870.00	
Brownell Food Service and Music (6,7)	\$6,776,000.00	\$8,910,440.00	
El Roble Modernization (1,2,3)	\$2,834,000.00	\$3,726,710.00	
Brownell Playfields, Hardcourts (13)	\$2,701,000.00	\$3,551,815.00	
South Valley MPR, Music (6,7)	\$6,708,000.00	\$8,821,020.00	
Subtotal Phase 3 Scope			\$47,420,215.00
Carry Over			\$2,479,665.00
Measure P Authorization (2026)			\$29,000,000.00
Available Funds			\$31,479,665.00
South Valley Playfields (13)	\$4,342,000.00	\$6,447,870.00	
El Roble New Construction	\$16,010,000.00	\$23,774,850.00	
Subtotal Phase 4 Scope			\$30,222,720.00
Carry Over			\$1,256,945.00
Note: Escalation Estimated @ 4.5% / year * Phase 1 Mid Point of Construction Jan 2018 ** Phase 2 Mid Point of Construction Jan 2020 *** Phase 3 Mid Point of Construction Jan 2023 **** Phase 4 Mid Point of Construction Jan 2027			



SITE MASTER PLANS

SECTION

4

Buildings and Grounds Condition Assessment

Within Section 4.0, the first two pages of each of the Gilroy Unified School District's schools and District Support Site Master Plans include a representation of the current state of each school site at the time of the school site survey. The third page is a summary of the prioritized project cost estimate and the fourth, fifth and in some cases, sixth pages consist of diagrams showing the existing conditions at each school site and the proposed changes. Each section is comprised of:

- **School Image**

Image depicting the front of the school or District support site. This image captures the first impression of the school site for the community.

- **School Information**

Includes information about the school facility such as address, year constructed/modernized, square footage, site size and modular classroom counts. Also included is a list of recent construction and modernization projects.

- **Campus Description**

Provides a description of the campus location, existing architecture and organization as well as access, adjacencies and special conditions and/or programs.

- **Assessment of Program Needs**

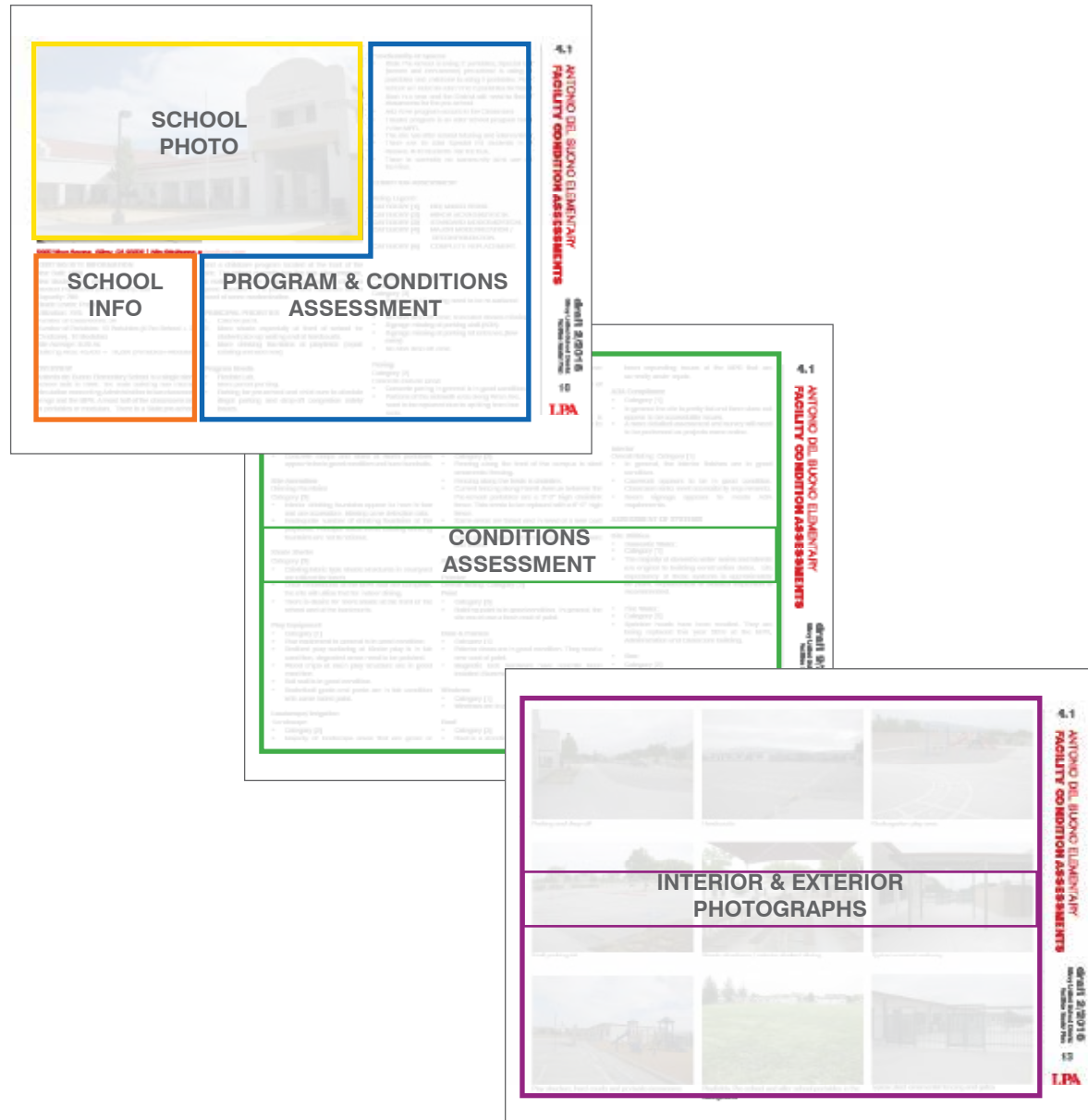
Includes facility needs that will support the school's educational program goals.

- **Condition Assessment**

Includes a description of building and grounds issues identified by District Facilities staff and in the survey completed by the Principal.

- **Interior and Exterior Photographs**

Includes representative photographs of the facility and site during LPA's site observation between July and August of 2015.



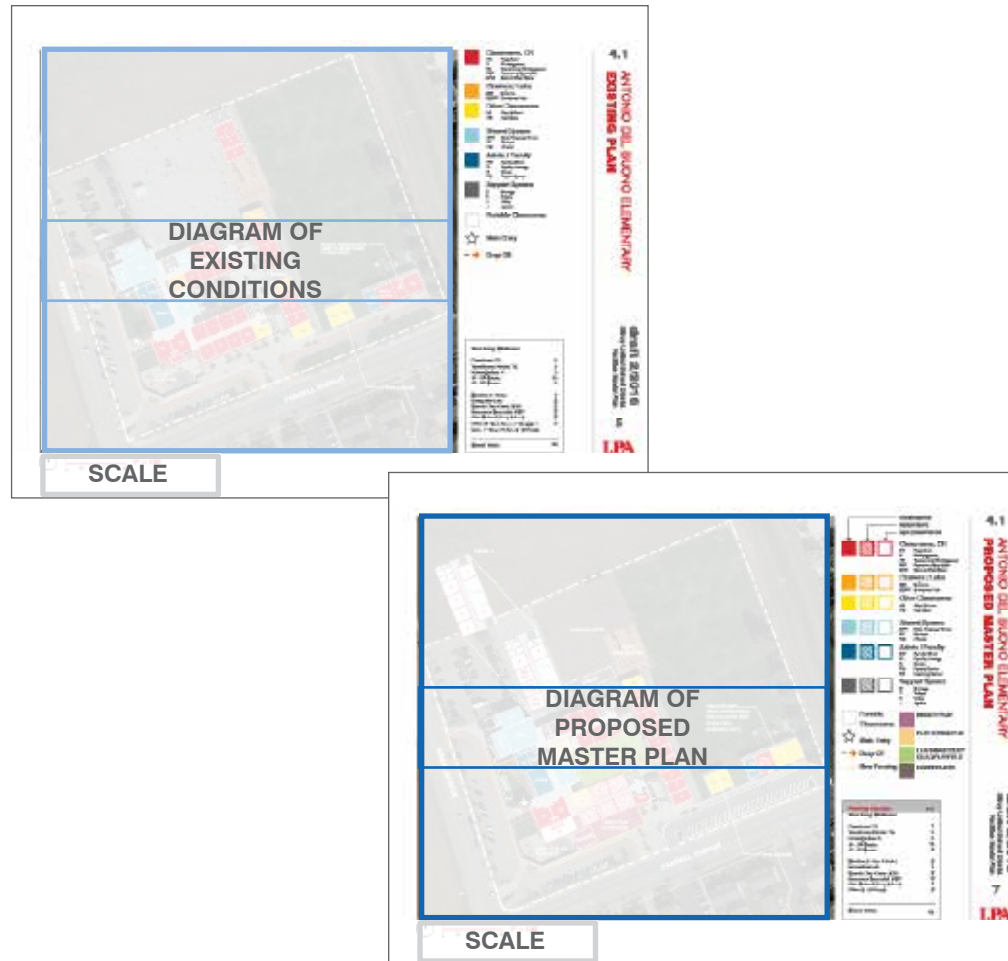
Site Master Plans

- Existing Site Diagram**

Indicates existing building placement, hardscape and landscaped areas. In addition, the existing site diagram locates relevant program spaces, adjacencies and current uses.

- Proposed Site Diagram**

Includes proposed building placement and hardscape and landscape reconfiguration, if needed. The proposed site diagram notes proposed new construction, reconfiguration of existing spaces and the modernization of all existing spaces, where eligible, to the standards outlined in the Facilities Master Plan.





9300 Wren Avenue, Gilroy, CA 95020 | <http://delbuono.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1999
 Year Modernized: 2005 (MPR)
 Student Population (2015 – 2016): 589
 Capacity: 698
 Grade Levels: Pre-K - 5
 Number of Classrooms: 40
 Number of Portables: 21
 Site Acreage: 9.29 Ac

OVERVIEW

Antonio del Buono Elementary School is a single story school built in 1999. The main building has internal circulation connecting Administration to two classroom wings and the MPR. Almost half of the classrooms are in portables or modulares. There is a State pre-school and a childcare program located at the front of the site. The school currently has the Arts Alive program, a violin and theater program. In general the site is in good

condition. The portables and modulares are in need of some modernization.

PRINCIPAL PRIORITIES

1. Exterior paint.
2. More shade especially at front of school for student pick-up waiting and at hardcourts.
3. More drinking fountains at playfields (repair existing and add new)

Program Needs

- Flexible Lab.
- More parent parking.
- Parking for pre-school and child care to alleviate illegal parking and drop-off congestion safety issues.

Functionality of Spaces

- State Pre-school is using 2 portables, Special Ed

(severe and non-severe) pre-school is using 2 portables and childcare is using 2 portables. Pre-school will need to return the 2 portables to Head Start in a year and the District will need to find 2 classrooms for the pre-school.

- Arts Alive program occurs in the Classroom.
- Theater program is an after school program held in the MPR.
- The site has after school tutoring and intervention
- There are 15 total Special Ed students in 2 classes. 6-10 students ride the bus.
- There is currently no community joint use of facilities.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [3]

- Parking lot AC paving need to be re-surfaced and re-striped.
- No ADA drop off zone; truncated domes missing.
- Signage missing at parking stall.(ADA)
- Signage missing at parking lot entrance.(tow-away)
- No ADA drop off zone.

Paving

Category [2]

Concrete (natural gray)

- Concrete paving in general is in good condition.
- Portions of the sidewalk area along Wren Ave. need to be replaced due to uplifting from tree roots.

AC paving

Category [2]

- Hardcourts are relatively flat and in acceptable condition. Re-seal and re-stripe.
- Verify potential cross slope issues (>2%) at storm drain inlets.
- Various areas at the edges and near drains have

be performed as projects come online.

Interior

Overall Rating: Category [1]

- In general, the interior finishes are in good condition.
- Casework appears to be in good condition. Classroom sinks meet accessibility requirements.
- Room signage appears to meet ADA requirements.

ASSESSMENT OF SYSTEMS

Site Utilities

• Domestic Water:

- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates.

• Fire Water:

- Category [3]
- Sprinkler heads have been recalled. They are being replaced this year 2015 at the MPR, Administration and Classroom building.

• Gas:

- Category [2]
- Seismic earthquake valve was added to the main this year, 2015.

• Sewer:

- Category [1]

• Storm Drain/ Drainage:

- Category [1]

Mechanical

- Overall Rating: Category [1]
- HVAC system is a split system with Trane rooftop units. The units are original and are in OK condition.
- Insulation at the units have been replaced recently.
- The site has EMS; controls are Allerton.
- Digital thermostats are typical in each Classroom.

Plumbing

- Category [1]
- Restroom fixtures appear in good condition. Restrooms meet accessibility requirements.

cracking allowing water intrusion/ weed growth.

Ramps & Stairs

Category [1]

- Concrete ramps and stairs at North portables appear to be in good condition and have handrails.

Site Amenities

Drinking Fountains

Category [3]

- Interior drinking fountains appear to have hi-low and are accessible. Missing cane detection rails.
- Inadequate number of drinking fountains at the playfields. Principal noted some existing drinking fountains are not functional.

Shade Shelter

Category [3]

- Existing fabric type shade structures in courtyard are utilized for lunch.
- Once renovations at the MPR roof are complete, the site will utilize that for indoor dining.
- There is desire for more shade at the front of the school and at the hardcourts.

Play Equipment

- Category [1]
- Play equipment in general is in good condition.
- Resilient play surfacing at Kinder play is in fair condition, degraded areas need to be patched.
- Wood chips at main play structure are in good condition.
- Ball wall is in good condition.
- Basketball goals and posts are in fair condition with some faded paint.

Landscape/ Irrigation

-Landscape

- Category [2]
- Majority of landscape areas that are grass or shrubs have been left to die in order to conserve water. Trees are still in place.
- Playfield has many potholes and is in need of maintenance.

-Irrigation

- Category [1]
- Irrigation system is in good condition, but is not automated. In the future, M&O would like to change

to an automated system.

Fencing/Gates

- Category [2]
- Fencing along the front of the campus is steel ornamental fencing.
- Fencing along the fields is chainlink.
- Current fencing along Farrell Avenue between the Pre-school portables are a 3'-0" high chainlink fence. This needs to be replaced with a 6'-0" high fence.
- Some areas are faded and in need of a new coat of paint.
- Some gates appear to be missing panic hardware and levers.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [3]

Paint

- Category [3]
- Building paint is in good condition. In general, the site could use a fresh coat of paint.

Door & Frames

- Category [1]
- Exterior doors are in good condition. They need a new coat of paint.
- Magnetic lock hardware have recently been installed (Summer 2015).

Windows

- Category [1]
- Windows are in good condition.

Roof

- Category [3]
- Roof is a standing seam metal roof. There have been separating issues at the MPR that are currently under repair.

ADA Compliance

- Category [1]
- In general the site is pretty flat and there does not appear to be accessibility issues.
- A more detailed assessment and survey will need to

Electrical

- **Power:**
 - Category [1]
 - All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.
- **Fire Alarm:**
 - Category [1]
 - The fire alarm system is original to the buildings.
- **Technology:**
 - Category [4]
 - There is not WiFi access throughout the site.
 - CRV TV's are still in use in the Classrooms.
 - There are 2 non-scheduled computer labs and 3 chrome carts.
 - No ceiling mounted projectors in Classrooms.
 - Infrastructure needs to be updated to prepare for future technology needs.
- **Intercom / Clock / Bell:**
 - Category [1]
- **Security:**
 - Category [1]
 - There are no existing security system or cameras. There is a desire to put one in.
- **Lighting:**
 - Category [3]
 - Interior lighting are T8 lamps; 2x4 recessed light fixtures. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
 - Site lighting at parking lot and drop-off are LED. Wall mounted wall packs and canopy lights are provided in other path of travel areas.





Parking and drop-off



Hardcourts



Kindergarten play area



Staff parking lot



Shade structures / exterior student dining



Typical covered walkway



Play structure, hard courts and portable classrooms



Playfields. Pre-school and after school portables in the background



Typical steel ornamental fencing and gates



Modular classrooms



Portable classrooms, typical



Main lobby / entry



Typical hallway/ corridor; interior access to Classrooms



Typical classroom interior



Typical computer lab



Multi-Purpose Room under repair



Library / Media Center



Typical restroom

4.1

ANTONIO DEL BUONO ELEMENTARY FACILITY CONDITION ASSESSMENTS



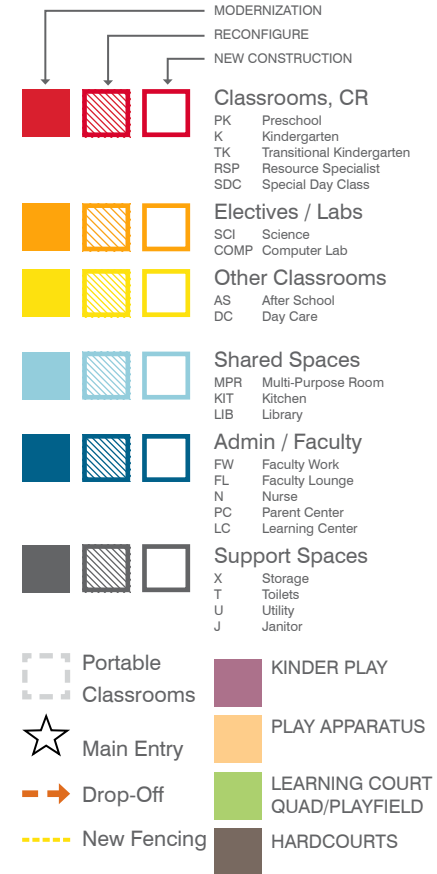
- Classrooms, CR**
 - PK Preschool
 - K Kindergarten
 - TK Transitional Kindergarten
 - RSP Resource Specialist
 - SDC Special Day Class
- Electives / Labs**
 - SCI Science
 - COMP Computer Lab
- Other Classrooms**
 - AS After School
 - DC Day Care
- Shared Spaces**
 - MPR Multi-Purpose Room
 - KIT Kitchen
 - LIB Library
- Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - PC Parent Center
- Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
- Portable Classrooms**
- Main Entry**
- Drop-Off**

Teaching Stations:

Preschool, PK	3
Transitional Kinder, TK	3
Kindergarten, K	3
1 st - 3 rd Grade	10
4 th - 5 th Grade	6
Elective (1 - Violin)	1
Computer Lab	2
Special Day Class, SDC	2
Resource Specialist, RSP	2
After School (Power School)	2
Other (1 - Book Room, 1 - Storage, 1 - Open, 1 - Temp. Kitchen, 2 - Childcare)	6

Grand Total: 40





Planning Capacity:	676
Teaching Stations:	
Preschool, PK	1
Transitional Kinder, TK	3
Kindergarten, K	5
1 st - 3 rd Grade	15
4 th - 5 th Grade	8
Elective (1 - Flex, 1 Music)	2
Innovation Lab	1
Special Day Class, SDC	2
Resource Specialist, RSP	2
After School (Power School)	1
Other (2 - Childcare)	2
Grand Total:	43

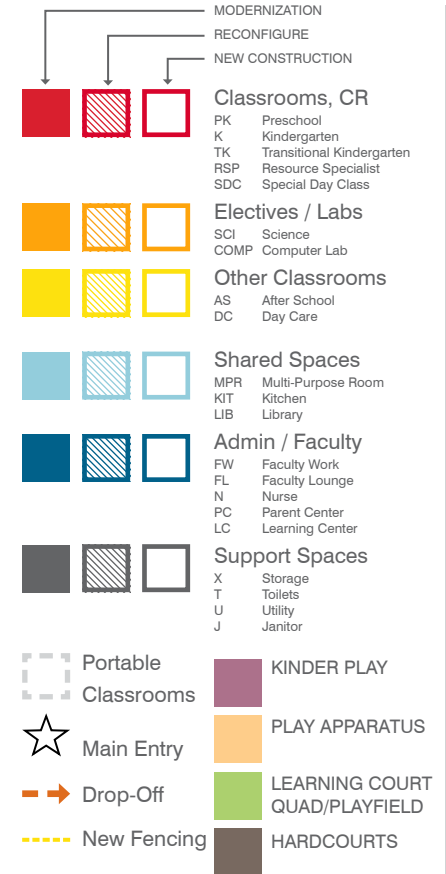
4.1

ANTONIO DEL BUONO ELEMENTARY PROPOSED MASTER PLAN OPT 1

Gilroy Unified School District
Facilities Master Plan

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LPA



Planning Capacity:	676
Teaching Stations:	
Preschool, PK	1
Transitional Kinder, TK	3
Kindergarten, K	5
1 st - 3 rd Grade	15
4 th - 5 th Grade	10
Elective (1 - Flex, 1 Music)	2
Innovation Lab	1
Special Day Class, SDC	2
Resource Specialist, RSP	2
After School (Power School)	1
Other (2 - Childcare)	2
Grand Total:	43

4.1

ANTONIO DEL BUONO ELEMENTARY PROPOSED MASTER PLAN OPT 2

Gilroy Unified School District
Facilities Master Plan

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LPA



930 Third Street, Gilroy, CA 95020 | <http://elroble.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1966/67 (Admin. & Classrooms); 2004 (MPR & Library); 1989/ 97/2004 (Portables)
 Year Modernized: 2003 (Admin. & Classrooms)
 Student Population (2014 – 2015): 640
 Capacity: 691
 Grade Levels: TK - 5
 Number of Classrooms: 30
 Number of Portables: 9
 Site Acreage: 6.6 Ac

OVERVIEW

El Roble Elementary School is a single story school built in 1966/67 and modernized in 2003. A new MPR and Library building was constructed in 2004. The campus is organized in Classroom clusters of four, surrounding a main quad. Almost half of the classrooms are in portables. The school currently has a science program for 3rd - 5th grade, after school program, accelerated

reader program and a 5th grade mural program with Gavilan College. In general the older buildings are in need of a major modernization. There are accessibility issues throughout the site. The portables are in need of some modernization with some nearing the end of their life cycle.

PRINCIPAL PRIORITIES

- Safer parking/ drop-off configuration with additional parking.
- Paint to 'freshen up' the campus and boost school pride.
- Fire alarm has ground fault issues causing a beeping sound and shorts and needs to be replaced. The PA speaker system is antiquated and needs to be upgraded.

Program Needs

- Need for more parent parking. Potential areas are the underutilized area North of the main play equipment, adjacent to the drop-off at Santa Theresa and the grass area at the corner of Santa Theresa and 3rd Street.
- Power School after school program lacks a dedicated space. Utilizing various Classrooms and storage of materials in shipping containers on the site.

Functionality of Spaces

- The adjacent park is joint use with the City. It has a fitness track and 3 softball fields. It has recently been rehabilitated and is in good condition.
- One of the computer labs shares a space with Staff Workroom.
- The site has 3 special ed (SDC) classes: K-1, 2-3, and 4-5.
- Science is taught starting in the 3rd grade. The program is taught within the Classroom.
- Intervention is sharing their Classroom with Saturday class and after-school.
- The site has reported roach issues at Food Service.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [3]

- Parking lot AC paving need to be re-surfaced and re-striped. There have been some drainage issues.
- No ADA drop off zone; truncated domes missing.
- Signage missing at parking stall.(ADA)
- Signage missing at parking lot entrance.(tow-away)

Paving

Category [3]

Concrete (natural gray)

- Concrete paving in general is in poor condition.

There is cracking and uplifting at tree planter areas. Tree planters need to be replaced.

- Verify potential cross slope issues (>2%).

AC paving

Category [3]

- Site AC paving is in poor condition with many areas of cracking that have allowed water intrusion/ weed growth. It needs to be re-paved.
- Paving at hardcourt area only, is in fair condition - re-seal and re-stripe.
- Paving where portable was recently removed needs to be re-finished.

Ramps & Stairs

Category [3]

- Concrete 'ramps' at door thresholds need to be evaluated for accessibility compliance.

Site Amenities

Drinking Fountains

Category [1]

- Exterior drinking fountains have hi-low and are accessible with cane detection rails. Fixtures appear in good condition.

Shade Shelter

Category [2]

- Shade structure is a wood structure and it is in fair condition.

Play Equipment

- Category [1]
- Play equipment in general is in good condition.
- Wood chips are in good condition.
- May be required to provide accessible access.
- Basketball backstops appear in good condition.

Landscape/ Irrigation

- Category [1]
- Majority of landscape areas that are grass or shrubs have been left to die in order to conserve water. Trees are still in place.
- City Playfields are in good shape.

Fencing/Gates

- Category [2]

- Most of the fencing is steel ornamental fencing and is in good condition.
- Chainlink fencing around the Kindergarten play yard needs to be re-evaluated to provide accessible gate access and security.
- Some gates appear to be missing panic hardware and levers.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [3]

Paint

- Category [3]
- The buildings need a new coat of paint. It is in fair condition with faded areas and areas of chipping.
- There are termite issues at siding that goes sub-grade.

Door & Frames

- Category [2]
- Exterior doors are in fair condition. They need a new coat of paint. Various thresholds are not ADA compliant.
- Magnetic lock hardware have recently been installed.

Windows

- Category [3]
- Windows are original and need to be replaced.

Roof

- Category [3]
- Roof is a combination of standing seam metal roof and built-up roofing; foam roofing at MPR.

ADA Compliance

- Category [3]
- There are path of travel accessibility issues throughout the site, including uneven paving, cross slope issues, non-compliant thresholds.
- A more detailed assessment and survey will need to be performed as projects come online.

Interior

- Overall Rating: Category [3]
- In general, the interior finishes are in fair condition.
- Casework appears to be in good condition.

- Classroom sinks meet accessibility requirements.
- Room signage appears to meets ADA requirements.
- Ceilings are original glue-on tile.

ASSESSMENT OF SYSTEMS

• Domestic Water:

- Category [1]

• Fire Water:

- Category [3]

• Gas:

- Category [1]
- Seismic earthquake valve is in place.

• Sewer:

- Category [3]
- Part of the sewer line has been replaced.
- Portion of the sewer line still needs to be replaced.

• Storm Drain/ Drainage:

- Category [2]
- The site has drainage issues and tends to have areas of flooding during rainy season.

Mechanical

- Overall Rating: Category [1]
- HVAC system are Carrier rooftop package units that were replaced 7 years ago (2008). System and ducting is in good condition. There have been minor air quality issues that have been addressed by maintenance.
- There is a boiler housed in a small building at the North-East part of the site.
- The site has EMS; controls are Allerton.
- Digital thermostats are typical in each Classroom.

Plumbing

- Category [4]
- Restrooms (except at the new MPR) have not been upgraded to meet accessibility requirements.
- Fixtures are in working condition.

Electrical

- Power:
- Category [1]
- All electrical equipment is functional and there is no reported occurrence of power shortage

or tripping of the main or feeder breakers.

- **Fire Alarm:**

- Category [3]
- Maintenance has recently repaired this and a new panel was put in 2014. However the site reports that The fire alarm system has ground fault issues and causes shorts and beeping sounds throughout the day. It needs to be replaced.

- **Technology:**

- Category [4]
- There is not WiFi access throughout the site. There is only WiFi in the MPR.
- The site has 2 non-scheduled computer labs used by K-2 and 5 chrome carts used by 3rd - 5th grade.
- CRV TV's are still in use in the Classrooms.
- No ceiling mounted projectors in Classrooms.
- Infrastructure needs to be updated to prepare for future technology needs.
- IDF at Admin is open in the Staff Lounge; needs to be placed in a closet / dedicated room.

- **Intercom / Clock / Bell:**

- Category [4]
- The PA system is antiquated and needs to be replaced.

- **Security:**

- Category [1]
- There are no existing security system or cameras. There is a desire to put one in.

- **Lighting:**

- Category [3]
- Interior lighting are T8 lamps; direct-indirect pendant light fixtures in Classrooms. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- There is no EMS on lighting.
- Site lighting at parking lot are mainly provided by building mounted pole lights. Consider upgrading to LED type fixtures.



4.2

EL ROBLE ELEMENTARY FACILITY CONDITION ASSESSMENTS

Gilroy Unified School District
Facilities Master Plan

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Drop-off zone



Typical AC paving at hardcourts



Typical concrete paving



Typical drinking fountain



Wooden shade structures



Play equipment



Typical landscape condition



Interior site fencing



Perimeter site fencing

4.2

EL ROBLE ELEMENTARY FACILITY CONDITION ASSESSMENTS



Exterior condition at doors and windows



Exterior door hardware



Threshold at restroom



Typical classroom



Multi-purpose room



Library



Computer lab at administration building



Administration



Restroom

4.2

EL ROBLE ELEMENTARY FACILITY CONDITION ASSESSMENTS



- **Classrooms, CR**
 - PK Preschool
 - K Kindergarten
 - TK Transitional Kindergarten
 - RSP Resource Specialist
 - SDC Special Day Class
- **Electives / Labs**
 - SCI Science
 - COMP Computer Lab
- **Other Classrooms**
 - AS After School
 - DC Day Care
- **Shared Spaces**
 - MPR Multi-Purpose Room
 - KIT Kitchen
 - LIB Library
- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - PC Parent Center
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
- Portable Classrooms**
- ★ **Main Entry**
- ➔ **Drop-Off**

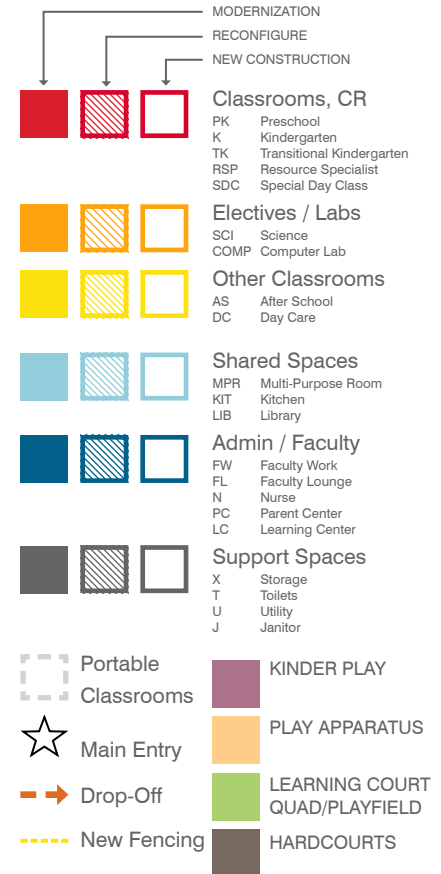
Teaching Stations:

Preschool, PK	0
Transitional Kinder, TK	2
Kindergarten, K	4
1 st - 3 rd Grade	11
4 th - 5 th Grade	6
Computer Lab	2
Special Day Class, SDC	3
Resource Specialist, RSP	1
After School (0.5 - After School, 0.5 - INTV)	1

Grand Total: 30

4.2

EL ROBLE ELEMENTARY EXISTING PLAN



Planning Capacity:	620
Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	2
Kindergarten, K	5
1 st - 3 rd Grade	13
4 th - 5 th Grade	7
Elective (1 - Flex, 1 - Music)	2
Innovation Lab	1
Special Day Class, SDC	3
Resource Specialist, RSP	1
After School (Power School)	1
Other (1 - INTV)	1
Grand Total:	37

4.2

EL ROBLE ELEMENTARY PROPOSED MASTER PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



475 Old Gilroy Street, Gilroy, CA 95020 | <http://eliot-gusd-ca.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: Original 1926; re-built 2004
 Year Modernized: n/a
 Student Population (2014 – 2015): 534
 Capacity: 538
 Grade Levels: TK - 5
 Number of Classrooms: 27
 Number of Portables: n/a
 Site Acreage: 3.75 Ac

OVERVIEW

Eliot Elementary School is one of the newer schools in the District, constructed in 2004 and is in good condition. The site is small and has a 2-story Classroom building, a Multi-purpose/ Food Service building, a Library/ Media center and a Kindergarten building. The campus is organized around a central Quad. There are no portables and a lack of on site parking. This is a neighborhood school. Approximately 30-35% of parents

drive/ drop-off and there have been many dangerous drop-off incidents.

PRINCIPAL PRIORITIES

- Safety. Improve traffic at pick-up/ drop-off condition and add a swing gate at Admin.
- Space. Desire for a dedicated parent room.
- Shade.

Program Needs

- Dedicated parent room to support the active parent volunteers: Project to Inspire (parent leadership), Los Dichos and a literacy program for adults. Currently they are using Power School's room 102.
- Admin needs a door / gate to delineate 'public' zone vs. 'private' offices zone.
- Desire for a shade structure at hardcourts.
- Short throw type projector with screen at Library.
- Parking is a challenge. There is not enough spaces

even for staff.

Functionality of Spaces

- Art program occurs within the Classroom.
- 4th - 5th grade have PE, Band held in Room 102 and Choir held at the MPR.
- Approximately 180 students are enrolled in after school. After school is mainly the Youth Alliance and some YMCA.
- The MPR is used at night for community meetings and forums and City events on the weekends.
- ESL adult education uses the Computer Lab (Room 112) in the evenings.
- Project to Inspire, parent education held in Room 102.
- Power School held in Room 102 from 11am - 7pm.
- MPR is used for student dining.
- The site only has RSP Special Ed classes.
- Only 1 migrant bus accesses the drop-off.
- One computer lab has built-in desks.
- The library has a high ceiling reading area with natural daylighting.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [1]

- Parking lot AC paving should be re-surfaced and re-striped.
- No ADA drop off zone; truncated domes missing at front drop-off and 7th Street pull-in.
- Signage missing at parking lot entrance.(tow-away)

Paving

Category [1]

Concrete (natural gray and colored)

- Most of the campus is paved with concrete. Concrete paving is in good condition.

AC paving Category [3]

- Site AC paving is in good to fair condition. The Kindergarten play yard should be re-surfaced and re-striped.
- Parking lot and hardcourts should be re-surfaced and re-striped.

Site Amenities

- Drinking Fountains
- Category [1]
- No issues noted.
- Shade Shelter
- Category [2]
- There are wood trellises that ring around the amphitheater that create shady dining areas. These are in good condition.
- The site would like additional shade structures at hardcourts.

Play Equipment

- Category [2]
- Play equipment in general is in good condition.
- Wood chips at the Kinder play yard could be added. Equipment is small.
- May be required to provide accessible access.
- Basketball backstops appear in good condition. Some basketball nets need to be replaced.
- Ball wall is plywood and is in fair condition.

Landscape/ Irrigation

- Category [1]
- Majority of landscape areas are ground covering and low shrubs. Areas of grass have been left to die to conserve water. Shrubs and trees are still in place. It is a 'low maintenance' site.
- Playfields are in good shape.

Fencing/Gates

- Category [1]
- Most of the fencing along the front of the campus and along the Kinder play yard is steel ornamental fencing and is in good condition.
- Chainlink fencing at Kinder play yard, adjacent to the neighborhood is chainlink with screening. Consider replacing.

- Some gates appear to be missing panic hardware and levers.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [2]

Paint

- Category [3]
- The buildings need a new coat of paint. It is in fair condition with faded areas and areas of chipping.

Door & Frames

- Category [2]
- Exterior doors are in good condition. They need a new coat of paint.

Windows

- Category [1]
- Windows are in good condition.

Roof

- Category [3]
- Roof is a combination of built-up roofing tile roof.
- The seismic joint at the roof, at the 2-story Classroom building is leaking. Currently there is a 'band-aid' fix on it. Needs to be fixed properly.

ADA Compliance

- Category [1]
- In general there did not appear to be any major accessibility issues.

Interior

Overall Rating: Category [1]

- In general, the interior finishes are in good condition.

ASSESSMENT OF SYSTEMS

Domestic Water:

- Category [1]

Fire Water:

- Category [1]
- MPR and Admin are sprinklered. No concerns noted.

Gas:

- Category [3]
- Seismic earthquake valve needs to be installed at main service..
- See comment regarding gas piping under Plumbing.

Sewer:

- Category [1]

Storm Drain/ Drainage:

- Category [2]
- Maintenance is currently repairing the double stage back-up pump. Pump issues have been causing back-up in the system.

Mechanical

- Overall Rating: Category [1]
- HVAC system are Trane rooftop package units that are original to the buildings. System and ducting is in good condition.
- The site has EMS; controls are ASIC.
- Digital thermostats are typical in each Classroom.

Plumbing

- Category [3]
- Restrooms are in good condition.
- Gas at roof is piped with non-galvanized piping and is now rusting.

Electrical

- **Power:**
- Category [1]
- All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.

Fire Alarm:

- Category [1]

Technology:

- Category [4]
- There is not WiFi access throughout the site. There is only WiFi in the MPR.
- The site has 3 non-scheduled computer labs and 2 chromebook carts.
- CRV TV's are still in use in the Classrooms.
- No ceiling mounted projectors in Classrooms.

- Infrastructure needs to be updated to prepare for future technology needs.
- **Intercom / Clock / Bell:**
 - Category [1]
 - The PA system is antiquated and needs to be replaced.
- **Security:**
 - Category [1]
 - There is an existing security camera system in place (installed in 2004). M&O is replacing some cameras.
- **Lighting:**
 - Category [2]
 - Interior lighting are T8 lamps; direct-indirect pendant light fixtures in Classrooms. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
 - Site lighting at parking lot are mainly provided by lamp posts. Consider upgrading to LED type fixtures.
- **Elevator:**
 - Category [3]
 - The elevator has system problems that needs to be addressed. A lot of times it is non-functional. Manufacturer is Thyssen Krup.





Drop-off zone



AC paving at Kindergarten play area



Typical concrete paving



Trellis structure at amphitheater



Trellis structure at Kindergarten



Kindergarten play area



Trash collection area



Site landscaping



Perimeter fencing



Exterior paint at MPR



Exterior door hardware



Elevator at main classroom building



Typical classroom



Multi-purpose room



Library



Computer lab



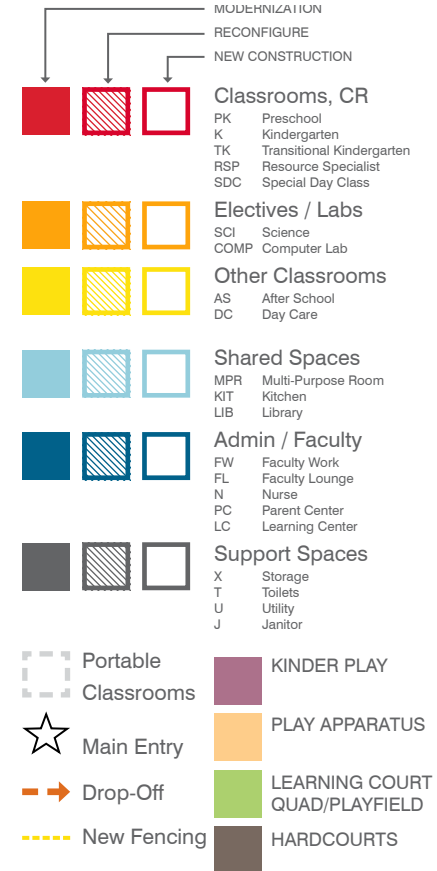
Administration office



Typical restroom



- | | |
|---|-----------|
| Teaching Stations: | |
| Preschool, PK | 1 |
| Transitional Kinder, TK | 2 |
| Kindergarten, K | 3 |
| 1 st - 3 rd Grade | 9 |
| 4 th - 5 th Grade | 6 |
| Computer Lab | 2 |
| Special Day Class, SDC | 0 |
| Resource Specialist, RSP | 1 |
| After School (After School/Parent Center) | 1 |
| Other (1 - Speech/ESL, 1 - Open) | 2 |
| Grand Total: | 27 |



Planning Capacity:	527
Teaching Stations:	
Preschool, PK	1
Transitional Kinder, TK	2
Kindergarten, K	4
1 st - 3 rd Grade	11
4 th - 5 th Grade	6
Elective (1 - Flex, 1 - Music)	2
Innovation Lab	1
Special Day Class, SDC	0
Resource Specialist, RSP	1
After School (After School/Parent Center)	1
Grand Total:	30

4.3

ELIOT ELEMENTARY PROPOSED MASTER PLAN





600 W. 8th Street, Gilroy, CA 95020 | <http://glenview.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1950's (Bldg. N); 2004 (Bldg. O, MPR/Library & Kinder); 2014 (modular Admin+Classrm Wing A & Classroom Wing B)
 Year Modernized: 2014
 Student Population (2014 – 2015): 600 - 630
 Capacity: 420
 Grade Levels: K - 5
 Number of Classrooms: 31
 Number of Portables: 9
 Site Acreage: 8.9 Ac

OVERVIEW

Glenview Elementary School is a single story school with building constructed in various years. Building N Classroom building, built in the 1950's is one of the oldest buildings in the District. The Library and MPR were constructed in 2004. The Administration

+ Classroom building along with Wing B Classroom building are permanent modular buildings that were recently constructed in 2014. The campus has exterior circulation with 'finger' style buildings.

PRINCIPAL PRIORITIES

1. Replace Building N.
2. Expand Kinder play yard.
3. Modernization of Restrooms.

Program Needs

- Science Lab/ Maker Space to promote Common Core learning.
- A dedicated place to do Art and display Art.
- Shared collaboration spaces.
- Appropriate sized classrooms.
- 21st Century learning spaces. Current furniture is 'hodge podge'. The facilities need to meet student learning needs.

- Desire for a lunch patio for staff.
- Speech is located in the Kinder office space because the office allocated in the office is too small. Speech needs space to work with students. Need an appropriate sized office in the main Admin. This year there will be an additional speech therapist that will also need an office.
- Portable Classrooms are too small for collaborative 21st Century learning and inhibits students from interacting and discourages teachers from implementing innovative and creative ways for students to interact.
- Staff needs a dedicated planning space.

Functionality of Spaces

- There are approximately 50-60 Special Ed students at this site. There are 2 SDC (ED), 2 Speech, 2 RSP and OT.
- Library is used for PLC's.
- Music program for 2nd, 4th and 5th grades.
- The site has an after school program. There is a challenge to find space for after school.
- Parking is limited and is an issue. There is currently no parent parking. The drop off functions for the site.
- Staff development occurs in the Library.
- Conference room is too small.
- Parent volunteers need a storage space, a 'home base'.
- Counselors are currently in very small offices. It functions, but could be better.
- A future community garden will be put in near the Kindergarten drop-off.
- The Kindergarten play area is not big enough to fit all the classes. It can only accommodate a maximum of 2 Classes.
- Existing student restroom portable is in poor condition.
- A Health Clinic will be put into one of the portables along 8th Street.
- Exterior student dining is too far from the cafeteria.
- Desire for outdoor learning areas.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE**Parking**

Category [5]

- Parking lot AC paving need to be re-done and re-striped. Cracking in various areas.
- Parent parking / expanded parking needed.

Paving

Category [2]

Concrete (natural gray)

- Concrete paving in general is in good condition.

AC paving

Category [5]

- Hardscape in general is in poor condition throughout the site.
- AC paving at hardcourts are in poor condition with large cracks and uneven pavement. Needs to be ground down and re-done.
- Potential cross slope issues (>2%) in various areas.

Ramps & Stairs

Category [4]

- AC ramps and stairs at portables appear to be in poor condition with cracking and uneven surface.
- Potential cross slope issues (>2%).

Site Amenities

Drinking Fountains

Category [3]

- Exterior drinking fountains in front of Building N are not functional. They are not accessible. Need drinking fountains near playgrounds.
- Other drinking fountains at the buildings appear to be accessible with hi-low and cane detection rails.

Shade Shelter

Category [2]

- Existing wood structure lunch shelter is old but is functional.

Play Equipment

- Category [2]
- Play equipment is in good condition; was installed in 2014.
- New Kinder play equipment is very high and poses safety concerns.
- Wood chips at main play structure and Kinder are in good condition.
- Basketball backstops and posts are in fair condition, new nets are needed.

Landscape/ Irrigation

-Landscape

- Category [3]
- Majority of landscape areas that are grass or shrubs have been left to die in order to conserve water. Trees are still in place.
- Playfield is in fair shape; has drainage issues and patchy grass and many potholes.

-Irrigation

- Category [1]
- Irrigation system is in good condition, but is not automated. In the future, M&O would like to change to an automated system.

Fencing/Gates

- Category [1]
- Fencing is chainlink throughout the site and appears to be in good condition.

ASSESSMENT OF BUILDINGS**Exterior**

Overall Rating: Category [2]

Paint

- Category [1]
- Building paint is in good condition.

Door & Frames

- Category [2]
- Exterior doors are in good condition. They need a new coat of paint.
- Thresholds at the old Building N do not meet

today's accessibility requirements. Doors also need to be replaced.

- Magnetic lock hardware have recently been installed (Summer 2015).

Windows

- Category [1]
- Windows are in good condition.
- Windows at the old Building N are single pane and need to be replaced.

Roof

- Category [1]
- Roof on the original buildings is a composition roof that is more than 10 years old. The roof at the new Admin and Classroom wings are standing seam metal roof which are in good condition. The roof at the MPR and Library is a combination of TPO and standing seam metal roof.
- The Administration building lacks roof access.

ADA Compliance

- Category [4]
- In general the site has compliant path of travel. There are various areas that appear to have cross slope issues (>2%) and uneven paving/ hardscape throughout the site needs to be re-done.
- A more detailed assessment and survey will need to be performed as projects come online.

Interior

Overall Rating: Category [1]

- In general, the interior finishes are in good condition.
- Casework appears to be in good condition.
- Classroom sinks meet accessibility requirements.
- Room signage appears to meet ADA requirements.
- At old Building N (Rating: Category [3]), finishes are in fair condition. Casework is original and does not meet ADA requirements.
- Furniture is 'mis-matched' / 'hodge podge' and needs to be replaced.

ASSESSMENT OF SYSTEMS**Site Utilities**

- **Domestic Water:**
- Category [3]

- The majority of domestic water mains and laterals are original to building construction dates. Life expectancy of these systems is approximately 50 years. Replacement or detailed inspection is recommended.
- **Fire Water:**
- Category [1]
- **Gas:**
- Category [2]
- Seismic earthquake valve needs to be added to the service main.
- **Sewer:**
- Category [3]
- Sewer system is original and has not been replaced.
- The sewer lift located in between the portables off 8th Street requires yearly servicing.
- Storm Drain/ Drainage:
- Category [3]
- Large trees at the tree court have drainage issues. Storm drains are plugged up easily.

Mechanical

- Overall Rating: Category [3]
- HVAC system is Carrier package units and are in good condition. K-1 - K-3 have a heat pump cooling system that is not sized properly and needs to be replaced.
- The site has EMS; controls are Allerton.
- Digital thermostats are typical in each Classroom.
- The Principal noted indoor air quality issues at old Building N; however test results were negative.
- Room 22, especially, the HVAC has continuous malfunctioning problems. Room 17-21 (Portables) also have chronic issues.

Plumbing

- Category [3]
- In general the restroom fixtures in the newer buildings appear in good condition. Restrooms meet accessibility requirements.
- The restrooms at the old Building N building are in

poor condition and need a full modernization.

- Existing portable restroom East of the MPR is in poor condition.
- The MPR has waterless urinals which are not ideal. Replace with low flow urinals in future modernization work.
- Kinder toilets are new but are constantly getting clogged.

Electrical

- **Power:**
- Category [3]
- Principal noted that there are power outages that occur often at the MPR when multiple outlets are in use.
- The main switchgear is original to the buildings and has not been replaced.
- **Fire Alarm:**
- Category [1]
- The fire alarm system has been upgraded in the last modernization.

Technology:

- Category [4]
- There is currently only WiFi access in the MPR and Library, not throughout the site. It doesn't work. The Principal noted that WiFi is non-functional. It would also be nice to have WiFi in the Staff Lounge.
- There is a need for more student access to computers.
- CRV TV's are still in use in the Classrooms.
- There are 2 non-scheduled computer labs and 4 chrome carts.
- There are ceiling mounted projectors only at the newer Classrooms.
- Infrastructure needs to be updated to prepare for future technology needs.

Intercom / Clock / Bell:

- Category [1]

Security:

- Category [1]
- There are no existing security system or cameras. There is a desire to put one in.

Lighting:

- Category [3]
- Interior lighting are T8 lamps; direct-indirect pendant fixtures. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- Site lighting at parking lot and drop-off are provided by pole mounted lights. Wall mounted wall packs are provided in other path of travel areas. Lights very sparse. There is a need for more site lighting for safety concerns.
- Need for more site lighting throughout.





Drop-off area



AC paving



Concrete paving



Drinking fountain



Shade structures



Kindergarten play area



Play structure and fields



Playfields



Perimeter fencing



Exterior door



Exterior windows



Threshold at doorway



Typical classroom



Multi-purpose room



Library



Computer lab



Administration main office



Restroom

4.4

GLEN VIEW ELEMENTARY FACILITY CONDITION ASSESSMENTS

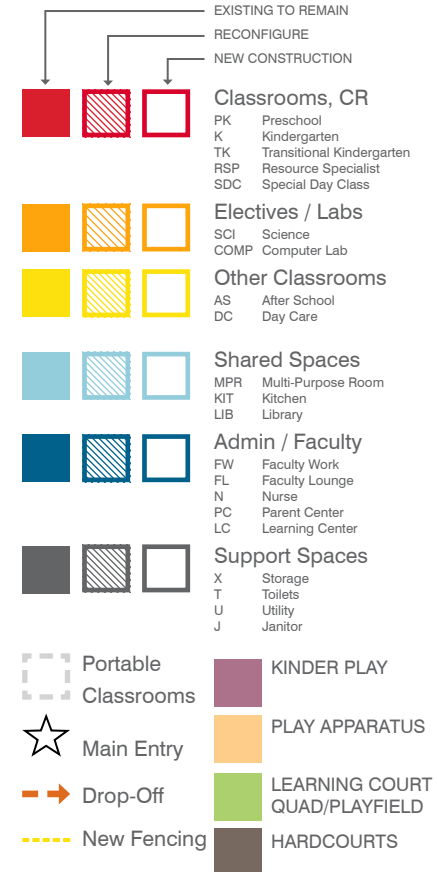


- **Classrooms, CR**
 - PK Preschool
 - K Kindergarten
 - TK Transitional Kindergarten
 - RSP Resource Specialist
 - SDC Special Day Class
- **Electives / Labs**
 - SCI Science
 - COMP Computer Lab
- **Other Classrooms**
 - AS After School
 - DC Day Care
- **Shared Spaces**
 - MPR Multi-Purpose Room
 - KIT Kitchen
 - LIB Library
- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - PC Parent Center
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
- Portable Classrooms**
- ★ **Main Entry**
- **Drop-Off**

Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K	4
1 st - 3 rd Grade	11.5
4 th - 5 th Grade	6
Computer Lab	2
Special Day Class, SDC	2
Resource Specialist, RSP	2.5
After School (After School/Parent Center)	1
Other (2 - HeadStart)	2
Grand Total:	31

4.4

GLEN VIEW ELEMENTARY EXISTING PLAN



Planning Capacity:	566
Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K	5
1 st - 3 rd Grade	12
4 th - 5 th Grade	6
Elective (1 - Flex, 1 - Music)	2
Innovation Lab	1
Special Day Class, SDC	2
Resource Specialist, RSP	2
After School	1
Other (2 - HeadStart)	2
Grand Total:	33

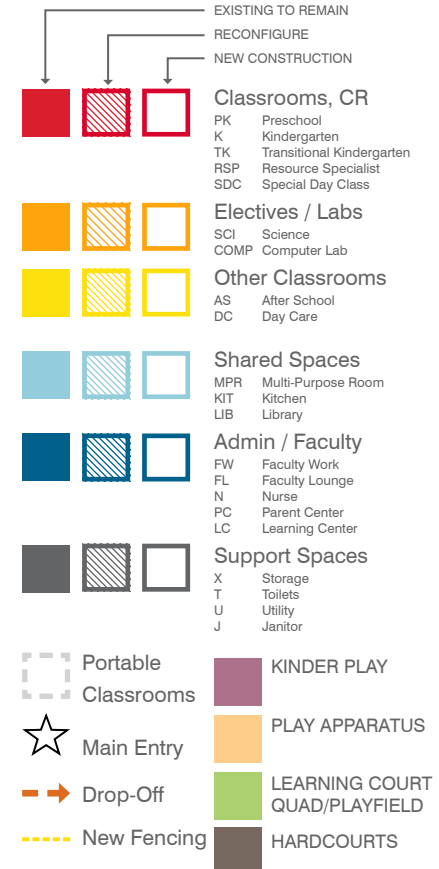
4.4

GLEN VIEW ELEMENTARY PROPOSED MASTER PLAN OPT 1



PRIORITY SCOPES OF WORK

- Hardcourts
- New Construction to Replace Old Classroom Building
- Addition of (3) Portables
- Preschool



Planning Capacity:	566
Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K	5
1 st - 3 rd Grade	12
4 th - 5 th Grade	6
Elective (1 - Flex, 1 - Music)	2
Innovation Lab	1
Special Day Class, SDC	2
Resource Specialist, RSP	2
After School	1
Other (2 - HeadStart)	2
Grand Total:	33

4.4

GLEN VIEW ELEMENTARY PROPOSED MASTER PLAN OPT 2

Gilroy Unified School District
Facilities Master Plan

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LPA



6550 Cimino Street, Gilroy, CA 95020 | <http://lasanimas.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 2006; 2010 (2- Story Classroom Wing);
2007 (Portables)

Year Modernized: n/a

Student Population (2014 – 2015): 700 - 800

Capacity: 935

Grade Levels: K - 5

Number of Classrooms: 41

Number of Portables: 5

Site Acreage: 8.1 Ac

OVERVIEW

Las Animas Elementary School is one of the newer campuses in the District, built in 2006 with a 2-story classroom addition in 2010. There was an original campus with a lot of infrastructure issues and the campus was moved to this new location in 2006/07. A majority of the Classrooms are in 2-story construction. The site is in good condition. The schools serves a

diverse demographic ranging from the more affluent communities to migrant population. The school is one of the few schools in the District that has a dual immersion Spanish program. The school also has a GATE program, Arts Alive, Music and Autism program.

PRINCIPAL PRIORITIES

1. ALL projectors in all classrooms, room should be mounted in the ceiling for safety.
2. Wireless access throughout the site to get rid of laptop cords that are not safe for children as they cross desks and student spaces.
3. Multi-purpose sound system NEEDS to be completed. Speakers mounted on wall with use of sound system to make it easier for trainings.

Program Needs

- Dedicated Science classroom.
- Parent Center. There are very vocal parents in this

community.

- Storage space for art program held within each Classroom.
- Need outdoor sound system.
- Potential need for pre-school program to support community's need.
- Support whole brain teaching.
- More trees and shade at hardcourts.

Functionality of Spaces

- Acoustic treatment needed in MPR. Currently it has poor acoustics; too loud.
- Various Special Ed programs (75 students) are supported at this site including RSP, SDC (non-verbal), OT/ Motor Skills and SH.
- Music program is held within each Classroom. Grades 4-5 have choir, music and band. Music for K-3, one time per week.
- Arts Alive program with parents teaching Arts in Classrooms.
- There is currently no joint use with the City.
- There are 2-3 regular busses and 2 Special Ed busses.
- The North-East field area where the school garden is, is underutilized.
- Bus drop-off occurs at the corner on Greenfield Drive. Special Ed bus drops off at the North side of site, North of MPR. Parent drop-off occurs at the on-site drop-off in front.
- Desire for short-throw projector at Library.
- New Classroom wing lacks teacher workrooms and staff restrooms.
- Migrant population leaves around November and returns in April.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]

NO/ MINOR WORK.

CATEGORY [2]

MINOR MODERNIZATION.

CATEGORY [3]

STANDARD MODERNIZATION.

CATEGORY [4]

MAJOR MODERNIZATION / RECONFIGURATION.

CATEGORY [5]

COMPLETE REPLACEMENT.

ASSESSMENT OF SITE**Parking**

Category [3]

- Parking lot AC paving is in good condition and just needs to be re-surfaced and re-stripped.
- No ADA drop off zone; truncated domes missing.
- Signage missing at parking lot entrance.(tow-away)
- Drop-off doesn't work for both busses and parents. Conflict in the middle. Evaluate removing concrete paving at middle of drop-off to create 1 long drop-off.

Paving

Category [1]

Concrete (natural gray)

- Concrete paving in general is in good condition.

AC paving

Category [2]

- Hardcourts are in acceptable condition. There is some cracking and weed growth at the edge along the playfield. Re-seal and re-stripe.

Ramps & Stairs

Category [2]

- Concrete ramp at playfield needs to be evaluated for accessibility. Appears to be missing intermediate landing.

Site Amenities

Drinking Fountains

Category [1]

- Drinking fountains are in good condition, have hi-low and are accessible.

Shade Shelter

Category [2]

- Existing fabric type shade structures to the East of the MPR provide shaded eating area.
- Principal requests for more shade outdoors. There are students that cannot be in the sun.

Play Equipment

- Category [1]
- Play equipment in general is in good condition.
- Wood chips appear to be in good condition.
- Tetherball posts are in fair condition with some

faded paint.

Landscape/ Irrigation

-Landscape

- Category [1]
- Majority of landscape areas are shrubs and trees. They appear to be in good condition. Some minimal areas of grass in the front have been left to die due to drought provisions.
- Main playfields are in good condition. Kinder playfield could be improved.

-Irrigation

- Category [1]
- Irrigation system is in good condition, but is not automated. In the future, M&O would like to change to an automated system.

Fencing/Gates

- Category [1]
- Fencing is in good condition.
- Fencing along the front of the campus is steel ornamental fencing.
- Fencing along the fields is chainlink.

ASSESSMENT OF BUILDINGS**Exterior**

Overall Rating: Category [3]

Paint

- Category [3]
- Building paint is in good condition. In general, the site could use a fresh coat of paint.

Door & Frames

- Category [1]
- Exterior doors are in good condition. They need a new coat of paint.
- Magnetic lock hardware have recently been installed (Summer 2015).

Windows

- Category [1]
- Windows are in good condition.

Roof

- Category [1]
- Roof is a TPO flat roof; in good condition.

ADA Compliance

- Category [1]
- In general the site does not appear to have any major accessibility issues.
- A more detailed assessment and survey will need to be performed as projects come online.

Interior

Overall Rating: Category [1]

- In general, the interior finishes are in good condition.
- Casework appears to be in good condition. Classroom sinks meet accessibility requirements.
- Room signage appears to meet ADA requirements.

ASSESSMENT OF SYSTEMS**Site Utilities****Domestic Water:**

- Category [1]
- Domestic water mains and laterals are original to building construction dates.

Fire Water:

- Category [1]

Gas:

- Category [2]
- Need to install a seismic earthquake valve at the main service.

Sewer:

- Category [1]

Storm Drain/ Drainage:

- Category [1]

Mechanical

- Overall Rating: Category [2]
- The HVAC system has been evaluated by the energy department. It is in good condition. However the site reports issues of thermal comfort and lack of temperature controllability. Maintenance is exploring power exhausts to help with alleviating heat.
- The site has EMS.
- Digital thermostats are typical in each Classroom.

- The elevator at the new Classroom wing has maintenance issues.
- Additional and improved cameras are needed.

Plumbing

- Category [1]
- Restroom fixtures appear in good condition. Restrooms meet accessibility requirements.
- 1 kitchen sink is not functioning. Maintenance to repair soon.

Electrical

- **Power:**
- Category [1]
- All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.
- **Fire Alarm:**
- Category [1]
- The fire alarm system is original to the buildings.
- **Technology:**
- Category [4]
- Only the MPR has WiFi access. The site would like access throughout the site.
- CRV TV's are still in use in the Classrooms.
- There are 2 non-scheduled computer lab, chrome carts and 4 fixed student computer stations in each Classroom.
- No ceiling mounted projectors in Classrooms.
- Infrastructure needs to be updated to prepare for future technology needs.
- Per the Principal, installation of the sound system at the MPR has not been completed and therefore is non-functional. Currently using portable speakers. Maintenance to evaluate and provide training.
- MDF room needs cooling.
- **Intercom / Clock / Bell:**
- Category [1]
- The 3 portable Classrooms are not connected to the central PA system.
- **Security:**
- Category [2]
- Security cameras have been replaced. DVR needs to be replaced in the next year.

- **Lighting:**

- Category [3]
- Interior lighting are T8 lamps; 2x4 recessed light fixtures. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- Needs to be more exterior lighting. Principal commented that it is too dark when the sun goes down. Need more lighting for safety.





Drop-off area



AC paving at hardcourts



Typical concrete paving



Ramp and stairs to playfield



Shade structures



Courtyard at classrooms and MPR



Play equipment



Playfield



Perimeter fencing



Exterior paint



Exterior doors and windows



Typical interior signage



Typical classroom



Multi-purpose room



Library



Computer lab



Administration main office



Restroom



- Classrooms, CR**
 PK Preschool
 K Kindergarten
 TK Transitional Kindergarten
 RSP Resource Specialist
 SDC Special Day Class
- Electives / Labs**
 SCI Science
 COMP Computer Lab
- Other Classrooms**
 AS After School
 DC Day Care
- Shared Spaces**
 MPR Multi-Purpose Room
 KIT Kitchen
 LIB Library
- Admin / Faculty**
 FW Faculty Work
 FL Faculty Lounge
 N Nurse
 PC Parent Center
- Support Spaces**
 X Storage
 T Toilets
 U Utility
 J Janitor
- Portable Classrooms**
- Main Entry**
- Drop-Off**

Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K (2 - Regular, 3 - Dual Immersion)	5
1 st - 3 rd Grade	14
4 th - 5 th Grade	11
Computer Lab	2
Special Day Class, SDC	2
Resource Specialist, RSP	2
Special Ed, Motor Skills	1
After School	1
Other (3 - Open)	3
Grand Total:	41



MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
PK Preschool
K Kindergarten
TK Transitional Kindergarten
RSP Resource Specialist
SDC Special Day Class

Electives / Labs
SCI Science
COMP Computer Lab

Other Classrooms
AS After School
DC Day Care

Shared Spaces
MPR Multi-Purpose Room
KIT Kitchen
LIB Library

Admin / Faculty
FW Faculty Work
FL Faculty Lounge
N Nurse
PC Parent Center
LC Learning Center

Support Spaces
X Storage
T Toilets
U Utility
J Janitor

KINDER PLAY
PLAY APPARATUS

LEARNING COURT
QUAD/PLAYFIELD

HARDCOURTS

Planning Capacity:	700
Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K (3 - Regular, 3 - Dual Immersion)	6
1 st - 3 rd Grade	15
4 th - 5 th Grade	9
Elective (1 - Flex, 1 - Music)	2
Innovation Lab (1 - Regular, 1 Innov. Lab)	2
Special Day Class, SDC (Autism)	2
Resource Specialist, RSP	2
Special Ed, Motor Skills	1
After School	1
Grand Total:	40

4.5 LAS ANIMAS ELEMENTARY PROPOSED MASTER PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



9225 Calle Del Rey, Gilroy, CA 95020 | <http://luigi-gusd-ca.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1996; 1997-99 (Portables)
 Year Modernized: n/a
 Student Population (2014 – 2015): 730
 Capacity: 851
 Grade Levels: K - 5
 Number of Classrooms: 37
 Number of Portables: 13
 Site Acreage: 10.5 Ac

OVERVIEW

Luigi Aprea Elementary School is a single story school established in 1999. It is the 2nd largest elementary school in the District. The buildings are organized around a central courtyard. Two Kinder classrooms and 6 classrooms are in portables. Some Classroom wings are built as permanent modulars. The school has a joint use agreement with the adjacent City park which creates some fencing and security challenges.

The community is allowed access to the basketball courts and the school uses the play equipment. The Principal's vision is to create a Learning Community where it encourages collaboration relationships between students to students, students to teachers and school to community. This is a non-Title 1 school.

PRINCIPAL PRIORITIES

1. Cross the digital divide and provide WiFi throughout the campus.
2. Safety improvements to reduce traffic flow. Additional parking and encourage students to walk and bike to reduce carbon footprint.
3. Enhance security with more and better exterior lighting and installation of security cameras.

Program Needs

- The portables are outside of the 'Learning Community' and are not an ideal learning

environment.

- The current parking lot only accommodates staff parking. Parents are parking on street and is always an issue. Need parent parking.
- Flexible lab to allow the ability to increase programs at the school.
- The site houses one of the largest (100 students) Special Ed programs with 3 SDC (Mild/Moderate), RSP and Speech programs. Need proper facilities to support.
- Space for specialized areas for targeted interventions and support for our students as mandated by new curricular objectives.
- Desire for outdoor learning spaces, collaborative supportive spaces, small group supportive spaces and meeting spaces.
- District would like to add a TK program at this site. Current TK students go to El Roble Elementary.
- Desire to build a play structure just for the school.
- More material storage space.

Functionality of Spaces

- This site has the District's honor choir. There is a band and choir program. Music for 4th-5th grade is held in the MPR; Music for 2nd-3rd is held in the Classrooms.
- Community joint use with the adjacent City park. YMCA and Gilroy Community Christian Church use the MPR after school hours.
- 3 Special Ed busses drop-off/ pick-up along Calle del Rey. Parents use the on-site drop-off loop.
- Staff development held in faculty lounge.
- PTA uses MPR.
- ELAC and Parent Club meetings held in the Library.
- Interior courtyard is an opportunity to provide outdoor learning space.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE Parking

Category [3]

- Parking lot AC paving is in fair condition and needs to be re-surfaced and re-stripped.
- No ADA drop off zone; truncated domes missing.
- Truncated domes missing at ADA parking access.
- Signage missing at parking lot entrance.(tow-away)
- No ADA drop off zone.
- Special Ed bus drop off occurs on the street at Calle Del Rey. Parent drop-off occurs at on-site drop-off loop.

Paving**Category [2]****Concrete (natural gray)**

- Concrete paving in general is in good condition.
- Portions of the sidewalk area at Calle Del Rey where drop-off occurs, needs to be replaced.

AC paving**Category [2]**

- Hardcourts are relatively flat and in fair condition. Re-seal and re-stripe.
- Verify potential cross slope issues (>2%) at portable ramps.

Ramps & Stairs**Category [2]**

- Portable ramps are in fair condition. Metal areas are rusting and need to be treated and re-painted.

Site Amenities**Drinking Fountains****Category [2]**

- Drinking fountains appear to be in good condition. They appear to be mounted at the same height not hi-low.

Shade Shelter**Category [3]**

- Existing fabric type shade structures at hardcourt are utilized for lunch.
- Kinder has a permanent wood shade structure in good condition.
- Interior courtyard lacks shade. Desire for additional seating.

Play Equipment

- Category [1]
- City play equipment is in good condition.
- Kinder play equipment in general is in good condition.
- Wood chips at play structure are in good condition.

Landscape/ Irrigation**-Landscape**

- Category [2]
- All grass landscape areas die in order to conserve water. Trees are still in place.
- Interior courtyard is in poor shape due to dying landscaped areas. Drought tolerant landscaping should be considered.
- Playfield is City owned and is in fair/ good condition.

-Irrigation

- Category [1]
- Irrigation system is in good condition, but is not automated. In the future, M&O would like to change to an automated system.

Fencing/Gates

- Category [2]
- Fencing and gates are in good condition. Fencing along the front of the campus is steel ornamental fencing (put in 2014).
- Fencing along the fields and at Kinder is chainlink.
- Evaluate fencing layout at Kinder play yard vs. portables and fencing between basketball courts vs. City park to improve circulation.

ASSESSMENT OF BUILDINGS**Exterior****Overall Rating: Category [4]****Paint**

- Category [4]
- Building paint is in fair condition. Site needs to be re-painted.

Door & Frames

- Category [3]
- Exterior doors are in poor condition. Some wood doors are deteriorating; all require new paint.
- Magnetic lock hardware have recently been installed (Summer 2015).

- Door thresholds need to be evaluated. They do not appear to meet today's accessibility requirements.

Windows

- Category [3]
- Windows are original, single pane. They are functional but should be replaced for energy efficiency.

Roof

- Category [4]
- Roof is a combination of built up roofing and tile roof. The tile roof is in good condition. The built-up roofing is in poor condition with reported water leaks.
- Students easily accessing roofs by climbing up nearby trees has been an issue.

ADA Compliance

- Category [2]
- For the most part, the site does not appear to have any major accessibility issues.
- Room signage does not meets ADA requirements.
- A more detailed assessment and survey will need to be performed as projects come online.
- Portable ramps accessibility at asphalt paving appears to have cross slope (>2%) issues.

Interior**Overall Rating: Category [2]**

- In general, the interior finishes are in fair condition and is in need of a modernization.
- 2x4 suspended ceiling panels have staining in various areas. Carpets have some stains.
- Casework appears to be in good condition Classroom sinks need to be evaluated to check if they meet accessibility requirements.
- Room signage does not meets ADA requirements.
- The Principal noted that furniture is in disrepair and is in need of replacement.

ASSESSMENT OF SYSTEMS**Site Utilities**

- **Domestic Water:**
- Category [1]

- The majority of domestic water mains and laterals are original to building construction dates.

- **Fire Water:**

- Category [1]

- **Gas:**

- Category [2]
- Need to add a seismic earthquake valve to main service.

- **Sewer:**

- Category [1]

- **Storm Drain/ Drainage:**

- Category [1]

Mechanical

- Overall Rating: Category [4]
- HVAC system is typical package unit system. Administration and MPR have a split system.
- The systems are in fair to poor condition and need to be replaced in the next 3-5 years.
- Rooftop ducting is in poor shape. Condensate lines are bent and/or stolen.
- The site has no EMS.
- Digital thermostats are typical in each Classroom.

Plumbing

- Category [1]
- Restroom fixtures appear in good condition. Restrooms meet accessibility requirements.
- The kitchen has some minor maintenance issues that are being addressed.

Electrical

- **Power:**
- Category [1]
- All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.

- **Fire Alarm:**

- Category [1]
- The fire alarm system is original to the buildings.

- **Technology:**

- Category [4]
- Only the MPR has WiFi. There is not WiFi access throughout the site.
- CRV TV's are still in use in the Classrooms.
- There are 2 non-scheduled computer labs and 3 chrome carts.
- No ceiling mounted projectors in Classrooms.
- Infrastructure needs to be updated to prepare for future technology needs.

- **Intercom / Clock / Bell:**

- Category [1]

- **Security:**

- Category [1]
- There are no existing security system or cameras. There is a desire to put one in.

- **Lighting:**

- Category [3]
- Interior lighting are T8 lamps; 2x4 recessed light fixtures, controlled by switches. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- There needs to be more site lighting. Site lighting at parking lot and drop-off are pole mounted fixtures. Wall mounted lights are provided at exterior walkway areas adjacent to building.





Parking area



AC paving at hardcourts



Interior courtyard



Ramp and stairs to playfield



Wood shade structures



Fabric shade structure



Play equipment



Playfield near hardcourts



Perimeter fencing



Administration entry



Typical exterior classroom door



Typical exterior window



Typical classroom



Multi-purpose room



Library



Computer lab



Administration main office



Restroom

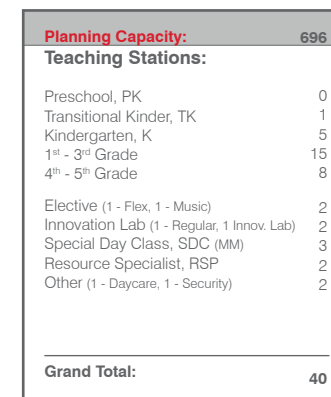


- **Classrooms, CR**
 - PK Preschool
 - K Kindergarten
 - TK Transitional Kindergarten
 - RSP Resource Specialist
 - SDC Special Day Class
- **Electives / Labs**
 - SCI Science
 - COMP Computer Lab
- **Other Classrooms**
 - AS After School
 - DC Day Care
- **Shared Spaces**
 - MPR Multi-Purpose Room
 - KIT Kitchen
 - LIB Library
- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - PC Parent Center
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
- Portable Classrooms**
- ★ **Main Entry**
- ➔ **Drop-Off**

Teaching Stations:

Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K	4
1 st - 3 rd Grade	13
4 th - 5 th Grade	8
Elective (1 - Music)	1
Computer Lab	3
Special Day Class, SDC	2
Resource Specialist, RSP	2
After School	1
Other (1 - Daycare, 1 - Security, 1 - Speech/language)	3

Grand Total: 37





8755 Kern Avenue, Gilroy, CA 95020 | <http://rodkelley-gusd-ca.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1987-88; 2013 Library; 1989 Modular; 2009 Portables.

Year Modernized: n/a

Student Population (2014 – 2015): 875

Capacity: 776

Grade Levels: Pre-K - 5

Number of Classrooms: 37

Number of Portables: 8

Site Acreage: 6.4 Ac

OVERVIEW

Rod Kelley Elementary School is a single story school built 25 years ago. A new Library building was constructed in 2013. The Classrooms are in paired finger buildings that are arranged around a courtyard that the MPR outdoor stage opens up to. In general the buildings are in good condition. The older buildings could use

a modernization. More than half the Classrooms are in portables. The school has after school program and a pre-school program.

PRINCIPAL PRIORITIES

1. Replace portables.
2. Dedicated band/ music Classroom.
3. Build in a Parent Center with the new Classroom building that can be used for parent education.
4. Chrome book sets for every Classroom.
5. Replace HVAC that is original to the buildings.

Program Needs

- There is desire for a dedicated space for OT.
- It would be nice to have a Parent Center with storage.
- The site would like to have a band/music room to support a mariachi program; joint program with the local Mariachi Academy.

- Desire for an outdoor lunch area for teachers.
- Improve landscape.

Functionality of Spaces

- Special Ed programs at this site include RSP.
- Choir for 4th - 5th grade is held in the MPR once a week. Music for 4th - 5th grade is held within the Classroom and PE is held outdoors. 5th grade band is held in Library and MPR.
- The site has a dual immersion program.
- Field area South of the Portables is underutilized.
- Adjacent City park is joint-use. GUSD owns, but City maintains.
- Desire for an electronic marquee sign.
- Only 1 regular bus comes to this site; no Special Ed bus.
- Need more restrooms for students and staff.

CONDITION ASSESSMENT

Rating Legend:

- | | |
|---------------------|--|
| CATEGORY [1] | NO/ MINOR WORK. |
| CATEGORY [2] | MINOR MODERNIZATION. |
| CATEGORY [3] | STANDARD MODERNIZATION. |
| CATEGORY [4] | MAJOR MODERNIZATION / RECONFIGURATION. |
| CATEGORY [5] | COMPLETE REPLACEMENT. |

ASSESSMENT OF SITE

Parking

Category [3]

- Parking lot AC paving need to be re-surfaced and re-striped.
- No ADA drop off zone; truncated domes missing.
- Signage missing at parking lot entrance.(tow-away)

Paving

Category [1]

Concrete (natural gray and colored)

- Concrete paving in the main quad area and tree court were in poor condition. Paving is getting replaced currently 2015.
- Other areas of concrete paving appear to be in good condition.

AC paving

Category [3]

- Site AC paving is in fair condition and needs to be re-sealed and re-striped throughout site.
- No major accessibility issues noted.

Ramps & Stairs**Category [2]**

- AC 'ramps' at portables need to be re-surfaced. Verify potential cross slope issues (>2%) at Portables.

Site Amenities**Drinking Fountains****Category [1]**

- Exterior drinking fountains have hi-low and are accessible with cane detection rails. Fixtures appear in good condition.

Shade Shelter

- There is no shade structure on the site. There are big trees for shade.

Play Equipment

- Category [2]
- Play equipment in general is in good condition.
- Wood chips are in good condition.
- May be required in the future to provide accessible access.
- Basketball backstops appear in good condition.

Landscape/ Irrigation

- Category [1]
- Landscape areas that are grass have been left to die in order to conserve water. Trees and shrubs are still in place.
- Playfields that GUSD owns, City maintains, are in good shape.

Fencing/Gates

- Category [1]
- Fencing at the front of the school and Kindergarten drop-off side is steel ornamental fencing and is in good condition.
- Chainlink fencing at the rest of the site is also in good condition.
- Some gates appear to be missing panic hardware and levers.

ASSESSMENT OF BUILDINGS**Exterior**

Overall Rating: Category [3]

Paint

- Category [3]
- The buildings need a new coat of paint. It is in fair condition with faded areas and areas of chipping.

Door & Frames

- Category [2]
- Exterior doors are in good condition. They need a new coat of paint. Various thresholds are not ADA compliant.
- Magnetic lock hardware have recently been installed.

Windows

- Category [3]
- Windows are original but functional.

Roof

- Category [2]
- Roof is a combination of shingle roof and built-up roofing. It is in fair condition.
- The standing seam metal roof at the Library is in good condition.

ADA Compliance

- Category [3]
- There are path of travel accessibility issues throughout the site, including uneven paving, cross slope issues, non-compliant thresholds.
- A more detailed assessment and survey will need to be performed as projects come online.

Interior

Overall Rating: Category [2]

- In general, the interior finishes are in good condition.
- Casework appears to be in good condition. Classroom sinks meet accessibility requirements.
- Room signage appears to meet ADA requirements.

ASSESSMENT OF SYSTEMS

- **Domestic Water:**
- Category [1]

- **Fire Water:**
- Category [1]

- **Gas:**
- Category [1]
- Needs a seismic earthquake valve at service main.

- **Sewer:**
- Category [1]

- **Storm Drain/ Drainage:**
- Category [1]

Mechanical

- Overall Rating: Category [3]
- The HVAC system at the MPR was replaced with package units in 2014. Room 36, 37 have had air quality issues. Cal OSHA reported it as compliant.
- Heat pumps at Classroom buildings need to be replaced with package units. Gas needs to be added. Only 1 Classroom HVAC unit has been replaced.
- The Library HVAC is new; manufacturer is Trane.
- The site has EMS controls (Asics) at Library MPR and Administration.
- Principal noted that they should replace the HVAC units at all Classrooms.
- HVAC ducting is in poor condition.
- There is no EMS at portables or Classrooms.
- Digital thermostats are typical in each Classroom. The old thermostat is still mounted below the digital one.

Plumbing

- Category [2]
- Fixtures are in good working condition.
- Grease trap installed. Needs to be serviced.
- Restroom partitions are deteriorating and needs to be replaced at the Boys restrooms in the next 2 years.

Electrical

- **Power:**
- Category [1]
- All electrical equipment is functional and there is no reported occurrence of power shortage

or tripping of the main or feeder breakers.

- **Fire Alarm:**
- Category [4]
- The fire alarm panel is new. But mis-matched wiring is causing ground faults.
- The portables lack fire alarm connection.
- **Technology:**
- Category [4]
- There is WiFi access throughout the site. In 2012 there was an IT upgrade.
- The site has 2 non-scheduled computer labs and 5 chrome carts. Desire for chrome cart for every Classroom.
- Ceiling mounted projectors in Classrooms.
- Infrastructure needs to be updated to prepare for future technology needs.
- **Intercom / Clock / Bell:**
- Category [4]
- All low voltage systems including PA, Alarm, Clock/Bell and in poor shape with mis-matched wiring which causes ground faults.
- PA is an old Bogen system that is not supported well for parts and therefore needs to be replaced.
- **Security:**
- Category [4]
- There are no existing security system or cameras. There is a desire to put one in.
- **Lighting:**
- Category [2]
- Interior lighting are T8 lamps; 2x4 recessed fixtures in Classrooms. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- Site lighting at parking lot are mainly provided by LED pole light fixtures. Need for more parking lot lights.
- Exterior lighting at MPR was upgraded.



4.7

ROD KELLEY ELEMENTARY FACILITY CONDITION ASSESSMENTS

Gilroy Unified School District
Facilities Master Plan

69

LPA



Drop-off area



Parking and drop-off area



Typical concrete paving



Drinking fountain



AC paving at hardcourts



Outdoor stage and quad



Play equipment



Kindergarten play area and adjacent walkway



Site fencing



Exterior paint



Exterior doors and windows



Kitchen



Typical classroom



Multi-purpose room



Library



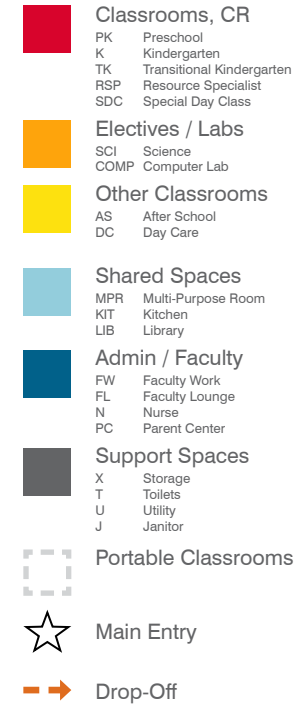
Computer lab



Administration main office

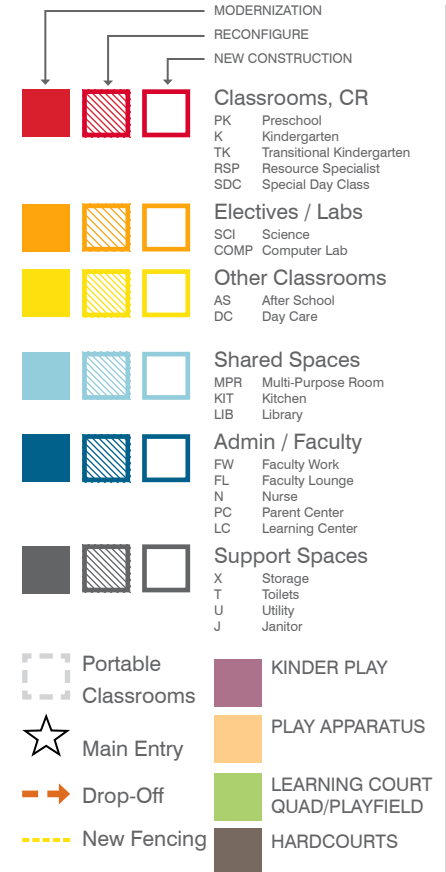


Restroom


Teaching Stations:

Preschool, PK	1
Transitional Kinder, TK	0
Kindergarten, K	5
1 st - 3 rd Grade	15
4 th - 5 th Grade	8
Computer Lab	3
Special Day Class, SDC	0
Resource Specialist, RSP	1
After School	1
Other (2 - Daycare, 1 - Staff Development)	3

Grand Total: 37



Planning Capacity:	743
Teaching Stations:	
Preschool, PK	1
Transitional Kinder, TK	0
Kindergarten, K	7
1 st - 3 rd Grade	17
4 th - 5 th Grade	8
Elective (1 - Flex, 1 - Music)	2
Innovation Lab	2
Special Day Class, SDC	0
Resource Specialist, RSP	1
After School	1
Other (2 - Daycare)	2
Grand Total:	41





325 Santa Clara Avenue, Gilroy, CA 95020 | <http://rucker.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1955 Classroom Building 200-300-400;
2002 Building 500; 2014 MPR & Admin;
1997 - 2000 Portables

Year Modernized: 2014 (Admin. Addition + Mod);
2015 Classroom 200-300-400

Student Population (2014 – 2015): 530 - 550

Capacity: 546

Grade Levels: TK - 5

Number of Classrooms: 31

Number of Portables: 13

Site Acreage: 3.75 Ac

OVERVIEW

Rucker Elementary School is a single story school with buildings of various ages. A new MPR and Administration building with new parking lots and drop-offs were put in, in 2014. Almost half of the Classrooms

are in Portables, located on the far side of the campus. Existing Classroom building 200-300-400 is one of the oldest buildings in the District. A modernization will be completed Summer 2015 which includes replacement of windows, doors, countertops, window blinds, mounted LCD projectors and screens, carpet and paint.

PRINCIPAL PRIORITIES

- 1 Flex Classroom for Parent Club and ELAC.
- Replace Portables or at the minimum, bring them closer to the rest of the campus.

Program Needs

- The campus has the following programs:
 - Music
 - Theater Arts
 - Power School - After School/ Morning
 - Arts Alive
 - PE

- 2nd Harvest - Distribution of low cost food to community.
- GATE program.
- There are 2 Special ED SDC classes and RSP.

Functionality of Spaces

- Staff development currently occurs in the Library.
- The front drop-off off 4th Street is utilized for 3rd, 4th and 5th grade drop-off is congested and there is not enough parking. K, 1st and 2nd grade drop-off occurs at the parking lot off 6th Street.
- Land adjacent to the 6th Street parking lot is not used.
- Portables are old.
- There are 4 regular busses and 1 Special Ed bus that serve this school site.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [1]

- Parking and drop-off have recently been re-done (2014) and are in good condition.

Paving

Category [2]

Concrete (natural gray)

- Concrete paving in general, is in good condition.
- Walkways around Building 200-300-400 need to be evaluated for accessibility compliance. Portions need to be replaced.

AC paving

Category [2]

- Site AC paving in general is in good condition. Parking lot AC paving is in good condition. A portion of the hardcourts at the tree court will be replaced

Summer 2015. The basketball courts are in good condition.

- The AC paving near the Portables and within the Kinder play yard need to be re-sealed/ re-surfaced.

Site Amenities

Drinking Fountains

Category [1]

- Site drinking fountains have hi-low and cane detection rails. No major accessibility issues noted.

Shade Shelter

Category [1]

- There are fabric type shade structures utilized at the outdoor student dining area.
- There are metal shade/rain structures at the drop-off/ pick up area off 6th Street that are new. The site would like additional shade structures at hardcourts.

Play Equipment

- Category [1]
- Play equipment in general is in good condition.
- Wood chips at the Kinder play yard could be added.
- Basketball backstops appear in good condition. Some basketball nets need to be replaced.

Landscape/ Irrigation

- Category [1]
- There are minimal grass and shrubs type landscaping at this site; mostly trees.
- Playfields are in good shape. Desire to have soccer striping at fields.

Fencing/Gates

- Category [1]
- Most of the fencing along the front of the campus steel ornamental fencing and is in good condition.
- Chainlink fencing typical around playfields and back of site.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [2]

Paint

- Category [2]
- The newer buildings are in good condition.
- Building 200-300-400 will be painted soon (Summer 2015).
- Portables need a new coat of paint.

Door & Frames

- Category [2]
- Exterior doors are in good condition.
- Door widths at the restrooms of the old 200-300-400 building are non-compliant and need to be replaced.

Windows

- Category [1]
- Windows are in good condition.

Roof

- Category [2]
- Roof is a combination of built-up roofing, standing seam metal roof (Building 500), TPO and composition tile (Admin and MPR).

ADA Compliance

- Category [3]
- ADA compliance at walkways adjacent to 200-300-400 building need to be evaluated.
- The old 200-300-400 building restrooms have not been upgraded and do not meet accessibility requirements.
- Evaluate cross slope (>2%) issues near Portable ramps and 200-300-400 building walkways.

Interior

Overall Rating: Category [2]

- The interior finishes are in good condition.
- Casework at the newer buildings are in good condition. Casework at Building 200-300-400 need to be replaced.

ASSESSMENT OF SYSTEMS

- **Domestic Water:**
- Category [2]
- Well water system.

- **Fire Water:**

- Category [2]
- The site uses a fire pump house.

- **Gas:**

- Category [1]
- Seismic earthquake valve has been installed at the service main.

- **Sewer:**

- Category [1]
- New sanitary sewer and septic system has been installed.

- **Storm Drain/ Drainage:**

- Category [2]
- Drywells get backed up; not enough capacity.

Mechanical

- Overall Rating: Category [1]
- Old 200-300-400 building has wall mounted Bard type units with heat pumps. These are in working condition.
- MPR and Administration buildings have York package units. These are new.
- The site has EMS; controls are Asics. The 200-300-400 building is not connected to the EMS.
- Old non-digital thermostats are still in place at Classrooms.

Plumbing

- Category [3]
- Restrooms in the old buildings are non-ADA compliant and need to be modernized.
- The site operates a well system with water storage tanks.
- The well pump needs to be replaced.
- Restroom at 500 wing is in poor condition and needs modernization.

Electrical

- **Power:**
- Category [1]

- All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.
- **Fire Alarm:**
 - Category [2]
 - Programming issues to the proprietary system. Panel needs to be replaced.
- **Technology:**
 - Category [4]
 - There is only Wifi in the MPR and Library, not throughout the site. The site would like WiFi throughout the site.
 - The site has 2 non-scheduled computer labs and 4 chromebook carts.
 - CRV TV's are still in use in the Classrooms.
 - Ceiling mounted projectors will be installed Classroom 200-300-400 during the modernization. The rest of the Classrooms do not have.
 - Infrastructure needs to be updated to prepare for future technology needs.
 - IDF is in poor condition. MDF has been re-done.
- **Intercom / Clock / Bell:**
 - Category [1]
 - Low voltage systems in general are in good condition.
- **Security:**
 - Category [1]
 - The MPR and the Portables do not have security alarm. The other buildings have alarm.
 - There are no security cameras at this site.
- **Lighting:**
 - Category [3]
 - Interior lighting are T8 lamps; combination of direct-indirect pendant light fixtures and 2x4 recessed fixtures. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
 - Site lighting at parking lot are mainly provided by LED lamp posts. Other areas of the site are lit through a combination of light posts and wall mounted fixtures. The Principal noted that there is a need for more site lighting throughout the site.





Drop-off area



AC hardcourts



Typical concrete paving and outdoor stage



Drinking fountain



Shade structures



Garden



Play equipment



Playfield



Perimeter fencing

4.8

RUCKER ELEMENTARY FACILITY CONDITION ASSESSMENTS



Exterior paint



Exterior door hardware



Windows



Typical classroom



Multi-purpose room



Library



Computer lab



Administration main office

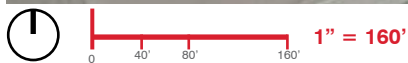


Restroom



- **Classrooms, CR**
 - PK Preschool
 - K Kindergarten
 - TK Transitional Kindergarten
 - RSP Resource Specialist
 - SDC Special Day Class
- **Electives / Labs**
 - SCI Science
 - COMP Computer Lab
- **Other Classrooms**
 - AS After School
 - DC Day Care
- **Shared Spaces**
 - MPR Multi-Purpose Room
 - KIT Kitchen
 - LIB Library
- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - PC Parent Center
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
- Portable Classrooms**
- ★ **Main Entry**
- **Drop-Off**

Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K	3
1 st - 3 rd Grade	10.5
4 th - 5 th Grade	6.5
Elective (1 - Drama)	1
Computer Lab	3
Special Day Class, SDC	2
Resource Specialist, RSP	2
After School (1 - After School, 1 - After School Office)	2
Other (1 - Open)	1
Grand Total:	31



4.8 RUCKER ELEMENTARY EXISTING PLAN



EXISTING TO REMAIN

RECONFIGURE

NEW CONSTRUCTION

Classrooms, CR

PK Preschool

K Kindergarten

TK Transitional Kindergarten

RSP Resource Specialist

SDC Special Day Class

Electives / Labs

SCI Science

COMP Computer Lab

Other Classrooms

AS After School

DC Day Care

Shared Spaces

MPR Multi-Purpose Room

KIT Kitchen

LIB Library

Admin / Faculty

FW Faculty Work

FL Faculty Lounge

N Nurse

PC Parent Center

LC Learning Center

Support Spaces

X Storage

T Toilets

U Utility

J Janitor

Portable Classrooms

Main Entry

Drop-Off

New Fencing

KINDER PLAY

PLAY APPARATUS

LEARNING COURT QUAD/PLAYFIELD

HARDCOURTS

Planning Capacity:	465
Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K	4
1 st - 3 rd Grade	10
4 th - 5 th Grade	5
Elective (1 - Flex, 1 - Music, 1 - Drama)	3
Innovation Lab	1
Special Day Class, SDC	2
Resource Specialist, RSP	2
After School	1
Grand Total:	28

4.8
RUCKER ELEMENTARY
PROPOSED MASTER PLAN



277 loof Avenue, Gilroy, CA 95020 | <http://www.navigatorschools.org/gilroy-prep-school>

EXISTING SITE INFORMATION

Year Built: 2015; Gym 2004
 Student Population (2014 – 2015): 362
 Capacity: 420
 Grade Levels: K - 8
 Number of Classrooms: 21
 Number of Portables: 21
 Site Acreage: 4.7 Ac

OVERVIEW

Gilroy Prep School is a K-8 charter school. The site is located adjacent to South Valley MS. The site is owned by the District and leased to the charter school. The site is mainly a modular campus with portable classroom construction with concrete foundations. There is an existing gymnasium and an office building utilized by Community Day staff that are in permanent construction on the site. This site is located adjacent to the railway and will need to be relocated if the high speed rail project

moves forward in the future. Two additional portables will be in the near future to accommodate growth. The site is currently receiving some upgrades.

Program Needs

- Addition of 2 portable classrooms

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

- Need for more parking.
- AC paving needs to be replaced. Category [5]
- Community Day building is in poor condition and needs upgrades. Category [4]
- Portables are in acceptable condition. Category [2]
- Gym is a shared facility with the City and is in good condition. Roof access could be improved. Category [3]
- Site infrastructure is in acceptable condition. Wet fire system will be improved in the current 2015 project and the fire alarm will be upgraded. Category [1]



Front entry and drop-off



Main Quad



Typical Classroom portables



Gym



Typical Classroom portables



Play and lunch area



Typical Kindergarten interior



Typical Classroom interior



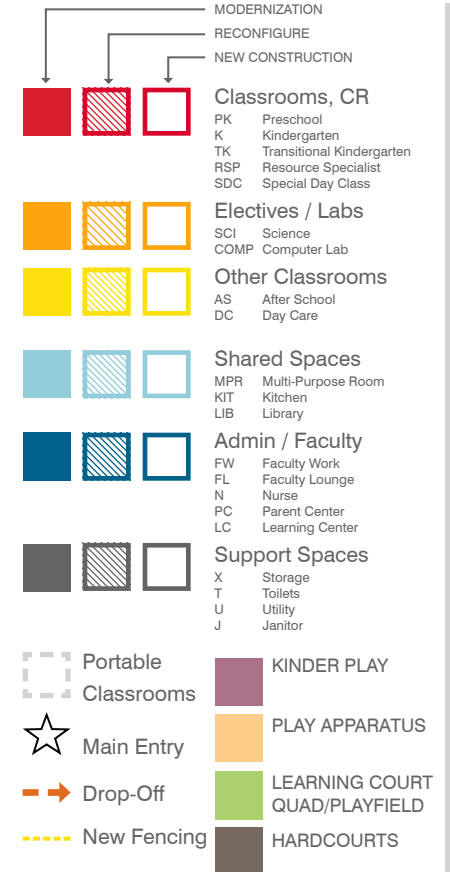
Typical portable Bard units



- **Classrooms, CR**
 - PK Preschool
 - K Kindergarten
 - TK Transitional Kindergarten
 - RSP Resource Specialist
 - SDC Special Day Class
- **Electives / Labs**
 - SCI Science
 - COMP Computer Lab
- **Other Classrooms**
 - AS After School
 - DC Day Care
- **Shared Spaces**
 - MPR Multi-Purpose Room
 - KIT Kitchen
 - LIB Library
- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - PC Parent Center
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
- Portable Classrooms**
- ★ **Main Entry**
- - - - -> **Drop-Off**

Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K	2
1 st - 3 rd Grade	7
4 th - 5 th Grade	5
6 th - 8 th Grade	7
Elective	0
Innovation Lab	0
Special Day Class, SDC	0
Resource Specialist, RSP	0
After School	0
Grand Total:	21





Planning Capacity:	540
Teaching Stations:	
Preschool, PK	0
Transitional Kinder, TK	0
Kindergarten, K	2
1 st - 3 rd Grade	7
4 th - 5 th Grade	5
6 th - 8 th Grade	7
Elective (2 - Flex, 1 - Music/Stage)	3
Innovation Lab	1
Special Day Class, SDC	0
Resource Specialist, RSP	0
Grand Total:	25

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GILROY PREP PROPOSED MASTER PLAN

Gilroy Unified School District
Facilities Master Plan

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**NEW PROPOSED ELEMENTARY SCHOOL
Gilroy Unified School District**

December 9th, 2015

Program

Statistical Summary

700 Student Program

700/6 grades = 117 per grade

Kindergarten 117 / 24 CSR = 5 TS

Lower Primary Grades 1st-3rd (117 x 3) / 24 = 15 TS

Upper Primary Grades 4th-5th (117 x 2) / 32 = 8 TS

Academic Spaces

Academic Department	Class Capacity	Regular Classrooms	Regular Labs	Student Capacity		Square Footage
				State Loading	GUSD Loading	
Kindergarten (All Day)	25/24	5	0	125	120	8,150
Grades 1st - 3rd	25/24	15	0	375	360	18,965
Grades 4th - 5th	25/32	8	0	200	256	10,745
Library Innovation Lab (1NTS)	25/0	0	1	0	0	1,200
MPR Platform+Flex Lab (2NTS)	25/0	0	2	0	0	2,400
Sub-Total Academic Spaces:		28	3	700	736	41,460

Special Education/RSP	13/12	4	0	52	48	3,080
Sub-Total Phase 1 Academic Spaces:		32	3	752	784	44,540

Support Spaces

Administration:	1,825
Health Office:	315
Faculty/Staff:	1,980
Library/Media Center:	1,950
Multi-Use/Music:	4,800
Food Services:	3,970
Custodial Services:	500
Sub-Total Support Spaces:	15,340

Total Assignable Square Footage:	59,880
Circulation and Support @ 25% :	14,970
Total Gross Square Footage:	74,850

Total Campus Academic Spaces:	32	3	752	784	74,850
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**NEW PROPOSED ELEMENTARY SCHOOL
Gilroy Unified School District**

December 9th, 2015

Program

Educational Program Specification

Page Number:	Space:	Type:	Area:	Number:	Total Area:	Department by Type		
						TS	ANC/NTS	SP
						Teaching Station	Ancillary Non-Scheduled	Support

Kindergarten (All Day w/ CSR)

1 Classroom K	TS	1,150	5	5,750				
2 Workroom/Storage	ANC	100	5	500				
3 Toilets	ANC	50	10	500				
4 Outdoor Storage	ANC	100	2	200				
5 Shade Structure	ANC	1,200	1	1,200				
					5,750	2,400		0
					8,150			

Grades 1st - 3rd Lower Primary (w/ CSR)

6 Classroom 1-3	TS	960	15	14,400				
7 Staff Toilet	ANC	65	1	65				
8 Shared Commons	ANC	1,500	3.0	4,500				
					14,400	4,565		0
					18,965			

Grades 4th - 5th Upper Primary

9 Classroom 4-5	TS	960	8	7,680				
10 Staff Toilet	ANC	65	1	65				
11 Shared Commons	ANC	1,500	2.0	3,000				
					7,680	3,065		0
					10,745			

Special Education/RSP

12 SDC Classroom	TS	960	2	1,920				
13 SH Classroom	TS	960	0	0				
14 Workroom/Kitchen	ANC	230	0	0				
15 Toilet/Changing Room	ANC	150	0	0				
16 Conference Room/IEP	ANC	200	1	200				
17 RSP Room	ANC	480	2	960				
					1,920	1,160		0
					3,080			

Administration

18 Public Lobby/Waiting	SP	300	1	300				
19 Principal's Office	SP	200	1	200				
20 Office Manager	SP	75	1	75				
21 Speech,Psych + Flex	SP	150	3	450				
22 Conference Room	SP	250	1	250				
23 Clerical/Reception	SP	75	2	150				
24 Mailboxes/Work/Supplies	SP	100	1	100				
25 Copy Room	SP	200	1	200				
26 Records Storage Room	SP	100	1	100				
					0	0		1,825
					0			

Health

27 Nurse/Health Office	SP	250	1	250				
28 Health Toilet	SP	65	1	65				
					0	0		315
					0			

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**PROPOSED NEW ELEMENTARY SCHOOL
PROPOSED MASTER PLAN**

Gilroy Unified School District
Facilities Master Plan

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NEW PROPOSED ELEMENTARY SCHOOL
Gilroy Unified School District
 December 9th, 2015

Program
Educational Program Specification

Page Number:	Space:	Type:	Area:	Number:	Total Area:	Department by Type		
						TS	Anc/NTS	SP
						Teaching Station	Ancillary Non-Scheduled	Support
Faculty/Staff								
	29 Staff Lounge/Dining	SP	600	1	600			
	30 Staff Work Room	SP	250	2	500			
	31 Kitchen Alcove	SP	100	1	100			
	32 Staff Toilets	SP	150	2	300			
	33 Parent Workroom	SP	480	1	480			
						0	0	1,980
						0		

Library/Media Center

	34 Library Reading/Stacks	SP	1,100	1	1,100			
	35 Story Telling Area	SP	300	1	300			
	36 Control Desk	SP	75	2	150			
	37 Instructional Materials Storage	SP	200	1	200	(2sf/Std x 700 = 1400sf CDE Standard)		
	38 Innovation Lab	NTS	1,200	1	1,200			
	39 Tech Work Room/Storage	SP	200	1	200			
						0	1,200	1,950
						1,200		

Multi-Use/Music

	40 Multi-Purpose Room	SP	4,000	1	4,000	(5.3sf/Std x 700 = 3,710 CDE Standard)		
	41 Chair/Table Storage	SP	200	1	200			
	42 Music Platform	NTS	1,200	1	1,200			
	43 Music Storage	SP	200	1	200			
	44 Flexible Lab	NTS	1,200	1	1,200			
	45 Flex Lab Storage	SP	200	1	200			
	46 P.E. Storage	SP	100	1	200			
						0	2,400	4,800
						2,400		

Food Services

	47 Prep/Serving Kitchen	SP	650	1	650			
	48 Dry Storage	SP	150	1	150			
	49 Walk-In Refrigerator/Freezer	SP	150	2	300			
	50 Serving Lines	SP	650	1	650			
	51 Changing Room/Toilet	SP	95	1	95			
	52 Office	SP	75	1	75			
	53 Receiving Area	SP	50	1	50			
	54 Lunch Shelter	SP	2,000	1	2,000			
						0	0	3,970
						0		

Custodial Services

	55 Supply Storage/Work Room	SP	200	1	200			
	56 Grounds Storage	SP	100	1	100			
	57 Janitor's Closet	SP	50	4	200			
						0	0	500
						0		

Sub-Totals Assignable Square Footage: 29,750 14,790 15,340
Total Assignable Square Footage: 59,880

Program
Educational Program Specification

NEW PROPOSED ELEMENTARY SCHOOL
Gilroy Unified School District
 December 9th, 2015

Page Number:	Space:	Type:	Area:	Number:	Total Area:	Department by Type		
						Teaching Station	Ancillary Non-Scheduled	Support

Note: TS - Scheduled Teaching Station, Classroom or Lab.
 ANC - Ancillary Space, Square Footage Totaled as part of Department Areas.
 SP - Support Spaces
 NTS - Non-Scheduled Teaching Station



6550 Cimino Street, Gilroy, CA 95020 | <http://lasanimas.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 2003
 Year Modernized: n/a
 Student Population (2014 – 2015): 700 - 800
 Capacity: 1331
 Grade Levels: 6 - 8
 Number of Classrooms: 43
 Number of Portables: 10
 Site Acreage: 8.9 Ac

OVERVIEW

Ascension Solorsano Middle School is the newest of the three middle schools in the District, built in 2003. The school consists of one-story buildings organized in a radius around a central quad. In general the facility is in good condition. There are several portables that were put in, in 2007/08 when the enrollment was around 1200. The site currently has the following programs: band, after school choir, drama, sports/athletics and business

technology. There is a City owned gym that is on the site. The site also has it's own Multi-purpose building. Classrooms have shared workroom spaces with storage and break out space.

PRINCIPAL PRIORITIES

1. Security cameras - add more and repair broken ones.
2. New computers to support student learning needs.

Program Needs

- Programs at this site include the following:
 - Band
 - After school choir
 - Drama at the MPR
 - Sports/ Athletics
 - Business Technology
- Desire to be able to offer more electives.

Functionality of Spaces

- There are 7-8 busses (regular + Special Ed) that serve the site.
- The site lacks fencing due to the unique configuration. There is a desire and need for a fence for security.
- MPR lunch tables are getting repaired.
- Parents and ELAC currently use a Classroom.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [4]

- Parking lot AC paving is in needs to be re-surfaced and re-stripped.
- The drop-off is functional for its purpose.
- No ADA drop off zone; truncated domes missing.
- Signage missing at parking lot entrance.(tow-away)

Paving

Category [1]

Concrete (natural gray)

- Concrete paving in general is in good condition.

AC paving

Category [3]

- Hardcourts, parking lot and drop-of need to be patched/ repaired, re-surfaced and re-stripped.
- Fire lane needs to be re-done - cracking.

Ramps & Stairs

Category [1]

- Ramps at Portables - some are AC paving up to ramp, some are concrete up to door.
- Ramps at Portables are in fair condition. Railings need to be re-painted.

Site Amenities

Drinking Fountains

Category [1]

- Drinking fountains are in good condition, have hi-low and are accessible.

Shade Shelter

Category [1]

- There is no shade structure in the quad. Site uses move-able umbrellas for shade above exterior lunch tables.

Play Equipment

- Category [1]
- Basketball backstops in good condition.

Landscape/ Irrigation

-Landscape

- Category [1]
- Landscape areas that are grass have been left to die to conserve water. The trees appear to be in good condition.
- The playfields are in good condition and are functional for its purpose.

-Irrigation

- Category [1]
- Irrigation system is in good condition, but is not automated. In the future, M&O would like to change to an automated system.

Fencing/Gates

- Category [5]
- There is currently no fencing at this site. There is a desire/ need for fencing; steel ornamental at front and chainlink at the fields.

ASSESSMENT OF BUILDINGS**Exterior**

Overall Rating: Category [2]

Paing

- Category [2]
- Building paint is in good condition.

Door & Frames

- Category [1]

- Exterior doors are in good condition. They could use a new coat of paint.
- Doors have safety locks.

Windows

- Category [1]
- Windows are in good condition.

Roof

- Category [1]
- Roof is standing seam metal roof and is in good condition.

ADA Compliance

- Category [1]
- In general the site does not appear to have any major accessibility issues.

Interior

Overall Rating: Category [1]

- In general, the interior finishes are in good condition.
- Casework appears to be in good condition. Classroom sinks meet accessibility requirements.
- Room signage appears to meet ADA requirements.

ASSESSMENT OF SYSTEMS**Site Utilities**

- **Domestic Water:**
- Category [1]
- Domestic water mains and laterals are original to building construction dates.
- **Fire Water:**
- N/A
- **Gas:**
- Category [2]
- Need to install a seismic earthquake valve at the main service.
- **Sewer:**
- Category [3]
- There is a 'belly' in the sewer line that needs to be flushed/ jetted 2x a year. This portion of the line needs to be replaced.

Storm Drain/ Drainage:

- Category [1]

Mechanical

- Overall Rating: Category [3]
- The MPR / Kitchen / Gym have package units.
- Classroom buildings have split system.
- There are cooling issues with the condensers located too far from the units.
- Maintenance has been replacing ducts as needed. Condensate lines drip into ducts.
- Ducting and fire dampers in the 'S' building some are not functioning and need to be replaced.
- The site has EMS; controls are Allerton.
- Digital thermostats are typical in each Classroom.

Plumbing

- Category [1]
- Plumbing piping is in good condition.
- Restroom fixtures appear in good condition. Restrooms meet accessibility requirements.
- Locker rooms are in good condition. Showers are used for storage.

Electrical

- **Power:**
- Category [1]
- All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.
- **Fire Alarm:**
- Category [1]
- The fire alarm system is original to the buildings.
- **Technology:**
- Category [4]
- WiFi access was installed this Summer (2015).
- CRV TV's are still in use in the Classrooms.
- There are 3 non-scheduled computer lab and 3 chrome carts.
- No ceiling mounted projectors in Classrooms.
- Infrastructure needs to be updated to prepare for future technology needs.

- **Intercom / Clock / Bell:**
- Category [1]
- No noted needs. Systems are functioning.
- **Security:**
- Category [3]
- The existing security camera system is failing. The DVR system needs to be replaced and the system needs to be upgraded.
- Need additional cameras.
- **Lighting:**
- Category [1]
- Interior lighting are T8 lamps; 2x4 recessed light fixtures. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- Principal noted that outdoor lighting is OK.



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ASCENSION SOLORSANO MIDDLE FACILITY CONDITION ASSESSMENTS

Gilroy Unified School District
Facilities Master Plan

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AC paving at parking area



Drop-off area



Typical concrete paving



Outdoor stage



Outdoor eating area



Fire lane



Playfield (beyond)



Service yard



typical HVAC yard



Portables exterior



Typical classroom signage



Main campus entry



Exterior paint conditions



Exterior doors



Campus quad



Administration main office



Typical administration office



Typical administration work area



Typical classroom



Typical lab space



Library



Multi-purpose room



Kitchen



Lockers



Computer lab



Restroom exterior



Utility closet



- **Classrooms, CR**
 - LA Language Arts
 - MA Math
 - SS Social Science
 - RSP Resource Specialist
 - SDC Special Day Class
 - ELD English Language Development

- **Electives / Labs**
 - SCI Science
 - COMP Computer Lab
 - MU Music

- **Other Classrooms**
 - AS After School
 - OS Opportunity School

- **Shared Spaces**
 - KIT Kitchen
 - LIB Library
 - MPR Multi-Purpose Room

- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - O Office

- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - LR Locker Room

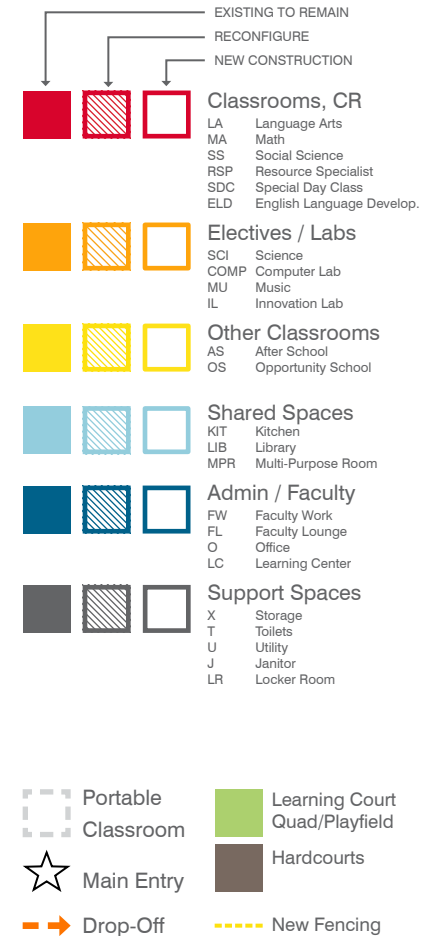
- Portable Classrooms
- ★ Main Entry
- Drop-Off

Teaching Stations:	
Language Arts, LA	7
Social Studies, SS	7
Math, MA	6
Science, SCI	8
Elective (1 - Music)	1
Computer Lab (Non-Scheduled)	2
Special Day Class, SDC	3
Resource Specialist, RSP	2
After School, AS (Power School)	2
Other (1 - ASB, 1 Career Center, 1 Suspension, 1 - Counseling, 1 - PE Storage)	5
<hr/>	
	43

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ASCENSION SOLORSANO MIDDLE EXISTING PLAN

Gilroy Unified School District
Facilities Master Plan



Planning Capacity:	1,056
Teaching Stations:	
Language Arts, LA	7
Social Studies, SS	7
Math, MA	7
Science, SCI	6
Elective (1 - Performing Arts, 5 - Open)	6
Computer Lab (1 - Innov, 2 - Regular)	3
Special Day Class, SDC (2 -MM, 1 -SH)	3
Resource Specialist, RSP	2
After School, AS (Power School)	2
Other (1 - Career Cntr, 1 - Suspension)	2
Grand Total:	45

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ASCENSION SOLORSANO MIDDLE PROPOSED MASTER PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



7800 Carmel Street, Gilroy, CA 95020 | <http://brownell.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1949 Classroom Buildings (D, E, F, G, H, J)
1951 Classroom Buildings (B&C); 1974
Library; 1950 Kitchen; 2000 MPR

Year Modernized: 1993
Student Population (2014 – 2015): 850
Capacity: 1360
Grade Levels: 6 - 8
Number of Classrooms: 43
Number of Portables: 18
Site Acreage: 12.8 Ac

OVERVIEW

Brownell Middle School is one of three middle schools in the District. It is one of the older facilities in the District and has not gotten much work done to the campus. In general, the campus is in poor condition and is in need of a major renovation and/or replacement. The Classrooms and Administrative buildings are organized

in linear 'finger' buildings. A new multi-purpose building was put in, in 2000 but the acoustics are poor and therefore not used much.

PRINCIPAL PRIORITIES

1. Hardscape improvements. There are many staff injuries caused by uneven paving and cracks.
2. Paint throughout campus.
3. Small group collaboration / break-out / conference rooms for student and staff collaboration.

Program Needs

- Desire for a dedicated Parent Center / Community Room.
- The school has the following programs:
 - GATE
 - Choir
 - Band
 - Cal Soap - 1st generation college graduates

- support program
- PE - lifelong healthy habits and sports
- Theater - after school
- Cross country / track
- Wrestling (in gym)
- Girls / Boys Basketball, Soccer and Volleyball
- The following programs are held through clubs:
 - Drawing
 - Abstract Art
 - Knitting
 - Gamers Guild
 - Bruin Newsletter
 - Math Club
 - Garden Club
 - Robotics (hoping to bring back this program)
- Autistic students need a focus room.
- Several agencies need conference spaces - Community Solutions, Chamberlains and Rebecca's Children Services

Functionality of Spaces

- Fields are highly utilized.
- There are 1-2 Special Ed busses that serve this site.
- There is community use of the playfields by Little League and LJB uses the gym for basketball.
- The garden serves as an opportunity for students such as troubled kids and intervention programs.
- MPR has poor acoustics and lacks AV/ sound system. Acoustical treatment scheduled for next Summer 2016.
- Professional development occurs in the Library.
- ELAC and Project to Inspire (parent education) utilize a Classroom and the Library.
- Staff at the Administration include 1 Principal, 2 AP's, 2 Counselors, 1 Ed Counselor, 1 Liaison (Attendance) shared with South Valley.
- Storage sheds need to be removed. In poor condition.
- The old locker room buildings are condemned due to leaks, dry rot damage; currently utilized as storage.
- Area East of North field is underutilized; sandy and is full of puncher vines.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [4]

- Parking lot AC paving is in fair to poor condition and needs to be re-done and re-striped. Some areas have cracks and weed growth.
- No ADA drop off zone; truncated domes missing.
- Truncated domes missing at ADA parking access.
- Signage missing at parking lot entrance.(tow-away)
- No ADA drop off zone.

Paving

Category [4]

Concrete (natural gray)

- Concrete paving in general is in poor condition with cracks, cuts and patched areas, and holes. Needs to be re-done.
- Paving and hardscape at quad needs to be re-done.
- Cross slope issues (>2%).
- Pool may not have been filled properly.

AC paving

Category [5]

- Hardcourts are in poor shape with cracking and allowing water intrusion/ weed growth. Uneven surface. Needs to be re-done.
- Cross slope issues (>2%).
- Several areas where paving has degraded and are now just patches of dirt and areas where Portables were removed that were never re-paved.
- Electrical vault covers are uneven, creating trip hazards.

Ramps & Stairs

Category [4]

- Portable ramps are in fair condition. Metal areas are rusting and need to be treated and re-painted.
- Steps in areas of grade change do not meet accessibility requirements and are tripping hazards.
- Portable ramps are in poor condition with degraded wood and rusting hand/guardrails.

Site Amenities

Drinking Fountains

Category [4]

- Drinking fountains are trough type, not hi-low; they are not accessible. Cane detection is in place.

Shade Shelter

- There is no shade structure at this site. There are some trees at outdoor benches that students use for lunch.

Play Equipment

- Category [1]
- Basketball backstops and posts appear to be in fair condition. Nets need that are ripped need to be replaced.

Landscape/ Irrigation

-Landscape

- Category [1]
- All grass landscape areas die in order to conserve water. Trees are still in place.
- Drought tolerant landscaping should be considered.

-Irrigation

- Category [1]
- Irrigation system is in good condition, but is not automated. In the future, M&O would like to change to an automated system.

Fencing/Gates

- Category [1]
- Fencing and gates are in good condition. Fencing along the front of the campus is steel ornamental fencing.
- Fencing along the fields are chainlink.
- Some gates appear to be missing panic hardware.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [4]

- Steel structure.
- Potential structural issues - need to be evaluated.
- Portables appear to be in poor condition.

Paint

- Category [4]
- Exterior plaster is cracking and has holes in areas of the soffit; needs to be patched, repaired and painted.

Door & Frames

- Category [4]
- Exterior doors are in fair condition; all require new paint.
- Second door at Classrooms is original to the buildings and is in poor condition. The width and hardware do not comply with accessibility requirements. Some hardware is not functioning properly. Thresholds are non-compliant.
- New door safety locks were installed this Summer 2015.
- Door thresholds do not meet today's accessibility requirements.

Windows

- Category [4]
- Windows are original, single pane. They need to be replaced. Most operable windows are not operational.

Roof

- Category [5]
- The roof is composition roof that is old and needs to be replaced in the next 3-5 years.

ADA Compliance

- Category [5]
- The site has accessibility issues throughout with uneven pavement, cross slope (>2%) issues, pavement cracks that are tripping hazards, grade changes, and steps with no ramps or guardrail.

Interior

Overall Rating: Category [4]

- In general, the interior finishes are outdated, some in poor condition and in need of a modernization.
- Areas of peeling ceiling tiles and missing glue down tiles.
- Casework is original / old with replaced countertops. They do not meet ADA requirements.
- Room signage does not have braille and does not meet ADA requirements.
- Furniture is in disrepair and mis-matched and is in need of replacement.
- Evaluate flooring for asbestos.

ASSESSMENT OF SYSTEMS**Site Utilities**

- **Domestic Water:**
- Category [3]
- The majority of domestic water mains and laterals are original to building construction dates. Life expectancy of these systems is approximately 50 years. Replacement or detailed inspection is recommended.
- **Fire Water:**
- Category [2]
- System is original and has not been replaced.
- **Gas:**
- Category [3]
- Need to add a seismic earthquake valve to main service.
- **Sewer:**
- Category [3]
- Sewer system is original and has not been replaced.
- **Storm Drain/ Drainage:**
- Category [3]
- Drainage across the site is poor.

Mechanical

- Overall Rating: Category [5]
- HVAC system is typical package units. The systems

are 15 years old and in poor condition. Condensate leaking into ducts. Need to be replaced.

- Gym has a boiler/ chiller system that is scheduled to be replaced next Summer (2016). System needs to be drained.
- The site has no EMS.
- Digital thermostats are typical in each Classroom.

Plumbing

- Category [3]
- Piping has not been replaced.
- Restrooms need modernization. Restrooms appear to have gotten ADA upgrades.

Electrical

- **Power:**
- Category [2]
- Ground fault issues.
- Wiremold throughout Classroom walls.
- **Fire Alarm:**
- Category [3]
- The fire alarm system is antiquated and needs to be upgraded.
- **Technology:**
- Category [4]
- WiFi access was recently installed in Summer 2015.
- CRV TV's are still in use in the Classrooms.
- There are IDF's in Janitor's closets.
- No ceiling mounted projectors in Classrooms.
- Infrastructure needs to be updated to prepare for future technology needs.
- MPR lacks AV / sound system.
- **Intercom / Clock / Bell:**
- Category [4]
- Low voltage systems have bad wiring at the Portables.
- System is antiquated and needs to be upgraded.
- **Security:**
- Category [2]
- There is an existing system in place. Security cameras are 3 years old.

- **Lighting:**

- Category [3]
- Interior lighting at Classrooms are outdated pendant florescent fixtures (down light only) controlled by switches. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- There needs to be more site lighting. Site lighting at parking lot and drop-off are sparse. Other path of travel lighting provided by soffit mounted lights at walkway.





AC paving at parking area



Drop-off area



Typical concrete paving



Typical drinking fountain



Outdoor eating area



Typical AC paving at hardcourts



Shaded outdoor seating



Ballfields



Perimeter fencing



General ADA conditions



Typical threshold



Main campus entry



Exterior paint conditions



Exterior doors



Exterior windows



Administration main office



Staff lounge



Typical administration work area



Typical classroom



Typical lab space



Textbook storage



Multi-purpose room



Kitchen



Lockers



Computer lab



Restroom



Gym



- Classrooms, CR**
 - LA Language Arts
 - MA Math
 - SS Social Science
 - RSP Resource Specialist
 - SDC Special Day Class
 - ELD English Language Development
- Electives / Labs**
 - SCI Science
 - COMP Computer Lab
 - MU Music
- Other Classrooms**
 - AS After School
 - OS Opportunity School
- Shared Spaces**
 - KIT Kitchen
 - LIB Library
 - MPR Multi-Purpose Room
- Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - O Office
- Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - LR Locker Room

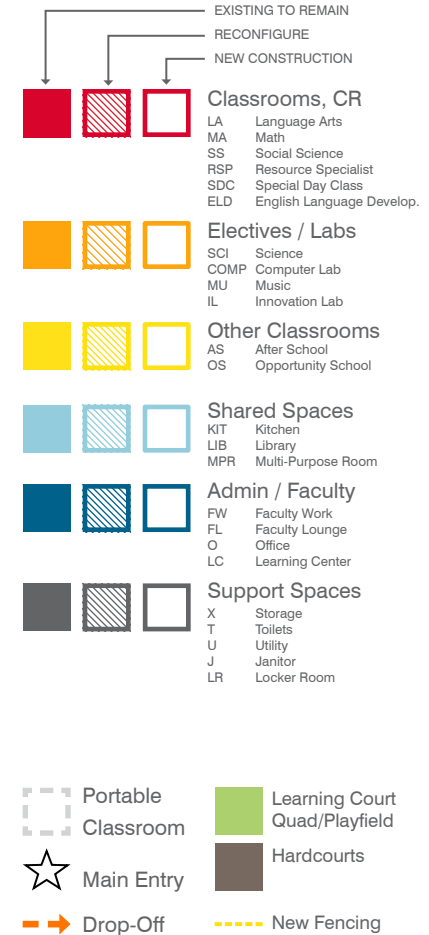
- Portable Classrooms
- Main Entry
- Drop-Off

Teaching Stations:	
Language Arts, LA	6
Social Studies, SS	6
Math, MA	8
Science, SCI	9
Elective (1 - Music)	1
Computer Lab (Non-Scheduled)	3
Special Day Class, SDC (1-ED, 1-SDC)	2
Resource Specialist, RSP	1
After School, AS (Power School)	1
Other (2 - Read 180, 1 - ELD, 1 - Opportunity School, 1 - ASB, 1 - PE Stor.)	6
Grand Total:	43



PRIORITY SCOPES OF WORK

- New Construction to Replace Old Buildings



Planning Capacity:	841
Teaching Stations:	
Language Arts, LA	5
Social Studies, SS	5
Math, MA	6
Science, SCI	5
Elective (2 - Performing Arts, 3 - Open)	5
Computer Lab (1 - Innov, 2 - Regular)	3
Special Day Class, SDC (1 -MM, 1 -SH)	2
Resource Specialist, RSP	1
After School, AS (Power School)	1
Other (2 - Read 180, 1 - ELD, 1 - ASB, 1 - PE Stor., 1 - Opportunity School)	6
Grand Total:	38

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BROWNELL MIDDLE PROPOSED MASTER PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA

BROWNELL MIDDLE SCHOOL
Gilroy Unified School District

UCS
 Gilroy Unified School District

748 Student Program
Statistical Summary

Scheduled Spaces:

Academic Department	Class/Lab Capacity	Regular Classrooms	Regular Labs	Student Capacity		Square Footage
				State Loading	GUSD Loading	
Sixth Grade Core	25/30	3	-	75	102	3,780
Language Arts	27/30	4	-	108	136	4,740
Social Studies	27/30	4	-	108	136	4,740
Mathematics	27/30	4	-	108	136	4,740
Sciences	27/30	-	5	135	170	7,600
Electives	25/27-0/30	-	2	52	40	7,600
Performing Arts	27-0/30	-	2	54	68	3,450
Gym/PE	N/A	-	-	0	0	0
Multi-purpose/Food Service	N/A	-	-	0	0	3,450
RSP	N/A	2	-	0	0	480
Total: Academic		17	9	640	788	40,580
Special Ed	13/12	2	-	26	24	1,920
Other Resource Spaces	13/12	3	-	0	0	3,840
Total: All Spaces		19	9	666	812	46,340

Support Spaces:

Administration:	2,475
Health:	275
Staff/Faculty Services:	1,150
Media Center:	3,550
Student Services:	950
Food Service:	3,200
Custodial Support Services:	100
Total Support:	11,700
Subtotal:	58,040
Circulation @ 25%:	14,510
Total Proposed:	72,550

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type		
						SC	NS/ANC	SP
						Scheduled	Ancillary Non-Scheduled	Support

Sixth Grade Core

1	6th Grade Classroom	SC	960	3	2,880			
2	Student Work Area	ANC	900	1	900			
						2,880	900	0
						3,780		

Language Arts

3	Classroom	SC	960	4	3,840			
4	Student Work Area	ANC	900	1	900			
						3,840	900	0
						4,740		

Social Studies

5	Classroom	SC	960	4	3,840			
6	Student Work Area	ANC	900	1	900			
						3,840	900	0
						4,740		

Mathematics

7	Classroom	SC	960	4	3,840			
8	Student Work Area	ANC	900	1	900			
						3,840	900	0
						4,740		

Sciences

9	7/8th Grade Lab	SC	1,400	5	7,000			
10	Prep Room	ANC	200	3	600			
						7,000	600	0
						7,600		

Electives

11	Computer Lab	SC	1,400	3	4,200			
12	Storage	ANC	200	1	200			
12	Elective TBD	SC	1,400	1	1,400			
13	Storage	ANC	200	1	200			
14	Elective TBD	SC	1,400	1	1,400			
15	Storage Room	ANC	200	1	200			
16	Elective TBD	SC	1,400	1	1,400			
17	Storage Room	ANC	200	1	200			
18	ASB	SC	960	0	0			
						7,000	600	0
						7,600		

Other Resource Spaces

19	READ 180	NS	960	2	1,920			
20	ELD	NS	960	1	960			
21	Opportunity School	NS	960	0	0			
22	After School	NS	960	1	960			
						0	3,840	0
						3,840		

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BROWNELL MIDDLE
PROPOSED MASTER PLAN

Gilroy Unified School District
 Facilities Master Plan

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LPA

RSP

38 RSP Classroom	SC	480	1	480			
					480		0
					480		

Special Education

39 SDC Classroom	SC	960	2	1,920			
					1,920		0
					1,920		

Administration/Health

40 Lobby	SP	300	1	300			
41 Principal	SP	200	1	200			
42 Assistant Principal	SP	150	1	150			
43 Attendance	SP	100	1	100			
44 Clerical	SP	75	3	225			
45 Speech Office	SP	150	1	150			
46 Psychologist Office	SP	150	1	150			
47 Large Conference	SP	200	1	200			
48 Workroom/Copy	SP	200	1	200			
49 Supply Storage	SP	100	1	100			
50 Mailboxes	SP	100	1	100			
51 Records Storage	SP	600	1	600			
							2,475

Health

52 Nurse	SP	100	1	100			
53 Exam/Treatment	SP	100	1	100			
54 Toilet	SP	75	1	75			
					0		275

Staff/Faculty Services

55 Staff Lounge/Dining	SP	800	1	800			
56 Staff Work Room	SP	200	1	200			
57 Toilet	SP	150	1	150			
							1,150
					0		

Student Services/ Learning Center

58 Counselor	SP	200	1	200			
59 Flex Office	SP	150	1	150			
60 Speech Office	SP	200	1	200			
61 Breakout Area	SP	200	1	200			
62 Psychologist Office	SP	200	1	200			
							950
					0		

Media Center (2 sf/student minimum per CDE)

63 Lobby	SP	100	1	100	(841x2=1682sf)		
64 Control Desk	SP	100	1	100			
65 Processing/Work Room	SP	200	1	200			
66 Textbook/Tech Equip. Storage	SP	400	1	400			
67 Reading Room	SP	1,200	1	1,200			
68 Stacks	SP	900	1	900			
69 Small Group Collaboration	SP	150	2	300			
70 On-Line Catalog	SP	200	1	200			
71 Toilet	SP	50	1	50			
72 Computers/Innovation Lab	NTS	1,200	1	1,200			
73 Tech Control Room	SP	100	1	100			
						1,200	3,550
						1,200	

Food Service

74 Serving Kitchen	SP	1,100	1	1,100			
75 Dry Storage	SP	75	1	75			
76 Ref. Freezer	SP	75	1	75			
77 Serving Line	SP	200	3	600			
78 Changing Room	SP	75	1	75			
79 Toilet	SP	75	1	75			
80 Lunch Shelter	SP	3,600	0.33	1,200			
							3,200
						0	

Custodial Support Services

81 Head Custodian	SP	100	1	0			
82 Supply Storage	SP	200	1	0			
83 Grounds Storage	SP	200	1	0			
84 Custodial Closets	SP	25	4	100			
							100
						0	

Total: 30,800 9,840 11,700
40,640

Total Assignable Square Footage: 52,340

NOTE:

- SC Scheduled Teaching Station, Classroom or Lab.
- AC Ancillary Space, Square Footage totaled as part of Department Areas.
- SP Support Spaces
- NS Non-Scheduled Teaching Station



7810 Arroyo Circle, Gilroy, CA 95020 | <http://svms.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1956 Classroom Buildings (B, C, D, E, H) and Gym; 1961 Admin/ MPR, Library, Building I; 1965 Building J; 1986 Building K, Locker Rooms; 2002 Portables.

Year Modernized: 1961, 1965 and 2001

Student Population (2014 – 2015): 900

Capacity: 1212

Grade Levels: 6 - 8

Number of Classrooms: 46

Number of Portables: 0

Site Acreage: 26.05 Ac

OVERVIEW

South Valley Middle School is one of the older school sites within the District, with most of the buildings constructed in 1956. The school has received several modernizations with the most recent in 2001 which included the Gym, Classroom Building H and I. In general, the facilities are

in poor condition and in need of major modernization or replacement. This is the only middle school with a dual immersion program. The site also has a community medical center, Gavilan College has a night school, Adult Ed night school and Head Start daycare. The school is adjacent to M&O and Transportation as well as Swanston State Pre-School and Gilroy Prep School.

PRINCIPAL PRIORITIES

1. Need a new facility. The facilities are old and things are falling apart.
2. HVAC system is breaking down and needs to be replaced.
3. Roof needs to be replaced.

Program Needs

- Programs that this site has includes the following:
 - Dual immersion program.
 - SDC Special Ed
 - Athletics - wrestling, soccer, softball, volleyball and track
 - Band (Approx. 150 students)
 - Choir
 - Art Club
 - Theater
- Need for facilities to support programs.
- Desire for Science Labs with Prep Room.
- Desire for a Home Ec program.
- Would like new furniture.
- AC in gymnasium.

Functionality of Spaces

- Swanston Lane used to run through to loof Avenue. Although the street is enclosed and part of South Valley MS, residents/ community continue to cut through the campus which creates security and safety issues.
- Organization of the entire site needs to be evaluated.
- Special Ed bus drops off to the South of the Gym building.
- Parking/ drop-off parent, vehicular and bus circulation are in conflict at various areas of the site. Need to evaluate to improve safety.
- The Administration staff includes 1 Principal, 1 AP, 2 Counselors, 1 Attendance, 1 Nurse.
- Area where the pool was filled is not utilized well and segregated from the rest of the hardcourts.
- Locker rooms are organized inefficiently with lockers put in un-used shower areas, and large open, under-utilized space.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE**Parking**

Category [1]

- Parking lot AC paving was completed recently and is in good condition.
- ADA drop-off zone has truncated domes and signage; appears to be compliant.

Paving

Category [2]

Concrete (natural gray)

- In general, concrete paving has been recently replaced and is in good condition.
- There are some areas that have cracking - near the gym.
- No major accessibility issues noted.

AC paving

Category [2]

- Areas of AC paving are in fair to poor condition. Some areas near the fields need to be re-done.
- No major accessibility issues noted.

Site Amenities

Drinking Fountains

Category [3]

- Exterior drinking fountains are trough type and non-compliant, do not have hi-low and are missing cane detection rails.

Shade Shelter

- There is no shade structure on the site. There are big trees for shade.

Play Equipment

- Category [2]
- Basketball backstops appear in good condition.

Landscape/ Irrigation

- Category [2]
- Landscape areas that are grass have been left to die in order to conserve water. Trees and shrubs are still in place.
- Old heads need to be replaced.

Fencing/Gates

- Category [1]
- Fencing at the front of the school is steel ornamental fencing.
- Chainlink fencing is at the rest of the site around the fields.
- Fencing is in good condition.

ASSESSMENT OF BUILDINGS**Exterior**

Overall Rating: Category [4]

- Termite and dry-rot issues.

Paint

- Category [4]
- Exterior of the buildings are in fair condition but could use a new coat of paint.

Door & Frames

- Category [5]
- Exterior doors are in poor condition.
- Safety lock hardware has recently been installed (2015).
- Some interior doors have knobs as hardware. Should be replaced with lever hardware.

Windows

- Category [5]
- Windows are original and single pane and need to be replaced. Most operable windows are non-operational.
- Sealant has degraded.

Roof

- Category [5]
- Roof is a built up roof and is in poor condition and needs to be replaced.
- Roof edging galvanized seam is damaged and needs to be replaced. Overhang has dry-rot at sheathing.
- Roof leak issues at the Locker Rooms; poor design.

ADA Compliance

- Category [1]
- The site is for the most part pretty flat. There are no major accessibility issues noted.

Interior

Overall Rating: Category [4]

- In general, the interior finishes are outdated and in poor condition.
- Casework appears to be original, antiquated. Classroom sinks are not ADA compliant.
- Science countertops are in poor shape.
- Room signage appears to meet ADA requirements, but signage could be improved.
- Furniture is in disrepair and mis-matched.
- Tackable surfaces are so worn they are non-functioning.
- Chalkboards are still in use. Markerboards have been mounted over old chalkboards.
- Locker rooms in poor condition with peeling paint.
- VCT flooring needs to be evaluated for hazardous materials. Carpets are stained; need to be replaced.

ASSESSMENT OF SYSTEMS**Domestic Water:**

- Category [5]
- The majority of domestic water mains and laterals are original to building construction dates. Life expectancy of these systems is approximately 50 years. Replacement or detailed inspection is recommended.
- The main water line is an odd size and repairs are difficult and constant.

Fire Water:

- Category [4]
- System is original and has not been replaced.
- Fire sprinkler system is currently getting repaired. 50 year old sprinkler heads will be replaced.

Gas:

- Category [3]
- Needs a seismic earthquake valve at service main.

Sewer:

- Category [5]
- Sewer system is original and needs to be replaced.

Storm Drain/ Drainage:

- Category [1]

Mechanical

- Overall Rating: Category [5]
- The HVAC system is a split system that is over 20 years old and needs to be replaced.
- Condensate pans leak into the ducts creating problems.
- The site has EMS controls (Allerton).
- Line duct insulation has been replaced.
- There have been thermal comfort and air quality issues reported.
- There are non-digital thermostats in each Classroom.

Plumbing

- Category [3]
- There is no hot water at the gym locker rooms.
- Restrooms have received ADA upgrades.
- Some appear to have waterless urinals which are a maintenance issue. Consider replace.
- Piping is original and has not been replaced.

Electrical

- **Power:**
- Category [1]
- All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.
- **Fire Alarm:**
- Category [3]
- **Technology:**
- Category [3]
- There is WiFi access throughout the site.
- There are no ceiling mounted projectors in Classrooms.
- IDF in the nurse room is out in the open.
- Infrastructure needs to be updated to prepare for future technology needs.
- **Intercom / Clock / Bell:**
- Category [2-3]
- Low voltage systems are functional
- **Security:**
- Category [2]

- There is an existing system in place. Eight cameras will be replaced this year (2015).
- Some areas need additional cameras.
- **Lighting:**
- Category [2]
- Interior lighting are T8 lamps; direct-indirect pendant fixtures in Classrooms. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- Site lighting at parking lot are mainly provided by building mounted flood light type fixtures. Other path of travel lights are wall mounted above the doors. Evaluate replacing with LED type fixtures. May be a need for more exterior lighting.





AC paving at parking area



Drop-off area



Typical concrete paving



Typical drinking fountain



Outdoor eating area



Hardcourts



Covered walkway



Ballfields



Perimeter fencing



Typical campus landscaping



Typical signage



Main campus entry



Exterior paint conditions



Exterior doors



Exterior windows



Administration main office



Greenhouse



Staff meeting room



Typical classroom



Typical lab space



Library



Multi-purpose room



Lab prep/storage space



Lockers



Computer lab



Restroom



Gymnasium



- Classrooms, CR**
- LA Language Arts
 - MA Math
 - SS Social Science
 - RSP Resource Specialist
 - SDC Special Day Class
 - ELD English Language Development

- Electives / Labs**
- SCI Science
 - COMP Computer Lab
 - MU Music

- Other Classrooms**
- AS After School
 - OS Opportunity School

- Shared Spaces**
- KIT Kitchen
 - LIB Library
 - MPR Multi-Purpose Room

- Admin / Faculty**
- FW Faculty Work
 - FL Faculty Lounge
 - O Office

- Support Spaces**
- X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - LR Locker Room

- Portable Classrooms**

- Main Entry**

- Drop-Off**

Teaching Stations:

Language Arts, LA	7.5
Social Studies, SS	7.5
Math, MA	8
Science, SCI	5
Elective (1 - Visual Arts, 1 - Band)	2
Computer Lab (Non-Scheduled)	3
Special Day Class, SDC	2
Resource Specialist, RSP	2
After School, AS (Power School)	1
Other (1 - Read 180, 1 - ELD, 2 Daycare, 2 - Adult School, 2 - Night School)	8

Grand Total: 46

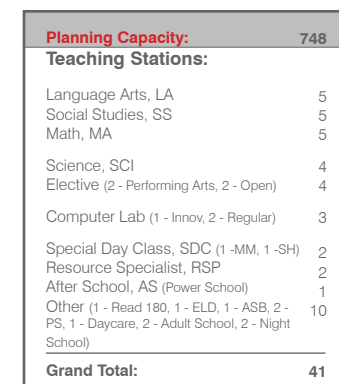
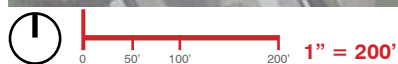
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SOUTH VALLEY MIDDLE EXISTING PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



**SOUTH VALLEY MIDDLE SCHOOL
Gilroy Unified School District**

**748 Student Program
Statistical Summary**

Scheduled Spaces:

Academic Department	Class/Lab Capacity	Regular Classrooms	Regular Labs	Student Capacity		Square Footage
				State Loading	GUSD Loading	
Sixth Grade Core	25/30	3	-	75	102	3,780
Language Arts	27/30	4	-	108	136	4,740
Social Studies	27/30	4	-	108	136	4,740
Mathematics	27/30	4	-	108	136	4,740
Sciences	27/30	-	4	108	136	6,200
Electives	25/27-0/30	-	2	52	40	8,560
Performing Arts	27-0/30	-	2	54	68	3,450
Gym/PE	N/A	-	-	0	0	14,100
Multi-purpose/Food Service	N/A	-	-	0	0	3,450
RSP	N/A	2	-	0	0	960
Total: Academic		17	8	613	754	54,720
Special Ed	13/12	2	-	26	24	1,920
Other Resource Spaces	13/12	3	-	0	0	2,880
Total: All Spaces		19	8	639	778	59,520

Support Spaces:	
Administration:	2,475
Health:	275
Staff/Faculty Services:	1,150
Media Center:	3,550
Student Services:	950
Food Service:	3,200
Custodial Support Services:	600
Total Support:	12,200

Subtotal: 71,720

Circulation @ 25%: 17,930

Total Proposed: 89,650

Depart:	Space:	Type:	Area:	Number:	Total Area:	Department by Type		
						SC	NS/ANC	SP
						Scheduled	Ancillary Non-Scheduled	Support

Sixth Grade Core

1 6th Grade Classroom	SC	960	3	2,880			
2 Student Work Area	ANC	900	1	900			
					2,880	900	0
					3,780		

Language Arts

3 Classroom	SC	960	4	3,840			
4 Student Work Area	ANC	900	1	900			
					3,840	900	0
					4,740		

Social Studies

5 Classroom	SC	960	4	3,840			
6 Student Work Area	ANC	900	1	900			
					3,840	900	0
					4,740		

Mathematics

7 Classroom	SC	960	4	3,840			
8 Student Work Area	ANC	900	1	900			
					3,840	900	0
					4,740		

Sciences

9 7/8th Grade Lab	SC	1,400	4	5,600			
10 Prep Room	ANC	200	3	600			
					5,600	600	0
					6,200		

Electives

11 Computer Lab	SC	1,400	3	4,200			
12 Storage	ANC	200	1	200			
12 Elective TBD	SC	1,400	1	1,400			
13 Storage	ANC	200	1	200			
14 Elective TBD	SC	1,400	1	1,400			
14 Storage Room	ANC	200	1	200			
15 ASB	SC	960	1	960			
					7,960	600	0
					8,560		

Other Resource Spaces

16 READ 180	NS	960	1	960			
17 ELD	NS	960	1	960			
17 After School	NS	960	1	960			
					0	2,880	0
					2,880		

MPR Complex

Multi-Purpose/Food Service

16 Multi-Purpose Rm (550 Capacity)	SP	5,000	1	5,000			6,600
17 Chair/Table Storage	SP	200	1	200			
18 MPR Stage	SP	1,200	1	1,200			
19 Prop/Equip. Storage	SP	200	1	200			
20 Music/Instrumental Rm	SC	1,600	1	1,600	(5.3sf/Student CDE MS Standard) (5.3 x 748) = 3,965sf Minimum		
21 Instrument Storage	ANC	200	1	200			
22 Band Wardrobe	ANC	100	1	100			
23 Music/Choral Classroom	SC	1,200	1	1,200			
24 Practice Room	ANC	75	2	150			
25 Music Storage	ANC	200	1	200			
					2,800	650	6,600
					3,450		

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**SOUTH VALLEY MIDDLE
PROPOSED MASTER PLAN**

Gilroy Unified School District
Facilities Master Plan

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LPA

Gym Complex

Gym/Physical Education

26	Gym/Multi-Purpose Room	NS	8,200	1	8,200	(1 Full Court, 2 Cross Court Volleyball)			
27	Lobby	ANC	300	1	300				
28	Indoor Storage	ANC	200	1	200				
29	Outdoor Storage	ANC	200	1	200				
30	Wrestling Room	NS	2,200	1	2,200				
31	Boys Locker Room	ANC	1,200	1	1,200				
32	Girls Locker Room	ANC	1,200	1	1,200				
33	Coaches Office	ANC	200	2	400				
34	Coaches Locker Room	ANC	100	2	200				
						0	14,100	0	
						14,100			

RSP

35	RSP Classroom	SC	480	2	960				
						960		0	
						960			

Special Education

36	SDC Classroom	SC	960	2	1,920				
						1,920		0	
						1,920			

Administration/Health

37	Lobby	SP	300	1	300				
38	Principal	SP	200	1	200				
39	Assistant Principal	SP	150	1	150				
40	Attendance	SP	100	1	100				
41	Clerical	SP	75	3	225				
42	Speech Office	SP	150	1	150				
43	Psychologist Office	SP	150	1	150				
44	Large Conference	SP	200	1	200				
45	Workroom/Copy	SP	200	1	200				
46	Supply Storage	SP	100	1	100				
47	Mailboxes	SP	100	1	100				
48	Records Storage	SP	600	1	600				
								2,475	

Health

49	Nurse	SP	100	1	100				
50	Exam/Treatment	SP	100	1	100				
51	Toilet	SP	75	1	75				
								275	
						0			

Staff/Faculty Services

52	Staff Lounge/Dining	SP	800	1	800				
53	Staff Work Room	SP	200	1	200				
54	Toilet	SP	150	1	150				
								1,150	
						0			

Student Services/ Learning Center

55	Counselor	SP	200	1	200				
56	Flex Office	SP	150	1	150				
57	Speech Office	SP	200	1	200				
58	Breakout Area	SP	200	1	200				
59	Psychologist Office	SP	200	1	200				
								950	
						0			

Media Center (Minimum 2 sf/ student per CDE)

60	Lobby	SP	100	1	100				
61	Control Desk	SP	100	1	100				
62	Processing/Work Room	SP	200	1	200				
63	Textbook/Tech Equip. Storage	SP	400	1	400				
64	Reading Room	SP	1,200	1	1,200	(748x2=1496sf)			
65	Stacks	SP	900	1	900				
66	Small Group Collaboration	SP	150	2	300				
67	On-Line Catalog	SP	200	1	200				
68	Toilet	SP	50	1	50				
69	Computers/Innovation Lab	NTS	1,200	1	1,200				
70	Tech Control Room	SP	100	1	100				
							1,200	3,550	
							1,200		

Food Service

71	Serving Kitchen	SP	1,100	1	1,100				
72	Dry Storage	SP	75	1	75				
73	Ref. Freezer	SP	75	1	75				
74	Serving Line	SP	200	3	600				
75	Changing Room	SP	75	1	75				
76	Toilet	SP	75	1	75				
77	Lunch Shelter	SP	3,600	0.33	1,200				
								3,200	
						0			

Custodial Support Services

78	Head Custodian	SP	100	1	100				
79	Supply Storage	SP	200	1	200				
80	Grounds Storage	SP	200	1	200				
81	Custodial Closets	SP	25	4	100				
								600	
						0			

Total: 30,840 22,980 12,200
53,820

Total Assignable Square Footage: 66,020

NOTE:

- SC Scheduled Teaching Station, Classroom or Lab.
AC Ancillary Space, Square Footage totaled as part of Department Areas.
SP Support Spaces
NS Non-Scheduled Teaching Station



850 Day Road, Gilroy, CA 95020 | <http://chs.gusd.ca.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 2009 (Phase 1) & 2013 (Phase 2)
 Year Modernized: n/a
 Student Population (2014 – 2015): 1,900
 Capacity: 2037
 Grade Levels: 9 - 12
 Number of Classrooms: 79
 Number of Portables: 0
 Site Acreage: 38.7 Ac

OVERVIEW

Christopher High School is the newest school within the District, built in 2 phases in 2007 and 2009. The site comprises of 2-story construction, has a gym, dining commons and Library. The school has a synthetic track and field. The site is organized with buildings on the perimeter around a large central quad. The school has a strong performing arts program; however lacks a Theater. Due to funding, the theater was not constructed.

Currently the school makes do with the Black Box theater. The facility is in great condition. The school was recently awarded Gold Ribbon School.

PRINCIPAL PRIORITIES

1. Address Ceramics Room concerns - provide proper ventilation and move kilns outdoor.
2. Lack of proper shelving for art rooms. Provide proper shelving.
3. Resolve design issues in the Black Box (sink + faucet with paint disposal, electrical controls for lighting at both top and bottom, etc.)

Program Needs

- Need more science classrooms that have full labs inside. Need for 2 labs: 1 Biology + 1 AP Environmental Science.
- Need for more storage.
- Desire for an on-campus suspension classroom

and a testing room.

- Running a full theater program out of a Black box is challenging. Additional features could be added to Black Box to help support program needs.
- Desire for a life skills room; lack of space.
- CTE Programs include the following:
 - Woodshop
 - Metal
 - Dance
 - Digital Design
 - AV
 - Computer Science
 - Photography
- Outdoor amphitheater could be enhanced with sound shell to be utilized for outdoor performances.
- TV studio will be moving out. Room needs to be converted to a Classroom.

Functionality of Spaces

- There is great natural lighting in all Classrooms.
- Currently all rooms are occupied. Classroom B107 has an undetermined foul smell and has been closed. Maintenance to add an air emittance valve to see if it will resolve the issue.
- Noise issues from 2nd floor transferring to 1st floor.
- Noise transmittance between the band and choir rooms is an issue.
- Locker room supervision is difficult due to over capacity.
- The gym and pool are joint use with the City. Our building is used almost 24 hours a day due to joint use agreements and after school activities.
- Joint use gym (City owned) with the City has been an issue with maintenance of the facility.
- Art rooms need proper, flexible shelving.
- Add electrical controls to upstairs and downstairs at Black box. Add trough sink with paint disposal.
- Santa Theresa Boulevard lacks a sidewalk and crosswalk.
- Need for pedestrian bridge connecting Tapestry Drive to school.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE**Parking**

Category [2]

- Parking lot AC paving is in good condition and just needs to be re-sealed and re-stripped.
- The drop-off does not function well. There are many traffic issues during drop-off and pick-up times.

Paving

Category [1]

Concrete (natural gray)

- Concrete paving in general is in good condition.

AC paving

Category [2]

- Hardcourts are in good condition. There is some minor tripping issues; re-seal and re-stripe.

Ramps & Stairs

Category [1]

- Concrete ramps throughout the site appear to be in good condition and meet accessibility requirements.

Site Amenities

Drinking Fountains

Category [1]

- Drinking fountains are in good condition, have hi-low and are accessible.

Shade Shelter

- No shade structures at this site.
- Shade provided by trees.

Play Equipment

- Category [1]
- Basketball backstops and posts in good condition.

Basketball nets are missing.

- Baseball backstops, are in good condition.
- Stadium and bleachers are new and in good condition.

Landscape/ Irrigation

-Landscape

- Category [1]
- Majority of grass landscape areas have been left to die to conserve water. The trees appear OK.
- Track and fields are in good condition.

-Irrigation

- Category [1]
- Irrigation system is in good condition, and is automated. New irrigation controllers with weather detection will be put in place this Summer (2015).

Fencing/Gates

- Category [1]
- The site is a closed campus. Fencing and gates are in good condition.
- Fencing along the campus is steel ornamental fencing.
- Fencing along the fields is chainlink.

ASSESSMENT OF BUILDINGS**Exterior**

Overall Rating: Category [1]

Paint

- Category [1]
- Building paint is in good condition.

Door & Frames

- Category [1]
- Exterior and interior doors are in good condition.
- Doors have safety locks hardware.

Windows

- Category [1]
- Windows are in good condition.

Roof

- Category [1]
- Most of the roofs are TPO; in good condition.
- The dining commons and gym are a standing seam metal roof. Some roof leak issues at the gym are

being addressed by M&O; section of the roof will be replaced.

ADA Compliance

- Category [1]
- In general the site does not appear to have any major accessibility issues.

Interior

Overall Rating: Category [1]

- In general, the interior finishes are in good condition.
- Casework is in good condition. Classroom sinks meet accessibility requirements.
- Room signage appears to meet ADA requirements.
- Art room casework does not function for its purposes. Needs to be replaced.

ASSESSMENT OF SYSTEMS**Site Utilities****Domestic Water:**

- Category [1]
- Domestic water mains and laterals are original to building construction dates.

Fire Water:

- Category [1]

Gas:

- Category [1]
- Seismic earthquake valve has been installed at the main service.

Sewer:

- Category [1]

Storm Drain/ Drainage:

- Category [1]

Mechanical

- Overall Rating: Category [1]
- The HVAC system is by Trane and is new with the buildings.
- The site has EMS; controls are Asics.
- Exposed rooftop ducting is coming apart - this is a maintenance issue.
- Digital thermostats are typical in each Classroom.

- Some thermal comfort issues have been reported. Air balance issues that will be addressed by M&O.
- There is an undetermined foul smell in B107. EPA has inspected the room and it is in compliance.
- Ceramics room needs proper ventilation for kilns. Kilns should be moved outside.

Plumbing

- Category [2]
- Waterless urinals are a maintenance issue that requires constant servicing and flushing of the lines.
- Restroom fixtures are in good condition. Restrooms meet accessibility requirements.
- Classroom sinks are in good condition and meet accessibility requirements.

Electrical

- **Power:**
- Category [1]
- All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.
- **Fire Alarm:**
- Category [1]
- The fire alarm system is original to the buildings.
- **Technology:**
- Category [2]
- There is WiFi access throughout the site.
- There are ceiling mounted projectors in Classrooms.
- The Library stores 24 computer carts for student use.
- Infrastructure may need to be updated in the future to prepare for future technology needs.
- **Intercom / Clock / Bell:**
- Category [1]
- No noted issues.
- **Security:**
- Category [1]
- Security cameras are newly installed; 2015.

- **Lighting:**
- Category [1]
- Interior lighting are T8 lamps; indirect-direct pendant light fixtures. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- Exterior lighting is provided by pole mounted LED fixtures and wall mounted fixtures. Site lighting appears to be adequate. No noted issues.





Bus lane



AC paving and ADA parking



Concrete paving



Campus quad



Amphitheater



Aquatics pool and deck



Tennis courts



Sports field



Perimeter fencing



Internal stairs



Main entry



Exterior building condition



Administration work room



Textbook storage



Exterior windows



Typical administration office



Administration lounge



Restroom



Exterior door



Typical science lab



Library



Interior hallway



Food service



Lockers



Computer lab



Eating area and multipurpose room



Gym



- **Classrooms, CR**
 - ENG English
 - MA Math
 - SS Social Science
 - RSP Resource Specialist/GS
 - SDC Special Day Class
 - FLA Foreign Language
- **Electives / Labs**
 - SCI Science
 - COMP Computer
 - MU Music
- **Other Classrooms**
 - ASB All Student Body
 - AP Advance Path / College Prep
 - CC Career Center
 - DET Detention
 - ESL English as a Second Lang.
 - AS After School (Power School)
- **Shared Spaces**
 - KIT Kitchen
 - LIB Library
 - MPR Multi-Purpose Room
- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - C Counselor
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - LR Locker Room

 Portable Classrooms

★ Main Entry

→ Drop-Off

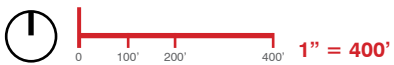
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CHRISTOPHER HIGH SCHOOL
EXISTING PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA





- **Classrooms, CR**
 - ENG English
 - MA Math
 - SS Social Science
 - RSP Resource Specialist/GS
 - SDC Special Day Class
 - FLA Foreign Language
- **Electives / Labs**
 - SCI Science
 - COMP Computer
 - MU Music
- **Other Classrooms**
 - ASB All Student Body
 - AP Advance Path / College Prep
 - CC Career Center
 - DET Detention
 - ESL English as a Second Lang.
 - AS After School (Power School)
- **Shared Spaces**
 - KIT Kitchen
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 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - C Counselor
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - LR Locker Room

 Portable Classrooms

★ Main Entry

→ Drop-Off

Teaching Stations:

English, ENG	11.33
Social Studies, SS	10
Math, MA	13
Foreign Language, FLA	7.33
Science, SCI	12
Elective (6 - Visual Arts, 4 - Performing Arts, 3 - Digital Labs, 4 - Shop Class)	15.33
Special Day Class, SDC	2
Resource Specialist, RSP	1
Computer Lab (Non-Scheduled)	1
Other (4 - Guided Studies, 2- ASB)	6

Grand Total: 79

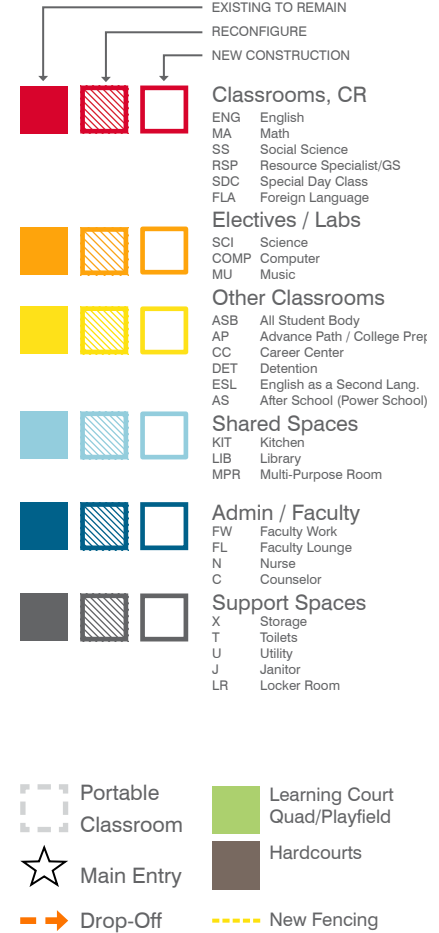
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CHRISTOPHER HIGH SCHOOL EXISTING PLAN - ENLARGED

Gilroy Unified School District
Facilities Master Plan

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LPA

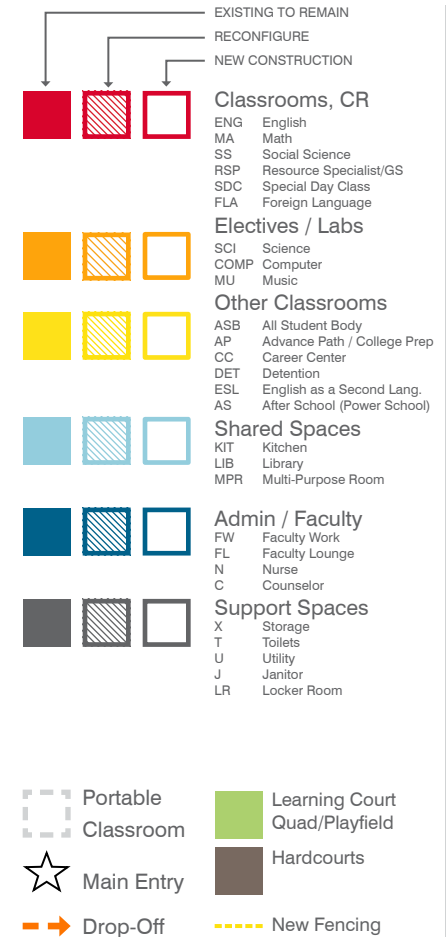


4.14

CHRISTOPHER HIGH SCHOOL PROPOSED MASTER PLAN

Gilroy Unified School District
Facilities Master Plan





Planning Capacity:	1,565
Teaching Stations:	
English, ENG	9
Social Studies, SS	9
Math, MA	11
Foreign Language, FLA	7
Science, SCI	13
coLAB	2
Elective (6 - Visual Arts, 4 - Performing Arts, 3 - Digital Labs, 4 - Shop Class)	17
Special Day Class, SDC	3
Resource Specialist, RSP	1
Computer Lab (Non-Scheduled)	1
Other (4 - Guided Studies, 2- ASB)	6
Grand Total:	80

4.14

CHRISTOPHER HIGH SCHOOL
PROPOSED MASTER PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



750 W 10th Street, Gilroy, CA 95020 | <http://gilroyhs.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1978/79; 2004 Cafeteria
 Year Modernized: 2007 / 2012 - 14
 Student Population (2014 – 2015): 1,500
 Capacity: 2607
 Grade Levels: 9 - 12
 Number of Classrooms: 91
 Number of Portables: 20
 Site Acreage: 52.89 Ac

OVERVIEW

Gilroy High School is the older of the two traditional high schools in the District. It received a modernization of their campus in 2007 which included a complete renovation of the main Quad. The school is one-story construction. The cafeteria was built in 2004. The stadium including a synthetic track and field and bleachers will be completed this year 2015. In general the campus, for the most part, is in good condition

with a need for some minor improvements. The locker rooms are in poor condition and are in need of a major modernization.

PRINCIPAL PRIORITIES

1. Address safety issues.
2. Repair practice fields that are in poor condition.
3. Replace Whiteboards.

Program Needs

- CTE Programs at the site include the following:
 - Culinary arts
 - Auto
 - Wood shop
 - Sports med
 - Veterinary Science
 - Agricultural Science
- Programs at the site include the following:
 - Bio-medical Science Academy

- Dual Immersion
- 2D, 3D, Digital Arts
- Digital Design Academy
- Culinary Arts

Functionality of Spaces

- The school is organized by grades; it is preferred.
- The City has joint use of the Theater and the fields.
- Acoustical issues at the cafeteria need to be addressed.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [5]

- The parking lot AC paving is in poor condition and needs to be re-done. Various areas are cracking.
- There is an ADA drop-off zone with truncated domes at the front parking lot.

Paving

Category [1]

Concrete (natural gray)

- Concrete paving in general is in good condition.
- The main quad was re-done in 2012.

AC paving

Category [5]

- AC paving throughout the site and at the hardcourts is in poor condition and needs to be re-done; cracking allowing water intrusion/ weed growth.
- Some areas beyond the main quad may have cross slope (>2%) issues that will need to be evaluated for ADA compliance.

Ramps & Stairs

Category [1]

- Concrete ramps appear to be in good condition and are ADA compliant.
- Portable ramps appear to be in fair condition.

Site Amenities

Drinking Fountains

Category [3]

- Exterior drinking fountains are trough type, do not have hi-low and are non-accessible.

Shade Shelter

Category [1]

- Portable umbrellas are utilized for shade in the quad area.
- There is a steel/ metal shade structure adjacent to the gym that is in good condition.

Play Equipment

- Category [1]
- Basketball posts and backstops appear to be missing.
- The pool was modernized in 2012.

Landscape/ Irrigation

-Landscape

- Category [1]
- Landscape areas that are grass have been left to die to conserve water. Trees are still in good condition. Majority of landscape areas are shrubs and trees.
- Track and fields are new and are in good condition.

-Irrigation

- Category [1]
- Irrigation system is in good condition, but is not automated. In the future, M&O would like to change to an automated system.

Fencing/Gates

- Category [2]
- Fencing is in good condition.
- Fencing along the front of the campus is steel ornamental fencing.
- Fencing along the fields is chainlink.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [1]

- Portables have water intrusion at the siding.
- Greenhouse is in poor condition.

Paint

- Category [1]
- Building paint is in good condition.

Door & Frames

- Category [1]
- Exterior doors are in good condition.
- Safety locks have been installed at doors.

Windows

- Category [1]
- Windows are in good condition.

Roof

- Category [1]
- Most of the roofs are a combination of built up and standing seam metal roof and is in fair to good condition.
- The gym roof is standing seam metal roof.

ADA Compliance

- Category [1]
- In general the site is does not appear to have any major accessibility issues.

Interior

Overall Rating: Category [2]

- In general, the interior finishes are in good condition. A minor modernization in 2012, 2013, 2014 included new flooring, paint and ceilings.
- Gym floors were re-done at the main and auxiliary gym in 2013.
- Casework appears to be in good condition. Classroom sinks meet accessibility requirements.
- Room signage appears to meets ADA requirements.
- Locker rooms are in poor condition and are in need of a major modernization.

ASSESSMENT OF SYSTEMS

Site Utilities

• Domestic Water:

- Category [1]
- Domestic water mains and laterals are original to building construction dates.

• Fire Water:

- Category [1]

• Gas:

- Category [3]
- Need to install a seismic earthquake valve at the main service.
- Transition piping for gas from plastic to steel: 7 out of the 11 areas have been repaired.

• Sewer:

- Category [2]
- The sewer at the Culinary kitchen had some back-up issues recently repaired by M&O.
- There are some minor sewer back-up issues at the gym, outside of the locker rooms.

• Storm Drain/ Drainage:

- Category [2]

Mechanical

- Overall Rating: Category [2]
- The HVAC system is in good shape. It is relatively new; replaced in 2006.
- A new boiler was installed at the pools.
- The gym has no air-conditioning.
- The site has EMS; controls are Asics. The EMS has programming issues at the CE Building.
- Digital thermostats are typical in each Classroom.

Plumbing

- Category [2]
- Restroom fixtures appear to have received upgrades and are in good condition. Restrooms meet accessibility requirements.

Electrical

- **Power:**
- Category [1]
- Besides ground fault issues affecting the fire alarm, all electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.
- **Fire Alarm:**
- Category [5]
- There are ground fault issues that affect the fire alarm. System needs to be replaced.
- A new fire alarm panel was installed in 2006.
- **Technology:**
- Category [3]
- The site has WiFi access throughout the site.
- CRV TV's are still in use in the Classrooms.
- There are ceiling mounted projectors in Classrooms.
- Infrastructure needs to be updated to prepare for future technology needs.
- The IDF are located in hot closets; room needs cooling.
- **Intercom / Clock / Bell:**
- Category [2]
- **Security:**
- Category [2]
- There is an existing system in place. The system and cameras are functional.
- **Lighting:**
- Category [3]
- Interior lighting are T8 lamps; 2x4 recessed light fixtures. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- Needs to be more exterior lighting.





Bus loading area



AC paving



Campus paving



Campus quad



Eating area



AC paving at hardcourts



Aquatics pool and deck



Stadium



Perimeter fencing



ADA accessibility



Main entry



Exterior paint



Administration main office



Exterior doors



Faculty meeting room



Typical administrative office



Administration lounge



Restroom



Typical classroom



Typical lab



Library



Kitchen



Food service



Lockers



Computer lab



Wrestling room



Gym



- Classrooms, CR**
 - ENG English
 - MA Math
 - SS Social Science
 - RSP Resource Specialist/GS
 - SDC Special Day Class
 - FLA Foreign Language
- Electives / Labs**
 - SCI Science
 - COMP Computer
 - MU Music
- Other Classrooms**
 - ASB All Student Body
 - AP Advance Path / College Prep
 - CC Career Center
 - DET Detention
 - ESL English as a Second Lang.
 - AS After School (Power School)
- Shared Spaces**
 - KIT Kitchen
 - LIB Library
 - MPR Multi-Purpose Room
- Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - C Counselor
- Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - LR Locker Room

Portable Classrooms

Main Entry

Drop-Off

Teaching Stations:

English, ENG	10
Social Studies, SS	8.5
Math, MA	11
Foreign Language, FLA	5.5
Non-Scheduled CR, CR	2
Science, SCI	13
Elective (5 - Visual Arts, 2 - Performing Arts, 4 - Digital/Comp Lab, 7 - Shop Class, 2 - Literature Elective)	20
Special Day Class, SDC	10
Resource Specialist, RSP	1
Other (3 -AP, 2 -ASB, 3 -Test, 2 -AS, 1 -CC)	10

Grand Total: 91

4.15

GILROY HIGH SCHOOL
EXISTING PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



- **Classrooms, CR**
 - ENG English
 - MA Math
 - SS Social Science
 - RSP Resource Specialist/GS
 - SDC Special Day Class
 - FLA Foreign Language
- **Electives / Labs**
 - SCI Science
 - COMP Computer
 - MU Music
- **Other Classrooms**
 - ASB All Student Body
 - AP Advance Path / College Prep
 - CC Career Center
 - DET Detention
 - ESL English as a Second Lang.
 - AS After School (Power School)
- **Shared Spaces**
 - KIT Kitchen
 - LIB Library
 - MPR Multi-Purpose Room
- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - C Counselor
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - LR Locker Room

 Portable Classrooms

★ Main Entry

→ Drop-Off

Teaching Stations:

English, ENG	10
Social Studies, SS	8.5
Math, MA	11
Foreign Language, FLA	5.5
Non-Scheduled CR, CR	2
Science, SCI	13
Elective (5 - Visual Arts, 2 - Performing Arts, 4 - Digital/Comp Lab, 7 - Shop Class, 2 - Literature Elective)	20
Special Day Class, SDC	10
Resource Specialist, RSP	1
Other (3 - AP, 2 - ASB, 3 - Test, 2 - AS, 1 - CC)	10

Grand Total: 91

4.15

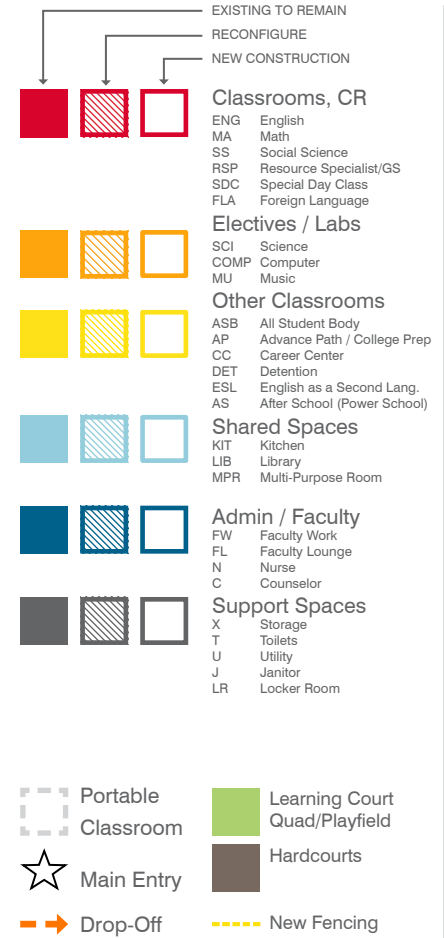
GILROY HIGH SCHOOL EXISTING PLAN - ENLARGED

Gilroy Unified School District
Facilities Master Plan

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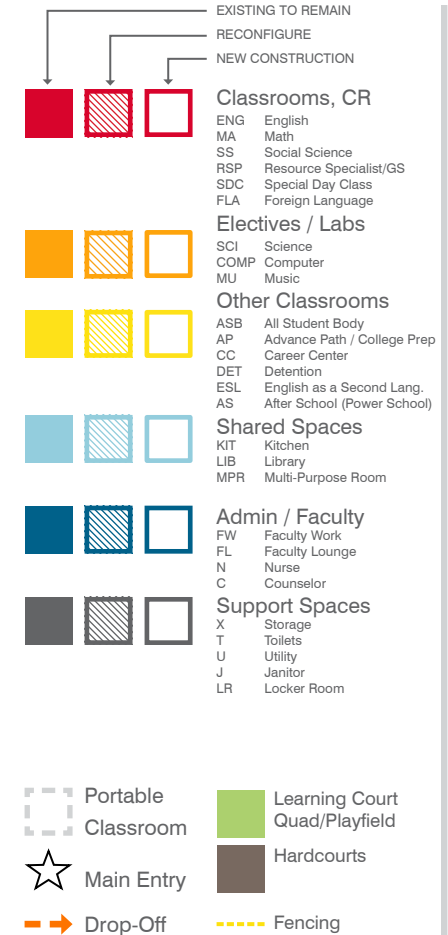
LPA





Planning Capacity:	2,027
Teaching Stations:	
English, ENG	11
Social Studies, SS	9
Math, MA	12
Foreign Language, FLA	6
Science, SCI	12
coLAB	4
Elective (5 - Visual Arts, 2 - Performing Arts, 4 - Digital/Comp Lab, 6 - Shop Class, 1 - Literature Elective)	18
Special Day Class, SDC	6
Resource Specialist, RSP	2
Other (3 - AP, 2 - ASB, 3 - Test, 2 - AS, 1 - CC)	10
Grand Total:	90





Planning Capacity:	2,027
Teaching Stations:	
English, ENG	11
Social Studies, SS	9
Math, MA	12
Foreign Language, FLA	6
Science, SCI	12
coLAB	4
Elective (5 - Visual Arts, 2 - Performing Arts, 4 - Digital/Comp Lab, 6 - Shop Class, 1 - Literature Elective)	18
Special Day Class, SDC	6
Resource Specialist, RSP	2
Other (3 - AP 2 - ASB, 3 - Test, 2 - AS, 1 - CC)	10
Grand Total:	90

4.15

GILROY HIGH SCHOOL
PROPOSED MASTER PLAN - ENLARGED

Gilroy Unified School District
Facilities Master Plan

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LPA



8750 Hirasaki Court, Gilroy, CA 95020 | <http://mtmadonna.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 1986 Classroom; 1996 Administration; 2001 Childcare Portable; 1998 Classroom Portable.
 Year Modernized: n/a
 Student Population (2014 – 2015): 180
 Capacity: 200
 Grade Levels: 9 - 12
 Number of Classrooms: 11
 Number of Portables: 5 (1 double portable for childcare)
 Site Acreage: 3.97 Ac

OVERVIEW

Mount Madonna High School is a continuation high school that provides classroom instruction with a 25:1 ration, on-line credit recovery classes, independent studies, child care, counseling services, tutoring, Cal-SOAP tutoring, college and career counseling and student leadership.

The Administration and Classrooms are in permanent buildings. The childcare is located in a double-portable. The adjacent City park is utilized for playfields. Rod Kelley Elementary School also uses the same fields.

PRINCIPAL PRIORITIES

1. Fence
2. Shade areas or other options for students to hang out
3. Fence at CalSafe (Fence will be installed in upcoming project beginning end of 2015)

Program Needs

- Lack of conference space at Office
- Large, multi-use room that can be utilized for back to school night

Functionality of Spaces

- Desire for benches and shade outdoors

- Need for path of travel walkway at exiting doors on the back side of the Classroom building

CONDITION ASSESSMENT

Rating Legend:

- CATEGORY [1]** NO/ MINOR WORK.
CATEGORY [2] MINOR MODERNIZATION.
CATEGORY [3] STANDARD MODERNIZATION.
CATEGORY [4] MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5] COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [2]

- Parking lot AC paving needs to be re-surfaced and re-striped.
- Truncated domes missing from ADA drop-off zone.
- Signage missing at parking lot entrance.(tow-away)

Paving

Category [2]

Concrete (natural gray)

- Concrete paving in general is in good condition. Some areas of cracking may need to be replaced.

AC paving

Category [3]

- Hardcourts are in fair condition. Re-seal and re-stripe.

Site Amenities

Drinking Fountains

Category [1]

- No work needed.

Shade Shelter

Category [1]

- Existing fabric type shade structure.
- Principal requests for more shade outdoors.

Landscape/ Irrigation

-Landscape

- Category [1]
- There are minimal areas of landscaping, mainly grass areas that are currently in poor condition with many eroded areas.

Irrigation

- Category [1]
- Irrigation system is in functioning condition, but is not automated. In the future, M&O would like to change to an automated system.

Fencing/Gates

- Category [5]
- There is no fence at this site. Maintenance noted that there is a need to have a fence for this site for security reasons. Fence will be installed in upcoming project.

ASSESSMENT OF BUILDINGS**Exterior**

Overall Rating: Category [3]

Paint

- Category [3]
- Building paint is in good condition. In general, the site could use a fresh coat of paint.

Door & Frames

- Category [1]
- Exterior doors are in good condition. They need a new coat of paint.
- Magnetic lock hardware have recently been installed (Summer 2015).

Windows

- Category [1]
- Windows are in good condition.

Roof

- Category [2]
- Roof is built-up roofing; in fair condition.

ADA Compliance

- Category [3]
- In general the site does not appear to have any major accessibility issues.
- An accessible walkway needs to be added to the back side of Classroom building.

Interior

Overall Rating: Category [1]

- In general, the interior finishes are in good condition.

ASSESSMENT OF SYSTEMS**Site Utilities**

- **Domestic Water:**

- Category [1]
- Domestic water mains and laterals are original to building construction dates.
- The Daycare portables, water comes off the irrigation line. A backflow will be added to isolate it.

- **Fire Water:**

- Category [1]

- **Gas:**

- Category [2]
- Need to install a seismic earthquake valve at the main service.

- **Sewer:**

- Category [2]
- Sewer backup issues due to tree roots.

- **Storm Drain/ Drainage:**

- Category [3]
- Storm drain backup issues due to tree roots.

Mechanical

- Overall Rating: Category [3]
- The HVAC system is packaged roof-top units by Carrier and Bryant on the main building. There are 12 total units, 5 more need to be replaced in the next few years. The units are in fair condition.
- The ductwork needs to be re-done.
- Wall mounted Bard type units at the portables.
- The site does not have EMS.
- Digital thermostats are typical in each Classroom.

Plumbing

- Category [1]
- Restroom fixtures appear in good condition. Restrooms meet accessibility requirements.

Electrical

- **Power:**
- Category [1]

- All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.

- **Fire Alarm:**

- Category [2]
- The fire alarm system is original to the buildings and is functional.

- **Technology:**

- Category [4]
- Infrastructure needs to be updated to prepare for future technology needs.

- **Intercom / Clock / Bell:**

- Category [3-4]
- The PA system is antiquated, in poor condition and needs to be replaced.

- **Security:**

- There is currently no security system in place.

- **Lighting:**

- Category [1]
- Lighting is in good working condition.
- Eventually lighting should be changed to more energy saving LED fixtures to meet new Title 24 requirements.





Parking



Paving at Quad



Exterior of buildings



Shade structure at child care playground



Shade structure at outdoor eating area



Portables



Storage shed and side yard



Landscaping



Perimeter fencing



Ramp



Exterior doors and windows at portables



Main entry



Typical classroom



Typical signage



Childcare



Science lab



Administration main office



PA system



- **Classrooms, CR**
 - ENG English
 - MA Math
 - SS Social Science
 - RSP Resource Specialist/GS
 - SDC Special Day Class
 - FLA Foreign Language
- **Electives / Labs**
 - SCI Science
 - COMP Computer
 - MU Music
- **Other Classrooms**
 - ASB All Student Body
 - AP Advance Path / College Prep
 - CC Career Center
 - DET Detention
 - ESL English as a Second Lang.
 - AS After School (Power School)
- **Shared Spaces**
 - KIT Kitchen
 - LIB Library
 - MPR Multi-Purpose Room
- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - C Counselor
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - LR Locker Room

 Portable Classrooms

★ Main Entry

→ Drop-Off

Teaching Stations:

English, ENG	2
Social Studies, SS	2
Math, MA	1
Science, SCI	1
Elective (1 - Visual Arts)	1
Resource Specialist, RSP	1
Other (1 - Pre-School, 1 - Daycare, 1 - CAHSEE Prep/Computer Lab.)	3

Grand Total: 11

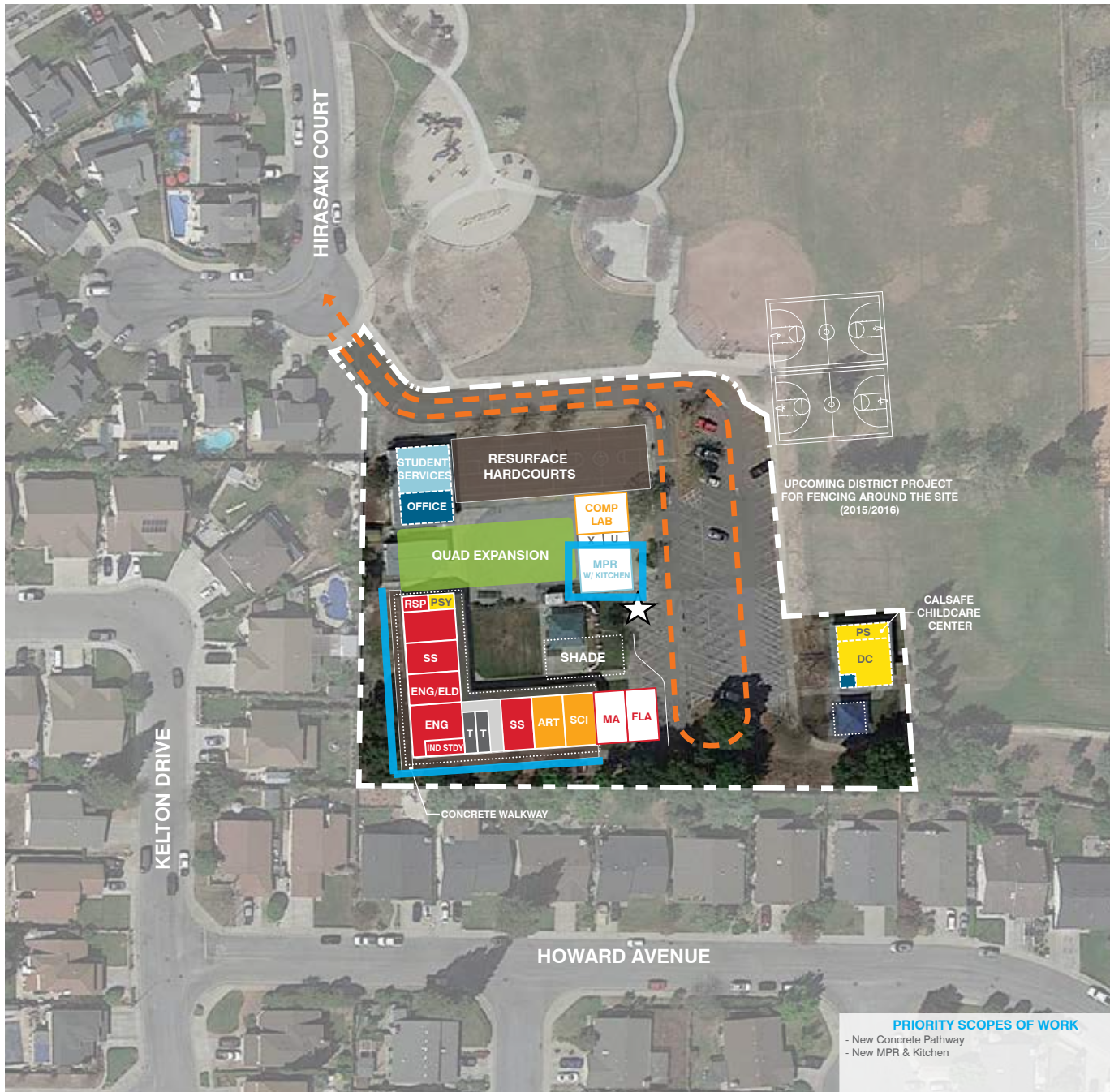
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MT. MADONNA CONTINUATION HIGH
EXISTING PLAN

Gilroy Unified School District
Facilities Master Plan

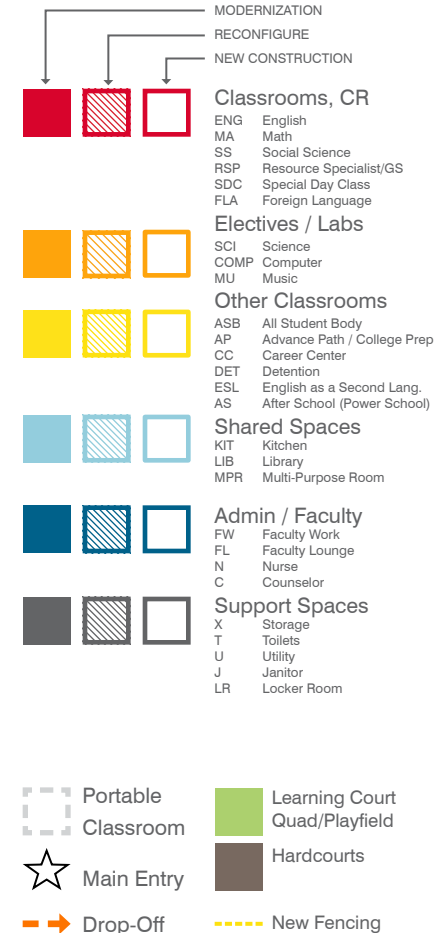
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LPA



PRIORITY SCOPES OF WORK

- New Concrete Pathway
- New MPR & Kitchen



Planning Capacity:	170
Teaching Stations:	
English, ENG	2
Social Studies, SS	2
Math, MA	2
Foreign Language, FLA	1
Science, SCI	1
Elective (1 - Visual Arts)	1
Resource Specialist, RSP	1
Other (1 - Pre-School, 1 - Daycare, 1 - Computer Lab)	3
Grand Total:	13

4.16

MT. MADONNA CONTINUATION HIGH
PROPOSED MASTER PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



5055 Santa Teresa Boulevard, Gilroy, CA 95020 | <http://geca-gusd-ca.schoolloop.com>

EXISTING SITE INFORMATION

Year Built: 2000; 2015 Administration + MPR
 Year Modernized: n/a
 Student Population (2014 – 2015): 270
 Capacity: 432
 Grade Levels: 9 - 12
 Number of Classrooms: 12
 Number of Portables: 17
 Site Acreage: N/A - Site is part of Gavilan College

OVERVIEW

Gilroy Early College Academy was established in 2007 and is located on Gavilan College, in a portable campus. The portables are purchased and owned by the District. The academy includes an Administration office, multi-purpose room, 3 science labs, a computer lab, and 8 classrooms. This is a 4 year public program where students will achieve 30-40 units of college credit as well as high school credit. Students are evaluated on

discipline and academic level for acceptance into the program. The site and portables are pretty new and in good condition. There are a few areas that can use some minor improvements.

PRINCIPAL PRIORITIES

1. Completing computer lab vision.
2. Technology in the MPR.
3. Continue updating/ replacing furniture.
4. Parking lot circulation safety.

Program Needs

- Furniture can be improved to better support 21st Century learning. Current furniture is mis-matched and borrowed.
- Need for more storage in general for various items including, college and high school textbooks, table and chairs for use in MPR, PE equipment which is currently stored in a shed at Gavilan College, and

office supply storage.

- Desire for conference / breakout space at office.
- Lack of a locker room - is shared with the college.
- Desire for a larger teacher workroom to facilitate collaboration.
- Need for more shade.

Functionality of Spaces

- Chemistry Lab is in the process of adding lab casework, equipment and tables.
- The students use Gavilan College's Library.
- Computer Lab is necessary for the program.
- MPR will be utilized for assemblies. It needs a projector and screen.
- Classroom technology includes projector and ELMO document camera. Desire for a ceiling mounted projector.
- Lunch tables were recently added in the quad.
- The number of teaching stations is sufficient for the program.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO/ MINOR WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [2]

- Parking lot AC paving is in good condition.
- Parking and drop-off is shared with Gavilan College. Drop-off zone has truncated domes in place. May be missing drop-off zone signage.
- The 2 way traffic entering and exiting the parking area is a safety issue. Traffic circulation needs to be evaluated and improved.

Paving

Category [1]

Concrete (natural gray)

- Concrete paving in general is in good condition.
- AC paving

Category [1]

- Site AC paving is in good condition.

Ramps & Stairs**Category [1]**

- Concrete ramps and steps appear to be accessible and in good condition.

Site Amenities**Drinking Fountains**

- There does not appear to be any outdoor drinking fountains.

Shade Shelter**Category [3]**

- There is currently no shade structure. Desire for more shade in the quad and outdoor eating area.

Landscape/ Irrigation**-Landscape**

- Category [1]
- Landscape appears to be in good condition.
- Students utilize Gavilan College's playfields and facilities for physical education requirements.

-Irrigation

- Category [1]
- Irrigation system is in good condition.

Fencing/Gates

- n/a

ASSESSMENT OF BUILDINGS**Exterior**

Overall Rating: Category [1]

Paint

- Category [1]
- Building paint is in good condition.

Door & Frames

- Category [1]
- Exterior doors are in good condition. They need a new coat of paint.

Windows

- Category [1]
- Windows are in good condition.

Roof

- Category [1]
- Roof is in good condition.

ADA Compliance

- Category [1]
- In general the site does not appear to have any major accessibility issues.

Interior

Overall Rating: Category [2]

- In general, the interior finishes are in good condition.
- Furniture could be upgraded to better support 21st Century learning. Current furniture is borrowed from other sites and are mis-matched.
- Casework appears to be in good condition. Classroom sinks meet accessibility requirements.
- Room signage appears to meet ADA requirements.

ASSESSMENT OF SYSTEMS**Site Utilities**

- **Domestic Water:**
- Category [1]
- Domestic water mains and laterals are original to building construction dates.
- **Fire Water:**
- n/a
- **Gas:**
- Category [1]
- **Sewer:**
- Category [1]
- **Storm Drain/ Drainage:**
- Category [1]

Mechanical

- Overall Rating: Category [2]
- The HVAC system is original to the buildings. They are well maintained and are functional, but need to be replaced soon.
- There is no EMS at this site.
- Digital thermostats are typical in each Classroom.

Plumbing

- Category [1]
- Restroom fixtures appear in good condition. Restrooms meet accessibility requirements.

Electrical

- **Power:**
- Category [1]
- All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.
- **Fire Alarm:**
- Category [1]
- The fire alarm system is original to the buildings and are functional.
- **Technology:**
- Category [2]
- There is wireless access throughout the site. The connection could use improvement. The Principal noted many students lose access. Wireless ports will be added in the new MPR currently being installed.
- There are ceiling mounted projectors in Classrooms.
- Infrastructure needs to be updated to prepare for future technology needs.
- **Intercom / Clock / Bell:**
- Category [1]
- Existing system is functional.
- **Security:**
- There is no security system.
- **Lighting:**
- Category [1]
- Interior lighting are T8 lamps; 2x4 recessed light fixtures. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- Exterior lights are pole mounted fixtures.



Main Administration and Classrooms



Drop-off area



Parking - shared with the college



Outdoor eating area; view towards college



Classroom portables



Entry drive



New Administration and MPR



Central Quad



Outdoor eating area and Restroom portable



typical classroom with mixture of furniture



Computer lab



Fire alarm panels



Biology lab



Chemistry lab



Book storage



Ceiling in Biology storage room



Teacher demonstration table at lab, typical at labs



Storage Room

4.17

GILROY EARLY COLLEGE ACADEMY (GECA) FACILITY CONDITION ASSESSMENTS



- **Classrooms, CR**
 - ENG English
 - MA Math
 - SS Social Science
 - RSP Resource Specialist/GS
 - SDC Special Day Class
 - FLA Foreign Language
- **Electives / Labs**
 - SCI Science
 - COMP Computer
 - MU Music
- **Other Classrooms**
 - ASB All Student Body
 - AP Advance Path / College Prep
 - CC Career Center
 - DET Detention
 - ESL English as a Second Lang.
 - AS After School (Power School)
- **Shared Spaces**
 - KIT Kitchen
 - LIB Library
 - MPR Multi-Purpose Room
- **Admin / Faculty**
 - FW Faculty Work
 - FL Faculty Lounge
 - N Nurse
 - C Counselor
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - LR Locker Room

 Portable Classrooms

★ Main Entry

→ Drop-Off

Teaching Stations:

English, ENG	3
Social Studies, SS	2
Math, MA	2

Science, SCI	3
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Computer Lab, COMP	1
Other (Non-Scheduled Classroom, CR)	1

Grand Total:	12
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GILROY EARLY COLLEGE ACADEMY (GECA)
EXISTING PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR

ENG English
MA Math
SS Social Science
RSP Resource Specialist/GS
SDC Special Day Class
FLA Foreign Language

Electives / Labs

SCI Science
COMP Computer
MU Music

Other Classrooms

ASB All Student Body
AP Advance Path / College Prep
CC Career Center
DET Detention
ESL English as a Second Lang.
AS After School (Power School)

Shared Spaces

KIT Kitchen
LIB Library
MPR Multi-Purpose Room

Admin / Faculty

FW Faculty Work
FL Faculty Lounge
N Nurse
C Counselor

Support Spaces

X Storage
T Toilets
U Utility
J Janitor
LR Locker Room

Portable Classroom
Main Entry
Drop-Off

Learning Court Quad/Playfield
Hardcourts
Fencing

Planning Capacity:	300
Teaching Stations:	
English, ENG	3
Social Studies, SS	2
Math, MA	3
Science, SCI	3
Computer Lab, COMP	1
Grand Total:	12

4.17

GILROY EARLY COLLEGE ACADEMY (GECA)
PROPOSED MASTER PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



7810 Arroyo Circle, Gilroy, CA 95020 | <http://www.gusd.k12.ca.us>

EXISTING SITE INFORMATION

Year Built: 1988-89

Year Modernized: n/a

Building Area: approx. 29,300 sf

OVERVIEW

The District office houses the District's administrative staff and includes the following departments: Human Resources, Education Services, Student Services, Accounting, Technology, Business, Superintendent, and Migrant Services. The Board room, Data Center and Warehouse are also located at this site.

PRIORITIES

1. New roof.
2. Dedicated offices for management staff. Locate all IT staff together. Bring 2 nutrition staff back to main office (currently off-site)
3. Expand data center and consolidate systems.
4. More conference room space.

Site Needs

- Need for more parking. Potential parking lot expansion area at North-East side of building.
- Parking lot AC paving needs to be re-surfaced and re-striped.

Facility Needs

- The roof needs to be replaced, various areas are leaking.
- Need for more private office spaces for the management team. Currently the Public Information

Officer (PIO) and Safety and Security are sharing 1 office. The following personnel also need offices: Controller, Administrator of School Culture, two Food Service staff.

- Need for 1 additional large conference room.
- All conference rooms should have AV sound system and projection capabilities.
- Gavilan Conference Room - HVAC zoning needs to be adjusted.
- The Warehouse space could potentially be moved to M&O in order to create additional space for offices and conference rooms.
- Migrant Services space is underutilized. Cubicles can be eliminated to create large open work area and parent/child waiting area.
- Human Resources needs a dedicated conference room.
- Business Services needs 3 additional offices.
- Information Technology staff and director should be located together. IT workroom needs space for secure storage of equipment and long tables to be able to work on equipment.
- Data center needs to be expanded in anticipation of future needs.
- Textbook Storage needs to remain.



Front entry



Parking



Typical open office area with file cabinets



Warehouse



Typical office



Migrant Services work stations



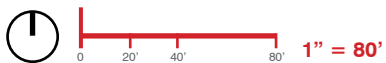
Gavilan, large conference room



District data center



IT Workroom/ offices



★ Main Entry



PRIORITY SCOPE OF WORK

- New Roof
- Parking Lot Expansion

MINOR MODERNIZATION

RECONFIGURATION

District Warehouse

Open / Shared Workspace

C

Conference

FL

Faculty Lounge

WK

Workroom

M

Mail Room

Office Spaces

A

Accounting

ASP

Assistant Superintendent

ASC

Administrator of School Culture

ASM

After School Manager

CBD

Chief Business Director

CTR

Controller

O / D

Office / Director

-B

Business

-ES

Education Services

-F

Food

-HR

Human Resources

-IT

Information Technologies

-Pr

Purchasing

-SS

Student Services

DM

Data Manager

ETS

Education Technology Services

IN

Insurance

M

Migrant Services

PIO

Public Information Officer

SP

Superintendent

Support

X

Storage

SRV

Server Room

B

Book Storage

SR

Student Records

T

Toilets

U

Utility

J

Janitor

S

Supply

☆

Main Entry



200 Swanston Lane, Gilroy, CA 95020 | <http://www.gusd.k12.ca.us>

EXISTING SITE INFORMATION

Year Built: Facilities/ M&O Office 1958; Warehouse 1989

Year Modernized: n/a

OVERVIEW

The District support facilities including Facilities, Maintenance and Operations (M&O) and Transportation are all housed at a site adjacent to South Valley Middle School. The pre-school also utilizes half of the Facilities/ M&O office building. The facilities are outdated and the functions have outgrown the facility. The site is located adjacent to the railway. This site would need to be re-located if the high speed rail project moves forward in the future.

FACILITIES & PLANNING PRIORITIES

1. New facility with adequate conference space and restrooms.

M&O PRIORITIES

1. Central monitoring system.
2. 50% increase in office space and conference space.
3. More custodial staff.

TRANSPORTATION PRIORITIES

1. Re-level and re-do all asphalt paving to paving that is appropriate for buses.
2. Safety and security:
 - Taller perimeter fencing
 - Improve bus circulation and access throughout site (South Valley MS / M&O/ Transportation/ Facilities)
3. 2 bay butler building with lift that accommodates large buses.

4. Shade at bus parking to decrease wear.

Site Needs

- Need for more parking for staff vehicles.
- AC paving needs to be re-leveled, repaired and re-surfaced. Bus parking area paving is completely degraded with many pot-holes. Paving needs to be able to accommodate bus loads.
- Need for taller perimeter fencing and addition of site lighting to improve safety and deter vandalism.
- Site needs to be re-organized to improve circulation and access of buses. Bus access, car access and pedestrian access conflict. Bus street access at Swanston Lane is difficult due to narrowness of street. Bus access to loop conflicts with vehicular access and there is bad traffic at drop-off / pick-up times.
- Because the road used to run through the site, existing community continues to walk through the site to go into town. Need for dedicated path through the site to accommodate community access.
- Solar panel shade at bus parking.

Facilities & M&O Facility Needs

- Existing facilities are old and have received no modernizations except for a new roof. Although well maintained and functioning, time has taken a toll. The facility is in fair condition, but both Facilities and M&O have also outgrown their existing space needs.
- The Warehouse/Shops building is in good condition, but is undersized. The shops include: carpenter, paint, electrical/plumbing, HVAC, grounds and staff break room, equipment repair and HVAC tech.
- The facility needs to be re-built to be able to accommodate more office space, conference room space, warehouse/ shop space and bus servicing space.
- Due to limited custodial staff and resources, there is a need for a central system that allows for M&O staff to globally monitor status of systems to eliminate inefficiencies and allow for more proactive maintenance of systems.
- Need for a new EMS system.
- Need for more storage for stocking items needed by school sites.
- Old 1980's equipment needs to be replaced.

Transportation Facility Needs

- The District currently has 42 buses. The goal is to move toward CNG fueled buses.
- On site fuel station.
- More permanent/ built-in storage cabinets at bus shop.
- Bus shop with height tall enough for lift to service large buses. Temporary solution would be to provide a shade and rain shelter at the existing outdoor bus lift.
- Office space needs to be reconfigured to better support operations.
- IT room can be reconfigured to additional lockers. Storage room can be converted into a driver's lounge.
- Add tire and rim racks with overhead storage to shop.
- Add exterior windows to offices for natural daylight and glazing/ dutch door to allow for supervision.
- Automated gates with keypads.





Facilities / Maintenance & Operations Offices



Facilities / M&O open office and plan room



M&O Offices and open conference space



M&O Shops



M&O Shops



M&O paint shop



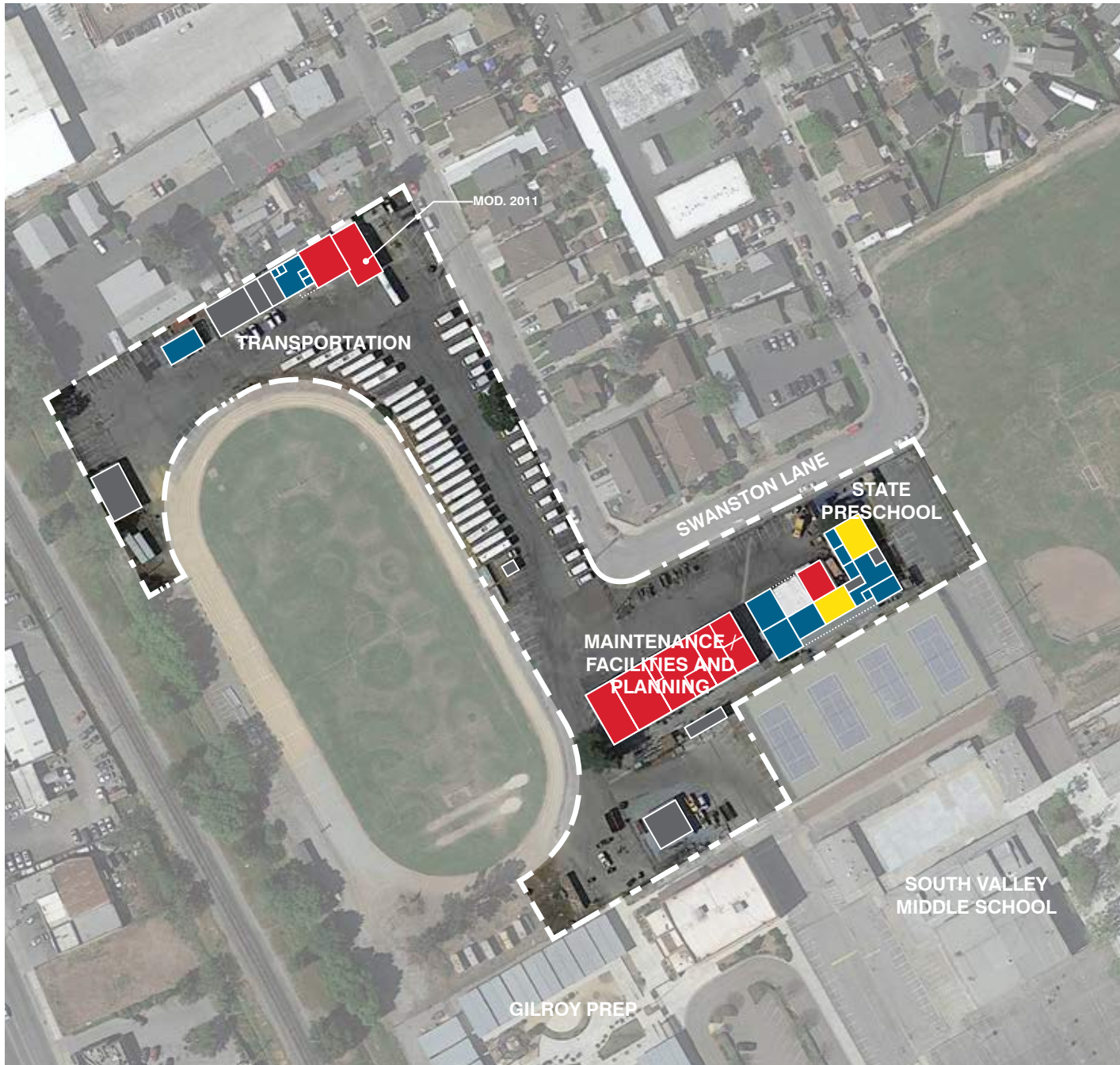
Transportation - bus parking area/ AC paving

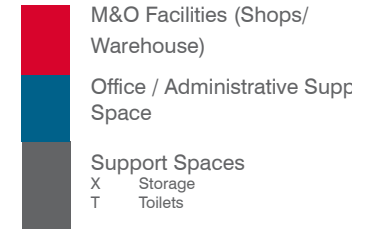
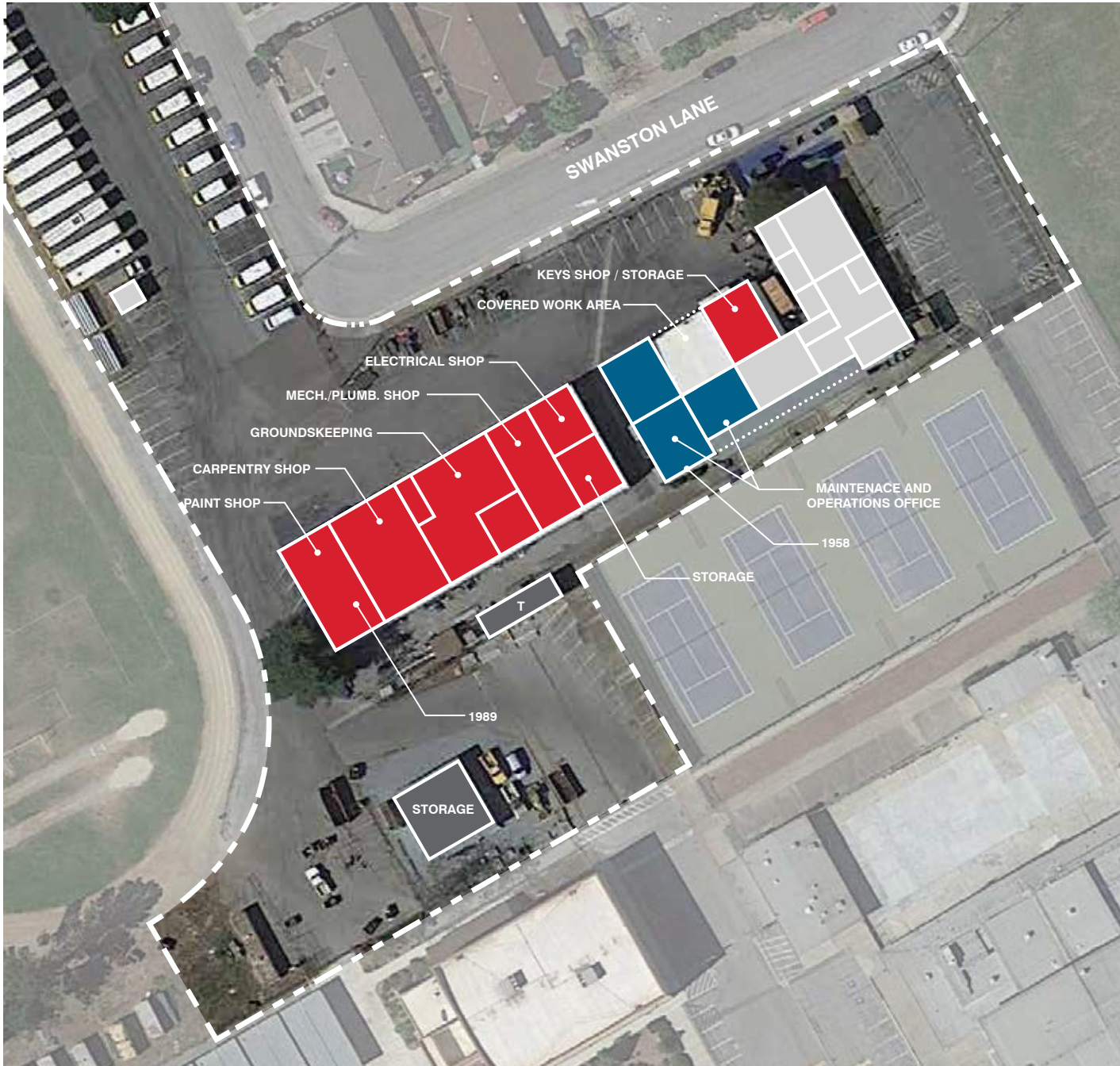


Bus service lift area with no shade



Transportation offices and meeting area





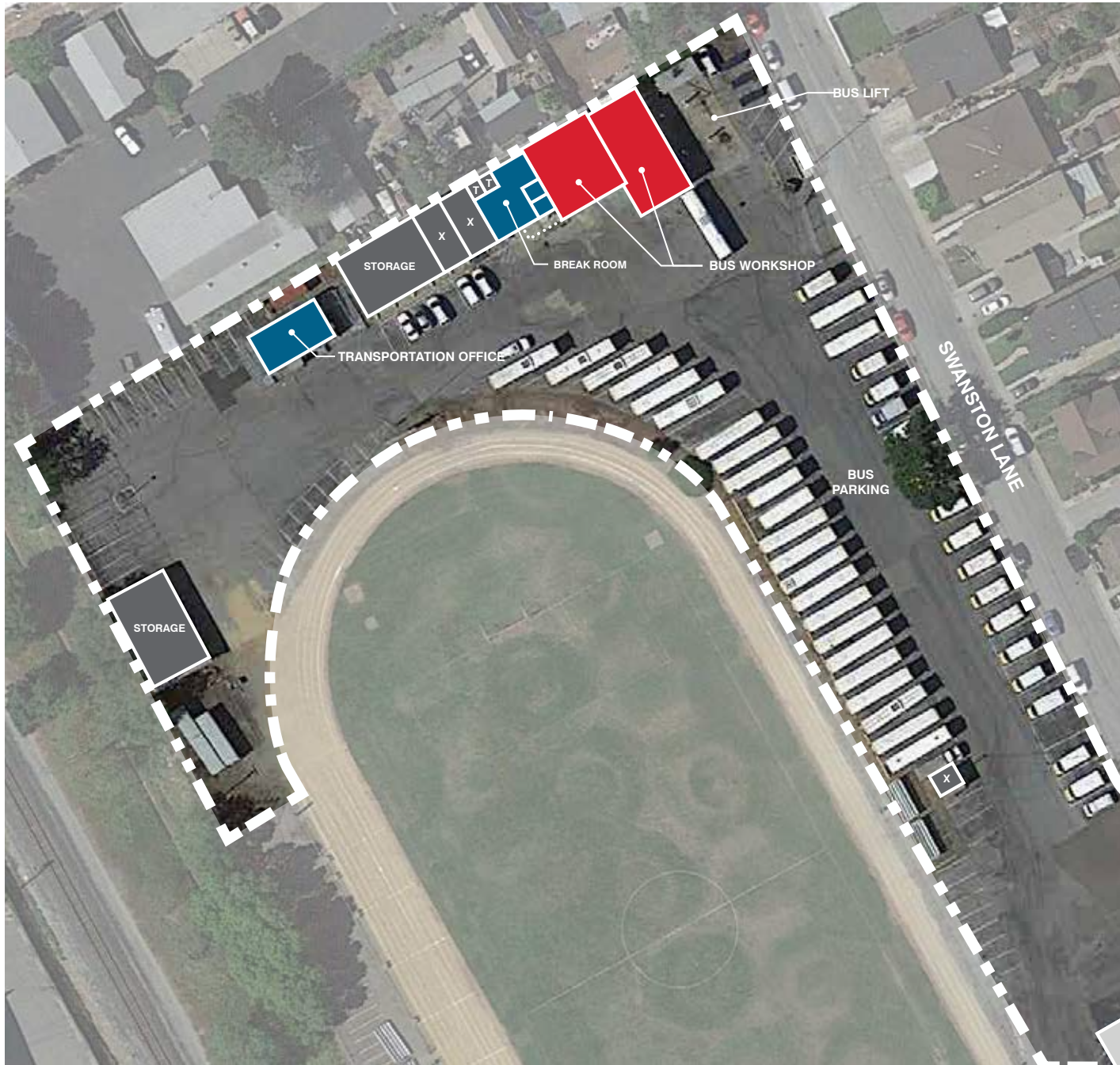
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FACILITIES, MAINTENANCE / OPERATIONS
EXISTING PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



- District Support Facilities
- Administration Office and Support
- Support Spaces
 - X Storage
 - T Toilets

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**TRANSPORTATION
EXISTING PLAN**



NEW CONSTRUCTION
 Butler / Pre-engineered Building

4.19

FACILITIES, MAINTENANCE / OPERATIONS PROPOSED MASTER PLAN

Gilroy Unified School District
 Facilities Master Plan

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LPA



PRIORITY SCOPES OF WORK
 - New Construction to Replace Old Buildings



240 Swanston Lane, Gilroy, CA 95020 | <http://www.gusd.k12.ca.us>

EXISTING SITE INFORMATION

Year Built: 1958

Year Modernized: 2007

OVERVIEW

The current pre-school program at the District is state funded by the California Department of Education. This program is for 3-4 year old students that are from low income and large family households. Currently there are 2 classrooms at 240 Swanston Lane, 2 at Antonio del Buono ES and 1 at Rod Kelley ES. There is a need to have a total of 5 classrooms to be able to qualify for funding. The Swanston Lane facility shares a building with Facilities, Maintenance and Operations. This site will also be affected if the high speed rail project were to move forward in the future.

PRIORITIES

1. Two new pre-school classrooms to replace displaced classrooms at Antonio del Buono Elementary School

Site Needs

- Re-surface and re-stripe parking lot.
- Various accessibility issues will need to be addressed to meet new code requirements including curb at Classroom doors on the South side and door thresholds.
- Play equipment is in good condition.

Facility Needs

- Existing facilities are old but were modernized eight years ago. The modernization appeared to be focused on interior finish, casework and restroom upgrades.
- Windows are original, single pane and need to be

replaced.

- Doors are wood and are chipping in some areas. Need to be repaired and painted.
- The interior casework, finishes and restroom fixtures are in good condition.
- Ceilings and lighting are in need of upgrades.

Other Pre School Needs

- The two pre-school portables at Antonio del Buono will need to be returned to Head Start this year. Therefore, there is an immediate need for two new pre school classrooms. A potential site for this is on the 9th Street site adjacent to Glen View Elementary School. The site is empty and the play yard will need to be re-done to meet pre school licensing requirements.

4.20

PRE-SCHOOL AT SWANSTON LANE
FACILITY CONDITION ASSESSMENTS

Gilroy Unified School District
Facilities Master Plan

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LPA



Receptionist / waiting



Pre-school classroom



Student restrooms



Pre-school classroom



Parking



Play yard and play equipment



Outdoor area adjacent to the Classrooms



Typical classroom casework



9th Street lot, adjacent to Glen View. Potential site to relocate displaced preschool at Antonio del Buono



- Classrooms
PK Preschool
- Administration / Faculty
O Office
- Support Spaces
X Storage
T Toilets

Teaching Stations:

Preschool Classrooms 2

Grand Total: 2

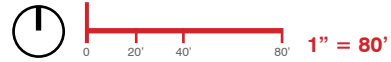
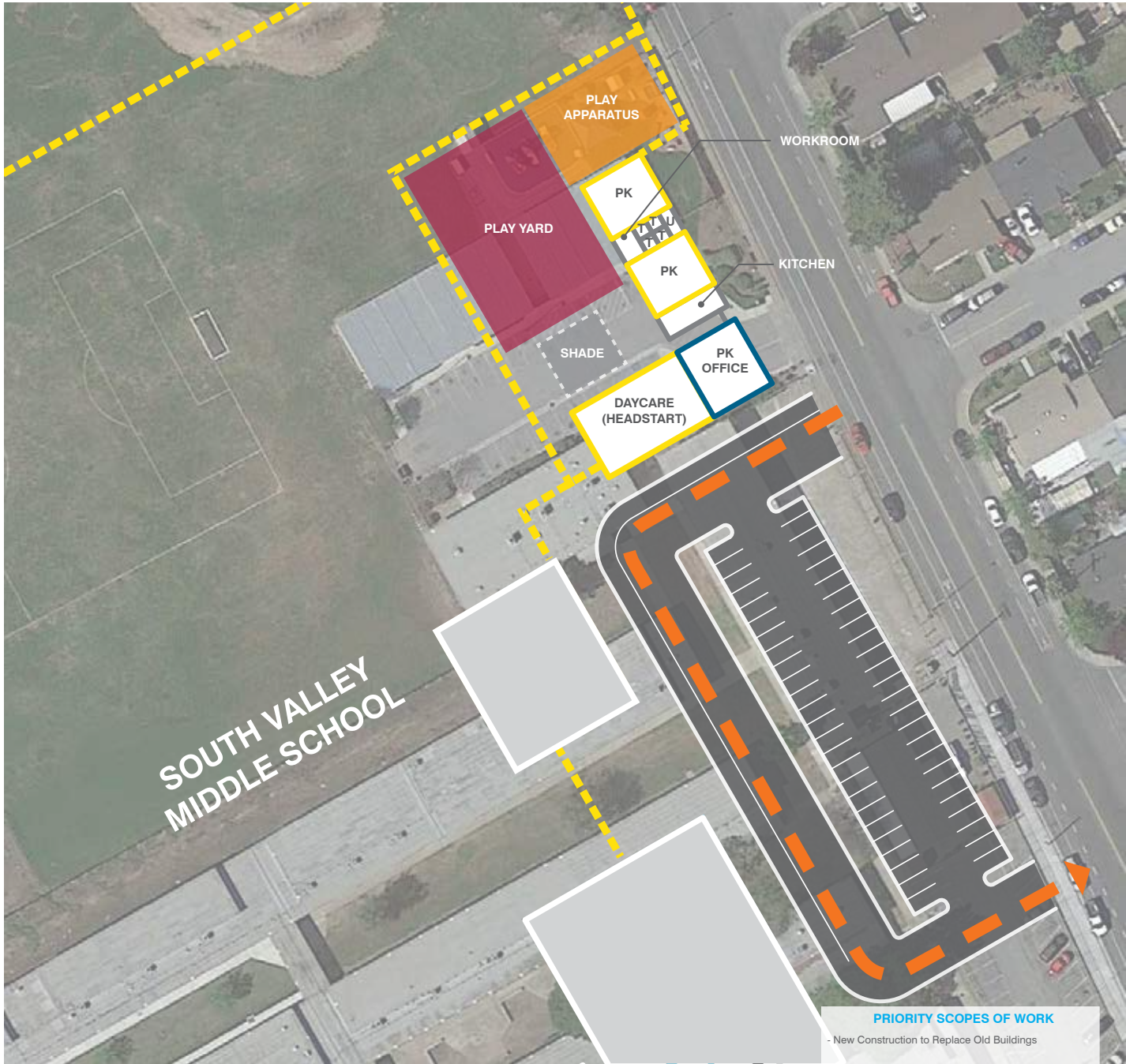
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PRE-SCHOOL AT SWANSTON LANE EXISTING PLAN

Gilroy Unified School District
Facilities Master Plan

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LPA



- NEW CONSTRUCTION
- Administration/ Office
 - Classrooms
PK Pre-School
 - Support Spaces
T Toilets
U Utility
 - Drop-Off
 - New Fencing



MPR+Physical Ed.

- Campus Organization:**
- Continuous flow safe drop off/pick up areas
 - Single point of entry
 - Cameras buzz-in
 - Clear signage
 - Welcoming reception area
- Community Interaction:**
- Parent involvement: classrooms, parent club, classrooms, spaces, storage, office, meeting, (facilities use)
 - Shared use: (facilities use)
 - Community organizations: emergency response (care & shelter), Liberal Arts, Athletic Events
- Safety Plan for the unknown while remaining flexible and open**
- Training drills, table top exercise
 - Evaluation: natural disasters, vulnerable populations
 - Plans, policies, procedures
 - Build relationships with experts: Police, Fire, public works
- Administration:**
- Promote collaboration while preventing confrontation



APPENDIX

SECTION

5



40 South Market Street, Suite 140, San Jose, California 95110

October 22nd, 2015

**MEETING MINUTES NO. 3
GILROY UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN SUB-COMMITTEE
LPA PROJECT NO. 15129.10**

DATE: October 21, 2015
TIME: 9:30 am – 11:00 am
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
James Bombaci, Director of Facilities
Pat Midtgaard, GUSD Board
Scott Otteson, Principal, El Roble
Kim Filice, Director of HR
Alvaro Meza, CBO, Business
Debbie Flores, Superintendent
Dan McAuliffe, M&O
Cheryl Galloway, Director of Safety, Energy,
Community
Jaime Rosso, GUSD Board
Maria Walker, Principal, ASMS
James Pace, GUSD Board
Don Pender, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present
Katia McClain
Lucy Huerta

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
INFO	1.01	<p>Introduction & Purpose: The purpose of the meeting was to establish the vision in order to develop the guiding principles for the facilities master plan (FMP) and define success for the FMP. The following is the agenda:</p> <ul style="list-style-type: none"> • Process Update • Additional Priorities (includes priorities not presented in the last meeting) • FMP Committee Priorities Review • Program Thought Starters • "If you could dream..." - discussion • Defining Success – round table discussion • Next Steps • Preliminary Priorities - activity
INFO	1.02	<p>"If you could dream..." : The committee was asked what they felt was the vision for delivering education in the future? And what topics / concepts should be explored in the FMP process? The following comments were made:</p> <ul style="list-style-type: none"> a. Classroom fluidity with the adjustability (sit and/or stand)

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**MEETING MINUTES NO. 3
GILROY UNIFIED SCHOOL DISTRICT**

15129.10

October 22nd, 2015

Page 2 of 3

ACTION **ITEM NO.** **DUE DATE**

- and move-ability of desks and chairs.
- b. Integrated technology with WiFi throughout. Elementary schools still need WiFi throughout. Hardware also needs to keep up with the advancement of technology as well as the increase in technology.
 - c. Daylighting in Classrooms – openness balanced with active and passive safety and security measures.
 - d. Establishing a vision for the District is important.
 - ➔ The group would be interested in field trips to see other 21st Century facilities.
 - e. Community welcoming balanced with safety & security.
 - f. Multipurpose Rooms (MPR's) need to have multi-media / AV system / large screen/ proper acoustics and be able to support staff, student and community collaboration. MPR's should be seen as a "communication center".
 - g. The District Office should be a 'model' / a communication hub.
 - h. Need for upgrades to technology and infrastructure to increase the 'connectivity' of staff and students. On the other hand, there needs to be adequate IT staff to maintain / support / keep things up and running.
 - i. "Keeping our existing schools 'from falling down'" is just as important. "We need to upkeep our facilities and solutions must be maintainable." The maintainability of facilities is important.
 - j. Acoustics were ignored in the previous projects and needs to be addressed at MPR's and gyms throughout. "We need to learn from mistakes and not make the same mistake again."
 - k. "Do it, but do it well." = "No Band-aids"
 - l. Focus on school pride; pride in how and where we learn. School aesthetics and having inviting campuses is important.
 - m. Looking forward – our goal is to prepare students and staff and provide the best educational environment we can; no matter indoor or outdoor. Learning can happen everywhere.
 - n. Equity:
 - There needs to be an established baseline equity across schools that defines basic standards that need to be met. Provide additional support to schools that need more.
 - Recognize that certain schools currently have MORE need and are therefore in need of MORE support.
 - Establish equitability of technology at schools. There seems to be disparity amongst sites in terms of facilities and technology access. For example: Gilroy HS vs. Christopher HS. Students at Gilroy HS who have less access to technology than those at Christopher appeared to not have scored as high on assessment tests.
 - Establish District standards.

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MEETING MINUTES NO. 3
GILROY UNIFIED SCHOOL DISTRICT

15129.10

October 22nd, 2015

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ACTION	ITEM NO.	
INFO	1.03	<p>Defining success: The committee was asked what they felt like would define the success of their Facility Master Plan (FMP). The following comments were made</p> <ul style="list-style-type: none"> a. Flexible and adaptable. b. Provide equity amongst sites. c. Establish District baseline standards. <ul style="list-style-type: none"> • Current lack of standards exemplified by the fact that the District uses 8 different HVAC units, 4 different EMS systems. • Fire alarm systems that are non-proprietary • Ceiling mounted projectors • Safe school locks at all sites (currently missing at ES) • WiFi throughout • Fencing • Drought tolerant planting paired with recycled / treated water system with dual plumbing d. Need for training of staff to maintain the standards we have and recognizing the importance of the maintenance component of facilities. e. Improvements need to be scalable – flexible, adaptable with a vision of the future. f. Improve basic conditions and address inequality of facilities at sites. g. Las Animas ES and Eliot ES are good, efficient facilities and are good examples of low maintenance sites. h. Students – we need to create facilities that make students excited to be at school so that they can be empowered, and love to learn. i. Have better supervision of projects and qualified project managers. Past projects had poor supervision and loss of continuity. j. <i>“Be futuristic in our thinking and be creative in how we design our schools”.</i>
	1.04	<p>The committee was then asked to do a preliminary prioritization exercise on scopes of work and school sites. Each committee member was given 3 dots for each. The results will be presented and discussed in the next meeting.</p>
GUSD	1.05	<p>Next steps: The next FMP Sub-Committee meeting will occur on November 13th where we will be discussing educational program vision and standards for elementary and secondary levels. The core group will be attending this meeting and appropriate staff will be invited to participate to provide input on the various educational spaces.</p>

Submitted by: Jomay Liao
Attached: Presentation with agenda.
Preliminary prioritization exercise.
Sign in sheet.

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800 South Bascom Street, Suite 1205, San Jose, California 95128

FACILITY MASTER PLAN SUB-COMMITTEE MEETINGS


SIGN-IN SHEET

GILROY UNIFIED SCHOOL DISTRICT
LPA PROJECT NO.: 15129.10
OCTOBER 21st, 2015; 9:30-10:30AM

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ANTONIO DEL BUONO ELEMENTARY
EL ROBLE ELEMENTARY ●●
ELIOT ELEMENTARY
GLEN VIEW ELEMENTARY
LAS ANIMAS ELEMENTARY
LUIGI APREA ELEMENTARY
ROD KELLEY ELEMENTARY
RUCKER ELEMENTARY
ASCENCION SOLORSANO MIDDLE
BROWNELL MIDDLE ●●●●●●●●●●
SOUTH VALLEY MIDDLE ●●●●●●●●●●
CHRISTOPHER HIGH
GILROY HIGH
MT. MADONNA CONTINUATION ●●
GILROY EARLY COLLEGE ACADEMY
GILROY PREP SCHOOL
DISTRICT OFFICE
M&O + TRANSPORTATION
PRE-SCHOOL
NEW ELEMENTARY SCHOOL ●●●●●●●●●●


Oct. 2nd, 2025

Gilroy Unified School District | Facilities Master Plan

ANTONIO DEL BUONO ELEMENTARY
EL ROBLE ELEMENTARY ●●
ELIOT ELEMENTARY
GLEN VIEW ELEMENTARY
LAS ANIMAS ELEMENTARY
LUIGI APREA ELEMENTARY
ROD KELLEY ELEMENTARY
RUCKER ELEMENTARY
ASCENCION SOLORSANO MIDDLE
BROWNELL MIDDLE ●●●●●●●●●●
SOUTH VALLEY MIDDLE ●●●●●●●●●●
CHRISTOPHER HIGH
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DISTRICT OFFICE
M&O + TRANSPORTATION
PRE-SCHOOL
NEW ELEMENTARY SCHOOL ●●●●●●●●●●


Oct. 2nd, 2025

Gilroy Unified School District | Facilities Master Plan



301 South Market Street, Suite 110, San Jose, California 95113

November 22nd, 2015

MEETING MINUTES NO. 4A
GILROY UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN SUB-COMMITTEE
LPA PROJECT NO. 15129.10

DATE: November 13, 2015
TIME: 9:30 am – 2:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Kathleen Biermann, Director - Elementary
James Bombaci, Director of Facilities
Cheryl Galloway, Director of Safety, Energy, Community
Maribel Guizar, IT
Kim M. Filice, Director of HR
Debbie Flores, Superintendent
Dan McAuliffe, M&O Manager
Alvaro Meza, CBO Business
Patricia Midtgaard, GUSD Board
Deb Padilla, Director - Secondary
Jaime Rosso, GUSD Board
Maria Walker, Principal, ASMS
Don Pender, LPA
Katia McClain, LPA
Jomay Liao, LPA

DISTRIBUTION

All Present
Katia McClain
Lucy Huerta
Scott Otteson, Principal, El Roble
James Pace, GUSD Board

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
INFO	1.01	<p>Introduction & Purpose: The purpose of the meeting was to establish the vision in order to develop the educational program standards for the facilities master plan (FMP). The following is the agenda:</p> <ul style="list-style-type: none"> Welcome & Introduction Facilities Master Plan (FMP) Process Update Demographics + Capacity & Priorities Thought Starters "If you could dream..." - discussion Program Visioning – Small Group Activity Next Steps <p>See attached presentation.</p>
	1.02	<p>LPA reviewed the demographics and capacity report information that was provided by the District. LPA is to use the 2023/24 projected enrollment numbers to develop the program for the</p>

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MEETING MINUTES NO. 4
GILROY UNIFIED SCHOOL DISTRICT

November 22nd, 2015

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15129.10

ACTION	ITEM NO.	DUE DATE
		proposed masterplans at each site.
INFO	1.03	<p>'If you could dream...' : The committee was asked "What will Elementary education be like and what will schools look like in the future at GUSD?" The following comments were made. Note that comments in 'blue' are as written on the post-it notes on the poster:</p> <p>a. Comments that are related to Classrooms/ Learning Spaces:</p> <ol style="list-style-type: none"> Flexible learning spaces. Classrooms organized around a shared Collaboration space (diagram sketch). "Improve the model that was used in the 1970s. Morgan Hill school." "Flexible Labs." "Flexible space – maybe operable partition walls at Classrooms can be opened up to a collaboration space that is the "multi-purpose room"." "Balance of acoustics" / noise control for all learning spaces to allow for multiple activities to occur in once space. "Classrooms with the appropriate tools." Flexible arrangements (mobile furniture). Optional room arrangements – large to small spaces as needed. Flexible classroom arrangements. Classrooms that foster and promote the teacher to move around. Furniture that fosters kids working together. Conference / Testing area (1-on-1) within the Classroom. Eliminate the 960sf Classroom – less walls. Open spaces (pods) for group work, sharing and learning. Less desks, more tables for group work. Classrooms – light open feel. Interactive, flexible spaces; learning spaces throughout. Emphasis in collaboration and communication. "Centers" – that can be used for circle time, quiet spaces and horseshoe tables. Moveable furniture. Soft / hard spaces within classrooms. Classrooms that facilitate collaboration and cooperation. Flexible and adaptive learning environment. Interactive and collaborative learning environment. Multi-use/ multi-purpose common areas with multi-media support. Open spaces (moveable with Classroom) <p>b. Comments that are related to Technology:</p> <ol style="list-style-type: none"> Smart Classrooms – with multiple writing

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ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none"> surfaces, access to technology, students as content creators not just consumers of information. ii. Classrooms that are technology accessible. iii. "Every student with their own mobile device." iv. No computer labs – "too isolated for learning. Technology is integrated in all spaces." v. Technology rich environments for all students. vi. "Libraries with integrated technology." vii. "Technology is a tool." viii. "The phone is my computer." ix. "Interactive whiteboards." x. Robust infrastructure. xi. More technology with options to change as the technology changes. xii. Increased wireless density. xiii. Increased media content and tools. xiv. Learning content management (available 24x7 to all). xv. Device agnostic. xvi. Full convergence. xvii. Technology. xviii. One wire school. 	
	c. Comments that are related to Outdoor Learning :	
	<ul style="list-style-type: none"> i. "Outdoors – bringing in the outdoors – daylighting, outdoor learning spaces." ii. Outdoor breakout teaching / learning areas. iii. Play spaces with innovative designs. 	
	d. Comments that are related to Other Spaces :	
	<ul style="list-style-type: none"> i. "Multi-use common areas with adequate sound systems, live broadcast with the ability host events and have conferences." ii. Libraries that have <u>both</u> books and technology. iii. Libraries area = multi-use area. iv. "Administration is welcoming." v. Tutorial spaces that provide peer support and teacher support. "Teacher support is just as important." vi. Display areas for student work, group projects, class goals and ideas. vii. Wall space in walkways for hanging art and student work. viii. Staff training centers. ix. Art, Music spaces. x. Multipurpose – flexible. xi. Restrooms that are clean and accessible. xii. Accessible office area that is open, conference rooms. xiii. "Meeting spaces" for students and staff. xiv. Rooms for projects, art and music. xv. Supportive of Performing and The Arts. xvi. Low areas for displays (student-centered). "Variation in elevations. Appropriate scale." 	

ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none"> e. Comments that are related to Safety: <ul style="list-style-type: none"> i. Safe, controlled parking and drop-off. ii. Safe drop-off zones. iii. School as an extension of home – nurturing, safe, welcoming and flexibility. f. Comments that are related to indoor environment quality: <ul style="list-style-type: none"> i. Light! Light! Light! ii. Fresh air. iii. Natural light. iv. Natural lighting. v. Bright colors. vi. Windows that can open. vii. Take advantage of natural elements – daylight. viii. Lots of light, great air quality. ix. More light (natural light) that is compatible with technology. g. General Comments: <ul style="list-style-type: none"> i. "Holistic approach to schools – expand your horizons and options for school programs." ii. Un-tethered thinking! iii. Infrastructure – technology, power, water. iv. Clean, well maintained, attractive site. "Attractive indoor and outdoor facilities." v. Landscaping that is easily maintainable, drought resistant and attractive. vi. Spaces that use color and light. "Use of color and light to improve learning and make a space inspiring." vii. Aesthetically supportive schools: schools with facilities that are like parks, with activity areas. 	
INFO	1.04	Activity 2A: The committee was asked review a series of image posters and do a 'red dot/ green dot' exercise. Green dots represent images that the committee liked and that they felt represented how they would like their facilities to look like. Red dots represented images that they disliked. See attached posters for results.
INFO	1.05	Activity 2B: The committee was asked to break into 5 small groups to discuss the focus areas of A.) Learning Environments; B.) Specialized Programs; C.) Library & Student Support; D.) MPR & Physical Education; E.) Administration & Community. They were to record their discussion on a large poster paper and report back to the larger group their big/ small ideas as well as explain the results of the previous 'green dot / red dot' exercise. The following are the results:
INFO	1.06	Learning Environments: <ul style="list-style-type: none"> • Classrooms shall be flexible and have various learning zones where different activities can occur (reference attached poster).

LPA MEETING MINUTES NO. 4
GILROY UNIFIED SCHOOL DISTRICT

November 22nd, 2015

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ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> Various activities and functions shall include: <ul style="list-style-type: none"> Small group activities with teacher Whole group space Reading space Project center Shared workroom Outdoor learning area Access to outdoor play areas Interactive smartboards on multiple wall surfaces Moveable chairs that are easily moveable (e.g. with wheels) Soft furniture Technology Storage space Backpack storage Space for hooks and materials access Light color
INFO	1.07	Specialized Programs: <ul style="list-style-type: none"> Flexible Labs (adaptable) Mirroring Walls Rooms that can be expanded (with operable walls) – i.e. dance, choral and band Multi-purpose Labs (spaces) <ul style="list-style-type: none"> Flexible technology Acoustical – i.e. theater, auditorium and collaboration Lighting Multi-media Easy to convert/ use Low maintenance
INFO	1.08	Library and Student Support: <ul style="list-style-type: none"> Stage with platform steps that can be utilized for multi functions Small sound-proof glass areas for study rooms Big screen to access virtual learning Outdoor extension (closing roll-down door) Eating area / activity area Variety / options for seating High ceiling for better daylighting and the feeling of openness Access to power for individual use (part of seating arrangement) – powerized furniture / floor outlets Moveable shelves for books, low level shelving, no tall stacks for ease of supervision
INFO	1.09	MPR and Physical Education: <ul style="list-style-type: none"> Easy transition – from performance to dining Technology (smart walls) Storage Award / Trophy Display Area Excellent acoustics Flexible/ adaptable furniture (multi-use) no “wall tables” Food court kitchen area with built in salad bar. Brand

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LPA MEETING MINUTES NO. 4
GILROY UNIFIED SCHOOL DISTRICT

November 22nd, 2015

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15129.10

ACTION	ITEM NO.	DUE DATE
		GUSD logo throughout District <ul style="list-style-type: none"> Easy to maintain Efficient heating / air conditioning Attractive outdoor seating areas with shade Play areas for quiet and sport activities (creative play structures and areas) Drinking fountains Adequate restrooms for various grades / ages
INFO	1.10	Administration and Overall Campus Organization: <ul style="list-style-type: none"> Campus Organization: <ul style="list-style-type: none"> Continuous flow, safe drop-off/pick up areas Single point of entry <ul style="list-style-type: none"> Cameras, buzz in at gates Clear signage Welcoming reception area Community Interaction: <ul style="list-style-type: none"> Parent involvement <ul style="list-style-type: none"> Classrooms Parent Club Office Meeting spaces Storage Shared Use (facilities use) <ul style="list-style-type: none"> Community organizations Emergency response (care and shelter) Liberal Arts / Athletic Events Safety: <ul style="list-style-type: none"> Plan for the unknown while remaining flexible and open <ul style="list-style-type: none"> Training: drills, table top exercise Evaluation: natural disasters, vulnerable populations Plans, policies, procedures Build relationships with experts: police, fire, public works Administration: <ul style="list-style-type: none"> Promote collaboration while preventing confrontation
INFO	1.11	Next steps: The next FMP Sub-Committee meeting will occur on December 9 th where we will be reviewing draft proposed masterplan diagrams for each of the sites.
Submitted by:	Jomay Liao	
Attached:	Presentation with agenda. Image poster with red/ dot green dot exercise. Posters for small group activity. Sign in sheet.	

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50 South Market Street, Suite 110, San Jose, California 95113

November 22nd, 2015

MEETING MINUTES NO. 4B
GILROY UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN SUB-COMMITTEE
LPA PROJECT NO. 15129.10

DATE: November 13, 2015
TIME: 9:30 am – 2:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Kathleen Biermann, Director - Elementary
James Bombaci, Director of Facilities
Cheryl Galloway, Director of Safety, Energy, Community
Maribel Guizar, IT
Kim M. Filice, Director of HR
Debbie Flores, Superintendent
Dan McAuliffe, M&O Manager
Alvaro Meza, CBO Business
Patricia Midtgaard, GUSD Board
Deb Padilla, Director - Secondary
Jaime Rosso, GUSD Board
Maria Walker, Principal, ASMS
Don Pender, LPA
Katia McClain, LPA
Jomay Liao, LPA

DISTRIBUTION

All Present
Katia McClain
Lucy Huerta
Scott Otteson, Principal, El Roble
James Pace, GUSD Board

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
INFO	1.01	<p>Introduction & Purpose: The afternoon meeting continued the topics that were discussed in the morning but with an emphasis on Secondary education. LPA presented an overview that covered the following:</p> <ul style="list-style-type: none"> Thought Starters (presentation and group discussion) "If you could dream..." - discussion Program Visioning – Large Group Discussion Next Steps <p>See attached presentation.</p>
	1.02	<p>The most unique thing about GUSD is....</p> <ul style="list-style-type: none"> Leadership Students at heart Focused on innovation / collaboration Close community People

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MEETING MINUTES NO. 4B
GILROY UNIFIED SCHOOL DISTRICT

November 22nd, 2015

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15129.10

ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> Forward thinking Innovative
	1.03	<p>What was it that most inspired you about school?</p> <ul style="list-style-type: none"> Tuba Teacher Recess PE
	1.04	<p>When you hear the word 'google', what comes to mind?</p> <ul style="list-style-type: none"> Whole new world No walls No boundaries Data Technology Presentation areas – different size Resourceful Diversity in spaces and sizes Flexibility Share Interchangeable Ever-changing Comfortable seating Comfortable environment Not just a search engine 'I don't have to remember everything'
	1.05	<p>What is so compelling about a Starbucks store?</p> <ul style="list-style-type: none"> Inviting Different types of spaces Customer service Predictable (same no matter which one you go to) They have evolved to meet the needs Technology access Reliable
	1.06	<p>What about an Apple store makes a relevant classroom?</p> <ul style="list-style-type: none"> Equipment all around Family-friendly Play Fun chairs Hands on It is a tool – easy access Makes money :) For everyone! Everyone can access Colorful / light
INFO	1.02	<p>'If you could dream...' : The committee was asked "What will Secondary education be like and what will schools look like in the future at GUSD?" The following comments were made:</p> <p>a. Comments that are related to Classrooms/ Learning Spaces:</p> <p>i. Define who the students are.</p>

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LPA MEETING MINUTES NO. 4B
GILROY UNIFIED SCHOOL DISTRICT

November 22nd, 2015

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ACTION	ITEM NO.	DUE DATE
	ii. Personalize.	
	b. Comments that are related to Technology :	
	i. More technology – less computer labs – re-think these areas.	
	ii. Innovation versus evolution.	
	c. Comments that are related to Outdoor Learning :	
	i. Spaces that allow active sports.	
	ii. Different types of spaces during recess.	
	d. Comments that are related to Other Spaces :	
	i. STEM / STEAM programs for grades 6 and up. Current facilities are not conducive for this program.	
	ii. There are currently no electives in middle school except for band – would like to see them back.	
	iii. There are a lot of electives in high school, but no introduction to them. Therefore there are not a lot of pathways.	
	iv. Existing CTE programs / spaces need to be adaptable to future needs.	
	v. Arts program – provide space. A lot of these programs are supported after school only.	
	e. Comments that are related to Safety :	
	i. Schools that are open and easily supervisable: Visibility and safety of students and staff.	
	ii. No "dead zones".	
	iii. Have to supervise.	
	iv. More security.	
	f. General Comments :	
	i. Students need to have a perceived independence / freedom.	
	ii. Plan for the future.	
INFO	1.04	The committee felt that the images and the discussion resulting from the small group activity in the morning meetings would apply to Secondary schools as well. The following discussion focused on areas that differed and only apply to Secondary schools:
		a. High school CTE programs currently include:
		i. Auto
		ii. Woodshop – Christopher HS facility was well planned
		iii. Drama
		iv. Band/ Choir
		v. Ceramics
		vi. Culinary
		vii. Bio-Tech
		b. Elective programs are teacher dependent. Nothing should hinge on one teacher. But we also need the facilities to bring people in.
		c. Many local colleges are not supporting CTE credentials.
		d. Existing specialized program spaces need to be

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LPA MEETING MINUTES NO. 4B
GILROY UNIFIED SCHOOL DISTRICT

November 22nd, 2015

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15129.10

ACTION	ITEM NO.	DUE DATE
		adaptable with the ability to add to. For example, the Agricultural program (currently at Gilroy HS) has completely changed. It is now very technology based and our facilities need to support that. The greenhouse is in poor condition and there is no one to maintain it.
		e. Classrooms need to have the flexibility, to be able to share devices, support blended learning. Flexible and smart Classrooms.
GUSD	1.05	LPA reviewed the draft of the Guiding Principles. In general the committee thought these reflect the District's vision for the facilities master plan. The committee will bring final comments back, if any, to the next meeting and the Guiding Principles will be finalized.
Submitted by:	Jomay Liao	
Attached:	Presentation with agenda. Image poster with red/ dot green dot exercise. Posters for small group activity. Sign in sheet.	

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40 South Market Street, Suite 140, San Jose, California 95128

December 10th, 2015

MEETING MINUTES NO. 5
GILROY UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN SUB-COMMITTEE
LPA PROJECT NO. 15129.10

DATE: December 9, 2015
TIME: 2:30 pm – 4:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

James Bombaci, Director of Facilities
Cheryl Galloway, Director of Safety, Energy, Community
Maribel Guizar, IT
Kim M. Filice, Director of HR
Debbie Flores, Superintendent
Dan McAuliffe, M&O Manager
Alvaro Meza, CBO Business
Patricia Midtgaard, GUSD Board
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Maria Walker, Principal, ASMS
Scott Otteson, Principal, El Roble
Don Pender, LPA
Katia McClain, LPA
Jomay Liao, LPA

DISTRIBUTION

All Present
Katia McClain
Lucy Huerta
James Pace, GUSD Board

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
INFO	1.01	
	Introduction & Purpose: The purpose of the meeting was to present and comment on the educational program standards and draft proposed plans. The following is the agenda: <ul style="list-style-type: none"> • Introduction • Finalize Guiding Principles • Demographics & Projected Enrollment Review • Educational Program Standards • Draft School Site Masterplan Diagrams Overview • Draft School Site Masterplan Review & Comment • Next Steps See attached presentation.	
INFO	1.02	The committee reviewed the draft guiding principles and felt that they represented their vision for the facilities master plan (FMP).
INFO	1.03	LPA summarized the demographics and capacity information as

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MEETING MINUTES NO. 5
GILROY UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN SUB-COMMITTEE
15129.10

December 10th, 2015

Page 2 of 5

ACTION	ITEM NO.	DUE DATE
		presented in the 2014/15 School Site Capacity Analysis Report. The report states that the District will reduce the transitional kindergarten and kindergarten class sizes from 24 to 20 students and grades 1-3 to 24 students. The superintendent clarified that Kindergarten class size shall be 24:1. LPA to correct proposed plans.
INFO	1.04	<p>LPA presented the Educational Program Standards that reflect the results of the discussions from the previous meeting. The following are comments to those diagrams:</p> <ol style="list-style-type: none"> Reduce size of Career Center shown on the Library diagram for Middle Schools. Add a note about the importance of providing proper acoustics at Multi-purpose rooms/ Gyms. Note that the Flex Lab can be used also for Drama and/or an additional technology room/ computer lab. Add note to STE(A)M labs about the ongoing changes in curriculum and how these rooms can also be used as Classrooms depending on need. <p>LPA provided a draft of the educational vision pages that are the front ends to the Educational Program Standards document, for review and comment. The document discusses the vision for technology and safety and security as discussed at the last meeting.</p> <p>→ Cheryl and Maribel to review and send an email to LPA for additional input in the areas of safety and security and technology.</p>
GUSD		
INFO	1.05	LPA presented the draft proposed masterplans. The committee provided initial thoughts and a preliminary prioritization. The committee commented that sites that are new or have had a lot of work done recently will be removed from the project list and will not be cost estimated. The following are the comments:
INFO	1.06	<p>Las Animas ES</p> <ul style="list-style-type: none"> • Newer school; low priority • School is new; last priority • Priority 3 • Tap into purple pipe?
INFO	1.07	<p>Eliot ES</p> <ul style="list-style-type: none"> • Low priority • Very new site (within 10 years); no reconfiguring, etc.
INFO	1.08	<p>Rucker ES</p> <ul style="list-style-type: none"> • Computer Lab/ Kinder building was just modernized. • Last priority • Priority 2; address growth needs only • Lots of dollars spent here; low priority • \$14 million spent here
INFO	1.09	<p>Antonio del Buono</p> <ul style="list-style-type: none"> • Opened in 2000 – great facility to work in; low priority

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MEETING MINUTES NO. 5
GILROY UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN SUB-COMMITTEE
15129.10

December 10th, 2015

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ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> Fairly new school – Priority 3 for new 2-story wing Just finished MPR repairs; spent a lot of money here
INFO	1.10	Dr. TJ Owens Gilroy Early College Academy (GECA) <ul style="list-style-type: none"> Lots of work has been just completed Low priority Just modernized and added new buildings; very low priority Just re-did whole school; spend no dollars here
INFO	1.11	Christopher HS <ul style="list-style-type: none"> Last priority Last phase / last priority I would not put the theater on this chart – builds false expectations (done this already with original design) No mention of a theater at CHS. Community will think 'it's back on'; lowest priority Spend no more dollars here. Will lose credibility with community
INFO	1.12	Ascension Solarsano MS <ul style="list-style-type: none"> Lowest priority of all schools Fencing needed; low priority Needs a fence ASAP – in the next few months; otherwise low priority New school, no new work here Tap into purple pipe?
INFO	1.13	Glen View ES <ul style="list-style-type: none"> Add 3 portables at the North-West side of the campus; there is currently a hardcourt in this area North-east classroom wing is a new building – it was re-built after a fire Show State Pre-School at South-East part of property = Good! Provide (2) 3x wide portables. Developer fees will be used for this project. Priority 2 Just finished this project; low priority
INFO	1.14	Luigi Aprea ES <ul style="list-style-type: none"> Low priority Low priority Priority 2
INFO	1.15	Rod Kelley ES <ul style="list-style-type: none"> We've spent a lot of dollars here; working on HVAC now; low priority Spent \$5M at this site; replace AC is more scope
INFO	1.16	El Roble ES <ul style="list-style-type: none"> Needs work in many areas – Priority 2 Odd area at portables that may be better used Priority 2 Good design – theoretically – no funding for awhile; Plus

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MEETING MINUTES NO. 5
GILROY UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN SUB-COMMITTEE
15129.10

December 10th, 2015

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ACTION	ITEM NO.	DUE DATE
		MPR / Library are pretty new <ul style="list-style-type: none"> Very long term; not a priority Respond to growth
INFO	1.17	District Office <ul style="list-style-type: none"> Schools first; low priority Last priority – ROOF needed! And parking lot Relocate Warehouse for D/O needs – priority 2 Priority 3: We (D.O.) has to wait; however roof really needs to be replaced
INFO	1.18	Mt. Madonna Continuation HS <ul style="list-style-type: none"> Add concrete pathway around outside perimeter of building for exiting MMHS is in pretty good shape – could use an MPR and Cafe. However, we don't have the funds
INFO	1.19	Gilroy HS <ul style="list-style-type: none"> Math wing replacement cost; priority 2 We've done a lot here, but there is more to do as school grows again; high priority 2 Just completed \$12 million work. When we finish next summer we'll be done at GHS, except we will need 6-8 more portables 10th Street bridge and circle – based on meeting with the City, allocate some funds (small amount) for improvements by the baseball field The South parking lot will be an upcoming project funded by Edison. There have been issues on getting out of this parking lot. Consider revising parking lot exit with the possibility of a new entry through potential acquiring of property See if there can be a drop-off added to the corner of 10th Street and Princevalle Lane Include expansion scope only to accommodate student growth Tap into purple pipe?
INFO	1.20	Gilroy Prep <ul style="list-style-type: none"> Add 2 new portable classrooms Cost estimate a new school with 21 Classrooms, administration and MPR/ Gym Still building out – 2 more classes in 2016; low priority
INFO	1.21	South Valley MS / M&O, Facilities, Transportation <ul style="list-style-type: none"> High priority Needs everything – high priority Like the 2-story location Leave GPS where it is (leverage for railroad) Highest priority after new elementary. Needs to be torn down and replaced Priority 1 – downsize to a middle school (it's not a high school anymore) and re-build it Keep 2-story building but move it to playgrounds (M&O)

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40 South Market Street, Suite 110, San Jose, California 95110

January 15th, 2015

MEETING MINUTES NO. 6
GILROY UNIFIED SCHOOL DISTRICT
FACILITIES MASTER PLAN SUB-COMMITTEE
LPA PROJECT NO. 15129.10

DATE: January 15, 2015
TIME: 9:30 am – 12:00 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
James Bombaci, Director of Facilities
Cheryl Galloway, Director of Safety, Energy, Community
Kim M. Filice, Director of HR
Debbie Flores, Superintendent
Dan McAuliffe, M&O Manager
Alvaro Meza, CBO Business
Patricia Midtgaard, GUSD Board
Jaime Rosso, GUSD Board
Scott Otteson, Principal, El Roble
James Pace, GUSD Board
Don Pender, LPA
Katia McClain, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present
Lucy Huerta

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
INFO	1.01	<p>Introduction & Purpose: The purpose of the meeting was to review the master plan project scopes, total program cost summary and prioritize. The following is the agenda:</p> <ul style="list-style-type: none"> • Introduction • Finalize Ed Specs • Review Master Plan Project Scopes • Review Total Program Cost Summary • Prioritization Activity • Discussion • Next Steps <p>See attached presentation.</p>
INFO	1.02	The committee had no further comments for the Educational Program Standards as presented and distributed in the last meeting.
INFO	1.03	LPA summarized the master plan project scope categories and

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MEETING MINUTES NO. 6
GILROY UNIFIED SCHOOL DISTRICT

January 15th, 2015

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15129.10

ACTION	ITEM NO.	DUE DATE
		reviewed the total program cost summary. LPA recommends a 2/3 rd versus 1/3 rd rule where 1/3 rd of the total budget needs to be allotted for escalation, interim housing, unknown off-site costs and contingency and the other 2/3 rd left is what can be allocated for projects.
INFO	1.04	LPA reviewed the priority scopes of work for the priority sites as identified in the last meeting. The committee discussed that the District would not be able to do all the scopes identified, in the first phase of projects.
INFO	1.05	The committee participated in a Prioritization Activity using \$83.4 Million as the funding amount available subtracting 1/3 rd from \$140 Million (the projected bond capacity for the District). The committee further prioritized another \$80 Million of projects beyond \$83.4 Million that could be implemented if State funding should become available. There are also \$29 Million of funds left over from the previous bond that is available for project use.
INFO	1.06	<p>Priorities as determined by the FMP Sub-Committee are as follows:</p> <ul style="list-style-type: none"> • New Elementary School • South Valley MS Classrooms • Brownell MS Classrooms • Brownell MS Science, Art, Electives • Brownell MS Administration & Library • South Valley MS Gym • South Valley MS Administration & Library • Brownell MS Food Service & Music • El Roble – Modernization • Brownell MS – Playfields / Hardcourts • South Valley MS MPR & Music • South Valley MS – Playfields
INFO	1.07	<p>The following projects are identified as must do projects:</p> <ul style="list-style-type: none"> • Rod Kelley ES HVAC System Upgrades • Luigi Aprea Roofing • District Office Roof
INFO	1.08	<p>The following projects are identified as projects that are already funded and will be completed this Summer 2016:</p> <ul style="list-style-type: none"> • Pre-School at Glen View ES • Gilroy HS Site Work
GUSD	1.09	The committee would also like included in the FMP document, a chart prepared by the District indicating how much money has already been spent at each of the school sites. (Update: District has sent this to LPA). Also to be included is a chart indicating the year each school site was built and modernized.
INFO	1.10	Next steps: The Board meeting where the draft FMP will be presented will be January 28 th . (Update: This date has been revised through email from Alvaro Meza to February 11th) Final Board Adoption of the FMP has been revised to March 3 rd meeting.

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September 2nd, 2015

MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – FACILITIES PLANNING & MANAGEMENT
LPA PROJECT NO. 15129.10

DATE: August 26, 2015
TIME: 8:30 am – 10:00 am
PLACE: Facilities Office at 220 Swanston Lane

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
 Jim Bombaci, GUSD Director of Facilities
 Mike Rice, GUSD Constr. Project Manager
 Jenny Derry, GUSD Constr. Project Manager
 Don Pender, LPA
 Jomay Liao, LPA

DISTRIBUTION
 All Present
 Katia McClain

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01	<p>Introduction & Purpose: The purpose of the meeting was to have a focused discussion about the needs and vision / goals for the Facilities Planning and Management Department. Discussion items that result from these meetings will be used to develop a draft Proposed Facilities Master Plan.</p> <p>The following comments were made.</p>
	1.02	<p>Staff and Space Needs</p> <ul style="list-style-type: none"> 5 Staff <ul style="list-style-type: none"> 1 Office 4 Workstations 1 Shared Conference Room Plan room Restrooms
	1.03	<p>Current Facilities</p> <ul style="list-style-type: none"> Built in 1958, no modernization except for a new Tremco roof. Shares the same building with Locksmith shop and Swanston State Pre-school. Need for more parking and re-organization of the site, including South Valley MS, M&O, Transportation and bus circulation, Pre-School, as well as providing a dedicated path through the site for the existing community. Need for a new building.

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MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP –
15129.10

September 2nd, 2015

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ACTION	ITEM NO.	DUE DATE
	1.04	<p>The following discussion pertains to other District owned sites:</p> <ul style="list-style-type: none"> Rancho 101 – new development in the Northern part of Gilroy that may eventually need a new ES, MS, and HS. 10 acre site – this site has been discussed as the site for the needed new Elementary School. It is at Miller and Santa Teresa, near Las Animas Elementary School. The new school will accommodate students from the new home development called Glen Loma Ranch. Gilroy Prep School – adjacent to South Valley MS and M&O site has 300 students, with a capacity for 18 x 30 = 540 students. There are currently 2 Classrooms per grade level.

Submitted by: Jomay Liao

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40 South Market Street, Suite 110, San Jose, California 95110

September 2nd, 2015

MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – TRANSPORTATION
LPA PROJECT NO. 15129.10

DATE: August 26, 2015
TIME: 10:15 am – 11:45 am
PLACE: Transportation Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Trish Tice, GUSD Transportation
Don Pender, LPA
Jomay Liao, LPA

DISTRIBUTION

All Present
Katia McClain

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01	<p>Introduction & Purpose: The purpose of the meeting was to have a focused discussion about the needs and vision / goals for the Transportation Department. Discussion items that result from these meetings will be used to develop a draft Proposed Facilities Master Plan.</p> <p>The following comments were made.</p>
	1.02	<p>Busses & Bussing Service</p> <ul style="list-style-type: none"> 42 busses 16 routes for Special Ed 7 home to school routes McKinney Vento program – children are eligible to stay in the school of attendance where they became homeless and bussing provides service to transport the student back to their home school.
	1.03	<p>Vision</p> <ul style="list-style-type: none"> Move toward CNG fuel busses. Current busses are diesel fueled. There is 1 electric bus but it can only travel 20 miles and therefore does not work for a District with longer travel routes such as GUSD.
	1.04	<p>Facility Needs</p> <ul style="list-style-type: none"> Current fencing is approx. 6'-0" tall chainlink. It needs to be taller to prevent break ins and vandalism. Improve bus circulation and access. Desire for on site fuel station. Need more permanent / built-in storage cabinets for bus shop. Currently using metal shelving.

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MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – TRANSPORTATION
15129.10

September 2nd, 2015

Page 2 of 2

ACTION **ITEM NO.** **DUE DATE**

- Would like a 2-bay metal butter building, securable, with height tall enough to service the large busses. Height needs to be approximately 19'-0" to 20'-0". Temporary solution would be to provide a shade and rain shelter over the outdoor lift currently used to service large busses.
- Office
 - Reconfigure office kitchenette area to provide area for Dispatchers with dutch door and mail slots.
 - Reconfigure current IT room to be a locker room with additional lockers. Convert storage room to driver's lounge.
 - Clean up shop storage. Add tire and rim racks with overhead storage.
 - Would like to open up windows from offices for natural light. Need for lites in doors and/or dutch doors at offices to allow for supervision.
- Automated gates.
- Keypad at gates.
- Solar panel shade carports where busses park.
- Site lighting.

1.05 Staff

- 3 staff (2 are dispatch)
- 2 instructors

1.06

Site Issues

- South Valley
 - Traffic at I.O.O.F. is bad at drop-off and pick-up.
- Swanston pre-school
 - Site is adjacent to Transportation. Street is narrow and the traffic creates issues for busses to access.
- Christopher HS
 - Morning and afternoon traffic is bad.
- Antonio del Buono
 - Drop off is narrow. Pre-school drop-off/ pick-up is congested. Lack of parking for pre-school parents.

Submitted by: Jomay Liao

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40 South Market Street, Suite 140, San Jose, California 95128

September 2nd, 2015

MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – DISTRICT OFFICE
LPA PROJECT NO. 15129.10

DATE: August 26, 2015
TIME: 1:00 pm – 2:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Maribel Guizar, GUSD IT Director
Don Pender, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present
Katia McClain

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
INFO	1.01	<p>Introduction & Purpose: The purpose of the meeting was to have a focused discussion about the facility needs and vision / goals for Technology at GUSD. Discussion items that result from this meeting will be used to develop the draft Proposed Facilities Master Plan.</p> <p>The following comments were made.</p>
INFO	1.02	<p>Vision</p> <ul style="list-style-type: none"> Smart Classroom Flexible Classrooms Flipped Classroom model
INFO	1.03	<p>Upcoming Technology</p> <ul style="list-style-type: none"> 3D Computing <ul style="list-style-type: none"> Use of 3D glasses allowing student to see content in the computer. Great for Science and Physics. Ability to create and build a 3D design of a project. Holographic computers <ul style="list-style-type: none"> Ability to virtually see an anatomy and peel off layers of the body to see inside.
INFO	1.04	<p>Needs</p> <ul style="list-style-type: none"> Shift in pedagogy. Need for a robust infrastructure. Currently we build each network as separate 'silos'. We need to converge all the systems (data, phone, alarm, surveillance, etc.) together onto one network. The network needs to be able to handle the traffic.

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MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – DISTRICT OFFICE INFORMATION TECHNOLOGY
15129.10

September 2nd, 2015

Page 2 of 4

ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> Fiber system needs to be replaced. Current systems include: <ul style="list-style-type: none"> OM 1 OM 2 62 microns In the next 2 years OM 4 which can handle 10 gigs will be available. But we need to be ready for 40 gigs. WiFi <ul style="list-style-type: none"> Currently there is WiFi at the HS and MS. There is 1 access per Classroom. This is not enough. We need to plan for each student having 2 devices. 1 to 1 is not enough. All ES still need WiFi access across campus. Currently the District uses VOIP. There is a 'hodge podge' of CAT 5 and CAT 3. Move toward touch screen TV's, not projectors. Most Classrooms are still using CRV TV's, not ceiling mounted projectors. Data drops will still be needed for: <ul style="list-style-type: none"> Projectors at existing school sites For desktops or 3D computers Lockable storage cabinets with charging for mobile devices (minimum 1/2 to full set per class). Video conferencing capabilities IP network should have PA, bells, clocks, phones, alarm system, surveillance, HVAC, access control. Desire for a web interface system to allow for more proactive maintenance. All HS and MS have wireless access. All ES still need WiFi throughout their campuses.
INFO	1.05	<p>E-Rate</p> <ul style="list-style-type: none"> Must have security filter in place No requirement for MDM solutions (Mobile devices).
INFO	1.06	<p>Challenges</p> <ul style="list-style-type: none"> Equal access is always an issue. E-rate requires a filter be in place, but there is no requirement for MDM solutions (mobile devices). Currently working on a BYOD policy. Students and teachers are currently already using a BYOD models. Policy will be a combination of filter and MDM for BYOD. We should not excessively block student access. Low score content should be blocked. However we should be educating students about citizenship and responsible use.
INFO	1.07	<p>What is a Smart Classroom?</p> <ul style="list-style-type: none"> Technology and collaboration need to be seamless. Students should be able to access at school and beyond, at home on a common platform such as Windows. Whole wall and multiple walls of whiteboard. Writeable surface is not limiting. Multiple projections / TV's.

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ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> Flexible space allowing for individual / small group / whole group instruction. Teamwork / co-teaching between Classrooms. Ability to allow for 50 student class with 2 teachers. 21st Century, flexible furniture. Support different learning styles: Tactile + Kinesthetic + Visual We need to look at what the private sector is expecting our students to know. Look at companies such as Google, Yahoo, Microsoft – all located in the Silicon Valley. Gilroy is a unique place. It's small but a good size. Change can impact the entire community. It is a growing District.
INFO	1.08	Current Technology Stats <ul style="list-style-type: none"> 100% Teachers have laptops 20% Fiber / Wiring / Network & Switches / Access Points 80% have CRV TVs 10% have ceiling mounted projectors
INFO	1.09	Data Center <ul style="list-style-type: none"> Located at the District Office. This seems to be the ideal location for it. Use an offsite / hosting service solution for backup. Will be expanding into Garlic Room conference space. Racks will be shifted from the adjacent room into expanded space. A generator will be added.
INFO	1.10	Plan / Vision <ul style="list-style-type: none"> There needs to be a plan in place that includes continued staff development. A plan to replace/ refresh wireless access points – e.g. upgrade 2 schools per year with a 3 year plan for network upgrade and switch replacement. Currently the District is changing their platform and there is a need for staff development. LPA noted that the masterplan could be utilized as a platform for communication and stakeholder engagement of the District's technology plan/ vision.
INFO	1.11	Funding <ul style="list-style-type: none"> Currently some of the technology implementation is funded by E-Rate. But it can also be funded by bonds or District funds such as City / local business partnerships.
INFO	1.12	Offices at District Office Facility <ul style="list-style-type: none"> There are 4 Staff members. IT Director's office is separate from staff. Inadequate amount of office space. Workroom needs space for staging and trouble-shooting devices.
INFO	1.13	Top Priorities <ol style="list-style-type: none"> Build a new central Data Center. It is at the end of it's support life with no parts. Replace Fiber / infrastructure. MDF's and IDF's at school sites – not all have proper AC

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ACTION	ITEM NO.	DUE DATE
		<p>at each site. Need UPS with adequate run time at all locations (run time determined by District protocols – is it 2 hours or 30 minutes?). Currently many sites have wall racks located in Classrooms. These need to be secured in closet spaces / rooms or at a minimum a cabinet.</p> <p>4. Clean up old, abandoned equipment - applicable at all sites except Christopher HS.</p>
	Submitted by:	Jomay Liao

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301 South Market Street, Suite 150, San Jose, California 95113

September 2nd, 2015

MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – DISTRICT OFFICE
LPA PROJECT NO. 15129.10

DATE: August 26, 2015
TIME: 2:45 pm – 5:15 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Alvaro Meza, GUSD
Don Pender, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present
Katia McClain

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01	<p>Introduction & Purpose: The purpose of the meeting was to have a focused discussion about the needs and vision / goals for the District Office / District Support Services at the District Office facility. Discussion items that result from these meetings will be used to develop a draft Proposed Facilities Master Plan.</p> <p>The following comments were made.</p>
	1.02	<p>Offices</p> <ul style="list-style-type: none"> There is a shortage of office space. Management team should all have private offices. Currently the PIO and Safety and Security is sharing 1 office. The following positions were recently added at the District Office creating a need for additional offices and the sharing of some offices: <ul style="list-style-type: none"> Public Information Officer Controller Administrator of School Culture Two Food Service staff are currently located at Christopher HS and Gilroy HS. Ideally, they would be located back at the District Office. There is a total of 3 staff members.
	1.03	<p>Conference Space</p> <ul style="list-style-type: none"> There are currently 4 Conference Rooms <ul style="list-style-type: none"> Board Room Gavilan Room Garlic Room Gilroy Room

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MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – DISTRICT OFFICE
15129.10

September 2nd, 2015

Page 2 of 3

ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> There is a need for 1 additional large conference room approximately the same size as Gavilan Room. Conference room should have AV sound system and projection capabilities. Gavilan Room – HVAC zoning needs to be addressed. Room gets too cold or too hot and is linked to adjacent office spaces. Large staff meetings (approx. 100 people) are currently held at Gilroy HS cafeteria. The space has poor acoustics and needs sound and built in projection capabilities.
	1.04	<p>Parking</p> <ul style="list-style-type: none"> Need for more parking for Board meeting attendees.
	1.05	<p>Warehouse</p> <ul style="list-style-type: none"> Spaces include: <ul style="list-style-type: none"> Delivery area with loading dock. Delivery driver space. Duplication services. Warehouse storage space. This space could be potentially relocated to create additional office and conference space.
	1.06	<p>Departments housed at the District Office include:</p> <ul style="list-style-type: none"> Human Resources Education Services Student Services Accounting Technology Business Superintendent Migrant Services
	1.07	<p>Adjacencies</p> <ul style="list-style-type: none"> Human Resources should be together and near the public/ visitor access. Business should be in more 'private' area. Business should be near Human Resources Superintendent office location is good.
	1.08	<p>Migrant Services</p> <ul style="list-style-type: none"> This area is underutilized. The space is filled with open workstations but there only needs to be 3 cubicle spaces. Needs open work area with large tables. Needs parent and child waiting area.
	1.09	<p>Human Resources</p> <ul style="list-style-type: none"> Needs a dedicated conference room.
	1.10	<p>Education Services</p> <ul style="list-style-type: none"> Current space and offices are adequate.
	1.11	<p>Business Services</p> <ul style="list-style-type: none"> Current employees in cubicles. It would be nice if they

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ACTION	ITEM NO.	DUE DATE
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have private office space for the 3 staff members.

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|------|---|--|
| 1.12 | Information Technology <ul style="list-style-type: none">• Staff members are currently dispersed due to shortage of space. Ideally they would be located together.• IT director's office is separated from staff.• Server room expansion (occurring now) will encroach into Garlic Conference Room.• Workroom needs space for secure storage of equipment and long tables for equipment being 'worked on' or repaired. | |
|------|---|--|

- | | | |
|------|---|--|
| 1.13 | Textbook Storage Space <ul style="list-style-type: none">• There needs to be a space for textbooks. | |
|------|---|--|

Submitted by: Jomay Liao



80 South Market Street, Suite 140, San Jose, California 95113



MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP –
15129.10

September 16th, 2015

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September 16th, 2015

MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – PRE-SCHOOL
LPA PROJECT NO. 15129.10

DATE: August 26, 2015
TIME: 8:30 am – 10:00 am
PLACE: Pre-School Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Kathleen Taylor, GUSD Pre-School
Jomay Liao, LPA

DISTRIBUTION
All Present
Don Pender, LPA
Katia McClain, LPA

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01	Introduction & Purpose: The purpose of the meeting was to have a focused discussion about the facility needs and vision / goals for the Pre-School program at GUSD. Discussion items that result from this meeting will be used to develop the draft Proposed Facilities Master Plan.
	1.02	Current Pre-School Program: <ul style="list-style-type: none"> The California Department of Education renews the funding contract yearly. The program is part of Gilroy USD. It is a State pre-school program for 3-4 year olds that are low income and have a large family size.
	1.03	Current Facilities: <ul style="list-style-type: none"> 240 Swanston <ul style="list-style-type: none"> 2 Classrooms; 24 students Modernized 8 years ago. Antonio del Buono <ul style="list-style-type: none"> 4 Portables stuck together: <ul style="list-style-type: none"> 2 Special Ed Pre-K Classrooms – This program is run by Student Services (separate from State Pre-school program) 2 State Pre-K Classrooms; 22 students Constructed 8-9 years ago. The 2 State pre-school programs are in old Head Start portables. Head Start program wants these classrooms back ASAP for their infant/toddler outreach education program. Rod Kelley ES has 1 Classroom located on the site in 6

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ACTION	ITEM NO.	DUE DATE
		year old modular located within the school site – this location is ideal; 24 students. AM/PM sessions.
	1.04	Requirements: <ul style="list-style-type: none"> There needs to be a total of 5 Classrooms to qualify for funding. Facilities need to meet community care licensing requirements; Title 5 and 22.
	1.05	Future of Pre-School: <ul style="list-style-type: none"> The Federal government would like universal pre-school but it would need to be offered to everyone, which creates challenges with providing facilities at every school site. Pre-school has been proven to provide social and emotional awareness and better prepare students for success in common core.
	1.06	Demographics <ul style="list-style-type: none"> A lot of the pre-school population is located in the GlenView and Eliot area; therefore it would make sense to have a pre-school to support this community.
	1.07	Potential location for displaced pre-school classrooms: <ul style="list-style-type: none"> There is a location at 9th street adjacent to GlenView ES that is a potential location for 2 pre-school classrooms. The site is adjacent to the Special Ed facility run by Santa Clara County. There is no space on 8th Street at GlenView.
	1.08	Additional Needs: <ul style="list-style-type: none"> 240 Swanston – it would be nice to have direct access from the Classroom to the adjacent restroom to improve supervision.

Submitted by: Jomay Liao

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40 South Market Street, Suite 140, San Jose, California 95128



MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP –
15129.10

September 16th, 2015

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September 16th, 2015

MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – MAINTENANCE & OPERATIONS
LPA PROJECT NO. 15129.10

DATE: August 31, 2015
TIME: 9:45 am – 10:45 am
PLACE: M&O Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Dan McAuliffe, GUSD Maintenance
Janet Burke, GUSD Maintenance
Don Pender, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present
Katia McClain

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01	<p>Introduction & Purpose:</p> <p>The purpose of the meeting was to have a focused discussion about the needs and vision / goals for the Maintenance and Operations department. Discussion items that result from these meetings will be used to develop a draft Proposed Facilities Master Plan.</p> <p>The following comments were made.</p>
	1.02	<p>Top Priorities:</p> <ol style="list-style-type: none"> 1. Desire for a central system that allows for staff to globally monitor status of, and adjust systems of sites throughout the District. This would reduce the amount of inefficiencies and allow for more pro-active maintenance of systems. 2. Need a 50% increase in the current office space + 30% increase in Warehouse space. Currently there are 2 offices and no conference space. 3. Would like to be better staffed in terms of Custodial staff. Current staff is adequate just for the <u>minimum</u> cleaning, using an A,B,C,D schedule.
	1.03	<p>Maintenance & Operations includes the following:</p> <ul style="list-style-type: none"> • Carpenter shop • Paint shop • Electrical + Plumbing (shared shop) • HVAC shop • Grounds + Staff breakroom area. The Staff breakroom is too small.

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ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> • Equipment repair + HVAC tech.
	1.04	<p>Needs:</p> <ul style="list-style-type: none"> • Currently there is a terrible EMS system. Manufacturer is Seiser Company and Asic Allerton. These systems are not user friendly and not coordinated/ communicate poorly with other connected systems. • Need for more storage for stocking items and extra items from the sites. • 1980's old equipment needs to be replaced. • The M&O facility is old but well maintained and in fair condition. The Warehouse is in good condition but is undersized. • Need for more parking or a more efficient layout that still allows for buses and vehicles to circulate. • Office staff includes the following: <ul style="list-style-type: none"> ○ 2 HVAC ○ 1 Electrical ○ 2 Plumbers ○ 2 Painters ○ 2 Carpenters ○ 1 Irrigation Tech. ○ 2 Pool ○ 1 General maintenance ○ 9 Grounds staff ○ 1 Food Service
	1.05	<p>Current Work Order Process:</p> <ul style="list-style-type: none"> • Site staff communicates issue with the Principal who then submits work orders directly to M&O. • A new work order system that will be in place soon will increase efficiency and allow for processing through a mobile device/ tablet.
	1.06	<p>Vehicles:</p> <ul style="list-style-type: none"> • Currently there are 3 trucks + 1 van. • An additional 2 trucks + 1 trailer are pending Board approval. • The maintenance vehicles need parking space.
	1.07	<p>The following comments were made regarding issues on other sites:</p> <ul style="list-style-type: none"> • South Valley <ul style="list-style-type: none"> ○ Roof flashing is in poor condition. ○ Underground utilities (plumbing, gas, water) are undersized and antiquated (not copper) – needs to be replaced. ○ Track and Field is in one of the worst conditions. • Gilroy Prep School <ul style="list-style-type: none"> ○ Need more parking. ○ Pavement needs to be replaced. ○ Community Day building – is used by GPS staff but is in poor shape and cannot have students in it. ○ Portables are in acceptable condition.

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ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none">o Gym is 10 – 12 years old and is shared with the City. It is in good condition, but roof access could be improved.o Infrastructure is in acceptable condition. The wet fire system will be improved in the current project and the fire alarm will be upgraded.	
	<ul style="list-style-type: none">• District Office<ul style="list-style-type: none">o Needs new roof in 2 years – dry rot.o Dry rot at wood siding with severe termite issue. The building was fumigated in 2015.o Most of the HVAC has been replaced in recent years but the zoning needs to be fixed.o Plumbing and fire systems are up to date.o Electrical – need more to support IT.o Parking – needs to be more.o Board Room needs a new Technology/ AV system.	

Submitted by: Jomay Liao





80 South Market Street, Suite 140, San Jose, California 95110

October 13th, 2015

MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – SPECIAL EDUCATION
LPA PROJECT NO. 15129.10

DATE: October 7th, 2015
TIME: 9:00 am – 10:30 am
PLACE: Conference Call

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Barbara Brown, GUSD Special Education
Katia McClain, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present
Lucy Huerta

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01	<p>Introduction & Purpose: The purpose of the meeting was to have a focused discussion about the needs and vision / goals for the Special Education program at the District. Discussion items that result from these meetings will be used to develop a educational program standards which will be overlaid onto the existing site plans to develop a draft Proposed Facilities Master Plan.</p> <p>The following comments were made.</p>
	1.02	<p>Special Ed programs currently supported by the District:</p> <ol style="list-style-type: none"> 1. RSP – RSP programs students are mainstreamed and pulled out. 2. SDC – mild/moderate (MM), moderate, autism, emotionally disturbed (ED). SDC students stay in dedicated Classroom most of the day and are mainstreamed in certain classes. 3. Services – speech, occupational therapy, vision, deaf and hard of hearing (DHH), nursing services and counseling 4. Post-secondary transition program
	1.03	<p>Current organization of Special Ed programs at each school site:</p> <ul style="list-style-type: none"> • RSP and speech services at each site. Vision and OT also on site. • Antonio del Buono – (2) severely handicap (SH) • El Roble – (3) mild-moderate classrooms • Glen View – (2) emotionally disturbed <ul style="list-style-type: none"> ◦ ED Classrooms need direct access to Focus Rooms • Las Animas – (2) autism

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MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – SPECIAL EDUCATION
15129.10

October 13th, 2015

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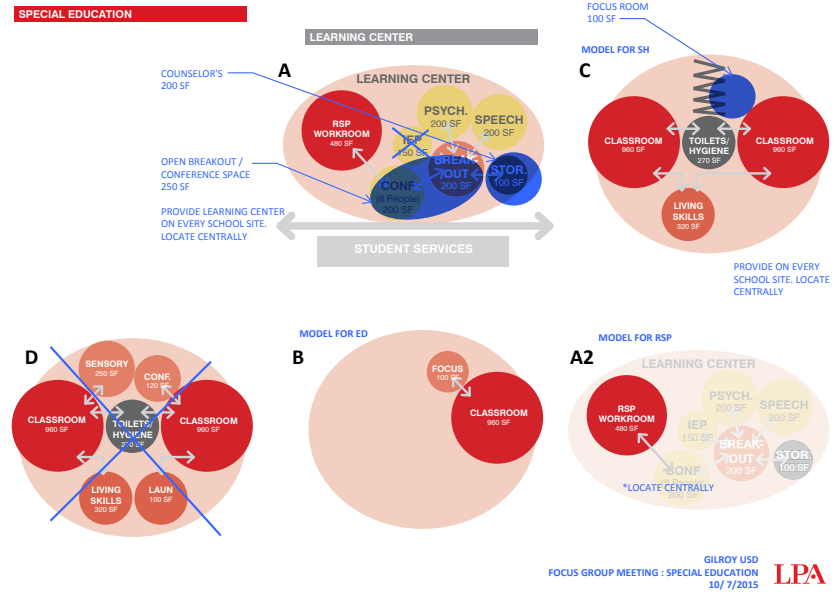
ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> • Luigi Aprea – (3) mild/moderate • Rucker – (2) mild/moderate • Solorzano – (2) mild/moderate and (1) autism • Brownell MS – (1) mild/moderate, (1) emotionally disturbed • South Valley MS – (1) mild/moderate, (1) severely handicap • Christopher HS – (1) emotionally disturbed, (2) mild/moderate, (1) severely handicap • Gilroy HS – (3) mild/moderate, (1) emotionally disturbed, (1) severely handicapped, (1) post-secondary special ed • Pre-school: <ul style="list-style-type: none"> ◦ (2) mild/moderate, on site at ADB. Needs direct access to playground ◦ (1) severely handicap (SH), located at Swanston State Pre-school site
	1.04	<p>Philosophy of Special Ed programs at each site:</p> <ul style="list-style-type: none"> • Currently Special Ed spaces are located where there is space available. Ideally, Severely handicap and autism should be located near/ next to bus drop-off area. • The Special Ed program/ population has been growing, following the growth trend of the District. In 3 years they have added 6 – 7 sections (pre-school was added) and the program is still over-filled. Need more space. Some RSP rooms are shared. Not all of facilities have restrooms. • Learning Center with RSP workroom and Speech, Psych and Counselor should be centrally located. Could be near Administration but does not need to be directly adjacent. • SDC classrooms should be integrated with general ed classrooms.
	1.05	<p>The future vision / goal of Special Ed program for the District:</p> <ul style="list-style-type: none"> • The vision / goal is more of a programming issues. The District would like to build a stronger program and see a continuum from pre-school to High School, making the transition between ES to MS to HS more seamless. Each program has an opportunity for mainstream and an option for inclusion programming.
	1.06	<p>Facilities needs for each program type:</p> <ul style="list-style-type: none"> • Facilities need to meet the needs of the programs. Currently they do not. Currently we 'make do' with the spaces we have. • Reference attached bubble diagrams regarding 'models'. • SH Classrooms need to be moved to be integrated with general ed. Facilities lack Living Skill space. Use model C, add Laundry to be a part of Living Skills and a Focus Room. No need for sensory room or conference room. • Need for motor rooms for OT, particularly in schools with autism programs. Autism – use model B – Classroom with direct connection to an OT room approximately 480sf.

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ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none"> Mild/Moderate – rooms should be more integrated with general ed. These need to be full size 960 sf Classrooms. RSP – need a 480sf pull out Classroom. ED – model B – Classroom with direct access to a Focus Room. Focus Room allows a safe, quiet space for a student to 'cool down'. Provide direct supervision from Classroom into Focus Room. Room walls do not necessarily need to be padded. SDC – 960 sf Classroom Learning Center – Apply to each site. There needs to be rooms for Psych, Speech and Counseling with access to an open breakout space that can also be used as a Conference space. 	
	1.07 Other needs: <ul style="list-style-type: none"> There is not enough bus transportation and students are having to sit on the bus for a long time in order to get to their school. Busses and bus routes need to be added to address this issue. 	
	1.08 Equipment needs: <ul style="list-style-type: none"> Lifts at restrooms Structural capability to support hanging equipment at SH rooms At Christopher HS an evacuation chair was purchased to accommodate a student in a wheelchair to provide evacuation from the 2nd floor in the event that there is no power to the elevators. This should be considered at other future sites with 2-story buildings. 	
	1.09 Priority: <ul style="list-style-type: none"> Current facilities are functioning. We are making do with what we have. But ideally facilities should meet the Special Ed program needs as indicated in the above notes. 	

Submitted by: Jomay Liao

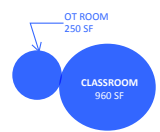
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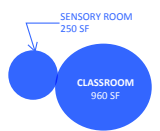
MODEL FOR SDC / MM / MODERATE



MODEL FOR AUTISM



MODEL FOR DHH



GILROY USD
FOCUS GROUP MEETING - SPECIAL EDUCATION
10/ 7/2015



80 South Market Street, Suite 140, San Jose, California 95110



MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP –
15129.10

September 18th, 2015

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September 18th, 2015

MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – NUTRITION SERVICES
LPA PROJECT NO. 15129.10

DATE: August 31, 2015
TIME: 12:30 pm – 2:00 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Geri Sadler, GUSD Nutrition Services
Don Pender, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present
Katia McClain

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01	<p>Introduction & Purpose:</p> <p>The purpose of the meeting was to have a focused discussion about the needs and vision / goals for the Nutrition/ Food Services department. Discussion items that result from these meetings will be used to develop a draft Proposed Facilities Master Plan.</p> <p>The following comments were made.</p>
	1.02	<p>Current Operations:</p> <ul style="list-style-type: none"> All sites have a kitchen of their own. <ol style="list-style-type: none"> 8 Elementary School sites – Cafeteria style set up. 3 Middle Schools – 1 line type set up. 2 High Schools – Food court type set up. HS also have snack bars. High schools are closed campus. All food service facilities at the sites meet code. There is no District-wide central kitchen. All sites have kitchens that have on-site prep and cooking with the following exceptions: <ol style="list-style-type: none"> Mount Madonna HS is small with less than 100 students participating. Food is served out of a small trailer. Food is prepared at Christopher HS. GECA food service facility is currently being built. Food is prepared at Gilroy HS and some prep, warming and holding is done at the site. Brownell MS was considered somewhat as a 'central' kitchen. It serves the pre-schools. Rod Kelley has a new kitchen, 2014.

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ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> The current operation is self-sufficient and the department generates its own income to be able to purchase additional and replace outdated equipment. Food service includes breakfast, lunch and after school snack. Participation: <ol style="list-style-type: none"> High Schools: 50-60% Eliot: 90% Luigi Aprea: 30% - can be improved. Approximately 50% students are free and reduced lunch. Preference is for students to dine inside the MPR. Custodial sets up the tables.
	1.03	<p>Vision/ Goals:</p> <ul style="list-style-type: none"> "We are here to feed the children" "Provide fresh and healthy foods for kids"
	1.04	<p>Staff:</p> <ul style="list-style-type: none"> There are 3 supervisor staffs managing all kitchens. Food Service are no longer 'lunch ladies'. They are experts in dietary and nutritional needs.
	1.05	<p>Big Issues:</p> <ul style="list-style-type: none"> Providing fresher foods that kids want to eat. State mandates fruits and vegetables but a lot of students are not eating it, creating a lot of food waste. Removing junk foods, watching sodium, fat content; adding more grains and creating well rounded meals. This has been improving. Providing salad bars and harvest of the month. Color of the World program. Younger kids tend to embrace it more. How food looks is important. Marketing and the way you present food is important.
	1.06	<p>Site Needs:</p> <ul style="list-style-type: none"> South Valley MS <ul style="list-style-type: none"> Kitchens need to be updated. Counters and equipment are exposed. Kitchen needs to be demolished and re-built. Currently the walk in refrigerator/freezer are outside (not ideal). Brownell MS <ul style="list-style-type: none"> Kitchens need to be updated. Counters and equipment are exposed. A new snack bar at the MPR is not used because of the poor condition the pavement is in. It is difficult to wheel the carts from the kitchen to the snack bar. Need to design for more service area to expand participation and improve supervision. Luigi Aprea <ul style="list-style-type: none"> Kitchen is undersized, creating a long serving line that kids don't want to stand in to wait due to limited lunch time. It is also staff driven. Free

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ACTION	ITEM NO.	DUE DATE
		lunches actually move through the line quicker due to less payment issues (e.g. students forgetting their ID #, etc.).
		o MPR is an eye sore.
	• Rod Kelley ES	
	o Salad bar is part of the line which is not ideal. Separate salad bar set up is better.	
	• El Roble ES	
	o Lacks back delivery area. Delivery has to drive through the campus.	
	• Gilroy HS, Solarsano MS, Rod Kelley ES	
	o These sites have added refrigerators that do not fit inside the kitchen and now have a refrigerator in the MPR. There have been complaints about the noise and issues with unplugging the refrigerator.	

Submitted by: Jomay Liao



80 South Market Street, Suite 140, San Jose, California 95110

September 18th, 2015

MEETING MINUTES NO. 1
GILROY UNIFIED SCHOOL DISTRICT
OVERARCHING FOCUS GROUP – ENERGY/ SAFETY / SECURITY / COMMUNITY
LPA PROJECT NO. 15129.10

DATE: August 31, 2015
TIME: 2:00 pm – 3:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
 Cheryl Galloway, GUSD Business Services
 Don Pender, LPA
 Jomay Liao, LPA

DISTRIBUTION
 All Present
 Katia McClain

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01	<p>Introduction & Purpose:</p> <p>The purpose of the meeting was to have a focused discussion about the needs and vision / goals for the Energy / Safety and Security / Community Engagement department. Discussion items that result from these meetings will be used to develop a draft Proposed Facilities Master Plan.</p> <p>The following comments were made.</p>
	1.02	<p>ENERGY & SUSTAINABILITY – the following comments were made in regards to Energy:</p>
	1.03	<p>Priority:</p> <ol style="list-style-type: none"> Central system <ol style="list-style-type: none"> Currently the District uses 3 different EMS systems with programmable thermostat. Would like one system that the District can operate that also has good support. Uniformity of systems. Central system to include alarm and fire panels. Replace pool heaters at the 2 high schools (Gilroy HS and Christopher HS); install solar pool covers. Replace HVAC systems greater than 30 years old at Rod Kelley MS and South Valley MS.
	1.04	<p>Comments:</p> <ul style="list-style-type: none"> Need to educate staff to create a behavioral / habit change. Invest in solar carports; roof mounted not preferred. Current interior lighting is typical T8. Exterior lights, as

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15129.10

September 18th, 2015

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ACTION **ITEM NO.** **DUE DATE**

- they get replaced are replaced with LED type through Prop. 39 funding. Goal is to replace all District lighting to LED.
- Desire to add occupancy sensors at gymnasiums and common areas. These are not necessarily preferred in Classrooms.
 - Brownell, Solorsano, Gilroy HS gyms have lights in which each are on occupancy sensors.
 - Christopher HS has keyed switches; preference is for sensors.
 - Classrooms typically have 3 bands of lights. First 2 rows are on switches and 3rd row on occupancy sensor.
 - Need charging stations for cars and charging for HS golf carts.
 - Desire to install HydroPoint weather tracking irrigation systems at all sites with ability to regulate water based on type of planting and ground.
 - Energy Conservation program was started 5 years ago at the District.
 - Drought program – the District is currently ahead of the game in terms of this initiative.
- 1.05 SAFETY & SECURITY - The following comments were made in regards to Safety & Security:
- 1.06 Priorities:
- A cohesive system such as a central, web based notification system with badge swipe system to monitor off site and easily identify who is entering and exiting sites. Currently everything relies on a specific person, which is very inefficient.
 - Fire Alarms – all fire alarms do not have voice evacuation function except at GECA. These will need to be updated as facilities are modernized. There needs to be a central system for alarms.
- 1.07 Comments:
- Desire for buzz in doors at main entry.
 - Safe school locks. MS and HS have safe school locks installed. All ES need to be installed.
 - Central, web based notification system with badge swipe system to monitor off site and easily identify who is entering and exiting sites.
 - Most schools are set up for joint use. There needs to be a balance between community and safety/ security.
 - Camera system – every room should be alarmed. Currently doors that open to exterior are alarmed and doors that open to interior are not alarmed.
 - Keyless access at gyms to allow for community use.
 - The following schools are identified to be red cross shelters and therefore the gyms need to be able to house students for 72 hours and require a storage of emergency supplies:
 - Christopher HS

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ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none">o Gilroy HSo South Valley MS (this site needs to be removed from the list)o Antonio del Buono ESo Solorzano MS <ul style="list-style-type: none">• Need 2 day emergency generators for Food Service.• Evacuation maps and event protocol maps that need to meet specific layout requirements need to be updated.	
	1.08 COMMUNITY ENGAGEMENT - The following comments were made regarding engagement of the community: <ul style="list-style-type: none">• Be aware that facilities and things have specific life spans. For example the stadiums at Christopher HS and Gilroy HS are new at this time, but will need to be updated in 10 years.• There is a push for health and wellness of students. District has revised their PE requirements. Currently Grades 9 and 10 must take PE and Nutrition; 11th and 12th grades need to take PE if they did not pass.• Safe routes to schools program.• HS community service program.• City use of pools and theaters.• "We are a family" – we need to be bringing in the community.• Desire for message boards to facilitate communication with the community.	

Submitted by: Jomay Liao

GILROY UNIFIED SCHOOL DISTRICT 2014/15 School Site Capacity Analysis

I. Introduction

Spectrum Management Solutions was contracted to provide a 2014/15 classroom inventory and capacity analysis for each school site based on existing and projected District loading standards and enrollments. The following outlines methodology and related findings.

II. Classroom Inventory and School Site Capacities

An updated inventory of each District school site was conducted based on existing school facilities and program utilization. The inventory update was based on information provided by District staff for the 2014/15 school year. Updated classroom inventories are set forth in Appendix B.

III. School Site Capacities

School site capacities for K-12 schools were analyzed using existing program utilization of classrooms. In addition, K-5 school site capacities were analyzed using projected program utilization of classrooms, which includes lower class sizes in grades K-3. **Table A**, School Classroom Inventory; Existing and Projected Capacity Analysis is set forth in Appendix A.

A. Existing Capacities

The 2014/15 school site capacity for each school was determined using District 2014/15 program loading for each classroom. The 2014/15 District loading standards are as follows:

- TK/K – 24 students per classroom
- 1st Grade – 26 students per classroom
- 2-3 Grade – 30 students per classroom
- 4-5 Grade – 32 students per classroom
- 6-8 Grade – 34 students per classroom
- 9-12 Grade – 36 students per classroom
- Non-Severe SDC – 13 students per classroom
- Severe SDC – 9 students per classroom

Note: The current District program loading for each classroom is higher than loading standards used to determine developer fees and eligibility for new construction funding with the Office of Public School Construction.

The District existing capacity for each school site was then overlaid with the District 2014/15 CBEDs to determine the percent of classroom utilization occurring on each school site. **Table 1** shows a summary of District existing school site capacities, enrollments and utilization.

School Site	District Existing Program Capacity	2014/15 CBEDS	(Under)/Over 2014/15 Capacity	2014/15 Utilization of School Site
ELEMENTARY SCHOOLS				
Antonio Del Buono ES	698	620	(78)	89%
El Roble ES	691	644	(47)	93%
Eliot ES	538	534	(4)	99%
Gilroy Prep ES (District Owned)	420	362	(58)	86%
Glen View ES	703	585	(118)	83%
Las Animas ES	935	681	(254)	73%
Luigi Aprea ES	851	729	(122)	86%
Rod Kelley ES	776	771	(5)	99%
Rucker ES	546	525	(21)	96%
TOTAL K-5	6,158	5,451	(707)	89%
MIDDLE SCHOOLS				
Brownell MS	1,360	899	(461)	66%
Solorsano MS	1,331	853	(478)	64%
South Valley MS	1,212	865	(347)	71%
TOTAL 6-8	3,903	2,617	(1,286)	67%
HIGH SCHOOLS				
Christopher HS	2,037	1,874	(163)	92%
Gilroy Early College Academy	432	242	(190)	56%
Gilroy HS	2,607	1,429	(1,178)	55%
Mt. Madonna HS	200	174	(26)	87%
TOTAL 9-12	5,276	3,719	(1,557)	78%

Due to educational programs and student enrollments changing from year to year, an ideal utilization of elementary schools is 90% and secondary schools is 85%.

B. Projected Capacities

The District has plans to lower transitional kindergarten and kindergarten class sizes from 24 to 20 students and grades 1-3 to 24 students over the next 5-7 years. In addition, elementary classrooms with alternative use were identified for reclamation. Therefore, projected elementary school capacities were reviewed based on lower classroom sizes, reclaimed classrooms and projected enrollments. The following **Table 2** summarizes projected elementary school site capacities, which include reclamation of classrooms being used for other purposes and projected utilization based on projected enrollments determined by District for 2014/15, and 2018/19 and 2023/24 projected enrollments determined by Enrollment Projection Consultants in 2013/14.

Table 2
Summary of Projected Elementary School Site Capacities, Enrollments and Utilization

School Site	District 2015/16 Program Capacity	2015/16 Projected Enrollments	2015/16 Utilization	District Projected Program Capacity	2018/19 Projected Enrollments	2018/19 Utilization	District Projected Program Capacity	2023/24 Projected Enrollments	2023/24 Utilization
ELEMENTARY SCHOOLS									
Antonio Del Buono ES	790	589	75%	742	650	88%	718	676	94%
El Roble ES	735	622	85%	697	623	89%	673	620	92%
Eliot ES	657	551	84%	621	498	80%	601	527	88%
Gilroy Prep ES (D.O.)	480	480	100%	540	540	100%	540	540	100%
Glen View ES	695	603	87%	647	576	89%	631	566	90%
Las Animas ES	975	644	66%	913	1,006	110%	893	1,290	144%
Luigi Aprea ES	840	667	79%	775	729	94%	759	696	92%
Rod Kelley ES	817	776	95%	762	732	96%	742	743	100%
Rucker ES	615	536	87%	579	487	84%	563	465	83%
TOTAL K-5	6,604	5,468	83%	6,276	5,841	93%	6,120	6,123	100%

Enrollment Projection Source: 2014/15 Enrollments Projections were determined by District staff. Enrollment Projections for 2018/19 and 2023/24 were prepared by Enrollment Projection Consultants in 2013/14.

C. Glen View Elementary

District staff requested our office summarize existing and projected capacity for Glen View Elementary.

In 2014/15 Glen View ES reclaimed two classrooms that were being used for alternative purposes, which increased overall school site capacity from 675 to 703 students.

Building E, the original computer lab, is currently vacant and was inventoried under 4-5 grade levels for potential capacity determination.

A 5-year cohort enrollment projection was completed based on 2014/15 enrollment trends and matriculation of students. The cohort enrollment projections indicated school enrollments may increase next year with a potential decline in the following 4 years. However, students are projected from new residential development, which may offset a portion of potential decline projected. (See cohort enrollment projections worksheet in Appendix C).

Note: An initial analysis of Enrollment Projections Consultants 2014/15 report indicates a projected 15 new K-5 students from new residential over the next couple of years. This will need to be reviewed further. No updated projected enrollment data for school site was available past 2015/16 school year.

The school site is currently at 83% utilization and is projected to increase to 90% utilization as enrollments increase and class sizes decrease in K-3.

D. Las Animas Elementary

District staff requested our office to summarize existing and projected capacity for Las Animas Elementary.

Las Animas ES currently has two classrooms that are being used for alternative purposes, which if utilized would increase the existing capacity of 935 students by approximately 50 students.

A 5-year cohort enrollment projection was completed based on 2014/15 enrollment trends and matriculation of students. The cohort enrollment projections indicated that student enrollments may

decline by over 150 students over the next 5 years (to 495 students). However, approximately 87 students are projected from new residential development over the next couple of years and an estimated 378 from 1500 proposed units at Glen Loma over the next 10 years (data is from Enrollment Projections Consultants 2014/15 report), which may offset the potential decline projected. (See cohort enrollment projections worksheet in Appendix C). The data will need to be reviewed in more detail to determine timeline and potential students for this school site.

The site is currently at 73% utilization and is projected to increase to 144% over the next 9-10 years as enrollments increase due to new construction and class sizes decrease in K-3.

Note: Projected enrollments for 2023/25 were completed by Enrollment Projections Consultants in 2013/14 and may fluctuate due to changes in enrollment trends and home construction timelines. No updated projected enrollment data for school site was available past 2015/16 school year.

E. Rod Kelley Elementary

District staff requested our office to summarize existing and projected capacity for Rod Kelly Elementary.

Rod Kelly ES currently has two classrooms that are being used for alternative purposes, which if utilized would increase the existing capacity of 776 students by approximately 50 students.

A 5-year cohort enrollment projection was completed based on 2014/15 enrollment trends and matriculation of students. The cohort enrollment projections indicated that student enrollments are projected to remain constant over the next five years. There are students projected from new residential development for Rod Kelley ES, however, no school site specific data was available in Enrollment Projections Consultants report. (See cohort enrollment projections worksheet in Appendix C). Additional analysis is needed as new classroom facilities may need to be added to school site.

The site is currently at 99% utilization. If classrooms currently being utilized for alternative purposes were utilized as classrooms, the school utilization would be approximately 95%. However, as K-3 class sizes decrease, the utilization is expected to increase to 100%.

Note: The school site currently has 3 computer lab classrooms that are not loaded for capacity determination. Typically an elementary school has 1-2 computer lab classrooms depending on size of school.

III. Summary of Findings

A. Existing Capacity

Using the ideal school utilization of 90% for elementary schools and 85% for middle schools and high schools, the following schools are currently at capacity or over capacity.

- ¹ Eliot ES – 99%
- El Roble ES – 99%
- Rod Kelley ES – 99%
- Rucker ES – 96%

¹Note: In 2014/15 Eliot ES started using 4 classrooms for alternative uses and 1 for RSP, which reduced program capacity by approximately 158 students. If these classrooms were returned to regular classrooms, the utilization would be reduced to less than 90% utilization.

The remaining elementary schools and all middle schools and high schools are currently under existing capacity as shown in Table 1 above.

B. Projected Capacity

The District may reclaim elementary classrooms that are being utilized for other purposes during the 2014/15 school year. If the District reclaimed these classrooms, Eliot ES, El Roble ES and Rucker ES capacities would drop below the 90% utilization mark and the schools would have available capacity for incoming students for the next 5+ years. However, at buildout of projected development, El Roble ES will be above 90% utilization based on projected lower K-3 classroom loading standards.

Rod Kelley ES is projected to remain at or above 90% loading capacity.

Las Animas ES enrollments are projected to increase substantially due to new residential development, with a projected 1,290 students upon buildout of new residential development (enrollment projections from Enrollment Projections Consultants 2013/14 report). This will increase Las Animas ES school site utilization to 144% of projected capacity (includes lower class sizes in K-3). However, as stated above, Las Animas ES existing students are in decline based on matriculation and current enrollment trends and projected enrollments may only offset decline, further analysis is needed.

Using the 90% utilization formula for projected elementary capacity (5,022 students), and the projected 2023/24 elementary enrollments of 5,583 students, a total of 561 elementary students are projected to be unhoused. (Note: these numbers do not include Gilroy Prep ES.)

Therefore, the District may need to review and consider options for expanding existing elementary school sites, or constructing a new elementary school site as students from new residential development increase the demand for additional elementary school facilities.

Eliot ES, Rucker ES and all middle schools and high schools are projected to remain under capacity based on projected enrollments (if all classrooms at elementary sites are utilized as regular classrooms). See Table A in Appendix A for further detail.

APPENDIX A

Table A, SCHOOL CLASSROOM INVENTORY; EXISTING AND PROJECTED CAPACITY ANALYSIS

GILROY UNIFIED SCHOOL DISTRICT

Table A
SCHOOL CLASSROOM INVENTORY; EXISTING AND PROJECTED CAPACITY ANALYSIS

K-12 Classroom Utilization (Grade Level) ¹	Existing Classrooms			2014/15 District Loading	District Program Capacity	2014/15 CBEDS	2014/15 Utilization of School	2015/16 District Loading	2015/16 District Program Capacity	2015/16 Projected Enrollments	2015/16 Projected Utilization of School	2018/19 Projected District Loading	2018/19 Projected District Program Capacity	2018/19 Projected Enrollments	2018/19 Utilization of School	Projected District Loading	Projected District Program Capacity	2023/24 Projected Enrollments	2023/24 Utilization of School
	Permanent	Owned Portable	Total Number of Classrms																
Antonio Del Buono Elementary - 9.29 acres ²																			
TK/K	6		6	24	144	139	(5)	24	144	144	0	24	144			20	120		
1	4		4	26	104	104	0	26	104	73	(31)	24	96			24	96		
2-3	1	7	8	30	240	178	(62)	29	232	193	(39)	24	192			24	192		
4-5	3	3	6	32	192	199	7	32	192	179	(13)	32	192			32	192		
NS SDC			0	13	0		0	13	0	0	0	13	0			13	0		
S SDC	2		2	9	18	Inc. above	(18)	9	18	TBD	(18)	9	18			9	18		
Lab		1	1	0	0			0	0			0	0			0	0		
RSP			0	0	0			0	0			0	0			0	0		
Alternative Use																			
ASP	1		1	0	0			25	25			25	25			25	25		
Lunch Rm	1		1	0	0			25	25			25	25			25	25		
Violin		1	1	0	0			25	25			25	25			25	25		
PEI	1		1	0	0			0	0			0	0			0	0		
Arts Alive		1	1	0	0			25	25			25	25			25	25		
TOTAL K-5	18	14	32		698	620	89%		790	589	75%		742	650	88%		718	676	94%
El Roble Elementary - 6.6 acres ³																			
TK/K	4	2	6	24	144	145	1	24	144	144	0	24	144			20	120		
1	3	1	4	26	104	95	(9)	26	104	91	(13)	24	96			24	96		
2-3	6		6	30	180	216	36	29	174	181	7	24	144			24	144		
4-5	5	2	7	32	224	188	(36)	32	224	206	(18)	32	224			32	224		
NS SDC		3	3	13	39	Inc. above	(26)	13	39	TBD	(26)	13	39			13	39		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab	1		1	0	0			0	0			0	0			0	0		
RSP		1	1	0	0			0	0			0	0			0	0		
Alternative Use																			
Intervention	1		1	0	0			25	25			25	25			25	25		
Power School		1	1	0	0			25	25			25	25			25	25		
TOTAL K-5	20	10	30		691	644	93%		735	622	85%		697	623	89%		673	620	92%
Eliot Elementary - 3.75 acres ⁴																			
TK/K	5		5	24	120	130	10	24	120	144	24	24	120			20	100		
1	3		3	26	78	80	2	26	78	80	2	24	72			24	72		
2-3	6		6	30	180	180	0	29	174	163	(11)	24	144			24	144		
4-5	5		5	32	160	144	(16)	32	160	164	4	32	160			32	160		
NS SDC			0	13	0			13	0			13	0			13	0		
S SDC			0	9	0			9	0			9	0			9	0		
Lab	2		2	0	0			0	0			0	0			0	0		
RSP	1		1	0	0			0	0			0	0			0	0		
Alternative Use																			
Reading Interv.	1		1	0	0			25	25			25	25			25	25		
Speech	1		1	0	0			25	25			25	25			25	25		
Preschool	2		2	0	0			25	50			25	50			25	50		
Power School	1		1	0	0			25	25			25	25			25	25		
TOTAL K-5	27	0	27		538	534	99%		657	551	84%		621	498	80%		601	527	88%
Gilroy Prep (located on South Valley MS site) ⁴																			
K		2	2	30	60			30	60			30	60			30	60		
1		1	1	30	30			30	30			30	30			30	30		
2-3		3	3	30	90			30	90			30	90			30	90		
4-5		4	4	30	120			30	120			30	120			30	120		
6-8			0	30	0			30	60			30	120			30	120		
NS SDC			0	13	0			13	0			13	0			13	0		
S SDC			0	9	0			9	0			9	0			9	0		
Lab		4	4	30	120			30	120			30	120			30	120		
RSP			0	0	0			0	0			0	0			0	0		
Alternative Use																			
Intervention		1	1	0	0			0	0			0	0			0	0		
TOTAL K-5	0	15	15		420	362	86%		480	480	100%		540	540	100%		540	540	100%

GILROY UNIFIED SCHOOL DISTRICT

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K-12 Classroom Utilization (Grade Level) ¹	Existing Classrooms			2014/15 District Loading	District Program Capacity	2014/15 CBEDS	2014/15 Utilization of School	2015/16 District Loading	2015/16 District Program Capacity	2015/16 Projected Enrollments	2015/16 Projected Utilization of School	2018/19 Projected District Loading	2018/19 Projected District Program Capacity	2018/19 Projected Enrollments	2018/19 Utilization of School	Projected District Loading	Projected District Program Capacity	2023/24 Projected Enrollments	2023/24 Utilization of School
	Permanent	Owned Portable	Number of Classrms																
Glen View Elementary - 8.9 acres ⁵																			
K	4		4	24	96	94	(2)	24	96	96	0	24	96			20	80		
1	4		4	26	104	95	(9)	26	104	104	0	24	96			24	96		
2-3	8		8	30	240	210	(30)	29	232	197	(35)	24	192			24	192		
4-5	4	3	7	32	224	186	(38)	32	224	206	(18)	32	224			32	224		
NS SDC		3	3	13	39	Inc. above	(39)	13	39	TBD	(39)	13	39			13	39		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab		2	2	0	0			0	0	0	0	0	0			0	0		
RSP		1	1	0	0			0	0	0	0	0	0			0	0		
Alternative Use																			
TOTAL K-5	20	9	29		703	585	83%		695	603	87%		647	576	89%		631	566	90%
Las Animas Elementary - 8.1 acres ⁶																			
K	4	1	5	24	120	85	(35)	24	120	72	(48)	24	120			20	100		
1	6		6	26	156	108	(48)	26	156	84	(72)	24	144			24	144		
2-3	10		10	30	300	254	(46)	29	290	242	(48)	24	240			24	240		
4-5	10		10	32	320	234	(86)	32	320	246	(74)	32	320			32	320		
NS SDC	2	1	3	13	39	Inc. above	(26)	13	39	TBD	(26)	13	39			13	39		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab			1	0	0			0	0	0	0	0	0			0	0		
RSP		1	1	0	0			0	0	0	0	0	0			0	0		
Alternative Use																			
Speech	1		1	0	0			0	0			0	0			0	0		
Power School		1	1	0	0			25	25			25	25			25	25		
Motor Room			1	0	0			25	25			25	25			25	25		
TOTAL K-5	34	5	39		935	681	73%		975	644	66%		913	1006	110%		893	1290	144%
Luigi Aprea Elementary - 10.5 acres ⁷																			
K	2	2	4	24	96	101	5	24	96	96	0	24	96			20	80		
1	3		3	26	130	127	(3)	26	130	95	(35)	24	120			24	120		
2-3	7	4	11	30	330	254	(76)	29	319	247	(72)	24	264			24	264		
4-5	8		8	32	256	247	(9)	32	256	229	(27)	32	256			32	256		
NS SDC	2	1	3	13	39	Inc. above	(39)	13	39	TBD	(39)	13	39			13	39		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab			2	0	0			0	0	0	0	0	0			0	0		
RSP			0	0	0			0	0	0	0	0	0			0	0		
Alternative Use																			
YMCA		1	1	0	0			0	0			0	0			0	0		
Office		1	1	0	0			0	0			0	0			0	0		
TOTAL K-5	24	11	35		851	729	86%		840	667	79%		775	729	94%		759	696	92%
Rod Kelley Elementary - 6.4 acres																			
K	5		5	24	120	132	12	24	120	120	0	24	120			20	100		
1	5		5	26	130	141	11	26	130	131	1	24	120			24	120		
2-3	5	4	9	30	270	263	(7)	29	261	270	9	24	216			24	216		
4-5	4	4	8	32	256	235	(21)	32	256	255	(1)	32	256			32	256		
NS SDC			0	13	0			13	0			13	0			13	0		
S SDC			0	9	0			9	0	0	0	9	0			9	0		
Lab		3	3	0	0			0	0	0	0	0	0			0	0		
RSP		1	1	0	0			0	0	0	0	0	0			0	0		
Alternative Use																			
Preschool		1	1	0	0			0	0			0	0			0	0		
Staff Dev.		1	1	0	0			25	25			25	25			25	25		
Power School		1	1	0	0			25	25			25	25			25	25		
TOTAL K-5	19	15	34		776	771	99%		817	776	95%		762	732	96%		742	743	100%

GILROY UNIFIED SCHOOL DISTRICT

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SCHOOL CLASSROOM INVENTORY; EXISTING AND PROJECTED CAPACITY ANALYSIS

K-12 Classroom Utilization (Grade Level) ¹	Existing Classrooms			2014/15 District Loading	District Program Capacity	2014/15 CBEDS	2014/15 Utilization of School	2015/16 District Loading	2015/16 District Program Capacity	2015/16 Projected Enrollments	2015/16 Projected Utilization of School	2018/19 Projected District Loading	2018/19 Projected District Program Capacity	2018/19 Projected Enrollments	2018/19 Utilization of School	Projected District Loading	Projected District Program Capacity	2023/24 Projected Enrollments	2023/24 Utilization of School
	Permanent	Owned Portable	Total Number of Classrms																
Rucker Elementary - 6.21 acres + Addition																			
K	2	2	4	24	96	92	(4)	24	96	96	0	24	96			20	80		
1	1	2	3	26	78	82	4	26	78	92	14	24	72			24	72		
2-3	3	3	6	30	180	184	4	29	174	163	(11)	24	144			24	144		
4-5	6		6	32	192	167	(25)	32	192	185	(7)	32	192			32	192		
NS SDC			0	13	0			13	0			13	0			13	0		
S SDC			0	9	0			9	0			9	0			9	0		
Lab	2		2	0	0			0	0			0	0			0	0		
RSP		2	2	0	0			0	0			0	0			0	0		
Alternative Use																			
PS/ASP		3	3	0	0			25	75			25	75			25	75		
Speech/Psy		1	1	0	0			0	0			0	0			0	0		
TOTAL K-5	14	13	27		546	525	96%		615	536	87%		579	487	84%		563	465	83%
Brownell Middle - 12.8 acres ⁸																			
6		10	10	34	340														
7-8	23	4	27	34	918														
NS SDC			0	13	0														
S SDC			0	9	0														
Lab	1	2	3	34	102														
RSP			0	0	0														
Alternative Use																			
Opportunity	2		2	0	0														
TOTAL 6-8	26	16	42		1360	899	66%			897	66%			920	68%			841	62%
Solorzano Middle - 19.8 acres ⁹																			
6	12		12	34	408														
7-8	17	6	23	34	782														
NS SDC		3	3	13	39														
S SDC			0	9	0														
Lab	3		3	34	102														
RSP	1		1	0	0														
Alternative Use																			
ASB		1	1	0	0														
Career Ctr	2		2	0	0														
TOTAL 6-8	35	10	45		1331	853	64%			826	62%			976	73%			1056	79%
South Valley Middle - 26.05 acres																			
6	10		10	34	340														
7-8	18		18	34	612														
NS SDC	1		1	13	13														
S SDC	1		1	9	9														
Lab	6		6	34	204														
RSP	2		2	0	0														
Alternative Use																			
Power School	1		1	34	34														
ASB	1		1	0	0														
Adult Ed	2		2	0	0														
Storage	1		1	0	0														
TOTAL 6-8	43	0	43		1212	865	71%			866	71%			788	65%			748	62%
Christopher High - 38.7 acres																			
9-12	55		55	36	1980														
NS SDC	3		3	13	39														
S SDC	2		2	9	18														
Lab	14		14	0	0														
RSP	2		2	0	0														
Alternative Use																			
CMAF TV	3		3	0	0														
TOTAL 9-12	79	0	79		2037	1874	92%			1861	91%			1692	83%			1565	77%

GILROY UNIFIED SCHOOL DISTRICT

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SCHOOL CLASSROOM INVENTORY; EXISTING AND PROJECTED CAPACITY ANALYSIS

K-12 Classroom Utilization (Grade Level) ¹	Existing Classrooms			2014/15 District Loading	District Program Capacity	2014/15 CBEDS	2014/15 Utilization of School	2015/16 District Loading	2015/16 District Program Capacity	2015/16 Projected Enrollments	2015/16 Projected Utilization of School	2018/19 Projected District Loading	2018/19 Projected District Program Capacity	2018/19 Projected Enrollments	2018/19 Utilization of School	Projected District Loading	Projected District Program Capacity	2023/24 Projected Enrollments	2023/24 Utilization of School
	Permanent	Owned Portable	Total Number of Classrms																
Dr. T.J. Owens Gilroy Early College Academy - located at Gavilan College (in District owned portables)																			
9-12		12	12	36	432														
NS SDC			0	13	0														
S SDC			0	9	0														
Lab			0	0	0														
TOTAL 9-12	0	12	12		432	242	56%			273	63%				TBD	TBD		TBD	TBD
Gilroy High - 52.89 acres ¹⁰																			
9-12	58	10	68	36	2448														
NS SDC	6		6	13	78														
S SDC	1		1	9	9														
Lab	5	1	6	0	0														
RSP			0	0	0														
Alternative Use																			
Office	1	2	3	0	0														
Testing	2		2	36	72														
Career Ctr	3		3	0	0														
AVID	1		1	0	0														
TOTAL 9-12	77	13	90		2607	1429	55%			1478	57%			1766	68%			2027	78%
Mt. Madonna High - 3.97 acres																			
9-12	7		7	25	175														
NS SDC			0	13	0														
S SDC			0	9	0														
Lab		1	1	25	25														
RSP		1	1	0	0														
TOTAL 9-12	7	2	9		200	174	87%			184	92%			170	85%			170	85%
Districtwide K-12																			
Total K-5 ¹¹					6158	5451	89%		6604	5468	83%		6276	5841	93%		6120	6123	100%
Total 6-8					3903	2617	67%			2589	66%			2684	69%			2645	68%
Total 9-12					5276	3719	78%			3796	80%			3628	79%			3762	80%
Total K-12					15337	11787				11853				12153				12530	

¹Alternative Use - Refers to classrooms currently being used for purposes other than full-time teaching station, for example: Office, After School Program, Preschool, Daycare etc. K-5 classrooms that may become available for future classroom use loaded at average loading standard for K-5 in projected capacity. 7-12 classrooms that have potential additional use for classrooms were loaded for capacity purposes in overall 2014/15 capacity.

²Antonio Del Buono ES; 2 vacant classrooms included in classroom inventory under 2-3.

³El Roble ES; Computer Lab in Administration building included.

⁴Gilroy Prep has a rotating program and an average class size of 30 students across all grade levels, therefore labs were included in capacity. In addition, there are plans to add additional classrooms as is indicated in highlighted areas.

⁵Glen View ES; Building E (original computer lab) is vacant included as classroom under 4-5.

⁶Las Animas ES; 7 vacant classrooms included in classroom inventory under K-5.

⁷Luigi Aprea ES; 2 vacant classrooms were included in classroom inventory under K-5.

⁸Brownell MS; PE classroom included in 7-8 count.

⁹Acensio Solorzano MS; 2 PE classrooms included in 7-8 count. 2 vacant classrooms are included in 7-8 count.

¹⁰Gilroy HS; 2 vacant classroom and Advance Path classrooms included in classroom inventory under 9-12. Gilroy HS includes 88 Advanced Path students in 2015/16 projected enrollments.

¹¹Elementary totals include Gilroy Prep Charter School.

APPENDIX B

INDIVIDUAL SCHOOL SITE INVENTORIES

ANTONIO DEL BUONO ES

CLASSROOM INVENTORY 2014-15

Building A

K-1 – Transitional Kindergarten
K-2 – Transitional Kindergarten
1 – 1st grade
2 – Kindergarten
3 – 1st grade
4 – Kindergarten
5 – 1st grade
6 – Kindergarten
7 – 1st grade
8 – Transitional Kindergarten
9 – After School Program/Classroom
22 – SDC severe
23 – 4th grade
24 – SDC severe
25 – 4th grade
26 – Lunch/Classroom
27 – 4th grade
28 – Vacant

Portables

10 – PEI Program/Classroom
11 – 2nd grade
12 – 2nd grade
14 – 2nd grade
15 – Computer Lab
17 – 3rd grade
18 – 3rd grade
19 – Vacant
20 – 3rd grade
21 – 5th grade
28 – Violin/Classroom
29 – 5th grade
30 – 5th grade
31 – Arts Alive/Classroom

EL ROBLE ES**CLASSROOM INVENTORY 2014/15****Building A**

A-1 – 2nd grade
 A-2 – 1st grade
 A-3 – Transitional Kindergarten
 A-4 – 1st grade

Building B

B-5 – 5th grade
 B-6 – 5th grade
 B-7 – 3rd grade
 B-8 – 3rd grade

Building C

C-9 – 3rd grade
 C-10 – 4th grade
 C-11 – 4th grade
 C-12 – 4th grade

Building D

D-13 – Intervention
 D-14 – 2nd grade
 D-15 – 2nd grade
 D-16 – 1st grade

Building K

K-17 – Kindergarten
 K-18 – Kindergarten
 K-19 – Transitional Kindergarten

Building M

Computer Lab

Portables

P-20 – SDC, non-severe
 P-21 – 1st grade
 P-22 – Kindergarten
 P-23 – 5th grade
 P-24 – Power School /Classroom
 P-25 – Kindergarten
 P-26 – SDC, non-severe
 P-27 – RSP
 P-28 – 4th grade
 P-29 – SDC, non-severe

ELIOT ES**CLASSROOM INVENTORY 2014/15****Building A**

Computer Lab

Building C**First Story**

C102 – Power School/Classroom
 C103 – 2nd grade
 C104 – 2nd grade
 C105 – 2nd grade
 C106 – Transitional Kindergarten
 C107 – Transitional Kindergarten
 C108 – Migrant Preschool
 C109 – 1st grade
 C110 – 1st grade
 C111 – 1st grade
 C112 – Speech

Building E

K-1 – Kindergarten
 K-2 – Kindergarten
 K-3 – Kindergarten
 K-4 – Migrant Preschool

Second Story

C202 – 5th grade
 C203 – Reading Intervention
 C204 – 5th grade
 C205 – 5th grade
 C206 – 4th grade
 C207 – 4th grade
 C208 – Computer Lab
 C209 – 3rd grade
 C210 – RSP
 C211 – 3rd grade
 C212 – 3rd grade

GLEN VIEW ES

CLASSROOM INVENTORY 2014/15

Building E
Vacant**Building K**
K1 – Kindergarten
K2 – Kindergarten
K3 – Kindergarten
1 – Kindergarten
2 – 1st grade**Building M**
3 – 1st grade
4 – 1st grade
5 – 1st grade
6 – 2nd grade
7 – 2nd grade
8 – 2nd grade**Building N**
13 – 2nd grade
14 – 3rd grade
15 – 3rd grade
16 – 3rd grade**Building O**
9 – 4th grade
10 – 4th grade
11 – 4th grade
12 – 3rd grade**Portables****Building L**
23 – RSP
24 – Computer Lab
25 – Computer Lab**Building P**
17 – SDC, non-severe/Book Lab
18 – 5th grade
19 – 5th grade
20 – 5th grade
21 – 4-5 SDC, non-severe SDC
22 – K-3 SDC, non-severe SDC

Champions Day Care (2 ports)

LAS ANIMAS ES

CLASSROOM INVENTORY 2014/15

Building C

First Floor

102 – Vacant
103 – 2nd grade
104 – Vacant
105 – 2nd grade
106 – 2nd grade
107 – 2nd grade
108 – 1st grade
109 – 1st grade
110 – 1st grade
111 – 1st/2nd grade
112 – Vacant**Building C2****1st Floor**113 – SDC – 3rd, 4th non-severe
114 – SDC - 3rd, 4th and 5th non-severe
115 – Used as a cool down room and to pull speech kids
116 – Vacant**2nd Floor**213 – Computer Lab
214 – 5th grade
215 – 5th grade
216 – 5th grade**Building D – Kindergarten**D01 – Kindergarten
D02 – Kindergarten
D03 – Kindergarten
D04 – Vacant

Second Floor

201 – Lit. Facilitator & Assess. Para's Office
202 – Vacant
203 – 4th grade
204 – 4th grade
205 – 4th grade
206 – 4th grade
207 – 3rd grade
208 – 3rd grade
209 – Vacant
210 – 3rd grade
211 – 2nd/3rd grade
212 – 3rd grade**Portables****Black Top**P1 – Vacant
P2 – SDC non-severe
P3 – Power School and H/S Club/ClassroomP4 – Motor Room/Classroom
P5 – RSP Teachers

LUIGI APREA ES

CLASSROOM INVENTORY 2014/15

Building A

14 – 5th grade
 15 – 5th grade
 16 – 5th grade
 17 – 4/5 grade
 18 – 4-5 SDC, non-severe
 19 – Computer Lab
 20 – Vacant
 21 – 4th grade

Building B

10 – 3rd grade
 11 – 4th grade
 12 – 4th grade
 13 – K-1 SDC, non-severe

Building C

5 – 2nd grade
 6 – 2nd grade
 7 – 2nd grade
 8 – 3rd grade
 9 – 1st grade

Building D

K1 – Kindergarten
 K2 – Kindergarten

Building E

1 – 1st grade
 1B – Speech/OT (not classroom)
 2 – 1st grade
 3 – 1st grade
 4 – 4th grade

Building F

1A – Computer Lab

Portables

22 – D. O. Music Department (office)
 23 – 1st grade
 24 – 2nd grade
 25 – 2-5 SDC, non-severe
 26 – 2nd grade
 27 – 3rd grade
 28 – YMCA
 29 – Vacant
 30 – Vacant
 K-3 – Kindergarten
 K-4 – Kindergarten

Champions Day Care – 1 Portable

ROD KELLEY ES

CLASSROOM INVENTORY 2014/15

Building 200

K-1 – Kindergarten
 K-2 – Kindergarten
 K-3 – Preschool (**Portable**)

Building 900-1200 (Perm. Portables)

1 – 4th grade
 2 – 4th grade
 3 – 4th grade
 4 – 4th grade

Building 300

11 – Kindergarten
 12 – Kindergarten
 13 – 5th grade

Building 400

21 – 5th grade
 22 – 5th grade
 23 – 5th grade

Building 500

51 – 3rd grade
 52 – 3rd grade
 53 – 3rd grade

Building 600

61 – Kindergarten
 62 – 3rd grade
 63 – 3rd grade

Building 700

31 – Kindergarten
 32 – 1st grade
 33 – 1st grade

Building 800

41 – 1st grade
 42 – 1st grade
 43 – 1st grade

Portables

34 – 2nd grade
 35 – Resource
 36 – Power School (ASP) /Classroom
 37 – Leveled Book / Staff Development/Classroom
 44 – Computer Lab
 45 – Computer Lab
 46 – Computer Lab
 47 – 2nd grade
 48 – 2nd grade
 49 – 2nd grade

Champions Day Care (2 ports)

RUCKER ES**CLASSROOM INVENTORY 2014/15****Building B**

1 – Computer Lab
2 – Computer Lab

Building C

3 – Kindergarten
4 – 2nd grade
5 – 2nd grade

Building D

6 – Kindergarten
7 – 1st grade
8 – 2nd grade

Building H

15 – 5th grade
16 – 5th grade
17 – 5th grade
18 – 4/5 grade
19 – 4th grade
20 – 4th grade

Portables

9 – Kindergarten
10 – 1st grade
11 – Kindergarten
12 – 1st grade
13 – After School/Classroom
14 – Speech/Psychologist
21 – 3rd grade
22 – 3rd grade
23 – Library
24 – Resource

Room A – Power School – After School Program

Room B – 1st Grade

Room C – Power School Office / Classroom – After School Program

BROWNELL MS**CLASSROOM INVENTORY 2014/15****Building B**

21 – 8th grade
22 – 8th grade

Building C

Bookroom (orig. 2 classrooms)
Storage (orig. 2 classrooms)

Building D

13 – 8th grade
14 – 8th grade
15 – 8th grade
16 – 8th grade

Building E

17 – 7th grade
18 – 7th grade
19 – 7th grade
20 – 7th grade

Building F

9 – 8th grade
10 – 8th grade
11 – 8th grade
12 – 8th grade

Building G

5 – 7th grade
6 – 7th grade
7 – 7th grade
8 – 7th grade

Building J

1 – 8th grade
2 – 8th grade
3 – 7th grade
4 – 7th grade

Building K

Computer Lab

Building Q

26 – Opportunity School
27 – Opportunity School
29 – P.E.

Portables

31 – 7th grade
32 – 8th grade
33 – Computer Lab
34 – 8th grade
35 – 6th grade
36 – 6th grade
37 – 6th grade
38 – Computer Lab
39 – 6th grade
40 – 6th grade
41 – 6th grade
42 – 6th grade
43 – 6th grade
44 – ELD 6-8
45 – 6th grade
46 – 6th grade

ASCENCIO SOLORSANO MS

CLASSROOM INVENTORY 2014/15

Building B

B-1 – Computer Lab
B-6 – Computer Lab
B-7 – Band Room 6-8

Building C1

C1-2 – 7th grade
C1-3 – 8th grade
C1-5 – 8th grade
C1-8 – 8th grade
C1-9 – 7th grade
C1-11 – 7th grade

Building C2

C2-2 – 6th grade
C2-3 – 6th grade ELD II
C2-5 – 7/8 grade
C2-8 – 6-8 grade
C2-9 – 8th grade
C2-11 – 6th grade

Building C3

C3-2 – 7th grade
C3-3 – 8th grade
C3-5 – 8th grade
C3-8 – 8th grade
C3-9 – 7th grade
C3-11 – 7th grade

Building H

H-1 – 6th grade
H-2 – 6th grade
H-7 – 6th grade
H-8 – 6th grade

Building S

S-1 – 6th grade
S-3 – 7th grade
S-4 – 7-8 grade
S-5 – 8th grade
S-7 – 6th grade
S-8 – 6th grade

Library Building

L-7 – Resource 6-8
L-13 – Multi-Media Lab
L-14/15 – College-Career Center

Gym Building

G-1 – 6-8

Building T

LR-1 – Locker Room
LR-2 – Locker Room

Portables

P-1 – SDC, non-severe
P-2 – SDC, non-severe
P-3 – SDC, non-severe
P-4 – Speech 6-8
P-5 – 8th grade (currently vacant)
P-6 – 7th grade
P-7 – ASB
P-8 – Vacant
P-9 – 6-8 P.E. Classroom /After School Program
P-10 – 6-8 P.E. Classroom /After School Program

SOUTH VALLEY MS

CLASSROOM INVENTORY 2014/15

Building B

B-1 – SDC, severe
B-2 – 6th grade
B-3 – Power School/Classroom
B-4 – Resource 6-8
B-5 – 7/8 grade

Building C

C-1 – 6th grade Math/Science
C-2 – 8th grade Science
C-3 – 7-8 Science Lab
C-4 – 7th grade Math
C-5 – 6th grade

Building D

D-1 – 6th grade
D-2 – 6th grade Math/Science
D-3 – 8th grade
D-4 – 8th grade
D-5 – 7th grade
D-6 – 7th grade
D-7 – 8th grade

Building E

E-1 – 7th grade ELA
E-2 – 7th grade
E-3 – 7th grade ELA
E-4 – 6th grade
E-5 – 6th grade
E-6 – 6-8 grade ELD
E-7 – 6th grade
E-8 – Computer Lab

Building F

F-1 – ASB/small learning area
F-2 – Computer Lab
F-3 – Computer Lab
F-4 – Computer Lab
F-5 – Resource 6-8
F-6 – SDC, non-severe

Building H

H-1 – 8th grade ELA
H-2 – 8th grade
H-3 – 8th grade
H-4 – 6th grade ELA
H-5 – 8th grade
H-6 – 7th grade ELA
H-7 – 7th grade
H-8 – 6th grade

Building I

I-1 – Community College Adult Ed (Computer class)
I-2 – Community College Adult Ed (Computer class)
I-3 – Band

Building J

P.E. Storage and Art Club

CHRISTOPHER HS

CLASSROOM INVENTORY 2014/15

Building A**First Floor**

101 – SDC, severe
102 – Choir
103 – SDC, severe
104 – Band
105 – 9-12
107 – 9-12
108 – 9-12
Wood Shop
Metal Shop

Building B**First Floor**

101 – 9-12
102 – Science Lab
103 – 9-12
104 – Science Lab
105 – 9-12
106 – Science Lab
107 – 9-12
108 – Science Lab
109 – 9-12
110 – Science Lab

Building E**First Floor**

101 – SDC, non-severe
102 – 9-12
103 – Computer Lab
104 – 9-12
105 – 9-12
106 – 9-12
107 – 9-12
108 – 9-12
109 – 9-12
110 – SDC, non-severe
111 – 9-12
112 – 9-12
113 – Resource
114 – 9-12
115 – 9-12
116 – 9-12
117 – 9-12
119 – 9-12

BLDG A Second Floor

201 – Computer Lab
203 – 9-12
204 – 9-12
205 – 9-12
206 – 9-12
207 – 9-12
208 – 9-12
209 – 9-12

BLDG B Second Floor

201 – Computer Lab
202 – SDC, non-severe
203 – 9-12
204 – Science Lab
205 – 9-12
206 – Science Lab
207 – 9-12
208 – Science Lab
209 – 9-12
210 – Science Lab
211 – 9-12
212 – Science Lab

BLDG E Second Floor

201 – Resource
202 – 9-12
203 – Computer Lab
204 – 9-12
205 – 9-12
206 – 9-12
207 – 9-12
208 – 9-12
209 – 9-12
210 – 9-12
211 – 9-12
212 – 9-12
213 – 9-12
214 – 9-12
215 – 9-12
216 – 9-12
217 – 9-12
219 – 9-12

Library/Dining Building

CMAV TV (Community Media Access)
CMAV TV
CMAV TV

Gym Building

Dance Classroom

GILROY HS

CLASSROOM INVENTORY 2014/15

Building B

1 – 9-12
4 – 9-12
6 – SDC, non-severe
7 – 9-12
8 – SDC, non-severe
9 – 9-12
10 – SDC, non-severe
11 – 9-12
12 – 9-12
13 – SDC, non-severe
14 – 9-12
16 – 9-12
17 – 9-12
18 – Office
19 – Language Lab
20 – 9-12
21 – Lab classroom

Building BE

1 – 9-12
2 – 9-12
3 – 9-12
4 – 9-12

Building C

1 – 9-12
5 – 9-12
6 – 9-12
7 – 9-12
8 – Computer Lab
9 – 9-12
10 – 9-12
11 – 9-12
13 – 9-12
14 – 9-12
15 – 9-12
16 – 9-12

Building CE

17 – 9-12
18 – 9-12
19 (19/22) – 9-12
20 (20/21) – 9-12
24 – SDC, non-severe
25 – 9-12

Building D

1 – Testing/Classroom
2 – College Career Center
3 – College Career Center
5 – College Career Center
10 – 9-12
11 – 9-12
14 – 9-12
15 – 9-12
16 – 9-12
17 – Science Lab
18 – SDC, non-severe
19 – 9-12
21 – 9-12
22 – 9-12
23 – 9-12
24 – AVID

Building E1

Performing Arts Classroom

Building E2

Band Classroom
Choir Classroom

Building F

Culinary Classroom

Advance Path

1 – 9-12
2 – 9-12

Building H

1 – 9-12
2 – 9-12
3 – 9-12
4 – Testing/Classroom
5 – 9-12
7 – 9-12
8 – 9-12

Building M

1 – 9-12
2/3/4/5/6 (1 room) – not clsrn
7 – Athletic Facility (office)
8 – 9-12
9 – Autoshop
10/11 (1 classroom) – SDC, severe
12 – 9-12
13 – Lab classroom
14 – 9-12
15 – 9-12
16 – 9-12

Portables

1 – 9-12
2 – 9-12
3 – 9-12
4 – 9-12
5 – 9-12
6 – 9-12
7 – Athletics/Classroom
8 – GHS Athletics Office/Classroom
9 – 9-12
10 – Office/Classroom
11 – 9-12
12 – 9-12
13 – Computer Lab

MT MADONNA HS

CLASSROOM INVENTORY 2014-15

Building A/B

- 1 – 9-12
- 2 – 9-12
- 3 – 9-12
- 5 – 9-12
- 6 – 9-12
- 7 – 9-12
- 8 – 9-12

Portables

Media Center
Computer Lab

- 12 – RSP
- Office

Cal-Safe Childcare Center (1 portable)

APPENDIX C

ELEMENTARY SCHOOL COHORT ENROLLMENT PROJECTIONS

GILROY UNIFIED SCHOOL DISTRICT

Table 1
COHORT CALCULATION FOR PROJECTED K-5 ENROLLMENTS
DISTRICTWIDE

Grade Level	Enrollment Data (CBEDs)				Five Year Projected Enrollments				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
TK	0	58	94	153	148	148	148	148	148
K	896	814	828	766	769	765	772	774	768
1	784	876	847	832	776	779	775	782	784
2	762	817	886	863	849	793	796	792	799
3	890	775	811	876	858	844	788	791	787
4	855	915	764	828	885	867	853	797	800
5	893	881	925	772	840	897	879	865	809
K-6	5,080	5,136	5,155	5,090	5,125	5,093	5,011	4,949	4,895

Note: Above projections do not include projected students from new residential development.

GILROY UNIFIED SCHOOL DISTRICT

Table 1.A.
COHORT CALCULATION FOR PROJECTED ENROLLMENTS
Antonio Del Buono Elementary

Grade Level	Enrollment Data (CBEDs)				Five Year Projected Enrollments ¹				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
TK		58	51	65	60	60	60	60	60
K	99	108	98	74	84	85	84	86	85
1	104	77	109	104	74	84	85	84	86
2	90	110	79	102	102	72	82	83	82
3	107	89	110	76	100	100	70	80	81
4	102	102	87	106	72	96	96	66	76
5	125	101	102	93	109	75	99	99	69
K-3	400	442	447	421	420	401	381	393	394
4-6	227	203	189	199	181	171	195	165	145
Total K-6	627	645	636	620	601	572	576	558	539

Note: Above projections do not include projected students from new residential development. 2015/16 TK and Kindergarten are from District enrollment projections and 2016/17 through 2019/2020 projected TK and Kindergarten enrollments were held constant and need to be reviewed further.

GILROY UNIFIED SCHOOL DISTRICT

Table 1.B.

COHORT CALCULATION FOR PROJECTED ENROLLMENTS

El Roble Elementary

Grade Level	Enrollment Data (CBEDs)				Five Year Projected Enrollments ¹				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
TK			43	43	43	43	43	43	43
K	122	89	103	102	103	101	102	104	103
1	79	116	86	95	96	97	95	96	98
2	87	85	127	97	105	106	107	105	106
3	95	84	82	119	91	99	100	101	99
4	92	96	84	96	126	98	106	107	108
5	87	102	99	92	103	133	105	113	114
K-3	383	374	441	456	438	446	447	449	449
4-6	179	198	183	188	229	231	211	220	222
Total K-6	562	572	624	644	667	677	658	669	671

Note: Above projections do not include projected students from new residential development.
TK and Kindergarten enrollments were held constant and need to be reviewed further.

GILROY UNIFIED SCHOOL DISTRICT

Table 1.C.

COHORT CALCULATION FOR PROJECTED ENROLLMENTS

Eliot Elementary

Grade Level	Enrollment Data (CBEDs)				Five Year Projected Enrollments ¹				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
TK				45	45	45	45	45	45
K	109	101	83	86	88	87	88	87	86
1	87	103	94	80	81	83	82	83	82
2	77	81	100	88	75	76	78	77	78
3	93	67	84	92	83	70	71	73	72
4	92	90	71	79	90	81	68	69	71
5	96	94	88	65	76	87	78	65	66
K-3	366	352	361	391	372	361	364	365	363
4-6	188	184	159	144	166	168	146	134	137
Total K-6	554	536	520	535	538	529	510	499	500

Note: Above projections do not include projected students from new residential development.
TK and Kindergarten enrollments were held constant and need to be reviewed further.

GILROY UNIFIED SCHOOL DISTRICT

Table 1.D.

COHORT CALCULATION FOR PROJECTED ENROLLMENTS

Glen View Elementary

Grade Level	Enrollment Data (CBEDs)				Five Year Projected Enrollments ¹				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
K	117	97	99	94	96	95	98	97	96
1	109	114	110	95	96	98	97	100	99
2	88	117	116	101	92	93	95	94	97
3	99	91	108	109	95	86	87	89	88
4	105	101	90	103	106	92	83	84	86
5	105	104	109	83	102	105	91	82	83
K-3	413	419	433	399	379	372	377	380	380
4-6	210	205	199	186	208	197	174	166	169
Total K-6	623	624	632	585	587	569	551	546	549

Note: Above projections do not include projected students from new residential development. 2015/16 TK and Kindergarten are from District enrollment projections and 2016/17 through 2019/2020 projected TK and Kindergarten enrollments were held constant and need to be reviewed further.

GILROY UNIFIED SCHOOL DISTRICT

Table 1.E.

COHORT CALCULATION FOR PROJECTED ENROLLMENTS

Las Animas Elementary

Grade Level	Enrollment Data (CBEDs)				Five Year Projected Enrollments ¹				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
K	131	130	104	85	86	84	86	85	84
1	121	137	135	108	90	91	89	91	90
2	128	125	128	129	103	85	86	84	86
3	123	125	113	125	123	97	79	80	78
4	139	127	118	116	125	123	97	79	80
5	115	131	126	118	114	123	121	95	77
K-3	503	517	480	447	402	357	340	340	338
4-6	254	258	244	234	239	246	218	174	157
Total K-6	757	775	724	681	641	603	558	514	495

Note: Above projections do not include projected students from new residential development. TK and Kindergarten enrollments were held constant and need to be reviewed further.

GILROY UNIFIED SCHOOL DISTRICT

Table 1.F.

COHORT CALCULATION FOR PROJECTED ENROLLMENTS

Luigi Aprea Elementary

Grade Level	Enrollment Data (CBEDs)				Five Year Projected Enrollments ¹				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
K	97	100	114	101	96	98	97	99	97
1	92	105	117	127	115	110	112	111	113
2	104	106	109	136	140	128	123	125	124
3	132	122	103	118	143	147	135	130	132
4	116	146	118	117	126	151	155	143	138
5	158	130	148	130	126	135	160	164	152
K-3	425	433	443	482	494	483	467	465	466
4-6	274	276	266	247	252	286	315	307	290
Total K-6	699	709	709	729	746	769	782	772	756

Note: Above projections do not include projected students from new residential development. 2015/16 TK and Kindergarten are from District enrollment projections and 2016/17 through 2019/2020 projected TK and Kindergarten enrollments were held constant and need to be reviewed further.

GILROY UNIFIED SCHOOL DISTRICT

Table 1.G.

COHORT CALCULATION FOR PROJECTED ENROLLMENTS

Rod Kelley Elementary

Grade Level	Enrollment Data (CBEDs)				Five Year Projected Enrollments ¹				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
K	138	127	139	132	120	121	122	123	121
1	121	140	123	141	132	120	121	122	123
2	125	122	138	131	145	136	124	125	126
3	139	122	123	132	128	142	133	121	122
4	113	147	124	120	133	129	143	134	122
5	123	115	143	115	114	127	123	137	128
K-3	523	511	523	536	525	519	500	491	492
4-6	236	262	267	235	247	256	266	271	250
Total K-6	759	773	790	771	772	775	766	762	742

Note: Above projections do not include projected students from new residential development. 2015/16 TK and Kindergarten are from District enrollment projections and 2016/17 through 2019/2020 projected TK and Kindergarten enrollments were held constant and need to be reviewed further.

GILROY UNIFIED SCHOOL DISTRICT

Table 1.H.

COHORT CALCULATION FOR PROJECTED ENROLLMENTS

Rucker Elementary

Grade Level	Enrollment Data (CBEDs)				Five Year Projected Enrollments ¹				
	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20
K	83	62	88	92	96	94	95	93	96
1	71	84	73	82	93	97	95	96	94
2	63	71	89	79	87	98	102	100	101
3	102	75	88	105	95	103	114	118	116
4	96	106	72	91	106	96	104	115	119
5	84	104	110	76	96	111	101	109	120
K-3	319	292	338	358	371	392	406	407	407
4-6	180	210	182	167	202	207	205	224	239
Total K-6	499	502	520	525	573	599	611	631	646

Note: Above projections do not include projected students from new residential development. 2015/16 TK and Kindergarten are from District enrollment projections and 2016/17 through 2019/2020 projected TK and Kindergarten enrollments were held constant and need to be reviewed further.