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**SANTA
MARIA
JOINT UNION
HIGH SCHOOL
DISTRICT**

RECONFIGURATION AND FACILITIES PROGRAM

**3rd Status Report on the Reconfiguration and Facilities
Program to the Board of Education**

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SECTION 1

PROGRAM OVERVIEW

1.1 INTRODUCTION

In August 2014, the Board of Education for the Santa Maria Joint Union High School District (“District”) adopted a Reconfiguration and Facilities Program (“Program”) to serve as a blueprint for future improvements that will 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. The planning and implementation of a 21st century high school environment is driven by two programs – an **education program** that outlines academic achievement opportunities at the District level, and a **facilities program** that implements capital improvements in support of educational program initiatives. 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.

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 consist of:

- designing and constructing a 38-classroom facility at Righetti High to replace outdated portable classrooms with 21st century learning environments
- 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
- developing a Career Technical Education (CTE) and Agricultural Farm facility on a new District property for 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 new practice gymnasium and support facilities at Righetti High School to expand physical education, performance and educational support space
- construction of an Ag 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

To assist in coordinating the implementation of the Program, the District selected Caldwell Flores Winters, Inc. ("CFW") to serve as its Program Manager to 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. Regularly, six-month updates are required to be presented to the Board of Education by the Program Team to allow the Board and District administrators to evaluate program progress, determine if revisions to the implementation process are warranted, and document any changes or adjustments from the original Program. The Program Team is composed of District staff, CFW and required professionals. The following six-month report integrates an analysis of the educational program and practices, career and college linked learning opportunities, facility capital and financing strategies, specifications, and implementation requirements. It also presents updates to Master Budgets, Master Schedules, and Expenditures to date required to implement these programs and projects.

1.2 REPORT OVERVIEW

All Phase 1 projects reported in the October 2015 semi-annual update continue to move forward, with the exception of the CTE Center/Ag Farm project, which remains in the land acquisition stage. Educational programming activities have continued to focus on the development of academic pathways and the District's organizational structure for managing them, while taking on a site-specific focus with the proposed reconfiguration of Santa Maria High School.

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

1.2.1 EDUCATION PROGRAM

- Over the past six months of Program implementation, the focus has been on development of Programs of Study to build a sequence of courses within a grouping of pathways into the following nine industry sectors:
 - Agriculture and Natural Resources
 - Arts, Media, and Entertainment

- Business and Finance
 - Energy, Environment, and Utilities
 - Engineering and Architecture
 - Health Science and Medical Technology
 - Hospitality, Recreation, and Tourism
 - Information and Communication Technologies
 - Manufacturing and Product Development
- The District applied for and received a California Career Technical Education Incentive Grant in January 2016. Funds from this grant will be used for teacher professional development for high quality instruction, Advisory Board and Career Field committee development, ongoing development of Programs of Study, purchase of industry standard equipment to meet the instructional needs of the pathways, developing student internships and career technical student organizations.
 - The District focused on selecting members of the community and school district to serve on the CTE Advisory Board, Career Field Advisory Committees and Pathway Design Teams. Jointly, these committees will assist in implementing the Board’s vision and direction of CTE/pathway programs that will enable District students to transition from high school to college classes and/or jobs with local businesses.

1.2.2 FACILITIES PROGRAM

- In September 2015, work transitioned from the preconstruction to construction phase on the Pioneer Valley High performing arts center. By the end of January 2016, the contractor had substantially completed all work involving underground utilities and building foundation and was commencing work on outer walls and floor slabs. Weekly project team meetings helped the project team stay on schedule, even with the wet weather in early January.
- 100% construction drawings for the 38-classroom facility at Righetti High were submitted to the Division of the State Architect (DSA) in November 2015, thereby concluding the design phase of the project and initiating a review period that is anticipated to continue into spring 2016. It is expected that DSA review will produce further comments to be addressed by the design team, at which time a revised submittal, incorporating all required corrective adjustments to the plans, both by DSA and the District, will be provided to DSA to initiate the “back-check” phase of review. Final approval by DSA is anticipated by early summer 2016.
- A review of the spatial manifestation of the current educational program at existing classrooms (portable and permanent) at Santa Maria High School has been undertaken in order to accommodate a more collaborative staffing and department orientation to support daily instruction and the District’s pathway programs, especially with the planned replacement of all portables, reconstruction of many older buildings, modernization of existing facilities, and reconfiguration of the original administration facility.

- The District continued to pursue the acquisition of the property proposed for the new CTE Center and agricultural farm. A design and construction team has been selected to start work upon the close of escrow of the property, which requires the conclusion of negotiations and legal proceedings between the current landowner and another party over subsurface mineral rights claims at the property. As it awaits a favorable outcome to complete escrow, the District has continued required elements of its ongoing due diligence, having conducted a photogrammetric survey of the property in November 2015 in addition to its prior work securing required documentation and review by local and State agencies.

1.2.3 PROJECT FUNDING AND SEQUENCING

- An annual review of the District’s eligibility for State modernization and new construction grants based on 2015-16 enrollment was conducted in February 2016. The quantity of pupil grants comprising the District’s eligibility remains unchanged from the 2014 Reconfiguration and Facilities Program. However, the amount per grant was increased by the State Allocation Board (SAB), effective January 1, 2016. At this time, the District’s eligibility is projected to be approximately \$46 million in new construction grants for Grades 9-12 and approximately \$3.9 million in modernization grants.
- To explore general voter attitudes to projects in the District’s Reconfiguration and Facilities Program, the District conducted a telephone survey of 450 likely voters from the Santa Maria area during the last two weeks of October 2015. Results showed community support for the District’s activities and approach to education, as well as a new general obligation bond measure to fund 21st century school facilities.
- The Program’s master budget has been adjusted to reflect an increase in anticipated State new construction and modernization reimbursements, an increased cost estimate to accommodate an expanded scope of work for the Santa Maria High reconfiguration project in Phase 2, and updated costs related to completion of the a connection between existing classrooms and the new District Performing Arts Center at Pioneer Valley High School.

1.3 RECOMMENDATIONS

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

- Accept and adopt this semi-annual Program update as an adjustment to the Reconfiguration and Facilities Program
- Consider the next semi-annual Program update at its regularly scheduled October 2016 meeting

SECTION 2

EDUCATION PROGRAM

In support of the vision and mission of the District, and after reviewing available options and input from District stakeholders (in collaboration with institutions of higher education), the District has opted to offer pathway programs for its students. These build on existing District programs and strengthen existing pathway classes at all four high schools.

The District is now prepared to begin its third year of educational program implementation activities to meet the District Strategic Plan goals to prepare students for success in college, careers with growth potential, and productive citizenship in an interconnected world. At this time, the District continues to undertake activities that support attainment of the District's Strategic Plan goals. This year, the District began to build out the sequence of study for the pathways selected and this will continue into the third year of implementation.

Over the past six months of Program implementation, the focus has been on:

- The development of Programs of Study to build a sequence of courses for nine separate academic pathways
- Visiting exemplary culinary arts programs
- Securing additional funds for teacher professional development and the purchase of industry standard equipment to meet the instructional needs of the pathways
- Selecting members of the community and school district to serve on the CTE Advisory Board, Career Field Advisory Committees and Pathway Design Teams

The Reconfiguration and Facilities Program adopted by the Board in August 2014 proposed recommendations that support the District's Strategic Plan, whose primary mandate is to improve student achievement. The District has identified five goals in this mandate:

- **Goal 1:** 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
- **Goal 2:** Provide all students with equal access to learning experiences that enable them to meet the high expectations established by the District
- **Goal 3:** Strengthen District wide support systems, processes, and practices so that they support student learning and success
- **Goal 4:** Strengthen partnerships with parents and the local community

- **Goal 5:** Develop and implement effective strategies for helping all students become responsible for their learning and become lifelong learners

The planning and implementation of a 21st century high school environment in Santa Maria 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 integrates the District’s vision for innovative education initiatives with a facilities plan that supports the implementation of these initiatives. Efforts were undertaken in the first year of educational program implementation to analyze course content and collect baseline data on courses offered throughout the District in order to categorize these courses into Career Field clusters. Joint use opportunities between District school sites and Allan Hancock College were explored, educational specifications for new school facilities were developed, and demonstration 21st century classrooms to expose teachers and students to modern classroom learning experiences were completed. The second year of implementation led to updated articulation agreements with Allan Hancock College, with the goal of expanding opportunities for students taking dual enrollment classes. As additional courses are identified for dual enrollment, the District will identify corresponding teachers who have the proper credentials to teach the courses.

2.1 DISTRICT PATHWAY PROGRAMS

The District has refined its identified pathways to take advantage of potential funding, curriculum development and curricular frameworks available from the California Department of Education (CDE) Career Technical Education (CTE) Department. The identified pathways have been grouped under the following industry sectors:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Business and Finance
- Energy, Environment, and Utilities
- Engineering and Architecture
- Health Science and Medical Technology
- Hospitality, Recreation, and Tourism
- Information and Communication Technologies
- Manufacturing and Product Development

During the last six months, the District continued its commitment to the development of the pathway programs, including the application and award of a CTE Incentive Grant providing over \$1.1 million dollars to support the implementation of the nine identified pathway programs. Teams of District teachers have begun to develop programs of study that identify a sequence of courses and a final capstone course for each of the pathways within the industry sectors identified above.

For example, to develop the Culinary Arts pathway portion of the Hospitality, Recreation and Tourism industry sector, a District team, including Assistant Superintendent John Davis, visited an exemplary culinary arts program at the Paso Robles Unified School District. Over the course of the visit, a

comprehensive overview of the program was given by the Paso Robles culinary arts instructor, followed by a group discussion on next steps for the structure and development of Santa Maria's own culinary arts component. District participants agreed to develop a course of study to determine classes to be offered as the pathway is developed and subsequently achieved this through the creation of a sequence of courses leading to a culinary arts capstone class.

The educational program development prompted by the visit promotes corresponding recommendations for future District culinary arts facilities, including lessons learned by Paso Robles staff to improve the viability and economic sustainability of the program over time. In the case of Paso Robles, this is accomplished in part by housing the culinary arts program in a purpose-built facility shared by food service staff that utilize a central cooking kitchen for distribution throughout the District. This allows the culinary arts and food service programs to share in the infrastructure costs of provisioning the kitchen equipment and food storage space, as well as in the bulk purchasing of food. As a result, operating costs for the student-run restaurant are reduced to a level that is cost-neutral to the District. Similar operating efficiencies could be achieved by the District at its proposed CTE Center/Ag Farm culinary arts facility were it to integrate with food service programs elsewhere in the District or with any food service supplied to students attending courses onsite.

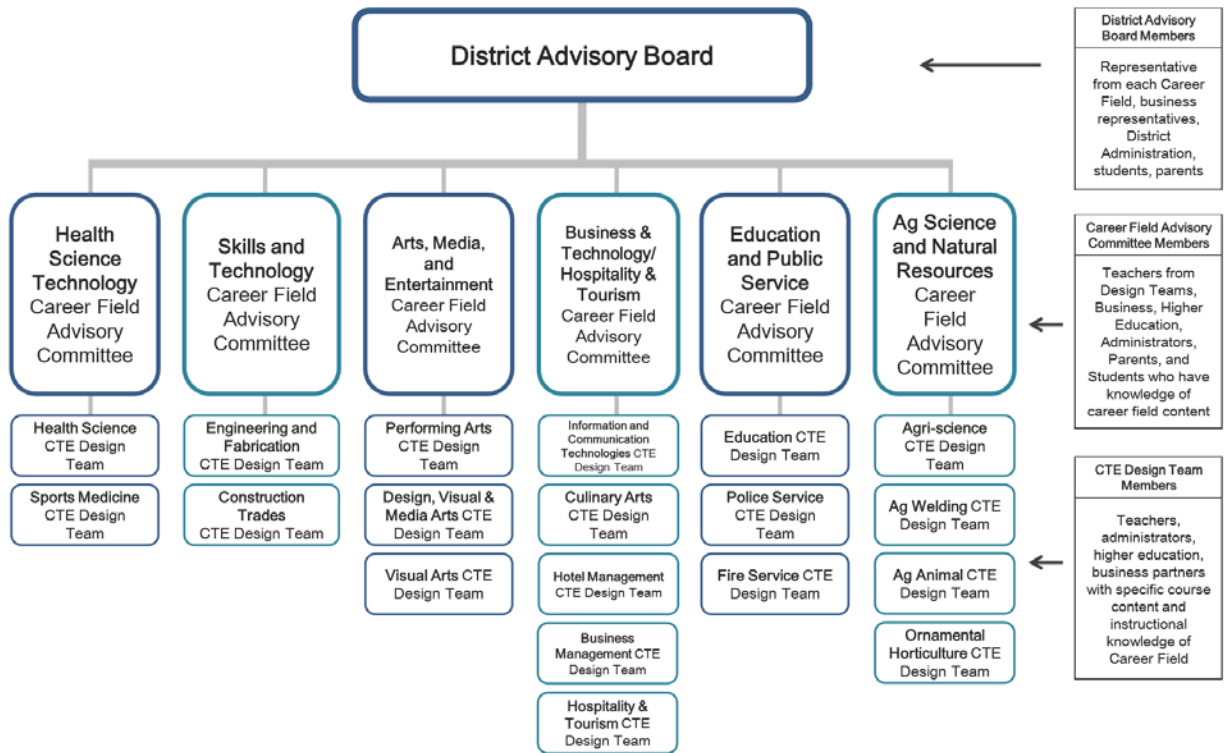
For all pathways, the program of study must be developed, followed by identification of curriculum which is either purchased or written for each of the courses. Professional development needs are concurrently assessed and appropriate training selected. Additionally, industry standard equipment is identified and purchased for selected courses within the pathways.

A structure to oversee and further develop the pathways program has been formalized, with District staff now preparing to constitute membership of the required boards and committees:

- At a District level, a **District Advisory Board** is established to promote the overall vision and direction for the CTE pathway committees and programs as set by the Board of Education. This advisory board comprises members of the business community, community at large, District administration, and representatives of individual Career Field Advisory Committees, along with students and parents.
- For every industry sector, a corresponding **Career Field Advisory Committee** is created to advise and develop the pathways comprising the industry sector. The Committee, comprised of teachers, business representatives, and institutions of higher education, as well as parents and students with knowledge of the career field, provides technical guidance and support to the ongoing development of pathway programs.
- Each pathway is guided by a **CTE Design Team**, responsible for developing programs of study and supplying course content. Team members include teachers, administrators, and business partners with specific knowledge of the pathway.

Figure 1 on the following page illustrates the relationship and organizational structure of the District's CTE pathway program.

Fig. 1: Organizational Structure for District’s Academic Pathway/CTE Program



Source: CFW and Santa Maria Joint Union High School District

Pathway development will continue based on the aforementioned organizational structure and activities over the next six months will include:

- Research of additional resources to support the curriculum development of the pathway courses. A meeting with National Academy Foundation (NAF) members scheduled for April will supply information on a sequence of courses within pathways that lead to a capstone course. Curriculum for these courses has been developed and vetted nationwide with high schools and industry partners, and assessments have been developed to supply industry certifications.
- Surveys of students to determine desired pathway course selection. Such surveys are preferably conducted with students while they are in the 8th grade, thus requiring agreements with feeder districts to be administered, and otherwise surveys may be taken of 9th grade students. It is highly recommended that prior to students taking a career interest survey, they are provided instruction on the potential careers within each of the pathways so that they may better understand the variety of career options available to them.
- Selection of members to serve on the District Advisory Board and Career Field Advisory Committees.
- Further engagement of the Career Technical Education teachers in the ongoing development of a program of study for each of the pathways selected under the Career Fields. This is an ongoing

process that will take several years of development with ongoing adjustments to meet the ever changing industry needs.

- Commission professional development for staff to meet the needs of credential requirements for the new pathway courses selected and developed as well as the needs for subject matter specific information related to new courses they will teach.

2.2 SANTA MARIA HIGH SCHOOL EDUCATIONAL RECONFIGURATION

The Reconfiguration and Facilities Program provides a once-in-a-generation opportunity to rebuild a large part of the Santa Maria High School campus in a manner that uses spaces more efficiently and incorporates a campus design that honors the high school's heritage while promoting a state-of-the-art 21st century learning environment responsive to the District's pathway program. As with the reconfiguration of the Righetti campus permitted by the construction of its new facility, the scope of the Santa Maria High reconfiguration creates an opportunity to evaluate existing classroom usage across the campus in consideration of educational program enhancement and the creation of a more cohesive and logical arrangement of classroom assignments. The proposed Santa Maria High reconfiguration also permits academic buildings throughout the far-flung campus to become primarily consolidated in the northern half of the quarter-mile long property, reducing the time required of students outside the classroom to navigate the campus.

For example, during the 2015-16 academic year, classrooms for English could be found in several different aging permanent classroom wings on the campus as well as multiple locations spread across a wide distance among the school's portable classrooms. Similarly, it is not uncommon for students to navigate across the campus to reach teachers within the same department or to move between classes within the same pathway program. Therefore, in determining future occupancy the proposed new classroom buildings and modernized existing buildings, two main configurations for the campus were considered:

1. Classrooms grouped by pathway programs so that the core classes (English, math, science, and social studies) that support a pathway program are located together to foster teacher collaboration for the development and implementation of the pathways
2. Classrooms grouped by department (e.g., English, science, social studies, foreign languages) to improve interdepartmental collaboration around Common Core State Standards and optimize the use of existing facilities

In an effort to determine which educational configuration would work best at Santa Maria High School, the Facilities Implementation Plan adopted by the Board in August 2014 was reviewed, the school site plan was studied, and the school's master schedule was used to determine the number of classes taught and the quantity of classrooms needed within each department today, as well as needs anticipated by the District's future education program goals. On four separate occasions, CFW staff toured the campus to conduct assessments of the current configuration, the need for dedicated uses, and the availability of

existing general classrooms. Meetings were also held with the school principal and District staff to discuss room uses and approaches to enhancing collaboration between instructors.

Subsequent to this process, it was decided that grouping classrooms by department upon reconfiguration of Santa Maria High school was the most appropriate solution based upon the following findings:

- Organizing the school by department allows for greater flexibility to accommodate the need for pathway courses to develop and change over time. Typically, core educational departments remain the same over the years while pathway classes are subject to greater fluctuation due to changes in the demands of the workforce, society and student choice. Arrangement by department was found to best meet the perceived need for greater interdepartmental collaboration while allowing for pathway fluctuations without substantially impacting adjacent uses into the future.
- The scope of reconfiguration requires most classrooms to be rebuilt or modernized. With the changes in staffing and needs of the educational programs, most of the teachers on the campus will be relocated over time to a new permanent location, thus the current location of a particular class or department need not influence its final location.
- Given that 2016 is the final year for QEIA funding at the school, which provided for additional teachers to reduce the class size in the core subject areas, there will be a reduction in the total required teaching stations. Combined with the anticipated growth in enrollment, the school will lose 14 of the 17 QEIA funded teachers resulting in the need for 14 fewer teaching stations.
- Certain specialty classrooms are already arranged by department and would be costly to reconstruct and rearrange as part of individualized pathway centers. For example, there are eight science labs currently provided by Building 240; these labs would need to be removed or reconstructed elsewhere to accommodate a non-department approach. Instead, the labs may be retained and reutilized by Ag Science, enabling these classes to meet instructional and educational needs to complete science lab work and reducing the number of lab spaces to be moved or reconstructed in other locations. Remaining classrooms in Building 240 could accommodate Health courses.
- Given this approach, additional new labs and science classrooms would be provided for general sciences (e.g. biology, chemistry, physics) in a clustered area of the new classroom facilities. Five lab rooms along with five adjoining science classrooms would departmentalize science instruction in the new facilities. Given the high cost of retrofitting existing facilities to provide 21st century science learning environments with necessary gas and plumbing required for lab activities, their placement within new facilities may optimize limited modernization dollars more effectively.
- English presents the greatest demand for classroom spaces with a need for 21 classrooms, followed by Math with a need for 16 classrooms. Their relocation by department into the newly constructed classroom facilities provides the ability to substantially reduce the number of

portable classrooms in use while relinquishing the most number of existing permanent classrooms that may be used to further consolidate departments with less demand for total classroom spaces.

- One remaining classroom within the new facility would be set aside for culinary arts, with its location strategically planned for potential coordination with food services operations as well as student-run activities around the school's new central quad. Given the high cost of retrofitting existing facilities with necessary gas, plumbing, and mechanical ventilation required within a culinary arts learning environment, its placement within new facilities may optimize limited modernization dollars more effectively.
- Remaining permanent facilities on the campus would be optimized to provide departmental adjacency along with a centralized and compact relationship between related fields. The Social Studies Department would be located in Buildings 230 and 350, which are in close proximity to each other. The severely handicapped program will remain in its current location as the space has been designed to meet the unique needs of the students. Other special education classes are located throughout the campus so that they are either located in a central location or are in close proximity to other classes.
- Building 500 will remain in use, thereby removing the need for the high construction cost of a new shop and electronics lab building elsewhere.
- The current administration building lends itself well to classrooms that need large open areas for students to work making this be an ideal location for many of the classes in the Arts, Media and Entertainment pathway/department and the non-science labs. It is in close proximity to the newly built 12-classroom building that currently houses the band, choir and theater programs thus creating an opportunity for the department to be in close proximity of each other.

In addition, this approach provides the greatest positive economic impact to the District by:

- Allowing several costly dedicated specialty classrooms that would otherwise need to be reconstructed to remain in place and be reutilized
- Providing the opportunity for the majority of newly constructed classroom facilities to consist of less costly general purpose classrooms
- Utilizing modernization dollars more effectively by ensuring that classrooms with increased construction complexity (e.g. science, culinary arts) are accommodated within new facilities, thereby limiting the amount of extensive renovation required

Table 1 presents a summary of the proposed Santa Maria High School educational program reconfiguration, sorted by existing facilities due to be retained and modernized, newly constructed facilities, and the existing administration building planned for reconfiguration into classroom and support space. Along with the name of the department or course, a count is provided indicating the total number classrooms utilized throughout the school as well as the total number within each building or group of buildings.

Table 1: Recommended Conceptual Santa Maria High School Reconfiguration

CR # w/in School CR # w/in Building(s)			CR # w/in School CR # w/in Building(s)			CR # w/in School CR # w/in Building(s)		
Department or Course			Department or Course			Department or Course		
Existing Facilities			Newly Constructed Facilities			Reconfigured Facilities		
350 Building			New Building(s)			Reconfigured Administration		
1	1	Social Studies	47	1	English	95	1	Journalism/Yearbook
2	2	Social Studies	48	2	English	96	2	Digital Arts
3	3	Social Studies	49	3	English	97	3	Web Design
4	4	Social Studies	50	4	English	98	4	Games for Social Change
5	5	Social Studies	51	5	English	99	5	Home Ec Lab
6	6	Social Studies	52	6	English	100	6	Home Ec Lab
7	7	Social Studies	53	7	English	101	7	Art Lab
8	8	Social Studies	54	8	English	102	8	Art Lab
9	9	Social Studies	55	9	English			
10	10	Social Studies	56	10	English	Half-size rooms w/in Admin		
230 Building			57	11	English	1		RSP
11	1	Social Studies	58	12	English	2		RSP
12	2	Social Studies	59	13	English	3		RSP
13	3	Social Studies	60	14	English	4		RSP
14	4	Reading Lab	61	15	English	Programs Relocated		
15	5	Reading Lab	62	16	English	1		Ornamental Horticulture
16	6	RSP (x2)	63	17	English	2		Migrant Ed
240 Building			64	18	English			
17	1	Ag Science	65	19	English			
18	2	Ag Science	66	20	English			
19	3	Ag Science	67	21	English			
20	4	Ag Science	68	22	Science Lab			
21	5	Ag CR	69	23	Science Lab			
22	6	Special Ed	70	24	Science Lab			
23	7	Health	71	25	Science Lab			
24	8	Health	72	26	Science Lab			
330 Buildings			73	27	Science CR			
25	1	Special Ed	74	28	Science CR			
26	2	Special Ed	75	29	Science CR			
27	3	Special Ed	76	30	Science CR			
28	4	Special Ed	77	31	Science CR			
29	5	Special Ed	78	32	Culinary Arts			
30	6	Special Ed	79	33	Math			
Broadway Bldg			80	34	Math			
31	1	Band	81	35	Math			
32	2	Choir	82	36	Math			
33	3	Theater	83	37	Math			
34	4	Foreign Language	84	38	Math			
35	5	Foreign Language	85	39	Math			
36	6	Foreign Language	86	40	Math			
37	7	Foreign Language	87	41	Math			
38	8	Foreign Language	88	42	Math			
39	9	Foreign Language	89	43	Math			
40	10	Foreign Language	90	44	Math			
41	11	Special Ed	91	45	Math			
42	12	Special Ed	92	46	Math			
500 Building			93	47	Math			
43	1	Shop/Welding	94	48	Math			
44	2	Ag Mechanics						
45	3	Advanced Auto Shop						
46	4	Electronics						

To accomplish the District’s educational vision, outdated classrooms will be replaced with a new set of permanent classroom buildings along with a new administration building and new campus entrance, as remaining permanent facilities are modernized or reconfigured, thereby housing all of the classes in permanent 21st century classrooms. The site’s 46 portable classrooms will be removed once the new classroom building is constructed and the current administration building is renovated, making this is an optimum time to determine the best possible reconfiguration of the classrooms for Santa Maria High School to enhance the educational program. The construction of this building will support the District’s

strategic goals by providing learning spaces for pathway programs being developed for the school as well as providing 21st century learning spaces. Once completed, the classrooms will provide students learning spaces to successfully complete A-G courses, be prepared for a career with growth potential, support students to become lifelong learners, and provide all students in the District with equal access to learning spaces and experiences that enable them to meet the high expectations established by the District.

2.3 TECHNOLOGY PROGRAM

Following the District's successful implementation of a 1:1 mobile device deployment program to students and teachers at all four school sites, the District's technology program continues to move ahead with standardizing the specifications for digitally interactive classroom environments. Design modifications were made to the 14-classroom facility at Santa Maria High prior to its completion to apply additional 21st century classroom improvements, furniture, fixtures and equipment. Capacity was added for anticipated power and data requirements, including required conduit and receptacles for wall-mounted HDTV monitors, as well as soffit framing to enable sliding floor-to-ceiling markerboards and flexible storage for each room.

These improvements are consistent with those identified and incorporated into the Righetti High School new 38 classroom project. With these approaches to integrating classroom technology with the requirements of the education program, the District has accelerated the adoption and deployment of 21st century learning environment specifications and facilities. Part of this effort will include ongoing commissioning activities to maintain teachers' skills in using mobile devices and digital curriculum content in an effective manner, as well as expanded student, parent, and teacher collaboration. With each new facility incorporating integrated technology features, demonstrations are to be held that train users on wireless HDTV technology, integration with the latest deployment of 1:1 mobile devices, and options for instructors to reconfigure the learning space based on the specifications incorporated to accommodate the latest in furniture, fixtures, and equipment.

SECTION 3

FACILITIES PROGRAM

The Reconfiguration and Facilities Program established the implementation of proposed improvements in two phases. Phase 1 projects include:

- design and construction of a 38 classroom facility at Righetti High School to replace outdated portable classrooms with modern 21st century learning environments
- construction of a Performing Arts Center at Pioneer Valley High School for assembly and performance space during school and after school hours for student and community use
- land acquisition and development of a CTE Center/Ag Farm facility to transition students from Grade 12 classes to college courses and/or high-demand, skilled jobs

Phase 2 projects 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 facilities
- renovation of existing permanent classrooms at Pioneer Valley and Righetti High Schools to achieve similar 21st century functionality to newly constructed District facilities
- construction of a new practice gymnasium facility for Righetti High School to expand physical education and educational support space, augmented by a performance space to provide functionality for visual and performing arts education and community events comparable to other District facilities
- construction of an Ag Pavilion at the CTE Center/Ag Farm to meet educational requirements for student demonstrations and exhibits

Over the last six-month period, efforts have focused on continued development of Phase 1 projects as well as ongoing planning of site configuration options and educational program integration for adopted Phase 2 projects. The District and its team members have continued efforts to implement Phase 1 projects based on the Master Budget set by the Program. Projects themselves remain focused on promoting the Board’s vision for educational programs and adopted facilities specifications to meet educational goals. Active projects were required to achieve milestone deadlines and to meet a “build to budget” approach, recognizing the simultaneous Phase 1 projects to be built within a time period that has a fixed amount of capital funds to meet the Board’s requirements. Based on these principals, Phase 1 projects have demonstrated substantial progress over the last six month period.

3.1 RIGHETTI HIGH SCHOOL

Planned improvements at Righetti High School incorporate the Board’s educational vision for the school and the eventual reconfigured academic program for the site with findings as to existing conditions, current classroom usage and capacity, expected student growth, and the sequenced replacement of relocatable facilities. Phase 1 features the design and construction of a three-story, 38-classroom building, consisting of general purpose, pathway, and assessment classrooms, providing sufficient new permanent capacity at the site to allow the phased replacement of all existing relocatable classrooms on the campus. A campus reconfiguration plan has been developed based on a departmental approach to the allocation of building spaces, with the new facility supplying 29 classrooms to house the math and English departments, as well as one health class. Four pathway classrooms, each approximately 25% larger than a general purpose classroom, will meet the needs of academic pathway programs at the site, while five assessment classrooms incorporate retractable center walls that allow for a combined 4,800 square feet of flexible space for testing or other general assembly functions.

Project design for the new Righetti facility has continued on the pace and schedule previously set by the Plan and pursuant to District staff and Board review. The project architect has worked closely with the



Cover sheet for the 100% construction drawing set submitted to DSA.

preconstruction consultant and the District’s program manager to incorporate feedback at each stage of development to maintain expected costs within the Board-approved budget, and retain the design integrity and required specifications of the building. The preparation of a full set of construction drawings was completed, provided to the District for ongoing review and comment, and submitted to the Division of the State Architect (DSA) on November 23, 2015 for review. DSA submittal marked the end

of the design stage of the project and initiated a review period that is anticipated to continue into spring 2016. Concurrent with DSA review, District staff review has been facilitated, with analysis and feedback provided on architectural, mechanical, plumbing, electrical, and other drawing sets that make up the complete submittal. It is expected that DSA review will produce further comments to be addressed by the design team, at which time a revised submittal, incorporating all required corrective adjustments to the plans, both by DSA and the District, will be provided to DSA to initiate the “back-check” phase of review. Final approval by DSA is anticipated by early summer 2016.

Environmental review for the project has also been established, with the project qualifying for a categorical exemption under the California Environmental Quality Act, based on the findings of the project environmental consultant and District counsel. The consultant's investigation found cause for two forms of exemption, given the project's location within an existing school site and the function of the building to replace existing relocatables without a projected permanent net increase in student housing capacity. A report documenting this determination and evidence for compliance with a CEQA categorical exemption was presented to the Board and approved in November, 2015, thereby concluding CEQA review requirements.

The Phase 2 work program at Righetti focuses on the renovation of 59 permanent classrooms in Buildings C, D, and E and construction of a new practice gymnasium. An adjustment to Phase 2, adopted within the October Semi-Annual report, augments the gymnasium with a performance space to provide functionality for visual and performing arts education and community events comparable to other District facilities. The team has investigated similar projects elsewhere in the State and has initiated work to assess the feasibility and costs associated with providing performance space in addition to the proposed gym, consistent with such space available at the District's other schools.

Master planning and construction of Phase 1 and Phase 2 improvements must be choreographed in such a way as to maximize the use of existing classrooms to allow for Phase 1 construction and as "swing" space to minimize the cost of interim facilities while expediting the reconfiguration of the educational program. The master planning and initial design of the remaining permanent classrooms and support facilities, as budgeted by the Board in the October Semi-Annual Report, should further proceed at this time such that their design approval and construction may commence once the 38 classroom facility is completed.

3.2 PERFORMING ARTS CENTER AT PIONEER VALLEY HIGH SCHOOL

The District Performing Arts Center at Pioneer Valley High School consists of the addition of 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 facilities. Upon completion of construction, a double-loaded hallway will connect Building J to the new facility and its three classrooms. In addition to these uses, the new facility's interior elements will include a lobby, a box office and concession area, restrooms, a 208-seat main auditorium, an 86-seat mezzanine, and performance stage. Construction drawings received DSA approval in December 2014.

The project is currently in the construction phase, with preconstruction services having been completed in early September 2015 and construction mobilization underway by mid-month. Between October 2015 and January 2016, the lease-leaseback contractor and its subcontractors completed key construction stages involving underground utilities, building footings, structural steel, and concrete ground slabs. Construction activity was monitored by the project's Inspector of Record and reviewed with the contractor on weekly basis by the District and its program manager.



Rain in late December and early January slowed progress on the slab-on-grade work, though lost time due to weather was recovered by the end of January. The contractor continues to anticipate no change to the completion date of January 2017 for the project. Efforts have continued throughout construction to minimally impact activities at the Pioneer Valley High campus and protect the circulation of pedestrians or vehicles around the project site.

Looking ahead, the contractor is anticipated to complete the building shell and installation of major utility and service connections (e.g., water, electric, gas) to main feeds on the Pioneer Valley High campus. The performing arts center remains on schedule for completion by the end of 2016 and commissioning in January 2017.

3.3 CTE CENTER/AGRICULTURAL FARM

The District’s CTE Center and Ag Farm has been envisioned as a 21st century environment for “hands-on” and mentored learning to provide capstone educational classes that support all of the District’s pathway programs and house the District’s Ag Farm facility. The goal is to provide capstone level pathway classes in various subjects that directly relate to high-demand careers in the Santa Maria vicinity in order to improve students’ job skills and enhance students’ ability to transition from high school to the labor force or college.

The project is prepared for further design and construction during Phase 1, with a conceptual site plan designed to promote ongoing articulation of the project, along with review and support from the CTE and Ag Farm communities, teachers, and staff. A design and construction team has been selected to start work upon the close of escrow of the property, which requires the conclusion of negotiations and legal proceedings between the current landowner and another party over subsurface mineral rights claims at the property. As it awaits a favorable outcome to complete escrow, the District has continued required elements of its ongoing due diligence, having conducted a photogrammetric survey of the property in November 2015 in addition to its prior work securing required documentation and review by local and State agencies.

As contemplated, 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. A semi-enclosed pole barn (approximately 16,000 square feet) will contain teaching stations and demonstration areas while also providing livestock pens for steers, goats, sheep, pigs, and sows in various quantities. The workshop areas, each approximately 60' x 80' in size with adjacent restrooms, will be utilized for a wide range of CTE teaching stations. Additionally, the site will contain a paved parking area and a bus loop around the CTE workshop buildings. The agricultural farm component of the site will feature cultivated land for row and tree crops, and grapevines, plus pastures and paddocks for livestock.





Conceptual designs of CTE Workshops. Source: PMSM Architects

3.4 SANTA MARIA HIGH SCHOOL

3.4.1 APPROVED RECONSTRUCTION PROGRAM

The proposed Phase 2 improvements for Santa Maria High School weave together a number of 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 an environmental design that honors Santa Maria High's heritage while providing 21st century learning environments for today's teachers and students.

Under the adopted Program, specific improvements include:

- A reoriented main campus entrance on Morrison Avenue, with visitor parking, pedestrian access, student services/administration and classroom buildings all anchored by a bell tower - a direct evocation of the bell tower that once existed by Ethel Pope Auditorium
- Approximately 80,000 square feet of new classroom facilities to replace nine aging structures and divided among a series of two-story buildings built to high energy efficiency and sustainability standards that architecturally fit with the Spanish colonial style evident in many of the school's existing buildings
- New learning spaces anticipated to consist of 20 regular classrooms, 10 science/flex labs, and 10 specialty classrooms capable of accommodating the needs of pathway classes proposed for the school as well as extensive interior modernization to 34 existing permanent classroom facilities and the existing administration building that may be reutilized for an additional 10 classrooms
- Rehabilitation and modernization of the Ethel Pope Auditorium
- Improved outdoor athletic facilities for baseball, softball, tennis, and basketball as well as the addition of several all-purpose practice fields
- Eventual removal of all portables to free up space for academic and athletic uses and reconfiguration of the existing campus to improve pedestrian circulation, unify the campus architecturally, and increase the school site's curb appeal
- Grouping more like uses in the same space to facilitate student and teacher collaboration
- Shaded courtyards between buildings to provide outdoor learning opportunities

- Expanded parking for visitors, staff, and students at the main campus entrance and mid-campus athletic facilities



Proposed configuration of Santa Maria High School campus. Source: CFW

Since the adoption of the original Program, the implementation of all Phase 1 projects has continued to proceed. A master site planning effort has been further expanded at Santa Maria High, similar to that at Righetti, to accommodate the need to provide:

- A sequencing plan to coordinate the construction of new classrooms and the renovation or demolition of existing permanent classrooms in a reconfiguration of the campus that organizes students and staff by major departments
- A facilities plan that accommodates the District’s pathways and capstone educational programs and allows for the placement of new athletic uses and parking
- An interim facilities approach that utilizes existing relocatables and facilities to be demolished as “swing” space to house classes on a temporary basis as permanent classrooms are under construction or renovation
- A phasing plan that optimizes the receipt of State grants in support of Phase 2 and from reimbursements from State new construction and modernization programs for permanent and portable facilities under Phase 1

3.4.2 PROPOSED MODIFIED RECONSTRUCTION PROGRAM

Ongoing examination and investigation of the educational program requirements for Santa Maria High School over the past six months has included a review of the adopted reconstruction program, study of the school site plan, consideration of the school’s master schedule to determine the number of classes taught and the quantity of classrooms needed within each department today, as well as needs anticipated by the District’s future education program goals. Additional campus assessments have been conducted and meetings with site and District administration held discuss room uses and required

capacities. The need to accommodate a departmental approach to the construction of new classrooms was determined and the programmatic impact of reduced QEIA funding and class size requirements was factored into a count of the total classrooms required at the site. Also noted is the seven period instructional schedule in which two of a teacher's seven periods provide prep time, thus requiring either the teacher or students to be accommodated elsewhere on campus at such times, resulting in lower overall classroom utilization rates throughout the instructional day.

Proposed modifications center on increasing the number of classrooms and the location and total square footage required to accommodate this increase. A total of 48 classrooms are now proposed as part of the Santa Maria High School reconstruction program (8 more than originally proposed) consisting of general purpose math, English, and science classrooms along with science and culinary arts lab rooms. The total proposed use of these classrooms consist of:

- 21 English classrooms
- 16 Math classrooms
- 5 Science classrooms
- 5 Science labs
- 1 Culinary Arts lab

In common with comparable collegiate facilities, the interconnected new facility may share common elevators and stairwells, yet break the massing of the two or three story structure into a series of building wings, with departmental clusters in each. For example, all math classes may occupy several floors of one wing, while a cluster of science classrooms and adjoining labs may occupy a single floor in another building wing. Another wing may be entirely dedicated to the English department, with all 21 classrooms accommodated across three levels. A culinary arts lab may be placed on the first level with proximity to the school's cafeteria, the new central quad, and/or the student store and administration facility. Several configurations are made possible by the compact nature of the proposed facility and its constituent building wings, and will be explored in detail during the conceptual design phase of the project.

The new 48-classroom building will have 21st century learning environments that include:

- Full-height, sliding markerboards that cover an entire wall of each room. These boards can be written on from floor to ceiling and when moved to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. With magnets, mounting putty, or other removable adhesives, these boards can also be used to hang posters or other materials. On all other walls, mineral fibercore 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 tables and ergonomic chairs that can be easily reconfigured in the classroom as required.
- A teaching station and a moveable multimedia presentation shuttle

- 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, with media interface devices, project content from a computer or mobile device.

When the new 48-classroom structure is completed, the classes in the portable buildings will be relocated to the new facility. A plan for the movement of the classes will be developed in the fall of 2016 after the placement of staff has been finalized due to the loss of the QEIA funding and the resulting loss of teachers.

The proposed reconstruction program continues to provide for the modernization of the remaining 34 permanent classrooms into 21st century classrooms. When these 34 classrooms have been updated, Santa Maria High School will have the same high quality learning environments as found in the new classroom facility. All permanent rooms in Buildings 350, 230, 240, 330 are proposed to receive significant interior upgrades. These upgrades will include the same bulleted items listed above: full-height, sliding markerboards that cover an entire wall of each room, modern and flexible furnishings for up to 36 students per room, a new teaching station and a moveable multimedia presentation shuttle, three broadband-connected high-definition video displays attached to hydraulic wall mounts, durable, new VCT flooring, and required technology upgrades.

As a new campus entrance and administration facility is provided by the new facility, the current administration building lends itself well to reconfiguration into classrooms that need large open areas for students to work, making this be an ideal location for many of the classes in the Arts, Media and Entertainment pathway/department. The proposed reconfiguration of the building accommodates 8 non-science labs and four educational support spaces for the Resource Specialist Program (RSP).

Once the new facility is completed, existing classrooms modernized, and the current administration building has been reconfigured, all of the educational programs at Santa Maria High will be housed in facilities that meet the educational requirements and needs of the specific pathway subject matter being taught. The high school will be able to implement the pathway programs in spaces that are conducive to the unique needs of each individual program.

There are enough portables at Santa Maria High School to provide for interim housing during construction thus reducing the amount of capital outlay to temporary facilities and returning that investment to permanent facilities. Because teachers operate their classrooms with students for only 5 out of 7 periods in the instructional day, a system that facilitates some teachers to "rove" during the construction period will enable classroom use for the entire 7 periods a day and further reduce expensive interim housing cost.

Upon completion, Santa Maria High School will have received a complete and extensive reconstruction, achieving a number of goals that combine to create a landmark campus worthy of the District's oldest school. A large part of the Santa Maria High campus will be rebuilt in a manner that uses spaces more efficiently and incorporates an environmental design that honors the high school's heritage through respectful adherence to the historic architectural vernacular. To accomplish this vision, a key focus

during the forthcoming conceptual and design development stages of this Phase 2 project will be to replace aging and/or outdated classrooms and use the opportunity to develop better circulation and sightlines, more functional outdoor space, and a more consistent and appealing architectural aesthetic overall. The next six months are anticipated to be devoted to making progress towards this goal.

SECTION 4

PROJECT FUNDING AND SEQUENCING

4.1 OVERVIEW

The Board-adopted October 2015 update to the Reconfiguration and Facilities Program specified a two-phase implementation with a combined capital improvement budget of approximately \$215 million. Each semi-annual Program update contains a master program budget and schedule that are adjusted in accordance with financial or policy decisions undertaken by the District. The master project budget and master schedule in the present Program update have been developed in this fashion, incorporating activities undertaken in the prior six months and activities proposed for the next six months.

State grants for facility improvements are a major component of Program funding. The use of these grants leverages the use of local inputs (e.g., general obligation bonds) in funding the new construction or modernization of facilities. Since the last Program update, grant levels were slightly increased by the State Allocation Board. An updated analysis of projected State grant eligibility is provided for Board consideration.

4.2 ADOPTED MASTER BUDGET

The master program budget from the October 2015 Program update established total project funding of approximately \$215 million from various sources, including proceeds from prior and proposed bond authorizations, State grant reimbursements for completed projects, developer fees, and existing District funds. Phase 1 projects will be substantially funded from the District's Building Fund and developer fees. Phase 2 projects are anticipated to be largely funded from a future voter-approved bond authorization, State grant reimbursements for Phase 1 or Phase 2 projects, and developer fees.

The October 2015 budget included a program reserve of just over \$4 million and a project budget of approximately \$198.1 million. Generally, the costs associated with construction are identified as "hard" costs and "soft" costs. In combination, they comprise the total project cost. Hard costs directly relate to construction itself (e.g., materials and labor). Soft costs consist of expense items that are integral to the building process but are not direct construction costs. They include architectural, engineering, financing, and legal fees, and other pre- and post-construction expenses. For the purpose of designing a program master budget, total project costs were used.

As previously noted, Phase 1 improvements are underway and include the new classroom building at Righetti High, a new performing arts facility at Pioneer Valley High, and acquisition and design of the

Districtwide CTE Center/Ag Farm. Phase 2 improvements include the reconstruction of Santa Maria High, the construction of a new practice gym at Righetti High, the upgrade of all permanent classrooms into 21st century facilities, additional support for digitally interactive learning environments, and an allowance for additional classrooms should enrollment increase significantly in the years ahead.

Table 2: Adopted Master Budget, FY 2015-23* (from October 2015 Program Update)

Sources	Phase 1	Phase 2	Total
Existing Bond Authorization (Measure C, 2004)			
2015	\$ 28,996,159	\$ -	\$ 28,996,159
New Bond Authorization			
Series A	\$ -	\$ 35,272,959	\$ 35,272,959
Series B	\$ -	\$ 46,552,202	\$ 46,552,202
Series C	\$ -	\$ 21,204,573	\$ 21,204,573
Existing Building Fund Balance	\$ 14,149,095	\$ -	\$ 14,149,095
Existing State Aid Reimbursements	\$ 3,748,840	\$ -	\$ 3,748,840
Existing Deferred Maintenance	\$ -	\$ -	\$ -
Estimated Projected State Aid Receipts	\$ -	\$ 46,326,459	\$ 46,326,459
Estimated Projected Developer Fee Receipts	\$ 3,602,586	\$ 4,684,000	\$ 8,286,585
Other District Sources*	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126
Estimated Total Funds	\$ 55,719,743	\$ 159,263,255	\$ 214,982,998
Uses	Phase 1	Phase 2	Total
Righetti High	\$ 21,847,503	\$ 35,771,706	\$ 57,619,209
Pioneer Valley High	\$ 10,469,130	\$ 8,649,336	\$ 19,118,466
Santa Maria High	\$ 420,000	\$ 64,804,812	\$ 65,224,812
Delta High	\$ 138,105	\$ -	\$ 138,105
CTE/Ag Farm	\$ 13,838,851	\$ 2,763,238	\$ 16,602,089
District 1:1 Tech Deployment/Replacement	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126
Additional Classrooms	\$ -	\$ 29,204,684	\$ 29,204,684
Subtotal	\$ 51,936,652	\$ 146,416,841	\$ 198,353,493
Program Reserve	\$ 3,783,091	\$ 12,846,414	\$ 16,629,505
Estimated Total Uses	\$ 55,719,743	\$ 159,263,255	\$ 214,982,997

* Includes LCAP funding. Source: CFW, Inc.

4.3 REVISED MASTER BUDGET

Table 3 shows a revised master program budget of approximately \$216.3 million for Board consideration as part of this semi-annual Program update. Though previously identified within the adopted master

budget, Table 4 now indicates classroom technology funding within a separate table to distinguish its unique funding source pursuant to the Board approved Local Control Accountability Plan (LCAP).

Table 3: Revised Master Budget, FY 2015-23

Sources	Phase 1	Phase 2	Total
Existing Bond Authorization (Measure C, 2004)			
2015	\$ 28,996,159	\$ -	\$ 28,996,159
New Bond Authorization			
Series A	\$ -	\$ 45,127,786	\$ 45,127,786
Series B	\$ -	\$ 37,851,331	\$ 37,851,331
Series C	\$ -	\$ 30,702,261	\$ 30,702,261
Existing Building Fund Balance	\$ 14,149,095	\$ -	\$ 14,149,095
Existing State Aid Reimbursements	\$ 3,748,840	\$ -	\$ 3,748,840
Existing Deferred Maintenance	\$ -	\$ -	\$ -
Estimated Projected State Aid Receipts	\$ -	\$ 47,419,534	\$ 47,419,534
Estimated Projected Developer Fee Receipts	\$ 3,602,586	\$ 4,684,000	\$ 8,286,585
Estimated Total Funds	\$ 50,496,680	\$ 165,784,911	\$ 216,281,591
Uses	Phase 1	Phase 2	Total
Righetti High	\$ 21,847,503	\$ 35,771,706	\$ 57,619,209
Pioneer Valley High	\$ 10,969,130	\$ 8,649,336	\$ 19,618,466
Santa Maria High	\$ 420,000	\$ 70,466,034	\$ 70,886,034
Delta High	\$ 138,105	\$ -	\$ 138,105
CTE/Ag Farm	\$ 13,838,851	\$ 2,763,238	\$ 16,602,089
Additional Classrooms	\$ -	\$ 29,204,684	\$ 29,204,684
Subtotal	\$ 47,213,589	\$ 146,854,999	\$ 194,068,588
Program Reserve	\$ 3,283,091	\$ 18,929,912	\$ 22,213,003
Estimated Total Uses	\$ 50,496,680	\$ 165,784,911	\$ 216,281,591

Source: CFW, Inc.

Table 4: Supplemental Classroom Technology Budget, FY 2015-23

Sources	Phase 1	Phase 2	Total
LCAP Funds and Other District Sources	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126
Uses	Phase 1	Phase 2	Total
District 1:1 Tech Deployment/Replacement	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126

Source: CFW, Inc.

When compared to the October 2015 adopted master budget, the revised master budget has increased to a total program of \$216.3 million. Classroom technology funding of approximately \$10.4 million over both phases remains unchanged, though it has been removed from the master budget to be tracked independently of ongoing capital facilities projects. Separately, an increase to funding sources is

identified, given the availability of additional G.O. bond proceeds from a potential November 2016 election, which has increased by approximately \$10 million to reflect updated projections. An increase in projected State reimbursements is reflected in the Phase 2 sources due to an increase in per-pupil grant amounts recommended to the State Allocation Board effective January 2016. Otherwise, the sources of funds and their amounts shown in the October 2015 update have been determined to remain current at this time.

Revisions to budgeted uses are limited to an updated total construction amount for the Performing Arts Center to include costs of a connection between existing and new portions of the campus, and revised Phase 2 cost estimates for the Phase 2 Santa Maria High project, given an increase in the total number of classrooms proposed to accommodate the proposed educational program and new projections for the level of cost escalation. The program reserve amount for Phase 2 was also increased from \$12.8 million to \$18.9 million in order to provide sufficient reserve for the proposed Phase 2 projects. As with the sources of funds, classroom technology funding uses remain unchanged and are identified separately, in Table 4.

4.4 MASTER SCHEDULE

The revised Master Program Schedule is presented in Table 5 for Board review. In the previous Program update, Phase 1 schedules were amended to extend the period for acquisition of the CTE Center/AG Farm site, the additional period to allow the Performing Arts Center at Pioneer Valley High to comply with new lease-leaseback legal requirements and participants, and the extended design period for the Righetti High 38 classroom project to incorporate changes in pre-construction services.

The proposed revised Master Schedule for Phase 1 projects amends the adopted Master Schedule to account for the an adjustment to the Phase I CTE Center/Ag Farm project that extends the project schedule by approximately 10 months in order to accommodate the delayed land acquisition. Further design work for the CTE Center/Ag Farm has been suspended at this time and the project team anticipates resuming the remaining design work, DSA review, and subsequent construction period upon completion of the land acquisition. Additionally, classroom technology funding now being identified separately from the master budget is likewise no longer represented within the master schedule, however as displayed in Table 4 it continues to be projected as a supplemental portion of the District's ongoing improvements and is scheduled to accompany the Program in both Phase 1 and 2. All remaining project schedules are unchanged from the version in the October 2015 update.

Table 5: Master Program Schedule

PHASE 1					
School	Project	Cost	Scheduled		Est. Total Months
			Start	End	
Righetti High	New Classroom Facility	\$21,672,533	8/2014	10/2017	39
	Master Site Planning & Conceptual Design	\$174,970	9/2015	8/2016	12
Pioneer Valley High	New Performing Arts Center Addition to Bldg. J	\$10,969,130	8/2014	10/2016	27
Santa Maria High	Master Site Planning & Conceptual Design	\$420,000	9/2015	1/2017	17
Delta High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$138,105	8/2014	4/2017	33
CTE/Ag Farm	Land Acquisition and Construction of Facilities	\$13,838,851	8/2014	7/2018	48
	Phase 1 Subtotal	\$47,213,589			
	Program Reserve	\$3,283,091			
	Phase 1 Total	\$50,496,680			
PHASE 2					
School	Project	Cost	Scheduled		Est. Total Months
			Start	End	
Righetti High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$15,603,180	1/2017	1/2022	61
	New Practice Gym / Performance Space	\$20,168,526	1/2017	1/2022	61
	Subtotal	\$35,771,706			
Pioneer Valley High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$8,649,336	7/2017	7/2022	61
Santa Maria High	New Classrooms, Athletic, and Support Facilities	\$58,236,654	7/2017	10/2020	40
	Auditorium Renovation	\$12,229,379	7/2019	10/2022	40
	Subtotal	\$70,466,034			
CTE/Ag Farm	Construction of Ag Pavillion	\$2,763,238	7/2017	6/2019	24
Districtwide	District Enrollment Capacity Improvement	\$29,204,684	7/2022	6/2025	36
	Phase 2 Subtotal	\$146,854,999			
	Program Reserve	\$18,929,912			
	Phase 2 Total	\$165,784,911			
	Phase 1 & 2 Total	\$216,281,591			

Source: CFW, Inc.

4.5 PROGRAM EXPENDITURES

As a part of its program management services, the Program Team established a budget and expenditures tracking protocol for Phase 1 projects under implementation. As of the October 2015 Program update, the total Phase 1 budget was approximately \$55.7 million, inclusive of the Program Reserve. These amounts have been updated to include all expenditures to date through January 2016 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 6 provides a summary of expenditures made for the Program during the period of July 1, 2014 through January 31, 2016. The balance presented in Table 5 reflects the Adopted Budget approved by the Board for the Reconfiguration and Facilities Program as of July 2014, plus any adjustments in October 2015, less expenditures through January 31. 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, the CTE Center/Ag Farm land acquisition, and the District’s technology efforts, 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 6: Phase 1 Expenditures as of January 31, 2016

Project	Adopted Budget	7/1/10 - 6/30/14	7/1/14 - 6/30/15	7/1/15 - 1/31/16	Total	Balance
Righetti High School						
New Classroom Facility	\$21,672,533	\$0	\$683,458	\$783,214	\$1,466,672	\$20,205,861
Pioneer Valley High School						
New Performing Arts Center Addition to Bldg J.	\$10,469,130	\$737,084	\$173,726	\$803,320	\$1,714,130	\$8,755,000
Delta High School						
Classroom, Site Infrastructure, and Maintenance Improvements	\$138,105	\$0	\$2,299	\$1,205	\$3,504	\$134,601
CTE/Ag Farm						
Land Acquisition & Construction of Facilities	\$13,574,426	\$145,542	\$344,921	\$119,866	\$610,329	\$12,964,098
Districtwide						
Digitally Interactive Learning Environments	\$5,223,063	\$552,845	\$2,553,741	\$50,743	\$3,157,329	\$2,065,734
Phase 2 Planning						
Righetti High School	\$174,970	\$0	\$0	\$0	\$0	\$174,970
Santa Maria High School	\$420,000	\$0	\$0	\$0	\$0	\$420,000
Program Reserve	\$4,047,515					
TOTAL	\$55,719,743	\$1,435,471	\$3,758,145	\$1,758,348	\$6,951,964	\$48,767,779

Notes:

- Total expenditures for the period July 1, 2014 - January 31, 2016 was \$14,809,355:
 This amount includes \$5,516,493 in Reconfiguration & Facilities Program expenditures
 plus \$9,292,862 in other District facility related improvements outside of the Reconfiguration & Facilities Program

Source: Santa Maria Joint Union High School District

For the period of July 1, 2014 through January 31, 2016, approximately \$5.5 million has been expended on projects identified within the Reconfiguration and Facilities Program. For the period of July 1, 2014 through January 31, 2016, the District has also spent approximately \$9.3 million in expenditures outside of the Program for other facility needs. Detailed expenditure reports, broken down into subcategories of spending have been prepared and submitted to District staff, and are available for review by the Board and Citizens Oversight Committee.

4.6 STATE AID

As more fully described in the original Reconfiguration and Facilities Program report, the State maintains a School Facility Program (SFP) administered by the Office of Public School Construction (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, assuming a general loading standard of 27 high school students 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 include relocatable classrooms.

Under the current program, school districts must apply and qualify for specific grant amounts, pursuant to various regulations and requirements. The amount, type, and process for securing grant funds is subject to periodic adjustment; therefore, the District has elected to maintain an active role in seeking and navigating the overall process. Currently, the District participates in SFP programs for facility modernization and new construction. These programs, and the District's current and projected eligibility and participation for program funding, are summarized below.

4.6.1 MODERNIZATION ELIGIBILITY

The SFP modernization program provides funds on a 60/40 State and local sharing basis for improvements that modernize or upgrade existing school facilities that are 25 years or older since original construction or last modernization. Table 7 shows the District's estimated amount of modernization eligibility based on the total number of permanent classrooms that meet the 25-year requirement. Future eligibility for the modernization of permanent classrooms of approximately \$18.9 million is anticipated in 2025, increasing thereafter to \$32.9 million in 2029 as newer District facilities age into eligibility.

Unlike new construction grants, the State does provide modernization grants for portable classroom facilities. Correspondingly, the District has approximately 26 portable classrooms as of fiscal year 2016 that are eligible for modernization grant funding of approximately \$3.9 million, increasing cumulatively to \$7.4 million by 2019 and periodically thereafter as indicated in Table 8. These amounts should be available to assist in the Phase 2 construction of 21st century classroom improvements at Righetti, Pioneer Valley, and Santa Maria high schools. The increase in dollar amounts shown for both tables since the last reporting period is a consequence of higher per-pupil grant values for each category of student that were approved by the State Allocation Board, effective January 1, 2016. All grant amounts were increased by approximately 2.79%.

Table 7: 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	\$1,665,279	\$1,665,279
Righetti HS	59	0	\$0	59	\$8,931,951	0	\$0	0	\$0	\$8,931,951
Pioneer Valley HS	84	0	\$0	0	\$0	84	\$12,716,676	0	\$0	\$12,716,676
Santa Maria HS	74	0	\$0	66	\$9,991,674	8	\$1,211,112	0	\$0	\$11,202,786
Total	228	0	\$0	125	\$18,923,625	92	\$13,927,788	11	\$1,665,279	\$34,516,692
Cumulative CRs				125		217		228		
Cumulative Total					\$18,923,625		\$32,851,413		\$34,516,692	

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

Table 8: Districtwide Portable Classroom Modernization Eligibility*

Site	CRs	FY 2016	CRs	FY 2017	CRs	FY 2019	CRs	FY 2020	CRs	FY 2021
Delta HS	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Righetti HS	16	\$2,422,224	4	\$605,556	1	\$151,389	6	\$908,334	2	\$302,778
Pioneer Valley HS	1	\$151,389	0	\$0	10	\$1,513,890	2	\$302,778	0	\$0
Santa Maria HS	9	\$1,362,501	0	\$0	8	\$1,211,112	6	\$908,334	11	\$1,665,279
Total	26	\$3,936,114	4	\$605,556	19	\$2,876,391	14	\$2,119,446	13	\$1,968,057
Cumulative CRs			30		49		63		76	
Cumulative Total				\$4,541,670		\$7,418,061		\$9,537,507		\$11,505,564

Site	CRs	FY 2022	CRs	FY 2024	CRs	FY 2025	CRs	FY 2024	CRs	FY 2025
Delta HS	0	\$0	0	\$0	0	\$0	0	\$0	0	\$0
Righetti HS	7	\$1,059,723	4	\$605,556	0	\$0	1	\$151,389	0	\$0
Pioneer Valley HS	0	\$0	0	\$0	12	\$1,816,668	0	\$0	0	\$0
Santa Maria HS	0	\$0	0	\$0	0	\$0	0	\$0	12	\$1,816,668
Total	7	\$1,059,723	4	\$605,556	12	\$1,816,668	1	\$151,389	12	\$1,816,668
Cumulative CRs	83		87		99		100		112	
Cumulative Total		\$12,565,287		\$13,170,843		\$14,987,511		\$15,138,900		\$16,955,568

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

4.6.2 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 student housing capacity to a school district. New construction grants may be used by the District at any existing or new school site. Table 9 shows the estimated amount in new construction grant funding for which the District is currently eligible. The total number of pupil grants remains the same as reported in prior periods, although the per-pupil grant amount has increased to \$14,311, resulting in a larger total amount of funding eligibility.

Based on a combined 2,634 pupil grants, the District currently qualifies for \$40.1 million in State new construction funding. This does not include an available allowance, if deemed needed by the State, for site development expenditures to accommodate required classroom improvements; an amount

generally assumed to equal around 15% of the State grant amount. If applied to all grants, this amount would yield an additional allocation of approximately \$6 million, increasing the projected total to approximately \$46.1 million. This amount would be subject to a dollar-for-dollar match from the District. However, new construction grants, like modernization grants, will be extremely limited until funding for the School Facilities Program is replenished at the State level.

Table 9: 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	\$14,311	2,389	\$34,188,979	\$34,188,979	\$68,377,958
Non-severe	\$19,984	144	\$2,877,696	\$2,877,696	\$5,755,392
Severe	\$29,881	101	\$3,017,981	\$3,017,981	\$6,035,962
Subtotal		2,634	\$40,084,656	\$40,084,656	\$80,169,312
Est. Site Service (15%)			\$6,012,698	\$6,012,698	\$12,025,397
Grand Total		2,634	\$46,097,354	\$46,097,354	\$92,194,709

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

SECTION 5

RECOMMENDATIONS

It is recommended that the Board of Education:

- Approve and adopt this semi-annual Program update, including the master Program budget and master Program schedule, to officially guide the Reconfiguration and Facilities Program's continued implementation
- Consider the next semi-annual Program update at its regularly scheduled October 2016 meeting