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**SANTA
MARIA
JOINT UNION
HIGH SCHOOL
DISTRICT**

DISTRICT RECONFIGURATION AND FACILITIES PROGRAM

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

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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”) prepared by Caldwell Flores Winters, Inc. (CFW) that assessed facilities needs at the District’s four high school sites and presented a facilities improvement and financing program to accommodate these needs. The Program presents 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. The Reconfiguration and Facilities Program proposes recommendations that support the District’s Strategic Plan, whose primary mandate is to prepare students for success in college, a career with growth potential, and productive citizenship in an interconnected world. 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.

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 selected pathway programs for its students. These build on existing District programs and strengthen existing pathway classes at all four high schools. Each school is scheduled for educational transformation by implementing pathway programs beginning in the 2015-16 school year and using the 2014-15 school year as the planning year. Pathway programs are to be developed in association with Allan Hancock Community College and Santa Barbara Community College to increase the school/work connection that is valued in today’s economy. The District is also collaborating with the colleges to study the feasibility of offering dual enrollment courses.

The education program is designed to enhance academic achievement and widen student educational options. The District desires to have students feel more connected to their schools and their education by promoting a culture of respect and caring, providing engaging and rigorous educational options, strengthening partnerships with parents and the local community, and strengthening the quality of the career education program. Pathway programs (also known as Linked Learning) focus on providing instruction related to well-paying jobs that are in high demand while also preparing students for college. The District desires to develop as many partnerships as possible to support these educational initiatives. This is expected to be achieved in three ways:

1. Working collaboratively with Allan Hancock Community College and Santa Barbara Community College to offer a range of concurrent enrollment classes as well as joint use of facilities for capstone courses, where feasible
2. Deepening the partnership with the Santa Barbara County Office of Education to offer ROP programs within the District
3. Engaging business partners in the community to provide internships, jobs, and other work experiences related to the District's education programs, as well as offering mentoring and advice on adapting the curriculum to support pathway programs

The District has elected to proceed with a capital program to be implemented over two phases to improve all four high schools and:

- Upgrade existing classroom and support facilities to a higher standard that will enhance academic achievement at all school sites
- Transform the appearance and functionality of Righetti and Santa Maria high schools by replacing aging structures and portables with modern, 21st century, permanent facilities
- Fund the regular replacement of instructional technology (e.g., the 1:1 mobile device program) and support facilities commensurate with proposed educational specifications to be implemented at all schools
- Construct a state-of-the-art, centralized facility to support career technical education (CTE) and agricultural science opportunities Districtwide
- Maintain the sustainability of the District's general fund by leveraging local resources, including developer fees and local bond proceeds, with State modernization and new construction grants

Phase I projects are to be funded with existing District funds and the remaining bonding authority from the Measure C-2004 bond measure. Phase 1 is now underway and began with the conceptual design of new classroom and improvements at Righetti High, construction of the new performing arts facility at Pioneer Valley High, and the creation of the Districtwide CTE Center/Ag Farm project. All projects are to be initiated and substantially advanced by the end of fiscal year 2017.

Phase II represents projects that would be largely funded by proceeds from a proposed new local general obligation bond and by state aid grants. The bulk of capital improvements, include the reconstruction of Santa Maria High, the construction of a new practice gym and field improvements at Righetti High, the upgrade of permanent classrooms into 21st century facilities and deployment of 1:1

technology improvements at the end of the phase. Projects are projected to be initiated in fiscal year 2017 and substantially completed by 2023.

CFW has been selected by the Santa Maria Joint Union High School District as Program Manager for the design and implementation of the Reconfiguration and Facilities Program. According to mutual agreement:

CFW as Program Manager, with assistance from District staff and the Professional Consultants, "shall deliver to the Board of Education within 90 days of the Effective Date and analysis and method for implementation of the District Reconfiguration and Facilities Program, including Program Funding (hereinafter, the "Implementation Plan"). The Implementation Plan shall include a master schedule, master budget and estimated project schedules and construction budgets for each of the projects within the program..."

In August 2014, the District received and approved the Reconfiguration and Facilities Program. As the District begins to execute the Program, the following actions must be undertaken by the Program Manager for Board consideration:

- Provide progress reviews and Reconfiguration and Facilities Program updates every six months, including an update on enrollment, project funding, the Master Budget, Master Schedule and status of individual projects
- Prepare necessary procedures and standards for administration, bidding, award and selection of acquisition, design, construction, inspection and related services and professionals required to implement the adopted Reconfiguration and Facilities Program
- Undertake necessary steps to secure funding, including procurement of state aid and available local funding, to provide for the orderly and efficient funding of the Reconfiguration and Facilities Program
- Continue communication efforts to apprise the Board, staff and the community of the progress of the Reconfiguration and Facilities Program

1.2 INITIAL SIX MONTH REPORT PROGRAM HIGHLIGHTS

The Initial Six Month Report documents the status of the above requirements, including progress on necessary procedures and standards, required steps to secure funding, and the status of the Master Budget, Master Schedule and individual projects approved by the Board. Highlights for each of these components are provided below.

1.2.1 NECESSARY PROCEDURES AND STANDARDS

- Standardized agreements, criteria and a method of solicitation and selection were established for architects via a request for qualifications for the District to create an ongoing pool of qualified architects to engage under contract and assist in the design of required improvements while meeting District and State aid architect selection requirements
- To date, the established pool of qualified architects has been used to convene a review of conceptual design solutions, established project budgets and proposed schedules for the construction and selection of an architect of record for the new classroom wing at Righetti High
- A lease-leaseback method of construction was designed and presented to the Board for consideration as the method of construction for future projects, including a complete set of necessary contractual agreements for review and approval by the District
- Standardized agreements, criteria and a method of solicitation and selection were established for lease-leaseback agents via a request for qualifications for the District to create an ongoing pool of qualified lease-leaseback agents to engage under contract and assist in the construction of required improvements while meeting District and State lease-leaseback requirements for selected projects

1.2.2 NECESSARY STEPS TO SECURE FUNDING

- At the request of the District, a review was conducted of filed or planned applications in progress for State aid for ongoing District projects, including the Santa Maria High new 14 classroom addition under construction and the performing arts center at Pioneer Valley while under DSA review leading to the filing of future applications for State aid pursuant to a “use of grants” approach to augment funding. An update of the District’s eligibility for new construction and modernization grants is underway and is anticipated to be completed once the 2014-15 CALPADS (formerly CBEDS) attendance figures are formally released by the State; an increase in State eligibility for proposed projects may be expected based on preliminary information
- A plan of finance was developed in collaboration with District Staff and approved by the Board for the sale of the remaining \$29 million Measure C-2004 general obligation bond authorization. The District maintained its investment grade ratings of “Aa3” (Moody’s Investors Service) and “A+” (Standard and Poor’s Ratings Services), with proceeds deposited into the District’s construction fund on December 30, 2014 at an overall borrowing rate of 3.75%
- A revised Sources and Uses Statement for the implementation of Phase 1 and Phase 2 for the Reconfiguration and Facilities Program has been prepared for Board review and approval as part of the adoption of the Six-Month Report

1.2.3 PROGRESS ON PROGRAM COMPONENTS

Progress has been made as indicated below on each of the major program components, including updates on the education and facilities programs and project funding.

EDUCATION PROGRAM

The District has opted to offer selected pathway programs that build upon existing District programs and strengthen existing pathway courses at all four high schools. Pathway programs focus on providing instruction related to well-paying jobs that are in high demand while also preparing students for college. It is the District's desire to integrate the pathway programs with ongoing technology and facility improvements. During this period, CFW and District staff have focused on initiating these program components based on existing or anticipated pathway programs and planned improvements.

- Joint use pathway opportunities at all schools have been explored with Allan Hancock College by a team of CFW and District staff, concluding that an optimal joint use opportunity would include the District's use of the College's welding facilities and the College's use of the District's Ag Farm facilities, if possible. Potential staffing options have been discussed to optimize the CTE and college bound opportunities for students while still in high school. Ongoing discussions are underway and are expected to be expanded as the District's pathway programs are further developed and implemented as expected in fiscal 2017.
- Extensive imagineering, research and collaboration by CFW and District staff to determine required program and facilities requirements for the District's CTE and agricultural science programs has been undertaken, especially with respect to the acquisition of the new site. For example, multiple visits to other school districts with CTE and model school Farms that serve multiple high schools were conducted to evaluate the strengths and weaknesses of programs and facilities. An envisioning document of programs and a catalogue of required specifications has been prepared with the design of a collaborative work plan underway with Ag faculty to complete the education and facilities programming at the new site in concert with the pathway programs at the four high schools.
- A review of the spatial manifestation of the current educational program at existing classrooms (portable and permanent) at Righetti 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 with a new 38 classroom wing consisting of 21st century classrooms, pathway labs and an assessment center.
- The need for ongoing professional development, demonstration space for evaluating 21st century learning classrooms, including alternate forms of furniture, fixtures and equipment and a forum in which to conduct "live" evaluations of technology and lesson plan integration by volunteer teachers and their students has been created in Room 104 at Righetti High. A work plan to accommodate the increased participation of volunteer teachers and the development of a technology rich curriculum is also being explored to increase the amount of professional

development required to deploy in the new campus 21st century classrooms. The work plan includes the participation of staff, administrators, and teachers from the other school sites.

FACILITIES PROGRAM

Phase I facilities program improvement projects include a new classroom facility at Righetti High, a new performing arts facility at Pioneer Valley, land acquisition and CTE/Ag Farm improvements, 21st century classroom improvements at Delta High and 1:1 mobile device deployment districtwide. Efforts during this time have been focused on the following projects.

- At Righetti, a further review of existing conditions has been undertaken regarding anticipated academic programs, current classroom usage, expected student growth, the sequenced replacement of portable facilities and the construction of a new classroom wing. Proposed program improvements, budgets and schedules have been reviewed by a qualified list of architects and an architect of record has been nominated to design proposed improvements. A request for qualifications to establish a qualified list of lease-leaseback agents to assist in construction has been prepared and selection is underway. A proposed contract for the architect of record and for the selection of a lease-leaseback agent are anticipated for Board consideration in February and April, respectively.
- A revised site plan, specifications and estimated costs has been prepared for the CTE/Ag Farm acquisition and development project. The CTE Center/Ag Farm will provide four CTE workshop rooms, a multifunctional agricultural pavilion facility for culinary arts, group events, and assemblies, livestock barn/pens with ancillary work areas and designated orchards, fields and pastures. This information is being developed in coordination with the ongoing environmental review previously underway and as part of the land acquisition process which is still scheduled to close in April 2015.
- In December 2014, the District received DSA approval for construction of the Pioneer Performing Arts facility. In addition, a revised State aid application has been prepared to increase State funding for the project should the School Facility Funding Program be replenished by the State. The prequalification of lease-leaseback agents to assist in construction of District projects has also been made compliant to assist in the construction of the Performing Arts Center. The selection of a construction firm is anticipated for Board approval in March.
- The new 14-classroom facility at Santa Maria High is currently under construction and is anticipated to be completed by mid-2015. An application for additional State funding for the proposed project has been prepared should the School Facility Funding Program be replenished by the State. At the request of the District, CFW has assisted in the selection of additional 21st century classroom improvements to the existing project and in the selection of additional furniture, fixture and equipment improvements

PROJECT FUNDING

In the process of undertaking necessary steps to secure funding, several adjustments have been made.

- Following the Board adoption of the Reconfiguration and Facilities Program in August, the Governor elected not to support AB 2235 which called for a State school facilities bond measure on the November ballot. Consequently, very limited amounts of State aid for eligible school projects is available for immediate funding, although applications are still being reviewed and placed on a wait list for available funding in the order they are received and approved by the State. Phase 1 improvements, however, were designed to not be dependent on State funding for implementation; therefore proposed Phase 1 projects are expected to proceed as planned. Phase 2 projects were planned on the basis of a new bond measure to be placed before voters beginning in 2016 at the local and State level.
- The total budget for the Phase I work program is expected to grow to \$54.2 million based on additional funding available to support the District's 1:1 mobile device program without the use of bond funds. This is consistent with the District's adopted Local Control Accountability Plan (LCAP) for the use of local control dollars under the State's current funding formula to support 1:1 device deployment.
- Proposed changes to the Phase I Master Schedule herein are limited for the most part to the start of planned improvements based on actual and projected DSA approvals for proposed projects while accommodating additional time to incorporate additional educational requirements.

1.3 RECOMMENDATIONS

It is recommended that the Board:

- Approve and adopt this Six Month Report to officially guide the Reconfiguration and Facilities Program, including the Master Budget and Master Schedule
- Direct the Team to provide quarterly progress reviews and Program updates every six months, including an update on enrollment, project funding, the Master Budget, Master Schedule and status of individual projects
- Prepare necessary procedures and standards for administration, bidding, award and selection of acquisition, design, construction, inspection and related services and professionals required to implement the adopted Implementation Plan
- Undertake necessary steps to secure funding, including procurement of state aid and available local funding to provide for the orderly and efficient funding of the Implementation Plan

- Develop and maintain communication protocols to apprise the Board, staff and the community of the progress of the Implementation Plan
- Direct the Team to develop and conduct a community survey in order to gather feedback on the projects and programs proposed by the Implementation Plan from a statistical sample of Santa Maria Valley residents

EDUCATION PROGRAM

2.1 OVERVIEW

The Reconfiguration and Facilities Program is designed to support the District’s ongoing effort to enhance educational opportunities and increase academic achievement. Pursuant to the District’s Local Control Accountability Plan and further strategic planning by District staff, facilities improvements and other projects are designed to correspondingly support implementation of the education program, as follows:

“The education program is designed to enhance academic achievement and widen student educational options. The District desires to have students feel more connected to their schools and their education by promoting a culture of respect and caring, providing engaging and rigorous educational options, strengthening partnerships with parents and the local community, and strengthening the quality of the career education program. Academy and pathway programs (together known as Linked Learning) focus on providing instruction related to well-paying jobs that are in high demand while also preparing students for college. The District desires to develop as many partnerships as possible to support these educational initiatives.”

An important premise of the Reconfiguration and Facilities Program is the interrelation between development of an education program centered on integrating the pathway programs with Common Core State Standards, and the corresponding refinement of facilities projects at each high school site to advance this goal. Facilities to accommodate the pathway programs were included among the original proposed facility improvements. In order to ensure an appropriate architectural design to these facilities so that the “form” of a building design follows the “function” of its intended educational use, an extended planning process has been utilized to define educational programming and specifications of each school site improvement.

2.2 COMMUNITY COLLEGE PARTNERSHIPS

Concurrent with this effort, CFW has assisted the District to further develop partnerships with Allan Hancock College. Subsequent to Board adoption of the Reconfiguration & Facilities Program, CFW and the District organized and held meetings with Allan Hancock College to advance the partnership goals of the educational program. Initial meetings explored options to share access to certain school facilities and resources, review and consider articulation agreements, and develop options for concurrent enrollment classes and joint use of facilities for capstone courses. Collaboration has focused on opportunities and resources available for an innovative education program that prepares students for high-demand careers as well as high academic achievement.

As a result of the communication, the College and District concluded that an optimal joint use opportunity would include the College’s use of the District’s Ag Farm facilities and the District’s use of

the College's welding facilities. As the welding facilities are currently in use by College courses during normal high school instructional hours, the participation of high school students could be accommodated through dual enrollment when space is available.

Collaboration efforts have also developed a process to evaluate the eligibility of the District's high school teachers to teach concurrent enrollment college classes. The process will require the review of selected instructor's credentials against the standards explained in the Minimum Qualifications for Faculty and Administrators in the California Community Colleges Handbook, March 2010 edition. District staff is in the process of conducting this assessment.

2.3 HIGH SCHOOL PATHWAYS

The District continues to move forward with the development of the following pathways for students at its high schools:

- Agriculture and Natural Resources
- Health Science and Medical Technology
- Education, Child Development, Family Science, and Public Service
- Arts, Media, and Entertainment
- Business, Marketing, and Information Technology
- Engineering, Construction, Energy, Manufacturing, and Transportation
- Fashion/Interior Design, Hospitality, Tourism, and Recreation

CFW and District staff continue to meet on a regular basis to review the District's progress in course development related to the pathways the District has selected to implement. Currently, the District is considering additional courses to be placed into pathways and working with site administrators to determine the best fit for a sequence of courses. A sequence of courses is integral to a fully developed pathway, which typically relies on at least three courses in a series as a prerequisite to a final capstone course where future career and college skills are practiced and mastered. Sequencing information provides a baseline upon which the District will develop the desired pathway programs.

Furthering this effort, preparations have been established to form a District Advisory Committee and supporting Pathway Advisory Committees to connect regional leaders and professionals with academic counterparts in the District. For example, the District has engaged in outreach to the Santa Maria Valley Chamber of Commerce and has received support from its chief executive officer to assist the District in development of these pathway advisory committees. Similarly, CFW has presented the District with information and resources from the original developer of the Vintners Program at St. Helena Unified School District in Napa County in support of the District's interest to build its viticulture program. He has offered to remain available in support of developing Santa Maria's program and share insights into the facilities and resources required to operate a successful program.

The District continues to move forward with efforts to update its existing Career Technical Education (CTE) Plan, led by District Assistant Superintendent Davis, and in collaboration with teacher representatives from each of the schools, and representatives from the Regional Occupational Program

(ROP), and Allan Hancock College. Through this process, participants have become more aware of the new accountably schools face, the need to organize the high schools into pathways, and the need to prepare students for jobs/careers that will become available in the near future. It also provides the opportunity to coordinate the CTE Plan with the Career Pathway Trust Grant that the District is participating as part of a consortium with Allan Hancock College and local other high school districts.

Based upon the information gathered and reviewed since the original adoption of the Reconfiguration and Facilities Program, an initial framework for the pathway programs has now been established by the District. District staff may now use this information in the coming months to further consider which courses are best taught at the school sites and which capstone courses may be best at the CTE Center/Ag Farm site or through joint use with the College. Other possibilities to explore in the coming months include dual enrollment courses with the College taught at each of the high schools as well as ROP capstone courses being offered at the CTE Center/Ag Farm site or likewise at existing school sites. Updates on this progress will be provided at the next six month review.

2.4 RIGHETTI HIGH SCHOOL EDUCATIONAL RECONFIGURATION

The Reconfiguration and Facilities Program requires the replacement of portable classrooms at Righetti High with a new classroom building designed to 21st century standards. The scope of the project created 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. For example, at the start of the 2014-15 academic year, classrooms for math could be found in three different permanent classroom wings on the campus as well as two different locations at the site of 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 of the new building, 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

To assist the District in selecting the best reconfiguration option, CFW studied the school's existing classroom layout and reviewed the master class schedule to determine the number of classrooms needed by each department today as well as needs anticipated by the District's future education program goals. On multiple 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 in the future by department 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.
- Dedicated 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 10 science labs currently in permanent classrooms in Building C; these labs would need to be removed or reconstructed elsewhere to accommodate a non-department approach. Likewise, the two home economics classrooms and the two art lab rooms currently in permanent classrooms in Building C would need to be reconstructed in other locations if a non-department approach was implemented.
- English and Math present the greatest demand for classroom spaces with a combined 16 classes housed in portables and 11 classes unevenly dispersed throughout permanent classrooms. Their relocation by department into the new classroom building 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.
- Given the above, the permanent classrooms in Buildings D can accommodate all of the Social Studies classes currently housed in portable classrooms that will need to be removed once the capacity of the new wing is in place.
- Likewise, Building E provides enough permanent classrooms to house the Foreign Language Department, thereby allowing the single Spanish class currently in a portable classroom to rejoin the two other Spanish classes already located in Building E.
- Grouping by department also limits the anticipated number of existing permanent classrooms that would otherwise need to be repurposed; rooms 404, 405 and 407 will need to be repurposed for Ag Pathway classes in the former Industrial Arts Building.

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

- Limiting the amount of classrooms that need to be repurposed
- Allowing the most costly dedicated specialty classrooms that would otherwise be needed to be reconstructed to remain in place
- Providing the opportunity for less costly general purpose classrooms to be constructed within the budget of the new classroom wing

- Establishing a more straightforward means of accommodating an increase demand for larger pathways classrooms to be provided as part of the new wing as opposed to a more costly need to combine and remodel existing classrooms into a larger space

2.5 TECHNOLOGY PROGRAM

The District has adopted a technology program designed to advance its educational goals while taking advantage of innovative technology as the relative cost of computing power per person continues its downward trajectory. Mobile computing devices for teachers and students expand access to learning content and applications, while increasing user familiarity with the platforms upon which students will ultimately take standardized tests. High definition video displays may be used in tandem with these mobile devices to enable an interactive classroom experience at a lower cost than traditional projectors and with a longer usable life. Together, these approaches enable the transformation of the classroom experience, providing a learning environment more conducive to 21st century teaching and learning.

CFW has worked with District Information Technology staff to anticipate needs and proactively develop action plans associated with the deployment of one mobile device to each teacher and student at all District high schools (“one-to-one, or 1:1”). A master schedule for technology implementation, documents providing deployment guidance, classroom technology specifications, and device insurance program policies have been prepared to guide the District with this effort. CFW will continue its responsibility to regularly consult with District staff throughout the anticipated District-wide technology implementation program and will provide additional guidance and specifications, recommended best practices, implementation strategies, and integration plans for the incorporation of mobile computing devices within 21st century learning environments. This will include the preparation of and maintenance to a master schedule pertaining to the technology program pursuant to direction from District staff.

Based on a successful pilot experience at Delta High School, the District has opted to expand its use of mobile devices based on the Microsoft Windows 8.1 platform. More specifically, the District has identified products (e.g. the Dell Venue 11 Pro) that function as both touchscreen tablets and fully functional laptops, yet are priced competitively with other leading tablet and laptop solutions such as iPads or Chromebooks. In this way, District teachers and students gain all of the benefits of access to college and career-oriented office computing applications combined with the flexibility and creativity produced by modern tablet operating systems.

The devices anticipated for deployment feature peer-to-peer wireless screencasting, a technology that enables a student or teacher device to wirelessly broadcast the content on its screen to another compatible device. This standard, known as Miracast, allows users to instantly share their entire tablet screen to a large high definition television within the classroom, thereby expanding interaction between students and enhancing the capability of instructors. Miracast is built-in to many modern devices and operating systems, including the aforementioned Dell Venue, and works between any two devices that meet its wireless display technical standards. Teachers that have tested this technology have found it far easier to use than more dated systems such as a fixed in place projector. They have noted that added abilities, including use of the device’s camera to display documents and learning materials or recognize a

student's work as an example for the rest of the classroom, are far more powerful given the freedom to move about the classroom.

Another built-in component of the District's planned device program is its support for providing student and teacher access to common productivity applications such as Microsoft Word, PowerPoint, and Excel on District devices, as well as the ability to download these and other applications at no charge on a home device. In addition, a substantial allotment of online "cloud" storage space is provided to each user so that documents and data can be accessed anywhere, anytime. For example, a student may begin their homework assignment at school by creating a PowerPoint presentation with other students, then access that presentation in the Library after school to add pictures scanned from some of the reference books there. At home, the student can use their school device or a separate home computer to access all of their completed work and then write a summary of their presentation using Microsoft Word. The next day, that student can wirelessly project from their device to the multiple monitors around the room to present their findings to the rest of the class. Rather than printing their summary paper, the student can wirelessly share it from their cloud storage to the teacher's directory, saving paper and printing cost, and allowing the teacher to organize all student work in a single digital directory.

The District is preparing to acquire and distribute devices to teachers that support these capabilities and integrate with the District's existing portal infrastructure. An early distribution to the certificated staff enables advance planning of lessons and integrated units, plus a period of experimentation and familiarization, along with necessary training and professional development. An important goal will be achieving the familiarity to convert and update a traditional lesson plan into one that is functionally integrated with the 1:1 environment. From a practical standpoint, this means rethinking and then applying traditional teaching methods to take advantage of the fact that every student will be assigned a computing device. Much as we currently draft lesson plans under the assumption that every student will have paper and pencil, this new assumption is anticipated to dramatically alter the possibilities for instructors, opening up a range of activities that were previously relegated to occasional access to computing labs or homework assignments.

Opportunities to "flip" the classroom experience or scan and digitize existing paper-based exercises will need to be shared with teachers. A recommended approach is to utilize a "trainer of trainers" model whereby instructors who have demonstrated early success understanding and applying the integration of classroom technology are given an opportunity to share this knowledge with their peers. In this way, most technical support issues are solved at the site level by instructors seeking answers from a pool of their immediate peers, with the exception of hardware functionality requests, which are best diverted to the appropriate staff member from the District's Information Technology department.

The District has planned to coordinate the above with its widespread deployment to students in the spring of 2015. Devices will be issued to current ninth, tenth, and eleventh grade students in anticipation of their matriculation to the tenth, eleventh, and twelfth grades in the fall of 2015. No devices will be issued to graduating seniors. Upon the start of the 2015-16 school year, and each fall thereafter, devices will only be issued to the incoming freshman class. In this manner, an annual cycle

will be established upon which approximately one quarter of all devices will be replaced or repurposed following the introduction of new devices. A technology lifecycle and reuse plan will need to be developed prior to the spring of 2016 so that the District may capture the greatest return on investment of purchased devices.

CFW has also worked closely with District staff to provide examples and resources for the creation of a Districtwide device insurance program capable of providing a low cost insurance option to families concerned about loss or damage to the technology. Many districts throughout the State are finding the loss or damage rates of tablets and laptops to be lower than that of traditional textbooks, given a more protective and cautious approach that students have toward digital devices. This in turn lowers the overall cost to the District of maintaining a self-insurance pool, a savings which can be passed on to students and their families desiring to take advantage of this option. A draft self insurance program is under design by CFW for staff and Board consideration.

2.6 DEMONSTRATION CLASSROOM

All of the classrooms improvements anticipated by the Reconfiguration and Facilities Program are expected to be model 21st century learning environments that support flexible, collaborative and inquiry based learning as well as integrate with the use of interactive learning tools. Classrooms will be designed and built to incorporate features that include:

- Open, flexible, multi-functional learning spaces that support individualized and project based learning
- Enhanced furnishings and equipment that support differentiated instruction techniques
- Optimized learning environments with solutions that enhance innovate math and writing workspaces and simulate office and workplace collaboration methods

In preparation for this outcome, the District directed CFW to reconfigure an existing Rigehti classroom into a space for demonstrating 21st century design standards, incorporating current approaches for furniture, fixtures and equipment prior to their widespread procurement and for initiating an initial professional development environment for planned improvements. The “Demonstration Classroom” provides the District an opportunity to:

1. Familiarize staff and students with a modern learning environment to enhance teaching methods and observe student engagement and collaboration in a highly flexible space
2. Demonstrate the integration of mobile computing technology with high definition video displays to establish cost effective and lower maintenance interactivity
3. Demonstrate innovative classroom furniture products from top manufacturers through a trial and evaluation process at no cost to the District

4. Design and establish an integrated professional development program that guides teachers in creating curriculum and applying new technology in advance of the construction of new classroom facilities that are built to a similar 21st century standard.

An assessment by CFW and District staff of various classrooms most suitable for reconfiguration led to the selection of Room 104 in Building C. The room previously housed a variety of uses in recent years, including an interim math classroom and was built originally to serve as a sewing room for the school's home economics department. Upon selection of Room 104 as the Demonstration Classroom, the room was emptied of excess materials and storage by staff, including the removal of existing built-in cabinetry, thereby enlarging its usable square footage. Concurrent to demolition work, multiple interrelated components of the reconfiguration were undertaken, including:

- Coordination with a District architect to formalize reuse drawings for the space, including rerouted electrical and data wiring, improved wall structures to support HDTV mounting brackets, and enlarged fixed and of floor-to-ceiling sliding markerboards
- Preparation of low-voltage schematics and product specifications with the Director of Information Technology's review in order to plan integration of the classroom with the District's intended purchase of student and teacher computing devices
- Establishment of a process whereby classroom furniture vendors were invited to participate in a product demonstration at no cost to the District to display their product within the room for a defined period of time for evaluation during presentations to students, teachers and staff

Remodeling work was completed in December, including the setup of the room's multimedia components and delivery of required furnishings prior to demonstration of the room to site users.



RHS Room 104 remodeled as a classroom furniture and technology demonstration room.

A teacher has been selected to assist in conducting classes within the room to evaluate classroom functionality and facilitate student use and feedback. A commissioning process has been undertaken and furniture demonstrations are already underway and will continue through the end of February 2015. Over the next several months, coordination with staff and teachers including three from the other sites will allow for additional classroom instruction demonstrations and evaluation of design concepts and functionality. This process will be used also to apply user feedback to the planning and design of

Righetti and other classroom improvement projects, enabling a smoother transition for teachers and staff as new classrooms are built.

Room 104 provides an ongoing forum in which to conduct “live” evaluations of technology and lesson plan integration by staff, volunteer teachers and their students. A work plan to accommodate the increased participation of volunteer teachers and the development of a technology rich curriculum is also being explored to increase the amount of professional development required to deploy in the new 21st century 38 classroom wing and for additional classroom improvements at the remaining schools. The work plan includes the participation of staff, administrators, and teachers from the other school sites. Examples of sessions are presented below as samples to be considered for professional development opportunities.

Sample Options
Administrator Training Modules
<i>Effective Leadership Processes</i>
<ul style="list-style-type: none"> • Group processes • Giving Voice and Choice • Effective Coaching
Teacher Training Modules
<i>Technology</i>
<ul style="list-style-type: none"> • How to hook up and use hardware • How to trouble shoot most common problems • How to use the technology for instruction • Instructional software and/or apps • Managing the technology within the group
<i>Creating student centered classrooms</i>
<ul style="list-style-type: none"> • Giving students “Voice and Choice” • Techniques for managing student processes
<i>Grouping students for effect instruction</i>
<ul style="list-style-type: none"> • How to set up effective groups • Techniques for managing groups
<i>Creating an Integrated Unit</i>
<ul style="list-style-type: none"> • Process for creating integrated units • Resources available for creating the unit • Effective Teacher Collaboration

FACILITIES PROGRAM

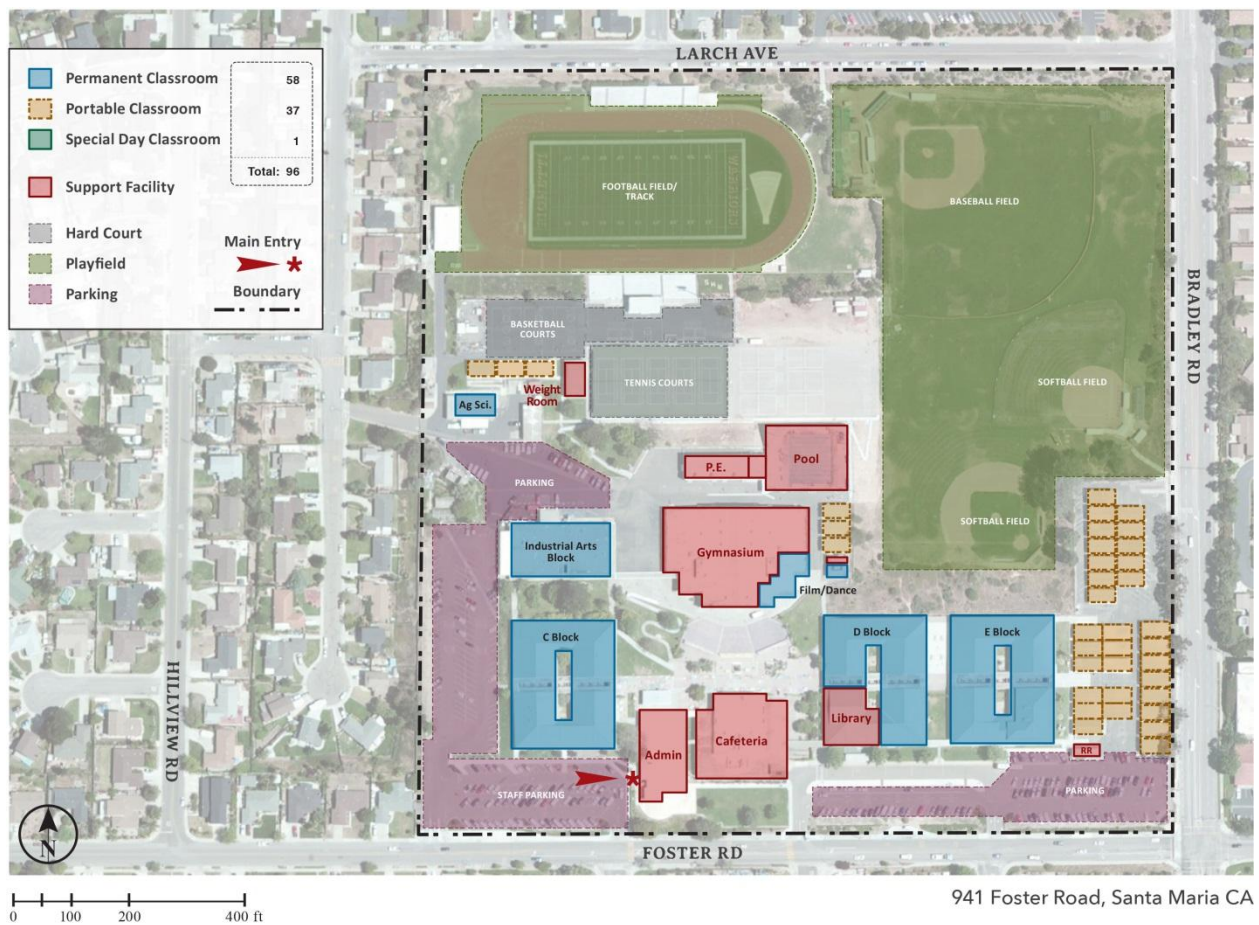
The Reconfiguration and Facilities Program established the implementation of proposed improvements in two phases. Phase I includes the design and construction of:

- a new classroom building at Righetti High
- facilities to establish a Districtwide CTE Center/Ag Farm
- a performing arts facility at Pioneer Valley High
- and improvements to Delta High School

A summary and update is provided below for each project proposed to be completed in Phase 1.

3.1 RIGHETTI HIGH SCHOOL

Fig. 1: Righetti High School: Existing Site Plan



3.1.1 APPROVED 32 CLASSROOM WING

A new classroom facility containing 29 regular classrooms and three agricultural science labs was approved for the west side of the campus to the north of the industrial arts building and immediately west of the proposed practice gym. At approximately 31,100 square feet, the new facility was established to replace existing portable classrooms with 32 learning spaces that would accommodate 864 students at state loading standards. By adding to the school's student capacity in the 57 permanent rooms that remain, the school would be able to house up to approximately 2,400 students—well above its current enrollment today.



Rendering of the approved classroom facility to replace existing portables with a two-story structure containing general purpose classrooms and science labs. (Credit: CFW, Inc.)

The proposed placement of the new building entailed the repurposing of the existing agricultural science labs (Rooms 429 and 431) as a new District maintenance office and the construction of replacement facilities. It also involved the removal of the existing District maintenance office and the adjacent weight room—a facility that would be replaced by the proposed practice gym to be built in Phase 2.

3.1.1 PROPOSED MODIFIED 38 CLASSROOM PROJECT

As directed by the Board as part of the adoption of the Program, CFW and staff proceeded to take all necessary actions to select a design and construction team for the proposed Phase 1 improvements to Righetti High School. As part of this process, CFW and District staff developed a visioning document and specifications to guide additional team member selections and to assist in providing information to site users regarding proposed improvements. During this period, additional reviews were conducted, including prospective enrollment growth, the impact of approved CTE/Ag Farm projects on the

classroom demand at existing sites, the need to accommodate a department approach to the construction of new classrooms, and program reviews during the architect selection process for the site. Based on these reviews, proposed modifications to the adopted project are proposed for further Board consideration.

Proposed modifications center on increasing the number of classrooms and the location and total square footage required to accommodate this increase. The governor's delay in placing a school bond before 2016 may require the need to accommodate additional enrollment growth with available local funds. In the interim, this additional classroom space can be designed and used as an assessment and testing center, similar to that which has been found to be very useful at Pioneer Valley. Furthermore, the ability to organize classroom use by department eliminates the need to construct specialty labs and thus increases the amount of general purpose classrooms that may be built. The further definition of the CTE/Ag facility project suggests a need to increase the size of proposed pathways classrooms to be built at Righetti.

A 38 classroom wing is now proposed to be constructed (6 more than originally proposed) consisting of general purpose, pathway and assessment classrooms; the latter designed to be flexible enough to accommodate future enrollment, if necessary. Among the new classrooms, 29 will be designed for general purpose academic uses serving math, English, and 1 health class in 960 square learning learning spaces. Four additional classrooms are proposed as large 1200 square foot pathway classrooms designed and constructed to meet the needs of different pathway courses, such as Digital Design or Robotics. The remaining five rooms are designated as Assessment Flex Rooms and are strategically situated to allow adjoining rooms to be combined with a retractable center wall that enables individual 960 square foot rooms to combine for up to 4800 square feet of flexible space for testing or other general assembly functions as indicated below:

- Large group assessments
- Departmental staff meetings
- Annual banquets
- Awards nights
- College and career fairs
- Evening assemblies for pathway or other programs
- Student project showcases
- Donor/benefactor presentations
- Professional development seminars
- Student motivational speakers

As indicated below, the proposed modification also relocates the prior approved conceptual orientation of the wing and the location of the proposed practice gym. Based on comments from the design team, the building orientation has been rotated 90 degrees and the proposed future gym has been relocated to the rear of the new wing. This improves sightlines, security and student travel time between classes. The shape of the building also creates a strong path of travel directing students and guests to the lower level classrooms and creating a "gateway" to the stadium. Overall, the proposed modification integrates the new classroom wing in a better fashion to the existing lay-out of adjacent buildings, access points and classrooms.

At completion, the new facility is anticipated to equal approximately 43,400 square feet that would accommodate 1,026 students at State loading standards. With the existing permanent student capacity the school will be able to house 2,565.

Fig. 2: Righetti High School: Conceptual Site Plan with New 38 Classroom Wing

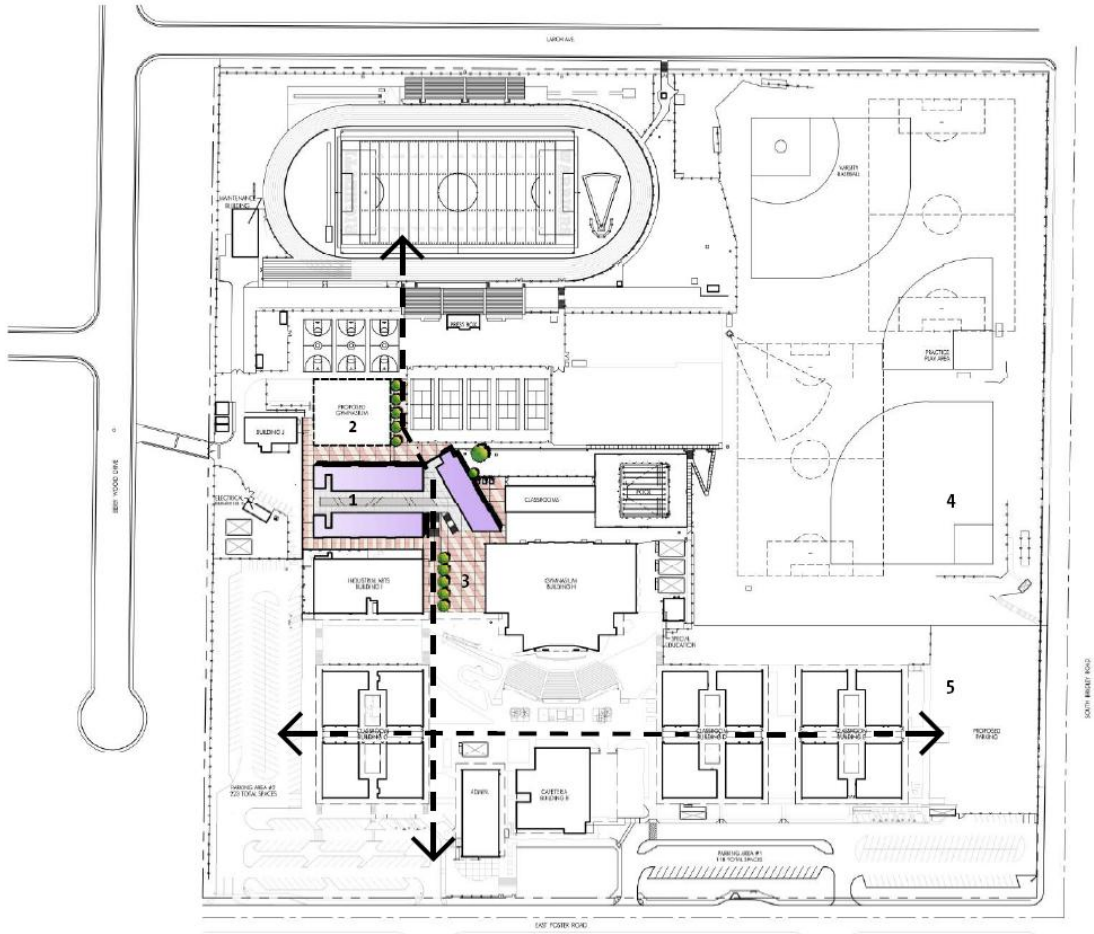
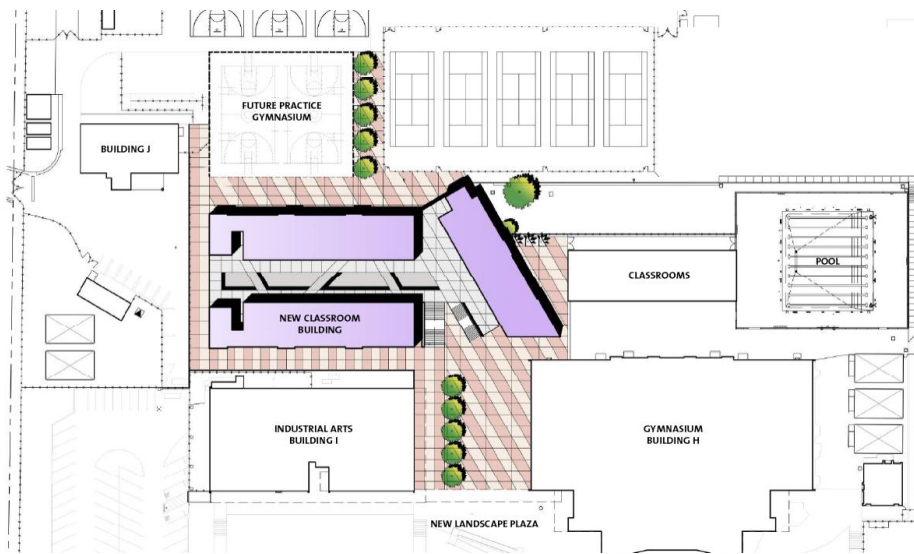


Fig. 3: Righetti High School: New 38 Classroom Wing Layout



Source: Rachlin

3.1.2 ONGOING ACTIVITIES

A request for qualifications for architectural firms interested in providing services to the District has been prepared and disseminated from which five architecture firms were prequalified to deliver design services to the District's specifications. These firms were then presented with a copy of the Implementation Plan, vision documents, specifications, budgets, and timelines developed by CFW by which to propose design concepts and proposals for district consideration relative to the Righetti project. In addition, a form of architectural contract was prepared, reviewed by District legal counsel and forwarded to each firm.

This package of documents allowed all participating architectural firms to evaluate the project with a firm understanding of project expectations and to provide a response that focused on providing the District with the best solution for the Righetti High School campus. All five prequalified firms exercised their option to participate in the selection process for the project and attended a tour of the campus as well as a question and answer session led by CFW staff. A series of interviews were then held that provided each firm the opportunity to present and discuss their unique approach and proposed design solution for the Righetti campus. Each of the participating architectural firms was also asked to submit a cost estimate for their proposed design. Pursuant to the District's evaluation and direction, CFW has nominated a firm for consideration by the Board in February or March.

A request for qualifications has also been prepared for potential lease-leaseback agents and contractors for consideration in the potential future award of projects to be constructed. In the same fashion, these firms are being disseminated similar information on the District, Implementation Plan, vision documents, specifications, budgets, and timelines by CFW by which to propose qualifications and considerations for District review. Likewise, forms of proposed agreements and necessary associated documents are being supplied after review by staff and District legal counsel. Once prequalified, those firms will be able to submit proposals for further consideration in the award of contract for the Righetti project at the appropriate time. It is estimated that these items will be before the Board in March and April for consideration.

As the project moves forward once an architect is selected, California Department of Education (CDE) approval will be required for the proposed project. As part of the process, the District must perform an environmental review of the project pursuant to the California Environmental Quality Act (CEQA). CFW, District staff and legal counsel are in the process of evaluating review requirements. Recommendations will be made available once that review is completed which is anticipated prior to the next six month review.

3.2 CTE CENTER/AG FARM

3.2.1 APPROVED CONCEPT

Upon the expected acquisition of the identified parcel on Founder Avenue in the spring of 2015, a separate, purpose-built facility for career technical classes and applied agricultural sciences is

anticipated. As conceptually approved, permanent facilities would be located on the north side of the parcel. Vehicle access would extend from Morningside Drive. New facilities would include three classroom and shop buildings for CTE classes, two barns for livestock and storage, parking, and a bus loop around the developed footprint to accommodate the delivery of students. Pump stations, irrigation infrastructure, and other equipment are to be provided. Large portions of the southern two-thirds of the parcel are already under cultivation and will remain so. Livestock facilities would be kept closer to the proposed two barns. At the time of the District's approval of the Implementation Plan, CFW was directed to work with staff to further develop the project and return with a more detailed CTE/Ag Farm project.



3.2.1 PROPOSED CTE/AG FARM

Extensive imagineering, research and collaboration by CFW and District staff to determine required program and facilities requirements for the District's CTE and agricultural science programs has been undertaken, especially with respect to the acquisition of the new site. For example, multiple visits to other school districts with CTE and model school Farms that serve multiple high schools were conducted to evaluate the strengths and weaknesses of programs and facilities. An envisioning document of programs and a catalogue of required specifications has been prepared with the design of a collaborative work plan underway with Ag faculty to complete the education and facilities programming at the new site in concert with the pathway programs at the four high schools.

Pursuant to these meetings, discussion, and site visits to comparable facilities and prospective partners, CFW has completed a revised master site plan, cost estimate, and program description for the District's CTE Center/Ag Farm project. In summary, the revised plan includes the following:

- An estimated 19,950 square feet of built space to accommodate 750 square feet of restrooms and four workshops of approximately 4800 square feet each within two buildings, each with 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 areas

- A dedicated Ag pavilion of approximately 5,750 square feet of multi-use space containing 1000 square feet for office/restrooms and a small conference area, a 3000 square foot culinary area for a classroom pathway program and kitchen/café uses for special events, approximately 1,750 square feet of assembly space for up to 100 guests, divisible into two classroom spaces when needed with roll-up doors at the rear to access an attached outdoor covered area sufficient for an additional 100 guests to view Ag competitions/presentations
- Approximately 16,000 square feet of pole barn area housing a teaching station, feed, storage, animal washing, grooming, weighing, and general care areas for pathway demonstrations, training/show exercises, and approximately 62 covered animal pens along a perimeter shed roof area
- Increments of approximately irrigated five acre areas to support row crops, orchard/vineyards, and pasture areas that can be further divided
- Parking to accommodate required vehicles

Fig. 4: CTE Center/Ag Farm: Conceptual Site Plan



Fig. 5: CTE Center/Ag Farm: Conceptual Renderings



Source: CFW, Inc.

3.2.2 ONGOING ACTIVITIES

The District initiated due diligence on purchasing Assessor's Parcel No. 107-150-013 in December 2013. Since then, the District has engaged in CEQA, CDE, and Caltrans reviews regarding the proposed project. Escrow is scheduled to close in April 2015 with the District anticipating to complete the majority of its reviews by that time. Before proceeding with California Department of Education (CDE) approval of the project and commencing construction on these facilities, the District must satisfy environmental regulations pursuant to the California Environmental Quality Act (CEQA). CFW is assisting as needed in the review process and is actively involved in further defining the project with District staff.

To date, the District and its environmental consultant have engaged various jurisdictional agencies such as the California Department of Transportation (Caltrans). These agencies have in turn begun their review and comment process with the District and its environmental consultant to address concerns raised, if any. The District has also consulted with professional services firms to perform due diligence activities during its escrow period including a report of geologic hazards and an environmental hazards assessment. Reporting has thus far been consistent with expectations. Additional environmental review studies currently underway include the preparation of a traffic impact study and a well water study. A geotechnical study will commence subsequent to the selection of the project architect.

Should the State require a Preliminary Environmental Assessment process to take place for this site, the District may contract with a qualified consultant to prepare the assessment per Department of Toxic Substances Control ("DTSC") guidelines. The assessment includes preparation of a work plan, collection

and analysis of environmental samples, and preparation of a Preliminary Environmental Assessment report. If no significant health or environmental risks are identified, a school district will receive a “No Further Action” determination letter from DTSC, which would complete the process. If potential contamination is identified, further mitigating action may be required.

3.3 PIONEER VALLEY HIGH SCHOOL

As the newest comprehensive high school in the District, Pioneer Valley High already has excellent classroom and support facilities that lend themselves well to the 21st century educational paradigm. The lack of a performing arts center was previously identified by the District as a major improvement that needed to be constructed. The performing arts center (PAC) project was already in progress at the time of Program adoption, including submission of architectural plans for review to the Division of the State Architect (DSA).

As the District’s program manager, CFW began assisting with tasks that would complete the DSA review and bring the project to construction. In December, 2014 DSA completed its review of the PAC’s architectural plans and submitted its approval for construction. As previously noted for use at Righetti, a request for qualifications has been prepared for potential lease-leaseback agents and contractors for consideration in the potential future award of projects to be constructed districtwide. This process is already underway and a draft construction selection package is being drafted to accommodate the needs of the PAC project. Form of proposed agreements and necessary associated documents are being supplied after review by staff and District legal counsel. Once prequalified, those firms will be able to submit proposals for further consideration in the award of contract for the PAC project. It is estimated that these items will be before the Board in March and April for consideration.

3.4 SANTA MARIA HIGH SCHOOL

A new 14-classroom facility at Santa Maria High is currently under construction and is anticipated to be completed by mid 2015. Given that the construction of this project preceded the Board’s adoption of the Reconfiguration and Facilities Program, its management has been conducted solely by District forces. In early September 2014 the District asked CFW to work with the District to identify opportunities to incorporate enhanced classroom features prior to the completion of construction. It was determined that integrating additional capacity for power and data would help increase the ability of the new facility to support technology needs already approved as part of the Program by the Board for other projects. CFW conducted a detailed review of the construction documents for the building and identified locations for additional conduit and receptacles and markerboards, if desired. In mid-November, CFW confirmed that the project architect prepared final design direction to the contractor based on these recommendations to accommodate future installation of 21st century technology components, including wall-mounted displays and associated audio-visual equipment. CFW also identified future locations to incorporate sliding marker board systems into the new building’s soffit framing, should such an improvement be desired at a future date.

FUNDING & SEQUENCING

4.1 MASTER BUDGET AND SCHEDULE

In August 2014 the Board adopted a Reconfiguration and Facilities Program calling for a capital improvement program that would substantially improve facilities at all sites for an estimated total of approximately \$195 million (inflated dollars) to be implemented in two phases over time. The Reconfiguration and Facilities Program adopted in August 2014 provided a Master Budget and Master Schedule detailing proposed funding and activities for these two program phases. The following sections provide a six month update on the proposed funding and sequencing of proposed projects.

4.1.1 ADOPTED MASTER BUDGET

The following Program Master Budget was adopted as part of the Reconfiguration and Facilities Program, based on Board-approved projects and estimated costs. The costs associated with construction are generally identified as “hard” costs and “soft” costs. In combination, they comprise what is properly called the total “project” cost. Hard costs are resultant from the construction itself (e.g. materials and labor). Soft costs are those costs that are an integral part of the building process and are usually preparatory to, or supportive of, the construction. These include professional fees and other related, but non-construction costs (e.g. design development, legal services, permitting, etc.). For the purpose of designing a program master budget, all-in total project costs, inclusive of both hard and soft costs, are used. Additionally, unit prices are sourced from the latest version of Saylor construction cost manuals in 2014 dollars. The master budget for both project phases was estimated at \$194.8 million in inflated dollars.

The adopted Master Budget anticipates project funding for approximately \$195 million (inflated dollars) from two major components. The first relies on available funds and the issuance of approximately \$29.0 million in remaining Measure C bonds. Approximately \$49.3 million is anticipated to be available from these sources, including monies in the Building Fund, collected developer fees, reimbursements from prior state aid projects and deferred maintenance funds. The second component anticipates the need for future funds to become available from three primary sources: state aid reimbursements for projects already underway (e.g. 14 classroom wing at Santa Maria High) or to be completed during Phase 1 or 2, anticipated developer fees from further new residential construction, and a new Proposition 39 bond measure in the amount of approximately \$99 million to be placed before voters at a future eligible election date (earliest date is 2016), subject to Board consideration and approval.

Phase I projects comprise projects that can be funded with existing District funds and the remaining bonding authority from the Measure C-2004 bond. Phase I is underway and includes new classroom and improvements at Righetti High, a new performing arts facility at Pioneer Valley High, construction of the Districtwide CTE/Ag Farm project, improvements to Delta High, and the phased implementation of a 1:1 Tech Deployment/Replacement Program. All projects are to be initiated and substantially advanced by the end of fiscal year 2017.

Table 1: Adopted Master Budget, FY 2015-23*

Sources	Phase I	Phase II	Total
Existing Bond Authorization (Measure C, 2004)			
2015	\$ 29,001,905	\$ -	\$ 29,001,905
New Bond Authorization			
Series A		\$ 32,753,431	\$ 32,753,431
Series B	\$ -	\$ 42,670,123	\$ 42,670,123
Series C	\$ -	\$ 23,627,980	\$ 23,627,980
Existing Building Fund Balance	\$ 14,319,290	\$ -	\$ 14,319,290
Existing State Aid Reimbursements	\$ 3,624,904	\$ -	\$ 3,624,904
Existing Deferred Maintenance	\$ 255,157	\$ -	\$ 255,157
Estimated Projected State Aid Receipts	\$ -	\$ 44,410,794	\$ 44,410,794
Estimated Developer Fee Receipts	\$ 2,040,134	\$ 2,122,272	\$ 4,162,406
Est. Total Funds	\$ 49,241,390	\$ 145,584,601	\$ 194,825,992

Uses	Phase I	Phase II	Total
Righetti High	\$ 18,500,723	\$ 25,304,117	\$ 43,804,841
Pioneer Valley High	\$ 9,600,000	\$ 8,649,336	\$ 18,249,336
Santa Maria High	\$ -	\$ 64,804,812	\$ 64,804,812
Delta High	\$ 138,105	\$ -	\$ 138,105
CTE/Ag Farm	\$ 10,381,600	\$ -	\$ 10,381,600
District 1:1 Tech Deployment/Replacement	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126
Additional Classrooms		\$ 29,204,684	\$ 29,204,684
Subtotal	\$ 43,843,492	\$ 133,186,013	\$ 177,029,505
Program Reserve	\$ 5,397,898	\$ 12,398,588	\$ 17,796,486
Est. Total Uses	\$ 49,241,390	\$ 145,584,601	\$ 194,825,991

Phase II represents projects that would be largely funded by proceeds from a new local general obligation bond and by state aid grants. The bulk of capital 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 and the second deployment of 1:1 technology improvements at the end of this phase.

4.1.2 REVISED MASTER BUDGET

Below is the revised Master Budget for approximately \$200 million based on the proposed increase in scope and budget at Righetti for the new classroom wing and the increased scope of CTE/Ag Farm project improvements as indicated in the variance column. The increased classroom space at Righetti expands the pathway, assessment and classroom opportunities at the site while the increase in CTE/Ag Farm project budget is a result to refinements to the scope of work that enables significantly expanded workshop rooms and a more functional barn and animal husbandry facility for the anticipated educational program.

To a certain degree this has been offset by the net increase in funding from other District funds and the phasing of the Ag Pavilion improvements to Phase 2. This allows for the balance of planned improvements to be funded in Phase 1 from available local funds and Phase 2 improvements to continue to be funded in most part from proposed State aid reimbursements and a new local bond measure, if approved by the Board and electorate.

Table 2: Revised Master Budget, FY 2015-23*

Sources	Phase I	Phase II	Total
Existing Bond Authorization (Measure C, 2004)			
2015	\$ 28,996,159	\$ -	\$ 28,996,159
New Bond Authorization			
Series A		\$ 32,753,431	\$ 32,753,431
Series B	\$ -	\$ 42,670,123	\$ 42,670,123
Series C	\$ -	\$ 23,627,980	\$ 23,627,980
Existing Building Fund Balance	\$ 13,454,008	\$ -	\$ 13,454,008
Existing State Aid Reimbursements	\$ 3,751,931	\$ -	\$ 3,751,931
Existing Deferred Maintenance	\$ 216,314	\$ -	\$ 216,314
Estimated Projected State Aid Receipts	\$ -	\$ 44,410,794	\$ 44,410,794
Estimated Developer Fee Receipts	\$ 2,578,159	\$ 2,122,272	\$ 4,700,431
Other District Sources	\$ 5,223,063	\$ -	\$ 5,223,063
Est. Total Funds	\$ 54,219,634	\$ 145,584,601	\$ 199,804,235

Uses	Phase I	Phase II	Total
Righetti High	\$ 21,672,533	\$ 25,302,576	\$ 46,975,109
Pioneer Valley High	\$ 9,600,000	\$ 8,649,336	\$ 18,249,336
Santa Maria High	\$ -	\$ 64,804,812	\$ 64,804,812
Delta High	\$ 138,105	\$ -	\$ 138,105
CTE/Ag Farm	\$ 13,119,946	\$ 2,725,496	\$ 15,845,442
District 1:1 Tech Deployment/Replacement	\$ 5,223,063	\$ 5,223,063	\$ 10,446,126
Additional Classrooms		\$ 29,204,684	\$ 29,204,684
Subtotal	\$ 49,753,647	\$ 135,909,968	\$ 185,663,615
Program Reserve	\$ 4,465,987	\$ 9,674,633	\$ 14,140,620
Est. Total Uses	\$ 54,219,634	\$ 145,584,601	\$ 199,804,235

4.1.3 ADOPTED MASTER SCHEDULE

The adopted Reconfiguration and Facilities Program includes a master schedule which is provided below based on a strategy that optimizes the use of State funding, allows for the most efficient use of construction resources, maximizes program efficiencies, and minimizes disruption to the education program, wherever possible. The goal is to minimize the need for new interim facilities during construction by building those projects first that do not require substantial demolition of existing classrooms. Secondly, it is assumed that relocatable classrooms to be replaced by permanent facilities will remain in place until replacement facilities are constructed.

Table 3: Adopted Master Schedule

Phase I					
School	Project	Cost	Scheduled		Estimated Total Months
			Start	End	
Righetti High	New Classroom Facility	\$18,500,723	8/2014	10/2017	39
Pioneer Valley High	New Performing Arts Center Addition to Bldg. J	\$9,600,000	8/2014	4/2016	21
Delta High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$138,105	8/2014	2/2017	31
CTE/Ag Farm	Land Acquisition and Construction of Facilities	\$10,381,600	8/2014	4/2017	33
Districtwide	District 1:1 Tech Deployment/Replacement	\$5,223,063	8/2014	6/2020	71
Phase I Subtotal		\$43,843,492			
Program Reserve		\$5,397,898			
Phase I Total		\$49,241,390			
Phase II					
School	Project	Cost	Scheduled		Estimated Total Months
			Start	End	
Righetti High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$15,604,721	1/2017	1/2022	61
	New Practice Gym	\$9,699,396	1/2017	1/2022	61
	Subtotal	\$25,304,117			
Pioneer Valley High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$8,649,336	7/2017	7/2022	61
Santa Maria High	New 20 Classroom Building 1	\$14,449,430	7/2017	10/2020	40
	New 20 Classroom Building 2	\$19,373,352	7/2019	10/2022	40
	New Admin Facility	\$5,809,334	7/2017	10/2020	40
	Classroom, Site Infrastructure, and Maint. Imprvs.	\$3,988,081	7/2019	10/2022	40
	Auditorium Renovation	\$12,229,379	7/2019	10/2022	40
	Support and Athletic Facilities	\$8,955,236	7/2019	10/2022	40
	Subtotal	\$64,804,812			
Districtwide	District 1:1 Tech Deployment/Replacement	\$5,223,063	7/2020	6/2024	48
	District Enrollment Capacity Improvement	\$29,204,684	7/2022	6/2025	36
	Subtotal	\$34,427,747			
Phase II Total		\$133,186,013			
Program Reserve		\$12,398,588			
Phase II Total		\$145,584,601			
Phase I & II Total		\$194,825,991			

4.1.4 REVISED MASTER SCHEDULE

The revised Master Schedule maintains the anticipated project list of the adopted Program. Phase 1 schedules have been amended to allow additional time to develop the educational component in order to better guide the design and development of the required facilities improvements in support of the educational program. The departmental approach to organizing classroom instruction at Righetti upon completion of the proposed improvements is a good example of how the schedule was increased to better organize the educational program and also increase the opportunities to better use existing facilities and reduce the cost of proposed new improvements. A similar approval to the CTE/Ag Farm schedule has been utilized. The schedule has also been adjusted to increase the opportunity for local professionals and firms to participate in the design, approval and construction of desired improvements.

The further development of the CTE/Ag Farm facilities has also allowed for increased opportunities to integrate the proposed improvements with the ongoing pathway program efforts. This has led to opportunities to expand the amount and type of educational opportunities at the site to revise the overall plan. The major modification is the phased implementation of the expanded program over the two phases. The improvements in Phase 1 remain the same, except that the increased scope of the proposed Ag Pavilion has been moved to Phase 2 to better accommodate the overall increased scope and budget as well as the lack of additional State funding opportunities until after 2016.

4.3 PROGRAM EXPENDITURES

As a part of the services provided to the District, CFW has established a budget and expenditures tracking protocol for Phase 1 projects under current implementation. As of the August 2014 Reconfiguration and Facilities Program, the total Phase I budget was approximately \$49.2 million, inclusive of the program reserve. Project budgets have been reviewed and adjusted against the originally adopted budget to accommodate actual expenditures and any changes to anticipated commitments. As needed, the program reserve and estimated ending fund balance will be utilized to accommodate unforeseen but required budget adjustments.

The table below provides a summary report of expenditures made for the Program during the period of July 1, 2014 through November 30, 2014. Prior year expenditures for the Pioneer Valley High Performing Arts Center and CTE Ag Center Land Acquisition efforts are also noted as these projects commenced prior to the development of the Program. Expenditures made after this reporting period (through November 30, 2014) will be accounted for in the next six month report. The District's financial system accounts for expenditures by Fiscal Year (July 1 – June 30), thus the information has been organized in a similar fashion and includes expenditures across various construction funds. It should be noted that expenditures reporting is based on the budget approved as part of the August 2014 Reconfiguration and Facilities Program. Once the recommended budget adjustments are approved as part of this January 2015 report, subsequent expenditure reports will reflect the revised budget value.

Table 4: Revised Master Schedule

Phase I					
School	Project	Cost	Scheduled		Estimated Total Months
			Start	End	
Righetti High	New Classroom Facility	\$21,672,533	8/2014	3/2018	44
Pioneer Valley High	New Performing Arts Center Addition to Bldg. J	\$9,600,000	8/2014	9/2016	26
Delta High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$138,105	8/2014	4/2017	33
CTE/Ag Farm	Land Acquisition and Construction of Facilities	\$13,119,946	8/2014	10/2017	39
Districtwide	District 1:1 Tech Deployment/Replacement	\$5,223,063	8/2014	6/2017	35
		Phase I Subtotal			
		Program Reserve			
		Phase I Total			
Phase II					
School	Project	Cost	Scheduled		Estimated Total Months
			Start	End	
Righetti High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$15,603,180	1/2017	1/2022	61
	New Practice Gym	\$9,699,396	1/2017	1/2022	61
	Subtotal	\$25,302,576			
Pioneer Valley High	Classroom, Site Infrastructure, and Maint. Imprvs.	\$8,649,336	7/2017	7/2022	61
Santa Maria High	New 20 Classroom Building 1	\$14,449,430	7/2017	10/2020	40
	New 20 Classroom Building 2	\$19,373,352	7/2019	10/2022	40
	New Admin Facility	\$5,809,334	7/2017	10/2020	40
	Classroom, Site Infrastructure, and Maint. Imprvs.	\$3,988,081	7/2019	10/2022	40
	Auditorium Renovation	\$12,229,379	7/2019	10/2022	40
	Support and Athletic Facilities	\$8,955,236	7/2019	10/2022	40
	Subtotal	\$64,804,812			
CTE/Ag Farm	Construction of Ag Pavillion	\$2,725,496	7/2017	6/2019	24
Districtwide	District 1:1 Tech Deployment/Replacement	\$5,223,063	7/2020	6/2024	48
	District Enrollment Capacity Improvement	\$29,204,684	7/2022	6/2025	36
	Subtotal	\$34,427,747			
		Phase II Total			
		Program Reserve			
		Phase II Total			
		Phase I & II Total			

For the period July 1, 2010 through November 30, 2014, approximately \$1.1 million has been expended for projects identified within the Reconfiguration and Facilities Program. For the period July 1, 2014 – November 30, 2014, the District has also expended approximately \$1.3 million in expenditures outside of the program for other facilities related 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.

Table 5: Phase I Expenditures

Project	Budget	Expenditures (7/1/10 - 6/30/14)	Expenditures (7/1/14 - 11/30/14)	Total Expenditures (11/30/14)	Balance
Righetti High School					
New Classroom Facility					
Subtotal	\$18,500,723	\$0	\$89,570	\$89,570	\$18,411,153
Pioneer Valley High School					
New Performing Arts Center Addition to Bldg J.					
Subtotal	\$9,600,000	\$737,084	\$44,916	\$782,000	\$8,818,000
Delta High School					
Classroom, Site Infrastructure, and Maintenance Improvements					
Subtotal	\$138,105	\$0	\$837	\$837	\$137,268
CTE/Ag Farm					
Land Acquisition & Construction of Facilities					
Subtotal	\$10,381,600	\$145,542	\$88,841	\$234,383	\$10,147,218
Districtwide					
1:1 Technology					
Subtotal	\$5,223,063	\$0	\$14,048	\$14,048	\$5,209,015
Subtotal Phase I Project Costs	\$43,843,492	\$882,626	\$238,212	\$1,120,837	\$42,722,654
Phase I Reserve Funds	\$5,397,898				
TOTAL	\$49,241,390	\$882,626	\$238,212	\$1,120,837	\$48,120,552

Notes:

- Total expenditures for the period July 1, 2014 - November 30, 2014 was \$1,525,848:
This amount includes \$238,212 in Reconfiguration & Facilities Program expenditures plus \$1,287,636 in other District facility related improvements outside of the Reconfiguration & Facilities Program

Sources: Santa Maria Joint Union High School District, CFW, Inc.

4.4 STATE AID UPDATE

Following the Board adoption of the Reconfiguration and Facilities Program in early August, it was learned that Assembly Bill 2235 would not be recommended by the Governor to be placed on the

November 2014 statewide ballot. If approved by voters, AB 2235 would have issued a State bond to replenish funding for the School Facility Program (SFP) of the State Office of Public School Construction (OPSC); the source of modernization and new construction state grants. Having exhausted all of its existing bonding authority for new construction and modernization funding apportionments, the SFP is now operating under emergency regulations approved by the Office of Administrative Law in November 2012. Consequently, very limited amounts of State aid will be available for school districts until a re-funding measure is approved by California voters (likely not before November 2016) and, until then, all incoming grant applications are being placed on a wait list in the order they are received and approved by OPSC. The District currently has one project, the Santa Maria High School 14-classroom facility, on this wait list.

CFW prepared for the possibility of AB 2235 not being on the November 2014 ballot by developing a Program master budget that shifts State aid reimbursements to Phase II as much as possible and thus provides time for a re-funding measure to pass. In the interim, CFW has also worked with the District to explore increase the use of State grants for existing applications and projects through a “use of grants” funding mechanism for increasing future State aid reimbursements towards construction costs for the 14-classroom facility at Santa Maria High.

In September, District administrators decided to pursue augmenting the construction budget for the 14-classroom building at Santa Maria High through the “use of grants” funding mechanism. A school district’s eligibility for State funding is determined by the SFP through a formula that projects the number of unhoused pupils and assigns per-pupil new construction grants. The SFP allows a school district to use a student loading standard higher than the State standard as long as it does not exceed 33 pupils per classroom or the maximum class size indicated in the district’s teacher contract. CFW determined that the 14-classroom building should assume a loading of 31 pupils per classroom and prepared an application for the use of grants separate from the project’s previously-submitted State aid application for an additional \$859,547 in eligible grant funding. An update of the District’s eligibility for new construction and modernization grants is underway and is anticipated to be completed once the 2014-15 CALPADS (formerly CBEDS) attendance figures are formally released by the State; an increase in State eligibility for proposed projects may be expected based on preliminary information.

Table 6: Use of Grants Budget Augmentation for 14-CR Facility at SMHS

Grade Level	Est. Eligible Pupils	Per-Pupil Grant Effective 01-14	Est. State Grant (50%)	Est. Local Match (50%)	Project Total (100%)
K-6	0	\$9,921	\$ -	\$ -	\$ -
7-8	0	\$10,491	\$ -	\$ -	\$ -
9-12	56	\$13,347	\$ 747,432	\$ 747,432	\$ 1,494,864
Severe	0	\$27,873	\$ -	\$ -	\$ -
Non-Severe	0	\$18,640	\$ -	\$ -	\$ -
		Subtotal	\$ 747,432	\$ 747,432	\$ 1,494,864
		15% Contingency	\$ 112,115	\$ 112,115	\$ 224,230
		Total	\$ 859,547	\$ 859,547	\$ 1,719,094

Source: CFW, Inc.

RECOMMENDATIONS

It is recommended that the Board:

- Approve and adopt this Six Month Report to officially guide the Reconfiguration and Facilities Program, including the Master Budget and Master Schedule
- Direct the Team to provide quarterly progress reviews and Program updates every six months, including an update on enrollment, project funding, the Master Budget, Master Schedule and status of individual projects
- Prepare necessary procedures and standards for administration, bidding, award and selection of acquisition, design, construction, inspection and related services and professionals required to implement the adopted Implementation Plan
- Undertake necessary steps to secure funding, including procurement of state aid and available local funding to provide for the orderly and efficient funding of the Implementation Plan
- Continue communication efforts to apprise the Board, staff and the community of the progress of the Implementation Plan
- Direct the Team to develop and conduct a community survey in order to gather feedback on the projects and programs proposed by the Implementation Plan from a statistical sample of Santa Maria Valley residents

Looking forward over the six months of implementation, CFW will continue to monitor and maintain the master program budget and schedule. Expenditure reporting will continue and be updated to reflect the recommended budget adjustments provided in this January 2015 report. Budgets will also be reviewed and adjusted, where required, to accommodate actual contract commitments achieved over the next six months. Steps to ensure timely filing of State funding applications and agency approvals will include submitting funding requests for the site acquisition for the CTE/Ag Farm and for the construction of the new Pioneer Valley High Performing Arts Center. Program implementation will focus on moving forth with approved Phase 1 projects, including the Righetti new classroom project, the construction of the performing arts center at Pioneer Valley and the further design and approval of the CTE Center/Ag Farm.