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DELANO
UNION
SCHOOL
DISTRICT

FACILITIES ASSESSMENT AND IMPLEMENTATION PLAN



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

CFW
*Planning and Financing Better
Schools for California Students*



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SECTION 1

EXECUTIVE OVERVIEW

1.1 OVERVIEW

The Delano Union School District (District) wishes to integrate the District’s vision for education initiatives with the educational program, establish a facilities improvement program to support the educational program, and provide a funding and sequencing program to fund the next level of facility improvements district-wide and at each school site.

The following Facilities Implementation Plan:

- Provides an analysis of existing and proposed educational programs
- Assesses the ability of available facilities to house the District’s educational programs
- Conducts an assessment of existing school facilities
- Reviews available funding for proposed improvements
- Identifies additional proposed improvements
- Presents an integrated implementation and financing plan
- Makes recommendations for adoption by the Board

1.2 DISTRICT MISSION AND VISION

The primary mission of the Delano Union School District is that “students will recognize and develop their talents, know that they are valued, and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors”. The District’s educational vision extends for students to be able to access the curriculum and to be engaged in more modern learning through experiential hands-on learning opportunities.

To support this vision, the District must provide facilities that support a 21st Century Learning Environment to accommodate the District’s demand to increase the rigor and enrichment of its educational program to promote student success. To meet this need, the Delano Union School District will need to be driven by two programs — an **education program** that outlines academic achievement opportunities at the school district level, and a **facilities program** that provides capital improvements to support the implementation of the education program. To that end, a Facilities Assessment and Implementation Plan (Facilities Implementation Plan) has been prepared that integrates the District’s vision and programs for innovative education initiatives with a facilities plan that supports the implementation of these initiatives through the realignment, renovation, or construction of general and specialty classrooms, support spaces and administrative areas.

1.3 KEY FINDINGS

The District's school facilities were built across several different generations and reflect the age, design principles, and standards of their time. The first school in the District was constructed in 1934, with the next generation of schools being completed in the early 1950s through mid-1960s. Another school was completed in the early 1980s. The newest generation of schools have been built every few years since the mid-1990s, with the most recent school finishing construction in 2013.

The District has experienced fluctuations in its enrollment over the last several years but has generally seen consistent decline since the 2013-2014 school year. Based on birth rates expected at the County level, the District is projected to see steadily increasing enrollment over the next five years, emphasizing the need to accommodate new growth in ways that are consistent with the District's mission and vision for its students.

The District is committed to providing modern, 21st Century Learning Environments that reinforce collaboration, communication, creative thinking, and problem solving in implementing the State's required Common Core State Standards (CCSS). The flexibility of these environments provides an ideal space for students to engage with instructional strategies that promote enhanced learning opportunities.

Proposed educational specifications have been provided for the renovation or construction of general and specialty classrooms, support spaces and administrative areas to accommodate a proposed grade configuration and academic program. Specifications are also proposed to guide the assessment of existing facilities and to more equitably guide their transformation.

1.4 PROGRAM FINANCING

Four major financing sources are potentially available for proposed improvements: the State's School Facilities Program (SFP), available local funds (e.g. capital balances), projected developer fees and a proposed general obligation bond. The State provides available grants in the form of matching grants or upon the depletion of local available funds (Financial Hardship). The latter often requires that projects be phased and/or employ alternate methods of construction (e.g. modular) to achieve the desired facilities, or additional bond funding must be provided thereafter to complete the proposed project. Local developer fees are collected by the District and in certain cases additional amounts have been negotiated on a case-by-case basis. These amounts are generally collected over time and insufficient to provide the required local match or to build facilities directly.

A four-phase program is proposed. Three major sources of funding are identified: existing District fund balances, estimated State grants, which includes apportionment from the Office of Public School Construction (OPSC) Full-Day Kindergarten Facilities Grant Program (Kindergarten Grant Program), and future local general obligation bonds. Proposed uses are focused on improvements to classroom furnishings and instructional areas, school infrastructure, and student support facilities. Under the Proposition 46 option, approximately \$89.7 million in project expenditures are proposed to be funded, \$66.1 million from future general obligation (G.O.) bond proceeds, with \$9.7 million in program reserves. An estimated \$97.6 million program is proposed.

1.5 PROGRAM OUTCOMES

Proposed facility improvements represent recommendations developed from an envisioning process with District staff, an analysis of existing conditions, available funding, and desired improvements from the District.

Major outcomes focus on the need to:

- Adopt Educational Specifications to maintain, modernize and construct District schools and support facilities
- Replace portables with permanent classrooms
- Construct new kindergarten and science lab classrooms
- Construct or modernize MPR facilities where required
- Modernize and provide 21st Century Learning Environments to permanent classrooms
- Construct or modernize Library Media Centers, pursuant to Educational Specifications
- Provide music rooms at every school
- Maximize the use of State grants and existing local funds in the design, construction and financing of proposed improvements

A detailed Sources and Uses statement is presented which includes the sources of funds and an anticipated level of expenditure for hard and soft costs of proposed improvements. A sequencing plan and a discussion of program considerations are also presented.

1.6 NEXT STEPS

As the Governing Board of the Delano Union School District begins to execute the Facilities Implementation Plan, important actions must be undertaken for Board consideration as recommended below:

- Approve and adopt this Facilities 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 Facilities Implementation Plan
- Undertake necessary steps to secure funding, including procurement of State aid and available local funding to provide for the orderly and efficient funding of the Facilities Implementation Plan
- Develop and maintain communication protocols to apprise the Board, staff and the community of the progress of the Facilities Implementation Plan

SECTION 2

EDUCATIONAL PROGRAMS, VISION, AND PROPOSED SPECIFICATIONS

It has become increasingly important for public schools to improve the academic achievement of students — both as matter of public policy and as a means of meeting today’s educational challenges. With the emergence of charter schools and other educational options, public schools must offer choices that appeal to parents and students, improve educational achievement and prepare students for high school, college, and careers. It is important for curriculum and instruction to have more rigor and relevance to link the educational experience to increased academic achievement. Students who are in these kinds of classes are more motivated to remain in school, are more engaged in the instruction and improve academically at a faster rate than students in more traditional programs.

The District’s primary mission is:

“Our students will recognize and develop their talents, know that they are valued, and will experience success through a world-class education. Our students will acquire a strong foundation for their future college and career endeavors”

The vision extends for students to be able to access the curriculum and to be engaged in more modern learning through experiential hands-on learning opportunities. To support this vision, the District must provide facilities that support a 21st Century Learning Environment to accommodate the District’s demand to increase the rigor and enrichment of its educational program to promote the success of its students. Therefore, the planning and implementation of a 21st Century Learning Environment in Delano will need to be driven by two programs — an **education program** that outlines academic achievement opportunities at the school district level, and a **facilities program** that describes how capital improvements will support the implementation of the education program. To that end, the Facilities Implementation Plan integrates the District’s vision and programs for innovative education initiatives with a facilities plan that supports the implementation of these initiatives through the realignment, renovation or construction of general and specialty classrooms, support spaces and administrative areas.

2.1 BACKGROUND

The Delano Union Elementary District is in northern Kern County near the border with Tulare County. For the 2018-19 school year, there 6,884 students enrolled. Of these students, 84% are classified as economically disadvantaged, 46.5% as English language learners (ELL) and .2% as foster youth. The student population is 86.2% Hispanic, 10.3 % Filipino, 1.2% white, .3% African American .2% American Indian, .09% Asian, and .01% Pacific Islander. The following are the major subgroup of students in the District: 84% socio-economically disadvantaged, 48% English learners, 8% migrant, 6% homeless, 3% Immigrant and 1% foster youth. The District's total unduplicated student count is 84%.

2.2 EDUCATION PROGRAM

The existing academic configuration provides TK/kindergarten through eighth grade educational instruction with students thereafter matriculating to Delano Joint Union High School District for grades nine through twelve grade instruction. Grade K-8 instruction is currently housed at 12 school sites, configured as follows: seven schools provide TK through fifth grade instruction, one school (Terrace) provides TK through sixth grade instruction, one site provides TK through eighth grade instruction, and three sites provide instruction to sixth through eighth grade middle school students. This current configuration will be continued with one exception: Terrace will return to a TK-5 grade configuration in the near future. The District will also explore the option for turning one of the current schools into a TK-8 grade configuration for parents who desire that educational experience for their students as well as considering making two of their schools smaller learning communities for parents who desire that educational option. One school, Nueva Vista Language Academy, offers a Dual Language Immersion (DLI) program. All three middle schools as well as Pioneer K-8 school offer Science, Technology, Engineering, Art and Math (STEAM) Lab using the Paxton Patterson STEM lab curriculum and instructional materials. The Advancement via Individual Determination (AVID) program is available for selected students in the sixth, seventh and eighth grades. The District has obtained piano musical equipment through a competitive grant and desires to have piano keyboard labs in all schools in the District.

The District receives State and additional Federal monies to aid instruction. Special Federal monies include: Title I, Part A and C, Migrant Education, Title II, Improving Teacher Quality, Title III, Title IV, Limited English Proficiency, and IDEA Special Education. State funding to aid instruction is provided through Local Control Funding Formula (LCFF), Supplemental and Concentration. The total revenue projected for Delano Union School District is \$77,529,949.00, of which \$57,272,694.00 is LCFF, \$5,198,285.00 is other State funds, \$6,805,039.00 is local funds, and \$8,253,931.00 is Federal funds. Of the \$57,272,694.00 in LCFF Funds, \$13,674,388.00 is generated based on the enrollment of high need students (foster youth, English learner, and low-income students).

The District provides the core curriculum in English language arts (ELA), math, science and social studies to all TK through eighth grade students to meet the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). For students in grades TK/kindergarten through five, the ELA adoption is Benchmark Education Co, Benchmark Advanced, and the math adoption is McGraw, My Math. The District has implemented Collaborative Problem Solving (CPM) in the math classes. This requires students to work in groups and to collaborate. For science, the adopted texts are Pearson Scott Foresman,

and for history social science it is Houghton Mifflin. For students in the sixth through eighth grades, McGraw Hill is the adopted text for ELA and Math, Pearson Scott Foresman for Science and Holt Rinehart & Winston, Holt for Social Studies. The District desires to have students continue to participate in instructional programs that require students to collaborate, problem solve, analyze data, and find creative solutions to problems and to that end have implemented the STEAM labs at schools with sixth, seventh and eighth graders.

The District has also implemented Positive Behavior Intervention Systems (PBIS) which is now referred to as Multiple Tiered Systems of Support (MTSS). This program was adopted by the District to foster positive behaviors and provide support systems at appropriate intervention levels to meet students' needs when they are faced with challenging environments and situations. To aid the schools with students who need additional supports, the District has hired counselors and social workers.

The District implemented Response to Intervention (RtI) for those students not meeting the grade level standard by providing different levels of support to meet the students' needs. All students receive the core curriculum and for those students who need some additional supports, they are placed into Tiers with Tier 1 being the lowest level of support and Tier 3 being the highest level of support. Tier 1 activities consist of the core curriculum supplemented by universal access activities in the regular education classroom. Tier 2 activities consist of grouping students for leveled instruction and the English Language Development (ELD) Block. Tier 3 interventions consist of the Learning Center pull-out program consisting of ELD, ELA, math and after school tutoring. Intervention programs are offered to students in the Afterschool Program as well as throughout the day, Saturday School, summer school, and winter/spring intervention sessions. At the middle school level, a trimester long intervention course has been developed to provide specific interventions to students who are not meeting their grade level standards.

The District offers different special education classes and supportive services to meet the academic needs of the students that include Special Day Classes (SDC), Resource Specialist (RSP), speech pathologist, and school psychologist. Students in mild to moderate SDC and severely handicapped SDC SH, spend their school day in a classroom with a teacher who provides the core instructional program. They participate in general education classes as their Individual Educational Program (IEP) recommends and outlines for each student. RSP services are provided through a push-in and co-teaching model throughout the District. Speech pathologist and school psychologist services are available at each school site and these services are offered on a pull out basis.

There are enrichment opportunities for the students in the District. Every school offers a music program that includes band and at some schools strings and choir, and for the 2019-20 school year, many schools will have a piano lab. In addition, musical instruments have been purchased to begin an orchestra and to further develop a strings program. There are many different clubs offered to students: chess, robotics, art, drama and puppetry. Art is also offered during the school day in the regular classroom.

The Gifted and Talented (GATE) and Migrant Education programs provide additional educational programming for students. GATE students attend specialized after school classes and participate in the GATE Festivals, which showcase their work for the school community. Migrant students also have many support services including Migrant Extended Day Classes and Summer Academy.

For students in the middle grades, sixth, seventh and eighth, the District has repurposed one or more classrooms or science labs into STEAM labs and has purchased the Paxton-Patterson STEM lab curriculum and equipment. Students participate in a variety of units that are three to six weeks in length and are articulated with the Paxton-Patterson STEM labs at Delano High School District. At Almond Tree and Pioneer, they have a full lab and can offer the health career component, which is articulated to the high school pathways. At Cecil, the classroom is small so much of the Paxton Patterson STEM lab curriculum is able to be taught, however a larger space is needed to add health careers component. In addition, Project Lead the Way (PLTW) has been implemented at Cecil, and it is articulated with the high school pathways. The STEAM labs provide students the educational opportunity for students to engage in collaborative and creative problem solving in the areas of science, technology, engineering and math.

There are a combination of 14 preschools and child care facilities within the District that consists of both State Preschools and Special Education preschools. These programs are located at Albany Park, Del Vista, Fremont, Nueva Vista, Princeton and Terrace elementary schools. Each preschool provides a half day program for a total of 28 preschool sessions offered to students. The preschool programs operate as separate entities and are not integrated into the District programs. The District would like to expand preschool programs as funds become available

The District has hired specialists to implement the many intervention and support programs that it offers to students: an ELA/ELD literacy specialist, three literary coaches, two technology coaches, three elementary reading intervention teachers, and two special education coaches. These specialists work with teachers to improve the instruction within the classroom. Teachers and administrators also attend ongoing training provided by the District during the summer and throughout the school year. These trainings include literacy and math instructional strategies, Next Generation Science Standards (NGSS), Advancement through Individual Determination (AVID), classroom management and ELD instructional strategies.

Each year, students in Delano take the statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System), which includes the Smarter Balanced Summative Assessments for students in the general education population. The California School Dashboard is the method by which the State reports out a District's performance through multiple state indicators, one of which is the CAASPP scores for ELA and math. Other indicators at the K-8 level are suspensions and chronic absenteeism. Each district and each school within a district have a "Dashboard" with colors from red (poorest performance), orange, yellow, green and blue (highest performance) for each of the indicators. Overall, Delano schools have a "yellow" for academic achievement in ELA, math and suspensions, and a "green" for chronic absenteeism. While there is room for improvement, the District is doing better than the statewide indicators of "orange" for both ELA and math student performance.

The District has implemented professional learning communities at each of its schools as one of the research-based methods to improve student performance. Each Wednesday, teachers collaborate to analyze data that is used to drive daily instruction in English Language Development (ELD), ELA, and Math with the goal of improving instruction to meet the needs of the students.

2.3 ADDITIONAL EDUCATIONAL PROGRAM CONSIDERATIONS

A modern, 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 the fullest potential, the 21st Century Learning Environment provides an setting for teachers to become the facilitators of learning, guiding students to learning mastery and providing opportunities for students to engage with other students in projects that require application of knowledge and skills, seek out answers to questions and problems, and create projects that demonstrate mastery of the standards thereby becoming masters of their own learning.

For the District, the 21st Century Learning Environments must be integrated with the State requirements for specific school facilities as defined by California Department of Education (CDE). They must also be integrated into the District's desires to expand its opportunities and to eliminate its deficiencies in existing facilities. The following addresses these issues in terms of opportunities to achieve its goals and methods to address the shortfalls for improved educational program and facility options. Ultimately, these are incorporated into educational specifications to be utilized in the future transformation of the District and as corollaries in the implementation of the proposed facility improvements.

2.3.1 21ST CENTURY FURNITURE, FIXTURES, AND EQUIPMENT

A learning environment geared for modern learning and instructional methods requires thoughtful consideration for the features and amenities in that environment. CFW has assembled a trademarked assembly of 21st Century Learning Environments to be used in conjunction with CCSS and NGSS 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 displays with wireless connectivity to handheld devices reinvent the way students and teachers collaborate.

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 easily moveable and provided at a size appropriate for TK through eighth 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: 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-to-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. Tack boards encompass approximately 35% of the total linear wall space in a general purpose classroom.

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 65% of the total linear 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, books, and learning materials, with one having the capability to recharge 1:1 devices.

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

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

Monitors are mounted to the wall by way of adjustable hydraulic brackets. The bottom edge of the display should be about six feet above the floor, but the adjustable mounting bracket will permit the display to

be repositioned—e.g., to extend the display out from the wall and lowered approximately two or three feet to table height for better use by students and teachers.

Each room is equipped with a handheld video/audio source selection switching device to allow the instructor to adjust the video or audio source fed to the displays. 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 an unlimited amount of information to students providing students with visual examples, virtual field trips, interactive lessons, and engaging curriculum.

2.3.2 GENERAL PURPOSE CLASSROOMS

The CCSS and NGSS require students to collaborate, communicate, create and solve problems by applying the basic skills they have learned. Students must also engage in higher order thinking skills and more rigorous instruction. The District operates its educational instruction in general purpose portable or permanent classrooms. 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, and social studies, and NGSS in science. The District also offers art instruction in these same classrooms.

The District will continue to provide general purpose classrooms that meet the State’s minimum size requirements but seek to improve the educational program by also ensuring to the extent possible that classrooms contain the 21st Century elements outlined above to ensure that students are in learning environments that are conducive and promote collaboration, creativity, communication and problem solving as required by the CCSS and NGSS standards.

2.3.3 PRESCHOOL

There are a combination of 14 preschools and child care facilities within the District that consists of both State Preschools and Special Education preschools at Albany Park, Del Vista, Fremont, Nueva Vista, Princeton and Terrace elementary schools. Each preschool provides a half day program for a total of 28 preschool sessions offered to students. The District will continue to offer preschool programs and would like to expand them as funds become available. The “Public Preschool, K-12, and College Health and Safety Bond Act of 2020” is on the March 2020 ballot. Of the \$15 billion of the State facilities bond, the bill would allow school to construct and modernize public preschool facilities from the \$9 billion available for PreK-12 apportionment. School districts that operate public preschools are proposed to access this program to construct new as well as repair and replace aging public buildings. Should this funding become available, the District will be in a position to take advantage of this funding option to improve the preschool facilities.

In order 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

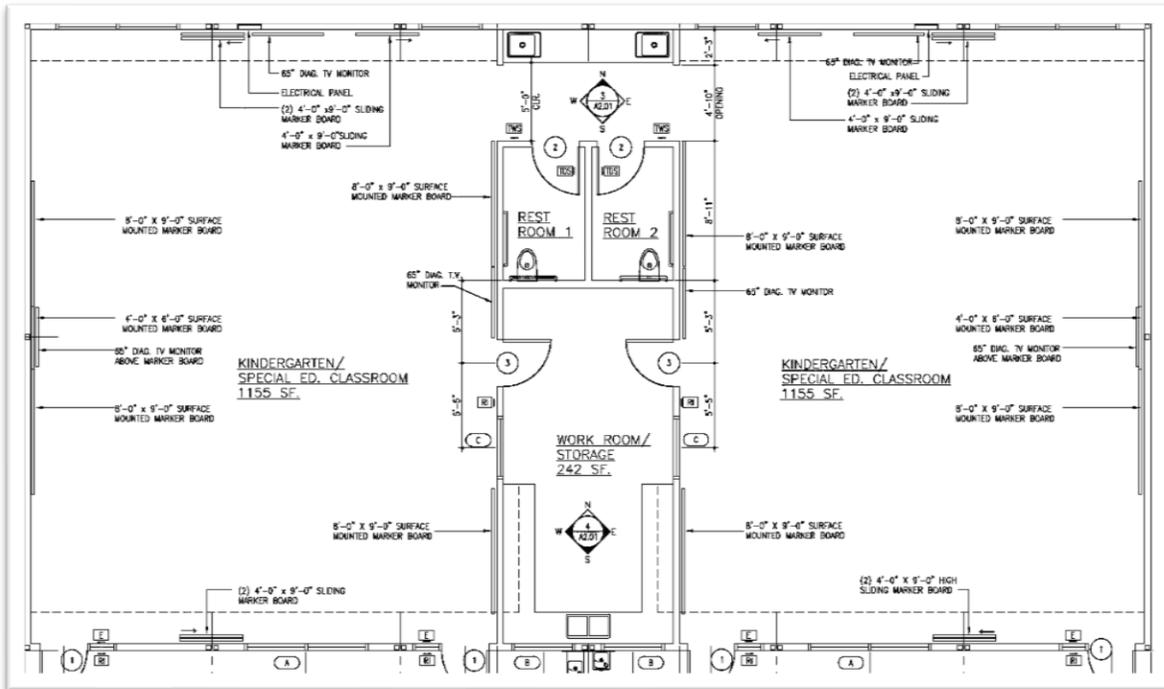
square feet per child of indoor activity space based on the total licensed capacity, an individual storage space for each child to store his/her belongings, one toilet and one hand washing sink for every 15 children with a separate toilet and sink for use by teachers, staff, ill children, and in the 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 kindergarten classrooms, expanding the potential use for “flex-classrooms” as depicted in Figure 1.

2.3.4 KINDERGARTEN

The District operates a full day kindergarten program with 24 students (local loading standards) in each classroom. Each K-5, K-6 and K-8 school offers both TK and kindergarten programs. Many of the TK/kindergarten children are housed in regular classrooms and could best be served in dedicated TK/kindergarten environments that meet state requirements for both size of the classroom and restroom facilities accessible from the classroom to provide the level of supervision required for young students and the space needed for the hands on educational experiences that are necessary for a robust early childhood educational experience.

The District will continue to operate TK/kindergarten programs. The State standard for a TK/kindergarten classroom is not less 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 District’s goal is to provide each classroom with the 21st Century elements described above to provide learning environments that support the requirements for learning and mastering the CCSS and NGSS by young children.

Figure 1: Sample Kindergarten / Flex Classroom Floorplan



2.3.5 SPECIAL EDUCATION

There are three severely handicapped Special Day Classrooms (SDC SH) in the District, one located at Harvest, one at Almond Tree, and one at Fremont. Each of these rooms has a restroom accessible from the classroom, a sink and counter in the classroom to meet the needs of students with moderate to severe profile. Students in these programs are mainstreamed per their Individual Education Plan (IEP).

The District will continue to provide services for severely handicapped students. The State standard for a classroom for students with moderate to severe profile for intellectual learning disabilities is a minimum of 1080 square feet for the classroom. The District desires to meet this educational specification for classroom space for severely handicapped students and their current classrooms do meet this specification. The District will provide 21st Century improvements with mobile, flexible furnishings that meet the needs of the handicapping conditions of the students, wireless connectivity throughout the room, and a monitor mounted on the wall. In addition, there will be computers in the classrooms that provide learning assisted software to meet the special needs of these students.

2.3.6 SCIENCE LABS

Science classrooms and labs are used for science instruction at the three middle schools and Pioneer K-8 school for students in grades six, seven and eight. Each of the schools has a different configuration for the science labs. At Almond Tree Middle School, there are two science labs, one of which has four lab stations around the perimeter of the room. Another general-purpose classroom is used for science instruction. At Cecil Middle School, there are three science classrooms (each approximately 960 square feet) that have four science lab stations with gas and water hook ups around the perimeter of the room. There is a built-

in teacher station with water and gas. At La Vina Middle School, there are two science classrooms and two science labs that have built-in lab stations around the perimeter of the room and a teacher station with only water. There is an additional science classroom that does not have lab stations but a trough sink and a built-in teacher lab station. The rooms share a walk-in equipment storage room. Pioneer K-8 school has two science labs that share a common storage area that is accessible from either lab. There are lab stations around the perimeter of the room with a built-in teacher lab station. Only water was provided at each of the lab stations. One of the labs had a significant amount of technology equipment for students to use. Princeton is the only K-5 school to have a science lab, which is located in a 1044 square foot room with an attached storage room. The District wants to maintain science labs that are available for students in which they have space to do project-based learning activities and to be actively engaged in the science experiments.

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 each of the schools have different needs to ensure that they meet both the state standards and the District's desire to have 21st Century Learning Environments for the students so they are able to meet the academic rigor required of the NGSS. All of the schools need 21st Century science furnishings that have both the chemical resistant tops and are mobile and flexible to promote collaboration, communication and creative problem solving. Some of the science labs need to have updated lab stations as well.

2.3.7 STEAM LABS

At each of the three middle schools and Pioneer K-8 school, the District has developed science, technology, engineering, art and math (STEAM) labs that are in science labs at some of the schools and in general-purpose classrooms at other schools. These labs house Paxton Patterson STEM programs that provide specific curriculum and equipment that enhance the instruction of science, technology, engineering, and math. The District seeks such a space for students to work collaboratively and create projects to purposefully use the basic skills, knowledge and strategies they have learned. The STEAM labs are furnished with tables, computers, and equipment deemed consistent with the intended use of the space (e.g. 3D printer, robotics components, science materials, video/green screen areas, measuring equipment, etc.). Mobile storage carts are used to store the equipment and can be moved to the area students are working in to create and build what they have designed and programmed.

The STEAM lab at Almond Tree Middle School is in two science labs that have been combined into one large 2,000 square foot room. At Cecil Middle School, an 850 square foot classroom has been transformed into the STEAM lab that does not meet the needs of the program. A bigger room is necessary so that the health module can be incorporated into the curriculum. At La Vina Middle School, there is one STEAM lab

that was a former general-purpose classroom. Pioneer K-8 school has two regular classrooms converted into STEAM labs.

The District desires to continue the STEAM labs and the Paxton Patterson STEM program. The furnishings and equipment in these rooms meet the 21st Century Learning Environments elements with the exception of monitors on the walls and additional whiteboard space.

2.3.8 MULTIPURPOSE AND LUNCH PERIODS AT ELEMENTARY SITES

Each elementary school within the District operates a multi-purpose room (MPR). The MPRs are used for a variety of functions: lunch, assemblies, performances, staff development, parent meetings, special programs, community events, and afterschool programs. The District operates a central cooking kitchen, thus reducing the required preparation space and overall size needed for its MPRs at each of the school sites. The schools in the District operate two lunch periods. The 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.

To provide for the District's requirements, the following 21st Century improvements would be added to existing spaces: a 100-inch monitor is mounted on the wall away from physical activity areas with wireless connectivity throughout the room. Cafeteria tables are provided that easily fold and are quickly moved to provide flexible space for assemblies and community events. There is a portable stage, where necessary, that is quickly assembled and disassembled that provides a performance space for students, band and choir. On parent or staff development days, this space is also available for group meetings, with the monitor serving as a "screen" for the presenter to project images or presentations. Where necessary a remote-controlled retractable screen and mounted projector may be added or substituted, preferably located in the area that best supports the portable stage.

2.3.9 LIBRARY

All schools in the District have libraries, some located in dedicated library spaces, others in permanent classrooms turned into libraries and some in portable classrooms. The District will continue to operate a library at each school site. 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 students 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, movable and flexible so that the space is easily reconfigured to meet the needs of the various groups using the space. There is wireless internet connectivity throughout. There is a variety

of furniture so that different kinds of arrangements are possible and different kinds of uses of the space are encouraged. Books are on sturdy movable bookshelves. A large 100-inch flat screen display is mounted on one wall.

2.3.10 SUPPORT SPACE

The District's Resource Specialist Program (RSP) uses the push-in and co-teaching model to serve students. Students who have an IEP as well as other students who do not have IEPs that need additional academic support receive services in the general education classrooms. The RSP does testing of students in a variety of spaces but needs only an office for this purpose.

RSP, speech, psychologist and counseling services will continue to be provided for students at the elementary schools. The State requires 480 square feet if 9-28 students are on the RSP caseload. A 200 square foot room is required for speech services with an office being required for psychologist and counseling services. Again, 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 is achieved to support the students and provide students the same educational experience that they have in the general purpose classroom.

2.3.11 GYMNASIUM

The District has gymnasiums at all three middle schools as well as at Pioneer K-8 school. There are boy's and girl's restrooms either accessible from the gym or accessible from the outside of the gym. The students do not change into gym clothes for PE instruction so there is no need for PE changing rooms or locker rooms. PE instruction is provided in each of the gyms as well as competitive afterschool sports programs in volleyball and basketball. Currently, there is no need for additional gym facilities in the District.

2.3.12 ENRICHMENT PROGRAMS

There is an effort to increase enrichment programs offered to students. These include music programs in band, choir, piano Keyboarding labs, and string, a Gifted and Talented Education (GATE) program, after school program and Migrant student program. The GATE program is integrated into the general education program with afterschool enrichment activities for the students. There is no need for additional classrooms for the GATE programs.

The District desires to offer music programs in band, choir, or strings, and piano keyboarding at each school site. Each school site currently has a location for a music program and a piano lab but some of the programs are in portable classrooms and spaces not ideal for a music program. The District would like to have all music programs in classrooms that meet the specific needs of the program. While there are no set State standards for music rooms, they must provide adequate acoustics and space for the educational program. They should not be located near other programs that might be impacted by the noise provided in these classrooms. Twenty-first Century improvements would be added to these rooms by providing one wall mounted monitor so that students can view a video of an exemplary musical performance, or view their own performance to use as feedback for improved technique. There are limited whiteboards,

wireless connectivity, and mobile furnishings to provide maximum flexibility in the use of the music room so that band, strings or choir instruction can be provided.

Classrooms that are converted into piano keyboards labs will have keyboards placed in rows with a center isle so that the teacher can walk down the aisle and look down the row at the keyboards to monitor student practice techniques and engagement. There is space between each of the rows that allows for the teacher to move easily behind each of the students to provide individual feedback as necessary. There are approximately 16 student keyboards in the room with two students using each keyboard. There is one instructor keyboard along with the digital board for listening placed at the front of the room. Each of the keyboards is hooked up to the electrical outlet provided along each of the two walls. The keyboards and the instructors keyboard and monitor device are networked together. There is a large flat screen display at the front of room so that students can view a video of an exemplary piano and musical performance, or view their own performance to use as feedback for improved technique.

There is a sizable Migrant student population in the District and services are provided by Migrant Region 5. These services are provided afterschool by the Mini Corp program. This program requires an office as well as a storage room for supplies. The services to the students are offered in the general classrooms.

The District offers an after school program at each of the school sites. The program is administered by the District. The afterschool program requires an office with a space to store their materials. In some schools, afterschool program leaders work with the students in general education classrooms. At other schools where there are empty classrooms, the afterschool program uses those rooms.

2.3.13 TECHNOLOGY

The District’s vision for technology is that it should be a seamless tool that is integrated into the curriculum and instruction to help students construct new knowledge and integrate information in an engaging method. The District has provided Chromebooks for students in grades kindergarten through eighth grade. Students do not take the handheld devices home. Chromebooks are used for state testing. Many of the school sites have computer labs, some of which are outdated and being removed. The District recognizes that the computer labs are no longer needed as every student will soon have their own device. Throughout the District, various classrooms have monitors, some are small, some are large, and some are SMART boards. A standard for the monitors has not been determined nor are they evenly distributed throughout the District. The District would like to increase the number of monitors in the classrooms.

2.4 EDUCATION 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, which include quantifiable minimums for various school site attributes, including site acreage and classroom square footage.

Educational specifications outline essential educational concepts and detailed facility requirements so that the “form” of school facilities effectively follows the “function” required by the educational program.

Educational specifications also help to anticipate activities, evaluate existing school sites and estimate costs associated with the modernization and construction of school facilities.

An assessment of the educational vision, goals and programs for the District was undertaken in determining how the school facilities should be designed to function and operate to meet the educational program needs of the students. This information is needed in order to determine the educational specifications for each school that will inform the future facilities planning efforts. A review of local and State standards, as well as consideration for the District's educational program goals, led to the development of a revised set of specifications presented below for consideration of the proposed modernization and construction of proposed future facilities improvements.

Tables 1 and 2 provide a summary of the adopted educational specifications for TK/K-5 and TK/K-8 facilities. The tables summarize the approximate square footage required for school sites serving a capacity of 600 and 800 students respectively, per State standards (25:1 for standard classrooms, 13:1 for SDC classrooms). The 600-student capacity educational specifications provide a metric to review existing elementary schools within the District that have been originally designed for TK/K-5 population which include smaller sized support facilities (e.g., MPR and administration spaces) and less needed classrooms. Conversely, the 800-student capacity educational specifications provide a standard for TK/K-8 elementary school facilities serving larger student populations that incorporate middle school grade levels.

At a 600-student educational specification, Table 1 provides a total of 26 classrooms, including standard classrooms, transitional kindergarten/kindergarten facilities, academy and Special Education/SDC classrooms. The total dedicated administration office space is 2,500 square feet and 2,470 square feet is provided for Library Media Center facilities. A 6,305 square foot MPR facility is recommended to support the ability for three lunch rotations. Student and staff restrooms and other instructional/support areas are also included. In total, 43,815 square feet is recommended to support a 600-student elementary school.

Table 1: Proposed TK-5 Educational Specifications (600 student capacity)

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.	Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
INSTRUCTIONAL AREAS				LIBRARY MEDIA CENTER			
Kindergarten Classroom	4	1,100	4,400	Library Media Center	1	1,200	1,200
Kindergarten Restroom	4	100	400	Resource Room	1	980	980
Kindergarten Workroom	4	75	300	Breakout Room	1	225	225
Kindergarten Storage	4	75	300	Electrical and Server Room	1	65	65
Standard Classroom	20	960	19,200	Total			2,470
Special Day Classroom	1	960	960	MULTIPURPOSE ROOM			
Music Room: Band/Choir	1	1500	1,500	Multipurpose Room	1	3,000	3,000
Piano Lab	1	960	960	Presentation/Serving Area	1	1,400	1,400
RSP Room	1	480	480	Storage	1	400	400
EL room	1	480	480	PE Storage and Office	1	235	235
Intervention Room	1	480	480	Kitchen	1	650	650
Speech Therapy Room	1	200	200	Dry Storage	1	75	75
START Office	1	480	480	Custodial	1	100	100
Psychologist	1	200	200	Staff Restroom	2	75	150
Total			30,340	Office Work Station	1	75	75
ADMINISTRATIVE AREAS				Walk-in Freezer	2	75	150
Lobby and Reception	1	300	300	Electrical and Server Room	1	70	70
Principal's Office	1	150	150	Total			6,305
Admin Assistant's Office	1	75	75	RESTROOMS			
Flex Office	2	75	150	Student and Staff Restrooms	1	2200	2,200
Conference Room	1	250	250	Total			2,200
Nurse's Area	1	120	120	BUILDING SUBTOTALS			
Nurse's Toilet	1	65	65	Total Classrooms	26		26,120
Storage Room	1	140	140	Other Instructional Area			4,220
Electrical and Server Room	1	150	150	Administrative Areas			2,500
Work and Copy Room	1	250	250	Multipurpose			6,305
Storage Room	1	250	250	Media Center			2,470
Teachers' Lounge/Kitchenette	1	600	600	Restrooms			2,200
Total			2,500	TOTAL AREA (SQ FT)			43,815

Table 2 provides an 800-student educational specification, totaling 33 classrooms, including standard classrooms, science rooms, transitional kindergarten/kindergarten facilities, academy and Special Education/SDC classrooms. The total dedicated administration office space is at 2,500 square feet. A total of 2,470 square feet is provided for Library Media Center facilities. A 6,070 square foot MPR facility is recommended to support the ability for three lunch rotations as well as 11,950 square feet of gymnasium facilities. Student and staff restrooms and other instructional/support areas are also included. In total, 64,320 square feet is recommended to support an 800-student elementary school.

Table 2: Proposed TK-8 Educational Specifications (800 student capacity)

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.	Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
INSTRUCTIONAL AREAS				GYMNASIUM			
Kindergarten Classroom	5	1100	5500	Main Gym Floor	1	9600	9,600
Kindergarten Restroom	5	100	500	PE Equipment Storage	1	400	400
Kindergarten Workroom	5	75	375	Restroom	2	600	1,200
Kindergarten Storage	5	75	375	PE Staff Office	1	300	300
Standard Classroom	24	960	23040	PE Staff Locker/Toilet	1	150	150
Special Day Classroom	1	960	960	Chair/Table Storage	1	300	300
Science Rooms	3	1200	3600	Total			11,950
Music Room: Band/Choir	1	1500	1500	LIBRARY MEDIA CENTER			
Piano Lab	1	960	960	Library Media Center	1	1,200	1,200
RSP Room	1	480	480	Breakout Room	1	225	225
EL room	1	480	480	Resource Room	1	980	980
Intervention Room	1	480	480	Electrical and Server Room	1	65	65
Speech Therapy Room	1	200	200	Total			2,470
START Office	1	480	480	MULTIPURPOSE ROOM			
Psychologist	1	200	200	Multipurpose Room	1	3,000	3,000
Total			39,130	Presentation/Serving Area	1	1,400	1,400
ADMINISTRATIVE AREAS				Storage	1	400	400
Lobby and Reception	1	300	300	Kitchen	1	650	650
Principal's Office	1	150	150	Dry Storage	1	75	75
Admin Assistant's Office	1	75	75	Custodial	1	100	100
Flex Office	2	75	150	Staff Restroom	2	75	150
Conference Room	1	250	250	Office Work Station	1	75	75
Nurse's Area	1	120	120	Walk-in Freezer	2	75	150
Nurse's Toilet	1	65	65	Electrical and Server Room	1	70	70
Storage Room	1	140	140	Total			6,070
Electrical and Server Room	1	150	150	RESTROOMS			
Work and Copy Room	1	250	250	Student and Staff Restrooms	1	2200	2,200
Storage Room	1	250	250	Total			2,200
Teachers' Lounge/Kitchenette	1	600	600	BUILDING SUBTOTALS			
Total			2,500	Total Classrooms	33		33,850
				Other Instructional Area			5,280
				Administrative Areas			2,500
				Multipurpose			6,070
				Media Center			2,470
				Restrooms			2,200
				Gymnasium			11,950
				TOTAL AREA (SQ FT)			64,320

At a 750-student educational specification for middle schools, Table 3 provides a total of 30 classrooms, including standard classrooms, Special Education/ SDC, science labs, band, and visual arts spaces. The total dedicated administration office space is 1,975 square feet and 3,180 square feet is provided for Library Media Center facilities. A 5,770 square foot Gymnasium/MPR facility is recommended to support the ability for three lunch rotations and athletic uses. Student and staff restrooms and other instructional/support areas are also included. In total, 59,815 square feet is recommended to support a 750-student middle school.

Table 3: Proposed 6-8 Educational Specifications (750 Student Capacity)

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.	Qty	Area per Unit sq.ft.	Total Area sq.ft.
Classrooms						
Classroom	24	960	23,040			
RSP	1	480	480			
		Total	23,520			
Science (2 labs grouped for a total of 8)						
Science Lab	3	1,200	3,600			
Prep/Work Room	3	100	300			
		Total	3,900			
Special Education						
Classroom SDC	1	960	960			
		Total	960			
Visual Arts Program						
Art Lab/STEAM	1	1,200	1,200			
Work/Storage Rm	1	200	200			
		Total	1,400			
Music Program						
Band/Orchestra Rm	1	1,500	1,500			
Instrument Storage Rm	1	200	200			
Music Workroom/Office	1	100	100			
		Total	1,800			
Drama Program (See Platform @ MPR for TS)						
Physical Education Program						
Gymnasium	1	9,600	9,600			
PE Equipment Storage	1	400	400			
Restroom	2	600	1,200			
PE Staff Office	1	300	300			
PE Staff Locker/Toilet	1	150	150			
Chair/Table Storage	1	300	300			
		Total	11,950			
Administration						
Lobby/Waiting	1	400	400			
Flex Office	1	100	100			
Conference Room	1	250	250			
Reception/Clerical	2	75	150			
Principal's Office	1	200	200			
Admin Assistant	1	75	75			
Asst. Principal Office	2	150	300			
Conference Room	1	250	250			
Work/Main Copy Rm	1	250	250			
		Total	1,975			
BUILDING SUBTOTALS						
Classrooms			23,520			
Science			3,900			
Special Education			960			
Visual Arts Program			1,400			
Music Program			1,800			
Physical Education Program			11,950			
Administratoin			1,975			
Health Suite			240			
Faculty and Staff			1,140			
Student Support Services			980			
Media Center			3,180			
MPR			5,770			
Restrooms			3,000			
TOTAL AREA (SQ FT)			59,815			
Health Suite						
Health Office	1	100	100			
Nurse/Health Clerk	1	75	75			
Toilet	1	65	65			
		Total	240			
Faculty/Staff						
Workroom/Lounge	1	600	600			
Kitchenette/Vending	1	150	150			
Staff Toilets	2	195	390			
		Total	1,140			
Student Support Services						
Counselor Office	1	100	100			
Speech Office	1	250	250			
Psychologist Office	1	150	150			
Special Ed/RSP	1	480	480			
		Total	980			
Media Center						
Librarian Office	1	100	100			
Work/Processing Rm	1	200	200			
Storage Room	1	100	100			
Main Library	1	1,200	1,200			
Resource Room	1	980	980			
Breakout Room	1	250	250			
Tech Work/Storage Rm	1	200	200			
Tech Room/MDF	1	150	150			
		Total	3,180			
Multi-Purpose Room						
Multi-Purpose Rm	1	2,700	2,700			
Presentation/Serving Area	1	1,400	1,400			
Storage Room	1	400	400			
Kitchen	1	650	650			
Dry Storage	1	75	75			
Custodial	1	100	100			
Staff Restroom	2	75	150			
Office Work	1	75	75			
Walk-in Freezer	2	75	150			
Electrical and Server Room	1	70	70			
		Total	5,770			
Restrooms						
Restrooms	1	3,000	3,000			
		Total	3,000			

2.5 EDUCATIONAL PROGRAM AND FACILITIES NEEDS

The educational specifications set the baseline for the facilities each of the schools should have to provide for the education of the students. Table 4 compares the District adopted education specifications to the existing conditions at each school site. The schools were built over several generations with the first generation built in the 1950s and 1960s; Generation 2 schools are those built in the 1980s and 1990s; Generation 3 schools include those sites built in or after the year 2000. Generally, the Generation 1 schools are located in the center of the community in the more densely populated areas with the exception of Albany Park that is located in the northwest area of the city as it was likely a country school that was annexed into the District. The newest schools are located on either the east side of the city or the west side of the city. Generally, Generation 1 schools have the most need and do not meet educational specifications. Generation 2 schools typically meet more of the recommended specifications, but still have significant needs across key areas. Generation 3 schools, apart from Morningside, are more likely to meet the education specifications and have less need than the other schools. The schools vary greatly in size, with some having very few permanent facilities and others have many permanent classrooms to support very large elementary or middle school populations. The result is a discrepancy in the educational environments for the students within the District.

The size of the MPR is designed to accommodate up to three lunch periods per day. The District desires for each school to have one lunch period but realizes that three lunch periods are more realistic. While all the schools have a place for the enrichment programs, such as music or library media centers, they do not all have the same facility conditions for these programs. Some of the programs are in purpose-built spaces and others are in portable classrooms. Additional kindergarten classrooms are needed at all the schools that have kindergarten programs. All three middle schools have the support spaces for the for the various programs that are offered at the schools. The only K-8 school in the District meets the educational specifications for the support spaces but has a very large number of permanent classrooms resulting in the school having a population three times the desired size for District.

Amongst the Generation 1 schools, Albany Park, Nueva Vista, and Terrace Elementary face the most substantial need regarding outdoor support facilities such as play fields, hardcourts, and bus drop off locations. At these sites, the play fields are significantly smaller in relation to the size of the school than their counterparts throughout the District. The hardcourts, while generally in fair condition, are faded and include less play space than similarly sized schools. Fremont's play fields and hardcourts are in generally good condition, but students riding the bus are dropped off on a very narrow section of sidewalk that is in poor condition. The outdoor support facilities located at Generation 2 and 3 schools are all in fair or better condition and do not require similar improvements.

Table 4: Comparison of Proposed TK-5 Educational Specifications and Existing School Sites

School	Existing Square Footage	Ed Spec Recommendation	Difference Between Existing/Recommended
Generation 1 Schools			
<i>Albany Park</i>			
Library	900	2450	-1550
MPR	3390	6305	-2915
Music Room	900	1200	-300
Permanent CR	900	960	-60
<i>Cecil Avenue</i>			
Library	1868	3180	-1312
MPR	2978	5770	-2792
Music Room	1451	1500	-49
Gym	12556	11950	606
Permanent CR	915	960	-45
<i>Fremont</i>			
Library	1720	2450	-730
MPR	2825	6305	-3480
Music Room	1392	1200	192
Permanent CR	900	960	-60
<i>Nueva Vista</i>			
Library	900	2450	-1550
MPR	3423	6305	-2882
Music Room	900	1200	-300
Permanent CR	900	960	-60
<i>Terrace</i>			
Library	938	2450	-1512
MPR	2007	6305	-4298
Music Room	0	1200	-1200
Permanent CR	900	960	-60
Generation 2 Schools			
<i>Almond Tree</i>			
Library	2200	3180	-980
MPR	3089	5770	-2681
Music Room	2113	1500	613
Gym	9880	11950	-2070
Permanent CR	1023	960	63
<i>Del Vista</i>			
Library	923	2450	-1527
MPR	2031	6305	-4274
Music Room	900	1200	-300
Permanent CR	900	960	-60
<i>Princeton</i>			
Library	2098	2450	-352
MPR	4550	6305	-1755
Music Room	1005	1200	-195
Permanent CR	1000	960	40
Generation 3 Schools			
<i>Harvest</i>			
Library	3757	2450	1307
MPR	4641	6305	-1664
Music Room	1872	1200	672
Permanent CR	850	960	-110
<i>La Vina</i>			
Library	6909	3180	3729
MPR	6734	5770	964
Music Room	2240	1500	740
Gym	12526	11950	576
Permanent CR	969	960	9
<i>Morningside</i>			
Library	1088	2450	-1362
MPR	4620	6305	-1685
Music Room	960	1200	-240
Permanent CR	960	960	0
<i>Pioneer</i>			
Library	3140	2450	690
MPR	6841	6070	771
Music Room	1240	1200	40
Gym	12524	11950	574
Permanent CR	960	960	0

Kindergarten classrooms in the District vary greatly by school site, both in inventory and in Title 5 mandated square footage specifications. Table 5 outlines the total kindergarten classrooms at each school site that are Title 5 compliant and the educational specification recommendation. Square footage requirements for Kindergarten classrooms are determined by the State and are set at 1350 square feet. Albany Park, Nueva Vista, Princeton, and Morningside all have kindergarten programs on campus, but none of these meet the required specifications in either square footage or inventory count and will require the most attention. Fremont, Harvest, and Pioneer all have compliant kindergarten classrooms but need more rooms to meet the education specification. Del Vista and Terrace both have three kindergarten programs, but only two of these rooms are Title 5 compliant classrooms, requiring additional kindergarten facilities to be constructed.

Table 5: Comparison of Kindergarten Educational Specifications and Existing School Sites

School	Classrooms Meeting Specifications	Ed Spec Recommendation
<i>Generation 1 Schools</i>		
Albany Park	0	4
Fremont	2	4
Nueva Vista	0	4
Terrace	2	4
<i>Generation 2 Schools</i>		
Del Vista	2	4
Princeton	0	4
<i>Generation 3 Schools</i>		
Harvest	2	4
Morningside	0	4
Pioneer	4	5

SECTION 3

ANALYSIS

This portion of the Facilities Implementation Plan looks at the age and location of school facilities, existing and projected enrollment by grade and site, existing capacity to house students in permanent classrooms, and the anticipated demand for additional school facilities by grade configuration. Alternate metrics are used in the assessment, including those established by the State and those that have been previously adopted by the District. The goal is to establish the level of need for additional school facility improvements, in tandem and pursuant to the work program approved by the Board, subject to the anticipated amount of funding that may be deemed available for the next portion of required school facility improvements. Collectively, the background data and analysis that follows provide a basis to proceed with the next level of proposed improvements.

3.1 EXISTING SCHOOLS

Table 4 shows the original date of construction and Figure 2 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 first school in the District was constructed in 1934, with the next generation of schools being completed in the early 1950s through mid-1960s. Another school was completed in the early 1980s. The newest generation of schools have been built every few years since the mid-1990s, with the most recent school finishing construction

Table 4: School Construction

School	2018-19	Originally	Year
TK - 5th			
Fremont ES	530	1951	2009
Albany Park ES	335	1966	2003
Del Vista Math/Science	526	1980	2009
Princeton Street ES	500	1993	
Morningside ES	545	2000	
Harvest ES	502	2004	
Nueva Vista Language	511	1966	2004
TK - 6th			
Terrace ES	530	1951	2003
TK - 8th			
Pioneer	1012	2013	
6th - 8th			
Cecil Ave. Math/Science	624	1934	1993
Almond Tree Middle	605	1997	
La Vina Middle	664	2006	

in 2013. The District currently operates 12 schools: seven elementary schools with grades TK-5, one elementary school with grades TK-6, one school with grades TK-8, and three middle schools with grades 6-8. Many of these schools have a substantial number of portable classrooms that have been brought in periodically to accommodate increases in enrollment over time.

Figure 2 shows the general location of the District’s school facilities. Most of the District’s campuses are located on the eastern side Delano, separated from the other schools by Highway 99. In the case of Harvest and La Vina, the schools share one campus for both student populations.

Figure 2: Schools in the Delano Union School District



Sources: CFW, Inc.; Google Earth

3.2 STATE AND COUNTY ENROLLMENT

Student enrollment impacts facilities funding programs for most California school districts in need of major facility improvements. The California Department of Finance, Demographic Research Unit tabulates actual and projected K-8 enrollment based on Department of Education (CDE) enrollment data and Department of Public Health births. Accordingly, K-8 enrollment statewide has been fairly constant over the last four years but is projected to decline over the next five years, as indicated in Figure 3, due to a general decrease in births and a corresponding decrease in enrollment. While decreases are projected at the State aggregate level, enrollment fluctuations are anticipated amongst counties and individual districts with some areas such as Kern County stabilizing.

Figure 4 presents the projected enrollment by the State for K-8 enrollment in Kern County. According to the Demographic Research Unit, K-8 enrollment is projected to stabilize in Kern County over the next five years. For reporting purposes, the State considers TK as part of the kindergarten enrollment.

Figure 3: California State K-8 Enrollment

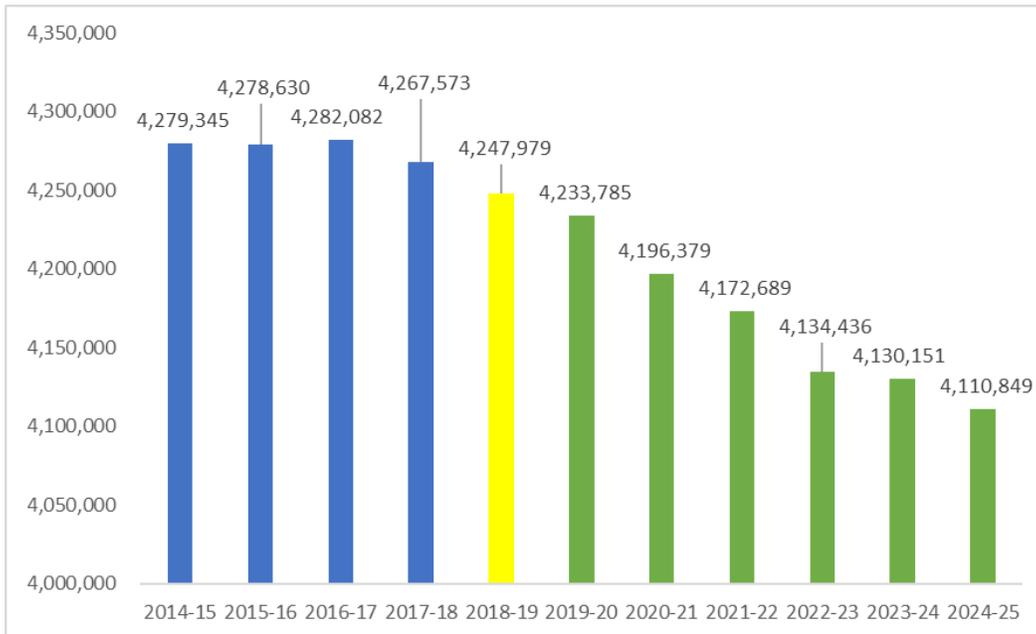
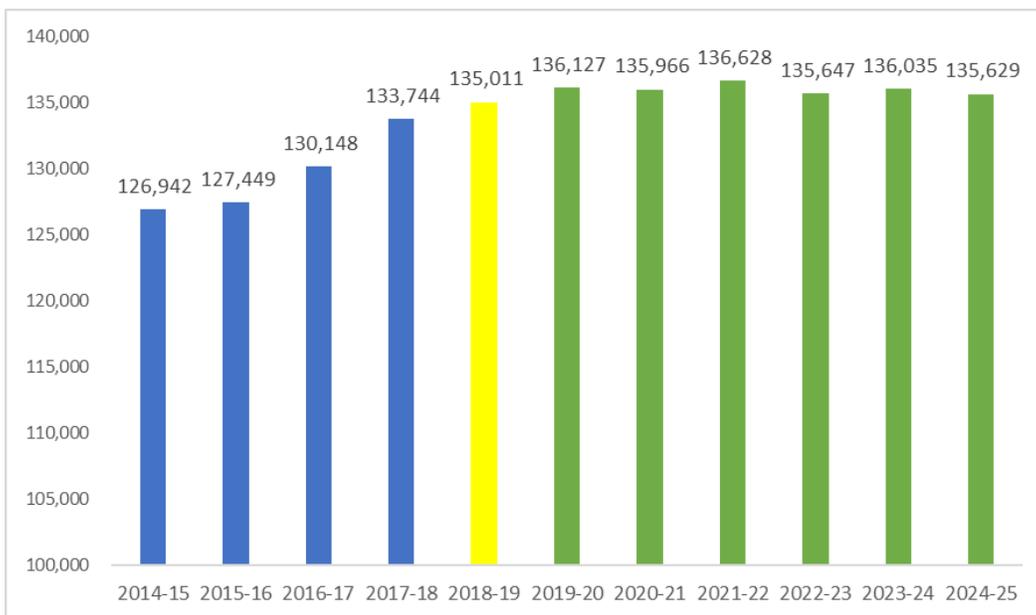


Figure 4: Kern County K-8 Enrollment



3.3 DISTRICT ENROLLMENT

A district’s trend in student enrollment establishes the demand for school facilities. The State, however, does not provide individual district projections of enrollment, but does provide base data that can be interpolated with the use of local data to establish enrollment trends. Table 6 provides a summary of the District’s enrollment for the 2018–19 school year by grade level. Enrollment data from October 2018 indicate approximately 3979 students are enrolled in grades TK-6, approximately 1012 students at the TK-8 level, and approximately 1,893 at the 6-8 level, for total enrollment of 6884.

Table 5: 2018-19 Enrollment by School and Grade

School	Grade Level									Total
	TK/K	1	2	3	4	5	6	7	8	
Albany Park ES	51	48	69	55	52	60	0	0	0	335
Del Vista Math/Science	101	78	90	86	83	88	0	0	0	526
Fremont ES	107	91	79	92	75	86	0	0	0	530
Harvest ES	78	72	76	97	85	94	0	0	0	502
Morningside ES	103	86	93	92	86	85	0	0	0	545
Nueva Vista Language	91	90	88	80	85	77	0	0	0	511
Princeton Street ES	75	74	82	89	76	104	0	0	0	500
TK-5 Subtotal	606	539	577	591	542	594	0	0	0	3449
Terrace ES	100	69	69	82	91	64	55	0	0	530
TK-6 Subtotal	100	69	69	82	91	64	55	0	0	530
Pioneer	124	99	96	98	97	126	126	115	131	1012
TK-8 Subtotal	124	99	96	98	97	126	126	115	131	1012
Almond Tree Middle	0	0	0	0	0	0	184	220	201	605
Cecil Ave. Math/Science	0	0	0	0	0	0	169	220	235	624
La Vina Middle	0	0	0	0	0	0	210	224	230	664
6-8 Subtotal	0	0	0	0	0	0	563	664	666	1893
Total	830	707	742	771	730	784	744	779	797	6884

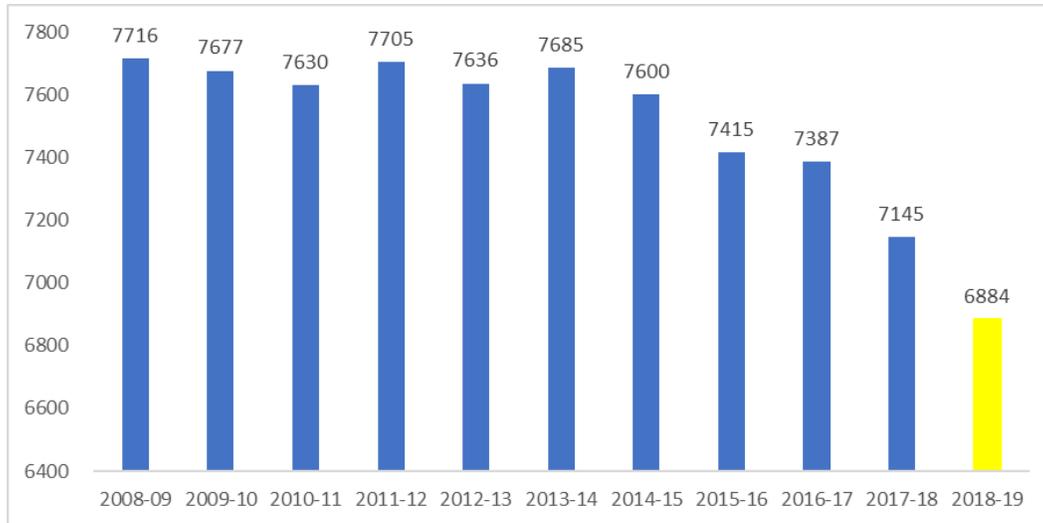
Typically, a child born in the District’s community is likely to begin attending kindergarten at the age of five. The California Department of Finance in conjunction with Department of Public Health records projects likely births by County and U.S. Postal Zip Code area, but not by district. By correlating County births by the District’s most inclusive ZIP Code areas, 93215, 93287, and 93308, birth projections can be applied at the local district level.

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 a developmentally appropriate setting. The District enrolls students in kindergarten that turn five years of age by September 1 and enrolls students in TK if the student turns five years of age between September 2 through December 2. Both programs, however, are elective and not mandatory. The District currently accepts all eligible TK students who enroll, which makes up approximately 13.5 percent of its combined TK/kindergarten population.

Based on the historical enrollment of kindergarten students, a correlation can be established between births and actual enrollment five years thereafter. This coefficient can also be adjusted to include additional births and subsequent increases to TK enrollment based on the extended September 2 through December 2 enrollment period. Statewide, TK enrollment has yet to be fully established in equal numbers to kindergarten; most districts are able to attract approximately 20 percent increase in the annual kindergarten enrollment from eligible TK students. Once the projection of future kindergarten enrollment is established for the District, 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.

Figure 5 provides a view of the District’s overall enrollment over the past ten years, while Table 6 provides a year-to-year breakdown by grade level. The data includes historical enrollment information provided by the District, excluding data for students outside of a designated grade level. The historical enrollment information provides the “big picture” view of enrollment within the District. Enrollment at the District has fluctuated and generally declined from ten years ago, however, the District experienced more significant declines over the last four years. Since the 2014-15 school year, the District has lost 716 students.

Figure 5: District Historical Enrollment



Source: CALPADS; CFW

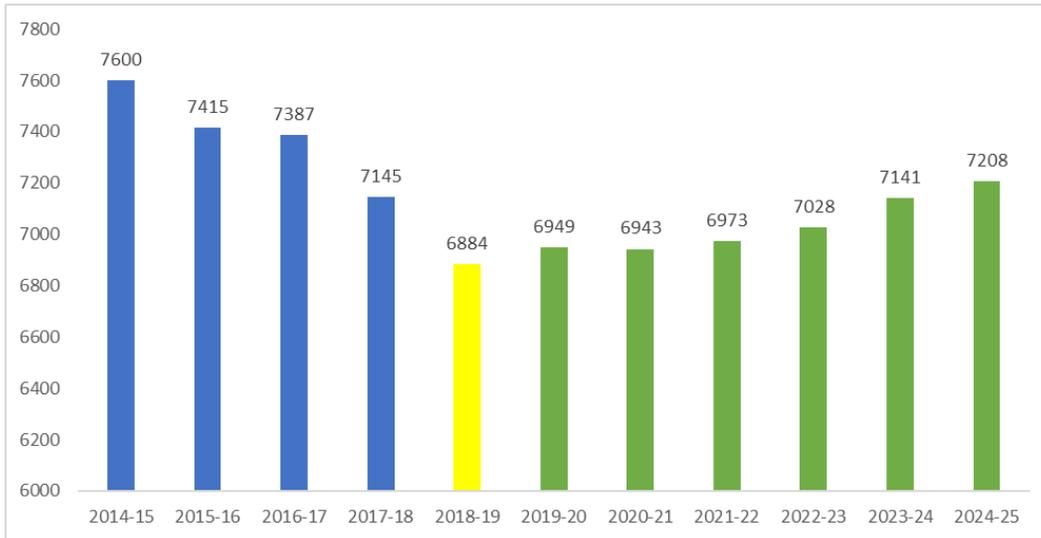
Table 6: District Historical Enrollment

Grade	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	5 Yr Change	2014-15	2015-16	2016-17	2017-18	2018-19	10 Yr Change
TK/K	857	848	876	869	833	854	(3)	828	878	921	848	830	(27)
1	887	916	870	923	873	823	(64)	824	760	806	762	707	(180)
2	911	888	934	884	900	878	(33)	812	828	762	809	742	(169)
3	916	910	869	928	858	887	(29)	870	796	824	772	771	(145)
4	796	908	918	867	917	855	59	898	864	801	809	730	(66)
5	845	777	903	915	863	929	84	846	883	861	801	784	(61)
6	827	749	686	840	844	809	(18)	865	751	815	787	744	(83)
7	860	817	768	702	817	837	(23)	819	850	754	797	779	(81)
8	817	864	806	777	731	813	(4)	838	805	843	760	797	(20)
Total	7716	7677	7630	7705	7636	7685	(31)	7600	7415	7387	7145	6884	(832)

Source: CALPADS; CFW

Figure 6 provides a history of District enrollment between fiscal years 2014-15 and 2018-19 and projected enrollment through 2024-25. Table 7 demonstrates this analysis with a year-to-year grade breakdown. Looking ahead, total District enrollment is forecasted to remain stable then grow by approximately 324 students over the next six years through 2024-25. This analysis does not include new housing development and only looks at the existing enrollment of schools the District currently operates.

Figure 6: Historical and Project Enrollments, 2014-15 to 2024-25



Source: CALPADS; CFW

Table 7: Historical and Projected Enrollments, 2018-19 to 2024-25

Grade	Current		Projected					Change
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	
TK/K	830	916	921	932	934	936	939	109
1	707	849	836	832	843	844	845	138
2	742	710	852	839	835	846	847	105
3	771	736	704	846	833	829	840	69
4	730	769	734	703	844	831	827	97
5	784	726	765	730	699	839	826	42
6	744	722	668	704	672	643	772	28
7	779	742	720	666	702	671	642	(137)
8	797	780	743	721	667	703	671	(126)
Total	6884	6949	6943	6973	7028	7141	7208	324

Source: CALPADS; CFW

3.4 STUDENT CAPACITY

The capacity of a district to house its students is determined by comparing the total student enrollment with the number of classrooms available at each school site based on the standards used to load or populate classrooms. This information is useful in determining the impact of such standards and the need for additional school facilities to house all enrolled pupils effectively and efficiently. There are two broad categories of loading standards to consider. The first is State standards and the second is local standards.

State standards are primarily used for the State School Facility Program (SFP), which is administered by the Office of Public School Construction (OPSC) and determines capital funding eligibility from Statewide bonds to assist in local school construction and modernization. The SFP utilizes a uniform loading standard across grades to determine school capacities for the purpose of funding school construction or

modernization projects. For elementary grades, the State standard is 25 students for each permanently constructed classroom and 27 students per permanent classroom for middle school grades. Physical education (PE) and core facilities are not included in this calculation, nor does the State generally consider portable classrooms as being available to permanently house students. When a school has a greater number of students than what the State deems that school can house (the State loading standard multiplied by the number of permanent classrooms), the State considers the remaining students as “unhoused.”

Districts are not required to follow these targets for operations and commonly set their own “local” loading standards. Local loading standards more accurately reflect current funding levels for the operational expenses of each active classroom, while State standards are utilized to calculate the construction costs of new classroom buildings. Moreover, local loading standards can include portable classrooms in capacity calculations. Based on the District’s 2017-2020 collective bargaining agreement, the District operates a standard of 24 students for each classroom in grades TK-3, and 32 students for grades 4-8.

As presented in Table 8, the District has approximately 457 classrooms over 12 school sites. Of these, 320 or 70 percent of these classrooms are permanent (i.e., built on site). The remaining approximately 137 classrooms, or approximately 30 percent of the District’s total inventory, are classified as portable classrooms, which are intended for use as temporary classrooms that can be relocated as needed. For State purposes, portable classrooms are generally not considered to be available to permanently house students. With State loading standards counting only permanent classrooms, the District has a capacity of 8241 students, approximately 1357 more than the current enrollment of 6884.

For the local loading standards, a weighted average has been used between the loading standards for grades TK-3 and 4-8, resulting in a weighted average of approximately 26 students per classroom at the TK-5 configuration, 27 students per classroom at the TK-6 configuration, 28 students per classroom at the TK-8 configuration, and 32 students per classroom at 6-8 configuration. Based on these standards, the District can currently house 9109 students in their current permanent classrooms, as well as an additional 3744 students in their portable classrooms, for a total capacity of 12,853 students, 5969 greater than the current enrollment.

As demonstrated in Table 8, the District has excess capacity at every school site. Much of this is primarily in portable classrooms, many of which may exceed their economic life upon further inspection. The District has utilized permanent and portable facilities to house past and current students, including an allowance in grade span adjustments and teacher ratios. In addition, some of these facilities may already be in use as support spaces necessary to the conduct of the adopted educational program and not readily available to support additional classroom use immediately.

That said, the “excess capacity” may allow the ability to accommodate shifts in available space during periods of constructing new classrooms or modernizing existing classrooms, reducing the need for potential interim housing during construction. It may also be useful in accommodating additional support and enrichment space that may be required in portable facilities based on the needs of the educational program or recommendations regarding its reconfiguration, if needed.

Table 8: Classroom Inventory and Student Housing Capacity

School	2018-19 Enrollment	State Loading Standard				Local Loading Standard							
		State Loading	Perm. CRs	State Capacity	(Over)/Under Capacity	Local Loading	Perm. CRs	Port. CRs	Total CRs	Est. Local Capacity		Total Local Capacity	(Over)/Under Capacity
										Perm.	Port.		
TK - 5th													
Albany Park ES	335	25	7	175	(160)	26	7	23	30	184	605	789	454
Del Vista Math/Science	526	25	22	550	24	26	22	10	32	578	263	841	315
Fremont ES	530	25	35	875	345	26	35	3	38	920	79	999	469
Harvest ES	502	25	28	700	198	26	28	1	29	736	26	762	260
Morningside ES	545	25	15	375	(170)	26	15	16	31	394	421	815	270
Nueva Vista Language	511	25	11	275	(236)	26	11	30	41	289	789	1078	567
Princeton Street ES	500	25	18	450	(50)	26	18	15	33	473	394	867	367
Subtotal	3449		136	3400	(49)		136	98	234	3575	2576	6151	2702
TK - 6th													
Terrace ES	530	25	14	350	(180)	27	14	16	30	378	432	810	280
Subtotal	530		14	350	(180)		14	16	30	378	432	810	280
TK - 8th													
Pioneer	1012	26	71	1818	806	28	71	0	71	1988	0	1988	976
Subtotal	1012		71	1818	806		71	0	71	1988	0	1988	976
6th - 8th													
Almond Tree Middle	605	27	28	756	151	32	28	15	43	896	480	1376	771
Cecil Ave. Math/Science	624	27	33	891	267	32	33	8	41	1056	256	1312	688
La Vina Middle	664	27	38	1026	362	32	38	0	38	1216	0	1216	552
Subtotal	1893		99	2673	780		99	23	122	3168	736	3904	2011
Total	6884		320	8241	1357		320	137	457	9109	3744	12,853	5969

Note:

At Local (District) standards, capacity assumes weighted averages using 24 students per TK/K-3 classroom and 32 students per grade 4-8 classroom

Sources: CALPADS; Delano Union School District, CFW, Inc.

SECTION 4

SITE ASSESSMENTS

The District's facilities were constructed over several generations, ranging as early as 1934 to the most recent school construction in 2013. The District, its educational program and the facilities that it uses to house its students has continued to evolve. 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 has 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, on-site assessments for all District schools were conducted from July 31, 2019 – August 2, 2019, to investigate District needs and areas of interest by a team of school facility planners, engineers, cost estimators and educators with administrative and classroom experience. 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 and summaries of work that may be required based on State and District standards. In every case, an overview of existing conditions was provided followed by a review of classroom and other facility conditions, including support facilities. Where available, on-site assessments were augmented by available local and State facility resource data.

Subsequent to the site assessments, discussions were held with senior staff to review observations to date, areas of potential interest for further consideration and in preparation of workshop information to be reviewed by the Board. In general, a description of the site is presented, major facilities are identified and assessed, and a summary of each site is provided.

SITE ASSESSMENTS – TK-5 SCHOOLS

4.1 ALBANY PARK ELEMENTARY SCHOOL



Albany Park Elementary School is located at 235 West 20th Avenue in the City of Delano. The facility occupies an approximately 9-acre site and is bound by agricultural fields to the north and west, a city park to the east, and West 20th Avenue to the south. The school was built in 1966 but modernized in 2003. Based on the 2018-19 school year, Albany Park has a total enrollment of 340 students, serving transitional kindergarten through fifth grade. The school has 7 permanent classrooms and 23 portable classrooms. The portable classrooms were placed in service in 1992, 1997, 1999, 2001, and 2002. Additional facilities include a multipurpose room, constructed in 2002, a library/resource room, and an administration office. Playfields, hardcourts, and play structures are located to the north east of the campus. The transitional kindergarten and kindergarten have dedicated play areas with a climbing structure, and a grassy area. The parking lot is at the south side of campus and accessed by West 20th Avenue. The lot has approximately 23 spaces and a bus loading zone.

In March 2018, the District submitted a modernization application to OPSC for Albany Park. The modernization application is under review at the State and contains several restroom projects and an expansion of the library. Throughout the campus, the floorplans of restrooms will be reworked to comply with ADA standards. These projects will include new fixtures, stall partitions, and fresh paint. Staff bathrooms in the administration building and several boy's and girl's restroom on campus will be upgraded through this project. The library expansion will require the removal of a wall between the existing space and Room B-5. Additionally, the existing casework in both spaces will be removed and reconfigured to have one built-in space with sink in the new, expanded library. The new library, and Room B-3 and Room B-4 will have new carpet and VCT installed as part of this project. The final project included in this modernization plan is to remove the built-in tables and wall mounted storage in the MPR, requiring the walls to be refinished and painted.

4.1.1 EXISTING CONDITIONS

The school consists of 7 permanent and 23 portable classrooms. There are three additional permanent buildings on campus used for administration, staff resources, and an MPR. One permanent classroom is used as a library, while one additional portable classroom is used as a teacher's lounge. The permanent classroom buildings are arranged in a square pod of four classes each in the middle and western sections

of campus. The main administration building sits on the southern boundary of campus and includes an area for administrative and nurse’s offices as well as a staff resource room. Directly to the west of this building is the school parking lot, and directly to the northwest is the MPR, which also functions as a cafeteria. The MPR also houses a stage for performances and assemblies.

The portable classrooms are split into three wings; the first being on the far northwestern boundary, the second running along the northeast and eastern boundary, and the third being directly north of the staff resource room. The main offices and eight permanent classrooms were built in 1966, with the MPR being added in 2002. The portable classrooms were constructed between 1992 and 2002, with several of them being replaced in 1999.

Figure 7: Albany Park Elementary School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

4.1.2 CLASSROOMS

Of the seven permanent classrooms on campus, one is left open for additional uses, one is used as a conference room, one functions as a library, one is used for speech therapy, and the remaining three are used as general purpose classrooms for grades one through three. One of the rooms doubles as a classroom for an afterschool program called Power. The western-most block of classrooms also includes an ASB room and a girl’s restroom, while the middle block includes a supply room, two custodian closets, and a boy’s restroom.

The permanent general purpose classrooms are each approximately 900 square feet by interior dimensions, inclusive of built-in casework. All permanent classrooms have lay-in tile ceilings with fluorescent lighting fixtures, hollow metal exterior doors, and a combination of VCT and carpeted flooring. Along the walls of these rooms are laminate casework countertops with one sink that includes bottom areas for storage, a row of three to five desktop computers with one printer, and one to three markerboards with a pull-down projector screen built into the wall for an overhead projector. The casework is generally in fair condition. Furniture in use includes plastic, kidney shaped student desks with built in storage, rigid plastic or composite chairs with gliders, and wooden rectangular or half-circle tables. These classrooms generally lack many 21st Century Learning Environment standards such multiple monitors, floor-to-ceiling markerboards, and flexible furniture. Overall, the general purpose classrooms are in fair to good condition. The permanent classroom used for afterschool programs shares the general conditions of the other permanent classrooms on the site.



Typical Permanent Classroom Interiors

Albany park has 23 portable classrooms located on the site, two of which are used for storage, two for kindergarten classes, one for a teacher’s lounge, one as a technology storage room, one for speech therapy, one as a computer lab, one for physical education (PE), one as a band room, and the remaining thirteen as general purpose classrooms for grades two through six. Rooms 13, 16, 19, and 25 are also used for the Power afterschool program.

The portable general purpose classrooms are each approximately 900 square feet by interior dimensions. All permanent classrooms have lay-in tile ceilings with fluorescent lighting fixtures, hollow metal exterior doors, and carpeted flooring. The walls primarily consist of tack board walls, five to six desktop computers with one printer, and two white markerboards with a pull-down projector screen fastened above for an overhead projector. There is generally no casework in these rooms. Student furniture consists of plastic, kidney-shaped student desks with built-in storage, rigid plastic or composite chairs with gliders, and wooden rectangular or half-circle tables. The furnishings are all in generally good condition apart from the

rectangular tables that are showing signs of age. Existing classroom furnishings limit the flexibility of classroom spaces. These classrooms generally lack many 21st Century Learning Environment standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture. All the portable classrooms generally appear to be in fair condition for their age and utilize some elements of 21st Century Learning Environments, but overall the portable classrooms should eventually be replaced with permanent facilities to meet the proposed educational specifications and current State standards. The portable classrooms used for the afterschool program, storage, PE, and band share the general conditions of the other portable classrooms on the site.



Typical Portable Classroom Interiors

The kindergarten classrooms for this school are housed in portable classrooms located on the eastern boundary of campus, adjacent to the teacher’s lounge. These portable classrooms measure approximately 900 square feet and do not include either a teacher work area or restrooms for the students. Each kindergarten classroom has lay-in tile ceilings with fluorescent lighting fixtures, hollow metal exterior doors with no windows, and carpeted flooring. Along the walls of these rooms are laminate countertop casework including underneath storage, metal filing cabinets, four desktop computers with one printer, and two white markerboards with a pull-down projector screen fastened above for use with an overhead projector. The student furniture consists of conventional wooden student desks with built-in storage, rigid plastic chairs, and large rectangular or half-circle tables. The furnishings in both rooms is of a fair quality but is showing significant signs of age. Neither of the kindergarten rooms meets the State’s Title 5 kindergarten standards due to the lack of dedicated restrooms, a teacher work area, and overall interior size.



Typical Kindergarten Classroom Interiors

4.1.3 ADMINISTRATION SUPPORT FACILITIES

The administration building is in a permanent building along the southern boundary of campus and includes a staff resource room, a nurse’s office, and two staff restrooms for a total of approximately 2,200 square feet, 300 square feet short of the educational specification. The main entrance is on the south side of the building and leads into the main administrative office. The offices, resource room, and nurse’s office are all in generally good condition and consist of lay-in tile ceiling with fluorescent light fixtures, and a mix of VCT and carpeted flooring. There are three workstations scattered through the office. The south side of the building with the entrance has only the windows attached to the door and provides only limited visibility to visitors entering the school.



Administration, Principal, Nurse’s Office and Staff Workroom

4.1.4 LIBRARY

The library is located in the permanent building block directly north of the main administration office and is approximately 900 square feet. The facility has a collection of books arranged in rows and book stacks located around the perimeter and center of the room. The library furnishings include wooden bookcases,

casework laminate countertops with one sink, and a wooden reception desk. This building has a lay-in tile ceiling with fluorescent light fixtures and a mix of VCT and carpeted flooring. While furnishings and building characteristics are fair to good in quality, there are no tables or seating for students in the library, limiting the space’s potential uses, in addition to the space being undersized.



School Library

4.1.5 MULTIPURPOSE ROOM/CAFETERIA

The main multipurpose room area is approximately 3400 square feet with an attached raised stage of 750 square feet on the northern side, making the facility approximately 1920 square feet under educational specification. The MPR is used as a cafeteria as well as for assemblies and performances. The stage flooring shows signs of wear but is in generally fair condition and contains an ADA compliant lift. The cafeteria furniture consists of wooden, foldable, rectangular tables with built-in benches that are stored vertically in the walls when not in use. The flooring in the main area is VCT and is in good condition. The building has a maximum capacity of 324 students and staff. The attached kitchen area is approximately 715 square feet and includes a restroom of 58 square feet and a utility closet of 50 square feet. The floor and ceiling are in generally fair condition and overall the kitchen is well-maintained. Students are served through a counter that connects the kitchen to the northern wall of the MPR.



MPR, Stage and Kitchen

4.1.6 PARKING AND PLAYFIELDS

The parking lot is located in the southwest corner of campus and is comprised of two areas. The main parking is located near the administration building and consists of approximately 31 spaces, while an additional 20 parking spaces are available on the western border of campus near the MPR, totaling sufficient parking for the campus. Parents and the bus drop off and pick up students along West 20th Avenue on the southern edge of the campus in a cutout in front of the administration building.

The main play structure is located to the east of the main campus, northeast of the teacher’s lounge. There is a dedicated kindergarten play structure directly to the south of the administration office’s resource room, and a short walk away from the portable kindergarten classrooms. The hardcourts are located directly to the west of the main play structure, with play fields surround both areas to the north, east, and south. Directly to the west of the hardcourts is an outdoor eating area with plastic, foldable tables with built-in benches covered by a shade structure. The hardcourts include areas for basketball, with a sand pit directly to the east that houses a swing set.



Play Field, Main Play Structure, Hardcourts and Bus Dropoff

4.1.7 SUMMARY OF OBSERVATIONS

Albany Park does not meet the recommended educational specifications related to square footage for the library media center, general purpose and kindergarten classrooms, music rooms and falls short of the recommended number of permanent classrooms. The MPR, while smaller than the educational specification, allows for three or less lunch periods. Because of being below educational specification as well as the majority of the classrooms on campus are portable facilities, it is recommended that Albany Park operate as a campus below the educational specification of 800 students. Otherwise, revitalizing this site to meet educational specification would become too costly.

The permanent classrooms at Albany Park are well-maintained and in fair or good condition. However, many of the furnishings and wall coverings are old and showing signs of age. In addition to this, the classrooms lack flexibility due to existing furnishings and cabinetry choices and would benefit from more open flexible spaces and additional writing surfaces throughout the classroom. Portable classrooms have also been relatively well-maintained but are nearing the end of their useful life. Both permanent and portable classrooms need to incorporate a more comprehensive 21st Century Learning Environment to better maximize the use of space, flexibility, and student collaboration.

4.2 DEL VISTA MATH/SCIENCE ELEMENTARY SCHOOL



Del Vista Math/Science Elementary School is located at 710 Quincy Street in the City of Delano. Located in a largely residential area, the facility occupies an approximately 13.5-acre site and is bound by 8th Avenue to the north, Randolph Street to the east, 6th Avenue to the south, and Quincy street to the west. The school was built in 1980, with a modernization application currently under review by the State. Based on the 2018-19 school year, Del Vista has a total enrollment of 526 students, serving transitional kindergarten through fifth grade. The school has 22 permanent classrooms and 10 portable classrooms. Additional facilities include a multipurpose room, a library/resource room, a fitness lab, computer lab, and an administration office. Playfields, a track, hardcourts, and play structures are located to the north east of the campus. The transitional kindergarten and kindergarten have dedicated play areas with a climbing structure and a grassy area. There are approximately 26 parking spaces near the administration building, and approximately 10 parking spaces at the corner of Quincy Street and 8th Avenue. Parking is provided in three lots along Quincy Street. Adjacent to the track, at the south, there are approximately 62 parking spaces, and a bus loading zone.

In April 2018, the District submitted a modernization to OPSC for Del Vista. The modernization application that is under review contains several building repairs and site work. The scope of work includes modernization of ceilings, flooring, wall finishes, casework, plumbing fixtures, signage, electrical, windows, door hardware to the MPR, classroom buildings B, C, D, E, F, G, portables classrooms 1-10, and the administration building. A new shade structure adjacent to the MPR is proposed to be built. Site work will include concrete paving south of classroom buildings B, C, and D, and a concrete ramp at the east of building H and the portable classrooms. Additional concrete paving will be completed at the basketball courts. ADA compliant chain link swing gates and ADA compliant exterior drinking fountains will be installed, and campus wide fire alarm upgrades will be completed.

4.2.1 EXISTING CONDITIONS

The school consists of 22 permanent and 10 portable classrooms. The permanent classroom facilities are separated into six wings with the two, northern-most wing having two kindergarten classes, the middle three wings having three classes each, and the two, southern-most wings having five classes each. These six wings run through the middle of the school from north to south. Of these permanent classrooms, one is used for RSP, one is a library, and one is a resource room. The remaining permanent buildings house the administration offices, teacher's lounge, nurse's office and workroom in the southeast corner of the school, and the MPR and kitchen in the southwest corner. The portable facilities are mostly grouped on the southern section of the school, directly east of the administration building, but there are three portables just south of the MPR, along the eastern edge of campus that are used for pre-K services.

Figure 8: Del Vista Math/Science Elementary School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

4.2.2 CLASSROOMS

Of the 22 permanent classrooms on campus, three are used for kindergarten classes, four for 1st grade, four for 2nd grade, three for 3rd grade, and three for 4th grade. The remaining permanent classrooms are used for RSP, PE and book storage, a library, and a staff resource room. The permanent general purpose classrooms are each between 850 and 900 square feet. These classrooms feature lay-in tile ceilings with fluorescent lighting fixtures, hollow metal exterior doors and VCT flooring. Along the walls of these rooms are built-in laminate countertops with storage underneath, one sink, shelving, and white markerboards with a pull-down projector screen for use with an overhead projector. The casework is generally in fair condition. Furniture includes plastic, kidney shaped student desks with built-in storage, rigid plastic chairs on casters, wooden rectangular and half-circle desks, and a media cart. Existing classroom furnishings and casework limit the flexibility of classroom spaces. These classrooms generally lack many 21st Century Learning Environment standards, such as multiple monitors, floor-to-ceiling markerboards, and flexible furniture. Overall, the general purpose classrooms are in fair condition; however, many of the rooms are showing signs of age, particularly along the floor and ceiling tiles. The other permanent classroom facilities, such as the library and resource room, share the same general conditions.



Typical Permanent Classroom Interior

There are 11 portable classroom buildings located on the site, eight of which are used as general purpose classrooms, and three that are used as a computer, fitness lab, and a band room. Most of the portable buildings are clustered on the southern edge of the school, but there is a row of three classrooms in the eastern section of campus.

All portable classrooms have lay-in tile ceilings with fluorescent light fixtures, hollow metal exterior doors with no windows, and carpet flooring. The walls primarily consist of task panel walls with two white markerboards, a pull-down projector screen for use with an overhead projector, and a high definition flat screen television. The remaining uncovered tack panel walls are in generally good condition. Furniture in the portables consists of plastic, kidney-shaped student desks with built-in storage, rigid plastic chairs on casters, and wooden rectangular and half-circle tables. The furniture is generally in good condition; however, existing classroom furnishings limit the flexibility of the classroom spaces. These classrooms generally lack many 21st Century Learning Environment standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture. The portable classrooms generally appear to be in fair overall condition for their age but should be replaced with permanent facilities.



Typical Portable Classroom Interior

There are three kindergarten classrooms on site, all housed in permanent buildings. Two of the classrooms (K1-K2) are located on the northern boundary of campus next to a dedicated play area. The remaining kindergarten class (K4) is located in the nearest classroom wing directly to south. K1 and K2 are approximately 1135 square feet using interior dimensions and include a dedicated restroom for student use and a shared work area for teacher use. There is one sink located in the student bathroom. The two classrooms are connected by a shared work area and have exits on the north side of the wall to access the kindergarten playground. K1 and K2 have lay-in tile ceiling with fluorescent light fixtures, hollow metal exterior doors, and carpeted flooring. Along the walls of these rooms are built-in laminate countertops with storage underneath, built-in shelving, and a high definition television set. The student furniture consists of oblong and kidney-shaped student desks with rigid plastic chairs on casters and oblong wooden tables. Each classroom also provides Chromebooks for educational use. The other kindergarten class (K4) is housed in a general purpose classroom and does not meet the State’s Title 5 kindergarten standards due to a lack of dedicated restrooms, required prep areas, and square footage requirements.



Typical Kindergarten Classroom Interior

4.2.3 BAND ROOM AND FITNESS ROOM

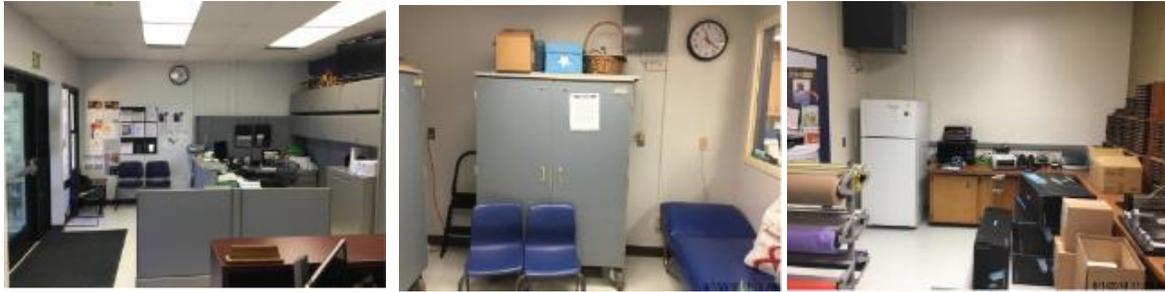
The band and fitness rooms are both housed in portable classroom facilities and share the same general conditions with the rest of the portable buildings. The band room has new music stands, a new high definition television set, and casework in generally good condition. The fitness room is approximately 1365 square feet with rubber mat flooring and lay-in tile ceiling with fluorescent light fixtures. The room has one high definition television set, fitness mats, and a variety of other fitness equipment including: stationary bicycles, weight machines, and core workout benches.



Band and Fitness Room Interiors

4.2.4 ADMINISTRATION SUPPORT FACILITIES

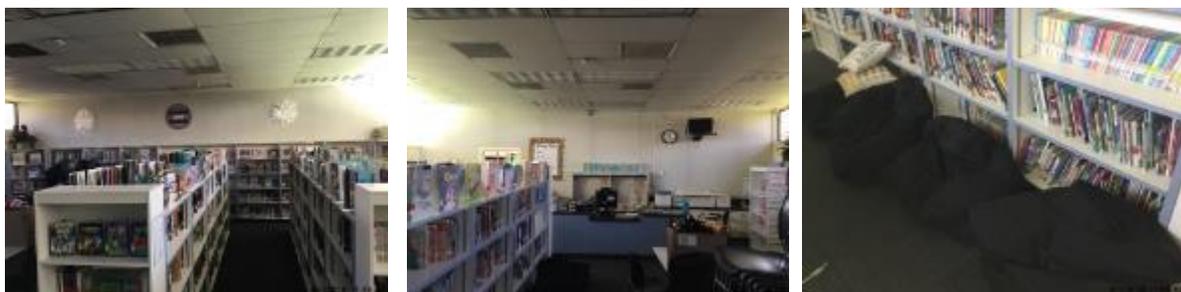
The administration building is located in a permanent building and includes a main office, lounge, nurse's and principal's office, two staff restrooms, and workroom. The main entrance is on the western side of the building and is used as the primary entrance for all visitors. The building provides approximately 1500 square feet for the site's administrative staff. Overall the interior of the building is in good condition and the office furniture consists mostly of built-in desks and cabinet storage. The southern section of the office that houses the workroom also serves as a mailroom for the school.



Administrative, Nurse's Office, and Staff Workroom

4.2.5 LIBRARY

The library is located in one of the southern permanent classroom wings and shares the same general conditions of the permanent general purpose classrooms, though instead with carpeted flooring. The space is approximately 900 square feet and has a collection of books arranged in rows of book stacks and shelves around the perimeter and through the middle of the room. The library has wooden rectangular tables with rigid plastic chairs, and there are bean bag chairs scattered throughout that serve as student reading areas. Overall, the library is in fair condition and well-maintained, but shows signs of age through the ceiling and flooring. The facility would benefit from 21st Century Learning Environment improvements such as mobile furniture.



School Library

4.2.6 MULTIPURPOSE ROOM/CAFETERIA

The main MPR area consists of approximately 2031 square feet and includes an attached kitchen that serves the students. The MPR is used as a cafeteria as well as for assemblies and performances. There is a dedicated performance area consisting of a raised stage measuring 70 square feet with storage behind. The stage flooring shows signs of wear but is in generally fair condition. The cafeteria furniture consists of

built-in, fold-up, rectangular tables and benches which are stored vertically in the walls when not in use. The flooring in the main area is VCT and is in good condition. The serving kitchen is approximately 388 square feet and includes a built-in serving station, gas range, ovens, and refrigeration areas. The kitchen is maintained well and is in fair condition.



MPR and Kitchen

4.2.7 PARKING AND PLAYFIELDS

The main play structure is located to the east of the permanent classroom wings and runs along the eastern edge of the campus. There is a designated kindergarten play area located directly north of K1 and K2. Play fields are to the east of the main play structure and include a sand pit with a swing set. The blacktop play area consists of basketball courts and is located south of the main play structure. Parking and circulation take place to the southeast of the play areas along Quincy Street, with the bus drop off going through a fenced area to the southern boundary of the school.

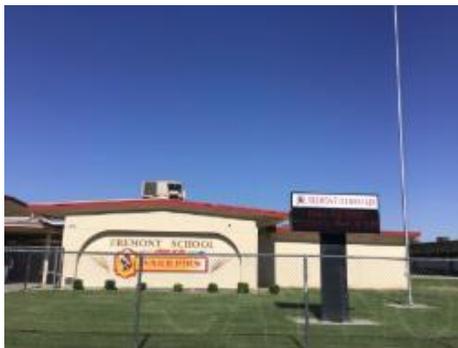


Main Play Structure, Play Fields, Hardcourts, Bus Dropoff

4.2.8 SUMMARY OF OBSERVATIONS

Del Vista has a smaller library, music room, and MPR than the recommended education specification and requires additional permanent general purpose and kindergarten classrooms. The permanent classrooms are in fair or good condition. However, as is the case with the majority of the older schools in the District, many of the furnishings and wall coverings are old and showing signs of age. In addition to this, the classrooms lack the ability to provide flexible environments due to existing furnishings and cabinetry choices and would benefit from more open flexible spaces and additional writing surfaces throughout the classroom. Portable classrooms have also been well-maintained but are nearing the end of their useful life. Both permanent and portable classrooms need to incorporate a more comprehensive 21st Century Learning Environment to better maximize the use of space, flexibility, and student collaboration. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications.

4.3 FREMONT ELEMENTARY SCHOOL



Fremont Elementary School is located at 1318 Clinton Street in the City of Delano. The facility occupies an approximately 16-acre site, and is bound by 14th Avenue to the north, Ellington Street to the east, 12th Avenue to the south, District offices and MOT building to the southeast, and Clinton Street to the west. The school is surrounded by residential developments to the north and west, residential and light commercial to the south, and the Golden State Highway. The school was built in 1951. Based on the 2018-19 school year, Fremont has a total enrollment of 530 students, from transitional kindergarten through fifth grade. The school has 35 permanent classrooms and 3 portable classrooms, a multipurpose room, a library/resource building, and an administration building. Students can play softball or soccer in the playfields in the easternmost part of campus, or basketball, volleyball, tetherball or other games on the hardcourts in the center of campus. The kindergarten has a dedicated play area with a climbing structure, swings and a grassy area, in the northwest corner of campus. Adjacent to the kindergarten play area in the northwest corner of campus is the staff and visitor space, with solar shade structures, with a total of approximately 42 parking spaces. The bus loading zone is located along Clinton Street near the administration building, although there is no dedicated bus cut out for pick up and drop off.

4.3.1 EXISTING CONDITIONS

The school consists of 35 permanent and 3 portable classrooms for a total of 38 classrooms. The permanent facilities are primarily structured in two formations. There are four finger wings running east-to-west comprised of 22 classrooms (Rooms 1-21 and Band) on the western end of campus. These rooms are nearest the administration building, library, multipurpose room and kitchen. In the northern part of campus is a horseshoe-shaped building consisting of 11 classrooms (Rooms 22-32). In addition, there are two kindergarten classrooms (K1 and K2) in the northwest portion of campus, located northeast of the multipurpose room, that run parallel with the finger wings of classrooms.

Figure 9: Fremont Elementary School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

The portable facilities are in the northern part of campus. Two of these classrooms (Rooms 33-34) are located south of the horseshoe-shaped building, while the other is located between the kindergarten classrooms and the horseshoe-shaped building. There are an additional 4 relocatable facilities on campus: 2 are located near Rooms 25-26 and are used to house District Child Care programs, and the other 2 are located east of Room 32 and are used to house District Pre-Kindergarten programs.

4.3.2 CLASSROOMS

The two kindergarten classrooms, rooms K1 and K2, are approximately 1176 square feet with a lay-in tile ceiling is lay-in tile with lay-in fluorescent lighting. Built in casework provides storage for student supplies, along bookshelves is found in the room, and approximately 34 linear feet of countertop cabinets. Each classroom has a projector, a traditional TV display and five computers for student use. The floors are a

combination of carpet, with vinyl near the sink and bathrooms. Wall surfaces consist of the paint and tack panels with a white board at the front of the room. Student furniture is primarily comprised of double student desk, pushed into rectangular tables for six students, or kidney shaped tables. Additional furniture includes the standard rectangular tables and hard plastic chairs. There are two single stall restrooms for students that are approximately 48 square feet. There is a storage room and teacher prep space that is approximately 135 square feet. These classrooms complied with Title 5 at the time of construction.



Typical Kindergarten Classroom Interiors

At approximately 899 square feet, rooms 1, 2, 6, 7, 8, and 9 have similar finishes with VCT tiles on the floor and lay-in ceiling tiles with lay-in fluorescent lighting. The walls are painted, and tack panels are on the north, south, and west walls. On the east wall, there are two markerboards with a pulldown screen and projector. Rooms 1 and 2 have large interactive displays mounted at the center of the markerboards and the projector has been removed from the room. These classrooms are equipped with newer student furniture with desks that are easily configured into a variety of grouping and glide chairs. Each room also has more transitional half circle shaped tables and rigid plastic chairs. Each room has a locked media cart with Chromebooks.

Room 4 is currently vacant, but the school indicates that it is used for PE storage. The room has lay-in ceiling tiles with lay-in fluorescent lighting and is carpeted. The walls are painted and there are markerboards on the east wall. Room 5 is used as a computer lab. The room is approximately 992 square feet with carpeted floors, lay-in tile ceiling with lay-in fluorescent lighting. All walls are painted with tack panels on the north and east walls. Desktop computers are arranged on rectangular tables, with six computers per a table on the south side of the room and four computers per a table on the north side of the room, totaling 33 computers. The room also has a projector and traditional tv display. On the north wall, there is built-in cabinetry, equipped with a sink.

Rooms 13, 14, and 15 house fourth grade classes. The rooms are approximately 902 square feet. These rooms have similar finishes with VCT tiles on the floor and lay-in ceiling tiles with lay-in fluorescent

lighting. The walls are painted, and tack panels are on the north, south, and west walls. On the east wall, there are two markerboards with a pulldown screen and projector. These classrooms are equipped with newer student furniture with desks that are easily configured into a variety of grouping and glide chairs. Each room has a locked media cart containing Chromebooks. There are 16 linear feet of built-in cabinetry with one sink. The classrooms have additional storage in bookcases and filing cabinets. In same building block, Room 12 is used for the fourth-grade afterschool program. The room has a similar finish, but it does not have the new student furniture. Room 15 is also used for RSP. In this room, student furnishings consist of traditional rectangular tables and half circle tables. In both Rooms 12 and 15, the student furnishings generally lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.

Rooms 17 and 18 are approximately 876 square feet and are vacant rooms on campus. Rooms 19-21 are approximately 900 square feet, housing fifth grade classes. These rooms have similar finishes with VCT tiles on the floor and lay-in ceiling tiles with lay-in fluorescent lighting. The walls are painted, and tack panels are on the north, south, and west walls. On the east wall, there are two markerboards with a pulldown screen and projector. These classrooms are equipped with newer student furniture with desks that are easily configured into a variety of grouping and glide chairs. Each room has a locked media cart with Chromebooks. The room has built-in cabinetry with one sink. The classrooms have additional storage in standalone bookcases and filing cabinets.



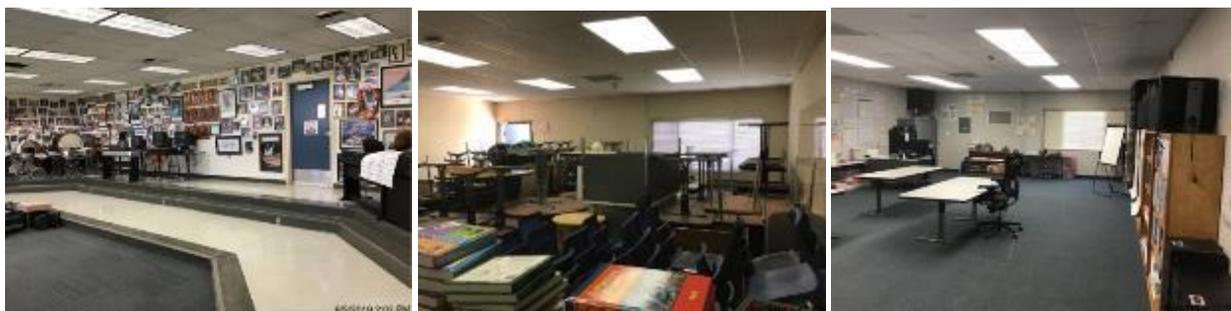
Typical Permanent Classroom Interiors

Rooms 23, 26-28, 30-32 are in the u-shaped classroom block on the northside of campus. These classrooms house first grade and second grade classes. The rooms are approximately 899 square feet, with VCT tiles on the floor and lay-in ceiling tiles with lay-in fluorescent lighting. The walls are painted, and tack panels are on the north, south, and west walls. On the east wall, there are two markerboards with large interactive displays. These classrooms are equipped with newer student furniture with desks that are easily configured into a variety of grouping and glide chairs. There are additional half circle tables

with rigid plastic chairs. Each room has a locked media cart with Chromebooks. The room has built-in cabinetry with one sink. The classrooms have additional storage in bookcases and filing cabinets. In the same building block, rooms 24 and 25 are used for the first and second grade after school programs. The room has a similar finish to the adjacent classrooms, but it does not have the new student furniture.

4.3.3 BAND ROOM

The band room is in the south west corner of campus and is approximately 1,392 square feet. The floor is divided into ascending tiers facing a write board and podium. The flooring is a mix of carpeting and VCT tiles. The ceiling has lay-in tiles and lay-in fluorescent lighting. There is a small student keyboard in the space. There is also an approximately 53 square foot office for the band teacher. The office is equipped with a small workstation and desktop computer and print, and built-in cabinetry. There is also an approximately 78 square foot storage room with is equipped with shelves for music storage and other supplies, which appears sufficient in size. There are two small practice rooms at approximately 48 square feet and 56 square feet, finished glued-on tile walls and carpeted flooring.



Band Room Interior, Special Education, Learning Center

4.3.4 ADMINISTRATION SUPPORT FACILITIES

The administrative office is approximately 452 square feet, greater than educational specification, with lay-in ceiling tiles and lay-in fluorescent lights. There are three workstation and filing cabinets. The vice principal's office is approximately 199 square feet. There is a large desk with overhead storage mounted on the wall. The desk is equipped with a desktop computer and printer. The walls are painted, and the floor is tiled in VCT. The principal's office is similarly finished, but bigger at approximately 209 square feet. The larger size made it possible for the principal to add a meeting table that seats four people.

With an adjacent 45 square foot single stall restroom, there is a small breakroom equipped with a refrigerator, microwave and coffee maker. There are countertop cabinets with a sink and overhead cabinets. There is a 75 square foot administrative office also located off the central hallway. The office is equipped with a small workstation and desktop computer. There are also file cabinets and bookcases.

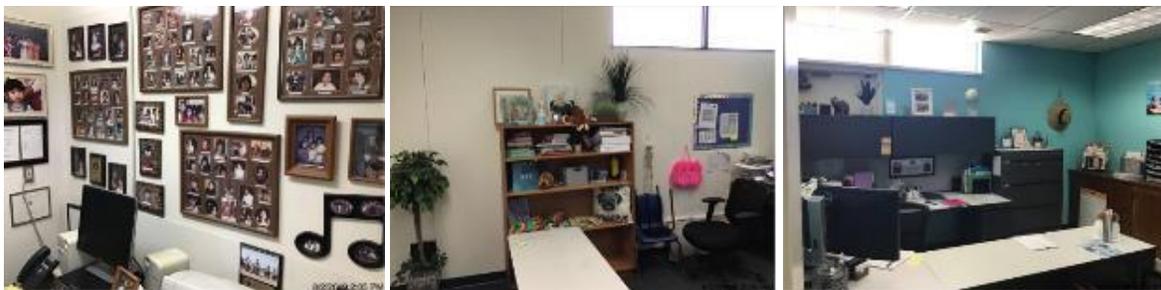
The nurse's office is approximately 120 square feet, which meets educational specification, with the same lay-in ceiling tiles and VCT flooring as the rest of the administration building. The room has a small bed and workstation with desktop computer. The nurse's office does not have the required student restroom.

There are three resource rooms in the administration building, totaling approximately 1,964 square feet. One of the rooms is set up with a long central table with chairs, built-in counter height cabinets on one

wall, with teacher mailboxes and assorted storage cabinets and die cutters on the other walls. Another room is floor to ceiling bookshelves with course materials, and the final room has servers and computer equipment and additional textbook storage. Overall, the administration support space meets educational specification as the teacher lounge is located in Room 3.



Administrative, Principal, and Nurse's Offices



Band Teacher, Psychologist, Vice Principal's Offices

4.3.5 LIBRARY

The library is in the western part of campus in one of the wings of permanent classrooms, located just east of the administration building and staff resource room. This room is approximately 1720 square feet, with lay-in tile ceiling, fluorescent lighting, painted walls, and tile flooring. There are two doors on the southern wall, with built-in bookcases aligning all four walls. There are additional stacks on the western side of the room, while wooden tables and wooden and cloth chairs arranged in rows are in the eastern side of the library. In the middle of the room is a circulation desk on the northern wall and desktop computers on the southern wall. There is a screen that can be pulled down near the eastern wall with a project suspended from the ceiling, as well as an old television in the southern corner of the room. The facility is in good condition and is well maintained but the furniture and configuration of the space limits flexibility and could benefit from upgraded furnishings.



School Library

4.3.6 MULTIPURPOSE ROOM/CAFETERIA

The MPR is in the western part of campus along Clinton Street in permanent building facility between the administration building and the parking lot. The cafeteria section of the MPR is approximately 2,825 square feet and includes fold-out tables with attached benches that are connected to the west and east walls. The cafeteria has tile flooring, painted walls, and two rows of fluorescent lighting hanging from a 15-foot ceiling. The cafeteria has the capacity for 214 people for dining and 430 for assemblies. The cafeteria is in good condition.



MPR, Stage, and Serving Kitchen

On the northern wall of the cafeteria is a stage of approximately 425 square feet. The wood flooring is in fair condition, and the stage lighting is dated. A screen can drop down at the front of the stage for presentations during assemblies. There is an ADA-compliant lift on the western end of the stage and stairs in the back of the stage on the eastern side. The curtain is in good condition and there are foldable bleachers that can be stored in the back area of the stage as needed.

On the western end of the cafeteria is a serving kitchen which is comprised of approximately 690 square feet. Students enter the speed line from the southwest corner of the cafeteria and exit further north back into the cafeteria. The kitchen appears to be used as supplies storage, and there is wall-mounted wooden cabinetry on the western wall. Although the speed line and stainless-steel appliances are in good condition, the kitchen is poorly lit.

4.3.7 PARKING AND PLAYFIELDS



Play Structure, Hardcourts, and Bus Dropoff

The primary parking for staff and visitors is located in the northwest corner of campus, with access from 12th Avenue. There are approximately 42 parking spaces under solar shade structures. Although there is no dedicated bus cut-out, buses drop off and pick up students along Clinton Street in front of the administration building. The eastern part of campus includes a dirt track surrounding a playfield of enough

space to play soccer. There are also significant playfield areas in the southern and southwestern portions of campus, with a baseball/softball backstop located in the southern section of playfields. In the central part of campus is approximately 54,000 square feet of hard-court space, which includes swing sets and built-in basketball hoops tetherball poles. Much of this hardcourt space is covered by a solar shade structure. There is a total of 4 separate play structures on campus: a dedicated kindergarten structure in the northern part of campus, 2 structures adjacent to the hardcourt areas in the center of campus, and a structure dedicated for Pre-K students.

4.3.8 SUMMARY OF OBSERVATIONS

While Fremont’s library media center, MPR, and music room are less than the recommended square footage called for in the educational specification, they are of sufficient size to meet the current needs of the school. The school does need additional kindergarten classrooms. The permanent classrooms at Fremont are well-maintained and in fair or good condition. Student furnishings and room wall coverings are old and showing signs of age. Moreover, the classrooms lack the ability to provide flexible learning environments due to existing furnishings and cabinetry choices and would benefit from more open flexible spaces and additional writing surfaces throughout the classroom. Portable classrooms have also been well-maintained but are nearing the end of their useful life. Both permanent classrooms and the library need to incorporate a more comprehensive 21st Century Learning Environment to better maximize the use of space, flexibility, and student collaboration. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications.

4.4 HARVEST ELEMENTARY SCHOOL



Harvest Elementary School is located at 1320 Vassar Street in the City of Delano. The facility occupies an approximately 12-acre site, and is bound by Cecil Avenue to the north, La Vina Middle School to the east, residential development to the south and west. The school was built in 2004 and is in good condition. Based on the 2018-19 school year, Harvest has a total enrollment of 502 students, transitional kindergarten through fifth grade. The school has 28 permanent classrooms 1 portable classroom used as a band room, and an administration building. A multipurpose room and a library media room are shared with La Vina Middle School. Students can play softball or soccer in the playfields, or basketball, volleyball, tetherball or other games on the hardcourts located to the south of the academic buildings. The kindergarten has a dedicated play area with a climbing structure, swings and a grassy area located on the

north side of the campus. Staff parking and visitor parking is provided in three lots and partially shared with La Vina Middle School. On Vassar Street, the parking lot has approximately 10 spaces. Near the multipurpose room there are approximately 140 parking spaces adjacent to the elementary school but connected to a larger parking lot that is shared with La Vina Middle School. The bus loading zone is adjacent to this large parking lot and drops students north of the dedicated kindergarten play area.

4.4.1 EXISTING CONDITIONS

Figure 10: Harvest Elementary School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

Harvest Elementary School consists of 28 permanent classrooms located in three classroom buildings and one portable that houses the band program. The largest building located at the south end of the school site consists of two identical wings of eight classrooms each, rooms 9-34, and is connected by a vestibule that leads into an interior hallway. Student restrooms are located at the west end of this building. Another building of eight classrooms identical to one wing in the large building is in the center of the campus and

north of the large building. Four kindergarten classrooms are in two buildings located north of the small classroom building. Each building contains two classrooms that share a restroom and work/storage area. A large kindergarten playground is visible and accessible from all the kindergarten classrooms.

4.4.2 KINDERGARTEN CLASSROOMS

The four kindergarten classrooms, rooms K1-K4, are approximately 1,190 square feet each. Two classrooms share two student restrooms of approximately 43 square feet each and a shared workroom of 353 square feet. The kindergarten classrooms are all Title 5 compliant rooms. Along the wall of windows, there are low built-in shelves that contain cubbies for student supplies. Other built-in cabinetry such as bookshelves is found in the room. Each classroom has a projector, a TV display and four computers for student use. The floors are a combination of vinyl and carpet with tile in the restrooms and are in good condition. Wall surfaces consist of the paint and tack panels with a white board at the front of the room. Furniture is the standard rectangular tables and hard vinyl charts and in good condition. The workroom contains several built-in storage cabinets around the perimeter of the room. The ceiling is lay-in tile with lay-in fluorescent lighting.



Typical Kindergarten Interiors

4.4.3 CLASSROOMS 1-24

The 24 general purpose classrooms are approximately 827 square feet each. The ceiling is lay-in tile with lay-in fluorescent lighting. In each classroom, approximately 27 feet of counter height built-in cabinets with a sink are found along the wall with windows. There are two tall built-in cabinets on another wall that has a shelf with hooks for backpacks or coats. The flooring is carpet and in excellent condition. The wall surfaces are tack panels and whiteboards that are both in excellent condition. Located in front of the markerboards, a small teaching desk is set up with a projector and desktop computer. Each classroom has five desktop computers, with computer workspaces set up on long rectangular table, and a traditional television. Each pair of rooms has a connecting door. The classrooms are in generally good condition and

well maintained, but the furnishings are in poor condition. Furniture in use includes conventional single or double student desks, rigid plastic student chairs, and wooden rectangular and half circle tables. These classrooms generally lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Permanent Classroom Interiors

Room 11 is used as a computer lab with approximately 827 square feet. The ceiling is lay-in tile with lay-in fluorescent lighting. The finishes of this classroom are largely like the other classrooms, with built-in cabinetry, a sink, and markerboards and tack panels. There are 33 desktop computers set up in rows at fixed computer stations. There are stacks of rigid plastic student chairs located throughout the room. Adjacent to the markerboard is a fixed pulldown screen, a ceiling mounted projector, and a smartboard.



Computer Lab Interiors

4.4.4 BAND ROOM

There is one double-wide portable classroom, installed during original school construction, of 1,872 square feet on the school site that houses the band and music program. The floor is vinyl, the walls are tack panel and there is a sink near one of the doors. The ceiling is lay-in tile with lay-in fluorescent lighting. There are no built-in cabinets in the room, only mobile storage units. Most of the band equipment is not

housed in storage units. This room does not have acoustical panels or other acoustical features necessary for a band or music program. There are stackable chairs and music stands for use during instruction, a teacher's desk and chair, and an assortment of tables. In addition to the music equipment in the classroom is some PE equipment.



Band Room Interiors

4.4.5 ADMINISTRATION SUPPORT FACILITIES

The administration office includes a reception area, a principal's office, a vice principal's office, copy room, a nurse's room, a staff workroom, a psychologist office, and staff restrooms. At approximately 576 square feet, the reception area and front office has a secured door, workstations for two administrative assistants, and a waiting area for 10 visitors. Also, the reception area has pendant lighting and VCT flooring. A large hallway extends from the reception area with mailboxes and two staff restrooms.

The work room is approximately 353 square feet, with a lay-in tile ceiling and pendant fluorescent lighting, and VCT flooring. The room is equipped with one refrigerator, three microwaves, and a coffee maker. Several tack panels are located on the walls of the room. There are three rectangular tables and padded seating throughout the room.

The nurse's office is located off the main hall. The approximately 198 square foot space includes a small bed, built-in storage cabinets, a sink, and refrigerators. There is also a student restroom located off the office. The school nurse has a small workstation at the built-in countertop that is equipped with a desktop computer and telephone.

The administration building also has a large copy room that is approximately 730 square feet. The room has a lay-in tile ceiling and pendant fluorescent lighting. The room is lined with large storage cabinets, file cabinets, tables, bookcases, and other office equipment. In the center of the room there are four copiers.

The principal and assistant principal offices are approximately 234 and 130 square feet respectively. These offices have large exterior windows, and interior and exterior doors. The ceilings are vaulted and painted with pendant lighting. The floors are carpeted. The offices have a built-in desk with overhead, wall mounted storage. The Principal's office has a small worktable. The psychologist's office, at approximately 130 square feet, has a similar finish these offices.



Administrative, Principal, Nurse's Office and Staff Workroom

4.4.7 LIBRARY MEDIA CENTER

Harvest Elementary has access to two library media centers, one that is shared with La Vina Middle School, detailed in La Vina's section, and the other in the administration building adjacent to the front office. The administration building library is set up with four distinctive uses. The approximately 3,757 square foot space have 40 computers clustered together with a teaching podium and projector. There is also an area used for miscellaneous storage, like a popcorn maker and PE equipment. Another section of the space is used for textbook storage, with bookcases lining the wall and with three centrally located. The ceiling is painted with pendant lighting, and the floor is carpeted. The space is in excellent condition, but it is unclear if the space is being used by students or for storage and resources.



School Library and Young Readers Lab

4.4.8 MULTIPURPOSE ROOM/CAFETERIA

The multipurpose building is shared between La Vina Middle School and Harvest Elementary school. It is placed at the northwest end of La Vina and the northeast end of Harvest. It has a unique design with the kitchen in the center and on each end is a serving line and a main MPR area. The MPR used by Harvest students

is approximately 4,641 square feet with vaulted ceilings and pendant lighting. The room has a maximum occupancy with room for 414 dining and 888 assembly. At the north end of the MPR, there is a stage. There are ceiling mounted stage lights, but the shallow stage does not have curtains or stage lights.



MPR, Stage and Kitchen

4.4.9 PARKING AND PLAYFIELDS

The main entrance to the school is on the northwest corner. There is a large parking lot on the north end of the campus with approximately 88 parking spaces. The kindergarten classrooms have a dedicated play area with a climbing structure and swings. Several hardcourts are located to the south of the administration complex, with basketball, four square, and tetherball areas. To the east of the hardcourts, there are three baseball diamonds, and a soccer field.



Play Structure, Hard Courts, Play Field

4.4.10 SUMMARY OF OBSERVATIONS

Harvest generally meets all of the recommended educational specifications with the exception of needing additional Title 5 compliant kindergarten classrooms. The school is well designed and has been well maintained. All of the classrooms could benefit from 21st Century furnishings that would provide the technology, mobility and flexibility needed for the instructional strategies the District desires to implement. The library media center has many possibilities for use of the many large rooms located adjacent to the main media center and would also benefit from improvements to meet the 21st Century Learning Environment standards. The library media center located adjacent to the administration building could be converted into a band/music room while removing the portable building.

4.5 MORNINGSIDE ELEMENTARY SCHOOL



Morningside Elementary School is located at 2100 Summer Drive in the City of Delano. The facility occupies an approximately 11-acre site, and is bound by Summer Drive to the north, residential development to the east, a public park to the south. Morningside Way is the boundary to the west of campus, with residential housing on the west side of the street. The school was built in 2000. Based on the 2018-19 school year, Morningside has a total enrollment of 545 students, transitional kindergarten through fifth grade. The school has 19 permanent classrooms and 13 portable classrooms, a purposely built SDC space, a multipurpose room, a library building, and an administration building. Students can play softball or soccer in the playfields, or basketball, volleyball, tetherball or other games on the hardcourts located to the south of the academic buildings. The kindergarten has a dedicated play area with a climbing structure, swings and a grassy area. Staff parking and visitor parking is provided in two lots. On Morningside Way, the parking lot has approximately 55 spaces. From Summer Street, approximately eight additional parking spaces are available, in addition to the bus loading zone.

4.5.1 EXISTING CONDITIONS

The school consists of 19 permanent and 13 portable classrooms for a total of 32 classrooms. The permanent facilities are primarily structured so that groups of classrooms surround and connect to a centrally shared workroom. There are four such groupings on the northern end of the campus, with the western-most group consisting of seven classrooms (K1-K2 and Rooms 1-5), a speech therapy room, the administration office, and the kitchen. The center area connecting these rooms is the multipurpose room and cafeteria, with a stage on the southern end of the building. Directly to the east of this building is another, smaller grouping of rooms consisting of a staff lounge, a library, and a resource and storage room. Along the northeastern edge of the campus are the final two classroom groupings (Rooms 6-13), each with four classrooms connected by a workroom in the middle of the building.

The school's portable facilities are structured in rows that make up four separate wings along the southern boundary. One wing of three classrooms runs northwest to southeast and is separated from the other three wings by a restroom block. The remaining three wings consist of four classrooms each running northeast to southwest. The northern most of these wings also includes an extra attached portable that functions as a band room and psychologist's office.

Figure 11: Morningside Elementary School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

4.5.2 CLASSROOMS

Of the 19 permanent classrooms on campus, two are used for TK/K classes, two are used for first grade classes, and seven are used for grades four through five. One classroom is dedicated to speech therapy for all grades. The TK/K classrooms and first grade classrooms are all grouped in the largest of the three classroom buildings. The remaining two permanent classroom groupings contain the fourth and fifth grade classrooms, as well as one classroom being used for general storage. Classrooms 1-5 as well as classrooms K1-K2 are all approximately 1024 square feet using interior dimensions. Classrooms 6-13 are all approximately 1031 square feet.

All permanent general purpose classrooms in the northwestern grouping have glue-on ceiling tiles with fluorescent lighting, hollow metal exterior doors, and a combination of VCT and carpet flooring. The other two groupings are the same but have wooden doors instead of metal. Along the walls of these rooms are built-in laminate countertops with storage underneath, a sink, built-in cabinets, standalone shelving, and markerboards along one wall. Generally, the casework is in fair condition, but shows signs of age. All the walls are generally covered in tack panels with one of these walls having two markerboards for instruction. One of these markerboards is generally covered by a hanging, retractable projector screen for either a traditional or short throw projector. These rooms also include a standard and/or high definition television set in the corners and a set of three to five desktop computers along one of the walls. Furniture in use

includes conventional single student desks with storage space, rigid plastic chairs, and wooden rectangular and half-circle tables. Existing classroom furnishings and casework are in fair condition but limit the flexibility of classroom spaces.

These classrooms generally lack many 21st Century Learning Environment standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture. Overall, the general purpose classrooms are in fair to good condition but do not appear to be modernized. The speech therapy room shares general conditions with the other permanent classrooms; however, this room is approximately 841 square feet, smaller than its counterparts on the rest of the site. During the school day, Rooms 9 and 13 house fourth and fifth grade students, but also serve as rooms for an afterschool program called Power that provides basic services and snacks to students who must wait to go home.



Typical Permanent Classroom Interiors

There are 13 portable classroom buildings located on this site. There are three wings of four classrooms in the southeastern section of the campus, as well as one wing of three classrooms in the southwestern section. These wings are separated by the outdoor quad area and a restroom facility. Room 27 is being used to store PE equipment, Room 26 is being used for PE classes, Room 17 is currently the band room/psychologist's office, Room 25 was converted into a computer lab, and Room 15 is being used as a learning center for students. All portable classrooms are approximately 915 square feet.

Of the remaining 11 portable classrooms, eight are being used to teach grades one through three, one is used to teach a combination class of first and second grade students, one is used for general storage, and one houses SDC programs. All portable classrooms have lay-in tile ceilings with surface/lay-in lighting, wooden doors, and carpeted flooring. The walls primarily consist of tack panels and markerboards along one wall serving as a projector screen for a short throw projector. Generally, there are between three and five computers setup along one wall with a printer for student use. The casework runs along a portion of one wall and are built-in laminate countertops with one sink. These are in generally fair condition but

showing signs of age. Student furniture includes traditional, wooden single student desks with storage, rigid plastic chairs, and wooden rectangular or half-circle tables. Most of the furniture is in fair condition but is relatively dated and should be replaced as the existing furnishings limit the flexibility of the classroom spaces. The portable classrooms appear to be in fair overall condition for their age but should be replaced with permanent facilities.

These classrooms generally lack many 21st Century Learning Environment standards, such as multiple monitors, floor-to-ceiling markerboards, and flexible furniture. All the portables generally appear to be in fair condition for their age, but do not seem to utilize many elements of 21st Century Learning Environments. These classrooms should eventually be replaced with permanent facilities. The portables used for a learning center, a computer lab, the band, or special education share the same general qualities as the other portable classrooms but feature different configurations of furnishings.



Typical Portable Classroom Interiors

The kindergarten classrooms are housed in the permanent general purpose classrooms located in the northwestern classroom facility and share the same general qualities. These rooms are approximately 961 square feet, with an in-class restroom of 59 square feet and a teacher prep area. There is one sink in each classroom located outside of each restroom. The kindergarten classrooms are connected to the other general purpose classrooms located in the same facility through the multipurpose room but can also be exited through doors on the western walls of each room. The existing classroom furnishings and casework limit the flexibility of classroom spaces.



Typical Kindergarten Classroom Interiors

A PE room is located in a standard portable classroom (Room 26) and is used mostly by the PE teacher for planning and indoor PE instruction on days where outside instruction is unavailable. The learning center and special education classrooms are both housed in standard portable rooms in the southwestern section of campus. While these rooms have the same general qualities as the other portable classrooms, the special education classroom has a restroom located inside.



Special Education, Learning Center

4.5.3 BAND ROOM

The band room is located in a standard portable classroom (Room 17) and includes the same general characteristics as the other portable classroom facilities. The room is small for the number of student chairs and musical instruments setup for use. The band room also houses several offices for a nurse, a psychologist, the band teacher, and an afterschool program manager.



Band Room Interior and Band Teacher Office



Psychologist and Afterschool Program Manager Offices

4.5.4 ADMINISTRATION SUPPORT FACILITIES

The Administration Building is in a permanent building that houses the multipurpose room (MPR) and TK/K classrooms in the northwestern section of campus. The main entrance to the building is through the administration office and is found on the northern side. The building provides approximately 1,000 square feet for the site's administrative staff and includes the principal's office, an auxiliary office for other staff, and a nurse's office. The nurse's office includes a small bathroom of approximately 50 square feet. The interior of the building is in overall good condition; however, space is limited and pathways between each room are narrow and often obstructed by other furnishings.

The band room located in Room 17 houses offices for the band teacher, as well as for the school psychologist and the after-school program site manager, which appears not to be the original intent for those built office spaces. These offices range from 60 to 120 square feet and include small desks, a sink, a desktop computer, and a variety of office and sliding chairs. These offices are of the same quality and have the same fixtures as the rest of the portable rooms at the school.

Across the hall to the east of the administrative offices, in the MPR, are two restrooms for staff use that are 70 square feet. Student restrooms are located in two separate facilities on the south and eastern edges of the campus. Each building has a boys' and girls' restroom that range in size from 470 to 500 square feet. Girls restrooms typically consist of four standard and one ADA compliant stall as well as five sinks and two hand dryers. Boys restrooms generally contain two standard and one ADA compliant stall as well as three to four urinals, five sinks, and two hand dryers. The restroom spaces are fairly limited and are utilized by both permanent and portable student populations, presenting circulation problems. Lighting is provided by fluorescent fixtures and small windows set above the door.

Between the large permanent classroom facility to the west and the smaller permanent classroom facilities to the east lies a fourth permanent building that houses the school's library, a resource room, a staff lounge, and a work room. The resource room is largest at 1,296 square feet and contains serves as a home for the school's computer servers. There are a variety of resources for teachers to utilize such as: printers, paper supplies, scanning machines, craft supplies, and replacement televisions. The staff lounge is slightly smaller at 1,152 square feet and has one refrigerator, one vending machine, several tables with chairs, several couches, and two staff restrooms, each measuring 42 square feet. The workroom is smaller still at 780 square feet and houses more paper supplies, one printer, extra storage space, and die-cut machines. The furnishings and overall quality of all the rooms in this block are good but travel between each room is difficult due to the amount of extra supplies being stored in each.



Administrative, Principal, and Nurses Offices

4.5.4 LIBRARY

The library is located in the same permanent building block as the workroom, staff lounge, and resource room, on the northern side. This room is approximately 1,088 square feet and can be reached through an outside door on the north side, or through one of two doors that connect to the work and resource rooms. The library has a collection of books arranged in rows of book stacks located around the perimeter of the room and includes traditional library furnishings such as rectangular wood tables with hard plastic chairs. The room also includes an old standard definition television in the corner. The facility is in good condition and is well maintained but the furniture and configuration of the space limits flexibility.



School Library

4.5.5 MULTIPURPOSE ROOM/CAFETERIA

The MPR is located in the northwestern permanent building facility and connects the TK/K and general purpose classrooms as well as the administration offices. The main area of the MPR is 4,620 square feet, has a maximum capacity of 995 people, and includes wooden tables with attached benches for eating, and rows of metal folding chairs facing the stage for performances and assemblies. There are also stage lights attached to the ceiling and facing the stage. The wall paint and VCT flooring in the main area is in good condition and can hold a maximum of 665 students and staff. On the south side of the MPR is a raised stage measuring 775 square feet. The flooring of the stage is in generally fair condition and would benefit from being replaced. There is an ADA compliant lift to provide access to the stage, and foldable bleachers that can be stored in the back area of the stage as needed. Behind the stage area is a serving kitchen of 406 square feet that includes a built-in serving station, gas range, ovens and refrigeration areas. The kitchen is well-maintained.



MPR, Stage, and Serving Kitchen

4.5.6 PARKING AND PLAYFIELDS



Play Structure, Hardcourts, and Bus Dropoff

The main play structure, hardcourts and playfields are all located on the southern boundary of the campus. The designated kindergarten play area is to the west of the administrative office, to the north of the bus drop off location and parking. On the southern end of the hardcourts is a shade structure that also borders a sandpit with a swing set. Parking is located in two separate areas: one on the north side of campus above the administration offices, and one to the west of the playfields. This second parking lot also includes the bus drop off area.

4.5.7 SUMMARY OF OBSERVATIONS

The library and MPR at Morningside are smaller than the education specification but meet the school's current needs. However, the music room is too small, and the school lacks the required number of permanent classrooms, both general purpose and kindergarten. Like other schools in the District, permanent classrooms at Morningside are generally well-maintained and are in fair condition. However, many of the furnishings and wall coverings are old and showing signs of age. Moreover, the classrooms lack the ability to provide flexible environments due to existing furnishings and cabinetry choices and would benefit from more open flexible spaces and additional writing surfaces throughout the classroom. Portable classrooms have also been well-maintained but are nearing the end of their useful life. Both permanent and portable classrooms need to incorporate a more comprehensive 21st Century Learning Environment to better maximize the use of space, flexibility, and student collaboration. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications.

4.6 NUEVA VISTA LANGUAGE ACADEMY



Nueva Vista Language Academy is located at 120 Garces Highway in the City of Delano. The facility occupies an approximately 9-acre site and is bound by Garces Highway to the north, Belmont Street to the east, a city park to the south, and Austin Street to the west. The school was built in 1966, and the facilities are in an overall good condition. Based on the 2018-19 school year, Nueva Vista has a total enrollment of 545 students, serving transitional kindergarten through fifth grade. The school has 11 permanent classrooms and 30 portable classrooms. The portable classrooms were placed mostly in 1997 and 1998. Additional facilities include a multipurpose room, cement gathering space, a library, an RSP room, an administration office. Playfields, hardcourts, and play structures are located to the north east of

the campus. The TK/K programs have dedicated play areas with a climbing structure, and a grassy area. The parking lot is located at the north west corner of campus, on the corner of Garces Highway and Belmont Street. The primary lot has approximately 60 spaces and a bus loading zone.

In April 2018, the District submitting a funding application to OPSC for modernization projects at Nueva Vista. The modernization application that is under review contains ADA accessibility upgrades, restroom projects, and flooring replacements. Projects include adding new accessible drop off spaces to the parking lot and creating a new accessible drop off area. These projects also include site work and paving to ensure that pathways leading to the spaces are ADA compliant. Throughout the campus, the floorplans of restrooms will be reworked to comply with ADA standards. These projects include new fixtures, stall partitions, and fresh paint. Staff bathrooms in the administration building and several boy’s and girl’s restroom on campus are to be upgraded through this project. Classrooms in buildings B and C, and the support spaces in building G are to have existing flooring replaced with carpeting and VCT. The final project included in this modernization plan is to remove the built-in tables and wall mounted storage in the MPR, requiring the walls to be refinished and painted.

4.6.1 EXISTING CONDITIONS

Figure 12: Nueva Vista Language Academy Existing Conditions



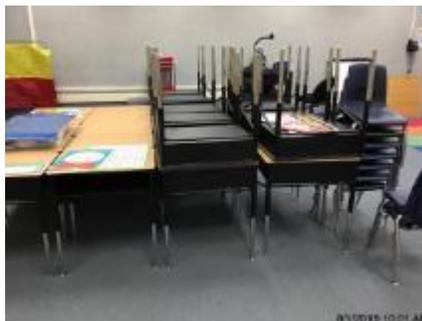
Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

The school consists of 11 permanent classrooms and 30 portable classrooms. There are an additional three portables used for pre-K services and adult ESL classes. Five additional permanent buildings are used for administration, staff resources, an MPR, and storage. The permanent classroom facilities are primarily located in the center of campus, with the portable wings surrounding them to the north and south. These classrooms constitute the original campus. One permanent classroom is used as a library, and another is used as a computer lab. The permanent classroom buildings are grouped in blocks of four, with most of them bordering the staff parking lot to the northeast. To the west of these permanent buildings is the MPR, and to the north is the administration office and resource room. The MPR also houses a stage for assemblies and performances, as well as the kitchen. The school receives food from the District's central kitchen, and the school's kitchen is used as a serving kitchen. The portable classrooms are split into rows of four and can be found along the south/southeastern border of the campus as well as along the northeastern border, with five scattered around the middle of the school.

4.6.2 CLASSROOMS

Of the ten permanent classrooms on campus, one has been converted into a library while the other serves as a computer lab. Connecting directly to the north of these two classrooms is a staff lounge, which is approximately 1,405 square feet and contains a refrigerator, built-in cabinetry, vending machines, and a staff restroom. One permanent building block of four classrooms serves exclusively kindergarten students, while another houses only first graders. Attached to the first grader classroom block is a second staff lounge and a restroom for kindergarteners and first graders. Attached to the kindergarten block is the psychologist's office and a second bathroom exclusively for kindergarten and first grade use.

The permanent general purpose classrooms are each approximately 900 square feet. All permanent classrooms have lay-in tile ceiling with fluorescent lighting fixtures, hollow metal exterior doors, and carpeted flooring. Along the walls of these rooms are laminate countertops with one sink that includes bottom areas for storage, a row of five desktop computers with one printer, a pull-down projector screen for use with an overhead projector, and built-in shelving. The casework is generally in fair condition. Furniture in use consists of conventional rectangular wood desks with built-in textbook storage, rigid plastic chairs, and wooden rectangular or half-circle tables. These classrooms generally lack many 21st Century Learning Environment standards such as multiple displays, floor-to-ceiling markerboards, and flexible furniture. Overall, the general purpose classrooms are in fair condition. The library and computer labs occupying the other permanent structures share the same characteristics and quality.





Typical Permanent Classroom Interiors

Nueva Vista has 30 portable classrooms located throughout the site, three of which are used as computer labs, two for storage, four for dedicated afterschool program rooms, as well as for band, science, and art. There is also one portable kindergarten class, while the rest are general purpose housing grades two through five. Separated from the rest of the school by fence is a portable that offers adult English classes.

The portable general purpose classrooms are each approximately 900 square feet. All permanent classrooms have lay-in tile ceilings with fluorescent lighting fixtures, hollow metal exterior doors, and carpet flooring. The walls primarily consist of tack panel walls, five desktop computers with one printer, a high definition television screen, a pull-down projector screen for use with an overhead projector, and laminate countertops with storage underneath. The casework is generally in fair condition. Student furniture consists of conventional rectangular wood student desks with built-in storage, rigid plastic chairs, and wooden rectangular or half-circle tables. The furnishings are all in generally fair condition, with many of the desks and tables beginning to show age. Existing classroom furnishings limit the flexibility of classroom spaces. These classrooms are generally lacking many 21st Century Learning Environment standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications. The portable classrooms used for the afterschool program, art, band, computer labs, and science generally share the same quality characteristics as the general purpose classrooms.



Typical Portable Classroom Interiors



Band Room and Storage



Art, Science, Afterschool, and Computer Lab

None of the kindergarten classrooms are Title 5 compliant due to the lack of in-class dedicated restrooms, a teacher work area, and small size. The kindergarten classrooms measure approximately 900 square feet by interior dimensions and do not include a separate teacher workstation, storage, or in-class restrooms. Each kindergarten classroom has lay-in tile ceilings with fluorescent lighting fixtures, hollow metal exterior doors, and carpeted flooring. Along the walls of these rooms are wooden bookshelves and shelving units, metal filing cabinets, two markerboards with a pull-down projector screen fastened above for use with an overhead projector, and five desktop computers with a printer. The student furniture consists of conventional rectangular student desks with built-in storage, rigid plastic chairs, and large rectangular or half-circle tables. The furnishings in these permanent rooms are of a fair quality and show significant signs of age. The portable kindergarten classroom follows the same setup as the permanent kindergarten classrooms, but inside of a portable structure.



Typical Kindergarten Classroom Interiors

4.6.3 ADMINISTRATION SUPPORT FACILITIES

The administration offices are located in the permanent building in the northern section of campus and includes a staff resource room, a nurse’s office, the principal and vice principal’s office, and two bathrooms, measuring approximately 1800 square feet overall. The main entrance is on the eastern side of the building and leads into the main administrative office. The offices, resource room, and bathrooms are all generally in good condition and consist of lay-in tile ceiling with fluorescent light fixtures, and a mix of VCT and carpeted flooring. The south side of the building through the resource room has an exit that leads to the rest of the campus.



Administrative, Nurse’s Office and Staff Workroom

4.6.4 LIBRARY

The library is located in the permanent building block south of the other permanent classroom blocks and west of the main storage building. The library is approximately 900 square feet and shares the same general quality with the other permanent classrooms. The facility has a collection of books arranged on shelves around the perimeter of the room. The library furnishings include wooden bookcases, wooden rectangular tables with rigid plastic chairs, a wooden reception desk and a row of five desktop computers with a printer. The building characteristics and furnishings are well-maintained and generally in fair or good condition, but the configuration of the tables and chairs limits the space’s flexibility.



School Library

4.6.5 MULTIPURPOSE ROOM/CAFETERIA

The main multipurpose room measures approximately 3,400 square feet with an attached, raised stage on the southern side. The MPR is used as a cafeteria as well as for assemblies and performances. The stage flooring generally seems to be in fair condition but shows signs of wear. The cafeteria furniture consists of wooden, foldable, rectangular tables with built-in benches that are stored vertically in the walls when

not in use. The flooring in the main area of the MPR is VCT and is in good condition. The building has a maximum capacity of 475 students and staff with an assembly setup, and 224 with the dining tables out. The attached kitchen area is approximately 715 square feet. The kitchen serves as a serving kitchen as the school receives food from the District's central kitchen. The floor and ceiling are in fair condition, but overall the kitchen is well-maintained. Students are served through a station cut into the wall that faces the MPR.



MPR and Serving Kitchen

4.6.6 PARKING AND PLAYFIELDS

The bus loop is located on the northern side of campus with access from Garces Highway. The loop is approximately 105 feet long and can hold 2 buses. The parking and parent drop off area is located in the northeast corner of campus with access from Garces Highway. The parking area is covered with solar shade structure and contain approximately 65 parking spaces, adequate for the size of the school.

The main play structure is located on the western border of the campus, directly south of the northwestern wing of portables. There is a dedicated kindergarten play structure and play field directly north of the administration office towards Garces Highway. The hardcourts are located just to the west of the main play structure with play fields surrounding both to the south and west. There are rigid plastic tables with built-in benches on the grass between the main play structure and the hardcourts. There is a public parking lot in the northeast corner of the school next to Belmont Street and Garces Highway, but parents and the bus pick up and drop off students along a cutout of Garces Highway on the northern border of Nueva Vista.



Play Structure, Hardcourts, Bus Drop off

4.6.7 SUMMARY OF OBSERVATIONS

Nueva Vista Language Academy does not meet the recommended educational specifications related to square footage for the library media center, kindergarten classroom, and music rooms. It also falls short of the recommended number of permanent classrooms. The MPR is smaller than the educational specification but currently meets the needs of the school. Characteristic of the older school sites in the District, the facilities and classrooms at Nueva Vista are well-maintained but are generally in poor or fair condition. This is particularly true of student furnishings such as desks and chairs. Also, portable classrooms are nearing the end of their useful life. In addition to this, the classrooms lack the ability to provide flexible environments due to existing furnishings and cabinetry choices and would benefit from more open flexible spaces and additional writing surfaces throughout the classroom. Both permanent and portable classrooms need to incorporate a more comprehensive 21st Century Learning Environment to better maximize the use of space, flexibility, and student collaboration.

4.7 PRINCETON STREET ELEMENTARY SCHOOL



Princeton Street Elementary School is located at 1959 Princeton Street in the City of Delano. The facility occupies an approximately 15-acre site, and is bound by 20th Avenue to the north, Princeton Street to the east, and Delano Adult School and Delano High School to the south. The school was built in 1993. Based on the 2018-19 school year, Princeton has a total enrollment of 500 students, serving transitional kindergarten through fifth grade. The school has 16 permanent classrooms and 16 portable classrooms. The portable classrooms were placed in 1994, 1997, and 1998. Additional facilities include a music room, one computer lab, one literacy room, one RSP room, a multipurpose room, a library/resource room, an administration office, a PE equipment room, and a building provided by the county to provide physical therapy services. Students can play on soccer field or large track located in the playfields, or basketball or play structures near the hardcourts located to the west of the academic buildings. The TK/K classrooms have dedicated play areas with a climbing structure, and a grassy area. The parking lot is at the east side of campus and accessed by Princeton Street. The lot has approximately 46 spaces and a bus loading zone.

4.7.1 EXISTING CONDITIONS

The school includes 18 permanent classrooms and 15 portable classrooms. The original campus is arranged with four circular buildings that contain classrooms, resources rooms, and specialized classrooms. To the south, there two blocks of portable classrooms. Hardcourts and play fields are to the

west. The main circular building on campus has the two kindergarten classrooms, rooms 1-6, administration offices, multipurpose room, and stage. A second circular building has the science lab, band room, and library. Another circular building has a resource room, psychologist office, speech teacher, staff lounge and computer lab. The fourth circular building has eight classrooms, rooms 8-15, and a shared prep area. In the portable classrooms, rooms 19-32 are standard classrooms and room 33 is a special education room.

Figure 13: Princeton Street Elementary School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

4.7.2 KINDERGARTEN ROOMS

The kindergarten classes are located on the northside of the main circular building in rooms K1 and K2. The classrooms are largely similar at approximately 1032 square feet. The ceilings are lay-in tile with lay-in fluorescent lighting. The floors have VCT tiles and carpeting that are in good condition. The south and east walls are covered in tack panels, with paint on the north and west walls. The rooms are well-maintained but show the wear. The ceilings have some dirty and unsettled tiles. The rooms are arranged with double student desks pushed into groups of three, seating six students. These classrooms also have a variety of rectangular tables and half circle tables with rigid plastic student chairs. The south wall had five desktop computers and a printer. Each room has built in casework and a sink. The casework is approximately 32 feet long and two feet wide. Each of the classrooms has a single stall restroom that is approximately 69 square feet. There is also a storage room that is approximately 48 square feet. These classrooms generally lack 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture. Room 6 is 476 square feet and is used for PE storage.



Typical Interiors for Kindergartens

4.7.3 CLASSROOMS 1-6

Rooms 1-6 are located on the south side of the main circular building. The classrooms are largely similar at approximately 839 square feet. The ceilings are lay-in tile with lay-in fluorescent lighting. The floors have VCT tiles that are in good condition. The walls are covered in tack panels. The rooms are well-maintained but show the wear. The ceilings have some leak stains and there are dirty and unsettled tiles. At the time of the assessment, rooms 1 and 2 were unused and had a variety of rigid plastic chairs, bookshelves, storage carts and file cabinets being stored. Three first grade classes are housed in this main circular building in rooms 4, 5, and 6. A media cart with Chromebooks are in each room, along with interactive smart boards, projectors, and traditional television sets. The south wall has six desktop computers and a printer. Each room has built in casework and a sink. The casework is approximately 10 feet long and two feet wide. These classrooms were set up for the new school year at the time of the assessment, with a variety of rigid plastic student chairs, student desks, rectangular tables and half circle tables. These classrooms generally lack many 21st Century Learning Environment classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture. Room 6 is smaller at 476 square feet and is used for PE storage.





Typical Interiors for Classrooms 1-6

4.7.4 MULTIPURPOSE ROOM, STAGE AND KITCHEN

The multipurpose room (MPR) is located at the center of the main circular building. With a high ceiling at about 16 feet, the MPR is approximately 4,550 square feet with a maximum occupancy of 260 for dining and 557 for assembly. The ceiling has glued-on tiles and fluorescent lights. There are six folding dining tables attached to the walls which can be folded up for storage. The kitchen is small at approximately 408 square feet, with a cracked but polished concrete floor and several refrigerators. The kitchen is used to serve food brought in from the District central kitchen. A stage is located on the west side of the MPR. The stage is approximately 745 square feet, with a depth of 24 feet and three lines of stage curtains. There is a wheelchair lift making the stage ADA accessible. While the stage does not have light sets, stage lights are mounted in the larger MPR space.



MPR Interiors, Stage and Kitchen

4.7.5 CLASSROOMS 8-15

Rooms 8-15 are located on the south side of the main circular building. The classrooms are largely similar at approximately 1,000 square feet. The ceilings are lay-in tile with lay-in fluorescent lighting. The floors have VCT tiles that are in good condition. The walls are covered in tack panels. The rooms are well-maintained but show the wear. The ceilings have some leak stains and there are dirty and unsettled tiles. Each room has built in casework and a sink. The casework is approximately 10 feet long and two feet wide. A media cart with Chromebooks were in each room, along with interactive smart boards, projectors, six desktop computers and a printer, and traditional television sets.

Rooms 8-13 are set up as active teaching stations for the first and second grades. Furniture in use includes conventional single or double student desks, rigid plastic student chairs, and wooden rectangular or half circle tables. Existing classroom furnishings and casework limit the flexibility of classroom spaces. These

classrooms generally lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.

Room 9 has a large interactive screen that was newly installed for the 2019-20 school year. This screen replaces the smart board in this classroom. Room 14 retains the markerboard and other classroom features, but is currently outfitted as a weight room, with padded flooring. Room 15 is used for storage.

At the center of this circular classroom block, is a shared workroom that is accessed from each of the rooms 8-15. This space is approximately 841 square feet, with several bookcases holding reading materials and stacks of unused chairs and other furniture items. The workroom is used for storage. It has the same VCT tile floor and lay-in ceiling and lighting as the classrooms.



Typical Interiors for Classrooms 8-15

4.7.6 CLASSROOMS 19-26

Rooms 19-26 portable classrooms located in the southwest corner of the campus, housing third grade classrooms. The classrooms are largely similar at approximately 897 square feet. The ceilings are lay-in tile with lay-in fluorescent lighting. The ceilings have some dirty and unsettled tiles. The floors have carpeting that is worn, with patching evident. The walls are covered in tack panels. The west or east walls have markerboards and smart screens. Projectors are mounted on the ceiling. Each room has built in casework and a sink. The casework is approximately 10 feet long and two feet wide. The rooms are arranged with single student desks pushed into groups. Rooms 26,25,22, and 21 have newer student furniture with triangular desks that provide flexibility for students to work together in a variety of group sizes. Rooms 19, 20, and 24 have traditional rectangular student desks. In all classrooms, the student chairs are rigid plastic. These classrooms also have a variety of rectangular tables and half circle tables with rigid plastic student chairs. There are six desktop computers and a printer, a smartboard, a projector, and a locked media cart with Chromebooks. These classrooms generally lack many 21st Century Learning Environment classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Interiors for Classrooms 19-26

4.7.7 CLASSROOMS 27-32

Rooms 27-32 portable classrooms located in the southwest corner of the campus. The classrooms are largely similar at approximately 860 square feet. The ceilings are lay-in tile with lay-in fluorescent lighting. The floors have carpeting that is in good condition. The walls are covered in tack panels. The west walls have markerboards. Projectors are mounted on the ceiling. The installation includes a newly installed large interactive screen. Each room has a small sink mounted in a built-in cabinet that is approximately 7 feet long. The rooms are well-maintained but show the wear.



Typical Interiors for Classrooms 28-32

Room 27 is used as a computer lab. The finishes are same, but is furnished with six long rectangular tables, each with six desktop computers, for a total of 36 desktop computers. There are also three locked media carts with Chromebooks. Student chairs are rigid plastic. This room does not have an interactive display.

Rooms 28, 29, 30 and 32 are active teaching stations with six desktop computers arranged on a rectangular table on the east wall. Student desks are in excellent condition with a triangular shape that allows for flexible groupings. The student chairs are rigid plastic. As is standard at Princeton, these classrooms have media carts with Chromebooks.



Computer Lab in Room 27

At the time of the assessment, room 31 was not set up as active teaching station. The room has similar finished to the other classrooms in this block, not does not have the large interactive displays. There are stacks of rigid plastic chairs and a random assortment of rectangular and half circle tables.

4.7.8 SPECIAL EDUCATION AND OCCUPATIONAL THERAPY ROOM



Special Education and Occupational Therapy Room

Room 33 is a large approximately 1,572 square foot space with vaulted ceilings, lay-in tile with lay-in fluorescent lighting. The space is divided into the two areas. One has VCT tile floors and is set up with folding chairs in rows and several rectangular tables. The west wall has a washer and dryer, refrigerator, and built-in casework. Two chalkboards are also mounted on the west wall. There is also an 81 square foot bathroom with a toilet, sink, and handicap bathing area. The second space is carpeted and set up with several chairs, treatment tables, and a training staircase. The east wall has a large built-in casework storage space, which is mounted with four chalkboards. The facility is in excellent condition.

4.7.9 SCIENCE LAB



Science Lab Interiors

The campus has one dedicated science lab in room 18. This space is approximately 1,044 square feet, with an additional storage room that is approximately 139 square feet. The ceilings are lay-in tile with lay-in fluorescent lighting. The floors have VCT tiles that are in good condition. The walls are covered in tack panels. The room is well-maintained but shows wear. The south and west walls of the room are lined with casework with built-in storage and a total of 11 sinks. Many plastic storage containers are stowed under the sinks making it appear that there is inadequate storage available for classroom materials. The south and west walls also have tack panels. The markerboards on the north wall are in poor condition. The large, built-in teaching station is equipped with a sink and has a gas connection. This is the only gas connection in the space, which is appropriate for the classes taught to the elementary aged students. The classroom has a media cart and projector and a 3D printer. The student furniture consists of rectangular tables and stools. The classroom furnishings lack many 21st Century Learning Environment classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.

4.7.10 BAND ROOM

Room 16 serves as the school's band room. This space is approximately 900 square feet, with an additional office that is approximately 121 square feet. The ceilings are lay-in tile with lay-in fluorescent lighting. The floors have VCT tiles that are in good condition. The walls are covered in tack panels and paint, with a large markerboard on the south wall. The north and east walls have instrument storage lockers. There is also a 10-foot built-in cabinet with a sink. At the time of the assessment, the classroom was not set up for the school year. Many new instruments were stacked in shipping boxes and there were racks of music stands and stacks of rigid plastic chairs in the room. Stage risers that are used for performances were being stored in the classroom. The band room lacks the acoustic panels typically found in a music room.



Band Room

4.7.11 LIBRARY

Room 17 is being used as the library. The room is approximately 1967 square feet, with a traditional arrangement of bookcases along the walls. The ceilings are lay-in tile with lay-in fluorescent lighting. The floors have VCT tiles that are in good condition. A small carpeted area is available near the books for the younger students and flexible desks are arranged into five tables in the central area of the space. The circulation desk is large and built-in, providing a workstation for the librarian. The library lacks interactive technology that would support 21st Century learning. There is a small storage room that is approximately 131 square foot located on the west side of the library. It appears to hold textbooks and office supplies.



School Library

4.7.12 TEACHER INDUCTION SUPPORT OFFICE

On the south side of the library, there is a small approximately 132 square foot office that is used for teacher induction. The office is equipped with a desk, desktop computer, and a 12-foot casework cabinet with sink. The ceilings are lay-in tile with lay-in fluorescent lighting. The floors are VCT tiles and are in good condition.



Teacher Induction Support Office

4.7.13 STAFF LOUNGE

The staff lounge is in the circular support room block that also has a psychologist and speech support office, computer lab, and a resource room. There are two spaces that comprise the lounge. The entry area is approximately 396 square feet, and the sitting area is approximately 1476 square feet. In both spaces, the ceiling has lay-in tile and fluorescent lighting. The floor is tiled in VCT. The entry area has mailboxes, a vending machine, and opens to a large hallway where two staff restrooms are located. The hallway also has microwaves and a refrigerator. The sitting area has three round tables with padded chairs and a sofa. The west wall has a markerboard and tack panel, and the south wall has a small tack panel. The two single stall restrooms are approximately 27 square feet with paneled walls, vinyl flooring and fluorescent lighting mounted on a painted ceiling.



Staff Lounge and Restrooms

4.7.14 PSYCHOLOGIST AND SPEECH SUPPORT OFFICE

The shared psychologist and speech support office is also in the circular support room block that also has a psychologist and speech support office, computer lab, and a staff lounge. There is a meeting room that is approximately 403 square feet and a small office that is approximately 109 square feet. In both spaces, the ceiling has lay-in tile and fluorescent lighting. The floor is tiled in VCT. The meeting room has a teacher's desk with a desktop computer and two filing cabinets and storage cart on the south wall. There is a markerboard on the east wall. There are two half circle tables and stacks of padded chairs and rigid plastic chairs in the room. In the northeast corner there is a second teachers' desk with a desktop computer. Next to the meeting room, the small office is with a desk and desktop computer and a rectangular worktable with two padded chairs. There are two tack panels. The walls are painted, and the floor is tiled in VCT.



Psychologist and Speech Support Office

4.7.15 RESOURCE ROOM

The resource room is in the circular support room block that also has a psychologist and speech support office, computer lab, and staff lounge. There are two spaces that comprise the resource room. The main workspace is approximately 1520 square feet, inclusive of a small 99 square foot office. The ceiling has lay-in tile and fluorescent lighting. The floor is tiled in VCT. The north and east walls of the room are lined with bookcases filled with textbooks. There is a central work area with rectangular tables that hold paper cutters, office supplies, and boxes. The south wall is muraled and has a copier and printer arranged along with a small desk and chair.

The second space is a resource storage room and it is approximately 611 square feet. This space has a painted ceiling mounted with fluorescent lighting. The floor is tiled in VCT. The walls are lined with built-in bookcases stocked with office supplies, colored paper, and die cutters.



Resource Room

4.7.16 COMPUTER LAB

The computer lab is in the circular support room block that also has a psychologist and speech support office, resource room, and staff lounge. The ceiling has lay-in tile and fluorescent lighting, with painted walls. The floor is tiled in VCT. The west wall has a small markerboard and pull-down screen. The east corner of the room has two long rectangular tables with 12 desktop computers. A centrally located rectangular table is arranged with four additional desktop computers. As the time of the assessment, the room was filled with boxes. It was unclear whether the boxes were related to setting up classrooms for the new school year, or if the boxes indicated a lack of storage.



Computer Lab

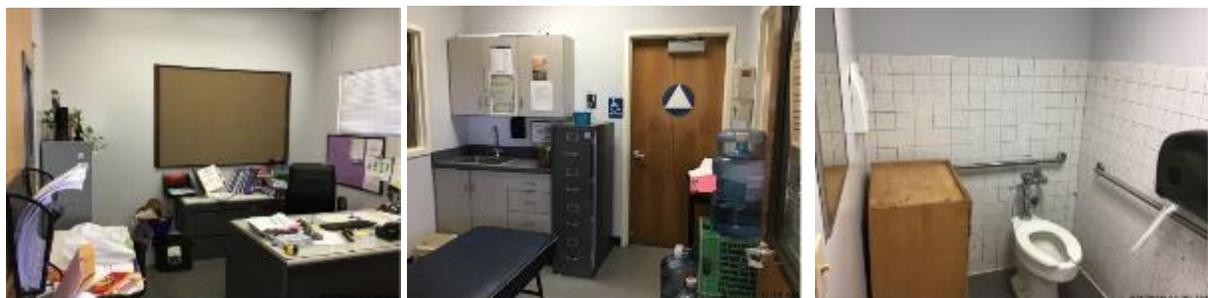
4.7.17 ADMINISTRATION OFFICE

The administration office includes a reception area, a principal’s office, a vice principal’s office, and a nurse’s room. At approximately 695 square feet, the reception area and front office has a secured door, workstations for two administrative assistants, and a waiting area for four visitors. Also, the reception area has lay-in ceiling tiles and lay-in fluorescent lighting

The principal and assistant principal offices are approximately 132 and 115 square feet respectively. These offices have large interior windows that open onto the reception area. The ceilings have lay-in ceiling tiles and lay-in fluorescent lighting. The floors are carpeted. The offices are equipped with desks, bookcases, and desktop computers. The offices appear to be recently painted and the carpeting is in good condition. The nurse’s office is located off the main reception area. The approximately 95 square foot space includes a small bed, built-in storage cabinets, a sink, and a refrigerator. There is also an approximately 44 square foot student restroom located off the office.



Administration Office Reception



Principal and Nurse’s Office

Princeton Elementary generally meets the adopted educational specifications with the exception of the MPR; it is smaller than the education specification but is functional for the current student population. In addition to this, Princeton needs more kindergarten classrooms as well as permanent classrooms. The facilities are well-maintained but dated. Traditional furnishings in the permanent classrooms and the library limit the use of the spaces. Flexible furnishings could incorporate support 21st Century learning and improve student collaboration. The bathroom facilities are well-maintained but show general wear and tear. The portables generally appear to be in good condition for their age and utilize some 21st Century teaching standards, but overall the portable classrooms should eventually be replaced with permanent facilities. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications.

SITE ASSESSMENTS – TK-6 SCHOOLS

4.8 TERRACE ELEMENTARY SCHOOL



Terrace Elementary School is located at 1999 Norwalk Street in the City of Delano. The facility occupies an approximately 6.4-acre site, and is bound by 20th Avenue to the north, Norwalk Street to the east, residential development to the south, and Lexington Street to the west. The school was built in 1951. Based on the 2018-19 school year, Terrace has a total enrollment of 530 students, transitional kindergarten through sixth grade. The school has a total of 30 classrooms, 14 permanent classrooms and 16 portable classrooms. Twelve of the portable classrooms are across the street from the main campus at the Terrace Annex, which serves fourth, fifth and sixth grade classes as well as the computer lab and music program. The multipurpose building was built in 1954. Portable classrooms were placed in service in 1987, 1997, 1998, and 2003. Students can play softball or soccer in the playfields, or basketball, volleyball, tetherball or other games on the hardcourts located to the south of the academic buildings. The TK/K program has a dedicated play area with a climbing structure, swings and a grassy area. Staff parking and visitor parking is provided in two lots. Accessed by Norwalk Street, the parking lot has approximately 55 spaces. From Summer Street, approximately eight additional parking spaces are available, in addition to the bus loading zone.

4.8.1 EXISTING CONDITIONS

The school has a total of 30 classrooms, 14 permanent classrooms and 16 portable classrooms. The classrooms on the original campus provide teaching stations for the transitional kindergarten, kindergarten, first, second and third grades. On the south side of the campus, there are three kindergarten classrooms and a transitional kindergarten, K1, K2, and room 16. Rooms 1-3, 17 and 18 are first grade classrooms. Rooms 10-12 are second grade classrooms, and rooms 13-15 are third grade classrooms. Twelve of the portable classrooms are across Norwalk Street to the east at the Terrace Annex, housing active teaching stations for the fourth, fifth, and sixth grades. The administration building has a principal and vice principal offices, a speech room, nurses office, psychologist office, teacher offices, and a reception area.

Figure 14: Terrace Elementary School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

4.8.2 KINDERGARTEN ROOMS

The kindergarten classes are located on the southside of campus. The ceilings are lay-in tile with lay-in fluorescent lighting. The floors have VCT tiles and carpeting. Each room has a smartboard and markerboard. The classrooms are well-maintained but show the wear of age. There is a dedicated play area for the TK/K classes. It includes a play structure and grass. Overall, these classrooms generally lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.

Room K1 is approximately 1,153 square feet with casework and a built-in sink. At the time of the assessment, the classroom was set up with rectangular double-desks pushed into large table-like formations with a total of 14 seats each. Student seats are rigid plastic. Adjacent to the casework, there are two half circle tables set up with five seats as each table. There is a large built-in teaching station with a desktop computer. There are additional desktop computers stored in a corner. On the east wall, there is a traditional television mounted. Other furnishings include artist easels, file cabinets, and storage cubies. There are two single stall restrooms that are approximately 40 square feet each. There is also a separate storage workroom that is approximately 162 square feet.

Room K2 is approximately 1,153 square feet with casework and a built-in sink. At the time of the assessment, the classroom was set up with rectangular tables that seat four students that are pushed into two large table-like formation with a total of 12 seats each. Student seats are rigid plastic. Adjacent to the casework, there is one half circle table set up with five seats as each table. There is a large built-in teaching station with a desktop computer and projector. There are additional desktop computers stored in a corner. On the west wall, there is a traditional television mounted. Other furnishings include artist easels, file cabinets, and storage cubies. There are two single stall restrooms that are approximately 40 square feet each. There is also a separate storage workroom that is approximately 162 square feet.

The transitional kindergarten in K3 is approximately 1,016 square feet and is housed in a portable classroom. There is no casework or sink in this classroom. At the time of the assessment, the classroom was set up with five round tables that seat five students each. Student seats are rigid plastic. There is also one, half circle table set up with five seats. The walls are painted, with few tack panels. The east wall has a smartboard and a traditional television. There is rectangular table set up in a central area with a chair, projector, and desktop computer. Other furnishings include artist easels, file cabinets, and storage cubies. On the west wall, there doors to three restrooms. One is a single-stall restroom that is designated and sized for adults at approximately 40 square feet. There are two single-stall restrooms for students that are approximately 32 square feet each. There are two single stall restrooms that are approximately 40 square feet each. There is also a separate staff office that is approximately 48 square feet, and a kitchenette storage spaces that is approximately 65 square feet.

Room 16 is used as a kindergarten classroom despite lacking the age appropriate restrooms for students and Title 5 required teacher storage and workspace. The classroom is approximately 897 square feet with carpeting. There is approximately 8 feet of built-in casework storage with a sink. The southwest corner has six desktop computers set up, with a traditional television mounted to the wall above. There are two rectangular tables set up for students, in addition to two half circle tables. The bulk of student seating is on rigid plastic chairs, but stools are arranged at one of the half-circle tables. Other furnishings include art easels, file cabinets, and storage cubies. The carpet is very worn, and the furniture is in poor condition.



Typical Interiors for Kindergartens

4.8.3 CLASSROOMS 1-3

Rooms 1-3 are approximately 940 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and VCT floors. The walls are covered in tack panels, with markerboards mounted on the east wall and traditional televisions mounted in the north east corner. On the west and north wall, there built-in storage, including one sink. The rooms have a combination of double desks and half circle tables with rigid plastic chairs. There are five desktop computers and a printer arranged on a rectangular table on the south wall. In the southeast corner, there is a teacher desk. The east wall has markerboards and a large interactive screen. Located in front of the markerboards, a small teaching desk has a projector ad desktop computer. In the south west corner, bookcases and pillows are arranged in a reading corner. The classrooms are well-maintain but worn with age and require modernization. The classroom furnishings lack many 21st Century Learning Environment standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Interiors for Classrooms 1-3

4.8.4

CLASSROOMS 4 AND 6

Rooms 4 and 6 are approximately 940 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and VCT floors. The walls are covered in tack panels, with markerboards mounted on the east wall and traditional televisions mounted in the north east corner. On the west and north wall, there is 27 feet of built-in storage, including one sink.

Room 4 is used for special day class. The room has a combination of double desks and half circle tables with rigid plastic chairs. There are five desktop computers and a printer arranged on a rectangular table on the south wall. In the southeast corner, there is a teacher desk. The east wall has markerboards and a large interactive screen. Located in front of the markerboards, a small teaching desk has a projector and desktop computer. In the south west corner, bookcases and pillows are arranged in a reading corner.

Room 6 is used for intervention classes and the afterschool program. At the time of the assessment, room 6 has a combination of rectangular tables, double desks, and half circle tables with rigid plastic chairs. There are four desktop computers and a printer arranged on a rectangular table on the south wall. In the southeast corner, there is a teacher desk with a desktop computer and printer. A media cart is in the center of the classroom with a desktop computer and projector.

The classrooms are well-maintain but worn with age and require modernization. The classroom furnishings lack many 21st Century Learning Environment standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Interiors for Classrooms 4 and 6

4.8.5

LIBRARY



Library Interiors

The library is housed in room 5. This room has the same layout as rooms 4 and 6. The room is approximately 940 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and VCT floors.

Bookcases are arranged on the east and south walls. The walls are freshly painted and there is a large mural of tigers on the north wall. This is a new space for the library, which had been in the administration building speech room in the prior school year. A traditional television mounted in the north east corner. On the west and north wall, there is 37 feet of built-in storage, including one sink. At the time of the assessment, the books were being unpacked and no student furniture was in the space to evaluate.

4.8.6 CLASSROOMS 10-15

Rooms 10-12 house second grade classes, and Rooms 13-15 house third grade classes. These classes are approximately 903 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and carpet and VCT floors. The walls are covered in tack panels, with markerboards mounted on the east wall and traditional televisions mounted in the north east corner. On the west and north wall, there is 27 feet of built-in storage, including one sink. The rooms have a combination of double desks and half circle tables with rigid plastic chairs. There are five desktop computers and a printer arranged on a rectangular table on the south wall. In the southeast corner, there is a teacher desk. The east wall has markerboards, a smartboard, and tack panels. Located in front of the markerboards, a small teaching desk has a projector and desktop computer. There is a traditional television screen mounted in the north east corner. In the south west corner, there is a half-circle table set up with five chairs and bookcases. The classrooms are well-maintain but worn with age and require modernization. The classroom furnishings lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Interiors for Classrooms 10-15

4.8.7 CLASSROOMS 17 AND 18

Housing the first-grade classes, rooms 17 and 18 are portable classrooms that are approximately 897 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and carpeted floors. The walls are covered in tack panels, with markerboards mounted on the south wall and traditional televisions mounted in the south west corner. The rooms have a combination of double desks, single desks and half circle tables with rigid plastic chairs. There are five desktop computers and a printer arranged on a rectangular table on the west wall. Located in front of the smartboard, there is a small teaching desk has a projector and desktop computer. The rooms each have locked media carts with Chromebooks. These portable classrooms are well-maintain but are worn and require modernization or replacement. The classroom furnishings are in poor condition and lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Interiors for Classrooms 17 and 18

4.8.8 TERRACE ANNEX

On the Terrace Annex, Rooms 19 and 30 are used as computer labs. Room 19 is approximately 509 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and VCT floors. There is no built-in casework or sink. The east wall has markerboards and a tack panel. The south wall has a pull-down screen with a ceiling mounted projector above. Seven rectangular tables have three desktop computers each, for a total of 21. The student chairs are rigid plastic. An additional desktop computer is set up in the corner near the door. Room 30 is approximately 897 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and carpeted floors. There is no built-in casework or sink. The north wall markerboards, a smartboard, a pull-down screen, and a tack panel. There is a ceiling mounted projector above. Six rectangular tables have six desktop computers each, for a total of 36. Again, student chairs are rigid plastic. There is a copier and printer in the back of the classroom on the south wall.



Computer Lab

Portable classrooms 20-24 and 26-29 house the fourth, fifth, and six grades in what is referred to as the Terrace Annex, across the street from the original campus on the east side of Norwalk Street. The classrooms are approximately 897 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and carpeted floors. The ceiling tiles are somewhat eschewed, and some have staining or tears. The carpeted floors are worn and stained. The walls are covered in tack panels, with markerboards mounted on the south wall along with new, large interactive displays. The rooms do not have built-in casework or sinks. Although some of the classrooms have rectangular computer tables mounted to the walls, no desktop computers are present in the classrooms beyond a single desktop computer used at the teaching station. Each classroom, however, is equipped with a locked media cart with Chromebooks. The rooms have a combination of single desks, half circle tables, and rectangular tables with rigid plastic chairs. Although Room 26 has new glide style chairs with flexible triangular desks, the other classrooms have very old, mismatched furniture that is in poor condition. These portable classrooms are well-maintain but are worn

and require modernization or replacement. The classroom furnishings are in poor condition and lack many 21st Century classroom standards, such as displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Interiors for Classrooms 20-24 and 26-29

The weight room is in portable classroom 25. The room is approximately 876 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and padded floors. The classroom has the same finishes as the other rooms in the Terrace Annex. The south wall has markerboards and a large interactive screen. The room also has a projector and desktop computer on a media cart. There are six stationary bikes and an assortment of weight machines. This equipment is in very good condition.



Weight Room

4.8.9 STAFF LOUNGE



Staff Lounge

The staff lounge is located in room 7, which had previously been used as a classroom and library in the past. The room has similar finishes to rooms 1-6. The room is approximately 876 square feet with lay-in tile ceilings, lay-in fluorescent lighting, and VCT floors. Built-in casework lines the west wall, with a refrigerator, cabinetry, and staff mailboxes on the south wall. The north and south walls have tack panels. The east wall has a large interactive screen mounted in the center. The south east corner also has a television mounted in the corner. The room is also equipped with a microwave and vending machine.

4.8.10 RESOURCE ROOM

Located in rooms 8 and 9, the resource rooms are divided into two sections. Both spaces have lay-in tile ceilings, lay-in fluorescent lighting, and VCT floors. At approximately 1,780 square feet, room 8 is the main resource room with two workstations set up with desktop computers, printers, and a large copier. There are long bookcases with textboards and classroom materials filling the space. Die cutters and other teacher prep tools are also arranged in the space. Room 9 is approximately 228 square feet and is filled with printer paper and office supplies for the upcoming school year.



Resource Room

4.8.11 MULTIPURPOSE ROOM, STAGE AND KITCHEN

Located on the northern end of the administration building, the MPR is proximately 2,000 square feet. Lunch tables are mounted on the east and west walls and can be folded into the walls for storage. The room has vaulted ceilings with discoloration around the air vents and set-in lighting fixtures. The room has additional pendant fluorescent lighting. The floor has VCT tiles that are well-maintained but show wear. There is a small storage space that is approximately 60 square feet located off the main room.

The stage is located on the south end of the MPR. It is elevated from the main floor with small staircases on either side of the opening. There are three lines of curtains on the approximately 897 square foot stage, with extends to a depth of 23 feet. The stage meets ADA accessibility guidelines with a wheelchair lift that is located backstage. The stage is not equipped with proper performance lighting, but instead standard light bulbs are mounted along ceiling brackets. The approximately 306 square foot serving kitchen opens to the east wall of the MPR. There are refrigerators and food service line. It does not appear that food is cooked in this facility.



MPR, Stage, Kitchen

The administration office includes a reception area, a principal's office, a vice principal's office, two additional offices, a nurse's room, a psychologist office, and speech room. Overall, the administration office appears to have been recently upgraded with new furnishings, fresh paint, new carpeting, and newer computers. The walls are painted, and the ceilings have glue-on tiles.

At approximately 109 square feet, the reception area has a secured door and a counter that opens to three workstations. When visitors arrive on campus, they must enter this space before gaining access to classrooms or other spaces. Directly opposite of the main entrance is a door that leads to the school psychologist office. The psychologist office is small at approximately 130 square feet, and is minimally furnished with a desk, desktop computer, printer, and small table. To the south of the reception area, there is a large speech support office which was used as the library in the prior school year. The space is approximately 508 square feet. At the time of the assessment, the space was being set up for the school year and its two half circle tables were stacked with class materials. A small workstation with a desktop computer is set up in the south west corner.

Immediately to the north of the reception area are two workstations for administrative staff. There is a countertop that opens to the reception area on the south wall. The space is approximately 427 square feet. West of these administrative workstations is the nurse's office. In addition to a small bed, storage cabinets, and student chairs, the nurse's office has a workstation with desktop computer. There is a small approximately 44 square foot storage room located off the office with a refrigerator and ice maker. There is also an approximately 46 square foot student restroom located off the office with a toilet and sink.

The principal and assistant principal offices are approximately 200 and 114 square feet respectively. These offices have doors that open to an interior hallway. The ceiling and floor finishes are the same as the rest of the administrative building. The principal's office has large windows that look out on the grassy space along Norfolk Street. Both offices have traditional television screens, desktop computers, and printers.

At the north end of the administration building, there is a large room with three workstations. In previous years, this room was used as the staff conference room, but it is now set up to house the early intervention teacher, a science teacher, and the PE teacher. There is a markerboard on the south wall along with built-in cabinetry and a sink. On the west side of the space, there is a door that opens to the larger campus. The room is freshly painted and newly carpeted like the other areas in the administration building.



Administration and Nurse's Office



Psychologist and Speech Support Office

4.8.13 SUMMARY OF OBSERVATIONS

Terrace Elementary does not meet the adopted educational specifications for the size of the library or MPR. However, the MPR is functional for the current student population. The school lacks a music room as well as permanent classrooms and needs additional kindergarten classrooms to meet the educational specification. The school campus is separated by a city street with half of the school located on each side of the street requiring students to cross the street during the school day. The school needs to be located to one side of the street. Like the other older schools in the District, facilities are well-maintained but dated. Traditional furnishings in the permanent classrooms and the library limit the use of the spaces. The library space is too small to support 21st Century learning and should be reworked as a more robust media center. Flexible furnishings could support 21st Century learning and improve student collaboration. The bathroom facilities require modernization to address the general wear and tear. The portables are generally in good condition for their age, but the furnishings are in very poor condition. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications.

SITE ASSESSMENTS – TK-8 SCHOOLS

4.9 PIONEER SCHOOL



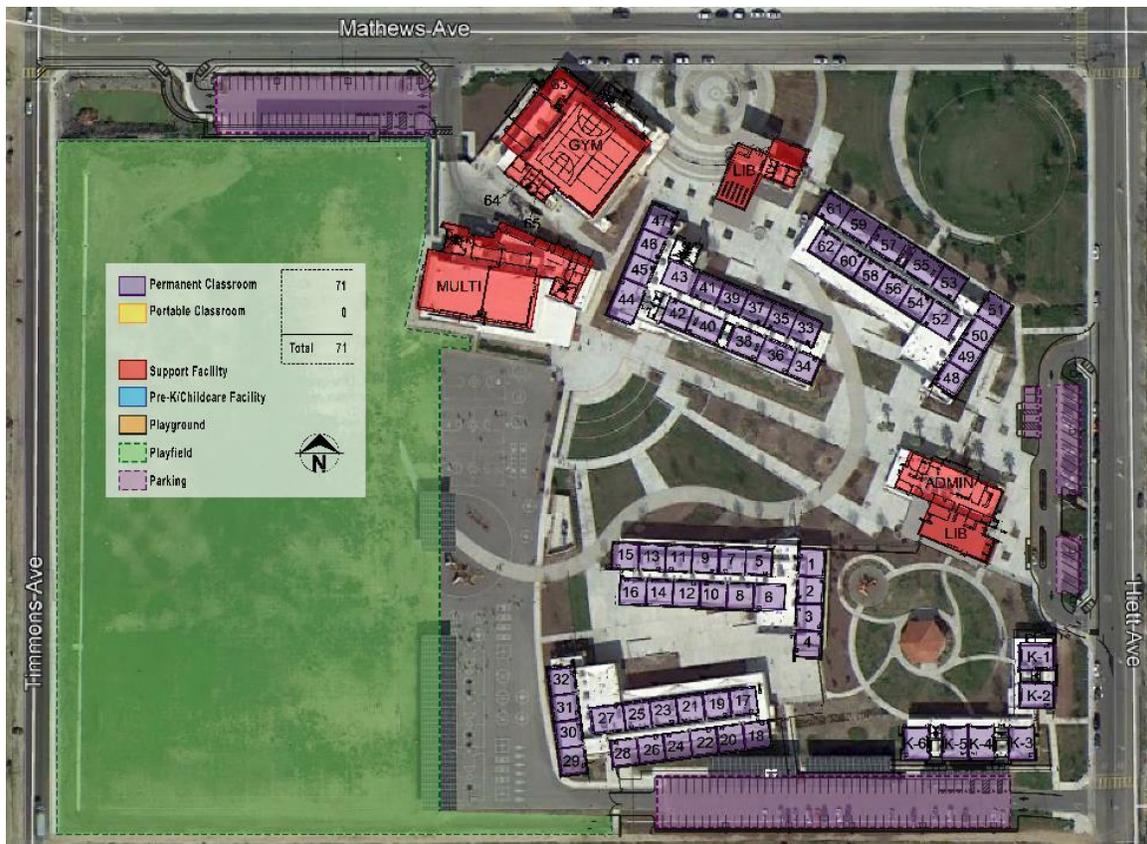
Pioneer School is located at 1001 Hiatt Avenue in the City of Delano. The school enrolls TK through 8th grade, and house 500 students during the 2018-19 school year. The facility occupies an approximately 27-acre site and is bound by Mathews Avenue to the north, Hiatt Avenue to the east, with agricultural fields

to the south and west of the campus. Robert F. Kennedy High School and Bakersfield College, Delano Extension are located across Mathews Avenue to the north. A residential neighborhood is across Hiett Avenue to the east. The school was built in 2013 and currently has 71 permanent classrooms. The facilities include a multipurpose room, a gymnasium with locker rooms, two libraries, three computer labs, band room, two STEM labs, and an administration building. To the west of the academic buildings, there are two hard court play areas, one for younger students and one for the middle school aged students.

Solar panels are installed in both parking lots and at the edge of the hardcourts and playfields. Three parking lots provide staff and visitor parking. Adjacent to the multipurpose room and gym to the north, there are approximately 46 parking spaces that are primarily used by staff. To the south with cars entering from Hiett Avenue, adjacent to the kindergarten and elementary classrooms, there is a parking lot with approximately 86 parking spaces that are primarily used by staff. There is an additional parking lot with approximately 46 parking spaces. The bus loading areas and the primary visitor parking spaces are located adjacent to the administration building on the east side of campus, with cars entering from Hiett Avenue. This lot provides approximately 18 parking space.

4.9.1 EXISTING CONDITIONS

Figure 15: Pioneer School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

The school includes 71 permanent classrooms. Four kindergarten classrooms are in their own building block to the south of the administration building. To the west of these rooms are the two classroom blocks, referred to as C-1 and C-2, that house the first through fifth grades at Pioneer. In C-1, rooms 17-20 are used for the third-grade classrooms. The fourth-grade classrooms are 21, 22, and 23, with room 24 vacant. There are four fifth grade classrooms, rooms 25 and 26, and rooms 30 and 31. Room 27 is a computer lab, with a math coach located in room 28 and a support class in room 29. Room 31 is also a support classroom. In C-2 rooms 1-3 and room 5 house the first-grade classrooms. Room 4 is used for support class and room 6 is a computer lab. Room 7 is used as an overflow kindergarten space for the 2019-20 school but had previously been used as the social worker office. Room 8 is used as the adaptive PE room. Room 9 and room 11-13 are the second-grade classrooms, with room 10 and 14 vacant. Rooms 15 and 16 are used for speech and reading coaching.

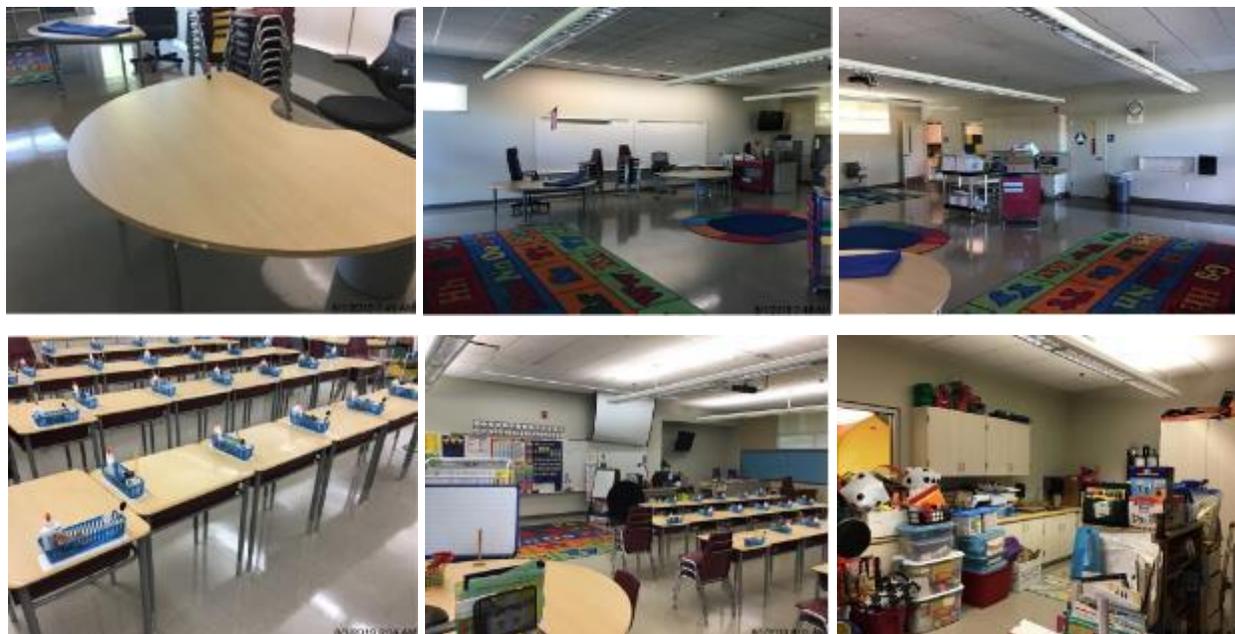
North of C-1 and C-2 are two additional classroom blocks, referred to as C-3 and C-4, that house the sixth, seventh, and eighth grade classes. In C-3, rooms 33-36 are sixth-grade classrooms. The seventh and eighth grade core classes occupy the bulk of the remaining rooms in this block. Rooms 37, 40, 42 are math and science classrooms. There are language arts, English, and history classes in room 39, 41, 45, and 46. Room 44 is a weight room and fitness lab, and support classes are in rooms 38 and 47. Many specialized classrooms are in the C-4 classroom block. Rooms 57 and 60 are STEM Labs. Art is taught in room 62, and the elementary band is taught in room 61. Rooms 53, 54, 55, and 56 house the after-school programs. Room 59 is used for professional development for school staff. On the west side of campus, the multipurpose room and cafeteria, and gym are located adjacent to the playfields. Near the multipurpose room, there are also two classrooms: the middle school band room is in room 65, and a gym and PE space is in room 64.

4.9.2 KINDERGARTEN ROOMS

The first kindergarten building contains K1 and K2. These classrooms are the similar in size and furnishing, but room K1 is used for special education kindergarten. The classrooms are approximately 1,050 square feet, with a shared teacher workroom that is approximately 275 square feet. Each classroom has a single, age appropriate restroom that is approximately 36 square feet. The north wall has a markerboard, and the east and west walls of have tack panels. Each room has built in case work that is approximately 11 feet long and 2 feet wide, with one sink. The classrooms have drop ceilings with pendant fluorescent lighting, hollow metal exterior doors, and VCT flooring. Furniture in use includes rigid plastic student chairs and wooden rectangular and half circle tables. Existing classroom furnishings and casework limit the flexibility of classroom spaces. These classrooms generally lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.

The four kindergarten classrooms in the second building, K3-K6, are largely similar at approximately 1,050 square feet, with room pairs K3 and K4, and k5 and k6 each sharing a teacher workroom that is approximately 295 square feet. Each classroom has a single restroom that is approximately 37 square feet. The north and south walls are painted and the east and west walls of have tack panels. Each room has built in case work that is approximately 14 feet long and 2 feet wide, with one sink. The classrooms have drop ceilings with pendant fluorescent lighting, hollow metal exterior doors, and VCT flooring. Furniture

in use includes conventional single or double student desks, rigid plastic student chairs, and wooden rectangular and half circle tables. Existing classroom furnishings and casework limit the flexibility of classroom spaces. These classrooms generally lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Kindergarten Interiors

4.9.3 CLASSROOMS 1-16

This building (C-2) is comprised of 16 classrooms that are arranged along a t-shaped hallway. The classrooms are largely similar at approximately 930 square feet. The north and south walls are painted and the east and west walls of have tack panels. The markerboard is on the east or west wall of these classrooms and is used for with the projector that is mounted on the ceiling. In the corner of each room, there is a traditional television screen mounted, and along the exterior wall there are 5 desktop computers and a single printer in each classroom. Each room has built in case work that is approximately 13 feet long and 2 feet wide, with one sink. The classrooms have drop ceilings with pendant fluorescent lighting, hollow metal exterior doors, and carpet flooring. Furniture in use includes conventional single or double student desks, rigid plastic student chairs, and wooden rectangular tables. Existing classroom furnishings and casework limit the flexibility of classroom spaces. These classrooms generally lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.

Room 6 is used as a computer lab. It has similar fixtures, and long, fixed computer desk that accommodate five computers per a table, totaling 30 desktops. Rooms 15 and 16 are used as support classrooms with built in book storage adjacent to the markerboard wall. This makes these rooms slightly smaller at approximately 899 square feet.



Typical Interiors for Classrooms 1-16

4.9.4 CLASSROOMS 17-32

This building (C-1) is comprised of 16 classrooms that are arranged along a t-shaped hallway. The classrooms are largely similar at approximately 930 square feet. The north and south walls are painted and the east and west walls of have tack panels. The markerboard is on the east or west wall of these classrooms and is used for with the projector that is mounted on the ceiling. In the corner of each room, there is a traditional television screen mounted, and along the exterior wall there are 5 desktop computers and a single printer in each classroom. Each room has built in case work that is approximately 13 feet long and 2 feet wide, with one sink. The classrooms have drop ceilings with pendant fluorescent lighting, hollow metal exterior doors, and carpet flooring. Furniture in use includes conventional single or double student desks, rigid plastic student chairs, and wooden rectangular tables. Existing classroom furnishings and casework limit the flexibility of classroom spaces. These classrooms generally lack many 21st Century classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Interiors for Classrooms 17-32

Room 27 is used as a computer lab. It has similar fixtures, and long, fixed computer desk that accommodate five computers per a table, totaling 30 desktops. Rooms 29 and 32 is used as support

classrooms, with built in book storage adjacent to the markerboard wall and it has built in book storage adjacent to the marker wall. This makes the room slightly smaller at approximately 899 square feet.

4.9.5 CLASSROOMS 33-47

Building C-3 is comprised of 15 classrooms that are arranged along a t-shaped hallway. Rooms 33-37, 41 and 42, and 45 and 46 are largely similar at approximately 930 square feet. The north and south walls are painted and the east and west walls of have tack panels. The markerboard is on the east or west wall of these classrooms and is used for with the projector that is mounted on the ceiling. In the corner of each room, there is a traditional television screen mounted, and along the exterior wall there are 5 desktop computers and a single printer in each classroom. Each room has built in case work that is approximately 13 feet long and 2 feet wide, with one sink. The classrooms have drop ceilings with pendant fluorescent lighting, hollow metal exterior doors, and carpet flooring. Furniture in use includes conventional single or double student desks, rigid plastic student chairs, and wooden rectangular tables. Existing classroom furnishings and casework limit the flexibility of classroom spaces. These classrooms generally lack many 21st Century Learning Environment classroom standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.

With similar wall and ceiling finishes, Rooms 38 and 40 are outfitted as science rooms, with a shared storage and teacher prep space. The classrooms are approximately 1,120 square feet. The flooring is VCT tiles, and there are six sinks located in the roughly 46 linear feet of casework along the north and south walls. Each room has four desktop computers. The large built-in teaching station has an emergency eye wash. There is the only gas fixture in the room, which is appropriate to the age of the students working in this space. The shared storage workspace is approximately 310 square feet. It is well equipped with a sink, cabinetry, dishwasher, and refrigerator. The space also has an emergency chemical shower. Furniture in use includes conventional rectangular tables and rigid plastic student chairs.

Room 43 is used as a computer lab. It has similar fixtures, and long, fixed computer desk that accommodate five computers per a table, totaling 30 desktops. Room 47 is used as a support classroom, with built in book storage adjacent to the markerboard wall and it has built in book storage adjacent to the marker wall. This makes the room slightly smaller at approximately 899 square feet. Lastly, room 44 is used as a fitness lab and is equipped with 20 stationary bikes and weight equipment. This room is slightly larger than the other classrooms in this building at approximately 1,395 square feet.



Typical Interiors for Classrooms 33-47

Building C-4 is comprised of 15 classrooms that are arranged along a t-shaped hallway. This room block has specialized classroom spaces. Used for the afterschool program, rooms 53-56 are largely similar at approximately 930 square feet. The north and south walls are painted and the east and west walls of have tack panels. The markerboard is on the east or west wall of these classrooms and is used for with the projector that is mounted on the ceiling. In the corner of each room, there is a traditional television screen mounted, and along the exterior wall there are five desktop computers and a single printer in each classroom. Each room has built in case work that is approximately 13 feet long with one sink.

Rooms 48 and 49 were originally built as a classroom spaces, with similar fixtures and finishes to the other classrooms at Pioneer but currently serve as a textbook storage room. These rooms are approximately 900 square feet.



Typical Interiors for Classrooms 48-62

Rooms 57 and 60 are used as STEM labs and are approximately 1,080 square feet. The rooms are equipped with flexible worktables, storage stools, a 3D printer, six sinks, microscopes, and a desktop computer. Each room has a dedicated storage and prep space is approximately 310 square feet. It is well equipped with a sink, cabinetry, dishwasher, and refrigerator, as well as an emergency chemical shower.

Room 61 has similar fixtures and finishes to the other classrooms at Pioneer but is currently used as the elementary band room. This space is approximately 876 square feet. At the time of the assessment, the room was not set up for the school. Some instruments were being stored in the room, and there were stacks of rigid plastic chairs for students. The teaching station has a desktop computer and projector like the other classrooms at Pioneer. The middle school band room is in a separate building and covered in detail below.

There are two libraries on the Pioneer campus. This section details the standalone library, while the second library is included in the administration building section. The standalone library space is approximately 2,420 square feet with a vaulted ceiling. It has similar fixtures and finishes to the other spaces at Pioneer, with carpeted floors and lay-in tile ceilings and fluorescent light, and pendant fluorescent lighting. This space is used by the middle school aged students. There are traditional library furnishings consisting of rectangular tables with student chairs, and fixed bookcases on the walls. There are an additionally five bookcase sections in the center of the library. There is a traditional circulation desk

located adjacent to the main entrances on the north wall. On the west wall, there are five desktop computer stations and a large interactive screen. The library also has a single stall student restroom.

The facility is in excellent condition and well maintained. The furniture and configuration of the space limits flexibility and could benefit from a reconfiguration of the space along with upgraded furnishings to support 21st Century learning.



Standalone Library Building



Administration Library Building

4.9.8 MIDDLE SCHOOL BAND ROOM

Room 65 is used as the middle school band room. It has similar fixtures and finishes to the other classrooms at Pioneer, with carpeted floors and lay-in tile ceilings and pendant fluorescent lighting. Acoustic tiling is mounted on the walls. The room is approximately 1,240 square feet large. Instrument storage lockers are located on the west wall and a markerboard and fixed television are on the east wall. The south wall has a large roll up door, and rigid plastic chairs for students were arranged in a semicircle facing this door.



Middle School Band Room



Gymnasium Band Room

4.9.9 MULTIPURPOSE ROOM/CAFETERIA

The multipurpose room (MPR) is approximately 6,840 square feet. The vaulted ceiling has lay-in tile fluorescent lighting. The flooring is VCT tiling. The multipurpose room is used for before school care, meals, assemblies, and meetings. On a day to day basis, a collapsible wall divides the room into two sections to allow the elementary aged students and middle school aged students to have separate areas for lunch. The east side of the MPR is approximately 3,396 square feet, and the west side of the MPR is approximately 3,445 square feet. A large drop-down screen is also located on the west side of the divider. Boys' and girls' restrooms are located on the north side of the west section of the MPR. A large, well-equipped kitchen supports the space. The main kitchen area is approximately 2,880 square feet, although the District's central kitchen provides the majority of the food for the school. There is also a storage room used largely for pantry foods and paper goods.



Multipurpose Room and Kitchen

4.9.10 GYMNASIUM AND STAGE

The gymnasium is approximately 9,920 square feet. The vaulted ceiling has pendant lighting and waxed wooden flooring. The flooring is VCT tiling. The multipurpose room is used for before school care, meals, assemblies, and meetings. Collapsible seating is located along the east wall. There are two scoreboards mounted on the north and south walls. There are four dropdown basketball hoops.

A stage is located on the west side of the space. The stage is approximately 1,364 square feet. The stage is ADA accessible with a wheelchair lift. Three sets of stage lights are mounted in the stage area. There is an additional set of stage light mounted in the larger gymnasium space. At the time of the assessment, there were some tables and rigid plastic chairs are being stored on the stage.



Gymnasium and Stage

4.9.11 ADMINISTRATION SUPPORT FACILITIES

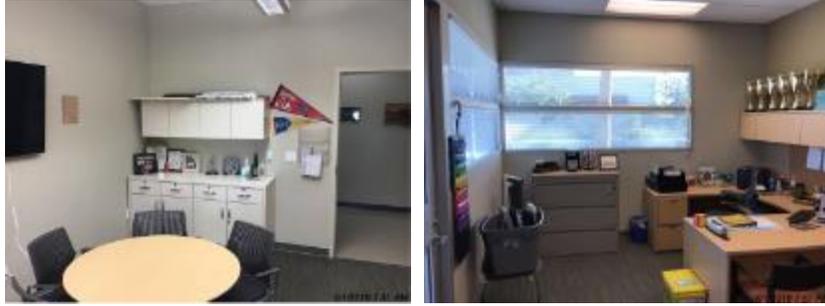
The administration office includes a reception area, a principal’s office, a vice principal’s office, two additional offices, a nurse’s room, a staff lounge, and staff restrooms. At approximately 594 square feet, the reception area has a secured door, workstations for two administrative assistants, and a waiting area for 12 visitors. Also, the reception area has pendant lighting and VCT flooring. A large hallway extends from to the west from the reception area. The staff lounge is approximately 900 square feet, with a lay-in tile ceiling and pendant fluorescent lighting, and VCT flooring. The room is equipped with two refrigerators, two microwaves, and a coffee maker. Teacher mailboxes are located on the south wall. Several tack panels are located on the walls of the room. There are large rectangular tables and rigid plastic seating throughout the room. There are two staff restrooms located in the main hall. Each is approximately 49 square feet, with tile flooring, painted walls, and fluorescent lighting.

There are two additional offices with a lay-in tile ceiling and lay-in fluorescent lighting. The spaces are approximately 216 square feet with carpeted floors and a built-in desk with overhead, wall mounted storage. At the time of the assessment, the nurse’s room was not set up, but the office was the same in size and fixtures as the other office spaces. A single stall student restroom is located off the nurse’s office and it is approximately 49 square feet and is like the staff restrooms.

The principal and assistant principal offices are approximately 253 and 204 square feet respectively. These offices have large exterior windows, and interior and exterior doors. The ceiling has lay-in tiles and pendant fluorescent lighting. The floors are carpeted. The offices have a built-in desk with overhead, wall mounted storage. The Principal’s office has an interactive screen and worktable that seats five.



Administration Office Reception, Staff Lounge



Principal's Office and AP Room

4.9.12 ADMINISTRATION LIBRARY – ELEMENTARY LIBRARY

The administration building has a library to the south of the main offices. This library is used solely by the elementary aged students. The standalone library space is approximately 3,140 square feet with a vaulted ceiling. It has similar fixtures and finishes to the other spaces at Pioneer, with carpeted floors and lay-in tile ceilings and fluorescent light, and pendant fluorescent lighting. There are traditional library furnishings consisting of rectangular tables with student chairs, and fixed bookcases on the walls. There is a traditional circulation desk located adjacent to the main entrances on the north wall. On the south wall, there are five desktop computer stations. In a central area, there are seven beanbag chairs and an alphabet themed rug. The facility is in excellent condition and well maintained. The furniture and configuration of the space limits flexibility and could benefit from a reconfiguration of the space along with upgraded furnishings support 21st Century learning.

4.9.13 SUMMARY OF OBSERVATIONS

Built in 2013, the facilities are in excellent condition and well-equipped. The school meets the educational specification with the exception that it needs one more kindergarten classroom. However, this site is much larger than desired by the District; Pioneer has 71 permanent classrooms, 47 more than the recommended specification. This will result in the District utilizing the permanent classrooms but creating programs within the school to support a school within a school model so that students are a part of a smaller learning environment. Traditional furnishings in classrooms limit the use of the spaces. Flexible furnishings could incorporate support modes of 21st Century learning and improve student collaboration. The libraries are in excellent condition but the current traditional furnishings limit flexibility and could benefit from a 21st Century upgrades. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications.

4.10 ALMOND TREE MIDDLE SCHOOL



Almond Tree Middle School is located at 200 West 15th Avenue in the City of Delano. The facility occupies an approximately 18.4-acre site and is bound by West 15th Avenue to the north, Albany Street to the east, with residential development to the south and west of the campus. The school was built in 1997 with 28 permanent classrooms and 15 portable classrooms. Based on the 2018-19 school year, Almond Tree has a total enrollment of 604 students, serving sixth, seventh, and eighth grades. The facilities include a cafeteria, a multipurpose room, a library, a resource room, and an administration building. The school has action labs that supports its STEAM initiative. Students can play soccer or baseball in playfields, or basketball on the hardcourts located to the east of the academic buildings. Staff parking is provided at a lot on south side of the school, accessible by Borel Street with approximately 30 parking spaces. There is an additional parking lot with approximately 46 parking spaces and the bus loading area north of campus, with buses and cars entering from West 15th Avenue.

4.10.1 EXISTING CONDITIONS

The school consists of 28 permanent classrooms and 15 portable classrooms. There are additional permanent classrooms that have been converted into PE rooms, afterschool program rooms, a fitness room, a staff lounge, and resource room. The remaining permanent general purpose classrooms are separated into wings consisting of four to six classrooms. The classrooms in these wings are generally connected to each other through a central workroom. One wing of six classrooms is in the northwestern corner of campus, directly west of the administration office. The other six classroom wing is in the middle of campus, directly west of the MPR/cafeteria. There are two wings of four classrooms each running north to south along the western border of the campus, and one wing of five located directly east of the administration building. The other permanent buildings on campus house the administration offices, a MPR, restrooms, a band room, a STEAM room, and a computer lab.

The portable classrooms are grouped into wings of five classrooms each. The first wing is found running north to south along the western border of the campus, directly below the permanent wings of four. The remaining two wings of portable classrooms are found across the campus to the east, also running north to south. One of these portable classrooms is used as a psychologist's office, and another as an office for a social worker.

Figure 16: Almond Tree Middle School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

4.10.2 CLASSROOMS

Of the 28 permanent classrooms on campus, five are used for the District’s afterschool “Power” program, one is used as a fitness room with equipment, one for a computer lab, and one is used to store PE equipment. The remaining permanent classrooms are used for 7th and 8th grade core curriculum classes. The permanent general purpose classrooms are each approximately 900 to 1024 square feet by interior dimensions. All these classrooms feature lay-in tile ceilings with fluorescent light fixtures, hollow metal exterior doors, and VCT flooring. Along the walls of these rooms are built-in laminate countertops with one sink and storage underneath, built-in shelving and cupboards, one white markerboard that is also used as a projector screen for a ceiling mounted short throw projector, a standard definition television and two desktop computers with one printer. The casework is generally in fair condition. Furniture includes wooden student desks with attached rigid plastic chairs on gliders, and wooden rectangular desks. Existing classroom furnishings and casework limit the flexibility of classroom spaces. These classrooms generally lack many 21st Century Learning Environment standards, such as multiple monitors, floor-to-ceiling markerboards, and flexible furniture. Overall, the general purpose classrooms are in fair condition; however, many of the rooms are showing signs of age, particularly amongst the student desks and ceiling tiles. The permanent classroom facilities that are being used for other purposes, such as the fitness and resource rooms, share the same general conditions.



Typical Permanent Classroom Interiors

There are 15 portable classroom buildings located on the site, two of which are used as offices for a psychologist and social worker, one that is used as a STEAM lab, one that is currently left open, and two that are used for storage. The remaining eight portable classrooms are used to teach the 6th grade core curriculum classes. All the portable classroom wings can be found along the southern border of campus.



Typical Portable Classroom Interiors

There are several rooms that are being used for specialized purposes: Room 30 is used to teach severely disabled students, Rooms 7 and 22 are computer labs, Rooms 21 and 22 have been combined into one STEAM lab, Room 34 is a science lab, Room 20 is the band room, and Room 27 is a fitness room. All these rooms are consistent in size and condition to the general purpose classrooms, apart from the band room and STEAM lab, which are both approximately 2,000 square feet.

The STEAM lab was converted from two general purpose classrooms and features lay-in tile ceilings with fluorescent light fixtures, hollow metal exterior doors, and carpeted flooring. Along the walls of the STEAM lab are built-in laminate countertops with four sinks and storage underneath, one white markerboard, a pull-down projector screen for use with an overhead projector, and a standard definition television. The room also includes 32 desktop computers and a printer for student use. The computer desks are rectangular and wooden with rigid plastic chairs on casters. The half-circle student tables do not have available seating.

The band room is in the same permanent building block as a second STEAM room and a computer lab. These other two rooms share the same general characteristics and quality as the other permanent classrooms. The band room features a lay-in tile ceiling with fluorescent light fixtures, hollow metal exterior doors, and carpeted flooring. Student furniture consists of folding plastic chairs and metal music stands. There is built-in shelving and cabinetry along the walls of the room, as well as two white markerboards and a standard definition television. Instruments are stored in cases in a separate section of the room, and there is a wooden upright piano in front of the markerboards.



Severely Disabled Room, Computer Labs, Fitness Room



STEM Lab and Band Room

4.10.3 ADMINISTRATION SUPPORT FACILITIES

The administration building is located in a permanent structure and includes the main administration area, a principal’s, vice-principal’s, secretary’s, and nurse’s office, and restroom. The main administration area houses a staff kitchenette and waiting room. In total, the administration building is approximately 1,550 square feet. The main entrance is on the northern side of the building and is used as the primary entrance for all visitors. The interior of the building is generally in good condition and the office furniture consists mostly of desks, built-in cabinet storage, and laminate countertops.



Administrative, Nurse’s, and Staff Kitchen

4.10.4 LIBRARY

The library is located in the same permanent structure as the administration building, but it occupies the southern half of the structure. It also shares the same general qualities and characteristics of the other permanent rooms on campus. The library is approximately 2,200 square feet, with collections of books arranged in traditional rows or stacks on shelves along the northern wall of the room. There are long, wooden, rectangular student tables located just south of these bookshelves that include wooden chairs with fabric backs. There is a laminate countertop reception desk located in the southern end of the room. Overall, the library is in fair condition and well-maintained, but shows signs of age throughout the ceiling and walls. The facility would benefit from 21st Century Learning Environment improvements such as mobile furniture.



School Library

4.10.5 MULTIPURPOSE ROOM/CAFETERIA

The MPR building is split into two sections that include a cafeteria and a serving kitchen that totals approximately 2,436 square feet. The cafeteria furniture consists of built-in, fold-up, rectangular tables and benches which are stored vertically in the walls when not in use. The flooring in the main area is VCT and is in good condition. The serving kitchen includes an office for the kitchen manager, two storage rooms, a gas range, ovens, and a freezer area. The serving station faces out the north wall of the kitchen, into the cafeteria.



MPR and Kitchen

Directly to the north of the cafeteria is the school's gymnasium, which measures approximately 9,400 square feet which includes a 480 square foot raised stage along the western wall. The floor and ceiling quality are generally good. There are two electronic score boards located along the walls of the gym, as well as several basketball hoops that fold down from the ceiling. Bleachers run along the eastern and western walls and can be folded in against the wall when not in use. The gymnasium is used for school sports games, performances, and assemblies and can hold a maximum of 1,767 students and staff.



Gymnasium and Stage

4.10.6 PARKING AND PLAYFIELDS

There is no main play structure at Almond Tree Middle School. The play fields are located to the east of campus, between the hardcourts and a parking lot. There are two parking lots on campus: one directly north above the administration building where the bus drops off students along 15th Avenue, and to the south directly below the cafeteria and kitchen that connects to Borel Street. The hardcourts with basketball hoops and open areas are in the northeast corner of the school, and there are two baseball fields and a soccer field located east of campus.



Hardcourts, Bus Dropoff, Play Fields

4.10.7 SUMMARY OF OBSERVATIONS

Almond Tree generally meets the educational specification for a middle school with the exception of the MPR which is smaller recommended. However, the size of the MPR meets the current needs of the school. Permanent classrooms at Almond Tree are well-maintained and in fair or good condition. However, many of the furnishings and wall coverings are old and showing signs of age. Classrooms also lack the ability to provide flexible learning environments due to existing furnishings and cabinetry choices and would benefit from more open flexible spaces and additional writing surfaces throughout the classroom. Portable classrooms have been well-maintained but are nearing the end of their useful life. Both permanent and portable classrooms need to incorporate a more comprehensive 21st Century Learning Environment to better maximize the use of space, flexibility, and student collaboration. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications.

4.11 CECIL AVENUE MIDDLE SCHOOL



Cecil Avenue Math & Science Academy is located at 1430 Norwalk Street, Delano, CA and is the north western portion of the District on an approximately 16-acre site. The school serves sixth through eighth grade and serves approximately 624 students as of the 2018-19 school year. The school was first built in 1934 and the campus is surrounded by neighborhood streets Oxnard Street to the east, 12th Avenue to the south, and Norwalk Street to the west. Directly north of the site across Cecil Avenue is Delano High School. The main campus entrance is on Cecil Avenue and Norwalk Street, where a driveway entrance from Norwalk and 14th Avenue leads to approximately 68 parking spaces covered with solar shade structures.

4.11.1 EXISTING CONDITIONS

The school consists of 33 permanent classrooms and eight portable classrooms. The classrooms are arranged in seven mostly parallel wings of buildings along with northern portion of the campus. The library facility is centrally located to the classrooms and other support buildings such as administration, auditorium, and MPR facilities are also provided to the west. A separate gymnasium is provided to the south. A combination of landscaped and asphalt covered surfaces comprise the interior courtyards of the campus. Hard court surfaces are provided for handball, basketball, foursquare, and other outdoor activities, as well as grass playfields. The perimeter of the site is fenced.

The school has three science labs (Rooms 31, 35, and 36) and an Action Lab (Room 40). Other standard classrooms providing a combination of math and science instruction include rooms 11, 14, 16, and 17. Computer labs are housed in Room 6 and 24. Room 7 includes a standard classroom that is planned to be used as a future piano room, while Room 8 provides a dedicated band room. Special Education is provided in Rooms 28 and 46. Intervention is provided in Room 19 and Speech in Room 10. The remainder of standard classrooms provide instruction for English Language Arts, History, and Math.

Figure 17: Cecil Avenue Middle School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

4.11.2 CLASSROOMS

Permanent classrooms are in good condition with typical wear. Permanent classrooms in the 14-38 wings are approximately 915 square feet. These rooms include lay-in tile ceiling, fluorescent lighting, tack boards, and VCT flooring which are all in good to fair condition. A typical classroom consists of built-in casework and storage along one wall. Markerboards are typically fixed on two walls, with one projector facing a pull-down screen or flat screen television monitor in front of one of the markerboards. Teacher desks are traditional in size and located near a markerboard, and classrooms have a mobile tech cart. Each classroom has computers for teacher and pupil use, and a high-speed broadband Internet connection in place with Wi-Fi access. Student furniture typically includes plastic and metal chairs with a triangular desk that can be arranged in pairs or groups, however lack quick mobility. Overall, these rooms are in good to fair condition, but some aspects of these rooms (fixed markerboards, lack of mobile furnishings, etc.) fall below the District’s proposed specifications for 21st Century Learning Environments.



Sample Permanent Classroom Interiors (Room 14-38 Wings)

There are three science labs located in Rooms 31, 35, and 36. These classrooms are all approximately 900 square feet with VCT flooring, lay-in tile ceilings, fluorescent lighting and tack panel walls. Markerboards are fixed on two walls. Each of these rooms has three sinks and gas hook-ups located with built in casework along the walls. The teacher desk in the front of the class also includes a sink with gas hook-up. Regarding technology, the classrooms have one flat screen television monitor for projection in front of one of the markerboards and student laptops. Overall, these science labs are well-maintained and in good to fair condition, although they contain older furnishings that limit classroom flexibility.



Science Lab Interiors

Room 40 houses a STEAM lab in an approximately 850 square foot permanent classroom. STEAM Labs expose students to a wide range of knowledge and skills, encourage creativity and innovation, while exploring a variety of careers by providing tools for hands on education in a variety of career clusters or focused pathway. The room is equipped with a variety of college and career lab stations in science and technology career fields (e.g., engineering, video production, robotics, etc.). Flooring is carpeted and is in excellent condition. Ceilings, lighting, and doors are older and are in good to fair condition. Student furnishings are in newer condition with mobile storage. Each station is equipped with desktop computers as well as field specific instructional equipment. Overall, the space is in good condition, however, could benefit to be housed in a larger area for more flexibility, mobility, and space for equipment.



STEAM Lab

Dedicated computer labs are housed in approximately 800 square feet in Room 6 and approximately 900 square feet in Room 24. The lay-in tile ceiling, tack panel walls, fluorescent lights and VCT floors are all in good to fair condition. There are approximately 32 student desktops in each room arranged in rows in the center of the rooms on rectangular tables. One wall contains shelving and other storage, and markerboards can be found along two walls, as well as a projector facing a pull-down screen.



Computer Lab Interiors

A Band Room (Room 8) is located adjacent to the auditorium building. The room is approximately 1955 square feet inclusive of classroom, office, and storage areas. The room is used for band and choir classes. The room is designed with high ceiling for sound absorption. There are dedicated storage areas for instruments and uniforms, as well as an instructor's office. There are raised platforms for student seating.



Band Room

A total of eight portable classrooms are located on the campus with six of the buildings (Rooms 27-28, 46-49) located towards the eastern portion of the site and two of the buildings (Rooms 12-13) more centrally located behind the auditorium building. Portable classrooms 12, 13, and 27 are used for core academic

instruction including English language arts and history. Portable classroom 28 and 46 house special education. Portable classroom 48 houses a computer lab. Portable classroom 47 is used as storage, while portable classroom 49 appeared vacant with storage for school equipment and game activities.



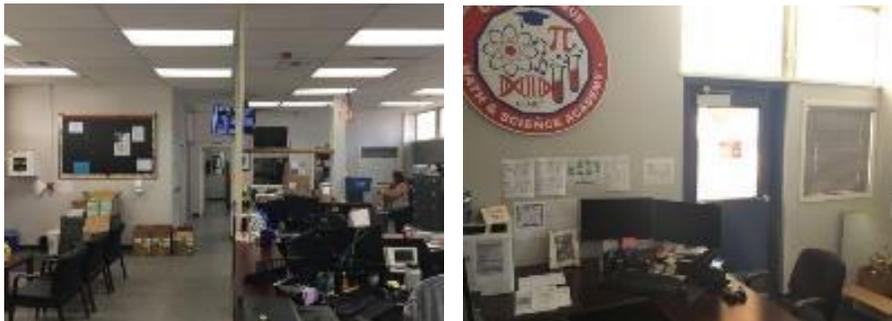
Typical Portable Classroom



Portable Classroom Computer Lab

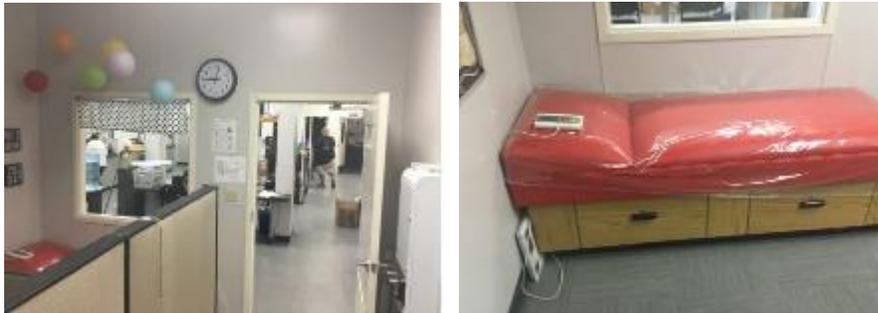
These portable facilities all have approximately 900 square feet of interior space with lay-in tile ceiling and carpeted flooring, ceiling-height fluorescent lighting and tack panel walls, all of which are in fair to older condition. Classrooms have one flat screen television monitor for projection in front of one of the markerboards and student laptops. Limited markerboard area is provided on one wall that is covered by the flat screen monitor or has a pull-down projection screen. Like the permanent classrooms, student furniture includes plastic and metal chairs with a triangular desk that can be arranged in pairs or groups, however lack quick mobility. Overall, portable classrooms are well-maintained, but show signs of wear consistent with age and use.

4.11.3 ADMINISTRATION SUPPORT FACILITIES



Reception Area and Principal's Office

The Administration Building is located within a permanent building on the northwestern corner of campus near the parking lot and serves as the main entrance to the campus. This space is approximately 2,000 square feet and includes a reception area, principal office, attendance office, academic and learning coordinator offices, nurse office, and staff restrooms. The spaces are inviting and provide ample space for administrative work and specialized programs with students. Floors, windows, walls, doors, and ceiling are all well-maintained. Overall, the Administration Building is in good condition. There are two staff lounges. One of the lounges is approximately 690 square feet and is attached to an approximately 1,263 square foot resource room. The second staff lounge is in a standalone building with approximately 420 square feet.



Nurse's Office



Staff Lounges and Resource Room

4.11.4 LIBRARY



School Library

The library is in a permanent building which also houses includes staff lounge and resource room facilities. The permanent library space takes up approximately 1868 square feet inclusive of reading and book collection areas, circulation desk, and storage. There is a tall lay-in ceiling with fluorescent lighting. Book stacks are located along the perimeter walls, with some book stacks in the center areas. Rectangular tables are present in the center of the library that seat approximately four students. The circulation desk has a

good amount of counter space and visibility of the entire library. There are desktop computers at one end of the library and mobile carts for laptops. A projector and projection screen are provided at the center of the west wall. Overall, the library space is in good physical condition, however the furnishings and casework limit opportunities for flexible learning environment and collaboration.

4.11.5 CAFETERIA

The cafeteria is 2,978 square feet with a 12-foot vaulted, painted ceiling and a VCT tiled floor. The maximum occupancy for dining is 187 and for assembly 432. On the west wall, there are 10 dining tables that can be folded and stored in the wall. Along the east wall, where large windows overlook a grassy quad, there are additional tables arranged. The north wall has five food service lines that open to the kitchen. The cafeteria is well-maintained, but it is too small for the current student body of 624 students.



Cafeteria and Kitchen

Attached to the cafeteria to the north is the kitchen. The kitchen is approximately 1394 square feet. With 12-foot-high painted ceilings, a central cooking area under a large exhaust hood, and a wall of refrigerators, the kitchen is well-equipped for food preparation. There are five service counters that open to the larger cafeteria. There are several auxiliary spaces, including a 99 square foot office, a 50 square foot washroom and freezer, a 35 square foot restroom, a 90 square foot janitor closet, and a 136 square foot dishwasher room.

4.11.6 AUDITORIUM

Originally constructed in 1934, the auditorium is an expansive 5,110 square feet with nearly 30-foot-high ceilings. A renovation project is currently underway and will replace the seating and flooring and resurface the stage. Although the space is equipped with fixed seating, a sign indicates that the space has a maximum occupancy of 540 for dining and 600 for assembly.



Auditorium and Stage

At the south end of the auditorium, there is a stage that is 918 square feet large with wooden floors, three sets of stage curtains, and three sets of stage lights. The ceiling is approximately 27 feet high. On the north side of the stage, there is a wheelchair lift, making the stage ADA compliant. There are two storage rooms, one on the north and south of the stage, that are each 68 square feet. Beneath the stage, there is an additional storage area that is approximately 716 square feet.

4.11.7 GYMNASIUM AND FITNESS CLASSROOM

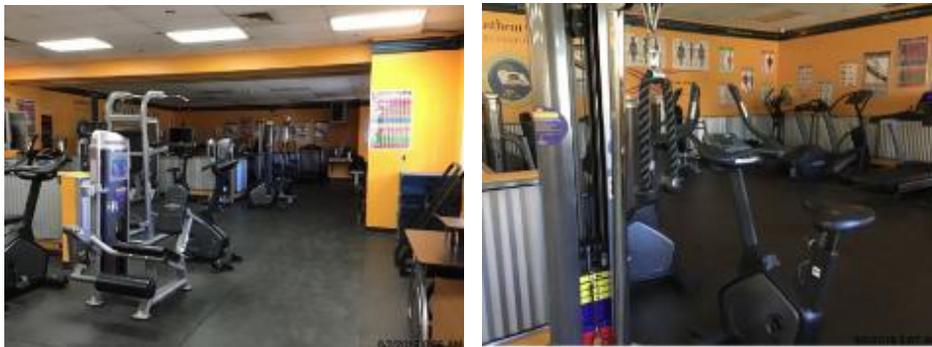
The gymnasium is approximately 11,400 square feet. The vaulted ceiling has pendant lighting and there are several speakers mounted as part of the sound system. The floors are waxed wood, in good condition. Collapsible seating is primarily located on the north wall, with additional seating along the west wall. There are two scoreboards mounted on the east and west walls. There are two dropdown basketball hoops.

There is a janitor closet that is approximately 132 square feet, with storage cabinets, cleaning equipment and a ladder for roof access. There is a gymnasium office that is approximately 604 square feet. There are two built-in workstations with desktop computers that are used by teachers. The workstations are connected by countertops that are equipped with cabinet storage. There is also a 60 square foot storage room and a 66 square foot single stall restroom located off the office.



Gymnasium

Rooms 50 and 51 have been combined into a single, large fitness classroom. At 1,867 square feet, the room has lay-in ceiling tiles and lay-in fluorescent lighting. The flooring is padded and skid proof. There are several stationary bikes and treadmills. Also, the room is equipped with newer weightlifting equipment.



Fitness Classroom

4.11.8 PARKING AND PLAYFIELDS

The main campus entrance is on Cecil Avenue and Norwalk Street, where a driveway entrance from Norwalk and 14th Avenue leads to approximately 68 parking spaces covered with solar shade structures. On the east side of campus, there are several hardcourts and large, open play fields. Basketball court lines are painted on the hardcourt service, but there are not lines, goals, or other demarcations in the playfield.

4.11.9 SUMMARY OF OBSERVATIONS

Cecil Avenue generally meets all of the educational specifications for a middle school with the exception of the library media center and the MPR which are smaller in size. The school has many student support spaces and generally keeps them all in good condition. Like other schools in the District, permanent classrooms at Cecil Avenue are well-maintained and in fair or good condition. However, many of the furnishings and wall coverings are old and showing signs of age. Classrooms also lack the ability to provide flexible environments due to existing furnishings and cabinetry choices and would benefit from more open flexible spaces and additional writing surfaces throughout the classroom. Portable classrooms have been well-maintained but are nearing the end of their useful life. Both permanent and portable classrooms need to incorporate a more comprehensive 21st Century Learning Environment to better maximize the use of space, flexibility, and student collaboration. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications.

4.12 LA VINA MIDDLE SCHOOL

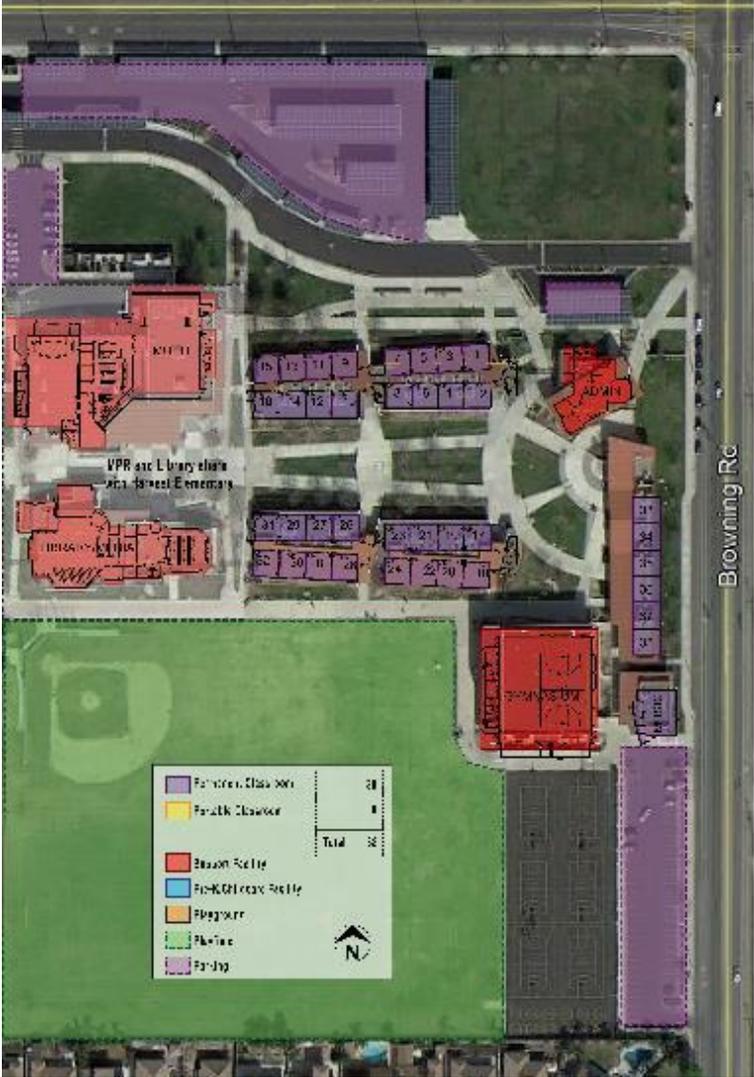


La Vina Middle School is located at 1331 Browning Road in the City of Delano. The facility occupies an approximately 21.9-acre site, and is bound by Cecil Avenue to the north, Browning Road to the east, with residential development to the south and west of the campus. Harvest Elementary School is located adjacent to the campus to the west. Most of the school was built in 2006, with Wing K built in 2011, so that facilities are in excellent condition. Based on the 2018-19 school year, La Vina has a total enrollment of 664 students, serving sixth, seventh, and eighth grades. The school has 38 permanent classrooms, 25 of which are currently occupied. Additional facilities include a band/choir room, an administration building, and a gymnasium. A multipurpose room and a library media room are shared with Harvest Elementary. Students can play soccer or football in playfields, or basketball on the hardcourts located to

the south of the academic buildings. Staff parking is provided at a lot on Browning Street, with approximately 56 parking spaces immediately adjacent to the school in the large lot that is shared with Harvest Elementary. Bus loading areas are to the north of campus, with buses entering from Browning, running along the width of the campus and exiting onto Cecil Avenue.

4.12.1 EXISTING CONDITIONS

Figure 18: La Vina Middle School Existing Conditions



Sources: CFW, Inc.; Delano Union Elementary School District; Google Earth

La Vina Middle School consists of 38 permanent classrooms located in one of three classroom wings. Two of the classroom wings are parallel and each contain 16 classrooms that are accessed by a common inside hallway. Students enter the hallway through one of two main entry points, one at the east end of the building and the other in the middle of the building. Student restrooms are located at the east end of each building and accessed from the interior hallway. There is a third building with six classrooms that is parallel to Browning Road. This building houses the science labs, science classrooms and a fitness room. There is

an administration building that has a controlled entrance for all visitors to the school. A fourth building is the gym that is located near the play fields and to the south and east end of the campus. Next to the gym is the music room. At the south west end of the school is a library media center that is shared with Harvest Elementary school that is located adjacent to La Vina. Across from the library media center is a large multipurpose room. This building has two cafeterias, one used by La Vina students and the other by Harvest students. There is a central kitchen in between the two cafeterias and serves the two school populations.

La Vina Middle School consists of 38 permanent classrooms located in one of three classroom wings. Two of the classroom wings are parallel and each contain 16 classrooms that are accessed by a common inside hallway. Students enter the hallway through one of two main entry points, one at the east end of the building and the other in the middle of the building. Student restrooms are located at the east end of each building and accessed from the interior hallway. There is a third building with six classrooms that is parallel to Browning Road. This building houses the science labs, science classrooms and a fitness room. There is an administration building that has a controlled entrance for all visitors to the school. A fourth building is the gym that is located near the play fields and to the south and east end of the campus. Next to the gym is the music room. At the south west end of the school is a library media center that is shared with Harvest Elementary school that is located adjacent to La Vina. Across from the library media center is a large multipurpose room. This building has two cafeterias, one used by La Vina students and the other by Harvest students. There is a central kitchen in between and two serving lines to serve the two school populations.

4.12.2 CLASSROOMS

The majority of the classrooms on the campus are located in two, 16-classroom wings. The classrooms are primarily used for general purpose instruction and each classroom is approximately 900 square feet in size. These classrooms feature lay-in tile ceilings with fluorescent lighting fixtures, solid wood doors with windows, and carpeted flooring. Along the walls of these rooms are built-in laminate countertops with storage underneath, shelving, and one white markerboard with a pull-down projector screen fastened above. There are no projectors in these classrooms. The casework is generally in good condition. Furniture in these rooms includes conventional, wooden, rectangular student desks with built-in storage, rigid plastic chairs, wooden rectangular desks, and a media cart. Many of the rooms have media carts that store Chrome Books. The furnishings are in generally good condition, however, classroom furnishings limit the flexibility of classroom spaces. These classrooms generally lack many 21st Century Learning Environment standards, such as multiple displays, floor-to-ceiling markerboards, and flexible furniture.



Typical Permanent Classroom Interiors

The restrooms in the main classroom buildings are in very good condition and have been well maintained. Student restrooms are 344 square feet each, have seven stall and four sinks. There are two staff restrooms that are each 53 square feet.



Severely Handicapped Rooms

Many of the general purpose classrooms located in the two main wings are used for elective or enrichment programs. Room 1 has been converted into a piano keyboard lab. There are 16 piano keyboards; two students sit at each keyboard. A teacher keyboard station is in the front of the room which allows the teacher to listen to students individually or groups of students as they are playing. Room 2 is a PE room that has traditional student desks and chairs and houses PE equipment. Room 3 is used as an office and training room for teachers. Room 4 is a traditional computer lab. Room 7 has been converted into a STEAM lab. These rooms feature lay-in tile ceilings with fluorescent lighting fixtures, hollow metal exterior doors, and carpeted flooring. These rooms also include up to date technology with different learning modules in the areas of science, engineering, and math. Four of the rooms, 6, 8, 14 and 27 have an assortment of various kinds of furniture and are not used for instruction at this time. Students with the moderate to severe profile are housed in Rooms 16 and 23. Both rooms have a restroom that is accessible from the classroom, a small office and a sink in the classroom. Each of the rooms is approximately 900 square feet.



Piano Lab Classroom Interiors

Rooms 33, 34, and 37 are science classrooms. Room 33 is approximately 891 square feet. Rooms 34 and 37 are each approximately 969 square feet. Rooms 33 and 34 each have a storage room and vinyl flooring. Room 33 has both a trough sink and a regular sink, while Room 34 has no sink. Both rooms have traditional single student desks with attached vinyl chairs. Rooms 34 and 37 are used for science lecture, with Rooms 35 and 36 serving as the adjoining lab spaces. The labs are each approximately 969 square feet, with built-in teacher workstations that are equipped with gas and water. There are lab stations around the perimeter of the rooms with traditional classroom student tables and chairs in the center of the room



Science Classrooms and Labs

4.12.3 BAND ROOM

Room 39 is the band room and is approximately 2,240 square feet with a ceiling height of nearly 13 feet. There is a vestibule area with drinking fountains and a sink as you enter the building. There is teacher office of approximately 272 feet with a window the opens to the main classroom area. Along the walls there is 77 linear feet of storage units for musical equipment. There are two additional rooms of approximately 80 square feet used for storage, which may have been originally designed as practice rooms. There is a large soffit in the room which helps to provide for good acoustics necessary for a music program. This room features lay-in tile ceiling with fluorescent lighting fixtures, hollow metal exterior doors, and carpeted flooring; all of which are in fair to good condition. Furniture includes several stacking chairs and music stands for students to use during instruction. At the front of the room there is a whiteboard and an old analogue television mounted near the ceiling.



Music Room

4.12.4 GYMNASIUM AND FITNESS ROOM

There is one large gymnasium at the school that is 12,526 square feet with a 30-foot ceiling. It is in excellent shape and has been well maintained. There are two large coaches' offices accessible from the gym. There are pull down bleachers on the west wall, boy's and girl's restrooms accessible from both inside and outside the gym, a roll up door, storage room, and snack bar area of approximately 280 square feet. The main gym floor has striping for basketball and volleyball games. This building has been well designed to provide accessibility from the outside play fields without entering the entire school campus. Room 38 is approximately 1318 square feet and is used as a Fitness Room. A special floor found in gyms has been installed. There are no built-in cabinets but large pieces of fitness and weight room equipment. There is a ceiling projector in the room.



Gymnasium



Fitness Room

4.12.5 ADMINISTRATION SUPPORT FACILITIES

The administration building is located at the front of the school and is located to provide one secure entrance to the school. The reception area is large, open and inviting. There is room for four workstations at the front reception counter with an open workspace behind the counter. Off to one side, there is an alcove with file cabinets and worktables. The nurse's office is visible from the main office area, has space for two cots, a restroom, and a nurse's workstation. Next to the nurse's office there is small office that is used as a detention room for students. The principal's office is large, approximately 311 square feet, with an area for a conference table and chairs, a vice principal's office (182 square feet), a counselor's office, and an office for the school psychologist. In addition, there is a staff workroom (728 square feet) with four tables and a work counter and a conference room. Staff restrooms are located near the staff workroom.



Administration, Principal, and Staff Workroom

4.12.6 LIBRARY MEDIA CENTER

The library media center is in a permanent building that houses a main library area, a lecture hall, a resource room, a computer lab, a large textbook storage room, and several offices. The lecture hall seats 130 people. It has a raked floor with traditional style theater seating. There are speakers on the walls, whiteboard in the front with a pull-down screen, and a projection room in the back. This space is used for teacher trainings and for student assemblies. The resource room is a large area, approximately 656 square feet, that has bookshelves full of teacher resource supplies, carts that hold large rolls of paper, and file cabinets. There is a small office with a restroom and two additional small offices all accessible from the resource area. Adjoining the resource room is a textbook storage area. This space has floor to ceiling heavy bookshelves that can be moved to allow access to the textbooks. At one end of the room is an office area with sliding windows open to the main quad of the school. This was originally designed to be used for students to line up and check out textbooks. It is no longer used for this function and appeared to be mostly a storage area.

The main area of the library media center is approximately 6909 square feet and has traditional book stacks in one area with a small bank of five computers along one wall. There is counter along two walls with space for 17 computers, but the students no longer need them as they have Chrome books. A large circulation desk is along the opposite wall. Behind the circulation desk is a librarian breakroom with a window open to the main library area. This room has built-in cabinets and a sink. There is an additional office adjacent to the librarian's office. A conference room is accessible from the main library area. The library media center furnishings are traditional, heavy wood rectangle tables and chairs.



School Library

There are two additional rooms which are both accessed from the main library area: a large computer lab with 35 computer stations and a young reader's room. The computer lab is approximately 1,476 square feet and has seven tables with five computers on each table. There is a whiteboard along with a pull-down screen at the front of the room. The walls have tack panels.

The young readers' room of approximately 1,519 square feet is used by Harvest Elementary School. It is accessed through double doors off the main area in the library media center. This room had been a resource and intervention room last year. It is being converted into a digital media center to provide virtual field trips and artificial intelligence experiences for students at Harvest. There is a green screen on one wall and three large monitors attached to the walls. Along one wall are windows that opens to the main library area. There is a small circulation desk near the door.

4.12.7 MULTIPURPOSE ROOM/CAFETERIA



MPR, Stage and Kitchen

The building is shared between La Vina Middle School and Harvest Elementary school. It is place at the northwest end of La Vina and the northeast end of Harvest. It a unique design with the kitchen in the center and on each end is a serving line and a main MPR area. The MPR used by La Vina student is 6,734 square feet, has a stage of approximately 2,791 square feet with a curtain, stage lighting in the ceiling, portable risers, and wheelchair lift on one end. The dining capacity is 448 students and an assembly capacity of 961 students. Students eat at traditional rectangular fold up tables with attached benches. The floor is vinyl and in good shape. The building is well maintained.

4.12.8 PARKING AND PLAYFIELDS



Bus Dropoff, Play Fields, Sports Field

The main entrance to the school is on the northeast corner of campus, at the intersection of Browning Road and Cecil Avenue. There are two parking lots: the main lot along the northern boundary of campus bordering Cecil Avenue, and a smaller lot in the southeastern corner of campus along Browning Road. The smaller parking lot has approximately 56 spaces, and the larger lot has approximately 240 spaces, including staff only areas. La Vina has two hardcourt play areas, one adjacent to the smaller parking lot, and one on the opposite end of campus, in the southwestern corner. Between these hardcourt areas are

three sport fields and a large play field. The bus drop area is in the northern parking lot, with buses generally entering through Cecil Avenue and leaving via Browning Road.

4.12.9 SUMMARY OF OBSERVATIONS

Like its adjacent campus at Harvest, La Vina Middle School meets all of the recommended educational specifications with the exception of having compliant science labs. The overall capacity of the campus is larger than the proposed educational specification. The school is well maintained overall. The classrooms could benefit from 21st Century furnishings that would provide the technology, mobility and flexibility needed for the instructional strategies the District desires to implement. The library media center has many possibilities for use of the many large rooms located adjacent to the main media center and would also benefit from 21st Century upgrades to the furnishings. Mobile and flexible science furnishings would make the science labs more functional. All the portable classrooms generally appear to be in fair condition for their age and utilize one or two elements of 21st Century Learning Environments, but overall should eventually be replaced with permanent facilities to meet the proposed educational specifications.

SECTION 5

PROGRAM FINANCING

In California, school facility improvements are generally funded by a combination of sources which need to be identified, integrated and ultimately sequenced in order to maximize their use. In almost all cases, the need for improvements exceeds the general availability of funding, 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 presented to the Board for adoption and implementation.

This section reviews existing and anticipated major sources of funds for implementing new construction, modernization and 21st Century facility improvements. Major funding sources for consideration include State aid grants, local general obligation bond programs, developer fees and capital program balances.

5.1 STATE FUNDING

Through the Office of Public School Construction (OPSC), the State of California provides funding assistance to eligible public school districts through the School Facilities Program (SFP). OPSC operates various programs pursuant to State Law and provides projects to be considered by the State Allocation Board (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. 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.

The State also provides a Financial Hardship Program 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.

As part of the Implementation Plan, data was collected and analyzed as to the District's eligibility for State funding, including approval from the Division of the State Architect (DSA) and modernization dates and/or installation dates provided through available District plan records and DSA's online database of application records, current classroom loading ratios, and projected residential development and enrollment. This data was then used to evaluate options for the District to qualify for its maximum eligibility and in securing priority placement for allocation of future funds. The following sections provide an overview of applicable State aid programs and estimated District eligibility.

5.1.1 STATE MODERNIZATION PROGRAM

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

1. **Eligibility:** Modernization eligibility is established separately for each school site and generally requires that permanent facilities be last modernized or constructed at least 25 years prior and portable facilities at least 20 years ago. 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 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 2019 pupil grant is currently \$4,644 for elementary grades and \$4,912 for middle 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 grades TK-5, and 27 students for grades 6-8. 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.

Tables 9-12 summarize the District’s estimated current eligibility for State modernization grants for permanent and portable facilities that were last modernized or placed in service at least 25 or 20 years ago, respectively. The grant amounts in these tables have been adjusted to reflect the estimated eligible classrooms supported by the District’s FY2018-19 enrollment per site.

The District currently has excess student housing capacity primarily due to declining enrollment and more specifically from the large amount of portable facilities at school sites. This excess results in a reduced eligibility for portables classrooms that have reached 20 years of age in instances where a school site does not have the enrollment to support the eligible portable classroom capacity. Should these variables change over time at each site and at the time of a modernization application, the estimated grant amounts may increase or decrease further. In addition, at time of application, additional grant dollars may be garnered by identification of eligible Special Day Classroom (SDC) pupils per site as SDC pupils are assigned a higher per pupil grant amount with a much lower allowance for student classroom capacity than general purpose classrooms.

Table 9 identifies each school, current enrollment, total eligible permanent classrooms based on enrollment and age, and projected pupil grant eligibility pursuant to state loading standards. Based on the District’s current enrollment and date of construction or last modernization, the District is currently eligible for approximately \$7.4 million in modernization grants from existing permanent classrooms. The majority of eligibility is derived from permanent classrooms at Fremont and Princeton Street Elementary Schools, followed by Cecil Avenue/Math Science, Terrace Elementary, and Nueva Vista Language. Under Financial Hardship, the eligibility grant amount may increase to approximately \$12.3 million for all permanent classrooms identified in Table 9.

Table 9: Estimated Current Modernization Eligibility from Permanent Classrooms

Current Permanent Eligibility (2019)						60%	40%	
School	CRs 25 yr+	FY18-19 Enroll	*Elig. Pupils	Elig. CRs	Pupil Grant	Est. Grant	Required Match	Total
1 Albany Park ES	0	335	0	0	\$4,644	\$0	\$0	\$0
2 Del Vista/Math Science	0	526	0	0	\$4,644	\$0	\$0	\$0
3 Fremont ES	18	530	450	18	\$4,644	\$2,089,800	\$1,393,200	\$3,483,000
4 Harvest ES	0	502	0	0	\$4,644	\$0	\$0	\$0
5 Morningside ES	0	545	0	0	\$4,644	\$0	\$0	\$0
6 Nueva Vista Language	2	511	50	3	\$4,644	\$232,200	\$154,800	\$387,000
7 Princeton Street ES	18	500	450	18	\$4,644	\$2,089,800	\$1,393,200	\$3,483,000
8 Terrace ES	11	530	275	11	\$4,644	\$1,277,100	\$851,400	\$2,128,500
9 Pioneer	0	1,012	0	0	\$4,644	\$0	\$0	\$0
10 Almond Tree MS	0	605	0	0	\$4,912	\$0	\$0	\$0
11 Cecil Ave. Math/Science	14	624	350	14	\$4,912	\$1,719,200	\$1,146,133	\$2,865,333
12 La Vina MS	0	664	0	0	\$4,912	\$0	\$0	\$0
Total	63	6,884	1,575	64		\$7,408,100	\$4,938,733	\$12,346,833

**Note: If 2018/19 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils*

Table 10 presents a similar analysis for portable classrooms at each site. 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. Once again, enrollment plays a major factor in existing eligibility. Of the total 75 portable classrooms that meet the 20-year requirement, there is only sufficient enrollment overall to support the eligibility of 61 portable classrooms for the modernization program. As a result, it is estimated that the District is eligible for

approximately \$7.2 million in modernization pupil grant eligibility from portable classrooms that currently exceed their 20-year life and can be supported from the current enrollment. Under Financial Hardship, this eligibility amount may increase to approximately \$12.1 million for all eligible portable classrooms identified in Table 10.

Table 10: Estimated Current Modernization Eligibility from Portable Classrooms

Current Portable Eligibility (2019)							60%	40%	
School	CRs 20 yr+	FY18-19 Enroll	Less Perm Pupils	Elig. Pupils	Elig. CRs	Pupil Grant	Est. Grant	Required Match	Total
1 Albany Park ES	15	335	0	335	13	\$4,644	\$1,555,740	\$1,037,160	\$2,592,900
2 Del Vista/Math Science	10	526	0	250	10	\$4,644	\$1,161,000	\$774,000	\$1,935,000
3 Fremont ES	1	530	450	25	1	\$4,644	\$116,100	\$77,400	\$193,500
4 Harvest ES	0	502	0	0	0	\$4,644	\$0	\$0	\$0
5 Morningside ES	0	545	0	0	0	\$4,644	\$0	\$0	\$0
6 Nueva Vista Language	12	511	50	300	12	\$4,644	\$1,393,200	\$928,800	\$2,322,000
7 Princeton Street ES	9	500	450	50	2	\$4,644	\$232,200	\$154,800	\$387,000
8 Terrace ES	16	530	275	255	10	\$4,644	\$1,184,220	\$789,480	\$1,973,700
9 Pioneer	0	1,012	0	0	0	\$4,644	\$0	\$0	\$0
10 Almond Tree MS	10	605	0	270	10	\$4,912	\$1,326,240	\$884,160	\$2,210,400
11 Cecil Ave. Math/Science	2	624	350	54	2	\$4,912	\$265,248	\$176,832	\$442,080
12 La Vina MS	0	664	0	0	0	\$4,912	\$0	\$0	\$0
Total	75	6,884	1,575	1,539	61		\$7,233,948	\$4,822,632	\$12,056,580

*Note: If 2018/19 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils

Table 11 provides a combined view of both permanent and portable eligibility. As shown, the District may be currently eligible for approximately \$14.6 million in matching modernization pupil grants.

Table 11: Estimated Current Modernization Eligibility from Permanent and Portable Classrooms

Current Permanent and Portables Eligibility (2019)					60%	40%	
School	CRs 20/25 yr+	Elig. Pupils	Elig. CRs	Pupil Grant	Est. Grant	Required Match	Total
1 Albany Park ES	15	335	13	\$4,644	\$1,555,740	\$1,037,160	\$2,592,900
2 Del Vista/Math Science	10	250	10	\$4,644	\$1,161,000	\$774,000	\$1,935,000
3 Fremont ES	19	475	19	\$4,644	\$2,205,900	\$1,470,600	\$3,676,500
4 Harvest ES	0	0	0	\$4,644	\$0	\$0	\$0
5 Morningside ES	0	0	0	\$4,644	\$0	\$0	\$0
6 Nueva Vista Language	14	350	15	\$4,644	\$1,625,400	\$1,083,600	\$2,709,000
7 Princeton Street ES	27	500	20	\$4,644	\$2,322,000	\$1,548,000	\$3,870,000
8 Terrace ES	27	530	21	\$4,644	\$2,461,320	\$1,640,880	\$4,102,200
9 Pioneer	0	0	0	\$4,644	\$0	\$0	\$0
10 Almond Tree MS	10	270	10	\$4,912	\$1,326,240	\$884,160	\$2,210,400
11 Cecil Ave. Math/Science	16	404	16	\$4,912	\$1,984,448	\$1,322,965	\$3,307,413
12 La Vina MS	0	0	0	\$4,912	\$0	\$0	\$0
Total	138	3,114	125		\$14,642,048	\$9,761,365	\$24,403,413

*Note: If 2018/19 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils

Table 12 provides the final step which adjusts the combined permanent and portable eligibility by reducing the potential eligible pupils by pupil grant amounts previously granted to the District by the State for funding applications less than 25 years old. As shown, the District has been previously granted approximately 430 pupil grants used at Albany Park and Nueva Vista Language elementary schools less than 25 years ago. Those amounts were then reduced from the estimated pupil grants. In summary, the District may be eligible for approximately \$12.6 million in combined permanent and portable eligibility. Under Financial Hardship, the eligibility grant amount may increase to approximately \$21.1 million for all permanent and portable classrooms as shown in Table 12.

Table 12: Estimated Current Modernization Eligibility Adjusted for Prior Pupils Used

School	Current Permanent and Portables Eligibility (2019)					60%	40%	Total
	Elig. Pupils	**Prior Pupils	Elig. Less Prior	Elig. CRs	Pupil Grant	Est. Grant	Required Match	
1 Albany Park ES	335	227	108	13	\$4,644	\$501,552	\$334,368	\$835,920
2 Del Vista/Math Science	250	0	250	10	\$4,644	\$1,161,000	\$774,000	\$1,935,000
3 Fremont ES	475	0	475	19	\$4,644	\$2,205,900	\$1,470,600	\$3,676,500
4 Harvest ES	0	0	0	0	\$4,644	\$0	\$0	\$0
5 Morningside ES	0	0	0	0	\$4,644	\$0	\$0	\$0
6 Nueva Vista Language	350	203	147	15	\$4,644	\$682,668	\$455,112	\$1,137,780
7 Princeton Street ES	500	0	500	20	\$4,644	\$2,322,000	\$1,548,000	\$3,870,000
8 Terrace ES	530	0	530	21	\$4,644	\$2,461,320	\$1,640,880	\$4,102,200
9 Pioneer	0	0	0	0	\$4,644	\$0	\$0	\$0
10 Almond Tree MS	270	0	270	10	\$4,912	\$1,326,240	\$884,160	\$2,210,400
11 Cecil Ave. Math/Science	404	0	404	16	\$4,912	\$1,984,448	\$1,322,965	\$3,307,413
12 La Vina MS	0	0	0	0	\$4,912	\$0	\$0	\$0
Total	3,114	430	2,684	125		\$12,645,128	\$8,430,085	\$21,075,213

**Note: If 2018/19 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*

The State modernization program also provides additional flexibility for the expenditure of grant funds. Under California Senate Bill (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 provides additional flexibility in their use, especially for school site improvements that call for a combination of modernization and new construction projects.

5.1.2 STATE AID NEW CONSTRUCTION

The State’s New Construction Program 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 generally 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 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. Except for districts with large amounts of portable classrooms, the State does not count portable classrooms as being permanently available to house pupils. Until approved for construction is granted for the new facility, eligibility is subject to annual review.

- Funding:** Once eligibility is approved, a district may apply for funding on a 50/50 State grant/local match basis. The 2019 pupil grant is currently \$12,197 for elementary grades, and \$12,901 for middle 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. The State periodically reviews these grant levels.

Table 13 provides a summary of the District's estimated new construction eligibility based on a preliminary review of housing development information within the boundaries of the District, projected enrollment growth, and the District's existing classroom inventory. At this time, no new construction eligibility is projected. The District currently has excess capacity primarily due to the number of permanent and portable facilities on school sites. Table 13 shows a total of 324 permanent classrooms. For districts with a high amount of portable facilities, such as Delano, the State requires an adjustment to the eligibility formula, requiring such districts to assume that a portion of its portables will be available to house students. The State requires an adjustment to the "unhoused" eligibility amount equal to 25 percent of the total amount of permanent classrooms available, or in the case of Delano an amount equal to the equivalent of 81 classrooms or 2,085 less eligible pupil grants.

For eligibility purposes, the State also takes into consideration the number of approved, but not yet built residential units that have been recorded by the local planning agency within the boundaries of a school district to augment enrollment eligibility. For purposes of the SFP, the number of such approved tract mapped residential units can be added to current enrollment, regardless of grade level, to augment new construction eligibility. Currently, the State applies a student generation rate of 0.5 for elementary grades and 0.2 for upper grades to each approved, but not yet built residential unit.

For purposes on this calculation presented in Table 13, the 0.5 elementary grade student generation rate has been assigned. Per communication with the City of Delano, a total of 172 residential tract map units within the District's boundaries have been approved for the Leora, LLC Development planned at the corner of Albany Street and Morse Road. Based on these factors, an additional 86 students are available to augment enrollment eligibility.

In total, a negative eligibility of 3,129 students is estimated, the equivalent to approximately 119 excess classrooms. However, given the District's excess classroom inventory, the District may consider removal of portable facilities in the future to provide the District with options for new construction eligibility. An update to the District's classroom inventory would be required to review all classrooms being utilized for non-classroom purposes in order to remove these classrooms from the District's inventory when establishing an updated baseline with the OPSC. Should enrollment, residential development or State requirements change over time, this amount will fluctuate accordingly. Hence this calculation should be updated at least annually for further District consideration.

Table 13: Estimated New Construction Eligibility

New Construction Eligibility												
Grade	Projected FY2024-25 Enroll	Perm. CR's	State Load	State Capacity	125% CR Penalty	125% Current Capacity	Current Unhoused Elig.	New Housing Pupils	Net Elig.	Pupil Grant	50% Est. Total Grant	50% Required Match
TK-5	5,123	205	25	5,123	256	6,404	(1,281)	86	(1,195)	\$12,197	\$0	\$0
6-8	2,085	119	27	3,215	149	4,019	(1,934)	0	(1,934)	\$12,901	\$0	\$0
Total	7,208	324		8,338	405	10,423	(3,215)	86	(3,129)		\$0	\$0
<i>Estimated Site Development Grants (15%)</i>											\$0	\$0
Total Estimated New Construction Grants											\$0	\$0

5.1.3 FINANCIAL HARDSHIP FUNDING

The State also provides a Financial Hardship Program 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. To qualify, a district must be charging the maximum developer fee and meet one of the following criteria:

- Bonded indebtedness of 60 percent or greater
- Successful passage of a Prop. 39 Bond
- District total bonding capacity of less than \$5 million

At this time, it appears that the District may be eligible for financial hardship. The District’s bonded indebtedness exceeds 60 percent of its overall bonding capacity. This assessment must be conducted at every six-month period that a district participates in the Financial Hardship program.

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 (the, “Hardship period”) 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 any and all anticipated and available capital funds are encumbered.

Financial Hardship funding is proposed to be used strategically, with careful consideration to minimize the impact on the use of other sources of funding. Careful sequencing of all planned projects is required, so

all remaining projects are designed, and funds encumbered before entering the Financial Hardship period. This may require the advanced funding of design components for projects from local sources in advance of securing Financial Hardship funding. The District will need to prioritize projects to be considered for this option. At this time, planned Financial Hardship funding include modernization efforts currently under design by the District at Albany Park, Nueva Vista, and Del Vista.

5.1.4 FULL-DAY KINDERGARTEN FACILITIES GRANT PROGRAM

As part of the State’s budget for 2018-19, AB 1808, Article 7 created the Full-Day Kindergarten Facilities Grant Program (Program) providing \$100 million in one-time grants to construct new or retrofit existing facilities for the purpose of providing kindergarten classrooms to support full-day kindergarten instruction. OPSC defines “Full-Day Kindergarten” as a school day program exceeding 4 hours, exclusive of recesses. Projects may consist of the construction of a new facility or the acquisition and conversion of an existing building for public school use. This program is not designed to provide full-day kindergarten classrooms for projected kindergarten enrollment growth.

Grants are awarded to districts that lack the facilities to provide full-day kindergarten or lack facilities that satisfy the design requirements for new kindergarten classrooms. Districts are required to provide 50 percent of the cost of new construction and 40 percent of retrofit projects, unless the district meets the requirements for Financial Hardship. Program funds made available to districts are to supplement, not supplant, existing funds available for school facilities construction. Moreover, projects utilizing Full Day Kindergarten Program grants may not combine kindergarten pupil grants with the SFP.

Eligibility is determined on a site-by-site basis; however, priority for funding is based on districtwide criteria. A school site is considered lacking full-day kindergarten facilities if the kindergarten enrollment at the site exceeds the classroom capacity at the site using the SFP loading standard of 25 pupils and if the existing facilities do not meet current California Department of Education (CDE) requirements. Districts must also rank the priority of multiple applications for funding consideration. If there are sufficient funds to apportion all submitted valid and completed applications, projects will be funded based on the date the application are received.

Table 14: Kindergarten Grant Applications

Full Day Kindergarten Facilities Grant Program					35%	50%	50%			
Priority	School	FY18-19 Enroll	Elig. Pupils	Elig. CRs	Pupil Grant	Est. Grant	Site Dev. Grant	Est. Total Grant	Required Match	Total
1	Fremont ES	107	50	2	\$12,197	\$609,850	\$213,448	\$834,298	\$834,298	\$1,668,595
2	Morningside ES	103	50	2	\$12,197	\$609,850	\$213,448	\$834,298	\$834,298	\$1,668,595
3	Terrace ES	100	25	1	\$12,197	\$304,925	\$106,724	\$417,149	\$417,149	\$834,298
4	Princeton Street ES	75	25	1	\$12,197	\$304,925	\$106,724	\$417,149	\$417,149	\$834,298
	TOTAL	385	150	6		\$1,829,550	\$640,343	\$2,502,893	\$2,502,893	\$5,005,785

Notes:

1. All kindergarten grant funds must be encumbered by 6/30/21 and requires a local match
2. Pupils used under the Kindergarten program will supplement, not supplant, pupils used under the School Facilities Program
3. Projects utilizing Kindergarten grants may not also use Kindergarten pupil grants under the School Facilities Program

Based on the State’s regulations, a review of eligible kindergarten facilities was conducted and presented to the District, and applications were submitted to the State for consideration. At the October 23, 2019 Board meeting, the SAB apportioned funding to the District to construct two kindergarten classrooms at Fremont. As shown in Table 14, the District will receive \$834,298 for the Fremont ES application, and will

need to contribute \$834,298 to the project from a local funding source. As future funding through the Kindergarten Grant Program will focus apportionment to school sites that operate part-time kindergarten programs, Fremont will likely be the only school in the District to benefit from this program.

5.1.5 STATUS OF FUNDS AT STATE LEVEL

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. In order 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.”

Planned improvements under a modernization effort at Albany Park, Nueva Vista, and Del Vista are currently under design and have received approval from the Division of State Architect (DSA). These projects were submitted under Financial Hardship, as the State will provide the total cost of these improvements. Under Hardship, there is approximately \$501,522 in modernization eligibility at Albany Park, \$1,161,000 at Del Vista, and \$682,668 at Nueva Vista.

5.2 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.

The State of California is considering Assembly Bill (AB) 48, the “Public Preschool, K-12, and College Health and Safety Bond Act of 2020.” This bill would place a \$15 billion state facilities bond on the March 2020 ballot to replenish facilities funding available to school districts across the state. If approved by voters in March, \$9 billion is allocated for K-12 education in the following manner:

- \$5.2 billion for the modernization of school facilities
- \$2.8 billion for new construction of school facilities
- \$500 million for providing school facilities for charter schools
- \$500 million for facilities for career technical education (CTE) programs

As this opportunity is not currently available, analyses going forward are based on existing funding programs.

Of the \$15 billion of the State facilities bond, the bill would allow school to construct and modernize public preschool facilities from the \$9 billion available for PreK-12 apportionment. School districts that operate public preschools are proposed to access this program to construct new as well as repair and replace aging public buildings. As this opportunity is not currently available, analyses going forward are based on existing funding programs.

5.2.3 EXISTING G.O. BOND AUTHORIZATIONS & PAST ISSUANCES

The District successfully passed a local G.O. bond authorization in November 2000. This authorization was approved by voters and authorized the sale of \$45 million in G.O. bonds, pursuant to Proposition 46 that does not set a maximum annual tax rate for the purposes of issuing remaining bond authorization. To date, \$45 million in bonds have been sold, leaving no remaining authorization from the 2000 Election.

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

Series	Type	Sale Date	Principal Amount	Principal Outstanding	Repayment Ratio ⁽¹⁾	Years Remaining	Comments
2000 Election (2/3 Election)							Authorization: \$45,000,000
New Money Issues							
2001A	Tax-Exempt GO Bond	Feb 2001	\$4,500,000	\$0	1.97	0	
2002B	Tax-Exempt GO Bond	Feb 2002	\$4,500,000	\$0	1.93	0	
2003C	Tax-Exempt GO Bond	Feb 2003	\$4,500,000	\$0	1.89	0	
2004D	Tax-Exempt GO Bond	Mar 2004	\$6,000,000	\$0	1.82	0	
2005E	Tax-Exempt GO Bond	Mar 2005	\$6,000,000	\$0	1.84	0	
2006F	Tax-Exempt GO Bond	Mar 2006	\$12,000,000	\$0	1.83	0	
2007G	Tax-Exempt GO Bond	May 2007	\$7,499,993	\$0	1.81	0	
Total			\$44,999,993				Remaining Authorization: \$0
Refunding Issues							
2011	Tax-Exempt GO Bond	Oct 2011	\$12,015,000	\$8,020,000	1.47	13	2001A, 2002B, 2003C
2012	Tax-Exempt GO Bond	Dec 2012	\$10,820,000	\$7,970,000	1.40	15	2004D, 2005E
2015	Tax-Exempt GO Bond	Nov 2015	\$9,285,000	\$7,835,000	1.47	16	2006F
2016	Tax-Exempt GO Bond	Jun 2016	\$5,665,000	\$4,915,000	1.46	16	2007G
Total				\$28,740,000	1.67	16	
2000 Election 2018-19 Tax Rate per \$100,000 AV: \$57.51							

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

⁽¹⁾ Repayment ratio upon issuance of bonds

The current outstanding 2000 Election bonds, and subsequent refunding of these bonds in 2011, 2012, 2015, and 2016, account for approximately \$28.7 million in outstanding principal. All outstanding bonds are scheduled to be repaid by fiscal year (FY) 2035-36, with total annual payments ranging between \$1.1 million and \$2.7 million for the next 16 years. Total principal to be repaid year-to-year range from \$1.0 million to \$2.3 million, while interest payments range from \$40,600 to \$1.1 million. Figure 19 indicates that the District had approximately \$31.7 million in total outstanding G.O. bonded indebtedness in FY2018-19, declining thereafter. Absent any additional debt issuance, all current outstanding principal is scheduled to be retired by the end of FY2035-36.

Figure 19: Remaining G.O. Bond Principal Outstanding Over Time



5.2.1 DISTRICT HISTORICAL ASSESSED VALUE & BONDING CAPACITY

Table 16: Historic District Total Assessed Valuation

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 4 years immediately preceding 2010. After 2009, assessed value decreased for one year by 5.82% due to the “Great Recession” before resuming growth in fiscal year 2010-11. The District’s last 15-year and 25-year annualized average growth in assessed valuation were 6.39% and 5.88%, respectively. The District has averaged 4.64% annual growth over the most recent 5-year period. Prior to the “Great Recession”, the District’s annualized average growth rate was 6.92% from fiscal year 1994-95 through 2008-09. County data shows the District’s assessed valuation increased by approximately \$195 million in fiscal 2019-20, a 6.83% increase from the prior year, consistent with the 15-year, 25-year, and pre-recession annualized averages.

Education Code 15102 limits the amount of outstanding principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For an elementary school district, bonded indebtedness cannot exceed 1.25% of the District’s total assessed valuation at the time bonds are to be sold without a waiver from the State. As calculated in Table 21, and using the District’s current total assessed value, the District has a gross bonding capacity of approximately \$38.2 million. Figure 15 indicates that the District had approximately \$30.3 million in total outstanding G.O. bonded indebtedness as of 2019-20, resulting in a current net

FYE	Total	%Δ
1995	\$732,120,447	N/A
1996	\$781,319,391	6.72%
1997	\$810,658,411	3.76%
1998	\$883,928,765	9.04%
1999	\$885,704,490	0.20%
2000	\$936,224,998	5.70%
2001	\$990,179,170	5.76%
2002	\$1,038,494,420	4.88%
2003	\$1,109,730,544	6.86%
2004	\$1,163,046,535	4.80%
2005	\$1,206,821,182	3.76%
2006	\$1,313,994,325	8.88%
2007	\$1,533,780,560	16.73%
2008	\$1,721,776,946	12.26%
2009	\$1,869,212,692	8.56%
2010	\$1,760,449,726	-5.82%
2011	\$1,825,559,148	3.70%
2012	\$1,851,361,121	1.41%
2013	\$1,915,792,807	3.48%
2014	\$2,157,974,591	12.64%
2015	\$2,435,638,521	12.87%
2016	\$2,474,915,112	1.61%
2017	\$2,552,492,579	3.13%
2018	\$2,660,503,772	4.23%
2019	\$2,860,643,032	7.52%
2020	\$3,055,933,983	6.83%
5-Year Annualized Avg.		4.64%
15-Year Annualized Avg.		6.39%
25-Year Annualized Avg.		5.88%

bonding capacity of approximately \$7.9 million. Overall, the District is currently utilizing 79.19% of its statutory bonding capacity.

Table 17: District’s Bonding Capacity

Fiscal Year 2019-20	
ASSESSED VALUATION	
Secured Assessed Valuation	\$2,983,213,481
Unsecured Assessed Valuation	\$72,720,502
DEBT LIMITATION	
Total Assessed Valuation	\$3,055,933,983
Applicable Bond Debt Limit	1.25%
Overall Bonding Capacity	\$38,199,175
Outstanding Bonded Indebtedness	\$30,250,000
NET BONDING CAPACITY	\$7,949,175
% of Capacity Currently Used	79.19%

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 no future bond issuances. When no assessed valuation growth is modeled, the District’s bonding capacity is projected to increase as scheduled principal is repaid. When a sustained increase in annual assessed valuation growth of 4.0% is modeled, the District’s bonding capacity is projected to accelerate over time. Alternatively, the District’s bonding capacity could be increased at any time through a formal request for a waiver of the District’s bonding capacity by the State, which is reviewed and granted on a case-by-case basis.

Table 18: Remaining G.O. Bond Principal Outstanding Over Time

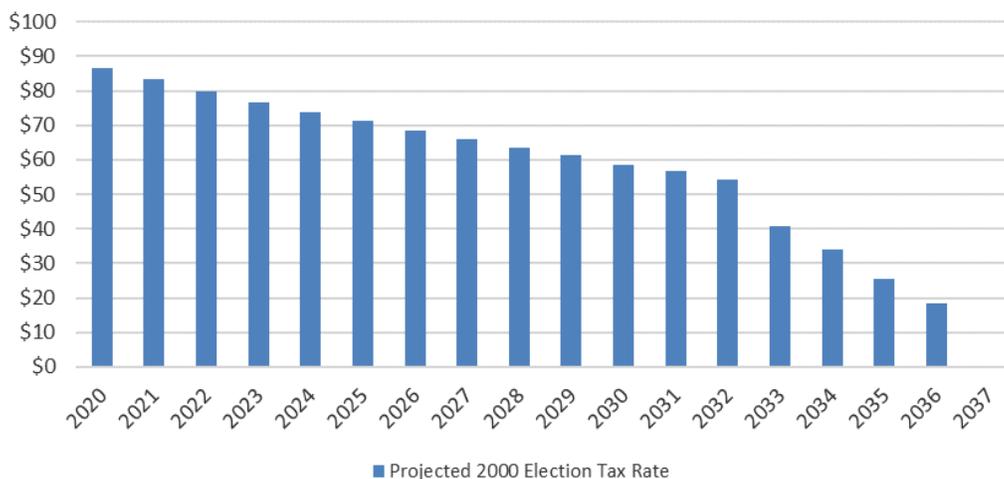
FYE	Outstanding Principal	Assuming No (0.0%) Annual AV Growth		Assuming 4.0% Annual AV Growth	
		Projected AV	Est. Bonding Capacity	Projected AV	Est. Bonding Capacity
2020	\$30,250,000	\$3,055,933,983	79.2%	\$3,055,933,983	79.2%
2021	\$28,740,000	\$3,055,933,983	75.2%	\$3,178,171,342	72.3%
2022	\$27,185,000	\$3,055,933,983	71.2%	\$3,305,298,196	65.8%
2023	\$25,585,000	\$3,055,933,983	67.0%	\$3,437,510,124	59.5%
2024	\$23,935,000	\$3,055,933,983	62.7%	\$3,575,010,529	53.6%
2025	\$22,225,000	\$3,055,933,983	58.2%	\$3,718,010,950	47.8%
2026	\$20,435,000	\$3,055,933,983	53.5%	\$3,866,731,388	42.3%
2027	\$18,585,000	\$3,055,933,983	48.7%	\$4,021,400,643	37.0%
2028	\$16,660,000	\$3,055,933,983	43.6%	\$4,182,256,669	31.9%
2029	\$14,665,000	\$3,055,933,983	38.4%	\$4,349,546,936	27.0%
2030	\$12,575,000	\$3,055,933,983	32.9%	\$4,523,528,813	22.2%
2031	\$10,425,000	\$3,055,933,983	27.3%	\$4,704,469,966	17.7%
2032	\$8,170,000	\$3,055,933,983	21.4%	\$4,892,648,765	13.4%
2033	\$5,840,000	\$3,055,933,983	15.3%	\$5,088,354,715	9.2%
2034	\$3,985,000	\$3,055,933,983	10.4%	\$5,291,888,904	6.0%
2035	\$2,335,000	\$3,055,933,983	6.1%	\$5,503,564,460	3.4%
2036	\$1,015,000	\$3,055,933,983	2.7%	\$5,723,707,038	1.4%
2037	\$0	\$3,055,933,983	0.0%	\$5,952,655,320	0.0%

An important consideration to note is that if the District decides to pursue and is granted Financial Hardship status, an increase in assessed value in combination with the scheduled repayment of principal could thrust the District out of Financial Hardship status midway through a project if not carefully sequenced and implemented. As modeled in Table 18, this could occur as early as FY2022-23.

5.2.4 ADDITIONAL G.O. BOND SALES

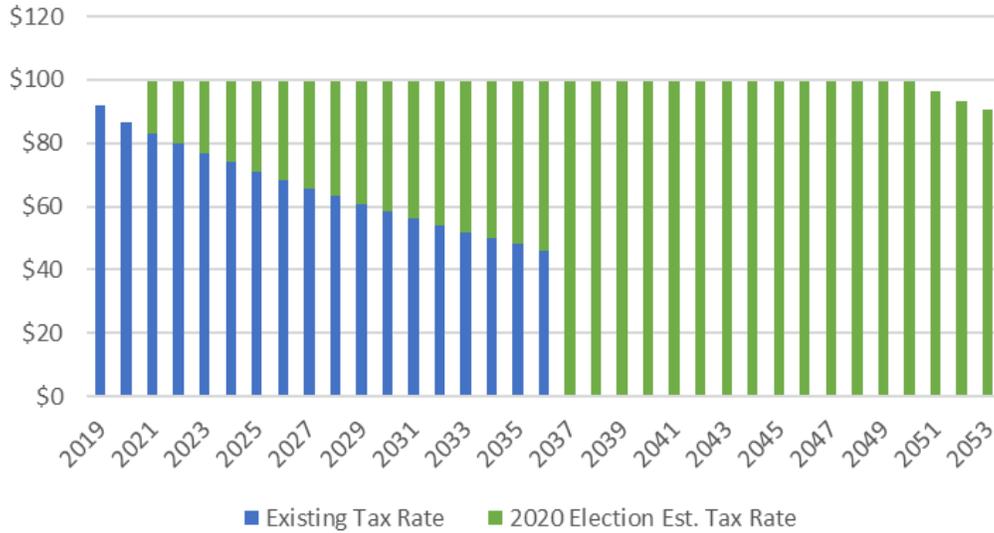
All outstanding bonds issued pursuant to Proposition 46 are not subject to a legal tax rate limit. The 2018-19 tax rate of \$57.51 per \$100,000 of assessed valuation takes into consideration all bonds issued to date, additional development within the District since 2000, decreases in assessed valuation during the “Great Recession”, any recent increases in assessed value, the refinancing of outstanding bonds to lower interest rates, and other factors that may influence assessed value or the repayment of outstanding debt. The 2018-19 tax rate may also be understated to account for previous surplus collections. Subsequent to the issuance of the last series of refunding bonds in June 2016, this tax rate is anticipated to decrease over time as debt service decreases while assessed value increases. Figure 20 illustrates the estimated total tax rate for property owners in the District assuming a modeled annual assessed valuation growth rate of 4.0 percent through 2036-37. The estimated average annual tax rate decrease between fiscal years 2021 and 2032 is \$2.69; the tax rate is then projected to decrease further in fiscal years 2033 to 2036 as existing bonds mature and are paid off.

Figure 20: Estimated Annual Tax Rate to Repay Outstanding Bonds



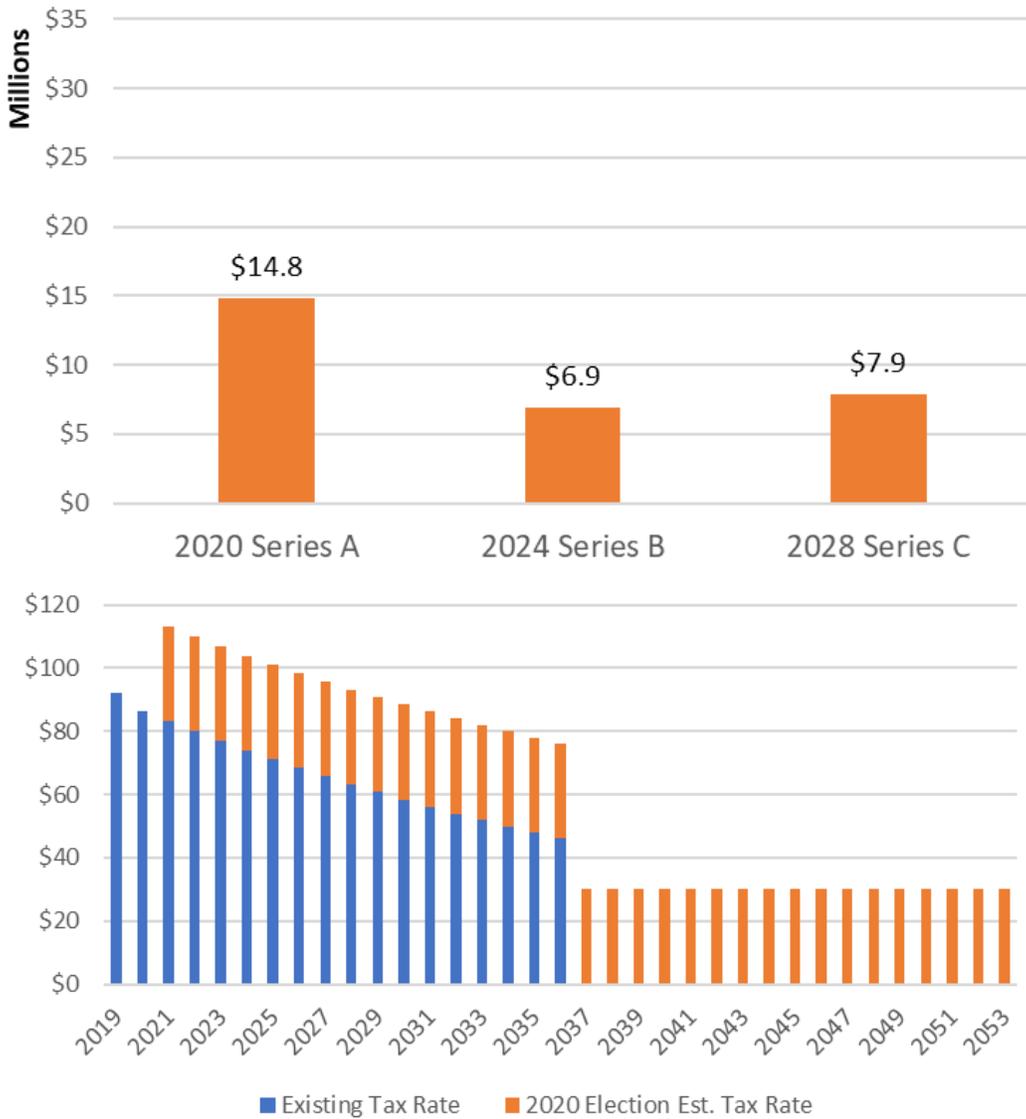
Under a Prop. 46 Election (67% approval) the District could garner approximately \$65.6 million over an 8-year period by increasing the existing tax rate by \$13 per \$100,000 of AV to a total of \$99. In this example shown in Figure 17, \$28.7 million would be made available to the District at the time of the first issuance, and the balance would be issued over two additional bond issuances of \$19.6 and \$17.3 million respectively. It is estimated that all bonds would be repaid by 2053.

Figure 21: Prop. 46 Estimated Bond Proceeds and Tax Rates



Alternatively, under a Prop. 39 Election (55% approval) and a tax rate increase of \$30 per \$100,000 of AV, it is estimated that the District could garner \$29.6 million for facilities improvements over an 8-year period. In this example shown in Figure 18, \$14.8 million would be made available to the District at the time of the first issuance, and the balance would be issued over two additional bond issuances of \$6.9 and \$7.9 million respectively. It is estimated that all bonds would be repaid by 2053.

Figure 22: Prop. 39 Estimated Bond Proceeds and Tax Rates



As previously mentioned, the State of California is currently considering Assembly Bill (AB) 48, the Public Preschool, K-12 and College Health and Safety Bond Act of 2020” in March. AB48 includes proposed changes to current SFP regulations on bonding capacity debt limits of school districts. Upon approval, the bonding capacity debt limit for elementary school districts in California would increase from 1.25% to 2% of assessed valuation. Based on FY2019 assessed valuation, if the State approval AB48, the District’s bonding capacity would increase from \$38,199,175 to \$59,664,270. Based on the current outstanding indebtedness of \$30,250,000, the District’s net bonding capacity would increase from \$7,949,175, 79.2% of capacity, to \$29,414,270, 50.7% of capacity. In order to regain eligibility to the State’s Financial Hardship program for future projects, the District would need to increase outstanding debt to at least 60% of total bonding capacity; based on current assessed valuation, which is anticipated to continually increase, and outstanding debt, which is annually decreasing, the District would need to increase outstanding debt by at least \$6.4 million to remain eligible in 2020.

5.3 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. 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 code also permits 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 SAB and are currently \$3.79 per square foot of residential development and \$0.61 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 School Facilities Program
- 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 District justification study must be completed in order to levy Level 1 or Level 2 fees and in the event that the State declares that it is out of new construction state grant funds, the same report may allow a district to levy Level 3 fees. In order to qualify for the State's Financial Hardship Program, the District must establish that it is currently charging the maximum developer fee. This maximum is determined through analysis and computation performed in a Developer Fee Justification Study, also sometimes called a "School Facility Needs Assessment."

The District's consultant, Cooperative Strategies prepared a School Facilities Needs Analysis dated May 2019. In June 2019, the District adopted Level 2 fee of \$2.50 per square foot for periods when the State has new construction bond funds available and Level 3 fee of \$4.99 per square foot for periods when the State is no longer approving apportionments for new construction due to lack of funds available. The proposed fees became effective on June 11, 2019 for a period of not to exceed one year.

Using available County and local data, the May 2019 School Facilities Analysis estimated that 1042 residential single and multi-family homes, totaling 1,342,900 square feet, will be built in the District over the next five years. Assuming Level 2 fees, the resulting revenue for this five-year period is approximately \$3.4 million. At Level 3 fees, the resulting revenue for this five-year period is approximately \$6.7 million.

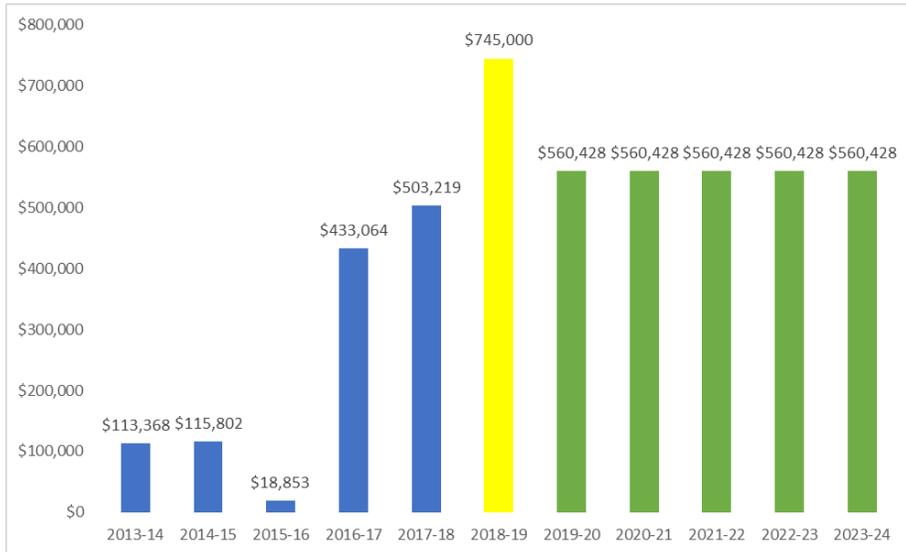
Table 19 and Figure 23 provide a summary of the District's historical developer fee collections from over the last six fiscal years starting in FY2013-14 through FY2018-19 based on reported revenues in the District's Capital Facilities Fund 25. The District has collected approximately \$1.9 million during this period, with an average over the last 3 years of approximately \$560,428 in annual developer fees.

Table 19: Historical Developer Fee Collections (Capital Facilities Fund 25)

Fiscal Year	Total
2013-14	\$113,368
2014-15	\$115,802
2015-16	\$18,853
2016-17	\$433,064
2017-18	\$503,219
2018-19	\$745,000
Total	\$1,929,306
3-Yr Avg.	\$560,428

The District is required to complete an annual update to the School Facilities Needs Analysis to continue collecting Level 2 and Level 3 fees during this period at which time this analysis will be reevaluated. For purposes of the program, the average annual collection over the last 3 years of \$560,428 has been assumed for a period of five years totaling approximately \$2.8 million of projected revenues.

Figure 23: Historical Developer Fee Collection



5.4 OTHER FUND BALANCES AVAILABLE TO THE PROGRAM

Based on the District’s 2019-20 Budget Report, the District projects an ending balance in other funds totaling approximately \$1.9 million by June 30, 2020 as follows:

Table 20: Remaining Fund Balances Available to the Program

Estimated June 30, 2020 Ending Balances	Amount
Capital Facilities (Developer Fees) - (Fund 25)	\$1,491,102
County School Facilities - (Fund 35)	\$382,907
Total	\$1,874,010

These funds may be eligible to assist in the funding of proposed improvements and may have been encumbered in pursuit of such projects.

SECTION 6

PROPOSED IMPROVEMENTS

The District has 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 has also assessed its enrollment and its capacity to house students, conducted a site assessment of its facilities and explored funding sources available to integrate the funding of school facilities. It recognizes that the need for improvements may exceed the general availability of funding, requiring the prioritizing, deferring and phasing of improvements where needed to implement its vision of proposed improvements.

The District is currently proceeding with planned improvements under a modernization effort at Albany Park Elementary, Nueva Vista Language Academy, and Del Vista Elementary. The following section provides a brief summary of these modernization improvements and proposed additional improvements based on the above process and understanding. These proposed additional improvements have been analyzed, hard and soft costs reviewed and a general understanding as to their eligibility for funding identified. A strategic sequencing of District funding sources has been established to complement proposed project implementation. Proposed improvements have been scheduled over three major phases to accommodate the availability of anticipated funding. Phase 1 begins in 2020, includes current and proposed modernization efforts, and begins construction and infrastructure improvement projects. Phase 2 continues the construction projects started in Phase 1, begins work on new permanent kindergarten classrooms, completes various infrastructure improvements, and removes portables from each school site. Phase 3 includes the construction of new permanent classrooms at Terrace Elementary.

6.1 CURRENT MODERNIZATION PLANS

Planned improvements under a modernization effort at Albany Park, Nueva Vista, and Del Vista are currently under design and have received approval from the Division of State Architect (DSA). Modernization planned at these sites generally include modernization and code upgrades to existing permanent and portable classrooms. These projects were submitted under Financial Hardship, and the State is expected provide the total cost of these improvements. Under Hardship, there is approximately \$501,522 in modernization eligibility at Albany Park, \$1,161,000 at Del Vista, and \$682,668 at Nueva Vista. As these projects are Hardship eligible and were submitted prior to the commissioning of the Facilities

Assessment and Implementation Plan, these projects will be implemented prior to any proposed improvements. The exception to this rule is the construction of the two kindergarten classrooms at Fremont, which are receiving funding from the OPSC Full-Day Kindergarten Facilities Grant Program.

6.2 PROPOSED IMPROVEMENTS

6.2.1 CLASSROOM IMPROVEMENTS

In today's classrooms, traditional lectures have been replaced with modern pedagogy designed to foster creativity, investigation and inquiry. While the method of instruction has evolved, many classrooms have not. The design of learning spaces should foster creativity, investigation, and inquiry. Recommended standards for 21st Century Learning Environments and facilities include:

- Open, flexible, multi-functional learning spaces that support individualized and project-based learning
- Optimized learning environments with solutions that enhance science labs, innovate math and writing workspaces, and simulate office and workplace collaboration methods

These spaces should build a bridge between modern technology and educational goals, such that:

- Mobile devices are preloaded with digital textbooks and interactive applications
- High definition monitors augment audio, visual, and tactile modalities with interactivity and wireless connectivity to student/teacher handheld devices
- District bandwidth capacity and cloud computing support 24/7/365 academic learning

The renovation of classroom interiors is proposed to support the District's learning methods and environments for all permanent classrooms at every school site, with the exception of Pioneer Elementary. New permanent classrooms are also proposed at select school sites to replace portables with permanent standard and kindergarten classrooms. Specialty classrooms for science labs, piano labs, and makers spaces are also proposed at select sites. Specific components include:

- Full-height markerboards will be installed to cover approximately 65% of linear feet of wall space of each classroom. Where necessary, sliding markerboards will be utilized to provide window coverings. The markerboards can be written on from floor to ceiling and should slide over windows to provide a window covering when needed. Depending on available area within the existing classrooms, they will also slide to the side to reveal storage closets with the mobile storage units or slide over exiting cabinetry in the room when the cabinetry consumes most of a wall. At approximately 35% of linear feet of wall space shall be mineral fiber core tackable surfaces that will also help to minimize noise in the classroom. The tackable surfaces will cover the walls in areas that are least likely for students or teachers to use for writing and maximizes presentation space while accommodating movable storage space.
- Modern and flexible furnishings for each classroom will be provided in the form of modular tables and ergonomic chairs that can be easily reconfigured in the classroom as space allows. New teaching stations will be provided in each room, as will a multimedia

presentation shuttle that the teacher can maneuver easily around the room. Mobile storage solutions will be provided based on the existing design of the classroom. Furnishings will be indoor-air friendly and easy to maintain.

- For specialty classrooms such as Science and Technology Academy lab or STEAM Academy Lab, the furnishings will include mobile tables that seat four students, mobile student chairs for up to 32 students and five mobile storage carts to house science materials and equipment. The classroom should have a water source and an area for the storage of science materials and equipment required for science experiments. The floor will be a hard surface that is easily cleaned.
- For Piano Labs, additional electrical capacity will be provided through a control box. The piano keyboards are to be placed in rows with a center isle so that the teacher can walk down the aisle and look down the row at the keyboards to monitor student practice techniques and engagement. A space between each of the rows will allow for the teacher to move easily behind each of the students to provide individual feedback as necessary. A total of 16 student keyboards are required in the room. One instructor keyboard will be provided along with a digital board for listening placed at the front of the room. Each of the keyboards will be hooked up to the electrical outlet provided along each of the two walls. The keyboards and the instructor’s keyboard and monitor device will be networked together. The room will also include the 21st Century amenities & technology components such as full height fixed & sliding white boards, 1:1 interactive functionality, monitors placed on the three sides of the classroom. All walls of the classroom become available as the teaching locations. There are mobile storage units to hold instructional materials and supplies.
- Three broadband-connected high-definition video displays will be added in each classroom, attached to hydraulic wall mounts that allow easy adjustment of the displays’ viewing angle and height. These displays will allow students to view content from any point in the room. Through the use of media interface devices, students and teachers will be able to project content from a computer or mobile device to the mounted displays.
- For existing classrooms to be modernized, damaged surface areas will be repaired or replaced where required, and new coats of paint will be applied to doors and other surfaces to give each classroom a clean look.

6.2.2 LIBRARY MEDIA CENTER IMPROVEMENTS

The construction of new or renovation of existing library facilities is proposed to include 21st Century furniture, fixture and equipment at Albany Park, Del Vista, Fremont, and La Vina. In summary, proposed improvements to new and or existing Library Media Centers include:

- Sixteen media tables and stools of various heights will be located along one wall that have electrical outlets for students to plug in their hand-held devices or computer stations that have software for students to create projects related to the school’s educational program.

- A 90-inch monitor will be placed the main area of the Media Center to be used by students and staff to project presentations, student projects, or information.
- A variety of flexible and comfortable seating for reading and study will be provided for 15 students throughout the main Media Center space. Mobile desks or tables will be provided for 36 students that may be easily reconfigured.
- Permanent book shelving will be provided along the walls of the main area of the Media Center. Additional moveable bookshelves will be provided at different configurations. A space for locked technology storage to hold student handheld devices will be provided. Table space, four chairs, and four mobile storage units will be provided in a textbook storage/workroom.
- Depending on the space available, there will be three breakout rooms in which up to 4 students can work. A table and four chairs will be provided. These rooms will have windows or glass walls and doors so that appropriate supervision can be provided from the main area of the Media Center.
- Also depending on available area, one Maker’s Space will be provided that is a minimum of 480 square feet and accessed from the Media Center for up to 8 students for research and design. Flooring will include hard surfaces such as concrete or vinyl. This room will have tables, 8 chairs, and 2 mobile storage units to hold materials for creating projects and for space to store projects students are creating. This room will also have glass walls or large windows so that it can be supervised from the main area of the Media Center.

6.2.3 KINDERGARTEN IMPROVEMENTS

In addition to the 21st Century design standards stated above, each newly constructed kindergarten classroom would include approximately 1,350 square-feet, consisting of classroom, kindergarten support room, and restroom facilities and would replace a non-conforming permanent or portable classroom in current kindergarten use. The new classrooms would be designed to comply with Title 5 requirements and would increase the number of permanent classrooms at each site by replacing permanent, general purpose classrooms for additional non-specialty classroom use.

6.2.4 MPR IMPROVEMENTS

21st Century specifications call for MPRs to price actual functionality for their designed multipurpose. 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.

Improvements to existing MPRs will primarily include new furniture for the cafeteria and new kitchen equipment where applicable. To provide for the District’s requirements, the following 21st Century improvements would be added to the existing MPR:

- Cafeteria type tables and seating will be provided that easily and quickly fold up and can be stored in designated storage rooms or spaces and maximize the seating within the available space for multiple uses. The tables and seating must be provided that support their use and reconfiguration for smaller parent and staff meetings as well as for school sponsored assemblies.
- A 90-inch monitor will be mounted on the wall away from physical activity areas with wireless connectivity throughout the room.
- A dedicated space for a portable stage, that can be easily stored and quickly assembled to provide a performance space for students, band and choir. A remote-controlled retractable screen and mounted projector will be added, preferably located in the area that best supports the portable stage. This space will also be available for group meetings, with the monitor serving as a screen for the presenter to project images or presentations.
- New kitchen equipment will be provided to replace older equipment, where required. Properly functioning kitchen equipment will remain.
- New ceiling tiles, flooring, and HVAC grills will be replaced where required.
- Electrical upgrades for improved Audio-Visual systems will be provided, where required.

6.3 PROPOSED IMPROVEMENTS BY SCHOOL SITE

6.2.1 ALBANY PARK ELEMENTARY SCHOOL

Figure 24: Albany Park Elementary Proposed Improvements



At Albany Park Elementary School, proposed improvements are recommended to occur during the Initial Phase and Phases 1 and 3 and include Modernization and 21st Century upgrades of the existing permanent classrooms, the removal of seven portable classrooms, and the construction of two new kindergarten classrooms. The 21st Century upgrades will occur in seven existing permanent classrooms, and all remaining portables not being removed will remain on campus. It is recommended that Albany Park move classes currently being taught in portable rooms to permanent facilities that are receiving upgrades so that the school takes full advantage of the improvements.

6.2.2 DEL VISTA ELEMENTARY SCHOOL

At Del Vista Math and Science, proposed improvements are recommended to occur during the Initial Phase and Phases 1 and 3, with most of the improvements occurring in Phase 1. These improvements include Modernization and 21st Century upgrades, the removal of seven portable classrooms, the construction of two new kindergarten classrooms and two new general purpose classrooms, a new MPR, a new library media center, and the conversion of the existing MPR to a new piano lab and music room. 21st Century improvements will be made in 21 existing permanent classrooms. The portable classrooms remaining on the school site will not receive upgrades and can be used for additional support space. Once permanent classrooms have been completed and improved, it is recommended that Del Vista consolidate classes to these rooms from portable classrooms where possible.

Figure 25: Del Vista Elementary Proposed Improvements



6.2.3 FREMONT ELEMENTARY SCHOOL

At Fremont Elementary, proposed improvements are recommended to be evenly split over the Initial Phase and Phase 1 and include Modernization and 21st Century upgrades of the existing permanent classrooms, the construction of two new kindergarten classrooms, and the removal of five portable classrooms. 21st Century improvements will be made to 32 existing permanent classrooms, as well as to the library media center. By removing five portables, no other portables will be left on campus. The modernization of the existing library media center will include 21st Century Learning environment elements such as furniture, fixtures, and equipment improvements.

Figure 26: Fremont Elementary Proposed Improvements



6.2.4 HARVEST ELEMENTARY SCHOOL

Harvest Elementary School is located directly next to La Vina Middle School and both share a library media center and MPR building. Improvements to Harvest Elementary are recommended to occur in Phase 3 and include the reconfiguration of the administration building's resource room into a music room, 21st Century upgrades to existing classrooms, and the removal of two portable classrooms. By removing two portable classrooms, the school have all permanent buildings.

Figure 27: Harvest Elementary Proposed Improvements



6.2.5 MORNINGSIDE ELEMENTARY SCHOOL

Figure 28: Morningside Elementary Proposed Improvements



At Morningside Elementary School, proposed improvements are recommended to take place in the Initial Phase and Phase 2 and include the construction of two new kindergarten classrooms and nine general purpose classrooms, the removal of seven portable classrooms, construction of a new music and band

room, and the modernization and 21st Century upgrades to 28 existing classrooms and the library. All portable classrooms remaining on campus will not receive upgrades and maybe used as support space.

6.2.6 NUEVA VISTA ELEMENTARY SCHOOL

Nueva Vista Language Academy improvements are recommended to occur over the initial phase and Phases 2 and 3, which includes the construction of four new kindergarten classrooms, a new music room, construction of a new library and media center, the removal of 20 portable classrooms, and Modernization and 21st Century upgrades to eleven existing classrooms. The remaining portable classrooms will not receive improvements. It is recommended that Nueva Vista consolidate its classes in permanent facilities receiving upgrades so that students may take full advantage of the improvements.

Figure 29: Nueva Vista Language Academy Proposed Improvements



6.2.7 PRINCETON ELEMENTARY SCHOOL

At Princeton Street Elementary, proposed improvements are recommended to take place in the Initial Phase and Phase 2. These improvements include the construction of two new kindergarten classrooms and six general purpose classrooms, the removal of ten portable classrooms, and Modernization and 21st Century upgrades to 18 existing classrooms and the library media center. Portable classrooms remaining on campus will not receive improvements and maybe used as support space. It is recommended that Nueva Vista consolidate its classes in facilities receiving upgrades so that students may take full advantage of the improvements.

Figure 30: Princeton Street Elementary Proposed Improvements



6.2.8 TERRACE ELEMENTARY SCHOOL

Figure 31: Terrace Elementary Proposed Improvements

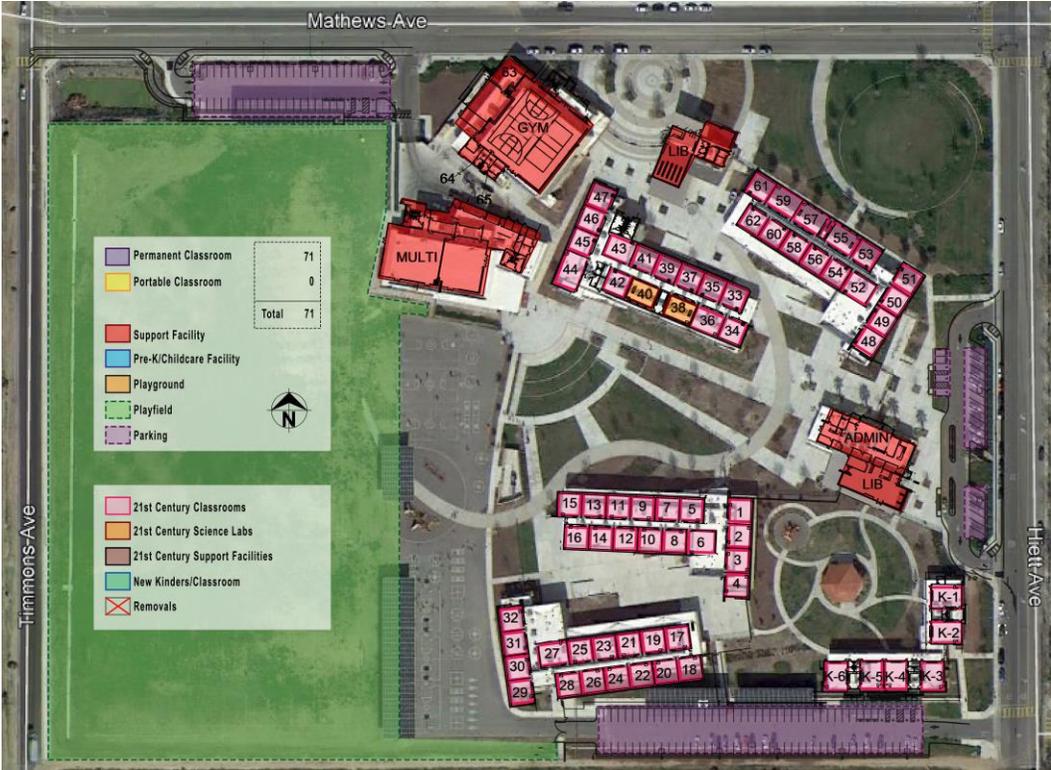


Terrace Elementary School proposed improvements are recommended to occur in the Initial Phase. Improvements will begin with the conversion of an existing classroom into a new music room, and the modernization and 21st Century upgrades to 10 existing classrooms and library media center, and the construction of four general purpose classrooms. By creating a small school, all of the students will be on one side of the street in permanent facilities. The portable classrooms across the street will not receive improvements and will remain for interim housing.

6.2.9 PIONEER SCHOOL

At Pioneer School, proposed improvements are recommended to take place in Phase 3 and include 21st Century upgrades to science labs and existing classrooms. This is the District’s newest school site, and as such no other requirements are recommended at this time.

Figure 32: Pioneer Proposed Improvements



6.2.10 ALMOND TREE MIDDLE SCHOOL

At Almond Tree Middle School, proposed improvements are recommended to take place in the Initial Phase, and Phases 1 and 2 and include the construction of two new science labs, the conversion of one existing classroom into a piano lab, Modernization and 21st Century improvements to 24 existing classrooms, creation of storage space for the music/band room, and the removal of eight portables. Any portables remaining on campus will not receive upgrades and maybe used for program support space. It is recommended that Almond Tree consolidate its classes in facilities receiving upgrades so that students may take full advantage of the improvements.

Figure 33: Almond Tree Middle Proposed Improvements



6.2.10 CECIL AVENUE MIDDLE SCHOOL

Figure 34: Cecil Avenue Middle Proposed Improvements

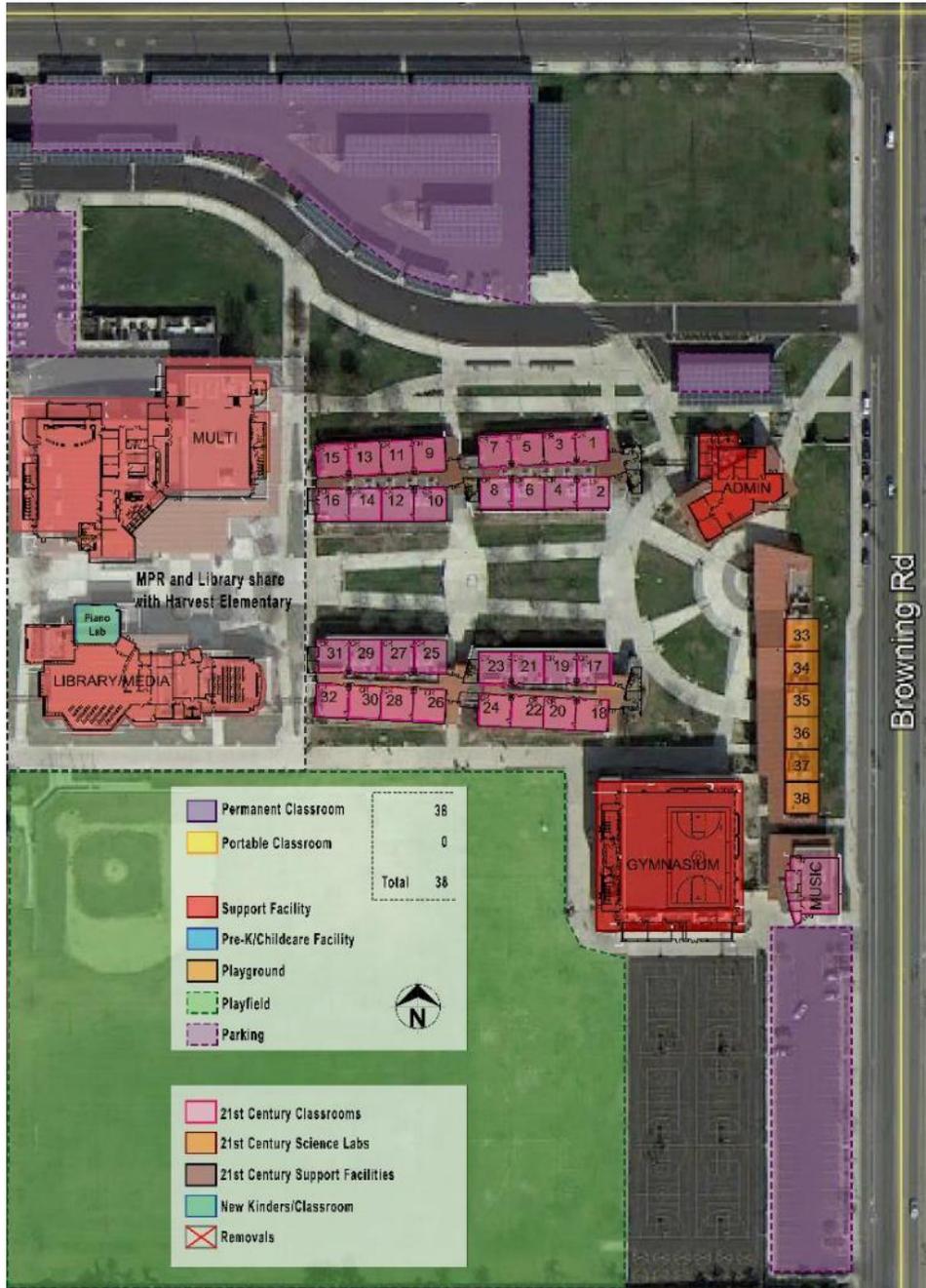


Cecil Avenue Middle School proposed improvements will occur during the Initial Phase and Phases 1. These improvements include the conversion of one existing classroom into a piano lab, the replacement of the HVAC system in the MPR, the removal of eight portables and Modernization and 21st Century upgrades in 31 existing classrooms. The school will have all permanent facilities.

6.2.12 LA VINA MIDDLE SCHOOL

At La Vina Middle School, proposed improvements will occur in Phases 1 and 3 and include 21st Century upgrades to 34 existing classrooms and three existing science labs, and the conversion of one existing classroom into a piano lab.

Figure 35: La Vina Middle Proposed Improvements



SECTION 7

IMPLEMENTATION, FINANCING & SEQUENCING

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 that will aid in the creation of 21st Century Learning Environments and innovative academic initiatives for all pupils the District serves.

Therefore, the planning and implementation of a 21st Century Learning Environment in the Delano Union School District will be driven by two programs — an education program that outlines academic achievement opportunities at the school district level, and a facilities program that describes how capital improvements will support the implementation of the education program. To that end, the Facilities Implementation Plan integrates the District’s vision and programs for innovative education initiatives with a facilities plan that supports the implementation of these initiatives through the realignment, renovation or construction of general and specialty classrooms, support spaces and administrative areas. A **four-phase facilities improvement program** is proposed that supports the needs of the proposed program and incorporates efforts underway while reflecting the availability of existing funding sources.

The Initial Phase of the facilities improvement program incorporates funding from State Aid applications that have been submitted on behalf of the District based on eligibility for modernization, as well as future modernization that have yet to be submitted. The initial phase includes funds on hand from the District’s Capital and County School Facilities Funds, as well as eligibility for modernization funding through financial Hardship.

Phase 1 of the facilities improvement program incorporates funding from State Aid applications that have been and will be submitted on behalf of the District based on eligibility for modernization. In addition to this, Phase 1 includes the proceeds from the first series (Series A) of G.O. bonds, as well as anticipated developer fees and apportionment from the Office of Public School Construction (OPSC) Full-Day Kindergarten Facilities Grant Program (Kindergarten Grant Program). Improvements made in this phase prioritize modernization and 21st Century upgrading efforts for all school sites while beginning work on

some construction and infrastructure improvement projects. Phase 2 draws funding from the second series (Series B) of the G.O. bond and continues construction work started in Phase 1, starts the majority of the other construction and infrastructure projects, and facilitates the removal of select portables from school sites across the District. Phase 3 utilizes the final series (Series C) of G.O. bond proceeds for the modernization and construction of permanent classrooms throughout the District.

Apart from design plans previously prepared by the District and approved by DSA, it should be noted that no specific architectural plans or engineering drawings have been developed or approved, nor have any related geotechnical, soils or required site studies been undertaken to establish an estimate of total anticipated costs. All new construction and 21st Century Learning Environment costs have been developed based on an assessment of similar projects that have recently been undertaken for construction, and all modernization or new construction costs are based, for the most part, on a facilities assessment conducted in July - August 2019. In addition, estimated costs are 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. Deviations from these assumptions will impact project feasibility. Moreover, it is assumed that design and construction personnel have extensive experience in school construction and have a demonstrated experience in OPSC/SAB school facilities programs, especially Financial Hardship projects.

7.1 FINANCIAL HARDSHIP IMPLEMENTATION

Improvements under the initial phase are based on the use of the Financial Hardship Program for funding proposed improvements, although the upfront design is anticipated to be funded from existing District fund balances. First, to complete its qualification for the State's Financial Hardship Program, the District must establish that it is currently charging the maximum developer fee. The District has adopted a "School Facility Needs Assessment" and an associated developer fee resolution. The District would need to submit Part 1 of the Financial Hardship application to OPSC which includes information verifying the demographics of the District and assessed valuation of the District's tax base. OPSC will review this information and respond accordingly. The District will remain under financial hardship consideration for six months following the date of the apportionment of funds for construction. Were the District to receive any funds for capital improvements during and prior to the end of its Financial Hardship period, the State would be subject to collect those funds.

Following confirmation from OPSC that the District is eligible for the Financial Hardship Program, the District will need to fund the design and planning efforts associated with Phase 1 improvements through a contribution from the District's general fund and other available capital funds. Designing projects of this scope collectively takes 6-8 months to complete. The final construction drawings are then submitted to DSA for review. While DSA review times may vary significantly from project to project and depending on the DSA office responsible for review, a conservative estimate of 6 months is expected to receive complete DSA approval. Following DSA approval of the plans, the District will need to submit the project to CDE for review and approval. Once the plans have been approved by both CDE and DSA, a "Form 50-05" for construction apportionment may be submitted to OPSC, along with the DSA and CDE approval letters and an architect estimate of the cost of the project(s).

7.2 PROGRAM CONSIDERATIONS

There has been conservative sensitivity to stay within the economic parameters of the District’s bonding capacity and to abide by the regulations of the State’s Financial Hardship Program. Therefore, the proposed capital improvement program has been established to meet the immediate needs of the District educational program and goals, recognizing that future needs may arise and that such needs will need to be evaluated in a similar manner. State aid funding is not assured, and the District may best use an incremental approach to moving forward on a project-by-project basis.

Funding will be constrained by the availability of local and state funding over time. Planning, design, and construction components must be carefully coordinated throughout implementation. The sequencing of tasks for professional services firms will need to be guided to ensure progress, quality, and performance. The goal of the program will be to promote the proposed plan and stay within budget, timeline and phasing in order to meet the stated goals of the District and the Financial Hardship program. 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 projects by required State agencies.

It is important that all improvements be completed before expiration of approved plans by DSA. Specifically, a school district shall, according to DSA and governing regulations, commence construction before the one-year anniversary of DSA approval, otherwise risk voiding the approval. The regulations allow DSA to renew and extend approvals annually not to exceed four years but authorize DSA to require school districts to revise the plans and specifications at its discretion to meet current regulations (e.g. Title 24 code changes) during that time. As such, the completion of all phases of work must be completed within four years of DSA approval.

The District will also need to continue to examine ways of optimizing the use of State grants during Financial Hardship status as the process continues. This is certainly the case if the District is successful in implementing the proposed Full-Day Kindergarten facilities program for additional kindergarten facilities. Ongoing management of the implementation program is recommended to improve efficiency and optimize the opportunity for success by avoiding potential problems during program implementation.

Due to the amount of desired new construction across the District in order to maximize the number of school sites in completely permanent buildings, it is recommended that the District pursue a Prop. 46 G.O. bond instead of a Prop. 39 G.O. bond to fund future projects. As a Prop. 39 G.O. bond can currently raise only \$29.6 million, as opposed to the \$66.1 million shown from the Prop. 46 G.O. bond, significantly less new construction projects could occur. By selecting the Prop. 39 option, the District would be issuing \$36.1 million, which equates to the majority of the new construction project shown in Table 22.

7.3 PROGRAM SOURCES AND USES

A proposed sources and uses statement for facilities improvements has been developed and is presented in Table 21. Three major sources of funding are proposed: existing District fund balances, estimated State grants, and local general obligation bonds. The initial phase will use the District’s modernization eligibility

under Financial Hardship, including the funding applications previously submitted to the State. Phases 1, 2, and 3 rely on general obligation bond issuances and projected future developer fee collections, with Phase 1 also receiving apportionment from the State for the Kindergarten Grant Program.

Proposed uses are focused on improvements to classroom furnishings and instructional areas, school infrastructure, and student support facilities. Under the Proposition 46 option, approximately \$59.6 million in project expenditures are proposed to be funded, with \$9.7 million in program reserves. The estimated costs for proposed improvements represent a combination of hard costs (associated with materials, labor, and construction) and soft costs (associated with support and ancillary activities such as design development, legal services, permitting, etc.). Table 21 provides a summary of the proposed sources, while Table 22 provides a summary of proposed program uses.

In the initial phase, the District has \$1.87 million in funds on hand, \$23.73 million in modernization eligibility Districtwide under Financial Hardship, and \$560,000 in collected developer fees for a total of \$26.16 million. Phases 1 through 3 are a combination of G.O. bonds, one series for each phase, as well as anticipated developer fees. Phase 1 includes \$29.14 million from Series A bond proceeds and \$560,000 from developer fees for a total of \$29.70 million. Phase 2 includes \$19.40 million from Series B of bond proceeds and \$1.68 million in developer fees for a total of \$21.32 million, and Phase 3 includes \$17.32 million in Series C bond proceeds and \$2.24 million in developer fees for a total of \$19.56 million. In total, the program is \$97.59 million, with \$66.10 in bond proceeds, \$25.47 million in State aid, \$5.05 million in developer fees, and \$1.87 million in funds on hand.

Table 21: Proposed Sources of Funding

Proposed Program Sources	Initial Phase	Phase 1	Phase 2	Phase 3	"All-in" Total
Funds on Hand					
Fund 25 - Capital Facilities	\$ 1,491,102		\$ -	\$ -	1,491,102
Fund 35 - County School Facilities	\$ 382,907		\$ -	\$ -	382,907
<i>Fund on Hand Subtotal</i>	<i>\$ 1,874,010</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>1,874,010</i>
State Aid					
Submitted Modernization Applications					\$ -
Submitted Application - Albany Park	\$ 501,552	\$ -	\$ -	\$ -	501,552
Submitted Application - Del Vista	\$ 1,161,000	\$ -	\$ -	\$ -	1,161,000
Submitted Application - Nueva Vista	\$ 682,668	\$ -	\$ -	\$ -	682,668
Modernization Eligibility - Hardship Eligible					
Modernization - Fremont	\$ 3,676,500	\$ -	\$ -	\$ -	3,676,500
Modernization - Princeton	\$ 3,870,000	\$ -	\$ -	\$ -	3,870,000
Modernization - Terrace	\$ 4,102,200	\$ -	\$ -	\$ -	4,102,200
Modernization - Cecil	\$ 3,307,413	\$ -	\$ -	\$ -	3,307,413
Modernization - Morningside	\$ 4,218,300	\$ -	\$ -	\$ -	4,218,300
Modernization - Almond Tree	\$ 2,210,400	\$ -	\$ -	\$ -	2,210,400
Full-Day Kindergarten Facilities Grant Program					
Kindergarten Grant Program - Fremont		\$ 834,298			834,298
<i>State Aid Subtotal</i>	<i>\$ 23,730,033</i>	<i>\$ 834,298</i>	<i>\$ -</i>	<i>\$ -</i>	<i>24,564,331</i>
Developer Fees					
Developer Fees	\$ 560,428	\$ 560,428	\$ 1,681,283	\$ 2,241,711	5,043,849
<i>Developer Fees Subtotal</i>	<i>\$ 560,428</i>	<i>\$ 560,428</i>	<i>\$ 1,681,283</i>	<i>\$ 2,241,711</i>	<i>5,043,849</i>
General Obligation Bonds					
Series A (2020) Proceeds		\$ 29,144,051	\$ -	\$ -	29,144,051
Series B (2024) Proceeds		\$ -	\$ 19,639,915	\$ -	19,639,915
Series C (2028) Proceeds		\$ -	\$ -	\$ 17,320,762	17,320,762
<i>General Obligation Bonds Subtotal</i>	<i>\$ -</i>	<i>\$ 29,144,051</i>	<i>\$ 19,639,915</i>	<i>\$ 17,320,762</i>	<i>66,104,728</i>
Total Proposed Program Sources	\$ 26,164,471	\$ 29,704,479	\$ 21,321,198	\$ 19,562,472	\$ 97,586,918

Table 22: Proposed Program Uses

Proposed Program Uses	Initial Phase	Phase 1	Phase 2	Phase 3	"All-in" Total
Albany Park					
Submitted modernization applications	\$ 501,552	\$ -			\$ 501,552
Construct new kindergarten classrooms		\$ -	\$ -	\$ 1,526,175	\$ 1,526,175
Modernization & 21st century upgrades to existing classrooms	\$ -	\$ 875,000			\$ 875,000
<i>Albany Park Subtotal</i>	\$ 501,552	\$ 875,000	\$ -	\$ 1,526,175	\$ 2,902,727
Del Vista					
Submitted modernization applications	\$ 1,161,000	\$ -			\$ 1,161,000
Construct new kindergarten classrooms		\$ -	\$ -	\$ 1,526,175	\$ 1,526,175
Construct new general purpose classrooms		\$ 1,059,744	\$ -	\$ -	\$ 1,059,744
Construct new multipurpose room		\$ 4,067,040			\$ 4,067,040
Construct new library media center				\$ 1,363,317	\$ 1,363,317
Convert existing multipurpose to new piano lab and music room		\$ 1,077,785			\$ 1,077,785
Modernization & 21st century upgrades to existing classrooms	\$ -	\$ 2,625,000	\$ -	\$ -	\$ 2,625,000
<i>Del Vista Subtotal</i>	\$ 1,161,000	\$ 8,829,570	\$ -	\$ 2,889,492	\$ 12,880,061
Fremont					
Construct new kindergarten classrooms		\$ 1,526,175	\$ -	\$ -	\$ 1,526,175
Modernization & 21st century upgrades to library media center		\$ 422,468	\$ -	\$ -	\$ 422,468
Modernization & 21st century upgrades to existing classrooms	\$ 3,676,500	\$ -	\$ -	\$ -	\$ 3,676,500
<i>Fremont Subtotal</i>	\$ 3,676,500	\$ 1,948,643	\$ -	\$ -	\$ 5,625,143
Harvest					
Reconfigure room off of Admin building into music/band room			\$ -	\$ 179,617	\$ 179,617
21st century upgrades to existing classrooms		\$ -	\$ -	\$ 840,000	\$ 840,000
<i>Harvest Subtotal</i>		\$ -	\$ -	\$ 1,019,617	\$ 1,019,617
Morningside					
Construct new kindergarten classrooms	\$ 1,526,175		\$ -	\$ -	\$ 1,526,175
Construct new general purpose classrooms	\$ 529,872	\$ 4,238,976	\$ -	\$ -	\$ 4,768,848
Construct new music/band room		\$ 662,340			\$ 662,340
Modernization & 21st century upgrades to library media center	\$ 267,702				\$ 267,702
Modernization & 21st century upgrades to existing classrooms	\$ 1,875,000	\$ -	\$ -		\$ 1,875,000
Additional Eligible Improvements	\$ 19,551				\$ 19,551
<i>Morningside Subtotal</i>	\$ 4,218,300	\$ 4,901,316	\$ -	\$ -	\$ 9,119,616
Nueva Vista					
Submitted modernization applications	\$ 682,668	\$ -			\$ 682,668
Construct new kindergarten classrooms		\$ -	\$ -	\$ 3,052,350	\$ 3,052,350
Construct new general purpose classrooms		\$ -	\$ -	\$ 5,828,592	\$ 5,828,592
Construct new library media center			\$ 1,363,317		\$ 1,363,317
Construct new music/band room			\$ 662,340		\$ 662,340
Modernization & 21st century upgrades to existing classrooms	\$ -	\$ -	\$ 1,375,000	\$ -	\$ 1,375,000
<i>Nueva Vista Subtotal</i>	\$ 682,668	\$ -	\$ 3,400,657	\$ 8,880,942	\$ 12,964,267
Princeton					
Construct new kindergarten classrooms	\$ 1,526,175	\$ -	\$ -	\$ -	\$ 1,526,175
Construct new general purpose classrooms	\$ -	\$ 3,179,232	\$ -	\$ -	\$ 3,179,232
Modernization & 21st century upgrades to existing classrooms	\$ 2,250,000	\$ -			\$ 2,250,000
Modernization & 21st century upgrades to library media center		\$ 422,468			\$ 422,468
Additional Eligible Site Improvements	\$ 93,825				\$ 93,825
<i>Princeton Subtotal</i>	\$ 3,870,000	\$ 3,601,700	\$ -	\$ -	\$ 7,471,700
Terrace					
Construct new general purpose classrooms	\$ 2,119,488	\$ -	\$ -	\$ -	\$ 2,119,488
Convert existing classroom into a 21st century media center	\$ 422,468				\$ 422,468
Convert existing classroom into a music/band room	\$ 310,244				\$ 310,244
Modernization & 21st century upgrades to existing classrooms	\$ 1,250,000	\$ -			\$ 1,250,000
<i>Terrace Subtotal</i>	\$ 4,102,200	\$ -	\$ -	\$ -	\$ 4,102,200
Pioneer					
21st century upgrades to existing science labs		\$ -	\$ 80,000		\$ 80,000
21st century upgrades to existing classrooms			\$ 2,070,000		\$ 2,070,000
<i>Pioneer Subtotal</i>	\$ -	\$ -	\$ -	\$ 2,150,000	\$ 2,150,000
Almond Tree					
Construct new science labs		\$ 1,556,100			\$ 1,556,100
Create storage space for the music/band room		\$ 427,321			\$ 427,321
Convert existing classroom into a piano lab		\$ 33,250			\$ 33,250
Modernization & 21st century upgrades to existing classrooms	\$ 2,210,400				\$ 2,210,400
<i>Almond Tree Subtotal</i>	\$ 2,210,400	\$ 33,250	\$ 1,983,421	\$ -	\$ 4,227,071
Cecil					
Convert existing classroom into a piano lab		\$ 33,250			\$ 33,250
Replace HVAC system at multipurpose room		\$ 463,053			\$ 463,053
Modernization & 21st century upgrades to existing classrooms	\$ 3,307,413				\$ 3,307,413
<i>Cecil Subtotal</i>	\$ 3,307,413	\$ 496,303	\$ -	\$ -	\$ 3,803,716
La Viña					
21st century upgrades to existing classrooms		\$ -		\$ 1,020,000	\$ 1,020,000
21st century upgrades to existing science labs		\$ -	\$ -	\$ 120,000	\$ 120,000
Convert existing classroom into a piano lab		\$ 33,250		\$ -	\$ 33,250
<i>La Viña Subtotal</i>	\$ -	\$ 33,250	\$ -	\$ 1,140,000	\$ 1,173,250
Districtwide					
Design of Hardship projects not yet submitted	\$ 2,434,438				\$ 2,434,438
Pay off outstanding COP debt		\$ 1,015,000			\$ 1,015,000
Pay off outstanding QZAB debt		\$ 5,000,000	\$ 13,805,000		\$ 18,805,000
<i>Districtwide Subtotal</i>	\$ 2,434,438	\$ 6,015,000	\$ 13,805,000	\$ -	\$ 22,254,438
Program Subtotal	\$ 26,164,471	\$ 26,734,031	\$ 19,189,078	\$ 17,606,225	\$ 89,693,805
Program Reserve	\$ -	\$ 2,970,448	\$ 2,132,120	\$ 1,956,247	\$ 7,893,113
Program Total	\$ 26,164,471	\$ 29,704,479	\$ 21,321,198	\$ 19,562,472	\$ 97,586,918

7.4 PROPOSED PROJECT SEQUENCING

7.4.1 INITIAL PHASE SEQUENCING OF PROPOSED IMPROVEMENTS

The initial phase includes modernization improvements at three school sites for which funding applications have already been submitted. These include modernization applications at Albany Park, Del Vista, and Nueva Vista. As these projects are eligible for Financial Hardship, Additionally the District has six school sites that have current modernization eligibility that are also eligible for Financial Hardship. It is recommended that modernization projects at these school sites occur while the District is still eligible for Financial Hardship prior to the District issuing any future General Obligation bonds. This modernization work includes providing 21st Century upgrades to permanent classrooms and media centers. The District can make Terrace a 21st Century campus in completely permanent facilities with modernization eligibility under Financial Hardship prior to issuing any local debt.

In October 2019, the District received apportionment from OPSC through the Full-Day Kindergarten Facilities Grant Program (Kindergarten Grant Program). Fremont has been apportioned the funding for fifty percent of the total estimated costs for the construction of two kindergarten classrooms. Under Program regulations, the District will need to receive approval from Division of the State Architect (DSA) for these kindergarten classrooms by October 2020, one year after receiving apportionment. Therefore, the design of the kindergarten classrooms at Fremont are recommended to be the first new construction project under this Plan in order to meet the regulations of the Kindergarten Grant Program.

Initial Phase: Sequencing of Improvements

Albany Park

Modernization projects pursuant to previously submitted application

Del Vista

Modernization projects pursuant to previously submitted application

Fremont

Construct 2 kindergarten classrooms

Modernize 32 existing permanent classrooms with 21st Century upgrades

Nueva Vista

Modernization projects pursuant to previously submitted application

Princeton

Construct 2 kindergarten classrooms

Modernize 18 existing permanent classrooms with 21st Century upgrades

Terrace

Construct 4 general purpose classrooms

Modernize 18 existing permanent classrooms with 21st Century upgrades

Modernize library with 21st Century upgrades

Convert existing permanent classrooms into band/music room

Almond Tree

Modernize 24 existing permanent classrooms with 21st Century upgrades

Cecil Avenue

Modernize 31 existing permanent classrooms with 21st Century upgrades

7.4.2 PHASE 1 SEQUENCING OF PROPOSED IMPROVEMENTS

Pursuant to the completed design and approval of architectural plans by DSA, the successful acquisition of general obligation bond funds, and the receipt from the State of a modernization apportionment, construction of initial Phase 1 projects and improvements may begin.

Phase 1 proposed improvements include the modernization of Albany Park, Del Vista Math and Science, Fremont, Nueva Vista, Almond Tree, and Cecil Avenue. It is anticipated that the improvements will be implemented over time in phases in order to limit the need for interim housing of students once construction commences. A detailed interim housing plan would be developed for each of the sites to be modernized. The plan will use the excess portables and permanent classrooms that are not currently used as a teaching station for interim housing during modernization. Modernization at each site is anticipated to occur in phases to allow for students and teachers to be relocated while modernization occurs. At the end of Phase 1, Fremont and Cecil will be a 21st Century campuses in completely permanent facilities.

Phase 1: Sequencing of Improvements

Albany Park

Modernize 7 existing classrooms with 21st Century upgrades

Del Vista

Construct a new multipurpose room

Convert existing multipurpose room to a new piano lab and music room

Fremont

Modernize library and media center with 21st Century upgrades

Nueva Vista

Construct a new music and band room

Modernize 11 existing classrooms with 21st Century upgrades

Almond Tree

Convert 1 existing classroom into a piano lab

Cecil Avenue

Convert 1 existing classroom into a piano lab

Replace HVAC system at MPR

7.4.3 PHASE 2 SEQUENCING OF PROPOSED IMPROVEMENTS

Phase 2 of the Facilities Implementation Plan relies on anticipated developer fees and G.O. bond proceeds from Series B. This phase focuses on continues the modernization and new construction and projects started in Phase 1 while starting to complete some school site as 21st Century campuses completely in permanent facilities. The implementation of the Phase 2 modernization and new construction is anticipated to take approximately four years. At the end of Phase 2, Morningside, Princeton, and Almond Tree will be in permanent classrooms with all 21st Century upgrades complete.

Phase 2: Sequencing of Improvements

Morningside

Construct a music and band room

Nueva Vista

Construct a new library and media center

Princeton

Modernize existing classrooms with 21st Century upgrades

Almond Tree

Construct new science labs

Create new storage for music and band room

7.4.4 PHASE 3 SEQUENCING OF PROPOSED IMPROVEMENTS

Phase 3 of the Facilities Implementation Plan utilizes the remaining G.O. bond proceeds and includes final construction efforts at Terrace Elementary. The implementation of the Phase 3 modernization and new construction is anticipated to take approximately four years. At the end of Phase 3, Del Vista, Harvest, Nueva Vista, Pioneer, and La Vina will be 21st Century campuses in completely permanent facilities.

Phase 3: Sequencing of Improvements

Albany Park

Construct two new kindergarten rooms

Del Vista

Construct two new kindergarten rooms

Construct new library and media center

Harvest

Reconfigure room in administration building for use as a music and band room

Modernize existing classrooms with 21st Century upgrades

Nueva Vista

Construct four new kindergarten rooms

Construct 11 new general purpose classrooms

Pioneer

Modernize existing science labs with 21st Century upgrade

Modernize existing classrooms with 21st Century upgrades

La Vina

Modernize existing science labs with 21st Century upgrade

Modernize existing classrooms with 21st Century upgrades

At the end of the program, a total of 48 new classrooms will have been constructed, with 320 existing permanent classrooms receiving improvements. Only one campus, Albany Park, will have portable classrooms remaining on campus.

SECTION 8

RECOMMENDATION

The District has 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 has also assessed its enrollment and its capacity to house students, conducted a site assessment of its facilities and explored funding sources available to integrate the funding of school facilities. It recognizes that the need for improvements may exceed the general availability of funding, requiring the prioritizing, deferring and phasing of improvements where needed to implement its vision of proposed improvements.

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 that will aid in the creation of 21st Century Learning Environments and innovative academic initiatives for all pupils the District serves.

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

- Approve and adopt this Facilities Assessment and Implementation Plan
- 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
- Undertake necessary steps to secure funding, including procurement of State aid and available local funding to provide for the orderly and efficient funding of the Plan
- 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 in order to meet the stated goals of the District. This will also mean going through the regulatory and environmental review process, submittal of State grant applications, and the need to comply with all federal, State and local regulations, including the review of all projects by required State agencies.