Administrative Specifications for
Folsom Cordova Unified School District
Education Services Center
Better Learning Through Better Organization
December 2007
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Definition of the Administrative Specification

The purpose of this administrative specification is to define statements that communicate to the architect, the community, and other interested parties what is required of the proposed facility to support the district programs.

It serves as the link between the program and the facilities. It translates the physical requirements of the programs into words and enables the architect to visualize the activities to be conducted so that the architectural concepts and solutions support the stated needs.

From this definition the following two aspects of the administrative specification emerge:

ß Administrative Program (functional matters)

The administrative program describes the purpose, function, and persons to be served; defines program requirements; and represents functional and relationship priorities. It should be prepared in conjunction with the users and should not prematurely suggest architectural solutions.

ß Building/Architectural Program (physical requirements)

The building/architectural program deals with the numbers of staff to be housed, numbers and kinds of spaces required and areas, spatial relationships, materials, and special features (e.g., use of technology) needed to serve the requirements of the program. The architect may lead in the development of the building program, but needs guidance from the users in interpreting requirements and determining priorities.

This specification is part of the total planning process, a natural outgrowth of a comprehensive facilities master plan.
## Oversight and Subcommittees

### Oversight Committee
Patrick Godwin, FCUSD Superintendent  
Debbie Bettencourt, FCUSD Deputy Superintendent/CFO  
Matt Washburn, FCUSD Director of Facilities  
Kelly Calhoun, FCUSD Director of ETIS

### Subcommittees

<table>
<thead>
<tr>
<th>Executive</th>
<th>Student Support Services</th>
<th>State &amp; Federal Programs</th>
<th>Food Services</th>
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<td>Kathleen Ayre</td>
<td>Marty Bauman</td>
<td>Susan Starch</td>
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<td>Heather McGowan</td>
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<td>Lead Teachers</td>
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<td>Mary Ann Delleney</td>
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District Mission and Vision Statements

Mission Statement:

Folsom Cordova Unified School District is committed to providing excellence in educational programs that carry high expectations for each student’s achievement and success.

Vision Statement:

Guided by the highest expectations, Folsom Cordova Unified School District provides our students with a broad range of rigorous educational opportunities. Staff enables students to reach their full potential and successfully meet the demands and opportunities of a highly technological 21st century.

Students graduate with a core of knowledge and skills that become the building blocks for lifelong learning. They graduate with a positive attitude and the leadership, character and academic skills necessary to excel in a global arena.

Families are an integral part of the educational process. In recognition of this important role, family involvement is actively sought, encouraged and welcomed.

Business and community partnerships greatly enhance students’ learning experiences and educational opportunities. Partnerships offer students opportunities to apply their learning to real-world situations.

Schools serve as community hubs, places where the community gathers to celebrate and improve learning and to enjoy art, music, sports, public speaking, drama and other school-related activities. The use of school facilities by the community is encouraged.

Schools are a reflection of the entire community. We provide students with the educational tools to meet the technological demands of the future and the social skills to function in a culturally diverse society.
Project Description

Introduction
As the Folsom Cordova Unified School District continues its growth into the 21st century it has realized that to fulfill the promises of its Mission and Vision Statements it must become a more organized, cohesive unit. The District understands that its constituents demand excellence in how it conducts the education of their children. By bringing together the many departments of the District into one facility, order and simplicity can be more strongly established; therefore allowing it to continue to meet the high expectations of each and every parent and student.

History
Folsom Cordova Unified School District encompasses an area northeast of downtown Sacramento, California. Its boundaries include the cities of Folsom and Rancho Cordova, California, both of which adjoin Highway 50, which leads east to Lake Tahoe.

The District is currently comprised of 21 elementary schools, four middle schools, three high schools, two continuation high schools, two alternative education centers, adult education and other service centers. The Folsom Cordova Unified School District enjoys a long history and reputation for excellence. Over 19,000 students attend schools, with teams of outstanding faculty, staff and administration, working hard daily to provide a great educational opportunity for each of them.

The Folsom Cordova Unified School District has a very colorful and interesting past. Based on old records, there are entries that go back to the turn of the century. In the beginning, there was an original white wooden structure that looked similar to the typical one-room schoolhouses. Later, a three-room, brick building was added to the site. Both were razed to make way for the present building called Granite. The Granite School District (as it was called then) served a wide area beyond the current boundaries of the District. High school students of the area attended San Juan High School. Eventually, it was decided to build Folsom High School, and students first attended Folsom High in 1924, with an enrollment of 75. The two schools (Granite Elementary and Folsom High) were operated under two separate school boards with no superintendent. Mr. W. E. Mitchell, however, was principal of both schools. Under his leadership, the Districts were unified in 1949 with 757 students. The District was called the Folsom Cordova Joint School District. It served parts of El Dorado County, Orangevale, and down river into what is now the Rancho Cordova area. In 1967, the properties outside of the county and the Orangevale area were released, and the District's name was changed to Folsom Cordova Unified School District.

In the early 1950’s, the Rancho Cordova region experienced a construction boom resulting in the construction of several elementary schools. This growth continued through the completion of Mills Junior High in 1958 and Cordova Senior High in 1963. Growth slowed and a new school was not built in Rancho Cordova for nearly 40 years, until Navigator Elementary School opened in 2006.
Folsom’s school construction boom started in 1986 with the opening of Carl H. Sundahl Elementary School. Since that time, the number of Folsom schools has expanded with the opening of seven more elementary schools, including Russell Ranch Elementary School, which opened in August 2007, the new site for Folsom High School in 1998, the conversion of the Folsom High School Riley Street campus into Sutter Middle School, and the opening of Vista del Lago High School in August 2007.

Today, Folsom Cordova Unified School District has a rich diversity of cultures and socio-economic populations. It includes the Food Services Department, Attendance & Due Process, Health Programs, State & Federal Programs, Lead Teachers, Testing & Assessment/Educational Options, Student Support Services (including expanded programs for students with disabilities), Educational Technology & Information Systems Department and Facilities support teams that collectively service this growing community. As the District has grown, these central services have outgrown their original facilities and as such, have been dispersed into many locations scattered throughout the District.

**Community**

The interaction between the Community and the District is integral to the education of its children. Communication and ease of access to resources are essential in promoting this important connection. Unifying many of the District’s services and departments will simplify and therefore enhance the ability of the Community and the District to communicate.

**Intent / Purpose**

It is the intent of the Education Services Center to reintegrate multiple district departments into a unified facility, located central to all District facilities, providing a simpler, streamline workflow model. It will include the development of land, structure, and equipment necessary to make the facility operational. Not all services can or should be relocated to this facility. The Transportation and Maintenance Departments for example will still maintain their own locations, as their functions do not interface well with the other office style services. By consolidating services centrally within the District, there will be increased productivity and efficiencies of day-to-day tasks, with the end result being that the educational opportunities offered by the District are strengthened and its Mission Statement fulfilled.

**Budget**

The funding of this project is being provided through the Measure M Bond passed by voters in 2007.

**Phasing Schedule**

Folsom Cordova Unified District has projected growth for many more years based on the development of surrounding areas contained within the attendance boundaries. It is anticipated that the District’s student population will increase to roughly 34,000, almost doubling its current size. This Education Services Center is being planned to support the District services through build-out. Therefore, the facility will include space for future expansion of services. The current project may be developed to include enough area to support growth projected through 2012, with shell space for the remainder; that will be developed through future phases as the District expands over time.
Project Design Factors

Building Design Concepts

The Education Services Center will be organized to allow for the best possible interaction between various departments, streamlining how the District conducts business and allowing it to concentrate on its core mission. The building will be designed following the principles laid out by the United States Green Building Council’s LEED (Leadership in Energy and Environmental Design) Rating System, with the understanding that the environmental health of our world and the District’s position as a leader in the community are intertwined to its responsibility to future generations.

Building Support Spaces

There is more to a building than its principally occupied spaces and adequately planning enough area for spaces that support all departments is one of the most crucial and often underestimated tasks undertaken during a building’s design. While providing for current needs, it is also important that future growth needs are also accommodated in the sizing of spaces. Until the building takes form, it is difficult to determine how many and where these support spaces will be located. As this project is carried out, a certain amount of area will be set aside for circulation (stairs, elevators, hallways, etc.), utility and mechanical rooms, restrooms, conference spaces, and staff workrooms. The amount of square footage allocated during the preliminary phases of design is 25% of the total area of planned area. This lump sum area will then diminish and be specifically assigned to functions throughout the design process as the building begins to take its form.

Building Structure

Various structural systems will be analyzed to fit the programmatic needs of the building; needs such as openness (for spatial efficiency and daylighting), budget, ease of construction and sustainable design principles (environmental impact, recycled content, etc.). Possible structural systems include, but are not limited to, concrete tilt-up and steel. Each system will be analyzed during the design phase of the project and one will be selected based upon its merits discovered during the review.

The Education Services Center will be designed as an “essential services building”. Therefore, it will exceed the minimum structural requirements of a typical office building and will sustain less damage in the event of a natural disaster.

Maintainability

As building materials and finishes for the Education Services Center are chosen, their properties will be evaluated as they pertain to many different categories. Chief among these categories will be durability, ease of cleaning, and sustainable attributes. By choosing products that are sustainable, durable and easy to clean, maintenance time and costs can be lowered while still maintaining a healthy, presentable space.
Acoustics

Noise within the office environment tends to be one of the largest complaints among occupants. Through careful design consideration and the utilization of an acoustical engineer, the building will be designed to minimize traveling of unwanted noise. The opposite will be achieved within the Board Room and other meeting spaces. Conscientious design can amplify voices and minimize reverberation, creating an ideal setting for presentations and other gatherings.

HVAC / Climate Control

One of the design goals of the Education Services Center is to provide an exceptional work atmosphere for its occupants as well as being cost conscious and energy-use frugal. Through the use of appropriate mechanical equipment, advanced HVAC design, and commissioning services, the building will be made to operate at an optimal level of service and efficiency. In addition to integrating with LEED principles, these measures will also increase productivity, minimize staff complaints, and reduce operating costs.

Lighting

Lighting, both natural and artificial, will be recognized within the design for their importance to worker productivity, public perception and therefore the overall “healthy” feeling of the building. Through the use of large exterior windows and skylights the majority of workspaces will be provided with natural light. Additionally, offices will be lit using high efficiency direct/indirect lighting systems and individual task lighting to optimize essential light and reduce overall power consumption.

Technology

The District recognizes the importance of utilizing the latest technological advances as a way of increasing productivity and reducing costs. Technologies such as wireless networking, electronic board room, larger centralized networked copiers and printers, online file storage, localized computer faxing, and Voice over Internet Protocol have all been identified as ways efficiency can be maximized. Furthermore, as this facility will grow and mature alongside the growth of the District, the interior space planning will not be stagnant and will require rework over time. Therefore, it is essential that ultimate flexibility be incorporated to minimize the impact of future changes. To accommodate this, a raised access floor and extra infrastructure will be incorporated to allow for upgrades and modifications as time passes, departments shrink and grow, and technology advances.

Fire / Life Safety Systems

The fire/life safety systems of the Education Services Center will comply with the stringent standards of the California Building Code; meeting all requirements for both auditory and visual warning systems. The building will be protected by a sprinkler suppression system in all areas except where water may do damage. These areas, such as the Network Server Room, will be designed with alternate suppression systems, compatible with their use.
Public Access
This facility is a public service center as well as a workplace. Therefore, it is important that the facility is easily identified and accessible. Internally, it is important that services frequently visited by the public are located in areas conducive to higher pedestrian traffic and away from departments and workstations that do not benefit from the activity.

Safety / Security
Controlling access to the many different departments within the Education Services Center will be a primary concern addressed within the design. All public traffic will be required to check in at a reception area located within the main lobby. This area will act as a buffer between public and private space allowing the departments to control who comes and goes from their individual locations. A radio repeater will also be installed on the building as part of the District’s emergency preparedness plan.

Signage
Directing the public as well as the staff to their destinations takes on a key role in a building that houses so many different functions. Guiding a visitor not only to their intended location, but also along the most efficient route will be a goal of the design. Signs indicating direction and routes to the various departments will be generously placed throughout the building and the signage for each department will be contrasting to its background and in a large font so that it stands out and is easily identified.

Site Considerations
Due to conditions of existing buildings and space limitations, the District is already in need of this facility. Currently, there are several sites under consideration. Availability and access to the parcels will be one of the key factors for selection. As funding is tied to growth south of Highway 50, many potential sites are not yet available due to the speed of development. Therefore, site choices are limited. Other key factors for selection will be public access, visibility, central proximity to other District facilities, utility connections, land costs and site shape and size.
Landscaping

By following the principles defined by the LEED program the landscape design will strive to integrate with the site’s natural surroundings. Indigenous vegetation adapted to the rain patterns of the California Central Valley, requiring very little artificial irrigation, will be utilized. Promoting landscaping in this form, water is conserved and the natural background is preserved. Shading paved surfaces is an effective way to minimize heat island effects and reduce ambient temperature throughout a site. This will be accomplished on this site through the judicious use of shade trees throughout the parking lots and other hardscape surfaces. The use of deciduous trees at the south side of the building will reduce solar heating of the building during the hot months of summer and increase solar heating during the cold months of winter; thus, aiding in decreasing the mechanical loads on the building.

Parking, Vehicle Access and Circulation

Access to the site will occur through many means. Proximity to mass transit (light rail, bus, etc.), major freeway arteries, and larger thoroughfares will be essential to provide as many opportunities as possible. Ease of public access and encouraging alternate transportation methods is a goal.

Once on site there will be vehicular parking available within reasonable proximity to the building entrances. Per LEED standards, carpool and electric vehicle parking spaces as well as bicycle storage will be provided.

There is also a truck access/delivery component to the program. Many department services receive shipments of pallets, boxes and other large-sized material. Proper turning access and maneuverability will need to be provided adjacent to the loading dock to allow for these delivery vehicles.

Utilities

As part of site selection, proximity to public utilities must be considered. This facility will require connections to water, sewer, storm-drain, power, gas, cable television and phone services. If the points of connection are remote and/or undersized, the costs to provide services to the facility dramatically increase. A radio repeater will be installed on this building to enhance District emergency communications.
Program Component

Area Relationships:

- Education Services Center
- Staff Parking
- Public Parking
- Staff Entrance
- Public Entrance
- Trash/Utility
- Loading Dock
- Deliveries
- Truck Access
- Site Access

Site Relationships
Program Component

Building Access:

- Schools Information
- Registration Information
- Complaints
- Volunteers
- Attendance/Due Process
- Vendors/Purchasing
- Human Resources
- Payroll/Benefits
- Business Services
- Conferences/Meetings
- Retiree Services
- Educational Services
### Program Component Summary of Square Footage

**Identification of Program Spaces:**

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<th>Program Component</th>
<th>Number of Workstations</th>
<th>Proposed Square Footage</th>
<th>Number of Workstations (future)</th>
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**TOTAL**

|                                | 147                    | 68,305.00               | 206                             | 74,790.00                       |
Program Component

Inter-Department Relationships (First Floor):

- Public Entrance
- Staff Entrance
- Staff Lounge
- Support Space
- Reception/Mail
- Board Room
- Lobby
- Food Services
- Cafe
- Support Space
- Deliveries
- Warehouse
- Storage
- IMC
- Print Shop
- ETIS
- Support Space
- Support Space
- Support Space
- Support Space
- Support Space
- Testing & Assessment
- Attendance/Due Process/Alt. Education
Inter-Department Relationships (Second Floor):

- Executive Council
- Superintendent
- Human Resources
- Fiscal Services
- Facilities

- Open to Lobby
- Support Space
- Student Services
- Instruction
- Public Relations
- Asst. Superintendents
- Superintendent
- State & Federal Programs
- Student Support Services
- Health Services
- Lead Teachers
- Elem. Music/Prep

Rainforth & Grau & Architects
December, 2007
Inter-Department Relationships (First Floor):

- Student Services
- Warehouse
- Lobby
- Board Room
- Print Shop
- IMC
- Storage
- Cafe
- Food Services
- Reception/Mail
- Public Entrance
- Support Space
- Deliveries
- Staff Entrance
- Staff Entrance
- Support Space
- Support Space
- Support Space
- Support Space
- Support Space
- Support Space
- Support Space
- Health Programs
- Student Support Services
- Student Services
Program Component

Inter-Department Relationships (Second Floor):

- Student Services
- Open to Lobby
- Attendance/Due Process/Alt. Education
- ETIS
- Support Space
- State & Federal Programs
- Warehouse
- Lead Teachers
- Elem. Music/Prep
- Testing & Assessment
- Lead Teachers
- Support Space
- Support Space
Program Component

Inter-Department Relationships (Third Floor):

- Executive Council
- Superintendent
- Asst. Superintendents
- Instruction
- Human Resources
- Public Relations
- Superintendent
- Support Space
- Faculties & Planning
- Fiscal Services
- Staff Lounge
- Open to Lobby
Definition:

q  **Function (Board Room):**

The Board Room will be the assembly location for the twice monthly Board of Education meetings. It will serve as the chief gathering space for the District and a location for the public to have their voices heard. The Board Room will also serve as a conference space for the many larger meetings each month that occur within the District. The room will be divisible into smaller spaces so multiple meetings can take place at once, maximizing usefulness.

q  **Function (Lobby):**

The Lobby will function as the gateway into the Education Services Center. Visitors to the building will be required to enter here, speak to the receptionist and then be directed to their destination. Furthermore, the receptionist will sort the incoming mail by department so that the individual departments may then retrieve it.

q  **Relationships (Lobby):**

The Lobby will serve as the public gathering space prior to entering the Board Room. Therefore these spaces must be located adjacent to each other along with the associated support space such as restrooms.

The receptionist will act as the gate keeper to the building. In addition to greeting and directing visitors, this person will sort all incoming District mail. Therefore there is a requirement for the Lobby to be adjacent to the Mail Room.

q  **Relationships (Board Room):**

For efficiency, the Board Room should be located adjacent to the Conference/Training Room. This space will house the “closed session” meetings of the Board of Education and there should be direct access between the two spaces. Also, there is a storage requirement (chairs, tables, etc.) associated with the Board Room and should be a large space nearby.
### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Board Room/Lobby</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Room</td>
<td>0</td>
<td>3,000.00</td>
<td>0</td>
<td>3,000.00</td>
<td>Sink for hand washing. (Health Programs - TB screening)</td>
</tr>
<tr>
<td>Lobby</td>
<td>0</td>
<td>700.00</td>
<td>0</td>
<td>700.00</td>
<td>Seating for +/- 150 at tables</td>
</tr>
<tr>
<td>Conference/Training Room</td>
<td>0</td>
<td>1,500.00</td>
<td>0</td>
<td>1,500.00</td>
<td>Electronic Board Room</td>
</tr>
<tr>
<td>(Closed Session For Board)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The Board Room will be able to be partitioned off into smaller spaces to act as large conference rooms</td>
</tr>
<tr>
<td>Storage Room</td>
<td>0</td>
<td>750.00</td>
<td>0</td>
<td>750.00</td>
<td>Raised dais</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Conference/Training Room to have room for 30 computer workstations and be divisible into 2 smaller rooms.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Conference/Training Room to have direct access to exterior of building</td>
</tr>
</tbody>
</table>

**TOTALS** 0 5,950.00 0 5,950.00
Program Component

Relationship of Program Spaces:

- Exterior (Public)
- Exterior (Covered)
- Lobby
- Restroom
- Receptionist
- Mail Room
- Kitchenette
- Exterior (Private)
- Storage (Tables/Chairs/AV Equip)
- Board Reference Library
- Board Member Dais
- Conference/Training Room (Closed Session Board Room)

District Board Room (Divisible into Smaller Spaces)
Function (Superintendent):

The Superintendent serves as the Chief Executive Officer (CEO) for the Folsom Cordova Unified School District. The Superintendent serves at the pleasure of the District’s governing board and implements the board’s goals and vision. The Superintendent supports and directs other administrators and staff in accomplishing the goals established for the District.

Function (Deputy Superintendent):

The Deputy Superintendent serves as the District’s Chief Financial Officer developing budgets and monitoring the financial health of the general operating budget and other auxiliary funds. This division is also responsible for the oversight of the following departments: Maintenance and Operations, Transportation, Food Services, Facilities, Fiscal Services, Education Technology/Information Services, Risk Management, and Health Services. This division oversees outside litigation, joint use agreements, investments, other financial transactions, and vendor contracts such as construction procurement.

The Business Services division provides support services to all schools and departments, and regularly interacts with Human Resources, Student Support Services, and Instructional divisions.

This division has regular meetings with non-district staff, such as architects, attorneys, developers, vendors, bond oversight committees, and city employees. Regular meetings are also held with business services directors and other staff.

Function (Executive Council):

The Executive Council consists of the Superintendent, Deputy Superintendent, and the Assistant Superintendents. The Superintendent depends on the council members to implement the goals for the Folsom Cordova Unified School District and it meets weekly to coordinate the work of all the departments and staff. The Executive Council is empowered to make decisions consistent with the policies and procedures established by the governing board.
Program Component

Executive Team

**Definition:**

**q**  Relationships:
The Superintendent, Deputy Superintendent and the other members of the Executive Council interact on a daily basis. The ability to work efficiently as a cohesive unit has direct bearing on the success of District business. Arranging each member of the team adjacent to the others will allow for questions to be answered, ideas to be shared and conflicts to be resolved in the most timely and beneficial manner. As such, the administrative staff assigned to help the executives fulfill their obligations, are also in a position to interact with each other, lessening the time necessary to retrieve information passing between the various administrators.
## Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Executive Team</th>
<th># of Wksts</th>
<th>Sq. Ft.</th>
<th># of Wksts (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>1</td>
<td>300.00</td>
<td>1</td>
<td>300.00</td>
<td>STORAGE</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Receptionist</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Board Secretary</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Deputy Superintendent</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Asst. Superintendent - SSS</td>
<td>1</td>
<td>260.00</td>
<td>1</td>
<td>260.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Asst. Superintendent - EO</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Asst. Superintendent - HR</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Asst. Superintendent - EE</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Asst. Superintendent - Sec</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Secretary</td>
<td>2</td>
<td>81.00</td>
<td>3</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Public Relations Officer</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>New Executive Position</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Storage Room</td>
<td>0</td>
<td>300.00</td>
<td>0</td>
<td>300.00</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>18</td>
<td>2,939.00</td>
<td>23</td>
<td>3,326.00</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

- Superintendent (admin): (1) overhead cabinet, 50" wide x 15" deep
- Superintendent (admin): (2) 2-drawer cabinet, 36" wide lateral file
- Superintendent (admin): (2) 3-drawer cabinet, 36" wide lateral file
- Deputy Super. (admin): (2) 4-drawer lateral file cabinets
- Deputy Super. (office): (5) 2-drawer standard file cabinets
- Deputy Super. (office): (1) 5-shelf bookcase
- Deputy Super. (office): (1) 2-shelf bookcase
- Deputy Super. (admin): (1) overhead cabinet, 63" wide x 15" tall x 15" deep
- Deputy Super. (office): (3) overhead cabinet, 36" wide x 72" tall x 15" deep
- Deputy Super. (office): (1) tall storage cabinets
- Asst Super. - SSS (admin): (2) lateral cabinet, 31" wide x 29" tall x 22" deep
- Asst Super. - SSS (admin): (1) file cabinet, 36" wide x 29" tall x 22" deep
- Asst Super. - SSS (admin): (1) file cabinet, 17" wide x 29" tall x 24" deep
- Asst Super. - SSS (admin): (1) bookcase, 36" wide x 36" tall x 13" deep
- Asst Super. - SSS (admin): (1) lateral cabinet, 36" wide x 29" tall x 22" deep
- Asst Super. - SSS (admin): (2) standard file cabinet, 36" wide x 29" tall x 22" deep
- Asst Super. - SSS (admin): (2) bookcase, 36" wide x 27" tall x 13" deep
- Asst Super. - Elem. (admin): (2) overhead cabinet, 60" wide x 15" tall x 14" deep
- Asst Super. - Elem. (admin): (3) 2-drawer cabinet, legal size, 15" wide x 24" tall x 52" deep
- Asst Super. - Elem. (admin): (1) Credenza (binder storage), 60" wide
- Asst Super. - Elem. (admin): (3) 4-drawer cabinet, legal size, 36" wide x 50" tall x 9" deep
- Asst Super. - Elem. (admin): (1) 2-drawer cabinet, 36" wide x 28" tall x 22" deep
- Asst Super. - Sec. (admin): (1) 4-drawer credenza, legal size, 72" wide x 24" deep
- Asst Super. - Sec. (admin): Multiple shelves 36" wide x 24" deep
- Asst Super. - Sec. (admin): (1) overhead cabinet, 46" wide x 14" deep
- Asst Super. - Sec. (admin): (1) 5-shelf bookcase
- Asst Super. - Sec. (office): credenza w/ shelves and file drawers
- Asst Super. - Sec. (office): (2) low bookcase
- Storage Room: (3) tall shelving units, 10" wide ("official" minutes and historic binders/scrapbooks)
- Storage Room: Boxes for "management retreat"
- Warehouse: (16-20) banker boxes
Relationship of Program Spaces:

- All in one central area
- Accessible to each other
- Team...Together
Program Component

Instruction/Lead Teachers

Definition:

- **Function (Elementary Instruction):**

  Elementary Curriculum and Instruction serves as support to the staff and families of our 21 elementary schools, as well as our K-8 Independent Study Charter and several related district departments. Our mission is to provide leadership for curriculum materials, instructional strategies, school-wide structures and relationships that can insure that all of our students have the best opportunities for success and achievement. We have two monthly meetings with all principals and weekly meetings with Instructional Advisory Committee (Lead Teachers and other district support services). Four times a year we have Curriculum Advisory Meetings with teacher representatives from all sites. Annually we orchestrate the registration process for our schools and conduct a spring and summer balancing meeting to insure we can house, transport and staff for all students. We have daily contact with the public, by phone or in person, and regular interaction with other district departments such as Personnel, Fiscal Services, State and Federal Programs, Professional Development Academy, ETIS, GATE, Preschool, Student Care, IMC, Print Shop and Health Services.

- **Function (Secondary Instruction):**

  The Folsom Cordova Unified School District middle and high schools aim to graduate all students by providing a student-centered learning environment that promotes academic achievement, personal responsibility and engagement of talents which leads to post-secondary success and responsible citizenship.

  **Shared Vision:** To prepare all secondary students for successful transitions to college, careers and productive employment.

  - Students complete a common set of middle school curricula that will provide them with the ability, aptitudes, motivation, and skills they need to succeed in high school.
  - Students complete a common set of high school core curricula that will provide them with the knowledge, talents, expertise, and skills they need to succeed in college and employment.
  - Students may participate in programs such as small learning communities, pathways, teams, or academies that will provide opportunities to apply what is learned in the classroom to real world situations.
  - Students practice personal responsibility while attending redesigned middle and high schools that will provide access to support classes, multiple elective options, career technical programs, engaging co-curricular activities, and advanced academic coursework.
Program Component

Instruction/Lead Teachers

Definition:

Function (Lead Teachers):

The Professional Development Academy includes our elementary, middle and secondary lead teachers who work with subject area coaches, teachers, division leaders, and administrators to provide curricular and instructional support both individually and system-wide. Lead teachers facilitate textbook adoptions, provide professional staff development, align curriculum to standards, create curriculum guides, design better instructional tools and strategies, collaborate with coaches, inform administrators, attend subject area conferences, analyze data, sit on district-wide committees, update course outlines, organize summer school materials, and prepare assessments. Additionally, lead teachers engage in professional dialogue with teachers, parents, administrators, and community members around subjects such as homework, monitoring student performance, improving classroom instruction, response to intervention, designing new curriculum, accessing background knowledge, shared visions, differentiated instruction, and bringing artistry back into teaching.

Relationships (Elementary & Secondary Instruction):

The Instruction Staff has a direct relationship with the other members of the Executive Council and will be situated in that area. Other indirect relationships will be allowed for throughout the building.

Instruction receives daily visitors from staff and the public and must be readily accessible to serve this function.

Relationships (Lead Teachers):

There is a strong relationship between the Lead Teachers and Testing & Assessment. These departments should be in close proximity to each other. There is also a relationship between this department, Health Programs, Student Support Services, and Instruction.
### Program Component

#### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Instruction/Lead Teachers</th>
<th># of Wkstns</th>
<th>Sq. Ft</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Teacher Workzone</td>
<td>10</td>
<td>640.00</td>
<td>17</td>
<td>1,088.00</td>
<td>ETIS Lead Teacher will be housed in ETIS Department</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>2</td>
<td>162.00</td>
<td>2</td>
<td>162.00</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**

| # of Wkstns | 12 | 802.00 | 19 | 1,250.00 |
Program Component

Relationship of Program Spaces:

Assistant Superintendent Elementary Instruction

Assistant Superintendent Secondary Instruction

Admin. Sec.

Admin. Asst.

Access

Allocated with Executive Team

Executive

Admin. Asst.

Admin. Sec.

Admin. Sec.

Admin. Asst.

Access

Admin. Sec.

Admin. Asst.

Lead Teachers

Human Resources

Fiscal Services

Alternative Education

Rainforth & Grau & Architects
December, 2007

07-912
Program Component

Relationship of Program Spaces:

- Lead Teacher Work Zone
  - Assistant Superintendent Elementary Instruction
  - Assistant Superintendent Secondary Instruction
  - Admin Asst
  - Testing & Assessment
  - Print Shop/Mail Room
  - Music/Elem. Prep
  - GATE Admin Asst
  - Instructional Materials
  - Access

Allocated with Executive Team
Program Component

Definition:

q Function:

The purpose of the Human Resource Department is simple. We believe people matter. We provide positive opportunities for growth and success for all district employees, which result in the best opportunity for the students of our schools to learn.

The department is responsible for recruiting, hiring, training and supporting all classified and certificated employees of the district. The department staff sees its primary purpose being available to provide resources to support site goals.

Because we are conducting the business of the public, input from parents and the community is regarded as vital to open communication. The Human Resource Department makes as a priority the importance of responding to our staff, parents and community in a prompt and professional manner.

q Relationships:

The Human Resources Department by its very nature acts as a intermediary between Fiscal Services and Instruction; serving to hire and care for the needs of personnel required by Instruction while staying within the budgetary requirements of Fiscal Services. Therefore; locations of close proximity between these three departments is desirable.

Furthermore, it is ideal to place this department in a location easily accessible to its large number of daily staff visitors.
Program Component  
**Human Resources**

**Identification of Program Spaces:**

<table>
<thead>
<tr>
<th>Defined Space - Human Resources</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Human Resources</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Personnel Technician</td>
<td>3</td>
<td>243.00</td>
<td>5</td>
<td>405.00</td>
<td></td>
</tr>
<tr>
<td>Personnel Analyst</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>162.00</td>
<td></td>
</tr>
<tr>
<td>Personnel Clerk</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Clerk</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>File Storage Room</td>
<td>0</td>
<td>300.00</td>
<td>0</td>
<td>300.00</td>
<td></td>
</tr>
<tr>
<td>Paperwork Kiosk</td>
<td>0</td>
<td>64.00</td>
<td>0</td>
<td>64.00</td>
<td></td>
</tr>
<tr>
<td>Livescan Workstation</td>
<td>0</td>
<td>36.00</td>
<td>0</td>
<td>36.00</td>
<td></td>
</tr>
<tr>
<td>Leaves Accountant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Allocated in Fiscal Services</td>
</tr>
</tbody>
</table>

**TOTALS** 7 1,111.00 11 1,435.00  

- Personnel Technicians and Analysts reside within a "bullpen" layout.
- **STORAGE**
  - Certified: (2) 4-drawer cabinets
  - Certified: (3) 3-drawer cabinets
  - Certified (Subs & Terms): (2) 4-drawer cabinets
  - Classified: (6) 4-drawer cabinets
  - Classified: (1) forms cabinet
  - Classified (Subs): (3) 2-drawer cabinets
  - Administrative: (7) 3-drawer cabinets
  - (2) 5-shelf cabinets
  - Warehouse: (150) banker boxes
  - Warehouse: (1) 40' C-tainer
Program Component

Relationship of Program Spaces:

- Assistant Superintendent Of Human Resources
  - Admin Sec
  - Admin Asst

- Director Of Human Resources

- Personnel Team:
  - Personnel Tech
  - Personnel Analyst
  - Personnel Clerk

- File Storage
  - Open Wkspace

- Access
  - Livescan Wkstn

- Clerk

- Paperwork Kiosk

Allocated with Executive Team
Program Component

*Inter-Department Relationship:*
Function:
The mission of Fiscal Services is to provide the highest quality financial support, procurement services and operational assistance for the students and staff of the Folsom Cordova Unified School District in an expedient, efficient manner through the District’s Accounting, Budget, Payroll and Purchasing Departments. Our mission is to secure and manage the financial and physical resources necessary to operate the District and to provide effective operational services for the District’s students, teachers and support staff ensuring excellence in financial reporting, employee compensation and efficient purchasing practices. Fiscal Services supports this mission by maintaining the highest standards in monitoring and reporting income and expenditures and complying with Federal, State and County mandated fiscal responsibilities and generally accepted accounting principles in order to keep the District’s finances secure in accordance with the direction established by the Board of Education. We strive to improve services to our students, staff, Board of Education and community by planning and simplifying all fiscal related activities including facilitating accurate and timely communications, supporting creativity and visionary thinking within a climate that respects human dignity.

Relationships:
Fiscal Services has a direct relationship to every department. It aids in all aspects of financial business and therefore, should be centrally located and easily accessible to all departments within the building.

Easy access should be built in for staff visitors as well. This is especially important as it pertains to the Payroll section of this department.
### Program Component

**Fiscal Services**

#### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Fiscal Services</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Fiscal Services</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td>• Accounts payable requires a large amount of storage and a safe.</td>
</tr>
<tr>
<td>Fiscal Analyst</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>162.00</td>
<td>• Mainframe printer to be in an enclosed space.</td>
</tr>
<tr>
<td>Fiscal Accountant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Room for a microfiche is required in a proximate workroom</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Payroll has (2) noisy printers that print reports and checks. These should be in a separate room, and along with the mainframe printer to reduce distractions.</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Payroll: (1) 4-drawer lateral cabinet, 35” wide</td>
</tr>
<tr>
<td>Supervisor of Payroll</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td>• Payroll: (3) 2-drawer cabinet, legal size</td>
</tr>
<tr>
<td>Payroll Accountant</td>
<td>3</td>
<td>243.00</td>
<td>4</td>
<td>324.00</td>
<td>• Payroll: (7) 5-drawer lateral cabinet, 35” wide</td>
</tr>
<tr>
<td>Lead Account Clerk</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Payroll: (1) 4-drawer cabinet</td>
</tr>
<tr>
<td>Account Clerk</td>
<td>2</td>
<td>162.00</td>
<td>3</td>
<td>243.00</td>
<td>• Fiscal: (2) 4-drawer lateral cabinet, 41” wide</td>
</tr>
<tr>
<td>Budget Tech</td>
<td>2</td>
<td>162.00</td>
<td>3</td>
<td>243.00</td>
<td>• Fiscal: (2) 2-drawer lateral cabinet, 35” wide, legal size</td>
</tr>
<tr>
<td>Supervisor of Purchasing &amp; AP</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td>• Fiscal: (3) 5-drawer lateral cabinet, 35” wide, legal size</td>
</tr>
<tr>
<td>Buyer</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>162.00</td>
<td>• Fiscal: (1) 2-shelf bookcase, 36” wide x 24” tall</td>
</tr>
<tr>
<td>Purchasing Specialist</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Fiscal: (16) 5-shelf bookcase, 36” wide x 2” tall</td>
</tr>
<tr>
<td>Accounts Receivables</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Budget: (4) 2-drawer lateral cabinet, 41” wide</td>
</tr>
<tr>
<td>Budget Tech (State &amp; Federal Programs)</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Budget: (4) 3-drawer lateral cabinet, 35” wide, legal size</td>
</tr>
<tr>
<td>Budget Tech (Family/Support Services)</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Budget: (12) overhead storage</td>
</tr>
<tr>
<td>Leaves Technician</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Accts Payable: (1) 2-drawer cabinet, 35” wide</td>
</tr>
<tr>
<td>ETIS Mainframe Administrator</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>• Accts Payable: (3) 5-drawer cabinet, 35” wide</td>
</tr>
<tr>
<td>Mainframe Printer/Storage Room</td>
<td>0</td>
<td>300.00</td>
<td>0</td>
<td>300.00</td>
<td>• Accts Payable: (3) 3-drawer cabinet, 35” wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Purchasing: (2) 4-drawer bookcase, 36” wide x 60” tall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Purchasing: (10) 2-shelf bookcase, 36” wide x 30” tall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Purchasing: (11) 2-shelf bookcase, 36” wide x 24” tall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Purchasing: (8) 4-drawer bookcase, 36” wide x 24” tall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Benefits: (1) 6-drawer lateral cabinet, 41” wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Benefits: (1) 8-drawer cabinet, 35” wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Benefits: (15) overhead storage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Mainframe Admin: (4) lateral file drawer, 36” wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Mainframe Admin: (2) overhead cabinet, 30” wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Mainframe Admin: (4) bookshelf, 30” wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Mainframe Admin: (1) 4-drawer rolling cart storage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Warehouse: (288) banker boxes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Warehouse: (86) file drawers</td>
</tr>
</tbody>
</table>

**TOTALS**

21  2,289.00  27  2,775.00
Program Component

Relationship of Program Spaces:

- **Director of Fiscal Services**
  - **ETIS Mainframe Admin.**
  - **Admin Asst.**
  - **Supervisor Of Payroll**
  - **Budget Technicians** (2009: 4, Build Out: 5)

- **Supervisor Accts/Purchasing**
  - **Accounts Payable** (2009: 3, Build Out: 4)
  - **Purchasing** (2009: 3, Build Out: 4)

- **Payroll** (2009: 3, Build Out: 4)
  - **Benefits Specialist**
  - **Leaves Technician**

- **Storage**
  - **Workroom**

Access paths indicated with red arrows.
Program Component

*Inter-Department Relationship:*

- State & Fed. Programs w/ Acct. Staff
- Fiscal Services
- ETIS
- Accounts Payable
- Purchasing
- Facilities
- Human Resources w/ Payroll
- State & Fed. Programs w/ Acct. Staff
Program Component

**Student Support Services**

**Definition:**

- **Function:**
  
  The Student Support Services Department is responsible for special education services for eligible children residing in the Folsom Cordova Unified School District, from age 3 through as old as 21. Eligible children have a disability qualifying them for special education in one of the federal categories: blind or visual impairments; deaf or hard-of-hearing; speech or language-impaired; learning disabled; significant cognitive and adaptive delays; other health impairments; autistic-like; emotional disturbance; orthopedic impairments; traumatic brain injury; or for preschoolers; developmental delay. Services are available beginning with assessments, through each school site, or by calling the SSS office.

- **Relationships:**
  
  Student Support Services has a direct, daily connection with the Health Programs Department and they should be located within the same vicinity. Other departments have indirect connections and interact with this department on a varying basis. These departments can be located anywhere within the building and still serve this relationship.

  This department receives a large amount of daily visitors, both staff and public. It must be easily accessible to these visitors.
## Program Component

### Student Support Services

#### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Student Support Services</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Student Support Services</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>4</td>
<td>1000.00</td>
<td>5</td>
<td>1250.00</td>
<td>● Program Specialists reside within a &quot;bullpen&quot; layout.</td>
</tr>
<tr>
<td>Program Specialist</td>
<td>6</td>
<td>486.00</td>
<td>8</td>
<td>648.00</td>
<td>● Project Coordinators: (2) lateral file cabinet, 36&quot; wide x 29&quot; tall x 19&quot; deep</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>2</td>
<td>162.00</td>
<td>3</td>
<td>162.00</td>
<td>● Project Coordinators: (1) lateral file cabinet, 30&quot; wide x 29&quot; tall x 19&quot; deep</td>
</tr>
<tr>
<td>Records Clerk</td>
<td>2</td>
<td>162.00</td>
<td>2</td>
<td>162.00</td>
<td>● Project Coordinators: (1) bookcase, 36&quot; wide x 72&quot; tall x 13&quot; deep</td>
</tr>
<tr>
<td>Speech Clerk/Receptionist</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>● Project Coordinators: (6) standard file cabinet, 15&quot; wide x 29&quot; tall x 22&quot; deep</td>
</tr>
<tr>
<td>Account Clerk</td>
<td>2</td>
<td>162.00</td>
<td>2</td>
<td>162.00</td>
<td>● Project Coordinators: (5) bookcase, 36&quot; wide x 72&quot; tall x 13&quot; deep</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>● Project Coordinators: (1) bookcase, 36&quot; wide x 36&quot; tall x 13&quot; deep</td>
</tr>
<tr>
<td>Behavior Analyst</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>● Project Specialists: (10) lateral file cabinet, 30&quot; wide x 29&quot; tall x 19&quot; deep</td>
</tr>
<tr>
<td>Behaviorists</td>
<td>2</td>
<td>162.00</td>
<td>3</td>
<td>243.00</td>
<td>● Project Specialists: (10) standard file cabinet, 15&quot; wide x 29&quot; tall x 22&quot; deep</td>
</tr>
<tr>
<td>Transition Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Psychologists</td>
<td>8</td>
<td>648.00</td>
<td>10</td>
<td>810.00</td>
<td>● Project Specialists: (10) bookcase, 36&quot; wide x 36&quot; tall x 13&quot; deep</td>
</tr>
<tr>
<td>Visually Impaired Specialist / Deaf/Hard of Hearing Specialist / Adaptive PE Specialist</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>162.00</td>
<td>● Office: (7) lateral file cabinet, 31&quot; wide x 29&quot; tall x 22&quot; deep</td>
</tr>
<tr>
<td>Occupational Therapist</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>● Office: (9) standard file cabinet, 31&quot; wide x 29&quot; tall x 22&quot; deep</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>● Office: (1) bookcase, 21&quot; wide x 58&quot; tall x 14&quot; deep</td>
</tr>
<tr>
<td>File Storage</td>
<td>0</td>
<td>300.00</td>
<td>0</td>
<td>300.00</td>
<td>● Office: (20) 4-drawer file cabinet, 42&quot; wide x 66&quot; tall x 20&quot; deep, flip open top shelf</td>
</tr>
<tr>
<td>Reference Library/IEP Meeting Room</td>
<td>0</td>
<td>300.00</td>
<td>0</td>
<td>300.00</td>
<td>● Office: (5) 6-shelf storage cabinet, 36&quot; wide x 72&quot; tall x 22&quot; deep</td>
</tr>
<tr>
<td></td>
<td></td>
<td>33</td>
<td></td>
<td>3,949.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>42</td>
<td></td>
<td>4,910.00</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS:**

- Director of Student Support Services: 33
- Program Coordinator: 33
- Program Specialist: 42
- ADMINISTRATION: 3,949.00
- STORAGE: 4,910.00

**STORAGE:

- Program Coordinators: (2) lateral file cabinet, 36" wide x 29" tall x 22" deep
- Program Coordinators: (5) bookcase, 36" wide x 72" tall x 13" deep
- Program Coordinators: (6) standard file cabinet, 15" wide x 29" tall x 22" deep
- Program Coordinators: (1) bookcase, 36" wide x 36" tall x 13" deep
- Project Coordinators: (1) lateral file cabinet, 30" wide x 29" tall x 19" deep
- Project Coordinators: (5) bookcase, 36" wide x 72" tall x 13" deep
- Project Coordinators: (6) standard file cabinet, 15" wide x 29" tall x 22" deep
- Project Coordinators: (10) lateral file cabinet, 30" wide x 29" tall x 19" deep
- Project Coordinators: (10) standard file cabinet, 15" wide x 29" tall x 22" deep
- Project Specialists: (10) lateral file cabinet, 36" wide x 36" tall x 13" deep
- Project Specialists: (10) standard file cabinet, 15" wide x 29" tall x 22" deep
- Psych Station: (4) lateral file cabinet, 31" wide x 29" tall x 22" deep
- Related Services: (4) lateral file cabinet, 31" wide x 29" tall x 22" deep
Program Component

Relationship of Program Spaces:

Assistant Superintendent Of Student Support Services

Director Of Student Support Services

Project Coordinators/Behavior Analyst

2009: 5
Build Out: 6

Program Specialists/Research Assistant/Behaviorists

2009: 9
Build Out: 12

Reference Library/IEP Meetings

Admin Sec

File Storage

Workspace

Transient Employee Workstations

2009: 12
Build Out: 15

Clerks

2009: 5
Build Out: 5

Administrative Assistants

2009: 2
Build Out: 3

Allocated with Executive Team

Access
Program Component

Inter-Department Relationship:
Program Component

Definition:

Function:

The department of Health Programs is committed to promoting optimal lifelong health, wellness and learning for the students, families, employees and communities of the Folsom Cordova Unified School District. Credentialed School Nurses accomplish this by providing holistic, quality nursing care, prevention programs and development of all appropriate health education services. The department will remain a regional leader by continuing to create progressive and innovative approaches to school health services.

Relationships:

Health Programs has a direct, daily connection with the Student Support Services Department and they should be located within the same vicinity.

A large portion of this department is transient, working both at the school sites and within this department. It must be easily accessible to these employees. Public traffic is relatively small, yet is steady throughout the week. This department therefore, should also be in an accessible location to these visitors.
### Program Component

#### Health Programs

**Identification of Program Spaces:**

<table>
<thead>
<tr>
<th>Defined Space - Health Programs</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator of Health Programs</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td>Space is required for a medicinal refrigerator, (23) titmus machines and (35) audiometers</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>Nurse's Workstation to double as student assessment space</td>
</tr>
<tr>
<td>Counselor</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Prevention Programs</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Health Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>Health Programs: (12) 5-shelf bookcase, 36&quot; wide x 72&quot; tall x 17&quot; deep</td>
</tr>
<tr>
<td>Nurse Workstation</td>
<td>2</td>
<td>128.00</td>
<td>4</td>
<td>256.00</td>
<td></td>
</tr>
<tr>
<td>Clerk</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>7</strong></td>
<td><strong>677.00</strong></td>
<td><strong>10</strong></td>
<td><strong>886.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **STORAGE**
  - Health Programs: (12) 5-shelf bookcase, 36" wide x 72" tall x 17" deep
  - Health Programs: (1) bookcase, 42" wide x 84" tall x 11" deep
  - Health Programs: low cabinets, 55" wide x 30" tall x 25" deep
  - Prevention: (2) 5-shelf bookcase, 35" wide x 71" tall x 12" deep
  - Prevention: (1) 5-shelf bookcase, 29" wide x 65" tall x 10" deep
  - Prevention: (2) tall file cabinet (flip up drawers), 30" wide x 65" tall x 16" deep
  - Prevention: (3) 2-shelf bookcase, 25" wide x 30" tall x 11" deep
  - Prevention: low cabinets, 32" wide x 28" tall x 13" deep
  - Prevention: low cabinets, 102" wide x 36" tall x 13" deep
  - Prevention: (3) tall cabinets
  - Prevention: (1) overhead cabinet, 96" wide x 34" tall x 15" deep
  - Warehouse: (10) banker boxes
  - Warehouse: (12) 5-shelf bookcase, 48" wide x 72" tall x 24" deep
Program Component

Health Programs

Relationship of Program Spaces:
Program Component

**Definition:**

**Function:**

The Elementary Music and Prep Department is responsible for the Visual and Performing Arts (VAPA) and Physical Education programs at all 21 elementary schools. The department also coordinates the use of the Jill Solberg Performing Arts Theater at Folsom High School. This department consists of a coordinator, administrative assistant, theater production specialist, 2 P.E. lead teachers, 2 VAPA lead teachers, 14 music teachers, 4 art teachers, and 14 P.E. teachers. Our mission is to support the very best instruction in VAPA and PE for all of the students in the district.

**Relationships:**

This department has no required adjacencies with other departments. However, they receive a steady stream of staff visitors daily and should be located accessible to a staff entrance.
# Program Component

## Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Elementary Music/Prep</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator of Elementary Music/Prep</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Repair Technician</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Clerk</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Instrument Storage / PE Storage</td>
<td>0</td>
<td>750.00</td>
<td>0</td>
<td>750.00</td>
<td></td>
</tr>
</tbody>
</table>

**STORAGE**

- Office: (5) tall cabinet, 36" wide x 72" tall x 18" deep, locking
- Office: (5) 4-shelf bookcase, 35" wide x 60" tall x 13" deep
- Office: (3) 3-drawer lateral file cabinet, 42" wide x 41" tall x 19" deep
- Office: (1) bookcase, 42" wide x 82" tall x 12" deep
- Office: (3) 5-drawer lateral file cabinet, 42" wide x 67" tall x 19" deep
- Office: (1) CD/Media Tower, 36" wide x 82" tall x 12" deep
- Office: (3) 4-drawer file cabinet, 18" wide x 52" tall x 26" deep
- Office: (3) tall storage, 48" wide x 72" tall x 19" deep
- Warehouse (instrument storage): (12) tall storage, 48" wide x 72" tall x 24" deep

**TOTALS**

<table>
<thead>
<tr>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1,137.00</td>
<td>4</td>
<td>1,218.00</td>
</tr>
</tbody>
</table>
Program Component

Elementary Music & Prep

Relationship of Program Spaces:

- Lead Teachers
- Instrument / PE Storage
- Repair Tech
- Coordinator of Elementary Music/Prep
- Admin Asst
- Clerk
- Theater Techs (School Sites)
- PE Teachers (School Sites)
- Access
- VAPA Teachers (School Sites)
Program Component

**Definition:**

**Function:**

The Testing and Assessment Department provides services and information on student academic achievement and program requirements related to standardized testing and progress. They handle the Accountability Progress Reporting of API and AYP. These reports are mostly generated from the STAR (State Testing and Reporting) program where the CST (California Standards Test) is administered and scored. All high school graduates are required to pass an exit exam called the CAHSEE and this department coordinates this process. For the approximately 3000 students who do not have English as their primary language, the CELDT is given to determine their level of fluency in English. This office also provides Benchmark Testing providing specific information for our teachers to assess ongoing academic progress for each student.

**Relationships:**

The Testing & Assessment Department provides support services to all schools and departments, and regularly interacts with school sites, State and Federal Programs, Print Shop, Instructional and the Warehouse. The relationship with the Print Shop and the Warehouse is very strong and requires the departments to be adjacent.

This department also hosts training sessions for school site staff on a regular basis and must be accessible from a staff entrance.
### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Testing &amp; Assessment</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator of Testing &amp; Assessment</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td>Storage for up to 20 pallets is required for exams (1400 sqft). This may be located in the warehouse if climate controlled.</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>3</td>
<td>243.00</td>
<td>5</td>
<td>405.00</td>
<td>Exam Scanner needs to be in a separate space because of noise.</td>
</tr>
<tr>
<td>Account Clerk</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>162.00</td>
<td>Room for (6) scanners is required.</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td>STORAGE (8) tall storage cabinet, 48&quot; wide x 72&quot; tall x 24&quot; deep</td>
</tr>
<tr>
<td>Scanner Room</td>
<td>0</td>
<td>500.00</td>
<td>0</td>
<td>500.00</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**

<table>
<thead>
<tr>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1,049.00</td>
<td>9</td>
<td>1,373.00</td>
</tr>
</tbody>
</table>
Program Component

Relationship of Program Spaces:

Coordinator of Testing & Assessment

Account Clerk

Research Assistant

Research Assistant

Research Assistant

Research Assistant

Admin Asst

State & Federal Programs

Print Shop

Scanner Room

Warehouse Storage
Program Component

Inter-Department Relationship:

- Testing & Assessment
- State & Federal Programs
- Lead Teachers
- Attendance & Due Process
- Warehouse Storage
- Transitional English
- Print Shop
- Admin Sec
- Asst Superintendent Educational Options

Allocated with Executive Team
Program Component  

Attendance/Due Process/Alt. Education

Definition:

q Function (Attendance/Due Process):

This office provides a variety of services to all schools in the district. It monitors all interdistrict transfers, court orders and subpoenas related to student custody, caregiver issues, foster youth placements, homeless students, and truancy issues. The SARB (Student Attendance Review Board) and the Child Welfare and Attendance Officer conduct business out of this office. Student conduct codes, student discipline, and all legal issues related to student suspension and expulsion are monitored by our District Hearing Officer.

q Function (Alternative Education):

Alternative Education includes school and program alternatives that provide students with the environment, curriculum, and support systems needed to ensure that they achieve their full academic potential. Our district has two continuation high schools, a community day school, an independent study high school, and an adult education school. The continuation high schools serve students sixteen years of age and older who have not graduated from high school, are at risk of not graduating, and are not exempt from compulsory school attendance. The community day school uses a military-type environment serving high-risk youths, including those referred by expulsion, probation, or a School Attendance Review Board. This school provides challenging academic curriculum and develops pro-social skills and resiliency. Our independent study program is a voluntary alternative instructional strategy providing regular education for elementary, middle and high school aged students. Adolescent parents are served in this program as well. The adult education school provides a wide variety of learning opportunities for adult learners to achieve individual goals and improvement.

q Relationships:

There is a strong relationship between this Department and Secondary Instruction and Student Support Services. These departments should be accessible to each other.

Due to the large amount of public traffic experienced by this department it should be easily accessible to the public entrance of the building.
### Program Component

#### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Attendance/Due Process/Alt. Education</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Attendance/Due Process/Alt. Ed</td>
<td>1</td>
<td>260.00</td>
<td>1</td>
<td>260.00</td>
<td>● A buffer is required separating public from private.</td>
</tr>
<tr>
<td>Due Process Technician</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>● Waiting space to hold 5 chairs</td>
</tr>
<tr>
<td>Child Welfare Officer</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>● Office: (4) storage cabinet, 48&quot; wide x 96&quot; tall x 25&quot; deep</td>
</tr>
<tr>
<td>Youth Services/Hearing Officer</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td>● Office: (9) 4-drawer standard file cabinet, 18&quot; wide x 52&quot; tall x 25&quot; deep</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>2</td>
<td>162.00</td>
<td>2</td>
<td>162.00</td>
<td>● Office: (4) 2-drawer standard file cabinet, 18&quot; wide x 30&quot; tall x 27&quot; deep</td>
</tr>
<tr>
<td>Clerk</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td>● Office: (2) 2-drawer standard file cabinet, 15&quot; wide x 27&quot; tall x 20&quot; deep</td>
</tr>
<tr>
<td>File Storage Room</td>
<td>0</td>
<td>250.00</td>
<td>0</td>
<td>250.00</td>
<td>● Office: (1) 3-drawer standard file cabinet, 15&quot; wide x 27&quot; tall x 20&quot; deep</td>
</tr>
<tr>
<td>Waiting Space</td>
<td>0</td>
<td>100.00</td>
<td>0</td>
<td>100.00</td>
<td>● Office: (1) evidence cabinet, 36&quot; wide x 42&quot; tall x 18&quot; deep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Office: (1) standard file cabinet, 72&quot; wide x 29&quot; tall x 25&quot; deep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>● Office: (1) bookcase, 60&quot; tall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Office: (1) bookcase, 84&quot; tall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Director: (1) bookcase, 72&quot; tall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Director: (1) storage cabinet, 36&quot; wide x 30&quot; tall x 22&quot; deep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Director: (1) storage cabinet, 72&quot; wide x 32&quot; tall x 18&quot; deep</td>
</tr>
</tbody>
</table>

**TOTALS**                                           | **5**       | **934.00** | **7**               | **1,096.00**     |       |
Program Component

Relationship of Program Spaces:

- Director of Attendance/Due Process/Alt. Ed.
- Due Process Tech
- Admin Asst
- Admin Asst
- Child Welfare Officer
- Youth Services/Hearing Officer
- Clerk

Secondary Instruction

File Storage

Student Support Services

Due Process

Tech

File Storage

Access

Waiting Space

Secure Barrier
**Program Component**

**Definition:**

**Function:**

The State and Federal Programs Office provides technical assistance, application approval, and distribution of funds for state and federal education programs. Support and coordination are provided for the development of district and local school plans and budgets that align to standards and program guidelines. Programs are monitored to assure they meet compliance requirements for various state and federal programs including School and Library Improvement Program, English Learner Program, and No Child Left Behind.

**Relationships:**

This department does not require any direct adjacencies with any other department. The majority of its traffic comes from District staff and should be located accordingly near a staff entrance.
<table>
<thead>
<tr>
<th>Defined Space - State &amp; Federal Programs</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of State &amp; Federal Programs</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Account Clerk</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>162.00</td>
<td></td>
</tr>
<tr>
<td>Fiscal Accountant</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Budget Technician</td>
<td>Allocated in Fiscal Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STORAGE**
- Office: (7) 5-shelf storage cabinet, 36" wide x 78" tall x 24" deep
- Office: (1) 4-drawer lateral file cabinet, 36" wide x 53" tall x 19" deep
- Office: (1) 4-drawer lateral file cabinet, 42" wide x 41" tall x 19" deep
- Office: (2) 3-shelf bookcase, 34" wide x 41" tall x 14" deep
- Office: (2) 5-shelf bookcase, 38" wide x 71" tall x 12" deep
- Office: (1) literature organizer, 35" wide x 33" tall x 12" deep
- Office: (5) rolling file carts, 16" wide x 16" tall x 11" deep
- Director: (1) 3-drawer lateral file cabinet, 30" wide x 41" tall x 19" deep
- Director: (1) 4-shelf bookcase, 33" wide x 60" tall x 13" deep

**TOTALS**
- 3
- 387.00
- 5
- 549.00
Program Component

Relationship of Program Spaces:

- Director of State & Federal Programs
- Fiscal Accountant
- Admin Asst
- Account Clerk
- Access
Program Component

Inter-Department Relationship:

Instruction

Fiscal Services

State & Federal Programs

Lead Teachers

Testing & Assessment

Fiscal Accountant

Same Floor
Program Component

Facilities & Planning

Definition:

Function:

The mission of the Facilities and Planning Department is to provide professionalism in the planning, design, and construction project management for all new construction and capital improvement projects for the Folsom Cordova Unified School District while satisfying state guidelines, campus needs and maximizing all local and state funding. We support this mission by focusing on building and improving our school properties in a manner that supports academic success, safety, comfort to the users, promotes community pride in appearance and the joint use of facilities.

Relationships:

The Facilities and Planning Department has a moderate quantity of daily visitors, ranging from architects and contractors to developers and vendors. Therefore, a location positioned to allow for easy public access is desirable.
### Program Component

**Identification of Program Spaces:**

<table>
<thead>
<tr>
<th>Defined Space - Facilities &amp; Planning</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Facilities</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Assistant Director of Facilities</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Project Manager</td>
<td>3</td>
<td>243.00</td>
<td>3</td>
<td>243.00</td>
<td></td>
</tr>
<tr>
<td>Planning Manager</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Facilities Planner</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Planning Technician</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Facilities Accountant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Facilities Account Technician</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Clerk</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>162.00</td>
<td></td>
</tr>
<tr>
<td>Visiting Professional Workstation</td>
<td>0</td>
<td>250.00</td>
<td>0</td>
<td>250.00</td>
<td></td>
</tr>
<tr>
<td>Plans Storage Room</td>
<td>0</td>
<td>300.00</td>
<td>0</td>
<td>300.00</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**

8 1,342.00 13 1,891.00

- Plans Storage Room to contain room for hanging plans and flat files
- Open area in center of department for collaboration
- Office: (12) standard file cabinet, 40" wide x 30" tall x 14" deep
- Office: (2) standard file cabinet, 48" wide x 42" tall x 14" deep
- Office: (8) tall shelf storage, 40" wide x 66" tall x 14" deep
- Office: (33) lateral file drawer, legal size
- Plan Storage: (3) hanging plan storage rack
- Plan Storage: (3) flat plan storage cabinet
- Plan Storage: (2) plan storage cubbie, 11" wide x 42" tall x 36" deep
Program Component

Relationship of Program Spaces:
Program Component

Educational Technology & Information Systems

Definition:

q Mission:

The mission of the Educational Technology & Information Systems Department is to provide outstanding educational leadership and technological support and service for all District students and staff. We maximize their ability to access the best information and knowledge resources available, and help to create a first-class, 21st century educational organization.

q Relationships:

This department has significant delivery and storage needs. This leads to the conclusion that it should be located in the vicinity of the Warehouse and the loading docks. Its employees regularly leave their department and travel to other portions of the District so proximity to a staff entrance would also be beneficial.

There will also be a direct relationship between this department and the Board Room. The Training Room will double as the location for the Board of Trustees’ closed session meetings, therefore bringing these two functions into close proximity.
## Program Component

### Educational Technology & Information Systems

#### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - ETIS</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Ed. Tech. &amp; I.S.</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td>■ IS Support Specialists reside within a &quot;bullpen&quot; layout.</td>
</tr>
<tr>
<td>Assistant Director of Technology</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>225.00</td>
<td>■ Director: (10) lateral file drawer, 36&quot; wide</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>■ Director: (2) overhead cabinet, 30&quot; wide</td>
</tr>
<tr>
<td>IS Support Supervisor</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>■ Director: (8) bookshelf, 30&quot; wide</td>
</tr>
<tr>
<td>IS Support Specialist</td>
<td>6</td>
<td>567.00</td>
<td>9</td>
<td>729.00</td>
<td>■ Senior Network Engineer: (8) lateral file drawer, 36&quot; wide</td>
</tr>
<tr>
<td>Network Supervisor</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>■ Senior Network Engineer: (4) bookshelf, 30&quot; wide</td>
</tr>
<tr>
<td>Network Specialist</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>162.00</td>
<td>■ Senior Network Engineer: (2) 3-drawer rolling cart storage</td>
</tr>
<tr>
<td>Database Administrator</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>■ Database Admin: (4) lateral file drawer, 36&quot; wide</td>
</tr>
<tr>
<td>Website Developer</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td>■ Database Admin: (2) overhead cabinet, 30&quot; wide</td>
</tr>
<tr>
<td>Lead Teacher - Educational Tech.</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>162.00</td>
<td>■ Database Admin: (4) bookshelf, 30&quot; wide</td>
</tr>
<tr>
<td>Data Center / Mainframe Computer</td>
<td>0</td>
<td>500.00</td>
<td>0</td>
<td>500.00</td>
<td>■ Network Engineer: (2) overhead cabinet, 30&quot; wide</td>
</tr>
<tr>
<td>Staging Room</td>
<td>0</td>
<td>300.00</td>
<td>0</td>
<td>300.00</td>
<td>■ Network Engineer: (1) 3-drawer rolling cart storage</td>
</tr>
<tr>
<td>Mainframe Administrator</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ IS Specialist: (6) overhead cabinet, 30&quot; wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ IS Specialist: (6) 3-drawer rolling cart storage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ Lead Teacher: (5) lateral file drawer, 36&quot; wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ Lead Teacher: (1) overhead cabinet, 30&quot; wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ Lead Teacher: (1) bookshelf, 30&quot; wide</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ Lead Teacher: (1) 3-drawer rolling cart storage</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ Office: (8) overhead storage cabinet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ Office: (8) low storage cabinet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ Office: (9) tall storage cabinet, 72&quot; tall</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>■ Warehouse: (1) C-tainer storage, 3' wide x 7' tall x 20' deep</td>
</tr>
</tbody>
</table>

**TOTALS**

14  2,159.00  20  2,708.00
Program Component

Relationship of Program Spaces:

Educational Technology & Information Systems

Administrative Systems Team

Database Admin
Website Developer

Technology Team

IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist

Network Team

Network Supervisor
Network Specialist
Network Specialist

Data Center (MDF)

Parts Storage Warehouse

Staging Room/Testing Storage

Board Room

Deliveries

Admin Asst

Asst Director of Technology Support Services

Director Of Ed. Tech. & Information Systems

Admin Asst Of Ed. Tech. & Information Systems

Access

Director

Lead Teachers

Ed Tech Lead Teacher

Lead Teachers

Allocated with Board Room

Training Room (Board Closed Session) (Divisible)

Board Room

Allocated with Fiscal Services

Mainframe

Administrative Systems Team

IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist

Board Room

Lead Teachers

Allocated with Board Room

Training Room (Board Closed Session) (Divisible)

Board Room

Allocated with Fiscal Services

Mainframe

Administrative Systems Team

IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist
IS Support Specialist

Board Room

Lead Teachers

Allocated with Board Room

Training Room (Board Closed Session) (Divisible)

Board Room

Allocated with Fiscal Services

Mainframe
Definition:

q **Function (Print Shop):**

The Print Shop serves the operational and instructional printing needs including binding and booklet making for district departments and all school sites. It currently generates approximately 15 million impressions annually. It has daily deliveries to sites and district departments, as well as the need to receive and store large pallets of paper and other printing supplies. It is now moving toward an electronic ordering system that will allow users to submit orders for print jobs and track when they will be completed and shipped.

q **Function (Mail Room):**

The District Mail Delivery Department sorts and delivers intradistrict mail throughout the district and to the Sacramento County Office of Education. The mail room will be located adjacent to the building’s receptionist who will be in charge of sorting all incoming mail by department.

q **Function (IMC):**

The Instructional Materials Center serves to order, inventory, warehouse, and distribute the state and district adopted curriculum materials for students and teachers kindergarten through eighth grade. With the ongoing state cycle of new subject area frameworks and textbook adoptions, at least one newly adopted set of materials must be ordered, catalogued and distributed each year. With the opening of new schools and mobility of students and teachers, materials must be recollected and redistributed, or even re-ordered to provide sufficient texts and teacher manuals to all classrooms. There are approximately 1,400 to 1,500 students in each grade level. The volume of deliveries and storage needs are high.

q **Function (Warehouse):**

Whether it’s legally required or a place to set aside materials for later, each department has a need for “out of the way” cargo space. The Warehouse will serve this function. Within this space each department, dependent upon its need, will have a secure location set aside for their use.
Program Component

Print Shop/Mail Room/IMC/Warehouse

Definition:

q Relationships (General):

All four of these departments have a strong relationship with each other and therefore will be grouped together. They all have a strong storage component as well as a requirement to be located adjacent to the loading dock.

q Relationships (Warehouse):

The Warehouse will house all bulk and overflow storage for the departments of the Education Services Center. It should be readily accessible from the inside as well as the outside and have a large enough access way that large items can be moved in and out.

q Relationships (Mail Room):

Though all mail and shipments will come through the Warehouse, they will be sorted for distribution within the building by the District Receptionist in the Lobby. Therefore the mail room must have a direct connection to both of these spaces.
### Program Component

#### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Print Shop-Mail Room/IMC/Warehouse</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print Shop</td>
<td>3</td>
<td>2,200.00</td>
<td>4</td>
<td>2,500.00</td>
<td></td>
</tr>
<tr>
<td>Mail Room</td>
<td>1</td>
<td>250.00</td>
<td>1</td>
<td>250.00</td>
<td></td>
</tr>
<tr>
<td>Instructional Media Center</td>
<td>1</td>
<td>1,000.00</td>
<td>2</td>
<td>1,500.00</td>
<td></td>
</tr>
<tr>
<td>Warehouse</td>
<td>0</td>
<td>15,000.00</td>
<td>0</td>
<td>15,000.00</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>5</strong></td>
<td><strong>18,450.00</strong></td>
<td><strong>7</strong></td>
<td><strong>19,250.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Print Shop/IMC/Warehouse

- Pallet storage required
- Shared Workstations
- High density storage will be utilized to save space and optimize square footage (IMC)
- Possible 2-story warehouse space with freight elevator

**STORAGE**

- Print Shop: (1) Docutech 6135, 9' wide x 36' deep
- Print Shop: (1) 4110 copier/printer, 9' wide x 15' deep
- Print Shop: (1) Docucolor 240, 7' wide x 9' deep
- Print Shop: (1) cutter, 10' wide x 10' deep
- Print Shop: (1) countertop bindery equipment, 6' wide x 30' deep
- Print Shop: (1) stitcher, 6' wide x 6' deep
- Print Shop: (1) hole puncher, 6' wide x 6' deep
- Print Shop: (1) padding station, 8' wide x 8' deep
- Print Shop: (8) work table, 6' wide x 36' deep x 36' tall
- Print Shop: (10) tall storage, 4' wide x 8' tall x 12' deep
- Print Shop: (1) work counter, 30' wide x 30' deep x 36' tall
- Print Shop: (1) overhead storage, 30' wide x 18' deep x 24' tall
Program Component

Inter-Department Relationship:

- Print Shop
- Testing & Assessment
- Instructional Media Center
- Warehouse Storage
- Loading Dock
- Mail Room
- Receptionist
- Lobby
- Mail Out
- Deliveries / Mail In
- Overflow Warehouse
Program Component

Food Services

Definition:

Function:

The purpose of the Food Service Department is to provide wholesome, nutritious meals for the students in accordance with the National School Lunch Program. We provide both breakfast and lunch using nutrient standard menu planning approved by the State of California, and we follow the guidelines put forth by the Nutrition Services Division.

Relationships:

The Food Service Department’s prime relationship resides with the Café; since they will be the department in charge of its operation their proximity is critical. By default there should be an indirect relationship with the Warehouse because of the need to receive deliveries.

This department receives a fair amount of public visitors, most in the form of vendors. It should be accessible to the public entrance to the building.
# Program Component

## Food Services

### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Food Services</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Food Services</td>
<td>1</td>
<td>225.00</td>
<td>1</td>
<td>225.00</td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td>3</td>
<td>243.00</td>
<td>5</td>
<td>405.00</td>
<td></td>
</tr>
<tr>
<td>Account Clerk</td>
<td>1</td>
<td>81.00</td>
<td>1</td>
<td>81.00</td>
<td></td>
</tr>
<tr>
<td>Office Tech</td>
<td>1</td>
<td>81.00</td>
<td>2</td>
<td>162.00</td>
<td></td>
</tr>
<tr>
<td>Storage Room</td>
<td>0</td>
<td>300.00</td>
<td>0</td>
<td>300.00</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS** 6 930.00 9 1173.00

- Refrigerator for vendor samples is required.
- Storage Room contains 3 years worth of records plus active accounts
- (4) 2-drawer file cabinet, 36" wide x 60" tall
- (4) bookcase, 36" wide x 60" tall
- (4) tall storage cabinet, 72" wide x 96" tall
- (2) tall storage cabinet, 48" wide x 84" tall
Program Component

Relationship of Program Spaces:

Director of Food Services

Supervisor

Office Tech.

Supervisor

Account Clerk

Office Tech.

Fiscal Services

Workroom

Storage Room

Access
Program Component

Café

Definition:

Function:

The Café serves to minimize the requirements for individual break rooms while promoting interaction between employees from the various departments; thus fostering a more pleasant work environment. The café will allow for “short order” and snack purchases throughout the day eliminating the need for employees to leave the facility to fill their culinary needs. Meanwhile the public will be encouraged to utilize the facilities; providing a revenue source for the District. Furthermore, the Café will serve as the catering kitchen for Board meetings as well as other functions that require food preparation.

It is anticipated that this facility will also service the educational side of the District as a Career Technology “Teaching” Kitchen. Similar to the programs at the high schools it will serve as a learning environment for students interested in the culinary arts.

Relationships:

The Café will be operated by the Food Services Department and therefore should be located adjacent to this department to optimize efficiency. Furthermore, because of the regular deliveries it receives there should be direct access between the Café and the Warehouse’s loading dock area.

It is anticipated that both public and staff visitors will utilize the Café. It will require a location that serves both purposes.

A link between the Café and the Fitness Center will also be required to allow morning staff utilizing both facilities to do so in a timely manner conducive to their schedules.
### Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Café</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production Kitchen</td>
<td>0</td>
<td>1,000.00</td>
<td>0</td>
<td>1,000.00</td>
<td></td>
</tr>
<tr>
<td>Dry Storage</td>
<td>0</td>
<td>120.00</td>
<td>0</td>
<td>120.00</td>
<td></td>
</tr>
<tr>
<td>Freezer</td>
<td>0</td>
<td>100.00</td>
<td>0</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Cooler</td>
<td>0</td>
<td>100.00</td>
<td>0</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Lockers/Laundry</td>
<td>0</td>
<td>80.00</td>
<td>0</td>
<td>80.00</td>
<td></td>
</tr>
<tr>
<td>Receiving</td>
<td>0</td>
<td>400.00</td>
<td>0</td>
<td>400.00</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>0</td>
<td>100.00</td>
<td>0</td>
<td>100.00</td>
<td></td>
</tr>
<tr>
<td>Food Court</td>
<td>0</td>
<td>500.00</td>
<td>0</td>
<td>500.00</td>
<td></td>
</tr>
<tr>
<td>Indoor Café Seating</td>
<td>0</td>
<td>1,200.00</td>
<td>0</td>
<td>1,200.00</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>0</td>
<td>3,600.00</td>
<td>0</td>
<td>3,600.00</td>
<td></td>
</tr>
</tbody>
</table>
Program Component

Relationship of Program Spaces:

- Coffee
- Lunch
- Culinary Instruction
- Catering

Food Services

Production Kitchen

Food Court

Indoor Café Seating (50-75 Seats)

Outdoor Café Seating (Seating Based on Area)
Program Component

Staff Lounge/Locker Rooms

**Definition:**

**Function:**

The Staff Lounge will provide the employees of the Education Services Center with a location where they can meet and relax separate from the more public nature of the café. It is envisioned that will have a “living room” feel where employees can enjoy their free time in a peaceful setting.

Locating showers and locker rooms on site continues to promote the sustainable design principles of the LEED program. They will provide those employees who bike, walk or utilize some other “physical” method of getting to work a place to “freshen up” prior to the start of their work days. This not only encourages a healthier lifestyle for the staff, but aids in the reduction of vehicular traffic.

**Relationships:**

The Staff Lounge and Locker Rooms must be situated within easy access from a staff entrance and all departments within the building, therefore encouraging more use.

There is also a relationship with the exterior of the building. By positioning the Staff Lounge along the exterior of the building it allows for the use of daylight and natural ventilation to enhance the space.
Program Component

Identification of Program Spaces:

<table>
<thead>
<tr>
<th>Defined Space - Staff Lounge/Locker Rooms</th>
<th># of Wkstns</th>
<th>Sq. Ft.</th>
<th># of Wkstns (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Lounge</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>800.00</td>
<td></td>
</tr>
<tr>
<td>Men's Locker Room/Shower</td>
<td>0</td>
<td>500.00</td>
<td>0</td>
<td>500.00</td>
<td></td>
</tr>
<tr>
<td>Women's Locker Room/Shower</td>
<td>0</td>
<td>500.00</td>
<td>0</td>
<td>500.00</td>
<td></td>
</tr>
</tbody>
</table>

| TOTALS                                    | 0           | 1,000.00 | 0               | 1,800.00        |       |
Program Component

Relationship of Program Spaces:

Staff Lounge

- Men's Locker Room/Shower
- Men's Toilet Room
- Women's Locker Room
- Women's Toilet Room

Exterior of Building

Staff Entrance
Program Component

Support Space

Definition:

q Function:

A building is only as strong as its infrastructure. The Support Spaces summarize areas that do not fit into any given department, yet maintain a high level of importance. They contain the infrastructure that runs the building, provides the auxiliary and break areas for the employees and the space dedicated for maintenance of the building. Circulation pathways are also considered part of this component. Stairways, elevators and corridors all figure into this section.

q Relationships:

Support spaces are placed at equal intervals throughout the building to maximize efficiency. Each space will be easily and readily accessible to each department.
# Program Component

## Identification of Program Space:

<table>
<thead>
<tr>
<th>Defined Space - Support Space</th>
<th># of Rooms</th>
<th>Sq. Ft.</th>
<th># of Rooms (future)</th>
<th>Sq. Ft. (future)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workroom</td>
<td>3</td>
<td>1,200.00</td>
<td>3</td>
<td>1,200.00</td>
<td>- Workrooms and break rooms will be distributed throughout the building and will not be department dependent. Copyiers, faxes and printers will also be shared.</td>
</tr>
<tr>
<td>Break Room</td>
<td>3</td>
<td>450.00</td>
<td>3</td>
<td>450.00</td>
<td>- Areas for small meetings (4-6 people) will be placed within individual offices</td>
</tr>
<tr>
<td>Conference Room</td>
<td>6</td>
<td>1,500.00</td>
<td>6</td>
<td>1,500.00</td>
<td>- Standard Conference Rooms (10-12 people) will be distributed throughout the building and will not be department dependent. These conference rooms will have kitchenettes.</td>
</tr>
<tr>
<td>Mechanical Room</td>
<td>2</td>
<td>200.00</td>
<td>2</td>
<td>200.00</td>
<td>- The Board Room will serve as a large conference room.</td>
</tr>
<tr>
<td>Electrical Rooms</td>
<td>4</td>
<td>400.00</td>
<td>4</td>
<td>400.00</td>
<td>- Custodial: Multiple shelving units</td>
</tr>
<tr>
<td>Custodial Rooms - Main</td>
<td>2</td>
<td>400.00</td>
<td>2</td>
<td>400.00</td>
<td>- Custodial: (1) 40’ C-tainer (bulky supplies) worth of space</td>
</tr>
<tr>
<td>Custodial Rooms - Secondary</td>
<td>2</td>
<td>150.00</td>
<td>2</td>
<td>150.00</td>
<td>-</td>
</tr>
<tr>
<td>Restrooms (set) - Lobby</td>
<td>1</td>
<td>600.00</td>
<td>1</td>
<td>600.00</td>
<td>-</td>
</tr>
<tr>
<td>Restrooms (set) - Standard</td>
<td>2</td>
<td>1,200.00</td>
<td>2</td>
<td>1,200.00</td>
<td>-</td>
</tr>
<tr>
<td>Stairway</td>
<td>3</td>
<td>750.00</td>
<td>3</td>
<td>750.00</td>
<td>-</td>
</tr>
<tr>
<td>Elevator</td>
<td>2</td>
<td>250.00</td>
<td>2</td>
<td>250.00</td>
<td>-</td>
</tr>
<tr>
<td>Circulation</td>
<td>n/a</td>
<td>12,500.00</td>
<td>n/a</td>
<td>12,500.00</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td><strong>19,600.00</strong></td>
<td></td>
<td><strong>19,600.00</strong></td>
<td></td>
</tr>
</tbody>
</table>