October 2021

DENAIR UNIFIED SCHOOL DISTRICT

FACILITIES ASSESSMENT AND IMPLEMENTATION PLAN

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

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EXECUTIVE OVERVIEW

Caldwell Flores Winters, Inc. (CFW) is pleased to present the Denair Unified School District with a 2021 Facilities Assessment and Implementation Plan. While the scope of improvements needed may be substantial, the intent of this 2021 plan is to limit proposed improvements to the amount of anticipated funding that may be available.

The District operates four schools serving transitional/kindergarten through fifth grade, sixth through eighth grade, and ninth through twelfth, with a fourth school supporting a hybrid learning homeschool for all grades. As of the 2020-21 school year, the total enrollment was 1,316 students. Based on County birth rates and enrollment trends at District-operated schools, total District enrollment is forecasted to decrease approximately 1.7% to 1,293 students by 2025-26. Generally, eligibility for State assistance programs for school construction or modernization is heavily dependent on current or projected enrollment. The District's projected decline in enrollment is consistent with general demographic trends for the County.

The District provides an educational program that implements rigor, enrichment, and differentiation for all students. The District serves TK-12th grade students living in the City of Denair and unincorporated portions of the County. Students receive curriculum and instruction that is Common Core State Standards (CCSS) aligned in Language Arts, Mathematics, Writing, History-Social Science, and English Language Development and Next Generation Science Standards (NGSS). In addition to these standards, all students are offered Spanish instruction, music, and choir. The high school has a thriving Future Farmers of America (FFA) group and offers several Career Technical Education (CTE) courses in agriculture and associated fields.

The District desires to offer 21st Century Learning environments that provide classroom environments to better support students and to implement educational programs that call for collaboration, communication, creative thinking, and problem solving.

Key features include:

- Flexible space and adaptable furnishings subject to reconfiguration and use as needed
- Flat screen high definition instructional monitors that accommodate mobile and stationary computer and display devices
- Tack boards and markerboards throughout that allow multiple writing surfaces and designated areas to pin student work and learning concepts

- Sliding markerboards that reveal windows or storage closets with capacity for existing cabinets and storage solutions currently in use
- Mobile storage

Local and State standards and consideration for the District's educational program goals, informed a recommended set of educational specifications to guide future facilities improvements. The recommended specifications summarize the approximate square footage required for new TK/K-5 elementary school sites serving a capacity of no larger than 600 students, middle school capacity of 400 students for grades 6-8 school, and a high school site serving a capacity of no larger than 600 students. Facilities previously constructed in the District may have been built to previous specifications and standards; the presented educational specifications reflect the District's intent for future facilities. Should enrollment grow in the future and funding becomes available, additional classrooms may be considered at specific schools where applicable.

An on-site assessment of all facilities was conducted in February 2021, to investigate District needs and areas of interest. Areas of interest included the physical conditions of classroom and support facility interiors and exteriors, grounds, and infrastructure. After the site assessments, discussions were held with the District to review observations, areas of potential interest for further consideration to be reviewed by the Board.

The District has previously benefited from the State's modernization and new construction grant program garnering modernization grants for Denair Elementary Charter Academy and Denair High School, and new construction grants for Denair Middle School. At this time, it is estimated that the District may be eligible once again for approximately $2.1 million in modernization grants towards the funding of approximately $3.5 million of proposed District projects. The District may further qualify for an additional $2.4 million in modernization grants towards the funding of an additional $4.0 million in District improvements by 2031, assuming current enrollment is maintained at eligible sites. Based on projected enrollment decline using State eligibility projection models and estimated current capacity to house students, the District was found not to be eligible for new construction funding at this time. To receive State grants, a district is required to match the grant portion of the cost of an eligible project from available district funds. The District was found not eligible for Financial Hardship funding due its level of bonded indebtedness.

Proposed facility improvements represent recommendations developed from an analysis of existing conditions, available funding, and desired improvements from the District. Discussions with the District have been ongoing as part of the planning process and priorities have been set according to the outcomes of those meetings. Based on the assessment process and input received, proposed projects are:

- Improve CTE facilities to support career pathways
- Provide new facilities to support science education at Denair Middle and Denair High Schools
- Provide 21st Century improvements to permanent classrooms
- House all students in permanent classrooms

- Replace older portables with permanent classrooms
- Continue planning for future growth from new housing developments

Four major sources of funding are proposed to finance a $35.0 million capital program: existing capital funds, projected developer fees, estimated State grants, and a future local funding source. The $35.0 million capital program is proposed to be implemented over three phases including $32.0 million in project improvements and $3.0 million in an estimated total program reserve. The program reserve can be used to address potential regulatory code compliance issues that arise during design and construction. All project costs for Phases 2 and 3 were adjusted for inflation to account for future construction and costs. Phase 1 relies on existing capital funds, projected developer fee collections, State aid modernization grants, and General Obligation Bond funds. Phase 2 will depend on projected developer fee collections and potential State reimbursement for the Career Technical Education (CTE) buildings constructed in Phase 1. Phase 3 concludes the program projected developer fee collections, State aid modernization grants, and General Obligation Bond funds.

Upon adoption of this Facilities Assessment and Implementation Plan, the goal of the program will be to promote the proposed plan and stay within budget, timeline, and phasing to meet the stated goals of the District. This document is limited to what can be reasonably accomplished based on what is known at this time and may need to be updated periodically to reflect changes in the fiscal and political environment. This will also mean going through the regulatory and environmental review process, submittal of State grant applications, and compliance with all federal, State, and local regulations, including the review and approval of all projects by required State agencies.

SECTION 2

DEMOGRAPHICS, ENROLLMENT, AND SCHOOL CAPACITY

This section provides a summary demographic overview and background data on school sites within the District. Existing and projected State, County, and District enrollment and District student housing capacity is also presented. A summary demographic overview of a district provides the context of the community in which the district operates its educational and support programs. The distribution of school sites throughout the area demonstrates the availability of existing schools to serve subareas of the community. Current and projected future enrollment impacts a district's capacity to house students as well as inform local policy decisions for school site specifications, classroom loading standards, and required resources.

Enrollment plays a key role in the State's evaluation of key facility funding programs such as the ability to garner matching grant assistance for new construction and modernization of existing facilities. Modernization grants are determined generally by the age of facilities, followed by classroom enrollment at each school site to determine the number of classrooms required to house the current school population in modernized classroom facilities. State assistance programs may also at times prioritize funding levels based on salient district demographic characteristics.

School site enrollment, capacity, and age of facilities serve as a basis for determining the level of eligibility for State funding assistance when establishing the level of need for additional or modernized school facility improvements. The estimated capacity of a district to house its students is provided by comparing the total student enrollment with the number of classrooms available at each school site based on the standards used to load or populate classrooms.

2.1 DISTRICT OVERVIEW

The Denair Unified School District (District) is located in Stanislaus County, approximately 5 miles east of Turlock. The District covers the City of Denair and unincorporated portions of the County, including the unincorporated town of Montpelier. Historically, much of Denair's economy was agriculture and ag-related industries. The construction and educational services sectors are also important to the economy of Denair.

The District currently operates four schools that serve transitional kindergarten/kindergarten (TK/K) through twelfth grade, and a K-12 independent study and hybrid homeschooling programs. As of the

FY2020-21 school year, the District enrolled 1,316 students at the District's four school sites. Table 1 provides a listing of the District's existing schools, and Figure 1 shows the locations of the District's schools. The District's permanent school facilities have been built over several generations and reflect the design principles and standards of their time. The schools in the District reflect the building standards of the time, with Denair Middle School being the newest facility as it was constructed in 2008.

Table 1: Existing School Sites

School	2020-21	Originally Built	Year Modernized
TK/K-5th			
Denair Elementary (DECA)	564	1955	*2000*
6th-8th			
Denair Middle School	223	2008	N/A
9th-12th			
Denair High School	287	1968	2002
TK/K-12th			
Denair Charter Academy	342	2002	N/A
Total Enrollment	1,316		

Figure 1: Schools in the Denair Unified School District

Sources: Google Earth, CFW Inc., Stanislaus County

2.2 DISTRICT DEMOGRAPHICS

Table 2 presents demographic information for the area within the District's boundaries. It is estimated that the District's attendance area was home to 4,865 residents as reported by the U.S. Census Bureau. Approximately 599 family households with children under 18, which encompasses children who would normally attend the K-12 system. The racial mix of residents primarily includes a high percentage of 64.9% whites and Hispanic/Latinos 30.6%. At $71,277, the median household income in the area was lower than the California median household income of $75,235, and the poverty rate for families with children was higher in the District (25.5%) compared to the State (12%). As provided by the California Department of Education (CDE) the District's student population includes approximately 61.6% percent of which qualifies for free and reduced-price lunch as of the 2020-21 school year.

Table 2: District Demographics

	Indicator	Value
Population	Total	4,865
	Under 5 Years	300
	5 to 9 Years	313
	10 to 14 Years	473
	15 to 19 Years	377
	20 Years and Older	3638
	Family Households with Children Under 18 Years	599
	Average Family Size	3.43
Race/Ethnicity	Hispanic/Latino (%)	30.6%
	White (%)	64.9%
	Asian (%)	3.5%
	Black/African-American (%)	0.0%
	Other (%)	0.0%
Income	Median Household Income (2019 inflation-adjusted dollars)	$71,277
	Families with Children in Poverty (%)	25.5%
	FY 2020-21 Free and Reduced Lunch (%)	61.6%

Sources: 2019 American Community Survey 5-Year Estimates; California Department of Education

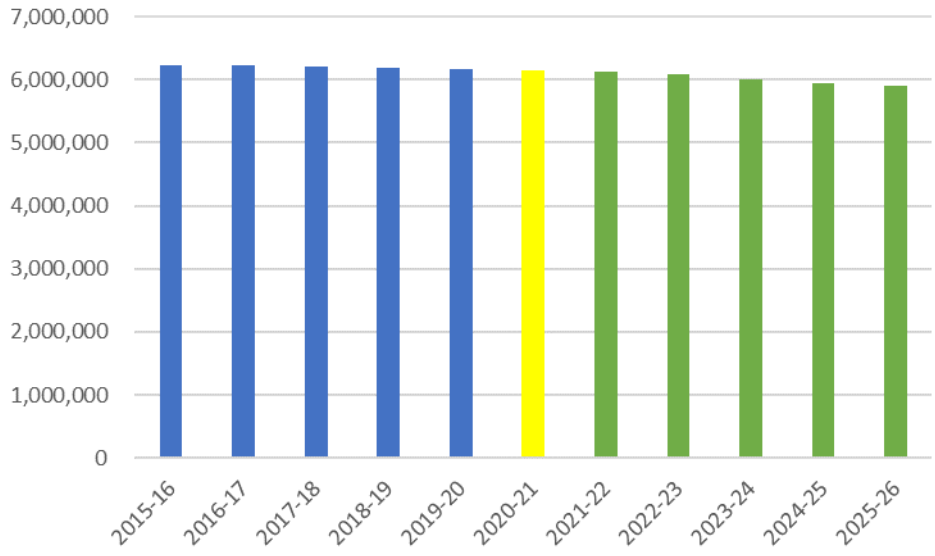
2.3 ENROLLMENT

Student enrollment impacts facilities funding programs for most California school districts in need of major facility improvements. The California Department of Finance, Demographic Research Unit tabulates actual and projected K-12 enrollment based on Department of Education enrollment data and Department of Public Health births, including TK students. These projections allow a district to evaluate its enrollment trends relative to its neighbors and the State.

As shown in Figure 2, for the State overall, K-12 enrollment has been generally level over the last five years, but from 2020-2021 through 2025-26 the overall decline is projected to be approximately 4.3%. This is due to a general decrease in births across California, which corresponds to lower future enrollment.

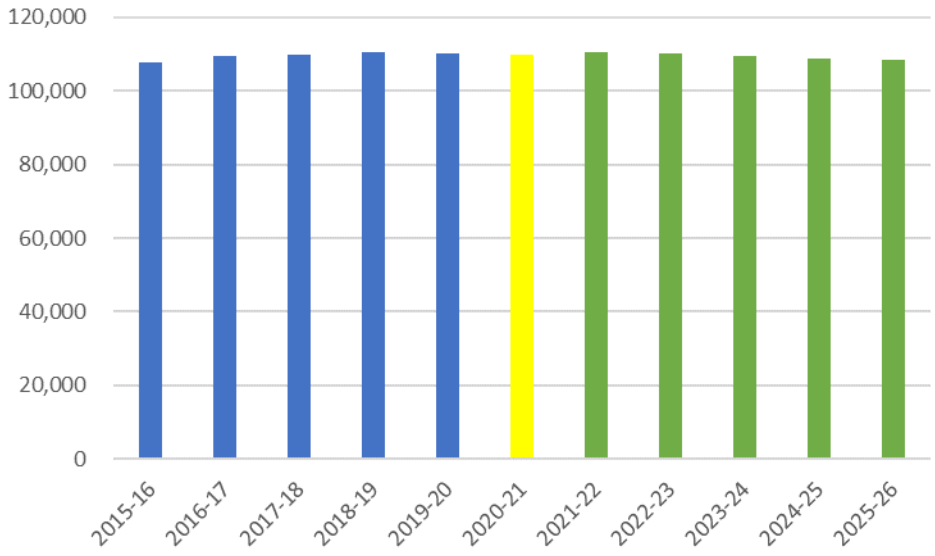
More locally, shown in Figure 3, the State's data for K-12 enrollment in Stanislaus County indicates an increase of 2,338 students, or approximately 2.2%, since 2015-16 and a projected decrease of approximately 1.3% to 108,600 K-12 students by 2025-26.

Figure 2: California Statewide Historical and Projected K-12 Enrollment



Source: California State Department of Finance

Figure 3: Stanislaus County Historical and Projected K-12 Enrollment



Source: California State Department of Finance

While the State does not provide individual district-level enrollment projections, the State does provide base data that can be interpolated with the use of local data to establish enrollment trends to date and

predict future enrollment levels. Typically, a child born in the District's community is likely to begin attending kindergarten at the age of five. The California Department of Finance in conjunction with Department of Public Health compiles birth data by County and ZIP code, which can be utilized to establish the historical correlation between births and the District's kindergarten enrollment. In addition, the State demographers also publish estimated future births by County, which can then be used to project future kindergarten enrollment at the District level based on the historical correlation.

Over the past several years, the implementation of the Kindergarten Readiness Act (SB1381) established TK as a bridge between preschool and kindergarten, to provide students with time to develop fundamental skills needed for success in school in an age and developmentally appropriate setting. The District enrolls students in K that turn 5 years of age by September 1 and enrolls students in TK if the student turns 5 years old between September 2 and December 2. Both programs, however, are elective and not mandatory. The District currently accepts all eligible TK students who enroll. Statewide, TK enrollment has yet to be fully established in equal numbers to kindergarten; though most districts are able to attract an approximately 20 percent increase in the annual kindergarten enrollment from eligible TK students. Once a projection of future K enrollment is established, it can be coupled with historical student cohort survival rates between grade levels to project grade matriculation over time between grades 1 through 8. The cohort survival method reviews the movement of students through grades and serves as an indicator of net migration of students and grade level enrollment over time.

As shown in Table 3, enrollment data from the District for the current 2020-21 school year indicates 600 students are enrolled in TK/K through fifth grade and 246 students in grades sixth through eighth, and 470 students in grade nine through twelfth for total enrollment of 1,316 students.

Table 3: 2020-21 District Enrollment by Grade

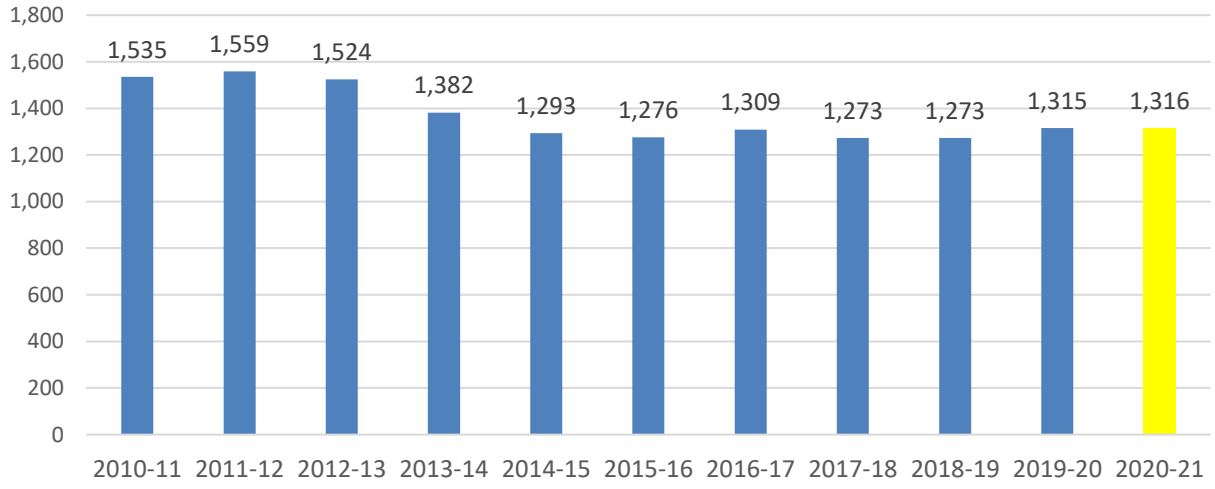
Grade	Enrollment
TK/K	117
1	97
2	99
3	98
4	86
5	103
TK/K-5 Subtotal	***600***
6	65
7	92
8	89
6-8 Subtotal	***246***
9	81
10	123
11	122
12	144
9-12 Subtotal	***470***
TK/K-8 Total	***1,316***

Table 4 and Figure 4 provide a summary of the District's 10-year enrollment history. Over the past ten years, the District experienced a 17% decline in enrollment through 2018-19, representing a loss of 262 students. In the 2019-20 and 2020-21 school years, the enrollment stabilized around 1,316, adding 43 students. While many school districts across the State experienced enrollment declines due to Covid-19, Denair avoided this decline due to the safety protocols instituted by the District that allowed a hybrid model with learning pods, expanding to the 90% of students returning to campus after spring break in April.

Table 4: District 10 Year Enrollment History

	Historical Enrollment										Current	
Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	5-Yr Change
TK/K	93	82	100	92	91	114	119	129	126	131	117	3
1	99	102	81	85	77	70	103	101	100	108	97	27
2	112	91	102	75	79	84	80	102	94	94	99	15
3	83	104	78	85	79	77	87	70	100	92	98	21
4	85	93	110	80	86	78	82	90	62	101	86	8
5	97	84	96	100	75	87	78	80	93	66	103	16
6	120	102	89	87	94	84	88	78	84	90	65	(19)
7	118	117	114	81	81	89	93	92	66	85	92	3
8	124	128	130	119	90	88	99	91	92	68	89	1
9	132	126	106	112	103	67	80	77	89	103	81	14
10	148	161	149	117	131	122	88	96	104	106	123	1
11	181	166	169	162	126	157	139	106	120	122	122	(35)
12	143	203	200	187	181	159	173	161	143	149	144	(15)
Total	1,535	1,559	1,524	1,382	1,293	1,276	1,309	1,273	1,273	1,315	1,316	40

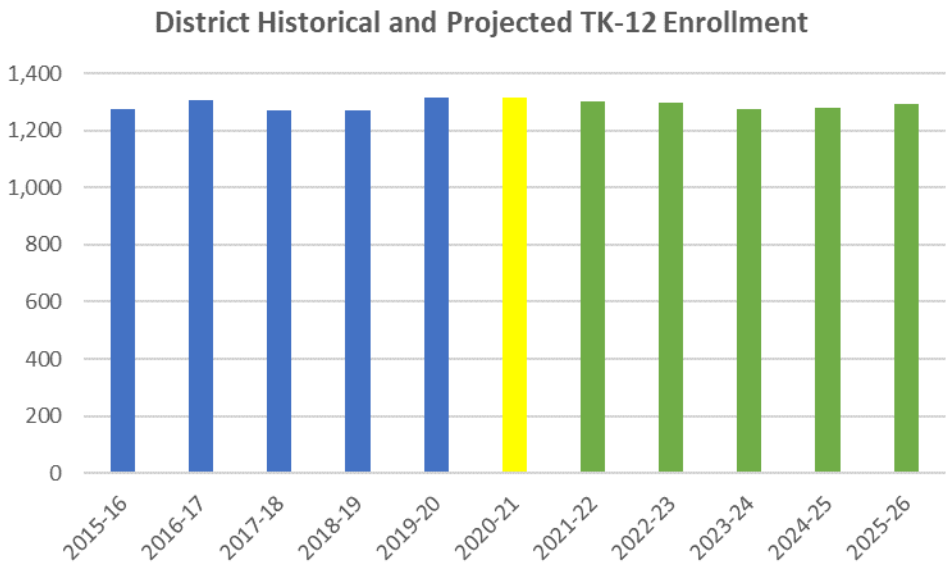
Figure 4: District 10 Year Enrollment History



Source: CALPADS; CFW

Figure 5 and Table 5 provide a history of District enrollment between fiscal years 2015-16 and 2020-21 and projected enrollment through 2025-26. Based on County birth rates and enrollment trends at District-operated schools, total District enrollment is forecasted to decrease approximately 1.7% to 1,293 students by 2025-26. Most of the decline is anticipated in the lower grade levels, and this projection does not include the impact of potential new residential housing development.

Figure 5: District Historical and Projected Enrollment, 2015-16 to 2025-26



Source: CALPADS; CFW

Table 5: District Historical and Projected Enrollments, 2015-16 to 2025-26

						Current	Projected					
Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	5-Yr Change
TK/K	114	119	129	126	131	117	110	112	111	109	108	(9)
1	70	103	101	100	108	97	102	101	103	102	101	4
2	84	80	102	94	94	99	95	100	99	101	99	0
3	77	87	70	100	92	98	92	88	92	92	94	(4)
4	78	82	90	62	101	86	100	94	89	94	93	7
5	87	78	80	93	66	103	85	98	92	88	93	(10)
6	84	88	78	84	90	65	103	85	98	92	88	23
7	89	93	92	66	85	92	66	105	86	100	94	2
8	88	99	91	92	68	89	99	71	113	93	108	19
9	67	80	77	89	103	81	79	88	63	101	83	2
10	122	88	96	104	106	123	94	92	103	74	117	(6)
11	157	139	106	120	122	122	139	107	104	117	84	(38)
12	159	173	161	143	149	144	138	158	121	118	132	(12)
Total	**1,276**	**1,309**	**1,273**	**1,273**	**1,315**	**1,316**	**1,303**	**1,299**	**1,276**	**1,280**	**1,293**	**(23)**

Source: CALPADS; CFW

SECTION 3

EDUCATIONAL VISION, PROGRAMS, AND PROPOSED SPECIFICATIONS

The Denair Unified School District provides a comprehensive educational program for its students. The District serves TK-12th grade students at one TK-5 elementary schools and one 6-8 junior high school and one 9-12 high school, in addition to a K-12 homeschool charter academy. The District desires to continue with the current grade configuration.

The District's mission statement is"Denair Unified School District empowers tomorrow's leaders through exemplary instruction and powerful innovative programs. Our exceptional school environments are the best educational choice for all students." When the superintendent was asked how she would like for the community and parents to describe the District she said: The District provides exemplary instruction, powerful innovative programs, and school environments that meet the needs for all the students. She said the highest compliment would be for parents to say, "You met my kid's needs" which means their academic needs as well as their social and emotional needs.

As with all Districts in the State, last school year was spent in both distance learning and hybrid learning due to the pandemic. The District monitored and adjusted to this new learning environment by providing internet access to students who did not have it, purchasing additional software for student use and a learning management system to organize learning materials. All students were given a 1:1 learning device to use at home. For the 2021-22 school year, the District is providing full in person learning at school.

To achieve the District's mission a two-part process is required — *the* ***educational program*** that establishes methodologies for promoting lifelong learning, and a ***facilities program*** that must be created to manifest the capital improvements required to support these educational initiatives and desired outcomes. Together, they need to formalize the educational and capital program that matches the District's and community's vision and goals and establish the specifications for future capital facilities required to support the academic success of its students.

3.1 EDUCATIONAL PROGRAM

Denair Unified School District serves students in Pre-school through twelfth grade at three school sites. All the schools and District office are in one 90-acre parcel. There are technically six schools in the District,

but all of the K-5 students are enrolled in Denair Elementary Charter Academy and Denair Elementary School remains a school with a CDS code but does not have any enrolled students. The school campuses are one in the same. Denair Elementary Charter Academy is a California School Public Charter, a dependent charter of Denair Unified School District, serving students in TK-5th grades. Denair Middle School and Denair High School are located adjacent to each other. Proximity provides for a great deal of collaboration between the two sites. Denair Charter Academy supports students on Home School instruction in gradesK-8 with additional resources and is an independent study school for grades 9-12. The District also runs a countywide State Preschool at Denair Elementary Charter Academy. The preschool is one classroom with an AM and PM program (48 student in total) and is located within the kindergarten wing of classrooms.

3.1.1 DENAIR ELEMENTARY CHARTER ACADEMY K-5 PROGRAM

At Denair Elementary Charter Academy (DECA), parents choose one of two programs when enrolling their students: Traditional or Dual Language Immersion (DLI). Approximately three fifths of the students choose the Traditional Program in which students receive instruction in English with Spanish offered as a world language two or three days a week in a Spanish lab setting. The other two fifths of the students are enrolled in the DLI (Spanish/English) which is a 90/10 model, with K students receiving 90% of their instruction in Spanish and 10% in English. As they move through the grade levels, the percentage of time spent in Spanish language instruction decreases until they are 50% Spanish and 50% English instruction in 4th grade. Students may only enter the program when they are kindergarteners. This year the program has grown through the fifth grade and will be expanded to the middle school next year with the goal of expanding into the high school after that.

The K program is a full day program, and the District has students come from Districts nearby that only offer a half day program. The K students are taught in general purpose classrooms, not Title 5 compliant classrooms that are at least 1350 square feet with a restroom and storage/workroom accessible from the classroom.

DECA provides a comprehensive education including the Common Core State Standards (CCSS) based curriculum, integration of the visual and performing arts, character development, cultural development and world/foreign language instruction. The school provides a well-defined experience with technology and college bound initiative. Enrichment experiences are provided through Academic Adventures which allow students to explore “Adventures” in such areas as the arts, theater, health and nutrition, science and technology. These “Adventures” are taught by classroom teachers in their classrooms and are offered two to three days a week. Students can also enroll in Multi-Cultural Dance Program called Baile Academy.

3.1.2 DENAIR MIDDLE SCHOOL

Denair Middle School (DMS) comprehensive education includes the CCSS based curriculum for English Language Arts (ELA) and math, the Next Generation Science Standards (NGSS) for science, and social studies standards. Sixth grade students participate in outdoor education called Foothills Horizons. There

is a strong articulation with the high school which allows student who are ready to take classes at the high school and receive high school credit for the classes. The Future Farmers of American (FFA) has a Discovery Program at the middle school which is extremely popular with the students.

3.1.3 DENAIR HIGH SCHOOL

Denair High School offers AP courses and pre-AP courses to students. The art program is very strong. There are several 2+2 articulation agreements with the local community colleges. In a partnership with Modesto Community College, students can take American Sign Language. The high school has six Career Technical (CTE) Pathways: four are within the Agriculture and Natural Resources Industry Sector, one is Criminal Science and the another is Health Services. This past year, the high school implemented a Farm to Fork program using the food waste from the cafeteria to feed the pigs at the school farm. The District applied for a CTE Facilities Program grant to provide for an expansion of Agricultural Pathways with state-of-the-art technology that centered around soil testing, water testing, and the use of drones in agriculture.

Because the school is small, students may take virtual learning classes such as German that are not offered at the school. Students can participate in a variety of clubs: California Scholarship Federation (CSF), Academic Decathlon, Denair Matters, Purple Ladies, Beta Club, Library Club, Drama Club, Key Club, and PHAST Club.

3.1.4 DENAIR CHARTER ACADEMY

K-8 Program

Students who attend Denair Charter Academy for K-8 are in a home-schooling educational program. They come to the charter once a week to get additional textbooks and supports for their home schooling. They meet with their teacher for one hour each week.

High School

The Denair Charter Academy offers a variety of courses to students either on the Charter site or they can attend a specific class at the comprehensive high school. Students come to the school one day a week, meet with the teacher for one hour who checks their work, gives them feedback and then they receive the work for the next week which they do in an independent study educational format. Students can select from the following courses: Business, Consumer Family Studies (Careers, Child Development and Guidance, Etiquette, Fashion and Fabrics, Independent Living, Teen Living), English, Fine Arts (Art I, Art II, Art History, Ceramics I, Ceramics II and Photography), Freshman Minis (Health and Computer Literacy), Foreign Language (American Sign Language and Spanish), Mathematics, PE, Science (Animal Science, Biology, Earth Science, Environmental Science, Physical Science, Wildlife Forestry), Social Studies, Trade and Technology (Automotive Technology, Culinary, Housing Concepts), Graduation Pathways, CyberHigh Courses, and Edmentum, Inc Online Courses.

3.1.5 ADDITIONAL PROGRAM INFORMATION

Special Education

Each of the schools has one Resource Specialist (RSP) program that provides services to qualifying students through both the push-in model (the RSP teacher provides academic services in the classroom) and pull-out model (the RSP teacher provides services to the students in a designated room in small groups). The District provides speech services on a pull-out basis to students who qualify. The elementary school has two mild to moderate Special Day Classes (SDC) and the middle and high school each have one mild to moderate SDC program. Students attend over half of the day in the SDC classroom and are mainstreamed into the general education classrooms to the greatest extent possible. At the high school, there is one moderate to severe SDC program for students who need additional academic support. This program focuses on life skills. Students in the moderate to severe SDC program receive instruction for most of the school day in the SCD classroom.

Enrichment Programs

The District has a strong FFA program at the middle and high schools and would like to expand the FFA Program into the elementary school for students in first through fifth grades. This would take the form of an outdoor garden or small farm. The District would also like to expand the music program, specifically band, for all first through twelfth grade students. The middle school and high school have performing arts facilities but the elementary is lacking performaing arts space.

Intervention Programs

The District uses Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) to meet the instructional needs of students. Intervention programs are Read 180 and Math 180 for students who need additional academic support. Paraeducators “push-in” to classrooms to provide additional support to student or provide one-on-one tutoring. The District also has a robust (Positive Behavior Interventions and Support Systems) PBIS program in place to meet the social/emotional needs of the students and provide a positive school climate. To provide for the English Learners (EL), the District has hired an EL Coordinator and paraeducators and a newcomer’s program to provide intensive English language and cultural support to students who have newly arrived to California. The District also provides English Language Development ELD intervention to seven through twelfth graders.

Technology

The District believes that technology is a tool that should serve learning, the pedagogy should drive the technology, not the technology driving the pedagogy. This year the District purchased over 460 hotspots and 300 Chromebooks to support students in distance learning so there is now a 1:1 ratio of devices to students. On-learning learning resources were purchased and are listed on the school site web pages. The District also provided technology support to parents while students are in distance learning. In recent years, the District has upgraded the technology infrastructure to meet the classroom needs. Classrooms

need to be designed and set up with technology tools to support teachers to use the technology to benefit instruction. The use of the "Red Cat" system is an example.

Cafeteria and Multipurpose Rooms

The elementary school has a rolling lunch period in which one grade level comes into the cafeteria to eat and when finished, the next grade level "rolls" into the cafeteria. This takes one and half hours. There is only one lunch period at the other schools. The elementary and middle school need outdoor shelters for eating outdoors. The elementary school also has a full gymnasium that is used for physical education, school assemblies and events, and community events during non-school hours.

3.2 EDUCATIONAL FACILITIES

The educational facilities of the District house the current educational program. The District is committed to repairing and updating facilities to provide the necessary learning environments and equipment needed for their educational programs. To support the District's educational program, the instructional shifts because of the pandemic, the professional development for the implementation of the CCSS and NGSS, and the implementation of the CTE pathway programs, the District will pursue a facilities program that integrates robust technology and modern, flexible classroom furnishings to maximize the educational benefit of the educational program for the students. These flexible and modern classrooms (as described below) with high levels of technology provide the classroom environments to support teachers as they provide the instructional shifts necessary to promote collaborative learning environments in which students are actively engaged in 21st Century skills (as required for the implementation of the CCSS and NGSS) such as creating projects that require problem solving, creating unique solutions to problems, communicating with others, engageing in critical thinking, and promoting curiosity and inquisitiveness.

3.2.1 21ST CENTURY LEARNING ENVIRONMENTS

Referred to as the 21st Century learning environment, a revamped, technology enabled, flexible learning environment is needed to facilitate and promote collaboration, communication, creative thinking, and problem solving, which are all a requirement of the CCSS and NGSS, within the classroom. When used to their fullest potential, the 21st Century learning environment provides an environment for teachers to become the facilitators of learning, guiding students to learning mastery and providing opportunities for students to engage with other students in projects that require application of knowledge and skills, seek out answers to questions and problems, and create projects that demonstrate mastery of the standards thereby becoming masters of their own learning.

A learning environment geared for modern learning and instructional methods requires thoughtful consideration for the features and amenities in that environment. CFW developed an assembly of 21st Century Learning Environments to be used in conjunction with CCSS and to be considered by the District. It focuses on the integration of a digital environment with modern teaching methods that can be utilized with existing educational programs. For example, floor-to-ceiling whiteboards allow creativity to flourish from any side of the classroom. Ergonomic chairs increase student concentration, while adjustable tables

allow easy reconfiguration for solo or group work needs. High-definition instructional displays with wireless connectivity to handheld devices reinvent the way students and teachers collaborate.

Sample 21st Learning Environments

Flexible Space and Adaptable Furnishings: Flexible space and adaptable furnishings are two of the keys that unlock the full potential of the classroom in the 21st Century. Flexible rooms are designed to be as open as possible, so that the furniture inside can be configured for different purposes as needed. 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 or whole group instruction within a matter of minutes. Students can read, write, design, create, or discuss in a variety of arrangements, all of which can be reconfigured at the instructor's discretion.

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. Student desks and chairs are mobile and easily moveable and provided at a size appropriate for TK through twelfth grade age students. Both the desks and chairs have casters that can be locked to provide for easy movement and flexibility. Tables and seating can be adjusted to accommodate State or local classroom loading standards.

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

Multiple write-erase surfaces are found on walls throughout the room, preferably at floor-to-ceiling height to maximize space for drawing, writing, or similar activities. Maximum flexibility of such surfaces is available on each of the four walls of the room. Walls with windows will normally require sliding

markerboards so that windows can be covered if a full writable wall is needed. Markerboards should also be magnetic to allow materials (papers posters, etc.) to be magnetically "pinned" to the surface. Markerboards encompass approximately 80% of the total wall space in a general purpose classroom.

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. Multiple built-in shelves can be provided behind sliding markerboard walls five and a half feet above the floor to allow for mobile storage units to be located in this space for books and learning materials, with one having the capability to recharge 1:1 devices.

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

For each classroom, three flat screen displays measuring at least 60 inches diagonally are found to provide easy visual access from any place in the classroom or to provide the ability to have students in three different groups receive three different sets of content for smaller group instruction. In student resource centers or school libraries, a substitution of one 100" high definition display monitor is usually used to present one set of information to the entire group. All displays should have at least three HDMI inputs and built-in Wi-Fi equipment or an attached accessory device that enables Wi-Fi access so that the teacher can use multiple kinds of equipment (handheld device, computer, DVD player, streaming, etc.) on each monitor.

The monitors are technology agnostic so that they can be used with the platform selected by the District. In addition, the monitors are less costly to upgrade, do not require proprietary software and licenses, and provide additional flexibility to the District.

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

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

By adding 21st Century classroom improvements, as presented above, the District will improve upon the State standards by also providing mobile, flexible furnishings to provide maximum flexibility in the classroom, monitors mounted to the walls, floor to ceiling white boards, and wireless connectivity throughout the room.

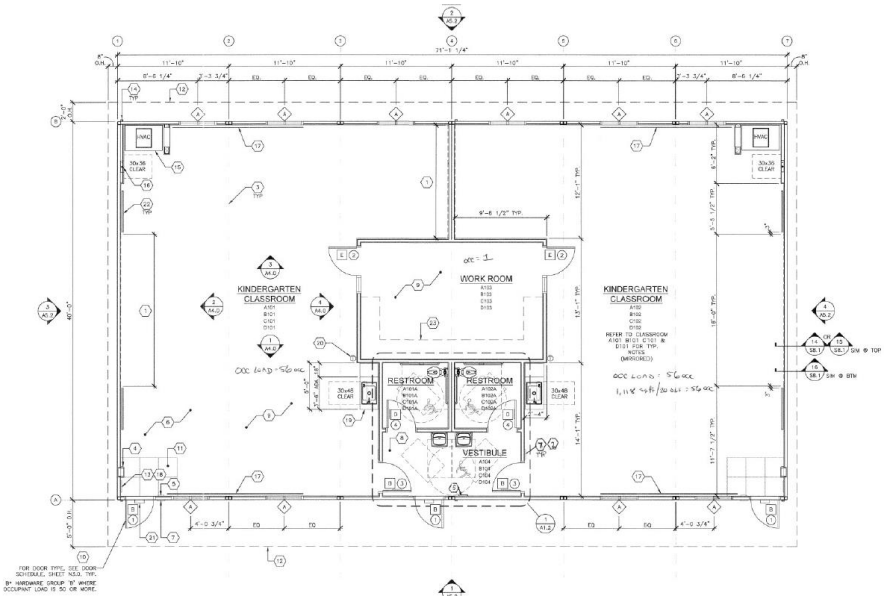
3.2.2 SPECIFIC FACILITY USES

In addition to making repairs to school facilities and upgrading the learning environments to support the goals of 21st Century learning, the facilities must house the needs of the District and follow the requirements of the California Code of Regulations. The District will have students in each of the learning environment or support services spaces described in this section.

Preschool and Transitional Kindergarten/Kindergarten Classrooms: To meet State licensing requirements, a preschool facility must conform to Title 22 of the California Code of Regulations. Minimum requirements include: a minimum of 75 square feet per child of outdoor activity space based on the total licensed capacity that is located in an area that is easily and safely accessed by the children and includes a shaded rest area with equipment and activities arranged so as not to interfere with each other, a 4' fence must enclose the outdoor activity, a minimum of 35 square feet per child of indoor activity space based on the total licensed capacity, an individual storage space for each child to store his/her belongings, one toilet and one hand washing sink for every 15 children with a separate toilet and sink for use by teachers, staff, ill children, and in the case of emergency, and a drinking fountain installed for use by children both inside and outside. Ideally, most of these standards could be integrated in the design of TK and K classrooms, expanding the potential use for "flex-classrooms" as depicted in Figure 6.

The State standard for a TK or K classroom is not less than 1,350 square feet, including restrooms, storage, teacher preparation area, and wet and dry areas. The restrooms are self-contained within the classroom and designed to allow supervision of play yards as well as all areas of the classroom. The play yard is designed to provide a variety of activities for development of large motor skills. The sample floor plan in Figure 6 utilizes permanent modular construction and accommodates Title 5 requirements. It also takes advantage of shared workspace and storage, creating a smaller overall footprint. Periodically, the State has made funding available to provide Title V compliant Kindergarten Facilities and the 2021-2022 CA State Budget deal framework currently includes close $490 million in funding for preschool/transitional kindergarten/kindergarten facilities subject to an application and competitive process.

Figure 6: Sample Floor Plan of New TK/Kindergarten Classroom Building



General Purpose Classrooms: The CCSS require students to collaborate, communicate, create and solve problems using the basic skills they have learned. Students must also engage in higher order thinking skills and more rigorous instruction. Under State standards, these classrooms must be 960 square feet or more and provide the space in which students study and learn the CCSS in the core subject areas: ELA, math, social studies, and science.

Special Education: The State requires 480 square feet if 9-28 students are on the RSP caseload. A 200square foot room is required for speech services with an office being required for psychologist and counseling services. The State standard for a classroom for students with the moderate to severe profile (SDC Severe) for intellectual learning disabilities is 1,080 square feet for the classroom. For students with a mild to moderate profile (SDC), the classroom must be similar as the general education classroomAgain, 21st Century improvements including mobile, flexible furnishings, white boards, a monitor on the wall, and wireless connectivity will be incorporated into each of these support spaces so that maximum flexibility and use is achieved as feasible.

Each of the schools has one RSP program. The elementary school has two mild to moderate classes and the middle and high school each have one mild to moderate program. At the high school, there is one moderate to severe program for students who need additional academic support. This program focuses on life skills. Speech services are also provided to students who qualify.

Science Labs: Under State standards, a science lab must be at least 1,300 square feet including storage and teacher preparation area. A secured storage area must be provided for volatile, flammable, and corrosive chemicals and cleaning agents along with exhaust fume hoods, eye washes, and deluge showers. Floor and ceiling ventilation must be provided in areas where chemicals are stored. The lab must have the capability for technology which complements the curriculum. The 21st Century improvements presented above will build upon the State requirements for science labs by implementing 21st Century

improvements, including wireless connectivity throughout the lab, three monitors mounted to the walls, floor to ceiling whiteboards, and flexible furnishings to provide maximum flexibility in the lab space.

The science labs at Denair High School do not meet the square footage requirements of the HGSS, as described above. The newer science spaces, built in 2008, at Denair Middle School provide adequate space.

Multipurpose Buildings (MPR) and Lunch Periods at Elementary Sites:

21st Century specifications call for MPRs to function well with multiple uses. In this case, the number of desired lunch periods and number of assemblies required to accommodate the enrollment are primary drivers for assessment and equipping of MPRs. Other planned multiple uses for the area also influence the space. The size of lunch/assembly areas are generally configured to support an allowance of 15 square feet per student, excluding preparation, storage, and bathroom facilities. A ceiling height of at least 22 feet will be required to meet the specification for gym and sports activities for students in middle grades as well as required locker/changing room facilities.

In addition to the MPR space at Denair Elementary Charter Academy, the school makes use of a gym for school assemblies and events. This is a tremendous asset for the school and would be unattainable for many school districts as project economics make a separate gym space financially out of bounds. Sound mitigation wall panels can improve gym acoustics, making the gym function better as an event space.

Libraries: Libraries are no longer limited to the circulation of books. School libraries should now be the hub for students to be empowered with 21st Century skills such as the four C's – critical thinking, communication, collaboration, and creativity skills. To support the District's intention to implement 21st Century learning environments, libraries must utilize an integrated approach to teaching and learning facilitates innovative and effective practices that empower students to learn, think critically, communicate effectively, work collaboratively with peers, and become creative in their approach to analyze information and solve problems.

The State standard for a Library/Media Center requires the size of the library to be proportional to the maximum planned school enrollment but not less than 960 square feet, provide security for technology and media equipment, contain space and capability for computer terminals for student to use for research and report writing, be designed for open and closed-circuit television, have a dedicated phone line, electrical outlets for stand-alone computers, and conduit connecting all instructional areas.

The District will build upon the State standards for Library/Media Centers by providing 21st Century amenities that create an open and inviting area that can accommodate both large and small groups designed to encourage students to want to seek information and collaborate with others. The furniture is inviting, comfortable, moveable, and flexible so that the space is easily reconfigured to meet the needs of the various groups using the space. Books are on bookshelves around the perimeter of the room and on sturdy moveable shelves. There is wireless internet connectivity throughout. There is a variety of furniture so that different kinds of arrangements are possible and various kinds of uses of the space are encouraged. A large 100-inch flat screen display is mounted on one wall.

Intervention Spaces: There are no State standards for intervention spaces. A general purpose classroom or a smaller room, depending on the number of students in the intervention program, usually meet the needs of the academic program.

CTE Pathways: Classrooms that house CTE Pathway programs are highly specialized to meet the educational standards of the pathway program and to replicate a real-life work situations with industry specific equipment. The rooms are designed and built to an industry standard specification with input from CTE industry sector advisory committees and industry partners.

Technology: The District has 1:1 technology integration with Chrome Books for all students. Each student has one device at home and another one at school, so students do not need to bring the device to school each day. Each site has the Wi-fi capacity needed for today's demand. However, sites could benefit from an increase to the data and electrical capacity on campus given that demand on Wi-fi is expected to increase significantly over the next couple years.

3.3 EDUCATIONAL SPECIFICATIONS

Educational specifications for facilities are required by Education Code sections 14001 and 14030. Although school districts have wide latitude in the design of their schools, they must ensure that the design is consistent with the California Code of Regulations, Title 5 standards. These standards include quantifiable minimums for various school site attributes, including site acreage and classroom square footage. Educational specifications outline essential educational concepts and detailed facility requirements so that the "form" of school facilities effectively follows the "function" required by the educational program. Educational specifications also help to anticipate activities, evaluate existing school sites, and estimate costs associated with the modernization and construction of school facilities.

Local and State standards, as well as consideration for the District's educational program goals, led to the development of a recommended set of educational specifications presented below for consideration for future facilities improvements.

Table 6 provides a summary of the educational specifications for TK/K-5 facilities. It summarizes the approximate square footage required for new TK/K-5 elementary school sites serving a capacity of no larger than 600 students. A school of this size will have 24 general purpose classrooms, five TK/K classrooms, and one SDC. The following support spaces are provided: RSP room, speech, and psychologist office. A main school administration building contains a main reception area, offices for the principal and administrative assistant. There is a health office and toilet, a conference room, workroom for staff and staff toilets. The library media center has a main area with one breakout room, storage areas for both library and tech storage, and a maker's space. The MPR is large enough for a school of 600 students to have no more than three lunch periods. It has a serving kitchen as well as food storage, refrigerator, and freezer space.

Table 7 summarizes the educational specifications for grades 6-8 facilities including the approximate total square footage required for a middle school site serving a capacity of no larger than 400 students. For a school of this size, 18 general purpose classrooms are needed and one SDC as well as specialty classrooms:

two science labs, and one each: computer science and visual arts room. Support spaces needed are a RSP room, Speech and Psychologist office, and two counselor's offices. The administration building includes a main reception area, principal's office, administrative assistant, a conference room, work room, health office and toilet, staff toilets and storage area. The library media center has a main library area, storage room, maker's space and storage for library use as well as technology. The MPR is large enough to feed a school of 400 student in three lunch periods per day, has a full cooking kitchen with a refrigerator, freezer and food storage areas. Facilities previously constructed in the District may have been built to previous specifications and standards; the following educational specifications reflect the District's intent for future facilities.

Table 8 summarizes the educational specifications for grades 9-12 facilities including the approximate total square footage required for a high school site serving a capacity of no larger than 600 students. For a school of this size, 15 general purpose classrooms are needed and one SDC as well as specialty classrooms: four science labs, six career technical education facilities, and one each: visual arts room, performing arts room. Support spaces needed are a RSP room, speech and psychologist office, and two counselor's offices. The administration building includes a main reception area, principal's office, vice principal's office, administrative assistant, campus supervisor office, a conference room, work room, health office and toilet, faculty lounge, staff toilets, and storage area. The library media center has a main library area, storage room, maker's space and storage for library use as well as technology. The MPR is large enough to feed a school of 600 student in three lunch periods per day, has a full cooking kitchen with a refrigerator, freezer and food storage areas. Facilities previously constructed in the District may have been built to previous specifications and standards; the following educational specifications reflect the District's intent for future facilities.

Given the current enrollment and size of the District's existing schools, and facilities needs, it is recommended that each of the schools maintain their current permanent classroom capacity to house their current enrollment, adding new Title 5 compliant kindergarten classrooms at the elementary school, and new NGSS compliant science labs at the high school. Additionally, it is recommended that the high school add one new general purpose classroom, and two new CTE classrooms and a new CTE barn. Should enrollment grow in the future and funding becomes available, additional classrooms may be considered at specific schools where applicable but not to exceed the educational specification.

Table 6: Proposed TK/K-5 Educational Specifications (600 Student Capacity)

SPACE	AREA	UNITS	TOTAL
Classroom	960	24	23,040
Kindergarten (4 Kinder, 1 TK)	1,185	5	5,925
Special Ed/SDC	960	1	960
Teaching Space (Total Sq. Ft.)			**29,925**
Special Ed/RSP	960	1	960
Speech Office	250	1	250
Psychologist Office	150	1	150
Teaching Support Space (Total Sq. Ft.)			**1,360**
K Workroom/storage	100	5	500
Toilets	65	5	325
Kindergarten Support Space (Total Sq. Ft.)			**825**
Lobby/Waiting	300	1	300
Reception/Clerical	75	2	150
Principal's Office	200	1	200
Admin Assistant	75	1	75
Conference Rm	250	1	250
Work/Main Copy Rm	250	1	250
Health Office	100	1	100
Nurse/Health Clerk	75	1	75
Health Office Toilet	65	1	65
Workroom/Lounge	600	1	600
Kitchenette/Vending	150	1	150
Staff Toilets	195	2	390
Administrative Space (Total Sq. Ft.)			**2,605**

SPACE	AREA	UNITS	TOTAL
Main library area	750	1	750
Storage Room	100	1	100
Small Breakout Rm	75	3	225
Makers Room	480	1	480
Tech Work/Storage Rm	150	1	150
Library Media Center (Total Sq. Ft.)			**1,705**
Multipurpose Room	3,500	1	3,500
Chair/Table Storage	200	1	200
Control Room	75	1	75
Presentation/Serving area	1,000	1	1,000
Storage Room	200	1	200
Food Prep Kitchen	650	1	650
Walk-in Refg/Freezer	75	1	75
Dry Storage	75	1	75
Locker Alcove	50	1	50
Office/Workstation	75	1	75
Toilet/Changing	75	1	75
Custodial Services	100	1	100
Multipurpose Facility (Total Sq. Ft.)			**6,075**
Lunch Shelter	2,800	1	2,800
Kindergarten Shade Structure	1,200	1	1,200
Restrooms	2,200	1	2,200
TOTAL CLASSROOMS		**30**	
TOTAL BUILT AREA (SQ. FT.)			**48,695**

Table 7: Proposed 6-8 Educational Specifications (400 Student Capacity)

SPACE	AREA	UNITS	TOTAL
Classroom	960	18	17,280
Special Ed/SDC	960	1	960
Science Lab	1,200	2	2,400
Computer Science	1,200	1	1,200
Visual Arts	1,200	1	1,200
Teaching Space (Total Sq. Ft.)			**23,040**
RSP	960	1	960
Counselor Office	100	2	200
Speech Office/Psychologist	250	1	250
Science Prep/Work Room	200	1	200
Visual Arts Work/Storage Rm	200	1	200
eaching Support Space (Total Sq. Ft.)			**1,810**
Lobby/Waiting	300	1	300
Reception/Clerical	75	2	150
Principal's Office	200	1	200
Admin Assistant	75	1	75
Campus Supervisor/Flex office	150	2	300
Conference Room	250	1	250
Work/Main Copy Rm	250	1	250
Health Office	100	1	100
Nurse/Health Clerk	75	1	75
Health Office Toilet	65	1	65
Faculty/Staff Workroom/Lounge	600	1	600
Kitchenette/Vending	150	1	150
Staff Toilets	195	2	390
Parent/Conference/Workroom	300	1	300
Storage Room	100	1	100
Administrative Space (Total Sq. Ft.)			**3,305**

SPACE	AREA	UNITS	TOTAL
Main library Area	750	1	750
Work Room	100	1	100
Storage Room	300	1	300
Small Breakout Room	250	1	250
Tech Work/Storage Rm	200	1	200
Tech Room/MDF	150	1	150
Library and Resource Center (Total Sq. Ft.)			**1,750**
MPR Room	4,500	1	4,500
Chair/Table Storage	200	1	200
Control Room	75	1	75
Presentation Serving Area	1,000	1	1,000
Food Prep Kitchen	650	1	650
Walk-in Refg/Freezer	75	1	75
Dry Storage	75	1	75
Locker Alcove	50	1	50
Office	75	1	75
Toilet/Changing Rm	75	1	75
Custodial Services	100	1	100
MPR/Food Service Facility (Total Sq. Ft.)			**6,875**
Lunch Shelter	2,800	1	2,800
Restrooms	3,000	1	3,000
TOTAL CLASSROOMS		**23**	
TOTAL BUILT AREA (SQ. FT.)			**42,830**

Table 8: Proposed 9-12 Educational Specifications (600 Student Capacity)

SPACE	AREA	UNITS	TOTAL
General Purpose	960	15	14,400
RSP	480	1	480
Moderate to severe	1,080	1	1,080
Special Ed/SDC	960	1	960
Teaching Space (Total Sq. Ft.):			**16,920**

Visual Arts	1,200	1	1200
Ag Welding	2,500	1	2500
Health Medical Pathway	1,300	1	1300
Criminal Justice	960	1	960
Horticulture	1,200	1	1200
Agriculture Pathway (Vet)	1,200	1	1200
Pathway Classrooms (Total Sq. Ft.):			**8,360**

Science Labs	1,200	4	4,800
Prep/Work Rooms	100	4	400
Science Labs (Total Sq. Ft.):			**5,200**

Band/Choir/Drama Room	1,850	1	1,850
Offices	150	1	100
Uniform/Equipment Storage	150	2	150
Individual Practice Rooms	150	2	300
Performing Arts (Total Sq. Ft.):			**2,400**

Dining Area/Multipurpose/Serving	4,000	1	4,000
Table/Chair Storage	300	1	300
Control Room	75	1	75
Walk-In Cooler/Freezer	100	1	100
Dry Storage	75	1	75
Storage	200	1	200
Cooking Kitchen Area	650	1	650
Kitchen Office	75	1	75
Locker/Restroom	75	1	75
Custodial Services	100	1	100
Multipurpose Facility (Total Sq. Ft.):			**5,650**

Main Library Area	1,000	1	1,000
Career Center	480	1	480
Work Room	100	1	100
Tech Work/Storage Rm	200	1	200
Storage	300	1	300
Library Media Center (Total Sq. Ft.):			**2,080**

Gym	9,000	1	9,000
Locker Rooms	1,200	2	2,400
Weight Room	1,500	1	1,500
Concessions/Ticket Booth	200	1	200
PE Office	150	2	300
Storage/Equipment	500	1	500
Restrooms	120	2	240
Gymnasium (Total Sq. Ft.):			**14,140**

Attendance Office	100	1	100
Reception/Waiting Area	300	1	300
Administrative Workstations	75	2	150
Conference Room	300	1	300
Support Office Staff	100	1	100
Health Services + Restroom	300	1	300
Faculty Lounge	600	1	600
Principals Office	200	1	200
Vice Principal Office	150	1	150
Campus Supervisor Office	100	1	100
Student Store	300	1	300
Storage/Record Storage	300	1	300
Staff Restrooms	195	2	390
Administrative Space (Total Sq. Ft.):			**3,290**

Staff Restrooms	120	6	720
Restrooms	250	12	3,000
Restroom (Total Sq. Ft.):			**3,720**

TOTAL CLASSROOMS	**26**
TOTAL BUILT AREA (SQ. FT.)	**61,760**

SITE ASSESSMENTS

The District, its educational program, and facilities have continued to evolve. The District's current facilities were constructed over several generations. The original District high school, the administration building and first section of classrooms at Denair Elementary Charter Academy was built in 1955, with additional classrooms and modernization occurring through 2000. Denair Middle School was built in 2008, and Denair High School dates to 1968 with subsequent modernization through 2002.

The District now wishes to assess the general condition of facilities, their ability to meet the current and envisioned educational program, and the need for improvements to be made to house and educate its students. In preparation, the District reviewed its educational program, State, and local requirements for housing its students, and a set of proposed educational specifications by which to evaluate existing facilities and plan for future improvements. It has also assessed its enrollment and its capacity to house students in permanent and portable classrooms and established a desire to accommodate as many teaching stations as possible in dedicated permanent school facilities and to provide 21st Century Learning Environments throughout the District, where feasible.

On that basis, an on-site assessment of all facilities was conducted in March 2021, to investigate District needs and areas of interest. Areas of interest included the physical conditions of classroom and support facility interiors and exteriors, grounds, and infrastructure. This information was then distilled into worksheets (available in Appendix A to this report) and summaries of work that may be required based on State and District standards. After the site assessments, discussions were held with the District to review observations, areas of potential interest for further consideration to be reviewed by the Board.

4.1 DENAIR ELEMENTARY CHARTER ACADEMY




Denair Elementary Charter Academy (DECA) is located at 3460 Lester. The school is bounded by residential development to the north and east and District owned properties to the south and west. The campus shares many of the same support facilities as the Denair Charter Academy. The school was originally built in 1955 and modernized in 2000. DECA has a total of 28 permanent classrooms and ten 10 portable classrooms.

Facilities are spread out throughout the northern half of campus, with blacktop and playfield on the northern border and playfields making up the southern half of campus. Four rows of single-loaded classrooms, oriented north to south, line the northern boundary of campus near Elm Street and Hawthorne Street. Three additional single-loaded wing of classrooms are located on the south side of the administration building closer to the Denair Charter Academy. The portable facilities are also located in two primary areas of campus, one being between the cafeteria and gymnasium and the other being in the northeast corner of campus near the permanent kindergarten classrooms and butting up against Elm Street. There are two green spaces on campus, one adjacent to the gymnasium near the near smaller parking lots on campus, while the larger playfield in located on the southern portion of campus. The primary blacktop space on campus is located between the cafeteria, permanent classroom buildings, and the southern playfield, creating a natural quad in the middle of campus.

The dedicated bus cut out is located on Madera Avenue along the eastern boundary of the campus. Parent drop off and pick up also occurs in this area, as well as near the front of the school on the western boundary along Lester road. There are three parking lots on campus. One near the administration building with access from Lester Road that contains 46 spaces is also shared with the Denair Charter Academy and District office. The parking lot on the eastern side of campus at the intersection of Merced Avenue and Hawthorne Street contains 97 spaces. A third lot is located to the north of the administration building and blacktop area with access from Fresno Avenue and contains 22 spaces.

4.1.1 EXISTING USES AND CONDITIONS

Figure 7: Denair Elementary Charter Academy Existing Conditions

Permanent classrooms are located in two main areas of campus. Three rows of classrooms (Rooms 5-15) are located in the northern part of campus. Rooms 5-12 are of similar size and condition. These classrooms are approximately 910 square feet with fluorescent lighting, single-pane windows, and wooden panels on the walls. These rooms are mostly carpeted expect for approximately 250 square feet of laminate flooring near the exterior doors and sinks. Each of these rooms have 19 to 29 linear feet of built-in casework along the shorter walls. Rooms 5-8 have plastered ceilings whereas Rooms 9-12 have cathedral ceilings and glue-in ceiling tiles. Besides Room 9, which has one monitor, the rest of the rooms have an overhead projector and pull-down screen. These classrooms, along with their furniture, fixtures and equipment, are shwong their age and are limiting the utility of the learning space.

Classrooms 5-12 Conditions

Kindergarten instruction is located in Rooms 13-15. Rooms and 13 and 14 are approximately 910 sqaure feet, while Room 15 is approximately 1,100 square feet, and each room has additional storage space and

access to interior student restrooms. These rooms have glue-in ceiling tiles, LED lighting, dual pane windows running along two walls with built-in casework underneath the windows. These rooms are mostly carpeted but have 250 square feet of laminate flooring near the exterior doors and near the sinks and restrooms.

Kindergarten Classroom Conditions

The wing containing Rooms 33-37 contains the greatest range of sizes and amentities in clasrroms across campus. Rooms 33-34 are 850 square feet, while Rooms 35 and 37 are 1,067 square feet. These rooms have glue-in ceiling tiles and LED lighting, dual pane windows along the longer walls with casework underneath the windows. Rooms 35 and 37 have additional casework along one of the shorter walls, as well. These rooms also have painted and wooden walls panels without tackable materials. Room 37, the former science lab. Has ceramic tile flooring and an additional storage roomm while Rooms 33-35 have carpeted flooring. All of these classrooms have an overhead projector with a pull-down screen and no monitors. These classrooms, along with their furniture, fixtures and equipment, are showing their age and are limiting the utility of the learning space.

Classrooms 33-37 Conditions

Clasrooms 46-57 are of similar size and condition. These rooms are approximately 900 square feet and have lay-in ceiling tiles, LED lighting, dual pane windows running along one walls, and one wall lined with built-in casework along with one sink. These rooms are mostly carpeted but have 250 square feet of laminate flooring near the exterior doors and near the sinks and restrooms. Room 46 is used as the school computer lab and contains 33 desktop monitors. All of these classrooms have an overhead projector with a pull-down screen and no monitors. These classrooms, along with their furniture, fixtures and equipment, are showing their age and are limiting the utility of the learning space.

Classrooms 46-57 Conditions

The portable facilties on campus are all 900 square feet and located in two general areas. Three of the portable spaces (Rooms 18-20) are located near the cafeteria. These spaces are of identical size and similar condition. P1-P6, the other portable facilities on campus, are located in the northeast corner of campus neares the kindergarten classrooms. Room 20 is used as the teacher's lounge. Rooms P1 and P2 have sinks and interior restrooms. Rooms 18-20 and P1-P2 are all showing their age, with carpet starting to warp in some places. At the time of the assessment, Rooms P3-P6 were new to campus and had yet to be used for instruction. These newer portable classsrooms are in good condition, though they lack sinks and modern furniture and fixtures.

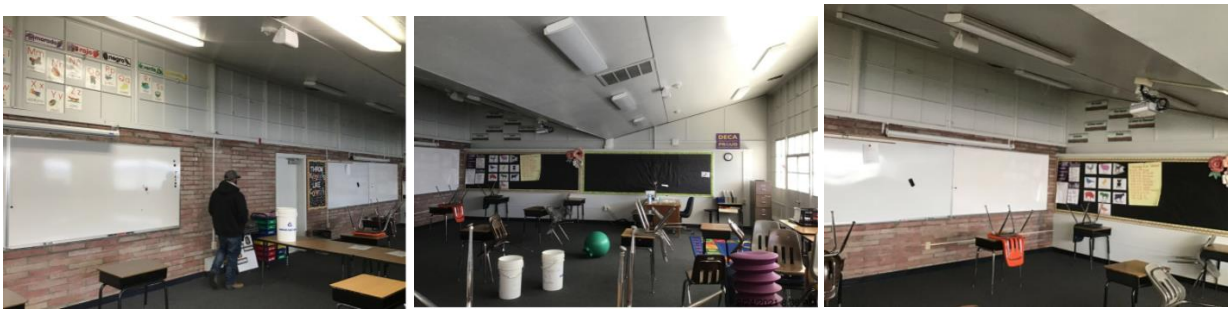
Typical Portable Conditions

The school's administrative facilities are spread throughout several buildings across the campus. the main office at the front of campus, approximately 2,220 square feet, includes a lobby area, reception, principal and assistant principal offices, archive storage, nurse's office, and student and staff restrooms. The individual offices are sufficient size. The nurse's office, which is 183 square feet, has no interior access to a restroom. Students need to exit the nurse's office and walk down the hallways to access a restroom.

The office includes approximately 1,700 square feet of dedicated facilities for the administrative functions of the school. Designed facilities include a lobby area, reception, principal and spare administrative offices, teacher work area, nurse's office, back offices, and student and staff restrooms. Fixtures and furnishings in the administration spaces are well maintained but are dated and inflexible in their use. The reception area separates the entrance from the parking lot from the entrance into the rest of the school. Room 16, a 1,114 square foot space, is used as both book storage and as the teacher prep and work room. Both Speech, located near Room 52 in a 550 square foot space, and the counselor office space, located in a 175 square foot room, are sufficient in size.

Administrative Conditions

The library (Room 1) is located in a permanent wing and is the combination of two former classrooms, making up approximately 1,887 square feet. Next door, in Room 3 is the language lab, which is the same size and conditions. In the library, there are traditional, dated library furnishings consisting of rectangular desks with student chairs and a traditional circulation desk located near the front door. There is single pane windows, fluorescent lighting, and carpet through the room, with built-in casework along all four walls. There are five desktops along the north wall. One side of the room features and old screen and projector unit. The room is in decent condition and well maintained, though the furniture and configuration of the space limits flexibility and could benefit from a reconfiguration of the space along with updated furnishings.



Library and Language Lab Conditions

The MPR serves as the general assembly area as well as the cafeteria, which is approximately 3,150 square feet. The cafeteria has single pane windows and the flooring is worn. Tables used during meal periods are folded and pushed to the side during assemblies and performances. The kitchen, which is on the west wall, has stainless-steel kitchen equipment and measures 806 square feet. Despite its size, the kitchen feels much smaller due to its configuration. Students flow through the lunch line from outside into the eating area.

MPR and Kitchen Conditions

DECA is fortunate to have a gymnasium separate from its cafeteria facility. This building includes a 6,846 square foot gymnasium that is used for physical education instruction and extracurricular activities. This room, which can hold 1,050 people per fire code, has a 25 foot ceiling with glue-in ceiling tiles, vinyl flooring that are separating, and built-in bleachers along the east wall. Tables and the mobile stage, which is placed on the west wall for assemblies and events, are stored against the walls when not in use. There are two former locker rooms, each of approximately 800 square feet, that include restrooms and showers that are being used as storage. There is also a 740 square foot PE teacher office that is also used for

storage. The after school program is also housed in this building in a 1,407 square foot room with concrete flooring and exposed overhead pipes. This building does not have HVAC.

Gymnasium Conditions

4.1.2 COMPARISON TO EDUCATION SPECIFICATION

Using the proposed educational specifications for TK/K-6 school sites as a guide, Denair Elementary Charter Academy generally meets basic requirements. There are no classrooms on campus that meet current Title 5 requirements for kindergarten instruction. The permanent classrooms are in overall fair condition and could use modernization work. These classrooms also lack the flexibility in space due to the amount of built-in casework. These older built-ins are less flexible and limit the instructional options of the spaces.

The administrative office on campus mostly includes the required offices and student support spaces and are in overall good condition for their age. The library meets the recommended square footage requirements but could also use modernization work and does not include spaces such as breakout or makers rooms. Additionally, the library lacks 21st Century furniture, fixtures, and equipment. The MPR is in overall good condition and meets educational specifications.

4.1.3 PROPOSED FACILITIES IMPROVEMENTS

At Denair Elementary Charter Elementary, it is recommended that all existing permanent classrooms are modernized to standardize the use of technology in the classroom and to provide the flexible furnishings that support collaborative learning and other educational goals. This modernization effort will include the demolition of casework, new flooring and paint, miscellaneous repairs, and 21st Century classroom infrastructure requirements such as data boxes and electrical. It is also recommended to modernize the

existing library into a 21st Century media center. This media center would incorporate amenities of a media center mentioned in the educational specifications section. Furthermore, as DECA has no classrooms that meet current Title 5 guidelines for kindergarten classrooms, it is recommended that five new kindergarten classrooms meeting the educational specifications provided be constructed. These classrooms will be 1,350 square feet each, including student restrooms with interior access and prep and storage rooms. To build these new classrooms in the proposed location, older portable classrooms will need to be removed from campus. The new kindergarten classrooms can include an additional staff restroom to address a need identified by District staff on campus.

4.2 DENAIR MIDDLE SCHOOL

Denair Middle School (Denair Middle) is located at 3701 Lester Road. The school is bounded by agricultural land to the north and west, and District facilities to the east and south. The newest of the District's school sites, Denair Middle was originally built in 2008 and has seen no major modernization work since its construction. Denair Middle has a total of twenty three (23) permanent classrooms and no portable classrooms.

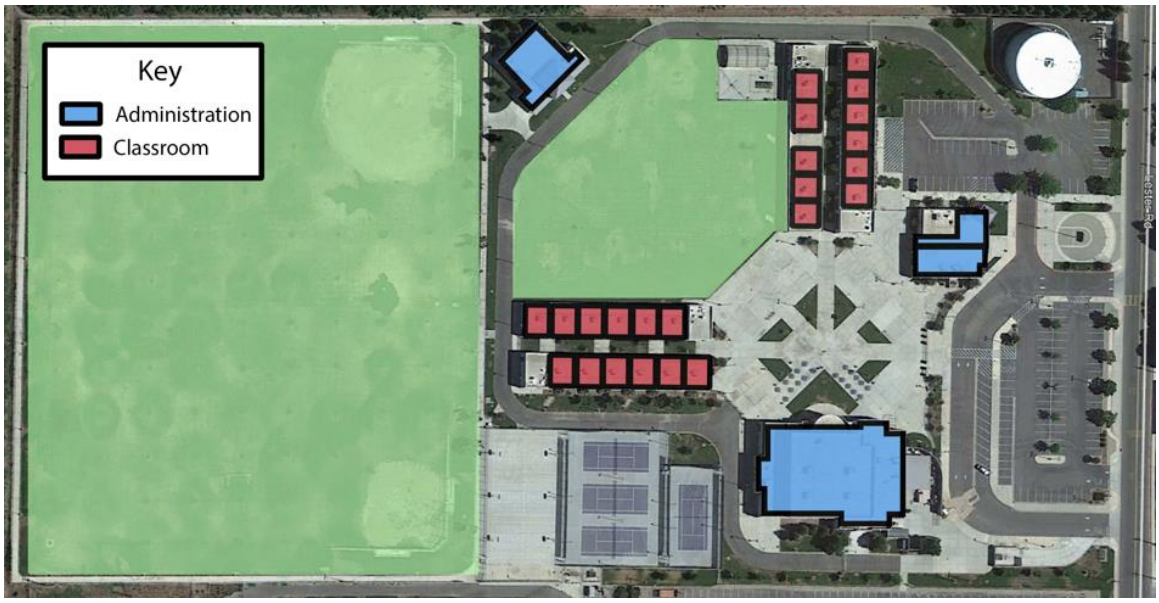
Directly behind the administration building is an outdoor quad that provides clear line of sight to all facilities on campus. the northern area of the quad leads to two of the 4 wings of classrooms on campus, all of which are single-loaded wings. Wings A and B are located directly behind the administration building, run north to south, and face inwards forming a small green outdoor corridor between the two wings. Wings E and F follow the same layout but are oriented east to west and are accessed from the western side of the quad. The gymnasium, kitchen, and cafeteria building are located on the southern end of the quad, with blacktop area to its west. The western half of campus is green space and playfields.

There is a dedicated parent and bus drop off loop with access from Lester Road that circles the primary parking lot. The primary parking lot, nearest the gymnasium and administration buildings, contains 94

parking spaces. The smaller parking lot on campus, closest to Wing A, contains 56 spaces. Combined, these parking lots provide sufficient parking space on campus.

4.2.1 EXISTING USES AND CONDITIONS

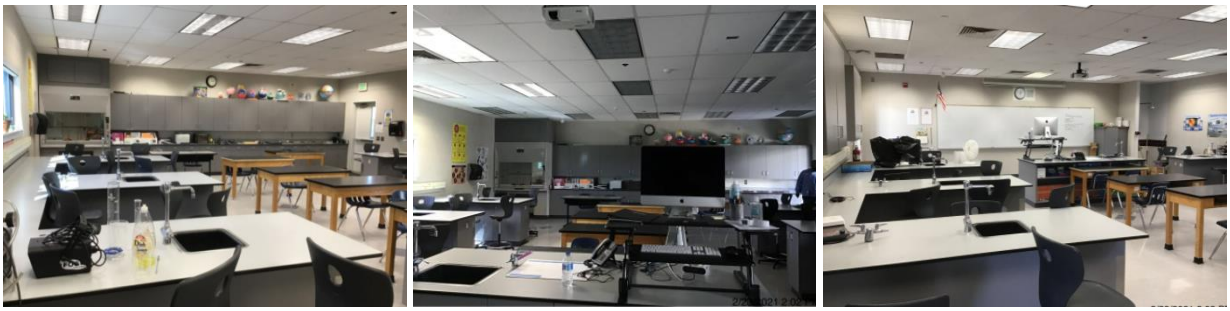
Figure 8: Denair Middle School Existing Conditions



All of the 23 classrooms at Denair Middle School are housed in permanent facilities. The classrooms in Wing A (A1-A6) and Rooms B 1-3 are of similar size and condition. These classrooms, which are predominately used for general purpose instruction, have LED lighting, lay-in ceiling tiles, dual pane windows, and tackable materials on most of the wall space. These classrooms also have a sink located near one corner built int the casework. For flooring, approximately 200 square feet near the front door and sink are ceramic tile, while the remaining floor area is carpeted. These classrooms have overhead projects or projectors with a screen on one wall with no monitors installed. Overall, these rooms are in good condition. However, the amount of built-in casework limits the flexibility of the space. Additionally, the furniture, fixtures and equipment lack the flexibility of 21st Century classrooms furnishings.

Wings A and B Classroom Conditions

The two science labs on campus are located in Wing B (Rooms B4 and B5). These rooms are approximately 1,141 square feet and contain 49 linear feet of built in casework along three walls. These rooms also have LED lighting, lay-in ceiling tiles, dual pane windows, and ceramic tile flooring. There are built-in student work stations attached to the walls that have sinks, and outlets. These labs have both projectors and monitors, as well as heat vents and emergency showers.



Wings B Science Labs Conditions

The classrooms in Wings E and F are the same size and condition. These classrooms are approximately 906 square feet with 39 linear feet of built-in case work along two walls. These classrooms, which are predominately used for general purpose instruction, have LED lighting, lay-in ceiling tiles, dual pane windows, and tackable materials on most of the wall space. These classrooms also have a sink located near one corner built int the casework. For flooring, approximately 200 square feet near the front door and sink are ceramic tile, while the remaining floor area is carpeted. These classrooms have overhead projects with a screen on one wall with no monitors installed. Overall, these rooms are in good condition. However, the amount of built-in casework limits the flexibility of the space. Additionally, the furniture, fixtures and equipment and inflexible in their use.

Wings E and F Classroom Conditions

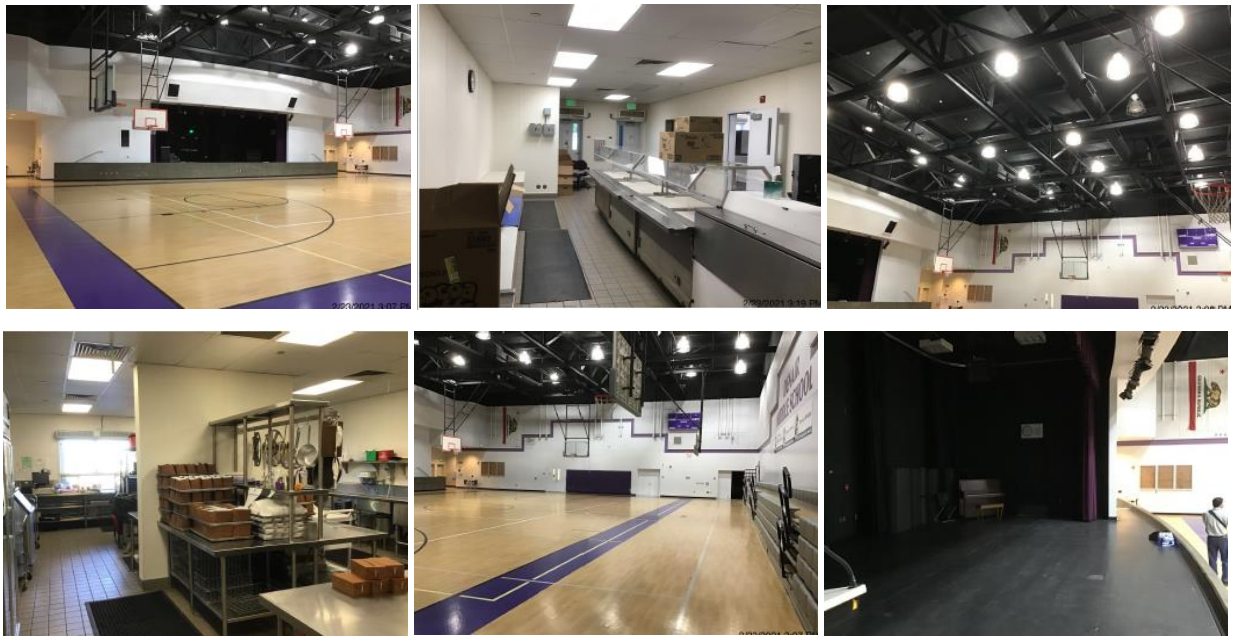
The school's administrative facilities include approximately 6,100 square feet of dedicated facilities for the administrative functions of the school. Facilities include a lobby area, reception, administrative offices for the principal, counselor, attendance, campus supervisor. Additionally, the administration building houses, a nurse's office, a staff lounge and workroom, and restrooms for both students and staff. The reception area serves as the gateway between the parking lots and the rest of the campus. The nurse's office, 164 square feet in size, does not have interior access to a restroom; students have to use the restrooms near the front office. The building itself, as well as fixtures and furnishings, are well maintained.

Administration Building Conditions

The library is housed in a 1,645 square foot permanent room that includes a mix of newer and more traditional library furnishings consisting of round and rectangular desks with student chairs and a traditional circulation desk located near an exterior door. There is a production room accessible through the south end of the library that also includes book storage space. There is a computer lab adjacent to the library. This 906 square foot room 17 desktops, flexible furniture, and casework along the Western wall. These rooms are overall in good condition and well maintained, though the configuration of the space limits flexibility and could benefit from a reconfiguration of the space along with updated furnishings.

Library and Computer Lab Conditions

Denair Middle School's gymnasium building measures 8,000 square feet and includes space for assemblies, a kitchen, a staff lounge, and student restrooms. The ceiling in the main gym space measures 33 feet high with foldable bleachers along the east wall, with the stage along the west wall. There are foldable, mobile tables that are stored in a dedicated storage room and can be wheeled out as needed. The gym floor is in good condition and well maintained, though the product underneath the sheet vinyl flooring leads to creaky sounds when stepped on. The HVAC system works well. The student restrooms are approximately 195 square feet and in good condition. The kitchen is 1,350 square feet with equipment focused primarily on preparing meals for students and cleaning food service and prep materials. This area is clean and well maintained with enough storage space. There is an additional 770 square foot serving area, known as the "chow line," for students to line up and take their food.



Gymnasium, Stage and Kitchen Conditions

The Wellness Center, which houses physical education instruction and extracurricular programs, is located in the northwest corner of campus. This 4,290 square foot space is used as the weightlifting room on campus and also has its own restroom facilities. This space is in good condition and appears to be well used by students and the community. The space between the Wellness Center, general purpose classrooms, and the administration building forms an open green space. This is also a 1,190 square foot greenhouse near the Wellness Center that appears to be in good condition albeit unused.

Wellness Center Conditions

4.2.2 COMPARISON TO EDUCATION SPECIFICATION

When compared to the proposed educational specifications for TK/K-6 school sites, Denair Middle School generally meets basic requirements, but requires adjustments to existing spaces to fully reach District goals. The permanent classrooms are all in good condition and well maintained, though each of the classrooms could use furniture, fixtures, and equipment identified for 21st Century learning environments. The school site has enough permanent classrooms to meet educational specifications, therefore there is no need to construct new facilities. However, the school lacks a classroom with the capability of housing a STEM laboratory.

The administrative specifications call for a space totaling 3,305 square feet, which are met by the existing facilities across campus. The administrative office includes the required offices and student support spaces. The combined library and computer lab exceeds the recommended 1,750 square foot requirement but does not include spaces such as breakout or makers spaces or the recommended flexible furniture. The MPR is of sufficient size and is in good condition.

4.2.3 PROPOSED FACILITIES IMPROVEMENTS

At Denair Middle School, it is recommended that all existing permanent classrooms receive partial modernization efforts to bring all schools to the same level of condition and amenities. As the classrooms are relatively new and still in good condition, this modernization effort will include providing new furniture, fixtures, and equipment and 21st Century classroom infrastructure requirements such as data boxes and electrical. These modernization efforts will also be implemented in the two existing science labs. This will allow all modernized classrooms in the District to have the same amenities. To keep up with the growing demand on STEM instruction and to prepare students for the pathway programs in high school, it is also recommended the Denair Middle School create a STEM lab. To save costs, it is proposed that two adjacent permanent classrooms be converted into one larger STEM lab.

4.3 DENAIR HIGH SCHOOL

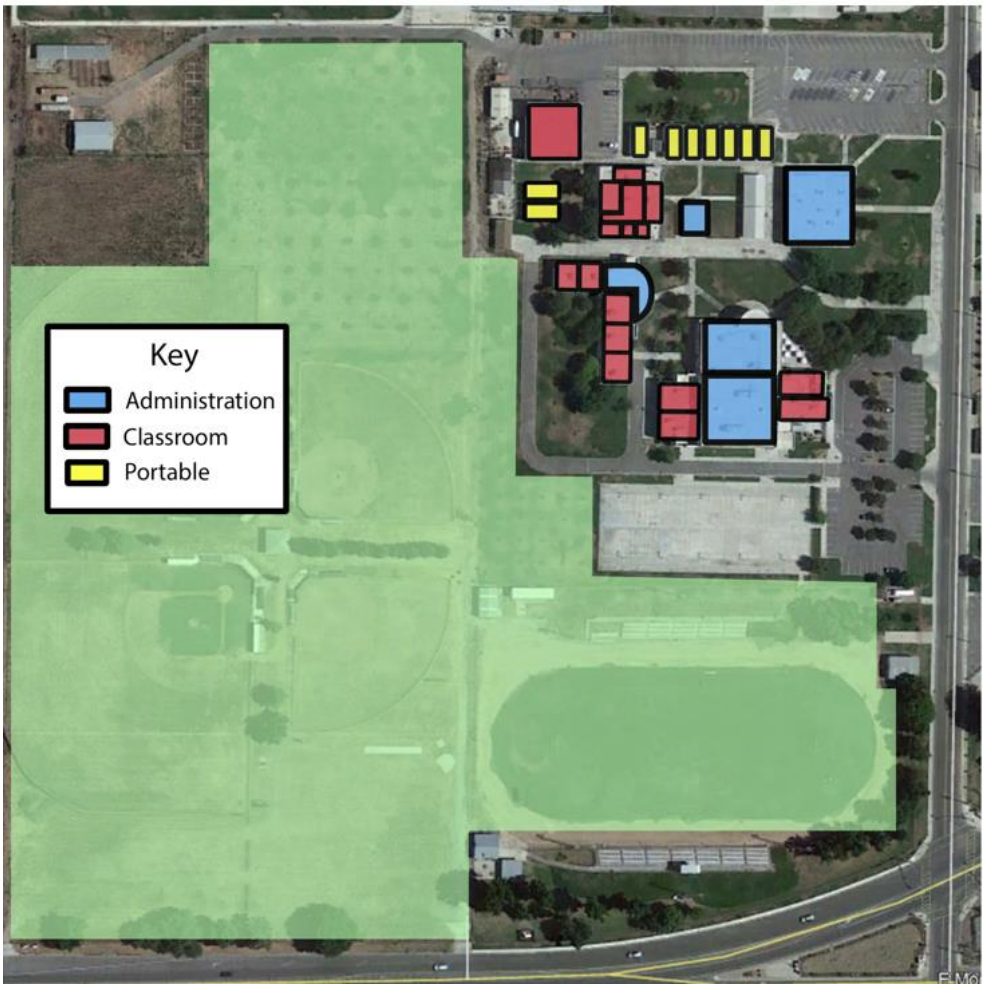
Denair High School (Denair High) is located at 3431 Lester Road. The school is bounded by residential development to the east and south, agricultural land to the west, and District facilities to the north. The school was originally built in 1968 and was last modernized in 2002. Denair High has a total of eighteen (18) permanent classrooms and nine (9) portable classrooms.

The permanent classrooms are spread throughout the site with classrooms located in the 100 building (4), 200 building (7) and 600 buildings (4), which also contains the library. There are also specialty rooms for instruction in the gymnasium, the southernmost facility and surrounded by blacktop and a parking lot. The portable facilities are mostly located on the northern boundary of campus nearest Denair Middle School, near the 300 Building (agricultural shop). The main athletic field is in the southeast corner of campus directly south of the gymnasium. Green space and agricultural facilities comprise the western portion of campus.

There is a dedicated bus cut out in the front of the school with access from Lester Road which can accommodate at least two full school buses at one time. There are two primary parking lots on campus. the parking lot in front of the gymnasium contains 82 spaces, while the side parking lot near the middle school contains 113 spaces. Combined, there is enough parking on campus.

4.3.1 EXISTING USES AND CONDITIONS

Figure 9: Denair High School Existing Conditions

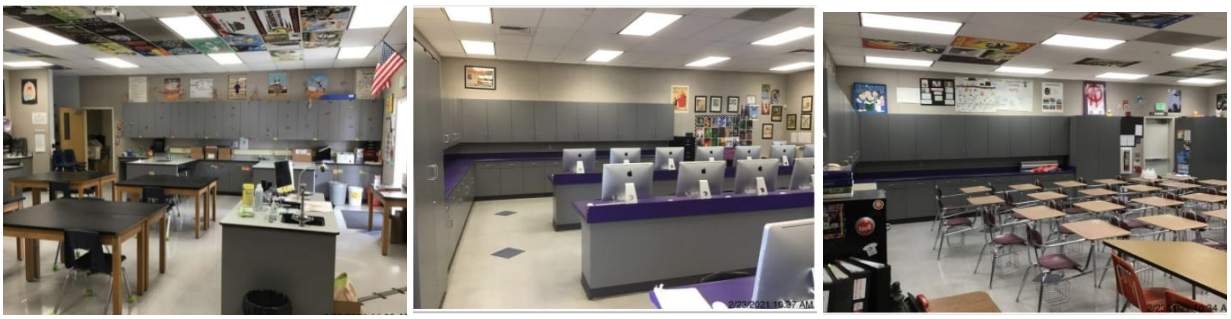


Classrooms in the 100 building are used for a variety of program such as SDC (Rooms 102 and 103) and a computer lab (Room 108). These rooms vary in size, ranging from 756 to 1,121 square feet. Classrooms in the 200 building also vary in size and usage. Rooms in the building are used to house the Student Store (Room 201), Criminal Justice (Room 206), the Future Farmer's of America program (Room 207), and Art (Room 210). These classrooms range in size from 756 to 1,251 square feet. These classrooms contain LED lighting, lay-in ceiling tiles, dual pane windows. Besides the Art room and sections of the SDC room, these classrooms all have carpet that is showing its age. The SDC room contains a sink and kitchen appliances in one corner of the room, along with amply casework. The art room contains specialized art equipment, stationary student desks with sinks, and additional storage room. Beyond that room, these classrooms have minimal built-in casework along the walls and most do not have a sink in the classroom. Many of these classrooms have a projector with a screen and no monitors, while also containing older furniture and equipment.

Building 100 Classroom Conditions

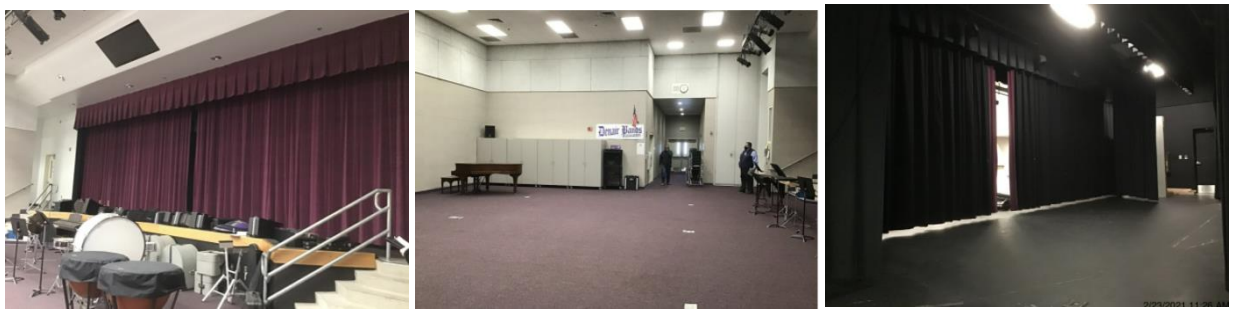
Building 200 Classroom Conditions

Classrooms in the 600 building include science labs (Rooms 601 and 603) and business rooms (Rooms 604 and 605). This building received minor renovation work approximately three years ago and overall is in good condition. Rooms in this building include LED lighting and lay-in ceiling tiles, ceramic tile floors, and dual-paned windows. The science labs are approximately 1,040 square feet with build-in casework against the walls and stationary work station islands, each with a sink, outlets, and hookups for gas and water, as well as heat vents and emergency showers. These labs share a 603 square foot storage room (Room 602) with additional casework along the walls. The business classrooms are both approximately 930 square feet with casework along two walls. Room 604 is treated more like a computer lab and contains 28 desktops and monitors for student use, while Room 605 is configured as a standard instructional classroom. Although the 600 building is in good condition, the furniture, fixtures and equipment in these classrooms are dated.



Building 600 Classroom Conditions

There is a 1,782 square foot drama room located in the same building as the gymnasium and cafeteria. This room, which can hold up to 236 people per fire code, is used to house the high school's music, choral and theatre programs. The room includes a full stage with lighting, sound system, and a curtain, and is used to house student performances. There is office space for the teacher as well as ample storage space for musical instruments and theatrical props and equipment.



Drama and Stage Conditions

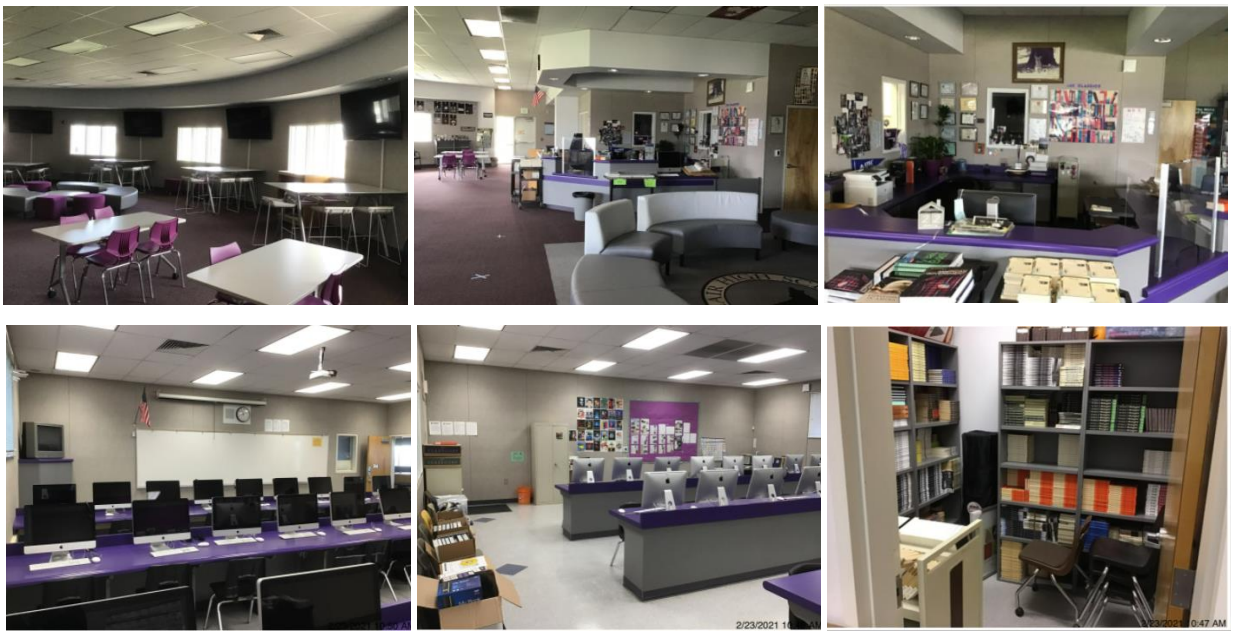
Of Denair High's nine portables, seven of them are located in the northern end of campus in one row and are used for student instruction. These 900-square foot facilities range in age and condition, with a one (Room 407) having recently received renovation work. These classrooms have sinks in one corner of the room and approximately 15 linear feet of built-in casework along one wall. The ceiling, lighting and carpets are overall in good condition, though these spaces are feeling their age. In addition, these classrooms have dated and worn furniture, fixtures and equipment such as old projectors and markerboards. At the time of the assessment, the other two portable classrooms (Rooms 501 and 502) were receiving renovation work due to roofing issues and were not assessed.

Typical Portable Conditions

The school's administrative facilities include approximately 5,900 square feet of dedicated facilities for the administrative functions of the school. Facilities include a lobby area, reception, administrative offices for the principal, assistant principal, and counselor, nurse's office, conference room, staff lounge and storage supply room, and restrooms for both students and staff. There is no interior access to restrooms from the 86 square foot nurse's office, students must go outside of the building to access restrooms. The staff lounge, supply room and conference room, as well as administrative offices, are of sufficient size and are in good condition. Fixtures and furnishings in the administration spaces are well maintained but are dated and inflexible in their use. The reception area serves as the gateway between the western parking lot and the rest of the campus.

Administrative Conditions

The library is housed in the 600 building in a 2,375 square foot semicircular space. The library received updates to its furnishings within the last three years, with more modern furniture throughout and four monitors mounted on the east wall. There are less bookshelves than prior to the modernization, and new carpet and lighting were added. The librarian office is in the middle of the library and is sufficient in size, as is the book storage room. The computer lab directly adjacent to the library is approximately 929 square feet and contains 28 desktop monitors for student use. The flooring and lighting was modernized in the last there years and overall the room is in good condition.

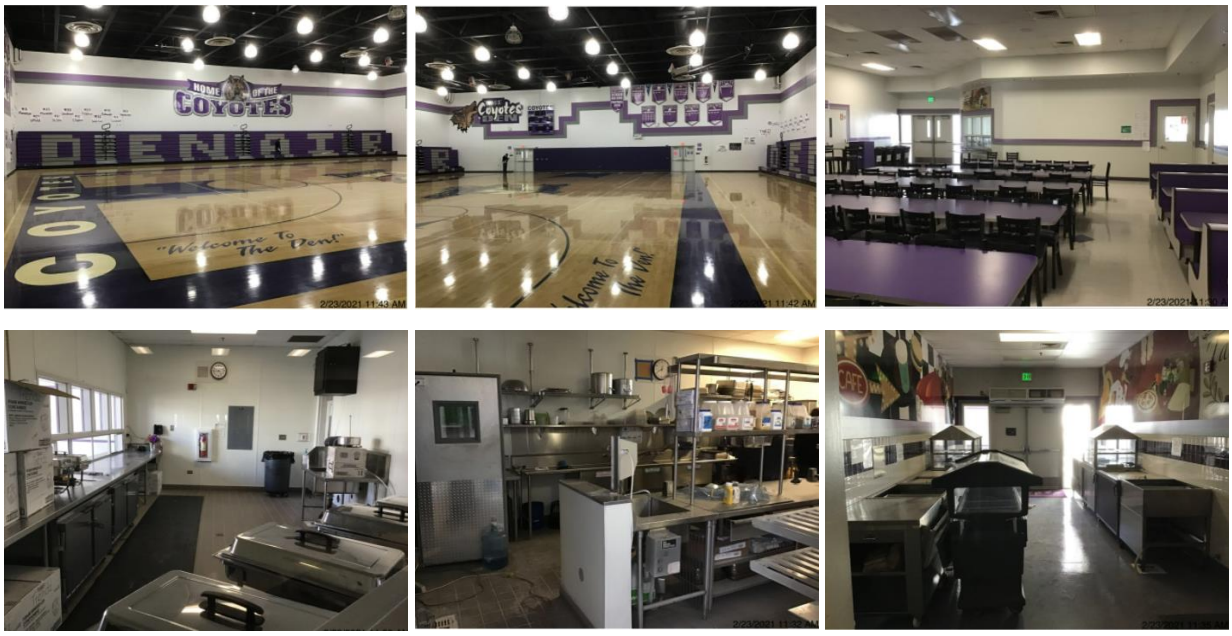


Library and Computer Lab Conditions

Denair High School's gymnasium building measures 10,010 square feet and includes space for assemblies, a kitchen, and student restrooms, locker rooms, a weight room and a wrestling room. The facility can hold up to 1,545 people per fire code. The ceiling in the main gym space measures 30 feet high with foldable bleachers along the north and south walls. The gym floor is in good condition and well maintained, as are the HVAC and lighting systems. The student restroom in the gymnasium are approximately 235 square feet and in fair condition. Adjacent to the gymnasium is a 1,580 square foot wrestling room that is in good condition and is sufficient in size.

The cafeteria is located on the eastern wall of the gymnasium. This 1,915 square foot room can seat up to 112 students, which results in several lunch periods being required to properly serve the student population. This area includes a 278 square foot serving area that is sufficient in size and efficient in layout. The mobile tables that students use to eat always stay out as this area is only used for dining purposes.

The kitchen is 850 square feet with equipment focused primarily on serving students and cleaning. This area is clean and well maintained but does not have much space for students to line up and take their food during the one meal period each day.



Gymnasium and Kitchen Conditions

Denair High also has facilities to host its strong agricultural program. The 300 building contains a 1000 square foot classroom dedicated to the agricultural program (room 303), as well as a 2,494 square foot agricultural shop (Room 303). The classroom is in fair condition but utilizes old furniture, fixtures, and equipment. The shop, which includes its own office for teachers, has quality equipment and meets the needs of the current agricultural program. On the far western boundary of campus are pens and stalls that students can utilize to care for their livestock, as well as a 1,530 square foot barn to store feed and other supplies. At the time of the assessment, fencing was being installed in some of the green space near the pens and stalls to create grazing pasture area for livestock.

Agricultural Shop and Classroom, Pen and Barn Conditions

4.3.2 COMPARISON TO EDUCATION SPECIFICATION

Using the proposed educational specifications for 9-12 school sites as a guide, Denair High School generally meets basic specifications, but falls short in the number of permanent classrooms recommended. The educational specifications call for 26 permanent classrooms and Denair High currently has 18 such classrooms. The school currently does not have instructional space appropriate for some of the offered CTE and pathway programs such as Horticulture and Agriculture. Additionally, the school has two of the four recommended science labs with the necessary work and prep rooms and additional amenities. Of the existing instructional spaces, adjustments are required to fully reach District goals. The permanent classrooms are well maintained but are beginning to show their age. All the classroom spaces could use more furniture, fixtures, and equipment identified for 21st Century learning environments.

The administrative space on campus meets educational specifications, with sufficient space for each support space. The library, gymnasium, and MPR also meet educational specifications.

4.3.3 PROPOSED FACILITIES IMPROVEMENTS

At Denair High School, it is recommended that all existing permanent classrooms receive modernization efforts to bring all schools to the same level of condition and amenities. This modernization effort will include the demolition of casework, new flooring and paint, miscellaneous repairs, and 21st Century classroom infrastructure requirements such as data boxes and electrical. These modernization efforts will include existing special classrooms such as the art room and SDC rooms. Because of their age, it is also recommended to modernize all student restrooms on campus and bring these facilities up to current code.

In order to reach educational specifications, it is recommended that the District construct two new science labs, two new CTE classrooms, and one general purpose classroom. These new classrooms will include amenities of a science labs, CTE classrooms, and general purpose classrooms mentioned in the educational specifications section. The new CTE classrooms will be designed for the Horticulture and agricultural technology programs. Additionally, the construction of a new pole barn is being recommended.

4.4 DENAIR CHARTER ACADEMY

Denair Charter Academy (DCA) is located at 3460 Lester Road. The school is bounded by residential development to the north and east and District owned properties to the south and west. The campus shares many of the same support facilities as the Denair Elementary Charter Academy. The school was originally built in 2002 and modernized in 2005. DC has a total of nine (9) portable classrooms and no permanent facilities.

The dedicated bus cut out is located on Madera Avenue along the eastern boundary of the campus. Parent drop off and pick also occurs in this area, as well as near the front of the school on the western boundary along Lester road. There are three parking lots on campus. one near the administration building with access from Lester Road that contains 46 spaces is also shared with the Denair Charter Academy and District office. The parking lot on the eastern side of campus at the intersection of Merced Avenue and Hawthorne Street contains 97 spaces. A third lot is located to the north of the administration building and blacktop area with access from Fresno Avenue and contains 22 spaces.

4.4.1 EXISTING USES AND CONDITIONS

Figure 10: Denair Charter Academy Existing Conditions

All of the classrooms at DCA are located in 900 square foot portable facilities. These spaces are of similar condition and contains similar amenities, with LED recessed lighting and lay-in ceiling tiles, dual pane windows on the two shorter walls, and carpeted flooring throughout. Rooms C2-C4 are comprised of individual teacher workstations, acting like both teacher offices as well as a place for students to visit teachers and receive additional instruction. Rooms 41-44 are configured more like traditional classrooms. these rooms have an overhead monitor and a projector screen without the presence of monitors. Also, more traditional student furniture is found in these rooms. These rooms are all overall in good condition. However, less flexible furniture, fixtures and equipment and being utilized.

Typical Portable Classroom Conditions

There are two portable classrooms on campus with specialized amenities. Room 40 is home to the school's computer lab, which hosts 31 desktop monitors. Room 45 acts as both the art and science room for the school and has ceramic tile flooring for easier cleanup. This room also has additional built-in casework along the west wall for art and science supplies and 3 sinks built into the casework.

Computer Lab and Art and Science Room Conditions

The school's administrative facilities include dedicated facilities for the administrative functions of the school. Designed facilities include a 600 square foot office with three workstations, a principal office, an archive storage room, and staff and student restrooms. Room C1, a 900 square foot portable facility, contains the school learning center, the counselor's offices, and office space for the campus supervisor. Room C5 is home to the staff lounge and work room. The conference room is located in Room 39. There is no dedicated nurse's office at DCA. Fixtures and furnishings in the administration spaces are well maintained but are dated and inflexible in their use.

Administrative Conditions

The school library is located in Room C9, a 900-square foot portable facility. There are traditional, dated library furnishings consisting of round and rectangular desks with student chairs and a traditional circulation desk located near the front door. Bookshelves are metal, immobile, and take up a high proportion of the space in the library. There are 2 monitors mounted on the walls. The room is in good condition and well maintained, though the furniture and configuration of the space limits flexibility and could benefit from a reconfiguration of the space along with updated furnishings.

Library Conditions

There is no cafeteria or MPR for DCA. Students usually eat in the classrooms or outside in the seated areas.

4.4.2 PROPOSED FACILITIES IMPROVEMENTS

At Denair Charter Academy, it is recommended that the existing library be converted into a 21st Century media center. This renovated space will incorporate amenities of a media center mentioned in the educational specifications section to create equity at each school site. At this time, this is the only recommended project at this school site.

4.5 DISTRICTWIDE FACILITIES

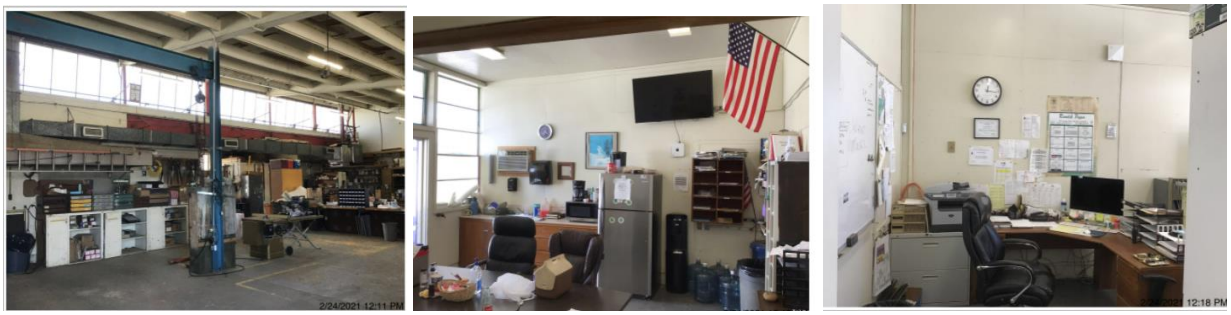
District wide facilities, including District office space, were also assessed. Below are the facilities there were assessed and considered for potential improvements during the creation of the implementation plan.

4.5.1 PROPOSED FACILITIES IMPROVEMENTS

The primary Denair School District office space is in a 12,900 square foot building next to both the Denair Elementary Charter Academy and Denair Charter Academy. This building was previously used as classroom space, and District staff who attended the school as children recall attending courses in this building. The offices inside are in good condition and are well maintained. This building houses offices for the Superintendent, Chief Business Officer, District Psychologist, as well as a lobby and reception, conference room, suppl and work rooms, and the District Board room.

District Office Conditions

Located near the Denair Charter Academy is a District-owned maintenance shop. This shop is approximately 2,800 of indoor space with its own office, break room and set of restrooms, as well as 1,520 square feet of shaded awning on the south side of the shop. There is a roll-up door on the southwest corner of the shop which is large enough to accommodate most vehicles. The adjacent office is 433 square feet and is currently used as office space and a break room for maintenance staff.



Maintenance Shop and Office Conditions

4.5.2 PROPOSED FACILITIES IMPROVEMENTS

Improvements to the District office and maintenance facilities are not included in the program to prioritize funding for educational spaces. Should the proposed program be completed, the District may find general fund or maintenance budget available to address District office and maintenance facility needs, since the modernization of the educational spaces will upgrade and address repairs that might otherwise require general fund or maintenance budget.

SECTION 5

STATE AID AND ELIGIBILITY

The Office of Public School Construction (OPSC), provides funding assistance to eligible public school districts throughout the State. OPSC operates various programs pursuant to State Law and provides projects to be considered by the State Allocation Board (SAB) 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. The SAB periodically reviews and increases per pupil grant amounts.

The program provides new construction and modernization grants to construct new school facilities or modernize existing schools under the School Facilities Program (SFP). 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 bond programs, developer fees, and a district's general fund. A financial hardship program is available to assist districts that cannot provide all or part of their local match for an approved modernization or new construction SFP project. In Financial Hardship, the State funds its normal grant amount, and if a district is found to be eligible, provides an additional grant amount equal to the portion of the match that would have been required to be funded by a district. This in effect increases the amount of grant funding a district would otherwise receive.

Historically, project funding by the State has been supported through the periodic approval of State bonds for school construction by California voters. In November 2016, California voters approved Proposition (Prop.) 51, authorizing $7 billion for new construction, modernization, Career Technical Education (CTE), and Charter funding for K-12 facilities. At this time, the OPSC has reported that all authorized funds for new construction and modernization applications under the SFP have been fully allocated. Therefore, new construction applications received on or after September 12, 2018, and modernization applications received after February 28, 2019, will henceforth be placed on an "Applications Received Beyond Bond Authority" waiting list in the order of date received, which is presented to SAB for acknowledgement, but not approval, and are slated for review once additional funds are made available. For a project to qualify for this waiting list for State funds, the governing board of a district is required to adopt a resolution acknowledging the shortfall and the application's inclusion under the "Applications Received Beyond Bond Authority List."

With recognition that bond authority for projects is exhausted, the State Legislature is deliberating two statewide school facility measures as applications for matching facility grants exceed available bond authorization:

- **Assembly Bill 75 (O'Donnell), the Kindergarten-Community Colleges Public Education Facilities Bond Act of 2022** - Authorizes the sale of **$12 billion** in general obligation (GO) bonds for K-12 and California Community Colleges (CCC) school facilities construction and modernization projects. The bill was recently approved by the State Assembly and will soon be sent for debate to the State Senate.
- **Senate Bill 22 (Glazer), the Public Preschool, K–12, and College Health and Safety Bond Act of 2022** - Authorizes **$15 billion** for the construction and modernization of public preschool, K-12, community college, University of California (UC), and California State University (CSU) facilities. Upon approval of the bill on the Senate Floor, it was sent to the Assembly Rules Committee where it was "held" in committee. It is unclear whether this bill will continue to advance.

The following sections provide an overview of applicable State aid programs and estimated District eligibility.

5.1 STATE AID MODERNIZATION

Upon passage and adoption of AB 75, the matching requirements and regulations related to the current State Facilities Program will be updated as a condition of receiving funds from the 2022 bond program. Currently, the SFP Modernization Program provides funds on a 60-40 State and local sharing basis for improvements that enhance existing school facilities. Eligible projects include modifications such as air conditioning, plumbing, lighting, and electrical systems. Applications are submitted to the OPSC in two stages:

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

2. **Funding:** A district with modernization eligibility may request funding on a 60-40 State grant/local match basis. The 2021 pupil grant is currently $4,808 for elementary grades, $5,085 for middle school grades, and $6,565 for high school grades. Eligible costs include design, construction, educational technology, testing, inspection, furniture, and equipment. Limited supplemental funding is available for excessive cost such as fire safety and accessibility improvements. Grant levels are periodically reviewed by the State. Program funding is subject to project performance and certification at the completion of construction.

Modernization eligibility requires that the enrollment per site support the estimated number of students that may be housed in eligible classrooms. For example, if all classrooms at a school site are deemed eligible, the site would need to have a corresponding enrollment to support the use of all classrooms

towards the eligibility assuming a State general classroom loading standard of 25 students per classroom for elementary grades, and 27 students for middle school grades. In this scenario, if enrollment is less than the total State loading of all eligible classrooms, the total enrollment would be used towards establishing eligible pupils, resulting in less eligibility. If enrollment is higher, the total State loading from all eligible classrooms would be used.

Table 9 identifies FY2020-21 enrollment, total eligible permanent classrooms based on enrollment and age, and projected pupil grant eligibility pursuant to state loading standards. As shown, the District has previously received 916 pupil grants for modernization at the elementary, middle, and high schools. This reduces the current eligibility at this school. Reducing this amount establishes the current level of estimated pupil grant eligibility remaining at each site. Based on the District's FY2020-21 enrollment and date of construction or last modernization of each school site, the District is currently eligible for approximately $279,000 in modernization grants from existing permanent classrooms. To receive these funds, the District would need to identify approximately $464,773 in eligible modernization improvements, including approximately $185,909 in local matching funds.

Table 6: Estimated Current Modernization Eligibility from Permanent Classrooms

	School	CRs 25 yr+	FY20-21 Enroll	*Elig. Pupils	**Prior Pupils	Elig. Less Prior	Elig. CRs	Pupil Grant	60% Est. Grant	40% Required Match	Total
1	Denair Charter Academy	0	243	0	0	0	0	$6,658	$0	$0	$0
2	Denair Elementary School	17	563	425	367	58	2	$4,808	$278,864	$185,909	$464,773
3	Denair Middle School	0	223	0	225	(225)	0	$5,085	$0	$0	$0
4	Denair High School	10	287	270	324	(54)	0	$6,658	$0	$0	$0
	Total	**27**	**1,316**	**695**	**916**	**(221)**	**2**		**$278,864**	**$185,909**	**$464,773**

**Note: If 2020/21 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils*
***Prior pupils used for OPSC funded applications less than 20/25 years*

Table 10 presents a similar analysis for portable classrooms. For purposes of this analysis, available enrollment is first allocated towards the eligibility of permanent classrooms and the balance, if any, is thereafter allocated to portable classrooms at each site based on State loading standards. It is estimated that the District is currently eligible for approximately $1.8 million in modernization pupil grant eligibility from portable classrooms that currently exceed their 20-year life and can be supported from the current enrollment at each site.

Table 7: Estimated Current Modernization Eligibility from Portable Classrooms

	School	CRs 20 yr+	FY20-21 Enroll	Less Perm Pupils	*Elig. Pupils	Elig. CRs	Pupil Grant	60% Est. Grant	40% Required Match	Total
1	Denair Charter Academy	7	243	0	182	7	$6,658	$1,211,756	$807,837	$2,019,593
2	Denair Elementary School	5	563	58	125	5	$4,808	$601,000	$400,667	$1,001,667
3	Denair Middle School	0	223	(225)	0	0	$5,085	$0	$0	$0
4	Denair High School	8	287	(54)	0	0	$6,658	$0	$0	$0
	Total	**20**	**1,316**	**(221)**	**307**	**12**		**$1,812,756**	**$1,208,504**	**$3,021,260**

**Note: If 2020/21 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils*

Table 11 provides a combined view of current permanent and portable eligibility. In summary, the District may be eligible for approximately $2.1 million in combined permanent and portable eligibility. A local match of approximately $1.4 million would be required by the District to access these grants towards total improvement projects of approximately $3.5 million.

Table 8: Estimated Current Modernization Eligibility from Permanent and Portable Classrooms

	School	CRs 20/25 yr+	Elig. Pupils	Elig. CRs	Pupil Grant	60% Est. Grant	40% Required Match	Total
1	Denair Charter Academy	7	182	7	$6,658	$1,211,756	$807,837	$2,019,593
2	Denair Elementary School	22	183	7	$4,808	$879,864	$586,576	$1,466,440
3	Denair Middle School	0	(225)	0	$5,085	$0	$0	$0
4	Denair High School	18	(54)	0	$6,658	$0	$0	$0
	Total	**47**	**86**	**14**		**$2,091,620**	**$1,394,413**	**$3,486,033**

**Note: If 2020/21 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils*

Table 12 provides an estimated future modernization eligibility over the next ten years at school sites with additional eligibility from permanents and portables reaching 25/20 years of age in through 2028 assuming the current 2020-21 enrollment at those sites is maintained. Based on these factors, the District may be eligible for approximately $2.4 million in pupil grants for these schools by 2031.

Most of the future eligibility is estimated to occur at Denair Elementary Charter Academy totaling $1.3 million and at Denair High School totaling $898,830. Additional future eligibility is projected at Denair Charter Academy totaling $173,108. Modernization eligibility for Denair Middle School will occur outside the 10-year period covered in this plan. To access these funds, a total match of $1.6 million would be required toward a combined total of an estimated $4.0 million in eligible improvement projects. This analysis would require enrollment to be updated based on the actual enrollment at each site at time of eligibility which may increase or decrease the potential eligibility.

Table 9: Estimated Future (Next 10 Years) Modernization Eligibility from Portable Classrooms

	School	CRs #	CRs Yr. Elig.	FY20-21 Enroll	*Elig. Pupils	Elig. CRs	Pupil Grant	60% Est. Grant	40% Required Match	Total
1	Denair Charter Academy	1	2025	243	26	1	$6,658	$173,108	$115,405	$288,513
2	Denair Elementary School	11	2028	563	275	11	$4,808	$1,322,200	$881,467	$2,203,667
3	Denair Middle School	0	N/A	223	0	0	$5,085	$0	$0	$0
4	Denair High School	5	2025 (1), 2027 (4)	287	135	5	$6,658	$898,830	$599,220	$1,498,050
	Total	**17**		**1,316**	**436**	**17**		**$2,394,138**	**$1,596,092**	**$3,990,230**

**Note: If 2020/21 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils*
Enrollment would need to be sufficient to support eligible classrooms at time of eligiblity

Collectively, from current and future eligibility, there is the potential for approximately $7.5 million of District projects to be vetted, designed, and constructed at a cost of approximately $4.5 million from the State and approximately $3.0 million (required match) from the District.

To access any of these funds, the District must design and receive Division of State Architect (DSA) and California Department of Education (CDE) project approval prior to the submittal of an application for modernization funding of a facility. Moreover, Prop. 51 funding of the SFP program sets a minimum limit of 101 pupil grants for each modernization application to be submitted for consideration. This may severely restrict applications to be submitted for districts that have designed their modernization projects and much smaller increments of improvement. This may also cause delays, if the required minimum threshold requires the delay of applications until enough smaller projects can perhaps be bundled together to meet the threshold requirement.

Under SB 50, the State provides the option of a "like for like" approach towards utilizing available modernization eligibility towards new construction projects to be undertaken at that site. The "like for like" approach allows school districts to utilize modernization funding for new construction projects, if the new construction is replacing a similar facility that requires modernization. These funds do not affect a district's new construction pupil grant eligibility and are in addition to any available new construction funding. Funds allocated under "like for like" option would be based on the modernization grant eligibility on a site by site basis. This option provides additional flexibility in their use, especially for school site improvements that call for a combination of modernization and new construction projects. Used properly, this can provide greater flexibility on the leveraging of modernization funding, especially if new construction State aid eligibility is required, but limited in availability.

5.2 STATE AID NEW CONSTRUCTION

The State's New Construction Program currently provides State funds on a 50/50 State and local sharing basis for eligible projects that add permanent classroom capacity to a school district. The goal is to add capacity to school districts to house students, including the construction of a new school or the addition of classrooms to an existing school. Applications are submitted to the OPSC in two stages:

1. **Eligibility:** Eligibility for new construction funding is not site specific and is determined by the gap between a district's projected enrollment and its existing permanent classroom capacity. Classroom capacity is based on State loading standards of 25 students per classroom for elementary grades and 27 students per classroom for middle school grades. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the number of future students and the current ability to house students in permanent facilities. Portable classrooms are not counted by the State as being permanently available to house pupils. Until approved for construction, eligibility is subject to annual review.

2. **Funding:** Once eligibility is approved; a district may apply for funding on a 50/50 State grant/local match basis. The 2021 pupil grant is currently $12,628 for elementary grades, $13,356 for middle school grades and is counted based on each student found to exceed a district's permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive costs. Grant levels are periodically reviewed by the State.

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

Based on this model, Table 13 provides a summary of the District's estimated new construction eligibility based on a review of the District's projected fifth year enrollment projection utilizing the OPSC's online enrollment calculator. As previously stated in the earlier enrollment section, the State's model for ten year enrollment projections does not factor in future residential development and would disadvantage the District, so the State's five year enrollment projection is more appropriate in terms of determining potential eligibility for new construction funding. For purposes of the fifth-year projection, the 110 residential units identified by the District's Level 1 Developer Fee Justification Study are included as a factor in determining projected enrollment. Enrollment was then compared to the District's last filed student housing capacity with the OPSC ("Form 50-02") in 2013, then adjusted for new construction pupil grants used after 2008.

No new construction eligibility is estimated at this time. The State requires an annual assessment of districts seeking new construction funding; thus, the District's eligibility may vary annually, based on the rate of enrollment increase or decline. An update to the District's classroom inventory would be required to review all classrooms being utilized for non-classroom purposes to remove these classrooms from the District's inventory when establishing an updated baseline with the OPSC. At that time, an updated analysis would be required to determine any potential eligibility. This requires continuous annual review of the District's new construction eligibility and should thus be assessed accordingly.

Table 10: Estimated New Construction Eligibility by Capacity and 5th Year OPSC Enrollment Projection

Fifth Year Enrollment Projection (2025-26)								
	A	B	A - B	C	(A-B) - C			
Grade	Projected Fifth-Year Enroll	"50-02" Capacity April 2001	Eligibility	Pupils Used After 2001	Estimated Remaining Eligibility	2021 Pupil Grant	50% Est. Total Grant	50% Required Match
K-6	564	439	125	438	(313)	$12,628	$0	$0
7-8	202	139	63	104	(41)	$13,356	$0	$0
9-12	523	278	245	277	(32)	$16,994	$0	$0
Total	**1,289**	**856**	**433**	**819**	**(386)**		**$0**	**$0**
					Estimated Site Development Grants (15%)		*$0*	*$0*
					Total Estimated New Construction Grants		**$0**	**$0**

Notes:

1. Fifth Year Enrollment projection includes factor of 110 residential units per anticipated development within District boundaries

5.4 FINANCIAL HARDSHIP FUNDING

The State also currently provides the Financial Hardship Program to assist districts that cannot provide all or part of their local match for an approved modernization or new construction project. In Financial Hardship, the State funds its normal grant amount, and if a district is found to be eligible, provides an additional grant amount equal to the portion of the match that would have been required to be funded by a district. This in effect increases the amount of grant funding a district would otherwise receive. To qualify, a district must be charging the maximum developer fee and have a bonded indebtedness of 60 percent or greater, or a total bonding capacity of less than $5 million. Under the current Financial Hardship Program, a district must have exhausted all unencumbered capital fund balances available for modernization or new construction at the time of application. In addition, any funds that become available during the time the District is in Financial Hardship will reduce the amount of the State's grant in lieu of the District's match, proportionally. Audits of available capital facilities funding (e.g., Funds 21, 25, 35) are required throughout the project period that a district is in Hardship funding and at "close out", or completion of the project. Until approved for construction, eligibility is subject to review every 6 months. A district can apply for Financial Hardship for site acquisition, planning and DSA submittals, and construction.

Except for land acquisition and some site service costs, 100 percent hardship grant funding does not typically equate to 100 percent of the total development costs associated with the design and construction of an eligible project. Often projects must be phased, alternate methods of construction (e.g., modular) must be employed to achieve the desired space requirement for housing students or additional bond funding must be provided thereafter to complete a hardship project. Moreover, the Hardship period begins on the date of application, regardless of the date it is reviewed by OPSC or approved by the SAB. This requires that the District sequence projects proposed for Financial Hardship after all anticipated and available capital funds are encumbered. Based on an analysis of the District's bonding capacity presented in Section 6 of this report, the District currently does not meet the threshold to qualify for Financial Hardship since the District is currently utilizing less than the 60 percent total bonding capacity requirement.

5.5 SUMMARY

The District has previously benefited from the State's modernization and new construction grant program. The District successfully garnered modernization grants in 2002. In 2008, the District also received new construction grants for Denair Middle school. At this time, it is estimated that the District may be eligible once again for approximately $2.0 million in modernization grants towards the funding of approximately $3.5 million of proposed District projects. Moreover, it is estimated the District may further qualify for an additional $2.4 million in modernization grants towards the funding of an additional $4.01 million in District improvements by 2030, assuming current enrollment is maintained at eligible sites. Combined, the District may be eligible for approximately $7.5 million of District projects to be vetted, designed, and constructed at a cost of approximately $4.5 million from the State and approximately $3.0 million (required match) from the District.

Based on projected enrollment and previously used new construction eligibility, the District was found not to be eligible for new construction funding at this time. The District was also found not be eligible for Financial Hardship funding due its level of bonded indebtedness.

LOCAL FUNDING

To receive State grants, a district is required to match the grant portion of the cost of an eligible project from available district funds. The required local match may include proceeds from local general obligation bond programs, developer fees, and capital fund balances. In almost all cases, however, the combined grant and required local match fall short of the amount required to meet school site or overall district needs.

Thus, school facility improvements are generally funded by a combination of sources which need to be identified, integrated, and ultimately sequenced to maximize the availability of State assistance and their use. In almost all cases, the immediate or overall need for improvements exceeds the general availability of funding, requiring the prioritizing, deferring, and phasing of improvements. Successful outcomes often rely on establishing an educational vision and specification for desired facilities, assessing existing facilities through that lens, integrating those components with available identified sources of funding and curating those outcomes within the facilities improvement plan that is ultimately adopted and implemented by the Board.

The following section provides an analysis of potential local funding sources available to the District to meet its match requirement and provide for the balance of improvements required.

6.1 EXISTING CAPITAL FUNDS

Based on the District's 2020-21 Adopted Budget, the District projects an ending balance in existing capital funds totaling approximately $3.7 million by June 30, 2021, as follows:

Table 11: Existing Capital Funds

Exisitng Capital Funds	Amount
Existing Fund Balances - Fund 21 - Building (DMS only)	$1,100,871
Exiting Fund Balances - Fund 25 - Developer Fees	$2,609,541
Subtotal	**$3,710,412**

These funds may be eligible to assist in the funding of proposed improvements if not already encumbered in pursuit of other projects. The Fund 21 – Building account balance can only be used for projects at Denair Middle School.

6.2 DEVELOPER FEES

Developer fees levied on new residential and commercial construction in a school district attendance area are permissible under State Education Code, Section 17620 and may be used to meeting the District's match requirement for eligible State assistance projects. The purpose of these fees is to offset the student enrollment impact that would be generated by new development. Fees may be used to fund the construction of new school facilities, the modernization of existing facilities, or the reopening of closed facilities. The regulations also permit an inflation-based increase in developer fees every two years based on changes in the Class B construction index. There are three levels of developer fees that can be assessed:

- **Level 1** fees are established by statute and adjusted by the State Allocation Board and are currently $4.08 per square foot of residential development and $0.66 per square foot of commercial and industrial development
- **Level 2** fees constitute up to 50% of the State allowed cost for construction and sites, if the school district meets specified eligibility tests and assumes that the will State pay for the other 50% of cost through the SFP
- **Level 3** fees are the same as Level 2, but include the State's 50% share as well, but only when the State declares it is out of funds for new construction

A fee justification study must be completed to levy Level 1 or Level 2 fees and in the event that the State declares that it is out of new construction state grant funds, the same report may allow the District to levy Level 3 fees.

A November 2020 a Level 1 Developer Fee Justification Study was completed by Capitol/PFG prepared established the justification for the District to levy Level 1 fees of $4.08 per square foot for new future residential units built within the District's boundaries. The study projected that the District could experience the construction of 110 new residential units over the next five years with an average square footage of 2,000.

The District is required to complete a biennial update to a Level 1 Study to continue collecting Level 1 fees for the next two years.

6.5 GENERAL OBLIGATION BONDS

General obligation (G.O.) bonds are the most widely used and efficient method of financing school facility improvements locally in California. More than 600 school districts in the state have issued G.O. bonds to finance necessary improvements. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition (Prop.) 13. Traditionally, G.O. bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from state and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest to a district to finance improvements over time.

The District has used G.O. bonds previously to fund major school facility improvements and has been very successful in making use of public financing options and garnering community support to improve school facilities.

5.2.3 EXISTING G.O. BOND AUTHORIZATION & PAST ISSUANCES

The District has successfully passed two local G.O. bond authorizations with elections in 2001 and 2007 in the total amount of $21.2 million.

The 2001 Election, Measure "P" authorization in the amount of $8.2 million was approved by voters pursuant to Proposition 46 which required a 2/3 majority approval with no maximum annual tax rate for the purposes of issuing remaining bond authorization. To date, $8.2 million in bonds have been sold, leaving no remaining authorization from the 2001 Election.

In 2012, the District issued refunding bonds to refinance the previously issued 2001 Election bonds and generate debt service savings for District taxpayers.

The 2007 Election, Measure "K" authorization in the amount of $13 million was approved by voters pursuant to Proposition 39 which required a 55% majority approval and set a maximum annual tax rate of $60 per $100,000 assessed valuation for the purposes of issuing remaining bond authorization. To date, $13 million in bonds have been sold, leaving no remaining authorization from the 2007 Election.

In 2018, the District issued refunding bonds to refinance the previously issued 2007 Election bonds and generate debt service savings for District taxpayers.

Table 15 summarizes the District's past G.O. bond issuances and provides data for each issuance's sale date, original principal, current outstanding principal, original repayment ratio, and remaining term.

Table 12: Summary of District G.O. Bond Authorizations and Past Issuances

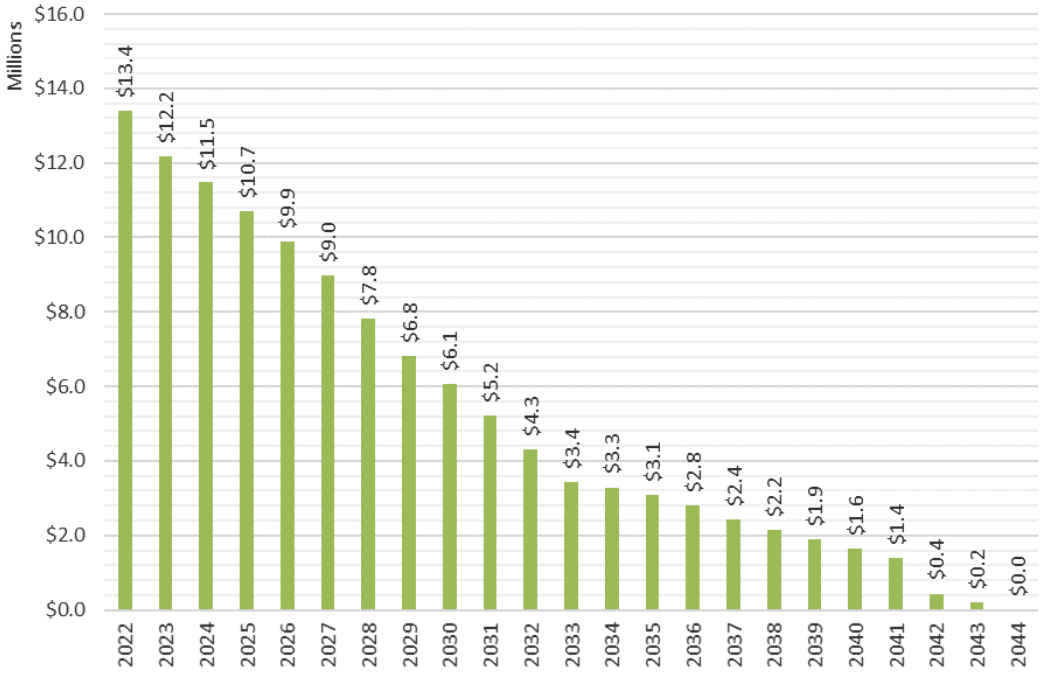
Series	Type	Sale Date	Principal Amount	Principal Outstanding	Repayment Ratio[1]	Years Remaining	Refunded Series
2001 Election, Measure "P" (Prop. 46 Election)						Authorization:	$8,200,000
New Money Issues							
2002	Tax-Exempt GO Bond	3/28/2002	$5,161,002	$661,002	2.30	5	
2003	Tax-Exempt GO Bond	5/25/2004	$3,037,067	$1,366,013	2.50	7	
Total			$8,198,069				
Refunding Issues							
2012	Tax-Exempt GO Bond	2/22/2012	$3,825,000	$725,000	1.29	1	2002
Total				$2,752,015	2.14	7	
2001 Election, Measure "P" 2020-21 Tax Rate: $72.68						Remaining Authorization:	$0
2007 Election, Measure "K" (Prop. 39 Election)						Authorization:	$13,000,000
New Money Issues							
2008	Tax-Exempt GO Bond	7/1/2008	$7,500,000	$0	1.88	0	
2011	Tax-Exempt GO Bond	6/29/2011	$3,455,003	$3,375,003	5.47	22	
2018	Tax-Exempt GO Bond		$2,040,000	$1,675,000	1.38	22	
Total			$12,995,003				
Refunding Issues							
2018	Tax-Exempt GO Bond		$6,225,000	$5,590,000	1.37	11	2008
Total				$10,640,003	2.67	22	
2007 Election, Measure "K" 2020-21 Tax Rate: $61.42						Remaining Authorization:	$0
Aggregate 2020-21 Tax Rate: $134.10							

Sources: Electronic Municipal Market Access (EMMA), Thomson Reuters, County

[1] Repayment ratio upon issuance of bonds

The District's currently outstanding bonds, and subsequent refunding of these bonds, account for approximately $10.6 million in outstanding principal. All outstanding bonds are scheduled to be repaid by fiscal year (FY) 2042-43, with annual payments ranging between approximately $1.1 million and $2.9 million for the next 22 years. Principal payments year-to-year range from $144,000 to $1.2 million, while interest payments range from $233,000 to $1.7 million. Figure 19 indicates that the District has approximately $13.4 million in total outstanding G.O. bonded indebtedness in FY2021-22, declining thereafter. Absent any additional debt issuance, all current outstanding principal is scheduled to be retired by the end of FY2043-44.

Figure 7: Remaining G.O. Bond Principal Outstanding Over Time



5.2.1 DISTRICT HISTORICAL ASSESSED VALUE & BONDING CAPACITY

Table 13: Historic District Total Assessed Valuation

Historical Assessed Value		
FYE	Total	% Δ
1995	$239,748,903	-
1996	$247,554,020	3.26%
1997	$258,506,433	4.42%
1998	$275,510,824	6.58%
1999	$291,860,673	5.93%
2000	$311,816,539	6.84%
2001	$330,406,245	5.96%
2002	$348,586,578	5.50%
2003	$385,154,534	10.49%
2004	$428,306,599	11.20%
2005	$486,513,149	13.59%
2006	$573,082,522	17.79%
2007	$727,402,015	26.93%
2008	$864,959,963	18.91%
2009	$820,112,165	-5.18%
2010	$796,866,061	-2.83%
2011	$786,745,784	-1.27%
2012	$785,672,259	-0.14%
2013	$794,442,950	1.12%
2014	$829,340,869	4.39%
2015	$944,128,166	13.84%
2016	$1,052,464,375	11.47%
2017	$1,087,207,692	3.30%
2018	$1,146,405,706	5.44%
2019	$1,198,794,299	4.57%
2020	$1,335,099,071	11.37%
2021	$1,344,326,977	0.69%
5-Year Average		5.02%
10-Year Average		5.50%
20-Year Average		7.27%

Table 16 demonstrates the current assessed valuation for the District and the historical pattern of growth since 1995. The District experienced substantial annual increases in assessed valuation in the 6 years immediately preceding 2009. Beginning in 2009, assessed value decreased annually for 4 years due to the "Great Recession" before resuming growth in fiscal year 2012-13. The District's last 10-year and 20-year average growth in assessed valuation were 5.50% and 7.27%, respectively. The District has averaged 5.02% annual growth over the most recent 5-year period. Prior to the "Great Recession", the District's annualized average growth rate was 12.12% from fiscal year 1997-1998 through 2007-2008. County data shows the District's assessed valuation increased by approximately $1.3 billion in fiscal 2020-21, a 4.72% increase from the prior year.

Education Code 15102 limits the amount of outstanding principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For an unified school district,

bonded indebtedness cannot exceed 2.50% of the District's total assessed valuation at the time bonds are to be sold. The bond limit may be exceeded by obtaining a waiver from the State. As calculated in Table 21, using the District's 2020-21 total assessed value and the current Statutory debt limit, the District has a gross bonding capacity of approximately $33.6 million. Figure 15 indicates that the District had approximately $13.4 million in total outstanding G.O. bonded indebtedness as of 2021-22, resulting in a current net bonding capacity of approximately $13.4 million. Overall, the District is currently utilizing 39.85% of its statutory bonding capacity.

Table 14: District's Bonding Capacity

BONDING CAPACITY ANALYSIS Fiscal Year 2021/22	
ASSESSED VALUATION	
Secured Assessed Valuation	$1,312,936,978
Unsecured Assessed Valuation	$31,389,999
DEBT LIMITATION	
Total Assessed Valuation	$1,344,326,977
Applicable Bond Debt Limit	2.50%
Overall Bonding Capacity	$33,608,174
Outstanding Bonded Indebtedness	$13,392,019
NET BONDING CAPACITY	$20,216,156
% of Capacity Current Used	39.85%

Additional bonding capacity requires an increase in the assessed valuation of the District over time and/or the repayment of the scheduled outstanding principal on bonds. For example, Table 18 demonstrates the scheduled repayment of outstanding principal for the District's G.O. bonds and the effect of principal repayment and assessed valuation growth on the percent of projected bonding capacity available over time, assuming 4.0% AV growth in 2021-22 and no future bond issuances. When no future assessed valuation growth is modeled, the District's bonding capacity is projected to increase as scheduled principal is repaid. When a sustained increase in annual assessed valuation growth of 4.0% is modeled, the District's bonding capacity is projected to accelerate over time. Alternatively, the District's bonding capacity could be increased at any time through a formal request for an additional waiver of the District's bonding capacity by the State, which is reviewed and granted on a case-by-case basis.

Table 15: Remaining G.O. Bond Principal Outstanding Over Time

		Assuming No (0.0%) Annual AV Growth		Assuming 3.5% Annual AV Growth	
FYE	Outstanding Principal	Projected AV	Est. Bonding Capacity	Projected AV	Est. Bonding Capacity
2022	$13,392,019	$1,335,099,071	40.1%	$1,335,099,071	40.1%
2023	$12,174,813	$1,335,099,071	36.5%	$1,388,503,034	35.1%
2024	$11,474,206	$1,335,099,071	34.4%	$1,444,043,155	31.8%
2025	$10,713,579	$1,335,099,071	32.1%	$1,501,804,882	28.5%
2026	$9,888,279	$1,335,099,071	29.6%	$1,561,877,077	25.3%
2027	$8,989,799	$1,335,099,071	26.9%	$1,624,352,160	22.1%
2028	$7,815,332	$1,335,099,071	23.4%	$1,689,326,246	18.5%
2029	$6,822,730	$1,335,099,071	20.4%	$1,756,899,296	15.5%
2030	$6,054,302	$1,335,099,071	18.1%	$1,827,175,268	13.3%
2031	$5,215,141	$1,335,099,071	15.6%	$1,900,262,279	11.0%
2032	$4,302,622	$1,335,099,071	12.9%	$1,976,272,770	8.7%
2033	$3,436,643	$1,335,099,071	10.3%	$2,055,323,681	6.7%
2034	$3,292,431	$1,335,099,071	9.9%	$2,137,536,628	6.2%
2035	$3,091,244	$1,335,099,071	9.3%	$2,223,038,093	5.6%
2036	$2,804,776	$1,335,099,071	8.4%	$2,311,959,617	4.9%
2037	$2,428,091	$1,335,099,071	7.3%	$2,404,438,002	4.0%
2038	$2,157,461	$1,335,099,071	6.5%	$2,500,615,522	3.5%
2039	$1,891,551	$1,335,099,071	5.7%	$2,600,640,143	2.9%
2040	$1,635,361	$1,335,099,071	4.9%	$2,704,665,748	2.4%
2041	$1,388,891	$1,335,099,071	4.2%	$2,812,852,378	2.0%
2042	$437,721	$1,335,099,071	1.3%	$2,925,366,473	0.6%
2043	$211,628	$1,335,099,071	0.6%	$3,042,381,132	0.3%
2044	$0	$1,335,099,071	0.0%	$3,164,076,378	0.0%

5.2.4 ADDITIONAL G.O. BOND SALES

The District has exhausted the 2001 Election and 2007 Election authorizations and is unable to issue additional bonds at this time. In order to sell new G.O. bonds, the District must seek approval from voters and pass a new bond authorization.

5.2.5 ADDITIONAL G.O. BOND AUTHORITY REQUIRED TO SELL NEW G.O. BONDS

Proposition 39 authorizes school districts to issue new bonds upon a 55% affirmative vote by the local electorate in a regularly scheduled election. For a unified school district, the maximum tax rate to be levied at the time bonds are sold must not exceed $60 per $100,000 of assessed value. In addition, districts must agree to be subject to certain conditions, including the establishment of a project list, an independent citizens' oversight committee, and annual performance and financial audits. The Denair Unified School District was successful in conducting a Proposition 39 election in 2007 and issuing bonds consistent with these requirements.

If desired, a new general obligation bond may be structured to meet the above requirements and mitigate the delay or future lack of State aid funding of proposed projects. Figure 22 demonstrates a sample Proposition 39 bond program over time. Assuming that the District's assessed valuation grows at an

annual average of 4.0 percent and that the District implements the maximum tax rate of $60 per $100,000 of assessed value allowed by Proposition 39 over a 25-year term for each bond sale, the District could generate approximately $28.5 million in bond proceeds over a projected 8 year period based on current market conditions. This proposed structure would increase the tax rate gradually, over time, such that there is a minimal increase to the tax rates on the District's already existing debt.

Assuming bond sales as provided below, bond series are structured to allow projected assessed valuation growth between bond issuances so that required tax rates for bond repayments stay within the estimated Proposition 39 rate of $60 per $100,000 of assessed valuation. Recognizing that prevailing law and market conditions may change over time, the first bond series is estimated to generate approximately $11.4 million in Series B bonds, $7.6 million in Series B bonds, and $9.5 million in Series C bonds over an eight-year period. Subject to prioritization by the Board, this may allow the District to provide additional local funds in anticipation of further delays or in lieu of projected State aid reimbursements.

Figure 8: Estimated Timing and Sizing of New Election Bond Issuances

SECTION 7

PROPOSED IMPROVEMENTS

The District reviewed its educational program, State, and local requirements for housing its students, programmatic options to increase academic rigor and a set of proposed educational specifications by which to evaluate existing facilities and plans for future improvements. It conducted a site assessment of its facilities and explored funding sources available to integrate the funding of school facilities.

Proposed facility improvements represent recommendations developed from an analysis of existing conditions, available funding, educational program needs, and desired improvements from the District. Existing conditions were compared against the proposed educational specifications at each school grade bracket (TK-5, 6-8, 9-12), current enrollment levels, facility usage levels, and equitably adjusted to bring sites as close to specification as possible.

Available funding includes analyses of State funding, current and potential G.O. Bond, developer fees or mitigation funds, and relevant funds-on-hand. Discussions with the District have been ongoing as part of the planning process and priorities have been set according to the outcomes of those meetings.

Based on the assessment process and input received, proposed projects should:

- Improve CTE facilities to support the pathways
- Provide new facilities to support science education at DMS and DHS
- Provide 21st Century improvements to permanent classrooms
- House all current students in permanent classrooms
- Replace older portables with permanent classrooms
- Continue planning for future growth from new housing developments

7.1 PROPOSED IMPROVEMENTS

Proposed improvements fall into three phases. The first phase has projects at all four sites in the District. For the Denair Elementary Charter Academy, it is proposed that five kindergarten classrooms and a staff restroom be constructed, in addition to modernizing the library. At Denair Middle School, classroom technology and furnishings will be upgraded and two classrooms in the E Wing will be combined to create a STEM lab. At Denair High School, permanent classrooms will be modernized, including restoring Rooms 201, 204, and 205 to their designed function as teaching stations. Several new Career Technical Education facilities will be built, including a new pole barn, agricultural technology classroom, horticulture classroom. Two new science labs will also be built at the high school to the specification that meet NGSS

standards. The final project in the first phase will be to modernize the library at the Denair Charter Academy.

During Phase 2, the high school will modernize the SDC and art room and build one additional permanent classroom. At the end of this phase, all students, at current enrollment levels, will be fully housed in modernized or new permanent classrooms and old portables will be removed. The work in Phase 3 will modernize the permanent class rooms at Denair Elementary Charter Academy and modernize the student restrooms at Denair High School. At the end of Phase 3, all students at the elementary school will be housed in modernized permanent classrooms.

Tables 19-22 show the four school sites and the locations of the proposed improvements.

Table 16: Proposed Improvements Denair Elementary Charter Academy

BEING DEVELOPED BY MAYA

Table 20: Proposed Improvements Denair Middle School

BEING DEVELOPED BY MAYA

Table 21: Proposed Improvements Denair High School

BEING DEVELOPED BY MAYA

Table 17: Proposed Improvements Denair Charter Academy

BEING DEVELOPED BY MAYA

SECTION 8

PROPOSED SOURCES AND USES

The Facilities Implementation Plan integrates the District's academic achievement vision for its educational programs with facility improvements that must be sequenced and funded from available sources over time to accommodate these needs. The plan builds on previous accomplishments of the District to meet its educational and facility requirements and incorporates ongoing efforts into a program that is meant to provide a blueprint for future actions and improvements.

It should be noted that no specific architectural plans or engineering drawings have been developed, nor have any related geotechnical, soils or required site studies been undertaken to establish an estimate of anticipated costs. All costs have been developed based on an assessment of similar projects that have recently been undertaken for construction and therefore not based on actual conditions that may be encountered or required by review and approval agencies. Where necessary, allowances have been provided and program reserves established to deal with escalation or further unforeseen circumstances. Additionally, since the proposed phases occur over a ten year period, the cost estimates for projects have been cost adjusted for anticipated inflation, providing additional reserves for increases in construction or labor costs.

8.1 SOURCES AND USES

A proposed sources and uses statement for facilities improvements has been developed and is presented in Tables 23 and 24. A total of $32.0 million in project improvements and $3.0 million in program reserve is proposed for a total capital program of $35.0 million to be implemented over three phases. The program reserve can be used to address potential regulatory code compliance issues that arise during design and construction.

For Phase 1, from 2022 to 2024, the District currently has approximately $3.7 million in existing capital funds, with $1.1 million in the building fund dedicated to work at Denair Middle School. Also, it is anticipated that the District is eligible for $2.1 million in State modernization grants. The proposed program also assumes the District successfully securing G.O. Bond funding, authorizing issuance of approximately $13.0 million for Phase 1 of the total of approximately $22.8 million.

Funding for Phase 2, from 2024-2027, anticipates continued develop fee payments of approximately $1.2 million and Career Technical Education (CTE) grant reimbursement of approximately $1.9 million. While the State Facility Program has current expended all its available funds, it is anticipated that the CTE facility grant program will receive an apportionment of the potential 2022 statewide school bond. By building the

CTE facilities upfront in Phase 1, the District can apply to the future grant rounds from a more competitive position. Table 23 shows the alignment of proposed sources of funding and program phases.

Table 18: Proposed Sources of Funding

Program Sources of Funding	Phase 1 (2022-2024)	Phase 2 (2024-2027)	Phase 3 (2028-2031)	Total
Local Funding				
Existing Fund Balances - Fund 21 - Building (DMS only)	$ 1,100,871	$ -	$ -	$ 1,100,871
Exiting Fund Balances - Fund 25 - Developer Fees	$ 2,609,541	$ 1,200,000	$ 900,000	$ 4,709,541
Existing Fund Balances - Fund 35 - County School Facilities	$ -	$ -	$ -	$ -
Local Funding Subtotal	$ 3,710,412	$ 1,200,000	$ 900,000	$ 5,810,412
State Funding				
Modernization Eligibility - Denair Elementary (DECA)	$ 879,864	$ -	$ 1,322,200	$ 2,202,064
Modernization Eligibility - Denair Middle School	$ -	$ -	$ -	$ -
Modernization Eligibility - Denair High School	$ -	$ -	$ 898,830	$ 898,830
Modernization Eligibility - Denair Charter Academy (DCA)	$ 1,211,756	$ -	$ 173,108	$ 1,384,864
CTE Reimbursement	$ -	$ 1,880,393	$ -	$ 1,880,393
State Funding Subtotal	$ 2,091,620	$ 1,880,393	$ 2,394,138	$ 6,366,151
General Obligation (G.O.) Bonds				
Estimated Future G.O. Bond Proceeds	$ 13,000,008	$ -	$ 9,792,146	$ 22,792,154
General Obligation (G.O.) Bonds Subtotal	$ 13,000,008	$ -	$ 9,792,146	$ 22,792,154
Total Sources	**$ 18,802,040**	**$ 3,080,393**	**$ 13,086,284**	**$ 34,968,717**

As detailed in Section 7, the proposed uses are planned over three phases that align with the three phases of funding. Table 24 shows the projects by school site. An estimated cost of each project is provided and the project costs in Phases 2 and 3 have been adjusted for inflation. In addition to the project costs, a project reserve is also provided.

Table 19: Proposed Uses of Funding

Proposed Program Uses	Phase 1 (2022-2024)	Phase 2 (2024-2027)	Phase 3 (2028-2031)	Total
Denair Elementary (DECA)				
Modernize Library	$ 871,815	$ -		$ 871,815
Build 5 Kindergarten Classrooms (Includes Staff Restroom)	$ 5,645,613	$ -		$ 5,645,613
Modernize Classrooms	$ -	$ -	$ 11,154,047	$ 11,154,047
DECA Subtotal	$ 6,517,428	$ -	$ 11,154,047	$ 17,671,474
Denair Middle School				
Technology Modernization of Classrooms	$ 270,000	$ -	$ -	$ 270,000
Technology Modernization of Science Labs	$ 30,000	$ -	$ -	$ 30,000
21st Century Furniture	$ 433,514	$ -	$ -	$ 433,514
STEM Lab	$ 150,000	$ -	$ -	$ 150,000
Denair MS Subtotal	$ 883,514	$ -	$ -	$ 883,514
Denair High School				
Modernize Classrooms	$ 4,257,882	$ -	$ -	$ 4,257,882
New Pole Barn	$ 2,276,250	$ -	$ -	$ 2,276,250
New Ag Tech Classroom	$ 821,270	$ -	$ -	$ 821,270
New Horticulture Classroom	$ 663,266	$ -	$ -	$ 663,266
Construct 2 New Science Labs	$ 2,123,160	$ -	$ -	$ 2,123,160
Modernize SDC	$ -	$ 902,724	$ -	$ 902,724
Modernize Art Room	$ -	$ 601,495	$ -	$ 601,495
New Classroom Building, 1 Classrooms	$ -	$ 687,561	$ -	$ 687,561
Modernize Student Restrooms	$ -	$ -	$ 894,713	$ 894,713
Denair HS Subtotal	$ 10,141,828	$ 2,191,780	$ 894,713	$ 13,228,321
Denair Charter Academy (DCA)				
Modernize library	$ 238,603	$ -	$ -	$ 238,603
DCA Subtotal	$ 238,603	$ -	$ -	$ 238,603
Districtwide Subtotal	**$ 17,781,373**	**$ 2,191,780**	**$ 12,048,760**	**$ 32,021,913**
Program Reserve	$ 1,020,667	$ 888,613	$ 1,037,524	$ 2,946,804
Total Uses	**$ 18,802,040**	**$ 3,080,393**	**$ 13,086,284**	**$ 34,968,717**

SECTION 9

RECOMMENDATION

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

- Board approval and adoption of Facilities Assessment and Implementation Plan
- Prepare necessary procedures and standards for administration, bidding, award and selection of acquisition, design, construction, inspection and related services and professionals required to implement the adopted Plan
- Voter survey to assess support for facility program and a potential G.O. Bond to provide local match for State Aid grants
- Undertake necessary steps to proceed with a G.O. Bond campaign
- Submit necessary applications for procurement of State Aid funding
- Secure future funding for non-State Funded projects by considering a local funding source
- Develop and maintain communication protocols to apprise the Board, staff, and the community of the progress of the Plan

Once this 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 to meet the stated goals of the District. This will also mean going through the regulatory and environmental review process, submittal of State grant applications, and the need to comply with all federal, State, and local regulations, including the review of all projects by required State agencies.