

January 2015



SANTA PAULA
UNIFIED SCHOOL
DISTRICT

LONG RANGE FACILITIES MASTER PLAN



A COMPREHENSIVE APPROACH FOR FACILITIES IMPROVEMENTS

CFW
Planning and Financing Better
Schools for California Students



PRODUCED BY:

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INTRODUCTION

SANTA PAULA UNIFIED – FACILITIES MASTER PLAN – JANUARY 2015

Caldwell Flores Winters, Inc. is pleased to present the Santa Paula Unified School District with this Long Range Facilities Master Plan. Beginning in December, 2013, the District engaged Caldwell Flores Winters to conduct an assessment of existing facilities, to identify the estimated costs of required improvements, and to engage in a school site process to plan and implement proposed upgrades.

The District's Mission and Vision Statements were used as the catalyst to conduct and design the proposed program. Implementation objectives focused on improving academic achievement, creating transformative change in District classrooms, and ensuring General Fund sustainability for proposed improvements and maintenance. With anticipated development in Santa Paula's East Area 1 and the broader economic recovery in mind, enrollment in the District is expected to experience modest increases over the course of the next decade. The cost of accommodating these additional students in modern facilities is compounded by the current realities of limited State dollars for improvements. As a result, insuring a long term plan for a series of targeted improvements to all District campuses is recognized as increasingly important to maintaining and improving classroom instruction.

With these objectives in mind, a long term school site planning process was initiated that included an assessment of existing facility needs. A team of facilities specialists conducted this planning process to identify the key programs, investments, and upgrades necessary to support a progressive educational program that assists the District's implementation of Common Core State Standards and fosters improvement in student academic achievement.

A proposed plan of phased program implementation has been assembled to further ensure that the District's goals are met over time. The phasing program identifies a method by which to fund and to sequence the construction of the required improvements. A combination of State grants, developer fees, existing high school bond dollars, and a potential new K-8 General Obligation bond program could be leveraged as major sources of funding. The anticipated timing of State and local funding sources has been paired with proposed improvements to develop a phasing and sequencing plan for implementation. Specific projects and schedules will need to be further developed upon program implementation.

Plan Summary

The Plan is divided into sixteen sections. **Part 1** provides an analysis of District characteristics that lead to a conceptual program design, including a summary of the District's recommended educational program improvements, projected impact of future development, a review of current site capacities, and an overview of the facilities assessment process. **Parts 2-11** document the existing conditions observed and detail proposed improvements at each school site as well as District offices. **Part 12** discusses a proposed new K-8 site for the East Area 1 residential development. **Part 13** defines the desired programming, functionality, and educational specifications of school classrooms and support facilities within a 21st century design paradigm. **Part 14** summarizes the proposed improvements including estimated costs, and explores the available and potential funding sources that could be leveraged to fund each improvement. Finally, **Part 15** integrates the estimated potential costs and sources of funds into a proposed sequencing strategy to implement the program over time. An appendix is provided as **Part 16** and includes a glossary of common facility terms and abbreviations used for reference.

In summary, this Facilities Master Plan provides the analysis, priorities, cost estimates, and funding options to effectively implement a comprehensive long-range facilities master plan program over the next twenty years.

The entire team at Caldwell Flores Winters, Inc. would like to extend its thanks and appreciation to the community for this opportunity to serve the Santa Paula Unified School District.



VISION:

The Santa Paula Unified School District will provide a learning environment that includes high expectations, accountability, exemplary programs, innovative teaching, stimulating ideas, and safe, well equipped schools to inspire and empower our students to discover their interests, achieve at their greatest potential, contribute to civic progress, and become life-long learners.

MISSION:

The Santa Paula Unified School District will prepare each student academically and socially for college, career, and global citizenship by providing rich, diverse experiences and differentiated learning opportunities, a highly skilled and dedicated educational team, and safe, attractive schools. The Santa Paula Unified School District, in collaboration with educators, parents, businesses, and other partners, will ensure that our graduates are responsible community members who are prepared for college and career and have the skills to become lifelong learners and productive citizens in a global world.

COMMUNITY PROCESS:

The Master Plan was developed as part of an interactive community process that began in early 2014 and included numerous discussions with the District's cabinet, key site stakeholders, teachers, parents, and community members. Presentations were made to most school sites, and input was collected from hundreds of participants. The final plan reflects adjustments that have been made to accommodate feedback from participants provided during these meetings and workshops.

Additionally, a community survey was conducted in May 2014 to identify projects and concepts that were widely supported by local residents. The survey results indicated widespread support for many of the projects contained within the Master Plan. The survey also reflected high levels of support for a local measure to fund or provide the local match for the Master Plan projects.

Subsequent to the adoption of this Master Plan, a series of information sessions is suggested to communicate the proposed improvements with the Santa Paula community.

EXECUTIVE SUMMARY

SUMMARY OF DISTRICT BACKGROUND AND PROGRAM DESIGN

The Santa Paula Unified School District (“District”) was established in July 2013 to include the former Santa Paula Elementary School District and Santa Paula Union High School District, founded in 1873 and 1891 respectively. The District is located in Ventura County and serves the City of Santa Paula and certain adjacent unincorporated areas. As of FY2013-14, the District served 5,503 students in grades K-12. The District operates a total of 9 schools including: six elementary schools serving grades K-5, one middle school serving grades 6-8, one high school serving grades 9-12, and one alternative education high school.

Based on combined enrollment data for the former Santa Paula Elementary and Santa Paula Union High School Districts for the prior four years (FY 2009-2010 to FY 2012-2013) and current Santa Paula Unified School District enrollment data (FY 2013-2014), the District grew by approximately 180 students over the last five years. District enrollment is expected to increase as a result of new development, in particular, the proposed East Area 1 development, expected to generate more than 1,000 students at full build out.

The former Santa Paula Elementary District’s average Academic Performance Index (API) score grew from 771 (FY 2008-2009) to 790 (FY 2012-2013). Over the same period, the former Santa Paula High School District’s average Academic Performance Index (API) score grew from 690 (FY 2008-2009) to 726 (FY 2012-2013). API measures performance and growth of schools and districts based on test scores of students in grades 2nd through 11th. The index is based on a scale of 200 to 1,000. The California Department of Education has established a score of 800 as the goal.

This master plan incorporates an educational program strategy and facility improvement program designed to invest in Santa Paula schools. The following working objectives were established at the initiation of this plan:

- ✓ **Improve academic achievement** by leveraging the District’s educational programming goals with facilities improvements
- ✓ **Transform the functionality and appearance of schools** through integration of facilities improvements with next generation technology and innovative learning approaches
- ✓ **Enhance the sustainability of the General Fund** through development of short and long term strategies to support State and local funding sources, explore improved opportunities for efficient use of facilities, and consider programs that could be leveraged to maintain and grow average daily attendance



As part of the Plan development process, the team held a series of regular policy meetings with District administration and Board representatives, provided update presentations to applicable District stakeholders, and developed various options and alternative models for District consideration.

Throughout the process, meetings were held with the Board to provide updates on progress and obtain policy direction. In addition, school site planning workshops were held at

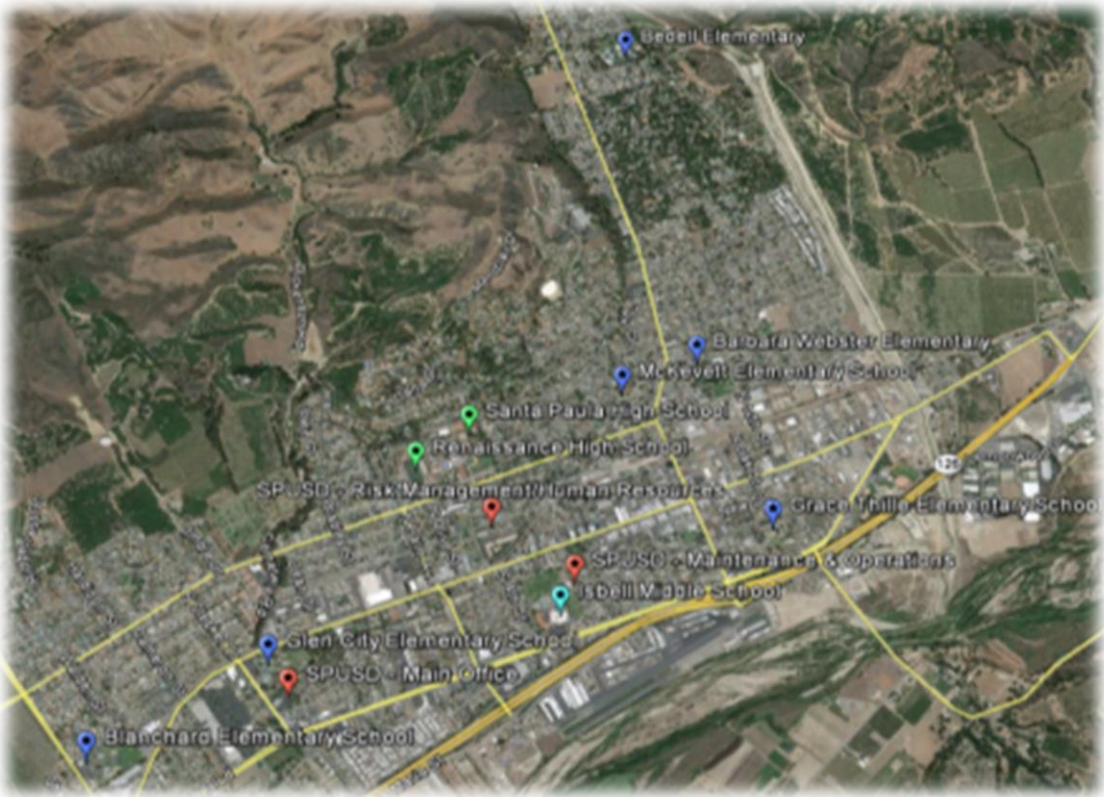
each of the District’s schools. School site staff, teachers, and parents were invited to participate in planning workshops to engage in a visioning process to review priorities consistent with the District’s mission and strategic goals. The meetings provided an overview of the planning process, reviewed progress to date, and gathered comments on proposed needs. The conceptual program, proposed financing options, and potential site specific improvements were discussed. Participants also reviewed conceptual layouts illustrating existing site conditions and potential improvements.

Based on school and community input, this plan establishes recommended priorities consistent with the District’s mission and strategic goals to guide the implementation of construction projects. The plan also examines the most likely options and funding strategies.

SUMMARY OF EDUCATIONAL PROGRAM

As part of the planning process, a recommended educational program was established to offer students and families of the District with educational options. The recommended program will be accomplished by building on current District programs and by:

- ✓ The creation and strengthening of existing Santa Paula High School pathways:
 - Health and Medical Science: Patient Care



- Ag and Natural Resources: Ag Business and Public Services
- Arts, Media, and Entertainment: Design, Visual and Media Arts
- Building and Construction Trades: Environmental Engineering
- Engineering and Architecture: Engineering Design
- ✓ The strengthening and creation of new Academy programs at Isbell Middle school
 - Engineering, Science and Technology Academy
 - Visual and Performing Arts Academy
- ✓ The reconfiguration of Glen City from a K-5 to a K-8:
 - Glen City: Dual Language Immersion School and academy theme to be determined at a future date



SUMMARY OF FACILITIES ASSESSMENT AND EDUCATIONAL SPECIFICATIONS

Recommended facility improvements have been guided by the proposed educational program. Pursuant to a five part study, each site was inspected by a team of experts in facilities planning, construction management, and State funding requirements. A facility inventory was performed to evaluate the intended and actual use of existing facilities at each school site. Elements considered include:

- Functionality
- Immediate Code Compliance
- Improvements for Transformative 21st Century learning environments

The planning process commenced with a review of each District school site and local community characteristics. This included enrollment data, academic performance, date school was constructed, geographic location, site acreage, prior modernization work completed to school site facilities and potential eligibility for State funding. A review of the District’s facility archives was conducted to determine school site building information and a history of changes or improvements to the facility.

Based on a “best-practices” approach, a vision for 21st Century facilities is provided. This vision was developed through interviews with respected educators, former school administrators and professional facilities consultants. Each facility component is described narratively and graphically. This includes a vision that describes the anticipated use of the learning spaces from the perspective of an individual

observing the new facilities under anticipated use, and a description that provides a detailed assessment of each design element required to achieve the stated vision.

Educational Specifications have been developed that outline essential educational concepts and detailed facility requirements so that the “form” of school facilities effectively follows the “function” required by the educational program. These specifications were prepared to reflect the District’s current educational programming needs; however, as the educational program or desired school size changes, these specifications should be modified accordingly.

SUMMARY OF PROPOSED IMPROVEMENTS AND COSTS

Following the development of educational program goals and site assessments, proposed improvements were identified and documented. Major 21st Century campus transformations are recommended for the District’s schools including modernizing and/or constructing classrooms, libraries, and student support facilities.

The Board, working with District staff and CFW, has identified Program objectives to guide the prioritization of improvements to its facilities. Those objectives are reflected in the box above and to the right.

LONG RANGE FACILITY MASTER PLAN GOALS

The Board, working with staff and CFW, developed Program objectives to guide the prioritization of improvements to its facilities:

1. *Provide attractive, inviting 21st Century learning environments complete with state of the art technology, flexible learning spaces, and improved facilities to support the District Educational Program*
2. *Establish two K-8 Schools for Santa Paula Unified students to accommodate enrollment and support school choice*
3. *Replace portables with permanent facilities*
4. *Improve parking lots, drop-off, and site security and safety, as well as libraries and multi-purpose spaces*
5. *Meet current State standards, ADA accessibility requirements, infrastructure requirements for modern technology, and long term capacity needs*

Approximately \$86.8 million is proposed to fund identified improvements. The estimated costs were established based on the 2014 project costs, adjusted by an estimated escalation rate per year of implementation. Costs are inclusive of “Hard” costs (construction), “Soft” costs (preparatory to or supportive of construction), and project contingencies. For purposes of establishing and maintaining a program master budget, CFW continues to use “all-in” total project costs, inclusive of both hard and soft costs and contingencies. This “all-in” cost is then adjusted for projected inflation to the year of construction given by the program.

The program is designed to be completed over a twenty-five year period commencing in the 2015 fiscal year (immediately) and continuing through the 2039 fiscal year. It is recommended that the District refresh the Long Range

Facilities Master Plan every three to five years to keep it current with existing trends and technological improvements.

SUMMARY OF FINANCING AND PHASING

The financing plan includes a proposed local general obligation bond program along with projected developer fee receipts to finance the balance of the proposed improvements. A program Master Budget has been established based on the 2014 project costs, adjusted by an estimated escalation rate per year of implementation. The master budget **establishes project costs of approximately \$86.8 million, in three phases over a 25 year period** to account for immediate and future needs as part of this Long Range Facilities Master Plan effort.

Phase I – \$47.7 million:
Commences 2015 and concludes 2022

Phase II – \$27.5 million:
Commences 2023 and concludes 2030

Phase III – \$11.6 million:
Commences 2030 and concludes 2039

The first opportunity for a bond program in the Santa Paula community would be June of 2016. The Program has been phased in such a manner as to undertake a certain number of demonstration projects throughout the District to enhance educational environments and provide the community with an example of the types of improvements that would be possible with a bond program. The demonstration projects would also provide an environment for training with 21st Century technology, equipment and furniture. The following tables summarize the Program.

Est. Sources		Escalated
Existing Capital Funds	\$ 10.9	million
Est. Local New GO Bond Authorization	\$ 44.7	million
Remaining Measure Q Authorization	\$ 24.2	million
Est. State Aid Eligibility/Receipts	\$ 5.0	million
Projected Developer Fees	\$ 1.2	million
Est. Interest	\$ 0.8	million
Est. Total Sources		\$ 86.8 million
Est. Uses		
Webster Elementary	\$ 7.2	million
Bedell Elementary	\$ 6.9	million
Blanchard Elementary	\$ 6.2	million
Thille Elementary	\$ 5.1	million
Glen City Elementary	\$ 8.7	million
McKevett Elementary	\$ 5.8	million
Isbell Middle	\$ 7.0	million
High School Projects	\$ 17.9	million
District Deferred Maintenance	\$ 1.5	million
District Technology and Infrastructure	\$ 3.7	million
District Ag Farm	\$ 3.8	million
Subtotal Est. Total Uses		\$ 73.8 million
Program Reserve	\$ 13.0	million
Est. Total Uses		\$ 86.8 million



Sources	Phase I (FY 2015-22)	Phase II (FY 2023-30)	Phase III (FY 2030-39)	Est. Total
Elementary Bond				
Series A	\$ 15,263,947	\$ -	\$ -	\$ 15,263,947
Series B	\$ 11,908,945	\$ -	\$ -	\$ 11,908,945
Series C	\$ -	\$ 9,354,342	\$ -	\$ 9,354,342
Series D	\$ -	\$ 8,157,285		\$ 8,157,285
High School Bond				
Series C	\$ 2,661,846	\$ -	\$ -	\$ 2,661,846
Series D	\$ 3,022,396		\$ -	\$ 3,022,396
Series E	\$ -	\$ 3,535,776	\$ -	\$ 3,535,776
Series F	\$ -	\$ 3,955,556		\$ 3,955,556
Series G	\$ -	\$ -	\$ 4,425,571	\$ 4,425,571
Series H	\$ -	\$ -	\$ 6,601,256	\$ 6,601,256
Existing Capital Fund Balances	\$ 10,925,214	\$ -	\$ -	\$ 10,925,214
Est. State Aid Receipts	\$ 3,109,903	\$ 1,845,584	\$ -	\$ 4,955,486
Est. Interest Earnings	\$ 499,463	\$ 177,872	\$ 164,257	\$ 841,592
Est. Developer Fees	\$ 303,245	\$ 445,369	\$ 438,769	\$ 1,187,384
	\$ 47,694,959	\$ 27,471,784	\$ 11,629,853	\$ 86,796,596
Uses	Phase I	Phase II	Phase III	Est. Total
Webster Elementary	\$ 1,666,010	\$ 5,504,453	\$ -	\$ 7,170,463
Bedell Elementary	\$ 6,864,893	\$ -	\$ -	\$ 6,864,893
Blanchard Elementary	\$ 2,156,230	\$ 4,085,047	\$ -	\$ 6,241,277
Thille Elementary	\$ 5,117,236	\$ -	\$ -	\$ 5,117,236
Glen City Elementary	\$ 8,683,629	\$ -	\$ -	\$ 8,683,629
McKevett Elementary	\$ 1,240,187	\$ 4,543,381	\$ -	\$ 5,783,568
Isbell Middle	\$ 3,518,214	\$ 3,491,915	\$ -	\$ 7,010,129
Renaissance High	\$ 277,475	\$ -	\$ -	\$ 277,475
Santa Paula High	\$ 9,768,843	\$ 3,022,553	\$ 4,873,974	\$ 17,665,369
District Deferred Maintenance	\$ 366,277	\$ 418,903	\$ 723,425	\$ 1,508,605
District Technology & Infrastructure	\$ 3,671,286	\$ -	\$ -	\$ 3,671,286
District Ag Farm		\$ 3,786,058	\$ -	\$ 3,786,058
Subtotal	\$ 43,330,279	\$ 24,852,310	\$ 5,597,399	\$ 73,779,989
Program Reserve	\$ 4,364,680	\$ 2,619,474	\$ 6,032,454	\$ 13,016,608
Est. Total Uses	\$ 47,694,959	\$ 27,471,784	\$ 11,629,853	\$ 86,796,596

PROGRAM DESIGN

1.1 PROGRAM GOALS

The planning and implementation of a 21st century facilities program today requires a process driven by the District’s programmatic goals. To that end, this Long Range Facilities Master Plan (hereafter, “Master Plan”) seeks to integrate the District’s educational program, its envisioning of 21st century classroom initiatives with a capital plan that sequences program implementation at each school site.

As part of the District’s Local Control and Accountability Plan (LCAP) for utilizing funds provided through the State Local Control Funding Formula (LCFF), the District has developed an overall vision for serving its students, pursuing annual achievement targets, and adopting specific policy actions. The LCAP is required to focus on eight areas identified as State priorities. An LCAP plan demonstrates how a District will achieve goals in these priority areas and assess strategies to improve learning outcomes. In addition to the eight general areas, a district may identify and incorporate its own local priorities.

The Master Plan is guided by methods the District intends to use to support its Educational Program as well as strategies to enhance General Fund revenues and optimize existing funding sources. In an effort to promote such priorities, a planning process was designed to:

- Improve academic achievement by leveraging the District’s technology program goals with corresponding facilities improvements
- Transform the functionality and appearance of schools through integration of facilities improvements with next generation innovative learning approaches
- Enhance the sustainability of the General Fund through development of short and long term strategies to support State and local funding sources, explore improved opportunities for efficient use of

facilities, and consider programs that could be leveraged to maintain and grow General Fund revenues

The plan outlines a series of improvements based on the District’s vision and available opportunities for future initiatives. The analysis conducted during the planning process is used to formulate answers to questions posed within the following topics:

- **Financing and capital planning:** How are existing local funding sources, State modernization/new construction grants, and recent District projects being integrated and utilized for the improvement of Santa Paula Unified schools? *Sources and uses of program funding are analyzed in order to prioritize elements of the capital plan and develop a cash flow model.*
- **Facilities planning:** What is the District’s vision for its learning environments in the future? What are its support facility requirements? *These priorities guide the establishment of facility standards and educational specifications for assessing needs in new or modernized sites.*
- **Technology planning:** Will mobile digital computing devices or other approaches be accommodated through infrastructure upgrades in the District’s facilities program? *Future technology elements have been considered with respect to issues such as wireless data infrastructure or replacement of network equipment and switches in future years.*

A comprehensive plan of improvements to address these topics is detailed herein and has been based on data from District, local and state sources, combined with input from District administration, verification of conditions through site assessments, and calculation of current funding sources.

1.2 EDUCATION PROGRAM

After much consideration, research of available options and input from District Stakeholders, the District will continue to offer a variety of educational options and expand these options for the students and families of Santa Paula Unified School District. This will be accomplished by building on current District programs and the creation and strengthening of existing Pathway programs at the high school and Academy programs at the middle school. One of the District’s K-5 schools will be reconfigured to a K-8 school.

Improvements are designed to enhance academic achievement and provide parents with a range of educational options for their children. The District desires to have children feel more connected to their neighborhood schools, provide stronger relationships with the families, increase parental involvement, allow for more flexible educational groupings of students, increase the self-esteem of students and decrease discipline problems. Each K-5 school will offer thematic units in order to implement the common core state standards. These units will be further enhanced by Academy programs at the 6-8 middle schools. The K-8 schools will provide choice to parents and provide greater opportunities to extend select educational programs, such as Dual Language Immersion (DLI) instruction. The 9-12 high schools will offer Pathway programs (Linked Learning) to provide students with instruction to prepare them for college and well-paying jobs needed in the future.

The development of the Master Plan has been driven by the District’s academic program. To initiate the educational programming process, a team of District staff and representatives of the Board visited exemplary models of 21st Century education that include Academies, Linked Learning Pathways and Career Technical Education (CTE) programs. A series of meetings were held in the District to

describe these educational initiatives and possibilities for the District to consider. In developing the educational programs for the schools, the following criteria were reviewed and used:

- data from the Workforce Investment Board;
- local resources and industries available within the community of Santa Paula and proximity to community and school programs that can support “Linked Learning” activities such as job shadowing;
- partnerships with community colleges;
- mentoring or job training;
- facility spaces on each of the campuses to support the academic program;
- parent input and requests at the Local Control Funding Formula input sessions;
- strengths of programs and staff already in place in the District;
- data on students leaving the district to attend other schools; and,
- research on the most promising practices to support improved academic outcomes for both elementary, middle and high school students.

The California Workforce Investment board was established by Executive Order in response to the mandate of the federal Workforce Investment Act (WIA) of 1998 (Public Law 105-220). This Board assists the Governor in setting and guiding policy in the area of workforce development. All members of the Board are appointed by the Governor and represent the many facets of workforce development - business, labor, public education, higher education, economic development, youth activities, employment and training, as well as the Legislature.

The Workforce Investment Board of Ventura County represents the cities in Ventura County. Their vision is to embrace comprehensive strategies to meet the needs of business for skilled workforce, while at the same time creating opportunities for workers to prepare for and enter

into well paid careers. Each year, the Workforce Investment Board publishes information regarding which jobs/careers will be most needed and which jobs are the fastest growing within their representative area in the next 10 years. In the Santa Paula area, the following are high-demand occupations and industries:

- computer programming and design,
- agriculture and engineering
- healthcare
- bio-technology.

The District received parent input during the Local Control Funding Formula input meetings. Parents said they wanted the schools to have more focus on science, have science labs, more technology, more rigor within the curriculum and offer classes to prepare their children for careers and college.

In order to provide mentorships, job shadowing, and job experiences, the District looked at available local resources and industries located in the District attendance area that will be able to provide on-site “Linked Learning” experiences for students. The District has an existing partnership with a long term care facility and an engineer who lives in Santa Paula (business is in Ventura). In Santa Paula, there are agricultural industries, architectural firms, a hospital and medical facilities.

Some educational programs require a specific learning space, such as a theater or stage for drama productions, a lab with the correct equipment and technology to support engineering programs, or a lab outfitted as a hospital room to support instruction in the health careers. As one of the criteria to determine which educational programs would be placed at each of the schools, the District considered the learning spaces that are currently available at school sites that would meet the needs of the program. They also considered new educational learning spaces that will need to be constructed or repurposed to meet the needs of the educational program desired.

In determining the educational programs to offer, the District also considered research on the most promising practices to support improved academic outcomes for students. Through the creation of academies and pathway Linked Learning programs, the District will be able to

implement these research based promising practices: creation of smaller schools and smaller learning communities, developing programs where students feel connected to schools, developing and/or increasing collaboration among teachers, and making linkages between what is learned in school and what is needed in the world of work. (Research by Robert W. Blum, “The Adolescent Learner”, Educational Leadership, Number 7, April 2005, pg. 16-20). The District will also develop a dual language immersion program at one K-8 school as a promising practice for improved academic performance for English Learners.

1.2.1 The Proposed Educational Program

After reviewing research on strategies to improve student performance, data on students leaving the district, job growth in well-paying jobs in the Santa Paula area, potential available mentorships, partnerships with Moorpark and Oxnard Colleges and Ventura Community College District, learning spaces available at each school site, and academic choices parents would like, the group reached a consensus on establishing an educational and facilities implementation program based on the following strategies: 1). Strengthen existing pathway programs and establish new pathway programs in high job growth industry sectors with site improvements designed to support academic achievement, transform the functionality of facilities, and improve General Fund sustainability, 2). Establish two academy programs at the middle school, 3). Establish two K-8 school sites with a dual language immersion program along with a thematic academic focus that articulates with the high school to which the students matriculate, and 4). Establish thematic units at the K-5 school sites to develop integrated units for the common core state standards and to align and articulate the educational program as student matriculate through the grades.

1.2.2 Supporting Research for Dual Language Immersion

A recent study on the merits of four approaches to teaching English language learners was released in March, 2014. Sean Reardon, a professor of education and scholar

at Stanford's Center for Education Policy Analysis, directed the study, in partnership with San Francisco Unified School District. Researchers at the Stanford Graduate School of Education and San Francisco Unified School District examined the student performance on state tests in various types of English language learner programs for over a decade. The researchers found that students in the English-immersion classrooms performed better academically in the early grades (up to second grade), but those students in the two-language programs not only catch up both academically and linguistically, but outperform their counterparts by grade five. By eighth grade, students in a two-language immersion program score 2.0 standard deviations above their peers in the English immersion program.

The research further finds that Dual Language Immersion (DLI) programs have the most promise for improved academic performance of English Learners (EL). Dr. Margarita Calderon’s research over a three year period with a control group looked at the academic gains of students placed in traditional bilingual programs and students placed in dual language immersion programs. This study was replicated across the United States. She found,

“The academic gains at the end of the three years for third, fourth and fifth graders were significantly better for students in the two-way bilingual classrooms than for those in the other three district bilingual programs. Several of the students in the fourth and fifth grades had only been in the program one or two years. Nevertheless, their scores from the English Texas Assessment of Academic Skills (TAAS) were close to the district’s average. Although the LEP [Limited English Proficient] students were still behind the non-bilingual students, they were significantly above the other LEP students in the district after the three years of simultaneous program development and implementation.” (Margarita Calderon, John Hopkins University, August 2000).

An added benefit of the Dual Language Immersion program is that it offers students who speak English the opportunity to become bilingual and bi-literate, skills that are useful in a child’s future. The Dual Language Immersion program is

an additive program in which students are encouraged to focus on English and their home language in an academic setting. The Dual Language Immersion program also helps create cross cultural understandings and awareness that promote a healthier school and social climate.

1.2.3 Supporting Research for K-8 Programs

Research conducted in the past decade indicates that a K-8 grade configuration and school environment support improved academic performance of some students. However, the number of controlled studies is very limited. The size of the school correlates with the academic outcomes of the students. Because K-8 schools tend to be smaller in size, improved academic performance of students attending a K-8 school maybe due to the smaller school size.

“Over the last decade or so, research has been put forth... that middle grades students attending K-8 schools show distinct advantages over Middle School students in both academic and nonacademic areas...First and foremost, some research has shown that students at K-8 schools have higher levels of academic achievement, both in mathematics and reading (Coladarci et.al., 2002; Offenber, 2001; Yakimowski & Connolly, 2001).... students attending K-8 schools have also been found to have higher rates of attendance (Pardini, 2002; Coladarci et. al., 2002) and better performance in terms of emotional and social outcomes such as self-esteem, leadership, and attitudes towards school (Weiss & Kipnes, 2006; Simmons & Blyth, 1987). These social engagement and attitudinal outcomes are extremely important, not only as outcomes themselves, but because they in turn...have effects on student achievement.” (Vaughan Byrnes and Allen Ruby. Center for Social Organization, John Hopkins University, 2004).

It has also been noted that the smaller overall size of a K-8 school correlates with improved academic performance of students through an improved sense of community:

Offenber (2001) determined that eighth-graders showed higher achievement in K–8 schools than in middle schools. However, he acknowledged that a contributing factor in the higher achievement might

be the lesser number of eighth-grade students in the K–8 schools compared with those in middle schools.

“Fundamentally, students in smaller schools are subjected to less anomie and receive more personal attention from their teachers. In a small school, it is easier for students to get to know and develop mutual respect for each other, while it is also easier for teachers to be familiar with students who aren’t their own and know when they should not be wandering the hallways. Thus, smaller size is also a probable cause of the stronger sense of community visible in K-8 schools, as smaller size allows for students, teachers, and parents to foster closer and stronger relationships.” (Offenberg, 2001; Paglin & Fager, 1997) (Vaughan Byrnes and Allen Ruby. Center for Social Organization, John Hopkins University, 2004).

Because the research strongly suggests there is a relationship between school size and academic performance, the District will operate academy programs at the Middle School and Pathways programs at the High School, thus offering students a smaller learning community within a larger school. This will have the advantage of offering students a choice and offering parents a choice in educational setting for their student, either a K-8 or Middle School Academy program, resulting in improved student engagement.

Researchers urge practitioners to study strengths and weaknesses of various configurations to create effective educational services. “Rather than debate which grade configuration is best for middle grades, we would be better off expending our energy creating a curriculum that intellectually engages and inspires young adolescents, pushing for organized structures that support high-quality relationships, and finding better ways to reach out to families and communities” (Beane & Lipka, 2006, p. 30). In a recent research review, Anfara and Buehler (2005) note that “no sequence of grades is perfect or, in itself, guarantees student academic achievement and healthy social and emotional development” (p. 57). No particular grade

configuration is the “magic bullet” to improving student achievement.

1.2.4 Supporting Research for Middle School Academies and High School Pathways

The term “90/90/90 Schools” refers to schools that have 90% poverty as measured by the number of students qualifying for free and reduced lunch, 90% ethnic minority students, and 90% have achieved high academic standards as measured by independently conducted assessments (Doug Reeves, *Accountability in Action*, Center for Performance Assessments on 90/90/90 Schools, Chapter 19). When studying these schools, what is learned is that the techniques used are consistent over time, not taking on one fad and then another. There is consistent emphasis on:

- 1) Writing: Students write frequently in a variety of subjects
- 2) Performance Assessment: The predominant method of assessment is performance assessment
- 3) Collaboration: Teachers routinely collaborate, using real student work as the focus of their discussion
- 4) Focus: Teachers in these schools do not try to “do it all” but are highly focused on learning

The sixth grade curriculum by the nature of its content becomes more difficult and robust than previous grades and is a trend that continues through 12th grade. Pathways and academies can be structured to embrace a robust and intense curriculum in an area of specialization. The implementation of academies at the middle and high school level can be appropriate to assist with the increased level of difficulty of the curriculum. Moreover, pathways and academies allow the student to participate in classes in an area of interest to them as well as allow for instructors to teach in an area of specialization. Team teaching, where teachers share two groups of students, or cohort teaching, in which a team of four teachers share four groups of students, allows for this staff specialization and provides students with additional connections to school and small learning environments (a school within a school concept).

The connectedness to school is extremely important for students, and especially important for early adolescent students. Students who feel connected to school are less likely to use substances, exhibit emotional distress, demonstrate violent or deviant behavior, experience suicidal thoughts or attempt suicide, be depressed, and become pregnant. (Lonczak, Abbott, Hawkins, Kosterman, & Catalano, 2002; Samdal, Nutbeam, Wold, & Kannas, 1998, Shochet, Ian M., Dadds, Mark R., Ham, David, Montague, Rosly, 2006).

They are less likely to be truant from school or be involved in fighting, bullying, and vandalism (Schapps, 2003; Wilson & Elliott, 2003).

In addition, students who feel connected to school are more likely to succeed academically and graduate (Connell, Halpern-Felsher, Clifford, Crichlow, & Usinger, 1995; Wentzel, 1998).

Research on improved student performance at the high school level reveals that creating smaller schools and smaller learning communities by creating a school within a school model in which students feel connected to school is very successful. Linking what is learned in the classroom to the real world of work increases the level of relevance of the academic program and increases the engagement of students. This also increases the rigor and relevance of the educational experience. Motivation is created when linkages are made between what is learned in school and what is needed in the work force. Curriculum should be linked to real world experiences. Increasing the A-G requirements helps to prepare more students for college. This also increases the rigor of curriculum. (Profile of the California Partnership Academies 2009-2010 report by the Career Academy Support Network at the University of California, Berkeley; David Stern, Marilyn Raby, & Charles Dayton, Career Academies: A Proven Strategy to Prepare High School Students for College and Careers; CASN, UC Berkeley, 2010).

A study panel from the National Research Council and the Institute of Medicine (2004) identified a series of factors associated with school engagement. Educators can substantially increase school connectedness in their

students when they: avoid separating students into vocational vs. college tracks, set high academic standards for all students and provide all students with the same core curriculum, limit the size of the school by creating small learning environments, form multidisciplinary education teams in which groups of teachers work with groups of students, ensure that every student has an advisor, provide mentorship programs, ensure that course content is relevant to the lives of students, provide service learning and community service projects, provide experiential, hands-on learning opportunities, use a wide variety of instructional methods and technologies, extend the class period, school day, and/or school year, and provide opportunities for students who are falling behind to catch up. (Research by Robert W. Blum, “The Adolescent Learner”, *Educational Leadership*, Number 7, April 2005, pg. 16-20).

1.2.5 Academic Strand Focus, Academies and Pathway Programs Recommended

It is recommended that the District’s educational program include the following academies and pathway programs:

Santa Paula High School

- ✓ Health and Medical Science: Patient Care
- ✓ Ag and Natural Resources: Ag Business and Public Services
- ✓ Arts, Media, and Entertainment: Design, Visual and Media Arts
- ✓ Building and Construction Trades: Environmental Engineering
- ✓ Engineering and Architecture: Engineering Design

Isbell Middle School

- ✓ Engineering, Science and Technology Academy
- ✓ Visual and Performing Arts Academy

K-5 Schools and K-8 School

- ✓ Thematic units will be developed as the vehicle for the implementation of the common core state standards
- ✓ Glen City: Dual Language Immersion

The District’s LCAP planning process included these academies and pathway programs and are in the process of being implemented with the support of a recent CTE grant.

1.3 EDUCATION PROGRAM RECOMMENDATIONS

1.3.1 K-8 Configuration

The new configuration of the Glen City Elementary school from a K-5 to a K-8 school will lead to a richer academic program where students and families are more connected to the school and form closer, longer lasting relationships. This site was chosen as the K-8 site because it is in the center of the community making it more accessible for parents who would like their child to attend the school. The Spanish Dual Language Immersion (DLI) Program may be offered at this K-8 school. This would permit students to remain in the DLI Program for nine years and be better prepared to take Advanced Placement (AP) classes in Spanish and Spanish Literature in high school. Glen City will select an academic theme that will articulate with the high school. These themes will be infused into the curriculum through integrated units aligned with the common core state standards.

The implementation of the K-8 will be accomplished over a multiyear period through the natural matriculation of the existing grades to the 8th grade. Parents will be provided an option at the end of the 5th grade to attend Isbell Middle School if they so desire.

1.3.2 High School (9-12) Grade Configuration

Santa Paula High School will develop the following pathways:

- ✓ Health and Medical Science: Patient Care;
- ✓ Ag and Natural Resources: Ag Business and Public Services;
- ✓ Arts, Media, and Entertainment: Design, Visual and Media Arts;
- ✓ Building and Construction Trades: Environmental Engineering;
- ✓ Engineering and Architecture: Engineering Design.

Those academies already in place at the high school will continue; each year a new Pathway will be added.

Beginning in 2014-15, Health and Medical Science Patient Care will be the first Pathway added. These pathways were chosen based on the Ventura County Workforce Investment Board data related to job growth in well-paying professions, collaborative work with Moorpark, Oxnard, and Ventura Colleges, Ventura County Office of Education, 50 business leaders from the Ventura County area and programs already in place at the high school. The pathways selected will help students to connect to schools, provide real life experiences, link the learning in the classroom with real world experiences and improve motivation as they study core academics in an area of interest to them. Teachers will work in collaborative teams to develop the curriculum and impart the instruction. By the very nature of students selecting a pathway, a smaller learning environment will be created within a larger school to help students feel more connected to the school.

1.3.3 Middle School (6-8) Grade Configuration

The Middle School will have two academies: 1). Engineering, Science and Technology Academy, and 2). Visual and Performing Arts Academy. The academies chosen will support the middle grade students as they transition to the high school. Academies will create connections for the students and will increase motivation by allowing students to choose their area of interest carefully aligned to the core academics. In addition, students who participate in project based learning are more engaged in learning and improve academically at a faster rate. Teachers will also be working in teams that will improve collaboration. The teams, or cohort groups of students, will create a smaller learning environment within a larger school to help students feel more connected to the school. In addition to the academy educational program offered at the middle school, a full sports program will continue to be offered to the students.

1.3.4 K-5 Configuration

The K-5 elementary schools will continue to offer a traditional program of study with thematic units designed to enhance the academies at the middle school level and implementation of the common core state standards. In

addition, students who participate in project based learning with integrated common core state standards focused on the thematic units will be more engaged in learning and improve academically at a faster rate. These schools, by their nature, are smaller in size helping students and parents be more connected to school.

1.3.5 Next Steps for Implementation of Educational Program

The next step for Santa Paula Unified School District will be to develop these programs. It is recommended that the District, with the help of support providers, develop a three year plan for the entire rollout of the academic program. This plan should include refining the thematic units for the K-5 schools, selecting elective classes and integrated units and developing classes and units at all school sites, identifying resources, curriculum, and staff development available and needed. This will require a series of trainings for the leadership teams at each school site and for the staff involved. Teacher staff development that focuses on the integration of the common core standards with the theme or Academy of the school and project based instruction will be important. Training on the use of technology in the classroom will likewise be important. In some cases, teachers will need specific training for classes related to the Academy and Pathway programs.

The District should involve the staff in the development of the elective classes and integrated units for each of the themes for the K-5 schools, the Academies and the Pathways. It is recommended that processes be used that encourage participation and lead to decisions in a timely manner.

1.4 CLIMATE CONTROL/HIGH VOLUME AIR CONDITIONING (HVAC) ANALYSIS

During the community meetings held at each of the school sites, one of the issues raised was climate control and HVAC system upgrades. The school sites at Santa Paula Unified, with few exceptions, have no air conditioning or climate control systems. In a few schools, improvements have been made to prepare the rooms for forced air conditioning, but the HVAC systems,

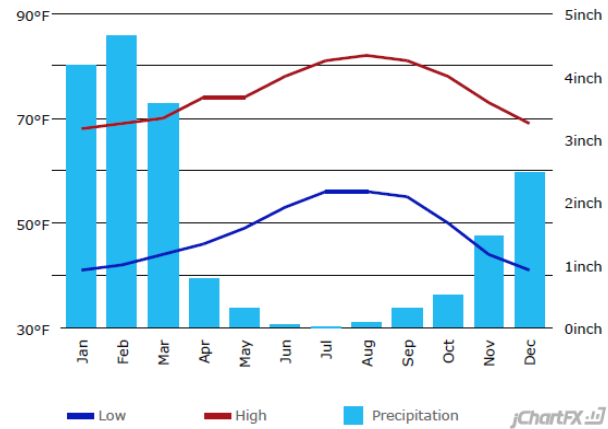
compressors and chillers have not been installed. In a few instances where chillers have been installed, they are undersized.

The community meetings that took place, by happenstance, occurred during a heat wave when the classrooms and support facilities were unable to maintain temperatures that are within a comfortable range for effective learning to occur. CFW quickly performed an analysis to determine the cost to the District to install climate control systems District-wide. The cost estimate totaled \$15 Million dollars. Funding the climate control improvements would require deviating substantially from the objectives set forth for the facilities plan. The following chart outlines the estimated cost for installing HVAC climate control systems (along with the necessary improvements to the buildings) at each of the school sites.

Santa Paula Unified School District HVAC Installation Cost Estimates	
School Site	Estimate
Webster Elementary	\$ 1,300,582.00
Bedell Elementary	\$ 1,461,299.00
Blanchard Elementary	\$ 1,980,471.00
Thille Elementary	\$ 1,248,482.00
Glen City Elementary	\$ 2,306,546.00
McKevett Elementary	\$ 1,227,673.00
Isbell Middle School	\$ 2,653,057.00
Santa Paula High School	\$ 2,219,261.00
Contingency	\$ 600,000.00
Total Estimate for HVAC	\$ 14,997,371.00

When evaluating the need for HVAC climate control systems, it is important to understand the number of days during the school year where the outdoor temperature rises to a level that exceeds the District’s ability to maintain a comfortable climate inside the classroom and other learning environments.

Santa Paula Climate Graph - California Climate Chart



Based on information from U.S. Climate Data, during the school year defined as mid-August through mid-June, the Santa Paula area on average experiences its hottest climate between July and September. The average high for July is 81, August is 82 and September is 81 (*See Climate Graphic above*). Of course, these are averages. Anecdotal evidence suggests that the temperature can reach the mid-nineties on approximately 10 to 15 days per year during the late spring and early fall periods. At these temperatures, the climate in the classroom becomes uncomfortable and negatively impacts the learning environment. The weather almanac reported the maximum temperature in Santa Paula in the last ten years as 100.4 degrees Fahrenheit on September 28, 2005. The chart above illustrates the maximum and minimum temperatures over the last ten years.

The information related to the cost of the climate control system and the number of days it was actually needed was presented to the Governing Board along with alternatives that could be explored to cool learning spaces without diverting extensive resources for installing HVAC systems at every school site. The Board, as policy decision, directed that the facilities plan incorporate the funding for alternatives to HVAC systems to help control the climate in the learning spaces. The following table sets forth the cost estimated for the alternative improvements at each site.

Santa Paula Unified School District Alternative Cooling/Insulation Cost Estimates	
School Site	Estimate
Webster Elementary	\$895,006
Bedell Elementary	\$377,348
Blanchard Elementary	\$759,681
Thille Elementary	\$349,748
Glen City Elementary	\$705,361
McKevitt Elementary	\$169,837
Isbell Middle School	\$777,054
Santa Paula High School	\$782,039
Contingency	\$350,000
Total Estimate for Alternative Climate Control Projects	
	\$5,166,074

The alternatives range from installation of ceiling fans, improving insulation throughout the buildings, improvements to the roofing, window coverings, tinting the windows, improving air circulation to replacing aging and inefficient windows. While these improvements will not cool a room to the same temperature that an HVAC cooling system, these alternate improvements will improve the learning environment during those periods of time where the outdoor temperature exceeds the normal range required to maintain a pleasant interior temperature. This, in combination with a policy allowing school to be dismissed during periods of excessive heat ("Heat Days"), should allow the District to effectively manage the room climate for the foreseeable future.

1.5 ENROLLMENT AND DEVELOPMENT ANALYSIS

Enrollment counts are valuable for site loading and facility needs assessments. Current enrollments help determine classroom loading levels and are used to determine pupil capacity surpluses or deficits based on State loading standards, while projected enrollments can be used to evaluate future demand for classrooms and facilities. In particular, knowing how many school-aged children are expected to live within District boundaries can provide the necessary justification for the construction of new classrooms or even new schools.

The District has completed two recent studies that review enrollment projections. SchoolWorks, Inc. prepared a developer fee justification study in July 2013 that provides

enrollment projections as part of its methodology. Findings are summarized here:

- 1,898 dwelling units within the District attendance area were in various stages of the development process
- 1,500 of these units are accounted for by East Area I, a major new residential planned development. However, given the extended build-out schedule for this development, and the fact that a new school will be built by the developer to house the expected number of children in East Area I, the impact of these 1,500 units are not factored into the enrollment projection
- The District forecasts 6,329 enrolled students in the 2017-18 school year (up from 5,308 in 2012-13), as reported in SAB 50-01 submitted to the OPSC
- Based on FY2013-14 enrollment, pupil capacity is 4,562 by state standards, which is 941 less than the 2013-14 enrollment of 5,503
- By the 2017-18 school year, the 398 dwelling units not part of East Area I may be built, contributing to a shortage of permanent classrooms for 615 pupils

In March 2014, DecisionInsite prepared a District enrollment projection report for the 2014-15 school year. The report finds the following:

- Approximately 800 dwelling units will be occupied over the next 10 years
- 6,237 pupils will be enrolled in the District in 2017-18 under a conservative projection, while 6,613 pupils will be enrolled under a moderate projection

The DecisionInsite report does not directly mention the East Area I development, but makes an assumption for new housing occupancy over 10 years that almost perfectly doubles the figure by SchoolWorks, Inc. assumed over five years. In other words, the basis for projecting enrollments in both reports is highly comparable.

EAST AREA I DEVELOPMENT

Enrollment in the Santa Paula USD is expected to grow substantially as a result of new development—in particular, the proposed 498-acre East Area I development by the Limoneira Company east of Santa Paula Creek. At build-out, East Area I will contain up to 1,500 dwelling units, 435,000 square feet of commercial and industrial uses, and 376,000 square feet of civic facilities. Given the size and scope of the proposed development, Limoneira has agreed to mitigate impacts to the District as a result of new students generated by housing in East Area I.

To mitigate student housing needs at the elementary school level, Limoneira will provide a new school that includes the following requirements:

- “shall be constructed within the Property on an approximate 10.8 acre site located within the Haun Creek Neighborhood of the Project”
- “shall pay the District \$50,000 to offset consulting expenses incurred by the District in connection with evaluation and approval of the School Site”
- “preparation of the School Site for construction of the Elementary School with a capacity for 500 students shall be accomplished by Limoneira in accordance with State and District standards and requirements. The cost to prepare the School Site for the construction of the Elementary School shall be borne by Limoneira, with the right to receive partial reimbursement from the Site Development Grant portion of the State Reimbursement”
- “costs related to the preparation of the Plans and Specifications, including any costs incurred as a result of modifications following the initial approval of the Plans and Specifications by the Approving Authorities, shall be borne by Limoneira, with right to partial reimbursement from the State Reimbursement”
- “shall bear the Construction Costs, not to exceed three times the amount of the State New Construction Grant, including any green construction costs, for 500 pupils (or in the case of

phased construction, for 333 and 167 for Phase 1 and Phase 2, respectively) in effect at the time Limoneira bids the contract for construction of the Elementary School and the District files application with the State for State Reimbursement”

To mitigate student housing needs at the middle school level, Limonera will:

- “reimburse the District for the cost of [a] Middle School Facility Assessment, up to a maximum of \$200,000 from time to time upon presentation of invoices from the District's consultant as pre-approved by the District.”
- “pay to the District the sum of \$50,000 within thirty (30) days after the District notifies Limoneira that it has executed an agreement with an architect for the design of new classrooms and upgraded facilities at the Isbell Middle School
- “pay an amount of \$3,000 for each residential unit allowed or approved for development within the mapped area ("Middle School Fee"), which is equivalent to roughly twice the amount of the State Middle School New Construction Grant for each of the middle school students predicted to be generated by the Project”
- “pay the sum of \$150,000 ("Middle School General-Use Facilities Contribution") as the Project's fair share of capital costs toward general-use improvements, such as a multipurpose room, gymnasium and playfield improvements at Isbell Middle School and/or additional improvements to District facilities serving the students emanating from the Project”

The East Area I development is expected to generate more than 1,000 pupils for District schools; at build-out, the 2006 East Area I Specific Plan forecast 746 K-8 students and 318 high school students. Because of the large number of children expected as East Area I is occupied, the proposed development master plan contains permanent capacity enhancements at the elementary and middle school levels and incorporates the expected completion of the high

school project, consistent with the agreement reached between Limoneira and the former High School District.

1.6 CAPACITY ANALYSIS

1.6.1 Capacity Standards

The capacity of a school site is determined by comparing the total number of classrooms at the site with the standard used to load or populate those classrooms. This information is useful in determining the need for additional school facilities in order to house all enrolled students effectively and efficiently. There are two broad categories of loading standards to consider. The first is State standards, and the second is local standards.

State standards are primarily used for the State of California School Facility Program (SFP), which determines capital funding from statewide bonds to assist in local school construction and modernization. The State’s SFP utilizes a uniform standard across grades to determine school capacities for the purpose of funding new school construction or the modernization of existing facilities. For grades K-5, the State standard is 25 students per classroom and 27 students per classroom for grades 6-12. Physical education and core facilities are not included in this calculation. Furthermore, State standards do not include portable facilities as permanent facilities available to house students, therefore they are deducted in the overall capacity calculation.

Districts are not required to follow these targets for operations, and commonly set their own loading capacity standards. District loading standards more accurately reflect current funding levels for the operational expenses of each active classroom, while State loading standards are utilized to calculate the construction costs of new classroom buildings, particularly for the allotment of State grants for modernization and new construction grant funding. The District’s loading capacity standards are:

- 23 students per classroom – Grades TK–K
- 24 students per classroom – Grades 1 - 3
- 29 students per classroom – Grades 4 – 5
- 32 students per classroom – Grades 6 – 8
- 34 students per classroom – Grades 9 – 12

1.6.2 Current & Proposed School Capacity

- To determine the ability for the District to house current and projected enrollment, it was necessary to determine the capacity of each school to house students. Site visits and review of site diagrams of each site were undertaken to ascertain the number, type and use of each classroom. The District’s local loading standards as well as State standards were then applied to generate the anticipated capacity for the District to house students.

The District has approximately 247 classrooms available to house students. Some of these classrooms were built on site and are considered permanent classrooms to house students while others were brought in fully constructed off-site and were intended to be used as temporary, portable classrooms that could be relocated over time to accommodate peaks in enrollment. Of the total inventory of classrooms, 68 classrooms or approximately 28% can be classified as portable classrooms. Both Glen City Elementary and Isbell Middle have the greatest number of portable classrooms. In general, the State assumes that permanent facilities are in need of modernization after twenty-five years and portable facilities after twenty years. **Table 1** provides a classroom inventory indicating the number and age of permanent and portable classrooms at each campus.

Table 2 on the following page provides a summary analysis of the District’s existing ability to house students based on local and state capacity standards. The District has the estimated capacity to house approximately 5,179 students. By State standards, the District has capacity to house approximately 4,562 students in permanent facilities. These assumptions, as shown in **Table 3**, exclude a count of available portable classrooms. By local or State standards, the District has fewer permanent classrooms than needed to support its current enrollment.

The table that follows provides a model that incorporates potential additions to the District’s permanent classroom facilities over time. These additions would allow the District to meet both the current shortfall and potential future enrollment growth generated by projected development.

A significant amount of new capacity is generated by a potential K-8 facility in East Area 1 which could be designed to house approximately 900 students per State standards at completion of development. The remaining increase in capacity is generated by permanent classroom additions at various sites, which net an additional space to house 528 students in permanent facilities, and is inclusive of the high school science and technology building.

In the past, the District has periodically utilized professional enrollment and boundary studies to adjust

Table 1 - Classroom Inventory								
		Classroom Inventory						
					Permanent		Portable	
					Less than 25 years	25 yrs or over	Less than 20 yrs	20 yrs or over
School	Grades	Permanent	Portable	Total				
Bedell Elementary	K-5	10	10	20	0	10	10	0
Blanchard Elementary	K-5	16	7	23	0	16	7	0
Glen City Elementary	K-5	18	14	32	0	18	14	0
McKevett Elementary	K-5	12	6	18	0	12	6	0
Thille Elementary	K-5	10	9	19	0	10	0	9
Webster Elementary	K-5	25	3	28	0	25	0	3
Isbell Middle	6-8	31	13	44	4	27	13	0
Renaissance High	9-12	0	6	6	0	0	6	0
Santa Paula High	9-12	57	0	57	0	57	0	0
Total		179	68	247	4	175	56	12

school site attendance areas. This is done to ensure that each school houses a number of students proportionate to its capacity to house students in permanent classroom facilities. Given the increases to permanent facilities at some sites proposed by this plan, it is recommended that future boundary studies make adjustments to school site attendance areas in order to more effectively balance student population with the permanent classrooms projected for each campus.

1.7 ASSESSMENT PROCESS

In coordination with the school site principals, Caldwell Flores Winters, Inc. (CFW) performed a detailed facility inventory during the month of January 2014 at each of the District’s sites :

- Monday, January 6, 2014
1. Barbara Webster Elementary School

2. Thelma B. Bedell Elementary School
- Wednesday, January 8, 2014
1. Blanchard Elementary School

2. Grace S. Thille Elementary School
- Friday, January 10, 2014
1. Glen City Elementary School

2. McKeveitt Elementary School
- Tuesday, January 14, 2014
1. Isbell Middle

2. Renaissance High School

3. District Offices
- Wednesday, January 15, 2014
1. Santa Paula High School
- Thursday, January 16, 2014
1. Santa Paula High School

Pursuant to a five part study, each site was inspected by a team of experts in facilities planning, construction management, and State funding requirements. The study’s first part consists of a graphic composition of existing site conditions and uses. The second part includes a narrative describing those conditions. The third part provides an analysis of classroom capacity to house students and classroom age verification. The fourth is a set of proposed improvements to campus learning spaces. The fifth is a detailed appendix providing an inventory of materials and conditions for each space on campus.

This evaluation of existing conditions at the sites establishes a common baseline for understanding and accommodating modifications needed in the conversion of the site to accommodate changes to the academic program. For example, an increase in classroom devices requiring additional electrical capacity may deem the existing electrical system incapable of supporting the latest or planned use of classroom technology, effective instruction, or learning tools.

The evaluation process included a discussion with District and school site staff familiar with the school’s conditions and technical inspections of existing conditions throughout the school site. Observations were guided by the following working objectives:

- **Improve academic achievement** through facilities improvements that can be leveraged to support the District’s educational programming goals
- **Transform the functionality and appearance of schools** through integration of facilities improvements with next generation technology and innovative learning approaches
- **Enhance the sustainability of the General Fund** through development of short and long term strategies to secure State and local funding sources, explore energy efficiency opportunities, and consider programs that could be leveraged to maintain and grow average daily attendance

Proposed improvements are to be documented subsequent to the development of educational program goals, estimated as to the amount of cost required, sequenced to match the schedule of anticipated funding sources, and phased so as to be provided maximum efficiency over the construction period without contributing to the disruption of ongoing instruction wherever possible.

1.7.1 Facility Inventory Method

In order to establish the necessary facility requirements for supporting the educational program goals, a facility inventory was performed to evaluate the intended and actual use of existing facilities at each school site. Participants discussed existing facilities usage, classroom

conditions, support facility requirements and anticipated needs. The consultant team also presented information with regard to the process for establishing current capacity to house students, enhancing functionality, estimating the amount of improvement required and establishing a capital plan.

The technical analysis was performed by visually inspecting building spaces and, using a standardized rubric and checklist, noting conditions of all interior spaces and grounds at the site. This data was then summarily catalogued and categorized, and is maintained on-line in electronic format to support the planning process to develop a sequence of investments that target projects for District attention.

Table 2 - Local and State Capacity Analysis

School	Enrollment 2013-2014	Local Standard Capacity	Local Capacity Surplus (Shortfall)	State Standard Capacity*	State Capacity Surplus (Shortfall)
Bedell Elementary	360	250	(110)	250	(110)
Blanchard Elementary	464	405	(59)	388	(76)
Glen City Elementary	645	426	(219)	426	(219)
McKeveitt Elementary	417	306	(111)	300	(117)
Thille Elementary	407	244	(163)	238	(169)
Webster Elementary	423	662	239	625	202
Isbell Middle	1115	992	(123)	837	(278)
Renaissance High	128	0	(128)	0	(128)
Santa Paula High	1542	1894	352	1498	(44)
District Office	2				
TOTAL	5,503	5,179	(322)	4,562	(939)
*Excludes portables					

Table 3 – Existing Capacity

		Bedell Elementary	Blanchard Elementary	McKeveitt Elementary	Thille Elementary	Webster Elementary	Glen City Elementary	Isbell Middle	Renaissance High	Santa Paula High	District Office	Total
FY 2013-2014												
CBEDS	K	46	95	67	66	78	103	-	-	-	-	455
CBEDS	1	76	73	72	66	74	113	-	-	-	-	474
CBEDS	2	75	74	72	68	78	115	-	-	-	-	482
CBEDS	3	45	82	75	74	62	104	-	-	-	1	442
CBEDS	4	60	65	65	66	80	108	-	-	-	-	444
CBEDS	5	58	75	66	67	51	102	-	-	-	-	419
CBEDS	6	-	-	-	-	-	-	373	-	-	-	373
CBEDS	7	-	-	-	-	-	-	367	-	-	1	367
CBEDS	8	-	-	-	-	-	-	375	-	-	-	375
CBEDS	9	-	-	-	-	-	-	-	411	-	-	411
CBEDS	10	-	-	-	-	-	-	-	4	460	-	464
CBEDS	11	-	-	-	-	-	-	-	38	337	-	375
CBEDS	12	-	-	-	-	-	-	-	86	334	-	420
Total CBEDS		360	464	417	407	423	645	1,115	128	1,542	2	5,503
Permanent CR		10	16	12	10	25	18	31	0	57		179
Permanent CR Capacity		250	388	300	238	625	426	837	0	1,498		4,562
Perm. Capacity Surplus (Deficit)		(110)	(76)	(117)	(169)	202	(219)	(278)	(128)	(44)		
Portable CR		10	7	6	9	3	14	13	6	-		68
Portable CR Capacity		238	175	150	225	63	350	319	162	-		1,682
Total Capacity		488	563	450	463	688	776	1,156	162	1,498		6,244
Total Capacity Surplus		128	99	33	56	265	131	41	34	(44)		

1.7.2 Elements Considered

Issues considered during the facility assessment are divided into three parts based on site and District planning priorities. Elements considered in each level of assessment are as follows:

FUNCTIONALITY

- 1. Power and electrical: what are the conditions and are upgrades required
- 2. Computers and classroom technology: what is existing inventory of computers and classroom technology on site; what equipment is compatible with tablet devices to be deployed
- 3. Library and lab facilities: how does the form follow the function of these learning spaces and are they conducive to use in an 21st century learning environment

- 4. Site functionality and appearance: does the site functionality contribute to academic goals and how can uses be adjusted for improvement
- 5. Furniture, fixtures and equipment: what are the conditions and are upgrades required

IMMEDIATE CODE COMPLIANCE

- 1. Accessibility: do accessible paths of travel exist between campus entry and all campus facilities
- 2. Fire alarms: are they provided per code requirements
- 3. Bathrooms: are bathrooms maintained and functional; are they ADA accessible
- 4. Heating and cooling: what are the conditions and are upgrades required
- 5. Lighting: what are the conditions and are upgrades required; what energy efficiency standards might be considered

- 6. Water and plumbing: what are the conditions and are upgrades required
- 7. Roofing: what are the conditions and are upgrades required
- 8. Window systems: what are the conditions and are upgrades required; what energy efficiency standards might be considered
- 9. Structural conditions: are there any readily visible or known seismic or structural issues that need to be addressed

FOR TRANSFORMATIVE 21ST CENTURY IMPROVEMENTS

- 1. Are adequate facilities available to support the academic curriculum of 21st century learning environments or academy programs (e.g. video/audio recording studio, performance stage, piano keyboarding lab, etc.)

- 2. Cafeteria and multipurpose spaces: do they provide adequate flexibility and accommodate current and future academy needs
- 3. Flooring: what are the conditions and are upgrades required
- 4. Office efficiency: how does the form follow the function of this space and does the environment allow for a flexible adjustment to staff functions over time
- 5. Parking and circulation: does the parking adequately address all mobility needs, including students and staff driving, walking, and bicycling safely to and from the school site
- 6. Play areas: what are the conditions and are upgrades required
- 7. Storage: what are the conditions and are upgrades required; is there too much storage and would the site benefit from a reduction in ancillary clutter

BARBARA WEBSTER ELEMENTARY SCHOOL

2.1 SITE ASSESSMENT

Barbara Webster Elementary is located on the eastern side of the District at 1150 Saticoy Street. The school was originally built in the 1920s and continues to operate in the original school buildings. The school is bounded by Saticoy Street on the north, Santa Paula Street on the south, 12th Street on the east, and 11th Street on the west. Residential neighborhoods surround the campus except on the south side, where light industrial uses are found along Santa Paula Street. Webster Elementary is two blocks to the east of McKeveitt Elementary and two blocks west of Las Piedras Park. It is among the largest single land uses east of Highway 150.

Permanent facilities are located along the north and west sides of the property, with the main entry area at the northwest corner where Saticoy Street and 11th Street intersect. The usable classrooms are located on the northern half of the campus; those along the southwest corner are not operational at this time. Kindergarten and early-grade classrooms are on the northeast corner of the site, away from the light industrial uses. The cafeteria/multipurpose room and kitchen are located next to the main office on Saticoy Street. All but two of Webster Elementary’s 30 classrooms are permanent classroom buildings; one portable serves as a Special Day Classroom and the other for speech therapy. The campus’s buildings are connected by a continuous paved apron that serves as a walkway and contains hard courts. The middle of the campus features an extensive grassy play field.



2.1.1 Classroom Buildings – General Conditions

All of the site’s classroom buildings share the same general characteristics:

- **Finishes and cabinetry** are in fair to good condition and are well maintained.
- **Casework** typically includes one wall with built in storage cabinets, approximately 6 feet of countertop and a sink.
- The **floors** are carpet in most instances and are in fair condition. Where not carpeted, Vinyl Asbestos Tile (VAT) flooring is in less than fair condition, requiring some form of abatement or encapsulation. It can be assumed that this VAT is also under current carpeted areas and the carpet would serve as a form of encapsulation. Any future work regarding these carpeted floors would also require the abatement of these surfaces.
- **Markerboards** show signs of use, but are well maintained and can generally be found on two of the four walls. **Tackboard surfaces** are available in all rooms and are also in fair condition.
- **Ceilings** are a combination of lay-in tiles and 12 inch glue-in tiles. The lay-in tiles are in better condition. The glue-in tiles have been up for a long period of time and show signs of the glue wearing off and the tiles sagging or falling out in some locations.

- **Paint** has been well maintained, but shows signs of scratches from furniture and could be refinished soon.
- **Door hardware** is a combination of new and old materials from multiple manufacturers and the older closers may not allow for the adjustments necessary to meet Americans with Disabilities Act (ADA) standards with respect to pressure required to open.
- The **window systems** are old, but in fair condition and the framing requires new paint.
- **Lighting** is generally provided by fluorescent bulbs, surface mounted into the ceiling system. Shades, when present, appear to be old and in disrepair and should be replaced in order to provide a quality lighting environment with the proper control. Lighting conditions appear sufficient for general learning conditions.



- The **furniture** was a mixture of individual student desks, double student, and triple student desks, all ranging from almost new to very poor condition. Many of the chairs were the same color, in good

condition, and were missing one or more of the glides. The double and triple tables varied among different manufacturers with conditions ranging from very good to poor.

- Rooms contained voice over internet protocol (VOIP) **telephone systems**, as well as analog **clock, bell, and intercom systems**. The bell and communication systems are not currently integrated to allow for public address or emergency communications through a VOIP network using the new phones that have been recently added.
- **Fire alarm** systems include a combination of manual pull stations and semi-automatic devices. These devices consist mainly of in-room pull stations and horns to sound the alarm per California Code. For any project at this site requiring DSA approval, these systems would require upgrade. This upgrade would be to a fully automatic site-wide system with Horn and Strobe devices and appropriate smoke and heat detectors in plenum and attic spaces.
- The number of **electrical power and data outlets** appear to be adequate in each classroom, however certain classrooms show signs of issues with wiring running under entry mats. Additional electrical modifications as well as uninterruptable power supply (UPS) are a consideration to support Power over Ethernet (PoE) for wireless systems.

- **Wireless Access Points** have been installed at all campuses. Two separate ERATE projects were completed during the beginning of the 2014-2015 school year. These projects replaced outdated network equipment and added a “basic” level of wireless access to all sites. The District is already looking at a new project to increase wireless capacity in the future.
- **Computers** at the school are newer in age. Nearly all classrooms have four to five computers and when they are in classrooms they are stationed on desks against a single wall. Nearly every classroom is equipped with either an Interactive White Board or a projection system.
- **Restrooms** appeared to have been upgraded to current Americans with Disabilities Act (ADA) standards.
- The **path of travel** for most of the campus was improved during the last modernization project to meet Americans with Disabilities Act (ADA) standards for accessibility.



The following subsections detail features or uses that are unique to individual building wings, as well as photographs of typical classrooms or learning spaces in these wings.

2.1.2 Classrooms 1 through 3

This wing is comprised of three permanent, modular building structures housing 1st and 2nd grade teaching stations. The heating units in these three classrooms are

older and not working effectively. No air conditioning is present. The flooring is 9 inch VCT tile instead of carpet and the windows are louvered. The louver systems are older and difficult to open and shut on warm days.



2.1.3 Classrooms 4 through 10

This building contains 6 teaching stations and the library. According to teaching assignments, the classrooms are composed of teachers ranging from transitional kindergarten to 1st grade.

Classroom 4 is utilized as the library. The library finishes share many of the same general characteristics as other classrooms in this wing. The room is carpeted and well maintained, though the bookshelves and older furnishings give the space a dated appearance. Technology in the library is well maintained, but limited to a row of five older PC computers.



All of the kindergarten classrooms are organized together, along with the transitional kindergarten on one end of the building that forms a small outdoor quad. There is an exterior restroom for girls attached to room 6, while an exterior restroom for the boys is attached to room 8.

Windows in these rooms face the street and are not separated from the public by any barriers. The windows are a slider style that open upward creating security concerns because of the building’s low elevation and accessibility from the street level.



Classroom 5 has furniture stacked in the room, but is currently not occupied. The ceiling of Room 7 shows signs of past roof leaks with stains in the tiles.

2.1.4 Classrooms 11 through 17

This building contains 6 teaching stations, a computer lab, staff lounge, and the main office. According to teaching assignments, the classrooms are composed of teachers assigned to 4th and 5th grade. Rooms 12 through 17 have very high ceilings and the east windows need a new shade system to allow for control of natural lighting in the rooms.

The teachers’ lounge occupies room 11 and has VCT at the entryway while the rest of the room is similar to the surrounding classrooms with respect to finishes. It has a refrigerator, two microwaves, copy and print machines, and large tables with appropriate seating for 24 people.

2.1.5 Original Schoolhouse Wing Classrooms



The original wing includes 5 teaching stations comprised of 2nd and 3rd grade students as well as an RSP classroom and counseling offices. The building is on a raised foundation with a basement that carries the length of the building. When walking in the carpeted hallway, the wooden floorboards would give and squeak in many locations. All but one classroom are equipped with smart boards. Each room averaged 5 PC’s.

Room 21 has a data/phone cable running across the door threshold with an entry floor mat covering it. The finishes and furniture are similar in age and appearance to the main classroom buildings and carpet can be found in all of the rooms, though it is most likely covering up an older hardwood surface.

The RSP room is comprised of a space that is too small to utilize as a teaching station (750 square feet), but well suited for its current purpose with plenty of light coming into the room through the original entry doors to the building, which are still functional.

Across the hall from the RSP room is room 22 that has been converted to a computer lab. New raceways were installed to receive new data and power cabling to support the computer lab. The counseling office is directly adjacent to room 22 and several smaller office spaces have been divided off of this room, as well as room 20.

2.1.6 Children’s Center

The lower end of campus has a series of classrooms that are being utilized by a private preschool program, however the property is still owned by the District. The District has discontinued the use of Classrooms 26, 27, 28, and 29 due to environmental issues. These classrooms are being used as storage areas.

A triple wide portable building, typical in appearance and furnishings of most portable buildings, is in fair and well maintained condition. This building houses the Special Day Classroom for the District. It has ramps for two entry/exit doors.

Rooms 408, 409, and 410 are set up as classroom, sleeping, and art spaces for preschool children with improvements in casework such as new countertops and sinks. The flooring and paint appear to be very well maintained. Technology such as phones, speakers, fire alarms, and security systems are different than those utilized by the District and are most likely tenant improvements.

Room 411 is similar in construction and appearance to Rooms 408, 409, and 410, but is being utilized to store cubicle walls and furniture including new washers and dryers as well as a refrigerator.

Room 412 is a standard portable classroom that has tackable wall panels throughout the building. It has divided the area into a large teaching space with a small office, as well as two restrooms. The building is well-suited for preschool to kindergarten classes.



2.2 SUPPORT FACILITIES

2.2.1 Administration Office

The Administration office did not receive any work during the last modernization. All of the materials are in fair condition but are dated. Some doors do not appear to be ADA compliant based on width.

The main building’s size and use appeared adequate for meeting the site’s educational program and was not discussed as an impediment to implementing new educational programs. Interior hinges and other door hardware were very old. Walls have been added over time to create new spaces. Some additional office spaces can be found in the original classroom building located on the opposite side of the MPR building from the main office.



2.2.2 Multipurpose Room

This building includes the Cafeteria, Stage, and Kitchen. All share the same general characteristics. Finishes are in fair to good condition and are well maintained. The Kitchen has the appropriate amount of equipment to handle the student needs each day. Roofing is in generally fair condition. Repairs at some ridges are required.

The finishes appear to be dated in appearance and old paint colors can be seen beneath paint that has peeled from the walls. The stage shows signs of wear and needs to be sanded down and refinished appropriately. Storage space is at a premium in this building. A projection screen is located on one wall, but no projection system is visible.



2.3 EXTERIOR CONDITIONS

This site is bounded on all four sides by city streets. Student drop off is all curbside. No off-street parking is available at this school. The school site also includes a perimeter chain link fence in poor condition and in need of repair or replacement. ADA path of travel is in fair condition with no visible impediments. ADA signage is missing along many of the obvious pathways. Most of the playfield areas are irrigated turf in fair to poor condition requiring some remediation. Several ball field backstops are in the turf area and are quite aged and require replacement. The asphalt hard courts and playgrounds are in better than fair condition but some restriping is needed to refresh the areas. A few wooden ball walls are available and should be replaced with new structures. No shade

structures are in evidence, especially adjacent to the cafeteria. Several small storage containers and buildings are in use. There is one major playground structure which is near new with proper fall surface and area.

2.4 MODERNIZATION HISTORY

Modernization of the site includes recently upgraded electrical systems and new heating systems in the main classroom wing. Modernization work was completed as of February 9, 2004, according to the State’s Office of Public School Construction (OPSC). The OPSC counts modernization as the utilization of available grants per pupil at that site toward general improvements of classrooms and support facilities. In Webster’s case, OPSC has recorded a total of 150 elementary pupil grants being utilized, generating an appropriation of approximately \$545,000.

2.5 PROPOSED IMPROVEMENTS

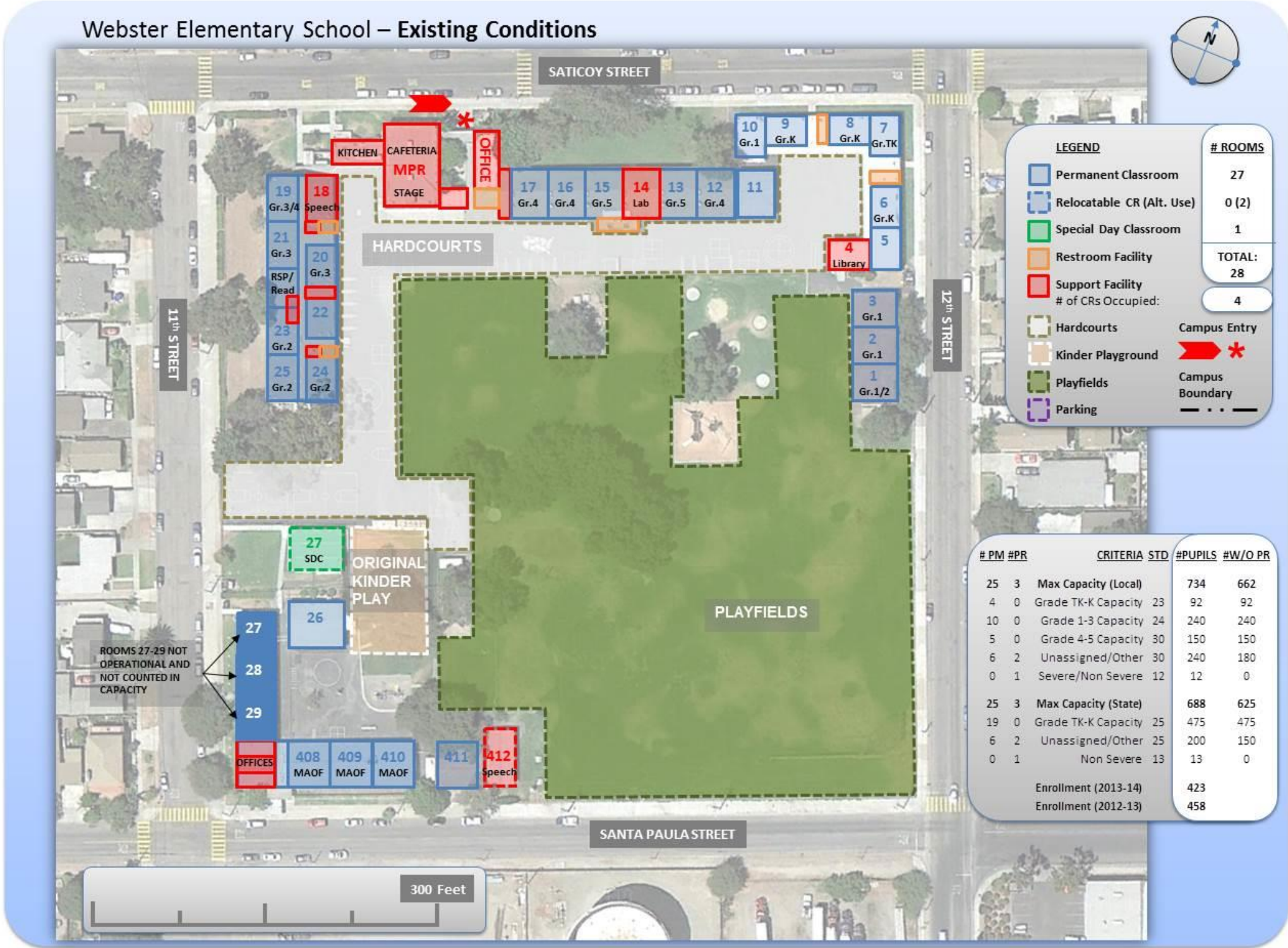
On the following page is an illustration of existing conditions at Webster. On the following page is a diagram of proposed conditions reflecting the identified improvements described below.

- ✓ W-1 consists of the combining the existing library in classroom 4 with classroom 5. The new space will be called the Student Resource Center and will house both the existing library collection plus 21st technology spaces where the children can access educational materials that are on the Web or the District’s servers.
- ✓ W-2 refers to the modernization of eight permanent classrooms (Rooms 18-25) to meet 21st Century standards, including:
 - Sliding marker boards that function as instructional space, cover windows for enhanced security, and provide magnetic surfaces for attaching educational materials or student work samples
 - Repaint classroom interiors, provide new tackable wall panels, and rehabilitate original flooring and ceiling tiles as needed

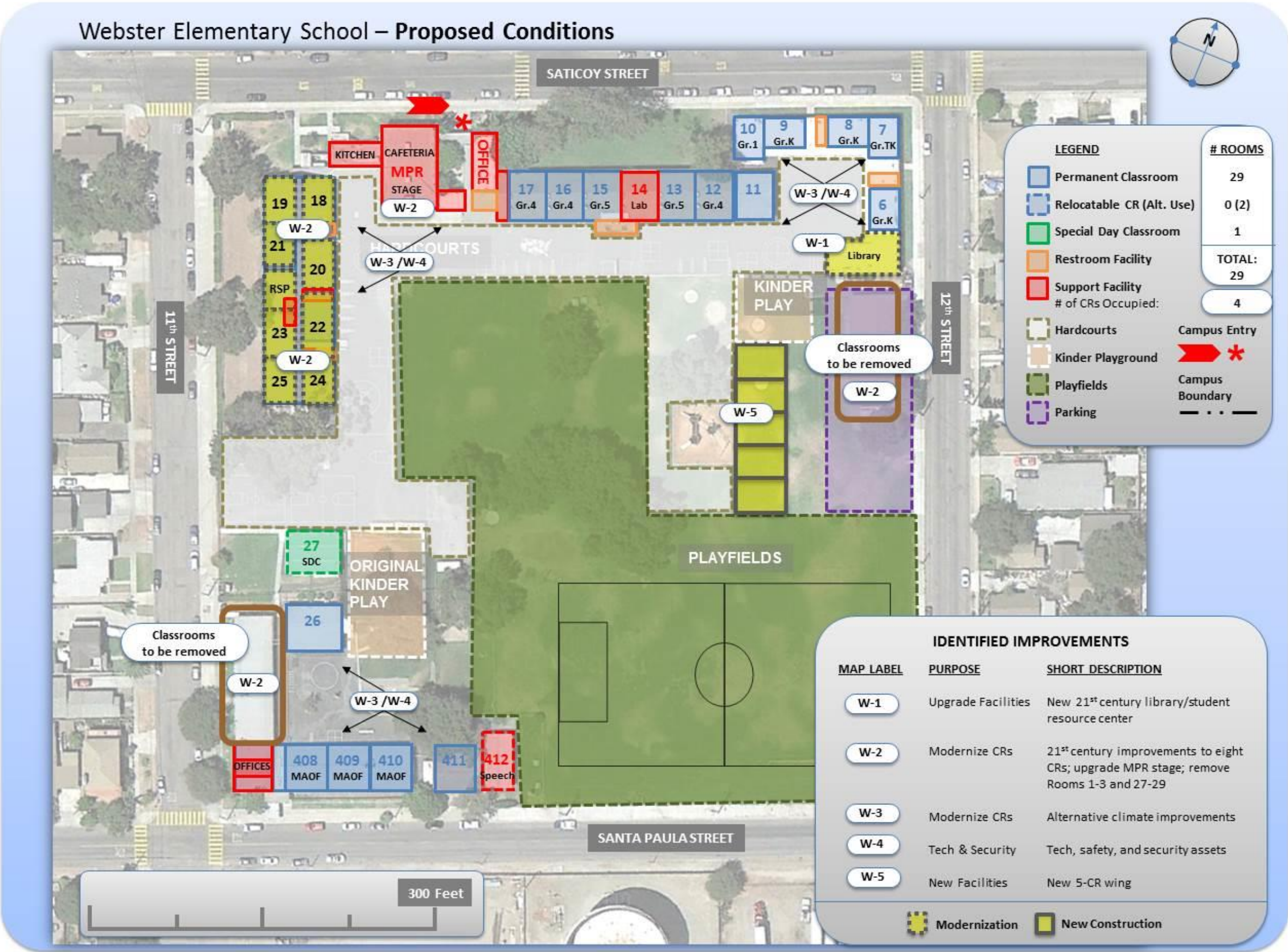
- Provide modern/flexible furnishings in each room that also contribute to improved student focus, posture, and concentration
- Improve student and teacher access to modern classroom technology
- Equip rooms with multiple high definition television monitors mounted at instructional focal points throughout the room
- Explore systems and options for providing air circulation and climate control alternatives to air conditioning

W-2 also refers to improvements to the multipurpose room stage, including modern finishes and equipment to support the school’s educational program. The existing multipurpose room infrastructure is aging and in need of upgrades. The budget has some flexibility that will allow the architect to explore upgrades that will further support the educational program. Lastly, costs have been anticipated for the eventual removal of classrooms that are either no longer functional or have been replaced with a new classroom building.

- ✓ W-3/W-4 refer to improvements to the fire, life, and safety systems, integrated bell, PA and communication system, and further improvements to the technology infrastructure. These improvements are a part of the Districtwide improvements to the District’s infrastructure systems.
- ✓ W-5 refers to the replacing of aging classrooms (Rooms 1-3 and 27-29) with a new 5-classroom building and associated site work.



Webster Elementary School – Proposed Conditions



THELMA B. BEDELL ELEMENTARY SCHOOL



3.1 CLASSROOM ASSESSMENT

Thelma B. Bedell Elementary, located at 1305 Laurel Road, sits within a large, somewhat irregularly shaped parcel in the north side of Santa Paula. The school is bounded by Maple Street on the north, Hawthorne Street on the south, Mariposa Drive on the west, and agricultural fields on the east. Laurel Road terminates at the front of the school property just east of the site's center point. On all sides except the east, the school is buffered from the adjacent street by rows of single family homes. Residential neighborhoods extend north and south of the site for many blocks, giving Bedell Elementary and its surrounding uses a quiet, family-oriented character.

Original buildings were constructed in 1961 and have been kept up and improved to present day. Ten permanent classrooms, a cafeteria/kitchen, a library, a staff lounge, and administrative offices are configured in three square buildings and a small kindergarten wing each set at a 45 degree angle to Laurel Road. Administrative uses, including the main office, are in a short wing connected to the middle classroom building, while portable classrooms nearly encircle the west building. With parking and grassy quads immediately fronting the permanent facilities and hard courts and play fields to the rear, Bedell Elementary has a compact layout that is easy to navigate.

3.1.1 Classroom Buildings – General Conditions

All of the site's permanent classroom buildings share the same general characteristics.

- **Finishes and cabinetry** are in fair condition and are well maintained, but dated. The heating system ductwork is built into casework that runs along the walls.
- The **casework** is solid wood with a dark finish that does not provide the feel of a modern learning environment. All of the rooms are provided with sinks built into the casework.
- The **floors** consist of 9 inch VCT tiles that appear good when polished.
- Unlike many of the schools around the District which have glue up **ceiling tiles**, these classrooms have t-bar grid ceilings and lighting in generally good condition.
- The walls are in good condition, but the **paint** shows signs of wear and needs to be addressed.
- The **window systems** are in good condition with most rooms having windows along a single wall.
- **Lighting** was typical of 10 foot tall, t-bar grid style ceilings and sufficient for classroom spaces. Classrooms had windows on at least one wall providing "natural lighting," but did not appear to create issues with viewing technology such as computer screens or smart board projections.
- The **furniture** was a mixture of individual student desks, both double and triple student tables that

range from almost new to fair condition. Many of the chairs were in great condition and the same blue color, as they were recently replaced. The double and triple tables varied among different manufacturers and conditions ranging from very good to fair.

- All rooms also **contained clock, bell, and intercom systems**, fire alarm systems, and newer markerboard and tackboard surfaces.
- The **fire alarm systems** typically consisted of only horns and will require strobes to be added in order to meet current codes and regulations.
- The number of **electrical power and data outlets** appear adequate for a standard classroom environment. Additional electrical is a consideration depending on requirements for tablets in the future.
- **Wireless Access Points** have been installed at all campuses. Two separate ERATE projects were completed during the beginning of the 2014-2015 school year. These projects replaced outdated network equipment and added a "basic" level of wireless access to all sites. The District is already looking at a new project to increase wireless capacity in the future.
- **Computers** at the school are newer in age. Nearly all classrooms have four to five computers and

when they are in classrooms they are stationed on desks against a single wall. Nearly every classroom is equipped with either an Interactive White Board or a projection system.



- Roofing on the building is in generally fair condition.
- Two pairs of student **restrooms** are located between buildings 1 & 2 and 2 & 3. They have been recently upgraded with newer fixtures and tile and meet the current Americans with Disability Act (ADA) standards.
- The **path of travel** is good for this campus and meets the current Americans with Disabilities Act (ADA) standards. Concrete sidewalks have been added and drainage provided to move storm water away from the portable classrooms in an efficient and effective manner.



The following subsections detail features or uses that are unique to individual building wings, as well as photographs of typical classrooms or learning spaces in these wings.

3.1.2 Kindergarten Classrooms

The Kindergarten building is well suited for its use as the two classrooms share a hallway connecting them, including two kindergarten restrooms. The windows and doors in these rooms appear to be a storefront design. Power is insufficient for classroom use in these rooms and has not been augmented for quite some time.



3.1.3 Classrooms 1 through 4

All four rooms in this building are arranged as teaching stations, though Room 3 is currently being utilized by ASPIRE (an after school program) and the furniture in this classroom is stacked in one corner.

3.1.4 Classrooms 5 through 8

Building 2's classroom spaces are all assigned as teaching stations as well. Room 8 in this building has an accordion wall that separates it from Room 7 which creates sound issues if teaching was active in both classroom spaces. Currently Room 7 is being utilized as a storage area.

3.1.5 Portable Classrooms 13 through 22

These portable buildings all share the same general characteristics with finishes and furniture being in good to fair condition and well maintained. The walls are all full height tackable wall panels and each classroom has a smart board with integrated projector. The carpeting is in good condition compared with typical portable buildings. The subflooring in portable classroom 15 has recently been replaced.

A majority of these units are older and were installed as part of the class size reduction program. They appear to have been well maintained, but may need some review of the wooden substructures to identify any other soft spots that may be present in the floor boards. Windows and doors are in fair condition and typical of the average portable classroom building. Each room contains approximately 35 to 40 student desks in fair condition and the equal amount of chairs in great condition. Several boxes of new chairs were identified in one storage spaces as being used to replace older chairs in a phased approach. Each unit has a sink, air conditioning/heating unit, and approximately 5 computers varying in age and manufacturer.

Room 17 serves a non-severe Special Day Classroom (SDC), and at one time experienced leaks in the roof. However, the District's Maintenance Department has reported that leaks are not currently an issue. Room 17 also has a section divided off to create an office.

Room 20 is the only portable in which new carpet is recommended as it is coming unglued and shows signs of excessive wear. This room also has a section divided off to create an office space used by the Speech Therapist.

Room 21 is designed with the same split office space concept.



Room 22 had new carpet recently installed by the Maintenance and Operations Department and is being used as a computer lab. Plans were discussed to utilize this space as a computer lab for the school's new state testing requirements. The office space attached to this room did not receive new carpeting, though the current carpet is in fair condition.

Many of these classroom units may be 20 years old and may qualify for state funding to make the necessary improvements.



3.2 SUPPORT FACILITIES

3.2.1 Library and Cafeteria

Room 12 is outfitted with typical classroom finishes, however it is currently in use as a staff lounge. The remaining spaces in this wing are used as a library and

cafeteria. Room 9 is currently the library and shares the same general finish characteristics as other classrooms at the site, with the furniture being the main difference.



The library is typical of an elementary school library with rows of book shelves along the walls and a few tables and chairs in which to sit and read. The library shares an accordion wall with Room 12 which is an additional noise consideration.



Rooms 10 & 11 have been converted to the school's cafeteria. Flooring and paint have been improved and is well maintained. Ten folding lunch tables are available for students to sit and eat. There is a projection screen available for use on one wall.

The kitchen equipment consists of one triple sink, one triple door freezer, and one double door reach in freezer. These pieces are in good working condition and well maintained.



3.3 EXTERIOR CONDITIONS

The playground locations currently consist of a sand base with concrete curbs to retain the medium. The sand has been difficult to maintain and keep within the boundaries of the play areas. New curb strategies or a new medium such as rubberized surfaces is recommended to improve these areas.



3.4 MODERNIZATION HISTORY

New carpeting and additional Promethean Boards have been installed in some of the portable classrooms in recent years. Prior modernization work included classroom sinks and casework, ADA accessible restroom facilities, and heating and ventilation system improvements. As with other District sites, this modernization was recorded by State's Office of Public School Construction (OPSC) as of February 9, 2004. The OPSC counts modernization as the utilization of available grants per pupil at that site toward general improvements of classrooms and support facilities. In Bedell's case, OPSC has recorded a total of 275

elementary pupil grants being utilized, generating a grant award of approximately \$837,000 from the State.

3.5 PROPOSED IMPROVEMENTS

On the following page is an illustration of existing conditions at Bedell. On the following page is a diagram of proposed conditions reflecting the identified improvements described below.

- ✓ BD-1 refers to the modernization of ten permanent classrooms (Rooms 1-8, K1-K2) to meet 21st century standards, including:
 - Sliding marker boards that function as instructional space, cover windows for enhanced security, and provide magnetic surfaces for attaching educational materials or student work samples
 - Repaint classroom interiors, provide new tackable wall panels, and rehabilitate original flooring and ceiling tiles as needed
 - Provide modern/flexible furnishings in each room that also contribute to improved student focus, posture, and concentration
 - Improve student and teacher access to modern classroom technology
 - Equip rooms with multiple high definition television monitors mounted at instructional focal points throughout the room
- ✓ BD-1 also refers to restoring four permanent classrooms (Rooms 9-12) from its current use as a cafeteria, library, and staff lounge to its original purpose as classrooms. The rooms will be improved to meet 21st century standards.
- ✓ BD-2/BD-3 consists of various campus-wide improvements designed to control the climate in the learning environments. These improvements do not include HVAC systems but do include replacing aging windows and glazing, fans and window coverings. The improvements will also provide integrated bell, PA, and communication systems, as well as security

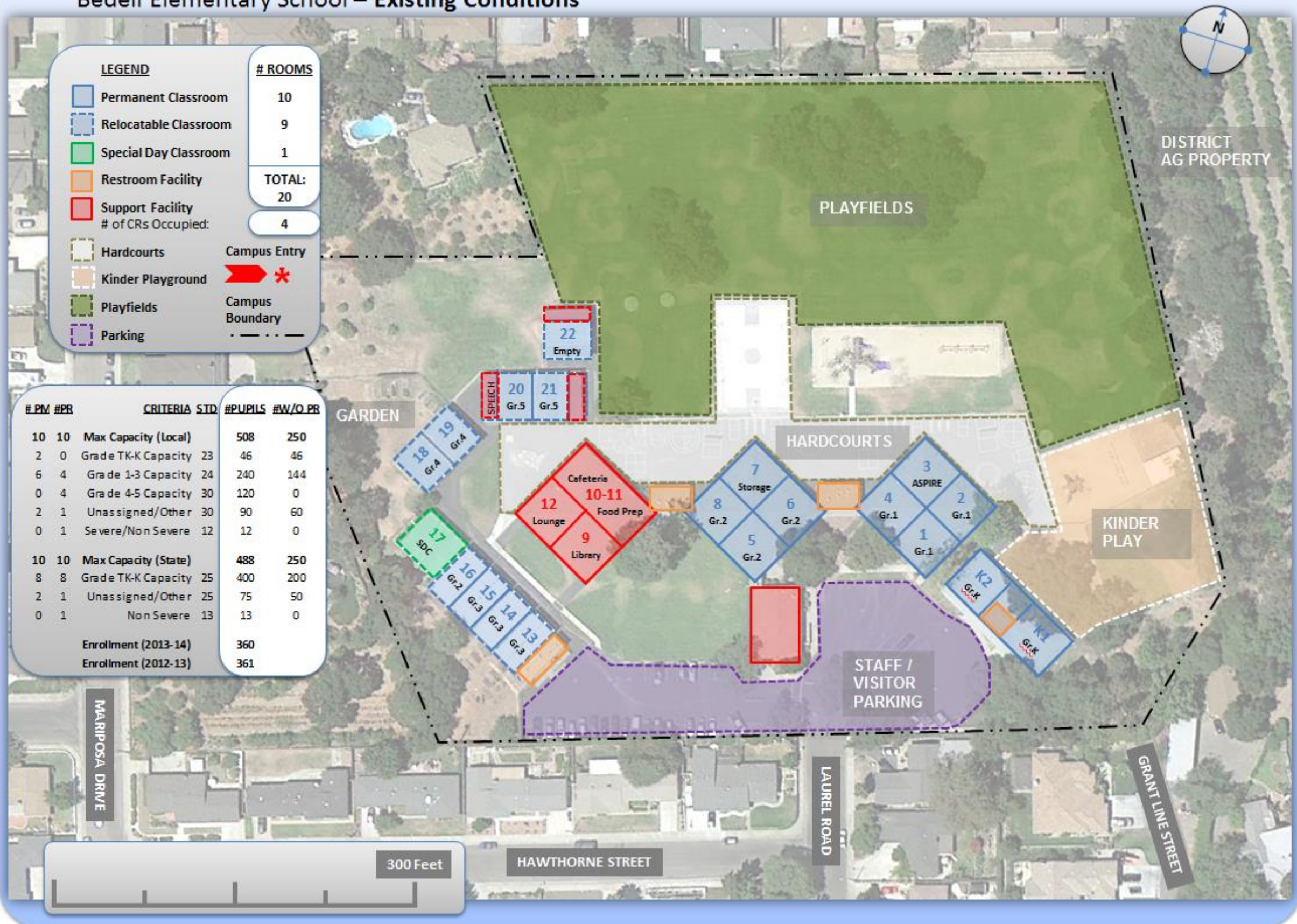
equipment and upgrade of technology infrastructure and fire life safety systems.

- ✓ BD-4 refers to the construction of a new facility to house the cafeteria/multipurpose room, a student information center, and two state-of-the-art labs for nutrition and environmental/agriculture science. Staff support spaces would also be contained in the facility.

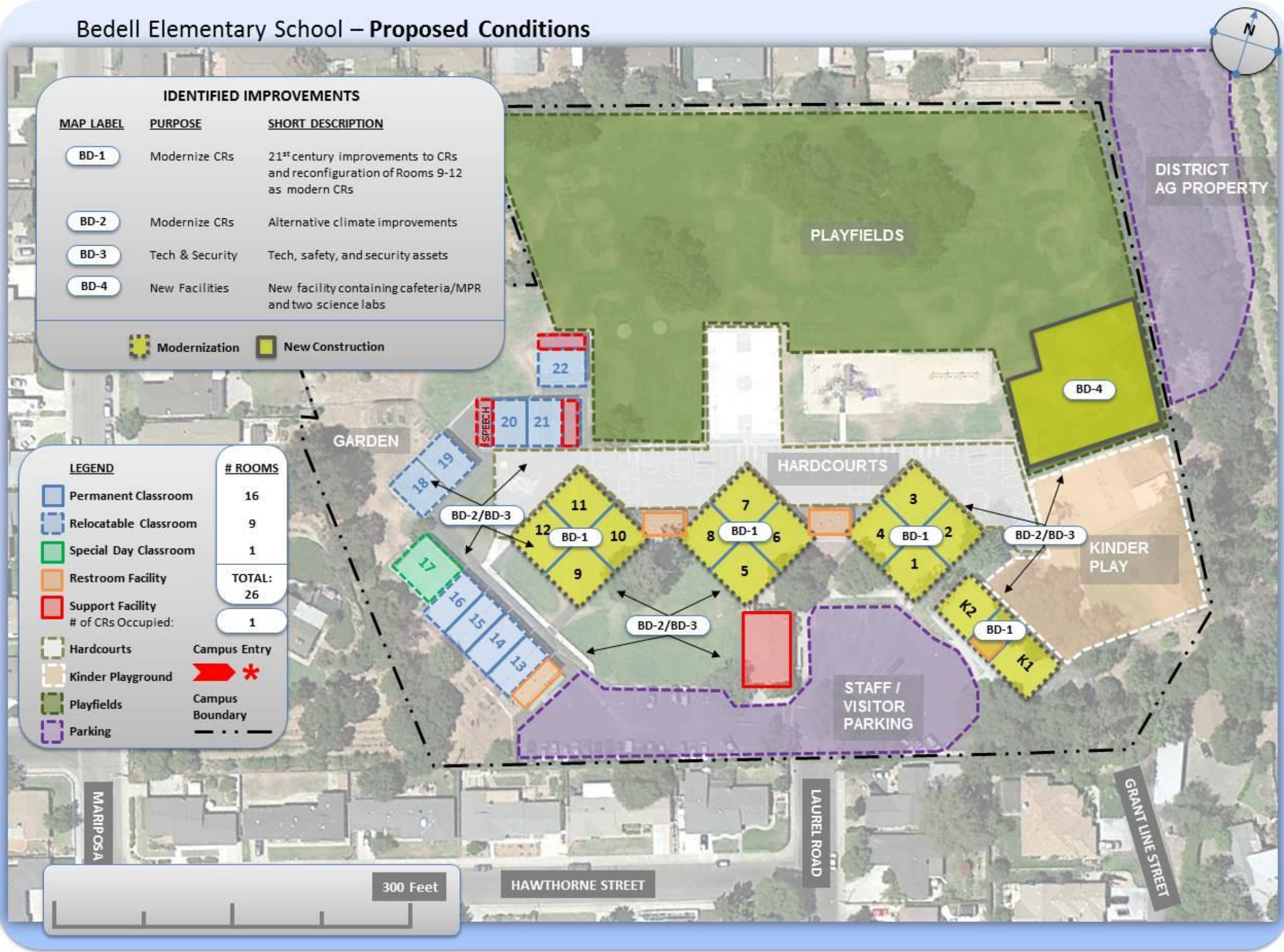
3.2.2 Multipurpose Room

The campus does not currently have a multipurpose room and utilizes two classroom spaces for its cafeteria. Older plans obtained from the site show that an MPR was once planned and designed but never built.

Bedell Elementary School – Existing Conditions



Bedell Elementary School – Proposed Conditions



BLANCHARD ELEMENTARY SCHOOL



Blanchard Elementary School is located at 115 Peck Road, on the far west side of the Santa Paula Unified boundaries, situated between a large residential neighborhood and extensive agricultural fields that are separated from each other by Peck Road. The campus was originally constructed in 1960 and is bounded by Fillmore Street on the north, office buildings alongside Main Street on the south and east, and Peck Road on the west. Although the primary nonagricultural land use in the local area is residential, a number of large lot commercial uses are in proximity to the school site.

All of the school's built facilities are located on the western half of the site. Five parallel wings of rooms extend into the play fields in the rear, with all site parking placed between the road and buildings. The site has 23 classrooms, of which seven are portable buildings located behind the kindergarten play area, next to the hard courts. A preschool facility operates out of a portable building located on the southwestern portion of the site. The preschool activities are operated out of the Special Education Department of the District.

4.1 SITE ASSESSMENT

4.1.1 Classroom Buildings – General Conditions

All of the site's main classroom buildings share the same general characteristics:

- **Finishes and cabinetry** are in fair to good condition and are well maintained.
- **Casework, markerboards, and door** hardware are all in fair condition.
- The **ceilings** consist of glue-up twelve inch tiles that vary in condition from excellent to poor. Where the ceiling tiles have remained undisturbed, they appear new while in some areas show signs of having fallen down and later replaced. There are some areas where tiles are sagging. The age of the ceilings is reaching the point where glue for the tiles may begin to fail more often.
- The **flooring** is most consistently 9 inch VCT tiles that are older but in good condition.
- **Paint** appears well maintained, but is beginning to show signs of wear. Walls require minimal patching to repair.

- Exterior **wood doors** on some of the utility closets attached to the buildings should be replaced as the bottoms show signs of decay.
- The **furniture** was a mixture of individual student desks that range from almost new to very poor condition. There are double and triple student desks made by different manufacturers; conditions ranging from very good to poor. Upper grade furniture has been recently upgraded while the lower grade furniture is planned for replacement in the near future.



- Upper grade classrooms generally are equipped with document cameras, smart boards and

projectors, while lower grades utilize whiteboards and standard projection systems where available.



- **Fire alarm systems** consist of pull stations and horns, but lack the additional strobes required under current codes and regulations.
- The rooms have both **analog and VOIP phones**. The analog phones are being utilized for paging purposes. The speaker system being utilized with the phones does not have adequate volume control to allow teachers to adjust the decibel levels appropriately.
- All rooms also contained **clock, bell, and intercom systems**, but these systems are not integrated to make efficient use of the technology. The clock system is not utilized efficiently and is not

functioning properly to update the clocks in every room.

- The number of **electrical power and data outlets** appear to be adequate for a standard classroom.
- **Wireless Access Points** have been installed at all campuses. Two separate ERATE projects were completed during the beginning of the 2014-2015 school year. These projects replaced outdated network equipment and added a “basic” level of wireless access to all sites. The District is already looking at a new project to increase wireless capacity in the future.
- The **window systems** are old and need repair/and or replacement. Additional window treatments would be beneficial to manage the amount of direct sunlight entering the rooms. The windows on one side of each classroom space start approximately two feet off the ground and continue to the ceiling, creating security concerns as well as limiting wall space for learning materials.



- **Soffits** containing new duct work, vents, and heating units were recently added. The District planned to provide air conditioning to connect to these new systems. Currently, the rooms only have heating and rely on opening windows to cool classrooms on hot days.
- **Roofing** on the building is in generally fair condition.
- **Computers** at the school are newer in age. Nearly all classrooms have four to five computers and when they are in classrooms they are stationed on desks against a single wall. Nearly every classroom is equipped with either an Interactive White Board or a projection system.
- **Lighting** is generally provided by fluorescent bulbs, surface mounted into the ceiling system. Additional natural light is prevalent from tall windows that in many buildings have been covered with paper to control light and prevent distractions during teaching sessions. Lighting conditions appeared sufficient for general learning conditions. However, increased use of mobile computing devices will require solutions and products that minimize glare from natural lighting to accommodate readability of television and/or projector screens.
- The **path of travel** for most of the campus was improved during the last modernization project and only one restroom was observed that was not upgraded to current Americans with Disabilities Act (ADA) standards.



The following subsections detail features or uses that are unique to individual building wings, as well as photographs of typical classrooms or learning spaces in these wings.

4.1.2 Classrooms 1-7

These classrooms house the site’s Special Day Classroom (SDC), transitional kindergarten, kindergarten, and 2nd grade. The kindergarten classrooms share a play space with the preschool on the southwest corner of the site. The SDC and transitional kindergarten classrooms are well suited for their current use as they are larger and share a pair of restrooms that are sized appropriately for these students. Classrooms 5, 6, and 7 are all portable units in this row. Classroom 5 is a triple wide unit that utilizes the additional space by dividing it to provide an office for the counselor. It recently received new carpeting and the finishes are in excellent condition. Classrooms 6 and 7 are standard portable units with tackable walls on all four sides and windows on two. Classroom 7 is utilized as the teachers’ lounge and workroom. The finishes appear to be well maintained and the markerboards are in good condition. Student furniture in these rooms consists of double desks and chairs sized appropriately.



4.1.3 Classrooms 8-13

Based on current room assignments and grade level distribution, this row of rooms primarily house 1st and 2nd grade students, as well as an RSP office attached to classroom 13. Classroom 9 is the only classroom not currently being utilized as a teaching station and is instead being used as a reading and tutoring lab. Custodial storage and an IDF are located in closets located between classrooms 9 and 10.

The RSP office is attached as a third section of the classroom 13 portable. A boys and girls restroom is shared by the first 13 classrooms at the site and has been recently modernized to meet Americans with Disabilities Act (ADA) requirements. Some of the windows in the classrooms have been outfitted with chains to keep them from falling outward and breaking. These should be replaced.



4.1.4 Classrooms 16-20

This row of classrooms is assigned to 3rd and 4th grade students and has one portable unit at the end. The classrooms are similar in appearance and finish to the second row, having a storage closet and an MDF room dividing classrooms 17 and 18. Room number 20 is a portable building consisting of a 4th grade classroom, a Speech office on one side, and a Psychologist’s office on the other side. The furniture for the 3rd and 4th grades has been recently replaced and Smart Boards are present in each of the classroom spaces.

4.1.5 Classrooms 21-24

These classrooms are consistent with others on the campus and house 4th and 5th grade students.

These classrooms share boys and girls bathrooms that have been recently upgraded with new tile finishes and fixtures. The bathrooms meet the current ADA standards.



4.2 SUPPORT FACILITIES

4.2.1 Administration, Computer Lab, Library

The third row of rooms at Blanchard includes the site’s library and computer lab, as well as the administration offices. The location of these facilities is ideal for the campus as they sit in the middle of the site dividing the kindergarten through 2nd grade classrooms from the 3rd through 5th grade classrooms.

The Administration Building does not appear to have been included in the last modernization. The office’s size and use appeared adequate for meeting the site’s educational program and was not discussed as an impediment to support the academic program. Interior hinges and other door hardware are very old. Walls are finished with older, varnished paneling and ceilings are glue up tiles similar to those found throughout the District.

Library finishes share many of the same general characteristics as other classrooms in other rows. The room is carpeted and well maintained, though the bookshelves and older furnishings give the space a dated appearance.

Technology in the library is well maintained but limited to a row of four older PC’s. A staff desk was equipped with a computer.

The computer lab occupies room 14 and shares the same characteristics as other classrooms except that newer twelve inch VCT flooring has been placed over the original nine inch tiles. There are 36 computers running Windows 7 lined up in rows across computer tables. This room is the only computer lab on the campus.



4.2.2 Multipurpose Building

This building includes the Cafeteria, Stage, Kitchen, and former Lounge. All share the same general characteristics. Finishes are in fair to good condition and are well maintained. The lighting was replaced at one point with new four inch fluorescent lights. These lights are spaced too far apart to be effective. The student restrooms are in good condition but were not upgraded during the most recent improvement efforts and do not currently meet

ADA standards. The Kitchen has a walk in freezer/fridge and 1970’s era six burner oven/stove. Twelve folding lunch tables are available for students that share the space over three lunch periods. The stage is older and in fair condition, however it has no ADA access/lift. The room formerly utilized as a staff lounge is currently not utilized for any specific purpose. Roofing is in generally fair condition, and repairs at some ridges are required.

The finishes appear to be well maintained and in fair condition. The ceiling is plaster with old recessed housings for lights that have since been replaced with fluorescent light bars. There is plenty of power provided on all four walls around the room and a Wireless Access Point (WAP) is available. There is no air conditioning provided for the building, but there is a covered eating area directly adjacent to the building with picnic table seating.



4.3 EXTERIOR CONDITIONS

According to District staff, the Maintenance and Operations department currently possesses a “blacktop” study providing recommendations for the resurfacing of asphalt around the site. During the summer of 2014, the

District replaced the asphalt in the parking lot. New concrete work was added on the North side of the campus for deliveries. A new sidewalk approach was likewise added on the front side of the site.



4.4 MODERNIZATION HISTORY

The site was previously modernized with new conduits and boxes being mounted for cable TV, data lines, and communications. Visual inspection showed that these conduits and boxes have not yet been filled with cable. Additionally, the heating systems and duct work, as well as soffits to hide these components, were installed in order to provide a connection point for air conditioning systems. Air conditioning systems are currently not present on the site, except for those used to cool a room housing the main distribution facility (MDF).

As with other District sites, this modernization was recorded by State’s Office of Public School Construction (OPSC). A total of 343 elementary school pupil grants were utilized for the modernization generating approximately \$954,000 in grant funds for the project.

4.5 PROPOSED IMPROVEMENTS

On the following page is an illustration of existing conditions at Blanchard. On the following page is a diagram of proposed conditions reflecting the identified improvements described below.

- ✓ BL-1 addresses the school’s initial needs by providing a new library/student technology center. The project

includes opening the wall between Rooms 14 and 15 to create a modern resource space to meet 21st century standards.

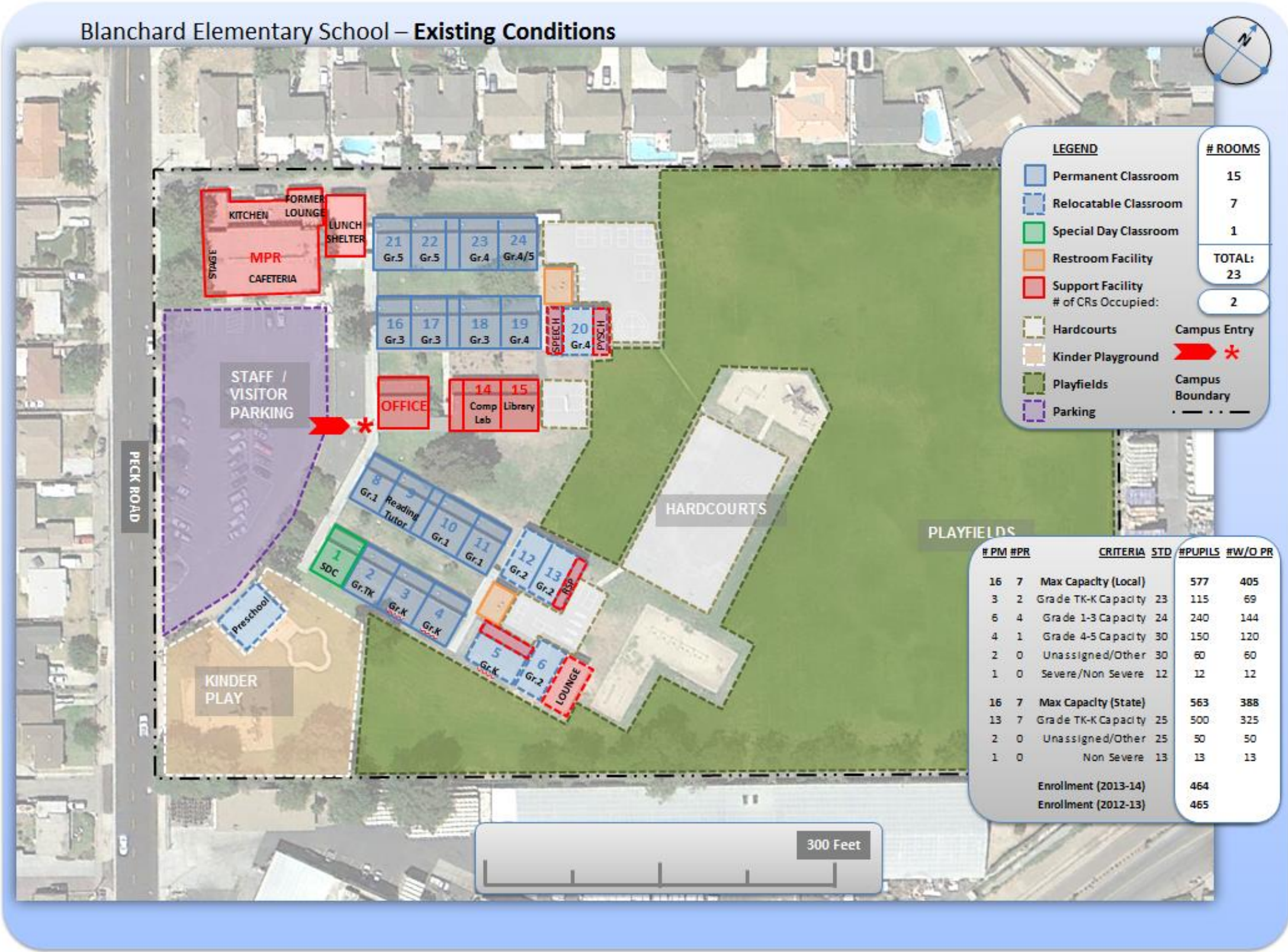
✓ BL-2 refers to the modernization of 15 permanent classrooms (Rooms 1-4, 8-11, 16-19, 22-24) to meet 21st century standards, including:

- Sliding marker boards that function as instructional space, cover windows for enhanced security, and provide magnetic surfaces for attaching educational materials or student work samples
- Repaint classroom interiors, provide new tackable wall panels, and rehabilitate original flooring and ceiling tiles as needed
- Provide modern/flexible furnishings in each room that also contribute to improved student focus, posture, and concentration
- Improve student and teacher access to modern classroom technology
- Equip rooms with multiple high definition television monitors mounted at instructional focal points throughout the room

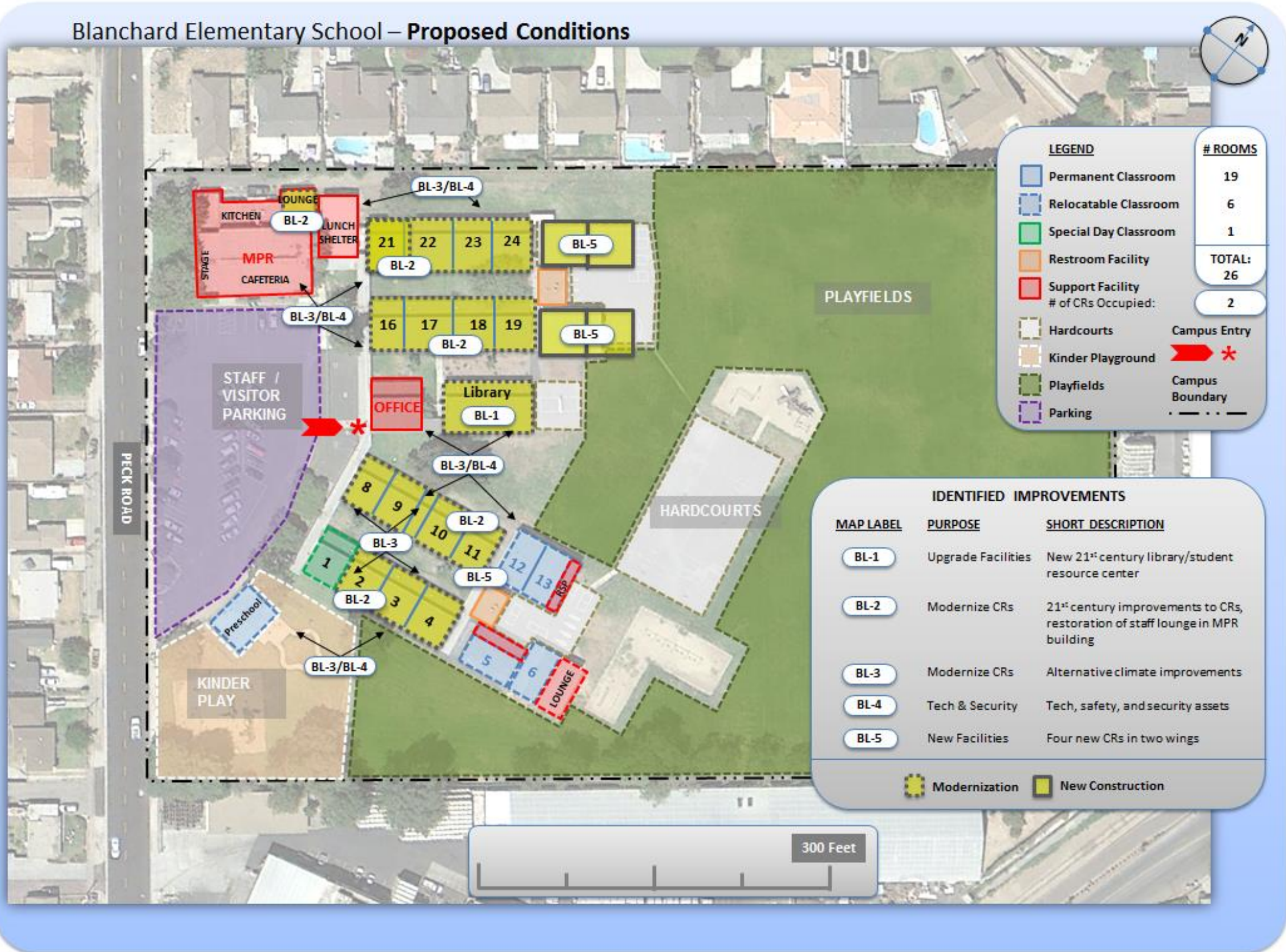
BL-2 also consists of converting Room 21 into a new science/technology laboratory and restoring the former staff lounge in the MPR facility.

✓ BL-3/BL-4 consists of various campus-wide improvements designed to help control the climate in the learning environments. These improvements do not include HVAC systems but do include replacing aging windows and glazing, fans and window coverings. Also proposed is the installation of integrated bell, PA, and communication systems, security equipment and additional upgrades to the technology infrastructure and fire life safety systems.

✓ BL-5 refers to the construction of two new permanent classroom wings consisting of two new classrooms in each to address site capacity. New restrooms will be built between the two wings.



Blanchard Elementary School – Proposed Conditions



GRACE THILLE ELEMENTARY SCHOOL



5.1 CLASSROOM ASSESSMENT

Grace S. Thille Elementary is located at 1144 E. Ventura Street, on the southern side of the city. In fact, it is located next to the Santa Paula Freeway, which bounds most of the city’s developed area on the south side. The campus is bounded by Ventura Street on the north, a row of single family homes fronting Harvard Street on the south, mixed use development along Mountain Road on the east, and 11th Street on the west. First constructed in 1940, the school today has 11 permanent and 8 portable classrooms on one of the smallest school sites in the District. Permanent rooms are arranged in a single wing along Ventura Street, with the administration office and cafeteria/MPR area on the end of the wing at the northeast corner of the site.

Given the small size of the campus, vehicular access is only available on the west side, from 11th Street. The site includes a large play field, row of hard courts, and the permanent classroom wing. Portable classrooms are located throughout the campus and serve classes from kindergarten to Grade 5. Although the immediate vicinity of the school is largely residential, the Main Street commercial corridor is only two blocks to the north.

The campus does not have a dedicated parking area on the District property. However, the site staff utilizes an adjacent parking lot per a mutual agreement between the site and the property owner. Alternatively, parallel street

parking is available to the north of the campus along East Ventura Street.

5.1.1 Classroom Buildings – General Conditions

All of classrooms at the site’s main classroom building share the same general characteristics:

- **Windows** facing the street were upgraded during a recent modernization and are in newer condition.



- **Finishes and cabinetry** are in fair to good condition and are well maintained.
- The **floors, casework, markerboards, ceilings, paint, and door hardware** are all in fair condition.



- All rooms also **contained clock, bell, and intercom systems, fire alarm systems, and markerboard and tackboard surfaces**. Most rooms had access to projectors, though some were incorporated with smart boards while other hung from the ceilings.
- The **fire alarm system** does not contain both horns and strobes throughout the campus as required under today’s codes and regulations.
- The number of **electrical power and data outlets** appears to be adequate.

- **Wireless Access Points** have been installed at all campuses. Two separate ERATE projects were completed during the beginning of the 2014-2015 school year. These projects replaced outdated network equipment and added a “basic” level of wireless access to all sites. The District is already looking at a new project to increase wireless capacity in the future.
- **Roofing** on the building is in generally fair condition and appears to have been replaced at the same time the duct work, heaters, and soffit spaces were added to each room for eventual inclusion of air conditioning (currently not present).
- Due to the lack of available classrooms on campus, the District is moving forward with a **plan to add additional portable units to establish the necessary computer labs** for new State testing requirements.
- **Lighting** is generally provided by fluorescent bulbs, surface mounted into the ceiling system. Additional natural light is prevalent from large, full height windows in the permanent structures. Portable classrooms have standard windows on two walls that provide minimal additional lighting. Lighting conditions appeared sufficient for general

learning conditions. However, increased use of mobile computing devices will require solutions and products that minimize glare from natural lighting to accommodate readability of television and/or projector screens.

- The **furniture** was a mixture of individual student desks that range from almost new to very poor condition, double student, and triple student desks. Many of the chairs were in good condition and the same blue color. The double and triple tables varied among different manufacturers and conditions ranging from very good to poor. Classrooms generally are equipped with a ceiling mounted standard definition television (SDTV) with built-in DVD and VCR.
- **Computers** at the school are newer in age. Nearly all classrooms have four to five computers and when they are in classrooms they are stationed on desks against a single wall. Nearly every classroom is equipped with either an Interactive White Board or a projection system.
- **Restrooms** are at a premium on campus, as there is only one boys room and one girls room available for 410 students. The three kindergarten classrooms each have their own restroom facilities. The school staff members have two shared use restroom facilities available.



- The **path of travel** for most of the campus was adequate to meet the current Americans with Disabilities Act (ADA) standards. However, some of the ramps leading up to the portable classrooms

are a combination of steel and asphalt, where the asphalt might not meet the appropriate slopes required.

The following subsections detail features or uses that are unique to individual building wings, as well as photographs of typical classrooms or learning spaces in these wings.

5.1.2 Classrooms 1-7 and 19

This original campus wing houses the site's attendance and health office, staff lounge, principal's office and 8 classrooms utilized as teaching stations. Flooring in some of the classrooms has been replaced with 12 inch VCT tiles while others contain the original 9 inch tiles that have been replaced in multiple locations due to wear and damage. Smart Boards, document cameras, and approximately 6 PC's are found in each room with PC's ranging from Windows XP to Windows 7. The District has reported to us that utilizing LCFF funding, many of the computers and operating systems have been replaced.

The finishes including ceiling tiles, walls, markerboards, and tackable surfaces appear to be in fair condition, but painted surfaces show signs of peeling and need attention. Most of the rooms utilized double student desks that were in need of replacement while the chairs were in good condition. There was no uniformity to furniture or design of the teaching work stations. Window coverings show signs of wear and need to be replaced.

Classroom 19 is situated just south of the kitchen and cafeteria facility, and is similar in age and appearance to Rooms 1-7, but larger in size. The room is assigned for kindergarten and contains a bathroom appropriate for kindergarten students.



5.1.3 Classrooms 8-10 and 14-18

Portable classrooms 8 through 10, and 14 through 18 are above-grade relocatable buildings in generally fair condition.

Windows and doors are in generally fair condition. Interiors are typical of relocatable units with markerboards along two walls. The windows have security bar systems and the ramps are poured concrete and steel. The District owns these buildings and may therefore benefit from accrued modernization eligibility over time. The District would be best served by reallocating future modernization eligibility from these relocatables toward a like-for-like replacement in permanent facilities. Only Room 15 has had the carpet replaced recently. The furniture ranges from brand new to old and requiring replacement. An average of 6 PC's per classroom range in age from Windows XP to Windows 7. Many of these computers, along with operating systems have been replaced since the assessment was performed.

Room 15A is smaller than the other portable units and is utilized as the RSP room. Room 18 is larger than the other portable units, and older, and houses a kindergarten classroom and age appropriate restroom facility.



5.1.4 Classrooms 11-13

Based on current room assignments and grade level distribution, this wing houses an SDC, 1st, and 2nd grade students. Room 11 is used for SDC and is located at the center of the campus. The flooring is 9 inch VCT tile that shows signs of wear and the finishes are older, but in generally fair condition. There are projectors and document cameras in each room, as well as four PC's of varying ages, generally stacked along the wall. Rooms 12 and 13 share a pass-through and pair of bathrooms, one currently being used for storage but is fully functional. The student desks in Room 13 are worn and in need of replacement.

5.2 SUPPORT FACILITIES

5.2.1 Library Building

The library building is small in size and only contains enough space for bookshelves and a few chairs. The flooring consists of 9 inch tile that is damaged in several locations and needs to be replaced soon, as well as carpet that is well worn. Paint on wall surfaces is peeling and one door frame shows signs of termite damage. An older heater hangs from the ceiling in one corner and unrepaired drywall is exposed behind the unit. A small room adjacent to the library, with a door dividing the two rooms, is currently being used as a storage space, but could be

reconfigured to provide greater space for seating, tables, and computers. The MDF is located in one corner of this room as well, with no separation for dust control or security.



5.2.2 Cafeteria

The cafeteria is adjacent to the kitchen at the east end of the building. A series of double folding student lunch tables take up the majority of the space in the room. The school has three lunch periods in order to manage the space appropriately.

5.2.3 Administration Office

The office at the entry to the school has visibility to the street, but is the only office space with that feature. The only other large office spaces on campus are the principal’s office and the attendance and health office which share space. A staff lounge and teacher workroom occupies a space previously designed to be another permanent teaching station. There is very little excess space for



storage of materials anywhere on campus including those for custodial staff. The single staff bathroom located near the library makes it difficult for staff to plan supervision and breaks appropriately and creates staffing issues at the front desk.

5.3 EXTERIOR CONDITIONS

This site is only bounded on one and one-half sides to city streets which means student drop off has a limited curbside approach. Limited off-street parking (26) is available adjacent to the school. The parking is not next to the school office so elongated entry to the school is taken on city sidewalk. The school also includes a perimeter chain link fence in fair condition and is usable without harsh wear. ADA path of travel is in fair condition with no visible impediments, but ADA signage is missing along many of the obvious pathways.

Most of the playfield areas are irrigated turf in fair to good condition only requiring normal care. The asphalt hard courts and playgrounds are in good condition with fresh striping. One wooden ball wall is available and in good condition. No shade structures are in evidence, especially adjacent to the cafeteria. There is one major playground structure and one kindergarten structure with a sand fall area. Upgraded fall protection and play structures should be considered to meet current state standards.

5.4 MODERNIZATION HISTORY

As with other District sites, prior modernization work was recorded by State’s Office of Public School Construction (OPSC). At Thille, the OPSC has recorded a total of 255 elementary pupil grants being utilized, generating approximately \$754,000 in funds released from the State.

5.5 PROPOSED IMPROVEMENTS

On the following page is an illustration of existing conditions at Thille, as well as a diagram of proposed conditions reflecting the identified improvements described below.

- ✓ T-1 refers to the construction of a combined library and math/engineering student resource center in the

rooms currently occupied by the existing library and staff lounge. Room 10 will be reconfigured as the new staff lounge.

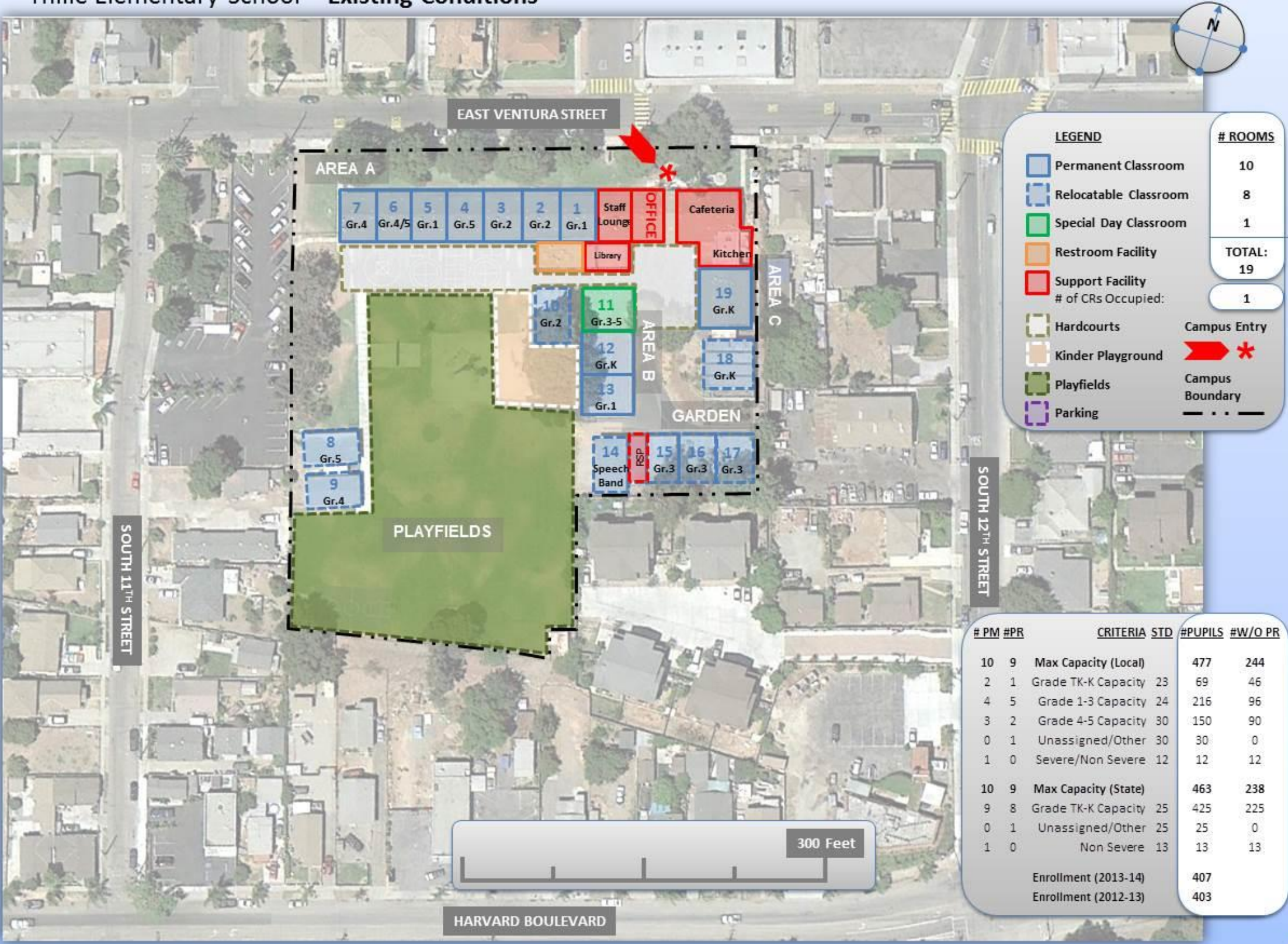
- ✓ T-2 refers to the modernization of 11 (Rooms 1-7, 11-13, 19) permanent classrooms to meet 21st century standards, including:

- Sliding marker boards that function as instructional space, cover windows for enhanced security, and provide magnetic surfaces for attaching educational materials or student work samples
- Repaint classroom interiors, provide new tackable wall panels, and rehabilitate original flooring and ceiling tiles as needed
- Provide modern/flexible furnishings in each room that also contribute to improved student focus, posture, and concentration
- Improve student and teacher access to modern classroom technology
- Equip rooms with multiple high definition television monitors mounted at instructional focal points throughout the room

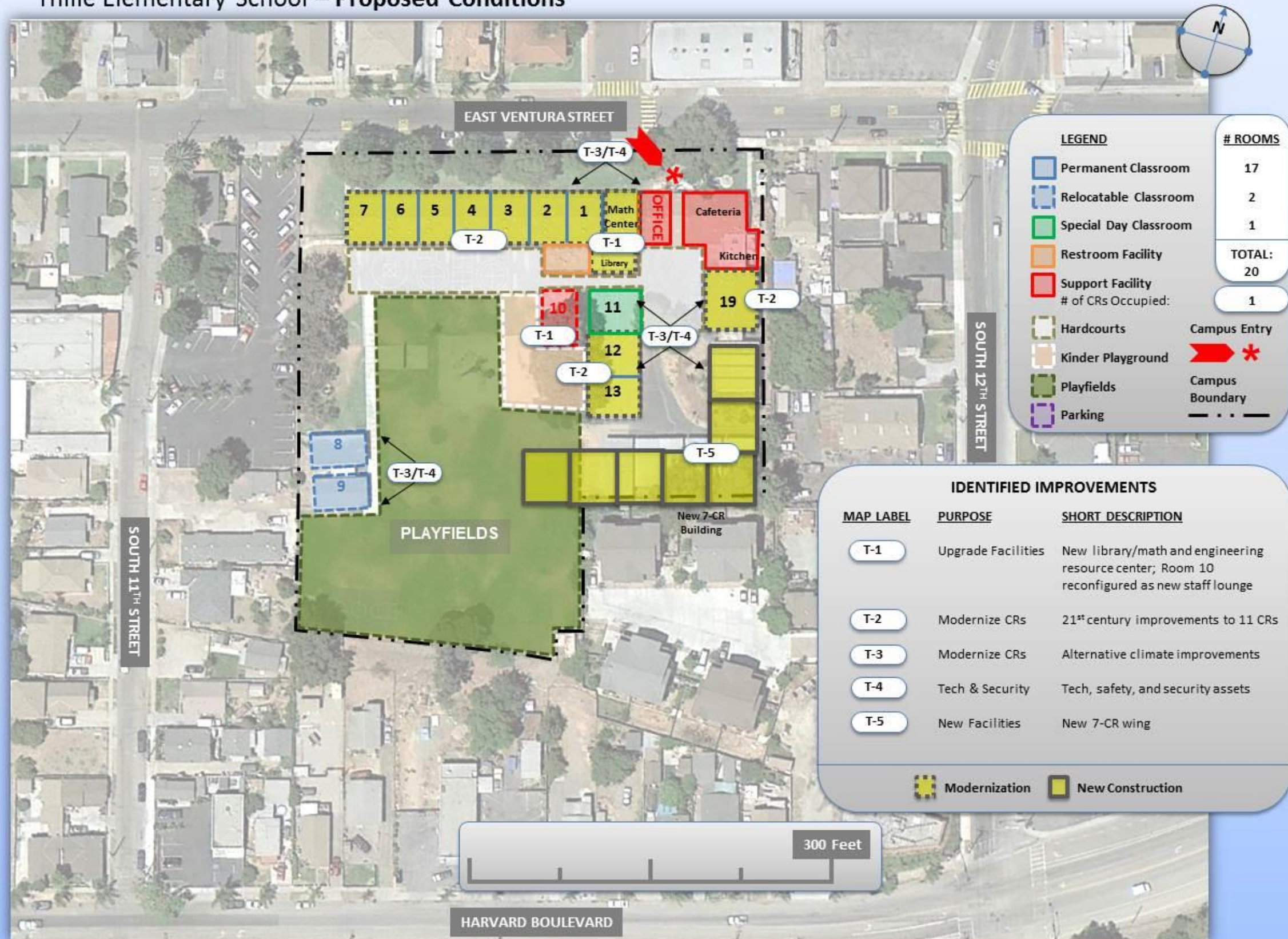
- ✓ T-3/T-4 consists of various campus-wide improvements designed to help control the climate in the learning environments. These improvements do not include HVAC systems but do include replacing aging windows and glazing, fans and window coverings, upgrading and integrating the bell, PA and communication system as well as upgrades to the technology infrastructure to support the educational program. It also includes improvements to the security and fire life safety systems.

- ✓ T-5 refers to the removal of portables and the construction of a new permanent classroom building. The building will include 5 standard classrooms and 2 kindergarten classrooms, restrooms, and a kindergarten play area. The program will set aside initial funds to immediately commence the architectural design and planning activities for this project.

Thille Elementary School – Existing Conditions



Thille Elementary School – Proposed Conditions



GLEN CITY ELEMENTARY SCHOOL

6.1 SITE ASSESSMENT

Glen City Elementary is located at 141 S. Steckel Drive behind the District’s administrative offices. The school is approximately five blocks east of Blanchard along Main Street. The roughly rectilinear site is bounded by Main Street on the north, a residential neighborhood on the south (Moultrie Place), and Steckel Drive on the west. The east side of the campus is bounded by a large lot residential property. Originally constructed in 1955, the school consists today of 20 permanent and 14 portable classrooms built in five parallel wings bisected by a walkway that separates permanent rooms from portable rooms and support facilities (including the main office and cafeteria/MPR). The eastern half of the site consists of a playfield and joint use park.

6.1.1 Classroom Buildings – General Conditions

- All of the site’s main classroom buildings (B, C, D, E, and F) share the same general characteristics.
- Finishes and cabinetry are in fair condition and well maintained, but paint is peeling in several location on built-in cabinetry.
- The floors consist of 9” tiles and have been replaced in various places by tiles of different colors and patterns. Some the rooms have had carpet and/or 12” VCT tiles placed over the top of the original 9” tiles.
- Glue Up Ceiling tiles are found throughout these buildings with new t-bar ceilings and lighting

placed on one side of the rooms where an added soffit and ductwork was provided for new heaters and eventually new air conditioning. The glue up tiles appear to be in fair to good condition with minimal locations showing sagging or falling tiles.

- The windows are in fair condition, but show signs of age with some panels being replaced with multiple different colors and textures of plexiglass. The glazing around many of the windows is cracked or falling out and needs to be replaced.



- Markerboards, tackable surfaces, and walls were in fair to good condition and well maintained.
- The fire alarm system consists of pull stations and horns but has no strobes required for visual notification per current codes.
- The number of electrical power and data outlets appear to be adequate.
- Wireless Access Points have been installed at all campuses. Two separate ERATE projects were



completed during the beginning of the 2014-2015 school year. These projects replaced outdated network equipment and added a “basic” level of wireless access to all sites. The District is already looking at a new project to increase wireless capacity in the future.

- Recent work to the buildings includes the following: new heating ductwork with soffits, ceilings, and lighting; added conduit and boxes for electrical, cable TV, and data cabling; and new raceways for data and electrical additions to power approximately 5 computers per room.

- Roofing on the building is in generally fair condition.
- Casework consists of a sink and counter top as well as approximately 15 feet of storage cabinets and an 8 foot coat rack that run down one wall of each classroom. The casework appears to be in good condition only requiring a new coat of paint.
- The furniture was a mixture of individual student desks that range from almost new to fair condition, and double and triple tables made by different manufacturers with conditions ranging from very good to fair. Many of the chairs were in good

condition and the same blue color. Many chairs were missing one or more of the glides.

- All rooms contained clock, bell, intercom, and fire alarm systems.
- Computers at the school are newer in age. Nearly all classrooms have four to five computers and when they are in classrooms they are stationed on desks against a single wall. Nearly every classroom is equipped with either an Interactive White Board or a projection system.
- Lighting is generally provided by fluorescent bulbs, surface mounted into the ceiling system. Additional natural light is prevalent from clerestory windows that in many buildings have been maintained to provide a “skylight” effect in tandem with dropped ceilings. Lighting conditions appeared sufficient for general learning conditions. However, increased use of mobile computing devices will require solutions and products that minimize glare from natural lighting to accommodate readability of television and/or projector screens.
- The path of travel for most of the campus was adequate to meet the current Americans with Disabilities Act (ADA) standards. However, some of the ramps leading up to the portable classrooms are a combination of steel and asphalt where the asphalt might not meet the appropriate slopes required.
- The following subsections detail features or uses that are unique to individual building wings as well as photographs of typical classrooms or learning spaces in these wings.

6.1.2 Classrooms 1 through 2

Classrooms 1 through 2 house the site’s non-severe SDC classrooms. Each room has five to seven PC’s and a Promethean Board as well as newer desks and chairs. The wing contains a set of boys and girls bathrooms, a kitchenette space and a small hallway linking the two

classrooms which make this wing ideally suited to their current use as a Special Day Classrooms (SDC).



6.1.3 Classrooms 3 through 6

Classrooms 3 through 6 are used as teaching stations. Based on current room assignments, this classroom wing houses the 1st grade. A boy’s and girl’s restroom is attached to the end of the wing and has been upgraded to meet ADA requirements under a recent modernization project.

6.1.4 Classrooms 7 through 10

This wing includes the classrooms 7-10. Classrooms 8 and 9 are currently assigned to 2nd grade teachers. Classrooms 7 and 10 were split in half with floor to ceiling walls some years ago and used to house programs requiring spaces less than 960 square feet. Room 7 houses a student store and the other space is currently utilized for storage. Room 10 contains ASPIRE, an after school program, on one side and a daycare facility on the other side. The size of the spaces could be more effectively utilized by removing the drywall dividing walls currently installed in Rooms 7 and 10

and returning the classrooms to their standard size and layout.



6.1.5 Classrooms 11 through 14

This classroom wing provides four classrooms that are all similar in layout and furnishing and room assignments show that they currently house three 2nd grade classrooms and one 3rd grade classroom. Classroom 14 has carpet flooring that was placed over the existing 9” VCT tiles while the tiles remain in the other classrooms as the primary flooring. Each classroom varies in the number of PCs. A boy’s and girl’s bathroom is attached to the end of this wing and similar to the Room 3-6 wing. They have been recently improved and meet current ADA codes.

6.1.6 Classrooms 15 through 18



Of the 4 classrooms in this wing, three are teaching stations currently assigned to 3rd grade teachers. Classroom 16 received a new A/C unit, installed by the Maintenance and Operations department in preparation for it being built out as a computer lab. A boy’s and girl’s bathroom is located at the end of the wing. The bathrooms attached to this

wing appear older and have not received any recent improvements. They do not currently meet ADA codes and regulations.

6.1.7 Classrooms 19 through 21

This building contains three classrooms with only room 19 currently assigned as a teaching station to 4/5th grade. Room 19 contains 25 new student desks and an IDF cabinet. The carpet in this room is in poor condition and should be replaced soon. Classroom 20 is similar to other classrooms in the permanent wings, but it is currently being utilized for the band and contains furniture appropriate for band members. Classroom 21 is currently being used as a library which is described further in the support facilities section.

6.1.8 Classrooms 24 through 28

This wing consists of portable classrooms numbered 24 through 28. Teachers assigned to these units teach 4th and 5th grade classes. All of the units appear to be in fair to good condition with carpet floors, full height tackable wall panels on all four walls, marker boards, and smart boards with projectors. Each of the classrooms is furnished with approximately 18 linear feet of 8 foot tall cabinets for storage and approximately 26 single student desks and 36 chairs. Most of the classrooms had approximately 6 computers, typically equipped with Core i5 processors and loaded with Windows 7 operating system software. Telephone handsets utilized the VOIP standard for calls as well as speaker communications. Classroom 27 had 8 computers, also loaded with Windows 7, with access to a Wireless Access Point (WAP). Classroom 24 contained an IDF cabinet. Classroom 28 had one section of the portable unit divided by a wall with a separate door to create an additional office space.

Portable classrooms 22 and 23 are additional adjacent portables and are similar in furnishings and appearance to the other portables. These classrooms currently house 4th and 5th grade.

Classroom 35 is a portable classroom located near the MPR and resembles the same aesthetics, upkeep, and furnishings as the other portables on campus. It currently

houses a 1st grade classroom and the third section of the portable unit has been separated with a dividing wall and provided a separate entry in order to create an office space for Speech Therapy. The office space has a desk, chair, and computer as well as several small chairs and a half-puzzle desk for students to utilize.

6.1.9 Classrooms 29 through 34

This wing consists of 6 portable classrooms numbered 29 through 34. This wing is assigned to Transitional Kindergarten and Kindergarten classes. The casework in these classrooms is similar in age and appearance to that of Portables 24-28 with the exception that the countertops and sinks in each classroom are lower to accommodate kindergarten students. The finishes, including paint, flooring, and ceilings, appear to be well maintained and in good condition. Each classroom contains five Windows & PC's and VOIP phones. Room 29 shares a bathroom facility and walkthrough space with room 30; with bathroom fixtures sized appropriately. Room 31 has its own kindergarten restroom facility while Room 32 shares a restroom with 33. Room 34 has its own kindergarten restrooms.

Within the kindergarten area of campus there is a separated space provided to keep the younger students separated from the older students, however there is no “Big Toy” available for them to play on in the space. Currently, there is no designated space for Kindergarten students and the “Big Toy” available on the main playfield is well worn and in need of repairs and/or replacement of parts.



6.2 SUPPORT FACILITIES

6.2.1 Library

The school library currently resides in classroom 21 which is larger than the other rooms and appears to have been an addition sometime after the other permanent buildings were constructed. The library contains approximately 250 linear feet of book shelves that hold 13,294 books. It is well maintained with thematic art on all the walls currently involving a camping motif. The carpet, bookshelves, and furniture are adequate, but older in appearance. The library fire alarm system was upgraded to include both horns and strobes as is required under current codes.



6.2.2 Physical Education Storage

A storage container is located east of portable classroom 23 which is used to store P.E. equipment including balls and nets. An additional storage room has been created on the end of classrooms 7-10 where a restroom might once have been located and is now being utilized as a small office and equipment closet.

6.2.3 Multipurpose Room



This building includes the Cafeteria but has no stage or space for a staff lounge. All share the same general characteristics. Finishes are in fair to good condition and are well maintained. The student restrooms are in good condition and are accessible. The Kitchen is in good condition but has an older oven and needs additional refrigerator space for milk distribution. Roofing is in generally fair condition and repairs at some ridges are required.

The size of the space requires lunch to be separated into three periods, and when used for assemblies, students are separated into three age groups. If the space is to be utilized for assemblies involving parents or guests, it requires scheduling an event for each grade individually. There were 12 double-folding tables that appeared to be in good condition. The lighting is provided from lights hidden in a soffit that runs the length of all four walls, projecting light up to a vaulted ceiling. It is not sufficient for lighting the space effectively and there is no air conditioning provided.



6.2.4 Administration Buildings

The Administration Building was not worked on during the last modernization. All of the materials are in fair condition but are dated and some doors do not appear to be ADA compliant based on width.

The main building's size and use appeared adequate for meeting the site's educational program and was not discussed as an impediment to academy implementation. Interior hinges and other door hardware were very old. Walls were finished with older, varnished paneling. Adjacent to the principal's office is a space set up to be a small conference room that appears to be a building addition. It consists of four foot high block walls and wood framing up to a sloped roof. The space is sometimes utilized for board meetings.

Portable Classroom 36 has been repurposed to provide a teachers' lounge with new chairs and tables, printing and copying equipment, and a coffee maker. The finishes and furniture have all been recently improved and are in great condition.



6.3 EXTERIOR CONDITIONS

This site is only bounded on two sides to city streets with adequate student drop off on a front curbside approach. A large off-street parking lot (100) is available at this school with one way traffic to accommodate bus and auto drop-off. The school site includes a perimeter chain link fence in fair condition, however some remediation and repair is

required. ADA path of travel is in fair condition with no visible impediments, but ADA signage is missing along many of the obvious pathways. Most of the playfield areas are irrigated turf in fair to good condition only requiring normal care. The asphalt hard courts and playgrounds are in good condition with striping throughout. One low ball wall is available and in good condition. A 20' X30' shade structure is adjacent to the cafeteria. There is one major playground structure with a sand fall area. Upgraded fall protection and play structures should be considered to meet current state standards. The kindergarten play area is a turf and asphalt yard with age appropriate stripping with its own fencing.

6.4 MODERNIZATION HISTORY

As with other District sites, prior modernization work was recorded by State’s Office of Public School Construction (OPSC). At Glen City, the OPSC has recorded a total of 375 elementary pupil grants being utilized, generating approximately \$1.2 million in funds released from the State.

6.5 PROPOSED IMPROVEMENTS

On the following page is an illustration of existing conditions at Glen City, as well as a diagram of proposed conditions reflecting the identified improvements described below.

- ✓ Glen City is proposed to be reconfigured from a K-5 to a K-8 program. At Glen City, the potential for a Dual Language Immersion Academy was identified. Given that the site will further explore options to its educational theme subsequent to the development of this plan, the cost and scope of related projects have been estimated to allow flexible uses that may better support the final theme once adopted by the school site. It is contemplated that this will occur over a multi-year period as children matriculate from the 5th grade through the 8th grade.
- ✓ G-1 addresses the school’s initial needs by providing a new library/student technology center. The project includes opening the wall between Rooms 7 and 8 to create a student resource center that includes the

existing library collection and 21st century technology options. G-1 also consists of constructing a new science/tech lab in Room 10.

- ✓ G-2 refers to the modernization of 17 permanent classrooms (Rooms 1-6, 8-9, 11-20) to meet 21st Century standards, including:
 - Sliding marker boards that function as instructional space, cover windows for enhanced security, and provide magnetic surfaces for attaching educational materials or student work samples
 - Repaint classroom interiors, provide new tackable wall panels, and rehabilitate original flooring and ceiling tiles as needed
 - Provide modern/flexible furnishings in each room that also contribute to improved student focus, posture, and concentration
 - Improve student and teacher access to modern classroom technology
 - Equip rooms with multiple high definition television monitors mounted at instructional focal points throughout the room

G-2 also consists of converting Room 21 (presently the school library) into a classroom, and upgrading restrooms to meet Americans with Disabilities Act (ADA) requirements.

- ✓ G-3/G-4 consists of various campus-wide improvements designed to help control the climate in the learning environments. These improvements do not include HVAC systems but do include replacing aging windows and glazing, fans and window coverings. It also includes the provision of an integrated bell, PA and communications system along with technology infrastructure and security and fire life safety system upgrades.
- ✓ G-5 consists of one new permanent two-story classroom building on the north side of the campus to replace portables. The building will contain five standard classrooms, five kindergarten classrooms, a

new resource room, restrooms, and kindergarten play area.

A second 10-classroom facility is recommended to be constructed next to the first building. However, the Facilities Master Plan does not include funding for this second building. Upon receipt of State grant funding reimbursements, this second building could be added to a future phase of improvements.

Glen City Elementary School – Existing Conditions



Glen City Elementary School –2014-15 Projects



Glen City Elementary School – Proposed Conditions



MCKEVETT ELEMENTARY SCHOOL



7.1 CLASSROOM ASSESSMENT

Originally built in 1911, **McKevett Elementary** has the distinction of being the District’s oldest school site. The award-winning architecture of the original school building has also been deemed historically significant. McKevett is located at 955 E. Pleasant Street and is bounded by Virginia Terrace on the north, Pleasant Street on the south, 10th Street on the east, and Mill Street on the west. The campus is among the smallest of any in the District, although providing 18 classrooms (six of them portable), a cafeteria/MPR, and a lunch shelter. The main permanent building encloses a large courtyard with four single-loaded wings. Ten classrooms and the front office are in three of the four wings, while the cafeteria/MPR is housed in the fourth. This building is sited at a 45-degree angle to both Pleasant and Mill streets, which creates an attractive triangular entry area that effortlessly guides visitors to the main office at the front of the building.

Owing to the small size of the campus, no parking exists on site; all vehicles park on the street. Hard courts and play fields are smaller at McKevett than at any other elementary school in the District. The cafeteria is also small, which has been configured to fit within the same width and length as a single-loaded classroom wing. McKevett Elementary lies in the middle of a residential neighborhood on the north side of Santa Paula. No incompatible land uses can be found within almost 1,000 feet of the campus.

7.1.1 Classroom Buildings - General Conditions

- McKevett is the oldest school in the District and has historically significant architectural design. It received an award shortly after its completion for being a well-planned school in the United States.
- The main classroom building consists of 10 teaching stations and two classrooms that have been converted into an MPR and Cafeteria. The building is divided with 1st and 2nd grades on the northeast side of campus and the 3rd through 5th grade students on the southwest side.
- All main building’s classrooms share the same general characteristics.
- Finishes and cabinetry are in fair condition and well maintained, but paint is peeling in several locations on built-in cabinetry. Many of the cabinets and storage spaces are original hardwood furniture built into the walls and framing.
- The flooring appears to be the original hardwood flooring for the site and has been polished and refinished to maintain a quality appearance. The chairs and desks are not designed to work with the wood flooring, which shows visible wear marks around the rooms.
- The glue-up tiles ceilings are in fair to poor condition with tiles having been replaced in some

locations while other locations show signs of past roof leaks and sagging where glue has reached the end of its effective life.

- The markerboards and tackable wall panels were replaced recently and designed to fit within the original wooden moldings that once bordered chalkboards. Built-in countertops in each room also have sinks that are in fair condition.
- All of the rooms having heating units, but none are provided air conditioning currently.
- Power and data available in each classroom is appropriate.
- Wireless Access Points have been installed at all campuses. Two separate ERATE projects were completed during the beginning of the 2014-2015 school year. These projects replaced outdated network equipment and added a “basic” level of wireless access to all sites. The District is already looking at a new project to increase wireless capacity in the future.
- There is no intercom system available to utilize for campus-wide “all call” communications. Each classroom does contain a VOIP phone and clock, but the VOIP phones are not loud enough to be of practical use for announcements.
- The furniture was a mixture of individual student desks from double to triple student desks. The

condition of the desks ranged from almost new to fair condition. The desks and chairs were typically of a glider style which is continuously creating wear damage to the hardwood floors. Built-in furniture and moldings are architectural details that enhance the classrooms, but require some painting and repair work.



- Computers at the school are newer in age. Nearly all classrooms have four to five computers and when they are in classrooms they are stationed on desks against a single wall. Nearly every classroom is equipped with either an Interactive White Board or a projection system.
- Lighting is generally provided by fluorescent bulbs that are surface mounted into the ceiling system. Additional natural light is prevalent in classroom

spaces that have tall ceilings and new exterior windows that reach above twelve feet tall. Lighting conditions appeared sufficient for general learning conditions. However, increased use of mobile computing devices will require solutions and products that minimize glare from natural lighting to accommodate readability of television and/or projector screens.

- The path of travel for most of the campus is appropriate and meets current Americans with Disabilities Act (ADA) standards. However, the front entrance to the school has only a stepped approach. No ramp is present for use either by persons with disabilities or for deliveries of heavy items.



The following subsections detail features or uses that are unique to individual building wings as well as photographs of typical classrooms or learning spaces in these wings.

7.1.2 Classrooms 14 - 16

This wing is an additional building of historical design located on the corner of Tenth and Virginia street. It currently houses a 2nd grade class, as well as the library and a music room. The finishes and furniture are similar to those found in the main building. Each room has a fireplace that is a visual feature but not functional. The building's

distance from the rest of the campus classroom buildings does not lend itself to effective use as a classroom creating a perceived separation. The building's original use as an Arts Academy might be a more strategic use of the space.

Classroom 16 which is used as a 2nd grade room also has four small rooms attached to it that contain storage shelving and materials that were once used for art programs. Additionally, one of these spaces was designed to house a kiln. Classroom 15 houses the library, which is discussed further in the support facilities section below. Classroom 14 contains piano keyboards. It does not have enough markerboard space provided for teaching.



7.1.3 Kindergarten Classrooms

The kindergarten classrooms consist of three portable buildings. K1 is a triple wide portable that is typical of portables found on other District sites with a third of the space separated by a wall to create an office. K2 and K3 are typical portable buildings and have been attached in order to share a pass-through hallway and set of student bathrooms. The bathrooms have flooding issues and are

not currently being utilized by the students. Their size is appropriate for kindergarten teaching spaces and they have a playfield that is separated.

7.1.4 Classrooms 11 through 13

Classrooms 11, 12, and 13 are portable buildings that share typical features with other portables around the District including full height tackable walls and windows on two walls. They all have smart boards and student PC's. The carpeting is older and in need of replacement. It is a dark color and does not create the vibrant feel that a classroom needs. Since the assessment was performed, the District has reported that the carpeting in these rooms was replaced.



7.2 SUPPORT FACILITIES

7.2.1 Library

The library is housed in Classroom 15 and has approximately 90 linear feet of book shelves and a desk for an instructor. The glue up ceiling tiles have been replaced in this room with new tiles to give it a clean appearance. The library has a door to access it from classroom 16 as well as a door providing access directly outside. There is not enough data and power present in this room to add computers or tablets to update the space for new library uses.



7.2.2 Multipurpose Room

This building includes the cafeteria, stage, and kitchen. All share the same general characteristics. Finishes are in fair to good condition and are well maintained. The student restrooms are in good condition and are accessible. Due to limited space, the cafeteria serves students over the course of five lunch periods. One freezer remains out on the main floor of the MPR due to lack of space in the kitchen.

The stage has a professional light bar and JBL sound system installed for use with assemblies and performances. No additional space is available to accommodate a staff lounge.



7.2.3 Administration Offices

The Administration Office space was not worked on during the last modernization. All of the materials are in fair condition but are dated and some doors do not appear to be ADA compliant based on width.

The office’s size and use appeared adequate for meeting the site’s educational program and was not discussed as an impediment to academy implementation. However, the staff lounge also contains the MDF cabinet and a sink that is utilized for the nurse’s station. These spaces would be best if some separation is provided so that teachers have a space for breaks that is not impeded by sick students. Interior hinges and other door hardware were very old. Additionally, there is no staff bathroom attached to the office space which requires coordination of front desk monitoring when staff has to leave.



7.3 EXTERIOR CONDITIONS

The entrance to the school limits pick-up and drop-off space and the local community has complained consistently about the surrounding neighborhood being affected by cars parked and waiting to pick up children. There is currently no parking space on campus either. Additionally, the stairs leading to the entrance gates have no ADA ramp access which makes it difficult for handicapped persons to access the site, as well as deliveries involving heavy materials and hand carts.

This site is bounded on all four sides to city streets which means student drop off has only a curbside approach. No off-street parking is available at this school. The school site includes a perimeter chain link fence in fair condition and requires some maintenance and repair. ADA path of travel is in fair condition with no visible impediments, but ADA signage is missing along many of the obvious pathways. Most of the playfield areas are irrigated turf in fair to good condition only requiring normal care. The asphalt hard courts and playgrounds are limited but in good condition with some of the striping needing refreshment. No ball wall is available. A 20’ X 40’ shade structure is in use, and adjacent to the rear of the school. There is one major play playground structure in a large sanded area with assorted “monkey” style bars. No kindergarten structure is available with only limited green space not fenced in. Upgraded fall protection and play structures should be considered to meet current state standards.

7.4 MODERNIZATION HISTORY

The exterior windows of the main classroom building were replaced under a recent modernization project.



7.5 PROPOSED IMPROVEMENTS

On the following page is an illustration of existing conditions at McKeveett, as well as a diagram of proposed conditions reflecting the identified improvements described below.

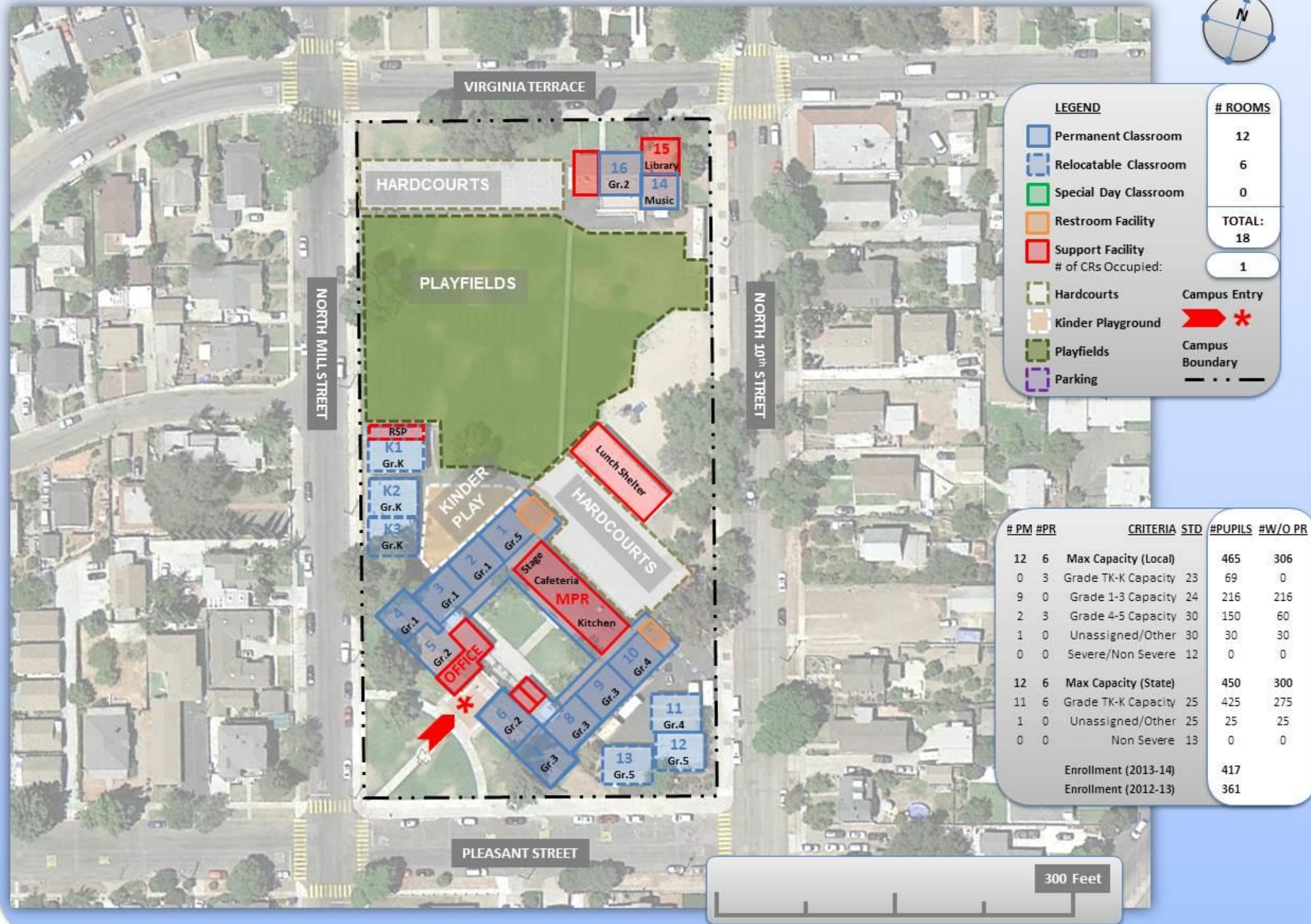
- ✓ M-1 consists of constructing a library/student resource center/music and arts lab from the existing library (Room 15) and music room (Room 14), complete with 21st century technology and furniture. The project will also include restoring the adjoining kiln room, supply room, and restroom.
- ✓ M-2 refers to the modernization of 10 (Rooms 1-10) permanent classrooms to meet 21st century standards, including:
 - Sliding marker boards that function as instructional space, cover windows for enhanced security, and provide magnetic surfaces for attaching educational materials or student work samples
 - Repaint classroom interiors, provide new tackable wall panels, and rehabilitate original flooring and ceiling tiles as needed
 - Provide modern/flexible furnishings in each room that also contribute to improved student focus, posture, and concentration
 - Improve student and teacher access to modern classroom technology
 - Equip rooms with multiple high definition television monitors mounted at instructional focal points throughout the room

M-2 also consists of upgrading the existing performance stage in the multipurpose building with a modern light bar and sound system and equipping with a modern projector, screening, and computer station for controlling audio visual equipment.

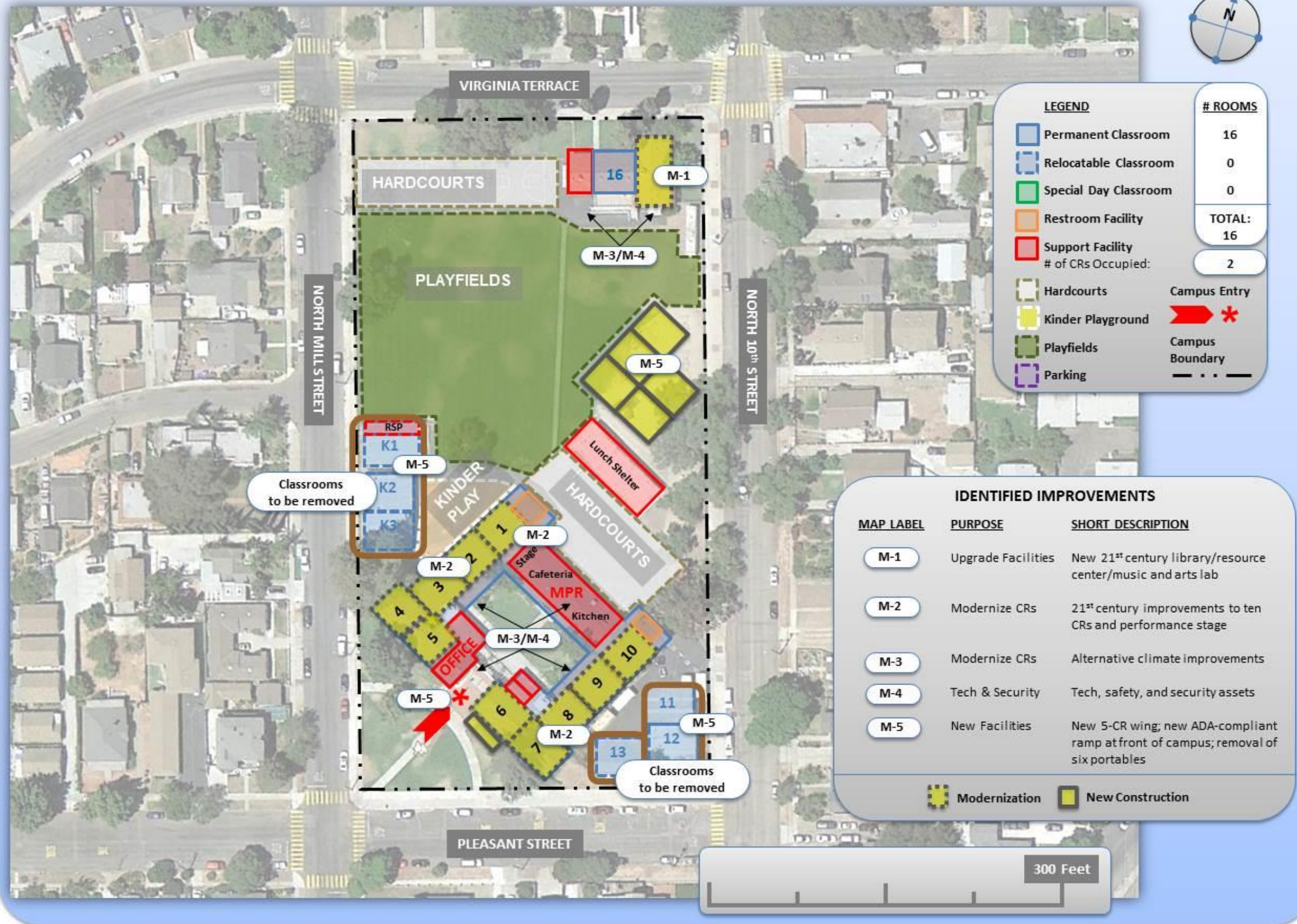
- ✓ M-3/M-4 consists of various campus-wide improvements designed to help control the climate in the learning environments. These improvements do not include HVAC systems but do include replacing aging windows and glazing, fans and window coverings. It also includes the provision of an integrated bell, PA and communications system along with technology infrastructure and security and fire life safety system upgrades.
- ✓ M-5 refers to the construction of a new facility containing 3 kindergarten classrooms and 2 standard classrooms. This building will replace 6 existing portables.

A ramp at the school entry to meet Americans with Disabilities Act (ADA) requirements will also be provided. Parking and drop-off improvements will include providing signage to identify pick-up and drop-off spaces and identifying possible street improvement areas (e.g., curb, gutter, and sidewalk, roadway reset).

McKevett Elementary School – Existing Conditions



McKevett Elementary School – Proposed Conditions



ISBELL MIDDLE SCHOOL

8.1 CLASSROOM ASSESSMENT

Isbell Middle School, located at 221 S. 4th Street, is among the largest District campuses and the largest noncommercial land use along Main Street east of Glen City Elementary and west of Harding Park. Bounded by Main Street on the north, Harvard Boulevard on the south, 7th Street on the east, and 4th Street on the west, the Isbell campus is surrounded primarily by residential and light mixed commercial uses, with the latter more prominent along Main Street. The school’s facilities are notably located in the south half of the site, away from the Main Street commercial corridor.

With original structures built in 1922, Isbell Middle is among the oldest school sites in the District. The school presently has 33 permanent and 11 portable classrooms, plus separate facilities for wood shop and a former home economics wing used today for the administrative offices. A large gymnasium, including four classrooms, and a cafeteria/MPR facility comprise two of the three largest permanent structures. The third structure is a two-story classroom building with the main office and library on the ground floor. A large paved quad lies between the gym and classroom building. The school’s main parking area, used exclusively by staff, provides site access from Harvard Boulevard. The school’s main entry is located on 4th Street, and is marked by a visitor parking loop in front of the two-story building. The layout of the school provides for a little over half of the total site area to be used for hard courts

and grassy play fields, providing for a buffer between the school and the Main Street corridor.

8.1.1 Classroom Buildings – General Conditions

The classrooms in the site’s main two-story classroom building share the same general characteristics.

- Finishes and cabinetry are in fair to good condition and are well maintained.
- The floors are mainly hardwood and have been refinished and kept in good condition.
- Casework, markerboards, ceilings, and paint show some signs of aging including original wood framing around the markerboards. A number of the markerboard and tackable surfaces are due to be upgraded.
- Many of the classroom spaces have the original fireplaces in one corner of the room that have been rendered inoperable.



- The door hardware is in fair condition but lacks panic hardware or updated closer devices.
- The number of electrical power and data outlets is appropriate for the standard classroom space but would not be suitable for use as science or computer lab spaces. Additional electrical is a consideration to accommodate the requirements for tablets in the future.
- A prior review of the campus power grid also identified that the current system could not support the addition of HVAC systems to cool the rooms.
- A large storage space is located on one side of a majority of the rooms in the building which is approximately 100 square feet in size.
- The window system glazing was all replaced during the previous modernization project and each room contains a heater in one corner, in good condition.
- Roofing on the building is in fair condition.
- Hallway walls are lined with tackable wall panels above the chair rail height providing a large volume of space for students and staff to pin up posters and other communications.
- The furniture was a mixture of individual student desks that range from almost new to very poor condition, double student, and triple student desks. Chairs and tables in various classrooms were creating additional maintenance issues by scuffing the finish on the wood floors. The double and triple tables varied among different manufacturers and conditions ranging from very good to poor.

- All rooms also contained clock, bell, and intercom systems, fire alarm systems, but these systems are not integrated in an effective manner. Additionally, some of the portable spaces do not meet current fire alarm codes.
- A limited number of rooms had access to smartboards or projectors. Most classroom spaces had whiteboards on two walls and small tackboard spaces but didn't utilize the wall spaces completely with things like sliding whiteboards or full-height tackable panels.



- The science classrooms and science labs were not adequately equipped with “acid-resistant” countertop spaces and stations designed to conduct experiments appropriately. Additional furniture for proper storage of science equipment and chemicals is also needed.



- Computers at the school are newer in age. When student computers are in classrooms they are stationed on desks against a single wall. A number of classrooms on campus have interactive White Boards or projection systems.

- Wireless Access Points have been installed at all campuses. Two separate ERATE projects were completed during the beginning of the 2014-2015 school year. These projects replaced outdated network equipment and added a “basic” level of wireless access to all sites. The District is already looking at a new project to increase wireless capacity in the future.
- Lighting is generally provided by fluorescent bulbs that are surface mounted into the ceiling system. Additional natural light is prevalent from windows on at least one wall in each room that have been recently replaced. Lighting conditions appeared sufficient for general learning conditions. However, increased use of mobile computing devices will require solutions and products that minimize glare from natural lighting to accommodate readability of television and/or projector screens.
- The path of travel has Americans with Disabilities Act (ADA) standards issues.

The following subsections detail features or uses that are unique to individual buildings or rooms as well as photographs of typical classrooms or learning spaces in these buildings or rooms.

8.1.2 Classrooms 10 through 11

Classroom 10 is unique in that it contains several chairs organized in a circle around keyboards provided for a piano keyboarding teaching environment.

Classroom 11 is a single, oversized classroom space located in the main building that is furnished as a science laboratory space. Multiple teachers share the space to perform laboratory experiments. This space needs more markerboard and tackable wall surface provided for teaching. Seven lab stations are provided and one additional station for the teacher to demonstrate from. There are other science classrooms on campus, however none of them are provisioned with the appropriate furniture and fixtures for proper science laboratory functionality.



8.1.3 Old Wood Shop

The Old Wood Shop has been condemned and should be demolished to make room for future classroom building opportunities. Demolition will also reduce unnecessary maintenance of the exterior finishes of the building that serves no current function.

8.1.4 Classrooms 29 through 30

Portables 29 and 30 are currently being used only by staff. Water and debris has been trapped under these two portable units and created odor problems as well as floor deterioration.

Classroom 29 is a staff lounge and meeting space set up with tables, chairs, and cabinets around the perimeter of the room. The finishes are in need of repair or replacement.

Classroom 30 is an old home economics classroom that is set up with multiple stations as well as a teaching station with demonstration mirror. This space was once a very effective teaching environment for home economics but is now dated and requires upgrading of equipment, ventilation, and finishes to make it a 21st Century learning space and meet current codes.

The two building structures are old and a more effective use of funding would involve the removal of these two classrooms due to structural issues and provide a new space, temporary or permanent for these activities.



8.1.5 P Classrooms 38 through 40

The portable buildings on the north side of campus are similar in furnishing and fixtures to the standard portable classrooms found on most campuses. Many of the classrooms are equipped with Smartboard technology and/or projectors. The flooring in these classrooms needs to be replaced and the fire alarm systems need to be brought up to code in some cases.

There are two SDC classrooms located in the portables, as well as one computer lab and an ASB room.

Due to the age of the portable classrooms and the structural issues regarding storm water runoff problems, the best solution would be to remove these buildings and replace them with a new, permanent classroom structure.



8.2 SUPPORT FACILITIES

8.2.1 Library



The library is located directly across the hallway from the science laboratory in the main classroom building. It encompasses the space of two standard classrooms as well as a storage space for additional materials and a small office. The space is fairly standard for most libraries with shelves of library books on multiple walls and in rows throughout the room with a few computers located against the wall. Upgrades are needed to bring it up to a 21st Century standard with large display monitors and a combination computer lab/library environment where there is more current technology available for student use. Carpeting and other flooring materials need to be replaced and the lighting in this room should be addressed to provide the right quality of light in the right format for reading vs. using computing devices.



8.2.2 Administration Area

The Administration area is located in the center of building A. The finishes and furnishing are in good to fair condition and the spaces did not feel small or congested. The elevator access for the building was located within this office space and aided in controlling the use appropriately. The location of the office does not lend itself to an efficient check-in environment for guests because you have to gain access to the hallway and thus the entire building before traveling down the hallway to the office. Installing a set of magnetically operated doors, with a camera system would allow the staff to “buzz” in guests when appropriate and otherwise keep the exterior doors locked and secure.

8.2.3 Cafeteria Building

The Cafeteria Building is utilized as a multipurpose room. It contains a kitchen as well as a stage and two classrooms attached to the back of the stage area.

The Cafeteria finishes are older and in need of replacement. The glue up ceiling tiles show signs of several past repairs, and the lighting is not very bright. The darker paint on the walls does not reflect light well as a cafeteria space, though it is probably effective when dimming the



lights while using the stage for performances. The lighting should be replaced and designed to provide adequate brightness for a cafeteria as well as dimming capabilities for performance and stage use.

The kitchen is adequately furnished and the finishes appear to be in good condition and well maintained.

The stage appears worn and its finishes all need to be repaired or replaced. The two large classrooms behind the stage are sparsely furnished and not equipped to be utilized as 21st Century teaching spaces. They would be better suited to develop into performing arts support spaces such as costume changing rooms, set design and prop construction classes.

An old septic system is still connected to the sewer line outside of the cafeteria near the outdoor lunch shelters, and when it rains, the system backs up and creates a foul odor in the air. The storm drain system needs to be addressed in this area in order to move large volumes of water out during storms as the entire lunch area and sidewalk space between building A and the parking lot drains down to one storm drain near the kitchen entrance.



8.2.4 Gymnasium

The Gymnasium building is a recent addition to the campus. It contains three classroom spaces, a band room, and girl’s and boy’s locker rooms. There is also a stage space with large rollup door attached to an additional outdoor stage. Currently, the new stage space is used to house exercise treadmills and bicycles.



The classrooms only lack modern furniture, hdtv, and additional whiteboard space to make them 21st century spaces. The gymnasium is in great shape but has acoustical challenges. When a full class of students is using the space, the noise makes it difficult to carry on a conversation between two people standing next to one another. Sound attenuation solutions could be assessed to determine the most effective means of reducing echoing.

8.3 EXTERIOR CONDITIONS



The covered lunch area has a clay brick floor finish that is rising and sinking in multiple locations due to tree roots and flooding issues. The brick should be removed and replaced with a more manageable medium that will not require constant maintenance.

Asphalt issues also exist in and around the portable buildings. The asphalt has been built up around the buildings in order to provide an appropriate ADA slope for path of travel purposes. However, this has created pockets up to one foot deep around the perimeter of many of the portable buildings. These “pockets” gather water and debris which builds up under the buildings and cannot escape. The resulting deterioration from moisture build-up creates odor and structural problems with the portable foundations.

Due to the slope of the land on this part of campus, a series of pumps would have to be installed to address the moisture and flooding problems. A more effective solution would be to remove all of the portables, develop a storm water removal plan, and build a new classroom building to address the number and style of classrooms needed.

8.4 MODERNIZATION HISTORY

The Gymnasium building is a recent addition to the campus. The southern staff parking lot is also a new addition. The parking lot appears to have concrete bollards poured for light standards, but the poles and light fixtures were never mounted and the wiring was never pulled to these locations.



8.5 PROPOSED IMPROVEMENTS

To the right is an illustration of existing conditions at Isbell. On the following page is a diagram of proposed conditions reflecting the identified improvements described below.

- ✓ At Isbell, academy programs of Engineering, Science, and Technology, and Visual and Performing Arts have been identified.
 - ✓ I-1 includes establishing visual arts labs by repurposing Rooms 45 and 46 and providing wet/dry lecture working spaces and supply storage. The labs will be equipped with appropriate furnishings and equipment.
- Additionally, I-1 consists of upgrading the existing performance stage in the multipurpose building with a modern light bar and sound system and equipping with a modern projector, screening, and computer station for controlling audio visual equipment.

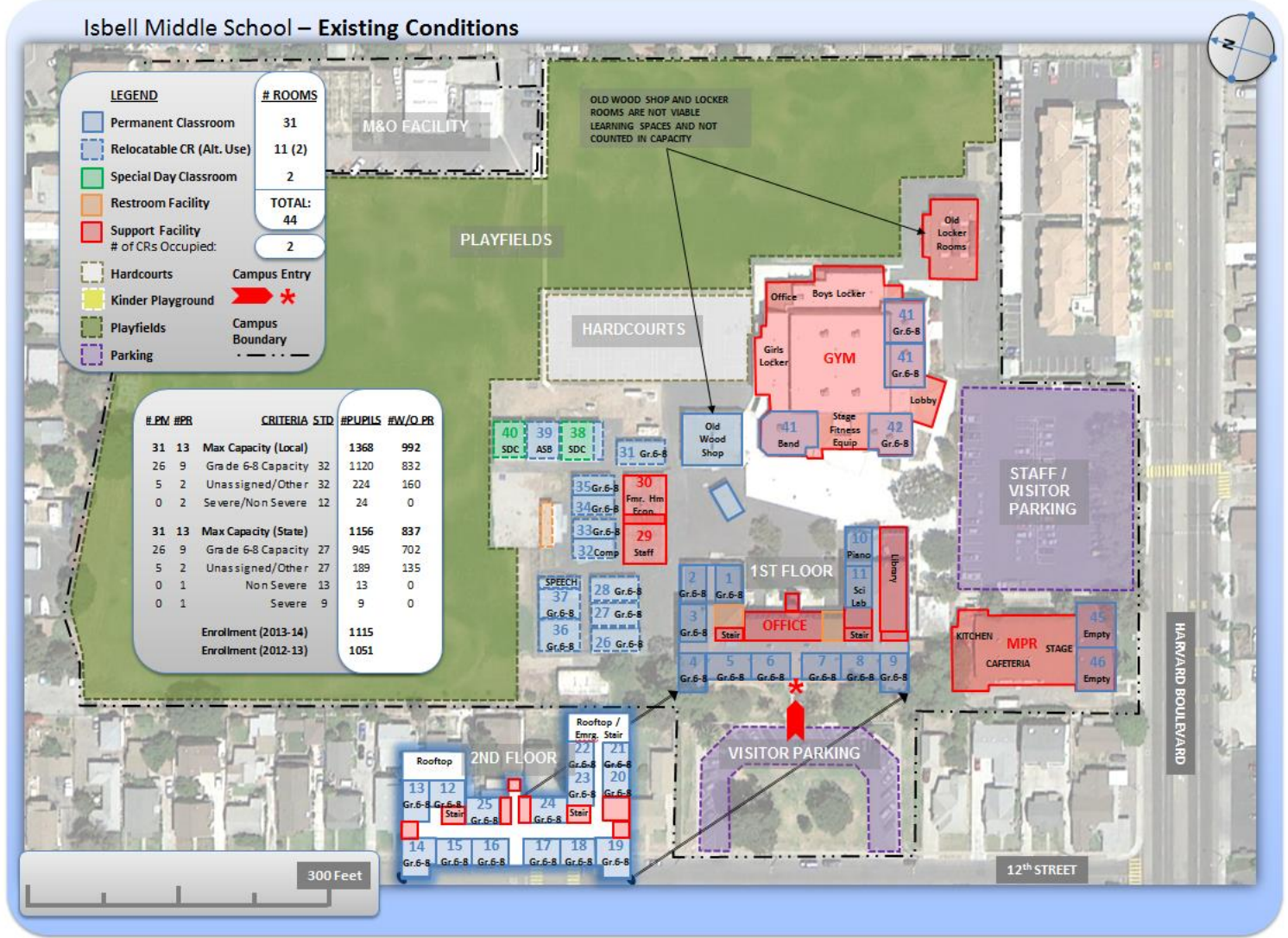
- ✓ I-2 will address the school’s immediate classroom modernization needs that will support the academy programs. The project refers to the modernization of 25 (Rooms 1-25) permanent classrooms to meet 21st Century standards, including:
 - Sliding marker boards that function as instructional space, cover windows for enhanced security, and provide magnetic surfaces for attaching educational materials or student work samples

- Repaint classroom interiors, provide new tackable wall panels, and rehabilitate original flooring and ceiling tiles as needed
- Provide modern/flexible furnishings in each room that also contribute to improved student focus, posture, and concentration
- Improve student and teacher access to modern classroom technology
- Equip rooms with multiple high definition television monitors mounted at instructional focal points throughout the room
- Install air conditioning infrastructure, equipment, and controls

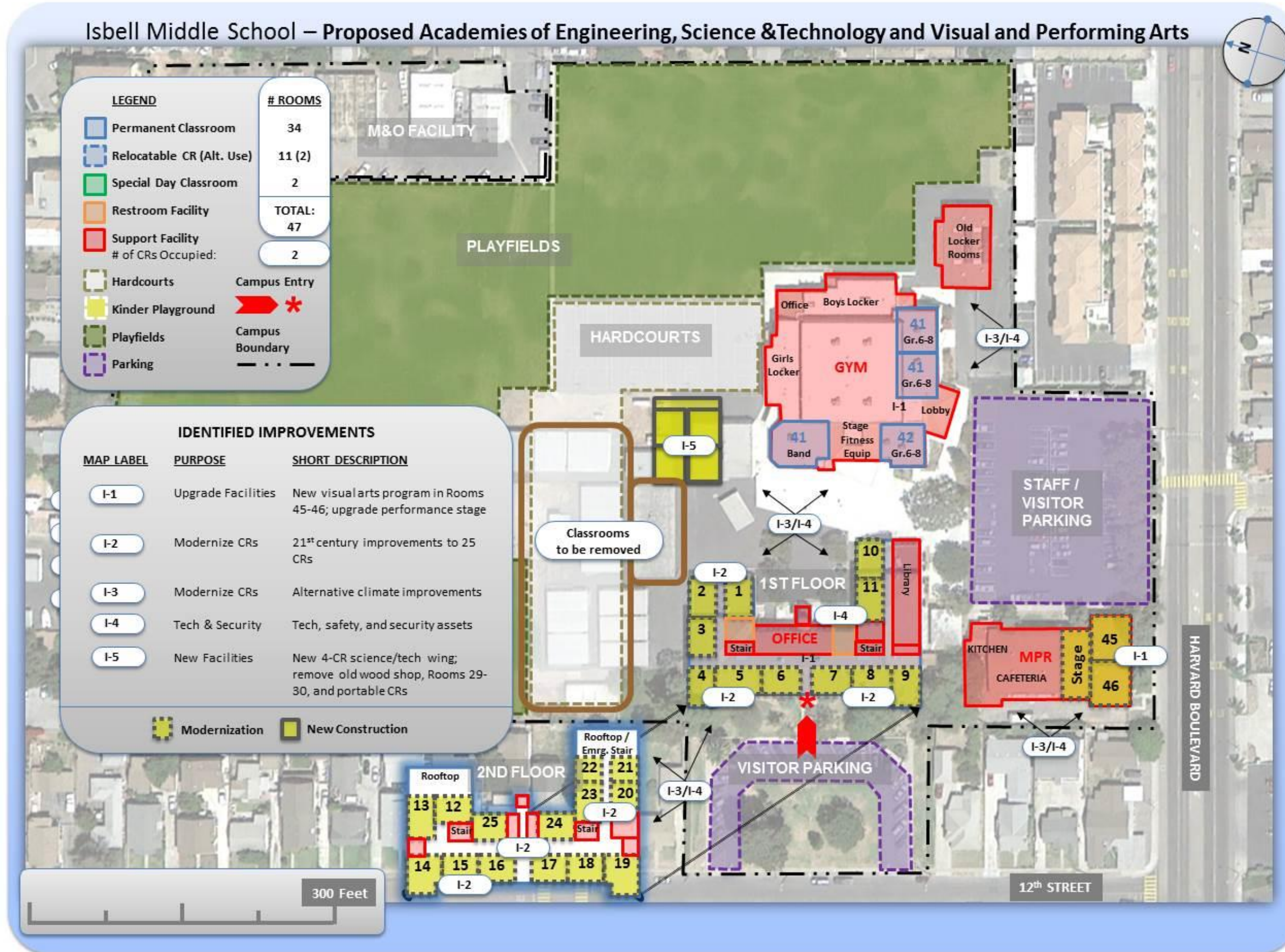
environments. These improvements do not include HVAC systems but do include replacing aging windows and glazing, fans and window coverings. It also includes the provision of an integrated bell, PA and communications system along with technology infrastructure and security and fire life safety system upgrades.

- ✓ I-5 refers to the construction of a four-room facility for science and technology instruction. The existing shuttered wood shop and Rooms 29 and 30 will be demolished, and the new facility built in its place. Additionally, the portables on the north side of the campus will be removed.

- ✓ I-3/I-4 consists of various campus-wide improvements designed to help control the climate in the learning



Isbell Middle School – Proposed Academies of Engineering, Science & Technology and Visual and Performing Arts



RENAISSANCE HIGH SCHOOL

9.1 CLASSROOM ASSESSMENT

Renaissance High School, located at 325 N. Palm Avenue, is the District’s alternative education high school for students in Grades 9 through 12. Built in 1988, it is the newest school in the District, and as the alternate education counterpart to Santa Paula High it also is the smallest school. Apart from three permanent support facilities, Renaissance High largely consists of seven portable buildings; six of them serving as classrooms and the last as an administrative office.

Renaissance High’s buildings are grouped together between the Santa Paula High football stadium and Palm Avenue. A small amount of parking exists on Palm Avenue, immediately adjacent to a basketball court that lies between the six portable classrooms and the main office.

9.1.1 Classroom Buildings – General Conditions

All of the site’s main classroom buildings are portable units and share the same general characteristics.

- **Finishes and cabinetry** are in fair to good condition and are well maintained.
- The **floors, casework, markerboards, ceilings, paint, and door hardware** are all consistent with portable buildings in good condition.
- The number of **electrical power and data outlets** appear to be adequate with power on each wall and new data cabling being currently being pulled into each of the rooms and mounted on new switches.

- **Roofing** on the buildings are in generally fair condition.
- The **path of travel** was improved for the entire campus during the recent modernization.
- The **bathrooms** meet all ADA requirements and the slopes were improved to meet both drainage requirements and maximum slopes allowable for ADA access to each building.
- **Wireless Access Points** have been installed at all campuses. Two separate ERATE projects were completed during the beginning of the 2014-2015 school year. These projects replaced outdated network equipment and added a “basic” level of wireless access to all sites. The District is already looking at a new project to increase wireless capacity in the future.

The following subsections detail features or uses that are unique to individual buildings or rooms, as well as



photographs of typical classrooms or learning spaces in these buildings or rooms.

9.1.2 Classroom 1

Classroom 1 is utilized as an Associated Student Body classroom as well as auxiliary physical education storage and overflow for computer lab. It is equipped with twenty Windows 7 PC’s in good condition, and a projector with document camera is available for teachers to use. The room has 18 student desks that have been well maintained along with approximately 20 folding chairs. Tackable wall panels are full height on all four walls and have been painted over in past years.

9.1.3 Classroom 2

This classroom is similar in general characteristics to classroom 1. It is currently assigned as an English classroom and is equipped with 37 student desks that have been well maintained.

9.1.4 Classroom 3

The portable unit is different than the others on the site in that the teacher requested to leave a chalkboard on the wall in lieu of markerboards. Otherwise, physical characteristics and furnishing or similar to classroom 2.

9.1.5 Classroom 4

Classroom number 4 is assigned to history and is currently furnished with 30 single student desks in great condition.

9.1.6 Classroom 5

Classroom 5 is assigned to Science and is located at the end of the row of portable units. The classroom currently has no furnishings or equipment provided to directly support lab experiments. Space next to the unit is not large enough to accommodate another portable building due to retaining walls and earthen slopes, but the option to build an additional space for equipment and chemical storage, along with furnishings, could be developed.

9.2 SUPPORT FACILITIES

9.2.1 Multipurpose Room

There is currently no space for the entire school to meet indoors for assemblies and the available acreage on the site has been exhausted with a very efficient building layout plan.

9.2.2 Administration Building

The administration building was recently upgraded to a new portable building that is approximately two triple-wide portables in total size. The finishes and furnishing are in new condition. Space is made available for a sign-in desk, principal’s office, attendance office, finance office, security and conference room. Security is sharing a very small space currently, but it is not otherwise affecting performance. The built-in cabinets in the conference room double as additional PE storage.



9.3 EXTERIOR CONDITIONS

This site is only bound on one side to city streets which means student drop off has a limited curbside approach. Very limited off-street parking (9) is available at this school. The parking is adjacent to the school office and main gates. The school site is also perimeter fenced in new wrought iron gates and fences in very good condition and is usable without harsh wear. The entire front of the campus has recently been upgraded. ADA path of travel is in fair condition with no visible impediments, but ADA signage is missing along many of the obvious pathways. The asphalt hard courts and playgrounds are in good condition with fresh striping thru-out. Two shade structures are provided adjacent to the cafeteria.

9.4 MODERNIZATION HISTORY

The site is the most recently modernized in the District, with work completed over several years and completed in 2010. The results include a new entry with gates and signage to improve site identification, new asphalt for the entire site, a new administration building, new bathroom facilities and warming kitchen, and a new volleyball court for physical education.

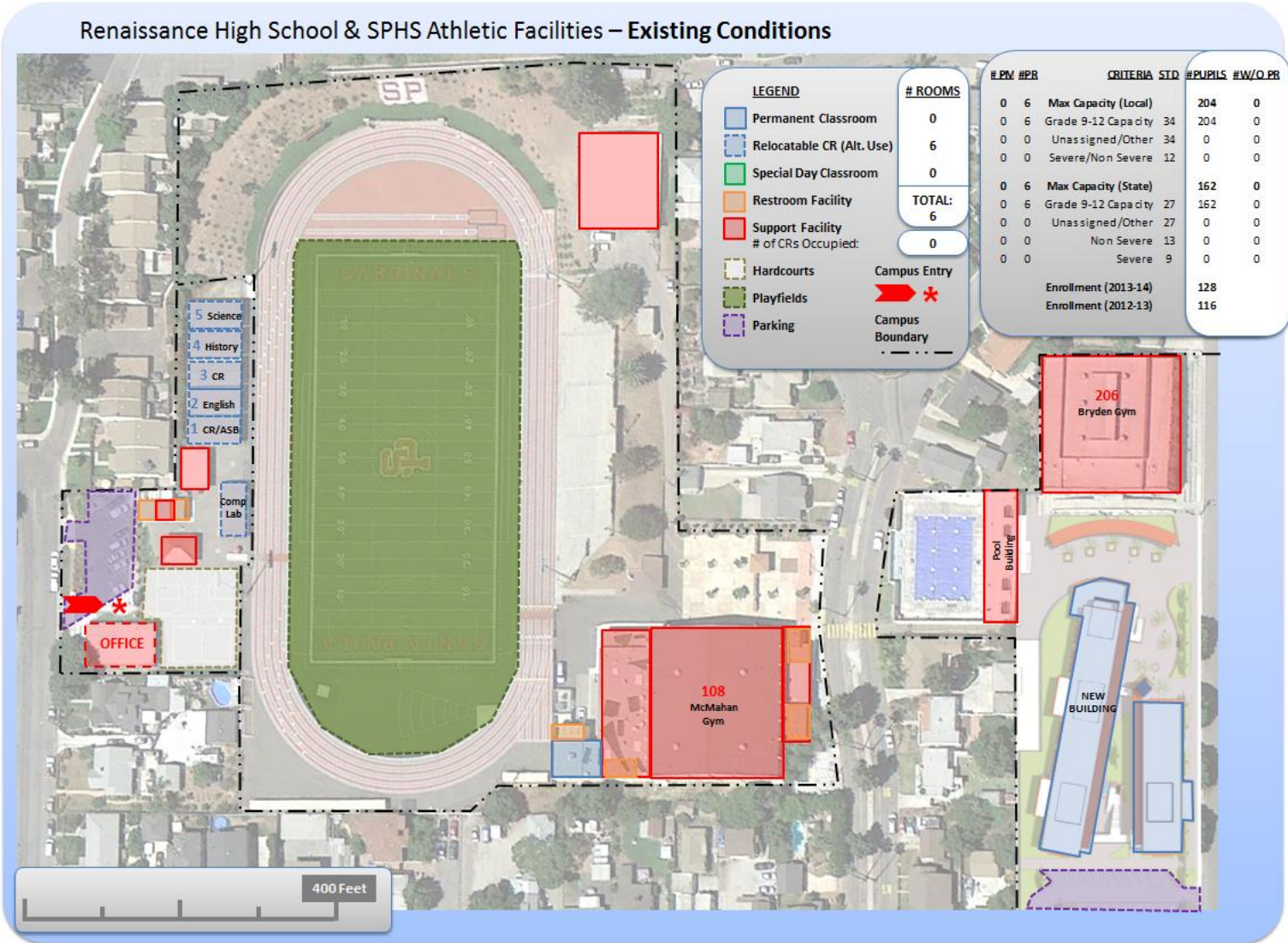
The new restrooms sit on either side of a small warming kitchen that is utilized to provide lunches to the students. The student population is approximately 125, and the kitchen is sized appropriately for that volume of food. The campus had one covered lunch area prior to the modernization which added a second covered lunch area for students to eat outside. In inclement weather, students typically eat inside classrooms.



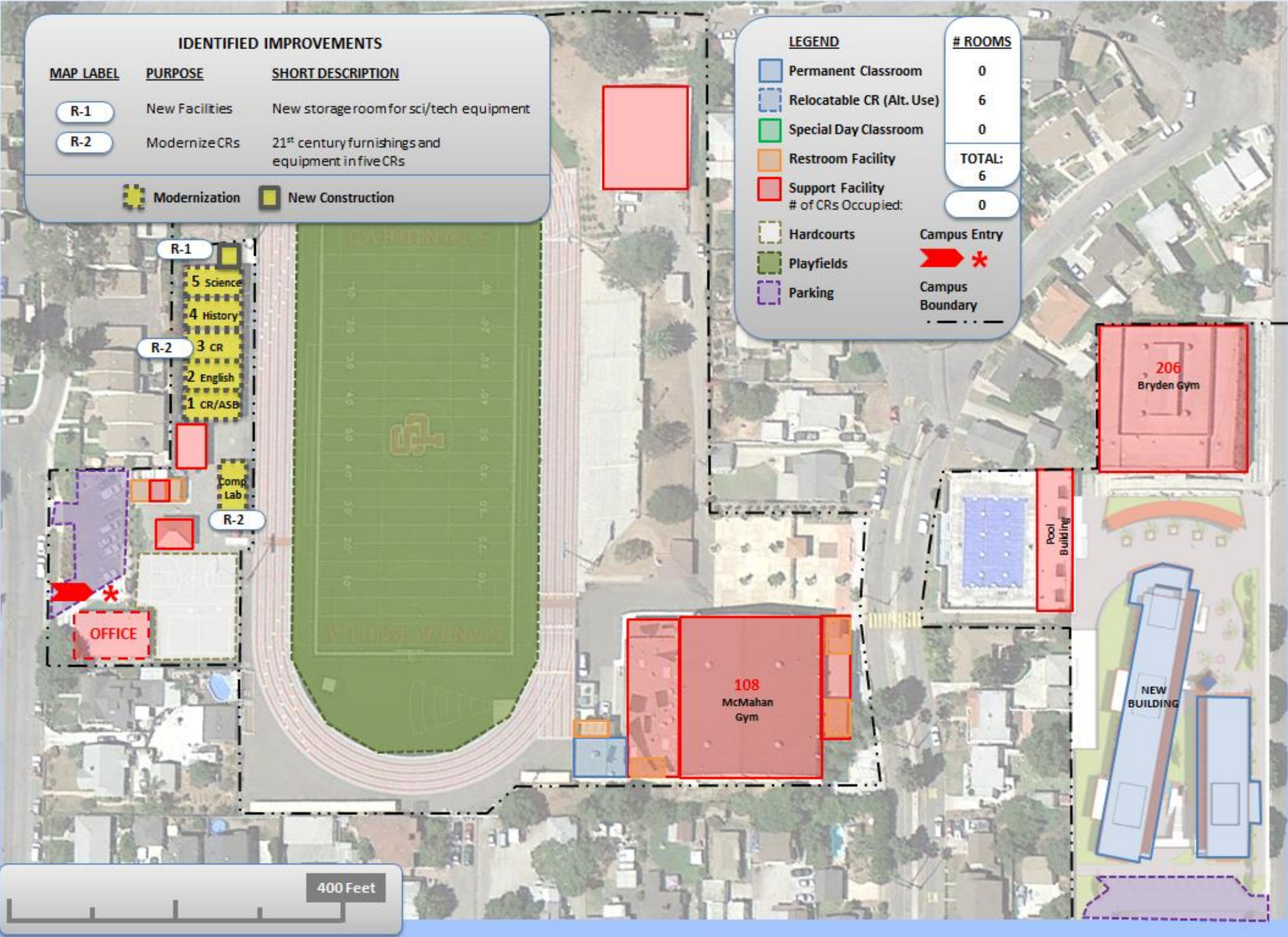
9.5 PROPOSED IMPROVEMENTS

Below is an illustration of existing conditions at Renaissance High School. On the following page is a diagram of proposed conditions reflecting the identified improvements described below.

- ✓ R-1 refers to improvements needed support the District’s educational program. Renaissance High will continue to offer a comprehensive program in a small school setting designed to meet the student’s needs. R-1 would provide additional storage space at end of classroom buildings and equip the classrooms with mobile lab carts and mobile furniture for science use.
- ✓ R-2 refers to the supply of modern, flexible classroom furnishings for each classroom, along with technology equipment that includes classroom digital monitors and student mobile devices.



Renaissance High School & SPHS Athletic Facilities – Proposed Conditions



SANTA PAULA HIGH SCHOOL

10.1 CLASSROOM ASSESSMENT

Santa Paula High School, located at 404 N. 6th Street, is the District’s comprehensive high school serving Grades 9 through 12. With original buildings dating to 1933, Santa Paula High was also the District’s only high school until Renaissance High was constructed in 1988. Most of the school’s buildings fit compactly inside a rectangular parcel bounded by Virginia Terrace to the north, 6th Street on the east, 5th Street on the west, and an athletic complex for baseball and tennis on the south.

Santa Paula High’s athletic facilities are distributed across a number of parcels adjacent or in proximity to the main buildings. Bryden Gym, for example is across the street from the southwest corner of the classroom building compound, while kitty-corner to it on the southwest is the school’s pool facility. (New facilities for the high school are being constructed on the parcel immediately south of Bryden Gym and east of the pool that extends to Santa Paula Street.) To the west of the pool, across Palm Court, McMahan Gymnasium lies immediately to the east of the high school’s football stadium. Residential neighborhoods are found between these uses.

Parking on campus includes 78 spaces, situated at 5th street (owned by District) and the new parking lot south of the new Science and Technology Building. Curb parking is found on all local streets in the vicinity. To get from one

side of the campus to the other, it is approximately 1,200 feet from 6th Street to the to the football stadium.

10.1.1 Classrooms Buildings – General Conditions

All of the site’s classroom buildings share the same general characteristics:

- **Finishes and cabinetry** are in fair condition and but patching and painting are needed to improve the appearance.
- The **floors** are a combination of hardwood, VCT, and finished concrete and are kept in fair condition.
- **Casework, markerboards, ceilings, and paint** show some signs of aging including original wood framing around many of the markerboards. A number of the markerboard and tackable surfaces are due to be upgraded.
- The **furniture** was a mixture of individual student desks that range from almost new to very poor condition, double student, and triple student desks. Most of the chairs were in good condition, with many of the damaged chairs being compiled in the old automotive shop building. The double and triple tables varied among different

manufacturers and conditions ranging from very good to poor.

- Classrooms generally are equipped with an **HDMI projector and document camera** for the teacher’s use.
- All rooms also contained **clock, bell, and intercom systems, fire alarm systems, and newer markerboard and tackboard surfaces.**
- A limited number of rooms provided students with access to **computers** beyond the computer labs.
- **Wireless Access Points** have been installed at all campuses. Two separate ERATE projects were completed during the beginning of the 2014-2015 school year. These projects replaced outdated network equipment and added a “basic” level of wireless access to all sites. The District is already looking at a new project to increase wireless capacity in the future.
- The **science laboratory casework** and countertops was older and in need of some repair, however, these issues will be addressed with the addition of the new laboratories as part of the classroom building currently under construction. The movement of the science lab classrooms to the new building creates the necessity to identify what

the current lab rooms will be used for and what finishes and furniture they require to repurpose their use.



- **Lighting** is generally provided by fluorescent bulbs, surface mounted into the ceiling system. Additional natural light is prevalent from windows in at least one wall of each classroom, and often two. Lighting conditions appeared sufficient for general learning conditions. However, increased use of mobile computing devices will require solutions and products that minimize glare from natural lighting to accommodate readability of television and/or projector screens.
- The **path of travel** within the main quad on campus (between the library and administration building) has multiple issues. Several trees in planters are raising the concrete pathways and creating trip hazards that have created a patch work of repaired areas. Joints in the concrete and brickwork are constantly shifting and creating tripping hazards.

The following subsections detail features or uses that are unique to individual building wings as well as photographs of typical classrooms or learning spaces in these wings.

10.1.2 Buildings 100 and 200 East Wing

The 100 series classrooms are comprised of 5 English classes, one Spanish class, a computer lab, and a teacher's lounge. The finishes and furniture are generally in fair condition. Wood, sheet vinyl, carpet, 12 inch VCT, and 9 inch VCT tile floors can be found in different rooms in this wing. Most of these flooring finished are in fair condition while the 9 inch VCT flooring is in poor condition and needs to be replaced. Built-in cabinetry can typically be found along one wall of the classrooms while markerboards are only found on one wall of these rooms. Each of the classrooms has approximately 35 to 40 single student desks and two desks for teachers. Teaching is supported by a single computer for each teacher as well as a projector and document camera.

Phones, clocks, and PA systems are present in each room but are not functional as an integrated system.

Room 114 has twelve feet of additional counter height cabinets and a sink that is in poor condition. Additionally,

an elevated platform measuring approximately 90 square feet can be found on the west wall at the front of the classroom.

The rooms are supported by gas powered heating systems that hang just below the ceiling level but have no air conditioning.

Room 126 is the computer lab and it contains 32 PC's and the appropriate furniture to support them. This room has received power and data upgrades to achieve full lab capabilities. An IDF is located across the hall in room 124.

The paint in these rooms is in fair condition, but cabinetry and walls show signs of damage where furniture has made contact with the different surfaces and should be addressed with patching and repainting.

Classroom 128 is a conference room and staff lounge. It has newer carpet, a coffee maker, microwave, mini-fridge, and lockable coat closet. Ten 2' X 6' folding tables and 24 executive chairs create a conference table for the space, and there are markerboards on two walls. There is also an HDTV and an SDTV in the room.

The 200 East Wing is the current Science Wing for the campus. There are five laboratory rooms with various office and storage spaces attached, two regular classroom teaching stations and an SDC classroom with a counseling office next door.



The two standard classrooms share the same finishes and furnishing features as the classrooms in the 100 east wing. The five science classrooms have either square or octagonal peninsulas for student desks. The peninsulas, teaching station, and countertop spaces all have chemically resistant countertops installed on them. The peninsulas attached to the walls have a two faucet sink as

well as does the teaching island in each room. Rooms 204, 206, and 208 have teaching islands located on top of raised platforms at the front of the room placing the teachers at an elevated height for viewing experiments in progress around the room. The floors are all finished concrete surfaces, and there is a markerboard and projection system on the wall behind the teaching islands. Various storage areas contain sinks, countertops, and cabinetry that is in fair to poor condition and not suitable for science storage. The countertops are not chemically resistant, and the sinks



are old and corroded. Rooms 204 and 206 share several storage spaces in between them as do rooms 200 and 202.

All of these classroom spaces have moved to a new, two story classroom building. The spaces will need to be repurposed to utilize as standard teaching stations with the appropriate furnishings and finishes.

10.1.3 Buildings 100 and 200 West Wing

The 100 Series West Wing classrooms consist of 4 teaching stations that are similar in form and finish. They are well maintained and in generally fair condition with built-in cabinets generally found along one wall. Markerboards can similarly be found on one wall along with windows. The paint and plaster shows signs of wear but can be improved with minimal patching and new paint. The floors are concrete finished and would be improved with a carpet or VCT surface.

Room 107 has a large storage room connected through a door in one corner.

Rooms 109 and 111 have an office space with three walls of windows built-in between the two spaces and both have casework on the north and south walls. Room 111 is one

of the few standard classrooms on campus where four computers can be found for student use within the room.

Classrooms 103 and 105 are very large art classrooms. The hallway behind these two rooms was closed in with plaster walls to create very large full length storage spaces at the south end of each room. The floors are wood and have been well maintained. Each room has very large skylights providing ample daylight into the spaces. Furniture consists of tall square tables with stools that students sit around while preparing art pieces. Both have older countertop cabinets and sinks that need to be repaired/replaced and both have specialty furniture for storage of various types of art projects such as paper mache or pottery. The closets have long rows of built-in shelving for holding supplies and projects as well. The classrooms share a door between them for instructors to share the two spaces when appropriate. The plumbing in these rooms is designed appropriately or adequate to handle the amount of debris that is washed down the sewer pipes and has clogging issues.

Classroom 103 also contains a kiln-room for pottery instruction.

The 200 Series West Wing classrooms consist of four teaching stations, a teacher's lounge, and a Speech office. The finishes in these rooms are in fair condition but could use improved lighting and flooring as well as paint. Built-in casework can be found in most of the rooms and is still in good condition, but the paint is peeling noticeably in various locations.

Room 207 is a computer lab that contains 38 newer PC's and the appropriate computer tables, power and data necessary. It is designated as a visual arts classroom and has a large closet space that is open and currently contains a green screen and various projection equipment to film movies for digital editing. The classroom is one of the few on campus that has a set of double doors that open into the room which allows for larger equipment to be moved in and out easily. The countertop and sink are in poor condition and need to be removed/and or replaced.

Room 203 is a Speech office which has a large storage closet attached to it.

Room 205 is laid out as a home economics classroom with two storage closets inside the room and built-in cabinets along the wall. It is larger than most of the standard classrooms on campus and is similar in finish condition.

Rooms 211 and 213 are standard classroom spaces that share many of the same features as the other classrooms on campus. However, they both have double entry doors to the rooms allowing for larger materials to be moved in and out easily.

10.1.4 Building 300 Classrooms

Building 300 is a newer classroom wing with 8 teaching stations and an Agricultural lab attached to one of those teaching stations. The classrooms all share the same general furniture and finish characteristics. Floors and ceilings are in very good condition. Markerboards can be found on two walls. One wall in each room contains a full-length row of casework with approximately 12 feet of countertop space and 12 to 14 feet of 8 foot tall storage cabinets. The case work has a modern appearance. All but one classroom space have windows in the north and south walls providing ample daylight space to augment the appropriate fluorescent lights. Exterior doors in this building are hollow-metal and have more current hardware than many of the wooden doors on other parts of the campus. Forty single student desks can be found as a standard in these rooms along with projectors mounted from the ceiling and document cameras on the teacher desks.

Classroom 324 is different in that it has a teaching island with a laminate countertop and sink. It also has computer tables and chairs along with a computer cart containing 25 laptops for student use. An office space has an access door for the classroom as well as a door on the opposite side that enters the Agriculture lab. The lab can also be accessed through a door at one corner of the classroom and then a hallway next to the office space.

The Agriculture lab is the approximate size of two and ½ classroom spaces. It has large exhaust vents installed along the north wall and a twelve foot roll-up door along the west wall. The northwest corner of the room has a hand sink and water fountain. A large tool storage room and

standard storage room can be found on the east wall of the building. The floors are concrete and sloped to drain appropriately. Storage cabinets and shelves can be found throughout the space as well as four farm tractors.



10.1.5 Building 400 Classrooms

Building 400 is another newer classroom wing with 15 teaching stations tiered over three levels of structure. The classrooms all share the same general furniture and finish characteristics. Floors and ceilings are in very good condition. Markerboards can be found on one wall. One wall in each room contains a full-length row of casework with approximately 12 feet of countertop space and 12 to 14 feet of 8 foot tall storage cabinets and shelving above the countertop space. The case work has a modern appearance. The rooms all have windows on at least one wall providing ample daylight into the spaces. Exterior doors in this building are hollow-metal and have more current hardware than many of the wooden doors on other parts of the campus. Thirty-five single student desks can be found as a standard in these rooms along with projectors mounted from the ceiling and document cameras on the teacher desks. Approximately half of the rooms also contain a TV/VCR combination.

A boy's and girl's bathroom building is located adjacent to these classrooms and the finishes and fixtures appear in well-maintained condition. The facilities meet the current ADA requirements and provide enough capacity to manage the student population of these classrooms effectively. A

men's and women's staff bathroom is also attached to one end of this building and is similar in construction and condition.

An Education Services Office is located just north of the building 400 classrooms which contains several office spaces, a conference room, single bathroom, and storage. The finishes and furniture in this space are appropriate for an office environment and appear in good condition.

10.1.6 Industrial Arts Building

The Industrial Arts Building houses three teaching stations: a large preparation room for the Associated Student Body (ASB) class, a former auto shop space that measures approximately 6000 square feet currently used as storage, and an adjacent storage space currently utilized by the



District IT department that measures approximately 5000 square feet. The floors throughout the building are concrete, and there is natural lighting provided by clerestory windows.

Classroom 16 is used as an ASB classroom and has newer finishes and furniture. It has the general appearance of a standard classroom with approximately 35 single student desk, a project and screen, markerboards and tackable surfaces.

Classroom 17 is a computer drafting lab with 37 Dell Pentium 4HT Windows XP computers. It has the appropriate power and data cabling to support the computing power necessary for a computer laboratory

although it doesn't have air conditioning and has a fan in the corner to move air. An IDF is also mounted on the wall in this room.



Classroom 4 is similar to classroom 17 except that it has no PC's in the room and instead has a full room of single student desks and a standard definition television located in the corner.

The former Auto Shop is currently occupied by the custodial staff and has excess desks stacked throughout and soda machines. There is a space left to park one or two vehicles, but the cabinets and equipment that were once used for the shop are either missing or in disrepair. The ceilings consists of exposed beams and clerestory windows. The District has recently built a large fenced technology storage area.



The Information technology room next to the auto shop is similar in appearance and finish with concrete floors and an open beam roof structure. It has several small storage closet spaces that have carved up the room making it somewhat smaller than the auto shop yet still significant in

overall size. There are rows of shelving with computer parts throughout the space.

The ASB shop is similar in finish appearance to the auto and IT spaces, but is filled with tables and chairs for students to utilize while making posters, banners, and other materials. There are several 8 foot tall storage cabinets that contain art materials and two large closets that contain materials as well. It is well suited as a gathering space for large groups of students to work on student body projects but would require a number of new finishes and furnishing to function as a standard classroom space.

10.2 SUPPORT FACILITIES

10.2.1 Administration Building

The Administration Building was not worked on during the last modernization. All of the materials are in fair condition but are dated and some doors do not appear to be ADA compliant based on width. Paint, carpet, ceilings, and lighting have been well maintained and are in good condition. Many of the office spaces have very high ceilings and high windows that provide ample daylight for the spaces. Furniture is older and typically consists of darker colors which combined with the age of the carpeting, plaster walls, wood moldings, and dark paint provide a space that appears to be of an older era.



The office building’s size and use appeared adequate for meeting the site’s educational program and was not discussed as an impediment to academy implementation. Interior hinges and other door hardware were very old. The building has separate office spaces for attendance, health, Assistant Principal, guidance counselor, the Principal, administrative staff, and seven additional office spaces for different staff members. A large room,

approximately the size of a classroom space, operates as the career center.



A single faculty restroom is located at the end of the hallway and currently has fixtures and tile that appear to be original to the building. It is a large enough space to accommodate ADA specifications, but the fixtures need to be improved appropriately.

A girl’s bathroom for students is also attached to this office building and was upgraded to meet ADA standards with three stalls and a one sink.

Roofing on the building is composed of clay tiles in generally fair condition though some ceilings show signs of old leaks.

10.2.2 Library Building

The library is laid out in a large open design with computers running down one wall. The wood paneling around the offices spaces and glue-up tile ceiling, and hardwood furniture give it a dated look. A door on the north wall leads to an enclosed hallway that is lined with rows of metal shelving for book storage. Chain link gates keep the books secure at either end of the hallway but do not protect them from debris blown in by the wind.

There are six office spaces, three on either side of the main entrance with two containing windows to view students interacting in the main room.



Nine inch VCT tile covers the floor which does not provide good noise attenuation for a “quiet” space. A boy’s and girl’s restroom are located on the west wall, but neither facility has access from inside the library and both bathrooms require upgrades in order to meet ADA standards.



Technology in the library is well maintained but limited to the single row of computers facing the wall. There is no space designed with a projection system or high definition screen.

10.2.3 Auditorium

The Auditorium building is in very good condition overall with highly maintained finishes and furniture in the main theater space. The bathrooms have been recently upgraded to meet ADA standards. A lift is also provided

near the stage for handicapped access. The stage is well equipped with many of the systems found in professional theaters including rope and pulley systems as well as lighting. The lobby is sparsely furnished and acceptably lit. A mezzanine level in the theater also contains a control booth with some older equipment to manage lighting and sound. The equipment does not appear to have been used often.



There is a men’s dressing room, women’s dressing room, and make-up room downstairs below the stage. The finishes in these rooms, including paint, flooring, and ceilings, are older and in poor condition. The lighting is not appropriate for doing make-up in a professional manner, and there are two old sinks on one wall that are covered in old paint from past projects and are in fair to poor condition. These rooms could be dramatically improved with new finishes and lighting and add to the quality of the theater.

The addition of high definition projection and roll-down screens would help augment the space and provide a wide range of possible uses for the space.

10.2.4 Cafeteria/Snack Bar/Student Store

The cafeteria finishes are similar to those of the library with wood paneling on the walls and glue-up tile ceilings that give the space a dated look as well. The tables and seating provided cannot support more than approximately 150 students and there is currently only one lunch period. Space for students to eat indoors during inclement weather is inadequate and most students would be required to find shelter in covered hallways or classrooms on “bad weather” days.

The kitchen is small and cramped and takes approximately 15 minutes of the lunch period to serve the average number of “hot” lunches purchased by the students each day.

Next to the kitchen and cafeteria is an additional lunch provision space that handles items that do not require heating before sale. This building has windows similar to those found at a ticket sales center where students line up and purchase snacks and other “cold” lunch items.

The student store is a large, open room connected to the “cold” lunch serving area and has several feet of glass display cases and countertops with items displayed and available for student purchase (i.e. shirts, hats, ribbons, etc.) The finishes in this area are well maintained and have been improved by the students who work in the store, including painting walls and murals.



10.2.5 Bryden Gym

The Bryden Gym is the older of the two gyms on campus and serves as the locker room space for the girls. The basketball court is in good condition with older, built-in bleacher systems.

The locker room spaces, showers, and bathroom facilities in the building are old and in poor condition. Paint and tile need to be replaced and new fixtures including toilets and lockers would improve the appearance of function of this space. The remaining space on the first floor of the building is utilized for various storage.

The second floor of Bryden Gym contains offices, wrestling room, and a computer lab and migrant education classroom. The offices are provided with four segregated office spaces and a shower and single (unisex) bathroom along with an open entry space. The shower and bathroom facilities are older and need finish and furniture improvements. The District is currently considering converting the security offices to office space for the PE instructors and coaches.

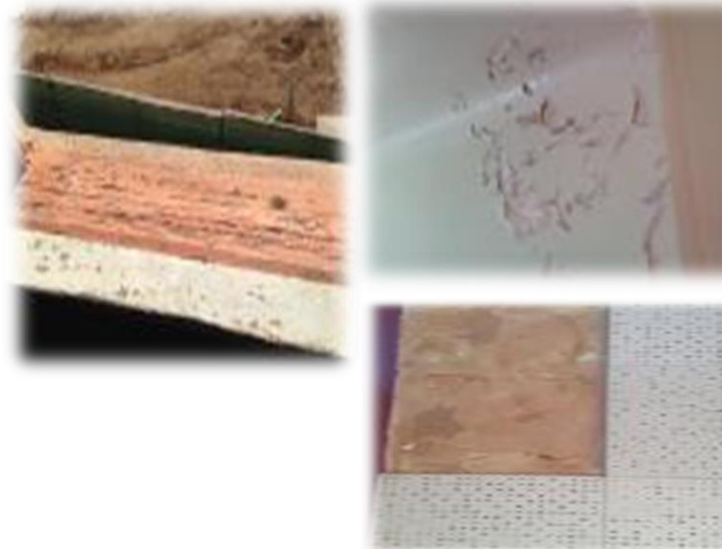


The computer lab was recently renovated and has clean, wood floors, a painted open-beam ceiling, and windows on

one wall. The furniture consists of 17 computer tables holding two VPro Window's 7 PC's on each table and 35 student chairs. The District has reported that many of the District's computers and software was updated with LCFF funds since the assessment was performed. An IDF is mounted on the wall in one corner of the room and all of the wiring has been recently installed.



The Wrestling Room has several mats spread around the floor that are too large for the space and curl up the walls in several locations. The walls in the room have been recently repaired including new padding and paint. The ceiling tiles in several locations are sagging or missing and need to be addressed. Windows along the perimeter of the room serve as ventilation, but they are comprised of wood framing that is old and in poor condition showing signs of cracking or “rotting” in various locations. The room has water fountains for the athletes to use which are old and in poor condition as well.



The Migrant Education classroom is similar in finish to the computer lab. There are 12 double desks with 13 PC's and 26 chairs present.



10.2.6 Pool Building

The pool building has a boy's and girl's dressing room as well as check rooms, showers, and restroom facilities for both. The flooring in the building is primarily bare concrete which is appropriate for a pool environment. The pool appears to be well maintained and is utilized by the local YMCA during the summer.



Plaster walls surrounding the pool show signs of aging and need cracks and chipping repaired and repainted.

10.2.7 McMahan Gym

The McMahan Gym is the newer of the two gyms on campus. The courts are in great condition. The bleachers begin at an elevated height several feet above the floor.

The building contains a well-maintained weight room, boy's lockers and showers, JV and varsity lockers, guest lockers, PE classroom and team room on one side of the first floor. The flooring in the locker rooms is concrete, appropriate for a locker room facility, but the tile floor for the showers is sloped causing water to spill out across the



concrete hallway and into the open locker room area. It is creating a slip hazard for students using the facility.

There are an ample number of lockers for all of the students, however security has become an issue. The exterior double doors do not have a center structural bar supporting them and students have learned how to apply enough pressure to get the doors to pop open. The lockers are of a design that has been identified (with internet instructions) as easy to break into with a nail or small screwdriver. The rooms are locked to avoid theft during PE, but the exterior doors need to be addressed as well to keep unauthorized individuals out of the building.

A “loft” space operates as a coach’s office that has windows on all sides and overlooks the locker rooms as well as the gym. It is accessed from the locker room up a flight of stairs.

An additional women’s restroom is attached to the PE classroom on the football stadium side of the building to provide both genders with restroom facilities when the track and football field are in use.

The opposite side of the gym has both men’s and women’s restrooms that are in good condition and meet all of the ADA requirements. They are utilized for events occurring on the basketball courts inside the building, including general public use.

10.3 EXTERIOR CONDITIONS

Several sections of the “historical” part of the campus are comprised of brick pavers that have been worn down of generations of use. The mortar in-between the bricks is often higher than the clay portion of the bricks creating pockets where water is trapped and also ridges that can create tripping issues.

Several homes are located between the main campus and the football fields. Two roads transect the campus from north to south creating road crossing concerns during the school day. The 5th Street road is owned by the District but must remain open for vehicular and pedestrian circulation. The second road, Palm Court, provides access several private homes and divides athletic facilities on the west from other campus facilities to the east.

There is a new football and track facility with synthetic surfaces. Plans have been developed in conjunction with an architect to replace the aging baseball field with a new synthetic field and fencing. The campus is spread out across several city blocks and utilizes various types of fencing including wrought iron and chain link to limit access to different areas. Gates are maintained in fair and functional condition. The ADA path of travel lacks signage in many locations and students are required to cross city streets in some instances to get to athletic facilities like the football field and new gymnasium. The city roads are in need of repair and there are many different surfaces such as brick and asphalt, as mentioned above, that create tripping hazards around campus.

10.4 MODERNIZATION HISTORY

The building 300 and building 400 classrooms represent periods of modernization on the campus with newer designs and more modern features being provided for the wings. The campus is currently in a new modernization process adding a 14 classroom building where the 500 series portables once existed. The building is a new, two-story building being designed to house science and technology classes including new lab spaces for both science and computing.



These newer buildings exhibit much newer casework and construction design methodologies than the more historical part of campus. The classrooms that comprise the older do not appear to have been addressed with modernization in a significant manner for some time and the finishes and furnishing show much more age and wear.

10.5 PROPOSED IMPROVEMENTS

10.5.1 Short Term District Projects

Bond dollars for the first phase of high school improvements are not projected to be available to launch master plan projects until 2017. In the interim, there are some adjustments to the high school that are recommended for earlier implementation, subject to final consideration by District staff. Funding to implement these improvements would need to be secured from capital fund balances unutilized by the proposed program.

Parking Improvement:

Parking is typically insufficient during major events at the campus, such as athletic competitions, graduation, and community activities. Street parking is limited, and prior to future phases of the Plan’s implementation, the site will continue to find it challenging to park the required number of vehicles on event days. A recommended interim solution is to utilize the existing baseball/softball field at the southeastern portion of campus as an overflow parking area. On event days, access could be provided via 5th Street, and temporary or permanent ramps could be installed to allow vehicles to drive over the curb and into the outfield area. Event signage and/or volunteer staff should be utilized to mitigate visitor confusion when entering the fields. The District in the past has explored the possibility of a parking structure at the high school. While no documents exist of this analysis, an assessment of typical school parking structure costs was made as part of this planning process. Industry outlook for the cost per parking stall in 2014 shows a cost of \$25,000 - \$35,000 per space. For example, a 250 space facility could range in cost of approximately \$6.3-\$8.8 million. Given that costs such as these are typical for above ground structures and far greater for below ground facilities, construction of such a facility at Santa Paula High School could expect to exceed this amount on a cost per space basis. As such, this plan does not recommend such parking facilities at this time given that the dollars required would detract from critical improvements needed at academic facilities.

Gymnasium Improvement:

As was mentioned in the facilities assessment, the Bryden gymnasium facilities are significantly outdated and in particular the locker room and bathrooms require improvement. Three scenarios should be further considered by the District, for implementation using existing District capital funds:

- The base level improvements could be accomplished for approximately \$600,000 if components such as plumbing, bathrooms, showers, flooring, paint, lighting, and electrical were all split into separate smaller projects.
- If the project were to go through a typical design build process, the plans would require submittal to the Division of State Architect (DSA). Under this scenario, DSA would likely require additional fire life safety and access compliance upgrades to the entire building. The cost of providing upgraded locker rooms as well as these likely DSA required upgrades could total a minimum of \$1.8 million dollars.
- Given an analysis of the Bryden gymnasium facility, it may not be in the District’s best interest to fund large scale modernization improvements to that facility. An alternative recommendation would be to improve the McMahan gymnasium to provide additional locker room and bathroom facilities as a permanent replacement to those facilities in the Bryden gymnasium. The cost of providing these facilities, inclusive of a locker/changing room, P.E. staff office, staff locker/toilet, three coach’s offices, and a team room, at the McMahan location is approximately \$2.4 million.

10.5.2 Master Plan Proposed Projects

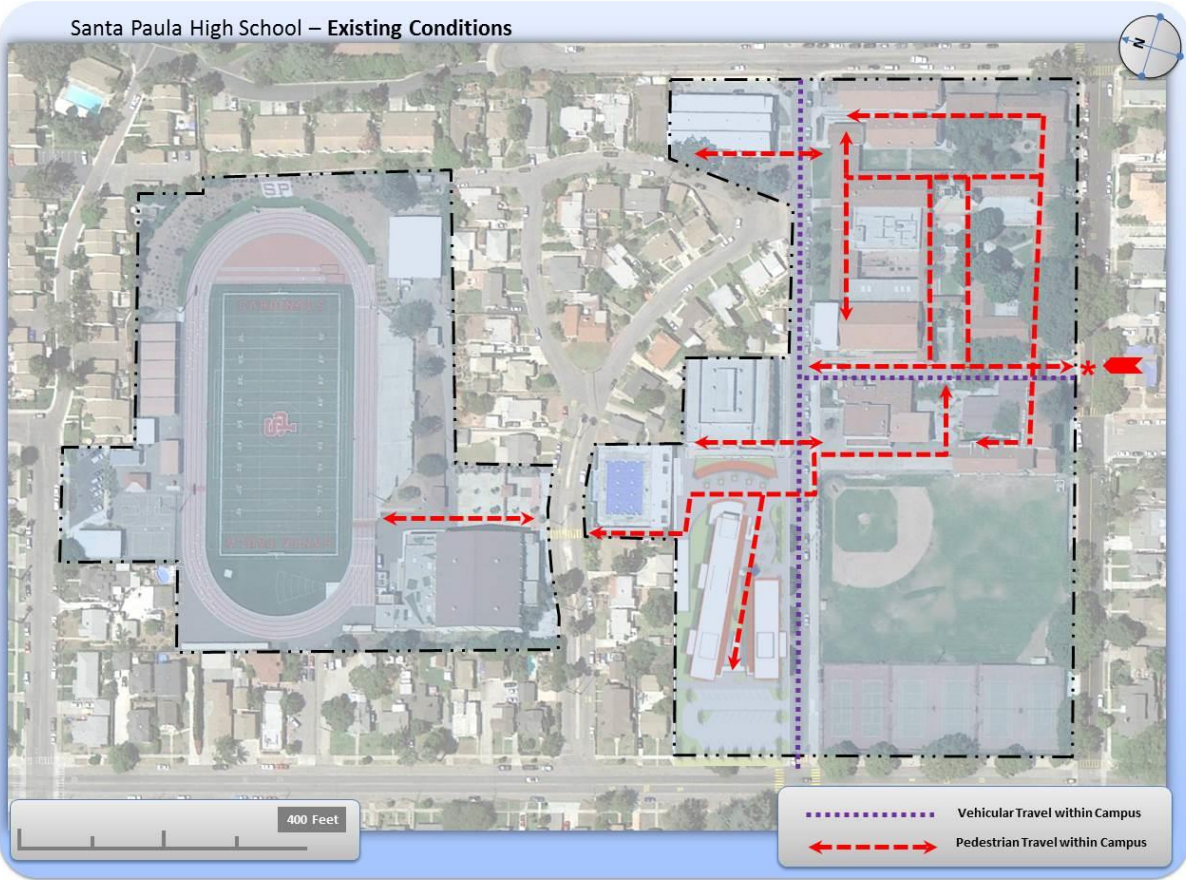
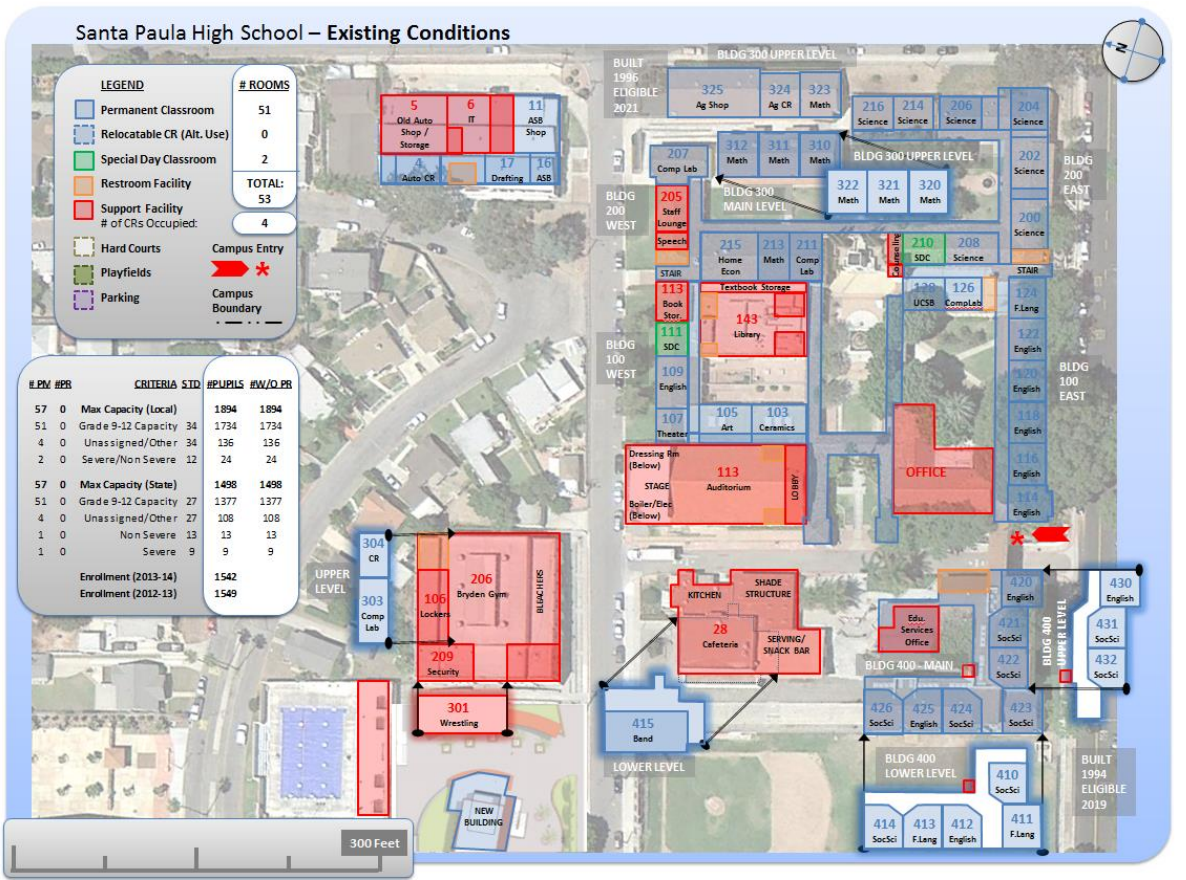
At Santa Paula High, the creation and strengthening of existing pathways are proposed: Health and Medical Science: Patient Care; Ag and Natural Resources: Ag Business and Public Services; Arts, Media, and Entertainment: Design, Visual and Media Arts; Building and Construction Trades: Environmental Engineering; Engineering and Architecture: Engineering Design.

Proposed improvements have been identified to support these educational programs. On the following pages are illustrations of existing conditions at Santa Paula High, as well as a diagram of proposed conditions reflecting the identified improvements described below. A sample configuration is also provided for the FFA Livestock Quarters. The District in the process of considering proposed configurations. The sample provided is intended only as a demonstration piece.

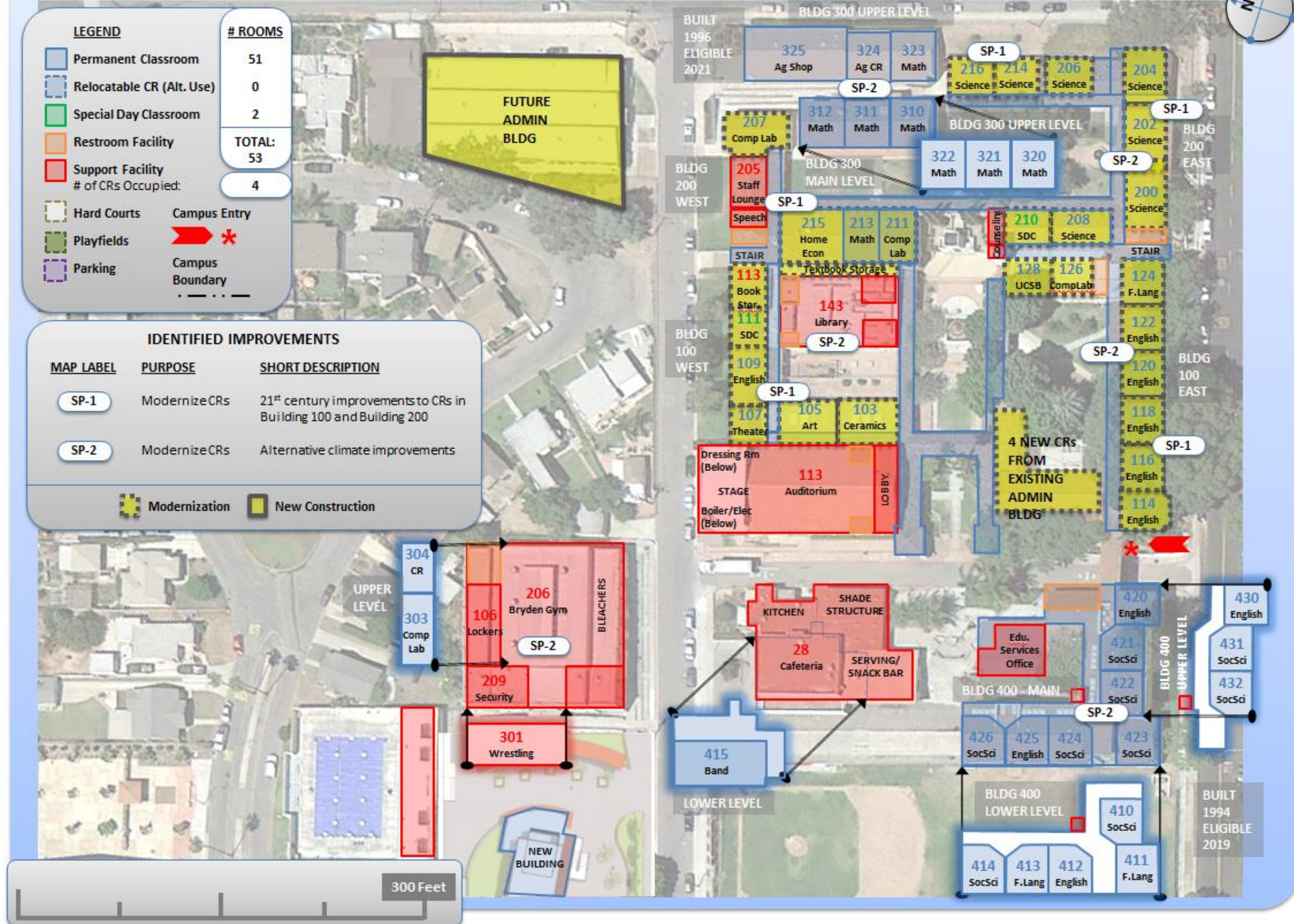
- ✓ SP-1 refers to the modernization of permanent classrooms in Buildings 100 East, 100 West, 200 East, 200 West to meet 21st Century standards, including:
 - Sliding marker boards that function as instructional space, cover windows for enhanced security, and provide magnetic surfaces for attaching educational materials or student work samples
 - Install air conditioning infrastructure, equipment, and controls
 - Repaint classroom interiors, provide new tackable wall panels, and rehabilitate original flooring and ceiling tiles as needed
 - Provide modern/flexible furnishings in each room that also contribute to improved student focus, posture, and concentration
 - Improve student and teacher access to modern classroom technology
 - Equip rooms with multiple high definition television monitors mounted at instructional focal points throughout the room
- ✓ SP-2 consists of various campus-wide improvements designed to help control the climate in the learning environments. These improvements do not include HVAC systems but do include replacing aging windows and glazing, fans and window coverings.
- ✓ SP-3 proposes to purchase property to eliminate interior road access issues and allow for future development of the site to proceed utilizing the District-owned portion of 5th Street.

- ✓ SP-4 consists of acquiring property on the south side of Palm Court and constructing new parking and sidewalk facilities.
- ✓ SP-5 will provide a “Cardinal” Promenade at 5th Street north of baseball field to connect Bryden Gym with campus travel between Auditorium and Kitchen including new pavers to replace broken asphalt. SP-5 also consists of improve the raised pedestrian crosswalk on Palm Court between the pool facility and football fields.
- ✓ SP-6 refers to the acquisition of property along Palm Court for future campus needs.
- ✓ SP-7 refers to the construction of a new administration building on the east side of campus to replace the existing industrial arts building. Four new teaching spaces will be created from the existing administration building.

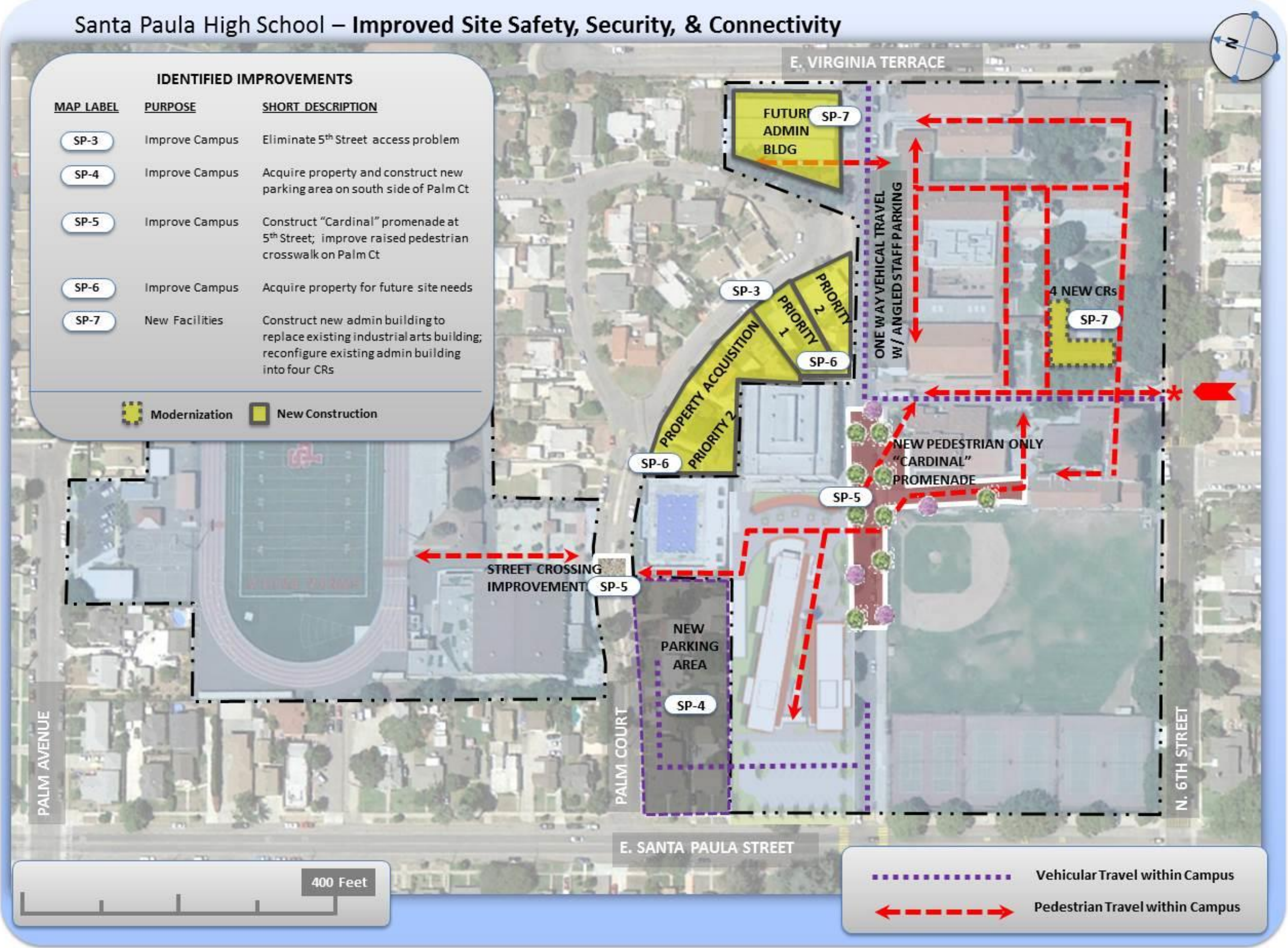
In addition, improvements to support the agriculture program include constructing livestock quarters on a 8.83 acre District-owned property to serve as an Agriculture Farm. Proposed improvements include the construction of barn areas for swine, lamb, cattle, sheep, and goats, as well as future cattle areas. A greenhouse and grow areas are also proposed. Restrooms and storage areas will be provided. Long term development of the site will require access improvements inclusive of gravel or asphalt roadways, parking, and site utilities such as electricity and water.



Santa Paula High School – Proposed Conditions

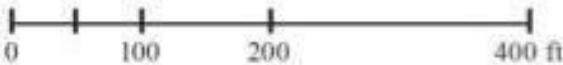


Santa Paula High School – Improved Site Safety, Security, & Connectivity



FFA Livestock Quarters **EXISTING SITE**

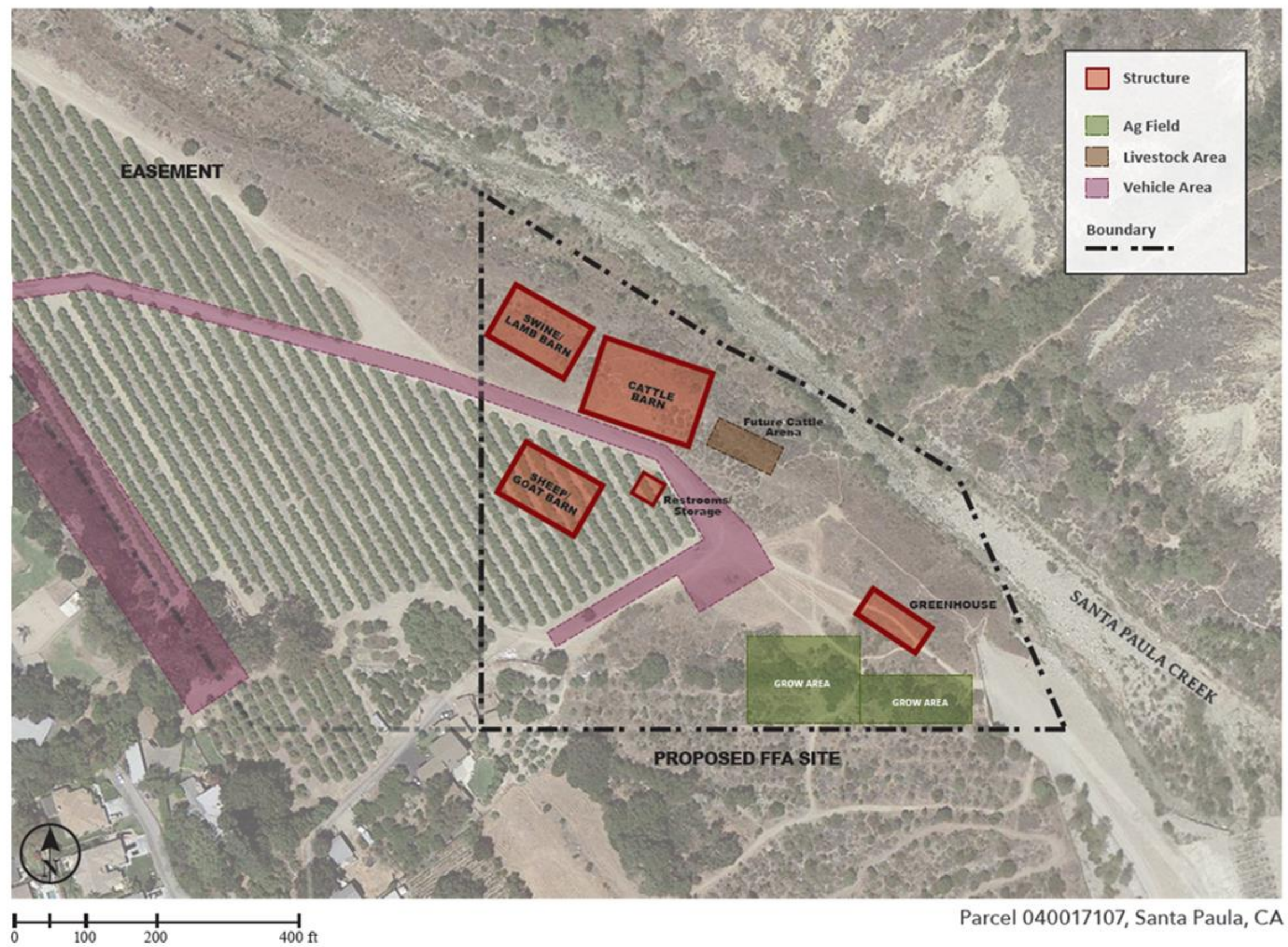
8.83 acres



Parcel 040017107, Santa Paula, CA

FFA Livestock Quarters – Sample Configuration

8.83 acres



DISTRICT FACILITIES

11.1 FACILITY ASSESSMENT

11.1.1 Santa Barbara Building

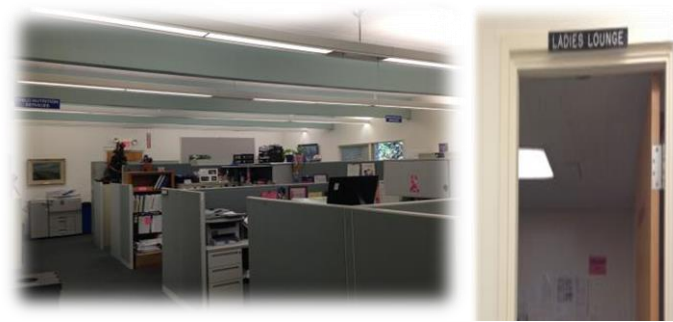
The Santa Barbara building has a sound exterior reflecting a Spanish style. When you enter the building you find a small lobby area and offices on either side. The finishes in all of the spaces on both floors, including the VCT and carpet flooring, paint, and fluorescent lighting are all in excellent condition and very well maintained. Stairs lead to a second floor with a conference room and additional office spaces. A hallway on the first floor, next to the stairs, leads to a large open room consisting of several divided spaces with desks, printers, and computer equipment for office personnel to use. A full size, walk-in safe is located in the wall, which is still fully functional and currently being used to store sensitive files. The finishes give the space a bright and inviting impression.



11.1.2 District Office Building

The District Office building has a main entrance and small lobby space with a tile floor and wood/glass partition

separating a clerical/check-in space from visitors. The space has a dated feel and gives a sense of divided spaces or barriers. Beyond the lobby, the building is laid out in a large, open format with offices along the perimeter and cubicles filling the main floor space. The lighting is an older, fluorescent style that is in fair condition. It is apparent that the office walls were constructed around the original light bars as they breach through the gypsum walls in several locations. The carpet is in fair condition, but is in need of replacement soon. The restrooms were recently updated to meet ADA access standards. IT space in the rear of the building also provides for shipping and receiving, but is generally insufficient to handle the volume that the District expects. The look of the office space is dated and is in need of upgrading to a more modern office environment.



Several portables are currently being utilized on the site to house the Business, finance and accounting departments.

The total space is separated into several cubicle spaces and a couple of small offices.



Reorganization of the space, including adjustments to the bathrooms and exterior accessibility has been recently completed.

11.2 DISTRICT OFFICE OPTIONS

The existing configuration of District office facilities is operationally manageable, though not ideal for achieving the kinds of collaboration, efficiency, and interdepartmental team building that the recent unification makes possible. It is recommend that the District consider an approach to consolidate its office facilities into one central location.

Furthermore, unification has the potential to generate cost savings to the District and taxpayers through opportunities such as bulk purchasing or reduced energy use. To that

end, the District may wish to consider various options for making long term improvements to District office facilities that integrate all staff at the same location. As no decisions have been made to date, and actual costs will rely on market conditions, specific projects are not included within this plan’s master budget. Moreover, it is typically not a good use of bond dollars to complete district office improvements. However, given the underlying value of the property the District currently owns, it may be possible for the District to transfer that value in a property sale for the purchase, lease, or construction of the consolidated facilities. The District may also want to access available capital project dollars as an additional funding source towards this effort.

An analysis of options has been conducted, with three potential scenarios proposed for further consideration. In addition, an analysis of District office spaces has also been

conducted for the purpose of assembling an educational specification for the size and functions of a centralized District office facility. This analysis revealed a need for approximately 8,560 square feet of District office space and is provided in section 12.2 of this document.

11.2.1 Option 1 – Sell Santa Barbara Building and Move to Former Elementary District Office Site with Improvements

This option includes the sale of the Santa Barbara building and move to former elementary school district office site with improvements. The District could use dollars from the Santa Barbara sale to make improvements to the former elementary school district office site.

Under this option, the District would continue to utilize the former elementary district office at its current location while at the same time building new facilities on same lot

to accommodate additional staff. The new facilities may include building a new free standing structure or adding onto the existing structure to accommodate additional functions. The two buildings (existing and improvements) may then collectively house the district office functions at one site. One of the requirements would be a design that provides adequate vehicle access for shipping and receiving.

11.2.2 Option 2 – Sell Both Santa Barbara Building and Former Elementary District Office and Construct New Office at New Site

This option includes the sale of both the Santa Barbara building and former elementary school district office and move to new site. The District could use the revenue generated by the sales for the purchase of a property that could adequately house all district staff. Under this

scenario, dollars would also need to be set aside for improvements to the property that reconfigure spaces to meet the needs of a centralized school district office.

11.2.3 Option 3 –Sell Both Santa Barbara Building and Former Elementary District Office and Move to Long Term Leased Site

This option includes the sale of both the Santa Barbara building and former elementary school district office and move to an existing office space under a long term lease agreement. The long term lease agreement should provide an option for the District to purchase the property. Like Option 2, the District would set aside funds for necessary tenant improvements to adjust building interiors to meet district needs.

NEW K-8 SCHOOL FOR EAST AREA 1



12.1 BACKGROUND

Over the past several years, the City of Santa Paula has undergone a process of establishing a Specific Plan for the development of East Area 1, a large parcel contained within the eastern portion of the District’s boundaries. The planning and design principles proposed for development by the Limoneira Company envision a collection of walkable neighborhoods, well connected to the existing City and respecting the natural and adjacent agricultural environments. The development will consist of a mix of residential, neighborhood retail, and light industrial uses and supply public spaces, parks, plazas, and civic facilities, including facilities for public education.

As part of this effort, the developer and the District previously reached agreement on land to be provided and school facilities to be constructed by the developer for elementary and high school level education, including:

- Development of a 10.8 acre site for elementary use, including a fair share of facilities to house middle school level students

- Set aside of 8.3 acres for high school with support facilities to be jointly shared between High School, community college, and civic use

12.2 NEW K-8 SCHOOL

The construction of a new kindergarten through eighth grade school is anticipated on a 10.8 acre site in the Haun Creek neighborhood proposed by the East Area 1 specific plan. The school will become the District’s first 21st century model school and will integrate many of the facility improvements already planned for existing District schools. Based on the number of units anticipated, as many as 900 students are expected to be housed by the school. As such, the new facility is recommended to be designed for phased construction that reaches 37 classrooms upon completion, including kindergartens and lab rooms, as well as support facilities that include a library/resource center, a cafeteria/multipurpose room, and administrative offices.

The school should be sufficient to accommodate the increase in student enrollment projected by the surrounding development. However, the new school site may be designed to enable classroom expansion through modular additions to the main buildings.

Costs for the acquisition of land and construction of these new school facilities are expected to be borne by the developer pursuant to the agreements reached between the District and Limoneira. As such, the master budget contained within this Plan does not project an expenditure related to the East Area 1 development.

Important aspects of the new school site are described within the following subsections.

12.3 SITE PLANNING

The new school should be designed compactly as a means to make securing the building and its occupants easier. A compact building also ensures that more space is available for configuring the placement of support facilities, parking lots, vehicular lanes, student drop-off/pickup zones, and

landscape around the building. More space can also be set aside for classroom additions in the future.

12.4 CLASSROOM AND SUPPORT FACILITY DESIGN

Building design is an important factor for a new school, since a school whose physical appearance responds to and is consistent with the context of the neighborhood builds a sense of pride and ownership among students, teachers, and the community. Beyond matters of appearance, the design of the school will also make use of energy-saving, resource-efficient materials and construction methods, resulting in a facility that sets a new standard for resilience and environmental sustainability as well as for the caliber of the instruction that occurs inside. All permanent facilities will be constructed to ensure the security of occupants in emergency situations. This includes the use of panic device-equipped gates and fences, automatic locking systems, and a robust integrated communication system in all rooms that allows important messages to be immediately shared with everyone on site.

The layout of rooms in the new classroom facility will encourage students, teachers, and staff to move freely throughout the entire building. In particular, classrooms will be arrayed around a common area and administrative offices will provide an efficient and collaborative work environment. Additionally, interior walls will be installed with the wiring and data handling infrastructure necessary to meet current standards for wireless connectivity, and designed to be easily upgraded as technological demands evolve. For support facilities (administration offices, cafeteria, and media center), similar standards for structural design, energy efficiency, security, and architectural design will be applied, resulting in a unified campus.

12.5 CLASSROOM INTERIORS

The interior of the new school building will be constructed to accommodate visual, acoustic, and thermal comfort, including an HVAC system to ensure climate control and indoor air quality. As with the classroom interior improvements proposed at the District’s existing school sites, this new school must be similarly outfitted with state-of-the-art furniture, fixtures, and equipment. These include:

- Full-height, sliding markerboards covering an entire wall of each classroom that reveal deep storage closets when slid to the side, and tackable panels on other walls to maximize presentation space and improve the acoustic comfort of the room
- Modern and flexible furnishings to promote collaboration, creativity, and communication. Chairs, desks, and storage units should allow for easy reconfiguration and mobility in support of changing activity requirements and teaching methods.
- New teaching stations and multimedia presentation shuttles for each room to improve teacher comfort and the quality of the instructional experience, and three broadband-connected high-definition video displays in each classroom, mounted to the wall for easy adjustment of the displays’ viewing angle and height. These displays will allow students to view instructional content from any point in the room. Through the use of media interface devices, students and teachers will be able to project content from a device to the mounted displays.
- Full integration into the District’s anticipated educational technology program through the supply of tablet devices for all students and teachers. These devices will be used to retrieve educational content, conduct lessons, take tests and collaborate on projects. The District will be able to preload textbooks, reading materials, and instructional content onto the devices. Robust wireless broadband access will enable the successful implementation of digital instruction in the classroom or anywhere on the campus.



- The availability and pervasive use of such digital learning media necessitate an entirely new approach to classroom and support facility space design. For example, textbook storage rooms will need to be reconsidered and libraries will need to offer an expanded purpose for a school designed to meet the needs of students in the 2020’s and beyond.

EDUCATIONAL SPECIFICATIONS

13.1 DISTRICT EDUCATIONAL SPECIFICATIONS

Educational specifications for facilities are required by Education Code sections 14001 and 14030. Although school districts have wide latitude in the design of their schools, they must ensure that the design is consistent with the California Code of Regulations, Title 5 standards. These standards include quantifiable minimums for various school site attributes, including site acreage and classroom square footage.

Educational specifications outline essential educational concepts and detailed facility requirements so that the “form” of school facilities effectively follows the “function” required by the educational program. Educational specifications also help to anticipate activities and costs associated with the modernization and construction of school facilities.

A review of local and State standards, as well as consideration for the District’s educational program goals, led to the development of a set of specifications presented to the District’s staff and Board for consideration of the proposed modernization and construction of proposed facilities.

These specifications were prepared to reflect the District’s current educational programming needs, however, as the educational program or desired school sizes change, these specifications should be modified accordingly. Ultimately, the specifications are best used as a tool for the future modernization and construction of classrooms and support facilities. The proposed specifications are summarized below.

This section identifies the major facility components that are recommended for inclusion in the Plan. Each facility component is described narratively and graphically. This includes a vision that describes the anticipated use of the learning spaces from the perspective of an individual observing the new facilities under anticipated use, and a description that provides a detailed assessment of each design element required to achieve the stated vision.

Included herein are the following subsections:

- 13.2: Grade 6-12 Learning Lab Specification
- 13.3: Grade 1-5 Learning Lab Specification
- 13.4: Kindergarten Learning Lab Specification
- 13.5: Library/Tech Student Information Center
- 13.6: Science Labs
- 13.7: Maker Lab

The vision and description of the learning spaces contained herein has been developed based on a “best-practices” approach created through interviews with respected educators, former school administrators and professional facilities consultants. Collectively, the specified criteria provides a supplement to existing District standards and provide a framework for classroom design truly reflective of 21st century approaches.

As such, a thorough understanding of the functions performed in these spaces is critical so that the form can adequately follow. Much of the functionality in these spaces are achieved through innovative choices on furniture, fixtures, and equipment (FF&E). As the “essence” of the project, these FF&E elements will enable instructors to transform their teaching pedagogy.

13.1.1 Educational Specifications K-5

The following proposed specifications summarize the approximate square footage required for a K-5 elementary school site serving a capacity of 450 students:

	Typical Components		
	Sq. Ft.	Units	Total Sq. Ft.
Classrooms			
Classroom	960	14	13,440
Special Ed/SDC	960	1	960
Kindergarten			
Classroom	1,120	4	4,480
Workroom/Storage	200	2	400
Toilets	65	4	260
Equipment Storage	100	1	100
Administration			
Lobby/Waiting	300	1	300
Reception/Clerical	75	2	150
Principal's Office	200	1	200
Admin Assistant	75	1	75
Conference Rm	250	1	250
Work/Main Copy Rm	250	1	250
Health Office	100	1	100
Nurse/Health Clerk	75	1	75
Toilet	65	1	65
Workroom/Lounge	600	1	600
Kitchenette/Vending	150	1	150
Staff Toilets	195	2	390
Parent/MP/Workroom	300	1	300
Parent/Storage Rm	100	1	100
Flex Office	150	1	150
Speech Office	250	1	250
Psychologist Office	150	1	150

	Typical Components		
	Sq. Ft.	Units	Total Sq. Ft.
Media Center			
Control Desk	100	1	100
Work/Processing Rm	200	1	200
Storage Room	100	1	100
Reading Room	900	1	900
Story Telling Nook	400	1	400
Stacks	400	1	400
Textbook Storage	200	1	200
Small Breakout Rm	250	1	250
Tech Work/Storage Rm	150	1	150
Multi-Purpose			
Multi-Purpose Rm	3,500	1	3,500
Chair/Table Storage	200	1	200
Control Room	75	1	75
Music Platform	1,400	1	1,400
Instrument Storage Rm	200	1	200
Food Service			
Serving/Prep Kitchen	350	1	350
Walk-in Refg/Freezer	75	1	75
Dry Storage	75	1	75
Locker Alcove	50	1	50
Office/Workstation	75	1	75
Toilet/Changing	75	1	75
Custodial Services	100	1	100
Restrooms			
Restrooms	2,200	1	2,200
Lunch Shelter			
Shade Structure	2,800	1	2,800

The total net usable square footage for the K-5 Configuration is approximately 37,000 square feet. The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.

13.1.2 Educational Specifications K-8

The following specifications summarize the approximate square footage required for a K-8 school site serving a capacity of 900 students:

		Proposed		
		Sq. Ft.	Units	Total Sq. Ft.
Classrooms				
	Classroom	960	28	26,880
	RSP	480	1	480
Kindergarten				
	Classroom	1,120	4	4,480
	Workroom/Storage	200	2	400
	Toilets	65	4	260
	Equipment Storage	100	1	100
	Shade Structure	1,200	1	1,200
6th - 8th Science & Electives				
	Science/Flex Lab	1,200	3	3,600
	Prep/Work Room	200	1	200
Special Education				
	Classroom	960	2	1,920
	Independent Living	320	1	320
	Laundry/Storage Rm	100	1	100
	Toilet/Changing Rm	95	1	95
Administration				
	Lobby/Waiting	400	1	400
	Reception/Clerical	75	2	150
	Principal's Office	200	1	200
	Asst. Principal Office	300	1	300
	Admin Assistant	75	1	75
	Conference Rm	250	1	250
	Work/Main Copy Rm	250	1	250
	Health Office	100	1	100
	Nurse/Health Clerk	75	1	75
	Toilet	65	1	65
	Workroom/Lounge	600	1	600
	Kitchenette/Vending	150	1	150
	Staff Toilets	195	2	390
	Parent/MP/Workroom	300	1	300
	Parent/Storage Rm	100	1	100
	Counselor Office	150	1	150
	Speech Office	250	1	250
	Psychologist Office	150	1	150
	Special Ed/RSP	960	1	960

The net usable square footage for the specified K-8 facility totals a little over 62,000 square feet. Again, this does not represent a gross square footage value that will depend largely on school building layout and related circulation issues.

13.1.3 Educational Specifications 6-8

The following specifications summarize the approximate square footage required for a 6-8 middle school site serving a capacity of 1,000 students:

		Typical Components		
		Sq. Ft.	Units	Total Sq. Ft.
Classrooms				
	Classroom	960	32	30,720
	Special Ed/SDC	960	2	1,920
Science Labs				
	Science Lab	1,200	2	2,400
	Prep/Work Room	200	1	200
Visual Arts & Engineering Programs				
	Art and/or Engineering Lab	1,200	2	2,400
	Work/Storage Rm	200	1	200
Music Program				
	Band/Orchestra Rm	1,500	1	1,500
	Instrument Storage Rm	200	1	200
	Music Workroom/Office	100	1	100
Physical Education Program				
	Practice Gymnasium	9,600	1	9,600
	PE Equipment Storage	400	1	400
	Locker/Changing Rm	1,200	2	2,400
	PE Staff Office	300	1	300
	PE Staff Locker/Toilet	150	1	150
	Chair/Table Storage	300	1	300
Administration				
	Lobby/Waiting	400	1	400
	Reception/Clerical	75	2	150
	Principal's Office	100	1	100
	Admin Assistant	75	1	75
	Asst. Principal Office	150	2	300
	Conference Room	250	1	250
	Work/Main Copy Rm	250	1	250
	Health Office	100	1	100
	Nurse/Health Clerk	75	1	75
	Toilet	65	1	65
	Workroom/Lounge	600	1	600
	Kitchenette/Vending	150	1	150
	Staff Toilets	195	2	390
	Multi-Purpose/Workroom	300	1	300
	Storage Room	100	1	100
	Counselor Office	100	2	200
	Speech Office	250	1	250
	Psychologist Office	150	1	150
Student Information & Technology Center (Library)				
	Control Desk	100	1	100
	Librarian Office	100	1	100
	Work/Processing Rm	200	1	200
	Storage Room	100	1	100
	Reading Room	1,600	1	1,600
	Stacks	400	1	400
	Tech Lounge	1,200	1	1,200
	Textbook Storage Rm	300	1	300
	Small Breakout Room	250	1	250
	Tech Work/Storage Rm	200	1	200
	Tech Room/MDF	150	1	150
Food Service				
	Food Prep Kitchen	650	1	650
	Walk-in Refg/Freezer	75	1	75
	Dry Storage	75	1	75
	Locker Alcove	50	1	50
	Office	75	1	75
	Toilet/Changing Rm	75	1	75
	Custodial Services	100	1	100
Restrooms				
	Restrooms	3,000	1	3,000
Lunch Shelter				
	Shade Structure	2,800	1	2,800

The net usable square footage for the 6-8 facility specified above is a little above 68,000 square feet.

13.1.4 Educational Specifications 9-12

The following specifications summarize the approximate minimum square footage required for a 9-12 high school site serving a capacity of 1,500 students:

		Typical Components		
		Sq. Ft.	Units	Total Sq. Ft.
Classrooms				
	General Purpose	960	28	26,880
	Special Ed/SDC	960	2	1,920
Music Program				
	Band/Orchestra Rm	1,500	1	1,500
	Instrument Storage Rm	200	1	200
	Music Workroom/Office	100	1	100
Physical Education Program				
	Main Gymnasium	9,600	1	9,600
	PE Equipment Storage	400	1	400
	Locker/Changing Rm	1,200	2	2,400
	PE Staff Office	300	1	300
	PE Staff Locker/Toilet	150	1	150
	Chair/Table Storage	300	1	300
Administration				
	Lobby/Corridor	900	1	900
	Reception/Clerical	100	3	300
	Principal / Conference Rm.	350	1	350
	Admin Assistant	75	1	75
	Asst. Principal Office	150	2	300
	Career Center	1,000	1	1,000
	Copy Room	75	1	75
	Health Office	100	1	100
	Nurse/Health Clerk	75	1	75
	Toilet	65	1	65
	Guidance Center	400	1	400
	Attendance Office	350	1	350
	Staff Toilet	75	1	75
	Multi-Purpose/Workroom	300	1	300
	Storage Room	250	1	250
	Small Offices	100	6	600

- The total usable square footage for the specified high school is approximately 113,000 square feet.

		Typical Components		
		Sq. Ft.	Units	Total Sq.
Specialty Classrooms				
	Computer Lab	960	4	3,840
	Business Tech Classroom	1,200	1	1,200
	CAD / Drafting Lab	1,950	1	1,950
	Graphic Arts/Media	1,600	2	3,200
	Machine/Tech Repair	1,600	1	1,600
	Student Government	1,500	1	1,500
	Ceramics Lab	1,600	1	1,600
	Power Mechanics	1,400	1	1,400
	Animation Lab	1,650	2	3,300
	Audio Studio/Production	1,300	2	2,600
	Video Studio	2,600	1	2,600
	Instrumental Studio	1,800	1	1,800
	Choral Music	1,100	1	1,100
	Video Classroom	1,100	1	1,100
	Drama	1,450	1	1,450
	StageCraft Production	1,600	1	1,600
	Performing Arts Lecture	3,850	1	3,850
	Dance/Music Theater	2,300	1	2,300
Science Labs				
	Science Lab	1,200	6	7,200
	Prep/Work Room	200	1	200
Flex Labs / Media Classroom				
	Flex Lab	1,200	2	2,400
	Work/Storage Rm	200	1	200

		Typical Components		
		Sq. Ft.	Units	Total Sq. Ft.
Student Information & Technology Center (Library)				
	Control Desk	100	1	100
	Librarian Office	150	1	150
	Work/Processing Rm	200	1	200
	Storage Room	300	1	300
	Reading Room	1,600	1	1,600
	Stacks	400	1	400
	Tech Lounge	1,200	1	1,200
	Textbook Storage Rm	300	1	300
	Small Breakout Room	200	4	800
	Tech Work/Storage Rm	200	1	200
	Tech Room/MDF	150	1	150
Food Service				
	Cafeteria	1,000	1	1,000
	Food Prep Kitchen	650	1	650
	Walk-in Refg/Freezer	75	1	75
	Dry Storage	75	1	75
	Locker Alcove	50	1	50
	Office	75	1	75
	Toilet/Changing Rm	75	1	75
	Custodial Services	100	1	100
Restrooms				
	Restrooms	4,500	1	4,500
Lunch Shelter				
	Shade Structure	2,800	1	2,800
Support Facilities				
	Staff Workroom/Lounge	600	1	600
	Staff Kitchenette/Vending	150	1	150
	Speech Office	250	1	250
	Psychologist Office	150	1	150

13.1.5 District Administration Specifications

The following specifications summarize the approximate minimum square footage required for a centralized District administration office:

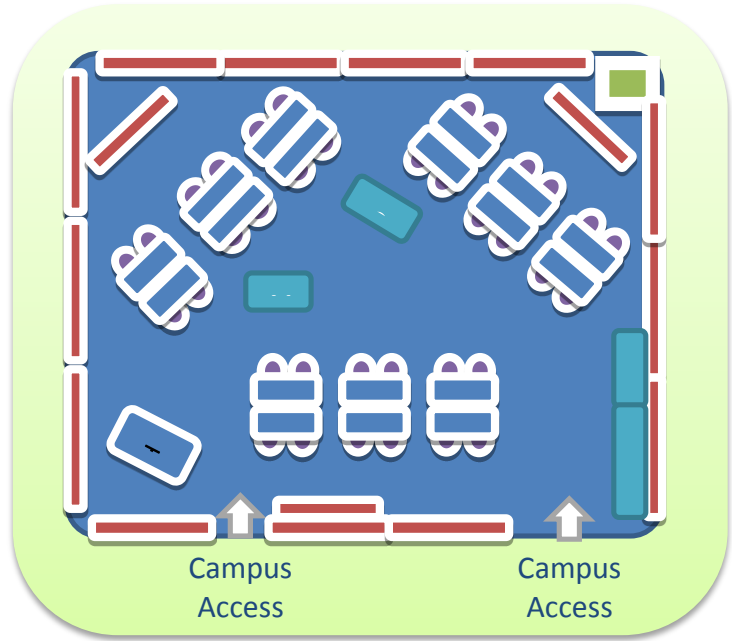
		Proposed		
		Sq. Ft.	Units	Total Sq. Ft.
Superintendent's Office				
	Private Office	300	1	300
	Admin Assistant	75	1	75
Assistant Superintendents				
	Private Office	275	2	550
	Admin Assistant	75	2	150
Departments				
	Heads/Directors - Private Office	200	9	1,800
	Business Dept. Staff	240	1	240
	Educational Services Dept. Staff	600	1	600
	Human Resources Dept. Staff	180	1	180
	Special Education Dept. Staff	120	1	120
	Nutrition/Health Services Dept. Staff	180	1	180
	Special Programs Dept. Staff	180	1	180
	Technology Dept. Staff	300	1	300
	Facilities/M&O Dept. Staff	120	1	120
Shared Spaces				
	Storage Areas	350	1	350
	Large Conference Room / Training Lab	500	1	500
	Small Conference Room	225	1	225
	IT Tech	60	1	60
	Tech Room	100	1	100
	Reception	300	1	300
	Staff Lounge	400	1	400
	Mail Room/Delivery	250	1	250
	Textbook Processing Area	500	1	500
	Payroll Conference	80	1	80
	Circulation	1,000	1	1,000
Total Square Feet				8,560

13.2 GRADE 6-12 LEARNING LAB SPECIFICATION

Grade 6 -12 classrooms may be transformed into 21st Century Learning Labs to support flexible, collaborative and unstructured teaching methodology as well as to use interactive learning tools. Please note that Learning Labs should not be considered as inclusive of specialty areas such as Science Labs which are described in Section 3.7.

13.2.1 Learning Lab Vision

When you enter a Learning Lab, you see students working in groups of 4 or 5 engaged around a specific content area: math, social studies or language arts. It is noisy with the sounds of students collaborating, interacting and learning. Some students are working at tables with some sitting and others standing at the white board drawing a diagram to explain their solution to their peer group. Other students are using an electronic device to help solve the problem they have been given to solve. This particular class is a math class. The students are working in groups trying to solve a math problem based upon the real life situation that requires a math solution.



The teacher walks around the room answering questions related to the problem the groups are trying to solve. At times, the teacher directs students to find the answers on their mobile device. As the teacher interacts with the students, he realizes that two groups of students have forgotten a formula presented to the class the previous day. Understanding of this formula is necessary to help solve the math problem. He commands the attention of both groups and projects the information needed to clarify the concept on the monitor that is nearest to their group. A third group of students asks the teacher to come and review their solution that they have diagramed on the white board. The solution works so the students take a picture of it with their mobile device and save it to their work file. Another group of students are projecting their work from their devices onto the Wi-Fi monitor near their work group so that all students in the group can interact with the information.

Fifteen minutes before the end of class, the teacher asks all of the students to save their work in the cloud file designed for the student in this class. The students then turn their attention to the teacher in the front of the room. He projects a web site from his mobile device onto the monitors in the classroom and introduces them to the new

algorithm they will be learning tomorrow. The students are encouraged to ask questions of the teacher and of their table groups.

The teacher asks for feedback from each group regarding the work they have completed for the day. Each group sends their response via their mobile device. The graph related to the students’ feedback is displayed on the monitor for all to see. The teacher uses this information as a beginning place to begin instruction on the following day. The students leave when the bell rings and go to their next class.

The classroom is designed to foster creativity, investigation and inquiry as well as collaboration. It is designed for maximum flexibility and makes the students feel welcome and comfortable.

In the classroom, there are four multi-use carts to store student work items and learning materials. At least one of the multiuse carts has the capability to recharging the 1:1 devices. There are two movable bookshelves to store student work and learning supplies. There are cabinets, but they are reduced in number compared to a traditional classroom. The need for supplies has been reduced by the use of the mobile devices which store textbooks and other books the students need as well as provide internet access for research. There are hardbound books and other learning manipulates in the classroom but they too are reduced in number.

The teacher has a desk off to the side or at the back of the classroom. There is one two drawer filing cabinet and a laptop computer for the teacher.

13.2.2 Furniture, Fixtures, & Equipment Required

Modernization of existing campus classrooms into Learning Labs require an assortment of updated furnishings and fixtures to realize the above vision. All future cost estimates for these spaces must include the furniture, fixtures and equipment as described herein.

Tables and seating: Tables are 2 feet by 4 feet and arranged into a configuration of eight “pods,” each providing 4 or 5 seats. Seating is stackable and provided at a size appropriate for sixth through eighth grade age students. Both the tables and chairs have casters that can be locked to provide for easy movement and flexibility. Tables and seating accommodate 32-34 students, per District loading standards.

Tackboards: There is a need for some wall spaces throughout the room that may be utilized by the instructor to pin student work, learning concepts, and other materials to the wall. Tackboards are preferably placed at floor-ceiling height to provide maximum utility to available wall space. A typical wall panel may be 8 feet in height by 4 feet in width, and be interspersed with similarly sized wall panels that provide a writable surface (see marker boards).

Marker board (whiteboard): Multiple writable surfaces are required on wall surfaces throughout the room, preferably at floor-ceiling height to allow students and teachers to use available wall surfaces for drawing, writing practice, or group activities. Maximum flexibility will be achieved if surfaces are available on each of the four walls of the room. Design solutions that provide the ability to slide boards upwards or to the side in order to reveal tack-board surfaces beneath are highly encouraged. They may also be used to limit light instead of blinds to limit light into the Learning Lab as necessary. Marker boards should also be magnetic, to allow for instructors to attach student exemplars where needed for instruction.

Sinks: Water supply will be required on occasion as a component of art and science activities or clean-up. One sink is required in the classroom area and should be accessible to the height of sixth through twelve grade students.

Window Coverings: Walls with windowed surfaces may be covered by marker boards and/or tackboards that slide on a track so as to provide the option of obscuring the windows when additional writing surface is needed or darkening the room when natural light needs to be reduced.

Platforms, shelves, and cabinetry: Traditional classroom casework often monopolizes wall space and over-saturates the room with storage functions. A limited supply of casework is required within the classroom for storage of “everyday” use manipulates and supplies. Cabinetry underneath and around the classroom sink is appropriate. Four multiuse carts need to be provided to store books and learning materials with one having the capability to recharge 1:1 devices.

Lighting: Any new lighting fixtures should provide a general condition of room illumination to allow sufficient legibility of materials, while minimizing glare on electronic screens. Options to provide energy efficient solutions may be considered.

Flat screen display: Three flat screen displays measuring at least 60 inches diagonally is required to support the vision described herein. Display requirements include a minimum of 3 HDMI (High Definition Multimedia Interface) inputs, and either built-in Wi-Fi equipment or an attached accessory device that provides Wi-F accessible services. These specifications are consistent with industry practice for commoditized television displays. As a result, the selected display is more likely to resemble a low-cost consumer model available at many discount retailers than a specialized technology available through educational component distributors. The display should be mounted on a reliable adjustable arm positioned so that the bottom of the display is 5 feet above the floor. The mounting should also provide the option of extending the display out from the wall 1-2 feet and thus permitting the display to pivot to the left or right for an approximate turning angle of 45-90 degrees. Cabling should be obscured behind the mount and within the wall.

Classroom video/audio source selection switch: A switching mechanism shall be provided that allows the instructor to quickly adjust the video or audio source being provided to the display. The instructor is able to do this from one control or from a handheld device. For example, sources selectable from the switch may include:

1. Laptop or tablet connected to the instructor’s station (e.g. enabling the instructor to share a slideshow or demonstrate a mobile device app)
2. DVD player (e.g. enabling a single video to be duplicated on all screens simultaneously)
3. Digital camera and/or document camera (described above)
4. Auxiliary device – to be used for alternate devices that generate a video or audio source

Voice Amplification System: A system for amplifying the instructor’s voice shall be provided to improve the audibility of the instructor throughout the classroom, such as a Front Row or RedCat System. The system requires a wireless microphone attached to the instructor, a receiver unit, and a method of conveying the audio through speakers around the room.

Student computing devices: The District’s Technology Program will equip students with a mobile device (e.g. mini-tablet) to be used within this high-tech Learning Lab environment. The design team should engage the District’s Chief Information Officer (CIO) in the selection of the above equipment to ensure compatibility where required.

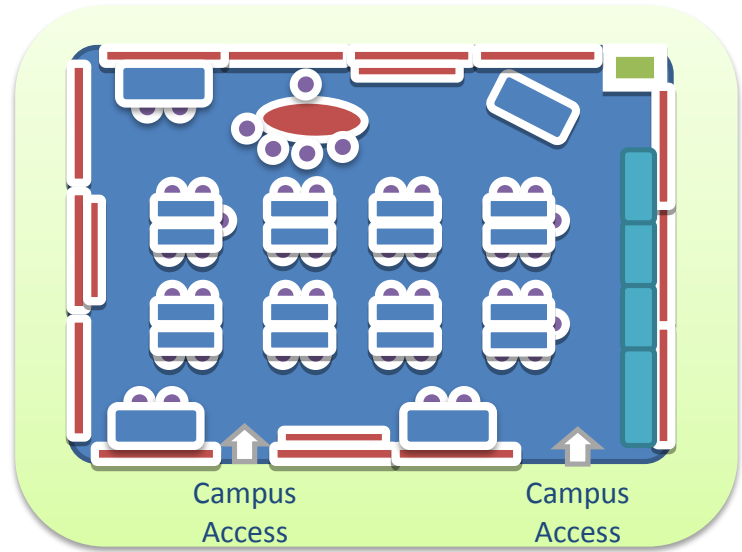
13.3 GRADE 1-5 LEARNING LAB SPECIFICATION

Grade 1-5 classrooms may be transformed into 21st Century learning spaces. The traditional classroom is replaced with a Learning Lab that supports a flexible, collaborative and unstructured teaching methodology as well as the use of interactive learning tools. Learning labs for grades 1-5 should be designed, modernized or built according to the vision and description herein described.

13.3.1 Learning Lab Vision

When you enter the Learning Lab you see students working in groups of 4 or 5. They are at tables, some are sitting, some are standing at the white board writing and some are using an electronic device to help solve the problem they have been given to solve. They are working on solving a problem that combines skills they have acquired in math, science and language arts. The teacher interacts with the

students by walking around the room answering questions. At times, the teacher helps the students find the answers on the iPad. The teacher has noticed that a number of students are struggling with the same concept. She commands the attention of the entire class and projects the information needed to clarify the concept on the monitor in the front of the room. Other times, the questions the students have are related to their specific group work and the teacher writes on the white board that is near where the group is sitting. Students also respond on the white board to the teachers’ instructions and with their table group. Other students are projecting their work on the Wi-Fi monitor near their work group so that all students in the group can interact with the information.



After an hour, the teacher asks all of the students to put their work away in a space designated for each student on a multiuse cart. They place their iPad on the shelf below their chair. The teacher directs their attention to the front of the room. She wants to show them a video clip to introduce the next set of skills and concepts they will be learning in social studies. The children are encouraged to ask questions of the teacher and of their table groups.

Following the whole class instruction, the students change work groups and begin to work on the skills related to the previous set of instructions. They are able to locate information needed on their iPad and share information with their table partners. This Learning Lab is noisy with the sharing and seeking for information and the solving of

problems using information in real life integrated learning units. The classroom is designed to foster creativity, investigation and inquiry as well as collaboration. It is designed for maximum flexibility and makes the students feel welcome and comfortable.

In the classroom, there are four multi-use carts, one with the capability to recharge 1:1 devices, one with 30 cubbies for students to store their personal items and backpacks and two for storing learning material and supplies. There are two movable bookshelves to store books and learning supplies. There are cabinets, but they are greatly reduced in number compared to a traditional classroom. The need for supplies has been reduced by the use of the iPad which stores textbooks and other books the students need as well as the internet for research. There are hardbound books and other learning manipulates in the classroom but they too are reduced in number.

There is one sink in the room for students to wash their hands, and for art and science experiments. The teacher has a desk off to the side or at the back of the classroom. There is one two drawer filing cabinet and a laptop computer for the teacher.

13.3.2 Furniture, Fixtures, & Equipment Required

Learning Labs modernized, reconfigured, or constructed must, upon completion, be fully furnished and equipped to realize the above vision. Classrooms must also conform to the Educational Specifications approved by the Board of Trustees. All estimates and budgets must include the cost of furniture, fixtures and equipment.

Tables and seating: Tables are 2 feet by 4 feet and arranged into a configuration of eight “pods,” each providing 4 or 5 seats. Seating is stackable and provided at a size appropriate for the grade level age of the students. Both the tables and chairs have casters that can be locked to provide for easy movement and flexibility. Tables and seating accommodate 24 students, per District loading standards, for grades 1-3 and 30 students for grades 4-5.

One “kidney” or “puzzle piece” shaped table is provided, with additional student chairs. Also provided are three additional activity tables that use the same 2 foot by 4 foot

dimension of student tables. An instructor desk, moveable file cabinet/storage on casters, and moveable book cart on casters are also required furnishings.



Tackboards: There is a need for some wall spaces throughout the room that may be utilized by the instructor to pin student work, learning concepts, and other materials to the wall. Tackboards are preferably placed at floor-ceiling height to provide maximum utility to available wall space. A typical wall panel may be 8 feet in height by 4 feet in width, and be interspersed with similarly sized wall panels that provide a writable surface (see marker boards).

Marker board (whiteboard): Multiple writable surfaces are required on wall surfaces throughout the room, preferably at floor-ceiling height to allow students and teachers to use available wall surfaces for drawing, writing practice, or group activities. Maximum flexibility will be achieved if surfaces are available on each of the four walls of the room. Design solutions that provide the ability to slide boards upwards or to the side in order to reveal tack-board surfaces beneath are highly encouraged. Marker boards should also be magnetic, to allow for instructors to attach student exemplars where needed for instruction.

Window Coverings: Walls with windowed surfaces may be covered by marker boards and/or tackboards that slide on a track so as to provide the option of obscuring the windows when additional writing surface is needed or darkening the room when natural light needs to be reduced.

Sinks: Water supply will be required on occasion as a component of art and science activities or clean-up. One sink is required in the classroom area and should be accessible to the height of first through fifth grade students.

Platforms, shelves, and cabinetry: Traditional classroom casework often monopolizes wall space and over-saturates the room with storage functions for an “analog” design. A limited supply of casework is required within the classroom for storage of “everyday” use manipulates and supplies. Cabinetry underneath and around the classroom sink is appropriate. Four multiuse carts need to be provided: one multiuse cart with 30 cubbies to store student personal items and backpacks, two to store books and learning materials, and one with the capability to recharge 1:1 devices.

Lighting: Lighting fixtures should provide a general condition of room illumination to allow sufficient legibility of materials, while minimizing glare on electronic screens. Options to provide energy efficient solutions may be considered.

Flat screen display: Three flat screen displays measuring at least 60 inches diagonally is required to support the vision described herein. Display requirements include a minimum of 3 HDMI (High Definition Multimedia Interface) inputs, and either built-in Wi-Fi equipment or an attached accessory device that provides Wi-Fi accessible services. These specifications are consistent with industry practice for commoditized television displays. As a result, the selected display is more likely to resemble a low-cost consumer model available at many discount retailers than a specialized technology available through educational component distributors. The display should be wall mounted on a reliable adjustable arm positioned so that the bottom of the display is 5 feet above the floor. The mounting should also provide the option of extending the display out from the wall 1-2 feet and thus permitting the display to pivot to the left or right for an approximate turning angle of 45-90 degrees. Cabling should be obscured behind the mount and within the wall.

Classroom video/audio source selection switch: A switching mechanism shall be provided that allows the instructor to quickly adjust the video or audio source being provided to the display. The instructor is able to do this from one control or from a handheld device. For example, sources selectable from the switch may include:

1. Laptop or tablet connected to the instructor’s station (e.g. enabling the instructor to share a slideshow or demonstrate an iPad app)
2. DVD player (e.g. enabling a single video to be duplicated on all screens simultaneously)
3. Digital camera and/or document camera (described above)
4. Auxiliary device – to be used for alternate devices that generate a video or audio source

Voice Amplification System: A system for amplifying the instructor’s voice shall be provided to improve the audibility of the instructor throughout the classroom, such as a Front Row System. The system requires a wireless microphone attached to the instructor, a receiver unit, and a method of conveying the audio through speakers around the room.

Student computing devices: The District’s Technology Program will equip students with a mobile device (e.g. mini-tablet) to be used within this high-tech Learning Lab environment. The design team should engage the District’s Chief Information Officer (CIO) in the selection of the above equipment to ensure compatibility where required.

13.4 KINDERGARTEN LEARNING LAB SPECIFICATION

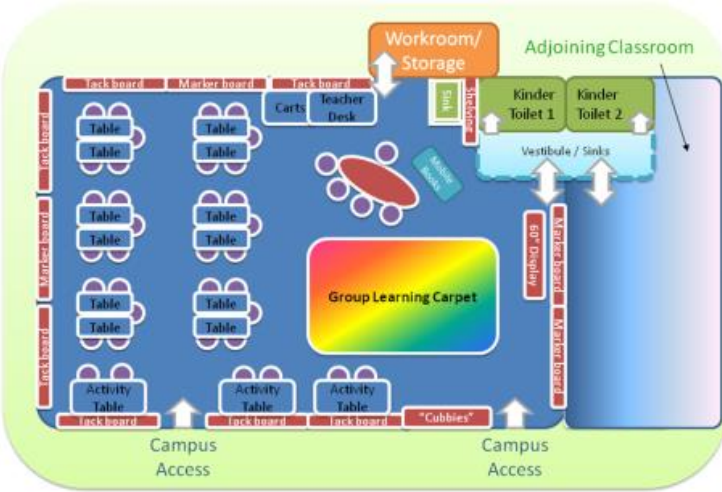
Kindergarten classrooms may be constructed, expanded or modernized to support extended full day programs, new teaching methods, and interactive learning tools. Kindergarten classrooms should be designed, modernized or built according to the vision and description herein described.

13.4.1 Learning Lab Vision

It is the beginning of the school day. When you enter the Kindergarten Classroom, you see the entire class of small children sitting on a carpet with the teacher leading a discussion. The teacher interacts with the children on topics including the day’s events and what they will be learning, the date and weather, behavior expectations or redirection, review from yesterday learning or reading a short story. The teacher asks the class a number of

questions and children share their answers with the whole group or with their “share partner”. The children are encouraged to ask questions of the teacher and of their peers.

Following the whole class meeting, the children disperse to various “stations” in the classroom. From this point on, the classroom becomes very noisy with children talking, sharing and some working independently. The classroom is designed to foster creativity, investigation and inquiry. Typically, there are four different stations with the teacher working with a small group of children at a fifth station. These stations are at round or square tables with chairs, four or five children to a station. At these stations, the children are working with other children or independently on tasks. One station has a reading focus, another station a writing focus, a third station designing and building focus, and a fourth station a science or social studies focus. At two or three of these stations, the children are using a 1:1 mobile device.



This particular day, the children are using their 1:1 device to take pictures of a drawing they and their peers did earlier in the week, then sequencing their pictures to tell a story, and finally writing the story using one of the apps on the handheld device. At another station, the handheld devices are used with headphones as the children participate in a phonemic awareness lesson.

At the science station, the students are observing and interacting with the insect collections they have gathered

in their plastic collecting jars as well as with pictures of the insects’ habitats.

At the design and building station, the students work together to create “things”. They are creating and building their designs in a fairly large area on the floor. Today the students are using containers and material they collectively brought from home, i.e., dry cereal boxes and cylinders (oatmeal), tubes from paper towels, all of various sizes and shapes, and masking tape. The students are using tape and marking pens to make their creations. Later, they record their creations by taking a picture with their handheld device and use it to write a story on their handheld device at the writing station.

At the reading station, the students are reading from little books that are at their appropriate reading level. At the station with the teacher, the students are working on specific reading skills they need to learn.

After the end of the reading and writing time, the teacher creates a whole new set of stations for math. It is the same set up as for reading, only using math concepts and manipulates at each of the stations. These new math instructional materials are brought into the room on a cart from the teacher’s workroom and the reading materials are removed as necessary onto the carts and taken back into the workroom to make room for the new instructional materials. The students use their handheld devices at some of the stations and math manipulates at other stations.

After reading and math, the teacher works with the students on science or social studies content. This begins with the children in a whole group on the carpet on the floor with the teacher teaching a specific concept to the students. The students then break into groups to work on material related to the specific curriculum content. The teacher uses such devices as document cameras, dissecting scopes and displays related to the scientific concepts the students are learning.

There are three tables around the perimeter of the classroom. These are the same tables that were used for the reading and math stations. On these tables are scientific units of study. The items at the stations are labeled with the scientific words. Because the students are

learning about insects, a picture of an insect with the various body parts labeled is on the wall above the table. There are various specimens of insects for the students to view. There are “bug collecting (plastic) jars” for the students to catch bugs and bring them into the classroom for observation.

At another table there are various insect habitats to view; some are pictures and some real specimens, such as an ant colony that is able to be viewed through a clear plastic frame. These stations are designed for students to observe and to be “curious” about what they are seeing, to investigate and to learn more. On the wall are various students drawings related to the scientific units of study. The students will use the handheld devices to further investigate and answer their own questions or questions their classmates may have.

The walls are full of “rich print” material. There are multiple places for student work to be displayed. There are multiple white boards on which the teacher can explain concepts or project images from the document camera or using a handheld device. Student work can be displayed on these white boards using magnets.

In the classroom, there are two bookshelves to store science and math manipulates and art supplies needed for the learning centers. There are also “cubbies” for the students to store their backpacks and other treasures. There is a multiuse cart that has the ability to charge 1:1 devices. Books shelves that hold the little books for students to read are located near the reading center. A book holder for the big books the teacher reads to the whole class is located near the rug area that the children sit on during whole class groups. These books are also available to the students to read and look at when they have finished their work at their centers. There are painting easels that are taken outside during painting time. There is a sink that is needed for science and art projects and for washing hands prior to lunch.

The teacher has a desk off to the side or at the back of the classroom. There is one two drawer filing cabinet and a laptop computer. The bathroom is accessible from the classroom so that the young children do not need to leave

the classroom to use the restroom. The bathroom is divided into two parts: a toilet room and sink area, as described in the technical section of this document. If permitted by code, the sink is fully located within the classroom area and doubles as both a hand washing sink for the toilet rooms and a general purpose sink for classroom activities.

13.4.2 Furniture, Fixtures, & Equipment Required

Kindergarten classrooms modernized, reconfigured, or constructed must, upon completion, be fully furnished and equipped to realize the above vision. Classrooms must also conform to the Educational Specifications approved by the Board of Trustees. All estimates and budgets must include the cost of furniture, fixtures and equipment.

Tables and seating: Tables are 2 feet by 4 feet and arranged into a configuration of four “pods,” each providing 5 seats. Seating is stackable and provided at a size appropriate for kindergarten aged students. Tables and seating accommodate 23 students, per District loading standards.

One “kidney” or “puzzle piece” shaped table is provided, with additional student chairs. Also provided are three or four additional activity tables that use the same 2 foot by 4 foot dimension of student tables. An instructor desk and moveable file cabinet/storage and moveable book cart on casters are also required furnishings.



Tackboards: At the kindergarten level, there is a significant need for continuous wall spaces throughout the room that may be utilized by the instructor to pin student work, learning concepts, and other materials to the wall. Tackboards are preferably placed at floor-ceiling height to

provide maximum utility to available wall space. A typical wall panel may be 8 feet in height by 4 feet in width, and be interspersed with similarly sized wall panels that provide a writable surface (see marker boards).

Marker board (whiteboard): Multiple writable surfaces are required on wall surfaces throughout the room, preferably at floor-ceiling height to allow students and teachers to use available wall surfaces for drawing, writing practice, or group activities. Maximum flexibility will be achieved if surfaces are available on each of the four walls of the room. Design solutions that provide the ability to slide boards upwards or to the side in order to reveal tack-board surfaces beneath are highly encouraged. Marker boards should also be magnetic, to allow for instructors to attach student exemplars where needed for instruction.

Window Coverings: Walls with windowed surfaces may be covered by marker boards and/or tackboards that slide on a track so as to provide the option of obscuring the windows when additional writing surface is needed or darkening the room when natural light needs to be reduced.

Sinks: Water supply will be required on occasion as a component of art and science activities or clean-up. One sink is required in the classroom area and should be accessible to the height of kindergarten students.

Platforms, shelves, and cabinetry: Traditional classroom casework often monopolizes wall space and over-saturates the room with storage functions that are better supplied in an adjacent storage/workroom. A limited supply of casework is required within the classroom for storage of “everyday” use manipulates and supplies, with remaining casework and shelving required in workrooms for storage of “occasional” use materials. Innovative storage solutions that utilize bins, pull-out containers, or rolling carts for frequently utilized items may be considered a superior solution to traditional casework drawers and cabinets. Cabinetry underneath and around the classroom sink is appropriate. Typical “cubbies” should be provided for student storage of backpacks, lunch bags, and other materials.

Lighting: Lighting fixtures should provide a general condition of room illumination to allow sufficient legibility of materials, while minimizing glare on electronic screens. Options to provide energy efficient solutions may be considered.

Flat screen display: A single flat screen display measuring at least 60 inches diagonally is required to support the vision described herein. Display requirements include a minimum of 3 HDMI (High Definition Multimedia Interface) inputs, and either built-in WiFi equipment or an attached accessory device that provides WiFi accessible services. These specifications are consistent with industry practice for commoditized television displays. As a result, the selected display is more likely to resemble a low-cost consumer model available at many discount retailers than a specialized technology available through educational component distributors. The display should be mounted on a reliable adjustable arm positioned so that the bottom of the display is 5 feet above the floor or as otherwise required by code. The mounting should also provide the option of extending the display out from the wall 1-2 feet and thus permitting the display to pivot to the left or right for an approximate turning angle of 45-90 degrees. Cabling should be obscured behind the mount and within the wall.

Classroom video/audio source selection switch: A switching mechanism shall be provided that allows the instructor to quickly adjust the video or audio source being provided to the display. The instructor is able to do this from one control or from a handheld device. For example, sources selectable from the switch may include:

1. Laptop or tablet connected to the instructor's station (e.g. enabling the instructor to share a slideshow or demonstrate an iPad app)
2. DVD player (e.g. enabling a single video to be duplicated on all screens simultaneously)
3. Digital camera and/or document camera (described above)
4. Auxiliary device – to be used for alternate devices that generate a video or audio source

Voice Amplification System: A system for amplifying the instructor's voice shall be provided to improve the audibility of the instructor throughout the classroom, such as a Front Row System. The system requires a wireless microphone attached to the instructor, a receiver unit, and a method of conveying the audio through speakers around the room.

Student computing devices: The District's Technology Program will equip students with a mobile device (e.g. mini-tablet) to be used within this high-tech kindergarten environment. The design team should engage the District's Chief Information Officer (CIO) in the selection of the above equipment to ensure compatibility where required.

Kindergarten Workroom/Storage Area: Educational Specifications state that a total of 200 square feet of storage and work space is to be provided for every two 1120 square foot kindergarten classrooms. This ratio does NOT require that work room space have shared access from multiple classrooms. Efforts to design the work room space in a manner that compromises a classroom interior design consistent with the above vision are highly discouraged.

A single classroom attached to a 100 square foot storage area is an acceptable solution. In such an example, the rectangular space would contain a long wall that provides cabinetry below a counter top as well as open shelving running the length of that wall above the counter top. As much open shelving as possible should be provided. Sufficient open floor space is needed to allow a cart to be rolled into the room, loaded with supplies by the instructor, and then rolled back out into the classroom for student instructional use. To the extent possible given this open space requirement, shelf space should be provided from floor to ceiling on up to two additional walls. A fourth wall shall remain clear to allow for entry and egress by the instructor and rolling carts. The positioning of the door along this fourth wall should be along the center of its length so as not to conflict with shelving on adjacent walls.

Kindergarten Bathroom: For new construction, and where feasible on modernization projects, the bathroom should be divided into two areas. A door from the classroom leads

into the first area, a vestibule that may also connect to an adjoining kindergarten classroom. The vestibule contains one sink per classroom to which it connects. The two walls of the vestibule that separate it from the classroom feature large windows that provide transparency between the classroom and sink space to improve teacher supervision and increase safety. Within the vestibule is a door leading to a toilet room containing a single age-appropriate toilet fixture.



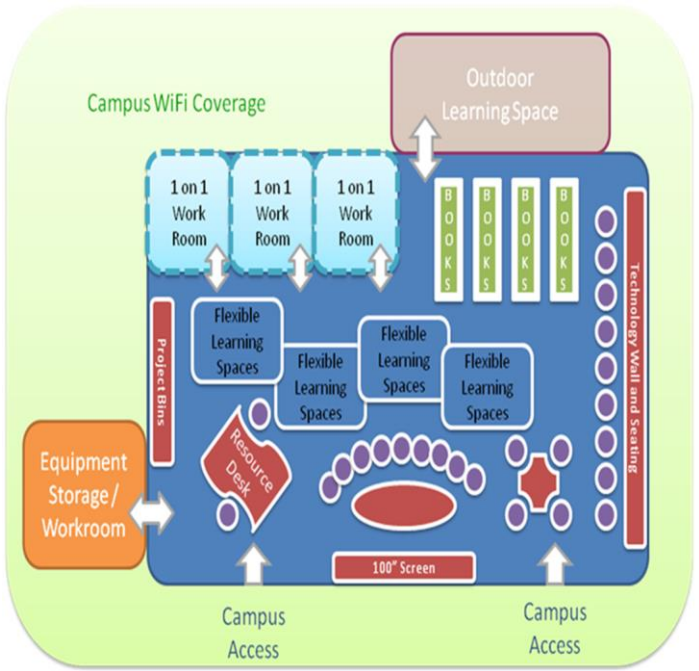
13.5 LIBRARY/TECH STUDENT INFORMATION CENTER

Library/Tech Student Information facilities may be transformed or constructed to support virtual learning, student engagement and collaboration. These facilities should be designed and built according to the vision and description herein described.

13.5.1 Library/Tech Student Information Vision

As you enter the Library/Tech Student Information Center, you first notice and hear a 100" monitor that is mounted on the wall. On this display you see graphics, video, and audio from the topics being studied this week throughout the School Academy or the Academic Strand Focus. Students have come to the Student Information Center (often and formally known as a library) to inquire about new ideas or information, share ideas and information or locate new ideas and information. As a result, the room is noisy – definitely not the quiet library spaces of the past. There is appropriate furniture – flexible and comfortable – throughout the room, and the large open physical space makes the room feel very bright and active. The

arrangement of furniture lends itself to interactions between students and students and teachers, students and teachers looking up information, finding information and sharing it with others. Students feel very comfortable in this information space.



Students select a digital device if they do not have one or use their own issued device and sit wherever they are comfortable to read and interact with the technology. The room supports an individualized learning environment. On the perimeter of room are places for students to sit, read, and discuss what they are learning. The building has wireless internet connectivity throughout. On one wall are rows of windows with "shelves" along these windows and stools to sit on. Students are sitting on the stools with their 1:1 digital device or laptop computer. As they learn something new and exciting, they are sharing it with their fellow students. This space lends itself to students interacting with each other. In another area, students are sitting on the floor working on a project. They are also doing research on their 1:1 devices as well as working on various projects.



The Library Technician sits at a work station or table that is inviting to students and encourages them to come and seek information or help. The furnishing and size of the work space invite students to approach and collaborate as opposed to creating an intimidating barrier that might keep students away. If a student needs to make up a test or be collaborative, the Library Technician is there to help. This person— with a kind, friendly, and responsive demeanor – answers questions and provides guidance to students. The Library Technician might lead a small group lesson on responsible computer use, safety, security, and information reliability – today’s equivalents of learning the Dewey decimal system. A teacher who works with students who are on independent study might also works in the Student Information Center. On a weekly basis, independent study students, who were formally homeschooled students, are now coming into the Student Information Center on a weekly basis to meet with the teacher, to ask questions and receive the next week’s assignments. The independent study students also spend additional time in the Student Information Center using the on-line and other resources available to them. The independent study teacher answers questions of other students who are in the Student Information Center as well as prepares labs or project materials for the independent study students who only come to school for a few hours each week in support of their “homeschooling” curriculum.

Along a wall nearby are prepared tubs of student project materials. This “Resource Wall” contains bins with everything a student needs to complete various projects. For example, if a “homeschooled” student needs to come

in for completion of a science project, a tub with the appropriate experiment, instructions, and tools are all there in one place to allow completion of the work. The student takes the tub to a comfortable place in the Student Information Center to work on their project and returns to the teacher when needing support.



There is another area in this room that has computers along the wall where students learn keyboarding skills or take a small group class with the independent study teacher on how to use a certain software product such as Microsoft Office or Digital Art software. There is another area where students sit comfortably in chairs, a sofa or at café tables to read and discuss what they have read. Hardbound books are on carts with wheels. The size of the collection has been reduced because students can access many books book on their digital device.



There are also one to one workrooms that allow students to step in with a teacher to complete independent study meetings or other discussions that might require a sound-isolated space. Small groups of students might also use the workrooms to collaborate on projects or assignments. Inside the workrooms, floor-to-ceiling marker boards provide comfortable spaces to write or draw freely. The workrooms feel very open and connected to the rest of the Student Information Center, as any walls or doors feature transparent surfaces.

Fixtures and finishes in the room contribute to the feeling of the academic focus of the school. For example, sculptures and art throughout the room provide inspiration to students in a Design and Performing Arts Academic Focus, while students might be fascinated by a framed wall-to-wall engineering diagram of a famous bridge at a Math and Engineering Academic Focus.

13.5.2 Furniture, Fixtures, & Equipment Required

Modernization and construction of campus libraries into a Library/Tech Student Information Center requires an assortment of updated furnishings and fixtures to realize the above vision. All future cost estimates for this space must include the furniture, fixtures and equipment as described herein.

Tables and seating: Flexible and comfortable chairs and tables (2ft by 6 ft) on wheels (no desks) with enough seating for 35 students; stools along technology wall with enough seating for 20 students. Soft seating and other creative furnishings should be provided in support of this vision to compliment open space throughout the room.

Shelving and storage: There is no book shelving as in a traditional library. The books are on one of four sturdy movable book shelves. There are two additional movable shelving units that contain storage compartments for bins/tubs of activities to hold student learning materials.



Lighting: Lighting fixtures should provide a general condition of room illumination to allow sufficient legibility of materials, while minimizing glare on electronic screens. Options to provide energy efficient solutions may be considered.

Flat Screen Display: A large 100” HD monitor measuring at least 100 inches diagonally are required to support the vision described herein. Display requirements include a minimum of 3 HDMI (High Definition Multimedia Interface) inputs, and either built-in WiFi equipment or an attached accessory device that provides WiFi accessible services. These specifications are consistent with industry practice for commoditized television displays. As a result, the selected display is more likely to resemble a low-cost consumer model available at many discount retailers than a specialized technology available through educational component distributors. Cabling should be obscured behind the mount and within the wall.

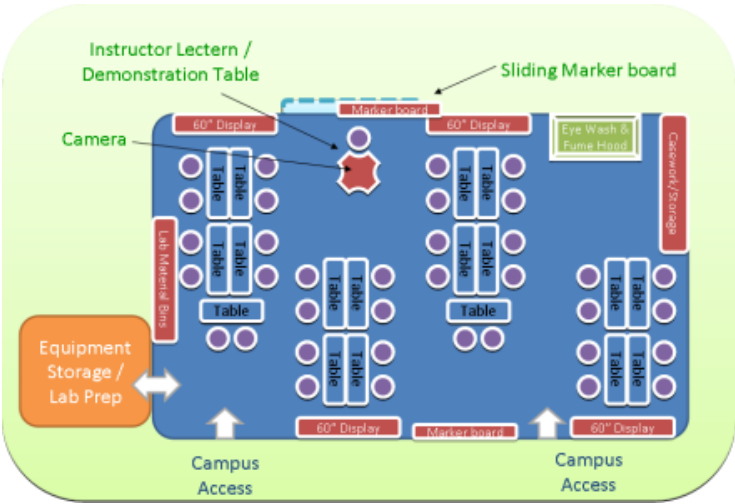


Student computing devices: A high capacity wireless access point is required. The District’s Technology Program should equip students with a mobile device (e.g. tablet or laptop) to be used within this high-tech learning environment. Charging docks are required for the 1:1 devices.

13.6 SCIENCE LABS

Science classrooms may be transformed into 21st century labs to improve instruction and support modern, flexible teaching methods. Modernized science labs should be designed and built according to the vision and description herein described.

13.6.1 Science Lab Vision



As you enter the science lab, you notice students actively engaged in the learning of science. They have space to observe and investigate, both physically as well as digitally. Students have space in which to record their observations and investigations into the wonders of science. Most often, they work in groups of 4 to 6 students. Sometimes, when a lesson is being introduced by the teacher, the students are watching a large flat screen display that is mounted on the wall near their group. The displays all show a live image from the instructor’s table, where, for example, the instructor is pointing out the equipment that will be used in an upcoming lab activity.

In this particular lesson, the instructor wants to point out a particular detail on one of the flasks to demonstrate how

students will make measurements in the experiment. With a remote control, the instructor adjusts the camera to zoom in on this detail. All students are deeply engaged at their nearest monitor.



At other times, all of the groups are working on different science curriculum. Some students in a group are looking up information on their hand held device; other students are assembling a lab experiment or a model. Students project onto the monitor near their work group information, pictures or videos they have found on the internet to support their research or curriculum they are learning. At other times, they watch as the teacher projects onto the monitor information necessary for the curriculum they are studying.



Storage cabinets have been reduced in quantity as compared to a traditional classroom; there is less need for textbook and curriculum material storage now that much of this material is digitized on student laptops and tablets. There is a storage room for the equipment, supplies and

chemicals needed for classroom instruction (e.g. acids, flammables, and corrosives used in chemistry or microscopes and slides used in biology). Some casework is provided for storing items that cannot otherwise be kept in the adjacent lab prep workroom. Marker boards are available on most walls, and where windows occupy greater than 20% of the vertical wall space, a floor-to-ceiling marker board installed on a track may be “rolled” in front of the window to provide additional instructional space as well as temporary obstruction of natural light when digital projectors are in use or light sensitive experiments are taking place.

In the neighboring science lab an instructor is wrapping up a demonstration of various microscopic organisms. The instructor places a series of slides under her digital microscope and students instantly see a reproduction of the image on monitors around the room. Students react with excitement as they view these greatly enlarged images of the rapidly moving organisms. As the instructor wraps up this demonstration, she activates a switch so that each of the large displays mounted above work tables are now showing an enlarged image that duplicates what is seen on the device she is holding. The students watch as the instructor taps her device to enter in a website address, then demonstrates how students can do so themselves to enter feedback. Using this student feedback website, she asks students to answer various questions about the organisms they just observed. As the students use their own tablet, netbook, or smart phone (all can be utilized, as the website is platform-neutral) to wirelessly transmit responses to questions, the instructor displays pie or bar charts on the large displays so that the students can see and comment on the percentage of their peers selecting various options.

13.6.2 Furniture, Fixtures, & Equipment Required

Transformation of science lab rooms into modernized labs requires an assortment of updated furnishings and fixtures to realize the above vision. All future cost estimates for these spaces must include the furniture, fixtures and equipment as described herein.

Tables and seating: Tables are 24 inches by 48 inches with chemical resistant tops and may be adjusted in height to accommodate either seated or standing students. Height adjustments must be simple to activate (e.g. using a lever that adjusts pneumatic table legs or turning a crank wheel) and be feasible without the use of tools or other equipment. Seating is height-adjustable in a similar fashion to the tables and, if possible, stackable, and is either provided as a chair or lab stool. Tables and seating accommodate 32 - 34 students, per District loading standards. An adjustable height demonstration table, and instructor chair is also provided. Each is on wheels and can be utilized in the center or any side of the room.

Markerboard (whiteboard): Multiple writable surfaces must be placed on wall surfaces throughout the room, preferably at floor-ceiling height to allow students and teachers to use available wall surfaces for group brainstorming and note-taking. Maximum flexibility will be achieved if surfaces are available on each of the four walls of the room. Design solutions that provide the ability to slide boards upwards or to the side in order to reveal tack-board surfaces beneath are highly encouraged. Walls with windowed surfaces should include marker boards that slide on a track so as to provide the option of obscuring the windows when additional writing surface is needed or darkening the room when natural light needs to be reduced. Marker boards should also be magnetic, to allow for instructors to attach student exemplars where needed for instruction.





Sinks: Water supply will be required on occasion as a component of lab work, as well as drain access for the disposal of safe liquids during lab cleanup. In order to minimize queuing by students, six faucets are recommended. As the use of sinks is incidental to typical daily use of the science classroom, their placement should be subservient to other classroom elements. This will allow their function to be utilized when necessary, but prevent them from otherwise being “in the way” when other flexible arrangements are desired.

The design team should explore water source options that may consolidate multiple faucets into a single long and narrow “trough” arrangement. For example, a long and narrow arrangement along a wall would provide multiple points of access to water and drainage in order to reduce waiting, while limiting the total lineal footage of wall space dedicated to this use. Casework above the sink should be eliminated in favor of a water-resistant backsplash that may be covered by a marker board that utilizes a mounted track to slide into position in this area when needed. An open shelf should be placed above the sink for students to place lab items on prior to rinsing or filling them with water.



Platforms, shelves, and cabinetry: Casework, whether below a counter top or wall mounted as a storage cabinet, obstructs the ability of students or instructors to use wall surfaces for writing. Therefore, any storage area must be minimized and consolidated to allow a maximum amount of unencumbered wall space. An appropriate solution would provide cabinet storage underneath sinks as well as limited open shelving above sinks.

Lab safety fixtures: Standard fixtures should be provided (e.g. fume hood, eye wash station) within a design that does not compromise other desired elements. A flexible fume hood is most desirable as it offers the greatest amount of flexibility.

Lighting: Lighting fixtures should provide a general condition of room illumination to allow sufficient legibility of materials, while minimizing glare on electronic screens. Options to provide energy efficient solutions may be considered.

Flat screen displays: Four displays measuring at least 60 inches diagonally are required to support the vision described herein. Display requirements include a minimum of 3 HDMI (High Definition Multimedia Interface) inputs, and either built-in WiFi equipment or an attached accessory device that provides WiFi accessible services. These specifications are consistent with industry practice for commoditized television displays. As a result, the selected display is more likely to resemble a low-cost consumer model available at many discount retailers than a specialized technology available through educational component distributors. Displays should be mounted on reliable adjustable arms that provide the option of extending the display out from the wall 1-2 feet and thus permitting the display to pivot to the left or right for an approximate turning angle of 45-90 degrees. Cabling should be obscured behind the mount and within the wall.

Digital camera: Cameras shall be provided that allow the instructor to generate a live video feed of their demonstration area so that students can more clearly observe lab activities. The location of one camera should change as the location of the demonstration area changes, not in a static permanent location (e.g.

the ceiling). Another camera should be provided at a fixed point near the fume hood for use when demonstrating lab activities taking place underneath this area.

Digital microscope: A digital microscope should be provided (either hand-held or table-top) to allow for magnification of objects used in science activities. The digital microscope should feature an interface that plugs in to an input source when needed, but can be otherwise removed and stored when not required.

Classroom video/audio source selection switch: A switching mechanism shall be provided that allows the instructor to quickly adjust the video or audio source being provided to the displays around the room. This is to be utilized when a single source will be duplicated on all displays in the classroom. The instructor is able to do this from one control or from a handheld device. For example, sources selectable from the switch may include:

1. Laptop or tablet connected to the instructor’s station (e.g. enabling the instructor to share a PowerPoint slideshow or demonstrate a mobile device app)
2. DVD player (e.g. enabling a single video to be duplicated on all screens simultaneously)
3. Digital camera and/or document camera (described above)
4. Auxiliary device (e.g. connection of a digital microscope as described above, or alternate devices that generate a video or audio source)

Voice Amplification System: A system for amplifying the instructor’s voice shall be provided to improve the audibility of the instructor throughout the classroom, such as a Front Row System. The system requires a wireless microphone attached to the instructor, a receiver unit, and a method of conveying the audio through speakers around the room.

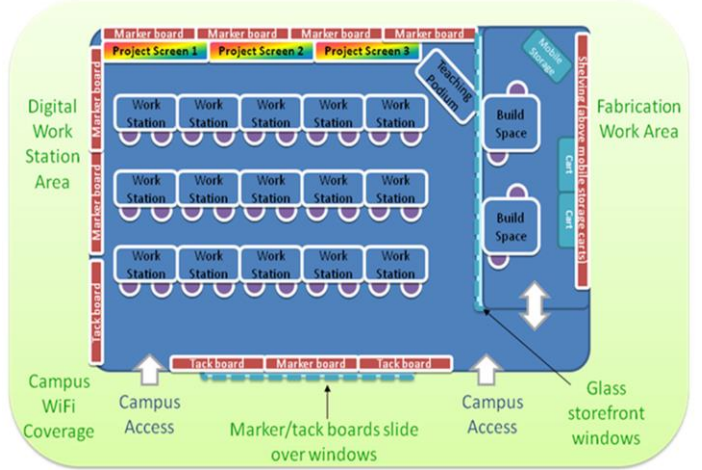
Student computing devices: The District’s Technology Program will equip students with a mobile device (e.g. tablet or laptop) to be used within this high-tech classroom environment.

13.7 MAKER LAB

An empty classroom may be identified for transformation into a high-tech “Maker-Lab” as described in this section to provide instruction in design, digital arts or robotics. These classes are to encourage student engagement and collaboration in learning as well as to expose them to information useful for future career opportunities or advanced training in high school and beyond.

13.7.1 Maker Lab Vision

As one enters the Maker Lab you notice that each student is sitting at a work station that is equipped with a professional quality computer with high quality robust computing equipment. There are large high quality screens at the front of the room on which different instructional images are projected (at least 3). Students are working on different projects and able to follow the teacher’s instructions by observing the screens. The lab is organized as quasi-professional workstation areas that one might find in a modern architectural or graphic design firm. The room is relatively quiet; however, students are collaborating with each other as needed. The teacher monitors the room, answering individual questions as appropriate or projecting information on the monitors when he notices that more than one student is having the same questions or difficulty in the creations of the projects.



Two groups of students are in the “Maker’s Room”, a separate glass walled area, printing their models using the 3-D printer and assembling them at the tables. The

students are working collaboratively to solve the various problems that inevitably arise with these types of projects. The teacher is able to monitor both the lab area and the “Maker’s Room” to assist students as needed.

The classroom area encompasses approximately ⅔ to ¾ of the overall square footage dedicated to the overall “classroom” area. The interior space is subdivided by a full height aluminum & glass storefront system to provide a “fabrication” or “Maker’s Room”, which could potentially include 3D print machines, robotics assembly areas, or other “maker” related tasks that occur once a digital design is complete.

The ‘capacity’ of the classroom, rather than being assigned at the typical District student loading standard (32 - 34), is determined by the available square footage in the room, maximizing all available floor area with the installation of student of modular workstations, and providing a functional instruction area at the front of the classroom.

The room includes the 21st century amenities & technology components such as full height fixed & sliding white boards, 1:1 interactive functionality, screens placed on the front of the classroom wall that also serves as an



instructional wall. It is recommended that the instruction space be located in an area that provides the maximum teaching wall area, and allowing the instructor easy visibility and supervision of the classroom, the “Maker’s Room” work space, and the entry/exit of the main Maker Lab.



13.7.2 Furniture, Fixtures, & Equipment Required

Transformation of an existing classroom space into a Maker Lab requires an assortment of updated furnishings and fixtures to realize the above vision. All future cost estimates for these spaces must include the furniture, fixtures and equipment as described herein.

Tables and seating: Tables are suitable for computer’s (not iPads) and placed in 3 rows across the room. Seating is stackable and provided at a size appropriate for middle school aged students. Tables and seating accommodate up to 34 students or the maximum number allowed given the space of the room.

The instructor desk, moveable file cabinet/storage on casters, and moveable book cart on casters are also required furnishings.

The Maker’s Room component is furnished with tables and equipment deemed consistent with the intended use of the space (e.g. 3D printer or robotics components).



Tackboards: There is a need for some wall spaces throughout the room that may be utilized by the instructor to pin student work, learning concepts, and other materials to the wall. Tackboards are preferably placed at floor-ceiling height to provide maximum utility to available wall space. A typical wall panel may be 8 feet in height by 4 feet in width, and be interspersed with similarly sized wall panels that provide a writable surface (see marker boards).

Marker board (whiteboard): Multiple writable surfaces are required on wall surfaces throughout the room, preferably at floor-ceiling height to allow students and teachers to use available wall surfaces for drawing, writing practice, or group activities. Maximum flexibility will be achieved if surfaces are available on each of the four walls of the room. Design solutions that provide the ability to slide boards upwards or to the side in order to reveal tack-board surfaces beneath are highly encouraged. Marker boards should also be magnetic, to allow for instructors to attach student exemplars where needed for instruction.

Window Coverings: Walls with windowed surfaces may be covered by marker boards and/or tackboards that slide on a track so as to provide the option of obscuring the windows when additional writing surface is needed or darkening the room when natural light needs to be reduced.

Sinks: Water supply will be required on occasion as a component of digital art activities or clean-up. One sink is required in the “Maker’s Room” and should be accessible to the height of middle and high school aged students.

Platforms, shelves, and cabinetry: Traditional classroom casework often monopolizes wall space and over-saturates the room with storage functions. No casework is required within the Digital Arts classroom. One portable storage unit and four moveable carts will be used for storage needs. Cabinetry underneath and around the classroom sink is appropriate.

Lighting: Lighting fixtures should provide a general condition of room illumination to allow sufficient legibility of materials, while minimizing glare on electronic screens. Options to provide energy efficient solutions may be considered.

Screen display: Three screen displays measuring at least 100 inches each diagonally is required to support the vision described herein. Display projection requirements include a minimum of 3 HDMI (High Definition Multimedia Interface) inputs, and either built-in WiFi equipment or an attached accessory device that provides WiFi accessible services. The display projectors shall be mounted on a reliable location so that the bottom of the displayed area is 3 feet above the floor. Cabling should be obscured behind the mount and within the wall.

Classroom video/audio source selection switch: A switching mechanism shall be provided that allows the instructor to quickly adjust the video or audio source being provided to the display. The instructor is able to do this from one control or from a handheld device. For example, sources selectable from the switch may include:

1. Computer connected to the instructor’s station (e.g. enabling the instructor to share a slideshow or demonstrate an iPad app)
2. DVD player (e.g. enabling a single video to be duplicated on all screens simultaneously)
3. Digital camera and/or document camera (described above)
4. Auxiliary device – to be used for alternate devices that generate a video or audio source

Student computing devices: The design team should engage the District’s Chief Information Officer (CIO) in the selection of the above equipment to ensure compatibility where required.



CAPITAL & FINANCING PLAN

14.1 RECOMMENDED PROGRAM

Educational specifications for facilities are required by Education Code sections 14001 and 14030. Although school districts have wide latitude in the design of their schools, they must ensure that the design is consistent with the California Code of Regulations, Title 5 standards. These standards include quantifiable minimums for various school site attributes, including site acreage and classroom square footage.

Based on the technical information that has been compiled for each site, the onsite meetings, workshops and comments, the following considerations were included as part of a proposed plan of improvement:

- Instill renewed rigor and engagement into the District's Educational Program by integrating the Common Core State Standards with the core curriculum around common themes and integrated educational units, including:
 - Five Pathway choices at the high school available to all high school students
 - Two Academy choices at the Middle School available to all middle school students
 - Provide a Dual Language Immersion Program in a K-8 environment
- Provide attractive, inviting 21st Century learning environments complete with state of the art technology, flexible learning spaces, and improved District facilities to support the renewed District Educational Program
- Provide two K-8 educational options to Santa Paula Unified students

- Improve staff, parent, and student security and safety, including enhancing car and pedestrian access and parking
- Meet current State standards, ADA accessibility requirements, and replace portable facilities with permanent facilities

An improvement program has been developed consistent with the above objectives. Improvements have been designed to support academic themes at the school sites. Improvements also provide facilities that support career technical education program at the high school level. Major campus transformations are recommended for the District's schools including modernizing or constructing classrooms, libraries, and student support facilities to 21st Century standards. Classrooms will be equipped with more durable furniture that promote flexible teaching activities, improve student focus on learning and better accommodate the use of mobile technology.

14.2 ESTIMATED PROJECT COSTS AND FINANCING

Approximately \$86.8 million is proposed to fund identified improvements. The estimated costs include current 2014 project costs, and have been escalated over time per the proposed phasing schedule. An estimated annual cost escalation and program reserve has been assigned to account for construction cost increases, changes in the program and regulatory environment, and other unforeseen conditions.

These estimates are inclusive of both direct, hard construction costs and associated professional and soft costs required to design and build the recommended facility improvements, as well as project contingencies. The program has also been designed with a "Program

Reserve" that provides additional funds to address unforeseen facility needs and program flexibility over time. The chart below contains a summary of the estimated project costs:

Table 4 – Summary of Estimated Costs

A detailed project list of recommended improvements and related cost estimates is included as Addendum 1.

Four primary funding sources are proposed to finance the required improvements. The first includes State Grants from the modernization program. The second includes General Obligation bond dollars to be issued from the remaining authorization from the 2009 High School District bond. The third includes a new General Obligation Bond

Est. Uses	Escalated
Webster Elementary	\$ 7.2 million
Bedell Elementary	\$ 6.9 million
Blanchard Elementary	\$ 6.2 million
Thille Elementary	\$ 5.1 million
Glen City Elementary	\$ 8.7 million
McKevett Elementary	\$ 5.8 million
Isbell Middle	\$ 7.0 million
High School Projects	\$ 17.9 million
District Deferred Maintenance	\$ 1.5 million
District Technology and Infrastructure	\$ 3.7 million
District Ag Farm	\$ 3.8 million
Subtotal Est. Total Uses	\$ 73.8 million
Program Reserve	\$ 13.0 million
Est. Total Uses	\$ 86.8 million

program authorized through a proposed School Facilities Improvement District (SFID) limited to the boundaries of the former elementary school district that would require voter approval. The fourth includes estimated developer fee collections. The following sections detail each of the major funding source categories.

14.3 STATE FUNDING

The State of California, for over 30 years has funded new school construction and the modernization of existing schools. The current program known as the State School Facilities Program (Program) provides funding to school districts through a form of pupil grants. To receive State grants, a district is required to match the grant portion of the cost of an eligible project from available district funds. This may include proceeds from local general obligation bonds, developer fees, and the general fund.

As of November 2012, the Program has exhausted its funding and the State's bonding authority to fund any further school projects. Nevertheless, many school districts in California have continued to submit their new construction and modernization projects to the Office of Public School Construction ("OPSC") in the anticipation that the State would place a measure on the statewide ballot to provide new State bonding authorization to continue to fund the program.

The legislature, in 2014, was working hard to place a measure on the ballot. In fact, the State Assembly unanimously approved Assembly Bill 2235 to place the measure on the ballot. The Senate was similarly positioned to adopt AB2235; however, the Governor announced that he was not supportive and would not sign AB2235. Assemblywoman Buchanan's office announced that the AB2235 would not be moving forward because it does not have the support of the Governor.

The Governor, however, has authorized the transfer of \$381 million dollars of bond authority from four under-utilized programs within the School Facility Program over to the new construction and modernization programs. His

office recently announced that he was proposing transferring an additional \$300 million dollars to fund the Program. These transfers will provide relief to those school districts that have shovel ready projects and those that are well on their way to Department of State Architect approval for design.

CFW encourages its clients to submit projects to OPSC for funding as soon as possible. Furthermore, the District is encouraged to continue to submit projects to OPSC in the future as those projects are approved in anticipation of a possible school facilities bond in 2016.

Santa Paula Unified School District

Santa Paula Unified School District, as a newly unified school district, has not participated in the State’s School Facilities Program. CFW conducted an analysis of the former Santa Paula Union High and the Santa Paula Elementary School Districts’ participation in the Program, as well as review the District’s existing facilities. The analysis consisted of the collection of data to support the District’s applications for State funding (e.g. classroom age and modernization dates, current classroom loading, anticipated residential development, and the potential for enrollment growth). Ultimately, this review will position the District to leverage the maximum eligibility and secure priority placement for allocation of future State bond funds should the program be funded in the near future.

On at least one recent project, the District is well positioned to submit an application for funding and secure possible funding from the Governor’s recent proposed transfer. Furthermore, assuming Board adoption of this long-range facilities master plan, the District can strategically align its local bond program with the possibility of a statewide bond in 2016 to maximize the amount of State Aid available to the District, thereby supplementing or leveraging the District’s expenditure of local tax dollars. A comprehensive strategy to maximize State grant proceeds should be adopted, followed by the submittal of necessary applications to the Office of Public School Construction.

Based on review of the District’s facilities, the District has eligibility for approximately \$32 million in combined new

construction and modernization grants from the State. This does not include the East Area 1 development which we have purposely excluded from our analysis because the Mitigation Agreement provides that the District will reimburse the Developer for any monies it receives from the State for the school.

The District’s ability to State Aid dollars is contingent on multiple factors, including the State placing a new statewide bond measure before the voters to fund many of the programs that today have exhausted all funds.

14.3.1 State Modernization Program

The State’s Modernization Program provides state funds on a 60-40 state and local sharing basis for improvements that educationally enhance existing school facilities. Eligible projects include modifications such as air conditioning, plumbing, lighting, and electrical systems. Applications are submitted to the Office of Public School Construction in two stages:

1.

Eligibility: Modernization funding is established separately for each school site and requires that permanent facilities be at least 25 years old and portable facilities be at least 20 years old. Students must be enrolled in those facilities based on State classroom loading standards of 25 per classroom for grades K-6 and 27 per classroom for grades 7-8. Once established, site eligibility is not subject to annual review.
2.

Funding: A district with modernization eligibility may request funding. Funding is provided on a 60-40 State grant/local match basis. The pupil grant is currently \$3,778 for grades K-5 and \$3,996 for grades 6-8, and \$5,230 for grades 9-12. Eligible costs include design, construction, educational technology, testing, inspection, furniture and equipment. Limited supplemental funding is available for excessive cost such as fire safety and accessibility improvements. Grant levels are periodically

reviewed by the State. Program funding is subject to project performance and “close out” audits.

Based on a review of existing facilities, the date of their construction and last modernization, and field visits, the District is eligible for modernization grants to enhance eligible facilities. This eligibility is school site specific and subject to the availability of funding from the State. Funding for this program is not currently available, but is projected to be available should the Governor provide additional interim funding from under-utilized programs or if the State School Bond is placed on the ballot and successful in 2016. Table 5 below summarizes the estimated eligibility for modernization funds. Total eligibility for permanent classrooms is estimated to be approximately \$15.3 million over time, commencing in FY 2015.

Table 5 – Estimated Modernization Eligibility – Permanent Classrooms 60-40 Program*

School Site	Est. CRMs	Grant Eligibility FY 2015		Grant Eligibility FY 2019		Grant Eligibility FY 2023-24		Grant Eligibility FY 2029-30		Total
Barbara Webster Elementary	25	0	\$0	0	\$0	0	\$0	25	\$2,361,250	\$2,361,250
Bedell Elementary	10	0	\$0	0	\$0	0	\$0	10	\$944,500	\$944,500
Blanchard Elementary	16	0	\$0	0	\$0	0	\$0	16	\$1,511,200	\$1,511,200
Glen City Elementary	18	0	\$0	0	\$0	0	\$0	18	\$1,700,100	\$1,700,100
Grace Thille Elementary	10	0	\$0	0	\$0	0	\$0	10	\$944,500	\$944,500
McKevett Elementary	12	12	\$1,133,400	0	\$0	0	\$0	0	\$0	\$1,133,400
Isbell Middle School	31	0	\$0	0	\$0	0	\$0	31	\$3,344,652	\$3,344,652
Santa Paula High School	57	0	\$0	15	\$2,118,150	9	\$1,270,890	0	\$0	\$3,389,040
Renaissance High School	0	0	\$0	0	\$0	0	\$0	0	\$0	\$0
	179	12	\$1,133,400	15	\$2,118,150	9	\$1,270,890	110	\$10,806,202	\$15,328,642

Based on a review by staff of portable classrooms, the date of commission and last modernization, and field visits, a preliminary estimate suggests the District may be eligible for modernization grants to enhance eligible portable classroom facilities. This eligibility is school site specific and subject to the availability of funding from the State. Funding for this program is not currently available, but is

projected to be available should a State School Bond be successful for a November 2016 ballot.

Table 6 – Estimated Modernization Eligibility – Portable Classrooms 60-40 Program*

School Site	Est. CRMs	Grant Eligibility FY 2019		Grant Eligibility FY 2029-30		Total
Barbara Webster Elementary	3	0	\$0	0	\$0	\$0
Bedell Elementary	10	1	\$94,450	0	\$0	\$94,450
Blanchard Elementary	7	3	\$283,350	1	\$94,450	\$377,800
Glen City Elementary	14	3	\$283,350	1	\$94,450	\$377,800
Grace Thille Elementary	9	0	\$0	0	\$0	\$0
McKevett Elementary	6	5	\$472,250	0	\$0	\$472,250
Isabell Middle School	13	4	\$431,568	1	\$107,892	\$539,460
Santa Paula High School	0	0	\$0	0	\$0	\$0
Renaissance High School	6	0	\$0	0	\$0	\$0
	68	16	\$1,564,968	3	\$296,792	\$1,861,760

* Current dollars

It is estimated that the District currently has approximately 68 portable classrooms in service. Most districts elect to replace portable classrooms with permanent facilities and to take eligible modernization grants for portable classrooms to improve support facilities (e.g. cafeterias, multi-purpose rooms, etc.). Based on current State requirements and unless the portables are removed from service, the total anticipated modernization eligibility for portable classrooms is anticipated as approximately \$1.6 million in FY 2019 and approximately \$297 thousand in FY 2030.

14.3.2 State New Construction Program

The State’s New Construction Program provides state funds on a 50/50 state and local sharing basis for eligible projects that add capacity to a school district. The goal is to add capacity to school districts to house students, including the construction of a new school, or the addition of classrooms to an existing school. Applications are submitted to the Office of Public School

Construction in two stages:

1.

Eligibility: Eligibility for new construction funding is not site specific and is determined by the gap between a district’s projected enrollment and its existing classroom capacity. Classroom capacity is based on State loading standards of 25 students

per classroom for grades K-5 and 27 students per classroom for grades 6-8 and 9-12. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the amount of future students and the current ability to house students in permanent facilities. Portable classrooms are not counted by the State as being permanently available to house pupils. Until approved for construction, eligibility is subject to annual review.

2. **Funding:** Once eligibility is approved a district may apply for funding. Funding is provided on a 50/50 State grant/local match basis. The pupil grant is currently \$9,921 for grades K-5, \$10,491 for grades 6-8, and \$13,347 for grades 9-12, and is counted based on each student found to exceed a district’s permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive cost. Grant levels are periodically reviewed by the State.

Table 7 – Estimated New Construction Eligibility – 50/50 Program

Estimated New Construction Eligibility - 50/50 Program					
Grade Level	Est. Eligible Pupils	Est. Grant/Pupil Effective 01-14	Est. State Grant (50%)	Est. Local Match (50%)	Project Total (100%)
K-6	1050	9,921	\$10,417,050	\$10,417,050	\$20,834,100
7-8	145	10,491	\$1,521,195	\$1,521,195	\$3,042,390
9-12		13,347	\$0	\$0	\$0
Severe		27,873	\$0	\$0	\$0
Non-	49	18,640	\$913,360	\$913,360	\$1,826,720
		Subtotal	\$12,851,605	\$12,851,605	\$25,703,210
		Est. Site Service (15%)	\$1,927,741	\$1,927,741	\$3,855,482
		Total	\$14,779,346	\$14,779,346	\$29,558,692

Based on actual CBEDS data as of October 2013 and further verification of existing facilities, a preliminary estimate suggests the District may be eligible for up to \$14.8 million of State grants for new construction. This does not include the estimated cost of land acquisition, if necessary. These

amounts are subject to a local match requirement by the District. If enrollment continues to grow, the amount of State eligibility for new construction is expected to increase. The estimated eligibility is available district wide, but subject to the availability of funding from the State. Funding for this program is not currently available, but is projected to be available should a State School Bond be successful for a November 2016 ballot.

14.4 GENERAL OBLIGATION BONDS

Public school districts in California must rely on local resources to fund the construction of new school facilities and the rehabilitation of older existing school facilities. Local funding comes in the form of developer fees, mitigation agreements with larger developers and local property taxes. School districts are able to augment local funds through the State’s School Facilities Program, also known as State Aid program. Under certain hardship scenarios, the State will fund 100% of a district’s facility needs.

A common local funding program for a California public school district is the use of General Obligation Bonds, a form of municipal securities issued by a school district and regulated by the U.S. Securities and Exchange Commission.

General Obligation Bonds (“GO Bonds”) are sold to investors through a brokerage firm, also known as an underwriter, by competitive sale or by a negotiated sale. The investor is in essence loaning the money to the District to fund its capital improvement program. The GO Bonds are repaid, both principal and interest, through the County’s collection of property taxes. A county will annually collect sufficient property taxes to make the annual debt service payments to the investors.

GO Bond Programs are the most common form of financing utilized by California school districts to fund capital improvements.

Historically, over 600 California school districts have established GO Bond programs. Each year the number continues to increase as the collective facility needs across the State continues to grow. Each year, school districts

that have never authorized a bond or those looking to approve new authorizations undertake bond authorization programs.

Traditionally, GO Bonds carry the lowest interest rates compared to other financing instruments. Two factors contribute to the low rates:

- The full faith pledge of a District’s tax base serves to bolster investor confidence as compared to other municipal instruments;
- The tax exempt status of the GO Bonds provides the investor with an exemption from all State and Federal taxes on the interest income earned over the life of the bonds, thus investors are willing to receive a lower return in exchange for the tax exemption benefit.

In California, GO Bonds must be authorized by the registered voters within the boundaries of a school district. The State recognizes two types of GO Bond authorizations, (1) Regular or 2/3rd GO Bond authorization and, (2) Proposition 39 GO Bond authorization. The primary differences can be summarized as follows:

GO Bond Authorization – A regular authorization can be put before the voters at any time and has no limitation on the amount of tax that may be levied per \$100,000 of assessed valuation. The total outstanding debt a district may have outstanding is limited by the statutory debt limit that is currently 1.25% of total assessed valuation for non-unified school districts or 2.5% of total assessed valuation for unified school districts. The GO Bond authorization must be approved by 66.7% of voters voting in the election. Interestingly, this type of authorization has greater limitation on the types of expenditures for which proceeds may be used.

Proposition 39 GO Bond Authorization – A proposition 39 authorization must be put before the voters on unified election dates, either June or November. In many counties, these election dates are available only on even numbered years. Proposition 39 Authorizations may be approved by 55% of the voters voting in the election; however, a school district is limited in the amount of debt that may be issued under the authorization by the tax rate

that may result for the repayment of the debt. The projected tax rate for any issuance may not exceed \$30 per \$100,000 of assessed valuation for non-unified school districts and \$60 per \$100,000 of assessed valuation for unified school districts.

A board of trustees must, by resolution, elect which type of authorization it wishes to pursue when it calls the election.

14.4.1 Overview of Santa Paula Elementary School District and Santa Paula Union High School District GO Bond Programs

The amount of municipal bonds that a school district may issues is based on three primary factors, (1) the Assessed Valuation or tax base within the boundaries of the school district, (2) the amount of outstanding debt that a school district has as compared to the district’s statutory debt limit, and (3) the nature and type of authorization approved by the voters in the district.

Traditionally, a bond program is developed by evaluating the needs of the District and assessing the district’s capacity to issue debt in light of the factors stated above. The following is a comprehensive review of Santa Paula Unified School District’s debt profile and a proposed 2016 Bond Program that would best meet the facility needs of the District.

DISTRICT’S HISTORICAL DEBT PROFILE

Santa Paula Unified School District’s debt profile is somewhat unique in that it consists of a combination of the debt incurred or sold by the former high school district and the elementary school district. Upon unification, Santa Paula Unified assumed the debt of the two former Districts. The taxpayers within each of the former district boundaries continue to have the responsibility for the repayment of that debt until completely defeased (“paid-off”). The analysis of the new Santa Paula Unified School District statutory debt capacity would include the outstanding assumed debt.

Santa Paula Elementary School District

Santa Paula Elementary School District Debt Issuance Summary <i>Historical</i>				
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Series	Type	Sale Date	Principal Amount	Principal Outstanding
2000 Measure "D": New Money Issues			Election Authorization: \$10 Million	
Series A	Tax-Exempt G.O. Bond	6/15/2000	\$3,000,000	\$0
Series B	Tax-Exempt G.O. Bond	6/12/2002	\$4,000,000	\$0
Series C	Tax-Exempt G.O. Bond	5/15/2005	\$3,000,000	\$525,000
Total			\$10,000,000	\$525,000

2000 Measure "D": Refunding Issues				
Series 2007	Tax-Exempt G.O. Bond	6/27/2007	\$9,990,000	\$7,484,788
Total			\$9,990,000	\$7,484,788
Grand Total			\$19,990,000	\$8,009,788
2000 Election Remaining Authorization:			\$0	

Sources: District Official Statements, Thomson Reuters

The Santa Paula Elementary School District voters in 2000, authorized the elementary district to issue \$10 Million in GO debt under Measure “D”. The election was a 2/3rd regular General Obligation Bond Authorization election and was approved by over 80% support of the voters in the District. The voters authorized new construction, modernization and health and safety improvements. The bonds were sold over three series, Series A, B, and C, in 2000, 2002 and 2005, respectively.

Santa Paula Elementary School District	
Measure:	Measure "D"
Election:	March 2000
Type:	Authorization
Amount:	\$10,000,000
Purpose:	Renovation; Modernization; New Construction; Safety
Election Result:	80.20%

Much like a homeowner, a school district, from time to time, will exercise its right to refund or refinance outstanding debt to avail itself of favorable interest rates. A district may use a number of techniques or instruments to refund outstanding debt. For instance, a district may advance refund a particular outstanding debt instrument to avail itself today of a drop in interest rates, even though the outstanding debt instrument is not yet “callable” or available to be refunded. This is done in order to generate debt service savings.

A large portion of the elementary school’s outstanding debt was refunded or refinanced in 2007, generating a small amount of proceeds for additional capital projects. It should be noted that today, a district is required to pass all savings on to the taxpayer.

Today, a little over \$8 Million dollars are outstanding. The elementary district debt is scheduled to be defeased (paid off) in 2028. In fiscal year 2014, taxpayers were taxed approximately \$41.80 per \$100,000 of Assessed Valuation for the repayment of this debt.

Santa Paula High School District

The Santa Paula Union High School District voters first authorized GO debt in 1990 by approving a \$5 Million dollar authorization. This authorization predates Proposition 39 and is therefore a regular 2/3rd Authorization. Measure “A” was approved by 79% of the voters and authorized the District to fund improvements and renovations at the Santa Paula High School. The bonds were sold by the District in two series, A and B, in 1990 and 1993, respectively. A portion of the bonds (Series A) were refunded in 1996, through an advanced refunding, and the remainder (Series B) was refunded in 2005 utilizing a conduit agency, the Golden West School Financing Authority. The outstanding balance today is approximately \$920,000 Dollars.

Santa Paula Union High School District		
Measure:	Measure "A"	Measure "Q"
Election:	June 1990	November 2008
Type:	Regular 2/3rd Authorization	Proposition 39 Authorization
Amount:	\$5,000,000	\$39,000,000
Purpose:	Renovations; Improvements	Build New Classrooms; New Science & Technology Building; Cafeteria; Technological Infrastructure Improvements
Election Result:	79.20%	70.40%

There is no amount of authorization remaining to be issued. The District anticipates that the outstanding bonds will be fully defeased in 2018. The fiscal year 2014 combined tax rate for this debt is \$20.80 per \$100,000 of Assessed Valuation.

In 2008, the Santa Paula Union High School District went back to the voters for a second GO Bond authorization. The voters, in June 2008, authorized the District to issue \$39 Million in GO Bonds to fund new classrooms, a new science and technology building, a cafeteria and improve the technological infrastructure. The 2008 authorization is a Proposition 39 authorization requiring only 55% support by those voting. Nevertheless, the voters overwhelmingly supported the District, passing the measure with 70.4% support.

As of today, the District has sold two series, Series A and B, of the 2008 authorization, in 2009 and 2012, respectively, totaling \$14.8 Million dollars. The District is authorized to sell an additional \$24.2 Million dollars under this authorization; however, the District may not exceed a projected tax rate of \$30 per \$100,000 of Assessed Valuation for the combined tax rate of all outstanding 2008 debt.

Santa Paula High School District				
Debt Issuance Summary				
Historical				
Series	Type	Sale Date	Principal Amount	Principal Outstanding
1990 Measure "A": New Money Issues			Election Authorization: \$5 Million	
Series 1990	Tax-Exempt G.O. Bond	8/1/1990	\$3,000,000	\$0
Series 1993	Tax-Exempt G.O. Bond	8/1/1993	\$2,000,000	\$0
Total			\$5,000,000	\$0
1990 Measure "A": Refunding Issues				
Series 1996	Tax-Exempt G.O. Bond	4/1/1996	\$3,390,000	\$365,000
Series 2005	Tax-Exempt G.O. Bond	8/3/2005	\$1,580,000	\$555,000
Total			\$4,970,000	\$920,000
2008 Measure "Q": New Money Issues			Election Authorization: \$39 Million	
Series A	Tax-Exempt G.O. Bond	12/3/2009	\$7,800,000	\$7,310,000
Series B	Tax-Exempt G.O. Bond	5/16/2012	\$6,999,546	\$6,953,682
Total			\$14,799,546	\$14,263,682
Grand Total			\$24,769,546	\$15,183,682
1990 Election Remaining Authorization:				\$0
2008 Election Remaining Authorization:				\$24,200,454
Sources: District Official Statements, Thomson Reuters				

Sources: District Official Statements, Thomson Reuters

The District anticipates defeasing the currently outstanding debt in 2041. The combined tax rate in the 2014 fiscal year for the outstanding 2008 GO Bond authorization debt is \$28.80 per \$100,000 of Assessed Valuation. Because the tax rate is limited to \$30.00, the District is restricted in its ability to issue any more debt under this authorization until some of the outstanding debt is defeased or assessed valuation grows beyond initial projections.

DISTRICT’S ASSESSED VALUATION

As we explore the District’s Assessed Valuation, it is important to remember that Santa Paula Unified School District is a newly unified school district. The historical data for the newly unified school district is fairly easily ascertained because the new unified school district boundaries are coterminous with the former union high

school district. The former elementary school district however, is smaller and along with three other elementary school districts, feed into the larger high school district. For purposes of historical comparison, the following chart illustrates the Assessed Valuation figures and growth for the former elementary school district.

Santa Paula Elementary School District					
Historical Assessed Valuations					
1995 through FY 2015					
Fiscal Year	Secured	Unsecured	Total AV	% Change	Tax Rate
1995			\$803,604,048	N/A	
1996			\$812,560,431	1.11%	
1997			\$807,333,293	-0.64%	
1998			\$831,277,333	2.97%	
1999			\$842,725,861	1.38%	
2000			\$867,914,411	2.99%	
2001			\$929,415,573	7.09%	
2002			\$983,433,552	5.81%	
2003			\$1,042,129,208	5.97%	
2004			\$1,144,924,795	9.86%	
2005	\$1,160,255,991	\$53,295,567	\$1,213,551,558	5.99%	
2006	\$1,287,995,175	\$59,316,454	\$1,347,311,629	11.02%	
2007	\$1,445,530,962	\$59,994,799	\$1,505,525,761	11.74%	
2008	\$1,582,214,380	\$63,369,414	\$1,645,583,794	9.30%	
2009	\$1,587,736,007	\$64,291,011	\$1,652,027,018	0.39%	
2010	\$1,534,323,793	\$68,000,211	\$1,602,324,004	-3.01%	\$43.50
2011	\$1,540,102,219	\$74,897,731	\$1,614,999,950	0.79%	\$37.40
2012	\$1,516,831,307	\$71,756,543	\$1,588,587,850	-1.64%	\$45.20
2013	\$1,571,913,988	\$74,547,294	\$1,646,461,282	3.64%	\$43.90
2014	\$1,649,885,834	\$79,161,017	\$1,729,046,851	5.02%	\$41.80
2015	\$1,763,776,824	\$85,374,326	\$1,849,151,150	6.95%	\$39.30
			Average	4.34%	

Sources: California Municipal Statistics, County

The Santa Paula Unified District area (and the former Union High School District area) historically reflects a steady positive growth trend. The recent County Tax Assessor data reflects an assessed value growth of just over 5.4% to \$2.49 Billion dollars. When viewed together with the previous two years, post-recession growth has averaged 4.54%.

Santa Paula Unified School District					
Historical Assessed Valuations					
FY 2006 - FY 2015					
Fiscal Year	Secured	Unsecured	Total AV	% Change	Aggregat TR
2006	\$1,675,960,664	\$71,948,573	\$1,747,909,237	N/A	N/A
2007	\$1,878,386,547	\$74,692,632	\$1,953,079,179	11.74%	N/A
2008	\$2,049,223,631	\$77,972,345	\$2,127,195,976	8.91%	N/A
2009	\$2,071,137,841	\$78,708,774	\$2,149,846,615	1.06%	N/A
2010	\$2,031,027,652	\$85,131,614	\$2,116,159,266	-1.57%	\$64.00
2011	\$2,133,685,232	\$94,003,623	\$2,227,688,855	5.27%	\$80.30
2012	\$2,065,395,138	\$152,437,490	\$2,217,832,628	-0.44%	\$90.60
2013	\$2,122,878,927	\$155,810,965	\$2,278,689,892	2.74%	\$80.60
2014	\$2,203,278,420	\$160,769,250	\$2,364,047,670	3.75%	\$91.40
2015	\$2,309,175,822	\$158,796,091	\$2,467,971,913	4.40%	N/A
			Average	3.98%	

In the last seven fiscal years, including the recession years, the District only experienced two years of marginal decline in 2010 (-1.6%) and 2012 (-0.4%). These declines were quickly recovered in the 2.7% growth experienced in the following year 2013. This is noteworthy considering the widespread effects of the recent economic recession on many district’s Assessed Values throughout the State. While many other areas experienced severe declines, the District’s AV through the recessionary period from 2008 to 2013 experienced net change of 16% growth to offset any minor declines.

Historically, District AV has also remained largely positive and relatively stable. During the last decade, the average annual growth rate was 4.7%. Looking at longer historical periods, say 15 and 20 years, we find annual growth averages of 5.25% and 4.3%, respectively. By comparison, the most recent 10 year average reflects a negligible variance of 0.4% that denotes a stable tax base for the District.

DISTRICT’S STATUTORY BONDING CAPACITY

A district’s statutory bonding capacity is defined by State law and limits the total amount of debt that a District is permitted to have outstanding at any given time without soliciting a waiver from the State Board of Education (“SBOE”). California Education Code 15102 limits the bonded indebtedness of unified school districts to 2.50% of total Assessed Valuation. Participation in the State’s Financial Hardship Program depends upon a District’s percent of total bonding capacity that is outstanding. In

order to participate in the State’s hardship program, a District must be at 60% of its bonding capacity.

The County of Venture Tax Assessor has recently issued the Fiscal Year 2015 Assessments for the District. The District’s total Assessed Valuation for the 2015 Fiscal Year improved by 5.43% over last year’s assessments. The Santa Paula Unified School District’s Assessed Valuation is \$2.467 Billion dollars generating an overall net bonding capacity of \$61.7 Million Dollars. The District currently has \$23.2 Million dollars in combined outstanding debt thereby leaving a bonding capacity of \$38.5 Million dollars.

The District is contemplating seeking voter approval for a new GO Bond authorization in 2016. Based on the debt service schedules and conservative projections of Assessed Valuation growth, by June of 2016, the District will have a bonding capacity of \$40 Million dollars. The amount of bonding capacity is expected to increase annually as AV increases over time and outstanding principal is repaid on a scheduled annual basis.

14.4.2. Proposed 2016 Bond Program

SCHOOL FACILITIES IMPROVEMENT DISTRICT

A School Facilities Improvement District (SFID) is recommended given the District’s recent unification and the fact that the District currently has a high school bond. Per the California Education Code, school and community college districts are authorized to form SFIDs. SFIDs are subsets of a district’s boundaries which allow voters within the subset to vote on whether to tax themselves to generate funds to be spent only within the subset. To establish an SFID, the governing Board must adopt a resolution of intention stating the following:

- The intention of the governing board to form the proposed SFID
- The general purposes for which the proposed SFID is to be formed
- The estimated cost of the school facilities improvement project

- That any taxes levied for the purpose of financing GO bonds issued to finance the project shall be levied exclusively upon the lands in the proposed SFID
- That a map showing the exterior boundaries of the proposed SFID is on file with the governing board of the school district or community college district and is available for inspection by the public
- The time and place for a hearing by the governing board on the formation of the proposed SFID
- That any interested persons, including all persons owning lands in the school district or community college district, or in the proposed SFID, may appear and be heard

After the hearing is held, a district may adopt a resolution including any proposed modifications to the SFID. Upon doing so, a district must order another hearing to discuss the proposed modifications. At the conclusion of the second hearing, a district may order the SFID, with any modifications, to be formed. After the SFID is formed, a District may choose to go forth with a GO bond election for the SFID to fund the authorized projects within the SFID.

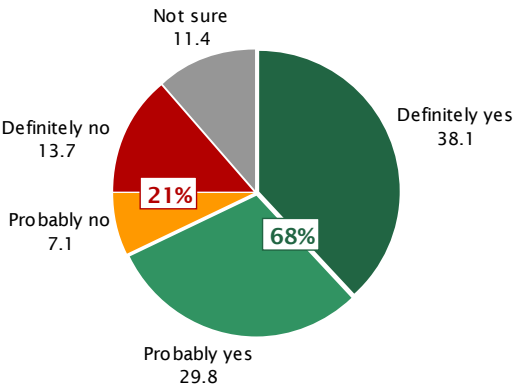
VOTER SURVEY

In May 2014 an independent survey consultant, TrueNorth Research, was retained by the District to conduct a survey of voters within the Santa Paula Unified School District. The survey instrument was designed to produce an unbiased, statistically reliable evaluation of potential voter support toward a future local bond measure to fund the type of school facility projects anticipated by this plan. A random sample of registered likely voters in the Santa Paula community was performed between May 17 and May 29, 2014, with 200 completed calls tabulated, each averaging 18 minutes in length. Calls were conducted in English or Spanish according to the respondent’s preference.

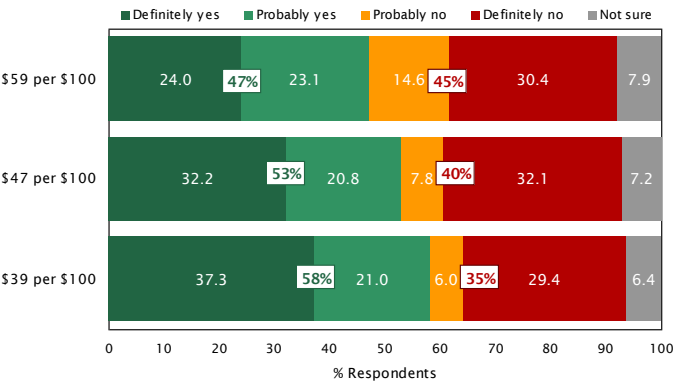
Following execution of the survey, TrueNorth began a data analysis and tabulation process among the fifteen question categories and six demographic data points addressed by each response. In accordance with accepted methods of statistical analysis, the collective responses were cross-tabulated and further assessed for significance in

predicting the outcome of a potential future bond measure. Findings articulated by the TrueNorth study included:

- Voters in the Santa Paula Unified School District view improving the quality of education in local public schools to be among the most important issues facing the community. This sentiment translates into solid natural support (68%) for a \$38 million bond to modernize, construct and improve classrooms, libraries and buildings at local elementary and middle schools.



- Support for the school bond measure varied according to the proposed tax rate. At the highest tax rate tested (\$59 per \$100,000 of assessed valuation), 47% of voters indicated that they would support the bond. Incremental reductions in the tax rate resulted in incremental increases in support for the measure, with 58% of voters indicating that they would support the bond at the lowest tax rate tested (\$39 per \$100,000 of assessed valuation).



- Voters generally responded more positively when the cost of the measure was expressed as an annual total for the typical home owner when compared with a rate per \$100,000 of assessed valuation. When the highest tax rate (\$59 per \$100,000 of assessed valuation) was translated into an annual cost for the typical home

- owner (approximately \$108 per year), 55% of those surveyed indicated that they would support the bond.
- Naturally, the willingness of voters to support a specific revenue measure is contingent, in part, on the tax rate associated with a measure. The higher the rate, all other things being equal, the lower the level of aggregate support that can be expected. It is important that the rate be set at a level that the necessary proportion of voters view as affordable.
 - Voter sensitivity regarding the “price” of the measure was partially overcome when the higher tax rates were converted to an annual total tax for the typical home owner, as well as once voters were exposed to additional information about what the measure would accomplish.
 - The results of this study suggest that, if packaged appropriately and combined with a broad-based and effective public education effort, the proposed school bond measure has a good chance of passage.

The results of the survey represent a snapshot in time of voter opinion. As a result, the study findings must be viewed in light of the economic and political climate at a local, state, and national level at the time of the survey. At a local level, the potential for a competing city tax measure may have reduced the tax tolerance of some voters. Similarly, voters may have been impacted by statewide news and awareness of the Governor’s proposed water bond. These tax proposals, combined with a still-struggling economic outlook are factors that could explain the reduced – yet still quite strong – support for the higher tax rates tested.

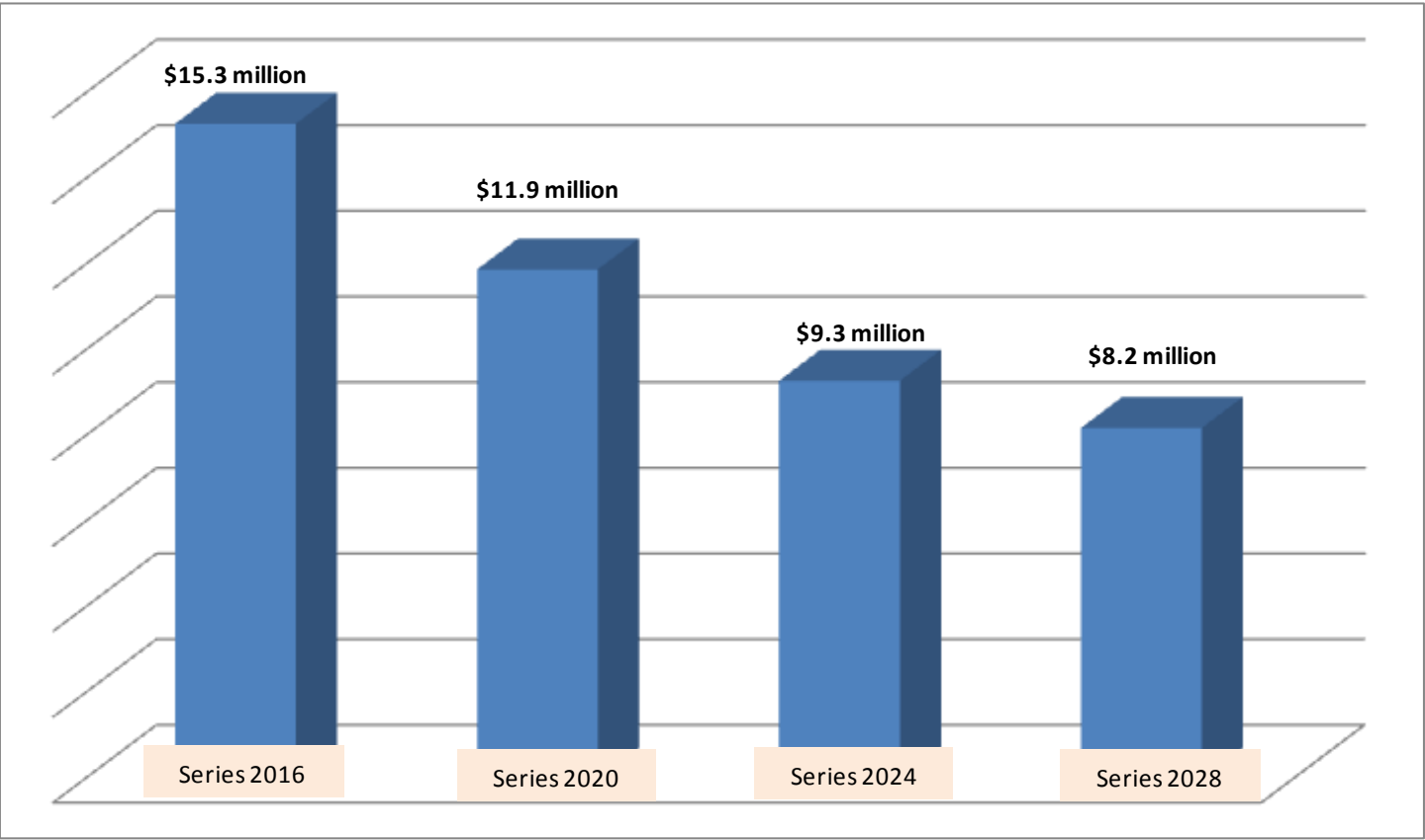
Between the time of the survey’s telephone calls and the date of a future election, the threat of competing tax measures may be somewhat reduced; indeed if recent efforts succeed in certifying a 2016 statewide school bond, a local bond measure could be complimentary rather than competitive given significant potential for State matching funds that such measures would produce. In addition, continuing economic recovery, the pace of job growth, and a recovery housing market (evidenced locally by the East Area I development) are all factors that would contribute to the expansion of voter support for a potential tax rate reaching \$60 per \$100,000 of assessed valuation. Effective public communication about the planned projects may

bring additional support should the District opt to pursue a future election.

SUMMARY OF PROPOSED 2016 PROGRAM

Given the supportive data produced by the voter survey and the level of need for elementary and middle school improvements demonstrated by the facilities assessment, a General Obligation (GO) bond program is recommended that establishes a School Facilities Improvement District (SFID) within the elementary school attendance boundaries of the Santa Paula Unified School District. Such a measure could come before voters in June of 2016 if a

resolution were to be adopted and papers filed with the county by March 1, 2016. With an estimated tax rate not to exceed \$60 per \$100,000 of assessed valuation, approximately \$44.7 million in cumulative bond proceeds could be generated over time, toward the phased completion of projects designed to improve classrooms and support facilities for grades K-8 within the SFID area.



Proposed New G.O. Bond Authorization Former Elementary District Boundaries					Total Est. Bond Proceeds
	Series A 2016	Series B 2020	Series C 2024	Series D 2028	
Proceeds	\$15,263,947	\$11,908,945	\$9,354,342	\$8,157,285	\$44,684,519
Bond Terms (Yrs)	25	25	25	25	

14.5 DEVELOPER FEES

According to the District’s 2013 Developer Fee Study, there are four large developments on previously undeveloped land totaling 312 dwelling units and another 86 units in smaller developments, plus a major development of about 1,500 dwelling units in various stages of the planning process. Developer Fees for the Contributing Districts over the past five years have totaled somewhat less than \$1.2 million. With anticipated growth, it is estimated that collections for the next five years will not exceed double that amount (\$2.4 million). In total, the District’s 2013 Developer Fee Study estimates that the total collections of developer fees by 2018 will total less than \$3.6 million. This plan conservatively estimates that the District will collect approximately \$1.2 million in Developer Fees (2014 dollars) over the life of the program (2014-2039).

14.6 FINANCING PLAN

Based on the proposed improvements and available sources of funding, an estimated financing plan for approximately \$86.8 million in projects has been identified, in escalated dollars over time. The financing plan includes an effort to optimize available State grants and proposes a local general obligation bond program and projected developer fee collections to provide the required matching funds and finance the balance of the proposed improvements. Table 8 provides a summary of the estimated sources and uses to finance the proposed program. The District is contemplating seeking voter approval for a new GO Bond authorization in 2016. Based on the debt service schedules and conservative projections of Assessed Valuation growth, by June of 2016, the District will have a bonding capacity of \$40 Million dollars. The amount of bonding capacity is expected to increase annually as AV increases over time and outstanding principal is repaid on a scheduled annual basis.

Table 8 – Estimated Sources and Uses

Est. Sources		Escalated
Existing Capital Funds		\$ 10.9 million
Est. Local New GO Bond Authorization		\$ 44.7 million
Remaining Measure Q Authorization		\$ 24.2 million
Est. State Aid Eligibility/Receipts		\$ 5.0 million
Projected Developer Fees		\$ 1.2 million
Est. Interest		\$ 0.8 million
Est. Total Sources		\$ 86.8 million
Est. Uses		
Webster Elementary		\$ 7.2 million
Bedell Elementary		\$ 6.9 million
Blanchard Elementary		\$ 6.2 million
Thille Elementary		\$ 5.1 million
Glen City Elementary		\$ 8.7 million
McKevett Elementary		\$ 5.8 million
Isbell Middle		\$ 7.0 million
High School Projects		\$ 17.9 million
District Deferred Maintenance		\$ 1.5 million
District Technology and Infrastructure		\$ 3.7 million
District Ag Farm		\$ 3.8 million
Subtotal Est. Total Uses		\$ 73.8 million
Program Reserve		\$ 13.0 million
Est. Total Uses		\$ 86.8 million

PROGRAM SEQUENCING

15.1 MASTER BUDGET

A proposed Master Budget has been prepared based on anticipated project costs. The costs associated with construction are generally identified as “Hard” costs and “Soft” costs. In combination, they comprise what is properly called the total “Project” cost. Hard costs are associated with the construction itself (e.g. bricks and mortar). Soft costs are those costs that are an integral part of the building process and are usually preparatory to, or supportive of, the construction. These include professional fees and other related, but non-construction costs, i.e., architectural design costs or site testing and inspection costs. For purposes of designing a program master budget, all-in total project costs, inclusive of both hard and soft costs and project contingencies were used.

Project costs were estimated in 2014 dollars and have been adjusted by an estimated escalation rate per year of implementation. The recommended phasing program takes into consideration immediate needs as well as future needed improvements. Therefore, three phasing periods are included over a 25 year term to account for immediate and future needs as part of this Long Range Facilities Master Plan effort. In total, the proposed master budget establishes project costs of approximately \$86.8 million. Phase I is expected to require \$47.7 million in funding, with approximately \$27.5 and \$11.6 million required for Phases II and III, respectively.

Table 9 provides the estimated site improvement costs over time, in three phases.

Table 9 – Proposed Master Budget (Escalated)

Sources	Phase I (FY 2015-22)	Phase II (FY 2023-30)	Phase III (FY 2030-39)	Est. Total
Elementary Bond				
Series A	\$ 15,263,947	\$ -	\$ -	\$ 15,263,947
Series B	\$ 11,908,945	\$ -	\$ -	\$ 11,908,945
Series C	\$ -	\$ 9,354,342	\$ -	\$ 9,354,342
Series D	\$ -	\$ 8,157,285		\$ 8,157,285
High School Bond				
Series A	\$ 2,661,846	\$ -	\$ -	\$ 2,661,846
Series B	\$ 3,022,396		\$ -	\$ 3,022,396
Series C	\$ -	\$ 3,535,776	\$ -	\$ 3,535,776
Series D	\$ -	\$ 3,955,556		\$ 3,955,556
Series E	\$ -	\$ -	\$ 4,425,571	\$ 4,425,571
Series F	\$ -	\$ -	\$ 6,601,256	\$ 6,601,256
Existing Capital Fund Balances	\$ 10,925,214	\$ -	\$ -	\$ 10,925,214
Est. State Aid Receipts	\$ 3,109,903	\$ 1,845,584	\$ -	\$ 4,955,486
Est. Interest Earnings	\$ 499,463	\$ 177,872	\$ 164,257	\$ 841,592
Est. Developer Fees	\$ 303,245	\$ 445,369	\$ 438,769	\$ 1,187,384
	\$ 47,694,959	\$ 27,471,784	\$ 11,629,853	\$ 86,796,596
Uses	Phase I	Phase II	Phase III	Est. Total
Webster Elementary	\$ 1,666,010	\$ 5,504,453	\$ -	\$ 7,170,463
Bedell Elementary	\$ 6,864,893	\$ -	\$ -	\$ 6,864,893
Blanchard Elementary	\$ 2,156,230	\$ 4,085,047	\$ -	\$ 6,241,277
Thille Elementary	\$ 5,117,236	\$ -	\$ -	\$ 5,117,236
Glen City Elementary	\$ 8,683,629	\$ -	\$ -	\$ 8,683,629
McKevett Elementary	\$ 1,240,187	\$ 4,543,381	\$ -	\$ 5,783,568
Isbell Middle	\$ 3,518,214	\$ 3,491,915	\$ -	\$ 7,010,129
Renaissance High	\$ 277,475	\$ -	\$ -	\$ 277,475
Santa Paula High	\$ 9,768,843	\$ 3,022,553	\$ 4,873,974	\$ 17,665,369
District Deferred Maintenance	\$ 366,277	\$ 418,903	\$ 723,425	\$ 1,508,605
District Technology & Infrastructure	\$ 3,671,286	\$ -	\$ -	\$ 3,671,286
District Ag Farm		\$ 3,786,058	\$ -	\$ 3,786,058
Subtotal	\$ 43,330,279	\$ 24,852,310	\$ 5,597,399	\$ 73,779,989
Program Reserve	\$ 4,364,680	\$ 2,619,474	\$ 6,032,454	\$ 13,016,608
Est. Total Uses	\$ 47,694,959	\$ 27,471,784	\$ 11,629,853	\$ 86,796,596

15.2 MASTER BUDGET PHASE I

The proposed Phase I Master Budget identifies project costs of approximately \$47.7 million. 21st century classroom improvements are planned for the District’s elementary, middle, and high schools.

Serving as the heart of a school campus, improvements to library media centers at elementary schools are planned. Permanent capacity improvements are planned to provide additional classrooms for Santa Paula High, Glen City, Thille, and Bedell. Improvements are planned across district schools to provide alternative climate control.

Elementary sites will continue to receive the IT infrastructure upgrades that are necessary for implementing the Common Core State Standards and participation in the State testing system (Smarter Balanced test). Bell/PA/Clock upgrades are also planned at all elementary sites.

A dedicated source is provided for deferred maintenance improvements. A program reserve of approximately \$4.4 million has also been budgeted.

Table 10 provides the estimated project costs during Phase I in 2014 dollars, adjusted by an estimated escalation rate per year of implementation.

Table 10 – Phase I (FY 2015-22)

Project	Year	Budget
Santa Paula High Gym Reconfiguration	2015	\$799,044
Library/Student Resource Centers		
Webster Elementary	2017	\$233,613
Blanchard Elementary	2015	\$228,553
Glen City Elementary	2015	\$305,856
McKevett Elementary	2015	\$213,716
Est. Subtotal Library/Student Resource Centers		\$981,738
21st Century Classroom Improvements		
Webster Elementary	2017	\$561,116
Bedell Elementary	2021	\$1,133,886
Blanchard Elementary	2017	\$1,196,793
Thille Elementary	2017	\$894,581
Glen City Elementary	2017	\$1,072,957
McKevett Elementary	2017	\$861,136
Isbell Middle	2015	\$2,761,759
Santa Paula High	2015	\$1,832,452
Renaissance High Lab Equipment and Storage	2017	\$277,475
Est. Subtotal 21st Century Classroom		\$10,592,155
Permanent Capacity Improvements		
Santa Paula High - Recapture 4 Classrooms and Relocate Admin Bldg	2018-2022	\$6,743,877
Glen City K8 - New 10 Classroom Bldg	2020	\$6,618,154
Thille Elementary - New 7 Classroom Bldg	2017-2018	\$3,882,178
Bedell Elementary - New MPR/Library/Cafeteria	2018-2020	\$5,324,079
Est. Subtotal Permanent Capacity Improvements		\$22,568,287
Alternative Climate Improvements		
Isbell Middle	2017	\$756,455
Webster Elementary	2017	\$871,281
Blanchard Elementary	2017	\$730,885
Thille Elementary	2017	\$340,477
Bedell Elementary	2017	\$406,929
Glen City Elementary	2017	\$686,663
McKevett Elementary	2017	\$165,335
Santa Paula High	2019	\$393,470
Est. Subtotal Alternative Climate Improvements		\$4,351,494
Districtwide		
Fire Life Safety/IT Upgrades	2015-2017	\$1,566,327
Bell/PA/Clock Upgrades	2017	\$2,104,958
Deferred Maintenance	2015	\$366,277
		\$4,037,562
Program Reserve		\$4,364,680
Est. Total		\$47,694,959

15.3 MASTER BUDGET PHASE II

The proposed Phase II Master Budget identifies project costs of approximately \$27.5 million. Phase II is expected to require \$17.6 million to provide permanent capacity improvements to Webster, Blanchard, McKevett, and Isbell. Additionally, Phase II includes approximately \$6.8 million in high school support and Ag farm facilities. A program reserve of \$2.6 million has also been budgeted. Table 11 provides the estimated project costs during Phase II in 2014 dollars, adjusted by an estimated escalation rate per year of implementation.

Table 11 – Phase II (FY2023-30)

Project	Year	Budget
Permanent Capacity Improvements		
Webster Elementary - New 5 Classroom Bldg	2028	\$5,504,453
Blanchard Elementary - New 4 Classroom Bldg	2028	\$4,085,047
McKevett Elementary - New 5 Classroom Bldg	2024	\$4,543,381
Isbell Middle - New 4 Classroom Bldg	2024	\$3,491,915
Est. Subtotal Permanent Capacity Improvements		\$17,624,796
Santa Paula High Property Acquisition & Circulation Improvement	2026-2030	\$3,022,553
Districtwide		
District Ag Farm	2026-2030	\$3,786,058
Deferred Maintenance	2024	\$418,903
		\$4,204,961
Program Reserve		\$2,619,474
Est. Total		\$27,471,784

15.4 MASTER BUDGET PHASE III

The proposed Phase III Master Budget identifies project costs of approximately \$11.6 million. Phase III is expected to require \$5.6 million towards long term expansion and property acquisition efforts for Santa Paula High School and district-wide deferred maintenance improvements. A program reserve of approximately \$6 million has also been budgeted. Table 12 provides the estimated project costs during Phase III in 2014 dollars, adjusted by an estimated escalation rate per year of implementation.

Table 12 – Phase III (FY2030-39)

Project	Year	Budget
Santa Paula High Long Term Expansion & Property Acquisition	2030-2039	\$4,873,974
Districtwide Deferred Maintenance	2034	\$723,425
Program Reserve		\$6,032,454
Est. Total		\$11,629,853

15.5 IMPLEMENTATION

The proposed Master Plan provides a sequencing strategy that prioritizes the considerations set by the Board, optimizes the use of State funding, allows for the most efficient use of construction resources, maximizes program efficiencies, and minimizes disruption to the educational program wherever possible.

Once adopted, the District will need to proceed with the proposed design and construction program, and the plan will need to be coordinated to monitor progress, quality, and performance. The goal of the program will be to promote the proposed plan and stay within budget, timeline and phasing in order to meet the stated goals of the District. This will also mean going through the

regulatory and environmental review process, submittal of State grant applications, and the need to comply with all federal, State and local regulations, including the review of all projects by required State agencies. The District should continually examine ways of optimizing the use of State grants and bonds to fund the projects as the process continues. This will need to be coordinated with the implementation of the overall program, project budgets and master phasing of improvements. Ongoing team coordination will improve efficiency and avoid potential problems during program implementation.

APPENDIX

16.1 GLOSSARY OF TERMS AND ABBREVIATIONS

FLOORING/CEILING/LIGHTING

Ceramic Tile - A thin surfacing unit made from clay and/or a mixture of clay and other ceramic materials; the tile has either a glazed or unglazed face; it is fired above a red heat in the course of manufacture to a temperature sufficiently high to produce specific physical properties and characteristics.

Vinyl Floor Tile - A resilient floor tile made of vinyl. (VFT or VCT)

Lay-In Tile (Acoustical Tile) - Ceiling panels in board form used for its sound absorbing properties, sometimes used on walls (Glue-Up).(Drop in Tiles)

Pendant Lighting – Lighting that hangs from the ceiling by cables or rods.

Surface Lighting – Lighting that is mounted directly to a ceiling system.

WALLS

Gypsum board - An interior facing panel consisting of a gypsum core sandwiched between paper faces; also called Drywall, Plasterboard, or Sheetrock.

Tackboard - soft panel used for attachment of items with thumbtacks.

Markerboard - A markerboard is a name for any glossy, usually white surface for nonpermanent markings. Also called whiteboards, these surfaces have commonly replaced chalkboards in school facilities, allowing rapid marking and erasing of markings on their surface.

TECHNOLOGY

VGA - (Video Graphics Array) For compatibility with earlier monitors and data projectors, laptop computers often include a VGA port, which was widely used on PCs

Wi-Fi - The standard wireless local area network (WLAN) technology for connecting computers and myriad electronic devices to each other and to the Internet. Almost every modern, portable device that requires

communications comes with Wi-Fi, including laptops, tablet computers and smartphones. Many printers have Wi-Fi built in, and home appliances increasingly use it to alert the customer or vendor about problems.

Wireless Access Point (WAP) - A base station in a wireless LAN. Although there are other wireless technologies that use access points, the term generally refers to a Wi-Fi network. Access points are stand-alone devices that plug into an Ethernet switch or hub; however, access point functionality is also built into a router .

HDMI - (High-Definition Multimedia Interface) A digital interface for audio and video that provides a single-cable solution for home theater and consumer electronics equipment such as TVs, Blu-ray players and set-top boxes. Introduced in 2002, one HDMI cable replaces two or six analog audio cables and one or three analog video cables.

CASEWORK

Undermount Sink - A sink that physically mounts beneath natural/engineered stone countertops. Alternative to under-mount is a lip-mount sink.

Drop in sink - Sink that is surface mounted on a counter top. The rim of the sink is visible. A sink that the rim is not visible is called an under mount sink.

Wall mount sink - Type of installation in which a lavatory is supported from the wall.

Modular – consisting of manufactured pieces that can be put together or stacked.

Engineered – man made product such as plastic or silestone used to provide a solid surface. Could also include acid resistant materials in laboratories.

FINANCE

School Facilities Improvement District (SFID) – SFIDs are subsets of a district’s boundaries which allow voters within the subset to vote on whether to tax themselves to generate funds to be spent only within the subset.