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LANCASTER
SCHOOL
DISTRICT

FACILITIES IMPLEMENTATION PLAN 2023

Report to the Board of Trustees on Analysis,
Recommendations, and Financing of School
Improvements

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SECTION 1

EXECUTIVE SUMMARY

Caldwell Flores Winters, Inc. (CFW) is pleased to present the 2023 Facilities Implementation Plan (Plan) to the Lancaster School District (District) Board of Trustees (Board). This report reviews the integration of the District's vision for educational initiatives with the ongoing educational and facilities program and includes an analysis of existing and proposed programs and facilities to enhance the scope of the District's academic and facilities program. The Plan prioritizes the implementation of 21st Century Learning Environments at school sites, suggests methods to expand student and parent choice, addresses the State mandated expansion of TK enrollment, and presents results for Board consideration of proposed improvements at each school site by grade configuration, type of improvement, estimated cost, and phasing.

The District operates a core educational program through the implementation of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) as well as a variety of programs to meet student educational needs. With the initiatives that the District has implemented and the programs mandated by the State, students are expected to create projects and products that demonstrate mastery of the CCSS and NGSS. In addition, the District has expressed an interest in increasing its TK-8th grade school configuration to expand student and parent choice at additional school sites within the District. The District has also set a goal for each school to have at least one room that supports a music and performing arts program. While most of this teaching will be in general-purpose classrooms, these classrooms need to be flexible and have the technology to support students actively engaged in their own learning. Moreover, some of the curriculum units and projects need classrooms that are designed to meet these academic objectives more specifically with dedicated classrooms and facilities for kindergarten, science, performing arts, STEM and music.

To support students in learning the CCSS and NGSS, classroom need to provide the flexibility and mobility required for learning environments to promote 21st Century instructional strategies such as collaboration, creativity, communications, and problem solving. These 21st Century improvements need to be expanded to provide equity in classroom environments for all teachers at all sites regardless of when constructed to have the tools to provide the instructional shifts necessary to affect the implementation of powerful academic strategies and improve the instructional core in the classroom which is the educational focus of the District. A menu of detailed specifications and classroom designs are presented for further consideration and adoption in support of the District's goal to promote 21st Century Learning Environments for all its students.

The District has aggressively enrolled all four-year-old children into its preschool or transitional kindergarten (TK) programs. While some of the TK classrooms meet the State's increased classroom size, lavatory, and related requirements (Title 5), many do not. The program is currently offered in older portable buildings that require the District to obtain exemptions from State mandated Title 5 and Title 22 facilities requirements that require smaller child appropriate restrooms, dedicated teacher prep areas and larger instructional and assigned play areas. The District would like to expedite its compliance with Title 5 classrooms wherever possible so that these classrooms are more age appropriate and that can house children more effectively. A plan to increase Title 5 classrooms for TK students district wide is presented.

The District operates preschool, TK and kindergarten (K) through grade 8 educational program across 22 school sites, including a virtual/online academy. Historically, the District has operated its schools in varying TK-5, TK-6 and 6-8 grade middle school configurations, based in large part on the general availability of classroom capacity and enrollment at each site. More recently, the District has introduced an increasingly popular TK-8 elementary grade configuration in response to student/parent requests to increase options for educational program choice. This has also reduced the overcrowding at some of its larger middle school facilities. In response, the District now wishes to increase its TK-8 grade school facilities at select sites while integrating its remaining schools into a TK-5 and 6-8 middle school program over time.

The District's existing permanent school facilities have been built over different generations and reflect the design principles and standards of their time. There are generally three generations of schools in the District: one built in the mid/late 1950s and early 1960s, one generation built in the 1980s through the 1990s, and the latest generation built between 2001 and 2010, with Discovery and Endeavour being the newest school sites. On average the District's schools are now over 41 years old with nearly half having been constructed over 60 years ago. While eight of these schools have been modernized to date since 2000, the balance is in need of modernization, upgrade or repair to meet the requirements of today's comparable 21st century schools and educational requirements. In addition, over 300 portable classrooms have been added to the schools since their original construction to meet fluctuations in enrollment; many are now old and in need of replacement or removal.

A detailed assessment and a proposed plan of improvement is provided for each school, including a sequencing plan for multiple projects at each site that minimizes the disruption to the ongoing educational program during construction. All permanent classrooms are proposed to receive 21st Century improvements. In addition, those portable classrooms with a remaining economic life that are needed to house core instructional programs are proposed to receive modified 21st Century upgrades, including new furnishings. Furthermore, science labs for 6th, 7th, and 8th grade students are proposed to be modernized or constructed at the middle schools and TK-8 schools that need them. Libraries are proposed to be transformed into 21st Century Library Media Centers at each school with facilities dedicated to support the District's art and music programs. Title 5 TK/K classrooms are proposed to be provided to support all currently enrolled TK/K students.

Overall, a \$232.2 million plan of improvement and funding is proposed for consideration to be implemented over time. Currently, the District is eligible for approximately \$39.0 million in state modernization grants, plus another \$34.4 million over the next 5 years for a combined amount of \$73.4 million in State modernization funds for District schools. It is also eligible for another \$14.1 million in new construction grants from the State for the construction of required TK/K classroom facilities. However, these grants require a local match of approximately \$55.8 million for the District to access these funds. Without a local match, these funds will be allocated to other districts that can meet this requirement. Therefore, a local bond measure of \$122.1 million is proposed to fund the local match requirement and the balance of proposed improvements in combination with other local funds, including available developer fees. The District is in a unique position to implement such a bond program without raising the existing tax rate as the proposed new bond program coincides with the full repayment of the previously issued bonds approved by voters in 1999.

As requested, recommendations are provided for:

- specifications to be adopted for the design and construction of school facilities
- proposed improvements for each school
- a joint method of funding and sequencing improvements
- preparation of necessary State grant applications
- the periodic review of the proposed implementation plan by the Board

SECTION 2

ACADEMIC PROGRAM & 21ST CENTURY SPECIFICATIONS

Lancaster School District is located in the high desert about 60 miles northeast of Los Angeles and serves students in preschool through eighth grade. Most of the District's 82.5 square miles lies within the City of Lancaster with a small portion in the unincorporated boundaries of Los Angeles County. The District began educating students in 1885 and today serves 15,018 students in 22 schools. In addition, there are approximately 700 students in preschool. Collectively, there are 14 elementary schools, four middle schools, a 6-8 STEAM school, alternative education site, and two dependent charter schools.

Well-maintained school buildings and grounds reflect the importance which the District places upon providing a safe and welcoming environment for students, staff, and parents. The vision for the District is to create options and excellence in education, empowering all students to reach their full potential. Its mission is to provide a relevant, high-quality education within an inclusive and culturally respectful environment, preparing all students for personal and professional success. Its current goals are to provide:

1. Equitable school environments
2. Safe, clean and supportive learning environments
3. Community learning hubs that provide students with access to technology, high-speed internet, and academic support
4. A universal Pre-Kindergarten program
5. Extended instructional learning

2.1 EDUCATION PROGRAMS

The District is committed to the successful implementation of 21st Century teaching and learning via State's Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) through a standards-based instructional model. The District has a particular focus on teaching children critical thinking skills. It strives to accomplish this through the successful implementation of the District's three core initiatives: creating positive learning environments through positive behavior, interventions, and support; strong first instruction through the implementation of high-quality high priority focused standards delivered through standards-based instructional strategies; and collaboration through a deliberate implementation of Professional Learning Communities.

The District also offers a variety of programs to meet student educational needs. An Advancement Via Individual Determination (AVID) learning program is currently implemented at four middle schools, and an AVID Elementary program is implemented at nine K-5 and K-6 schools. These programs focus on providing students with the skills needed to graduate high school and be accepted into college. The District has instituted a Science, Technology, Engineering, and Mathematics (STEM) program at four of the middle schools by offering elective classes in the STEM content areas. One of the elementary schools operates as a Science, Technology, Engineering, Arts, and Mathematics (STEAM) Academy. Three similar schools have a focus on visual arts and performing arts programs. A Dual Language Immersion/Media Arts (DLI) Academy was implemented as a K-8 school in the fall of 2021, along with two Coding Magnet Schools, Westwind and Mariposa, which allow the participation of private companies to work with students in the classroom on computer coding skills. The District has also implemented and integrated the arts into the student educational experience and is expanding the art program with the use of the Technology Enhanced Learning Arts (TELA) program from the Los Angeles County Office of Education with planned expansion to English language learners (EL) within the Dual Language/Media Arts Academy.

To further support the effective development and utilization of 21st-century learning skills, the District has focused on effective technology integration, enrichment and support programs districtwide. The GATE program is offered to students within general education classrooms through the differentiation of the curriculum. Other enrichment programs, including STEM and STEAM programs, are offered during the Extended Learning Opportunities Program (ELOP) and will continue to expand. Middle schools continue to offer electives in both the VAPA and STEM domains. Intervention support programs including Read 180 and Systems 44 for students struggling in acquiring literacy skills are being piloted as part of a new literacy program at Joshua Elementary. Looking forward, the District continues to maintain its school of choice and K-8 DLI programs and its goal to offer a robust music program at every school. Currently, the music program focuses on the band program at elementary schools with a variety of music programs offered at the middle schools.

Each of the elementary schools has a preschool program on site operated by the District. These programs are in the initial phase of integration with the District's TK and K programs. The program is currently offered in older portable buildings that require the District to obtain exemptions from State mandated Title 5 and Title 22 facilities requirements that require smaller child appropriate restrooms, dedicated teacher prep areas and assigned instructional and play areas. The District has applied and received funding approval from the state for additional full day preschool students enabling the District to expand its preschool program to 120 three- and four-year-old children. The District desires to continue to expand the preschool program and is considering the use of the Linda Verde Center as a potential site to convert to a Universal TK (UTK) location. This site is currently used for storage.

In addition, each elementary school currently has one or two TK classrooms. This is a program that continues to gain support from the state and parents. The District operates full day TK/K programs and

has aggressively been enrolling all eligible four-year-old students into the program throughout the year. All elementary school sites currently house TK students in permanent or portable classrooms. Currently, most of the eligible TK students in the District are enrolled in either TK or a preschool program. Many of the TK and K students are in general purpose classrooms and not in Title 5 compliant classrooms. The District desires to have at least 3 TK classrooms at each elementary school site in permanent Title 5 compliant classrooms where feasible.

The District operates a variety of grade configurations: TK-5, TK-6 and TK-8 grade elementary schools, as well as grade 6-8 middle schools. Historically, the decision as to whether to operate a school as a TK-5 or TK-6 has been based on existing space and program availability. There are four TK-6 schools, Desert View, John and Jacquelyn Miller, Sunnysdale, and Mariposa. All other elementary schools operate TK-5 programs. There are four TK-8 schools: Linda Verde as a DLI school, the Lancaster Alternative and Virtual Academy (LAVA) and Leadership Academy as alternative education programs, and Promise Academy that provides educational programs for special needs students. Enrollment at the middle schools varies greatly. The District desires to cap its middle school enrollment to 835 students recognizing that students in smaller middle schools are more connected to the school and have stronger relationships with their teachers thus adding to increased student achievement.

It is anticipated that any “spill-over” from limiting middle school enrollment may best be accommodated by increasing the number of K-8 grade schools. The TK-8 model has been working well, and the District desires to expand this model in the future, especially for students and parents seeking a greater choice in academic settings. Research conducted in the past decade indicates that a K-8 grade configuration and school environment support improved academic performance of some students. Because K-8 schools tend to be smaller in size, improved academic performance of students attending a K-8 school may be due in part to the smaller school size. The intimacy of the K-8 environment and the delay of the transition to a new school until students are more mature may also assist in providing greater student and parent choice. In response, the District is seeking to increase its total number of K-8 schools to 6.

The District provides RSP, speech, counseling, psychologist, and intervention services to students pursuant to a “push-out” model where services are mainly provided at each school site. Staff reports suggest that there has been a marked increase in the need for counseling services overall. School sites need additional support service spaces and intervention programs to support the current and increased need. For example, the District is using the Learning Center model in which a special education teacher, an intervention teacher, and a general education teacher all offer services out of one classroom. Students come into the Learning Center when they need services. Currently, 10 of the 14 elementary schools have this model in place and the District desires to expand it to all elementary schools.

The District provides for full inclusion of special education students within the general education program. This requires more RSP teachers at a school site to serve the children in the general education classrooms. The District provides additional SDC mild to moderate (M/M SDC) programs to those students who cannot handle a full school day of inclusion. In addition, the District provides education programs to students

with severe handicapping and SDC moderate to severe (M/S SDC) conditions. The M/M SDC classrooms are clustered at various school sites: Piute has five M/M SDC, Amargosa Creek, Desert View, and Discovery each have four M/M SDC; El Dorado, Jack Northrop, and Mariposa each have three M/M SDC; Lincoln and Nancy Cory each have two M/M SDC; Linda Verde has one M/M SDC. Likewise, the M/S SDC classes are clustered at school sites: Sunnydale has one M/S SDC; Joshua, Monte Vista, and West Wind each have two M/S SDC; and Miller has three M/S SDC. Endeavor and New Vista each have three M/M SDC and two M/S SDC.

There are also four M/S SDC classes for students with severe autism offered at Promise Academy that is located adjacent to Lincoln School. Due to the nature of these programs, additional services such as Occupational Therapy (OT) and Visual Impairment (VI) services are also provided at the Promise Academy. The District desires to expand the Promise Academy program by three rooms for the benefit of the autism program. Currently, four classrooms, one sensory room, and two rooms for administration are at this site.

Each of the schools has a library and a multipurpose room (MPR) as support spaces. Most of the libraries look and function as traditional libraries. The District desires to have the libraries transformed into Library/ Media Centers with Maker's Spaces as Fulton and Alsberry schools have done with their libraries. The MPR's have a cooking kitchen and are used for multiple uses including assemblies, meetings, student performances, breakfast, and lunch programs. All schools have three lunch periods with the middle schools having three lunch periods by design, as they are not restricted by space.

The District has a Welcome and Wellness Center (family resource center) that provides services to the families, and school sites offer training and support for adults to enhance families' capacity to work with their children in the home. To engage families, the District employs Family Ambassadors to facilitate the two-way communication needed to provide a successful learning environment for students and promote relationships among the community and the school sites. The District's LCAP Goal 4 (Family and Community Engagement) states that the District will create community learning hubs and train school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. The District was successful in applying for a Community School grant and was awarded \$30 million dollars for this program which will significantly expand the program to all schools in the District.

All students in the District have one-to-one devices that they take home with embedded textbooks and access to hard copy books. Teachers are provided with the use of laptops. The District does not use computer labs at any of its schools. Each classroom has a smart board that does not require a separate projector. The District desires to have wireless options for integration of a digital environment with modern teaching methods that can be utilized with existing educational programs, increasing teacher and program flexibility. During the pandemic, visual conferencing was used as the primary method of instruction and the District is looking at ways to improve the effort and integration to the benefit of teachers and students.

In the modern classroom, digital technology can be leveraged in two complementary ways: first, by fitting rooms with interactive digital displays (and the technology required to connect them to the Internet and to local networks); and second, by providing students and teachers with devices that communicate wirelessly with those displays. The desire is to provide the teacher with greater flexibility and choice in providing students with visual examples, virtual field trips, interactive lessons, and engaging curriculum. To be most effective, however, efforts must be made to supply the furniture, fixtures, and equipment within the existing classroom to best support these efforts.

2.2 ACADEMIC IMPACT ON FACILITIES

With the initiatives that the District has implemented and the programs mandated by the state, students will be creating projects and products that demonstrate mastery of the CCSS and NGSS. While most of the teaching will be in general-purpose classrooms, these classrooms need to be flexible and have the technology to support students actively engaged in their own learning. Moreover, some of the curriculum units and projects need classrooms that are designed to meet these academic objectives more specifically such as dedicated classrooms and facilities for kindergarten, science, performing arts and music programs. For example, a science lab with proper materials and equipment for students to carry out experiments would benefit curriculum programs that have a science focus. Likewise, having a dedicated classroom with musical equipment that meets the specific needs of a music program supports a performing arts and music focus.

Some of the existing schools have dedicated classrooms that support the academic focus of the school such as science labs and performing or art classrooms. A goal for the District is for each school to have at least one room that supports the academic focus for that school. These learning environments provide students the opportunity to actively participate in learning through hands on activities and creating projects that demonstrate mastery of the CCSS or NGSS. Where available, existing rooms can be added or repurposed, for example, to become STEM, music, drama, robotics and art classrooms or specific science focused labs. The goal of these learning environments is for students to have a place in which they collaborate with others to solve problems, create solutions for the problems, and then construct projects related to the standards they are learning.

The District desires classrooms that support students in learning the CCSS and NGSS. These environments need to provide the flexibility and mobility required for learning environments to promote 21st Century instructional strategies such as collaboration, creativity, communications, and problem solving. These 21st Century improvements need to be expanded to provide equity in classroom environments for all teachers to have the tools to provide the instructional shifts necessary to affect the implementation of powerful instructional strategies and improve the instructional core in the classroom which is the educational focus of the District. When used to the fullest potential, the provision of 21st Century Learning Environments provide a setting for teachers to become the facilitators of learning, guiding students to learning mastery and providing opportunities for students to engage with other students in projects that require application of knowledge and skills, seek out answers to questions and problems, and create projects that demonstrate mastery of the standards thereby becoming masters of their own learning.

In the modern classroom, digital technology can be leveraged in two complementary ways: first, by fitting rooms with interactive digital displays (and the technology required to connect them to the Internet and to local networks); and second, by providing students and teachers with devices that communicate wirelessly with those displays. All students in the District have one-to-one devices with embedded textbooks and educational applications selected by the District. The desire is to provide the teacher with greater flexibility and choice in providing students with visual examples, virtual field trips, interactive lessons, and engaging curriculum. The District desires to have additional wireless options for integration of a digital environment with modern teaching methods that can be utilized with existing educational programs, increasing teacher and program flexibility. To be even more effective, however, efforts must be made to supply the furniture, fixtures, and equipment within the existing classroom to best support these efforts.

Recent state mandates and requirements to the educational program are also impacting the District's programs and facility's needs. This year the state elected to further expand TK enrollment at public schools by requiring all four-year-old children to attend TK by 2025-26. It is also allowing districts to phase their implementation over a three-year period for five-year-old children born after September 2 to enroll in TK classrooms. The implementation of the program begins with students eligible for enrollment when they turn five between September 2 and February 2 of the 2022-23 school year, turn five by April 2 for 2023-24 and turn five by June 3 for 2024-25. Nonetheless, the State also allows at a district's discretion to accelerate these timelines and implement the program immediately.

The State's goal is to expand and enhance the educational experience, increase equity in children's opportunities and learning outcomes, address bias, and promote equitable opportunities for early learners to sustain and accelerate the improved childhood outcomes associated with high-quality, early learning experiences. Collectively, this will require all districts to add a full new grade level to their staff and facilities programs at each elementary school in order to comply. Therefore, educational specifications for these classroom facilities must be created or updated to meet this need and to preserve the District's vision for all students and grades to engage in 21st Century Learning Environments.

The District has aggressively enrolled all four-year-old children into a preschool or TK program. While some of the TK classrooms meet the State's increased classroom size, lavatory, and related requirements under Title 5, others do not. Alternatively, these TK students are currently housed at lower loading standards acceptable by the state to accommodate their use of general-purpose rooms with reduced square footage, lavatory, and loading standards. The District would like to expedite its compliance with Title 5 classrooms wherever possible and place these children in more age appropriate facilities.

The State's specifications for the new construction and funding of TK classrooms require a 1,350 square foot classroom that meets Title 5 requirements, including a teacher prep area, storage, and age-appropriate furniture, fixtures, equipment, and bathroom facilities. Similar square footage and appropriate occupancy requirements apply to K and Special Day-Severe (SDC) classrooms. In anticipation of the expansion of the TK grade level at some point, many districts now elect to construct or reconstruct

facilities designed as “kinder-flex” facilities capable of meeting the Title 5 requirements for TK, K, and Special Day-Severe (SDC) classrooms to better meet current and future fluctuations in enrollment and program needs at the beginning and over time. These classrooms can further be designed to accommodate 21st Century Learning Environments. In addition, Title 22 requirements for housing of pre-school children, as currently desired by the state, can also be designed into “kinder-flex” facilities either at a student’s school of residency or, if clustering is required, as part of Early Childhood Development Centers (ECDC) at select locations within the District. Again, this allows for a continuum of use should program or enrollment requirements fluctuate over time.

As the State moves to implement full day preschool, the District desires to place the preschools at each school site. Once again, the District’s pre-school facilities will need to comply with Title 5 and additional Title 22 requirements. Title 22 expands Title 5 requirements by requiring additional considerations, including interior adult bathroom facilities and very specific outdoor activity requirements. The District has been successful in obtaining state grants to fund new preschool classrooms that meet 21st Century standards at Sunnysdale in the latest round of funding.

Per State requirements, students in the M/S SDC program are to be housed in classrooms that meet the needs of their handicapping condition. For example, for students in a deaf and hard of hearing (DHH) program, a general-purpose classroom works well with auditory supports or amplification systems installed. For some M/S SDC students, ambulatory equipment or other sources of support may be necessary and may take up extra classroom space. Students in these programs may need a larger learning area as well as a restroom that is accessible from the classroom.

For the District, 21st Century Learning Environments must be integrated with the State requirements for specific school facilities as defined by the California Department of Education (CDE). They must also be integrated into a district’s educational programs and desires to expand its opportunities and to eliminate its deficiencies in existing facilities. The following addresses these issues in terms of opportunities to achieve these goals and methods to address the shortfalls for improved educational program and facility options. These requirements have been incorporated into the District’s educational specifications which are presented later in this section to be utilized in the transformation of the District and as corollaries in the implementation of 21st Century Learning Environments.

2.3 21ST CENTURY LEARNING ENVIRONMENTS

A learning environment geared for modern learning and rigorous instructional methods requires thoughtful consideration for the features and amenities in that environment. CFW has assembled a trademarked assembly of 21st Century Learning Environments to be used in conjunction with CCSS and NGSS which has been adopted by districts in the design and construction of modern school facilities. It focuses on the integration of a digital environment with modern teaching methods that can be utilized with existing educational programs. The following is a summary description of 21st Century Learning Environments available for consideration in meeting the design and construction of the District’s options

for its schools, including classrooms, media/learning centers, administrative and support spaces, and multi-purpose rooms. All these facilities have been approved by the Office of Public-School Construction (OPSC) for state grants, the California Department of Education (CDE) for compliance with state requirements, and the Department of the State Architect (DSA) for building code compliance. In addition, these standards have been incorporated into the construction drawings of multiple firms throughout the state.

For improvements to existing facilities, a finer distinction is required to adequately interpret the proposed level of recommended 21st Century Learning Environment improvements. For this purpose and as used in the following sections, there are four main types of 21st Century Learning Environment improvements to existing or repurposed facilities: 1) upgrades to a 21st Century facility, 2) modernization to become a 21st Century facility, 3) new construction or retrofitting of an existing space into a 21st Century facility and 4.) classroom repurposing. The upgraded 21st Century facility is generally in good condition and needs only upgrades of furniture, fixtures, and equipment to provide students or teacher/staff with mobile, flexible learning environments that have high technology capacity. The modernized 21st Century facility is generally older and needs upgrades for furniture, fixtures and equipment, new technology and additional improvements, or changes to the physical support systems to the facility such as roofing, HVAC, or electrical systems. The newly constructed or retrofitted 21st Century facility requires all new construction or retrofitting of an existing area that might require moving of walls, changes to windows, and redesign of structural elements. Classroom repurposing refers to the repurposing of existing permanent and portable classrooms into other uses including structural changes as needed, and 21st Century upgrades or improvements. These elements also recognize the built environment of existing schools and the need to adapt accordingly in the implementation of recommended 21st Century Learning Environment improvements to such spaces. For example, in existing elementary schools, art labs, STEM labs, and digital labs are often in a 960 square foot room rather than a 1,200 square foot room, thus requiring the need to adapt the existing room to incorporate as many of the proposed improvements as feasible.

2.3.1 CLASSROOM FURNITURE, FIXTURES AND EQUIPMENT (FF&E)

The functionality of a classroom space is heavily dependent on its furnishings and equipment and the integration of their use in meeting educational objectives for a particular use or grade level. The following are descriptions of the 21st Century Learning Environment specifications for furniture, fixtures and equipment for classrooms and similar learning environments (e.g., Enrichment Rooms).

Flexible Space and Adaptable Furnishings: Flexible space and adaptable furnishings are two of the keys that unlock the full potential of the classroom in the 21st century. Flexible rooms are designed to be as open as possible, so that the furniture inside can be configured for different purposes as needed, including arrangement for small groups, a class activity, or in traditional rows and columns for when students are testing. An open-plan room requires flexible furniture to be able to achieve this simply and efficiently. The arrangement of adaptable furniture lends itself to the creation of small learning communities within classrooms or whole group instruction within a matter of minutes. Students can read, write, design,

create, or discuss in a variety of arrangements, all of which can be reconfigured at the instructor's discretion.

Desks, Tables and Seating: In recent years, advances have been made in the ergonomic quality, build quality, flexibility, and sustainability of classroom furniture. From student desks and chairs to modular soft seating and collaborative tables for small groups, the innovation in the industrial design of furniture has made configuring classrooms for almost any purpose easier than ever. Lightweight, durable, foldable, stackable, and adjustable, the new generation of desks, seating, and teaching stations is a key element of the model 21st Century Learning Environment. Student desks and chairs are easily moveable and provided at a size appropriate for TK through twelfth grade age students. Both the desks and chairs have casters that can be locked to provide easy movement and flexibility. Desks and seating can be adjusted to accommodate State or local classroom loading standards.

Tack Boards and Markerboards: 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. Tack boards are preferably placed at age-appropriate level height to provide maximum utility to available wall space. A typical wall panel may be 4 feet in height by 8 feet in width or vice-versa and be interspersed with similarly sized wall panels that provide a writable surface.

Multiple write-erase surfaces are found on walls throughout the room, preferably at appropriate application heights to maximize space for drawing, writing, or similar activities. Maximum flexibility of such surfaces is available on each of the four walls of the room. Walls with windows will normally require sliding markerboards so that windows can be covered if a full writable wall is needed. Markerboards should also be magnetic to allow materials (papers, posters, etc.) to be magnetically "pinned" to the surface. Markerboards should encompass approximately 45 to 65 percent of the total wall space in a general-purpose classroom.

Storage: Traditional classroom casework of ten monopolizes wall space and over-saturates the room with storage functions for an "analog" design. In most 21st Century classrooms, only a limited supply of casework and storage are required. If a classroom is equipped with a sink and counter, storage beneath the sink is appropriate. Multiple built-in shelves can be provided behind sliding markerboard walls five and a half feet above the floor to allow for mobile storage units, books, and learning materials, with one having the capability to recharge 1:1 devices.

High-Definition Displays: In the modern classroom, digital technology can be leveraged in two complementary ways: first, by fitting rooms with interactive digital displays (and the technology required to connect them to the Internet and to local networks); and second, by providing students and teachers with devices that communicate wirelessly with those displays.

For each classroom, three flat screen displays (or at least two in limited repurposed facilities) measuring at least 60 inches diagonally are found to provide easy visual access from any place in the classroom or to provide the ability to have students in three different groups receive three different sets of content for smaller group instruction. In student resource centers or school libraries, a substitution of one 100" high-definition display monitor is usually used to present one set of information to the entire group. All displays

should have at least three HDMI inputs and built-in Wi-Fi equipment or an attached accessory device that enables Wi-Fi access so that the teacher can use multiple kinds of equipment (handheld device, computer, DVD player, etc.) on each monitor.

Monitors are mounted to the wall by way of adjustable hydraulic brackets. The bottom edge of the display should be about six feet above the floor, but the adjustable mounting bracket will permit the display to be repositioned—e.g., to extend the display out from the wall and lowered approximately two or three feet to table height for better use by students and teachers.

Each room is equipped with a handheld video/audio source selection switching device to allow the instructor to adjust the video or audio source fed to the displays. As an option, audio enhancing equipment may be added independently to further enhance the oral communication from the instructor to students, where needed. The same image may be fed to all displays in a room, or a different image can be fed to each display. Additionally, the instructor will be able to control the source of the feed from the switch. For example, sources may include laptops or tablets used by students or teachers, DVD players, media streaming devices (e.g., Apple TV), document cameras, and digital microscopes. This feature allows the teacher to provide an unlimited amount of information to students providing students with visual examples, virtual field trips, interactive lessons, and engaging curriculum.

2.3.2 GENERAL-PURPOSE CLASSROOMS

Under state standards and proposed District 21st Century Learning Environment specifications, general-purpose classrooms must be 960 square feet or more and provide the space in which students study and learn the CCSS in core subject areas such as English language arts, math, social studies, and enrichment courses. Figure 1 depicts a sample general-purpose classroom floor plan designed to meet state standards and proposed 21st Century Learning Environment specifications. These standards can be applied to permanent facilities built in place, modular buildings brought and erected on site, or portable classrooms. 21st Century specifications for classroom furniture, fixtures and equipment outlined above, including wireless connectivity, high-definition display monitors, sliding markerboards, and alcoves to store movable furniture are accommodated within these facilities.

Sliding markerboards are installed to cover approximately forty-five to sixty-five percent of classroom wall surfaces, including those that can slide to the side to reveal outdoor windows or storage spaces with the same capacity as existing cabinets and storage solutions currently in use. Markerboards should also be magnetic and support removable adhesive materials to allow instructors to attach student exemplars where needed for instruction. These surfaces are designed to accept hand removable adhesive materials. On walls without markerboards, mineral fiber core tackable panels may be installed to maximize presentation space and help modulate acoustic reverberation. Age appropriate modern and flexible classroom furnishings in the form of modular tables and ergonomic chairs are available to be easily reconfigured as needed to accommodate alternate teaching configurations, content or smaller or joint use areas. The classroom includes a teaching station and a multimedia presentation shuttle so that the teacher can maneuver easily around the room. Broadband-connected high-definition displays are

attached to hydraulic wall mounts which allow easy adjustment of the displays' viewing angle and height to allow students to view content from any point in the room. Media interface devices, students, and teachers can project content from a computer or mobile device to the mounted displays as needed.

Figure 1: Sample General-Purpose Floor Plan



2.3.3 PRESCHOOL CLASSROOMS

In order to meet State licensing requirements, a preschool facility must be Title 5 compliant, provide a minimum of 1,350 square feet, and conform to Title 22 of the California Code of Regulations. Title 22 outdoor requirements include: 75 square feet per child of outdoor activity area based on the total licensed capacity that is easily and safely accessible to children, a shaded rest area with equipment and activities arranged so as not to interfere with each other, and a four-foot fence enclosing the outdoor area. Indoors, a minimum of 35 square feet per child of activity space must be available based on the total licensed capacity with individual storage space for each child, a restroom facility for every 15 children, and a separate restroom facility for teachers, staff, or ill children. A drinking fountain must also be installed inside and outside for child use. These standards are to be integrated within in the proposed specifications of Title 5 and 21st Century Learning Environment specifications for TK/K facilities, expanding the potential use of “flex-classrooms” district wide to better accommodate fluctuations in program and enrollment requirements over time. Figure 2 below provides a sample preschool floor plan. This classroom will allow for the preschool facility to meet licensing requirements for up to 30 students.

The classroom area is a large open space that has different student learning centers to include art activities, dress up and “make believe”, early childhood kitchens, and a building area. The storage is flexible and mobile with one specific storage unit to contain cubbies for each individual child. There are age-appropriate student tables and chairs that are used for classroom activities as well as eating. The tables are mobile and can be moved to provide large open areas as needed. A sink is accessible to the classroom for cleaning up after learning activities as well as hand washing. The restroom is accessible

from the main classroom and is divided into two components: a private toilet and a common sink area for hand washing. There is an additional bathroom that is used for staff and for sick children that is located near the work/storage room. In the work/storage room one wall of counter space with a sink is provided for clean up after snacks or meals or from required learning activities. There are storage shelves on the other walls of the storage room.

The outside play area is accessible from the main classroom and is designed to provide supervision. A four-foot fence separates the playground from other areas of the school, has a drinking fountain, age-appropriate play structure, and shade. The playground is designed to provide a variety of activities for the development of large motor skills with associated impact resistant surfaces where elevated play structures are located.

To provide maximum flexibility, preschool classrooms have the same general features as general-purpose classrooms to included: sliding markerboards installed to cover approximately forty-five to sixty-five percent of classroom wall surfaces, including those that can slide to the side to reveal outdoor windows. Markerboards should also be magnetic and support removable adhesive materials to allow instructors to attach student exemplars where needed for instruction. On walls without markerboards, mineral fiber core tackable panels are installed to maximize presentation space and help modulate acoustic reverberation. The classroom includes a multimedia presentation shuttle so that the teacher can maneuver easily around the room. Broadband-connected high-definition displays are attached to hydraulic wall mounts which allow easy adjustment of the displays' viewing angle and height to allow students to view content from any point in the room. Media interface devices, students, and teachers can project content from a computer or mobile device to the mounted displays as needed.

Figure 2: Sample Preschool Floor Plan



2.3.4 TRANSITIONAL KINDERGARTEN/KINDERGARTEN CLASSROOMS (TK/K)

Under State standards and proposed District 21st Century Learning Environment specifications, TK/K classroom must incorporate Title 5 mandates of not less than 1,350 square feet, including required in-classroom restrooms, storage, teacher preparation areas, and wet and dry facilities. The restrooms are self-contained within the classroom, with access from the play area, if possible, and are designed to allow for supervision from all areas of the classroom and play yards. It is divided into two components: a private toilet and a common sink area for washing their hands. A fenced play yard is designed to provide a variety of activities for the development of large motor skills with associated impact resistant surfaces where elevated play structures may be located. There is a sink that is needed for science and art projects and for washing hands prior to lunch that is independent of the restroom facility. Mobile bookshelves are provided for the storing of manipulatives, small books, and group activity supplies. There are also “cubbies” for the students to store their coats, backpacks, and other treasures. Tables, if desired, are 2 feet by 4 feet, can be arranged into various configurations, and collapsible into storage areas to support additional group space when needed for classroom activities. Seating is stackable and provided at a size appropriate for TK/K aged students. “Puzzle piece” shaped desk with ergonomic seating may be used in general or to promote small-grouped activities when combined to allow for a larger surface area.

Figure 3: Sample Transitional Kindergarten/Kindergarten Classrooms (TK/K) Floor Plan



Like general-purpose classrooms, sliding markerboards are installed to cover approximately 45 to 65 percent of classroom wall surfaces, including those that can slide to the side to reveal outdoor windows or storage spaces with the same capacity as existing cabinets and storage solutions currently in use. Markerboards should also be magnetic and support removable adhesive materials to allow instructors to attach student exemplars where needed for instruction. On walls without markerboards, mineral fiber core tackable panels may be installed to maximize presentation space and help modulate acoustic reverberation. The classroom includes a teaching station and a multimedia presentation shuttle so that the teacher can maneuver easily around the room. Broadband-connected high-definition displays are attached to hydraulic wall mounts which allow easy adjustment of the displays’ viewing angle and height

to allow students to view content from any point in the room. Media interface devices, students, and teachers can project content from a computer or mobile device to the mounted displays as needed.

2.3.5 EARLY CHILDHOOD DEVELOPMENT CENTERS (ECDC)

Early Childhood Villages are designed to meet the needs of very young children enrolled in the District and usually contain four or more classrooms. The facilities are designed and built to meet State Title 5 and District 21st Century Learning Environment specification for TK/K classrooms as well as the Title 22 licensing requirements for preschool classrooms. They may also be built to support SDC-Severe specifications. To the extent possible, the classrooms are grouped around an early childhood playground which is fenced and shared by all the children. Additional exterior storage space is provided to house outdoor play or group materials with a readily accessible hose bib to wash off equipment or materials on an established schedule. Student drop-off and pick-up are usually segregated from other parking activities at the site and are located near the ECDC to facilitate parents bringing and picking up their children.

Figure 4: Sample Early Childhood Development Centers (ECDC) Floor Plan



These centers are generally built to meet the developmental and educational needs of three- to five-year-old children as established for Pre-school and TK/K facilities, especially when there are space constraints at their school of residence to house very young learners. When children matriculate to kindergarten or first grade, they leave the ECDC and go to attend their school of residence, where possible. School sites with sufficient land area or excess Title 5 facilities can be designated as an ECDC center or they may be built free standing or repurposed from prior excess school facilities, if needed. Normally, they operate independent of the school site administration with their own director who seeks to maximize the staff and program cohesion, collaboration, creativity, and communication.

2.3.6 SPECIAL EDUCATION – SEVERE AND MODERATE CLASSROOMS

The District will continue to provide services for severely handicapped students that meet State standards and district specifications. The State standard for a classroom for students with moderate to severe profile for intellectual learning disabilities, SDC Severe, requires space that meets the needs of their handicapping condition and the required educational instructional materials necessary for the students. This includes a minimum classroom of 1,100 square feet with an adjoining toilet and shower (100 square feet) and changing room (100 square feet). A shower is necessary for students who are not toilet trained. For older students, a laundry facility with a small kitchen for teaching independent living skills is provided along one wall of the classroom. There is a sink, small stove top, and a place for a refrigerator along the countertop. The laundry facility may be on that wall or in the bathroom.

The District's educational specifications provide 21st Century improvements with mobile, flexible furnishings that meet the needs of the handicapping conditions of the students, wireless connectivity throughout the room and a wall mounted monitor for visual presentations and activities. There are various types of student desks and/or tables and chairs in the classroom to meet the specific needs of the students. For example, some students are in wheelchairs and need a desk that accommodates a wheelchair. In the classroom, there is specific equipment needed to aid student mobility and to provide for students learning independent living skills such as cooking, cleaning, laundry, hygiene, and dressing. In some classrooms there will be specific medical equipment needed to support the student's medical condition and the required electricity for this equipment. Classroom computers are provided along one wall with learning assisted software to meet the special needs of students. The computers will be on mobile workstations, however, there will be electrical outlets and connectivity along the wall.

Children in a SDC Non-Severe program need a classroom that is comparable to the general education classroom specifications at the school. It is important that this classroom has the same type of furniture and amenities as the general-purpose classroom so that the students feel they are a part of the school and have the same classroom options as other students. The State standard for classrooms for the mild to moderate students is 960 square feet. There are three monitors on the walls, markerboards on at least two of the walls, Wi-Fi connectivity throughout the room. The furniture is mobile and flexible to allow for different room configurations and to provide individual student workstations as well as small group instruction.

Figure 5: Sample Special Education – Severe and Moderate Classrooms Floor Plan



2.3.7 PROFESSIONAL SUPPORT SPACES (SPEECH, PSYCHOLOGY, RSP & OT)

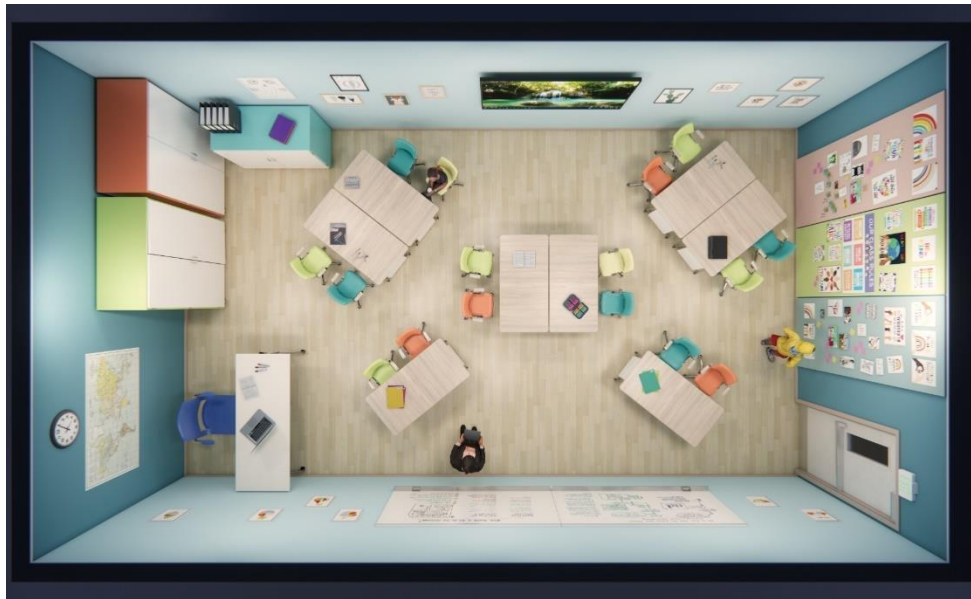
The District offers the full range of support programs to students who have additional learning needs and can benefit from additional services. These programs include speech, psychological services, and a Resource Specialist Program (RSP) with every school expected to provide comparable speech, psychologist, and RSP rooms. The proposed specification calls for Speech Rooms to be 200 square feet as the speech therapist generally works with small groups ranging from one to six students. Similar specifications for a psychologist office are proposed at 150 square feet to generally accommodate meetings with one or two students at a time and to use for individual student testing. In addition, each school also needs an office for a counselor and a flex office of 150 square feet for itinerant personnel who come to the school to provide professional services to students and their families. These offices require a desk and chair, two students' chairs, chairs for two adults, and a mobile storage unit.

The District embraces the “push-in” model for the RSP program with the RSP teacher working with the general education teacher to provide instructional strategies within the general education classroom. There are times, however, when the RSP teacher works with small groups of students on a “pull-out” basis, rarely more than 12 students at a time, which calls for a specification for one room of 480 square feet to meet this need. The State requires 480 square feet if 9-28 students are on the RSP caseload. The room has 21st Century improvements including mobile, flexible furnishings, mobile single student desks and chairs that can be reconfigured into small group instruction or individual instruction as needed, markerboard on one wall, a monitor on the wall, and wireless connectivity.

The Occupational Therapy (OT) Room is used to help students with basic motor skills and everyday functionality skills. The room is an open area of at least 480 square feet with the necessary furniture and equipment to provide the mobility skills training necessary for such students. The equipment includes such items as chairs, balance beams, scooter boards, floor mats, and small pieces of equipment such as

exercise balls, sensory equipment, and kitchen aides. There is one markerboard on the wall. The flooring is carpet.

Figure 6: Sample Resource Specialist Program Floor Plan



2.3.8 LIBRARY MEDIA CENTERS

The state standard for a Library/Media Center is quite dated and focused on a more analog approach to a static repository space of knowledge. It requires the size of the library to be proportional to the maximum planned school enrollment but not less than 960 square feet. It should provide security for technology and media equipment, contain space and capability for computer terminals for students to use for research and report writing, and be designed for open and closed-circuit television. It must have a dedicated phone line, electrical outlets for stand-alone computers, and conduit connecting all instructional areas.

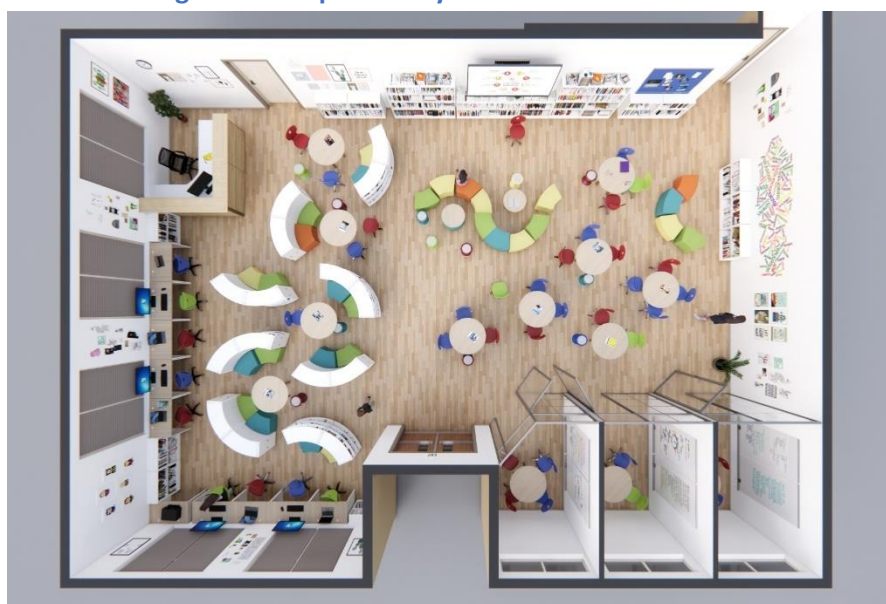
The proposed 21st Century Learning Environment specifications build upon the State standards by providing 21st Century amenities that create an open and inviting area that can accommodate both large and small groups designed to encourage students to want to seek information and collaborate with others. The main library area is proposed to be 1,000 square feet for elementary TK-5 and 1,200 square feet for TK-8 and 6-8 grade schools with an open design that can have its element components arranged in a variety of ways to meet differing uses of the space. There are 3 breakout rooms of approximately 75 square feet each in which students can work in small groups or with a teacher or at least two breakout rooms in renovated or limited space. There is also a Maker's room to accommodate larger group activities of approximately 480 square feet. The furniture is inviting, comfortable, moveable, and flexible so that the space is easily reconfigured to meet the needs of the various groups using the space. Books are on bookshelves around the perimeter of the room and on sturdy moveable shelves. There is wireless internet connectivity throughout. There is a variety of furniture so that different kinds of arrangements

are possible and different kinds of uses of the space are encouraged. A large 100-inch flat screen display is mounted on one wall for group activity use with furniture that can be arranged to support the lesson plan of the day.

Library media centers can also feature attached maker's spaces of approximately 480 square feet that can support spaces for hands on projects and small group study rooms. These rooms can be set up to support investigations of curriculum projects shared by grade levels such as science projects (e.g., insect studies, leaf collections, vulcanism, etc.) or special library sponsored events or video field trips (e.g., national parks, seal herds, sea exploration, etc.) The design and furnishings provide settings that inspire students to actively pursue knowledge and create their own experiences and are a focal point of dynamic 21st Century learning, which supports the District's educational programs.

Library Media Centers are structured as a hub for students to be empowered with 21st Century skills referred to as the four C's – critical thinking, communication, collaboration, and creativity skills. The Library Media Centers are considered an extension of the classroom, a place where utilizing an integrated approach, innovative practices and effective strategies can empower students to learn, think critically, communicate effectively, work collaboratively with peers, and become creative in their approach to analyze information and solve problems.

Figure 7: Sample Library Media Center Floor Plan



2.3.9 INTERVENTION ROOMS

There are no state standards for an Intervention Room. This room is used in a variety of different ways depending on the interventions being taught. Often these rooms are used on a “pull-out” basis where students come into the room for extra help with English Language Development (ELD), English language arts or math. The students sit at tables in groups and work with a reading or math specialist. Often, two or three specialists share the room and work with different groups of students at the same time. The

intervention room is usually the same size as a classroom, 960 square feet, and is divided into small areas by mobile storage units, not walls. It is often shared with an RSP program. The mobile storage units also serve to store instructional curriculum and equipment and may be stored in alcoves with movable markerboards. It is important that the classroom space is open so that it can be configured differently as the intervention needs change for the students. In each of the two small learning areas a have mobile table, six age-appropriate student chairs and a teacher chair and desk. These rooms have 21st Century mobile furniture and fixtures, including three monitors, where possible, and two markerboards on different walls with wireless connectivity throughout the room. Intervention rooms are to be provided at all school sites.

2.3.10 MUSIC ROOMS

The Music Room is designed as an open space to accommodate different music programs the school might offer. There are acoustical panels on the walls and ceiling as needed to meet the acoustical needs of the room and to minimize disruption to adjoining classrooms. The room is approximately 1,200 square feet of large open space with approximately 150 square feet of attached storage with specific storage units for the kinds of instruments or furniture, fixtures or equipment students are using in the program. Specific ergonomic chairs are used to support the intended program (e.g., Band, Choir, etc.). Students sit in such chairs and use music stands when practicing or playing their instruments or for choir practice. There are fold-up tables in the room for students to use when doing seat work such as music theory. These tables can be folded-up and placed against a wall when band, orchestra or choir are practicing. There is a large flat screen display at the front of the room so that students can view a video of an exemplary performance, view their own performance to use as feedback for improved technique, or for the teacher to demonstrate specific techniques or instruction. Markerboards are limited to the front of the room. The room has wireless connectivity and a mobile storage unit, teacher chair and movable workstation. The music room is designed to accommodate band, orchestra, and choir programs as well as music theory classes.

Figure 8: Sample Music Room Floor Plan



2.3.11 SCIENCE LABS

Middle school programs are critical to build upon elements that students have mastered in the lower grades to better prepare students for high school requirements and pathways to college and careers. 21st Century Learning Environment science lab specifications and state standards require 1,200 square feet of open space, equipped with Wi-Fi connectivity, mobile group science tables with chemical resistant tops, and stools and workstations that can be moved as needed to support the instructional needs of the day. A mobile demonstration table is provided to the teacher for instruction or to provide demonstrations to all or a select group of students. Storage and work areas are to be used as described and specified below.

The science lab provides a learning environment for students to actively engage with science and perform science experiments, 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 four to six 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. At other times, the student groups are working on different science curriculum: some looking up information on their hand-held device, others 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. With a remote control and digital camera, the instructor can adjust the zoom on a detail for all students to see how to correctly carry out experiments or other directions.

Students sit at science tables with chemical resistant tops. Seating is height-adjustable and, if possible, stackable, and is either provided as a chair or lab stool. The teacher has a mobile demonstration table that allows it to be moved as needed. Standard science lab safety fixtures are also provided including a fume hood, and eye wash station. There are three monitors with WIFI accessibility that are at least 60 inches diagonally and are mounted on reliable adjustable arms that provide the option of extending the display out from the wall one to two feet and thus permitting the display to pivot to the left or right for an approximate turning angle of 45-90 degrees. There are markerboards on multiple walls that allow for additional student work and collaboration areas.

Figure 9: Sample Science Lab Floor Plan



A water supply is required 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, a trough sink with multiple faucets is provided. Casework above the sink is eliminated in favor of a water-resistant backsplash. An open shelf should be placed above the sink for students to place lab items on prior to rinsing or filling them with water.

Storage cabinets are mobile and flexible so that they can be selected to meet the specific needs of the curriculum chosen. There is a lockable storage room of 100 square feet every 1,200 square foot science lab with shelves for the equipment, supplies and chemicals needed for classroom instruction (e.g., acids, flammables; corrosives for chemistry or microscopes and slides used in biology). Markerboards are available on most walls, and where windows occupy greater than 20 percent of the vertical wall space, a floor-to-ceiling markerboard 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. On one wall, a long trough sink with six faucets for students to clean science equipment at the conclusion of an experiment is provided. Standard fixtures required for safety, including a mobile fume hood, and an eye wash station are also in the room. 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.

2.3.12 STEM LABS

The STEM Lab provides a flexible learning environment for students to actively engage with learning activities that integrate science, technology, engineering, and math curriculum. The room is large and open with an adjoining maker's space to provide for the various learning activities and projects that students will be engaged in creating. Often the students work in small groups on STEM projects which includes research, investigating, analyzing, assembling, and building.

The lab area is open and flexible to provide for the different kinds of learning activities in which students are engaged. Students work at tables that are moveable and flexible so that they can be relocated as needed to optimize instruction or to provide a large open area for students to build or demonstrate their project's performance. For example, students may be working on such projects in which they learn to code a robot, then the students need a maker's area to build the robot, and finally they need a large open area in which to have the robot do the task it was coded to do. Seating is height-adjustable and, if possible, stackable, and is either provided as a chair or lab stool. There are three monitors with WIFI accessibility that are at least 60 inches diagonally and are mounted on reliable adjustable arms that provide the option of extending the display out from the wall one to two feet and thus permitting the display to pivot to the left or right for an approximate turning angle of 45-90 degrees.

There is an open classroom area of approximately 850 square feet and adjacent to this area is a Maker's Space of approximately 350 square feet. There is a large window on the wall that separates the maker's space from the classroom to provide easy supervision of both areas of the lab. There is an opening on the wall but no door between the two areas. A water supply may be required as a component of lab work and is in the maker's space. To minimize queuing by students, a trough sink with multiple faucets is provided. Casework above the sink is eliminated in favor of a water-resistant backsplash. An open shelf should be placed above the sink for students to place lab items on prior to rinsing or filling them with water. The flooring is vinyl.

Storage cabinets in the lab and Maker's Space are mobile and flexible so that they can be selected to meet the specific needs of the STEM curriculum chosen and accessible to students as they work. In addition, there is a 100 square foot storage room for the equipment and supplies. Markerboards are available on most walls, and where windows occupy greater than 20 percent of the vertical wall space, a floor-to-ceiling markerboard 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.

Educational Specifications state that a total of 100 square feet of lab storage space is to be provided for every 1,200 square foot STEM Lab. The storage rooms provide lockable cabinetry for the storage of electrical components, soldering and assemblage tools, chemical, and related products, as well as open

shelving. 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.

Figure 10: Sample STEM Lab Floor Plan



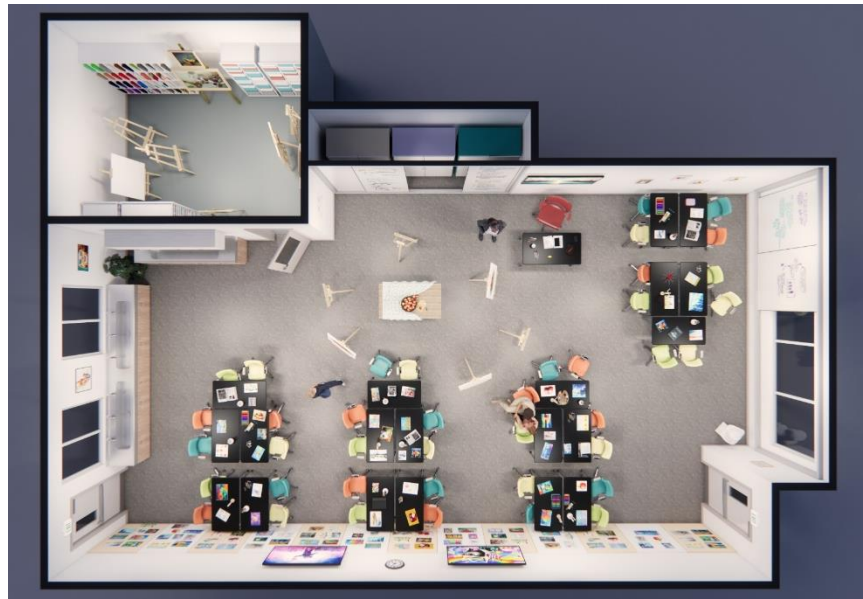
2.3.13 ART LABS

The Art Lab provides a flexible learning environment in which students participate in mostly two-dimensional art with some digital art. Pursuant to state standards and District 21st Century Learning Environments specifications, the art lab is 1,200 square feet to support drawing and painting activities as well as digital art projects. They use pencils, acrylic, oil, and chalk pastels. This environment is open and flexible to provide for students working on different projects. Students work both individually and in groups and at large sturdy tables. These tables have locked casters so that they can be moved as necessary to create floor space for very large projects such as set pieces for a play. Ergonomic stools or chairs are provided that move easily so that the room can be reconfigured without difficulty when desired.

Along one wall is a trough sink with four to six faucets to facilitate students cleaning up brushes and art supplies. There is a water-resistant backsplash. The walls have tackboards for displaying student work or other exemplars with a markerboard on only one wall. The flooring is vinyl. There is Wi-Fi in the room to support the digital arts. There are three monitors in the room so that the teacher or students can project images as needed for instruction or feedback purposes. Storage cabinets in the main classroom area are mobile and designed to hold art supplies such as paint, pencils, brushes, paper, and canvases. There is additional moveable shelving for students to place artwork that is in progress upon while drying.

Educational specifications call for a 200 square foot storage area for additional art supplies and space for students to place projects. The storage area is of sufficient space to provide for a cart to be rolled into the area, loaded with supplies, and then rolled back into the classroom area for students' instructional use.

Figure 11: Sample Art Lab Floor Plan



2.3.14 AFTERSCHOOL PROGRAM ROOMS

The afterschool program provides homework support and enrichment activities to students after the school day has ended. Each afterschool program is unique in the enrichment activities offered to the students. Afterschool program leaders meet with their assigned students in classrooms that are now unoccupied, on the play fields, and/or the MPR depending on the activities offered on a particular day. The program needs space for two desks and shelving for storage of program supplies. A room that is 480 square feet is adequate for the desks and shelving needed to store the program materials. This room needs to have Wi-Fi connectivity and one markerboard. The room functions more as an office than as a room where services are offered.

2.4 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, or Title 22 standards as applicable, which 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, evaluate existing school sites, equity and estimate costs associated with the modernization and construction of school facilities. This information is needed in order to determine the educational specifications for each school that will inform the future facilities planning efforts.

The District will be placing preschool programs at elementary school sites. The proposed education specifications below do not include the preschool programs. Preschools will be placed at school sites when successful at receiving Universal Transitional Kindergarten (UTK) Facilities grant funding. Preschool programs will need to meet Title 22 requirements in addition to Title 5 requirements and be licensed by the appropriate state agency. Title 22 requirements are defined in Section 2.3.3 of this report.

The proposed specifications take into consideration the District goal to reconfigure its schools into TK-5 elementary schools, 6-8 grade middle schools and to expand some of its existing lower grade elementary schools to TK-8 grade schools. In the process, it seeks to reconfigure existing schools, including the existing TK-6 schools into this configuration over time. All schools and grade levels are proposed to be provided 21st Century Learning Environments. Beyond the need to house its students in general purpose classrooms, each school shall have the requisite amount and type of classrooms where appropriate as specified below, including TK/K, special education, music, science, intervention, and art/Stem classrooms. Based on available classrooms at each site, permanent classrooms shall be used as teaching stations for student learning and where needed augmented by newer portable classrooms. Administrative areas, MPR facilities, Library/Media centers are to be provided as specified, where possible and recognizing that the existing built environment at many schools may limit the full square footage proposed. Likewise, professional support spaces (e.g., counselors, psychologists, therapist) should be housed in administrative areas where space is available with additional space provided in existing portable classroom facilities. In those cases, best efforts shall be undertaken to meet the proposed specifications to the extent possible.

2.4.1 PROPOSED EDUCATIONAL SPECIFICATIONS FOR TK-5 SCHOOLS

The District desires to have elementary TK- 5 schools that are no larger than can accommodate 715 students, realizing that this goal may need to be achieved over a number of years, based on existing conditions and the proposed reconfiguration of schools. Table 1 summarizes proposed educational specifications for the District's TK-5 schools, establishing an enrollment capacity not to exceed 715 students for TK-5 per state loading standards (25:1 for elementary grades). This specification calls for four TK and four K classrooms, 20 general purpose classrooms, one SDC, one intervention room, one STEM lab, and one Music room. Support features include administrative, teaching support spaces, library, and MPR facilities. To the extent possible, MPR facilities are proposed to be utilized for school and community use, accommodate the student population in a preferred three lunch periods, provide mobile performance and assembly space and active physical activity student use. Proposed improvements will be made to upgrade, modernize, or build to the existing school enrollment but not to exceed the proposed specifications.

Table 1: Proposed Educational Specifications for TK-5 Schools – 715 Students

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.	Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
CLASSROOM AREAS				LIBRARY MEDIA CENTER			
TK/Kindergarten Classroom	8	1,100	8,800	Library Media Center	1	1,000	1,000
TK/Kindergarten Restroom	8	100	800	Breakout Room	3	75	225
TK/Kindergarten Workroom	8	75	600	Maker's Room	1	480	480
TK/Kindergarten Storage	8	75	600	Storage room	1	100	100
Standard Classroom	20	960	19,200	Electrical and Server Room	1	65	65
Special Day Classroom	1	960	960	Total			1,870
Music Room	1	1200	1,200	MULTIPURPOSE			
Intervention Room	1	960	960	Multipurpose Room	1	2,500	2,500
31	Total		33,120	Presentation/Serving Area	1	1,250	1,250
OTHER INSTRUCTIONAL AREAS				Toilets	2	180	360
RSP Room	1	480	480	Storage	1	400	400
Speech Room	1	200	200	Kitchen	1	650	650
Afterschool Room	1	480	480	Dry Storage	1	75	75
Psychologist	1	200	200	Custodial	1	100	100
Total			1,360	Staff Restroom	2	75	150
ADMINISTRATIVE AREAS				Office Work Station	1	75	75
Lobby and Reception	1	500	500	Walk-in Freezer	2	75	150
Principal's Office	1	150	150	Electrical and Server Room	1	70	70
Admin Assistant's Office	1	75	75	Total			5,780
Flex Office	2	75	150	RESTROOMS			
Counseling Soc Worker Office	2	75	150	Student and Staff Restrooms	1	2200	2,200
Conference Room	1	250	250	Total			2,200
Nurse's Area	1	120	120	BUILDING SUBTOTALS			
Nurse's Toilet	1	65	65	Classroom Areas	31		33,120
Storage Room	1	140	140	Other Instructional Areas			1,360
Electrical and Server Room	1	150	150	Administrative Areas			2,850
Work and Copy Room	1	250	250	Library Media Center			1,870
Storage Room	1	250	250	Multipurpose			5,780
Teachers' Lounge/Kitchenette	1	600	600	Restrooms			2,200
Total			2,850	TOTAL AREA (SQ FT)			47,180

2.4.2 PROPOSED EDUCATIONAL SPECIFICATIONS FOR TK-8 SCHOOLS

Table 2 summarizes proposed educational specifications for the District's TK-8 schools, establishing an enrollment capacity not to exceed 780 students for TK-8 per State loading standards (25:1 for elementary grades and 27:1 for middle grades). This specification calls for six TK and six K classrooms, 24 general purpose classrooms, one SDC, one Intervention Room, one STEM Lab, and one Music Room. Support features include administrative and teaching support spaces, Library Media Centers, and MPR facilities. MPR facilities are also designed for school and community use, accommodate the student population in a preferred three lunch period, provide mobile performance and assembly space and active physical activity student use. Proposed improvements are to be made to upgrade, modernize, or build to the existing school enrollment but not to exceed the proposed specifications.

Table 2: Proposed Educational Specifications for TK-8 Schools – 780 Students

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.	Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
CLASSROOM AREAS				LIBRARY MEDIA CENTER			
TK/Kindergarten Classroom	6	1,100	6,600	Library Media Center	1	1,200	1,200
TK/Kindergarten Restroom	6	100	600	Breakout Room	3	75	225
TK/Kindergarten Workroom	6	75	450	Maker's Room	1	480	480
TK/Kindergarten Storage	6	75	450	Storage room	1	200	200
Standard Classroom	24	960	23,040	Electrical and Server Room	1	65	65
Special Day Classroom	1	960	960	Total			2,170
Science Lab	1	1200	1,200				
Music Room	1	1200	1,200	MULTIPURPOSE			
Intervention Room	1	960	960	Multipurpose Room	1	3,000	3,000
Total	34	Total	35,460	Presentation/Serving Area	1	1,250	1,250
OTHER INSTRUCTIONAL AREAS				Toilets	2	180	360
RSP Room	1	480	480	Storage	1	400	400
Speech Room	1	200	200	Kitchen	1	650	650
Afterschool Room	1	480	480	Dry Storage	1	75	75
Psychologist	1	200	200	Custodial	1	100	100
Total		Total	1,360	Staff Restroom	2	75	150
ADMINISTRATIVE AREAS				Office Work Station	1	75	75
Lobby and Reception	1	500	500	Walk-in Freezer	2	75	150
Principal's Office	1	150	150	Electrical and Server Room	1	70	70
Admin Assistant's Office	1	75	75	Total			6,280
Flex Office	2	75	150				
Counseling Soc Worker Office	2	75	150	RESTROOMS			
Conference Room	1	250	250	Student and Staff Restrooms	1	2200	2,200
Nurse's Area	1	120	120	Total			2,200
Nurse's Toilet	1	65	65				
Storage Room	1	140	140	BUILDING SUBTOTALS			
Electrical and Server Room	1	150	150	Classroom Areas	34		35,460
Work and Copy Room	1	250	250	Other Instructional Areas			1,360
Storage Room	1	250	250	Administrative Areas			2,850
Teachers' Lounge/Kitchenette	1	600	600	Library Media Center			2,170
Total		Total	2,850	Multipurpose			6,280
				Restrooms			2,200
				TOTAL AREA (SQ FT)			50,320

2.4.3 PROPOSED EDUCATIONAL SPECIFICATIONS FOR 6-8TH GRADE SCHOOLS

Tables 3 summarize proposed educational specifications for the District's 6 through 8th grade middle schools, establishing an enrollment capacity not to exceed 835 students for 6-8 grades per state loading standards (27:1 for middle grades). This specification calls for 24 general purpose classrooms, two SDC, three Science Labs, one Intervention Room, one STEM Lab, one Art Lab, and one Music Room. Support features include administrative and teaching support spaces, Library Media Centers, and MPR facilities. MPR facilities are also designed for school and community use, accommodate the student population in a preferred three lunch period, provide mobile performance and assembly space and active physical activity student use. Proposed improvements are to be made to upgrade, modernize, or build to the existing school enrollment but not to exceed the proposed specifications.

Table 3: Proposed Educational Specifications for 6-8 Schools – 835 Students

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.	Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
CLASSROOM AREAS				LIBRARY MEDIA CENTER			
TK/Kindergarten Classroom	6	1,100	6,600	Library Media Center	1	1,200	1,200
TK/Kindergarten Restroom	6	100	600	Breakout Room	3	75	225
TK/Kindergarten Workroom	6	75	450	Maker's Room	1	480	480
TK/Kindergarten Storage	6	75	450	Storage room	1	200	200
Standard Classroom	24	960	23,040	Electrical and Server Room	1	65	65
Special Day Classroom	1	960	960	Total			2,170
Science Lab	1	1200	1,200				
Music Room	1	1200	1,200	MULTIPURPOSE			
Intervention Room	1	960	960	Multipurpose Room	1	3,000	3,000
34	Total		35,460	Presentation/Serving Area	1	1,250	1,250
OTHER INSTRUCTIONAL AREAS				Toilets	2	180	360
RSP Room	1	480	480	Storage	1	400	400
Speech Room	1	200	200	Kitchen	1	650	650
Afterschool Room	1	480	480	Dry Storage	1	75	75
Psychologist	1	200	200	Custodial	1	100	100
Total			1,360	Staff Restroom	2	75	150
ADMINISTRATIVE AREAS				Office Work Station	1	75	75
Lobby and Reception	1	500	500	Walk-in Freezer	2	75	150
Principal's Office	1	150	150	Electrical and Server Room	1	70	70
Admin Assistant's Office	1	75	75	Total			6,280
Flex Office	2	75	150	RESTROOMS			
Counseling Soc Worker Office	2	75	150	Student and Staff Restrooms	1	2200	2,200
Conference Room	1	250	250	Total			2,200
Nurse's Area	1	120	120	BUILDING SUBTOTALS			
Nurse's Toilet	1	65	65	Classroom Areas	34		35,460
Storage Room	1	140	140	Other Instructional Areas			1,360
Electrical and Server Room	1	150	150	Administrative Areas			2,850
Work and Copy Room	1	250	250	Library Media Center			2,170
Storage Room	1	250	250	Multipurpose			6,280
Teachers' Lounge/Kitchenette	1	600	600	Restrooms			2,200
Total			2,850	TOTAL AREA (SQ FT)			50,320

SECTION 3

DISTRICT SCHOOL SITES, ENROLLMENT AND CAPACITY

This section provides an overview and background on available school sites within the District, enrollment, and required student housing capacity based on the proposed educational and 21st Century Learning Environment specifications. Enrollment impacts a district's capacity to house students and informs local policy decisions for school site specifications, classroom loading standards, and required resources. School site enrollment, required capacity, and available types of facilities serve as a basis for determining the assessment of existing and proposed school facility improvements. The estimated capacity of a district to house its students is provided by comparing the total student enrollment with the number of classrooms available at each school site based on the standards used to load or populate classrooms and the specified number of classrooms required by the District at each type of school facility.

3.1 DISTRICT OVERVIEW

The District was formed in 1885 and is in north Los Angeles County. Covering approximately 82.5 square miles, the District serves the City of Lancaster as well as surrounding unincorporated areas. It operates preschool and TK/K through grade 8 educational program across 22 school sites, including a virtual/online academy. The District had a total enrollment of 13,980 students for the FY2022-23 school year across its 22 schools. The District's virtual online LAVA Academy is included within this enrollment with some in-person operations held in portables at the Sunnydale Elementary school site. Excluded from this count are 21 students in the RISE, District office, and Nonpublic, Nonsectarian programs. An additional 1,017 students were enrolled at iLEAD Lancaster and Life Source International charter schools serving grades TK/K–8 in FY2022-23.

As presented in Table 4, The District's permanent school facilities have been built over different generations and reflect the design principles and standards of their time. There are three generations of schools in the District: one built in the mid/late 1950s and early 1960s, one generation built in the 1980s – 1990s, and latest generation built between 2001 – 2010, with Discovery and Endeavour being the newest school sites. The District has received periodic State modernization grant funding for improvements across eight school sites. That still leaves many schools in need of modernization or upgrade. Overall, the average age of district schools is currently 41 years, although nearly half are over 60 years old.

Table 4: Existing School Sites

School	2022-23 Enrollment	Site Acreage	Year Built	Last Modernized ⁴
1 Discovery	693	14.7	2010	
2 El Dorado	755	10.7	1958	2004
3 Jack Northrop	700	10.0	2004	
4 Joshua	542	17.3	1955	2020
5 Lincoln	658	12.5	1996	
6 Monte Vista	819	14.0	1956	
7 Nancy Cory	710	10.0	1989	
8 Sierra	691	11.5	1957	2000
9 West Wind	764	10.0	2003	
Total Grade TK-5	6,332			
10 Desert View	691	12.9	1957	2000
11 Mariposa	723	14.6	1959	2004
12 John & Jacquelyn Miller	708	14.7	2006	
13 Sunnydale	513	12.6	1958	2004
Total Grade TK-6	2,635			
14 LAVA ¹	481	N/A	N/A	N/A
15 Linda Verde	657	12.9	1960	2005
16 The Leadership Academy ²	39	3.1	2005	
17 Promise Academy ³	51	1.5		
Total Grade TK-8	1,228			
18 Amargosa Creek	973	18.5	2001	
19 Endeavour	779	20.0	2009	
20 F&A Academy of A&E	419	3.7	1991	
21 New Vista	883	15.7	1995	
22 Piute	731	15.6	1959	2004
Total Grade 6-8	3,785			
Total	13,980			

Notes:

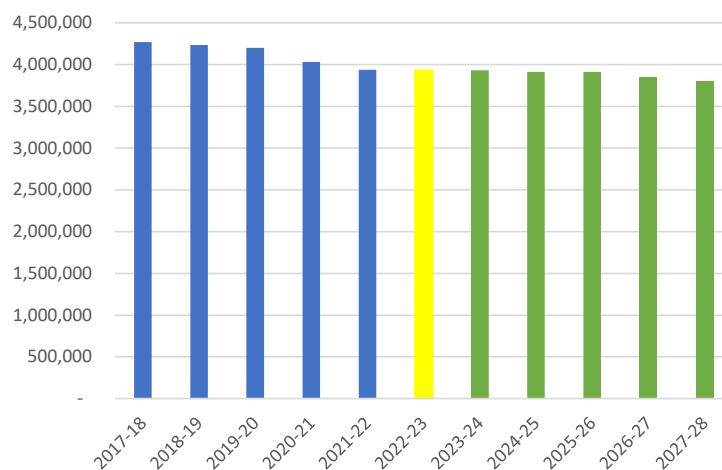
1. LAVA is a virtual/online academy school with some in-person operations held in portables at the Sunnydale elementary school site
2. Leadership Academy is located on a portion of the District office site
3. Promise Academy is located on a portion of the Lincoln Elementary School site
4. Includes dates of when last modernization funding received from the State

3.2 ENROLLMENT

Student enrollment impacts facilities funding programs for most California school districts in need of major facility improvements. The California Department of Finance, Demographic Research Unit tabulates actual and projected K-8 enrollment based on Department of Education enrollment data and Department of Public Health births. For the purposes of these tabulations transitional kindergarten (TK) students are included in the count of kindergarten enrollment. These projections allow a district to evaluate its enrollment trends relative to its neighbors and the State.

Figure 12 illustrates K-8 enrollment for the State overall which indicates that K-8 enrollment has declined over the last five years with an overall decline of approximately 6 percent over the last three years. Modest continuing declines are further projected over the next five years due to a general decrease in births across California, which corresponds to lower future enrollment.

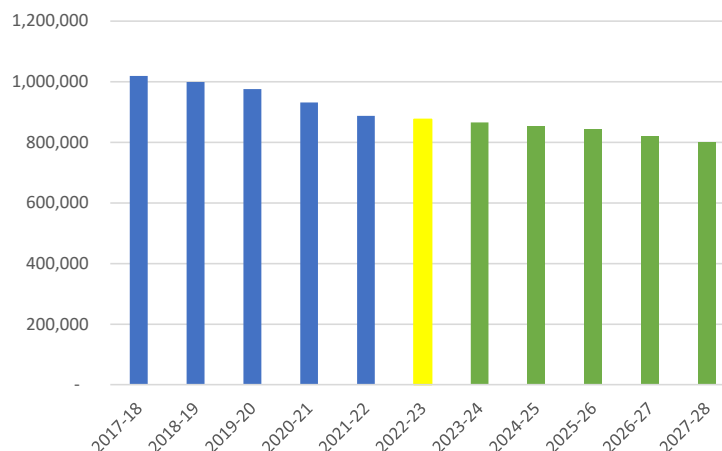
Figure 12: California State K-8 Enrollment



Sources: California State Department of Finance

More locally, Figure 13 shows the State's data for K-8 enrollment in Los Angeles County and indicates a decrease of 143,127 students, or approximately 14 percent, since 2017-18. A continued decrease is projected of approximately 8 percent to 801,678 K-8 students by 2027-28.

Figure 13: Los Angeles County K-8 Enrollment



Sources: California State Department of Finance

Typically, a child born in the District's community is likely to begin attending K at the age of five. The California Department of Finance in conjunction with Department of Public Health records projects likely births by County and U.S. Postal Zip Code area, but not by district. By correlating County births by the

District's most inclusive ZIP Code areas (93534, 93535, 93536, 93550, 93551, and 93560), birth projections can be applied at the local district level. Historically, this begins with a projection of kindergarten enrollment. However, the recent introduction of TK students is projected to further increase K enrollment. Historically, K attendance has been limited to children that have turned five by September 2 of every school year. New State guidelines will now require districts to phase the full implementation of TK to all four- and five-year-old students by the year 2025-26. Regardless of the timing of the program's implementation, the new State requirements create a new grade level for enrollment whose enrollment is in the interim being added to the K grade level for projection purposes by the State.

Once the projection of future K enrollment is established, it can be coupled with historical student cohort survival rates between grade levels to project grade matriculation over time between grades 1 through 8. The cohort survival method reviews the movement of students through grades and serves as an indicator of net migration of students and grade level enrollment over time. As shown in Table 5, the District's current enrollment for the 2022-23 school year indicates 14,001 enrolled students in TK/K through eighth grade, inclusive of the District's LAVA virtual/online Academy and excluding the charter schools.

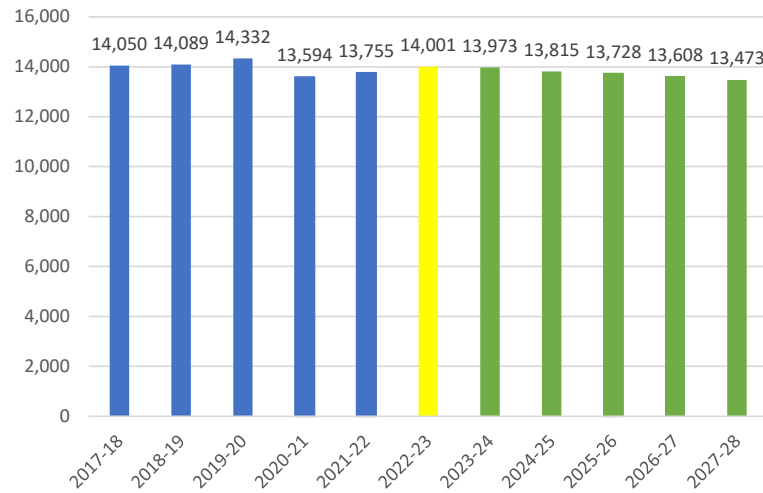
Table 5: 2022-23 District Enrollment by Grade

Grade	*Enrollment
TK/K	1,759
1	1,512
2	1,496
3	1,546
4	1,593
5	1,568
6	1,521
7	1,550
8	1,456
TK/K-8 Total	14,001

**Enrollment includes the LAVA virtual academy and excludes charter schools*

Figure 14 and Table 6 provide a history of District enrollment between fiscal years 2017-18 and 2022-23 and projected enrollment through 2027-28. Based on zip code birth rates and enrollment trends at District-operated schools, total District enrollment is forecasted to decrease approximately 4 percent to 13,473 students by 2027-28. This projection trend is consistent with State and County trends but does not consider the impact of potential new residential development or the further implementation rate of TK students within the District. The District supports UTK, has full day TK/K programs, and has been aggressive this year in enrolling all eligible four-year-old students into the program with each elementary school having one or two TK classes at the sites. It is a trend the District is electing to continue.

Figure 14: Lancaster School District Historical and Projected Enrollment



Sources: CALPADS; CFW

Table 6 further projects the trends that may be occurring within the District's enrollment. The District has recovered most of its pre-COVID TK/K enrollment, but still lags somewhat behind. The students from the years of decreased enrollment are projected to continue matriculating through the upper grades at least through the next five years.

Table 6: Lancaster School District Historical and Projected Enrollment

Grade						Current	Projected					5-Yr Change
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	
TK/K	1,870	1,882	1,856	1,516	1,670	1,759	1,803	1,805	1,805	1,789	1,789	30
1	1,482	1,557	1,578	1,502	1,396	1,512	1,491	1,504	1,506	1,508	1,492	(20)
2	1,571	1,491	1,543	1,528	1,528	1,496	1,484	1,463	1,476	1,479	1,480	(16)
3	1,474	1,607	1,528	1,496	1,547	1,546	1,474	1,463	1,442	1,455	1,457	(89)
4	1,545	1,488	1,655	1,498	1,544	1,593	1,557	1,485	1,473	1,452	1,465	(128)
5	1,566	1,568	1,506	1,640	1,527	1,568	1,585	1,549	1,477	1,465	1,445	(123)
6	1,532	1,553	1,572	1,438	1,599	1,521	1,544	1,560	1,525	1,454	1,443	(78)
7	1,437	1,501	1,531	1,486	1,416	1,550	1,479	1,501	1,517	1,483	1,414	(136)
8	1,573	1,442	1,563	1,490	1,528	1,456	1,557	1,485	1,508	1,523	1,489	33
Total	14,050	14,089	14,332	13,594	13,755	14,001	13,973	13,815	13,728	13,608	13,473	(528)

Note: Enrollment historical data includes the LAVA virtual academy and excludes charter schools

Sources: CALPADS; CFW

3.3 SCHOOL CAPACITY

The capacity of a district to house its students is determined by comparing the total student enrollment with the number of classrooms available at each school site based on the standards or specifications used to aggregate, load or populate classrooms. This information is useful in determining the impact of such

standards and specifications and the need for specific or additional school facilities 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 qualifying for State grants to assist in school modernization and construction. For elementary grades (TK-5), the State loading standard is 25 students for each permanently constructed classroom and 27 students per permanent classroom for middle school grades (6-8). Physical education and core facilities are not included in this calculation. Districts are not required to follow these targets for operations and commonly set their own “local” loading standards to reflect current funding levels more accurately for the operational expenses of each active classroom. The District’s loading standard is 24 for grades TK/K, 28 for grades 1-3, 34 for grades 4-6, and 35 for grades 7-8. For the purposes of this analysis for estimating capacity at a school site with multiple grades and differing State loading standards within this report, a weighted average loading has been assumed as 29 students per classroom for all TK-5 and TK-6 school facilities, 30 students per classroom for TK-8 school facilities, and 35 students per classroom for all 6-8 school facilities.

Moreover, the analysis has assumed the introduction of an expanded TK-8 grade configuration to enhance student/parent choice and to reduce overall enrollment at existing middle school campuses. Specific schools for analysis are presented. In each case, the proposed District specifications for the academic program in conjunction with the implementation of the specifications for 21st Century Learning Environments at all schools are assumed. These include the requisite number of classrooms proposed for Title 5 TK/K, general purpose, special education, music, science, intervention, and art/STEM classrooms based on the amount required by grade level, school site and existing enrollment.

As presented in Table 7, the District has approximately 742 classrooms at its school sites, excluding rooms used for the LAVA virtual academy. Of these, 433 or 58 percent of these classrooms are permanent (i.e., built on site), while the rest were constructed off-site and intended for use as temporary classrooms that could be relocated as needed (portable classrooms). Of the total inventory, 309 classrooms, or approximately 42 percent, are classified as portable classrooms. As shown, the District has a sufficient quantity of combined permanent and portable classrooms for the most part to accommodate the proposed academic program, grade reconfiguration and dedicated classrooms required.

The major exception for the most part is the 90 requisite number and type of classrooms required to house the new four year old TK enrollment as mandated by the State in Title 5 classrooms and the additional specialty classrooms the District wishes to add. For example, TK classrooms have very specific requirements that are not found in the District’s inventory including larger 1350 square foot classrooms and dedicated playground, lavatory and teacher prep rooms. By State mandate, these students will need to be accommodated regardless of the specifications and standards to be adopted by the District. A similar need is required to house those academic programs that require a more modern curriculum with dedicated science, special education, and STEM Labs, for example, which are larger than the general 960 square foot permanent or portable classroom.

Table 7: District Classroom Inventory and Proposed Classroom Specifications

	School	2022-23 Enroll	Existing Classrooms			Required Classrooms							
			Perms	Ports	Total	General Purpose	Special Education	Music	Science	Intervention	Art & STEM	Title 5 (TK/K Crs)	Total
1	Discovery	693	34	0	34	24	2	1	0	1	0	6	34
2	El Dorado	755	18	20	38	26	4	1	0	1	0	5	37
3	Jack Northrop	700	20	17	37	22	3	1	0	1	0	6	33
4	Lincoln	658	18	12	30	23	2	1	0	1	0	4	31
5	Monte Vista	819	22	20	42	27	2	1	0	1	0	6	37
6	Nancy Cory	710	24	21	45	25	2	1	0	1	0	4	33
7	Sierra ¹	691	19	22	41	26	0	1	0	1	0	14	42
8	West Wind	764	21	11	32	25	2	1	0	1	0	6	35
Total Grade TK-5		5,790	176	123	299	198	17	8	0	8	0	51	282
9	Desert View	691	14	31	45	24	4	1	0	1	0	6	36
10	Joshua	542	25	15	40	24	1	1	1	1	0	6	34
11	Mariposa	723	18	23	41	24	3	1	1	1	0	6	36
12	John & Jacquelyn Miller	708	31	0	31	24	1	1	1	1	0	6	34
13	Linda Verde	657	18	21	39	24	1	1	1	1	0	6	34
14	Sunnydale ¹	513	23	13	36	24	1	1	1	1	0	9	37
Total Grade TK-8		3,834	129	103	232	144	11	6	5	6	0	39	211
15	Amargosa Creek	973	32	15	47	31	4	1	4	1	0	0	41
16	Endeavour	779	43	0	43	26	5	1	3	1	2	0	38
17	F&A Academy of A&E	419	0	12	12	12	0	1	1	0	1	0	15
18	New Vista	883	28	23	51	30	5	1	3	1	0	0	40
19	Piute	731	26	28	54	25	5	1	3	1	0	0	35
Total Grade 6-8		3,785	129	78	207	124	19	5	14	4	3	0	169
Total		13,409	434	304	738	466	47	19	19	18	3	90	662

Notes:

1. Sunnydale includes 3 classrooms for preschool and Sierra includes 4 classrooms for preschool

Table 7 assumes that the available classrooms meet current state and local specifications to house students which may not be the case based on various factors such as age, square footage, habitability, code compliance or specific classroom specifications. Every available classroom is assumed to be loaded at the maximum rate and does not take into consideration the need for classrooms to house dedicated programs such as SDC students, after school programs, resource specialists, Maker's Rooms, Science Labs and community school programs that may be required to operate at a lower loading standard. Moreover, the analysis does not take into consideration the condition and age of existing portable classroom facilities, which may impact the District's ability to house students at the local standard over the long run. Although well maintained, approximately 94 percent of the District's portable classrooms are 20 years old or older, which is generally assumed to have consumed their useful life and need for future replacement or removal. The following section assesses the condition of the District's current school inventory, including that of classrooms, and support facilities to accommodate the proposed program.

SECTION 4

SITE REVIEWS

The District has directed CFW to assess the general condition of facilities, their ability to meet the current and envisioned educational program and the need for improvements to be made to house and educate its students. In preparation, the review has taken into consideration the District's educational program, State, and local requirements for housing its students, and a set of proposed educational specifications by which to evaluate existing facilities and plan for future improvements. An assessment of existing enrollment and its capacity to house students in permanent and portable classrooms has also been undertaken. There is a desire to accommodate as many teaching stations as possible in dedicated permanent school facilities and to provide 21st Century Learning Environments throughout the District, where feasible.

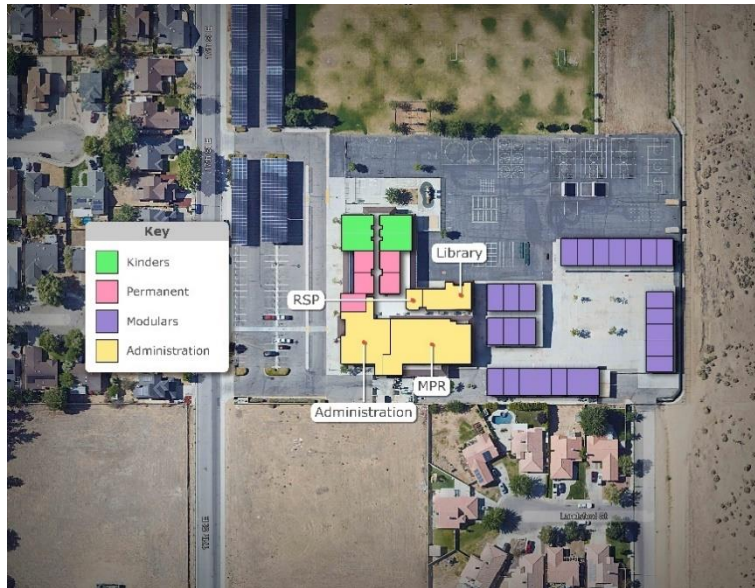
On that basis, an investigation of District needs and areas of interest was conducted. Site visits to all school sites were conducted by a team of experienced engineers, planners, and school administrators in July 2023. Areas of interest included the physical conditions of classroom and support facility interiors with specific focus on how existing facilities may be improved to meet the District's goal to house its students in 21st Century Learning Environments. Discussions were held with District staff on the recent completion of facility improvements, the status of design and construction activities underway and planned future improvements under current consideration by the District. Further discussions were then held with the District staff to review observations, areas of potential interest, and educational program changes under further consideration. This information was then distilled into summaries of work that may be required at each site and is provided below and in more detail in Appendix B – Site Assessments.

4.1 DISCOVERY ELEMENTARY SCHOOL

Established in 2010, Discovery Elementary School is situated at 44910 17th Street East. Occupying a 14.7-acre site, its grounds are bordered by a grass field to the north and a residential area to the south, separated by a vacant parcel. The western boundary is defined by 17th Street, with another vacant parcel on the eastern side. The school's main parking area, used for parent drop-offs, fronts the main building along 17th Street East. Additionally, buses access the school through an entry point on 17th Street East, with students entering through the front entrance of the main building.

The current enrollment of 693 students serves students in TK through fifth grade. The campus is comprised of six buildings and 34 permanent and permanent modular classrooms. The school does not have any portable classrooms. The main building houses four TK/K Title 5 compliant classrooms, five permanent classrooms, administrative offices, a support space, a library, and a multipurpose room. The remaining 25 general-purpose classrooms are located around the quad in the southeast corner of the site.

Figure 15: Discovery Elementary Existing Conditions



The four TK/K Title 5 classrooms are located north in the main building with two on either side of the hallway. Each room mirrors its neighbor in layout with one or two markerboards, a mobile or wall mounted smartboard, built-in furnishings with a sink and rectangle tables. The classrooms share a workroom with its neighbor, and each have individual restrooms. The five permanent classrooms in the main building each have one or two markerboards, a mobile or wall mounted smartboard, built-in storage, and mobile furnishings. The remaining 25 permanent classrooms are modulars in the southeast corner of the campus. Each classroom is equipped with one to three markerboards, a mobile or wall mounted smartboard, built-in storage with a sink. Student furniture varies and consists primarily of rectangular desks, individual student desks, or 21st Century desks paired with 21st Century seating.

The school is proposed to retain a TK-5 configuration requiring 34 total classrooms, including 24 classrooms for general purpose, two for special education, one for music, one for intervention, three for TK, and three for K. The school's 34 existing permanent classrooms lack the 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments. The school has four existing Title 5 compliant permanent classrooms but needs two additional Title 5 classrooms for their growing TK/K student enrollment. The school is one of the few school sites that do not have portables. The school's library has traditional wooden chairs and rectangular tables as well as no dedicated space for presentations or collaboration spaces. The library will need soft seating, monitor displays, and mobile shelving in order to create collaboration spaces. The multipurpose room is of adequate size and requires no upgrades. No upgrades are needed at the administrative office; however, the school does require dedicated areas for support services for a wellness room/center, social worker/counselor/psychologist

offices, RSP, and afternoon programs. These spaces may be accommodated using four of the permanent classrooms.

4.2 EL DORADO ELEMENTARY SCHOOL

El Dorado Elementary School, located at 361 East Pondera Street, is surrounded by a community park to the north and east, East Pondera Street to the south, and Foxton Avenue to the west. Established in 1958, the school occupies a 10.7 acre site and caters to students from TK through fifth grade. Visitor and student drop-off areas are situated along East Pondera Street, with additional parking on Foxton Avenue. The main entrance to the campus is on East Pondera Street, where visitors are directed through the administrative building to access the rest of the school. The campus encompasses seven buildings, housing 18 permanent classrooms, including two TK/K Title 5 classrooms, 21 portable classrooms, an administration office, a library, and multipurpose room. The school has a current enrollment of 755 students.

Figure 16: El Dorado Elementary Existing Conditions



The campus features two TK/K Title 5 classrooms located at its southeast corner, with a mirrored layout which includes individual restrooms, storage, and furnishings. The 16 other permanent classrooms are distributed across four wings, with four classrooms in each wing. These rooms are equipped with markerboards, smartboards (either mobile or wall-mounted), built-in storage with sinks, and seating options that include either tables or individual desks. Additionally, the campus has 21 portable classrooms, with 19 utilized for classes and two for support spaces, centrally located or northeast of the campus. These portable classrooms were put into service on three separate occasions: five from the 1980's, 9 from the 1990's, and six from the early 2000's.

The school is proposed to retain a TK-5 configuration requiring 37 total classrooms, including 26 classrooms for general purpose, four for special education, one for music, one for intervention, two for TK, and three for K. The school's 18 existing permanent classrooms lack the 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments. There is also a need to construct a music room as well as the removal of condemned classroom 22. The school has two existing Title 5 compliant permanent classrooms but needs three additional Title 5 classrooms for their growing TK/K student enrollment and removal of Portable K-3 to make room for construction.

The 20 portable classrooms have limited markerboards and traditional furnishings and are greater than 20 years old. However, 15 of the portables are needed for general purpose classrooms and require 21st Century furnishings. The four remaining portables are available for use as support spaces. The library is furnished with 21st Century desks (modern, flexible, collapsible desks) and chairs made of plastic with metal legs. The library lacks 21st Century features like mobile bookstacks, flexible soft seating, and monitor displays. The library requires uniform furnishings as well as mobile bookstacks to create collaborative spaces. The multipurpose is of adequate size and requires no upgrades. No upgrades are needed at the administrative office, however, due to the size of the building there is no room for support spaces. The need for wellness room/center, social worker/counselor/psychologist offices, RSP, and afternoon program rooms may be accommodated using four of the portable classrooms.

4.3 JACK NORTHROP ELEMENTARY SCHOOL

Jack Northrop Elementary is located at 835 East Ave K 4 with boundaries that are defined by East Avenue K 2 to the north, East Avenue K 4 to the south, 1st View Street to the west, and Challenger Way to the east. The school was built in 2004 on a 10 acre site and provides education for students in grades TK-5, with an enrollment of 771 students. The school parking lots are situated along East Avenue K 2 and Challenger Way. Buses enter the site from the East Avenue K 4 entrance and students enter the school from the main entrance next to the administration office. Parent drop-off occurs in front of the school's main building within the school gate. There is one main building that has 20 classrooms, a multipurpose room, a library, and an administration office. In addition, there are 17 portable classrooms, two are Title 5 compliant, 15 serve as classrooms and the remaining one is a counseling room, located to the west of the main building.

The campus features four Title 5 classrooms, two are permanent and two are portable classrooms. The two permanent classrooms are southwest of the main building. They have a mirrored layout which includes at least one markerboard, a mobile smartboard, built-in storage with sinks, rectangular tables, individual restrooms, and a shared workroom. The two Title 5 portable classrooms are west of the permanent Title 5 classrooms. These classrooms were originally put in service for the school's preschool program but due to the TK/K demand, the classrooms are now used for TK/K students. As a result, there are no preschool students at the school. The portable classrooms share a mirrored layout as well as a mobile smartboard, rectangular tables, shared workroom, storage, and restroom areas. The 20

permanent classrooms are in the main building and have the same layout throughout. There are at least two markerboards, built-in storage with sinks, one mobile or mounted smartboard, and furniture comprised of individual desks or rectangular tables. Additionally, the remaining 15 portable classrooms are west of the campus and are utilized for classes as support space. These portables were put into service on two separate occasions: 14 from the early 2000s and three from 2006.

Figure 17: Jack Northrop Elementary Existing Conditions



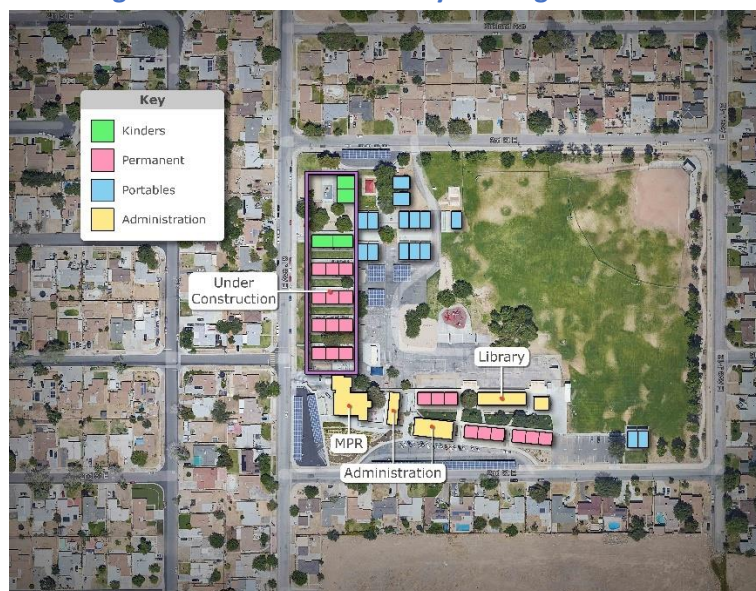
The school is proposed to retain a TK-5 configuration requiring 33 total classrooms, including 22 classrooms for general purpose, three for special education, one for music, one for intervention, three for TK, and three for K. The school's 20 existing permanent classrooms lack the 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments. The school has two existing Title 5 compliant permanent classrooms that may serve TK/K students resulting in the need for four new Title 5 classrooms. The school has 17 portables of which 14 are over 20 years old usage with the remaining three portable classrooms reaching a similar age 2026. The portable classrooms are in general good condition and are equipped with two or three markerboards and a mobile or wall mounted smartboard, however, they do lack 21st century furnishings. A total of nine portables will be required to be used for classroom purposes but will need 21st century furnishings. The school's library has some 21st century features including soft seating and monitor displays but could benefit from additional 21st Century furnishings and technology to fully convert the space into a Library Media Center and to allow for increased student collaboration. The multipurpose room is of adequate size and requires no upgrades. No upgrades are needed at the administrative office; however, the school does require dedicated areas

for support services to accommodate a wellness room/center, social worker/counselor/psychologist offices, and RSP and afterschool rooms. These spaces may be accommodated using three existing portable classrooms.

4.4 JOSHUA ELEMENTARY SCHOOL

Joshua Elementary School is located at 43926 2nd Street E and is bordered by East Avenue J 8 to the north, East Avenue J 12 to the south, 2nd Street E to the west, and 3rd Street E to the east. Visitor parking and student drop-off areas are accessible via 2nd Street E, while faculty parking is located at the intersection of East Avenue J 8 and 2nd Street E. Parking for preschool and TK/K is available on 3rd Street E. The school occupies a 17.3-acre site.

Figure 18: Joshua Elementary Existing Conditions



The school serves students from TK through fifth grade, with a current enrollment of 542 students. The school was constructed in 1955 and 17 of its 25 permanent classrooms are currently being modernized. The school comprises 13 buildings, including administrative offices, a library media center, 25 permanent classrooms and 15 portable classrooms. Four Title 5 classrooms on the campus are among the 17 permanent classrooms being modernized. The remaining nine permanent classrooms are in three wings with three classrooms each. Each room has two or three markerboards, a mobile smartboard, built in storage with a sink, and furnishings that are either 21st Century or traditional desks. The 15 portable classrooms are used as teaching stations and were put into service on three separate occasions: two from the late 1980s, 10 from the late 1990s, and three from the early 2000s.

The school is proposed to retain a TK-8 configuration requiring 34 total classrooms, including 24 classrooms for general purpose, one for special education, one for music, one for intervention, three for TK, and three for K. Sixteen of the 25 existing permanent classrooms are undergoing renovations, and

the remaining permanent classrooms lack the 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments. The school has four existing Title 5 compliant permanent classrooms under renovation but requires two additional Title 5 classrooms for their growing TK/K student enrollment. The portable classrooms are over 20 years old. Five portable classrooms are needed for general purpose classrooms and require 21st Century furnishings, three are available for support spaces, four may need to be removed and the remaining will be available for additional uses.

The school's library has been updated into a Library Media Center with 21st Century furnishings, monitor displays, and breakout rooms. The Center requires additional mobile shelving for more collaborative spaces. The multipurpose is of adequate size and requires no upgrades. No upgrades are needed at the administrative office; however, it lacks space to provide sufficient support spaces for a wellness room/center, social worker/counselor/psychologist offices, and RSP rooms. These spaces may be accommodated using three of the portable classrooms.

4.5 LINCOLN ELEMENTARY SCHOOL

Lincoln Elementary School is located at 44021 15th Street East and is bordered by residential areas to the north, East Avenue J 8 to the south, Calston Avenue to the west, and 15th Street East to the east. Constructed in 1994, the school occupies a 12.5-acre campus and serves students in grades TK through fifth with a current enrollment of 658 students. There are two designated parking lots. The parking lot for faculty, visitors, and parents is situated at the intersection of East Avenue J 8 and 15th Street East. A separate lot and drop-off area for kindergarten students is located on East Avenue J8.

Figure 19: Lincoln Elementary Existing Conditions



There is one main building that includes 17 permanent classrooms, inclusive of two Title 5 classrooms, administrative offices, a library, and the multipurpose room. There are 12 portable classrooms, of which one is currently leased by Promise Academy. The two Title 5 classrooms are southeast of the main building. They have a mirrored layout with two markerboards, a mobile smartboard, built in storage, rectangular tables, and shared two restrooms and a storage room. The 16 permanent classrooms are in the main building. These classrooms are equipped with markerboards and projectors, and most feature wall mounted smartboards. There is also built-in storage with sinks and individual desks. The 12 portable classrooms are arranged in two separate areas. Eight portable classrooms are located to the west of the main building and the other four are southwest of the campus. All but one is used as classrooms by Lincoln Elementary while the other is leased to Promised Academy as a sensory room. The portable classrooms were put into service on two separate occasions: the set of eight from mid-1990s and the other four in the late 1990s.

The school is proposed to retain a TK-5 configuration requiring 31 total classrooms, including 23 classrooms for general purpose, two for special education, one for music, one for intervention, two for TK, and two for K. The school's 18 existing permanent classrooms are in overall good condition, however, lack 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings. The school has two existing Title 5 compliant permanent classrooms for TK/K, but two additional Title 5 classrooms are required.

The school has 12 portable classrooms, of which one is currently being leased to Promise Academy. The portables are equipped with at least one marker board and a wall-mounted smartboard, however, lack 21st century furnishings. One portable is designated as a sensory room and, as such, all furniture and technology have been removed. A total of 11 portables are required to be used for classroom purposes that require 21st century furnishings. There is a need to repurpose one of the portable classrooms into a music room.

The school's library lacks 21st Century features like mobile bookstacks, monitor displays, and 21st Century student and librarian furniture. These features are needed to fully convert the traditional library into a library media center. The multipurpose is of adequate size and requires no upgrades. No upgrades are needed at the administrative office and the school has existing purpose built support spaces for social worker/counselor/psychologist functions. The school does require dedicated areas for RSP and afterschool programs which may be accommodated using one existing portable classroom.

4.6 MONTE VISTA ELEMENTARY SCHOOL

Monte Vista Elementary School is located at 1235 West Kettering Street with boundaries of West Jackman Street to the north, West Kettering Street to the south, 13th Street West to the west, and Kingtree Avenue to the east. The drop-off zones are located on the south side of Kettering Street and on the east side of Kingree Avenue. Staff parking is available on the west side. The school was built in 1956 and occupies 14 acres.

Figure 20: Monte Vista Elementary Existing Conditions



The school serves students in grades TK through 5 and has a current enrollment of 819 students. The campus includes eight buildings, which house 22 permanent classrooms, a multipurpose room, a library media center, and administrative offices as well as 21 portable classrooms. There are three Title 5 classrooms in two buildings east of campus. These classrooms have the same layouts and furnishings. Each has a mounted smartboard, built in storage with a sink, rectangular tables, and an individual restroom. The remaining 19 permanent classrooms are in five wings, which four have four classrooms each and the last wing has three classrooms. Each classroom has two markerboards, either a mobile or mounted smartboard, built in storage with a sink, and some rooms have rectangular tables, while others have individual desks. The portable classrooms are located to the west, central, or east of the campus. The portable classrooms were put into service in separate occasions: six from the 1980s and the others in the 1990s

The school is proposed to retain a TK-5 configuration requiring 37 total classrooms, including 27 classrooms for general purpose, two for special education, one for music, one for intervention, three for TK, and three for K. The school's existing 22 permanent classrooms lack the 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments. The school has three existing Title 5 compliant permanent classrooms that serve TK/K resulting in the need for three additional new Title 5 classrooms. The school has 20 portables that contain mobile and mounted smartboards, markerboards, and projectors, but 21st Century furnishings. A total of 12 portables are required to be used for classroom purposes including the need to repurpose one of these portables to a music room.

The library lacks 21st Century features like mobile bookstacks, monitor displays, soft flexible seating, and 21st Century student and librarian furniture. The multipurpose room is of adequate size and requires no

upgrades. No upgrades are needed at the administrative office; however, the school does require dedicated areas for support services for a social worker/counselor/psychologist offices, and RSP and afterschool rooms. These spaces may be accommodated using two existing portable classrooms.

4.7 NANCY CORY ELEMENTARY SCHOOL

Nancy Cory Elementary School, constructed in 1989 and modernized in 2004, is located at 3540 West Ave K 4. The school accommodates 710 students and is bordered by West Avenue K 4 to the north, West Avenue K 8 to the south, and 33rd Street to the east. The parking lots are wrapped around the west side of the school, offering easy access to the school property. Nancy Cory Elementary School includes a main building with 24 permanent classrooms (three classrooms are currently being used for support programs), an administration building, a library, and a multipurpose room as well as 21 portable classrooms.

Figure 21: Nancy Cory Elementary Existing Conditions



There are two Title 5 classrooms in the southwest corner of the main building with the same layout and furnishing, including markerboards, projectors, mobile smartboards, built-in storage with sinks, rectangular tables individual restrooms, and a shared workroom. The remaining 21 permanent classrooms have mirrored layouts with built-in storage, recessed sliding marker boards on one wall and additional built-in storage with a sink. They also have either fixed or mobile smartboards with many of the perimeter classrooms sharing a workroom with their neighbor. The 21 portable classrooms are located either on the northwest or southeast corner of the campus. Six of the portable classrooms are currently unused, two are available for support spaces and the remaining are used as classrooms. There are three generations of portable classrooms, which were put in service in the late 1980's, mid and late 1990's, and early 2000's.

The school is proposed to retain a TK-5 configuration requiring 33 total classrooms, including 25 classrooms for general purpose, two for special education, one for music, one for intervention, two for TK, and two for K. The school's 24 existing permanent classrooms lack 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments. The school has two existing Title 5 compliant permanent classrooms to serve TK/K students resulting in the need for two additional new Title 5 classrooms. The portable classrooms are in general good condition and are equipped with two or three markerboards and a mobile or wall mounted smartboard, however, they do lack 21st century furnishings. A total of seven portable classrooms are required to be used for classroom purposes that will need 21st Century furnishings.

The school's library lacks 21st Century features like mobile bookstacks, monitor displays, and 21st Century student and librarian furniture. These features are needed to fully convert the traditional library into a Library Media Center. The multipurpose room is of an adequate size and requires no upgrades. No upgrades are needed at the administrative office; however, the school does require dedicated areas for support services for a wellness room/center, social worker/counselor/psychologist offices, and RSP and afterschool rooms. These spaces may be accommodated using three existing portable classrooms.

4.8 SIERRA ELEMENTARY SCHOOL

Sierra Elementary School is located at 747 West Avenue J 12 and is bounded by West Avenue J 10 to the north, West Avenue J 12 to the south, Heaton Avenue to the west, and Gadsden Avenue to the east. The school was built in 1957 on 11.5 acres and was last modernized in 2000. The school has two parking lots along Heaton Avenue; one parking lot is located adjacent to the MPR and administration office while the other is adjacent to the grass play area. Buses enter the site from West Ave J 12 and students enter the school from the front gate by the administration office. Parent drop-off occurs at the front parking lot adjacent to the MPR and administration office.

The school serves students in grades TK through fifth and has an enrollment of 691 students. The campus is comprised of eight buildings housing 19 permanent classrooms, administrative offices, a library, and the multipurpose room. The school has 22 portable classrooms and four preschool portables. The two Title 5 permanent classrooms have mirrored layouts and furnishings and are located at the southeast corner of the campus. These classrooms need 21st Century improvements. The remaining 17 permanent classrooms are in five buildings. Three have four classrooms each and the other two have three. The classrooms are equipped with two markerboards, a mobile or wall mounted smartboard, a flat screen monitor display, built-in storage with a sink, and furniture of rectangular tables. The 22 portable classrooms are either on the west or east side of campus. The portable classrooms were put in service in the 1990s, three in 1992, five in 1997, and fourteen in 1999.

Figure 22: Sierra Elementary Existing Conditions



The school is proposed to remain as a TK-5 configuration requiring 42 total classrooms, including 26 classrooms for general purpose, one for music, one for intervention, four preschools, four for TK, and six for K. The school's 19 existing permanent classrooms lack the 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments. The 22 portable classrooms have limited markerboards and traditional furnishings. Eleven of these portables are needed for general purpose classrooms and require 21st Century furnishings. Three are needed for support spaces and the remaining portables can remain unused.

The school's library has traditional wooden chairs and rectangular tables as well as no dedicated space for presentations or collaboration spaces. The library will need soft seating, monitor displays, and mobile shelving to create collaboration spaces. The multipurpose room is of adequate size and requires no upgrades. No upgrades are needed at the administrative office; however, the school does require dedicated areas for support spaces for a wellness room/center, social worker/counselor/psychologist offices, RSP and afterschool program rooms. These spaces may be accommodated using three portable classrooms.

4.9 WEST WIND ELEMENTARY SCHOOL

West Wind Elementary School is located at 44044 36th Street West and is bounded by are West Avenue J 6 to the north, West Avenue J 8 to the south, 36th Street West to the west, and 35th Street West to the east. The school was built in 2003 on a 10 acre site. The main parking lot is on the north side of the school, with additional parking on the south side. The student drop-off area is located on the west side of the school, off 36th Street, which is also the main entrance to the parking lot.

The school provides facilities for students from TK through fifth grade, with a total enrollment of 764 students. The school has one main building with 14 permanent classrooms, an administration office, library and MPR. There are also two smaller buildings with seven permanent classrooms. Eleven portable classrooms are located at the north of campus. There are four Title 5 permanent classrooms located west of the main building with similar layouts. The rooms have smartboards, markerboards, and projectors, as well as built-in storage with sinks and individual restrooms. Additionally, the room shares a workroom with its neighbor. The 21 permanent classrooms in the main building and two smaller buildings have markerboards, mobile smartboards, built-in storage with sinks, and furniture that primarily consists of rectangular tables. The portable classrooms were put in service in 2000 and 2006.

Figure 23: West Wind Elementary Existing Conditions



The school is proposed to retain a TK-5 configuration requiring 35 total classrooms, including 25 classrooms for general purpose, two for special education, one for music, one for intervention, three for TK, and three for K. The school's 21 existing permanent classrooms lack the 21st Century improvements necessary to create flexible, adaptable, and equitable learning environments. The school has four existing Title 5 compliant permanent classrooms but needs two additional Title 5 classrooms for their growing TK/K student enrollment. The 11 portables classrooms not only have limited markerboards and traditional furnishings. Seven of the portables have exceeded the 20 year usage period while the remaining four will be outdated in 2026. All 11 portables are needed for general purpose classrooms and require 21st Century furnishings.

The library lacks 21st Century features like mobile bookstacks, monitor displays, and student and librarian furniture. The library requires new furnishings, mobile shelving, and monitor displays. The multipurpose is of adequate size and requires no upgrades. No upgrades are needed at the administrative offices. The school has existing purpose built spaces for RSP and afterschool programs.

4.10 DESERT VIEW ELEMENTARY SCHOOL

Desert View Elementary School is located at 1555 West Avenue H-10 and is bounded by West Avenue H-8 to the north, West Avenue H-10 to the south, Saigon Avenue to the west, and 15th Street West to the east. There is one parking lot located adjacent to the administration office at the cross streets of West Avenue H-10 and Saigon Avenue. The parking spots are covered by solar carports. Buses enter the site from a parking lot entrance on West Avenue H-10, and students enter the school from gates between the administration office and MPR. Parent drop-off occurs in the school's front parking lot at the corner of Saigon Avenue and West Avenue H-10. The school was built in 1957 on a 12.9 acre site.

Figure 24: Desert View Elementary Existing Conditions



The school operates as a TK through sixth grade school with an enrollment of 691 students. The school is comprised of seven buildings, 14 permanent classrooms, a library, administrative offices, a multipurpose room and an addition of 31 portable classrooms. The two Title 5 classrooms are located southeast of the campus with similar layouts, including markerboards, mobile smartboards, built-in storage, rectangular tables, and individual restrooms. Each of the remaining 10 permanent classrooms have the same layout throughout with three markerboards, one mobile smartboard, built in storage, and either individual desks, rectangular tables, or double-student tables. The 21 portables are located north or east of campus. The portable classrooms were put in service in 1997 or early and mid-2000s.

The school is proposed to become a TK-8 with a configuration requiring 37 total classrooms, including 24 classrooms for general purpose, four for special education, one for music, one for a science lab, one for intervention, three for TK, and three for K. The school's 14 existing permanent classrooms lack the 21st Century improvements necessary to create flexible, adaptable, and equitable learning environments.

There is a need to construct a music lab and a science lab. The school has two existing Title 5 permanent classrooms but needs four additional Title 5 classrooms for their growing TK/K student enrollment. A total of 17 portables are needed as teaching stations and require 21st Century furnishings, one is needed to house support services, four are to be removed and the remaining will be unused.

The library lacks 21st Century features like mobile bookstacks, monitor displays, flexible soft seating, and 21st Century student and librarian furniture. The multipurpose room is of adequate size and requires no upgrades. No upgrades are needed at the administrative office. The school does require dedicated areas for RSP and afterschool rooms. These spaces may be accommodated using one existing portable classroom.

4.11 MARIPOSA ELEMENTARY SCHOOL

Mariposa Elementary is located at 737 West Avenue H-6 and is bounded by Avenue H-4 to the north, Avenue H-6 to the south, Genoa Avenue to the west, and Fig Avenue to the east. The school has a total of two parking lots, one located at the east and west corners of the school site. Students and community members enter the school through the gates central, along West Avenue H-6. The school was built in 1956 and was last modernized in 2004. The school site spans an area of 14.6 acres.

Figure 25: Mariposa Elementary Existing Conditions



The school educates students in grades TK through sixth with an enrollment of 723 students. The campus consists of seven buildings which house 18 permanent classrooms, an administration building, library, and a multipurpose room as well as 23 portable classrooms. The two permanent Title 5 classrooms are in a building east of the campus. The rooms' interior mirror each other with each having a smartboard, built-in storage, rectangular tables, individual restrooms, and a shared workroom. The remaining 16 permanent

classrooms feature two or three markerboards, a mounted smartboard, built-in storage with a sink, and either individual desks or rectangular tables. The 23 portables are located either on the west or east side of campus. Twenty-one portables are used as classrooms and two as support spaces. There are two generations of portables at the school. Fourteen portables were put in service in the 1990's and the remaining seven in the early 2000's.

The school is proposed to be reconfigured into a TK-8 school requiring 36 total classrooms, including 24 classrooms for general purpose, three for special education, one for music, one for science, one for intervention, three for TK, and three for K. The school's 18 existing permanent classrooms are in overall functional condition; however, some do have maintenance needs such as loose ceiling tiles and signs of water intrusion. The classrooms also lack 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings. The school has two existing Title 5 permanent classrooms that serve TK/K students resulting in the need for four additional new Title 5 classrooms. The school lacks dedicated spaces for music and science resulting in the need for the construction of two new classrooms to support these functions. The portable classrooms generally offer a combination of two or three markerboards and mobile or wall mounted smartboards with some rooms featuring projectors and screens. A total of 12 portable classrooms are required to be used as teaching stations and require 21st century furnishings.

The school library lacks key features such as mobile bookstacks, monitor displays, and 21st Century student and librarian furniture. The multipurpose is of adequate size and requires no upgrades. No upgrades are needed at the administrative offices. The school requires dedicated areas for support services for a wellness room/center, social worker/counselor/psychologist offices, and RSP and afterschool rooms. These spaces may be accommodated using three existing portable classrooms.

4.12 MILLER ELEMENTARY SCHOOL

John and Jacquelyn Miller Elementary School (JJ Miller) is located at 43420 22nd Street W and is bordered by West Avenue K to the north, West Avenue K 4 to the south, 22nd Street W to the west, and 20th Street W to the east. JJ Miller has two parking lots: a main lot with solar carports on the west side of 22nd Street, and a staff lot off W Avenue. The student drop-off zone is on the west side of the school, next to the main parking lot. The school was built in 2002 and sits on 14.7 acres.

The school has an enrollment of 708 students and serves grades TK through sixth. The school has a main building with nine permanent classrooms, an administration office, library, and a multipurpose room. The remaining 23 permanent classrooms are of modular construction and are located east of the main building. The school has never been modernized since its establishment. There are four Title 5 permanent classrooms located north of the main building. These classrooms each have a markerboard, projector, built-in storage, a mix of individual desks and soft seating and a shared restroom and workroom with its neighbor. The five permanent classrooms in the main building have mirrored features, including

markerboards, smartboards, projectors, built-in storage, and 21st Century desks. The remaining 23 permanent modular classrooms have similar features, in general.

Figure 26: Miller Elementary Existing Conditions



The school has an enrollment of 708 students and serves grades TK through sixth. The school has a main building with nine permanent classrooms, an administration office, library, and a multipurpose room. The remaining 23 permanent classrooms are of modular construction and are located east of the main building. The school has never been modernized since its establishment. There are four Title 5 permanent classrooms located north of the main building. These classrooms each have a markerboard, projector, built-in storage, a mix of individual desks and soft seating and a shared restroom and workroom with its neighbor. The five permanent classrooms in the main building have mirrored features, including markerboards, smartboards, projectors, built-in storage, and 21st Century desks. The remaining 23 permanent modular classrooms have similar features, in general.

The school is proposed to be reconfigured into a TK-8 school requiring 34 total classrooms, including 24 classrooms for general purpose, one for special education, one for music, one for science, one for intervention, three for TK, and three for K. Some of the school's 31 permanent classrooms have 21st Century furnishings, although not consistently throughout all classrooms. All permanent classrooms would benefit from 21st Century upgrades in furniture and amenities, such as multiple monitor displays and sliding markerboards. The school is in need of two additional Title 5 permanent classrooms to serve TK/K students. The school lacks dedicated spaces for music and science resulting in the need for the construction of two new classrooms to support these functions. The school has no portable classrooms.

The school library does not have a dedicated space for presentations or collaboration and breakout rooms and lacks 21st Century features like mobile bookstacks, monitor displays, soft seating, and 21st Century student and librarian furniture. These features are needed to fully convert the space into a library media

center. The multipurpose room is of adequate size and requires no upgrades. No upgrades are needed at the administrative office. The school has existing purpose built dedicated areas for support services for a wellness room/center, social worker/counselor/psychologist offices, and RSP and afterschool rooms which do not require upgrades.

4.13 SUNNYDALE ELEMENTARY SCHOOL

Sunnydale Elementary is located at 1233 West Avenue J8 and is bounded by West Avenue J5 to the north, West Avenue J8 to the south, 13th Street West to the west, and 12th Street West to the east. There is a parking lot along West Avenue J 8 and a student drop-off area in front of the school's multipurpose room and administration buildings. The school's parking lot is divided into two sections and provides solar carports. Buses enter the site from the parking lot entrance in between the two sections on West Ave J 8 and students enter the school from a gate located between the MPR and administration office. Parent drop-off occurs on the street outside of the perimeter fencing or in front of the administration office and MPR within the perimeter gate. The school was built in 1958 on a 12.6 acre site.

Figure 27: Sunnydale Elementary Existing Conditions



The school serves students in grades TK through sixth with an enrollment of 513 students. The school has nine buildings which houses 23 permanent classrooms, an administration office, library, and multipurpose room with an additional 13 portable classrooms on the campus. The two permanent Title 5 classrooms are in a building east of the campus. The classrooms mirror each other in layout and furnishings, including markerboards, mobile smartboards, built-in storage with a sink, rectangular tables, individual restrooms, and a shared workroom. The remaining 21 permanent classrooms are located in five wings. Four of the wings have four classrooms each and the remaining wing has five classrooms; all with similar layouts containing two to four markerboards, a mobile or wall mounted smartboard, built in storage with a sink,

and individual desks, rectangular tables, or circular desks. The 13 portables are located east of campus and were placed in service in 1991 and 1997.

The school is proposed to be reconfigured into a TK-8 school site requiring 37 classrooms, including 24 classrooms for general purpose, one for special education, one for music, one for science, one for intervention, three for TK, and three for K. The school's existing 23 permanent classrooms lack 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings throughout all classrooms. The school has two existing Title 5 permanent classrooms that serve TK/K students resulting in the need for four new additional Title 5 classrooms. The school requires dedicated permanent spaces for science, music, and general purpose instruction. Two portable classrooms are required for teaching stations to accommodate the school's needs.

The school's library lacks 21st Century features like mobile bookstacks, monitor displays, and 21st Century student and librarian furniture. These features are needed to fully convert the traditional library into a Library Media Center. The multipurpose room is of an adequate size and requires no upgrades. No upgrades are needed at the administrative office; however, the school does require dedicated areas for support services for a wellness room/center, social worker/counselor/psychologist offices, and RSP and afterschool rooms. These spaces may be accommodated using five existing portable classrooms.

4.14 LINDA VERDE ELEMENTARY SCHOOL

Linda Verde K-8 Dual Language School (DLI) is located at 44924 5th Street East and is bounded by East Kettering Street to the north, a dirt lot to the south, 5th Street East to the west, and Rodin Avenue to the east. There is a parking lot located at the front of the school along 5th Street East adjacent to the school administration office and MPR, while another is located on the south side of the school near the dirt field. Buses enter the site from the 5th Street East entrance, and students enter the school from gates by the administration office and MPR. Parent drop-off occurs in the front parking lot along 5th Street East. The school was built in 1960 on a 12.9-acre campus and was last modernized in 2005.

The school serves students from TK through eighth grade, with a total enrollment of 657 students. The school comprises nine buildings, including 18 permanent classrooms, an administration office, library, and multipurpose room. The two permanent Title 5 classrooms are in one building located northeast of the campus and have similar layouts and features. They have a markerboard, a mounted or mobile smartboard, built in storage with a sink, rectangular tables, an individual restroom, and a shared workroom. The remaining 16 permanent classrooms are in four wings with four classrooms each. Each room has one or two markerboards, a mobile or stationary smartboard, built-in storage, and various furniture, including double-student tables, individual desks, and rectangular tables or 21st Century seating (collapsible chairs). There are also 21 portable classrooms throughout the campus. There are four additional portables that are used as a State preschool. The portable classrooms are north, southeast, and southwest of the campus and were put into service in the 1980's, 1990's, and early 2000's.

Figure 28: Linda Verde Elementary Existing Conditions



The school is proposed to retain a TK-8 configuration requiring 34 classrooms, including 24 classrooms for general purpose, one for special education, one for music, one for science, one for intervention, three for TK, and three for K. The 18 existing permanent classrooms lack 21st Century features such as sliding marker boards, multiple monitor displays, and mobile and flexible teacher and student furnishings throughout all classrooms. The school has two existing Title 5 permanent classrooms to serve TK/K students resulting in the need for four additional new Title 5 classrooms. The school also requires additional dedicated permanent spaces for science and music instruction. Ten portable classrooms are required for teaching stations and will require 21st Century furnishings. The school's library lacks 21st Century features such as mobile bookstacks, monitor displays, soft seating, and mobile and flexible student and librarian furniture. These features are needed to fully convert the traditional library into a Library Media Center. The multipurpose room is of an adequate size and requires no upgrades. No upgrades are needed at the administrative office; however, the school does require dedicated areas for support services for a wellness room/center, social worker/counselor/psychologist offices, and RSP and afterschool rooms. These spaces may be accommodated using three existing portable classrooms.

4.15 AMARGOSA CREEK MIDDLE SCHOOL

Amargosa Creek Middle School is located at 44333 27th Street West and is bounded by Garland Avenue to the north, residential properties to the south, 27th Street West to the west, and Gable Lane to the east. Parking is available on Garland Avenue, Garland Lane, and 27th Street West. The drop-off area for buses and cars is along 27th Street West, which is also the school's main entrance. The school was built in 2001 on an 18.5-acre site.

The school serves students from sixth through eighth grade, with a total enrollment of 973 students. The campus consists of two primary structures: the main academic building and a gymnasium. The main building houses 32 permanent classrooms, an administration office, library, and multipurpose room. The 32 permanent classrooms include four science labs. All the classroom furnishings include markerboards and smartboards, with some rooms also equipped with projectors. Storage solutions vary but generally include built-in cabinets with or without sinks. Student furniture varies depending on the class needs, from individual desks paired with chairs to sturdy rectangular tables with specialized features like acid-resistant tops in science labs. There are also 15 portable classrooms on the campus. The portable classrooms are located west of campus and were mostly put in service in 1999, with a some in 2021 and 2022.

Figure 29: Amargosa Creek MS Existing Conditions



The school is proposed to retain a 6-8 configuration requiring 41 total classrooms, including 31 classrooms for general purpose, four for special education, one for music, four for science, and one for intervention. The school's 32 existing permanent classrooms, which include the four science labs, lack the 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments. Nine portable classrooms are required for teaching stations and will require 21st Century furnishings.

The library lacks 21st Century features. The library will need soft seating, monitor displays, and mobile shelving to create collaboration spaces. The multipurpose is of adequate size and requires no upgrades. No upgrades are needed at the administrative office. The school has purpose built spaces to accommodate social worker/counselor/psychologist functions. However, the school does require dedicated areas for support services for a wellness room/center, RSP, and afterschool programs. These spaces may be accommodated using two existing portable classrooms.

4.16 ENDEAVOUR MIDDLE SCHOOL

Endeavour Middle School is located at 43755 45th Street West and is bounded by West Avenue J 12 to the north, West Avenue K to the south, 46th Street West to the west, and 45th Street West to the east. The site has two parking sections. The main parking lot is located off 45th Street West and has solar carports while a smaller parking lot is located at the northwest corner of 46th Street West. The drop-off zone is located on the east side of the school, tucked away from the main thoroughfare, which is 45th Street. The drop-off zone is easy and safe to access, and it can accommodate multiple drop-offs at once. The bus drop-off is also located on the east side of the school, on 45th Street, and can hold four buses at once. The main entrance of the school is close to the drop-off zone, and it is wide and safe enough to accommodate a good flow of traffic onto the school site. For students and faculty who commute by bicycle, 45th Street has a Class II bike lane that gives bicyclists the right of way and protection from motor vehicles. The school also has a bike parking station near the drop-off zone. The school was built in 2009 on a 20-acre site.

Figure 30: Endeavour MS Existing Conditions



The school serves students from sixth through eighth grade, with a total enrollment of 779 students. The school comprises two permanent buildings containing nine classrooms, an administration office, library, multipurpose room, and a gym. Each room is equipped with at least one markerboard, a monitor display, and a mobile smart board. All classrooms have built-in storage with sinks except rooms 104, 105, and 106. These rooms are furnished with a mix of grade appropriate desks and tables. There are also 34 permanent classrooms located northwest of campus. These rooms have markerboards, built-in storage with a variety of furniture, individual student desks or desks with attached chairs. The school does not have portable classrooms.

The school is proposed to retain a 6-8 configuration requiring 38 total classrooms, including 26 classrooms for general purpose, five for special education, one for music, three for science, one for intervention, and two for Art and STEM. The school's 43 existing permanent classrooms lack the 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments.

The school library lacks 21st Century improvements. The library will need soft seating, monitor displays, and mobile shelving to create collaboration spaces. The multipurpose is of adequate size and requires no upgrades. No upgrades are needed at the administrative office. Dedicated spaces are needed to house the support spaces for a wellness room/center, social worker/counselor/psychologist offices, RSP, and afterschool programs. These spaces may be accommodated through the repurpose of remaining existing permanent classrooms into support spaces.

4.17 FULTON & ALSBURY ACADEMY OF ARTS & ENGINEERING

Fulton and Alsbury Academy of Arts and Engineering is located at 831 East Avenue K 2 and is bounded by the New Vista Campus to the north and Challenger Way to the east, while East Avenue K 2 marks its southern limit. The school is adjacent to New Vista Elementary School to the west and Jack Northrop Elementary School to the south. The school was built in 1991 on a 3.7 acre campus.

Figure 31: Fulton & Alsbury Academy of A & E Existing Conditions



The school serves students in sixth through eighth grade, with a total enrollment of 419 students. The school offers a special focus in Arts and Engineering. The school site is completely comprised of portable classrooms and a permanent multipurpose room. Of the 15 portable buildings, 12 are used for classrooms and the remaining are used for administrative purposes and a library. All rooms are equipped with

markerboards, projectors, and mobile smartboards. The classrooms also feature built-in storage with sinks with modern mobile seating and rectangular lab tables. The portable classrooms were put in service in 1991 and 1997.

The school is proposed to retain a 6-8 configuration requiring 15 total classrooms, including 12 classrooms for general purpose, one for music, one for science, and one for art. All classrooms are equipped with markerboards, projectors, mobile smartboards, and modern mobile seating and rectangular tables. No upgrades are needed to existing classrooms; however, the school requires dedicated space for art, science/engineering, and music.

The school library is housed in a 960 square foot portable and lacks 21st Century features. The school would benefit from the construction of a new library/media center. The multipurpose room is of adequate size and requires no upgrades. No upgrades are needed at the administrative office. The school has existing purpose built dedicated areas for support services for social worker/counselor/psychologist offices.

4.18 NEW VISTA MIDDLE SCHOOL

New Vista Middle School is located at 753 East Avenue K 2 and is bordered by a residential area to the north, East Avenue K 2 to the south, 1st View Street to the west, and the Fulton and Alsbury Academy of Arts and Engineering to the east. Parking is available on 1st View Street and East Avenue K 2, with a designated bus drop-off on East Avenue K 2. There are two entrances to the building: one through the administration office for visitors and parents and another on 1st View Street. The school was built in 2002 and occupies a 15.7-acre campus.

Figure 32: New Vista MS Existing Conditions



The school serves students from sixth through eighth grade, with a total enrollment of 883 students. The campus consists of an academic building, including 28 permanent classrooms, administration offices, a library, and multipurpose room. Additionally, there is a gymnasium building and 25 portables, with 23 used for classrooms. Each permanent classroom has one to three markerboards, a mounted or mobile smartboard, some with projectors. The classrooms all have built-in storage with a sink and the student furniture varies by uses of the room. There are individual desks, desks with attached chairs, and the others have rectangular tables. The portable classrooms are located in the north and northeast area of the campus. The portable classrooms were put in service in 1991, 1992, and 2005.

The school is proposed to retain a 6-8 configuration requiring 40 total classrooms, including 30 classrooms for general purpose, five for special education, one for music, three for science, and one for intervention. The school's 28 permanent classrooms lack 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings. The school requires new dedicated space for science and music resulting in the need to construct three new science labs and one new music room to support these functions. The school has 23 portable classrooms equipped with one or two markerboards, either a mobile or a wall mounted smartboard, and a projector, however, they lack 21st century furnishings. A total of eight portable classrooms are required as teaching stations and require 21st century furnishings.

The library lacks 21st Century features such as mobile bookstacks, monitor displays, soft seating, and 21st Century student and librarian furniture. The multipurpose and gymnasium facilities are of adequate size and require no upgrades. No upgrades are needed at the administrative office. The school has existing purpose built dedicated areas for support services for social worker/counselor/psychologist offices. However, the school does require dedicated areas for a wellness room/center, RSP, and afterschool programs. These spaces may be accommodated using two existing portable classrooms.

4.19 PIUTE MIDDLE SCHOOL

Piute Middle School is located at 425 East Avenue H-11 and is bounded by East Avenue H-8 to the north, East Avenue H-11 to the south, Foxton Avenue to the west, and 5th Street East to the east. There is a parking lot at the corner of Foxton Avenue and East Avenue H-11 that extends along East Avenue H-11; the parking spots are covered by solar carports. Buses enter the site from an entrance at the front parking lot on East Avenue H-11, and students enter the school from a gate between the administration building and multipurpose room. Parent drop-off occurs in the front parking lot in front of the administration office and MPR. The school was built in 1959 and occupies a 15.6-acre campus.

The school serves students from sixth through eighth grade, with a total enrollment of 731. The campus is comprised of 12 buildings which includes 26 permanent classroom facilities, a gymnasium, the administration building, and the MPR. Additionally, there are 23 portable classrooms, an additional four portables for support spaces, and one portable that houses the library. The portable classrooms are found north, central, or west of campus.

There are typically two markerboards and a mobile or wall-mounted smartboard in each classroom. The classrooms offer a mix of individual desks, rectangular tables, and student chairs. The portable classrooms are found north, central, or west of campus and were put into service in the 1990's and 2000's.

Figure 33: Piute MS Existing Conditions



The school is proposed to remain as a 6-8 configuration requiring 35 total classrooms, including 25 classrooms for general purpose, five for special education, one for music, three for science, and one for intervention. The school's 26 existing permanent classrooms lack the 21st Century features such as sliding markerboards, multiple monitor displays, and 21st Century teacher and student furnishings necessary to create flexible, adaptable, and equitable learning environments. There is a need to construct a music room and science lab and to repurpose two permanent classrooms for two additional science labs. Of the 28 portable classrooms, seven portables are needed for classroom instruction and require 21st Century furnishings.

The school's library is in a portable building and needs to be moved to a permanent classroom and renovated to have 21st Century furnishings. The multipurpose room is of adequate size and requires no upgrades. No upgrades are needed at the administrative office; however, the school does require dedicated areas for support services for a wellness room/center, social worker/counselor/psychologist offices, RSP, and afterschool programs. These spaces may be accommodated using five existing portables.

SECTION 5

PROPOSED IMPROVEMENTS

Based on State requirements, proposed educational and 21st Century Learning Environment specifications, existing enrollment, and the mandated expansion of transitional kindergarten enrollment at all elementary school sites, improvements to school site facilities are proposed to accommodate the District's educational program for each site. All permanent classrooms are proposed to receive 21st Century upgrades. In addition, those portable classrooms needed to house core instructional programs are proposed to receive modified 21st Century upgrades to include furniture. Furthermore, science labs for 6th, 7th, and 8th grade students will be constructed at the middle school and TK-8 schools that do not have them. Libraries will be transformed into 21st Century Library Media Centers at each of the schools based on existing site constraints. New TK/K Title 5 classrooms are to be constructed so that all currently enrolled TK/K students are housed in TK/K Title 5 compliant classrooms. Collectively, proposed improvements are proposed to be constructed pursuant to the specification contained in this report for each type of facility, unless noted by exception due to site specific constraints, if any.

The improvements for the TK/K classrooms are based on the current enrollment of TK/K students at each school. Each existing TK-5 school is proposed to receive at least two Title 5 compliant classrooms except for those schools that have a total TK/K enrollment of 140 or more students. Those schools will receive one additional Title 5 classroom. The exception is El Dorado which will receive one more TK/K Title 5 classroom as it has enough combined permanent and portable classrooms to meet the current enrollment and support program space requirements. The balance of school sites will have the number of TK classrooms to matriculate the same number of students into the kindergarten enrollment.

For those schools to be reconfigured into TK-8 sites, the number of TK and K classrooms will be based on the educational specification for TK-8 schools. Each of the sites is proposed to have three TK and three K Title 5 classrooms to matriculate through eighth grade. These classrooms will provide for growth in the TK program.

Where the District is successful in securing additional UTK Facilities Grant funding, Early Childhood Development Centers (ECDC) are to be created housing preschool, TK and K students. Preschool students enrolled at the site are then to be transitioned to their school of residence for TK as space becomes available. Currently, Sunnydale and Sierra are proposed sites for such Centers.

The improvements to the middle schools are based on current enrollment for general purpose classrooms and SDC classes. In addition, Science Labs and Music Rooms are proposed to accommodate the District's specialty programs. The educational specifications for 6-8 middle schools also call for an Art Lab and STEM Lab. Endeavour currently has enough permanent classrooms to accommodate the current enrollment

and additional specialty rooms. F & A Academy is a small choice school that has all portable classrooms. The site is proposed to remain a small school of choice for 6-8th grade students with specialty rooms for music and art as well as a Library Media Center proposed to be added.

The District's schools were built over time with 9 schools constructed between 1955-1960, another four schools constructed in the 1990's, and seven schools constructed in the 2000's. All but one of the schools (Monte Vista) constructed in the 1950's has been modernized in the 2000's. None of the schools built in the 1990's has been modernized, and the schools constructed in the 2000's do not yet qualify for modernization. Amargosa was constructed in 2001 and will qualify for modernization in 2026. All schools that qualify for state modernization funds will be modernized and receive HVAC, health and safety, and other upgrades, where needed.

The District has 434 permanent classrooms. To house the current enrollment at State loading standards, the District will need approximately 157 more permanent classrooms. It is proposed that the District continue to use 157 of its portable classrooms for instructional spaces. Additional portable classrooms will need to be used for support programs such as psychologists, speech programs, or counselors where this space is not provided in permanent facilities as well as for the community school and for the afterschool program.

The District has 37 permanent Title 5 compliant kindergarten classrooms. To meet the current enrollment of TK and K students, 46 more Title 5 compliant classrooms will be needed to house all of the TK/K students in compliant facilities. To date, Sunnydale has been awarded four new Title 5 classrooms for TK/K uses under the State UTK Facilities Grant program. Sierra is anticipated to receive an additional four in the next cycle of the State UTK Facilities Grant program.

The District has science classrooms for upper grade students but not science labs. It is proposed that one Science Lab for each grade level be constructed at the middle schools that do not have science labs and one Science Lab also be provided for each TK-8 grade school to be configured. At the TK-8 schools, students will receive classroom science instruction in the science classroom and then rotate into the Science Lab for science experiments.

The District has begun to implement 21st Century Library Media Centers. It is proposed that all schools transform the existing libraries into 21st Century Library Media Centers by adding mobile and flexible furnishings, soft seating, mobile bookshelves, and Maker's Spaces where appropriate.

At the end of the improvement program, it is estimated that the District will have approximately 40 portable classrooms overall to accommodate additional uses as may be needed. Excess portable classrooms may be used for interim housing during modernization construction for specific projects. At some of the sites, there is enough excess interim housing to do the modernization construction over phases at the site. At others, there are no excess portables classrooms so students will need to be moved temporarily to a site that has excess capacity. These portable classrooms should not be removed until the construction program is completed, if at all.

The following assessments take into consideration previous reviews and recommendations, site visit evaluations, as-built conditions, revised State requirements, escalations of costs, and prescribed

improvements to meet District equity concerns. In addition, a plan for sequencing of proposed improvements at each site was reviewed to accommodate the student population given the need to improve occupied school sites during construction while minimizing associated costs for the construction of interim facilities. The following school summaries of proposed improvements contain a graphic representation of proposed improvements. A consequent estimate of the cost associated with such improvement is summarized and provided in Table 10 with a full detailed estimate of cost for each facility provided in Appendix “A”.

It is the goal that at the end of the construction program and based on current enrollment, all permanent classrooms will receive 21st Century upgrades or improvements, all transitional kindergarten and kindergarten student will be housed in a Title 5 classroom, every school will have a dedicated music room, and all middle school students will have access to a science lab for science instruction. In addition, those portable classrooms needed for instructional purposes will have some level of 21st Century Learning Environment improvements.

The following sections provide a more detailed discussion of the impact of the proposed plan improvements on the usage of permanent and portable classrooms upon completion of the program. Next, the varying level of recommended improvements are defined for each site, followed by cost estimates and proposed sequencing of improvements. Thereafter, a summary of proposed improvements and estimated costs is provided.

5.1 GRADE RECONFIGURATION AND PROPOSED CLASSROOMS

Table 8 presents an analysis of the District’s existing permanent and classroom inventory and required general purpose and specialty classrooms (e.g., special education, music, science, intervention, art and STEM, and Title 5). The analysis also presents the proposed reconfigured TK-8 schools and the total proposed classrooms at the completion of the improvement program. The proposed sites to be reconfigured into TK-8 schools are Desert View, Joshua, Mariposa, John & Jacquelyn Miller, and Sunnydale with Linda Verde remaining as a TK-8 school. Each of the sites will need additional TK/K Title 5 classrooms, a Science Lab and a Music Room to be constructed to meet specifications. Existing and to the extent space is available, new students would be allowed to continue to matriculate into the new higher grades or continue on to the middle school they previously intended to attend.

As previously discussed, and presented in Table 7, the District has approximately 434 permanent and 304 portable classrooms totaling 738 classrooms over 19 school sites (excluding Promise Academy and Leadership Academy). Based on 2022-23 enrollment and proposed educational specifications, the District requires 662 classrooms to support its educational programs. Taking into consideration the proposed repurposing of certain classrooms, upon completion of the proposed improvement program, the District is expected to have 426 permanent classrooms at completion. A total of 79 new classrooms will need to be constructed to accommodate the requirements of certain dedicated uses, including those for TK/K/SDC, science labs, STEM and similar facilities that do not rely on a standard 960 square foot space for the most part. This will increase the amount of total permanent classrooms at the end of the improvement period to a total of 505 permanent classrooms. To meet the required 662 classrooms

needed to house the current overall enrollment, 157 existing portable classrooms will need to be used to house the estimated balance of the classrooms required. Thus, at the end of the improvement program, 662 classrooms are expected to be needed as teaching stations.

Table 8: Proposed Classrooms Required

			Existing Classrooms			Required Classrooms										Classrooms After Program Implementation			
		2022-23										Title 5							
School	Enroll	Perms	Ports	Total	General Purpose	Special Education	Music	Science	Intervention	Art & STEM	Preschool	Transitional Kinder	Kindergarten	Total	Perm CRs After Repurpose	New CRs Constructed	Port CRs Used	Total CRs	
1 Discovery	693	34	0	34	24	2	1	0	1	0	0	3	3	34	32	2	0	34	
2 El Dorado	755	18	20	38	26	4	1	0	1	0	0	2	3	37	18	4	15	37	
3 Jack Northrop	700	20	17	37	22	3	1	0	1	0	0	3	3	33	20	4	9	33	
4 Lincoln	658	18	12	30	23	2	1	0	1	0	0	2	2	31	18	2	11	31	
5 Monte Vista	819	22	20	42	27	2	1	0	1	0	0	3	3	37	22	3	12	37	
6 Nancy Cory	710	24	21	45	25	2	1	0	1	0	0	2	2	33	24	2	7	33	
7 Sierra	691	19	22	41	26	0	1	0	1	0	4	4	6	42	19	12	11	42	
8 West Wind	764	21	11	32	25	2	1	0	1	0	0	3	3	35	21	3	11	35	
Total Grade TK-5	5,790	176	123	299	198	17	8	0	8	0	4	22	25	282	174	32	76	282	
9 Desert View	691	14	31	45	24	4	1	0	1	0	0	3	3	36	14	6	16	36	
10 Joshua	542	25	15	40	24	1	1	1	1	0	0	3	3	34	25	4	5	34	
11 Mariposa	723	18	23	41	24	3	1	1	1	0	0	3	3	36	18	6	12	36	
12 John & Jacquelyn Miller	708	31	0	31	24	1	1	1	1	0	0	3	3	34	30	4	0	34	
13 Linda Verde	657	18	21	39	24	1	1	1	1	0	0	3	3	34	18	6	10	34	
14 Sunnydale	513	23	13	36	24	1	1	1	1	0	3	3	3	37	23	12	2	37	
Total Grade TK-8	3,834	129	103	232	144	11	6	5	6	0	3	18	18	211	128	38	45	211	
15 Amargosa Creek	973	32	15	47	31	4	1	4	1	0	0	0	0	41	32	0	9	41	
16 Endeavour	779	43	0	43	26	5	1	3	1	2	0	0	0	38	38	0	0	38	
17 F&A Academy of A&E	419	0	12	12	12	0	1	1	0	1	0	0	0	15	0	3	12	15	
18 New Vista	883	28	23	51	30	5	1	3	1	0	0	0	0	40	28	4	8	40	
19 Piute	731	26	28	54	25	5	1	3	1	0	0	0	0	35	26	2	7	35	
Total Grade 6-8	3,785	129	78	207	124	19	5	14	4	3	0	0	0	169	124	9	36	169	
Total	13,409	434	304	738	466	47	19	19	18	3	7	40	43	662	426	79	157	662	

Table 9 provides a similar analysis of the number of additional portable classrooms that will be needed to accommodate support spaces. The analysis excludes the Promise Academy and the Leadership Academy sites as these schools offer specialized programs and are not recommended for improvement. Table 9 also provides a further review of the proposed use of the District's existing 304 portables. As previously shown, 157 portables are needed for classrooms. Based on the site walks and school site assessments, 40 portable classrooms are proposed to be used for support spaces including wellness/community centers, social worker/counselor/psychologist, RSP, and afterschool programs. This is based on a site by site analysis that noted the support spaces that were already in permanent and dedicated non-classroom spaces and those that would need to provided space in remaining portable classroom facilities, or where feasible in the repurposing of existing permanent spaces. In addition, a few school sites will not receive additional support spaces due to limited available space (space needed for classroom instruction). However, priority of permanent classroom space is given to the housing of students for the benefit of teaching stations. A total of 63 existing portables will need to be removed at certain school sites to

accommodate the proposed construction of new classrooms in the location of the portables, where feasible.

Table 9: Proposed Use of Portables

School	Total Ports	Use of Portables					
		Port CRs Used	Wellness Room/ Center	Soc Worker Counselor Psychologist	RSP Afterschool	Portables Removed	Remaining/ Unused Portables
1 Discovery	0	0	repurpose ²	repurpose ²	repurpose ²	0	0
2 El Dorado	20	15	1	1	2	1	0
3 Jack Northrop	17	9	1	1	1	5	0
4 Lincoln	12	11	0	existing ¹	1	0	0
5 Monte Vista	20	12	0	1	1	6	0
6 Nancy Cory	21	7	1	1	1	0	11
7 Sierra	22	11	1	1	1	0	8
8 West Wind	11	11	0	0	existing ¹	0	0
Total Grade TK-5	123	76	4	5	7	12	19
9 Desert View	31	16	existing ¹	existing ¹	1	4	10
10 Joshua	15	5	1	1	1	4	3
11 Mariposa	23	12	1	1	1	5	3
12 John & Jacquelyn Miller	0	0	existing ¹	existing ¹	existing ¹	0	0
13 Linda Verde	21	10	1	1	1	8	0
14 Sunnydale	13	2	2	1	2	6	0
Total Grade TK-8	103	45	5	4	6	27	16
15 Amargosa Creek	15	9	1	existing ¹	1	4	0
16 Endeavour	0	0	repurpose ²	repurpose ²	repurpose ²	0	0
17 F&A Academy of A&E	12	12	0	existing ¹	0	0	0
18 New Vista	23	8	1	existing ¹	1	10	3
19 Piute	28	7	2	1	2	10	6
Total Grade 6-8	78	36	4	1	4	24	9
Total	304	157	13	10	17	63	44

Notes:

1. Refers to existing purpose built support spaces
2. Refers to the repurpose of permanent classrooms into support space

5.2 LEVEL OF IMPROVEMENTS

Based on the proposed educational and 21st Century Learning Environment specifications provided in Section 2 and the assessment of existing sites summarized in Section 4 of this report, the following levels of improvements which were previously discussed were developed for consideration. The goal is that all schools receive benefits and that students participate in a 21st century learning environment that supports the District vision for increased academic achievement. The proposed levels of improvement are as follows.

- **Modernization** entails the total improvement to a classroom or other space on a school site. It includes where needed new or upgrades to wall finishes, lighting, flooring, electrical, HVAC, window, and plumbing systems. It also includes ADA upgrades to meet current code requirements. In addition, classrooms and Library Media Centers receive the 21st Century

amenities to include mobile and flexible furniture and storage units, additional or sliding markerboards as appropriate, multiple wall mounted monitors, and technology upgrades as needed. 21st Century furniture, fixtures and equipment are provided depending on the flexibility of the furniture to create different configurations within a learning environment.

- **21st Century Upgrades** are designed to bring classrooms up to the 21st Century design standard without doing the entire modernization of the room. These upgrades are intended only for permanent classrooms that are either recently constructed or recently modernized. These classrooms are in good condition but lack 21st Century amenities. The 21st Century amenities differ based on the built environment. In many cases, the existing casework and cabinetry is in excellent condition and should be maintained where possible. To bring these classrooms up to the 21st Century standard, they will receive the following amenities: two or three monitors depending on the existing classroom configuration, additional or sliding markerboards depending on the built environment, electrical upgrades as needed, and 21st Century mobile and flexible furnishings.
- **21st Century Improvements** are designed to provide more flexibility and mobility to a portable classroom that will not receive additional upgrades. These classrooms have reached their life expectancy but remain well maintained and do not benefit from the full modernization or upgrades to these rooms. These rooms will receive 21st Century furnishings and use existing technology within the rooms.
- **Classroom Repurposing** refers to the repurposing of existing permanent and portable classrooms into other uses including structural changes as needed, and 21st century upgrades or improvements.

5.3 DISCOVERY TK-5 SCHOOL SITE IMPROVEMENTS

Discovery Elementary School educates TK through fifth grade students. The school is comprised of six buildings which includes 34 permanent classrooms, the administration office, and the MPR. To house the current enrollment, 24 general purpose classrooms, one music room, two special education, one intervention and six TK/K Title 5 compliant classrooms are needed. A total of two new classrooms will be constructed to house TK/K students in Title 5 compliant facilities. The school site is not eligible for modernization within the next ten years.

As part of the improvement strategy, two TK/K classrooms will be constructed north of the existing K playground, adjacent to the parking lot along 17th Street East. In addition, 33 existing permanent classrooms will receive 21st Century upgrades to include furniture and technology. One classroom will be repurposed into a Music Room. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center.

Figure 34: Discovery Proposed Site Improvements



Sequencing of Improvements

1. Construct two TK/K Title 5 classrooms
2. Repurpose a classroom into a Music Room
3. Provide 21st Century upgrades to all permanent classrooms and library

5.4 EL DORADO TK-5 SCHOOL SITE IMPROVEMENTS

El Dorado Elementary School serves students from TK through fifth grade. The educational facility encompasses seven buildings, 18 permanent classrooms that includes two Title 5 K classrooms, 19 portable classrooms, and 1 portable used as a supply room. The school needs 33 classrooms to accommodate current enrollment and four additional classes will be needed to house the SDC M/M students for a total need of 37 classrooms. El Dorado is currently eligible for modernization.

As part of the improvement strategy, three kindergarten classrooms will be constructed in the current location of the current K-3 portable classroom, which will be removed. There will also be construction of one permanent classroom to house a Music Room on the hardscape east of the preschool portable classrooms. There will be additional removal of classrooms 22 which cannot be used at this time. In addition, 18 existing permanent classrooms will be modernized and receive 21st Century modernization to include furniture and technology. Fifteen portable classrooms will receive 21st Century improvements to include furniture. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center. Four of the portable classrooms will be used for support services but will not receive improvements.

Figure 35: El Dorado Proposed Site Improvements



Sequencing of Improvements

1. Construct three new Title 5 kindergarten classrooms and Music Room
2. Provide modernization to 18 permanent classrooms in two phases using portable classrooms for Interim housing
3. Removal of permanent classroom 22 (cannot be used) and portable classroom K-3
4. Provide 21st Century improvements to 15 portable classrooms
5. Provide 21st Century upgrades to the Library Media Center

.5 JACK NORTHROP TK-5 SCHOOL SITE IMPROVEMENTS

Jack Northrop Elementary School houses TK through fifth grade students. The school is comprised of one main building which houses 20 permanent classrooms (two of which are Title 5 compliant), the administration office, and the MPR. Additionally, there are 17 portable classrooms. The school requires 33 classrooms to house the current enrollment and three special education classes for a total of 37 classrooms. To house the TK/K enrollment, six Title 5 classrooms are needed, three classrooms will be needed for the SDC M/M program, a music room and intervention room. The school is eligible for modernization in 2029.

As part of the improvement strategy, four kindergarten classrooms will be constructed parallel to portable classrooms 32 through 36. The two existing Title 5 portable classrooms K-3 and K-4 will house the two preschool classes. Portable classrooms 32 through 36 will be removed. The school will receive 21st Century modernization to 20 permanent classrooms and 21st Century improvements to nine portable classrooms. Additionally, portable classroom 22 will be repurposed into a Music Room and three portable

classrooms will be used as support services but will not receive improvements. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center.

Figure 36: Jack Northrop Proposed Site Improvements



Sequencing of Improvements

1. Construct four Title 5 kindergarten classrooms
2. Modernize 20 permanent classrooms in three phases using portable classrooms as interim housing
3. Provide 21st Century improvements to nine portable classrooms and the Library Media Center
4. Repurpose portable classroom 22 into a Music Room

5.6 JOSHUA TK-5 (PROPOSED K-8) SCHOOL SITE IMPROVEMENTS

Joshua Elementary School educates TK through fifth grade students. This site is currently under consideration to be a TK through eighth grade school. The school comprises 13 buildings, including administrative offices, a library media center, and a multipurpose room (MPR). The school has 25 permanent classrooms. There are an additional 15 portable classrooms and another two portable classrooms used for administrative functions. The school needs 34 classrooms to meet the Education Specification for a TK through eighth grade school. The school has four Title 5 TK/K classrooms and 21 general purpose classrooms. Two Title 5 classrooms, a music room and science lab are needed to meet Educational Specifications for the school as well as 26 general purpose classrooms.

Currently, 17 out of 25 permanent classrooms are undergoing renovations as part of a modernization project. For further improvements, two TK/K classrooms will be constructed where portables K-3, K-4, 42, and 43 are located. There will also be additional construction of two permanent classrooms to house

a Science Lab and Music Room in the southeast area of the site. Five portable classrooms will receive 21st Century improvements. Three portables will be used as support space but will not receive improvements. The school's library media center will receive minimal 21st Century upgrades that only include mobile shelving.

Figure 37: Joshua Proposed Site Improvements



Sequencing of Improvements

1. Remove portable classrooms K-3, K-4, 42, and 43
2. Construct two Title 5 kindergarten classrooms
3. Provide 21st Century improvements to five portable classrooms
4. Construct Science Lab and Music Room

5.7 LINCOLN TK-5 SCHOOL SITE IMPROVEMENTS

Lincoln Elementary School serves students from TK to fifth grade. There is one main building that includes 18 permanent classrooms, two of which are Title 5 compliant, the administration office, and the MPR. (Formerly, one classroom was used as support space and has been reallocated as a classroom). In addition, there are 12 portable classrooms. The school requires 27 classrooms to accommodate current enrollment, plus a music room, an intervention room and two classrooms are needed for the SDC M/M program for a total of 31 rooms. The school is currently eligible for modernization.

As part of the improvement strategy, two transitional kindergarten/kindergarten classrooms will be constructed west of the current kindergarten playground. Portable 148 will be repurposed as a Music Room. In addition, 18 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Ten portable classrooms will need to be used for instruction and will receive 21st Century improvements. One portable will be used for support space and

will not receive any improvements. The school's library will also receive minimal 21st Century upgrades that include furniture and mobile shelving.

Figure 38: Lincoln Proposed Site Improvements



Sequencing of Improvements

1. Construct two Title 5 TK/K classrooms
2. Modernize 18 permanent classrooms in two phases using portable classrooms as interim housing
3. Provide 21st Century improvements to 10 portable classrooms and minimal 21st Century upgrades to complete the Library Media Center
4. Repurpose Room 148 into a Music Room

5.8 MONTE VISTA TK-5 SCHOOL SITE IMPROVEMENTS

Monte Vista Elementary School educates TK through fifth grade students. The school comprises of eight buildings, which house 22 permanent classrooms, an MPR, a library media center, and administrative offices. Three of the 22 permanent classrooms are Title 5 kindergarten classrooms. Additionally, there are 20 portable classrooms. The school needs 33 classrooms to house current enrollment, two classrooms for the SDC M/S program, a music room and an intervention room for a total of 37 classrooms. The school is currently eligible for modernization.

As part of the improvement strategy, three kindergarten classrooms will be constructed in the current location of portable classrooms 21-22 and 29-30. Furthermore, portable classroom 23 and 24 will be removed and portable classroom 41 will be repurposed for a Music Room. In addition, 22 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Eleven portable classrooms will need to be used for instruction and will receive 21st Century improvements. The school's library will also receive 21st Century upgrades that includes furniture and

technology to create a more modern Library Media Center. Two portable classrooms will be used for support services but will not receive improvements.

Figure 39: Monte Vista Proposed Site Improvements



Sequencing of Improvements

1. Modernize 22 permanent classrooms in three phases using portables as interim housing
2. Provide 21st Century improvements to 11 portable classrooms
3. Provide 21st Century upgrades to the Library Media Center
4. Repurpose Room 41 into a Music Room
5. Construct three Title 5 kindergarten classrooms

5.9 NANCY CORY TK-5 SCHOOL SITE IMPROVEMENTS

Nancy Cory Elementary houses TK through fifth grade students. The school consists of one main building that includes 24 permanent classrooms (Formally, three classrooms were used for support programs and taken back for use as classrooms), the administration office, the MPR, and library. Two of the 24 permanent classrooms are Title 5 kindergarten classrooms. Additionally, there are 21 portable classrooms. The school requires 29 classrooms to accommodate its current student enrollment, two classrooms for the SDC M/S program, one music room and one intervention room for a total of 33 classrooms. The school is currently eligible for modernization.

As part of the improvement strategy, two kindergarten classrooms will be constructed to the north of the existing kindergarten playground. Portable Classroom 33 will be repurposed into a Music Room. In addition, 24 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Six portable classrooms will need to be used for instruction and will receive 21st Century improvements. The school's library will also receive 21st Century upgrades that

includes furniture and technology to create a Library Media Center. Three portable classrooms will be used for support services but will not receive improvements.

Figure 40: Nancy Cory Proposed Site Improvements



Sequencing of Improvements

1. Construct two Title 5 kindergarten classrooms
2. Modernize 24 permanent classrooms in two phases using portable classrooms for interim housing
3. Repurpose portable classroom 33 into a Music Room
4. Provide 21st Century improvements six portable classrooms
5. Provide 21st Century upgrades to the Library Media Center

5.10 SIERRA TK-5 SCHOOL SITE IMPROVEMENTS

Sierra Elementary School houses TK through fifth grade students. The school is comprised of eight buildings which includes 19 permanent classrooms, the administration office, and the MPR. Two of the 19 permanent classrooms are Title 5 TK/K classrooms. Additionally, there are 22 portable classrooms. The school requires 28 permanent classrooms to accommodate its current student enrollment plus a music room and an intervention room for a total of 30 classrooms. The school is eligible for modernization in 2025.

As part of the improvement strategy and if the school is successful in receiving a grant from the UTK Facilities Grant program, twelve preschool, TK and K classrooms will be constructed on the southwest side of the campus forming an Early Childhood Development Center. In addition, 19 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Ten portable classrooms will need to be used for instruction and will receive 21st Century improvements. The school's library will also receive 21st Century upgrades that includes furniture and technology to

create a Library Media Center. Portable 31 will be repurposed for a Music Room. Three portable classrooms will be used for support services but will not receive improvements. At the end of the construction program, portable classrooms on the north side of the site may be removed and the space reclaimed as playground.

Figure 41: Sierra Proposed Site Improvements



Sequencing of Improvements

1. Construct 12 Title 5 TK/K classrooms
2. Modernize 19 permanent classrooms in two phases using portable classrooms as interim housing
3. Provide 21st Century improvements to 10 portable classrooms
4. Provide 21st Century upgrades to the Library Media Center
5. Repurpose portable classroom 31 into a Music Room

5.11 WEST WIND TK-5 SCHOOL SITE IMPROVEMENTS

West Wind Elementary School educates TK through fifth grade students. The school is comprised of one building which includes 21 permanent classrooms, the administration office, and the MPR. Additionally, there are 11 portable classrooms. The school requires 31 classrooms to accommodate their current enrollment, two additional classrooms for the SDC M/S program, a music room and an intervention room for a total of 35 classrooms. The school will be eligible for modernization in 2028.

As part of the improvement strategy, two Title 5 TK/K classrooms will be constructed west of the existing TK/K playground. A Music Room will be constructed in the southeast area of the school site. In addition, 21 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Eleven portable classrooms will need to be used for instruction and will receive

21st Century improvements. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center.

Figure 42: West Wind Site Improvements



Sequencing of Improvements

1. Construct two Title 5 kindergarten classrooms
2. Construct a Music Room
3. Modernize 21 permanent classrooms in two phases using portable classrooms for interim housing
4. Provide 21st Century upgrades to the Library Media Center
5. Provide 21st Century improvements to 11 portable classrooms

5.12 DESERT VIEW TK-6 (PROPOSED TK-8) SCHOOL SITE IMPROVEMENTS

Desert View School educates TK through 6th grade students. The site is comprised of seven buildings, which includes 14 permanent classrooms, the administration building, and the MPR. Additionally, there are 31 portable classrooms. Two of the 14 permanent classrooms are Title 5 TK/K classrooms. The school will become a TK-8 grade school and will require a total of 34 classrooms per educational specification to include 24 general purpose, one SDC, one intervention, one Music Room and one Science Lab and six TK/K classrooms. The school is eligible for modernization in 2025.

As part of the improvement strategy, four Title 5 TK/K classrooms will be constructed in place of portable classroom 40. A Music room and Science Lab will be constructed in place of portable classrooms 16-18 which will be removed. Portable classrooms 38 and 40-42 will also be removed. In addition, 14 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Fourteen portable classrooms will need to be used for instruction and will receive 21st Century improvements. The school's library will also receive 21st Century upgrades that includes furniture

and technology to create a more modern Library Media Center. One portable classroom will be used for support services but will not receive improvements.

Figure 43: Desert View Site Improvements



Sequencing of Improvements

1. Remove portable classroom 40 and construct four Title 5 TK/K classrooms
2. Modernize 14 permanent classrooms in one phase
3. Provide 21st Century improvements to 14 portable classrooms
4. Remove portable classrooms 16-18 and construct Music Room and Science Lab
5. Remove portable classrooms 38, 41-42

5.13 MARIPOSA TK-6 (PROPOSED TK-8) SCHOOL SITE IMPROVEMENTS

Mariposa School educates TK through sixth grade students. The school is comprised of seven buildings which include 18 permanent classrooms of which two are Title 5 classrooms (formally, two classrooms were used for support spaces and were reclaimed for classroom use), the administration building, and the MPR. Additionally, there are 23 portable classrooms. The school will be converted into a TK through eighth grade school and would require 24 general purpose classrooms and six TK/K, a science lab, music room, one intervention room, and three SDC classrooms for a total of 36 classrooms to meet the Educational Specification. The school is currently eligible for modernization.

As part of the improvement strategy, four Title 5 TK/K classrooms will be constructed in the current location of portable classrooms 29-32 and 38. A new Music Room and Science Lab will be constructed near Rooms 16. Eighteen existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Ten portable classrooms will need to be used for instruction and will receive 21st Century improvements. The school's library will also receive 21st Century

upgrades that includes furniture and technology to create a more modern Library Media Center. Three portable classrooms will be used for support services but will not receive improvements.

Figure 44: Mariposa Site Improvements



Sequencing of Improvements

1. Modernize 18 permanent classrooms in two phases using portable classrooms as interim housing
2. Provide 21st Century improvements to Library Media Center
3. Provide 21st Century improvements to 10 portable classrooms
4. Remove portable classrooms 29-32 and 38
5. Construct four Title 5 kindergarten classrooms, Music Room and Science Lab

5.14 JJ MILLER TK-6 (PROPOSED TK-8) SCHOOL SITE IMPROVEMENTS

JJ Miller Elementary School educates TK through sixth grade students. The school consists of one main building including nine permanent classrooms, administrative offices, MPR, and library. Additionally, there are 31 permanent (modular) classrooms. The District is considering converting to a TK through eighth grade school and would require 34 classrooms to meet the Educational Specification. The school is eligible for modernization in 2031.

As part of the improvement strategy, Educational Specification requires two additional kindergarten classrooms that will be constructed west of the current kindergarten playground. In addition, two permanent classrooms housing a Science Lab and Music Room will be constructed north of rooms 204-206 to meet Educational Specification. In addition, 31 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. There will be one additional classroom at the site to be used at the District's discretion, i.e., a community school program. The school's

library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center.

Figure 45: JJ Miller Site Improvements



Sequencing of Improvements

1. Construct two Title 5 kindergarten classrooms, a Science Lab and Music Room
2. Modernize 31 permanent classrooms in three phases using portable classrooms as interim housing
3. Provide 21st Century upgrades to the Library Media Center

5.15 SUNNYDALE TK-6 (PROPOSED TK-8) SCHOOL SITE IMPROVEMENTS

Sunnydale Elementary School houses TK through sixth grade students. The school is comprised of nine buildings which includes 23 permanent classrooms, the administration office, and the MPR. Additionally, there are 13 portable classrooms, 10 of which are used as classrooms. The school may be converted into a TK through eighth grade school and would require 24 general purpose classrooms and six TK/K, a science lab, music room, one intervention room, and one SDC classrooms for a total of 34 classrooms to meet the Educational Specification. In addition, the District has secured additional funding for seven Title 5 classrooms for preschool, TK/K students. This school qualifies for modernization in 2023 and 2029.

As part of the improvement strategy, seven preschools, TK/K classrooms will be constructed across from portable classrooms 30-32 to provide an Early Childhood Development Center (ECDC) near the current Title 5 K classrooms. Three of these classrooms will house preschool students, the remaining four Title 5 classrooms will house TK/K students. There will also be construction of two permanent classrooms to house a science lab and a music room between the library and wing of four classrooms. Three general purpose classrooms will be constructed to the north of the new ECDC. In addition, 23 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology.

Six portable classrooms will be removed to construct the Title 5 TK/K and three general-purpose classrooms. Furthermore, two portable classrooms will need to be used for classrooms and will receive 21st Century improvements. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center. Five portable classrooms are available to be used for support services but will not receive improvements.

Figure 46: Sunnydale Site Improvements



Sequencing of Improvements

1. Remove six portable classrooms
2. Construct seven Title 5 preschool, TK/K classrooms
3. Construct a new Science Lab and Music Room and three general-purpose classrooms
4. Modernize 23 permanent classrooms in three phases using portable classrooms as interim housing
5. Provide 21st Century upgrades to the Library Media Center
6. Provide 21st Century improvements to two portable classrooms

5.16 LINDA VERDE TK-8 SCHOOL SITE IMPROVEMENTS

Linda Verde School educates TK through 8th grade students. The school comprises of nine buildings including 18 permanent classrooms, an administration office, MPR, and library. Additionally, there are 21 portable classrooms, 19 of which are used as classrooms and two for support spaces. To meet the Educational Specification for a TK through eighth grade school, 24 general purpose classrooms will be required, six TK/K classrooms, a music room, a science lab, an intervention room, and SDC room for a total of 34 classrooms. The school is eligible for modernization in 2030.

As part of the improvement strategy, TK/K classrooms will be constructed. Two of them will be north of Rooms 5 and 6 and the other two will be in place of portable Classrooms 30-31. Additionally, a new

science lab and music room will be constructed in the current location of portable Classrooms 24-26 and 32-33. The Linda Verde Center located at the southeast corner of the school will be converted into a future ECDC. In addition, 18 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Ten portable classrooms will need to be used for instruction and will receive 21st Century improvements. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center. Three portable classrooms will be used for support services but will not receive 21st Century improvements.

Figure 47: Linda Verde Site Improvements



Sequencing of Improvements

1. Modernize 18 permanent classrooms in one phase using portable classrooms as interim housing
2. Provide 21st upgrades to the Library Media Center
3. Provide 21st Century improvements to 10 portable classrooms
4. Remove eight portable classrooms
5. Construct four Title 5 kindergarten classrooms, a Science Lab and Music Room

5.17 AMARGOSA MIDDLE 6-8 SCHOOL SITE IMPROVEMENTS

Amargosa Middle School educates sixth through eighth grade students. The campus is comprised of two primary structures: the academic building, including 32 permanent classrooms, MPR, administrative offices, and library, and a gymnasium. Additionally, there are 15 portable classrooms. The school requires 37 classrooms to accommodate its current enrollment and four SDC M/M classrooms for a total of 41 classrooms. The school is eligible for modernization in 2026.

Four science labs, Rooms 105 through 108 will be modernized and receive science upgrades including furniture and technology. Additionally, 28 permanent classrooms will be modernized and receive 21st

Century upgrades to include furniture and technology. Nine portable classrooms will need to be used for instruction and will receive 21st Century improvements. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center. The music room does not require any improvements at this time. Two portable classrooms will be used for support services but will not receive improvements. When the enrollment is reduced at the school through the reconfiguration of the TK through eighth grade schools, two classrooms should be repurposed into an Art Room and a STEM lab to reach Educational Specifications.

Amargosa Middle School educates sixth through eighth grade students. The campus is comprised of two primary structures: the academic building, including 32 permanent classrooms, MPR, administrative offices, and library, and a gymnasium. Additionally, there are 15 portable classrooms. The school requires 37 classrooms to accommodate its current enrollment and four SDC M/M classrooms for a total of 41 classrooms. The school is eligible for modernization in 2026.

Four science labs, Rooms 105 through 108 will be modernized and receive science upgrades including furniture and technology. Additionally, 28 permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Nine portable classrooms will need to be used for instruction and will receive 21st Century improvements. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center. The music room does not require any improvements at this time. Two portable classrooms will be used for support services but will not receive improvements. When the enrollment is reduced at the school through the reconfiguration of the TK through eighth grade schools, two classrooms should be repurposed into an Art Room and a STEM lab to reach Educational Specifications.

Figure 48: Amargosa Site Improvements



Sequencing of Improvements

1. Modernize 28 permanent classrooms in two phases using portable classrooms on site and at other sites as interim housing
2. Provide upgrades to four rooms, Rooms 105 through 108, to provide 21st Century Science Labs
3. Provide 21st improvements to 9 portable classrooms
4. Remove portable classrooms 208-211

5.18 ENDEAVOUR MIDDLE 6-8 SCHOOL SITE IMPROVEMENTS

Endeavour Middle School provides education to sixth through eighth grade students. The school is comprised of two buildings including 43 permanent classrooms, the administrative office, library, MPR, and Gymnasium. The school requires 29 classrooms to accommodate its current enrollment, three SDC M/M and two SDC M/S classrooms to meet the program requirements. The school needs 26 general purpose classrooms, a total of five SDCs, one music room, one intervention, one art room, one STEM room, and three science labs for a total of 38 classrooms. The school is not eligible for modernization in the next 10 years.

Five classrooms, Rooms 101 through 103 and Rooms 106 through 107, will be repurposed into three Science Labs. Additionally, 38 permanent and modular classrooms will receive 21st Century upgrades to include furniture and technology. The music room does not need any improvement at this time. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center. There will be three classrooms that do not need to house core instructional programs that will be used for support space or other District programs such as a community schools' program. These rooms will not receive improvements.

Figure 49: Endeavour Site Improvements

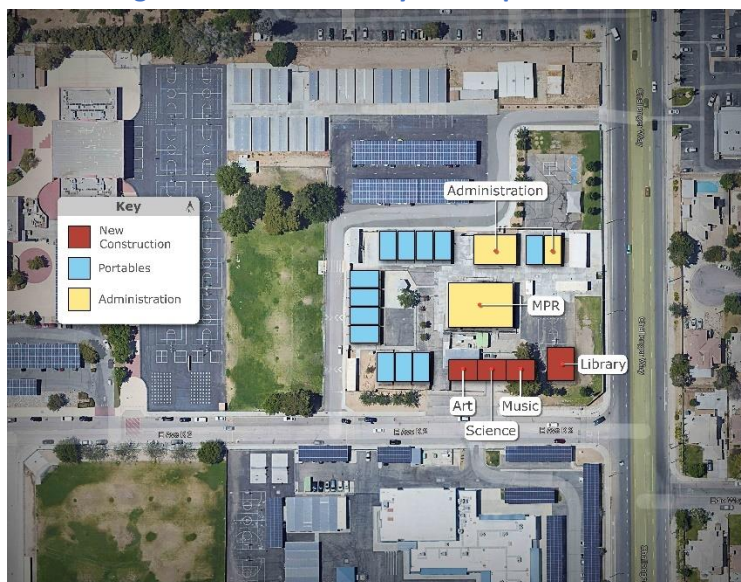


Sequencing of Improvements

1. Repurpose Rooms 101-103 and Rooms 106-107 into three science labs
2. Repurpose Rooms 108 and 109 into a STEM and Art Lab
3. Provide 21st Century upgrades to 38 permanent classrooms and the Library Media Center in one phase

5.19 F&A ACADEMY 6-8 SCHOOL SITE IMPROVEMENTS

Figure 50: F&A Academy Site Improvements



Fulton and Alsbury Academy of Arts and Engineering serves students from sixth through eighth grades. The campus is comprised of one permanent building, MPR, and 12 portable classrooms, and two portable buildings that house the administrative office and library. The school requires 15 classrooms to house current enrollment and is currently eligible for modernization.

Three 1,200 square foot modular classrooms will be constructed south of the MPR, in place of portable Classroom 13. These modular classrooms will be an Art Lab, a Music Room, and a Science/Engineering Lab. Additionally, there will be construction of a new 1,200 square foot Library Media Center west of the three new classrooms. The current portable building housing the library will be removed.

Sequencing of Improvements

1. Remove portable classroom 13
2. Construct Art Lab, a Music Room, Science/Engineering Lab and a Library Media Center

5.20 NEW VISTA 6-8 SCHOOL SITE IMPROVEMENTS

New Vista Middle School houses an enrollment of 883 students in sixth through eighth grade. The school is comprised of two buildings which includes 28 permanent classroom facilities, the administration building, the MPR, and the gymnasium. Additionally, there are 23 portable classrooms and two portable support spaces. The site requires 30 permanent classrooms to house current enrollment, three SDC M/M and two SDC M/S classrooms, three science labs, one music room, and one intervention room for a total of 40 classrooms. The school is currently eligible for modernization.

Figure 51: New Vista Site Improvements



As part of the improvement plan, three new Science Labs and a Music Room will be constructed in place of portable Classrooms 140 through 149. In addition, 28 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Eight portable

classrooms will need to be used for instruction and will receive 21st Century improvements. The school's library will also receive 21st Century upgrades that includes furniture and technology to create a more modern Library Media Center. Two portable classrooms will be used for support services but will not receive improvements.

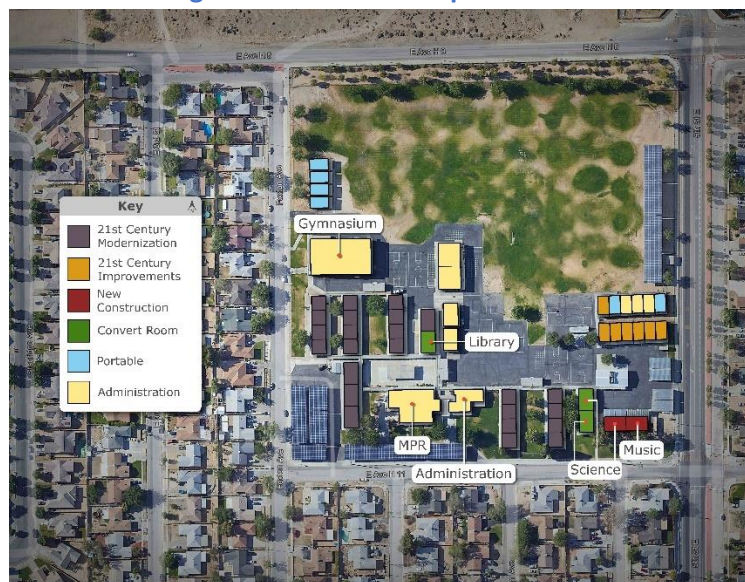
Sequencing of Improvements

1. Modernize 28 permanent classrooms in two phases using portable classrooms for interim housing
2. Provide 21st Century upgrades to Library Media Center
3. Provide 21st Century improvements to eight portable classrooms
4. Remove portable classrooms 140 through 149
5. Construct three Science Labs and a Music Room

5.21 PIUTE MIDDLE 6-8 SCHOOL SITE IMPROVEMENTS

Piute Middle School houses sixth through eighth grade students. The campus is comprised of 12 buildings which includes 26 permanent classroom facilities, a gymnasium, the administration building, and the MPR. Additionally, there are 23 portable classrooms, an additional four portables for support spaces, and one portable that houses the library. The school requires 29 classrooms to accommodate its current enrollment and an additional five classrooms for the SDC M/M program. The school needs 25 general purpose classrooms, a total of five SDCs, one music room, one intervention room, and three science labs for a total of 35 classrooms. The school is currently eligible for modernization.

Figure 52: Piute Site Improvements



Two permanent classrooms are proposed to be constructed to house music and a science lab in place of portables T-1 through T-4. Rooms 3 through 4 will be converted into two science labs and Room 13 will be converted into a library/media Center. Portable classrooms T-5 through T-8 and portable classrooms

1 and 2 will be removed. In addition, 26 existing permanent classrooms will be modernized and receive 21st Century upgrades to include furniture and technology. Seven portable classrooms will need to be used for instruction and will receive 21st Century improvements. Five portables will be used for support services but will not receive improvements.

Sequencing of Improvements

1. Modernize 24 permanent classrooms in two phases using portable classrooms as interim housing
2. Repurpose Rooms 3 and 4 into two Science Labs
3. Provide 21st Century improvements to seven portable classrooms
4. Repurpose Room 13 into a Library Media Center
5. Remove portable classrooms T-1 through T-8 and Rooms 1 and 2
6. Construct a new Music Room and Science Lab

5.22 SUMMARY OF PROPOSED IMPROVEMENTS

Table 10: Estimated Cost of Proposed Improvements

School Name	21st Century Upgrades	21st Century Improvements	Classroom Repurposing	Classroom Modernizations	New Buildings	Total
TK-5 Schools						
Discovery Elementary School	\$ 3,176,369	\$ 48,795	\$ 174,682	\$ -	\$ 2,619,451	\$ 6,019,297
El Dorado Elementary School	\$ 155,684	\$ 602,591	\$ -	\$ 5,163,799	\$ 4,506,878	\$ 10,428,952
Jack Northrop Elementary School	\$ 155,684	\$ 321,382	\$ 191,171	\$ 4,570,187	\$ 4,764,842	\$ 10,003,265
Joshua Elementary School	\$ -	\$ 213,412	\$ -	\$ -	\$ 4,489,401	\$ 4,702,813
Lincoln Elementary School	\$ -	\$ 330,004	\$ 199,387	\$ 4,249,551	\$ 2,464,621	\$ 7,243,564
Monte Vista Elementary School	\$ 154,825	\$ 441,900	\$ 199,387	\$ 7,910,455	\$ 3,377,173	\$ 12,083,740
Nancy Cory Elementary School	\$ 235,793	\$ 241,037	\$ 199,387	\$ 8,429,206	\$ 2,242,680	\$ 11,348,104
Sierra Elementary School	\$ 131,565	\$ 401,728	\$ 199,387	\$ 5,247,207	\$ 14,060,256	\$ 20,040,143
West Wind Elementary School	\$ 131,565	\$ 441,900	\$ 199,387	\$ 5,555,840	\$ 3,236,755	\$ 9,565,447
TK-6 Schools						
Desert View Elementary School	\$ -	\$ 597,370	\$ 199,387	\$ 4,158,398	\$ 6,508,498	\$ 11,463,653
Mariposa Elementary School	\$ 131,565	\$ 401,728	\$ 199,387	\$ 5,324,185	\$ 6,300,503	\$ 12,357,367
Miller Elementary School	\$ 126,397	\$ -	\$ -	\$ 7,709,702	\$ 4,426,928	\$ 12,263,027
Sunnydale Elementary School	\$ 211,910	\$ 80,346	\$ -	\$ 7,418,843	\$ 12,088,510	\$ 19,799,608
TK-8 Schools						
Linda Verde Elementary School	\$ 131,565	\$ 401,728	\$ -	\$ 6,312,176	\$ 7,163,921	\$ 14,009,390
6-8 Schools						
Armagosa Creek Middle School	\$ 947,240	\$ 642,477	\$ -	\$ 7,139,203	\$ -	\$ 8,728,920
Endeavour Middle School	\$ 3,606,444	\$ -	\$ 1,912,497	\$ -	\$ -	\$ 5,518,941
F&A Academy	\$ -	\$ -	\$ -	\$ -	\$ 4,047,405	\$ 4,047,405
New Vista Middle School	\$ 209,950	\$ 241,037	\$ -	\$ 5,629,725	\$ 4,034,696	\$ 10,115,408
Piute Middle School	\$ -	\$ 241,037	\$ 1,665,494	\$ 8,133,480	\$ 2,127,343	\$ 12,167,353
Project Subtotal:	\$ 9,506,556	\$ 5,648,472	\$ 5,339,553	\$ 92,951,957	\$ 88,459,861	\$ 201,906,397
Program Reserve (15%)	\$ 1,425,983	\$ 847,271	\$ 800,933	\$ 13,942,794	\$ 13,268,979	\$ 30,285,960
Project Total:	\$ 10,932,539	\$ 6,495,743	\$ 6,140,486	\$ 106,894,751	\$ 101,728,840	\$ 232,192,357

SECTION 6

PROPOSED FUNDING & PHASING

In California, school facility improvements are generally funded by a combination of sources which need to be identified, integrated, and ultimately sequenced in order to maximize their use. In almost all cases, the need for improvements exceeds the general availability of funding at any one time, requiring the prioritizing, sequencing, and phasing of improvements. Successful outcomes often rely on establishing an educational vision and specification for desired facilities, assessing existing facilities through that lens, integrating those components with available identified sources of funding and curating those outcomes within a facilities improvement plan that is ultimately presented to the Board for adoption and implementation.

This section reviews the identified sources of funds for proposed improvements. An assessment of the District's eligibility under the State School Facility Program (SFP) is provided, including an assessment of the grant amounts that may be received by school site over time, suggested methods to optimize and use such funding, and the anticipated local match requirement to access available grant amounts. An analysis of potential local funding sources available to the District to meet its SFP match requirements is provided, including a review of existing funds and estimated local developer fees that may be made available over time. In addition, the use of a local general obligation bond program is reviewed, including the District's assessed valuation, bonding limit, and projected rates by which funds may be made available over time to meet the proposed facility improvement program.

In combination, a proposed phasing program of proposed improvements is presented. It takes into consideration the needs of the educational program, the status of existing school facilities, proposed improvements and the timing of anticipated funds. Further consideration is presented as to the required sequencing, and the ability to leverage projected State matching grants with bond and local proceeds. A phased program is presented that takes into consideration the above yet minimizes the impact of construction to the sites and to the ongoing educational program during construction. To assist, a proposed sources and uses of available funds is presented linked to a proposed phasing schedule that integrates the proposed improvements by school site, phase, and amount.

6.1 STATE AID AND ELIGIBILITY

Through the Office of Public School Construction (OPSC), the State of California provides grant funding assistance to eligible school districts through the SFP. OPSC administers various programs pursuant to State law and provides projects to be considered by the State Allocation Board (SAB) for funding. Funding

for OPSC programs is provided periodically by voter approved state-wide ballot measures and/or by direct general fund appropriations as authorized by the legislature and approved by the governor. The disbursement of funds is allocated to school districts in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project-specific costs. Individual pupil grant amounts are periodically reviewed for adjustment by the SAB. To apply for a grant, a district must receive design approvals from the Division of the State Architect (DSA) and the California Department of Education (CDE) for a project to be considered by OPSC. To receive State grants, a district is required to match the grant portion from available district funds. Under certain specific conditions, a district may qualify and apply for a release of its local match requirement through a financial hardship review (Financial Hardship) and approval by the OPSC and the SAB, subject to additional constraints and requirements. This is discussed later in this section in greater detail.

At this time, the OPSC has reported that all authorized funds for new construction and modernization applications under the SFP have been fully allocated. Received applications after September 12, 2018, for new construction and after March 1, 2019, for modernization are now being placed on an “Applications Received Beyond Bond Authority” waiting list in the order of date received, which is presented to the SAB for acknowledgement, but not approval, and are slated for review once additional funds are made available. To qualify for this waiting list for State funds, districts are required to adopt a Board resolution acknowledging the shortfall and the application’s inclusion under the “Applications Received Beyond Bond Authority List.”

In May 2022, Governor Newsom released additional funds from the State general fund to the SFP. It included approximately \$4 billion in one-time General Fund monies for the SFP allocating \$2.2 billion in 2021-22, \$1.2 billion in 2023-24, and \$625 million in 2024-25 to support new construction and modernization projects. It also included approximately \$1.8 billion in one-time funds for deferred maintenance, HVAC, and energy improvements. Since then, these amounts have been periodically applied against the “Applications Received Beyond Bond Authority” waiting list allowing most of the plans that have been submitted to anticipate funding in the years ahead.

The following provides an overview of applicable State grant programs and estimated District eligibility for the modernization of existing facilities and the construction of permanent classrooms. Opportunities for one-time facilities grants currently available are also presented. Jointly, they are used to project the total amount of grant funding eligibility available and any local match of district funds that may be required in the years ahead.

6.1.1 STATE AID MODERNIZATION

An analysis indicates the District may be eligible for grant funding under the State’s modernization program for existing school facilities. The SFP Modernization Program provides funds on a 60-40 State and district sharing basis for improvements that extend the life of existing school facilities. Eligible projects include modification or improvements such as air conditioning, plumbing, lighting, and electrical systems. Prior to applying, a district must have prepared and received stamped plan approvals from the

Department of the State Architect (DSA) for eligible projects. Applications thereafter are submitted to the OPSC in two stages:

1. **Eligibility:** Modernization eligibility is established separately for each school site and requires that permanent facilities be at least 25 years since last built or modernized and portable facilities be 20 years since put in service or modernized. Students must be enrolled in those facilities based on State classroom loading standards of 25 per classroom for elementary grades and 27 per classroom for middle school grades. Once established, site eligibility is not subject to annual review.
2. **Funding:** A district with modernization eligibility may request funding on a 60-40 State grant/local district match basis. The 2023 pupil grant amount is currently \$6,086 for elementary grades and \$6,436 for middle school grades. A higher per pupil grant amount is provided for classrooms that are in buildings 50 years or older equal to \$8,454 for elementary grades and \$8,942 for middle grades. Eligible costs include design, construction, educational technology, testing, inspection, furniture, and equipment. Limited supplemental funding is available for excessive costs such as fire safety and accessibility improvements. Grant levels are periodically reviewed by the State. Program funding is subject to project performance and certification at the completion of construction.

Modernization eligibility requires that the enrollment per site support the estimated number of students that may be housed in eligible classrooms for modernization. For example, if all classrooms at a school site are deemed eligible, the site would need to have a corresponding enrollment to support the use of all classrooms towards the eligibility assuming the appropriate State general classroom loading standard discussed above. If enrollment is less than the total State loading of all eligible classrooms, the total eligible enrollment grant amount would be reduced on a per pupil basis to the number of students required to fill the eligible classrooms, resulting in less eligibility. If enrollment is higher, the total State loading from all eligible classrooms would be used to fully fund the maximum number of eligible classrooms. Eligibility is evaluated annually and adjusted for changes in enrollment, in the growing age of classrooms, and in the deduction for any pupil grants that have been applied to that school since it was last built or modernized under the program. Absent a finding of financial hardship as defined later in this report, a local match of district funds is required.

Table 11 identifies the current estimated eligibility from permanent classrooms based on enrollment and age and the projected pupil grant eligibility pursuant to state loading standards less any pupil grants previously utilized towards prior OPSC approved modernization grants within the last 25 years. In 2000, 2004, 2005, and 2020, the District received grants across eight school sites totaling approximately \$14 million. This reduces the current amount of pupil grants available from the 2023 enrollment by the previous amounts received in these earlier years by the District for these schools. The analysis also considers available pupil grants utilizing the higher per pupil grant amount for 50-year-old buildings, where applicable. An additional 5% is estimated for supplemental grants above the base pupil grant for site development costs or other eligible improvements (e.g., fire sprinklers). As presented in Table 11,

the District is currently eligible for approximately \$19.3 million in modernization grants from permanent classrooms requiring approximately \$12.8 million in matching local district funds.

Table 11: Estimated Current (2023) Modernization Eligibility from Permanent Classrooms

				2023									
	School	FY2022-23 Enroll	Pupil Grant	Perm. CRs 25yrs+	Elig. Pupils ¹	Prior Pupils ²	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	Discovery	693	\$6,086	0	0	0	0	0	\$0	\$0	\$0	\$0	\$0
2	El Dorado	755	\$8,454	18	450	463	(13)	0	\$0	\$0	\$0	\$0	\$0
3	Jack Northrop	700	\$6,086	0	0	0	0	0	\$0	\$0	\$0	\$0	\$0
4	Joshua	542	\$8,454	25	542	280	262	10	\$2,214,948	\$110,747	\$2,325,695	\$1,550,464	\$3,876,159
5	Lincoln	658	\$6,086	17	425	0	425	17	\$2,586,550	\$129,328	\$2,715,878	\$1,810,585	\$4,526,463
6	Monte Vista	819	\$8,454	22	550	0	550	22	\$4,649,700	\$232,485	\$4,882,185	\$3,254,790	\$8,136,975
7	Nancy Cory	710	\$6,086	21	525	0	525	21	\$3,195,150	\$159,758	\$3,354,908	\$2,236,605	\$5,591,513
8	Sierra	691	\$6,086	19	475	577	(102)	0	\$0	\$0	\$0	\$0	\$0
9	West Wind	764	\$6,086	0	0	0	0	0	\$0	\$0	\$0	\$0	\$0
	Total Grade TK-5	6,332		122	2,967	1,320	1,647	70	\$12,646,348	\$632,317	\$13,278,665	\$8,852,444	\$22,131,109
10	Desert View	691	\$6,086	14	350	520	(170)	0	\$0	\$0	\$0	\$0	\$0
11	Mariposa	723	\$6,086	16	400	536	(136)	0	\$0	\$0	\$0	\$0	\$0
12	John & Jacquelyn Miller	708	\$6,086	0	0	0	0	0	\$0	\$0	\$0	\$0	\$0
13	Sunnydale	513	\$8,454	23	513	450	63	3	\$532,602	\$26,630	\$559,232	\$372,821	\$932,054
	Total Grade TK-6	2,635		53	1,263	1,506	(243)	3	\$532,602	\$26,630	\$559,232	\$372,821	\$932,054
14	Linda Verde	657	\$6,086	17	425	662	(237)	0	\$0	\$0	\$0	\$0	\$0
15	The Leadership Academy	39	\$6,086	0	0	0	0	0	\$0	\$0	\$0	\$0	\$0
16	Promise Academy	51	\$6,086	4	51	0	51	2	\$310,386	\$15,519	\$325,905	\$217,270	\$543,176
	Total Grade TK-8	747		21	476	662	(186)	2	\$310,386	\$15,519	\$325,905	\$217,270	\$543,176
17	Amargosa Creek	973	\$6,436	0	0	0	0	0	\$0	\$0	\$0	\$0	\$0
18	Endeavour	779	\$6,436	0	0	0	0	0	\$0	\$0	\$0	\$0	\$0
19	F&A Academy of A&E	419	\$6,436	0	0	0	0	0	\$0	\$0	\$0	\$0	\$0
20	New Vista	883	\$6,436	28	756	0	756	28	\$4,865,616	\$243,281	\$5,108,897	\$3,405,931	\$8,514,828
21	Piute	731	\$6,436	26	702	937	(235)	0	\$0	\$0	\$0	\$0	\$0
	Total Grade 6-8	3,785		54	1,458	937	521	28	\$4,865,616	\$243,281	\$5,108,897	\$3,405,931	\$8,514,828
	Total	13,499		250	6,164	4,425	1,739	103	\$18,354,952	\$917,748	\$19,272,700	\$12,848,466	\$32,121,166

Notes:

1. If 2022/23 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils
2. Prior pupils used for OPSC funded applications less than 20/25 years

Table 12 presents a similar analysis for the current eligibility of portable classrooms to qualify for modernization grants. For the purposes of this analysis, available enrollment is first allocated towards the eligibility of permanent classrooms and the balance, if any, is thereafter allocated to eligible portable classrooms at each site based on State loading standards. It is estimated that the District is currently eligible for \$19.9 million in modernization pupil grants from portable classrooms that currently exceed their 20-year life and can be supported from the current enrollment at each site. This eligibility would require a \$13.3 million local match from district funds.

Table 12: Estimated Current (2023) Modernization Eligibility from Portable Classrooms

	School	FY2022-23 Enroll	Pupil Grant	2023								
				Port. CRs 20yrs+	Less Perm Pupils	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	Discovery	693	\$6,086	0	0	0	0	\$0	\$0	\$0	\$0	\$0
2	El Dorado	755	\$6,086	12	(13)	287	11	\$1,746,682	\$87,334	\$1,834,016	\$1,222,677	\$3,056,694
3	Jack Northrop	700	\$6,086	14	0	350	14	\$2,130,100	\$106,505	\$2,236,605	\$1,491,070	\$3,727,675
4	Joshua	542	\$6,086	14	262	280	11	\$1,704,080	\$85,204	\$1,789,284	\$1,192,856	\$2,982,140
5	Lincoln	658	\$6,086	12	425	233	9	\$1,418,038	\$70,902	\$1,488,940	\$992,627	\$2,481,567
6	Monte Vista	819	\$6,086	14	550	244	10	\$1,484,984	\$74,249	\$1,559,233	\$1,039,489	\$2,598,722
7	Nancy Cory	710	\$6,086	19	525	185	7	\$1,125,910	\$56,296	\$1,182,206	\$788,137	\$1,970,343
8	Sierra	691	\$6,086	22	(102)	114	5	\$693,804	\$34,690	\$728,494	\$485,663	\$1,214,157
9	West Wind	764	\$6,086	7	0	175	7	\$1,065,050	\$53,253	\$1,118,303	\$745,535	\$1,863,838
	Total Grade TK-5	6,332		114	1,647	1,868	75	\$11,368,648	\$568,432	\$11,937,080	\$7,958,054	\$19,895,134
10	Desert View	691	\$6,086	22	(170)	171	7	\$118,161	\$5,908	\$124,069	\$82,713	\$206,782
11	Mariposa	723	\$6,086	14	(136)	187	7	\$1,138,082	\$56,904	\$1,194,986	\$796,657	\$1,991,644
12	John & Jacquelyn Miller	708	\$6,086	0	0	0	0	\$0	\$0	\$0	\$0	\$0
13	Sunnysdale	513	\$6,086	10	63	250	10	\$1,521,500	\$76,075	\$1,597,575	\$1,065,050	\$2,662,625
	Total Grade TK-6	2,635		46	(243)	608	24	\$2,777,743	\$138,887	\$2,916,630	\$1,944,420	\$4,861,050
14	Linda Verde	657	\$6,086	19	(237)	(5)	0	\$0	\$0	\$0	\$0	\$0
15	The Leadership Academy	39	\$6,086	0	0	0	0	\$0	\$0	\$0	\$0	\$0
16	Promise Academy	51	\$6,086	4	51	0	0	\$0	\$0	\$0	\$0	\$0
	Total Grade TK-8	747		23	(186)	(5)	0	\$0	\$0	\$0	\$0	\$0
17	Amargosa Creek	973	\$6,436	11	0	297	11	\$1,911,492	\$95,575	\$2,007,067	\$1,338,044	\$3,345,111
18	Endeavour	779	\$6,436	0	0	0	0	\$0	\$0	\$0	\$0	\$0
19	F&A Academy of A&E	419	\$6,436	12	0	324	12	\$2,085,264	\$104,263	\$2,189,527	\$1,459,685	\$3,649,212
20	New Vista	883	\$6,436	15	756	127	5	\$817,372	\$40,869	\$858,241	\$572,160	\$1,430,401
21	Piute	731	\$6,436	12	(235)	0	0	\$0	\$0	\$0	\$0	\$0
	Total Grade 6-8	3,785		50	521	748	28	\$4,814,128	\$240,706	\$5,054,834	\$3,369,890	\$8,424,724
	Total	13,499		233	1,739	3,219	127	\$18,960,519	\$948,026	\$19,908,545	\$13,272,363	\$33,180,908

Notes:

1. If 2022/23 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils

Table 13 provides a combined view of current permanent and portable eligibility based on current enrollment. In summary, the District may be currently eligible for approximately \$39.2 million in combined permanent and portable classroom eligibility. A local match of approximately \$26.1 million would be required by the District to access these grants. Should enrollment significantly increase or decrease in the future, the amount of eligible grants receipts may likewise increase or decrease in tandem with changes in enrollment.

Table 13: Estimated Current (2023) Modernization Eligibility from Permanent Classrooms

	School	FY2022-23 Enroll	Pupil Grant	2023							
				CRs 20/25yrs+	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	Discovery	693	\$6,086	0	0	0	\$0	\$0	\$0	\$0	\$0
2	El Dorado	755	\$8,454 /\$6,08	30	287	11	\$1,746,682	\$87,334	\$1,834,016	\$1,222,677	\$3,056,694
3	Jack Northrop	700	\$6,086	14	350	14	\$2,130,100	\$106,505	\$2,236,605	\$1,491,070	\$3,727,675
4	Joshua	542	\$8,454 /\$6,08	39	542	22	\$3,919,028	\$195,951	\$4,114,979	\$2,743,320	\$6,858,299
5	Lincoln	658	\$6,086	29	658	26	\$4,004,588	\$200,229	\$4,204,817	\$2,803,212	\$7,008,029
6	Monte Vista	819	\$8,454 /\$6,08	36	794	32	\$6,134,684	\$306,734	\$6,441,418	\$4,294,279	\$10,735,697
7	Nancy Cory	710	\$6,086	40	710	28	\$4,321,060	\$216,053	\$4,537,113	\$3,024,742	\$7,561,855
8	Sierra	691	\$6,086	41	114	5	\$693,804	\$34,690	\$728,494	\$485,663	\$1,214,157
9	West Wind	764	\$6,086	7	175	7	\$1,065,050	\$53,253	\$1,118,303	\$745,535	\$1,863,838
	Total Grade TK-5	6,332		236	3,630	145	\$24,014,996	\$1,200,750	\$25,215,746	\$16,810,497	\$42,026,243
10	Desert View	691	\$6,086	36	171	7	\$118,161	\$5,908	\$124,069	\$82,713	\$206,782
11	Mariposa	723	\$6,086	30	187	7	\$1,138,082	\$56,904	\$1,194,986	\$796,657	\$1,991,644
12	John & Jacquelyn Miller	708	\$6,086	0	0	0	\$0	\$0	\$0	\$0	\$0
13	Sunnydale	513	\$8,454 /\$6,08	33	313	13	\$2,054,102	\$102,705	\$2,156,807	\$1,437,871	\$3,594,679
	Total Grade TK-6	2,635		99	671	27	\$3,310,345	\$165,517	\$3,475,862	\$2,317,242	\$5,793,104
14	Linda Verde	657	\$6,086	36	(5)	0	\$0	\$0	\$0	\$0	\$0
15	The Leadership Academy	39	\$6,086	0	0	0	\$0	\$0	\$0	\$0	\$0
16	Promise Academy	51	\$6,086	8	51	2	\$310,386	\$15,519	\$325,905	\$217,270	\$543,176
	Total Grade TK-8	747		44	46	2	\$310,386	\$15,519	\$325,905	\$217,270	\$543,176
17	Amargosa Creek	973	\$6,436	11	297	11	\$1,911,492	\$95,575	\$2,007,067	\$1,338,044	\$3,345,111
18	Endeavour	779	\$6,436	0	0	0	\$0	\$0	\$0	\$0	\$0
19	F&A Academy of A&E	419	\$6,436	12	324	12	\$2,085,264	\$104,263	\$2,189,527	\$1,459,685	\$3,649,212
20	New Vista	883	\$6,436	43	883	33	\$5,682,988	\$284,149	\$5,967,137	\$3,978,092	\$9,945,229
21	Piute	731	\$6,436	38	(235)	0	\$0	\$0	\$0	\$0	\$0
	Total Grade 6-8	3,785		104	1,269	56	\$9,679,744	\$483,987	\$10,163,731	\$6,775,821	\$16,939,552
	Total	13,499		483	5,616	230	\$37,315,471	\$1,865,774	\$39,181,245	\$26,120,830	\$65,302,074

Notes:

1. If 2022/23 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils

After 2023, the modernization eligibility at school sites may once again increase as existing additional permanent/portable classrooms eligible for modernization reach 25/20 years of age, respectively and assuming the current enrollment stays constant. Each school site would need to have sufficient enrollment based on state loading standards to fill all the qualifying classrooms at the time of future eligibility. Table 14 assumes enrollment is updated annually but remains constant as the District's permanent/portable classrooms continue to age annually until their next respective 25/20-year term of eligibility is reached. As indicated below, the District may be eligible for up to approximately \$74 million in successive periods as its current classrooms age from 2024 through 2031. The largest intermittent gains appear to occur between 2025-2026 and in 2029. Again, should enrollment significantly increase or decrease, the amount of eligible grants receipts may likewise increase or decrease in tandem with changes in enrollment.

Table 14: Estimated Future Modernization Eligibility (2023 -2031)

			2023	2025	2026	2027	2028	2029	2030	2031	Combined
School	FY2022-23 Enroll	Pupil Grant	Total State Grant (60%)	Total State Grant (60%)	Total State Grant (60%)	Total State Grant (60%)	Total State Grant (60%)	Total State Grant (60%)	Total State Grant (60%)	Total State Grant (60%)	Total State Grant (60%)
1 Discovery	693	\$6,086	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2 El Dorado	755	\$6,086	\$1,834,016	\$0	\$958,545	\$0	\$0	\$2,032,115	\$0	\$0	\$4,824,677
3 Jack Northrop	700	\$6,086	\$2,236,605	\$0	\$479,273	\$0	\$0	\$1,757,333	\$0	\$0	\$4,473,210
4 Joshua	542	\$6,086	\$4,114,979	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,114,979
5 Lincoln	658	\$6,086	\$4,204,817	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,204,817
6 Monte Vista	819	\$6,086	\$6,441,418	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$6,441,418
7 Nancy Cory	710	\$6,086	\$4,537,113	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,537,113
8 Sierra	691	\$6,086	\$728,494	\$3,035,393	\$0	\$0	\$0	\$0	\$0	\$0	\$3,763,887
9 West Wind	764	\$6,086	\$1,118,303	\$0	\$639,030	\$0	\$3,124,857	\$0	\$0	\$0	\$4,882,189
Total Grade TK-5	6,332		\$25,215,746	\$3,035,393	\$2,076,848	\$0	\$3,124,857	\$3,789,448	\$0	\$0	\$37,242,290
10 Desert View	691	\$6,086	\$124,069	\$2,236,605	\$159,758	\$319,515	\$0	\$0	\$0	\$0	\$2,839,947
11 Mariposa	723	\$6,086	\$1,194,986	\$1,118,303	\$0	\$0	\$0	\$2,306,898	\$0	\$0	\$4,620,187
12 John & Jacquelyn Miller	708	\$6,086	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$4,524,332	\$4,524,332
13 Sunnydale	513	\$6,086	\$2,156,807	\$0	\$0	\$0	\$0	\$1,278,060	\$0	\$0	\$3,434,867
Total Grade TK-6	2,635		\$3,475,862	\$3,354,908	\$159,758	\$319,515	\$0	\$3,584,958	\$0	\$4,524,332	\$15,419,333
14 Linda Verde	657	\$6,086	\$0	\$0	\$159,758	\$0	\$0	\$0	\$2,683,926	\$0	\$2,843,684
15 The Leadership Academy	39	\$6,086	\$0	\$249,222	\$0	\$0	\$0	\$0	\$0	\$0	\$249,222
16 Promise Academy	51	\$6,086	\$325,905	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$325,905
Total Grade TK-8	747		\$325,905	\$249,222	\$159,758	\$0	\$0	\$0	\$2,683,926	\$0	\$3,418,811
17 Amargosa Creek	973	\$6,436	\$2,007,067	\$0	\$4,568,273	\$0	\$0	\$0	\$0	\$0	\$6,575,339
18 Endeavour	779	\$6,436	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
19 F&A Academy of A&E	419	\$6,436	\$2,189,527	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,189,527
20 New Vista	883	\$6,436	\$5,967,137	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$5,967,137
21 Piute	731	\$6,436	\$0	\$0	\$0	\$0	\$0	\$3,155,893	\$0	\$0	\$3,155,893
Total Grade 6-8	3,785		\$10,163,731	\$0	\$4,568,273	\$0	\$0	\$3,155,893	\$0	\$0	\$17,887,897
Total	13,499		\$39,181,245	\$6,639,522	\$6,964,635	\$319,515	\$3,124,857	\$10,530,299	\$2,683,926	\$4,524,332	\$73,968,330

Notes:

1. If 2022/23 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils
2. Prior pupils used for OPSC funded applications less than 20/25 years

Under the traditional match program, the District must design and receive DSA and CDE project approval prior to the submittal of an application for modernization funding of a facility. Under Financial Hardship, applications may be filed prior to receipt of DSA and CDE project approval if an application is requesting an advance of funds to design the project. Moreover, Prop. 51 funding of the SFP program sets a minimum limit of 101 pupil grants for each modernization application to be submitted for consideration. This may severely restrict applications to be submitted for districts that have designed their modernization projects in much smaller increments of improvement. This may also cause delays, if the required minimum threshold requires the delay of applications until enough smaller projects can perhaps be bundled together to meet the threshold requirement.

Under Senate Bill 50, the State SFP program provides the option of a “Like for Like” approach towards utilizing available modernization eligibility towards new construction. The “Like for Like” approach allows school districts to utilize modernization funding for new construction projects, if the new construction is replacing a facility with a similar facility that requires modernization at the same site. These funds do not affect a district’s new construction pupil grant eligibility and are in addition to any available new construction funding. Funds allocated under “Like for Like” are based on modernization grant eligibility on a site-by-site basis. “Like for Like” funding is proposed to be utilized where possible to fund proposed improvements.

6.1.2 STATE AID NEW CONSTRUCTION

The current State's New Construction Program provides State funds on a 50/50 State and local district sharing basis for eligible projects that add permanent classroom 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. A district must design and receive DSA and CDE project approval prior to the submittal of an application for new construction funding of a facility. Under Financial Hardship, applications may be filed prior to receipt of DSA and CDE project approval if an application is requesting an advance of funds to design the project. Applications are submitted to the OPSC 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 permanent classroom capacity district wide. Classroom capacity is based on State loading standards of 25 students per classroom for elementary grades and 27 students per classroom for middle school grades. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the number 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 on a 50/50 State grant/local match basis. The 2023 pupil grant is currently \$15,983 for elementary grades and \$16,904 for middle school grades. 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 the costs of site acquisition, utilities, on/off-site and general site development, and other excessive costs. Grant levels are periodically reviewed by the State.

For eligibility purposes, the State also takes into consideration the number of approved, but not yet built residential units that have been recorded by the local planning agency within the boundaries of a school district to augment enrollment eligibility. For purposes of the SFP, the number of such approved tract mapped residential units can be added to current enrollment, regardless of grade level, to augment new construction eligibility.

The OPSC uses a formula to project enrollment five years or ten years into the future to determine eligibility for new construction funding. The method of projecting enrollment into the future involves current and historical enrollment data for a district. The data is projected into the future for five years or ten years using a method provided by OPSC and referred to as the "Cohort Survival Method". Districts may elect to use the five-year or ten-year enrollment projection, based on what is most advantageous. The State also allows the ability to factor in approved residential developments within the District's boundaries for the five-year enrollment projection, which may result in additional projected students.

The District's November 2022 School Facilities Needs Analysis identified 950 new residential units within the District's boundaries anticipated over the next five years. Based on the State's standard student generation factor of 0.5 for elementary school districts, these units could result in 475 new students over time. Pursuant to this model, Table 15 provides a summary of the District's estimated new construction eligibility based on a review of the District's projected fifth year enrollment projection utilizing the OPSC's enrollment calculator. Current and historical data entered into the projection include enrollment from the District's online Lancaster Alternative and Virtual Academy (LAVA) and excludes enrollment data from the charter schools. Enrollment was then compared to the District's established classroom capacity filed at the State in 1999 and State loading standards of 25 students per grade for elementary grades and 27 students for middle school grades, then adjusted for new construction pupil grants used since 1999.

As shown in Table 15, the District is not currently eligible for new construction funding. A similar outcome analysis using the State's model for ten-year enrollment projections demonstrates a further disadvantage to the District, so the State's five year enrollment projection is more appropriate in terms of determining potential eligibility for new construction funding. The State requires an annual assessment of districts seeking new construction funding; thus, the District's eligibility may vary annually, based on the rate of enrollment increase or decline. This requires continuous annual review of the District's new construction eligibility and should thus be assessed accordingly.

Table 15: Estimated New Construction Eligibility by Capacity and 5 Year OPSC Enrollment Projection

Fifth Year Enrollment Projection (2027-28)								
	A	B	A - B	C	(A - B) - C			
Grade	Projected Fifth-Year Enroll^{1, 2}	Existing Facility Capacity³	Eligibility	Pupils Used⁴	Estimated Remaining Eligibility	2023 Pupil Grant	50% Est. Total Grant	50% Required Match
K-6	10,973	8,852	2,121	3,840	(1,719)	\$15,983	\$0	\$0
7-8	3,086	2,066	1,020	1,059	(39)	\$16,904	\$0	\$0
Total	14,059	10,918	3,141	4,899	(1,758)		\$0	\$0
<i>Estimated Site Development Grants (15%)</i>							\$0	\$0
Total Estimated New Construction Grants							\$0	\$0

Notes:

1. Enrollment projection includes multi-year data from the District's online Lancaster Alternative and Virtual Academy School (LAVA) For 2022-23, enrollment for LAVA was 481. Enrollment projection excludes multi-year data from charter schools
2. Fifth Year Enrollment projection includes factor of 950 new residential units anticipated within District boundaries per the District's 2022 School Facilities Needs Analysis
3. Existing Facility Capacity based on "Form 50-02" filed with the State in April 1999
4. New construction pupils used since April 1999

6.1.3 FINANCIAL HARDSHIP FUNDING

The State also provides the Financial Hardship Program to assist districts that cannot provide all or part of their local match for an approved modernization or new construction project based on their financial position. In Financial Hardship, the State funds its normal grant amount, and if a district is found to be eligible, provides an additional grant amount equal to the portion of the match that would have been required to be funded by a district. This in effect increases the amount of grant funding a district would

otherwise receive. To qualify, a district must be charging the maximum developer fee and have a bonded indebtedness of 60 percent or greater, or a total bonding capacity of less than \$5 million. Under the current Financial Hardship Program, a district must exhaust all unencumbered capital fund balances available for modernization or new construction at the time of application. In addition, any funds that become available during the time the District is in Financial Hardship will reduce the amount of the State's grant in lieu of the District's match, proportionally. Audits of available capital facilities funding (e.g., Funds 21, 25, 35) are required throughout the project period that a district is in Hardship funding and at "close out", or completion of the project. Until approved for construction, eligibility is subject to review every 6 months. A district can apply for Financial Hardship for site acquisition, planning and DSA submittals, and construction.

Except for land acquisition and some site service costs, 100 percent hardship grant funding does not typically equate to 100 percent of the total development costs associated with the design and construction of an eligible project. Often projects must be phased, alternate methods of construction (e.g., modular) must be employed to achieve the desired space requirement for housing students or additional bond funding must be provided thereafter to complete a hardship project. Moreover, the Hardship period begins on the date of application, regardless of the date it is reviewed by OPSC or approved by the SAB. This requires that the District sequence projects proposed for Financial Hardship after all anticipated and available capital funds are encumbered. Based on an analysis of the District's bonding capacity presented in Section 6.4.2 of this report, the District currently does not meet the threshold to qualify for Financial Hardship. This assessment must be conducted for every six-month period that a district participates in the Financial Hardship Program.

6.1.4 PRESCHOOL/TK/K FACILITIES GRANT PROGRAM

At various times, the State provides limited funds for competitive applications to fund specific school facilities. The State's Full Day Kindergarten Facilities Grant Program was initiated in 2019 to provide one-time grants to construct new or retrofit existing facilities for the purpose of providing kindergarten classrooms to support full-day kindergarten instruction. In FY2021-22 the program was expanded including \$490 million in one-time grants to construct new or retrofit existing facilities for the purpose of providing classrooms to support full-day preschool, TK and K instruction. A state/local district match of 75/25 is required for preschool and TK projects or half-day kindergarten programs converting to full day. Districts that already have full-day kindergarten programs require a 50/50 match (state/local district) for new construction and a 60/40 (state/local district) match for retrofit projects.

Projects are required to meet CDE and Title 5 requirements including classrooms of 1,350 square feet, a restroom and storage/workroom accessibility from the main classroom area. Preschool projects need to meet additional Title 22 requirements specific to preschool such as one toilet per 15 pupils and an outdoor activity space with at least 75 square feet per child. Districts are required to certify on the application for funding that prior to occupancy of the classrooms, the District has obtained a Childcare Center License from the California Department of Social Services (CDSS). As part of the license requirements, the CDSS

will verify compliance with Title 22. The school district must provide evidence of licensure status at the time of project audit.

Three funding rounds have been completed for the program, all of which were oversubscribed. As part of the fourth funding round, the District received a SAB grant apportionment on September 27, 2023, to construct seven new classrooms (three preschool, three TK, and one K) to be located at the Sunnydale Elementary school site. The total State grant was for \$5.5 million and required a \$2.2 million District match, for a total project cost of \$7.7 million. A fifth funding round is anticipated to provide \$550 million in additional funds for the program. The State has not yet released the application timeline for the fifth funding round, however, based on discussions with OPSC staff, it is estimated that the application round may commence in early fall of 2024.

The program is expected to continue to be oversubscribed, as such a priority point system is given to financial hardship districts and districts with high free and reduced lunch rates. The number of kindergarten classrooms that a district qualifies for is based on the actual kindergarten enrollment at the school site selected. For preschool and transitional kindergarten, the number of classrooms that a district may qualify for is based on an average of enrollment of the first, second and third grades of the base year and two years prior at the selected school. In addition, the State is limiting the number of classrooms eligible for funding for a project that houses preschool and/or TK to a maximum of four classrooms for each grade level. There is a not a limit on the number of full-day kindergarten classrooms that can be included in a project since kindergarten eligibility is based on current need and enrollment. The State will use a loading standard of 25 students per preschool, TK, and K classroom for funding purposes.

A detailed review of the estimated Title 5 classrooms needed by each school site is previously presented in Section 3 of this report. The District may elect to submit a new application under the fifth funding round to assist with this need. Given the likelihood of the program continuing to be oversubscribed, a priority application/school site should be selected by the District for the next funding round opportunity. Given the ability to maximize the number of potential eligible classrooms and the ability to accommodate new classrooms on the school site, Sierra Elementary is recommended for consideration. Table 16 provides an estimated cost of approximately \$12.9 million to construct 12 preschool/TK/K classrooms at Sierra Elementary School resulting in an estimated \$8.6 million in State grants requiring \$4.3 million in District matching funds.

Table 16: Estimated PS/TK/K Grants for Sierra Elementary School

Type	CRs	Pupils	Pupil Grant	Base Grant	Site Grants (35%)	Subtotal	Total Project	Required Match	State Share
Preschool	4	100	\$15,983	\$1,598,300	\$559,405	\$2,157,705	\$4,315,410	\$1,078,853	\$3,236,558
TK	4	100	\$15,983	\$1,598,300	\$559,405	\$2,157,705	\$4,315,410	\$1,078,853	\$3,236,558
K	4	100	\$15,983	\$1,598,300	\$559,405	\$2,157,705	\$4,315,410	\$2,157,705	\$2,157,705
Total	12	300	\$47,949	\$4,794,900	\$1,678,215	\$6,473,115	\$12,946,230	\$4,315,410	\$8,630,820

6.1.5 SUMMARY OF PROJECTED STATE AID GRANTS

The District has previously benefited from the State's School Facility (SFP) Program from the receipt of prior modernization and new construction grants. Table 17 provides a summary of estimated State aid grants from the SFP modernization and Preschool/TK/K Facilities Grant program. The District is currently eligible for approximately \$39.2 million in modernization grants requiring approximately \$26.1 million in matching funds. By 2031, the District may be eligible for an additional \$34.8 million in grant funds requiring \$23.2 million in additional local matching dollars, assuming enrollment is sufficient to support eligible classrooms at time of eligibility. The District has received a grant apportionment of \$5.5 million under the Preschool/TK/K facilities grant program, subject to a \$2.2 million match requirement to construct new classrooms at Sunnydale elementary. The District is projected to be eligible for the next round of similar grant funding for Sierra Elementary for approximately \$8.6 million in grants with an estimated local district match requirement of approximately \$4.3 million to construct 12 classrooms.

Unfortunately, the District does not qualify for all grant considerations. Due to their age, both Discovery and Endeavor are not projected to be eligible for state modernization funding during this period. Based on eligibility and enrollment projections, the District is not currently eligible for new construction SFP grants. In addition, the District was found not to be eligible for Financial Hardship funding due to its reduced level of bonded indebtedness.

Collectively, there is the potential for approximately \$88.1 million in eligibility for District grants to be available over time. However, this amount is subject to enrollment fluctuations which have continued to occur in the District. Moreover, there are not sufficient funds on hand either in the State or at the District level at this time to provide for this level of funding. Historically, State funding of the SFP has been subject to State voter approved propositions to increase State grant funds of which the most recent voter measure failed in 2020. Likewise, there is a need to secure an additional local 40 percent match by the District in order to access these funds. The earliest a State or local bond election can occur is November 2024.

Table 17: Summary of Estimated State Aid Grants

Program	State Grant	District Match	Total
2023 Modernization	\$39,181,245	\$26,120,830	\$65,302,074
PS/TK/K Grant Program	\$14,096,832	\$6,501,815	\$20,598,647
Subtotal	\$53,278,077	\$32,622,645	\$85,900,721
2025-2031 Modernization	\$34,787,086	\$23,191,391	\$57,978,477
Subtotal	\$34,787,086	\$23,191,391	\$57,978,477
Total	\$88,065,162	\$55,814,035	\$143,879,198

6.2 DEVELOPER FEES AND AVAILABLE DISTRICT FUNDS

Developer fees levied on new residential and commercial construction in a school district attendance area are permissible under State Education Code, Section 17620 and may be used to meeting the District's match requirement for eligible State grant projects. The purpose of these fees is to mitigate the student

enrollment impact that would be generated by new development. Fees may be used to fund the construction of new school facilities, the modernization of existing facilities, or the reopening of closed facilities. The regulations also permit an inflation-based increase in developer fees every two years based on changes in the Class B construction index. There are three levels of developer fees that can be assessed:

- **Level 1** fees are established by statute and adjusted by the State Allocation Board and are currently \$4.79 per square foot of residential development and \$0.78 per square foot of commercial and industrial development
- **Level 2** fees constitute up to 50% of the State allowed cost for construction and sites, if the school district meets specified eligibility tests and assumes that the will State pay for the other 50% of cost through the SFP
- **Level 3** fees are the same as Level 2, but include the State's 50% share as well, but only when the State declares it is out of funds for new construction

A Developer Fee justification study must be completed in order to levy Level 1 or Level 2 fees and in the event that the State declares that it is out of new construction state grant funds, the same report may allow the District to levy Level 3 fees. A November 2022 School Facilities Needs Analysis, prepared by King Consulting established the justification for the District to levy Level 2 fees of \$4.62 per square foot and Level 3 fees of \$9.24 per square foot for new future residential units built within the District's boundaries. The study projected that the District could experience the construction of 950 new residential units over the next five years with a total of 1,690,000 square feet. Based on the estimated square footage of these 950 units, at the Level 2 fee of \$4.62 per square foot, the District could collect approximately \$7.8 million over a five-year period.

Together with the projected amount of Developer Fees identified above, the District has also identified other funds available to assist in meeting the amount of funds required to implement the proposed program. In total, approximately \$22.6 million is projected to be available as identified in Table 18 below to fund in part the proposed improvements at this time.

Table 18: Estimated Developer Fees and Other Available District Funds

Name	Total
Projected Developer Fees	\$7,807,800
Building Fund	\$45,528
Capital Facilities Fund	\$7,949,594
County School Facilities Fund	\$1,844,680
Special Reserve Fund for Capital Outlay Projects	\$1,954,721
Early Learning Funds	\$3,000,000
Total	\$22,602,323

6.3 GENERAL OBLIGATION BONDS

General obligation (G.O.) bonds are the most widely used and efficient method of financing school facility improvements locally in California. More than 600 California school districts, including the Lancaster School District and other K-14 districts in the Antelope Valley have issued G.O. bonds to finance necessary improvements. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition 13. Traditionally, G.O. bonds carry lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from state and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest to a district to finance improvements over time. The District has used G.O. bonds previously to fund school facility improvements and has been successful in making use of public financing options and garnering community support to improve school facilities.

6.3.1 EXISTING G.O. BOND AUTHORIZATION & PAST ISSUANCES

The District successfully passed a local G.O. bond authorizations in 1999, Measure “A”, authorizing the sale of \$29 million in G.O. bonds. The 1999 election was approved pursuant to Proposition 46 which required a 2/3 majority of voters to pass without a legal tax rate limit imposed for the purposes of issuing bonds from this authorization. To date, all \$29 million in bonds have been sold, leaving no remaining authorization from Measure “A”. The District subsequently issued refunding bonds in 2009 to refinance outstanding Measure “A” bonds, generating debt service savings for District taxpayers.

In 2012, District voters approved Measure “L” authorizing the sale of \$63 million in G.O. bonds. The 2012 election was approved pursuant to Proposition 39 which set a maximum annual tax rate of \$30 per \$100,000 assessed valuation for the purposes of issuing any bond series from the authorization. To date, all bonds have been sold, leaving no remaining authorization from Measure “L”. Subsequent to issuance of bonds, the District issued refunding bonds in 2021 to refinance outstanding Measure “L” bonds and generate debt service savings for District taxpayers.

Table 19 summarizes the District’s past G.O. bond issuances and provides data for each issuance’s sale date, original principal, current outstanding principal, original repayment ratio, and remaining term. Together, the District’s current and outstanding refunding bonds account for approximately \$66.1 million in outstanding principal. All outstanding bonds are being repaid over time with the last issuance scheduled to be repaid by fiscal year 2046-47.

Table 19: Summary of District G.O. Bond Authorizations and Past Issuances

Series	Type	Dated Date	Principal Issued	Principal Outstanding	Repayment Ratio ⁽¹⁾	Years Remainin
1999 Election Measure "A" (Authorization: \$29 million; Remaining Authorization: \$0)						
New Money Issues						
1999A	Tax-Exempt GO Bond	6/10/1999	\$17,499,669	\$662,415	1.99	2
2001B	Tax-Exempt GO Bond	7/3/2001	\$11,500,262	\$4,704,769	2.99	4
Refunding Issues						
2009	Tax-Exempt GO Bond	7/30/2009	\$9,805,000	\$0	1.20	N/A
Measure "A" Tax Rate: \$40.52			Total⁽²⁾	\$28,999,931	\$5,367,183	2.79
2012 Election Measure "L" (Authorization: \$63 million; Remaining Authorization: \$0)						
New Money Issues						
2013A	Tax-Exempt GO Bond	4/3/2013	\$17,205,000	\$0	1.98	N/A
2013B	Taxable GO Bond	4/3/2013	\$12,305,000	\$9,460,000	1.53	9
2018C	Tax-Exempt GO Bond	4/25/2018	\$11,000,000	\$10,990,000	1.85	25
2020D	Tax-Exempt GO Bond	6/18/2020	\$15,184,908	\$14,374,908	1.89	25
2022E	Tax-Exempt GO Bond	12/13/2022	\$7,305,000	\$7,305,000	1.77	16
Refunding Issues						
2021	Taxable GO Bond	8/31/2021	\$18,940,000	\$18,610,000	1.33	25
Measure "L" Tax Rate: \$22.07			Total	\$81,939,908	\$60,739,908	1.71
Aggregate Tax Rate: \$62.59			Total⁽²⁾	\$110,939,838	\$66,107,091	1.99
25						

Sources: Electronic Municipal Market Access (EMMA), County

⁽¹⁾Repayment ratio upon issuance of securities

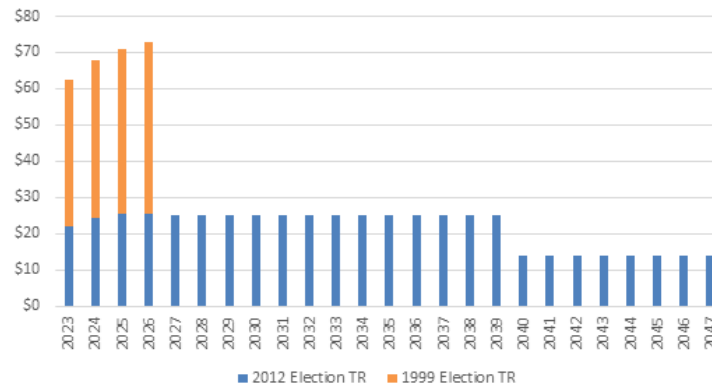
⁽²⁾Total includes only new money issuances

⁽³⁾2013 Bonds also refunded 2014 maturity only of the 2008 COPs

*Tax rates expressed per \$100,000 in Assessed Valuation (AV)

Figure 53 indicates that the tax rate required to pay the principal and interest on the Measure “A” 1999 Election bonds is projected to be eliminated in FY2026-27 following the final scheduled payment. The tax rate on the Measure “L” 2012 Election bonds is projected to decrease slightly over time with an average of approximately \$21 per \$100,000 of assessed value until final maturity in FY2046-47. The latter assumes that the projected increase in the assessed valuation of District taxable parcels will continue to increase at a rate of 4 percent per year throughout the remaining repayment period. This may create a unique opportunity to authorize additional bonds over the next three years without raising the existing tax rate.

Figure 53: Projected Tax Rates per \$100,000 AV on Existing Debt
(Assumes 4.00% Annual AV Growth)



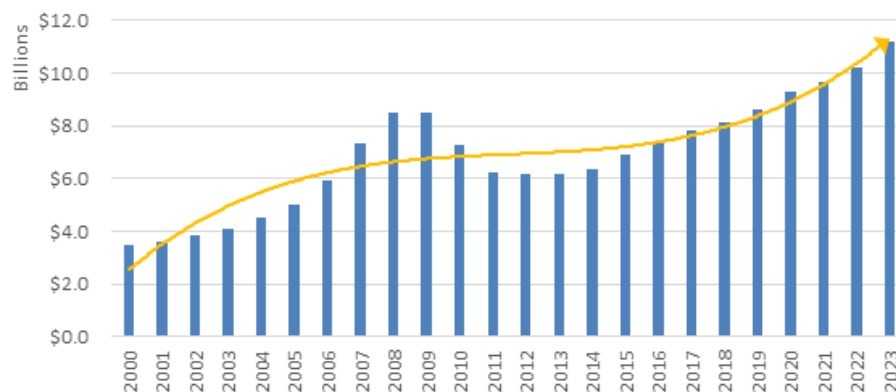
6.3.2 DISTRICT HISTORICAL ASSESSED VALUE & BONDING CAPACITY

Table 20 demonstrates the current assessed valuation for the District and the historical pattern of growth since 2000. The District experienced substantial annual increases in assessed valuation between 2000 and 2008 with an average annual AV growth of approximately 12.1% during that period. The District's assessed valuation then experienced declines between 2009 and 2013 attributable to the Great Recession and has since stabilized with an average annual growth of 7.2% over the last ten years. The District has averaged 5.5% annual growth over the 20-year period since 2003. County data shows the District's assessed valuation increased by approximately \$935.6 million in fiscal year 2022-23, a 9.1% increase from the prior year.

Table 20: Historic District Total Assessed Valuation

Historical Assessed Valuations					
FYE	Total	% Change			
2000	\$3,463,607,875	-	2013	\$6,145,648,157	-0.6%
2001	\$3,602,236,297	4.0%	2014	\$6,319,430,137	2.8%
2002	\$3,822,236,771	6.1%	2015	\$6,920,119,420	9.5%
2003	\$4,112,892,242	7.6%	2016	\$7,373,436,543	6.6%
2004	\$4,523,901,742	10.0%	2017	\$7,805,966,947	5.9%
2005	\$5,005,835,257	10.7%	2018	\$8,154,737,296	4.5%
2006	\$5,912,326,952	18.1%	2019	\$8,615,285,354	5.6%
2007	\$7,342,305,921	24.2%	2020	\$9,283,656,239	7.8%
2008	\$8,509,682,552	15.9%	2021	\$9,684,077,968	4.3%
2009	\$8,492,874,568	-0.2%	2022	\$10,227,807,509	5.6%
2010	\$7,269,801,508	-14.4%	2023	\$11,163,427,433	9.1%
2011	\$6,225,358,114	-14.4%			
2012	\$6,181,349,237	-0.7%			
				5-Year Average	6.5%
				10-Year Average	6.2%
				15-Year Average	2.1%
				20-Year Average	5.5%

Figure 54: District Assessed Valuation Growth FY Ending 2000 -2023



Education Code 15102 limits the amount of outstanding principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For an elementary school district, bonded indebtedness cannot exceed 1.25 percent of the District's total assessed valuation at the

time bonds are to be sold. This is known as a district's Statutory Debt Limit. As calculated in Table 21, the District has a gross bonding capacity of approximately \$139.5 million based on the District's current total assessed valuation and its Statutory Debt Limit. Table 22 further indicates that the District has approximately \$66.1 million in total outstanding G.O. bonded indebtedness as of May 2023, resulting in a current net additional bonding capacity of approximately \$73.4 million. Overall, the District is currently utilizing 47.37 percent of its statutory bonding capacity. This has a substantial impact on the District's ability to qualify for Financial Hardship funding under the State SFP. In order to qualify for Financial Hardship status with regards to the local match requirement to receive State funding, the District must be utilizing more than 60 percent of its statutory bonding capacity. As of 2022-23, the District's indebtedness is below this threshold.

Table 21: District's Bonding Capacity

BONDING CAPACITY ANALYSIS	
Fiscal Year 2022-23	
ASSESSED VALUATION	
Secured Assessed Valuation	\$10,825,053,902
Unsecured Assessed Valuation	\$338,373,531
DEBT LIMITATION	
Total Assessed Valuation	\$11,163,427,433
Applicable Bond Debt Limit	1.25%
Overall Bonding Capacity	\$139,542,843
Outstanding Bonded Indebtedness	\$66,107,091
NET BONDING CAPACITY	\$73,435,752
% of Capacity Currently Used	47.37%

Additional bonding capacity requires an increase in the assessed valuation of the District over time and/or the repayment of the scheduled outstanding principal on bonds. For example, Table 22 demonstrates the scheduled repayment of outstanding principal for the District's G.O. bonds and the effect of principal repayment and assessed valuation growth on the percent of projected bonding capacity available over time, assuming no future bond issuances. When no assessed valuation growth is modeled, the District's bonding capacity is projected to increase as scheduled principal is repaid. When a sustained increase in annual assessed valuation growth of 4.0 percent is modeled, the District's bonding capacity is projected to accelerate over time. Alternatively, the District's bonding capacity could be increased at any time through a formal request for a debt limit waiver from the State Board of Education to issue additional bonds pursuant to Education Code Section 15102. Debt limit waivers are generally considered by the State Board of Education on a quarterly and case-by-case basis.

Table 22: Remaining G.O. Bond Principal Outstanding Over Time

FYE	Outstanding Principal	Assuming No (0.0%) Annual AV Growth		Assuming 4.0% Annual AV Growth	
		Projected AV	Est. Bonding Capacity	Projected AV	Est. Bonding Capacity
2023	\$66,107,091	\$11,163,427,433	47.37%	\$11,163,427,433	47.37%
2024	\$63,714,031	\$11,163,427,433	45.66%	\$11,609,964,530	43.90%
2025	\$61,412,293	\$11,163,427,433	44.01%	\$12,074,363,112	40.69%
2026	\$58,910,245	\$11,163,427,433	42.22%	\$12,557,337,636	37.53%
2027	\$56,224,908	\$11,163,427,433	40.29%	\$13,059,631,141	34.44%
2028	\$54,819,908	\$11,163,427,433	39.29%	\$13,582,016,387	32.29%
2029	\$53,254,908	\$11,163,427,433	38.16%	\$14,125,297,043	30.16%
2030	\$51,489,908	\$11,163,427,433	36.90%	\$14,690,308,924	28.04%
2031	\$49,509,908	\$11,163,427,433	35.48%	\$15,277,921,281	25.92%
2032	\$47,299,908	\$11,163,427,433	33.90%	\$15,889,038,132	23.82%
2033	\$44,849,908	\$11,163,427,433	32.14%	\$16,524,599,658	21.71%
2034	\$42,179,908	\$11,163,427,433	30.23%	\$17,185,583,644	19.64%
2035	\$39,269,908	\$11,163,427,433	28.14%	\$17,873,006,990	17.58%
2036	\$36,104,908	\$11,163,427,433	25.87%	\$18,587,927,269	15.54%
2037	\$32,489,908	\$11,163,427,433	23.41%	\$19,331,444,360	13.52%
2038	\$28,924,908	\$11,163,427,433	20.73%	\$20,104,702,135	11.51%
2039	\$24,869,908	\$11,163,427,433	17.82%	\$20,908,890,220	9.52%
2040	\$21,902,612	\$11,163,427,433	15.70%	\$21,745,245,829	8.06%
2041	\$20,280,564	\$11,163,427,433	14.53%	\$22,615,055,662	7.17%
2042	\$18,564,423	\$11,163,427,433	13.30%	\$23,519,657,888	6.31%
2043	\$16,405,000	\$11,163,427,433	11.76%	\$24,460,444,204	5.37%
2044	\$13,650,000	\$11,163,427,433	9.78%	\$25,438,861,972	4.29%
2045	\$10,650,000	\$11,163,427,433	7.63%	\$26,456,416,451	3.22%
2046	\$7,385,000	\$11,163,427,433	5.29%	\$27,514,673,109	2.15%
2047	\$3,840,000	\$11,163,427,433	2.75%	\$28,615,260,033	1.07%
2048	\$0	\$11,163,427,433	0.00%	\$29,759,870,435	0.00%

Figure

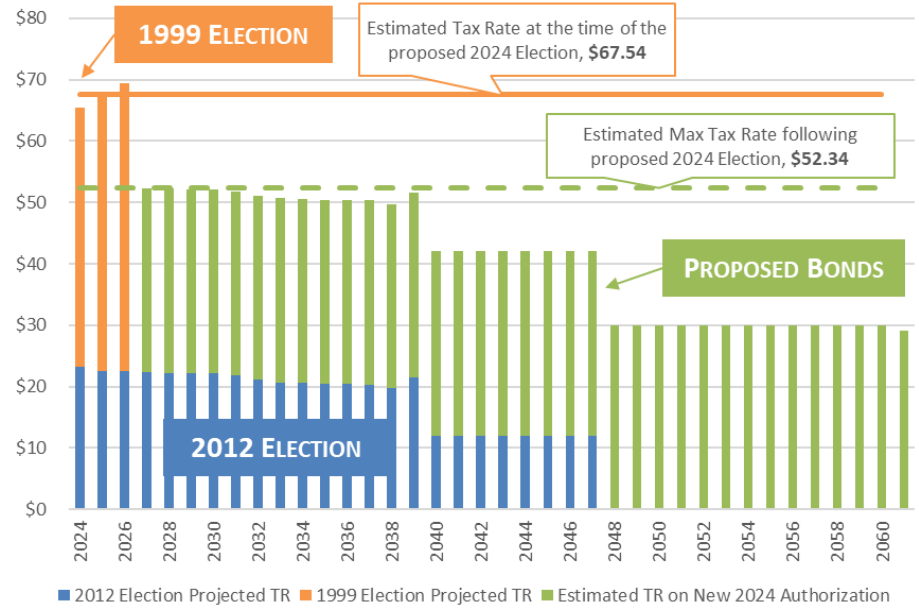
6.3.3 ADDITIONAL G.O. BOND AUTHORITY

Proposition 39 authorizes school districts to issue new bonds upon a 55 percent affirmative vote by the electorate in a regularly scheduled election. For an elementary school district, the maximum tax rate at the time bonds are sold must not exceed \$30 per \$100,000 of assessed value. In addition, districts must agree to be subject to certain conditions, including an established project list, an independent citizens' oversight committee, and annual performance and financial audits. The District has previously conducted a successful Proposition 39 election and has issued bonds consistent with these requirements. A new Proposition 39 general obligation bond program is proposed to be structured to serve as the primary source of funding to provide the local match requirement for anticipated modernization and new construction grant applications that may be submitted to the State and for additional identified improvements that are required at each school site.

As previously presented, the District has a unique opportunity to implement a new bond program that would not raise projected tax rates beyond the current rate. The remaining portion of the Measure "A" 1999 Election bonds are scheduled to be fully retired by 2026, leaving room for a new bond authorization to be implemented without raising the current tax rate. As depicted in Figure 55, any tax levied for a new bond program would begin only after the previous Measure "A" 1999 Election bonds are scheduled to be

fully repaid, generating significant room for a new bond program without raising the current tax rate. By utilizing such a structure, the District is estimated to generate approximately \$122.1 million in bond proceeds as depicted in Figure 56 over a projected 6-year period, based on current market conditions. Further, there would be no projected increase in the FY 2024-25 total tax rate for G.O. Bonds, as the new bonds would be issued only as the Measure “A” 1999 Election bonds are paid off and removed from the tax roll.

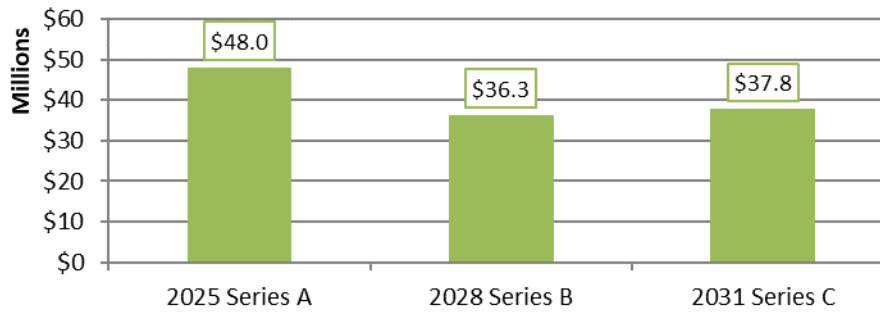
Figure 55: Projected Tax Rates Per \$100,000 of AV: Existing and Proposed G.O. Bond Authorizations



A new Proposition 39 general obligation bond program is proposed to be structured at a projected tax rate of \$30 per \$100,000 of assessed value to serve as the primary source of funding to provide the match requirement for anticipated modernization and new construction grant applications that may be eligible for State funding and for additional identified improvements. It is estimated that the program would require approximately \$122.1 million in bond proceeds over time to fund identified projects for District consideration. The proposed program consists of three bond series issued three years apart with a first series consisting of approximately \$48.0 million, a second series of approximately \$36.3 million and a final series of \$37.8 million.

The program assumes an average annual growth rate of 4.0 percent in assessed valuation over the life of the bonds and an average interest rate of 4.68 percent for these bonds. The 4.68 percent interest rate represents the average yield for 30 year term, “A” rated general obligation bonds as computed by the Municipal Market Data yield curve since 1992. The District’s general obligation bonds are currently rated “A” and it is assumed that the District would maintain its rating at the time of each projected bond sale. The actual rate of interest and bond rating may vary depending on the actual market conditions and reviews at the time of sale for each bond series.

Figure 56: Estimated Timing and Sizing of New Election Bond Issuances



The proposed bond series is structured to allow projected assessed valuation growth between bond issuances so the projected tax rates for bonds stay within the estimated Proposition 39 rate of \$30 per \$100,000 of assessed valuation. Recognizing that prevailing law and market conditions may change over time, the actual timing and sizing of the bond sales may be tailored to meet the District's needs. Once approved by voters, a general obligation bond authorization does not expire. The next anticipated opportunity to call a Proposition 39 election will be in November 2024.

6.4 PROPOSED SOURCES & USES

Proposed sources and uses of funding for facilities improvements have been developed. Table 23 summarizes the estimated sources of funding that are projected to be available based on the analysis conducted above. Approximately \$87.5 million is estimated in State matching grants and approximately \$22.6 million in existing District funds, including \$7.8 million in projected developer fees. A new \$122.1 million General Obligation (G.O.) bond program is proposed to fund the local match requirement mandated for the receipt of projected state grants and additional program requirements. The actual amount of bond proceeds may vary over time depending on factors including the required bond structure and prevailing interest rates at the time of the actual bond approval for consideration by voters and subsequent sale of bonds. Likewise, state grants may vary based on available funding and legislative actions. In total, \$232.2 million in projected funds have been identified, including a fifteen percent program reserve. The program reserve can be used to address potential regulatory code compliance issues that may arise during design and construction as well as provide contingency for inflation in future construction costs.

Table 23: Estimated Sources of Funds

Funding	Total
GO Bonds	\$ 122,100,002
District Funds	\$ 11,794,523
Early Learning	\$ 3,000,000
State Aid Modernization	\$ 73,393,203
State Aid Kinder	\$ 14,096,832
Developer Fees	\$ 7,807,800
Total	\$ 232,192,360

Table 24 presents an estimated use of projected funding for proposed projects based on their estimated costs contained in Appendix “A”. In total, approximately \$232.2 million in proposed projects are proposed to fully implement the required facilities to support the academic program and implement the proposed specifications for 21st Century Learning Environments at District schools. The proposed improvements are based on an assessment of the general condition of facilities, their capacity to accommodate the current and envisioned educational program, and the need for improvements to be made to house and educate District students.

In preparation, the proposed improvements have taken into consideration the District’s educational program, State, and local requirements for housing its students, and a set of proposed educational specifications by which to evaluate existing facilities and plan for future improvements. It represents a concerted effort to meet the District’s desire to accommodate as many teaching stations as possible in dedicated permanent school facilities and to provide 21st Century Learning Environments throughout the District, where feasible. Under the proposed program, every school site is proposed to receive improvements. In most cases, the amount may vary based on the age, condition and academic program to be supported at each site.

Table 24: Estimated Uses of Funds

Proposed Schools	Total
Joshua TK-8	\$ 4,702,813
F&A Academy of A&E 6-8	\$ 4,047,405
Monte Vista TK-5	\$ 12,083,740
Nancy Cory TK-5	\$ 11,348,104
New Vista 6-8	\$ 10,115,408
Sunnydale TK-8	\$ 19,799,608
Lincoln TK-5	\$ 7,243,564
Amargosa Creek 6-8	\$ 8,728,920
Sierra TK-5	\$ 20,040,143
Desert View TK-8	\$ 11,463,653
West Wind TK-5	\$ 9,565,447
El Dorado TK-5	\$ 10,428,952
Discovery TK-5	\$ 6,019,297
Endeavour 6-8	\$ 5,518,944
Jack Northrop TK-5	\$ 10,003,265
Mariposa TK-8	\$ 12,357,367
Piute 6-8	\$ 12,167,353
Linda Verde TK-8	\$ 14,009,390
John & Jacquelyn Miller TK-8	\$ 12,263,027
Total Projects	\$ 201,906,400
Reserve of 15%	\$ 30,285,959
Total Amount	\$ 232,192,360

6.5 PROPOSED PHASING

Table 25 summarizes the proposed sources and uses projected to be available by phase. Phase 1 includes \$71.4 million in estimated funding sources. Approximately \$5.5 million is estimated in State grants, \$14.8 million in available District funds, and \$3.1 in developer fees. A \$48 million General Obligation (G.O.) bond issuance would be required. Phase 2 includes \$90.9 million in estimated funding sources, including a second G.O. bond sale of approximately 36.3 million, anticipated State SFP grant reimbursements of \$41.2 million, Preschool TK/K grant receipts of approximately \$8.6 million and developer fees of approximately \$4.7 million. Phase 3 concludes the program with the remaining \$69.9 million in funding sources, including the third G.O. bond sale of approximately 37.8 million and anticipated State SFP grant reimbursements of \$32.1 million. In total, \$232.2 million is projected over time, consisting of \$87.5 million in anticipated State funding, \$14.8 million in existing District funds, \$7.8 in projected developer fees, and \$122.1 million in G.O. bonds.

As further presented in Table 25, the proposed improvements are suggested to be implemented over three funding phases beginning in FY2024-25. The projected phasing has taken into consideration the

amount of projected SFP funding and projected future G.O. bonds that may become available. Phase 1 provides improvements to Joshua, F & A Academy of A & E, Monte Vista, Nancy Cory, New Vista, and Sunnydale. Phase 2 completes improvements to Lincoln, Amargosa Creek, Sierra, Desert View, West Wind, El Dorado, Discovery, and Endeavor. Phase 3 concludes the program with improvements to Jack Northrop, Mariposa, Piute, Linda Verde, and John & Jacquelyn Miller. All projects are to be implemented in conjunction with receipt of any state aid monies and the District's ability to provide its required match through the issuance of G.O. bonds.

Schools selected for Phase 1 projects include schools that were built in the 1950's through the 1990's and qualify for State modernization grants. It also includes grant funding already approved for the design of the Preschool/TK/K classroom complex at Sunnydale under the State's Preschool/TK/K Facilities Grant Program. Monte Vista, Nancy Cory, and New Vista need modernization and upgrades to 21st Century Learning Environments. Joshua is in being modernized at this time and would receive the final needed improvements, including those that may assist in converting it to a K-8 facility that would allow existing or new students to matriculate into the new higher grades over time. A similar approach is made available for Sunnydale to accommodate needed improvements today and to support additional requirements if desired for its reconfiguration into a K-8, also allowing students to matriculate to the higher grades over time. The F & A Academy of A & E, which consists of all portables today and has yet to be modernized, would also receive permanent buildings to be constructed on this site in Phase 1. The preschool and TK/K facilities are already under design at Sunnydale with construction anticipated to start in the summer of 2024.

The schools selected for Phase 2 include those schools last modernized in the early 2000's: Amargosa Creek, Sierra, Desert View, West Wind, and El Dorado. These schools now qualify for additional modernization grants for needed Improvements and 21st Century Learning Environment upgrades. Desert View is also identified for proposed reconfiguration into a K-8 school, allowing new and existing students to matriculate to higher grades over time. Endeavor and Discovery, unfortunately, do not qualify for State grant funding, but are included for improvements in Phase 2. In addition to modernization funding, Sierra is anticipated to qualify for the State's TK/K Facilities Grant Program. In total, five TK-5 elementary schools are improved, an additional TK-8 is provided, and 2 middle schools modernized and improved.

Phase 3 schools include Jack Northrop, Mariposa, Piute, Linda Verde, John & Jacquelyn Miller. John & Jacquelyn Miller and Mariposa qualify for modernization during this period and are proposed to be reconfigured to TK-8 schools, also allowing new and existing students to matriculate to higher grades over time. These schools were either built or modernized previously in the early 2000's. Collectively, one existing TK-5 and a TK-8 school are improved, two new TK-8 schools are reconfigured, and one middle school is modernized and improved.

Table 25: Proposed Sources, Uses and Phasing of Improvements

		2025-2027	2028-2030	2031-2033
Funding	Total	Phasing 1	Phasing 2	Phasing 3
GO Bonds	\$ 122,100,002	\$ 48,028,004	\$ 36,315,668	\$ 37,756,330
District Funds	\$ 11,794,523	\$ 11,794,523	\$ -	\$ -
Early Learning	\$ 3,000,000	\$ 3,000,000	\$ -	\$ -
State Aid Modernization	\$ 73,393,203	\$ -	\$ 41,229,086	\$ 32,164,118
State Aid Kinder	\$ 14,096,832	\$ 5,466,012	\$ 8,630,820	\$ -
Developer Fees	\$ 7,807,800	\$ 3,123,120	\$ 4,684,680	\$ -
Total	\$ 232,192,360	\$ 71,411,659	\$ 90,860,254	\$ 69,920,448

		2025-2027	2028-2030	2031-2033
Proposed Schools	Total	Phasing 1	Phasing 2	Phasing 3
Joshua TK-8	\$ 4,702,813	\$ 4,702,813	\$ -	\$ -
F&A Academy of A&E 6-8	\$ 4,047,405	\$ 4,047,405	\$ -	\$ -
Monte Vista TK-5	\$ 12,083,740	\$ 12,083,740	\$ -	\$ -
Nancy Cory TK-5	\$ 11,348,104	\$ 11,348,104	\$ -	\$ -
New Vista 6-8	\$ 10,115,408	\$ 10,115,408	\$ -	\$ -
Sunnydale TK-8	\$ 19,799,608	\$ 19,799,608		\$ -
Lincoln TK-5	\$ 7,243,564	\$ -	\$ 7,243,564	\$ -
Amargosa Creek 6-8	\$ 8,728,920	\$ -	\$ 8,728,920	\$ -
Sierra TK-5	\$ 20,040,143	\$ -	\$ 20,040,143	\$ -
Desert View TK-8	\$ 11,463,653	\$ -	\$ 11,463,653	\$ -
West Wind TK-5	\$ 9,565,447	\$ -	\$ 9,565,447	\$ -
El Dorado TK-5	\$ 10,428,952	\$ -	\$ 10,428,952	\$ -
Discovery TK-5	\$ 6,019,297	\$ -	\$ 6,019,297	\$ -
Endeavour 6-8	\$ 5,518,944	\$ -	\$ 5,518,944	\$ -
Jack Northrop TK-5	\$ 10,003,265	\$ -	\$ -	\$ 10,003,265
Mariposa TK-8	\$ 12,357,367	\$ -	\$ -	\$ 12,357,367
Piute 6-8	\$ 12,167,353	\$ -	\$ -	\$ 12,167,353
Linda Verde TK-8	\$ 14,009,390	\$ -	\$ -	\$ 14,009,390
John & Jacquelyn Miller TK-8	\$ 12,263,027	\$ -	\$ -	\$ 12,263,027
Total Projects	\$ 201,906,400	\$ 62,097,078	\$ 79,008,920	\$ 60,800,402
Reserve of 15%	\$ 30,285,959	\$ 9,314,562	\$ 11,851,338	\$ 9,120,060
Total Amount	\$ 232,192,360	\$ 71,411,640	\$ 90,860,258	\$ 69,920,462

RECOMMENDATIONS

7.1 CONCLUSION & RECOMMENDATIONS

It is proposed that the Governing Board of the Lancaster School District:

- Review and adopt the proposed specifications, improvement projects, method of funding and phasing for those facilities to be funded
- Direct the preparation of proposed State grant funding applications for review and approval by the Board for submission to the State
- Undertake necessary steps to further consider the implementation of the plan

APPENDIX A – COST ESTIMATES