September 2017





SULPHUR SPRINGS UNION SCHOOL DISTRICT

FACILITIES ASSESSMENT & IMPLEMENTATION PLAN

A Program for Ongoing School Facility Improvements

CFW
Planning and Financing Better Schools for California Students

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Acknowledgements

Caldwell Flores Winters, Inc. (CFW) is pleased to present to the Sulphur Springs Union School District this Facilities Assessment & Implementation Plan and would like to thank all participants who provided their leadership and vision into the planning process.

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School Sites
Canyon Springs Community School
Fair Oaks Ranch Community School
Golden Oak Community School
Leona Cox Community School
Mint Canyon Community School
Mitchell Community School
Pinetree Community School
Sulphur Springs Community School
Valley View Community School

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PROGRAM DESIGN

1.1 EXECUTIVE SUMMARY

In April 2016, Caldwell Flores Winters, Inc. (CFW) was retained by the Sulphur Springs Union School District (District) to develop a Facilities Assessment and Implementation Plan (hereafter, "Implementation Plan") to assess facilities needs at the District's nine school sites and guide a facilities improvement and financing program to accommodate those needs. Thereafter, a team of professionals in planning, educational program development, facilities design and construction, finance, demographics, and legal was assembled and coordinated to work closely with District staff over a twelve-month period on the development of a strategy to prepare for anticipated future enrollment growth, maintain and improve existing school facilities, and plan for financing the likely cost of improvements over the next decade and beyond.

Based on research and analysis prepared by the District's demographic consultant, the District is expected to grow by approximately 1,000 students over the next seven years. New development, in particular the proposed Spring Canyon and Vista Canyon projects, are anticipated to generate as many as 563 students at full build out. These and other development projects now stand to reverse a decline in enrollment observed in the last several years, particularly as the economy picks up and demand for new housing in Los Angeles County remains high. While several campuses in the District have added relocatable classroom facilities in the past to address interim capacity needs, many of these facilities are aging and approaching the end of their useful life. The need to extend usage of additional school site capacity, combined with the need to replace aging facilities, presents an opportunity for the District to provide long-term permanent improvement to several of its campuses, concurrent with additional modernization to improve site functionality.

The Implementation Plan has now been developed and prepared for the Board's consideration, and incorporates specific recommendations that seek to:

- Improve existing school sites to mitigate impacts from anticipated housing development
- Construct new permanent classrooms to replace aging relocatables
- Leverage state aid eligibility to improve facilities and minimize the impact on local taxpayers
- Create 21st century learning environments to achieve better parity between District schools

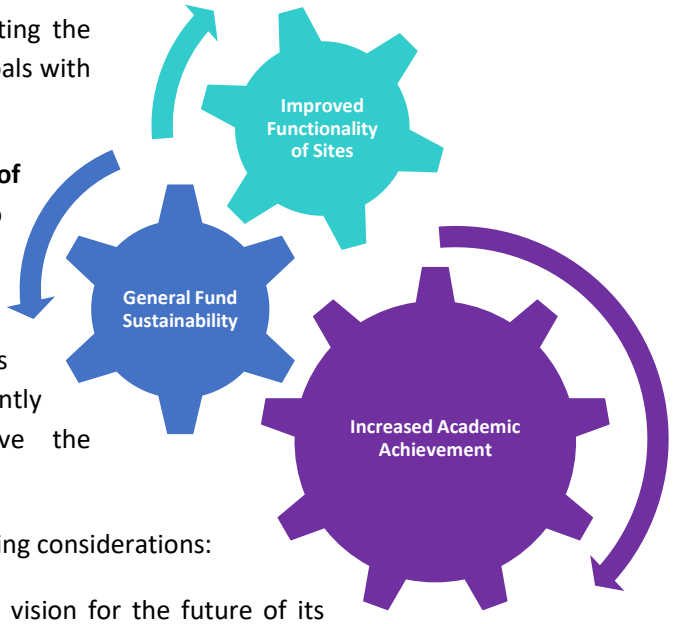
In association with the Board of Trustees and District staff, CFW has prepared this Implementation Plan to serve as a blueprint for future improvements that will aid in the creation of 21st century learning environments and innovative academic initiatives for all pupils served by the District. The entire team at

CFW would like to extend its thanks and appreciation to the community for this opportunity to serve the Sulphur Springs Union School District.

1.2 PLANNING OBJECTIVES

The planning and implementation of a modern learning environment for Sulphur Springs is driven by two programs—an **education program** that outlines academic achievement opportunities at the school district level, and a **facilities program** that describes how capital improvements will support the implementation of the education program. To that end, the Implementation Plan integrates the District's vision for innovative education initiatives with a facilities plan that supports the implementation of these initiatives. The Implementation Plan was guided by the following working objectives:

- **Improve academic achievement** by supporting the District's strategic and education program goals with corresponding school facility improvements
- **Transform the functionality and appearance of schools** through long-term investments to classrooms and support facilities
- **Enhance the sustainability of the District's General Fund** by recommending strategies that fully leverage State funding and efficiently use local funding resources to achieve the implementation of proposed improvements



The Implementation Plan is also guided by the following considerations:

- **Educational Program:** What is the District's vision for the future of its schools? What are its support facility requirements? The answers to these questions guide facility standards and education specifications at each school site.
- **Capital and Financing Program:** How can local funding sources, grants from the State and proposed District capital projects be used to improve District schools? Sources and uses of program funding are evaluated to prioritize elements of the capital plan based on cash flow modeling.
- **Facilities Envisioning:** How are current teaching methods, modern classroom technologies, and required programs featured in the District's educational vision? An important element of the Implementation Plan is the concept of the 21st century learning environment featuring technology assets that are adaptable, collaborative, and engaging.

The Implementation Plan addresses these considerations based on data from District, local, and State sources, verification of existing conditions through site assessments, collaborative visioning of school site improvements, and consideration of available resources and timelines for implementation.

1.3 DISTRICT OBJECTIVES

It has become increasingly important for public schools to improve the academic achievement of students—both as matter of public policy and as a means of competing with other educational options now available to parents. It is also becoming more important that students in the elementary school level be given more opportunities to explore career options and engage much earlier in science, technology, engineering, and math preparedness in anticipation of more robust courses or certifications students may choose to pursue at the high school level for additional college or career opportunities in fast-growing, well-paying sectors of the global economy.

In support of delivering its educational program and preparing students for opportunities in high school and beyond, the District has established a Local Control and Accountability Plan (LCAP). On June 30, 2017, the District's Board adopted the 2017-2020 LCAP which featured the following four goals:

- **Goal 1:** In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
- **Goal 2:** Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.
- **Goal 3:** All families and the broader community are welcomed and are partners in supporting the whole child.
- **Goal 4:** All students, including low income, English Learners, and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

For each of these goals to be fully pursued, developed, and advanced, it is necessary to provide general learning spaces that promote collaboration, creativity, ability to easily communicate, engage in problem solving and develop creative solutions to complex problems. This requires a teacher to act as a facilitator of learning, not just a presenter of facts and information. Students need to be able to participate in small collaborative groups that they are quickly and easily able to create and change so that there is very little loss of learning time. Students need to be engaged in hands on learning by creating projects to demonstrate mastery of the curriculum and standards.

The District has begun exploring enhancements to teaching and learning made possible by modern learning environments and has already begun to implement select components within existing classrooms through technology integration and professional development for staff.

1.4 EDUCATION PROGRAM

1.4.1 OVERVIEW

Sulphur Springs Union School District offers a robust educational experience for pre-school through sixth grade students. District students have historically performed better than the students across the State on the California Assessment of Student Performance and Progress (CASPP, the annual state test of student achievement) for both English Language Arts and Math.

Each school offers an array of enrichment programs including art, music, science, engineering and technology. The schools also offer a robust Physical Education (PE) program. These enrichment programs expose students to highly engaging, hands-on, learning activities. While many of these enrichment programs can be offered in the regular classroom, it is best when they have a dedicated space in which the appropriate classroom learning tools and equipment are available to the teachers and the students.

The District is implementing the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) and has recently developed a collaborative relationship with College of the Canyons. College professors provide staff development for District teachers on the engineering standards of the NGSS. Each school provides for coding instruction to kindergarten through 6th grade students, and 6th grade students participate in STEAM robotics classes. To support the science and engineering instruction, the District has created science labs at each of the schools. Each lab is furnished with science tables and lab stools for student use and cabinets to hold the necessary science equipment needed for science experiments. The labs typically have an above average amount of data connections and electrical outlets to facilitate the needs of the students in these spaces.

In addition, the District has made technology readily available to all students and has integrated the use of technology into the classroom instruction. A SMART board has been installed in every classroom and the District continues to install additional instructional technology equipment to improve its learning environments. Classrooms are also equipped with one Apple iPad for every three children in the classroom and each of the schools has a state of the art computer lab equipped with Apple computers. These labs are available for use on a sign-up basis for teachers. Classrooms are equipped with a sound system to amplify the teacher's voice. This sound system has proven to be beneficial for all students, with added benefits for English Language Learners as well as hard of hearing children. Each school site also has a Library Media Center that is arranged in a traditional manner with book stacks around the perimeter of the room and the center space for tables and chairs. There is a circulation desk near the entrance to the room. Each school site has a librarian and a computer specialist.

Art and music instruction are offered at each school in dedicated spaces for art and music instruction. Students participate in the visual and performing arts program and each grade level puts on at least one performance each year. The Parent Teachers Association (PTA) raises funds to provide the Creative Minds program, which supports arts instruction. The PE program is integrated with the arts through dance programs that are integrated into the curriculum. Beginning and advanced band instruction is also provided across the District.

District schools are configured as either pre-school through sixth grade or TK through sixth grade classes. The District provides preschool programs throughout the District. Preschool teachers collaborate with kindergarten teachers by attending joint training sessions. With the exception of Leona Cox and Golden Oak, each of the school sites has a transitional kindergarten (TK) class. An additional TK class is planned to be added at Leona Cox for the 2017-18 school year. Both the TK and kindergarten (K) programs are all day programs. The District desires to have all TK and K students in a kindergarten room equipped with bathrooms, however, due to enrollment numbers, this is not always possible and some kindergarten students are housed in regular classroom facilities. The GATE students in the District are mainstreamed with the general population at each school site.

The District is the regional provider of special education services for qualifying students from Castaic, Newhall, and Saugus School Districts, as well as their own special education students. The District additionally provides Deaf and Hard of Hearing and Orthopedically Handicapped itinerant services for all eligible students in the Santa Clarita Valley. The District's recent declining enrollment has provided the opportunity to house these students and provide much needed services for the Santa Clarita Valley. Most schools have one Resource Specialist and one Speech Therapist. However, those schools that house the Deaf and Hard of Hearing and Severely Handicapped Programs have an additional Speech Therapist. Three of the schools, Canyon Springs, Sulphur Springs, and Valley View, each have a single motor room, while Leona Cox has two motor rooms (one for fine motor and one for large motor). Most schools have two or three special day classes (SDC) with the exception of Golden Oak that does not have any SDC programs.

1.4.2 EFFECTIVE SCHOOL PROGRAMS AND PRACTICES

A 2004 study panel from the National Research Council and the Institute of Medicine identified a series of factors associated with school engagement. Educators can substantially increase school connectedness in their students when they set high academic standards for all students and provide them with the same core curriculum; limit the size of the school by creating small learning environments; form multidisciplinary education teams in which groups of teachers work with groups of students; provide mentorship programs; ensure that course content is relevant to the lives of students; provide service learning and community service projects; offer experiential, hands-on learning opportunities; use a wide variety of instructional methods and technologies; extend the class period, school day, and/or school year; and allow students who are falling behind to catch up.

It has long been known in the field of education that what is assessed is what is taught. Grant Wiggins is a leading researcher on educational assessment and its relationship to improved student performance. He is a proponent of authentic assessments (students performing a task in the real world of work) that are performance or project based, such that students create a project or perform a task to show they have mastered the standard or content. In his article, "Autonomy and the Need to Back off by Design as Teachers" (February 2013), he notes that teachers need to instruct students to think critically so that they

can make better decisions instead of simply memorizing information for a test.[1] Wiggins notes that the goal of all learning is transfer of knowledge, not scripted behavior: "Transfer means that a learner can draw upon and apply from all of what was learned, as the situation warrants, not just do one move at a time in response to a prompt." He further states that students must become autonomous: "You have to be able, on your own, to size up when to use what you previously learned, i.e., analyze the challenge, and judge what to do, mindful of a repertoire of prior learnings; then, implement a purposeful move, and assess its effect." Employers want workers who are able to think through a problem and solve it, ask important questions, and demonstrate autonomy.

1.4.3 BENEFITS OF SMALLER LEARNING ENVIRONMENTS

Research supports the relationship between smaller learning environments, student achievement and improved school climates. To paraphrase some recent literature on the topic, students in smaller schools experience less boredom and receive more personal attention from their teachers. In a small school, it is easier for students to develop mutual respect for each other and for teachers to connect to students who are not in their own classes. Smaller school populations likely contribute to the stronger sense of community seen in many elementary schools.[2, 3, 4, 5]

Connectedness to school is also important for students, and especially so for early adolescent students. Students who feel connected to school are less likely to use substances, exhibit emotional distress, demonstrate violent or deviant behavior, experience suicidal thoughts or attempt suicide, be depressed, and become pregnant.[6, 7, 8] They are less likely to be truant from school or be involved in fighting,-bullying,

[1] Wiggins, G. (2013). Autonomy and the need to back off by design as teachers. Retrieved from: http://grantwiggins.wordpress.com/2013/02/12/autonomy-and-the-need-to-back-off-by-design-as-teachers/.

[2] Offenberg, R.M. (2001). The efficacy of Philadelphia's K-to-8 schools compared to middle grades schools. *Middle School Journal* 32(4), 23-29.

[3] Paglin, C. & Fager, J. (1997). *Grade configuration: Who goes where?* Portland, OR: Northwest Regional Education Laboratory. July 1997.

[4] Byrnes, V. & Ruby, A. (2004). *Comparing achievement between K-8 and middle schools: A large scale empirical study*. Center for Social Organization of Schools, John Hopkins University.

[5] Torlakson, T., California Department of Education (2011). *Schools of the Future Report*

[6] Lonczak, H.S., Abbott, R.D., Hawkins, J.D., Kosterman, R., & Catalano, R.F. (2002). Effects of the Seattle social development project on sexual behavior, pregnancy, birth, and sexually transmitted disease outcomes by age 21 years. *Archives of Pediatrics and Adolescent Medicine* 156(5): 438-47.

[7] Samdal, O., Nutbeam, D., Wold, B., & Kannas, L. (1998). Achieving health and educational goals through schools. *Health Education Research*, 13(3), 383-97.

[8] Shochet, I.M., Dadds, M.R., Ham, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. *Journal of Clinical Child and Adolescent Psychology* 35(2): 170-79.

or vandalism.[9] In addition, students who feel connected to school are more likely to succeed academically and graduate.[10, 11]

1.4.4 ACADEMIC PROGRAM VISION

Development of the Facilities Assessment and Implementation Plan was driven by the District's vision for the academic program, including:

- Integration of technology into the instruction within the classroom
- Implementation of the Next Generation Science Standards (NGSS) with a special emphasis on aerospace
- Coding instruction for all 5th grade students
- STEAM Robotics instruction for all 6th grade students
- Art and music instruction for all students
- 21st century state of the art learning environments to promote collaboration, communication, creativity and critical thinking and support instructional needs for the District's educational vision

These components manifest themselves in the design and operation of the District's current and proposed K-6 facilities. For example, art and music programs may require practice and formal dedicated spaces for performances, and robotics programs require a space for software coding and building of robots. Both examples should be accommodated in the design and expected budgeted costs of proposed facility improvements. For the integration of technology into the instruction in the classroom, wireless connectivity across the campus is essential. Having flexible and mobile capabilities within the classroom promotes collaboration and creativity in instruction. Efforts have been made to provide educational specifications for the design of the District's school facilities to evaluate current deficiencies and to better plan for the design and construction of new school facilities or improvements. These educational specifications are elaborated upon in the following sections.

1.5 PROPOSED EDUCATION SPECIFICATIONS

Education specifications for facilities are required by California's Education Code sections 14001 and 14030. Although school districts have wide latitude in the design of school facilities, they must ensure

[9] Schapps, E. (2003). *The role of supportive school environments in promoting academic success*. Sacramento, CA: California Department of Education Press.

[10] Connell, J.P., Halpern-Felsher, B., Clifford, E., Crichlow, W., & Usinger, P. (1995). Hanging in there: Behavioral, psychological, and contextual factors affecting whether African-American adolescents stay in school. *Journal of Adolescent Research* 10(1), 41-63.

[11] Wentzel, K.R. (1998). Social relationships and motivation in middle school. *Journal of Educational Psychology* 90(2), 202-09.

that all facilities are consistent with the standards of Title 5 of the California Code of Regulations. These standards include quantifiable minimums for various school site attributes, from site acreage to classroom square footage. Education specifications outline essential educational concepts and detailed facility requirements so that the "form" of school facilities effectively follows the "function" required by the education program. They also help to anticipate activities and costs associated with the modernization and construction of school facilities. In review, research findings and reported best practices in school facility operations suggest the following considerations be observed in the creation of Educational Specifications for Sulphur Springs:

- Research supports that reduced site enrollment and school size have a positive effect on student experiences and achievement
- Small campuses foster a sense of community and allow greater teacher/student/parent interaction
- Small learning environments make it easier for students to develop mutual respect for each other
- Smaller school sizes make it easier for teachers to be familiar with students who are not their own
- Parental involvement in the educational program is enhanced at smaller school sites, leading to an increase in community support

A set of proposed specifications for K-6 school sites in the Sulphur Springs School District has been prepared and reviewed for consistency with local and State standards as well as programmatic priorities identified by District administrators. Based on this review, and aforementioned research on optimal school size, a specification for schools of 575 students at the state loading standard of 25:1 has been proposed as a guideline for future improvements. The State loading standard is typically utilized when developing educational specifications as it is the loading standard that is taken into account by the Office of Public School Construction during the State Aid process, whereas the District typically loads its grade K-3 classes at a 26:1 ratio, and its grade 4-6 classes at an average of 31.1:1. This creates an average across all seven grade levels of approximately 28:1. When utilizing the average local loading standard for general purpose classrooms, schools would have a capacity of approximately 650 students.

As shown in Table 1, the Education Specifications are presented for use to evaluate current deficiencies and to better plan for the design and construction of new school facilities or improvements in the course of modernizing existing District facilities or constructing new facilities in the future.

Table 1 — Proposed Educational Specifications for a K-6 School (650-student capacity)

Sulphur Springs Union SD Education Specifications					
K-6 Specifications for 650 students (at local loading)					
Description			***Quantity***	***Units***	***Total***
Classrooms	**Count**	**Square footage**			**22,560**
Grade 1-3 Classrooms	10	960	9,600	sf	
Grade 4-6 Classrooms	9	960	8,640	sf	
Special Day (SDC)	1	960	960	sf	
Science Lab	1	960	960	sf	
Music/Art Room	1	960	960	sf	
Computer Lab	1	960	960	sf	
RSP	1	480	480	sf	
Kindergarten					**6,840**
Kinder Classroom	3	1120	3,360	sf	
"T" K Classroom	1	1120	1,120	sf	
Workroom/Storage	2	400	800	sf	
Toilets	4	65	260	sf	
Equipment Storage	1	100	100	sf	
Kinder Shade Structure	1	1200	1,200	sf	
Administration					**3,305**
Lobby/Public Waiting	1	300	300	sf	
Reception/Clerical	3	75	225	sf	
Principal's Office	1	200	200	sf	
Flex Office	1	150	150	sf	
Conference Room	1	250	250	sf	
Work/Main Copy Room	1	250	250	sf	
Health Office	1	100	100	sf	
Nurse/Health Clerk	1	75	75	sf	
Toilet	1	65	65	sf	
Staff Workroom/Lounge	1	600	600	sf	
Staff Toilets	1	390	390	sf	
PTA Area	1	200	200	sf	
Storage Room	1	100	100	sf	
Speech Office	1	250	250	sf	
Psychologist Office	1	150	150	sf	
Library / Media Center			**2,700**	sf	**2,700**
Multi-Purpose Room					**5,375**
Multi-Purpose Room	1	3500	3,500	sf	
Chair Table Storage	1	200	200	sf	
Control Room	1	75	75	sf	
Stage	1	1400	1,400	sf	
Instrument Storage	1	200	200	sf	
Food Service					**3,600**
Serving Kitchen	1	350	350	sf	
Walk-in Refg/Freezer	1	75	75	sf	
Dry Storage	1	75	75	sf	
Locker Alcove	1	50	50	sf	
Office/Work Station	1	75	75	sf	
Toilet/Changing	1	75	75	sf	
Lunch Shelter	1	2800	2,800	sf	
Custodial Services	1	100	100	sf	
Restrooms			**2,000**	sf	**2,000**
Total Building Quantity					**46,380**

Table 2 illustrates how the District's current permanent facilities compare to a proposed specification for 650 students. Classrooms include those utilized for kindergarten, general purpose classrooms, and specialty lab spaces.

Table 2 — Existing Classrooms Compared to Proposed Educational Specifications

	Permanent Classrooms	Educational Specification	Variance
Valley View	37	27	10
Leona H. Cox	28	27	1
Fair Oaks	26	27	(1)
Mitchell	25	27	(2)
Mint Canyon	22	27	(5)
Sulphur Springs	22	27	(5)
Golden Oak	21	27	(6)
Canyon Springs	20	27	(7)
Pinetree	18	27	(9)

Leona H. Cox and Valley View currently provide a greater quantity of permanent classrooms than the recommended Educational Specification. Additionally, Valley View and Leona Cox provide additional special education programs, which occupy much of the excess capacity.

The special education programs in Sulphur Springs are unique as the District is the regional provider of services and as such will be addressed on a site-specific basis. Table 3 provides an assessment of the current special education programs at each school site. The numbers listed are reflective of the amount of classroom space currently utilized and are not a reflection of the amount of full time employees required for the programs.

Table 3 — District Special Education Programs

School	RSP	Speech	Mild Moderate	Moderate Severe	Motor Room	Autism	Deaf / Hard of Hearing	Medical Fragile	Total Classrooms
Leona Cox	1	4	3	2	1	1			12
Valley View	1	2		6	1			1	11
Canyon Springs	1	2	1				1		5
Fair Oaks	1	1	3						5
Mitchell	1	1	3						5
Sulphur Springs	1	1	2		1				5
Mint Canyon	1	1	3						5
Pinetree	1	1	2						4
Golden Oak	1	1							2

Also considered during the review and development of Educational Specifications were the support facilities at District schools. Administrative and main office spaces at District schools are currently

sufficient to serve the needs of site staff, students, and parents and generally match the proposed educational specifications listed above. Multipurpose rooms are currently adequate to serve the existing student populations at each school site and based on their size and configuration appear sufficient to handle future student populations throughout the life of this plan. Where future new schools are required to mitigate new development, it is recommended that multipurpose rooms be designed with sufficient indoor space to serve all students in a total of three to four lunch periods, ceiling heights and room configurations that accommodate occasional indoor athletics, and performance spaces that accommodate school and community events.

In addition to creating specifications that define the size and quantity of facility space within school facilities, the District also has an opportunity to incorporate additional specifications that promote the design of learning spaces such that they are developed from the "inside-out" wherein architectural plans match the needs of educational programs. Accordingly, the proposed 21st century standards that follow have been developed to provide guidance to architectural and space planning considerations of future District improvement projects.

1.6 PROPOSED 21ST CENTURY STANDARDS

Historically, schools in California were designed and built primarily on the basis of meeting code and capacity requirements and conforming to prevailing traditions of classroom orientation and previous building design. That is why even today, despite repeated calls for reform and innovation in classroom learning environments, the basic design and appearance of a classroom remains largely similar to that of its 19th and 20th century counterparts, with modern educational programs shoehorned into generally predefined spaces and without consideration for the changes brought about by current educational program needs and the greater freedom from previous technological barriers. To achieve a 21st century classroom environment requires that the traditional design approach be reversed, allowing planning to start with the educational program needs and specifications required such that classrooms or school facilities are designed "from the inside-out", first assuring that all functions and innovations sought by the educational program are achieved, followed by necessary considerations to meet code or other requirements generated by the proposed design.

Along with educational specifications, it is important that the upgrade or construction of school facilities align with a common vision for facilities improvements. The design vision for school improvements should be articulated early in the conceptualization and architectural design process based on the selected educational program and reflect best practices or standards observed in the outcome of similar facilities. Collectively, these standards, along with the educational specifications, should provide a framework for school design.

As previously stated, the District's mission and vision statements, along with its educational goals, may be further supported and promoted by a built environment that supports collaboration, creativity, ability to easily communicate, engage in problem solving and develop creative solutions to complex problems, often as part of smaller groups. Learning spaces in new or modernized classrooms should be planned to

provide students and teachers with an increased level of functionality that delivers new types of interactivity for modern learning.

Spaces that have been built in support of such curricula often contain inside each classroom, wall-to-wall, floor-to-ceiling whiteboards that allow any surface to be written upon to help spark creativity and critical thinking. Comfortable, flexible furnishings that complement existing District furnishings are just as essential to the design, and it is recommended that research on body movement, brain activity and attention span help inform selections on student chairs, and collaboration and mobility considerations influence choices on mobile desks and storage units.

While the educational program in Sulphur Springs is unique, the following are some key design standards to achieve this 21st Century classroom vision through application of appropriate furnishings, fixtures, and equipment ("FF&E") during the upgrade of existing classrooms or construction across the District.

1.6.1 FURNISHINGS

Flexible space and adaptable furnishings are two of the keys that unlock the full potential of the classroom. Flexible rooms are designed to be as open as possible, so that the furniture inside them can be configured for different purposes as needed. One day, a teacher may want her students arranged in small groups. The next day, she may want the middle of the floor cleared of all furniture for a class activity. And on the third day, she may need to administer a test, with each student at their own desk in traditional rows and columns. 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, which the Implementation Plan seeks to achieve for the Educational Program. Students can read, write, design, create, or discuss in a variety of arrangements, all of which can be reconfigured at the instructor's discretion to meet the instructional needs of the curriculum content.

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 tables, seating, and teaching stations is a key element of the model 21st century learning environment. For example, student chairs designed to support body movement and encourage sit/stand activities are shown to increase focus and comprehension.

Examples of modern classroom tables and chairs.

Storage: Traditional classroom casework often 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 sink and counter, storage beneath the sink is appropriate. Otherwise, most storage solutions should be achieved through the use of moveable carts or closets hidden behind sliding markerboard walls.

Examples of moveable storage carts well-suited for the 21st century classroom.

1.6.2 FIXTURES & FINISHES

Tackboards: There will always be a need for wall space throughout the room to pin student work, learning concepts, and other materials. Ideal tackboard panels can be reached at standing height without the use of stepstools and provide functional space around and adjacent to markerboards. Tackboards will typically cover approximately 20% of the total wall space in a general purpose classroom.

Markerboards (whiteboards): Multiple write-erase surfaces are required on walls throughout the room, preferably at floor-to-ceiling height to maximize space for drawing, writing, or similar activities. Maximum flexibility will be achieved if surfaces are 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. To achieve this, a soffit and track system will be sufficiently offset from the wall so that sliding boards do not strike window casings. Markerboards should also be magnetic to allow materials (papers, posters, etc.) to be magnetically "pinned" to the surface. On two opposite walls of the typical classroom, markerboards should be fixed in a vertical position so that each board covers the wall from floor to ceiling. Markerboards will encompass approximately 80% of the total wall space in a general purpose classroom.

Lighting: Room illumination has a profound impact on the quality of the learning experience. Natural light should be maximized if possible, supplemented by energy-efficient lighting fixtures that replicate the daylight spectrum. Dimmable lights are a valuable benefit for classrooms featuring video displays. The District has made an ongoing commitment to energy-efficient lighting through upgrades at each of its schools and the District Office, leveraging Proposition 39 grants to install LED lighting fixtures to reduce total energy cost and improve general daytime and evening lighting conditions.

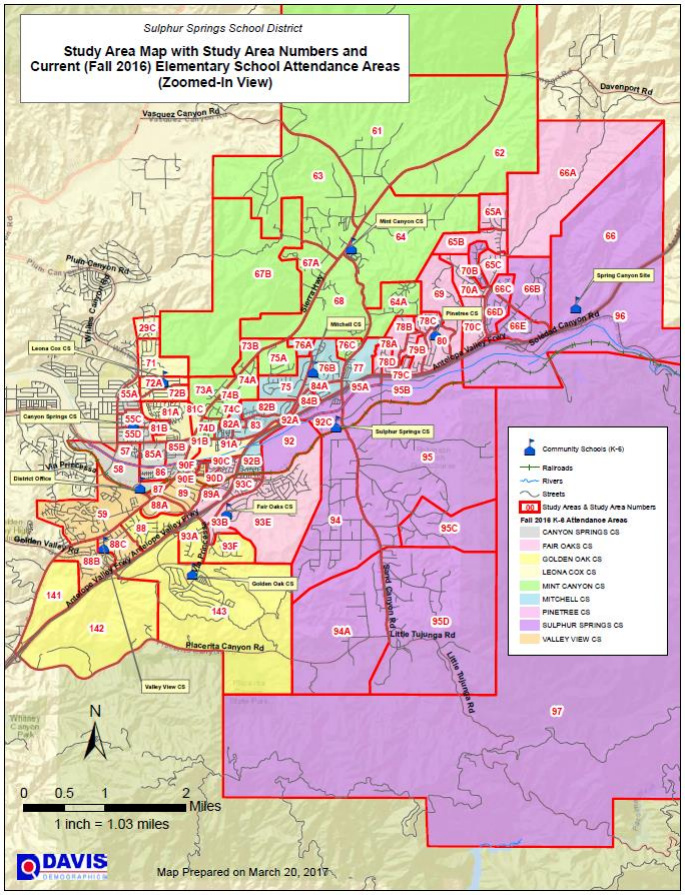
SECTION 2

DISTRICT OVERVIEW

2.1 BACKGROUND

The District was established in 1872 and is the second oldest school district in Los Angeles County, as described by the District website. The District presently serves more than 5,300 students in transitional kindergarten through grade 6 at nine schools, covering a region that includes the southeastern Santa Clarita Valley and Canyon Country. More specifically, the District includes approximately 75 square miles of land that is primarily within the jurisdiction of the City of Santa Clarita with the remainder located within unincorporated Los Angeles County territory.

Fig. 1 – District Attendance Boundaries



Source: Davis Demographics Fall 2016 Projection Report dated March 20, 2017

Table 4 provides a listing of the District's school sites. The District operates nine school sites serving 5,370 students during the 2016-17 school year in transitional kindergarten through grade six as reported by the California Department of Education. Table 5 summarizes the history of school site construction, including modernization and recent notable improvements, sorted from oldest to newest. The District's existing schools were built over several generations, with the oldest school being Sulphur Springs, which has buildings on campus dating back to 1940, and the newest school being Golden Oak, constructed in 2006. The majority of schools were built in the 1960s, and many of these were modernized in early 2000s, with the exception of Mitchell and Pinetree schools. Recent projects include a combination of new construction and modernization improvements, most recently including the extensive modernization and new classroom construction at Valley View completed in 2016. The District has also been performing energy-efficiency upgrades across their school sites and has successfully installed solar panels at all nine (9) District schools, as well as the District office.

Table 4 – District Schools

Site	Address	2016-17 Enrollment	Grades Served	Site Acreage	Year Built
Canyon Springs Community Elementary	19059 Vicci Street, Canyon Country	515	K-6	9.01	1964
Fair Oaks Ranch Community Elementary	26933 North Silverbell Lane, Santa Clarita	979	K-6	10.29	2003
Golden Oak Community Elementary	25201 Via Princessa, Santa Clarita	556	K-6	8.00	2006
Leona H. Cox Community Elementary	18643 Oakmoor Street, Canyon Country	483	K-6	7.05	1964
Mint Canyon Community Elementary	16400 Sierra Highway, Canyon Country	457	K-6	12.60	1962
Mitchell Community Elementary	16821 Goodvale Road, Canyon Country	627	K-6	10.38	1969
Pinetree Community Elementary	29156 Lotusgarden Drive, Canyon Country	574	K-6	10.46	1988
Sulphur Springs Community Elementary	16628 Lost Canyon Road, Canyon Country	629	K-6	11.65	1940
Valley View Community Elementary	19414 West Sierra Estates Dr., Newhall	550	K-6	13.58	1966

Source: Google Earth; Sulphur Springs Union School District; California Department of Education

Table 5 – School Site Construction History

Site	Originally Built	Last Modernized	Recent Projects
Sulphur Springs Community Elementary	1940	2007	
Mint Canyon Community Elementary	1962	2005	Campus wide modernization (2005)
Canyon Springs Community Elementary	1964	2006	
Leona H. Cox Community Elementary	1964	2003	
Valley View Community Elementary	1966	2004	New Admin & Classroom Buildings (2016)
Mitchell Community Elementary	1969	1999	Portables installed (2006)
Pinetree Community Elementary	1988	2014	
Fair Oaks Ranch Community Elementary	2003	N/A	
Golden Oak Community Elementary	2006	N/A	

Source: Sulphur Springs Union School District; California Division of the State Architect

2.2 DISTRICT DEMOGRAPHICS

Demographic statistics of a school district can provide valuable information for the assessment of existing and future school facility needs. The District serves a diverse student population, approximately 53.1% of which qualifies for free and reduced-price lunch and whose families live below the federal poverty line.

Table 6 presents demographic information for the area within the District's boundaries. Averaged over the five years between 2010 and 2014, the attendance area was home to 62,728 residents as reported by the U.S. Census Bureau. An estimated 9,846 residents were between the ages of 5 and 14 years of age, which encompasses up to three years of children who would normally have aged out of the K-6 system and would be in junior high. The racial mix of residents was relatively blended and the median family income in the area, at $77,353, was higher than the California median of $70,187. Additionally, the poverty rate for families with children was lower than the state (12.2% and 18.3%, respectively).

Table 6 – District Demographics, 2010-14 Average

	Indicator	Value
Population	Total	62,728
	0-4 years	3,882
	5-9 years	4,999
	10-14 years	4,847
	15-19 years	4,709
	20 years and older	44,291
	Family households with children under 18 years	7,733
	Average family size	3.49
	Children enrolled in kindergarten	692
Race/Ethnicity	Hispanic/Latino (%)	35.6%
	White (%)	44.9%
	Asian (%)	10.4%
	Black/African-American (%)	4.3%
	Other (%)	4.8%
Income	Median household income (2014 inflation-adjusted dollars)	$73,362
	Median family income (2014 inflation-adjusted dollars)	$77,353
	Families with children in poverty (%)	12.2%

Source: American Community Survey, 2010-14 5-Year Estimates

2.3 ENROLLMENT

The District's enrollment establishes the demand for facilities to be provided and influences strategies for facilities improvements. An understanding of a district's enrollment can enable an assessment of classroom loading and facility needs. Current enrollments help determine loading standards for classrooms at a school site and a school's capacity to house students. They can also be used to obtain facility improvement grants and to establish local standards to set maximum student enrollments per site. Previous, current, and projected enrollments can also help to evaluate future demand for classrooms,

facilities and school sites. Enrollment data is routinely collected and reported to the California Department of Education (CDE) the first Wednesday of October each year. As shown in Table 7, based on data collected in October 2016 for the 2016-17 school year, the District enrolled 5,370 students in transitional kindergarten through sixth grade. As of May 24, 2017, the District reported a total of 5,432 students across its nine schools. In addition, the District recently completed its 2016 Fall 2016 Project Report, prepared by its demographic consultant, Davis Demographics. It should be noted that the District's demographic consultant observed 5,386 students in October 2016 for the 2016-17 school year in its recently published projections, a difference from the official CDE tally that is accounted for by a minor difference in reporting periods throughout the school year. Hereafter, the official CDE tally is utilized for 2016-17 counts.

Table 7 – 2016-17 Enrollment

Grade	Enrollment
K	871
1st	725
2nd	704
3rd	755
4th	755
5th	762
6th	798
Total	**5,370**

Source: California Department of Education

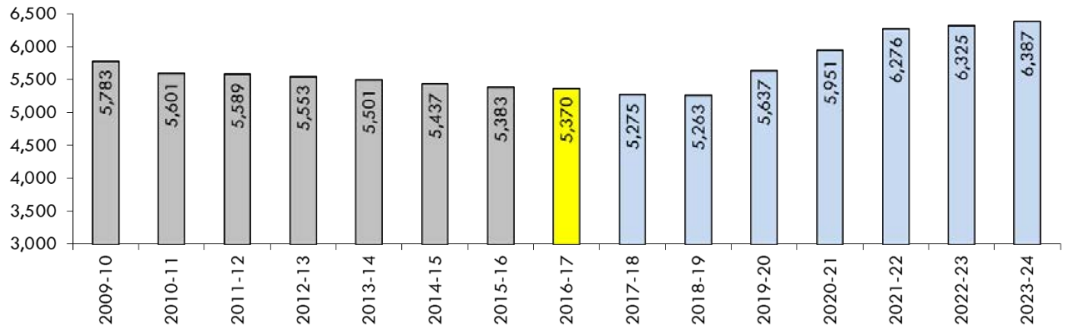
District enrollment peaked in 2009-10 at 5,783 and has declined in recent years. Given this trend, the District's demographic consultant predicts further declines until 2018-19 in their Fall 2016 Projection Report. Over the next seven years, residential development is expected to resume in the District. A net increase of 1,017 students from the reported 2016-17 CDE enrollment is predicted to occur by 2023-24.

Table 8 – Projected Net Change in Enrollment

	Historical Enrollment							Current	Projected Enrollment							Net
Grade	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	Change
K	781	744	820	754	828	857	873	871	844	817	982	971	1,008	1,007	1,038	167
1	803	760	785	775	718	731	704	725	710	696	716	852	841	838	834	109
2	796	830	773	761	784	730	744	704	737	734	761	786	921	879	875	171
3	873	773	815	774	777	771	716	755	703	735	774	807	829	930	886	131
4	825	857	786	838	778	778	759	755	757	720	795	840	869	859	957	202
5	822	821	828	797	816	771	802	762	773	780	783	863	902	899	887	125
6	883	816	782	854	800	799	785	798	750	781	825	832	906	914	909	111
Total	**5,783**	**5,601**	**5,589**	**5,553**	**5,501**	**5,437**	**5,383**	**5,370**	**5,275**	**5,263**	**5,637**	**5,951**	**6,276**	**6,325**	**6,387**	**1,017**

Source: California Department of Education; Davis Demographics Fall 2016 Projection Report dated March 20, 2017

Fig. 2 – Historical and Projected Enrollment



Source: California Department of Education; Davis Demographics Fall 2016 Projection Report dated March 20, 2017

2.4 STUDENT CAPACITY

The capacity of a school site to house students is determined by comparing the total number of classrooms at the site with the standards used to load those classrooms. This information is useful in determining whether a need exists to create additional capacity to house enrolled students effectively and efficiently.

Two kinds of loading standards can be used to evaluate capacity. The first are loading standards from the California Department of Education (CDE) and the second are loading standards set independently by a school district. State standards are primarily used for CDE in conjunction with the School Facilities Program (SFP), which is administered by the Office for Public School Construction and determines eligibility for grants from statewide bonds to assist with local school construction and modernization. The SFP utilizes a uniform standard across grades to determine school capacities: 25 students for each permanently constructed classroom for grades K-6. Rooms used for physical education and "core facilities" such as multipurpose rooms and gymnasiums are not subject to these loading standards. In addition, State policy, does not consider relocatable classrooms as available to permanently house students and are thus deducted from any capacity calculation.

School districts are not required to follow these targets for operations and can set their own loading capacity standards, often including relocatable classrooms in their capacity counts. Both standards have their uses; district loading standards more accurately reflect current funding levels for the operational expenses of each active classroom, while State loading standards are utilized to calculate the construction costs of new classroom buildings (particularly for the allotment of State grants for modernization and new construction). The District's local loading standard is 26 students per classroom for transitional kindergarten through grade 3, and an average of 31.1 students per classroom for grades 4 through 6. For the purposes of calculating capacity at the school site level pursuant to the District's local standard, four grade levels of 26 students per classroom and three grade levels of 31.1 students per classroom are averaged to approximately 28.19 students per classroom across all grades TK-6.

Table 9 – Student Housing Capacity

K-6 School	2016-17 Enrollment	Perm. CRs	Est. Perm Capacity			Port. CRs	Est. Port. Capacity		Total Local Capacity	Total State
			Local	State	Capacity		Local	State		
Fair Oaks Ranch	979	26	733	650	(329)	12	338	0	1,071	650
Pinetree	574	18	507	450	(124)	10	282	0	789	450
Sulphur Springs	629	22	620	550	(79)	9	254	0	874	550
Golden Oak	556	21	592	525	(31)	0	0	0	592	525
Canyon Springs	515	20	564	500	(15)	12	338	0	902	500
Mitchell	627	25	705	625	(2)	10	282	0	987	625
Mint Canyon	457	22	620	550	93	2	56	0	676	550
Leona H. Cox	483	28	789	700	217	5	141	0	930	700
Valley View	550	37	1,043	925	375	0	0	0	1,043	925
Total	**5,370**	**219**	**6,173**	**5,475**	**105**	**60**	**1,691**	**0**	**7,864**	**5,475**

Source: Sulphur Springs Union School District

The District's existing classroom inventory includes a total 279 classrooms at its nine school sites. Most of these classrooms were built on site and are considered permanent classrooms, while the remainder

were constructed off-site and intended for use as temporary classrooms that could be relocated as needed to accommodate changes in enrollment. As presented in Table 9, of the total inventory of classrooms, 60 classrooms, or approximately 22%, are classified as relocatable (or "portable"). Additional relocatable facilities exist across the District, but are utilized for office space, storage, or are otherwise unoccupied. The State considers relocatables as "unhoused students" and therefore does not count relocatables in its determination of site capacity. The State counts all permanent classrooms as fully loaded classrooms for general education, despite local needs for alternative uses of many classroom spaces. Based on the District's 2016-17 enrollment, Fair Oaks Ranch continues to rely heavily on relocatable classroom facilities to meet student housing needs, with Pinetree, Sulphur Springs, and Mitchell also having to rely on relocatable facilities, albeit to a lesser extent.

The District currently has greater capacity than enrolled students, therefore the District does not currently have new construction grant eligibility from the State at this time, though it does have potential modernization eligibility at many of its school sites. Additional anticipated housing development may influence new construction eligibility in the future, however, and projections will continue to be monitored as to the District capacity to absorb the new students expected to be generated over the next 7 years. As such, options may be explored to establish new construction eligibility during the life of this plan. Anticipated developments and their impact on the school sites are discussed in Section 2.5 below.

2.5 ANTICIPATED DEVELOPMENT

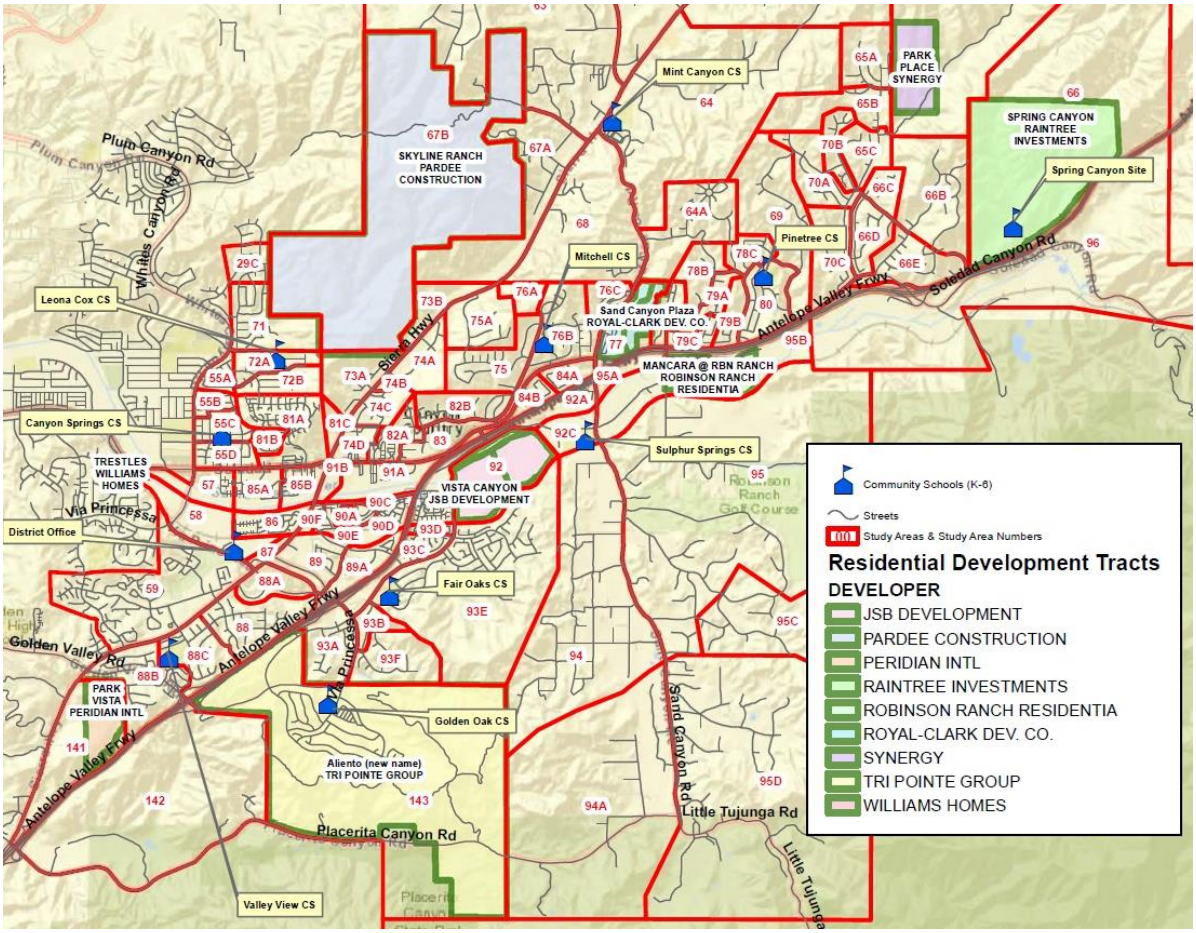
New residential development may impact enrollment as additional families move into a district. The District's demographic consultant, Davis Demographics indicated that over the next seven years, active residential development is expected within the District's boundaries. However, the timing of these developments are highly influenced by changing economic conditions. As shown in Table 10, approximately 4,188 new residential units are anticipated throughout the District's boundaries, including a combination of single family, multi-family, and apartments. Figure 3 illustrates the geographic distribution of anticipated developments throughout the District's boundary.

Table 10 – Anticipated Developments and Projected Units

Development	Projected Housing Units
Vista Canyon JSB Development	322 Multifamily, 778 Apartment
Spring Canyon	492 Single Family
Aliento (Formerly Golden Valley Ranch)	403 Single Family
Skyline Ranch	1,010 Single Family
Trestles Development	92 Single Family
Sand Canyon Plaza – Royal Clark Dev. Co.	146 Single Family, 122 Multi-Family, 312 Apartment
Park Vista	167 Single Family
Park Place	492 Single Family
Mancara Ranch	109 Single Family

Source: Davis Demographics Fall 2016 Projection Report dated March 20, 2017

Fig. 3 – Expected Residential Development within Sulphur Springs Union School District



Source: Davis Demographics Fall 2016 Projection Report dated March 20, 2017

These developments are anticipated to proceed at varying times with the first units expected to come online in late 2017. As such the District will have the opportunity to construct additional facilities, adjust boundaries if desired, and allow intradistrict transfers to matriculate out of the most impacted schools, while suspending new intradistrict students from transferring into these schools. Through a combination of the above strategies, it is anticipated that the District can successfully mitigate the impacts of the pending developments.

The Vista Canyon and Aliento developments will have the most immediate impact on the District, with homes in the Aliento development expected to be available starting in 2017. Sulphur Springs and Pinetree are expected to see the first immediate impacts from Vista Canyon, with Golden Oak seeing the impacts from the Aliento development. Skyline Ranch is the largest single family development with its first homes expected to come online in 2019, but it's impact on existing schools is anticipated to be mitigated by the construction of a new school to be built within the development. As housing market demand continues to grow, the acceleration of future developments is anticipated. Table 11 below summarizes the various developments and their projected impacts on District facilities. Projected student generation rates were

provided by the District's demographer. Cumulatively, the new developments represent a total potential impact of 1,661 new students generated. This number is mitigated somewhat by natural matriculation of students, and in total, the District is expected to undergo a net gain of approximately 1,000 new students over the next seven years. New single family dwellings (SFD) make up the majority of development generating the new students, with multi-family attached (MFA) townhome-style development and apartments (APT) representing the remainder. Additional detail may be found in the District's Fall 2016 Projection Report.

Table 11 – Anticipated Development Impact

	Total Units				Total Student Generation				
Development	SFD	MFA	APT	**TOTAL**	SFD	MFA	APT	**TOTAL**	**Community School Area**
Trestles	35	0	0	**35**	16	0	0	**16**	Canyon Springs
Spring Canyon	492	0	0	**492**	219	0	0	**219**	Sulphur Springs
Park Place	492	0	0	**492**	219	0	0	**219**	Pinetree
Skyline Ranch*	810	0	0	**810**	360	0	0	**360**	Mint Canyon
Sand Canyon Plaza	146	122	312	**580**	65	25	111	**201**	Mitchell
Vista Canyon Ranch	0	322	778	**1,100**	0	66	278	**344**	Sulphur Springs
Mancara Ranch	109	0	0	**109**	49	0	0	**49**	Sulphur Springs
Park Vista	167	0	0	**167**	74	0	0	**74**	Golden Oak
Aliento	403	0	0	**403**	179	0	0	**179**	Golden Oak
	2,654	444	1,090	**4,188**	1,181	91	389	**1,661**	

*Students generated by Skyline Ranch are anticipated to be housed in a new school built in Skyline Ranch by the developer
Source: Davis Demographics Fall 2016 Projection Report dated March 20, 2017

The preceding review of demographic, enrollment, and capacity figures helps to establish Implementation Plan recommendations as to the District's classroom and facility needs. Current and projected enrollments help determine loading standards for classrooms at a school site and a school's capacity to house students.

Given the anticipated ability for existing school sites to accommodate growth in enrollment, it is suggested to improve existing school sites to mitigate impacts from anticipated housing developments, construct new permanent classrooms to replace aging relocatables, and create 21st century learning environments to achieve better parity between District schools. Based on the above projected development impacts, an assessment of the conditions of existing facilities identified in Section 3, and the availability of State and Local funding sources, proposed improvements are identified below in Section 4, and scheduled according to a site's needs.

SECTION 3

FACILITIES ASSESSMENT

3.1 EXISTING FACILITIES ASSESSMENT

The District is the second oldest school district in Los Angeles County, according to a history provided by the District website. In 1872, the Mitchell family started a school in their home kitchen to provide instruction to the children living on the Mitchell Ranch property. An adobe building housed students until 1920, when a one-room frame schoolhouse housing eight grades and a library was constructed. In 1940, this school building was torn down and replaced with a new two-classroom building that has since been modernized several times and is still in use on the Sulphur Springs Community Elementary Campus. Since that time, the District has constructed or acquired eight additional schools.

The District's schools were built primarily in the 1960's, with Golden Oak and Fair Oaks Ranch being the newest schools constructed during the 2000's. The District underwent a modernization effort in the late 1990's to the early 2000's. Regardless of their age, the District has done a good job of maintaining its classrooms to the best extent possible, given available funding. It has also been diligent in recent decades in adding capacity through relocatable classrooms to accommodate increased enrollment. At the present time, the opportunity exists to comprehensively reevaluate the needs of the District's teaching spaces and support facilities and plan a way forward for using available and future funds to create improved learning environments that provide for academic programs that prepare students for middle and high school, as well as careers and college.

For all District schools, site assessments were conducted by a team with expertise in school facility planning, construction and cost estimating, State grant programs, and educational program design. Primary areas of interest were the physical condition, functionality, and potential improvement needs of classroom and support facilities. Site administrators and District staff assisted by leading tours and identifying areas of concern which were noted according to a standard rubric used by the team in their evaluations. This information was then distilled into worksheets and summaries of work that may be required based on State and District codes and standards. Provided in this section, for each of the District's schools, are the assessment team's summary of findings.

3.1.1 ASSESSMENT: CANYON SPRINGS COMMUNITY ELEMENTARY SCHOOL

OVERVIEW

Canyon Springs Community School is a California Distinguished School located at 19059 Vicci Street in Canyon Country. The school is sited on a 9.01-acre property (per county records) surrounded by residential neighborhoods on all four sides. The property is bounded by Vicci Street to the south, Plumwood Avenue to the east, Pleasantdale Street to the north, and Walnut Springs Avenue to the west. A total of approximately 515 students attended Canyon Springs in the 2016-2017 school year.

The site consists of 6 large permanent hexagonal structures with 20 permanent classrooms, and 12 relocatable structures and not all available classrooms are currently being utilized. Canyon Springs currently utilizes five of its classrooms for special education, including one for the Deaf and Hard of Hearing program and one for the Moderate to Severe program. Many relocatable facilities are currently used for teaching stations and other educational program needs, including three that house a State preschool program. The site also provides space for the After School Education & Safety (ASES) Program. Many of the relocatables were moved to Canyon Springs from Mint Canyon, are reaching the end of their useful life, and will need to be modernized or replaced by permanent facilities in the future.

The primary office and support rooms are located in the central building located off of Vicci St. The western most permanent structure houses the multipurpose room. The remaining permanent structures house an average of six (6) classrooms each. A large playfield with a circular dirt walking track is located on the northwest of the site with a large hard court located directly to the south. A second open space is located in the center of the site. A large kindergarten playground is located on the southeast corner of the site.

The site was last modernized in 2006 and solar panels were installed on the site in 2016 as a part of a larger District-wide solar program. In addition to the need to address its aging relocatable inventory, the District has previously identified the need for resurfacing play areas and replacement of grass across the

site, as well as roof replacement on existing permanent structures and upgrading of the HVAC system. The District is in the process of developing a proposal for HVAC upgrades and improved exterior lighting as part of its Proposition 39 funded energy efficiency initiative.

Fig. 4 – Existing Conditions at Canyon Springs Community Elementary

GENERAL CLASSROOM CONDITIONS

Classroom interiors at Canyon Springs Elementary were last modernized in 2006. SmartBoards and other technology upgrades have been installed in recent years to adapt to common teaching needs. Otherwise, classrooms have traditional furniture, fixtures and equipment, and do not appear significantly altered by the earlier modernization effort.

Given the hexagonal "pod" arrangement of classrooms, most classrooms feature interior doorways to adjoining classrooms as well as shared storage and work rooms.

The following is a review of conditions that generally apply to all permanent teaching spaces on site:

- **Floors and ceilings:** In most classrooms, floors are laid with rolled carpet that was installed during the last round of modernization in 2006. Approximately ten percent of the flooring consists of VCT, generally around a sink. Ceilings consist of lay-in mineral-fiber acoustic tile, with lay-in fluorescent tube lights spaced evenly across the ceiling. Floors and ceilings are generally in good condition in most classrooms, but could benefit from a refurbishment effort in the coming years.

- **Walls, markerboards, and tackable panels:** In all permanent classrooms, walls appear to have been regularly repainted over the years to maintain appearance. Almost all classrooms

contain 4'x8' markerboards, side-by-side, on at least one wall (usually the wall that is considered the "front" of the room where the SmartBoard is located). These markerboards are mounted to the walls and cannot be expanded or collapsed.

- **Doors, windows, and lighting:** Doors and windows are generally in good to fair condition. The District's Proposition 39 lighting replacement program has provided for the installation of 95 LED lights, 30 new LED fixtures, and 19 occupancy sensors to improve overall conditions of learning environments and general building energy efficiency.

- **Casework, cabinets, and storage:** All classrooms contain built-in cabinets that are generally in good to fair condition. Older wooden casework and book shelves provide additional storage.

- **Furniture and Equipment:** As at other District sites, classroom furniture at Canyon Springs varies in age, condition, and type. Typical furniture consists of traditional table and chair configurations. Newer furniture, is in good condition, while other retained furniture is reaching the end of its useful life.

- **Data infrastructure:** Each classroom has been equipped with a wireless access point, often mounted to the ceiling or an upper corner of the room. Ethernet cabling connects an average of four to six data ports on at least two walls, although the ability to run a full contingent of tablets or laptops on the infrastructure is not known. Classrooms are equipped with at least one (1) SmartBoard and corresponding short throw projector. Laptops are provided for teacher use and are located in a wall mounted Anthro eNook retractable desk, generally located near the SmartBoard location.

In relocatable classrooms, conditions are largely the same as in permanent rooms, but tackable panels line the majority of the interior walls and windows are typically smaller and fewer in number, resulting in less brightly lit environments. Specialized teaching spaces, such as computer labs, RSP, and intervention, differ from regular classrooms primarily in the kind of furniture used and the way it is arranged in the room. For example, the computer lab resembles a regular classroom in all ways except for the kind of student tables provided. Science Labs across the campus utilize primarily VCT flooring instead of rolled carpet.

OTHER FACILITIES

Administrative and Staff Rooms: The school's administrative offices are located between the east wing of classrooms and the multipurpose room. This central location is convenient for staff and students from any permanent or relocatable facility and is easy to reach from Vicci Street. These offices are in good condition and well maintained, providing offices, workrooms and meeting rooms to meet site needs.

Multipurpose Room/Cafeteria: The school's multipurpose room/cafeteria was constructed in 1994. According to District records, the assembly space in the facility is approximately 4,856 square feet, inclusive of the stage. The facility utilizes traditional wall mounted retractable tables and is in good condition. It has been kept in a good state of repair and does not exhibit any apparent maintenance or functional concerns.

Play Areas: Play areas consist of age-appropriate play structures. Newer structures are surrounded by soft surfacing, while older structures use a sand fall-surface that may not be desirable in the long term. These facilities are in fair condition.

Parking and Circulation: Access to the site is provided at two points; a parent drop off lane located off of Vicci Street flows from east to west for parent drop off and visitor parking, and a parking lot with access off of Walnut Springs Avenue provides additional site access and staff parking. Altogether, approximately 45 parking spaces are provided on site.

3.1.2 ASSESSMENT: FAIR OAKS RANCH COMMUNITY ELEMENTARY SCHOOL

OVERVIEW

Fair Oaks Ranch Community School, located at 26933 N. Silverbell Lane, Santa Clarita, CA, sits on a 10.29-acre site, according to Los Angeles County parcel maps. Single family homes are adjacent to the property on the southeast and northeast, with mountain terrain to the south, and west. Silverbell Lane bounds the property to the north, with Cape Jasmine Road to the east, Lost Canyon Road to the west, and Wren Drive to the south. Fair Oaks Ranch Community Elementary, a California Distinguished School, has the District's largest enrollment with approximately 979 students during the 2016-17 school year and is the District's second newest school, opened in 2003.

The site consists of six interconnected primary structures oriented on the north half of the site, providing a total of 26 permanent classrooms. The primary structures are all connected by covered walkways and their orientation creates two interior courtyards. Twelve (12) relocatable classrooms on located on the south side of the property, six of which were installed during the school's original construction and customized with exterior finishes to match permanent facilities on the site. A large playfield is located on the southwest portion of the site with a hard court adjacent to the north. A kindergarten playground is located on the east side of the property, adjacent to the library and two primary buildings. The administrative office is located on the north of the property and is adjacent to parking and drop-off accessed by Silverbell Lane. Solar panels were installed on the site in 2016 as a part of a larger District-wide solar program.

All classrooms are currently being utilized and many common areas may also function as classroom environments, with some being used this way to meet current capacity needs. Although the campus is less than fifteen years old, its relocatable facilities may require replacement as they continue to age, and permanent classrooms may begin to require adaptation to newer teaching standards in future years. The site has limited land area for any future permanent expansion, and thus the areas occupied by relocatable

classrooms make up the most viable locations for any future development. Nevertheless, given the District's preferred student enrollment for schools, there is little current need for additional permanent classrooms or facilities on the campus.

In additional to the modernization of facilities, a previous report completed in 2012 identified the need to resurface concrete throughout the campus as well as resurface the play area. Additional maintenance needs include reroofing the existing structures over time and upgrading the HVAC system. The District is in the process of developing a proposal for HVAC upgrades and improved exterior lighting as part of its Proposition 39 funded energy efficiency initiative.

Fig. 5 – Existing Conditions at Fair Oaks Ranch Community Elementary

GENERAL CLASSROOM CONDITIONS

Given its recent construction, ongoing improvements to Fair Oaks Ranch have been limited to routine maintenance. SmartBoards and other technology upgrades have been installed in recent years to adapt to common teaching needs. Otherwise, classrooms have traditional furniture, fixtures and equipment, assumed to date to the site's original construction.

The following is a review of conditions that generally apply to all permanent teaching spaces on site:

- **Floors and ceilings:** In most classrooms, floors are laid with rolled carpet. Approximately ten percent of the flooring consists of VCT, generally around a sink. Ceilings consist of lay-in mineral-fiber acoustic tile, with lay-in fluorescent tube lights spaced evenly across the ceiling. Floors are generally in good condition. Ceilings are generally in good condition in most classrooms.

- **Walls, markerboards, and tackable panels:** In all permanent classrooms and shared spaces, walls provide a beige colored, floor to ceiling tackable surface, regularly used by teachers to post instructional aids around the learning environment. A similar treatment is available in relocatable classrooms. Almost all classrooms contain 4'x8' markerboards, side-by-side, on at least one wall (usually the wall that is considered the "front" of the room where one SmartBoard is located). These markerboards are mounted to the walls and cannot be expanded or collapsed.

- **Doors, windows, and lighting:** Doors and windows are generally in good condition. Classrooms in permanent buildings often feature two sets of large windows broken into a nine-section grid pattern as part of the site's overall architectural theme. The District's Proposition 39 lighting replacement program has provided for the installation of 55 LED lights, 41 new LED fixtures, and 49 LED fixtures and occupancy sensors to improve overall conditions of learning environments and general building energy efficiency.

- **Casework, cabinets, and storage:** All classrooms contain built-in cabinets that are generally in good to fair condition. Some classrooms contain additional mobile cabinets of an older design, along with casework and book shelves to provide additional storage. All are in good condition.

- **Furniture and Equipment:** Classroom furniture at Fair Oaks Ranch appeared more uniform than older District sites, likely due to the age of the campus. Typical furniture consists of traditional table and chair configurations, with most in good condition, despite offering limited flexibility.

- **Data infrastructure:** Each classroom has been equipped with a wireless access point, often mounted to the ceiling or an upper corner of the room. Ethernet cabling connects an average of four to six data ports on at least two walls, although the ability to run a full contingent of tablets or laptops on the infrastructure is not known. Classrooms are equipped with at least one (1) SmartBoard and corresponding short throw projector. Laptops are provided for teacher use and are located in a wall mounted Anthro eNook retractable desk, generally located near the SmartBoard location.

In relocatable classrooms, conditions are largely the same as in permanent rooms, though windows are typically smaller and fewer in number, resulting in less brightly lit environments. Specialized teaching spaces, such as computer labs, RSP, and intervention, differ from regular classrooms primarily in the kind of furniture used and the way it is arranged in the room. For example, the computer lab resembles a regular classroom in all ways except for the kind of student tables provided.

OTHER FACILITIES

Administrative and Staff Rooms: The school's administrative offices on the northeast end of the property, adjacent to the primary access point to the property. These offices are in good condition and provide workrooms, meeting rooms, and staff workspaces to meet site needs.

Multipurpose Room/Cafeteria: The school's multipurpose room/cafeteria is located on the north side of the property, to the west of the office. According to District records, the assembly space in the facility is approximately 4,170 square feet, inclusive of the stage. The multipurpose room is in good condition, with VCT flooring throughout and rolling tables for lunch service. In mid-2016, a roof leak was repaired where the parapet wall of the multipurpose room meets the flat roof of the kitchen. A large covered outdoor eating area is adjacent to the multipurpose room, providing several tables and ample shade for outdoor dining and activities.

Play Areas: Outdoor play areas are located on the northwest portion of the site. The play areas contain playground equipment in good condition and utilize an artificial turf surface. Hard courts are in good condition, surrounded by young shade trees which also feature artificial turf at their base.

Parking and Circulation: Primary access to the property is off Silverbell Lane. The access off Silverbell Lane flows south through two parking lots and connects to Wren Drive. A secondary access point exists at the end of Silverbell Lane, which provides access to a small parking lot and the hard court. The school offers three onsite parking lots; an access point off Silverbell Lane provides access to two parking lots and connects out to Wren Drive on the south. A second access point at the end of Silverbell Lane provides access to a second parking lot and connects to the hard court. Approximately 80 parking spaces are provided on site. Street parking is available on Silverbell Lane and Jasmine Road, however due to grade difference between the street and campus, this parking is suboptimal.

3.1.3 ASSESSMENT: GOLDEN OAK COMMUNITY ELEMENTARY SCHOOL

OVERVIEW

Golden Oak Community School, located at 25201 Via Princessa, Santa Clarita, CA, sits on an 8.00-acre triangular site (per county records) slightly larger than Leona Cox, though it is surrounded by graded hillsides, which limit useable acreage. Golden Valley Road bounds the property to the north, with Via Princessa bounding the property to the east. Golden Oak Community Elementary enrolled approximately 556 students during the 2016-2017 school year. The school has 21 permanent classrooms and serves grades K-6, with all classrooms currently being utilized. Golden Oak is the newest school in the District, constructed in 2006. Though constructed with the intention of serving students generated from pending development around the site, the impact of the 2008 recession limited active development in the area, and prompted the District to utilize the campus as a school of choice.

The site consists of two (2) two-story class room buildings, with six (6) classrooms on each floor, centrally located on the property. These classroom buildings are connected to an administrative office building and multipurpose room by covered walkways. The orientation of the classroom buildings and administrative building creates an interior courtyard. A hard court and playfield are located on the northeast portion of the property. Solar panels were installed on the site in 2016 as a part of a larger District-wide solar program.

Single family home development is occurring to the southwest and east of the property. Golden Oak may see increased enrollment pressure in the future as the “Aliento” subdivision surrounding the site builds new homes. Addressing this increased enrollment pressure will be difficult as the site has limited land available for new classroom buildings or relocatable facilities. Alternative measures for addressing this issue may be explored, including reducing the percentage of intradistrict transfers enrolled at the site over time as the number of enrollees from new surrounding developments increase. The District is in the

process of developing a proposal for HVAC upgrades and improved exterior lighting as part of its Proposition 39 funded energy efficiency initiative.

Fig. 6 – Existing Conditions at Golden Oak Community Elementary

GENERAL CLASSROOM CONDITIONS

Given its recent construction, ongoing improvements to Golden Oak Community Elementary have been limited to routine maintenance. SmartBoards and other technology upgrades have been installed as with other District school sites. Otherwise, classrooms have traditional furniture, fixtures and equipment, assumed to date to the site's original construction. Overall, despite the facilities having been in use for over ten years, classrooms are in good to like-new condition.

The following is a review of conditions that generally apply to all permanent teaching spaces on site:

- **Floors and ceilings:** In most classrooms, floors are laid with rolled carpet that was installed during construction of the school. Ceilings consist of mineral-fiber acoustic tile, with lay-in fluorescent tube lights spaced evenly across the ceiling. Floors and ceilings are in good condition in most classrooms and do not show evidence of water damage or roof or HVAC leaks.

- **Walls, markerboards, and tackable panels:** In all classrooms and shared spaces, walls provide a beige colored, floor to ceiling tackable surface, regularly used by teachers to post instructional aids around the learning environment. Almost all classrooms contain 4'x8' markerboards, side-by-side, on at least one wall (usually the wall that is considered the

"front" of the room where one SmartBoard is located). These markerboards are mounted to the walls and cannot be expanded or collapsed.

- **Doors, windows, and lighting:** Doors and windows are generally in very good condition. The District's Proposition 39 lighting replacement program has provided for the installation of an LED light in the school name sign, and 34 LED fixtures and occupancy sensors to improve overall conditions of learning environments and general building energy efficiency.

- **Casework, cabinets, and storage:** All classrooms contain built-in cabinets that are generally in very good condition.

- **Furniture and Equipment:** As with classroom furniture at Fair Oaks Ranch, furniture and equipment at Golden Oak appeared uniform in age and condition, reflecting the young age of the campus. Typical furniture consists of traditional table and chair configurations, with most in good condition, despite offering limited flexibility.

- **Data infrastructure:** Each classroom has been equipped with a wireless access point, often mounted to the ceiling or an upper corner of the room. Ethernet cabling connects an average of four to six data ports on at least two walls, although the ability to run a full contingent of tablets or laptops on the infrastructure is not known. Classrooms are equipped with at least one (1) SmartBoard and corresponding short throw projector. Laptops are provided for teacher use and are located in a wall mounted Anthro eNook retractable desk, generally located near the SmartBoard location.

There are no relocatables at Golden Oak Community School. Specialized teaching spaces, such as computer labs, RSP, and intervention, differ from regular classrooms primarily in the kind of furniture used and the way it is arranged in the room. For example, the computer lab resembles a regular classroom in all ways except for the kind of student tables provided.

OTHER FACILITIES

Administrative and Staff Rooms: The school's administrative offices are located on the south side of the property and provides a clear entrance point to the site. There is a visitor parking lot immediately in front of the office, providing convenient access for parents and other visitors. Again, like much of the campus, the building is in good, like-new condition and provides a sufficient number of offices, workrooms and meeting rooms to meet site needs.

Multipurpose Room/Cafeteria: The multipurpose room/cafeteria at Golden Oak Community Elementary utilizes patterned VCT flooring throughout and is in good condition. Based on District records the assembly area of the MPR is approximately 4,450 square feet, inclusive of the stage.

Play Areas: A play area and hard court is located north and east of the classroom buildings, along with a playfield. The play area and the playground equipment is in good condition.

Parking and Circulation: The school offers two onsite parking lots. A parent drop-off lane off Golden Valley Drive provides drop-off access and connects to the access point off Via Princessa via an access road that includes 2 parking lots that runs along the western boundary of the site and provide approximately 161 parking spaces.

3.1.4 ASSESSMENT: LEONA H. COX COMMUNITY ELEMENTARY SCHOOL

OVERVIEW

Leona H. Cox Community Elementary School, located at 18643 Oakmoor Street in Canyon Country, sits on a 7.05-acre site, per Los Angeles County parcel maps, making it the smallest site in the district. The school was built in 1962 with additional buildings being constructed over the years. The site has mountains to the north and east of the property, and single family homes across Oakmoor Street to the south, and Bernina Avenue to the west. Given the hillside features of the site and surrounding area, expansion of the school over time has had to contend with mixed elevation of the property through multiple cross-campus stairways as well as newer ADA accessible ramps. Despite these solutions, the multiple elevations are a noted inconvenience in student and staff path of travel throughout the school.

The school had approximately 483 students enrolled for the 2016-2017 school year. In addition, the site hosts the District's special education preschool program and will be hosting a state preschool program beginning with the 2017-2018 school year. School facilities consist of 28 permanent classrooms spread throughout four (4) permanent buildings, and five (5) relocatable classrooms on the west side of the site. A playfield and track sit on the northeast portion of the site with a hardcourt on the north side of the school. A kindergarten playground occupies the space on the west side of the property, between the relocatable buildings and the office.

The site was last modernized in 2003, during which a two-story, twelve classroom modular classroom wing was constructed (classrooms 301-312). On the east side of the building, a lack of perimeter landscaping was noted as an unattractive feature, however the facility is in otherwise good condition. Also added as part of the 2003 modernization effort is the multipurpose room, which replaced an original multipurpose space that has since been repurposed for other uses, including the school's computer lab. Solar panels were installed on the site in 2016 as a part of a larger District-wide solar program.

Play areas were in generally good to fair condition, though concrete and asphalt in many portions of the campus suffered from cracking and separation. A new playground was recently constructed between the relocatable classrooms and western office and classroom building. A previous report completed in 2012 identified the need for paving improvements across the site, and long term maintenance items such as reroofing and replacing HVAC systems. At that time, Leona Cox was also identified as a potential location for a new classroom building to replacing aging relocatable classrooms.

Fig. 7 – **Existing Conditions at Leona H. Cox Community Elementary**

GENERAL CLASSROOM CONDITIONS

Classroom interiors at Leona H. Cox Community Elementary are maintained to an appropriate level of safety and functionality. SmartBoards and other technology upgrades have been installed in recent years to adapt to common teaching needs. Otherwise, classrooms have traditional furniture, fixtures and equipment, and do not appear significantly altered by the earlier modernization effort.

The following is a review of conditions that generally apply to all permanent teaching spaces on site:

- **Floors and ceilings:** In most classrooms, floors are laid with rolled carpet that was installed during the last round of modernization in 2003. Approximately ten percent of the flooring consists of VCT, generally around a sink. Ceilings consist of lay-in mineral-fiber acoustic tile, which show some signs of aging, particularly at corners, with lay-in fluorescent tube lights spaced evenly across the ceiling. Floors and ceilings are generally in good condition in most classrooms but could benefit from a refurbishment effort in the coming years.

- **Walls, markerboards, and tackable panels:** Wall surfaces vary considerably throughout the site, with some original buildings notable for white paint over original brick, others painted gypsum board, and newer spaces featuring wall to wall, floor to ceiling tackable surfaces. Almost all classrooms contain 4'x8' markerboards, side-by-side, on at least one wall (usually the wall that is considered the "front" of the room where one SmartBoard is located). These markerboards are mounted to the walls and cannot be expanded or collapsed. Many markerboards and tackpanels are reaching the end of their useful life and need replacement.

- **Doors, windows, and lighting:** Doors and windows are generally in good to fair condition, with windows varied in style and configuration from building to building. The District's Proposition 39 lighting replacement program has provided for the installation of 28 LED lights, 18 new LED fixtures, and 44 occupancy sensors to improve overall conditions of learning environments and general building energy efficiency.

- **Casework, cabinets, and storage:** All classrooms contain built-in cabinets that are generally in good to fair condition.

- **Furniture:** As at other District sites, classroom furniture at Leona Cox varies in age, condition, and type, though typically consists of traditional table and chair configurations. Most pieces are in good condition, while some older furniture remains in use.

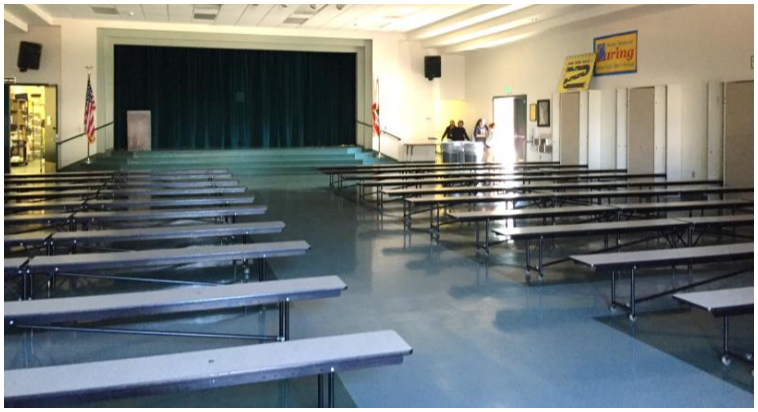
- **Data infrastructure:** Each classroom has been equipped with a wireless access point, often mounted to the ceiling or an upper corner of the room. Ethernet cabling connects an average of four to six data ports on at least two walls, although the ability to run a full contingent of tablets or laptops on the infrastructure is not known. Classrooms are equipped with at least one (1) SmartBoard and corresponding short throw projector. Laptops are provided for teacher use and are located in a wall mounted Anthro eNook retractable desk, generally located near the SmartBoard location.

In relocatable classrooms, conditions are largely the same as in permanent rooms, but tackable panels line the majority of the interior walls and windows are typically smaller and fewer in number, resulting in less brightly lit environments. Certain relocatable facilities have been vacant or unutilized at times, with one having been converted into a temporary motor room to serve the special education program during 2016.

OTHER FACILITIES

Administrative and Staff Rooms: The school's administrative offices are a more recent addition to the older classroom building it was built adjacent to on the southwest end of the property. This location provides a defined entrance point to the school site, and is easily accessed from the school's primary parking lot. These offices are in good condition and provide offices, workrooms and meeting rooms to meet site needs.

Multipurpose Room/Cafeteria: Leona H. Cox Community Elementary's multipurpose room/cafeteria has VCT flooring and traditional wall-mounted fold-out tables and benches for seating. A stage is located on one side of the MPR and has tiered stairs around all sides. According to District records, the assembly space in the facility is approximately 4,077 square feet, inclusive of the stage.



Play Areas: The District has made efforts to patch and repair cracked concrete and asphalt hard courts, though continued settling and shifting of the land brings a renewed need of resurfacing across the site. The lower campus playground areas adjacent to the kindergarten building have a turf surface and the playground equipment is in good condition, while the upper campus playground is older and relies on a harder to maintain sand surface.

Parking and Circulation: Primary access to the site is through a parking lot on the southwest of the site. This lot has an access point off of both Oakmoor Street and Bernina Avenue. A second access off of Oakmoor Street to the east provides administrative access to the rear of the school site. Street parking is available off of both Oakmoor Street and Bernina Avenue. Approximately 55 parking spaces are provided on the site.

3.1.5 ASSESSMENT: MINT CANYON COMMUNITY ELEMENTARY SCHOOL

OVERVIEW

Mint Canyon Community Elementary School, located at 16400 Sierra Highway, sits on a 12.60-acre site (per county records) in the Mint Canyon area of Canyon Country. According to the District's website, the school site was originally developed in 1963, as a part of a school and school district with the same name, prior to consolidation with Sulphur Springs in the 1940's. In 2006, construction of two new permanent classroom buildings and a new multipurpose building was completed, thereby reconstructing most of the campus.

The school site is reached via a short road from Sierra Highway, situated about 250 feet to the west, which provides access to the surrounding Mint Canyon community mostly to the south and continues on to the north towards Agua Dulce as an alternate route to CA-14. A mobile-home park sits southwest of the property, which is also accessed by the school's entrance road. Additional mobile-homes are situated to the south of the property with hills to the north and east.

Mint Canyon Community Elementary is a California Distinguished School and National Blue Ribbon School that had approximately 457 grade K-6 students enrolled during the 2016-2017 school year. The school has 22 permanent classrooms within two (2) two-story classroom buildings, and one (1) one-story classroom building. The central classroom building also contains a computer lab, library, and the administrative offices.

Several relocatable buildings sit on the southeast side of the property, and include two (2) kindergarten classrooms with an adjacent kindergarten playground. Additional relocatable rooms are used for a library and a preschool. The site also provides space for the After School Education & Safety (ASES) Program. A large triangular playfield and sits on the northern side of the school site and includes a walking track. Solar panels were installed on the site in 2016 as a part of a larger District-wide solar program. The District is

in the process of developing a proposal for HVAC upgrades and improved exterior lighting as part of its Proposition 39 funded energy efficiency initiative.

Fig. 8 – Existing Conditions at Mint Canyon Community Elementary

GENERAL CLASSROOM CONDITIONS

Classroom interiors at Mint Canyon Elementary were last modernized in 2005. SmartBoards and other technology upgrades have been installed in recent years to adapt to common teaching needs. Otherwise, classrooms have traditional furniture, fixtures and equipment, and do not appear significantly altered by the earlier modernization effort.

The following is a review of conditions that generally apply to all permanent teaching spaces on site:

- **Floors and ceilings:** In most classrooms, floors are laid with a combination of rolled carpet and VCT that was installed during the last round of modernization in 2005. Ceilings consist of lay-in mineral-fiber acoustic tile, with lay-in fluorescent tube lights spaced evenly across the ceiling. Floors are generally in fair condition in most classrooms but could benefit from a refurbishment effort in the coming years. The ceilings are generally in good condition

- **Walls, markerboards, and tackable panels:** In all permanent classrooms, walls appear to have been regularly repainted over the years to maintain appearance. Almost all classrooms contain 4'x8' markerboards, side-by-side, on at least one wall (usually the wall that is considered the "front" of the room where the SmartBoard is located). These markerboards

are mounted to the walls and cannot be expanded or collapsed. Markerboards and tackpanels are reaching the end of their useful life

- **Doors, windows, and lighting:** Doors and windows are generally in good to fair condition but could benefit from refurbishment in the coming years. The District's Proposition 39 lighting replacement program has provided for the installation of 9 LED lights, 59 new LED fixtures, and 20 occupancy sensors to improve overall conditions of learning environments and general building energy efficiency.

- **Casework, cabinets, and storage:** All classrooms contain built-in cabinets that are generally in good to fair condition. Older wooden casework and book shelves provide additional storage.

- **Furniture:** As at other District sites, classroom furniture at Mint Canyon varies in age, condition, and type. Typical furniture consists of traditional table and chair configurations. Newer furniture, is in good condition, while other retained furniture is reaching the end of its useful life.

- **Data infrastructure:** Each classroom has been equipped with a wireless access point, often mounted to the ceiling or an upper corner of the room. Ethernet cabling connects an average of four to six data ports on at least two walls, although the ability to run a full contingent of tablets or laptops on the infrastructure is not known. Classrooms are equipped with at least one (1) SmartBoard and corresponding short throw projector. Laptops are provided for teacher use and are located in a wall mounted Anthro eNook retractable desk, generally located near the SmartBoard location.

In the two (2) relocatable classrooms, conditions are largely the same as in permanent rooms, but tackable panels line the majority of the interior walls and windows are typically smaller and fewer in number, resulting in less brightly lit environments. Specialized teaching spaces, such as computer labs, RSP, and intervention, differ from regular classrooms primarily in the kind of furniture and specialized equipment used and the way it is arranged in the room.

OTHER FACILITIES

Administrative and Staff Rooms: The school's administrative offices are located on the southwest end of the central building. These offices are in good condition and provide offices, workrooms and meeting rooms to meet site needs.

Multipurpose Room/Cafeteria: Mint Canyon Community Elementary's multipurpose room/cafeteria Is located behind the classroom buildings. According to District records, the assembly space in the facility is approximately 3,776 square feet, inclusive of the stage. The facility utilizes traditional wall mounted retractable tables and is in good condition. It has been kept in a good state of repair and does not exhibit any apparent maintenance or functional concerns.

Play Areas: Play areas consist of age-appropriate play structures surrounded by soft surfacing. These facilities are in fair condition.

Parking and Circulation: Access to the site Is limited. A single access point to Sierra Highway is located west of the school. This access road leads up a single driveway to the campus. There are two parking lots on site providing approximately 60 parking spaces.

3.1.6 ASSESSMENT: MITCHELL COMMUNITY ELEMENTARY SCHOOL

OVERVIEW

Mitchell Community Elementary School, located at 16821 W. Goodvale Street, Canyon Country, CA, sits on a 10.38-acre site (per county records). The school is fully surrounded by single-family development with Goodvale Road bounding the property to the south and Winterdale Drive to the west. The site consists of four (4) main classroom buildings on the south of the site including a kindergarten building and parking area toward the southwest, and a multipurpose building and main parking toward the northwest. Ten (10) relocatable classrooms are sited on the north of the property adjacent to a hard court located centrally on the site, and a playfield with a track is located to the east.

Mitchell Community Elementary had 627 students enrolled in the 2016-2017 school year. The school has 25 permanent classrooms and 10 relocatable classrooms. Not all classrooms on site are currently being utilized, though the Sunshine Day Camp operates preschool, school age, and summer programs utilizing 3 of the District's relocatable classrooms. The site was last fully modernized in 1999, and more recent work has included installation of solar panels on the west end of the play field. Given that this site was last modernized in 1999, the school will be the first of the District's previously modernized campuses to qualify for a new round of modernization, however, a significant amount of modernization grant eligibility is unavailable until 2025.

Mitchell's aging relocatable inventory is in need of replacement. In addition to replacing these relocatables, a previous report completed in 2012 identified the need for surface improvements across the site, the addition of a shade structure over the MPR outdoor stage, the addition of steps to the front of the stage, and long-term maintenance items such as reroofing the existing structures and upgrading the HVAC systems. The District is in the process of developing a proposal for HVAC upgrades and improved exterior lighting as part of its Proposition 39 funded energy efficiency initiative.

Fig. 9 – Existing Conditions at Mitchell Community Elementary

GENERAL CLASSROOM CONDITIONS

Classroom interiors at Mitchell Community Elementary were last modernized in 1999. SmartBoards and other technology upgrades have been installed in recent years to adapt to common teaching needs. Otherwise, classrooms have traditional furniture, fixtures and equipment, and do not appear significantly altered by the earlier modernization effort.

The following is a review of conditions that generally apply to all permanent teaching spaces on site:

- **Floors and ceilings:** In most classrooms, floors are primarily laid with rolled carpet that was installed during the last round of modernization in 1999, with approximately ten percent of the flooring consisting of VCT, generally around a sink. Ceilings consist of lay-in mineral-fiber acoustic tile, with lay-in fluorescent tube lights spaced evenly across the ceiling. Floors are generally in good condition in most classrooms but could benefit from a refurbishment effort in the coming years. Ceilings across the site are generally in good condition.

- **Walls, markerboards, and tackable panels:** In all permanent classrooms, walls appear to have been regularly repainted over the years to maintain appearance. Almost all classrooms contain 4'x8' markerboards, side-by-side, on at least one wall (usually the wall that is considered the "front" of the room where the SmartBoard is located). These markerboards are mounted to the walls and cannot be expanded or collapsed. Markerboards and tackpanels could benefit from replacement during the next round of modernization.

- **Doors, windows, and lighting:** Doors are generally in good to fair condition but could benefit from refurbishment in the coming years. Windows are generally in good condition across

the site. The District's Proposition 39 lighting replacement program has provided for the installation of 34 new LED fixtures, and 18 occupancy sensors to improve overall conditions of learning environments and general building energy efficiency.

- **Casework, cabinets, and storage:** All classrooms contain built-in cabinets that are generally in good to fair condition. Older wooden casework and book shelves provide additional storage.

- **Furniture:** As at other District sites, classroom furniture at Mitchell varies in age, condition, and type. Typical furniture consists of traditional table and chair configurations. Newer furniture, is in good condition, while other retained furniture is reaching the end of its useful life.

- **Data infrastructure:** Each classroom has been equipped with a wireless access point, often mounted to the ceiling or an upper corner of the room. Ethernet cabling connects an average of four to six data ports on at least two walls, although the ability to run a full contingent of tablets or laptops on the infrastructure is not known. Classrooms are equipped with at least one (1) SmartBoard and corresponding short throw projector. Laptops are provided for teacher use and are located in a wall mounted Anthro eNook retractable desk, generally located near the SmartBoard location. Phones at this location utilize an analog system and are in need of upgrading.

In relocatable classrooms, conditions are largely the same as in permanent rooms, but tackable panels line the majority of the interior walls and windows are typically smaller and fewer in number, resulting in less brightly lit environments. Specialized teaching spaces, such as computer labs, RSP, and intervention, differ from regular classrooms primarily in the kind of furniture used and the way it is arranged in the room. For example, a classroom outfitted as a science lab utilizes long chemical resistant tables and hightop stools. Such specialty classrooms also have 50% VCT flooring along the sides of the classroom, with carpet installed in a strip in the middle 50% of the classroom.

OTHER FACILITIES

Administrative and Staff Rooms: The school's administrative offices are located on the west end of the campus. These offices are in good condition and provide offices, workrooms and meeting rooms to meet site needs.

Multipurpose Room/Cafeteria: Mitchell Community Elementary's multipurpose room/cafeteria Is located on the northwest end of the campus. According to District records, the assembly space in the facility is approximately 4,198 square feet, inclusive of the stage. The facility utilizes traditional wall mounted retractable tables and is in good condition. It has been kept in a good state of repair and does not exhibit any apparent maintenance or functional concerns. The outdoor stage could benefit from the addition of steps.

Play Areas: Play areas consist of age-appropriate play structures surrounded by soft surfacing. These facilities are in fair condition.

Parking and Circulation: Access to the site is provided by three access points off Goodvale Road: A parent drop-off drive and access point to the west leads to the main parking lot, a small lot with 10 spaces and drop-off curb is located just south of the Kindergarten building, and a third access point to the east provides a small parking lot and administrative access to the interior of the school site. Overall, approximately 65 parking spaces are provided on site.

3.1.7 ASSESSMENT: PINETREE COMMUNITY ELEMENTARY SCHOOL

OVERVIEW

Pinetree Community Elementary School, located at 29156 Lotusgarden Drive, Canyon Country, CA, sits on a 10.46-acre site (per county records) and enrolled approximately 574 students as of the 2016-2017 school year. The school has 18 permanent classrooms and 10 relocatable classrooms .

Single family development surrounds the property on the north, west, and south sides, while a large hill sits adjacent to the property to the east. The site includes a campus of five main buildings, connected by covered walkways and courtyards in the center of the site. An eight (8) classroom building sits on the north side of this campus while a ten (10) classroom building on the south side. Classroom buildings feature access to a shared common area that have allowed the site to accommodate evolving program needs, with one common area currently housing a science lab and another housing an interim library. The multipurpose room is located on the east of the campus with the front office near the center of the property. A small amphitheater sits on the eastern property boundary, near the multipurpose room. A total of ten (10) relocatable classrooms sit on the southeast of the property. A kindergarten playground is sited among the western relocatable classrooms and a large, open playfield and dirt track occupies remaining land further to the west. Additionally, solar panels were installed on the site in 2016 as a part of a larger District-wide solar program.

A modernization effort was started in 2014, with architectural plans prepared for the construction of a new administration building, new two-story classroom building, and new kindergarten facilities. The plans have received approval by the Division of the State Architect and further implementation awaits the availability of funds as well as potential adjustment to the plans to reduce construction cost. As the new construction plans were under preparation, the District took steps to prepare for a phased construction of improvements, including the temporary conversion of the school's library building to meet the needs of an interim administration office. The relocation of the office into its proposed interim location within

the library building has not been implemented, with the library building currently unused and an interim library being housed within one of the classroom building common areas, as previously mentioned.

In addition to the need to address replacement of aging relocatables and resolve the status of the library building, the District has previously identified several needs regarding site conditions including asphalt surfacing improvements, the installation of synthetic turf at all of the play areas, and general long-term maintenance items such as reroofing the existing structures and upgrading the heating, ventilation, and air conditioning (HVAC) systems.

Fig. 10 – Existing Conditions at Pinetree Community Elementary

GENERAL CLASSROOM CONDITIONS

Classroom interiors at Pinetree Community Elementary are well maintained, functional, and are sized and oriented consistently with classrooms of a similar age typical of many school districts throughout the State. Interactive display boards (e.g. SmartBoards) on one or more walls and other technology upgrades have been installed in recent years to adapt to contemporary teaching needs. Otherwise, classrooms are equipped with traditional furnishings, fixtures and equipment.

The following is a review of conditions that generally apply to all permanent teaching spaces on site:

- **Floors and ceilings:** In most classrooms, floors are laid with rolled carpet that was installed during the last round of modernization. Approximately ten percent of the flooring consists of VCT, generally around a sink. Ceilings consist of lay-in mineral-fiber acoustic tile, with lay-in fluorescent tube lights spaced evenly across the ceiling. Floors are generally in good

condition in most classrooms but could benefit from a refurbishment effort in the coming years. Ceilings are generally in good condition in most classrooms. In the science lab, ceilings consist partially of lay-in tile, but the center is open to a skylight, providing additional lighting and a vaulted ceiling.

- **Walls, markerboards, and tackable panels:** In all permanent classrooms, walls appear to have been regularly repainted over the years to maintain appearance. Almost all classrooms contain 4'x8' markerboards, side-by-side, on at least one wall (usually the wall that is considered the "front" of the room where one SmartBoard is located). These markerboards are mounted to the walls and cannot be expanded or collapsed. Markerboards and tackpanels are generally in good condition, though some show signs of wear from repeated cleaning and ongoing use.

- **Doors, windows, and lighting:** Doors and windows are generally in good to fair condition.

- **Casework, cabinets, and storage:** All classrooms contain built-in cabinets that are generally in fair condition. Older wooden casework and book shelves provide additional storage but are in good condition.

- **Furniture:** As at other District sites, classroom furniture at Pinetree varies in age, condition, and type. Typical furniture consists of traditional table and chair configurations. Newer furniture, is in good condition, while other retained furniture is reaching the end of its useful life.

- **Data infrastructure:** Each classroom has been equipped with a wireless access point, often mounted to the ceiling or an upper corner of the room. Ethernet cabling connects an average of four to six data ports on at least two walls, although the ability to run a full contingent of tablets or laptops on the infrastructure is not known. Classrooms are equipped with at least one (1) SmartBoard and corresponding short throw projector. Laptops are provided for teacher use and are located in a wall mounted "Anthro eNook" retractable desk, generally located near the SmartBoard location.

In relocatable classrooms, conditions are largely the same as in permanent rooms, but tackable panels line the majority of the interior walls and windows are typically smaller and fewer in number, resulting in less brightly lit environments. Specialized teaching spaces, such as computer labs, RSP, and intervention, differ from regular classrooms primarily in the kind of furniture used and the way it is arranged in the room, as well as the addition of any specialty equipment. For example, the computer lab resembles a regular classroom in all ways except for the kind of student tables, and an increase in the number of desktop computers available.

SUPPORT FACILITIES

Administrative and Staff Rooms: The school's administrative offices are located on the north end of the western most building. Overall, the building is in good condition and provides offices, workrooms and

meeting rooms to meet site needs. Nevertheless, the facility has proven challenging for the District given its noticeable distance from the parking and drop-off area and its limitations on flexible space within the building given changing program needs since its original construction.

Multipurpose Room/Cafeteria: The school's multipurpose room/cafeteria is located on the east end of the campus. According to District records, the assembly space in the facility is approximately 3,071 square feet, inclusive of the stage. The facility utilizes traditional wall mounted retractable tables and is in good condition. It has been kept in a good state of repair and does not exhibit any apparent maintenance or functional concerns. Well maintained VCT flooring it utilized throughout the facility.

Play Areas: Play areas consist of age-appropriate play structures surrounded by soft surfacing. These facilities are in fair condition.

Parking and Circulation: Access to the site is provided by a loop with two access points off of Lotusgarden drive. The loop has two parking lots and provides circulation for drop-off and visitor and staff parking. Approximately 57 parking spots are provided.

3.1.8 ASSESSMENT: SULPHUR SPRINGS COMMUNITY ELEMENTARY SCHOOL

OVERVIEW

Sulphur Springs Community Elementary School, located at 16628 W. Lost Canyon Rd., Canyon Country, CA, sits on a 11.65-acre site and is the oldest school in the District, with at least one building on the current campus dating back to 1940. Additional classroom buildings were constructed and modernized on the site through the years, with the most recent modernization having occurred in 2007. A small residential development sits west of the property. A former private school site sits adjacent to the property to the east. 22 permanent classrooms are distributed around the site across six (6) buildings. The multipurpose room is located on the western side of the school. The kindergarten program is operated out of a building on the northwest portion of the property. A large playfield takes up roughly the southern third of the property with a track on the eastern portion. A hardcourt is centrally located on the school site. Nine (9) relocatable classrooms occupy the eastern portion of the site.

The school had approximately 629 students enrolled in the 2016-2017 school year, utilizing nearly all available classroom and support space on the site. The school is projected to feel the most immediate impact from upcoming developments, as the Vista Canyon development is located within its enrollment area. As such, it currently lacks the permanent classroom capacity to absorb enrollment pressure from the Vista Canyon development, though the site does have sufficient space for an additional building. The existing relocatables are in acceptable condition to be retained and utilized as swing space until such time as the enrollment on the site stabilizes.

In addition to the immediate capacity and modernization needs at the site, a previous report completed in 2012 identified the need to resurface pavement across the site as well as perform long-term maintenance items such as reroofing the existing structures and upgrading the HVAC systems. As part of a larger District-wide solar program, the District installed solar panels on the site in 2016. The District is in the process of developing a proposal for HVAC upgrades and improved exterior lighting as part of its Proposition 39 funded energy efficiency initiative.

Fig. 11 – **Existing Conditions at Sulphur Springs Community Elementary**

GENERAL CLASSROOM CONDITIONS

Classroom interiors at Sulphur Springs Community Elementary were last modernized in 2007. SmartBoards and other technology upgrades have been installed in recent years to adapt to common teaching needs. Otherwise, classrooms have traditional furniture, fixtures and equipment, and do not appear significantly altered by the earlier modernization effort.

The following is a review of conditions that generally apply to all permanent teaching spaces on site:

- **Floors and ceilings:** In most classrooms, floors are laid with rolled carpet that was installed during the last round of modernization in 2007. Approximately ten percent of the flooring consists of VCT, generally around a sink. Ceilings consist of lay-in mineral-fiber acoustic tile, with lay-in fluorescent tube lights spaced evenly across the ceiling. Floors and ceilings are generally in good condition in most classrooms but could benefit from a refurbishment effort in the coming years.

- **Walls, markerboards, and tackable panels:** Similar to other District sites, in all permanent classrooms, walls appear to have been regularly repainted over the years to maintain appearance. Almost all classrooms contain 4'x8' markerboards, side-by-side, on at least one wall (usually the wall that is considered the "front" of the room where the SmartBoard is located). These markerboards are mounted to the walls and cannot be expanded or collapsed. Markerboards and tackpanels are reaching the end of their useful life

- **Doors, windows, and lightning:** Doors are generally in fair condition and could benefit from a refurbishment effort in coming years, while windows in all classrooms are generally in good condition. The District's Proposition 39 lighting replacement program has provided for the installation of 26 LED lights, 22 new LED fixtures, 45 occupancy sensors and 50 building automation systems to improve overall conditions of learning environments and general building energy efficiency.

- **Casework, cabinets, and storage:** All classrooms contain built-in cabinets that are generally in fair condition.

- **Furniture:** As at other District sites, classroom furniture at Sulphur Springs varies in age, condition, and type. Typical furniture consists of traditional table and chair configurations. Newer furniture, is in good condition, while other retained furniture is reaching the end of its useful life.

- **Data infrastructure:** Each classroom has been equipped with a wireless access point, often mounted to the ceiling or an upper corner of the room. Ethernet cabling connects an average of four to six data ports on at least two walls, although the ability to run a full contingent of tablets or laptops on the infrastructure is not known. Classrooms are equipped with at least one (1) SmartBoard and corresponding short throw projector. Laptops are provided for teacher use and are located in a wall mounted Anthro eNook retractable desk, generally located near the SmartBoard location. Phones at this location utilize an analog system and are in need of upgrading.

In the relocatable classrooms, conditions are largely the same as in permanent rooms, but tackable panels line the majority of the interior walls and windows are typically smaller and fewer in number, resulting in less brightly lit environments. Specialized teaching spaces, such as computer labs, RSP, and intervention, differ from regular classrooms primarily in the arrangement and type of furniture and specialized equipment used in the room.

OTHER FACILITIES

Administrative and Staff Rooms: The school's administrative offices are centered on the north end of the site, adjacent to the parent drop-off lane. These offices are in good condition and provide a sufficient number of offices, workrooms and meeting rooms to meet site needs.

Multipurpose Room/Cafeteria: Sulphur Springs Community Elementary's multipurpose room/cafeteria has VCT flooring and utilizes traditional wall mounted fold out tables and benches for seating. According to District records, the assembly space in the facility is approximately 3,625 square feet, inclusive of the stage. The MPR has been kept in a good state of repair and did not exhibit any apparent maintenance or functional concerns.

Play Areas: Play areas consist of age-appropriate play structures surrounded by soft surfacing and partially shaded by mature trees. These facilities are in fair condition.

Parking and Circulation: Access to the site is provided at three locations. A parent drop-off lane located centrally along the northern boundary provides drop-off access from Lost Canyon Road. A second access point near the western property line provides access to a parking lot adjacent to the MPR. A third access point on the east side of the property provides access to a larger staff parking lot and administrative access to the hard court. Altogether, approximately 60 parking spaces are provided across the site.

3.1.9 ASSESSMENT: VALLEY VIEW COMMUNITY ELEMENTARY SCHOOL

OVERVIEW

Valley View Community Elementary School, located at 19414 Sierra Estates Drive, Newhall, CA, sits on a 13.59-acre site (per county records) and enrolled approximately 550 students in the 2016-2017 school year. Single Family development fully surrounds the property, with hills on the south and west. The site consists of three (3) buildings, which include a one-story main building that sits centrally on the western half of the property and contains the administrative offices and 16 classrooms, a multipurpose building that sits east of the main structure, and a new two-story 21 classroom building constructed in 2016 that sits to the south of the main building. These facilities provide a total of 37 permanent classrooms. A playfield and track are positioned on the northeast corner of the site with a hardcourt centrally located on the site.

Valley View underwent some modernization in 2006, though a significant reconfiguration of the site was completed during the 2016-17 school year, including the new classroom building, the Tommye D. Warner Annex, which includes significant space dedicated to the site's special education program. The new building also facilitated the removal of all relocatable buildings used as classrooms. Of those that remain, two relocatables are utilized by the YMCA program while the other is utilized for storage. Construction at the site also included expansion and renovation of the administration building, installation of fire sprinklers, creating new parking, and upgrading utilities. In addition, solar panels were installed on the site in 2016 as a part of a larger District-wide solar program.

At this time, remaining needs at the site, not already addressed by the recent construction, are limited to the need to repair and replace certain portions of concrete flatwork adjacent to the main building and multipurpose building. In addition, the 16 classrooms of the main building may benefit from future interior improvements to bring them up to a standard similar to that of the new building.

Fig. 12 – **Existing Conditions at Valley View Community Elementary**

Fig. 13 – **Aerial Image of Valley View Community Elementary**

GENERAL CLASSROOM CONDITIONS

Classroom interiors at Valley View Community Elementary were last modernized in 2007. SmartBoards and other technology upgrades have been installed in recent years to adapt to common teaching needs.

Otherwise, classrooms have traditional furniture, fixtures and equipment, and do not appear significantly altered by the earlier modernization effort.

The following is a review of conditions that generally apply to all permanent teaching spaces on site. Conditions inside the new classroom building are generally characterized as having a "new" condition, as they were constructed in 2016:

- **Floors and ceilings:** In most classrooms, floors are laid with rolled carpet that was installed during the last round of modernization in 2007. Ceilings consist of mineral-fiber acoustic tile, with lay-in fluorescent tube lights spaced evenly across the ceiling. Floors and ceilings are in good condition in most classrooms. Floors and ceilings in the new classroom buildings are in excellent condition.

- **Walls, markerboards, and tackable panels:** In all permanent classrooms, walls appear to have been regularly repainted over the years to maintain appearance. Almost all classrooms contain 4'x8' markerboards, on at least one wall (usually the wall that is considered the "front" of the room where the projector is aimed). These boards are mounted to the walls and cannot be expanded or collapsed. Classroom wall coverings in the new classroom building are in excellent condition.

- **Doors, windows, and lighting:** Doors and windows are generally in good condition. Doors and windows in the new classroom building are in excellent condition.

- **Casework, cabinets, and storage:** All classrooms contain built-in cabinets that are generally in good to fair condition. Older wooden casework and book shelves provide additional storage. Casework, cabinets, and storage in the new classroom building are in excellent condition.

- **Furniture:** As at other District sites, classroom furniture at Valley View varies in age, condition, and type. Typical furniture consists of traditional table and chair configurations. Newer furniture, is in good condition, while other retained furniture is in fair condition. Furniture in the new classroom building is in excellent condition.

- **Data infrastructure:** Each classroom has been equipped with a wireless access point, often mounted to the ceiling or an upper corner of the room. Ethernet cabling connects an average of four to six data ports on at least two walls, although the ability to run a full contingent of tablets or laptops on the infrastructure is not known. Classrooms are equipped with at least one (1) SmartBoard and corresponding short throw projector. Laptops are provided for teacher use and are located in a wall mounted Anthro eNook retractable desk, generally located near the SmartBoard location.

Most of the relocatable inventory has been removed, having been replaced by the construction of the new classroom building. Three relocatable buildings not used as classrooms were not removed and remain in use by the YMCA program and as storage. Specialized teaching spaces, such as computer labs,

RSP, and intervention, differ from regular classrooms primarily in the kind of furniture used and the way it is arranged in the room. For example, the computer lab resembles a regular classroom in all ways except for the kind of student tables provided.

OTHER FACILITIES

Administrative and Staff Rooms: The school's administrative offices are located on the northwest end of the property, adjacent to the primary access point to the property. The administrative offices at Valley view were recently renovated and expanded to serve the needs of the school.

Multipurpose Room/Cafeteria: The school's multipurpose room/cafeteria is located east of the main classroom building. According to District records, the assembly space in the facility is approximately 3,472 square feet, inclusive of the stage. The MPR utilizes VCT flooring and provides rolling tables and benches for lunch service and seating. It has been kept in a good state of repair and does not exhibit any apparent maintenance or functional concerns.

Play Areas: Hard courts and play areas were expanded and improved as part of the recently completed site construction, including a new ADA accessible play area adjacent to the two-story classroom building.

Parking and Circulation: Access to the school includes a main parking lot providing approximately 63 parking spaces northeast of the main office and reached via an entrance off Sierra Estates Drive, a parent drop-off lane off Friendly Valley Parkway to the east, and a new parking lot completed during the 2016-17 school year which provides 27 additional spaces, with an entrance via Sierra Estates Drive, northwest of the main office.

SECTION 4

PROPOSED IMPROVEMENTS

4.1 PROPOSED FACILITIES PROGRAM

Proposed facility improvements represent recommendations developed from an analysis of existing conditions, educational program requirements, forthcoming needs, and available sources of funding for modernization or construction of school facilities. Proposed improvements are associated with corresponding project lists, each with estimated hard and soft costs, and sourced from prior District studies or comparable recent projects elsewhere in California.

The facility improvements in the Implementation Plan are intended to support the facility program goals described in Section 1. These goals include:

- Improving existing school sites to mitigate impacts from anticipated housing development
- Constructing new permanent classrooms to replace aging relocatables that are reaching the end of their useful life
- Leveraging state aid eligibility and local funds, including developer fees, to improve facilities and minimize the impact on local taxpayers
- Improving academic achievement by supporting the District's education program goals with corresponding school facility improvements that provide 21st century learning environments at all District schools

An important premise of the Implementation Plan is the recommendation of facility improvements and projects that support the implementation of the proposed education program. Consideration of the following program components contributed to this process:

- Integration of technology into the instruction within the classroom
- Implementation of the Next Generation Science Standards (NGSS)
- Coding instruction for all Kindergarten-6th grade students
- STEAM Robotics instruction for all 6th grade students
- Art and music instruction for all students
- 21st century state of the art learning environments to promote collaboration, communication, creativity and critical thinking and support instructional needs for the District's educational vision

Where new buildings are proposed, existing relocatables should be maintained during construction, where possible, to provide swing-space for classrooms. The District may choose to maintain these facilities after construction has completed where it deems it necessary to accommodate any students, programs, or additional uses to accommodate, on an interim basis as new residential development occurs

across the District. Additionally, as new classroom facilities are considered and designed across multiple school sites, the opportunity exists for the District to utilize a reuse of plans approach at some of its school sites. For example, where a successful design meets the District's budget and specification needs, these plans may be reused, adjusted, and site adapted for a future project elsewhere in the District. These strategies – to maintain relocatables for interim swing space and to utilize a reuse of plans where feasible – should provide cost savings for the District on design fees as well as permit shorter design periods. As such, implementation of projects may consider options to expedite required construction phasing and/or shorten the time needed from design to construction. Proposed scheduling and sequencing of projects is described in Section 6 of this document. Additionally, the District may choose to undertake certain projects utilizing other available funding sources which are outside the scope and budget of this program.

Finally, it is recognized that the District seeks to provide suitable health, safety, and security improvements at all its school sites over the life of this program, and to do so may require additional work to install or upgrade fencing, upgrade school entrances and access points, improve paved surfaces, or implement other measures as may be determined concurrently with future modernization or construction work occurring on each campus.

Though specific measures may not be noted herein, the safety and security of District schools will remain an ongoing priority outcome of the proposed improvements in the following sections for each school site. As such, this Plan recommends the incorporation of a reserved "Districtwide Health and Safety Improvements" budget to address these items according to an implementation strategy to be completed independently of this report, though recognizing that certain efficiencies may be available by coordinating projects with improvements identified in the following sections as well as leveraging potential State Aid availability in upcoming years.

4.1.1 PROPOSED IMPROVEMENTS: CANYON SPRINGS COMMUNITY SCHOOL

At Canyon Springs, proposed improvements focus on constructing new classroom facilities to replace aging relocatable facilities that are nearing the end of their useful life, upgrading classrooms with modern furniture and fixtures to support 21st century learning environments consistent with new construction, and improving sitework and mechanical systems to improve site functionality and safety.

1. Construct New Classroom Building and related improvements

Given the aging condition of many of the site's relocatable classrooms, 12 new permanent classrooms are proposed to replace an equal number of relocatable facilities, thereby maintaining site capacity and investing in lower maintenance permanent facilities for the site. This may be accomplished through the construction of either a one or two-story classroom building, along with associated modernization of existing spaces.

Locating a future new building towards the center of the existing campus may accomplish multiple goals. First, the new building should feel integrated amongst existing buildings of the campus so that students housed in any building feel a shared sense of community. By locating a new facility in a currently underutilized open space will help to activate this portion of the campus and provide a sense of connection between existing buildings. Secondly, by siting the building centrally, the massing of the facility is buffered by existing one story buildings on the campus, generating a reduced visual impact to the surrounding neighborhood. To residents of surrounding streets, the new building will be setback far enough as to obscure its height, minimizing the visual impact that a new building would normally have. Finally, the siting of the building maximizes available land for hardcourts and playfields to preserve functionality for the District's physical education and after school programs.

To complement the new classroom building, funds have been budgeted for the reconstruction of playground space, as may be required to meet fire vehicle access requirements around the perimeter of the new classroom building. Additionally, the Implementation Plan considers the repurposing of existing standard classrooms to meet program requirements of TK and Kindergarten. In order to increase the number of TK/K classrooms on the campus, the hexagonal classroom building closest to Plumwood Avenue may be converted from six standard classrooms to four kindergarten classrooms.

2. Upgrade Existing Classrooms to a 21st Century Standard

The Implementation Plan considers the ongoing need for improvements and upgrades to existing classrooms as they age in order to improve functionality and appearance as well as meet changing teaching needs over time. The renovation of classroom interiors to provide similar functionality to that offered by new construction is a key goal, especially in support of 21st century learning methods and environments. The following are proposed for the 23 permanent classrooms on site:

- Improved flooring that can be easily cleaned and repaired will replace existing floor surfaces. This may be provided through durable VCT flooring in spaces where mobile furnishings and equipment are anticipated and/or rolled carpet where acoustic reverberation may need to be considered.

- Damaged and stained ceiling tiles will be replaced, and new coats of low-VOC paint will be applied to doors, walls, and other surfaces to give each room a fresh look.
- Energy efficient multiple pane windows will replace older single-pane window systems where appropriate to reduce heat and cooling loss between the classroom and exterior, improve overall classroom comfort, and increase District energy efficiency.
- Full-height, sliding markerboards will be installed to cover an entire wall of each classroom. These boards can be written on from floor to ceiling and when slid to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. With magnets or other removable adhesives, these boards can also be used to hang posters or other materials.
- On all other walls, mineral fibercore tackable panels will be installed that maximize presentation space and help modulate acoustic reverberation.
- Modern furnishings will be provided for 26 students for each kindergarten and Grade 1 to 3 classroom, and up to 36 students for Grades 4 to 6. They will be in the form of modular tables and chairs that can be reconfigured in the classroom as required. Upgraded furnishings for flexible teaching will also be provided. Furnishings will be indoor-air friendly (i.e., low-VOC) and easy to maintain.

3. Improve Sitework and Mechanical Systems

Previous District planning efforts have identified the need for long-term maintenance upgrades of the site to improve general site functionality and safety. These improvements have been incorporated into the project list for Canyon Springs Community Elementary and include approximately 96,000 square feet of demolition of deteriorating asphalt and replacement with approximately 73,000 square feet of new hard court play area, 32,000 square feet of parking lot, and 18,000 square feet of fire access driveway. In addition, several thousand square feet of sidewalks, an additional ADA access ramp on the west side of the campus, and a water pump to supplement irrigation pressure have been identified and budgeted. Grass playfields will be improved with approximately 18,000 square feet of new natural turf and remaining surfaces under playground equipment will be improved with an artificial turf fall surface. Mechanical upgrades anticipated by the Implementation Plan include long-term replacement of HVAC systems as they reach the end of their useful life, which is planned to be coordinated along with roofing replacement.

Fig. 14 – Canyon Springs Aerial Photo

Sources: CFW, Inc.; Google 3D Map

4.1.2 PROPOSED IMPROVEMENTS: FAIR OAKS RANCH COMMUNITY SCHOOL

Fair Oaks Ranch is the largest school in the District as to permanent classroom capacity. As such, the school is sufficiently sized to handle current and future needs. Improvements at Fair Oaks Ranch focus on upgrading classrooms with modern furniture and fixtures to bring them up to a 21st century standard over time. No new permanent facilities are proposed for the site at this time. Should the District wish to pursue the removal, replacement, or improvement, of the relocatable facilities on the site at a later date, this may be accomplished through the utilization of District funds outside of this program, the leveraging of State modernization dollars upon relocatable classrooms reaching 20 years of age, and/or through the utilization of any program reserve funds that may remain available at the conclusion of implementation of the Facilities Assessment and Implementation Plan.

1. **Upgrade Existing Classrooms to a 21st Century Standard**

   Funds should be set aside for improvements to existing classrooms that may also leverage available State modernization grants upon year of eligibility, including, but not limited to, upgrades as described for Canyon Springs previously and consistent with proposed Educational Specifications and 21st century standards outlined in Section 1.2. This includes refreshed furniture and equipment, replaced flooring and ceiling tiles, and any additional required improvements to electrical, plumbing, paint, and other systems as may be determined in the future.

2. **Improve Sitework and Mechanical Systems**

   Site needs as identified in the assessment should be addressed and completed as a part of this Implementation Plan. Such long-term maintenance upgrades of the site will improve general site functionality and safety over time. These improvements have been incorporated into the project list for Fair Oaks Ranch Community Elementary and include the removal and replacement of approximately 8,000 square feet of concrete panels throughout the campus due to lifting of the existing material, removal and replacement of stucco around the MPR to install new flashing, approximately 32,000 square feet of new roofing, and replacement of HVAC systems as they reach the end of their useful life.

Fig. 15 – Fair Oaks Ranch Aerial Photo

Sources: CFW, Inc.; Google 3D Map

4.1.3 PROPOSED IMPROVEMENTS: GOLDEN OAK COMMUNITY SCHOOL

As the newest school in the District, proposed improvements at Golden Oak are limited to upgrading classrooms with modern furniture and fixtures as they age over time to bring them to consistency with other new or upgraded 21st century classrooms elsewhere in the District. Due to the limited acreage at the site, it's very recent construction, and its sufficient capacity, no new facilities are proposed for Golden Oak.

1. Upgrade Classrooms to a 21st Century Standard

Funds should be set aside for improvements to existing classrooms that may also leverage available State modernization grants upon year of eligibility, including, but not limited to, upgrades as described for Canyon Springs previously and consistent with proposed Educational Specifications and 21st century standards outlined in Section 1.2. This includes refreshed furniture and equipment, replaced flooring and ceiling tiles, and any additional required improvements to electrical, plumbing, paint, and other systems as may be determined in the future.

Fig. 16 – Golden Oak Aerial Photo

Sources: CFW, Inc.; Google 3D Map

4.3.4 PROPOSED IMPROVEMENTS: LEONA H. COX COMMUNITY SCHOOL

At Leona Cox, proposed improvements focus on replacing existing relocatable facilities with permanent facilities, modernizing existing facilities, constructing a new playground, and conducting deferred maintenance on site grounds, including mechanical upgrades, ADA upgrades, and other site work.

1. Construct New Permanent Classroom Facilities

Given the aging conditions of the eight relocatable classrooms at Leona Cox, new classroom wings are proposed to replace an equal number of relocatable facilities, thereby maintaining site capacity and investing in lower maintenance permanent facilities for the site.

The building is proposed to be sited along the western portion of the site, displacing the existing relocatable facilities. An appropriate design for the campus could be one-story and consist of either two separate four classroom wings or a single, connected eight classroom building. As the siting of the new facilities will displace 8 existing relocatables, the programs currently located in these will need temporary accommodations elsewhere on site or interim housing at another school site. Additionally, the recovery and reuse of any recent improvements that have been made to these facilities will need to be considered in order to preserve the District's investment in the programs currently using these relocatables. To complement the new classrooms, funds have been budgeted for the reconstruction of playground space.

2. Upgrade Classrooms to a 21st Century Standard

Funds should be set aside for improvements to existing classrooms that may also leverage available State modernization grants upon year of eligibility, including, but not limited to, upgrades as described for Canyon Springs previously and consistent with proposed Educational Specifications and 21st century standards outlined in Section 1.2. This includes refreshed furniture and equipment, replaced flooring and ceiling tiles, and any additional required improvements to electrical, plumbing, paint, and other systems as may be determined in the future.

3. Improve Sitework and Mechanical Systems

Site needs as identified in the assessment should be addressed and completed as a part of this Implementation Plan. Such long-term maintenance upgrades of the site will improve general site functionality and safety over time. These improvements have been incorporated into the project list for Leona Cox Community Elementary and include the removal of approximately 46,000 square feet of damaged play courts and paving, slurry seal of 90,000 square feet, new paved play area of approximately 38,000 square feet, new fire access of approximately 8,000 square feet, replacement of approximately 9,000 square feet of grass playfields and installation of synthetic turf at play areas. Additionally, the reroofing of five existing structures comprising approximately 32,000 square feet is anticipated, along with replacement of HVAC systems as they reach the end of their useful life.

Fig. 17 – Leona Cox Aerial Photo

Sources: CFW, Inc.; Google 3D Map

4.3.5 PROPOSED IMPROVEMENTS: MINT CANYON COMMUNITY SCHOOL

The majority of Mint Canyon facilities were replaced with new facilities in 2006 that remain in good overall condition. Given this consideration and its small enrollment relative to other District sites, permanent capacity to house existing students and projected future enrollment is sufficient at this time. Therefore, improvements at Mint Canyon are focused on upgrading existing classrooms to match similar upgrades in the District over time.

1. Upgrade Classrooms to a 21st Century Standard

Funds should be set aside for improvements to existing classrooms, including, but not limited to, upgrades as described for Canyon Springs previously and consistent with proposed Educational Specifications and 21st century standards outlined in Section 1.2. This includes refreshed furniture and equipment, replaced flooring and ceiling tiles, and any additional required improvements to electrical, plumbing, paint, and other systems as may be determined in the future.

Fig. 18 – Mint Canyon Aerial Photo

Sources: CFW, Inc.; Google 3D Map

4.3.6 PROPOSED IMPROVEMENTS: MITCHELL COMMUNITY SCHOOL

At Mitchell, proposed improvements focus on replacing existing relocatable facilities with permanent facilities, modernizing existing facilities, constructing a new playground, and conducting deferred maintenance across the site, including mechanical upgrades, ADA upgrades, and other site work.

1. Construct New Classroom Building and related improvements

A new 10 classroom building is proposed to increase permanent capacity at the site and replace all 10 of the aging relocatables classrooms on the site, thereby maintaining site capacity and creating lower maintenance permanent facilities for the site.

The new building may be constructed as a one or two-story classroom building sited at the north end of the site, displacing the existing relocatable classroom facilities. Siting at this location minimizes the impact of the new construction on available existing hardcourts and playfields, and preserves the functionality of these existing spaces for the District's physical education programs. As there is a large hill to the north of this location, there is expected to be minimal impact to the surrounding residences.

In addition to this new classroom building, funds have been set aside for the reconstruction of playground space to upgrade the existing facilities and replace existing aging recreational structures.

2. Upgrade Classrooms to a 21st Century Standard

Funds should be set aside for improvements to existing classrooms that may also leverage available State modernization grants upon year of eligibility, including, but not limited to, upgrades as described for Canyon Springs previously and consistent with proposed Educational Specifications and 21st century standards outlined in section 1.2. This includes refreshed furniture and equipment, replaced flooring and ceiling tiles, and any additional required improvements to electrical, plumbing, paint, and other systems as may be determined in the future.

3. Improve Sitework and Mechanical Systems

Previous District planning effort have identified the need for long-term maintenance upgrades of the site to improve general site functionality and safety. These improvements have been incorporated into the project list for Mitchell Community Elementary and include installation of approximately 185 square feet of concrete steps at the front of the outdoor stage, installation of approximately 969 square feet of synthetic turf in existing play areas, and approximately 53,000 square feet of new hard court play area. Mechanical upgrades anticipated by the Implementation Plan include long-term replacement of HVAC systems as they reach the end of their useful life, which is planned to be coordinated along with roofing replacement.

Fig. 19 – Mitchell Aerial Photo

Sources: CFW, Inc.; Google 3D Map

4.3.7 PROPOSED IMPROVEMENTS: PINETREE COMMUNITY SCHOOL

At Pinetree Elementary, proposed improvements focus on constructing new classroom and administration facilities, restoring and enhancing the library, installing a new playground, upgrading existing classrooms with modern furniture and fixtures, and conducting deferred maintenance on site grounds, including mechanical upgrades, ADA upgrades, and other site work. The District has completed the required architectural design work for this improvement project and has secured approval by the Division of the State Architect (DSA). The design is now being modified by the architect, GKK Works, to provide a sequence of construction that is consistent with the District's ability to fund the project.

On June 28, 2017, the Board approved an amendment to the existing architect contract for the Pinetree project to align the project to currently available Measure CK funding and complete the existing project in two phases. The first phase is proposed to be completed by utilizing currently available Measure CK funds, with future improvements utilizing remaining Measure CK authorization and other available funding sources. The initial phase of work incorporates construction of a new administration building, improvements related to ADA accessibility issues, including paths of travel and bathroom accessibility, upgrades to utilities and site infrastructure, upgrades to the fire alarm system, and upgrades to the public address system. The construction of a new classroom building, remaining sitework, and modernization of the existing classrooms, would be completed under a future phase, as funds become available. These improvements are described in additional detail below.

1. **Construct a new Administration Building, Restore Library, and Upgrade ADA/Fire Life Safety**

   The preexisting challenges present at the administration building, as noted in the assessment, were addressed by 2014 modernization plans through the proposed reconstruction of the facility at the "front" of the campus adjacent to parking and drop-off. This plan also provided the ability for the site to expand its permanent classroom capacity adjacent to the center of the campus in the location of the existing administration building. In anticipation of a multi-phased new construction and modernization project at the school, the District vacated the library with the intention of housing an interim administration office during construction of the new administration building. As an alternative, it is was recommended and ultimately decided by the District that initial construction proceed on the new administration facility alone, leaving the original administration intact to the south during construction. This revised phasing is a result of the need to accommodate availability of funding, a desire to eliminate the relocation of office functions more than once, and an opportunity to return the library to use by children at its permanent, purpose-built location, while also receiving enhancements beyond its original condition.

   The proposed new phasing of the project allows for the District to immediately restore the library area for student learning. It also presents the opportunity to create a new modern library. The library restoration project consists of removing non-load bearing walls, replacing carpet throughout and creating a variety of unique learning spaces with the use modern furnishings and technology. The new library will also include a Makerspace lab that can accommodate STEAM and/or robotics lessons. The library will feature soft seating, collaboration spaces and small group settings to support and

enhance the learning occurring in the classroom. The creation of the new enhanced library identified above is currently underway by District staff.

Concurrently with the initial work at the administration building and library restoration/ enhancement, modernization work may proceed addressing fire/life safety and ADA upgrades, utilizing existing DSA approved plans. Completion of this initial work would provide the District and the Pinetree community with upgraded administrative facilities, and improvement to site infrastructure for the future expansion and construction of a classroom building.

2. Construct a New Classroom Building and related improvements

Following the completion of the initial phase of work identified above, a new 12 classroom building, along with an additional 2 kindergarten classrooms are proposed to increase permanent student capacity, however, the total site capacity would ultimately be reduced by one classroom, once the relocatable classrooms that have been in varying use at the site over time are removed. The District is currently pursuing various options as to the exact configuration of the new classrooms, and construction of the new building(s) could occur any time after the completion of the new administration building and demolition of the existing administration facility. This construction would also necessitate the removal of approximately 4-6 relocatable classroom buildings. The remaining relocatable classrooms may be retained for a period of time to provide the District with flexibility for addressing potential enrollment shifts that may be encountered during the anticipated build-out of nearby housing developments. Subsequently, these remaining relocatables may also be removed, with their capacity having been permanently replaced by the new classroom building(s). In addition to the new classrooms, funds have been budgeted for the reconstruction of playground space to complement the proposed new kindergarten classrooms, and to replace the existing kindergarten playground currently located in the proposed location of the new classrooms. Design and construction of this playground has been accelerated and is currently underway by District staff.

3. Improve Sitework and Mechanical Systems

Previous District planning effort have identified the need for long-term maintenance updates of the site to improve general site functionality and safety. These improvements have been incorporated into the project list for Pinetree Community Elementary and include approximately 114,000 square feet of demolition of deteriorating asphalt and replacement with approximately 34,000 square feet of hard court, 53,000 square feet of parking lot, and 27,000 square feet of fire access driveway. Additionally, the need for approximately 3,500 square feet of synthetic turf to replace existing play area surfaces has been identified and budgeted. Mechanical upgrades anticipated by the Implementation Plan include long-term replacement of HVAC systems as they reach the end of their useful life, which is planned to be coordinated along with roofing replacement. Modification of the existing restrooms for ADA compliance have also been identified and budgeted, as well the restoration of ceramic tile on “mudset” walls and floors, with these items to be completed under the initial phase of improvements to the site.

4. Upgrade Classrooms to a 21st Century Standard

Funds should be set aside for improvements to existing classrooms that may also leverage available State modernization grants upon year of eligibility, including, but not limited to, upgrades as described for Canyon Springs previously and consistent with proposed Educational Specifications and 21st century standards outlined in section 1.2. This includes refreshed furniture and equipment, replaced flooring and ceiling tiles, and any additional required improvements to electrical, plumbing, paint, and other systems as may be determined in the future.

Fig. 20 – Pinetree Aerial Photo

Sources: CFW, Inc.; Google 3D Map

4.3.8 PROPOSED IMPROVEMENTS: SULPHUR SPRINGS COMMUNITY SCHOOL

Sulphur Spring's current enrollment is anticipated to increase to approximately 800 students over the next few years due to the Vista Canyon and Mancara Ranch developments. These developments are anticipated to generate approximately 390 students over a five-year period. The school was successfully operated as a single-track 800 student school as recently as 2005. As such, the assumption is that the existing infrastructure at the site, including the multipurpose room, can handle this level of enrollment. The number of required lunch periods may also be reduced by utilizing outdoor space currently available surrounding the MPR.

At Sulphur Springs, proposed improvements focus on upgrading classrooms with modern furniture and fixtures, constructing a new 10 classroom facility, installing a new playground, and performing deferred maintenance on site grounds, including mechanical upgrades, ADA upgrades, and other site work. Construction of the new classroom building will require the removal of 2 permanent classrooms on the eastern portion of the site and reconfiguration of the parking lot. Sulphur Springs is anticipated to experience the most immediate enrollment pressure due to the development of Vista Canyon. As such, it is projected to receive the first new classroom building as a part of this Implementation Plan.

1. **Construct New Classroom Building and related improvements**

   A new 10 classroom building is proposed to replace aging relocatable classrooms over time and increase capacity at the site on an interim basis. This new building would allow the eventual removal of the 9 existing relocatable classrooms on the site and could be built utilizing either a one-story or two-story design, sited to the northeast of the site. This location would require the reconfiguration of the parking lot and the removal of two permanent classrooms. The existing relocatable facilities on the site should be utilized as swing space to accommodate increased enrollment due to the Vista Canyon development. These relocatables should be removed once enrollment has normalized and they are no longer needed.

2. **Upgrade Classrooms to a 21st Century Standard**

   Funds should be set aside for improvements to existing classrooms that may also leverage available State modernization grants upon year of eligibility, including, but not limited to, upgrades as described for Canyon Springs previously and consistent with proposed Educational Specifications and 21st century standards outlined in section 1.2. This includes refreshed furniture and equipment, replaced flooring and ceiling tiles, and any additional required improvements to electrical, plumbing, paint, and other systems as may be determined in the future.

3. **Improve Sitework and Mechanical Systems**

   Previous District planning effort have identified the need for long-term maintenance updates of the site to improve general site functionality and safety. These improvements have been incorporated into the project list for Sulphur Springs Community Elementary and include approximately 13,000 square feet of slurry seal and restriping of the existing hard courts, and 380 square feet of fascia replacement across the campus. Mechanical upgrades anticipated by the Implementation Plan

include long-term replacement of HVAC systems as they reach the end of their useful life, which is planned to be coordinated along with roofing replacement.

Fig. 21 – Sulphur Springs Aerial Photo

Sources: CFW, Inc.; Google 3D Map

4.3.9 PROPOSED IMPROVEMENTS: VALLEY VIEW COMMUNITY SCHOOL

A new 21 classroom building was recently completed at Valley View. This facility added capacity and replaced relocatable classroom on the campus. As such, improvements at Valley View focus on improving existing classrooms with modern furniture and fixtures and completing site work improvements.

1. **Upgrade Classrooms to a 21st Century Standard**

   Funds should be set aside for improvements to existing classrooms that may also leverage available State modernization grants upon year of eligibility, including, but not limited to, upgrades as described for Canyon Springs previously and consistent with proposed Educational Specifications and 21st century standards outlined in section 1.2. This includes refreshed furniture and equipment, replaced flooring and ceiling tiles, and any additional required improvements to electrical, plumbing, paint, and other systems as may be determined in the future.

2. **Improve Sitework**

   The remaining site work needs, as noted in the assessment, include a regrading and replacement of concrete and flatwork to address ADA compliance around the perimeter of the main classroom building and adjacent to the multipurpose building.

3. **Replace Multipurpose Room**

   There may be a future need to address the size of the MPR relative to usage and capacity needs. Expanding the current facility may not be feasible or cost effective given potential challenges in modifying structural “shear” walls. A new facility built to recommended specifications is estimated to cost approximately $3 million in current dollars. This estimate includes an allowance to either repurpose or demolish the existing MPR.

Fig. 22 – Valley View Aerial Photo

Sources: SSSD aerial photography

SECTION 5

FUNDING ASSESSMENT

5.1 STATE FUNDING

Through the Department of General Services, Office of Public School Construction (OPSC), the State of California provides funding assistance to eligible public school districts through the School Facilities Program (SFP). OPSC operates various programs pursuant to State law and provides projects to be considered by the State Allocation Board for specific funding. Funding is provided to school districts in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs. Pupil grant amounts are periodically reviewed for increase by the SAB.

The program provides new construction and modernization grants to construct new school facilities or modernize existing schools. To receive state grants, a district is required to match the grant portion of the cost of an eligible project from available district funds. This may include proceeds from local general obligation bonds, developer fees, and the General Fund.

Historically, project funding by the State has been supported through the periodic approval of State bonds for school improvements by California voters. With the November approval of Proposition 51, $3.0 billion is earmarked for K-12 new construction programs, and $3 billion for K-12 modernization programs. Up to this point, the State has been accepting applications as of the date they were submitted and has been allocating approvals by establishing a dual list system.

The Sulphur Springs Union School District (District) has effectively utilized State grants to garner matching funds for improvements across the District's school sites, including the construction of Fair Oaks Ranch and Golden Oak schools. Since 1999, this has generated approximately $7.8 million in modernization grant funding and $39.7 million in new construction funding. The District will continue to apply this approach for matching grant funds as future opportunities are available. A review of the District's modernization eligibility with the State, indicates approximately $12.6 million in projected modernization eligibility over ten years. At this time, no new construction eligibility is estimated, however options may be explored in the future to establish eligibility. The sections below provide an overview of the modernization and new construction programs and a more detailed review of the District's projected eligibility for funding.

5.1.1 STATE MODERNIZATION PROGRAM

OPSC administers a facility modernization program through the SFP that provides funds on a 60/40 State and local sharing basis for improvements that educationally enhance existing school facilities. Eligibility for modernization funding is established separately for each school site. Factors affecting eligibility for modernization funding include the age of the facilities and the total pupil enrollment at each school.

Eligibility translates directly into per pupil grants. Project improvements eligible under the program include such modifications as air conditioning, plumbing, lighting, roofing, and electrical systems repair or replacement. They also include purchases of furniture and equipment. Modernization grant applications are submitted to the OPSC in two stages:

1. ***Eligibility:*** Modernization funding is established separately for each school site and requires that permanent facilities be at least 25 years old and relocatable facilities be at least 20 years old. Students must be enrolled in those facilities based on State classroom loading standards of 25 per classroom for Grades K through 6. Once established, site eligibility is not subject to annual review.

2. ***Funding:*** A district with modernization eligibility may request funding. Funding is provided on a 60-40 State grant/local match basis. The pupil grant is currently $4,228 for Grades K through 6. Eligible costs include design, construction, educational technology, testing, inspection, furniture and equipment. Limited supplemental funding is available for excessive cost such as fire safety and accessibility improvements.

Table 12 provides a review of the estimated modernization eligibility from the District's existing relocatable classrooms. Based on the age of the relocatable classrooms, future eligibility is estimated at approximately $3 million between 2018 and 2024 and approximately $3.6 million over the next ten years.

Table 12 – Relocatable Classroom Modernization Eligibility

School Site	Total CRs	Est. CRM Eligibility 2016-18	Est. CRM Eligibility 2018-2021	Est. CRM Eligibility 2021-24	Est. CRM Eligibility 2024-27	Ten Year Total (2016-27)
Canyon Springs Community Elementary	12	0 $ -	1 $ 105,700	3 $ 317,100	0 $ -	4 $ 422,800
Fair Oaks Ranch Community Elementary	12	0 $ -	0 $ -	6 $ 634,200	4 $ 422,800	10 $ 1,057,000
Golden Oak Community Elementary	0	0 $ -	0 $ -	0 $ -	0 $ -	0 $ -
Leona H. Cox Community Elementary	5	0 $ -	0 $ -	0 $ -	0 $ -	0 $ -
Mint Canyon Community Elementary	2	0 $ -	0 $ -	1 $ 105,700	2 $ 211,400	3 $ 317,100
Mitchell Community Elementary	10	0 $ -	4 $ 422,800	2 $ 211,400	0 $ -	6 $ 634,200
Pinetree Community Elementary	10	0 $ -	7 $ 739,900	0 $ -	0 $ -	7 $ 739,900
Sulphur Springs Community Elementary	9	0 $ -	4 $ 422,800	0 $ -	0 $ -	4 $ 422,800
Valley View Community Elementary	0	0 $ -	0 $ -	0 $ -	0 $ -	0 $ -
Total	**60**	**0 $ -**	**16 $1,691,200**	**12 $ 1,268,400**	**6 $ 634,200**	**34 $ 3,593,800**

Source: Sulphur Springs Union School District, OPSC

As shown in Table 13, the District will be eligible for approximately $5 million in modernization grant funding for its permanent classrooms between 2016 and 2018. Over the next ten years, approximately $9 million in eligibility is estimated to be available.

Table 13 – Permanent Classroom Modernization Eligibility

School Site	Total CRs	Est. CRM Eligibility 2016-18	Est. CRM Eligibility 2018-2021	Est. CRM Eligibility 2021-24	Est. CRM Eligibility 2024-27	Ten Year Total (2016-27)
Canyon Springs Community Elementary	20	2 $ 211,400	0 $ -	0 $ -	0 $ -	2 $ 211,400
Fair Oaks Ranch Community Elementary	26	0 $ -	0 $ -	0 $ -	0 $ -	0 $ -
Golden Oak Community Elementary	21	0 $ -	0 $ -	0 $ -	0 $ -	0 $ -
Leona H. Cox Community Elementary	28	6 $ 634,200	0 $ -	0 $ -	0 $ -	6 $ 634,200
Mint Canyon Community Elementary	22	10 $ 1,057,000	0 $ -	0 $ -	0 $ -	10 $ 1,057,000
Mitchell Community Elementary	25	1 $ 105,700	0 $ -	0 $ -	22 $ 2,325,400	23 $ 2,431,100
Pinetree Community Elementary	18	21 $ 2,219,700	0 $ -	15 $ 1,585,500	0 $ -	36 $ 3,805,200
Sulphur Springs Community Elementary	22	7 $ 739,900	0 $ -	0 $ -	0 $ -	7 $ 739,900
Valley View Community Elementary	37	1 $ 105,700	0 $ -	0 $ -	0 $ -	1 $ 105,700
Total	**219**	**48 $ 5,073,600**	**0 $ -**	**15 $ 1,585,500**	**22 $ 2,325,400**	**85 $ 8,984,500**

Source: Sulphur Springs Union School District, OPSC

Table 14 provides a summary of the combined total estimated modernization eligibility for both relocatable and permanent classrooms. Total eligibility is projected at approximately $12.6 million over the next ten years. This amount may be increased with an optimized State Aid strategy which could include programs like joint-use.

Table 14 – Estimated Total Modernization Eligibility

School Site	Total CRs	Est. CRM Eligibility 2016-18	Est. CRM Eligibility 2018-2021	Est. CRM Eligibility 2021-24	Est. CRM Eligibility 2024-27	Ten Year Total (2016-27)
Canyon Springs Community Elementary	32	2 $ 211,400	1 $ 105,700	3 $ 317,100	0 $ -	6 $ 634,200
Fair Oaks Ranch Community Elementary	38	0 $ -	0 $ -	6 $ 634,200	4 $ 422,800	10 $ 1,057,000
Golden Oak Community Elementary	21	0 $ -	0 $ -	0 $ -	0 $ -	0 $ -
Leona H. Cox Community Elementary	33	6 $ 634,200	0 $ -	0 $ -	0 $ -	6 $ 634,200
Mint Canyon Community Elementary	24	10 $ 1,057,000	0 $ -	1 $ 105,700	2 $ 211,400	13 $ 1,374,100
Mitchell Community Elementary	35	1 $ 105,700	4 $ 422,800	2 $ 211,400	22 $ 2,325,400	29 $ 3,065,300
Pinetree Community Elementary	28	21 $ 2,219,700	7 $ 739,900	15 $ 1,585,500	0 $ -	43 $ 4,545,100
Sulphur Springs Community Elementary	31	7 $ 739,900	4 $ 422,800	0 $ -	0 $ -	11 $ 1,162,700
Valley View Community Elementary	37	1 $ 105,700	0 $ -	0 $ -	0 $ -	1 $ 105,700
Total	**279**	**48 $ 5,073,600**	**16 $1,691,200**	**27 $ 2,853,900**	**28 $ 2,959,600**	**119 $ 12,578,300**
Cumulative Total		48 $ 5,073,600	64 $6,764,800	91 $ 9,618,700	119 $ 12,578,300	

Notes:

1. *Modernization Eligibility only utilizes DSA certified relocatables, and uses DSA certification date to determine eligibility*
2. *Methodology assumes District enrollment supports capacity, relocatables are not removed, and all classrooms are utilized for Sulphur Springs district students*

Source: Sulphur Springs Union School District, OPSC

5.1.2 STATE NEW CONSTRUCTION PROGRAM

OPSC also administers a new construction grant program through the SFP that funds, at a 50/50 state/local split basis, new facilities that increase enrollment capacity to a school district. Eligibility for new construction funding is determined by the gap between a district's projected enrollment and its existing classroom capacity to permanently house students. For eligibility purposes, relocatable classroom

capacity beyond 25% of the overall District classroom inventory, is not considered to be available to permanently house students. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the amount of future students and the current ability to house students in permanent facilities. Eligibility translates directly into per pupil grants. The 50% match requirement from a district is based on the total project need. Eligibility is determined district-wide and may be used in whole or part at any school site. New facilities include new site-built structures as well as the addition of new classrooms to existing structures. As with modernization grants, applications are submitted to the OPSC in two stages:

1. ***Eligibility:*** Eligibility for new construction funding is established on a district wide basis. It requires demonstration of the gap between a district's projected enrollment and its existing classroom capacity to permanently house students. For eligibility purposes, relocatable classroom capacity is not considered to be available to permanently house students. Projected enrollment is frequently determined by applying cohort-survival formulas to historical enrollment. Currently, the state assigns a student loading capacity for elementary permanent classrooms of 25 students, 13 for non-severe handicapped pupils, or 9 for severely handicapped pupils.
2. **Funding:** A district with new construction eligibility may request funding that will cover 50% of the cost of new facilities as determined by the state. Grants are awarded on a per-pupil basis. Currently, the award is $11,104 for each pupil in grades K through 6 found to be unhoused by state loading standards. As with modernization grants, limited supplemental funding is available for certain activities (such as site acquisition or utilities installation) that may have an excessive cost.

At this time, no new construction eligibility is estimated due to the District's current classroom inventory and existing enrollment; however additional options may be explored to establish eligibility. In addition, future residential development tract maps that are approved by the appropriate local planning departments may create eligibility in the future.

5.2 LOCAL FUNDING

5.2.1 GENERAL OBLIGATION BOND PROGRAM

General obligation (GO) bonds are the most widely used method of financing school facility improvements in California. More than 600 school districts in the State have issued GO bonds for various reasons. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district based on the assessed value of a parcel pursuant to Proposition 13. Traditionally, GO bonds carry lower interest 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.

Proposition 39 authorizes school districts to issue new bonds (within statutory limits for indebtedness) upon a 55% affirmative vote by the local electorate in a regularly scheduled election. The maximum tax rate projected at the time bonds are sold must not exceed $30 per $100,000 of assessed value within an elementary school district. In addition, districts must agree to be subject to certain conditions, including

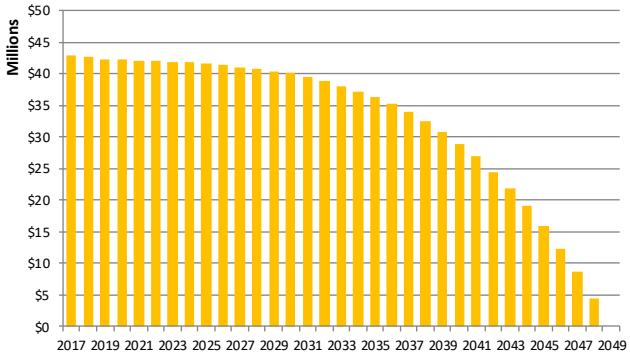
the establishment of a project list and an independent citizens' oversight committee. Districts must also agree to annual audits.

The Sulphur Springs community has twice before supported local schools with the passage of general obligations bond measures in 1991 in the amount of $20.2 million and in 2012 in the amount of $72 million for facilities projects. As shown in Table 15, the District currently has approximately $42 million in outstanding bond principal. Over the next 10 years, approximately $1.8 million in G.O. bond principal will be repaid. Currently, the District is scheduled to fully repay all bond principal by FY 2049.

Table 15 – Outstanding G.O. Bond Principal

Outstanding GO Bond Principal		
Year	**Principal Balance**	**% of Total**
2017	$42,901,063	99.94%
2018	$42,668,940	99.40%
2019	$42,305,940	98.55%
2020	$42,267,379	98.46%
2021	$42,200,709	98.31%
2022	$42,109,197	98.09%
2023	$41,985,617	97.80%
2024	$41,830,090	97.44%
2025	$41,638,417	97.00%
2026	$41,410,994	96.47%
2027	$41,148,165	95.85%
2028	$40,840,226	95.14%
2029	$40,487,432	94.31%
2030	$40,085,000	93.38%
2031	$39,510,000	92.04%
2032	$38,855,000	90.51%
2033	$38,120,000	88.80%
2034	$37,295,000	86.88%
2035	$36,370,000	84.72%
2036	$35,335,000	82.31%
2037	$34,050,000	79.32%
2038	$32,580,000	75.89%
2039	$30,905,000	71.99%
2040	$29,020,000	67.60%
2041	$26,905,000	62.67%
2042	$24,540,000	57.17%
2043	$21,930,000	51.09%
2044	$19,050,000	44.38%
2045	$15,890,000	37.02%
2046	$12,425,000	28.94%
2047	$8,635,000	20.12%
2048	$4,500,000	10.48%
2049	$0	0.00%

Fig. 23 – Outstanding G.O. Bond Principal



The total assessed valuation (AV) and the rate of growth typically determines the structure of a G.O. bond program and influences the size and timing of bond sales. According to Table 16, the District's 15-year and 30-year annual growth in AV averaged 6.01% and 7.40%, respectively. County data shows the District's AV increased by approximately $275.5 million in FY 2016-17 (4.04%), consistent with the 5-year average growth.

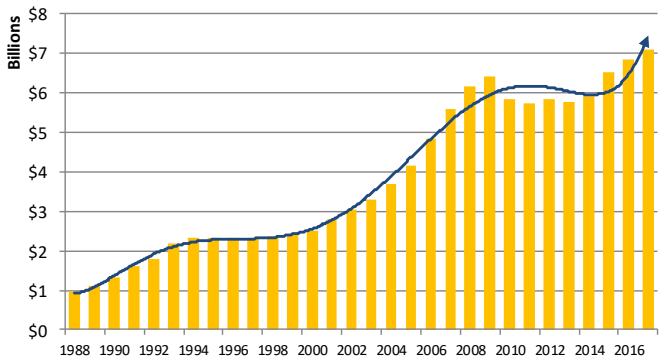
Table 16 – District's Historical Assessed Valuation

Historical Assessed Valuations		
FYE	**Total**	**% Change**
1988	$961,532,669	-
1989	$1,094,735,659	13.85%
1990	$1,323,126,649	20.86%
1991	$1,599,014,457	20.85%
1992	$1,775,553,593	11.04%
1993	$2,184,072,130	23.01%
1994	$2,332,172,467	6.78%
1995	$2,340,056,911	0.34%
1996	$2,324,935,826	-0.65%
1997	$2,343,457,453	0.80%
1998	$2,351,209,158	0.33%
1999	$2,387,386,289	1.54%
2000	$2,515,527,711	5.37%
2001	$2,776,203,885	10.36%
2002	$3,050,803,898	9.89%
2003	$3,307,390,653	8.41%
2004	$3,697,670,597	11.80%

(Continued)

2005	$4,141,947,438	12.02%
2006	$4,834,664,340	16.72%
2007	$5,595,431,598	15.74%
2008	$6,173,894,057	10.34%
2009	$6,416,590,801	3.93%
2010	$5,855,431,393	-8.75%
2011	$5,742,369,242	-1.93%
2012	$5,825,619,668	1.45%
2013	$5,763,188,372	-1.07%
2014	$5,918,049,700	2.69%
2015	$6,504,194,593	9.90%
2016	$6,824,570,808	4.93%
2017	$7,100,116,171	4.04%
3-Year Average		**6.29%**
5-Year Average		**4.10%**
15-Year Average		**6.01%**
30-Year Average		**7.40%**

Fig. 24 – District's Historical Assessed Valuation



As shown in Table 17, for FY 2016-17, 90.72% of the District's secured assessed value was in residential uses. The largest component of secured assessed value is comprised of single family uses (63.1%). The average assessed value of a single-family residence was approximately $405,857.

Table 17 – Assessed Valuation by Land Use

Non-Residential:	2016-17 Assessed Valuation (1)	% of Total	No. of Parcels	% of Total
Agricultural	$3,083,468	0.04%	8	0.04%
Commercial	$453,047,516	6.47	216	1.14
Vacant Commercial	$26,685,834	0.38	139	0.74
Industrial	$49,867,246	0.71	32	0.17
Vacant Industrial	$7,502,478	0.11	51	0.27
Possessory Interests/Oil & Gas	$73,576,379	1.05	49	0.26
Recreational	$22,313,456	0.32	27	0.14
Government/Social/Institutional	$12,436,640	0.18	129	0.68
Miscellaneous	$1,050,770	0.02	18	0.1
Subtotal Non-Residential	**$649,563,787**	**9.28%**	**669**	**3.54%**
Residential:				
Single Family Residence	$4,414,913,122	63.10%	10,878	57.57%
Condominium/Townhouse	$1,018,906,125	14.56	5,315	28.13
Mobile Home	$1,470,163	0.02	6	0.03
Mobile Home Park	$44,800,415	0.64	18	0.1
2-4 Residential Units	$25,786,648	0.37	53	0.28
5+ Residential Units/Apartments	$678,761,505	9.7	121	0.64
Vacant Residential	$162,983,784	2.33	1,836	9.72
Subtotal Residential	**$6,347,621,762**	**90.72%**	**18,227**	**96.46%**
TOTAL:	**$6,997,185,549**	**100.00%**	**18,896**	**100.00%**

(1) Local Secured Assessed Valuation, excluding tax-exempt property.

Table 18 provides a listing of the 20 largest secured AV taxpayers in the District comprised primarily of residential or commercial property owners. These taxpayers account for approximately 13.09% of the

District's total secured tax base. The lack of taxpayer concentration is viewed as a credit positive by most rating agencies.

Table 18 – 20 Largest Secured AV Taxpayers in Sulphur Springs Union School District

	Property Owner	Primary Land Use	2016-17 Assessed Valuation	% of Total (1)
1	**Park Sierra Properties**	Apartments	$136,413,882	1.95
2	**Saugus Colony Limited**	Apartments	$115,920,176	1.66
3	**EQR the Oaks LLC**	Apartments	$100,807,538	1.44
4	**Berry Petroleum Company**	Oil & Gas Exploration	$72,730,240	1.04
5	**Soledad Canyon Center LLC**	Shopping Center	$53,257,978	0.76
6	**Archstone Santa Clarita Venture LLC**	Apartments	$48,381,558	0.69
7	**Pardee Homes**	Residential Developmer	$48,271,519	0.69
8	**MGP XI Properties LLC**	Shopping Center	$47,375,699	0.68
9	**Solemint Heights Partnership**	Apartments	$44,964,285	0.64
10	**Palmer Saugus Ltd.**	Apartments	$30,257,004	0.43
11	**KMF Sierra Canyon LLC**	Apartments	$29,413,331	0.42
12	**Palmer Sand Canyon Ltd.**	Apartments	$27,421,077	0.39
13	**PK III Canyon Square LP**	Shopping Center	$25,064,279	0.36
14	**Canyon Sierra Apartments**	Apartments	$24,653,363	0.35
15	**Target Corporation**	Shopping Center	$21,017,447	0.30
16	**Lowes HIW Inc.**	Shopping Center	$19,365,991	0.28
17	**Soledad Entertainment LLC**	Shopping Center	$18,442,871	0.26
18	**Spring Canyon Recovery Acquisition LLC**	Residential Developmer	$17,683,998	0.25
19	**Costco Wholesale Corp.**	Commercial	$17,339,207	0.25
20	**DMP Riverview Place LLC**	Commercial	$17,266,222	0.25
	TOTAL:		**$916,047,665**	**13.09%**

(1) 2016-17 Local Secured Assessed Valuation: $6,997,185,549

State law, via Education Code 15102, limits the amount of principal bonded indebtedness a school district may have outstanding when considering the sale of additional GO bonds. For an elementary school district, indebtedness cannot exceed 1.25% of the total assessed value of parcels in the district's attendance area. Table 19 provides a review of the District's bonding capacity.

Table 19 – District's Bonding Capacity

BONDING CAPACITY ANALYSIS Fiscal Year 2016-17	
ASSESSED VALUATION	
Secured Assessed Valuation	$6,997,702,133
Unsecured Assessed Valuation	$102,414,038
DEBT LIMITATION	
Total Assessed Valuation	$7,100,116,171
Applicable Bond Debt Limit	1.25%
Overall Bonding Capacity	$88,751,452
Outstanding Bonded Indebtednes	$42,928,086
NET BONDING CAPACITY	**$45,823,366**
% of Capacity Currently Used	48.37%

The District's current and overall bonding capacity is approximately $88.8 million of which $42.9 million is applied toward existing debt. The District's net bonding capacity is approximately $45.8 million. The District's net bonding capacity is calculated by subtracting outstanding voter-approved principal from its overall bonding capacity. Bonding capacity is expected to increase as principal is repaid and AV grows.

5.2.2 REMAINING MEASURE CK BONDS

As shown in Table 20, the District has approximately $29.1 million in remaining 2012 Measure CK bond authorization. Of this amount $14.2 million is reserved to pay down existing Certificate of Participation debt in 2025. This leaves approximately $14.9 million in estimated remaining authorization that could be made available for the improvements proposed in this plan. The District intends to issue approximately $4.9 million in 2017, and the remaining $10 million is projected to be issued within the next three to five years. In addition, the District has identified approximately $800,000 in unencumbered existing Measure CK funds that could also be made available to the proposed improvements.

Table 20 – Election 2012 Measure CK Summary

Series	Type	Dated Date	Principal Issued
New Money Issuances			
2014A	**GO Bond (TE)**	5/14/2014	$2,498,086
2015B	**GO Bond (Taxable)**	10/14/2015	$10,740,000
2016C	**GO Bond (TE)**	6/9/2016	$29,690,000
		Total	**$42,928,086**
		Original "CK" Authorization	**$72,000,000**
		Remaining "CK" Authorization	**$29,071,914**

5.2.3 FUTURE GENERAL OBLIGATION BOND PROGRAM

Based on an analysis of the District's assessed value and available bonding capacity, the District has the opportunity to establish a potential new GO bond program to address its facilities financing needs. Approximately $72.8 million could be issued over time at a tax rate of $29.15 per $100,000 of assessed valuation, which is below the maximum allowed under Proposition 39 for an elementary school district. Table 21 provides a projection of estimated bond sales over time should the District elect to move forward with a new bond authorization election in 2018. Projections are based on continued growth in total assessed valuation of taxable property within the District. The first series of bonds, in the amount of approximately $25.5 million, is projected to be sold in 2018. Thereafter, each series of bonds are separated in such a manner to allow sufficient growth between bond issuances so that required tax rates for bond repayments are maintained within the projected tax rates. The second bond series would be sold in 2021 for approximately $22.5 million and the third in 2024 for the remaining $24.7 million.

Table 21 – Proposed General Obligation Bond Program

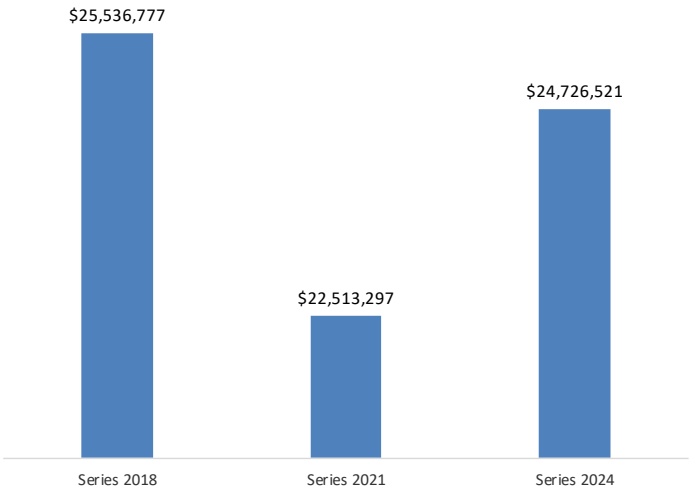
2018 General Obligation Bond Program				
	Series 2018	**Series 2021**	**Series 2024**	**TOTAL**
Estimated Bond Proceeds:	$25,536,777	$22,513,297	$24,726,521	**$72,776,594**
Proposed Term of Bonds:	30	30	30	
Repayment Ratio:	2.1	2.5	2.6	2.4

Assumptions:

AV Growth:	*4.00%*
Tax Rate:	*$29.15*
Bond Discount Rate:	*5.20%*

Note: Based on prevailing market conditions, subject to change

Fig. 25 – Proposed 2018 General Obligation Bond Program



5.2.4 MELLO-ROOS/COMMUNITY FACILITIES DISTRICTS

A Mello-Roos Community Facilities District (CFD) allows for financing of school improvements. A CFD includes all properties that will benefit from the improvements to be constructed. A CFD requires a two-thirds majority vote of residents living within the proposed boundaries. Once approved, a special tax lien is placed against each property in the CFD and property owners pay a special tax each year. Three CFDs have been formed within the District's boundaries to mitigate the impacts of recent developments:

- CFD 2002-01, Fair Oaks – This CFD is fully built out, and all bonds have been issued. All surplus taxed are currently pledged to paying a portion of the District's COP Debt Service. However, the District has noted the availability of approximately $1.28 million in unencumbered balance from the District's Blended Component Unit Capital Projects Fund (Fund 49) to be available for use in implementing proposed school improvements.
- CFD 2006-1, Golden Oak – The proceeds are committed to reimburse the developer for the completed construction of Golden Oak. No net funds are expected to be available to the District.
- CFD 2014-1, Vista Canyon –The Vista Canyon development (1,100 units) is expected to be completed within 5 years impacting existing school enrollment patterns. An estimated $19.5 million is anticipated to be generated for school improvement and construction.

The District has entered into developer mitigation agreements with the principals of most proposed future developments located within the boundaries of the District. Each developer mitigation agreement authorizes the developer to request the creation of a CFD. These mitigation agreements, and subsequent CFD's, will incorporate school facilities provided by the developer to mitigate students generated from the developments.

5.2.5 DEVELOPER FEES

Developer fees levied on new residential and commercial construction in a school district attendance area are permissible under the California Education Code, Section 17620. The purpose of these fees is to offset the student enrollment impact that would be generated by new residential development. Fees may be used to fund the construction of new school facilities, the modernization of existing facilities, or the reopening of closed facilities.

Fees from most major developments within the District are covered by mitigation agreements. The District has identified approximately $1 million in unencumbered balance from its Developer Fee Fund that could be made available to the proposed improvements identified in this plan. The District does anticipate some ongoing developer fees attributable existing home expansion and infill new home construction. Based on historic trends and anticipated future trends, District staff estimates approximately $50,000 in developer fees annually into the future.

SECTION 6

FINANCING AND SEQUENCING

6.1 MASTER BUDGET AND SCHEDULE

The Implementation Plan integrates the District's academic achievement vision for its educational programs with facility improvements that must be sequenced and financed to accommodate these needs. The plan builds on previous accomplishments of the District to meet its facility requirements and incorporates ongoing projects into a facilities program that is meant to provide a blueprint for future improvements that will aid in the creation of 21st century learning environments and innovative academic initiatives for all pupils served by the District.

In anticipation of new students generated from expected new residential developments, a capital program has been developed that will utilize funding resources including GO bonds, CFD proceeds and developer fees to modernize, improve, and increase capacity at Sulphur Springs and Pinetree Schools and accommodate newly generated students at these sites. In summary, a capital program of approximately $124.5 million is proposed to be implemented over a ten-year period to achieve the following:

- Construct new permanent classrooms at Sulphur Springs and Pinetree
- Replace relocatables with permanent construction
- Achieve better parity between District schools
- Modernize existing school facilities and create 21st century learning environments

A proposed Master Budget and Schedule is presented in Table 22 to include estimated total sources and uses of approximately $124.5 million over a ten-year sequencing period.

Total sources of funding include a combination of local and State resources. Approximately $20.8 million in funding sources from Mello Roos Community Facilities Districts (CFDs) is anticipated to be available from remaining available balance from the 2002-1 Fair Oaks CFD and an existing mitigation agreement for the 2014-1 Vista Canyon CFD. From the District's 2012 Measure CK General Obligation Bond authorization, approximately $18.9 million is anticipated to be available for the program. This amount is less an encumbrance to pay off existing Certificate of Participation (COP) debt. In addition, the District has identified approximately $800,000 in existing unencumbered Measure CK funds that could be available to the program. A new General Obligation bond authorization of approximately $72.8 million is contemplated for a potential 2018 election to be sold over three series of bonds. Approximately $1.5 million in estimated Developer Fees includes $1 million in unencumbered balance from the District's existing funds along with an estimated $50,000 annual collection totaling $500,000 over 10 years based on historic and anticipated future trends. Finally, approximately $10.6 million in State Aid modernization reimbursements are estimated to be available based on proposed projects and school site eligibility.

The master budget for anticipated improvements require approximately $92 million across nine school sites including districtwide health and safety improvements (fencing). Costs for the proposed improvements were estimated in 2017 dollars using comparative per unit values from similar recently bid projects and incorporate a combination of “Hard” and “Soft” costs. In combination, they comprise what is properly called the total “Project” cost. Hard costs are those resultant from the construction itself. Soft costs are those costs that are an integral part of the building process and are usually preparatory to, or supportive of, the construction. These include professional fees and other related, but non-construction costs. Total project costs assume a 70% split for Hard cost and 30% split for Soft costs. Individual project contingencies are included within the assigned 30% Soft cost split for each project, to account for adjustments as may be required during design and construction.

An allowance of approximately $20.9 million is included to account for estimated annual cost escalation of 5% per year. An additional $11.3 million “Program Reserve” is recommended at approximately 10% of all proposed improvements plus escalation. This value has been incorporated within the proposed program to account for undetermined District needs, changes in State programs or requirements, or unforeseen circumstances beyond the amount established within each project as a contingency.

A proposed sequencing strategy is provided that optimizes the use of State funding, allows for an efficient use of construction resources, maximizes program efficiencies, and minimizes disruption to the education program, wherever possible. Sequencing is presented based on the District’s fiscal year calendar, in which effectively begins July 1 and ends June 30.

Priority sequencing has been placed on at Pinetree and Sulphur Springs schools based on development impacts to include new classroom buildings and modernizations. Pinetree improvements are proposed to commence in FY2017-18 with first focus on administration building, fire life safety, and library improvements followed by new classroom facilities and modernization of remaining facilities in FY2019-20. At Sulphur Springs, FY2017-18 improvements will commence with new classroom facilities followed by modernization of the remaining facilities in FY2019-20. In FY2020-21, improvements at Valley View have been prioritized to complete the site and better accommodate students in the MPR. Between FY2020-21 and FY2022-23, new classroom facility improvements are proposed at Mitchell, Leona Cox, and Canyon Springs providing increased permanent capacity. The program concludes with remaining school site modernization projects based on when schools were last modernized and/or the year a school site may have substantial estimated future modernization eligibility with the State in order to capture the most grant funding.

Table 22 – Proposed Master Budget and Schedule

FUNDING SOURCES	Estimated Amount	Sequencing (Fiscal Year)
Mello Roos CFDs		
CFD 2002-1 (Fair Oaks)	$1,280,000	2017-18
CFD 2014-1 (Vista Canyon)	$19,500,000	2017-18 thru 2026-27
Subtotal	**$20,780,000**	
General Obligation Bonds		
Measure CK (Less COP Payoff Encumbrance)	$18,900,000	2017-18 & 2019-20
Future Bond Authorization (2018 Election)	$72,776,594	2019-20, 2022-23, & 2024-25
Subtotal	**$91,676,594**	
Mitigation Payments		
Estimated Developer Fees	$1,500,000	2017-18 thru 2026-27
Subtotal	**$1,500,000**	
State Aid		
Estimated Modernization Reimbursements	$10,570,000	2020-21 thru 2026-27
Subtotal	**$10,570,000**	
Total Sources	**$124,526,594**	
FUNDING USES	**Estimated Amount**	**Sequencing (Fiscal Year)**
Pinetree Community School	$20,828,777	2017-18 & 2019-20
Sulphur Springs Community School	$11,887,809	2017-18 & 2019-20
Mitchell Community School	$13,690,521	2020-21 & 2024-25
Valley View Community School	$4,700,746	2020-21
Leona Cox Community School	$13,076,533	2021-22 & 2024-25
Canyon Springs Community School	$17,275,353	2022-23 & 2025-26
Fair Oaks Ranch Community School	$5,015,408	2023-24
Mint Canyon Community School	$2,524,513	2025-26
Golden Oak Community School	$2,330,320	2026-27
Districtwide Health and Safety Improvements	$950,000	2017-18 & 2018-19
Subtotal	**$92,279,979**	
Estimated Escalation	$20,926,016	
Districtwide Program Reserve	$11,320,599	
Total Uses	**$124,526,594**	

6.2 IMPLEMENTATION RECOMMENDATIONS

As the District begins to execute the Facilities Assessment and Implementation Plan, important actions must be undertaken for Board consideration as recommended below:

- Approve and adopt this Facilities Assessment and Implementation Plan, including the master budget and schedule
- Prepare procedures and standards for administration, bidding, award and selection of acquisition, design, construction, inspection and related services and professionals required to implement the adopted Facilities Assessment and Implementation Plan
- Undertake steps to secure funding, including procurement of State grants and local funding to provide for the orderly and efficient funding of the Facilities Assessment and Implementation Plan
- Develop and maintain communication protocols to apprise the Board, staff and the community of the progress to implement the Facilities Assessment and Implementation Plan

Once the Facilities Assessment and Implementation Plan is adopted, the District will need to proceed with the proposed program in concert with remaining planning, design and construction components that must be carefully coordinated together throughout implementation. The sequencing of tasks for professional services firms will need to be carefully guided and monitored to ensure progress, quality, and performance. The goal of the program will be to promote the proposed plan and stay within budget, timeline and phasing in order to meet the stated goals of the District. This will also mean going through the regulatory and environmental review processes, submittal of State grant applications, and compliance with all federal, State and local regulations, including review of all projects by required State agencies.