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SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

RECONFIGURATION AND FACILITIES PROGRAM

8th Status Report on the Reconfiguration and Facilities Program to the Board of Education

CFW
Planning and Financing Better Schools for California Students

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PROGRAM OVERVIEW

1.1 INTRODUCTION

Caldwell Flores Winters, Inc. (CFW) is pleased to present this status report on the Reconfiguration and Facilities Program (Program) to the Santa Maria Joint Union High School District (District) Board of Education (Board). The Program serves as a blueprint for planned improvements that aid in the creation of 21st Century learning environments and innovative academic initiatives for all students served by the District and its four high schools. Combined, the Program formalizes an educational, capital, and financing strategy that matches the District's vision and goals and establishes the specifications for future capital facilities.

This eighth semi-annual update report integrates the District's vision for education initiatives with the ongoing educational program and builds on the Reconfiguration and Facilities Program approved in 2014 and the Master Schools Improvement Program (MSIP) approved in 2016, collectively the "Program", which further defines and details proposed Phase 1 and Phase 2 improvements. The report provides funding and sequencing updates utilizing both the remaining Measure "C" and Measure "H" bond programs, as well as other local funds, and state school facilities program grants.

CFW has been selected by the District as its Program Manager to assist in conceptualizing and coordinating the implementation of the Program and guide the District in the procurement of qualified professionals to establish a Program Team and to lead the design and implementation of the overall Program. As required, the following six-month update chronicles the activities of CFW in cooperation with District staff and the Program Team to implement the overall program.

As adopted by the Board, the focus of the Program is to:

- enhance career pathway educational programs and develop new career technical facilities
- upgrade classroom facilities and improve digitally interactive learning environments for every teacher and student Districtwide
- construct new classrooms to replace aging portables and renovate existing classrooms to support 21st Century learning
- implement new support facilities to complement enhanced educational programming and technology

The Program is designed to transform the District's four high schools over two project phases following an analysis of the District's educational vision, facility needs, capital and financing options, essential specifications, and implementation requirements. Phase 1 facility improvements have all been substantially advanced, and in certain cases completed, and consist of:

- constructing a Performing Arts Center at Pioneer Valley High for assembly and performance space during school and after school hours for student and community use
- designing and constructing a 38-classroom facility at Righetti High to replace outdated portable classrooms with 21st Century learning environments
- developing a Career Technical Education Center and Agricultural Farm (CTE Center/Ag Farm) facility on a new District property for concentrator and capstone classes that transition students from Grade 12 to college and/or high-demand jobs
- creating digitally interactive 21st Century learning environments for every teacher and student districtwide and upgrading classroom facilities to integrate infrastructure and mobile devices

Phase 2 facility improvements, some of which are underway, include:

- reconstructing the Santa Maria High School campus into a 21st Century learning facility reflective of its heritage, including restoration of the historic Ethel Pope Auditorium, and facilities available at companion high schools
- renovating existing permanent classrooms at Pioneer Valley High and Righetti High to achieve similar 21st Century functionality to newly constructed District facilities
- constructing a CTE Pavilion at the CTE Center/Ag Farm to meet educational requirements for student demonstrations and exhibits in support of the District's academic pathway programs
- constructing a new dual use facility and support facilities at Righetti High School to expand physical education, performance and educational support space
- additional classroom space that may be required to accommodate future increases in overall enrollment

A summary of activities for the education program, facilities program, and project funding is provided below.

1.1.1 EDUCATION PROGRAM

The District is in the fifth year of educational program implementation activities under the Reconfiguration and Facilities Program designed to meet its long-term Strategic Plan goals to prepare students for success in college, for careers with growth potential, and to be productive citizens in an interconnected world. Short-term objectives designed to meet the long-term goals have been identified for this academic year. The District continues to improve and make adjustments to the pathway programs at each of the high schools with the long-term goal of institutionalization of the programs into a two or three sequence of courses aligned with the state Career Technical Standards (CTE) and course codes as a program of study.

As the state now requires recording the number of students who have completed a pathway sequence as part of their graduation program, the District has increased efforts to realign courses into pathways,

added new courses as required for a pathway, and began placing students into the pathway programs during their freshman and sophomore high school years to ensure that more students will complete capstone courses and their respective pathway program of study with a certification upon graduation. The District continues to support the pathway programs through the Local Control Accountability Plan (LCAP) and to this end has established Goal 3 which is to "strengthen the quality for career education programs and services." The development of pathway programs requires an investment of time over several years and the infusion of resources needed to implement the programs. The District has made significant accomplishments in each of these areas to move the pathway programs forward since the inception of the Reconfiguration and Facilities Program established by the District and CFW in 2014 and the MSIP approved in 2016 by the District.

Over the last six months, the District and CFW have spent a considerable amount of time conceptualizing and developing course outlines and curriculum for the shops at the CTE Center as well as the needed equipment so that students have the materials they need to earn industry certifications. Each of these shops has been developed and is being designed to support a different pathway: Residential and Commercial Construction, Machining and Forming Technologies, Systems Diagnostics and Service (Diesel), and Health and Medical Technologies. Advisory Committees to support the development of the pathways have been developed and supported by the District team comprised of District and CFW staff in the following industry sectors: Transportation, Building Trades and Construction, and Manufacturing and Product Development. The District team has met with each advisory committee multiple times to review lists of equipment specifications and seek input as to which items are needed and which manufacturers are considered the best value. In addition, the District team and CFW have identified equipment needed to align with pathway courses and investigated its procurement, installation and commissioning.

The state has developed a subcomponent of the School Facilities Program (SFP) to directly fund on a competitive basis CTE facilities and programs, including equipment and construction. Funding has been scheduled bi-annually, with the District achieving the highest rated application last cycle for the Ag Farm program. The District and CFW have been extremely busy over the last six-month period to work with District staff and other public and private sector partners to prepare for the next round of funding in October. Eight applications have been prepared for submission to the CTE Facilities Program: four are for new construction and four are for modernization of facilities. The four new construction applications are for the new CTE Center pathways: 1) Residential and Commercial Construction, 2) Systems Diagnostics and Service (Diesel), 3) Machining and Forming Technologies, and 4) Food Service and Hospitality. Of the four applications for modernization, the two for Santa Maria High are for Ag Mechanics and the Transportation (Auto) shops and the two for Righetti are for the two Ag Mechanics shops and classrooms to be converted into an Agri-science lab and classroom for Ag Science.

Each of the applications required development of a strong academic component with a program of study articulated and outlined; a specified equipment list identified to teach the course content; approvals from specific industry sector advisory committees from both District personnel and industry sector partners; and specific certifications to be earned as well as research on projected number of students to be enrolled by pathway.

Three of the new construction pathway facilities, Residential and Commercial Construction, Systems Diagnostics and Service (Diesel) and Machining and Forming Technologies were ground up new pathways for students in the District and required a great deal of District and CFW staff resources and time to develop, articulate into the proposed programs, and accommodate in construction facilities underway. These efforts will require the District to continue to identify resources and support teachers in obtaining required CTE certifications to teach in the newly developed pathways as well as work with other agencies for on-ongoing implementation of the pathways. During the next six-month period, the District team and CFW will begin to draft policies and procedures for Board consideration for students to attend the CTE Center once the facility is completed and operational.

Over the last six-month period, plans have been developed by the District staff and CFW for the transition into the new facilities at Righetti High School and the reallocation of existing facilities to support Phase 2 modernization improvements at the site. Efforts are being made to reduce the impact on the educational program from program implementation, including construction activities, relocating staff and classroom facilities, and the overall timeline and schedule of completion of all phases of planned improvements. Required California Department of Education (CDE) reviews and approvals for all planned facilities under design, including Santa Maria High new construction and Righetti Phase 2 improvements, are underway and will be continued to be addressed as required. In addition, the relocation plans for both Santa Maria and Righetti High Schools will be modified to reflect the current staffing at each of the high schools and incorporated in to the overall programming and schedule requirements. Industry Sector Advisory Committee meetings will continue to be strengthened and held on a regular basis in an effort to support the continued pathway development and implementation in the District. Proposed CTE applications for additional funding will continue to be overseen and managed to optimize the maximum benefit to the District.

1.1.2 FACILITIES PROGRAM

Over the last six-month period, Santa Maria High School activities focused on continued design efforts, both for the new construction (Component 1) and modernization (Component 2) work to be done on campus. During this time, CFW undertook a review of proposed modernization improvements and the prospects to participate in additional CTE Facilities Program (CTEFP) funding to further enhance proposed improvements, funding and CTE activities for existing or new specialty shop and classroom areas. This also included a modernization review requested of the architect of proposed existing facilities to remain, the repurposing of existing facilities and the review of proposed modifications to replace proposed facilities to be modernized with new construction facilities instead. Outcomes were reviewed with District staff and direction provided to: 1) seek CTEFP funding to enhance modernization of existing auto mechanics shops into Ag Mechanics and the Transportation (Auto) shops, 2) modernize existing classrooms Ag Science labs pursuant to plan and 3) demolish Building 360 and construct a new Fitness Center as a more cost-effective approach. All other proposed modernization improvements remain in place.

The CEQA environmental review process for the proposed project was completed in August. Within the next six months, all outstanding work needed for the Division of the State Architect (DSA) submission is

anticipated to be completed for all project increments. Both the new construction and modernization increments of this project are anticipated to be submitted to DSA for review by the end of 2018. Within 90 Days of this submission, the Ethel Pope Auditorium renovation plans are expected to be submitted to DSA for review and approval. Construction is slated to begin in mid-2019.

Righetti High School activities over the last six months have focused on the continued Phase 1 construction of the 38-classroom building and planning of Phase 2 activities for modernization improvements of existing buildings and permanent classrooms. Roofing, insulation, drywall installation, metal lath, plastering and off-site draining system work have been completed and sewer and fire water lines have been tied-in. Rough mechanical, electrical, and plumbing work is finished, and carpet and color selections completed, as well as installation of the elevator cab. At the time this report, glass windows were being installed, and scaffolding being taken down at the exterior of the building. As of mid-September, the Inspector's estimated percentage of construction completion was 85 percent. All exterior work is expected to be finished by the end of November, with completion of construction forecasted for the end of December. In the next six months, the 38-classroom building is anticipated to reach completion and occupancy.

For the modernization project on campus, District staff and CFW prepared and released a request for proposals/qualifications (RFP-Q) for architectural services and led a voluntary informational meeting at the high school with prospective architectural services firms. Interviews of these firms was undertaken in May and the selection of the architect took place at the June Board meeting. Since Board approval, CFW has drafted materials to direct the design with the selected architect while the architect has begun preparing schematic drawings. A draft RFP-Q package for preconstruction and construction services needed for this project is to be released in October.

Over the last six months, efforts for the CTE Center/Ag Farm project have focused on the selection of a lease/leaseback contractor and start of construction activities. The project was approved by DSA in December 2017 and CDE in February 2018. A request for qualifications and proposals for lease/leaseback construction services was released in January and interviews of interested firms completed in March. In April, the Board approved the selection of the recommended firm, which initiated efforts to receive project bidding and negotiation of a guaranteed maximum price (GMP) contract completed and approved at the June Board meeting for approximately $19.9 million. Thereafter, a preconstruction kick-off meeting was held later that month to establish the baseline schedule and project communication structure with the District, architect, and contractor. A notice to proceed (NTP) was issued to the contractor in July designating the start of construction. Since then, a successful groundbreaking ceremony was held at the site that was attended by District, city, county and State elected officials and invited guests. Throughout this period, additional considerations were undertaken to accommodate the potential receipt of additional improvements as part of the anticipated CTEFP grants the District is electing to submit in October.

Since the start of construction, mass grading of the site and subgrade and grading work for the classroom buildings has been undertaken and mass concrete footings prepared and concrete footings poured. In August, excavation for utility trenches began, and the architect submitted a utility road encroachment permit to the County. The water company conducted a fire flow test, and the results met DSA engineered requirements. All building connections are ready for site exterior sewer installation and remaining site utilities work is expected to be substantially completed in September.

The District, CFW and the contractor also began coordinating with neighboring agricultural farms along the property lines regarding construction fencing and road access during crop harvest. The District also coordinated with adjacent property owners the verification of property easements and utility providers, utility meter locations, site access and scheduled a community meeting to explain the project rollout. CFW prepared and the District released a request for proposal storm water prevention plan professionals for compliance monitoring during construction, which were selected and in place at the end of August. Over the next six months, work is anticipated in the continued construction of the facility which is anticipated to be completed by early 2019.

1.1.3 PROJECT FUNDING

The following report updates the prior March 2018 project funding and includes an update of available or anticipated State aid grants, local G.O. bond proceeds and projected local developer fees, all which may assist in the implementation of the proposed Program. The project funding report supports the Master Budget and Master Schedule to be adopted by the Board and adjusted in accordance with financial or policy decisions undertaken by the District from the prior period and proposed activities over the next six months.

As of July 31, the state acknowledged the receipt of approximately $33.6 million in School Facilities Program (SFP) new construction applications from the District on its work list for review and submittal to the State Allocation Board (SAB) for funding. Of this total, approximately $7.9 is anticipated to be considered for funding in September by the SAB for receipt of funds by the District during the current fiscal year. In addition, the District has successfully competed for receipt of approximately $2.4 million from the separate CTE Facilities Program which should also receive funding in the current budget year. The balance of anticipated SFP funding of District applications is dependent on the rate of processing applications by the Office of Public School Construction (OPSC) and timing by which the State elects to sell the remaining authorization of Proposition 51 bonds under its control. All applications filed to date for Phase 1 improvements are within the remaining funding authorization permitted under Proposition 51 as approved by voters in 2016.

As reported by the OPSC as of May 2018, approximately $730 million of applications have been apportioned utilizing Proposition 51 bonds by the SAB of the total $6.0 billion approved by voters for K-12 schools. In addition, as of July 2018, the list of OPSC grant applications requests totaled approximately $4.2 billion. To secure the District's additional funding requests and be placed in line for the remaining balance of available Proposition 51 funding, all remaining Phase 2 projects must be designed and receive state approvals before remaining applications can be submitted. In the interim, the State has started to

issue $400 to $500 million every six months in state bonds to fund SAB approved project reimbursement releases to districts for approved projects. This delay in the funding of approved applications by the State is requiring the District to further advance local funding in order to keep its projects on schedule, budget and in line for priority reimbursement by the state.

Measure "H" approved a $114 million in G.O. bond authorization to assist further in the implementation of the Program to construct identified improvements. In August 2017, the District issued its first series of $47.0 in G.O. bonds for the initial portion of Phase 2 improvements. Additional series are planned to be issued from the remaining $67.0 in authorization to continue to maintain the Board's approved schedule and budget of approved projects. The following report provides an update of the proposed bond program for Board review.

The latest developer fee study adopted by the Board projects the availability of approximately $7.7 million in Level 2 developer fees over the next 5 years. In combination with existing developer fee balances, projected developer fee collections, State grant reimbursements and additional local Measure "H" funding, it is anticipated that sufficient funds should be able to implement the adopted Program over time, per the adopted schedule and budget.

1.1.4 MASTER BUDGET AND SCHEDULE

The Program provides a consolidated Master Budget and Master Schedule which merges and integrates the Measure "H" bond program with the prior Measure "C" and other local funding, including developer fees, and capital program balances. The integrated Program includes two improvement phases which commenced in 2014. The revised Master Budget is projected to be $244.6 million, inclusive of a program reserve to accommodate changes in program as mandated from time to time by the State and as may be needed to accommodate local program requirements as well as additional grant revenues. Expected expenses have been adjusted to meet anticipated budget increases from the prior period and to increase the Program Reserve in anticipation of escalating costs for construction and delays in State reimbursements. Based on prior Board action approving the (GMP) for the CTE/Ag Center and adjusts for prior approved additional improvements at the Righetti 38 classroom project, plus recommended increase to the Phase 2 Righetti modernization project in support of additional identified ADA compliance requirements and Phase 2 improvements at Santa Maria to construct a Fitness Center, the proposed expenditure budget is recommended to be increase by approximately $9.8 million above the Board approved March amount. It is also recommended that the Master Schedule for Santa Maria High be adjusted to accommodate the required phased construction.

1.2 RECOMMENDATIONS

Upon review and consideration, it is recommended that the Board of Education:

- Accept and adopt the October 2018 semi-annual Program update to the Reconfiguration and Facilities Program and Master Schools Improvement Program, including recommended adjustments to projects, the Master Budget and Timeline
- Consider the next semi-annual Program update at its regularly scheduled March 2019 meeting

SECTION 2

EDUCATION PROGRAM

The District is in the fifth year of educational program implementation activities designed to meet the identified goals of its Strategic Plan to prepare students for success in college, for careers with growth potential, and to be productive citizens in an interconnected world. The Reconfiguration and Facilities Program adopted by the Board in August 2014 and the Master Schools Improvement Program (MSIP) approved in 2016 provide proposed recommendations that support the District's Strategic Plan, the primary mandate of which is to improve student achievement. The District goals are to:

- Develop and implement a course sequence in supporting programs and services that increase the number of students successfully completing "a-g" courses and/or becoming prepared for a career with growth potential
- Provide all students with equal access to learning experiences that enable them to meet the high expectations established by the District
- Strengthen District wide support systems, processes, and practices so that they support student learning and success
- Strengthen partnerships with parents and the local community
- Develop and implement effective strategies for helping all students become responsible for their learning and become lifelong learners

2.1 DISTRICT OBJECTIVES

The District is committed to the planning and implementation of a 21st Century high school environment that is driven by two programs—an education program that outlines academic achievement opportunities at the District level, and a facilities program that describes how capital improvements will support the implementation of the education program. To that end, the Reconfiguration and Facilities Program and the MSIP approved in 2016 continues to integrate the District's vision and goals for innovative education initiatives with a facilities plan that supports the implementation of these initiatives.

The District identified seven objectives to accomplish over the course of an academic school year and have achieved a good success over the past six months in the implementation of these objectives:

1. Increase the number of students who have completed at pathway sequence of courses
2. Publish information regarding the pathways on the District website to further increase awareness of opportunities available to all students in the District

3. Increase collaboration with the industry leaders and partners to provide off school site opportunities available to students for internships, job-shadowing, volunteer work, or entry level positions
4. Purchase of equipment that reflects industry standards for the pathways
5. Strengthen and/or develop advisory committees for each of the pathways
6. Provide staff development for Career Educational Programs for all staff
7. Develop specific processes and timelines at Righetti and Santa Maria High Schools to optimize the implementation of proposed programs and to minimize the impact to these schools over the course of the construction to permanently house those programs

2.2 DISTRICT PATHWAY PROGRAMS

The District continues to improve and make adjustments to the pathway programs at each of its high schools with the long-term goal of institutionalization of the programs into a two or three sequence of courses aligned with the State CTE standards and program of study course codes. Recognizing the state will now be measuring the number of students who have completed a pathway sequence, the District has realigned their courses into pathways, added new courses as required for its pathways and began placing students into pathways during their freshman and sophomore high school years to ensure that more students will complete capstone courses and the pathway programs of study with a certification prior to graduation. Due to the need for alignment of courses with the pathways as outlined by the California Department of Education CTE division, some industry sectors have been eliminated from some of the high schools and other industry sectors added. Moreover, not every pathway is offered at every high school, in part due to such factors as student interest, teacher credentialing, and facilities and/or equipment needs for a specific pathway. With the use of the Career Technical Education Incentive Grant (CTEIG) funding, the District has also made significant headway in the purchasing of equipment to support its pathway programs.

The District continues to support the pathway programs through the Local Control Accountability Plan (LCAP) and to this end has established Goal 3 which is to "strengthen the quality for career education programs and services." The District spent $679,562 on this goal for fiscal year 2017-18 and has budgeted to spend $2,150,807 for fiscal year 2018-19. Of this amount, the District has budgeted: $20,000 for student and parent outreach specifically for the CTE programs, another $70,000 for professional development for teachers related to the CTE pathways, $10,000 for guidance staff training related to CTE programs and outreach, and $275,000 for consumable supplies. The District has increased the number of students who enrolled in a capstone course from 39% in 2015-16 to 44% in 2016-17 and had a 20% increase in the number of students deemed completers. In preparation for the development of the pathway courses, the District implemented a seven-period day three years ago, creating one additional period for students to increase participation in CTE courses at a cost to the general fund. This also provided the ability to schedule block classes which gives students more time in a given class and is necessary in offering students a learning experience that will resemble the industry they will likely enter.

The development of pathway programs requires an investment of time over several years and the infusion of resources needed to implement the programs. To strengthen the educational program, changes, modifications and additions to the pathways will occur each year. Because pathway programs within the District are at different stages of development, with some well-articulated and other just beginning, a variety of actions need to be taken to offer students a well thought out and coherent program of study so that they are prepared for the workforce, for advanced training, or higher education. Some of these actions require staff training, development of an advisory committee, development of curriculum, purchase of industry standard equipment, or repurposing classrooms. The District has made significant accomplishments in each of these areas to move the pathway programs forward.

The current pathways in the District, contained within thirteen industry sectors, include:

Agriculture and Natural Resources Industry Sector (Pioneer Valley, Righetti, and Santa Maria)

- Agriscience Pathway
- Ornamental Horticulture Pathway
- Agriculture Mechanics Pathway
- Agricultural Business Pathway
- Animal Science Pathway
- Plant and Soil Science Pathway

Arts, Media and Entertainment Industry Sector (Santa Maria, Pioneer Valley and Righetti)

- Design, Visual and Media Arts Pathway
  - Commercial/Visual Arts sub-pathway
- Production and Managerial Arts Pathway
  - Film Video Production sub-pathway
- Graphic Design Pathway

Education, Child Development and Family Industry Sector (Santa Maria, Righetti, Pioneer Valley)

- Education Pathway
- Family and Human Sciences Pathway

Fashion and Interior Design Industry Sector (Santa Maria, Pioneer Valley)

- Fashion Design and Merchandising Pathway

Health Science and Medical Technology Industry Sector (Pioneer Valley)

- Biotechnology Pathway
- Patient Care Pathway
- Health Care Administrative Services

Hospitality, Recreation and Tourism Industry Sector (Santa Maria, Pioneer Valley)

- Food Services and Hospitality

Engineering and Architecture Industry Sector (Santa Maria, Pioneer Valley)

- Engineering Technology Pathway

Energy, Environment, and Utilities Industry Sector (Righetti High School)

- Environmental Resources Pathway

Business and Finance Industry Sector (Pioneer Valley, Righetti, and Santa Maria)

- Financial Services Pathway

Marketing, Sales and Services Industry Sector (Santa Maria, Pioneer Valley)

- Entrepreneurship/Self Employment Pathway

Information and Communication Technologies Industry Sector (Santa Maria, Pioneer Valley, Righetti)

- Information Support and Services
- Software and Systems Development Pathway

Manufacturing and Product Development Industry Sector (Pioneer Valley, Santa Maria)

- Machining and Forming Technologies Pathway
- Product Innovation and Design Pathway

Transportation Industry Sector (Santa Maria, Pioneer Valley)

- Systems Diagnostics and Service Pathway (Automobile)

2.3 DISTRICT EFFORTS UNDERWAY

Over the last six months, the District and CFW have spent a considerable amount of time developing course outlines and curriculum for the shops at the CTE Center as well as the needed equipment so that students have the materials they need to earn industry certifications. Each of the shops will be a different pathway: Residential and Commercial Construction, Machining and Forming Technologies, Systems Diagnostics and Service (Diesel), and Health and Medical Technologies. Corresponding Advisory Committees to support the development of the pathways were established in the following industry sectors: Transportation, Building Trades and Construction, and Manufacturing and Product Development. The District team met with each advisory committee at multiple times to review equipment lists and seek input as to which items are needed and which manufacturers are considered the best value. In addition, the District team has identified equipment needed to align with identified courses.

After careful review and consideration, eight Career Technical Education Facilities Program (CTEFP) applications have been written for submission to the California Department of Education in October 2018. The Proposition 51 State Facilities Bond measure includes $500 million to construct or modernize Career Technical Education (CTE) facilities as well as purchase equipment on comprehensive high school sites. On August 23, 2017, the State Allocation Board approved $125 million for the CTEFP funding cycle. New construction projects are eligible for up to $3 million in State funding and the District must provide a 50%

match of the total project cost up to $3 million dollars. Modernization projects are eligible for up to $1.5 million dollars in State funding and the District must provide a 50% match of the total project cost up to $1.5 million. This is a competitive grant process and applications must score at least 105 points out of a total of 141 points possible for consideration of funding.

Of the eight applications to be submitted, four are for new construction and four are for modernization projects. The four new construction applications are for the new CTE Center pathway facilities: 1) Residential and Commercial Construction, 2) Systems Diagnostics and Service (Diesel), 3) Machining and Forming Technologies, and 4) Food Service and Hospitality. Three of the pathways, Residential and Commercial Construction, Systems Diagnostics and Service (Diesel) and Machining and Forming Technologies will be new pathways for the students in the District. According to labor market projections for Santa Barbara County and the State of California, all of these pathways are projecting job growth for well-paying jobs within the next ten years. The fourth application, Food Service and Hospitality, will provide for a Culinary Arts kitchen that will afford students the opportunity to complete a pathway with a capstone course. Of the four applications for modernization, two are for Santa Maria and two are for Righetti. The two applications at Santa Maria High School are for the Ag Mechanics shops and the Transportation (Auto) shops. The two applications submitted for Righetti are for the two Ag Mechanics shops and two classrooms in the shop building to be converted into an Agriscience lab and classroom for Ag Science. Each of the applications requires a strong academic component with a program of study outlined, an equipment list needed to teach the course content, approval by the specific industry sector advisory committee that is composed of both District personnel as well as industry sector partners, the certifications students will be able to earn, as well as the projected number of students with who will be taking the identified pathway. Throughout the process, Industry partners were actively recruited and engaged in the development of these applications for maximum support.

The Residential and Commercial Construction Shop facility will provide a central location for all students in the District to attend and learn technical skills and obtain industry certifications in the Residential and Commercial Construction Pathway, so they can be competitive jobseekers in the local economy upon graduation. The District seeks to have one centrally located shop as it is a cost-effective way to provide an expensive program and make it available to students from all three high schools. The Residential and Commercial Construction courses are designed to teach beginning skills in carpentry and basic skills for the construction trades. The course covers safety, hands-on use of hand and power tools; blueprint reading; measurement and estimating. As part of instruction, this course reinforces skills in reading, writing, speaking, listening and mathematics and requires their application in workplace situations. Integrated throughout the course are foundation standards, which include communication, ethics, interpersonal/team skills, critical thinking and problem solving, safety, technology, and other employment skills. Students are given opportunities to demonstrate personal qualities, including responsibility, self-confidence, and self-management. Students train at a simulated construction site. A Career Connections, Bridge to the Future curriculum developed by the Carpenters International Training Fund through the United Brotherhood of Carpenters will be used.

The Diesel Mechanics Shop will provide a centralized facility for students to learn technical skills so they can obtain industry certifications in the Systems Diagnostics and Service Diesel Mechanics Pathway. As with the Construction Shop, this will provide students the opportunity to be competitive job seekers upon graduation in diesel service and maintenance. Instruction will cover the basic system components such as electronics, hydraulics, fuel systems, power and drive train, lubricating and emissions. Proper use of hand tools, power tools, testing and troubleshooting equipment, as well as service manuals are goals of the program. Students that achieve competency in this course will obtain entry-level skills necessary for employment as diesel service technicians. Students will learn safety training as well as diesel system theory while participating in hands-on procedures to use with diesel engines, first utilizing ATECH trainers and when competent, begin working with the stationary diesel engines, and finally doing servicing and repairing on "live" diesel engines and vehicles. Students will complete National Automotive Technicians Education Foundation (NATEF) style worksheets, documenting their progress on hands-on competencies. These skills will provide students with a solid foundation for continued training in this field. Courses will align with the California's Model Curriculum Standards and the National Automotive Technicians Education Foundation.

Manufacturing processes and systems common to careers in machine tool and materials forming industries are the focus of the in the Machine and Forming Technologies Shop. Students will learn such things as shop math, basic material identification, proper use of hand and machine tools, reading precision measuring tools within .001" and the interpretation of machined and formed-part prints. They will also learn the cutting, shaping, fastening, and finishing of machined parts to prepare them for careers in such areas as CAD/CAM Specialist, CNC Machinist, Manufacturing Engineer, Materials/Supply Management Specialist, or Quality Assurance Technician. Students will create and modify technical drawings using computer aided design, including 3D modeling, demonstrate use of computational software such as Solidworks, AutoCAD, etc., align, rotate and mirror three dimensional objects, create and render a three-dimensional model, create an assembly drawing, apply basic solid modeling commands, create multiple parts using components of a design tree, and create basic building construction, architectural and object designs in three dimensions.

The application for Food Service will be resubmitted from the prior CTEFP round with the goal of obtaining a higher score so that it may be funded. While a score of 105 out of 141 is needed to be considered for funding, due to the number of applications that qualified for funding in the prior suburban category, a score of 126 or higher will probably be needed to secure funding. In the first round, the Food Service application received a score of 112.

The centralized culinary arts kitchen will provide a facility for students in the Food Service and Hospitality Pathway to learn skills necessary for cooking in a restaurant and/or managing a restaurant. A rigorous core academic curriculum that integrates the core academic knowledge and skills into Culinary Arts IA, IB and IIA and IIB is the focus of this pathway. Students will be able to earn a Hospitality Supervisor Certificate and a Servsafe certification that will enable them to attain entry-level jobs upon graduation from high school or prepare them for higher education in culinary arts or hotel and restaurant management.

The four applications that will be submitted for funding for modernization projects at Santa Maria and Righetti High Schools will provide for updated facilities and equipment that will meet industry standards to expand the pathway programs to incorporate dual enrollment, community college partnerships, and offer advanced classes in the industry sector. The District's goal is for students to graduate from high schools in Santa Maria and be prepared for the work force with industry certifications that are relevant and competitive in the local economy, to attend a certificate program at either the local community college or with an apprenticeship program, or to attend a four-year university program.so that students are prepared for careers These facilities will prepare students for careers in the Agriculture and Natural Resources or the Transportation Industry Sector.

Both Righetti and Santa Maria High Schools have welding shops and teach Ag Welding courses. However, students are using old gas welders that need to be upgraded and shielded metal arc welders (SMAW) that are outdated equipment. Students are not able to learn how to adjust the equipment or how to use welders that are in current use in the welding industry. In addition, there are no welders to teach gas metal arc welding (GMAW) or the welding of specialty metals such as stainless steel and aluminum using gas tungsten welding (GTAW) which is in high demand in the agriculture industry. Because the shops lack the industry equipment, students are not able to learn to use the equipment that is now used to design and to fabricate projects as is done within the industry. For example, they cannot learn to build metal components to make needed repairs or to program and use computer guided cutting equipment. Students are not able to do advanced work because they do not have the needed equipment.

Students who are working on Ag Construction projects at both Righetti and Santa Maria High Schools are using outdated equipment. Currently, they are able to learn the basic skills in electrical, wiring, plumbing, concrete construction, wood working and framing but not the advanced or surveying skills. They are not able to learn to design and to fabricate projects because they do not have the equipment. They are limited as to the kinds of repairs they are able to make to construction projects or to machinery and the projects they can design and build due to the outdated equipment found in the current shop.

The shop buildings at Righetti and Santa Maria High Schools are old; the Righetti shop is 57 years old, and Santa Maria Shop is 44 years old. These shops lack the necessary equipment and infrastructure needed to support the new updated equipment. New ventilation systems and electrical infrastructure is needed for each of the shops. Modernization of the current facility is necessary to be able to provide the infrastructure needed to use industry standard welding, construction and mechanical equipment that prepares students for the jobs in the Ag Mechanics field such as agriculture equipment operators, farm equipment mechanics and service technicians, agriculture engineer, welder, and equipment fabricator. Students need to learn how to use the industry standard equipment in order to be successful job seeks and employees. These projects will provide for updated shop facilities with industry standard equipment to enhance the Ag Mechanics Pathway.

The Agriscience Pathway courses at Righetti High School are currently located in portable classrooms that lack the necessary requirements for a science lab, such as a water source in the classroom and areas for students to engage in science experiments and activities. The classrooms do not have adequate ventilation for the teachers to use portable gas sources for chemistry experiments. In fact, one of the classrooms is not a full-size room but a space between two portable classrooms that was once used as an

area for FFA student leaders to meet. A science lab facility is necessary to train student adequately for the Agriscience Pathway and without it, the learning opportunities are limited for the students. The CTE Facilities application is to modernize one large classroom into a science lab and modernize the other classroom into a science room with the appropriate industry standard equipment so that students can obtain additional industry certifications and technical skills in Agriscience Pathway. Ag Biology and Ag Chemistry will share the lab and classroom space, utilizing the lab area when students are to engage in lab work and otherwise utilize the classroom for lectures and other student work. Students take the following sequence of courses: (Introductory course) Ag Science 1, (Concentration) Intro to Ag Biology AB, and (capstone) Ag Chemistry AB.

Ag Biology will be held primarily in the science classroom. It will have a water source so that Ag Biology labs can be conducted. When needed, Ag Biology will trade with Ag Chemistry for use of the science lab. In Ag Biology students learn about the molecular and cellular aspects of life, the chemical and structural basis of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of a modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

Students in Ag Chemistry will spend most of the time in the Ag Chemistry Science Lab where they will learn about matter and change, atomic structure, electrons in atoms, bonding, chemical names and formulas, stoichiometry, states of matter and behavior of gases, aqueous systems and solutions, thermochemistry, reaction rates, equilibrium, acids and bases, hydrocarbon compounds, nuclear chemistry, ideal gases and mixtures of gases. The big ideas of chemistry are connected to the Agriscience applications. Ideally, students will spend approximately 30% of this course engaged in laboratory exercises. They also participate in leadership development and create a supervised agricultural experience program. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agriscience Fair.

A CTE Facilities Program application will also be submitted for the Auto Shop at Santa Maria High School. It is the only high school in the District to offer this pathway with an emphasis on automotive. The shop is 44 years old and lacks the necessary infrastructure and equipment needed to train students adequately for the Systems Diagnostic and Service Pathway with an emphasis on automotive thereby limiting the learning opportunities for their students. The current two post hydraulic lifts leak, are old and not useable. The equipment is old and does not meet current industry standards, so students do not have the skills or experience with the current equipment to prepare them to enter the automotive industry upon graduation thus limiting employment opportunities. There are approximately 85 students in the Systems Diagnostics and Service Pathway at Santa Maria High School. This pathway is expected to grow to approximately 150 students within five years. This project would provide for the modernization of the

current shop facilities at Santa Maria High School and outfit them with industry standard equipment so that students can be trained for careers in the automotive mechanics and/or for post-secondary training at a community college or trade school. Having a specialized facility with industry standard equipment will provide new learning opportunities for students, particularly those students who do not have resources and enable them to access careers such as vehicle maintenance, small engine and outdoor power tool repair. The shop will be used as a learning laboratory for hands-on contextual learning and project-based instruction. Internships will be promoted as well as leadership development.

As the construction program progresses, program needs are continually incorporated into facilities design. For example, the equipment selected for the new pathways at the CTE Center requires specifications that must be met for the equipment to function. There are also space considerations to be met. The pathway programs and educational needs will continue to guide the facilities programs as they are developed at each of the schools. Classroom equipment, as well as specific facility needs, are documented and incorporated into the task of constructing new improvements to replace old and outdated facilities and modernize existing ones.

The team continues to review changes in the use of classrooms, whether due to specific funding requirements, changes in student enrollment, program needs or demands for equipment for CTE programs. The overall program continues to be reviewed with staff, highlighting those classrooms that will be replaced and those classrooms that will remain with attention directed to defer installation of new equipment into certain classrooms pending demolition and focusing on permanent locations for specific programs, and installing equipment that will be needed. Processes and timelines have been developed for reconfiguration of both Righetti and Santa Maria High School during the reconstruction period to minimize the impact to teachers and programs over the course of building facilities to permanently house those programs.

A strong pathway program has a strong advisory committee that works with the District to provide recommendations and guidance so that the pathway reflects the industry and prepares students for work or advanced training. The District continues to hold a District Advisory Board luncheon in the spring and fall of each year in addition to the specific Industry Sector Advisory Committees in an effort to increase internships, job-shadowing, externships, and volunteer work. As the specific Industry Sector Advisory Committees are expanded, increased collaboration with industry leaders and partners provides off school site opportunities available to students for internships, externships, job-shadowing, volunteer work, or entry level positions. Linkages with local industry leaders, the Regional Occupational Center (ROP), Allan Hancock College (AHC), Santa Barbara County Education Office, the Workforce Investment Board and the Santa Maria Chamber of Commerce are continuing and provide necessary information for the ongoing develop advisory committees that will provide for a robust pathway program.

Transition Plans have also been developed for the new 38-classroom building at Righetti High School with the first meeting commencing at the end of August 2018. Monthly meetings will continue to address timelines and issues in an effort to have a smooth transition into the new building. A plan has been developed that outlines a time schedule for the District to move each of its classrooms into the new building beginning in February 2019 and ending at Spring Break.

Relocation Plans for Santa Maria High School have been developed that specify the location of teachers who will be displaced when the old buildings are removed to make room for the construction of the new 50-classroom building. These plans are being updated to reflect staffing changes over the summer. Likewise, relocation plans have been developed at Righetti for the location of staff once the modernization project gets underway and concludes.

2.4 NEXT STEPS

The District will continue to identified and support teachers in obtaining required CTE certifications to teach in the newly developed pathways as well as work with the ROP for on ongoing implementation of the pathways at the CTE Center. The District team will begin to establish and put into place policies and procedures for Board consideration for students to attend the CTE Center once the facility is completed. In addition, plans that have been developed for the transition into the new facilities at Righetti High School will continue to be revised as necessary. The relocation plans for both Santa Maria and Righetti High Schools will be modified to reflect the current staffing at each of the high schools. Industry Sector Advisory Committee meetings will continue to be strengthened and held on a regular basis in an effort to support the continued pathway development in the District.

SECTION 3

FACILITIES PROGRAM

The Facilities Program establishes the implementation of proposed improvements in two phases. Each phase is related to bond funding and available state reimbursement funds as they apply. Phase 1 improvements, which are highly dependent on local GO Bond Funds, are either completed, or under construction, and consist of:

- DSA-approved design and ongoing construction of a three (3) story 38-classroom facility at Righetti High School to replace outdated portable classrooms with modern 21st Century learning environments
- Completion and DSA certification of the District's Performing Arts Center at Pioneer Valley High School for assembly and performance space during school and after-school hours for Districtwide student use
- Land acquisition, DSA-approved design and initial construction phase of a CTE Center/Ag Farm facility, including a joint use pavilion, shops and barn, to provide learning environments in which to teach CTE pathways and capstone courses that support student attainment of knowledge and skills to prepare for college courses and/or high-demand, skilled jobs

Phase 2, using GO Bond funds and state reimbursement funding, includes:

- Reconstruction and modernization of the Santa Maria High School campus, including replacement of aging classroom buildings and portables with a three (3) story 50 Classroom building, a new administration facility with newly oriented front entrance to the school on Morrison Avenue, restoration of the historic Ethel Pope Auditorium, improvements to athletic fields, site upgrades, and 21st Century modernization of remaining permanent facilities, including CTE improvements to the shops.
- Completion of the a CTE Center/Ag Farm facility, including a joint use pavilion, shops and barn
- Modernization of existing remaining permanent classrooms at Righetti High School to achieve similar 21st Century upgrades to recently constructed District facilities, including CTE improvements to the shops and science rooms.
- Construction of a new dual use facility for Righetti High School to expand physical education programming, performance arts space, and community use comparable to those at Pioneer Valley and Santa Maria High Schools

Within the last six-month period, construction of the Righetti High School 38-classroom facility has progressed as planned and is maintaining the originally scheduled completion in December of this year. The construction of the new building with added detail changes and recommended budget adjustments will accommodate the newly established pathway courses and consequent improvements required for their implementation. Also, the District selected and has proceeded with a lease/leaseback contractor for the CTE Center/Ag Farm Project, which is now under early construction having started in late summer of this year.

Included in this period, progress for the design of the Santa Maria High School new construction is reaching the completion of construction drawings, and project submission to DSA is projected to occur by the end of 2018. As a part of this effort, the architect also continues the design work to modernize Phase 2 improvements and to renovate the Ethel Pope Auditorium. The architect selection to conduct Phase 2 modernization improvements to the remaining permanent facilities at Righetti High has been completed and improvements are planned to draw upon the architectural style of existing and new buildings to establish the thematic design elements to be incorporated into any upgrades.

Over the next six months, construction of the 38-classroom building is expected to be completed and in service training sessions for teachers in preparation of occupying the new building with the 21st Century technology will start this fall before the end of construction. Transition planned activities for the occupancy of the new spaces are underway. Design efforts for Santa Maria High project increments 1 and 2 are expected to be submitted to DSA for review by year end. Construction is also expected to progress for the CTE Center/Ag Farm project based upon the guaranteed maximum price construction contract. As in previous periods, the Board will continue to receive updates on a prescribed and as-needed basis.

3.1 CTE CENTER/AG FARM

The District's CTE Center and Ag Farm has been envisioned as a 21st Century environment for a "hands-on" learning environment that houses specific pathways which prepare students for the workforce with industry certifications that are relevant and competitive in the local economy and that can be used to attend a certificate program at either the local community college, an apprenticeship program, or four-year university program. The CTE Center will provide a 25 acre site for an Ag farm and barn for the Animal Science and Plant and Soil Science Pathways, a Culinary Arts Facility for the Food Service and Hospitality Pathway, and four shops to support pathways in Systems Diagnostic and Service Diesel Mechanics, Machining and Forming Technologies, Residential and Commercial Construction Pathway and Health Science and Medical Technologies. These pathways will focus on various subjects that directly relate to high-demand, well paid careers in agricultural science, culinary arts, advanced manufacturing, health care, construction and diesel mechanics with the aim to improve students' job skills and enhance students' ability to transition from high school to the labor force or college.

3.1.1 CTE CENTER/AG FARM PATHWAY FACILITIES

In March the District, CFW and ROP staff met to discuss the educational programs to be placed in the four shop buildings at the CTE site. Thereafter, CFW worked with the District to further define Industry Sectors

and Pathways for the CTE Site. Once the District made the final decision in April regarding which pathways to offer, the equipment needed for each of the educational programs was researched, catalogued and selected for further consideration. The District and CFW staff held a number of meetings over four months to further review the selected equipment with industry partners and to be ultimately approved by the respective industry sector advisory committees. Thereafter, equipment cut sheets and specifications were obtained and used to design the layout of equipment and required improvements with the design and construction team for each of the shops. Schematic designs were developed for culinary arts, diesel mechanics, residential and commercial construction, and machining and forming technologies to document progress and establish design. Specific educational, design and construction, cost estimation, and funding requirements are presented below.

3.1.1.A DIESEL MECHANICS

A centralized school diesel mechanics facility is under construction. The facility will provide students the opportunity to obtain industry certifications and technical skills in the Systems Diagnostics and Service Diesel Mechanics Pathway to be competitive jobseekers in the local economy upon graduation. This pathway provides instruction and training for students interested in diesel service and maintenance by focusing on diesel system components such as electronics, hydraulics, fuel systems, power and drive train, lubricating and emissions. Based upon student surveys, counselor interviews, and data trends, it is estimated that 58 students will utilize the Diesel Mechanics Shop in the first year, increasing to 60 students the second year, and 65 the third year, 68 the fourth year and 75 students the fifth year.

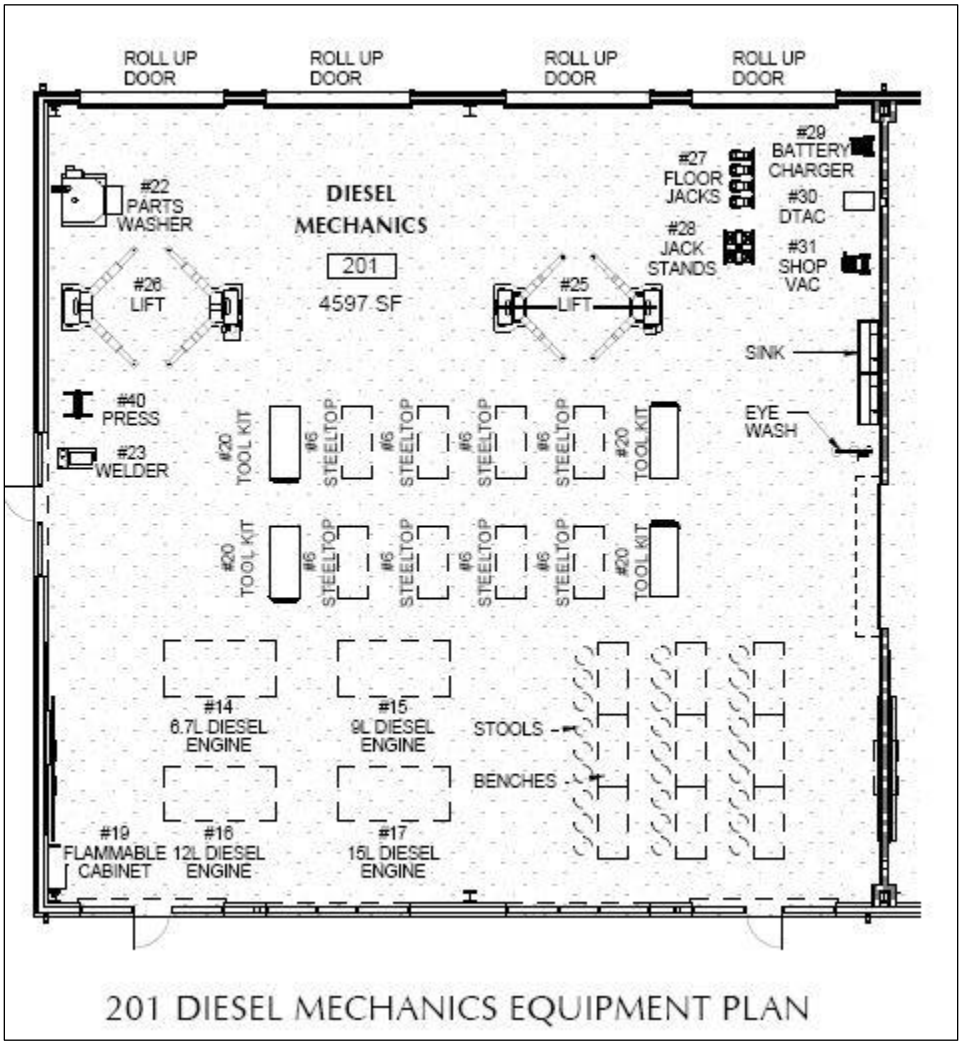
In addition to the educational programming, the District team and CFW have been working over the last six months to further develop specifications, equipment, layouts, additional build-out improvements and estimated costs with design and construction team members and identified vendors. Approximately 4635 square feet is provided for instructional area with student work tables and computers for safety training as well as diesel system theory and research. The main shop floor houses the majority of the equipment and will be used for instruction on standards and proper practices for hands-on procedures, first utilizing ATECH trainers, then graduating to stationary diesel engines, and finally to the servicing and repairing of “live” diesel engines and vehicles. There is one storage room of approximately 100 square feet, a staff room of approximately 60 square feet, and restrooms of 500 square feet to support the work area.

Based upon information obtained from industry partners and statewide meetings, a list of equipment needed at the Diesel Mechanics Shop was compiled and reviewed with the District and the Transportation Industry Sector Advisory Committee totaling approximately $1.1 million, of which approximately 50% of this cost could be funded through a CTEFP grant application that is to be submitted in October to the State for consideration. The equipment includes Atech electrical series trainers, hand tools, stationary engines for service and troubleshooting, tire changer and balancer, brake lathe, and diagnostic equipment for troubleshooting hand tools, jacks, and lifts and electrical training units. CFW worked with the District and industry partners to review and recommend equipment requirements. Meetings were held to identify necessary equipment and a list of equipment was compiled. As part of the process to determine best value for the proposed equipment, warranty, safety and life expectancy information was obtained and reviewed. Industry partners and post-secondary training institutions were consulted as to the

maintenance and up keep issues of the equipment. The final selection of equipment was based upon first safety, then warranty, then maintenance and upkeep of the equipment.

CFW has been involved with design and construction team members to optimize use of space and to establish and review of the final estimated cost of improvements. The total cost of construction and associated site development is approximately $2.7 million, of which 50% may be funded from a CTEFP grant proceeds, if available. In the months ahead, efforts will focus on further refinement and actualization of the spaces for commissioning and occupancy as available.

Figure 1: Diesel Mechanics Shop Equipment Plan



**Please note that a mobile lift will replace one of the stationary lifts pictured*

Source: PMSM Architects

3.1.1.B RESIDENTIAL CONSTRUCTION

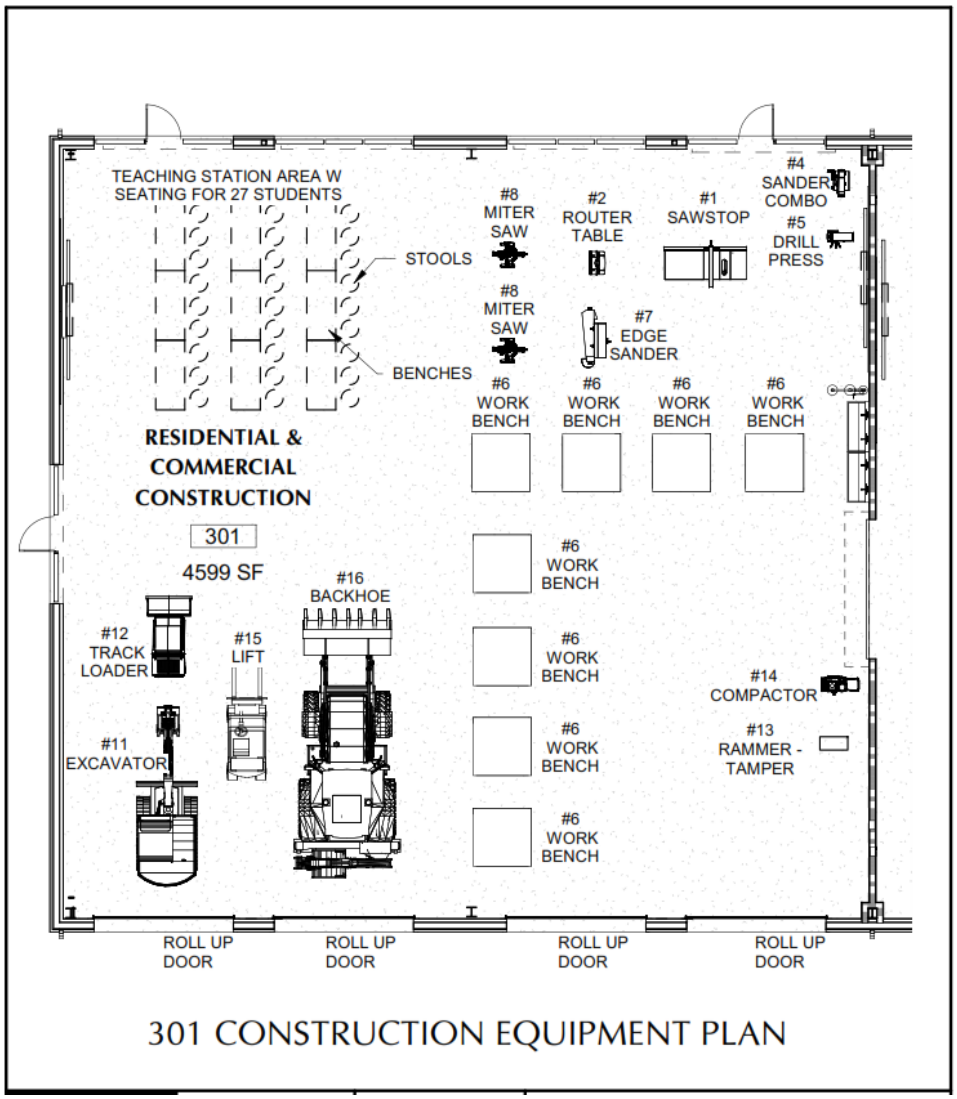
To prepare students for careers in the Residential and Commercial Construction Pathway, a centralized shop is under construction. This pathway provides beginning skills in carpentry and basic skills for the construction trades covering safety, hands-on use of hand and power tools, blueprint reading, measurement and estimating. As part of instruction, skills in reading, writing, speaking, listening and mathematics are reinforced and applied in workplace situations. Integrated throughout the course are foundation standards, which include communication, ethics, interpersonal/team skills, critical thinking and problem solving, safety, technology, and other employment skills. Students may obtain industry certifications that enable them to attain entry-level jobs with the local union chapter upon high school graduation. This curriculum will also prepare graduates for enrollment in apprenticeship programs as well as advanced training post-secondary institutions. Using current enrollment numbers, student surveys, counselor interviews, and data trends, it is estimated that 40 students will utilize the Residential and Commercial Construction Shop in the first year, increasing to 65 students the second year, 70 in the third year, and 75 each year thereafter.

Over the last six months, CFW and the District's team further developed the specifications, equipment, lay-outs, additional build-out improvements and estimated costs with design and construction team members and identified vendors. These efforts were in addition to the educational programming for the shop and pathway. The Residential and Commercial Construction Shop includes 4,632 square feet of open space and has the following instructional areas: 1) classroom area that has student tables and computers to be used for safety training, construction math and blueprint reading so that students understand and transfer what is on paper to a finished structure; and 2) construction area, the main floor area, where students learn and engage in wall framing, roof trusses, plumbing, electrical wiring, interior sheet-rocking and finishing, exterior wall covering and finishing as well as proper techniques for door and window installation, and installation of insulation materials. There is an outdoor area adjacent to the shop in which students learn to use a forklift, excavator and backhoe equipment and obtain the certifications to operate these pieces of equipment.

Based on discussion with industry partners, statewide meetings, and review of the latest trends, a list of equipment needed at the Residential and Commercial Construction Shop was compiled. Warranty, safety and life expectancy information was obtained and industry partners and post-secondary training institutions were consulted as to the maintenance and up keep issues of the equipment. The final selection of equipment was first based upon safety, second on manufacturer warranty, and finally on maintenance and upkeep of the equipment. The final equipment list was reviewed and approved by the Building and Construction Trades Advisory Committee totaling approximately $744,000 of which, approximately 50% of this cost could be funded through a CTEFP grant application to be submitted this October. The equipment includes table saw, band saw, sanders, routers, drill press, hand and power tools, and a CNC router. CFW worked with the District and industry partners to review and recommend equipment requirements; identify and create a list of equipment to be purchased; and with design and construction team to optimize use of space and in the review of the final cost estimates of improvements. The total cost of construction and associated site development is estimated at approximately $2.4 million,

of which 50% may be funded from a CTEFP grant. As available, further refinement and oversight of design and commissioning efforts will be focused on in the months ahead.

Figure 2: Residential Construction Shop Equipment Plan



Source: PMSM Architects

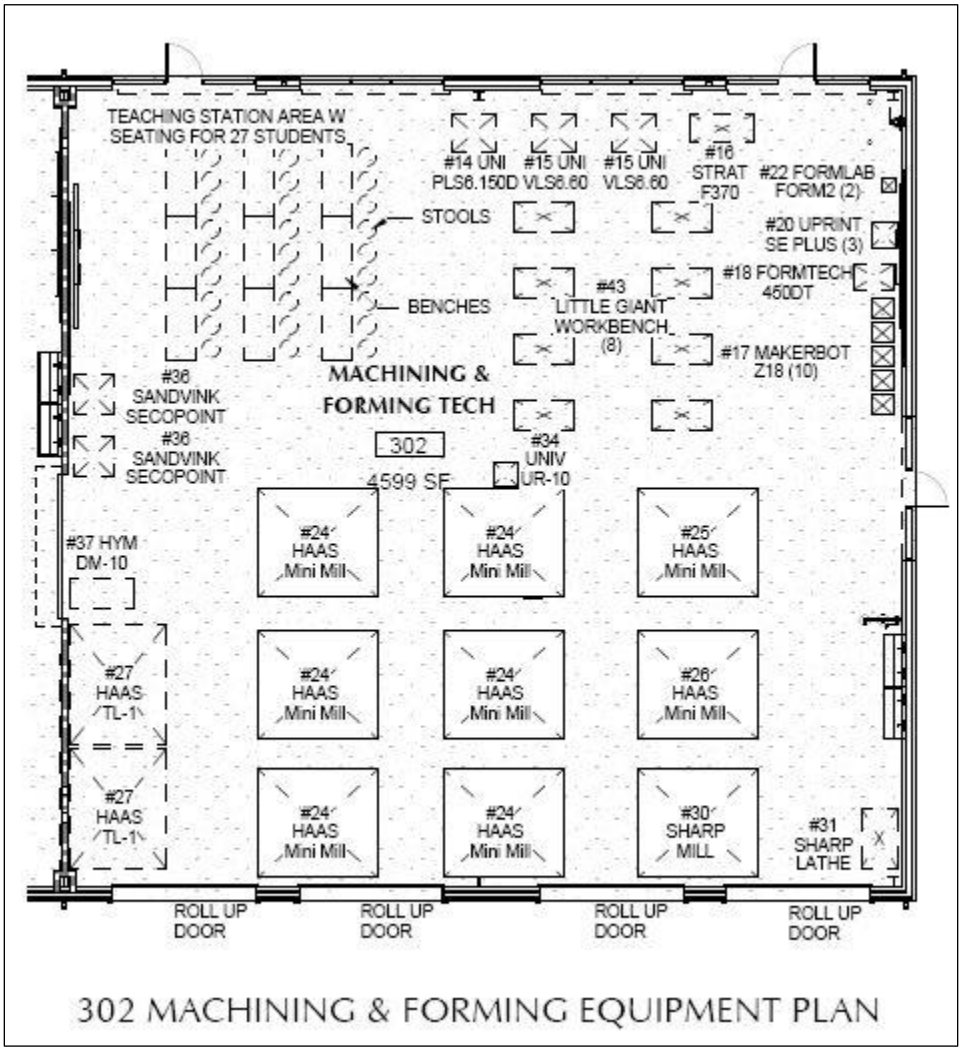
3.1.1.C MACHINING AND FORMING TECHNOLOGIES

A new centralized Machining and Forming Technologies Shop is under construction and will prepare students for careers in the Machining and Forming Technologies Pathway that offers courses that prepare students for highly technical careers in advanced manufacturing. Students will learn manufacturing processes and systems common to careers in machine tool and materials forming industries. They will learn such things as shop math, basic material identification, proper use of hand and machine tools, reading precision measuring tools within .001" and the interpretation of machined and formed-parts to prepare them for careers in such areas as CAD/CAM Specialist, CNC Machinist, Manufacturing Engineer,

Materials/Supply Management Specialist, or Quality Assurance Technician. Based on student surveys, counselor interviews, and data trends, it is estimated that 44 students will utilize the Machining and Forming Technologies Shop in the first year, increasing to 50 students the second year, and 56 in the third year, 68 in the fourth year, and 75 in the fifth year of the program.

As with the other shops planned at the CTE Center/Ag Farm site, the District team and CFW have been working over the last six months to further develop specifications, equipment, lay-outs, additional build-out improvements and estimated costs with design and construction team members and identified vendors in addition to the educational programming efforts unique to this pathway. The Machining and Forming Technologies shop facility includes 4634 square feet and provides: 1). designing area in which computers and work tables are located for students to do Computer-Aided-Drafting, shop math as well as safety training; 2). fabrication area in which students use 3D printers to fabricate economical models for quick inspection and accuracy; and 3). building area which is the main floor area of the shop and is used for building projects using subtractive machinery to create finished products and 3D-scan equipment for quality control. These three areas simulate the industry and provide students with the opportunity to learn the complete product development system, design to finish.

Figure 3: Machining and Forming Technologies Shop Equipment Plan



Source: PMSM Architects

Based on a review of the latest trends and statewide meetings, a list of equipment needs totaling approximately $1.3 million was developed and approved by Manufacturing and Product Development Industry Sector Advisory Committee. Approximately 50% of the equipment cost could be funded through a CTEFP grant application, if available. The equipment includes laser 3D printers, concept mills and lathes, a drill press, a tool vending machine, a band saw, work benches, computer tables, CNX mills and lathes, a Fanuc robot, a master gage scanner, and a collaborative robot. CFW worked with the District and industry partners to review and recommend equipment requirements. Meetings were held to identify necessary equipment and a list of equipment was compiled. As with the other shops planned for the site, warranty, safety and life expectancy information was obtained and industry partners and post-secondary training institutions were consulted as to the maintenance and upkeep issues of the equipment. CFW worked with the District and the design and construction team to optimize use of space and in the review of the final cost of improvements. The total cost of construction and associated site development is approximately

$2.4 million, of which 50% may be funded from a CTEFP grant. Over the next six-months, efforts will focus on further refinement of the design and implementation of the remaining work program.

3.1.1.D AG FARM

The new centralized Ag Farm is currently under construction. The main structure is an animal barn, with fields, pastures, area to grow citrus crops, field crops, and show animals. This will provide a school farm to offer students the learning experiences they need in the Animal Science Pathway and expand the program to offer the Plant and Soil Science Pathway. There are approximately 2,500 students in the Agriculture and Natural Resources Industry Sector in the District. This facility will provide a place for students to raise a steer, goat, sheep or pig as well as course in Plant and Soil Science pathway, and hands-on practice for tractor operations and other farm equipment.

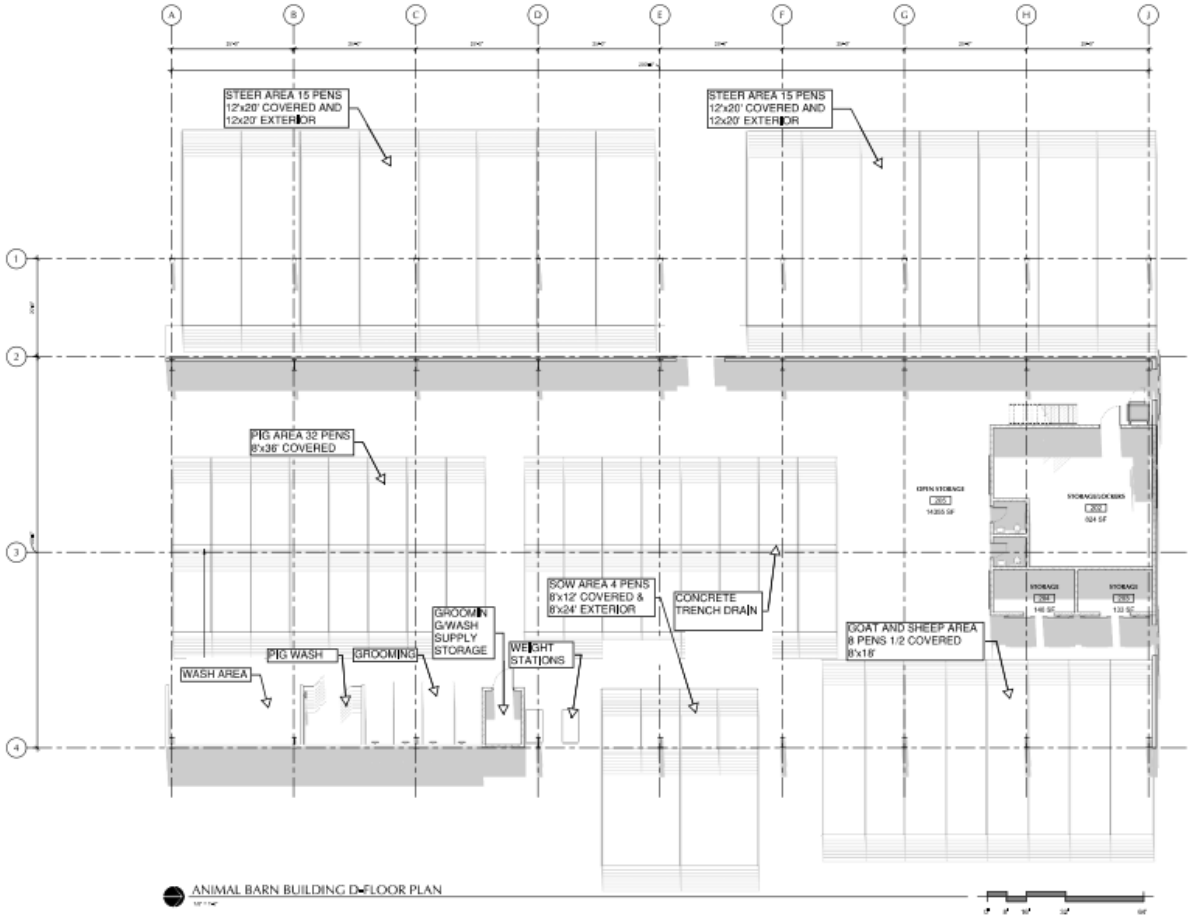
Using current enrollment numbers, student surveys, counselor interviews, and data trends, it is estimated that 610 students will utilize the Ag Barn, pastures and fields in the first year, increasing to 635 students the second year, and 660 each year thereafter. The new barn will provide 410 students a place to raise an animal. This pathway is expected to grow to 600 students within five years. Currently, 97 students are enrolled in the Plant and Soil Science Pathway, and it is expected to grow to be 225 once there is a farm to provide the environment and equipment needed and the addition of two classes: Intermediate Plant Science and Advanced Plant Science.

The barn is 14,225 square feet and will house steers, pigs, sows, sheep and goats. There are 15 steer pens at 480 square feet each, 4 pig pens are 288 square feet each, 4 sow pens are 288 square feet each, and 8 sheep/goat pens are 144 square feet each. The steers will be in their own separate pen, 4 sows to a pen, 4 pigs to a pen, and 15 sheep/goats to a pen. The pens are all located inside the barn or under the barn extended overhang. The barn also contains spaces for feed storage, animal wash areas as well as student locker rooms and restrooms. Each student can attend to his/her animal and provide care in the pens, wash areas for animals (900 square feet) or take the animals out to the 7.2 acres pasture areas that will house an additional 240 animals. The barn also provides an area for student instruction. The barn provides two 167 square foot storage rooms. The total number of animals that can be housed on the farm is 410.

The equipment selected for the Ag Farm was done in collaboration with the Ag Advisory Committee. Warranty, safety and life expectancy information was obtained on each piece of equipment. Industry partners and post-secondary training institutions were consulted as to the maintenance and up keep issues of the equipment. The final selection of equipment was based upon first safety, then warranty, then maintenance and upkeep of the equipment. The equipment list was for a total of $527,552 of which 50% was funded from the CTE Facilities Program for a total of $263,776. The equipment includes tractors, skid steer, juice pump, plate filter, pallet truck scales, olive press, manure spreader, hay bailer, grain drill and cattle squeeze. CFW worked with the District and industry partners to review and recommend equipment requirements. Meetings were held to identify necessary equipment and a list of equipment was compiled. CFW has been involved with design and construction team to optimize use of space and in the review of the final cost of improvements. The total cost of construction and associated site development is approximately $4.4 million, of which 50% will be funded from a CTEFP grant. The project

is currently under construction.

Figure 4: Ag Farm Classroom Layout



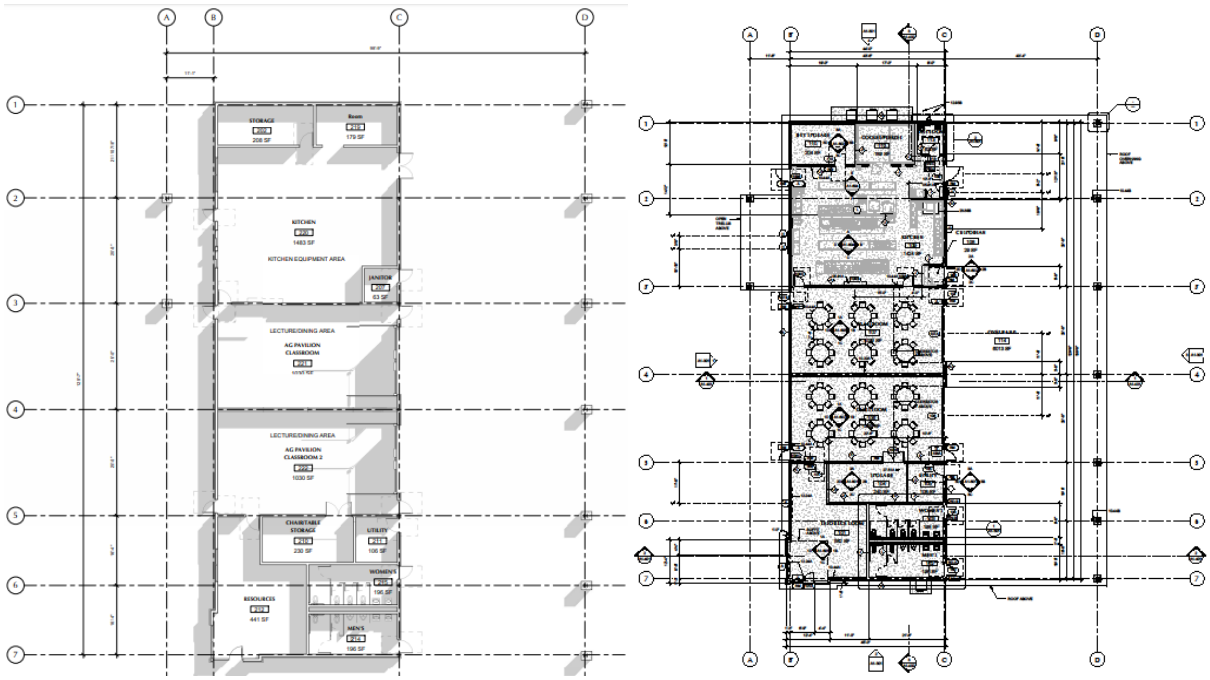
3.1.1.E CULINARY ARTS

The construction of a centralized CTE Culinary Arts Facility composed of a kitchen and a restaurant is underway. This facility will prepare students for careers in the Food Service and Hospitality pathway and lead to jobs in high end culinary arts facilities or restaurant management. The new facility will provide for a restaurant-level training kitchen and a classroom area that can be turned into a dining room area, providing students a space to run a restaurant open to serve the public. This would provide students with the hands-on learning experience of cooking, baking, operating and managing a restaurant. Students will attend this site for a double block of time and transportation will be provided from each of the high schools to and from the facility. The Culinary Arts and Restaurant facility is expected to enroll 150 students annually, beginning with the first year. This is based on historical data that 50 percent of the students in a concentrator course (currently 318 enrolled pupils) take a capstone course. As the pathway programs are built out, the District expects a much higher percentage of students who are in concentrator courses will take capstone courses, thus increasing the demand for this facility.

The culinary arts kitchen and dining room for the Food Service and Hospitality Pathway is composed of one 1,421 square foot kitchen with a 201 square foot dry storage room, a 187 square foot walk-in cooler and freezer combination unit, a 29 square foot custodian room and 61 square feet of restroom space. The two classrooms have a dual function to provide both instructional spaces and a dining room. The two classroom spaces are 1,036 square feet each, which can combine into a larger 2,072 square foot dining hall. The kitchen will include two cook lines for student use, a prep area, pastry area, and dry and cold storage areas as normally found in commercial kitchens, and professional kitchen equipment.

Teachers visited culinary arts facilities to determine what equipment was needed. A kitchen consultant that works with both training institutions and the food service industry was consulted who made further recommendations. The final list of equipment for a total of $644,387 was developed and approved by the Hospitality, Tourism and Recreation Industry Sector Advisory Committee. Approximately 50% of the equipment cost may be funded from a CTEFP grant application, if available. The equipment includes combination oven, hydrovection oven, proofer, baker's table, planetary mixer, charbroiler, 30 gallon tilt braising pan, counter top grill, 66 pound blast chiller, fryer, heavy duty range, induction range, pick up counter range, sauté station with condiment pans, microwave oven, a 2 pan hot well, 6 drawer remote, ice machine, meat cutter, mobile dump station with heat lamp, pass thru refrigerator, low height refrigerator/freezer base, pick up counter with plate storage, floor trough with grate, mobile storage bins, hot/kettler faucets and other faucets, exhaust hoods, and lever waste. CFW worked with the District and industry partners to identify necessary equipment and a list of equipment was compiled. As a part of the process, industry partners and post-secondary training institutions were consulted as to the ease of use, safety, maintenance and upkeep issues of the equipment. The final selection of equipment was first based upon safety features, secondly on ease of use with students and for training, thirdly on maintenance and upkeep, and finally on warranty of the equipment. CFW has been involved with design and construction team to optimize use of space and in the review of the final cost of improvements. The total cost of construction and associated site development is approximately $2.8 million, of which 50% may be funded from a CTEFP grant. The project is currently under construction.

Figure 5: Culinary Arts Classroom Layout



3.1.2 CONSTRUCTION PROJECT STATUS

In March, CFW and the District completed the interviews of lease-leaseback construction services firms that responded to the RFQ-P for the CTE Ag/Farm project. In April, the Board approved the selection of the contractor. Upon the selection of the firm, the development of the GMP contract began with proposals from subcontractors received in May. During GMP contract negotiations, additional scope was requested by Caltrans, Santa Barbara County and utility providers in the course of requesting the necessary permits to proceed with construction of the site utility hookups designed to traverse Highway 101. Escalating costs in the current economy were also encountered in the bidding process GMP negotiations were completed in early June, with the contract being presented and approved by the Board at the June Board meeting for a total of approximately $19.9 million. This requires a recommended overall adjustment increase to the Master Budget of approximately $7.4 million to be funded from the Program Reserve. This adjustment is addressed in greater detail in the Master Budget section of this report.

Rough grading of the CTE Center/Ag Farm begins (July 2018)

In June, CFW prepared and the District released a request for proposals from storm water prevention plan professionals for compliance monitoring during construction, which were selected and in place at the end of August. Thereafter a preconstruction kick-off meeting in late June was held, where the team established the baseline schedule and project communication structure with the District, architect, and contractor and CFW coordinated with the contractor on the schedule of values and site layout. CFW and the District sent a Notice to Proceed (NTP) to the contractor for a construction start date in early July.

CFW also worked with the District and contractor to coordinate the verification of property easements and utility providers. CFW and the District led the first construction meeting in mid-July. Also in July, the architect finalized structural DSA comments. Since the start of construction, mass grading of the site and subgrade and grading work for the classroom buildings has been undertaken and mass concrete footings prepared and concrete footings poured. In August, excavation for utility trenches began, and the architect submitted a utility road encroachment permit to the County. The water company conducted a fire flow test, and the results met DSA engineered requirements. All building connections are ready for site exterior sewer installation and remaining site utilities work is expected to be substantially completed in September.

During this period, the District, CFW and the contractor also began coordinating with neighboring agricultural farms along the property lines regarding construction fencing and road access during crop harvest. The District also coordinated with adjacent property owners the verification of property easements and utility providers, utility meter locations, site access and scheduled a community meeting to explain the project rollout. Since then, a successful groundbreaking ceremony was held at the site that was attended by District, city, county and State elected officials and invited guests. Throughout this period, additional considerations were undertaken to accommodate the potential receipt of additional improvements as part of the anticipated CTEFP grants the District is electing to submit in October. Over the next six months, work is anticipated in the continued construction of the facility which is anticipated to be completed by late 2019.

CTE Center/Ag Farm Groundbreaking Ceremony (August 2018)

3.2 RIGHETTI HIGH SCHOOL

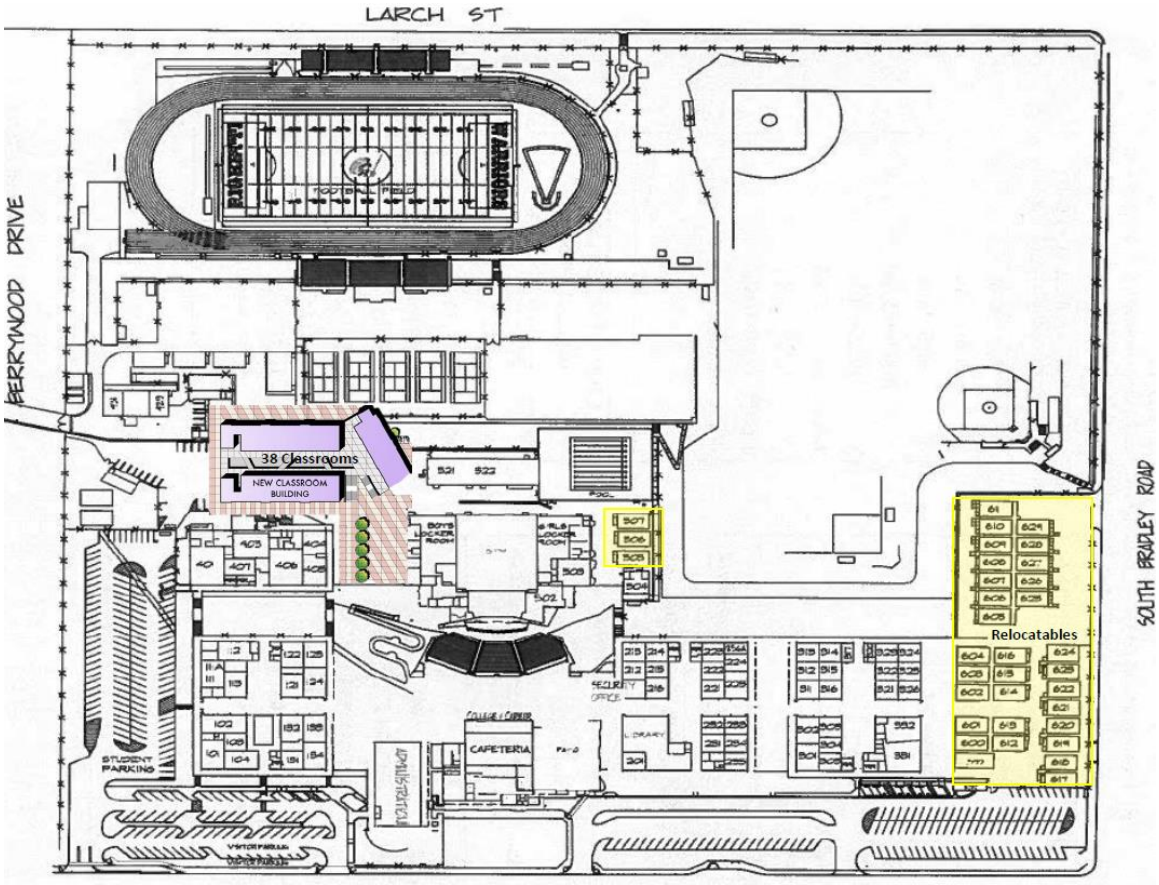
Based on the original Reconfiguration and Facilities Program, the facilities improvements to be made to Righetti High school include 1) the construction of a 38-classroom building, 2) 21st Century modernization of 57 existing permanent classrooms and the school library, and 3) the development of a new dual-use facility to serve as a practice gymnasium and performance space. These improvements will be implemented in a three-phase plan, conducted sequentially in the order above, in order to maximize funds available to the District. Planned improvements for Righetti High School will result in the first school in the District to have all classrooms equipped with 21st Century improvements. These improvements will also incorporate new pathway programs and dedicated pathway facilities.

Phase 1 improvements consist of a new three-story, 38-classroom building containing general purpose, pathway, and assessment classrooms, currently under construction. The new 38 classroom facility will consist of general purpose English and Math classrooms, 2 Health general purpose classrooms and a health pathway classroom, 2 digital design pathway classes, and a video production classroom. Phase 2 improvements include the modernization and upgrading of the existing campus classroom facilities. These improvements will occur in the C Block, D Block, and E Block buildings as well as the Industrial Arts Block building to equivalent 21st Century standards, matching the new classroom building. All of these classrooms are anticipated to receive improvements to furnishings, fixtures, and equipment modeled on the improvements made at the Righetti Demonstration Classroom.

At the end of all Phase 2, all 37 portable classrooms will be removed, leaving Righetti High School with an additional parking area and all modernized 21st Century permanent classrooms. There will be 38 new classrooms in the new building, 58 modernized permanent classrooms (57 newly modernized and Room 104 that was previously modernized), a newly update Library Media Center, and dedicated pathway program facilities.

Improvements to be made during Phase 3 include: the design and construction of an additional indoor athletic practice space, the design and construction of a performance venue integrated with the practice gym, and the expansion of outdoor courts for tennis and basketball, along with reconfiguration of the turf practice area to support varsity baseball, softball, and soccer. The new facility will provide two additional basketball courts and house the weight room that presently exists in a standalone structure. The practice facility will be smaller than the existing gym and can be modernized to incorporate the need of assembly spaces.

Figure 6: Final Proposed Layout of Righetti High School at the end of Construction



3.2.1 RIGHETTI HIGH PATHWAY FACILITIES

By the end of Phase 2, Righetti High School will result in the first school in the District to have all classrooms equipped with 21st Century improvements. These improvements will also be incorporate into new dedicated pathway facilities to house the District's pathway programs at this location. Like the rest of the general purpose classrooms, these facilities will be designed and equipped as 21st Century learning environments. However, they will also be enhanced, based on additional funding, as dedicated pathway spaces that can support students in industry standard certifications and training for today's workforce.

The Agriculture and Natural Science Industry Sector pathway programs are currently held in two shops in the Industrial Arts facility, one for Ag Welding and the other for Ag Construction. The Industrial Arts building is to be upgraded as a part of the 21st Century renovation of the permanent facilities at the school. The District currently houses the Agriscience courses in two portable classrooms which are not scheduled for improvement. As a part of the overall vision of the District to house departments and pathways in close proximity to each other as well as to meet the needs of the educational program, CFW proposed that Room 404 and 405 in the Industrial Arts building be refurbished into a science lab and a science classroom for the Ag Chemistry and Ag Biology courses to provide an environment that supports the needs for science instruction. CFW further suggested that the CTEFP funding be sought to enhance both of these programs with updated equipment and additional site improvements to meet the industry standard, if additional grant funding was received.

As proposed, the modernization of the Industrial Arts building will provide two shops, one for Ag Welding and the other for Ag Construction as well as a science lab and a science classroom for Ag Chemistry and Ag Biology. The shops will be modernized to bring them up to the standard needed for electrical and ventilation systems to support updated equipment that is needed to train students for today's agricultural workforce. The two pathways, Ag Mechanics and Agriscience, will focus on various subjects that are directly related to high demand and high wage careers in the agriculture and natural resources industry with the aim to improve students' job skills and enhance students' ability to transition from high school to the labor force or higher education.

3.2.1.A AG MECHANICS

As part of the planned improvements at Righetti High School, modernization of existing shop facilities is planned to bring the facilities up to the standard needed to train students for today's agricultural workforce. The school is in need of modernized shops with equipment that prepares students to compete successfully in the agriculture industry and offer students the learning experiences they need in the Agriculture Mechanics Pathway. These pathways are currently housed in shops that were originally built in 1964 and updates are proposed to improve student learning and certification in the Agriculture Mechanics Pathway. Using current enrollment numbers, student surveys, counselor interviews, and data trends, it is estimated that 310 students will utilize the Ag Mechanics shop in the first year, increasing to 320 students the second year, and 350 each year thereafter. Currently, 310 students are enrolled in the Ag Mechanics Pathway. This pathway is expected to grow to 350 students within five years.

Students in the Agriculture and Natural Resources Industry sector will take a rigorous core academic curriculum that integrates the core academic knowledge and skills into those classes in the Ag Mechanics Pathway. Students are provided an opportunity to attain entry-level employment skills in the Agriculture and Natural Resources Industry Sector upon graduation from high school through the following sequence of courses: (Introductory course) Ag Welding 1AB, (Concentration) Ag Mechanics AB and Ag Building Construction, and (capstone) Advanced Ag Welding. Students who take these classes will obtain industry certifications that enable them to attain entry-level jobs upon high school graduation. This curriculum will also prepare graduates for enrollment in higher education in the areas such as agriculture engineers,

welders, and equipment fabricators or obtain further training for careers in areas such as agriculture equipment operators, farm equipment mechanics and service technicians, and welders.

Two shops are to be modernized for the Ag Mechanics pathway. Available space includes Shop 401 of approximately 3,260 square feet, Shop 402 of approximately 480 square feet and shop 406 of approximately 3,175 square feet. In Ag Mechanics, students will learn how to weld different kinds of metal, to design, cut and shape metal materials through plasma cutters, and cutting/carving/machining/milling of wood, MDF, plastics, foams, and aluminums through a computer numeric control (CNC) machine as well as basic construction skills in electrical, wiring, plumbing, concrete construction, surveying, wood working and framing. Students will engage in Shielded Metal Art Welding (SMAW), Gas Metal Art Welding (GMAW), and Gas Tungsten Art Welding (GTAW).

As contemplated, new welding booths will be installed in Room 401 with multi-processing welders for advance welding: Flex Core and TIG welding (specialized welding of stainless steel and aluminum). Large open work spaces are to be provided for the fabrication of student projects, and student work tables are needed for individual/group work. In classroom 402, computer work stations are to be provided for students to design projects that will later be cut and assembled in Shop 401. It will also be used as a classroom/lecture space in which students sit at work tables with one monitor on the wall and a white board on another wall. In shop 406, students will learn to use the large equipment that is primarily used with wood projects, including lathes, large sanders, drill press, CNC Router, 20" Band Saw, Chop Saw, and Table Saw, Wood Planer, and HD Jointer. These large pieces of equipment are to be designed with the limits of the existing space along the perimeter of the room so that students can work on large projects in the center of the room.

Based on a review of latest trends and consultation with industry partners, a list of equipment totaling approximately $394,000 was reviewed and approved by the Ag Advisory Committee. Approximately 50% of the equipment cost may be funded from a CTEFP grant application to be submitted for the project in mid-October. CFW worked with the District and industry partners to review and recommend equipment requirements and meetings were held to identify and create a list of necessary equipment. In parallel effort, CFW and District staff have been involved with design and construction team members to optimize the use of space and in the development of estimates to establish the cost of improvements required. The estimated total cost of construction and associated site development is approximately $2.6 million, of which 50% may be funded from a CTEFP grant.

The District staff and CFW have evaluated the site as a viable application for CTEFP funding and have developed programming ideas to support the application. CFW assisted the District in evaluating the most appropriate location and in developing schematic layouts with the site architect. The team will continue to work with vendors, industry resource personnel and public agency partners to develop adequate specifications, designs, lay-outs and costs estimates to finalize conceptual drawings to be reviewed with the Ag Advisory Committee in finalizing the ultimate CTEFP application for funding to implement the proposed improvements. Proposed enhancements are subject to CTEFP funding.

3.2.1.B AGRISCIENCE

As a part of the modernization project at Righetti High School, rooms 405 and 404 in the Industrial Arts buildings are to be modernized into a science lab and science classroom, respectively, to provide an Ag Chemistry lab and Ag Biology classroom for the Agriscience Pathway. Ag Biology and Ag Chemistry are to share the lab and classroom space, utilizing the lab area when students are to engage in lab work and otherwise utilize the classroom for lectures and other student work. The classroom 404, is to be designed to have water and science lab tables so many of the experiments needed in Ag Biology can be conducted in the classroom. Currently, the Ag Science classes are located in portable classrooms. These new facilities will better prepare students for careers in areas such as Research Assistant/Associate, Water Quality Specialist, Plant Scientist, Agriscience Teacher, and Entomologist.

In Ag Biology, students learn about the molecular and cellular aspects of life, the chemical and structural basis of life, growth and reproduction in plants and animals, evolution of modern plants and domestic livestock species, plant and animal genetics, taxonomy of a modern agricultural plants and animals, animal behavior, ecological relationships among plants, animals, humans and the environment, nutrition in animals, health and diseases in animals, and the similarities between animals and humans. The course is centered on an extensive laboratory component in order to connect the big ideas of life science with agricultural applications, earth and physical science principles, and other curricular areas, including written and oral reporting skills.

In Ag Chemistry, students learn about matter and change, atomic structure, electrons in atoms, bonding, chemical names and formulas, stoichiometry, states of matter and behavior of gases, aqueous systems and solutions, thermochemistry, reaction rates, equilibrium, acids and bases, hydrocarbon compounds, nuclear chemistry, ideal gases and mixtures of gases. The big ideas of chemistry are connected to the agriscience applications. Ideally, students will spend approximately 30% of this course engaged in laboratory exercises. They also participate in leadership development and create a supervised agricultural experience program. Due to the co-curricular nature of FFA and SAE (Supervised Agricultural Experience) students will be required to participate in both FFA activities and SAE involvement. As a culminating component to the class, students will also develop and present a content-relevant research project for the state Agriscience Fair.

Using current enrollment numbers, student surveys, counselor interviews, and data trends, it is estimated that 414 students will utilize the Ag Science labs in the first year and each year thereafter. Currently, 414 students are enrolled in the Ag Science Pathway and is expected to maintain an enrollment of 414 students over the next five years.

Room 405 is comprised of approximately 1,235 square feet to be modernized into a science lab and room 404 is approximately 975 square feet to be modernized into a science classroom. There is a women's restroom for 250 square feet and a men's restroom for 150 square feet that will also require modernization. As contemplated, room 405 will have science lab stations around the perimeter of the classroom, with mobile science tables and chairs in the middle of the room. These tables have chemical resistant tops and can be moved to the lab station area to provide for a work area during experiments.

They can be moved into the center of the room during other classwork session. The science classroom will be modernized with science tables and equipment as well as a sink to provide water needed during science experiments. The science tables will also be mobile and can be reconfigured as needed for instructional purposes. Cabinetry will be provided for the storage of science equipment and materials.

A list of equipment needed at the Agriscience pathway was compiled in collaboration with the Ag Advisory Committee, industry partners, post-secondary training institutions, and District staff. The list of equipment totaled approximately $163,004 and correlates with the CTE coursework as well as the agriculture industry. Approximately 50% of the equipment cost may be funded from a CTEFP grant application which the District has elected to pursue. The equipment includes such items as a ultraviolet sterilization cabinets, cordless microscopes, emergency showers, electronic balance, microcharger, glassware washer, benchtop sterilizer, a flammable and corrosives cabinet; augmented reality sandbox; hot plate/stirrers; sportsman incubator; food dehydration kit; plant growth chamber; glassware washer; and benchtop sterilizer.

CFW worked with the District and industry partners to review and recommend equipment requirements. Meetings were held to identify necessary equipment and a list of equipment was compiled.The final selection of equipment was based upon safety first, next warranty, then maintenance and upkeep of the equipment. CFW and District staff has been involved with the design and construction team to optimize use of space and in the development of estimates to establish the cost of improvements. The estimated total cost of construction and associated site development is approximately $1.5 million, of which 50% may be funded from a CTEFP grant. CFW and District staff selected the site as a viable application for CTEFP funding and developed programming ideas to support the application. And schematic lay-out. CFW and the District team will continue to work with vendors, industry resource personnel and public agency partners to develop adequate specifications, designs, further lay-outs and costs estimates to finalize conceptual drawings. The conceptual drawings will be reviewed with the Ag Advisory Committee as CFW works with the District to finalize the pending CTEFP application to CDE due by mid-October 2018. Proposed enhancements are subject to CTEFP funding.

3.2.2 FURNITURE, FIXTURES & EQUIPMENT

The ability to actualize a 21st Century classroom learning environment is heavily dependent to the furniture, fixtures and equipment (FF&E) that is brought to bear for the use by teachers and students to use in a built environment that has been constructed for that purpose. The District team and CFW established a demonstration room and a District Furniture Selection Committee early on to provide vendors, teachers and students opportunities to experience and evaluate FF&E options and feedback. A survey of current users was also utilized to establish standards for monitor displays and use. Based on this approach, FF&E standards were subsequently adopted by the Board for use in the District's 21st Century facilities.

Based on the adopted FF&E standards for designated use of classrooms at Righetti High, CFW compiled a preliminary list of furniture for the new 38 classroom building. The list of furniture was reviewed with District and Righetti High School administration and English and Math Department Chairs. The group

toured the demonstration room to review FF&E options and preferences were compiled. CFW also met with the District to determine the educational use of the large pathway classrooms in the new building. Furniture options were discussed that would provide for the education program as well as provide the most flexibility as well as functionality to the classroom spaces. CFW researched additional options for these special classrooms and worked with the furniture vendor and distributor to accommodate space planning requirements of the District. A final list of furniture for each classroom was compiled and sent to the furniture distributor to determine if there was adequate space within each room for the listed furniture. Once it was determined that there was adequate space, the final list of furniture was compiled and sent to the District for review. Thereafter, a final quote was negotiated and submitted to the District for Board approval in August. The purchase order was sent to the vendor following Board approval and is scheduled for delivery mid-January 2019 for installation into the new classrooms.

A similar process was utilized for the selection of monitors at the site. The group unanimously decided to keep the three monitors as originally specified for the 38 classroom building. The District, at District expense, will also provide for up to 15 interactive monitors on mobile carts that can be placed into select teacher's classrooms in the new building, based on established need and rubric for use. The Tech TOSA and other District staff will provide training on the use of the 3 monitors in the classroom beginning in the fall 2018 and continue into the spring 2019. The District will order the new equipment to be placed in the new 38 classroom building and in the Demonstration Room 104 which will be used for training purposes beginning fall 2018. The Tech TOSA will also provide ongoing training on effective use of interactive monitors once they are made available.

3.2.3 DESIGN OF PHASE 2 MODERNIZATION PROJECT

Over the last six months, work has been conducted to prepare for the upcoming design efforts for Phase 2. In March, CFW prepared the RFQ-P package for architectural services for Phase 2 work that was reviewed and refined with District staff for release in April. The RFP-Q released to the seven architectural services firms prequalified with the District and five firms expressed interest in applying. CFW led a voluntary informational meeting and tour in early May at the high school with prospective architectural services firms to discuss levels of modernization needed by room type. The responses to the RFP-Q package were due in mid-May, and responses were received from four different firms. Interviews of these firms took place in the second half of May, with CFW providing the District scoring results and recommendations at the end of May. The selection of the architect took place at the June Board meeting. Since then, efforts have been focused on the establishment of a transition planning for the opening of the new 38 classroom wing and in the immediate response to the design requirements for the CTEFP grant applications due in October.

During the architectural selection process, the existence of an ADA accessibility issue at the entrance to every classroom to be modernized was identified and subsequently reviewed. The issue arose during the pre-proposal walk that the classroom interior slabs were more than ½" higher in elevation than the exterior walkway slabs. Currently the District has resolved this issue by placing 12" wide aluminum thresholds at each exterior classroom door. Although this resolves the problem in a practical sense, this method is no longer acceptable to DSA and will be subject to remedy in any new plan submittal.

For DSA purposes, this accessibility issue will need to be resolved by bringing the interior and exterior slabs into compliance, or within ½" of each other. Since the walkway is the lower of the two slabs it will have to be raised approximately 1" thru out the campus. Setting aside removal and replacement of this walkway concrete, which is costly and structurally risky, it is recommended that a topping slab be considered to be installed over the current walkway slabs. This method will bead blast and clean off the current slab, and then apply a high density (4000+ psi) machine applied topping slab. This is a long term permanent fix for this condition and is estimated at approximately $600,000. This increase in cost may be offset by value engineering or other cost considerations during the development of construction documents; however, it is recommended that the District plan for this anticipated cost increase when considering the project's budget in the future.

3.2.4 CONSTRUCTION PROJECT STATUS

Over the last six months, construction activities have focused on the continued construction of Phase 1. Construction and project team meetings occurred on a nearly weekly basis to review proof of construction, and to walk the site to verify construction progress and to resolve any contemporary issues. Construction activities for the new 38 classroom building during this period included site grading, foundations, site and underground utilities, steel structure, concrete floors, exterior and interior walls and finishes, fireproofing, drywall, painting, mechanical-electric-plumbing systems, and required testing and inspection.

In March, CFW worked with District and site staff to specify added technology needs in the two pathways and six English classrooms in the new 38-classroom building. CFW also prepared a transition plan that provides details to ensure a successful move into both the new 38-classroom building and interim facilities during modernization. Roofing installation began in March. In April, drywall was installed, and fireproofing took place throughout the building. Off-site storm draining system work was completed and the contractor tied in the sewer and fire water lines at the points of connection. CFW coordinated a meeting with school staff in mid-April to discuss classroom furniture, technology requirements, and training for classroom instructors. The standard classroom furniture was reviewed, and it was concluded that all classrooms will receive the standard specifications for furniture, although a few specialized spaces require additional FF&E which includes two pathway programs for digital/arts, one room for sports medicine, and six classrooms will require additional ten computer stations around the perimeter of the room.

In May, the contractor started the exterior waterproofing and waterproofing wrap work for the main building. The exterior lath was completed in May, and the covering plasterwork completed in June. Rough mechanical, electrical, and plumbing work also finished in early June. Carpet and color selections were completed in June, and the architect provided the specifications to the contractor for further material procurement. Exterior site work around the building began in late June.

CFW worked with the architect in late June to review the modernization design requirements for the CTEFP grant applications to be submitted in October. The schematic designs for the program and facilities design are to be ready in mid-September and are to be attached to the grant request as needed.

In July, the contractor worked on painting and plastering on the exterior of the building. The new power transformer was also installed, and permanent power put in place. CFW conducted a walkthrough of the site to see the effect of the HVAC piping deviation on classroom closets and site resolution took place. The interior painting of classrooms started in July, while the exterior painting of the building commenced thru September. The main building was completely insulated by late July.

During the month of August, the majority of fieldwork consisted of plastering, painting, and related exterior and interior tasks. CFW Education Services staff and the architect also discussed furniture options and issues. The District coordinated with the project team on the final carpet layout and procurement, as well as the procurement and installation of technology equipment. The elevator cab arrived at the end of August and was fully installed by the end of September. CFW coordinated with the District and architect on the development of the transition plan for move in purposes. In September, the architect reviewed adjoining parking lot configuration and ramp connections from existing structures to the new building to resolve ADA parking issues. The contractor began removing scaffolding after exterior finishes were installed on the building. Interior glass installation began in mid-September. As of mid-September, the Inspector's estimated percentage of construction completion was 85 percent.

Righetti High School New 38 Classroom Building Construction Progress (September 2018)

Over the last six months of construction activity, change orders have been incurred of approximately $928,000. This increase was made to accommodate additional scope including approximately $105,000 for carpeting materials, approximately $200,000 for construction testing, and approximately $63,000 in estimated remaining soft costs and fees associated with increases to construction. Therefore, a budget adjustment to the new 38-classroom building under Phase 1 of approximately $1.3 million is recommended, which will be addressed in the Master Budget section of this report.

In the next six months, Phase 1 will reach completion and be ready for occupancy. All exterior and interior work is expected to be finished by the end of November, with project substantial completion forecasted for mid-December. CFW has developed and will release an RFQ package for the preconstruction and construction services needed for Phase 2 improvements. These procurement efforts are planned to add professional services firms and thru renewal of the District's current approved list. This selection process will take place this fall so that firms can be put in place for the upcoming project activities.

3.3 SANTA MARIA HIGH SCHOOL

In early 2017, the Board adopted a 3-component program for the reconstruction and modernization of Santa Maria High School. The facilities components consist of 1) the construction of a new 50-classroom building, 2) 21st Century modernization and repurposing of existing classrooms and support spaces, and 3) the modernization of the Ethel Pope Auditorium. These improvements will be designed to integrate the history of the site with modern 21st Century learning environments that will continue to serve the community well into the future while maximizing the use of available funds to improve the facility.

A three-component design process for the site has been undertaken beginning with the design of a new 50-classroom facility that is well underway and will replace the relocatable classrooms on campus and serve as the new entrance to campus on Morrison Avenue. This has been followed with the recent selection of design services to move forth with the 21st Century modernization of existing permanent classrooms, the repurposing or replacement of existing permanent facilities and the design of career technical education facilities to support the District's pathway programs. The third component involves the restoration of the Ethel Pope Auditorium and its integration into the overall design and construction program for the site. Nonetheless, the design of the overall improvements to the campus is occurring in parallel and in coordination with each component in order to maintain a functioning campus during construction and an integrated overall project design, budget and schedule.

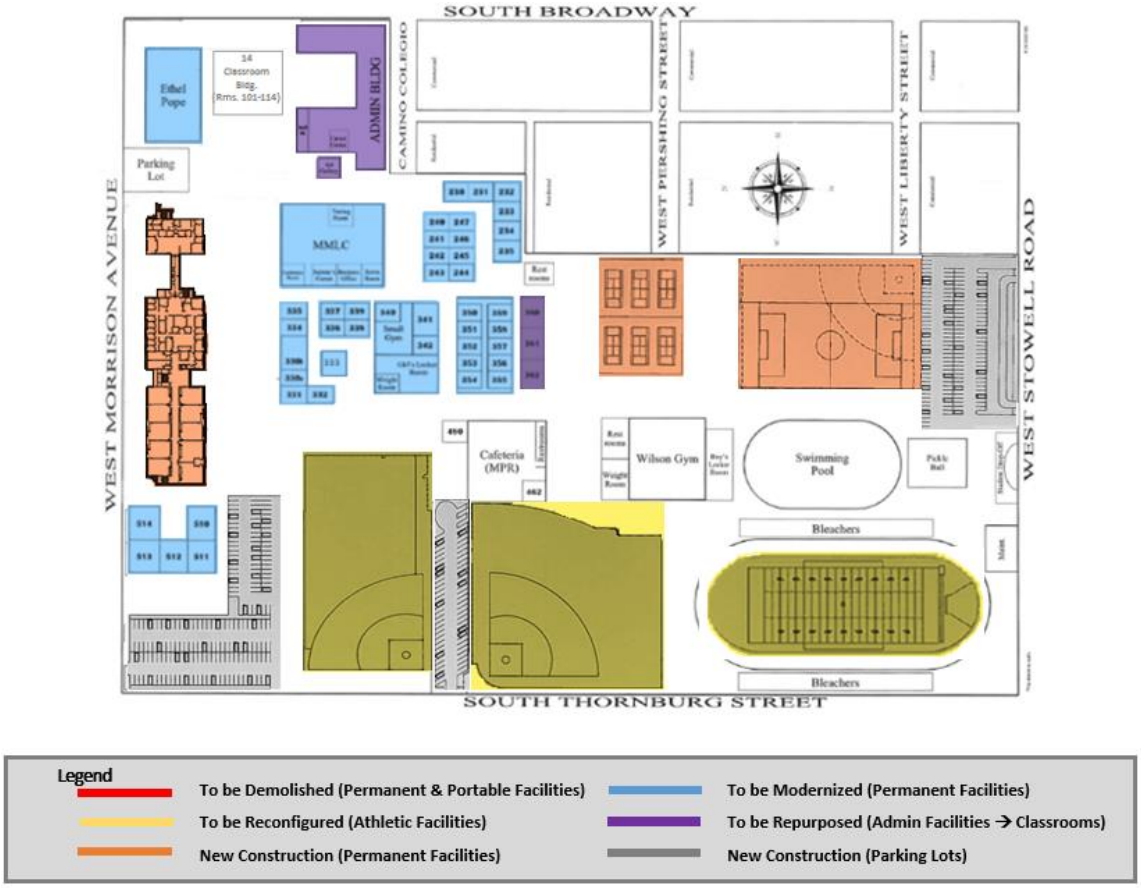
3.3.1 SANTA MARIA HIGH PATHWAY FACILITIES

The shop building at Santa Maria High School is a part of the overall modernization of the permanent facilities at the school. This building has five shops one of which has been upgraded to house the newly formed Engineering Pathway. Two of the shops house the Ag Mechanics program, one of which is the Ag Welding Shop and the other is the Ag Construction Shop. The other two shops house the Systems Diagnostics and Service Auto Shop program. The latter four shops are in need of modernization with upgrades to electrical and ventilation systems to meet the needs of the equipment now used within the agriculture industry and are scheduled for 21st Century classroom improvements. Subject to additional

funding, additional enhancements are proposed. To enhance these programs, CFW suggested that the District seek additional CTEFP funding to enhance both of these program by not only upgrading the facility but also purchasing additional equipment currently being used in the industry.

Once completed, the shop facility at Santa Maria High School could have all newly upgraded shops with electrical and ventilation systems that meet the demands of the equipment used to train students with job skills in the ag welding and construction, fabrication, and automotive mechanics sectors.

Figure 7: Final Proposed Layout of Santa Maria High School at the end of all construction



Once the determination was made to add these projects for CTEFP funding consideration, the equipment needed for each of the pathways was selected. A number of meetings were held over four months to finalize the selected equipment. The list of equipment was then reviewed and modified with industry partners and approved by the Agriculture and Natural Resources Industry Sector Advisory Committee as well as the Transportation Industry Sector Advisory Committee. Equipment cut sheets were obtained and lay-outs reviewed to design the location of equipment within each of the shops. Schematic designs were developed for the Ag Welding and Ag Construction shops as well as the Automotive Shops.

3.3.1.A AG MECHANICS

As part of the modernization components of the Santa Maria High School Reconstruction project, the District plans to modernize shop facilities at Santa Maria High School to bring existing facilities up to the standard needed to train students for today's agricultural workforce. The District needs modernized shops with industry standard equipment that prepares students to compete successfully in the agriculture industry and offer students the learning experiences they need in the Agriculture Mechanics Pathway.

Santa Maria High School has well-developed pathways in the Agricultural and Natural Resources Industry Sector. However, the shops are 44 years old and lack the necessary equipment needed to train students adequately for the Ag Mechanics Pathway, thereby limiting the learning opportunities for their students. The updated facilities will enable students to learn the newest techniques and use equipment found within the industry today and better prepare them for post-secondary technical training or a career. Using current enrollment numbers, student surveys, counselor interviews, and data trends, it is estimated that 175 students will utilize the Ag Mechanics shop in the first year, increasing to 200 students the second year, and 225 the third year, 250 the fourth year and 300 the fifth year. Currently, 150 students are enrolled in the Ag Mechanics Pathway. This pathway is expected to grow to 300 students within five years.

In Ag Mechanics, students learn different kinds of welding skills, designing, cutting and shaping metal materials through plasma cutters, and cutting/carving/machining/milling of wood, MDF, plastics, foams, and aluminums through a computer numeric control (CNC) machine as well as basic construction skills in electrical, wiring, plumbing, concrete construction, surveying, wood working and framing. Students will engage in Shielded Metal Art Welding (SMAW), Gas Metal Art Welding (GMAW), and Gas Tungsten Art Welding (GTAW).

The proposed project includes the modernization of two shops, Rooms 510 (Ag Welding) and 511 (Ag Construction) and the provision of updated equipment. Room 510 includes approximately 2,350 square feet would be designed for welding instruction and Room 511 includes approximately 3,500 square feet and would be designed for fabricating and building projects. Two instructional areas would be designed to be shared by instructors for the Ag Welding and Ag Mechanics courses and a large roll up door between the two areas would make them easily accessible to students and instructors. In Room 510, a small instructional area with tables would be provided that can be stacked and moved out of the way during the actual welding of projects. In Room 511, would be designed as an instructional area as well with student tables that are easily stacked to make room for the larger student projects that may be created.

Based on a review of latest trends and consultation with industry partners, a list of equipment totaling approximately $366,000 was reviewed and approved by the Ag Advisory Committee. Approximately 50% of the equipment cost may be funded from a CTEFP grant application. The equipment includes multiprocess welders, mig gun, tig welders, welding booths, CNC plasma tables, hypertherm plasma torch, hydraulic break, powder coat oven, survey station, sheet plate dolly, tormach metal lathe and mill, fork lift, tractor with backhoe, lifting magnet, robotic ed welding cell, virtual welder band saw, belt sander, and drill press. CFW worked with the District and industry partners to review and recommend equipment requirements. Meetings were held to identify necessary equipment and a list of equipment was compiled.

Like other equipment reviews, the final selection of equipment was based upon first safety, then warranty, then maintenance and upkeep of the equipment. CFW has been involved with the design and construction team to optimize use of space and in the development of estimates to establish the cost of improvements. The estimated total cost of construction and associated site development is approximately $2.6 million, of which 50% may be funded from a CTEFP grant. CFW and the District selected the site as a viable application for CTEFP funding and developed programming ideas to support the application. CFW assisted the District in evaluating the most appropriate location and in developing schematic layouts. CFW and the District team will continue to work with vendors, industry resource personnel and public agency partners to develop adequate specifications, designs, lay-outs and costs estimates to finalize conceptual drawings. Design efforts are underway and final conceptual drawings will be reviewed with the Agriculture and Natural Resources Industry Sector Advisory Committee as CFW works with the District to finalize the pending CTEFP application to CDE due by mid-October 2018. Proposed enhancements are subject to CTEFP funding.

3.3.1.B TRANSPORTATION

Santa Maria High School also has a well-developed pathway in the Transportation Industry Sector and an existing need to upgrade the necessary infrastructure and equipment needed to train student adequately for the Systems Diagnostic and Service Pathway (Transportation). It too shares facilities that are 44 years old and lacks the necessary infrastructure and equipment needed to train student adequately for the Systems Diagnostic and Service Pathway thereby limiting the learning opportunities for their students. The proposed project includes modernizing shop facilities and upgrading equipment so that students can obtain additional industry certifications and technical skills necessary to obtain employment as a Service Technician, Maintenance Worker, and Shop Foreman, or to attend post-secondary technical training or an institute of higher education to become a Technical Writer, Dispatcher, Engineer or Investigator/Inspectors. In this pathway, students take the following sequence of courses: (concentrator) Auto Fundamentals and (capstone) Advanced Auto Mechanics.

Using current enrollment numbers, student surveys, counselor interviews, and data trends, it is estimated that 100 students will utilize the System Diagnostics and Service (Transportation) shop in the first year, increasing to 105 students the second year, and 135 the third year, 150 in the fourth and fifth year. Currently, 80 students are enrolled in the System Diagnostics and Service Pathway. This pathway is expected to grow to 150 students within five years.

The proposed project includes the modernization of two shops, Rooms 512 (Beginning Course) and 513 (Advanced Course) and the provision of updated equipment. Shop 512 is approximately 3,850 square feet and is to be designed for instruction in the fundamentals of auto shop with a large open area for classroom instruction with moveable work tables to allow students increased working area on projects or vehicles. Students in either Auto Fundamentals or Advanced Auto will use this instructional area when needed. Shop 513 includes approximately 3,850 square feet and is to be designed for advance auto shop with all of the advanced equipment located in this area which includes alignment, brake inspection and replacement, tire replacement and balancing, basic vehicle service, and vehicle diagnostics and repair.

The workbenches are located in this area for Auto Fundamental students to utilize for small gas engine teardown and reassembly.

A list of equipment totaling approximately $218,000 was prepared and approved by the Transportation Advisory Committee. Approximately 50% of the equipment cost may be funded from a CTEFP grant application to be submitted in mid-October. The equipment includes hand tools, work benches, the 2-post lifts, pressure washer, tire balancer and changer, floor jacks' and stands, brake lathe, AC recovery unit, thermal imager, and 5 gas analyzer, and a smoke detector for emissions inspection. CFW worked with the District and industry partners to review and recommend equipment requirements. Meetings were held to identify necessary equipment and a list of equipment was compiled. The equipment list was based on a review of latest trends and consultation with industry partners.

CFW and District staff have been involved with the design and construction team to optimize use of space and in the development of estimates to establish the cost of improvements. The estimated total cost of construction and associated site development is approximately $2.8 million, of which 50% may be funded from a CTEFP grant, if available. CFW and the District staff selected the site as a viable application for CTEFP funding and developed programming ideas to support the application. CFW assisted the District in evaluating the most appropriate location and in developing schematic layouts. The Transportation Advisory Committee also reviewed schematic design plans and found that the plans aligned with the industry standards and meet the educational needs of the Vocational and CTE Systems Diagnostics and Service Program. The list of equipment and the advisory committee's recommendation was provided to the architects to be used in the final schematics. CFW and the District team will continue to work with vendors, industry resource personnel and public agency partners to develop adequate specifications, designs, lay-outs and costs estimates to finalize conceptual drawings. The Transportation Advisory Committee will also review final design plans prior to submission to CDE. CFW will continue to work with the District to finalize the pending CTEFP application to CDE due by mid-October 2018. Proposed enhancements are subject to CTEFP funding.

3.3.2 DESIGN OF PHASE 2 PROJECTS

During the last six period, CFW undertook a review of proposed modernization improvements to remaining facilities and the prospects to participate in additional CTEFP grants to further enhance proposed improvements, project funding and CTE activities for existing or new specialty shop and classroom areas. Various site visits were undertaken to review previous analyses, identify opportunities for CTEFP funding, and to further evaluate requests to increase project scope for a fitness facility. In addition, a facility modernization review was requested of the architect of existing infrastructure, proposed existing facilities to remain, the feasibility of repurposing existing facilities and the review of proposed modifications to scope.

In March, the architect delivered a report of the proposed modernization components of the project. The report included mechanical and electrical subcontractor reviews and evaluation of proposed improvements and estimated costs, including anticipated improvements to the Ethel Pope Auditorium. Observations also include the result of site visits and documentation of existing building conditions. CFW

and the architect team examined alternate approaches to the school's Ag Sciences building, industrial arts facilities, and fitness center to meet District needs to maximize the utility of these classroom facilities. In addition, prior cost estimates were found to be viable and refinements to scope were discussed and recommendations further considered.

In April, CFW met with the District to review the architect's report on the feasibility of specific modernization efforts. These topics included the repurposing of Building 360 into a fitness center, as well as how modernization efforts can provide full functionality for the Industrial Arts and Ag Science buildings. CFW and the architect developed alternatives for each of these buildings and reviewed them with District staff, who agreed to pursue CTEFP funding for the shop building and consider a new facility for the Fitness Center while removing Building 360 and modernizing the Ag Science Building. Following an analysis conducted by project architect, the District determined that it would be more cost effective to construct a new Fitness Center instead of repurposing the existing Building 360. The new building is proposed to be a 5,000 square foot facility and will be placed on the current location of Building 360 following demolition. In addition to the new building, the bathrooms immediately east of the existing building are to be modernized and renovated to provide ADA access. This option maximized the functionality of a new Fitness Center. CFW led a coordination meeting with the District to review and discuss the anticipated location of classrooms during the various moves of the construction program. Alternative uses of classrooms were discussed as well as the 3-year plan for changing the way special education services are delivered on campus and locations that would work well for those services with the new campus design.

Outcomes were reviewed with District staff and direction provided to: 1) seek CTEFP funding to enhance modernization of existing auto mechanics shops into Ag Mechanics and the Transportation (Auto) shops, 2) modernize existing classrooms Ag Science labs pursuant to plan and 3) demolish Building 360 and reconstruct a new Fitness Center as a more cost effective approach. All other proposed modernization improvements were to remain in place and design activities were prioritized to meet CTEFP schematic plan, equipment and funding requirements. Since then efforts have moved forward according to timeline.

Over the last six months, CFW has been coordinating with the architect to remain on project schedule throughout the design process to have DSA submission occur on time. This coordination effort included ongoing design review meetings to discuss both the 50-classroom new construction and classroom modernization work. In March, CFW worked with the design team to revise the 50 classroom drawings showing alternate exterior treatments. CFW also coordinated contract negotiations with the District and the contractor for preconstruction and construction lease leaseback services for the reconstruction project. Efforts were also provided to assist the District and its CEQA consultant evaluate and resolve onsite issues related to parking, traffic, and historical significance. CFW met with staff from Santa Maria High to present and review the requirements for submitting and applying for additional CTE funding associated with equipment and facilities related to the shop building and Ag Science facilities and input received was include in CTEFP grant process.

In April, CFW held meetings with the District to discuss the design status of both increments, as well as to review cost. The new construction presentation focused on the layout and amenities of the 50-

classroom building, as well as the proposed exterior design concepts. The modernization increment consists of three levels of scope of work for the buildings to be upgraded and budgeted cost estimated for each level. This presentation also included a brief discussion on the progress of the Fitness Center design.

In May, the design team focused on the reconstruction and repurposing of the current administration building into a classroom facility. The plans for this repurposed building include 9 classrooms, plus various office and support spaces to meet the planned educational activities. Further efforts in May and June occurred to conduct City and CEQA examination activities. CFW received recommendation from the CEQA consultant to proceed with the project under Class 2 and Class 14 exemptions, which the Board approved in August.

Throughout the summer, CFW continued to meet with the architect to discuss the 21st Century learning environments, including furniture and classroom design proposed for both components. Design efforts focused on preparation of construction drawings with completion of the framing and structural plans and start of mechanical, electrical, and plumbing drawings. Reviews of the architect's proposed interior classroom 21st century design concepts were discussed needed modifications made. The geotechnical report was also completed and forwarded to the structural and civil engineers for consideration and the architect was authorized to undertake an underground utilities survey.

In July, design efforts focused on the new bus loading zone and the necessary survey work for the new construction portion of the project. CFW and the District met with the City of Santa Maria Community Development Department regarding the construction and modernization work on campus. Of concern by the city were offsite parking, the look and elevations of the new building, and traffic activity. In mediation of the offsite parking concerns, the project team informed the City Staff that 30 percent additional parking was in the new design. Along with moving the front of the school to Morrison Avenue, a new student drop off zone and visitor parking lot was being provided that formerly did not exist. As to the new building, the architect explained to the city staff that the look and exterior design of this building was in keeping with the local architectural and structural scheme. Renderings were provided at this meeting which confirmed the architectural theme. This meeting also limited the traffic planning to an encroachment permit coordination only, so major traffic planning is not required. The new design alleviated the City's worries regarding increased and congested traffic conditions. It was decided that a new traffic plan was not necessary and issues of congestion, would be left for the City's Engineering Department to handle on an encroachment permit basis only. This results in future discussion as to local construction traffic plans and offsite permitting of parking only as the resulting issues to be handled at time of construction. A request for proposals to provide engineering services for an underground utilities survey and documents required to comply with city requirements was prepared and released with necessary services procured by the District in August.

Over the next six months, all outstanding work needed for DSA submission will be completed. Both the new construction and modernization Increments of this project will be submitted to DSA for review; these submissions are expected for November 2018. Anticipated DSA approval is anticipated by mid-year 2019.

SECTION 4

PROJECT FUNDING

The District's Reconfiguration and Facilities Program and the Master Schools Improvement Program rely on various sources of funding for implementing the program. The program has been designed to be implemented over two phases. Phase 1 projects are substantially funded from Measure "C", 2004 general obligation (G.O.) bond proceeds, prior State Aid grant receipts, and developer fees. Phase 2 projects are substantially funded from Measure "H", 2016 G.O. bond proceeds, future developer fees, and eligible State Aid grants.

The following updates the prior March 2018 project funding report to the Board. The report includes a review of State School Facilities Program grants, available local G.O. bond proceeds and projected local developer fees, all which may assist in the implementation of the proposed program. The project funding report supports the Master Budget and Master Schedule to be adopted by the Board and adjusted in accordance with financial or policy decisions undertaken by the District from the prior period and proposed activities over the next six months.

4.1 STATE AID OVERVIEW

Through the 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 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. Pupil grant amounts are periodically reviewed for increase by the SAB.

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

Historically, project funding by the State has been supported through the periodic approval of State bonds for school improvements by California voters. In November 2016, California voters approved Proposition 51 authorizing $6 billion for new construction and modernization of K-12 facilities. As reported by the OPSC to the State Allocation Board, as of May 2018, approximately $730 million of applications have been apportioned utilizing Proposition 51 bonds. In addition, as of July 2018, the list of OPSC grant applications requests ("Workload List") totaled approximately $4.2 billion. To date, the District has submitted approximately $38 million in new construction applications that are either on the July 2018 workload list or have been processed under the State's priority funding round. Of the $38 million in applications, approximately $10.3 million in project applications have participated in the State's priority funding round

and are anticipated to be funded this fiscal year. The balance of the District's submitted applications are awaiting review and similar approval for funding consideration by the SAB. As of this time, there is sufficient bonding authority pursuant to Proposition 51 to fund these applications.

The OPSC has reportedly received project funding applications which are requesting SFP grant amounts in excess of the State's current Bond authority to fund new construction projects under Proposition 51. Approved new construction applications received on or after September 12, 2018 will henceforth be placed on an "Applications Received Beyond Bond Authority 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 applications inclusion under the "Applications Received Beyond Bond Authority List".

At this time, this process is only reserved for State aid applications for new construction projects. As of July 31, 2018, there is approximately $1.0 billion in remaining authorization for school modernization projects which will continue to be processed on a first come first served basis until that authorization is exhausted. Therefore, all remaining District modernization projects that can be designed and DSA approved prior to exhausting remaining Proposition 51 modernization authorization will be processed. However, remaining Phase 2 new construction applications that have not received DSA approval as of that date will be subject to the new requirements.

CFW continues to attend and monitor activities of the SAB for the allocation of eligible State funding. For purposes of projecting available funding within the Master Budget, the projected timing of receipt of State aid reimbursements is based on the latest bond sale assumption and where the District's submitted and future applications stand in line (e.g., application requests ahead of submitted applications and future applications). The following sections reviews any updates to the District's eligibility and the proposed strategic allocation of available state funding eligibility for proposed projects, and reports on progress made towards filing such applications.

4.2 MODERNIZATION ELIGIBILITY

The SFP modernization program provides funds on a 60/40 State and local sharing basis for improvements that modernize or upgrade existing permanent school facilities that are 25 years or older or portable classrooms that are 20 years or older since original construction or last modernization. Tables 1 and 2 provide a summary of estimated modernization eligibility over time from the District's existing permanent and portable classrooms. No changes are reported since the March 2018 report.

As reported in March 2018, Table 1 illustrates estimated permanent classroom modernization eligibility at approximately $20.6 million beginning in 2025, cumulatively increasing to approximately $37.5 million by 2035. Table 2 provides a summary of estimated modernization eligibility from portable classrooms. The District has 29 portable classrooms collectively at Righetti and Santa Maria High as of fiscal year 2016-17 that are eligible for modernization grant funding of approximately $4.8 million, cumulatively increasing annually thereafter to $6.2 million in 2019 and to $8.2 million in 2020 and annually thereafter. All modernization projects require a local match to be provided by the District.

Table 1: Districtwide Permanent Classroom Modernization Eligibility*

Site	Total CRs	CRs	FY 2014-24	CRs	FY 2025	CRs	FY 2029	CRs	FY 2035	Total
Delta HS	11	0	$0	0	$0	0	$0	11	$1,811,403	$1,811,403
Righetti HS	59	0	$0	59	$9,715,707	0	$0	0	$0	$9,715,707
Pioneer Valley HS	84	0	$0	0	$0	84	$13,832,532	0	$0	$13,832,532
Santa Maria HS	74	0	$0	66	$10,868,418	8	$1,317,384	0	$0	$12,185,802
Total	**228**	**0**	**$0**	**125**	**$20,584,125**	**92**	**$15,149,916**	**11**	**$1,811,403**	**$37,545,444**
Cumulative CRs				*125*		*217*		*228*		
Cumulative Total					*$20,584,125*		*$35,734,041*		*$37,545,444*	

**In current dollars*. Sources: Santa Maria Joint Union High School District, OPSC

Table 2: Districtwide Portable Classroom Modernization Eligibility*

Site	CRs	FY 2010-17	CRs	FY 2019	CRs	FY 2020	CRs	FY 2021	CRs	FY 2022
Delta HS	0	$0	0	$0	0	$0	0	$0	0	$0
Righetti HS	20	$3,293,460	1	$164,673	6	$988,038	2	$329,346	7	$1,152,711
Pioneer Valley HS	0	$0	0	$0	0	$0	0	$0	0	$0
Santa Maria HS	9	$1,482,057	8	$1,317,384	6	$988,038	11	$1,811,403	0	$0
Total	**29**	**$4,775,517**	**9**	**$1,482,057**	**12**	**$1,976,076**	**13**	**$2,140,749**	**7**	**$1,152,711**
Cumulative CRs			*38*		*50*		*63*		*70*	
Cumulative Total				*$6,257,574*		*$8,233,650*		*$10,374,399*		*$11,527,110*

Site	CRs	FY 2023	CRs	FY 2024	CRs	FY 2025	CRs	FY 2028	CRs	FY 2033
Delta HS	0	$0	0	$0	0	$0	0	$0	0	$0
Righetti HS	0	$0		$0	0	$0	1	$164,673	0	$0
Pioneer Valley HS	0	$0	17	$2,799,441	12	$1,976,076	0	$0	0	$0
Santa Maria HS	0	$0	0	$0	0	$0	0	$0	12	$1,976,076
Total	**0**	**$0**	**17**	**$2,799,441**	**12**	**$1,976,076**	**1**	**$164,673**	**12**	**$1,976,076**
Cumulative CRs	*70*		*87*		*99*		*100*		*112*	
Cumulative Total		*$11,527,110*		*$14,326,551*		*$16,302,627*		*$16,467,300*		*$18,443,376*

**In current dollars*. Sources: Santa Maria Joint Union High School District, OPSC

4.3 NEW CONSTRUCTION ELIGIBILITY

The SFP new construction program provides State grants on a 50/50 State and local sharing basis for eligible projects that add permanent student housing capacity to a district. New construction grants may be used by the District at any existing or new school site. As required by the State, at time of a funding application review, a District is required to update its baseline eligibility.

Table 3 provides a summary of the District's adjusted baseline new construction grant eligibility as approved by the SAB in March 2018 totaling 3,625 pupils. When compared to the estimated eligibility provided in the March 2018 update, this amount represents an increase in pupil eligibility of 977 or approximately $15.8 million, primarily due to the provision of feeder school information within the established eligibility provided to the SAB.

As such, the District currently qualifies for approximately $59.6 million in State new construction funding of which approximately $6.7 million is available for Severe and Non-severe special education facilities. This amount does not include an available allowance, to be established by the State, for site development expenditures to accommodate required classroom improvements; an amount generally assumed to equal approximately 15% of the State grant amount. If applied to all grants, this amount would yield an additional allocation of approximately $8.9 million, increasing the projected total to approximately $68.5 million. These amounts would be subject to a local dollar-for-dollar match from the District as well.

Table 3: District's Estimated New Construction Eligibility*

Grade Level	SFP Per-Pupil Grant	Est. Eligible Pupils	Est. State Grant (50%)	Est. Local Match (50%)	Project Total (100%)
9-12	$15,567	3,397	$52,881,099	$52,881,099	$105,762,198
Non-severe	$21,737	67	$1,456,379	$1,456,379	$2,912,758
Severe	$32,503	161	$5,232,983	$5,232,983	$10,465,966
Subtotal		**3,625**	**$59,570,461**	**$59,570,461**	**$119,140,922**
Est. Site Service (15%)			$8,935,569	$8,935,569	$17,871,138
Grand Total		**3,625**	**$68,506,030**	**$68,506,030**	**$137,012,060**

* *In current dollars*. Sources: Santa Maria Joint Union High School District, OPSC

Table 4 provides a summary of submitted State aid applications totaling approximately $38 million in new construction applications associated with the newly constructed 14-classroom building at Santa Maria High, the Pioneer Valley Performing Arts Center, the Righetti 38-classroom building, and the CTE Center/Ag Farm project. Approximately $10.3 million of these submitted applications, including $7.9 million associated with the Santa Maria High 14 classroom building project and approximately $2.4 million associated with CTEFP grants for the CTE Center/Ag Farm project, participated in the State's most recent priority funding round and are anticipated to be funded during the current fiscal year.

The state maintains a workload list of all applications submitted for review and demarcates their place in line based on the date of submission and the number of dollars required to be funded ahead of the District's application. Currently, the State is processing applications at a rate of approximately $400-$500 million for every six-month period. The District currently has four additional submitted applications that are on the OPSC's workload list for review. One of these applications includes Santa Maria High School totaling approximately $871,000, with an estimated $753 million of submitted grants ahead of this application. An application for the Pioneer Valley High School Performing Arts Center of approximately $3.3 million has approximately $778 million in grant requests ahead of it in line. The application for the Righetti High School 38 Classroom Building is for approximately $16.8 million and has approximately $2.9 billion ahead of it to be reviewed, and the CTE Center/Ag Farm application for approximately $6.6 million has approximately $3.5 billion ahead of it in line. All of these applications are within the remaining Proposition 51 bonded authorization amount. For those applications currently on the workload list for

review, the estimated grant amounts presented in Table 4 represent amounts submitted to the State and may vary from the State's calculations upon the State's review of the application.

Table 4: Submitted New Construction Applications

	Total Grants	Per-Pupil Grant Effective 01-18	Est. Total State Grant (50%)	Est. Local Match (50%)	Project Total (100%)	Applications Ahead
Total Pupil Eligibility	**3625**	**$ 15,567**	**$ 59,570,461**	**$ 59,570,461**	**$ 119,140,922**	
Project						
14-Classroom Building, Santa Maria High	378	$ 15,567	$ 5,884,326	$ 5,884,326	$ 11,768,652	N/A
Site Development	N/A	N/A	$ 2,058,579	$ 2,058,579	$ 4,117,158	N/A
14-Classroom Building, Santa Maria High Use of Grants*	56	$ 15,567	$ 871,752	$ 871,752	$ 1,743,504	$ 753,419,426
Performing Arts Center, Pioneer Valley High **	199	$ 15,567	$ 3,097,833	$ 3,097,833	$ 6,195,666	$ 777,698,776
Site Development	N/A	N/A	$ 320,542	$ 320,542	$ 641,084	
38 Classroom Building, Righetti High	1026	$ 15,567	$ 15,971,742	$ 15,971,742	$ 31,943,484	$ 2,877,172,774
Site Development	N/A	N/A	$ 826,513	$ 826,513	$ 1,653,026	
CTE Center/ Ag Farm Construction	191	$ 15,567	$ 2,973,297	$ 2,973,297	$ 5,946,594	$ 3,476,348,582
Site Development	N/A	N/A	$ 1,521,966	$ 1,521,966	$ 3,043,932	
Land Acquisition		N/A	$ 2,081,805	$ 2,081,805	$ 4,163,611	
CTEFP - Ag & Nat Resources		N/A	$ 2,444,758	$ 2,444,758	$ 4,889,516	N/A
Total	**1850**	**$ 15,567**	**$ 38,053,113**	**$ 38,053,113**	**$ 76,106,227**	
Total Grants Remaining* **	**1775**		**$ 30,771,511**	**$ 30,771,511**	**$ 61,543,022**	

** 56 additional grants are based on loading each of the 14 classrooms with four additional students (i.e., 31 per classroom instead of 27)*

*** Includes 91 additional grants based on a square footage calculation established by CDE and applied to the overall size of the project.*

***1,775 remaining pupils include 228 Special Day Class pupil grants if needed*

In current dollars. Sources: Santa Maria Joint Union High School District, OPSC

Beyond the applications identified above in Table 4, the District has a projected 1,775 in remaining new construction pupil grants which are estimated to garner approximately $30.8 million in today dollars. The 1,775 in remaining pupil grant eligibility includes the option to utilize up to 228 of these grants towards Special Day Classroom construction. Table 5 provides a summary of the anticipated use of 1350 of these pupil grants towards the reconstruction of Santa Maria High for an approximate $21 million in grant funding for general purpose classrooms. This leaves a balance of 425 pupil as a contingency or to be applied elsewhere in the District for construction of new classrooms or support facilities. Nonetheless, all new construction grants require an equal local match.

Table 5: Remaining State New Construction Eligibility

Project	Total Grants	Per-Pupil Grant Effective 01-18	Est. Total State Grant (50%)	Est. Local Match (50%)	Project Total (100%)
Santa Maria High	1350	$ 15,567	$ 21,015,450	$ 21,015,450	$ 42,030,900
Total	**1350**	**$ 15,567**	**$ 21,015,450**	**$ 21,015,450**	**$ 42,030,900**
Total Grants Remaining	**425**	$ 15,567	**$ 9,756,061**	**$ 9,756,061**	**$ 19,512,122**

In current dollars. Sources: Santa Maria Joint Union High School District, OPSC

4.4 CAREER TECHNICAL EDUCATION FACILITIES PROGRAM (CTEFP)

An additional program offered by the State includes the CTEFP. The program provides grant funds to aid districts to reconfigure, construct, or modernize career technical education facilities, and/or purchase equipment for CTE programs. An additional $500 million has been made available for the CTEFP through the passage of Proposition 51. The application process includes a two-stage process, with applicants first submitting a grant application to the CDE for a passing score. Upon receipt of a passing score, the applicant may submit a funding application to the Office of Public School Construction. The CDE application process is highly competitive and applicants must demonstrate strong pupil outcome measures in cooperation with local business and industry groups along with an active CTE Advisory Committee. The maximum grant for a new construction project is $3 million per project, per school site, inclusive of equipment. The maximum grant for a modernization project is $1.5 million per project, per school site, inclusive of equipment. A 50% District match is required for both new construction and modernization applications. The program does not require the use of modernization or new construction pupil grants. However, any modernization or new construction grants previously utilized for a project would be deducted from the CTEFP grant, should a district wish to apply for CTEFP funds for the same facility.

Working with the District, CFW completed an extensive CDE application process for two CTE grant applications associated with the CTE Center/Ag Farm site. To be considered for funding, applications must receive a score of 105 or above. The first application was for the Ag and Natural Resources Industry Sector and received a near perfect score of 140 out of 141. The second application was for the Food Services within the Hospitality Tourism and Recreation Industry Sector and received a score of 112 out of 141. In the last funding round, the SAB approved a maximum of $125 million in applications at is May 2018 meeting. The Ag and Natural Resources Industry application for approximately $2.4 million was included on this list of approved applications and is expected to be funded in 2018.

The State received approximately $408 million in applications for the last cycle. The Hospitality Tourism and Recreation Industry Sector application was not funded at that time given its lower score. The District therefore has opted to reapply for this grant with the goal of achieving a higher score for the next funding round. The next funding cycle will also fund a maximum of $125 million in grant applications, with applications due to CDE for scoring by October 19, 2018. Applications to OPSC for funding are due by February 15, 2019. The remaining $250 million in CTE funds will be announced in future funding cycles.

Table 6: Summary of CTEFP Grants for CTE Center/Ag Farm Project

SUBMITTED APPLICATIONS		
Application Type (New Construction)	**Estimated Grant Amount**	
50-10 CTE - Ag and Natural Resources		
Construction of Facilities/Site Development	$ 2,180,982	
Furniture and Equipment	$ 263,776	
	Subtotal	**$ 2,444,758**
	TOTAL SUBMITTED APPLICATIONS	**$ 2,444,758**

PENDING APPLICATIONS		
CTE Center/Ag Farm Site		
Application Type (New Construction)		
50-10 CTE - Hospitality and Tourism		
Construction of Facilities/Site Development	$ 1,384,994	
Furniture and Equipment	$ 322,194	
	Subtotal	**$ 1,707,187**
50-10 CTE - Diesel Mechanics Shop		
Construction of Facilities/Site Development	$ 1,363,588	
Furniture and Equipment	$ 540,973	
	Subtotal	**$ 1,904,560**
50-10 CTE - Residential Construction Shop		
Construction of Facilities/Site Development	$ 1,204,891	
Furniture and Equipment	$ 387,017	
	Subtotal	**$ 1,591,908**
50-10 CTE - Machining & Forming Technologies Shop		
Construction of Facilities/Site Development	$ 1,205,306	
Furniture and Equipment	$ 661,763	
	Subtotal	**$ 1,867,069**
	Total Pending New Construction CTE Applications	**$ 7,070,723**
	Total CTE New Construction	**$ 9,515,481**
Righetti High School		
Application Type (Modernization)	**Estimated Grant Amount**	
50-10 - Ag Mechanics Shops: 401, 402, 406		
Construction of Facilities/Site Development	$ 1,302,925	
Furniture and Equipment	$ 197,075	
	Subtotal	**$ 1,500,000**
50-10 - Agriscience Rooms: 404, 405		
Construction of Facilities/Site Development	$ 745,841	
Furniture and Equipment	$ 81,502	
	Subtotal	**$ 827,343**
Santa Maria High School		
50-10 - Ag Mechanics Shops: 410, 411		
Construction of Facilities/Site Development	$ 1,316,817	
Furniture and Equipment	$ 183,183	
	Subtotal	**$ 1,500,000**
50-10 - Auto Shops: 512, 513		
Construction of Facilities/Site Development	$ 1,391,154	
Furniture and Equipment	$ 108,846	
	Subtotal	**$ 1,500,000**
	Total Pending Modernization CTE Applications	**$ 5,327,343**
	TOTAL PENDING CTE APPLICATIONS	**$ 12,398,066**
	GRAND TOTAL CTE APPLICATIONS	**$ 14,842,824**

As summarized in Table 6, CFW is currently preparing eight CTEFP funding applications for the October 2018 CDE scoring round. The application amounts provided in Table 6 are subject to change pending final submittal of the applications to the State and are pending review and approval by the State. A more detailed explanation of each application can be found in the Education Section of this report. In total, approximately $14.8 million in applications have been submitted or are pending submission. All funding applications would support facilities and equipment needs associated with industry sectors pathways at

the CTE Center/Ag Farm site and modernizations efforts of planned pathway improvements at Santa Maria High and Righetti High. Of the $12.4 million in pending applications, approximately $7.1 million are associated with new construction and approximately $5.3 million are associated with modernization. The likelihood of receipt of funds are pending the level of scoring for each application. The Board will continue to be kept abreast of any future developments associated with these applications.

4.5 COMBINED NEW CONSTRUCTION AND MODERNIZATION ELIGIBILITY FOR PHASE 2

In total, approximately $32.5 million in combined State eligibility for modernization and new construction has been identified in Table 7 that may be applied towards Phase 2 improvements based on the current schedule. As reported in March 2018, approximately $11.5 million of this amount is estimated from State modernization grants for portable facilities that will reach their 20-year eligibility during the term of the Phase 2 improvements; primarily from Righetti and Santa Maria High. From the $11.5 million, approximately $8.2 million is anticipated by 2020 and a balance of approximately $3.3 million is anticipated by 2023. These will require a local match of approximately $7.7 million. The balance of anticipated applications is from approximately $21 million in new construction eligibility anticipated for new classrooms associated with the Santa Maria High reconstruction project. These construction grants will require an equal local match amount from the District and when coupled with the local modernization grant match, a total of approximately $28.7 million in local match funds is anticipated to be required. The match may be provided from any legally available funds.

Table 7: Proposed New Construction & Modernization Applications

	New Construction					
Project	**Pupil Grants**	**Total Grants**	**Per-Pupil Grant Effective 01-18**	**Est. Total State Grant (50%)**	**Est. Local Match (50%)**	**Project Total (100%)**
Santa Maria High	1350	1350	$15,567	$ 21,015,450	$ 21,015,450	$ 42,030,900
Subtotal	**1350**	**1350**		**$ 21,015,450**	**$ 21,015,450**	**$ 42,030,900**
Total Estimated New Construction Grants				**$ 21,015,450**	**$ 21,015,450**	**$ 42,030,900**

	Portable Modernization (Through 2020)					
Project	**# of Portable Classrooms**	**Total Grants**	**Per-Pupil Grant Effective 01-18**	**Est. Total State Grant (60%)**	**Est. Local Match (40%)**	**Project Total (100%)**
Righetti High	27	729	$6,099	$4,446,171	$2,964,114	$7,410,285
Santa Maria High	23	621	$6,099	$3,787,479	$2,524,986	$6,312,465
Subtotal	**50**	**1350**		**$ 8,233,650**	**$ 5,489,100**	**$ 13,722,750**
Total				**$ 29,249,100**	**$ 26,504,550**	**$ 55,753,650**

	Portable Modernization (Balance 2021 to 2022)					
Project	**# of Portable Classrooms**	**Total Grants**	**Per-Pupil Grant Effective 01-18**	**Est. Total State Grant (60%)**	**Est. Local Match (40%)**	**Project Total (100%)**
Righetti High	9	243	$6,099	$1,482,057	$988,038	$2,470,095
Santa Maria High	11	297	$6,099	$1,811,403	$1,207,602	$3,019,005
Subtotal	**20**	**540**		**$ 3,293,460**	**$ 2,195,640**	**$ 5,489,100**
Total				**$ 32,542,560**	**$ 28,700,190**	**$ 61,242,750**

4.6 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 State Allocation Board and are currently (based on 2018 biannual adjustment) $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 SFP
- Level 3 fees are the same as Level 2, but include the State's 50% share as well, but only when the State declares it is out of funds for new construction

A 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 the District to levy Level 3 fees. In April 2018, the District adopted a Developer Fee Justification Study prepared by SchoolWorks, Inc. that established the justification for collecting Level 1 fees. As a high school district, Santa Maria JUHSD can claim 4/13ths of the total fees, with the remainder distributed to feeder elementary school districts. Hence, under Level 1, for each square foot of new residential construction, the District may currently claim $1.17.

In June 2018, the District adopted a School Facilities Needs Analysis, also prepared by SchoolWorks, Inc., which established the District's ability to levy Level 2 fees at a rate of $2.51 for its share of projected impact from new residential development. This may be applied by the District as an alternative to the Level 1 fee. The Study calculated the anticipated revenue from developer fees to be approximately $7.7 million over the next five years. The District is required to complete an annual update to the Level 2 Study to continue collecting Level 2 fees during this period. The current budget utilizes the figures adopted by the Board in April 2018 and June 2018 respectively.

At the beginning of Phase 1 of the Program (July 1, 2014), the District had a fund balance in its Developer account of $964,500. During the period of July 1, 2014 - June 30, 2018, the District received approximately $6.5 million in Developer Fee revenues, of which approximately $1.7 million were expended on other facility related expenditures outside of the Program, leaving approximately $4.8 million available to the Program. A grand total of approximately $4.3 million is estimated to be used in Phase 1. Assuming the projected $7.7 million in projected developer fee collections for use in Phase 2 plus approximately $1.5 million in available funding from 2017-18, a total of approximately $13.5 million is projected over the course of the Program. Future receipts are subject to adjustment upon the biannual review of Level 1 fees by the SAB and the District's annual School Facilities Needs Analysis for justifying Level 2 fees.

4.7 GENERAL OBLIGATION BOND PROGRAM

The District has historically issued G.O. bonds to fund major school facility improvements and has been successful in making use of public financing options and garnering community support to improve school facilities. In 2000 and again in 2004, the District received approval for G.O. bond programs by local voters. To date, the District has issued all of its previous authorized bonds and has no remaining bond authorization. In November 2016, voters in the District approved Measure "H", a $114 million G.O. bond authorization to provide the District with a secure local funding source to implement the next phase of facility improvements identified in the District's Master Schools Improvement Program (MSIP). Measure "H" also allows the District the opportunity to leverage matching State grants for school facilities.

These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition 13. Traditionally, G.O. bonds carry 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 for districts to finance improvements.

The District sold $47 million in Measure "H" Series 2017 G.O. bonds in August 2017. The initial bond amount was structured to meet the District's immediate needs, leaving additional bond capacity, authorization and tax rate capacity for future bonds sales. The MSIP projected a subsequent bond sale in 2020 followed by a projected amount in 2023, each in the $31 to $38 million range. If for any reason the SFP was not replenished or the SFP was changed in such a way that the District was unable to utilize its existing eligibility, the proposed MSIP bond program allowed the District to complete a majority of the proposed projects from local funds as determined by the Board.

4.7.1 BONDING CAPACITY AND ASSESSED VALUATION

Based on the initial bond sale of $47 million in 2017, the District has approximately $67.0 million in remaining authorization from the 2016 Measure "H" election. The ability to issue additional bonds from Measure "H" is determined in large part by three primary components: statutory bonding capacity, assessed valuation (AV), and the $30 tax rate allowance for high school districts provided under Proposition 39.

State law governs how much long-term principal debt a California school district may incur at any one time. For high school districts, the statutory bonding capacity, or debt limit, is equal to 1.25% of a district's total AV. Based on the District's total gross AV of $15.0 billion for fiscal year 2018-19, the District's gross bonding capacity is estimated at $188.0 million. However, the District's prior bonds and their corresponding outstanding principal, including the recent issuance of $47 million in Measure "H", Series 2017 bonds, account for a total of $116.7 million outstanding principal debt against the District's bonding capacity. As a result, the District's remaining net bonding capacity at this time is calculated at $71.3 million, as shown in Table 8. As the District's bonding is greater than the remaining authorization, the District can conceivably issue these bonds at any time. This amount is well below the District's statutory bonding limit of 1.25%.

Table 8: District Bonding Capacity Analysis as of October 1, 2018

Total FY 2018-19 Assessed Value	$	15,043,857,721
Applicable Debt Limit Factor		1.25%
Total Bonding Capacity	$	188,048,222
Outstanding Principal	$	116,734,254
Net Bonding Capacity	$	71,313,968
Percent of Bonding Capacity Utilized		62.08%

The District's net bonding capacity is expected to increase as AV increases and outstanding principal debt is repaid in the coming years. If for any reason, the District exceeds its statutory bonding capacity, the District may petition CDE and the State School Board of Education for a temporary waiver to exceed this limit and issue additional bonds.

Table 9: District's Historical Assessed Valuation

Historical Assessed Valuation		
FYE	**Total**	**% Change**
2002	$6,175,466,301	N/A
2003	$6,619,512,564	7.19%
2004	$7,232,731,738	9.26%
2005	$8,083,327,238	11.76%
2006	$9,322,627,058	15.33%
2007	$10,549,246,604	13.16%
2008	$11,327,913,388	7.38%
2009	$11,301,842,676	-0.23%
2010	$10,971,708,827	-2.92%
2011	$11,055,236,700	0.76%
2012	$11,257,304,344	1.83%
2013	$11,453,441,156	1.74%
2014	$11,713,432,612	2.27%
2015	$12,309,305,008	5.09%
2016	$12,949,471,442	5.20%
2017	$13,270,719,001	2.48%
2018	$14,202,475,396	7.02%
2019	$15,043,857,721	5.92%
5-Year Annualized Average		**4.09%**
10-Year Annualized Average		**3.21%**
15-Year Annualized Average		**4.23%**

The District's AV serves as the source from which tax revenues are derived for purposes of repaying outstanding G.O. bond debt service. As presented in Table 9, which presents adjusted net table AV, the District's AV has increased annually since 2002, with some minimal periods of decline. During the early to mid-2000's, the District's AV experienced growth ranging from approximately 7% to 15% annually. This coincided with a period of strong economic performance statewide. Conversely, as the economy

contracted during the "Great Recession", the District's AV experienced periods of contraction in 2009 and 2010. By 2013, however, the District had already regained its previous combined decline and was once again increasing. Overall, the District's AV has averaged annualized growth of 4.23% over the last 15-year period. In the last 5-year period, the AV growth has averaged 4.09% annually. Clearly, AV growth has slowed compared to the early to mid-2000 period to a more moderate rate of growth, yet the local tax base continues to expand.

Table 10: Projected District Bonding Capacity

FYE	Assessed Value (AV)	% AV Growth*	Gross Bonding Cap (AV x 1.25%)	Outstanding Principal	% indebtedness (Outs. Principal/AV)	Net Bonding Capacity (Bonding Cap - Outs. Principal)
2017	$ 13,270,719,001		$ 165,883,987.51	$ 83,049,254.00		
2018	$ 14,202,475,396	7.0%	$ 177,530,942.45	$ 125,634,253.60	0.88%	$ 51,896,689
2019	$ 15,043,857,721	5.9%	$ 188,048,221.51	$ 116,734,253.60	0.78%	$ 71,313,968
2020	$ 15,495,173,453	3.0%	$ 193,689,668.16	$ 108,014,253.60	0.70%	$ 85,675,415
2021	$ 15,960,028,656	3.0%	$ 199,500,358.20	$ 100,609,253.60	0.63%	$ 98,891,105
2022	$ 16,438,829,516	3.0%	$ 205,485,368.95	$ 98,214,253.60	0.60%	$ 107,271,115
2023	$ 16,931,994,401	3.0%	$ 211,649,930.02	$ 94,879,253.60	0.56%	$ 116,770,676
2024	$ 17,439,954,233	3.0%	$ 217,999,427.92	$ 91,169,253.60	0.52%	$ 126,830,174
2025	$ 17,963,152,860	3.0%	$ 224,539,410.76	$ 87,024,253.60	0.48%	$ 137,515,157
2026	$ 18,502,047,446	3.0%	$ 231,275,593.08	$ 83,314,253.60	0.45%	$ 147,961,339
2027	$ 19,057,108,870	3.0%	$ 238,213,860.87	$ 79,199,253.60	0.42%	$ 159,014,607

**Note: 5.9% represents actual AV growth for FY2018-19.*

**Note: 7.0% represents that actual AV growth for FY2017-18.*

Table 10, which presents adjusted net table AV, takes these factors into consideration and projects sufficient bonding capacity available to sell the total remaining $71.3 million authorization of Measure "H" bonds, in whole or in part, by FY 2019-20. This is based on an annual AV growth rate of 3.0 percent projected for the current fiscal year and the next fiscal year as well as the scheduled repayment of $8,720,000 of outstanding principal from prior bond sales on August 1, 2019. As the District's bonding capacity is greater than the remaining authorization, the District can conceivably issue these bonds at any time, absent any significant decrease in AV.

Table 11: Scheduled Repayment of Series 2000 Bonds

Period Ending 1-Aug	Total Assessed Value	Assessed Value Growth Rate[1]	Actual 2000 Refunding Bonds Debt Service	Estimated Tax Rate (per $100K of AV)[2]
2017	13,270,719,001			
2018	14,202,475,396	7.0%	3,143,534	$23.91
2019	15,043,857,721	5.9%	3,530,839	$22.71
2020	15,495,173,453	3.0%	2,615,379	$16.88
2021	15,960,028,656	3.0%		
2022	16,438,829,516	3.0%		

(1) Reflects actual growth for FY2017-18 of 6.8%; assumes 3% growth thereafter.

(2) Actual tax rate for FYE 2018 & 2019. Est. tax rate ofr 2020 assumes unsecured delinquency rate of 5%.

Table 11 further demonstrates that a major source of principal reduction is the retirement of the last $8,980,000 of Election 2000, Series 2006 Refunding bonds that were refinanced in 2015 and 2016 and whose final principal payments are due August 2020. These bonds currently require an annual tax rate of $22.71 per $100,000 of assessed value which will end at that time.

Table 12: Measure "H", Series 2017 Debt Service and Projected Tax Rate

Period Ending 1-Aug	Total Assessed Value	Assessed Value Growth Rate[1]	Actual $47,000,000 Series 2017 Debt Service	Estimated Tax Rate (per $100K of AV)[2]
2017	13,270,719,001	-	-	-
2018	14,202,475,396	7.0%	3,800,000	$26.76
2019	15,043,857,721	5.9%	4,137,945	$27.51
2020	15,495,173,453	3.0%	4,263,131	$27.51
2021	15,960,028,656	3.0%	1,422,881	$8.92
2022	16,438,829,516	3.0%	1,422,881	$8.66
2023	16,931,994,401	3.0%	1,422,881	$8.40
2024	17,439,954,233	3.0%	1,422,881	$8.16
2025	17,963,152,860	3.0%	1,422,881	$7.92
2026	18,502,047,446	3.0%	1,422,881	$7.69
2027	19,057,108,870	3.0%	2,537,881	$13.32
2028	19,628,822,136	3.0%	2,617,131	$13.33
2029	20,217,686,800	3.0%	2,694,631	$13.33
2030	20,824,217,404	3.0%	2,775,131	$13.33
2031	21,448,943,926	3.0%	2,858,131	$13.33
2032	22,092,412,244	3.0%	2,945,131	$13.33
2033	22,755,184,611	3.0%	3,030,931	$13.32
2034	23,437,840,149	3.0%	3,120,481	$13.31
2035	24,140,975,354	3.0%	3,215,531	$13.32
2036	24,865,204,614	3.0%	3,310,781	$13.31
2037	25,611,160,753	3.0%	3,411,081	$13.32
2038	26,379,495,575	3.0%	3,512,800	$13.32
2039	27,170,880,443	3.0%	3,618,800	$13.32
2040	27,986,006,856	3.0%	3,726,000	$13.31
2041	28,825,587,062	3.0%	3,839,000	$13.32
2042	29,690,354,673	3.0%	3,957,200	$13.33
2043	30,581,065,314	3.0%		
2044	31,498,497,273	3.0%		
2045	32,443,452,191	3.0%		

(1) Reflects actual growth for FY2018-19 of 5.7%; assumes 3% growth thereafter.
(2) Estimated tax rate assumes unsecured delinquency rate of 5%.

Table 12, which uses total gross AV, presents the existing and projected tax rate required to support the initial bonds sold under Measure "H". Under Proposition 39, the maximum tax rate to be levied at the time bonds are sold for a high school district must not exceed $30 per $100,000 of assessed value. Clearly the District meets this requirement. Moreover, the Measure "H", Series 2017 Bond debt service was structured to create tax rate capacity for a subsequent bond issuance in the future. The existing debt service requires a lower tax rate than required of Proposition 39 and has been structured to allow substantial capacity for additional bonds to be issued while still meeting this requirement.

4.7.2 ADDITIONAL BONDS

As presented above, the District has the three primary components necessary to proceed to issue additional bonds as needed: statutory bonding capacity, assessed valuation (AV), and the headroom under the Proposition 39 tax rate allowance for high school districts.

Based on the schedule and sequence of construction adopted by the Board, there is a need to proceed with the orderly and integrated completion of Phase 2 modernization improvements for the Righetti and Santa Maria High facility projects. Moreover, there is a need to provide interim housing between the construction of the new classroom facilities and the permanent facilities to be modernized that minimizes the impact of construction on the current educational program at each school and the continued implementation of the Educational Pathway Programs approved by the Board. It has been determined by the District and CFW that local funds on hand as well as anticipated funding of the District CTE grant and the State reimbursement for the 14-classroom building at Santa Maria High will be sufficient to commence the design of the Phase 2 modernization component at Righetti High and to continue to pursue additional CTE grants and to get in line for State aid. If the State fails to provide reimbursements or matching grants in a timely manner, the District does have the ability to garner additional bond proceeds today.

Figure 8 presents a bar graph of the actual and projected dates for the issuance of all bonds as originally contemplated. The next series of bonds is currently scheduled to be issued in 2020-21 and it is estimated that all bonds from Measure H would be issued by 2023-24, if needed in the amounts indicated.

Figure 8: District's Actual & Estimated Bond Issuance Schedule and Anticipated Amounts

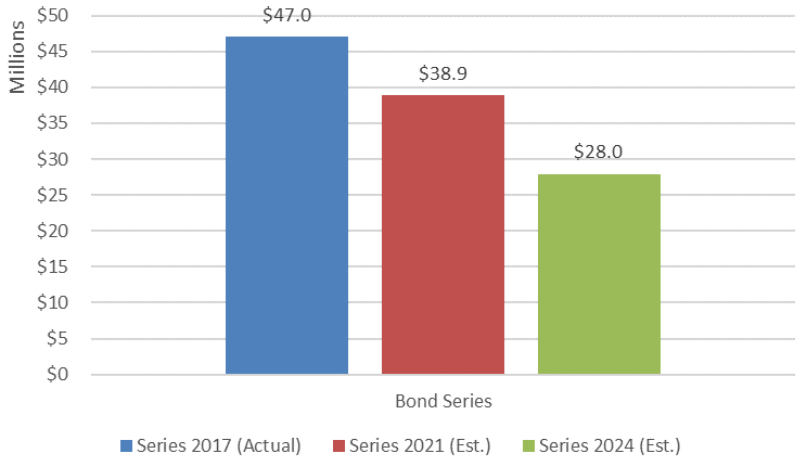


Table 13 demonstrates the ability to issue an additional $38.9 million in Series B bonds, together with the impact on tax rates of the outstanding Series 2017 bond. The analysis assumes a Series B would be issued with a 25-year term, an average market interest rate of 4% and an issuance consisting of all current interest bonds with capitalized interest until the first principal repayment date. The analysis indicates that the individual amount and the combined amount of both bonds would not exceed the $30 tax rate requirement of Proposition 39 and equally important would continue to leave headroom and flexibility to the District to allow for a future bond to be issued within the above constraints to close out the remaining authorization as needed.

Table 13: Measure "H" Tax Rate Analysis & Conceptual Series B Bond Sale

Period Ending 1-Aug	Total Assessed Value	Assessed Value Growth Rate[1]	Actual $47,000,000 Series 2017 Debt Service	Estimated Tax Rate (per $100K of AV)[2]	Estimated $38,202,353 Series B Debt Service	Estimated Tax Rate (per $100K of AV)[2]	Total Estimated Tax Rate (per $100K of AV)[2]
2017	13,270,719,001	-	-	-			
2018	14,202,475,396	7.0%	3,800,000	$26.76			$26.76
2019	15,043,857,721	5.9%	4,137,945	$27.51		$0.00	$27.51
2020	15,495,173,453	3.0%	4,263,131	$27.51	-	$0.00	$27.51
2021	15,960,028,656	3.0%	1,422,881	$8.92	3,045,926.76	$19.08	$28.00
2022	16,438,829,516	3.0%	1,422,881	$8.66	3,179,991.00	$19.34	$28.00
2023	16,931,994,401	3.0%	1,422,881	$8.40	3,318,077.17	$19.60	$28.00
2024	17,439,954,233	3.0%	1,422,881	$8.16	2,937,107.30	$16.84	$25.00
2025	17,963,152,860	3.0%	1,422,881	$7.92	3,067,906.96	$17.08	$25.00
2026	18,502,047,446	3.0%	1,422,881	$7.69	3,202,630.60	$17.31	$25.00
2027	19,057,108,870	3.0%	2,537,881	$13.32	1,845,253.78	$9.68	$23.00
2028	19,628,822,136	3.0%	2,617,131	$13.33	1,897,497.83	$9.67	$23.00
2029	20,217,686,800	3.0%	2,694,631	$13.33	1,955,436.70	$9.67	$23.00
2030	20,824,217,404	3.0%	2,775,131	$13.33	2,014,438.74	$9.67	$23.00
2031	21,448,943,926	3.0%	2,858,131	$13.33	2,075,125.84	$9.67	$23.00
2032	22,092,412,244	3.0%	2,945,131	$13.33	2,136,123.56	$9.67	$23.00
2033	22,755,184,611	3.0%	3,030,931	$13.32	2,202,761.20	$9.68	$23.00
2034	23,437,840,149	3.0%	3,120,481	$13.31	2,270,221.97	$9.69	$23.00
2035	24,140,975,354	3.0%	3,215,531	$13.32	2,336,893.07	$9.68	$23.00
2036	24,865,204,614	3.0%	3,310,781	$13.31	2,408,215.80	$9.69	$23.00
2037	25,611,160,753	3.0%	3,411,081	$13.32	2,479,485.71	$9.68	$23.00
2038	26,379,495,575	3.0%	3,512,800	$13.32	2,554,483.98	$9.68	$23.00
2039	27,170,880,443	3.0%	3,618,800	$13.32	2,630,502.50	$9.68	$23.00
2040	27,986,006,856	3.0%	3,726,000	$13.31	2,710,781.58	$9.69	$23.00
2041	28,825,587,062	3.0%	3,839,000	$13.32	2,790,885.02	$9.68	$23.00
2042	29,690,354,673	3.0%	3,957,200	$13.33	2,871,581.57	$9.67	$23.00
2043	30,581,065,314	3.0%			3,058,106.53	$10.00	$10.00
2044	31,498,497,273	3.0%			3,149,849.73	$10.00	$10.00
2045	32,443,452,191	3.0%				-	-

Table 14 presents an additional analysis that demonstrates the impact of the retirement of the Series 2000 Refunding Bonds on the proposed issuance of a proposed Series B bond. As can be seen, once the total Series 2000 Refunding Bonds are paid off in August 2020, the overall tax to District taxpayers will continue to drop from the current rate, even as the new debt service of the Series B is introduced. This substantially mitigates any perceived increase on the impact of the amount of the new Series B bond on the current total of all taxes and rates required for all District bonds outstanding. As a matter of fact, the total amount of taxes will continue to drop. This is more graphically presented in Figure 9. This overall analysis demonstrates both the District's ability to issue bonds in 2020-21 as originally contemplated, under current market conditions, as well as the District's ability to issue $38.9 million, in full or in part, today, if required due to an unavailability of State grants and reimbursements in a timely manner.

Figure 9: Est. Combined Tax Rates for Series 2000 Refunding Bonds & Measure H, Series B Bonds

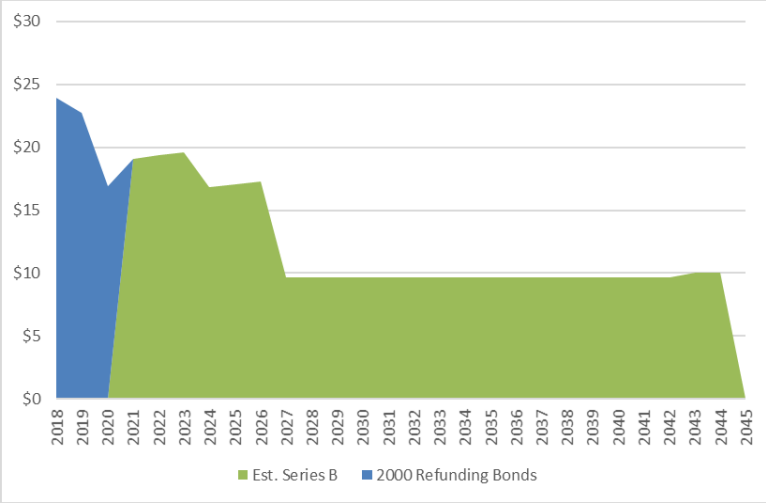


Table 14: Projected Tax Rates Series 2000 Refunding Bonds and Measure H, Series B Bonds

Period Ending 1-Aug	Total Assessed Value	Assessed Value Growth Rate[1]	Actual 2000 Refunding Bonds Debt Service	Estimated Tax Rate (per $100K of AV)[2]	Estimated $38,202,353 Series B Debt Service	Estimated Tax Rate (per $100K of AV)[2]	Total Estimated Tax Rate (per $100K of AV)[2]
2017	13,270,719,001						
2018	14,202,475,396	7.0%	3,143,534	$23.91		$0.00	$23.91
2019	15,043,857,721	5.9%	3,530,839	$22.71		$0.00	$22.71
2020	15,495,173,453	3.0%	2,615,379	$16.88	0	$0.00	$16.88
2021	15,960,028,656	3.0%			3,045,927	$19.08	$19.08
2022	16,438,829,516	3.0%			3,179,991	$19.34	$19.34
2023	16,931,994,401	3.0%			3,318,077	$19.60	$19.60
2024	17,439,954,233	3.0%			2,937,107	$16.84	$16.84
2025	17,963,152,860	3.0%			3,067,907	$17.08	$17.08
2026	18,502,047,446	3.0%			3,202,631	$17.31	$17.31
2027	19,057,108,870	3.0%			1,845,254	$9.68	$9.68
2028	19,628,822,136	3.0%			1,897,498	$9.67	$9.67
2029	20,217,686,800	3.0%			1,955,437	$9.67	$9.67
2030	20,824,217,404	3.0%			2,014,439	$9.67	$9.67
2031	21,448,943,926	3.0%			2,075,126	$9.67	$9.67
2032	22,092,412,244	3.0%			2,136,124	$9.67	$9.67
2033	22,755,184,611	3.0%			2,202,761	$9.68	$9.68
2034	23,437,840,149	3.0%			2,270,222	$9.69	$9.69
2035	24,140,975,354	3.0%			2,336,893	$9.68	$9.68
2036	24,865,204,614	3.0%			2,408,216	$9.69	$9.69
2037	25,611,160,753	3.0%			2,479,486	$9.68	$9.68
2038	26,379,495,575	3.0%			2,554,484	$9.68	$9.68
2039	27,170,880,443	3.0%			2,630,503	$9.68	$9.68
2040	27,986,006,856	3.0%			2,710,782	$9.69	$9.69
2041	28,825,587,062	3.0%			2,790,885	$9.68	$9.68
2042	29,690,354,673	3.0%			2,871,582	$9.67	$9.67
2043	30,581,065,314	3.0%			3,058,107	$10.00	$10.00
2044	31,498,497,273	3.0%			3,149,850	$10.00	$10.00
2045	32,443,452,191	3.0%					

(1) Reflects actual growth for FY2018-19 of 5.7%; assumes 3% growth thereafter.
(2) Estimated tax rate assumes unsecured delinquency rate of 5%.

SECTION 5

MASTER BUDGET & SCHEDULE

The Reconfiguration and Facilities Program integrates Measure "C" and Measure "H" bond program and proposed projects with other local funding, including developer fees, and capital program balances to provide a consolidated Master Budget and Master Schedule. The Program also seeks to maximize State Aid reimbursements for new construction and modernization as State funds become available.

The Program consists of two improvement phases which commenced in 2014 and are anticipated to be complete in 2025. The total adopted budget for all phases is approximately $234.9 million, inclusive of a Program Reserve to accommodate changes in program as mandated from time to time by the State and as may be needed to accommodate local program requirements. Each project is unique in its scope, schedule, and amount of funding. All projects must be addressed with the amount of available funding. The budget represents an "all-in" Master Budget that combines hard construction costs with anticipated soft costs (e.g., design fees, contractor's fees, consulting services, testing and inspection services, agency approval fees, etc.) resulting in the total cost estimated to fully implement the Program.

All projects have an established schedule for implementation. The schedule accounts for periods of design, local review, permit processing and approvals, preconstruction cost and constructability reviews, and construction. Collectively, a Master Schedule for each and all projects under management is provided for each project in the Master Budget. Each six-month report updates the Master Schedule based on the latest information available for review and consideration.

As required, the following components update the Board on the status of the previously adopted Master Budget, Master Schedule and timeline as of the last six-month review in March 2018 and recommends adjustments for the next six-month period. Adjustments include an increase to the projected funding sources and budget increases to the Righetti High School 38 Classroom Building project, currently under construction, to accommodate approved change orders and estimated remaining soft costs and fees associated with increases to construction. Further budget adjustments to the CTE Center/Ag Farm project are also proposed to accommodate the approved Guaranteed Maximum Price (GMP) as well as estimated fees associated with increases to construction. A budget adjustment for the modernization phase of construction at Santa Maria High is also proposed to accommodate the construction of a new fitness facility. The budget adjustments are accommodated through an overall increase in the estimated funding sources and decrease in the Program Reserve. A schedule adjustment to the Santa Maria High School Reconstruction project projected end date is also proposed due to new additional design requirements and criteria and the phasing of work for modernization. No other changes to the Master Schedule are proposed.

5.1 ADOPTED MASTER BUDGET

In March 2018, the Board adopted a Master Budget as shown in Table 15 of approximately $234.9 million, relying on various sources, including proceeds from bond authorizations, State grant reimbursements, developer fees, and existing District funds. Phase 1 improvements were budgeted to total approximately $50.8 million and Phase 2 improvements were estimated at $150.3 million. A program reserve was included at approximately $491,000 for Phase 1 and $33.3 million in Phase 2, for a total reserve of $33.8 million over the course of the program. The Adopted Master Budget is inclusive of both "hard" costs and "soft" costs for each project. The Phase 1 Pioneer Valley project is complete and the Righetti 38 Classroom Building project is under construction. Leading into Phase 2, construction has commenced for the CTE Center/Ag Farm project and design and planning efforts are underway for the Santa Maria High Reconstruction and Righetti High Improvement projects.

Table 15: Adopted Master Budget, FY 2015-23 (from March 2018 Program Update)

FYE	2014-2017	2018-2023	
Sources	**Phase 1**	**Phase 2**	**Total**
New G.O. Bond Authorization			
Series A	$ -	$ 46,720,000	$ 46,720,000
Series B	$ -	$ 38,939,240	$ 38,939,240
Series C	$ -	$ 27,952,214	$ 27,952,214
Existing Building Fund Balance (incl. bond proceeds)	$ 43,145,254	$ -	$ 43,145,254
Pending & Submitted State Aid Applications*	$ 3,748,840	$ 38,411,798	$ 42,160,638
Existing Deferred Maintenance	$ -	$ -	$ -
Proposed State Aid Applications	$ -	$ 23,949,576	$ 23,949,576
Estimated Projected Developer Fee Receipts	$ 4,360,741	$ 7,656,441	$ 12,017,182
Estimated Total Funds	**$ 51,254,834**	**$ 183,629,269**	**$ 234,884,103**

Uses	**Phase 1**	**Phase 2**	**Total**
Righetti High	$ 24,445,187	$ 31,593,477	$ 56,038,664
Pioneer Valley High	$ 11,361,646	$ 8,028,428	$ 19,390,074
Santa Maria High	$ -	$ 74,640,707	$ 74,640,707
Delta High	$ 138,105	$ -	$ 138,105
CTE/Ag Farm			
Land Acquisition	$ 4,163,611		$ 4,163,611
Facilities / Site Development	$ 10,335,543	$ 6,197,774	$ 16,533,317
Districtwide			
Master Site Planning	$ 320,000	$ -	$ 320,000
Additional Classrooms	$ -	$ 29,829,147	$ 29,829,147
Subtotal	$ 50,764,091	$ 150,289,534	$ 201,053,625
Program Reserve	$ 490,743	$ 33,339,735	$ 33,830,478
Estimated Total Uses	**$ 51,254,834**	**$ 183,629,269**	**$ 234,884,103**

**Note: State Aid eligibility reflects amount already received in Phase 1*

Source: District/CFW, Inc.

5.2 REVISED MASTER BUDGET

Table 16 provides a Revised Master Budget of approximately $244.6 million for Board consideration as part of this semi-annual Program update.

Table 16: Revised Master Budget, FY 2015-23

FYE	2014-2017	2018-2023	
Sources	**Phase 1**	**Phase 2**	**Total**
New G.O. Bond Authorization			
Series A	$ -	$ 46,720,000	$ 46,720,000
Series B	$ -	$ 38,939,240	$ 38,939,240
Series C	$ -	$ 27,952,214	$ 27,952,214
Existing Building Fund Balance (incl. bond proceeds)	$ 43,145,254	$ -	$ 43,145,254
Submitted State Aid Applications*	$ 3,748,840	$ 38,053,113	$ 41,801,953
Existing Deferred Maintenance	$ -	$ -	$ -
Proposed State Aid Applications	$ -	$ 32,542,560	$ 32,542,560
Estimated Projected Developer Fee Receipts	$ 4,359,758	$ 9,143,107	$ 13,502,865
Estimated Total Funds	**$ 51,253,852**	**$ 193,350,234**	**$ 244,604,086**

Uses	**Phase 1**	**Phase 2**	**Total**
Righetti High	$ 25,745,839	$ 31,593,477	$ 57,339,317
Pioneer Valley High	$ 11,361,646	$ 8,028,428	$ 19,390,074
Santa Maria High	$ -	$ 78,212,136	$ 78,212,136
CTE/Ag Farm			
Land Acquisition	$ 4,163,611		$ 4,163,611
Facilities / Site Development	$ 4,021,172	$ 19,925,033	$ 23,946,205
Districtwide			
Master Site Planning	$ 320,000	$ -	$ 320,000
Additional Classrooms	$ -	$ 29,829,147	$ 29,829,147
Subtotal	$ 45,612,268	$ 167,588,222	$ 213,200,490
Program Reserve	$ 5,641,584	$ 25,762,012	$ 31,403,596
Estimated Total Uses	**$ 51,253,852**	**$ 193,350,234**	**$ 244,604,086**

**Note: State Aid eligibility reflects amount already received in Phase 1*

Source: CFW, Inc.

The sources above do not include the estimated pending CTEFP funding applications that have yet to be submitted. These applications are planned for submittal to CDE in October 2018 for scoring. Due to the competitive nature of this grant and scoring process, upon receipt of assigned scoring and estimated inclusion in future funding cycles for these pending CTEFP applications, the sources and uses analysis will be updated to reflect the estimated grants from these applications, where feasible.

A budget adjustment to the new 38 Classroom Building at Righetti High School under Phase 1 of approximately $1.3 million is recommended to accommodate anticipated and planned changes in scope. This amount accommodates approximately $928,000 in approved construction change orders, approximately $105,000 for carpeting materials, approximately $200,000 for construction testing, and approximately $63,000 in estimated remaining soft costs and fees associated with increases to construction. An overall budget adjustment to the CTE Center/Ag Farm project of approximately $7.4 million is also recommended. This adjustment accommodates an increase to the construction cost and associated costs with the approved guaranteed maximum price contract of approximately $19.9 million. In addition, the Phase 1 budget for the CTE Center/Ag Farm project has been revised to include the total estimated soft costs associated with the project which were primarily expended in the time frame for Phase 1 and the total GMP amount of $19.9 million to be expended in the time frame of Phase 2. This adjustment reduces the Phase 1 amount by approximately $6.3 million down to approximately $4.0 million and increases the Phase 2 budget to approximately $19.9 million which includes the $7.4 million increase in the total project cost. Any remaining Program Reserve from Phase 1 will be allocated to Phase 2 to offset the cost of construction at CTE Center/Ag Farm. The improvements planned for Delta High have been removed from the Master Budget as the District has indicated that they will be addressed outside of the scope of the Program.

Table 17 provides a comparison of the Adopted March 2018 Master Budget and the proposed revised October 2018 Master Budget, along with an indication of the variances described herein. Projected sources have increased by approximately $9.7 million due increases in estimated developer fees and an increase to the estimated new construction eligibility.

Table 17: Variance Between Adopted Master Budget and Revised Master Budget

	Phase 1			Phase 2			
SOURCES	**Adopted Budget (March 2018)**	**Adjusted Budget (October 2018)**	**Variance**	**Adopted Budget (March 2018)**	**Adjusted Budget (October 2018)**	**Variance**	**Adjusted Budget (October 2018)**
New Bond Authorization							
Series A	$ -	$ -	$ -	$ 46,720,000	$ 46,720,000	$ -	$ 46,720,000
Series B	$ -	$ -	$ -	$ 38,939,240	$ 38,939,240	$ -	$ 38,939,240
Series C	$ -	$ -	$ -	$ 27,952,214	$ 27,952,214	$ -	$ 27,952,214
Existing Building Fund Balance	$43,145,254	$ 43,145,254	$ -	$ -	$ -	$ -	$ 43,145,254
Submitted State Aid Applications	$ 3,748,840	$ 3,748,840	$ -	$ 38,411,798	$ 38,053,113	$ (358,684)	$ 41,801,953
Existing Deferred Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Proposed State Aid Applications	$ -	$ -	$ -	$ 23,949,576	$ 32,542,560	$ 8,592,984	$ 32,542,560
Est. Projected Developer Fee Receipts	$ 4,360,741	$ 4,359,758	$ (982)	$ 7,656,441	$ 9,143,107	$ 1,486,666	$ 13,502,865
Estimated Total Funds	**$51,254,834**	**$ 51,253,852**	**$ (982)**	**$ 183,629,269**	**$ 193,350,234**	**$ 9,720,965**	**$ 244,604,086**

	Phase 1			Phase 2			
USES	**Adopted Budget (March 2018)**	**Adjusted Budget (October 2018)**	**Variance**	**Adopted Budget (March 2018)**	**Adjusted Budget (October 2018)**	**Variance**	**Adjusted Budget Total (October 2018)**
Righetti High	$24,445,187	$ 25,745,839	$ 1,300,653	$ 31,593,477	$ 31,593,477	$ -	$ 57,339,317
Pioneer Valley High	$11,361,646	$ 11,361,646	$ -	$ 8,028,428	$ 8,028,428	$ -	$ 19,390,074
Santa Maria High	$ -	$ -	$ -	$ 74,640,707	$ 78,212,136	$ 3,571,429	$ 78,212,136
Delta High	$ 138,105	$ -	$ (138,105)	$ -	$ -	$ -	$ -
CTE/Ag Farm							
Land Acquisition	$ 4,163,611	$ 4,163,611	$ -	$ -	$ -	$ -	$ 4,163,611
Facilities / Site Development	$10,335,543	$ 4,021,172	$(6,314,371)	$ 6,197,774	$ 19,925,033	$13,727,259	$ 23,946,205
Districtwide							
Master Site Planning	$ 320,000	$ 320,000	$ -	$ -	$ -	$ -	$ 320,000
Additional Classrooms	$ -	$ -	$ -	$ 29,829,147	$ 29,829,147	$ -	$ 29,829,147
Subtotal	**$ 50,764,091**	**$ 45,612,268**	**$(5,151,823)**	**$ 150,289,534**	**$ 167,588,222**	**$ 17,298,688**	**$ 213,200,490**
Program Reserve	$ 490,743	$ 5,641,584	$ 5,150,841	$ 33,339,735	$ 25,762,012	$ (7,577,723)	$ 31,403,596
Estimated Total Uses	**$ 51,254,834**	**$ 51,253,852**	**$ (982)**	**$ 183,629,269**	**$ 193,350,234**	**$ 9,720,965**	**$ 244,604,086**

Source: District/CFW, Inc.

Together with the above, a decrease of approximately $2.4 million to the Program Reserve is recommended for a new total Program Reserve of approximately $31.4 million. The Program Reserve as provided above is recommended to accommodate potential escalations in construction costs, further budget adjustments to scope in the future, and delays to the receipt of approved State reimbursement grants during the program of construction. As a consequence, it is recommended that the Board amend the proposed Sources and Uses and adopt the Revised Master Budget.

5.3 MASTER SCHEDULE

The Master Schedule for projects under management is presented in Table 18. The schedule for the Santa Maria High School Phase 2 classroom modernization and renovation of the Ethel Pope Auditorium projects has been adjusted from a 12/2020 projected end date to a 12/2022 end date due to interim housing requirements and the phasing of work for modernization. The completion of the new construction facilities for Santa Maria High is now anticipated to be completed by 12/2021 instead of 12/2020 based on the most recent design and construction schedule. The improvements planned for Delta High have been removed from the Master Schedule as the District has indicated that they will be addressed outside of the scope of the Program. No other changes to the Master Schedule are proposed.

Table 18: Master Schedule

PHASE 1					
			Scheduled		**Est. Total**
School	**Project**	**Cost**	**Start**	**End**	**Months**
Righetti High					
	New Classroom Facility	$25,745,839	8/2014	1/2019	54
Pioneer Valley High					
	New Performing Arts Center Addition to Bldg. J	$11,361,646	8/2014	10/2017	39
CTE/Ag Farm					
	Land Acquisition and Construction of Facilities	$8,184,783	8/2014	10/2019	63
Districtwide					
	Master Site Planning	$320,000	9/2015	11/2016	15
	Phase 1 Subtotal	***$45,612,268***			
	Program Reserve	***$5,641,584***			
	Phase 1 Total	***$51,253,852***			
PHASE 2					
			Scheduled		**Est. Total**
School	**Project**	**Cost**	**Start**	**End**	**Months**
Righetti High					
	Classroom, Site Infrastructure, and Maint. Imprvs.	$15,903,180	7/2017	10/2022	64
	New Practice Gym / Performance Space	$16,290,297	7/2020	7/2025	61
	Subtotal	**$32,193,477**			
Pioneer Valley High					
	Classroom, Site Infrastructure, and Maint. Imprvs.	$8,028,428	7/2019	6/2022	36
Santa Maria High					
	New 50-Classroom Building	$55,512,216	1/2017	**12/2021**	**60**
	21st Century Classroom Modernization, Athletic, and Support Facilities	$10,853,636	1/2017	**12/2022**	**72**
	Auditorium Renovation	$11,846,283	1/2017	**12/2022**	**72**
	Subtotal	**$78,212,136**			
CTE/Ag Farm					
	Construction of Facilities	$19,925,033	4/2017	10/2019	31
Districtwide					
	District Enrollment Capacity Improvement	$29,829,147	7/2022	6/2025	36
	Phase 2 Subtotal	***$168,188,222***			
	Program Reserve	***$25,162,012***			
	Phase 2 Total	***$193,350,234***			
	Phase 1 & 2 Total	**$244,604,086**			

Source: CFW, Inc.

5.4 PROGRAM EXPENDITURES

As a part of its program management services, the Program Team established a budget and expenditures tracking protocol for projects under implementation. As of the March 2018 Program update, the total budget for projects under implementation was approximately $147.2 million. These amounts have been updated to include all expenditures to date as of August 31, 2018 and any changes to anticipated commitments. As needed, the Program Reserve and estimated ending fund balance will be utilized to accommodate unforeseen budget adjustments.

Table 19 provides a summary of expenditures made for the Program during the period of July 1, 2014 through August 31, 2018 absent any recommended adjustments to budget. The balance presented in Table 19 reflects the Adopted Budget approved by the Board for the Reconfiguration and Facilities Program in March 2018, less expenditures through August 31, 2018. The information is also presented by fiscal year to match the District's financial accounting system and includes expenditures from July 1, 2010 through June 30, 2014 relating to the Pioneer Valley High Performing Arts Center project and the CTE Center/Ag Farm land acquisition, which commenced prior to the development of the Program. Expenditures made after this reporting period will be accounted for in the next semi-annual update. Once the recommended budget adjustments are approved as part of this current update, subsequent expenditure reports will reflect the revised budget value.

Table 19: Program Expenditures as of August 31, 2018

		Program Expenditures (as of 8/31/18)							
Project	Adopted Budget	7/1/10 - 6/30/14	7/1/14 - 6/30/15	7/1/15 - 6/30/16	7/1/16 - 6/30/17	7/1/17 - 6/30/18	7/1/18 - 8/31/18	Total	Balance
Righetti High School									
New Classroom Facility	$24,445,187	$0	$683,458	$1,087,007	$3,663,391	$10,504,422	$862,761	$16,801,039	$7,644,148
Classroom, Site Infrastructure, and Maint. Imprvs.	$15,603,180	$0	$0	$0	$0	$133,849	$11,715	$145,564	$15,457,616
Pioneer Valley High School									
New Performing Arts Center Addition to Bldg J.	$11,361,646	$737,084	$173,726	$2,494,400	$4,090,517	$1,745,852	$0	$9,241,579	$2,120,067
Delta High School									
Classroom, Site Infrastructure, and Maintenance Improvements	$138,105	$0	$2,299	$2,442	$560	$0	$0	$5,301	$132,804
CTE/Ag Farm									
Land Acquisition	$4,163,611	$145,542	$210,526	$3,793,495	$9,048	$3,390	$0	$4,162,001	$1,610
Construction of Facilities	$16,533,317	$0	$134,395	$96,718	$930,193	$273,012	$22,731	$1,457,048	$15,076,268
Santa Maria High School									
New Classrooms, Support Facilities, and Ethel Pope	$74,640,707	$0	$0	$0	$250,020	$2,506,944	$78,299	$2,835,263	$71,805,444
Districtwide									
Master Site Planning	$320,000	$0	$0	$230,000	$0	$0	$0	$230,000	$90,000
Project Total	**$147,205,752**	**$882,626**	**$1,204,404**	**$7,704,062**	**$8,943,728**	**$15,167,469**	**$975,506**	**$33,902,289**	**$113,303,463**

Notes:

1. Total expenditures for the period July 1, 2014 - August 31, 2018 was $45,514,351
   This amount includes $33,995,169 in Reconfiguration & Facilities Program expenditures
   plus $11,519,182 in other District facility related improvements outside of the Reconfiguration & Facilities Program
2. The budgets presented for the Performing Arts Center will be reconciled at final project closeout

Source: Santa Maria Joint Union High School District

The figures in Table 19 above do not include encumbrances for projects under implementation.

SECTION 6

RECOMMENDATIONS

Upon review and consideration, it is recommended that the Board of Education:

- Accept and adopt the October 2018 Semi-annual Program update to the Reconfiguration and Facilities Program, including recommended adjustments to projects, the Master Budget, Master Schedule and Timeline
- Consider the next semi-annual Program update at its regularly scheduled March 2019 meeting