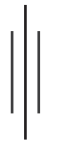




Schematic Design



DLRGROUP



**ROSEDALE ELEMENTARY SCHOOL**  
CHICO UNIFIED SCHOOL DISTRICT

SCHEMATIC DESIGN  
OCTOBER 2025

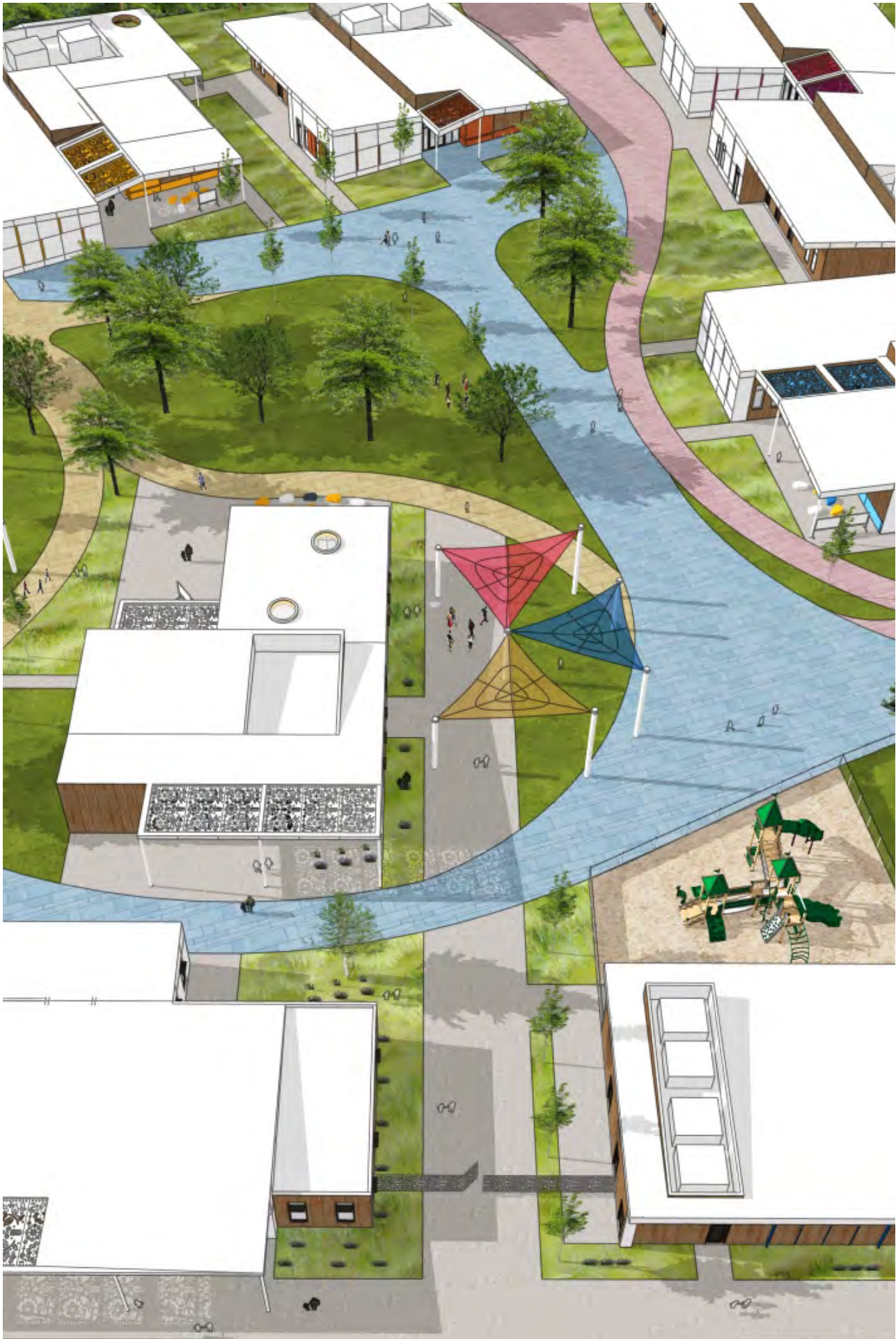






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# 01

## INTRODUCTION & DESIGN RESEARCH





# Introduction

## Executive Summary

*Rosedale Elementary School honors its long-standing role as a neighborhood anchor and a proud dual-language immersion campus. Located in Chico, California, the existing campus—originally constructed in 1953—will be replaced with a new, state-of-the-art learning environment on its 11 acre site. Designed to serve grades TK through 5, the project includes an administration and multipurpose complex, a TK–K classroom wing, and three classroom pods with integrated SPED spaces and collaborative learning areas. The modernization reflects the values of Rosedale’s diverse community while supporting its mission to inspire lifelong learning, cultural understanding, and academic excellence.*

### Project Overview

*The Rosedale Elementary School project re-envision's the existing campus as a vibrant, inclusive environment rooted in the design concept “Heritage, Language, Pride.” The plan celebrates Rosedale’s cultural richness while providing a modern framework for exploration and collaboration. Balancing new construction with inviting outdoor learning and play areas, the design strengthens connections between students, staff, families, and the surrounding neighborhood.*

### Design Vision

*Guided by the project’s design principles—Celebrate Heritage and Cultural Identity, Connect to the Neighborhood Context, Foster Bilingual Collaboration and Exchange, Create Safe and Welcoming Access, and Support Flexible and Modern Learning Environments—the new campus is organized around a central courtyard that functions as the heart of the school. Classroom clusters open toward shared outdoor learning spaces, promoting interaction, visibility, and unity. Shaded patios, gardens, and semi-sheltered porches extend the learning environment beyond the building walls, allowing for daily engagement with nature and culture alike.*

### Learning Environments

*Rosedale’s learning clusters emphasize flexibility, creativity, and connection. Each classroom pod integrates breakout spaces and shared project zones that support small group instruction, peer collaboration, and dual-language learning. Outdoor extensions serve as natural continuations of the classroom, accommodating hands-on lessons, reading circles, and cultural activities that reinforce the school’s bilingual mission. The design encourages movement, curiosity, and meaningful engagement across disciplines and grade levels.*

### Safety and Security

Campus safety is achieved through thoughtful organization and natural visibility. Defined access points, open sightlines, and layered supervision strategies provide security without diminishing the sense of openness and belonging. The main entry creates a welcoming, well-supervised arrival sequence that celebrates community pride while ensuring peace of mind for staff and families.

### Community and Legacy

Rosedale Elementary School’s modernization embodies the spirit of “Heritage, Language, Pride.” The design honors its deep cultural roots and history as a dual-language institution while looking forward to a dynamic, inclusive future. More than a school, Rosedale becomes a place where language and culture unite generations—fostering pride, belonging, and a shared vision of growth for the entire community.

## Rosedale District Mission Statement

*The Rosedale Community is committed to providing a culture of lifelong learning for all students through dual immersion, by developing bilingualism and academic excellence in a multicultural environment.*







# Design Research

## History

Chico, California, is located in the northern Sacramento Valley, a region long inhabited by the Mechoopda Maidu people who lived along local streams and relied on the valley's fertile resources. The city was formally established in 1860 by General John Bidwell, a pioneer and landowner whose influence shaped the town's early development. Bidwell's planning, agricultural innovation, and civic investment laid the foundation for the community that followed.

Chico quickly grew as an agricultural and trade hub. The area's rich soils supported orchards, vineyards, and grains, while the arrival of the railroad in the 1870s connected Chico to larger regional and state markets. This growth was accompanied by the development of lumber and milling industries, as well as civic and cultural institutions. A key milestone came in 1887 with the establishment of the Chico Normal School, now California State University, Chico, which continues to define the city's character as an educational and cultural center.

The built environment of Chico reflects its layered history. Historic structures downtown, the grid of Bidwell's original plan, and the presence of California bungalows and early 20th-century commercial buildings all speak to its periods of growth. Equally influential is Bidwell Park, donated to the city in 1905, which remains one of the largest municipal parks in the nation. This integration of urban fabric and natural landscape is central to Chico's identity, offering a balance of civic life, education, and access to open space.

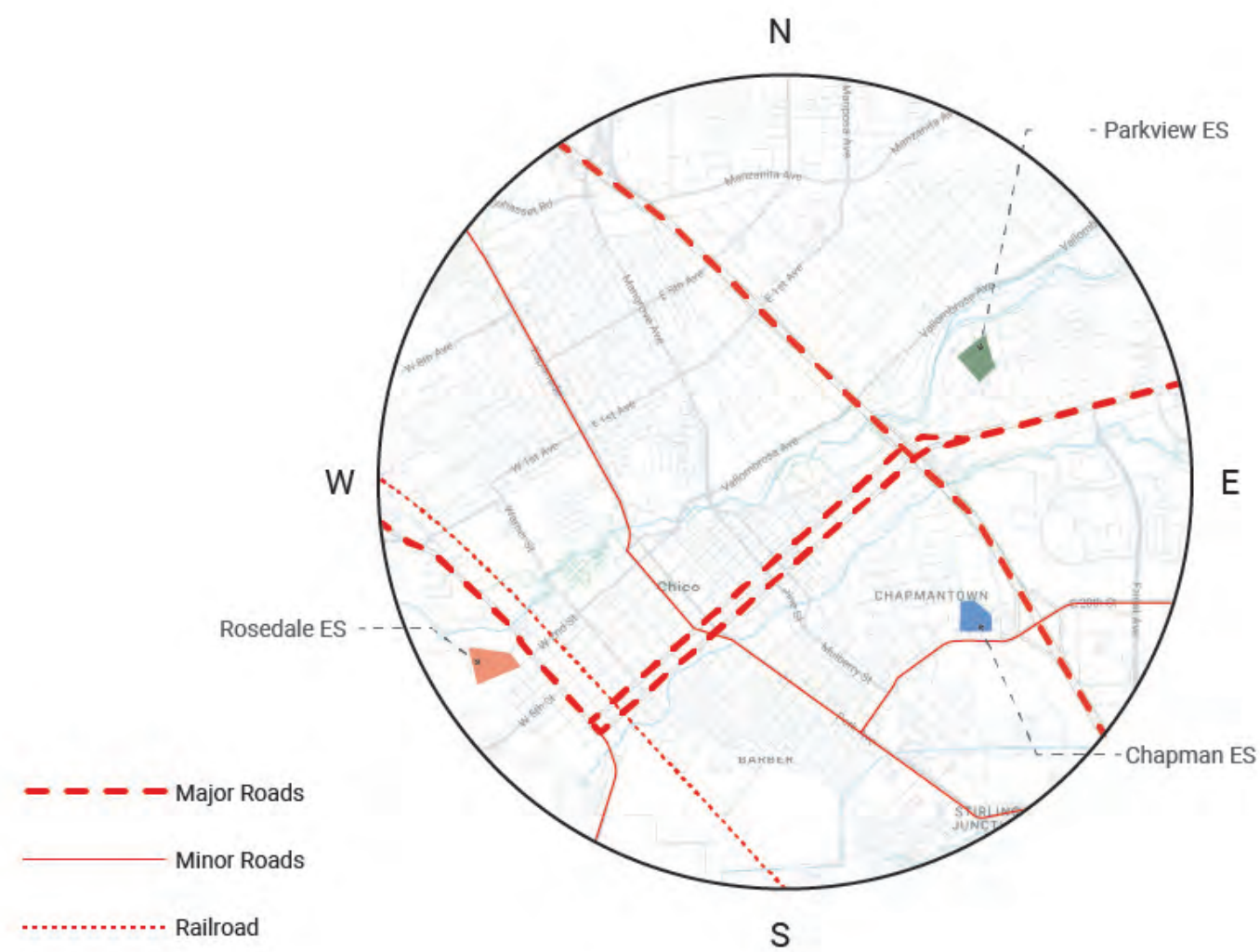
Established in 1952, Rosedale Elementary School has long stood as a cornerstone of the west Chico community. Originally serving families drawn to the city's postwar residential expansion, the school became a neighborhood gathering place and a focal point of local identity. Over the decades, Rosedale has adapted to reflect Chico's evolving population and educational values. Its transition to a dual immersion Spanish-English program strengthened its cultural significance, fostering inclusivity and connection among generations of students. More than a school, Rosedale functions as a social and civic anchor—its open spaces, community events, and educational mission embodying Chico's enduring emphasis on learning, neighborhood vitality, and shared place-making.





# Site Research Diagrams

## Transportation



## Natural Features and Green Spaces





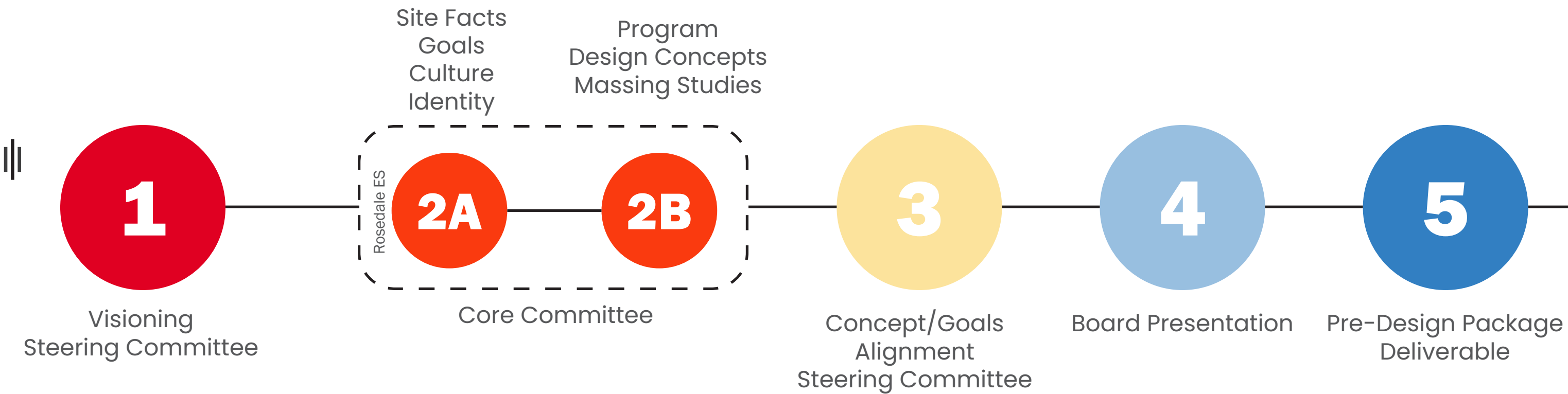




# Process Overview

## PRE-DESIGN COMMUNITY ENGAGEMENT

During the Pre-Design phase, the district and DLR Group engaged in series of meetings to establish the foundation for the project. The initial Steering Committee session was a visioning workshop with the Steering Committee to define goals and priorities for the new school. Follow up meetings engaged the Core Committee in refining educational needs, site opportunities, and design principles. The Steering Committee then re-grouped with the Design Team to align on key takeaways and direction. In conclusion the Pre-Design findings and conceptual framework were presented to the School Board for feedback and approval to proceed into Schematic Design.





# SCHEMATIC DESIGN COMMUNITY ENGAGEMENT

Weekly Facilities Meeting  
**Start**

SD PHASE BEGINS **6/1**



COMMUNITY MEETING **8/26/25**

In August/September participants gathered for a Schematic Design community meeting. Parents, teachers, students, and local stakeholders were invited to review and discuss early concepts for the new elementary school. The design team presented site plans, floor layouts, and imagery that reflect feedback from previous visioning sessions. Attendees were encouraged to share ideas about learning environments, campus safety, outdoor spaces, and community use. The discussion helped refine priorities and ensure the design captures the school's unique identity and educational goals.

STEERING MEETING **9/15**

Following the community meeting, The Steering Committee and Architect's convened to review the feedback collected from participants. The group analyzed recurring themes and key priorities—such as safety, flexibility, and connection to nature—to determine how they could be reflected in the evolving Schematic Design. Architects and district representatives discussed potential design refinements, weighing community input against budget, program, and site constraints. This collaborative session ensured that the ideas shared by stakeholders directly informed the next iteration of the school's design.

100% Schematic Design  
SUBMITTAL **10/7**

Weekly Facilities Meeting  
**Finish**







Classroom Pod Entry, Outdoor Learning & Interior Breakout Space



# 02

## PROPOSED PROGRAM





# Proposed Space Program

Chico Unified School District									10/6/2025
Spatial Program - Rosedale Elementary School									672 Student Population
Space/Functional Area	No. of Spaces	Net S.F.	Total Net S.F.	Acrual No. of Spaces	Actual S.F.	No. of T.S.	No. of Students	Capacity	Notes
ADMINISTRATION									
Main Office									
Main Office Lobby / Visitor Waiting	1	200	200	1	281				visitor waiting, single point of entry
Admin / Open Office/Reception	1	250	250	1	425				Counter, 2-3 workstations - Office Manager / Attendance
Office 1 - Principal	1	200	200	1	218				Principal and 4 visitors
Office 2	1	130	130	1	138				
Office 3	1	130	130	1	131				
Office 4	1	0	0	1	108				
Nurse/Health	1	200	200	1	256				2 desk/ 1-2cots/ 2-4 chairs
Toilet	1	65	65	1	69				
Storage	1	60	60	1	61				
Counselor	1	160	160	1	177				
Case Manager	1	100	100	1	102				
Case Manager Storage	1	50	50	1	50				Clothes, etc for students in need
Workroom /Mail Room	1	400	400	1	352				Mail distribution, workroom. # of mail slots?
Supply Storage	1	80	80	1	83				
File Storage Room	1	80	80	1	78				
Staff Room/Lounge	1	400	400	1	415				
Lactation Room	1	80	80	1	73				
Conference Room	1	500	500	1	236				25 sf per occupant (20 occupants)
Parent/Community Services	1	300	300	1	254				Accessible from lobby
Staff Restrooms	2	65	130	2	132				Adjacent to Staff Room or Workroom
									Direct access/superviseable from the Main Lobby
Public Restrooms	1	65	65	1	69				
Wellness Center									
Wellness Waiting	1	300	300	1	567				
Quiet Room	1	100	100	1	104				Combined with Hotelling Office
Speech Therapist	1	150	150	1	136				
Psychologist	1	150	150	5	415				Next to SPED Classroom
Hotelling Office	1	130	130	0	0				
Administration Sub Total									
		4,410		4,930					

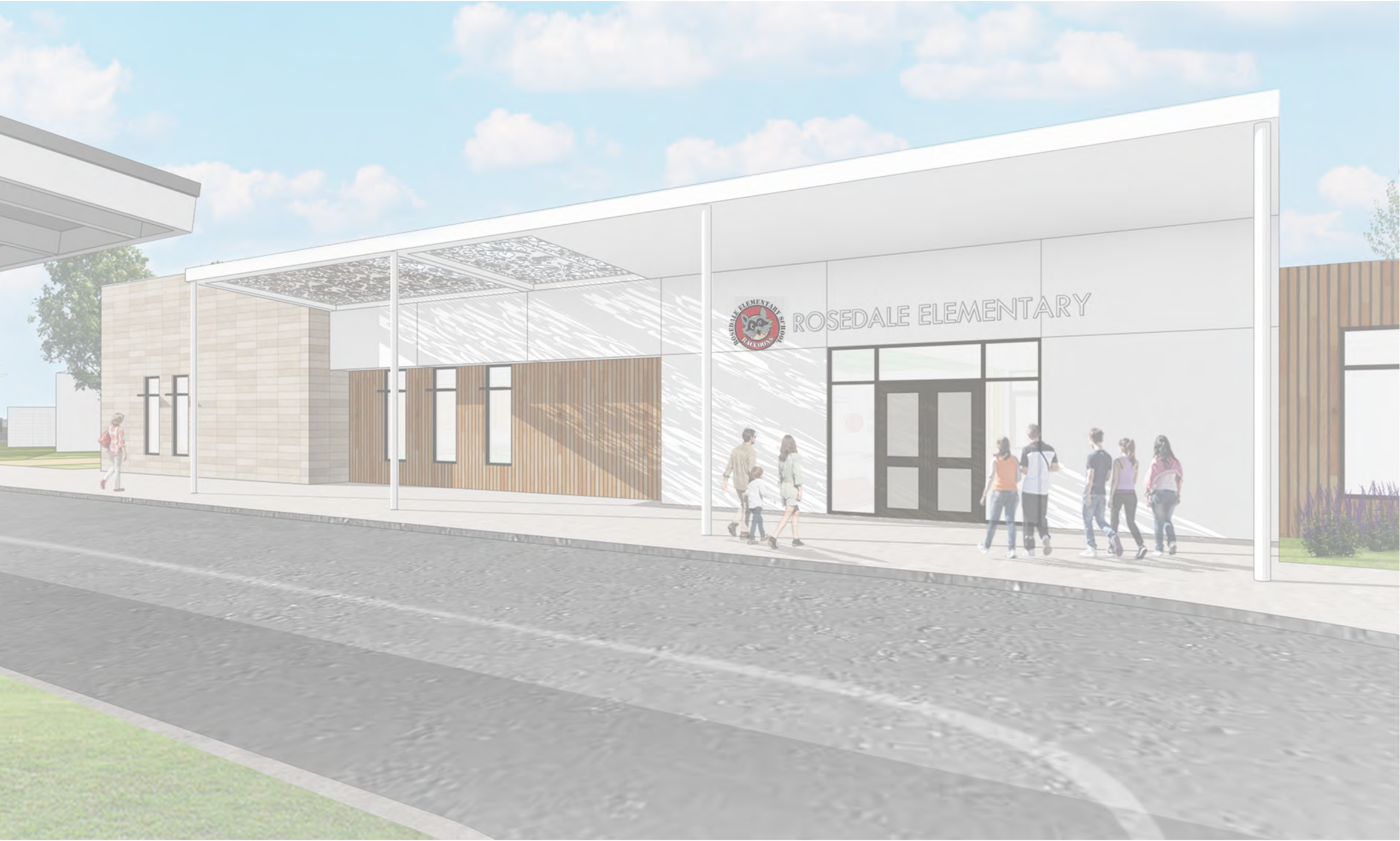
Chico Unified School District									10/6/2025
Spatial Program - Rosedale Elementary School									672 Student Population
Space/Functional Area	No. of Spaces	Net S.F.	Total Net S.F.	Actual No. of Spaces	Actual S.F.	No. of T.S.	No. of Students	Capacity	Notes
K-5 INSTRUCTIONAL COMMUNITY									
TK-Kindergarten Instructional Community									
TK Classroom	3	1,220	3,660	3	3,795	3	24	72	District capacity 24; direct access to playground and restrooms; per Ed Spec 1200 sf
TK Restroom	3	65	195	3	143				Classroom restroom
Kindergarten Classroom	4	1,220	4,880	4	5,132	4	24	96	Direct access to playground and restrooms
K Restroom	4	65	260	4	168				Classroom restroom
Teacher Collaboration / Workroom	4	200	800	4	773				
Outdoor Learning									Varies
Single-Use Restrooms	0	0	0	3	207				Student and Staff
TK-Kindergarten Sub Total			9,795		10,218	7		168	
Grade 1-5 Instructional Community									
									District Capacity 1-3: 24; 4-5: 28
1-3 Classroom	12	960	11,520	12	11,856	12	24	288	District Capacity 1-3: 24; 4-5: 28, sink, 2 CLRs per grade
4-5 Classroom	7	960	6,720	7	6,916	7	28	196	1 classroom to house a 4-5 grade class.
Small Group Collaboration	7	120	840	5	4,230				Central combined space connecting a pod of classrooms. Includes circulation space.
Outdoor Learning									Varies
Instruction Community Sub Total			19,080		23,002	19		484	
FLEX Classroom									
									Art/Music/Dance
Classroom	2	1,350	2,700	2	2,659	2	0	0	classroom; storage in room, 8-10 computers, 2-6 sinks, dry/clean area
FLEX Classroom Sub Total			2,700		2,659	2		0	Not Loaded for School Capacity per Master Plan
Bubble Classroom									
Classroom	1	960	960	1	988	1	0	0	This is a classroom that can adjust to any grade level as needed year to year.
Bubble Classroom Sub Total			960		988	1		0	Not Loaded for School Capacity per Master Plan
Restrooms									
Grades 1-3 Restrooms	2	200	400	0	0				May adjust per code.
Grades 4-5 Restrooms	2	200	400	0	0				May adjust per code.
Staff Single-Use Restrooms	2	65	130	5	400				
Student Single-Use Restrooms	0	0	0	20	675				4 stalls per pod
Restrooms Sub Total			930		1,075				
SPECIAL EDUCATION									
									large group, Conf space. Add an operable partition in middle to divide into two equal spaces.
SPED Classroom	1	1,250	1,250	2	2,528	2	10	20	
Restroom	1	100	100	2	230				Restroom with changing table.
SPED Classroom	1	1,350	1,350	0	0	0	0	0	small group, full class seating, one to one instruction, includes restroom.
Special Education Sub Total			2,700		2,758	2		20	



Chico Unified School District									10/6/2025
Spatial Program - Rosedale Elementary School									672 Student Population
Space/Functional Area	No. of Spaces	Net S.F.	Total Net S.F.	Actual No. of Spaces	Actual S.F.	No. of T.S.	No. of Students	Capacity	Notes
LIBRARY									
									After hours use. Access to front of school. Possible adjacency to a Flex/STEM Lab
Circulation / Charge Desk / Control	1	120	120	1	0				
Librarian Office	1	100	100	1	120				Replaced as IT office
Learning Commons / Stack Space	1	600	600	1	0				book cases on perimeter, floating book cases.
									digital display like a classroom setting. Staff Meetings
Reading Area/Presentation Space	1	960	960	1	0				
									24-28 students; 15 net sf/student = 420 sf
Large Group Collaboration	1	420	420	1	0				Separate enclosed space off of the library
									Circulation / Charge Desk / Control, Learning Commons / Stack Space, Reading Area/Presentation Space, & Large Group Collaboration
Library Area	0	0	0	1	2,003				
Workroom/Storage	1	250	250	1	251				Librarian Office within workroom
Library Sub Total			2,450		2,374				
MULTI-PURPOSE									
Multipurpose/Dining									
Dining	1	3,800	3,800	1	3,780				Dining and PE, In wall tables.
Exterior - covered dining	1			1	0				Roughly 1900 sf of exterior space
									Raised stage, ramp. Roll-Up door to the ext. with access to exterior raised platform.
Stage	1	700	700	1	779				
After School Program Office	1	100	100	1	110				
After School Storage	1	200	200	1	203				
Storage									
Music/Chair Storage	1	130	130	1	127				Stage Storage
PE/MPR Equipment Storage	1	300	300	1	244				Access interior and exterior
Restrooms	2	400	800	2	520				Access to MPR and the Exterior
Single-Use Restroom	0	0	0	0	0				
Custodial	1	100	100	1	166				
Kitchen									Kitchen is a District Standard layout. Use McManus ES layout.
Servery	1	212	212	0	0				4' W Doors
Kitchen	1	1,142	1,142	1	1,353				Servery
Walk-In: Freezer	1	140	140	1	124				
Walk-In: Cooler	1	140	140	1	124				
Dry Storage	1	140	140	1	128				
Office	1	100	100	1	90				Visibility into kitchen
Custodial	1	50	50	0	0				
Single-Use Restroom	1	65	65	1	73				3-4 Lockers outside of restroom in hallway
Exterior Service Yard with Can Wash	1	0	0	1					Service yard door to kitchen 4'-0"
Multipurpose Room Sub Total			8,119		7,821				
GENERAL SUPPORT SPACE									
MDF	1	120	120	1	111				
IDF	4	60	240	9	746				May vary depending on number of buildings
Electrical - Main	1	160	160	0	0				
Electrical - Secondary	1	60	60	9	524				May vary depending on number of buildings
Campus Storage	2	400	800	1	171				Throughout campus.
Custodial	3	80	240	7	571				Throughout campus.
Custodial Supply	1	180	180	0	0				Could be the custodial space at MPR.
General Support Sub Total			1,800		2,123				
Sub Total Square Footage			52,944		57,948	31		672	
Circulation & Grossing Factor (25%)			13,236		5,790				Includes circulation, fire rises, and building structure.
Campus Total Square Footage			66,180		63,738	31		672	









# 03

## SITE ANALYSIS, SITE DESIGN & PROPOSED PROJECT PHASING





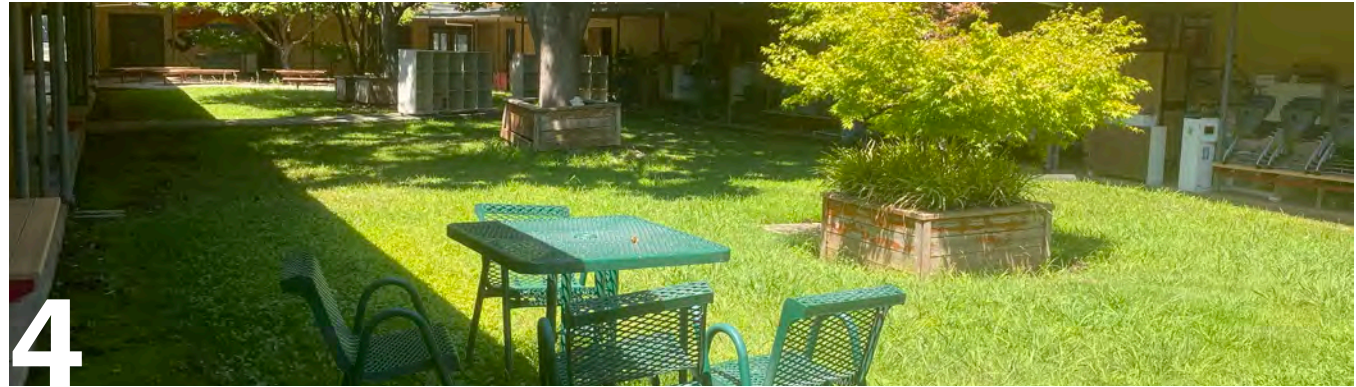


Existing Rosedale Elementary School Site Aerial and Images





Street View



Courtyard View



Playground View



Courtyard View



MPR View



# Site Plan - Overall

Total Site


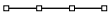

Elementary School: 10.79 Acres

Projected Enrollment: 672

Existing Parking: 58

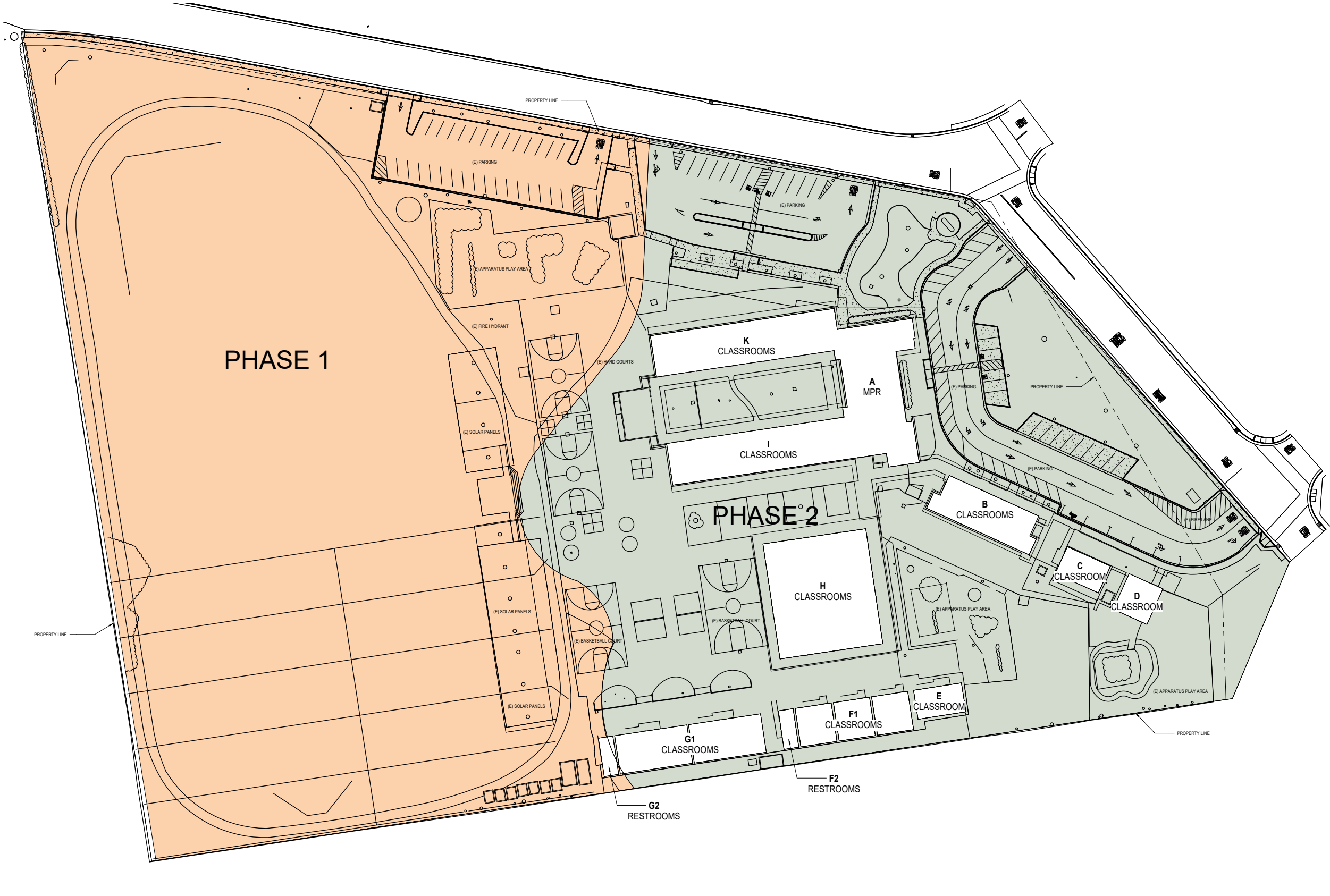
Planned Parking: 133

## Legend

-  Pedestrian Entry
-  6'-0" Decorative Fence
-  Property Line



# Site Plan - Overall Phasing





# Phasing Sequence



ROSEDALE ELEMENTARY SCHOOL  
EXISTING SITE PLAN - ELEMENTARY SCHOOL



ROSEDALE ELEMENTARY SCHOOL  
PHASE 1: ADMINISTRATION, CLASSROOM PODS 300, 400, 500, 600, 700, TK &  
KINDERGARTEN BUILDING AND PLAY FIELD



ROSEDALE ELEMENTARY SCHOOL  
PHASE 2: COMPLETE ES MPR, PARKING LOT, AND FIELDS

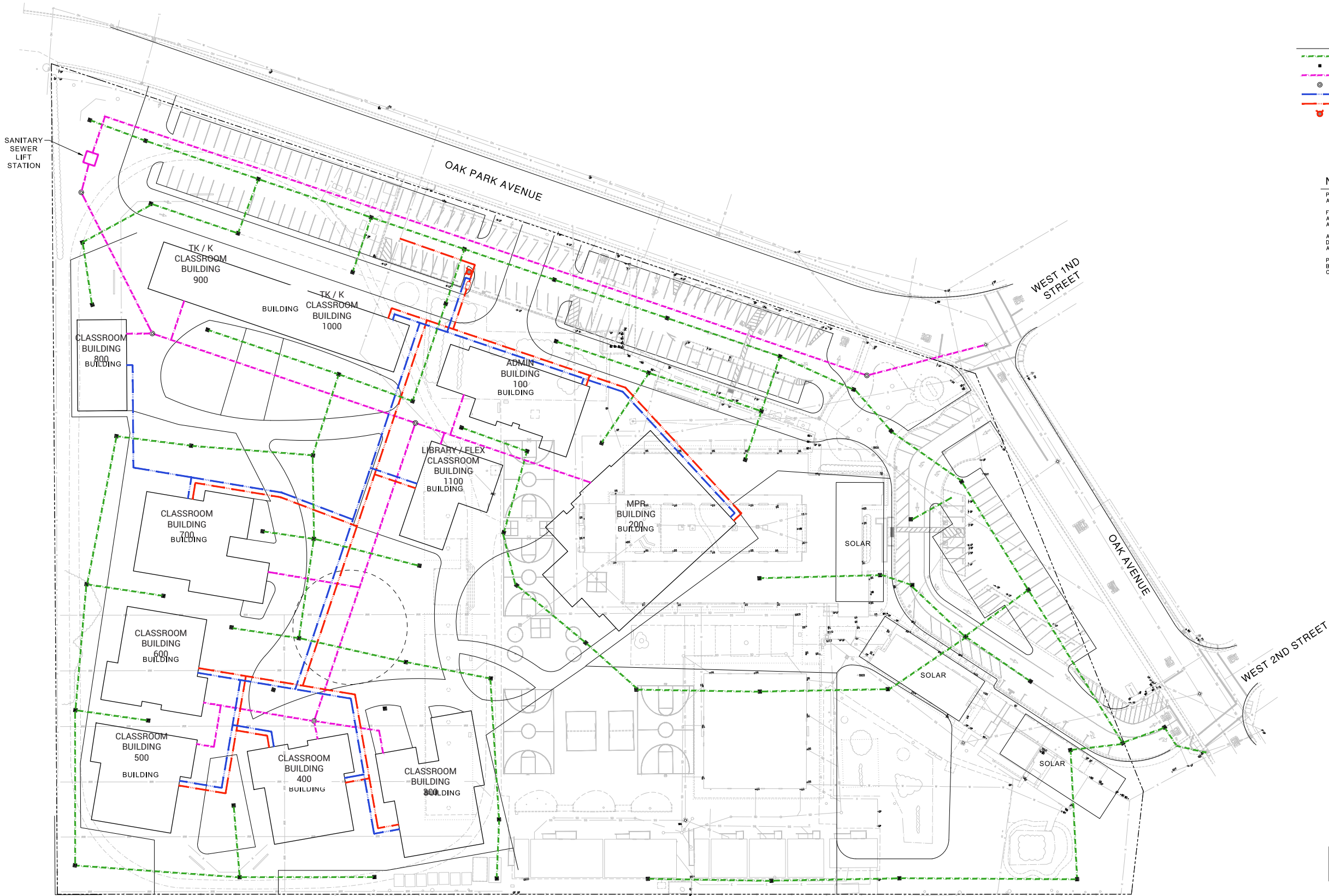


ROSEDALE ELEMENTARY SCHOOL  
PHASE 1 & 2: COMPLETE





# Civil Proposed Utility Plan



LEGEND	
	PROPOSED STORM DRAIN PIPE
	PROPOSED STORM DRAIN CATCH BASIN
	PROPOSED SANITARY SEWER PIPE
	PROPOSED SANITARY SEWER MANHOLE
	PROPOSED DOMESTIC WATER LINE
	PROPOSED FIRE SUPPRESSION LINE
	PROPOSED FIRE HYDRANT

**NOTES**

PROPOSED FIRE HYDRANTS AND PIPING ARE NOT SHOWN ON THESE PLANS.

FIRE HYDRANTS MAY BE REQUIRED AROUND THE SITE AND SHALL BE APPROVED BY THE FIRE MARSHAL.

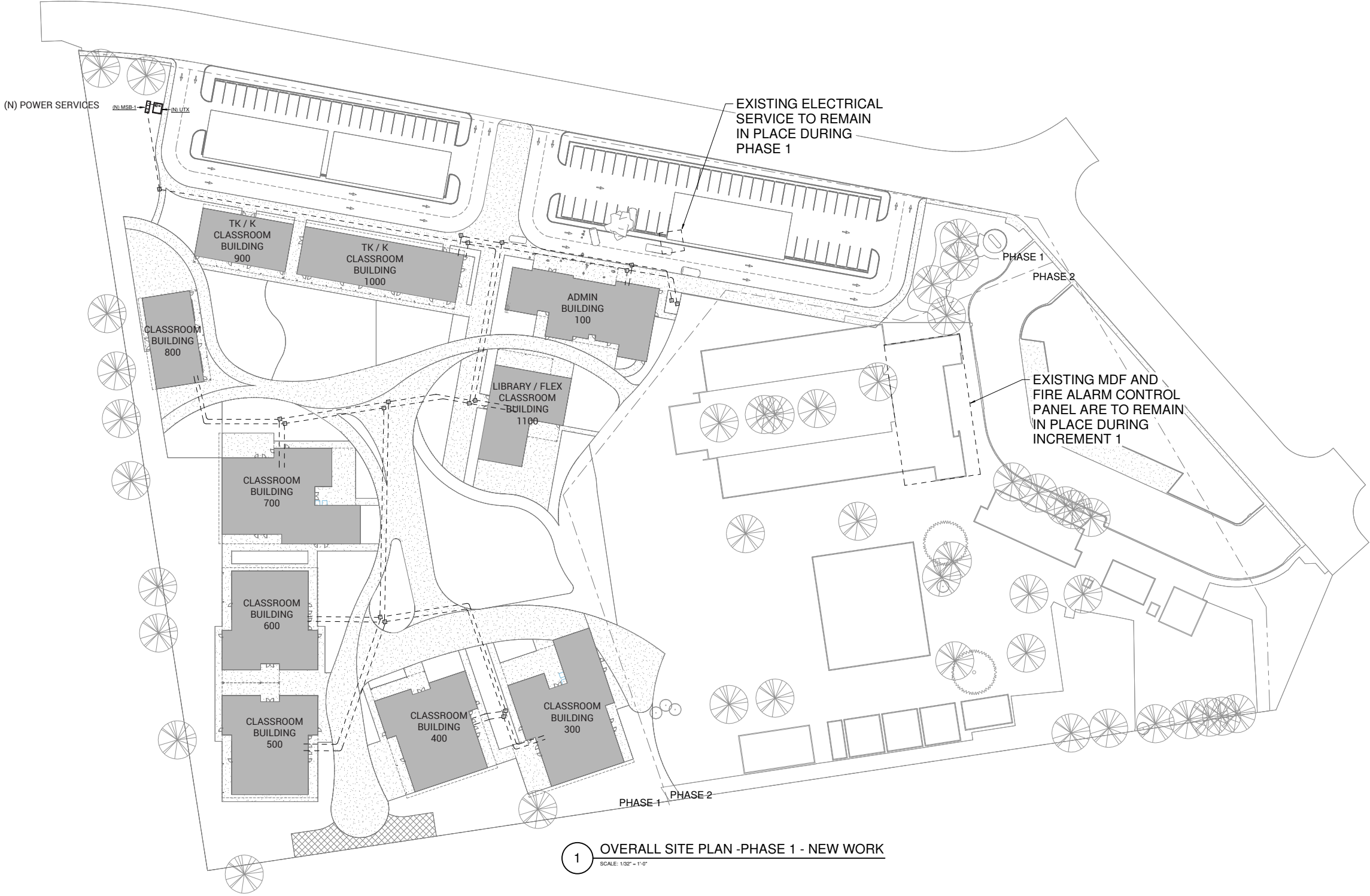
ALL PROPOSED SEWER, STORM DRAIN, DOMESTIC WATER AND FIRE SUPPRESSION ARE CONCEPTUAL ONLY.

POINT OF CONNECTION TO PROPOSED BUILDINGS ARE UNKNOWN AND ONLY CONCEPTUALLY SHOWN.





# Electrical Phase 1





# Electrical Phase 2





# Landscape



## KINDER PLAY

- PLAY STRUCTURE
- TURF FIELD
- TRIKE TRACK
- SHADE ELEMENTS
- SPINNER AND CLIMBING
- SLIDES

## OUTDOOR SEATING

- OUTDOOR EATING AREA

## TK PLAY

- PLAY STRUCTURE
- TURF FIELD
- TRIKE TRACK
- SHADE ELEMENTS
- SPINNER AND CLIMBING
- SLIDES

## GARDEN AREA

- 5-8 RAISED PLANTER BEDS
- GARDEN SHED
- 4' H FENCE

## MAIN ENTRY

- SIGNAGE
- MURAL
- GATES
- BIKE RACK

## AMPHITHEATER

- STAGE WITH SHADE
- TURF GATHERING AREA
- TREE SHADE

## HARDCOURT AREA

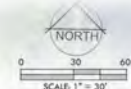
- 2 BASKETBALL COURTS
- 1 FUTSAL (ENCLOSED PLAY)
- GAGA BALL
- HOPSCOTCH
- 4 SQAURE

## GRADES 1-5 PLAY

- LARGE PLAY CLIMBER
- PLAY STRUCTURE WITH SLIDE
- ADA SPINNER
- SWING SET
- CLIMBING LOGS AND BOULDERS
- FABRIC SHADES

## TURF PLAY

- 1 LARGE SOCCER FIELD
- 3 YOUTH SOCCER FIELDS
- 1/8 MILE DECOMPOSED GRANITE TRACK





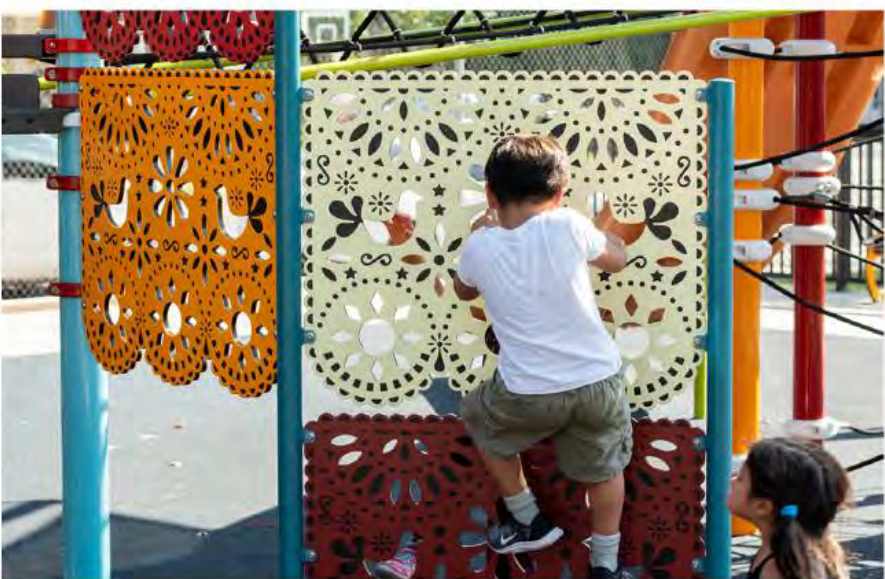
# Preliminary Play - Playground



INSPIRATION THEME: HERITAGE, PRIDE & COMMUNITY



PLAY STRUCTURE



THEMED CLIMBING



SPINNER



ADA SPINNER



INTERPRETIVE PANEL



CLIMBING



SWING



THEMED SHADE



NATURAL ROPE & ROCK CLIMBING



ADA SEE-SAW



CLIMBING



SENSORY ELEMENTS









# 04

## BUILDING DESIGN & PLANNING





# Guiding Principles for Design



Celebrate Rosedale School's Multi-Cultural Community



Design to Fit in with the Existing Rural/Residential Context



Create Cohesive Indoor/Outdoor Flexible Learning Environments



Create Flexible / Balanced / Vibrant Learning Environments



Improve Campus Access and Provide a Safe Inviting Landscape



Enhanced Outdoor Support Spaces for School Events



# DESIGN CONCEPT

<b>RED</b> School color Balanced accent Excitement Passion	
<b>ORANGE</b> Creativity Enthusiasm Positivity Excitement	
<b>GOLD / YELLOW</b> Optimism Joyful Lively Warmth	
<b>BLUE</b> Secure Calming Reduce stress	
<b>WARM WHITE / BEIGE</b> Cleanliness Purity Comfort Welcoming Neutrality	



## “HERITAGE. LANGUAGE. PRIDE”

Inspired from the rich hues, intricate patterns, and boundless energy of **traditional** Hispanic folk dance costumes, the design **celebrates** culture and **heritage** through a dynamic palette of vibrant colors and organic lines. By embracing the spirit of **movement**, festivity, and storytelling embedded in these **cultural expressions**, we aim to create a visually captivating and immersive experience that honors tradition while inspiring contemporary appreciation.

The color palette is alive with vibrancy, drawing from the energy and movement of traditional dance. Red conveys passion and cultural pride, while orange radiates creativity and celebration. Yellow shines with optimism and blue balances these fiery tones with trust, stability and a grounding presence that connects tradition with continuity. Softer neutrals provide harmony, allowing bold color to take stage.





Heritage



Language



Pride



01

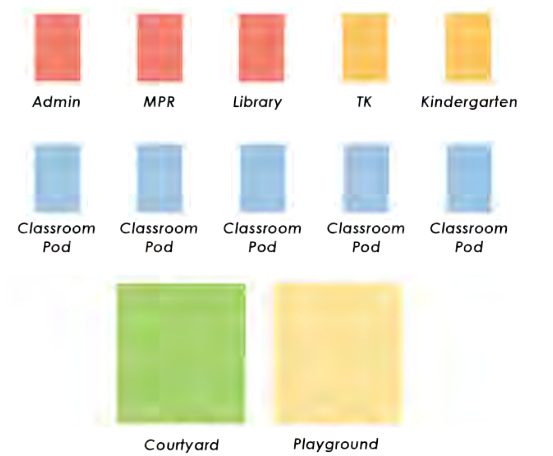
Identify Community Values

02

Determine Site Motif  
based on Values

03

Modularize Program Blocks







## Massing & Outdoor Spaces

The massing and site design for the new Rosedale Elementary School are guided by the principles of celebrating cultural heritage, fostering bilingual collaboration, and creating a safe and welcoming environment for all learners. Inspired by the concept Heritage, Language, Pride, the campus layout reflects the layered richness of Rosedale's dual-language community—where learning, culture, and connection intertwine. The design organizes the campus around a central courtyard, envisioned as the heart of the school, where daily activities, performances, and community gatherings can occur.

Pod-style classrooms connect indoor and outdoor learning opportunities that provide shaded, flexible spaces for small group instruction, storytelling, and cultural exchange. The MPR building anchors the southern edge of the site and opens to a shared outdoor amphitheater that supports both formal presentations and informal play. To the north, a series of learning gardens, bilingual art walls, and play areas create opportunities for exploration and reflection while celebrating Rosedale's community identity.

Circulation paths weave naturally through these interconnected zones, forming a network of academic, social, and recreational spaces that reinforce safety, accessibility, and connection. Strategic building orientation enhances visibility across the site, allowing staff to maintain passive supervision while maintaining openness and comfort. Together, the massing, outdoor spaces, and landscape design reflect Rosedale's enduring legacy—honoring its heritage while creating a vibrant, inclusive environment where language and learning flourish side by side.



**04** Organize Program Blocks around Central Gathering Space



**05** Overlay Abstracted Concept onto Program Layout

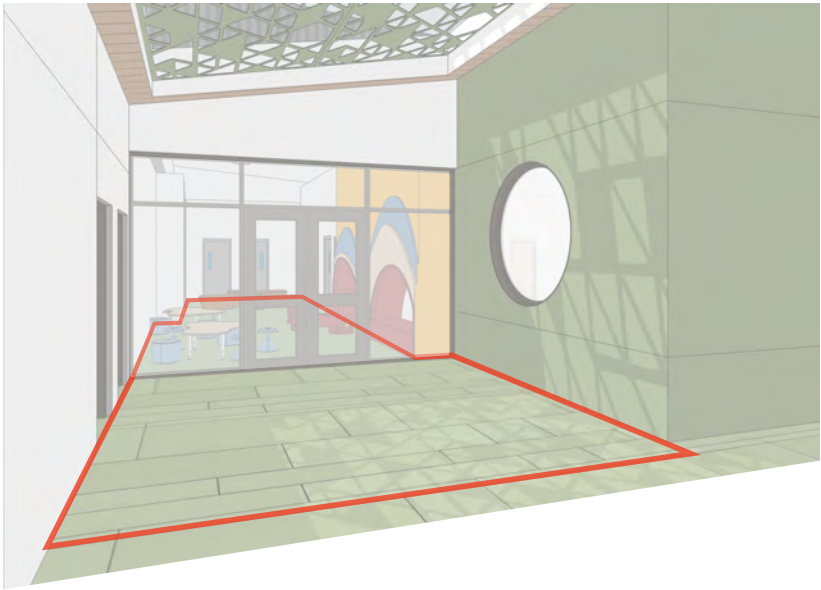
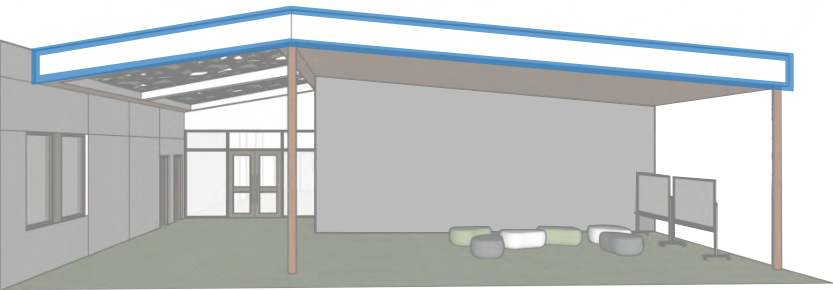


**06** Unite Site Concept and Program Layout



### Agrarian Forms for Child-Friendly Learning

This classroom building draws inspiration from the agrarian forms of Chico’s rural landscape to create a learning environment that feels both familiar and appropriately scaled for elementary students. Simple gabled volumes echo barn structures, offering a sense of shelter and clarity that young learners intuitively understand.

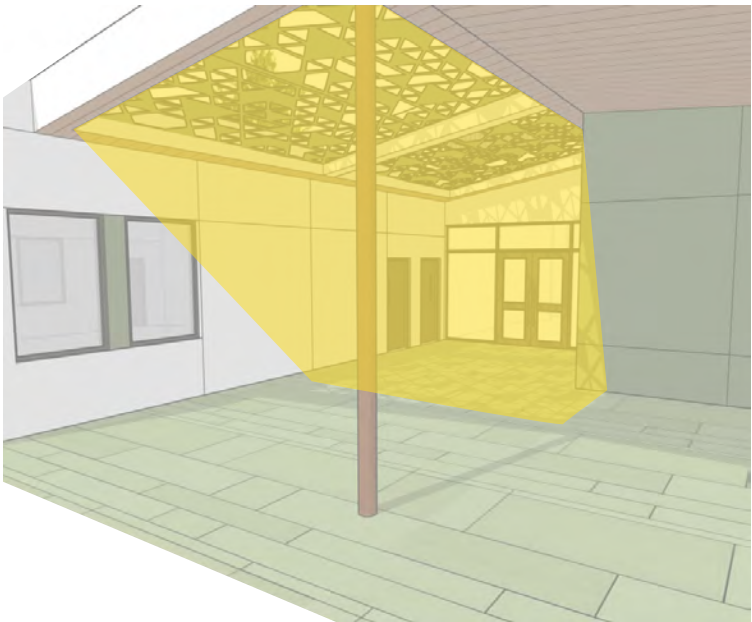


### Child-Friendly Massing and Indoor-Outdoor Learning

The building’s massing is intentionally broken down to child-friendly proportions, promoting comfort and reducing the institutional feel. Outdoor learning zones and shaded breezeways respond to Chico’s Mediterranean climate, encouraging movement, fresh air, and flexibility in teaching. The indoor-outdoor relationship fosters collaborative learning environments, unifying classroom spaces and cultivating a stronger sense of community.

### Nature-Inspired Materials and Light-Filled Entry

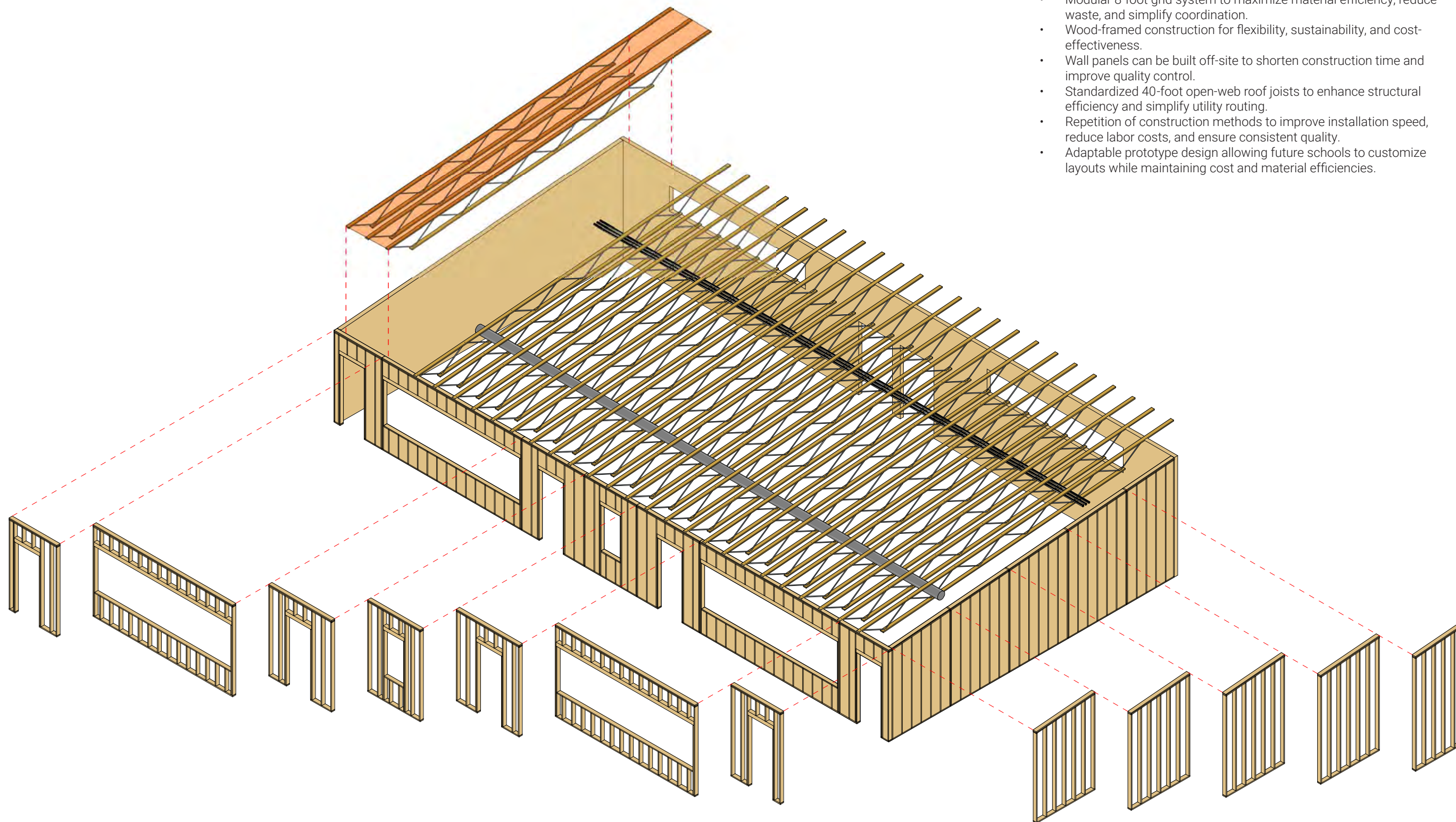
A perforated canopy above the entry filters light like a tree canopy, reinforcing the connection to nature and the outdoors. Natural materials play a central role — warm wood siding wraps the classroom volumes, contrasting with earth-toned cladding on circulation areas. Accent colors drawn from Chico’s environment, along with educational murals, add visual interest and connect students to nature and place.





Key features to this method include:

- Modular 8-foot grid system to maximize material efficiency, reduce waste, and simplify coordination.
- Wood-framed construction for flexibility, sustainability, and cost-effectiveness.
- Wall panels can be built off-site to shorten construction time and improve quality control.
- Standardized 40-foot open-web roof joists to enhance structural efficiency and simplify utility routing.
- Repetition of construction methods to improve installation speed, reduce labor costs, and ensure consistent quality.
- Adaptable prototype design allowing future schools to customize layouts while maintaining cost and material efficiencies.

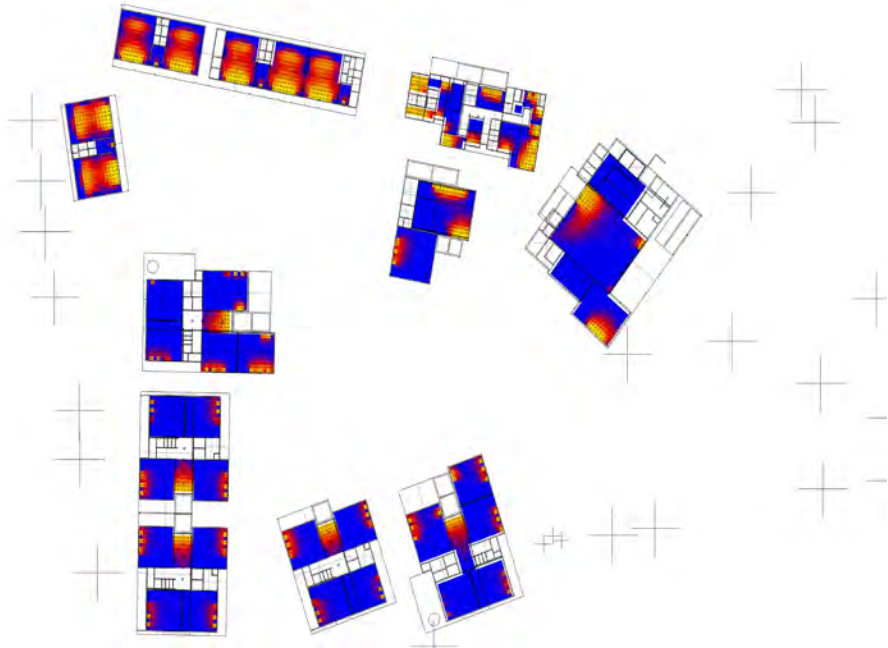


### Prototypical – Structural Diagram

The prototype design method for the new elementary school promotes efficiency, adaptability, and consistency across projects. Using standardized components and modular construction principles, it streamlines both design and construction to achieve a high-quality, value-driven product.



# Climate Analysis

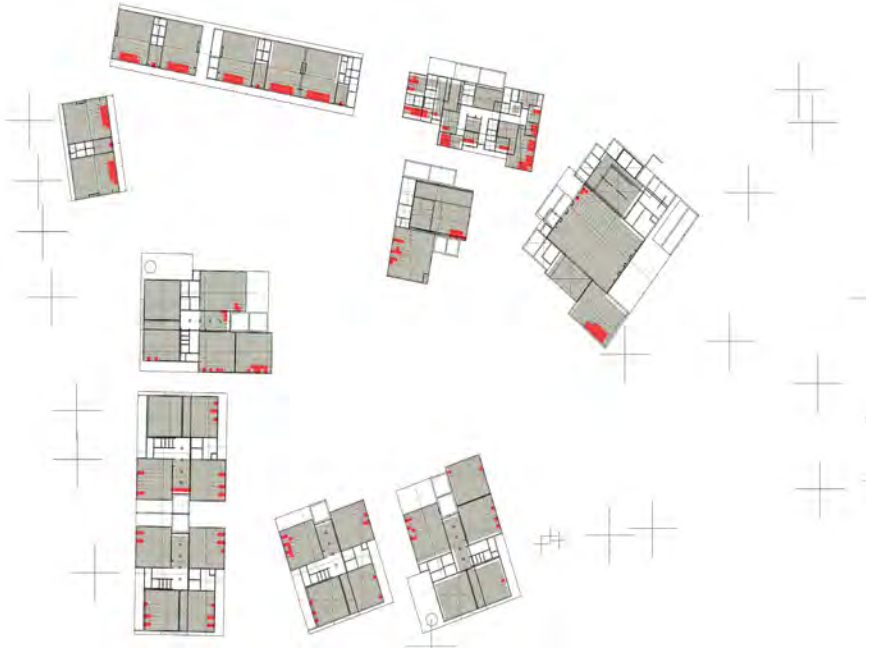


## DAYLIGHT DISTRIBUTION

This plot represents how daylight distributes across the space.

Yellow & Red represent adequate amount of daylight.  
Blue indicates non-daylit areas.

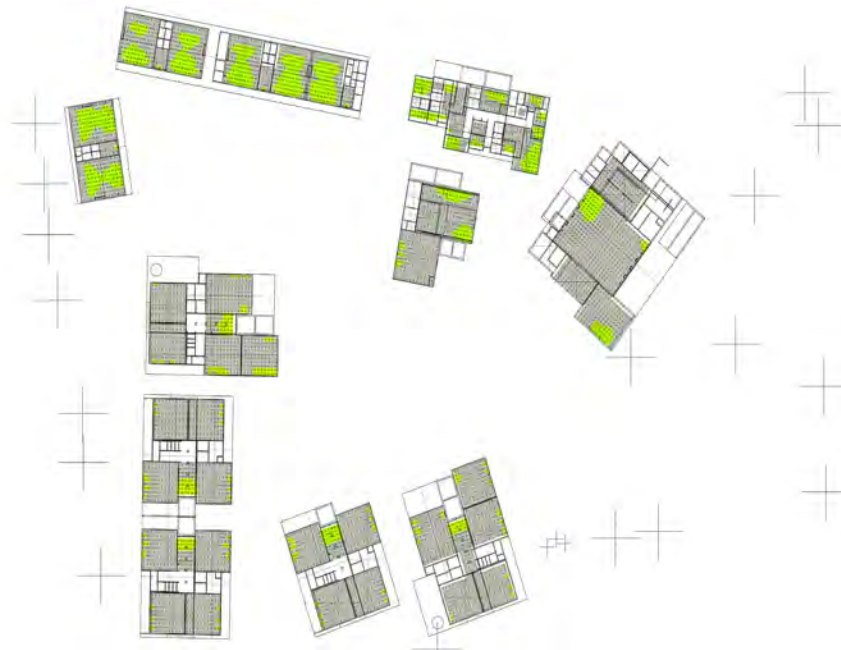
Daylight plans proposed solar tubes



## POTENTIAL FOR GLARE

ASE is the percentage of the analysis area that exceeds a direct sunlight illuminance level of 1000 lux more than 250 hours per year, with operable blinds left open;

grey coloring indicates low glare risk  
red indicates high glare risk  
ASE = 5.6%

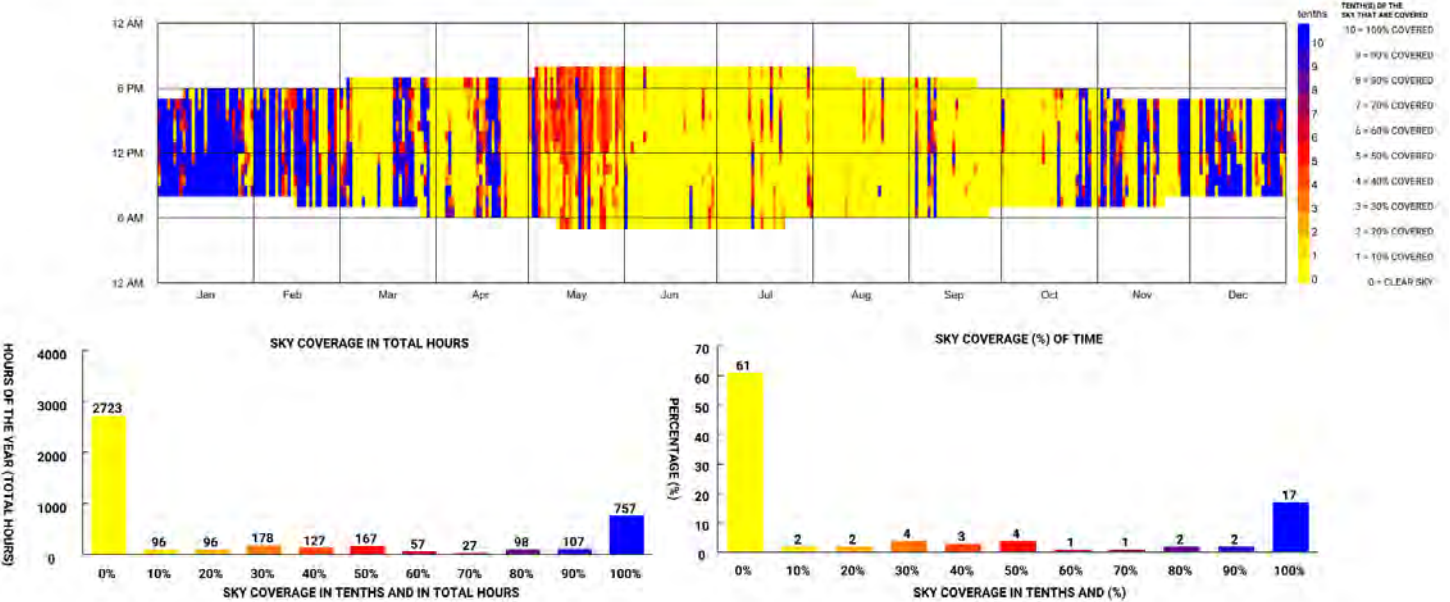


## DAYLIGHT SUFFICIENCY

Spatial DA is the percentage of floor area that provides the minimum illuminance (in lux) required for each space function for a given percentage of the analysis period (50%);

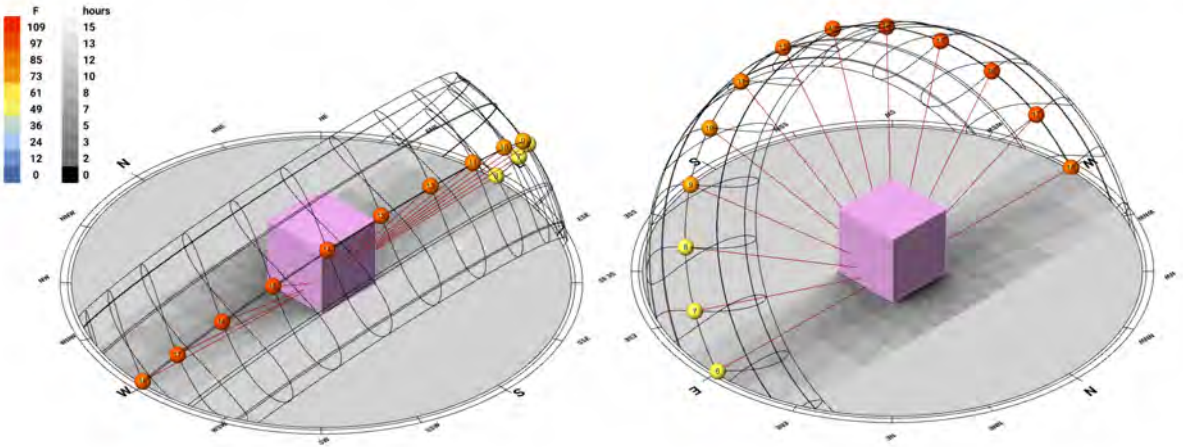
GREEN indicates daylit areas according to sDA definition.  
GRAY indicates non-daylit areas according to sDA definition  
sDA = 17.6%

## TOTAL CLOUD COVER - DAYLIGHT HOURS

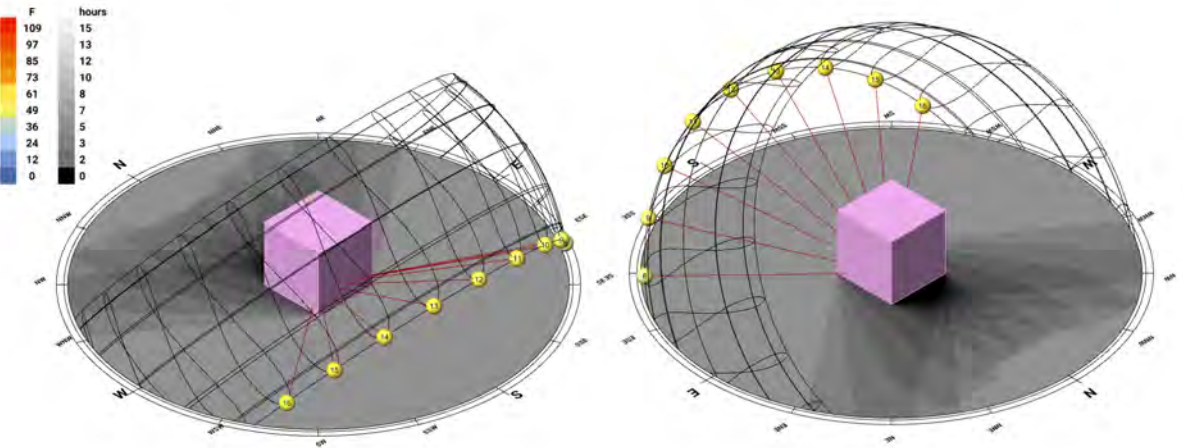




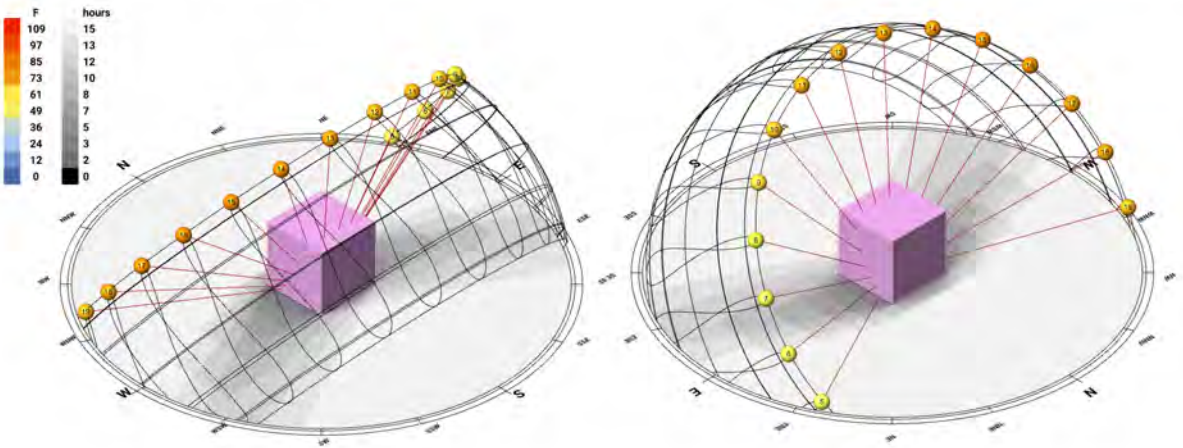
SUN PATH EQUINOX - 3D VIEW



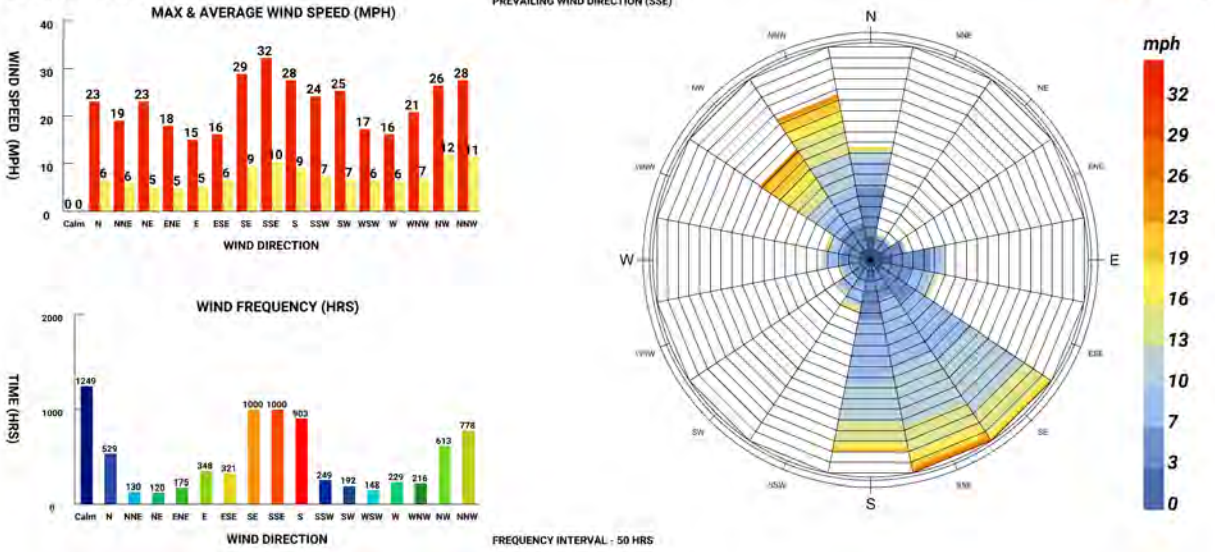
SUN PATH WINTER SOLSTICE - 3D VIEW



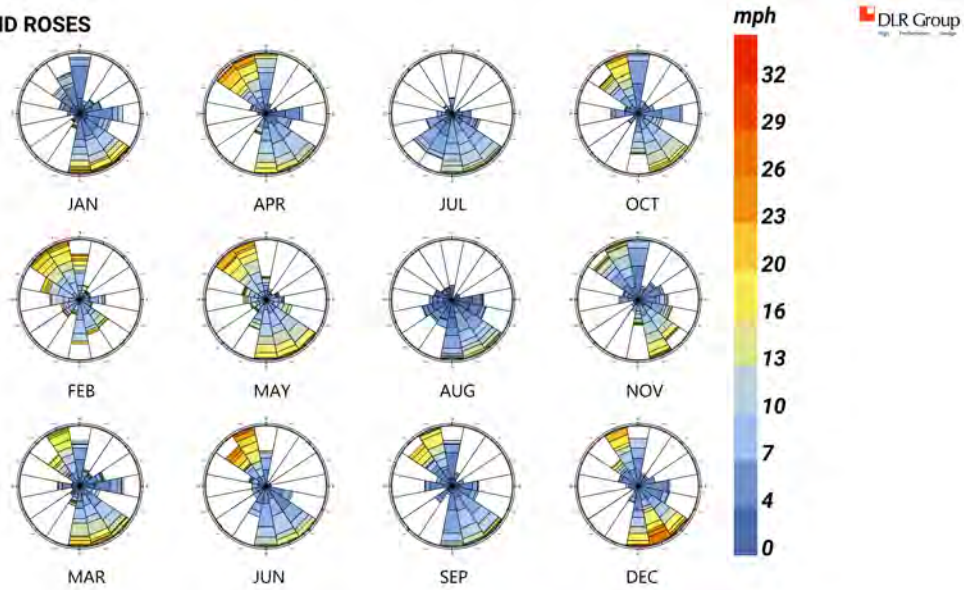
SUN PATH SUMMER SOLSTICE - 3D VIEW



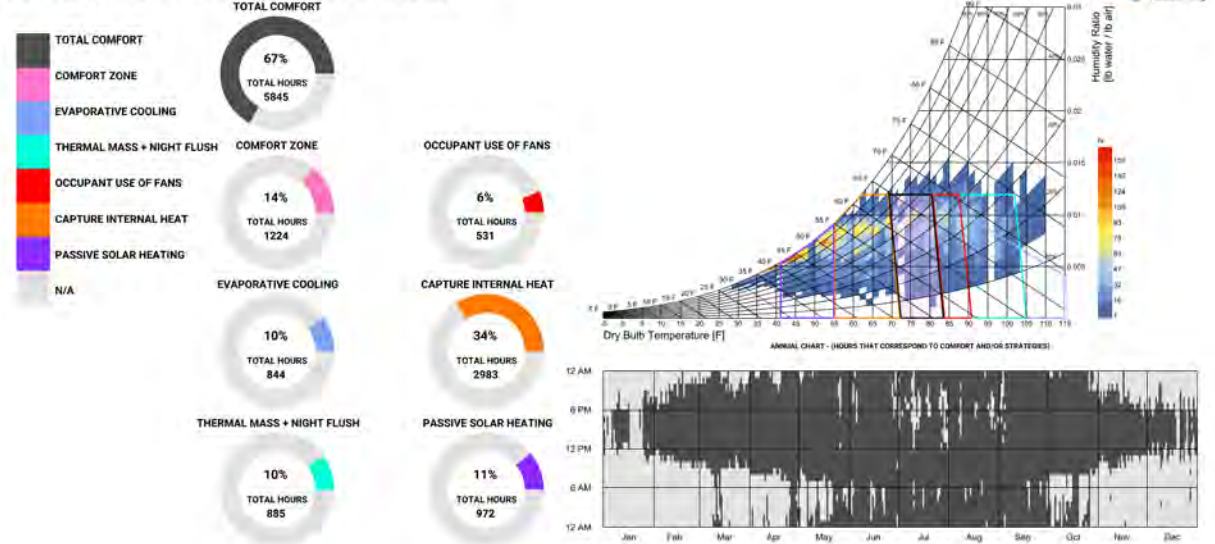
ANNUAL WIND ROSE



MONTHLY GRID OF WIND ROSES



PSYCHROMETRIC CHART - ALL STRATEGIES







The campus design incorporates a variety of outdoor learning environments that extend education beyond the classroom and encourage flexible, student-centered engagement. A centrally placed amphitheater, integrated with the rear of the MPR, creates an indoor-outdoor connection to the stage platform—supporting both formal presentations and informal group learning. The expansive lunch canopy adjoining the MPR serves as an all-weather gathering hub for dining, collaboration, and play, while smaller outdoor nodes provide more intimate spaces for reflection and interaction. Collectively, these elements form a cohesive network of open-air settings that inspire exploration, strengthen community, and nurture a daily sense of belonging.



**Classroom Pod Outdoor Learning**

**Flex Outdoor Learning**





Each classroom cluster is intentionally designed to extend learning directly into the outdoors. Adjacent patios, shaded porches, and landscaped courtyards provide seamless transitions between indoor instruction and hands-on exploration. These outdoor extensions function as flexible learning environments—accommodating small group discussions, science experiments, art activities, or quiet reflection. Natural materials, planting zones, and seating elements are integrated to create comfortable, engaging spaces that invite curiosity and collaboration. By blurring the boundary between classroom and landscape, the design encourages teachers and students to embrace the environment as an active part of the educational experience.

**Main Promenade**

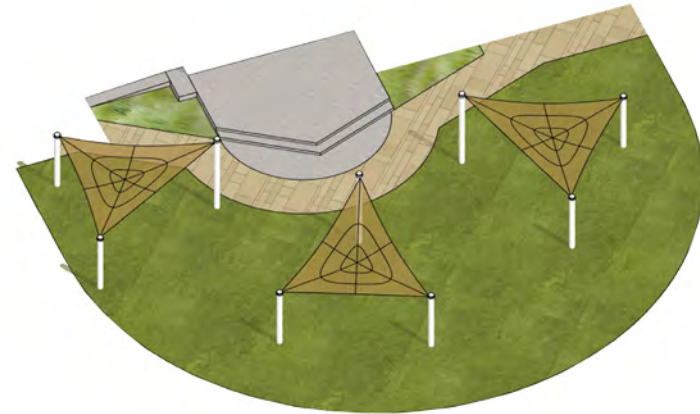
**School Entrance**



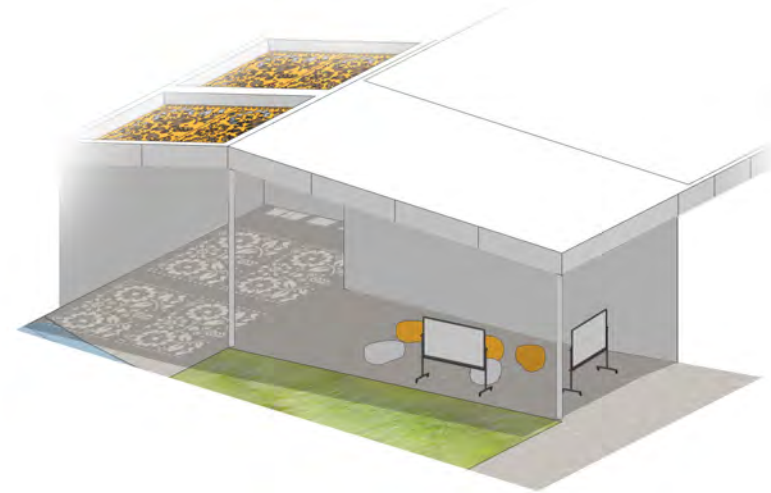


## Outdoor Space Modalities

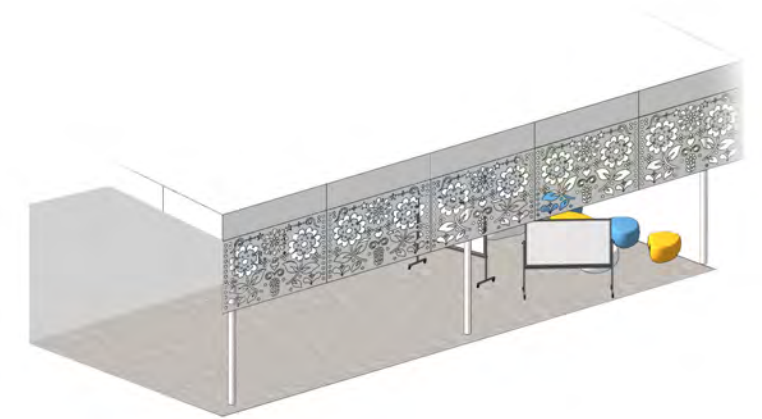
The campus design incorporates a variety of outdoor learning environments that extend education beyond the classroom and encourage flexible, student-centered engagement. A centrally placed amphitheater, integrated with the rear of the MPR, creates an indoor-outdoor connection to the stage platform—supporting both formal presentations and informal group learning. The expansive lunch canopy adjoining the MPR serves as an all-weather gathering hub for dining, collaboration, and play, while smaller outdoor nodes provide more intimate spaces for reflection and interaction. Collectively, these elements form a cohesive network of open-air settings that inspire exploration, strengthen community, and nurture a daily sense of belonging.



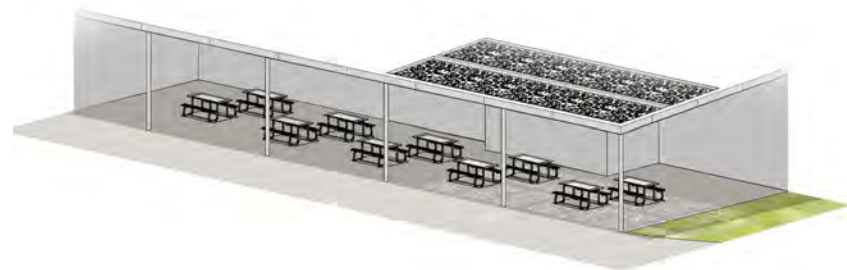
1 Amphitheater



2 Classroom Outdoor Learning



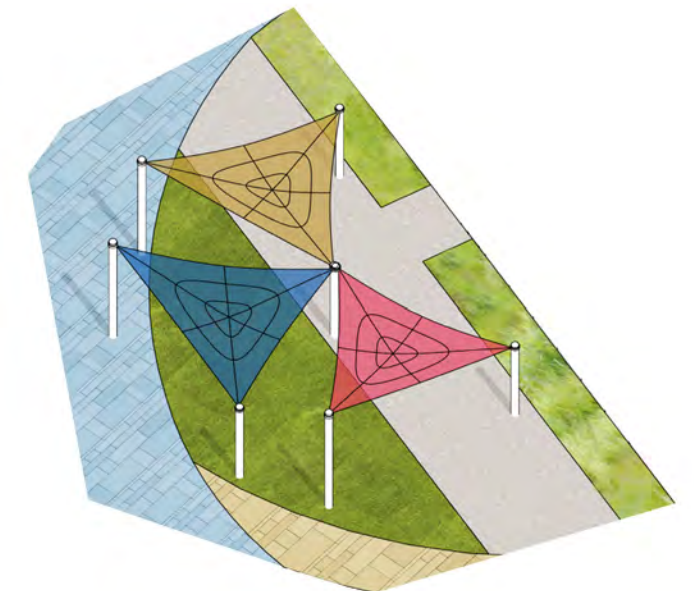
3 Classroom Outdoor Learning (side)



4 Lunch Canopy



5 Flex Outdoor Seating



6 Shaded Seating









**Aerial of ES Campus 01**

Birds-eye view from the South corner of the elementary campus, overlooking administration building and quad.





## Aerial of ES Campus 02

Birds-eye view from the North corner of the elementary campus, overlooking classroom building to the TK-Kindergarten.





### Aerial of ES Campus 03

Perspective from the north corner of the ES central quad, looking towards the TK-Kindergarten play structures.





Aerial of ES Campus 04

Perspective further back from the north corner









# Floor Plan - Building 100 - Administration

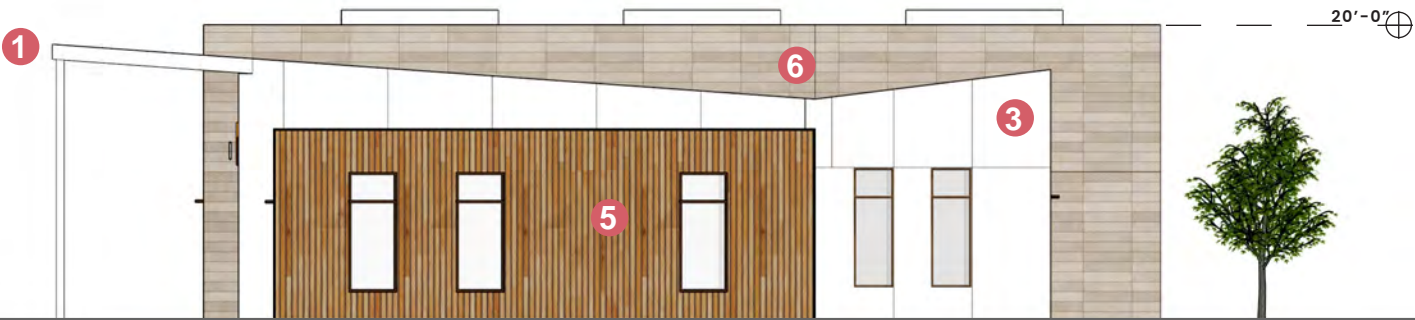




# Elevations - Building 100 - Administration



West Elevation



East Elevation

1 Metal Panel Fascia

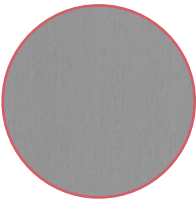
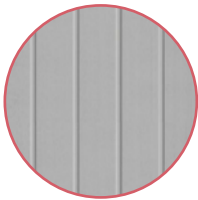
2 Laser Cut Metal Panel

3 Painted Stucco with Concealed Reveals

4 Aluminum Store Front System

5 Wood Look Fiber Cement

6 Thin Brick Veneer

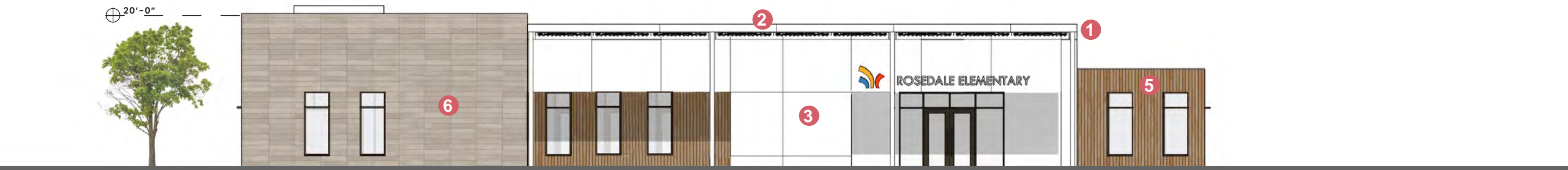




# Elevations - Building 100 - Administration



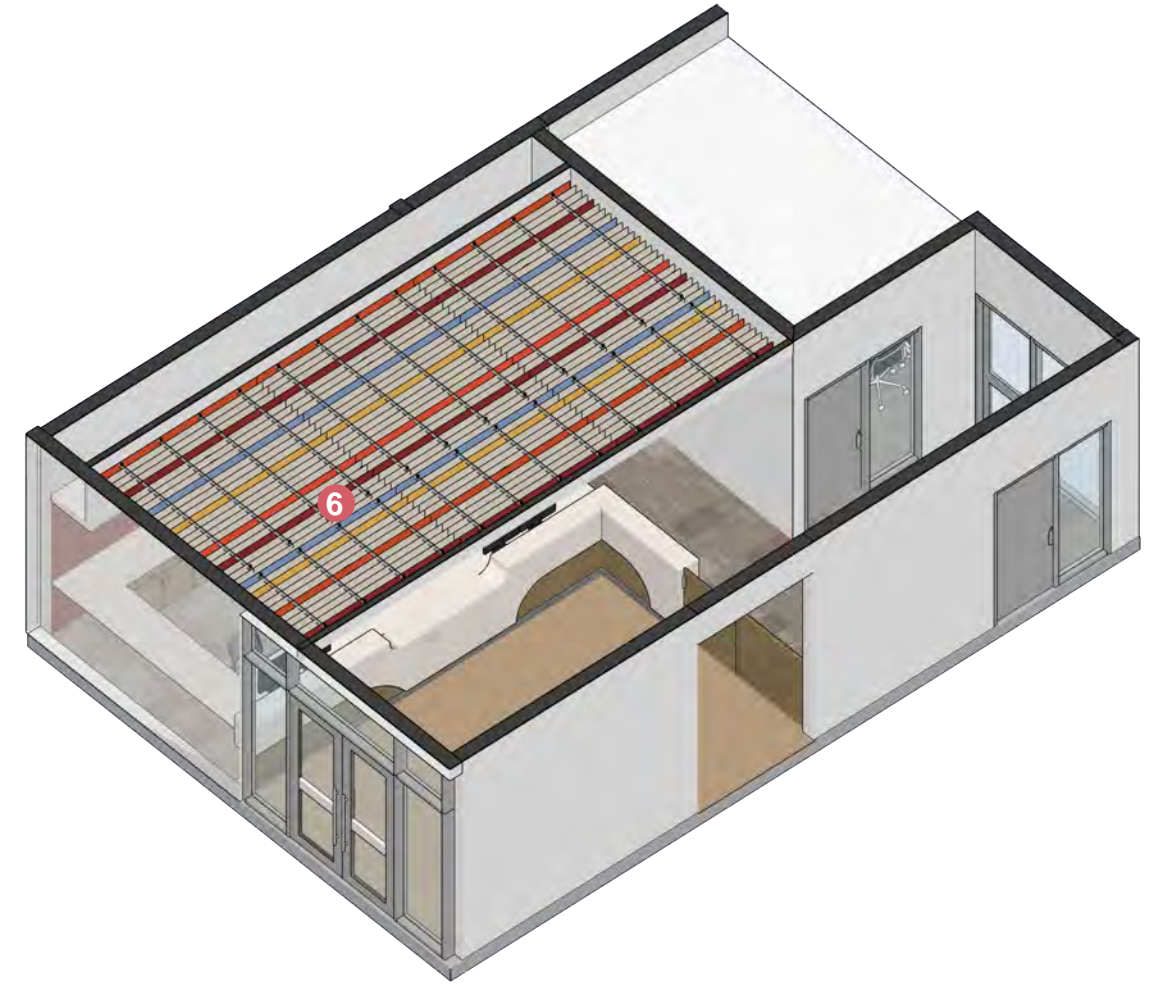
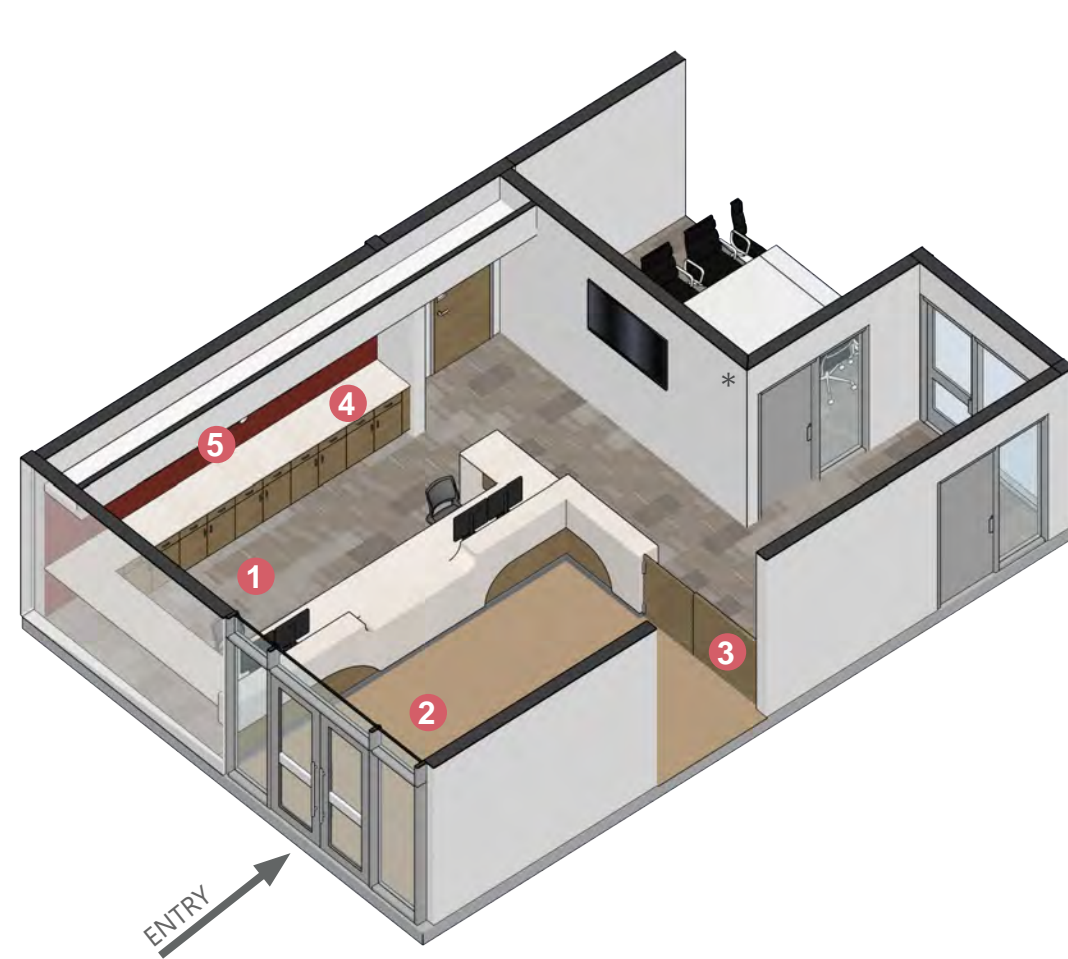
North Elevation



South Elevation

- 1 Metal Panel Fascia
- 2 Laser Cut Metal Panel
- 3 Painted Stucco with Concealed Reveals
- 4 Aluminum Store Front System
- 5 Wood Look Fiber Cement
- 6 Thin Brick Veneer

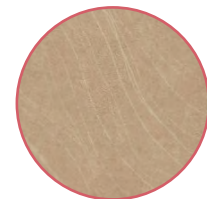




1 Luxury Vinyl Tile



2 Resilient Flooring



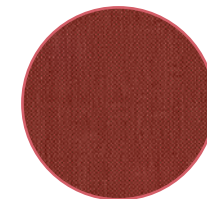
3 High Pressure Laminate



4 Solid Surface



5 Wall Covering



6 Ceiling Baffles



## Administration Reception Desk Axon + Materials

The administration reception creates a secure environment, while allowing a warm welcome to those who enter. Branding moments pair with the conceptual elements of the space to emphasize wayfinding and school culture.

\* School Brand Graphic Location





## Reception Desk Interiors

\* School Brand Graphic Location

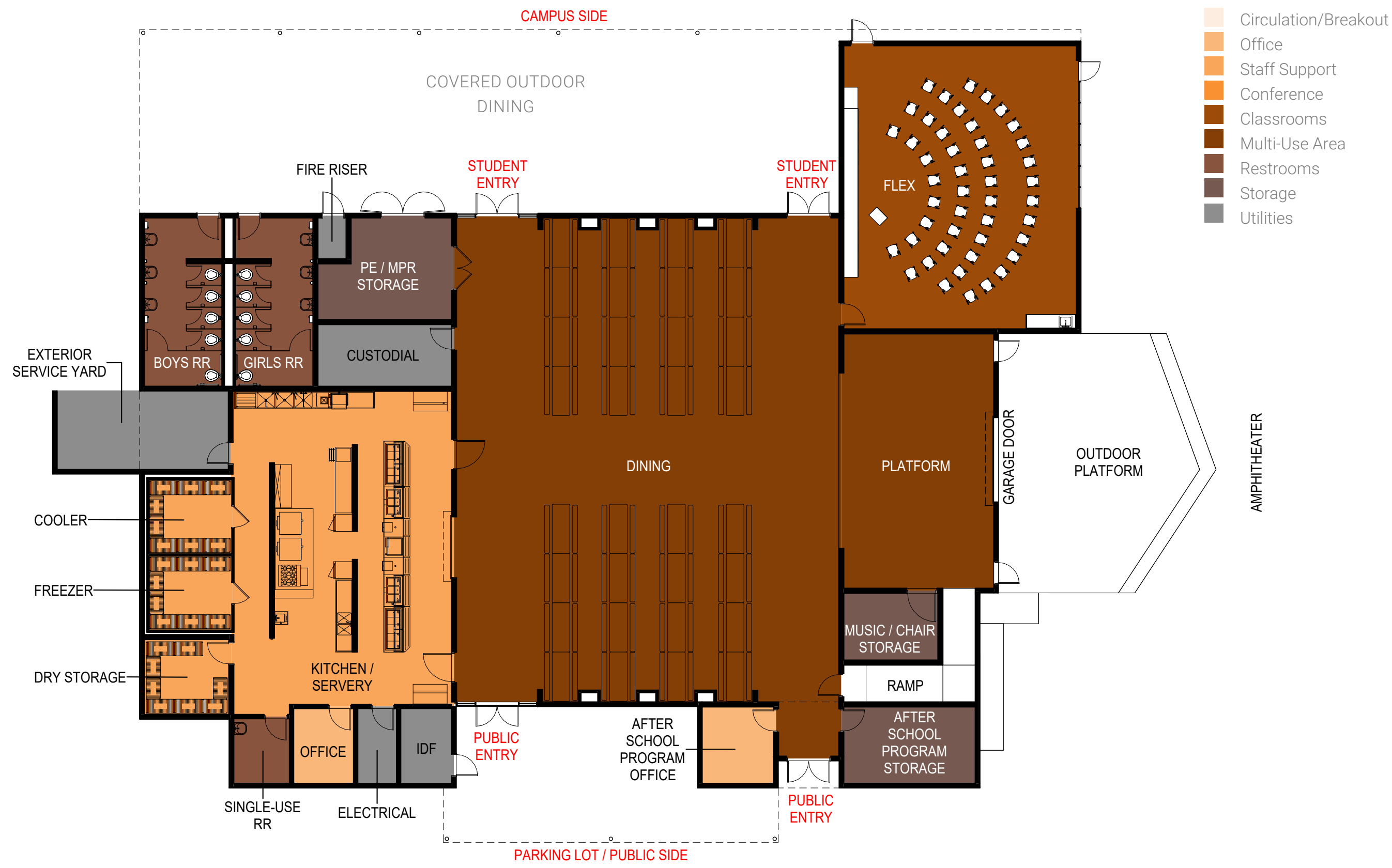
The reception desk uses counter heights to create security for the space, having lowered portions for interactions with kids. The graphic branding wall with the monitor is the first element people see as they walk in the door. Acoustical baffles mitigate noise from the space and create wayfinding for new arrivals.





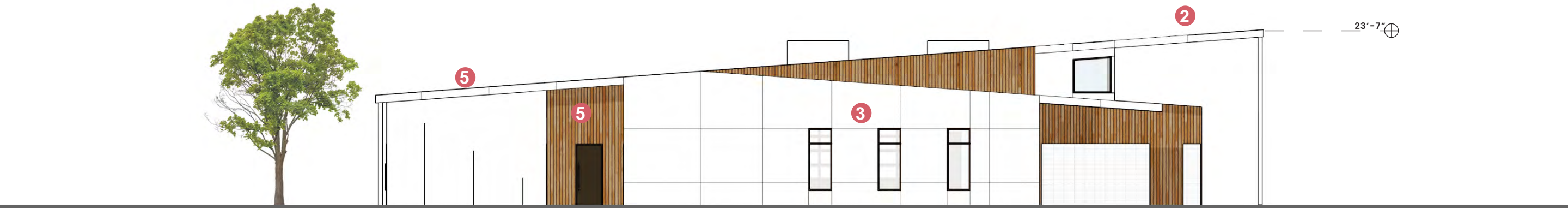


# Floor Plan - Building 200 - Multipurpose

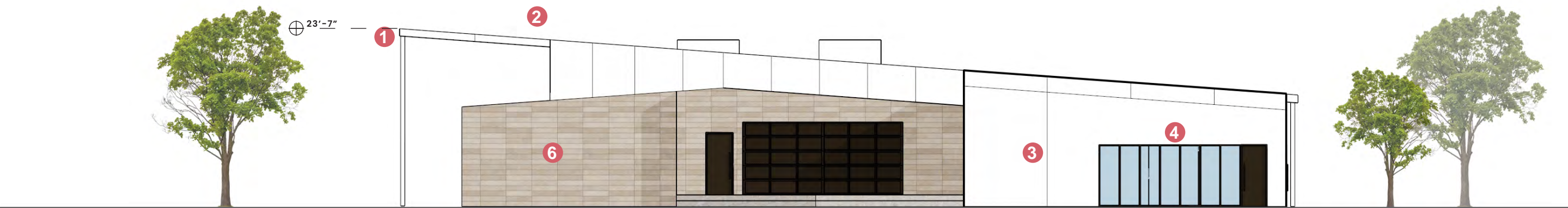




# Elevations - Building 200 - Multipurpose

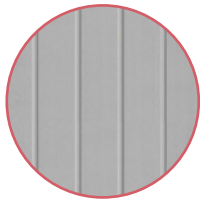


West Elevation



East Elevation

1 Metal Panel Fascia



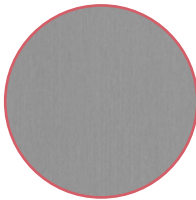
2 Laser Cut Metal Panel



3 Painted Stucco with Concealed Reveals



4 Aluminum Store Front System



5 Wood Look Fiber Cement

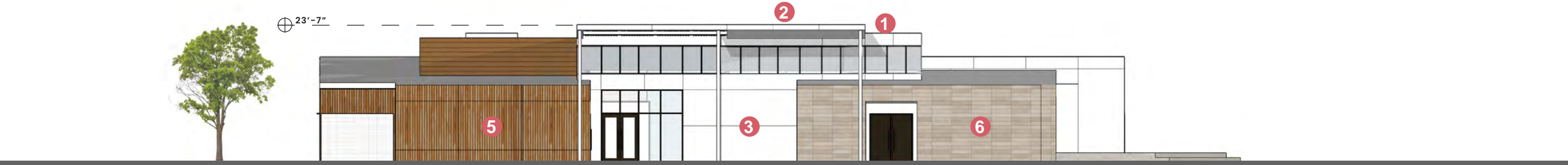


6 Thin Brick Veneer





# Elevations - Building 200 - Multipurpose

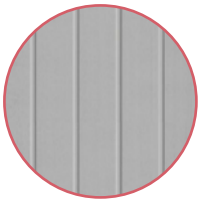


North Elevation



South Elevation

1 Metal Panel Fascia



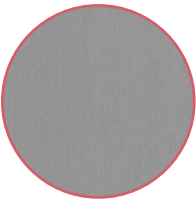
2 Laser Cut Metal Panel



3 Painted Stucco with Concealed Reveals



4 Aluminum Store Front System



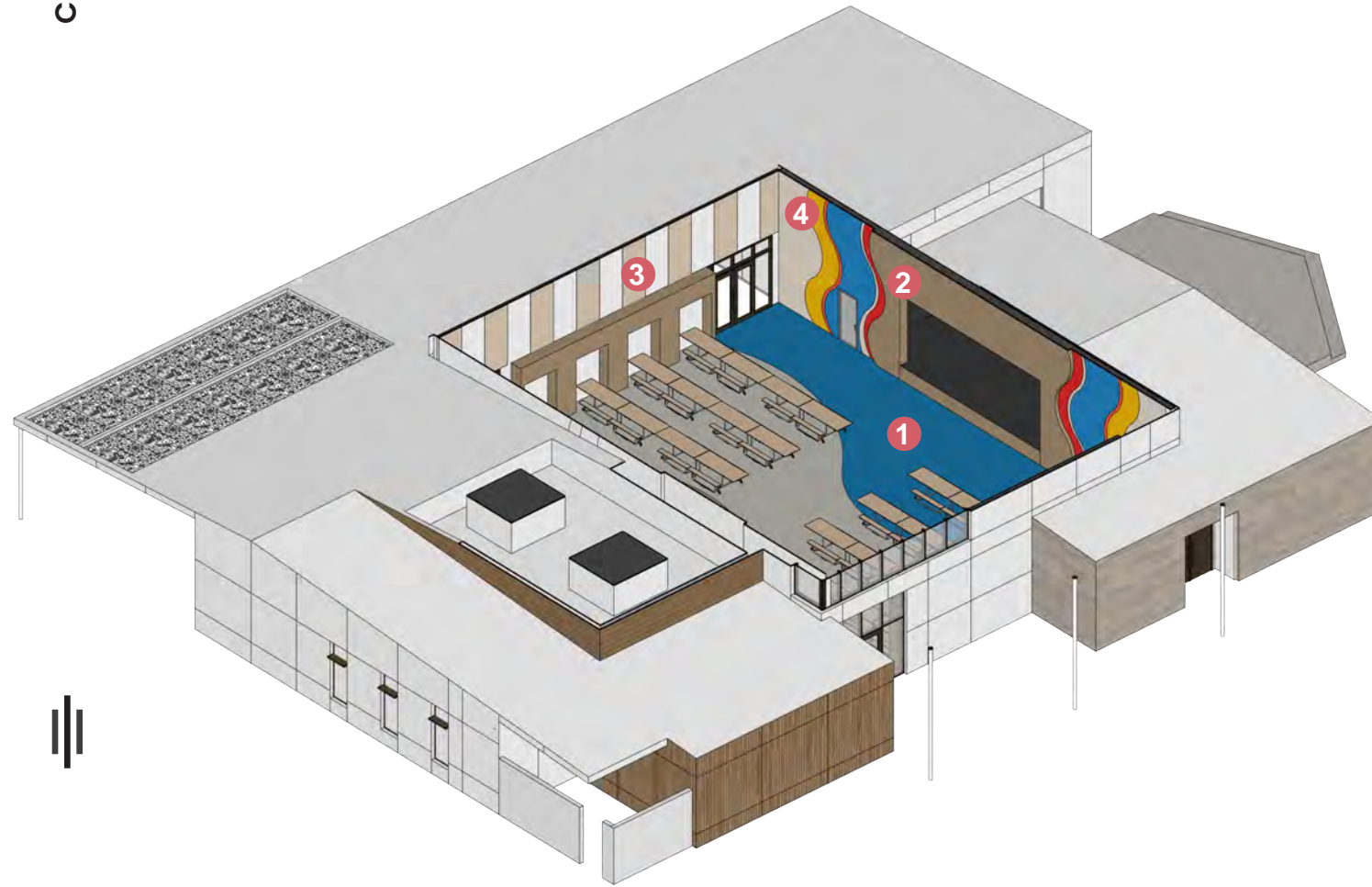
5 Wood Look Fiber Cement



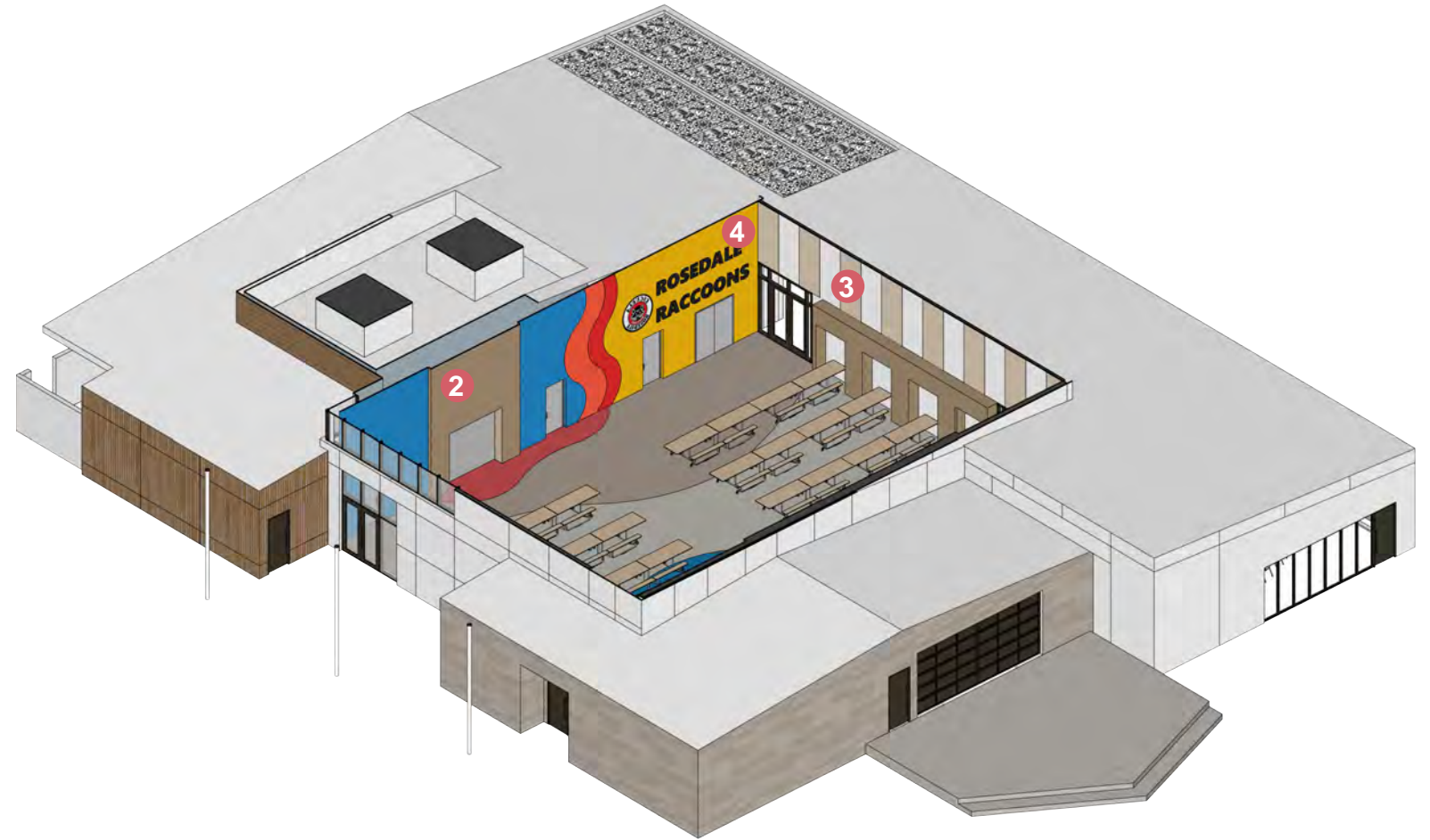
6 Thin Brick Veneer





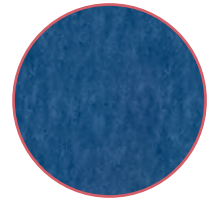


STAGE VIEW



KITCHEN VIEW

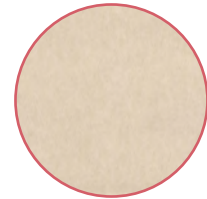
1 Resilient Flooring  
(4 Colors)



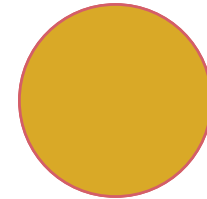
2 High Pressure Laminate



3 3 Acoustic Panels



4 Paint (4 Colors)



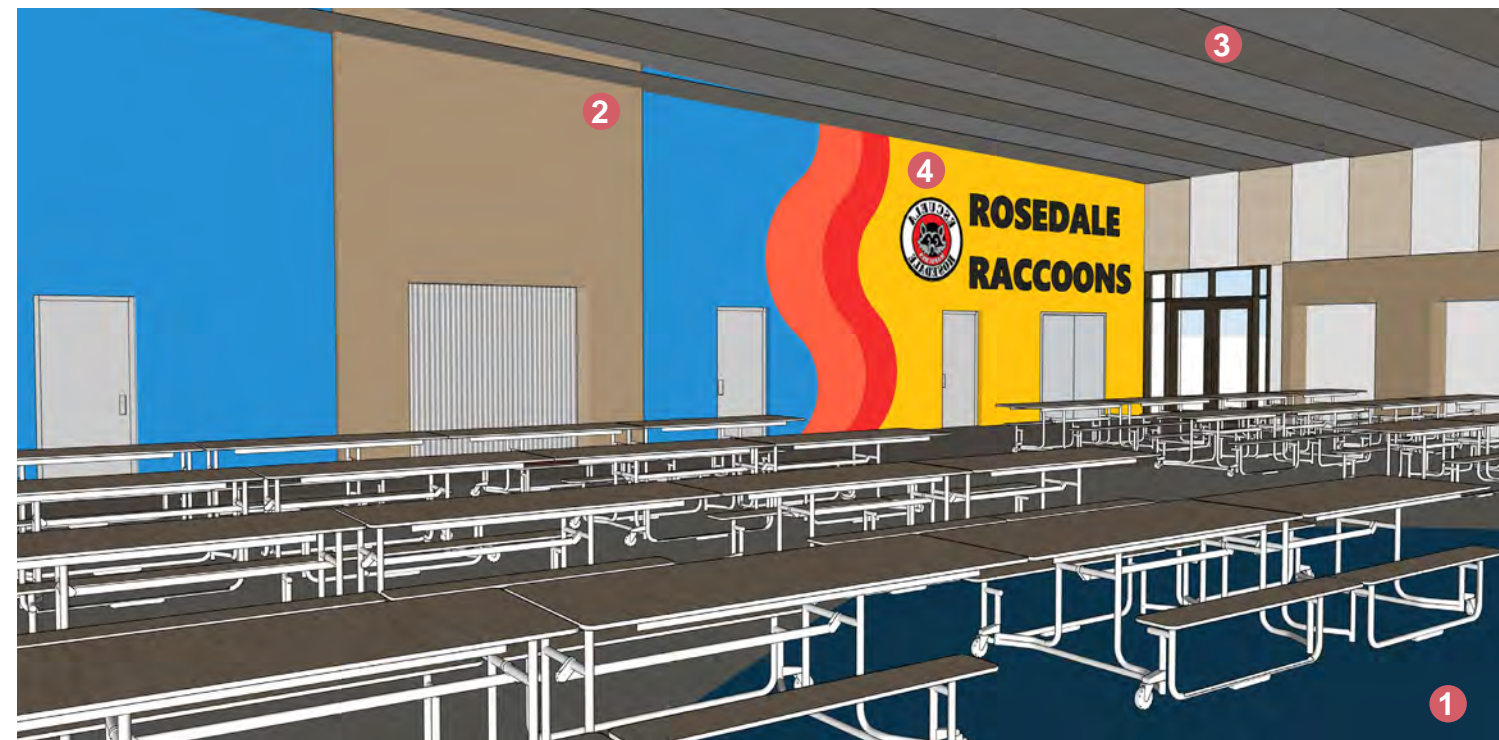
### Multipurpose Room Axon + Material Selection

The MPR space contains both a stage and a kitchen. This multi-functional space utilizes branding and conceptual elements to give emphasis to these programs.





STAGE VIEW



KITCHEN VIEW

## Multipurpose Room Interiors

Color is used to draw emphasis to both the stage and kitchen. The tables are stored along the wall in alcoves, making the space flexible when it needs to convert for other activities. Acoustical panels dampen noise within the space.



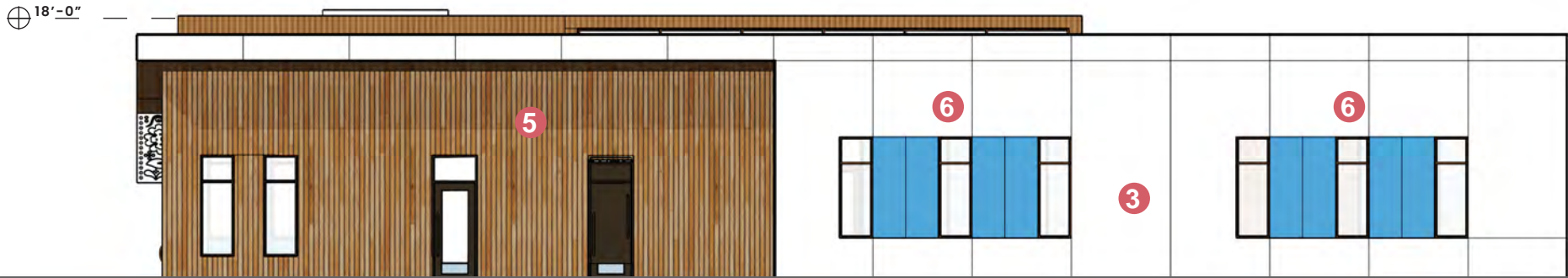




# Floor Plan - Building 300 & 700 - Classroom





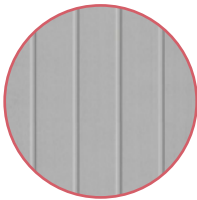


West Elevation



East Elevation

1 Metal Panel Fascia



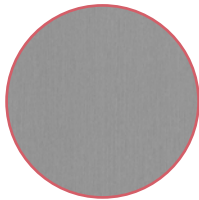
2 Laser Cut Metal Panel



3 Painted Stucco with Concealed Reveals



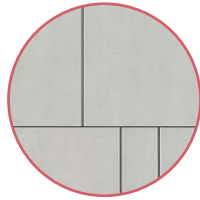
4 Aluminum Store Front System



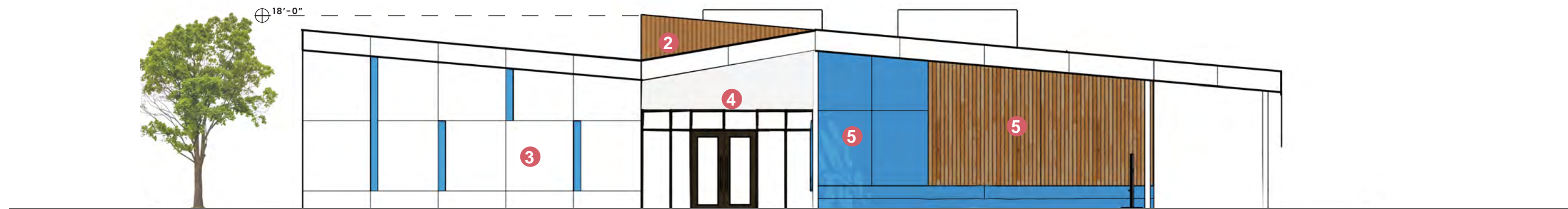
5 Wood Look Fiber Cement



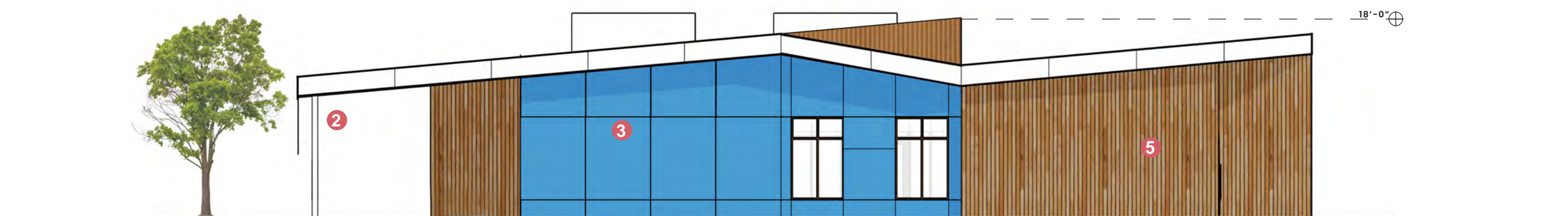
6 Fiber Cement Panels with Concealed Reveals





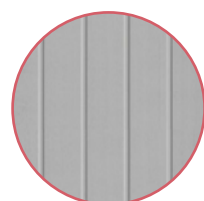


North Elevation



South Elevation

1 Metal Panel Fascia



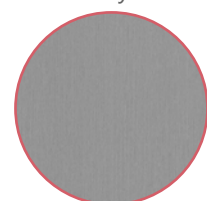
2 Laser Cut Metal Panel



3 Painted Stucco with Concealed Reveals



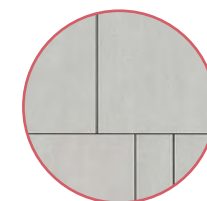
4 Aluminum Store Front System



5 Wood Look Fiber Cement



6 Fiber Cement Panels with Concealed Reveals







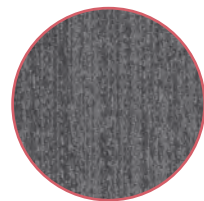
### SPED Classroom - Teaching Wall

The SPED classroom create a functional and comfortable space for student and teachers. The teaching wall includes a monitor and sliding makerboards that hide open storage behind them. Markboards cover the walls to allow for flexibility of the teaching space.

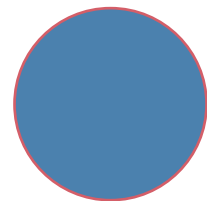




1 Carpet



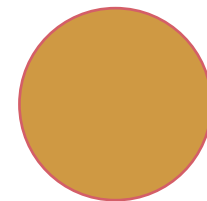
2 High Pressure Laminate

3 Colored Laminate  
(3 Colors)

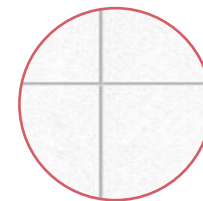
4 Markerboard



5 Paint



6 Acoustic Ceiling Tiles



## SPED Classroom - Nooks

A sink is located next to the entry for students to use as they walk in. Built-in nooks allow for students to have a sensory space within the classroom, providing students within a space for quiet individual learning and to collect themselves.



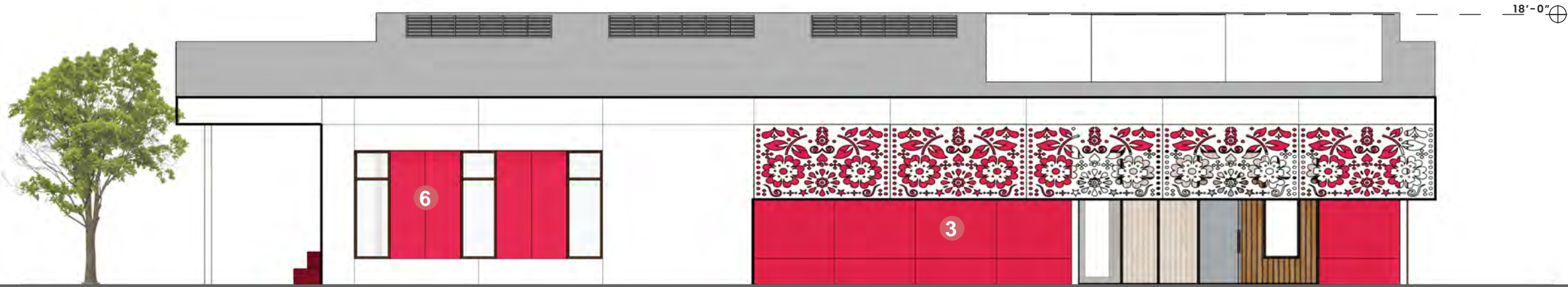




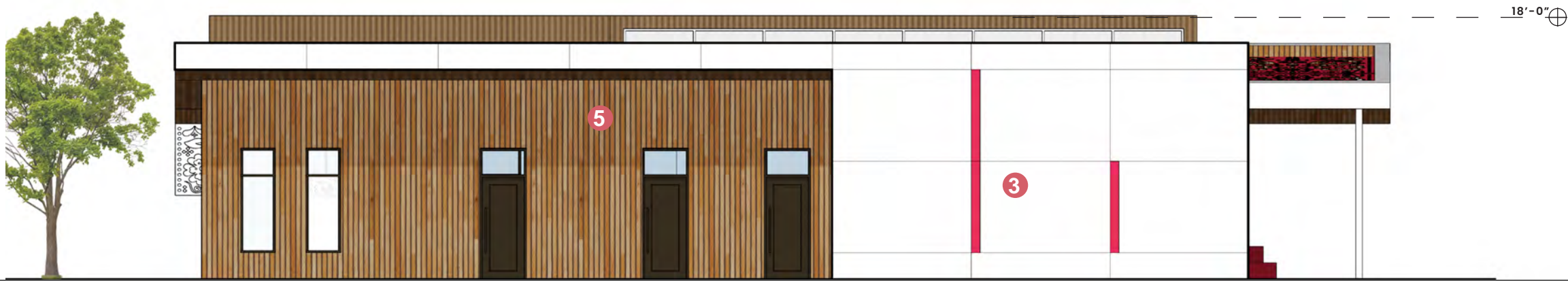
# Floor Plan - Building 400, 500, & 600 - Classroom





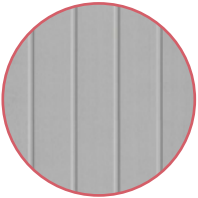



West Elevation




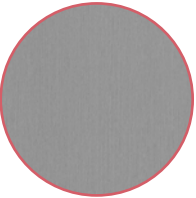
East Elevation


- 1 Metal Panel Fascia

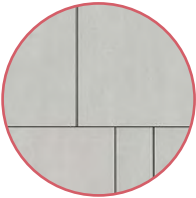

- 2 Laser Cut Metal Panel


- 3 Painted Stucco with Concealed Reveals

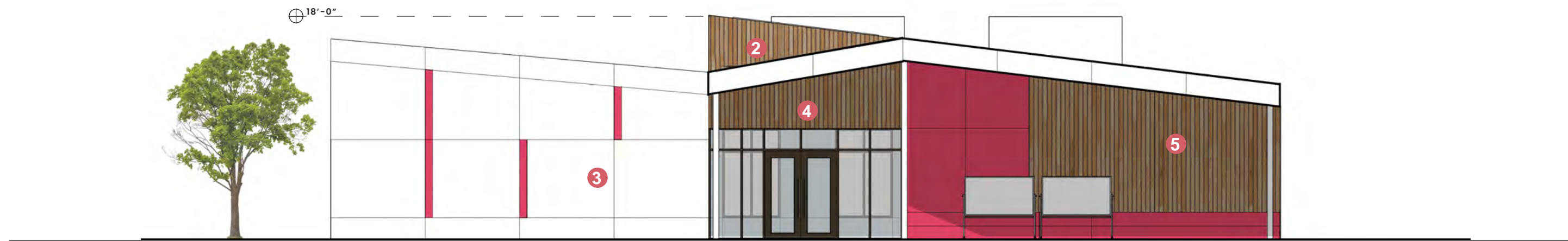

- 4 Aluminum Store Front System


- 5 Wood Look Fiber Cement

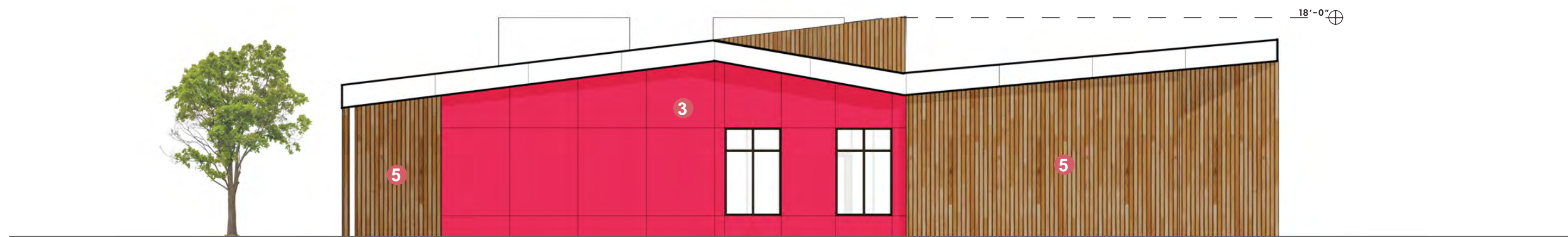

- 6 Fiber Cement Panels with Concealed Reveals





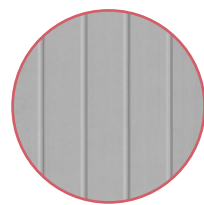


North Elevation



South Elevation

1 Metal Panel Fascia



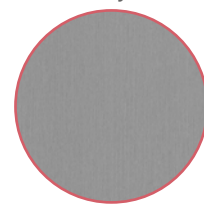
2 Laser Cut Metal Panel



3 Painted Stucco with Concealed Reveals



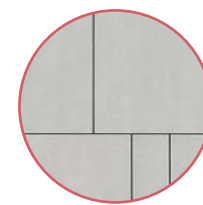
4 Aluminum Store Front System



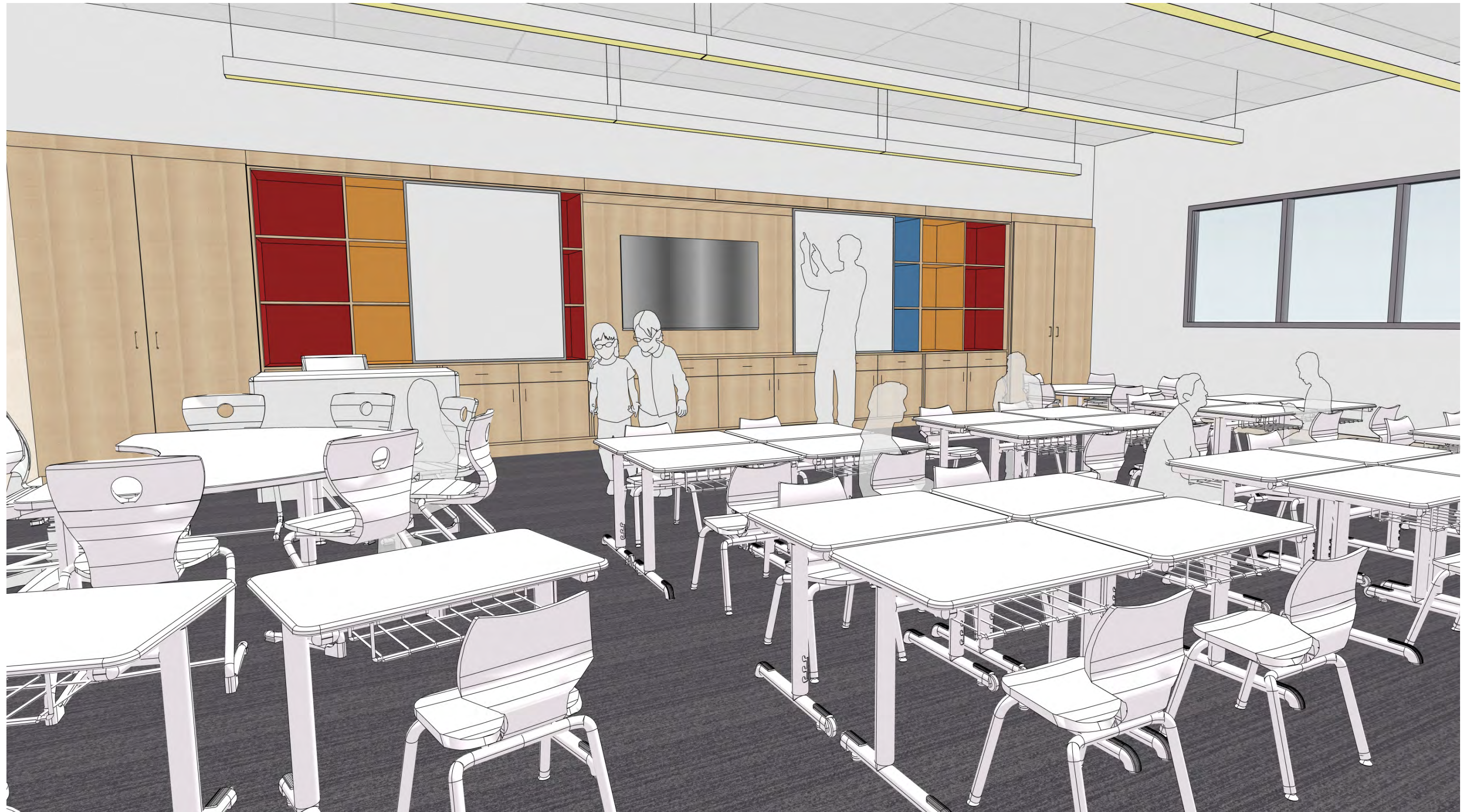
5 Wood Look Fiber Cement



6 Fiber Cement Panels with Concealed Reveals



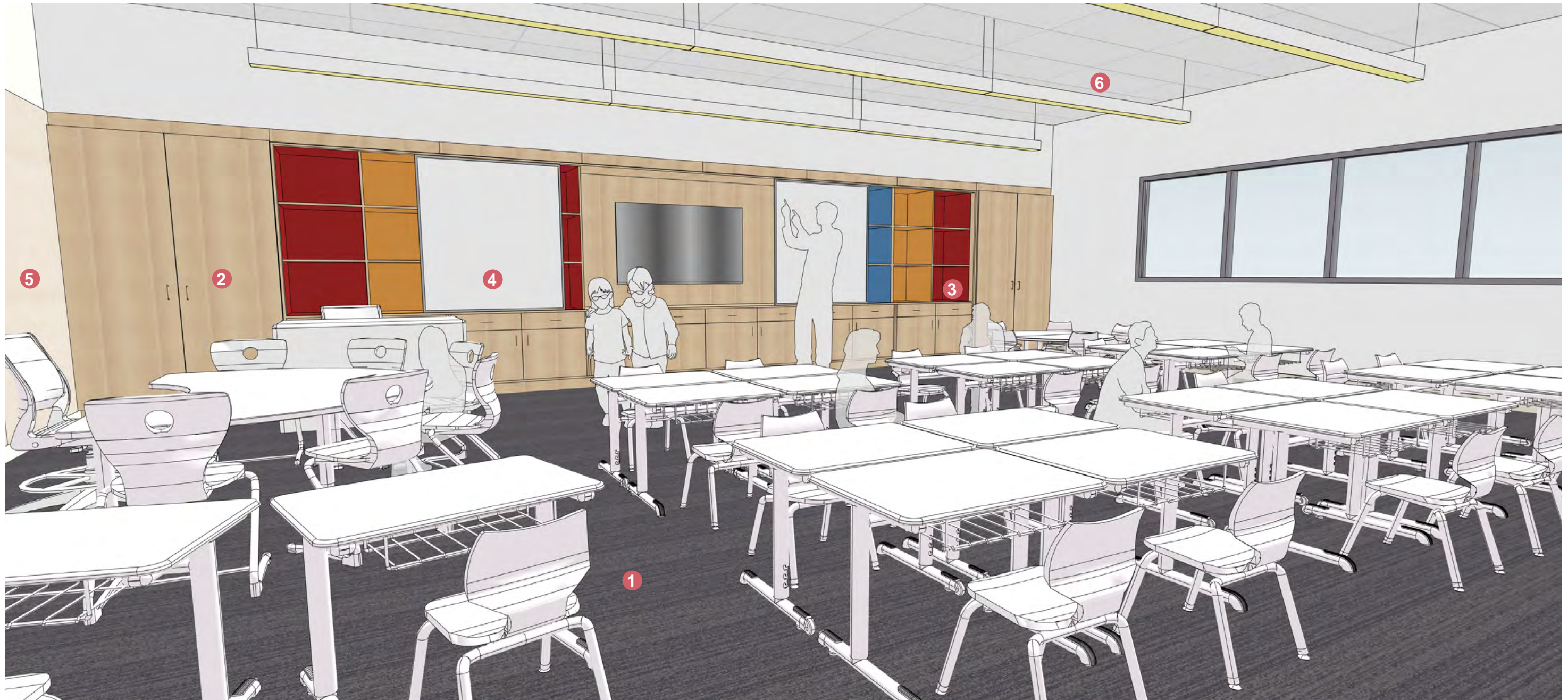




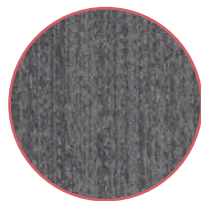
## Typical Classroom

The typical classroom creates a functional and comfortable space for students and teachers. The teaching wall includes a monitor and sliding markerboards that hide open storage behind them. Acoustical panels cover the walls, dampening noise and giving teachers tackable panels around the whole space. A sink and backpack hooks are located next to the entry for students to use as they walk in.





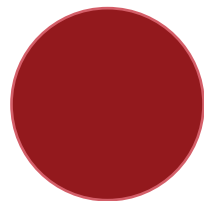
1 Carpet



2 High Pressure Laminate



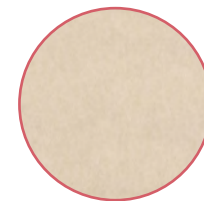
3 Colored Laminate  
(3 Colors)



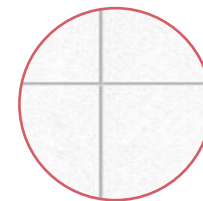
4 Markerboard



5 Acoustic Panel



6 Acoustic Ceiling Tiles



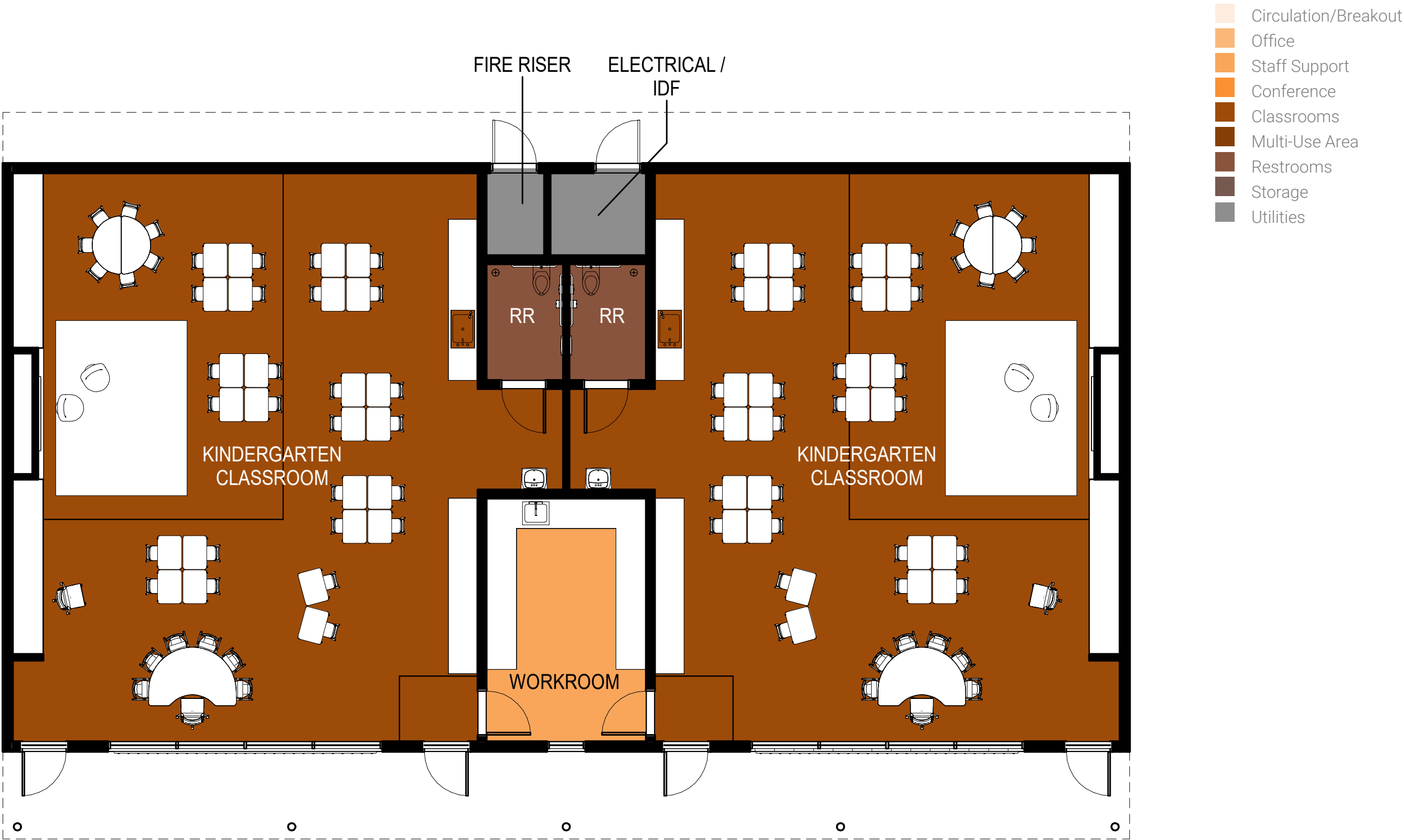
## Typical Classroom - Materials



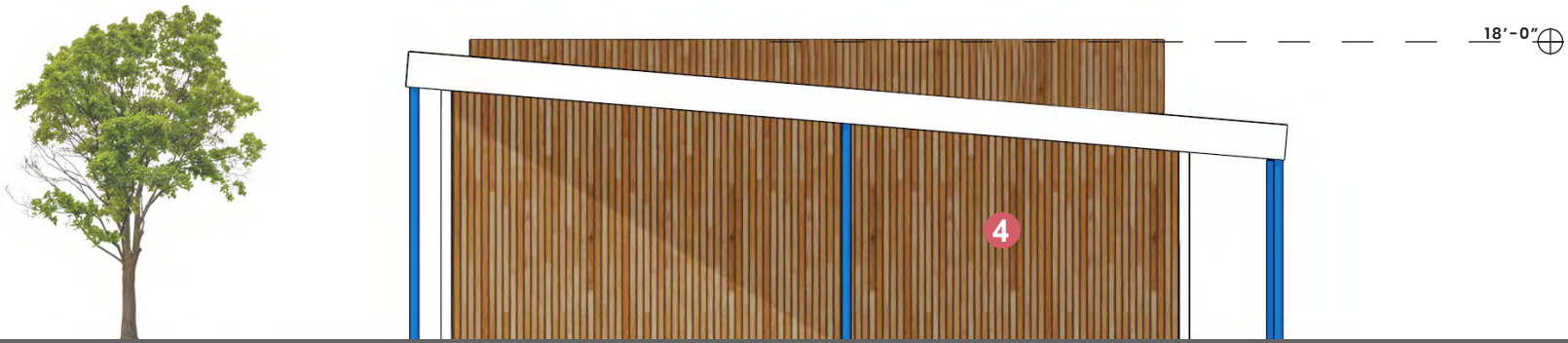




# Floor Plan - Building 800 - Kindergarten







West Elevation



East Elevation

- 1

Metal Panel Fascia
- 2

Painted Stucco with Concealed Reveals
- 3

Aluminum Store Front System
- 4

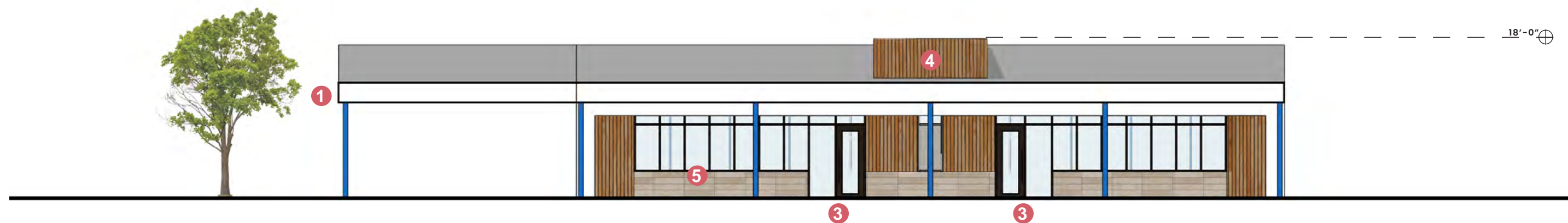
Wood Look Fiber Cement
- 5

Thin Brick Veneer



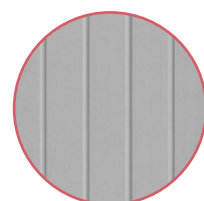


North Elevation



South Elevation

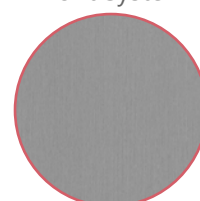
1 Metal Panel Fascia



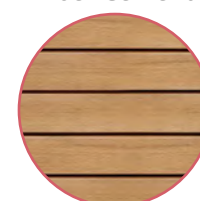
2 Painted Stucco with Concealed Reveals



3 Aluminum Store Front System



4 Wood Look Fiber Cement



5 Thin Brick Veneer



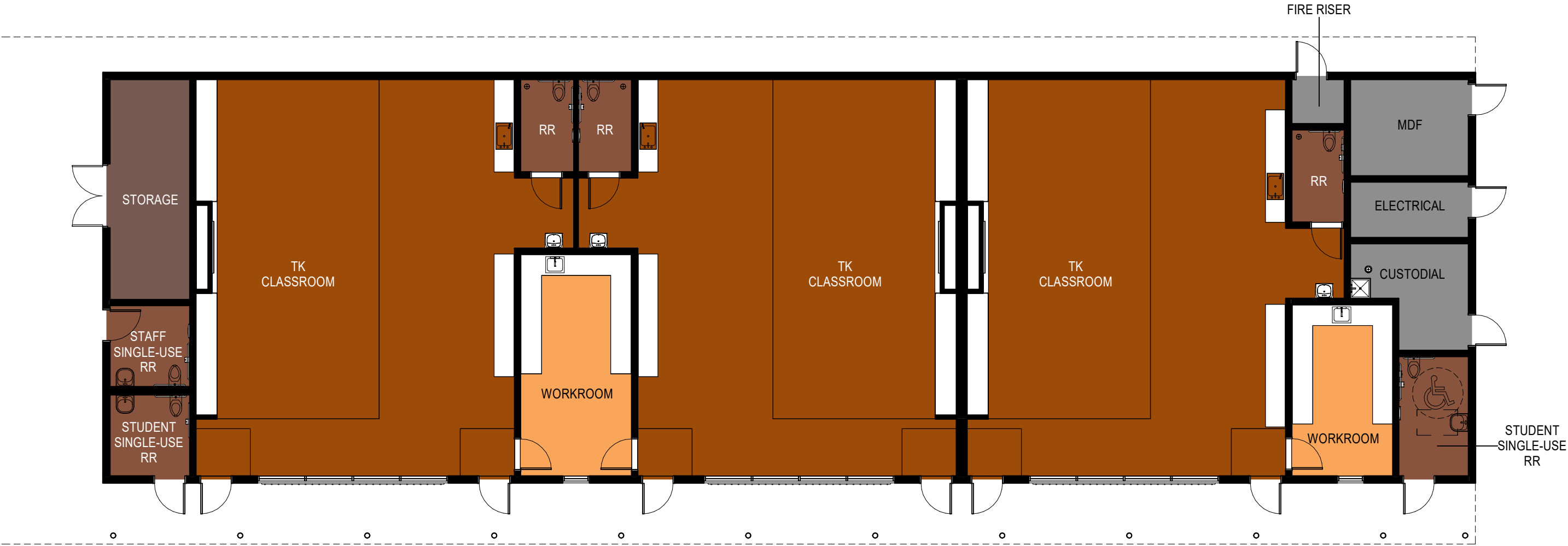




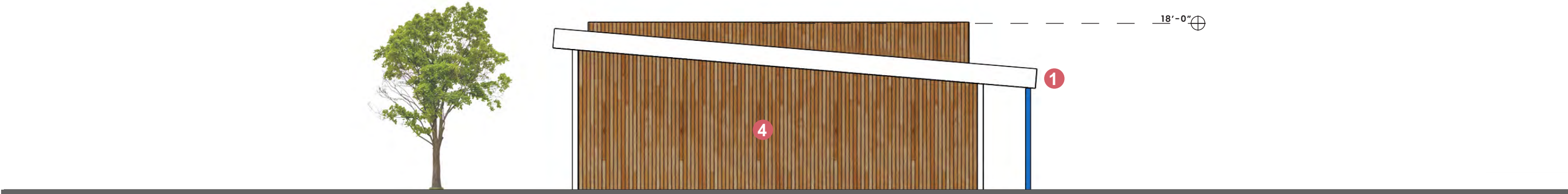


# Floor Plan - Building 900 - Transitional Kindergarten

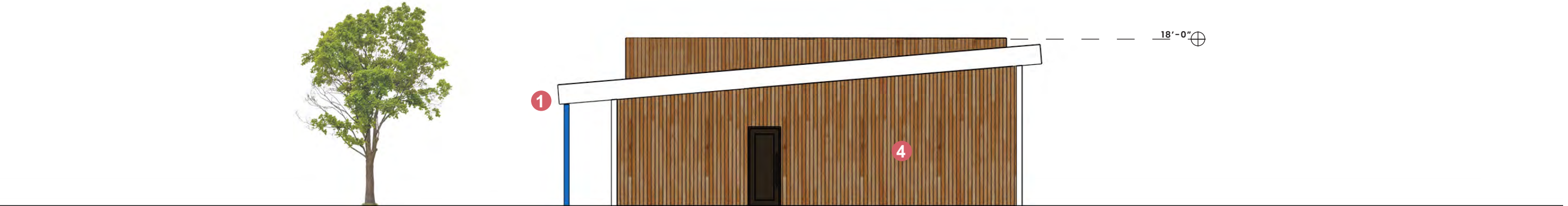
- Circulation/Breakout
- Office
- Staff Support
- Conference
- Classrooms
- Multi-Use Area
- Restrooms
- Storage
- Utilities





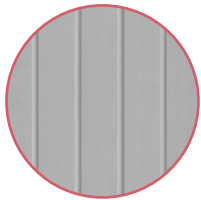


West Elevation



East Elevation

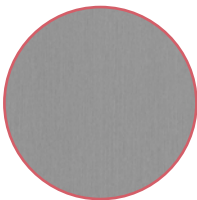
1 Metal Panel Fascia



2 Painted Stucco with Concealed Reveals



3 Aluminum Store Front System



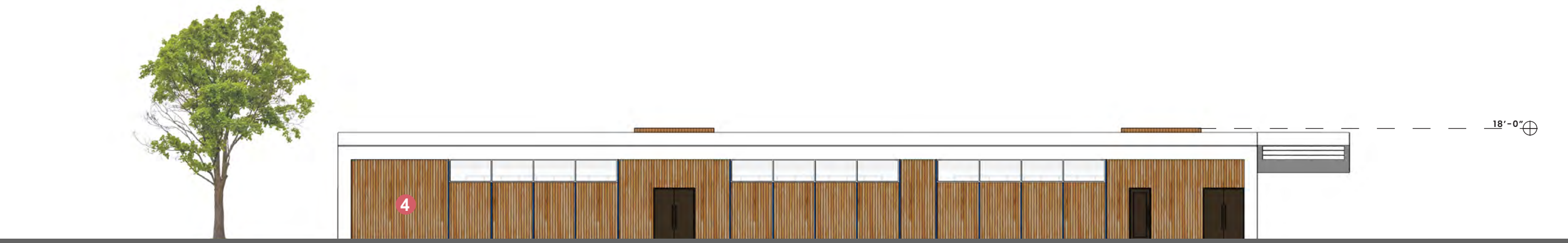
4 Wood Look Fiber Cement



5 Thin Brick Veneer





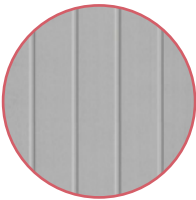


South Elevation



North Elevation

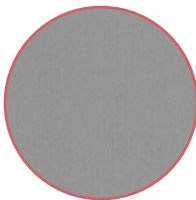
1 Metal Panel Fascia



2 Painted Stucco with Concealed Reveals



3 Aluminum Store Front System



4 Wood Look Fiber Cement



5 Thin Brick Veneer







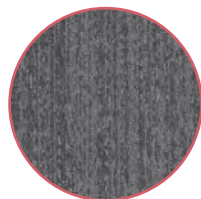
### TK / K Classroom - Teaching Wall

The TK/Kindergarten classroom creates a functional and comfortable space for students and teachers. The teaching wall includes a monitor and sliding markerboards that hide open storage behind them. Storage under the monitor is lowered to allow interaction with the screen. Acoustical panels cover the walls, dampening noise and giving teachers tackable panels around the whole space.





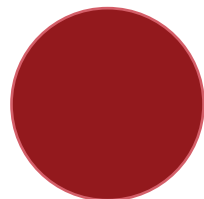
1 Carpet



2 High Pressure Laminate



3 Colored Laminate  
(3 Colors)



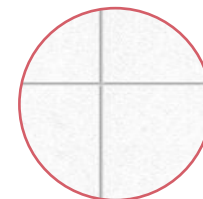
4 Markerboard



5 Acoustic Panel



6 Acoustic Ceiling Tiles



## TK / K Classroom - Back Wall

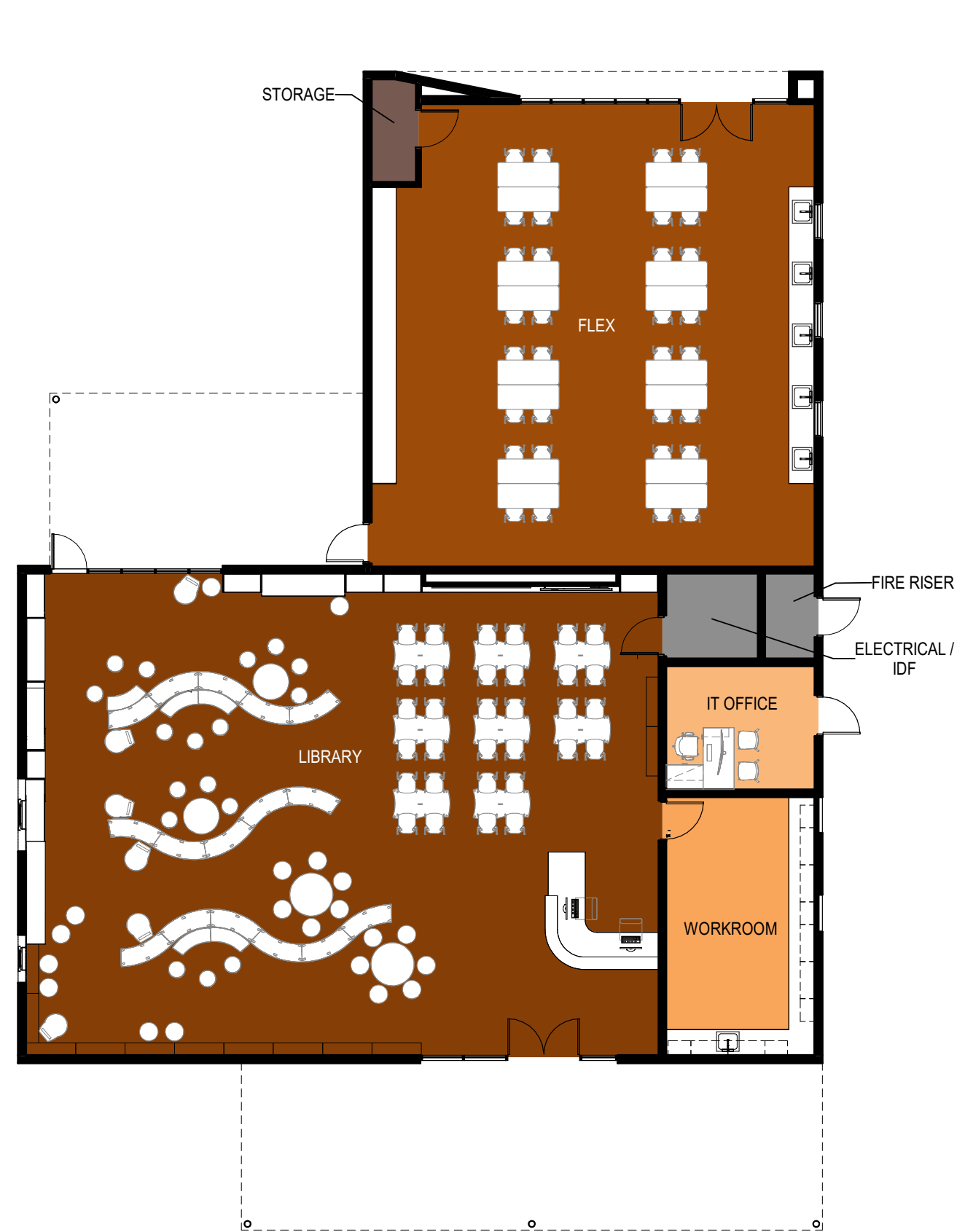
A sink and cubbies are located next to the entry for students to use as they walk in.



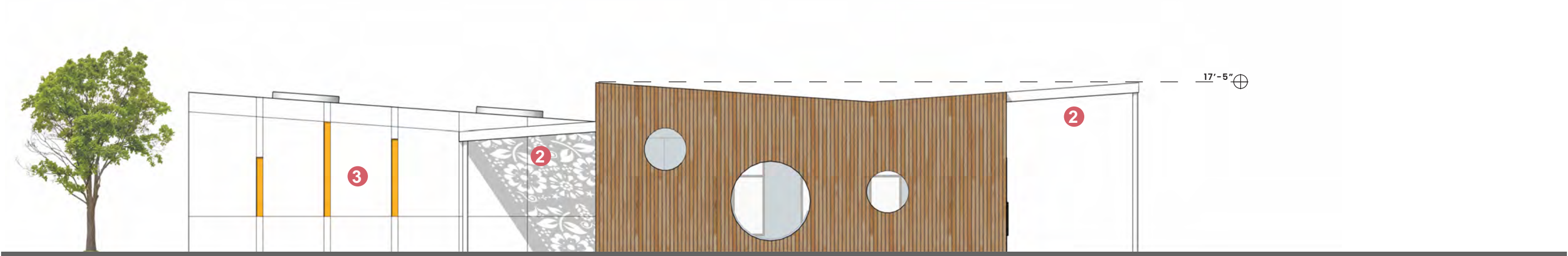




# Floor Plan - Building 1000 - Library







West Elevation



East Elevation

- 1 Metal Panel Fascia


- 2 Laser Cut Metal Panel

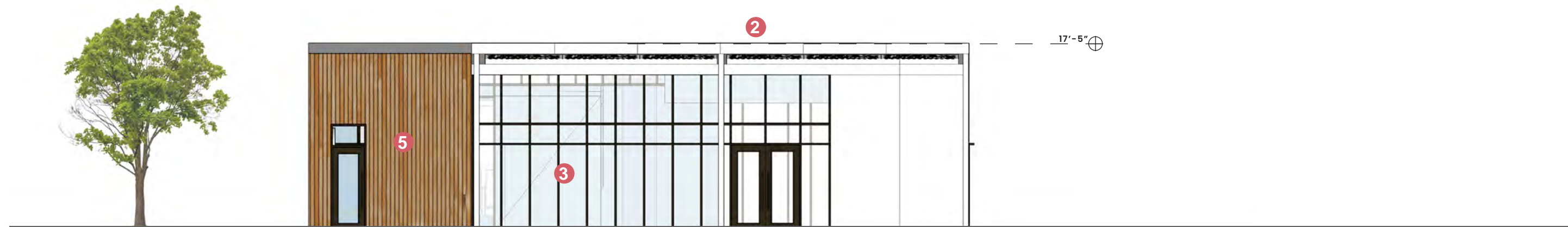

- 3 Painted Stucco with Concealed Reveals


- 4 Aluminum Store Front System

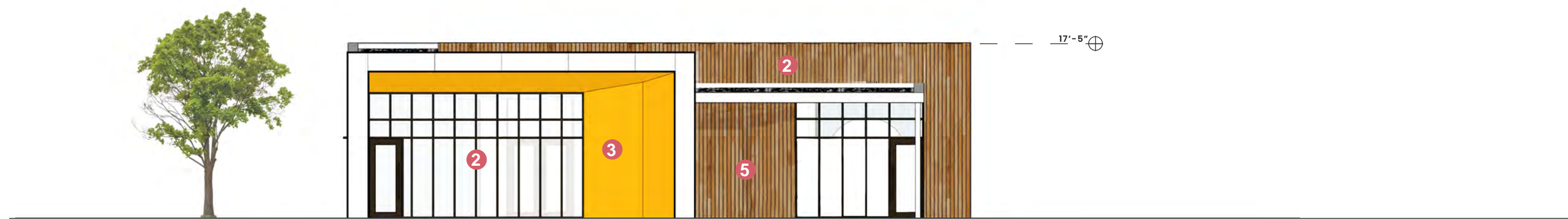

- 5 Wood Look Fiber Cement





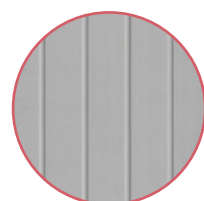


North Elevation



South Elevation

1 Metal Panel Fascia



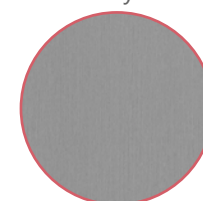
2 Laser Cut Metal Panel



3 Painted Stucco with Concealed Reveals



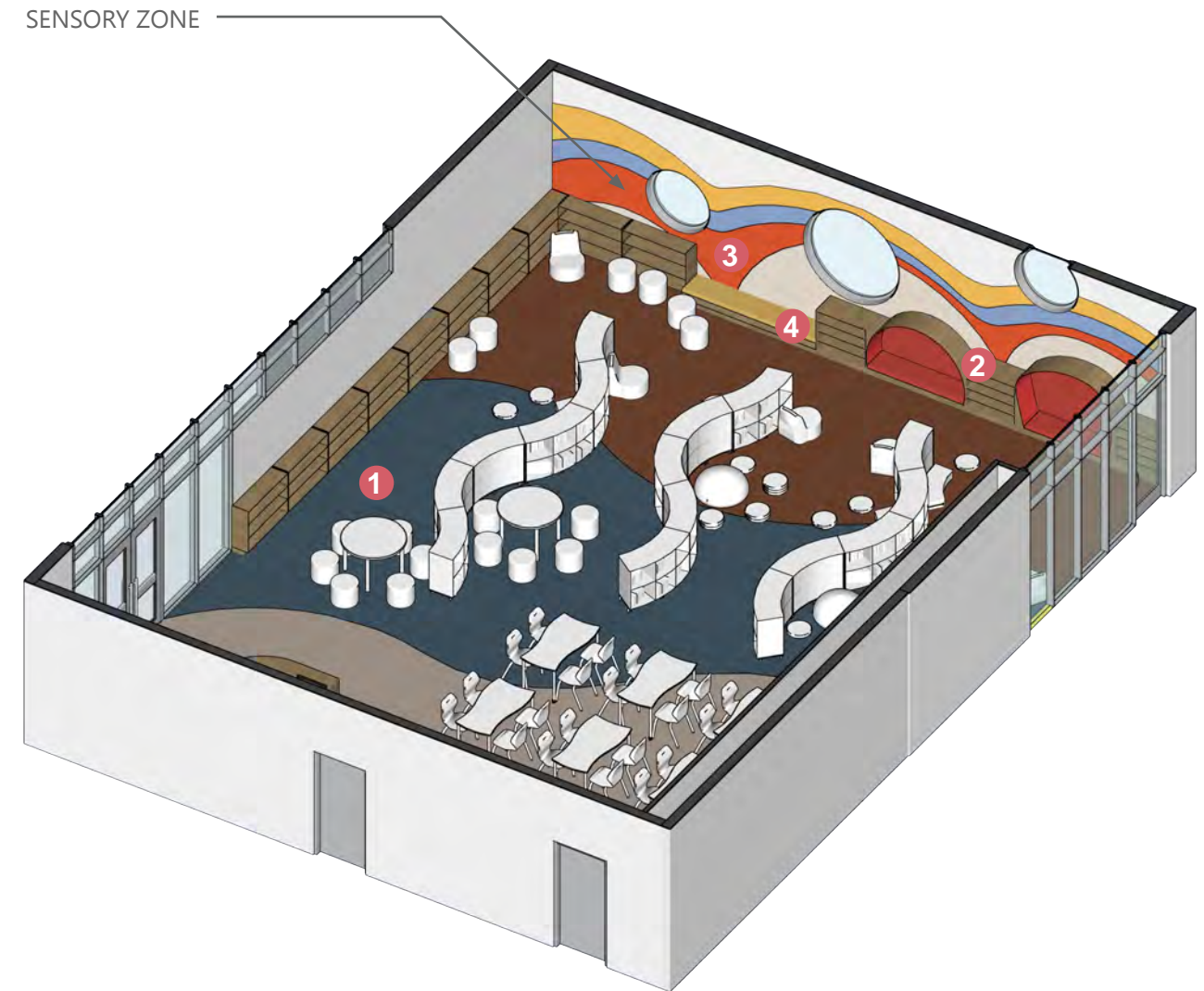
4 Aluminum Store Front System



5 Wood Look Fiber Cement







- 1 Carpet (3 Colors)
- 2 High Pressure Laminate
- 3 Acoustic Panel (3 Colors)
- 4 Niche Upholstery
- 5 Paint
- 6 Ceiling Baffles

## Library Axon + Material Board

The library is separated into three distinct zones to allow for students to select how they want to learn. The Learning zone includes a teaching wall, with a markerboard and monitor, and enough student desks to allow for a class to occur in the space. The Huddle/Collaboration zone utilizes flexible furniture to allow for small groups to form. The Sensory zone towards the back of the space creates a quiet area for more focused, individual learning. Built-in nooks provide students with a quiet space where they can individually learn.





ENTRY / SENSORY WALL VIEW



TEACHING WALL VIEW

### Library Interior

Flexible furniture is utilized throughout the whole space to engage students in how they learn best. Acoustical panels, baffles, and carpeting contribute to the acoustics of the space. The large windows bring in lots of natural light, encouraging students to extend learning beyond the classroom.





## Library Front Entry

Perspective view of Library entrance from the administration office







# 05

## APPENDIX & CONSULTANT NARRATIVES





# Civil Narrative

## Site Water Findings

Water for the site is provided by California Water Service Company (Cal Water). Cal Water has an 8” diameter main in Oak Park Avenue and a 6” diameter water main in Oak Street.

An 8” diameter Cal Water main is installed from Oak Park Avenue and enters the school site near the westerly parking lot driveway. It then continues into the school field and turns to an existing Cal Water fire hydrant located near a basketball court. This water main is owned and operated by Cal Water and there are no known water services that extend from this main. Although we do not have an easement document to verify, typically Cal Water has a 20’ wide easement that accompany main extensions on private property.

A Cal Water service is located on the site on the northerly side of the driveway at West 2nd Street. Visually, a meter box, large and small backflow assemblies can be seen in this area. This leads us to believe this service is for fire suppression and either domestic or landscape water. Once onsite, the historic plans for the school provided very limited information and the locations of the onsite piping is mostly unknown.

There is one fire hydrant located on the school site. Another hydrant is located along Oak Park Avenue and two hydrants are located along Oak Street.

### Site Water Recommendations

The water for the site should be upgraded to provide separate services for domestic, irrigation and fire suppression. All of the services should have backflow assemblies. Domestic and irrigation water will be separately metered. The records that we have do not provide the size of the existing water services to the site. Cal Water should be contacted to determine the existing sizes. It could then be determined if the existing services are undersized and need to be replaced. A flow test should be requested from Cal Water to determine the available water pressure and flow for the site.

Based on the District’s Master Plan, the onsite water system is dated and should all be replaced. Additionally, during the project design the onsite piping could be properly sized for the facility.

### Site Sanitary Sewer Findings

Sanitary sewer at the site utilizes a gravity piping system that flows to a City of Chico sewer main piping system within Oak Street. The site connects to the City’s system at two separate manholes in the street. The depth of the existing main at the manholes in the street is between 4.7 feet and 4.9 feet from the lid to the pipe invert. The manhole located at the intersection of Oak Street and West Second Street services the multipurpose room and includes a grease interceptor. The more northerly manhole in Oak Street serves the remainder of the buildings on the site. There is no City sewer along Oak Park Avenue.

The lowest City of Chico sewer main adjacent to the site is located at the intersection of Oak Street and West 2nd Street. The proposed school project depicts buildings being placed in the westerly portions of the site to avoid conflicts with the existing buildings during the phased construction. The southwesterly and westerly portions of the site are the lowest existing ground areas. Due to the placement of new buildings, the site will no longer be able to gravity flow and a sewer lift station will be required. A conceptual calculation shows a gravity pipe to the southwesterly portion of the site would barely be below the existing ground.

## Site Sanitary Sewer Recommendations

Based on the District’s Master Plan, the onsite sanitary system has met its useful life and should be replaced. Sewer from the site should connect to the City’s system along Oak Street. Due to the proposed site configuration, a sewer lift station will be required. It will require ongoing maintenance, planning and budgeting for the replacement of mechanical and electrical components, the need for electric service and consideration of being capable of being supplemented with a generator during potential interruptions in power. The lift station should discharge to an onsite manhole and be allowed to gravity flow to the city system in the street. Due to the point of connection, the new system will need to be installed through the existing developed area to serve the new project area. Another potential option could be to install a new City of Chico main extension from a deeper pipe to the school site.

## Site Storm Drain Findings

Onsite storm drain infrastructure consists of gravity pipes with some infiltration areas. The existing outfall from the site is to a drop inlet that is the City of Chico storm drain system located in Oak Street at the intersection of West Second Street. Another drop inlet is located on the far side of Oak Street. There are three drop inlets located along Oak Park Avenue. All of the drop inlets that are currently not being used as connection points are substantially shallower and therefore less useful for a potential connection from the school site. The City of Chico pipe at the point of connection is a 12” diameter. This pipe is about 4.9 feet from the drop inlet grate to the pipe invert. This city pipe drains to a drop inlet on the other side of Oak Street where the city pipe increases to 15” in diameter and the pipe invert elevation drops about 0.5 feet.

## Site Storm Drain Recommendations

Based on the District’s Master Plan, all onsite storm drain infrastructure has met its useful life and should be replaced. To provide the maximum depth of storm drain pipes on the site, we suggest the point of connection remains at the intersection of Oak Street and West Second Street. A new onsite system of pipes should then be installed through the existing facility to serve the new project area. Based on our preliminary review we believe this system could be a gravity system. Larger, oversized pipes will likely be required to allow the pipe slopes to be minimized and to allow the pipes to remain deeper. Due to the recommended point of connection, the new system will need to be installed through the existing buildings to serve the new project area.

Percolation tests should be performed for use with the drainage design. Portion of the site will need to be infiltrated or treated to meet local requirements.



# Landscape Narrative

## School Site Design Narrative – 11-Acre

The design of this 11-acre school campus reflects the dual mission of academic excellence and cultural immersion, blending natural and built environments to create a place where students feel rooted, inspired, and connected. The landscape architecture complements the natural color palette of the buildings, enriched with bright pops of color that guide students through the site, ground their focus, and spark creativity.

### Welcoming Entry & Circulation

The main entry plaza, framed between the administration building and multipurpose room, creates a strong sense of arrival. A decorative monument sign greets students each day, while bike racks and a safe, efficient drop-off/pick-up zone support multimodal access. The campus perimeter is secured with fencing and multiple pedestrian gates, with a central parking lot that also provides service access via a 20-foot-wide fire lane. This lane doubles as a wide pedestrian promenade, ensuring safety while enhancing connectivity across the site. Where fire lanes are not required, generous 10-foot pedestrian pathways connect learning, play, and gathering spaces. Permeable pavers and stained asphalt reduce visual impact while adding playful, colorful design elements.

### Planting & Natural Systems

Broadleaf and conifer shade trees, drought-tolerant shrubs, and ornamental grasses create a layered, water-wise planting design. Mulched planters provide ecological and visual benefits, while turf is used selectively in recreation areas such as the amphitheater, playfields, and classroom-adjacent gathering spaces.

### Play & Recreation

Play spaces are designed to inspire exploration, movement, and imagination.

- TK/Kindergarten Area: Secure playgrounds include age-appropriate structures, fabric shade canopies, and resilient poured-in-place rubber surfacing. A shared grass playfield encourages free play and soccer. A covered picnic pavilion doubles as a space for outdoor learning and meals.
- Grades 1–5 Playground: This larger play zone features themed climbing structures, rope nets, spinners, swings, and natural elements like logs and boulders. The rubber surfacing integrates colorful patterns inspired by folklórico dance skirts, celebrating cultural identity while enriching the play experience.
- Athletics & Active Play
- The hardcourt area accommodates basketball, wallball, gaga ball, tetherball, and a variety of painted games such as four square and hopscotch. If future funding allows, a multi-use futsal court will expand programming at the east side of the site.

## Learning in Nature

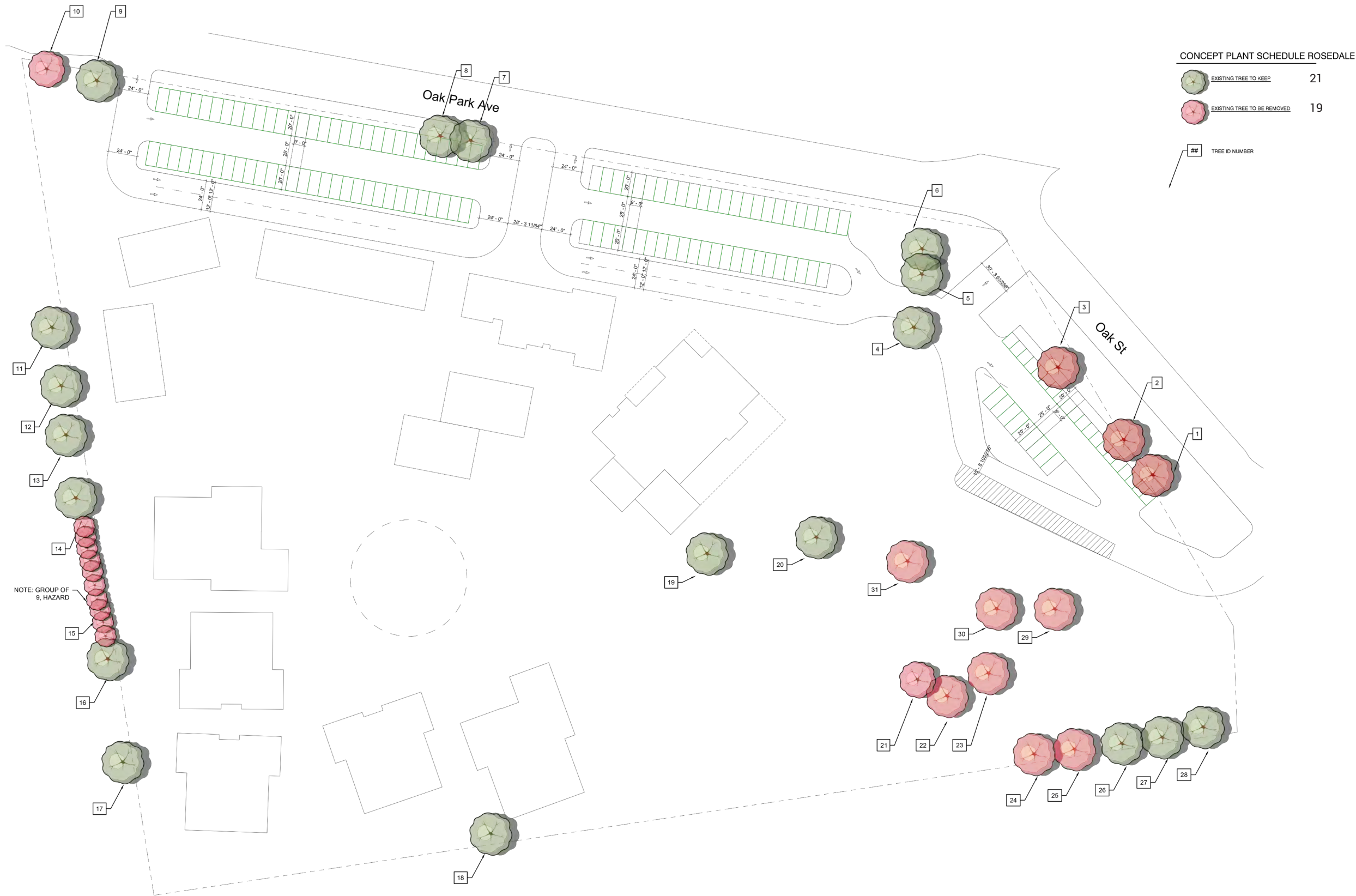
A small vegetable garden with raised planters, decomposed granite surfacing, and a garden shed provides hands-on outdoor learning opportunities. Located between the Kindergarten and primary classroom wings, the garden is easily accessible for daily interaction.

## Campus Gathering & Performance Spaces

At the heart of the school, a shaded courtyard by the library serves as a central hub for student gathering, collaboration, and relaxation. The outdoor amphitheater expands the school's capacity for cultural and community events, with a raised stage, dance floor, and 8,000 square feet of turf for assemblies, performances, and celebrations.









Rosedale Elementary Tree Survey  
Date Staked: 2025-08-13

By Greg Melton



Plant #	Species	D.B.H. (in)	Comments Concerning Condition	Health Rating	Recommendations
1	Valley Oak ( <i>Quercus lobata</i> )	30		Healthy	REMOVE
2	Valley Oak ( <i>Quercus lobata</i> )	6		Healthy	REMOVE
3	Valley Oak ( <i>Quercus lobata</i> )	30	Multi-Trunk	Healthy	REMOVE
4	Deodar Cedar ( <i>Cedrus deodara</i> )	18		Healthy	KEEP
5	Deodar Cedar ( <i>Cedrus deodara</i> )	18		Healthy	KEEP
6	Magnolia ( <i>Magnolia</i> )	24		Healthy	KEEP
7	Japanese Zelkova ( <i>Zelkova Serrata</i> )	18	Need to be watering more	Healthy	KEEP
8	Japanese Zelkova ( <i>Zelkova Serrata</i> )	18	Need to prune, need to be watering more	Healthy	KEEP
9	Nance ( <i>Byrsonima crassifolia</i> )	24	Need to prune	Healthy	KEEP
10	Dicot ( <i>Magnoliopsida</i> )	24	Mistletoe Fungus	Unhealthy	REMOVE
11	Privet ( <i>Ligustrum lucidum</i> )	N/A		Healthy	KEEP
12	Walnut ( <i>Juglans</i> )	N/A		Healthy	KEEP
13	Redwood ( <i>Sequoioideae</i> )	N/A		Healthy	KEEP
14	Walnut ( <i>Juglans</i> )	N/A		Healthy	KEEP

Rosedale Elementary Tree Survey  
Date Staked: 2025-08-13

Plant #	Species	D.B.H. (in)	Comments Concerning Condition	Health Rating	Recommendations
15	Privet (x9) ( <i>Ligustrum lucidum</i> )	N/A	Group of 9, harzard	Unhealthy	REMOVE
16	Privet (x3) ( <i>Ligustrum lucidum</i> )	N/A	Group of 3	Healthy	KEEP
17	Valley Oak ( <i>Quercus lobata</i> )	N/A		Healthy	KEEP
18	Mulberry ( <i>Morus</i> )	18	Multi-Trunk	Healthy	KEEP
19	Camphor ( <i>Cinnamomum camphora</i> )	48	Multi-Trunk	Healthy	KEEP
20	Camphor ( <i>Cinnamomum camphora</i> )	36	Multi-Trunk	Healthy	KEEP
21	Unknown (Unknown)	18	Mistletoe Fungus	Healthy	REMOVE
22	Common Hibiscus ( <i>Hibiscus Syriacus</i> )	12	Leaves were spotting	Semi-Healthy	REMOVE
23	Ash ( <i>Fraxinus</i> )	18		Healthy	REMOVE
24	Valley Oak ( <i>Quercus lobata</i> )	24	Muli-Trunk	Healthy	KEEP
25	Mulberry ( <i>Morus rubra</i> )	12		Healthy	KEEP
26	Eucalyptus ( <i>Eucalyptus globulus</i> )	12		Healthy	KEEP
27	Eucalyptus ( <i>Eucalyptus globulus</i> )	12		Healthy	KEEP
28	Eucalyptus ( <i>Eucalyptus globulus</i> )	12		Healthy	KEEP
29	Chinese pistache ( <i>Pistacia chinesis</i> )	30		Healthy	REMOVE
30	Chinese pistache ( <i>Pistacia chinesis</i> )	30		Healthy	REMOVE

Rosedale Elementary Tree Survey  
Date Staked: 2025-08-13

31	Japanese Zelkova ( <i>Zelkova Serrata</i> )	30	Need to prune	Healthy	REMOVE
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TREE 1



TREE 2



TREE 3



TREE 4



TREE 5



TREE 6



TREE 7



TREE 9





TREE 10



TREE 11



TREE 12



TREE 13



TREE 14



TREE 15



TREE 18



TREE 19





# Summary Master Plan Construction Budget

Rosedale Elementary School

New Construction  
(Buildings & Sitework)      2023 Master Plan Construction Budget: \$73,640,000

## Schematic Design Cost Estimate

Provided by MTI

<b>Schematic Design Cost Plan</b>	
Rosedale Elementary School Reconstruction Chico Unified School District Chico, California	October 5, 2025 MTI Job No. 25-1092

Overall Project Cost Summary	Current Construction \$	Escalation \$	Total Construction \$	\$/SF	Contingency (10%)	Soft Costs (15%)	Total Project \$
New Construction							
Administration Building	4,780,780	478,078	5,258,858	794.87	525,886	867,712	6,652,456
Multipurpose Building	9,597,839	959,784	10,557,623	867.65	1,055,762	1,742,008	13,355,392
Pod A - 4 Classrooms	12,208,421	1,220,842	13,429,263	670.73	1,342,926	2,215,828	16,988,018
Pod B - 5 Classrooms	10,107,049	1,010,705	11,117,754	670.31	1,111,775	1,834,429	14,063,959
Pod E - 2 Kinder Classrooms	5,012,381	501,238	5,513,619	700.50	551,362	909,747	6,974,728
Pod F - 3 TK Classrooms	4,090,093	409,009	4,499,102	712.79	449,910	742,352	5,691,364
Flex-Library Building	3,151,386	315,139	3,466,524	753.10	346,652	571,977	4,385,153
Subtotal - New Construction	48,947,948	4,894,795	53,842,743	837.09	5,384,274	8,884,053	68,111,070
Sitework	15,519,507	1,551,951	17,071,458	34.93	1,707,146	2,816,791	21,595,394
Total	64,467,455	6,446,746	70,914,201	956.00	7,091,420	11,700,843	89,706,464

