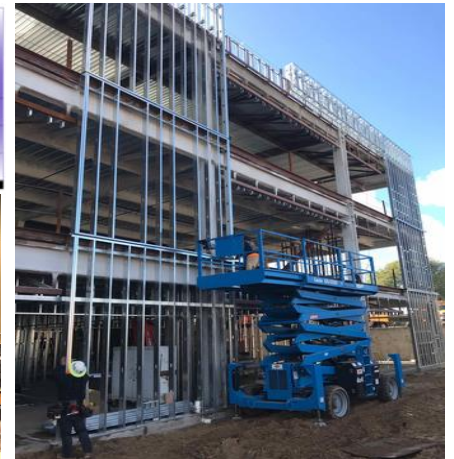
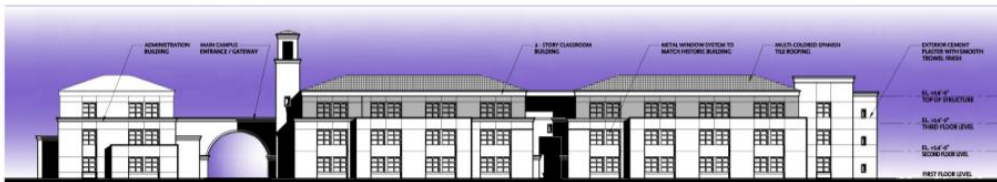




March 2018



SANTA MARIA
JOINT UNION
HIGH SCHOOL
DISTRICT

RECONFIGURATION AND FACILITIES PROGRAM

7th Status Report on the Reconfiguration and Facilities
Program to the Board of Education

CFW
*Planning and Financing Better
Schools for California Students*



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SECTION 1

PROGRAM OVERVIEW

1.1 INTRODUCTION

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

This seventh semi-annual update report integrates the District’s vision for education initiatives with the ongoing educational program and builds on the Reconfiguration and Facilities Program approved in 2014 and the Master Schools Improvement Program (MSIP) approved in 2016, collectively the “Program”, which further defined and detailed proposed Phase 1 and Phase 2 improvements. The report provides funding and sequencing updates utilizing both the remaining Measure “C-2004” bond funds and Measure “H” bond program, as well as other local funds, and state school facilities program grants.

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

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

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

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

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

Phase 2 facility improvements include:

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

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

1.1.1 EDUCATION PROGRAM

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

The District held a District Advisory Board luncheon as well as Pathway Advisory Committee meetings to increase collaboration with the industry leaders and partners to provide off school site opportunities

available to students for internships, externships, job-shadowing, volunteer work, or entry-level positions over the last 6 months. In addition, the District sponsored the Santa Maria Valley Student and Industry Collaboration Dinner. At this event, both high school and community college students who were interested in future employment were able to meet with local industry members. The goal was for students to obtain an opportunity for job-shadowing, summer employment, or an internship.

A newly formed Hospitality, Recreation and Tourism Advisory Committee was formed in conjunction with Allan Hancock Community College (AHC) to review and give recommendations on the culinary arts program. Other joint advisory committees are Ag Science and Medical Technology Pathways. Both the District and AHC intend to develop a memorandum of understanding formalizing this arrangement; however, before a formal agreement can be established, both the District and AHC need to develop formal structures for organizing of information and partnerships as well as develop timelines. It is anticipated that the formal agreement will be ready for execution at the end of the 2017-18 school year. Advisory Committees will continue to provide input on the facility designs and equipment needs.

Teachers and administrators participated in CTE professional development regarding the benefits of CTE programs. School staff members have volunteered to obtain the required CTE credentials needed to expand the pathway programs. The District identified and supported nine teachers in obtaining required CTE certifications with a specific focus on certifications for Environmental Resources, Fine Arts, and Engineering. The CTE credentials allow for students in 75% of the District pathways to obtain an industry recognized certification which helps them become more employable. The District will continue to recruit and to hire additional teachers with the appropriate credentials to teach pathway courses. It is anticipated that a number of additional teachers will receive their CTE credential by the end of the year.

The development of the Pathways educational program continues to drive the further articulation, design and funding of the required facilities. Over the next six-month period, Pathway Advisory Committee and staff meetings are proposed to further develop the required facilities that need to be completed at the CTE Center/Ag Farm and the new Righetti 38 classroom building, as well as the design of the industrial arts and other CTE pathway facilities to be modernized and improved at Righetti and Santa Maria High as part of the initiation of Phase 2 improvements. These efforts will assist in making the District eligible and more competitive for additional California Department of Education (CDE) grant applications for proposed equipment and facility upgrades.

1.1.2 FACILITIES PROGRAM

Over the last six months, a lease/leaseback selection process was completed in November 2017 for the Santa Maria High School Reconstruction Project, with Board approval anticipated in March 2018. Design activities for Component 1 continued with the architect's advancement of schematic drawings for a new 50 classroom and administrative building. In February 2018, a site visit was held with the design team providing the architect, as well as the mechanical and electrical subcontractors, the opportunity to analyze and evaluate the existing facilities to be modernized or repurposed as part of Component 2 of the project. Over the next six months, the design team will continue efforts towards finalizing design activities for

Components 1 and 2 for an anticipated Department of State Architect (DSA) submittal in July 2018, as well as initiating the Component 3 restoration of the Ethel Pope Auditorium

Righetti High School activities focused on the continued Phase 1 construction of the 38-classroom building and planning of Phase 2 activities for modernization improvements of existing buildings and permanent classrooms. Construction activities continue as scheduled for the new 38 classroom building. Concrete slabs were poured and cured by December 2018, and the contractor commenced roof installation in February 2018, with metal stud framing and installation of plumbing, mechanical, and electrical being finalized throughout the building. The project is currently on schedule for substantial completion and occupancy by January 2019. Additionally, in December 2017, a completed funding application for the 38-classroom building project was submitted to the Office of Public School Construction (OPSC) for eligible grant reimbursement. Over the next six months, construction activities for the new 38-classroom building will continue to be monitored and efforts will be undertaken to select an architect and initiate the design of Phase 2 modernization improvements to existing buildings and permanent classrooms.

The District took delivery of the Performing Arts Center (PAC) at Pioneer Valley High School in early October 2017, with an open house taking place on October 26, 2017. The first performances inside the new facility took the stage in early November 2017. This culminates a multi-year construction effort for the District. The new PAC adds 17,352 square feet of performing arts and support space to the existing 11,831-square-foot Building J containing Pioneer Valley High's band, choir, and drama programs. The facility is state-of-the-art for high school and community performance needs, and includes a lobby, a box office and concession area, restrooms, a 208-seat main auditorium, an 86-seat mezzanine, and a performance stage with a large backstage area.

The CTE Center/Ag Farm project was approved by DSA in December 2017 and CDE in February 2018. A request for qualifications and proposals for lease/leaseback construction services was released in January 2018 with selection of a construction firm anticipated for April 2018. An extensive CDE application process for CTE grant applications for the Barn and Culinary facility was undertaken, completed and preliminary approval received for \$4.6 million in matching construction and equipment funding. Construction is anticipated to commence in July 2018 and is expected to be completed within a sixteen-month period. Over the next six months, a funding application to OPSC for eligible pupil grant reimbursement for the remaining 4 shops and additional CDE matching grant proposals will be explored on behalf of the modernization of CTE facilities at Righetti and Santa Maria High, if plans can be prepared as needed.

1.1.3 PROJECT FUNDING

Major funding sources for Phase 1 projects include Measure C2004 General Obligation (G.O.) Bonds, prior State Aid grant receipts, and developer fees that on a combined basis equal approximately \$51.2 million. Phase 2 projects are substantially funded from anticipated future State Aid grants, developer fees and Measure "H" G.O. bonds.

Estimated State Aid funding sources have increased due to an increased adjustment to the State's per pupil grant formula, the securing of additional matching grant funding of \$4.6 million for the Barn and

Culinary component of the CTE Center/Ag Farm from CDE and the submittal of supplemental funding requests for site service improvements for all pending and submitted applications to the State. In total, approximately \$38.3 million in District applications are pending or have been submitted for grant reimbursement to the State. An additional \$23.9 million are proposed to be funded as the balance of design team members are selected, plans developed and final project approvals are granted by CDE and DSA.

To date, approximately 50 percent of all monies approved by State voters for the Proposition 51 state bond in 2016 have been submitted to the State Allocation Board (SAB) for funding. To secure the District's additional funding requests and be placed in line for the remaining balance of available Proposition 51 funding, all remaining Phase 2 projects must be designed and receive state approvals before remaining applications can be submitted. In the interim, the State has started to issue \$400 to \$500 million every six months in state bonds to fund SAB approved project reimbursement releases to districts for approved projects. This delay in the funding of approved applications by the State is requiring the District to further advance local funding in order to keep its projects on schedule, budget and in line for priority reimbursement by the state.

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

The latest developer fee study adopted by the Board projects the availability of approximately \$7.6 million in Level 2 developer fees over the next 5 years. In combination with existing developer fee balances, projected developer fee collections, State grant reimbursements and additional local Measure "H" funding, it is anticipated that sufficient funds should be able to implement the adopted Program over time, per the adopted schedule and budget.

1.1.4 MASTER BUDGET AND SCHEDULE

The Program provides a consolidated Master Budget and Master Schedule which merges and integrates the Measure "H" bond program with the prior Measure "C" and other local funding, including developer fees, and capital program balances. The integrated Program includes two improvement phases which commenced in 2014. The revised Master Budget is projected to be \$234.9 million, inclusive of a program reserve to accommodate changes in program as mandated from time to time by the State and as may be needed to accommodate local program requirements as well as additional grant revenues. Expected expenses have been adjusted to meet anticipated budget increases from the prior period and to increase the Program Reserve in anticipation of escalating costs for construction and delays in State reimbursements.

1.2 RECOMMENDATIONS

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

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



SECTION 2

EDUCATION PROGRAM

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

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

2.1 DISTRICT OBJECTIVES

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

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

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

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

2.2 DISTRICT PATHWAY PROGRAMS

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

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

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

- Agri-science Pathway
- Ornamental Horticulture Pathway
- Agriculture Mechanics Pathway

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

- Design, Visual and Media Arts Pathway

Health Science and Medical Technology Industry Sector (Pioneer Valley and Righetti)

- Patient Care Pathway
- Sports Medicine Pathway

Hospitality, Recreation and Tourism Industry Sector

- Food Science, Dietetics, and Nutrition Pathway

Engineering and Architecture Industry Sector (Santa Maria High School)

- Engineering Technology Pathway

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

- Environmental Resources Pathway

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

- Business Management Pathway

Public Services Industry Sector (Righetti and Santa Maria)

- Public Safety Pathway

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

- Software and Systems Development Pathway

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

- Machining and Forming Technologies Pathway

2.3 DISTRICT EFFORTS UNDERWAY

In order to have students well prepared for work or advanced training, the District included a goal in the Local Control Accountability Plan (LCAP) to increase the number of students who have completed a pathway sequence of courses. The District made gains from 2016 to 2017 in this area by increasing the number of students enrolled in a Capstone course from 39% to 44%.

To further increase the percentage of students who complete a pathway, the District has engaged in a process to outline programs of study for each of the pathways so that students, parents, and teachers know the sequence of courses within the pathway. To accomplish this, the District held meetings with departments at each of the schools to determine what is taught and what needs to be taught to align the sequence of courses with a pathway with a required State course codes across all high schools. Further discussions then occurred regarding courses that need to be added or changed to meet the minimum two course sequence and provide students with a robust pathway to prepare for entry into the job market or into higher education programs.

Information on the pathways available at each school sites has been published on the District website. In addition, the list of courses within each of the pathways offered at the school has been made available to students, parents and community members via the District website. Brochures for each of the pathways are in the process of development to further inform students, parents, and community members.

Programs of study were implemented in Engineering Technology and Environmental Science Pathways beginning in August 2017. An additional course, Geology, was approved for the Environmental Science

Pathway that meets the a-g university requirements as well as concurrent enrollment with AHC, and CTE requirements. New courses and curriculum were added to existing pathways for Medical Assisting and Digital Arts II for the school year. Course content was changed so that students can meet the requirements for certifications in Ag Welding, Microsoft Certification, First Aid and CPR to provide students the opportunity for employment in these fields. A Commercial Arts program was also added to the course offerings within the Design, Visual and Media Pathway. A course matrix is in the process of being developed for each of the pathways. Efforts were also made to increase faculty collaboration and to begin opportunities for teachers to team teach within the pathways.

To prepare students for work, internships, job-shadowing, and volunteer work within industry sectors is very important. The District held a District Advisory Board luncheon as well as Pathway Advisory Committee meetings to increase collaboration with industry leaders and partners to provide off school site opportunities available to students for internships, externships, job-shadowing, volunteer work, or entry level positions. In addition, the District sponsored the Santa Maria Valley Student and Industry Collaboration Dinner. At this event, both high school and community college students who were interested in future employment were able to meet with local industry members. The goal was for students to obtain an opportunity for job-shadowing, summer employment, or an internship.

Additional equipment that reflects industry standards was purchased for pathways, including lab equipment for the Biotechnical Lab in the Medical Science Pathway, 3-D printers for Digital Arts courses, and equipment for the Ag Science, Transportation, Environmental Science and Engineering Pathways. The District was also successful in obtaining future grant funding from the Career Technical Education Facilities Program (CTEFP) for the Ag Farm/Barn and the Culinary Arts CTE Pavilion of approximately \$414,075 and \$322,194, respectively.

A strong pathway program has a strong advisory committee that works with the District to provide recommendations and guidance so that the pathway reflects the industry and prepares students for work or advanced training. The District has continued the development of linkages with local industry leaders, the Regional Occupational Center (ROP), Allan Hancock College (AHC), Santa Barbara County Education Office, the Workforce Investment Board and the Santa Maria Chamber of Commerce to provide information necessary to provide a robust pathway program and develop advisory committees.

A Hospitality, Recreation and Tourism Advisory Committee was recently formed in conjunction with AHC to review and give recommendations on the culinary arts program. Other joint advisory committees for Ag Science and Medical Technology Pathways have been formed. Both the District and AHC intend to develop a memorandum of understanding formalizing this arrangement; however, before a formal agreement can be established, both the District and AHC need to develop formal structures for organizing of information and partnerships as well as to develop timelines. It is anticipated that the formal agreement will be ready for execution at the end of the 2017-18 school year. Advisory Committees will continue to provide input on the facility designs and equipment needs.

The District has invested in staff development to strengthen the pathways. Now that the pathways have been realigned as required by the state, the Guidance and Counseling staff received training regarding the

course of study and pathway options available for students so that they can effectively communicate this information to students and parents and help students to select a pathway that best meets their needs and desires. Teachers and administrators participated in CTE professional development regarding the benefits of CTE programs. School staff members have volunteered to obtain the required CTE credentials needed to expand the pathway programs.

The District identified and supported nine teachers in obtaining required CTE certifications with a specific focus on certifications for Environmental Resources, Fine Arts, and Engineering. The CTE credentials allow for students in 75% of the District pathways to obtain an industry recognized certification which helps them become more employable. The District will continue to recruit and to hire additional teachers with the appropriate credentials to teach pathway courses. It is anticipated that a number of additional teachers will receive their CTE credential by the end of the year.

As the construction program progresses, work with the schools to incorporate the program needs into facilities design is ongoing as the needs for the pathway programs continue to evolve. For example, the District has begun the process of staff development for the Next Generation Science Standards. Decisions need to be made as to whether the District will do pathway integration, specialized courses, or integration of all science disciplines within an integrated science approach. In addition, a Sports Medicine and Digital Arts Pathway will be implemented at Righetti High School next year as new facilities become available. Each of these decisions will have implications for the facilities in which these courses are taught. Processes and timelines have been developed for reconfiguration of both Righetti and Santa Maria High School during the reconstruction period to minimize the impact to teachers and programs over the course of building facilities to permanently house those programs.

The pathway programs and educational needs will continue to guide the facilities programs as they are developed at each of the schools. Classroom equipment, as well as specific facility needs, are documented and incorporated into the task of constructing new improvements to replace old and outdated facilities and modernize existing ones. The team continues to review changes in the use of classrooms, whether due to specific funding requirements, changes in student enrollment, program needs or demands for equipment for CTE programs. The overall program continues to be reviewed with staff, highlighting those classrooms that will be replaced and those classrooms that will remain with attention directed to defer installation of new equipment into certain classrooms pending demolition and focusing on permanent locations for specific programs, and installing equipment that will be needed.

SECTION 3

FACILITIES PROGRAM

The Reconfiguration and Facilities Program establishes the implementation of proposed improvements in two phases. Phase 1 improvements either under construction, complete, or awaiting contractor selection, consist of:

- design and construction of a 38-classroom facility at Righetti High School to replace outdated portable classrooms with modern 21st century learning environments
- completion of the District's Performing Arts Center at Pioneer Valley High School for assembly and performance space during school and after-school hours for district wide student and community use
- land acquisition, design and construction of a CTE Center/Ag Farm facility, including a joint use pavilion, shops and barn, to provide learning environments in which to teach pathways and capstone courses that support student attainment of knowledge and skills to prepare for college courses and/or high-demand, skilled jobs

Within the last six-month period, the Righetti High School 38-classroom facility has continued under active construction and a grant reimbursement application has been prepared and submitted to OPSC for funding. The District's Performing Arts Center at Pioneer Valley High School has been occupied, and the CTE Center/Ag Farm has received DSA and CDE approval, additional State grant funding and a recommendation to the Board on the selection of a lease/leaseback agent to commence construction by Summer 2018.

Phase 2 improvements include:

- reconstruction of the Santa Maria High School campus, including replacement of aging classroom buildings, restoration of the historic Ethel Pope Auditorium, improvements to athletic fields, and 21st century modernization of remaining permanent facilities
- renovation of existing permanent classrooms at Righetti High Schools to achieve similar 21st century functionality to newly constructed District facilities
- construction of a new dual use facility for Righetti High School to expand physical education, augmented by a performance space to provide functionality for visual and performing arts education and community events comparable to other District facilities

Within the last six-month period, a schematic design for the new 50 classroom and administration building at Santa Maria High has been approved by the Board. A further refinement to the proposed updating of existing facilities based on additional site review and interim housing requirements during construction has been completed by team members. Architectural integration of the new construction buildings and the updating to the remaining facilities has been established to better harmonize with the architectural

heritage of the Ethel Poe Auditorium. A selection process for a lease/leaseback agent to commence pre-construction activities and further assist the design team has been completed with Board approval anticipated in April 2018.

Similar reviews have been conducted of improvements to the remaining permanent facilities to be upgraded at Righetti High as part of Phase 2 improvements. These improvements will also draw upon the architectural style of existing and new buildings to establish the thematic design elements to be incorporated into any upgrades. In the interim, a request for selection of design team members for Phase 2 is being prepared for Board consideration. Construction of the new building remains on course with additional detail and budget adjustments recommended to accommodate the now established pathway courses and consequent improvements required for their implementation.

Over the next six months, construction is anticipated to commence for the CTE Center/Ag Farm project upon the award of a guaranteed maximum price construction contract. The procurement of architectural services for planned Phase 2 classroom and library improvements at Righetti High School will be initiated and undertaken. Design efforts will continue on the new building and the updating and repurposing of existing facilities to remain at Santa Maria High, with expected DSA submittal for Components 1 and 2 by mid-July 2018. Component 3, the design process for the upgrade of the Ethel Pope Auditorium, is also anticipated to be initiated during this period.

3.1 SANTA MARIA HIGH SCHOOL

Planned improvements for Santa Maria High School represent the largest group of facilities projects under the District's Reconfiguration and Facilities Program. They address educational and facilities goals that combine to create a landmark campus worthy of the District's oldest school. The Board's vision for Santa Maria High is to rebuild the campus in a manner that uses space more efficiently and incorporates a design that honors Santa Maria High's heritage while providing 21st century learning environments for today's teachers, students and staff.

The educational specifications adopted by the Board in 2014 call for high schools to be built to accommodate 2,500 students. To accomplish its budgetary and operational goals, the District has elected to maximize its opportunity for state grant funding, consistent with the existing 7 period school day. It has also recognized the need to maintain as many permanent facilities as are feasible for repurposing or updating and to eliminate all portable classrooms. Based on planned improvements and the latest evaluation of facilities to be constructed and remain, Santa Maria High will have a total of 111 classrooms at completion to implement its proposed educational program and accommodate the requisite number of support facilities to support a population of 2500 students.

A three-component design process for the construction of new facilities, modernization of existing facilities, and the restoration of the Ethel Pope Auditorium was developed and adopted by the Board in early 2017. The three-component design process was developed with careful planning of the programmatic space required for each segment of design and on recommendations for adjusted course

sequences based on the interim and final educational program to be put in place during construction and upon completion of the facility.

Design component 1 includes new 21st century classroom and administration facilities on the north side of Santa Maria High and a new landmark campus entrance. Based on conceptual design efforts, refinements to the administration and classroom building designs were made which have increased the program for the new facilities by approximately 11,000 square feet. Refinements include additional administration and student services uses as well as additional classrooms and educational support facilities. Two additional classrooms were added to the 48 originally specified, for a new total of 50 classrooms.

Upon review of the number of sections needed for each of the core academic classes, it was decided that the new facility will consist of general purpose Social Studies classes instead of Math classes (which will be relocated to the 230's and 350's buildings), English, and Science classrooms, along with specialty classrooms including Science and Culinary arts lab rooms. Upgrades to baseball/softball, tennis/basketball, practice fields, and parking areas are also planned to undergo architectural design during the first component, including plans for the eventual removal of all portables. Component 1 will be integrated with Component 2, the modernization of the remaining facilities, and adjustments made, if any, before final submittal of plan reviews for Board and subsequent DSA approvals.

The upgrading and repurposing of existing campus facilities planned for retention and upgrade comprise the second component of planned improvements to the Santa Maria campus. In total, approximately 46 classrooms are proposed to be impacted by the upgrading, repurposing or plan of improvement for Component 2. This excludes the newly completed 14-classroom building and the recently upgraded engineering classroom 514. The plan also calls for the interim housing of students and staffing during the sequential construction of Component 2 improvements.

Component 2 includes the improvement, upgrade, and/or repurposing of Buildings 230, 240, 330, 350, 360 and 500 as well as the current administration building to equivalent 21st century standards that match the new classroom building. Design work on Component 2 has started with direction provided to the project architect to prepare conceptual designs of the reconfigured administration building and modernization of classroom buildings to be retained. The administration building is expected to house approximately 8 new classrooms and 4 new support spaces. The 3 classrooms in the 360 building, rooms 360, 361, 362, will be repurposed into one large Fitness Center. Together, the 37 classrooms, the repurposed 8 new classrooms, plus the 4 new support spaces are anticipated to receive improvements to furnishings, fixtures, and equipment modeled on the improvements made at the Righetti Demonstration Classroom. The repurposed fitness center is to receive system upgrades as may be determined as necessary or required.

The 8 new classrooms are expected to house the following educational programs:

- (3) classrooms for the Design, Visual and Media Arts Pathway:
 - ✓ 1 for Web Design classes; Digital Animation

- ✓ 2 for Fine Arts to include Drawing and Painting in various mediums and ceramics
- (2) classrooms for the Business Management Pathway: Microsoft Training and Certification programs, Excel
- (1) classroom for the Software and Systems Development Pathway
- (1) classroom for the Child Development Pathway
- (1) classroom for the Fashion Design and Interior Design Pathway

A total of 37 classrooms are to be improved. Twenty-eight of these classrooms will have the full complement of 21st century improvements, including:

- Full-height, sliding markerboards that cover an entire wall of each room. These boards can be written on from floor to ceiling and when slid to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. On all other walls, mineral fiber core tackable panels will be installed that maximize presentation space in the classroom and help mitigate acoustic reverberation.
- Modern and flexible furnishings for up to 36 students per room, in the form of modular desks or tables and ergonomic chairs that can be easily reconfigured in the classroom as required.
- A new teaching station and a multimedia presentation shuttle for each room.
- Three broadband-connected high-definition video displays attached to hydraulic wall mounts for easy adjustment of the displays' viewing angle and height. These displays will allow students to view content from anywhere in the room and, through the use of media interface devices, project content from a computer or mobile device.
- Durable, new flooring that can be easily maintained and repaired, new window blinds, and new coats of low-VOC paint to give each classroom a clean look.

Two additional classrooms that serve severely handicapped students (Room 334 and 335) are well designed for their current purpose, are to remain in such use, and do not require the full complement of the 21st century improvements. These rooms require painting as well as new furniture that meets the specific needs of the students.

The remaining 7 classrooms require additional attention and are in need of modernization. Three of these are older science labs (Rooms 330, 331 and 332) that need to have sinks installed in addition to the 21st century improvements listed above. Four shop classrooms (Rooms 510, 511, 512, and 513) also require modernization and 21st century improvements.

Table 1: Summary of Proposed Classroom Improvements – Santa Maria High School

	New Construction	Repurposed Classrooms	21st Century Improvements	Modernization	No Upgrades	TOTAL
New Classroom Building	50					
Existing Administration Building		8				
Building 360		1				
Buildings 230, 240*, 350			28			
Rooms 336-9				7		
Classrooms that need modernization 330-332, 510-513						
Classrooms with Specific Needs 334-335 (Special Ed.)			2			
New Classroom Wing					14	
Room 514					1	
TOTAL CLASSROOMS	50	9	30	7	15	111

* Includes removal of existing cabinets rooms 241, 242, 240, 246, 245, 244 to create general purpose classrooms

More specific needs for the classroom upgrades as part of Component 2 are provided below:

Classrooms 230-235: These six rooms were built in 2005-2007 and require 21st century upgrades. They will serve as general purpose math classrooms.

Classrooms 240-247: Originally built in 1975, these eight rooms were modernized during the 2002-2003 school year. Rooms 247 and 243 should be kept as science labs. All rooms require 21st century upgrades.

Classrooms 330-332: are used for Agriculture Science classes. Rooms 331 and 332 will need a sink added to each room. Room 330 lab area should be kept as a science lab. These rooms were last modernized between 1991 and 1993, and now require additional modernization.

Classrooms 334-335: are used for severely handicapped special education students. These rooms were built in 2006. They only require upgrades in furniture and painting to meet the specific needs of the special education population they serve.

Classrooms 336-339: These four classrooms are used as general purpose classrooms for Agriculture and require the 21st century upgrades.

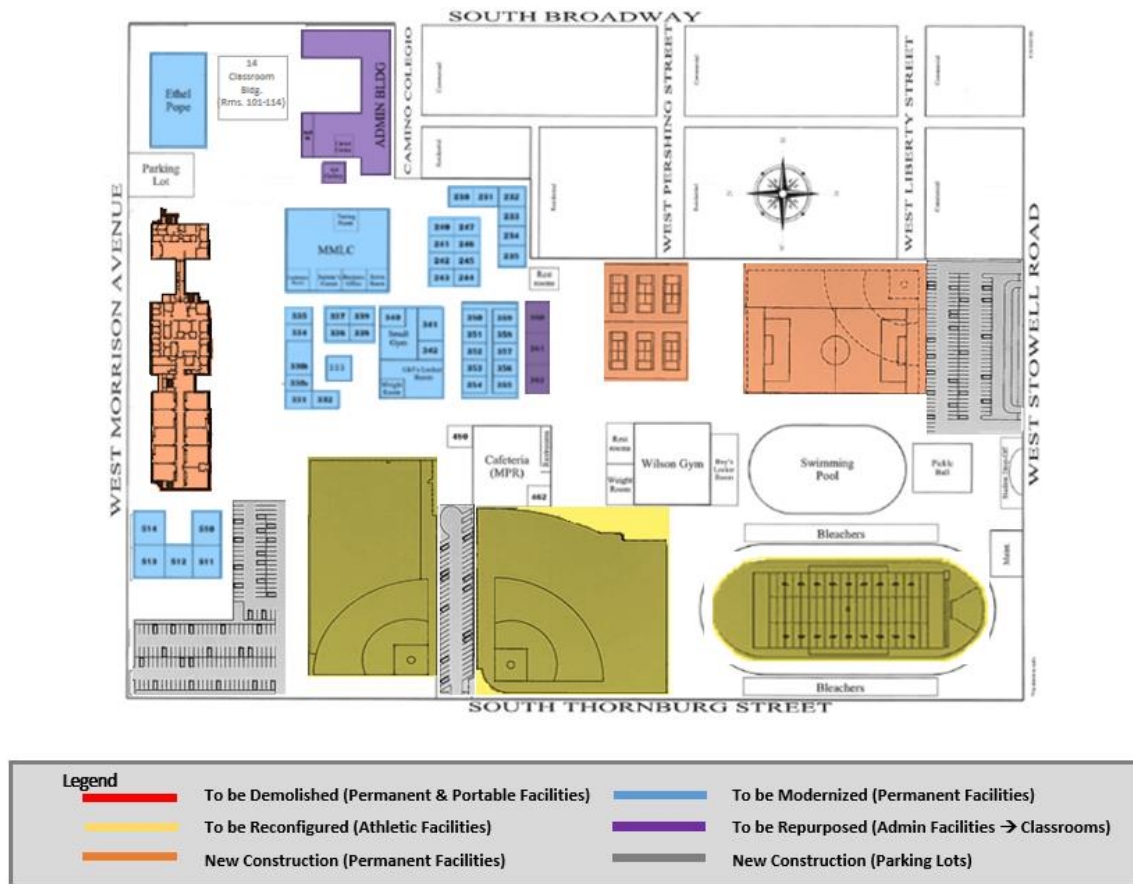
Classrooms 350-359: These ten rooms were renovated in 2002 and serve as general purpose math classrooms. They need an air conditioning system and 21st century upgrades.

Classrooms 360-362: These three classrooms will be repurposed into large weight room/fitness center.

Classrooms 510-513: These shop classrooms are in need of modernization. Classroom 510 is used for Ag Welding, Room 511 is used for Ag Mechanics and Construction, Room 512 and 513 are used as Auto Shops.

Overall, each component of the proposed improvement plan is composed of discreet design increments, although the design of the overall improvements to the campus is occurring in parallel and in coordination with each component in order to maintain a functioning campus during construction and an integrated overall project design, budget and schedule. Component 3 which entails the restoration of the Ethel Pope Auditorium is to be similarly integrated into the above work program once the design of Components 1 and 2 are further defined.

Figure 1: Final Proposed Layout of Santa Maria High School at the end of Component 3



3.1.1 INTERIM HOUSING PLAN

The following further details the reconfiguration of the proposed improvement components and the proposed interim housing plan to maintain a functioning high school campus during construction. This analysis has been prepared based on previous conversations, policy meetings, site walks, discussions with site personnel, and design team and District staff members. It incorporates District review and previous considerations.

To accommodate the construction of Component 1, 27 of the underlining classrooms and 2 offices will be demolished within the 200, 300 and 400 buildings. This includes rooms 210-216, 220-222, 310-311, 320-321, 410-415, 430-431, and 440-444. Of these, teachers will be moved to classrooms 245, 526, 527, 629, 633, 636, 639 and 644 which are empty and available for interim housing. The balance are to be moved

into classrooms 235, 342, 112, 525, 231, 242, 644, 510, 514, and 104 with 6 teachers floating during the school day. The remaining Ballet Folklorico classroom meets only one period a day and will be moved on an interim basis into room 341 to share the space with PE classes in that room.

During Component 2, all of the social studies, English, science classes (except Ag Science) and Culinary Arts will move into the new 50 classroom building. Ten of these classes will be leaving permanent classrooms to move into the new building leaving them empty for modernization in Component 2. Thirty classes will be moved out of the portables into the new building which will make these rooms available for additional interim housing. An additional 10 permanent classrooms which are now empty will be available for interim housing as well.

A total of 37 permanent classrooms are to be modernized or upgraded, 10 of which will be empty due the relocation to the new building, resulting in 27 total classrooms needed for interim housing during improvements to Component 2. An additional 2 classrooms are needed for teachers who were “floating” during Component 1 construction resulting in a total of 29 classrooms needed for interim housing. There are 30 empty portables available once Component 1 is complete and are therefore available for interim housing for Component 2. The 10 math classes located in the 350’s building will move into portables 634, 635, 637 and 639-645; 2 Business classes will move into 618 and 619; Visual and Performing Arts will move into 521, special education classes will move into 522, 530, 531, 616 and, 619; Ag and other uses will move into 360, 361, 362, 609, 611, 613, 614, 620 and 623; International Languages will move into 632; and Industrial Arts will move into room 615.

Classrooms 360, 361, and 362 will be repurposed towards the end of Component 2 so that these classrooms can be used as interim housing for the Ag Science classes during modernization of classrooms 330, 331 and 332. Once the classrooms are modernized and occupied by the Ag Science classes, classrooms 360, 361 and 362 will become one large room to accommodate weights and a state of the art fitness center.

At the end of Component 3, all 46 portable classrooms will be removed, leaving a new Santa Maria High School that provides 111 new and modernized 21st century permanent classrooms. There will be 50 new classrooms in the new building, 37 modernized permanent classrooms, 8 repurposed classrooms in the prior administration building, 1 repurposed classroom in the 360 building, 15 classrooms that did not require modernization, for a total of 111 classrooms. Upon completion, the school will have the sufficient number of classrooms needed to accommodate 2,500 students in the educational program designed by the District.

3.1.3 PROJECT STATUS

Over the last six months, a request for qualifications and proposal process was completed to select a lease/leaseback agent for the project. The request for qualifications and proposal was published in early September 2017, with the mandatory information meeting and site walk conducted in early October 2017. Responses were due on October 20, and interviews for the prequalified firms that submitted proposals taking place on October 24, 2017. The District received two proposals from qualified firms which were

reviewed and scored in early November 2017 by a District established selection committee comprised of District and CFW staff, as well as a Board representative, to review and evaluate proposals. The committee evaluated the firms based on the District's adopted criteria and rating system to determine the firm providing the best value to the District. The Committee recommended a firm to the Board as the highest ranked respondent according to the adopted best value methodology. The successful contractor will join the team and architect in the design process in the completion of all preconstruction service tasks required, including ongoing constructability and estimating of project scopes as they are conceived and developed. Due to a delay in the environmental review process, formal contractor selection by the Board is anticipated to occur over the next semi-annual reporting period.

In December 2017 and January 2018, the team and the architect met to review the newly-developed schematic design. In December 2017, the architect completed the process of bringing their sub-consultants and engineers under contract to be prepared for the design development stage of work. Design activities continue with the start of design development drawings from the architect for Component 1, the new three-story facility underway.

In January 2018, the plan for the current proposed reconstruction of Santa Maria High was updated, which illustrated the existing, proposed, and final site plan for the campus. The plan included an update interim housing plan, which outlines the facility projects and the locations of classrooms during each construction phase of each component. The plan is to be used to guide the improvement design by the architectural team during Component 2.

In February 2018 the architect was directed to initiate the modernization scope of work of Component 2, in which a site visit was held with the whole design team. This site walk was attended by the architect, as well as the mechanical and electrical engineers, giving them the opportunity to analyze and evaluate the existing facilities to be updated, repurposed or modernized. With the lease/leaseback agent joining the team and adding their preconstruction services to enhance the design effort, the plan is to have this component going to DSA concurrently with Component 1, if possible. Preconstruction review of design development will begin with the constructability review of systems and value engineering of design assemblies to meet the District's standards and budget. Thereafter, design Component 2 enters the schematic design phase for review by District staff. Component 3, a shorter design effort, follows with the design of the Ethel Pope Auditorium renovation.

Over the next six months, the design team will continue efforts towards finalizing design and construction documents for Components 1 and 2 for an anticipated DSA submittal in July 2018. The preconstruction review of constructability, time, and budget will furthermore confirm the feasibility of proposed plans for DSA review, as well as expedite the Component 2 modernization work, if possible. District review and approval will continue as plans are further developed, incorporating comments and corrections.

3.2 RIGHETTI HIGH SCHOOL

Planned improvements for Righetti High School will result in the first school in the District to have all classrooms equipped with 21st century improvements providing teachers with a learning space that

supports inquiry-based problem solving, project-based curriculum, and ability to easily and quickly create collaborative learning groups. In total, the improved campus will consist of 98 classrooms. A new 38 classroom building is under construction and expected to be available for occupancy in early 2019. Of the remaining 60 permanent classrooms, 57 will receive 21st century upgrades. Three classrooms have either been upgraded or meet the proposed standard of improvement.

The new 38 classroom facility will consist of general purpose English and Math classes which will be relocated from both permanent as well as portable classroom buildings currently on site. In addition, 2 Health classes will be relocated to the facility as well as new and existing pathway programs to be located in four pathway classrooms under construction.

The upgrading of the existing campus classroom facilities comprises the next phase of planned improvements to the Righetti campus. In total, 57 classrooms are proposed to be impacted by the upgrading, repurposing or improvement of the proposed improvement plan for Phase 2. Of the three remaining classrooms that do not receive upgrades, one of the classrooms, Room 104, was the original demonstration classroom for planned improvements and has received necessary upgrades. Room 403 has been repurposed as a drama room and meets the current need. A new performing area will be available for the drama program when the new gym/performing arts building is built in Phase 3. Room 502 is used for ballet folkloric and dance and is well suited for these programs, not requiring updates.

Phase 2 improvements upgrade 57 classrooms in the C Block, D Block, and E Block buildings as well as the Industrial Arts Block building to equivalent 21st century standards, matching the new classroom building. All of these classrooms are anticipated to receive improvements to furnishings, fixtures, and equipment modeled on the improvements made at the Righetti Demonstration Classroom.

Of the 57 classrooms to be upgraded, thirty-four of the classrooms will have the full complement of 21st century improvements, including:

- Full-height, sliding markerboards that cover an entire wall of each room. These boards can be written on from floor to ceiling and when slid to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. On all other walls, mineral fiber core tackable panels will be installed that maximize presentation space in the classroom and help mitigate acoustic reverberation.
- Modern and flexible furnishings for up to 36 students per room, 30 per science room, in the form of modular desks or tables and ergonomic chairs that can be easily reconfigured in the classroom.
- A new mobile teaching station and a multimedia presentation shuttle for each room.
- Three broadband-connected high-definition video displays attached to hydraulic wall mounts for easy adjustment of the displays' viewing angle and height. These displays will allow students to view content from anywhere in the room and, through the use of media interface devices, project content from a computer or mobile device.

- Durable, new flooring that can be easily maintained and repaired, new window blinds, and new coats of low-VOC paint to give each classroom a clean look.
- Removal of the “teaching wall” in rooms that have one.
- Air conditioning in all permanent classrooms.

The remaining 23 classrooms require 21st century improvements and additional classroom upgrades or repurpose. Three classrooms that serve severely handicapped students (Room 231, 234, and 235) are well designed for their current purpose, are to remain in such use, and require painting as well as new furniture that meets the needs of the students. The Band and Choir classrooms (Rooms 331 and 332) each require acoustic upgrades, one monitor, and new furniture. Art classrooms (Rooms 101 and 131) require painting, new furniture, and removal of the teaching wall. Room 102 is used for Home Economics and should have three monitors installed with one monitor placed in the cooking area of the room as well as new furniture. All kitchen stations remain. Ag Welding is in Room 401 that includes Room 402 which is the classroom attached to the shop, and Ag Construction is in Room 406. These rooms are well suited for these programs but need electrical upgrades and painting with the attached classroom 402 needing a monitor, new furniture and painting as well. The 10 science labs (Rooms 111, 112, 113, 122, 123, 121, 124, 132, 133, and 134) are to keep all the built-in science labs, sinks and counters. They each need 3 monitors, removal of the teaching wall in the rooms that have one, and where needed, upgrades to the counters.

Physical Science is taught in Rooms 111, 112, 124. The stationary laboratory stations located around the perimeter of the physical science classrooms, should be kept, and require a chemical resistant top, sink (water), gas outlets, 2 double plug electrical outlets which are assessable from both sides of the laboratory station, 2 ring stand pole holes that can be removed. The student desks and chairs should be movable and do not need to have chemical resistant tops. Life Science/Earth Science is taught in Rooms 113, 121 122, 123, 132, 133, 134. Laboratory tables should have chemical resistant tops and accommodate two students sitting side by side. Each laboratory table needs to be bolted to the ground and plumbed with electricity (microscopes, probes, and technology). The lab stations require gas outlets, chemical resistant countertops, and sinks along the periphery of the classroom. Rooms 404 and 405 are to be repurposed into Ag Biology and Ag Chemistry labs.

Table 2: Summary of Proposed Classroom Improvements – Righetti High School Phase 2

	New Construction	Repurposed Classrooms	21st Century Improvements Only	21st Century & Additional Classroom Improvements	No Upgrades	TOTAL
38 Classroom Building	38					
Block C				13	1	
Block D			12	3		
Block E			17	2		
Industrial Arts			1	3	1	
Room 429, 431, 502, 503, 504			4		1	
Rooms 404, 405		2				
TOTAL CLASSROOMS	38	2	34	21	3	98

3.2.1 INTERIM HOUSING PLAN

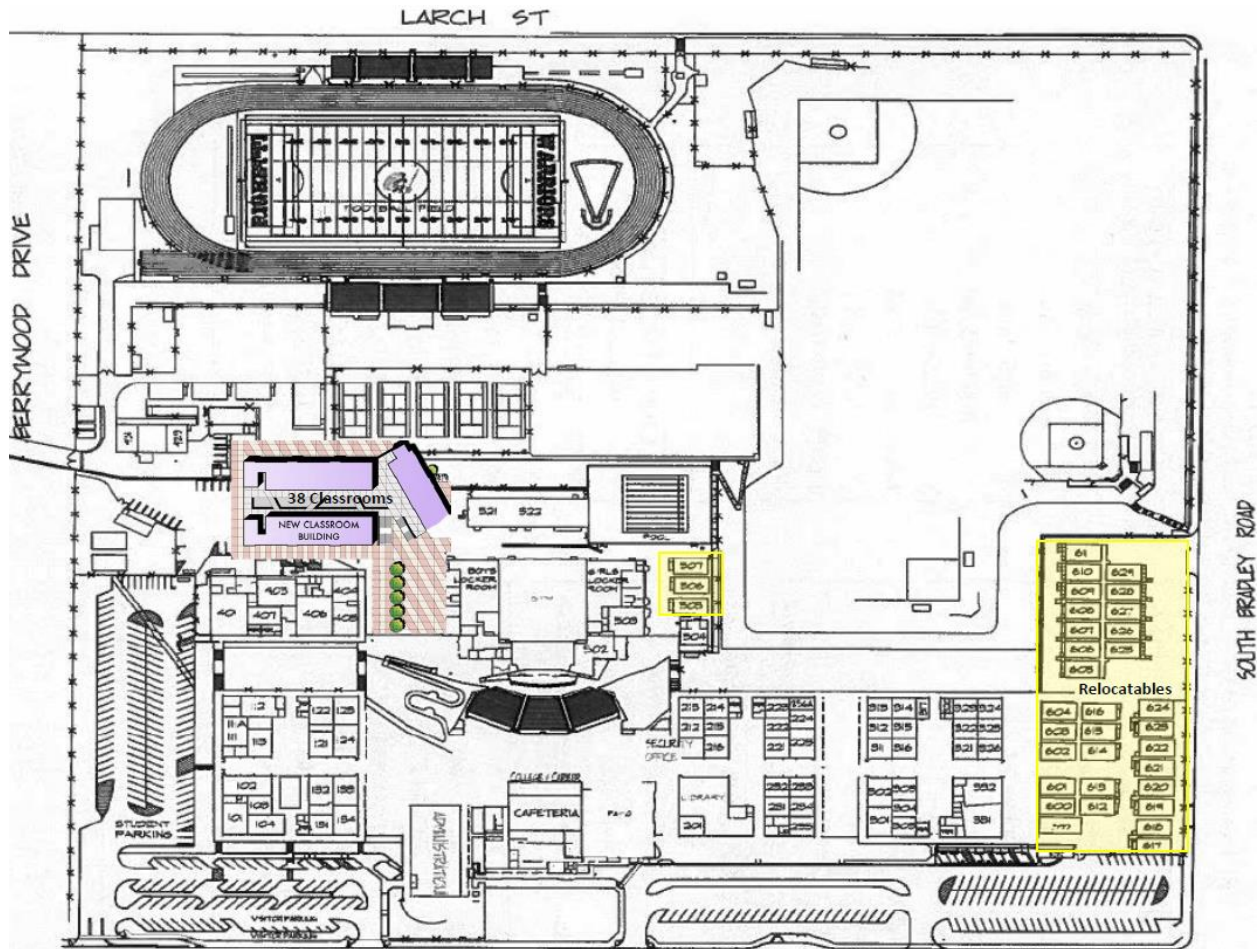
To accommodate the upgrades for Phase 1, the math and English teachers as well as Health classes will move into the new 38 classroom building. The remaining permanent classrooms except for Room 104, 403, and 502 will receive 21st century upgrades. These upgrades will be done in phases with each building block group being done at the same time. Classrooms will be moved to the empty portables during the period of upgrade.

A total of 57 permanent classrooms are to be upgraded with Room 402 serving the same students who are in Room 401 resulting in 56 displaced classrooms. Sixteen portable classrooms (Room 605,607,608, 609, 610, 611, 612, 613, 614, 615, 623, 625, 626, 627, 506 and 507) will be empty due to the math and English classes moving into the new classroom building. Because teachers have moved out of permanent classrooms into the new building, those classrooms will remain as interim housing until upgrades have been completed. Thus, Block C will displace 13 classrooms requiring a total of 13 interim locations. Block D has a total of 16 classrooms, but requires 8 interim locations because 8 classrooms are empty due to teachers moving into the new building. Block E has a total of 19 classrooms, but only requires 15 interim locations due to 4 classrooms being empty as a result of teachers moving into the new building. The Industrial Arts Block has a total of 5 classrooms but requires only 2 interim locations due to the balance of teachers having been moved into the new building. Classrooms 503, 429 and 431 are not identified with any of the Building Blocks and will require an interim location as well. There are adequate numbers of empty portables to accommodate interim housing for each Building Block to receive upgrades.

The upgrades to the classrooms can be accomplished within 3 phases. Upgrades to Block C and the Industrial Arts Building can be done in the same phase as there is adequate interim housing available for all classrooms. Block D as well as Rooms 502 and 503 will be completed in Phase 2, and Block E will be completed in the final phase.

In addition to the classrooms, the existing Library will receive significant 21st century upgrades. The Student Information Resource Center should be a place where students come to inquire about new ideas, share concepts and thoughts or locate new information. The District and school desire to create this kind of atmosphere and encourage these student behaviors. By upgrading the interior of the current library with flexible, comfortable furniture of different heights and arranged to create interactions between people while at the same time creating large open physical space that allows for many different activities and uses that all encourage students to collaborate, seek new ideas and challenges, solve problems, and share information. These upgrades will also make the Student Information Resource Center have the same look and feel as the rest of the campus.

Figure 2: Final Proposed Layout of Righetti High School at the end Construction



The existing library will be modernized to include three small study rooms located on one side of the room. These rooms will be constructed of glass walls with glass doors and furnished with flexible tables and chairs so that students can work in small groups and be monitored from the main room. Modern upgrades to the “library” will include sliding markerboards that can cover the windows when needed. The current “teaching wall” will be removed. Some of the book stacks will be relocated around the perimeter of the room. A large monitor will be placed on one wall to facilitate different types of groups and meetings. The carpets will be replaced as well as old damaged ceiling tiles. Modern flexible and comfortable furniture of differing heights much as you see at a coffee shop will replace old out dated furniture. Differing height furniture such as café tables and chairs may be placed along one wall with windows for students to sit at and use their hand-held devices. The use of flexible, mobile furniture allows the space to be easily and quickly reconfigured to accommodate a variety of student projects and school activities. The furniture includes mobile flexible student desks and chairs, café type tables and stools, large soft furniture that encourages seating and reading or discussion, and mobile book carts as well as a media cart that can be used in different locations throughout the room. If needed, upgrades to the wireless internet connectivity will be made so that students are able to use their 1:1 devices. The interior will be repainted.

A small room located in the same building and adjacent to the Student Information Center will be converted into a teacher workstation. There will be multiple desks in the room each with a computer to allow for teachers to access digital content and to prepare for their classes during their prep periods, if desired. A copier is also located in this room.

At the end of Phase 3, all 31 portable classrooms will be removed, leaving Righetti High School with additional parking and all modernized 21st century permanent classrooms. There will be 38 new classrooms in the new building, 58 modernized permanent classrooms (57 newly modernized and Room 104 that was previously modernized), and a newly update Library Media Center.

3.2.2 PROJECT STATUS

Over the last six months, construction activities have focused on the continued construction of the 38-classroom building. Construction and project team meetings occurred on a nearly weekly basis to review proof of construction, and to walk the site at these meetings to verify construction progress and to resolve any contemporary issues. Construction activities for the new 38 classroom building included the site grading, foundations, site utilities and underground, steel structure, concrete floors, and fireproofing.

In October 2017, major steel structural work had been erected and welding of structural supports and connections occurred. Construction work in November and December 2017 focused around the pouring of concrete floors and additional concrete work, as well as the commencement of exterior metal framing and the installation of reinforcing steel. January 2018 construction focused on mechanical and plumbing layouts. The contractor commenced roof installation in February 2018, along with metal stud framing and installation of plumbing, mechanical, and electrical being installed throughout the building. Extra concrete flatwork was also performed by the contractor during winter break. This work was to correct Williams Act issues in the school's interior quad and adjoining ramps and stairs. Even with the heavy contractor activity to maintain schedule some minor changes and plan clarifications have occurred but are well within the contingency negotiated in the GMP. Accordingly, the project is currently on schedule for substantial completion and occupancy by January 2019.

A funding reimbursement application to the Office of Public School Construction (OPSC) of approximately \$16.8 million was submitted for the Righetti project on December 20, 2017. The application specified the use of the new building as 34 classrooms and 4 industrial tech rooms, with a student capacity totaling 1,026 pupils. As the State has adjusted the per pupil grant amount for 2018 to \$15,567 per pupil for new construction projects, there is approximately \$15,971,742 in new construction costs eligible for reimbursement. Additionally, there is \$786,194 in site service and \$40,319 in utilities expenditures that were also submitted for eligible reimbursements, resulting in a total reimbursement request of \$16,798,255 for the new construction project on this campus.

In the next six months, the District should see considerable construction progress of the 38-classroom facility, including full enclosure of the exterior with all doors and windows, interior drywall, doors and windows, all systems roughed and installed for startup, complete dry-in to handle weather conditions,

adjacent hardscape and landscape, interior finishes installed with final paint, ceilings, electrical and plumbing finishes flooring and fixtures.



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

Over the next six months, construction activities for the new 38 classroom building will continue to be monitored to assure the schedule is met and efforts will be undertaken to select an architect team pursuant to the Phase 2 modernization improvement plan. Once engaged, the priority will be to develop conceptual and schematic plans for further consideration by staff.

Within 45 days of the election of an architectural team for Phase 2 improvements, it is anticipated that the District will begin the process to select a lease/leaseback agent for the project. A request for qualifications and proposals will be published with a mandatory information meeting and site walk to be attended by all interested parties. Upon receipt of responses, proposals will be scored, interviews conducted, and a recommendation provided to the Board for further consideration and approval. With the lease/leaseback agent joining the team and adding their preconstruction services to enhance the design effort, preconstruction review of design development will begin with a constructability review of systems and value engineering of design assemblies to meet the District's standards, budget and timeline.

3.3 PIONEER VALLEY HIGH SCHOOL

The new Performing Arts Center (PAC) at Pioneer Valley High School adds 17,352 square feet of performing arts and support space to the existing 11,831-square-foot Building J containing Pioneer Valley High's band, choir, and drama programs. The facility is state-of-the-art for high school and community performance needs, and includes a lobby, a box office and concession area, restrooms, a 208-seat main auditorium, an 86-seat mezzanine, and a performance stage with a large backstage area. A double-loaded hallway connects Building J to the new facility and its three classrooms.

The District took delivery of the PAC in early October 2017, with the Open House taking place on October 26, 2017. The first performances inside the new facility took the stage in early November 2017. As of this report, all necessary documentation has been submitted to DSA for certification. The project team is awaiting DSA review and acceptance to close out the program process.

The PAC received DSA approval in December 2014 and CDE approval in December 2013. A funding application utilizing 199 pupil grants was filed with the OPSC in September 2015. Based on the current per pupil grant of \$15,567, this application is estimated to yield \$3,097,833 in base grant funding. An additional \$320,542 was also applied to account for 50% of the estimated site development costs associated with the project. The application is currently on the State’s workload list for review and is being monitored for any additional requests required for funding by the State.



Pioneer Valley High School New Performing Arts Center

3.4 CTE CENTER/AGRICULTURAL FARM FACILITY

Over the last six-month period, a great deal of effort and resources have been undertaken to move the CTE Center and Ag Farm facility forward. Efforts have been undertaken to further define and articulate the planning and design of facilities and educational program requirements at the CTE/Ag Farm facility, particularly the Hospitality, Tourism, and Recreation Industry sector (Food Service and Hospitality Pathway), and the Agriculture and Natural Resources Industry Sector (Animal Science, and Plant and Soil Science Pathways). More recently, efforts have continued with the design of classes for the following pathways, also to be located at the CTE Center/Ag Farm facility: Diesel Mechanics, Engineering and Manufacturing (Machining and Forming Technologies) and Environmental Engineering, Residential and Commercial Construction and Machining and Health Science and Medical Technologies. Collectively, all of the above are to be housed in selected component pieces of the proposed 4 classroom buildings at the site: Ag Pavilion Building A, Classroom Buildings B and C and the Barn facility. A description of each of these is provided below.

3.4.1 CTE CULLINARY ARTS PROJECT

The District has approved plans to construct a new centralized CTE culinary arts kitchen and restaurant for Santa Maria, Righetti and Pioneer Valley High Schools at the new CTE/Ag facility. Each of the District’s high schools needs a full culinary arts kitchen but historically has not had sufficient space for their own facility. The District has purchased land, designed construction plans approved by DSA and CDE for this purpose and is in the process of awarding a lease/leaseback contract for construction of such a facility.

This facility will prepare students for careers in the Food Service and Hospitality Pathway that lead to jobs in high end culinary arts facilities or restaurant management. The new facility will enable all three high schools to expand their programs to incorporate dual enrollment community college partnerships and offer advanced classes in this industry sector. The goal of the project is for students graduating from all three comprehensive high schools to be prepared for the work force with industry certifications, to attend a certificate program at either the local community college or with an apprenticeship program, or to attend a four-year university program.

The curriculum will integrate academic and career technical instruction, providing work-based learning opportunities for students to prepare students for postsecondary education and employment, through the personalized learning environment offered within the pathway community. Teachers and students are expected to integrate academic and occupation-related classes as a way to enhance real world relevance and maintain high academic standards. The facility has been designed upon past trends of students at each of the comprehensive high schools choosing this field of study as well as student interviews with school counselors and student surveys regarding chosen pathway selection and advisory committee members.

Each of the high schools has a Food Service and Hospitality Industry Sector Advisory Committee that meets twice a year with the focus on meeting the specific needs to prepare students for successful jobs within the industry. The District CTE Advisory Board meets twice a year with the goal of increasing partnerships and internships for each of the pathways. Their recommendations are incorporated into this plan. Ongoing accountability, recruitment, and evaluation methods will be maintained including continued collaboration with the advisory committees, local partners, community college and school community. The Board of Trustees approved this plan of action as a component of a CTE grant application on November 14, 2017 that was subsequently submitted and approved for funding by CDE and OPSC.

The District is currently able to offer a sequence of concentrator courses in Culinary Arts in the pathway at each school; however, the capstone course, which provides students real work experience in a restaurant or high end culinary arts skills, cannot be offered due to the lack of a facility at each respective school. To be cost effective, the District desires to have the capstone course offered at a central location at which students from all three of the high school will attend thus using the facility the entire day. This central location (2 miles from Righetti, 3 miles from Santa Maria, and 5 miles from Pioneer Valley High Schools) will provide for a restaurant-level training kitchen and a classroom area that can be turned into a dining room area, providing students a space in which to run a restaurant open to serve the public. This would provide students with the hands-on learning experience of cooking, baking, operating and managing a restaurant. Students will attend this site for a double block of time and transportation will be provided from each of the high schools to and from the facility.

The culinary arts kitchen and dining room for the Food Service and Hospitality Pathway is composed of one 1,421 square foot kitchen with a 201 square foot dry storage room and a 187 square foot walk-in cooler and freezer combination unit. The two classrooms have a dual function to provide both instructional spaces and a dining room; the two classroom spaces are 1,036 square feet each which can combine into a larger 2,072 square foot dining hall. The kitchen will include two cook lines for student

use, dry and cold storage areas as normally found in commercial kitchens and professional kitchen equipment. There are no existing buildings or spaces as part of this project. All construction is new.

The two adjacent classrooms, which flow into the kitchen area, will serve as both instructional space and a restaurant-style dining room. Upon having reviewed the lesson for the day, students will move into the kitchen area to practice what they have learned. The kitchen is equipped with two cooking lines, a wash area, dry storage room, a walk-in cooler/freezer combination unit as well as windows and doors opening into the dining areas. The dining area will include the two classrooms and the exterior covered patio. Students will use the kitchen and dining area to learn specific skills related to working in and managing a restaurant.

The classrooms will have a moveable wall so that they can be opened into one large area as needed. The classrooms have been designed so that they can be easily converted into a dining area much like a restaurant by moving the furniture to create tables for customers and during instruction re-arranged to meet the classroom needs. The flooring is vinyl to provide for easy cleaning. Each of the instructional areas is designed for 25 students at a time, allowing for 75 students to be in each of three two-period blocks of instructional time. The equipment in the kitchen is state-of-the-art, with instructional areas using mirror system often used in restaurants or culinary schools. As a result of having this facility, students will participate in Culinary Arts IAB, Culinary Arts IIAB and Restaurant Management classes.

3.4.2 CTE AG FARM PROJECT

The District has elected to construct a new centralized Ag farm career technical facility to offer students the learning experiences needed as part of a capstone course environment for the Animal Science and the existing Plant and Soil Science Pathways for Santa Maria, Righetti and Pioneer Valley High Schools. The Ag farm facility includes an animal barn, fields, pastures, area to grow citrus crops, field crops, and to show animals. As of this date, none of the three high schools have a school farm. The District has purchased the land, designed and received approval from CDE and DSA for construction of the facility.

This facility will prepare students for careers in the Agriculture and Natural Resources Industry sector. The new facility will enable all three high schools to expand their pathway programs to incorporate dual enrollment, community college partnerships, and offer advanced classes in this industry sector. The goal is for students graduating from all three high schools to be prepared for the work force with industry certifications, to attend a certificate program at either the local community college or with an apprenticeship program, or to attend a four-year university program.

The curriculum will integrate academic and career technical instruction, provide work-based learning opportunities for students and prepare students for postsecondary education and employment, with the personalized learning environment offered within the pathway community. Teachers and students are expected to integrate academic and occupation-related classes to enhance real world relevance and maintain high academic standards. The facility has been designed upon past trends of students at each of the comprehensive high schools choosing this field of study as well as student interviews with school counselors and student surveys regarding chosen pathway selection and advisory committee members.

Each of the high schools has an Agricultural and Natural Resources Industry Sector Advisory Committee (Ag Advisory) that meets quarterly with the focus of meeting the specific needs to prepare students for successful jobs within the industry. The District CTE Advisory Board meets twice a year with the goal of increasing partnerships and internships for each of the pathways. Their recommendations are incorporated into this plan. Ongoing accountability, recruitment, and evaluation methods will be maintained including continued collaboration with the advisory committees, local partners, and school community. The Board of Trustees approved this plan of action as a component of a CTE grant application on November 14, 2017 that was subsequently submitted and approved for funding by CDE and OPSC.

The three comprehensive high schools in the District: Santa Maria, Righetti and Pioneer Valley, each has excellent and well-developed pathway programs to service the Agricultural and Natural Resources Industry Sector. In fact, Santa Maria High School recently received a National Award for the #1 FFA program in the region, only one of six given out nationwide. However, none of the high schools has a school farm, thereby limiting the course offerings and learning opportunities for their students. The Ag farm facility centralizes the availability of a school farm facility within close proximity to each school with an animal barn, pastures and fields so that students can undertake capstone classes and obtain additional industry certifications and technical skills in Plant and Soil Science and Animal Science Pathways, thus increasing their competitiveness as jobseekers in the local economy upon graduation. This will not only free up classroom space at the high schools by moving classes out to the farm but also afford the schools the ability to offer additional courses that provide hands-on learning opportunities that only a school farm can offer. Students will attend this site for a double block of time and transportation will be provided from each of the high schools to and from the facility.

The facility provides annexation space to all three high schools, providing a barn with pens for farm animals (steers, goats, sheep and pigs), a classroom area for students, and agrarian space, including citrus growing area and fields to learn about plant and soil science. The facility is centrally located: 2 miles from Righetti, 3 miles from Santa Maria, and 5 miles from Pioneer Valley High Schools with student transportation provided to the site by the District. The Agriculture and Natural Resources Industry Sector Advisory Committee was consulted about the project beginning in 2014 and thought this was a very cost-effective way to provide robust Animal Science and Plant and Soil Science Pathways to a large number of students in the District. Having a farm facility with a barn will provide many new learning opportunities for students, particularly those students who do not have resources and enable them to access careers in farm management and operations, veterinarian medicine, animal husbandry, or feed nutrition, soil conservation, plant and soil science, and pest control management.

Students in the Agriculture and Natural Resources Industry sector will take a rigorous core academic curriculum that integrates the core academic knowledge and skills into those classes in the Animal Science and Plant and Soil Science Pathways. This provides Santa Maria, Pioneer Valley and Righetti High Schools with the opportunity to meet their obligation to offer a program of study to all qualified pupils that provides an opportunity for student to attain entry-level employment skills in the Agriculture and Natural Resources Industry Sector upon graduation from high school through the following sequence of courses: Animal Science (concentrator), Veterinary Medicine (Concentrator) and Advance Veterinary Medicine

(capstone) and Survey of Ag (Introductory), Viticulture 1A (concentrator), Viticulture 1B(concentrator), Viticulture IIA (concentrator), Viticulture IIB (capstone course) or Intermediate Plant Science (Concentrator) and Advanced Soil Science (capstone). The curriculum will also prepare graduates for enrollment in higher education in the areas of farm management and operations or obtain further training for careers in areas such as veterinarian medicine, animal husbandry or feed nutrition, soil conservation, plant and soil science, and pest control management.

The Ag component of this project is composed of a 16,000 square foot barn, a 3,990 square foot show-corral, a 2,000 square foot covered animal show area and approximately 7.2 acres of pasture fields. All construction is new. The 16,000 square barn will house steers, pigs, sows, sheep and goats. There are 15 steer pens at 480 square feet each, 4 pig pens are 288 square feet each, 4 sow pens are 288 square feet each, and 8 sheep/goat pens are 144 square feet each. There will be 4 sows to a pen, 4 pigs to a pen, and 15 sheep/goats to a pen, while steers will be housed in separate pens. The pens are all located inside the bar or under the barn extended overhang. The barn also contains spaces for feed storage, animal wash areas as well as student locker rooms and restrooms. Each student can attend to his/her animal and provide care in the pens, wash areas (900 square feet) or take the animals out to the 7.2 acres pasture areas that will house an additional 240 animals. The barn also provides an area for student instruction. The barn provides two 167 square foot storage rooms. The total number of animals that can be housed on the farm is 410.

The Agriculture and Natural Resources Industry Sector Advisory Committee (Ag Advisory) was consulted at both District level meetings with each high school having representatives at the meeting as well as school site Ag Advisory Committee meetings over the past three years. Department Chairs from each of the comprehensive high schools visited three state-of-the-art high schools farms in September and October 2014. Information about needs for a school farm was compiled and given to the architect to develop conceptual drawings. The Ag Advisory Committee reviewed the conceptual drawings and provided feedback to the architect on March 15, 2015 to draw the schematic design with the intent of providing a facility that will prepare the students for careers in agriculture. Once the schematic design was completed, the Ag Department Chairs from each of the high schools reviewed the design and provided additional feedback to the architects. A second meeting with the Ag Advisory Committee was held to again review the schematic design, and the committee approved it on August 25, 2016. At this meeting the advisory committee found that the plans aligned with the industry standards and meet the educational needs of the Vocational and CTE Ag Program consistent with Education Code sections 51224, 51225.3 (b), 51228 (b), and 52336.1. As the construction documents were being developed, the Ag Department Chairs met with the architects at two different meetings. The Ag Advisory Committee for each school met again on October 26, October 19, and November 7 to finalize the equipment needs for the Ag Farm. There were eight industry partners at the meetings. At each of the schools, the advisory committees unanimously approved the list of equipment.

By having access to a school farm and agrarian equipment, students will be able to engage in hands-on real-world experiences such as diversified crop production, specialty crop production, soil testing, fiber/oil production, grow and harvest citrus, tractor operations, specialty animal production, animal rearing and

irrigation techniques. They will engage in learning activities such as harvesting and learning farm-to-table concepts by making and selling their own olive oil. They will also be able to receive additional certifications: Leafy Green, Soil Testing and Pesticides.

3.4.3 REMAINING CTE WORKSHOP FACILITIES

Classroom Buildings A and B comprise the remaining four workshop facilities that will house eight teaching stations to be constructed as part of the CTE/Ag farm facility. Like the rest of these facilities, the workshop spaces enable all three high schools to expand their pathway programs to incorporate dual enrollment, community college partnerships, and offer advanced classes in these industry sectors. The goal is for students graduating from all three high schools to be prepared for the work force with industry certifications, to attend a certificate program at either the local community college or with an apprenticeship program, or to attend a four-year university program.

The four workshop spaces are to house both concentrator and capstone classes for the diesel mechanics within the Transportation Industry Sector, Systems Diagnostics, Service and Repair Pathway, Machining and Forming Technologies Pathway (Engineering and Manufacturing) and Environmental Engineering Pathway, Residential and Commercial Construction Pathway, and Health Science and Medical Technology Industry Sector. Each of the shops will also be constructed to include four large roll-up doors on one side of the building and one large roll up door on the opposite side of the building. This will allow for easy access of equipment and building materials in and out of the building. The building will be constructed to provide the maximum flexibility for use as pathway and industry needs change over time.

The District Advisory Committee met on August 24, 2016 and found that the plans aligned with the industry standards and meet the educational needs of the Vocational and CTE Ag Program consistent with Education Code sections 51224, 51225.3 (b), 51228 (b), and 52336.1. Each component is summarized below:

Diesel Mechanics Pathway

Teaching Station 201A and 201B: This space will hold Diesel Mechanics pathway courses. Two classes will be held in this shop at the same time and will be set up as two teaching stations. There will be two instructors in the room, each instructing their own group of students. In this classroom students will learn how to operate and maintain diesel equipment. They will learn about both small engines and diesel mechanics. Mobile hydraulic lifts will be used as well as other industry identified equipment necessary for students to learn to construct and maintain equipment used on the farm and within the industry.

Because the Diesel Mechanic shop falls under Ag Mechanics, the Ag Advisory Committee reviewed the conceptual drawings and provided feedback to the architect on March 15, 2015 to draw the schematic design with the intent of providing a facility that will prepare the students for careers in Ag Mechanics and Diesel Mechanics pathways. Once the schematic design was completed, the Ag Department Chairs from each of the high schools reviewed the design and provided additional feedback to the architects. A second meeting with the Ag Advisory Committee was held to again

review the schematic design, and the committee approved it on August 25, 2016. As the construction documents were being developed, the Ag Department Chairs met with the architects at two different meetings. Their recommendations are incorporated into this plan.

Ongoing discussions will continue over the next six months with the District, Regional Occupational Center (ROP) of Santa Barbara, and Allan Hancock College (AHC) regarding the specific sequence of courses (program of study) to be offered for Diesel Mechanics. Courses will consist of two-hour blocks of class time which will allow for a student to complete a pathway sequence of courses at this facility. A student will also be able to obtain industry recognized certifications which will enhance his/her employability. As a part of the development of the pathway, additional industry partners will be invited to serve on the Transportation Industry Sector Advisory Committee as it is expanded to meet the specific needs of the Diesel Mechanics Pathway.

Machining and Forming Technologies Pathways (Engineering Manufacturing) and Environmental Engineering Pathway

Teaching Station 202A and 202B: This space will incorporate two teaching stations: one half for Engineering and Manufacturing classes and the other half for Environmental Engineering classes. There will be two instructors in the room, one for Machining and Forming Technologies Pathway and the other for Environmental Engineering Pathway, each will instruct their own group of students but will work collaboratively with each other. For the Engineering and Manufacturing courses, students will participate in hands on learning opportunities in which they design and produce 3-D products, use large laser cutters and other equipment found within the industry. They will learn the proper use of hand and machine tools, reading precision measuring tools within .001” and the interpretation of machined and formed-part prints; the cutting, shaping, fastening, and finishing of machined parts; fixtures: forging, molding (casting), cold forming and shearing processes. The goal of the program is to prepare students for careers in Engineering and Manufacturing or in Machining and Forming Technologies such as a CNC Machinist or Manufacturing Engineer. Students in the Environmental Engineering Pathway classes will learn how to design and develop processes, equipment and systems monitor, prevent or correct environmental events and conditions. Students will design and build equipment and systems and then install the equipment in the Ag Farm or other appropriate sites. There will be some sharing of expensive equipment and materials between the two classes.

Over the next six months, ongoing collaboration between the District, ROP and AHC will continue as these pathways programs of study are developed. Additional Industry sector members will be invited to participate in each of the specific industry sector advisory committees. Course content information will be shared as it continues to inform the decisions regarding equipment to be purchased.

Residential and Commercial Construction Pathway

Station 301A and 301B: This space will have two classes in the Residential and Commercial Construction Pathway. As with the other shops, there will be two instructors in the shop, each

instructing their own group of students. The students will receive instruction in the way both residential and commercial structures are designed and built and then participate in hands-on learning by designing and building both residential and commercial structures.

Students interested in preparing for careers in construction and building design, performance and sustainability will benefit from this pathway. They will participate in hands on learning of standards that focus on the manner in which residential and commercial structures are designed and built. State of the art industry specified machines and tools will be installed in the shop.

Over the next six months, ongoing collaboration between the District, ROP and AHC will continue as the Residential and Commercial Construction Pathway program of study is further developed. Industry sector members will be invited to participate in this pathway to provide information on industry standards for equipment and best practices within the industry.

Health Science and Medical Technology Industry Sector Pathway

Teaching Station 302A and 302B: This space will be used for pathways within the Health Science and Medical Technology Industry Sector. The space will be divided into two instructional areas with instructors for each group of students. While the students maybe taking different courses, there will be some sharing of the materials and equipment in the room. The goal is to prepare students for careers in the health care field. There has been a significant amount of collaboration between the District and AHC regarding the development of the Health and Medical pathways in the District. This new facility will allow for the expansion of the courses available to the students in Santa Maria within the Health Care industry. The goal is to enhance those courses already offered within the District and at AHC so that students have additional opportunities to participate in courses that provide industry certifications. Ongoing collaboration between the District, ROP and AHC will commence over the next six months to further define which specific courses will be offered at this site and to determine specific equipment needed to meet the course standards.

Over the next six months, ongoing collaboration between the District, ROP and AHC will continue as the Health Science and Medical Technology Industry Sector Pathway program of study is further developed. Industry sector members will be invited to participate in this pathway to provide information on industry standards for equipment and best practices within the industry.

As designed, the facility accommodates 750 square feet of restrooms and four workshops of approximately 4800 square feet each within two buildings. Each building has direct access to paved outdoor areas and driveways with floor to ceiling roll-up doors and dedicated indoor teaching spaces opening into a common area to promote student and teacher interaction and common access to bus pick-up/drop-off areas. The workshop areas, each approximately 60' x 80' in size with adjacent restrooms, are designed to accommodate two teaching stations per workshop. Additionally, the site contains paved parking area and a bus loop around the CTE workshop buildings to accommodate students, faculty and visitors. As part of the above CTE projects, these components were approved by DSA in December 2017 and CDE in February 2018 and are part of the lease/leaseback contract to be awarded by the Board.

3.4.4 PROJECT STATUS

Efforts were coordinated with the various staff and advisory committees to submit for additional CTE grant funding applications no later than November 29, 2017 for construction and equipping of the Culinary Arts facility and the Ag Farm barn facility, culminating in a preliminary award of approximately \$4.6 million in matching grant funds for these projects on January 29, 2018. CDE approval for all proposed CTE Center/Ag farm facilities was completed and final approval for 11 teaching stations was approved by CDE on February 14, 2018. A subsequent request for formal funding for these facilities was submitted to OPSC on February 20, 2018.

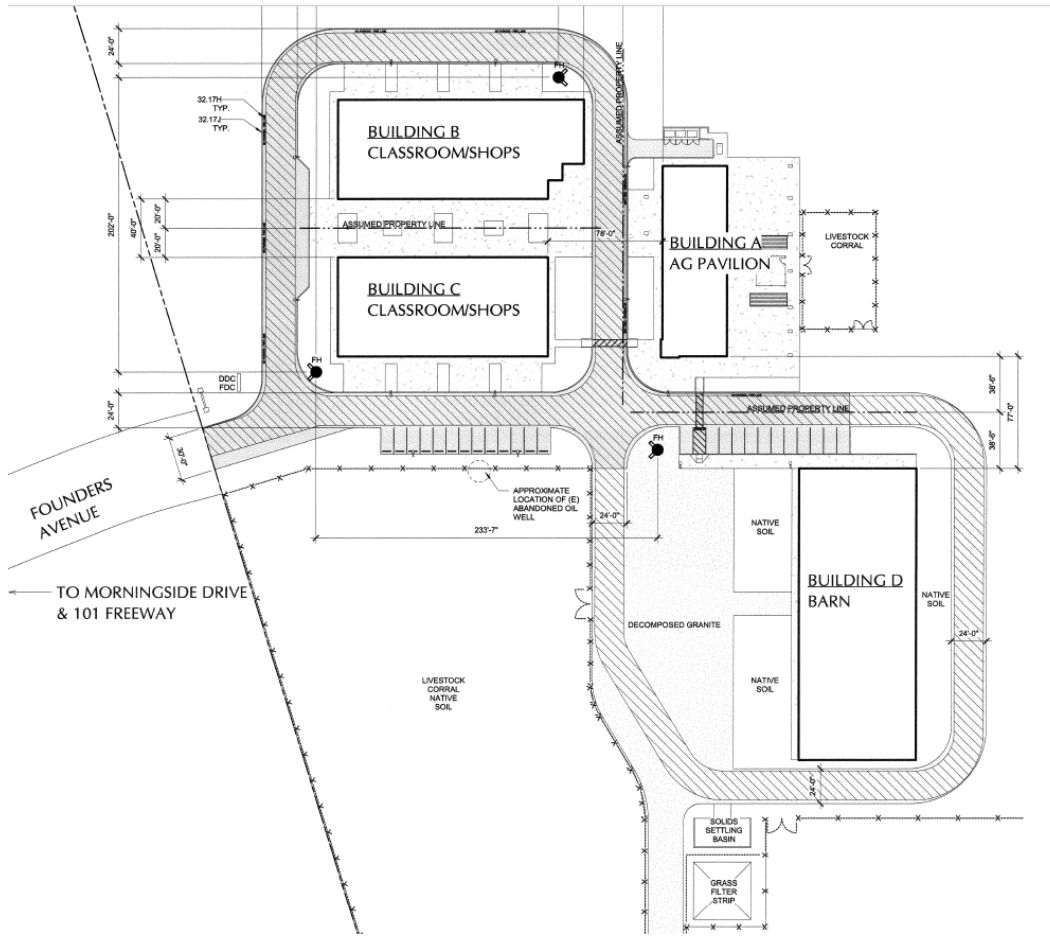
All plans and specifications were completed by team members and final approval was granted by DSA on December 14, 2017 for the 4 classroom buildings: Ag Pavilion Building A, Classroom Buildings B and C and the Barn Facility as well as necessary on-and off-site improvements. A request for lease/leaseback construction services for the CTE/Ag farm was prepared and released January 12, 2018 and selection of a contractor to be recommended for approval to the Board was completed on February 21, 2018. Board action is scheduled for April 2018. Construction operations are scheduled to begin in July with mass grading of the site, the development and installation of offsite utilities, and site mobilization of contractor facilities and in-depth construction thereafter.

Preparation of a subsequent application for the OPSC School Facilities Program - New Construction is underway for remaining CTE Center facilities. The application will include reimbursement for land acquisition of the CTE Center/Ag Farm site of approximately \$2.1 and an application for approximately \$2.9 million to use 191 pupil grants and an estimated \$1.4 million in site development costs. The application will be submitted for consideration in early March 2018 for a total of \$6.5 million. Funding will ultimately require a local match of a like amount by the District.

Figure 3: Design Rendering of New CTE Center/Ag Farm Project



Figure 4: CTE Center/Ag Farm Project Site Plan



SECTION 4

PROJECT FUNDING

4.1 OVERVIEW

This section reviews existing and anticipated sources of funds for implementing the District's Reconfiguration and Facilities Program. It provides a two-phase implementation program. Major funding sources for Phase 1 include Measure "C", 2004 general obligation (G.O.) bonds, prior State Aid grant receipts, and developer fees. Phase 2 projects are substantially funded from Measure "H", 2016 G.O. bonds, future developer fees, and eligible State Aid grants.

The following updates the prior October 2017 project funding report to the Board. The report includes a review of State School Facilities Program grants, local G.O. bonds and projected local developer fees, all which may assist in the implementation of the proposed program. The project funding report supports the Master Budget and Master Schedule to be adopted by the Board and adjusted in accordance with financial or policy decisions undertaken by the District from the prior period and proposed activities over the next six months.

4.2 STATE AID

As described in the original Reconfiguration and Facilities Program report, the State maintains a School Facility Program (SFP) administered by the OPSC that distributes funds for costs relating to the modernization or new construction of school facilities. Funding is based on a per-pupil grant amount established by the State Allocation Board (SAB) per eligible classroom to be modernized or constructed. Eligibility for modernization funding is established separately for each school site, while eligibility for new construction is determined by the gap between a district's projected enrollment and its existing permanent classroom capacity. For purposes of State new construction grant eligibility, student housing capacity does not generally include relocatable classrooms.

Historically, project funding by the State has been supported through the periodic approval of State bonds for school improvements by California voters. In November 2016, California voters approved Proposition 51 authorizing a total of \$9 billion in State bonds for K-14 facilities improvements, of which \$6.0 billion was authorized for K-12 facilities.

As presented in prior updates, the District qualifies for substantial participation in the SFP. However, the lack of prior available SFP funding has required the District to proceed with local funding programs that advance fund projects that qualify for State participation and optimize the opportunity for future State reimbursements as funds become available. This strategy minimizes delays in school facility

improvements and maximizes the opportunity to leverage available dollars for further improvements that may not be financially possible without additional State support.

As reported in October 2017, the State issued approximately \$460 million of initial Proposition 51 bond sales last September. It is anticipated by OPSC to continue to issue in the \$400-\$500 million range every six months in a March and September schedule. Unlike many of its peers, the District elected to submit applications even before Proposition 51 was placed on the ballot, therefore many of its applications are already in line for finding. CFW continues to attend and monitor activities of the SAB. For purposes of projecting available funding within the Master Budget, the projected timing of receipt of State Aid reimbursements is based on the latest bond sale assumption and where the District's submitted and future applications stand in line (e.g., application requests ahead of submitted applications and future applications).

The following sections reviews any updates to the District's eligibility and the proposed strategic allocation of available state funding eligibility for proposed projects, and reports on progress made towards filing such applications. Since the October 2017 update, an approximate 4% increase in the per pupil grant amount for the School Facility Program has been approved. This increase is reflected in the following sections and is due to the annual adjustment by the SAB of the SFP program grants based upon the change in construction costs. In addition, a slight increase in estimated baseline eligibility, that is the gap between the district's projected enrollment and its existing permanent classroom capacity, has been calculated for new construction and is also presented.

4.2.1 MODERNIZATION ELIGIBILITY

The SFP modernization program provides funds on a 60/40 State and local sharing basis for improvements that modernize or upgrade existing permanent school facilities that are 25 years or older or portable classrooms that are 20 years or older since original construction or last modernization. Tables 2 and 3 provide a summary of estimated modernization eligibility over time from the District's existing permanent and portable classrooms. Since the October 2017 report, the estimated modernization eligibility amounts have been adjusted to reflect the 2018 per pupil grant amounts as most recently established by the SAB of approximately \$6,099 per pupil.

Table 3 illustrates how future permanent classroom modernization eligibility is estimated at approximately \$20.6 million in 2025, cumulatively increasing to approximately \$37.5 million by 2035. The anticipated increase in the latter years reflects Pioneer Valley reaching its 25th anniversary of construction and thus meeting the statutory period for eligibility of modernization grants at that time. Prior to that, modernization eligibility reflects the continued aging of the older classroom facilities at Righetti and Santa Maria High. Relative to portable classroom modernization eligibility, the District has 29 portable classrooms as of fiscal year 2016-17 that are eligible for modernization grant funding of approximately \$4.8 million, cumulatively increasing annually thereafter to \$16.3 million in 2025 and to \$18.4 million in 2033, as can be seen in Table 4. All modernization projects require a local match to be provided by the District.

Table 3: Districtwide Permanent Classroom Modernization Eligibility*

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

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

Table 4: Districtwide Portable Classroom Modernization Eligibility*

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

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

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

4.2.2 NEW CONSTRUCTION ELIGIBILITY

The SFP new construction program provides State grants on a 50/50 State and local sharing basis for eligible projects that add permanent student housing capacity to a district. New construction grants may be used by the District at any existing or new school site. Table 5 provides a summary of the District's anticipated new construction grant eligibility and provides a slight increase in baseline eligibility of 14 additional pupils from the October 2017 update. These additional pupils were calculated through a review of the District's projected enrollment and an assessment of new housing developments within the District's boundaries. The District's preliminary CalPads enrollment data projects an increase of 92 students for the 2017-18 school year as compared to 2016-17. An updated assessment based on City data of new housing developments approved within the school district boundaries within the last six months was also factored as allowed by OPSC into the increase in estimated pupil grant eligibility. The projected baseline has been adjusted accordingly. In addition, the per pupil grant amounts have been adjusted to reflect the State's annual increase for 2018 to approximately \$15,567 per pupil.

The District currently qualifies for approximately \$43.8 million in State new construction funding of which approximately \$6.4 million is available for Severe and Non-severe special education facilities, as demonstrated in Table 5. This does not include an available allowance, to be established by the State, for site development expenditures to accommodate required classroom improvements; an amount generally assumed to equal approximately 15% of the State grant amount. If applied to all grants, this amount would yield an additional allocation of approximately \$6.6 million, increasing the projected total to approximately \$50.4 million. These amounts would be subject to a local dollar-for-dollar match from the District as well.

Table 5: District’s Estimated New Construction Eligibility*

Grade Level	SFP Per-Pupil Grant	Est. Eligible Pupils	Est. State Grant (50%)	Est. Local Match (50%)	Project Total (100%)
9-12	\$15,567	2,403	\$37,407,501	\$37,407,501	\$74,815,002
Non-severe	\$21,737	144	\$3,130,128	\$3,130,128	\$6,260,256
Severe	\$32,503	101	\$3,282,803	\$3,282,803	\$6,565,606
Subtotal		2,648	\$43,820,432	\$43,820,432	\$87,640,864
Est. Site Service (15%)			\$6,573,065	\$6,573,065	\$13,146,130
Grand Total		2,648	\$50,393,497	\$50,393,497	\$100,786,994

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

Table 6 provides a summary of anticipated State aid applications for eligible Phase 1 improvement projects already underway. The District has submitted an estimated \$27.2 million in new construction applications associated with the newly constructed 14-classroom building at Santa Maria High, the just completed Pioneer Valley Performing Arts Center, and the Righetti 38-classroom building under construction.

The CTE Center/Ag Farm project received Division of State Architect (DSA) approval in December 2017 and California Department of Education (CDE) approval in February 2018. CDE approved a total of 11 identified classrooms as eligible for funding of the CTE Center/Ag Farm project. At this time, 191 pupil grants are recommended to be utilized for the new construction project application. This is a reduction of approximately 160 pupil grants from the recommended amount of pupil grant funding to be applied to the CTE Center/Ag Farm at the time of the October report. This is a direct result of the District’s receipt of a preliminary notice of approval received in January 2018 of two independent grants approved by CDE and OPSC under the Career Technical Education Facilities Program (CTEFP). These grant applications were prepared by the team and submitted by the Board in November 2017 to garner 50 percent funding of the cost of constructing and equipping the Barn and Culinary Pavilion facilities at the CTE Center/Ag Farm site. Together, these grants which are described in further detail below, provide approximately \$4.6 million towards construction and equipping of the project, which encompassed 3 out of the 11 approved classrooms. The CTEFP program does not utilize pupil grants, and funds according to the identified program with eligible costs including construction and equipment. More importantly, the reduction of required pupil grants for these projects increases the amount now available for the reconstruction of Santa Maria High.

Preparation and submittal of an application to utilize 191 pupil grants with the OPSC for the CTE Center/Ag Farm is anticipated to yield approximately \$2.9 million. This is in addition to the concurrent submittal of the eligible land purchase reimbursement for 50 percent of the costs for the CTE Center/Ag Farm site which totals approximately \$2.1 million and a Site Development allocation of \$1.5 million.

No pupil grants are required for reimbursement of land purchases, therefore it is not indicated in the table below. Absent the CTEFP grants and the reimbursement of the CTE Center/Ag Farm parcel, the total anticipated reimbursements from Phase 1 projects is estimated to be approximately \$31.6 million. With the addition of the above three grants that do not require pupil grants, the combined total increase to approximately \$38.3 million.

Table 6: Pending & Submitted New Construction Applications

	Base Grants	Per-Pupil Grant Effective 01-18	Est. Total State Grant (50%)	Est. Local Match (50%)	Project Total (100%)
Total Pupil Eligibility	2648	\$ 15,567	\$ 43,820,432	\$ 43,820,432	\$ 87,640,864
Project					
14-Classroom Building, Santa Maria High	434	\$ 15,567	\$ 6,756,078	\$ 6,756,078	\$ 13,512,156
<i>Site Development</i>	N/A	N/A	\$ 276,649	\$ 276,649	\$ 553,298
Performing Arts Center, Pioneer Valley High *	199	\$ 15,567	\$ 3,097,833	\$ 3,097,833	\$ 6,195,666
<i>Site Development</i>	N/A	N/A	\$ 320,542	\$ 320,542	\$ 641,084
38 Classroom Building, Righetti High	1026	\$ 15,567	\$ 15,971,742	\$ 15,971,742	\$ 31,943,484
<i>Site Development</i>	N/A	N/A	\$ 826,513	\$ 826,513	\$ 1,653,026
CTE Center/ Ag Farm Construction	191	\$ 15,567	\$ 2,973,297	\$ 2,973,297	\$ 5,946,594
<i>Site Development</i>	N/A	N/A	\$ 1,521,966	\$ 1,521,966	\$ 3,043,932
Land Acquisition	N/A	N/A	\$ 2,081,805	\$ 2,081,805	\$ 4,163,610
CTEFP - Ag & Nat Resources	N/A	N/A	\$ 2,595,057	\$ 2,595,057	\$ 5,190,114
CTEFP - Hospitality & Tourism	N/A	N/A	\$ 1,990,316	\$ 1,990,316	\$ 3,980,632
Total	1850	\$ 15,567	\$ 38,411,798	\$ 38,411,798	\$ 76,823,596
Total Grants Remaining**	798		\$ 12,422,466	\$ 12,422,466	\$ 24,844,932

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

**798 remaining pupils include 245 Special Day Class pupil grants if needed; otherwise they may be used towards general purpose classrooms

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

The projected 798 remaining new construction pupil grants, it is estimated to garner approximately \$12.4 million towards the Phase 2 reconstruction of the Santa Maria High School as shown in Table 7. The 798 in remaining pupil grant eligibility includes the option to utilize up to 245 of these grants towards Special Day Classroom construction, otherwise, they may continue to be used for general purpose classroom construction. For purposes of the table below, all remaining 798 pupil grants are assumed to be used for general purpose classroom construction of approximately \$12.4 million in grant funding for the reconstruction of Santa Maria High. All new construction grants will require an equal local match.

Table 7: Remaining State New Construction Eligibility

Project	Base Grants	Per-Pupil Grant Effective 01-18	Est. Total State Grant (50%)	Est. Local Match (50%)	Project Total (100%)
Santa Maria High	798	\$ 15,567	\$ 12,422,466	\$ 12,422,466	\$ 24,844,932
Total	798	\$ 15,567	\$ 12,422,466	\$ 12,422,466	\$ 24,844,932
Total Grants Remaining		\$ -	\$ -	\$ -	\$ -
Total Estimated New Construction Grants			\$ 12,422,466	\$ 12,422,466	\$ 24,844,932

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

4.2.3 CAREER TECHNICAL EDUCATION FACILITIES PROGRAM

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

Working with the District, CFW completed an extensive CDE application process for two CTE grant applications. To be considered for funding, applications must receive a score of 105 or above. The first application was for the Ag and Natural Resources Industry Sector and received a near perfect score of 140 out of 141. The second application was for the Food Services within the Hospitality Tourism and Recreation Industry Sector and received a 112 out of 141. Both applications are associated with the new CTE Center/Ag Farm site. Between the two pathways, two CTEFP funding applications were filed in February 2018 totaling approximately \$2.6 million for the Ag and Natural Resources Industry Sector and approximately \$2 million for the Food Services within the Hospitality Tourism and Recreation Industry Sector. Both funding applications would support facilities and equipment needs associated with these

industry sectors. The District has received preliminary approval for both applications. Table 8 provides a summary of the anticipated CTEFP grants totaling approximately \$4.6 million.

Table 8: Summary of CTEFP Grants for CTE Center/Ag Farm Project

Application Type	Estimated Grant Amount
50-10 CTE - Ag and Natural Resources	
Construction of Facilities	\$ 2,180,982
Furniture and Equipment	\$ 414,075
Subtotal	\$ 2,595,057
50-10 CTE - Hospitality and Tourism	
Construction of Facilities	\$ 1,668,122
Furniture and Equipment	\$ 322,194
Subtotal	\$ 1,990,316
Total	\$ 4,585,373

It is anticipated that additional rounds of funding will be made available over the next year. The District continues to work on the further development of its CTE Pathway programs. Based on the current criteria, it is anticipated that the District may qualify for additional funding in future grant cycles, in particular for the modernization of facilities and equipment needed at existing facilities and CTE programs at Santa Maria High and Righetti High. The Board will continue to be kept abreast of any future applications the District may elect to file over the next 12-month period.

4.2.4 COMBINED STATE GRANT ELIGIBILITY REMAINING FOR PHASE 2 IMPROVEMENTS

In total, approximately \$23.9 million in combined State eligibility for modernization and new construction has been identified in Table 8 that may be applied towards Phase 2 improvements based on the current schedule. Of this amount, \$11.5 million is estimated from State modernization grants for portable facilities that will reach their 20-year eligibility during the term of the Phase 2 improvements; primarily from Righetti and Santa Maria High. From the \$11.5 million, approximately \$8.2 million is anticipated by 2020 and a balance of approximately \$3.3 million is anticipated by 2023. These will require a local match of approximately \$7.7 million. The balance of anticipated applications is from approximately \$12.4 million in new construction eligibility. These construction grants will require an equal local match amount from the district and when coupled with the local modernization grant match, a total of approximately \$20.1 million in local match funds is anticipated to be required.

Table 9: Proposed New Construction & Modernization Applications

New Construction						
Project	Pupil Grants	Total Grants	Per-Pupil Grant Effective 01-18	Est. Total State Grant (50%)	Est. Local Match (50%)	Project Total (100%)
Santa Maria High	798	798	\$15,567	\$ 12,422,466	\$ 12,422,466	\$ 24,844,932
Subtotal	798	798		\$ 12,422,466	\$ 12,422,466	\$ 24,844,932
Total Estimated New Construction Grants				\$ 12,422,466	\$ 12,422,466	\$ 24,844,932

Portable Modernization (Through 2020)						
Project	# of Portable Classrooms	Total Grants	Per-Pupil Grant Effective 01-18	Est. Total State Grant (60%)	Est. Local Match (40%)	Project Total (100%)
Righetti High	27	729	\$6,099	\$4,446,171	\$2,964,114	\$7,410,285
Santa Maria High	23	621	\$6,099	\$3,787,479	\$2,524,986	\$6,312,465
Subtotal	50	1350		\$ 8,233,650	\$ 5,489,100	\$ 13,722,750
Total				\$ 20,656,116	\$ 17,911,566	\$ 38,567,682

Portable Modernization (Balance 2021 to 2022)						
Project	# of Portable Classrooms	Total Grants	Per-Pupil Grant Effective 01-18	Est. Total State Grant (60%)	Est. Local Match (40%)	Project Total (100%)
Righetti High	9	243	\$6,099	\$1,482,057	\$988,038	\$2,470,095
Santa Maria High	11	297	\$6,099	\$1,811,403	\$1,207,602	\$3,019,005
Subtotal	20	540		\$ 3,293,460	\$ 2,195,640	\$ 5,489,100
Total				\$ 23,949,576	\$ 20,107,206	\$ 44,056,782

4.2.5 JOINT USE PROGRAM

The SFP also provides a Joint-Use Program that allows school districts to utilize a joint-use partner and State funding to build a joint-use project the District would not otherwise be able to build due to lack of financial resources or SFP eligibility. For school districts, prior projects that have been funded by the State have included multipurpose rooms, gymnasiums and sport facilities. The State and local contribution to a joint-use project is 50/50. The State provides 50 percent of the project cost; with a maximum State contribution of \$1 million for an elementary school, \$1.5 million for a middle school and \$2 million for a high school. Participating districts must enter into a joint-use agreement with a joint use-partner. 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 joint use grant, should a district wish to apply for joint use funds for the same facility.

The joint-use partner must match a minimum of 25% of the eligible project costs. If a district has passed a G.O. bond which specifies that the monies are to be used specifically for the joint-use project, the district can opt to pay up to the full 50% local share of eligible costs. Anything beyond the eligible project costs is the responsibility of the joint use partner and/or the district.

As reported in October 2017, the State continues to not accept applications for joint-use due to lack of funding at this time. Recent communication with OPSC staff has indicated no decision to replenish the program at this time. In the past, however, projects to be considered must have already received DSA and CDE approval and must demonstrate the ability to be constructed immediately. CFW will continue to monitor the status of the program.

To the extent funds are made available in the future, the District could submit for funding for eligible joint use projects. Any additional funds received through the joint use program may serve to augment revenues to the program and reallocate pupil grants elsewhere, where applicable.

4.3 DEVELOPER FEES

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

- Level 1 fees are established by statute and adjusted by the State Allocation Board and are currently (based on 2018 biannual adjustment) \$3.79 per square foot of residential development and \$0.61 per square foot of commercial and industrial development
- Level 2 fees constitute up to 50% of the State allowed cost for construction and sites, if the school district meets specified eligibility tests and assumes that the will State pay for the other 50% of cost through the SFP
- Level 3 fees are the same as Level 2, but include the State's 50% share as well, but only when the State declares it is out of funds for new construction

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

As reported in the October 2017 update, the District adopted a Developer Fee Justification Study prepared by SchoolWorks, Inc. that established the justification for collecting Level 1 fees in April 2016. As a high school district, Santa Maria JUHSD can claim 4/13ths of the total fees, with the remainder distributed to feeder elementary school districts. Hence, under Level 1, for each square foot of new residential construction, the District may currently claim \$1.07.

In June 2017, the District adopted a School Facilities Needs Analysis, also prepared by SchoolWorks, Inc., which established the District's ability to levy Level 2 fees at a rate of \$2.33 for its share of projected impact from new residential development. This may be applied by the District as an alternative to the Level 1 fee. As reported in the October 2017 update, the Study calculated the anticipated revenue from developer fees to be approximately \$7.6 million over the next five years. The District is required to complete an annual update to the Level 2 Study to continue collecting Level 2 fees during this period. The current budget utilizes the figures adopted by the Board in April 2016 and June 2017 respectively. Updated figures and estimated developer fee receipts will be adjusted following the District adoption of a new developer fee justification study and school facilities analysis later this year.

At the beginning of Phase 1 of the Program (July 1, 2014), the District had a fund balance in its Developer account of \$964,500. During the period of July 1, 2014 -June 30, 2017, the District received approximately

\$4.6 million in Developer Fee revenues, of which approximately \$1.2 million were expended on other facility related expenditures outside of the Program, leaving approximately \$3.4 million available to the Program. A grand total of approximately \$4.4 million is estimated to be used in Phase 1. Assuming the projected \$7.6 million in projected developer fee collections for use in Phase 2, a total of approximately \$12 million is projected over the course of the Program. Future receipts are subject to adjustment upon the biannual review of Level 1 fees by the State Allocation Board and the District’s annual School Facilities Needs Analysis for justifying Level 2 fees. Given the State’s January 2018 update to Level 1 fees, a new Level 1 study will be required along with an updated Level 2 study. Any changes to projections based on those studies will be incorporated into the next six-month update.

4.4 GENERAL OBLIGATION BOND PROGRAM

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

These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition 13. Traditionally, G.O. bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from state and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest for districts to finance improvements.

In August 2017, the District concluded the sale of \$47 million in Series 2017 G. O. bonds which represented the first issuance of the \$114 million Measure “H” bond authorization. The initial bond amount was structured to meet the District’s immediate needs, leaving additional bond capacity, authorization and tax rate head room for future bonds sales. The MSIP projected a subsequent bond sale in 2020 followed by a projected amount in 2023, each in the \$31 to \$38 million range. If for any reason the State School Facilities Program (SFP) was not replenished or the SFP was changed in such a way that the District was unable to utilize its existing eligibility, the proposed MSIP bond program allowed the District to complete a majority of the proposed projects from local funds as determined by the Board.

4.4.1 BONDING CAPACITY AND ASSESSED VALUATION

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

State law governs how much long-term principal debt California school district may incur at any one time. For high school districts, the statutory bonding capacity, or debt limit, is equal to 1.25% of a district’s total AV. Based on the District’s AV of \$14.1 billion for fiscal year 2017-18, the District’s gross bonding capacity is estimated at \$177.1 million. However, the District’s prior bonds and their corresponding outstanding principal, including the recent issuance of \$47 million in Measure “H”, Series 2017 bonds, account for a total of \$125.6 million outstanding principal debt against the District’s bonding capacity. As a result, the District’s remaining net bonding capacity at this time is calculated at \$51.5 million, as shown in Table 10. This amount is well below the District’s statutory bonding limit of 1.25%.

Table 10: District Bonding Capacity Analysis as of March 1, 2018

Total FY 2017-18 Assessed Value	\$ 14,172,155,616
Applicable Debt Limit Factor	1.25%
Total Bonding Capacity	\$ 177,151,945
Outstanding Principal	\$ 125,634,254
Net Bonding Capacity	\$ 51,517,692
Percent of Bonding Capacity Utilized	70.92%

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

Table 11: District’s Historical Assessed Valuation

FYE	Total	% Change
2002	\$6,175,466,301	N/A
2003	\$6,619,512,564	7.19%
2004	\$7,232,731,738	9.26%
2005	\$8,083,327,238	11.76%
2006	\$9,322,627,058	15.33%
2007	\$10,549,246,604	13.16%
2008	\$11,327,913,388	7.38%
2009	\$11,301,842,676	-0.23%
2010	\$10,971,708,827	-2.92%
2011	\$11,055,236,700	0.76%
2012	\$11,257,304,344	1.83%
2013	\$11,453,441,156	1.74%
2014	\$11,713,432,612	2.27%
2015	\$12,309,305,008	5.09%
2016	\$12,949,471,442	5.20%
2017	\$13,270,719,001	2.48%
2018	\$14,172,155,616	6.79%
5-Year Average		4.37%
10-Year Average		2.30%
15-Year Average		5.33%

The District’s AV serves as the source from which tax revenues are derived for purposes of repaying outstanding G.O. bond debt service. As presented in Table 11,, the District’s AV has increased annually since 2002, with some minimal periods of decline. During the early to mid-2000’s, the District’s AV

experienced growth ranging from approximately 7% to 15% annually. This coincided with a period of strong economic performance statewide. Conversely, as the economy contracted during the “Great Recession”, the District’s AV experienced periods of contraction in 2009 and 2010. By 2013, however, the District had already regained its previous combined decline and was once again increasing.

Overall, the District’s AV has averaged 5.33% annually over the last 15-year period. In the last 5-year period, the AV growth has averaged 4.37% annually. Clearly, AV growth has slowed compared to the early to mid-2000 period to a more moderate rate of growth, yet the local tax base continues to expand. Table 12 provides a projection of when the full \$67.0 million of remaining Measure “H” authorization may be available, based on a more moderate or conservative AV growth rate of 3% per year into the intermediate future and the scheduled principal repayment from prior outstanding bond issues.

Table 12 takes these factors into consideration and projects sufficient bonding capacity available to sell the total remaining \$67 million authorization of Measure “H” bonds, in whole or in part, by FY 2019-20. This is based on an annual AV growth rate of 3.0 percent over the next 3 fiscal years and the scheduled repayment of \$17,620,000 of outstanding principal from prior bond sales over the same 3 year period.

Table 12: Projected District Bonding Capacity

FY	Assessed Value (AV)	% AV Growth	Gross Bonding		% indebtedness (Outs. Principal/AV)	Net Bonding Capacity (Bonding Cap - Outs. Principal)
			Cap (AV x 1.25%)	Outstanding Principal		
2017	\$ 13,270,719,001			\$ 83,049,254.00		
2018	\$ 14,172,155,616	6.8%	\$ 177,151,945.20	\$ 125,634,253.60	0.89%	\$ 51,517,692
2019	\$ 14,597,320,284	3.0%	\$ 182,466,503.56	\$ 116,734,253.60	0.80%	\$ 65,732,250
2020	\$ 15,035,239,893	3.0%	\$ 187,940,498.66	\$ 108,014,253.60	0.72%	\$ 79,926,245
2021	\$ 15,486,297,090	3.0%	\$ 193,578,713.62	\$ 100,609,253.60	0.65%	\$ 92,969,460
2022	\$ 15,950,886,002	3.0%	\$ 199,386,075.03	\$ 98,214,253.60	0.62%	\$ 101,171,821
2023	\$ 16,429,412,583	3.0%	\$ 205,367,657.28	\$ 94,879,253.60	0.58%	\$ 110,488,404
2024	\$ 16,922,294,960	3.0%	\$ 211,528,687.00	\$ 91,169,253.60	0.54%	\$ 120,359,433
2025	\$ 17,429,963,809	3.0%	\$ 217,874,547.61	\$ 87,024,253.60	0.50%	\$ 130,850,294
2026	\$ 17,952,862,723	3.0%	\$ 224,410,784.04	\$ 83,314,253.60	0.46%	\$ 141,096,530
2027	\$ 18,491,448,605	3.0%	\$ 231,143,107.56	\$ 79,199,253.60	0.43%	\$ 151,943,854

*Note: 6.8% represents that actual AV growth for FY2017-18.

Table 13 further indicates that a major source of principal reduction is the retirement of the last \$8,980,000 of Election 2000, Series 2006 Refunding bonds that were refinanced in 2015 and 2016 and whose final principal payments are due August 2020. These bonds currently require an annual tax rate of \$22.18 per \$100,000 of assessed value which will end at that time.

Table 14 presents the existing and projected tax rate required to support the initial bonds sold under Measure “H”. Under Proposition 39, the maximum tax rate to be levied at the time bonds are sold for a high school district must not exceed \$30 per \$100,000 of assessed value. Clearly the District meets this requirement. Moreover, the Measure “H”, Series 2017 Bond debt service was structured to create tax rate capacity for a subsequent bond issuance in the future. The existing debt service requires a lower tax rate than required of Proposition 39 and has been structured to allow substantial capacity for additional bonds to be issued while still meeting this requirement.

Table 13: Scheduled Repayment of Series 2000 Bonds

Period Ending	Total Assessed Value	Assessed Value Growth Rate ⁽¹⁾	Actual 2000 Refunding Bonds Debt Service	Estimated Tax Rate (per \$100K of AV) ⁽²⁾
1-Aug	Value			
2017	13,270,719,001			
2018	14,173,127,893	6.8%	3,143,534	\$22.18
2019	14,598,321,730	3.0%	3,530,839	\$24.19
2020	15,036,271,382	3.0%	2,615,379	\$17.39
2021	15,487,359,523	3.0%		
2022	15,951,980,309	3.0%		

(1) Reflects actual growth for FY2017-18 of 6.8%; assumes 3% growth thereafter.
 (2) Estimated tax rate assumes unsecured delinquency rate of 5%.

Table 14: Measure "H", Series 2017 Debt Service and Projected Tax Rate

Period Ending	Total Assessed Value	Assessed Value Growth Rate ⁽¹⁾	Actual \$47,000,000 Series 2017 Debt Service	Estimated Tax Rate (per \$100K of AV) ⁽²⁾
1-Aug	Value			
2017	13,270,719,001	-	-	-
2018	14,173,127,893	6.8%	3,800,000	\$26.81
2019	14,598,321,730	3.0%	4,137,945	\$28.35
2020	15,036,271,382	3.0%	4,263,131	\$28.35
2021	15,487,359,523	3.0%	1,422,881	\$9.19
2022	15,951,980,309	3.0%	1,422,881	\$8.92
2023	16,430,539,718	3.0%	1,422,881	\$8.66
2024	16,923,455,910	3.0%	1,422,881	\$8.41
2025	17,431,159,587	3.0%	1,422,881	\$8.16
2026	17,954,094,375	3.0%	1,422,881	\$7.93
2027	18,492,717,206	3.0%	2,537,881	\$13.72
2028	19,047,498,722	3.0%	2,617,131	\$13.74
2029	19,618,923,684	3.0%	2,694,631	\$13.73
2030	20,207,491,394	3.0%	2,775,131	\$13.73
2031	20,813,716,136	3.0%	2,858,131	\$13.73
2032	21,438,127,620	3.0%	2,945,131	\$13.74
2033	22,081,271,449	3.0%	3,030,931	\$13.73
2034	22,743,709,592	3.0%	3,120,481	\$13.72
2035	23,426,020,880	3.0%	3,215,531	\$13.73
2036	24,128,801,506	3.0%	3,310,781	\$13.72
2037	24,852,665,552	3.0%	3,411,081	\$13.73
2038	25,598,245,518	3.0%	3,512,800	\$13.72
2039	26,366,192,884	3.0%	3,618,800	\$13.73
2040	27,157,178,670	3.0%	3,726,000	\$13.72
2041	27,971,894,030	3.0%	3,839,000	\$13.72
2042	28,811,050,851	3.0%	3,957,200	\$13.74
2043	29,675,382,377	3.0%		
2044	30,565,643,848	3.0%		
2045	31,482,613,163	3.0%		

(1) Reflects actual growth for FY2017-18 of 6.8%; assumes 3% growth thereafter.
 (2) Estimated tax rate assumes unsecured delinquency rate of 5%.

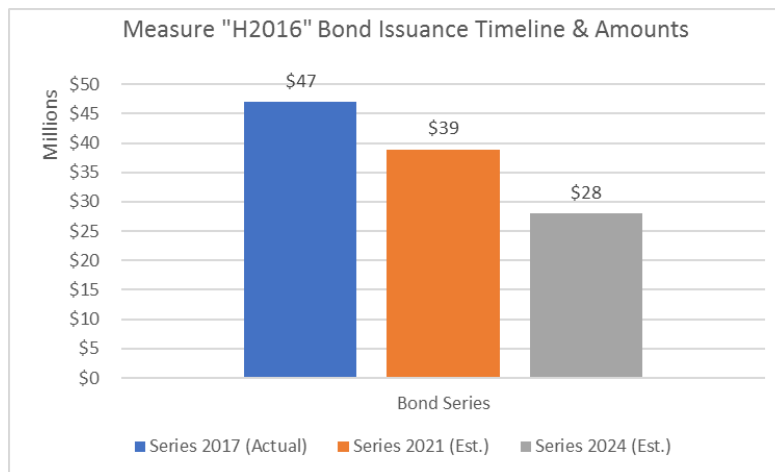
4.4.2 ADDITIONAL BONDS

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

Based on the schedule and sequence of construction adopted by the Board, there is a need to proceed with the orderly and integrated completion of Phase 2 modernization improvements for the Righetti and Santa Maria High facility projects. There is also a need to maximize the amount of State grants for new construction and modernization that the District is currently eligible to receive before Proposition 51 funds are depleted. Approximately 50 percent of all funds approved by State voters in November 2016 have been approved for SAB consideration already. However, applications for these grants require the procurement of architectural services, the timely design and completion of improvement plans and submittal and approval by DSA of these projects before applications can even be submitted. Moreover, there is a need to provide interim housing between the construction of the new classroom facilities and the permanent facilities to be modernized that minimizes the impact of construction on the current educational program at each school and the continued implementation of the Educational Pathway Programs approved by the Board. It has been determined by the District and CFW that local funds on hand as well as anticipated funding of the District CTE grant and the State reimbursement for the 14-classroom building at Santa Maria High will be sufficient to commence the design of the modernization increment at Righetti High and to continue to pursue additional CTE grants and to get in line for State Aid.

Figure 5 presents a bar graph of the actual and projected dates for the issuance of all bonds as originally contemplated. The next series of bonds is currently scheduled to be issued in 2020-21 and it is estimated that all bonds from Measure H would be issued by 2023-24, if needed in the amounts indicated.

Figure 5: District's Actual & Estimated Bond Issuance Schedule and Anticipated Amounts



If the State fails to provide reimbursements or matching grants in a timely manner, the District does have the ability to garner additional bond proceeds today. Table 15 demonstrates the ability to issue an additional \$34.7 million in Series B bonds, together with the impact on tax rates of the outstanding Series

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

Table 16 presents an additional analysis that demonstrates the impact of the retirement of the Series 2000 Refunding Bonds on the proposed issuance of a proposed Series B bond. As can be seen, once the total Series 2000 Refunding Bonds are paid off in August 2020, the overall tax to District taxpayers will continue to drop from the current rate, even as the new debt service of the Series B is introduced. This substantially mitigates any perceived increase on the impact of the amount of the new Series B bond on the current total of all taxes and rates required for all District bonds outstanding. As a matter of fact the total amount of taxes will continue to drop. This is more graphically presented in Figure 6. This overall analysis demonstrates both the District’s ability to issue bonds in 2020-21 as originally contemplated, under current market conditions, as well as the District’s ability to issue \$34.7 million, in full or in part, today, if required due to an unavailability of State grants and reimbursements in a timely manner.

Table 15: Measure “H” Tax Rate Analysis & Proposed Series 2018 Bond Sale

Period Ending	Total Assessed Value	Assessed Value Growth Rate ⁽¹⁾	Actual \$47,000,000 Series 2017 Debt Service	Estimated Tax Rate (per \$100K of AV) ⁽²⁾	Estimated \$34,680,777 Series B Debt Service	Estimated Tax Rate (per \$100K of AV) ⁽²⁾	Total Estimated Tax Rate (per \$100K of AV) ⁽²⁾
2017	13,270,719,001	-	-	-	-	-	-
2018	14,173,127,893	6.8%	3,800,000	\$26.81	-	-	\$26.81
2019	14,598,321,730	3.0%	4,137,945	\$28.35	241,551.29	\$1.65	\$30.00
2020	15,036,271,382	3.0%	4,263,131	\$28.35	247,750.15	\$1.65	\$30.00
2021	15,487,359,523	3.0%	1,422,881	\$9.19	2,913,579.41	\$18.81	\$28.00
2022	15,951,980,309	3.0%	1,422,881	\$8.92	3,043,673.23	\$19.08	\$28.00
2023	16,430,539,718	3.0%	1,422,881	\$8.66	3,177,669.86	\$19.34	\$28.00
2024	16,923,455,910	3.0%	1,422,881	\$8.41	2,807,982.72	\$16.59	\$25.00
2025	17,431,159,587	3.0%	1,422,881	\$8.16	2,934,908.64	\$16.84	\$25.00
2026	17,954,094,375	3.0%	1,422,881	\$7.93	3,065,642.33	\$17.07	\$25.00
2027	18,492,717,206	3.0%	2,537,881	\$13.72	1,715,443.70	\$9.28	\$23.00
2028	19,047,498,722	3.0%	2,617,131	\$13.74	1,763,793.45	\$9.26	\$23.00
2029	19,618,923,684	3.0%	2,694,631	\$13.73	1,817,721.19	\$9.27	\$23.00
2030	20,207,491,394	3.0%	2,775,131	\$13.73	1,872,591.76	\$9.27	\$23.00
2031	20,813,716,136	3.0%	2,858,131	\$13.73	1,929,023.45	\$9.27	\$23.00
2032	21,438,127,620	3.0%	2,945,131	\$13.74	1,985,638.09	\$9.26	\$23.00
2033	22,081,271,449	3.0%	3,030,931	\$13.73	2,047,761.17	\$9.27	\$23.00
2034	22,743,709,592	3.0%	3,120,481	\$13.72	2,110,571.95	\$9.28	\$23.00
2035	23,426,020,880	3.0%	3,215,531	\$13.73	2,172,453.54	\$9.27	\$23.00
2036	24,128,801,506	3.0%	3,310,781	\$13.72	2,238,843.09	\$9.28	\$23.00
2037	24,852,665,552	3.0%	3,411,081	\$13.73	2,305,031.82	\$9.27	\$23.00
2038	25,598,245,518	3.0%	3,512,800	\$13.72	2,374,796.47	\$9.28	\$23.00
2039	26,366,192,884	3.0%	3,618,800	\$13.73	2,445,424.36	\$9.27	\$23.00
2040	27,157,178,670	3.0%	3,726,000	\$13.72	2,520,151.09	\$9.28	\$23.00
2041	27,971,894,030	3.0%	3,839,000	\$13.72	2,594,535.63	\$9.28	\$23.00
2042	28,811,050,851	3.0%	3,957,200	\$13.74	2,669,341.70	\$9.26	\$23.00
2043	29,675,382,377	3.0%	-	-	4,748,061.18	\$16.00	\$16.00
2044	30,565,643,848	3.0%	-	-	-	-	-
2045	31,482,613,163	3.0%	-	-	-	-	-

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

(2) Estimated tax rate assumes unsecured delinquency rate of 5%.

Figure 5: Est. Combined Tax Rates for Series 2000 Refunding Bonds & Measure H, Series 2018 Bonds

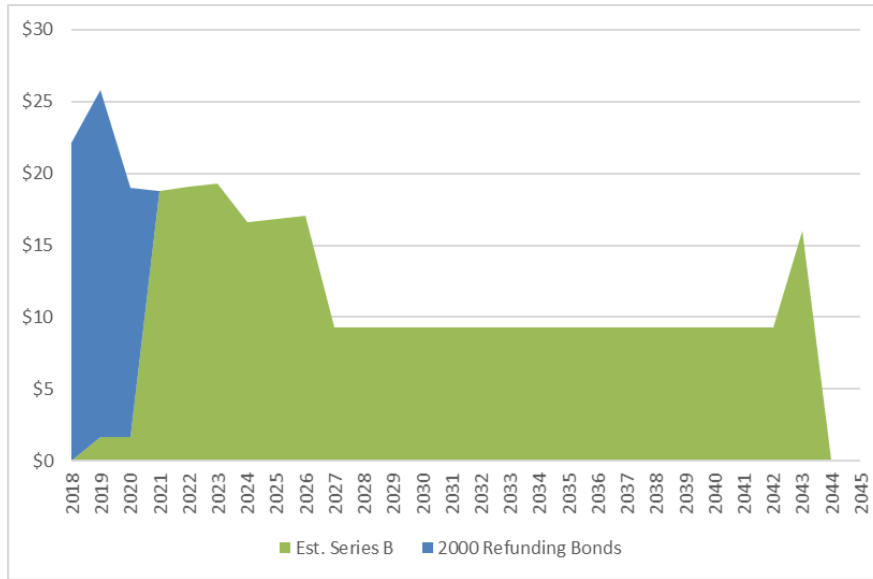


Table 16: Projected Tax Rates Series 2000 Refunding Bonds and Measure H, Series 2018 Bonds

Period Ending	Total Assessed Value	Assessed Value Growth Rate ⁽¹⁾	Actual 2000 Refunding Bonds Debt Service	Estimated Tax Rate (per \$100K of AV) ⁽²⁾	Estimated \$34,680,777 Series B Debt Service	Estimated Tax Rate (per \$100K of AV) ⁽²⁾	Total Estimated Tax Rate (per \$100K of AV) ⁽²⁾
1-Aug 2017	13,270,719,001						
2018	14,173,127,893	6.8%	3,143,534	\$22.18		\$0.00	\$22.18
2019	14,598,321,730	3.0%	3,530,839	\$24.19	241,551	\$1.65	\$25.84
2020	15,036,271,382	3.0%	2,615,379	\$17.39	247,750	\$1.65	\$19.04
2021	15,487,359,523	3.0%			2,913,579	\$18.81	\$18.81
2022	15,951,980,309	3.0%			3,043,673	\$19.08	\$19.08
2023	16,430,539,718	3.0%			3,177,670	\$19.34	\$19.34
2024	16,923,455,910	3.0%			2,807,983	\$16.59	\$16.59
2025	17,431,159,587	3.0%			2,934,909	\$16.84	\$16.84
2026	17,954,094,375	3.0%			3,065,642	\$17.07	\$17.07
2027	18,492,717,206	3.0%			1,715,444	\$9.28	\$9.28
2028	19,047,498,722	3.0%			1,763,793	\$9.26	\$9.26
2029	19,618,923,684	3.0%			1,817,721	\$9.27	\$9.27
2030	20,207,491,394	3.0%			1,872,592	\$9.27	\$9.27
2031	20,813,716,136	3.0%			1,929,023	\$9.27	\$9.27
2032	21,438,127,620	3.0%			1,985,638	\$9.26	\$9.26
2033	22,081,271,449	3.0%			2,047,761	\$9.27	\$9.27
2034	22,743,709,592	3.0%			2,110,572	\$9.28	\$9.28
2035	23,426,020,880	3.0%			2,172,454	\$9.27	\$9.27
2036	24,128,801,506	3.0%			2,238,843	\$9.28	\$9.28
2037	24,852,665,552	3.0%			2,305,032	\$9.27	\$9.27
2038	25,598,245,518	3.0%			2,374,796	\$9.28	\$9.28
2039	26,366,192,884	3.0%			2,445,424	\$9.27	\$9.27
2040	27,157,178,670	3.0%			2,520,151	\$9.28	\$9.28
2041	27,971,894,030	3.0%			2,594,536	\$9.28	\$9.28
2042	28,811,050,851	3.0%			2,669,342	\$9.26	\$9.26
2043	29,675,382,377	3.0%			4,748,061	\$16.00	\$16.00
2044	30,565,643,848	3.0%					
2045	31,482,613,163	3.0%					

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

(2) Estimated tax rate assumes unsecured delinquency rate of 5%.

SECTION 5

MASTER BUDGET & SCHEDULE

The Reconfiguration and Facilities Program integrates the prior Measure “C” and new Measure “H” bond program and proposed projects with other local funding, including developer fees, and capital program balances to provide a consolidated Master Budget and Master Schedule. The Program prioritizes projects in the early stages of its implementation that are eligible for matching State grant funding in order to leverage and maximize local funding for projects in the latter stages of implementation that may not be eligible for other sources of additional funding.

The Program consists of two improvement phases which commenced in 2014 with available Measure “C” and other locally available funds and proceeds on the current schedule with the funds from the passage of Measure “H” through 2023. The total adopted budget for all phases is approximately \$229.6 million, inclusive of a Program Reserve to accommodate changes in program as mandated from time to time by the State and as may be needed to accommodate local program requirements. Each project is unique in its scope, schedule, and amount of funding. All projects must be addressed with the amount of available funding. The budget represents an “all-in” Master Budget that combines hard construction costs with anticipated soft costs (e.g., design fees, contractor’s fees, consulting services, testing and inspection services, agency approval fees, etc.) resulting in the total cost estimated to fully implement the Program.

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

As required, the following components update the Board on the status of the previously adopted master budget, schedule and timeline as of the last six-month review in October 2017 and recommends adjustments for the next six-month period. Adjustments include a proposed budget increase for additional grants and SAB adjustments to the State aid program and estimated final costs associated with completion of the Pioneer Valley High School Performing Arts Center, and increases to the Program Reserve to accommodate potential escalations in construction costs, and delays to the receipt of approved State reimbursement grants for construction of future projects.

5.1 ADOPTED MASTER BUDGET

In October 2017, the Board adopted a Master Budget as seen in Table 17 of approximately \$229.6 million, relying on various sources, including proceeds from prior and proposed bond authorizations, State grant reimbursements, developer fees, and existing District funds. Phase 1 improvements were budgeted to

total approximately \$50.5 million and Phase 2 improvements were estimated at \$154.5 million. A program reserve was included at approximately \$786,000 for Phase 1 and \$23.9 million in Phase 2, for a total reserve of \$24.6 million over the course of the program. As previously explained, the Adopted Master Budget is inclusive of both “hard” costs and “soft” costs for each project. It should be further noted that the Phase 1 Pioneer Valley project is complete, the Righetti project is under construction, subject to a guaranteed maximum price (GMP) construction contract and the CTE/Ag Farm has received all permit approvals and is pending an award for a GMP contract from the District.

Table 17: Adopted Master Budget, FY 2015-23 (from October 2017 Program Update)

Sources	Phase 1	Phase 2	Total
New G.O. Bond Authorization			
Series A	\$ -	\$ 46,720,000	\$ 46,720,000
Series B	\$ -	\$ 38,939,240	\$ 38,939,240
Series C	\$ -	\$ 27,952,214	\$ 27,952,214
Existing Building Fund Balance (incl. bond proceeds)	\$ 43,145,254	\$ -	\$ 43,145,254
Existing State Aid Eligibility*	\$ 3,748,840	\$ 30,037,440	\$ 33,786,280
Existing Deferred Maintenance	\$ -	\$ -	\$ -
Estimated Future State Aid Eligibility	\$ -	\$ 27,020,086	\$ 27,020,086
Estimated Projected Developer Fee Receipts	\$ 4,360,741	\$ 7,656,441	\$ 12,017,182
Estimated Total Funds	\$ 51,254,834	\$ 178,325,422	\$ 229,580,256
Uses	Phase 1	Phase 2	Total
Righetti High	\$ 24,445,187	\$ 31,593,477	\$ 56,038,664
Pioneer Valley High	\$ 11,066,416	\$ 8,028,428	\$ 19,094,844
Santa Maria High	\$ -	\$ 74,640,707	\$ 74,640,707
Delta High	\$ 138,105	\$ -	\$ 138,105
CTE/Ag Farm			
Land Acquisition	\$ 4,163,611		\$ 4,163,611
Facilities / Site Development	\$ 10,335,543	\$ 6,197,774	\$ 16,533,317
Districtwide			
Master Site Planning	\$ 320,000	\$ -	\$ 320,000
Additional Classrooms	\$ -	\$ 34,003,821	\$ 34,003,821
Subtotal	\$ 50,468,861	\$ 154,464,208	\$ 204,933,069
Program Reserve	\$ 785,973	\$ 23,861,214	\$ 24,647,187
Estimated Total Uses	\$ 51,254,834	\$ 178,325,422	\$ 229,580,256

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

Source: District/CFW, Inc.

5.2 REVISED MASTER BUDGET

Table 18 provides a Revised Master Budget of approximately \$234.9 million for Board consideration as part of this semi-annual Program update.

Table 18: Revised Master Budget, FY 2015-23

	FYE	2014-2017	2018-2023	
Sources		Phase 1	Phase 2	Total
New G.O. Bond Authorization				
Series A	\$	-	\$ 46,720,000	\$ 46,720,000
Series B	\$	-	\$ 38,939,240	\$ 38,939,240
Series C	\$	-	\$ 27,952,214	\$ 27,952,214
Existing Building Fund Balance (incl. bond proceeds)	\$	43,145,254	\$ -	\$ 43,145,254
Pending & Submitted State Aid Applications*	\$	3,748,840	\$ 38,411,798	\$ 42,160,638
Existing Deferred Maintenance	\$	-	\$ -	\$ -
Proposed State Aid Applications	\$	-	\$ 23,949,576	\$ 23,949,576
Estimated Projected Developer Fee Receipts	\$	4,360,741	\$ 7,656,441	\$ 12,017,182
Estimated Total Funds	\$	51,254,834	\$ 183,629,269	\$ 234,884,103
Uses		Phase 1	Phase 2	Total
Righetti High	\$	24,445,187	\$ 31,593,477	\$ 56,038,664
Pioneer Valley High	\$	11,361,646	\$ 8,028,428	\$ 19,390,074
Santa Maria High	\$	-	\$ 74,640,707	\$ 74,640,707
Delta High	\$	138,105	\$ -	\$ 138,105
CTE/Ag Farm				
Land Acquisition	\$	4,163,611		\$ 4,163,611
Facilities / Site Development	\$	10,335,543	\$ 6,197,774	\$ 16,533,317
Districtwide				
Master Site Planning	\$	320,000	\$ -	\$ 320,000
Additional Classrooms	\$	-	\$ 29,829,147	\$ 29,829,147
Subtotal	\$	50,764,091	\$ 150,289,534	\$ 201,053,625
Program Reserve	\$	490,743	\$ 33,339,735	\$ 33,830,478
Estimated Total Uses	\$	51,254,834	\$ 183,629,269	\$ 234,884,103

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

Source: CFW, Inc.

Table 19 provides a comparison of the Adopted October 2017 Master Budget and the proposed revised March 2018 Master Budget, along with an indication of the variances described herein. The amount estimated to be made available from pending and submitted State aid applications has increased in Phase 2 due to various factors previously discussed in the funding section of this report and summarized below. First, the SAB has provided a net increase adjustment of approximately 4 percent to the eligible per pupil grants the District has submitted. Secondly, non-pupil CTE grants have been submitted and funded by the State through the CTEF program for approximately \$4.5 million. Thirdly, on- and off-site supplemental

grant requests totally approximately \$2.9 million have been prepared by the team to OPSC for all submitted pupil grant applications as a result of DSA approval and subsequent construction cost estimates and/or bids. Fourth, additional pupil grant applications have been submitted by the team for the CTE Center/Ag Farm of approximately \$3.0 million. Funding for proposed State aid applications has likewise increased due to the same increases by the SAB to remaining pupil grants for which applications have not yet been submitted.

Table 19: Variance Between Adopted Master Budget and Revised Master Budget

SOURCES	Phase 1			Phase 2			Adjusted Budget Total (March 2018)
	Adopted Budget (October 2017)	Adjusted Budget (March 2018)	Variance	Adopted Budget (October 2017)	Adjusted Budget (March 2018)	Variance	
New Bond Authorization							
Series A	\$ -	\$ -	\$ -	\$ 46,720,000	\$ 46,720,000	\$ -	\$ 46,720,000
Series B	\$ -	\$ -	\$ -	\$ 38,939,240	\$ 38,939,240	\$ -	\$ 38,939,240
Series C	\$ -	\$ -	\$ -	\$ 27,952,214	\$ 27,952,214	\$ -	\$ 27,952,214
Existing Building Fund Balance (incl. bond proceeds)	\$ 43,145,254	\$ 43,145,254	\$ -	\$ -	\$ -	\$ -	\$ 43,145,254
Pending & Submitted State Aid Applications	\$ 3,748,840	\$ 3,748,840	\$ -	\$ 30,037,440	\$ 38,411,798	\$ 8,374,358	\$ 42,160,638
Existing Deferred Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proposed State Aid Applications	\$ -	\$ -	\$ -	\$ 27,020,086	\$ 23,949,576	\$ (3,070,510)	\$ 23,949,576
Est. Projected Developer Fee Receipts	\$ 4,360,741	\$ 4,360,741	\$ -	\$ 7,656,441	\$ 7,656,441	\$ -	\$ 12,017,182
Estimated Total Funds	\$ 51,254,834	\$ 51,254,834	\$ -	\$ 178,325,422	\$ 183,629,269	\$ 5,303,847	\$ 234,884,103

USES	Phase 1			Phase 2			Adjusted Budget Total (March 2018)
	Adopted Budget (October 2017)	Adjusted Budget (March 2018)	Variance	Adopted Budget (October 2017)	Adjusted Budget (March 2018)	Variance	
Righetti High	\$ 24,445,187	\$ 24,445,187	\$ -	\$ 31,593,477	\$ 31,593,477	\$ -	\$ 56,038,664
Pioneer Valley High	\$ 11,066,416	\$ 11,361,646	\$ 295,230	\$ 8,028,428	\$ 8,028,428	\$ -	\$ 19,390,074
Santa Maria High	\$ -	\$ -	\$ -	\$ 74,640,707	\$ 74,640,707	\$ -	\$ 74,640,707
Delta High	\$ 138,105	\$ 138,105	\$ -	\$ -	\$ -	\$ -	\$ 138,105
CTE/Ag Farm							
Land Acquisition	\$ 4,163,611	\$ 4,163,611	\$ -	\$ -	\$ -	\$ -	\$ 4,163,611
Facilities / Site Development	\$ 10,335,543	\$ 10,335,543	\$ -	\$ 6,197,774	\$ 6,197,774	\$ -	\$ 16,533,317
Districtwide							
Master Site Planning	\$ 320,000	\$ 320,000	\$ -	\$ -	\$ -	\$ -	\$ 320,000
Additional Classrooms	\$ -	\$ -	\$ -	\$ 34,003,821	\$ 29,829,147	\$ (4,174,674)	\$ 29,829,147
Subtotal	\$ 50,468,861	\$ 50,764,091	\$ 295,230	\$ 154,464,208	\$ 150,289,534	\$ (4,174,674)	\$ 201,053,625
Program Reserve	\$ 785,973	\$ 490,743	\$ (295,230)	\$ 23,861,214	\$ 33,339,735	\$ 9,478,521	\$ 33,830,478
Estimated Total Uses	\$ 51,254,834	\$ 51,254,834	\$ -	\$ 178,325,422	\$ 183,629,269	\$ 5,303,847	\$ 234,884,103

Source: District/CFW, Inc.

Budget expenses for the PAC at Pioneer Valley are recommended to be increased by approximately \$295,000 to account for additional construction and soft costs associated with the completion of the project. This amount is an addition to the estimated increases provided in the October 2017 semi-annual update. This estimated increase consists of approximately \$234,000 in final construction costs associated with delay and final change orders, additional furniture and equipment of approximately \$40,000, and professional services (e.g. architectural) of approximately \$15,000. These additional expenses are recommended to be applied against the program reserve for Phase 1.

As part of the October 2017 semi-annual update, the District increased the budget of the Santa Maria High School project by approximately \$4,174,674 to absorb additional classroom construction and the consolidation of 11,000 square feet of additional administrative space to the New Classroom Building at Santa Maria High. Whereas this additional cost was originally allocated to the program reserve, the cost is now being accommodated from the original districtwide set aside budget for additional classrooms.

Together with the above, an increase to the overall Program Reserve as provided above is recommended to accommodate potential escalations in construction costs, further budget adjustments to scope in the future, and delays to the receipt of approved State reimbursement grants during the program of construction. As a consequence, it is recommended that the Board amend the proposed Sources and Uses and adopt the Revised Master Budget.

5.3 MASTER SCHEDULE

The Master Schedule for projects under management is presented in Table 20. The Pioneer Valley Performing Arts Center schedule has been adjusted to reflect its completion in October 2017. The Phase 1 and Phase 2 schedules for the CTE Center/Ag Farm have been merged to reflect that the projects have now been combined for construction with an anticipated end date of October 2019. The projected end date for the Phase 2 Righetti classroom improvements has been adjusted to October 2022. For the Santa Maria High Reconstruction Project, the anticipated end date has been adjusted to December 2020. No other major changes to the schedule are proposed at this time.



Pioneer Valley High School New Performing Arts Center (October 2017)

Table 20: Master Schedule

PHASE 1					
School	Project	Cost	Scheduled		Est. Total Months
			Start	End	
Righetti High	New Classroom Facility	\$24,445,187	8/2014	1/2019	54
Pioneer Valley High	New Performing Arts Center Addition to Bldg. J	\$11,361,646	8/2014	10/2017	39
Delta High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$138,105	8/2014	9/2018	50
CTE/Ag Farm	Land Acquisition and Construction of Facilities	\$14,499,154	8/2014	10/2019	63
Districtwide	Master Site Planning	\$320,000	9/2015	11/2016	15
	Phase 1 Subtotal	\$50,764,091			
	Program Reserve	\$490,743			
	Phase 1 Total	\$51,254,834			
PHASE 2					
School	Project	Cost	Scheduled		Est. Total Months
			Start	End	
Righetti High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$15,603,180	7/2017	10/2022	64
	New Practice Gym / Performance Space	\$15,990,297	7/2020	7/2025	61
	Subtotal	\$31,593,477			
Pioneer Valley High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$8,028,428	7/2019	6/2022	36
Santa Maria High	New Classrooms, Athletic, and Support Facilities	\$62,794,424	1/2017	12/2020	48
	Auditorium Renovation	\$11,846,283	1/2017	12/2020	48
	Subtotal	\$74,640,707			
CTE/Ag Farm	Construction of CTE Pavillion	\$6,197,774	4/2017	10/2019	31
Districtwide	District Enrollment Capacity Improvement	\$29,829,147	7/2022	6/2025	36
	Phase 2 Subtotal	\$150,289,534			
	Program Reserve	\$33,339,735			
	Phase 2 Total	\$183,629,269			
	Phase 1 & 2 Total	\$234,884,103			

Source: CFW, Inc.

5.4 PROGRAM EXPENDITURES

As a part of its program management services, the Program Team established a budget and expenditures tracking protocol for projects under implementation. As of the October 2017 Program update, the total budget for projects under implementation was approximately \$146.9 million. These amounts have been updated to include all expenditures to date as of January 31, 2018 and any changes to anticipated commitments. As needed, the Program Reserve and estimated ending fund balance will be utilized to accommodate unforeseen budget adjustments.

Table 21 provides a summary of expenditures made for the Program during the period of July 1, 2014 through January 31, 2018 absent any recommended adjustments to budget. The balance presented in

Table 18 reflects the Adopted Budget approved by the Board for the Reconfiguration and Facilities Program in October 2017, less expenditures through January 31, 2018. The information is also presented by fiscal year to match the District’s financial accounting system and includes expenditures from July 1, 2010 through June 30, 2014 relating to the Pioneer Valley High Performing Arts Center project and the CTE Center/Ag Farm land acquisition, which commenced prior to the development of the Program. Expenditures made after this reporting period will be accounted for in the next semi-annual update. Once the recommended budget adjustments are approved as part of this current update, subsequent expenditure reports will reflect the revised budget value.

Table 21: Program Expenditures as of January 31, 2018

Project	Program Expenditures (as of 1/31/18)						Total	Balance
	Adopted Budget	7/1/10 - 6/30/14	7/1/14 - 6/30/15	7/1/15 - 6/30/16	7/1/16 - 6/30/17	7/1/17 - 1/31/18		
Righetti High School								
New Classroom Facility	\$24,445,187	\$0	\$683,458	\$1,087,007	\$3,663,391	\$3,302,445	\$8,736,300	\$15,708,887
Classroom, Site Infrastructure, and Maint. Imprvs.	\$15,603,180	\$0	\$0	\$0	\$0	\$61,532	\$61,532	\$15,541,648
Pioneer Valley High School								
New Performing Arts Center Addition to Bldg J.	\$11,066,416	\$737,084	\$173,726	\$2,494,400	\$4,090,517	\$1,009,484	\$8,505,211	\$2,561,205
Delta High School								
Improvements	\$138,105	\$0	\$2,299	\$2,442	\$560	\$0	\$5,301	\$132,804
CTE/Ag Farm								
Land Acquisition	\$4,163,611	\$145,542	\$210,526	\$3,793,495	\$9,048	\$3,390	\$4,162,001	\$1,610
Construction of Facilities	\$16,533,317	\$0	\$134,395	\$96,718	\$930,193	\$139,708	\$1,301,013	\$15,232,303
Santa Maria High School								
New Classrooms, Support Facilities, and Ethel Pope	\$74,640,707	\$0	\$0	\$0	\$250,020	\$501,387	\$751,407	\$73,889,300
Districtwide								
Master Site Planning	\$320,000	\$0	\$0	\$230,000	\$0	\$0	\$230,000	\$90,000
Project Total	\$146,910,523	\$882,626	\$1,204,404	\$7,704,062	\$8,943,728	\$5,017,946	\$23,752,766	\$123,157,757

Notes:

- Total expenditures for the period July 1, 2014 - January 31, 2018 was \$33,949,119
This amount includes \$22,870,140 in Reconfiguration & Facilities Program expenditures
plus \$11,078,979 in other District facility related improvements outside of the Reconfiguration & Facilities Program

Source: Santa Maria Joint Union High School District

The figures in Table 21 above do not include encumbrances for projects under implementation.

SECTION 6

RECOMMENDATIONS

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

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