

# SEPARATE COVER ITEM 14.1.6

School Facilities Utilization Committee

## MEETING: DECEMBER 14, 2010

2010/11 Report From the

# School Facilities Utilization Committee

November 4, 2010

On March 30, 2010, the Superintendent formed a School Facilities Utilization Committee to study the enrollment, location, capacity, and condition of K-5 and K-8 school facilities, and make recommendations to maximize available facility space. Two factors of primary concern were:

1. A decision by the School Board on March 30, 2010 to investigate the potential of closing a school for the 2011-12 school year as a possible budget reduction.
2. The inability to make progress on school modernization plans at the five oldest schools in the district due to the reduction in assessed home values in the attendance areas of the district.

Representative parents from each of the K-5 and K-8 school sites were invited to attend as well as three principals, several high school parents, and two TUSD Board Trustees. The final committee included:

Sandy Corwell	Central	Parent
Brad Wubben	Central, Tracy High	Parent
Brian Furtado	McKinley	Parent
Teri Cunningham	McKinley	Parent
Lisa Keogh	McKinley	Parent
Ken Mullette	North	Parent
Corrine Tiago	North	Parent
Susan Heinrich	Poet-Christian, KHS	Parent
Kehia Akamien	South/West Park	Parent
Oretta Bennion	South/West Park, WMS, THS	Parent
Robin Voss	South/West Park, Jacobson	Parent
Barbara Tabaldi	Kelly, WHS, KHS	Parent
Cheryl Fowler	Tracy High School	Parent
Greg Silva	West High School	Parent
Ted Guzman	Tracy High School	Trustee, Parent
Bill Swenson	Tracy Unified School District	Trustee
Lisa Beeso	Villalovoz	Principal
Susan O'Hara-Jones	Monte Vista	Principal
Ramona Soto	South/West Park	Principal
Linda Dopp	Educational Services	Director
Jim Franco	Tracy Unified School District	Superintendent
Bonny Carter	Facilities	Director
Casey Goodall	Business Services	Associate Superintendent
Anthony Continente	RGM & Associates	Project/Construction Mgr
Deborah Stevens	Rainforth, Grau	Architect

The committee met for the first time on October 7, 2010 and was introduced to the following series of school closure criteria developed by the California Department of Education: enrollment trends, school capacities/loading, educational programs, facility conditions, modernization plans, district financial circumstances and anticipated fiscal relief from school closure, cost of operating a school, feasible options to closing a school, and property disposition. Therefore, the following schedule of topics was developed to allow the group to understand and evaluate those criteria:

- October 7: Introductions, Purpose of the Committee, Criteria for Making Recommendations, Map of Schools and Boundaries, Enrollment Trends
- October 14: Capacity, Enrollment, and Loading
- October 19: District Financial Circumstances, Anticipated Fiscal Relief From School Closure, Cost of Operating a School
- October 28: Facility Conditions, Modernization Plans
- November 4: Property Disposition, Feasible Options to Closing a School, Develop Recommendations to Superintendent

On November 4, 2010, the committee also discussed Measure S, the Tracy Unified School District General Obligation Bond which passed in 2008. The discussion focused on the goals associated with Measure S, which was intended primarily to improve the conditions at Tracy Unified School District's older schools. The group considered several competing goals: a pledge to move aggressively to improve the conditions of the schools, to maintain a mill rate of approximately \$15 per hundred-thousand of assessed value of the average home in Tracy, to maintain a tax rate of approximately \$46 per year for the average tax payer, and the goal to maximize/stretch the value of available bond funds.

A set of conclusions was developed at the end of each meeting. Those conclusions are included as appendix A. Resource documents were made available to the committee and are attached as appendices B through L.

- Appendix B: Map of elementary schools and boundaries
- Appendix C: Enrollment trends
- Appendix D: Analysis of School Capacity, Enrollment, and Loading
- Appendix E: March 30, 2010 Budget Reduction List
- Appendix F: District Financial Circumstances Powerpoint
- Appendix G: Form 01 Summary of July 1, 2010 TUSD Budget
- Appendix H: Form 01 Summary of September 8, 2010 TUSD Unaudited Actuals
- Appendix I: Facility Conditions & Modernization Plans Powerpoint
- Appendix J: California Department of Education Closing a School Best Practices Guide
- Appendix K: Proposition 39 Fact Sheet
- Appendix L: Bond Issue Options PowerPoint

After completing five weeks of study, the conclusions generated at the end of each session were discussed further, and the following general conclusions were developed.

1. Closure of a school would require eliminating a number of important programs, including, but not limited to, kindergarten-through-third-grade class-size-reduction, GATE, Bilingual. Further, programs such as music, Excel reading, the resource program, county SDC classes, kindergarten readiness programs, and other pull-out programs might become "un-housed" at some schools.
  - a. Once a school is closed and programs are eliminated, the option to restore those programs would become limited by space.

- b. Displacement of students from high population areas to low population areas would likely increase. The concept of the neighborhood school would be threatened, and transportation costs would likely increase.
  - c. Though new residential home construction within the K-8 boundaries is limited, actual enrollment will certainly vary from the projections. Planning too precisely may lead to an inability to house students.
2. While the state economy is in a state of "cataclysmic" collapse, and the Tracy Unified School District budget has instituted multiple years of budget reductions totaling approximately \$30 million in ongoing expenditures resulting in an adopted plan to close a school to save approximately \$650,000, fiscal relief of approximately \$17 million is anticipated, but is based on fragile assumptions. If budget assumptions hold true, closure of a school could be postponed one or more years.
3. The estimated savings is based on the concept of eliminating a Principal, clerical and custodial staffing, and utilities; however, these savings do not include the potential loss of district revenues or possible increases in expenditures.
4. Modernization projects depending on Measure S funds, cannot proceed without issuing at least \$20 million of bonds, which can be achieved while maintaining the same annual tax amount as proposed to the average tax payer (\$46 per year), but will require a mill rate of at least \$18 per \$100,000 of assessed value. Considerable savings are possible by moving ahead now and taking advantage of a good construction climate, as well as avoiding future escalation costs.
5. If the committee determines that TUSD should close a school, the California Department of Education recommends the following feasible options to closing a school:
  - expand class-size reduction to create a need for more classrooms;
  - dispose of excess portables or leased facilities;
  - close surplus classrooms;
  - restructure grade configurations to balance school enrollment;
  - reorganize attendance boundaries;
  - use surplus classrooms for other district functions;
  - enter into joint-use/joint occupancy agreements;
  - convert to community day school use;
  - convert to a small high school;
  - lease for use as charter school (Proposition 39);
  - shift to full-day kindergarten;
  - initiate universal pre-school program; and
  - consult with National Trust for Historic Preservation
6. The following triggers should be considered before making the determination to close a school:
  - a. Declining enrollment exists at one or more schools
  - b. Excess capacity at one or more schools exists, but is not based on elimination of programs which have not been evaluated and eliminated by the school board.
  - c. The ability exists to house students in other existing campuses without being required to add capacity which would cost more than the savings achieved
  - d. Triggers one through three are projected to be sustained for five years or more.

Based on these conclusions, the committee made the following recommendations to the Superintendent:

1. If there is a determination to close a school, it should be studied in more depth to determine the actual savings or costs.
2. There are currently no schools which meet the proposed criteria for school closure.
3. Aggressively move forward with Measure S projects now to achieve savings from a positive construction climate. Issue \$26 million of bonds as soon as possible to protect the value of Measure S bonds from inflation. This option generates the greatest benefit to the community. The committee would also reluctantly support issuing \$20 million, but is not supportive of issuing \$23 million because it does not offer any significant additional advantages to the district.

## Appendix A: Conclusions

### Enrollment Trends, Capacity, Loading

1. With no CSR and only half-day kindergarten, all schools could house projected enrollment, with 53 to 58 extra classrooms already placed at various schools.
2. Offering CSR at K-3, only four schools have the capacity to house their entire projected enrollment.
3. Offering CSR at grades 1 & 2 only, all schools can house projected enrollment.
4. Enrollment projections are based on assumptions which may be inaccurate. Actual enrollment will certainly vary from the projection. Planning too precisely may lead to an inability to house students.
5. Using the strategy of displacing students to another school, the neighborhood school concept is threatened, and transportation costs increase.
6. If a school is closed, the option of offering K-3 CSR and other programs is limited or impossible. For example, to close a school AND simultaneously maintain K-3 CSR would require a redistribution of portable classrooms, a change of boundaries, etc.
7. Rooms which do not house a standard class may be used to support other programs such as music, Excel reading, all day kindergarten, county SDC classes (which could reduce transportation costs), resource program, pull-out programs. Closure of a school limits these options.
8. Facility utilization is reviewed annually. Therefore, any recommendation made this year could be modified in future years.
9. The California Department of Education recommends criteria (included in the "Criteria for Making Recommendations" given to the committee) be considered before closing a school.
10. New residential home construction within the K-8 boundaries is limited. Few areas of compatible land remain un-built.
11. Closure of a school may lead to a request by a charter school to offer a program at that site.
12. If a school is closed and is later required to deal with growth issues, it will likely cost more to restore the school to use than what was saved.
13. Classrooms less than 960 square feet still exist in the district, which could be expanded to full size as enrollment/capacity allows.
14. Attendance growth and decline has a cycle. Closing a school limits the ability to cope with future growth cycles.
15. California is now creating a kindergarten readiness program, which may require additional classrooms.
16. Offering Class Size Reduction at non-Title I schools will eliminate the district strategy of supplementing CSR funding with other categorical funds.

### District Financial Circumstances, Anticipated Fiscal Relief From School Closure, Cost of Operating a School

17. School budgets are dependent on the state budget
18. The state economy is in a state of "cataclysmic" collapse
19. The district has instituted multiple years of budget reductions, totaling approximately \$30 million.
20. The School Board has adopted a multi-year budget reduction plan, which includes closure of a school.

- Closure of a school is estimated to save \$650,000, but given requirement to offer vacant school to charter schools, could actually decrease revenues.
    - Unless a specific school is identified and analyzed, the savings and the cost of renovations cannot be accurately calculated...but we know costs will exist.
  - Additional reductions are planned for next year.
21. Fiscal relief of approximately \$17 million is anticipated, but is based on “fragile” assumptions.
  22. If budget assumptions hold true, closure of a school could be postponed one or more years.
  23. The estimated savings is based on the concept of eliminating a Principal, clerical and custodial staffing, and utilities; however, these savings do not include the potential loss of district revenues or possible increases in expenditures.

#### Facility Conditions, Modernization Plans

24. A 2008 assessment of facilities determined that all of the schools in the district need modernization and repairs of \$199,705,106 to adequately fulfill their intended purpose, to meet standard technology requirements, and to improve the appearance of the buildings; and that the District’s five older schools that are slated for Measure S modernization are in need of modernization and repairs of \$77,408,205. Modernization plans have been developed which will address some, but not all, of the identified needs. These plans include estimated costs of:
  - Monte Vista School      \$14,053,000
  - McKinley School        \$5,718,700
  - North School            \$6,191,900
  - Central School          \$7,216,300
  - So. West Park School    \$13,263,900
25. Commencing construction by March or April of any year will allow for improved interim housing options which will help to control construction costs.
26. In order to move forward now with Measure S projects:
  - Sell bonds in 2011
  - Start construction projects in 2011 in order to avoid 4% per year construction escalation and capture current favorable construction costs due to economic downturn
  - Capture operating cost benefits for maintenance and utilities
  - To receive \$20 million, tax rate will be \$18/\$100,000 AV for 40 years; however, the tax payment will remain at projection of \$46.
  - To receive \$23 million, tax rate will be \$20/\$100,000 AV for 40 years; tax amount will go up approx. \$5.00 per year
  - To receive \$26 million, tax rate will be \$23/\$100,000 AV for 40 years; tax amount will go up approx. \$11.50 per year

#### Property Disposition



27. Prior to declaring property surplus, the District must consider if there are “other” uses in support of public education, including a requirement to “provide charter schools with reasonably equivalent facilities to those provided to students in the area....”
28. Once a school is declared surplus, the education code dictates procedures to dispose of the property. “Land must first be made available for use for low-income housing and for park and recreation purposes.”

Feasible Options to Closing a School

29. If the committee had found unused capacity in our schools, which we did not, the California Department of Education recommends the following feasible options to closing a school:

- expand class-size reduction to create a need for more classrooms;
- dispose of excess portables or leased facilities;
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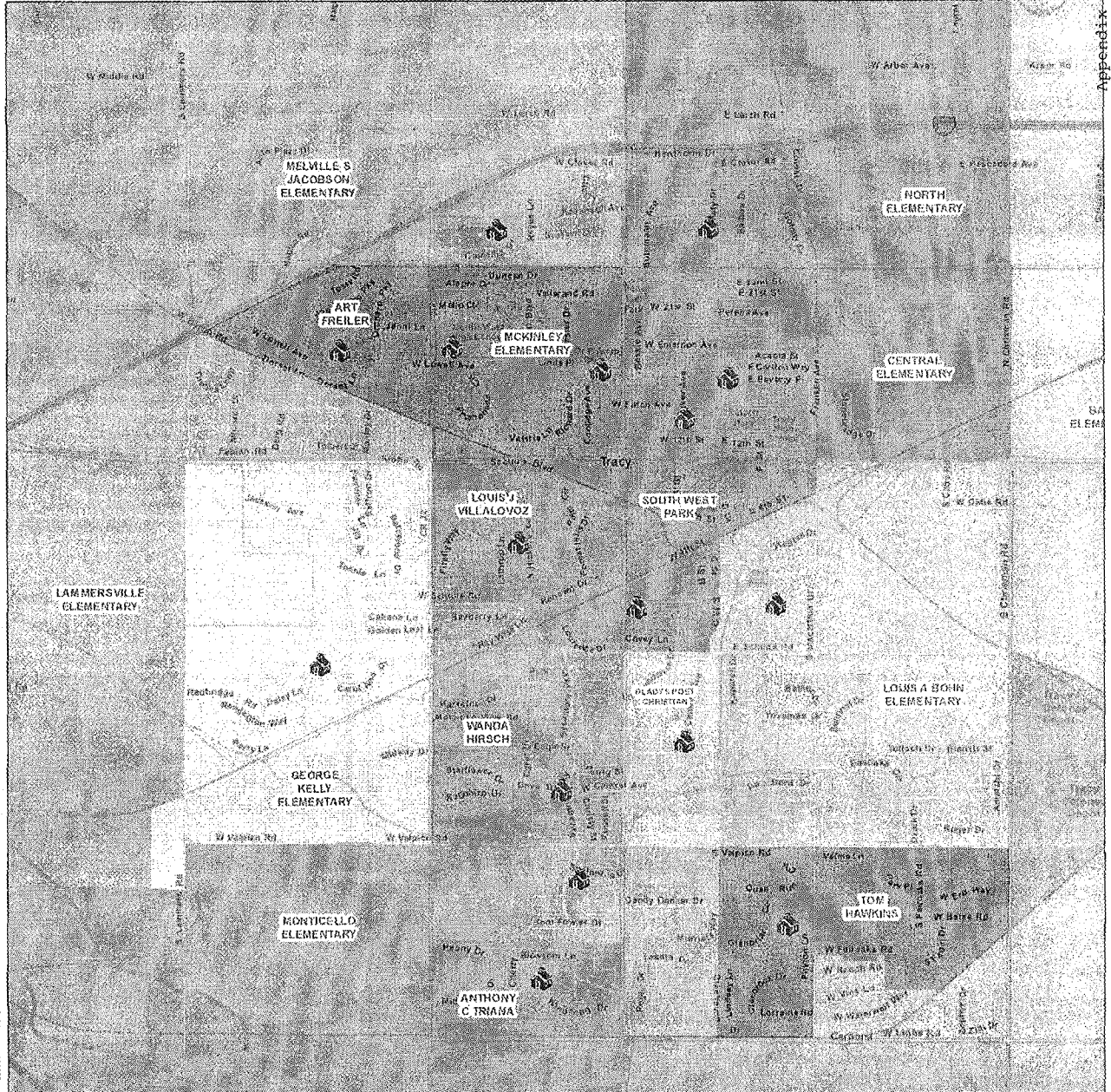
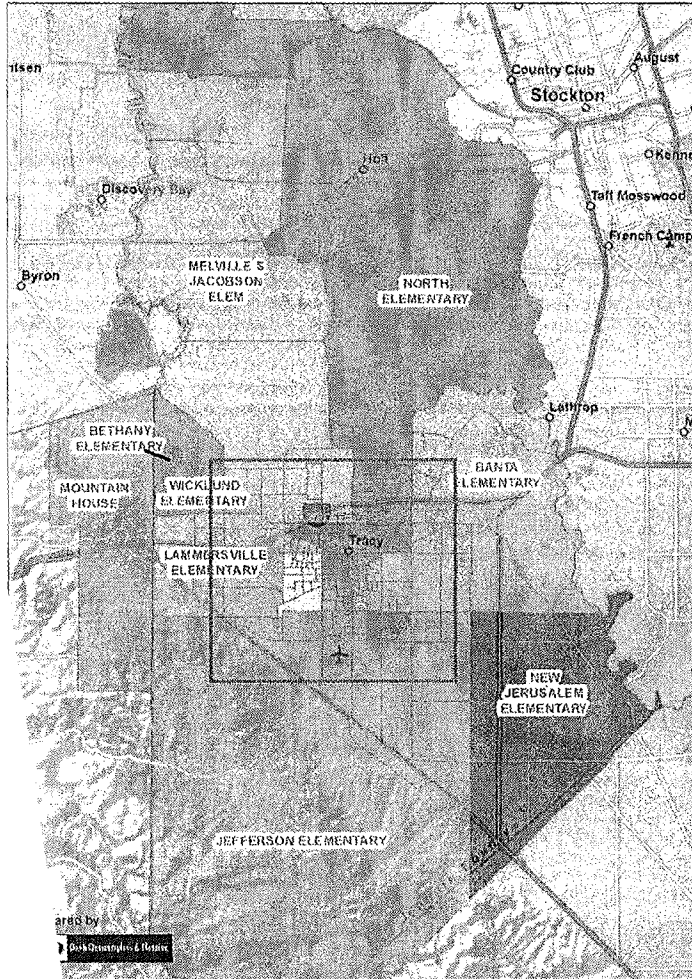
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# Elementary Boundaries

## Tracy Unified School District

0.5 0.25 0 0.5 Miles



**Tracy Unified School District  
Multi-Year Enrollment Table  
Regular Education Students**

Grade	Bohn Elementary School	Central Elementary School	Frieler School	Hirsch Elementary School	Jacobson Elementary School	Kelly School	McKinley Elementary School	North School	Poet Christian School	South/ West Park Elementary School	Villalovoz Elementary School
2010-11	465	457	951	627	580	1,113	423	805	655	958	545
2009-10	473	431	1,007	664	606	1,090	409	803	683	942	588
2008-09	514	430	1,065	720	618	1,128	466	730	693	923	528
2007-08	476	424	1,085	740	653	1,131	430	736	694	966	573
2006-07	512	422	1,108	746	672	1,110	488	785	698	1,028	602
2005-06*	541	444	1,076	777	659	1,005	476	778	693	1,032	594
2004-05	569	508	1,022	857	936		575	489	700	1,068	850
2003-04	565	492	1,015	882	906		554	487	700	1,113	733

**Six Year Growth/Decline Table  
Regular Education Students**

2005-06*	541	444	1,076	777	659	1,005	476	778	693	1,032	594
2010-11	465	457	951	627	580	1,113	423	805	655	958	545
<b>Growth/Decline</b>	(76)	13	(125)	(150)	(79)	108	(53)	27	(38)	(74)	(49)
<b>% Growth/Decline</b>	-14.0%	2.9%	-11.6%	-19.3%	-12.0%	10.7%	-11.1%	3.5%	-5.5%	-7.2%	-8.2%

### 2011-12 Enrollment Projection and Capacities Summary

		No CSR, Half-Day Kindergarten		Full CSR K-3, Half-Day Kindergarten		Full CSR 1-2, Half-Day Kindergarten			
		School could house x more students	Extra Classrooms	Could house all students?	Extra Classrooms	Could house all students?	Extra Classrooms		
	Bohn	152	3	no	-1	yes	0		
	Central	76	6	no	-1	yes	3		
	Hirsch	80	6	no	-1	yes	3		
	Jacobson	124	4	yes	0	yes	1		
	McKinley	61	5	no	-2	yes	0		
	S/WP w no special programs	341	10	yes	1	yes	5		
	Villalovoz	67	8	yes	1	yes	6		
	Freiler	132	5	no	-1	yes	0		
	Kelly	85	3	no	-5	no	0		
	North	152	4	yes	0	yes	0		
	Poet-Christian	122	4	no	-1	yes	0		
	Totals	1,392	58		-10		18		
	S/WP Bilingual	145	3						
	S/WP GATE	45	0						
	S/WP Conventional	151	3						
	Composite	341	5	no	-3	yes	0		
		No Travelling Teachers	Travelling Teachers						
		School could house x more students							
	Monte Vista	172	321						
	Williams	255	464						

# 2011-12 Enrollment Projection, Staffing, Capacity Planning Worksheet

Current Boundaries and Current Grade Configurations  
No CSR, Half-Day Kindergarten

Bohn					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	75	2		128	53
1	75	3		96	21
2	71	3		96	25
3	81	3		96	15
4	75	3		96	21
5	74	3		96	22
Sub Total	451	17	0	608	157
6	0	0		0	0
7	0	0		0	0
8	0	0		0	0
Sub Total	0	0	0	0	0
SDC	18	1		13	-5
Total	469	18	0	621	152
Classrooms Available		21			3

Current Boundaries and Current Grade Configurations  
Full CSR K-3, Half-Day Kindergarten

Bohn					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	75	2		80	5
1	75	4		80	5
2	71	4		80	9
3	81	5		100	19
4	75	3		96	21
5	74	3		96	22
Sub Total	451	21	0	532	81
6	0	0		0	0
7	0	0		0	0
8	0	0		0	0
Sub Total	0	0	0	0	0
SDC	18	1		13	-5
Total	469	22	0	545	76
Classrooms Available		21			-1

Current Boundaries and Current Grade Configurations  
Full CSR 1-2, Half-Day Kindergarten

Bohn					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	75	2		128	53
1	75	4		80	5
2	71	4		80	9
3	81	3		96	15
4	75	3		96	21
5	74	3		96	22
Sub Total	451	19	0	576	125
6	0	0		0	0
7	0	0		0	0
8	0	0		0	0
Sub Total	0	0	0	0	0
SDC	18	1		13	-5
Total	469	20	0	589	120
Classrooms Available		21			1

Central					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	89	2		128	39
1	89	3		96	7
2	86	3		96	10
3	84	3		96	12
4	78	3		96	18
5	58	2		64	6
Sub Total	484	16	0	576	92
6	0	0		0	0
7	0	0		0	0
8	0	0		0	0
Sub Total	0	0	0	0	0
SDC	42	2		26	-16
Total	526	18	0	602	76
Classrooms Available		20	4		6

Central					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	89	3		120	31
1	89	3	2	100	11
2	86	3	2	100	14
3	84	5		100	16
4	78	3		96	18
5	58	2		64	6
Sub Total	484	19	4	580	96
6	0	0		0	0
7	0	0		0	0
8	0	0		0	0
Sub Total	0	0	0	0	0
SDC	42	2		26	-16
Total	526	21	4	606	80
Classrooms Available		20	4		-1

Central					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	89	2		128	39
1	89	3	2	100	11
2	86	3	2	100	14
3	84	3		96	12
4	78	3		96	18
5	58	2		64	6
Sub Total	484	16	4	584	100
6	0	0		0	0
7	0	0		0	0
8	0	0		0	0
Sub Total	0	0	0	0	0
SDC	42	2		26	-16
Total	526	18	4	610	84
Classrooms Available		20	4		2



# 2011-12 Enrollment Projection, Staffing, Capacity Planning Worksheet

Hirsch					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	91	2		128	37
1	91	3		96	5
2	114	4		128	14
3	90	3		96	6
4	117	4		128	11
5	89	3		96	7
Sub Total	592	19	0	672	80
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0			0	0
Total	592	19	0	672	80
Classrooms Available		25	0		6

Hirsch					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	91	3		120	29
1	91	5		100	9
2	114	6		120	6
3	90	5		100	10
4	117	4		128	11
5	89	3		96	7
Sub Total	592	26	0	664	72
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	592	26	0	664	72
Classrooms Available		25	0		-1

Hirsch					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	91	2		128	37
1	91	5		100	9
2	114	6		120	6
3	90	3		96	6
4	117	4		128	11
5	89	3		96	7
Sub Total	592	23	0	668	76
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	592	23	0	668	76
Classrooms Available		25	0		2

Jacobson					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	96	2		128	32
1	99	4		128	29
2	99	4		128	29
3	98	4		128	30
4	95	3		96	1
5	93	3		96	3
Sub Total	580	20	0	704	124
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	39	3		39	0
Total	619	23	0	743	124
Classrooms Available		27	0		4

Jacobson					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	96	3		120	24
1	99	5		100	1
2	99	5		100	1
3	98	5		100	2
4	95	3		96	1
5	93	3		96	3
Sub Total	580	24	0	612	32
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	39	3		39	0
Total	619	27	0	651	32
Classrooms Available		27	0		0

Jacobson					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	96	2		128	32
1	99	5		100	1
2	99	5		100	1
3	98	4		128	30
4	95	3		96	1
5	93	3		96	3
Sub Total	580	22	0	648	68
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	39	3		39	0
Total	619	25	0	687	68
Classrooms Available		27	0		2

# 2011-12 Enrollment Projection, Staffing, Capacity Planning Worksheet

McKinley					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	64	1		64	0
1	64	2		64	0
2	61	2		64	3
3	86	3		96	10
4	72	3		96	24
5	72	3		96	24
Sub Total	419	14	0	480	61
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	419	14	0	480	61
Classrooms Available		19	0		5

McKinley					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	64	2		80	16
1	64	4		80	16
2	61	4		80	19
3	86	5		100	14
4	72	3		96	24
5	72	3		96	24
Sub Total	419	21	0	532	113
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	419	21	0	532	113
Classrooms Available		19	0		-2

McKinley					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	64	1		64	0
1	64	4		80	16
2	61	4		80	19
3	86	3		96	10
4	72	3		96	24
5	72	3		96	24
Sub Total	419	18	0	512	93
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	419	18	0	512	93
Classrooms Available		19	0		1

South/West Park (No Special Programs)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	132	3		192	60
1	132	5		160	28
2	184	6		256	72
3	194	8		256	62
4	177	6		224	47
5	152	5		224	72
Sub Total	971	33	0	1312	341
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	971	33	0	1312	341
Classrooms Available		43	0		10

South/West Park (No Special Programs)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	132	4		160	28
1	132	7		160	28
2	184	10		200	16
3	194	10		200	6
4	177	6		224	47
5	152	5		224	72
Sub Total	971	42	0	1168	197
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	971	42	0	1168	197
Classrooms Available		43	0		1

South/West Park (No Special Programs)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	132	3		192	60
1	132	8		160	28
2	184	10		200	16
3	194	7		256	62
4	177	6		224	47
5	152	5		224	72
Sub Total	971	39	0	1256	285
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	971	39	0	1256	285
Classrooms Available		43	0		4

# 2011-12 Enrollment Projection, Staffing, Capacity Planning Worksheet

Villalovoz					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	92	2		128	36
1	92	3		96	4
2	88	3		96	8
3	85	3		96	11
4	90	3		96	6
5	95	3		96	1
Sub Total	542	17	0	608	66
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	38	3		39	1
Total	580	20	0	647	67
Classrooms Available		27	1		8

Villalovoz					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	92	3		120	28
1	92	4	1	100	8
2	88	5		100	12
3	85	5		100	15
4	90	3		96	6
5	95	3		96	1
Sub Total	542	23	1	612	70
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	38	3		39	1
Total	580	26	1	651	71
Classrooms Available		27	1		1

Villalovoz					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	92	2		128	36
1	92	4	1	100	8
2	88	5		100	12
3	85	3		96	11
4	90	3		96	6
5	95	3		96	1
Sub Total	542	20	1	616	74
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	38	3		39	1
Total	580	23	1	655	75
Classrooms Available		27	1		4

Freiler					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	89	2		128	39
1	89	3		96	7
2	78	3		96	18
3	92	3		96	4
4	109	4		128	19
5	121	4		128	7
Sub Total	578	19	0	672	94
6	105	4		128	23
7	115	4		128	13
8	124	4		128	4
Sub Total	344	12	0	384	40
SDC	28	2		26	-2
Total	950	33	0	1082	132
Classrooms Available		38	0		5

Freiler					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	89	3		120	31
1	89	5		100	11
2	78	4		80	2
3	92	5		100	8
4	109	4		128	19
5	121	4		128	7
Sub Total	578	25	0	656	78
6	105	4		128	23
7	115	4		128	13
8	124	4		128	4
Sub Total	344	12	0	384	40
SDC	28	2		26	-2
Total	950	39	0	1066	116
Classrooms Available		38	0		-1

Freiler					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	89	2		128	39
1	89	5		100	11
2	78	4		80	2
3	92	3		96	4
4	109	4		128	19
5	121	4		128	7
Sub Total	578	22	0	660	82
6	105	4		128	23
7	115	5		160	45
8	124	5		160	36
Sub Total	344	14	0	448	104
SDC	28	2		26	-2
Total	950	38	0	1134	184
Classrooms Available		38	0		0

# 2011-12 Enrollment Projection, Staffing, Capacity Planning Worksheet

Kelly					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	119	2		128	9
1	119	4		128	9
2	116	4		128	12
3	123	4		128	5
4	123	4		128	5
5	119	4		128	9
Sub Total	719	22	0	768	49
6	121	4		128	7
7	126	4		128	2
8	142	5		160	18
Sub Total	389	13	0	416	27
SDC	30	3		39	9
Total	1138	38	0	1223	85
Classrooms Available		41			3

North					
	Enrollment	CR > 880	CR < 880	Capacity	Space Available
K	76	2		128	52
1	76	2	1	84	8
2	93	3		96	3
3	78	3		96	18
4	87	3		96	9
5	84	3		96	12
Sub Total	494	16	1	596	102
6	97	4		128	31
7	93	3		96	3
8	112	4		128	16
Sub Total	302	11	0	352	50
SDC	0	0		0	0
Total	796	27	1	948	152
Classrooms Available		27	5		4

Kelly					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	119	3		120	1
1	119	6		120	1
2	116	6		120	4
3	123	7		140	17
4	123	4		128	5
5	119	4		128	9
Sub Total	719	30	0	756	37
6	121	4		128	7
7	126	4		128	2
8	142	5		160	18
Sub Total	389	13	0	416	27
SDC	30	3		39	9
Total	1138	46	0	1211	73
Classrooms Available		41			-5

North					
	Enrollment	CR > 880	CR < 880	Capacity	Space Available
K	76	2		80	4
1	76	0	4	80	4
2	93	4	1	100	7
3	78	4		80	2
4	87	3		96	9
5	84	3		96	12
Sub Total	494	16	5	532	38
6	97	4		128	31
7	93	3		96	3
8	112	4		128	16
Sub Total	302	11	0	352	50
SDC	0	0		0	0
Total	796	27	5	884	88
Classrooms Available		27	5		0

Kelly					
	Enrollment	CR > 960	CR < 960	Capacity	Space Available
K	119	2		128	9
1	119	6		120	1
2	116	6		120	4
3	123	4		128	5
4	123	4		128	5
5	119	4		128	9
Sub Total	719	26	0	752	33
6	121	4		128	7
7	126	4		128	2
8	142	5		160	18
Sub Total	389	13	0	416	27
SDC	30	3		39	9
Total	1138	42	0	1207	69
Classrooms Available		41			-1

North					
	Enrollment	CR > 880	CR < 880	Capacity	Space Available
K	76	2		128	52
1	76	0	4	80	4
2	93	4	1	100	7
3	78	3		96	18
4	87	3		96	9
5	84	3		96	12
Sub Total	494	15	5	596	102
6	97	4		128	31
7	93	3		96	3
8	112	4		128	16
Sub Total	302	11	0	352	50
SDC	0	0		0	0
Total	796	26	5	948	152
Classrooms Available		27	5		1

# 2011-12 Enrollment Projection, Staffing, Capacity Planning Worksheet

Poet Christian					
	Enrollment	CR > 880	CR < 880	Capacity	Space Available
K	64	1		64	0
1	64	2		64	0
2	59	2		64	5
3	76	3		96	20
4	78	3		96	18
5	71	3		96	25
Sub Total	412	14	0	480	68
6	81	3		96	15
7	76	3		96	20
8	77	3		96	19
Sub Total	234	9	0	288	54
SDC	0	0		0	0
Total	646	23	0	768	122
Classrooms Available		26	1		4

Poet Christian					
	Enrollment	CR > 880	CR < 880	Capacity	Space Available
K	64	2		80	16
1	64	3	1	80	16
2	59	3		60	1
3	76	4		80	4
4	78	3		96	18
5	71	3		96	25
Sub Total	412	18	1	492	80
6	81	3		96	15
7	76	3		96	20
8	77	3		96	19
Sub Total	234	9	0	288	54
SDC	0	0		0	0
Total	646	27	1	780	134
Classrooms Available		26	1		-1

Poet Christian					
	Enrollment	CR > 880	CR < 880	Capacity	Space Available
K	64	1		64	0
1	64	3	1	80	16
2	59	3		60	1
3	76	4		128	52
4	78	3		96	18
5	71	3		96	25
Sub Total	412	17	1	524	112
6	81	3		96	15
7	76	3		96	20
8	77	3		96	19
Sub Total	234	9	0	288	54
SDC	0	0		0	0
Total	646	26	1	812	166
Classrooms Available		26	1		0

# 2011-12 Enrollment Projection, Staffing, Capacity Planning Worksheet

South/West Park (Bilingual)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	101	2		128	27
1	101	4		128	27
2	100	4		128	28
3	100	4		128	28
4	88	3		96	8
5	69	3		96	27
Sub Total	559	20	0	704	145
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	559	20	0	704	145
Classrooms Available		43	0		23

South/West Park (Bilingual)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	101	3		120	19
1	101	6		120	19
2	100	5		100	0
3	100	5		100	0
4	88	3		96	8
5	69	3		96	27
Sub Total	559	25	0	632	73
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	559	25	0	632	73
Classrooms Available		43	0		18

South/West Park (Bilingual)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	101	2		128	27
1	101	6		120	19
2	100	5		100	0
3	100	4		128	28
4	88	3		96	8
5	69	3		96	27
Sub Total	559	23	0	668	109
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	559	23	0	668	109
Classrooms Available		43	0		20

South/West Park (GATE)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	0			0	0
1	0			0	0
2	56	2		64	8
3	56	2		64	8
4	50	2		64	14
5	49	2		64	15
Sub Total	211	8	0	256	45
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	211	8	0	256	45
Classrooms Available		23	0		15

South/West Park (GATE)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	0			0	0
1	0			0	0
2	56	3		60	4
3	56	3		60	4
4	50	2		64	14
5	49	2		64	15
Sub Total	211	10	0	248	37
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	211	10	0	248	37
Classrooms Available		18	0		8

South/West Park (GATE)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	0			0	0
1	0			0	0
2	56	3		60	4
3	56	2		64	8
4	50	2		64	14
5	49	2		64	15
Sub Total	211	9	0	252	41
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	211	9	0	252	41
Classrooms Available		20	0		11

# 2011-12 Enrollment Projection, Staffing, Capacity Planning Worksheet

South/West Park (Conventional)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	31	1		64	33
1	31	1		32	1
2	28	2		64	36
3	38	2		64	26
4	39	2		64	25
5	34	2		64	30
Sub Total	201	10	0	352	151
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	201	10	0	352	151
Classrooms Available		15			5

South/West Park (Composite) 43 rooms available					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	132	3		192	60
1	132	5		160	28
2	184	8		256	72
3	194	8		256	62
4	177	7		224	47
5	152	7		224	72
Sub Total	971	38	0	1312	341
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	971	38	0	1312	341
Classrooms Available		43	0		5

South/West Park (Conventional)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	31	1		40	9
1	31	2		40	9
2	28	2		40	12
3	38	2		40	2
4	39	2		64	25
5	34	2		64	30
Sub Total	201	11	0	288	87
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	201	11	0	288	87
Classrooms Available		8			-3

South/West Park (Composite) 43 rooms available					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	132	4		160	28
1	132	8		160	28
2	184	10		200	16
3	194	10		200	6
4	177	7		224	47
5	152	7		224	72
Sub Total	971	46	0	1168	197
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	971	46	0	1168	197
Classrooms Available		43	0		-3

South/West Park (Conventional)					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	31	1		64	33
1	31	2		40	9
2	28	2		40	12
3	38	2		64	26
4	39	2		64	25
5	34	2		64	30
Sub Total	201	11	0	336	135
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	201	11	0	336	135
Classrooms Available		11			0

South/West Park (Composite) 43 rooms available					
	Enrollment	CR > 950	CR < 950	Capacity	Space Available
K	132	3		192	60
1	132	8		160	28
2	184	10		200	16
3	194	8		256	62
4	177	7		224	47
5	152	7		224	72
Sub Total	971	43	0	1256	285
6				0	0
7				0	0
8				0	0
Sub Total	0	0	0	0	0
SDC	0	0		0	0
Total	971	43	0	1256	285
Classrooms Available		43	0		0

# Final Board Approved Budget Reduction List

March 30, 2010

8:00 p.m.

Brief Descriptor of Idea	Identification #	Revised Estimate of Savings	Cumulative Savings		Board	Superintendent
Install Motion Sensors	A13	\$80,000	\$80,000	●	1	1
Eliminate 150 Phone Lines	A10	\$19,800	\$99,800	●	2	2
Five Day Furlough - District Administration (\$152,020 per year spread over 3 years)	C23	\$50,673	\$150,473	●	3	3
Remove \$90/Month Director Stipend for Mileage	E2	\$15,000	\$165,473	●	4	4
<b>Eliminate all Travel &amp; Conference (Half of Unrestricted Cost)</b>	<b>B80 a</b>	<b>\$13,367</b>	<b>\$178,840</b>	●	<b>5</b>	<b>5</b>
Vacancies since 1st Interim - list + 5 grasstodians	C14	\$510,000	\$688,840	●	6	6
Do not fill vacancies in grounds and transportation - 2 FTE	C15	\$120,000	\$808,840	●	7	7
Reduce Deferred Maintenance to \$100,000 per year	C28	\$984,000	\$1,792,840	●	8	8
Eliminate Middle School Geometry @ HS (transportation)	B61	\$10,000	\$1,802,840	●	9	9
Fund Staff Development Supplies & Subs fm Categoricals	C21	\$150,000	\$1,952,840	●	10	10
Fund Willow/DR Counselor from Categorical funds	E13	\$14,000	\$1,966,840	●	11	11
Restructure RSP teacher funding - replace portion w/ ELL Categorical	C20	\$100,000	\$2,066,840	●	12	12
Speech Language Pathology Assistant Contract	C26	\$104,000	\$2,170,840	●	13	13
Create Behavior Specialist - reduce NPE contract	C13	\$42,000	\$2,212,840	●	14	14
Eliminate all overtime except for emergencies as defined in Public Contract Code 1102	C1	\$163,549	\$2,376,389	●	15	15
Freeze 2nd half of site allocations/Increase EIA allocations (\$435,000 one-time spread over 3 years)	C22	\$145,000	\$2,521,389	●	16	16
Sweep School Improvement Block Grant	C39	\$500,000	\$3,021,389	●	17	17
Reduce Copies of Assessment Materials - not always needed	B76	\$3,000	\$3,024,389	●	18	18
Instructional Materials - do not spend for next three years	C27	\$500,000	\$3,524,389	●	19	19
District Wide Teacher, WASC, SARB (Vacant)	B91	\$44,037	\$3,568,426	●	20	20
Independent Study - Eliminate Vacant Secretary Position, share with DR/Willow	C30	\$29,074	\$3,597,500	●	21	21
Eliminate Kindergarten bussing	B71	\$10,000	\$3,607,500	●	22	22
<b>Absorb County Transportation Routes</b>	<b>C41</b>	<b>\$481,393</b>	<b>\$4,088,893</b>	●	<b>23</b>	<b>23</b>
Reduce Bus Driver Substitute Costs	B64	\$150,000	\$4,238,893	●	24	24
Eliminate Encroachment from District Busing (except mandated Curb-to-Curb)	E9	\$292,496	\$4,531,389	●	25	25
Increase Rental Fee to Depts, Sites, Athletics for District Vehicles. Reduce District Replacement Fund	B77	\$5,000	\$4,536,389	●	26	26
Eliminate Unrestricted Contribution to Ag Fair & Ag Extra Days	C34	\$41,000	\$4,577,389	●	27	27
Eliminate All District Music Concert (Fund from private sponsors)	C25	\$6,000	\$4,583,389	●	28	28
Eliminate Driver's Training Classroom Instruction	C37	\$35,721	\$4,619,110	●	29	29
Reduce extra-time & overtime for Sp. Ed. Teachers & Paras	B52	\$30,000	\$4,649,110	●	30	30
Cut sub days for SST, 504, & IEP by 50%	C17	\$20,000	\$4,669,110	●	31	31

Green - Year One Yellow - Year Two  
Red - Do Not Implement



# Final Board Approved Budget Reduction List

March 30, 2010  
8:00 p.m.

Eliminate Technology Support Assistant (TSA) at sites	B58	\$67,253	\$4,736,363	●	32	32
Eliminate IGCG Sports Contract (Fitness 19)	B74	\$2,800	\$4,739,163	●	33	33
Reduce Athletic Costs by 10%	D110 a	\$65,000	\$4,804,163	●	34	34
Reduce Athletic Costs by 25%	D110 b	\$97,500	\$4,901,663	●	35	35
Eliminate 1 period of Athletic Director @ each comprehensive HS (3 periods)	B59	\$37,500	\$4,939,163	●	36	36
Eliminate 1 period of Activities Director @ each comprehensive HS	D103	\$35,394	\$4,974,557	●	37	37
<b>Operate Minimal Adult Education Program</b>	<b>C9 a</b>	<b>\$961,459</b>	<b>\$5,936,016</b>	<b>●</b>	<b>38</b>	<b>38</b>
Principals In Charge of Two Sites	B72	\$45,971	\$5,981,987	●	39	39
Reduce Summer School to Credit Recovery for Seniors & Mandated Sp. Ed.	C8	\$300,000	\$6,281,987	●	40	40
Eliminate ROP Encroachment	B57	\$120,000	\$6,401,987	●	41	41
Eliminate extra sections for SDC Mainstreaming (3.4 FTE)	C7	\$212,500	\$6,614,487	●	42	42
Modify PE assignments - reduce Adaptive PE by .6 FTE & Para	C11	\$50,000	\$6,664,487	●	43	43
Reduce Classroom Aids - 6 RSP...fund 1/2 time from categorical	C16	\$142,302	\$6,806,789	●	44	44
Combine Resource teacher positions (reduce 2.0 FTE)	C18	\$125,000	\$6,931,789	●	45	45
Eliminate Continuous Improvement Clerk-Typist	B86	\$37,325	\$6,969,114	●	46	46
Eliminate Continuous Improvement Dept. Secretary	B85	\$28,512	\$6,997,626	●	47	47
Eliminate Alternative Programs Secretary	B88	\$47,979	\$7,045,605	●	48	48
Move 1.6 FTE teachers from staff development to classroom	C6	\$123,442	\$7,169,047	●	49	49
Move 1.0 more FTE teacher fm staff development to classroom. Eliminate Secty	E5	\$143,779	\$7,312,826	●	50	50
Supt. Office - 4 hour clerk	C31	\$26,016	\$7,338,842	●	51	51
Eliminate 1 Account Clerk Position (Financial Services)	B67	\$45,430	\$7,384,272	●	52	52
Eliminate 1 Purchasing Clerk	B62	\$49,618	\$7,433,890	●	53	53
Eliminate Maintenance Leadman/Supervisor Position - \$93,936	B50	\$93,936	\$7,527,826	●	54	54
Eliminate a 2nd Human Resources Clerical Position	B84	\$57,028	\$7,584,854	●	55	55
ISSET - reduce by 1 FTE	C19	\$88,308	\$7,673,162	●	56	56
Eliminate District Office Receptionist and Use Automated Machine	D100	\$65,148	\$7,738,310	●	57	57
Eliminate Special Education Clerk	B79	\$46,618	\$7,784,928	●	58	58
Reduce & Restructure Arts Program @ Poet-Christian (Cover Preps) (2 FTE)	B78	\$125,000	\$7,909,928	●	59	59
Eliminate 31 FTE, K-5 & K-8 Larger Class Sizes (No Combo Classes)	C3	\$392,330	\$8,302,258	●	60	60
Eliminate Extra Sections at High Schools for Language! (Fund w/ EIA?)	B94	\$187,500	\$8,489,758	●	61	61
Eliminate Extra Sections at High Schools (except AVID) (2 FTE)	B56	\$125,000	\$8,614,758	●	62	62
Eliminate extra sections for Excel & Success	C35	\$125,000	\$8,739,758	●	63	63
Eliminate Support Room (\$262,500 for 4.0 FTE less loss of ADA)	B60	\$240,700	\$8,980,458	●	64	64
Eliminate .4 FTE from Stein School (.4 FTE only)	C36	\$26,000	\$9,006,458	●	65	65
Reduce Psychologist Staffing by 2 FTE	B70	\$177,105	\$9,183,563	●	66	66
Eliminate Magnet Program at K-8 Schools (4 FTE)	B82	\$250,000	\$9,433,563	●	67	90
Assign One Library Technician to Two Schools	B97	\$342,720	\$9,776,283	●	68	68
Reduce Library Techs to 20 hours per week (Revision of Item B97 for additional savings)	C10	\$60,000	\$9,836,283	●	69	69
K5/K-8 Combo Classes - 32 FTE (does not duplicate 6 FTE in B82)	C5	\$1,580,168	\$11,416,451	●	70	70

Green - Year One Yellow - Year Two  
Red - Do Not Implement

# Final Board Approved Budget Reduction List

March 30, 2010

8:00 p.m.

Eliminate Extra sections for 6-8 Music (.8 FTE @ each Middle School)	C38	\$123,410	\$11,539,861	71	71
Eliminate 7.8 FTE, Maximize 6-8 & 9-12 Class Sizes	C4	\$487,500	\$12,027,361	72	72
Reduce Special Education class budgets	C24	\$36,849	\$12,064,210	73	73
Eliminate Site & Dept Allocations. Reduce expenditures by 90%. (fund fm carryover)	D106	\$1,080,179	\$13,144,389	74	74
Close a School	E10	\$650,000	\$13,794,389	75	75
Allow Seniors with Enough Credits to Attend a Four Period Day	E11		\$13,794,389	76	76
Allow Kids Participating in Non-School Related, After School Sports to Waive PE	E12		\$13,794,389	77	77
Make Referrals (both Behavior and Tardy) Electronic	E3	\$22,500	\$13,816,889	78	78
Eliminate Dir. Risk Mgmt, Env. Compliance, Facility Use, & Energy Mgmt	D101	\$100,302	\$13,917,191	79	79
Eliminate Clerk Typist Positions unless funded fm categorical	B66	\$174,424	\$14,091,615	80	80
Eliminate High School Business Managers	E8	\$210,267	\$14,301,882	81	81
Re-staff/Restructure IGCG (WHS Extra Sections) (2 Teacher FTE + Secretary)	B73	\$244,518	\$14,546,400	82	82
Reduce 2 Additional Counselors	C32	\$168,773	\$14,715,173	83	83
Eliminate a 2nd Account Clerk Position (Financial Services)	B89	\$60,654	\$14,775,827	84	84
Eliminate Special Education Budget Secretary	B87	\$57,728	\$14,833,555	85	85
Eliminate District Truancy Officer & vehicle	D102	\$78,500	\$14,912,055	86	86
Eliminate the Director of Materials Management	D104	\$112,375	\$15,024,430	87	87
Reduce Communications Specialist Hours by 50%	D99	\$47,232	\$15,071,662	88	88
Eliminate a 3rd Account Clerk Position (Financial Services)	B90	\$60,654	\$15,132,316	89	89
Eliminate 2 Counselors	B55	\$159,696	\$15,292,012	90	67
Eliminate Saturday School	C12	\$12,000	\$15,304,012	91	91
Eliminate 1 HS Library Position. 1 Librarian covers two schools.	C33	\$81,380	\$15,385,392	92	92
Reduce Athletic Costs by 50%	D110 c	\$162,500	\$15,547,892	93	93
Reduce Athletic Costs by 100%	D100 d	\$325,000	\$15,872,892	94	94
Eliminate Extra-Curricular and Co-Curricular Activities	E6	\$190,004	\$16,062,896	95	95
Eliminate Two Additional Assistant Principals	C40	\$220,617	\$16,283,513	96	96
Eliminate All Retirees Hired as Consultants	E1		\$16,283,513	97	97
Eliminate K-5, K-8, 6-8 Music Program	E7	\$192,936	\$16,476,449	98	98
Eliminate All Middle School Counselors (2.0 Additional FTE)	E4	\$174,727	\$16,651,176	99	99
Eliminate all Travel & Conference ( <b>Second Half</b> of Unrestricted Cost)	<b>B80 b</b>	\$13,367	\$16,664,543	100	100
Music/PE - eliminate 4.4 FTE PE, 3.0 FTE Music Positions + 9 PE Paras + 2 Music Paras + Allocations and Stipends	C2	\$450,000	\$17,114,543	101	101
<b>Operate Adult Education Program on Reduced Funding Only</b>	<b>C9 b</b>	<b>\$300,000</b>	<b>\$17,414,543</b>	<b>102</b>	<b>102</b>
Increase Athletic Extra-Curricular Activity/Transportation Fee	B96		\$17,414,543		
Increase Athletic Extra-Curricular Activity/Transportation Fee	D105		\$17,414,543		
Consolidate Freshman & Sophomore Sports/Cheerleaders at High Schools	D107		\$17,414,543		
Eliminate Golf	D108		\$17,414,543		
Eliminate Gymnastics	D109		\$17,414,543		

Green - Year One Yellow - Year Two  
Red - Do Not Implement

**District Financial Circumstances**  
**Can Budget Be Balanced Without Closing a School?**

October 19, 2010

## Handout

- July 1 Budget (Single Adoption)
  - Columns
    - Description
    - 2009-10 Estimated Actuals
    - 2010-11 Budget
      - Unrestricted
      - Restricted
      - Total Fund

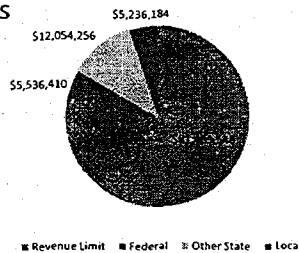
## Handout

- July 1 Budget (Single Adoption)
  - Rows
    - A. Revenues
      - Revenue Limit Sources
      - Federal Revenues
      - Other State Revenue
      - Other Local Revenues

## Where Does Our Money Come From?

(Handout)

- State government largely controls the system by which K-12 education receives funding.
  - 89.7% of revenues from state sources
    - 78.1% from Revenue Limit Sources
    - 11.6% from Other State Revenue
  - 5.3% of revenues from federal sources
  - 5.0% of revenues from local sources



## California School Funding

- EdSource: Clarifying Complex Education Issues
  - [www.edsource.org/sys\\_edsystem.html](http://www.edsource.org/sys_edsystem.html)
  - The state controls funding for public schools, but the system was largely created in response to voter initiatives.
    - Revenue Limit income provides the bulk of funds
    - Categorical aid is for targeted students and purposes
    - Some aid is earmarked to serve specific students
    - Many state programs target instructional improvement

## Proposition 98

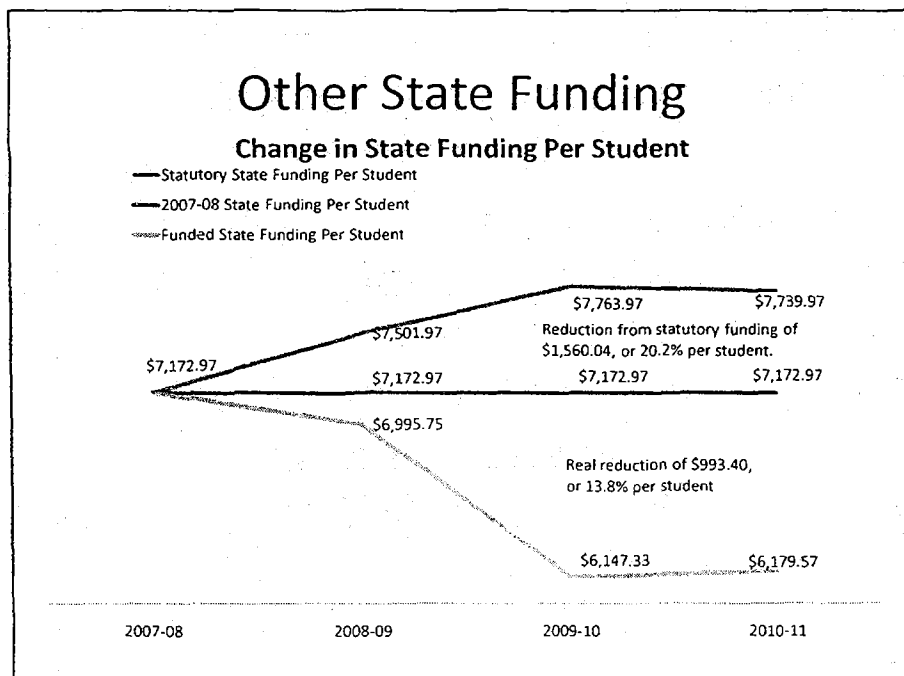
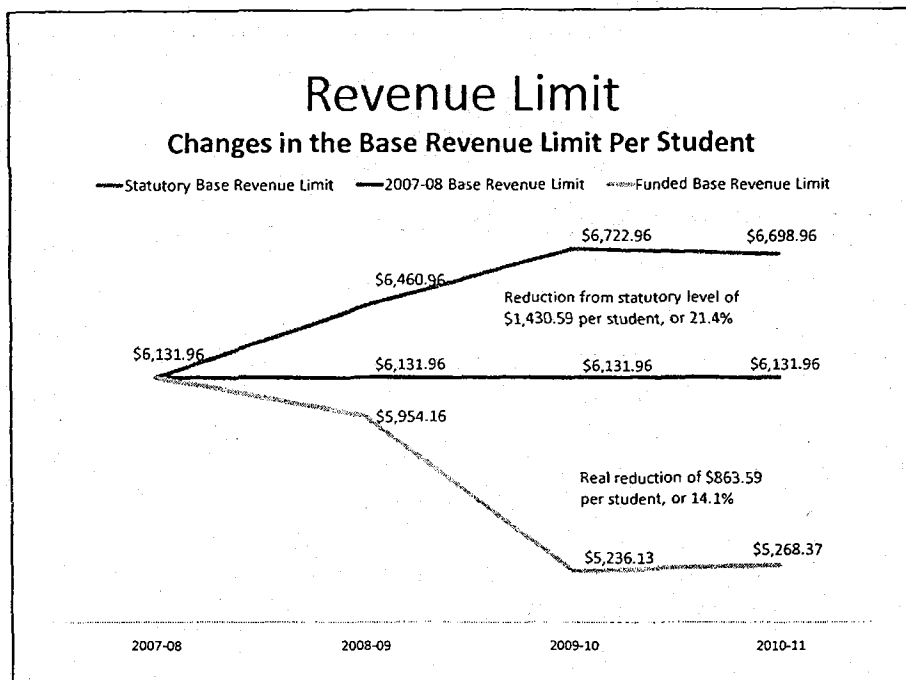
- Funding formula is dependent on the condition of the economy
  - Test 1: “A slice of the pie”.
    - Guarantees education expenditures never fall below 41% of state budget.
  - Test 2: “Business as usual”.
    - Annual change in funding equals annual change in California Per Capita Personal Income
  - Test 3: “When state tax growth lags Personal Income Growth”
    - When state taxes grow slower than personal income, education funding per ADA grows by % increase (or decrease) in State General Fund revenues per resident, plus ½%.

## Reduction in State Funding

Year	Revenue Limit	Other State Funding	Total State Funding
2007-08	\$96,761,128.53	\$16,431,544.22	\$113,192,672.75
2008-09	\$93,280,944.97	\$16,354,010.94	\$109,634,955.91
2009-10	\$81,595,924.00	\$14,924,749.55	\$96,520,673.55
2010-11	\$81,880,837.33	\$14,924,749.55	\$96,805,586.88

To help school districts deal with the financial crisis, the Legislature has made many Other State Funds temporarily “sweepable,” allowing formerly restricted funds to be used for general purposes.

Reduction of  
\$16,387,085.87  
or 14%



## Handout

- July 1 Budget (Single Adoption)

- Rows

- B. Expenditures

- Certificated Salaries
      - Classified Salaries
      - Employee Benefits
      - Books and Supplies
      - Services & Other Operating Expenditures
      - Capital Outlay
      - Other Outgo – excluding Transfers of Indirect Costs)
      - Transfers of Indirect Costs

## Seven Steps to Reading a Budget

Pages 31 & 32

- 1      **Revenue/Income**
- 2      -    **Expenditures (subtract)**
- 3      =    **Operating Gain or Loss**
- 4      +/-   **Other Sources (one time money)**
- 5      =    **Fund Increase or Decrease**
- 6      +    **Beginning Balance (add)**
- 7      =    **Ending Balance**



## Seven Steps (June 22)

1. Revenues	\$88,715,847
2. Expenditures	<u>\$82,802,545</u>
3. Excess/(Deficiency)	\$ 5,913,302
4. Other Sources/Uses	<u>(\$10,073,594)</u>
5. Net Increase/(Decrease)	(\$ 4,160,292)
6. Beginning Fund Balance	<u>\$ 10,682,363</u>
7. Ending Balance	\$6,522,071

Note: additional balance in fund 17

## Budget Calendar

[www.edsource.org/iss\\_fin\\_bud\\_calendar.html](http://www.edsource.org/iss_fin_bud_calendar.html)

- Jan. 10: Governor submits proposed state budget to legislature.
- February: Legislative Analyst releases formal analysis of Governor's budget.
- April 15: Tax deadline provides state with information for revising revenue estimates.
- May (mid-month): Governor's May Revision to budget proposal

## Budget Calendar (Continued)

- June 15: Constitutional deadline for legislature to pass budget. Governor must sign or veto budget bill within 12 days...may use line-item veto to reduce or eliminate specific expenditures.
  - School District budget must be approved by July 1
  - If state budget is late, District makes significant revisions within 45 days.

## Budget Calendar (Continued)

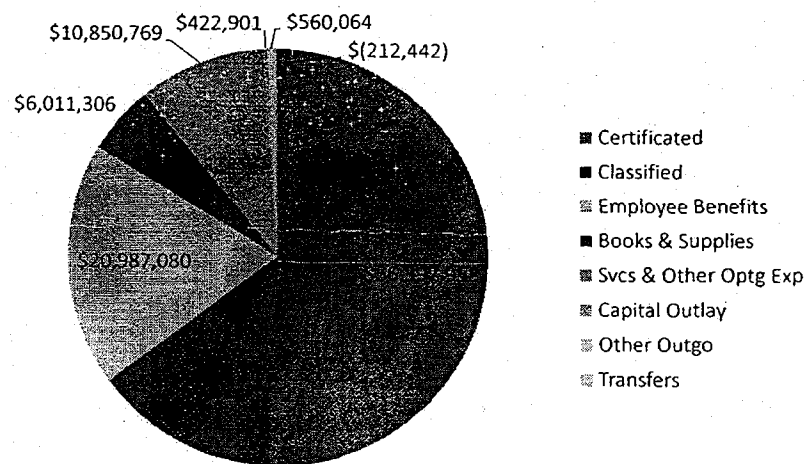
- Sept : District files prior year financial report (Unaudited Actuals)
- October 31: End of First Interim period. Report due to Board in December.
- December/January: Annual Audit of prior year expenditures
- January 31: End of Second Interim period. Report due to Board in March.

## Building the Budget

[www.edsource.org/iss\\_fin\\_districtbud\\_buildbudget.html](http://www.edsource.org/iss_fin_districtbud_buildbudget.html)

- Projecting the number of students
  - Revenue Limit per student x ADA = Revenue Limit Sources
  - Other revenues based on demographics, focus of legislators, etc.
- Expense estimates begin with staff costs
  - 84.1% of expenses are staffing costs

## Expenditures



## Expenditures

Certificated	\$	56,397,958	50.9%
Classified	\$	15,692,177	14.2%
Employee Benefits	\$	20,987,080	19.0%
Books & Supplies	\$	6,011,306	5.4%
Svcs & Other Optg Exp	\$	10,850,769	9.8%
Capital Outlay	\$	422,901	0.4%
Other Outgo	\$	560,064	0.5%
Transfers	\$	(212,442)	-0.2%
Total	\$	110,709,813	100.0%

## How Are We Doing?

- EdSource January 2010 Report: School Finance 2009-10, Budget Cataclysm and its Aftermath
  - In Fall 2008, the nation faced a historic economic crisis.
  - The situation for California schools is likely the worst in a nation that has been rocked by financial distress.
    - Billions in funding cuts

## TUSD Budget Cuts

- 2003-04: \$4.0 million
- 2004-05: \$640,000
- 2008-09: \$5.6 million
- 2009-10 \$7.3 million
- 2010-11 \$13.1 million
  - Includes item #75: Close a School
    - Estimated savings of \$650,000
- 2011-12 \$3.9 million?

## How Were We Doing?

As of July 1, 2010

- Seven Steps to Reading a Budget (handout)
  - Expenditures and Other Uses exceed Revenues by \$5,922,614
  - Many planned sources of funds are from one-time sources, such as “carryovers”, ARRA, Categorical Flexibility, etc.
  - Budget Reduction list (handout)

## Anticipated Fiscal Relief?

- Simple Review of Unaudited Actuals
  - increased beginning balance of \$6,668,270
- Federal Jobs Bill
  - Increased Revenue of approximately \$2.8 million
- California Budget Adoption of October 8, 2010
  - Increased Revenue approximately \$4 million

## Is Good News Real?

- Some budget reductions are not implementable
- Next Snap Shot: First Interim Report in December
- Next Milestone: January Governor Budget Proposal
  - “We describe this Budget as fragile because it nears the edge of the envelope in incorporating both higher expectations for revenues and economic recovery, as well as budgeting for presumed expenditure savings and more assistance from the federal government. The state has simply run out of options and the Budget contains a series of “reaches” to make it work.”
    - Ron Bennett, School Services of California

## Conclusions

- School budgets are dependent on the state budget.
- The state economy is in a state of "cataclysmic" collapse
- The district has instituted multiple years of budget reductions, totaling approximately \$30 million.

## Conclusions (continued)

- The School Board has adopted a multi-year budget reduction plan, which includes closure of a school.
  - Closure of a school is estimated to save \$650,000, but given requirement to offer vacant school to charter schools, could actually decrease revenues.
    - Unless a specific school is identified and analyzed, the savings and the cost of renovations cannot be accurately calculated...but we know costs will exist.
  - Additional reductions are planned for next year.

## Conclusions (continued)

- Fiscal relief of approximately \$17 million is anticipated, but is based on “fragile” assumptions.
- If budget assumptions hold true, closure of a school could be postponed one or more years.



			2009-10 Estimated Actuals			2010-11 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) Revenue Limit Sources		8010-8099	79,163,342.00	2,475,897.00	81,639,239.00	78,933,617.00	2,475,931.00	81,409,548.00	-0.3%
2) Federal Revenue		8100-8299	232,619.00	10,712,564.90	10,945,183.90	227,201.00	5,309,209.00	5,536,410.00	-49.4%
3) Other State Revenue		8300-8599	10,328,790.00	3,409,252.00	13,738,042.00	9,008,960.00	3,045,298.00	12,054,258.00	-12.3%
4) Other Local Revenue		8600-8799	1,127,885.45	6,490,315.83	7,618,201.28	546,089.00	4,690,115.00	5,236,184.00	-31.3%
5) TOTAL REVENUES			90,852,636.45	23,088,029.73	113,940,666.18	88,715,847.00	15,520,551.00	104,236,398.00	-8.5%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	49,124,728.15	12,390,080.59	61,514,808.74	47,215,889.00	9,182,088.95	56,397,957.95	-8.3%
2) Classified Salaries		2000-2099	9,324,563.54	7,970,971.83	17,295,535.37	8,844,689.00	8,847,508.00	15,692,177.00	-9.3%
3) Employee Benefits		3000-3999	17,282,181.91	5,593,441.78	22,875,623.70	16,228,858.00	4,758,224.00	20,987,080.00	-8.3%
4) Books and Supplies		4000-4999	4,984,861.00	5,319,618.63	10,304,479.63	2,837,686.90	3,173,619.00	6,011,305.90	-41.7%
5) Services and Other Operating Expenditures		5000-5999	8,353,570.87	3,927,180.26	12,280,750.93	8,489,332.00	2,381,437.00	10,850,769.00	-11.6%
6) Capital Outlay		6000-6999	457,060.00	1,054,694.00	1,511,754.00	302,901.00	120,000.00	422,901.00	-72.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	20,000.00	1,150,564.00	1,170,564.00	46,325.00	513,739.00	560,064.00	-52.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,582,831.32)	1,374,885.32	(207,946.00)	(1,163,114.00)	950,672.00	(212,442.00)	2.2%
9) TOTAL EXPENDITURES			87,964,133.95	38,781,448.42	126,745,580.37	82,802,544.90	27,907,267.95	110,709,812.85	-12.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			2,888,502.50	(15,693,416.69)	(12,804,914.19)	5,913,302.10	(12,366,716.95)	(6,473,414.85)	-49.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	5,138,468.00	0.00	5,138,468.00	550,800.00	0.00	550,800.00	-89.3%
b) Transfers Out		7800-7829	54,093.00	505,681.00	559,774.00	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7830-7899	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(10,957,421.00)	10,957,421.00	0.00	(10,624,394.00)	10,624,394.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(5,873,046.00)	10,451,740.00	4,578,694.00	(10,073,594.00)	10,624,394.00	550,800.00	-88.0%

Description	Resource Codes	Object Codes	2009-10 Estimated Actuals			2010-11 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(2,984,543.50)	(5,241,676.89)	(8,226,220.19)	(5) 4,160,291.90	(1,762,322.95)	(5,922,614.85)	-28.0%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	13,666,906.16	8,203,218.41	21,870,124.57	(6) 10,682,382.68	2,961,541.72	13,643,904.38	-37.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,666,906.16	8,203,218.41	21,870,124.57	10,682,382.68	2,961,541.72	13,643,904.38	-37.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			13,666,906.16	8,203,218.41	21,870,124.57	10,682,382.68	2,961,541.72	13,643,904.38	-37.6%
2) Ending Balance, June 30 (E + F1e)			10,682,382.68	2,961,541.72	13,643,904.38	(7) 6,522,070.76	1,199,218.77	7,721,289.53	-43.4%
Components of Ending Fund Balance									
a) Reserve for Revolving Cash		9711	15,000.00	0.00	15,000.00	15,000.00	(F) 0.00	15,000.00	0.0%
Stores		9712	221,000.00	0.00	221,000.00	221,000.00	(S) 0.00	221,000.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.00	0.00	(T) 0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	(U) 0.00	0.00	0.0%
General Reserve		9730	0.00	0.00	0.00	0.00	(V) 0.00	0.00	0.0%
Legally Restricted Balance		9740	0.00	2,961,541.72	2,961,541.72	0.00	(W) 1,199,218.77	1,199,218.77	-59.5%
b) Designated Amounts									
Designated for Economic Uncertainties		9770	3,819,161.04	0.00	3,819,161.04	3,321,295.04	(X) 0.00	3,321,295.04	-13.0%
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Designations		9780	6,627,201.62	0.00	6,627,201.62	2,964,775.72	(Y) 0.00	2,964,775.72	-55.3%
Budget Reductions - Subsequent Years	0000	9780				2,964,775.72		2,964,775.72	
Budget Reductions - Subsequent Years	0000	9780	6,627,201.62		6,627,201.62				
c) Undesignated Amount		9790	0.00	0.00	0.00				
d) Unappropriated Amount		9790				0.00	0.00	0.00	

			2009-10 Unaudited Actuals			2010-11 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) Revenue Limit Sources		8010-8099	79,074,626.32	2,475,072.00	81,549,698.32	78,933,617.00	2,475,931.00	81,409,548.00	-0.2%
2) Federal Revenue		8100-8299	260,103.56	9,137,350.73	9,397,454.29	227,201.00	5,320,284.88	5,547,485.88	-41.0%
3) Other State Revenue		8300-8599	10,637,629.43	3,305,673.34	13,943,302.77	9,008,960.00	3,126,296.00	12,135,256.00	-13.0%
4) Other Local Revenue		8600-8799	1,278,193.92	7,005,583.81	8,283,757.73	578,649.00	5,113,015.00	5,691,664.00	-31.3%
5) TOTAL, REVENUES			91,250,553.23	21,923,659.88	113,174,213.11	88,748,427.00	16,035,526.88	104,783,953.88	-7.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	48,750,554.19	11,760,210.30	60,510,764.49	46,528,376.00	9,195,961.98	55,724,337.98	-7.9%
2) Classified Salaries		2000-2999	9,443,028.36	7,658,270.58	17,101,298.94	8,858,819.00	7,005,770.82	15,864,589.82	-7.2%
3) Employee Benefits		3000-3999	17,228,744.01	5,256,702.62	22,485,446.63	16,680,742.21	4,830,547.03	21,511,289.24	-4.3%
4) Books and Supplies		4000-4999	2,549,275.17	2,178,104.54	4,727,379.71	2,797,172.90	3,254,334.00	6,051,506.90	28.0%
5) Services and Other Operating Expenditures		5000-5999	6,800,995.02	3,184,313.57	9,985,308.59	7,896,949.79	2,459,995.00	10,356,944.79	3.7%
6) Capital Outlay		6000-6999	314,167.96	807,143.94	1,121,311.90	342,851.00	120,000.00	462,851.00	-58.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	18,094.50	1,144,064.21	1,162,158.71	46,325.00	428,748.00	475,073.00	-59.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,418,412.31)	1,195,937.71	(222,474.60)	(1,164,434.00)	951,992.00	(212,442.00)	-4.5%
9) TOTAL, EXPENDITURES			83,686,446.90	33,184,747.47	116,871,194.37	81,986,801.90	28,247,348.83	110,234,150.73	-5.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			7,564,106.33	(11,261,087.58)	(3,696,981.26)	6,761,625.10	(12,211,821.95)	(5,450,196.85)	47.4%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	5,129,476.44	0.00	5,129,476.44	550,800.00	0.00	550,800.00	-89.3%
b) Transfers Out		7600-7629	344,169.96	505,681.00	849,850.96	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	27,219.48	0.00	27,219.48	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(8,692,906.25)	8,872,983.21	180,076.96	(10,449,499.00)	10,449,499.00	0.00	-100.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,880,380.29)	8,367,302.21	4,486,921.92	(9,898,699.00)	10,449,499.00	550,800.00	-87.7%

Description	Resource Codes	Object Codes	2009-10 Unaudited Actuals			2010-11 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(Su) 3,683,726.04	(Sr) (2,893,785.38)	(Ct) 789,940.66	(3,137,073.90)	(1,762,322.95)	(4,899,396.85)	-720.2%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	13,666,906.16	8,203,218.41	21,870,124.57	17,350,632.20	5,309,433.03	22,660,065.23	3.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,666,906.16	8,203,218.41	21,870,124.57	17,350,632.20	5,309,433.03	22,660,065.23	3.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			(Su) 13,666,906.16	(Sr) 8,203,218.41	(Ct) 21,870,124.57	17,350,632.20	5,309,433.03	22,660,065.23	3.6%
2) Ending Balance, June 30 (E + F1e)			(Tu) 17,350,632.20	(Tr) 5,309,433.03	(Te) 22,660,065.23	14,213,558.30	3,547,110.08	17,760,668.38	-21.6%
Components of Ending Fund Balance									
a) Reserve for Revolving Cash		9711	15,000.00		15,000.00	15,000.00		15,000.00	0.0%
Stores		9712	194,039.50	0.00	194,039.50	221,000.00	0.00	221,000.00	13.9%
Prepaid Expenditures		9713	0.00	312.82	312.82	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
General Reserve		9730	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Legally Restricted Balance		9740		(B) 5,309,120.21	5,309,120.21		3,547,110.08	3,547,110.08	-33.2%
b) Designated Amounts									
Designated for Economic Uncertainties		9770	(A) 3,531,650.00	0.00	3,531,650.00	3,328,815.00	0.00	3,328,815.00	-5.7%
Designated for the Unrealized Gains of Investments and Cash in County Treasury		9775	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Designations		9780	(C) 2,032,800.00	0.00	2,032,800.00	2,032,800.00	0.00	2,032,800.00	0.0%
Kimball High Start-up Carryover	0000	9780	614,298.00 (C1)		614,298.00				
Site Generated Account Balances	0000	9780	282,130.00 (C2)		282,130.00				
District-Wide and Site MAA Carryovers	0000	9780	569,932.00 (C3)		569,932.00				
Other Year-End Carryovers	0000	9780	566,440.00 (C4)		566,440.00				
Kimball High Start-up Carryover	0000	9780				614,298.00		614,298.00	
Site Generated Account Balances	0000	9780				282,130.00		282,130.00	
District-Wide and Site MAA Carryovers	0000	9780				569,932.00		569,932.00	
Other Year-End Carryovers	0000	9780				566,440.00		566,440.00	
c) Undesignated Amount		9790	(D) 11,577,142.70	0.00	11,577,142.70				
d) Unappropriated Amount		9790				8,615,943.30	0.00	8,615,943.30	

Future Year Budget Reduction Mitigation  
- was projected to be \$6,627,201.62

(B) \$2 million of \$5.3 million is EIA, and is being used to hire teachers to reduce class size

# Tracy Unified School District Measure S Bond



**TUSD FACILITIES UTILIZATION  
COMMITTEE MEETING  
OCTOBER 28, 2010**



## Agenda



**October 28, 2010**

- Facility Condition Assessment Reports
- Measure S Projects
  - Title 24 – Energy Savings
- Measure S Bond and Progress
- Conclusions

## Tracy Unified School District

# Facilities Assessment

## Facility Condition Assessment Report

- **Prepared by RGM & Associates April 2008**

- **Purpose:**

- Survey and document the condition of the District's facilities, make recommendations for improvements, and provide sufficient budget estimates to bring all District facilities up to current District standards. The survey includes all of the District's schools.
- These recommendations serve as a guide for managing the District's future maintenance and capital improvement efforts *and to formally establish justification for local general obligation bonds and state funding programs.*

- **Process:**

- Information gathered from variety of sources; including: maintenance and site interviews, review of maintenance and deferred maintenance projects, roofing condition reports and hazardous materials surveys.
- Forty-five facility components were surveyed under the categories of site, building exteriors and building interiors. Each building component was rated on a scale of 1-3. Technology improvements were categorized as Educational Program Improvements.

## Facility Condition Assessment Report

### o Process (Continued)

- *Category 1: Inadequate.* Does not adequately fulfill it's intended purpose, is unsightly, or requires excessive continuing maintenance.
- *Category 2: Marginal.* Currently fulfills it's intended purpose, but has marginal aesthetics, or is requiring more than routine maintenance. Items showing signs of becoming category 1 with five to ten years may also receive a category 2 rating.
- *Category 3: Adequate.* Fulfills it's intended purpose and is aesthetically acceptable. Are expected to remain adequate in excess of ten years with normal maintenance.
- *Educational Program Needs:* Technology improvements to enhance both student education and to provide enhanced security for the buildings and District data.

### o Budget Estimates

- Includes design, project management and agency fees (soft costs) as a percentage of construction costs.
- Total project costs are reflected in 2008 construction dollars. An annual escalation rate of 4% is assumed.

## Facility Condition Assessment Report

### o Assessment Summary

- District facilities range in age from 70 years old to brand new.
- Total estimated project cost for all Category 1 items for the District is just over \$96 million dollars. Total estimated project costs for all Category 2 items is approximately \$42 million dollars. The estimated project cost of Educational Program items is just over \$61 million dollars. *The total district need for all Category 1, Category 2 and Educational Program Items is just over \$199 million in 2008 dollars.*
- Understandably, the older schools in the District were found to be in the greatest need of modernization.
  - o North School
  - o South West Park School
  - o Central School
  - o Delta Island School
  - o Clover School
  - o Monte Vista Middle School
  - o McKinley School

# Central School Facility Assessment

[illegible]

# Central School Facility Assessment

[illegible]



## Central School Facility Assessment

Item	Quantity	Unit	Material	Cost	Notes
1. Concrete (180)	180	cu yd	180	180	
2. Rebar (100)	100	lb	100	100	
3. Formwork (100)	100	sq ft	100	100	
4. Steel Reinforcement (100)	100	lb	100	100	
5. Foundation (100)	100	sq ft	100	100	
6. Wall (100)	100	sq ft	100	100	
7. Floor (100)	100	sq ft	100	100	
8. Ceiling (100)	100	sq ft	100	100	
9. Roof (100)	100	sq ft	100	100	
10. Windows (100)	100	sq ft	100	100	
11. Doors (100)	100	sq ft	100	100	
12. Electrical (100)	100	sq ft	100	100	
13. Plumbing (100)	100	sq ft	100	100	
14. HVAC (100)	100	sq ft	100	100	
15. Other (100)	100	sq ft	100	100	
<b>Total</b>	<b>1000</b>	<b>sq ft</b>	<b>1000</b>	<b>1000</b>	

## Central School Facility Assessment

Item	Quantity	Unit	Material	Cost	Notes
1. Concrete (180)	180	cu yd	180	180	
2. Rebar (100)	100	lb	100	100	
3. Formwork (100)	100	sq ft	100	100	
4. Steel Reinforcement (100)	100	lb	100	100	
5. Foundation (100)	100	sq ft	100	100	
6. Wall (100)	100	sq ft	100	100	
7. Floor (100)	100	sq ft	100	100	
8. Ceiling (100)	100	sq ft	100	100	
9. Roof (100)	100	sq ft	100	100	
10. Windows (100)	100	sq ft	100	100	
11. Doors (100)	100	sq ft	100	100	
12. Electrical (100)	100	sq ft	100	100	
13. Plumbing (100)	100	sq ft	100	100	
14. HVAC (100)	100	sq ft	100	100	
15. Other (100)	100	sq ft	100	100	
<b>Total</b>	<b>1000</b>	<b>sq ft</b>	<b>1000</b>	<b>1000</b>	

### Cost Summary by School

School	Category 1,2 and Educational Program
Bohn K-5	\$5,870,748
Central K-5	\$13,116,221
Delta Island K-5	\$4,587,795
Duncan Russell Continuation High School	\$2,401,074
Freiler K-8	\$4,308,401
Hirsch K-5	\$6,660,818
IGCG High School	\$3,602,786
Jacobson K-5	\$6,639,420
Kelly K-8	\$3,604,096
Kimball High School	\$3,571,494
McKinley K-5	\$9,566,352
Monte Vista Middle School	\$25,001,787
North K-8	\$11,280,997

### Cost Summary by School

School	Category 1,2 and Educational Program
Poet-Christian K-8	\$8,163,349
South West Park K-5	\$18,442,862
Stein Continuation High School	\$2,670,224
Tracy High School	\$4,390,644
Clover Site (Charter School K-12)	\$17,927,917
Villalovoz K-5	\$5,903,760
West High School	\$27,327,982
Williams Middle School	\$14,666,380
<b>Total Estimated Project Cost (2008)</b>	<b>\$199,705,106</b>

## Measure S Bond and Projects

School	Facilities Assessment	Current Budget
Monte Vista Middle School	25,001,786	\$14,053,000
McKinley K-5	\$9,566,352	\$5,718,700
North K-8	\$11,280,985	\$6,191,900
Central K-5	\$13,116,220	\$7,216,300
South West Park K-5	\$18,442,862	\$13,263,900
Technology		\$9,100,000
Charter School Land Acquisition		\$2,000,000
Portable Relocations		\$1,000,000
Project Contingency		\$1,500,000
<b>Total Estimated Costs</b>	<b>\$77,408,205</b>	<b>\$60,043,800</b>
<b>Funding Available</b>		<b>\$56,700,000</b>
<b>Deficit (Shortfall)</b>		<b>(\$3,943,800)</b>

## Tracy Unified School District Measure S Highlights

- Election Date: November 4, 2008
  - *Ad Valorem* Tax estimated at approx. \$45 per home for the average home with an AV \$300,000; or \$15.00 per \$100,000 of Assessed Valuation (Mill Rate)
  - *Based upon a projection of assessed property valuation, the tax rate levied to meet the debt service requirements of the bonds proposed to be issued will not exceed the maximum tax rate permitted by Section 15268 of the Education Code (\$60/\$100,000 AV)*
  - Assessed on Homeowners within SFID #3 (K-12 boundaries only)
- Measure S Bond Funds \$43.1 million
- State School Building Program (Modernization) \$9 million
- Other Matching Funds \$4.5 million
  - Deferred Maintenance
  - Redevelopment
  - Other Funding Sources

## Tracy Unified School District Measure S Project List

### Project List

- To renovate and modernize the community's oldest elementary and middle schools, upgrade classrooms, replace aging roofs, old heating, electrical, plumbing, cooling and ventilation systems with energy efficient systems.
- Add or remove portable classrooms as needed for fluctuations in projected enrollment.
- In accordance with Proposition 39 requirements, acquire land to accommodate projected enrollment increases at the Tracy Learning Center.
- Upgrade technology systems by acquiring or upgrading and installing necessary technology cabling and equipment at all of the District's school site.
- Acquire and install security devices, such as camera and /or fencing, that will improve security and supervision at all District schools.

## Tracy Unified School District Measure S Primary Focus

- Technology/Security Cameras
- Charter School Land Acquisition
- Relocate Portable Buildings to Accommodate Growth
- Modernize 5 Oldest Sites
  - Monte Vista Middle School
  - McKinley School
  - North School
  - Central School
  - South West Park School

Tracy Unified School District

# Measure S Projects

Measure S  
Priority of Projects

- State Funding Eligibility
  - Monte Vista Middle School – Eligible 2010
  - McKinley School – Eligible 2010
  - North School – Eligible 2010
  - Central School – Eligible 2011
  - South West Park School – Eligible 2012

## Tracy Unified School District Measure S Primary Focus

<b>PLANNED EXPENDITURES FOR TECHNOLOGY</b>	
VoIP Project (Cisco Phones/Network)	370,000
Liebert UPS Project	267,800
Cisco Network Equipment Project	1,301,578
HP Server Project	457,000
Valcom IP Project	35,000
MDF/IDF Safety/Security Project	880,000
Cisco Wireless Access Project	640,000
Cisco Security Surveillance Pilot	50,000
Cisco Security Surveillance Project	710,000
Cabling/Rack Infrastructure Project	2,290,000
Polevault System Project	96,000
***Contingency and Soft Costs	2,002,622
<b>Total-Planned Expenditures</b>	<b>9,100,000</b>

## Measure S Technology

<b>Phone Project VoIP</b>	<b>CISCO Network Equipment Project</b>	<b>Liebert UPS Project</b>	<b>CISCO Surveillance "Pilot" Project</b>
Standard Phone and Services	Standard Network Equipment (Switches)	Standard Uninterrupted Power Supply Units	Server, cameras, lights, cabling to implement and test video recording and lighting requirements

## Measure S Technology



<b>CISCO Surveillance Project</b>	<b>HP Server Project</b>	<b>Bell/Paging System Project</b>	<b>Network Security Project</b>
Storage Area Networks, servers, lights, hardware, cabling, electrical, warranty and installation service to support cameras	Standard District Servers	Bell/Paging System	Standard Network Security to address portal and personal owned computers on District's network

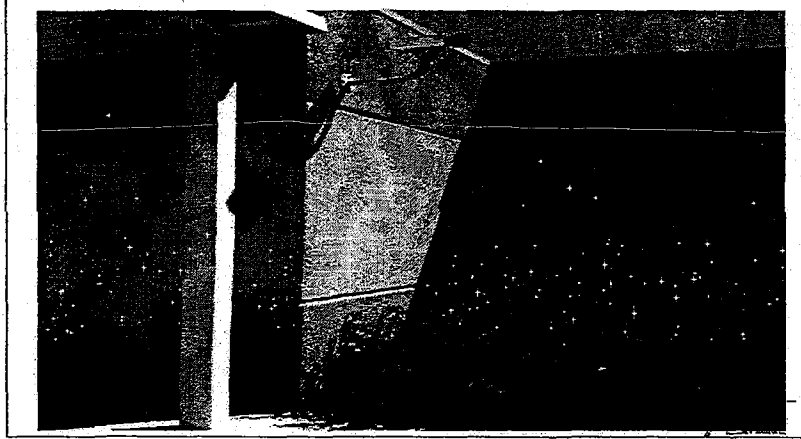
## Measure S Technology



<b>CISCO Wireless Access Project</b>	<b>Cable/Rack Infrastructure Project</b>	<b>LCD Projector Project</b>
Standard Wireless Access Devices	Replace Fiber and Copper Cables	Polevault audio/video systems in school libraries

11/5/2010

Measure S  
IGCG



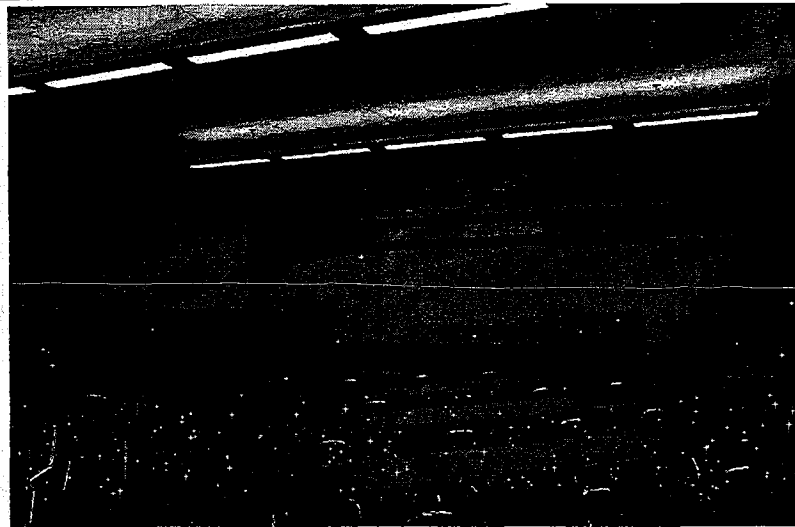
TRACY UNIFIED  
SCHOOL DISTRICT

MEASURE 'S'  
MODERNIZATIONS

OCTOBER 2010

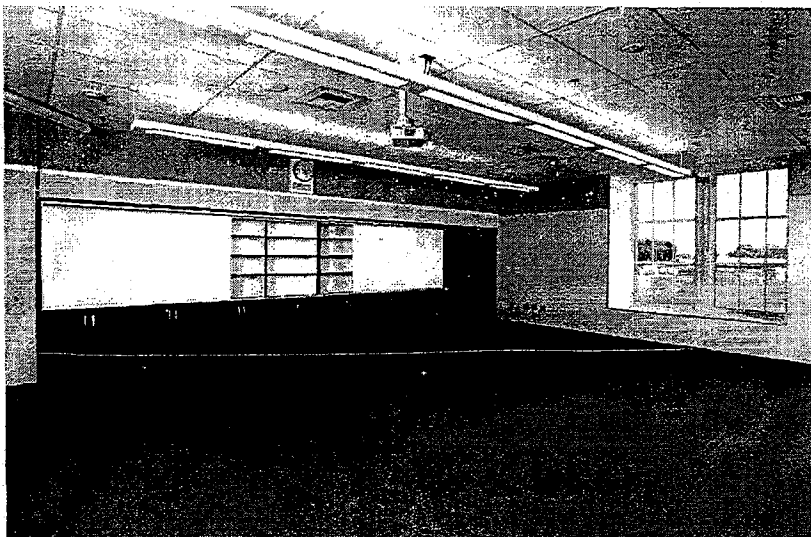




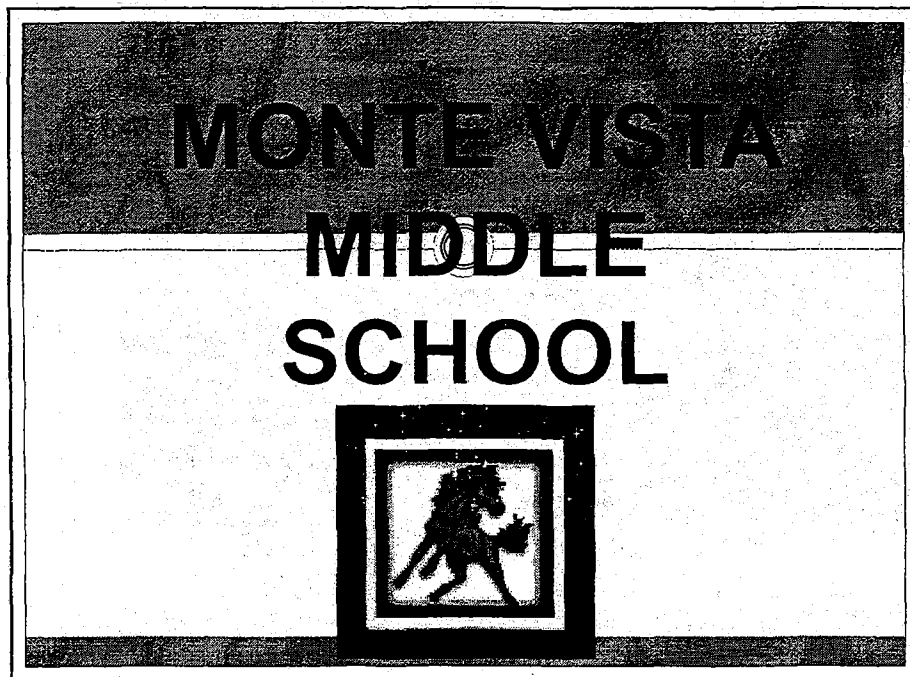


STANDARD CLASSROOM WITH CEILING  
MOUNTED PROJECTOR, PROJECTION

SCREEN AND LEARNING WALL



LEARNING WALL



#### **TITLE 24 ENERGY MEASURES:**

Is the building code, which includes energy saving requirements set by State of California.

- MECHANICAL – Minimum energy efficiency requirement:
  - SEER – Measurement of the efficiency of the mechanical unit
- ELECTRICAL – Maximum wattage allowed for lighting

## TITLE 24 ENERGY MEASURES:

MECHANICAL - New design exceeds minimum Title 24 requirements by 12%

### CLASSROOMS:

- Existing 13.0 SEER units being replace with 15.0 SEER units (10.3 SEER Title 24 minimum)
- Acoustical measures to reduce noise level in classrooms

### ADMINISTRATION:

- "Mitsubishi" ductless split system with inverter design to allow compressor to operate between 18% to 100% capacity depending upon load which will result in energy savings. Estimated savings is 35%.
- Split system does not have actual seer rating but would equate to approximately 17+ SEER rating (13 SEER Title 24 minimum)

### ELECTRICAL

- Interior lighting has a power density of 0.768 W/sf - 23% below Title 24 Lighting requirements.
- Exterior lighting power is 59% below Title 24 Lighting requirements.
- Interior building light fixtures will have energy efficient fluorescent lamp sources and electronic ballasts.
- All interior light fixtures will be controlled to comply with Title 24 Lighting either by occupancy sensors or timer.
- Interior light fixtures within 15 feet of windows will have dual switching.
- All classroom lighting will have AV lighting controls. Light fixtures above teaching walls and projection screens can be switched "off" for presentations.
- All exterior building light fixtures will have energy efficient fluorescent lamp sources and electronic ballasts.
- All site lighting poles will have energy efficient High Pressure Sodium (HPS) source.
- All exterior lighting will be controlled by photo-cell and timer.

## TITLE 24 ENERGY MEASURES, cont.:

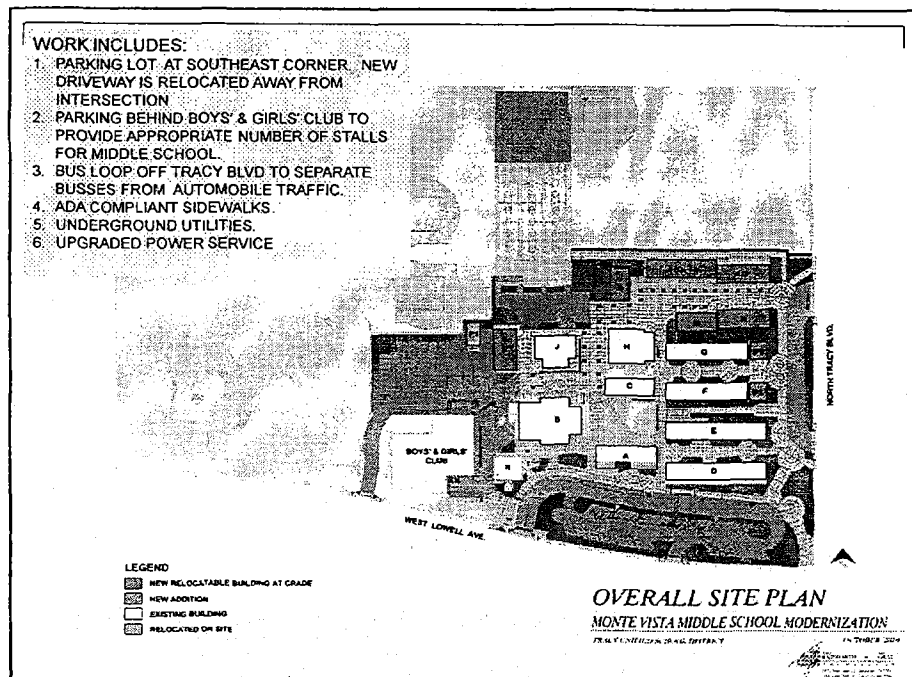
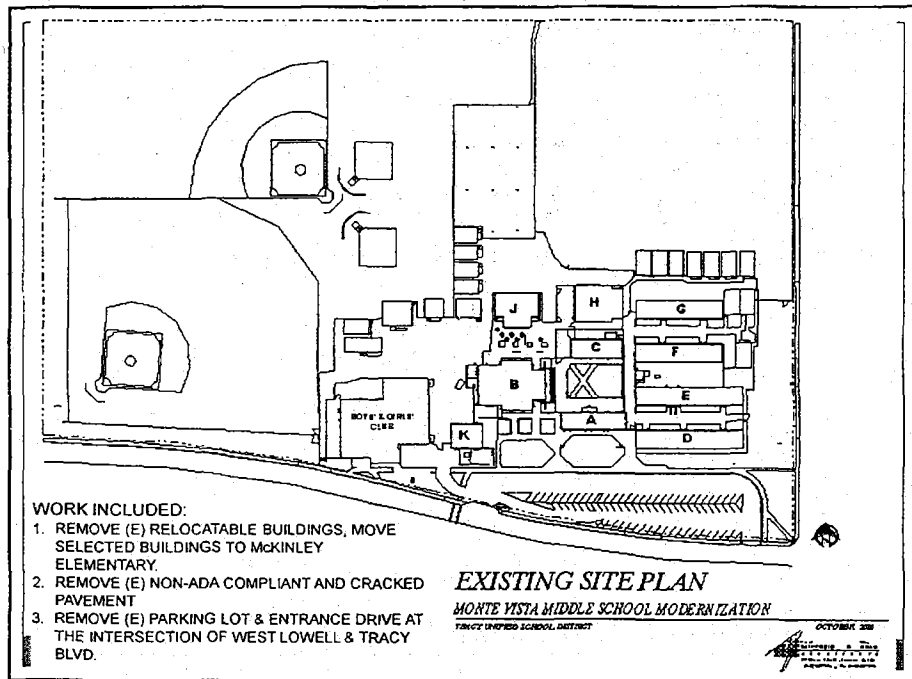
### ARCHITECTURAL

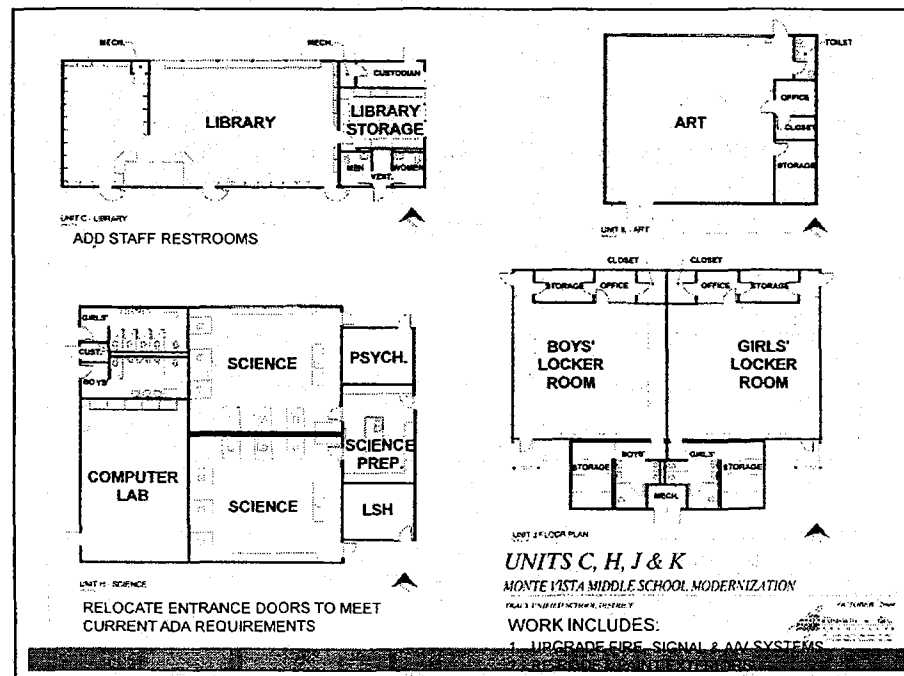
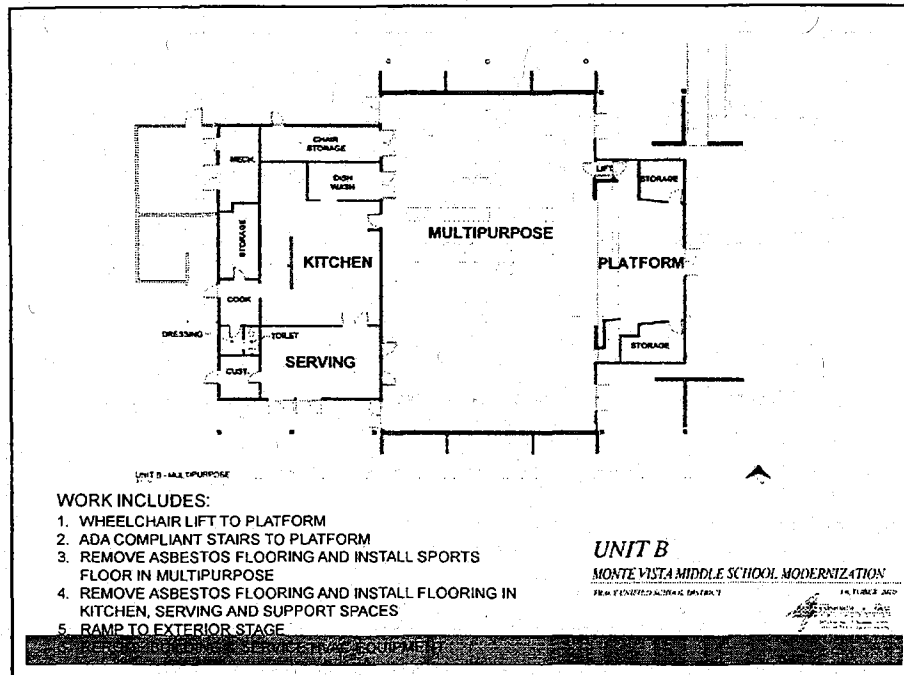
#### CLASSROOMS:

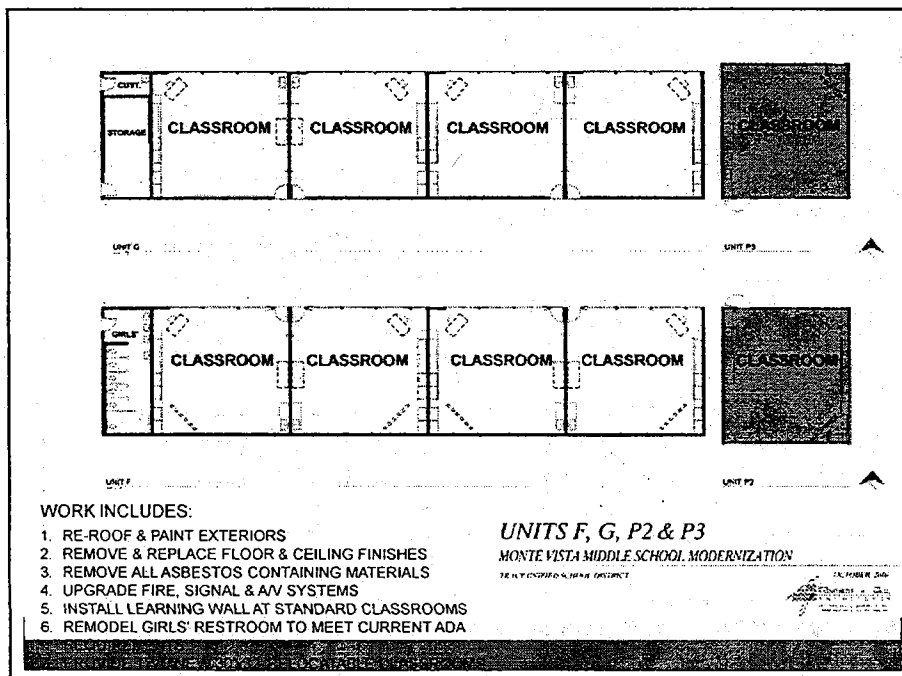
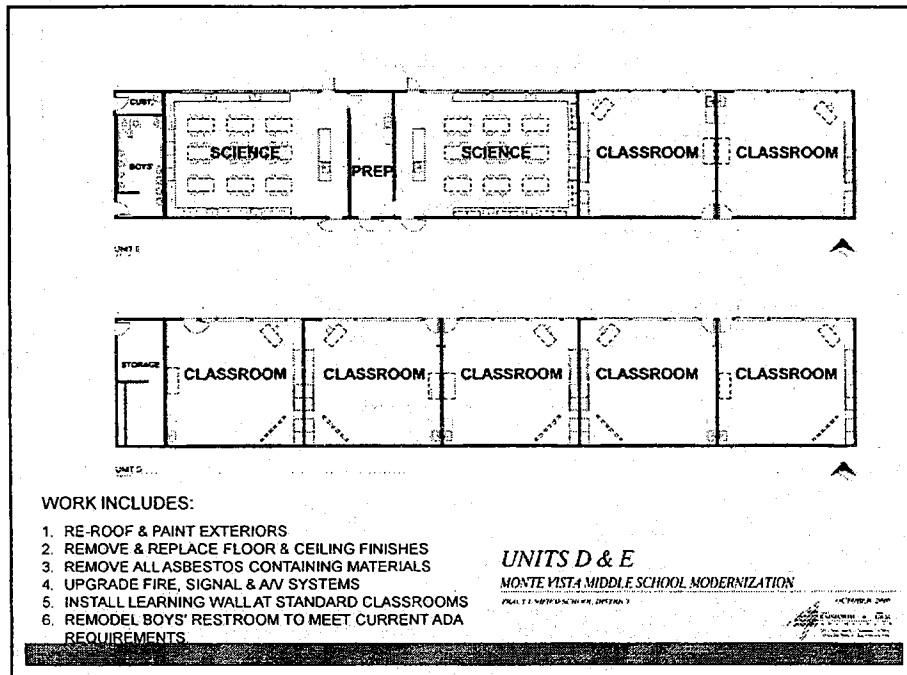
- Insulation at walls and attic
- Cool roof

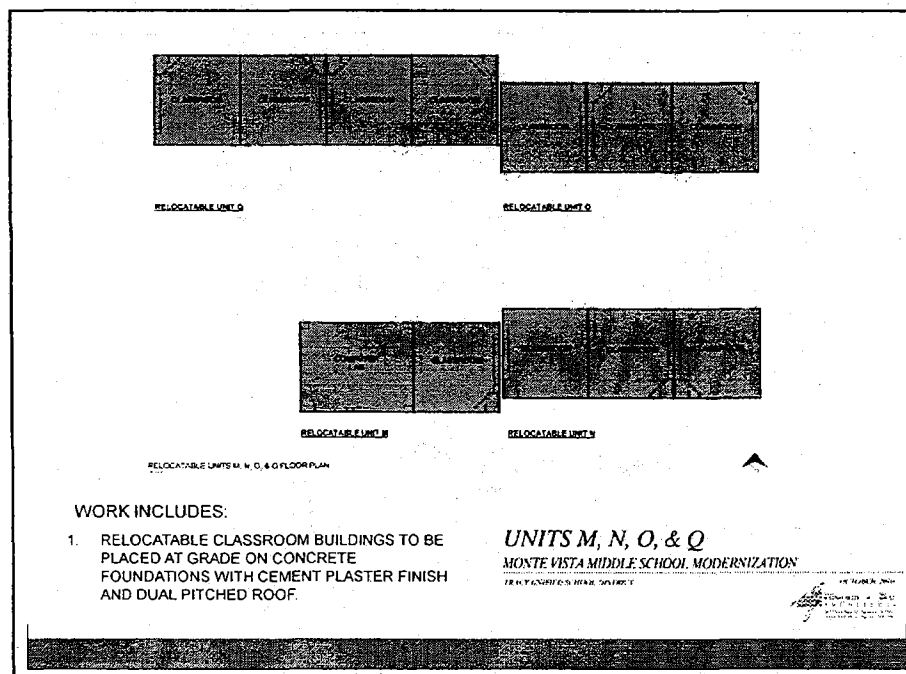
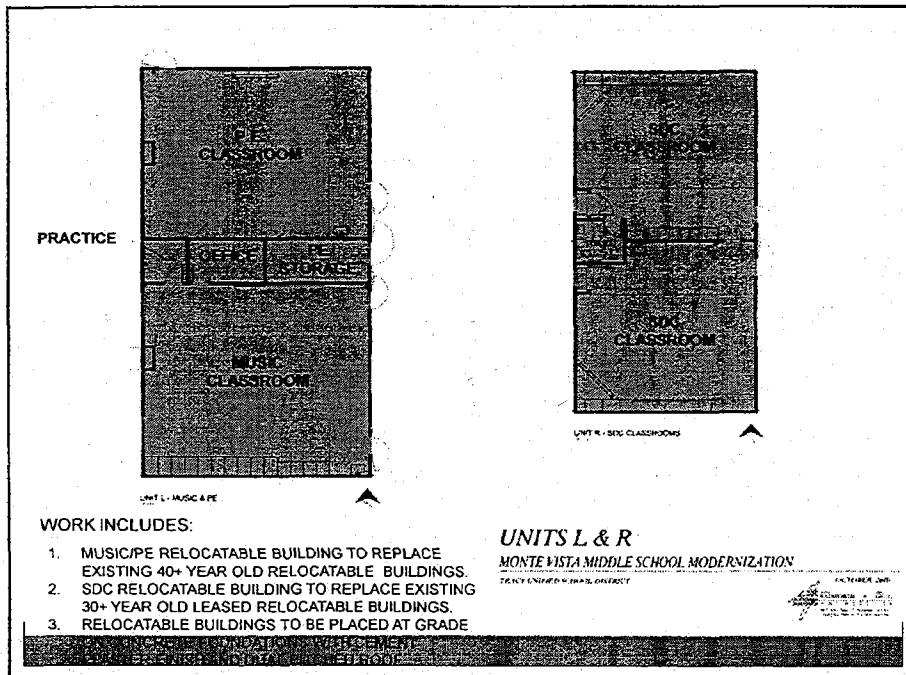
#### ADMINISTRATION:

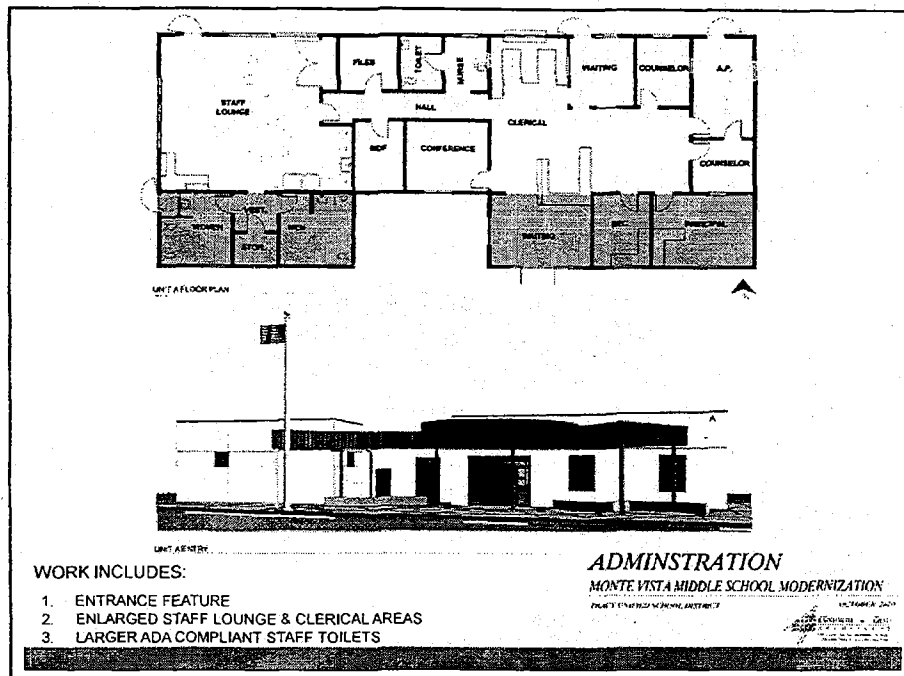
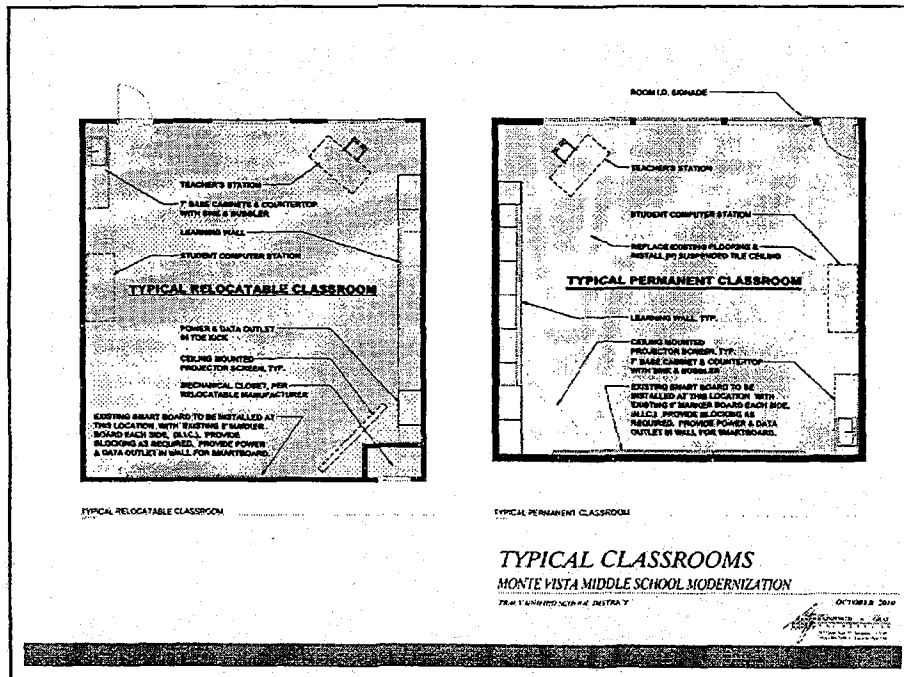
- Dual pane low e windows
- Insulation at walls and attic
- Cool roof













# McKINLEY ELEMENTARY SCHOOL MODERNIZATION



## TITLE 24 ENERGY MEASURES:

MECHANICAL - New design exceeds minimum Title 24 requirements

### CLASSROOMS:

- Existing units being replaced with 14.0 SEER units (10.3 SEER Title 24 minimum)
- Wall hung units at relocatables will have 10.4 SEER rating (9.0 SEER Title 24 minimum)

### ADMINISTRATION:

- "Mitsubishi" ductless split system with inverter design to allow compressor to operate between 18% to 100% capacity depending upon load which will result in energy savings. Estimated savings is 35%.
- Split system does not have actual seer rating but would equate to approximately 17+ SEER rating (13 SEER Title 24 minimum)

### ELECTRICAL

- Interior lighting has a power density of 0.85 W/sf - 29% below Title 24 Lighting requirements.
- Interior building light fixtures will have energy efficient fluorescent lamp sources and electronic ballasts.
- All interior light fixtures will be controlled to comply with Title 24 Lighting either by occupancy sensors or timer.
- Interior light fixtures within 15 feet of windows will have automatic dimming capability.
- All classroom lighting will have A/V lighting controls. Light fixtures above teaching walls and projection screens can be switched "off" for presentations.
- All exterior building light fixtures will have energy efficient High Pressure Sodium (HPS) sources and electronic ballasts.
- All site lighting poles will have energy efficient High Pressure Sodium (HPS) source.
- All exterior lighting will be controlled by photo-cell and timer.

# TITLE 24 ENERGY MEASURES, cont.:

## ARCHITECTURAL

### CLASSROOMS:

- Insulation at walls and attic
- Cool roof






### ADMINISTRATION:

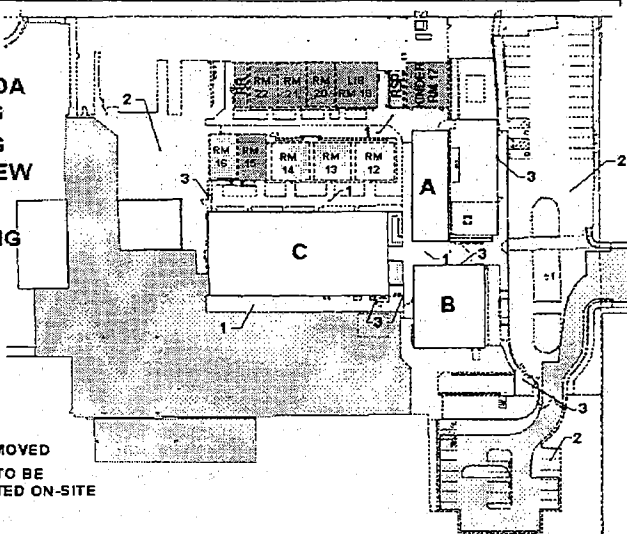
- Insulation at walls and attic
- Cool roof

## WORK INCLUDES:

- 1.REMOVE (E) NON-ADA COMPLIANT PAVING
- 2.REMOVE (E) PAVING AS REQUIRED BY NEW WORK
- 3.REMOVE (E) FENCING

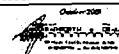
## LEGEND

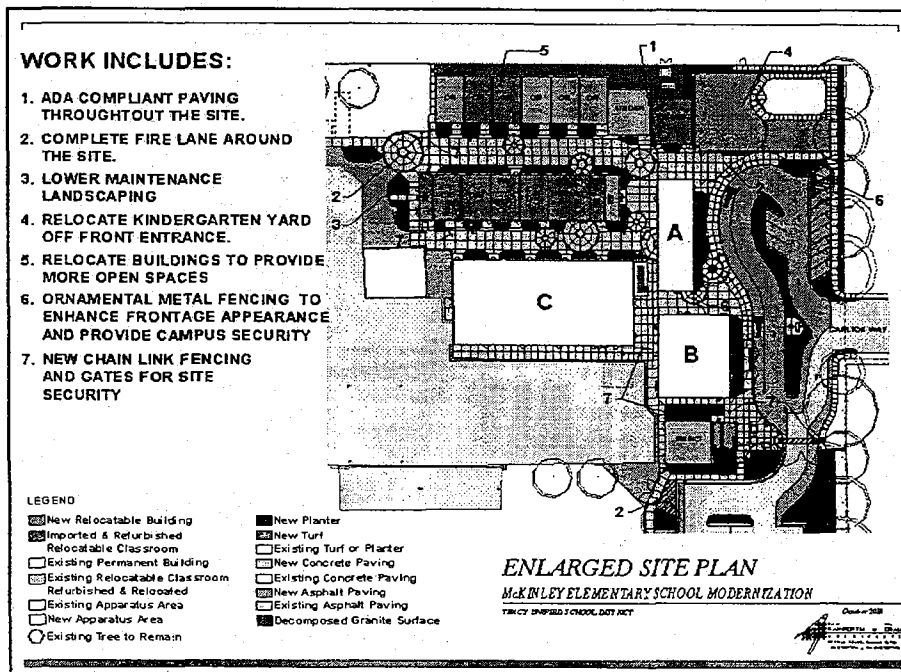
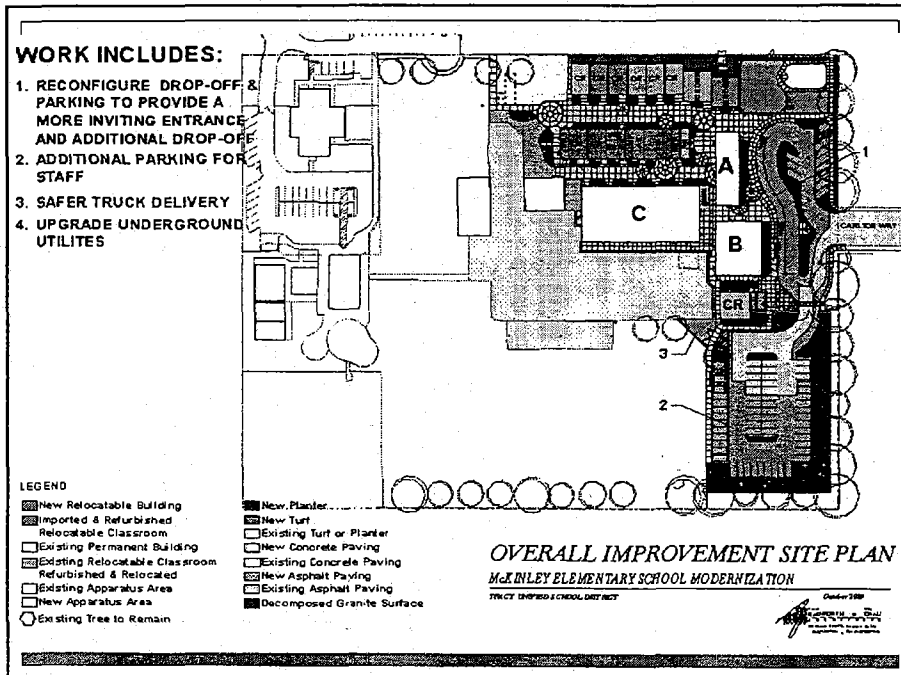
-  EXISTING BUILDING OR RELOCATABLE TO BE REMOVED
-  EXISTING RELOCATABLE TO BE REFURBISHED & RELOCATED ON-SITE
-  EXISTING BUILDING TO BE MODERNIZED
-  EXISTING ASPHALTIC CONCRETE PAVING TO BE REMOVED
-  EXISTING CONCRETE PAVING TO BE REMOVED



## EXISTING SITE PLAN

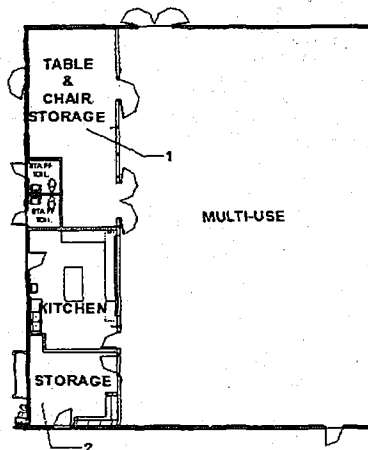
MCKINLEY ELEMENTARY SCHOOL MODERNIZATION  
DISTRICT SUPERVISOR'S OFFICE





# WORK INCLUDES:

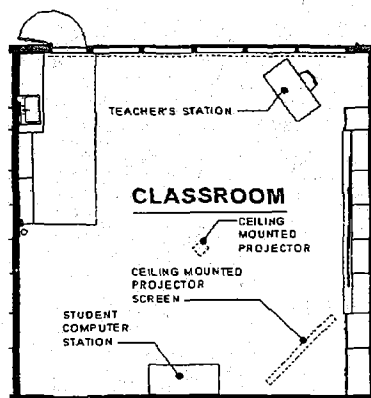
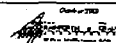
1. REMOVE (E) WALLS BETWEEN OFFICES & STORAGE TO CREATE TABLE & CHAIR STORAGE ROOM
2. REMOVE (E) NOT USED TOILET ROOM AND NON-BEARING WALLS TO CREATE A MORE USEABLE STORAGE ROOM FOR FOOD SERVICE
3. UPGRADE (E) FIRE & INTRUSION ALARMS.
4. PROVIDE UPGRADED A/V SYSTEM.



## MULTIPURPOSE

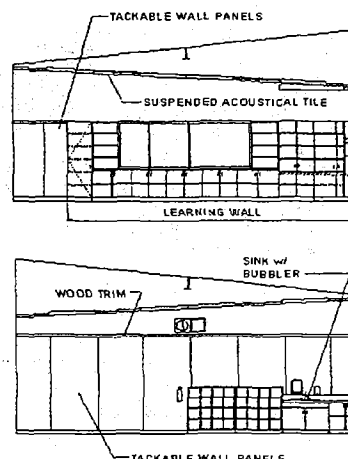
MCKINLEY ELEMENTARY SCHOOL MODERNIZATION

TRACY SHIPRO SCHOOL DIST. 007



# WORK INCLUDES:

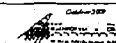
1. REMOVE & REPLACE (E) FLOOR FINISHES. REMOVE (E) ASBESTOS CONTAINING GYPSUM WALLBOARD
2. GYPSUM WALLBOARD AND TACKABLE WALL PANELS.
3. LEARNING WALL
4. REMOVE & REPLACE (E) NON-COMPLIANT SINK BASE AND BUBBLER.
5. CUBBIES IF BUDGET ALLOWS, IF NOT REINSTALL (E) CUBBIES

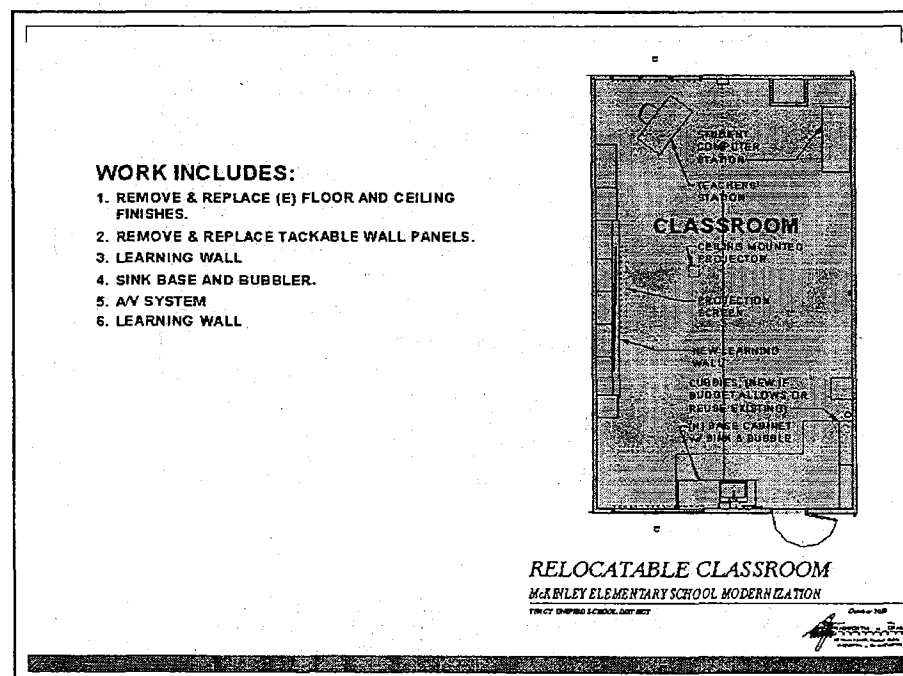
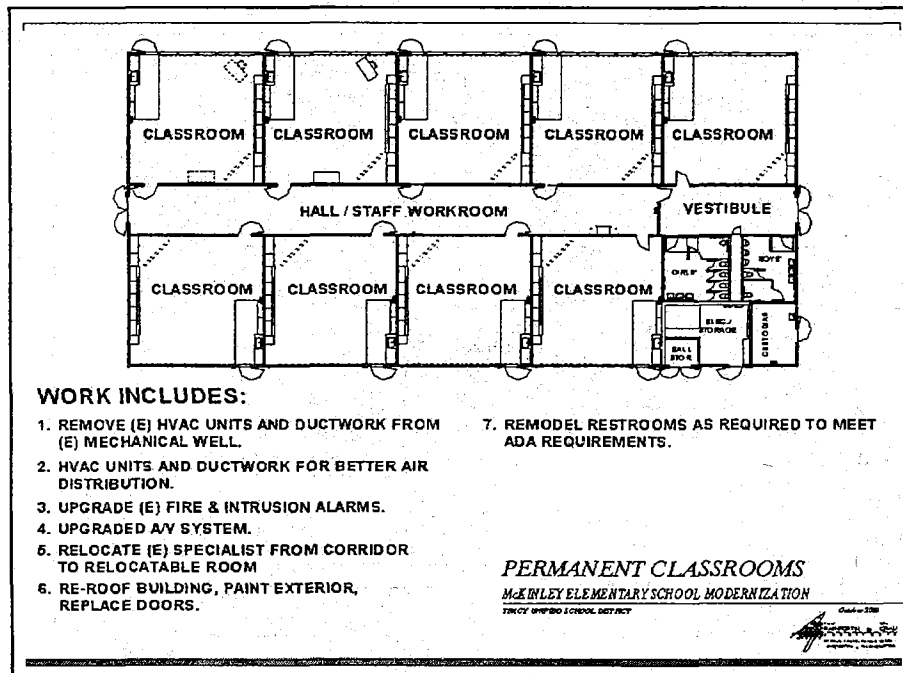


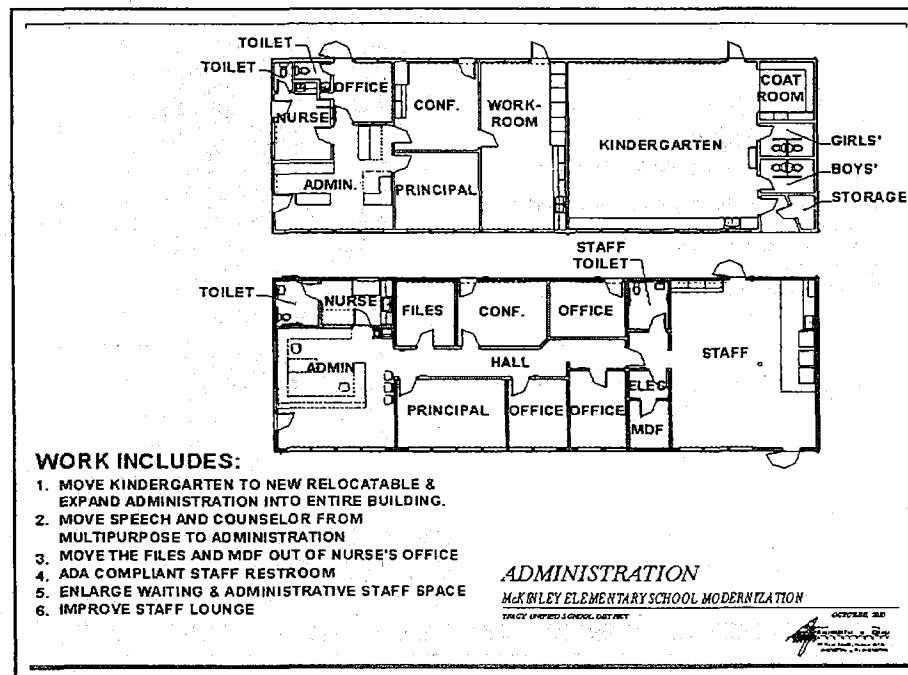
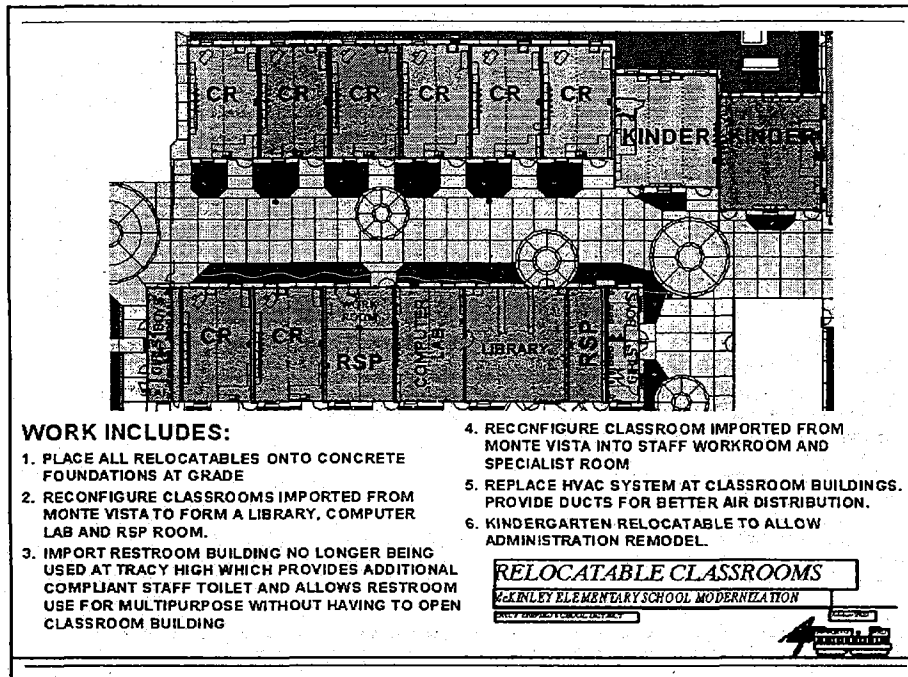
## STANDARD CLASSROOM

MCKINLEY ELEMENTARY SCHOOL MODERNIZATION

TRACY SHIPRO SCHOOL DIST. 007







# NORTH ELEMENTARY SCHOOL MODERNIZATION



## TITLE 24 ENERGY MEASURES:

**MECHANICAL** - New design exceeds minimum Title 24 requirements

### **CLASSROOMS:**

- Existing units being replaced with 14.0 SEER units (10.3 SEER Title 24 minimum)
- Wall hung units at relocatables will have 10.4 SEER rating (9.0 SEER Title 24 minimum)

### **ADMINISTRATION:**

- "Mitsubishi" ductless split system with inverter design to allow compressor to operate between 18% to 100% capacity depending upon load which will result in energy savings. Estimated savings is 35%.
- Split system does not have actual seer rating but would equate to approximately 17+ SEER rating (13 SEER Title 24 minimum)

### **ELECTRICAL**

- Interior lighting has a power density of 0.72 W/sf - 40% below Title 24 Lighting requirements.
- Interior building light fixtures will have energy efficient fluorescent lamp sources and electronic ballasts.
- All interior light fixtures will be controlled to comply with Title 24 Lighting either by occupancy sensors or timer.
- Interior light fixtures within 15 feet of windows will have automatic dimming capability.
- All classroom lighting will have A/V lighting controls. Light fixtures above teaching walls and projection screens can be switched "off" for presentations.
- All exterior building light fixtures will have energy efficient High Pressure Sodium (HPS) sources and electronic ballasts.
- All site lighting poles will have energy efficient High Pressure Sodium (HPS) source.
- All exterior lighting will be controlled by photo-cell and timer.

# TITLE 24 ENERGY MEASURES, cont.:

## ARCHITECTURAL

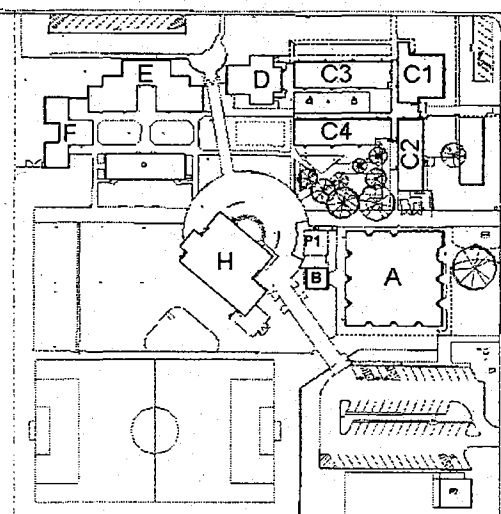
### CLASSROOMS:

- Insulation at walls and attic
- Cool roof

### ADMINISTRATION:

- Insulation at walls and attic
- Cool roof

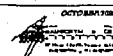
- WORK INCLUDES:
1. REMOVE EXISTING NON-ADA COMPLIANT PAVING
  2. REMOVE RELOCATABLE MUSIC BUILDING (P1)



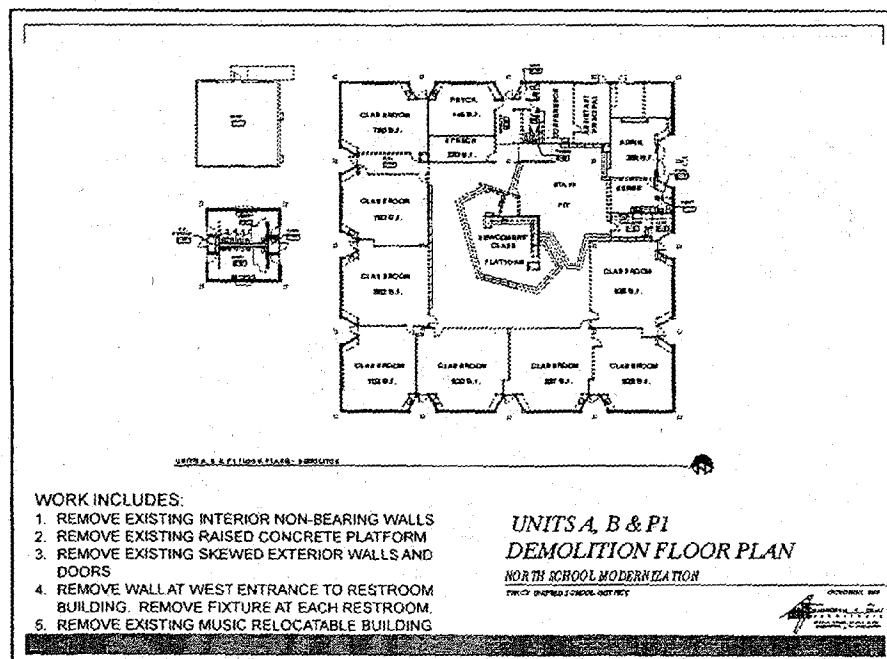
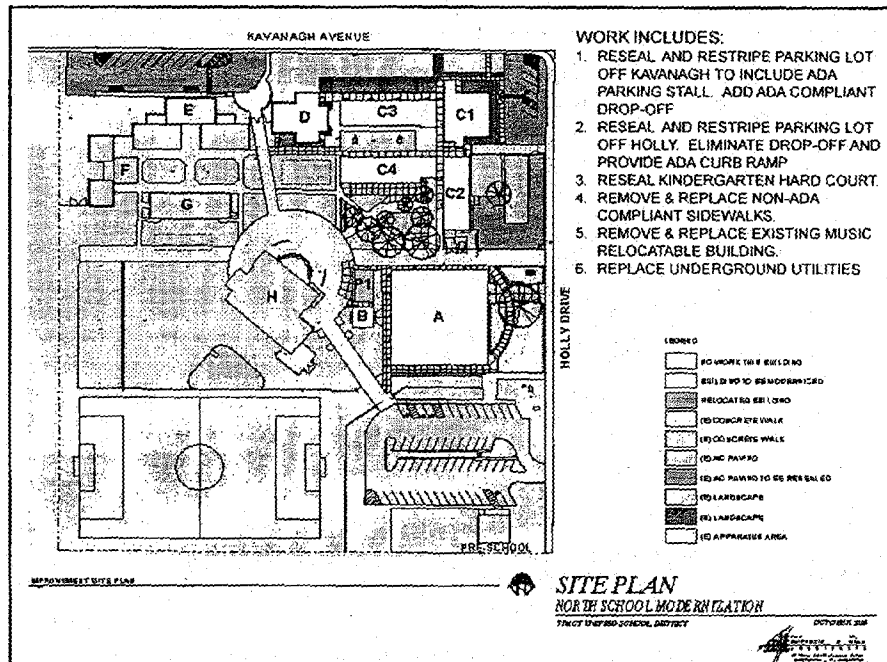
## DEMOLITION SITE PLAN

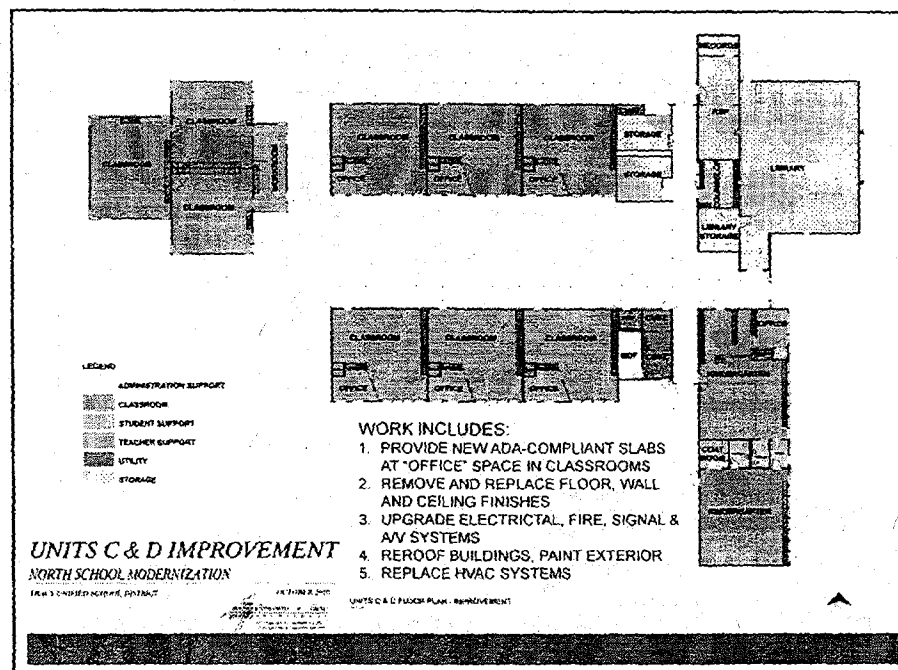
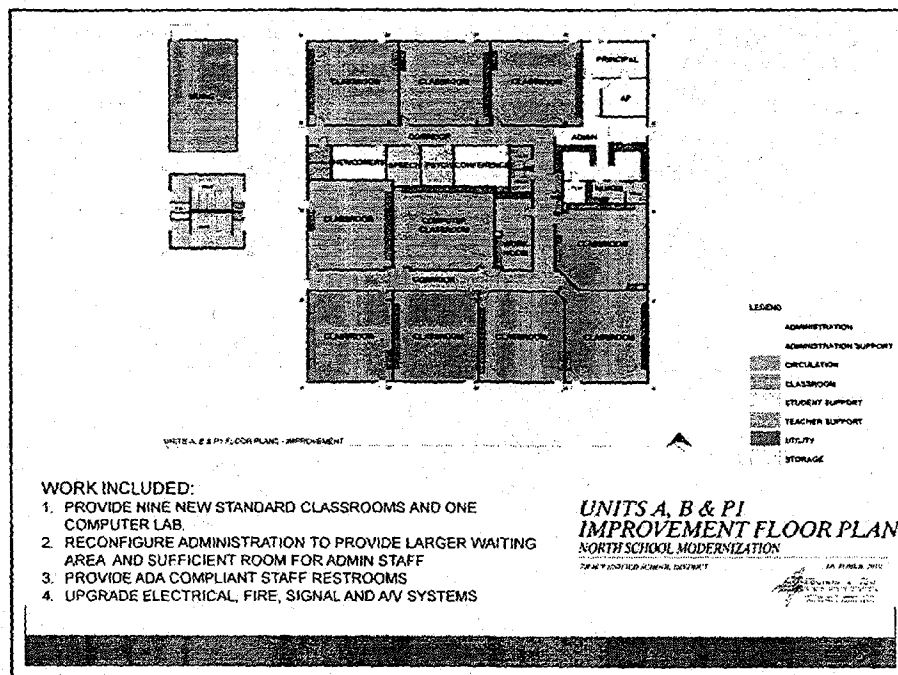
NORTH SCHOOL MODERNIZATION

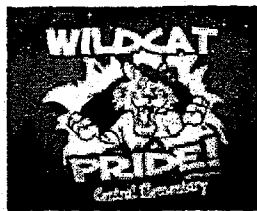
STN. OF DEMPSEY SCHOOL DISTRICT



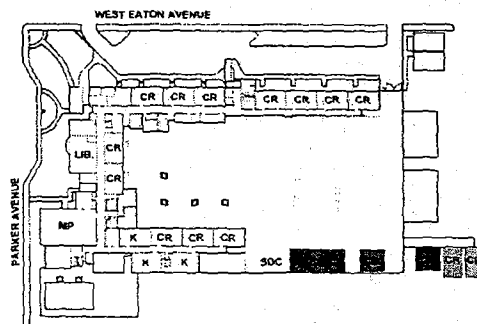











1. REMOVE EXISTING RELOCATABLE BUILDINGS
2. RESEAL AND RESTRIPE PARKING LOT OFF WEST EATON. ELIMINATE DROP-OFF AND PROVIDE ADA CURB RAMP
3. REMOVE & REPLACE NON-ADA COMPLIANT SIDEWALKS.

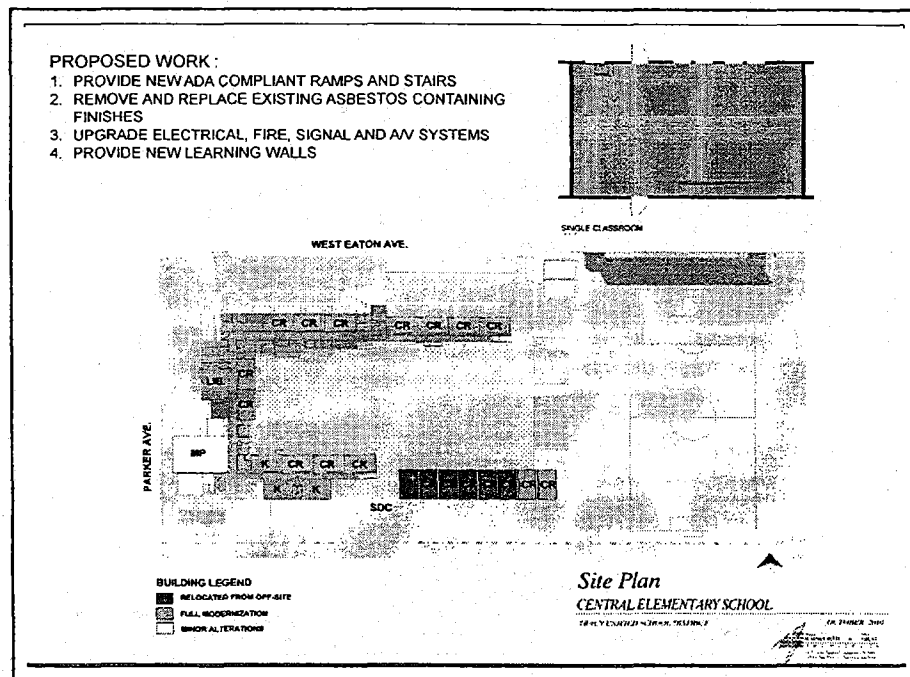


**BUILDING LEGEND**

	RELOCATE (R) BUILDING
	REMOVE (R) BUILDING
	RELOCATE (R) SOCCER FIELD

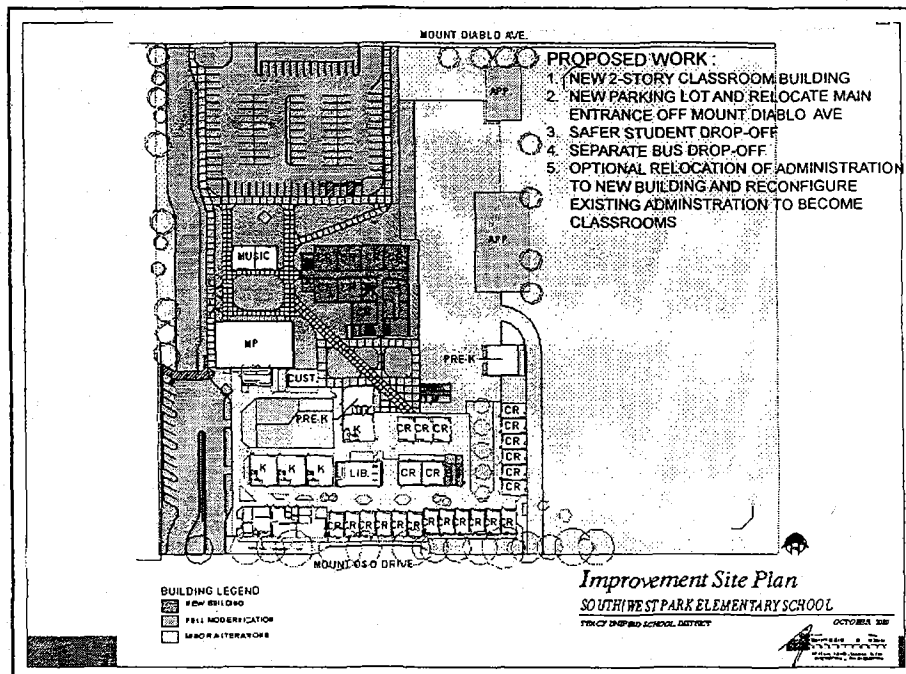
**EXISTING SITE PLAN**  
**CENTRAL ELEMENTARY SCHOOL**

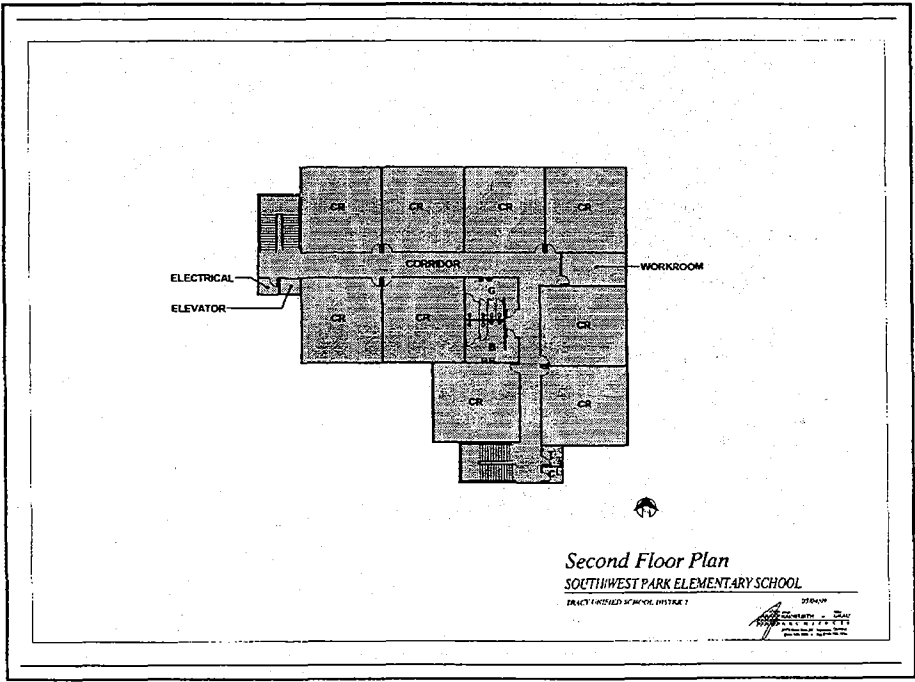
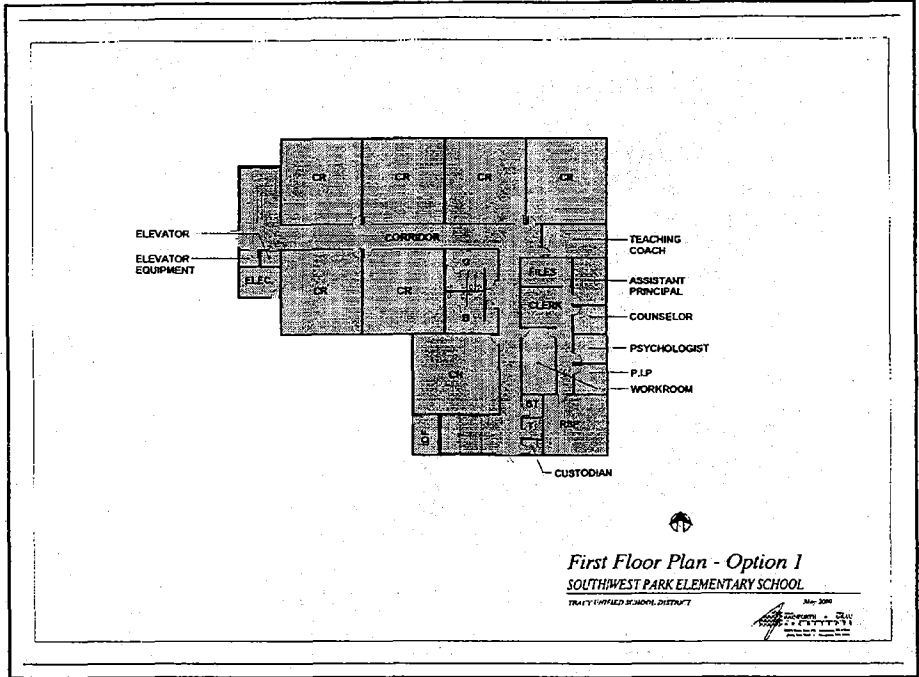
**THEORY OF THE EARTH AND ITS HISTORY**

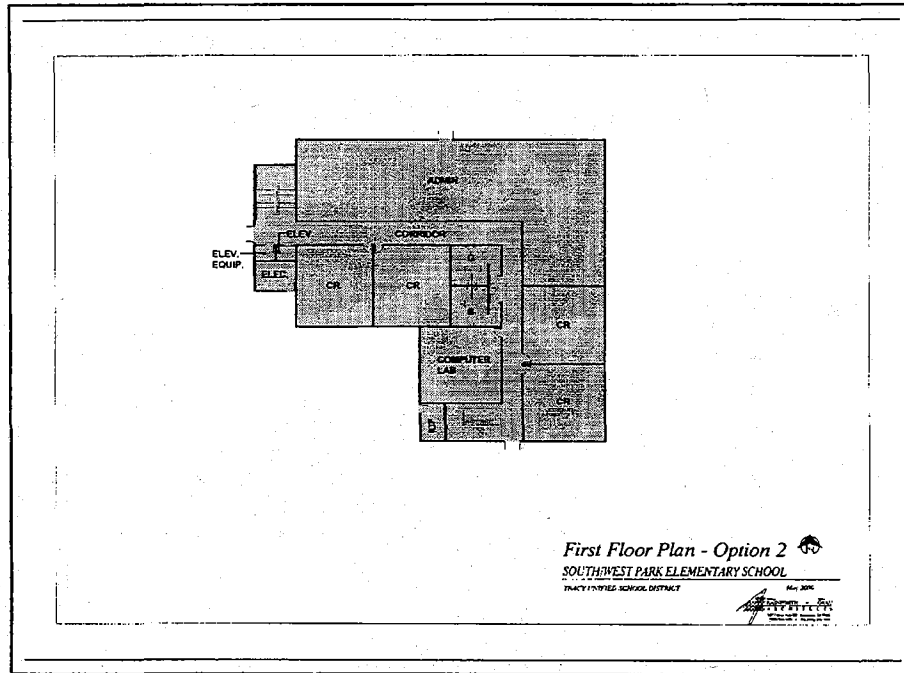


# SOUTH / WEST PARK ELEMENTARY SCHOOL



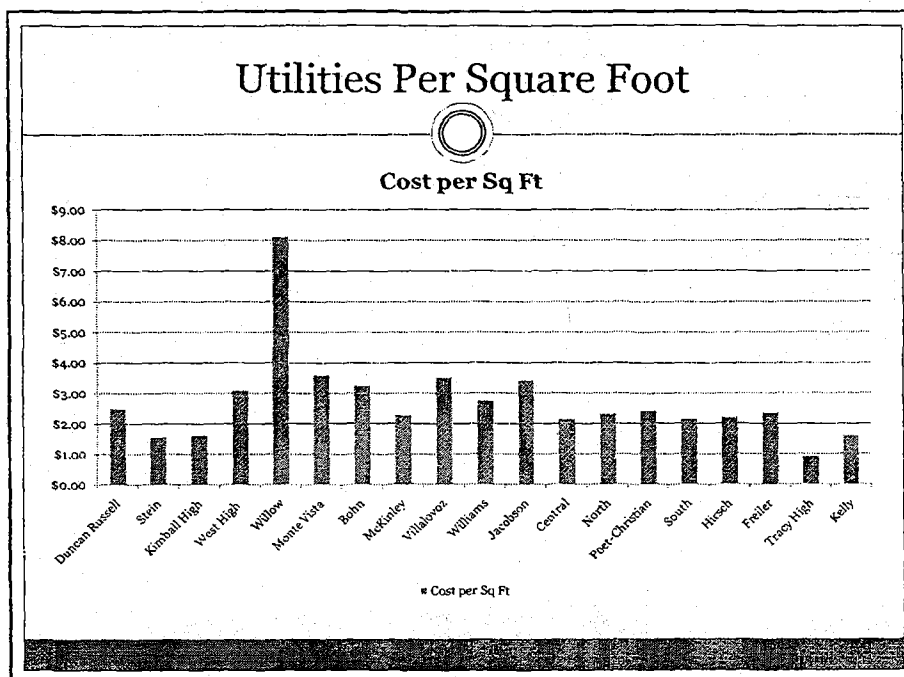
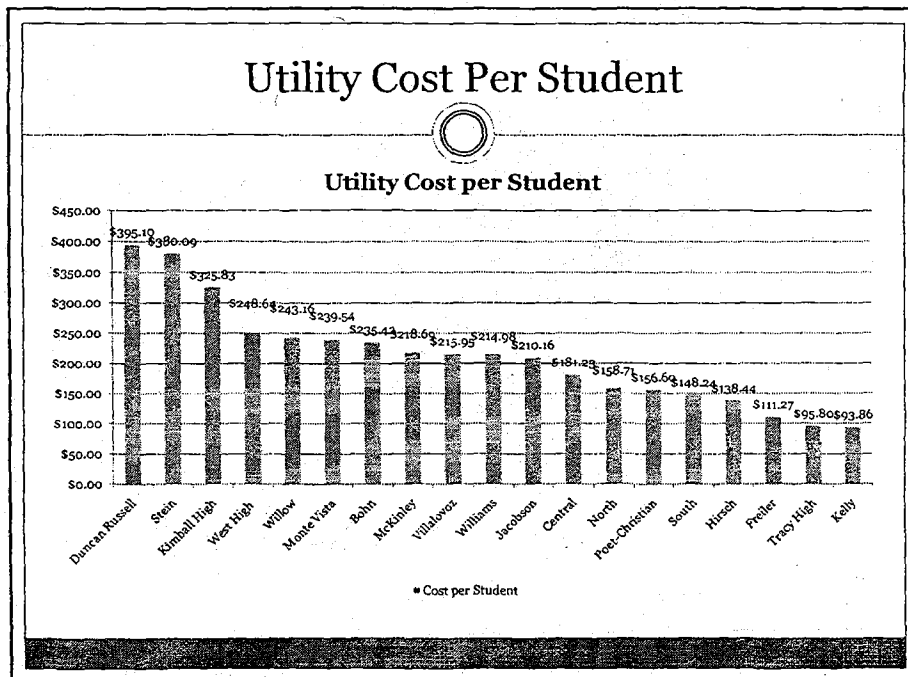






## Utility Costs

- Water/Sewage
- Gas/Electric
- Disposal
- Security





## Measure S

# Bond Measure Mechanics

## Tracy Unified School District Bond Measure and Bond Repayment

- **Voters authorize a bond amount and a project list**
  - Measure S - \$43.1 million for Tracy SFID school projects
- **Bonds are issued over a number of years up to the total amount authorized**
- **Bonds are repaid, like a loan, with interest and principal payments every year, over 25 to 40 years**
- **The County collects taxes every year to cover the bond debt service for the coming year**

## Measure S Tax Rate vs. Assessed Valuation

### • Mill Rate

- A "Mill Rate" (also called a "tax rate") is set based on
  - Payments due on the bonds in the coming year
  - Total assessed values within the district
  - The mill rate applied to assessed values will generate sufficient tax collections to cover payments due

### • Assessed Value

- Assessed value is the property value on the books of the County Assessor, not necessarily the market value of the property
- If there is no change in ownership, assessed values increase by up to 2% a year, depending on the Statewide cost of living (Prop 13)
- If a property is sold, the new assessed value is based on the purchase price
- If the assessed value is higher than market value, a property owner can ask for a reassessment, or the County assessor can reassess downward

## How does this work for a homeowner?

- Here is a simple example of the relationship between the mill rate and the tax collection:
  - Year 1 is the base year. The mill rate of \$20 per \$100,000 of assessed value generates \$3,000,000.
  - In Year 2, the amount needed remains the same, but property values have gone up, so the mill rate is set lower. The property that was valued at \$100,000 in Year 1 is now valued at 2% higher, but still pays \$20.00.
  - In Year 3, the tax collection requirement is slightly higher, but the mill rate is still \$20 because assessed values are higher. The property has gone up in value again, so the \$20 mill rate results in an actual tax amount of \$20.80 for that property.

Year	Bond Repayment Due (Total Taxes Collected)	Mill Rate per \$100,000 assessed value	Home Value (increasing 2% a year)	Tax Amount
Year 1	\$3,000,000	\$20.00	\$100,000	\$20.00
Year 2	\$3,000,000	\$19.61	\$102,000	\$20.00
Year 3	\$3,060,000	\$20.00	\$104,040	\$20.80

## As Property Values Go Down...



- In 2009-10, and again in 2010-11, property values were reassessed downwards. Property values are now 17.5% lower than they were in 2008-09.
- The average homeowner has been paying the same tax amount because the amount needed for bond repayment has been roughly the same. However, the mill rate has increased.

Year	Bond Repayment Due (Total Taxes Collected)	Mill Rate per \$100,000 assessed value	Average Home Value	Tax Amount
2008/09	\$950,000	\$12.37	\$312,601	\$38.67
2009/10	\$950,000	\$14.62	\$264,490	\$38.67
2010/11	\$950,000	\$15.00	\$257,775	\$38.67

## To Move Forward with Measure S



- To move forward with Measure S projects, the District needs to issue some of the authorization that has not been issued yet
- This may increase the mill rate, but not necessarily the tax amount, per the original projections
  - Original Estimate for Tax Amount for Average Homeowner: \$46.89

Year	Bond Repayment Due (Total Taxes Collected)	Mill Rate per \$100,000 assessed value	Average Home Value (increasing by 2% a year)	Tax Amount
2011/12	\$1,200,000	\$18.00	\$257,775	\$46.40
2011/12	\$1,200,000	\$17.65	\$262,931	\$46.40
2012/13	\$1,200,000	\$17.30	\$268,189	\$46.40
2013/14	\$1,200,000	\$16.96	\$273,553	\$46.40

## Bond Issue Options



- Current issue can be larger because of longer repayment term (40 years).
- Assumes 0% growth next year, then 4% on average thereafter.

Tax Rates:	\$15	\$18	\$20	\$23
2011 Issue	\$14,000,000	\$20,000,000	\$23,000,000	\$26,000,000
2013 Issue	\$5,000,000	\$4,100,000	\$4,500,000	\$5,100,000
	\$19,000,000	\$24,100,000	\$27,500,000	\$31,100,000
Future Issue	\$12,100,000	\$7,000,000	\$3,600,000	-0-
Total	\$31,100,000	\$31,100,000	\$31,100,000	\$31,100,000

page

## Tracy Unified School District Measure S Funding Options



- o Series A – May 2009 \$12 million
- o Series B – 2011 \$20 – \$25 million
  - Option 1
    - ✦ Postpone Series B until AV increases
  - Option 2
    - ✦ Issue \$14 Million (at \$15/\$100k at 40 Years vs. 30 Years);
  - Option 3
    - ✦ Issue \$20 Million (at \$18/\$100k at 40 Years vs. 30 Years)
  - Option 4
    - ✦ Issue \$26 Million (at \$25/\$100k at 40 Years vs. 30 Years)
- o Series C – 2013 (and/or later) \$11,100,000

## Measure S – Conclusions

- Questions?

- Conclusions

- A 2008 assessment of facilities determined:
  - that all of the schools in the district need modernization and repairs in excess of \$199 million to adequately fulfill their intended purpose, to meet standard technology requirements, and to improve the appearance of the buildings
  - that the District's five older schools, slated for Measure S modernization are in need of modernization and repairs of more than \$77 million
  - Modernization plans have been developed which will address some, but not all, of the identified needs. Estimated costs are:
 

• Monte Vista School	\$14,053,000
• McKinley School	\$5,718,700
• North School	\$6,191,900
• Central School	\$7,216,300
• South West Park School	\$13,263,900

## Measure S – Conclusions

- Conclusions (Continued)

- In order to move forward now with Measure S projects:
  - Sell bonds in 2011
  - Start construction projects in 2011 in order to avoid 4% per year construction escalation and capture current favorable construction costs due to economic downturn
  - Capture operating cost benefits for maintenance and utilities
  - To receive \$20 million, tax rate will be \$18/\$100,000 AV for 40 years; however, the tax payment will remain at projection of \$46.
  - To receive \$23 million, tax rate will be \$20/\$100,000 AV for 40 years; tax amount will go up approx. \$5.00 per year
  - To receive \$26 million, tax rate will be \$23/\$100,000 AV for 40 years; tax amount will go up approx. \$11.50 per year

California Department of Education (<http://www.cde.ca.gov/ls/fa/sf/schoolclose.asp>)  
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## Closing a School Best Practices Guide

### Introduction

The decision to close a school is anguishing. It profoundly affects parents, neighborhoods, communities, district personnel, and, of course, students. It affects relationships, routines, and cherished territorialities. In short, it alters not only district operations but also lives.

A decision not to close a school, however, amidst circumstances of declining enrollment and economic necessity, can be imprudent. And while the immediate effects of closing a school may be painful, the long-term effects can be beneficial to everyone.

Indeed, the process of closing a school is difficult, but if done correctly, it becomes less difficult. This "Closing a School Best Practices Guide" (CASBPG) will hopefully make the process easier.

The CASBPG is divided into five chapters:

1. Gathering facts
2. Deciding which school to close
3. Making the decision
4. Making the transition
5. Disposing of surplus property

### Chapter 1: Gathering facts

Gather the facts. The decision to close a school must be based upon hard, empirical evidence that leads to a broadly supported, incontrovertible conclusion-the district cannot afford to keep a particular school(s) open without cuts elsewhere (budget, staffing, etc.). This conclusion must be program-based upon such factors as projections of declining enrollment, critical district financial circumstances, facility conditions, educational program quality, costs of unnecessarily keeping underutilized facilities open, feasible options to closing a school, anticipated fiscal relief from school closure, and possibility, property disposition (see Chapter 5 for information on property disposition).

*Form a committee to gather the facts.* It is a legislative intent, but not a mandate, for a district to have and use a District Advisory Committee (DAC) "before decisions are made about school closure" (*Education Code* Section 17387). But whether an intent or a mandate, the advice is good. The job of the superintendent and board members is to evaluate facts, not gather them. And the process of gathering the facts must be as credible, transparent and non-political as possible. So, at the very least, the DAC, often referred to as 7-11 Committee (due to legislative requirements of at least 7 but no more than 11 members) should be involved in the fact-finding necessary for an informal recommendation about school closure. *Education Code* Section 17389 suggests who should be represented on this committee.

An essential role of the DAC is to consider the district's Facility Master Plan and how a potential school closure could affect, or reinforce, that plan. It may be necessary to revise that plan based upon the fact-finding conclusions.

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Better still, the DAC should be expanded to include a cross-section of community members who have an interest in and may be affected by school closures. The Oak Grove School District in Santa Clara County called this expanded school-closure committee "The School Consolidation Task Force." Members of the following groups were considered for inclusion in this task force:

Business community  
Professional groups  
Labor organizations  
Municipal governments  
Teachers and administrators  
Religious organizations  
Recreational entities  
Collective bargaining groups  
Student representatives  
Public agencies  
Environmental planners  
Civic organizations  
Land owners/brokers  
Parents  
Parent groups  
Service organizations

### Demographers

Keep in mind that the DAC should have a balanced, cross-section of members, but a committee of too many members may be cumbersome and not efficient. In any case, it is important that this expanded school-closure committee be perceived as objective and independent from suspected school board or other political agendas. So it is best to have a membership mostly of volunteers (although a paid chairperson or facilitator is useful), making sure, though, that they are responsible citizens. The superintendent and school board members should not be included on the DAC or the expanded, school-closure committee. The Los Angeles County Superintendent of Schools recommends the expanded, school-closure committee's leadership to be an outside consultant, or an administrator from the district's central office. The committee itself can also elect one of its members to be the leader. The DAC leader can be appointed by a board member; however, this is least desirable.

DAC meetings are subject to the Ralph M. Brown Act. See *Government Code* Section 54952.3.

*Decide what facts to gather.* Members of the board of education should charge the expanded, school-closure committee with making a recommendation about school closures after it has completed specific inquiries and tasks. The scope of these tasks is broad and includes:

- determining enrollment projections and their impact on surplus space;
- inventorying the capacity and conditions of existing facilities;
- determining per-student operating cost at each facility;
- considering uniqueness of the educational program at each site;
- evaluating specific schools considered for closure (see Chapter 2);
- identifying specific new environmental/safety concerns for each site;
- determining cost-savings projected for each school considered for closure;
- identifying housing/transportation options for displaced students;
- considering cost benefits of varying property disposition/use options;
- recommending transition strategies;
- making specific recommendations about specific school sites to the board, and
- assessing the impact of school closure on district's insurance coverage.

*Consider options.* During the fact-finding process, the expanded, school-closure committee should consider alternatives to closing schools. Creating additional need for classrooms or eliminating unnecessary classrooms can affect decisions about school closure. Some of the alternatives as listed below do not involve real cost savings if this is the focus of reasons for school closure:

- expand class-size reduction to create a need for more classrooms;
- dispose of excess portables or leased facilities;
- close surplus classrooms;
- restructure grade configurations to balance school enrollment;
- reorganize attendance boundaries;
- use surplus classrooms for other district functions;
- enter into joint-use/joint occupancy agreements;
- convert to community day school use;
- convert to a small high school;
- lease for use as charter school (Proposition 39);
- shift to full-day kindergarten;
- initiate universal pre-school program; and
- consult with National Trust for Historic Preservation.

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## Chapter 2: Deciding which school(s) to close

*Decide schools to be considered for closure.* Of course, there are many factors to weigh when selecting schools for possible closure. The most obvious criterion, a school with declining enrollment, is not necessarily the best. Consider other factors, too:

- *The condition of a school facility* - a modernized school, one in good repair, and/or one that has technological capacity or other educationally innovative features may be the best school facility in the district, in spite of its declining enrollment. It may be better to close an at-capacity but physically mediocre school;
- *The operating cost of a school* - operating costs may vary from school to school. Some schools use energy more efficiently, some schools need less maintenance, and some schools have minimal transportation costs. Factor these operating costs into decisions about which school to close;
- *The capacity of a school to accommodate excess students* - displaced students must be housed elsewhere in the district, so choosing a school site that has unused classrooms or the capacity to add portables, without encroaching on

playground/playfield space, is critical. Another important consideration is the ability of the school's essential, core facilities — library, multipurpose room, cafeteria, gymnasium, toilets — to accommodate additional students. While there may be room on a school site to add portable classrooms, there may be no room for all those students to use, say, the lunchroom at the same time. The administration building, also, must be considered since it may have to accommodate expanded services and personnel;

- *Special program facilities* - special programs, such as providing services for special education students, require special facilities. Closing a school that may have a large capital investment in these special facilities may not be cost effective if those specialized facilities need to be rebuilt elsewhere;
- *Environmental factors* - a school's surroundings may have changed since it was first opened. Zoning may have been relaxed to allow nearby, undesirable businesses to move in (i.e., liquor stores, adult bookstores, air-polluting manufacturers, industries that produce or store toxic chemicals), or there might be new environmental hazards (i.e., pipelines, high voltage power lines, fuel storage tanks, airport runway extensions, etc.) that now compromise the safety of the students at a school. The schools chosen to remain open must be safe schools.
- *Ethnic balance* - closing a school and redistributing its students should change as little as possible the ethnic balance in schools throughout the district. Closing some schools will more adversely affect ethnic distribution than others;
- *Transportation* - part of the decision to close a school should be based upon what transportation costs will be saved, and what new transportation costs will be incurred, once a school is closed and its students redistributed. Insuring that there can be safe walking routes for the displaced students to the new school reduces transportation costs and provides a healthy addition to the school day. It is also important to consider the adequacy of existing drop-off/pick-up and bus loading areas at the schools designated to receive additional students;
- *Neighborhoods* - having a neighborhood school is a part of every parent's sense of well being (not to mention the savings associated with transportation costs). The availability of nearby schools to the ones chosen for closure can lessen the impact of displacement and loss of connection to the new school;
- *Education program* - educational programs are generally mobile; programs and staff can move from site to site. But there can be site-related high achievement schools based upon innovative facility design, a particularly fortuitous dynamic among staff, and just the right mixture of students. Often these high achievement schools are unique and perhaps may be hard to reconstruct elsewhere. On the other hand, there can be historically low-performing schools. Such sites may be good candidates for closure providing an opportunity for re-distributing the students and staff;
- *Aesthetics* - often the presence of an attractive, well-designed, well-kept school can be a source of student and neighborhood pride, an asset to the community, as well as an educational asset. Of course, decisions about school closure are much more complex than just considerations of "appearance," but the physical aspect is important and should not be overlooked in the process of consideration;
- *Value* - if maximizing revenue from the sale or lease of surplus schools is integral to decisions regarding which school to close, then, of course, a property appraisal and assessment of the interests in and proposed uses for the property are vital. The appraisal and assessment must state that it complies with Uniform Standards of Professional Appraisal Practices as promulgated by the Appraisal Standards Board of the Appraisal Foundation. The expected value realized from a closed school should be measured not just in revenue but also in community enhancement (see Chapter 5 for limitations of how revenue from the sale or lease of property can be used).

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## Chapter 3: Making the decision

Make the decision. Based upon the expanded school-closure committee's analysis and conclusion, the superintendent will make a recommendation to the school board. At this stage, the recommendation may have become modified based upon input from the superintendent's cabinet or other district staff.

Once the recommendation has been presented to the board, the superintendent should conduct public hearings. This should be done as soon as possible. In addition to an open school board meeting, each potential site that may be affected, those considered for closure, as well as those designated to receive a particularly heavy increase in enrollment as the result of school closures, should be the site for a series of public hearings.

Ideally, members of the community will have been included in the expanded school-closure committee so there will have been some communication and input from and to the community. Nevertheless, these meetings, especially for school closures, will be emotional, especially if they are perceived by parents that the meetings are a formality and not genuine attempts at meaningful communication. At the very least, the district should be represented by the superintendent and an assistant, a school board member from the area which includes the school to be affected, the site principal, and a member of the expanded school-closure committee. Other invited guests might include a representative from the PTA, media personnel, school site council members, and community dignitaries. Consider using a moderator to effectively manage time and control statements from the audience. Firm time lines for comments should be set and enforced. A district representative, perhaps a facilitator or someone from the expanded, school-closure committee, should be designated as the district liaison for all future school -closure communication. This shields, but only partially, rancor from being directed in subsequent weeks at district personnel and/or board members.

Representatives from the district should be candid about the facts behind the consideration for school closure. Graphically illustrate such data as declining enrollment figures, site-specific operating costs, and overall district financial difficulties. Talk about what is at stake: specific programs, reduced class sizes, instructional material reductions, even district financial solvency and academic performance. Demonstrate how academic standards can be maintained (or improved), special programs (e.g., special education; after school, GATE, etc.) continued, and new transportation needs accommodated. Explicitly show how school closure is a solution, or part of the solution, to a serious problem.



Also, be prepared to discuss proposed uses for the closed schools (see Chapter 5 for information on property disposition). While parents will be keenly involved in discussions about closing "their" school, the school's neighbors, whether parents or not, will express great concern about proposed uses of "their" closed school. At this point in the process, the district may not know what the planned use for the closed school may be, but this is a good opportunity to hear about community concerns. These concerns typically are explicit statements about what they do not want the school property used for. This is also a good opportunity to assure neighbors that any future use of the school property will be subject to public review and comment and would have to be compatible with local zoning regulations and the California Environmental Quality Act (CEQA).

After the public meetings, the board should consider, as an action item, a board resolution based upon the superintendent's recommendation to close a specific school. The superintendent's recommendation will have been based upon the expanded school-closure committee's findings, which may or may not have been modified after the public hearings.

*Follow legal provisions.* Neither the California *Education Code* nor the California *Government Code* requires a district to take specific steps when closing a school. There are, however, some codes and regulations that obliquely apply. These codes are listed below: (Codes and procedures for disposing of property are discussed in Chapter 5.)

- *Education Code* Section 17387 specifies the Legislature's intent that there be community involvement "before decisions are made about school closure or the use of surplus space..." While this Section specifies a legislative "intent," not a mandate, its application is common sense and should be an integral part of school-closure decisions (see "Form a Committee" above for recommended membership and responsibilities).
- *Education Code* Section 17388 mandates that the governing board appoint a District Advisory Committee (DAC) (often referred to as the "7/11 Committee") to advise the governing board in the development of district-wide policies governing the use of disposition of surplus property. Even though the DAC's responsibilities are specific to decisions after a school has been closed, those decisions should be made in concert with decisions about which schools, if any, to close. To restrict the DAC to post facto responsibilities is to neglect an integral component in the difficult decisions of school closure. DAC meetings are subject to the Brown Act and must be open to the public.
- *Education Code* Section 17389 defines the required composition of the DAC.
- *Government Code* sections 65560 et seq. and 65912 et seq. stipulate that land designated as an open-space zone be preserved for park and recreation purposes. Schools being considered for closure located on land zoned (or rezoned) as "open space" will have a limited market value compared, say, to land zoned as "residential" or "commercial."
- The California *Code of Regulations*, Title 5, sections 90-101 define a district's responsibility to avoid racial segregation among its schools. Decisions about school closure and subsequent student placement should not exacerbate racial isolation.
- The CEQA would consider the decision to close a school a "project," but typically a project eligible for a "statutory exemption," allowing the district to file a "Notice of Exemption." However, if a receptor school site—that is, the school which will accommodate those students displaced by the school closure—has an increase in enrollment by more than 25 percent or the addition of ten or more classrooms, whichever is less, then a more formal CEQA analysis may have to be initiated. Also, CEQA may apply to the subsequent sale or lease of a closed school. Because the CEQA process is specialized, it is best to consult with counsel on a case-by-case basis.
- To ensure that the school being closed does not continue to appear as open in the California Department of Education's (CDE) County-District-School (CDS) database, notify the CDS administration of the closure. The district's CDS coordinator should use the *OPUS-CDS application* for school closures. This closure notification will ensure that the CDE will not ask for data for the closed school and also prevent the CDE from providing communications, testing materials, or funding to the closed school.

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## Chapter 4: Making the Transition

Obviously, once the decision to close a school is made, complicated transitions begin. But communication begins first. In fact, the district should be prepared right after the board's decision to announce to parents, staff, and the community that the decision to close a school has been made.

Many districts suggest that the first group to be notified that a school has been planned for closure should be that school's staff. While this is a good idea, it is important to understand the likelihood of quick staff-to-parent networks of communication. And because it is better for parents to find out from the district office rather than from information leaked by sources elsewhere, intensive district-to-parent communication should begin at about the same time as the school staff meetings. Of course, decisions to close a school should not be announced to parents without the ability to specify what their replacement school will be.

The methods of district-to-parent communication include press releases, newsletters, Web sites, and community meetings. Each announcement should include a summary of the process and reasons leading to the school closure decision, the transition time line, and district contact information. Communication by any means should occur often.

The most important method of communication, however, is a direct mailing to each affected household, identifying the replacement school and reiterating important time lines, projected transportation arrangements, and who the district contact will be. The direct mailing should also request a reply, verifying that the information has been received and understood. Parents can be given a choice of response methods: returning a form that has been included in the mailing, responding to a specified e-mail address, or phoning the district's school closure contact person. In turn, the district should keep a log to record who has replied. Eventually, those parents who haven't responded need to be phoned. This way the district can be assured that every parent has been informed.

School staff meetings should be on site and as reassuring as possible. Again, reasons for the decision to close the school should be presented and then the staff transition plan introduced. Any staff transition plan should begin with opportunities to request new placement sites. However, collective bargaining agreements (defining first-preference criteria) and district decisions about staff balance (this can be a factor of enrollment or the desire to create a certain teacher dynamic at a school) may preclude everyone's getting a first choice.

At the school staff meetings, staff should be encouraged to schedule visits to the schools where they may be placed. This will give staff the opportunity to start putting roots down in a new environment and to learn about any specialized program for which they may require training.

Another important step is forming a district transition team. This team should monitor the progress of student and staff assignments to the replacement sites, oversee textbook and instructional material allocation, insure that facilities are adequate (both in number and condition) to accommodate additional students at the new sites, and move or store furniture or equipment as needed for the transition.

The district transition team should also complete an inventory of the essential facilities at the sites designated to receive additional students. Toilets, multipurpose rooms and lunch rooms, playground space and apparatus, parking lots, and gymnasiums are typically built to accommodate a specific planned enrollment. Once that base enrollment is surpassed and open space converted into classroom space, those essential facilities may become inadequate. Adding toilets, scheduling multiple lunch periods, rewriting physical education curricula, redrawing playground areas, and reconfiguring parent drop-off and bus loading areas may be some of the needs associated with moving additional students onto existing campuses.

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## Chapter 5: Disposing of school property

A vacant school site and empty buildings are district liabilities. They still require upkeep, maintenance, security, and insurance coverage (in fact, empty buildings may raise insurance costs). Unless the district foresees reopening the schools in the near future or is willing to financially support a vacant-school liability, closed schools should be leased, re-used, or sold outright.

Keep in mind that leasing a school, as opposed to selling it, allows a school district to retain it as a resource in case enrollment increases, as it often does, and facilities are needed again.

But there are statutes governing to what purposes the proceeds from the sale or lease of the property can be used and to whom district property must first be offered. In fact, the California *Education Code* has numerous relevant sections as listed below.

The district must appoint a DAC (the "7/11 Committee" discussed above) to advise the governing board in the use or disposition of school buildings and vacant sites not needed for school purposes (see *Education Code* Section 17388). As stated above, it is best if this committee is involved at the very beginning of discussions about school closure, but it is a legal mandate that the committee be formed and consulted about the use of school property once closure decisions have been made.

The district must also keep in mind that the proceeds from the sale or lease of surplus property generally have restricted uses. *Education Code* Section 17462 is important in this regard. It begins by stating that the proceeds from the sale of district property must be used for capital outlay purposes or maintenance of district property, and that the proceeds from the lease with an option to purchase district property may be deposited in a restricted fund used for routine repair of district facilities. This language excludes the ability to use funds for general fund purposes, but it does not mention how proceeds from the lease without an option to purchase can be used.

But *Education Code* Section 17462 goes on to say that these funds may be deposited into the general fund if the governing board and the State Allocation Board determine that the district has "no anticipated need for additional sites or building construction for the next ten years," and has "no major deferred maintenance requirements." For a district to give up state assistance for new construction, modernization, and deferred maintenance money for ten years usually serves as a deterrent from requesting these property disposition proceeds to be transferred to the general fund.

There are exceptions to the restricted use of funds described above. *Education Code* Section 17463 creates special circumstances for districts with enrollments of fewer than 10,001. And *Education Code* Section 17463.6 creates an exception for the Santee School District, the Valley Center-Pauma Unified School District, and the Capistrano Unified School District, allowing them to divert part of the proceeds from the sale of disposed property to the general fund.

In addition to limitations being placed on how the proceeds from the sale or lease of surplus property can be used, there are requirements specifying to whom the property must first be offered. These restrictions are complicated. Many can be waived by the State Board of Education, but the items listed below cannot: (These apply to property disposed through outright sale or through lease with an option to purchase)

- Land must first be made available for use for low-income housing and for park and recreation purposes (*Education Code* Section 17459);
- Land must be made available to specified park and recreation departments (*Education Code* Section 17464[a]).

Other pertinent *Education Code* sections that prescribe the manner in which property can be disposed are summarized here. These sections can be waived by action of the State Board of Education:

- Land must be offered in writing to the Director of General Services, Regents of the University of California, Trustees of the California State University, the county and city, any public housing authority; by public notice to various public agencies and non-profit charitable institutions. A time line to reply to the public notice is specified as 60 days after the final public notice. (*Education Code* Section 17464[b]);
- The board must by a 2/3 vote adopt a resolution to lease or sell specific pieces of property, must specify a minimum price, and must fix a time at which sealed proposals will be received and considered (*Education Code* Section 17466);
- The board at an open meeting shall accept the highest sealed bid (*Education Code* Section 17472);
- The board shall accept oral bids at an open meeting and shall accept the highest bid (if the highest bid is oral, then it must exceed the price or rental terms by at least 5 percent) (*Education Code* Section 17473).

It is important to consider seeking waivers to those sections above that may prevent the district from choosing the most desirable new owner or lessee of its surplus property. The obligation a district has to its community is sometimes more important than realizing the highest price from district property. It is essential that a district first confer with legal counsel prior to initiating the sale or lease of property.

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## Conclusion

Hopefully, this "Closing a School Best Practices Guide" will guide and aid you and your district through an arduous, difficult task. A sample time line is included (Attachment A) to assist you. This time line should be modified to suit your districts unique needs. For additional information or if you have questions, contact the California Department of Education, School Facilities Planning Division, at 916-322-2470.

[Attachment A - Suggested School Closure Time Line](#) (XLS; 18KB; 1p.)

Questions: Dave Hawke | [dhawke@cde.ca.gov](mailto:dhawke@cde.ca.gov) | 916-322-1459

Last Reviewed: Tuesday, June 29, 2010

**Proposition 39**

This proposition, adopted by voters in November 2000, requires school districts to provide charter schools with reasonably equivalent facilities to those provided to students in the area where the charter school students reside. This measure took effect on November 8, 2003, generally requiring all California school districts to provide facilities to charter schools that meet the requirements of the regulations. The deadline to apply for facilities for a given school year under Proposition 39 is October 1 of the previous fiscal year for an existing charter school and prior to December 31 of the previous fiscal year for a new charter school. Schools that are currently using facilities received under Prop 39 generally must reapply each year to use Prop 39 facilities. Facilities requests must provide detailed information regarding various attendance and student information as specified in the regulations that implement Proposition 39. Recent court decisions also provide some guidance on what information is necessary. To avoid misunderstandings and ensure compliance with applicable laws, CSDC recommends that charter schools establish a dialogue with school districts early if facilities are going to be requested under Prop 39. The district may have a particular form that must be used to request facilities under Prop 39. Most districts, however, have no such form and CSDC provides a sample facilities request letter. If you are a subscriber and would like to view the letter, please contact us at 916-278-6069 or [CSDC@chartercenter.org](mailto:CSDC@chartercenter.org).

## Bond Issue Options



- Current issue can be larger because of longer repayment term (40 years).
- Assumes 0% growth next year, then 4% on average thereafter.

Tax Rates:	\$15	\$18	\$20	\$23
2011 Issue	\$14,000,000	\$20,000,000	\$23,000,000	\$26,000,000
2013 Issue	\$5,000,000	\$4,100,000	\$4,500,000	\$5,100,000
	\$19,000,000	\$24,100,000	\$27,500,000	\$31,100,000
Future Issue	\$12,100,000	\$7,000,000	\$3,600,000	-0-
Total	\$31,100,000	\$31,100,000	\$31,100,000	\$31,100,000

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## Bond Issue Options



Tax Rates:	\$15	\$18	\$20	\$23
2011 Issue	\$14,000,000	\$20,000,000	\$23,000,000	\$26,000,000
Projects	Can't move forward until AV increase (8-10 Years or More)	Monte Vista, McKinley	Monte Vista, McKinley, Technology	Monte Vista, McKinley, North, Technology
State Mod'n Match		\$4,492,228	\$4,492,228	\$5,710,155
With State Match		North	North	Central

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