Planning Your Construction and Modernization Program

Laura Knauss, AIA, LEED AP, ALEP
Principal, Education Practice Leader, Lionakis

Kathleen Moore
Kathleen Moore and Associates

Mary Morris, AIA, LEED BD+C, ALEP
Associate Principal, Lionakis
A goal without a plan is just a wish!

-Antoine de Saint-Exupery
How many look like this?
Gathering dust...unused?
Finding the balance... keeping it simple!
Overview

• What do we have?
  • Facilities Inventory
  • Condition Assessment
  • Demographics/Capacity

• What do we want/need?
  • Educational Specifications
    • Parity/Equity
  • District Standards
  • Outreach

• What does that look like?
  • Vision
  • Test and Fit
  • Budget Modeling

• Implementation
Prepare to Plan
Research Conditions
Engage Stakeholders
Strategize to Find Consensus
Agree on a Plan
Prepare to Plan

- What are the goals of the Plan?
  - Bond Focused?
  - Planning Interval?
- What is the level of detail you want?
  - And that you can manage?
- How much are you willing to spend (time and money) on planning?
- Do you have a solid educational vision guiding the process?
  - Or might this trigger some additional thought?
Research Conditions

What do we have?

- **Facilities Inventory**
  - Utilization

- **Facilities Condition Assessment**
  - Site - Infrastructure/Parking, etc.
  - Buildings

- **Capacity & Demographics**
  - State vs. Local Loading
  - Growth Projections
Inventory

The assessment process begins with an understanding of the existing campus, including the current uses of existing spaces. The graphic above defines a fixed point in time and the assigned use of those spaces as classrooms, specialty labs and core support facilities.
Utilization

Using the master schedule, the team evaluated the use of existing spaces. For example, spaces noted as “4 blocks” are those spaces that are utilized all periods of the schools day. On the other extreme, those labeled “Unassigned” are not utilized as classrooms at all. This diagram begins to determine the real need to address capacity at the site. Fully utilized spaces would be labeled “3 blocks” – supporting a full teaching load plus prep periods for the teacher within their assigned space.
UNDERSIZED CLASSROOMS

It was important to the committee to acknowledge the undersized classrooms at the site in order that they could be replaced or renovated. The classrooms highlighted fall below the 960 SF threshold established in Title 5 of the California Code of Regulations. In order to assess the final required classroom count for each site, undersized classrooms were excluded.
Following a meeting with District facilities, maintenance and operations staff, the architecture and engineering team completed an assessment of the site. The results of that assessment can be found in the Appendix, but are summarized in this diagram, with facilities in green as those in good condition, and red as the other extreme, where replacement is warranted because renovation costs would exceed 50% of replacement costs. Information on site related utilities and accessibility issues, for example, can be found in the Appendix.
Engage Stakeholders

What do we want/need?

- Level of engagement can impact timeline and budget for your master plan...plan for it!
  - Identify Stakeholders
- Inspire them, have fun and educate
  - Big Ideas
- But, manage expectations
- Taking your show on the road...
- Print Newsletters
- Social Media
- Town Hall/LCAP
- Awareness Tour
Don’t forget the student voice
Engage Stakeholders

What do we want/need?

- The District is a stakeholder too!
- Your “Core Group”
  - Decision Making
  - Set Guiding Principles
  - Educational Specifications
  - Parity & Equity vs Equal
  - District Standards
<table>
<thead>
<tr>
<th>Division</th>
<th>Information</th>
<th>Date</th>
<th>Notes</th>
<th>Manufacturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>VOWI</td>
<td>Division VOWI Information</td>
<td>03-13-23</td>
<td>Printed Concrete</td>
<td>Lionakis</td>
</tr>
<tr>
<td>DIV</td>
<td>Division DIV Information</td>
<td>04-03-23</td>
<td>Colored Concrete</td>
<td>Lionakis</td>
</tr>
<tr>
<td>LAC</td>
<td>LAC Information</td>
<td>03-14-23</td>
<td>Colored Concrete</td>
<td>Lionakis</td>
</tr>
<tr>
<td>MDP</td>
<td>MDP Information</td>
<td>05-05-23</td>
<td>Colored Concrete</td>
<td>Lionakis</td>
</tr>
</tbody>
</table>

**What's important to you?**
Guiding Principles

Nice To Do
- Core Facilities Upgrades
- Academic Specialty Spaces
- Athletics

Should Do
- Educational Spaces
- Campus “Rightsizing”
- Portable Removal
- Site Infrastructure/Security

Must Do
- Fire/Life Safety
- Structural Safety
- Access Compliance
Strategize to Reach Consensus

What does that look like?

- Test and Fit Options
- Budgeting & Funding
- Prioritization
### Phase 1:

1. Relocate Bus Drop-off to Shaffer Street  
   - 51,200
   - 23 S/SF
   - $1,776,000
   - $1,683,968.00

2. Demolish Portable Buildings, Snack Bar (8 Buildings)  
   - 8
   - 8,000 S/ea
   - $64,000
   - $91,520.00

3. Utilities and Infrastructure  
   - 1 Allow
   - $3,000,000
   - $4,200,000.00

4. Construct Building A: Science/Band/Choral  
   - Building
   - 29,836
   - 525 S/SF
   - $15,653,900
   - $22,399,377.00
   - Sitework (12% of New Construction)
   - $1,879,668
   - $2,687,025.24

5. Panther Plaza  
   - Victory Bell Tower
   - 1 ea
   - $150,000
   - $214,500.00

   - Plaza
   - 15,000
   - 36 S/SF
   - $625,000
   - $750,750.00

Sub Total - Phase 1  
$22,460,168
$32,118,040.24

### Phase 2:

1. Relocate Administration into Interim Location in Building 300  
   - 27,000
   - 16 S/SF
   - $300,000
   - $432,000.00

2. Demolish 106/203 Classroom Wings including abatement  
   - 1 Allow
   - $300,000
   - $432,000.00

3. Construct Building B: Administration and Classrooms  
   - Building
   - 53,494
   - 475 S/SF
   - $25,395,400
   - $26,315,422.00
   - Sitework (12% of New Construction)
   - $3,047,448
   - $4,357,650.84

4. Develop Alumni Plaza/Entry Improvements  
   - 20,000
   - 35 S/SF
   - $700,000
   - $1,001,000.00

5. Demolish Portables (15 Buildings)  
   - 15
   - 8,000 S/ea
   - $120,000
   - $171,600.00

6. Develop Parking and improvements on Harwood Street  
   - 20,000
   - 23 S/SF
   - $450,000
   - $657,600.00

7. Demolish Portables (9 Buildings)  
   - 9
   - 8,000 S/ea
   - $72,000
   - $102,960.00

Sub Total - Phase 2  
$30,454,848.00
$43,683,392.64

Total  
$52,915,016.00
$76,771,432.88

### Alternate - Recommended

1. Reduce Building B  
   - Remove 6 Classrooms Above Administration  
   - 9,000
   - 475 S/SF
   - $4,275,000
   - $6,113,250.00
   - Sitework (12% of New Construction)
   - $513,000
   - $733,590.00

Total - Recommended  
$48,127,016.00
$68,821,832.88
Priorities and Preferences
Implementation Focus

• How far ahead can you realistically look?
• Is there a Pivot Point?
• Implementation Strategies
  • Realistic?
  • Polling impact?
• Make it dynamic...things change
• Board Adoption
In order to address the significant needs of the Earl Crabbe gym – including historic upgrades, accessibility upgrades as well as significant needs to the building and building systems – a renovation is required. The proposal includes the addition of a central spine, connecting the Lower Gym with the Earl Crabbe Gym, to provide needed teaching spaces (dance, weight rooms, etc.) as well as to address the need for elevators and accessible pathways to the gym. The following page describes the conceptual goals of the project.
STUDENT UNION RENOVATION + ADDITION

The renovation of the cafeteria into a Student Learning Commons space will address the deferred maintenance issues of the building, but will also reassign and expand existing space to create opportunities for distance learning, project-based learning and research. The facility, when combined with the Earl Crabbe complex, can become a hub for student activities.

2-STORY CLASSROOM BUILDING
NEW CONSTRUCTION

The 600 Wing of classroom buildings includes a building that is both inefficient and requires significant upgrades to meet the 21st century goals for the campus. The space currently houses the wrestling room in a makeshift configuration. By replacing one building with a new, two-story building, the density of the campus improves, and 12 new educational environments are created. Future programming and planning meetings with site stakeholders will determine the type of learning environments that support the entire campus plan.
3B BUILDING 600 MODERNIZATIONS

To complement the new classroom building, the remaining 600 Buildings will be renovated to a consistent standard. These buildings have undersized classrooms, and any renovation plans should address this problem. The Master Plan assumes a net reduction in classrooms to the two remaining buildings.

4A BUILDINGS 100/200 RENOVATION

The 100 and 200 Building renovations are the “Go Back” projects for Placer High School’s Implementation Plan. The scope and scale of these projects will respond to the available funding. One of the key areas of focus in this renovation should be relocating Special Education from the 200 Building to the 100 Building, and reclaiming space in the 200 Building for a Career Technical Education (CTE) use, perhaps a Maker Space.
The District anticipates making improvements to the existing Theater in the 400 Building using community funds. That is seen as the highest need by the community stakeholders. A comprehensive renovation of the 300/400 Wing will require the introduction of an elevator and other significant ADA issues. This project will be not be addressed in this phase of implementation.
Planning

- Mission & Vision
- Inventory and Assessment
- Community Information & Demographics
- Plan Proposals
“Failing to plan is planning to fail.”

- Benjamin Franklin

It’s your plan... make it work for you!
Resources

Laura Knauss
Principal & K-12 Market Lead
Laura.Knauss@Lionakis.com

Mary Morris
Associate Principal
Mary.Morris@Lionakis.com

Kathleen Moore
Kathleen@kathleenmooreassociates.com