

**Lakeside Union School District
Long Range Facilities Master
Plan**

**FINAL
Board Approved
September 10, 2018**



Gelia G. Cook, President
Rhonda Taylor Ed.D., Vice President
Bonnie LaChappa, Clerk
John V. Butz, Member
Holly Ferrante, Member

Superintendent

Andy Johnsen, Ed.D.

Assistant Superintendent, Business Services

Erin Garcia



HELPING SCHOOL DISTRICTS MEASURE UP

5245 Avenida Encinas, Suite A, Carlsbad, CA 92008
office 760.602.9352, cell 760.519.8531



TABLE OF CONTENTS

EXECUTIVE SUMMARY 5

INTRODUCTION..... 7

LAKESIDE UNION SCHOOL DISTRICT HISTORY 9

MISSION, VISION AND VALUES OF THE DISTRICT 11

**SUGGESTED PLAN FOR UPDATING THE DISTRICT’S LONG-RANGE FACILITIES
MASTER PLAN 12**

EDUCATIONAL SPECIFICATIONS 13

DEMOGRAPHICS AND ENROLLMENT PROJECTIONS..... 15

CLASSROOM CAPACITY ANALYSIS 32

FUNDING ALTERNATIVES..... 43

SOURCES..... 50



TABLE OF FIGURES

Figure 1: Age Distribution, Resident Population	16
Figure 2: Resident Age Distribution – 2016 vs. 2010	17
Figure 3a: Table of Number of Births, ZCTA 92040 Compared to TK/Kindergarten Enrollment	19
Figure 3b: Chart of Births to TK/K Student Population (five years later).....	19
Figure 4: Ten-Year Enrollment History	20
Figure 5: Ten-Year Enrollment History by Grade Level.....	21
Figure 6: Ten-Year Enrollment History by School	22
Figure 7: Percent Annual Change in Enrollment from Prior Year, by School	22
Figure 8: History of Enrollment by Grade Span	24
Figure 9: Proportion of Grade Spans to Total District Enrollment.....	25
Figure 10: Comparative Enrollment Counts at the District and Charter Schools	26
Figure 11: Cohort Survival Rates Over the Past Five Periods	28
Figure 12: Comparison Year One TK/Ks to Year Two 1st Graders.....	29
Figure 13: Lakeside Union School District, Ten-Year Enrollment Projections.....	30
Figure 14: Lakeside Union School District, Enrollment Projections – By School.....	31
Figure 15: Criteria for Calculation of Classroom Inventory for State and District Capacity	33
Figure 16: Comparison of Classroom Loading Standards	33
Figure 17: Classroom Count Comparison	36
Figure 18: Comparison of Capacity to Enrollment	36
Figure 19: Facility Needs Assessment – Highest Priority and Points Assigned	41
Figure 20: State School Building Funding Process.....	44
Figure 21: Lakeside Union School District, State School Facility Program Eligibility.....	45
Figure 22: Award Allocation for Prop 39.....	46
Figure 23: Summary of Funding Resources, Fund Balances as of June 30, 2017	47



EXHIBITS

Exhibit A: District Boundary Map

Exhibit B: Educational Specifications

Exhibit C: Capacity Analysis by School

Exhibit D: Site Profile Sheets

Exhibit E: Facility Advisory Comm. Summary of Recommendations by Site and Districtwide

Exhibit F: SDCOE Long-Range Maintenance Master Plan



EXECUTIVE SUMMARY

A Long-Range Facility Master Plan (LRFMP) is an essential tool for reviewing a school district's facilities, determining recommended improvements and exploring available resources. The LRFMP is also an important District tool to identify facility needs related to the educational program, project student enrollment, calculate classroom capacity, assess facility conditions, identify improvements needed and identify funding options and opportunities.

The Lakeside Union School District (District) is to be commended for initiating this LRFMP as a part of the strategic goal of recognizing the importance of the teaching and learning environment and to initiate the prioritizing of projects. This report provides a framework for the District to focus on improving its existing facilities and to develop a plan to prioritize facilities needs and to pursue the financial resources to fund the priority improvements.

Highlights and summary of the LRFMP include:

- As a key part of the process of creating a LRFMP, the District in consultation with Eric Hall and Associates (EH&A) conducted detailed site assessments to identify capital needs and other facilities requirements. The District created a Facilities Advisory Committee (FAC) containing members from its various stakeholder groups including certificated and classified employees, management, parents, community members, board members and students to provide input as to the needs of each school site, as well as the District Office. Site-specific needs were addressed, as well as global needs that promote and align with the District's vision and the board's high priority goals.
- While there is minimal residential development in the District's attendance boundary, immigration will continue to play a significant role in stabilizing the District's enrollment levels through the 10-year projection horizon. Also, resident area births have remained somewhat stable, in direct contrast with other areas in the County as well as Southern California, where declining births have eroded the pool of potential future students.
- Programmatic changes such as the relatively new program offered at Eucalyptus Hills, combined with relatively stable birth patterns, have also had a positive impact on the District's enrollment forecasts.
- The enrollment projections provided in this document show a wider than usual variance between the projections that use three-year trend pattern versus those that use a five-year trend. The projections using a five-year history show a much more positive enrollment picture going forward than do the projections using a three-year trend. This is the direct result of trends in years "current year minus five" and "current year minus four" being more favorable to the District's enrollment outlook. Because the last three years display a greater erosion in student population, the three-year projection scenarios are less favorable. This could simply be because of the rapid expansion of the Eucalyptus Hills program that has infused a great number of new students into the TK program and those students not going directly into first grade. More information is necessary to determine if the last three years trend between Kinder and first grade will be maintained or improve.



- Because of these variances in our modeling, the enrollment levels at “year ten” of the projection (2027-28) reflect a wide range in student enrollment projections ranging between 5,044 and 5,664 students. Given the enrollment pattern change over the past three years, a review of enrolment levels at the beginning of the 2018-19 school year will likely assist the District in determining the longer-term trend of District enrollment.
- Using the State’s “definition” of classrooms, the gross classroom inventory is 247 learning spaces consisting of 165 permanent classrooms and 82 portable classrooms. Portable classrooms represent 33 % of total classroom inventory.
- Using the District’s “definition” of classrooms, the District has a total of 217 instructional spaces, consisting of 157 permanent classrooms and 60 portable classrooms. As noted in a table contained within this document, the State and District typically have different definitions for a classroom since these definitions serve both the State and District differently.
- Using the District’s “loading” standards (the number of students typically found in each classroom), the District can accommodate 5,523 students in all of its classrooms presently; and, 6,147 students when the State’s “loading” standards are applied. This reflects capacity for both permanent and portable classrooms.
- The LRFMP identifies facility projects and improvements due to the age of facilities and the lack of funding. The Facilities Advisory Committee (FAC) conducted an assessment to identify facility needs. A total of 415 projects were ranked which is inclusive of 68 recommended high-priority projects. These projects are identified and described in the LRFMP. These projects include safety and security needs, upgraded support facilities, shade structures as well as new and upgraded instructional facilities.
- Several funding alternatives are identified in the LRFMP. In 2013-14 through 2017-18, Proposition 39 Clean Energy Funds were apportioned to the District that resulted in a five-year total amount of \$1,124,597. The State School Facilities Program (SFP) could provide \$8,490,936 in modernization funding, for a total of \$9,615,533 in eligibility funding.

Looking forward, it is recommended that the District Superintendent and Board:

- Finalize the list of facility improvements identified in the LRFMP based on District priorities and available and potential funding;
- Authorize the development of a facility project implementation plan, to include phasing of projects and develop a schedule of activities;
- Authorize applications be completed and filed with the Office of Public School Construction (OPSC) and the State Allocation Board (SAB) and monitor events at the state level that would position the District to maximize local funding;
- Periodically review and update the educational specification, enrollment projections, classroom inventories, condition assessment of facilities and funding options;



- Utilize the LRFMP to continue to develop and improve the teaching and learning environment and determine the direction for improving the District's real estate and facility assets.

EH&A appreciates the opportunity to be of service to the District. The District is to be commended for taking the time and effort and devoting the necessary resources to accomplish this important project. The diligence and dedication of the staff and the Board are evident in the efforts that the District has undertaken in focusing on school facilities.

INTRODUCTION

The District is in the unincorporated area of the County of San Diego in Lakeside, approximately twenty miles east of downtown San Diego.

There are 9 schools within this nearly 75 square mile suburban/rural district serving approximately 5,000 students in grades K-8. The district consists of seven elementary schools (K-5) and two middle schools (grades 6-8). There are three preschools, an infant/preschool special education program and before and after school childcare programs available.

The District contracted with Eric Hall & Associates (EH&A) to prepare this Long-Range Facilities Master Plan (LRFMP). The purpose of the LRFMP is to identify educational needs of the spaces at sites, project student enrollment, calculate classroom capacity, assess facility conditions, identify education specifications and improvements needed and identify funding options and opportunities. The scope of services for the LRFMP includes:

- Identifying educational needs of spaces found at various school sites;
- Understanding the District's enrollment history and how these patterns may relate to the projection of future enrollment;
- Identifying areas/locations and types of development projects, if any, that are planned within the District's boundaries and their likely impacts upon the need for additional school facilities or the modification of existing facilities;
- Assessing the District's capacity for housing students and whether the need for additional classrooms is projected;
- Determining the repairs, modernizations, upgrades and additions needed by school site, support facilities and districtwide operating facilities, to achieve the District's goals;
- Identifying potential sources of funding for new construction or modernization of existing school facilities within the District;
- Incorporating an assessment of federal, state and local funding sources and financing options and developing an assessment of how identified projects can be accomplished with available funds;
- Identifying activities to maximize potential funding from the state School Facilities Program (SFP);



- Developing a plan for periodically updating the District's LRFMP;
- This document will best serve the District if it is updated periodically. It will provide a current identification of opportunities and challenges associated with changes in pupil enrollment, housing development and the condition of facilities.

The District is an innovative leader in curriculum and assessment and is supported through strong community partners.

District administrators and teachers are well-trained and active in professional and community organizations. Several of our teachers provide leadership locally and throughout the state.



LAKESIDE UNION SCHOOL DISTRICT HISTORY

The Lakeside School District has a storied history dating back over 125 years.

HISTORY OF LAKESIDE SCHOOLS

August 11, 1889: First Lakeside school class meets in John Beadle's horse shed at corner of Sycamore and River Streets

March 4, 1890: Lakeside Grammar School District formed by action of the San Diego County Board of Supervisors

September 1890: First school opens on Benedict Ave

February 16, 1891: Cowles School District formed from portions of Cajon, Grantville, Lakeside, Linda Vista and Stowe School Districts

March 25, 1896: Lapsed Vicente School District attached to Ord School District and Lakeside Grammar School District

April 5, 1897: Ord School District lapsed and attached to Earle and Barona School Districts and Lakeside Grammar School District

April 4, 1900: Portion of Lakeside Grammar School District annexed to Barona School District

December 3, 1902: Barona School District lapsed and annexed to Lakeside Grammar, Earle, Santa Maria and El Capitan School Districts

February 7, 1912: Portions of Lakeside Grammar and El Cajon School Districts annexed to Santee School District

September 1912: Second school opens on Benedict

January 8, 1913: Foster School District formed from Poway, El Capitan School Districts and Lakeside Grammar School District

February 10, 1915: El Monte School District formed from portions of Lakeview and Lakeside Grammar School District

June 20, 1916: El Monte, Foster, Lakeview, Santee and Lakeside Grammar School Districts vote to form Riverview Union High School District

July 21, 1920: Riverview Union High School District and El Cajon Valley Union High School District elect to form Grossmont Union High School District

June 20, 1923: El Monte and Lakeside Grammar School Districts vote to form the Lakeside Union School District



One of the original Lakeside Schools, 1909. Photo courtesy of the Lakeside Historical Society.



February 20, 1928: Foster School District annexed to Lakeside Union Grammar School District

February 1938: Dedication of new classrooms, cafeteria and offices at Lakeside Union Grammar School

August 7, 1939: Portions of El Monte School District and Lakeside Union Grammar School District annexed to Lakeview School District (Cajon Valley Union) and portions of El Capitan School District (Cajon Valley Union) annexed to El Monte School District (Lakeside Union School District)

1945: The name of the school district is changed to eliminate the word Grammar. The name is now Lakeside Union School District.

September 1956: Lakeside Farms Elementary School opened

September 1959: Lakeview Elementary School opened

September 1960: Riverview Elementary School opened

March 1961: Eucalyptus Hills Elementary School opened

September 1964: Winter Gardens Elementary School opened

October 1972: Tierra del Sol Middle School opened

May 1991: Lemon Crest Elementary opened

September 1997: River Valley Charter School opened

September 2002: Barona Indian Charter opened

THE SUPERINTENDENTS OF LAKESIDE UNION SCHOOL DISTRICT

Mr. E.H. Carender	1929-1945
Mr. Gerald Prinville	1945-1947
Mr. Elmer Walker	1947-1954
Mr. M.R. Kneale	1954-1969
Dr. Robert D. Muscio	1969-1983
Mr. James Thompson	1983-1988
Dr. Jacqueline Spacek	1988-1998
Dr. Carol Lieghty	1998-2004
Dr. Steven Halfaker	2004-2011
Dr. Brian Bristol	2011-2012
Dr. David Lorden	2013-2017



MISSION, VISION AND VALUES OF THE DISTRICT

MISSION STATEMENT

The Lakeside Union School District community dedicates itself to providing a challenging environment that is committed to each student's development of:

- A love of lifelong learning
- The academic, vocational and social skills necessary for personal fulfillment
- A respect for self and others
- An appreciation for the arts
- A sense of responsibility to our community and our global environment
- A realization for the need for peaceful resolution of conflict

CORE VALUES

- We believe all children must achieve their maximum potential and master the academic, moral and social curriculum.
- We believe a quality education must develop independent, self-directed problem solvers who are life-long learners.
- We believe that all children must be in classrooms that are exciting, active, co-operative and value the worth of individual diversity.
- We believe the learning environment must be safe, accepting, respectful and nurturing and must include standards of responsibility and accountability.
- We believe that everyone: staff, students, parents and community must be a responsible and valued partner in the educational process.
- We believe that stewardship and prudence in fiscal matters must be consistently evident.

BOARD OF TRUSTEES

Gelia G. Cook, President
 Rhonda Taylor, Vice President
 Bonnie LaChappa, Clerk
 John V. Butz, Member
 Holly Ferrante, Member

SUPERINTENDENT:

Andy Johnsen, Ed.D.

ASSISTANT SUPERINTENDENT, BUSINESS SERVICES:

Erin Garcia





SUGGESTED PLAN FOR UPDATING THE DISTRICT'S LONG-RANGE FACILITIES MASTER PLAN

The Board may wish to direct staff to provide an annual facilities update during June or July of each school year that provides:

- Information related to new residential or commercial/industrial development activity planned or occurring within the District that is likely to impact the District's facility-related needs;
- Recommendations for short-term and long-term facility-related improvements throughout the District;
- Recommendations relative to planning for new facilities;
- Recommendations relative to utilization of available school facility funding options.

The Board of the District has invested a considerable amount of time, care and resources towards the completion of the LRFMP. This commitment represents a significant investment by the Board toward responsible planning for future facility needs. The policy statements that follow represent the Board's current policy positions on matters pertaining to school facility master planning.

The Board recognizes the importance of long-range planning for school facilities to help meet the changing needs of District students and to help ensure that resources are allocated in an efficient and effective manner. To that end, the Board directs the superintendent or designee to develop and maintain a master plan for District facilities.

- The plan shall describe the District's anticipated short- and long-term facility needs and priorities and shall be aligned with District educational goals;
- The superintendent or designee shall ensure staff, parents/guardians, students and business and community representatives are kept informed of the need for construction and modernization of facilities and of the District's plans for facilities;
- The superintendent or designee may establish a facilities committee that shall meet at regular intervals to give community members opportunities to provide input into the planning process;
- The committee may consult local governmental and state planning agencies to ensure compliance with local and state standards;
- The Fiscal Crisis and Management Assistance Team (FCMAT) has found that the adequacy and condition of a District's facilities are of such a critical nature that they (FCMAT) have included facilities as a risk factor in their Fiscal Health Risk Analysis



[FCMAT Fiscal Health Risk Analysis](#). They have indicated that it is recommended that a review and revision to the LRFMP be conducted every two years.

EDUCATIONAL SPECIFICATIONS

As part of the process of creating a Facilities Master Plan, the District, in consultation with Eric Hall and Associates (EH&A), developed the following Educational Specification document. Educational Specifications are not intended to be a blueprint for an architect, rather, a picture of the educational needs of the various spaces found at a school site. The “Ed Specs” are then used by the architect to inform his/her process.

The following Educational Specifications are the result of the input from participants who envisioned what the future holds for the students of the District. The Educational Specifications themselves are organized by school site space and the template includes discernible trends, teaching and learning activities and facility considerations.

The District would like to thank the following individuals who provided input into this document:

- Dr. Andy Johnsen, Superintendent
- Erin Garcia, Assistant Superintendent, Business Services
- Dr. Kim Reed, Coordinator, Curriculum and Assessments



BASIC CLASSROOM LISTING

The Educational Specifications Focus Group engaged in a brainstorming of what the future of education practice will look like. The list below delineates those items that the focus group believed all classrooms will need as District prepares all students for College and Career Readiness as we move further into the 21st Century.

Room Construction

- Windows that open
- Window coverings
- Heating/Ventilation/Air Conditioning
- Thermostat that can be controlled
- Ability to adjust lighting in different parts of the room/motion sensor
- Durable carpeting/ laminate flooring around water
- Doors with auto lock and auto close
- Electrical infrastructure to support 21st Century technology
- Built in lockable storage/charging stations
- Multiple floor plugs and wall plugs
- Walls that have the capability of opening or moving
- Access to wired high speed broadband Internet
- Pervasive WIFI with high speed Internet access
- Water/Sink accessibility
- Ample space for group work
- Counter space for work products
- “tackable” walls for display
- Wall space for individual projection and/or student work
- Whiteboards in various designs e.g. floor to ceiling, movable, interactive, etc.

Equipment

- Clock/cordless phone/intercom or communication system
- Pervasive WIFI and multiple charging stations
- Document camera, LCD projectors, retractable screen and/or 60” LCD TV
- Teacher Amplification System/speakers/wireless
- Mobile teacher workstation with room for document camera and laptop or iPad
- Locking filing cabinet
- Ample storage and book shelving space
- Trapezoid shaped desks that can be moved for easy grouping
- Chart stand; pencil sharpener
- Rectangle and/or kidney tables (at least 1)
- Access to 3-D printer for 4th through 8th grade
- Teacher laptop/iPad or tablet/digital device
- One-to-one mobile digital devices for students in grades TK-8

DEMOGRAPHICS AND ENROLLMENT PROJECTIONS

DATA COLLECTION

The demographic portion of the LRFMP draws its data from several sources. These include:

- The United States Census Bureau collects and retains both historical and current information on various topics, including detailed demographic information. Beginning with the 2010 U.S. Census, the Census Bureau started collecting data on a more granular level to include data specific to areas encompassed by school district boundaries; and in this case, the Lakeside Union School District. At the same time, the Census also collects data by Zip Code Tabulation Areas (ZCTAs) which is particularly useful in obtaining information about housing and major industries. ZCTAs are statistical entities developed by the U.S. Census Bureau for tabulating summary statistics. These were introduced with Census 2000 and have continued with Census 2010 and beyond. ZCTAs are generalized area representations of the United States Postal Service (USPS) ZIP code service areas; but are not the same as ZIP codes.
- Statewide enrollment data provided by the State of California Department of Finance Demographics Research Unit.
- The California Department of Public Health (CDPH) provided information both current and historical on births by ZCTA.
- The California Longitudinal Pupil Achievement Data System (CALPADS) data and statistics were collected and used to provide other enrollment data and highlight trends.
- The San Diego Association of Governments (SANDAG) provided demographic information related specifically to the area defined as the boundary for the District.

DEMOGRAPHICS

POPULATION

The District is geographically located in the slightly western and central portion of San Diego County. The District is bordered to the north by the Ramona Unified School District; to east by a combination of the Ramona Unified School District and the Alpine Union District; to the south by the Cajon Valley Union School District; and to the west by a combination of the Poway Unified School District and the Santee School District. In 2010, the population of the area generally represented by the Lakeside Union SD boundary (using ZCTA 92040) was 41,281. The SANDAG 2016 Estimate for ZCTA 92040 is 43,049. This would represent an increase of 1,768 or 4.3%. This increase compares favorably to the 4.1% population growth for all of San Diego County over the same five-year period.

AGE DISTRIBUTION

The period from 2010 to 2016 witnessed a number of changes in the District’s overall population distribution as depicted in Figure 1. The median age dropped from 38.2 years in 2010 to 37.2 years as of 2016 – a decrease of 1.0 years. This compares to California’s median age which increased from 35.2 years to 36.0 years over the same period. While the percent of the population dropped in the 10- to 19-year old age group, there was an almost equal and offsetting increase in the population percent in the 0- to 9-year old age group. Other trends suggested from the table and chart below reveal a significant decrease in the 45- to 54-year old age group with a commensurate increase in the population of both the 20- to 44-year old age group as well as the 55- to 74-year old group. It is worth noting that the increases in the 0- to 9-year old age group as well as the 25- to 34-year old group could bode well for District enrollment by potentially creating a growing pool of students; while at same time providing a capable workforce within the older group.

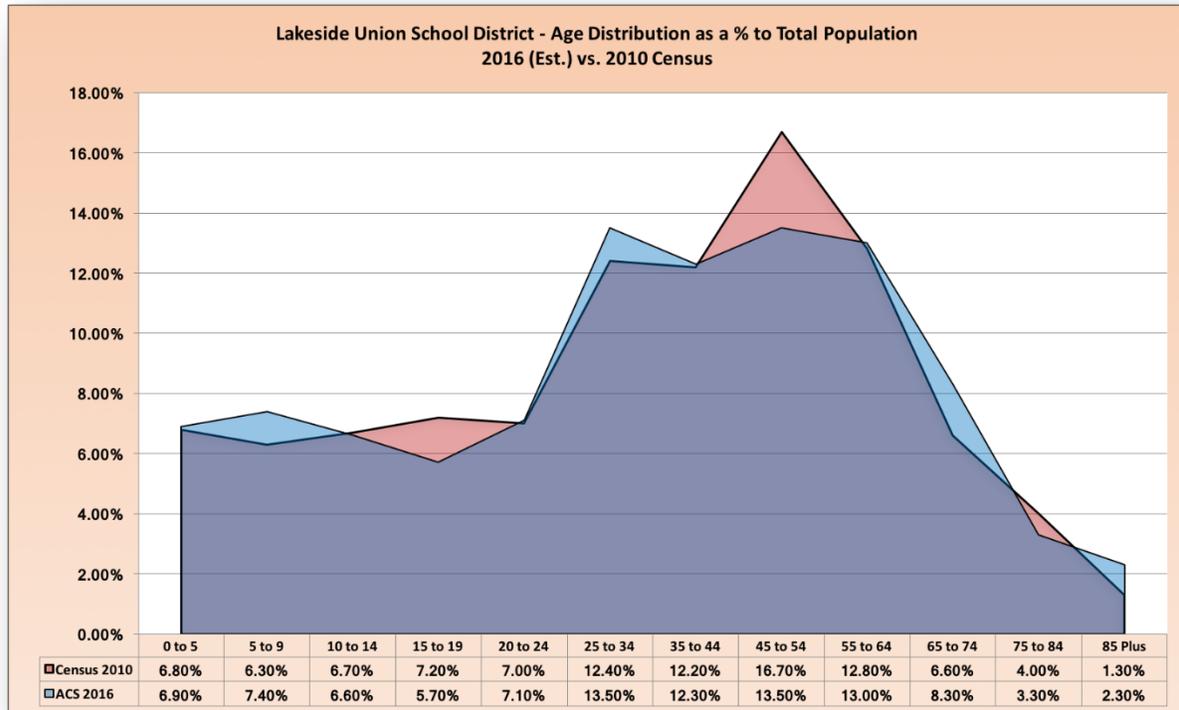
The school age population, represented in part by the 5- year to 14-year old population in the District’s “sphere of influence”, increased from 13.0% of the population in 2010 to 14.0% in 2016. In 2010, the largest segment of the resident population was the 45- to 54-year old age group which at that time represented 16.7% of the total population. In 2016, the 25- to 34-year old group as well as the 45- to 54-year old group are predominant – each with about 13.5% of the population within the District’s boundaries.

Figure 2 depicts the comparison of the 2010 age distributions to the 2016 age distribution in overlapping area charts. From the chart one can notice that “spike” in the size of the 45- to 54-year-old age group in 2010 was reduced by 2016 and spread to the age groups on either side of it (the “spike”). In addition, the chart illustrates the recent growth in the 0- to 9- year-old group.

Age Distribution – Lakeside Union School District Resident Population			
Age Group	ACS 2016 Estimate	Census 2010	Change from 2010
0 to 5	6.9%	6.8%	0.1%
5 to 9	7.4%	6.3%	1.1%
10 to 14	6.6%	6.7%	(0.1)%
15 to 19	5.7%	7.2%	(1.5)%
20 to 24	7.1%	7.0%	0.1%
25 to 34	13.5%	12.4%	1.1%
35 to 44	12.3%	12.2%	0.1%
45 to 54	13.5%	16.7%	(3.2)%
55 to 64	13.0%	12.8%	0.2%
65 to 74	8.3%	6.6%	1.7%
75 to 84	3.3%	4.0%	(0.7)%
85 Plus	2.3%	1.3%	1.0%
Median Age	37.2	38.2	-1.0
CA Median Age	36.0	35.2	+0.8

Figure 1: Age Distribution, Resident Population

Figure 2: Resident Age Distribution – 2016 vs. 2010



HOUSING UNITS

The 2010 Census data indicates that there were 15,475 housing units within the Lakeside Union SD boundaries of which 14,639 (94.6%) were occupied and 836 (5.4%) vacant. The 2016 American Community Survey estimates that there were 15,472 housing units of which 14,542 (94.0%) were occupied and 930 (6.0%) vacant. In 2016, the number of individuals per household within the District’s boundaries was approximately 2.88. This compares to the average household size in 2010 of 2.63.

EMPLOYMENT

The area’s economy is substantially based on five major industries: education, social and health services (17%); professional, engineering, scientific & business services (12%); construction (12%); retail trade (10%); and finance and insurance (10%).

Within the Lakeside area, it is estimated that in the 16 years and over age group of approximately 32,932, 21,406 (65.0%) were in the labor force while 11,526 were not. This data is based on the **2016 American Community Survey 1-Year Estimate**.

RESIDENTIAL DEVELOPMENT

While there does appear to be evidence of “in-migration” into the greater Lakeside community, residential housing development remains relatively sparse. While over the last five years, there have only been 30 housing units approved, there is data to suggest that approximately 169 dwelling units could be approved by the end of 2018. Because details as to the precise makeup of the units remains unclear, no consideration of additional students is incorporated into the enrollment projections presented in this document. Notwithstanding the above, District staff should review and revisit development phasing schedules with both local developers and the County of San Diego Planning & Development Services Department annually as part of the District’s internal enrollment projection analysis processes.

BIRTH DATA

While there are no specific data maintained for births for the precise District boundary area, there are data available for the 92040 ZCTA – an area that is very much coterminous with the District’s boundaries. Over the past 16 years, the numbers of births in this region has reflected mixed results with years of both increases and decreases from the previous year. While births have varied from year to year, the high and low births in the region have varied by no more than ± 50 births either side of the average of 568. This history is presented in Figure 3.

RELATIONSHIP OF BIRTHS TO TK/K POPULATION

There is rarely a one-to-one correspondence between births and subsequent kindergarten enrollments (five years later). This is illustrated most notably in that over the past ten years the District’s percentage of the births compared to the TK/K enrollment (five years later) has ranged widely – from a low of 74.7% (2007) to a high of 129.7% (2015) as illustrated in Figure 3a. Graphical evidence of this dramatic change in the relationship between births and TK/K enrollment is displayed in Figure 3b. While births have remained somewhat stable, the TK/K population has grown considerably. This trend has existed for the last six years.

Factors that may be contributing to this trend include:

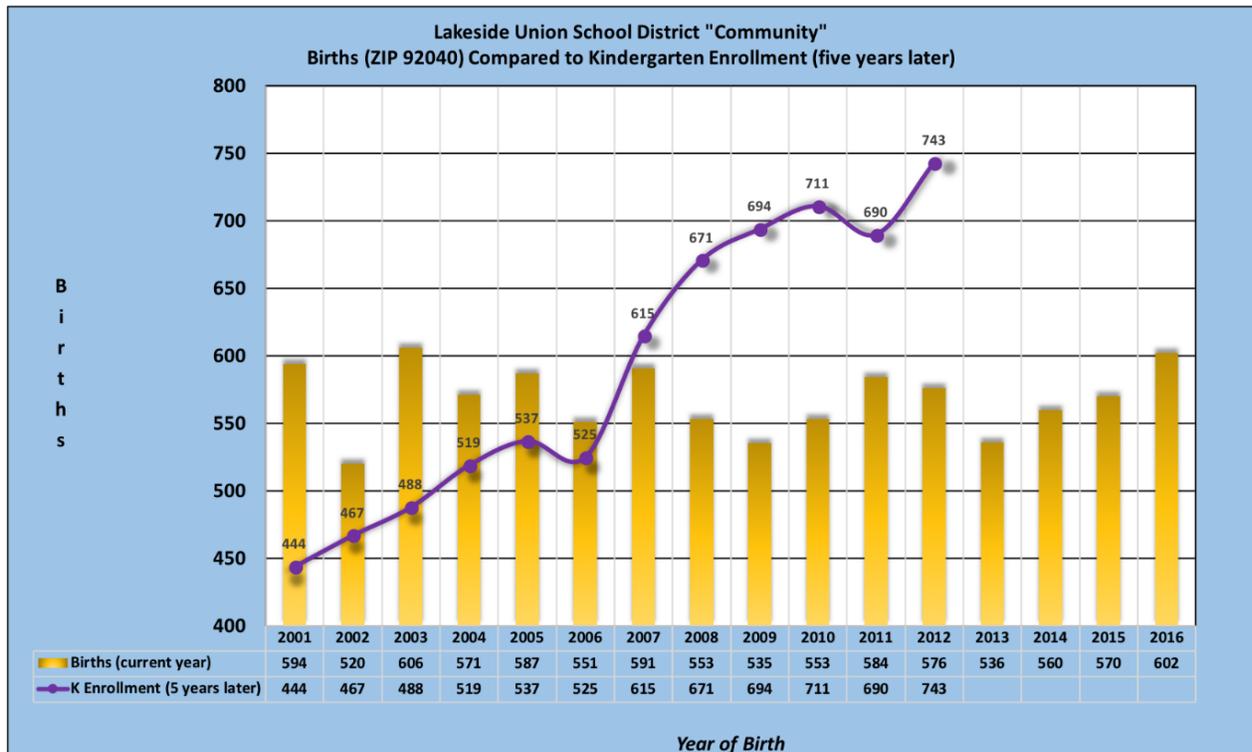
- State regulatory changes with respect to the age requirements for students choosing to enter Transitional Kindergarten;
- Increased “in-migration” – a trend that depicts the movement of families with children (or planning to have children) from other areas outside the District to within the District; and
- Programmatic changes such as the Eucalyptus Hills program that have contributed favorably to this trend.

The combination of these factors will continue to make accurate student enrollment projections more complicated.

Figure 3a: Table of Number of Births, ZCTA 92040 Compared to TK/Kindergarten Enrollment

Birth Year	Births	Increase/Decrease	Kinder Year	K Enrollment	Ratio of Births to K
2001	594	N/A	2006	444	74.7%
2002	520	(12.5%)	2007	467	89.8%
2003	606	16.5%	2008	488	80.5%
2004	571	(5.8%)	2009	519	90.9%
2005	587	2.8%	2010	537	91.5%
2006	551	(6.1%)	2011	525	95.3%
2007	591	7.3%	2012	615	104.1%
2008	553	(6.4%)	2013	671	121.3%
2009	535	(3.3%)	2014	694	129.7%
2010	553	3.4%	2015	711	128.6%
2011	584	5.6%	2016	690	118.2%
2012	576	(1.4%)	2017	743	129.0%

Figure 3b: Chart of Births to TK/K Student Population (five years later)



ENROLLMENT

STATE ENROLLMENT PROJECTIONS

According to the Demographic Research Unit of the California Department of Finance, K-12 enrollment in California will decrease over the next five years from the 2016-17 certified K-12 enrollment level of 6,228,235 to 6,160,227 students by 2021-22 – a decrease of 1.1%.

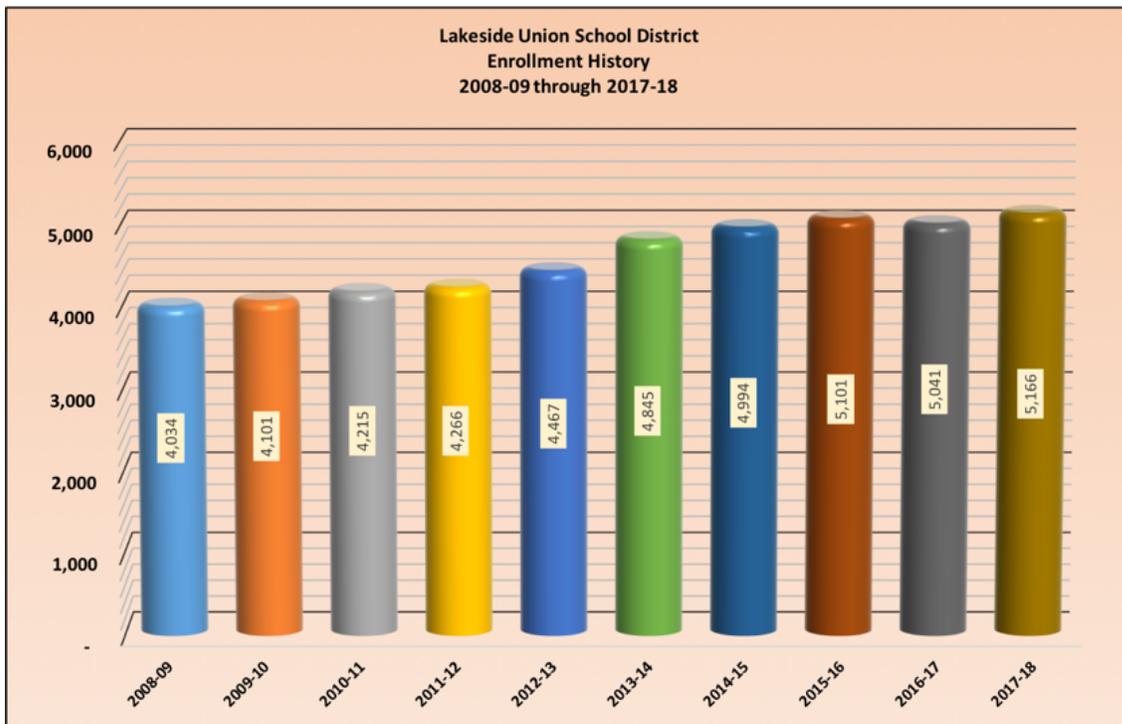
Kindergarten enrollment statewide is expected to continue to increase due to changes to the kindergarten age of admission as some students now qualify for a two-year kindergarten program.

Over the next five years, overall enrollment in San Diego County is anticipated to rise a modest 0.87%. This is a countywide number and individual results within Districts can vary because of a number of factors including births, residential development and in-migration.

Having said this, this document will rely on the individual demographic trends being observed within the District to more accurately project future enrollment levels.

LAKESIDE UNION SCHOOL DISTRICT ENROLLMENT HISTORY

As of the 2017-18 school year, the District is serving a population of 5,166¹ students at 9 schools. Over the past ten years, the District’s enrollment has steadily increased as illustrated in the Figure 4 below. The enrollment history by grade is shown in Figure 5; the enrollment history by school is shown in Figure 6; and the annual percent change in enrollment by school is shown in Figure 7.



¹CALPADS Certified Data for the 2017-18 school year

Figure 4: Ten-Year Enrollment History

As is reflected in Figure 4, the District's enrollment has steadily increased over the ten-year period by 1,123 students or 27.8%.

GRADE LEVEL AND SCHOOL SITE ENROLLMENT HISTORY

While various grade levels have shown sporadic declines from year to year (noted in Red), there continues to be evidence of increases at many of the grade levels over the last five years. Also, as would be expected, the same general increasing enrollment trend exists within the District's various schools as reflected in Figures 4 and 5.

Figure 5: Ten-Year Enrollment History by Grade Level

GRADE	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18 ¹
K	488	519	537	525	615	671	694	711	690	743
1	484	491	526	533	517	666	616	589	571	558
2	408	471	491	501	532	560	634	606	585	557
3	443	424	467	466	508	577	569	616	581	588
4	423	443	415	477	466	496	571	561	580	559
5	402	427	452	417	490	481	497	536	537	569
6	426	393	440	461	409	491	481	490	529	569
7	450	443	408	435	465	434	514	481	498	533
8	462	450	443	415	441	469	418	511	470	490
9	13	6	10	5	0	0	0	0	0	0
10	14	13	4	7	6	0	0	0	0	0
11	10	9	11	10	9	0	0	0	0	0
12	11	12	11	14	9	0	0	0	0	0
TOTAL	4,034	4,101	4,215	4,266	4,467	4,845	4,994	5,101	5,041	5,166

RED Denotes a decrease from the prior year. ¹Based on 2017-18 certified CALPADS data (Charter schools not included)

Figure 6: Ten-Year Enrollment History by School

School	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Eucalyptus Hills ES	0	0	0	0	0	0	109	106	119	112
Lakeside Farms ES	467	498	540	561	655	682	666	668	632	670
Lakeview ES	598	590	584	583	638	689	706	715	708	724
Lemon Crest ES	489	530	552	526	648	635	589	589	577	575
Lindo Park ES	537	534	529	505	566	580	566	545	503	510
Riverview ES	409	474	500	548	494	680	577	622	637	615
Winter Gardens ES	153	153	191	203	124	185	368	374	368	365
Lakeside MS	578	622	638	700	778	860	816	866	791	872
Tierra del Sol MS	744	656	641	598	533	530	595	613	703	719
NPS	6	2	4	5	8	4	2	3	3	4
TOTAL	3,981	4,059	4,179	4,229	4,444	4,845	4,994	5,101	5,041	5,166

Figure 7: Percent Annual Change in Enrollment from Prior Year, by School

LAKESIDE UNION SCHOOL DISTRICT

School	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
Eucalyptus Hills ES	N/A	N/A	N/A	N/A	N/A	N/A	(2.8%)	12.3%	(5.9%)
Lakeside Farms ES	6.6%	8.4%	3.9%	16.8%	4.1%	(2.3%)	0.3%	(5.4%)	6.0%
Lakeview ES	(1.3%)	(1.0%)	(0.2%)	9.4%	8.0%	2.5%	1.3%	(1.0%)	2.3%
Lemon Crest ES	8.4%	4.2%	(4.7%)	23.2%	(2.0%)	(7.2%)	0.0%	(2.0%)	(0.3%)
Lindo Park ES	(0.6%)	(0.9%)	(4.5%)	12.1%	2.5%	(2.4%)	(3.7%)	(7.7%)	1.4%
Riverview ES	15.9%	5.5%	9.6%	(9.9%)	37.7%	(15.1%)	7.8%	2.4%	(3.5%)
Winter Gardens ES	0.0%	24.8%	6.3%	(38.9%)	49.2%	98.9%	1.6%	(1.6%)	(0.8%)
Lakeside MS	7.6%	2.6%	9.7%	11.1%	10.5%	(5.1%)	6.1%	(8.7%)	10.2%
Tierra del Sol MS	(11.8%)	(2.3%)	(6.7%)	(10.9%)	(0.6%)	12.3%	3.0%	14.7%	2.3%
NPS	(66.7%)	100.0%	25.0%	60.0%	(50.0%)	(50.0%)	50.0%	0.0%	33.3%
TOTAL	2.0%	3.0%	1.2%	5.1%	9.0%	3.1%	2.1%	(1.2%)	2.5%

ENROLLMENT PROJECTIONS

INCREASING ENROLLMENT

The last few years have witnessed a steady increase in the District’s population – rising from 4,034 students in 2008-09 to 5,166 students (unofficially) in 2017-18. This increase can likely be attributed to several factors including:

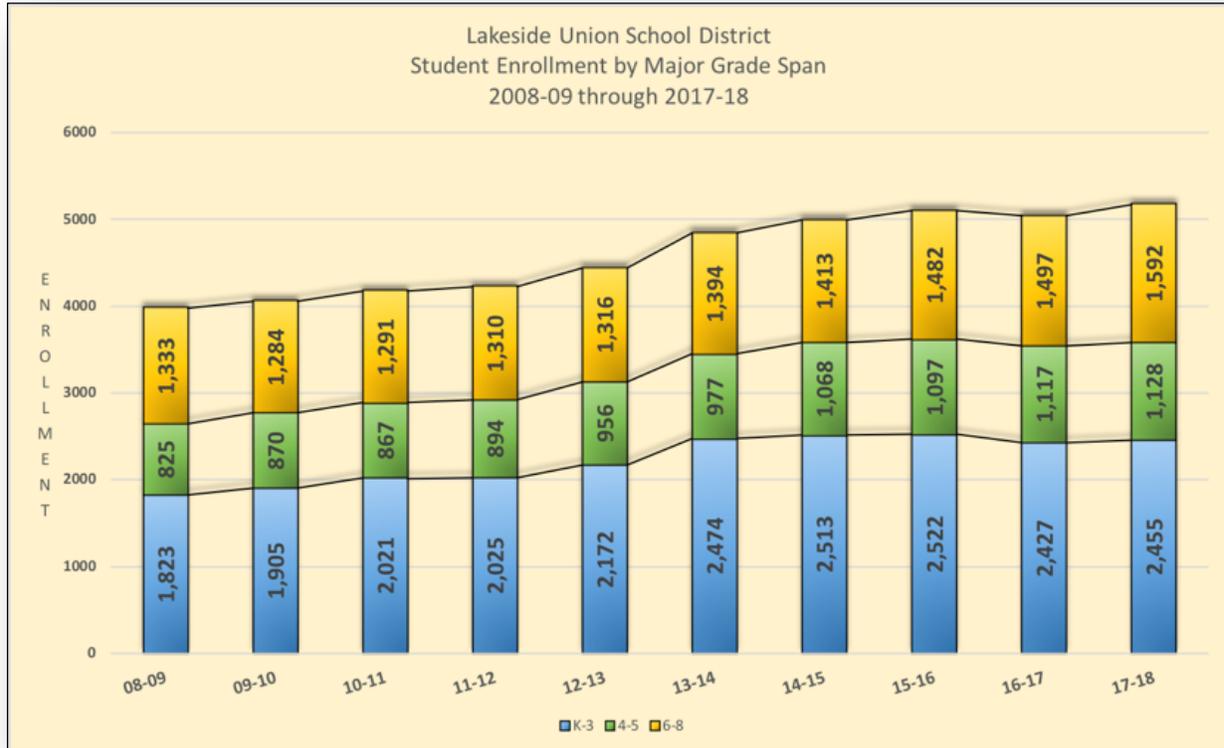
- Increases in population within the Lakeside “community”
- A reduction in the median age in the region – potentially accounting for a sustained level of births
- “In-migration” as is reflected in cohort survival rates often exceeding 100%
- Policy and programmatic changes including the establishment of the “Eucalyptus Hills” program
- Statutory modifications at the state level with respect to the minimum age for TK/K enrollment

Before discussing both the methodology as well as the details of the 10-year enrollment projections for Lakeside Union SD, there are a number of demographic assumptions that have been incorporated into the multi-year enrollment projections.

GRADE SPAN ENROLLMENTS

As Figures 8 & 9 illustrate, there appeared to be a shift in the composition of the District’s student population between the 2012-13 school year and the 2013-14 school year that has continued to the present. The population in grade span TK-3 increased both in the actual number of students enrolled as well as the proportion of that population to the total as is seen in Figure 9. In the 2012-13 school year, the TK-3 population was 2,172 and grew to 2,474 for the 2013-14 school year. That represented an increase of 302 students or 13.9%. At the same time, this same grade span grew from 48.9% of the Lakeside Union SD student population in 2012-13 to over 51% of the population in the subsequent year.

Figure 8: History of Enrollment by Grade Span



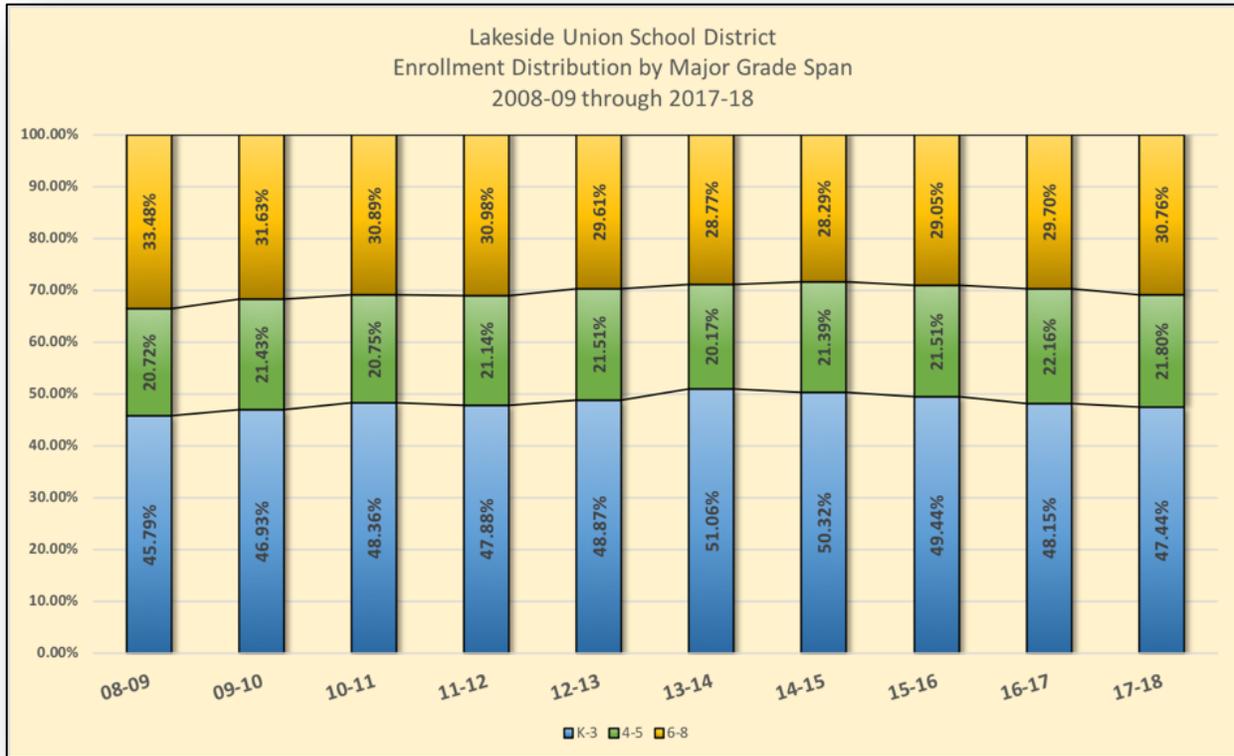
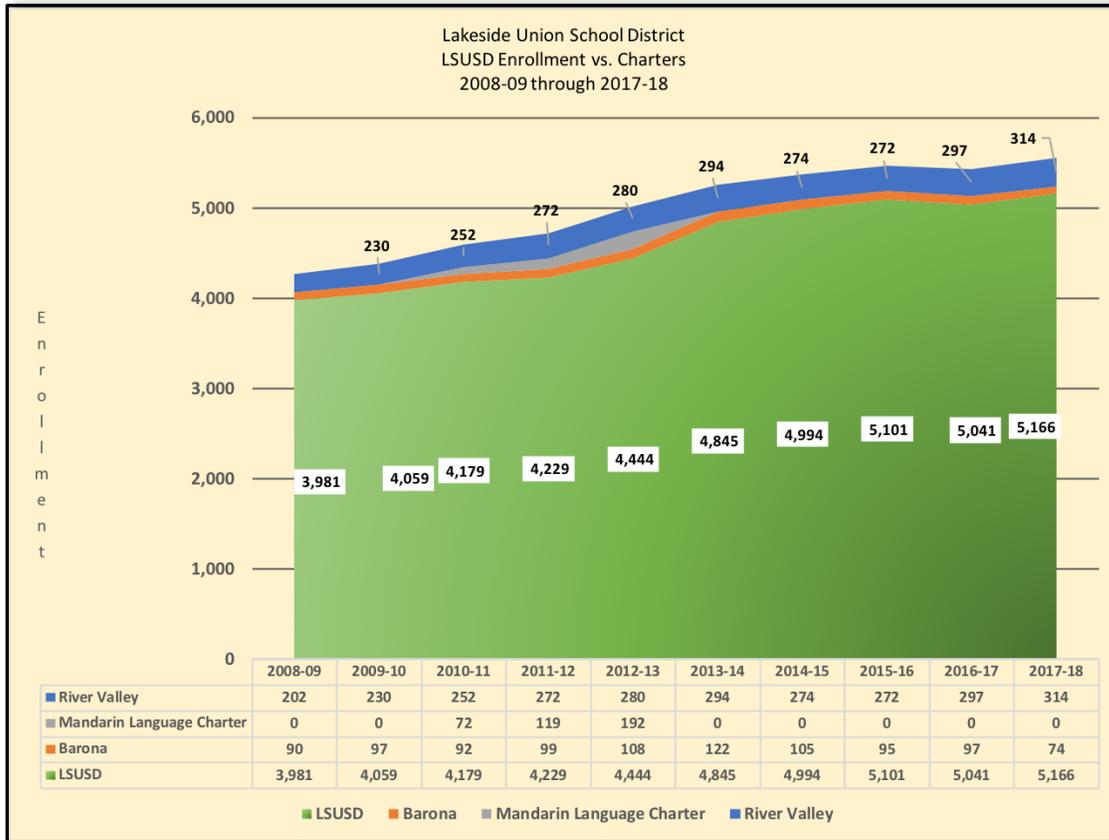


Figure 9: Proportion of Grade Spans to Total District Enrollment

CHARTER SCHOOL POPULATION

Figure 10 illustrates the size of the various student populations in the Lakeside area. While the population of the District has grown, the population of the River Valley Charter has grown as well.

Figure 10: Comparative Enrollment Counts at the District and Charter Schools



ENROLLMENT PROJECTIONS

EH&A’s enrollment projections for the District are the result of a complex set of trends over the next 10 years. The last three years have witnessed a decrease in cohort survival percentages which might suggest a trend toward declining enrollment. On the other hand, if we go back five years, there is a more optimistic pattern and trend related to enrollment. As a result, much depends on whether the last three years’ enrollment patterns persist; or there is a return to more distant trends. That disparity in the trends, and their resultant impact on enrollment projections are illustrated in Figures 13 and 14. If trends over only the last three years continue, the District will likely witness a very gradual decline in enrollment. If the enrollment patterns more greatly resemble the overall trends of the last five years (which then include significant positive trends in cohort survival percentages) the enrollment projections will be more favorable for the District; potentially increasing

enrollment. These patterns will also be greatly affected by changes in birth patterns or substantial increases in “in-migration” within the District’s boundaries.

The area’s population growth will also remain somewhat contingent upon both residential development and land use policies promulgated by the various local and regional governing bodies as well as the health of both the local and state economy. Together these factors will continue to make assessing future enrollment trends more complex.

ENROLLMENT PROJECTION METHODOLOGY

The methodology used to project enrollment for the District’s K-8 population is referred to as the “grade progression, cohort survival” method. This process involves mathematically “moving” each student up one year, while at the same time recognizing that 100% of a one grade’s cohort does not automatically ascend to the next higher grade in the subsequent year. The “survival” of the cohort from year to year is typically dependent upon a series of factors including family relocations, inter-district transfers and movements to and from charter schools, etc.

The method EH&A employs does not use “matched” data – that is, it does not follow a particular student; but does recognize that there are historical trends that can be measured and tracked to identify the percentage of students in one particular grade that progress on to the next grade.

Several assumptions were made in the development of the enrollment projections presented in Figures 13 and 14. These assumptions include:

- Official enrollment data for the 2017-18 year was extracted from the CALPADS system.
- Birth rates are expected to remain relatively flat hovering in the mid-500’s throughout the projection period which should positively contribute to the District’s enrollment levels going forward.
- Within the grade progression, cohort survival projection model, four different mathematical techniques were employed:
 - ❖ One method uses a three-year moving average of student “survival” rates; and,
 - ❖ A second method uses a five-year moving average of “survival” rates
- Within each of both the three-year and five-year averages used, two different approaches were employed:
 - ❖ The use of a three- and five-year weighted average (i.e., the most recently completed year in either the three- or five-year average is weighted more heavily than the preceding year; and so forth); and,
 - ❖ The use of a three- and five-year simple average (i.e., all years in both the three- and five-year period carry equal “weight”).

DISTRICT-WIDE ENROLLMENT PROJECTIONS FOR K-8 STUDENTS

COHORT SURVIVAL FACTORS

Four district-wide enrollment projections were calculated – two using a three-year moving average and two using a five-year moving average. Both the three-year and five-year averages are used in our calculations to better assess the impact of either recent; **or** more distant trends that can potentially skew underlying trends or patterns.

As is noted in Figures 13 and 14, the enrollment projections using the 5-year simple average yielded the highest of the four enrollment projections while the projections using the 3-year simple average yielded the lowest. A closer inspection of the raw data (Figure 11) reveals that cohort survival rates in years “current minus 3” and “current minus 4” were **higher** than those of the most recent three years – resulting in higher projection of future enrollment levels using the five-year model.

Figure 11 highlights both the cohort survival rate between the two grades identified as well as the net change in the student population (in parentheses) between the two grades.

Figure 11: Cohort Survival Rates Over the Past Five Periods

COHORT SURVIVAL RATES EXPRESSED AS A PERCENTAGE – K through 8

	Current minus 4	Current minus 3	Current minus 2	Current minus 1	Current Year
From/ To Grades	from 2012-13 to 2013-14	from 2013-14 to 2014-15	from 2014-15 to 2015-16	from 2015-16 to 2016-17	from 2016-17 to 2017-18
Kinder to 1st	108.3% (+51)	91.8% (-55)	84.9% (-105)	80.3% (-140)	80.9% (-132)
1st to 2nd	108.3% (+43)	95.2% (-32)	98.4% (-10)	99.3% (-4)	97.5% (-14)
2nd to 3rd	108.5% (+45)	101.6% (+9)	97.2% (-18)	95.9% (-25)	100.5% (+3)
3rd to 4th	97.6% (-12)	99.0% (-6)	98.6% (-8)	94.2% (-36)	96.2% (-22)
4th to 5th	103.2% (+15)	100.2% (+1)	93.9% (-35)	95.7% (-24)	98.1% (-11)
5th to 6th	100.2% (+1)	100.0% (0)	98.6% (-7)	98.7% (-7)	106.0% (+32)
6th to 7th	106.1% (+25)	104.7% (+23)	100.0% (0)	101.6% (+8)	100.8% (+4)
7th to 8th	100.9% (+4)	96.3% (-16)	99.4% (-3)	97.7% (-11)	98.4% (-8)

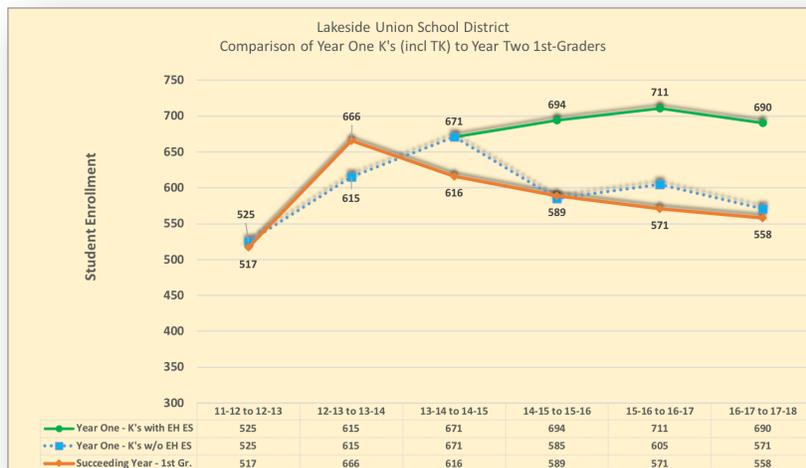
You will notice that some cohort survival rates may be in excess of 100%. This phenomenon is typically the result of “in-migration” – the movement of families with children from other areas into the District or possibly changes in programmatic offerings by the District that have resulted in a sudden and sometimes sustained increase in student population at a particular grade. In general, the cohort survival rates indicated in the chart above are typically the result of several factors including: the number of births; in-migration to, or out-migration from the District; policy changes with respect to new programs – either initiated or eliminated by the District; students leaving or

transferring out of the District; or losses due to charter schools. All of these factors will have an impact on student enrollment.

As EH&A analyzed the “grade progression, cohort survival” data, we identified a trend that appeared to begin with the 2014-15 school year. This is also the same time that the District initiated the TK program at Eucalyptus Hills Elementary School. A three-year average of the number of Lakeside kindergarten students moving on to first grade districtwide, reveals that there has been a 15.6% drop in the total population of students progressing between kindergarten and first grade. Specifically, out of a total kindergarten enrollment of 2,766 students encompassing the four years ending with the **2016-17** school year, the District’s first grade enrollment (after moving the students up one year and up one grade) for the four years ending **2017-18** was only 2,334 first-grade students. This represents a loss of enrollment over the four years of 432 students. This may be simply attributable to the increase in the TK population; but additional research by the District should be performed.

Figure 12: Comparison Year One TK/Ks to Year Two 1st Graders

Some portion of this loss is the result of TK students moving on to K rather than first grade; but



there remains a portion of the TK/K population leaving the District. Because “matched” data is not used to track individual students or develop our enrollment projections, further research may be necessary by the District to determine possible causes or reasons for this loss.

This trend in student loss between TK/K and first

grade has been incorporated into the enrollment projections contained in this document. The following table highlights the loss of students between TK/K and first grade as well as other cohort survival rates. The number listed in parentheses behind the percentage identifies whether there has been a gain or loss between years as students progressed through the District.

VARIATIONS IN PROJECTIONS USING THREE-YEAR AND FIVE-YEAR DATA TRENDS

As illustrated in Figure 13, there is a disparity between the projections using the five-year simple average and the projections using a three-year average. That is because in 2012-13 and 2013-14, the percentage of students progressing from one grade to the next grade was higher on both a

percentage and numerical basis. This percentage has been eroding over the past 3-4 years resulting in lower projections using three-year averages. There does not appear to be a clear reason for this erosion. The District should examine this phenomenon to determine if any action is necessary.

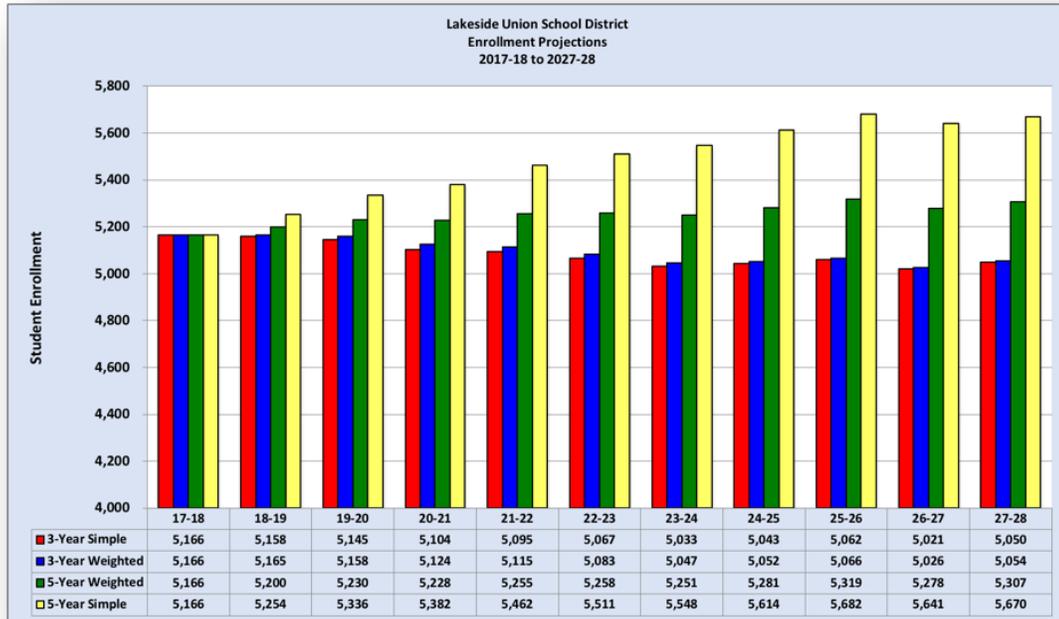


Figure 13: Lakeside Union School District, Ten-Year Enrollment Projections

The four districtwide enrollment projections are presented in Figure 13. Because of the relative sparsity of residential development, no student growth from residential development has been considered in the projections. Because of the methodologies used in developing school-by-school projections versus those employed in developing District-level projections, the sum of the enrollment projections by school (as represented in Figure 14) will not reconcile precisely with the Districtwide projections for any given year. Notwithstanding the above, the school-level projections are intended to be of use in the development of the LRFMP and its implications on existing District facilities.

As indicated in the Figure 13, the variance in projections range widely by the end of the 10-year projection horizon. Using a five-year simple average, the projection for 2027-28 is 5,670 students in the District. At the other end of the spectrum, the more conservative three-simple average yields an enrollment projection in 2027-28 of 5,050. As indicated previously, the reason for this wide variance is the result of trends in the past three years differing from the trends going back five years. While we have presented both a conservative set of enrollment projections as well as a more moderate set, the most likely scenario given this disparity is a midpoint between the two.

Figure 14 reflects enrollment projections by school for the same period as the Districtwide projections. Because these projections are calculated using the cohort survival rates for each school rather than the cohort survival rate for the District as a whole, the projection totals for all schools will not equal the total Districtwide enrollment projections and are more likely to be useful when calculating facility needs for each individual campus.

Figure 14: Lakeside Union School District, Enrollment Projections – By School

School	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28
Eucalyptus Hills ES	104	108	110	117	109	109	109	109	109	109
Lakeside Farms ES	668	661	653	669	671	657	670	671	676	675
Lakeview ES	711	703	697	694	700	694	698	698	696	688
Lemon Crest ES	566	568	577	596	596	594	598	598	596	589
Lindo Park ES	477	468	460	464	471	462	465	465	464	459
Riverview ES	600	611	609	613	613	613	613	613	613	613
Winter Gardens ES	352	350	361	375	371	358	358	358	358	358
Lakeside MS	874	860	864	837	818	832	831	849	839	881
Tierra del Sol MS	800	837	823	798	780	792	792	809	799	839
NPS	4	4	4	4	4	4	4	4	4	4
TOTAL	5,156	5,170	5,158	5,167	5,133	5,115	5,138	5,174	5,154	5,215

DEMOGRAPHIC/ENROLLMENT SUMMARY

- A decrease in the median age within the District’s “sphere of influence” from 2010 to 2016 as well as a relatively stable number of births has assisted the District in stabilizing enrollment levels. This stability will likely continue as long as those trends persist.
- The District’s TK program at Eucalyptus Hills has also worked to positively impact enrollment levels.
- While there appears to be scattered residential development in the area, the number of approved projects will likely have a minimal impact on future enrollment. Should there be an acceleration in the number and pace of residential development in the area, the impact on Lakeside Union SD’s population would obviously be positively impacted. The District should maintain an ongoing dialogue with local developers and revisit and review residential development plans annually to assess the viability, accuracy and timing of construction schedules. This review will inform and clarify future enrollment forecasts and will be instrumental in future facilities planning efforts.

- A shift in enrollment patterns and survival rates over the past five years and particularly the last three has had a negative impact on enrollment trends and has resulted in a disparity between the three-year and five-year cohort survival rates within the District. This “gap” has been carried forward and is reflected in the enrollment projections presented. The trend is particularly noticeable between kindergarten and first grade. While it is unclear as to the reasons for this erosion, this issue should be researched and analyzed to determine the causes and to decide whether any action is warranted by the District. This trend has been incorporated into the enrollment projections contained in this document.
- In Figure 13, the data depicts a wider-than-usual range of enrollment projections, particularly between the “five-year simple” average and the “three-year simple” average. This divergence is the result of the erosion in cohort survival rates over the past three years which has affected the three-year averages while having a significantly lesser impact upon the five-year averages. At this time, it remains difficult to determine whether the three-year data will continue to be a trend or will be viewed, in retrospect, as a short-term aberration and anomaly.
- The enrollment projections could also be affected by any number of unanticipated changes including both the condition of both local and state economies as well as further demographic changes within the District such as substantially increased or decreased immigration as well as changes in the amount and nature of residential or commercial development.
- Based on current trends and patterns as well as changes to District programs, the District can anticipate a flattening in enrollment levels through the projection period; but given the disparity between five-year trends and three-year trends, it is also possible that the District could experience gains in enrollment if the longer-term enrollment patterns reappear. Conversely, a persistence of current trends (over the past three years) could work negatively in reducing enrollment further. Close attention must be paid to these factors.

CLASSROOM CAPACITY ANALYSIS

The objective of a school capacity analysis is to evaluate current inventory and use of classroom spaces and to serve as a tool to guide the District in facility planning, student transfer policies and program expansion. The study can also serve as a basis of state eligibility for funding of school facility construction and modernization.

The capacity analysis can be the foundation for board policy and administrative regulations. This analysis should assist the board, superintendent and the District in exploring solutions in providing effective and permanent space to optimize the learning environment. It can also be used to develop policies and regulations identifying optimal enrollment capacities at each school site. Factors such as programs offered, academic standards, school safety, configuration and size of libraries, administrative, bathroom, physical education and other support facilities should be taken into consideration in establishing school site capacities.

In developing the capacity analysis, classrooms were identified and loaded utilizing state and District standards. EH&A worked closely with District staff in determining District standards. The capacity analysis counts all spaces that meet criteria pursuant to the California Department of Education (CDE) “Classroom Definition Policy” (March 19, 2009): larger than 700 square feet in size, built as a classroom and used as a teaching station for the last 5 years. Detailed information regarding site student capacity can be found in Exhibit C

Two criteria are fundamental to the calculation of capacity:

1. The criteria for determining what constitutes a classroom; and,
2. The “loading” factor per classroom (how many students in each classroom)

Figure 15: Criteria for Calculation of Classroom Inventory for State and District Capacity

	State Capacity Standard	District Capacity Standard
Classrooms >700 sq. ft.	Yes	Yes
<u>Add</u> Instructional Spaces that are:		
Shops	Yes	No
Science Labs	Yes	No
Computer Labs	Yes	No
Computer Classrooms	Yes	No
Closed School Classrooms	Yes	No
Used for Community Day School	Yes	No
SDC or Resource Spec.	Yes	Yes
<u>Exclude</u> spaces used for:		
Child Care/Pre-School	Yes	Yes
Adult Education	Yes	Yes
Classrooms leased to another District	Yes	Yes
Classrooms < 700 sq. ft.	Yes	Yes
Portables > 25% of total permanent Classrooms	Yes	No
Equals Total Inventory		

Figure 16: Comparison of Classroom Loading Standards

As Figure 16 illustrates there is also difference in the loading standards between the District and the State which will likely account for additional variances between capacity calculations.

Because of the differences highlighted in the tables above, capacity calculations vary when using the state standards versus using the District standards. The tables above illustrate the differences in the criteria used in the various capacity calculations.

To meet the needs of the future enrollment in the District, EH&A recommends the District conduct an annual review of this capacity analysis and the administrative regulation addressing enrollment and capacity. As population shifts occur within the District or a need for boundary changes occurs, this analysis can prove to be quite useful in assessing facilities’ impacts to all stakeholders. In addition, changes to special programs as well as changes in student enrollment can be better evaluated after using the capacity study to assess and evaluate classroom configurations and utilization.

CALCULATING CLASSROOM CAPACITY

District classroom capacity has been calculated using two different “loading” standards – the State’s and the District’s. The state standards for existing school district building capacity and classroom loading are outlined in Education Code §17071.10-17071.46 and State Allocation Board (SAB) regulations §1859.30 through §1859.35. This capacity data forms the basis for determining a district’s eligibility to obtain funding from the various state School Facility Programs (SFPs), including modernization and new construction projects.

STATE CAPACITY

Capacity under State eligibility standards is determined by calculating Gross Classroom Inventory and then reducing this count for specific classrooms as defined in code, including preschool classrooms; adult education centers; classrooms owned but leased to another district; and then adjusted by the number of portables in excess of 25% of the total permanent classrooms.

	Classroom Loading Standards	
	State (SAB)	District – Current
K - 3	25	24
Grades 4-5 Regular	25	29
Grades 6-8 Regular	27	28
Spec. Ed/Non-Severe	13	14
Spec. Ed/Severe	9	8

Those remaining available classrooms are loaded at the state loading standards in the

column labeled State. Using the State’s eligibility standards with respect to identifying classrooms;

and using the State’s “loading” standards, the District has 165 permanent and 82 portable classrooms for a total of 247 with a capacity of 6,147 students.

Figure 17: Classroom Count Comparison

Lakeside USD - 2017-18	State Standard			District Program Standard		
	Number of Classrooms			Number of Classrooms		
	Permanent	Portable	Total	Permanent	Portable	Total
Elementary School						
Eucalyptus Hills ES	6	0	6	5	0	5
Lakeside Farms ES	16	16	32	15	11	26
Lakeview ES	20	13	33	19	12	31
Lemon Crest ES	22	8	30	22	5	27
Lindo Park ES	20	9	29	20	6	26
Riverview ES	20	10	30	19	8	27
Winter Garden ES	6	10	16	4	7	11
Subtotal Elementary	110	66	176	104	49	153
Middle School						
Lakeside MS	25	9	34	24	7	31
Tierra del Sol MS	30	7	37	29	4	33
Subtotal Middle	55	16	71	53	11	64
Total Classrooms	165	82	247	157	60	217

DISTRICT CAPACITY

In very much the same way that capacity is calculated using State standards, it is also calculated using District standards which are quite often different numbers. These variations occur because both the classroom counts and the loading standards vary within these two results. Figure 15 pointed out that the District may use available space that the State calls a classroom for other than a teaching station.

Using the District’s standards as to what constitutes a classroom; and loading those classrooms according to District standards, the District has 157 permanent and 60 portable classrooms that yield a total capacity of 5,523 students.

Figure 18: Comparison of Capacity to Enrollment

Lakeside USD - 2017-18	State Capacity	District Program Capacity	District Enrollment [1] 2017-18
Elementary School			
Eucalyptus Hills ES	150	120	112
Lakeside Farms ES	776	639	670
Lakeview ES	813	779	724
Lemon Crest ES	714	658	575
Lindo Park ES	701	639	510
Riverview ES	750	708	615
Winter Garden ES	400	264	365
Subtotal Elementary	4,304	3,807	3,571
Middle School			
Lakeside MS	890	840	872
Tierra del Sol MS	953	876	719
Subtotal Middle School	1,843	1,716	1,591
Totals	6,147	5,523	5,162

STATE AND DISTRICT CAPACITY SUMMARY 2017-18

In summary, Figure 18 illustrates both the elementary and middle school grade levels have capacity for additional students. But upon a deeper probe, the data would reveal that the excess of capacity is the historic reliance by the District's on portable classrooms to address facilities needs. As Figure 17 points out, the District utilizes 60 portables throughout its campuses. If portable classrooms were eliminated from capacity calculations based on District standards, available capacity would shrink by anywhere between 1,500 and 1,700 "seats".

FACILITIES ASSESSMENT & PROJECT PRIORITIZATION PROCESS

The scope of services for the LRFMP includes a facility needs assessment to help identify priority projects at District school sites. EH&A worked closely with District leadership and staff including the Superintendent; Assistant Superintendent of Business Services; Director, Maintenance Operations, Transportation as well as other District management members to conduct workshops, review documents and interview District staff. Through this interactive assessment effort 415 projects were identified and ranked which including 68 priority projects as identified by the site teams. Of those 68 projects, 35 received at least one vote as a project for further consideration. In addition, in March 2017, the District commissioned the San Diego County Office of Education (SDCOE) to develop a Long-Range Maintenance Master Plan (LRMMP). The LRMMP (included as Exhibit F) provided valuable information and created a starting point for the development and creation of this document – the LRFMP.

BACKGROUND

EH&A held meetings with Assistant Superintendent of Business Services, Erin Garcia and Director, Maintenance, Operations and Transportation Facilities (MOT), Todd Owens between October 2017 and February 2018. The goals and scope of the LRFMP were discussed and identified and the condition of existing facilities and need for facility improvements were generally discussed.

EH&A met with Erin Garcia and Todd Owens to begin assessing District facilities. The process of facility evaluation included meeting with stakeholders to ensure that the broader community's concerns were heard and considered as well as developing a process to prioritize which projects would be of most benefit to each campus and to the District.

PROCESS

EH&A reviewed many documents, including:

- The LRFMP (2016-2021)
- Site Profile Worksheets (Exhibit D)

- New Construction Eligibility Documents (2013)
- District Summary of Actual and Estimated Modernization Funding (2013)
- Other data provided by the District

EH&A contacted the Assistant Superintendent of Business Services, Erin Garcia and MOT Director, Todd Owens to obtain detailed information concerning the District's needs for educational infrastructure and informational technology improvements.

Based on EH&A's review of documents and interviews EH&A prepared Site Profile Sheets (Exhibit C). Sheets were generated for all District support as well as campus wide projects.

Projects were prioritized and organized into the following categories:

- Health & Safety
- Classroom Modernization
- Support Facilities
- Athletic Facilities
- Playing Fields
- Site Modernization
- Technology
- New Construction

Site Profile Sheets (See Exhibit D) were also generated for the District Office, Maintenance and Operations (M&O), Transportation, Food Service, Technology, Science, Extended Student Services (ESS), as well as the Lakeside Early Advantage Preschool Program (LEAPP).

On November 1, 2017, EH&A conducted a meeting of the Superintendent's Facility Advisory Committee consisting of District administrators, site principals, teachers, classified staff, parents and students. The meeting's purpose was to explain the master planning process; the importance of obtaining input from site leadership; and the establishment of parameters for collecting information about each site's facility conditions, needs and concerns. As a result of this initial meeting, sites developed a list of 415 potential needs and concerns with respect to the facilities of the District. These projects were then transferred to Profile Sheets distinguished by site.

EH&A continued to revise the Site Profile Sheets based on the November 1, 2017 meeting as well as meetings conducted on January 31, 2018 and February 28, 2018. The revised Site Profiles Sheets were then distributed to site leadership. At the request of the Assistant Superintendent of Business Services site leadership was asked to solicit additional input from school site stakeholders including other certificated and classified staff as well as parent leaders to further identify and refine

the list of recommended priority needs for each campus. Information obtained by the site leadership was then conveyed to EH&A with the Site Profile Sheets being updated accordingly.

FACILITY COMMITTEE – PRIORITIZATION PROCESS

On February 28, 2018, EH&A met with the Superintendent’s Facility Advisory Committee to engage in an exercise to develop recommendations as to the prioritization of each site’s facility improvements as well as developing a District-wide priority list. This ranking exercise, referred to as the “dot” exercise, involved listing all major projects on poster paper by school site.

Prior to any ranking, each site team was asked to deliberate amongst themselves and identify the five (5) highest priority projects for their site and to post their selection on poster paper. Subsequently, a spokesperson for each site addressed the entire committee and advocated for their site’s respective five projects and why they felt that it had been designated as “high priority” by their site team (see accompanying photos).

Each member of the committee was then provided colored “dots”. These colored dots were used as the voting mechanism to rank projects. Each participant could vote for their own site’s projects; but were also given dots that had to be placed on other sites’ priority list. These dots were used to generate a “forced ranking” of all projects that the entire committee felt were of greatest importance to the District.

The total point values assigned by the group through the “dot” exercise were later tallied and included in the Site Profile Sheets. A matrix displaying the voting results of this meeting and the results of this facility needs assessment are depicted in Figure 19 as well as in Exhibit D.

PRIORITIZING DISTRICT PROJECTS

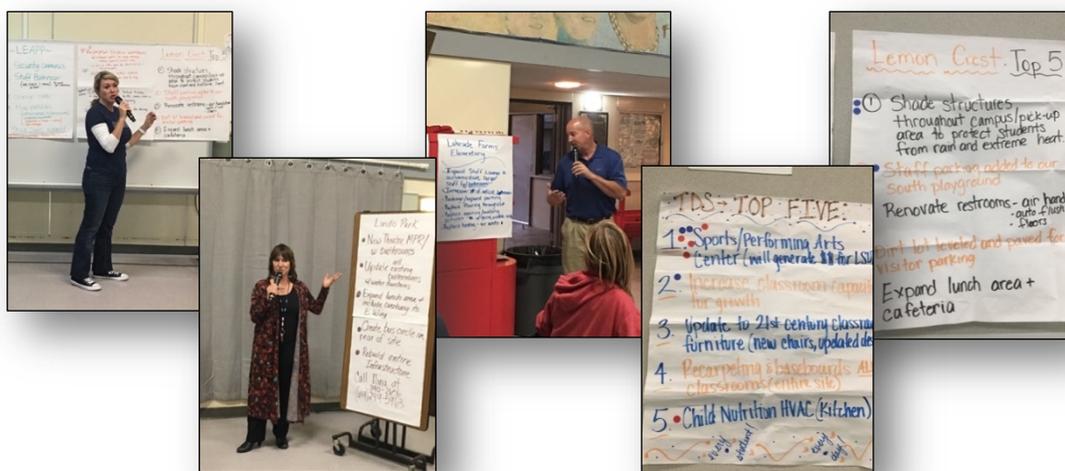


Figure 19: Facility Needs Assessment – Highest Priority and Points Assigned

Campus	Total Projects	Total Dot Points	Number of Projects w/ Dots	Highest Number of Points to One Project	Project with Highest Ranking for the Site
Food Service	10	9	2	6	Repurpose or Renovate Central Kitchen
Lindo Park	34	7	3	5	New Theater
Tierra del Sol	29	7	2	6	Sports & Performing Arts Center
ESS	12	6	4	2	HQ – HVAC and New Windows
				2	EH – Own Center
Eucalyptus	50	5	2	3	Pave & Stripe Parking Lot
Lakeside Farms	44	5	3	3	Redesign and expand Parking
Lakeview ES	27	4	4	1	Improve Video Surveillance
Riverview	26	4	2	3	Pave Lower Lot
Lakeside MS	31	4	3	2	Security Needs
LEAPP	17	4	2	2	Staff Restrooms
				2	New Portables Student and Staff
Lemon Crest	32	3	2	2	Shade Structures
Winter Gardens	30	3	2	2	Shade Structures
District Office	9	2	1	2	Repurpose Historical Warehouse
M&O	26	2	1	2	New Building & Shop with Professional Tools
Transportation	26	2	1	2	New Buses with A/C
Technology	10	1	1	1	Classroom SMART Boards
Science	2	0	0	0	N/A
Total	415	68	35		

FACILITIES ASSESSMENT – CONCLUSION

Through the process of the discussion, assessment, deliberation and prioritization, 415 District projects were identified. The prioritization process resulted in the identification of 68 individual high priority projects throughout the District. The “dot exercise” resulted in the Committee developing a high priority project list containing a total of 35 projects that received at least one vote during the prioritization process.

To conclude the planning process, it will be necessary for the District to engage in the next phase of the planning process to narrow down the list of needs; establish preliminary cost estimates and to establish Board priorities for facility improvements taking into account the recommendations of the facility committee process.

Because cost estimates have not yet been developed for the projects identified on the Site Profiles, District priorities may shift once projects are priced for construction. In the absence of project funding, developing cost estimates and establishing an Initial Planning Budget should be considered as the next step.

On a separate note, through the prioritization process, a consensus emerged suggesting the greatest need for the District is to repurpose/renovate the Central Kitchen. Other top priorities included a new sports and performing arts center; new theater technology upgrades; security upgrades; restroom upgrades; HVAC, shade structures and increases in parking.

The Site Profile Sheets which are contained in an Exhibit within this document will continue to provide valuable information to District leadership and staff as an assessment of funding sources is developed.

FUNDING ALTERNATIVES

The information in this section identifies a variety of funding mechanisms that may be available to the District as resources to fund improvements to existing facilities and/or construction of new facilities within the District.

SCHOOL DISTRICT PARTICIPATION IN THE STATE SCHOOL FACILITY PROGRAM (SFP)

The recently-approved Kindergarten through Community College Public Education Facilities Bond Act of 2016 (Proposition 51) authorizes \$7 billion in state general obligation bonds for K-12 schools. The state had not passed a bond since 2006 and these funds are critically needed.

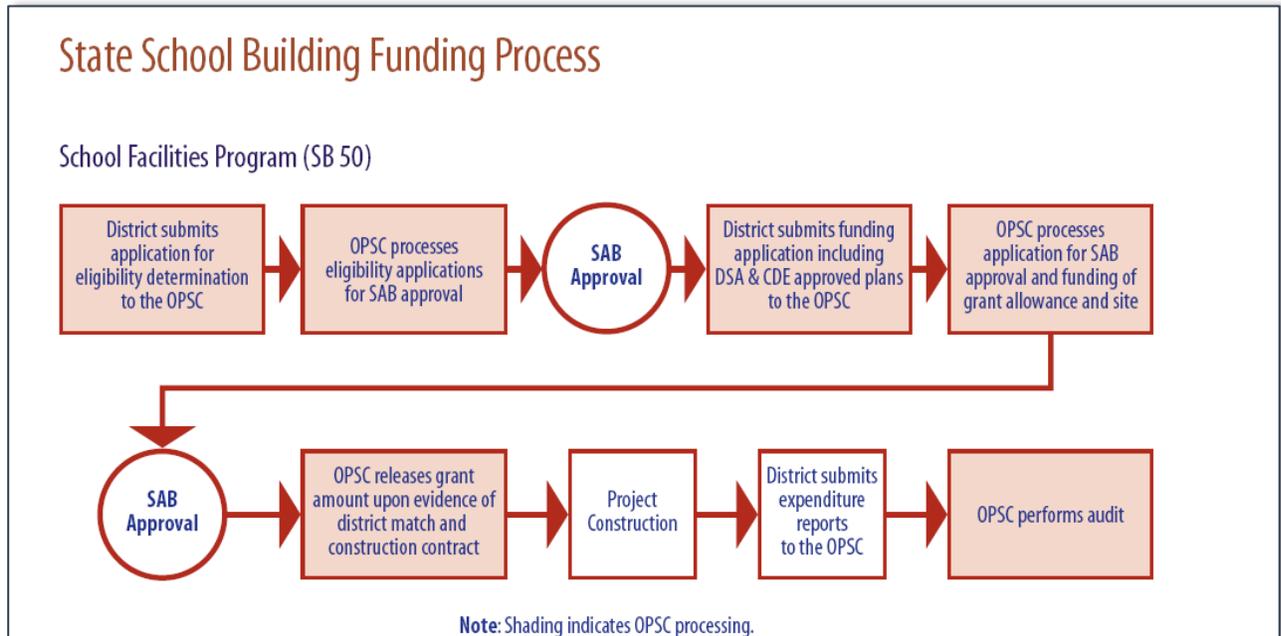
This measure preserves the current Leroy F. Greene School Facilities Program's major elements. This measure will provide matching funds to K-12 school districts and charter schools for new construction, modernization, hardships and emergencies. The measure provides \$3 billion for new construction; \$3 billion for modernization; \$500 million for Career Technical Education (CTE) and \$500 million for Charter Schools.

The SFP is a per pupil grant program providing funding for new construction on a 50/50 state/local basis and for modernization on a 60/40 state/local basis. The District can participate in both the 50/50 new construction and 60/40 modernization programs after establishing baseline eligibility. The process is shown in Figure 20.

Baseline eligibility for new construction is based upon the number of "un-housed" students projected at the end of five years. Eligibility is established by completing the following State Allocation Board forms: **Enrollment Certification/Projection SAB 50-01**; **Existing Building Capacity SAB 50-02**; and **Eligibility Determination SAB 50-03**. Eligibility is essentially determined by subtracting the number of students housed in existing classrooms from the five-year projected enrollment.

The calculation of students housed uses the state "loading" standard of 25 students/classrooms for grades K-6. The five-year projected enrollment calculates utilizes a "grade progression, cohort survival" methodology. This involves tracking historical trends of enrollment levels between grades and projecting these trends forward. It must be noted that an application for funding requires that the District receive prior approval of plans and specifications from the California Department of Education (CDE) and the Division of the State Architect (DSA).

Figure 20: State School Building Funding Process



Source: Office of Public School Construction

DISTRICT PARTICIPATION IN THE STATE SCHOOL FACILITY PROGRAM

The District has historically been successful in pursuing state funding. Between 1999 and 2013, the District received \$8,208,162 in SFP funding for new construction and modernization projects

Based on data from EH&A research, records with the Office of Public School Construction (OPSC) indicate the District has potential eligibility for up to \$ \$8,490,936 in matching state funds in modernization funding (Figure 21). An evaluation of local District and state records may determine additional eligibility for new construction.

Figure 21: Lakeside Union School District, State School Facility Program Eligibility

Possible State Modernization Funding at Eligible Sites											
Site	Number of Eligible Pupil Grants	Base Grants	SDC Severe ⁶⁾	SDC Non-Severe ⁶⁾	Automatic Fire Detection/Alarm System ⁶⁾	Automatic Fire Detection/Alarm System – SDC Severe ⁶⁾	Automatic Fire Detection/Alarm System – SDC Non-Severe ⁶⁾	Over 50 years ⁶⁾	Over 50 years – SDC Severe ⁶⁾	Over 50 years – SDC Non-Severe ⁶⁾	Total Value of Eligible Grants
Eucalyptus Hills	25	\$ 4,228	\$ 13,475	\$ 9,015	\$ 137	\$ 378	\$ 253	\$ 5,874	\$ 18,721	\$ 12,519	\$ 267,970
Lakeside Farms	275	\$ 4,228	\$ 13,475	\$ 9,015	\$ 137	\$ 378	\$ 253	\$ 5,874	\$ 18,721	\$ 12,519	\$ 1,324,970
Lakeview	175	\$ 4,228	\$ 13,475	\$ 9,015	\$ 137	\$ 378	\$ 253	\$ 5,874	\$ 18,721	\$ 12,519	\$ 739,900
Lemon Crest	577	\$ 4,228	\$ 13,475	\$ 9,015	\$ 137	\$ 378	\$ 253	\$ 5,874	\$ 18,721	\$ 12,519	\$ 2,791,141
Lindo Park	225	\$ 4,228	\$ 13,475	\$ 9,015	\$ 137	\$ 378	\$ 253	\$ 5,874	\$ 18,721	\$ 12,519	\$ 1,167,660
Riverview	200	\$ 4,228	\$ 13,475	\$ 9,015	\$ 137	\$ 378	\$ 253	\$ 5,874	\$ 18,721	\$ 12,519	\$ 845,600
Winter Gardens	175	\$ 4,228	\$ 13,475	\$ 9,015	\$ 137	\$ 378	\$ 253	\$ 5,874	\$ 18,721	\$ 12,519	\$ 739,900
Lakeside Middle	0	\$ 4,472	\$ 13,475	\$ 9,015	\$ 137	\$ 378	\$ 253	\$ 6,212	\$ 18,721	\$ 12,519	\$ -
Tierra del Sol Middle	175	\$ 4,472	\$ 13,475	\$ 9,015	\$ 137	\$ 378	\$ 253	\$ 6,212	\$ 18,721	\$ 12,519	\$ 881,765
(Based on eligible pupil grants times base grants only; all other potential grants require confirmation/calculation; this is an estimate for planning) - TOTAL											\$ 8,490,936
Possible State New Construction Funding											
Site	Number of Eligible Pupil Grants	Base Grants	SDC Severe	SDC Non-Severe							Total Value of Eligible Grants
District	UNKNOWN ⁷⁾	\$ 11,104	\$ 31,202	\$ 20,867							\$ -
Total											\$ -
Total Estimated and Potential Value of New Construction and Modernization Potential Funding											\$ 8,490,936

Source: Office of Public School Construction Remaining Eligibility, Modernization and New Construction and 1/25/2017 Grant Amount Adjustments

Notes:

- 1) Values are based on current Grant Amounts
- 2) Calculations are preliminary for planning purposes only; fire detection and 50 year grants are not calculated at this time
- 3) EH&A will evaluate sites for potential additional eligibility and funding
- 4) Modernization eligibility uses current year enrollment minus 2002 SAB 50-03 grants received as potential estimated grants
- 5) Confirmation of eligibility will be based on regulations at time of submittal
- 6) Not added in "Total Value of Eligible Grants"
- 7) Unknown - pending evaluation of SAB 50-01 and adjustment to baseline by OPSC staff (50-01 update being submitted 7/13/2017)

PROPOSITION 39 (CALIFORNIA CLEAN ENERGY JOBS ACT)

Proposition 39 was overwhelmingly approved by California voters to provide funding for energy efficiency projects in schools, expand clean energy generation and create clean energy jobs in California. Proposition 39 was anticipated to transfer an estimated \$550 million in new revenue over five years to fund projects for K-12 public schools, charter schools, county offices of education and community colleges.

The California Energy Commission (CEC) adopted final program guidelines on December 19, 2013. Handbooks, forms, calculators and additional guidance were released on January 31, 2014. The guidelines were designed to help achieve the outcomes specified in the act and included instructions for submitting energy project expenditure plans to the CEC for approval. Guidelines also included details on how the CDE would release funds. EH&A followed the developments and participated in discussions at the local and state level for this program.

[Proposition 39 Allocations](#) remain available on the CDE website. Every year CDE evaluated the revenue generated by a tax imposed on corporations that had left California but continued to do business in the state. That revenue (corporate tax) remains the source for Prop 39 funding. The

various years allocated to the District in the amount of \$1,124,597 that is reflected in the graphic below. (Figure 22).

Figure 22: Award Allocation for Prop 39

Local Educational Agency	Energy Expenditure Plan (EEP) Amount Approved**	2013-14	2014-15	2015-16	2016-17	2017-18	TOTALS					
							Award Allocation	Total Award Allocation				
Lakeside Unio	\$889,537	\$199,616	\$190,475	\$178,766	\$285,082	\$270,658	\$1,124,597	\$130,000	\$889,537	\$0	\$105,060	\$0

BUILDING FUND, FUND 21

This fund exists primarily to account separately for proceeds from the sale of bonds and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the fund are proceeds from the sale or lease-with-option-to-purchase of real property and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board.

The principal revenues and other sources in this fund include:

- Rentals and Leases
- Interest
- Proceeds from the Sale of Bonds
- Proceeds from the Sale or Lease/Purchase of Land and Buildings

Expenditures in Fund 21 are most commonly made against the 6000 object codes (Capital Outlay). Another example of an authorized expenditure in Fund 21 is repayment of State School Building Aid out of proceeds from the sale of bonds. As of June 30, 2017, the balance in this fund was \$699,019.

CAPITAL FACILITIES FUND, FUND 25

This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development. Interest earned in this fund is restricted to that fund.

The principal revenues in this fund are the following:

- Interest
- Mitigation/Developer Fees

Expenditures in Fund 25 are restricted to the purposes specified in Government Code §65970–65981 or to the items specified in agreements with the developer (Government Code §66006). Money in this fund can be used to pay for the expansion of existing school facilities and the construction of new school facilities necessary to adequately house students generated from new residential development. Expenditures incurred in another fund may be reimbursed back to that fund by means of an inter-fund transfer. As of June 30, 2017, the balance in this fund was \$147,708.

COUNTY SCHOOL FACILITIES FUND, FUND 35

This fund is established to receive apportionments from the SFP authorized by the SAB for new school facility construction, modernization projects and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998.

The principal revenues and other sources in this fund are:

- School Facilities Apportionments
- Interest
- Inter-fund Transfers In

Funding provided by the SAB for reconstruction of facilities after disasters such as flooding may be deposited to Fund 35. Typical expenditures in this fund are payments for the costs of sites, site improvements, buildings, building improvements and furniture and fixtures capitalized as a part of the construction project. The District does not currently utilize this fund.

SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS, FUND 40

This fund exists primarily to provide for the accumulation of general fund moneys for capital outlay purposes and may be used to account for any other revenues specifically for capital projects that are not restricted to either Fund 21 or 25. Other authorized resources that may be transferred to fund are proceeds from the sale or lease-with-option-to-purchase of real property and rentals and leases of real property specifically authorized for deposit to the fund by the governing board. The District does not currently utilize this fund. Figure 23 summarizes the balances and projected balances in the funds listed above.

Figure 23: Summary of Funding Resources, Fund Balances as of June 30, 2017

Fund Description	June 30, 2017 Audit Report
Building Fund – Fund 21	\$699,019
Capital Facilities – Fund 25	\$147,708
Special Reserves for Capital Outlay Projects – Fund 40	\$16,144
Prop 39 – 2017-18 Award Allocation	\$1,130,040
GRAND TOTAL	\$1,992,911

LOCAL GENERAL OBLIGATION BOND

A school district can propose a local tax ballot measure to generate funds to build new schools, add to existing facilities or modernize existing facilities. There are two types of general obligation bonds.

A school district can seek to generate local funds for school facility construction through a super majority ($\frac{2}{3}$ vote) affirmative vote.

Proposition 39, passed by California voters on November 7, 2000, enabled a school district to pass a bond with only a 55% approval rating. In exchange for a lower threshold for passage, Prop 39 includes accountability requirements, such as audits, specific regulations such as maximum tax rates (the maximum tax rate for elementary school districts is \$30/\$100,000 and high school or unified school districts is \$60/\$100,000 assessed value per parcel), a specific list of projects to be funded in the ballot language and taxpayer oversight.

The school district is also responsible for the establishment a Citizen's Bond Oversight Committee (CBOC) made up of not less than seven community members. The memberships should include a parent of a student in the school district, a member of a parent/teacher/student organization such as the PTA, a representative of the local business community, a senior citizen and a member of a bona fide taxpayer organization. Members of this committee do not have authority to approve projects or contracts. Their role is to review projects to assure the voting community that projects the voters authorized are the projects that were completed. The CBOC also provides assurance to the public that no administrative salaries or other operating expenditures are charged against the bond proceeds.

MELLO ROOS COMMUNITY FACILITIES ACT

A Community Facilities District (CFD), also known as a Mello Roos District, raises money through voter approved special taxes assessed on property owners in the CFD. The tax must be approved by at least $\frac{2}{3}$ of voters. The bonds are issued in "lump sum" amounts. Residents in the CFD boundary make annual special tax payments to pay the principal and interest on the bonds. A school district's general fund is not required to finance any funding shortfall on bond debt service payments.

While general obligation bonds can only fund real property, Mello Roos bonds can also be used for the purchase or improvement to any non-real property (property with a useful life of five years or longer) or to provide services such as maintenance and library services.

CERTIFICATES OF PARTICIPATION

Issuance of Certificates of Participation (COP's) can be used to fund virtually all facilities related needs. This financing option provides relatively unrestricted expenditure of proceeds on facilities and does not require a voter election. Debt service payments for this type of financing mechanism must be secured through a school district's general fund.

This mechanism is essentially a loan. Because school districts are tax-exempt, this method has advantages over regular private loans. COPs will have a payment schedule with annual or semi-annual payments.

PARCEL TAX

Parcel taxes are assessed on the characteristics of a parcel and passage requires a 2/3rd majority vote of the property owners in the school district boundary. The funds can be used for a wide variety of purposes. Parcel taxes are frequently used for new developments that want premier school facilities in place when the new homes go to market. The developer owns all the parcels initially, the vote is conducted after negotiation with the district on what will be included in the tax and the facilities that will result are completed. These negotiations typically include timing of the facilities. The requirement to pay the ongoing taxes is then passed to the buyer of each parcel within the development.

SCHOOL FACILITIES IMPROVEMENT DISTRICT

This approach to funding school facility improvements is very similar to general obligation bond elections. However, through this approach a district may choose to remove properties from the taxation district or to conduct separate elections in multiple taxation districts. School Facilities Improvement District (SFID) elections are similar to the two-thirds majority bond elections except that the area of the election does not include some portions of a district.

SFID's are used when a district has CFDs that are paying significant developer fees for the schools in their area while other areas do not have CFD funds and need a bond. This mechanism is typically used in communities where senior citizens who do not support school bonds are in the majority. Communities excluded from SFIDs are not taxed and do not vote.

REDEVELOPMENT TAX INCREMENT

In January of 2011, the Governor of the State of California proposed statewide elimination of redevelopment agencies (RDAs) beginning with the fiscal year (FY) 2011-12 State budget. The Governor's proposal was incorporated into Assembly Bill 26 (ABX1 26, Chapter 5, Statutes of 2011, First Extraordinary Session), which was passed by the Legislature and signed into law by the Governor on June 28, 2011. As a result, this revenue source is no longer available to school districts

SOURCES

- California Department of Education, *Classroom Definition Policy*, March 19, 2009
- California Energy Coalition and the California Legislature - Joint Budget Committee, *Estimated Prop 39 Allocations, 2017*
- California Longitudinal Pupil Achievement Data System, Lakeside Union School District, *Enrollment by Grade Data – 2007-08 through 2017-18*
- Department of General Services, Office of Public School Construction, *Regulation Section 1859.30 through 1859.35*
- Lakeside Union School District, *District Documents*, received 2017
- Official California Legislative Information, *Education Code Section 17071.10-17071.46*
- State of California Department of Finance Demographics Research Unit, *Number of Live Births and Year over Change, 1995 through 2012*
- California Department of Public Health, *Number of Live Births, 2001 through 2016*
- San Diego Association of Governments (**SANDAG**). *Information regarding boundaries of Lakeside Union School District, population and Housing Unit Estimates*
- United States Census Bureau, *2016 American Community Survey 1-Year Estimates*
- United States Census Bureau, *Decennial Census Age Distribution, 2010*
- U.S. Department of Commerce. *United States Census Bureau Population Projections, 2015*
- David Sibbet, Planning Manager, County of San Diego, Planning & Development Services Department, *Future Dwelling Unit information*

Exhibits

Exhibit A

Boundary Map

AWAITING DISTRICT BOUNDARY MAP

Exhibit B

Educational Specifications

Grade Span or Specific Area: Primary Elementary Classroom (TK-2)

Introduction: The primary elementary classroom should be large enough for various learning activities such as small and large group instruction, student collaboration and alone time and student presentations. There should be ample space and materials for student exploration and constructive play, spanning both inside and outside the classroom walls. Age-appropriate technology devices should be provided.

Curriculum to be Taught: Common Core State Standards aligned ELA and math, CA CCSS English Language Development Standards, Next Generation Science Standards based science and social studies, as well as music, art, physical education are integrated into units of study. Digital Citizenship and 21st Century learning skills are explicitly taught and integrated throughout the subject areas.

Educational Outcomes: Mastery of all grade level standards, skills and learning dispositions to prepare students for college and career readiness

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, digital devices suitable for young learners</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p>STEAM: <i>Experimenting, integration of tech, math and engineering concepts in thematic units</i></p>	<p>English Language Arts</p> <ul style="list-style-type: none"> ➤ Shared reading ➤ Guided Reading ➤ Small motor skills ➤ Writing process/workshop ➤ Group/partner work ➤ ELD - language experience & developmental grouping ➤ Whole & small group work with electronic devices <p>Math</p> <ul style="list-style-type: none"> ➤ Patterning ➤ Sorting ➤ Problem Solving ➤ Group/partner work ➤ Math Talks ➤ 8 Standard Practices 	<p>Large open floor space</p> <p>Durable rugs with squares for sitting and student work space</p> <p>Low tables for visuals</p> <p>Space for writing center, library reading, small groups</p> <p>Wall space to display work</p> <p>Wall space to display work and digital images with LCD projector and retractable screen and/or 60” LCD TV</p> <p>Classroom telephone or communications system</p> <p>Space for age-appropriate computers on desktops, as well as hand held devices</p>	<p>Walls should open or be movable for team teach and combining students for grouping experiences</p> <p>Student storage cabinets</p> <p>Storage room for manipulatives and other materials</p> <p>Storage for student backpacks</p> <p>Sink with drinking fountain</p> <p>Four 2-student tables with chairs for centers with bookshelves</p> <p>Kidney tables with 6 chairs</p> <p>“Tackable” wall space</p> <p>Although in class bathrooms are not necessary, consideration to proximity of bathroom should be taken into account.</p>

Grade Span or Specific Area: Elementary Classroom (3-5)

Introduction: The elementary classroom should be large enough for various learning activities such as small and large group instruction, student collaboration and alone time and student presentations. There should be ample space and materials for student exploration and creativity, spanning both inside and outside the classroom walls. Age-appropriate technology devices should be provided.

Curriculum to be Taught: Common Core State Standards aligned ELA and math, CA CCSS English Language Development Standards, Next Generation Science Standards based science and social studies, as well as music, art, physical education are integrated into units of study. Digital Citizenship and 21st Century learning skills are explicitly taught and integrated throughout the subject areas.

Educational Outcomes: Mastery of all grade level standards, skills and learning dispositions to prepare students for college and career readiness

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, digital devices suitable for young learners</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p>STEAM: <i>Experimenting, integration of tech, math and engineering concepts in thematic units</i></p>	<p>English Language Arts</p> <ul style="list-style-type: none"> ➤ Shared/Guided Reading ➤ Small motor skills ➤ Writing & ELD experience ➤ Group/partner work ➤ Collaborative work with digital devices <p>Math</p> <ul style="list-style-type: none"> ➤ Problem Solving ➤ Group/collaborative work ➤ 8 Standard Practices 	<p>Large open floor space</p> <p>Durable rugs with squares for student places</p> <p>Low tables for visuals</p> <p>Space for writing center, library reading, small groups</p> <p>“Tackable” wall space</p> <p>Wall space to display work and digital images with LCD projector and retractable screen and/or 60” LCD TV</p> <p>Classroom telephone or communications system</p> <p>Space for age-appropriate computers on desktops, as well as hand held devices</p>	<p>Movable walls for collaborative teaching experiences</p> <p>Cabinets for student storage</p> <p>Storage room for volume of materials in primary classes</p> <p>Sink with drinking fountain at appropriate height</p> <p>Kidney tables for small groups with six chairs</p> <p>Storage for math manipulatives</p>

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
	Science <ul style="list-style-type: none"> ➤ Experiential learning- large and small group ➤ Problem solving ➤ Writing observations 		Storage for science equipment
	Social Studies <ul style="list-style-type: none"> ➤ Building conceptual understanding 	Speakers/sound system	
	PE <ul style="list-style-type: none"> ➤ Dance, movement, large motor skills 	Speakers Wireless sound system	Storage for equipment
	Arts/Music <ul style="list-style-type: none"> ➤ Painting ➤ Viewing art on large screen 	Easels for painting Speakers Wireless sound system	Storage for instruments, paints, easels, sound system

Grade Span or Specific Area: Middle School Grades 6-8

Introduction: The middle school classroom should be large enough for various learning activities such as small and large group instruction, project-based learning, social learning, grouping across classrooms. Walls that open would be preferable in order to provide flexible grouping and college and career ready experiences.

Curriculum to be Taught: Common Core State Standards aligned ELA and math, CA CCSS English Language Development Standards, Next Generation Science Standards based science and social studies, as well as music, art, physical education are integrated into units of study. Digital Citizenship and 21st Century learning skills are explicitly taught and integrated throughout the subject areas.

Educational Outcomes: Mastery of all grade level standards, skills and learning dispositions to prepare students for college and career readiness

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, digital devices suitable for intermediate learners</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>English Language Arts > Charting/modeling</p> <p>Math > Problem Solving > Group/partner work</p> <p>Social Studies > Building conceptual understanding > Teacher modeling, charting > Group work</p> <p>Electives > Project based learning > Group work</p>	<p>Wall space to display work</p> <p>Wall space to display electronic images</p> <p>Wall space to display work and digital images with LCD projector and retractable screen and/or 60” LCD TV</p> <p>Whiteboard wall</p> <p>Classroom telephone or communications system</p> <p>Space for age-appropriate computers on desktops, as well as hand held devices</p> <p>Numerous wall and floor plugs and built in in charging stations</p> <p>Speakers/wireless sound system</p>	<p>Classroom walls should be able to open to provide ability to team teach and combine students for grouping experiences</p> <p>Trapezoid shaped desks for easy grouping</p> <p>Furniture for centers- bookshelves, tables</p> <p>Kidney tables for small groups</p>

Grade Span or Specific Area: **Middle School Science Grades 6-8**

Introduction: Middle school science classroom should be large enough for various learning activities such as small and large group instruction, experiments and project-based learning.

Curriculum to be Taught: Next Generation Science Standards aligned curriculum

Educational Outcomes: Mastery of grade level standards, skills and learning dispositions to prepare students for college and career readiness

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, digital devices suitable for intermediate learners</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Science</p> <ul style="list-style-type: none"> ➤ STEM inquiry-based lessons ➤ Collaborative group work ➤ Lab experiments ➤ Project-based learning 	<p>Cabinets/counters with sinks and work space on room perimeter.</p> <p>Student workspaces include gas, sink and computer station</p> <p>Acid/heat resistant countertops</p> <p>Teacher station with gas, sink and document camera</p> <p>Whiteboard wall</p> <p>Wall space to display work and digital images with LCD projector and retractable screen and/or 60” LCD TV</p> <p>Telephone and/or other communication system</p> <p>Chemical ventilation system</p> <p>Numerous wall and floor plugs and charging stations</p>	<p>Cabinets to store science supplies</p> <p>Locking cabinets</p> <p>Chemical safe</p> <p>Storage room for volume of science and STEM supplies</p> <p>Large space for teacher work-area to prepare</p> <p>Durable tables that can moved to promote group work</p> <p>Eye wash station</p>

<p>Grade Span or Specific Area: Middle School Physical Education Locker Rooms</p> <p>Introduction: The primary purpose of the locker rooms is for students to clothes to prepare for PE. PE teacher offices should be located in the locker rooms.</p> <p>Curriculum to be Taught: Physical Education</p> <p>Educational Outcomes: Mastery of grade level standards, skills and learning dispositions to prepare students for college and career readiness</p>			
<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, high tech locking systems, security</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, prof. development</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Physical Education</p> <ul style="list-style-type: none"> ➤ Storage of personal items while using the gym or fitness area ➤ Personal hygiene 	<p>Drinking fountains</p> <p>Restrooms; Lockers</p> <p>Teacher Offices with windows to view locker room</p> <p>Locker room should be near gym/multi-purpose room, fitness room and PE classroom</p>	<p>Double door to enter room</p> <p>Benches in front of lockers</p> <p>Storage for PE equipment</p> <p>Washer/Dryer</p> <p>Mirror mounted near ceiling for teachers to see “hidden” areas of the room</p> <p>Shower and restroom in teacher office</p>

<p>Grade Span or Specific Area: Middle School Instrumental & Vocal Music Room</p> <p>Introduction: The band room should be large enough to hold 60 band students or 40 choir/chorus students. Room may be used for community meetings outside the school day</p> <p>Curriculum to be Taught: Music</p> <p>Educational Outcomes: Mastery of grade level standards, skills and learning dispositions to prepare students for college and career readiness</p>			
<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, digital devices suitable for intermediate learners</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, prof. development</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Music</p> <ul style="list-style-type: none"> ➤ Rehearsals ➤ Music instruction ➤ Meeting area for school and community 	<p>Instrument lockers</p> <p>Wall space to display work and digital images with LCD projector and retractable screen and/or 60” LCD TV</p> <p>Whiteboard- half of board includes musical staff</p> <p>Appropriate acoustical treatment</p> <p>Carpet or soft flooring</p> <p>Small practice room near the main band room</p> <p>Classroom telephone or communications system</p> <p>Numerous wall and floor plugs and built in in charging stations</p>	<p>Large space for teacher work-area to prepare</p> <p>Musician ergonomic chairs and stands</p> <p>Rolling chair and music stand racks</p> <p>Conductor’s chair, podium and stand</p> <p>Music file cabinet</p> <p>Microphone and sound system</p> <p>Digital recording system</p> <p>CD/DVD player/burner, tape player and video camera</p> <p>Risers with rails</p> <p>Portable acoustic shells/panels</p>

<p>Grade Span or Specific Area: Specialized Academic Instruction (SAI) for All Children TK-8th</p> <p>Introduction: The SAI room should be large enough for small group instruction and intimate/private meetings with teachers/parents/specialists with “tackable” walls, whiteboard and tables to support small group instruction.</p> <p>Curriculum to be Taught: CCSS aligned Math, ELA, CA CCSS aligned English Language Development, Social Skills</p> <p>Educational Outcomes: Designated students will increase their core academic skills, work toward IEP goals and access core curriculum that will enable them to become college and career ready.</p>			
<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, digital devices suitable for intermediate learners</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, prof. development</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Small group instruction</p> <p>Small group intervention (social and academic)</p> <p>Testing 1:1 with teacher</p> <p>Meetings</p> <ul style="list-style-type: none"> ➤ IEP ➤ Teacher conferences 	<p>Enough room for kidney tables or other small grouping – usually three groups per class</p> <p>Whiteboard wall</p> <p>Wall space to display work and digital images with LCD projector and retractable screen and/or 60” LCD TV</p> <p>Teacher and instructional aide workspace</p> <p>Cubbies or shelving for student backpacks or other supplies</p> <p>Movable partitions for privacy in social skills groups and testing</p> <p>Larger chairs and tables available for adult comfort</p>	<p>Storage areas for confidential files</p> <p>Additional shelving for the increased number of curriculum resources required- SAI rooms often include multiple grades</p> <p>Kidney-shaped tables</p>

<p>Grade Span or Specific Area: Middle School Visual & Digital Arts</p> <p>Introduction: The middle school art classroom should be large enough for various learning activities such as small and large group instruction, project-based learning, social learning, grouping across classrooms.</p> <p>Curriculum to be Taught: Visual and Digital Arts</p> <p>Educational Outcomes: Mastery of grade level standards, skills and learning dispositions to prepare students for college and career readiness</p>			
<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, digital devices suitable for intermediate learners</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p>STEM/STEAM: <i>Experimenting, integration of science tech, engineering, art and math concepts in thematic units</i></p>	<p>Art</p> <ul style="list-style-type: none"> ➤ Group work ➤ Teacher charting and modeling ➤ Sculpture ➤ Ceramics ➤ 3-D & 2-D projects 	<p>Wall space to display work</p> <p>Wall space to display work and digital images with LCD projector and retractable screen and/or 60” LCD TV</p> <p>Whiteboard wall</p> <p>Ventilation</p> <p>Large sink for clean-up</p> <p>Vinyl Flooring</p> <p>Adjustable lighting</p> <p>Classroom telephone or communications system</p> <p>Numerous wall and floor plugs and built in in charging stations</p> <p>Attached kiln/storage room</p>	<p>Large space for teacher work- area to prepare</p> <p>Work tables with heavy flat surfaces</p> <p>Cabinets with locks for art supplies</p> <p>Flat drawer storage for paper and student projects</p> <p>Acid and heat resistant countertops with sink, base and wall cabinets with adjustable shelves</p> <p>Built-in drying rack</p> <p>Tack board between base and wall cabinets</p>

<p>Grade Span or Specific Area: Exceptional Needs Classroom for All Children TK-8th</p> <p>Introduction: A unique classroom used for students severe learning disabilities. A self-contained classroom, the class needs to have enough room for the special needs of the children, with possibly only 15 students in the class.</p> <p>Curriculum to be Taught: CCSS aligned Math, ELA, ELD, social studies, NGSS science, social skills, functional skills, and activities to meet the Individualized Educational Program goals of each student.</p> <p>Educational Outcomes: Students will increase skills/abilities and prepare for college or career.</p>			
<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, digital devices suitable for intermediate learners. Use of technology is embedded in all curricular activities.</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Small group instruction</p> <p>1:1 instruction</p> <p>Testing</p> <p>Conferences</p> <p>Life skills/functions</p>	<p>Group seating e.g. kidney tables for three groups per class</p> <p>Wall space to display work and digital images with LCD projector and retractable screen and/or 60" LCD TV</p> <p>Whiteboard wall</p> <p>Work space for teacher/aide planning</p> <p>Cubbies or shelving for student backpacks or other supplies</p> <p>Movable partitions to provide privacy for social skills groups</p> <p>Larger tables and chairs for adult comfort</p> <p>Large storage areas for equipment that students might need (e.g. building blocks, cushions, sensory equipment)</p>	<p>Bathroom, diapering or other health related area might be required in certain classrooms.</p> <p>Several kidney shaped tables</p> <p>Trapezoid shaped desks or tables for group work</p> <p>Appropriate acoustics (DHH) Teacher amplification system/sound field system</p> <p>Small separate, walled room with door within the classroom</p>

Grade Span or Specific Area: Engineering/MakerSpace TK-8

Introduction: The Engineering/MakerSpace will be a shared space for classes or groups of students working on projects. The types of work will include whole group, small group and one-on-one instruction as well as student collaboration and partner work.

Curriculum to be Taught: Next Generation Science Standards integrated into other core content areas as applicable

Educational Outcomes: Mastery of grade level standards, skills and learning dispositions to prepare students for college and career readiness

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, digital devices suitable for intermediate learners</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, reasoning, depth of knowledge and rigor, application</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Science/STEM inquiry-based lessons</p> <p>Collaborative group work</p> <p>Application of and acquisition of knowledge through hands-on application</p> <p>Project-based learning</p>	<p>Cabinets/counters with sinks</p> <p>Ample storage for tools and building supplies</p> <p>Acid/heat resistant counter-tops</p> <p>Whiteboard wall</p> <p>Wall space to display work and digital images with LCD projector and retractable screen and/or 60” LCD TV</p> <p>Telephone and/or other communication system</p> <p>Chemical ventilation system</p> <p>Numerous wall and floor plugs as well as ceiling drops for electric tools</p> <p>Charging stations</p>	<p>Cabinets to store tools and building materials</p> <p>Locking cabinets</p> <p>Chemical safe</p> <p>Large space for student work</p> <p>Durable tables that can moved to promote group work</p> <p>Eye wash station</p>

Grade Span or Specific Area: Multipurpose Room for All Children TK-8th

Introduction: The multipurpose room will be used daily for student activities, performances, meetings, assemblies, student displays, class collaboration, etc. Stakeholders will gather for learning purposes or community activities.

Curriculum to be Taught: PE, VAPA, health and nutrition, character development, parent education classes

Educational Outcomes: Students will increase their skills and abilities in the above curricular areas. Community members will be able to make connections with all stakeholders to strengthen the instructional program and cultural climate of the school.

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>Pervasive WIFI for learning and display of individual devices</i></p> <p>Common Core State Standards: <i>Problem solving, interactive displays, sharing of products via social media</i></p> <p>Language Learning: <i>Opportunities for language acquisition</i></p> <p>STEM/STEAM: <i>Presenting products, sharing of methods, inquiry</i></p>	<p>Student Use</p> <ul style="list-style-type: none"> ➤ Assemblies ➤ Work groups, art displays, student problem solving in groups ➤ Physical Education during inclement weather ➤ Language experiences during assemblies, presentations ➤ Daily breakfast and lunch 	<p>10’ retractable projection screen with LCD projector</p> <p>Multiple wall spaces for individual projection</p> <p>Pervasive WIFI & numerous electrical outlets</p> <p>Large enough space to accommodate all students</p> <p>Stage for performances</p> <p>Interactive Podium</p> <p>Wireless and wired sound with high quality speakers</p> <p>State-of-the-art lighting</p> <p>Drinking fountain</p>	<p>Electrical/wireless capacity for presentations and work</p> <p>Storage area for easels and other display items</p> <p>HVAC</p> <p>Infrastructure to support technology</p> <p>ADA compliance</p>
	<p>Parent meetings</p>	<p>Space for tables and chairs for parents to meet</p>	<p>Furniture that is mobile</p> <p>Storage area for tables/chairs</p>
	<p>Community meetings and celebrations</p>	<p>Stage for presentations</p> <p>Area for celebrations</p> <p>Hard surface flooring</p>	<p>Flooring must stand up to daily, constant usage</p>

Grade Span or Specific Area: Library/Media/Community Center

Introduction: The Center will provide a space for community meetings, parent classes, collaborative student activities and internet connectivity for community, special events and much more.

Curriculum to be Taught: Math, ELA, ELD, science, social studies, art, music, parenting classes, etc.

Educational Outcomes: Students will increase skills and abilities in the above curricular areas. Stakeholders will make connections with others to strengthen the instructional program and cultural climate of the school.

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI and tech use embedded in all curricular activities.</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Appropriate areas for academic subjects e.g. math, ELA, ELD, science, social studies, music, art</p> <p>Appropriate area for supporting PLAY- Performing Lakeside Acting Youth</p> <p>Social Skills</p> <p>Community Connections</p>	<p>Spaces for students to work in groups e.g. movable, adjustable furniture and walls</p> <p>Dry erase walls</p> <p>Coffee table height tables, sofas or occasional chairs</p> <p>Shelving for books; Display shelving for electronic materials</p> <p>Room for several desk-top computers</p> <p>Check out area for electronic devices and books</p> <p>60” TV or projector/screen</p> <p>Printing area; charging stations</p> <p>Durable carpeting</p> <p>Sinks/counters for creating</p>	<p>Multiple storage areas for lap-top computers, handheld digital devices</p> <p>Separate textbook storage area</p> <p>Kitchen area for community use</p>

Grade Span or Specific Area: Adaptive Physical Education (APE) Storage Area			
<p>Introduction: The APE teacher works with special education students on IEP goals. The APE teacher works in the multipurpose room or outdoors, however there is a need for unique storage space.</p> <p>Curriculum to be Taught: Specialized adaptive physical education toward specific IEP goals.</p> <p>Educational Outcomes: Students increase their access to the core curriculum, enabling them to become college and career ready.</p>			
<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, personal digital devices, promote understanding and use of technology</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Physical Education is defined as the development of:</p> <ul style="list-style-type: none"> ➢ physical and motor skills ➢ fundamental motor skills and patterns (throwing, catching, walking, etc.) ➢ skills in aquatics, dance and individual and group games and sports <p>The APE teacher is a direct service provider. The service needs to be provided to the student with a disability as part of the special education services that child and family receive.</p>	<p>Dedicated storage area either in or near the Special Day Class Classroom</p> <p>Storage area sufficient enough to house adaptive PE equipment</p> <ul style="list-style-type: none"> ✚ Standard PE equipment e.g. balls, bean bags and jump ropes ✚ Specialized equipment e.g. “broncos” or gait trainers 	<p>The APE teacher will work with identified students with the following special needs:</p> <ul style="list-style-type: none"> ✚ Autism ✚ Deaf – Blindness ✚ Deafness ✚ Hearing impairment ✚ Intellectual disability ✚ Multiple disabilities ✚ Orthopedic impairment ✚ Other health impairment ✚ Serious emotional disturbance ✚ Specific learning disability ✚ Speech or language impairment ✚ Traumatic brain injury ✚ Visual impairment including blindness

<p>Grade Span or Specific Area: Outdoor Activities for All Children TK-8th</p> <p>Introduction: Outdoor space should be multi-use for school/community and used for physical activity and core subjects</p> <p>Curriculum to be Taught: Physical education, core subjects, English language development and social skills</p> <p>Educational Outcomes: Outdoor space enhances indoor learning for students to achieve grade level standards and prepare for college and career readiness. Students will also use the outdoor space to master the California Physical Education standards.</p>			
<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, personal digital devices, promote understanding and use of technology</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Core Academic Subjects:</p> <ul style="list-style-type: none"> ➤ Evidence, writing & language experience, sensory input ➤ problem solving, observation <p>PE/Recreation/Before/After:</p> <ul style="list-style-type: none"> ➤ PE instruction ➤ Grade span free play ➤ Running ➤ Ball games ➤ Black top games <p>Community/Safety</p> <ul style="list-style-type: none"> ➤ Fire/evacuation drills ➤ Family/community gatherings, fund raisers ➤ Promotion ceremonies 	<p>Trees, garden, water fountains</p> <p>Lab area/outdoor classrooms not for recess</p> <p>Bench/tables for working/eating</p> <p>Shade Shelter</p> <p>Grass field for soccer and other team sports</p> <p>Black top area for volleyball, basketball, four square, etc.</p> <p>Wall-ball/handball courts</p> <p>For primary- tricycle path, dodgeball areas</p> <p>Playground equipment e.g. climbing/balancing structure</p> <p>WIFI and wireless sound system</p>	<p>ADA compliance</p> <p>Security cameras</p> <p>Graffiti proof materials and construction</p> <p>For outdoor learning space, display area, movable Whiteboard, storage to put learning materials</p> <p>Areas should be open to visual access for easy monitoring by teachers and noon duties</p>

<p>Grade Span or Specific Area: School Office</p> <p>Introduction: The front office is the first place that parents encounter at the school. It should be welcoming, spacious and functional. Functions: Student registration, communication regarding absences, school wide practices, official documents and paperwork, meetings with parents, entry for visitors</p> <p>Educational Outcomes: Through the work done in the front office, teachers and parents will be able to obtain the information and resources necessary to enable students to master grade level content and become college and career ready.</p>			
Discernible Trends	Teaching, Learning and Other Activities in Specific Areas	Facility Considerations	Special Requirements or Other
<p>Technology: <i>WIFI, personal digital devices, promote understanding and use of technology. online registration</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	<p>Registration/attendance/ questions</p> <p>Services for parents and students</p>	<p>Large entry with wide doors</p> <p>Large counter space</p> <p>Computer work area for parents</p> <p>Comfortable reception area</p> <p>Workspace for office staff</p> <p>Separate fireproof/locked room for cumulative files and confidential documents</p> <p>Copy machine, etc. space</p> <p>“Tackable” walls to post student work & info</p> <p>Windows for safety</p>	<p>HVAC needed</p> <p>Durable flooring</p> <p>Areas for privacy are important to confidential conversations that take place in a front office Phones, communication, intercom for instant access to all classrooms</p> <p>Security cameras at the entrance of school and in school office is important for student safety</p> <p>A Safe</p>

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
	Healthcare Office (nurse)	Separate space for health care Space for health assistants work area Locking cabinets for medication and confidential records Area for bed and chairs Bathroom Sink Privacy screen Refrigerator to store medications	
	Principal/Assistant Principal, & Counseling Services	Separate room includes conference table and desk Book shelves/filing cabinet Locking closet/cabinet for confidential materials “tackable” walls and whiteboard Large LCD TV/monitor with mirroring	

Grade Span or Specific Area: Staff Workroom

Introduction: The workroom is used by all teaching and support staff to prepare materials used for lessons, conferences, staff meetings and other educationally oriented activities.

Educational Outcomes: The workroom is needed for teachers to provide the lessons necessary for students to master grade level standards and become college and career ready.

<i>Discernible Trends</i>	<i>Teaching, Learning and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p>Technology: <i>WIFI, multiple electrical outlets</i></p> <p>Language Learning: <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p>Common Core State Standards: <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p>STEM/STEAM: <i>Experimenting, with tech/math/engineering integration, VAPA- STEAM experiences included throughout the school day.</i></p>	Preparation for student lessons	<p>Ample space for multiple copy machines, laminator, die cut</p> <p>Cutting or collating table</p> <p>Storage shelves for paper and other supplies</p> <p>Electrical outlets or charging stations</p> <p>Wireless internet access</p> <p>Sink/water accessibility</p>	Space should be dedicated to preparation, not an enlarged hallway that isn't conducive to work completion
	Communication	<p>Whiteboard</p> <p>Bulletin/tack board</p> <p>Wall for teacher mailboxes</p>	
	Small group meetings	Tables to gather around	A small meeting room connected to staff room is ideal, however, a room large enough to have a set of tables for small meetings will work

Exhibit C

Capacity Analysis by School

Room No.	District Capacity						State Capacity			Reg SDC / RSP	Grade/Use
	Room Type						Gross CR Inventory	Permanent	Portable		
	K	Grades 1-3	Grades 4-5	Special Ed		CR - District					
			Severe	Non-Severe							
Eucalyptus Hills ES											
1	1					1	1	1		Reg	K
2	1					1	1	1		Reg	K
3	1					1	1	1		Immersion	K
4	1					1	1	1		Reg	K
5	0					0	1	1		Reg	EAK / ESS
6	1					1	1	1		Immersion	K
Portable						0	0				Office
Total	5	0	0	0	0	5	6	6	0		

Eucalyptus Hills ES

District Program Capacity Calculations

CR, K-3, w/out special ed 5
 Students / Rm. 24
 Subtotal

CR, 4-5, w/out special ed 0
 Students / Rm. 29
 Subtotal

Special Ed - Severe 0
 Students / Rm. 8
 Subtotal

Special Ed - Non-Severe 0
 Students / Rm. 14
 Subtotal

**District Capacity
 2017-2018
 120**

State Capacity Calculations

Gross CR, K-5, w/out special ed 6
 Students / Rm. 25
 Subtotal

Gross CR, Special Ed- severe 0
 Students/Rm 9
 Subtotal

Gross CR, Special Ed- non severe 0
 Students/Rm 13
 Subtotal

**State Capacity
 2017-2018
 150**

Room No.	District Capacity						State Capacity			Reg SDC / RSP	Grade/Use
	Room Type						Gross CR Inventory	Permanent	Portable		
	K	Grades 1-3	Grades 4-5	Special Ed		CR - District					
				Severe	Non-Severe						
Lakeside Farms ES											
K1	1					1	1	1		Reg	K
K2	1					1	1	1		Reg	K
3		1				1	1	1		Reg	1st
4		1				1	1	1		Reg	1st
5		1				1	1	1		Reg	2nd
6			1			1	1	1		Reg	4th
7		1				1	1	1		Reg	3rd
8						0	0	0		Built as lounge	
9			1			1	1	1		Reg	4th/5th Combo
10		1				1	1	1		Reg	1st
11						0	0	0		RSP	PTA, CPS, EC Out Patient Counseling, Assessments, Conference
12						0	0	0		Admin	Copy Room
13			1			1	1	1		Reg	4th
14		1				1	1	1		Reg	3rd
15		1				1	1	1		Reg	3rd
16			1			1	1	1		Reg	4th
17		1				1	1	1		Reg	3rd
18		1				1	1	1		Reg	2nd
19						0	1	1		SDC: NonSev	4th, 5th
P1						0	1	1		RSP	Counselor, IEP, District Conferences: NGSS, Ideas, Math Transformation
P2				1		1	1	1		SDC: NonSev	K-1
P3	1					1	1	1		Reg	K
P4	1					1	1	1		Reg	K
P5		1				1	1	1		Reg	3rd
P6						0	0	0		RSP	Speech/Psych
P7						0	1	1		RSP	RSP/ Speech/ OT
P8				1		1	1	1		SDC: NonSev	1,2,3
P9						0	1	1		NA	Use unknown
P10						0	1	1		Library	Library
P11						0	1	1		RSP	3,4,5
P12		1				1	1	1		Reg	2nd
P13		1				1	1	1		Reg	2nd
P14		1				1	1	1		Reg	2nd
S1			1			1	1	1		Reg	5th
S2			1			1	1	1		Reg	5th
S3			1			1	1	1		Reg	5th
ESS						0	0	0		ESS	After School Prog.
EL						0	0	0		Office	EL & Military Counselor
Total	4	13	7	0	2	26	32	16	16		

Lakeside Farms ES

District Program Capacity Calculations

CR, K-3, w/out special ed	17
Students / Rm.	24
Subtotal	408
CR, 4-5, w/out special ed	7
Students / Rm.	29
Subtotal	203
Special Ed - Severe	0
Students / Rm.	8
Subtotal	0
Special Ed - Non-Severe	2
Students / Rm.	14
Subtotal	28

District Capacity
2017-2018
639

State Capacity Calculations

Gross CR, K-5, w/out special ed	30
Students / Rm.	25
Subtotal	750
Gross CR, Special Ed- severe	0
Students/Rm	9
Subtotal	0
Gross CR, Special Ed- non severe	2
Students/Rm	13
Subtotal	26

State Capacity
2017-2018
776

Room No.	District Capacity						State Capacity				
	Room Type						Gross CR Inventory	Permanent	Portable	Reg SDC / RSP	Grade/Use
	K	Grades 1-3	Grades 4-5	Special Ed		CR - District					
			Severe	Non-Severe							
Lakeview ES											
1		1				1	1	1		Reg	3
2	1					1	1	1		Reg	KN/1st
3					1	1	1	1		SDC Non-Sev	4th/5th
4			1			1	1	1		Reg	4th/5th
6						0	1	1		RSP	4th/5th
7		1				1	1	1		Immersion	2nd
8		1				1	1	1		Reg	2nd
9		1				1	1	1		Reg	1st/2nd
10		1				1	1	1		Reg	2nd
11		1				1	1	1		Immersion	2nd
12		1				1	1	1		Reg	2nd
13		1				1	1	1		Reg	1st
15		1				1	1	1		Reg	1st
16		1				1	1	1		Immersion	3rd
17		1				1	1	1		Immersion	1st
18		1				1	1	1		Immersion	3rd
19		1				1	1	1		Immersion	1st
20		1				1	1	1		Reg	3rd
21		1				1	1	1		Reg	1st
22		1				1	1	1		Reg	3rd
K1	1					1	1		1	Reg	KN
K2	1					1	1		1	Reg	KN
K3	1					1	1		1	Immersion	KN
K4	1					1	1		1	Immersion	KN
P1			1			1	1		1	Reg	5th
P2			1			1	1		1	Reg	5th
P3			1			1	1		1	Reg	5th
P4			1			1	1		1	Reg	4th
P5			1			1	1		1	Immersion	4th
P6			1			1	1		1	Reg	4th
P7			1			1	1		1	Immersion	4th/5th
ESS			1			1	1		1	Reg	K-5th
RSP						0	1		1	RSP	K-5th
Total	5	16	9	0	1	31	33	20	13		

Lakeview ES

District Program Capacity Calculations

CR, K-3, w/out special ed	21
Students / Rm.	24
Subtotal	504

CR, 4-5, w/out special ed	9
Students / Rm.	29
Subtotal	261

District Capacity
2017-2018
779

Special Ed - Severe	0
Students / Rm.	8
Subtotal	0

Special Ed - Non-Severe	1
Students / Rm.	14
Subtotal	14

State Capacity Calculations

Gross CR, K-5, w/out special ed	32
Students / Rm.	25
Subtotal	800

Gross CR, Special Ed- severe	0
Students/Rm	9
Subtotal	0

State Capacity
2017-2018
813

Gross CR, Special Ed- non severe	1
Students/Rm	13
Subtotal	13

Room No.	District Capacity						State Capacity			Reg SDC / RSP	Grade/Use
	Room Type						Gross CR Inventory	Permanent	Portable		
	K	Grades 1-3	Grades 4-5	Special Ed		CR - District					
			Severe	Non-Severe							
Lemon Crest ES											
K1	1					1	1	1		Reg	KN
K2	1					1	1	1		Reg	KN
1		1				1	1	1		Reg	1st
2		1				1	1	1		Reg	1st
3		1				1	1	1		Reg	1st/Dual
4		1				1	1	1		Reg	2nd
5	1					1	1	1		Reg	KN
6		1				1	1	1		Reg	2nd
7						0	1	1		Spec.	Comp Lab
8		1				1	1	1		Reg	2nd
9		1				1	1	1		Reg	2nd
10		1				1	1	1		Reg	1st
11			1			1	1	1		Reg	5th
12			1			1	1	1		Reg	5th
13		1				1	1	1		Reg	3rd
14		1				1	1	1		Reg	3rd
15			1			1	1	1		Reg	4th
16			1			1	1	1		Reg	5th
17			1			1	1	1		Reg	4th/5th
18			1			1	1	1		Reg	4th
19					1	1	1	1		SDC Severe	SDC
20					1	1	1	1		SDC Severe	SDC
21P		1				1	1	1		Reg	3rd
22P		1				1	1	1		Reg	3rd
23P			1			1	1	1		Reg	4th
24P						0	1	1		RSP	RSP/Speech
25P					1	1	1	1		SDC Severe	SDC
26P	1					1	1	1		Reg	KN/Dual
27P						0	1	1		ELL	ELL
28P						0	1	1		OT	OT
ESS-P			1			1	0	0		ESS	ESS - After School Prog
CONF. 1						0	0	0		RSP	Psych/
CONF. 2						0	0	0		RSP	Speech/
CONF. 3						0	0	0		RSP	
Total	4	12	8	0	3	27	30	22	8		

Lemon Crest ES

District Program Capacity Calculations

CR, K-3, w/out special ed	16
Students / Rm.	24
Subtotal	384

CR, 4-5, w/out special ed	8
Students / Rm.	29
Subtotal	232

Special Ed - Severe	0
Students / Rm.	8
Subtotal	0

Special Ed - Non-Severe	3
Students / Rm.	14
Subtotal	42

District Capacity 2017-2018	658
---------------------------------------	------------

State Capacity Calculations

Gross CR, K-5, w/out special ed	27
Students / Rm.	25
Subtotal	675

Gross CR, Special Ed- severe	0
Students/Rm	9
Subtotal	0

Gross CR, Special Ed- non severe	3
Students/Rm	13
Subtotal	39

State Capacity 2017-2018	714
------------------------------------	------------

Room No.	District Capacity						State Capacity			Reg SDC / RSP	Grade/Use
	Room Type						Gross CR Inventory	Permanent	Portable		
	K	Grades 1-3	Grades 4-5	Special Ed		CR - District					
			Severe	Non-Severe							
Lindo Park ES											
K1	1					1	1	1		Intervention	K/1
K2	1					1	1		1	Reg	KN
A1		1				1	1	1		Reg	3rd
A2		1				1	1	1		Reg	3rd
B1			1			1	1	1		Reg	4th
B2			1			1	1	1		Reg	5th
B3			1			1	1	1		Reg	4th
C1			1			1	1	1		Reg	4th
C2			1			1	1	1		Reg	5th
C3		1				1	1	1		Reg	3rd
C4			1			1	1	1		Reg	5th
D1	1					1	1	1		Reg	KN
D2	1					1	1	1		Reg	EAK
D3		1				1	1	1		Reg	2nd
D4		1				1	1	1		Reg	2nd 3rd
D5	1					1	1	1		Reg	KN/1st
D6		1				1	1	1		Reg	1st
D7		1				1	1	1		Reg	2nd
D8		1				1	1	1		Reg	2nd
D9		1				1	1	1		Reg	1st
D10		1				1	1	1		Reg	1st
E1	1					1	1		1	Reg	EAK
E2					1	1	1		1	SDC Non-Sev	SDC
E3					1	1	1		1	SDC Non-Sev	SDC
E4					0	1			1	RSP	RSP all ages
E5		1				1	1		1	Intervention	2nd/3rd
E6			1			1	1		1	Intervention	4th/5th
Old ESS						0	1		1	NA	Storage
K3						0	0			SDC	Preschool
ESS						0	0		0	ESS	ESS - After School Prgm
Library						0	1		1	All	Library
Pre-School						0	0		0	Preschool	Preschool
Total	6	11	7	0	2	26	29	20	9		

Lindo Park ES

District Program Capacity Calculations

CR, K-3, w/out special ed	17
Students / Rm.	24
Subtotal	408

CR, 4-5, w/out special ed	7
Students / Rm.	29
Subtotal	203

District Capacity
2017-2018
639

Special Ed - Severe	0
Students / Rm.	8
Subtotal	0

Special Ed - Non-Severe	2
Students / Rm.	14
Subtotal	28

State Capacity Calculations

Gross CR, K-5, w/out special ed	27
Students / Rm.	25
Subtotal	675

Gross CR, Special Ed- severe	0
Students/Rm	9
Subtotal	0

State Capacity
2017-2018
701

Gross CR, Special Ed- non severe	2
Students/Rm	13
Subtotal	26

Room No.	District Capacity						State Capacity			Reg SDC / RSP	Grade/Use
	Room Type						Gross CR Inventory	Permanent	Portable		
	K	Grades 1-3	Grades 4-5	Special Ed		CR - District					
			Severe	Non-Severe							
Riverview ES											
1		1				1	1	1		Reg	2nd
2		1				1	1	1		Reg	3rd
3			1			1	1	1		Reg	4th/5th
4			1			1	1	1		Reg	5th
5		1				1	1	1		Reg	3rd
6		1				1	1	1		Reg	3rd
7		1				1	1	1		Reg	3rd
8		1				1	1	1		Reg	3rd
9		1				1	1	1		Reg	3rd
10		1				1	1	1		Reg	2nd
11		1				1	1	1		Reg	2nd
12						0	1	1		Spec.	IDEAS
13		1				1	1	1		Reg	2nd
14		1				1	1	1		Reg	2nd
15		1				1	1	1		Reg	2nd
16		1				1	1	1		Reg	2nd
17		1				1	1	1		Reg	3rd
18		1				1	1	1		Reg	2nd
20-P			1			1	1		1	Reg	5th
21-P			1			1	1		1	Reg	5th
22-P			1			1	1		1	Reg	5th
23-P			1			1	1		1	Reg	4th
24-P			1			1	1		1	Reg	5th
25-P			1			1	1		1	Reg	4th
26-P			1			1	1		1	Reg	4th
27-P			1			1	1		1	Reg	4th
K1			1			1	1	1		Reg	4th
K2			1			1	1	1		Reg	4th
K3-P						0	1		1	NA	Lounge
ESS						0	0			NA	ESS - After School Prog.
19-P						0	0			NA	Library
Total	0	15	12	0	0	27	30	20	10		

Riverview ES

District Program Capacity Calculations

CR, K-3, w/out special ed	15	
Students / Rm.	24	
Subtotal		360
CR, 4-5, w/out special ed	12	
Students / Rm.	29	
Subtotal		348
Special Ed - Severe	0	
Students / Rm.	8	
Subtotal		0
Special Ed - Non-Severe	0	
Students / Rm.	14	
Subtotal		0

District Capacity
2017-2018
708

State Capacity Calculations

Gross CR, K-5, w/out special ed	30	
Students / Rm.	25	
Subtotal		750
Gross CR, Special Ed- severe	0	
Students/Rm	9	
Subtotal		0
Gross CR, Special Ed- non severe	0	
Students/Rm	13	
Subtotal		0

State Capacity
2017-2018
750

Room No.	District Capacity						State Capacity			Reg SDC / RSP	Grade/Use
	Room Type						Gross CR Inventory	Permanent	Portable		
	K	Grades 1-3	Grades 4-5	Special Ed		CR - District					
			Severe	Non-Severe							
Winter Garden ES											
1		1				1	1	1		Reg	1
2		1				1	1	1		Reg	1
3						0	1	1		RSP	1 Speech / KN
4		1				1	1	1		Reg	1
5		1				1	1	1		Reg	1
6						0	1	1		RSP	2 Speech / 1st
7	1					1	1		1	Reg	KN
8	1					1	1		1	Reg	KN
9	1					1	1		1	Reg	KN
10	1					1	1		1	Reg	KN
11						0	1		1	RSP	1 Speech / KN
12	1					1	1		1	Reg	KN
15						0	1		1	RSP	1 Speech / KN
A						0	1		1	RSP	1 Speech / 1st
B		1				1	1		1	Reg	1
C		1				1	1		1	Reg	1
13						0	0		0	Child Care	ESS - After School Prog.
14						0	0		0	Admin	OFFICE
D						0	0		0	Admin	OFFICE
Total	5	6	0	0	0	11	16	6	10		

Winter Garden ES

District Program Capacity Calculations

CR, K-3, w/out special ed	11	
Students / Rm.	24	
Subtotal	<input type="text" value="264"/>	
CR, 4-5, w/out special ed	0	District Capacity 2017-2018 264
Students / Rm.	29	
Subtotal	<input type="text" value="0"/>	
Special Ed - Severe	0	
Students / Rm.	8	
Subtotal	<input type="text" value="0"/>	
Special Ed - Non-Severe	0	
Students / Rm.	14	
Subtotal	<input type="text" value="0"/>	

State Capacity Calculations

Gross CR, K-5, w/out special ed	16	
Students / Rm.	25	
Subtotal	<input type="text" value="400"/>	
Gross CR, Special Ed- severe	0	State Capacity 2017-2018 400
Students/Rm	9	
Subtotal	<input type="text" value="0"/>	
Gross CR, Special Ed- non severe	0	
Students/Rm	13	
Subtotal	<input type="text" value="0"/>	

Room No.	District Capacity						State Capacity			Reg SDC / RSP	Grade/Use
	Room Type						Gross CR Inventory	Permanent	Portable		
	K	Grades 1-5	Grades 6-8	Special Ed		CR - District					
			Severe	Non-Severe							
Lakeside MS											
1			1			1	1	1		Reg	Band/Orchestra
2-P			1			1	1		1	Reg	Agriculture
3			1			1	1	1		Reg	Science
4			1			1	1	1		Reg	6 & 7th
5			1			1	1	1		Reg	Science
6			1			1	1	1		Reg	Science
7			1			1	1	1		Reg	Art
8			1			1	1	1		Reg	Math
9			1			1	1	1		Reg	Math
10			1			1	1	1		Reg	Math
11			1			1	1	1		Reg	Math
12			1			1	1	1		Reg	Math
13						0	1	1		RSP	RSP
14			1			1	1	1		Reg	7th
15			1			1	1	1		Reg	Spanish
16			1			1	1	1		Reg	8th grade
17			1			1	1	1		Reg	6, 7, 8
18			1			1	1	1		Reg	8th
19			1			1	1	1		Reg	6 & 8th
20			1			1	1	1		Reg	7 & 8th
21A			1			1	1	1		Reg	Dance
21B			1			1	1	1		Reg	Dance
22A			1			1	1	1		Reg	Wood Shop
22B			1			1	1	1		Reg	Wood Shop
P1						0	1		1	RSP	RSP
P2			1			1	1		1	Reg	Drama, Music, Eng
P3						1	1		1	SDC NonSev	SDC
P4			1			1	1		1	Reg	Spanish
P5						0	1		1	RSP	RSP
P6			1			1	1		1	Reg	6 & 7
P7						1	1		1	SDC NonSev	SDC
P8			1			1	1		1	Reg	PE Weight Rm.
PE BOYS			1			1	1		1	Reg	PE
PE GIRLS			1			1	1		1	Reg	PE
Total	0	0	29	0	2	31	34	25	9		

Lakeside MS

District Program Capacity Calculations

CR, K-5, w/out special ed	0	
Students / Rm.	24	
Subtotal	<input type="text" value="0"/>	
CR, 6-8, w/out special ed	29	District Capacity 2017-2018
Students / Rm.	28	
Subtotal	<input type="text" value="812"/>	840
Special Ed - Severe	0	
Students / Rm.	8	
Subtotal	<input type="text" value="0"/>	
Special Ed - Non-Severe	2	
Students / Rm.	14	
Subtotal	<input type="text" value="28"/>	

State Capacity Calculations

Gross CR, 6-8, w/out special ed	32	
Students / Rm.	27	
Subtotal	<input type="text" value="864"/>	
Gross CR, Special Ed- severe	0	State Capacity 2017-2018
Students/Rm	9	
Subtotal	<input type="text" value="0"/>	890
Gross CR, Special Ed- non severe	2	
Students/Rm	13	
Subtotal	<input type="text" value="26"/>	

Room No.	District Capacity						State Capacity			Reg SDC / RSP	Grade/Use
	Room Type						Gross CR Inventory	Permanent	Portable		
	K	Grades 1-5	Grades 6-8	Special Ed		CR - District					
			Severe	Non-Severe							
Tierra del Sol MS											
A2			1			1	1	1		Reg	6,7,8
A3			1			1	1	1		Reg	6,7,8
A4			1			1	1	1		Reg	6,7,8
A5			1			1	1	1		Reg	6,7,8
A6			1			1	1	1		Reg	6,7,8
B1			1			1	1	1		Reg	6,7,8
B2			1			1	1	1		Reg	6,7,8
B3			1			1	1	1		Reg	7,8
B4					1	1	1	1		SDC NonSev	6,7,8
B5					1	1	1	1		SDC NonSev	6,7,8
B6			1			1	1	1		Reg	6,7,8
B SCI			1			1	1	1		Reg	8
B STAGE			1			1	1	1		Reg	6,7,8
C1			1			1	1	1		Reg	6
C2			1			1	1	1		Reg	6
C3			1			1	1	1		Reg	6
C4			1			1	1	1		Reg	6,8
C5			1			1	1	1		Reg	Lab
C6			1			1	1	1		Reg	6
C SCI			1			1	1	1		Reg	6
D1			1			1	1	1		Immersion	6,7,8
D2			1			1	1	1		Reg	7
D3			1			1	1	1		Reg	7
D4			1			1	1	1		Reg	7
D5			1			1	1	1		Reg	7
D6			1			1	1	1		Reg	7
D SCI			1			1	1	1		Reg	
P1						0	1		1	RSP	6,7,8
P2						0	1		1	RSP	6,7,8
P3						0	1		1	RSP	6,7,8
P4			1			1	1		1	Reg	8
P5			1			1	1		1	Reg	8
P6			1			1	1		1	Reg	8
P8					1	1	1		1	SDC Severe	6,7,8
PE BOYS			1			1	1		1	Reg	6,7,8
PE GIRLS			1			1	1		1	Reg	6,7,8
Library						0	1		1	Library	6,7,8
Total	0	0	30	1	2	33	37	30	7		

Tierra del Sol MS

District Program Capacity Calculations

CR, K-5, w/out special ed	0
Students / Rm.	24
Subtotal	0
CR, 6-8, w/out special ed	30
Students / Rm.	28
Subtotal	840
Special Ed - Severe	1
Students / Rm.	8
Subtotal	8
Special Ed - Non-Severe	2
Students / Rm.	14
Subtotal	28

**District Capacity
2017-2018
876**

State Capacity Calculations

Gross CR, 6-8, w/out special ed	34
Students / Rm.	27
Subtotal	918
Gross CR, Special Ed- severe	1
Students/Rm	9
Subtotal	9
Gross CR, Special Ed- non severe	2
Students/Rm	13
Subtotal	26

**State Capacity
2017-2018
953**

Exhibit D

Site Profile Sheets



Eucalyptus Elementary School

11838 Valle Vista Road
Lakeside, CA 92040

Year Built: 1961
Bldg. Sq. Ft.: 12,508
Acreage: 8.74
Student Population: 119
Modernized: 1999



Summary of Improvements Needed

Eucalyptus Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated to	Escalated to	Escalated to
Category / Item					YYYY	YYYY	YYYY
Health & Safety							
Replace chain link perimeter fencing			X				
Replace fire alarm control panel with modern code-compliant panel		X					
Add Health Office with Restroom		X					
Replace heat pumps throughout (Roof Mount & 1 Wall Mount)			X				
Update the overhead speaker (Outside)				X			
Hot water available everywhere (RR's Office, Kitchen)			X				
Upgrade fencing		X					
Secure lower parking & field area		X					
Improve plumbing in RRs			X				
Classroom Modernization							
Replace the wall mount heat pumps on Portables			X				
Replace flooring in Portables			X				
Replace vinyl wall board in the Portables				X			
Replace roof on entire structure (every building)		X					
Paint exteriors and interior				X			
Cork Board Walls (cover brick) for student display of work and teacher work area			X				
Maintain(or supply) Inter-active Board		X					
Sink and drinking fountain upgrade (water needs to flow while washing hands)		X					
Support Facilities							
Seal coat and stripe drop off loop and parking lot				X			
Replace the wall mount heat pump at the office		X					
Replace office flooring				X			
Replace vinyl wall board in the office				X			
(1) Pave the parking lot		X					
Child Nutrition - HVAC				X			
Increase visibility of Front Office Location		X					
Expand ESS Facilities		X					
Replace wall covering in office & classrooms				X			
Replace floors in office and classrooms				X			
HVAC in Speech Room and Workroom		X					
(3) Turn Office to face the front of the school		X					
Resurface all walking areas to make them even (remove tree roots, cracks, holes)		X					
Athletic Facilities							
Resurface playground (even up the blacktop) Seal Coat, Fix Cracks, and Stripe				X			
Playing Fields							
Repair/patch blacktop playground. Seal coat and stripe				X			
(5) Build climbing, crawling and balancing apparatus		X					
** Swing Set - EH is the only site in the district where swing sets were not replaced.		X					
Site Modernization							
Remove and replace roof at Building A		X					
Replace flooring and painted interior of Building A				X			
Renovate restrooms		X					
Curb Appeal - Landscape (Grass, Plants, Shrubs, Bark, Rocks, Ground Cover)		X					
(4) Aesthetically Pleasing (Age Appropriate) Campus		X					
(2) Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)		X					
New windows and window coverings (All Site)			X				
** Increase classroom capacity for growth (portables) EAK and TK Campus		X					
Renovate all Restrooms (adult and student) & add additional stall in boy's restroom		X					
Auto sprinklers on all grass areas of campus			X				
Technology							
New Construction							
Shade for Playground		X					
Add MPR room / Safe room		X					
Add School Library		X					
Replace one ton mini split and six 4 ton package units on building A							
Other							
Remove stored Portables				X			
Create permanent campus of Learn through Play for all EAK & TK students		X					
Keep Dog Owners from bringing dogs on our field!!!		X					
TOTAL ALL CATEGORIES							
		28	10	12			



Lakeside Farms Elementary School

11915 Lakeside Avenue
Lakeside, CA 92040



Year Built: 1957
Bldg. Sq. Ft.: 45,815
Acreage: 7.64
Student Population: 632
Modernized: 1999

Summary of Improvements Needed

Lakeside Farms Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item					YYYY	YYYY	YYYY
Health & Safety							
Replace perimeter fencing at South Blacktop				X			
Replace clock/bell/paging system						X	
Increase number of staff bathrooms		X					
Hot water in adult bathrooms and teachers' lounge		X					
Door locks that lock/unlock from INSIDE		X					
Sinks in all classrooms, including portables		X					
Classroom Modernization							
(4) Replace aging portables			X				
Increase exterior lighting		X					
Covers for electrical outlets		X					
Classroom Modernization				X			
Replace heat pump on P1				X			
Replace roofs at Portables P2, 3, 6, 7, 8, 9, 13,14, P1, 4, 5, 10, 11, and 12				X			
Replace heat pumps on Portables				X			
Update electrical to increase number/capacity of outlets			X				
(3) Replace flooring in all classrooms and teachers' lounge		X					
(5) Replace heating and cooling		X					
Replace rotted wood around doors and windows			X				
Support Facilities							
Replace asphalt surfaces, seal coat and stripe parking lot				X			
Replace roofs on MPR, ESS and Office				X			
Replace two 10 ton package units on Shelter				X			
Replace all package units and heat pumps on MPR, Office and ESS				X			
Child Nutrition HVAC				X			
Expand ESS Facilities			X				
Increase visibility of Front Office Location				X			
Add solar to all new structures		X					
Pave the parking lot		X					
(1) Expand teachers' lounge and add bathrooms		X					
Modernize front office		X					
Tie into sewer to allow for expansion/sanitation for school		X					
Add expandable /stadium seating to MPR.		X					
Athletic Facilities							
Playing Fields							
Replace asphalt surfaces, seal coat and stripe			X				
2 Shde structures - 1 for Kinder 1 for main playground			X				
Site Modernization							
Replace roofs Buildings A, B, and K				X			
Replace flooring		X					
Paint exterior of buildings			X				
Replace all package units and heat pumps at Buildings A, B, MPR, K and Office		X					
Renovate restrooms		X					
Increase classroom capacity for growth (21 portables within the district)			X				
Paint Interiors		X					
Technology							
Update electrical to increase number/capacity of outlets		X					
NEW CONSTRUCTION							
(4) Aesthetically Pleasing (Age Appropriate) Campus							
Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)		X					
(2) Increase Parking		X					
OTHER							
** Increase classroom capacity for growth (portables) EAK and TK Campus			X				
Exterior Paint and Curb Appeal Update		X					
TOTAL ALL CATEGORIES		22	9	13			



Lakeview Elementary School

9205 Lakeview Road
Lakeside, CA 92040

Year Built: 1959
Bldg. Sq. Ft.: 47,179
Acreage: 9.42
Student Population: 708
Modernized: 1999



Summary of Improvements Needed

Lakeview Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
Health & Safety							
Replace chain link fence			X				
Modernize FACP with new panel			X				
(5) Improve Video Surveillance		X					
Classroom Modernization							
Replace roofing on Portables		X					
Patch and paint exterior Portables			X				
Replace vinyl wallboard in Portables			X				
Replace flooring (Throughout Campus)			X				
(3) Upgrade aging classrooms		X					
Support Facilities							
Repair/replace maintenance road; seal coat and stripe; seal coat stripe Kinder area, staff parking, West parking, and visitor parking lot		X					
Blacktop staff, West, and visitor parking lot			X				
Replace vinyl wallboard in ESS			X				
Patch and paint exterior ESS				X			
Expand ESS Facility				X			
Increase visibility of Front Office Location				X			
(4) Increase parking		X					
Athletic Facilities							
Playing Fields							
Blacktop Playground			X				
Seal coat and stripe North Playground			X				
(1) Pave the parking lot		X					
Site Modernization							
(2) Replace HVAC		X					
Replace flooring			X				
Replace roofing		X					
Patch and paint exteriors			X				
Replace vinyl wall board			X				
(1) Restroom renovations			X				
Upgrade aging classroom furniture		X					
Increase classroom capacity for growth (21 portables within the district)		X					
Technology							
Other							
Exterior paint and curb Appeal Update			X				
TOTAL ALL CATEGORIES							
		10	11	6			

(4) Aesthetically Pleasing (Age Appropriate) Campus

(2) *Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)

** Increase classroom capacity for growth (portables) EAK and TK Campus



Lemon Crest Elementary School

12463 Lemon Crest Dr.
Lakeside, CA 92040

Year Built: 1992
Bldg. Sq. Ft.: 43,333
Acreage: 12.4
Student Population: 577

Modernized:

Summary of Improvements Needed

Lemon Crest Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
Health & Safety							
Replace perimeter fence		X					
Replace FACP and clock/bell/paging system				X			
Dirt lot leveled and paved for visitor parking		X					
Classroom Modernization							
Support Facilities							
Repair/replace all paved area; seal coat and stripe (Parking & Playground)			X				
Replace Roof at ESS, Food Service, Library and MPR			X				
Paint exteriors at Library, MPR and ESS			X				
Paint interiors and or replace vinyl wallboard in ESS, Library and MPR				X			
Replace flooring in Library and MPR			X				
Expand ESS Facility			X				
Increase visibility of Front Office				X			
Child Nutrition HVAC		X					
(5) Expand Child Nutrition for Growth		X					
(4) Dirt lot leveled and paved for Visitor Parking		X					
Add solar panels				X			
Athletic Facilities							
Playing Fields							
Repair/replace; seal coat and stripe			X				
Repair/replace Grass Fields			X				
Replace wood chips under play structure w/foam padding or anything else safer			X				
Site Modernization							
Replace roof at Buildings B, C, D, E, F, G, K, Rooms 25-28 Portables			X				
Replace HVAC units at all Buildings and Portables			X				
(1) Pave the parking lot			X				
Paint exteriors at Buildings B, C, D, E, F, G, I, J, K, and 21-28 Portables				X			
Paint interiors and or replace vinyl wall board at Buildings B, C, D, E, F, G, I, J, K, and Rooms 21-28				X			
(3) Renovate Restrooms- add air hand dryers, retile bathroom floors				X			
Replace wood chips under play structure w/foam padding or anything else safer			X				
Renovate Plumbing System		X					
Renovate Drinking Fountains		X					
Add cement under the windows/backpack hooks							
New Construction							
Expand Lunch Area		X					
(1) Shade structures		X					
(2) Staff parking on South Playground			X				
Add cameras in more strategic areas		X					
Other							
Add benches at the end of sidewalk for Kinder pick-up		X					
Add picnic tables outside everyone's classroom		X					
TOTAL ALL CATEGORIES		12	13	7			

(4) Aesthetically Pleasing (Age Appropriate) Campus
(2) Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)

** Increase classroom capacity for growth (portables) EAK and TK Campus



Lindo Park Elementary School

12824 Lakeshore Drive
Lakeside, CA 92040

Year Built: 1952
Bldg. Sq. Ft.: 51,821
Acreage: 11.6
Student Population: 503
Modernized: 1999

Summary of Improvements Needed

Lindo Park Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
Health & Safety							
Replace chain link fence		X					
Replace FACP and clock/bell/paging system		X					
Add lunch table to accommodate allergies		X					
New student chairs K-2			X				
Classroom Modernization							
Replace roof at building A and portables		X					
Replace HVAC on portables		X					
Support Facilities							
Seal coat and stripe all areas				X			
Replace roof at Cafeteria, ESS 1, and MPR		X					
Replace flooring in MPR and PR			X				
Child nutrition HVAC		X					
Expand ESS Facility		X					
(4) Create Bus Circle in rear of site		X					
Athletic Facilities							
Playing Fields							
Seal coat and stripe				X			
Site Modernization							
Replace HVAC units campus wide		X					
Paint interiors and replace wall board campus wide			X				
Increase classroom capacity for growth (21 portables within the district)				X			
Replace flooring campus wide			X				
Replace water fountains throughout school: Kinder, B Wing, Kitchen, D Wing			X				
(5) Rebuild infrastructure throughout the Campus		X					
(2) Update all restrooms with water fountains		X					
Technology							
Replace SMART Boards & Computers		X					
New Construction							
(1) New Theater/MPR		X					
Expand school offices: counselor, Bilingual Liaison, main, and health			X				
Build conference room			X				
Update and expand Kitchen			X				
Update Staff Lunch Room			X				
(3) Expand covered lunch area and add new seating including overhang to "E" Wing		X					
Other							
Replace roof at preschool, Boys and Girls Club (1&2) and RSP		X					
New student desks to facilitate 22nd Century Learning			X				
Replace Table Tops (Lunch Tables & Tables in front of classroom)		X					
New Marquee			X				
Create grass field and irrigation-primary and intermediate			X				
Purchase Varidesks for office staff (attendance, secretary, 2 liaisons) for health purposes			X				
Add Bus Circle and parking in back of school		X					
TOTAL ALL CATEGORIES		18	13	3			



Riverview Elementary School
 9308 Winter Gardens Blvd.
 Lakeside, CA 92040



Year Built: 1958
Bldg. Sq. Ft.: 41,046
Acreage: 8.49
Student Population: 637
Modernized: 1999

Summary of Improvements Needed

Riverview Elementary School	In Progress	Priority			Preliminary Cost Estimates				
		1	2	3	Hard Cost	Soft Cost	Total Estimate		
					Escalated To	Escalated To	Escalated To		
Category / Item							YYYY	YYYY	YYYY
Health & Safety									
Replace chain link fence									
Replace fire alarm control panel and clock/bell/paging equipment				X					
Classroom Modernization									
Replace flooring in portable classrooms 20-27 and K3				X					
Replace roof at K3-19									X
Support Facilities									
Replace roofing at ESS, MPR and Office				X					
Replace standing seam roof at Library									X
Replace heat pump unit at ESS									X
Replace package and condensing units at Office				X					
Replace flooring in Office and Library				X					
Paint exteriors at ESS and Office									X
(5) Paving lower parking lot		X							
Expand ESS facility									X
(4) Create Parking Spaces				X					
Increase visibility of Front Office location									
(3) More Adult Restrooms									X
Athletic Facilities									
Modern Track		X							
Playing Fields									
(1) Modern Track		X							
Site Modernization									
Paint exteriors of buildings A, B, C, K, and portable buildings									X
Paint interiors of buildings A, B, C, Restrooms and portables				X					
Replace flooring in buildings A, B, C, K and portables									X
Replace package and condensing units at building A, B, C, K, and portables				X					
(2) Renovate Restrooms									X
Upgrade flooring in Office and Classrooms		X							
Replace flooring in portable classrooms 20-27 and K3				X					
Replace roof at K3-19		X							
Replace portables									X
Technology									
Other									
Exterior paint curb appeal update									X
TOTAL ALL CATEGORIES		5	9	12					

(4) Aesthetically Pleasing (Age Appropriate) Campus
 (2) 'Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)

** Increase classroom capacity for growth (portables) EAK and TK Campus



Winter Gardens Elementary School

8501 Pueblo Road
Lakeside, CA 92040

Year Built: 1961
Bldg. Sq. Ft.: 23,656
Acreage: 9.00
Student Population: 368
Modernized: 1999

Summary of Improvements Needed

Winter Gardens Elementary School Category / Item	In Progress	Priority			Preliminary Cost Estimates					
		1	2	3	Hard Cost	Soft Cost	Total Estimate			
					Escalated To	Escalated To	Escalated To			
Health & Safety										
Replace chain link fence		X								
Replace FACP		X								
Replace clock/bell/paging system			X							
Classroom Modernization										
Replace standing seam roofs at portable 9; rooms 7 and 10		X								
Paint exteriors rooms 7, 8, 9, 10, 11, and 15			X							
Replace roofs at Room 8 and 11		X								
Update classroom furniture - flexible use furniture		X								
Support Facilities										
Seal coat and stripe maintenance road and parking lots				X						
Replace roof at MPR, ESS and Lounge		X								
Replace 100K BTU Heat/Vent at Office		X								
Replace flooring at ESS			X							
Expand ESS facility		X								
Child nutrition HVAC		X								
(1) Shade		X								
Athletic Facilities										
Seal coat and stripe Basketball Courts				X						
Repair basketball hoops - lower and install chain nets			X							
Playing Fields										
(5) Grass		X								
Seal coat and stripe kinder blacktop, North and South blacktops				X						
Site Modernization										
Replace roofs at building A, B and C		X								
Replace HVAC units on all buildings		X								
(3) Paint exteriors			X							
Replace flooring at building A, B, and C			X							
(4) Increase classroom capacity for growth (21 portables within the district)			X							
Renovate restrooms			X							
Expand MPR		X								
New Construction										
Shade structure		X								
Covered area for pick-up and drop-off area		X								
Other										
Exterior Paint / Curb appeal update			X							
(2) Update Classroom Furniture			X							
Replace all lunch tables		X								
TOTAL ALL CATEGORIES		17	10	3						

(4) Aesthetically Pleasing (Age Appropriate) Campus
(2) Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)

** Increase classroom capacity for growth (portables) EAK and TK Campus



Lakeside Middle School

11833 Woodside Avenue
Lakeside, CA 92040

Year Built: 1936
Bldg. Sq. Ft.: 63,983
Acreage: 8.86
Student Population: 791
Modernized: 2014



Summary of Improvements Needed

Lakeside Middle School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item					YYYY	YYYY	YYYY
Health & Safety							
Replace classroom lighting in building J, K, and L				X			
Replace 6' and 10' chain link fence				X			
Replace 6' and 10' chain link fence				X			
(4) Security needs		X					
Classroom Modernization							
Replace wall-mounted heat pump on Classroom 2 and Portables P2-P8				X			
Replace TPO on P1				X			
Replace standing seam roofs on Portables P2, P3, and P4				X			
Replace roof on Portables P5, 7 and 8				X			
Replace flooring in Portables P2-P8				X			
Paint exteriors P5 and Room 2				X			
(5) Plan for SMART Board Replacement				X			
Support Facilities							
Remove and replace asphalt paving in the fire lane, seal coat, and stripe				X			
Seal coat and stripe parking lot and other remaining areas				X			
Replace roof on Building A and B				X			
Replace HVAC units in Building B				X			
Replace cafeteria floor				X			
Expand ESS Facility				X			
Increase visibility of Front Office Location				X			
(2) Maintenance				X			
Athletic Facilities							
Playing Fields							
(1) Pave the parking lot				X			
Renovate athletic fields and structures				X			
Site Modernization							
Replace shingle roofing on Building I and J				X			
Replace roof on Buildings C, D, E, F, G, K, L, and M				X			
Replace HVAC units on Buildings C, D, E, G, J, K, L, P1, F, H, and I				X			
Replace flooring in Building C, J, K and, L				X			
Paint interiors and or/replace wall board in all buildings				X			
Paint exterior at buildings J, K, and, L				X			
Paint interior at buildings A, B and, I				X			
Renovate or replace wood floor throughout building B				X			
Update/modernize classrooms				X			
(1) Increase classroom capacity for growth (21 portables within the district)				X			
Technology							
New Construction							
Other							
TOTAL ALL CATEGORIES				3	28	0	

(4) Aesthetically Pleasing (Age Appropriate) Campus
(2) Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)
** Increase classroom capacity for growth (portables) EAK and TK Campus

District Wide Needs to Allow for Growth
Maintenance Issues
(3) Student Desks
District Wide Security Needs



Tierra del Sol Middle School

9611 Petite Lane
Lakeside, CA 92040



Year Built: 1972
Bldg. Sq. Ft.: 58,085
Acreage: 24
Student Population: 703
Modernized:

Summary of Improvements Needed

Tierra del Sol Middle School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item					YYYY	YYYY	YYYY
Health & Safety							
Replace perimeter fence		X					
Quick locks on all exterior doors		X					
Back gates on driveway and Pino		X					
Classroom Modernization							
Replace roofing at P4 and P6		X					
Replace standing seam roof at P8		X					
Repair and paint exterior Portables T1-11			X				
Replace carpet and VCT in Room 12			X				
Replace flooring Room 11			X				
Replace vinyl wall board in Room 12			X				
(4) Re-carpeting/baseboards all classrooms			X				
Update to 21st century classroom furniture (new chairs and updated desks)				X			
Support Facilities							
Repair/replace asphalt; seal coat and stripe parking lot				X			
Upgrade/renovate/new MPR/theater		X					
(5) Child Nutrition HVAC		X					
Sports and Performing Arts Center (will generate \$\$ for school)		X					
Child Nutrition HVAC		X					
Athletic Facilities							
Replace Heat/Vent at PE Building		X					
Replace asphalt shingle roof at PE Building		X					
Patch and paint exterior stucco Gym			X				
Replace flooring in Gym			X				
Playing Fields							
Site Modernization							
Replace asphalt shingle roofs at Buildings A, B, C, D, and E		X					
Patch and paint Building E			X				
Patch and paint interiors rooms at all buildings			X				
Replace flooring in all buildings			X				
Renovate Restrooms		X					
(2) Increase classroom capacity for growth (21 portables within the district)			X				
Technology							
New Construction							
(5) Build climbing, crawling and balancing apparatus			X				
(1) Sports/Performing Arts Center		X					
Other							
(3) Update to 21st Century Classroom Furniture		X					
TOTAL ALL CATEGORIES		15	12	2			

(4) Aesthetically Pleasing (Age Appropriate) Campus
(2) Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)

** Increase classroom capacity for growth (portables) EAK and TK Campus



District Office
 12335 Woodside Avenue
 Lakeside, CA 92040
 Year Built:
 Bldg. Sq. Ft.:
 Acreage:
 Student Population:
 Modernized:
 Summary of Improvements Needed

District Office	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To	Escalated To	Escalated To	Escalated To	Escalated To	Escalated To
Category / Item							
Support Site Needs - District Office / Food Service / Maintenance / Transportation / ESS							
District Office							
OCCTV (Video Cameras)		X					
Site Modernization							
(1) Re-purpose Old Warehouse/Historic Building		X					
(2) Replace or more efficient/new HVAC System in DO (really hot or cold)			X				
Improve individual workspaces to be ergonomically function with equal/adequate space for all		X					
New Construction							
Remove portable & add space to permanent DO building		X					
Additional Restroom Facilities			X				
Additional Parking				X			
Digital Marquee - Advertise Programs / Increase enrollment				X			
Technology							
Consider moving equipment in NOC to district (old warehouse) to prevent power outages across district			X				
Other							
TOTAL ALL CATEGORIES		4	2	3			



Food Service
 12335 Woodside Avenue
 Lakeside, CA 92040

Year Built: 1959
 Bldg. Sq. Ft.: 6,000
 Acreage:
 Student Population:
 Modernized:
 Summary of Improvements Needed



Food Service	In Progress	Priority			Preliminary Cost Estimates					
		1	2	3	Hard Cost	Soft Cost	Total Estimate			
					Escalated To	Escalated To	Escalated To			
Health & Safety										
OCCTV (Video Cameras)		X			YYYY	YYYY	YYYY			
Site Modernization										
(1) Repurpose existing central kitchen		X								
(2) Build appropriate cafeteria space for serving meals at Lemon Crest and Tierra del Sol		X								
Lemon Crest inadequate serving area		X								
Tierra del Sol inadequate serving area		X								
New Construction										
Relocate central kitchen to historical warehouse building (Exterior to remain historical but to create modern kitchen in the interior space)		X								
Technology										
Other										
Refrigeration		X								
Forklift (purchased already)				X						
New Ovens		X								
New Mixers		X								
TOTAL ALL CATEGORIES		9	0	1						



Maintenance & Operations
 9700 Riverview Avenue
 Lakeside, CA 92040

Year Built: 1996
 Bldg. Sq. Ft.: 5,000
 Acreage:
 Student Population:

Modernized:
 Summary of Improvements Needed



Maintenance & Operations Category / Item	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Health & Safety							
OCCTV (Video Cameras)			X				
Replace fencing			X				
Eye wash station			X				
Site Modernization							
Office remodel				X			
Restroom modernization/additional restrooms for both departments				X			
Upgrade HVAC		X					
Exterior paint				X			
Asphalt repair				X			
New roof				X			
New office furniture				X			
Replace lounge, kitchen furniture/lockers for all				X			
New Construction							
Reuse of existing site				X			
(2) New building/new shop with professional tools, saws, compressors, and plasma cutter.		X					
Jetting machine (for sewers)				X			
Back up generator for maintenance and technology				X			
See snake with locator (for sewers)				X			
Add additional asphalt						X	
Technology							
Upgrade staff's computers				X			
New cell phones with large capacity storage				X			
Other							
New mowers (Riding)				X			
(1) New trucks		X					
Equipment (Sprayers; Carpet Van; Floor Scrubber;)				X			
New dump truck				X			
New mobile genatator/welder with MIG suitcase				X			
New box delivery truck/van w/lift gate				X			
New real dump truck				X			
TOTAL ALL CATEGORIES		2	16	8			



Technology

Lakeside, CA 92040

Year Built: 1996
 Bldg. Sq. Ft.: 5,000
 Acreage:
 Student Population:
 Modernized:
 Summary of Improvements Needed

Technology	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
Health & Safety							
Upgrade/Add Security Cameras - ALL Sites		X					
UPS Batteries at ALL IDF's at sites				X			
2 Way Intercom (Inside), maybe Outside. - ALL Sites (upgrading "All Call" Speakers)			X				
Site Modernization							
Storage space (Add on to existing building to give us more storage space for inventory shelves)				X			
Site Generator / Power Upgrade (Affects Tech and Maintenance)			X				
(2) Upgrade/Add Security Cameras - ALL Sites		X					
New Construction							
Storage space (Add on to existing building to give us more storage space for inventory shelves)				X			
Technology							
(1) Classroom (Teaching) - TVs to replace Smartboards		X					
2 Way Intercom (Inside), maybe outside. - ALL Sites (upgrading "All Call" Speakers)			X				
Other							
1 or 2 new vehicles for technology staff			X				
TOTAL ALL CATEGORIES		3	4	3			

- (5) Build climbing, crawling and balancing apparatus
 - (4) Aesthetically Pleasing (Age Appropriate) Campus
 - (2) Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)
- ** Increase classroom capacity for growth (portables) EAK and TK Campus



Transportation

9707 Marilla Drive
Lakeside, CA 92040

Year Built: 1994
Bldg. Sq. Ft.: 5,472
Acreage:
Student Population:
Modernized:



Summary of Improvements Needed

Transportation	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
Health & Safety					YYYY	YYYY	YYYY
Radios			X				
OCCTV (Video Cameras)			X				
Cameras for Buses			X				
Replace the refrigerator				X			
Add a garbage disposal				X			
Site Modernization							
Modernize restrooms and add a shower				X			
(2) Update parking lot lighting (LED)			X				
New lounge furniture				X			
Update HVAC			X				
Interior paint				X			
Exterior paint				X			
New roofing				X			
Office Furniture				X			
Interior flooring				X			
New building insulation in the shop area				X			
Lifts for buses		X					
New tire changing machine		X					
New brake drum lathe		X					
New Construction							
Lifts for buses			X				
New tire changing machine			X				
New brake drum lathe			X				
Technology							
New computers for the office and the lounge			X				
Scanner for trouble shooting the newer buses			X				
Other							
(1) NEW BUSES, NEW BUSES, NEW BUSES X 18		X					
HVAC for all existing buses		X					
Entertainment/video players for students on all buses			X				
TOTAL ALL CATEGORIES		5	11	10			



Lakeside Early Advantage Preschool Programs (LEAPP)

9745 Marilla Drive
Lakeside, CA 92040



Year Built: 2014
Bldg. Sq. Ft.: 10,000
Acreage: 1.5
Student Population: 192
Modernized:
Summary of Improvements Needed

LEAPP	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
Health & Safety					YYYY	YYYY	YYYY
Roofs		X					
Proper working toilets in large building, metal not plastic components, toilets don't flush, drains in bathrooms overflow		X					
Security Cameras on the campus							
Classroom Modernization							
6 teachers sharing 4 portables		X					
Enough students on the wait list for 2 more tuition based preschool classes		X					
Need to add 1 special Ed Class		X					
Support Facilities							
Staff bathroom, have 1 toilet, 45 staff on campus. No visitor bathroom for speech/testing students		X					
3 teachers have minimal office space and share with psychologist, no privacy for testing, teachers can't get to items		X					
Need office space for special Ed. Specialist		X					
Need office space for Preschool Manager, office is in the wrap around CARE building, zero privacy for conference		X					
Playing Fields							
Site Modernization							
Shade covers will need to be replaced			X				
(1) Pave the parking lot				X			
Technology							
New Construction							
Storage for classrooms		X					
More Portables - (Office Space and Classrooms)		X					
Bathroom for adult usage		X					
Other							
(5) Build climbing, crawling and balancing apparatus				X			
Parking parent-staff too full: blocked by parents at River Valley and LMS parents using for drop off and pick up		X					
Handicap parking-not enough too far away			X				
TOTAL ALL CATEGORIES		13	2	2			

(4) Aesthetically Pleasing (Age Appropriate) Campus
(2) Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)

** Increase classroom capacity for growth (portables) EAK and TK Campus

Exhibit E

Facility Advisory Committee, Summary of Recommendations by Site and District Wide

Dot Exercise - School Priority

School	Priority	Need	Blue Dots	Red Dots	Total Dots	Notes	
Eucalyptus		Security and Safety					
		School Expansion to include ALL TK & EAK on EES secure campus					
	5	Turn School Office to face Campus	1	1	2		
		Replace chain link perimeter fencing					
		Replace fire alarm control panel with modern code-compliant panel					
		Add Health Office with Restroom					
		Replace heat pumps throughout (Roof Mount & 1 Wall Mount)					
		Update the overhead speaker (Outside)					
		Hot water available everywhere (RR's Office, Kitchen)					
		Upgrade fencing					
		Secure lower parking & field area					
		Improve plumbing in RRs					
		Classroom Modernization					
		Replace the wall mount heat pumps on Portables					
		Replace flooring in Portables					
		Replace vinyl wall board in the Portables					
		Replace roof on entire structure (every building)					
		Paint exteriors and interior					
		Cork Board Walls (cover brick) for student display of work and teacher work area					
		Maintain(or supply) Inter-active Board					
		Sink and drinking fountain upgrade (water needs to flow while washing hands)					
		Support Facilities					
		Seal coat and stripe drop off loop and parking lot					
		Replace the wall mount heat pump at the office					
		Replace office flooring					
		Replace vinyl wall board in the office					
	1	Pave & Stripe Parking Lot / include pick up zone		2	1	3	
		Child Nutrition - HVAC					
		Increase visibility of Front Office Location					
		Expand ESS Facilities					
		Replace wall covering in office & classrooms					
		Replace floors in office and classrooms					
		HVAC in Speech Room and Workroom					
	4	Turn Office to face the front of the school					
		Resurface all walking areas to make them even (remove tree roots, cracks, holes)					
		Athletic Facilities					
		Resurface playground (even up the blacktop) Seal Coat, Fix Cracks, and Stripe					
		Playing Fields					
		Repair/patch blacktop playground. Seal coat and stripe					
	2	Build climbing, crawling and balancing apparatus					
		Swing Set - EH is the only site in the district where swing sets were not replaced.					
		Site Modernization					
		Remove and replace roof at Building A					
		Replace flooring and painted interior of Building A					
		Renovate restrooms					
	3	Aesthetically Pleasing (Age Appropriate) Campus					
		Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)					
		New windows and window coverings (All Site)					
		Increase classroom capacity for growth (portables) EAK and TK Campus					
		Renovate all Restrooms (adult and student) & add additional stall in boy's restroom					
	Auto sprinklers on all grass areas of campus						
	New Construction						
	Shade for Playground						
	Add MPR room / Safe room						
	Add School Library						
	Replace one ton mini split and six 4 ton package units on building A						
	Other						
	Remove stored Portables						
	Create permanent campus of Learn through Play for all EAK & TK students						
	Keep Dog Owners from bringing dogs on our field!!!						
	Curb appeal						

Dot Exercise - School Priority					
Lakeside Farms	Health & Safety				
		Replace perimeter fencing at South Blacktop			
		Replace clock/bell/paging system			
		Increase number of staff bathrooms			
		Hot water in adult bathrooms and teachers' lounge			
		Door locks that lock/unlock from INSIDE			
		Sinks in all classrooms, including portables			
	Classroom Modernization				
		Replace aging portables			
		Increase exterior lighting			
		Covers for electrical outlets			
		Classroom Modernization			
		Replace heat pump on P1			
		Replace roofs at Portables P2, 3, 6, 7, 8, 9, 13,14, P1, 4, 5, 10, 11, and 12			
		Replace heat pumps on Portables			
		Update electrical to increase number/capacity of outlets			
		Replace flooring in all classrooms and teachers' lounge			
		Replace heating and cooling			
		Replace rotted wood around doors and windows			
	Support Facilities				
		Replace asphalt surfaces, seal coat and stripe parking lot			
		Replace roofs on MPR, ESS and Office			
		Replace two 10 ton package units on Shelter			
		Replace all package units and heat pumps on MPR, Office and ESS			
		Child Nutrition HVAC			
		Expand ESS Facilities			
		Increase visibility of Front Office Location			
		Add solar to all new structures			
		Pave the parking lot			
	1	Expnd Staff Lounge with Restrooms	1	0	1
		Modernize front office			
	2	Redesign and expand parking	2	1	3
		Add expandable /stadium seating to MPR.			
	Playing Fields				
		Replace asphalt surfaces, seal coat and stripe			
		2 Shde structures - 1 for Kinder 1 for main playground			
	Site Modernization				
		Replace roofs Buildings A, B, and K			
	3	Replace flooring			
		Paint exterior of buildings			
		Replace all package units and heat pumps at Buildings A, B, MPR, K and Office			
		Renovate restrooms			
		Increase classroom capacity for growth (21 portables within the district)			
	5	Replace heating & a/c units	0	1	1
		Tie into sewer to allow for expansion/sanitation for school			
4	Replace aging/molding portables with usable sinks				
	Paint Interiors				
Technology					
	Update electrical to increase number/capacity of outlets				
NEW CONSTRUCTION					
	Aesthetically Pleasing (Age Appropriate) Campus				
	Replace all drainage areas (will need replaced or rebuilt to correct severe flooding of grounds)				
OTHER					
	Increase classroom capacity for growth (portables) EAK and TK Campus				
	Exterior Paint and Curb Appeal Update				

Dot Exercise - School Priority					
Lakeview ES	Health & Safety				
		Replace chain link fence			
		Modernize FACP with new panel			
	1	Improve Video Surveillance	1	1	2
	Classroom Modernization				
		Replace roofing on Portables			
		Patch and paint exterior Portables			
		Replace vinyl wallboard in Portables			
		Replace flooring (Throughout Campus)			
	2	Upgrade aging classrooms	1	0	1
	Support Facilities				
		Repair/replace maintenance road; seal coat and stripe; seal coat stripe Kinder area, staff parking, West parking, and visitor parking lot			
		Blacktop staff, West, and visitor parking lot			
		Replace vinyl wallboard in ESS			
		Patch and paint exterior ESS			
		Expand ESS Facility			
		Increase visibility of Front Office Location			
	3	Increase parking	1	0	1
	Playing Fields				
		Blacktop Playground			
		Seal coat and stripe North Playground			
	Site Modernization				
		Replace HVAC			
		Replace flooring			
		Replace roofing			
		Patch and paint exteriors			
		Replace vinyl wall board			
		Restroom renovations			
		Upgrade aging classroom furniture	1	0	1
		Increase classroom capacity for growth (21 portables within the district)			
	Other				
		Exterior paint and curb Appeal Update			

		Dot Exercise - School Priority			
Lemon Crest		Health & Safety			
		Replace perimeter fence			
		Replace FACP and clock/bell/paging system			
		Dirt lot leveled and paved for visitor parking			
		Support Facilities			
		Repair/replace all paved area; seal coat and stripe (Parking & Playground)			
		Replace Roof at ESS, Food Service, Library and MPR			
		Paint exteriors at Library, MPR and ESS			
		Paint interiors and or replace vinyl wallboard in ESS, Library and MPR			
		Replace flooring in Library and MPR			
		Expand ESS Facility			
		Increase visibility of Front Office			
		Child Nutrition HVAC			
	5	Expand Child Nutrition for Growth			
	4	Dirt lot leveled and paved for Parking			
		Add solar panels			
		Playing Fields			
		Repair/replace; seal coat and stripe			
		Repair/replace Grass Fields			
		Replace wood chips under play structure w/foam padding or anything else safer			
		Site Modernization			
		Replace roof at Buildings B, C, D, E, F, G, K, Rooms 25-28 Portables			
		Replace HVAC units at all Buildings and Portables			
		Paint exteriors at Buildings B, C, D, E, F, G I, J, K, and 21-28 Portables			
		Paint interiors and or replace vinyl wall board at Buildings B, C, D, E, F, G, I, J, K, and Rooms 21-28			
	3	Renovate Restrooms- add air hand dryers, retile bathroom floors			
		Replace wood chips under play structure w/foam padding or anything else safer			
		Renovate Plumbing System			
		Renovate Drinking Fountains			
		Add cement under the windows/backpack hooks			
		New Construction			
		Expand Lunch Area			
1	Shade structures	2	0	2	
2	Staff parking on South Playground	1	0	1	
	Add cameras in more strategic areas				
	Other				
	Add benches at the end of sidewalk for Kinder pick-up				
	Add picnic tables outside everyone's classroom				

Dot Exercise - School Priority					
Lindo Park	Health & Safety				
		Replace chain link fence			
		Replace FACP and clock/bell/paging system			
		Add lunch table to accommodate allergies			
		New student chairs K-2			
	Classroom Modernization				
		Replace roof at building A and portables			
		Replace HVAC on portables			
	Support Facilities				
		Seal coat and stripe all areas			
		Replace roof at Cafeteria, ESS 1, and MPR			
		Expand lunch area and include overhang to E Wing			
		Replace flooring in MPR and PR			
		Child nutrition HVAC			
		Expand ESS Facility			
	4	Create Bus Circle in rear of site			
	Playing Fields				
		Seal coat and stripe			
	Site Modernization				
		Replace HVAC units campus wide			
		Paint interiors and replace wall board campus wide			
		Increase classroom capacity for growth (21 portables within the district)			
		Replace flooring campus wide			
		Replace water fountains throughout school: Kinder, B Wing, Kitchen, D Wing			
	5	Rebuild infrastructure throughout the Campus	0	1	1
	2	Update all restrooms with water fountains	1	0	1
	Technology				
		Replace SMART Boards & Computers			
	New Construction				
	1	New Theater/MPR	2	3	5
		Expand school offices: counselor, Bilingual Liaison, main, and health			
		Build conference room			
		Update and expand Kitchen			
		Update Staff Lunch Room			
	3	Expand covered lunch area and add new seating including overhang to "E" Wing			
	Other				
		Replace roof at preschool, Boys and Girls Club (1&2) and RSP			
		New student desks to facilitate 22nd Century Learning			
		Replace Table Tops (Lunch Tables & Tables in front of classroom)			
		New Marquee			
		Create grass field and irrigation-primary and intermediate			
		Purchase Varidesks for office staff (attendance, secretary, 2 liaisons) for health purposes			
		Add Bus Circle and parking in back of school			

Dot Exercise - School Priority					
Riverview ES	Health & Safety				
		Replace chain link fence			
		Replace fire alarm control panel and clock/bell/paging equipment			
	Classroom Modernization				
		Replace flooring in portable classrooms 20-27 and K3			
		Replace roof at K3-19			
	Support Facilities				
		Replace roofing at ESS, MPR and Office			
		Replace standing seam roof at Library			
		Replace heat pump unit at ESS			
		Replace package and condensing units at Office			
		Replace flooring in Office and Library			
		Paint exteriors at ESS and Office			
	5	Paving lower parking lot	2	1	3
		Expand ESS facility			
	4	Create Parking Spaces	1	0	1
		Increase visibility of Front Office location			
	3	More Adult Restrooms			
	Athletic Facilities				
	1	Modern Track			
	Site Modernization				
		Paint exteriors of buildings A, B, C, K, and portable buildings			
		Paint interiors of buildings A, B, C, Restrooms and portables			
		Replace flooring in buildings A, B, C, K and portables			
		portables			
	2	Renovate Restrooms			
		Upgrade flooring in Office and Classrooms			
		Replace flooring in portable classrooms 20-27 and K3			
		Replace roof at K3-19			
		Replace portables			
	Other				
		Exterior paint curb appeal update			

Winter Gardens	Health & Safety				
		Replace chain link fence			
		Replace FACP			
		Replace clock/bell/paging system			
	Classroom Modernization				
		Replace standing seam roofs at portable 9; rooms 7 and 10			
		Paint exteriors rooms 7, 8, 9, 10, 11, and 15			
		Replace roofs at Room 8 and 11			
	2	Update classroom furniture - flexible use furniture			
	Support Facilities				
		Seal coat and stripe maintenance road and parking lots			
		Replace roof at MPR, ESS and Lounge			
		Replace 100K BTU Heat/Vent at Office			
		Replace flooring at ESS			
		Expand ESS facility			
		Child nutrition HVAC			
	Athletic Facilities				
		Seal coat and stripe Basketball Courts			
		Repair basketball hoops - lower and install chain nets			
	Playing Fields				
		Grass			
		Seal coat and stripe kinder blacktop, North and South blacktops			
	Site Modernization				
		Replace roofs at building A, B and C			
	5	Replace HVAC units on all buildings			
		Replace flooring at building A, B, and C			
		Increase classroom capacity for growth			
		Renovate restrooms			
		Expand MPR			
	New Construction				
	1	Shade structure	2	0	2
		Covered area for pick-up and drop-off area			
	Other				
	3	Exterior Paint / Curb appeal update			
	4	Replace all lunch tables	1	0	1

Dot Exercise - School Priority

Lakeside MS	Health & Safety				
		Replace classroom lighting in building J, K, and L			
		Replace 6' and 10' chain link fence			
		Replace 6' and 10' chain link fence			
	2	Maintenance	1	0	1
	4	Security needs	1	1	2
	Classroom Modernization				
		Replace wall-mounted heat pump on Classroom 2 and Portables P2-P8			
		Replace TPO on P1			
		Replace standing seam roofs on Portables P2, P3, and P4			
		Replace roof on Portables P5, 7 and 8			
		Replace flooring in Portables P2-P8			
		Paint exteriors P5 and Room 2			
	3	New student desks			
	Support Facilities				
		Remove and replace asphalt paving in the fire lane, seal coat, and stripe			
		Seal coat and stripe parking lot and other remaining areas			
		Replace roof on Building A and B			
		Replace HVAC units in Building B			
		Replace cafeteria floor			
		Expand ESS Facility			
		Increase visibility of Front Office Location			
	Playing Fields				
		Pave the parking lot			
		Renovate athletic fields and structures			
	Site Modernization				
		Replace shingle roofing on Building I and J			
		Replace roof on Buildings C, D, E, F, G, K, L, and M			
		Replace HVAC units on Buildings C, D, E, G, J, K, L, P1, F, H, and I			
		Replace flooring in Building C, J, K and, L			
		Paint interiors and or/replace wall board in all buildings			
		Paint exterior at buildings J, K, and, L			
		Paint interior at buildings A, B and, I			
		Renovate or replace wood floor throughout building B			
		Update/modernize classrooms			
	Technology				
	5	Replace SMART boards			
	New Construction				
	1	Increase capacity for growth	1	0	1

		Dot Exercise - School Priority			
Tierra del Sol		Health & Safety			
		Replace perimeter fence			
		Quick locks on all exterior doors			
		Back gates on driveway and Pino			
		Classroom Modernization			
		Replace roofing at P4 and P6			
		Replace standing seam roof at P8			
		Repair and paint exterior Portables T1-11			
		Replace carpet and VCT in Room 12			
		Replace flooring Room 11			
		Replace vinyl wall board in Room 12			
	3	Update to 21st century classroom furniture (new chairs and updated desks)			
		Support Facilities			
		Repair/replace asphalt; seal coat and stripe parking lot			
		Upgrade/renovate/new MPR/theater			
	5	Child Nutrition HVAC	0	1	1
		Sports and Performing Arts Center (will generate \$\$ for school)			
		Capreting & Baseboards / entire campus			
		Child Nutrition HVAC			
		Athletic Facilities			
		Replace Heat/Vent at PE Building			
		Replace asphalt shingle roof at PE Building			
		Patch and paint exterior stucco Gym			
		Replace flooring in Gym			
		Site Modernization			
		Replace asphalt shingle roofs at Buildings A, B, C, D, and E			
		Patch and paint Building E			
		Patch and paint interiors rooms at all buildings			
	4	Replace carpeting and baseboards			
		Renovate Restrooms			
		New Construction			
	1	Sports/Performing Arts Center	2	4	6
	2	Increase classroom capacity for growth			

		Dot Exercise - School Priority			
Food Service		Health & Safety			
		OCCTV (Video Cameras)			
		Site Modernization			
	1	Repurpose existing central kitchen	1	5	6
	2	Lemon Crest Cafeteria	0	3	3
	3	Tierra Del Sol Cafeteria	0	1	1
		Other			
		Refrigeration			
		Forklift (purchased already)			
		New Ovens			
	New Mixers				
M&O		Health & Safety			
		OCCTV (Video Cameras)			
		Replace fencing			
		Eye wash station			
		Site Modernization			
		Office remodel			
		Restroom modernization/additional restrooms for both departments			
		Upgrade HVAC			
		Exterior paint			
		Asphalt repair			
		New roof			
		New office furniture			
		Replace lounge, kitchen furniture/lockers for all			
		New Construction			
		Reuse of existing site			
	2	New building/new shop with professional tools, saws, compressors, and plasma cutter.	1	1	2
		Jetting machine (for sewers)			
		Back up generator for maintenance and technology			
		See snake with locator (for sewers)			
		Add additional asphalt			
		Technology			
		Upgrade staff's computers			
		New cell phones with large capacity storage			
		Other			
		New mowers (Riding)			
	1	New trucks			
		Equipment (Sprayers; Carpet Van; Floor Scrubber;)			
		New dump truck			
	New mobile genatator/welder with MIG suitcase				
	New box delivery truck/van w/lift gate				
	New real dump truck				

Dot Exercise - School Priority

Transportation	Health & Safety				
		Radios			
		OCCTV (Video Cameras)			
		Cameras for Buses			
		Replace the refrigerator			
		Add a garbage disposal			
		Update parking lot lighting			
	Site Modernization				
		Modernize restrooms and add a shower			
	2	Update parking lot lighting (LED)			
		New building insulation in the shop area			
		New lounge furniture			
		Update HVAC			
		Interior paint			
		Exterior paint			
		New roofing			
		Office Furniture			
		Interior flooring			
		Lifts for buses			
		New tire changing machine			
		New brake drum lathe			
	New Construction				
		Lifts for buses			
		New tire changing machine			
		New brake drum lathe			
	Technology				
		New computers for the office and the lounge			
		Scanner for trouble shooting the newer buses			
	Other				
	1	(1) NEW BUSES, NEW BUSES, NEW BUSES X 18	1	1	2
		HVAC for all existing buses			
		Entertainment/video players for students on all buses			

Dot Exercise - School Priority

Technology	Health & Safety				
	2	Upgrade/Add Security Cameras - ALL Sites			
		UPS Batteries at ALL IDF's at sites			
		2 Way Intercom (Inside), maybe Outside. - ALL Sites (upgrading "All Call" Speakers)			
	Site Modernization				
		Storage space (Add on to existing building to give us more storage space for inventory shelves)			
		Site Generator / Power Upgrade (Affects Tech and Maintenance)			
		Upgrade/Add Security Cameras - ALL Sites			
	New Construction				
		Storage space (Add on to existing building to give us more storage space for inventory shelves)			
	Technology				
	1	Classroom (Teaching) - TVs to replace Smartboards			
		2 Way Intercom (Inside), maybe outside. - ALL Sites (upgrading "All Call" Speakers)			
		Classroom Technology (Replace SMART Boards)	1		1
	Other				
		1 or 2 new vehicles for technology staff			

Dot Exercise - School Priority

Science	New Construction				
	1	Dedicated Science Facility @ Each Site			
	Other				
2	Dedicated Materials Storage @ Sites				
ESS	Health & Safety				
		OCCTV (Video Cameras)			
		Outside lights are not bright enough or programmed correctly			
	Play Fields				
		WG - Playground			
	Site Modernization				
	3	HQ / HVAC and Insulation Windows	1	1	2
	4	WG / Playground			
	5	EH / Own Center			
		HVAC - works but not great			
		Create a bike path near the ESS room for students to ride their tricycles			
	1	LV - Reno / New Building	1	0	1
		Have our own building			
		Plumbing - the drain in front of the cafeteria clogs at each rain - flooding dirt/grass/walkway			
	New Construction				
		Have our own building			
	2	TDS - Own Building	1	0	1
		EH - Own Center	1	1	2

Dot Exercise - School Priority

LEAPP	Health & Safety				
		Roofs			
		Proper working toilets in large building, metal not plastic components, toilets don't flush, drains in bathrooms overflow			
	1	Security Cameras on the campus			
	Classroom Modernization				
		6 teachers sharing 4 portables			
		Enough students on the wait list for 2 more tuition based preschool classes			
		Need to add 1 special Ed Class			
	Support Facilities				
	2	Staff bathroom, have 1 toilet, 45 staff on campus. No visitor bathroom for speech/testing students	1	1	2
		3 teachers have minimal office space and share with psychologist, no privacy for testing, teachers can't get to items			
		Need office space for special Ed. Specialist			
		Need office space for Preschool Manager, office is in the wrap around CARE building, zero privacy for conference			
	Site Modernization				
	5	Replace Shade Structures			
		Pave the parking lot			
	New Construction				
	4	New Portables - (Office Space and Classrooms)	2	0	2
		Bathroom for adult usage			
	Other				
	Build climbing, crawling and balancing apparatus				
	Parking parent-staff too full: blocked by parents at River Valley and LMS parents using for drop off and pick up				
3	Storage Units				
	Handicap parking-not enough too far away				

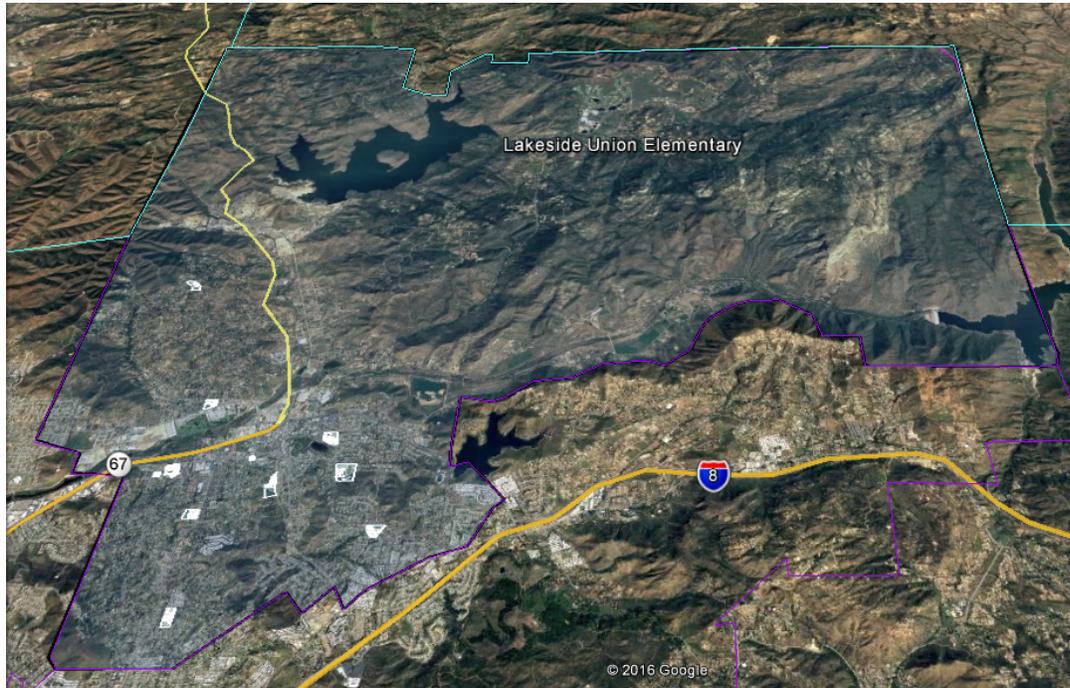
Exhibit F

SDCOE Long-Range Maintenance Master Plan

LONG RANGE MAINTENANCE MASTER PLAN 2016 – 2021



MARCH, 2017



Acknowledgements

Prepared by:

San Diego County Office of Education
Educational Facility Solutions Group
Mr. Lance Bidnick, School Facility Planning Specialist

Special Assistance:

Mr. Ray Mello

With Assistance From:

Mr. Todd Owens

Contents

<i>MASTER PLAN OVERVIEW</i>	4
<i>EXECUTIVE SUMMARY</i>	5
<i>MASTER PLAN DEVELOPMENT PROCESS</i>	6
<i>DISTRICT BACKGROUND</i>	7
<i>GUIDING PRINCIPLES FOR FACILITY FUNDING USE</i>	7
<i>DEMOGRAPHIC ANALYSIS</i>	10
Enrollment Trends last 10 years (Excluding Preschool)	10
<i>Repair and Maintenance of Existing Inventory</i>	11
Recommended Projects (District Wide Level 1).....	13
Categorization of Facility Needs, 2014	14
<i>PROJECT FUNDING/FINANCING PLAN</i>	15
Facility Funding and Revenue Sources	18
<i>ONGOING MAINTENANCE AND REPAIR FUNDING</i>	19
<i>Appendix A – Facility Condition Assessment</i>	20
Eucalyptus Hills Elementary School	23
Overview:.....	23
Part 1 – Paving.....	23
Part 2 – Roofing	23
Part 3 – Mechanical, Electrical and Plumbing (MEP).....	24
Part 4 – Finishes.....	24
Part 5 – Fencing and Security	25
Part 6 – Low Voltage	25
Lakeside Farms Elementary School	29
Overview:.....	29
Part 1 – Paving.....	29
Part 2 – Roofing	29
Part 3 – Mechanical, Electrical and Plumbing (MEP).....	30
Part 4 – Finishes.....	30
Part 5 – Fencing and Security	31
Part 6 – Low Voltage	31
Lakeside Middle School	35
Overview:.....	35
Part 1 – Paving.....	35
Part 2 – Roofing	35
Part 3 – Mechanical, Electrical and Plumbing (MEP).....	36

Part 4 – Finishes	37
Part 5 – Fencing and Security	37
Part 6 – Low Voltage	38
Lakeview Elementary School.....	41
Overview:.....	41
Part 1 – Paving.....	41
Part 2 – Roofing	41
Part 3 – Mechanical, Electrical and Plumbing (MEP).....	42
Part 4 – Finishes	42
Part 5 – Fencing and Security	43
Part 6 – Low Voltage	43
Lemon Crest Elementary School.....	47
Overview:.....	47
Part 1 – Paving.....	47
Part 2 – Roofing	47
Part 3 – Mechanical, Electrical and Plumbing (MEP).....	48
Part 4 – Finishes	48
Part 5 – Fencing and Security	49
Part 6 – Low Voltage	49
Lindo Park Elementary School	53
Overview:.....	53
Part 1 – Paving.....	53
Part 2 – Roofing	53
Part 3 – Mechanical, Electrical and Plumbing (MEP).....	54
Part 4 – Finishes	54
Part 5 – Fencing and Security	55
Part 6 – Low Voltage	55
Riverview Elementary School	58
Overview:.....	58
Part 1 – Paving.....	58
Part 2 – Roofing	58
Part 3 – Mechanical, Electrical and Plumbing (MEP).....	59
Part 4 – Finishes	60
Part 5 – Fencing and Security	60
Part 6 – Low Voltage	61
Tierra del Sol Middle School.....	64
Overview:.....	64
Part 1 – Paving.....	64
Part 2 – Roofing	64
Part 3 – Mechanical, Electrical and Plumbing (MEP).....	65
Part 4 – Finishes	66
Part 5 – Fencing and Security	66
Part 6 – Low Voltage	67
Winter Gardens School	69
Overview:.....	69
Part 1 – Paving.....	69

Part 2 – Roofing 69

Part 3 – Mechanical, Electrical and Plumbing (MEP) 70

Part 4 – Finishes 71

Part 5 – Fencing and Security 71

Part 6 – Low Voltage 72

Administrative Sites 75

 Overview:..... 75

 Part 1 – Paving..... 75

 Part 2 – Roofing 75

 Part 3 – Mechanical, Electrical and Plumbing (MEP) 76

 Part 4 – Finishes 77

 Part 5 – Fencing and Security 78

 Part 6 – Low Voltage 78

Appendix B - Facility Condition Index (FCI) 79

How FCI is Determined 79

Prioritization of Projects 79

FCI, LCAP and Williams Act 80

 Good Repair Standard..... 81

 Facility Condition Index Scenarios..... 82

LONG RANGE FACILITY MASTER PLAN (LRFMP)

MASTER PLAN OVERVIEW

A Long Range Facility Master Plan is essential for school districts to deal with demands for facilities and programs while faced with limited resources for these same facilities and programs. The purpose of this document is to provide current status of the district in general, the inventory and condition of the physical plant, facility needs, and recommendations to meet those needs. It is intended to be a “living document” that is updated regularly to reflect progress on reaching the goals set forth herein, as well as to track changes in demographics, programs and other factors influencing the plan for facilities in this district.

The LRFMP is intended as a guide and reference document. It will assist the district in making informed decisions towards the proper funding and management of its physical plant inventory, to protect its integrity, and address health and life safety issues. In addition to maintaining the use of the existing plant, facility planning should incorporate the modernization, modifications or additions necessary to support the educational mission of the school district.

The goals of the Lakeside Union School District are to provide:



- Academic achievement and growth to reach mastery in core academic subjects
- Provide opportunities for students to excel in the Arts and Sciences
- Civic awareness and responsibility to prepare students for a dynamic global workforce
- Digital literacy and multilingualism to compete in a technology-driven world

EXECUTIVE SUMMARY

Lakeside Union School District's Long Range Facility Master Plan is a map to guide district facility decisions and show the proposed next steps for maintaining its capital facilities. In 2008, voters approved Proposition V to authorize \$79.55 million in school construction and modernization to improve classrooms for science, math, art and English, improve technology and repairing outdated infrastructure. However, because of declining assessed valuation and tax rate limits, the district was only able to generate \$35 million. Recently, in 2014, the voters passed Proposition L to re-authorized the District to sell the remaining \$31 million in bonds to continue school improvement, and reduce long-term borrowing costs.

This document will support and guide the district as it implements projects contained in this long range plan. Among the many funding challenges is to renew the district's capital facilities and maintain parity and equity to all campuses. The district's aging infrastructure requires completion of a significant backlog of capital projects and ongoing support for maintenance and repairs. The average age of schools in Lakeside are over 52 years old. The oldest campus is Lakeside Middle School (originally Lakeside Grammar School), built in 1936 and the most recent, Lemon Crest Elementary School, built in 1992. Many of the schools have subsequently been modernized through the passage of local general obligation bonds and state matching funds.

In recent years the State of California has radically changed how school districts are funded. With the advent of the State's Locally Controlled Funding Formula (LCFF), appropriate funding levels for proper maintenance of school facility assets must be an integral part of the Local Control Accountability Plan (LCAP) as facility maintenance is one of the core focus areas. Traditional funding sources, such as the Deferred Maintenance Program, are now included in the district's overall funding formula. The consequence of this action is that funds that were once restricted to facilities are now unrestricted and require a deliberate action by the Board to secure those funds for facility maintenance.

This document will shed some light on some of the most critical repairs that are required now and in the foreseeable future, and aid in the prioritization and use of limited district resources.

The master plan, facility master plan or campus master plan provides a framework for the physical environments that incorporate the buildings.

Master planning develops the site-specific integration of programmed elements, natural conditions and constructed infrastructure and systems at the functional, aesthetic and temporal levels.

The nature of the plan will influence, and be influenced by, the context of the project location beyond the property lines.

Alignment with community needs and expectations is a critical factor of this phase.

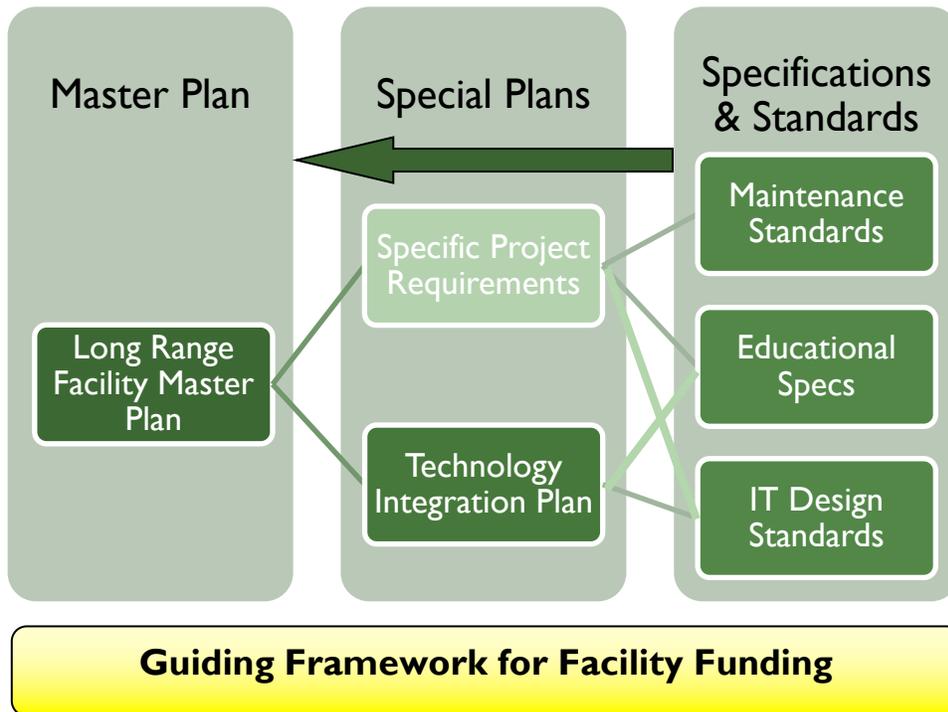
Robert T. Hodgson (2007) Strategic facility planning, *View on Biotechnology*, May 2007.

MASTER PLAN DEVELOPMENT PROCESS

Master planning is a thoughtful and deliberative process. The first step of this plan development was to gather information about the district’s facilities, standards and to understand its priorities as they relate to school facilities. This was accomplished by:

- Interviewing staff about facility and repair priorities
- Reviewing architectural drawings of existing schools
- Conducting a building system inventory and condition assessment
- Reviewing demographic and enrollment background data
- Comparing district data to industry standard models for facility maintenance, and
- Reviewing existing standards and specifications

The development of standards requires the integration of the most critical factors influencing facility decisions. Those factors include Educational Specifications, a Technology Integration Plan and the development of District Maintenance Standards to meet the overall goals of the district’s educational program. Each element in and of itself is an involved process requiring the commitment of the multiple stakeholders to develop a truly comprehensive plan.



DISTRICT BACKGROUND

Lakeside Union School District is a 70.4 square mile kindergarten through eighth grade district located in eastern San Diego County. Nestled in the western foothills of the Cuyamaca Mountains, Lakeside is a census designated place (CDP) with a population of 20,648 according to the 2010 census. Due to its rural setting, Lakeside has a reputation as being a “rodeo town,” with an abundant horse ownership in the area.

Although the City of Lakeside accounts for only 7.3 square miles of the district’s 70.4 square miles, all of the District’s schools are located in Lakeside. For the 2015-2016 academic year, approximately 5,098 students were enrolled in its nine schools. The district currently owns approximately 105 acres with 410,000 square feet of building space.



Lakeside Union School District

Lakeview Grammar School was constructed in 1890 where the LUSD Central Kitchen currently resides. It had two rooms and housed children in grades 1-3. The original school burned down in 1916, and the children were relocated to what is now the District Warehouse (built in 1916).

An increase in the local population warranted the construction of a new building with eight classrooms. The Second Lakeside Grammar School was built in 1936, at what is currently Lakeside Middle School.

In 1939, the district established its first kindergarten class. Additional schools were built throughout the 1940s and 50s and finally, in 1972 the district built its last school, Tierra del Sol.

GUIDING PRINCIPLES FOR FACILITY FUNDING USE

Facility guidelines for funding projects is directed by the desire of the district, Board of Education and community to prioritize projects based on their respective impact to the educational goals. Compulsory education of students in public schools requires that students receive their education in facilities that are clean, safe and functional. Thereby, safety and security are of the greatest priority. The delivery of the district's educational goals, and how clean, safe and functional facilities may support those goals may dictate the remaining priorities.

The district has adopted a prioritization protocol to apportion and guide the use of facility funds as follows:

Guiding Principles for Facility Fund Use

(In order of precedence)

1. Safety & Security

- Risk management
- Code Compliance
- Regulatory Compliance

2. Maximize Learning and Achievement

- 21st Century Classrooms
- Engaging Learning Environments
- Health/Wellness/Comfort

3. Facility Asset Protection

- Deferred and Preventative Maintenance

4. Equity and Parity

- Program Support

5. Market Appropriate

- Site branding/marketing
- Aesthetics to address challenges to growth

6. Cost Effectiveness

- Efficient use of funds
- Best use of available funds

These principles set the priorities of the District. Additionally, the District can pursue other actions that can substantially leverage resources while engaging stakeholders; such as:

Look For:

- Opportunities for collaboration with other agencies
- Use of outside resources
- Building good will, act as a center of the community
- Creating partnerships

Avoid:

- Projects or purchases that would distract from the primary mission
- Unduly burdening staff or budgets, i.e. cost and time for repair, replacement and maintenance over time
- Breaching district policies, code compliance or regulatory compliance

Tie Breakers:

- Earmarked funds are associated with the proposal
- Proposal provides opportunity to retain current staff levels

DEMOGRAPHIC ANALYSIS

Enrollment Trends last 10 years (Excluding Preschool)

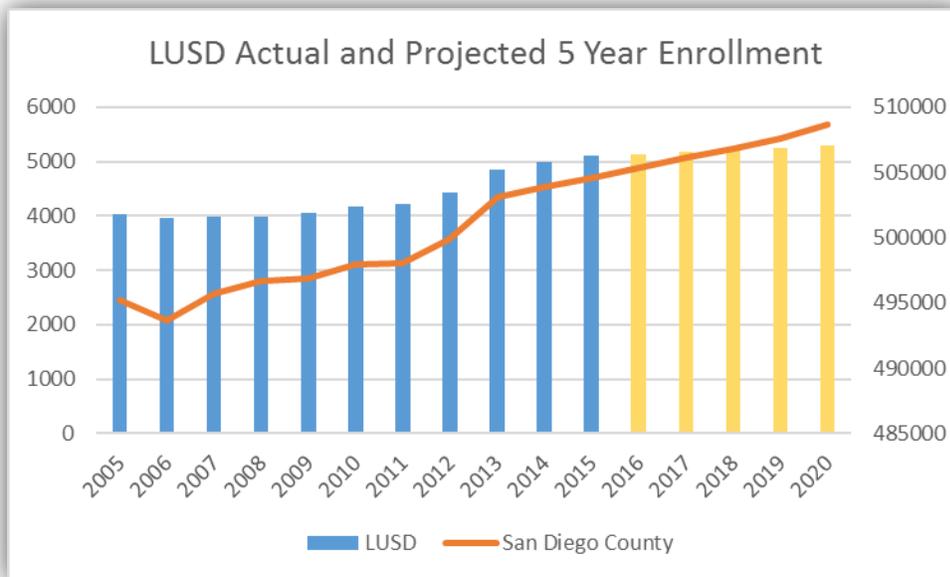
Start: 3950 (2006/07)

Peak: 5,098 (2015/16)

Current: 5,098 (2015/16)

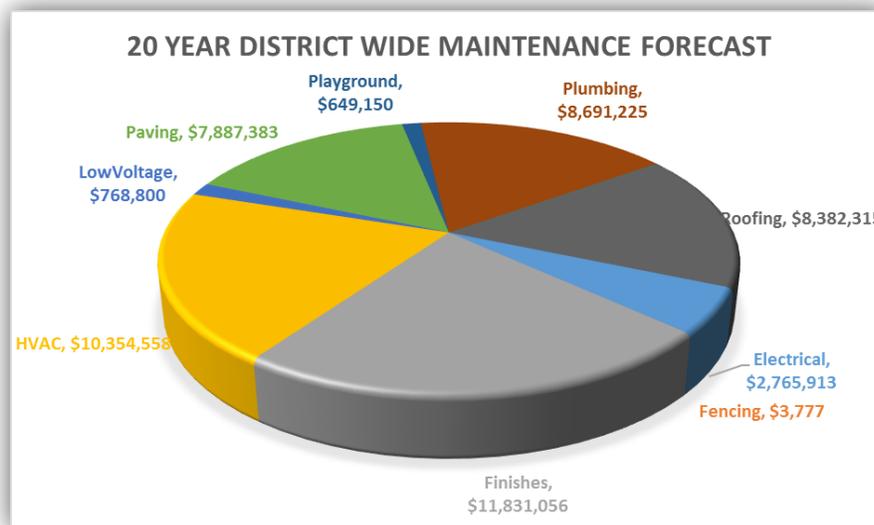
Projected: 5,293 (2020/21)

District enrollment has increased steadily since 2006 when enrollment was 3,950 students. At present there are 5,098 students in grades K-8 at the District's nine schools with enrollment projected to increase slightly over the next five years. Student capacity is calculated using the California Department of Education standard loading ratios of 25:1 for K-6, 27:1 for 7-8 and 13:1 for Special Education. The current unadjusted student capacity for Lakeside Union School District is approximately 5,061 students. Adjusted capacity is found on the site-by-site analysis in Appendix A. The District is at capacity, and may need to adjust and/or augment its housing to accommodate future growth.



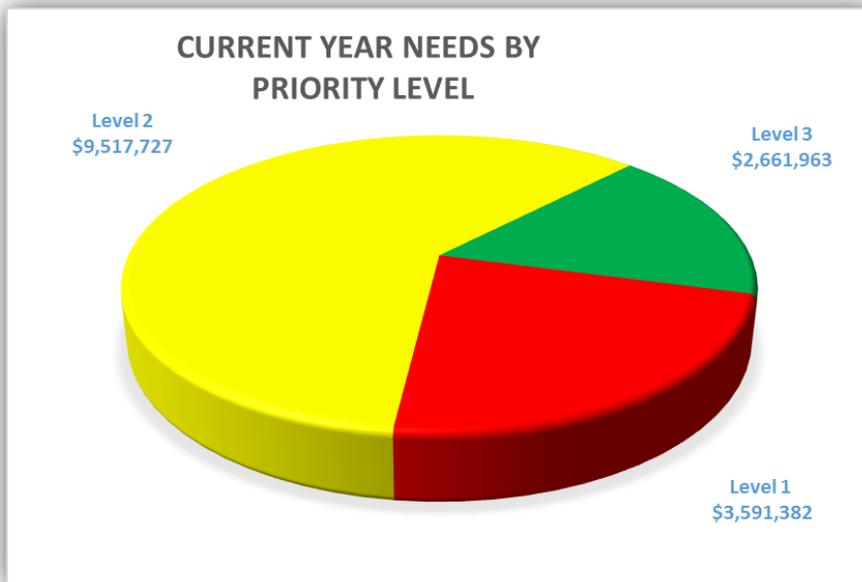
Repair and Maintenance of Existing Inventory

Schools are a vital community investment and the highest district-wide repair priorities should be addressed in the near term. This may not allow an even distribution of projects and funds across all sites. However, this is not a matter of equity, as much as it is a matter of necessity. Based on the district’s facility inventory and current conditions, major repair and replacement of its facility assets is estimated at \$51.3 million over the next 20 years adjusted for inflation. **This does not include project-related soft costs**, however, it is intended to provide the district with the basis for quantitative analysis of its facility needs compared to its ability to fund those projects. This forecast identifies the district’s likely long-term facility needs, however, the district also needs to address its immediate replacement needs, or “backlog” of deficiencies.



The current backlog of maintenance deficiencies is approximately \$15.8 million district wide. Recommended projects are outlined in Appendix A - Facility Condition Assessment. Projects affecting the building envelop, and health and safety are the top priority. Upon analysis of the site conditions, there were no immediate health and safety threats identified.

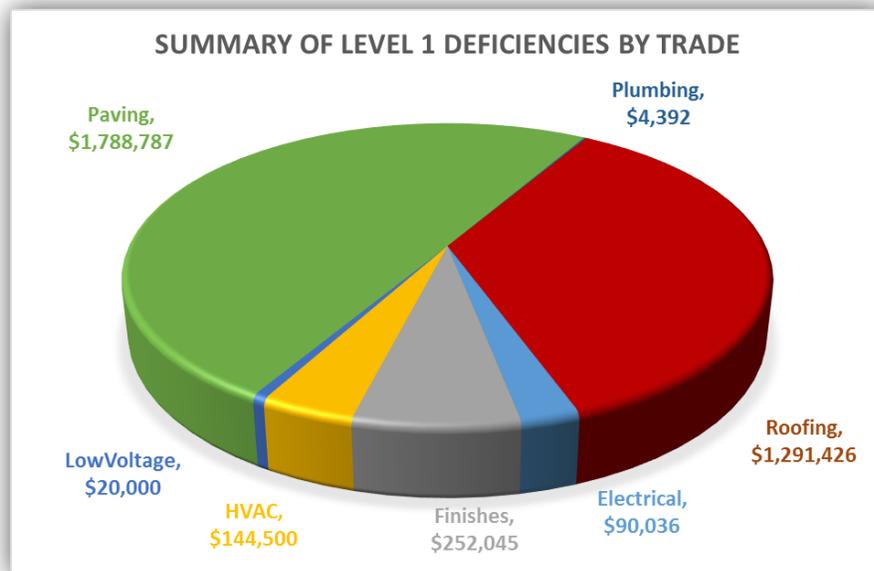
The following chart summarizes the comparative costs associated with the current backlog of maintenance deficiencies by priority level. This chart gives some reference to the scale of the cumulative deficiencies, and provides the district insight into how best to use its available funding for maintenance projects.



The current backlog of maintenance deficiencies is approximately \$15.8 million (above) **not including project-related soft costs**. This backlog includes systems that have surpassed their expected useful life, or are in a state of failure and need to be replaced. This amount far exceeds the district’s ability to fund all of these projects, therefore, projects must be prioritized until additional funding can be secured. Projects have been prioritized into three categories based on information received from staff, and visual observations.

PRIORITY #	DESCRIPTION
1	<p>Critical Need:</p> <ul style="list-style-type: none"> • May pose a threat to health/safety • Excessive repairs, inability to perform future repairs • No longer functioning as intended
2	<p>Necessary Replacement:</p> <ul style="list-style-type: none"> • Poor condition necessitating frequent repairs • Vandalism or lack of preventive maintenance • Inconsistent functionality
3	<p>Good Condition:</p> <ul style="list-style-type: none"> • Adequate maintenance to provide dependable functionality • Expected to operate to its full life expectancy

Level I priority projects predominately consist of roofing and paving as shown in the chart below. Other systems comprise a relatively small portion of Level I deficiencies and this is intended to aid the district in prioritizing project funding. Expired facility assets are not represented in the chart below. This includes equipment that has exceeded its life expectancy and should be replaced due to its age, but it is still operational. Since these other assets are not in a critical state of disrepair, they are not included in this summary of Level I needs. Such equipment is included in the site-by-site summary in Appendix A.



The estimated replacement cost to address Level I needs are outlined in the table below, however, each project is unique and must be evaluated on a project-by-project basis. Project savings may be applied toward other facility needs. These budgets for district wide repairs are broken down into greater detail in Appendix A - Facility Condition Assessment.

Recommended Projects (District Wide Level I)

Project (district wide)	Hard Cost (from needs assessment)	Soft Cost (25% of Hard Cost)	Total
Paving	\$1,788,787	\$447,197	\$2,235,984
Roofing	\$1,291,426	\$322,857	\$1,614,284
Electrical	\$90,036	\$22,509	\$112,544
Finishes	\$252,045	\$63,011	\$315,056
HVAC	\$144,500	\$36,125	\$180,625
Low Voltage	\$20,000	\$5,000	\$25,000
Plumbing	\$4,392	\$1,098	\$5,490
Total	\$3,591,382	\$897,845	\$4,489,227

Categorization of Facility Needs, 2014

LUSD passed Proposition V, a \$79.6 million general obligation bond, in 2008. Due to the depressed property value assessments after bond approval and because the time frame for issuing all of the bonds expired prior to the District's ability to sell all of the bonds, the District was required to re-authorize the sale of the remaining bonds. In 2014, the District passed Measure L to re-authorize the sale of the remaining \$31 million in bond authority. The project list shown below was taken from the bond language for Proposition L as possible projects to be completed.

Category	Description	Est. Budget
District Energy Projects	<ul style="list-style-type: none"> • Improve energy efficiency at 8 schools • HVAC with EMS at Central Kitchen 	\$1,201,000
Facility Renovation/Improvement	<ul style="list-style-type: none"> • Restroom improvements at 8 schools • Expand Science Labs at 6 schools • Improve existing MPR at 4 schools • Improvements to District Office Board Room • Upgrade Central Kitchen 	\$17,796,000
Furniture and Equipment	<ul style="list-style-type: none"> • New classroom furniture at 8 schools 	\$2,033,000
Grounds Improvements	<ul style="list-style-type: none"> • Improve landscaping and irrigation at 8 schools 	\$575,000
Facility Needs	<ul style="list-style-type: none"> • New signs at schools and District Office 	\$170,000
New Construction	<ul style="list-style-type: none"> • New fitness facility at middle schools • New play structure and outdoor amphitheater at Winter Gardens 	\$243,000
Playground Improvements	<ul style="list-style-type: none"> • New shade structures at 9 schools • Outdoor classrooms at 9 schools • Renovate athletic fields at middle schools • Shade structure over amphitheater at Lakeview 	\$2,528,000
Portable Facilities	<ul style="list-style-type: none"> • New portables for Arts and Sciences at 6 schools 	\$6,402,000
Community Projects	<ul style="list-style-type: none"> • Partnership with County Parks for soccer field 	\$702,000
School Safety and Security	<ul style="list-style-type: none"> • Improve outside lighting at 9 schools • Replace fencing at 4 schools 	\$702,000
Technology Infrastructure Upgrades	<ul style="list-style-type: none"> • Modernize technology infrastructure at all schools, District Office and Community 	\$8,772,288

PROJECT FUNDING/FINANCING PLAN

As the District addresses its ongoing facility needs, it must look at possible funding sources and alternatives. Staff has analyzed all available future funding sources, which are summarized below:

- **Local General Obligation Bond** – Voters approved Proposition V in 2008 for \$79.6 million for the improvement of classrooms and labs for teaching science, math, art and English, technology improvements and repairing outdated building systems. In 2014, the District passed Proposition L to reauthorize the remaining unsold bonds from the previous authorization. This money was used to leverage state matching funds for modernization between 2001-2013.
- **Prop 39 Energy Efficiency Improvement Program** – This program may provide as much as \$1 million to be used specifically for projects that will improve energy efficiency such as lighting and HVAC. These projects will ultimately result in cost avoidance on utility bills in the form of energy cost savings. Funds from Prop 39 can only be used on energy efficiency projects that achieve a minimum savings to investment ratio.
- **School Facility Program** – The previous state bond programs are over-subscribed and are no longer accepting applications. Applications for state funds were held over pending additional authority granted by voters by approval of a new state bond. Voters passed Proposition 51, a \$13 billion state-wide school bond, in 2016, however, previously approved, but unfunded, projects have already committed some of the available bond funds. The District used some of its modernization eligibility to upgrade its schools by leveraging local bonds with available state bonds under the previous state bond program. The District may still be eligible for modernization and/or new construction grants under Proposition 51. An updated eligibility study will identify the District's state funds eligibility to participate.
- **Deferred Maintenance** – The State's support of matching funds for deferred maintenance was suspended in 2010 during the State fiscal crisis. Deferred maintenance is one of many needs that have been integrated into the State of California's Local Control Funding Formula (LCFF). The value of funds identified to go toward facility maintenance needs are now a district by district decision made annually. Districts must make a deliberate



commitment to deferred maintenance in direct competition with other unrestricted funds within the General Fund. Traditionally, the District would be required to set aside ½ of 1% of overall expenditures to receive matching funds from the State. The 2016/17 Adopted Budget shows District expenditures of \$52,668,029; the Deferred Maintenance set aside would be \$263,340. The 2016/17 adopted budget does not include Fund 14 – Deferred Maintenance.

- **Developer Fees** – The district received an estimated \$182,210 in 2015/16 with a beginning balance of \$1,456,972. This cannot be considered as a reliable revenue stream due to fluctuations in residential and commercial development year to year.
- **Special Assessment Districts** – This allows the District to place a special tax or assessment on property for capital facilities funding. Because Special Assessment Districts require a two-thirds approval of voters, they are difficult to pass.
- **School Facility Improvement District** – Like a general obligation bond, a School Facility Improvement District only applies to a distinct area specified by the District. The same approval rates and oversight for a general obligation bond would apply.
- **Donations and Foundations** – School districts may become the beneficiary to an endowment, or receive donations earmarked for particular projects. The district currently does not have a general foundation for school support. Donations and similar sources are unreliable sources for long range planning, but can assist the district to meet its mission as they may become available.
- **Special District Funds** – Special district funds such as the Capital Reserve Fund, Cafeteria Fund, Technology Fund, and the Deferred Maintenance Fund (now included in the LCFF) may be used as part of a district's long range planning efforts. Funding within these accounts can be carried over year to year to save for facility infrastructure improvements. The district needs to take care to utilize funds for the purposes allowed by the funding source.
- **One-Time Funds** – One time funds, such as those received for LCFF implementation can be used on capital outlay projects to restore the condition of the buildings, and reduce operating expenses, thereby relieving the General Fund of on-going costs for operations such as utilities.

- **Asset Management Plan –**

- **Civic Center Act –** Open field space is a commodity for many communities and often schools provide the only viable playing fields for soccer, baseball and other such activities for the children in the community. SB 1404 allows districts to charge for the direct costs of the use of school grounds by outside entities. The district may recoup some of the maintenance costs related to civic center activities by collecting “the share of the costs for maintenance, repair, restoration and refurbishment proportional to the use of the school facilities or grounds. (Civic Center Act Sec. 38134).” Revenues can be placed in the Capital Reserve Fund as a potential revenue stream.
- **Lease Unused District Space –** Explore leasing space to users with activities that are compatible with the school.
- **Decommissioning and/or Demolition of Unused Space –** Consider demolishing older structures or stop using facilities such that maintenance, operations and utilities costs can be avoided.

**"Once you make a decision, the universe conspires to make it happen."
~ Ralph Waldo Emerson**

Facility Funding and Revenue Sources

Funding Source:	Est. Actuals	Adopted Budget						
	Ending Balance 2015/16	2016/17			2017/18		2018/19	
		Revenue	Expenditures	Ending Bal	Revenue	Ending Bal	Revenue	Ending Bal
Fund 21 - Building (Capital Outlay)	\$ 919,562	\$ 5,788	\$ 907,269	\$ 18,081	\$ -	\$ 18,081	\$ -	\$ 18,081
Fund 25 - Developer Fees	\$ 1,478,433	\$ 180,663	\$ 95,250	\$ 1,563,846	\$ 180,000	\$ 1,743,846	\$ 180,000	\$ 1,923,846
Fund 40 - Special Reserve	\$ 16,330	\$ 1,010	\$ -	\$ 17,340	\$ -	\$ 17,340	\$ -	\$ 17,340
Prop 39 (Estimated)	\$ 853,892	\$ 213,473	\$ 965,254	\$ 102,111	\$ -	\$ 102,111	\$ -	\$ 102,111
Cummulative Total	\$ 3,268,217	\$ 400,934	\$ 1,967,773	\$ 1,701,378	\$ 180,000	\$ 1,881,378	\$ 180,000	\$ 2,061,378

Available funding for capital facility projects in 2016/17 is approximately \$1,701,978. This is based on all known revenue sources, including the District's Prop 39 grant amount. The district's fifth year allocation for Prop 39 grants are estimated at this time and although they are very likely to be fulfilled, there is no guarantee.

It is apparent from this information that the district does not have the funds available to satisfy all of its Level I needs (\$4.5 million). Expenditure of all of the district's available funds for capital outlay projects would leave the district vulnerable to emergency repairs which has a high probability considering the age of the district's infrastructure. Prop 39 grants may provide some funds to replace aging air conditioning units as long as the requirements of the grant are met.

LUSD may choose to dedicate its limited resources, including maintenance set-aside funds, on planned maintenance of its major building systems such as roofs, HVAC, paving, plumbing and electrical systems. The District may use its remaining bond authority for the replacement of outdated building systems as listed in the bond language.

ONGOING MAINTENANCE AND REPAIR FUNDING

The above discussion does not address routine and recurring maintenance and repair that is ongoing. The current requirement for ongoing maintenance and repair, Routine Restricted Maintenance (RMM) is 3% of the district's expenditures be set aside. In LUSD, RMM is \$1,580,041 to be used for maintenance expenditures including maintenance employees' salary, materials, equipment, supplies, and contracted maintenance work. Custodial, grounds and utilities are typically funded separate from RRM.

In contrast to the state mandated RRM, the building industry standard recommended funding level for annual maintenance and repair is 2-4 percent of the current replacement value of the buildings. The total building space in LUSD is approximately 407,000 square feet. At an estimated \$350 per square foot for new construction, the Current Replacement Value (CRV) is \$142,351,650; 2% of CRV for ongoing maintenance and repair is \$2,847,033.

A contribution of 3% of district expenditures commits some money to fund maintenance, however, it does not provide sustainable funding to perform the maintenance necessary to keep up with planned maintenance replacement costs. It is not a realistic expectation for the district to carve this out of its budget for facilities. Rather, the above highlights the significant divide between what the building industry believes to be a reasonable budget to maintain a building versus what school districts have customarily budgeted.

Appendix A – Facility Condition Assessment

The district owns approximately 105 acres in a 70.4 square mile area, which includes approximately 407,000 square feet of building space. The first school was built in 1936 and the last in 1992. The District used some of its state bond eligibility for modernization at the following schools with total state funds released for each:

- 2001 – Eucalyptus Hills, \$354,576
- 2001 – Winter Gardens, \$379,904
- 2001 – Riverview, \$516,858
- 2002 – Lakeview, \$859,222
- 2004 – Tierra del Sol, \$2,069,105
- 2001 – Lakeside Middle, \$431,690
- 2002 – Lindo Park, 76,927
- 2001 – Lakeside Farms, \$621,007
- 2013 – Lakeside Middle, \$2,848,731
- 2006 – Lakeside Farms, \$50,142

During the preparation of this plan, site visits were conducted to evaluate the general condition of primary systems and functions. This analysis was intended to provide a detailed maintenance inventory database that would include documentation of age and condition of individual systems, equipment, and replacement schedules. Staff should use this information to set funding levels, prioritize facility needs and implement a Preventative Maintenance and Capital Replacement plan as funds become available in the future.

The following pages are intended to provide a snapshot of the district's school facility conditions. Estimated Costs include the estimated hard and soft costs rounded to the nearest \$1000. Soft costs are estimated at 25% of hard costs for the purposes of this assessment, but actual costs may vary case-by-case.



“Education reform must now consider a wide range of issues to increase or maintain student achievement including the condition of the school building. The condition of school buildings has a direct impact on student performance. Adequate learning environments achieved by renovating or updating US public school buildings have been linked to increasing student achievement.”

Ronald B. Lumpkin (2013) School Facility Condition and Academic Outcomes, Vol. 4, No.3, October 2013

EUCALYPTUS HILLS SCHOOL (K – 5TH)

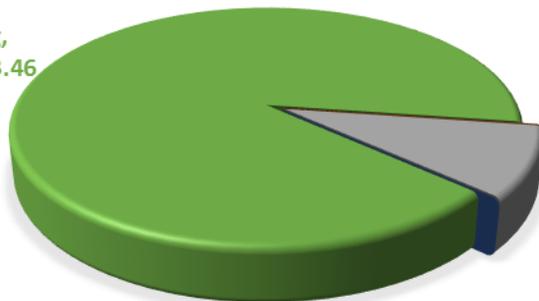
11838 Valle Vista Rd. Lakeside, CA 92040



Classroom Count	6
Used As Classroom	6
Special Education	0
Lab/Other Purpose	0
Adjusted Capacity	150
2015/16 Enrollment	106

LEVEL 1 - IMMEDIATE NEED EUCALYPTUS HILLS SCHOOL

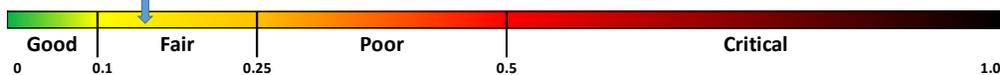
Paving,
\$102,653.46

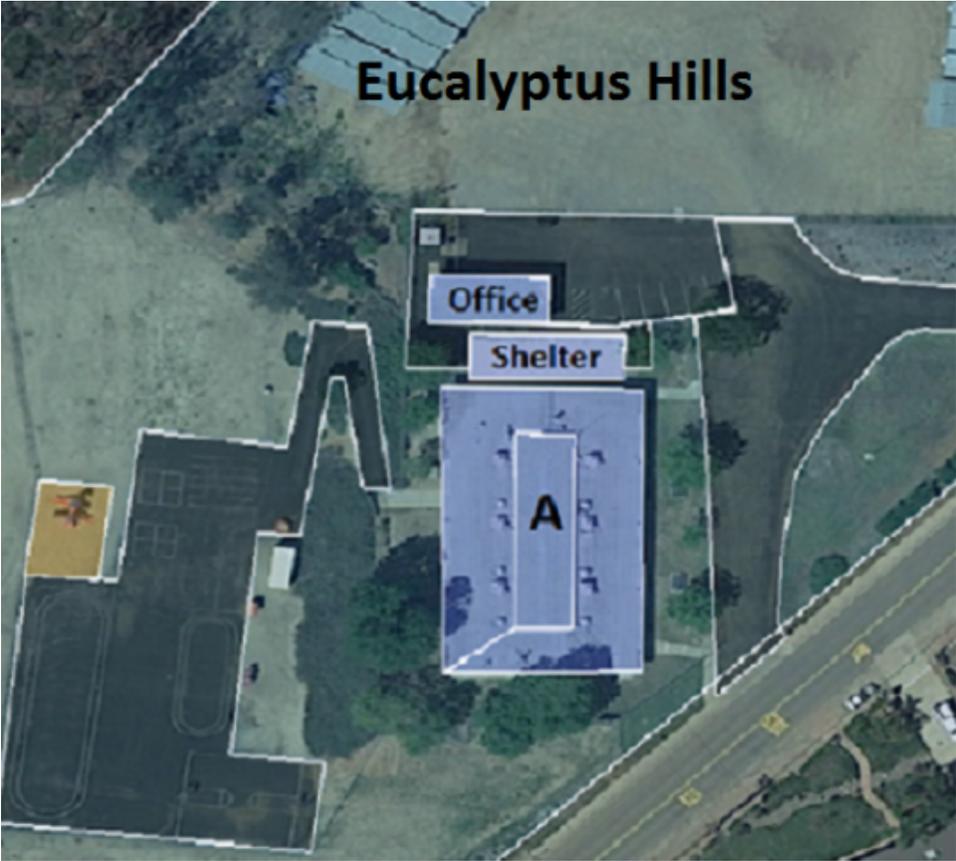


Finishes,
\$10,682.28

FACILITY CONDITION INDEX

Eucalyptus Hills School FCI=0.14





Eucalyptus Hills Elementary School

Overview:

Alpine Elementary School is an 8.74-acre school site with 12,508 square feet of building space. It serves 106 students in grades K-5. The school was constructed in 1961. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structural elements were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part I – Paving

Observations:

The school has approximately 79,000 square feet of paved asphalt surfaces. Paving in the playground area is in fair to poor condition and needs some maintenance. The drop off loop and parking lot are in good condition. All paving was last sealed in 2012, and should be sealed within the next year.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Major repair/patching blacktop playground. Seal coat and stripe playground.	\$128,000
2	Seal coat and stripe drop off loop and parking lot	\$9,000
3	None	\$0

Part 2 – Roofing

Observations:

The school has approximately 13,925 square feet of roofing. Most of the roofs are either asphalt built up roofs with standing seam at the portables. The condition of the roofs is mostly fair. There were observable deficiencies in most roof sections that could be addressed through proper preventive maintenance. Replacement of the worst roof sections is recommended to prevent water intrusion and damage to the roof deck and building structures.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None.	\$0
2	Remove and replace roof at Building A	\$200,000
3	None.	\$0

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The school has operable heating, ventilation and air conditioning in all building spaces by either roof-mounted package units, wall-mounted heat pumps. The condition of these systems is generally fair to good, but several are beyond their useful life and should be replaced with modern, more energy efficient units. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district's systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. The electrical system as a whole is in good condition. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended. Classroom lighting has been updated to early generation T8 fluorescent lighting. Retrofitting the existing system will improve the delivery of classroom lighting as well as reduce operating expenses with more energy efficient bulbs.

It was not possible within the scope of this assessment to determine the condition of underground utilities, such as plumbing, sewer and gas, however, based on the age of the buildings, modernization of the school's domestic water, sanitary sewer and gas lines is recommended. There are no reports of serious issues with the existing systems.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None.	\$0
2	Replace one ton mini split and six 4 ton package units on Building A, and the wall-mounted heat pump at the Office.	\$92,500
3	None.	\$0

Part 4 – Finishes

Observations:

Buildings have mostly painted stucco finishes. Portable classrooms have painted TI-II siding. Interior finishes include vinyl covered wall board, painted drywall, acoustical ceiling tiles and carpeting with VCT. Overall exterior finishes are in good to fair condition.

Interior finishes, including flooring are in fair to poor condition and beyond its useful life. It is recommended to replace flooring as needed in the oldest rooms

in order to improve the appearance of the room, but also to improve sanitation and indoor air quality.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace Office flooring.	\$14,000
2	Replace vinyl wall board in Office	\$4,000
3	Replace flooring and paint interior Building A.	\$151,000

Part 5 – Fencing and Security

Observations:

Most of the school is secured mostly by galvanized chain link fence. The fence is in fair condition with no major rusting or deficiencies detected. Fence heights vary between 4’ – 6’ throughout the campus.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	Replace chain link perimeter fencing.	\$100,000
3	None	\$0

Part 6 – Low Voltage

Observations:

The school has an automated fire alarm system estimated to have been installed in 1995. Although the system appears to be functioning properly, modernization should consider upgrading it to meet current code requirements. Additionally, the district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning as initially designed. Modernization of this system is recommended in order to take advantage of modern functions, specifically those associated with school safety and security.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Replace Fire Alarm Control Panel with modern code-compliant panel.	\$25,000

LAKESIDE FARMS ELEMENTARY SCHOOL

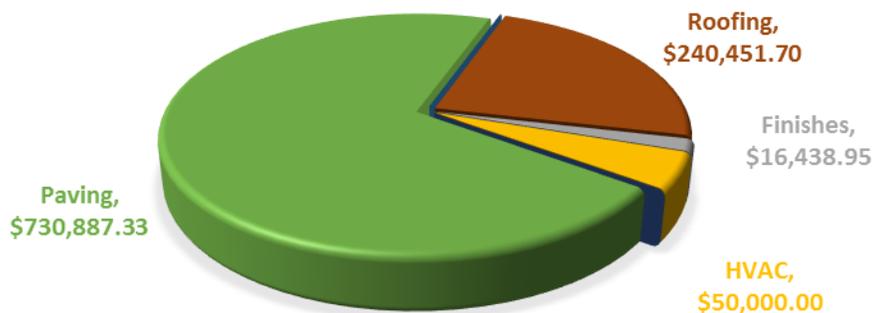
(K – 5TH)

11915 Lakeside Ave. Lakeside, CA 92040



Classroom Count	31
Used As Classroom	25
Special Education	1
Lab/Other Purpose	6
Adjusted Capacity	613
2015/16 Enrollment	668

LEVEL 1 - IMMEDIATE NEED LAKESIDE FARMS SCHOOL



FACILITY CONDITION INDEX

Lakeside Farms FCI=0.20





Lakeside Farms Elementary School

Overview:

Lakeside Farms Elementary School is a 7.64-acre school site with 45,815 square feet of building space. It serves 668 students in grades K-5. The school was constructed in 1957. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structural elements were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part I – Paving

Observations:

The school has approximately 114,349 square feet of paved asphalt surfaces. Paving throughout the entire campus is in poor condition and has exceeded its life expectancy and should be considered for replacement.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace asphalt surfaces, campus wide. Seal coat and stripe.	\$914,000
2	None.	\$0
3	None.	\$0

Part 2 – Roofing

Observations:

The school has approximately 65,234 square feet of roofing. Most of the roofs are built-up roofs, with some standing seam at the portables. Built up roofing is mostly in fair to poor condition. The district should perform a detailed roofing assessment and implement a preventive maintenance program to prevent further damage to the roofs and structures.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace MPR roofs and portable roofs: ESS, P2, 3, 6, 7, 8, 9, 13 and 14.	\$301,000
2	Replace roofs at Building A, B, K and Office, and Portables P1, 4, 5, 10, 11 and 12	\$715,000
3	None.	\$0

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The school has operable heating, ventilation and air conditioning in all building spaces by wall mounted heat pumps. The condition of these systems are generally fair, but many are original to construction of the school and are beyond their life expectancy and should be replaced with modern, more energy efficient units. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district's systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. The electrical system as a whole is in good to fair condition in most areas. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended.

It was not possible within the scope of this assessment to determine the condition of underground utilities, such as plumbing, sewer and gas, however, based on the age of the buildings, modernization of the school's domestic water, sanitary sewer and gas lines is recommended. There are no reports of serious issues with the existing system.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace two 10 ton package units at the MPR.	\$63,000
2	Replace all package units and heat pumps at Building A, B, MPR, K, Office and portables ESS, P10, 11, 12, 14, 2, 3, 4, 5, 6, 7, 8, 9, and 13.	\$650,000
3	Replace heat pump on P1.	\$15,000

Part 4 – Finishes

Observations:

Building exteriors are mostly painted stucco. Portable classrooms have painted T1-11 siding. Interior finishes include painted drywall, acoustical ceiling tiles, and carpeting with VCT. Overall exterior finishes are in good to fair condition and was last painted in the early 2000s. Portable classroom exterior siding is in mostly fair condition and needs to be repaired and painted.

Interior finishes, including flooring are in fair to poor condition. Old flooring in classroom spaces should be replaced in order to improve the appearance of the room, but also to improve sanitation and indoor air quality.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace VCT flooring in Kitchen.	\$21,000
2	Replace flooring in Building A, K, and MPR. Paint interior Building A, K, Kitchen and Office. Paint exterior Building A, B, MPR and Portables PI-9.	\$226,000
3	Replace flooring in Building B, Office, and Portables PI-P9. Paint interior Building B, PI, P3-P7, and P9. Paint exterior Building B, Office, K and Kitchen.	\$296,000

Part 5 – Fencing and Security

Observations:

Most of the school is secured by galvanized chain link fence. The fence is in good to fair condition with no major rusting or deficiencies detected. Fence heights vary between 4’ – 6’ throughout the campus.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None.	\$0
2	Replace perimeter fencing at South Blacktop.	\$65,000
3	None.	\$0

Part 6 – Low Voltage

Observations:

The school has an automated fire alarm system that was installed in 2010. Although the system appears to be functioning properly, modernization should consider upgraded to meet current code requirements for new fire alarms. Additionally, the district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning initially designed. Future modernization of the school should consider upgrading this system in order to take advantage of modern functions, specifically those associated with school safety and security.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Replace clock/bell/paging system.	\$50,000

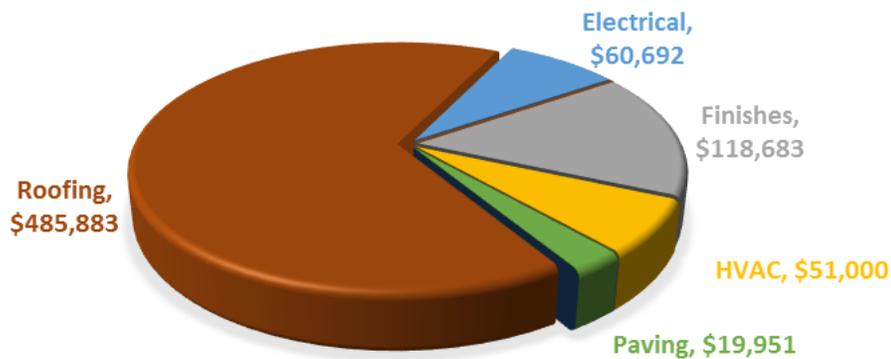
LAKESIDE MIDDLE SCHOOL (6TH – 8TH)

11833 Woodside Ave. Lakeside, CA 92040



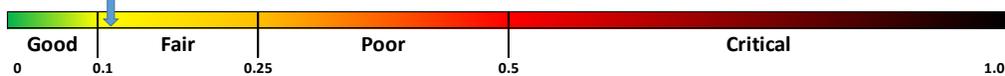
Classroom Count	32
Used As Classroom	29
Special Education	4
Lab/Other Purpose	3
Adjusted Capacity	727
2015/16 Enrollment	866

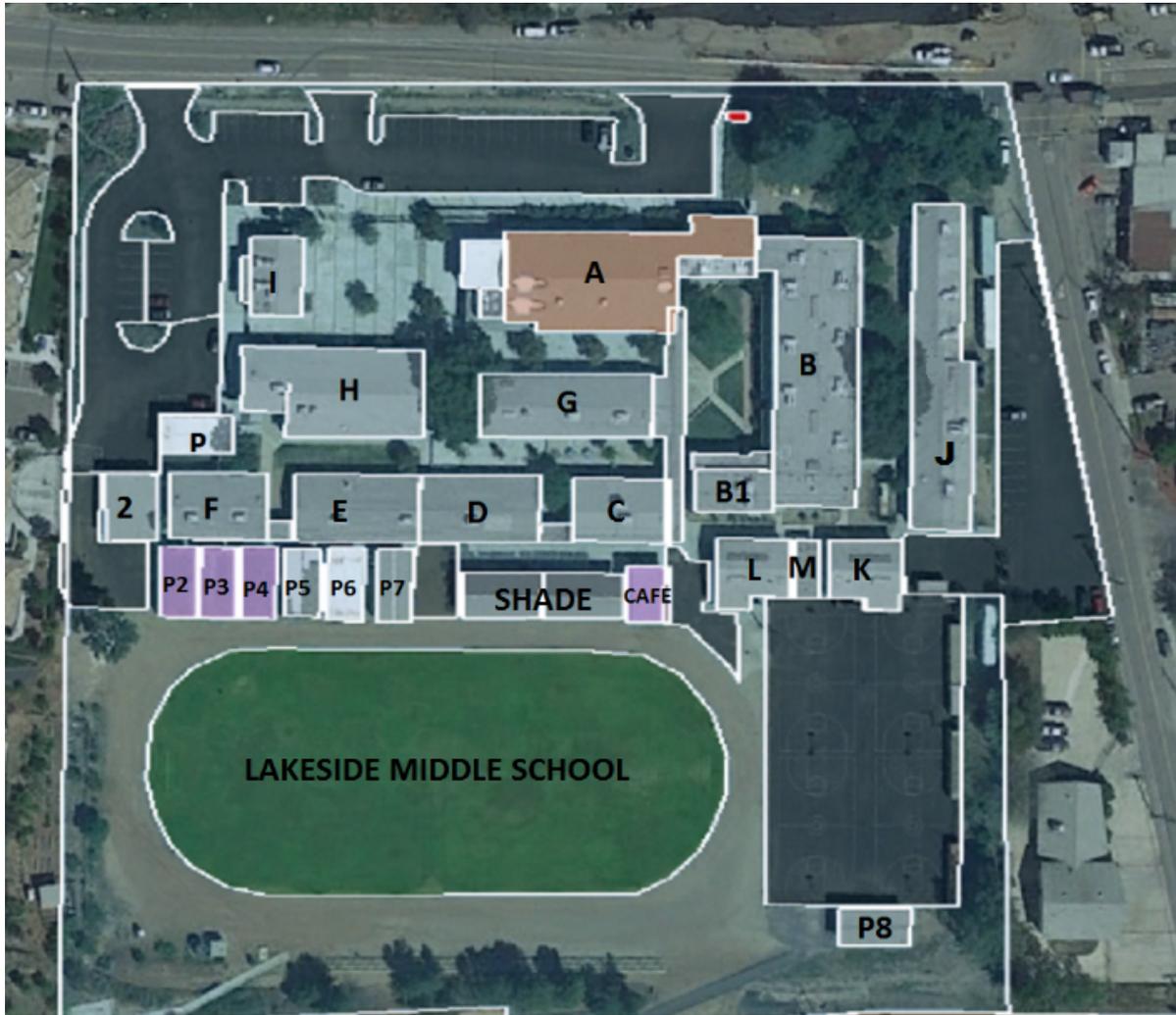
LEVEL 1 - IMMEDIATE NEED LAKESIDE MIDDLE SCHOOL



FACILITY CONDITION INDEX

Lakeside Middle School FCI=0.11





Lakeside Middle School

Overview:

Lakeside Middle School is a 9.21-acre school site with 63,983 square feet of building space. It serves 866 children in grades 6-8. The school was constructed in 1936. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structures were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part 1 – Paving

Observations:

The school has approximately 85,000 square feet of paved asphalt surfaces. Paving is mostly in good to fair condition. Asphalt was last sealed in 2012 and should be sealed within the next year.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Remove and replace asphalt paving in the fire lane, seal coat and stripe.	\$25,000
2	Seal coat and stripe blacktop playground.	\$11,000
3	Seal coat and stripe remaining blacktop areas.	\$24,000

Part 2 – Roofing

Observations:

The school has approximately 79,000 square feet of roofing. Roof sections are mostly asphalt shingle and built up roofs. Portables have mostly asphalt built up roofing original to construction. Roof conditions are mostly fair to poor and should be considered for replacement within the next five years. There were observable deficiencies in most roof sections that could be addressed through proper preventive maintenance. The district should perform a detailed roofing assessment and implement a preventive maintenance program to prevent further damage to the roofs and structures.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace shingle roofing at Building I.	\$607,000

	Replace BUR at Building A, B, C, D, E, F, K, L, M and portable roofs at P5, 7 and 8.	
	Replace TPO on P6.	
2	Replace BUR at Building C and G.	\$243,000
	Replace standing seam roofs at P2, P3 and P4.	
	Replace TPO at P1	
3	Replace shingle roof at Building J	\$74,000

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The school has operable heating, ventilation and air conditioning in all building spaces by either roof-mounted package units, or wall mounted heat pumps. The condition of these systems is generally fair to poor. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district’s systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended.

It was not possible within the scope of this assessment to determine the condition of utilities, such as plumbing, sewer and gas, however, based on the age of the buildings, modernization of the school’s domestic water, sanitary sewer and gas lines is recommended. There are no reports of serious issues with the existing system.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace HVAC units at Building K, L, P1, F and J.	\$140,000
2	Replace classroom lighting Buildings J, K and L	
	Replace several package HVAC units at Buildings B, C, D, E, G and J.	\$493,000
	Replace several wall-mounted heat pumps at portable classrooms P2-P8 and Room 2.	
3	Replace HVAC units at Building A, H and I.	\$84,000

Part 4 – Finishes

Observations:

Classrooms have painted stucco, with T1-11 siding on portables. Overall exterior finishes are in good to fair condition. Interior finishes include painted drywall, vinyl covered wallboard, acoustical ceiling tiles, carpeting and vinyl composite tiles (LVT).

Flooring is mostly in fair condition except for the Stage and Cafeteria which are in poor condition. It is recommended to review the existing classroom spaces and replace carpet as needed in order to improve the appearance of the room, but also to improve sanitation and indoor air quality.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Renovate or replace wood floor throughout Building B. Replace cafeteria floor.	148,000
2	Replace flooring in Building C, J, K, L and portables P2 – P8. Paint interiors and/or replace wall board in all buildings. Paint exteriors at Building J, K, L, P5 and Room 2.	\$301,000
3	Replace flooring in Building A, D, E and F. Paint interior at Building A, B and I.	\$272,000

Part 5 – Fencing and Security

Observations:

The campus is secured by 4' and 6' high galvanized chain link fence. The fence is good to fair condition with no major rusting or deficiencies detected.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	Replace approximately 570 lf of 10' chain link and 1012 lf of 6' chain link fence.	\$91,000
3	Replace approximately 567 lf of 6' chain link fence.	\$25,000

Part 6 – Low Voltage

Observations:

The school has an automated fire alarm system that was installed in 2011 and is functioning properly. Additionally, the district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning more or less as initially designed. Modernization of this system is recommended in order to take advantage of modern functions, specifically those associated with school safety and security.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	None	\$0

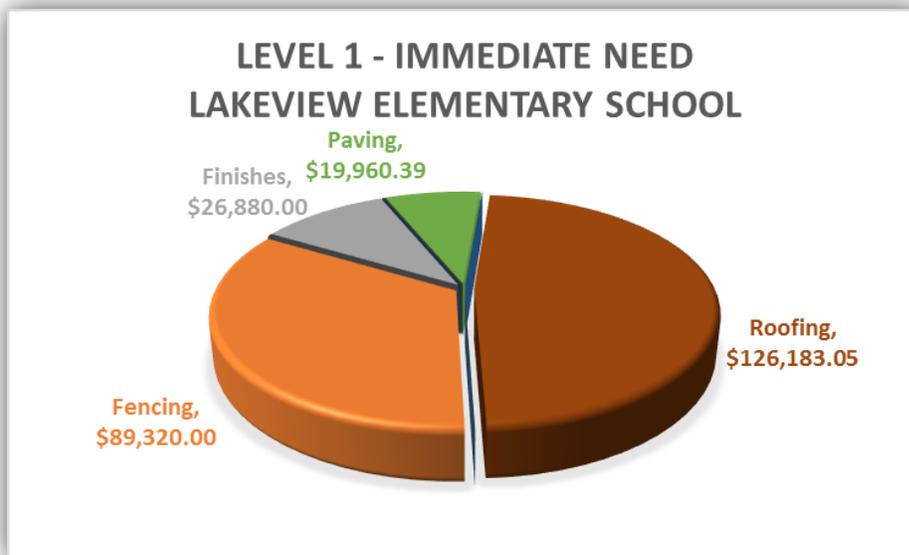
LAKEVIEW ELEMENTARY SCHOOL

(K - 5TH)

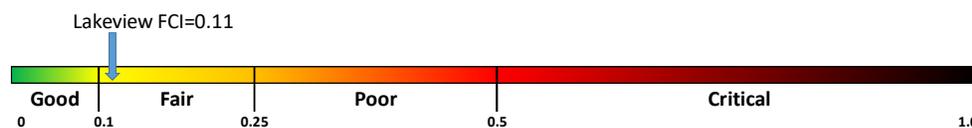
9205 Lakeview Rd. Lakeside, CA 92040

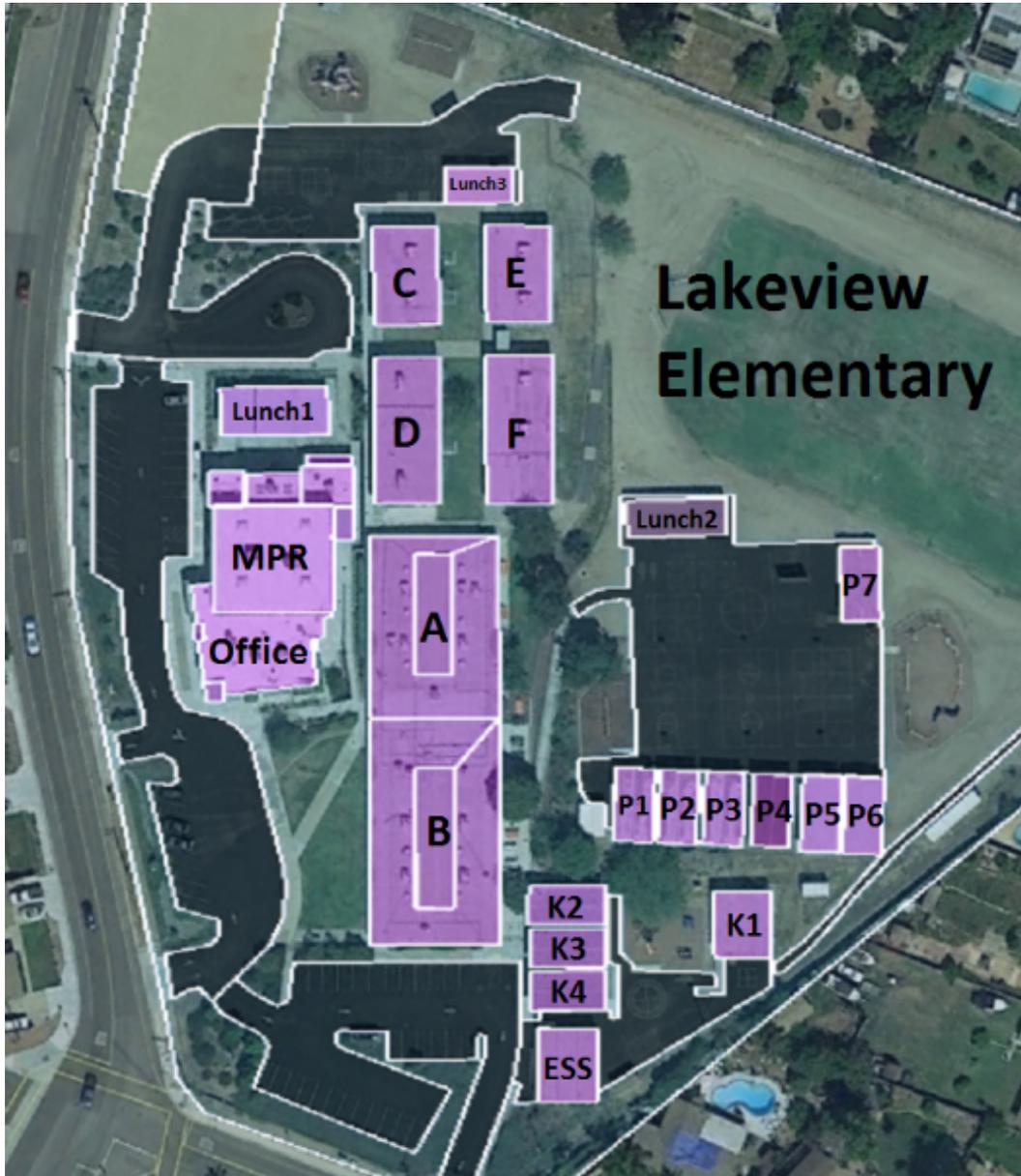


Classroom Count	32
Used As Classroom	29
Special Education	3
Lab/Other Purpose	3
Adjusted Capacity	689
2015/16 Enrollment	715



FACILITY CONDITION INDEX





Lakeview Elementary School

Overview:

Lakeview Elementary School is a 9.42-acre school site with 47,179 square feet of building space. It serves 715 students in grades K-5. The school was constructed in 1959. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structures were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part I – Paving

Observations:

The school has approximately 100,000 square feet of paved asphalt. Paving is mostly in fair condition. The asphalt was last sealed in 2012.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Major repair/replacement of the Maintenance Road. Seal coat and stripe.	\$25,000
2	Seal coat and stripe Drop Off Loop, Kinder Blacktop, Main Playground, Staff Parking, West Parking and Visitor Parking Lots.	\$36,715
3	Seal coat and stripe North Playground.	\$5,000

Part 2 – Roofing

Observations:

The school has approximately 61,000 square feet of roofing. Roof sections are mostly built up asphalt. Roof conditions are mostly fair with several sections in poor condition. The district should perform a detailed roofing assessment and implement a preventive maintenance program to ensure the roofs meet their designed life expectancy.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace BUR roofing at Building D, PI-P4 and P7.	\$158,000
2	Replace BUR roofing at Building A, B, C, E, F and Portables ESS and K I.	\$553,000
3	None.	\$0

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The school has operable heating, ventilation and air conditioning in all building spaces by roof-mounted package units. Systems are mostly in fair condition, but many exceed their life expectancy and should be replaced. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district’s systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. Classroom lighting was upgraded to LED lighting in 2016. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended.

It was not possible within the scope of this assessment to determine the condition of utilities, such as plumbing, sewer and gas, however, based on the age of the buildings, modernization of the school’s domestic water, sanitary sewer and gas lines is recommended.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	Replace HVAC units at Building A,B, C, D, E, F and Portables ESS, K1-K4, P1-P6.	\$520,000
3	Replace HVAC units at P7.	\$31,000

Part 4 – Finishes

Observations:

Building exteriors have painted stucco finishes, in poor condition. Interior finishes include painted drywall, vinyl covered wall board, acoustical ceiling tiles, carpeting and vinyl composite tiles (VCT).

Interior finishes, including flooring are in good to fair condition, but several areas have exceeded their life expectancy and should be replaced. It is recommended to review the existing classroom spaces and replace carpet as needed in order to improve the appearance of the room, but also to improve sanitation and indoor air quality as flooring is beyond its expected life.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
----------------	---------------------	-----------------

1	Patch and paint exteriors, Building C, D, E, F, ESS, PI-P6.	\$34,000
2	Paint exteriors, Building A, B, KI, P7. Replace vinyl covered wall board in Building C, D, E, F and ESS. Replace flooring in KI.	\$110,000
3	Paint exterior spaces at Building A and B. Replace vinyl wallboard in Portables KI, PI-P7. Replace flooring in Building A.	\$225,000

Part 5 – Fencing and Security

Observations:

The campus is secured by a combination of 4' - 6' high galvanized chain link fence. The fence mostly in poor condition and should be considered for replacement.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace approximately 2552 lf of 6' chain link fence.	\$112,000
2	None	\$0
3	Replace approximately 506 lf of 4' chain link fence, and 338 lf of 6' chain link.	\$35,000

Part 6 – Low Voltage

Observations:

The school has an automated fire alarm system that was installed in 2011. The district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning as initially designed. Modernization of this system is recommended in order to take advantage of modern functions, specifically those associated with school safety and security.

Recommendations:

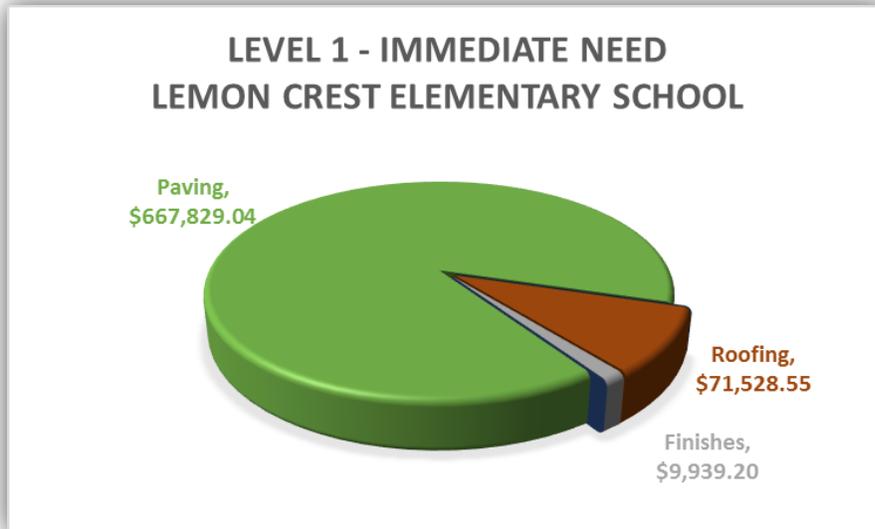
Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Modernize FACP with new panel.	\$50,000

LEMON CREST ELEMENTARY SCHOOL (K – 5TH)

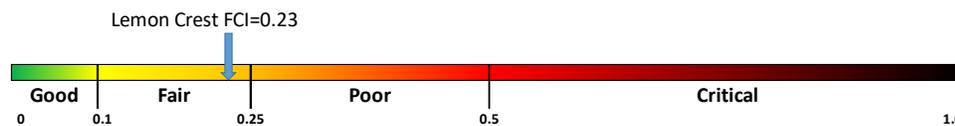
12463 Lemon Crest Dr. Lakeside, CA 92040

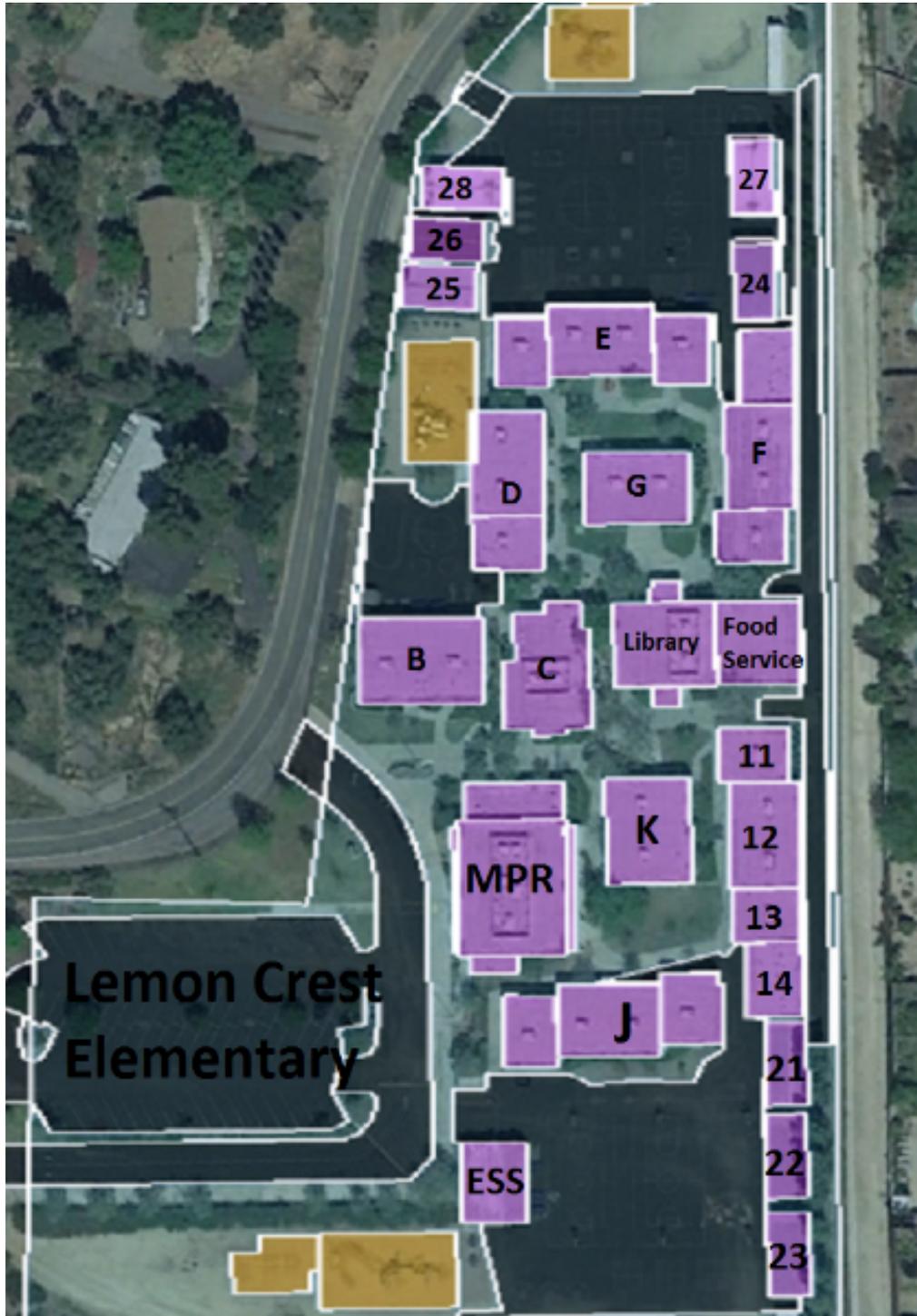


Classroom Count	31
Used As Classroom	26
Special Education	2
Lab/Other Purpose	5
Adjusted Capacity	626
2015/16 Enrollment	589



FACILITY CONDITION INDEX





Lemon Crest Elementary School

Overview:

Lemon Crest Elementary School is a 12.4-acre school site with 43,333 square feet of building space. It serves 589 students in grades K-5. The school was constructed in 1992. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structures were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part I – Paving

Observations:

The school has approximately 103,000 square feet of paved asphalt surfaces, mostly in poor condition and should be considered for major repair and replacement. Asphalt surfaces were last sealed in 2012.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Repair or replace all paved areas. Seal coat and stripe.	\$835,000
2	None.	\$0
3	None	\$0

Part 2 – Roofing

Observations:

The school has approximately 62,000 square feet of roofing. Roof sections are mostly built up asphalt in fair to poor condition. There were observable deficiencies in most roof sections that could be addressed through proper preventive maintenance. Replacement of the worst roof sections is recommended, however, the District should perform a detailed roofing assessment and implement a preventive maintenance program to prevent further damage to the roofs and structures.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
I	Replace BUR at ESS and Room 26-28	\$89,000

2	Replace BUR at Building B, C, D, E, F, G, I, J, K, Food Service, Library, MPR and Rm 25.	\$917,000
3	None	\$0

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The school has operable heating, ventilation and air conditioning in all building spaces by either roof-mounted package units or wall mounted heat pumps on the portable classrooms. HVAC units are in fair condition, and have exceeded their life expectancy. Replacement is recommended. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district’s systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended.

It was not possible within the scope of this assessment to determine the condition of utilities, such as plumbing, sewer and gas, however, based on the age of the buildings, modernization of the school’s domestic water, sanitary sewer and gas lines is recommended. Further investigation and possible replacement of the gas lines is recommended.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None.	\$0
2	Replace HVAC units at all building sections.	\$677,000
3	None.	\$0

Part 4 – Finishes

Observations:

Building exteriors are painted stucco in fair to poor condition. Portable classrooms have painted T1-11 siding in fair condition. Interior finishes include painted drywall, wall texture, acoustical ceiling tiles, carpeting and vinyl composite tiles (VCT) in wet areas.

Interior finishes, including flooring is in good to fair condition. It is recommended to review the existing classroom spaces and replace carpet as needed in order to improve the appearance of the room, but also to improve sanitation and indoor air quality

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Paint exteriors at Building C, ESS and Library	\$12,000
2	Paint exteriors at Building B, D, E, F, G, I, J, K, MPR, and Portables Rm 21-28. Replace flooring in Building B, G, I, J, K, MPR, Rm 21-28. Paint interior and/or replace vinyl wall board in Building B, C, D, E, F, G, I, J, K, ESS, Library, MPR and Rm 21-28.	\$630,000
3	Replace flooring in Building D, E, F, and Library. Paint exterior Rm 24 and 27.	\$141,000

Part 5 – Fencing and Security

Observations:

The campus is secured by a 6’ high galvanized chain link fence. The fence is in good condition with no major rusting or deficiencies detected.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Replace perimeter fence.	\$154,000

Part 6 – Low Voltage

Observations:

The school has an automated fire alarm system that was installed in 1990. Although the system appears to be functioning properly, modernization should consider upgrading to meet current code requirements for new fire alarms. Additionally, the district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning as initially designed. Modernization of this system is recommended in order to take advantage of modern functions, specifically those associated with school safety and security.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Replace FACP and Clock/Bell/Paging system.	\$69,000

LINDO PARK ELEMENTARY SCHOOL (K-5TH)

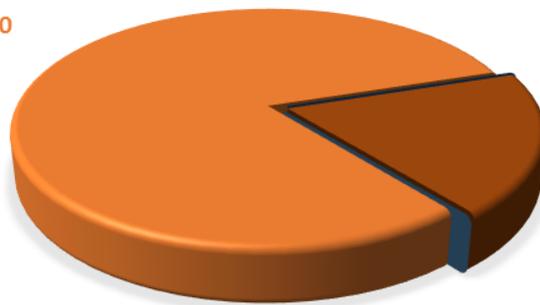
12824 Lakeshore Dr. Lakeside, CA 92040



Classroom Count	31
Used As Classroom	24
Special Education	3
Lab/Other Purpose	7
Adjusted Capacity	564
2015/16 Enrollment	545

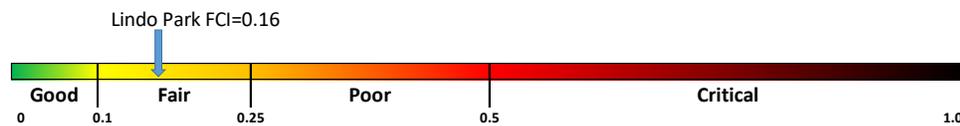
LEVEL 1 - IMMEDIATE NEED LINDO PARK ELEMENTARY SCHOOL

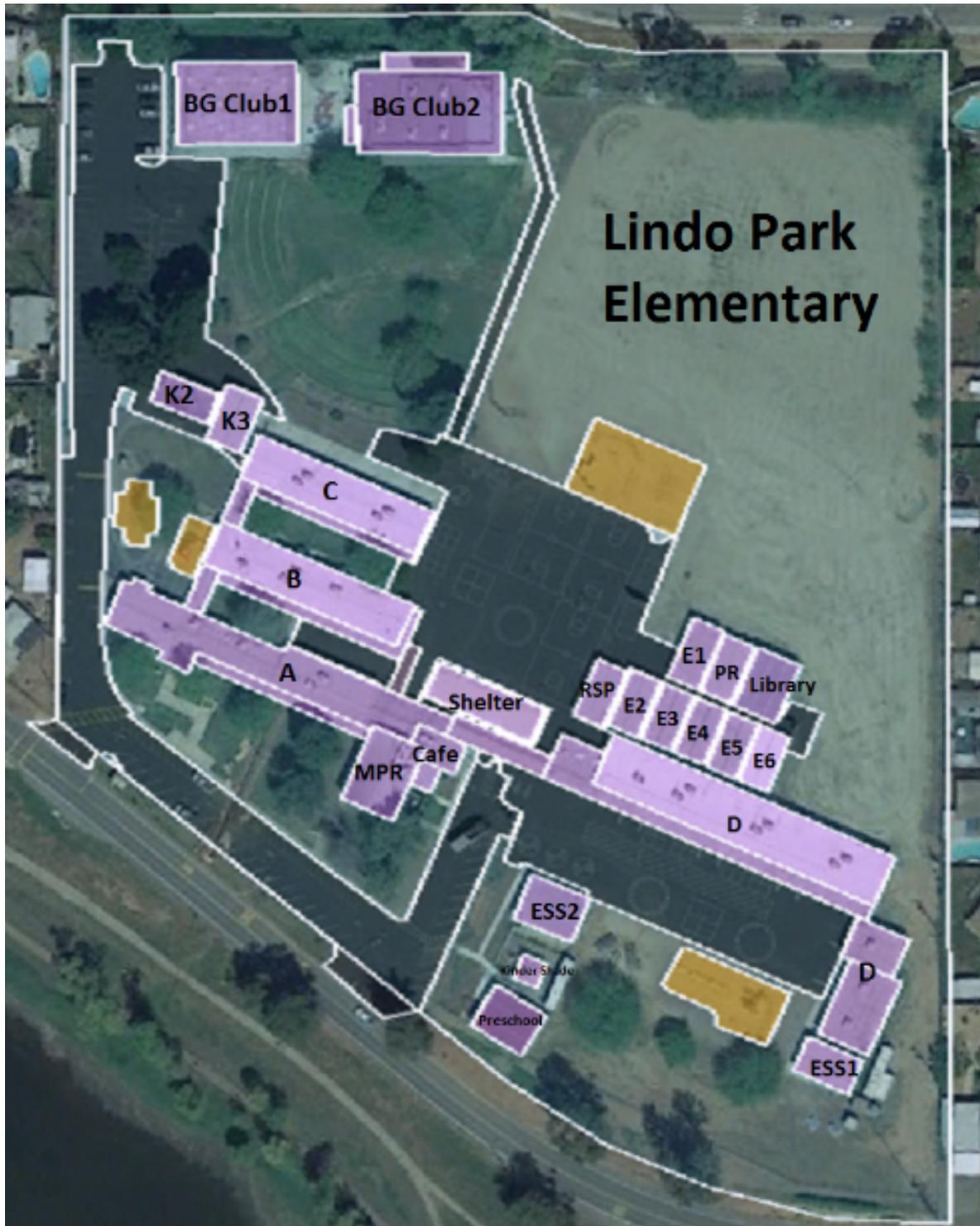
Fencing,
\$94,360.00



Roofing,
\$22,353.55

FACILITY CONDITION INDEX





Lindo Park Elementary School

Overview:

The District Office is located on an 11.6-acre site with 51,821 square feet of building space. It serves 545 students in grades K-5. The school was constructed in 1952. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structures were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part 1 – Paving

Observations:

The school has approximately 110,463 square feet of paved surfaces, mostly in good condition. Maintenance, including overlay, crack fill and seal coat is recommended to prevent deterioration. Asphalt paving was last sealed in 2012

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Seal coat/stripe asphalt paved areas.	\$47,000

Part 2 – Roofing

Observations:

The District Office has approximately 79,080 square feet of roofing. Roof sections are mostly asphalt built up roofs in fair condition. Replacement of the worst roof sections is recommended, however, the District should perform a detailed roofing assessment and implement a preventive maintenance program to prevent further damage to the roofs and structures.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace Preschool BUR roof.	\$28,000
2	Replace BUR at BG Club 1 and 2, Building A, Cafeteria, E4-E6, ESS 1, K3, MPR, PR and RSP.	\$701,000

	Replace standing seam roof at ESS 2,	
3	None	\$0

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The District Office has operable heating, ventilation and air conditioning in building spaces and are mostly in fair condition. Portables have wall-mounted heat pumps and they are in fair condition. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district’s systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended.

It was not possible within the scope of this assessment to determine the condition of utilities, such as plumbing, sewer and gas, but no major issues were reported.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None.	\$0
2	Replace HVAC units campus-wide.	\$604,000
3	Replace HVAC at Library and EI	\$28,000

Part 4 – Finishes

Observations:

Building exteriors are painted plaster in good condition. Portable rooms have painted TI-II siding, also in good condition. Interior finishes include painted drywall, wall texture, acoustical ceiling tiles, carpeting and vinyl composite tiles (VCT) in wet areas, mostly in good to fair condition.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None.	\$0
2	Paint building interiors and/or replace wall board campus wide.	\$673,000

	Replace flooring in BG 1, 2, Building A, B, C, D, E1-E6, ESS1, K2, K3, Library, MPR, PR and RSP.	
3	None.	\$0

Part 5 – Fencing and Security

Observations:

The campus is secured by a 6’ high galvanized chain link fence. The fence is poor condition and should be considered for replacement.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace approximately 2696 lf of 6’ chain link fence.	\$118,000
2	None	\$0
3	None.	\$0

Part 6 – Low Voltage

Observations:

The school has an automated fire alarm system that was installed in 1993. Although the system appears to be functioning properly, modernization should consider upgraded to meet current code requirements for new fire alarms. Additionally, the district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning as initially designed. Modernization of this system is recommended in order to take advantage of modern functions, specifically those associated with school safety and security.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Replace FACP and Clock/Bell/Paging system.	\$75,000

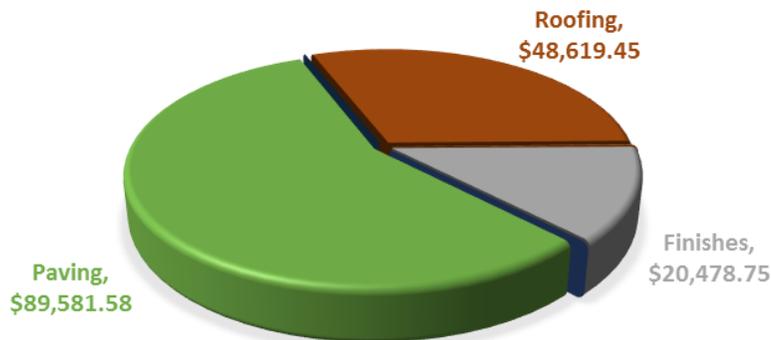
RIVERVIEW INTERNATIONAL ACADEMY AT RIVERVIEW (2ND – 5TH)

9308 Winter Gardens Blvd. Lakeside, CA 92040

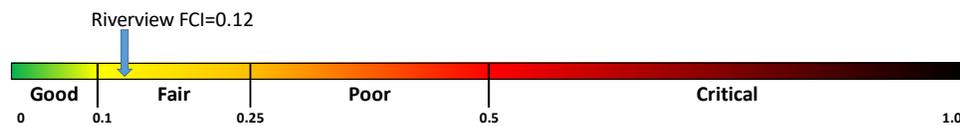


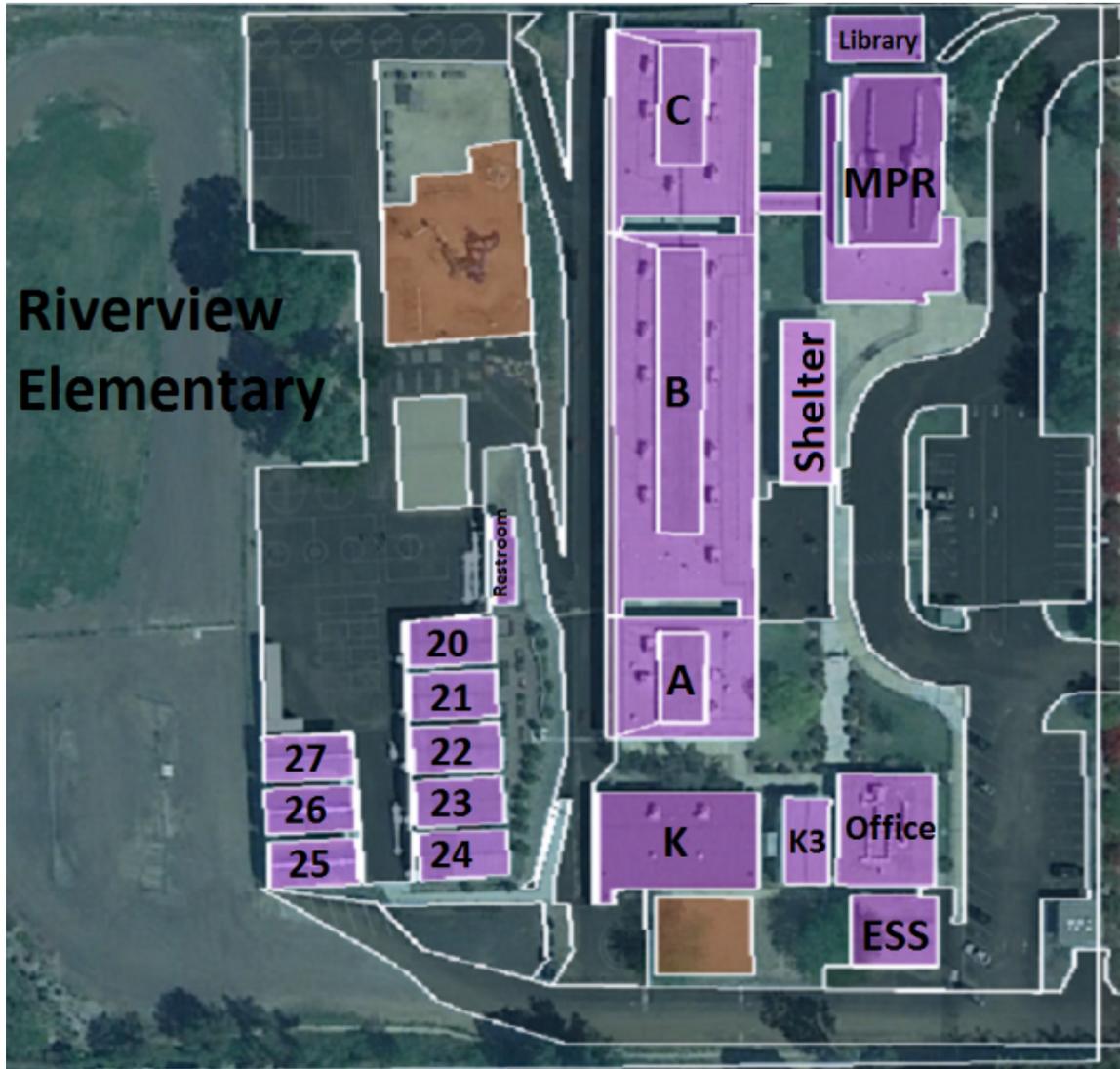
Classroom Count	30
Used As Classroom	27
Special Education	0
Lab/Other Purpose	3
Adjusted Capacity	675
2015/16 Enrollment	622

LEVEL 1 - IMMEDIATE NEED RIVERVIEW ELEMENTARY SCHOOL



FACILITY CONDITION INDEX





Riverview Elementary School

Overview:

Riverview Elementary School is a 8.49 acre school site with 41,046 square feet of building space. It serves 622 students in grades 2-5. The school was constructed in 1958. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structures were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part I – Paving

Observations:

The school has approximately 98,000 square feet of paved asphalt surfaces, mostly in fair to poor condition. Maintenance, including overlay, crack fill and seal coat is recommended to prevent the deterioration, especially in the main parking lot and upper blacktop playground. Asphalt paving was last sealed in 2012.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Repair or replace paving in Fire Lane, seal coat and stripe.	\$112,000
2	Seal coat and stripe asphalt surfaces.	\$37,000
3	None	\$0

Part 2 – Roofing

Observations:

The school has approximately 48,620 square feet of roofing. Roof sections are mostly built up asphalt in fair to poor condition. Portables are mostly asphalt built up or standing seam also in fair to poor condition. There were observable deficiencies in most roof sections that could be addressed through proper preventive maintenance, however, polyurethane foam may be more difficult to source leaks, and should be considered for replacement with an appropriate roof system. Replacement of the worst roof sections is recommended, however, the District should perform a detailed roofing assessment and implement a preventive maintenance program to prevent further damage to the roofs and structures.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace BUR roofing at ESS. Replace standing seam roof at Library.	\$61,000
2	Replace BUR roofing at K3, Building C, MPR, and Office. Replace standing seam roofing at Rms 20-27 and Restrooms.	\$382,000
3	None.	\$0

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The school has operable heating, ventilation and air conditioning in all building spaces by either roof-mounted package units or wall mounted heat pumps on the portable classrooms mostly in fair condition. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district’s systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended. Classroom lighting was retrofit with LED fixtures in 2016 using part of the District’s Prop 39 allocation.

The school’s water is supplied by a combination of municipal water and well water for irrigation. It was not possible within the scope of this assessment to determine the condition of utilities, such as plumbing, sewer and gas, however, based on the age of the buildings, modernization of the school’s domestic water, sanitary sewer and gas lines is recommended.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None.	\$0
2	Replace heat pump units at ESS, K3, and Rm 20-27. Replace package and condensing units at Building B, C, and K.	\$274,000
3	Replace package and condensing units at Building A and the Office.	\$104,000

	Inspect plumbing at ESS and K3.	
--	---------------------------------	--

Part 4 – Finishes

Observations:

Building exteriors are mostly painted stucco in good to fair condition. Portable classrooms have painted T1-11 siding in poor condition. Interior finishes include painted drywall, wall texture, acoustical ceiling tiles, carpeting and vinyl composite tiles (VCT). Most interiors are in good to fair condition. The portables were last painted in 2000.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace vinyl flooring in restroom building.	\$26,000
	Paint portable building exteriors.	
2	Replace vinyl wall board in portables. Paint interior Building K.	\$444,000
	Replace flooring in Building A, B, C, K, Office, and portable classrooms Rm 20-24.	
	Paint exteriors Building A, B, C and ESS.	
3	Replace flooring in K3, Library and portable classrooms Rm 25-27.	\$106,000
	Paint interiors at Building A, B, C, and Office	
	Paint exteriors at Building K, Office, Restroom.	

Part 5 – Fencing and Security

Observations:

The campus is secured by a 6' high galvanized chain link fence with iron fence at the front entrance. The fence is good to fair condition with no major rusting or deficiencies detected.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
I	None	\$0

2	Replace approximately 3428 lf of 6' chain link fence.	\$150,000
3	None.	\$0

Part 6 – Low Voltage

Observations:

The automated fire alarm system appears to be functioning properly, but it is outdated and should be considered for an upgrade to meet current code requirements for new fire alarms within the next three years. Additionally, the district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning as initially designed. Modernization of this system is recommended in order to take advantage of modern functions, specifically those associated with school safety and security.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Replace fire alarm control panel and clock/bell/paging equipment.	\$69,000

TIERRA DEL SOL MIDDLE SCHOOL (6TH – 8TH)

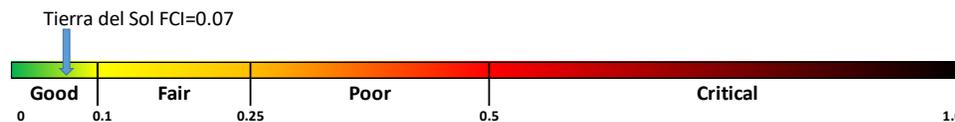
9611 Petite Ln. Lakeside, CA 92040



Classroom Count	32
Used As Classroom	27
Special Education	4
Lab/Other Purpose	5
Adjusted Capacity	673
2015/16 Enrollment	613



FACILITY CONDITION INDEX





Tierra del Sol Middle School

Overview:

Tierra del Sol Middle School is a 24-acre school site with 58,085 square feet of building space. It serves 613 students in grades 6-8. The school was constructed in 1972. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structures were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part I – Paving

Observations:

The school has approximately 136,000 square feet of paved asphalt surfaces, mostly in fair condition. Maintenance, including overlay, crack fill and seal coat is recommended to prevent the deterioration, especially in the main parking lot and upper blacktop playground. Asphalt paving was last sealed in 2012.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Major repair or replacement of asphalt in parking lot. Seal coat and stripe.	\$188,000
2	Seal coat and stripe asphalt surfaces.	\$49,000
3	None	\$0

Part 2 – Roofing

Observations:

The school has approximately 77,589 square feet of roofing. Roof sections are a combination of tile/shingle and single ply. Most shingle roof sections are in poor condition. Remaining roofing is in good to fair condition. Replacement of the worst roof sections is recommended, however, the District should perform a detailed roofing assessment and implement a preventive maintenance program to prevent further damage to the roofs and structures.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace asphalt shingle roofs at Building A, B, C, PE and D. Replace BUR roofing at P4, and standing seam roof at P8.	\$118,000
2	Replace BUR roofing at P6.	\$19,000
3	None.	\$0

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The school has operable heating, ventilation and air conditioning in all building spaces by either roof-mounted package units or wall mounted heat pumps on the portable classrooms. Many of these systems were installed in 2013 and are generally in good condition. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district’s systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended. Classroom lighting was replaced in 2013 and is in good condition.

It was not possible within the scope of this assessment to determine the condition of utilities, such as plumbing, sewer and gas, however, based on the age of the buildings, examination of the school’s domestic water, sanitary sewer and gas lines is recommended.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None.	\$0
2	Replace Heat/Vent at PE building.	\$50,000
3	None.	\$0

Part 4 – Finishes

Observations:

Building exteriors are mostly painted stucco. Portable classrooms have painted T1-11 siding. Interior finishes include painted drywall, wall texture, acoustical ceiling tiles, carpeting and vinyl composite tiles (VCT) in wet areas. Overall exterior finishes are in good condition on the permanent buildings, but poor condition on portables.

Interior finishes, including flooring is in fair to poor condition. It is recommended to review the existing classroom spaces and replace carpet as needed in order to improve the appearance of the room, but also to improve sanitation and indoor air quality

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Repair and paint exterior T1-11 portable siding.	\$26,000
	Replace carpet and VCT in room CR 12.	\$9,000
	Replace vinyl wall board in CR 12.	\$5,000
2	Patch and paint exterior stucco siding at the Gym, Cafeteria and Building E.	\$13,000
	Replace flooring in rooms CR 11 and the Gym.	\$56,000
3	Paint remaining exteriors.	\$53,000
	Patch and paint interior rooms at all buildings.	\$57,000
	Replace flooring in all buildings.	\$461,000

Part 5 – Fencing and Security

Observations:

The campus is secured by a 6' high galvanized chain link fence. The fence is good to fair condition with no major rusting or deficiencies detected.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Replace perimeter fence.	\$100,000

Part 6 – Low Voltage

Observations:

The school has an automated fire alarm system that was installed in 2001. Although the system appears to be functioning properly, modernization should consider upgraded to meet current code requirements for new fire alarms within the next three years. Additionally, the district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning as initially designed. Modernization of this system is recommended in order to take advantage of modern functions, specifically those associated with school safety and security.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	None	\$0

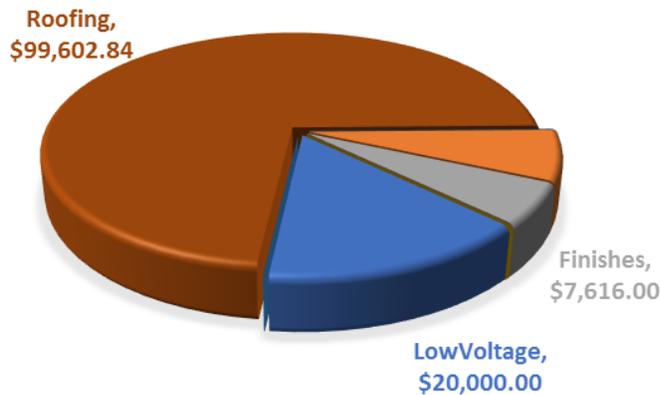
RIVERVIEW INTERNATIONAL ACADEMY AT WINTER GARDENS (K-I)

8501 Pueblo Rd. Lakeside, CA 92040

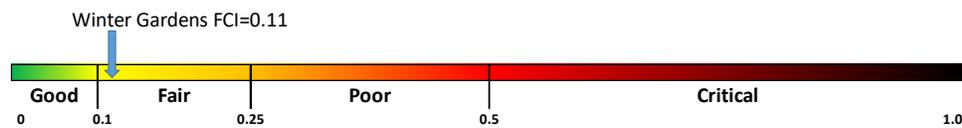


Classroom Count	19
Used As Classroom	15
Special Education	0
Lab/Other Purpose	4
Adjusted Capacity	375
2015/16 Enrollment	374

LEVEL 1 - IMMEDIATE NEED WINTER GARDENS SCHOOL



FACILITY CONDITION INDEX



Winter Gardens School

Overview:

Winter Gardens School is a 9.0 acre school site with 23,656 square feet of building space. It serves XXX students in grades K-1. The school was constructed in 1961. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structures were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part I – Paving

Observations:

The school has approximately 101,000 square feet of paved asphalt surfaces, in fair condition. Maintenance, including overlay, crack fill and seal coat is recommended to prevent the deterioration, especially in the main parking lot and upper blacktop playground. Asphalt paving was last sealed in 2012.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	Seal coat and stripe Basketball Court, Kinder Blacktop, North and South Blacktops.	\$13,000
3	Seal coat and stripe Maintenance Road and Parking Lot areas.	\$30,000

Part 2 – Roofing

Observations:

The school has approximately 29,847 square feet of roofing. The school consists mainly of portable buildings with standing seam or BUR, mostly in fair condition. The main school building has a BUR in poor condition. There were observable deficiencies in most roof sections that could be addressed through proper preventive maintenance, however, polyurethane foam may be more difficult to source leaks, and should be considered for replacement with an appropriate roof system. Replacement of the worst roof sections is recommended, however, the District should perform a detailed roofing assessment and implement a preventive maintenance program to prevent further damage to the roofs and structures.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace standing seam room at Portable Rm 9.	\$118,000
	Replace BUR roofs at Rm A and MPR.	
2	Replace BUR roofs at Rm 11, 8, ESS, Lounge and Building B.	\$171,000
	Replace standing seam roofs at Rm 7 and 10.	
3	None.	\$0

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The school has operable heating, ventilation and air conditioning in all building spaces by either roof-mounted package units or wall mounted heat pumps on the portable classrooms in fair condition. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district’s systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended. Classroom lighting was retrofit in 2005 and is in good condition.

It was not possible within the scope of this assessment to determine the condition of utilities, such as plumbing, sewer and gas, however, based on the age of the buildings, modernization of the school’s domestic water, sanitary sewer and gas lines is recommended.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None.	\$0
2	Replace HVAC units on all buildings	\$213,000
3	Replace 100K BTU Heat/Vent at Office.	\$13,000

Part 4 – Finishes

Observations:

Permanent building exteriors are painted stucco or masonry. Portable classrooms have painted T1-11 siding, mostly in fair to poor condition. Interior finishes include painted drywall, wall texture, acoustical ceiling tiles, carpeting and vinyl composite tiles (VCT) and sealed concrete, mostly in good to fair condition. Several portable interiors were refinished in 2014 including flooring and interior wall covering, and the MPR in 2011. It is recommended to review the existing classroom spaces and replace carpet as needed in order to improve the appearance of the room, but also to improve sanitation and indoor air quality.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Paint building exteriors, Rm 7, 8, 9 and 12.	\$9,000
2	Paint building exteriors at Rm 10, 11, Building A, ESS and Rm A. Replace flooring in Building A, ESS and Rm A. Paint interior and/or replace wall board in ESS and Room A.	\$129,000
3	Paint exterior Rm 15, Building A and Office. Office exterior walls are partially masonry and do not need attention.	\$19,000

Part 5 – Fencing and Security

Observations:

The campus is secured by 4' and 6' high galvanized chain link fence. The fence is mostly in good to fair condition with some major rusting or deficiencies detected.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace 4' chain link fence, approximately 301 lf.	\$12,000
2	Replace 4' chain link fence, approximately 667 lf.	\$26,000
3	Replace approximately 208 lf of 4' and 2044 lf of 6' chain link fence.	\$98,000

Part 6 – Low Voltage

Observations:

The school has an automated fire alarm system. Although the system appears to be functioning properly, modernization should consider upgraded to meet current code requirements for new fire alarms. Additionally, the district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning as initially designed. Modernization of this system is recommended in order to take advantage of modern functions, specifically those associated with school safety and security.

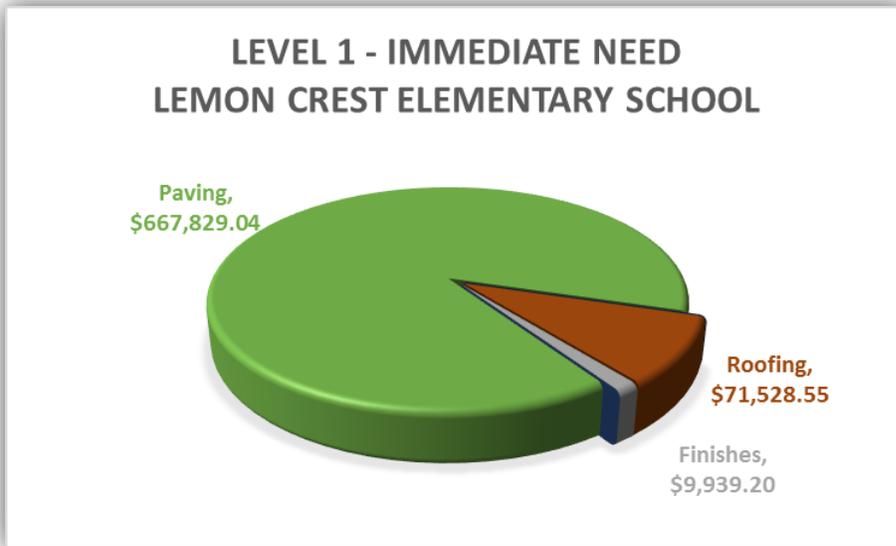
Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace FACP	\$25,000
2	None	\$0
3	Replace clock/bell/paging system.	\$50,000

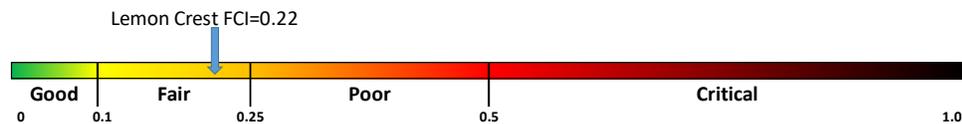
ADMINISTRATIVE SITES

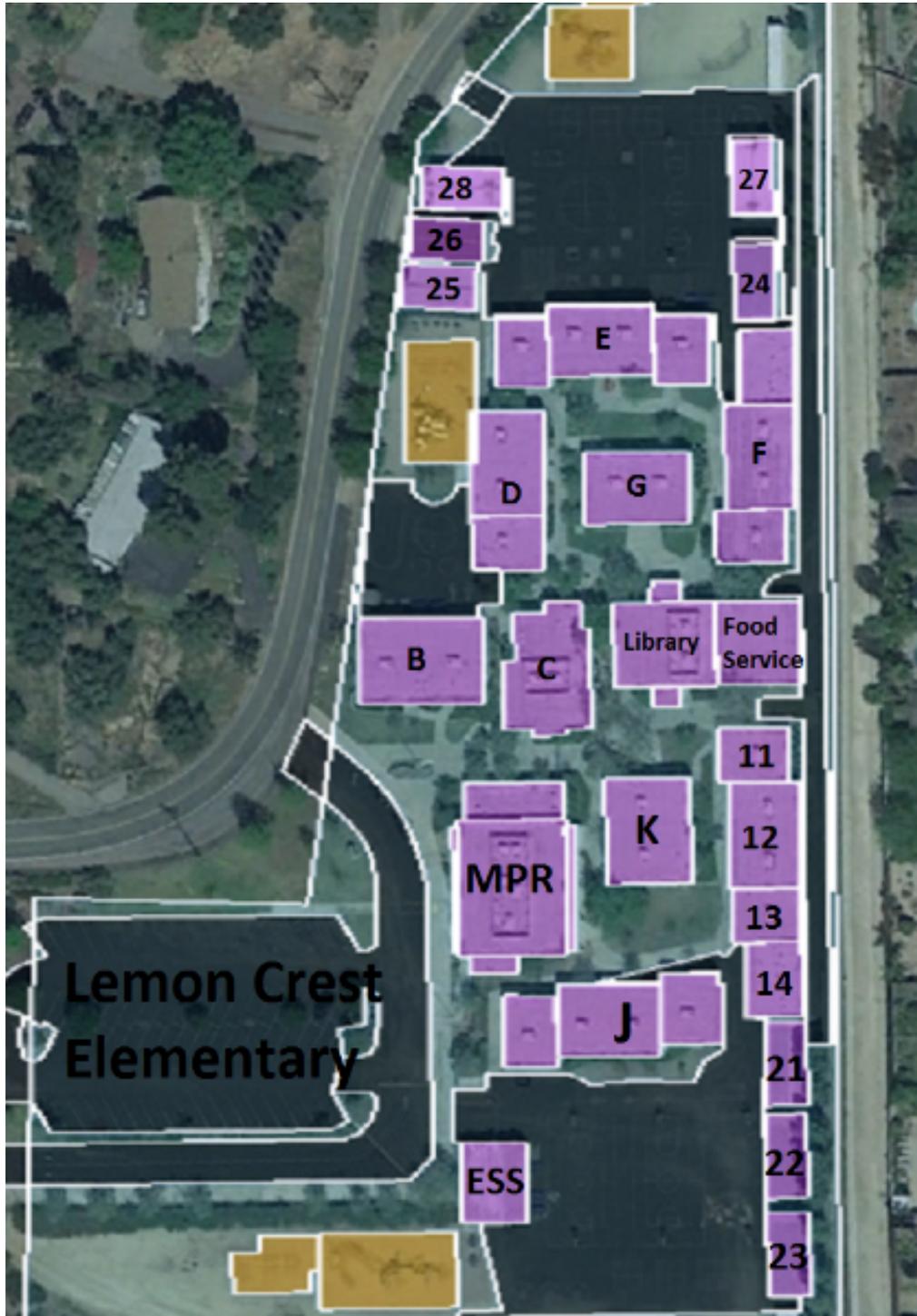


Classroom Count	38
Used As Classroom	28
Special Education	2
Lab/Other Purpose	8
Adjusted Capacity	726
2015/16 Enrollment	316



FACILITY CONDITION INDEX





Administrative Sites

Overview:

The District Office, Maintenance and Transportation Yards consist of a total of XXX is a 9.2 acre school site with 46,650 square feet of building space. It serves 316 students in grades 1-5. The school was constructed in 1959. This assessment is divided into 6 parts to provide a breakdown summary of each of major building systems. The buildings' structures were not inspected as part of this report, however, the district does not have any buildings on the Division of the State Architect's list of seismically "at risk" schools (AB300).

Part I – Paving

Observations:

The school has approximately 104,000 square feet of paved asphalt surfaces, mostly in good condition. Maintenance, including overlay, crack fill and seal coat is recommended to prevent the deterioration, especially in the main parking lot and upper blacktop playground. Asphalt paving was last sealed in 2014.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	Remove and replace pavement in parking lot and upper playground.	\$369,000
3	None	\$0

Part 2 – Roofing

Observations:

The school has approximately 65,400 square feet of roofing. Roof sections are a combination of built up asphalt, polyurethane foam and TPO single ply and most are in poor condition. Portables are mostly asphalt built up also in poor condition. There are some new single ply TPO roofs that were installed in 2000 and range in condition from poor at the Gym, Cafeteria and Building C to good condition at the Library, Building A and Building G. There were observable deficiencies in most roof sections that could be addressed through proper preventive maintenance, however, polyurethane foam may be more difficult to source leaks, and should be considered for replacement with an appropriate roof system. Replacement of the worst roof sections is recommended, however, the District should perform a detailed roofing assessment and implement a preventive maintenance program to prevent further damage to the roofs and structures.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace roofing on the Gym, Cafeteria, Building C, E, H; portable classrooms CR 1, 2, 9-11 and portable restrooms; Portables ACC 1-3; and Building A and E breezeways.	\$387,000
2	Replace roofing on Building B, D and CR 7.	\$160,000
3	Replace roofing on Building A and G.	\$133,000

Part 3 – Mechanical, Electrical and Plumbing (MEP)

Observations:

The school has operable heating, ventilation and air conditioning in all building spaces by either roof-mounted package units or wall mounted heat pumps on the portable classrooms. The condition of these systems is generally good to fair except at Building A and B which are in poor condition. Several units at Buildings C, D and F were replaced in 2012 and are in good condition. Portable classrooms have wall mounted heat pumps that are in good condition, but original to construction and should be replaced. A comprehensive preventive maintenance program is recommended in order to prevent critical failure of the district's systems.

A limited review of the electrical system was performed, and no major deficiencies were discovered. A detailed electrical system inventory, including tracing of branch circuits and a preventive maintenance program by a qualified electrician is recommended.

The school's water is supplied by a combination of municipal water and well water for irrigation. It was not possible within the scope of this assessment to determine the condition of utilities, such as plumbing, sewer and gas, however, based on the age of the buildings, modernization of the school's domestic water, sanitary sewer and gas lines is recommended. There were reports of gas leaks in the existing gas line in 2016 and some limited repairs were made. Further investigation and possible replacement of the gas lines is recommended.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Replace package units at Building A and B.	\$75,000
2	Replace heat pumps on Rooms CR 3 and ACC 1-3	\$75,000
3	Replace wall mounted heat pumps on portable classrooms.	\$420,000
	Replace electrical panels B, C and A in Buildings B, A and E respectively.	\$28,000

Part 4 – Finishes

Observations:

Building exteriors are painted stucco. Portable classrooms have painted T1-I1 siding. Interior finishes include painted drywall, wall texture, acoustical ceiling tiles, carpeting and vinyl composite tiles (VCT) in wet areas. Overall exterior finishes are in good condition on the permanent buildings, but poor condition on portables.

Interior finishes, including flooring is in fair to poor condition. It is recommended to review the existing classroom spaces and replace carpet as needed in order to improve the appearance of the room, but also to improve sanitation and indoor air quality

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	Repair and paint exterior T1-I1 portable siding.	\$26,000
	Replace carpet and VCT in room CR 12.	\$9,000
	Replace vinyl wall board in CR 12.	\$5,000
2	Patch and paint exterior stucco siding at the Gym, Cafeteria and Building E.	\$13,000
	Replace flooring in rooms CR 11 and the Gym.	\$56,000
3	Paint remaining exteriors.	\$53,000
	Patch and paint interior rooms at all buildings.	\$57,000
	Replace flooring in all buildings.	\$461,000

Part 5 – Fencing and Security

Observations:

The campus is secured by a 6’ high galvanized chain link fence. The fence is good to fair condition with no major rusting or deficiencies detected.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	Replace perimeter fence.	\$100,000

Part 6 – Low Voltage

Observations:

The school has an automated fire alarm system that was installed in 2001. Although the system appears to be functioning properly, modernization should consider upgraded to meet current code requirements for new fire alarms within the next three years. Additionally, the district should continue to perform annual testing and inspection of the system as required.

The clock, bell and paging system is functioning as initially designed. Modernization of this system is recommended in order to take advantage of modern functions, specifically those associated with school safety and security.

Recommendations:

Priority Level	Description of Work	Estimated Cost*
1	None	\$0
2	None	\$0
3	None	\$0

Appendix B - Facility Condition Index (FCI)

The facility condition index (FCI) is the ratio of current maintenance deficiencies to the current replacement value (CRV) used in facilities management to provide a benchmark to compare the relative condition of a group of facilities. This is a general measurement to assess an asset's current condition at a specific point in time. To be truly affective, FCI must be assessed regularly and tracked over a period of time as facility conditions change on a year-to-year basis.

How FCI is Determined

$$\text{FCI} = \frac{\text{Cost of maintenance and repair deficiencies}}{\text{Current replacement value of the facility(s)}}$$

The total cost of maintenance and repair deficiencies is a summation of the estimated replacement cost of each individual component in the current year. Cost and life expectancy estimates were taken from standard of the industry models, including RS Means, comparable bids from other districts in San Diego County, and the Department of Insurance.

The Current Replacement Value (CRV) is the estimated cost per square foot to construct a new school facility. Recent San Diego County averages suggest the CRV at approximately \$350 per square foot of building space.

Prioritization of Projects

The facility condition assessment assigns a priority number between 1 through 3 to reflect the component's current condition. At Alpine priorities were identified with the assistance of school site staff in addressing currently known issues, and discovering potentially unknown conditions.

Priority #	Description
1	Critical Need: <ul style="list-style-type: none"> • May pose a threat to health/safety • Excessive repairs, inability to perform future repairs • No longer functional
2	Necessary Replacement: <ul style="list-style-type: none"> • Poor condition necessitating frequent repairs • Vandalism or lack of preventive maintenance • Inconsistent functionality
3	Good Condition: <ul style="list-style-type: none"> • Adequate maintenance to provide dependable functionality • Expected to operate to its full life expectancy

FCI, LCAP and Williams Act

The FCI can be used to rate buildings in four condition categories based on the ratio of the relative cost to repair deficiencies to the replacement value of the building. Industry guidelines use different standards in assigning a category based on the index score. For example, the National Association of College and University Business Officers (NACUBO) defines “Fair Repair” as having an FCI of 6 to 10%. However, based on national averages, K-12 schools considered to be maintained in “Fair Repair” typically score 25% on the FCI scale. Therefore, it is appropriate to utilize a modified scale in describing the condition of repair for K-12 schools as follows:

Rating	Report FCI Guidelines
Good	0 to 10%
Fair	11% - 25%
Poor	26% - 50%
Critical	> 50%

Good Repair Standard

The “Good Repair Standard” is defined by the Education Code 17002 as being:

“...maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to a school facility inspection and evaluation instrument developed by the Office of Public School Construction and approved by the board or a local evaluation instrument that meets the same criteria.”

The FCI representation of “Good Repair” is not the same as the “Good Repair Standard” set forth in the Education Code, unless specifically identified by the Board as an approved means for determining “Good Repair.” The current method of inspecting for the Good Repair Standard is the Williams School Facility Inspection Tool (FIT). This inspection is performed annually to determine that a facility is being maintained in “Good Repair.” Although this tool serves the purpose to inspect school facilities and provide a snapshot in time of easily visible conditions, there are limitations on the depth of the inspection.

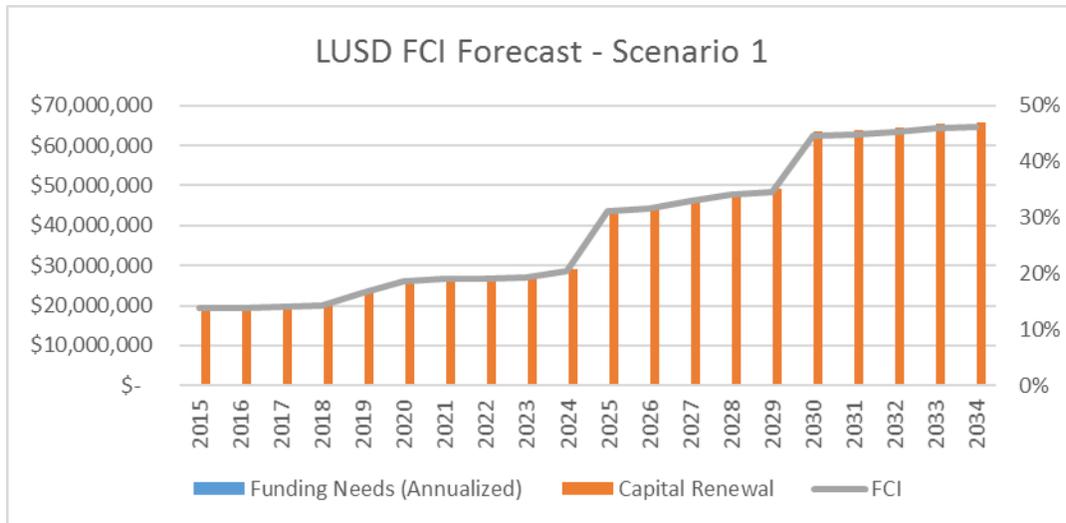
In comparison, a comprehensive condition assessment to determine the FCI score will provide a much better understanding of the condition of the district’s facilities. The condition assessment, in contrast to the FIT, takes into consideration the complete inventory of facility components and their respective life cycle replacement cost and date.

This report makes use of the best available data to present a comprehensive study of the district’s facility needs to provide data that can be used to inform decisions in facility management. The following scenarios examine various levels of commitment to maintaining the school’s facilities with the respective cost to do so.

Facility Condition Index Scenarios

Scenario I – Do Nothing

This “Do Nothing” scenario highlights the overall effect of neglecting facility funding to address current and on-going facility needs district wide over the forecast period. The grey line represents the annual FCI over the funding cycle based on year to year funding and cumulative facility needs. The orange bar represents the cumulative capital renewal cost associated with facility needs.



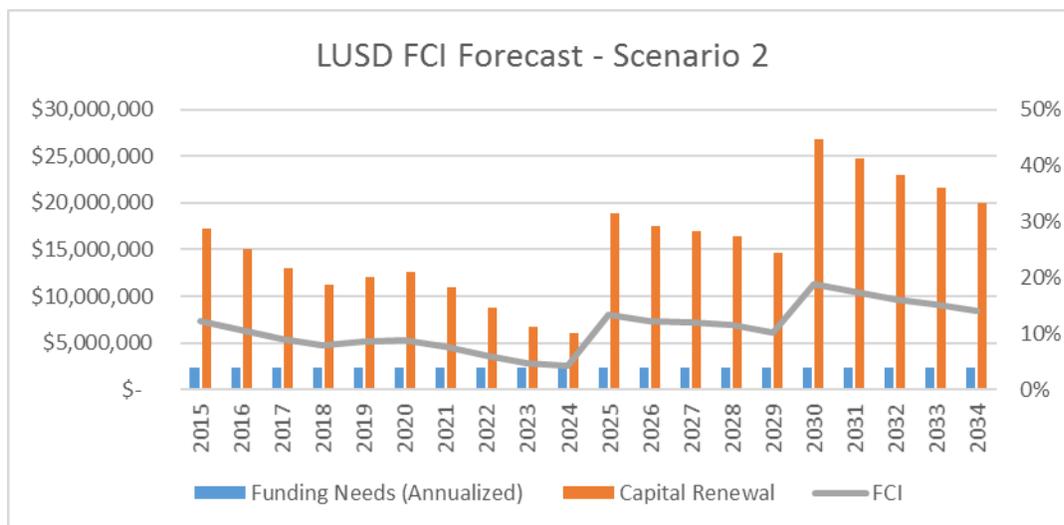
The district is currently in fair condition, but neglecting facility funding will have a detrimental effect on the overall quality and condition of the district’s buildings. Under this scenario, the district wide condition index will fall from “fair” to “poor” by 2025, and will exceed 50% some time after 2035.

School facilities in the “poor” category will begin to impact building users much more frequently as it indicates that a majority of the building systems are either in a state of extreme disrepair or have exceeded their useful life. The blue bar, which is not represented on this chart, would indicate the capital investment required for this scenario. In this scenario, there is no capital investment towards maintenance. This excludes Routine Restricted Maintenance.

Scenario 2 – Maintain Existing FCI

This scenario examines the funding needed to address the facility condition deficiencies and renewals over the forecast period at the current FCI of 14%, considered “fair” condition. The grey line represents the annual FCI over the funding cycle based on year to year funding and cumulative facility needs. The orange bar represents the cumulative capital renewal cost associated with facility needs. The blue bar shows the *annualized* capital investment needed in order to maintain the facilities in their current condition. The total amount of funds needed over this forecast period is \$45,953,800 or \$2,297,690 per year, exclusive of Routine Restricted Maintenance.

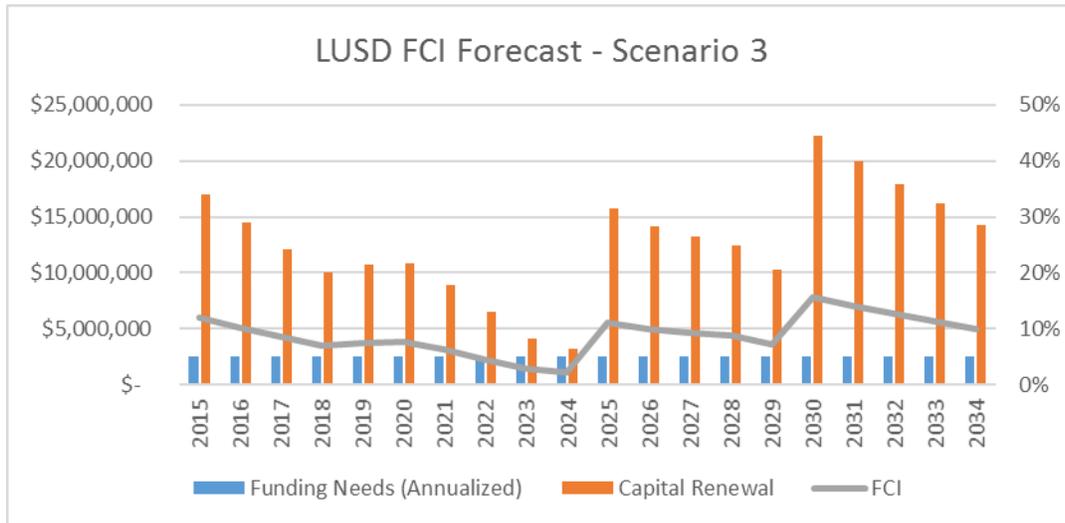
The current backlog of deficiencies constitutes a substantial portion of the ongoing needs of the district. A commitment of funds towards capital maintenance projects in the first year would alter the outcome of this report, thereby reducing the district’s overall FCI.



Year	Capital Renewal	Funding Needs	FCI
2015	\$ 17,296,126	\$ 2,297,690.01	12.2%
2016	\$ 15,049,936	\$ 2,297,690.01	10.6%
2017	\$ 12,983,814	\$ 2,297,690.01	9.1%
2018	\$ 11,201,897	\$ 2,297,690.01	7.9%
2019	\$ 12,124,922	\$ 2,297,690.01	8.5%
2020	\$ 12,566,030	\$ 2,297,690.01	8.8%
2021	\$ 10,909,807	\$ 2,297,690.01	7.7%
2022	\$ 8,744,430	\$ 2,297,690.01	6.1%
2023	\$ 6,663,992	\$ 2,297,690.01	4.7%
2024	\$ 6,035,754	\$ 2,297,690.01	4.2%
2025	\$ 18,918,311	\$ 2,297,690.01	13.3%
2026	\$ 17,544,420	\$ 2,297,690.01	12.3%
2027	\$ 16,974,336	\$ 2,297,690.01	11.9%
2028	\$ 16,406,096	\$ 2,297,690.01	11.5%
2029	\$ 14,596,825	\$ 2,297,690.01	10.3%
2030	\$ 26,809,792	\$ 2,297,690.01	18.8%
2031	\$ 24,840,670	\$ 2,297,690.01	17.5%
2032	\$ 23,057,584	\$ 2,297,690.01	16.2%
2033	\$ 21,650,565	\$ 2,297,690.01	15.2%
2034	\$ 19,929,231	\$ 2,297,690.01	14.0%
Total	\$ 19,929,231	\$ 45,953,800.25	

Scenario 3 – Improve FCI to “Good Repair”

This scenario examines the funding needed to address the facility condition deficiencies and renewals over the forecast period at an FCI of 10%, considered “Good Repair.” The grey line represents the annual FCI over the funding cycle based on year to year funding and cumulative facility needs. The orange bar represents the cumulative capital renewal cost associated with facility needs. The blue bar shows the capital investment needed in order to maintain the facilities at 10%. The total amount of funds needed over this forecast period is \$51,647,866 or an average of \$2,582,393 per year as shown.



Year	Capital Renewal	Funding Needs	FCI
2015	\$ 17,011,423	\$ 2,582,393.31	12.0%
2016	\$ 14,480,530	\$ 2,582,393.31	10.2%
2017	\$ 12,129,704	\$ 2,582,393.31	8.5%
2018	\$ 10,063,084	\$ 2,582,393.31	7.1%
2019	\$ 10,701,406	\$ 2,582,393.31	7.5%
2020	\$ 10,857,810	\$ 2,582,393.31	7.6%
2021	\$ 8,916,884	\$ 2,582,393.31	6.3%
2022	\$ 6,466,804	\$ 2,582,393.31	4.5%
2023	\$ 4,101,663	\$ 2,582,393.31	2.9%
2024	\$ 3,188,721	\$ 2,582,393.31	2.2%
2025	\$ 15,786,575	\$ 2,582,393.31	11.1%
2026	\$ 14,127,980	\$ 2,582,393.31	9.9%
2027	\$ 13,273,193	\$ 2,582,393.31	9.3%
2028	\$ 12,420,250	\$ 2,582,393.31	8.7%
2029	\$ 10,326,275	\$ 2,582,393.31	7.3%
2030	\$ 22,254,540	\$ 2,582,393.31	15.6%
2031	\$ 20,000,714	\$ 2,582,393.31	14.1%
2032	\$ 17,932,924	\$ 2,582,393.31	12.6%
2033	\$ 16,241,202	\$ 2,582,393.31	11.4%
2034	\$ 14,235,165	\$ 2,582,393.31	10.0%
Total	\$ 14,235,165	\$ 51,647,866.25	