Ripon
UNIFIED SCHOOL DISTRICT

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RIPON
UNIFIED
SCHOOL
DISTRICT

FACILITIES ASSESSMENT AND IMPLEMENTATION PLAN

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

CFW
INC.

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SECTION 1

EXECUTIVE OVERVIEW

Caldwell Flores Winters, Inc. (CFW) is pleased to present the Ripon Unified School District with a 2020 Facilities Assessment and Implementation Plan. The District engaged CFW to prepare a plan in 2012. This 2012 plan as amended by the Board was the basis for Measure G, a $25.2 million General Obligation (G.O.) bond approved by voters in November 2012 to fund the reconstruction of Weston and Colony Oak schools, and to pay off outstanding Certificates of Participation (COP) debt. The District successfully completed these three projects as committed to voters.

In 2015, a plan was prepared by TETER to identify additional improvement projects at schools within the District. In July 2020, the Board engaged CFW to prepare a plan update based on previous planning efforts to guide future school facilities improvements. While the scope of improvements needed may be substantial, the intent of this 2020 plan is to limit proposed improvements to the amount of anticipated funding that may be available.

The District operates seven schools serving transitional/kindergarten through 12th grade and an online academy school. As of the 2019-20 school year, the total enrollment was 4,663 students. Enrollment from existing homes is projected to remain generally stable over the next five years. Projections are based on County birth rates and existing enrollment of district operated schools and does not include the impact of new home construction. Generally, eligibility for State assistance programs for school construction or modernization is heavily dependent on current or projected enrollment.

The District provides a comprehensive educational program for its students. The District serves TK-12th grade students living in the City of Ripon, and rural areas adjacent to these communities. The District offers the core academic program to all students in English Language Arts, math, science and social studies. In addition, the District offers a wide range of enrichment programs for students including visual and performing arts (VPA), science, engineering, technology, art and math (STEAM), music, pathway programs or elective classes that will be developed into career pathways at the secondary level.

The District desires to offer 21st Century Learning environments that provide the needed setting for the implementation of educational programs that call for collaboration, communication, creative thinking and problem solving. Key features include:

- Flexible space and adaptable furnishings subject to reconfiguration and use as needed
- Flat screen high definition instructional monitors that accommodate mobile and stationary computer and display devices

- Tack boards and markerboards throughout that allow multiple writing surfaces and designated areas to pin student work and learning concepts
- Sliding markerboards that reveal windows or storage closets with capacity for existing cabinets and storage solutions currently in use
- Mobile storage

A review the District's previous educational specifications identified in the 2015 facilities plan, local and State standards, as well as consideration for the District's educational program goals, led to the development of a revised set of specifications presented for TK/K-8 and 9-12 facilities. The revised specifications summarize the approximate square footage required for new TK/K-8 elementary school sites serving a capacity of 488 students and new high school site serving a capacity of 1,330 students. Facilities previously constructed in the District may have been built to previous specifications and standards; the presented educational specifications reflect the District's intent for future facilities.

An on-site assessment of all facilities was conducted in August 2020, to investigate District needs and areas of interest. Areas of interest included the physical conditions of classroom and support facility interiors and exteriors, grounds, and infrastructure. After the site assessments, discussions were held with the District to review observations, areas of potential interest for further consideration to be reviewed by the Board.

The District has previously benefited from the State's new construction and modernization grant program. Since 2003, the District garnered $16.1 million in grants for both new construction and modernization which includes approximately $7.1 million received in 2019 for completed efforts at Weston Elementary school. The District currently has an estimated $12.8 million in additional submitted applications awaiting review by the State. At this time, it is estimated that the District may be eligible once again for approximately $6.9 million in modernization grants towards the funding of approximately $11.5 million of proposed District projects. A local match of approximately $4.6 million is required.

When calculating new construction eligibility, the State allows the ability to factor in approved residential developments within the District's boundaries, which may result in additional projected students. A new K-8 school and additional high school facilities will need to be constructed to accommodate anticipated developments in the northern portion of the District. An effort between the District and developer will be required to determine the specific impact of the development to the District and mitigation measures. Therefore, a projection of State aid new construction is not provided at this time due to the need to finalize the determined impact.

To receive State grants, a district is required to match the grant portion of the cost of an eligible project from available district funds. The required local match may include proceeds from local general obligation bond programs, developer fees, and capital fund balances. A review of potential local funding sources is presented. Based on April 2020 Needs Analysis School Facilities Fees Level 2 study, the District could collect approximately $8.3 million over a five-year period in developer fees for new residential development. A review of the District's previous General Obligation (G.O.) bond history is presented as

well as potential new G.O. bond authorization that could yield approximately $23 million in new project funds.

Proposed facility improvements represent recommendations developed from an analysis of existing conditions, available funding, and desired improvements from the District. Discussions with the District have been ongoing as part of the planning process and priorities have been set according to the outcomes of those meetings. In October 2020, the District conducted a community survey to seek input on the proposed improvements. The District received a total of 1,192 responses to the community survey. Based on the assessment process and input received from the community, proposed projects should:

- Provide 21st century improvements to classrooms with particular focus on older classrooms
- Replace portables with permanent classrooms
- Provide improved facilities to support science education
- Improve CTE facilities to support the requirements of the CTE industry
- Increase utility capacity (data, electrical, wiring) to better serve students
- Begin planning for future growth from new housing development

A proposed capital program of $83.5 million is presented to be implemented over three phases. Phase 1 relies on reimbursements from previously filed State aid applications. Phase 2 will depend on State aid, developer fees/mitigation, and other available local facilities funds. Phase 3 concludes the program through a potential future General Obligation (G.O.) Bond authorization and future State aid.

Upon adoption of this Facilities Assessment and Implementation Plan, the goal of the program will be to promote the proposed plan and stay within budget, timeline and phasing in order to meet the stated goals of the District. This will also mean going through the regulatory and environmental review process, submittal of State grant applications, and the need to comply with all federal, State and local regulations, including the review of all projects by required State agencies.

SECTION 2

DISTRICT OVERVIEW AND ENROLLMENT

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

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

2.1 DISTRICT OVERVIEW

The Ripon Unified School District is located in the south-central region of San Joaquin County that includes the City of Ripon as well as part of the City of Manteca and some surrounding unincorporated areas. While the area is noted for its substantial almond production, its proximity to Highway 99 and other major freeways in the Central Valley makes it an attractive location for commercial, industrial, and residential development.

The Ripon Unified School District serves approximately 4,663 pupils in transitional kindergarten/kindergarten through 12th grade. As of the FY2019-20 school year, the District enrolled 3,379 students at the District's seven school sites and has been increasing over the past several years. In addition, an online academy school (California Connections Academy) served 1,280 students in FY2019-20. An additional 4 students were served through other programs in FY2019-20. The District currently operates five schools that serve transitional kindergarten/kindergarten through eighth grade and two schools that serve grades nine through twelve.

Table 1 provides a listing of the District's existing schools and Figure 1 shows the locations of the District's schools. The District's permanent school facilities have been built over several generations and reflect the design principles and standards of their time. One generation of schools was completed in the late 1940s through mid 1960s. Another generation was completed after 2000. Two school sites were upgraded through the State's modernization funding program in 2001 and 2005 and two were reconstructed in 2014 and 2017.

Table 1: Existing School Sites

School	2019-20 Enrollment	Grades Served	Site Acreage	Year Built	Year Modernized	Year Reconstructed
TK/K - 8th						
Colony Oak	473	TK/K-8	13.00	1989		2017
Park View	470	TK/K-8	18.51	2003		
Ripon Elementary	463	TK/K-8	8.08	1940-50s	2005	
Ripona Elementary	477	TK/K-8	10.40	1965		
Weston Elementary	468	TK/K-8	9.55	1986		2014
9th - 12th						
Ripon High	1,000	9-12	21.08	1939	2001	
Harvest High	28	9-12	0.32	2001		
	3,379					

Figure 1: Schools in the Ripon Unified School District

Sources: CFW, Inc.; Google Earth

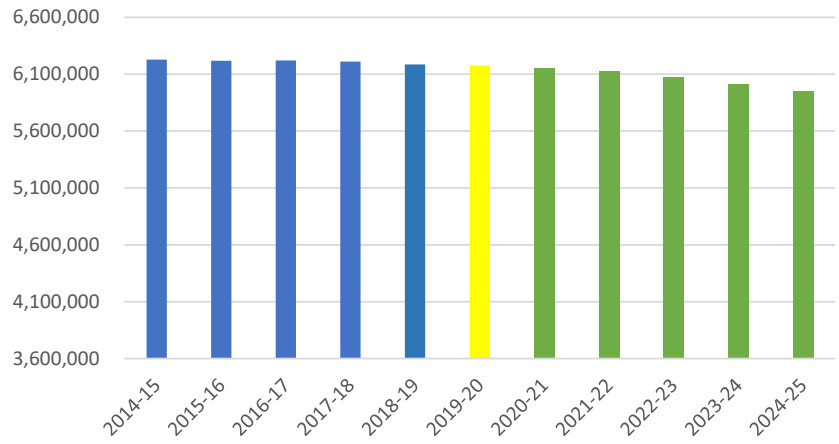
2.2 ENROLLMENT

Student enrollment impacts facilities funding programs for most California school districts in need of major facility improvements. The California Department of Finance, Demographic Research Unit tabulates actual and projected K-12 enrollment based on Department of Education enrollment data and

Department of Public Health births, including transitional kindergarten (TK) students. These projections allow a district to evaluate its enrollment trends relative to its neighbors and the State.

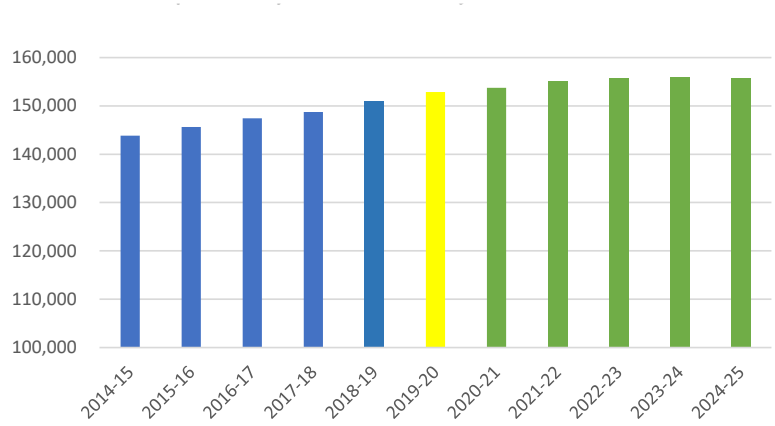
According to the State, TK-12 enrollment statewide has been generally level over the last five years with an overall decline of approximately 1 percent over the last 3 years. More locally, TK-12 enrollment in San Joaquin County has increased by approximately 8,993 students since 2014-15.

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



Source: California State Department of Finance

Figure 3: San Joaquin County Historical and Projected K-12 Enrollment



Source: California State Department of Finance

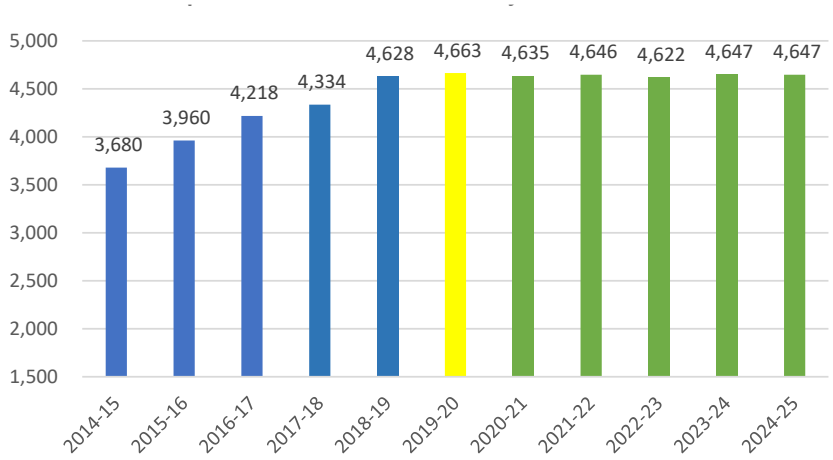
A district's trend in student enrollment establishes the demand for school facilities. The State, however, does not provide individual district projections of enrollment, but does provide base data that can be interpolated with the use of local data to establish enrollment trends. Typically, a child born in the District's community is likely to begin attending kindergarten at the age of five. The California Department

of Finance in conjunction with Department of Public Health records and projects likely births by County. County birth data is used to project births applied at the local district level.

Based on the historical enrollment of kindergarten students, a correlation can be established between births five years earlier and actual enrollment five years later. This coefficient can also be adjusted to include additional births and subsequent increases to TK enrollment based on the extended September 2 through December 2 enrollment period. Statewide, TK enrollment has yet to be fully established in equal numbers to kindergarten; though most districts are able to attract an approximately 20 percent increase in the annual kindergarten enrollment from eligible TK students. Once a projection of future kindergarten enrollment is established, it can be coupled with historical student cohort survival rates between grade levels to project grade matriculation over time. The cohort survival method reviews the movement of students through grades and serves as an indicator of net migration of students and grade level enrollment over time.

Figure 4 provides a history of District enrollment between fiscal years 2014-15 and 2019-20 and projected enrollment through 2024-25. The enrollment projections in the chart below reflects students from existing homes and excludes the students anticipated to be generated from new development. Since 2014-15, enrollment has increased by 983 students. Enrollment from existing homes is projected to remain generally stable over the next five years. Projections are based on County birth rates and existing enrollment of district operated schools and does not include the impact of new home construction.

Figure 4: District Historical and Projected Enrollment, 2014-15 to 2024-25



Enrollment trends may impact future local policy decisions for educational specifications of school sites, classroom loading standards and required allocation of resources. Enrollment trends will also play a role in the State's evaluation of facility funding to garner matching grants for new construction and modernization of existing facilities. Collectively, this may influence the amount, type, scheduling, phasing, and sequence of proposed local school improvements.

SECTION 3

EDUCATIONAL VISION, PROGRAMS, AND PROPOSED SPECIFICATIONS

The Ripon Unified School District provides a comprehensive educational program for its students. The District serves TK-12th grade students living in the City of Ripon, and rural areas adjacent to these communities. The District has five TK-8 elementary schools (Colony Oak Elementary, Park View Elementary, Ripon Elementary, Ripona Elementary, and Weston Elementary), one comprehensive 9-12 high school (Ripon High School), and one 9-12 continuation high school (Harvest High School). The District desires to continue with the current grade configuration.

The District strives to deliver an excellent, quality education for all students. The District is committed to lower class sizes at all grade levels and has a coordinated, articulated program from transitional kindergarten through high school. In Ripon, there is a high level of parent and community involvement in the schools resulting in support for the educational program, financial sponsorship, and volunteer engagement. The District's vision includes:

> *The Ripon Unified School District is committed to offering the highest quality education in the San Joaquin Valley. We provide a safe, positive, and stimulating environment where students are our priority. Our district has state-of-the-art facilities that exemplify pride of ownership. Technology is cutting edge and abundant in all areas of the curriculum. It is accessible to students and staff both at school and at home, keeping the district competitive. We recognize that mutually beneficial relationships are essential between the district and community. Our children enjoy coming to school.*

The District identifies a commitment to working together with parents and the community in its mission. With the goal to "create a safe learning environment characterized by trust and respect" resulting in students that "will be contributing citizen(s) in an ever changing diverse and global society."

In today's environment, this requires a two-part process — *the* ***educational program*** that establishes methodologies for promoting lifelong learning, and a ***facilities program*** that must be created to manifest the capital improvements required to support these educational initiatives and desired outcomes. Together, they need to formalize the educational and capital program that matches the District's and

community's vision and goals and establish the specifications for future capital facilities required to support the academic success of its students.

3.1 EDUCATIONAL PROGRAM

The District offers the core academic program to all students in English Language Arts, math, science, and social studies. There are specialists at all program levels who provide additional support for English Learners (EL), foster and disadvantaged youth, and children receiving special education services along with intervention programs to meet the needs of students struggling with academic achievement. In addition, the District offers a wide range of enrichment programs for students including visual and performing arts (VPA), science, engineering, technology, art and math (STEAM), music, pathway programs or elective classes that will be developed into career pathways at the secondary level. The District is committed to providing a rich educational experience and environment for its students.

3.1.1 TRANSITIONAL KINDERGARTEN/KINDERGARTEN

The transitional kindergarten (TK) and the kindergarten (K) are full day programs with 24 students in each classroom. The District has both TK and K programs at each school site. Most of these programs are placed in Title 5 compliant kindergarten classrooms with dedicated restrooms, teacher preparation and storage space but not all.

3.1.2 FIRST THROUGH TWELFTH GRADE

The District provides the core educational program to all 1st-12th grade students using the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) as the instructional base for all curriculum and instruction. The District provides training for teachers to support implementing the standards with district wide in-services and focused multiple trainings.

In the District's continuing efforts to prepare students for college, career and life, the District is utilizing a character education program throughout all schools in the District. The program is called Character Strong for 6th thru 12th graders and the curriculum for grades five and under is entitled Purposefull People. These character education programs help students to define and develop new habits that better them in their lives for school and beyond. The Character Strong and Purposefull People lessons are aligned with the goal of preparing all students under the District's Multi-Tiered Systems of Support (MTSS) umbrella. MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Ripon High School is a comprehensive high school that provide A-G UC and CSU subject requirements. The pathway programs at the high school level are designed to provide students an articulated program of study that is aligned with the California Department of Education (CDE) Career Technical Education (CTE) Industry Sectors and Pathways with the goal of preparing students for either careers or college upon graduation from high school. Pathway programs provide a rigorous and relevant curriculum as well as

industry standard certifications that are aligned with the industry. Pathway programs require a local industry sector advisory board that is composed of industry partners, school administrators, pathway teachers, students and parents. The District aims to offer students a sequence of courses, a pathway, that provide real-life meaningful learning opportunities through project-based learning that prepare students with technical skills to obtain industry certifications, obtain additional post high school training, or continue studies at a college level. Currently, advisory committees exist at the high school. The high school has pathway programs in the Agriculture and Natural Resources (Ag Mechanics and Agriscience pathways), Finance and Business (Business Management Pathway), Information and Communication Technologies (Software and Systems Development Pathway), Health Science and Medical Technology Industry Sectors (Sports Medicine), and Consumer Services pathway. The high school would like to start a new pathway in Engineering and Architecture Industry Sector with an emphasis on robotics pathway. Pathway programs often require specialized classroom environments to meet the equipment and space requirements of the program.

Special Education

The District offers special education services to students who qualify and are on an Individual Educational Plan (IEP) or a 504 Plan. The following services are provided to qualifying students: Speech, Resource Specialist (RSP), and Mild to Moderate classes for students diagnosed as Emotional Disturbed, Other Health Impaired, Specific Learning Disability, or Autistic. Students may receive one or more special education services depending on their needs. Most students who receive Speech services typically receive their core education in the general classroom setting and come to the speech rooms for services. Students who receive RSP services receive the core educational program in the general classroom and go the Learning Center for additional services as needed. Many of the students with the Mild to Moderate classification receive services in a Special Day Class (SDC) setting and may also receive Speech or other services as necessary to meet their specific academic needs.

Enrichment Programs

The District offers enrichment programs to the students that include Science, Technology, Engineering, Art and Math (STEAM) enrichment programs at the elementary level and elective opportunities at the high school. All elementary sites have at least two areas of STEAM. At the high school, students can take elective classes in International Math 2 Honors and Math 3, Digital Art, Spanish Heritage, AP Environmental Science, World Geography, and AP Human Geography, and Junior Reserve Officer Training Corps (JROTC) in addition to pathway programs detailed above. The District provides a music program for students in fifth through twelfth grades. Enrichment programs, like pathway programs, sometimes require specialized classroom environments to meet the equipment and space requirements of the program.

Intervention and Support Programs

The District offers a variety of support programs for students including services for students designated as qualifying as English learners (EL), foster youth, and disadvantaged youth. These support services are provided to students in the general purpose classrooms by trained teachers and other educational professionals. An emphasis for the District beginning in 2018 was the implementation of Positive

Behavioral Intervention and Support (PBIS) as a part of the Multi-Tiered Systems of Support (MTSS). Intervention programs are a part of the MTSS. At the elementary level, intervention programs are offered within the general purpose classroom through differentiated instruction, Universal Design for Learning (UDL), building relationships, Depth of Knowledge, Project Based Learning, close reading and asking essential questions. Each of the secondary schools has two intervention programs that are housed in two general purpose classrooms.

3.2 EDUCATIONAL FACILITIES

The educational facilities of the District house the current educational program and the District is committed to repairing and updating facilities to provide the necessary facilities and equipment needed for these programs. To support the educational program, the District will pursue a facilities program that integrates robust technology and flexible classroom furnishings to maximize the educational benefit of the educational program for the students.

3.2.1 21ST CENTURY LEARNING ENVIRONMENTS

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

A learning environment geared for modern learning and instructional methods requires thoughtful consideration for the features and amenities in that environment. CFW has developed an assembly of 21st Century Learning Environments to be used in conjunction with CCSS and to be considered by the District. It focuses on the integration of a digital environment with modern teaching methods that can be utilized with existing educational programs. For example, floor-to-ceiling whiteboards allow creativity to flourish from any side of the classroom. Ergonomic chairs increase student concentration, while adjustable tables allow easy reconfiguration for solo or group work needs. High definition instructional displays with wireless connectivity to handheld devices reinvent the way students and teachers collaborate.



Sample 21st Learning Environments

Flexible Space and Adaptable Furnishings: Flexible space and adaptable furnishings are two of the keys that unlock the full potential of the classroom in the 21st century. Flexible rooms are designed to be as open as possible, so that the furniture inside can be configured for different purposes as needed. One day, a teacher may want her students arranged in small groups. The next day, she may want the middle of the floor cleared of all furniture for a class activity. And on the third day, she may need to administer a test, with each student at their own desk in traditional rows and columns. An open-plan room requires flexible furniture to be able to achieve this simply and efficiently. The arrangement of adaptable furniture lends itself to the creation of small learning communities within classrooms or whole group instruction within a matter of minutes. Students can read, write, design, create, or discuss in a variety of arrangements, all of which can be reconfigured at the instructor's discretion.

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

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

Multiple write-erase surfaces are found on walls throughout the room, preferably at floor-to-ceiling height to maximize space for drawing, writing, or similar activities. Maximum flexibility of such surfaces is available on each of the four walls of the room. Walls with windows will normally require sliding markerboards so that windows can be covered if a full writable wall is needed. Markerboards should also be magnetic to allow materials (papers posters, etc.) to be magnetically "pinned" to the surface. Markerboards encompass approximately 80% of the total wall space in a general purpose classroom.

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

High-Definition Instructional Displays: In the modern classroom, digital technology can be leveraged in two complementary ways: first, by fitting rooms with interactive digital displays (and the technology

required to connect them to the Internet and to local networks); and, second, by providing students and teachers with devices that communicate wirelessly with those displays.

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

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

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

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

3.2.2 SPECIFIC FACILITY USES

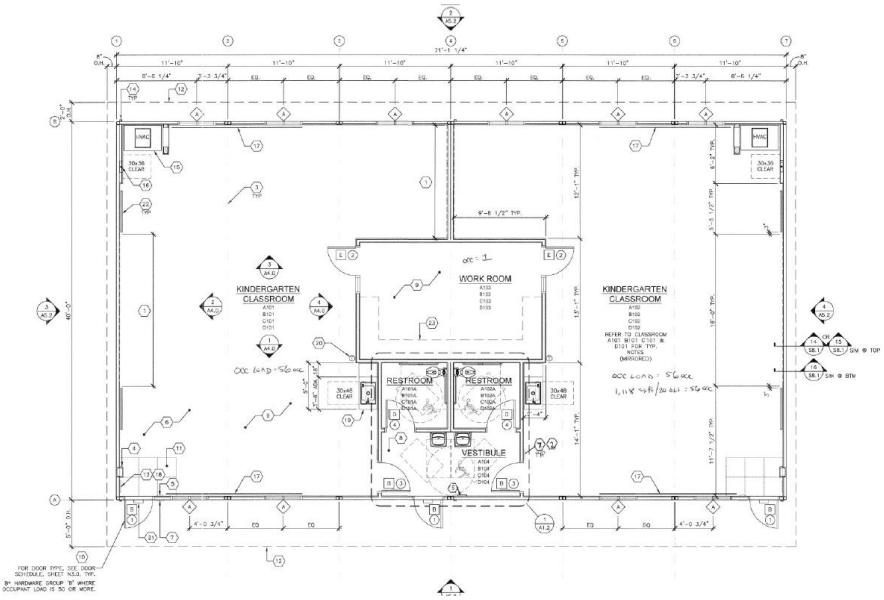
In addition to making repairs to school facilities and upgrading the learning environments to support the goals of 21st Century learning, the facilities must house the needs of the District and follow the requirements of the California Code of Regulations.

Preschool and Kindergarten Classrooms: To meet State licensure requirements, a preschool facility must conform to Title 22 of the California Code of Regulations. Minimum requirements include: a minimum of 75 square feet per child of outdoor activity space based on the total licensed capacity that is located in an area that is easily and safely accessed by the children and includes a shaded rest area with equipment and activities arranged so as not to interfere with each other, a 4' fence must enclose the outdoor activity, a minimum of 35 square feet per child of indoor activity space based on the total licensed capacity, an individual storage space for each child to store his/her belongings, one toilet and one hand washing sink

for every 15 children with a separate toilet and sink for use by teachers, staff, ill children, and in the case of emergency, and a drinking fountain installed for use by children both inside and outside. Ideally, most of these standards could be integrated in the design of TK and kindergarten classrooms, expanding the potential use for "flex-classrooms" as depicted in Figure 1.

The State standard for a TK or K classroom is not less than 1,350 square feet, including restrooms, storage, teacher preparation area, and wet and dry areas. The restrooms are self-contained within the classroom and designed to allow supervision of play yards as well as all areas of the classroom. The play yard is designed to provide a variety of activities for development of large motor skills. The District's goal is to provide TK/K classrooms that meet this standard for all TK/K students. The sample floor plan in Figure 1 utilizes permanent modular construction and accommodates Title 5 requirements. It also takes advantage of shared workspace and storage, creating a smaller overall footprint.

Figure 5: Sample Floor Plan of New TK/Kindergarten Classroom Building



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

The District will continue to provide general purpose classrooms that meet the State's minimum size requirements but seek to improve the educational program by also ensuring to the extent possible that classrooms contain the 21st Century learning amenities suggested above.

Special Education: The State requires 480 square feet if 9-28 students are on the RSP caseload. A 200 square foot room is required for speech services with an office being required for psychologist and

counseling services. Again, 21st Century improvements including mobile, flexible furnishings, white boards, a monitor on the wall, and wireless connectivity will be incorporated into each of these support spaces so that maximum flexibility and use is achieved as feasible. Portable facilities can also accommodate such uses, if needed.

The District will continue to provide educational services to students in the SDC in the mild to moderate program. The State standard for classrooms for these students is 960 square feet and they must be like the general purpose classrooms for other students at the school. The District desires to meet this educational specification for classroom space for students in the mild to moderate program. The District will provide the same 21st Century improvements as the general purpose classrooms receive.

The District will continue to provide services for moderate to severe students. The State standard for a classroom for students with the moderate to severe profile for intellectual learning disabilities is 1,080 square feet for the classroom. The District desires to meet this educational specification for classroom space for severely handicapped students. In addition, the District will provide 21st Century improvements with mobile, flexible furnishings that meet the needs of the handicapping conditions of the students, wireless connectivity throughout the room, and a monitor mounted on the wall. In addition, there will be computers in the classrooms that provide learning assisted software to meet the special needs of these students.

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

Multiuse Buildings (MUB) and Lunch Periods at Elementary Sites: Each school within the District operates a multi-use building (MUB). The MUBs are used for a variety of functions: lunch, assemblies, performances, staff development, parent meetings, special programs, community events, and afterschool programs. The MUBs also serve as the gym for the TK-8 schools.

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

Libraries: Libraries are no longer limited to the circulation of books. School libraries should now be the hub for students to be empowered with 21st Century skills such as the four C's – critical thinking, communication, collaboration, and creativity skills. To support the District's intention to implement 21st

Century learning environments, libraries must utilize an integrated approach to teaching and learning facilitates innovative and effective practices that empower students to learn, think critically, communicate effectively, work collaboratively with peers, and become creative in their approach to analyze information and solve problems.

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

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

Intervention Spaces: The District provides intervention programs as a part of the MTSS. At the elementary level, intervention programs are offered within the general purpose classroom through differentiated instruction. The high school has two intervention programs that are housed in two general purpose classrooms. There are no State standards for intervention spaces. A general purpose classroom or a smaller room, depending on the number of students in the intervention program, usually meet the needs of the academic program.

Gymnasiums: The District provides two gymnasiums at the high school. The spaces support physical education classes. The gymnasiums are also used for competitive interscholastic sports. Title 5 requires gymnasium, shower/locker to be designed to accommodate multiple use activities in accordance with the planned enrollment:

1. The gymnasiums are secured from other parts of the campus for evening and weekend events or for public use purposes.
2. The shower/locker area is of sufficient size to allow students enrolled in the physical education program to shower and dress each period.
3. Toilets are available for the public in facilities intended for shared community use other than in shower/locker areas.
4. Office space is provided for physical education teachers.
5. Space is available for specialized age-appropriate physical education activities such as weightlifting, exercise equipment usage, aerobics.

Technology: The District's vision for technology is that it should be a seamless tool that is integrated into the curriculum and instruction to help students construct new knowledge and integrate information in an engaging method. The District desires for students to have access to additional technology and to use it as a tool for learning. At the present time, each site has different Wi-Fi capabilities. The District desires to centralize technology and make the infrastructure more equal across the school sites. All students have access to Chrome Books. The Chrome Books are stored on cart or wall mounted shelving. There are computer labs at some schools, but they are being phased out. In conjunction with Covid-19 related school closures, the District has made significant strides in fully implementing its 1:1 Chromebook program.

3.3 EDUCATIONAL SPECIFICATIONS

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

A review the District's previous educational specifications identified in the 2015 facilities plan, local and State standards, as well as consideration for the District's educational program goals, led to the development of a revised set of specifications presented below for consideration for future facilities improvements.

Table 2 provides a summary of the educational specifications for TK/K-8 facilities. It summarizes the approximate square footage required for new TK/K-8 elementary school sites serving a capacity of 488 students. Table 3 summarizes the educational specifications for grades 9-12 facilities; in particular, the approximate total square footage required for a high school site serving a capacity of 1,330 students.

In the District's 2015 plan, the educational specification had a significant number of auxiliary spaces. The educational specifications presented in Tables 2 and 3 show a new educational specification that more closely relates to the educational program of the District, and the tables also include a comparison to the 2015 educational specification. Facilities previously constructed in the District may have been built to previous specifications and standards; the following educational specifications reflect the District's intent for future facilities.

Table 2: Proposed TK/K-8 Educational Specifications (488 Student Capacity)

	2015 ED SPEC			CFW Recommendation		
SPACE	**AREA**	**UNITS**	**TOTAL**	**AREA**	**UNITS**	**TOTAL**
Classroom	960	17	16,320	960	16	15,360
Kindergarten	1,350	2	2,700	1,350	2	2,700
Transistional Kindergarten	1,350	0	0	1,350	1	1,350
Special Ed/SDC	1,350	3	4,050	960	3	2,880
Science Lab	1,350	2	2,700	1,200	1	1,200
Art Classroom	1,200	1	1,200	0	0	0
Drama Room	2,000	1	2,000	0	0	0
Band/Choir Room	1,900	1	1,900	0	1	1,200
Teaching Space (Total Sq. Ft.):			**30,870**			**24,690**
Special Ed/RSP	450	1	450	450	1	450
Flex Office	150	0	0	150	1	150
Speech Office	250	0	0	250	1	250
Psychologist Office	150	0	0	150	1	150
Teaching Support Space (Total Sq. Ft.):			**450**			**1,000**
Workroom/Storage	250	1	250	0	0	0
Toilets	160	1	160	0	0	0
Work Prep rooms	250	4	1,000	0	0	0
Special Day Support area	200	2	400	0	0	0
work/prep room	250	6	1,500	0	0	0
Resource Tutor/Office	120	2	240	0	0	0
Storage	200	10	2,000	0	0	0
Science work/prep room	350	2	700	0	0	0
Outdoor Art Yard	300	1	300	0	0	0
Music Workroom	150	1	150	0	0	0
Uniform Storage	150	1	150	0	0	0
Individual Practice Rooms	150	2	300	0	0	0
Support Space (Total Sq. Ft.):			**7,150**			**0**
Reception/Waiting Area	400	1	400	400	1	400
Administrative Workstations	100	4	400	100	2	200
Principal's Office	200	1	200	200	1	200
Vice Principal's Office	200	1	200	200	0	0
Conference Rm	400	1	400	400	1	400
Support Staff Office	100	1	100	100	1	100
Staff Restrooms	120	2	240	120	2	240
Counseling Center	400	1	400	400	0	0
Clinic/ Health Office + Restroom	400	1	400	150	1	150
Faculty Lounge	750	1	750	750	1	750
Staff Workroom/Mail	500	1	500	500	0	0
Secure Record Storage	180	1	180	180	1	180
Parent Faculty Club	300	1	300	300	1	300
Storage	300	2	600	300	1	300
Community Room/PTA	600	1	600	600	0	0
Security Office	200	1	200	200	0	0
Administrative Space (Total Sq. Ft.):			**5,870**			**3,220**

	2015 ED SPEC			CFW Recommendation		
SPACE	**AREA**	**UNITS**	**TOTAL**	**AREA**	**UNITS**	**TOTAL**
Library Media Center	200	0	0	1,277	1	1,277
Small Breakout Rm	250	0	0	250	1	250
Makers Room	480	0	0	480	1	480
Library Media Center (Total Sq. Ft.):			**0**			**1,350**
Dining Area/Multipurpose/ Serving/gym	3,408	1	3,408	9,600	1	9,600
Chair/Table Storage	300	1	300	300	1	300
Preparation Kitchen area	1,000	1	1,000	-	-	-
Receiving Area	200	1	200	-	1	-
Serving Kitchen	600	1	600	600	1	600
Walk-in Refg/Freezer	300	1	300	100	1	100
Dry Storage	200	1	200	100	1	100
Dishwashing	200	1	200	-	-	-
Office/Workstation	100	1	100	100	1	100
Locker Room/Restroom	100	1	100	100	1	100
PE Equip Storage	-	-	-	400	1	400
Locker Changing	-	-	-	1,200	1	1,200
PE Staff	-	-	-	150	2	300
PE Staff Toilet	-	-	-	75	2	150
Multipurpose Facility (Total Sq. Ft.):			**6,408**			**12,950**
Gymnasium + Locker Rooms (Boys&Girls)	8,295	1	8,295	8,295	0	0
PE Office	200	1	200	200	0	0
Team Rooms	800	2	1,600	1,600	0	0
Concessions/Ticket Booth	200	1	200	200	0	0
Storage	350	2	700	700	0	0
Restrooms	120	2	240	240	0	0
Gymnasium Facility (Total Sq. Ft.):			**11,235**			**0**
Custodial Closets	150	4	600	0	-	600
Custodial Master Closet	400	1	400	55	1	400
Data/IDP/Electircal	150	6	900	55	1	900
Mechanical/Utility	150	7	1,050	0	0	0
Student Restrooms	1,929	1	1,929	225	6	1,350
Staff Restrooms	120	4	480	120	4	480
Outdoor Lunch Shelter	1,498	1	1,498	0	0	0
Support Areas (Total Sq. Ft.):			**6,857**			**3,730**

	2015 ED SPEC	CFW Recommendation
TOTAL CLASSROOMS	**27**	**24**
TOTAL BUILT AREA (SQ. FT.)	**68,840**	**46,940**

Table 3: Proposed 9-12 Educational Specifications (1,330 Student Capacity)

	2015 ED SPEC			CFW Recommendation		
SPACE	**AREA**	**UNITS**	**TOTAL**	**AREA**	**UNITS**	**TOTAL**
General Purpose	960	32	30,720	960	32	30,720
RSP	600	1	600	480	1	480
Special Ed/SDC	1,350	3	4,050	960	3	2,880
Special Day Support Area	200	3	600	200	0	0
Teaching Space (Total Sq. Ft.):			**35,970**			**34,080**
Lecture Hall	1,000	1	1,000	0	0	0
Art/Digital Art Classroom	1,350	2	2,700	1,200	2	2400
Shop	2,000	1	2,000	1,500	-	0
Instruction Areas	960	1	960	0	0	0
Office	150	1	150	0	0	0
Shops (Metal, Wood, Machine Tech Repair)	2,000	1	2,000	2,000	-	0
Instruction Areas	960	1	960	960	-	0
Office	150	1	150	150	-	0
Shop Diesel				2,000	1	2000
Shop Welding		-		2,500	1	2500
Health Medical Pathway				1,300	1	1300
Engineering Design Pathway				1,500	1	1500
Business Management Pathway				960	1	960
Software and Systems Development		-		1,200	1	1200
Agriculture Pathway	1,140	1	1,140	1,140	1	1140
Speciality Classrooms (Total Sq. Ft.):			**11,060**			**13,000**
Science Labs	1,350	6	8,100	1,200	6	7,200
Prep/Work Rooms	350	3	1,050	350	3	1,050
Science Labs (Total Sq. Ft.):			**9,150**			**8,250**
Band/Choir Room	2,500	1	2,500	1,850	1	1,850
Music Workroom	150	1	150	0	0	0
Offices	100	2	200	150	1	100
Uniform/Equipment Storage	150	1	150	150	1	150
Individual Practice Rooms	150	2	300	150	2	300
Drama Room	2,000	1	2,000	1,500	1	1,500
Dressing Room	150	2	300	0	0	0
Performing Arts (Total Sq. Ft.):			**5,600**			**3,900**
Work/Prep Rooms	350	8	2,800	0	0	0
Resource Tutor/Office	120	5	600	0	0	0
Storage	200	15	3,000	0	0	0
Support Offices (Total Sq. Ft.):			**6,400**			**0**
Dining	6,319	1	6,319	5,480	1	5,480
Table/Chair Storage	400	1	400	400	1	400
Receiving Area	500	1	500	500	0	0
Walk-In Cooler/Freezer	500	1	500	500	1	500
Dry Storage	300	1	300	300	1	300
Serving Kitchen Area	1,100	1	1,100	1,100	1	1,100
Kitchen Office	100	1	100	100	1	100
Dishwashing	500	1	500	500	0	500
Locker/Restroom	100	1	100	100	1	100
Multipurpose Facility (Total Sq. Ft.):			**9,819**			**8,480**
Main Area	4,913	1	4,913	3,750	1	3,750
Computer Lab	960	4	3,840	0	0	0
Storage	300	2	600	130	1	130
Library Media Center (Total Sq. Ft.):			**9,353**			**3,880**

	2015 ED SPEC			CFW Recommendation		
SPACE	**AREA**	**UNITS**	**TOTAL**	**AREA**	**UNITS**	**TOTAL**
Gymnasium + Locker Rooms (Boys + Girls)	15,346	1	15,346	15,346	1	15,346
Auxillary Gym	9,000	1	9,000	9,000	1	9,000
Team Locker Rooms	800	2	1,600	800	2	1,600
Wrestling Room	2,500	1	2,500	2,500	1	2,500
Weight Room	3,000	1	3,000	3,000	1	3,000
Training Room	1,500	1	1,500	0	0	0
Concessions/Ticket Booth	200	1	200	200	1	200
PE Office	200	4	800	200	2	400
Storage/Equipment	500	2	1,000	500	1	500
Restrooms	120	2	240	120	2	240
Gymnasium (Total Sq. Ft.):			**35,186**			**32,786**
Attendance Office	3,500	1	3,500	250	1	250
Reception/Waiting Area	1,500	1	1,500	500	1	500
Administrative Workstations	100	8	800	100	5	500
Large Conference Room	400	1	400	400	1	400
Facility Manager's Office	150	1	150	150	1	150
Support Office Staff	100	3	300	100	1	100
Clinic/Health Services + Restroom	600	1	600	300	1	300
Counseling Center	600	1	600	600	1	600
Faculty Lounge	1,000	1	1,000	1,000	1	1,000
Community Room/PTA	900	1	900	900	0	0
Principals Office	200	1	200	200	1	200
Vice Principal's Office	200	1	200	200	2	400
Record Storage	200	1	200	200	1	200
Security Office	200	1	200	200	1	200
Student Store	400	1	400	300	1	300
Storage	400	1	400	300	1	300
Staff Restrooms	120	4	480	120	4	480
Administrative Space (Total Sq. Ft.):			**11,830**			**5,880**
Staff Restrooms	120	6	720	120	6	720
Restrooms	5,015	1	5,015	250	12	3,000
Restroom (Total Sq. Ft.):			**23,195**			**3,720**
Theater (Seating & Stage)	13,500	1	13,500	13,500	1	13,500
Theater Storage	300	2	600	300	1	300
Theater (Total Sq. Ft.):			**14,100**			**13,800**

	2015 ED SPEC	CFW Recommendation
TOTAL CLASSROOMS	**56**	**50**
TOTAL BUILT AREA (SQ. FT.)	**171,663**	**127,776**

SITE ASSESSMENTS

The District, its educational program, and facilities have continued to evolve. The District's current facilities were constructed over several generations. Ripon High was constructed with Ripon Elementary built in the 1940s and 1950s, and Ripona Elementary constructed in the mid-1960s. The other elementary schools and continuation high school were built between the mid-1980s and early 2000s, with Colony Oak Elementary reconstructed in 2017.

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

On that basis, an on-site assessment of all facilities was conducted in August 2020, to investigate District needs and areas of interest. Areas of interest included the physical conditions of classroom and support facility interiors and exteriors, grounds, and infrastructure. This information was then distilled into worksheets (available in Appendix A to this report) and summaries of work that may be required based on State and District standards. After the site assessments, discussions were held with the District to review observations, areas of potential interest for further consideration to be reviewed by the Board.

4.1 RIPON ELEMENTARY SCHOOL


Ripon Elementary School (Ripon ES) is located at 509 West Main Street. The school occupies approximately 8.1 acres and is bounded by Ripon High School to the north, and residential and commercial development to the east, south, and west. The school was originally built in the 1940s and 1950s and

modernized in 2005. Ripon ES has a total of twenty-four permanent classrooms and two portable classrooms.

The facilities are all located on the eastern half of campus, with blacktop in the middle portion on approximately 3.6 acres of green space on the western side of campus. The administration is located in the southeast corner of campus, with classrooms and support spaces positioned in five rows running east to west. Each row contains four permanent classrooms. An additional four classrooms, two of which are portable facilities, are located along North Acacia Avenue on the east edge of campus. Another two modular classrooms used to house support programs are on the northernmost point of campus. The multipurpose room is located on the southern end of campus on the western end of the row of classrooms along Main Street.

There is no dedicated parent parking or bus-drop off cutout at this site; buses typically drop off students along Main Street near the administrative office, and parents pick up or drop off students along either Main Street to the south or North Acacia Avenue to the east. A parking lot on the northern end of campus adjacent to Ripon High School contains approximately 30 spaces.

Figure 6: Ripon Elementary Existing Conditions

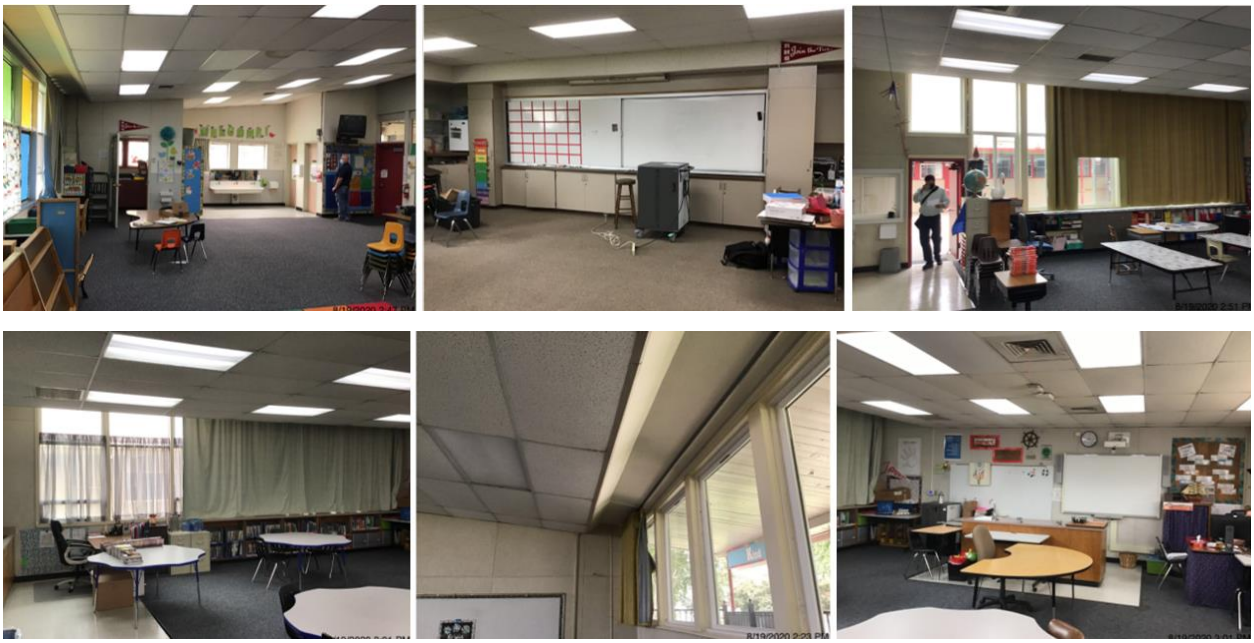
4.1.1 EXISTING USES AND CONDITIONS

Of the 24 permanent classroom spaces on campus: 20 are in five parallel rows, each containing 4 classrooms. These 20 classrooms, which house grades 1-8 and Learning Centers, are all in similar condition. These classrooms are all approximately 920 square feet with ceilings sloping towards the northern wall, exterior doors and large windows on the southern wall and smaller windows along the northern wall. These rooms have double pane windows throughout. Built-in casework with a sink can be found along one of the shorter walls with a sink in one corner; much of this casework is in good condition

but limits the flexibility of the room. These rooms have carpet in different stages of wear; the school has a rolling replacement program for its flooring. There are strips of tile flooring near the casework and sink area. There are no apparent roofing or HVAC issues in these classrooms. There is LED lighting and lay-in ceiling tiles throughout, and the walls are mostly tack panels with some paint. There are fixed whiteboards and a smartboard on one of the shorter walls opposite of the casework. The rooms are in good condition and well maintained, though the configuration of the space limits flexibility and could benefit from a reconfiguration of the space, and the furniture, fixtures, and equipment, are outdated and can be updated.

There is one classroom on campus (Room 10) that meets State design requirements for properly housing kindergarten programs. The other classrooms currently used to house kindergarten students (Rooms 11-12), although well maintained, do not meet the square footage recommendations.

The relocatable classrooms on campus are in similar condition. Each space is approximately 900 square feet with fluorescent lighting, lay-in ceiling tile, tackable walls, and mostly carpet. These spaces, which house support programs such as a computer lab, band, and Title 1 program, are in decent shape though slightly less well maintained than the permanent classrooms. Portable facilities were not designed to be permanent structures, and despite being is decent condition for their age, these facilities are showing their age and will likely need to be replaced. The restrooms at Ripon were being modernized at the time of the assessment and will not be considered a part of this assessment.



Typical Permanent Conditions

Typical Portable Conditions

The school's administrative facilities include approximately 2,000 square feet of dedicated facilities for the administrative functions of the school. Designed facilities include a lobby area, reception, principal and spare administrative offices, teacher work area, nurse's office, and staff restrooms. Fixtures and furnishings in the administration spaces are well maintained but are dated and inflexible in their use. The reception area separates the entrance from the drop off area and bus zone from the entrance into the rest of the school.

Administrative and Support Space Conditions

The library, located just north of the administration building, is approximately 930 square feet and is 1,030 square feet below the recommended educational specifications. In the library, there are traditional, dated library furnishings consisting of round and rectangular desks with student chairs and a traditional circulation desk located near the front door. One side of the room features and old screen and projector unit. The room is in good condition and well maintained, though the furniture and configuration of the space limits flexibility and could benefit from a reconfiguration of the space along with updated furnishings.

Library Conditions

The MUB serves as the general assembly area as well as the cafeteria, which is approximately 3,080 square feet with an attached 550 square foot kitchen. The cafeteria is showing its age, with cracks in the ceiling, warps in the flooring, single pane windows throughout and fluorescent lighting. There is no stage in the multipurpose room which hampers assemblies and performances. Tables are built into the longer north and south walls. The kitchen, which is on the east wall, has stainless-steel kitchen equipment and measures 200 square feet. Students flow through the lunch line from outside into the eating area. This space is the smallest of the multipurpose rooms throughout the District and could be impacting the quality of experience for students on campus.

MUB Conditions

4.1.2 COMPARISON TO EDUCATION SPECIFICATION

Using the District's adopted educational specifications for K-8 school sites as a guide, Ripon Elementary School generally meets basic requirements, but requires adjustments to existing spaces and some completely new facilities to fully reach District goals. While there are three classrooms on campus used to instruct TK and kindergarten programs, only one meets the State's Title 5 requirements. Rooms 11 and 12 are both undersized. Additionally, there are no dedicated science labs on campus.

The administrative specifications call for a space totaling 3,220 square feet, which is not met by the existing 2,000 square foot facility. The administrative office on campus mostly includes the required offices and student support spaces, but many of these areas are combined with each other to fit into the existing space.

The MUB falls short of the recommended square footage requirements by approximately 9,320 square feet and lacks many of the recommended amenities that the primary assembly space should have. The library is similarly undersized when compared to the education specifications, measuring 930 square feet instead of the recommended 2,060, though does meet the usage requirements.

Building a new MUB on campus can better meet the needs of the student body. The existing MUB can be converted into vital learning space such as a new media center and science labs. The existing library can then be used for additional administrative and support space as needed.

4.2 RIPONA ELEMENTARY SCHOOL


Ripona Elementary School (Ripona) is located at 415 Oregon Street The school occupies 10.4 acres and is bounded by residential development on all four sides. The school was originally built in 1965. Ripona has a total of 17 permanent classrooms and 6 portable classrooms.

All permanent and relocatable facilities are located on the western part of campus, with approximately 40,500 square feet of black top area in the middle section of the site, and 3.7 acres of green space on the eastern part of campus. There are two parking areas on campus; the northern parking lot is accessed from Harbor Town Drive, has approximately 44 spaces and has closest access to the MUB. The southern parking lot is accessed from Oregon Street, contains the bus drop-off area, approximately 45 parking spaces, and is closest to the administrative area. Both parking lots are in good condition.

The permanent facilities on campus are located in three buildings. The southernmost building contains seven classrooms for grades TK-2 and support space. The middle building contains six classrooms for grades 1-3, administrative area, media center, and support space. The northernmost building contains four classrooms grades 7-8, MUB, and support spaces.

Portable buildings are primarily located in the northwestern corner of campus. These portables are currently being used as general-purpose classrooms for grades 4-6 and support spaces. These classrooms face towards a courtyard that is also bounded by the MUB and northern parking lot.

Figure 7: Ripona Elementary Existing Conditions

4.2.1 EXISTING USES AND CONDITIONS

Of the classroom spaces in the southern building, three (Rooms 1, 6 and 7) house K and kindergarten, one houses grade 1 (Room 4) two house grade 2 (Rooms 3 and 5), and two more spaces house support programs. These rooms are in similar condition. These rooms have LED lighting with angled lay-in ceiling tiles, wood panels and tackable panels on the walls, and a combination of carpeting and tile flooring. Rooms 1 and 6 are approximately 1,210 square feet including internal restrooms and storage space and met Title 5 regulations at the time of construction. The other classrooms range from 860 to 945 square feet. These classrooms have countertop height casework along one wall with a sink, limiting the flexibility of the room. There are fixed markerboards along one wall and smartboards either on one wall or on a mobile cart.

The classrooms in the middle building are approximately 915 square feet with fluorescent lighting, lay-in ceiling tiles, tackable wall panels, and carpet flooring. Countertop height casework is located along two walls, limiting the flexibility of the rooms. There are fixed markerboards along one wall and smartboards either on one wall or on a mobile cart. The classrooms in the northern building are approximately 915 with sloped ceiling, LED lighting, tackable panels and carpet flooring. These classrooms have casework along two walls and fixed whiteboards along one wall.

Ripona has implemented a rolling carpet replacement program, and the age and condition of carpeting throughout the classrooms varies. However, the age and condition of the student furniture is old and outdated. The restrooms at Ripona were being modernized at the time of the assessment and will not be considered a part of this assessment.

The relocatable classrooms on campus are in similar condition. Each space is approximately 900 square feet with fluorescent lighting, lay-in ceiling tile, tackable walls, and mostly carpet. These spaces, which house grades 4-6 and the school psychologist, are in decent shape though slightly less well maintained than the permanent classrooms. Portable facilities were not designed to be permanent structures, and despite being is decent condition for their age, these facilities are showing wear and tear and will likely need to be replaced in the near future.

Typical Permanent Conditions

Typical Portable Conditions

The school's administrative facilities include an approximately 500 square foot lobby area and reception area, a 215 square foot principal's office, a 755 square foot staff lounge and work room, staff restrooms, a supply room, and a nurse's office without an attached restroom. Students using the nurse's room must use the restroom across the hall. Although some of these spaces may feel a bit dated, they are in good condition and are well maintained.

Administrative and Support Space Conditions

Ripona's library has recently expanded into Room 17 and is an 1,834 square foot space. There are traditional, dated library furnishings consisting of rectangular desks with student chairs and a traditional circulation desk located near the front door. Bookshelves are wooden, immobile, and take up most of the perimeter in the library. The space has high ceilings with fluorescent lighting and lay-in ceiling tiles, tackable wall panels, and new carpet. There is one small monitor on the north wall and several desktop computers along the southern wall. The room is in good condition and well maintained, though the furniture and configuration of the space limits flexibility and could benefit from a reconfiguration of the space along with updated furnishings. There is an additional 332 square foot work room off the northern wall of the library.

The band room and book storage room (Rooms 21 and 22) is a combined space of approximately 1,800 square feet. The room space sloping ceiling, fluorescent lighting, lay-in ceiling tiles, paint and sound panels on the wall and new carpeted flooring. At the time of the assessment, the space was being used solely for storage.

Library Conditions

The MUB serves as the general assembly area as well as the cafeteria, which is approximately 3,069 square feet with an additional 1,070 square foot stage and 393 square foot serving kitchen. The ceiling height in the main assembly area is 20 feet. When used as a cafeteria, the MUB can hold up to 210 students; dining tables are stored in a 170 square foot room adjacent to the stage. The stage flooring and curtain are in working condition, while the lighting and sound system appear in good working order. Kitchen equipment is well maintained, and the area is kept clean, but space is extremely limited, particularly related to storage needs.

MUB Conditions

4.2.2 COMPARISON TO EDUCATION SPECIFICATION

Using the District's adopted educational specifications for K-8 school sites as a guide, Ripona School generally meets basic requirements, but warrant adjustments to existing spaces and some completely new facilities to fully reach District goals. There are nearly enough spaces on camps to house all TK-8 courses in permanent facilities. Although some of these rooms are under 960 square feet, these spaces can sufficiently house students. To classrooms on campus meet State design requirements for kindergarten instruction, while general purpose classrooms are used to house TK program. There are no dedicated science labs on campus.

The administrative specifications, and library fall slightly short of the recommended square footage requirements the current spaces are sufficient, while the band room is more than adequate. The MUB is undersized, measuring approximately 3,070 square feet in total instead of the recommended 9,600

square feet. Despite this, the MUB has dimensions more suitable than at Ripon due to the dimensions of the cafeteria and stage for the build-in stage.

4.3 PARK VIEW ELEMENTARY SCHOOL


Park View Elementary School (Park View) is located at 751 Cindy Drive. The school occupies 18.5 acres and is bounded by residential development on the, western southern, and eastern sides with orchards to the north. The school was originally built in 2003 and has not received any significant modernization work. Park View has a total of 24, all of which are permanent facilities.

The facilities are located in the southeast corner of the site, with two parking lots on the southern end along Cindy Avenue and the bus loop on the east side along Calhoun Avenue. The western parking lot closest to the office has approximately 42 spaces while the eastern parking lot near the kindergarten complex has approximately 32 spaces. The MUB is located at the front of the school bifurcating the parking lot area, with the administration and office area building directly behind the MUB. The classrooms and support spaces are laid out in a spoke and axel format around the administration building. The kindergarten complex, the easternmost classroom building, contains classrooms, while the other four classroom wings contain four to five classrooms. In the middle of the classroom wings is the library and computer lab. The blacktop area is located on the northern end of the classroom wings and is approximately 120,000 square feet. The northern and western sections of the campus are green space area comprised of approximately 7.6 acres.

Figure 8: Park View Elementary Existing Conditions

4.3.1 EXISTING USES AND CONDITIONS

The three kindergarten classrooms on campus are located in Building E. These classrooms all meet State design requirements for kindergarten instruction. Building E also has a classroom used to house the afterschool program and is approximately 900 square feet. These rooms all have LED lighting, lay-in ceiling tiles, tackable wall panels, dual pane windows along the two longer walls, and approximately half carpeting and half tile flooring. Floor-to-ceiling casework is located along one wall, with additional casework and a sink near the exterior door. There is a projector mounted on the ceiling and sliding markerboards along the wall with the casework. There is also a play equipment storage room with exterior access near the kindergarten play area.

There are eighteen additional classrooms located in Buildings A-D, four in each Buildings A and D and five in each Buildings B and C. These classrooms, which house grades 1-8 and 2 reding reading rooms, are all in similar condition. These rooms are approximately 945 square feet with LED lighting, lay-in ceiling tiles, tackable wall panels, dual pane windows along the two longer walls, and carpeted flooring and tile near the front door. Floor-to-ceiling casework is located along one wall, with additional casework and a sink near the exterior door. There is a projector mounted on the ceiling and sliding markerboards along the wall with the casework. Overall, these classrooms are in good condition and are well-maintained. However, the furniture, fixtures, and other amenities are outdated.

Typical Permanent Conditions

The school's administrative building, located directly behind the MUB, is approximately 2,700 square feet and is well maintained and in good condition. The building includes an open office and reception area, principal's office, nurse's office with attached restroom, conference room, storage, and a staff work room and lounge. This building has LED lighting, lay-in ceiling tiles, dual-pane windows, and tile flooring throughout. The open office area and reception area serves as the entry to the rest of the school. The nurse's office is approximately 315 square feet including the attached restroom. The District nurse's office is also located in this building and is approximately 145 square feet. The building also has staff restroom facilities that are in good working order.

Administrative and Support Space Conditions

Park View's library is located in a 2,190 square foot space that includes a 150 square foot book storage room. Accordion doors open to an additional 610 square foot space currently being used as a computer lab with 32 monitors. This space is well laid out and is in good condition, with high ceilings and lay-in ceiling tiles, hanging LED lighting, large dual-pane windows, with painted walls and carpeted flooring all in good condition. The fixed bookshelves are substantial and in good condition and may limit the flexibility of the space. The circulation desk located in the center of the western wall has good visibility lines to the entire library. There is an additional classroom located in the building (Room L3), at approximately 960 square feet, that is currently used as the PE office. Overall, this building is in good condition. However, the library furniture and configuration of the space limits flexibility and could benefit from new furnishings and a reconfiguration of the space.

Library Conditions

The MUB serves as the general assembly area as well as the cafeteria, which is approximately 5,940 square feet with an additional 935 square foot stage and 650 square foot serving kitchen. The cafeteria has a cathedral ceiling, LED lighting and tile flooring, all of which are in good condition. The cafeteria has the assembly capacity for 970 people and dining capacity for 350 people, large enough to need only two lunch periods. There is ample chair and table storage in room along the south wall. The stage lighting, sound, curtain, and flooring are all in working order, with an ADA accessible lift on one end of the stage. The kitchen equipment is well maintained, and the area is kept clean, and the restroom and outdoor space are adequate. Attached to the MUB is the music room, at approximately 2,080 square feet, including the teacher office space. This space is in good condition and is of sufficient size, with a mobile riser and adequate equipment storage.



MUB Conditions

4.3.2 COMPARISON TO EDUCATION SPECIFICATION

Using the District's adopted educational specifications for K-8 school sites as a guide, Park View Elementary School generally meets basic requirements, and only requires adjustments to some existing spaces to fully reach District goals. There are a sufficient number of classrooms in permanent facilities to house the entire student body per educational specifications, and all three classrooms to house TK and kindergarten students meet Title 5 requirements. However, these rooms could use updated furniture, fixtures, and equipment to better align with 21st Century learning environments.

The MUB, music room, support spaces and administrative areas all meet recommended educational specifications. Although the library is in good condition and well maintained, the current configuration limits flexibility of the space. There are no dedicated science labs on campus. Rooms in Buildings B,C, or the former computer lab currently being used as the PE office could be retrofitted into a science lab that meets educational specifications.

4.4 WESTON ELEMENTARY SCHOOL

Weston Elementary School (Weston) is located at 1660 Stanley Drive. The school occupies 9.6 acres and is surrounded by residential development and bounded by Stanley Drive to the north, Jack Tone Road to the east, Zumstein Drive to the south and Ruess Road to the south. The school was originally built in 1986 and reconstructed in 2014. Weston has a total of 23 classrooms, 19 in permanent facilities and 4 in relocatable buildings.

The facilities are located in the northern section of the campus, with primary access to the campus from Stanley Drive. The parking lot contains a drop off and pick up loop that circulates the approximately 51 parking spaces and is in proximity to the administration building and MUB. Building A at the front of the school contains the administrative and office space, library and computer lab, and space for support programs. The most western building, Build B, contains eight classrooms, which house grades TK-3, and space for support programs. Students using this building have access to 23,000 square feet of green space and 16,000 square feet of black top area in the northwestern most corner of the site. One portable building is located to the west of Building A. Building C, located to the East of Building A, contains eleven classrooms, including the science lab. This building houses grades 4-8. Three portable buildings are located to the south of Building B.

The bus loop is accessed from Ruess Road along the western border and runs just south of Buildings A and B and loops at the southwestern corner of Building C. Approximately 34,650 square feet of black top area are located to the east of the MUB and Building B. To the south of Building B and portable buildings is approximately 2.2 acres feet of green space in a triangular layout, which is used for the upper grades.

Figure 9: Weston Elementary Existing Conditions

4.4.1 EXISTING USES AND CONDITIONS

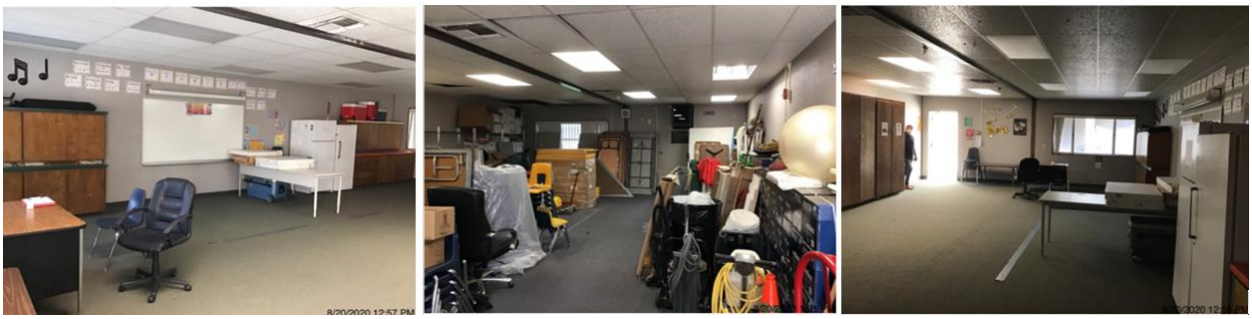
The eight classrooms in Building B are of similar condition. Rooms B1 and B2 are used for TK and kindergarten instruction and are approximately 1,135 square feet, including attached restrooms and a shared prep room of 205 square feet. Rooms B3-B8 serve grades 1-3 and are each approximately 920 square feet and share interior doors. These classrooms all have LED lighting, dual-pane windows along one wall, lay-in ceiling tiles, tackable wall panels and mostly carpeted flooring with tile near the exterior doors. B1 and B2 have tile flooring throughout. There is built-in casework along the back wall, as well as near the exterior door which includes a sink. Fixed markerboards are located along one wall. There are no monitors in these rooms, but there is a projector mounted from the ceiling.

The classrooms in Building C are also all in similar shape and well maintained. C1-C10 serve grades 4-10 and are each approximately 920 square feet and share interior doors. These classrooms all have LED lighting, dual-pane windows along one wall, lay-in ceiling tiles, tackable wall panels and mostly carpeted flooring with tile near the exterior doors. B1 and B2 have tile flooring throughout. There is built-in casework along two of the walls, as well as near the exterior door which includes a sink. Fixed markerboards are located along one wall. There are no monitors in these rooms, but there is a projector mounted from the ceiling. C11 serves as the science lab and is approximately 915 square feet with an additional 100 square feet storage room attached. The Science lab is in the same condition as the other classrooms in Building C but have tile flooring throughout, as well as 5 sinks built into the casework along two walls.

The four relocatable classrooms on campus are all in similar condition. These facilities are used to house support programs such as music, PE, and storage. These rooms are approximately 900 square feet with fluorescent lighting, lay-in ceiling tiles, tackable walls panels, and carpeted floring. Rooms have fixed markerboards along one wall. Overall, these rooms are in good condition.

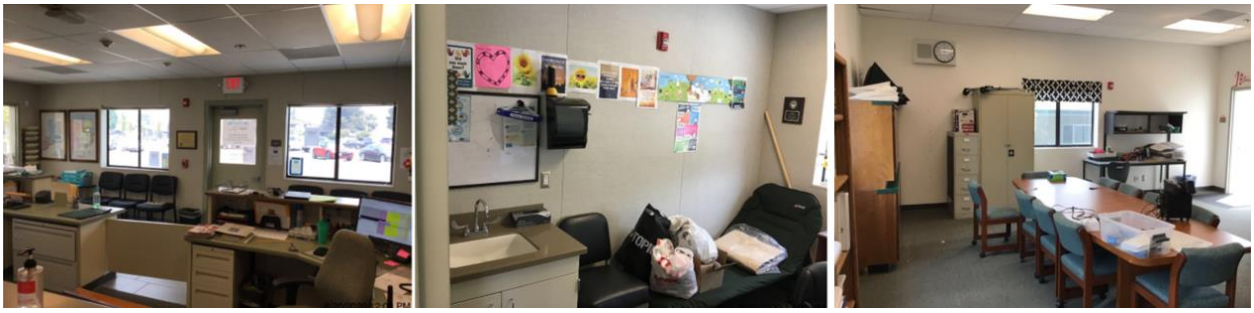


Typical Permanent Conditions



Typical Portable Conditions

The school's administrative facilities are all in good condition. Building A consists of an open office and reception, principal's office, nurse's office, staff restrooms, work room, and staff lounge. The nurse's office is approximately 110 square feet; there is not attached restroom, students need to use the restroom across the street. The fixtures and furnishings in the administration and support spaces are well maintained and do not need to be considered for replacement. The spaces used to house support spaces such as the Learning Center (A6), Speech (A4), ELD (C9) and counselor (C10) are all spacious and in good condition.



Administrative and Support Space Conditions

Weston's library is located in the eastern section of Building A. The library is approximately 1,050 square feet, with high ceilings and lay-in ceiling tiles, tackable wall panels, and carpeted flooring. There is a projector mounted on the ceiling and screen on the east wall, as well as fixed white markerboards on the north wall. There are traditional, dated library furnishings consisting of rectangular desks with student chairs and a traditional circulation desk located near the front door. Bookshelves are wooden, immobile, and take up the majority of the space in the library. The room is in good condition and well maintained, though the older furniture and configuration of the space limits flexibility and could benefit from a reconfiguration of the space along with new furnishings. The room adjacent to the library is the computer lab (A3), which is approximately 580 square feet and is located one half story up with observation windows looking into the library. These rooms are well maintained and in good condition, though furniture, fixtures, and amenities could benefit from an update.

Library and Computer Lab Conditions

The MUB serves as the general assembly area as well as the cafeteria, which is approximately 4,535 square feet with an additional 765 square foot stage. The cafeteria has the capacity for 561 people and high ceilings, LED lighting, and tile flooring that are all in good condition. Table and chair storage are located in a 265 square foot room in the northwest corner of the cafeteria. The stage, located on the western wall, has good lighting, sound, curtain, and flooring, as well as an ADA lift on one side of the stage.

MUB and Stage Conditions

4.4.2 COMPARISON TO EDUCATION SPECIFICATION

Using the District's adopted educational specifications for K-8 school sites as a guide, Weston Elementary School generally meets basic requirements, and only requires adjustments to existing spaces to fully reach District goals. There are a sufficient number of classrooms in permanent facilities to house the entire student body per educational specifications, and there are two classrooms to house kindergarten students that meet Title 5 requirements. However, these rooms could use updated furniture, fixtures, and equipment to better align with 21st Century learning environments.

The MUB, support spaces and administrative areas all meet recommended educational specifications. The relocatable facilities on campus will need to remain to continue housing support facilities. Although the library and computer lab are in good condition and well maintained, the current configurations limit flexibility of the space. There is only one dedicated science lab on campus, which is smaller than the educational specifications.

4.5 COLONY OAK ELEMENTARY SCHOOL

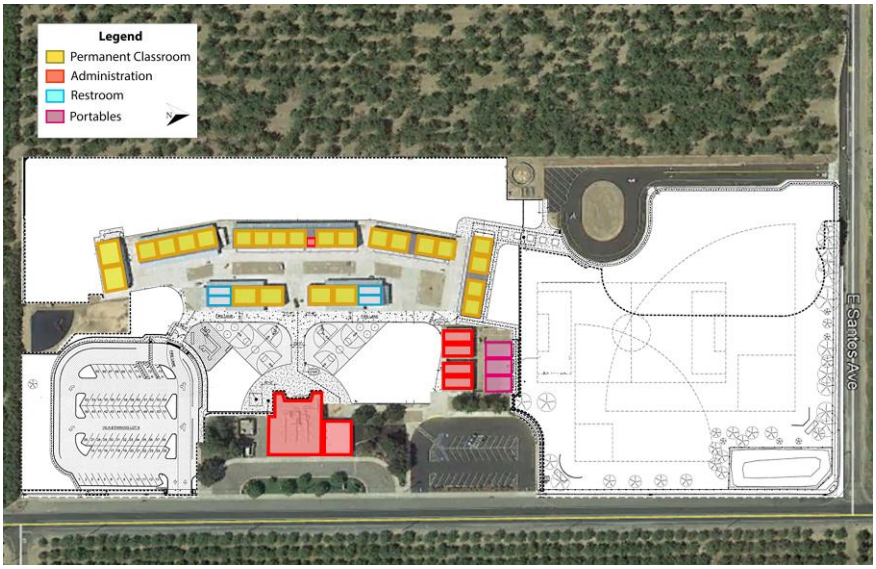
Colony Oak Elementary School (Colony Oak) is located at 22241 South Murphy Road. The school occupies 13.0 acres and is bounded by agricultural land on all sides. The school was originally built in 1987 and reconstructed in 2017. Colony Oak has a total of 27 classrooms, 22 in permanent facilities and 5 portable buildings.

A dedicated bus loop is located directly in front of the administrative office area and MUB. There are two parking lots on campus, both along South Murphy Road. The northernmost parking lot includes a drop off and pick up area with 33 parking spaces in the vicinity. The southern parking lot closest to the MUB as approximately 72 parking spaces. The MUB and office area are located at the front of the campus, with the rest of the buildings designed around it in a spoke and axel format.

There are five buildings housing classroom spaces: Building A (2 classrooms) houses kindergarten, Buildings B (4 classrooms) house grades 1-2, Building C (4 classrooms) houses grades 3-4 and 2 Learning Centers, Building D (4 classrooms) houses grades 5-6, and Building E (4 classrooms) houses grades 7-8. Buildings F and G are located between the MUB and classroom buildings and house the library, computer lab, and science labs. The portable facilities are located nearest Building E and house support programs such as a computer lab, PE, music, and custodial storage.

Hardtop play area is located between the MUB and Buildings F and G, as, well as outside of Building A. The green space areas are located on the southern part of campus near Building A, as well as the northern part of classroom north of Building E.

Figure 10: Colony Oak Elementary Existing Conditions



4.5.1 EXISTING USES AND CONDITIONS

All classrooms on campus in permanent facilities are in like-new condition and can be considered the "District standard" classroom design at the time of construction. The classrooms in Building A meet State design requirements for kindergarten instruction, with attached restrooms and a 130 square foot shared prep and storage area. The other classrooms in Buildings B through E are all approximately 890 square feet. These classrooms all have LED lighting, dual-pane windows along two walls, lay-in ceiling tiles, tackable wall panels and mostly carpeted flooring with tile near the exterior doors. There is built-in casework along the wall along the back wall, as well as near the exterior door which includes a sink. Fixed markerboards are located along one wall. There are no monitors in these rooms, but there is a projector

mounted from the ceiling. There is built-in casework along one wall with a sink in the corner of the room. Fixed white markerboards are located on two walls. There are two exterior doors in each classroom, one facing towards the center of campus as well as one on the opposite wall opening to green space for outdoor learning.

The portable facilities on campus are all in the same pocket of campus near the MUB and Building E. These facilities are all approximately 900 square feet. These rooms have fluorescent lighting, lay-in ceiling tiles, tackable wall panels, and carpeted flooring. These spaces are sufficient for the programs they house.

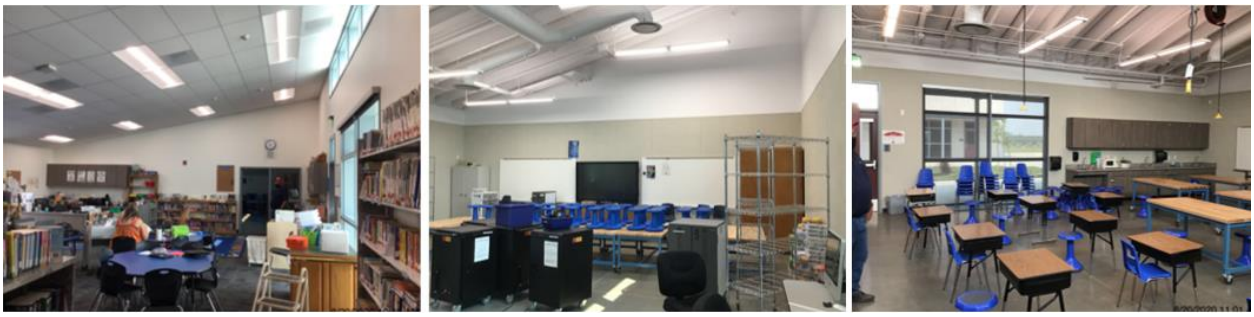
Typical Permanent Conditions

Typical Portable Conditions

Colony Oak's library is located in Building F and is approximately 1,370 square feet. There is LED lighting, dual-pane windows along two walls, sloping ceiling with lay-in ceiling tiles, tackable wall panels concrete flooring. There is ample natural light with book stacks built in along three walls and in the southern portion of the room, as well as modern, flexible furnishings. A modern circulation desk is located along the north wall near one of the exterior doors with casework built in behind the desk. There is no monitor or projector

in the library. The computer lab, now used as the lower grade manipulative lab, is located adjacent to the library and is approximately 1,050 square feet and has similar amenities. The space has modern furniture with a large monitor. Data outputs drop down from the ceiling.

Building G is used for science and art; G38 is used as a dry lab and G40 as a wet lab. Both rooms have LED lighting, dual-pane windows along two walls, sloping ceiling with lay-in ceiling tiles, tackable wall panels concrete flooring. Both rooms have data drops, fixed markerboards, and a large monitor. There is built-in casework along one wall with a sink. These rooms share a 320 square foot prep and storage room. Fixtures and furnishings are modern and compliment the space well.



Library and Science Lab Conditions

The MUB and administration area are located in one building and is the only permanent building to remain from the reconstruction in 2017. The school's administrative facilities serve as the entrance to the school from the bus loop. The administrative area includes an open office and reception, principal's office, nurse's office, staff restrooms, work room, and teacher's lounge. Fixtures and furnishings in the administration spaces are well maintained but are dated and inflexible in their use.

Administrative Conditions

The MUB serves as the general assembly area as well as the cafeteria, which is approximately 3,735 square feet with an additional 860 square foot stage and 300 square foot serving kitchen. The cafeteria has high ceilings, which were repainted in summer 2020, fluorescent lighting, and tile flooring. The MUB has space for 607 for assemblies and 250 for meals, which is large enough for the only 2 lunch periods needed. The space works for the needs of the school but feels its age. The kitchen is limited in space, particularly with storage needs, with dated appliances and casework. The stage is located on the west wall of the cafeteria,

with sound, lighting, flooring, and curtain in decent condition but feeling its age. There is an ADA ramp on the north side of the stage, as well as a 385 square foot stage storage and conference room off the stage.

MUB and Kitchen Conditions

4.5.2 COMPARISON TO EDUCATION SPECIFICATION

Using the District's adopted educational specifications for K-8 school sites as a guide, Colony Oak Elementary School generally meets basic requirements. There are a sufficient number of classrooms in permanent facilities to house the entire student body per educational specifications, and there are two classrooms to house kindergarten students meet Title 5 requirements. The library, science labs and support spaces are in excellent condition and meet square footage requirements.

The MUB and administrative areas all currently meet the requirements and demand of the school. However, as this building is the only permanent facility on campus not to be reconstructed, modernizing, or reconstructing this space in the future may need to be entertained.

4.6 RIPON HIGH SCHOOL

Ripon High School (Ripon High) is located at 301 North Acacia Avenue. The school occupies approximately 21.1 acres and is bounded by Highway 101 to the north, District office and residential development to the east, Ripon Elementary to the south, and residential development to the west. The school was originally built in 1939 and modernized in 2001. Ripon High has a total of 46 classrooms, 31 in permanent facilities and 15 relocatable buildings.

The vast majority of the campus is located on the western side of North Acacia Avenue, thought the cafeteria and the main parking lot of to the east of the street, just north of the District office. The new

gymnasium is located in the northeast corner of campus, with the old Horton gymnasium located directly south, followed by the administration building. The library and support spaces are located in the administration building. The permanent classrooms are located in seven buildings. Building A houses specialty programs such as wood shop, machine shop, welding, and small engines. Building C houses Spanish and Leadership and Building D houses English and Art. Building E houses science labs and the former home economics classroom and Building F houses language arts such as the Writing Center. Building G houses STEM classes such as math, sciences, and a computer lab, while Building H houses music and band and other support programs.

An open quad space is centered between these classroom buildings that includes a small built-in stage. The relocatable buildings are all located on the southwestern corner of campus. These facilities house general subjects and support programs such as JROTC.

The main parking lot has approximately 78 spaces. The secondary parking lot, located on the southern border of campus, has approximately 57 spaces. A drop off and pick up loop is located in front of the administration building, containing approximately 17 parking spaces for staff and visitors. The hardcourt areas, baseball and softball fields, and track are all located in the western half of campus, while the pool is located between the quad and the two gymnasiums.

Figure 11: Ripon High Existing Conditions

4.6.1 EXISTING USES AND CONDITIONS

The 31 permanent classroom facilities are separated generally between general instruction, science labs, and specialty rooms. The classrooms in Buildings F and G are in decent condition. These rooms are approximately 930 to 940 square feet with fluorescent lighting and lay-in ceiling tiles, painted walls and tackable wall panels, dual-pane windows, and new carpeting. There are interior doors connecting adjacent rooms, with built-in casework below the windows on the exterior wall. There are fixed older markerboards along two walls, with one projector mounted from the ceiling. In some rooms there are wall panels in poor condition, paint is chipped, the furniture and fixtures in these rooms are outdated, with heavy, rectangular wooden tables and plastic chairs with metal casters.

The eighteen relocatable classrooms on campus are all in similar condition. These buildings are used to house classes such as math, history, physiology, and support programs such as JROTC. Six are located on the western end of the quad, with another nine are in the southwest corner of campus, and three more near the band room as part of Building H. These classrooms are all 900 square feet, with fluorescent lighting, lay-in ceiling tiles, tackable wall panels, single pane windows, and carpeted flooring. Ripon High implements a rolling carpet replacement program, and the carpeting in the relocatable buildings are in different stages of use. These rooms have older fixed markerboards on one or two walls, with a projector mounted on the ceiling. The furniture and fixtures in these spaces is outdated. These buildings, although well-maintained, are reaching the end of their useful life and will need to be replaced in the near future.

Typical Permanent Conditions

Typical Relocatable Conditions

The specialty classrooms are located throughout campus. Science labs are located in Building E and range from 1,370 to 1,570 square feet, excluding storage space of approximately 300 square feet. These rooms have built-in casework along both long walls, with sinks along the walls. One of the labs (Room E4) has built-in stations in the classroom with sinks and water and gas hookups most of which work. The former home economics room, approximately 1,610 square feet, now houses the food science and environmental science, neither of which use the built-in kitchen appliances. These classrooms are in fair condition but are dated with outdated furniture and fixtures; for example, each classroom has a projector mounted to the ceiling without any monitors, and the science lab stations are fixed to the floor. The Art Room (Room D1, 1320 square feet) and Band room (Room H4, 2100 square feet) are in good condition with ample space but could use modernization work with updated furniture, fixtures, and equipment.

The specialty classrooms at Ripon High School are all generally in fair condition, such as Welding (Room A2, 3,275 square feet), Wood Shop (Room A4, 2,510 square feet), and small engines (Room A1, 565 square feet. Equipment and instructional materials are well maintained and functional, but fixtures and student furnishings are all worn and outdated. In several rooms, such as the areas of the walls are worn away and repaired with temporary coverings. The amount of square footage and equipment in each room is generally sufficient, though modernization for these rooms would increase the utility of these spaces and makes them uniquely primed for transformation into career technical education pathway facilities.

Typical Specialty Classroom Interiors

The school's administrative facilities include approximately 7,505 square feet of dedicated facilities for the administrative functions of the school the administration building serves as the main entrance to the school and includes a lobby area, reception, administrative offices for the principal, secretary, assistant principal, counselor, and psychologist. Additionally, the administration building houses a nurse's office, storage room, staff restroom, staff workroom, and back reception space. Fixtures and furnishings in the administration spaces are well maintained but are dated, worn, and inflexible in their use.

Support programs are interspersed throughout campus, with Counselor offices in the Administration building, Leadership located in Building C, and Speech and Writing Center in Building F. Overall, these spaces are in decent condition, though some spaces are undersized. If more space on campus was available, these functions could benefit from modern furniture and fixtures.

Administrative Conditions

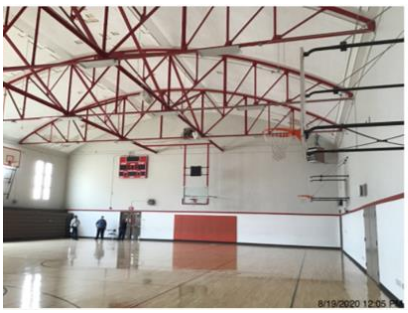
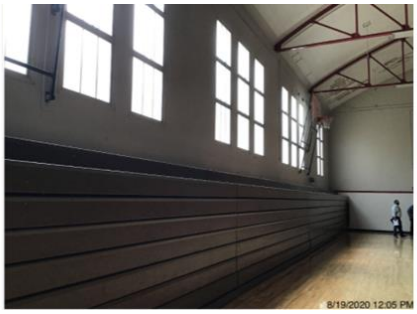
Support Spaces Conditions

The high school's library is located in the Administration Building. The library measures approximately 3,400 square feet, with the main library space measuring 3,190 square feet. The library is overall in good condition. This area contains traditional library furnishings such as rectangular wooden tables and shelves, a circulation desk in the southeast corner, and open reading space. There are also 32 computers spread out over 4 tables. Furnishings and fixtures are well maintained and in good condition but are inflexible in their use and would benefit from updates and reconfiguration. Attached to the main library space are a book storage room and a staff prep area.

Library Conditions

Ripon High has two gymnasiums as well as a separate kitchen complex. The new gym, located in the northeast corner of campus, was built around 15 years ago, and includes a 12,200 square foot arena area. This space has a capacity of 1,773 people ceiling sufficient for basketball and volleyball, LED lighting, foldable stadium seating along both long walls, and wood flooring, all of which are in great condition. There is also a lobby area of approximately 3,185 square feet that includes restrooms and a concession booth, all of which are in great condition. The older gymnasium, named Abeyta-Horton Gym, includes a 6,685 square foot arena with a capacity of people. The wood floor gets repolished every summer and is in good shape for its age; however, ceiling tiles in the arena often fall and the HVAC system is in poor condition, making the arena a potentially unsafe space for students. Both the weight room (2,470 square feet) and wrestling room (2,040 square feet) are in good condition and have adequate equipment. The cafeteria building is the only school facility located on the east side of North Acacia Avenue. The cafeteria space is large with sufficient space to serve the entire student body. The complex contains a 1,780 square foot kitchen, which has good circulation, stainless steel appliances and sufficient food storage, and 1,280 square foot stage with good lighting, sound, curtain, flooring, storage, and an ADA lift. Overall, the cafeteria building is in good condition and is not in need of modernization work.

New Gymnasium Conditions


Abeyta-Horton Gym Gymnasium Conditions



Cafeteria Conditions

4.6.2 COMPARISON TO EDUCATION SPECIFICATION

Using the District's adopted educational specifications for 9-12 school sites as a guide, Ripon High School generally meets basic specifications but requires adjustments to existing spaces to fully reach District goals. Based on projected future enrollment due to residential development, Ripon High will require additional general purpose classrooms to accommodate increased enrollment. The relocatable classrooms are reaching the end of their useful life and should be replaced with permanent facilities to last for decades to come. Square footage and space usage requirements for instructional spaces are met across the board, but the conditions in these spaces require modernization. Support spaces are often placed in rooms that are smaller than the recommended educational specifications and could benefit from increased space. Fixtures and furnishings are well maintained to the best of the ability of custodial staff, but there are significant repairs needed to the walls and floors in many rooms across campus.

4.7 HARVEST HIGH SCHOOL



Harvest High School (Harvest) is located at 729 Main Street. The school occupies approximately 0.3 acres and is bounded the green space for Ripon Elementary to the East, religious facilities to the South, and residential to the West and North. The school was originally built in 2001 and receives occasional modernization work. Maple has a total of two classrooms and office space under one building that is approximately 2,900 square feet.

Harvest is accessed from Main Street; there is a parking lot of 8 spaces and no dedicated bus cut out. Directly behind the building is approximately 2,750 square feet of fenced off outdoor area consisting of concrete patio area and grassy lawn. There is a fence that separates Harvest from the green space of Ripon Elementary to the east and residential to the north.

There is no dedicated bus cutout at this site; buses drop students off along Jupiter Avenue. Parent parking and drop-off occurs along the same street. There are two main parking lots in the northeastern and northwestern corners of campus, with the former containing 32 stalls, and the latter 25 stalls. There is also a small staff parking lot between the two that contains 5 stalls. The original classroom buildings are organized into three primary wings on the western side of campus, with a block of two classrooms on the eastern side. The portables are located next to the primary permanent wings. The hardcourt areas run along the western border, and the playfields make up the southern section of campus.

Figure 12: Harvest High Existing Conditions

4.7.1 EXISTING USES AND CONDITIONS

The two classrooms at Harvest (Rooms 101 and 102) are in similar condition. Both are approximately 920 square feet with LED lighting, lay-in ceiling tiles, small dual-pane windows on the north and south walls, tackable wall panels, and new carpeting throughout. There are fixed white markerboards along one of the longer walls, a projector mounted from the ceiling, and a monitor found on a mobile cart. Restrooms and all support facilities are located between the two classrooms. Overall, these rooms are in good condition and well maintained.

Classroom Interiors

Between the two classrooms are a principal's office, administrative assistant's office, kitchen, and restroom facilities. These spaces are all also in good condition and well maintained. The kitchen can be accessed by both classrooms and provides access to a restroom.

Support Spaces

4.7.2 COMPARISON TO EDUCATION SPECIFICATION

The District does not have dedicated educational specifications for continuation schools, so these spaces are evaluated based upon their ability to serve student needs. For the number of students enrolled annually at Harvest High School, the square footage and space usage requirements are all met. However, conditions of the outdoor learning space could be improved to foster experiential learning and activities.

STATE AID AND ELIGIBILITY

The Office of Public School Construction (OPSC), provides funding assistance to eligible public school districts throughout the State. OPSC operates various programs pursuant to State Law and provides projects to be considered by the State Allocation Board (SAB) for specific funding. Funding is provided to school districts in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs. The SAB periodically reviews and increases per pupil grant amounts.

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

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

With recognition that bond authority for projects is exhausted, the State placed Proposition 13, the "Public Preschool, K-12, and College Health and Safety Bond Act of 2020," on the March 2020 ballot. Proposition 13 included a $15 billion facilities bond to replenish facilities funding available to school districts across the state, with $9 billion to be allocated for K-12 education. The bond was not approved

by voters. At this time, no decision has been made as to when the State will offer to the voters another opportunity for a statewide facilities bond. Based on ongoing discussions by the OPSC and the legislature, the earliest opportunity for a potential statewide facilities bond may be in 2022. The following sections provide an overview of applicable State aid programs and estimated District eligibility.

5.1 STATE AID MODERNIZATION

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

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

2. **Funding:** A district with modernization eligibility may request funding on a 60-40 State grant/local match basis. The 2020 pupil grant is currently $4,741 for elementary grades, $5,014 for middle school grades, and $6,565 for high school grades. Eligible costs include design, construction, educational technology, testing, inspection, furniture, and equipment. Limited supplemental funding is available for excessive cost such as fire safety and accessibility improvements. Grant levels are periodically reviewed by the State. Program funding is subject to project performance and certification at the completion of construction.

Modernization eligibility requires that the enrollment per site support the estimated number of students that may be housed in eligible classrooms. For example, if all classrooms at a school site are deemed eligible, the site would need to have a corresponding enrollment to support the use of all classrooms towards the eligibility assuming a State general classroom loading standard of 25 students per classroom for elementary grades, and 27 students for middle and high school grades. In this scenario, if enrollment is less than the total State loading of all eligible classrooms, the total enrollment would be used towards establishing eligible pupils, resulting in less eligibility. If enrollment is higher, the total State loading from all eligible classrooms would be used.

Table 4 identifies FY2019-20 enrollment, total eligible permanent classrooms based on enrollment and age, and projected pupil grant eligibility pursuant to state loading standards. As shown, the District has previously received approximately 482 pupil grants for modernization at Ripon Elementary and Ripon High in 2007 and 2003, respectively. This reduces the current eligibility at these schools. Reducing these amounts proportionately establishes the current level of estimated pupil grant eligibility remaining at each site. Based on the District's FY2019-20 enrollment and date of construction or last modernization of each school site, the District is currently eligible for approximately $5.9 million in modernization grants from existing permanent classrooms. To receive these funds, the District would need to identify

approximately $9.9 million in eligible modernization improvements, including approximately $3.9 million in local matching funds.

Table 4: Estimated Current Modernization Eligibility from Permanent Classrooms

	School	CRs 25 yr+	FY19-20 Enroll	*Elig. Pupils	**Prior Pupils	Elig. Less Prior	Elig. CRs	Pupil Grant	60% Est. Grant	40% Required Match	Total
1	Colony Oak	0	473	0	0	0	0	$4,741	$0	$0	$0
2	Park View	0	470	0	0	0	0	$4,741	$0	$0	$0
3	Ripon Elementary	24	463	463	50	413	17	$4,741	$1,958,033	$1,305,355	$3,263,388
4	Ripona Elementary	17	477	425	0	425	17	$4,741	$2,014,925	$1,343,283	$3,358,208
5	Weston Elementary	0	468	0	0	0	0	$4,741	$0	$0	$0
6	Ripon High School	27	1,000	729	432	297	11	$6,565	$1,949,805	$1,299,870	$3,249,675
7	Harvest High School	0	28	0	0	0	0	$6,565	$0	$0	$0
	Total	**68**	**3,379**	**1,617**	**482**	**1,135**	**45**		**$5,922,763**	**$3,948,509**	**$9,871,272**

**Note: If 2019/20 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils*
***Prior pupils used for OPSC funded applications less than 20/25 years*

Table 5 presents a similar analysis for portable classrooms. For purposes of this analysis, available enrollment is first allocated towards the eligibility of permanent classrooms and the balance, if any, is thereafter allocated to portable classrooms at each site based on State loading standards. It is estimated that the District is eligible currently for $956,617 in modernization pupil grant eligibility from portable classrooms that currently exceed their 20-year life and can be supported from the current enrollment at each site.

Table 5: Estimated Current Modernization Eligibility from Portable Classrooms

	School	CRs 20 yr+	FY19-20 Enroll	Less Perm Pupils	*Elig. Pupils	Elig. CRs	Pupil Grant	60% Est. Grant	40% Required Match	Total
1	Colony Oak	0	473	0	0	0	$4,741	$0	$0	$0
2	Park View	0	470	0	0	0	$4,741	$0	$0	$0
3	Ripon Elementary	0	463	413	0	0	$4,741	$0	$0	$0
4	Ripona Elementary	3	477	425	52	2	$4,741	$246,532	$164,355	$410,887
5	Weston Elementary	3	468	0	75	3	$4,741	$355,575	$237,050	$592,625
6	Ripon High School	2	1,000	297	54	2	$6,565	$354,510	$236,340	$590,850
7	Harvest High School	0	28	0	0	0	$6,565	$0	$0	$0
	Total	**8**	**3,379**	**1,135**	**181**	**7**		**$956,617**	**$637,745**	**$1,594,362**

**Note: If 2019/20 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils*

Table 6 provides a combined view of current permanent and portable eligibility. In summary, the District may be eligible for approximately $6.9 million in combined permanent and portable eligibility. A local match of approximately $4.6 million would be required by the District to access these grants towards total improvement projects of approximately $11.5 million.

Table 6: Estimated Current Modernization Eligibility from Permanent and Portable Classrooms

	School	CRs 20/25 yr+	Elig. Pupils	Elig. CRs	Pupil Grant	60% Est. Grant	40% Required Match	Total
1	Colony Oak	0	0	0	$4,741	$0	$0	$0
2	Park View	0	0	0	$4,741	$0	$0	$0
3	Ripon Elementary	24	413	17	$4,741	$1,958,033	$1,305,355	$3,263,388
4	Ripona Elementary	20	477	19	$4,741	$2,261,457	$1,507,638	$3,769,095
5	Weston Elementary	3	75	3	$4,741	$355,575	$237,050	$592,625
6	Ripon High School	29	351	13	$6,565	$2,304,315	$1,536,210	$3,840,525
7	Harvest High School	0	0	0	$6,565	$0	$0	$0
	Total	**76**	**1,316**	**52**		**$6,879,380**	**$4,586,253**	**$11,465,633**

**Note: If 2019/20 enrollment is less than eligible pupils, assumes the lesser enrollment number as eligible pupils*

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

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

5.2 STATE AID NEW CONSTRUCTION

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

1. **Eligibility:** Eligibility for new construction funding is not site specific and is determined by the gap between a district's projected enrollment and its existing permanent classroom capacity. Classroom capacity is based on State loading standards of 25 students per classroom for

elementary grades and 27 students per classroom for middle and high school grades. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the number of future students and the current ability to house students in permanent facilities. Portable classrooms are not counted by the State as being permanently available to house pupils. Until approved for construction, eligibility is subject to annual review.

2. **Funding:** Once eligibility is approved; a district may apply for funding on a 50/50 State grant/local match basis. The 2020 pupil grant is currently $12,451 for elementary grades, $13,169 for middle grades and $16,756 for high school grades and is counted based on each student found to exceed a district's permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive costs. Grant levels are periodically reviewed by the State.

The OPSC uses a formula to project enrollment five years or ten years into the future to determine eligibility for new construction funding. The method of projecting enrollment into the future involves current and historical enrollment data for a district. The data is projected into the future for five years or ten years using a method provided by OPSC and referred to as the "Cohort Survival Method." The Cohort Survival Method forecasts future populations based on the survival of the existing population (typically rate of movement between grade levels) and the births (compared to kindergarten enrollment five years later) that will occur.

For the five-year enrollment projection method, the State allows the ability to factor in approved residential developments within the District's boundaries, which may result in additional projected students. Districts may elect to use the five-year or ten-year enrollment projection based on what is most advantageous to a district. A new K-8 school and additional high school facilities will need to be constructed to accommodate developments in the northern portion of the District. An effort between the District and developer will be required to determine the specific impact of the development to the District and mitigation measures. Therefore, a projection of State aid new construction is not provided at this time due to the need to finalize the determined impact. In addition, the State requires an annual assessment of districts seeking new construction funding, thus, the District's eligibility may vary annually, based on the rate of enrollment increase or decline. This requires continuous annual review of the Districts new construction eligibility and should thus be assessed accordingly.

5.3 CAREER TECHNICAL EDUCATION FACILITIES PROGRAM (CTEFP)

An additional program offered by the State includes the Career Technical Education Facilities Program (CTEFP). The program provides grant funds to aid districts to reconfigure, construct, or modernize career

technical education facilities, and/or purchase equipment for career technical education (CTE) programs. An additional $500 million was made available for the CTEFP through the passage of Proposition 51.

Application requires a two-stage process, with applicants first submitting a grant application to CDE for a passing score of 105 or above. Upon receipt of a passing score, the applicant may submit a funding application to the OPSC. 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 percent 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. The program is currently under the final funding cycle. At the September 30, 2020 SAB meeting, the SAB awarded $287 million in applications exhausting the available funding. The applications received exceeded the amount of available funds. Generally, districts with a CDE score of 118.5 or higher were funded. The State did fund districts with scores below 118.5 that were qualified as Rural designations. The District applied for approximately $1.6 million in these CTE grants that unfortunately was not funded due to a lower CDE score of 107.5 and a District designation as Urban.

5.4 FINANCIAL HARDSHIP FUNDING

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

Except for land acquisition and some site service costs, 100 percent hardship grant funding does not typically equate to 100 percent of the total development costs associated with the design and construction of an eligible project. Often projects must be phased, alternate methods of construction

(e.g. modular) must be employed to achieve the desired space requirement for housing students or additional bond funding must be provided thereafter to complete a hardship project. Moreover, the Hardship period begins on the date of application, regardless of the date it is reviewed by OPSC or approved by the SAB. This requires that the District sequence projects proposed for Financial Hardship after any and all anticipated and available capital funds are encumbered. Based on an analysis of the District's bonding capacity presented in Section 6 of this report, the District currently does not meet the threshold to qualify for Financial Hardship since the District is currently utilizing less than the 60 percent total bonding capacity requirement. This assessment must be conducted at every six-month period that a district participates in the Financial Hardship program.

5.5 STATE FUNDING APPLICATIONS

Table 7 provides a summary of previously received grants from the State. Since 2003, the District successfully garnered $16.1 million in grants for both new construction and modernization. Most recently, approximately $7.1 million in grants was received in 2019 as a reimbursement for the reconstruction and modernization efforts completed at Weston Elementary school.

Table 7: Previously Received State Aid Grants

	School	Application #	Type	Warrant Date	Amount
1	Weston Elementary	50/68650-00-006	New Construction	11/7/2019	$6,566,866
2	Weston Elementary	57/68650-00-003	Modernization	11/7/2019	$517,128
3	Ripon Elementary	57/68650-00-002	Modernization	2/20/2007	$464,767
4	Ripon High	50/68650-00-004	New Construction	3/1/2006	$11,082
5	Ripon High	50/68650-00-004	New Construction	2/6/2006	$692,624
6	Ripon High	50/68650-00-005	New Construction	12/16/2005	$246,616
7	Park View Elementary	50/68650-00-002	New Construction	1/9/2004	$5,482,320
8	Harvest High	50/68650-00-001	New Construction	1/21/2003	$516,812
9	Ripon High	57/68650-00-001	Modernization	1/21/2003	$1,640,917
				Total	**$16,139,132**

Source: Office of Public School Construction

Table 8 provides a summary of submitted applications on the State's Workload List that are pending review by the State. A total of $12.8 million in applications were submitted as reimbursements associated with the reconstruction and modernization of the Colony Oak and Weston Elementary schools. These amounts include estimates of anticipated grants and could be lower upon review and approval by the State; program funding sources depending on these grants would need to be amended on an ongoing basis.

Table 8: Submitted Applications on State's Workload List

	School	Application #	Type	Received Date	Amount
1	Colony Oak Elementary	50/68650-00-007	New Construction	7/27/2018	$8,081,016
2	Colony Oak Elementary	57/68650-00-004	Modernization	9/10/2018	$2,462,491
3	Weston Elementary	57/68650-00-005	Modernization	9/28/2018	$2,288,270
				Total	**$12,831,777**

Source: Office of Public School Construction

SECTION 6

LOCAL FUNDING

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

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

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

6.1 DEVELOPER FEES

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

- **Level 1** fees are established by statute and adjusted by the State Allocation Board and are currently $4.08 per square foot of residential development and $0.66 per square foot of commercial and industrial development

- **Level 2** fees constitute up to 50% of the State allowed cost for construction and sites, if the school district meets specified eligibility tests and assumes that the will State pay for the other 50% of cost through the SFP
- **Level 3** fees are the same as Level 2, but include the State's 50% share as well, but only when the State declares it is out of funds for new construction

A fee justification study must be completed 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.

An April 2020 Developer Fee Level 1 Justification Document for Residential, Commercial, and Industrial Development Projects, prepared by Total School Solutions established the justification for the District to levy Level 1 fees of $4.08 per square foot for new future residential units built within the District's boundaries. A further April 2020 Needs Analysis School Facilities Fees Level 2, also prepared by Total School Solutions, established the justification to levy Level 2 fees of $4.45 per square foot on new residential units only; Level 1 fees may also be levied on additions to existing residential units. This further study projected 700 new residential units over the next five years with a total square footage of 1,855,700. Based on the estimated square footage of these units, at the Level 2 fee of $4.45 square foot, the District could collect approximately $8.3 million over a five-year period.

The District is required to complete a biennial update to the Level 1 Study in order to continue collecting Level 1 fees for the next two years. Similarly, the District is also required to complete an annual update to the Level 2 Study in order to continue collecting Level 2 fees for the next year.

6.2 GENERAL OBLIGATION BONDS

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

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

6.2.1 EXISTING G.O. BOND AUTHORIZATIONS & PAST ISSUANCES

The District has successfully passed two local G.O. bond authorizations in recent history. Both bond authorizations were filed under Proposition 39, which requires 55% of votes in order to be successful. Pursuant to Proposition 39 G.O. bond authorization requirements, the issuance of new bonds is not to exceed a combined tax of $60 per $100,000 of assessed value.

The first of these authorizations, Measure "J," was approved by voters in March 2002 receiving 58.4% of the votes and authorized the sale of $10.0 million in G.O. bonds. To date, all $10.0 million in bonds have been sold over two issuances, being sold in June 2002 and June 2003. The second successful authorization was Measure "G," which was approved by voters in November 2012 and received 57.7 % of votes. This authorization allowed for the issuance of approximately $25.2 million. To date, all $25.2 million in bonds have been sold over two issuances, being sold in March 2013 and June 2015.

The District has issued four refunding series in recent history, two issuances from each of the recent original authorizations. From the 2002 election, two refunding issues have occurred, one in December 2009 for $2.9 million and another for $5.1 million in May 2012. Two refunding issuances have occurred from the 2012 election, one in August 2014 for $16.4 million and a second in December 2019 for $8.8 million. All originally issued bonds have either been paid off or refunded.

Table 9 summarizes the District's past G.O. bond issuances and provides data for each issuance's sale date, original principal, current outstanding principal, original repayment ratio, and remaining term. All original 2002 bonds have been refunded or paid off, while the current outstanding 2012 Election bonds account for approximately $6.8 million in outstanding principal. There is approximately $27.7 million of outstanding principal from refunded bonds, $2.6 million from the 2002 bond series and $25.1 million from the 2012 series.

Table 9: Summary of District G.O. Bond Authorizations and Past Issuances

Series	Type	Dated Date	Principal Issued	Principal Outstanding	Years Remaining	Repayment Ratio[(1)]
New Money Issues				**Remaining Authorization**		**$ -**
2002A	Tax Exempt G.O. Bond	6/1/2002	$ 3,625,000	$0	0	1.66
2002B	Tax Exempt G.O. Bond	6/1/2003	$ 6,375,000	$0	0	1.61
2012A	Tax Exempt G.O. Bond	3/19/2013	$15,312,384	$859,128	10	2.56
2012B	Tax Exempt G.O. Bond	6/15/2015	$ 9,920,000	$5,985,000	18	1.97
	TOTAL		**$35,232,384**	**$ 6,844,128**		**2.10**
Refunding Issues				**Remaining Authorization**		**$ -**
2009	Tax Exempt G.O. Bond		$2,925,000	$0	0	1.14
2012	Tax Exempt G.O. Bond		$5,145,000	$2,630,000	7	1.22
2017	Tax Exempt G.O. Bond		$16,420,000	$16,420,000	22	1.43
2019	Federally Taxable G.O. Bond		$8,830,000	$8,675,000	23	1.66
	TOTAL		**$33,320,000**	**$ 27,725,000**		**1.43**

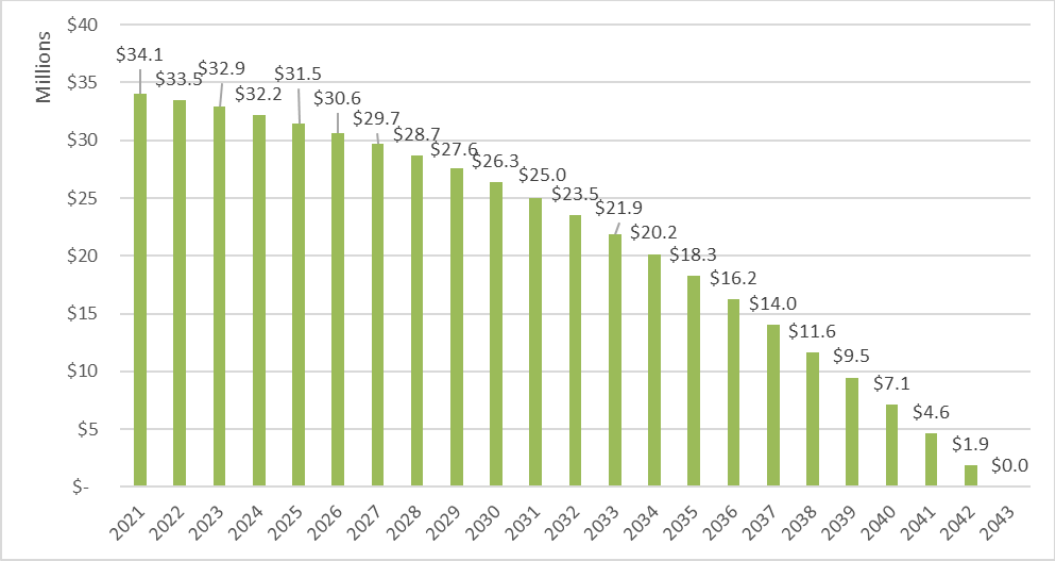
Sources: Electronic Municipal Market Access (EMMA), Thomson Reuters, District FY 2013 Audit, County

[(1)] Repayment ratio upon issuances of securities

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

Total principal to be repaid year-to-year range from $300,000 to $2.7 million for the next 22 years. Figure 13 indicates that the District had approximately $34.1 million in total outstanding G.O. bonded indebtedness in FY 2020-21, declining thereafter. Absent any additional debt issuance, all current outstanding principal is scheduled to be retired by the end of FY2041-42.

Figure 13: Remaining G.O. Bond Principal Outstanding Over Time



6.2.2 DISTRICT HISTORICAL ASSESSED VALUE & BONDING CAPACITY

Table 10 shows the current assessed valuation for the District and the historical pattern of growth since 2001. The District experienced substantial annual increases in assessed valuation from 2001 through 2008, ranging from 7.3% to 17.3% growth per annum. During the "Great Recession," assessed value did decrease from 2009 until 2012, which annual changes ranging from 2.3% increase to a 6.1% decrease. Assessed value began to increase again in 2013. The District's last 5-year and 10-year annualized average growth in assessed valuation averaged 5.9% and 4.8%, respectively. The District has averaged 4.7% annual growth over the most recent 15-year period. Prior to the "Great Recession," the District's annualized average growth rate was 12.0% from Fiscal Year Ending 2001 through 2008. County data shows the District's assessed valuation increased by approximately $188 million in Fiscal Year 2020-21, an 6.0% increase from the prior year. Since the 2002 bond election, the District's assessed valuation has more than tripled, from $1.0 billion to $3.3 billion.

Table 10: Historic District Total Assessed Valuation

Historical Assessed Valuations		
FYE	Total	% Change
2001	$965,149,164	9.49%
2002	$1,035,949,690	7.34%
2003	$1,124,015,974	8.50%
2004	$1,246,550,029	10.90%
2005	$1,422,847,480	14.14%
2006	$1,668,616,117	17.27%
2007	$1,982,015,956	18.78%
2008	$2,179,430,333	9.96%
2009	$2,229,092,861	2.28%
2010	$2,092,536,612	-6.13%
2011	$2,059,657,037	-1.57%
2012	$1,964,337,110	-4.63%
2013	$1,987,067,122	1.16%
2014	$2,161,670,114	8.79%
2015	$2,316,671,113	7.17%
2016	$2,475,775,529	6.87%
2017	$2,611,649,736	5.49%
2018	$2,778,629,239	6.39%
2019	$2,918,086,416	5.02%
2020	$3,111,212,850	6.62%
2021	$3,299,068,166	6.04%
5-Year Average		5.91%
10-Year Average		4.82%
15-Year Average		4.65%
20-Year Average		6.34%
25-Year Average		6.39%

Education Code 15102 limits the amount of outstanding principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For a unified school district, bonded indebtedness cannot exceed 2.5% of the District's total assessed valuation at the time bonds are to be sold without a waiver from the State. As calculated in Table 11, and using the District's current total assessed value, the District has a gross bonding capacity of approximately $82.5 million. Table 11 indicates that the District had approximately $34.1 million in total outstanding G.O. bonded indebtedness as of 2020-21, resulting in a current net bonding capacity of approximately $47.9 million. Overall, the District is currently utilizing 41.9% of its statutory bonding capacity.

Table 11: District Bonding Capacity

BONDING CAPACITY ANALYSIS (Current) Fiscal Year 2020-21	
ASSESSED VALUATION	
Secured Assessed Valuation	$3,210,455,675
Unsecured Assessed Valuation	$88,612,491
DEBT LIMITATION	
Total Assessed Valuation	$3,299,068,166
Applicable Bond Debt Limit	2.50%
Overall Bonding Capacity	$82,476,704
Outstanding Bonded Indebtedness	$34,569,128
NET BONDING CAPACITY	**$47,907,576**
% of Capacity Currently Used	41.91%

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

As a requirement to qualify for Financial Hardship, districts must demonstrate that they are bonded to at least sixty percent of their statutory bonding capacity. To qualify for Financial Hardship under the SFP, a district may include additional general fund debt in the calculation of total indebtedness. The District currently does not meet this threshold since the District is currently utilizing 41.9% of its total bonding capacity as calculated in Table 11; an amount greater than the 60 percent required to meet the Financial Hardship eligibility requirement under the SFP.

The scheduled repayment of outstanding principal for the District's G.O. bonds and the effect of principal repayment and assessed valuation growth on the percent of projected bonding capacity available over time, assuming no future bond issuances is in Table 12. When no assessed valuation growth is modeled, the District's bonding capacity is projected to increase as scheduled principal is repaid. When a sustained increase in annual assessed valuation growth of 4.0% is modeled, the District's bonding capacity is projected to accelerate over time.

Table 12: Remaining G.O. Bond Principal Outstanding Over Time

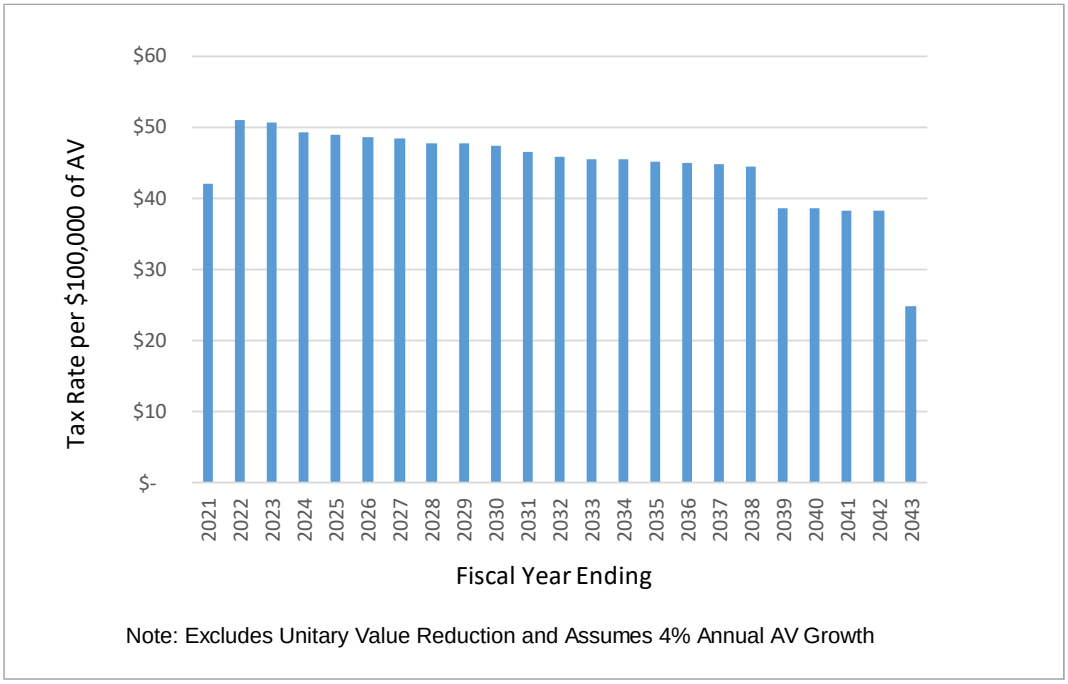
		Assuming No (0.0%) Annual AV Growth		Assuming 4.0% Annual AV Growth	
FYE	Outstanding Principal	Projected AV	Est. Bonding Capacity	Projected AV	Est. Bonding Capacity
2021	$34,059,597	$3,299,068,166	41.30%	$3,299,068,166	41.3%
2022	$33,495,275	$3,299,068,166	40.61%	$3,431,030,893	39.0%
2023	$32,882,066	$3,299,068,166	39.87%	$3,568,272,128	36.9%
2024	$32,206,342	$3,299,068,166	39.05%	$3,711,003,013	34.7%
2025	$31,459,306	$3,299,068,166	38.14%	$3,859,443,134	32.6%
2026	$30,604,306	$3,299,068,166	37.11%	$4,013,820,859	30.5%
2027	$29,672,289	$3,299,068,166	35.98%	$4,174,373,694	28.4%
2028	$28,673,256	$3,299,068,166	34.77%	$4,341,348,642	26.4%
2029	$27,564,512	$3,299,068,166	33.42%	$4,515,002,587	24.4%
2030	$26,345,000	$3,299,068,166	31.94%	$4,695,602,691	22.4%
2031	$24,980,000	$3,299,068,166	30.29%	$4,883,426,798	20.5%
2032	$23,510,000	$3,299,068,166	28.51%	$5,078,763,870	18.5%
2033	$21,905,000	$3,299,068,166	26.56%	$5,281,914,425	16.6%
2034	$20,160,000	$3,299,068,166	24.44%	$5,493,191,002	14.7%
2035	$18,270,000	$3,299,068,166	22.15%	$5,712,918,642	12.8%
2036	$16,230,000	$3,299,068,166	19.68%	$5,941,435,388	10.9%
2037	$14,020,000	$3,299,068,166	17.00%	$6,179,092,803	9.1%
2038	$11,645,000	$3,299,068,166	14.12%	$6,426,256,515	7.2%
2039	$9,465,000	$3,299,068,166	11.48%	$6,683,306,776	5.7%
2040	$7,110,000	$3,299,068,166	8.62%	$6,950,639,047	4.1%
2041	$4,590,000	$3,299,068,166	5.57%	$7,228,664,609	2.5%
2042	$1,875,000	$3,299,068,166	2.27%	$7,517,811,193	1.0%
2043	$0	$3,299,068,166	0.00%	$7,818,523,641	0.0%
2044	$0	$3,299,068,166	0.00%	$8,131,264,587	0.0%

An important consideration to note is that if the District decides to pursue and is granted Financial Hardship status, an increase in assessed value in combination with the scheduled repayment of principal could thrust the District out of Financial Hardship status midway through a project if not carefully sequenced and implemented.

6.2.3 ADDITIONAL G.O. BOND SALES

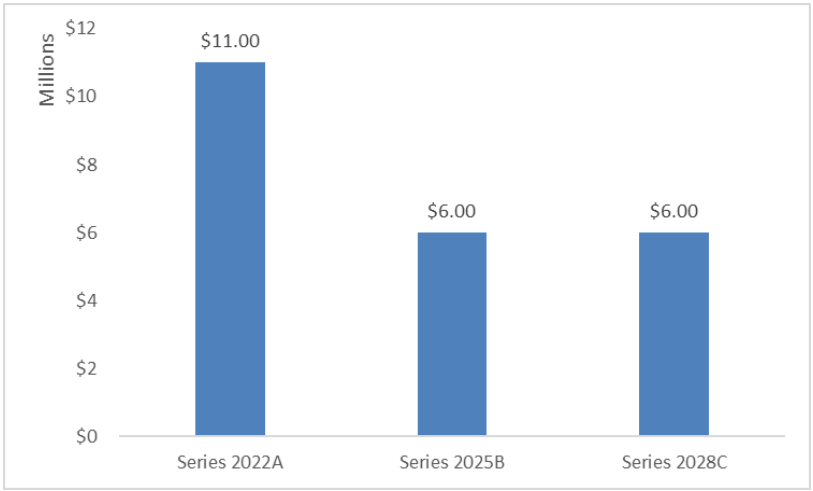
Figure 14 illustrates the estimated total tax rate for property owners in the District based on current outstanding G.O. bonds. The current tax rate is approximately $42 per $100,000 of assessed valuation and takes into consideration all bonds issued to date. Assuming a modeled annual assessed valuation growth rate of 4.0%, this tax rate is anticipated to fluctuate between $44-51 per $100,000 of assessed valuation annually through 2037-38. The tax rate is then anticipated to decreased to approximately $38 for several years. All existing debt is scheduled to be paid off by 2042-43.

Figure 14: Estimated Annual Tax Rate to Repay Outstanding Bonds



To gain access to the District's eligibility for modernization and new construction funding through the State's SFP, the District would need to provide a local match. The District has a net bonding capacity of approximately $47.9 million. Figure 15 shows a proposed scenario for a new G.O. bond authorization consisting of three series. Each series would be sold in three-year increments, starting in 2022 and ending in 2028. This potential structure could yield approximately $23.0 million in new project funds for the District; the program could be structured to generate additional proceeds.

Figure 15: Prop. 39 Estimated Bond Proceeds



SECTION 7

PROPOSED IMPROVEMENTS

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

Proposed facility improvements represent recommendations developed from an analysis of existing conditions, available funding, and desired improvements from the District. Existing conditions were compared against the District's adopted educational specifications at each school grade bracket (TK-8, 9-12) and equitably adjusted to bring sites as close to specification as possible. Available funding includes analyses of State funding, current and potential general obligation bond proceeds, developer fees or mitigation funds, and relevant funds-on-hand. Discussions with the District have been ongoing as part of the planning process and priorities have been set according to the outcomes of those meetings.

In October 2020, the District conducted a community survey to seek input on the proposed improvements. A series of questions were provided via an online survey tool. The survey was also mailed to approximately 200 community members. The survey was made available in English and Spanish. The survey included a total of 26 questions that expressed interest in learning about the community's thoughts and attitudes towards the facilities of the District with the first part focusing on the District's K-8 school sites and the second part covering questions related to high school facilities. The District received a total of 1,192 responses to the community survey.

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

- Provide 21st century improvements to classrooms with particular focus on older classrooms
- Replace portables with permanent classrooms
- Provide improved facilities to support science education
- Improve CTE facilities to support the requirements of the CTE industry
- Increase utility capacity (data, electrical, wiring) to better serve students
- Begin planning for future growth from new housing development

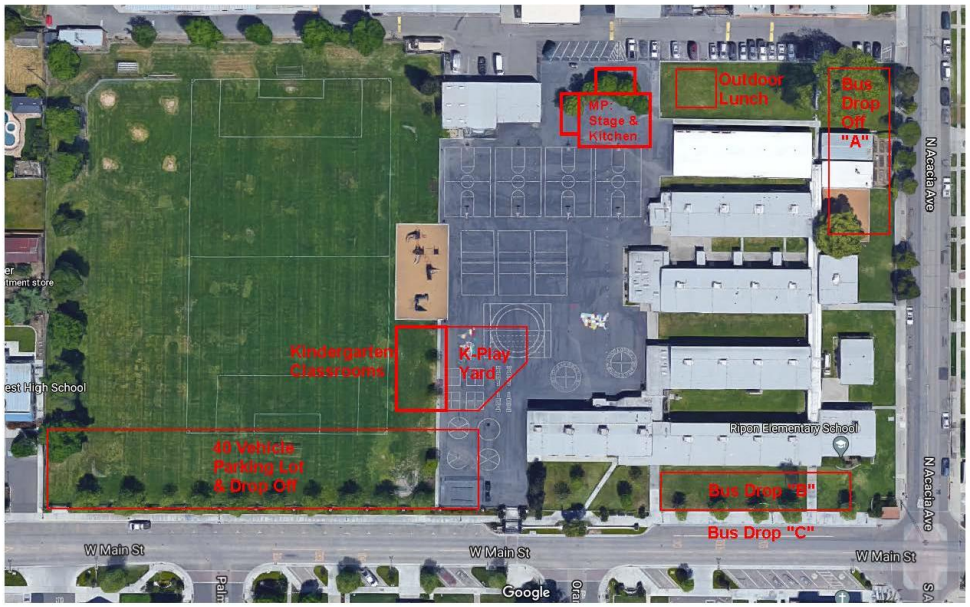
7.1 PROPOSED IMPROVEMENTS

Proposed improvements fall into three phases. The first phase will be used to modernize and upgrade classrooms to a 21st century standard at K-8 schools, increase utility capacity (data and electrical) at K-8 schools, and modernize high school CTE facilities. The goal of the second phase is to construct a new K-8

school and high school expansion to meet the new enrollment volume that is expected from new housing developments. The third phase focuses on a variety of upgrades to Ripon High including modernize and upgrade classrooms and library, replace portables with new classrooms, upgrade windows, air conditioning at Abeyta Horton gym, increase support spaces and utility capacity. K-8 schools will receive improvements to libraries and science labs. A new MUB will be constructed at Ripon K-8. Also, a new parking/drop off at Ripon K-8 will be constructed and portables will be replaced with new classrooms.

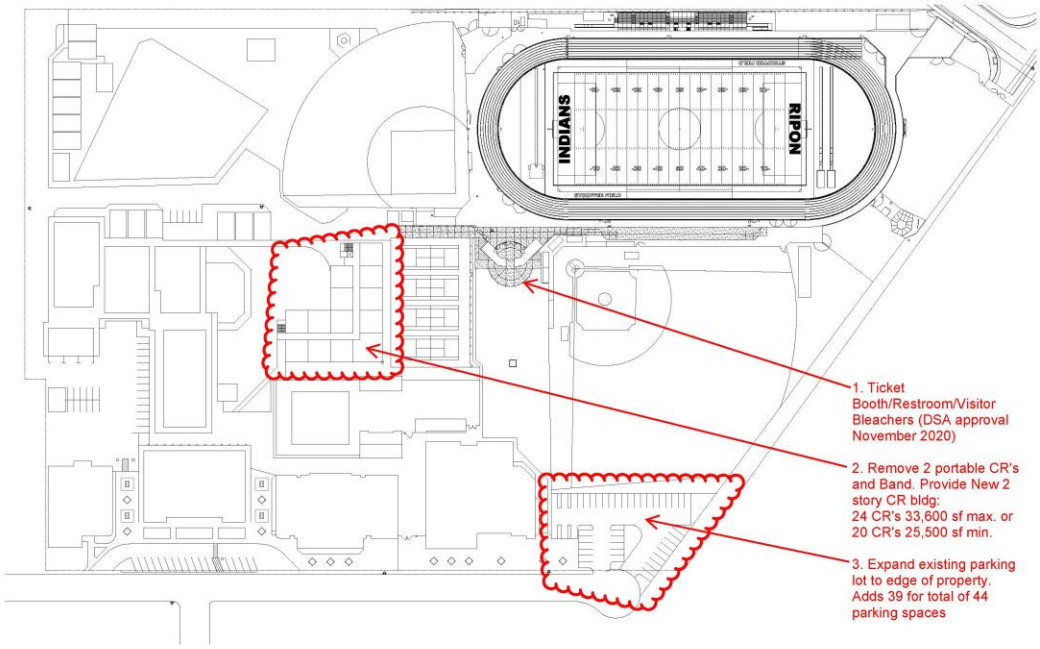
Figures 16 and 17 provide potential locations for new facilities proposed at Ripon Elementary and Ripon High School. Figure 16 shows the possible locations of new kindergarten classrooms and play areas, the new MUB building and outdoor lunch area, parking lots, and three potential locations for new bus drop off areas at Ripon Elementary School. Figure 17 shows the location of potential improvements at Ripon High School, including identifying the potential location for a new classroom building and expanded parking lot.

Figure 16: Ripon Elementary School – Proposed New Construction Improvements



Source: Preliminary concepts, prepared by architects PBK-WLC

Figure 17: Ripon High School – Proposed New Construction Improvements



Source: Preliminary concepts, prepared by architects PBK-WLC

SECTION 8

PROPOSED SOURCES AND USES

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

In summary, a capital program of $83.5 million is proposed to be implemented over three phases. Phase 1 relies on reimbursements from previously filed State aid applications. Phase 2 will depend on State aid, developer fees/mitigation, and other available local facilities funds. Phase 3 concludes the program through a potential future General Obligation (G.O.) Bond authorization and future State aid.

8.1 PROGRAM SOURCES AND USES

A proposed source and uses statement for facilities improvements has been developed and is presented in Tables 13 and 14. Three major sources of funding are proposed: estimated State grants, local funding sources, and G.O. bond proceeds.

The District currently has approximately $12.8 million in State aid reimbursement grant applications from previously completed improvements at Colony Oak ES ($10.5 million) and Weston ES ($2.3 million). These amounts include estimates of anticipated grants and could be lower upon review and approval by the State; program funding sources depending on these grants would need to be amended on an ongoing basis. This funding can be used for facilities improvements projects throughout the District. The District also has approximately $6.9 million in modernization eligibility across various campuses. This assumes that the State seeks a future bond program or other mechanism to continue State aid programs and other facility grants. Approximately $32.0 million dollars of new construction funding would be needed to fund identified projects to account for projected growth from nearby residential development, which could be derived from a variety of sources, such as existing funds on hand, developer mitigation fees, and State eligibility, among others. In addition, a new G.O. bond providing an approximately $23.0 million in new bond proceeds has been identified, for a total of approximately $83.5 million for the program.

Proposed uses are organized into three phases. Phase 1 is funded by the State Aid reimbursements generated from the past projects at Colony Oak K-8 and Weston K-8. These funds will be used to modernize and upgrade classrooms at K-8 schools, increase utility capacity (data and electrical) at K-8 schools, and modernize high school CTE facilities. In Phase 2, a new K-8 school and high school expansion will be built with funding from future new construction State Aid, developer fees and mitigation fees, and

other available facilities funds. Phase 3 funding anticipates a future G.O. Bond and future State Aid to fund a wide range of projects at schools throughout the District.

Proposed uses include improvements to Ripon High including modernizing and upgrading classroom and library facilities, replacing portables with new classrooms, upgrading windows, improving air conditioning at Abeyta Horton gym, increasing support spaces and utility capacity. Additional projects at the K-8 schools include improvements to libraries and science labs, and a new MUB at Ripon K-8. Funding availability for a new MUB at Ripon K-8 is not sufficient to build the facility to the desired square footage identified in the educational specifications. Therefore, a smaller facility of approximately 5,500 square feet is represented in the identified cost for the new MUB. Also, a new parking/drop off at Ripon K-8 will be constructed and portables will be replaced with new classrooms. Approximately $73.6 million in project expenditures are proposed to be funded. An additional $9.9 million is apportioned as a program reserve, resulting in a total program of $83.5 million. This program reserve can be used to address potential regulatory code compliance issues that arise during design and construction as well as provide contingency for inflation in future construction costs.

Table 13: Proposed Sources of Funding

Program Funding Sources	Phase 1	Phase 2	Phase 3	Total
State Aid				
Reimbursements				
New Construction - Colony Oak ES	$ 8,081,016			$ 8,081,016
Modernization - Colony Oak ES	$ 2,462,491			$ 2,462,491
Modernization - Weston ES	$ 2,288,270			$ 2,288,270
Modernization Eligibility				
Ripon ES			$ 1,958,033	$ 1,958,033
Ripona ES			$ 2,261,457	$ 2,261,457
Park View ES			$ -	$ -
Weston ES			$ 355,575	$ 355,575
Colony Oak ES			$ -	$ -
Ripon HS			$ 2,304,315	$ 2,304,315
Potential Future State Eligibility			$ 8,838,955	$ 8,838,955
Subtotal - State Aid	*$ 12,831,777*	*$ -*	*$ 15,718,335*	*$ 28,550,112*
Local Funding Sources				
New Construction Funding (funds on hand, developer mitigation, anticipated State eligibility)		*$ 31,981,587*		$ 31,981,587
Subtotal - Local Funding Sources	*$ -*	*$ 31,981,587*	*$ -*	*$ 31,981,587*
General Obligation (G.O.) Bonds				
Estimated Future G.O. Bond Proceeds			$ 22,927,840	$ 22,927,840
Subtotal - G.O. Bonds	*$ -*	*$ -*	*$ 22,927,840*	*$ 22,927,840*
Total - Program Funding Sources	**$ 12,831,777**	**$ 31,981,587**	**$ 38,646,176**	**$ 83,459,540**

Table 14: Proposed Program Uses

Proposed Program Uses	#	Phase 1	#	Phase 2	#	Phase 3	#	Total
Ripon ES								
Modernize & 21st Century upgrades to permanent classrooms	22	$ 3,300,000						$ 3,300,000
Construct new MPR						$ 4,827,143		$ 4,827,143
Construct new kindergarten classrooms						$ 1,812,857		$ 1,812,857
Convert MPR into media center and science labs						$ 1,791,643		$ 1,791,643
Create new bus drop off and parking						$ 1,105,714		$ 1,105,714
Increase data and electrical capacity		$ 714,286						$ 714,286
Subtotal - Ripon ES		$ 4,014,286		$ -		$ 9,537,357		$ 13,551,643
Ripona ES								
Modernize & 21st Century upgrades to permanent classrooms	15	$ 2,250,000						$ 2,250,000
Modernize and convert library into 21st Century media center						$ 617,100		$ 617,100
Convert standard classrooms into science lab						$ 864,600		$ 864,600
Increase data and electrical capacity		$ 714,286						$ 714,286
Subtotal - Ripona ES		$ 2,964,286		$ -		$ 1,481,700		$ 4,445,986
Park View ES								
Provide 21st Century upgrades to permanent classrooms	23	$ 1,150,000						$ 1,150,000
Convert library into 21st Century media center						$ 140,979		$ 140,979
21st Century upgrades to science labs						$ 267,707		$ 267,707
Subtotal - Park View ES		$ 1,150,000		$ -		$ 408,686		$ 1,558,686
Weston ES								
Provide 21st Century upgrades to permanent classrooms	18	$ 900,000						$ 900,000
Convert library into 21st Century media center						$ 140,979		$ 140,979
21st Century upgrades to science labs						$ 267,707		$ 267,707
Subtotal - Weston ES		$ 900,000		$ -		$ 408,686		$ 1,308,686
Ripon HS								
Construct new classrooms				$ 2,783,429		$ 9,480,571		$ 12,264,000
Construct new science labs						$ 2,031,429		$ 2,031,429
Modernize existing classrooms						$ 6,150,857		$ 6,150,857
Modernize CTE facilities		$ 2,952,857						$ 2,952,857
Convert library into media center						$ 218,507		$ 218,507
Replace windows in classrooms						$ 832,500		$ 832,500
Replace HVAC and roof improvements at Horton Gym						$ 1,222,034		$ 1,222,034
Increase data and electricity capacity						$ 1,071,429		$ 1,071,429
Subtotal - Ripon HS		$ 2,952,857		$ 2,783,429		$ 21,007,327		$ 26,743,613
New ES								
Construct new K-8 school				$ 26,000,000				$ 26,000,000
Subtotal - New ES		$ -		$ 26,000,000		$ -		$ 26,000,000
Subtotal - Program		$ 11,981,429		$ 28,783,429		$ 32,843,756		$ 73,608,613
Program Reserve	6.63%	$ 850,348	10.00%	$ 3,198,159	15.01%	$ 5,802,420	11.80%	$ 9,850,927
Total - Program		**$ 12,831,777**		**$ 31,981,587**		**$ 38,646,176**		**$ 83,459,540**

SECTION 9

RECOMMENDATION

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

- Approve and adopt this Facilities Assessment and Implementation Plan
- Prepare necessary procedures and standards for administration, bidding, award and selection of acquisition, design, construction, inspection and related services and professionals required to implement the adopted Plan
- Undertake necessary steps to secure funding, including procurement of State aid and available local funding to provide for the required funding of the Plan, including call a new local bond election
- Develop and maintain communication protocols to apprise the Board, staff and the community of the progress of the Plan

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