



Facility Master Plan 2025-2035

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Lakeside Union School District

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1.0 Executive Summary

Executive Summary

The Lakeside Union School District Facility Master Plan establishes a long-range framework for maintaining, modernizing, and improving District facilities over the 2025-2035 planning period. The plan is intended to support Board decision-making by documenting existing facility conditions, identifying program and capacity needs, incorporating community input, and organizing future projects into a prioritized roadmap for implementation.

Lakeside Union School District serves a diverse TK-8 student population across a varied portfolio of elementary, middle, early learning, program-based, charter, and district support facilities. In addition to neighborhood-based schools, the District offers specialized programs that contribute to family choice and enrollment patterns, including DREAM Academy, preschool and early learning programs, language immersion programs, before- and after-school services, STEAM-related opportunities, emerging CTE and career-connected learning pathways, and student support services. These programs are an important part of LUSD's educational identity and community value; however, they also create facility planning considerations that extend beyond traditional boundary-based enrollment.

The Facility Master Plan confirms that LUSD has many functional and well-used school facilities but also identifies several important long-range challenges. These include continued reliance on aging portable classrooms, localized capacity pressure at the middle school level, program-based enrollment demand, recurring building system and site infrastructure needs, accessibility and circulation concerns, and the need to maintain equitable and modern learning environments across all campuses. The plan also recognizes recent District investments in roofing, HVAC, TK facilities, STEAM, music, and instructional technology, which have strengthened the facility portfolio and should be protected through continued maintenance and coordinated capital planning.

This Executive Summary highlights the major findings and planning priorities that should guide future facility decisions.

PURPOSE OF THE FACILITY MASTER PLAN

The Facility Master Plan provides Lakeside Union School District with a data-informed roadmap for long-term facility investment. The plan is designed to help the District:

- Document the condition, functionality, and key needs of District facilities;
- Evaluate how well existing facilities support current and future educational programs;
- Understand capacity and utilization by campus, grade span, and program type;
- Identify major building, site, technology, and educational suitability priorities;
- Incorporate stakeholder input into long-range facility planning;

- Support alignment between facility investments, District goals, and LCAP commitments;
- Prioritize projects in a transparent and fiscally responsible manner; and
- Position the District to pursue available local and state funding opportunities.

The plan should not be viewed as a fixed construction list. Rather, it is a planning tool that helps the District evaluate needs, sequence work, communicate priorities, and adjust over time as enrollment, funding, facility conditions, and program needs evolve.

Key Planning Context

Several major planning drivers shape this Facility Master Plan.

First, LUSD's facility planning must address basic building condition and core infrastructure needs before lower-priority enhancements are advanced. The assessments and community feedback both point to the importance of maintaining safe, healthy, reliable campuses, including continued attention to HVAC performance, roofs, exterior envelope conditions, interior finishes, restrooms, electrical systems, plumbing, accessibility, and site infrastructure.

Second, portable classrooms are one of the District's most significant long-range facility issues. Portable buildings currently support classroom capacity, specialized programs, student services, and operational flexibility. However, many portables are aging, and some are being used for long-term program functions rather than temporary needs. The District's capacity analysis shows that current enrollment and programs rely heavily on portable classroom capacity. As a result, portable modernization, replacement, consolidation, or removal must be evaluated carefully in relation to enrollment, program placement, permanent capacity, modernization eligibility, and project phasing.

Third, program demand and interdistrict transfers should be considered as part of facility planning. A significant portion of LUSD's enrollment is associated with students outside the resident forecast group. These students support enrollment, help sustain specialized programs, and contribute to the District's identity as a school-of-choice destination. At the same time, they occupy classrooms, use core facilities, and may increase demand at specific campuses or programs. Future planning should therefore evaluate not only where students live, but where program-based enrollment is concentrated and whether those campuses have durable, equitable, and appropriately modern facilities.

Fourth, districtwide averages can mask site-specific needs. LUSD has some available capacity overall, but utilization varies significantly by campus and grade span. Middle school utilization is above target capacity, DREAM Academy is nearing full utilization, and some elementary campuses have available capacity that may not be easily transferable to specialized programs, grade-level needs, or school choice demand. Capacity decisions should therefore be tested by campus, grade span, program, and building type rather than relying solely on districtwide totals.

ENROLLMENT, CAPACITY, AND UTILIZATION

Enrollment projections indicate that LUSD should continue planning for a future shaped by modest demographic change, resident enrollment pressure, housing turnover, school choice, and program demand. Resident TK-8 enrollment is projected to gradually decline over the planning period; however, total facility demand is influenced by more than resident enrollment alone. Specialized programs, interdistrict transfers, early learning, DREAM Academy, and middle school program needs all effect how space is used across the District.

For 2025/26, LUSD serves approximately 4,562 students compared to a districtwide target capacity of 5,122 students when existing portable classrooms are included, resulting in an overall utilization rate of approximately 89.07%. This indicates that the District has some available capacity in aggregate. However, utilization is not evenly distributed.

At the elementary level, the District has available capacity overall, although campus utilization varies. Lakeview Elementary and Lakeside Farms Elementary operate closer to target capacity, while other elementary campuses show more available capacity. At the middle school level, both Lakeside Middle School and Tierra del Sol Middle School are operating above target capacity, making the 6-8 grade span the District's most significant current capacity pressure. DREAM Academy is nearing full utilization and has limited flexibility for growth without additional planning.

The portable removal scenario is especially important. When existing portables are excluded, districtwide utilization increases significantly, indicating that the District's current enrollment and program model depend on portable capacity. This finding does not mean that all portables should remain in place permanently. Rather, it indicates that any strategy to reduce reliance on portables must be phased and tied to permanent capacity, program placement, modernization eligibility, and funding.

Exhibit 1.1 Capacity and Utilization Including and Excluding Existing Portable Classrooms

Capacity and Utilization Evaluation of Portable Removal 2025-2026							
Enrollment Information		Including Portables			Excludes All Portables		
School	2025-26 Enrollment	Maximum Capacity*	Target Capacity	Utilization	Maximum Capacity	Target Capacity	Utilization
Lakeside Farms ES	671	774	722	92.94%	482	458	146.54%
Lakeview ES	653	760	735	88.84%	490	466	140.28%
Lemon Crest ES	434	578	549	79.04%	496	471	92.11%
Lindo Park ES	422	568	540	78.21%	456	433	97.41%
Riverview International Academy	452	640	608	74.34%	424	403	112.21%
Winter Gardens ES	197	360	342	57.60%	144	137	144.01%
K-5 Total/Avg	2,829	3,680	3,496	80.93%	2,492	2,367	119.50%
Lakeside Middle	700	758	644	108.65%	594	505	138.64%
Tierra del Sol Middle	772	838	712	108.38%	648	551	140.16%
6-8 Total/Avg	1,472	1,596	1,357	108.51%	1,242	1,056	139.43%
LEAPP**	120	132	125	96.00%	132	125	96.00%
Early Childhood Total/Avg	120	132	125	96.00%	132	125	96.00%
DREAM Academy	141	152	144	97.65%	152	144	97.65%
K-8 Total/Avg	141	152	144	97.65%	152	144	97.65%
District Total/Avg	4,562	5,560	5,122	89.07%	4,018	3,693	123.55%
*Current enrollment numbers represent enrollment as of October 1, 2025.							
**LEAPP Consists of mostly portable classrooms, therefore was not evaluated for capacity without existing portables.							

FACILITY ASSESSMENT FINDINGS

MGT assessed District facilities using BASYS®, which evaluates building condition, educational suitability, grounds condition, and technology readiness. These assessments provide a districtwide understanding of facility performance and help identify capital improvement priorities.

Exhibit 1.2 Overall Facility Scores

Facility	Overall Score	Facility	Overall Score
Elementary Schools		Other Facilities	
DREAM Academy	84.86	District Administration	90.00
Lakeside Farms ES	83.90	Central Kitchen	90.00
Lakeview ES	81.84	Fire Station Bldg ESS	85.53
Lemon Crest ES	84.82	LEAPP	83.05
Lindo Park ES	81.19	Maintenance Warehouse	85.08
Riverview International Academy	74.20	River Valley Charter	86.64
Winter Gardens ES	79.14	Transportation	87.45
Elementary School Averages	81.42	Technology	94.56
Middle Schools		Other Averages	87.79
Lakeside MS	79.40	Districtwide Averages	83.49
Tierra del Sol MS	83.12		
Middle School Averages	81.26		

Overall, LUSD's facilities remain functional and serviceable, with several campuses demonstrating strong baseline conditions and technology readiness. The District's combined assessment results indicate an overall districtwide score in the "Good" range. However, the findings also identify recurring needs related to aging building systems, portable classroom reliance, exterior envelope deterioration, interior finish wear, accessibility constraints, emergency communication gaps, HVAC performance, and site infrastructure.

Key districtwide facility themes include:

- Building envelope, exterior finishes, and weather protection, including fascia and wood rot repairs, repainting, older windows, deteriorated exterior components, and drainage-related concerns;
- Interior modernization and finish renewal, including flooring, ceilings, paint, casework, restrooms, and classroom finish upgrades;
- Electrical infrastructure and life-cycle modernization, particularly where older panels or service components may affect future technology, HVAC, food service, or safety system needs;
- HVAC performance, cooling, and indoor environmental quality, especially in older buildings and portable classrooms;
- Plumbing, water service, storm drainage, and underground utilities that should be evaluated during modernization, paving, and major site projects;
- Accessibility, safety, and campus circulation, including ADA paths of travel, playground access, drop-off and parking areas, and pedestrian circulation;

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- Portable classroom modernization or replacement needs, including building envelope, flooring, HVAC, accessibility, restrooms, supervision, and long-term program suitability; and
- Continued protection of technology readiness while addressing site-specific communication, alerting, cooling, power, camera, and classroom audio needs.

The assessments also show that some campuses require more focused planning attention. Riverview International Academy, Lakeside Middle School, and Winter Gardens Elementary appear among the lower-performing sites in selected assessment categories or overall combined scores. Riverview is especially important to monitor because of current language immersion program demand, school choice interest, community engagement, portable-related concerns, and lower assessment scores intersect at that campus. As the District evaluates future program direction and facility investments, Riverview should continue to be reviewed in relation to enrollment patterns, transfer activity, educational suitability, site constraints, and long-term program sustainability.

EDUCATIONAL PROGRAM AND SPACE PLANNING

The Facility Master Plan recognizes that facility needs are not limited to building systems. Schools must also provide spaces that support instruction, intervention, student services, enrichment, safety, and program identity.

LUSD's programs require facilities that are flexible, durable, accessible, technology-ready, and appropriately sized for current and future use. This includes core classrooms, early learning environments, special education and intervention spaces, counseling and wellness areas, libraries and media centers, arts and music spaces, STEM/STEAM and career exploration spaces, outdoor learning and play areas, food service, administration, and staff support spaces.

Specialized programs should be planned as long-term facility commitments rather than temporary accommodations. Programs that attract families from inside and outside the District should be supported by permanent or high-quality modular spaces, reliable technology, appropriate storage, safe circulation, access to restrooms and core campus resources, and facilities that reflect their importance to LUSD's enrollment strategy, instructional program, and long-term student success.

Student support spaces also require continued attention. Special education, counseling, health, intervention, and related services need spaces that support confidentiality, accessibility, supervision, student access, and daily operations. Where these services are located in constrained, adapted, or temporary spaces, future planning should identify opportunities for more durable and functional solutions.

COMMUNITY ENGAGEMENT FINDINGS

Community engagement for the Facility Master Plan included two in-person sessions held on May 19, 2026, along with an online survey to expand participation. Feedback was gathered from staff, parents/guardians, students, and community members.

Stakeholder input was clear and consistent. The community values LUSD's schools, staff, programs, and student-centered culture, but also believes the District must continue investing in safe, healthy, reliable, and modern learning environments. Participants emphasized that basic facility systems, campus safety, accessibility, indoor environmental quality, restrooms, and equitable access to quality facilities should be addressed first. Stakeholders also identified support for modernization, outdoor learning, athletics, arts, STEM/STEAM, language programs, inclusive playgrounds, and specialized program spaces.

Community feedback also reinforced the importance of transparency. Stakeholders want clear communication about facility needs, project priorities, funding decisions, and implementation progress. This expectation should guide future Board discussions, community updates, project sequencing, and potential funding strategies.

Recommended Planning Priorities

The Facility Master Plan should guide future investment through a phased and transparent prioritization approach. The following planning priorities are recommended:

1. **Address health, safety, accessibility, and highest-risk building needs first.** Projects that affect student safety, code compliance, accessibility, indoor environmental quality, emergency communication, or building reliability should receive the highest priority.
2. **Continue major building system renewal.** HVAC, roofing, electrical, plumbing, exterior envelope, drainage, and interior finish needs should be coordinated so that modernization projects are durable and do not require disruptive follow-up repairs shortly after completion.
3. **Develop a long-term portable classroom strategy.** LUSD should evaluate which portables should remain, which should be modernized, which should be replaced with permanent or modular facilities, and which may be removed over time. This work should be tied to capacity, program placement, eligibility for modernization funding, and implementation phasing.
4. **Align specialized programs and school choice demand with appropriate facilities.** Language immersion, DREAM Academy, Riverview International Academy, early learning, arts, STEAM, CTE, career-connected learning, and student support programs should be supported by spaces that are safe, durable, functional, technology-ready, and equitable.
5. **Support middle school capacity, CTE, and career exploration needs.** Because both middle schools are operating above target capacity, the District should continue monitoring enrollment, course access, elective offerings, CTE exploration, student services, food service, PE, circulation, and campus supervision to determine whether facility improvements or program adjustments are needed.
6. **Modernize learning and support spaces.** Classroom upgrades, libraries/media centers, special education, counseling, health, intervention, arts/music, food service,

administration, and staff support spaces should be improved where existing conditions limit program delivery or daily operations.

7. **Improve site infrastructure, accessibility, circulation, and outdoor environments.** Playgrounds, hardcourts, paving, parking, drop-off areas, pedestrian circulation, drainage, shade, ADA paths of travel, inclusive play, outdoor learning areas, and athletic spaces should remain important components of future project planning.
8. **Maintain technology readiness while closing communication gaps.** LUSD should protect its strong technology foundation while addressing emergency communication, classroom alerting, voice distribution, classroom audio, camera coverage, cooling, power reliability, and communication between offices, classrooms, portable buildings, and outdoor areas.
9. **Prioritize program demand and facility condition together.** Campuses with strong family demand, program-based enrollment, aging portables, lower facility condition, or support space limitations should be evaluated carefully so that successful programs are supported by facilities that can sustain them over time.
10. **Use a transparent prioritization framework.** Project sequencing should balance urgency, equity, program impact, facility condition, community priorities, funding eligibility, and implementation feasibility.

Planning and Budgeting

Implementation of the Facility Master Plan will require a combination of local, state, and other available funding sources. State facility programs may support eligible modernization, new construction, TK/K facilities, hardship projects, or other targeted improvements; however, these programs typically require documentation, eligibility review, project planning, and local matching funds. Local funding will also be necessary to address needs that are not fully supported by state funding or that must be advanced on a timeline that meets District priorities.

The District should continue to package projects in ways that align documented needs, educational priorities, facility condition, funding eligibility, implementation efficiency, and community expectations. Project budgets should also account for construction costs, soft costs, escalation, design, permitting, inspections, contingencies, and phasing in occupied school environments.

Estimated Cost Summary by Category and Priority					
Category	Priority 1	Priority 2	Priority 3	Priority 4	Total Cost
Health and Safety	\$7,368,617	\$0	\$0	\$0	\$7,368,617
Modernization	\$0	\$53,231,500	\$1,779,000	\$400,000	\$55,410,500
Building Systems	\$1,719,618	\$5,535,838	\$738,000	\$0	\$7,993,456
Educational Adequacy Improvements	\$0	\$0	\$4,605,000	\$1,587,500	\$6,192,500
Site and Infrastructure	\$0	\$7,577,621	\$1,319,430	\$843,053	\$9,740,104
New Construction	\$834,000	\$667,000	\$2,010,000	\$0	\$3,511,000
Subtotal	\$9,922,235	\$67,011,959	\$10,451,430	\$2,830,553	\$90,216,177
Project Soft Costs (30% of Subtotal)	\$2,976,671	\$20,103,588	\$3,135,429	\$849,166	\$27,064,853
Total Estimated Project Costs	\$12,898,906	\$87,115,547	\$13,586,860	\$3,679,719	\$117,281,031

Please note: The project cost estimates included in this Facility Master Plan are for planning purposes only and are based on unit pricing from RSMeans, vendor catalogs, industry-standard sources, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

Moving Forward

The Facility Master Plan provides Lakeside Union School District with a long-range roadmap for aligning facilities with student needs, instructional programs, community priorities, and responsible stewardship of public resources. The plan identifies both immediate needs and longer-term opportunities, recognizing that not all projects can be completed at once.

As the District moves from planning to implementation, the Board and District leadership should continue to use the Facility Master Plan as a living guide. Priorities should be reviewed regularly as enrollment changes, facility conditions evolve, funding opportunities emerge, and project scopes are refined. By continuing to focus on safety, equity, building reliability, program support, and transparent decision-making, LUSD can make facility investments that strengthen learning environments and support the District's mission for years to come.

2.0 Introduction

In February 2026, LUSD contracted with MGT to prepare a Facility Master Plan for the 2025/26 to 2035 planning period. This plan documents current facility conditions, identifies facility needs, and presents a prioritized, long-range roadmap for maintenance, modernization, and capital improvements aligned with District priorities and community input. The Facility Master Plan serves as a critical tool for evaluating the district's infrastructure, identifying necessary improvements, and efficiently leveraging available resources based on community input and best practice facility standards. By prioritizing projects and establishing a framework for continual improvement, this plan empowers LUSD to focus on upgrading its existing facilities, ensuring they meet the evolving needs of students and staff. The goal is to establish a comprehensive plan that identifies and prioritizes facility needs and presents an effective and efficient implementation of projects over the planning period. This proactive approach enhances learning environments, addresses current and future educational challenges, and ensures sustainability and resilience in our school facilities, supporting educational excellence for years to come.

Scope of Work

The Facility Master Plan included the following tasks:

- Project initiation and coordination
- Facility standards and space expectations, informed by District programs
- Facility assessments at District sites
- Demographic and enrollment review to support long range planning
- Capacity and utilization analysis
- Project development, prioritization criteria, and cost estimating
- Public engagement and stakeholder input
- Final report preparation and presentations

Facility Master Plan Objectives

The objectives of this Facility Master Plan are to:

- Document facility condition, functionality, and key deficiencies across District sites
- Identify facility needs for maintenance, modernization, and targeted new construction where appropriate
- Evaluate capacity and utilization to support program and enrollment needs
- Prioritize projects using objective criteria and stakeholder input
- Provide an implementable roadmap supported by planning and budgeting assumptions

District and Community Overview

Lakeside Union School District serving the community of Lakeside and surrounding unincorporated areas in East San Diego County, California, approximately 25 miles east of downtown San Diego. LUSD covers predominantly suburban-rural region of San Diego County and serves students grades TK-8, including preschool programs. The district enrolls approximately 4,521 students, based on recent California Department of Education EdData reporting.

The District operates six elementary schools (TK–5) and two middle schools (6–8) as its core traditional campuses. In addition, LUSD authorizes two charter schools—Barona Indian Charter School (TK–8) and River Valley Charter School (7–12)—and offers three innovative learning programs serving preschool through middle school students, providing flexible educational options designed to meet diverse student needs. Together, these schools offer comprehensive instructional programs aligned with California state standards and the District's educational mission.

Exhibit 2.1 Lakeside Union School District Grade Level Configuration by School

School	Low Grade	High Grade
Lakeside Early Advantage Preschool	PK	PK
Winter Gardens Elementary	TK	1
Lakeside Farms Elementary	TK	5
Lakeview Elementary	TK	5
Lemon Crest Elementary	TK	5
Lindo Park Elementary	TK	5
Dream Academy	KG	8
Riverview Elementary	2	5
Lakeside Middle	6	8
Tierra Del Sol Middle	6	8

The community's economy includes education, health care, government, retail, and small business industries, and LUSD plays an important role in supporting local families and student success. The district offers a range of academic and enrichment opportunities, including transitional kindergarten programs, expanded learning opportunities, visual and performing arts, student support services, and pathways that encourage college and career readiness through community partnerships and innovative learning experiences.

LUSD has a long-standing tradition of serving the Lakeside community with safe, welcoming, and supportive schools. Today, the district continues to invest in high-quality learning environments

that support the academic, social, and emotional needs of all students while preparing them for future success.

Alignment with the Local Control and Accountability Plan

Lakeside Union School District's Facilities Master Plan is designed to support the District's 2026-27 Local Control and Accountability Plan (LCAP) by aligning long-range facility priorities with the conditions, programs, and student supports identified through the District's annual planning process. Under California's LCFF framework, Priority 1, Basic Services, includes access to appropriately assigned teachers, standards-aligned instructional materials, and school facilities maintained in good repair. This connection is important because facility quality directly affects the conditions of learning students and staff experience each day.

This alignment is most direct in LUSD's LCAP Goal 1: *Accelerate Academic Achievement for All Students in All Subjects*. The District is committed to providing every student with access to high-quality instruction, rigorous academic programs, instructional technology, and the resources necessary to achieve academic success. The Facilities Master Plan supports this goal by identifying improvements that create safe, modern, and engaging learning environments that enhance teaching and learning. Investments in classroom modernization, specialized instructional spaces, technology infrastructure, and facility renewal provide the physical foundation needed to support innovative instructional practices, implementation of state academic standards, and equitable access to educational opportunities for all students.

The facilities-related metric is especially important. LUSD's 2026-27 LCAP includes Metric 1.9, "Basic Services - School Facilities," which states that all schools will receive an overall ranking of "Good" or better on the Facility Inspection Tool as reported through each school's annual School Accountability Report Card. The 2026-27 LCAP reports that 67% of school facilities received a good or exemplary rating on the 2025 California Dashboard, compared with 89% on the 2024 California Dashboard. The LCAP continues to establish a Year 3 target that 100% of school facilities will have a good or exemplary rating as measured by the Facilities Inspection Tool. The Facilities Master Plan directly supports this target by identifying long-range facility needs, prioritizing building system renewals and modernization, and helping the District sustain safe, clean, functional, and well-maintained learning environments over time.

The Facilities Master Plan also supports LCAP expectations related to standards-aligned instructional materials and effective program delivery. LUSD's 2026-27 LCAP continues to report that the District meets the standard for ensuring student access to standards-aligned instructional materials, with a target of maintaining 100% access. From a facilities perspective, this commitment depends on more than the purchase of instructional materials. It requires classrooms, libraries, storage areas, technology infrastructure, and support spaces that allow adopted curriculum, digital tools, intervention materials, and specialized instructional resources to be used consistently and effectively across school sites.

The LCAP further reinforces the need for facilities that support broad course access and specialized instructional programs. Metric 1.10 reports that all students, including English

learners, students with exceptional needs, and other unduplicated student groups, continue to have access to a broad course of study, with site-level reporting showing 100% access across District schools. The Facilities Master Plan advances this commitment by evaluating whether each campus has the appropriate types, quantities, and conditions of spaces needed for core instruction, special education, intervention, arts, music, science, project-based learning, dual language immersion, career awareness, expanded learning, and other District programs identified through the LCAP and broader planning process.

LUSD's 2026-27 LCAP also emphasizes student engagement, academic growth, family engagement, school climate, attendance, and whole-child supports, all of which have facilities implications. The LCAP identifies continued efforts related to academic intervention, English learner support, professional learning, family engagement, student behavior, attendance, and safe and supportive learning environments. These goals are supported by facilities that are welcoming, accessible, appropriately supervised, technology-ready, and able to accommodate counseling, intervention, wellness, family engagement, and student support services. Facility planning can also support attendance and engagement through safe arrival and dismissal areas, accessible circulation, clear wayfinding, secure campus entries, functional outdoor spaces, and site improvements that reduce barriers to daily participation.

In summary, the Facilities Master Plan advances LUSD's LCAP by translating educational goals into long-range facility priorities. The plan supports Priority 1, Basic Services by helping the District sustain facilities in good repair; supports instructional materials and standards implementation by ensuring that classrooms and support spaces are functional, technology-ready, and appropriately equipped; supports course access by aligning facilities with the District's instructional programs; and supports attendance, engagement, safety, and student well-being through campus environments that are safe, inclusive, and responsive to student needs. As such, the Facilities Master Plan serves as a long-range implementation roadmap for the physical conditions necessary to support LUSD's 2026-27 LCAP commitments.

Alignment with AB 247 and Proposition 2

In alignment with California Assembly Bill 247 (AB 247) and Proposition 2, Lakeside Union School District's Facility Master Plan is designed to promote long-term sustainability, modernization, and equity in school infrastructure. These state initiatives emphasize responsible fiscal management, environmental stewardship, and the creation of high-quality learning environments that reflect the needs of all students.

Proposition 2 reinforces prudent financial planning by requiring districts to maintain robust capital reserve funds, ensuring readiness for major maintenance and modernization projects. **AB 247** expands these requirements by mandating that Facility Master Plans include transparent assessments of facility conditions, modernization needs, and environmental health and safety standards.

This plan fulfills these objectives by emphasizing:

- **Alignment with Educational Goals:** Facility planning must now closely tie to the district's academic objectives, addressing how physical spaces support 21st-century learning needs.
- **Environmental and Health Standards:** AB 247 reinforces commitments to sustainability, energy efficiency, and measures such as lead testing and remediation, ensuring schools are safe, healthy, and environmentally conscious.
- **Equity and Accessibility:** Facilities must meet standards that promote equity, ensuring all students, regardless of socioeconomic status or geographic location, have access to high-quality, modernized learning environments.

This Facility Master Plan serves as a strategic roadmap to guide the District in meeting these new requirements. It provides a detailed evaluation of current facilities, identifies critical needs, and outlines a clear vision for future improvements. By adhering to the standards established by AB 247 and Proposition 2, this plan not only ensures compliance but also exemplifies our commitment to creating equitable, innovative, and sustainable learning environments that support student success and community growth for decades to come.

3.0 Methodology

MGT developed this Facility Master Plan using a combination of quantitative analysis and stakeholder input to document existing conditions, understand functional needs, and identify priority facility investments over the planning period.

Project Initiation and Visioning

The planning process began with a kickoff and a district leadership visioning session to confirm project goals, align on facility priorities, and establish facility standards to guide the assessment and recommendations. The visioning session included a review of lessons learned from the prior Facility Master Plan, discussion of drivers for the update including Proposition 2 planning expectations and reducing reliance on portable classrooms, and identification of near and long term priorities including how recent TK investments (including new buildings) should be reflected in the updated plan.

Community and Stakeholder Engagement

Stakeholder input was gathered throughout the process to inform districtwide priorities and to validate needs observed during site assessments. Community engagement meetings were held in May 2026 and included a short overview of the planning process and opportunities for participants to provide input. Feedback was collected using Poll Everywhere, including live participation options using a QR code and text-based access. Engagement findings are summarized in the Community Engagement section, and the supporting materials and raw input are provided in the appendix.

Program Review and Educational Alignment

MGT met with District leadership and instructional staff to confirm current programs, emerging initiatives, and space needs that influence facility use. These discussions informed the Educational Suitability and Technology Readiness Reference Guide (**Appendix B**), which defines the facility standards used to evaluate each site.

Enrollment, Capacity, and Utilization

Enrollment projections were developed to model anticipated student populations over the planning period and to evaluate how future trends may impact space needs. Building capacity and utilization were analyzed in collaboration with District staff and reflect current instructional practices and program configurations. Utilization was calculated by dividing enrollment by program capacity, using a target utilization range that allows flexibility for program growth and scheduling.

Facility Assessments

Each school was evaluated using **MGT's BASYS® Facility Assessment** platform, which provides a standardized, data-driven evaluation across four categories:

3.0 Methodology

- **Building Condition** – Evaluates the physical state and expected service life of structural, mechanical, electrical, and architectural systems.
- **Educational Suitability (Functionality)** – Examines how well each facility supports current and future educational programs.
- **Grounds Condition** – Reviews site infrastructure such as paving, fields, fencing, drainage, and accessibility.
- **Technology Readiness** – Assesses the ability of the facility's infrastructure to support technology integration and digital learning.

Each category receives a **score on a 100-point scale**, interpreted as follows:

NUMERICAL SCORE	INTERPRETATION
90 – 100	New or like new, Excellent
80 – 89	Good
70 – 79	Fair
60 – 69	Poor
Below 60	Unsatisfactory

Scores reflect the **relative level of deficiencies** compared to the total replacement value of each building, allowing them to be used for both benchmarking and cost modeling. The BASYS® system generates a detailed list of deficiencies and associated costs, forming the foundation for the Facility Condition Index (FCI) and subsequent project prioritization.

All assessment data were reviewed with District staff to verify accuracy and ensure that findings align with operational realities.

Educational Suitability and Technology Readiness

In collaboration with District leadership, MGT developed the **Educational Suitability and Technology Readiness Reference Guide (Appendix B)** to establish the facility standards used throughout this assessment. These standards are grounded in the District's current educational specifications, instructional goals, and design practices, ensuring that evaluations reflect both the physical condition and the functional alignment of each learning environment.

The **Reference Guide** defines four key components for each instructional space:

- **Learning Environment:** The physical characteristics of the space, including configuration, HVAC, lighting, and acoustics, support a comfortable, engaging, and effective learning environment.
- **Size:** Each instructional area is measured against established square footage standards for its program type.
- **Location:** Spaces are evaluated based on adjacency, accessibility, and their relationship to complementary functions within the campus.

- **Storage and Fixed Equipment:** Classrooms and support areas are reviewed for the availability of essential fixed elements such as cabinetry, sinks, safety equipment, and technology infrastructure.

In addition to instructional areas, the Reference Guide defines expectations for non-instructional spaces including administration, cafeteria, health, and support functions. It also addresses campus elements such as fencing, parking, site circulation, and parent/bus traffic patterns that support efficient operations and student safety.

To complement the Educational Suitability analysis, MGT collaborated with the District's Information Technology team to develop and apply a **Technology Readiness Assessment**. This tool evaluates how well each facility's infrastructure supports both current and future technology integration. The assessment focuses on physical systems, such as electrical capacity for device charging, network cabling, wireless coverage, and bandwidth for streaming and instructional applications, rather than software, equipment, or instructional technology programs themselves.

All MGT assessors were trained to apply these standards consistently to ensure reliability across all evaluations. The Reference Guide served as the calibration framework for **BASYS**, MGT's Building Assessment System, which employs a **100-point scoring scale** emphasizing building functionality and suitability.

Complete BASYS Reports can be found in Appendix F - BASYS Reports.

4.0 Strategic Planning Context

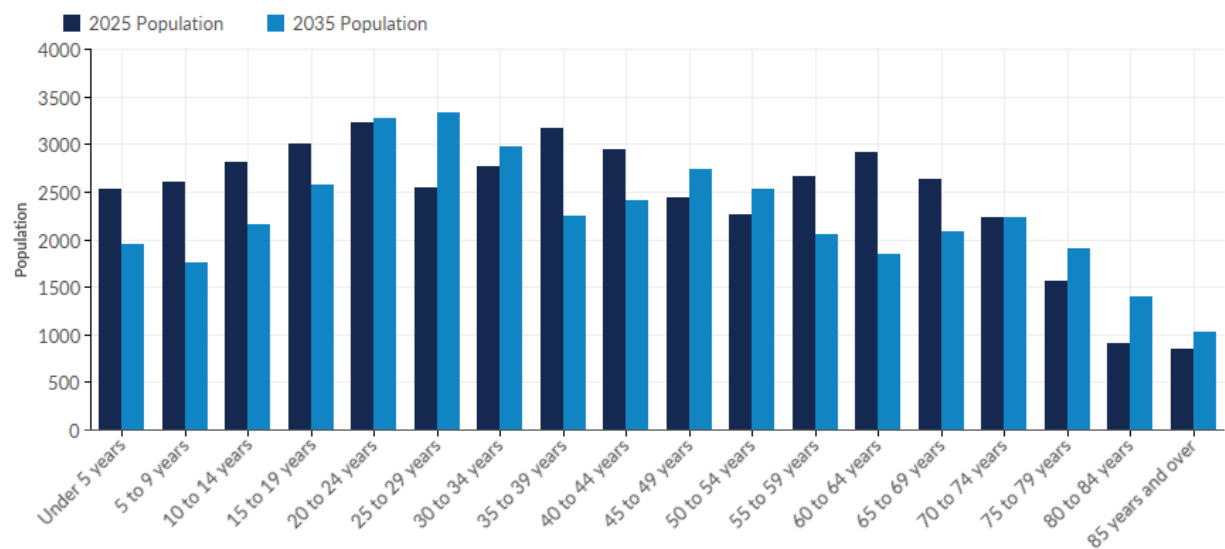
The Facility Master Plan identifies the districtwide conditions, programs, and operational priorities that should guide long-range facility decisions across Lakeside Union School District. These considerations reflect the relationship between facility condition, educational program delivery, enrollment patterns, community expectations, and the District's ability to sustain safe, reliable, and equitable learning environments over time.

Rather than evaluating facilities only by individual building condition or classroom counts, the District should consider how each campus supports current programs, future enrollment patterns, student services, technology readiness, safety, accessibility, and long-term operational sustainability. The following program themes and planning constraints summarize the major factors that should influence future project prioritization, modernization scope, portable classroom strategy, and facility investment decisions.

Demographics as Planning Drivers

Lakeside Union School District's demographic economic report indicates that the Lakeside community is projected to experience continued population decline over the next decade, with the total population expected to decrease by approximately 8% between 2025 and 2035. The largest declines are projected within school-age populations, particularly among children ages 5 through 14, signaling ongoing enrollment pressure for the District in future years. At the same time, the community is expected to become increasingly diverse, with growth among Hispanic, Asian, and multiracial populations contributing to changing student demographics and reinforcing the importance of culturally responsive educational programs and equitable student supports. The analysis also reflects an aging population profile, with increases among older adult age groups and fewer young families entering the area, while the overall gender distribution is expected to remain relatively balanced. Together, these demographic trends highlight the importance of strategic long-term planning for Lakeside Union School District, including adaptable facility utilization, enrollment monitoring, community engagement, and alignment of educational programs and services to meet the evolving needs of students and families.

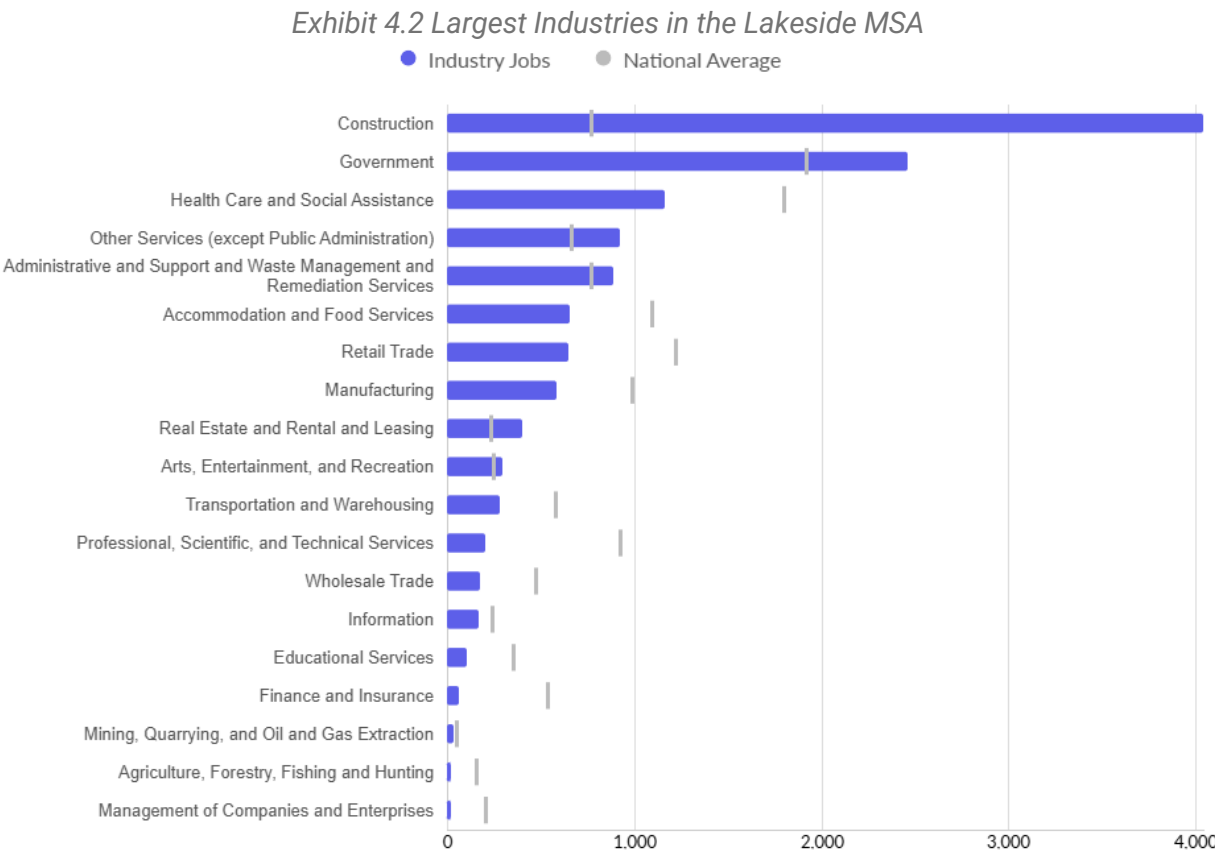
Exhibit 4.1 Population in Lakeside by Age Cohort 2025-2035



Economic Conditions and Workforce Alignment

Regional economic conditions within the Lakeside and greater San Diego County area reflect a stable but evolving labor market that may continue to influence student enrollment trends, family mobility, and long-term workforce needs. Employment growth in San Diego County is projected to continue through the end of the decade, particularly in sectors such as healthcare, government, education, and professional services, while some industries continue to experience workforce shifts and changing labor demands. The economic scan also highlights the growing importance of skills-based hiring and career pathway alignment, reinforcing opportunities for Lakeside Union School District to strengthen college and career readiness initiatives, career technical education exposure, and partnerships that connect students to future workforce opportunities. These regional economic trends underscore the importance of maintaining adaptable educational programs and student support systems that respond to changing community and employment conditions.

4.0 Strategic Planning Context

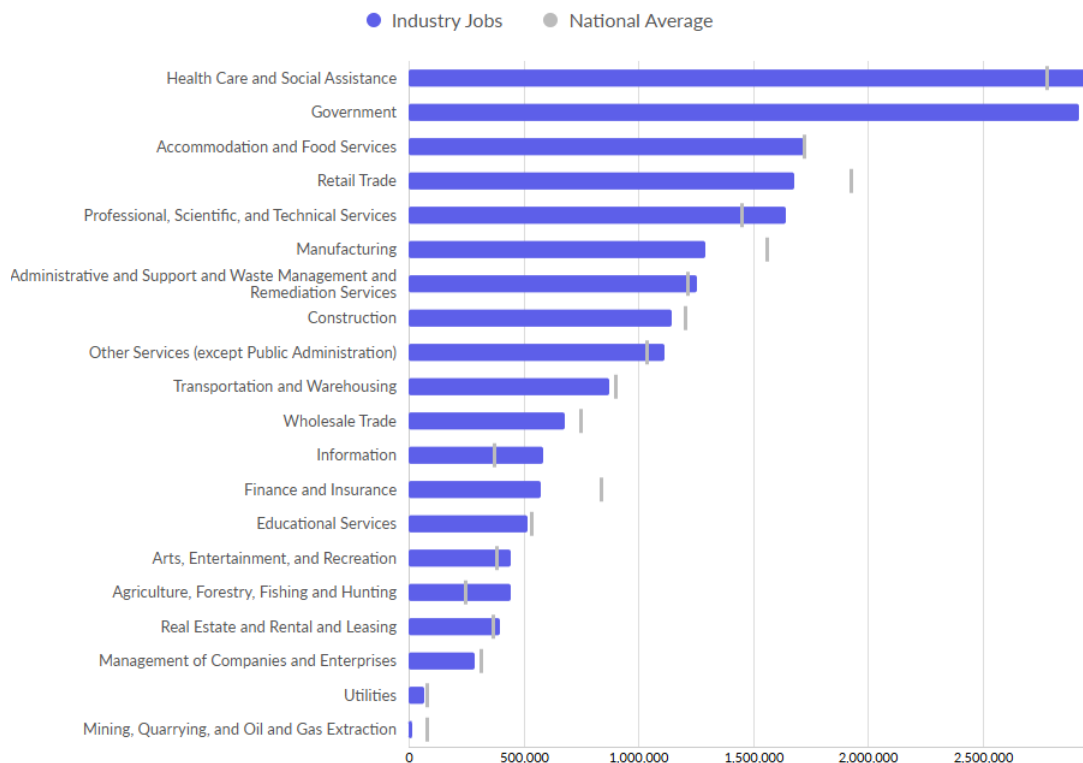


Source: LIGHTCAST, Q3 2025 Data Set.

4.0 Strategic Planning Context

The top three industries in California are Health Care and Social Assistance, Government, and Accommodation and Food Services.

Exhibit 4.3. Largest Industries in California



Source: LIGHTCAST, Q3 2025 Data Set

Career Pathways and CTE Facility Planning

Lakeside Union School District's long-range facility planning should reflect the District's emerging emphasis on career-connected learning, applied STEM, and middle school career technical education exploration. As the District evaluates future program priorities, CTE offers an opportunity to strengthen student engagement, support college and career readiness, retain resident students, and attract interdistrict families seeking distinctive, hands-on learning opportunities.

This direction is especially important given Lakeside's demographic and economic context. The Environmental Scan indicates that the school-age population is projected to decline over the next decade, creating long-term enrollment pressure for the District. At the same time, Lakeside's local economy is strongly connected to construction, government, health care, services, and other workforce sectors that can be introduced to students through age-appropriate career exploration. These conditions suggest that future program planning should not rely only on traditional

4.0 Strategic Planning Context

classroom models but should also include flexible spaces where students can design, build, test, collaborate, solve real-world problems, and explore future pathways.

At the middle school level, CTE should be framed as career exploration rather than full career specialization. Potential areas of emphasis may include construction and building trades, engineering and fabrication, robotics and applied STEM, public service and emergency preparedness, health science and wellness, transportation and infrastructure systems, entrepreneurship, and digital media or business skills. These pathways align with local and regional workforce conditions while giving students practical experiences that support problem-solving, collaboration, communication, technical literacy, and confidence.

Facility planning for these programs will require spaces that perform differently than standard classrooms. Future projects should consider maker labs, flexible CTE classrooms, shop-style project areas, outdoor work zones, secure equipment and material storage, sinks, durable flooring and finishes, enhanced power, ventilation, technology infrastructure, display areas, and safe circulation for tools, materials, and student projects. Where existing classrooms or portables are adapted for CTE use, the District should evaluate whether those spaces can support the safety, supervision, infrastructure, storage, and durability requirements associated with hands-on learning.

Because both middle schools are already experiencing capacity pressure, future CTE expansion should be planned carefully in relation to enrollment, elective scheduling, core academic space, student services, food service, PE, circulation, and supervision. CTE facilities should not be treated as optional enhancements alone; they should be considered part of a broader strategy to align facilities with the District's evolving instructional identity, enrollment strategy, and long-term student success goals.

Over time, investments in CTE and career pathway facilities can help LUSD provide a distinctive middle school experience that is relevant to students, responsive to local workforce conditions, and attractive to families inside and outside the District. These investments should be phased with other facility priorities, including safety, building condition, accessibility, portable classroom strategy, technology readiness, and core infrastructure renewal.

CTE Pathway Themes Aligned with Lakeside's Community and Economy

Building on this strategic direction, several career pathway themes are especially well aligned with Lakeside's local economy, regional workforce conditions, and the facility needs of a modern TK-8 district. Several career pathway themes are especially well aligned with Lakeside's local economy, regional workforce conditions, and the facility needs of a modern TK-8 district. At the middle school level, these pathways should be framed as exploration, exposure, and applied learning rather than full career specialization. The intent is to help students connect academics

4.0 Strategic Planning Context

to real-world applications, build confidence through hands-on learning, and prepare for future high school, community college, and career pathway opportunities.

1. CONSTRUCTION, BUILDING TRADES, AND SKILLED TRADES

Construction, building trades, and skilled trades represent one of the strongest CTE alignments for Lakeside. The **Environmental Scan (Appendix D)** identifies construction as Lakeside's largest local industry and describes it as a defining feature of the local economy, growing from 3,890 jobs in 2020 to 4,042 jobs in 2025, and far exceeding the national average for similarly sized areas. This creates a strong rationale for introducing students to age-appropriate career exploration in construction technology, design-build activities, building systems, measurement, materials, tool safety, and skilled trades awareness.

For the Facility Master Plan, this theme supports the development of maker labs, construction technology labs, woodworking or building systems classrooms, outdoor project yards, tool and material storage, safety demonstration areas, and flexible shop-style learning environments. These spaces would need durable finishes, adequate supervision, enhanced power, appropriate ventilation, and safe circulation for projects, tools, and materials.

2. ENGINEERING, FABRICATION, ROBOTICS, AND APPLIED STEM

Engineering, fabrication, robotics, and applied STEM provide an important bridge between traditional STEM instruction and hands-on technical learning. This pathway theme can support robotics, fabrication, 3D printing, small engines, design thinking, computer-aided design, problem-solving, and project-based learning. It also provides a strong program planning framework as the District evaluates future choice-based offerings and places greater emphasis on career-connected STEM and technical exploration.

Facility needs associated with this theme may include flexible STEM labs, maker spaces, robotics classrooms, fabrication areas, secure equipment storage, technology-rich collaboration zones, display areas for student work, and access to enhanced electrical and data infrastructure. These spaces should be designed to support individual exploration, small-group collaboration, and larger project-based activities.

3. PUBLIC SERVICE, GOVERNMENT, AND CIVIC LEADERSHIP

Public service, government, and civic leadership also align well with Lakeside's employment context. Government is one of the area's major employment sectors, growing 14% from 2,169 to 2,462 jobs, and provides opportunities to connect students with public service, emergency preparedness, fire science exploration, public works, local government, leadership, and community problem-solving.

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Unlike some technical pathways, this theme may not require a traditional shop environment. Instead, it can be supported through flexible collaboration rooms, simulation spaces, media and presentation areas, civic leadership spaces, and outdoor safety or emergency response learning zones. These environments can help students develop communication, teamwork, planning, leadership, and problem-solving skills while strengthening their connection to the broader community.

4. HEALTH CARE, WELLNESS, AND HUMAN SERVICES

Health care, wellness, and human services represent another important pathway theme, particularly given it is the fastest-growing local industry in Lakeside, increasing 32% from 882 to 1,163 jobs. It is also a major statewide growth sector, with California adding nearly 423,000 health care and social assistance jobs between 2019 and 2024.

At the middle school level, this pathway could introduce students to wellness, anatomy, first aid and CPR awareness, sports medicine basics, caregiving, nutrition, mental and physical health, and community health concepts.

Facility implications may include flexible science or health exploration labs, sinks, demonstration space, storage for instructional materials, space for small-group activities, and connections to physical education, fitness, wellness, and student support areas. This pathway can also reinforce broader District priorities related to student wellness, belonging, safety, and support services.

5. TRANSPORTATION, LOGISTICS, UTILITIES, AND INFRASTRUCTURE

Transportation, logistics, utilities, and infrastructure provide an additional opportunity to connect student learning to real-world systems. Statewide, Transportation and Warehousing grew 17%, and Utilities grew 18%, reflecting growth in logistics, infrastructure, and energy demand. Regional commuting patterns, statewide growth in transportation and warehousing, and increasing attention to infrastructure and energy systems all support student exploration in areas such as transportation systems, logistics, sustainability, utilities, energy, infrastructure, and potentially small engine or electric mobility concepts.

Facilities that support this theme may include project-based labs, equipment and materials storage, outdoor testing areas, flexible worktables, technology infrastructure, and spaces where students can safely study, model, test, and troubleshoot real-world systems. This theme also connects well with applied math, science, environmental literacy, and problem-solving.

6. ENTREPRENEURSHIP, HOSPITALITY, AND SMALL BUSINESS

Entrepreneurship, hospitality, and small business skills can serve as a complementary pathway theme. While this may not be the primary identity for LUSD's CTE strategy, it can support student-run enterprises, culinary basics, event production, digital marketing, communication, customer service, financial literacy, and small business planning.

Facility needs may include flexible classrooms, presentation areas, media production space, small food preparation or demonstration areas where appropriate, student enterprise storage, and spaces that can support events, showcases, and community-facing projects. This theme can be especially valuable when paired with other pathways, allowing students to understand not only how to design and make products or services, but also how to communicate, market, manage, and sustain them.

Program Themes That Influence Space Planning

LUSD's facility needs are shaped not only by building condition, but also by the programs and services that occur within each campus. Specialized programs, career-connected learning, early learning, student support services, technology integration, outdoor learning, and flexible instructional models all influence the types of spaces the District will need over time. As enrollment patterns shift and families continue to seek distinctive educational options, facility planning should ensure that high-value programs are supported by durable, functional, and equitable learning environments.

Key program themes that should guide future facility planning include the following:

- **Specialized educational programs should be planned as long-term facility commitments, not temporary accommodations.** Programs that attract and retain students, support District identity, or serve specialized student needs should be supported by durable classrooms, appropriate storage, reliable technology, safe circulation, and access to core campus resources. Facilities that support key District programs should be evaluated as strategic assets that contribute to student success, enrollment stability, and family confidence.
- **Career-connected learning, CTE, and applied STEM should be supported by facilities designed for hands-on exploration.** As LUSD evaluates future program priorities, middle school CTE and career exploration spaces should be considered strategic program assets. Facilities should support activities such as construction technology, engineering, robotics, fabrication, health science exploration, public service, entrepreneurship, and applied STEM. These spaces may require enhanced power, ventilation, sinks, storage, durable finishes, flexible furniture, outdoor project areas, safety controls, and technology infrastructure beyond what is typically needed in a standard classroom.

4.0 Strategic Planning Context

- **Middle school program space should be monitored closely as enrollment and elective expectations evolve.** Both middle schools are operating above target capacity, which may affect classroom loading, elective access, specialized programs, student services, PE, food service, circulation, and campus supervision. Future planning should evaluate whether middle school facilities can continue to support projected enrollment, course access, CTE exploration, intervention, and student support needs without creating additional pressure on core spaces.
- **Portable-dependent programs should be reviewed for long-term suitability.** Where special education, counseling, libraries, student support services, intervention programs, or other educational functions are housed in older portables, the District should determine whether those spaces are appropriate for continued use, modernization, replacement, or relocation. Portable planning should consider building condition, accessibility, HVAC performance, restrooms, supervision, security, technology, storage, and overall instructional effectiveness.
- **Modernization should improve the consistency of learning environments across the District.** LUSD has a varied facility portfolio that includes permanent classrooms, specialized program spaces, and aging portable classrooms. Future planning should focus on improving the quality, comfort, accessibility, and functionality of learning environments so students have more consistent educational experiences across campuses. See Appendix B: Educational Suitability and Technology Readiness Guide.
- **Early learning and specialized program areas should remain a planning priority.** Preschool, TK/K, and early learning spaces support foundational programs and should be planned to remain age-appropriate, accessible, and functional as enrollment patterns and program needs evolve. Improvements should consider classroom configuration, outdoor play areas, shade, surfacing, restrooms, storage, supervision, and proximity to core campus resources.
- **Student support spaces should continue to be evaluated for size, accessibility, flexibility, privacy, and location.** Special education, intervention, counseling, health, wellness, and related student services require spaces that support daily program needs and equitable access. Where support programs are located in constrained, temporary, or less functional spaces, planning should consider improvements that provide more durable, flexible, and appropriately located environments.
- **Libraries, media centers, and flexible learning spaces should be evaluated for location, functionality, and long-term suitability.** Library and media resources support reading, research, collaboration, intervention, technology integration, and flexible instruction. Where these functions are located in portable or adapted spaces, future planning should

4.0 Strategic Planning Context

consider opportunities to provide appropriately sized, well-located, and adaptable spaces that are visible, accessible, and integrated with core campus activities.

- **DREAM Academy, Riverview International Academy, Winter Gardens, and other program-based campuses should be evaluated differently from boundary-based campuses.** Program-based campuses respond to family choice, instructional model, and program demand rather than only neighborhood attendance patterns. Their facilities should be evaluated based on program fit, enrollment stability, growth potential, flexibility, long-term sustainability, and the ability to support students who may come from across or outside the District.
- **Specialized instructional spaces, including art, music, enrichment, science, CTE, and student support areas, should be evaluated to ensure they adequately support current and future educational programs.** Future planning should consider space functionality, flexibility, storage needs, scheduling efficiency, technology access, acoustics, and adjacency to related programs in order to maximize utilization and support evolving instructional practices.
- **Outdoor environments should be treated as learning, wellness, and community-use assets.** Playgrounds, fields, hardcourts, shade, outdoor seating, PE areas, gardens, project yards, and circulation routes contribute to student wellness, supervision, athletics, informal learning, outdoor instruction, CTE exploration, and community use. Outdoor improvements should address safety, accessibility, heat mitigation, inclusive play, drainage, surfacing, and long-term maintainability.
- **Technology readiness is a District strength that should be maintained while addressing site-specific communication and reliability gaps.** Technology conditions are generally strong across LUSD, and planning should preserve reliable connectivity, classroom technology, wireless access, network infrastructure, device support, adequate power, and secure technology storage. Future improvements should also address emergency communications, classroom alerting, voice distribution systems, classroom audio reliability, and communication between offices, classrooms, portable buildings, and outdoor areas during both routine operations and emergency situations.
- **Campus safety, accessibility, and circulation continue to influence daily operations and student experience.** Recurring needs include improvements to accessibility, pedestrian circulation, parking, student drop-off and pick-up areas, campus supervision, fencing, gates, visitor management, and overall site functionality. Future planning should evaluate campus access and circulation patterns as part of a comprehensive approach to creating safe, functional, and efficient learning environments throughout the District.

4.0 Strategic Planning Context

- **Facilities should be planned for flexibility, durability, and long-term educational use.** Learning environments should be adaptable to support evolving instructional practices, intervention services, collaborative learning, specialized programs, CTE exploration, student supports, and changing student needs. Future improvements should prioritize functional, durable, and versatile spaces that can accommodate a variety of educational uses while supporting efficient operation and long-term facility sustainability.

Major Planning Constraints Affecting Facility Options

While LUSD has opportunities to modernize facilities, strengthen programs, and improve long-term educational suitability, several constraints will shape how projects are prioritized, phased, and funded. These constraints include aging building systems, portable classroom reliance, uneven capacity by grade span and campus, interdistrict transfer patterns, program-based enrollment, site and civil infrastructure needs, regulatory requirements, and the need to maintain community trust through transparent decision-making.

Because these issues are interconnected, future facility decisions should be evaluated by campus, grade span, program, building type, facility condition, and long-term educational value rather than by districtwide averages alone.

- **Aging facilities, deferred maintenance, and core building systems should remain a primary planning constraint.** Facility assessment findings and community engagement results both point to the importance of addressing basic building condition, future HVAC and roof system life cycle replacement, exterior wood rot, plumbing, electrical systems, exterior envelope conditions, interior finishes, restrooms, accessibility, and indoor environmental quality. These systems directly affect student comfort, staff working conditions, instructional continuity, and the long-term cost of ownership for District facilities.
- **Portable classrooms are deeply embedded in current capacity and program delivery.** LUSD currently relies on portable buildings to support instructional capacity, specialized programs, student services, and program flexibility. Removing portables without replacement or program adjustments would create significant utilization pressure across the District. This limits the District's ability to pursue simple portable removal strategies and reinforces the need for a phased approach that considers permanent replacement, modular replacement, modernization, consolidation, swing space, program placement, and available permanent capacity.
- **Aging portables create equity, maintenance, and program-fit challenges.** Older portable buildings often have greater concerns related to HVAC, flooring, exterior envelope, accessibility, restrooms, storage, supervision, security, technology, and long-term

durability. When specialized programs or student support services are housed in these spaces, the issue becomes not only a facilities problem, but also an educational equity and program suitability concern.

- **Interdistrict transfers create both opportunity and planning risk.** Transfer students support enrollment, help sustain high-demand programs, and contribute to District identity, but they also occupy classrooms and use core campus facilities. Because transfer enrollment may be concentrated in specialized programs and may not align with neighborhood capacity patterns, the District should continue to monitor transfer trends by school, program, and grade level before making major decisions about portable removal, program relocation, additions, or modernization scope.
- **Program demand may be concentrated at campuses with greater facility needs.** Riverview International Academy appears to be an important example of this issue because program demand, community interest, and facility condition appear to intersect at that campus. Community engagement responses show a high level of family participation from Riverview, and facility assessments identify challenges related to portable conditions, support spaces, technology readiness, parking, circulation, accessibility, and grounds. If enrollment and transfer data confirm that Riverview serves a large share of choice-based or interdistrict students, the District will need to balance program success with the need for significant facility reinvestment.
- **Districtwide capacity averages can mask site-specific constraints.** Districtwide utilization appears manageable when all existing instructional space, including portables, is included. However, LUSD has available capacity in some elementary campuses, while middle schools are above target capacity, DREAM Academy is near full utilization, and program-based enrollment may not align neatly with available classroom counts. Facility options should therefore be tested by campus, grade span, program, building type, and facility condition rather than by districtwide utilization alone.
- **Support spaces are often harder to solve than classroom counts.** A campus may appear to have sufficient instructional capacity while still lacking adequate administration, counseling, health, special education, staff work, storage, food service, multipurpose, or student support space. These support space limitations can constrain program delivery and campus operations even when classroom counts appear adequate.
- **Remaining core infrastructure deficiencies should be resolved in coordination with interior modernization and classroom updates.** The District has made progress by completing much of the needed roofing and HVAC work, along with selected electrical improvements. As LUSD proceeds with interior modernization, finish renewal, classroom upgrades, and program space improvements, remaining deficiencies in plumbing,

electrical systems, drainage, building envelope, accessibility, and related infrastructure should continue to be addressed. Coordinating these efforts will help prevent newly modernized spaces from being disrupted by later system repairs and will support more durable, efficient, and cost-effective implementation.

- **Site and civil infrastructure needs may drive project scope and cost.** Paving, parking, drop-off circulation, hardcourts, drainage, ADA paths of travel, tree-root damage, playground access, and stormwater issues affect daily usability and safety. These conditions often require bundled civil work, which can increase project cost but is necessary to make building improvements durable, accessible, and functional.
- **Traffic, parking, and arrival/dismissal patterns constrain campus options.** Several campuses face circulation, parking, or pedestrian safety challenges. Program growth, facility additions, or changes in school choice patterns may intensify these issues unless site access, parking, drop-off, bus circulation, and pedestrian routes are evaluated as part of the project scope.
- **Community priorities strongly support investment in safe, reliable, modernized campuses, but continued support depends on trust and transparency.** Stakeholders identified building condition, deferred maintenance, HVAC, indoor air quality, safety, security, accessibility, outdoor learning, athletics, and modern learning environments as major priorities. Survey results indicate meaningful support for facility investment and potential future funding; however, stakeholders also expect clear communication, fiscal accountability, equitable project selection, and visible connections between proposed projects and documented needs.
- **Funding eligibility and local match requirements will influence project packaging.** State facility programs may support modernization, new construction, TK/K facilities, hardship projects, or other targeted improvements, but applications require documentation, local planning, and often local matching funds. Projects should be packaged in ways that align documented need, eligibility, Board priorities, community expectations, and practical implementation timing.
- **Regulatory and code triggers can affect the feasibility of modernization versus replacement.** Accessibility, fire/life safety, structural, utility, sprinkler, and other code requirements may be triggered by project scope, especially when modernizing older buildings or replacing portables. These implications should be evaluated early so that project budgets, eligibility assumptions, and phasing plans reflect the full cost of implementation.

4.0 Strategic Planning Context

- **Equity must be balanced with urgency.** Some projects will be driven by immediate safety, accessibility, or building system risk, while others will be driven by long-term equity, program quality, educational suitability, and student experience. The District should continue using a transparent prioritization framework that addresses urgent needs first while also ensuring that campuses with lower facility condition, high program demand, or aging portable reliance are not deferred indefinitely.
- **Facility investments should support LUSD's basic services expectations and broader educational goals.** Long-range planning should continue to support safe, clean, functional, and well-maintained schools; access to a broad course of study; student engagement; student services; and equitable access to quality learning environments. Facility priorities should therefore be evaluated not only as maintenance projects, but also as conditions that support academic growth, student well-being, attendance, program access, and family confidence.

For additional demographic, economic, and educational landscape analysis, see Appendix D, Environmental Scan (March 2026).

5.0 Enrollment Projections

Methodology

MGT develops student enrollment forecasts using multiple methodologies to support accurate long-range planning. The forecasts incorporate demographic trends, residential development activity, historical enrollment patterns, and local community factors to project future student populations and support informed decision-making.

The forecasting process analyzes where students live and attend school to better understand attendance patterns and evaluate the potential impacts of future residential growth. A modified cohort methodology tracks students as they progress from grade to grade while accounting for demographic changes and local conditions that may influence enrollment trends. Seven-year enrollment projections provide both short- and long-term planning information to support facilities planning, staffing, budgeting, and operational decision-making.

Enrollment data by location can be found in Appendix A – Comprehensive Site Profiles

Enrollment Trends and Housing Growth Assumptions

Enrollment trends in LUSD from 2022/23 through projected year 2031/32 reflect declining birth rates followed by gradual stabilization after the COVID-19 pandemic. District kindergarten enrollment declined from 491 students in 2022/23 to 343 students in 2023/24 and has since stabilized between approximately 328 and 348 students through 2025/26 projections. Births within the district peaked between 2016 and 2019, ranging from approximately 542 to 602 annually, before declining to 483 births in 2022 and stabilizing in the mid-500 range through projected year 2030. Kindergarten capture rates also decreased from 88% in 2022/23 to approximately 62%–63% through 2025/26, indicating fewer resident students are enrolling in district schools. Long-term enrollment projections through 2035/36 continue to be influenced by housing growth, migration patterns, student retention, and the district's ability to attract and retain families.

5.0 Enrollment Projections

Exhibit 5.1 Enrollment by Grade Band-Historic and Projected

Resident Students											
Grade	Historic			Current	Forecasted						
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
TK	0	156	181	245	213.2	236.7	227.4	225.6	229.8	227.6	227.9
K	491	343	348	328	352.1	310.5	346.6	334.1	331	336.6	333.7
1	362	351	322	357	287.7	310.9	275	305.1	292	288.7	293.5
2	335	372	356	307	359.9	292.7	316.3	278.7	306.5	292.6	289.2
3	373	352	367	360	313.8	370.8	302.7	325.1	284.5	312	297.8
4	336	370	342	369	360.1	316.9	374	304.1	324	283	310.3
5	368	354	365	342	375.4	368.7	325.3	381.2	307.9	327.4	285.9
6	334	378	357	381	353.8	388.3	382.2	336.7	389.4	313.8	333.7
7	335	331	359	336	367.9	344.2	377.2	370	324.1	374.3	301.7
8	339	343	334	368	343.1	378.3	353.7	386.2	377	330.1	380.6
Resident Student Totals by Grade Configuration											
TK-5	2,265	2,298	2,281	2,308	2,262.20	2,207.20	2,167.30	2,153.90	2,075.70	2,067.90	2,038.30
6-8	1,008	1,052	1,050	1,085	1,064.80	1,110.80	1,113.10	1,092.90	1,090.50	1,018.20	1,016.00
TK-8	3,273	3,350	3,331	3,393	3,327.00	3,318.00	3,280.40	3,246.80	3,166.20	3,086.10	3,054.30
Students Not Included in the Forecast											
TK-5	825	775	742	693	679.2	662.7	650.8	646.7	623.2	620.9	612
6-8	400	407	429	433	424.9	443.3	444.2	436.2	435.2	406.3	405.5
TK-8	1,225	1,182	1,171	1,126	1,104.20	1,106.00	1,095.00	1,082.90	1,058.40	1,027.20	1,017.50
Total Students											
TK-5	3,090	3,073	3,023	3,001	2,941.40	2,869.90	2,818.10	2,800.60	2,698.90	2,688.80	2,650.30
6-8	1,408	1,459	1,479	1,518	1,489.70	1,554.10	1,557.30	1,529.10	1,525.70	1,424.50	1,421.50
TK-8	4,498	4,532	4,502	4,519	4,431.20	4,424.00	4,375.40	4,329.70	4,224.60	4,113.30	4,071.80
Notes											
Forecast based on student data as of 10/01/2025											
Resident students refer to students who reside within the district boundary. Students not included in the forecast: Non-Resident Students (1,125), Incomplete Address (1). A rate-of-change trend line was used to estimate anticipated students not included in the forecast.											

By grade span, the elementary grades (TK-5) show the most notable enrollment changes over the forecast period. Resident elementary enrollment totaled 2,308 students in 2025 and is projected to gradually decline through 2032 due to lower birth rates, aging neighborhoods, and limited new residential development, although some areas such as Lakeview Elementary are expected to

5.0 Enrollment Projections

remain relatively stable due to housing turnover and minor infill growth. Middle school enrollment (6-8) remains comparatively stable, with resident enrollment totaling 1,085 students in 2025 and projected to experience only minor fluctuations over the next seven years as a result of stable cohort progression and balanced mobility patterns. Overall, LUSD's resident TK-8 enrollment totaled 3,393 students in 2025 and is projected to gradually decline through 2032, reflecting broader regional demographic trends, declining birth rates, and limited large-scale housing growth within the district.

Housing growth is an important variable in how these projections play out. Planned residential development data was collected from the city planning departments as well as project developers regarding planned or active construction of five planned or active projects within the Lakeside Union School District, totaling 270 forecasts over the next seven years.

Using the student generation rate cited in the **Lakeside Union School District Developer Fee Justification Study (EH&A, June 2020)**, 0.5 students per housing unit, these planned units would generate approximately 135 additional students if all 270 units are delivered within the Lakeside Union School District boundary and are occupied by school age households. This is a districtwide estimate, actual yield will vary based on unit type, bedroom count, affordability targeting, and whether projects serve seniors or other low student generating populations.

Although declining enrollment continues to be a broader trend across many California school districts due to lower birth rates and increased school choice options, LUSD has experienced signs of stabilization in recent years.

Districtwide TK-8 resident enrollment increased from 3,273 students in 2022 to 3,393 students in 2025 and is projected to gradually decline through 2032 due to lower birth rates, aging neighborhoods, and limited large-scale residential development within the district. Planned residential development within the Lakeside community is expected to provide modest support for future enrollment by attracting and retaining families within district boundaries, although growth is anticipated to remain limited overall. In addition, Transitional Kindergarten expansion, stabilizing birth trends, and continued efforts focused on student retention and program offerings may help moderate future enrollment declines. When combined with localized housing turnover and migration patterns, these factors are expected to support a more balanced and stable enrollment outlook despite the district's projected long-term decline.

6.0 Capacity and Utilization

The functional capacity of Lakeside Union School District facilities is based on the number of students each campus can effectively accommodate considering educational program requirements, classroom configurations, scheduling, and available instructional space within both permanent and portable facilities. The capacity and utilization analysis indicates that the District generally has adequate space to accommodate current and projected enrollment, although utilization varies by campus and program. Several schools rely on portable classrooms to support instructional needs and specialized programs, while other campuses have available capacity that may provide flexibility for future enrollment shifts. This analysis provides important planning information to support modernization priorities, portable classroom replacement strategies, program delivery, enrollment management, and long-term facility decision-making. Future facility planning should continue to consider enrollment projections, demographic trends, residential development activity, and evolving educational program needs to ensure facilities remain aligned with student demand and District priorities.

Key Definitions

- **Functional Capacity:** The number of students a campus can effectively accommodate based on educational program requirements, classroom configurations, scheduling, staffing, and available instructional space, including both permanent and portable classrooms..
- **Utilization Rate:** The percentage calculated by comparing current student enrollment to a campus's target capacity to determine whether a school is underutilized, efficiently utilized, or operating above capacity.
- **Maximum Capacity:** The total number of students a campus can physically accommodate based on all available instructional spaces, including permanent and portable classrooms, without consideration for optimal educational program delivery or operational flexibility.
- **Target Capacity:** The recommended student enrollment level for a campus that supports effective educational program delivery, appropriate class sizes, operational efficiency, and adequate space for student support services while maintaining flexibility for future program needs.

Treatment of Portable Classrooms

This analysis summarizes how well District facilities align with current enrollment, and how that alignment changes when portable classrooms are included or excluded from capacity calculations. Because the District has expressed a clear direction to reduce reliance on portable

6.0 Capacity and Utilization

classrooms for day-to-day instruction over time, capacity and utilization are presented in two parallel exhibit sets:

- **Scenario A, Permanent Space Only (Portables Excluded):** Reflects the functional capacity of permanent instructional spaces. This scenario better represents long range planning conditions if portable classrooms are removed from the instructional inventory.
- **Scenario B, Existing Inventory (Portables Included):** Reflects today's installed inventory, including existing portable classrooms. This scenario illustrates how current portables affect available capacity and utilization, and it supports AB 247 reporting requirements.

Methodology Summary

LUSD functional capacities were calculated using MGT's Instructional Space Model. The model applies a consistent approach across all schools by:

1. **Counting instructional room types**, including classrooms, labs, and specialty instructional spaces.
2. **Applying loading factors** (students per instructional space type) to calculate a gross capacity.
3. **Applying a scheduling factor** to reflect real world use, particularly at secondary schools where not all rooms are scheduled every period.

This approach produces a consistent and comparable capacity baseline across the District. **Exhibit 6.1** lists the loading factors and scheduling factors used to calculate functional capacities.

Exhibit 6.1 Functional Capacity Loading Factors

Instructional Space Model Guidelines			
ROOM TYPE	Maxium Loading Factor	ROOM TYPE	Maxium Loading Factor
TK Pre-Kindergarten	24	Science (6-8)	27
Kindergarten General Classroom	24	Vocational (6-8)	27
1st Grade General Classrooms	24	Art (6-8)	27
2nd-3rd General Classroom	24	Band/Orchestra (6-8)	27
4th-5th General Classroom	28	PE Gym (6-8)	27
PreK-5 Special Ed Self Contained	14	English Learner (6-8)	27
4-6 Special Ed Self Contained	14	Career Tech Ed (6-8)	27
Vacant (K-5)	28	6-8 Special Education Self-Contained	14
PE Gym (K-5)	0	6-8 Resource (pull-out)	14
Foreign language (K-5)	0	Vacant (6-8)	27
Music Room (6-8)	27	Dance Studio (6-8)	20
6th-8th General Classroom	27		

6.0 Capacity and Utilization

Exhibit 6.2 Functional Capacity Scheduling Factors

Scheduling Factors	
Grade Band	Utilization Factor
TK	0.95
K-5	0.95
6-8	0.85
Other Schools	1

Exhibit 6.3 provides an example of how the model is applied at an elementary school.

Exhibit 6.3 Example Capacity Calculation (Elementary School)

Room Type	Number of Classrooms	Students Per Classroom	Capacity
<i>Pre Kindergarten</i>	2	24	48
<i>General Classroom (Grades 1-3)</i>	14	24	336
<i>General Classroom (Grades 4-5)</i>	10	28	280
<i>Special Education Self Contained</i>	2	14	28
Gross Capacity (without scheduling factor)			692
Elementary Scheduling Factor			95%
Elementary School Target Capacity			657

Exhibit 6.4 lists the capacities for LUSD as calculated using the Instructional Space Model.

Exhibit 6.4 All School Target (Functional) Capacities

Maximum and Target Capacity		
School	Maximum Capacity	Target Capacity
Lakeside Farms ES	774	722
Lakeview ES	760	735
Lemon Crest ES	578	549
Lindo Park ES	568	540
Riverview International Academy	640	608
Winter Gardens ES	360	342
K-5 Total/Avg	3,680	3,496
Lakeside Middle	758	644
Tierra del Sol Middle	838	712
6-8 Total/Avg	1,596	1,357
LEAPP	132	125
Early Childhood Total/Avg	132	125
DREAM Academy	152	144
K-8 Total/Avg	152	144
District Total/Avg	5,560	5,122

Utilization Rates

Effective facilities planning requires enrollment and functional capacity to remain aligned over time. When enrollment is below capacity, schools may have available space that can support program flexibility, specialized services, future growth, enrollment balancing, or the repurposing of rooms for student support functions. When enrollment exceeds capacity, schools can experience crowding that may strain classrooms, restrooms, food service areas, circulation, supervision, parking and drop-off areas, and student support spaces. These conditions may require strategies such as program adjustments, boundary review, enrollment balancing, portable replacement, added permanent capacity, or other capital improvements.

To support both near-term decision-making and long-range planning, LUSD's facility utilization is evaluated using the District's target capacity methodology, which reflects the functional use of instructional spaces needed to support current educational programs and student needs. As shown in Exhibit 6.5, LUSD serves 4,562 students against a districtwide target capacity of 5,122

6.0 Capacity and Utilization

students, resulting in an overall utilization rate of approximately 89.07%. This indicates that the District currently has some available capacity in aggregate. However, this districtwide figure should be interpreted carefully because capacity is not evenly distributed across grade spans, campuses, and programs.

Utilization rates are color coded in the chart in **Exhibit 6.5** as follows:

Utilization Rate	Description
>110	Inadequate
95-110	Approaching Inadequate
80-94	Adequate and Efficient
70-79	Approaching Inefficient
<70	Inefficient

Exhibit 6.5 Complete Capacity and Utilization

Capacity and Utilization				
School	Current Enrollment*	Maximum Capacity	Target Capacity	Utilization
Lakeside Farms ES	671	774	722	92.94%
Lakeview ES	653	760	735	88.84%
Lemon Crest ES	434	578	549	79.04%
Lindo Park ES	422	568	540	78.21%
Riverview International Academy	452	640	608	74.34%
Winter Gardens ES	197	360	342	57.60%
K-5 Total/Avg	2,829	3,680	3,496	80.93%
Lakeside Middle	700	758	644	108.65%
Tierra del Sol Middle	772	838	712	108.38%
6-8 Total/Avg	1,472	1,596	1,357	108.51%
LEAPP	120	132	125	96.00%
Early Childhood Total/Avg	120	132	125	96.00%
DREAM Academy	141	152	144	97.65%
K-8 Total/Avg	141	152	144	97.65%
District Total/Avg	4,562	5,560	5,122	89.07%
*Current enrollment numbers represent enrollment as of October 1, 2025.				

6.0 Capacity and Utilization

At the elementary level, LUSD's K–5 schools serve 2,829 students against a target capacity of 3,496 students, resulting in an average utilization rate of 80.93%. This indicates available capacity overall, although utilization varies by campus. Lakeside Farms Elementary School is the most highly utilized elementary campus at 92.94%, followed by Lakeview Elementary School at 88.84%. These schools are operating closer to target capacity and may have less flexibility to absorb enrollment growth, program expansion, or classroom reconfiguration without additional review.

Several elementary campuses are operating below 80% utilization, including Lemon Crest Elementary School, Lindo Park Elementary School, and Riverview International Academy. These campuses may provide opportunities for enrollment balancing, specialized program placement, support service expansion, or future planning flexibility. However, available capacity should be evaluated in relation to attendance boundaries, school choice patterns, transportation, program continuity, site-specific facility conditions, and the condition and location of portable classrooms.

At the middle school level, LUSD is operating above target capacity. Lakeside Middle School is utilized at 108.65%, and Tierra del Sol Middle School is utilized at 108.38%. Combined, the 6–8 grade span serves 1,472 students against a target capacity of 1,357 students, resulting in an overall middle school utilization rate of 108.51%. This indicates that the District's most significant current capacity pressure is concentrated at the middle school level. Middle school capacity should be reviewed in relation to enrollment projections, cohort movement, classroom loading, elective offerings, specialized programs, student support spaces, and future modernization or expansion needs.

LEAPP and DREAM Academy should be evaluated separately from traditional boundary-based schools because they are program-based. LEAPP serves 120 students and, based on the portable removal scenario capacity model, operates at approximately 96.00% utilization against a target capacity of 125 students. DREAM Academy serves 141 students against a target capacity of 144 students, resulting in approximately 97.65% utilization. This indicates that both LEAPP and DREAM Academy are nearing full utilization and have limited flexibility for growth without additional planning.

Overall, LUSD's utilization data shows that the District has available capacity in some areas and capacity pressure in others. The elementary grade span has available capacity overall, although some campuses are close to target capacity. The middle school grade span is already operating above target capacity. Program-based schools should be reviewed separately because their enrollment patterns, instructional models, and facility needs differ from traditional boundary-based campuses. These findings should be reviewed alongside enrollment projections, school choice and transfer trends, program needs, facility conditions, and portable classroom conditions to determine where capacity is truly available and where additional planning may be needed.

Influence of Portable Classrooms on Capacity and Utilization

Portable classrooms are an important component of LUSD's current capacity. While the Districtwide utilization rate appears manageable when portables are included, the portable removal scenario in Exhibit 6.6 shows that current enrollment and program demand rely heavily on portable classroom capacity. With portables included, the District serves 4,562 students against a target capacity of 5,122 students, resulting in a districtwide utilization rate of 89.07%. Under this scenario, the District has some available capacity overall, although middle school sites remain above target capacity.

If all portable classrooms were removed, districtwide target capacity would decrease from 5,122 seats to 3,693 seats. This represents a reduction of 1,429 target capacity seats. Under that scenario, districtwide utilization would increase from 89.07% to 123.55%, meaning the District would be operating well above functional target capacity. Stated another way, LUSD would have approximately 869 more students than its remaining target capacity could support if all portable classrooms were removed without replacement, program changes, or added permanent capacity.

Exhibit 6.6 Portable Removal Capacity and Utilization Scenario

Capacity and Utilization Evaluation of Portable Removal 2025-2026							
Enrollment Information		Including Portables			Excludes All Portables		
School	2025-26 Enrollment	Maximum Capacity*	Target Capacity	Utilization	Maximum Capacity	Target Capacity	Utilization
Lakeside Farms ES	671	774	722	92.94%	482	458	146.54%
Lakeview ES	653	760	735	88.84%	490	466	140.28%
Lemon Crest ES	434	578	549	79.04%	496	471	92.11%
Lindo Park ES	422	568	540	78.21%	456	433	97.41%
Riverview International Academy	452	640	608	74.34%	424	403	112.21%
Winter Gardens ES	197	360	342	57.60%	144	137	144.01%
K-5 Total/Avg	2,829	3,680	3,496	80.93%	2,492	2,367	119.50%
Lakeside Middle	700	758	644	108.65%	594	505	138.64%
Tierra del Sol Middle	772	838	712	108.38%	648	551	140.16%
6-8 Total/Avg	1,472	1,596	1,357	108.51%	1,242	1,056	139.43%
LEAPP**	120	132	125	96.00%	132	125	96.00%
Early Childhood Total/Avg	120	132	125	96.00%	132	125	96.00%
DREAM Academy	141	152	144	97.65%	152	144	97.65%
K-8 Total/Avg	141	152	144	97.65%	152	144	97.65%
District Total/Avg	4,562	5,560	5,122	89.07%	4,018	3,693	123.55%
*Current enrollment numbers represent enrollment as of October 1, 2025.							
**LEAPP Consists of mostly portable classrooms, therefore was not evaluated for capacity without existing portables.							

6.0 Capacity and Utilization

The impact of portable removal is most significant at the elementary level. With portables included the K–5 grade span serves 2,829 students against a target capacity of 3,496 students, resulting in 80.93% utilization. Without portables, K–5 target capacity would decrease to 2,367 students, increasing elementary utilization to 119.50%. This indicates that elementary capacity would shift from generally available capacity to a significant capacity deficit if all portables were removed. Several schools would be substantially over capacity, including Lakeside Farms Elementary School at 146.54%, Winter Gardens Elementary School at 144.01%, Lakeview Elementary School at 140.28%, and Riverview International Academy at 112.21%. While Lemon Crest Elementary School (92.11%) and Lindo Park Elementary School (97.41%) would remain below target capacity, both campuses would experience a significant reduction in available capacity and would have limited flexibility to accommodate future enrollment growth or program expansion.

At the middle school level, portable removal would worsen an already constrained condition. With portables included, the 6–8 grade span is utilized at 108.51%. Without portables, middle school target capacity would decrease from 1,357 seats to 1,056 seats, increasing utilization to 139.43%. Lakeside Middle School would increase to 139.43% utilization, and Tierra del Sol Middle School would increase to 140.16%. This indicates that portable classrooms are currently helping the District accommodate middle school enrollment, but they are not sufficient to fully offset existing capacity pressure at the middle school level.

The portable removal scenario is not intended to suggest that all portables should be retained indefinitely. Instead, it demonstrates that portable classroom removal must be planned carefully and should not occur without considering replacement capacity, program placement, enrollment balancing, modernization sequencing, and grade-span needs. In some cases, portable removal may be appropriate where enrollment is low, portables are in poor condition, or permanent classrooms can absorb the program. In other cases, portable classrooms may need to be replaced with permanent buildings or retained in the near term to prevent overcrowding.

As LUSD evaluates modernization, portable replacement, and long-term campus improvements, the District should prioritize a strategic approach to portable classroom planning. This approach should consider the condition and age of each portable, the educational adequacy of the space, the availability of nearby permanent classrooms, site access and circulation, restroom and support space capacity, and the relationship between portable classrooms and specialized programs. The goal should be to reduce reliance on aging or poor-quality portable buildings over time while maintaining enough functional capacity to support students, staff, and District programs.

Interdistrict Transfers, Program Demand, and Facilities Planning

Interdistrict transfers and program-based enrollment should also be considered as part of LUSD's capacity and utilization planning. Transfer students and school choice enrollment patterns occupy instructional space, use campus support facilities, and contribute to classroom loading, even when those students may not be part of the District's resident student forecast. This distinction is important because facilities planning must account for the students actually being served on each campus, while also recognizing that long-term capital planning is influenced by resident enrollment, local funding capacity, and program demand.

For LUSD, this issue is especially important because a meaningful portion of District enrollment is associated with students outside the resident forecast group or with choice-based program demand. These students support enrollment, program access, and Districtwide educational opportunities, but they also increase the need for classrooms, support spaces, parking and circulation capacity, student services, and facility maintenance. As a result, transfer enrollment and program demand should be reviewed annually as part of capacity planning, particularly at campuses with specialized programs, high utilization, limited permanent capacity, or aging portable classrooms.

The portable removal scenario reinforces the importance of this planning. With portables included, LUSD's districtwide utilization is approximately 89.97%. Without portables, districtwide utilization increases to 124.47%, indicating that existing enrollment and program demand cannot be accommodated within permanent classroom capacity alone. This means that decisions about interdistrict transfers, school choice programs, program placement, and portable classroom removal are interconnected. If the District reduces portable capacity, it may also need to evaluate enrollment management, program locations, attendance patterns, and the need for added permanent facilities.

As LUSD moves forward, the District should balance family choice, program access, facility condition, and fiscal sustainability. Portable classrooms provide important short-term capacity, but they should be evaluated in the context of long-term facility quality and educational adequacy. Future planning should identify which portables are essential to maintaining capacity, which may be candidates for removal or replacement, and where permanent improvements may be needed to support enrollment, programs, and student services over time.

7.0 Facility Assessments

This section presents the results of the facility assessments that were conducted by MGT. The assessments were conducted using BASYS®, MGT's facility assessment software program. There are four types of assessments, including:

- **Building condition**
- **Education suitability or functionality**
- **Grounds condition**
- **Technology readiness**

Together, these assessment results provide Lakeside Union School District with a comprehensive understanding of facility needs and help inform districtwide planning and long-term capital improvement priorities. Detailed findings from the BASYS scoring reports are included within the site profiles and supporting appendices to help guide future facility improvements aligned with the district's educational and operational goals.

Lakeside Union School District facilities support programs and learning opportunities that extend beyond the traditional instructional day. The district values safe, welcoming, and student-centered schools that support innovative learning experiences, language immersion pathways, and programs designed to prepare students for future success. District facilities also support enrichment opportunities, technology integration, collaborative learning environments, and flexible spaces that promote student engagement, academic achievement, and community connection.

Building Condition

The BASYS® building condition score measures the amount of deferred maintenance in the school building's major systems. The weighted condition score of a facility is the average condition score (weighted by building square footage) of all the buildings at a site. The scores are interpreted as follows:

7.0 Facility Assessments

BASYS Building Condition Rating Scale	
90+	New or Like New: The building and/or a majority of its systems are in very good condition and only require preventive maintenance; only a few, if any, systems have reached their expected life-cycle age. The total replacement cost of any “expired” systems is less than 10% of the current replacement value of the facility.
80-89	Good: The building and/or a majority of its systems are in good condition and only require routine maintenance; the total replacement cost of systems that have reached or exceeded their expected service life (life-cycle age) is between 10 and 20% of the current replacement cost of the facility.
70-79	Fair: The building and/or some of its systems are in fair condition based on age and operations; the total replacement cost of systems that have reached or exceeded their expected service life (life-cycle age) is between 20 and 30% of the current replacement cost of the facility.
60-69	Poor: The building and/or a significant number of its systems are in poor condition and require major repair, renovation, or replacement; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is between 30 and 40% of the current replacement cost of the facility.
BELOW 60	Unsatisfactory: The building and/or a majority of its systems should be replaced due to risk of system failure, inefficient operation, and increased maintenance requirements; the total replacement cost of systems that have reached or exceed their expected service life (life-cycle age) is greater than 40% of the current replacement cost of the facility.

The condition assessment assigns each building system a rating of **New, Good, Fair, Poor, or Unsatisfactory**, using system specific criteria that define what each rating means. Each system’s rating is then weighted based on that system’s relative share of typical building construction cost. The resulting Condition Score represents the estimated share of the building’s replacement value that is currently in acceptable to good condition.

The Capital Needs Score is calculated as 100 minus the Condition Score and represents the portion of the building’s value associated with capital renewal needs and deferred maintenance. When expressed as a percentage, the Capital Needs Score is also referred to as the Facility Condition Index (FCI) in this report. For example, a building with a Condition Score of 80 has a Capital Needs Score (FCI) of 20 ($100 - 80 = 20$), indicating that approximately 20% of the building’s value would need to be reinvested to restore the facility to a “like new” condition.

These scores and related calculations reflect building system condition only and do not include the cost of additions, site improvements, educational suitability upgrades, or technology readiness improvements.

Exhibit 7.1 presents Building Condition scores for LUSD. The average condition scores for all schools range from Lakeside Middle School 75.07 to 94.96 for the Technology Office, with a districtwide average of 83.54, placing them within the 'Good' category.

Exhibit 7.1 Building Condition Scores

Facility	Building
Elementary Schools	
DREAM Academy	85.04
Lakeside Farms ES	85.39
Lakeview ES	83.48
Lemon Crest ES	88.89
Lindo Park ES	78.42
Riverview International Academy	76.88
Winter Gardens ES	77.02
Elementary School Averages	82.16
Middle Schools	
Lakeside MS	75.07
Tierra del Sol MS	86.15
Middle School Averages	80.61
Other Facilities	
District Administration	90.00
Central Kitchen	90.00
Fire Station Bldg ESS	85.53
LEAPP	83.05
Maintenance Warehouse	85.08
River Valley Charter	86.64
Transportation	87.45
Technology	94.96
Other Averages	87.84
Districtwide Averages	83.54

Additional Facilities Considerations

In addition to evaluating individual building condition scores, Lakeside Union School District must consider districtwide facility trends that influence long-term maintenance, campus functionality, safety, and the quality of learning environments. Overall, the BASYS assessments indicate that District facilities continue to support their intended educational programs; however, recurring deficiencies across multiple campuses highlight the need for strategic capital planning and ongoing investment in facility renewal.

Districtwide, the most common deficiencies include exterior wood rot and peeling paint, aging windows, worn flooring and ceiling systems, deteriorated asphalt and play court surfaces, localized accessibility improvements, aging electrical infrastructure at select campuses, and site-specific utility and drainage concerns. The assessments also identify continued reliance on aging portable classrooms for instructional and support functions at several schools, reinforcing the need for continued preventative maintenance, targeted modernization, lifecycle replacement of building systems, and long-term strategies to reduce dependence on portable facilities where feasible.

While many building systems were rated in “Good” condition, the findings suggest that targeted investments will be needed to preserve facility performance and prevent deferred maintenance from escalating into more significant capital needs. The most consistent districtwide facility themes are summarized below.

BUILDING ENVELOPE, EXTERIOR FINISHES, AND WEATHER PROTECTION

The BASYS assessments identified exterior envelope and finish deterioration across multiple campuses. Common findings include wood rot at eaves and fascia, peeling paint, weathered exterior doors, older window systems, and exterior surfaces due for repair and repainting. At Lakeside Middle School, exterior walls were rated Fair due to peeling paint and schoolwide exterior repair needs, with several fascia boards showing wood rot; the assessment also notes that the lack of gutters is contributing to wood rot on fascia boards. Similar concerns appear at Lakeview Elementary, Winter Gardens Elementary, Lindo Park Elementary, LEAPP Academy, Lakeside Farms Elementary, and Riverview International Academy, where exterior wood repair, repainting, older windows, or deteriorated exterior components were noted.

At the time of the site visits, the District had already begun actively addressing fascia and wood rot repairs at several locations, which has helped improve exterior conditions and demonstrates a proactive approach to ongoing facility maintenance. Continued attention to these repairs will be important to ensure that recent improvements are protected and that remaining exterior deficiencies are addressed in a timely and consistent manner.

These findings indicate that exterior envelope maintenance should remain a districtwide priority. Regular repair of exterior wood elements, repainting, sealant replacement, door and window maintenance, and drainage improvements can help reduce moisture-related deterioration, extend building life, and support safer, more attractive campuses.

INTERIOR MODERNIZATION AND FINISH RENEWAL

Interior modernization needs are another recurring districtwide theme. Several campuses include classrooms, offices, multipurpose rooms, restrooms, and support spaces with worn carpet, aging VCT, older ceiling tiles, damaged finishes, and casework or fixed equipment approaching the end of its useful life. Lakeside Middle School received Poor ratings for classroom flooring and ceilings, with comments noting worn carpet and VCT, older ceiling tiles detaching, and visible damage from past roof leaks. Winter Gardens Elementary similarly includes poor or fair flooring conditions in multiple classrooms and staff areas, older ceiling tiles, and interior walls due for repainting. Lindo Park Elementary also reflects worn classroom flooring, soiled ceiling tiles in portables, and original electrical panels that are past their useful life.

Interior renewal should be viewed as both a maintenance and educational quality issue. Updated flooring, ceilings, paint, casework, restroom finishes, lighting, and classroom surfaces can improve daily usability, cleanliness, student comfort, and campus pride. As projects are developed, interior modernization should be coordinated with building systems work so that finish improvements are not completed ahead of needed infrastructure repairs.

ELECTRICAL INFRASTRUCTURE AND LIFE-CYCLE MODERNIZATION

Most campuses received generally positive ratings for electrical distribution and related infrastructure; however, several assessments identify aging electrical components that warrant future planning. Lindo Park Elementary's main service was rated Poor, with the assessment noting original Westinghouse panels that are past their useful life and should be replaced. Lakeside Middle School's electrical main was rated Fair, with a recommendation that the original campus electrical main be considered for replacement. Winter Gardens Elementary includes a mix of older and newer panels, with the assessment recommending confirmation of continued use, code compliance, and suitability for current loads by a licensed electrician or electrical engineer. Riverview International Academy includes a similar recommendation regarding the continued use and load suitability of the existing switchboard.

Electrical infrastructure modernization will be increasingly important as campuses continue to support instructional technology, HVAC equipment, safety systems, communication systems, food service equipment, and expanded student support programs. Future modernization planning

7.0 Facility Assessments

should include electrical capacity evaluations, panel replacement priorities, and coordination with technology and safety system upgrades.

HVAC PERFORMANCE, COOLING, AND INDOOR ENVIRONMENTAL QUALITY

The assessments generally rate HVAC systems as Good in many building condition reports; however, several findings point to operational concerns that should be monitored. Lindo Park Elementary's technology readiness assessment rated cooling as Fair, noting that cooling is sometimes not adequate. Winter Gardens Elementary's technology readiness assessment also rated cooling as Fair and noted that the system works poorly. Riverview International Academy's cooling was rated Fair, with comments that it does not always work and has not been upgraded. River Valley Charter's building condition assessment identifies older Bard units serving the all-portable campus, with HVAC energy generation and distribution rated Poor.

These findings suggest that HVAC planning should remain a long-term facilities priority, particularly for portable classrooms and older buildings where comfort, reliability, filtration, and energy performance may be less consistent. HVAC modernization should be coordinated with indoor air quality, energy efficiency, controls, duct cleaning, and electrical capacity planning.

PLUMBING WATER SERVICE, AND SITE UTILITIES

Most plumbing systems were rated Good; however, isolated utility concerns were identified and should be monitored. Lakeside Middle School includes a Poor rating for water supply, with the assessment noting that a recent water main break exposed deterioration in the piping system and that remaining pipe appears deteriorated. The same site's grounds assessment also rated water service Poor and storm sewer Fair, citing frequent storm drainage backups near the staff lounge in the center of campus. DREAM Academy's grounds assessment noted storm sewer backups in the courtyard area and plans to replace drainage during asphalt replacement.

These findings point to the importance of proactive utility planning, particularly where aging underground infrastructure may not be visible until failure occurs. Water service, wastewater, storm drainage, and site utility conditions should be evaluated when campuses undergo paving, modernization, or major site work.

ACCESSIBILITY, SAFETY, AND CAMPUS CIRCULATION

The BASYS findings identify several localized accessibility and safety concerns. DREAM Academy's building condition assessment rated ADA as Poor due to a walkway to the playground that is not ADA compliant because of slope and tree-root damage. Riverview International Academy also received a Poor ADA rating due to ramps to the playground being too steep. Tierra

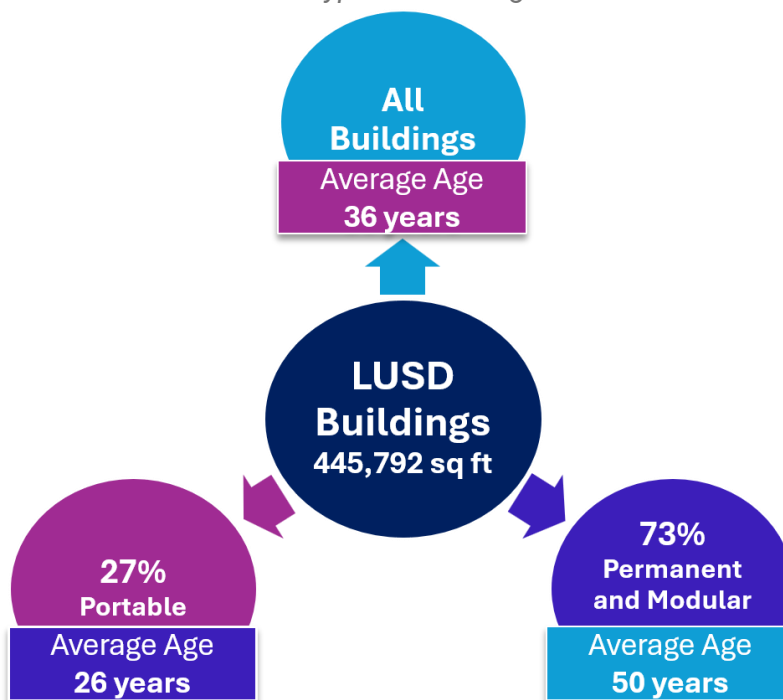
del Sol Middle School received a Fair ADA rating, with comments noting that the walkway from the upper parking lot to the main campus is not ADA and that some asphalt walkways may not be ADA compliant. Winter Gardens Elementary's ADA rating was Fair due to steep asphalt approaches at portables A-B-C.

These findings reinforce the need to address accessibility as part of broader paving, site circulation, parking, and portable replacement planning. Accessibility improvements should be coordinated with path-of-travel upgrades, campus entry improvements, playground access, restroom access, and drop-off circulation.

Portable Classrooms and Long-Term Facility Performance

Portable classrooms remain an important districtwide facility planning consideration for Lakeside Union School District. Across the District, portable buildings support a range of functions, including core instruction, specialized programs, student support services, restrooms, media center functions, and operational flexibility. While these buildings have helped the District respond to enrollment changes and program needs over time, many are now being used for long-term functions rather than temporary capacity relief.

Exhibit 7.2 Types of Buildings in LUSD



The BASYS facility assessments identified several portable-related concerns across District campuses. DREAM Academy includes both portable and permanent classroom buildings, while

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River Valley Charter is identified as an all-portable campus. At Riverview International Academy, permanent classrooms were generally noted as being in good condition, while portable classrooms were identified as being in poor condition, including flooring areas that are sinking and forming holes around the interior perimeter of classrooms. At Tierra del Sol Middle School, the self-contained special education space is located in a portable building. Winter Gardens Elementary also includes portable-related concerns, including steep asphalt approaches, portable placement that affects supervision, and portable restroom ventilation concerns.

These findings indicate that portable classroom planning should be treated as a long-term facility strategy rather than only a maintenance issue. While portables provide useful flexibility, extended reliance on aging portable buildings can create challenges related to accessibility, thermal comfort, building envelope performance, flooring systems, HVAC, roofing, restrooms, storage, supervision, safety, technology, and program equity. This is especially important where portables house specialized programs, student support services, special education, libraries, or other functions that require durable, accessible, and appropriately equipped learning environments.

Portable classroom age is also an important planning factor. The State Allocation Board's anticipated useful life expectancy for portable facilities is generally 25 to 30 years. Under the School Facility Program, portable classroom modernization funding is typically available as a one-time modernization eligibility after a portable facility reaches the required age threshold. As a result, the District should evaluate aging portables in relation to both facility condition and funding strategy, including whether each building is a good candidate for modernization, replacement, consolidation, or removal.

LUSD currently maintains 112 portable classroom buildings. Of these, 42 portable buildings are either approaching the 25-year modernization eligibility threshold or are between 25 and 29 years of age, while 30 portable buildings have exceeded the anticipated useful life range and should be evaluated for replacement, removal, or other long-term facility solutions. For portable buildings over 30 years of age, continued investment should be considered carefully, since replacement or removal may be more cost-effective than repeated repair, particularly where building condition, accessibility, HVAC, roofing, flooring, or program suitability issues are significant.

Exhibit 7.3 Count of Portable Classrooms Over 25 Years in Age by Location

Location	Portables Over 25 Yrs
Dream Academy	1
Lakeside Farms ES	6
Lakeview ES	0
Lemon Crest ES	6
Lindo Park ES	12
Riverview ES	2
Winter Gardens ES	12
Lakeside MS	13
Tierra Del Sol MS	6
Grand Total	58

At the same time, portable classroom decisions must be coordinated with the District's broader capacity and program planning. Because LUSD's current enrollment and program model depend on portable capacity, the District should not pursue wholesale portable removal without first evaluating permanent classroom capacity, middle school utilization, program placement, special education and student support needs, swing space, modernization eligibility, and funding availability. In some cases, modernization may be appropriate; in others, replacement with permanent or high-quality modular facilities may better support long-term instructional needs. Where portables are no longer needed for enrollment or program delivery, removal may improve campus circulation, supervision, outdoor space, utilities, and long-term maintenance efficiency.

Long-term portable classroom planning should therefore be guided by a phased strategy that considers age, condition, educational suitability, capacity impact, program use, funding eligibility, site constraints, and total cost of ownership. This approach will help LUSD reduce reliance on aging temporary facilities over time while maintaining adequate capacity and supporting safe, equitable, and functional learning environments across the District.

For a complete list of portable buildings by location with age, please see **Appendix A-Comprehensive Site Profiles**.

Maintenance Management Planning

Reactive maintenance is a strategy where repairs are made only after equipment or systems fail, leading to unplanned downtime and potentially higher costs due to emergency repairs and collateral damage. It is typically short-term focused, addressing immediate issues as they arise. On the other hand, proactive maintenance involves regular inspections, routine upkeep, and preventive measures to address potential problems before they cause breakdowns. This

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approach helps extend the lifespan of assets, reduces unexpected failures, and ultimately lowers long-term maintenance costs by catching issues early. While reactive maintenance deals with crises, proactive maintenance aims to avoid them altogether.

Developing a maintenance management plan in a school district offers numerous benefits that enhance the longevity, safety, and efficiency of school facilities. A well-structured plan includes written Systems Inventories and Standard Operating Procedures (SOP), and it ensures that routine maintenance, repairs, and improvements are systematically scheduled, reducing the likelihood of unexpected failures and costly emergency repairs. By addressing maintenance proactively, districts can extend the lifespan of buildings and equipment, improve energy efficiency, and optimize the use of limited resources. Additionally, a maintenance management plan enhances budgeting accuracy by allowing districts to predict future costs and allocate funds effectively. It also improves safety for students and staff by ensuring that essential systems, such as HVAC, plumbing, and electrical, are consistently maintained and compliant with safety regulations. Ultimately, a maintenance plan supports a more organized, accountable approach to facility upkeep, leading to better learning environments and increased satisfaction among students and staff.

Educational Suitability

The educational suitability or functionality assessment evaluates how well the facility supports the educational program that it houses. Each site receives one suitability score which applies to all the buildings at the facility. The educational suitability/functionality of each facility was assessed using the following categories:

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ENVIRONMENT	The overall environment of the facility with respect to creating a safe and positive working/learning environment.
CIRCULATION	Pedestrian/vehicular circulation and the appropriateness of site facilities and signage.
SUPPORT SPACE	The existence of facilities and spaces to support the educational/governmental program being offered. These include offices, general classrooms, special learning spaces (e.g., music rooms, libraries, science labs), and support spaces (e.g., administrative offices, counseling offices, reception areas, kitchens, health clinics).
SIZE	The adequacy of the size of the program spaces.
LOCATION	The appropriateness of adjacencies (e.g., physical education space separated from quiet spaces).
STORAGE & FIXED EQUIPMENT	The appropriateness of utilities, fixed equipment, storage, and room surfaces (e.g., flooring, ceiling materials, and wall coverings).

Educational Suitability scores are interpreted as follows:

BASYS Educational Suitability Rating Scale	
90+	Excellent: The facility is designed to provide for and support the governmental/educational program offered. It may have a minor suitability/functionality issue but overall, it meets the needs of the educational/governmental program.
80-89	Good: The facility is designed to provide for and support a majority of the educational/governmental program offered. It may have minor suitability/functionality issues but generally meets the needs of the educational/governmental program.
70-79	Fair: The facility has some problems meeting the needs of the educational/governmental program and will require remodeling/renovation.
60-69	Poor: The facility has numerous problems meeting the needs of the educational/governmental program and needs significant remodeling, additions, or replacement.
BELOW 60	Unsatisfactory: The facility is unsuitable in support of the educational/governmental program.

Exhibit 7.5 Districtwide suitability scores generally cluster in the upper 70% range for many campuses, with several sites showing “Good” baseline functionality but recurring programmatic limitations. Riverview International Academy stands out as a lower-scoring site, with a suitability score of 69.91%, reflecting significant challenges related to portable classroom conditions, storage, administration, clinic space, circulation, parking, and play areas.

Exhibit 7.5 Educational Suitability Scores

Facility	Suitability
Elementary Schools	
DREAM Academy	79.62
Lakeside Farms ES	76.35
Lakeview ES	78.76
Lemon Crest ES	79.51
Lindo Park ES	79.93
Riverview International Academy	69.91
Winter Gardens ES	77.11
Elementary School Averages	77.31
Middle Schools	
Lakeside MS	79.26
Tierra del Sol MS	77.58
Middle School Averages	78.42
Districtwide Averages	77.87

Additional Educational Suitability Considerations

In addition to building condition scores, educational suitability evaluates how effectively facilities support instructional programs, student services, and operational needs. Across Lakeside Union School District, assessments indicate that many instructional spaces remain functional, and several campuses demonstrate strong technology readiness; however, recurring challenges include aging portable classrooms, limited storage, insufficient specialty instructional spaces, inconsistent emergency communication systems, and aging HVAC and classroom audio systems. While these conditions do not prevent effective instruction, they may reduce operational efficiency, limit program flexibility, and create inconsistencies in learning environments across the district. Recent investments in early learning, STEAM, music, and specialized instructional spaces continue to enhance educational delivery and support evolving student needs.

CORE INSTRUCTIONAL SPACES AND PORTABLE-RELATED EQUITY

Most general classrooms were rated Good across the district; however, the quality and functionality of instructional environments varies by building type and site condition. Riverview International Academy illustrates this contrast clearly: the assessment notes that permanent classrooms are generally good, while portable classrooms are in poor condition, with interior walls in poor shape and flooring issues in portables. Winter Gardens Elementary, DREAM Academy, Tierra del Sol Middle School, and River Valley Charter also demonstrate the continued use of portable facilities for instructional or support functions.

From a long-range planning perspective, reducing reliance on aging portables for long-term instructional and specialized program use represents an opportunity to improve equity, consistency, accessibility, and the quality of learning environments across campuses.

EARLY LEARNING AND KINDERGARTEN FUNCTIONALITY

Several elementary schools include kindergarten or TK-related limitations, most commonly related to restroom access. Lakeside Farms Elementary notes that not all kindergarten or TK classrooms have restrooms within the classroom, though restrooms are near classrooms. Lakeview Elementary similarly notes that not all kindergarten classrooms have restrooms within the classroom. Lemon Crest Elementary notes that three kindergarten classrooms do not have restrooms within the classroom, while TK classrooms have restrooms within the classroom. Winter Gardens Elementary notes no restrooms within kindergarten classrooms and no shade in the kindergarten play area.

These findings should be considered as the district plans future early learning modernization. Restroom access, age-appropriate outdoor learning and play areas, shade, storage, and proximity to support services are important components of early learner facility planning.

SPECIALTY PROGRAMS, STORAGE, AND FLEXIBLE LEARNING SPACES

BASYS findings indicate that many specialty programs are delivered within regular classrooms, multipurpose rooms, or shared spaces. Elementary science and art are often taught within regular classrooms. Music may be delivered through pull-out programs in multipurpose rooms or rotating classroom models, and performing arts may be embedded in after-school or shared program environments. Lakeside Farms Elementary notes music is taught in the multipurpose room and has no campus storage for music. Lakeside Middle School notes that the music space is small and needs storage. Tierra del Sol Middle School has strong recent investments in music, PE, and CTE/STEAM spaces, but performing arts storage remains a need.

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The recurring theme is not that instruction cannot occur, but that program quality and flexibility can be limited when specialty programs lack dedicated, appropriately sized, or well-equipped spaces. Future modernization projects should evaluate storage, acoustics, equipment needs, adjacencies, and flexible use requirements for music, STEAM, art, performing arts, PE, and intervention programs.

STUDENT SUPPORT, HEALTH, PRIVACY, AND ADMINISTRATION

Several campuses show limitations in student support and administrative spaces. DREAM Academy's clinic was rated Poor because there is no designated space and sick students are located in the main office in the open. Riverview International Academy's clinic was rated Unsatisfactory due to lack of separation for sick students, no student restroom within the space, and insufficient storage; administration was also rated Poor due to small, dated space and limited privacy. Winter Gardens Elementary's clinic was rated Fair due to lack of separation for sick students and insufficient storage, while administration was rated Fair due to restroom and after-hours access limitations. Tierra del Sol Middle School's administration, counseling, and clinic spaces were each rated Fair due to size constraints.

These findings suggest that future projects should consider health office privacy, separation of sick and well students, confidential meeting space, counseling rooms, staff work areas, and administrative layouts that support safe and efficient campus operations.

FOOD SERVICE, CAFETERIA, AND MULTIPURPOSE SPACE

Food service and cafeteria conditions vary by campus. Some sites have strong or recently improved facilities, such as Lindo Park Elementary's new MPR in 2020 and Tierra del Sol Middle School's new building installed in 2020. However, several campuses have limitations. Lakeside Farms Elementary's cafeteria was rated Fair because it relies on an outside covered area with no interior space, and food service space is small relative to enrollment. Tierra del Sol Middle School's cafeteria was rated Unsatisfactory because there is no interior cafeteria space and only outside seating is available. Winter Gardens Elementary's cafeteria was rated Fair because it is too small.

Cafeteria and multipurpose space planning should be considered not only as a meal service issue, but also as a programmatic issue affecting assemblies, PE, performing arts, after-school programs, community use, and inclement weather operations.

SAFETY, SUPERVISION, CONTROLLED ENTRY, AND WAYFINDING

Educational suitability findings identify several safety and supervision themes. Lakeside Middle School lacks controlled access and wayfinding, and could use additional visitor parking. Tierra del Sol Middle School has more significant controlled access concerns, including no main point of entry, open access from the upper parking lot, poor wayfinding, and supervision challenges. Winter Gardens Elementary notes some hiding areas due to portable classroom placement. Lakeview Elementary notes limited parking and lack of signage/wayfinding.

These findings point to a districtwide planning opportunity: as campuses are modernized, entry sequences, visitor access, wayfinding, fencing, parking, supervision, and portable placement should be reviewed together rather than as isolated improvements.

Technology Readiness

The technology readiness score measures the capability of the existing infrastructure to support information technology and associated equipment. The score can be interpreted as follows:

BASYS Technology Readiness Rating Scale	
90+	Excellent: The facility has excellent infrastructure to support information technology.
80-89	Good: The facility has the infrastructure to support information technology.
70-79	Fair: The facility is lacking in some infrastructure to support information technology.
60-69	Poor: The facility lacks significant infrastructure to support information technology.
BELOW 60	Unsatisfactory: The facility has little or no infrastructure to support information technology.

Exhibit 7.6 shows generally “Good” scores for technology readiness in LUSD schools. The average technology readiness scores for those institutions fall into the “Good” category, as evidenced by the fact that the facilities' technology readiness scores range from 77.50 to 100.00.

Exhibit 7.6 Technology Readiness Scores

Facility	Technology
Elementary Schools	
DREAM Academy	100.00
Lakeside Farms ES	95.00
Lakeview ES	92.50
Lemon Crest ES	100.00
Lindo Park ES	90.00
Riverview International Academy	77.50
Winter Gardens ES	87.50
Elementary School Averages	91.79
Middle Schools	
Lakeside MS	95.00
Tierra del Sol MS	95.00
Middle School Averages	95.00
Districtwide Averages	93.39

Additional Technology Readiness Considerations

Technology readiness across Lakeside Union School District is generally strong, with several campuses receiving high scores and Good ratings for core infrastructure components such as LAN connectivity, LAN-WAN performance, WAN backbone, electrical power, staff technology, and communications equipment environments. DREAM Academy and Lemon Crest Elementary received technology readiness scores of 100%, indicating strong baseline infrastructure performance across assessed categories. Lakeside Farms Elementary, Lakeside Middle School, and Tierra del Sol Middle School each received technology readiness scores of 95%.

However, the assessments also identify targeted technology readiness concerns that affect daily reliability, emergency communications, classroom audio, cooling, and campus safety systems.

EMERGENCY ALERTING AND VOICE DISTRIBUTION DELAYS

The most consistent technology readiness theme is the use of walkie-talkies as a workaround where classroom alerting or voice distribution systems have delays or do not function reliably for emergency communications. Lakeside Farms Elementary, Lakeside Middle School, Lakeview

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Elementary, Lindo Park Elementary, Tierra del Sol Middle School, and Winter Gardens Elementary all note delay-related concerns in classroom-level alerting or voice distribution, with staff using walkies for emergencies.

These findings suggest that emergency communications should be treated as a districtwide technology and safety priority. While walkies provide an interim layer of communication, future planning should evaluate PA/voice distribution delays, classroom alerting reliability, system integration, and campuswide audibility.

CLASSROOM AUDIO, VIDEO, AND COMMUNICATIONS RELIABILITY

Classroom audio and related systems are generally strong, but not consistent across all sites. Lakeview Elementary and Winter Gardens Elementary both received Fair ratings for classroom audio, with comments noting that systems do not always work. Riverview International Academy received Unsatisfactory ratings for classroom-level alerting, voice distribution, and classroom audio, with comments that systems do not work in all classrooms; video distribution was rated Fair because some cameras have been replaced but not all.

These targeted deficiencies are important because they affect daily instruction, emergency response, student engagement, and site operations. Technology modernization should focus on closing reliability gaps rather than assuming that high backbone and network scores alone indicate full campus readiness.

COOLING AND ENVIRONMENTAL SUPPORT FOR TECHNOLOGY

Several technology readiness assessments identify cooling as a concern. Lindo Park Elementary, Riverview International Academy, and Winter Gardens Elementary received Fair cooling ratings, with comments noting inadequate or poorly functioning cooling. While communications and IT equipment environments were generally rated Good, reliable cooling remains important for both occupied spaces and technology-support environments.

Future technology planning should be coordinated with HVAC and electrical infrastructure planning to ensure that classrooms, MDF/IDF spaces, equipment rooms, and instructional technology systems are supported by reliable environmental conditions.

Grounds Condition

The grounds condition assessment score is a measure of the amount of capital needs or deferred maintenance at the site, which includes the driveways and walkways, the parking lots, the playfields, the utilities, and fencing, etc. It should be noted that the landscape maintenance at the time of visit has less of an impact on the final scores than infrastructure, as it is a temporary

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condition that will be addressed by planned maintenance activities. The scores are interpreted as follows:

BASYS Grounds Condition Rating Scale	
90+	New or Like New: The site and/or a majority of its systems are in good condition, less than three years old, and only require preventive maintenance.
80-89	Good: The site and/or a majority of its systems are in good condition and only require routine maintenance.
70-79	Fair: The site and/or some of its systems are in fair condition and require minor to moderate repair.
60-69	Poor: The site and/or a significant number of its systems are in poor condition and will require major repair or renovation.
BELOW 60	Unsatisfactory: The site and/or a majority of its systems should be renovated.

Exhibit 7.7 presents a variation of grounds condition scores in LUSD. It should be mentioned that the average grounds scores for all school types range from 65.22 at Lemon Crest Elementary to 90.00 at Lindo Park Elementary.

Exhibit 7.7 Grounds Condition Scores

Facility	Grounds
Elementary Schools	
DREAM Academy	84.54
Lakeside Farms ES	87.99
Lakeview ES	72.17
Lemon Crest ES	65.22
Lindo Park ES	90.00
Riverview International Academy	70.36
Winter Gardens ES	87.46
Elementary School Averages	79.68
Middle Schools	
Lakeside MS	85.89
Tierra del Sol MS	72.66
Middle School Averages	79.28
Districtwide Averages	79.48

Additional Grounds Considerations

Grounds condition findings across Lakeside Union School District show a mix of strong campus infrastructure and recurring site-related deficiencies. Several campuses have functional grounds systems and Good ratings for playfields, irrigation, playground equipment, site lighting, and fencing. However, lower grounds scores and recurring comments point to districtwide needs related to asphalt deterioration, parking lot and driveway conditions, play court cracking, ADA path-of-travel issues, tree-root damage, drainage concerns, and aging fencing.

The most significant grounds condition concerns appear at Lemon Crest Elementary, Riverview International Academy, Lakeview Elementary, and Tierra del Sol Middle School, each of which received lower grounds scores tied primarily to paving, circulation, accessibility, and hardscape deterioration. Lemon Crest Elementary's grounds score was 65.22%, with Poor ratings for parking lots and driveways due to significant asphalt deterioration and potholes. Riverview International Academy's grounds score was 70.36%, with Poor driveways, Fair parking lots, Fair sidewalks, and steep asphalt walkways down to the playground that are not ADA compliant. Lakeview Elementary's grounds score was 72.17%, with Poor parking lots and Fair driveways due to significant cracking, spalling, heavy wear, and failing previous repairs. Tierra del Sol Middle School's grounds score was 72.66%, with a heavily damaged upper parking lot, uneven asphalt walkways affected by tree roots, and non-ADA slopes.

ASPHALT, PARKING LOTS, DRIVEWAYS, AND PLAY COURTS

Paving deterioration is one of the most consistent grounds themes. Lemon Crest Elementary has significant asphalt deterioration in parking lots and driveways, with potholes forming and play court cracking. Lakeview Elementary has significant cracks and spalling in parking lots and driveways, with failing previous crack repairs. Riverview International Academy has a worn parent drop-off loop with potholes starting, along with cracked upper asphalt walking and seating areas. Winter Gardens Elementary and Lakeside Farms Elementary also include Fair play court ratings due to cracking and damage.

These findings support a districtwide paving and hardscape strategy that prioritizes safety, accessibility, drainage, and long-term pavement life. Rather than relying on repeated patching, the district may benefit from a pavement management approach that sequences sealcoating, resurfacing, reconstruction, drainage correction, and ADA path-of-travel improvements.

ACCESSIBILITY AND PATH-OF-TRAVEL

Several grounds findings overlap directly with ADA concerns. DREAM Academy includes significant root damage to asphalt walkways leading to the playground and courtyard, with portions of the walkway sliding and cracking where handrails connect. Riverview International

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Academy includes asphalt walkways down to the playground that are too steep and not ADA compliant. Tierra del Sol Middle School includes an asphalt walkway from the upper parking lot that is very uneven, damaged by tree roots, and not ADA compliant. Winter Gardens Elementary notes steep asphalt approaches to portables A-B-C.

Accessibility work should be coordinated with paving and site circulation improvements so that the district can address both compliance and daily usability. Priority areas include routes to playgrounds, portable classrooms, upper parking lots, cafeterias, restrooms, and campus entries.

DRAINAGE, UTILITIES, AND TREE-ROOT IMPACTS

Several sites show drainage or utility concerns. Lakeside Middle School's grounds assessment identifies Poor water service and Fair storm sewer conditions, including frequent storm drainage backups near the lounge. DREAM Academy notes courtyard drains that often back up, with planned drainage replacement during asphalt replacement. Tree-root damage is also noted at several locations, including DREAM Academy and Tierra del Sol Middle School, where roots affect asphalt walkways, slopes, and accessibility.

These findings suggest that site work should not focus solely on surface repairs. Where drainage, root intrusion, and utility conditions are contributing to pavement failure, underlying causes should be addressed before resurfacing or replacement work is completed.

OUTDOOR PROGRAM AREAS, SHADE, AND PLAY ENVIRONMENTS

Several campuses include outdoor program area concerns. Winter Gardens Elementary notes no shade in the kindergarten play area, aging play equipment, and grass areas that are dead and not used due to condition. Riverview International Academy notes no outside shade, aging play equipment, and concerns about sand in the play area. Lakeview Elementary notes that basketball goals could use replacement. Winter Gardens Elementary also notes basketball goals need replacement.

Grounds planning should consider the role outdoor spaces play in student wellness, supervision, PE, recess, informal learning, and heat mitigation. Shade, surfacing, play equipment, seating, drainage, and field usability should be evaluated together as part of future site improvement planning.

Combined Scores

The building condition, educational suitability, technology readiness, and grounds condition assessments are combined into a single composite score for each facility to support long-range capital planning and project prioritization. Because each assessment category measures a

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different aspect of facility performance, campuses may perform well in one area while demonstrating deficiencies in another. For example, several campuses demonstrated strong technology readiness while also identifying educational suitability limitations associated with aging portables, insufficient specialty instructional spaces, or infrastructure deficiencies. The combined score provides a more comprehensive representation of overall facility performance and allows the District to compare facilities consistently across multiple operational and educational criteria.

To develop the combined score, the assessment categories were weighted based on the relative impact of deficiencies on educational delivery, facility operations, and capital investment needs. Building condition scores were weighted at 50%, educational suitability at 20%, technology readiness at 20%, and grounds condition at 10%. **Exhibit 7.8** presents the combined score for each facility assessed.

Exhibit 7.8 Combined Scores

Facility	Building	Suitability	Technology	Grounds	Overall Score
Elementary Schools					
DREAM Academy	85.04	79.62	100.00	84.54	84.86
Lakeside Farms ES	85.39	76.35	95.00	87.99	83.90
Lakeview ES	83.48	78.76	92.50	72.17	81.84
Lemon Crest ES	88.89	79.51	100.00	65.22	84.82
Lindo Park ES	78.42	79.93	90.00	90.00	81.19
Riverview International Academy	76.88	69.91	77.50	70.36	74.20
Winter Gardens ES	77.02	77.11	87.50	87.46	79.14
Elementary School Averages	82.16	77.31	91.79	79.68	81.42
Middle Schools					
Lakeside MS	75.07	79.26	95.00	85.89	79.40
Tierra del Sol MS	86.15	77.58	95.00	72.66	83.12
Middle School Averages	80.61	78.42	95.00	79.28	81.26
Other Facilities					
District Administration	90.00				90.00
Central Kitchen	90.00				90.00
Fire Station Bldg ESS	85.53				85.53
LEAPP	83.05				83.05
Maintenance Warehouse	85.08				85.08
River Valley Charter	86.64				86.64
Transportation	87.45				87.45
Technology	94.96				94.96
Other Averages	87.84				87.84
Districtwide Averages	83.54	77.87	93.39	79.48	83.51

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Overall, the BASYS findings indicate that Lakeside Union School District maintains several well-performing campuses with strong baseline technology infrastructure and functional instructional environments; however, recurring districtwide needs remain associated with aging systems, portable classroom reliance, emergency communication deficiencies, HVAC performance, and modernization of specialized instructional and support spaces. The assessments also reflect recent district investments in early learning environments, STEAM programs, music spaces, and instructional technology improvements that continue to strengthen educational delivery and support evolving student needs across the District.

8.0 Community Engagement

Community engagement for the Lakeside Union School District Facility Master Plan combined in-person input and an online survey to gather feedback from district staff, parents/guardians, students, and community members. MGT facilitated two in-person engagement sessions on May 19, 2026, and the District also provided an online survey to broaden participation for stakeholders who were unable to attend in person.

The purpose of the engagement process was to share information about the Facility Master Plan process and gather community priorities related to facility condition, modernization, safety, program support, equity, and long-term capital planning. The engagement process used structured polling questions, prioritization prompts, and open-ended responses to identify both quantitative trends and qualitative themes.

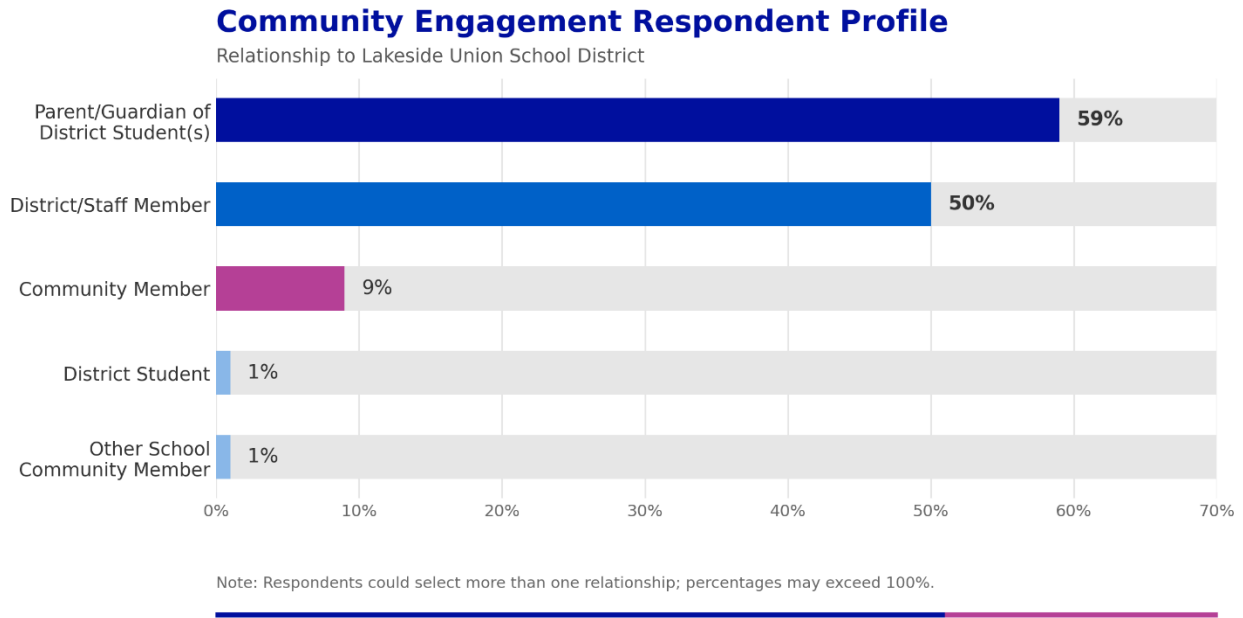
Overall, stakeholder feedback was clear and consistent: the community values Lakeside Union's schools, programs, and staff, but believes the District must continue investing in safe, healthy, reliable, and modern learning environments. Participants emphasized that basic facility systems, campus safety, and equitable access to quality learning environments should be addressed first, while also supporting thoughtful modernization, specialized programs, outdoor learning, athletics, and future facility funding strategies.

Community Participation

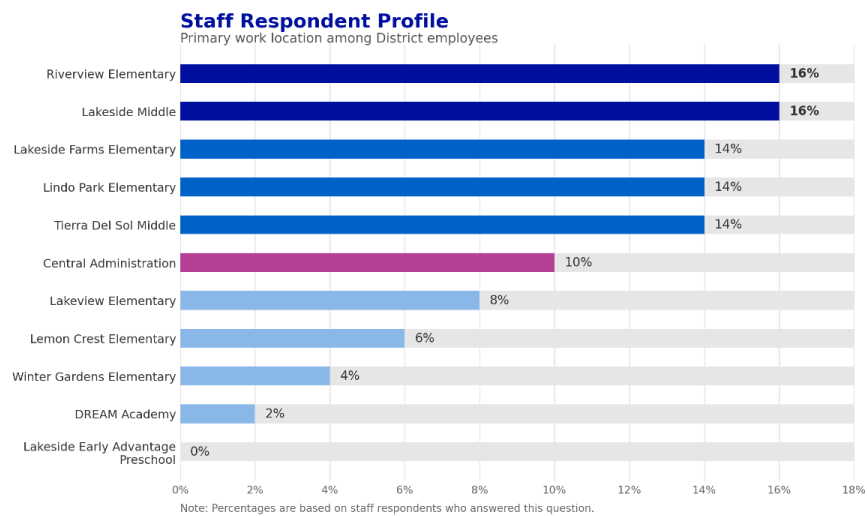
Participation included a strong mix of parents/guardians and District staff, with additional input from community members, students, and other school community participants. Because some questions allowed participants to select more than one response, percentages may exceed 100 percent.

8.0 Community Engagement

Respondents identified their relationship to the District as follows:

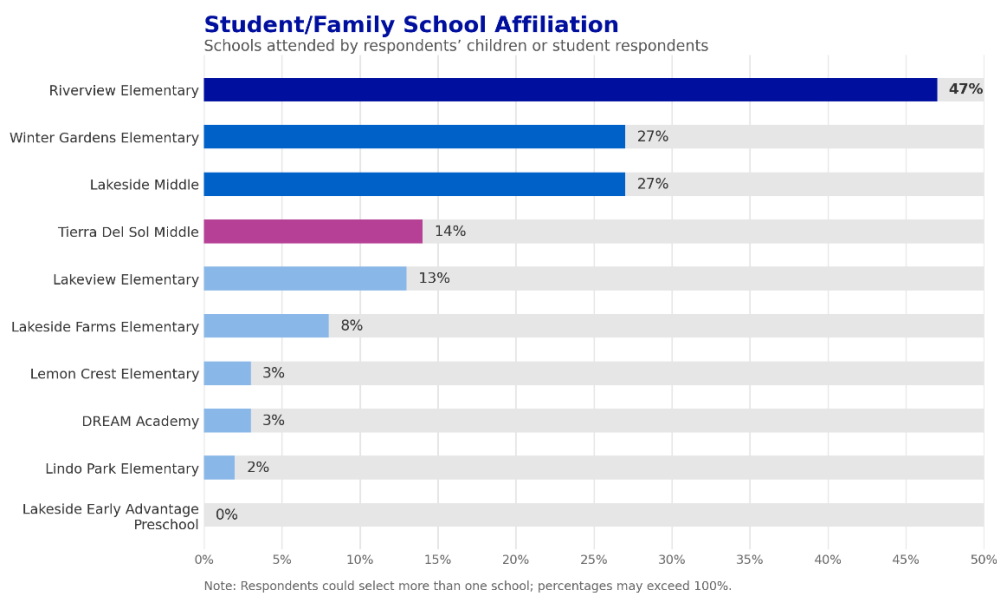


Staff responses reflected representation from nearly all District locations, providing a reasonable cross-section of employee perspectives across elementary schools, middle schools, and central administration. The largest staff respondent groups were from Riverview Elementary and Lakeside Middle School, followed closely by Lakeside Farms Elementary, Lindo Park Elementary, and Tierra Del Sol Middle School. This distribution helps ensure that the feedback includes perspectives from multiple campus types and operating environments, rather than being concentrated at a single school site.



8.0 Community Engagement

Parent/guardian and student responses were more concentrated at selected campuses, with Riverview Elementary representing the largest share of respondents by a clear margin. Winter Gardens Elementary and Lakeside Middle School also had notable participation, followed by Tierra Del Sol Middle School, Lakeview Elementary, and Lakeside Farms Elementary. Because Riverview families represented a significant portion of responses, the results should be interpreted with awareness that family perspectives may be more strongly influenced by the experiences and priorities of that school community.



Community Priorities

The community engagement results identified several consistent districtwide priorities.

Building condition, deferred maintenance, and core infrastructure are the highest facility priorities.

Respondents identified building condition as the most important facility planning objective, with 68 percent selecting it as a top priority. This was reinforced by additional priority questions, where 60 percent selected deferred maintenance and building renewal as an important future planning consideration. Open-ended comments also referenced aging facilities, old portables, plumbing, termites, carpeting, mold or allergens, and the need to modernize older campuses and classroom spaces.

Participants appear to view facility reliability as a baseline expectation rather than an optional improvement. HVAC, roofing, plumbing, building envelope, restrooms, electrical systems, indoor air quality, and other core systems should remain central to project sequencing.

Indoor comfort, HVAC, and environmental health are viewed as essential to student learning.

When asked what should be included in a basic school facility standard, 75 percent selected reliable HVAC in all educational areas, 59 percent selected a water-tight building envelope, and 50 percent selected indoor air quality and environmental comfort. These responses indicate that stakeholders connect facility systems directly to the health, comfort, and effectiveness of learning environments.

This priority is especially important in long-range planning because HVAC, ventilation, roofing, windows, and building envelope improvements often overlap. Coordinating these investments can help the District address comfort, energy performance, moisture protection, and building longevity in a more strategic way.

Safety and security remain major community concerns.

Safety appeared consistently across the survey. Thirty-three percent of respondents selected safety and security as one of the most important facility planning objectives, and 47 percent selected safety and security enhancements as an additional planning priority. In the one-word prompt asking for the most critical issue to be addressed in the facility optimization plan, “Safety” was the most frequently cited response.

Open-ended comments expanded the safety discussion beyond campus security alone. Stakeholders raised concerns related to traffic circulation, speeding near campuses, drop-off and pick-up conditions, restroom supervision, secure entries, and the prevention of unauthorized campus access. These comments suggest that safety planning should include both physical security improvements and site-specific circulation solutions.

Modern learning environments and educational program support are strongly supported, but should be sequenced with core facility needs.

Community members expressed support for modern classrooms, technology-rich learning environments, and specialized instructional spaces. Forty-three percent selected modern learning environments as a top facility planning objective, and 38 percent selected enhanced educational opportunities, including programs such as CTE, Dual Language Immersion, Gifted, and Special Education. In addition, 74 percent agreed that the District should expand CTE and/or STEM opportunities across the District.

Survey feedback suggests that stakeholders support modernization when it is connected to instructional quality and student opportunity. However, the strongest priority signal remains the need to first address basic building condition, HVAC, safety, and deferred maintenance. This supports a phased approach that stabilizes core facilities while planning strategically for modernized classrooms, flexible learning spaces, STEM/STEAM opportunities, language immersion, arts, and specialized program needs.

Accessibility, inclusivity, and equitable facility investment are important districtwide expectations.

Equity emerged as both a facilities issue and a student experience issue. Thirty-nine percent of respondents selected accessibility and inclusivity as an additional facility planning priority, and 23 percent selected balanced facility resources across the District as one of their most important facility planning objectives. Open-ended comments also referenced inclusive playgrounds, special education accommodations, access for students using wheelchairs, and the importance of ensuring that all students can participate fully in campus life.

These responses indicate that future facility planning should consider not only whether campuses are safe and functional, but whether students across all sites, programs, and ability levels have comparable access to high-quality facilities. Accessibility improvements, inclusive playground design, appropriate special education support spaces, and equitable modernization across schools should remain important components of the Facility Master Plan.

Outdoor learning, athletics, playgrounds, and physical education spaces are highly valued.

Athletics, PE, and outdoor learning spaces were selected by 53 percent of respondents as an additional facility planning priority, making it one of the strongest responses in that question. Open-ended comments referenced PE fields, playground access, inclusive play equipment, gym needs, and outdoor activity spaces.

This feedback suggests that outdoor environments should be considered part of the District's overall learning and wellness infrastructure. Playgrounds, fields, hardcourts, shade, athletic areas, and outdoor instructional spaces contribute to student health, recreation, supervision, and community use. These areas may also offer opportunities for phased, visible improvements that directly benefit students and families.

Stakeholders prefer renovation, modernization, and additions over consolidation or closure.

When asked about consolidation or closure of buildings to address facility optimization issues, responses were mixed: 39 percent agreed, 31 percent were neutral, and 30 percent disagreed. In contrast, support for renovations and additions to existing buildings was very strong, with 91 percent agreeing that they would support renovations and additions to address optimization issues and future needs.

This contrast is important for long-range planning. The community appears open to discussing efficiency and optimization, but there is much stronger consensus around improving and investing in existing campuses. Any future discussion of consolidation, closure, or major reconfiguration would require careful analysis, transparent communication, and extensive stakeholder engagement.

There is meaningful support for future facility funding, including a potential local bond measure.

The survey results indicate support for future investment in school facilities. Seventy-six percent of respondents indicated support for a future local bond measure to fund modernization and new construction at existing school facilities, and 77 percent indicated they would definitely or probably support a bond proposal for modernization or new construction. In addition, 75 percent rated future school modernization and new construction updates as extremely or very important.

These results suggest that stakeholders understand the need for major facility investment. However, open-ended comments also indicate that trust, transparency, fiscal accountability, and clear communication will be essential to sustaining support. Future funding discussions should clearly connect proposed projects to documented facility needs, community priorities, student outcomes, and responsible long-term stewardship.

Key Themes from Open-Ended Feedback

Open-ended survey comments reinforced the quantitative results and added important detail. Several themes were repeated across responses:

- Aging facilities and deferred maintenance are affecting daily learning environments.
- HVAC, indoor air quality, plumbing, termites, old carpets, mold/allergen concerns, and building renewal should be addressed.
- Traffic circulation, school zone safety, parking, and arrival/dismissal conditions need attention.
- Facility equity across campuses matters to families and staff.
- Inclusive playgrounds and special education accommodations should be improved.
- Arts, music, STEM, language programs, athletics, PE, and outdoor learning spaces are valued.
- The community wants transparency regarding facility priorities, funding decisions, and implementation progress.
- Stakeholders remain proud of the District's community, staff, language immersion programs, VAPA opportunities, and overall educational culture.

Together, these comments show that community members are not only asking for new facilities, but for reliable, well-maintained, inclusive, and appropriately modernized campuses that support the full student experience.

How the Information Is Used

Community engagement input is used to help validate and refine the Facility Master Plan by comparing stakeholder priorities with facility condition findings, educational suitability observations, enrollment and utilization data, and long-term capital planning needs. The engagement results help identify which improvements the community views as most urgent, which investments are most connected to student learning and safety, and which issues may require additional communication or study.

The Lakeside Union School District Facility Master Plan should use community engagement findings to:

- Prioritize projects that address health, safety, building condition, HVAC, indoor air quality, restrooms, and core infrastructure reliability.
- Support equitable investment across campuses so that all students have access to safe, functional, and high-quality learning environments.
- Integrate accessibility and inclusive design into campus planning, including playgrounds, special education support spaces, and path-of-travel improvements.
- Plan for modern learning environments, STEM/STEAM, CTE, language immersion, arts, and specialized programs in a phased and fiscally responsible manner.
- Address site-specific circulation, parking, pedestrian safety, and supervision concerns where they affect daily campus operations.
- Communicate clearly and consistently with the community about facility needs, project sequencing, funding strategies, and implementation progress.

The full Community Engagement Report can be found in **Appendix E – Community Engagement Report**.

9.0 Planning & Budgeting

The successful implementation of the LUSD Facility Master Plan (FMP) requires a clear understanding of the economic factors that influence facility development and long-term capital investment. This section outlines the financial framework for modernizing, expanding, and improving district facilities to support current and future educational needs. It includes an overview of available funding sources, project cost estimates, facility eligibility under the School Facility Program (SFP), and recommended capital improvement priorities. The analysis recognizes that a significant portion of the District's permanent and portable facilities are currently eligible for modernization funding, while other facilities will become eligible in future years, providing a strategic roadmap for maximizing State and local funding opportunities and aligning investments with the District's long-range facility goals.

Balancing facility needs with available resources is a critical challenge. LUSD must navigate complex state and local funding programs, develop realistic project budgets, and strategically sequence improvements to maximize impact while maintaining fiscal responsibility. This section serves as a roadmap to align available funding with the District's highest priorities, ensuring that every dollar invested supports safe, modern, and effective learning environments.

Funding Sources for Facility Improvements

The District will require a combination of state and local funding sources to successfully implement the projects identified in this Facility Master Plan (FMP). While the District will pursue all available resources, it is important to recognize that current state funding alone is not sufficient to fully meet the District's long-term facilities needs. A thoughtful and diversified funding strategy will be essential to ensure the successful modernization, new construction, and improvement of the District's educational facilities.

STATE FUNDING OPTIONS

Districts are eligible to participate in several state programs administered by the Office of Public School Construction (OPSC) through California's School Facility Program (SFP), including:

- **Modernization Grants:** Provide up to 60% of project costs for eligible permanent and relocatable facilities that meet statutory age requirements. Funding may include grant augmentations for Over-50-Year Old facilities and second-round modernization eligibility.
- **New Construction Grants:** Provide up to 50% of the cost for new classrooms and facilities needed due to enrollment growth or facility deficits and replacement of inadequate facilities.

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- **Financial and Facility Hardship Program:** Offers up to 100% state funding that provides State assistance for eligible districts that demonstrate an inability to fund the required local share of eligible School Facility Program projects.
- **Transitional Kindergarten (TK) Facilities Funding:** Supports the expansion and modernization of facilities needed to implement Transitional Kindergarten programs, subject to available State Funding.
- **Career Technical Education (CTE) Facilities Funding:** State funding opportunities may be available for construction or modernization of eligible Career Technical Education instructional facilities.
- **Seismic Mitigation Funding:** Provides supplemental funding for eligible projects that address identified seismic deficiencies in existing school facilities.
- **Special State Grant Programs:** Periodic State and agency-administered grant programs may be available to support facility improvements related to energy efficiency, electrification, water conservation, climate resilience, accessibility, school safety, and other statewide initiatives.

LOCAL FUNDING OPTIONS

To meet funding gaps and match state contributions, the District will also explore and utilize a variety of local funding sources:

- **General Obligation (GO) Bonds:** Voter-approved bonds that provide capital for major facility projects.
- **Deferred Maintenance Program:** The District may allocate local capital resources and Routine Restricted Maintenance Account (RRMA) funds to preserve existing facilities, address deferred maintenance needs, and extend the useful life of building systems.
- **Routine Restricted Maintenance Account (RRMA):** Annual funding dedicated to the routine maintenance and preservation of District facilities, helping protect the District's investment in existing buildings and reduce the accumulation of deferred maintenance.
- **Developer Fees:** School impact fees collected from eligible residential and commercial development that may be used to help finance new school facilities, expand capacity to accommodate growth, and, where legally permissible, replace portable classrooms with permanent facilities needed to serve growth-related enrollment.
- **Lease Financing (Including Certificates of Participation):** Financing tools that allow the District to fund eligible capital improvement projects without voter-approved general obligation bonds, with costs repaid over time through annual financing obligations.

- **Mello-Roos Community Facilities Districts (CFDs):** Special tax districts established to finance eligible school facilities and infrastructure improvements within developing communities.
- **Capital Facilities General Fund Contributions:** Available local capital funds and one-time General Fund resources may be used to support eligible facility improvements and address priority capital needs, as funding permits.
- **Local Grants and Partnerships:** The District may pursue grant funding and strategic partnerships with local agencies, utility providers, community organizations, and private entities to support eligible facility improvements, sustainability initiatives, energy efficiency projects, school safety enhancements, and other capital improvement priorities.

Past Bond Measures & Facility Needs

Lakeside Union School District voters have demonstrated a longstanding commitment to investing in school facilities through local bond measures. On **November 4, 2008**, District voters approved **Proposition V**, authorizing the issuance of general obligation bonds to finance improvements to school facilities and infrastructure throughout the District. In **2014**, voters subsequently approved **Measure L**, allowing the District to continue issuing the remaining bond authority previously authorized under Proposition V following changes to State bond issuance requirements.

Bond proceeds were authorized to support a wide range of capital improvement projects, including the modernization, renovation, construction, acquisition, furnishing, and equipping of District facilities in accordance with the voter-approved project list. As required by California law, the District established a **Citizens' Bond Oversight Committee** to provide independent oversight of bond expenditures and help ensure that bond proceeds were expended in accordance with the approved ballot measure.

Through Proposition V and Measure L, the District advanced numerous capital improvement projects, including:

- Modernization, renovation, and repair of aging school facilities
- Infrastructure improvements to enhance the safety, functionality, and reliability of District campuses
- Technology and equipment upgrades supporting instructional programs
- Construction, furnishing, and equipping of educational facilities
- Implementation of capital improvement projects identified through the District's long-range facilities planning efforts

In **March 2020**, the District placed **Measure R** before voters to address additional capital facility needs. The measure proposed **\$33 million** in general obligation bond funding to modernize aging school facilities, replace outdated portable classrooms with permanent instructional space, improve campus safety and security, repair critical building systems, and leverage available State matching funds. Although Measure R did not receive the voter approval required for passage, the facility needs identified through that effort remain relevant and continue to be reflected in the priorities established by this Facilities Master Plan.

Strategic Approach to Funding

While these state and local options provide important resources, the District recognizes that the current available funding will likely not be sufficient to fully implement the FMP. The District will actively engage stakeholders, including parents, staff, and community members, to develop a shared understanding of facility needs and to build support for additional local funding measures. Through careful planning, advocacy, and collaboration, LUSD aims to secure the resources necessary to provide safe, modern, and equitable learning environments for all students.

Phasing Strategy and Assumptions (Five-Year Implementation Plan)

Phasing is the District's "how we actually pull this off" plan: a practical, fundable, and construction-realistic sequence that turns needs into deliverable projects without detonating daily operations. Under **Proposition 2 / AB 247**, phasing is no longer just good practice—it's tightly linked to **state funding eligibility** through the School Facility Program (SFP) and related programs, and it must be grounded in a **governing board–approved five-year Facility Master Plan** approach.

HOW PROPOSITION 2 / AB 247 SHAPES PHASING

To align this FMP with Prop 2 implementation expectations, the phasing framework assumes:

- **Funding readiness is part of the schedule.** Projects are sequenced not only by "need," but by the steps required to secure and release funds (board actions, documentation, and submittals).
- **Board action is a gating item.** SFP applications submitted on/after **October 31, 2024**, require a **school board resolution acknowledging the Prop 2 master plan requirement**, and for New Construction/Modernization the master plan is expected **during application processing** prior to Board approval.
- **Life safety rises to the top.** Health and safety work, especially projects that align with Facility Hardship or Seismic Mitigation pathways, should be positioned early because these project types are treated as priority workload items and are not handled the same way as "beyond bond authority" new construction/modernization.

- **This is a rolling five-year plan.** Phasing is updated as enrollment shifts, project scopes mature, costs change, and state rules/allocations are refined through the Prop 2 implementation cycle.

PHASING PRIORITIES

Projects advance in the sequence when they score high in the following areas:

1. **Student/staff health & safety** (life safety systems, hazardous conditions, critical security).
2. **Building system end-of-life risk** (roofs, HVAC, electrical, plumbing failures that drive closures and emergency spend).
3. **Instructional continuity** (projects that remove constraints on core instruction, student services, and equity of access).
4. **Operational disruption and constructability** (work best done in summer, break windows, or requiring decanting).
5. **Funding eligibility and packaging** (projects that can be cleanly defined, documented, and submitted for state participation).
6. **Logical bundling** (combine scopes to avoid rework—e.g., don't renovate interiors before roofing/HVAC are fixed).

Budgeting

The total estimated cost of proposed improvements across Lakeside Union School District is approximately **\$117,281,031** as outlined in the preceding cost summary. The District has adopted a proactive and multi-faceted budgeting strategy to support these improvements, leveraging a combination of state funding programs, local contributions, and ongoing planning.

Lakeside Union School District continues to pursue funding opportunities through the California State School Facilities Program (SFP) administered by the Office of Public School Construction (OPSC). Based on the District's **2025–26 Modernization Eligibility Analysis**, LUSD has an estimated **\$22.95 million** in State modernization funding eligibility, including eligibility associated with second-round modernization and Over-50-Year-Old grant augmentations where applicable. The District has submitted multiple modernization applications through the SFP process, several of which have received **Unfunded Approval** status, while remaining eligibility and future grant apportionments are subject to OPSC review and State Allocation Board (SAB) approval. Working closely with its School Facility Program consultant, the District will continue to maximize available State funding opportunities, monitor future SFP funding cycles, and strategically pursue modernization grants to reduce local funding obligations and support implementation of the Facilities Master Plan. This comprehensive funding approach ensures that LUSD can begin priority projects now while maintaining flexibility to adapt as additional grant opportunities and funding sources become available.

Estimated Cost Summary by Priority					
Location	Priority 1	Priority 2	Priority 3	Priority 4	Total Direct Cost
Lakeside Farms	\$600,000	\$6,375,027	\$1,240,000	\$87,500	\$8,302,527
Lakeview Elementary	\$400,000	\$8,837,974	\$2,055,000	\$300,000	\$11,592,974
Lemon Crest	\$159,140	\$6,848,591	\$1,555,000	\$0	\$8,562,731
Lindo Park	\$2,023,561	\$2,651,392	\$616,500	\$90,000	\$3,477,892
Tierra del Sol	\$1,405,141	\$11,385,028	\$84,000	\$1,500,000	\$14,374,169
Lakeside Middle	\$1,919,618	\$6,191,255	\$680,000	\$0	\$8,790,873
DREAM Academy	\$588,650	\$2,552,655	\$0	\$0	\$3,141,305
LEAPP	\$0	\$1,233,360	\$0	\$0	\$1,233,360
River Valley Charter	\$0	\$0	\$18,000	\$0	\$18,000
Riverview	\$1,077,000	\$12,061,849	\$1,204,430	\$0	\$14,343,279
Winter Gardens	\$1,299,125	\$11,489,366	\$2,671,500	\$390,000	\$15,070,866
ESS Firehouse	\$450,000	\$936,000	\$0	\$0	\$1,386,000
Custodial Office	\$0	\$100,000	\$50,000	\$400,000	\$550,000
M&O	\$0	\$425,000	\$1,350,000	\$0	\$1,775,000
Technology	\$0	\$0	\$500,000	\$0	\$500,000
Transportation	\$0	\$711,000	\$30,000	\$0	\$741,000
Subtotal	\$9,922,235	\$67,011,959	\$10,451,430	\$2,830,553	\$90,216,177
Project Soft Costs (30% of Subtotal)	\$2,976,671	\$20,103,588	\$3,135,429	\$849,166	\$27,064,853
Total Estimated Project Costs	\$12,898,906	\$87,115,547	\$13,586,860	\$3,679,719	\$117,281,031

Please note: The project cost estimates included in this Facility Master Plan are for planning purposes only and are based on unit pricing from RSMeans, vendor catalogs, industry-standard sources, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

Prioritization of Projects

This section summarizes the recommended approach for prioritizing facility improvement projects across LUSD, based on the District's Project Prioritization Matrix. The intent is to sequence work so that **critical health and safety needs and end-of-life building systems are addressed first**, followed by modernization and program improvements that strengthen educational suitability over time. For more detail on site-specific conditions and recommended actions, refer to the site profiles and supporting appendices.

PROJECT ORGANIZATION AND PRIORITIZATION GUIDELINES

A core objective of the Facility Master Plan is to strategically organize and sequence projects in a way that supports student learning, campus safety, and long-term infrastructure sustainability. Because resources are limited and not all improvements can occur simultaneously, the District must prioritize projects based on urgency, impact, and alignment with educational goals.

Projects are first grouped into **five categories** to clarify their purpose and align with districtwide priorities. These categories are color-coded throughout the Site Master Plan narratives and corresponding budget estimates to enhance clarity and ease of reference. These categories are:

- ◆ **Health and Safety:** Emergency systems, secure entry, doors, and ADA accessibility upgrades.
- ◆ **Building Systems:** Building envelope and critical building systems such as HVAC, roofing, electrical, plumbing.
- ◆ **Modernization:** Classroom improvements, finishes, HVAC replacements, and technology infrastructure upgrades
- ◆ **Educational Adequacy:** Spaces that support specialized instructional programs, such as Career Technical Education (CTE), Adult Transition Programs, and flexible learning environments.
- ◆ **Site and Infrastructure:** Roofing, electrical systems, paving, drainage, and other building infrastructure components.

These categories provide a consistent framework for evaluating the scope and intent of each project, making it easier to communicate needs and align improvements with the District's vision for educational excellence.

PROJECT PRIORITIZATION

To support effective decision-making and phased implementation, each project is also assigned a priority level based on urgency, regulatory requirements, and programmatic need. The four priority levels, along with common themes in LUSD schools are described below:

Priority 1 – Health, Safety, and Critical Building Systems (Immediate / High-Risk)

Priority 1 projects address the issues most likely to impact student and staff safety, emergency response, accessibility, instructional continuity, or the continued operation of essential facilities. These projects should be considered the District's highest-priority implementation tier because deferral could increase risk, disrupt school operations, or accelerate facility deterioration.

Common Priority 1 themes include:

- **ADA accessibility improvements**, including walkway repairs, accessible path-of-travel corrections, stage access improvements, and removal of tripping hazards caused by uneven paving, slope, or root damage.
- **Emergency communication system upgrades** at multiple campuses to improve campuswide notification, reduce delays, and strengthen emergency response capability.

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- **Campus security and access control improvements**, including controlled access at campus entry points and improvements to campus safety and circulation.
- **Life-safety and code-related improvements**, including fire alarm replacement, electrical replacement, egress compliance, emergency notification, and other safety system upgrades.
- **Portable restroom removal and replacement**, to address temporary or end-of-life restroom buildings.

This tier represents the District's stabilization priority. Priority 1 projects protect students, staff, and facilities; improve emergency preparedness; preserve instructional continuity; and reduce the likelihood of costly emergency repairs.

Priority 2 – Modernization and Infrastructure Integrity (Near-Term / Stabilization)

Priority 2 projects focus on restoring facility reliability, improving daily functionality, and extending the useful life of buildings and site infrastructure after the most urgent safety and critical system needs are addressed. This tier includes a substantial number of building systems, modernization, site infrastructure, and educational adequacy projects that improve the condition and usability of campuses.

Common Priority 2 themes include:

- **Exterior envelope repairs and painting**, including fascia repair, wood rot repair, peeling paint correction, and exterior finish renewal at multiple campuses.
- **Window replacement** in older permanent buildings and classrooms to improve operability, energy performance, comfort, and long-term maintainability.
- **Interior finishes renewal**, including replacement of worn flooring, carpet, ceiling systems, ceiling tiles, deteriorated casework, and other high-use interior finishes.
- **Play court rehabilitation or reconstruction** to address cracking, surface deterioration, drainage-related damage, and usability concerns.
- **Parking lot, driveway, walkway, and circulation improvements** where deterioration affects daily operations, safety, or campus access.
- **Storm drainage improvements** at sites with recurring backups, poor surface drainage, or drainage conditions that contribute to pavement or facility deterioration.
- **Electrical service**, panel, and system evaluations or upgrades to support safe, reliable, and modern campus operations.
- **Plumbing, restroom, locker room, and fixture improvements**, including drinking fountain upgrades, restroom modernization, terrazzo flooring rehabilitation, and locker room modernization.

- **Cafeteria, multipurpose room, administration, support space, and resource program improvements** that address current functional limitations and support student services.
- **HVAC, roofing, insulation, skylight, and building envelope renewal** at District support facilities, including Transportation, Maintenance and Operations, the Firehouse, and Custodial Office.
- **Districtwide portable classroom removal and replacement**, to address high-risk or end-of-life systems across the District.

Priority 2 projects improve the consistency and reliability of the District's learning and working environments. They help reduce deferred maintenance, improve daily use of school facilities, and address building and site conditions before they become more costly or disruptive.

Priority 3 – Program Improvements and Functional Enhancements (Mid-Term)

Priority 3 projects generally strengthen educational suitability, student experience, program delivery, and campus functionality. While many of these projects are important, they are typically less urgent than life-safety, accessibility, emergency communication, and major system replacement needs. These projects can often be phased, bundled with larger modernization efforts, or aligned with future funding opportunities.

Common Priority 3 themes include:

- **Classroom and program space enhancements**, including improved spaces for science, art, music, performing arts, and flexible instructional use.
- **Kindergarten and TK classroom improvements**, including the potential addition of in-class restrooms where feasible and appropriate.
- **Music program improvements**, including expanded music classroom space and adequate storage.
- **Media center, library, and student support space improvements** that enhance instructional resources and student services.
- **Wayfinding and signage improvements** to improve campus navigation, visitor orientation, and overall campus legibility.
- **Parking expansion or circulation refinements** where feasible, particularly where arrival, dismissal, or visitor access is constrained.
- **Playground enhancements, fencing replacement, portable ramp repairs, irrigation improvements, and other targeted site upgrades** that support safety, supervision, and usability.

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- **Technology infrastructure renewal and replacement projects** that support classroom technology, network and communications systems, and reliable districtwide operations.
- **Functional improvements at District support facilities**, including warehouse improvements, maintenance yard improvements, skylight replacement, exterior door renewal, and technology infrastructure upgrades.

Priority 3 projects help the District move beyond stabilization and begin closing programmatic and functional gaps. This tier is where facilities begin to more directly support evolving instructional programs, specialized learning spaces, student support services, and improved campus operations.

Priority 4 – Long-Range Improvements and Campus Experience (Later-Term / Opportunity-Driven)

Priority 4 projects improve campus usability, student experience, staff workflow, and long-term operational effectiveness, but they are generally less urgent than the projects identified in Priorities 1 through 3. These projects are appropriate for later-phase implementation, future funding opportunities, or bundling with larger modernization and site improvement projects.

Common Priority 4 themes include:

- Counseling and support space improvements to enhance privacy, functionality, and student service delivery.
- Playground equipment renewal where existing equipment is aging but remains generally functional.
- Play court maintenance where conditions require ongoing attention but do not rise to the level of immediate safety or reconstruction needs.
- Support facility modernization, including improvements that enhance the function and long-term usability of District operational spaces.
- Other campus experience improvements that support comfort, identity, circulation, and day-to-day functionality over time.

Taken together, the Priority 1–4 structure creates a practical sequencing roadmap: stabilize and protect facilities first (roofs/HVAC/life safety), restore learning environments second (modernization), strengthen programs third, and refine campus experience and long-range improvements as opportunities arise. This approach also supports clear communication with stakeholders by distinguishing deferred maintenance and system reliability needs from longer-term modernization and program expansion goals.

Appendix A- Comprehensive Site Profiles

Appendix A provides the Site Profiles that support the Facilities Master Plan and document facility conditions, educational suitability observations, and recommended improvements at each COJUSD campus. The purpose of the Site Profiles is to translate districtwide findings into site specific information that can be used for planning, budgeting, and project development. Each profile summarizes key facility characteristics, identifies priority needs, and lists recommended projects organized by category and priority, creating a consistent reference point for decision making and for tracking implementation over time.

Facility Condition Assessments

Facility assessments were conducted at each school site using MGT's BASYS® Facility Assessment software. The assessments included:

- Building Condition which evaluates the physical condition of all building systems.
- Educational Suitability or Functionality which evaluates the ability of the facility to support and enhance educational program delivery.
- Grounds Condition which evaluates the physical condition of all site systems.
- Technology Readiness, which evaluates the level to which the building infrastructure supports information technology.

Each assessment results in a score based on a 100-point scale. Scores are interpreted as shown on the following chart.

NUMERICAL SCORE	INTERPRETATION
90 – 100	New or like new, Excellent
80 – 89	Good
70 – 79	Fair
60 – 69	Poor
Below 60	Unsatisfactory

The scoring is structured to measure the level of deficiencies as related to the total value of the building. Consequently, scores can be used to calculate the budgets required to remediate the deficiencies identified in the assessments. The BASYS® software produces a detailed report for each facility assessment which includes each deficiency identified.

BASYS Weighted Scoring

Each assessment area contributes to the overall facility score using a weighted scoring methodology. Building Condition carries the greatest weight because it reflects the physical condition of major building systems and the level of investment required to maintain safe, reliable, and functional facilities. Educational Suitability or Functionality is also weighted heavily because it measures how well the facility supports current instructional programs and student services. Grounds Condition and Technology Readiness are weighted at lower levels but remain important contributors to the overall profile because they affect campus operations, safety, access, connectivity, and long-term usability.

The overall facility score is calculated using the following weighting:

- **Building Condition: 50%**
- **Educational Suitability or Functionality: 30%**
- **Grounds Condition: 10%**
- **Technology Readiness: 10%**

Because the overall score is weighted, it may not equal a simple arithmetic average of the individual assessment scores shown in each Site Profile. This approach allows the assessment to give greater emphasis to core building systems and educational functionality while still accounting for site conditions and technology infrastructure.

Recommended Projects and Districtwide Prioritization

The recommended improvements included within each Site Profile align with the Facilities Master Plan and the District's Project Prioritization Matrix. The matrix organizes recommended improvements across COJUSD into a single, districtwide list to support clear decision making and implementation planning. Projects are grouped by category and assigned a priority level based on factors such as health and safety risk, system reliability, code or accessibility needs, protection of building assets, and impact on teaching and learning.

Project Categories

Recommended projects are organized using the following categories:

- ◆ **Health & Safety:** Projects that address immediate concerns related to student and staff safety, code compliance, emergency systems, supervision, or site hazards. These items typically mitigate risk, correct unsafe conditions, or improve secure campus access.

- ◆ **Modernization:** Projects that update aging interior spaces, finishes, equipment, or layouts to current standards. These improvements enhance aesthetics, usability, and functionality but are not tied to major structural or building system failures.
- ◆ **Building Systems:** Core infrastructure projects addressing major operational systems such as HVAC, electrical, plumbing, roofing, building envelope, windows, and mechanical controls. These projects maintain or restore essential building performance.
- ◆ **Educational Adequacy:** Projects that improve how well facilities support teaching and learning, including enhancements to specialized instructional programs (science, CTE, arts), support spaces (counseling, nurse's office), or classrooms needing storage, size, or layout changes to better align with educational needs.
- ◆ **Site & Infrastructure:** Projects that improve outdoor and sitewide conditions such as parking, driveways, sidewalks, playfields, athletic facilities, drainage, landscaping, utilities, lighting, wayfinding, and fencing. These projects support campus operations, safety, and accessibility.

Priority Levels

Projects within each Site Profile are further organized by priority level to support implementation sequencing:

- **Priority 1 – Critical:** Addresses conditions that directly impact life safety, code compliance, or essential building operations. These items should be addressed first to maintain a safe and functional campus.
- **Priority 2 – Major Renewal:** Targets systems or components nearing the end of their useful life that require replacement or major repair. These projects help prevent future failures, extend facility longevity, and improve operational reliability.
- **Priority 3 – Program Support:** Improvements that enhance instructional programs, student services, or daily operations but are not urgent. These projects add value by improving educational delivery, comfort, and functionality.
- **Priority 4 – Enhancement:** Long-range or optional improvements that elevate campus experience, aesthetics, or convenience. These projects are beneficial but not required to maintain core building function or safety.

Together, the facility assessments, site observations, and structured prioritization framework presented in Appendix A provide an actionable basis for developing scopes, refining cost estimates, and advancing projects in alignment with District goals and available funding

Classroom Inventory Disclaimer.

The classroom inventory and facility information presented in this Facilities Master Plan were compiled by MGT based on information provided by Lakeside Union School District staff, available Division of the State Architect (DSA) records, architectural drawings from various District projects, site observations, and other publicly available information. While every reasonable effort has been made to verify the accuracy and completeness of the information, MGT cannot guarantee that all facility data, room uses, building square footages, or DSA records are complete or current. The inventory represents the best information available at the time of preparation and should be considered a planning-level resource. Final facility inventories, building characteristics, and project-specific information should be verified by the District during subsequent planning, design, and implementation phases.

Elementary Schools

SITE PROFILES INCLUDED

- Lakeside Farms Elementary
- Lakeview Elementary
- Lemon Crest Elementary
- Lindo Park Elementary

Lakeside Farms Elementary



Address:
11915 Lakeside Ave.
Lakeside, Ca 92040

Grades: TK - 5th

Year Constructed: 1959

Enrollment (2025-26): 671

Design Capacity: 774

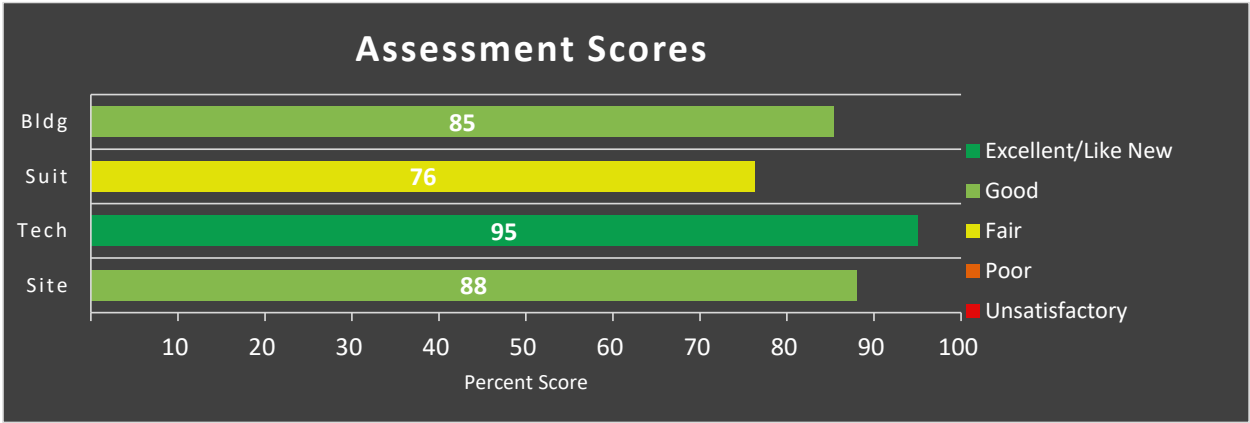
Target Capacity: 735

Total Sq. Ft.: 51,784

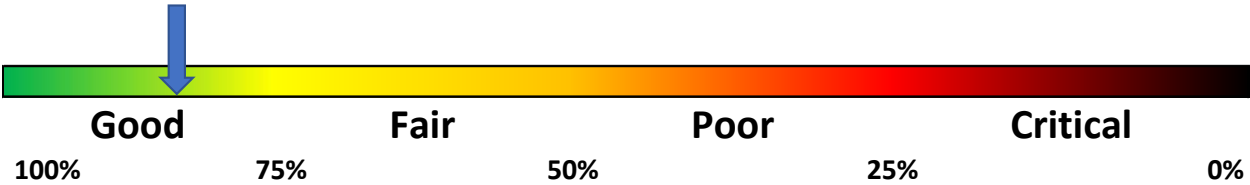
Site Acreage: 7.12

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**



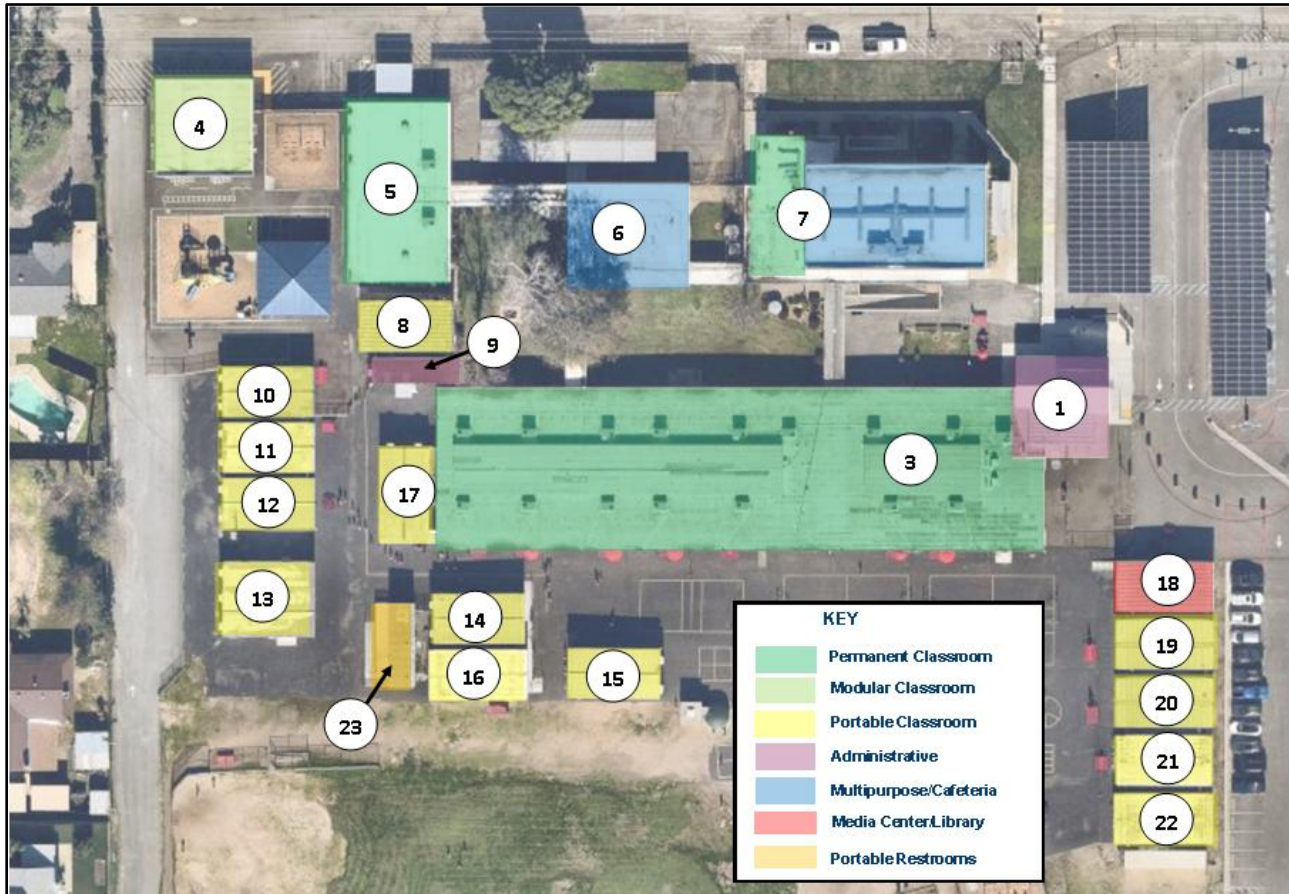
Lakeside Farms Elementary Overall Score = 83.90%



Lakeside Farms Elementary

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



Lakeside Farms Elementary Building Inventory

										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Administration	Administration	2,484	04-119706	Permanent	0	2021	5	2021	5
2	Bldg E-Rm 3-8, 13-17	Classroom	11,076	A-13949	Permanent	11	1959	67	2013	13
3	Bldg D- Rm 9-10,18-19	Classroom	5,266	A-14589	Permanent	4	1959	67	1991	35
4	ESS Classroom	ESS Classroom	1,050	04-123451	Modular	1	2024	2	2024	2
5	Kindergarten (K1)	Kinder Classroom	1,412	A-13949	Permanent	2	1959	67	2000	26
5	Kindergarten (K2)	Kinder Classroom	1,412	A-14589	Permanent	2	1959	67	2000	26
6	Kitchen/Café Bldg 300	Kitchen/Café	1,371	A-20771	Permanent	0	1959	67	2021	5
7	MPR/S-Classrooms	MPR	11,835	A-20771	Permanent	0	1959	67	2000	26
8	P1	Classroom	960	Unknown	Portable	1	1986	40	1986	40
9	P6	Speech/SPED	480	Unknown	Portable	0	1977	49	1977	49
10	P5	Classroom	960	04-101268	Portable	1	1998	28	1998	28
11	P4	Classroom	960	04-100069	Portable	1	1998	28	1998	28
12	P3	Classroom	960	Unknown	Portable	1	1998	28	1998	28
13	P15	ESS Classroom	1,440	Unknown	Portable	1	1990	36	1990	36

Lakeside Farms Elementary

Lakeside Farms Elementary Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
14	P2	Classroom	960	04-100069	Portable	1	1998	28	2021	5
15	P7	Classroom	960	Unknown	Portable	1	1988	38	1988	38
16	P8	Classroom	960	A-54177	Portable	1	1990	36	2021	5
17	P9	Classroom	960	Unknown	Portable	1	2010	16	2010	16
18	P10	Library	960	04-105203	Portable	1	2004	22	2004	22
19	P11	Classroom	960	04-105203	Portable	1	2004	22	2004	22
20	P12	Classroom	960	04-102178	Portable	1	2001	25	2001	25
21	P13	Classroom	960	A-54177	Portable	1	1990	36	1990	36
22	P14	Classroom	960	A-54177	Portable	1	1990	36	1990	36
23	RR P16 Building	RR Building	480	04-117661	Portable	0	2018	8	2018	8
Total Sq Ft			50,786	Total Classrooms		34	Average Age		37	
Standalone Gym			No	MPR/Cafeteria		Yes	Library		Yes	

Capacity, Utilization & Enrollment Projections

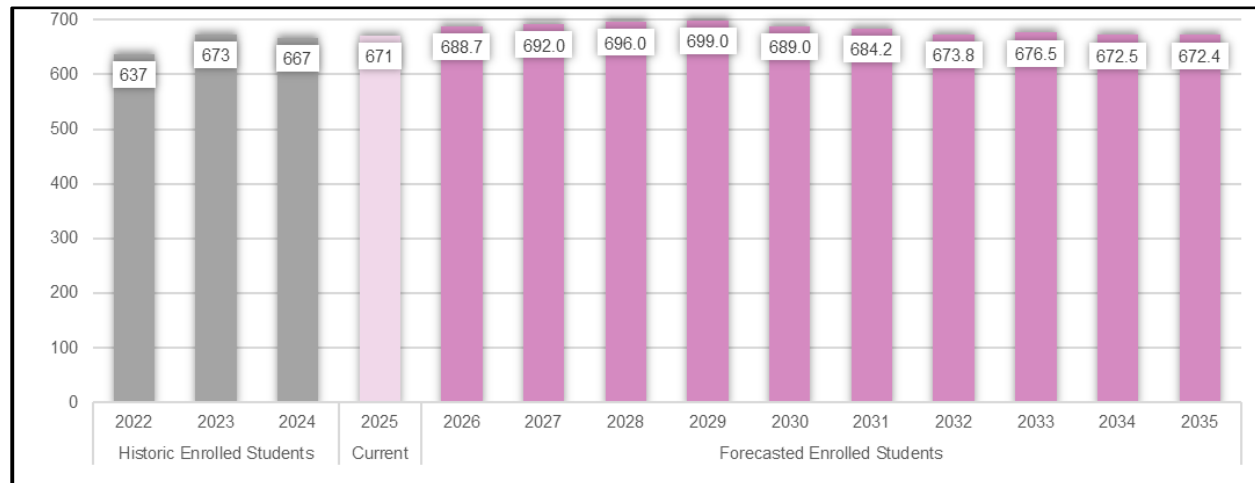
Lakeside Farms ES currently serves 671 students, compared to a target capacity of 735 students and a maximum capacity of 774 students. Based on current enrollment, the campus is operating at 91.26% utilization, which indicates the school is functioning within its target capacity range while maintaining some available capacity for future enrollment growth.

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
Lakeside Farms ES	671	774	735	91.26%

Lakeside Farms Elementary School's TK–5 enrollment has remained relatively stable in recent years, increasing from 637 students in 2022 to 673 students in 2023, before slightly declining to 667 students in 2024. Current enrollment is 671 students in 2025. The forecast projects modest near-term growth, with enrollment increasing to approximately 689 students in 2026 and reaching a projected high of approximately 699 students in 2029. After 2029, enrollment is projected to gradually decline and stabilize, remaining in the range of approximately 672 to 689 students through 2035. Overall, the forecast indicates that Lakeside Farms is expected to experience limited enrollment fluctuation over the planning period, with enrollment generally remaining near current levels.

Lakeside Farms Elementary

Lakeside Farms ES														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	0	70	78	68	72.4	79.5	76.7	76.2	77.4	76.7	76.8	76.8	76.8	76.8
K	135	99	101	109	118.8	106.5	118.0	113.2	112.1	114.1	113.1	113.1	113.5	113.2
1	113	95	92	102	98.1	108.0	95.7	104.4	99.6	98.7	100.4	99.5	99.5	99.8
2	106	110	104	89	103.0	101.0	109.1	95.4	103.4	98.6	97.7	99.4	98.6	98.6
3	83	106	109	102	91.3	106.4	103.2	109.8	95.4	103.4	98.6	97.7	99.4	98.6
4	94	91	97	107	100.0	91.1	103.9	99.7	105.4	91.6	99.3	94.7	93.8	95.4
5	106	102	86	94	105.1	99.5	89.4	100.3	95.7	101.1	87.9	95.3	90.9	90.0
TK-5	637	673	667	671	688.7	692.0	696.0	699.0	689.0	684.2	673.8	676.5	672.5	672.4
Capacity	Historic Capacity				Forecasted Capacity									



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition (Score: 85.39%)

The building condition assessment identifies several areas where components show wear, age, or functional concern.

- Wood rot present at upper fascia of main classroom building and portions of portable exteriors; site-wide repainting needed within 1–3 years; peeling paint observed on ADA handrails.
- Original windows in rooms K1 and K2 are at end of life with deteriorated glazing putty.

Lakeside Farms Elementary

- Some exterior doors show localized paint damage requiring repainting.
- MPR ceiling tiles are deteriorating with visible damage and staining from past moisture intrusion.
- Restroom partitions are soiled and lightly damaged, requiring refinishing.
- Main electrical service includes a mix of older and newer panels.
- Outdoor drinking fountains are in poor condition; existing bottle filling stations require cleaning and finish repair.
- Asphalt walkways have uneven slopes and stage lacks wheelchair lift access.
- Recent ADA improvements include new library ramp and accessible path to playground; however, some asphalt walkways still have uneven slopes and there is no wheelchair lift to the stage.

Educational Suitability (Score: 76.35%)

Educational suitability findings highlight several spaces that are undersized, lack appropriate storage, or have functional limitations affecting instructional delivery.

- Not all Kindergarten and TK classrooms include in-class restrooms; facilities are located adjacent to classrooms.
- Music program lacks dedicated storage space and is conducted in the MPR. Science and art instruction occur within general classrooms; no dedicated specialty spaces.
- No indoor physical education facilities; program relies on outdoor playground areas.
- Media center is located in a portable classroom and is undersized for enrollment.
- Student restrooms require modernization.
- Cafeteria consists of an outdoor covered area with no enclosed dining space.
- Food service area has been upgraded but remains undersized for enrollment.
- Administration building and clinic were newly constructed in 2020, improving core campus facilities.
- Counseling space is located in older administrative offices.

Lakeside Farms Elementary

Grounds (Score: 87.99%)

Conditions affecting outdoor spaces are generally good, with some isolated issues present.

- Play courts are heavily cracked and deteriorated, with previous repairs failing.
- Irrigation system utilizes aging controls with partially exposed components and outdated wiring.
- Parking and circulation areas were upgraded in 2020, improving site access and organization.

Technology Readiness (Score: 95.00%)

Most Technology readiness evaluated elements received **Good** ratings with full points, except:

- Campus voice communication system lacks direct connectivity, resulting in approximately 30-second delay for all-call announcements.
- Emergency communication relies on staff use of walkie-talkies due to system limitations.

Lakeside Farms Elementary

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Health & Safety	ADA Accessibility Improvements	Correct uneven walkways, improve accessible paths, and provide ADA-compliant access to stage areas	Priority 1
Health & Safety	Emergency Communication System Upgrade	Implement direct-connect campus-wide communication system to eliminate delays in emergency notifications	Priority 1
Building Systems	Exterior Envelope Repairs & Painting	Repair wood rot at fascia and portables, address peeling paint, and complete campus-wide repainting	Priority 2
Building Systems	Window Replacement	Replace original, end-of-life classroom windows with new energy-efficient systems (Kindergarten)	Priority 2
Building Systems	Plumbing Fixture Upgrades	Replace deteriorated drinking fountains with bottle filling stations and refurbish existing units	Priority 2
Building Systems	Interior Systems & Finishes Repairs	Repair MPR ceiling systems, refinish stage flooring, and restore restroom partitions	Priority 2
Building Systems	Electrical Service Panel Review	Assess mixed-age electrical service panels and plan phased replacement or upgrades where needed.	Priority 2
Modernization	Cafeteria & Food Service Expansion	Provide enclosed dining space and expand food service capacity to meet enrollment needs	Priority 2

Lakeside Farms Elementary

Project Prioritization Matrix - Continued

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Modernization	Student Restroom Modernization	Upgrade existing student restrooms in 200 building to meet current standards and improve functionality	Priority 2
Site & Infrastructure	Play Court Reconstruction	Reconstruct deteriorated play courts to restore safe and functional use	Priority 2
Educational Adequacy Improvements	Classroom & Program Space Enhancements	Provide dedicated spaces for science, art, and music, including appropriate storage	Priority 3
Educational Adequacy Improvements	Kindergarten/TK Classroom Improvements	Add in-class restrooms to support early learning program needs, if possible.	Priority 3
New Construction	Media Center Replacement	Replace portable media center with a permanent, appropriately sized facility	Priority 3
Site & Infrastructure	Irrigation System Improvements	Upgrade irrigation controls and infrastructure to improve reliability and safety	Priority 3
Educational Adequacy Improvements	Counseling & Support Space Upgrades	Modernize and relocate counseling spaces to appropriately designed facilities	Priority 4

Lakeside Farms Elementary

Site Budgetary Costs

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY		\$ 600,000.00				
Priority 1	Replacement VoIP/ emergency system	Allowance	1	\$ 400,000.00	\$ 400,000.00	
Priority 1	ADA Improvements	Allowance	1	\$ 200,000.00	\$ 200,000.00	
MODERNIZATION		\$ 4,480,000.00				
Priority 2	Modernize MPR	SF	5,640	\$ 500.00	\$ 2,820,000.00	
Priority 2	Modenrize Kitchen	SF	2,020	\$ 500.00	\$ 1,010,000.00	
Priority 2	Modernization Bldg 200 restrooms	Allowance	1	\$ 650,000.00	\$ 650,000.00	
BUILDING SYSTEMS		\$ 1,153,426.50				
Priority 2	Electrical replacement-Specific Bldgs	SF	32,374	\$ 27.00	\$ 874,098.00	
Priority 2	Window replacement- Kindergarten	SF	2,826	\$ 33.00	\$ 93,258.00	
Priority 2	Water bottle refilling stations	EA	4	\$ 4,500.00	\$ 18,000.00	
Priority 2	Exterior repairs and painting	SF	37,349	\$ 4.50	\$ 168,070.50	
EDUCATIONAL ADEQUACY IMPROVEMENTS		\$ 687,500.00				
Priority 3	STEAM Room Improvements	SF	1,500	\$ 400.00	\$ 600,000.00	
Priority 4	Administration updates - (Counseling Support) - Old Admin Bldg	SF	500	\$ 175.00	\$ 87,500.00	
SITE AND INFRASTRUCTURE IMPROVEMENTS		\$ 781,600.00				
Priority 2	Asphalt playcourt replacement	SF	41,200	\$ 18.00	\$ 741,600.00	
Priority 3	Irrigation improvements	Allowance	1	\$ 40,000.00	\$ 40,000.00	
NEW CONSTRUCTION		\$ 600,000.00				
Priority 3	New Media Center - (Modular bldg)	SF	2,000	\$ 200.00	\$ 400,000.00	
Priority 3	Allowance for site/design/DSA	Allowance	1	\$ 200,000.00	\$ 200,000.00	
SUBTOTAL		\$ 8,302,526.50				
PROJECT SOFT COSTS (30%)		\$ 2,490,757.95				
TOTAL ESTIMATED PROJECT COST		\$ 10,793,284.45				
COST ESCALATION- YEAR 1 (5%)		\$ 11,332,948.67				
COST ESCALATION- YEAR 2 (5%)		\$ 11,899,596.11				
COST ESCALATION- YEAR 3 (5%)		\$ 12,494,575.91				
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.						

Lakeview Elementary



Address:
9205 Lakeview Rd.
Lakeside, Ca 92040

Grades: TK - 5th

Year Constructed: 1958

Enrollment (2025-26): 653

Design Capacity: 760

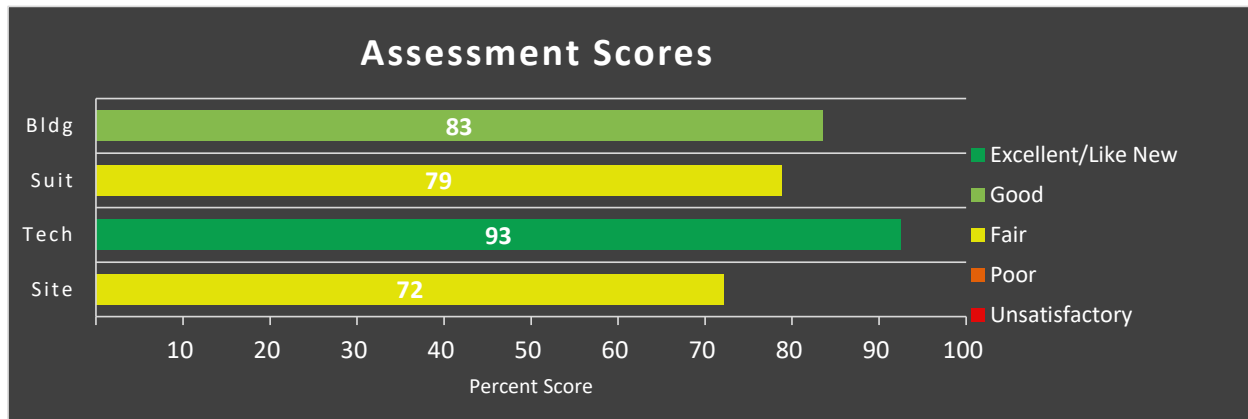
Target Capacity: 722

Total Sq. Ft.: 45,539

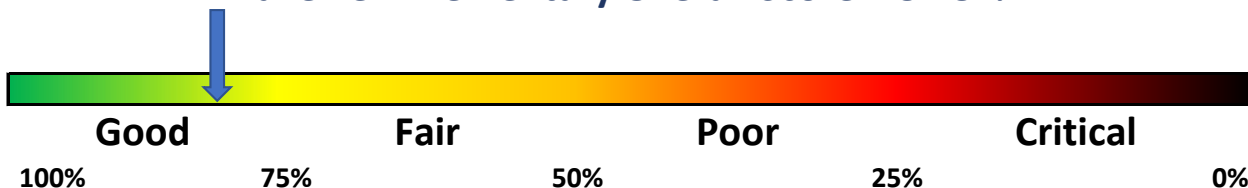
Site Acreage: 9.25

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**



Lakeview Elementary Overall Score = 81.84%



Lakeview Elementary

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



Lakeview Elementary Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Administration	Administration	3,060	04-111182	Permanent	0	2010	16	2010	16
2	MPR/Kitchen	MPR/Kitchen	8,190	04-111182	Permanent	0	2010	16	2024	2
3	Bldg 1-Rm 1-6	Classroom	5,923	A-18135	Permanent	6	1958	68	2000	26
4	Bldg 2- Rm 7-12, Library	Classroom	7,926	A-18135	Permanent	6	1958	68	2000	26
5	Bldg 3- RM 13,15,17	Classroom	2,880	A-46395	Permanent	3	1985	41	2000	26
6	Bldg 4- Rm 16,18	Classroom	1,920	A-48773	Permanent	2	1987	39	2000	26
7	Bldg 4- Rm 19,21	Classroom	1,920	A-48773	Permanent	2	1987	39	1987	39
8	Bldg 4- Rm 20,22	Classroom	1,920	A-48773	Permanent	2	1987	39	1987	39
9	ESS Classroom	ESS Classroom	1,000	04-123480	Permanent	1	2024	2	2024	2

Lakeview Elementary

Lakeview Elementary Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
11	K1	Kinder Classroom	1,200	A-40793	Portable	1	1977	49	1977	49
12	K2	Kinder Classroom	960	04-101374	Portable	1	1999	27	2012	14
13	K3	Kinder Classroom	960	04-101374	Portable	1	1999	27	2012	14
14	K4	Kinder Classroom	960	04-101374	Portable	1	1999	27	2012	14
15	P1	Classroom	960	04-100069	Portable	1	1998	28	1998	28
16	P2	Classroom	960	04-100069	Portable	1	1998	28	1998	28
17	P3	Classroom	960	04-100069	Portable	1	1998	28	1998	28
18	P4	Classroom	960	04-100069	Portable	1	1998	28	1998	28
19	P5	Classroom	960	A-50802	Portable	1	1998	28	1998	28
20	P6	Classroom	960	A-50497	Portable	1	1998	28	1998	28
21	P7	Classroom	960	04-100069	Portable	1	1998	28	1998	28
Total Sq Ft			45,539	Total Classrooms		33	Average Age	33		
Standalone Gym			No	MPR/Cafeteria		Yes	Library	Yes		

Capacity, Utilization & Enrollment Projections

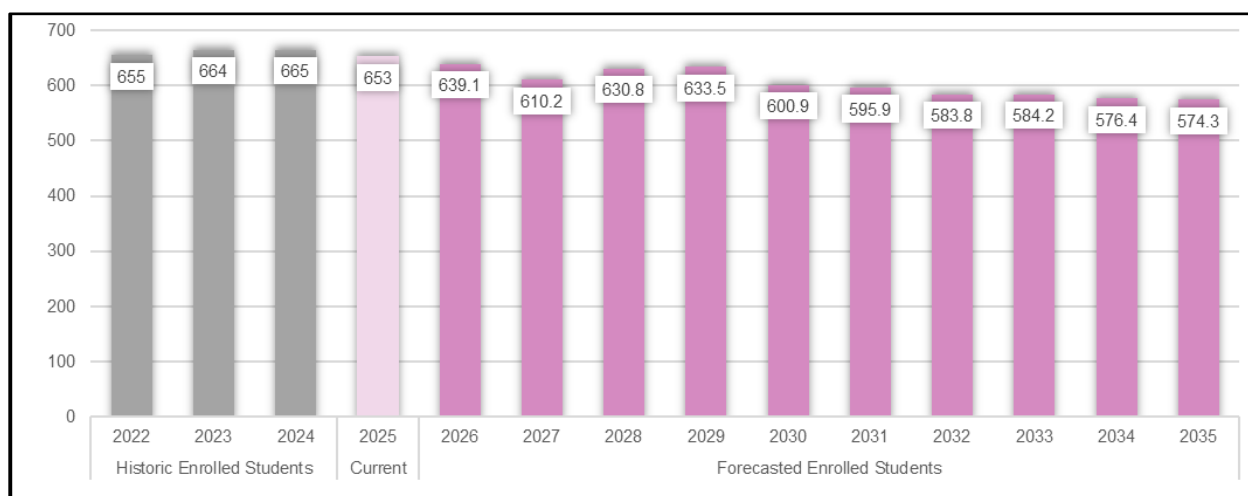
Lakeview Elementary School currently serves 653 students within a maximum capacity of 760 and a target capacity of 722, resulting in a current utilization rate of 90.44%. This indicates that Lakeview is operating within its target capacity range while maintaining some remaining flexibility for programmatic needs, enrollment fluctuation, and classroom scheduling. Although the campus is not currently over capacity, its utilization level suggests that future enrollment trends should continue to be monitored to ensure the site can accommodate student needs without creating operational constraints.

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
Lakeview ES	653	760	722	90.44%

Lakeside Elementary School's TK-5 enrollment has remained relatively stable in recent years, increasing slightly from 655 students in 2022 to 664 students in 2023 and 665 students in 2024. Current enrollment is 653 students in 2025. The forecast projects a gradual decline over the planning period, decreasing to approximately 639 students in 2026, 610 students in 2027, and 601 students by 2030. Enrollment is then projected to continue declining modestly, reaching approximately 574 students by 2035. Overall, the forecast indicates that Lakeside Elementary is expected to experience a steady long-term enrollment decline while remaining within a relatively moderate range compared with recent historic enrollment levels.

Lakeview Elementary

Lakeview ES														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	0	39	46	57	44.2	47.6	46.3	46.0	46.6	46.3	46.4	46.4	46.4	46.4
K	126	94	100	81	86.4	76.9	88.5	87.0	85.7	86.7	86.0	86.0	86.2	86.1
1	124	99	93	103	75.3	81.9	75.4	85.8	81.9	79.7	80.7	80.0	80.0	80.2
2	91	125	96	92	107.1	80.1	89.5	82.2	90.3	85.1	82.9	83.9	83.2	83.2
3	114	100	122	93	98.4	116.6	90.1	99.7	89.1	96.6	91.1	88.7	89.8	89.0
4	90	112	95	126	96.7	104.8	125.9	97.6	104.8	92.6	100.4	94.7	92.3	93.4
5	110	95	113	101	131.0	102.3	115.1	135.2	102.5	108.9	96.3	104.5	98.5	96.0
TK-5	655	664	665	653	639.1	610.2	630.8	633.5	600.9	595.9	583.8	584.2	576.4	574.3



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition (Score: 83.48%)

The building condition assessment identifies areas where components show wear, age, or functional concern.

- Original windows in rooms 1–12 are deteriorated, with failing putty and difficult operation.
- Exterior doors show fading and peeling paint; refinishing is needed.

Lakeview Elementary

- Interior classroom carpet is approaching the end of its life cycle.
- Wood ramps at portable buildings require repair and refinishing.
- Original casework in select classrooms is deteriorated and requires refinishing and hardware replacement.

Educational Suitability (Score: 78.76%)

Educational suitability findings highlight spaces that are undersized, lack appropriate storage, or have functional limitations affecting instructional delivery.

- Not all Kindergarten classrooms include in-class restrooms.
- Science and art programs are conducted within general classrooms; no dedicated specialty spaces.
- Music program is delivered in a single shared classroom with rotating use.
- Multipurpose room is undersized for physical education use.
- Campus lacks sufficient parking capacity.
- Wayfinding and signage are limited across the campus.
- Instructional resource rooms include two designated push-in/push-out classrooms supporting program delivery

Grounds (Score: 72.17%)

Conditions affecting outdoor spaces highlight wear, aging infrastructure, or local deficiencies.

- Parking lots and driveways show significant cracking, spalling, and failed prior repairs.
- Play courts exhibit failing crack repairs and potential drainage issues.
- Basketball goals are aging and could require replacement.

All other grounds elements—sidewalks, lawns, irrigation, water/waste systems—are rated Good or better and do not reflect deficiencies.

Technology Readiness (Score: 92.50%)

Most Technology readiness evaluated elements received **Good** ratings with full points, except:

- Emergency communication systems experience delays; staff rely on walkie-talkies for timely response.
- Classroom audio systems are unreliable and do not consistently function as intended

Lakeview Elementary

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Health & Safety	Emergency Communication System Upgrade	Upgrade campus-wide communication system to eliminate delays and provide reliable emergency notification capability	Priority 1
Building Systems	Exterior Envelope Repairs & Painting	Repair fascia and eaves, address peeling paint, and complete campus-wide exterior repainting	Priority 2
Building Systems	Window Replacement	Replace original classroom windows with new operable, energy-efficient systems	Priority 2
Building Systems	Portable & Ramp Repairs	Repair and refinish wood ramps and improve portable-related infrastructure	Priority 2
Modernization	Interior Finishes & Casework Renewal	Replace aging carpet, refinish or replace deteriorated casework, and address interior wear	Priority 2
Site & Infrastructure	Parking Lot & Driveway Reconstruction	Reconstruct deteriorated parking lots and driveways with failed crack repairs and surface damage	Priority 2
Site & Infrastructure	Play Court Rehabilitation	Repair or reconstruct play courts and address potential drainage issues impacting surfaces	Priority 2
Educational Adequacy Improvements	Classroom & Program Space Enhancements	Provide dedicated spaces for science and art and improve functionality of shared program areas including music	Priority 3

Lakeview Elementary

Project Prioritization Matrix - Continued

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
New Construction	Kindergarten Classroom Improvements	Replace inadequate portable kindergarten classrooms (960 sf) with Title 5 compliant classrooms to include restroom facilities	Priority 3
Site & Infrastructure	Wayfinding & Signage Improvements	Install comprehensive campus signage and wayfinding systems	Priority 3
Site & Infrastructure	Playground Equipment Renewal	Replace aging basketball goals and improve playground equipment functionality	Priority 4

Lakeview Elementary

Site Budgetary Costs

PRIORITY		SUMMARY OF IMPROVEMENTS		PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY				\$ 400,000.00			
Priority 1	Replacement VoIP/ emergency system			Allowance	1	\$ 400,000.00	\$ 400,000.00
MODERNIZATION				\$ 6,842,025.00			
Priority 2	Classroom modernization			SF	30,409	\$ 225.00	\$ 6,842,025.00
BUILDING SYSTEMS				\$ 747,596.50			
Priority 2	Window replacement- Classrooms 1-12			SF	13,849	\$ 33.00	\$ 457,017.00
Priority 2	Repair and paint wood portable ramps			EA	6	\$ 15,000.00	\$ 90,000.00
Priority 2	Exterior repairs and painting (incl. doors)			SF	36,469	\$ 5.50	\$ 200,579.50
EDUCATIONAL ADEQUACY IMPROVEMENTS				\$ 600,000.00			
Priority 3	STEAM Room Improvements			SF	1,500	\$ 400.00	\$ 600,000.00
SITE AND INFRASTRUCTURE IMPROVEMENTS				\$ 1,593,352.00			
Priority 2	Asphalt parking replacement			SF	39,514	\$ 18.00	\$ 711,252.00
Priority 2	Asphalt playcourt replacement w/ drainage improvements			SF	21,484	\$ 25.00	\$ 537,100.00
Priority 3	Signage and wayfinding improvements			Allowance	1	\$ 45,000.00	\$ 45,000.00
Priority 4	Playground equipment replacement			Allowance	1	\$ 300,000.00	\$ 300,000.00
NEW CONSTRUCTION				\$ 1,410,000.00			
Priority 3	Replace Portables with Modulares (K2-K-4)			SF	4,320	\$ 200.00	\$ 864,000.00
Priority 3	Allowance site work, design, DSA			Allowance		\$ 546,000.00	\$ 546,000.00
SUBTOTAL				\$ 11,592,973.50			
PROJECT SOFT COSTS (30%)				\$ 3,477,892.05			
TOTAL ESTIMATED PROJECT COST				\$ 15,070,865.55			
COST ESCALATION- YEAR 1 (5%)				\$ 15,824,408.83			
COST ESCALATION- YEAR 2 (5%)				\$ 16,615,629.27			
COST ESCALATION- YEAR 3 (5%)				\$ 17,446,410.73			
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.							

Lemon Crest Elementary



Address:
12463 Lemon Crest Dr..
Lakeside, Ca 92040

Grades: TK - 5th

Year Constructed: 1989

Enrollment (2025-26): 434

Design Capacity: 578

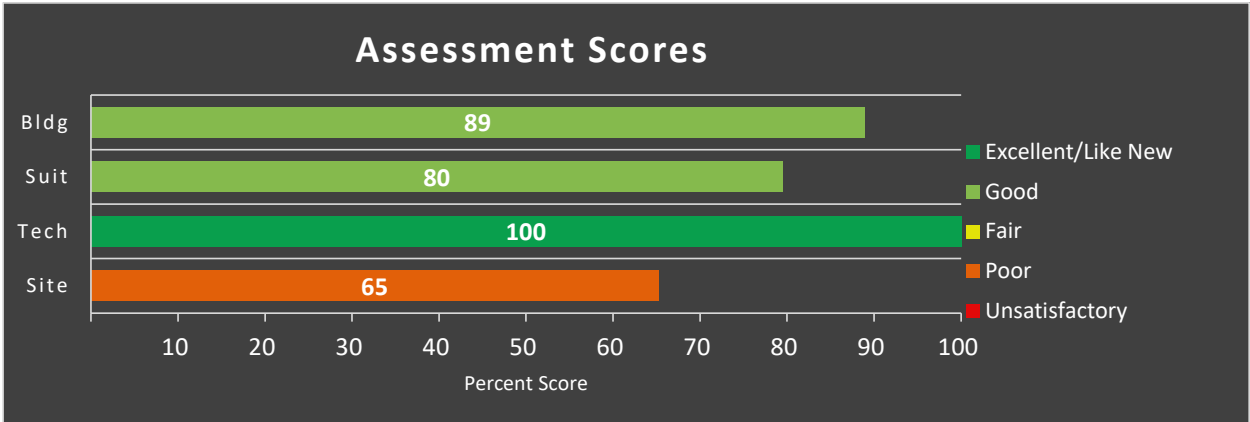
Target Capacity: 549

Total Sq. Ft.: 42,349

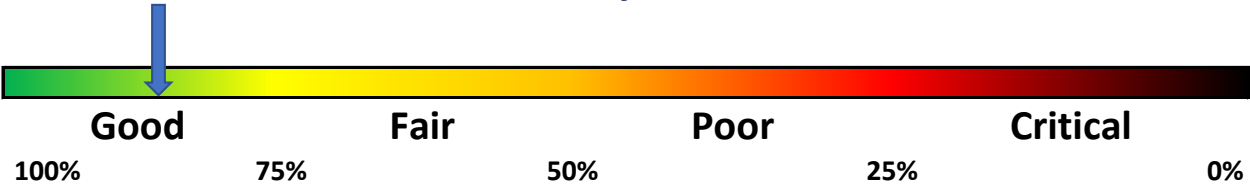
Site Acreage: 12.4

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**



Lemon Crest Elementary Overall Score = 84.82%



Building Inventory Reference Map and Details



Lemon Crest Elementary

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



Lemon Crest Elementary Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Administration	Administration	2,372	A-51157	Permanent	0	1989	37	1989	37
2	K1-K2	Kinder Classroom	2,800	A-51157	Permanent	2	1989	37	1989	37
3	Staff Lounge	Staff Lounge	960	A-51157	Permanent	0	1989	37	1989	37
4	Multipurpose	MPR	5,521	A-51157	Permanent	0	1989	37	2012	14
5	Kitchen/Café	Kitchen/Café	960	A-51157	Permanent	0	1989	37	2026	0
6	Library	Library	2,400	A-51157	Permanent	0	1989	37	2012	14
7	RM 1-2	Classroom	1,600	A-51157	Permanent	2	1989	37	1989	37
8	RM 3	Classroom	800	A-51157	Permanent	1	1989	37	1989	37
9	RM 4-5	Classroom	1,600	A-51157	Permanent	2	1989	37	1989	37
10	RM 6	Classroom	800	A-51157	Permanent	1	1989	37	1989	37
11	RM 7-8	Classroom	1,600	A-51157	Permanent	2	1989	37	1989	37
12	RM 9	Classroom	800	A-51157	Permanent	1	1989	37	1989	37
13	RM 10-RSP-Speech	Classroom-Resource	1,920	A-51157	Permanent	1	1989	37	1989	37
14	RM 11	Classroom	960	A-51157	Permanent	1	1989	37	1989	37
15	RM 12-13	Classroom	1,920	A-51157	Permanent	2	1989	37	1989	37
16	RM 14	Classroom	800	A-51157	Permanent	1	1989	37	1989	37

Lemon Crest Elementary

Lemon Crest Elementary Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
17	RM 15	Classroom	800	A-51157	Permanent	1	1989	37	1989	37
18	RM 16-17	Classroom	1,600	A-51157	Permanent	2	1989	37	1989	37
19	RM 18	Classroom	800	A-51157	Permanent	1	1989	37	1989	37
20	RM 19-20	Classroom	1,600	A-51157	Permanent	2	1989	37	2026	0
21	P21	Classroom	960	04-100047	Portable	1	1999	27	1999	27
22	P22	Classroom	960	04-100047	Portable	1	1999	27	1999	27
23	P23	Classroom	960	04-100047	Portable	1	1999	27	1999	27
24	P24	Classroom	960	04-100047	Portable	1	1999	27	1999	27
25	P25	Classroom	960	Unknown	Portable	1	1999	27	1999	27
26	P26	Classroom	960	Unknown	Portable	1	1999	27	1999	27
27	P27	Classroom	960	A-54177	Portable	1	1990	36	1990	36
28	P28	Classroom	960	A-54177	Portable	1	1990	36	1990	36
29	ESS Classroom	ESS Classroom	1,440	04-125291	Modular	1	2026	0	2026	0
30	RR Building	RR Building	1,008	A-51157	Permanent	0	1989	37	1989	37
31	RR Building	RR Building	1,008	A-51157	Permanent	0	1989	37	1989	37
Total Sq Ft			43,749	Total Classrooms		31	Average Age	34		
Standalone Gym			No	MPR/Cafeteria		Yes	Library	Yes		

Capacity, Utilization & Enrollment Projections

Lemon Crest Elementary School is currently operating at 79.04% utilization, indicating that the campus has available capacity when compared with its target capacity. This utilization level suggests that the school is not currently experiencing capacity pressure and retains flexibility to accommodate enrollment fluctuations, program needs, and potential future adjustments. When considered alongside the enrollment forecast, Lemon Crest is expected to maintain sufficient capacity throughout the planning period as enrollment is projected to decline and then stabilize below current levels.

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
Lemon Crest ES	434	578	549	79.04%

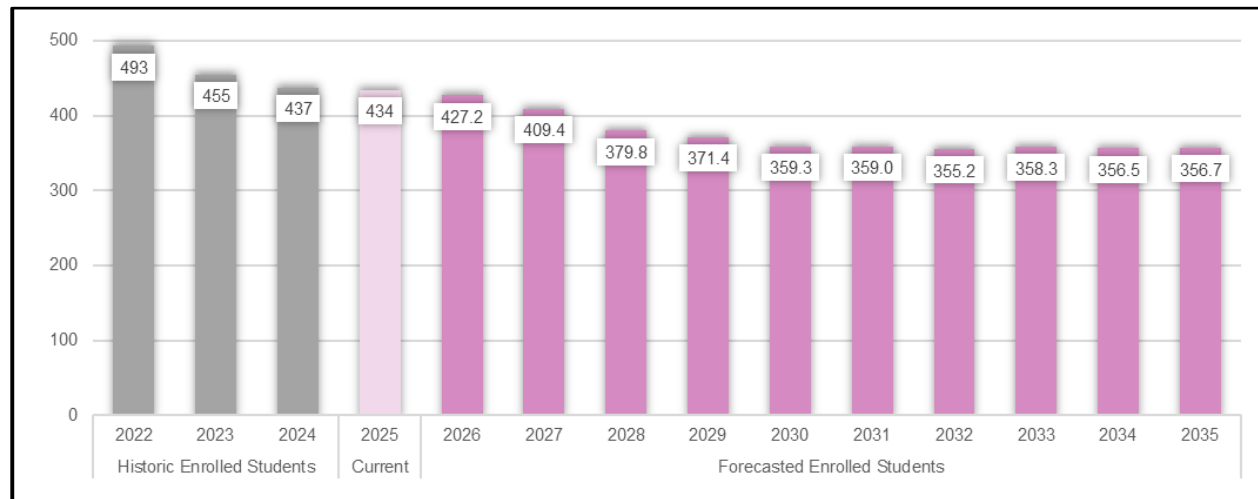
Lemon Crest Elementary School's TK–5 enrollment has declined in recent years, decreasing from 493 students in 2022 to 455 students in 2023 and 437 students in 2024. Current enrollment is 434 students in 2025. The forecast projects continued gradual decline over the next several years, with enrollment decreasing to approximately 427 students in 2026, 410 students in 2027, and 359 students by 2030. After 2030, enrollment is projected to stabilize, remaining in the mid-350 student range through 2035. Overall, the forecast indicates that Lemon Crest is expected to experience a long-term decline from current enrollment levels, followed by a period of relative



Lemon Crest Elementary

stability.

Lemon Crest ES														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	0	23	26	41	48.1	56.4	53.1	52.5	54.0	53.2	53.3	53.3	53.3	53.3
K	114	66	56	61	65.1	56.7	62.9	60.4	60.0	61.1	60.5	60.5	60.7	60.6
1	72	71	62	64	50.6	54.0	47.0	52.2	50.1	49.8	50.7	50.2	50.2	50.4
2	68	74	74	57	62.7	49.6	52.9	46.1	51.2	49.1	48.8	49.7	49.2	49.2
3	80	72	74	79	57.0	62.7	49.6	52.9	46.1	51.2	49.1	48.8	49.7	49.2
4	81	74	71	68	75.0	54.2	59.6	47.1	50.3	43.8	48.6	46.7	46.3	47.2
5	78	75	74	64	68.7	75.8	54.7	60.2	47.6	50.8	44.2	49.1	47.1	46.8
TK-5	493	455	437	434	427.2	409.4	379.8	371.4	359.3	359.0	355.2	358.3	356.5	356.7



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition (Score: 88.89%)

The building condition assessment indicates the campus is generally in good condition, with targeted needs related to selected flooring areas, exterior door finishes, portable ramps, and fire alarm replacement.

- Exterior doors have some interior paint damage and exterior fading where doors face full sun.

Lemon Crest Elementary

- Most flooring shows some wear but is generally good; VCT needs strip/wax maintenance, and newer carpet needs deep cleaning.
- Flooring in P25, P26, Kindergarten, and additional classrooms has extensive carpet and VCT wear and is at the end of its life cycle.
- The MPR has some flooring damage where the movable stage typically sits, but is otherwise in good condition.
- Wood portable ramps need sanding and refinishing.
- The fire alarm system is due for replacement.

Educational Suitability (Score: 79.51%)

Educational suitability findings highlight spaces that are undersized, lack appropriate storage, or have functional limitations affecting instructional delivery.

- Kindergarten classrooms (3) do not include in-class restrooms.
- Science and art programs are conducted within general classrooms (push-in model).
- Music program lacks dedicated facilities. Performing arts is provided through an after-school program.
- Media center is undersized for enrollment.
- Counseling services operate within a standard classroom space.

Grounds (Score: 65.22%)

Conditions affecting outdoor spaces have some significant issues present.

- Parking lots and driveways are significantly deteriorating with cracking, spalling, and potholes.
- Play courts have large cracks and surface damage.
- Steel fencing shows peeling paint and requires refinishing.
- Playground surfacing is unsatisfactory, with rubberized surfacing deteriorating and past repairs failing.

All other grounds elements, such as sidewalks, lawns, irrigation, water/waste systems, are rated Good or better and do not reflect deficiencies.

Technology Readiness (Score: 100.00%)

The technology readiness assessment indicates strong technology infrastructure, with all assessed categories rated good.

Lemon Crest Elementary

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Health & Safety	Fire Alarm System Replacement	Replace outdated fire alarm system to ensure reliable life-safety performance and code compliance	Priority 1
Modernization	Classroom Modernization - Permanent Classrooms	Replace worn flooring, repaint interior walls, and replace deteriorated ceiling systems	Priority 2
Site & Infrastructure	Parking Lot & Driveway Reconstruction	Reconstruct deteriorated parking lots and driveways to address cracking, spalling, and potholes	Priority 2
Site & Infrastructure	Play Court Rehabilitation	Repair and resurface damaged play courts to restore safe and functional use	Priority 2
Building Systems	Portable Ramp Repairs	Sand, refinish, and repair wood ramps serving portable classrooms	Priority 3
Educational Adequacy Improvements	Classroom & Program Space Enhancements	Provide dedicated spaces for science, art, and music programs to reduce reliance on push-in instruction	Priority 3
Educational Adequacy Improvements	Media Center Expansion	Expand or reconfigure media center to better support enrollment and program use	Priority 3

Lemon Crest Elementary

Project Prioritization Matrix - Continued

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Site & Infrastructure	Fencing Improvements	Repaint and refinish existing fencing to address peeling paint and extend service life	Priority 3
Educational Adequacy Improvements	Counseling Space Improvements	Provide a dedicated counseling space to replace use of standard classroom	Priority 4



Lemon Crest Elementary

Site Budgetary Costs

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY		\$ 159,140.00				
Priority 1	Fire alarm replacement	SF	31,828	\$ 5.00	\$ 159,140.00	
MODERNIZATION		\$ 4,899,600.00				
Priority 2	Classroom modernization	SF	21,776	\$ 225.00	\$ 4,899,600.00	
BUILDING SYSTEMS		\$ 241,870.50				
Priority 2	Exterior repairs and painting	SF	43,749	\$ 4.50	\$ 196,870.50	
Priority 3	Repair and paint portable ramps	EA	3	\$ 15,000.00	\$ 45,000.00	
EDUCATIONAL ADEQUACY IMPROVEMENTS		\$ 1,260,000.00				
Priority 3	STEAM Room Improvements	SF	1,500	\$ 400.00	\$ 600,000.00	
Priority 3	Media Center improvements	SF	2,400	\$ 275.00	\$ 660,000.00	
SITE AND INFRASTRUCTURE IMPROVEMENTS		\$ 2,002,120.00				
Priority 2	Asphalt parking replacement	SF	48,074	\$ 18.00	\$ 865,332.00	
Priority 2	Asphalt playcourt replacement-north playground	SF	25,366	\$ 18.00	\$ 456,588.00	
Priority 2	Asphalt playcourt replacement-south playground	SF	23,900	\$ 18.00	\$ 430,200.00	
Priority 3	Steel fence painting	Allowance	1	\$ 250,000.00	\$ 250,000.00	
NEW CONSTRUCTION						
No New Construction items						
SUBTOTAL					\$ 8,562,730.50	
PROJECT SOFT COSTS (30%)					\$ 2,568,819.15	
TOTAL ESTIMATED PROJECT COST					\$ 11,131,549.65	
COST ESCALATION- YEAR 1 (5%)					\$ 11,688,127.13	
COST ESCALATION- YEAR 2 (5%)					\$ 12,272,533.49	
COST ESCALATION- YEAR 3 (5%)					\$ 12,886,160.16	
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.						



Lindo Park Elementary

**Address:**

12824 Lakeshore Dr.
Lakeside, Ca 92040

Grades: TK - 5th

Year Constructed: 1950

Enrollment (2025-26): 422

Design Capacity: 568

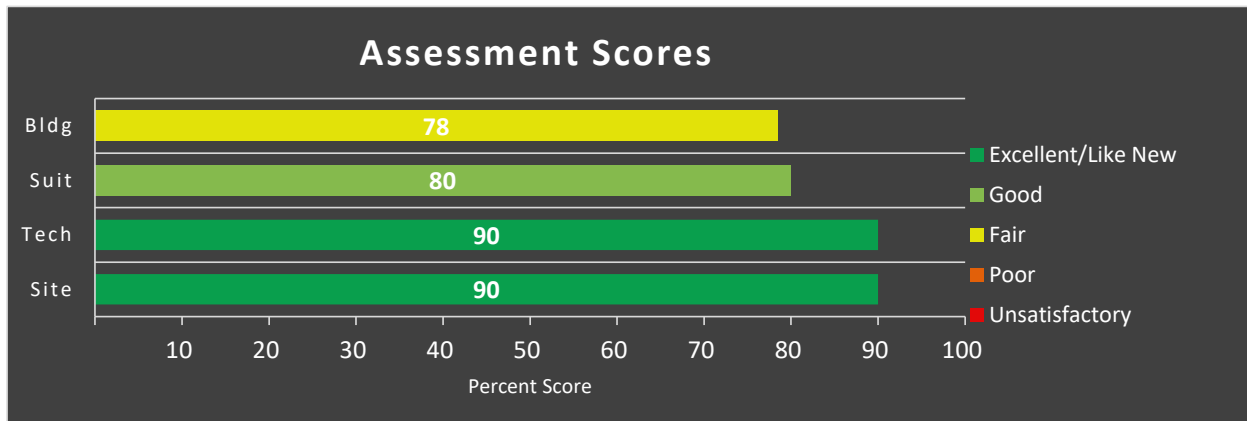
Target Capacity: 549

Total Sq. Ft.:

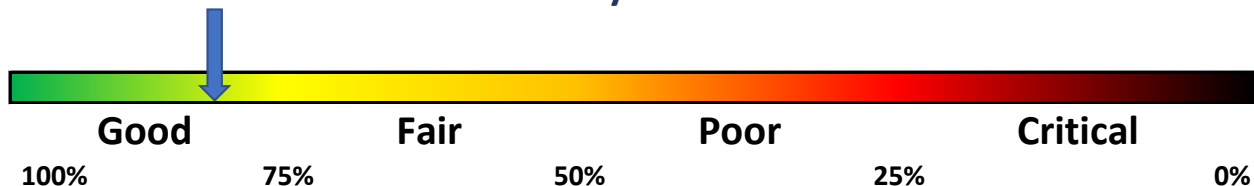
Site Acreage: 11.6

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**



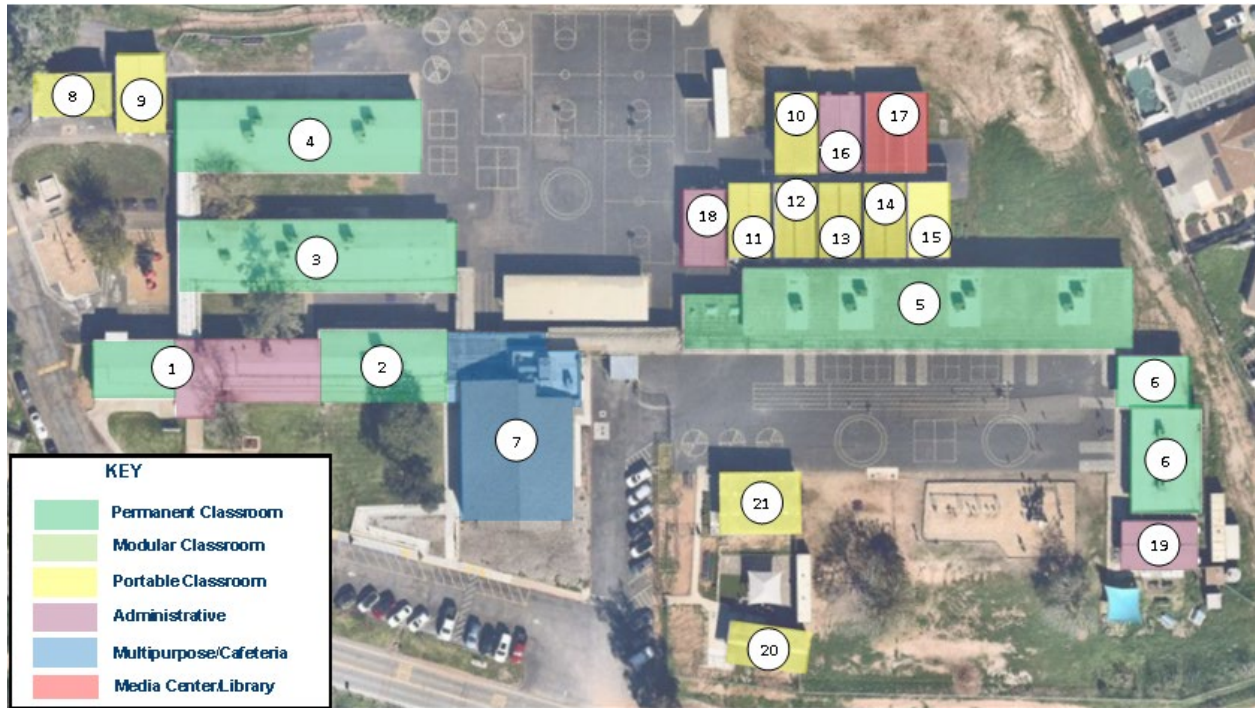
Lindo Park Elementary Overall Score = 81.19%



Lindo Park Elementary

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



Lindo Park Elementary Building Inventory

										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Admin/K-Classroom	Admin/K-Classroom	4,001	A-6120	Permanent	1	1950	76	2013	13
2	Bldg A	Classroom	1,896	A-8821	Permanent	2	1950	76	1991	35
3	Bldg B	Classroom	4,350	A-6120	Permanent	3	1950	76	1991	35
4	Bldg C	Classroom	3,900	A-6120	Permanent	4	1950	76	1991	35
5	Bldg D- RM D1-D7	Classroom	7,380	A-18952	Permanent	7	1950	76	1991	35
6	Bldg D- RM D8-D10	Classroom	2,880	A-46074	Permanent	7	1985	41	1985	41
7	MPR/Kitchen	MPR/Kitchen	5,796	A-8821	Permanent	0	1950	76	2021	5
8	K2	Kinder Classroom	960	04-103498	Portable	1	2001	25	2001	25
9	K3	Kinder Classroom	960	Unknown	Portable	1	1998	28	1998	28
10	E1	Classroom	960	Unknown	Portable	1	1995	31	1995	31
11	E2	Classroom	960	04-100069	Portable	1	1998	28	1998	28
12	E3	Classroom	960	04-100349	Portable	1	1998	28	1998	28
13	E4	Classroom	960	A-66919	Portable	1	1997	29	1997	29
14	E5	Classroom	960	Unknown	Portable	1	1998	28	1998	28
15	E6	Classroom	960	Unknown	Portable	1	1998	28	1998	28

Lindo Park Elementary

Lindo Park Elementary Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
16	E10-Library	Library	1,440	04-103498	Portable	0	2001	25	2001	25
17	E-Parent Room	Other	960	04-100069	Portable	0	1998	28	1998	28
18	Speech/Support	Classroom	960	Unknown	Portable	1	1998	28	1998	28
19	Collab Room	Administration	1,440	Unknown	Portable	0	1985	41	1985	41
20	ESS Classroom	ESS Classroom	1,440	04-100441	Portable	1	1999	27	2014	12
21	TK Classroom	Classroom	1,440	04-101905	Portable	1	2000	26	2000	26
Total Sq Ft			45,563	Total Classrooms		35	Average Age	43		
Standalone Gym			No	MPR/Cafeteria		Yes	Library	Yes		

Capacity, Utilization & Enrollment Projections

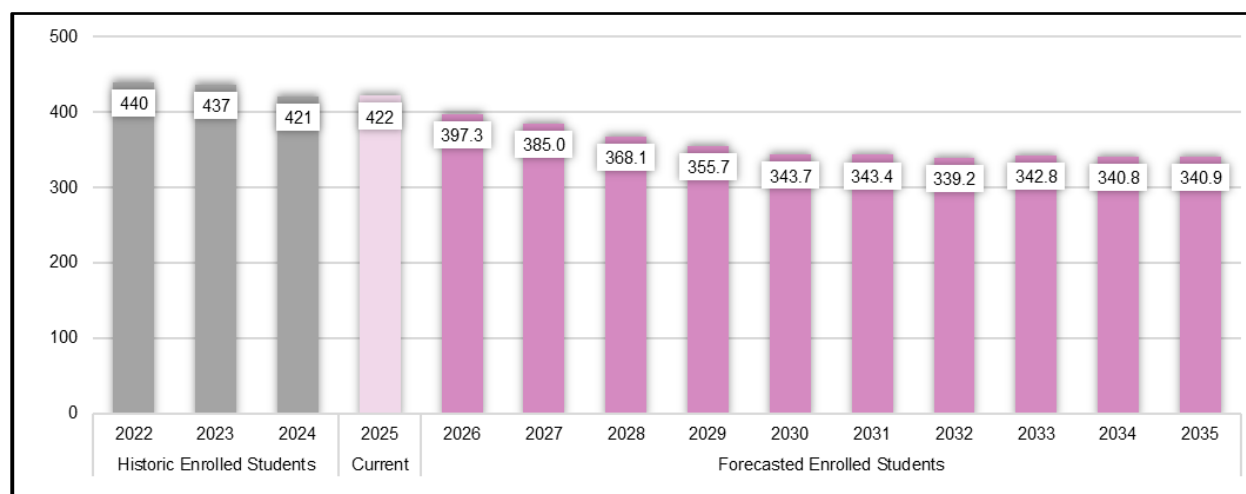
Lindo Park Elementary School is currently operating at 78.21% utilization, indicating that the campus has available capacity when compared with its target capacity. This utilization level suggests the school is not currently experiencing capacity pressure and has flexibility to accommodate enrollment fluctuations, program needs, and potential future adjustments. When viewed alongside the enrollment forecast, Lindo Park is expected to maintain sufficient capacity throughout the planning period, particularly as projected enrollment trends downward and then stabilizes.

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
Lindo Park ES	422	568	540	78.21%

Lindo Park Elementary School's TK–5 enrollment has remained relatively stable in recent years, with historic enrollment moving from 440 students in 2022 to 437 students in 2023 and 421 students in 2024. Current enrollment is 422 students in 2025. The forecast projects a gradual decline over the next several years, decreasing to approximately 397 students in 2026, 368 students in 2028, and 344 students by 2030. Enrollment is then projected to remain relatively stable through 2035, ending at approximately 341 students. Overall, the forecast indicates a long-term decline from current enrollment levels, followed by a period of stabilization.

Lindo Park Elementary

Lindo Park ES														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	0	24	25	43	38.0	42.8	40.9	40.6	41.4	41.0	41.0	41.0	41.0	41.0
K	90	58	58	53	56.6	49.2	54.6	52.5	52.1	53.1	52.6	52.6	52.7	52.6
1	50	64	58	57	46.6	49.8	43.3	48.1	46.2	45.8	46.7	46.3	46.3	46.4
2	68	62	66	58	58.1	47.6	50.8	44.2	49.0	47.1	46.8	47.6	47.2	47.2
3	75	74	60	65	59.2	59.3	48.5	51.8	45.1	50.0	48.0	47.7	48.6	48.1
4	71	76	80	66	69.5	63.3	63.5	51.9	55.4	48.2	53.5	51.4	51.0	52.0
5	86	79	74	80	69.3	73.0	66.5	66.6	54.5	58.2	50.6	56.2	54.0	53.6
TK-5	440	437	421	422	397.3	385.0	368.1	355.7	343.7	343.4	339.2	342.8	340.8	340.9



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition (Score: 78.42%)

The building condition assessment identifies areas where components show wear, age, or functional concern.

- Exterior wood rot present at portable buildings (notably K-3) and at eaves of permanent structures.
- Window frames show peeling paint and localized deterioration.

Lindo Park Elementary

- Classroom flooring (carpet and VCT) is worn and beyond its useful life; terrazzo restroom floors require deep cleaning.
- Interior walls in portable classrooms show dirt and minor damage.
- Ceiling tiles in portables are soiled, with sagging and moisture-related damage in some areas.
- Main electrical service consists of original panels that are beyond useful life and due for replacement.
- HVAC system shows dirt accumulation at registers, indicating need for duct cleaning

Educational Suitability (Score: 79.93%)

Educational suitability findings highlight spaces that are undersized, lack appropriate storage, or have functional limitations affecting instructional delivery.

- One Kindergarten classroom does not include an in-class restroom.
- Science and art programs are conducted within general classrooms; no dedicated specialty spaces.
- Music programs are delivered in the MPR as a pull-out program without dedicated space.
- Instructional resource program includes a dedicated classroom supporting push-in services.
- New multipurpose room constructed in 2020 supports cafeteria and shared program use.

Grounds (Score: 90.00%)

- Play courts will require seal coating within the next 3–5 years

All other grounds elements—parking, sidewalks, lawns, irrigation, water/waste systems—are rated Good or better and do not reflect deficiencies.

Technology Readiness (Score: 90.00%)

Most Technology readiness evaluated elements received **Good** ratings with full points, except:

- Cooling systems do not consistently provide adequate temperature control in all spaces.
- Emergency communication systems experience delays; staff rely on walkie-talkies for emergency communication.

Lindo Park Elementary

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Health & Safety	Emergency Communication System Upgrade	Upgrade campus-wide communication system to eliminate delays and provide reliable emergency notification capability	Priority 1
Health & Safety	Electrical Service Replacement	Replace original electrical panels that are beyond useful life to improve safety and reliability	Priority 1
Health & Safety	Replace Obsolete Kinder Classroom (K3)	Replace portable kidnergarden classroom (K3) that is beyond useful life	Priority 1
Building Systems	Exterior Envelope Repairs	Repair wood rot at portables and eaves and address deterioration at window and door frames	Priority 2
Modernization	Interior Flooring Replacement	Replace worn carpet and VCT flooring in classrooms	Priority 2
Modernization	Terrazzo Restroom Flooring Rehabilitation	Professionally clean and seal terrazzo restroom floors	Priority 2
Modernization	Ceiling & Interior Repairs	Repair or replace damaged and sagging ceiling tiles and address interior wall wear in portable classrooms	Priority 2
Building Systems	HVAC Maintenance Improvements	Clean ductwork and improve HVAC system performance to address air quality and functionality concerns	Priority 3

Lindo Park Elementary

Project Prioritization Matrix - Continued

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Educational Adequacy Improvements	Classroom & Program Space Enhancements	Provide dedicated spaces for science and art programs and improve functionality of shared instructional spaces	Priority 3
Educational Adequacy Improvements	Music Program Improvements	Provide a dedicated music classroom to replace use of shared MPR space	Priority 3
Educational Adequacy Improvements	Kindergarten Classroom Improvements	Add in-class restroom for remaining kindergarten classroom lacking dedicated facilities	Priority 3
Site & Infrastructure	Play Court Maintenance	Perform seal coating and preventive maintenance on play courts	Priority 4

Lindo Park Elementary

Site Budgetary Costs

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY		\$ 1,189,561.00			
Priority 1	Electrical replacement-Specific Bldgs	SF	29,243	\$ 27.00	\$ 789,561.00
Priority 1	Replacement VoIP/ emergency system	Allowance	1	\$ 400,000.00	\$ 400,000.00
MODERNIZATION		\$ 6,880,225.00			
Priority 2	Classroom modernization	SF	29,201	\$ 225.00	\$ 6,570,225.00
Priority 3	Modernization of 1 Kinder and add RR	Allowance	1	\$ 300,000.00	\$ 300,000.00
Priority 3	Terrazzo floor rehabilitation (RR)	Allowance	1	\$ 10,000.00	\$ 10,000.00
BUILDING SYSTEMS		\$ 237,640.00			
Priority 3	Clean ductwork and HVAC performance	Allowance	1	\$ 175,000.00	\$ 175,000.00
Priority 2	Exterior repairs and painting - portables	SF	13,920	\$ 4.50	\$ 62,640.00
EDUCATIONAL ADEQUACY IMPROVEMENTS		\$ 600,000.00			
Priority 3	STEAM Room Improvements	SF	1,500	\$ 400.00	\$ 600,000.00
SITE AND INFRASTRUCTURE IMPROVEMENTS		\$ 543,053.00			
Priority 4	Asphalt playcourt sealcoat	SF	77,579	\$ 7.00	\$ 543,053.00
NEW CONSTRUCTION					
Priority 1	Replace Portable with Modulares (K3)	SF	1,440	\$ 200.00	\$ 288,000.00
Priority 1	Allowance site work, design, DSA	Allowance	1	\$ 546,000.00	\$ 546,000.00
SUBTOTAL				\$ 9,450,479.00	
PROJECT SOFT COSTS (30%)				\$ 2,835,143.70	
TOTAL ESTIMATED PROJECT COST				\$ 12,285,622.70	
COST ESCALATION- YEAR 1 (5%)				\$ 12,899,903.84	
COST ESCALATION- YEAR 2 (5%)				\$ 13,544,899.03	
COST ESCALATION- YEAR 3 (5%)				\$ 14,222,143.98	
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.					



Middle Schools

SITE PROFILES INCLUDED

- Lakeside Middle
- Tierra del Sol Middle

Lakeside Middle



Address:
11833 Woodside Ave.
Lakeside, Ca 92040

Grades: 6th - 8th

Year Constructed: 1958

Enrollment (2025-26): 700

Design Capacity: 758

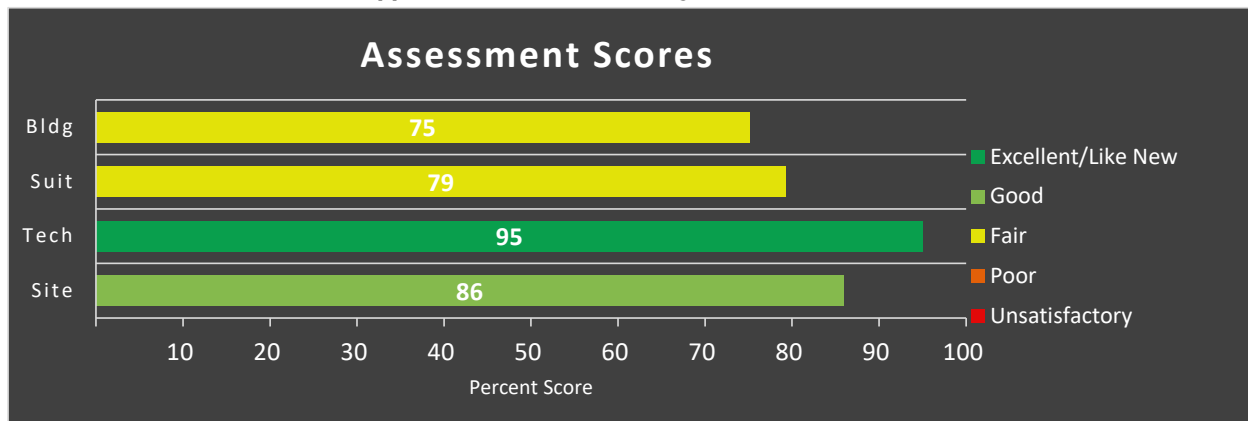
Target Capacity: 644

Total Sq. Ft.:

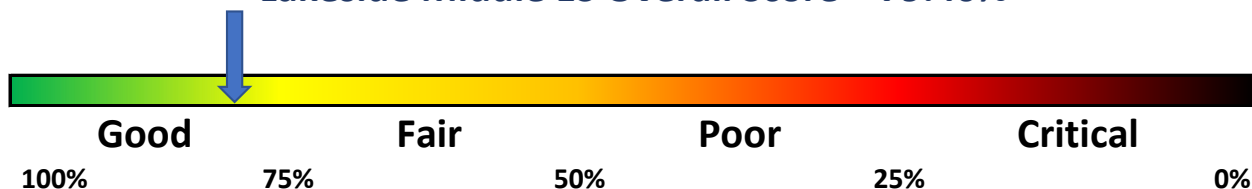
Site Acreage: 8.86

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**



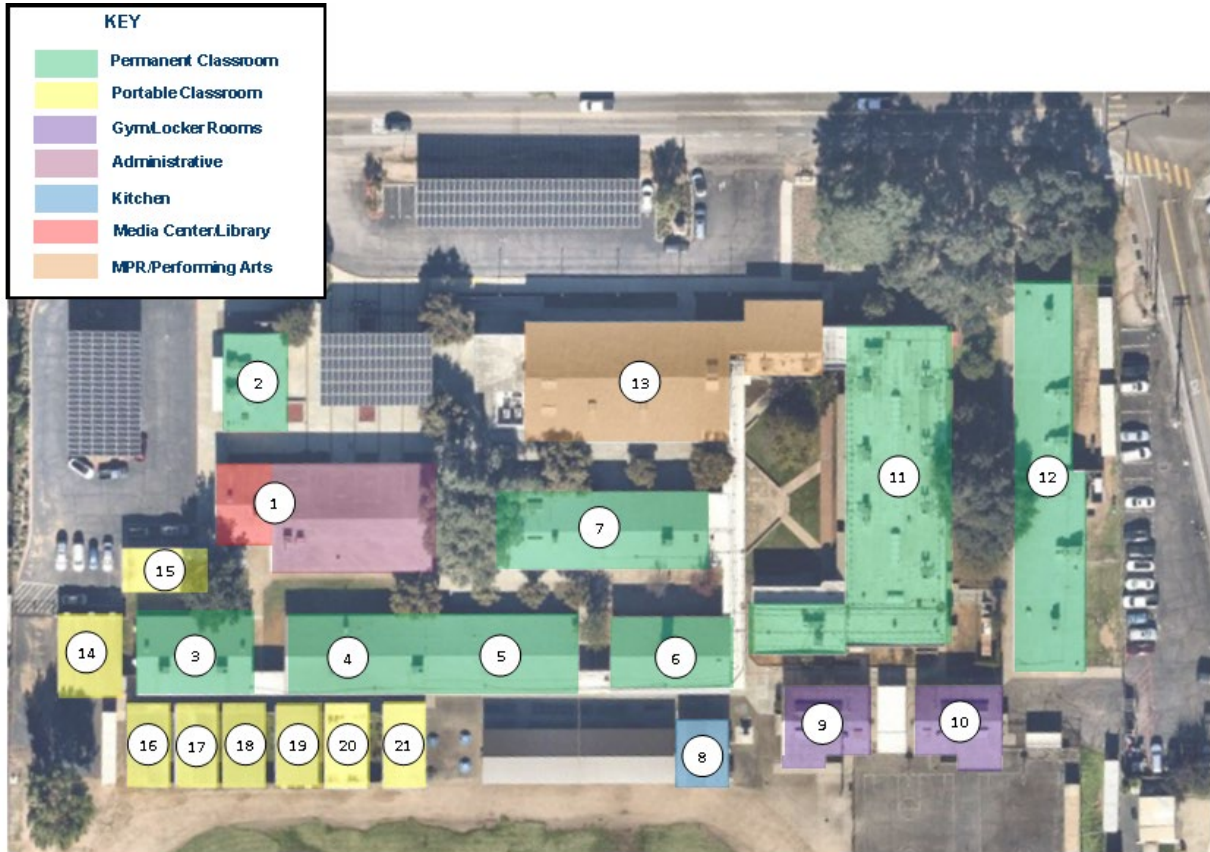
Lakeside Middle ES Overall Score = 79.40%



Lakeside Middle

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



Lakeside Middle Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Admin/Library	Admin/Library	5,805	A-22875	Permanent	0	1962	64	2011	15
2	Band Rm 1	Band Classroom	1,500	A-28775	Permanent	1	1962	64	2011	15
3	Classroom 3-4	Classroom	1,921	A-22875	Permanent	2	1962	64	2000	26
4	Science Classroom 5-6	Classroom	2,480	A-17810	Permanent	2	1958	68	1995	31
5	Art Classroom 7	Classroom	1,992	A-17810	Permanent	1	1958	68	2012	14
6	Classroom 8-9	Classroom	1,935	A-17810	Permanent	2	1958	68	1995	31
7	Math Classroom 10-11	Classroom	3,490	A-22875	Permanent	2	1962	64	1995	31
8	Kitchen	Kitchen	1,920	04-111394	Portable	0	2011	15	2011	15
9	Girls Locker	Locker Room	1,742	A-22875	Permanent	0	1962	64	1995	31
10	Boys Locker	Locker Room	1,742	A-22875	Permanent	0	1962	64	1995	31
11	Old Hall Classrooms	Classroom	12,171	A-1290	Permanent	9	1958	68	2011	15
12	Shop Classroom 21-22	Classroom	6,654	A-22875	Permanent	2	1962	64	2011	15

Lakeside Middle

Lakeside Middle Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
13	MPR	MPR	8,208	A-22875	Permanent	0	1962	64	2011	15
14	Rm 2	Classroom	1,440	A-54177	Portable	1	1990	36	2013	13
15	P1	Classroom	960	Unknown	Portable	1	1999	27	2013	13
16	P2	Classroom	960	04-100047	Portable	1	1999	27	1999	27
17	P3	Classroom	960	04-100047	Portable	1	1999	27	1999	27
18	P4	Classroom	960	04-100047	Portable	1	1999	27	1999	27
19	P5	Classroom	960	04-100349	Portable	1	1998	28	2013	13
20	P6	Classroom	960	A-54177	Portable	1	1990	36	2013	13
21	P7	Classroom	960	04-103838	Portable	1	2001	25	2013	13
	P8 (Workout Room)	Weight Room	960	04-104168	Portable	0	2002	24	2013	13
Total Sq Ft			60,680	Total Classrooms		29	Average Age	48		
Standalone Gym			Yes	MPR/Cafeteria		Yes	Library	Yes		

Capacity, Utilization & Enrollment Projections

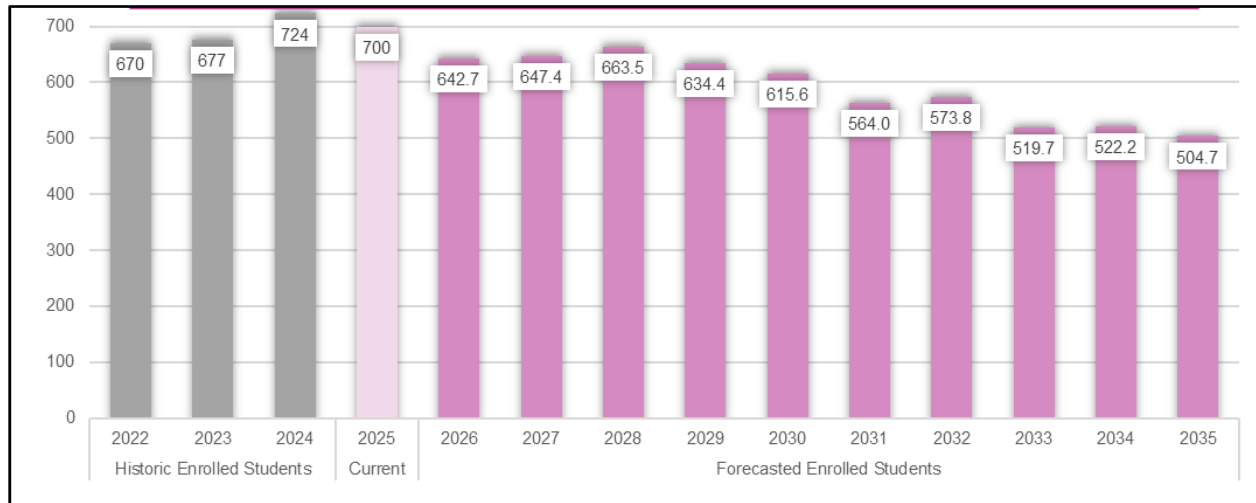
Lakeside Middle School is currently operating at 108.65% utilization, indicating that current enrollment exceeds the school's target capacity. This suggests the campus may be experiencing capacity pressure that could affect instructional space, classroom scheduling, specialized program delivery, and shared-use areas. Although the enrollment forecast projects a long-term decline, the campus is currently above its target utilization level and should continue to be monitored closely. Facility planning for Lakeside Middle should consider both existing capacity constraints and projected enrollment trends to support effective operations and long-term flexibility.

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
Lakeside Middle	700	758	644	108.65%

Lakeside Middle School's grade 6–8 enrollment has fluctuated in recent years, increasing from 670 students in 2022 to 677 students in 2023 and 724 students in 2024. Current enrollment is 700 students in 2025. The forecast projects enrollment to decline to approximately 643 students in 2026, followed by modest fluctuation through 2029, when enrollment is projected at approximately 634 students. Beginning in 2030, enrollment is expected to decline more noticeably, reaching approximately 505 students by 2035. Overall, the forecast indicates that Lakeside Middle School may experience short-term enrollment variation, followed by a longer-term decline over the planning period.

Lakeside Middle

Lakeside MS														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024		2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
6	215	258	243	211	205.7	235.6	226.3	179.2	220.2	178.1	188.9	165.2	180.0	171.3
7	200	222	256	229	204.7	201.8	230.4	220.4	173.0	211.7	171.3	181.7	158.9	173.1
8	255	197	225	260	232.3	210.0	206.8	234.8	222.4	174.2	213.6	172.8	183.3	160.3
6-8	670	677	724	700	642.7	647.4	663.5	634.4	615.6	564.0	573.8	519.7	522.2	504.7



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details for detailed information.**

Building Condition (Score: 75.07%)

The building condition assessment identifies several significant facility needs, especially related to exterior envelope deterioration, aging windows, interior finishes, ceilings, electrical service, and plumbing infrastructure.

- Exterior paint is peeling, and the campus is due for schoolwide exterior repairs and painting.
- Several fascia boards have wood rot, with lack of gutters contributing to significant wood rot at fascia boards, especially at corners.

Lakeside Middle

- Older original windows in permanent buildings are in poor condition, with hard-to-operate latches and failing window putty.
- Paint is peeling from several exterior doors, which should be addressed with schoolwide painting.
- Carpet and VCT are worn and past useful life cycle in most classrooms.
- Many classroom walls show wear and dirt and are due for repair and painting.
- Permanent classrooms have older original ceiling tiles that are detaching and show significant water damage from past corrected roof leaks.
- Ceiling tiles in many portable classrooms are bowed and soiled.
- The campus electrical main is original and should be considered for replacement.
- A recent water main break exposed deterioration in the piping system; the main break was repaired, but remaining piping appears deteriorated.
- ADA is rated good.

Educational Suitability (Score: 79.26%)

The educational suitability assessment indicates a generally functional middle school campus with strong instructional spaces overall, but selected needs related to music space, visitor parking, wayfinding, and controlled access.

- Instructional resource rooms offer four designated push-in spaces.
- Music space is small and needs additional storage.
- Career Technical Education supports robotics and advanced science.
- Performing arts includes a dance room and also uses the MPR.
- Visitor parking in front of the school is limited and could be expanded or better identified.
- The campus lacks wayfinding signage.
- The campus does not have controlled access.

Grounds (Score: 85.89%)

The grounds assessment indicates generally good site conditions, with the primary infrastructure needs related to water service and storm drainage.

Lakeside Middle

- Water service is in poor condition, with a recent water main break exposing deterioration in the piping system; the repaired main break does not resolve the concern that remaining piping appears deteriorated.
- Staff report frequent storm drainage backups near the lounge in the center of campus.
- Parking lots, driveways, sidewalks, play courts, landscaped areas, playfields, irrigation, playground equipment, wastewater service, site lighting, and fencing are otherwise rated good.

Technology Readiness (Score: 95.00%)

The technology readiness assessment indicates strong overall technology infrastructure, with the primary concern related to emergency alerting and voice distribution delays.

- Classroom-level alerting has delays during emergencies, and teachers use walkie-talkies.
- Voice distribution has delays during emergencies, and the site uses walkie-talkies.
- Most technology readiness categories are rated good, including cooling, IT equipment environment, electrical power, equity of access, LAN connectivity, LAN-WAN performance, video distribution, faculty and staff technology, classroom audio, and WAN backbone.

Lakeside Middle

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Building Systems	Plumbing Infrastructure Replacement	Replace deteriorated campus water piping system following main break and address aging infrastructure	Priority 1
Health & Safety	Campus Security & Access Control	Install controlled access at campus entry points and improve overall campus security systems	Priority 1
Health & Safety	Emergency Communication System Upgrade	Upgrade campus communication systems to eliminate delays and provide reliable emergency notification without reliance on walkie-talkies	Priority 1
Building Systems	Exterior Envelope Repairs & Painting	Repair wood rot at fascia, address peeling paint, and complete campus-wide exterior repainting	Priority 2
Building Systems	Window Replacement	Replace original windows in older permanent buildings with new, operable systems	Priority 2
Building Systems	Interior Finishes Renewal	Replace worn classroom flooring, repair and repaint walls, and address deteriorated ceiling systems	Priority 2
Building Systems	Locker Room Modernization	Modernize interior finishes and fixtures on the boy's and girl's locker rooms	Priority 2
Building Systems	Electrical Service Upgrade	Replace original main electrical service to improve reliability and capacity	Priority 2

Lakeside Middle

Project Prioritization Matrix- Continued

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Building Systems	Roof Drainage Improvements	Install gutters and repair fascia to prevent ongoing water damage at roof edges	Priority 2
Site & Infrastructure	Storm Drainage Improvements	Upgrade storm drainage system to resolve frequent backups in central campus areas	Priority 2
Educational Adequacy Improvements	Music Program Improvements	Expand music classroom space and provide adequate storage to support program needs	Priority 3
Site & Infrastructure	Parking Expansion	Increase visitor parking capacity at front of campus to improve access and circulation	Priority 3
Site & Infrastructure	Wayfinding & Signage Improvements	Install comprehensive campus wayfinding and directional signage	Priority 3

Lakeside Middle

Site Budgetary Costs

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY		\$ 650,000.00				
Priority 1	Replacement VoIP/ emergency system	Allowance	1	\$ 400,000.00	\$ 400,000.00	
Priority 1	Campus access control improvments (Front Entry)	Allowance	1	\$ 250,000.00	\$ 250,000.00	
MODERNIZATION		\$ 4,910,575.00				
Priority 2	Classroom modernization	SF	15,631	\$ 225.00	\$ 3,516,975.00	
Priority 2	Locker Room Modernization	SF	3,484	\$ 400.00	\$ 1,393,600.00	
BUILDING SYSTEMS		\$ 2,550,298.00				
Priority 1	Plumbing/piping replacement	SF	60,200	\$ 21.09	\$ 1,269,618.00	
Priority 2	Electrical replacement	SF	49,640	\$ 6.58	\$ 326,631.20	
Priority 2	Roof gutter system and drainage	SF	60,200	\$ 1.89	\$ 113,778.00	
Priority 2	Exterior repairs and painting	SF	60,200	\$ 4.50	\$ 270,900.00	
Priority 2	Window replacement- Permanent Bldgs	SF	49,640	\$ 11.47	\$ 569,370.80	
EDUCATIONAL ADEQUACY IMPROVEMENTS		\$ 600,000.00				
Priority 3	Band room modernization	SF	1,500	\$ 400.00	\$ 600,000.00	
SITE AND INFRASTRUCTURE IMPROVEMENTS		\$ 80,000.00				
Priority 3	Signage and wayfinding	Allowance	1	\$ 45,000.00	\$ 45,000.00	
Priority 3	Engineering review of site drainage	Allowance	1	\$ 35,000.00	\$ 35,000.00	
NEW CONSTRUCTION						
No new Construction items						
SUBTOTAL					\$ 8,790,873.00	
PROJECT SOFT COSTS (30%)					\$ 2,637,261.90	
TOTAL ESTIMATED PROJECT COST					\$ 11,428,134.90	
COST ESCALATION- YEAR 1 (5%)					\$ 11,999,541.65	
COST ESCALATION- YEAR 2 (5%)					\$ 12,599,518.73	
COST ESCALATION- YEAR 3 (5%)					\$ 13,229,494.66	
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.						

Tierra del Sol Middle



Address:
9611 Petite Ln.
Lakeside, Ca 92040

Grades: 6th-8th

Year Constructed: 1972

Enrollment (2025-26): 772

Design Capacity: 838

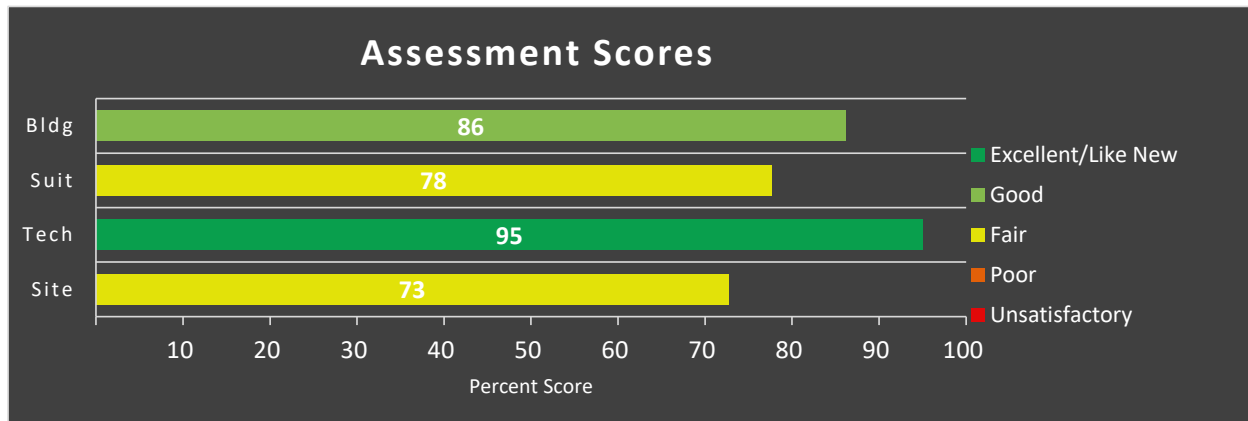
Target Capacity: 712

Total Sq. Ft.: 72,949

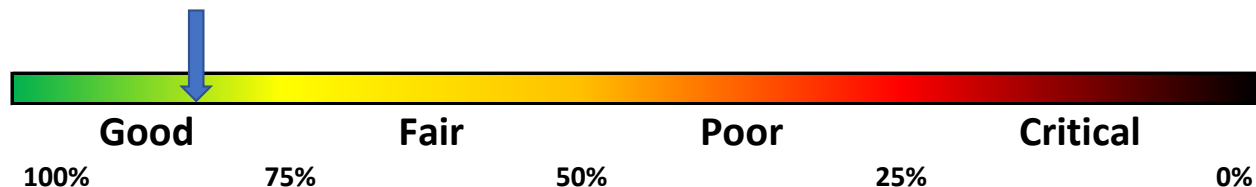
Site Acreage: 23.61

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**



Tierra del Sol Middle Overall Score = 83.12%



Tierra del Sol Middle

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



Tierra del Sol Middle Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Admin/Bldg A	Admin/Classroom	9,455	A-32751	Permanent	4	1972	54	2000	26
1	Bldg A	Classroom	2,200	A-34369	Permanent	1	1973	53	2020	6
2	Bldg B	Classroom/MPR	14,071	A-32751	Permanent	6	1972	54	2021	5
3	Bldg C	Classroom	10,779	A-32751	Permanent	6	1972	54	2020	6
4	Bldg D	Classroom	10,779	A-34369	Permanent	7	1973	53	2013	13
5	Gym	Gym	11,077	04-119233	Modular	0	2020	6	2020	6
6	Locker Rooms	Locker Room	4,028	A-40108	Permanent	0	1973	53	2020	6
7	ESS	ESS	960	04-124527	Portable	1	2026	0	2026	0
8	P1	Classroom	960	A-50497	Portable	1	1992	34	1992	34
9	P2	Classroom	960	A-50497	Portable	1	1992	34	1992	34
10	P3	Classroom	960	Unknown	Portable	1	1992	34	1992	34
11	P4	Classroom	960	Unknown	Portable	1	1990	36	1990	36

Tierra del Sol Middle

Tierra del Sol Middle Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
12	P5	Classroom	960	A-50497	Portable	1	1990	36	1990	36
13	P6	Classroom	960	Unknown	Portable	1	1990	36	1990	36
14	P7	Classroom (Dance)	1,920	04-115274	Portable	1	2016	10	2016	10
15	Portable (Food Service)	Kitchen/Café	960	04-119723	Portable	0	2021	5	2021	5
15	P8	Classroom	960	04-119723	Portable	0	2021	5	2021	5
Total Sq Ft			72,949	Total Classrooms		32	Average Age		33	
Standalone Gym			Yes	MPR/Cafeteria		Yes	Library		Yes	

Capacity, Utilization & Enrollment Projections

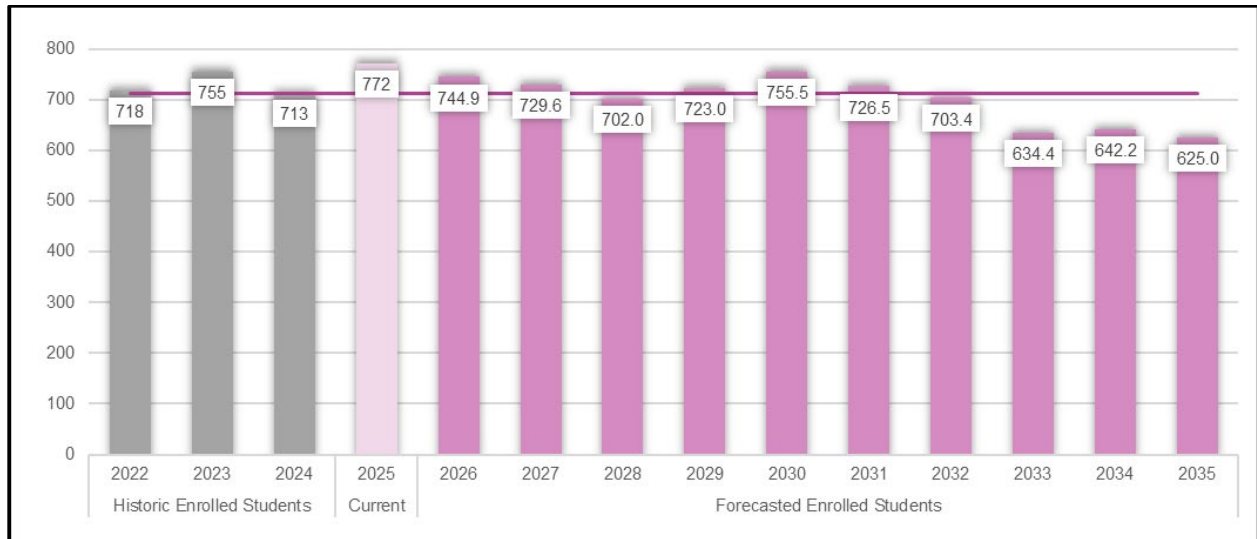
Tierra del Sol Middle School is currently operating at 108.38% utilization, indicating that current enrollment exceeds the school's target capacity. This suggests the campus may be experiencing capacity pressure, particularly in relation to instructional space, scheduling flexibility, specialized program needs, and shared-use spaces. While the enrollment forecast projects some long-term decline, the campus is currently above its target utilization level and should continue to be monitored closely. Facility planning for Tierra del Sol should consider both current capacity constraints and future enrollment trends to ensure the campus can support student needs, program delivery, and operational efficiency over time.

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
Tierra del Sol Middle	772	838	712	108.38%

Tierra del Sol Middle School's grade 6–8 enrollment has fluctuated in recent years, increasing from 718 students in 2022 to 755 students in 2023, before declining to 713 students in 2024. Current enrollment is 772 students in 2025. The forecast projects enrollment to decrease to approximately 745 students in 2026, 730 students in 2027, and 702 students in 2028, before increasing again to approximately 756 students in 2030. After 2030, enrollment is projected to decline overall, reaching approximately 625 students by 2035. Overall, the forecast indicates that Tierra del Sol Middle School may experience near-term fluctuations, followed by a longer-term enrollment decline over the planning period.

Tierra del Sol MS														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
6	237	272	241	272	233.3	236.8	244.1	254.7	269.1	215.7	230.1	200.4	222.4	213.5
7	255	221	257	243	260.9	223.8	226.9	233.7	244.1	258.4	207.2	221.0	192.5	213.6
8	226	262	215	257	250.7	269.0	231.0	234.6	242.3	252.4	266.1	213.0	227.3	197.9
6-8	718	755	713	772	744.9	729.6	702.0	723.0	755.5	726.5	703.4	634.4	642.2	625.0

Tierra del Sol Middle



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition (Score: 86.15%)

The building condition assessment indicates the campus is generally in good condition, with targeted needs related to interior flooring, exterior doors, restroom partitions, drinking fountains, accessibility, and campus access/egress controls.

- Exterior doors are faded and show signs of wear and peeling paint; some door frames are damaged, while door hardware is noted in good condition.
- Interior flooring is in poor condition, with significant wear on classroom carpet and VCT.
- Some areas have been refreshed, including the MPR, and the gym floor has been newly refinished.
- The stage black floor is worn and could use repair and painting.
- Some classrooms and the main office have wall stains and finish wear.
- Toilet partitions are damaged and need refinishing or replacement.
- Drinking fountains could use replacement with water bottle filling stations.
- Fixtures are newer and were replaced through CalSHAPE.

Tierra del Sol Middle

- Lighting has been updated with LED.
- The gate from campus to the upper parking lot does not have a panic gate; it either remains open, allowing access to school grounds, or is locked and does not allow egress.
- The building is accessible, but not all restrooms are ADA compliant; signage directs students to the nearest ADA restroom.
- The walkway from the upper parking lot to the main campus is not ADA compliant, and some asphalt walkways may not be ADA compliant.

Educational Suitability (Score: 77.58%)

The educational suitability assessment identifies a generally serviceable middle school campus with several strong program areas, but notable concerns related to instructional support space, administration/support spaces, cafeteria space, parking, wayfinding, and campus access control.

- Self-contained special education space is good, although students are housed in a portable building.
- No dedicated classroom or office space is provided for instructional resource services; the RSP program operates within regular classrooms.
- The music room, including soundproofing, was upgraded in 2020 when the MPR was upgraded.
- The campus includes a STEAM program supporting robotics, design, and modeling.
- A new PE building was constructed in 2020.
- Performing arts storage is limited and needs additional space for costumes and equipment.
- Administration space is small for a middle school campus.
- Counseling space is small.
- Clinic space is small.
- No interior cafeteria space is provided; only outside seating is available.
- A new food service building was installed in 2020; the existing prep and serve area now serves snacks and is no longer used as a full prep and serve area.
- Lower parking in front of the school is used mainly for staff, with no clearly identified visitor parking.

Tierra del Sol Middle

- The upper parking lot is not secured and remains open at all times with no controlled access.
- No wayfinding signage is provided.
- There is no main point of entry; the upper parking entry lacks supervision, and anyone can access the campus at any time.
- Controlled access is not provided.

Grounds (Score: 72.66%)

The grounds assessment identifies the most significant site needs at the upper parking lot and related access routes, including damaged paving, curbing needs, and noncompliant pedestrian access.

- The upper parking lot is heavily damaged, with cracking and uneven surfaces.
- The upper parking lot driveways need new paving and curbing.
- The asphalt walkway from the upper parking lot is very uneven, damaged by tree roots, and not ADA compliant due to slope.
- The lower parking lot is in good condition.
- The dirt track is in good condition.

Technology Readiness (Score: 95.00%)

The technology readiness assessment indicates strong overall technology infrastructure, with the primary concern related to emergency alerting and voice distribution delays.

- Classroom-level alerting is limited because teachers use walkie-talkies for emergencies.
- Voice distribution has a delay, and walkie-talkies are used for emergency communication.
- Equity of access improvements are being upgraded.
- Most technology readiness categories are rated good, including cooling, IT equipment environment, electrical power, LAN connectivity, LAN-WAN performance, video distribution, faculty and staff technology, classroom audio, and WAN backbone.

Tierra del Sol Middle

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Health & Safety	Campus Access & Security Improvements	Install controlled access points, improve supervision at upper entry, and secure open campus areas	Priority 1
Health & Safety	Egress & Life Safety Compliance	Install compliant panic hardware at gates and correct egress deficiencies	Priority 1
Health & Safety	ADA Accessibility Upgrades	Improve non-compliant walkways and routes from upper parking and address ADA access gaps in restrooms and campus circulation	Priority 1
Health & Safety	Emergency Communication System Upgrade	Upgrade campus-wide communication system to eliminate delays and improve emergency response reliability	Priority 1
Building Systems	Exterior Door & Hardware Improvements	Repair and refinish exterior doors and frames to address wear and deterioration	Priority 2
Building Systems	Restroom Fixture Improvements	Repair or replace damaged toilet partitions and upgrade drinking fountains to bottle filling stations	Priority 2
Educational Adequacy Improvements	Cafeteria Facility Development	Provide enclosed cafeteria/dining space to support student use	Priority 2
Educational Adequacy Improvements	Administration & Support Space Expansion	Expand and modernize administration, counseling, and clinic spaces to meet middle school program needs	Priority 2

Tierra del Sol Middle

Project Prioritization Matrix - Continued

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Educational Adequacy Improvements	Resource Program Space	Provide dedicated instructional resource room space for RSP services	Priority 2
Modernization	Classroom Modernization - Permanent Classrooms	Replace worn flooring, repaint interior walls, and replace deteriorated ceiling systems	Priority 2
Modernization	Stage Floor Rehabilitation	Repair stage flooring to restore functionality	Priority 2
Site & Infrastructure	Upper Parking & Circulation Improvements	Reconstruct upper parking lot and improve driveways, paving, and site access	Priority 2
Site & Infrastructure	Walkway & Hardscape Rehabilitation	Repair uneven and damaged asphalt walkways and improve site accessibility and safety	Priority 2
Educational Adequacy Improvements	Storage & Support Enhancements	Provide additional storage for performing arts and campus programs	Priority 3
Site & Infrastructure	Wayfinding & Signage Improvements	Install campus-wide directional signage to improve navigation	Priority 3

Tierra del Sol Middle

Site Budgetary Costs

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY		\$ 1,405,141.00				
Priority 1	Campus access control improvments	Allowance	1	\$ 600,000.00	\$ 600,000.00	
Priority 1	Replacement VoIP/ emergency system	Allowance	1	\$ 400,000.00	\$ 400,000.00	
Priority 1	Asphalt walkway ADA improvements	SF	6,000	\$ 55.00	\$ 330,000.00	
Priority 1	Fencing improvements	LF	900	\$ 66.09	\$ 59,481.00	
Priority 1	Add panic gates on south side of campus	EA	2	\$ 7,830.00	\$ 15,660.00	
MODERNIZATION		\$ 10,070,400.00				
Priority 2	Classroom modernization	SF	44,284	\$ 225.00	\$ 9,963,900.00	
Priority 2	Repair RR toilet partions (10-12 RR -40-50 partions)	Allowance	1	\$ 67,500.00	\$ 67,500.00	
Priority 3	Storage shipping container for Theater(20')	Allowance	1	\$ 25,000.00	\$ 25,000.00	
Priority 3	Stage flooring repairs and dance floor replacement	SF	400	\$ 35.00	\$ 14,000.00	
BUILDING SYSTEMS		\$ 772,803.50				
Priority 2	Exterior repairs and painting	SF	72,949	\$ 4.50	\$ 328,270.50	
Priority 2	Restroom updates - fixtures and partitions	Allowance	1	\$ 408,533.00	\$ 408,533.00	
Priority 2	Water bottle refilling stations	EA	8	\$ 4,500.00	\$ 36,000.00	
EDUCATIONAL ADEQUACY IMPROVEMENTS		\$ 1,500,000.00				
Priority 4	Administration updates	SF	3,000	\$ 500.00	\$ 1,500,000.00	
SITE AND INFRASTRUCTURE IMPROVEMENTS		\$ 625,824.00				
Priority 2	Asphalt parking replacement-upper lot	SF	32,268	\$ 18.00	\$ 580,824.00	
Priority 3	Signage and wayfinding	Allowance	1	\$ 45,000.00	\$ 45,000.00	
NEW CONSTRUCTION						
No new Construction items						
SUBTOTAL					\$ 14,374,168.50	
PROJECT SOFT COSTS (30%)					\$ 4,312,250.55	
TOTAL ESTIMATED PROJECT COST					\$ 18,686,419.05	
COST ESCALATION- YEAR 1 (5%)					\$ 19,620,740.00	
COST ESCALATION- YEAR 2 (5%)					\$ 20,601,777.00	
COST ESCALATION- YEAR 3 (5%)					\$ 21,631,865.85	
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.						

Innovative Learning Centers

SITE PROFILES INCLUDED

- DREAM Academy
- LEAPP
- Riverview Academy
- Winter Gardens Elementary

DREAM Academy



Address:
11838 Valle Vista Rd.
Lakeside, Ca 92040

Grades: KG - 8th

Year Constructed: 1960

Enrollment (2025-26): 141

Design Capacity: 152

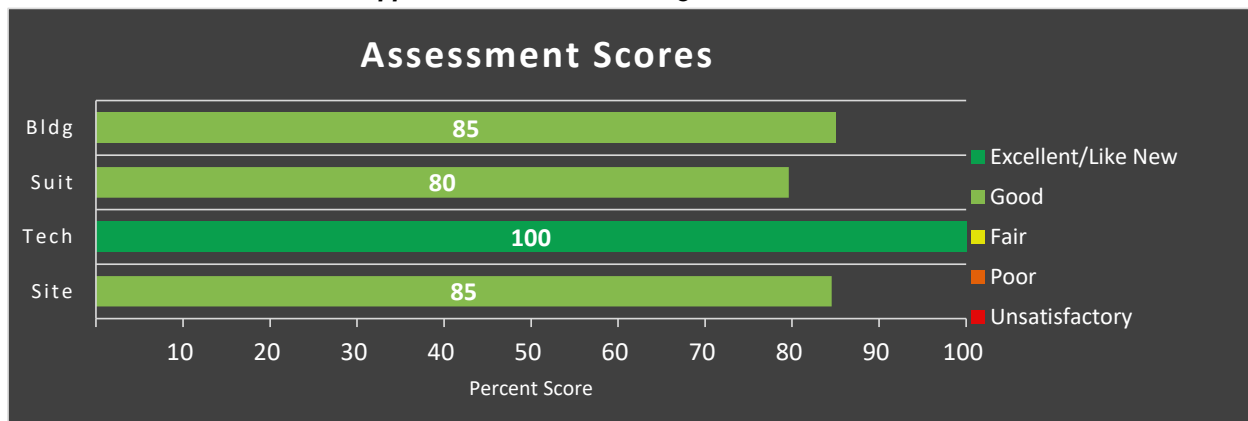
Target Capacity: 144

Total Sq. Ft.: 8,335

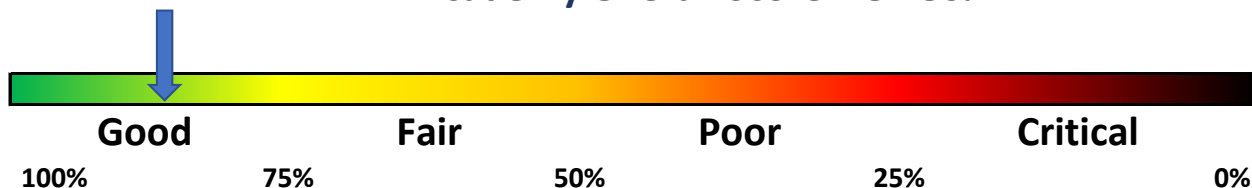
Site Acreage: 8.74

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**



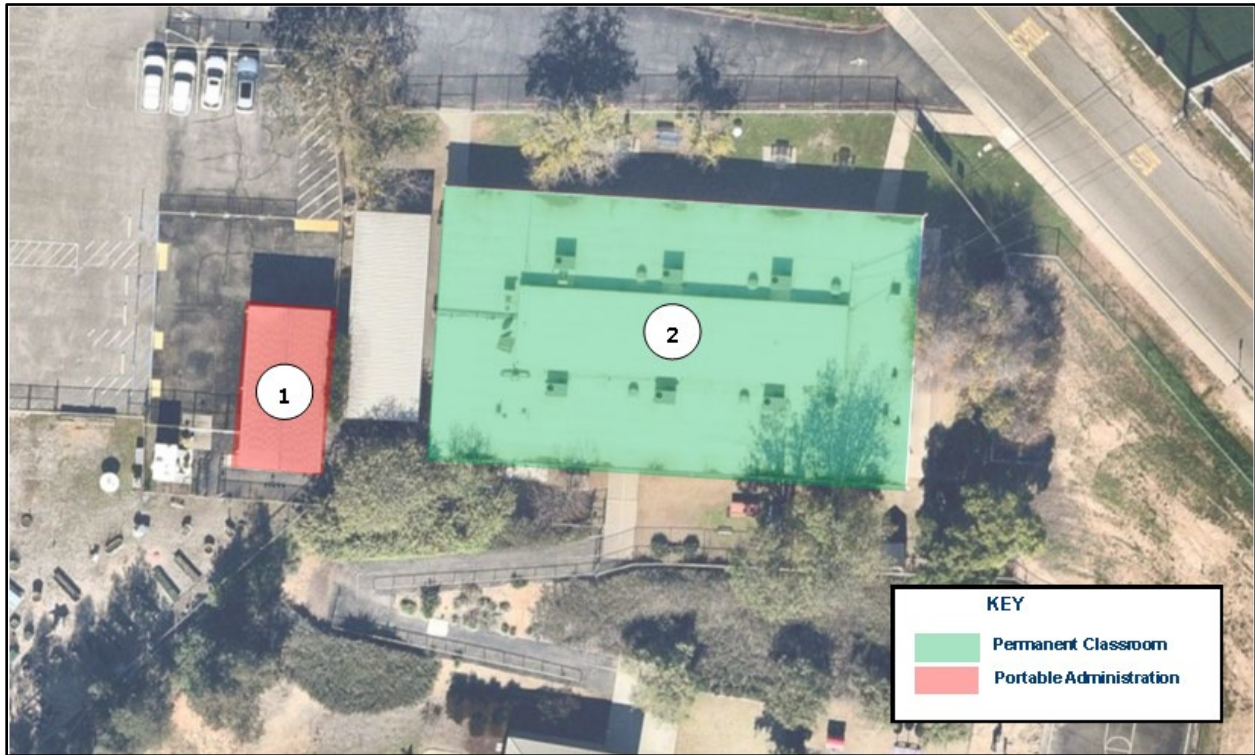
DREAM Academy Overall Score = 84.86%



DREAM Academy

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



DREAM Academy Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Administration	Administration	960	100526	Portable	0	1998	28	2018	20
2	Classrooms 1-6	Classroom	7,375	A-19666	Permanent	6	1960	66	2000	26
Total Sq Ft			8,335	Total Classrooms		6	Average Age			47
Standalone Gym		No	MPR/Cafeteria		No	Library		No		

DREAM Academy

Capacity, Utilization & Enrollment Projections

DREAM Academy is currently operating at **97.65% utilization**, indicating that the campus is functioning very close to its target capacity. This utilization level suggests that the program has limited remaining capacity for additional enrollment or program expansion without creating potential space constraints. Because DREAM Academy serves a flexible K–8 instructional model that may include homeschool support, project-based learning, small-group instruction, enrichment activities, and hands-on program areas, facility planning should continue to monitor how space is being used in relation to both enrollment and program delivery. While the campus is not shown as exceeding target capacity, its high utilization rate indicates that future growth, schedule changes, or program expansion may require careful space planning to maintain instructional flexibility and operational effectiveness.

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
DREAM Academy	141	152	144	97.65%

BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details for detailed information.**

Building Condition (Score: 85.04%)

The building condition assessment indicates the campus is generally in good condition, with targeted needs related to fascia deterioration, classroom carpet, ceiling tile moisture effects, and ADA access to the playground.

- The roof system appears to be in good condition; however, fascia on overhangs has significant wood rot, especially at corners.
- Classroom carpet shows some signs of wear and is anticipated for replacement in approximately three to five years.
- Classroom ceiling tiles are slightly bowed from moisture.
- The walkway to the playground is not ADA compliant due to slope and damage from tree roots.
- Major building systems, including electrical, plumbing, HVAC, lighting, fire alarm, emergency lighting, and fire resistance, are rated good.

Educational Suitability (Score: 79.62%)

The educational suitability assessment indicates a generally functional campus with mostly good instructional, support, and site conditions, with the primary educational adequacy concern related to clinic space and secondary restroom configuration.

- Science, music, art, and performing arts are conducted within general classrooms; no dedicated specialty spaces.
- Student restrooms for grades 6–8 are located in a leased (temporary) portable facility.
- No dedicated clinic space; health services are conducted in an open area within the main office.

Grounds (Score: 84.54%)

The grounds assessment indicates generally good site conditions, with targeted deficiencies related to asphalt walkways, play courts, and courtyard drainage.

- Asphalt walkways at the courtyard and path to the playground have significant root damage from tree intrusion.
- Portions of the walkway to the playground are sliding down, and asphalt is cracking where the handrail connects.
- Play courts have large cracks in asphalt surfaces.
- Drains in the courtyard area often back up, with plans noted to replace drainage during asphalt replacement.
- Parking lots, driveways, concrete sidewalks, landscaped areas, playfields, irrigation, playground equipment, playground surfaces, utilities, site lighting, and fencing are otherwise rated good.

Technology Readiness (Score: 100.00%)

The technology readiness assessment indicates strong technology infrastructure, with all assessed categories rated good. No significant findings noted.

DREAM Academy

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

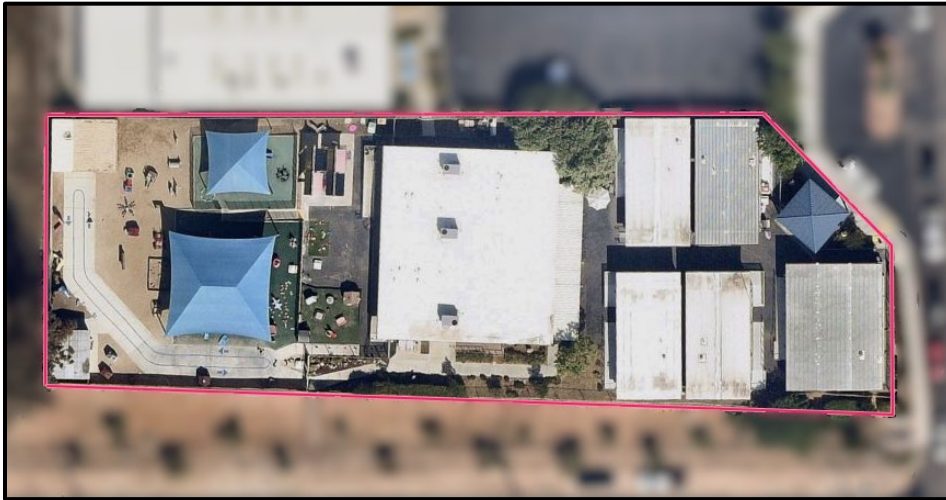
Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Health & Safety	ADA Accessibility Improvements	Repair and regrade walkway to playground to provide ADA-compliant access and eliminate hazards caused by slope and root damage	Priority 1
Health & Safety	Student Support Facilities	Replace or upgrade temporary restrooms for grades 6–8 with permanent facilities	Priority 1
Health & Safety	Walkway & Hardscape Replacement	Replace damaged asphalt walkways in courtyard and playground areas impacted by tree root intrusion	Priority 1
Site & Infrastructure	Storm Drainage Improvements	Upgrade and replace courtyard drainage system to address recurring backups and improve site drainage performance (Requires review by civil engineering professional)	Priority 2
Site & Infrastructure	Play Court Rehabilitation	Repair or resurface cracked asphalt play courts to restore safe and functional use	Priority 2
New Construction	Health Services Space	Provide a dedicated, appropriately designed clinic space for student health services	Priority 2
Building Systems	Roof & Exterior Repairs	Repair fascia wood rot at roof overhangs and address localized exterior deterioration	Priority 3
Modernization	Interior Finishes Renewal	Replace worn classroom carpeting and address ceiling tile deformation due to moisture	Priority 3

DREAM Academy

Site Budgetary Costs

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY		\$ 588,650.00			
Priority 1	Regrade and repave ramp to playground (ADA)	Allowance	1	\$ 400,000.00	\$ 400,000.00
Priority 1	Replace tree root damaged asphalt walkways	SF	550	\$ 55.00	\$ 30,250.00
Priority 1	Portable restroom replacement	SF	480	\$ 330.00	\$ 158,400.00
MODERNIZATION		\$ 1,695,375.00			
Priority 2	Classroom modernization	SF	7,535	\$ 225.00	\$ 1,695,375.00
BUILDING SYSTEMS		\$ 37,507.50			
Priority 2	Exterior repairs and painting	SF	8,335	\$ 4.50	\$ 37,507.50
EDUCATIONAL ADEQUACY IMPROVEMENTS		\$ -			
No Educational Adequacy Improvements					
SITE AND INFRASTRUCTURE IMPROVEMENTS		\$ 627,772.00			
Priority 2	Play court resurface	SF	12,654	\$ 18.00	\$ 227,772.00
Priority 2	Upgrade and replace courtyard drainage system -	Allowance		\$ 400,000.00	\$ 400,000.00
NEW CONSTRUCTION		\$ 192,000.00			
Priority 2	Health Office with RR	SF	960	\$ 200.00	\$ 192,000.00
SUBTOTAL				\$ 3,141,304.50	
PROJECT SOFT COSTS (30%)				\$ 942,391.35	
TOTAL ESTIMATED PROJECT COST				\$ 4,083,695.85	
COST ESCALATION- YEAR 1 (5%)				\$ 4,287,880.64	
COST ESCALATION- YEAR 2 (5%)				\$ 4,502,274.67	
COST ESCALATION- YEAR 3 (5%)				\$ 4,727,388.41	
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.					

Lakeside Early Advantage Preschool Programs (LEAPP)



Address:
9745 Marilla Drive
Lakeside, Ca 92040

Grades: PK

Year Constructed:

Enrollment (2025-26): 120

Design Capacity: 168

Target Capacity: 160

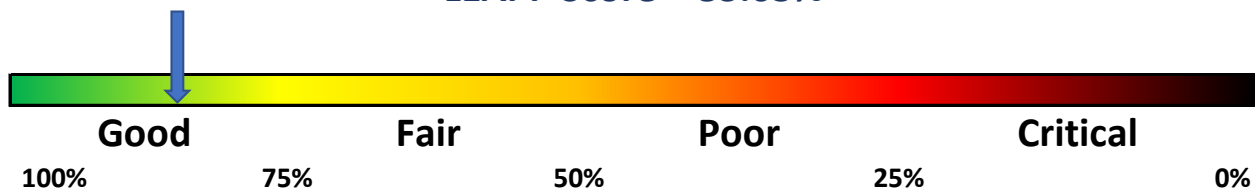
Total Sq. Ft.: 10,080

Site Acreage: .5

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**

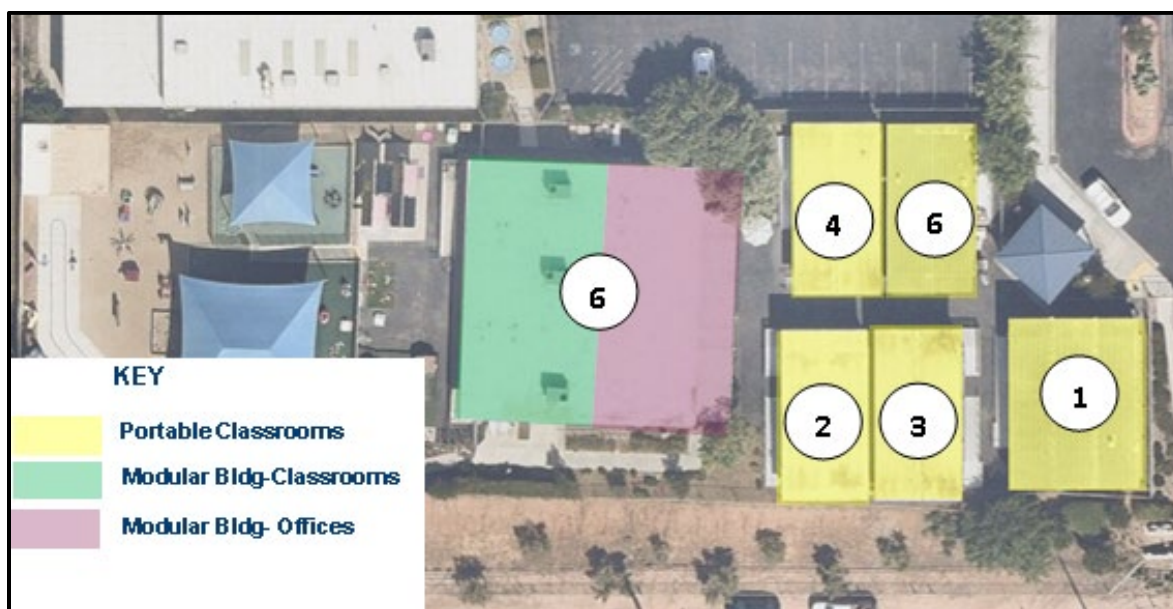
LEAPP Score = 83.05%



Lakeside Early Advantage Preschool Programs (LEAPP)

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



LEAPP Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	LEAPP Preschool	Classroom	1,440		Portable	1	2014	12	2014	12
2	SPED Infant Room 1	Classroom	960		Portable	1	2014	12	2014	12
3	SPED Infant Room 2	Classroom	960		Portable	1	2014	12	2014	12
4	SDC Preschool Room 1	Classroom	960		Portable	1	2014	12	2014	12
5	SDC Preschool Room 2	Classroom	960		Portable	1	2014	12	2014	12
6	Classroom/Office	Classroom/Office	4,800		Portable	1	2003	23	2003	23
Total Sq Ft			10,080	Total Classrooms		6	Average Age	14		
Standalone Gym			No	MPR/Cafeteria		No	Library	No		

Capacity, Utilization & Enrollment Projections

LEAPP currently serves 120 students, compared to a target capacity of 125 students and a maximum capacity of 132 students. Based on current enrollment, the campus is operating at 96.00% utilization. As a program-based facility, future planning efforts should focus on maintaining high-quality learning environments, supporting specialized instructional needs, and preserving flexibility to accommodate fluctuations in preschool enrollment while remaining within the program's operational capacity.

Lakeside Early Advantage Preschool Programs (LEAPP)

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
LEAPP	120	132	125	96.00%

The LEAPP Preschool Program provides early childhood education services for Lakeside Union School District and serves a specialized population of preschool-aged children. With a program capacity of approximately 168 students, LEAPP plays an important role in supporting school readiness and early intervention services within the District. Enrollment is expected to remain relatively stable throughout the planning period, consistent with historical participation trends and community demand for preschool services.

BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition (Score: 83.05%)

The building condition assessment indicates LEAPP Academy is generally in good condition, with targeted needs related to exterior finish deterioration, wood rot, and interior flooring replacement.

- Exterior walls at the remaining campus areas need selected wood-rot repairs and fresh paint.
- Exterior walls at Building 1 / Infant area are in poor condition, with failing and peeling exterior paint and delamination from the surface.
- Most VCT and some carpet are at the end of their life cycle.
- Roof, exterior windows, exterior doors, interior walls, interior doors, ceilings, fixed equipment, electrical systems, plumbing, HVAC, lighting, connectivity, fire/life safety systems, emergency lighting, fire resistance, and ADA are generally rated good.

Lakeside Early Advantage Preschool Programs (LEAPP)

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Building Systems	Building 1 / Infant Exterior Finish Repairs	Repair failing and peeling exterior paint at Building 1 - Infant area, including surface preparation and correction of paint delamination.	Priority 2
Building Systems	Exterior Wood Rot Repairs and Painting	Repair exterior wood rot at remaining campus areas and complete fresh exterior painting to protect and renew exterior surfaces.	Priority 2
Modernization	Flooring Replacement	Replace end-of-life VCT and selected carpet throughout affected areas.	Priority 2

Lakeside Early Advantage Preschool Programs (LEAPP)

Site Budgetary Costs

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY					
No Health and Safety items					
MODERNIZATION		\$ 1,188,000.00			
Priority 2	Classroom modernization	SF	5,280	\$ 225.00	\$ 1,188,000.00
BUILDING SYSTEMS		\$ 45,360.00			
Priority 2	Exterior repairs and painting	SF	10,080	\$ 4.50	\$ 45,360.00
EDUCATIONAL ADEQUACY IMPROVEMENTS		\$ -			
No Educational Adequacy items					
SITE AND INFRASTRUCTURE IMPROVEMENTS		\$ -			
No Site and Infrascture items		\$ -			
NEW CONSTRUCTION		\$ -			
No New Construction items		\$ -			
SUBTOTAL		\$ 1,233,360.00			
PROJECT SOFT COSTS (30%)		\$ 370,008.00			
TOTAL ESTIMATED PROJECT COST		\$ 1,603,368.00			
COST ESCALATION- YEAR 1 (5%)		\$ 1,683,536.40			
COST ESCALATION- YEAR 2 (5%)		\$ 1,767,713.22			
COST ESCALATION- YEAR 3 (5%)		\$ 1,856,098.88			
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.					

Riverview International Academy



Address:
9308 Winter Gardens Blvd.
Lakeside, Ca 92040

Grades: 2nd - 5th

Year Constructed: 1961

Enrollment (2025-26): 452

Design Capacity: 640

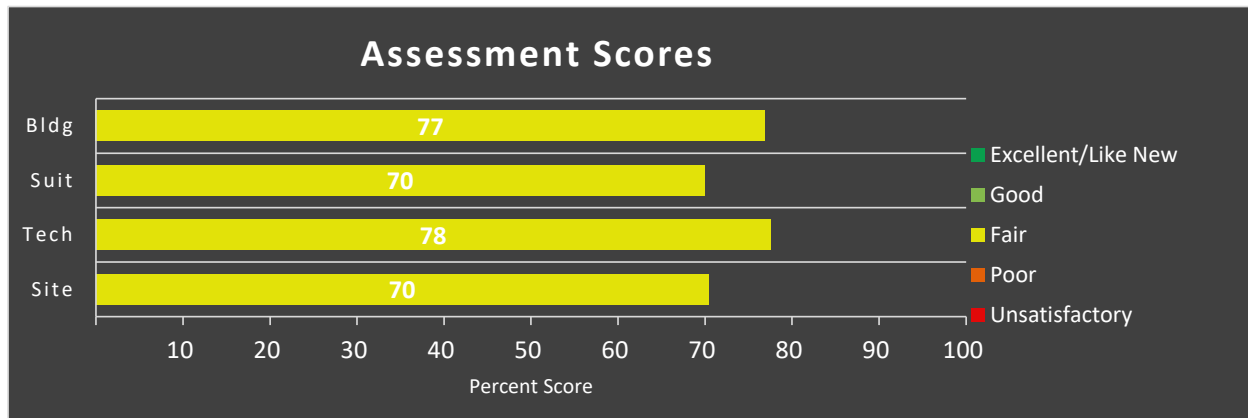
Target Capacity: 608

Total Sq. Ft.: 41,522

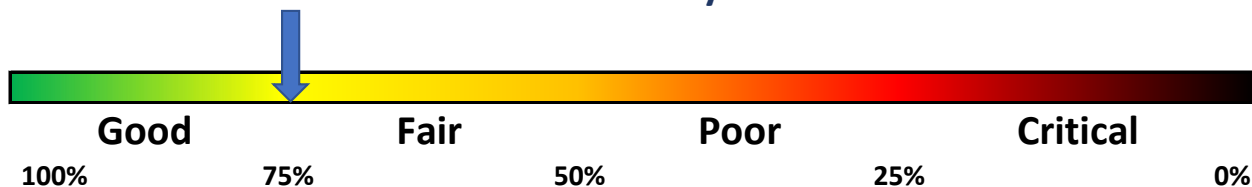
Site Acreage: 8.49

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**



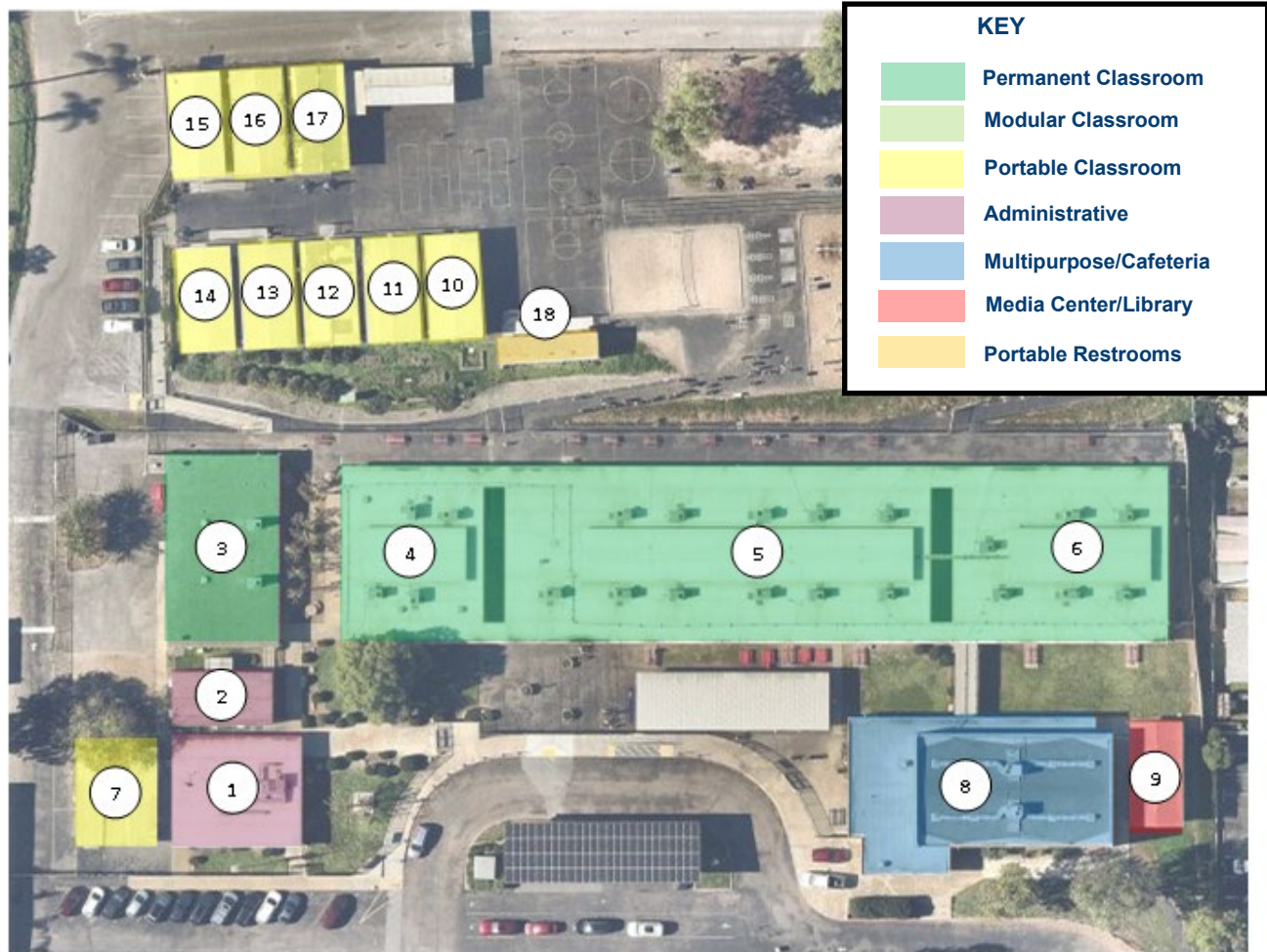
Riverview International Academy Overall Score = 74.20%



Riverview International Academy

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



Riverview International Academy Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Administration	Administration	1,346	A-58948	Permanent	0	1958	68	2000	26
2	Staff Lounge	Staff Lounge	960	A-52959	Portable	0	1989	37	1989	37
3	Kindergarten	Kinder Classroom	2,823	A-16634	Permanent	2	1958	68	2000	26
4	Bldg 1- Rm 1,2,17,18	Classroom	3,852	A-16634	Permanent	4	1958	68	2000	26
5	Bldg 2 Rm 3-7, 12-16	Classroom	10,989	A-58948	Permanent	10	1958	68	1958	68
6	Bldg 3- Rm 8-11	Classroom	5,240	A-58948	Permanent	4	1958	68	2000	68
7	ESS (CARE)	ESS	1,440	04-125292	Portable	1	2026	0	2026	0
8	MPR	MPR	5,752	A-21533	Permanent	0	1961	65	2000	26

Riverview International Academy

Riverview International Academy Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
9	Library	Library	960	A-52959	Portable	0	1988	38	1988	38
10	P20	Classroom	960	A-52959	Portable	1	1988	38	1988	38
11	P21	Classroom	960	A-52959	Portable	1	1988	38	1988	38
12	P22	Classroom	960	A-52959	Portable	1	1988	38	1988	38
13	P23	Classroom	960	A-52959	Portable	1	1988	38	1988	38
14	P24	Classroom	960	A-52959	Portable	1	1988	38	1988	38
15	P25	Classroom	960	A-52959	Portable	1	1988	38	1988	38
16	P26	Classroom	960	A-51190	Portable	1	1988	38	1988	38
17	P27	Classroom	960	A-51190	Portable	1	1988	38	1988	38
18	RR Building	RR Building	480	A-52959	Portable	0	1989	37	1989	37
Total Sq Ft			41,522	Total Classrooms		29	Average Age	46		
Standalone Gym			No	MPR/Cafeteria		Yes	Library	Yes		

Capacity, Utilization & Enrollment Projections

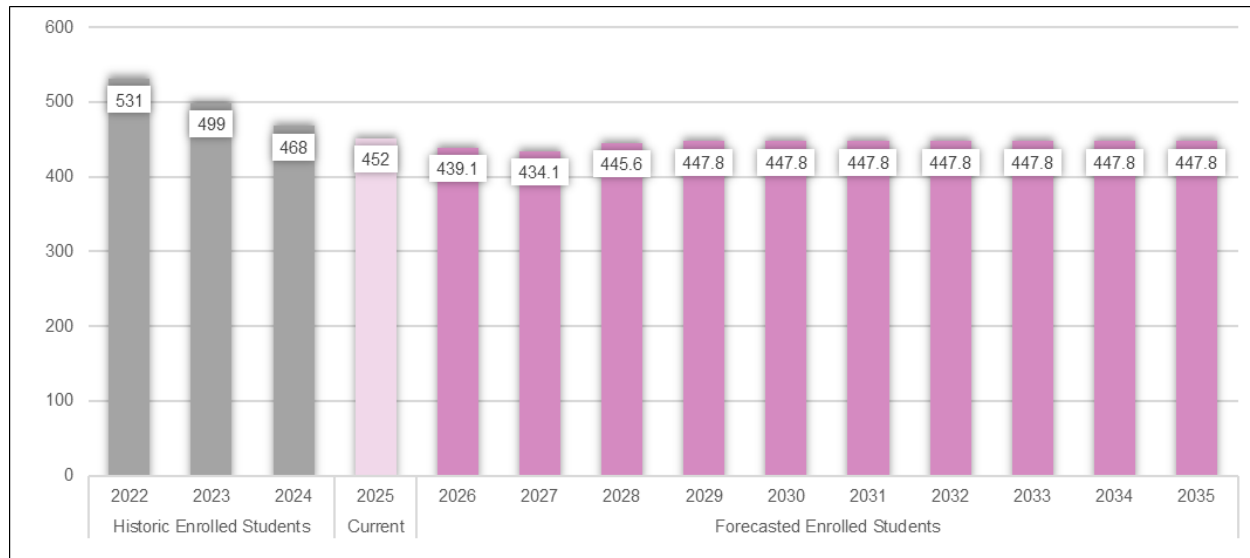
Riverview International Academy is currently operating at 74.34% utilization, indicating that the campus has available capacity when compared with its target capacity. This utilization level suggests that the school is not currently experiencing capacity pressure and has flexibility to accommodate enrollment fluctuations, specialized program needs, and potential scheduling or space-use adjustments. When viewed alongside the enrollment forecast, Riverview International Academy is expected to maintain sufficient capacity throughout the planning period, with enrollment projected to stabilize below current levels.

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
Riverview International Academy	452	640	608	74.34%

Riverview International Academy's grade 2–5 enrollment has declined in recent years, decreasing from 531 students in 2022 to 499 students in 2023 and 468 students in 2024. Current enrollment is 452 students in 2025. The forecast projects a slight decline to approximately 439 students in 2026 and 434 students in 2027, followed by modest stabilization beginning in 2028. From 2029 through 2035, enrollment is projected to remain steady at approximately 448 students. Overall, the forecast indicates that Riverview International Academy is expected to experience a near-term decline from current enrollment levels, followed by a stable long-term enrollment pattern.

Riverview International Academy

Riverview Academy														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024		2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
2	131	132	102	118	120.8	120.8	120.8	120.8	120.8	120.8	120.8	120.8	120.8	120.8
3	141	125	125	104	114.4	117.1	117.1	117.1	117.1	117.1	117.1	117.1	117.1	117.1
4	129	130	119	116	97.1	106.8	109.3	109.3	109.3	109.3	109.3	109.3	109.3	109.3
5	130	112	122	114	106.8	89.4	98.4	100.6	100.6	100.6	100.6	100.6	100.6	100.6
2-5	531	499	468	452	439.1	434.1	445.6	447.8	447.8	447.8	447.8	447.8	447.8	447.8



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition (Score: 76.88%)

The building condition assessment identifies a mix of serviceable systems and more significant deficiencies related to exterior deterioration, interior finishes, portable building flooring, accessibility, and site-related building components.

- Exterior walls are in poor condition, with wood rot at eaves, peeling painted handrails, and a need for campuswide exterior painting.
- Exterior doors are faded, peeling, damaged on some interior sides, and need repainting.

- Classroom flooring shows wear to VCT and carpet and is expected to reach the end of its life cycle in approximately three to five years.
- Linoleum flooring in the portable restroom building is in very poor condition.
- Some portable classrooms have failing subfloors.
- MPR flooring is in poor condition.
- Terrazzo restroom floors need deep professional cleaning.
- Interior walls are due for painting.
- Older ceiling tiles remain in some spaces, including administration and the MPR, with many MPR ceiling tiles peeling.
- The existing main electrical switchboard was observed in serviceable condition through limited visual review, but continued use, code compliance, and suitability for current loads should be confirmed by a licensed electrician or electrical engineer.
- Some older exterior drinking fountains could use replacement.
- Playground ramps are too steep and are not ADA compliant.

Educational Suitability (Score: 69.91%)

The educational suitability assessment identifies notable limitations in portable classroom condition, administrative and support spaces, PE and media center adequacy, student privacy, and site circulation.

- Permanent classrooms are generally good, but portable classrooms are in poor condition, with areas of sinking flooring and holes around the interior classroom perimeter.
- Portable classroom interior walls are old and in poor condition.
- Not all classrooms have built-in cabinetry, creating classroom storage limitations.
- Science is supported through a STEAM program and is also taught within general classrooms.
- Music is provided as an MPR pull-out program, with the site contracting with a middle school teacher.
- The MPR is not adequate for physical education activities, is too small, and does not provide enough PE storage.
- The media center is too small and needs additional storage.
- Student restroom has installed a shower curtain as a temporary privacy measure.
- Administration space is dated, too small, has thin walls that limit private conversations, and lacks an adult restroom within the office.

- Clinic space lacks separation for sick students, does not include a student restroom, and does not have enough storage.
- Parent drop-off and pick-up does not provide adequate onsite vehicle stacking, causing parents to queue in the busy street.
- Pedestrian circulation is limited, with sidewalks only in front of the school and concerns that the site is not safe for walking.
- Play areas lack exterior shade, aging trees have been removed over time, play equipment is aged, and sand in the play area is a concern.
- Controlled entrance is noted as a positive safety feature.

Grounds (Score: 70.36%)

The grounds assessment identifies several site and paving deficiencies, particularly related to vehicle circulation, ADA access, asphalt wear, play court cracking, and fencing.

- Asphalt parking lots show signs of wear.
- The parent drop-off loop is very worn, with potholes beginning to form.
- Asphalt walkways down to the playground are not ADA compliant because the slope is too steep.
- Large cracks are present in the upper asphalt walking and seating area.
- The northwest wood fence is in poor condition and requires replacement with chain link fencing.

Technology Readiness (Score: 77.50%)

The technology readiness assessment identifies several functional gaps affecting cooling, alerting, voice distribution, cameras, and classroom audio.

- Technology cooling does not always work and has not been upgraded.
- Classroom-level alerting does not work in all classrooms.
- Video distribution is only partially updated, with some cameras replaced but not all.
- Voice distribution does not work in all classrooms.
- Classroom audio systems do not work in all classrooms.
- Core technology infrastructure is otherwise rated good in several areas, including IT equipment environment, electrical power, equity of access, LAN connectivity, LAN-WAN performance, faculty and staff technology, and WAN backbone.

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Health & Safety	Accessibility Upgrades	Correct non-compliant ramps, improve pedestrian pathways, and address safety concerns in circulation areas	Priority 1
Health & Safety	Campus Safety & Circulation	Reconfigure drop-off/pick-up circulation to reduce street queuing and improve on-site safety for vehicles and pedestrians	Priority 1
Technology Readiness	Communication & Classroom Technology Systems	Replace non-functional classroom alerting, voice distribution, and audio systems and complete campus-wide technology upgrades	Priority 1
Building Systems	Exterior Envelope & Painting	Repair wood rot at eaves and portables, address peeling paint, and complete campus-wide exterior repainting	Priority 2
Modernization	Classroom Modernization - Permanent Classrooms	Replace worn flooring, repaint interior walls, and replace deteriorated ceiling systems	Priority 2
Modernization	MPR Modernization	Replace worn flooring, repaint interior walls, and replace deteriorated ceiling systems	Priority 2
Building Systems	Electrical System Evaluation & Upgrade	Evaluate existing electrical service for capacity and code compliance and upgrade as needed	Priority 2
Educational Adequacy Improvements	Classroom & Portable Replacement Strategy	Remove 3 portable classrooms with no replacement. Rehabilitate remaining 2 portable classrooms	Priority 2

Project Prioritization Matrix

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Educational Adequacy Improvements	Administration & Support Space Improvements	Expand and modernize administration, clinic, counseling, and staff workroom spaces to meet program needs	Priority 2
Educational Adequacy Improvements	Program Space Enhancements	Improve or expand spaces for PE, media center, and storage to better support instructional programs	Priority 2
Site & Infrastructure	Parking & Circulation Improvements	Improve site circulation for safer and more efficient access, if possible.	Priority 2
Site & Infrastructure	Playcourt Replacement	Replace deteriorated walkways and play court surfaces.	Priority 2
Site & Infrastructure	Parking Resurfacing	Resurface deteriorated parking lots and driveways.	Priority 2
Technology Readiness	HVAC Cooling System Improvements	Upgrade or repair cooling systems to provide consistent and reliable performance	Priority 2
Building Systems	Plumbing Fixture Improvements	Replace aging drinking fountains and improve plumbing-related components	Priority 3
Site & Infrastructure	Fencing Replacement	Replace deteriorated northwest wood fencing with durable materials	Priority 3
Site & Infrastructure	Playground Enhancements	Improve play areas with updated equipment, added shade, and safer surfacing conditions	Priority 3

Riverview International Academy

Site Budgetary Costs

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY		\$ 1,077,000.00			
Priority 1	(ADA)	Allowance	1	\$ 400,000.00	\$ 400,000.00
Priority 1	Replacement VoIP/ emergency system	Allowance		\$ 300,000.00	\$ 300,000.00
Priority 1	improvements	Allowance	1	\$ 377,000.00	\$ 377,000.00
MODERNIZATION		\$ 8,882,925.00			
Priority 2	Classroom Modernization	SF	22,961	\$ 225.00	\$ 5,166,225.00
Priority 2	Administration Modernization	SF	1,346	\$ 450.00	\$ 605,700.00
Priority 2	MPR Modernization	SF	5,752	\$ 500.00	\$ 2,876,000.00
Priority 2	Remove (3) deteriorated portables (RM 25-26-27)	Allowance	1	\$ 225,000.00	\$ 225,000.00
Priority 2	Terrazzo floor rehabilitation (RR)	Allowance	1	\$ 10,000.00	\$ 10,000.00
BUILDING SYSTEMS		\$ 761,971.00			
Priority 2	Plumbing fixture replacement	Allowance	1	\$ 535,000.00	\$ 535,000.00
Priority 2	HVAC in Technology closet	Allowance	1	\$ 25,000.00	\$ 25,000.00
Priority 2	Exterior repairs and painting (incl. doors)	SF	36,722	\$ 5.50	\$ 201,971.00
EDUCATIONAL ADEQUACY IMPROVEMENTS		\$ 345,000.00			
Priority 3	STEAM Room Improvements	SF	1,500	\$ 230.00	\$ 345,000.00
SITE AND INFRASTRUCTURE IMPROVEMENTS		\$ 2,801,383.46			
Priority 2	Asphalt parking repair and seal coat	SF	32,321	\$ 18.00	\$ 581,778.00
Priority 2	Asphalt playcourt replacement w/ drainage improvements	SF	54,407	\$ 25.00	\$ 1,360,175.00
Priority 3	Fencing replacement	LF	294	\$ 66.09	\$ 19,430.46
Priority 3	Shade structures - Playground	EA	3	\$ 90,000.00	\$ 270,000.00
Priority 3	Shade structures - Parent pick up line	EA	3	\$ 90,000.00	\$ 270,000.00
Priority 3	Playground equipment replacement	Allowance	1	\$ 300,000.00	\$ 300,000.00
NEW CONSTRUCTION		\$ 475,000.00			
Priority 2	Modular Office for Counseling & Health Office	Allowance	1,440	\$ 475,000.00	\$ 475,000.00
SUBTOTAL		\$ 14,343,279.46			
PROJECT SOFT COSTS (30%)		\$ 4,302,983.84			
TOTAL ESTIMATED PROJECT COST		\$ 18,646,263.30			
COST ESCALATION- YEAR 1 (5%)		\$ 19,578,576.46			
COST ESCALATION- YEAR 2 (5%)		\$ 20,557,505.29			
COST ESCALATION- YEAR 3 (5%)		\$ 21,585,380.55			
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.					

Winter Gardens Elementary

**Address:**

8501 Pueblo Road
Lakeside, Ca 92040

Grades: TK – 1st

Year Constructed: 1955

Enrollment (2025-26): 197

Design Capacity: 360

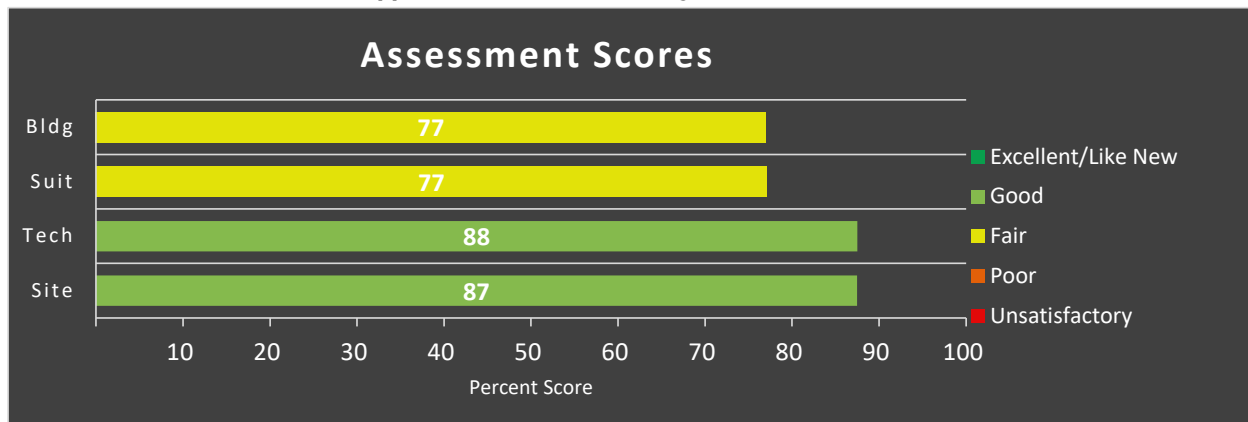
Target Capacity: 342

Total Sq. Ft.: 23,695

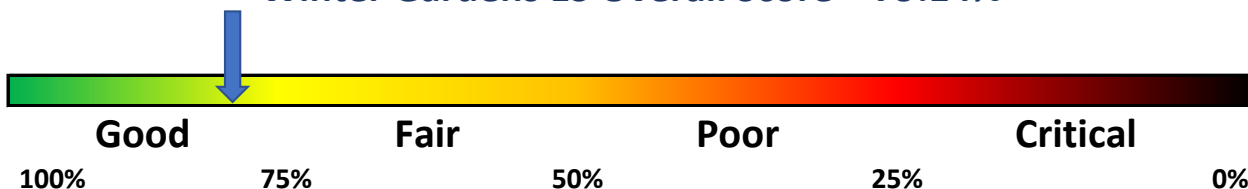
Site Acreage: 9.0

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**



Winter Gardens ES Overall Score = 79.14%



Winter Gardens Elementary

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



Winter Gardens Elementary Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Main Building	Classroom (Rooms 1-6)	7,375	A-19665	Permanent	6	1961	65	2000	26
2	MPR	MPR	2,400	A-48773	Portable	0	1987	39	2010	16
3	Portable Office	Administration	960	No DSA	Portable	0	1998	28	2015	11
4	RM A	Classroom	960	A-52869	Portable	1	1989	37	2000	26
5	RM B	Classroom	960	04-100069	Portable	1	1987	39	1987	39
6	RM C	Classroom	960	04-106268	Portable	1	1987	39	1987	39
7	P7	Classroom	960	04-100069	Portable	1	1989	37	1989	37
8	P8	Classroom	960	A-52869	Portable	1	1977	49	1977	49
9	P9/Restrooms	RR/CR Bldg	1,440	04-103498	Portable	1	2002	24	2014	12
10	P10	Classroom	960	A-52869	Portable	1	1989	37	1989	37
11	P11	Classroom	960	A-52869	Portable	1	1989	37	1989	37
12	P12	Classroom	960	04-106268	Portable	1	1999	27	1999	27
13	P13	ESS Classroom	1,440	04-101836	Portable	1	2001	25	2002	24
14	P14	Library	960	04-102327	Portable	1	2005	21	2014	12
15	P15	Classroom	1,440	04-110417	Portable	1	2001	25	2015	11
16	Staff Restroom/Storage	Administration	440	Unknown	Portable	0	1998	28	1998	28
Total Sq Ft			24,135	Total Classrooms		18	Average Age	35		
Standalone Gym			No	MPR/Cafeteria		Yes	Library	Yes		

Winter Gardens Elementary

Capacity, Utilization & Enrollment Projections

Winter Gardens Elementary School is currently operating at 57.60% of its target capacity, indicating that the campus has sufficient available space to accommodate current enrollment and provides flexibility for future growth or program adjustments. The relatively low utilization rate presents opportunities to support enrollment increases, expand educational programs, or reconfigure existing spaces to better meet evolving instructional needs. As the District continues to monitor enrollment trends and educational priorities, Winter Gardens may serve as a potential location for future program expansion or the redistribution of students, as appropriate. Ongoing evaluation of facility utilization will help ensure that available space continues to support high-quality instruction while maintaining operational efficiency and flexibility.

School	Current Enrollment	Maximum Capacity	Target Capacity	Utilization
Winter Gardens ES	197	360	342	57.60%

Although Winter Gardens currently benefits from available capacity, a portion of the campus capacity is provided by portable classrooms. As the District evaluates the long-term replacement of aging portable facilities, future planning should consider opportunities to modernize permanent instructional space while maintaining sufficient capacity to accommodate projected enrollment and evolving educational programs.

BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition (Score: 77.02%)

The building condition assessment identifies several targeted facility needs related to exterior wood deterioration, aging windows, interior flooring and finishes, electrical panels, ceiling conditions, and accessibility at portable classrooms.

- Exterior walls need repairs due to wood rot at eaves and exterior painting needs.
- Older original windows have failing window putty and aged closers.
- Some interior sides of exterior doors are faded and damaged, though exterior door conditions are mostly good.

Winter Gardens Elementary

- Carpet is in very poor condition in Classrooms A, B, C, and the teacher lounge.
- Carpet and VCT in most classrooms show wear and are due for replacement within approximately three to five years.
- Terrazzo floors need deep professional cleaning.
- Interior walls have some damage and dirt and are due for painting in many rooms.
- Ceilings have some dirt and minor damage, especially in portables; MPR ceiling tiles are older and have some damage.
- Older GE main panels have been updated from original panels, but continued use, code compliance, and suitability for current loads should be confirmed by a licensed electrician or electrical engineer.
- Electrical distribution includes a mix of older and newer subpanels.
- Some rooms have dirt stains around HVAC registers.
- Portables A, B, and C have a steep asphalt approach.

Educational Suitability (Score: 77.11%)

The educational suitability assessment indicates a generally functional elementary campus with selected program and support-space limitations related to Kindergarten, music, media center, clinic, cafeteria, play areas, and supervision.

- Kindergarten classrooms do not have restrooms within the classroom, and the play area lacks shade.
- Instructional resource services provide both push-in and push-out support.
- Science is taught within the classroom.
- Music does not have a designated classroom.
- Art has one designated STEAM classroom.
- The media center is small for enrollment, needs additional storage, and the closest restroom is located outside the fenced area.
- Portable restrooms do not have proper ventilation.
- The restroom within the office area backs up and is not always usable.
- No restroom is available for evening and weekend use of the campus.
- The clinic lacks separation for sick students, is too small, and does not have enough storage.

Winter Gardens Elementary

- The cafeteria is too small.
- Play equipment is aging, and the grass play area is dead and not used due to its condition.
- Some areas have limited supervision visibility due to portable classroom placement.
- Controlled entrances are rated good.

Grounds (Score: 87.46%)

The grounds assessment indicates generally good site conditions, with targeted deficiencies related to play court paving and basketball equipment.

- Play courts have very large cracks and damage in some areas, including the Kindergarten quad and upper play courts by Rooms A, B, and C.
- Basketball goals need replacement.
- Parking lots, driveways, sidewalks, landscaped areas, playfields, irrigation, playground surfaces, utilities, site lighting, and fencing are otherwise rated good.

Technology Readiness (Score: 87.50%)

The technology readiness assessment indicates mostly good infrastructure, with concerns related to cooling reliability, emergency alerting, voice distribution, and classroom audio.

- Technology cooling works poorly.
- Classroom-level alerting does not always work, and teachers use walkie-talkies.
- Voice distribution has delays, and staff use walkie-talkies.
- Classroom audio does not always work.
- Core technology infrastructure is otherwise rated good, including IT equipment environment, electrical power, equity of access, LAN connectivity, LAN-WAN performance, video distribution, faculty and staff technology, and WAN backbone.

Winter Gardens Elementary

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Health & Safety	ADA Accessibility Improvements	Improve non-compliant pathways to portables and address accessibility barriers across campus	Priority 1
Health & Safety	Emergency Communication System Upgrade	Upgrade campus communication systems to eliminate delays and ensure reliable emergency notification	Priority 1
Building Systems	Exterior Envelope Repairs & Painting	Repair wood rot at eaves and complete exterior repainting to extend building life	Priority 2
Building Systems	Window Replacement	Replace original windows with new energy-efficient systems to improve functionality and performance	Priority 2
Building Systems	Electrical System Evaluation & Upgrade	Evaluate and upgrade electrical panels and distribution systems for capacity and code compliance	Priority 2
Building Systems	HVAC Maintenance & Upgrade	Improve cooling system performance and address air distribution issues to enhance comfort	Priority 2
Educational Adequacy Improvements	Kindergarten Classroom Improvements	Add in-class restrooms and improve shaded play areas for early learning programs	Priority 2
Modernization	Interior Finishes Renewal	Replace worn classroom flooring, repaint interior walls, and repair ceiling systems	Priority 2

Winter Gardens Elementary

Project Prioritization Matrix - Continued

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Site & Infrastructure	Play Court Rehabilitation	Repair cracked and damaged play court surfaces to restore safe use	Priority 2
Educational Adequacy Improvements	Program Space Enhancements	Provide dedicated music classroom and improve flexibility of instructional spaces	Priority 3
Educational Adequacy Improvements	Support Space Improvements	Expand or modernize media center, clinic, and administrative support spaces	Priority 3
Site & Infrastructure	Playground Equipment Renewal	Replace aging basketball goals and improve underutilized play areas	Priority 3

Winter Gardens Elementary

Site Budgetary Costs

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY		\$ 1,299,125.00				
Priority 1	Replacement VoIP/ emergency system	Allowance	1	\$ 250,000.00	\$ 250,000.00	
Priority 1	ADA upgrades campus wide	Allowance	1	\$ 850,000.00	\$ 850,000.00	
Priority 1	Electrical replacement-Specific Bldgs	SF	7,375	\$ 27.00	\$ 199,125.00	
MODERNIZATION		\$ 1,659,375.00				
Priority 2	Classroom modernization	SF	7,375	\$ 225.00	\$ 1,659,375.00	
BUILDING SYSTEMS		\$ 376,982.50				
Priority 2	Exterior repairs and painting	SF	24,135	\$ 4.50	\$ 108,607.50	
Priority 2	Window replacement- Main Bldg	SF	7,375	\$ 33.00	\$ 243,375.00	
Priority 2	HVAC in Technology closet	Allowance	1	\$ 25,000.00	\$ 25,000.00	
EDUCATIONAL ADEQUACY IMPROVEMENTS		\$ 600,000.00				
Priority 3	STEAM Room Improvements	SF	1,500	\$ 400.00	\$ 600,000.00	
SITE AND INFRASTRUCTURE IMPROVEMENTS		\$ 685,000.00				
Priority 2	Install shade structure in TK-K Quad	Allowance		\$ 325,000.00	\$ 325,000.00	
Priority 2	Asphalt with striping playcourt replacement-south playground	SF	40,000	\$ 9.00	\$ 360,000.00	
NEW CONSTRUCTION						
No new Construction items						
SUBTOTAL					\$ 4,620,482.50	
PROJECT SOFT COSTS (30%)					\$ 1,386,144.75	
TOTAL ESTIMATED PROJECT COST					\$ 6,006,627.25	
COST ESCALATION- YEAR 1 (5%)					\$ 6,306,958.61	
COST ESCALATION- YEAR 2 (5%)					\$ 6,622,306.54	
COST ESCALATION- YEAR 3 (5%)					\$ 6,953,421.87	
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.						

Other Facilities

SITE PROFILES INCLUDED

- District Office - Central Kitchen
- ESS Firehouse
- Maintenance - Technology - Transportation Campus
- River Valley Charter (Limited)

LUSD District Office - Central Kitchen



Address:
12335 Woodside Avenue
Lakeside, Ca 92040

Year Constructed: 1961

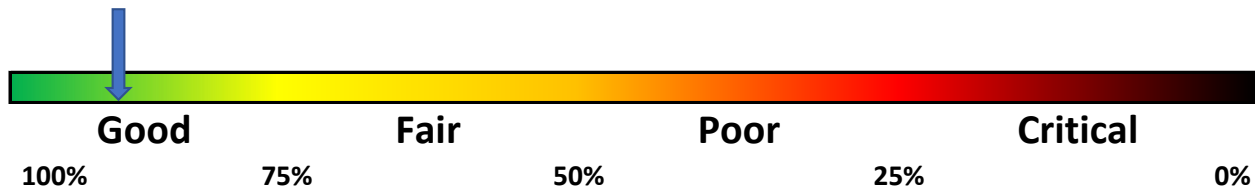
Total Sq. Ft.: 20,362

Site Acreage: 3.0

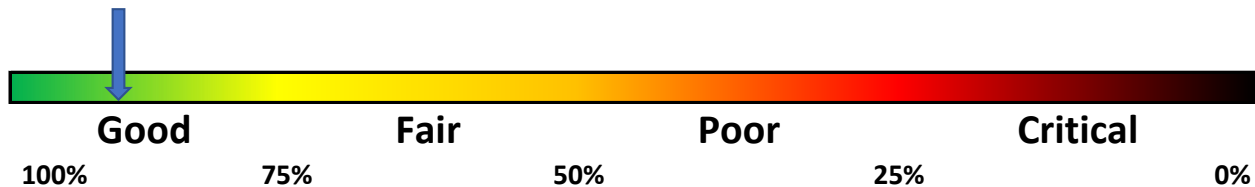
BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**

District Office Score = 90.00%



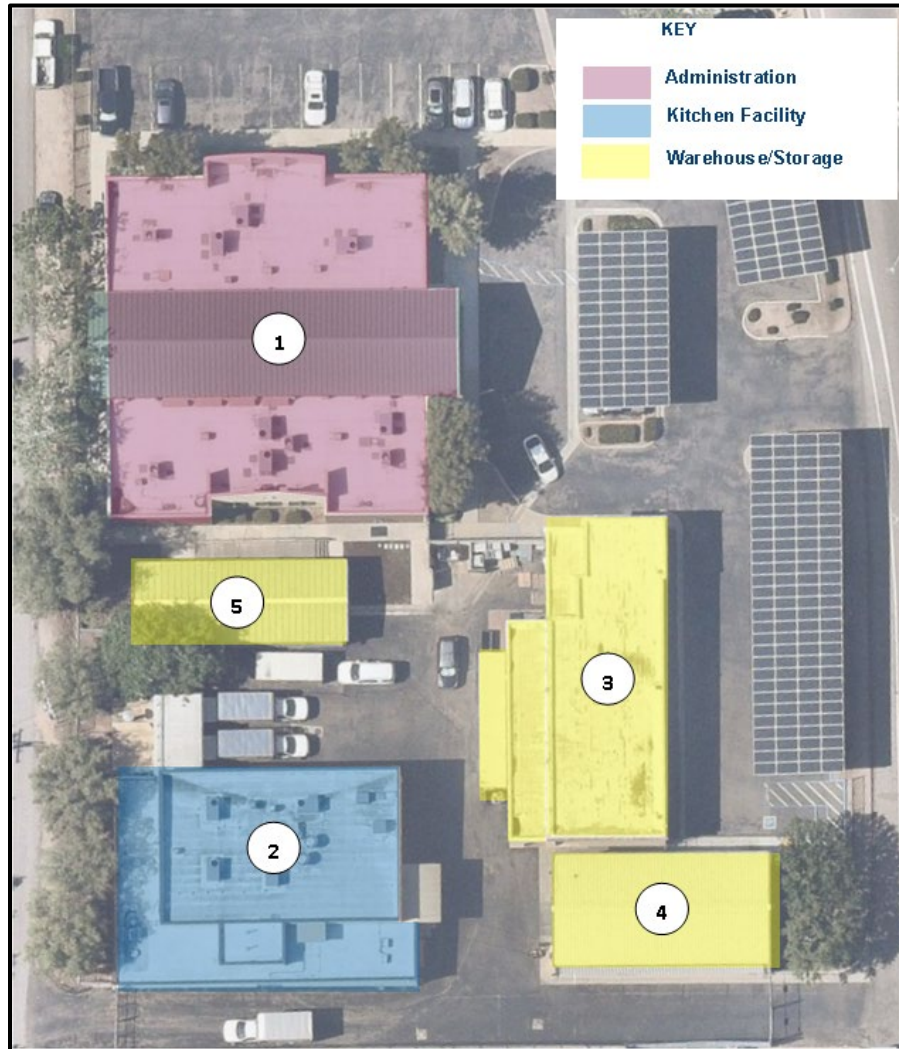
Central Kitchen Score = 90.00%



LUSD District Office - Central Kitchen

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



District Office Complex Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Administration	Administration	7,000	N/A	Modular	0	1995	31	2008	18
2	Central Kitchen	Kitchen	5,684	N/A	Permanent	0	1961	65	2020	6
3	Warehouse (Old)	Warehouse	2,298	N/A	Permanent	0	1923	103	1951	75
4	Warehouse (New)	Warehouse	3,940	N/A	Permanent	0	1995	31	1995	31
5	Trailer	Storage	1,440	N/A	Portable	0	2004	22	2004	22
Total Sq Ft			20,362	Total Classrooms		0	Average Age	50		

BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details for detailed information.**

District Office Building Condition (Score: 90.00%)

District Administration building systems are generally rated good, including foundation and structure, exterior walls, roof, windows, exterior doors, interior floors, interior walls, interior doors, ceilings, fixed equipment, electrical systems, plumbing, HVAC, lighting, connectivity, fire/life safety systems, emergency lighting, fire resistance, and ADA.

- Maintain recently updated HVAC systems and monitor long-term performance following the 2023 update.
- Maintain recently updated roof systems completed in 2022, excluding the Old Warehouse.
- Address the Old Warehouse roof as the primary known building envelope exception within the complex.
- Plan future flooring replacement as a lifecycle renewal project within the 5–8 year planning window.
- Plan future exterior painting as a lifecycle renewal project within the 5–8 year planning window.
- Continue routine maintenance of major building systems that are currently rated good.

Central Kitchen Building Condition (Score: 90.00%)

Central Kitchen building systems are generally rated good, including foundation and structure, exterior walls, roof, exterior doors, interior floors, interior walls, interior doors, ceilings, fixed equipment, electrical systems, plumbing, HVAC, lighting, fire/life safety systems, emergency lighting, fire resistance, and ADA.

- The Central Kitchen was upgraded in 2020–2021.
- HVAC systems were updated in 2023, providing recent modernization context for mechanical systems.
- Roofing was updated in 2022 for the complex, with the exception of the Old Warehouse, which remains the only building identified without a good roof condition.

Project Prioritization Matrix

The District Office and Central Kitchen are not currently identified for capital improvements beyond routine maintenance and operational upkeep. Future renewal and replacement needs will be evaluated as part of the District's ongoing facility lifecycle planning and incorporated into future updates of the Facilities Master Plan.

LUSD ESS Firehouse



Address:
9726 Riverview Avenue
Lakeside, Ca 92040

Year Constructed: 1965

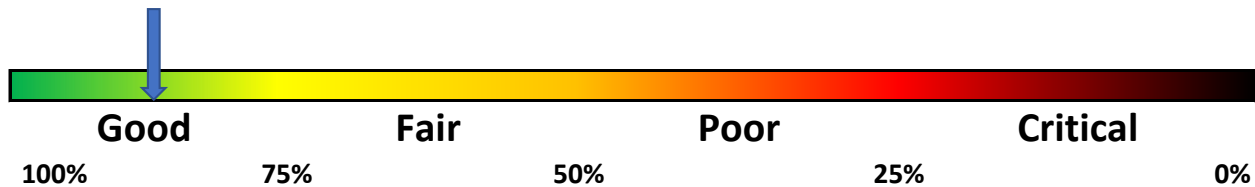
Total Sq. Ft.: 4,200

Site Acreage: 8.5

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**

ESS Firehouse Score = 85.53%



LUSD ESS Firehouse

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



ESS Firehouse Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Fire Station Bldg	Administration	4,200	N/A	Permanent	0	1965	61	2018	8
Total Sq Ft			4,200	Total Classrooms		0	Average Age	61		

BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition (Score: 85.53%)

The building condition assessment indicates ESS Firehouse is generally in good condition, with targeted needs related to flooring wear, interior doors and hardware, HVAC distribution, and accessibility at selected openings.

- Roof replacement was in progress at the time of the assessment, providing positive lifecycle renewal context.

LUSD ESS Firehouse

- Flooring shows signs of wear; carpet is noted in good condition, while VCT is rated fair.
- Interior doors are worn, and some doors have knob-type hardware.
- HVAC equipment is generally good, but there is no HVAC in the garage play area.
- ADA is rated fair due to some doors having knob-type hardware and some openings having a step up.
- Foundation and structure, exterior walls, exterior windows, exterior doors, interior walls, ceilings, fixed equipment, electrical systems, plumbing, HVAC energy generation and controls, lighting, connectivity, fire/life safety systems, emergency lighting, and fire resistance are generally rated good.

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles**.

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Health & Safety	ADA Door Hardware and Opening Corrections	Replace knob-type door hardware where needed and correct step-up conditions at openings to improve accessibility. Replace worn interior doors where needed	Priority 2
Building Systems	Garage Play Area HVAC Improvements	Extend HVAC service or provide an appropriate conditioning solution for the garage play area.	Priority 2
Modernization	Flooring Lifecycle Renewal	Plan replacement or renewal of fair-condition VCT flooring while maintaining carpeted areas that remain in good condition.	Priority 3

LUSD ESS Firehouse

Site Budgetary Costs

PRIORITY		SUMMARY OF IMPROVEMENTS		PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY							
No Health and Safety items							
MODERNIZATION				\$ 936,000.00			
Priority 2	Renew interior finishes and support spaces			SF	4,680	\$ 200.00	\$ 936,000.00
BUILDING SYSTEMS				\$ 450,000.00			
Priority 1	Add HVAC to garage play area			Allowance	1	\$ 450,000.00	\$ 450,000.00
EDUCATIONAL ADEQUACY IMPROVEMENTS							
No Educational Adequacy items							
SITE AND INFRASTRUCTURE IMPROVEMENTS							
No Site and Infrastructure items							
NEW CONSTRUCTION							
No New Construction items							
SUBTOTAL				\$ 1,386,000.00			
PROJECT SOFT COSTS (30%)				\$ 415,800.00			
TOTAL ESTIMATED PROJECT COST				\$ 1,801,800.00			
COST ESCALATION- YEAR 1 (5%)				\$ 1,891,890.00			
COST ESCALATION- YEAR 2 (5%)				\$ 1,986,484.50			
COST ESCALATION- YEAR 3 (5%)				\$ 2,085,808.73			
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.							

LUSD Maintenance-Custodial-Technology-Transportation Complex



Address:
9707 Marilla Drive
Lakeside, Ca 92040

Year Constructed:

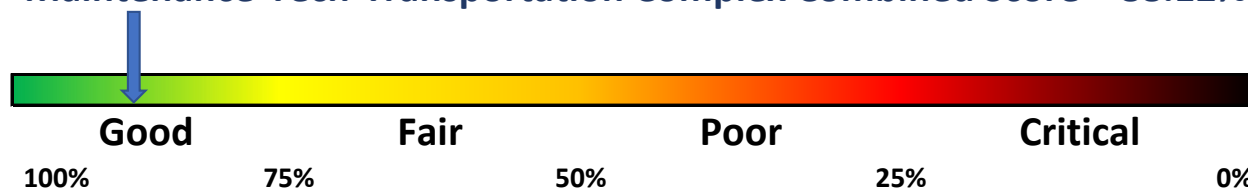
Total Sq. Ft.:

Site Acreage:

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**

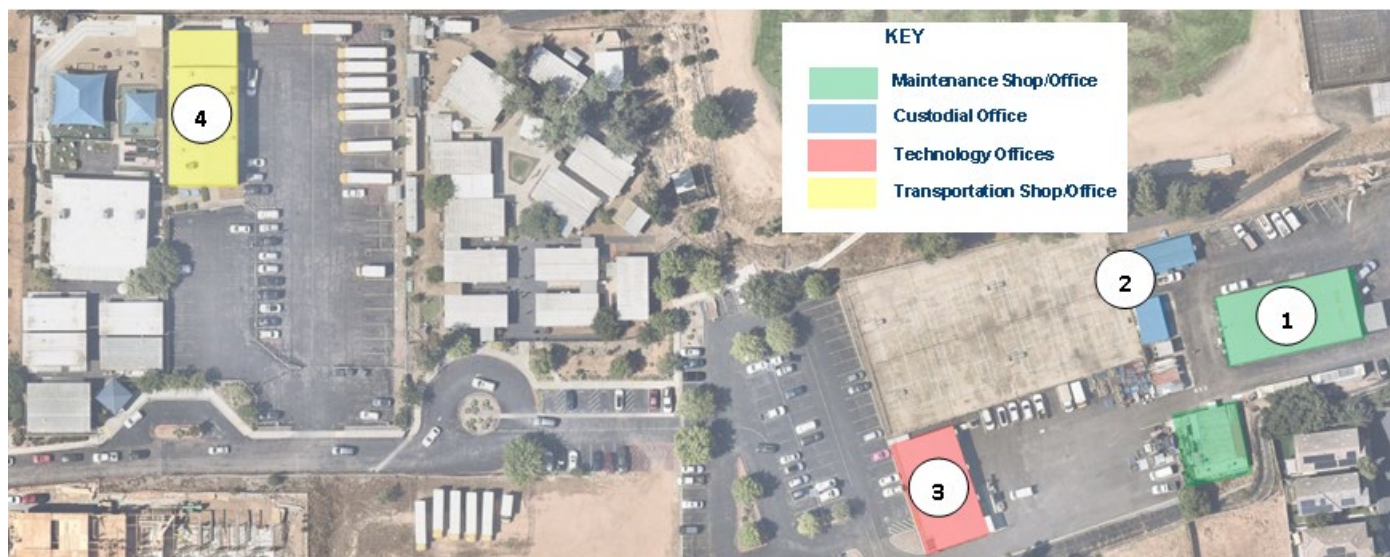
Maintenance-Tech-Transportation Complex Combined Score = 88.12%



LUSD Maintenance-Custodial-Technology-Transportation Complex

Building Inventory Reference Map and Details

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establishes the baseline conditions needed for AB 247 modernization evaluation.



Maintenance-Technology-Transportation Complex Building Inventory										40+
										30-39
										20-29
										1-19
Bldg Id	Building	Facility Use	Sq. Ft.	DSA #	Building Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Maintenance Bldg	Maintenance Bldg	5,000	N/A	Permanent	0	1997	29	1997	29
2	Custodial Office	Custodial Office	960	N/A	Portable	0	1997	29	1997	29
3	Technology Bldg	Technology Bldg	3,840	N/A	Portable	0	2024	2	2024	2
4	Transportation Garage	Transportation Garage	6,000	N/A	Permanent	0	1994	32	1994	32
Total Sq Ft			15,800	Total Classrooms		0	Average Age	23		

LUSD Maintenance-Custodial-Technology-Transportation Complex

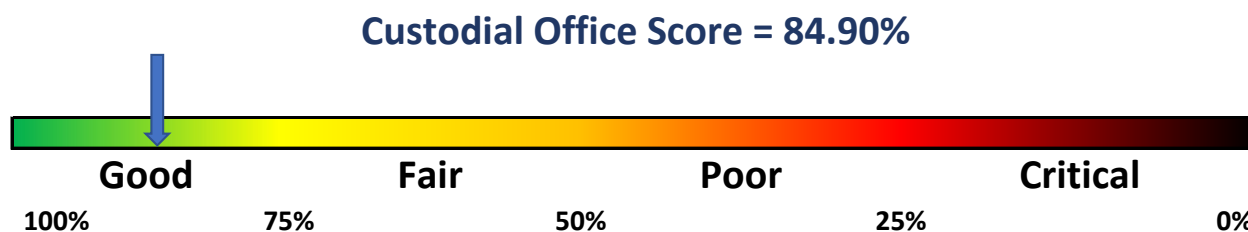
BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details** for detailed information.

Building Condition

The building condition assessments indicate that the District’s support facilities, including the Maintenance & Operations Warehouse, Custodial Office, Technology and Transportation Building, are generally in good condition and continue to effectively support district operations. The assessments identified targeted deficiencies primarily related to aging building envelope components, interior finishes, and ceiling systems, while mechanical, electrical, plumbing, HVAC, fire and life safety systems were found to be performing well overall.

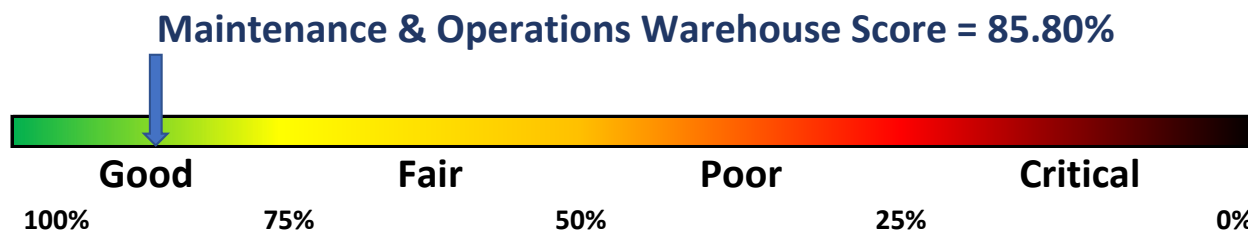
Custodial Office - 84.90%



- The primary deficiencies are related to the building exterior, including deteriorated wood trim and localized areas requiring repair.
- Exterior surfaces would benefit from repainting to protect building components and improve appearance.
- Exterior doors exhibit peeling paint and require refinishing; however, door hardware remains in good condition.
- Structural systems, roofing, interior finishes, mechanical systems, electrical systems, and accessibility features were assessed to be in generally good condition.

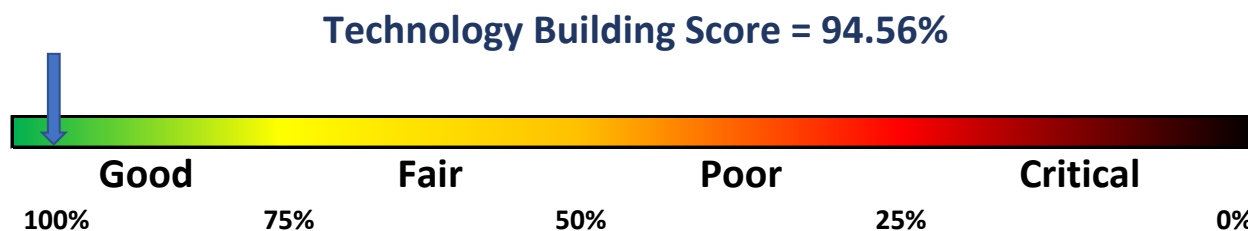
LUSD Maintenance-Custodial-Technology-Transportation Complex

Maintenance & Operations Warehouse - 85.80%



- The most significant deficiencies are associated with the roof and ceiling systems.
- Interior insulation within the warehouse and garage areas is deteriorating and falling from the ceiling, creating maintenance and operational concerns.
- Ceiling components require repair or replacement in areas where insulation failure has occurred.
- The roof coating appears to be in good condition with no visible signs of active water intrusion; however, continued monitoring and preventative maintenance are recommended.
- Building systems, plumbing, electrical systems, fire and life safety features, and accessibility components were generally found to be in good condition.

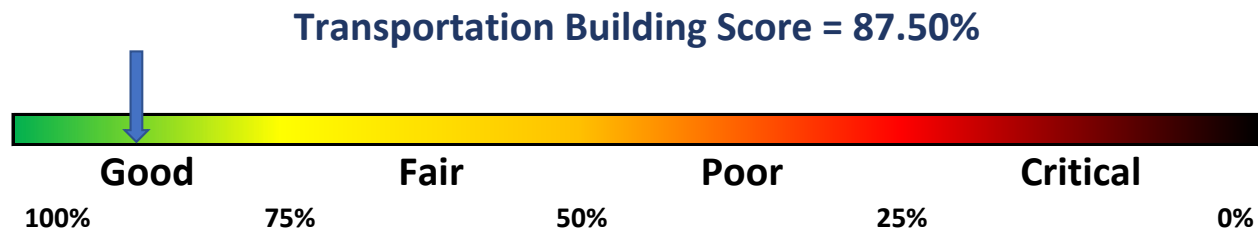
Technology Building – 94.56%



- The Technology Building received the highest assessment score among the support facilities and is in excellent overall condition.
- Building envelope components, interior finishes, mechanical systems, electrical systems, fire and life safety systems, and accessibility features were all found to be in good condition.
- No significant deficiencies were identified, and only routine preventative maintenance and lifecycle replacement activities are anticipated in the near term.

LUSD Maintenance-Custodial-Technology-Transportation Complex

Transportation Building - 87.50%



- The Transportation Building is generally in good condition but exhibits deficiencies similar to the Maintenance & Operations Warehouse.
- Interior insulation in the garage area is deteriorating and falling from the ceiling.
- Garage floors are due for a new protective epoxy coating, breakroom flooring shows signs of wear, and restroom flooring is in poor condition.
- Roof skylight panels are in fair condition and should be monitored as part of ongoing maintenance.
- Exterior door finishes are fading and would benefit from repainting.
- Mechanical, electrical, plumbing, HVAC, fire and life safety systems were assessed to be in good condition.

LUSD Maintenance-Custodial-Technology-Transportation Complex

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus and support facility needs into a clear, strategic framework that reflects both the urgency of identified conditions and the District's long-term modernization goals. While the Technology Complex is a relatively new facility and does not currently require major building modernization or capital improvements. Future building renewal and other capital improvement needs for the Technology Complex will continue to be evaluated and incorporated through periodic Facilities Master Plan lifecycle updates. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the Introduction section of this report. **Appendix A - Comprehensive Site Profiles.**

Project Prioritization Matrix				
School	Category	Project Area	Project Description / Recommended Action	Priority
Custodial Office	Building Systems	Exterior Building Rehabilitation	Repair deteriorated exterior wood components and repaint building exterior surfaces.	Priority 2
Custodial Office	Modernization	Exterior Door Renewal	Refinish or replace deteriorated exterior doors and finishes.	Priority 3
Custodial Office	Modernization	Support Facility Modernization	Modernize administrative and support facility finishes as part of future lifecycle renewal efforts.	Priority 4
Maintenance & Operations	Building Systems	Warehouse Roof, Skylight and Insulation Renewal	Replace failing insulation, renew skylight assemblies, and address associated building envelope deficiencies.	Priority 2
Maintenance & Operations	Modernization	Warehouse Functional Improvements	Modernize warehouse support spaces to improve operational efficiency and support maintenance functions.	Priority 3
Maintenance & Operations	Site & Infrastructure	Corporation Yard Improvements	Improve circulation, storage, equipment staging, and operational yard functionality as needed.	Priority 3
Technology Building	Health & Safety	Technology Infrastructure Renewal	Implement lifecycle replacement of network, communications, and technology infrastructure to maintain operational reliability.	Priority 3

LUSD Maintenance-Custodial-Technology-Transportation Complex

Project Prioritization Matrix - Continued

Project Prioritization Matrix				
School	Category	Project Area	Project Description / Recommended Action	Priority
Transportation	Building Systems	Roof and Building Envelope Renewal	Replace deteriorated translucent skylight panels and address failing roof-related insulation systems.	Priority 2
Transportation	Modernization	Interior Finishes Renewal	Replace deteriorated restroom flooring, renew breakroom flooring, and apply new protective epoxy coating to garage floors.	Priority 2
Transportation	Modernization	Ceiling and Insulation Replacement	Remove and replace failing ceiling insulation throughout the garage area.	Priority 2
Transportation	Building Systems	Exterior Door Renewal	Refinish and repaint exterior doors showing finish deterioration.	Priority 3

LUSD Maintenance-Custodial-Technology-Transportation Complex

Site Budgetary Costs

Custodial Office

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY					
No Health and Safety items					
MODERNIZATION		\$ 450,000.00			
Priority 3	Repair and replace exterior doors and finishes	Allowance	\$ 50,000.00	\$ 50,000.00	
Priority 4	Modernize finishes admini and support	Allowance	\$ 400,000.00	\$ 400,000.00	
BUILDING SYSTEMS		\$ 100,000.00			
Priority 2	Repair exterior wood and paint	Allowance	\$ 100,000.00	\$ 100,000.00	
EDUCATIONAL ADEQUACY IMPROVEMENTS					
No Educational Adequacy items					
SITE AND INFRASTRUCTURE IMPROVEMENTS					
No Site and Infrastructure items					
NEW CONSTRUCTION					
No New Construction items					
SUBTOTAL				\$	550,000.00
PROJECT SOFT COSTS (30%)				\$	165,000.00
TOTAL ESTIMATED PROJECT COST				\$	715,000.00
COST ESCALATION- YEAR 1 (5%)				\$	750,750.00
COST ESCALATION- YEAR 2 (5%)				\$	788,287.50
COST ESCALATION- YEAR 3 (5%)				\$	827,701.88
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.					

LUSD Maintenance-Custodial-Technology-Transportation Complex

Maintenance & Operations

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY					
No Health and Safety items					
MODERNIZATION		\$ 1,775,000.00			
Priority 2	Ceiling insulation remove and replace in the garage	Allowance	1	\$ 425,000.00	\$ 425,000.00
Priority 3	Modernize warehouse support spaces	Allowance	1	\$ 750,000.00	\$ 750,000.00
Priority 3	Improve circulation of equipment	Allowance	1	\$ 600,000.00	\$ 600,000.00
BUILDING SYSTEMS					
No Building Systems items					
EDUCATIONAL ADEQUACY IMPROVEMENTS					
No Educational Adequacy items					
SITE AND INFRASTRUCTURE IMPROVEMENTS					
No Site and Infrastructure items					
NEW CONSTRUCTION					
No New Construction items					
SUBTOTAL				\$	1,775,000.00
PROJECT SOFT COSTS (30%)				\$	532,500.00
TOTAL ESTIMATED PROJECT COST				\$	2,307,500.00
COST ESCALATION- YEAR 1 (5%)				\$	2,422,875.00
COST ESCALATION- YEAR 2 (5%)				\$	2,544,018.75
COST ESCALATION- YEAR 3 (5%)				\$	2,671,219.69
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.					

LUSD Maintenance-Custodial-Technology-Transportation Complex

Technology

PRIORITY		SUMMARY OF IMPROVEMENTS		PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY							
No Health and Safety items							
MODERNIZATION							
No Modernization items							
BUILDING SYSTEMS				\$ 500,000.00			
Priority 3	Implement lifecycle replacement of network, and technology infrastructure			Allowance	1	\$ 500,000.00	\$ 500,000.00
EDUCATIONAL ADEQUACY IMPROVEMENTS							
No Educational Adequacy items							
SITE AND INFRASTRUCTURE IMPROVEMENTS							
No Site and Infrastructure items							
NEW CONSTRUCTION							
No New Construction items							
SUBTOTAL				\$ 500,000.00			
PROJECT SOFT COSTS (30%)				\$ 150,000.00			
TOTAL ESTIMATED PROJECT COST				\$ 650,000.00			
COST ESCALATION- YEAR 1 (5%)				\$ 682,500.00			
COST ESCALATION- YEAR 2 (5%)				\$ 716,625.00			
COST ESCALATION- YEAR 3 (5%)				\$ 752,456.25			
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.							

LUSD Maintenance-Custodial-Technology-Transportation Complex

Transportaion

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY					
No Health and Safety items					
MODERNIZATION		\$ 741,000.00			
Priority 2	Replace RR, breakroom, & grage flooring	SF	4,000	\$ 21.50	\$ 86,000.00
Priority 2	Replace skylights and roof replacement	Allowance		\$ 500,000.00	\$ 500,000.00
Priority 2	Ceiling insulation remove and replace in the garage	Allowance		\$ 125,000.00	\$ 125,000.00
Priority 3	Refinish and repaint interior doors	Allowance		\$ 30,000.00	\$ 30,000.00
BUILDING SYSTEMS					
No Building Systems items					
EDUCATIONAL ADEQUACY IMPROVEMENTS					
No Educational Adequacy items					
SITE AND INFRASTRUCTURE IMPROVEMENTS					
No Site and Infrastructure items					
NEW CONSTRUCTION					
No New Construction items					
SUBTOTAL				\$	741,000.00
PROJECT SOFT COSTS (30%)				\$	222,300.00
TOTAL ESTIMATED PROJECT COST				\$	963,300.00
COST ESCALATION- YEAR 1 (5%)				\$	1,011,465.00
COST ESCALATION- YEAR 2 (5%)				\$	1,062,038.25
COST ESCALATION- YEAR 3 (5%)				\$	1,115,140.16
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.					

River Valley Charter



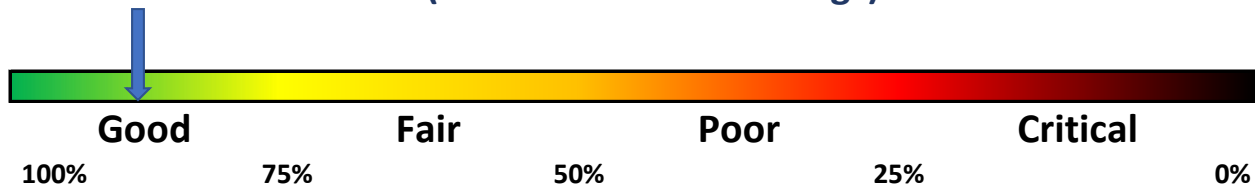
Address:
9707 1/2 Marilla Drive
Lakeside, Ca 92040

Sq Ft: 1,920
Acres: 0.5

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Details for detailed information.**

Riverview Charter (District Owned Buildings) Score = 86.64%



River Valley Charter serves approximately 221 students and operates within facilities that include two District-owned buildings. The school provides an alternative educational program that supports diverse learning needs through a flexible and student-centered instructional approach. Enrollment is expected to remain relatively stable throughout the planning period, consistent with historical participation trends and continued demand for educational choice within the community. F

River Valley Charter

BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as “Good” or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **See Appendix F - BASYS Scoring Details for detailed information.**

Building Condition (Score: 86.64%)

A formal BASYS assessment was not conducted for the River Valley Charter facilities; however, the two district-owned buildings appear to be in good overall condition. The buildings continue to effectively support the educational program and exhibit fewer age-related deficiencies than many of the District's older facilities.

- Wall hung HVAC units are beyond useful life

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A - Comprehensive Site Profiles.**

Project Prioritization Matrix			
Category	Project Area	Project Description / Recommended Action	Priority
Building Systems	HVAC Life Cycle Replacement	Replace wall hung HVAC units beyond useful life on two (2) District owned portable classrooms	Priority 3

River Valley Charter

Site Budgetary Costs

PRIORITY		SUMMARY OF IMPROVEMENTS		PRELIMINARY COST ESTIMATES			
HEALTH AND SAFETY							
No Health and Safety items							
MODERNIZATION							
No Modernization items							
BUILDING SYSTEMS				\$ 18,000.00			
Priority 3	HVAC Replacement on District owned buildings			EA	2	\$ 18,000.00	\$ 18,000.00
EDUCATIONAL ADEQUACY IMPROVEMENTS							
No Educational Adequacy items							
SITE AND INFRASTRUCTURE IMPROVEMENTS							
No Site and Infrastructure items							
NEW CONSTRUCTION							
No New Construction items							
SUBTOTAL				\$ 18,000.00			
PROJECT SOFT COSTS (30%)				\$ 5,400.00			
TOTAL ESTIMATED PROJECT COST				\$ 23,400.00			
COST ESCALATION- YEAR 1 (5%)				\$ 24,570.00			
COST ESCALATION- YEAR 2 (5%)				\$ 25,798.50			
COST ESCALATION- YEAR 3 (5%)				\$ 27,088.43			
Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.							

Appendix B - Educational Suitability and Technology Readiness Reference Guide

Art Classrooms

Required space at all levels. Art rooms should be in permanent buildings. If there is no space, score all components *Unsatisfactory*. For educational suitability purposes, if the art room is in a portable, all four components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
Art	Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. ES: 1,000 SF MS: 1,200 SF	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards or is a portable
	Location	The room should be appropriately located for the program.	Rooms should be located on an exterior wall with windows for natural light.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework, appropriate materials, and project storage Fixed Equipment: ES/MS: Should have at least 2 sinks w/clay traps, kiln w/appropriate ventilation, display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. Room(s) should have the capacity to be darkened to display projected imagery.

Examples of art classrooms:



Career & Technical Education

Scores are based on the programs available in each building. Space is provided for various simulations of job-related experiences and laboratory workstations. For educational suitability purposes, if some CTE rooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all CTE rooms are in portables, all components are scored Unsatisfactory.

System	Component	Description	What to Look For
Career Tech Ed	Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	1,200 - 2,000 SF The room should meet the square footage appropriate for the program. There is room for a lecture area and for the movement of students.	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classrooms(s) should be shielded from noise-producing activities and functions and there should be appropriate material delivery areas.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: There should be storage for student projects and supplies and secured storage areas for volatile, flammable, and corrosive chemicals and cleaning agents, if needed for the program. In addition, there should be proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials. Fixed Equipment: As appropriate to the program, including any necessary safety equipment.

Examples of career and technical education classrooms:



Early Childhood Education – Pre-K

For suitability purposes, if some early childhood classrooms are located in a portable building, the comment for all four components should include this information and the scores should be lowered based on the percent of classrooms in that category that are located in portable buildings. If all ECE classrooms are in portables, all components should be scored *Unsatisfactory*.

System	Component	Description	What to Look For
ECE	Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards (including restrooms, storage, kitchenette, and teacher preparation) 1,350 SF	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions and has <u>access</u> to a fenced outdoor play area. (Play area is scored under <i>Outside Spaces</i> .)
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate, age-appropriate casework and storage. Fixed Equipment: There should be a restroom in the classroom. Convenient access to washer and dryer. If the room is used for special education preschool, add a changing area in the restroom. Fixtures include sink, wall of cabinets, age-appropriate fixtures, and technology equipment. Some flooring is a "wet area".

Examples of ECE classrooms:

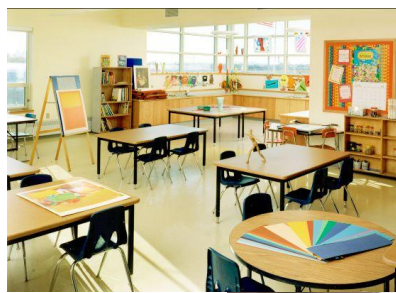


General Classrooms

For suitability purposes, if some general classrooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all general classrooms are in portables, all four components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
General Classrooms	Environment	The rooms should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Classrooms should have flexible spaces for group learning. Lighting: Appropriate natural light/lighting levels? Clerestory windows OK. Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	The rooms should meet the square footage standards. All Levels: 960-1,440 SF	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The rooms should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	Storage: Permanent casework and space for teaching materials and records. Fixed Equipment: One wall of cabinets, counters at age-appropriate height, a locked cabinet. There should be technology equipment appropriate to the program.

Examples of general classrooms:



Instructional Resource Rooms

There should be space(s) for resource specialist, speech therapist, psychologists, itinerant teachers, bilingual specialists, migrant services, and other services. For educational suitability purposes, if some instructional resource rooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are in portable buildings. If all resource rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Instructional Resource Rooms	Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program and allow for collaborative learning opportunities? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. 250 SF for resource, 200 for speech	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be near other classrooms and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework; teacher, and student storage. Fixed Equipment: Room(s) have program/technology equipment appropriate to the program.

Examples of instructional resource rooms:



KINDERGARTEN

If some kindergarten classrooms are in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are in portable buildings. For educational suitability purposes, if all kindergarten classrooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Kindergarten	Environment	The room should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? . Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards (including restrooms, storage, teacher preparation). 1,350 SF	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be appropriately located, shielded from noise-producing activities or functions, and located close to parent drop-off and bus loading areas. Kindergarten is to be located on the ground floor.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Storage space for teaching materials and records; and for children's clothing and personal items. Storage, casework, and learning stations are functionally designed for use in free play and structured activities, e.g., shelves are deep and open for frequent use of manipulative materials. Fixed Equipment: There should be a wet area with sink. Room(s) have program/technology equipment appropriate to the program. A restroom should be located within kindergarten classrooms or within 50' of classroom. Counters, furniture, etc. should be appropriate heights for kindergarten-aged students.

Examples of kindergarten classrooms:



Learning Environment

System	Component	Description	What to Look For
Learning Environment	Learning Style Variety	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program or are there oddly placed posts, difficult angles to navigate or awkward spaces to use? Lighting: Is there appropriate natural light (windows with views) and adequate artificial lighting levels? Acoustics: Is there noise transfer between classrooms or from traffic or play areas into the classrooms? The large spaces, e.g., vestibules, halls, cafeteria, etc. are acoustically treated. HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are school common area finishes/equipment worn and/or dated?
	Exterior Environment	Schools should have outdoor areas for learning and social gathering opportunities.	Examples include outdoor science/nature learning labs, covered or open instructional areas, and social gathering spaces.

Examples of learning environments:



MEDIA CENTER

All schools are expected to have a media center. For educational suitability purposes, if the media center is in a portable, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Media Center	Environment	The room should provide an inviting/stimulating environment for learning. There should be space for instruction, research, and quiet reading.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are acoustic materials in place to allow different activities to occur at the same time without interference? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	Elementary: min. 960 SF Middle School: min. 1,200 SF All should include an office and workroom.	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The media center should be centrally located to support access of all students and away from noisy parts of the building.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Adequate permanent casework and enough storage for materials and technology. Fixed Equipment: Space and capability for computer terminals for student use, research and report writing. Equipment should be properly secured. Bookcases are ideally located on the perimeter or are low enough to allow supervision. The space should include a sink in the workroom, high ceilings, and flexible spaces. Space should include break out area for student collaboration, student instruction, and teacher instruction (professional development).

Examples of Media Centers:



Music

Required space at all levels. If no music room exists, all four components should be scored *Unsatisfactory*. For educational suitability purposes, if the music room is in a portable, all four components should be scored *Unsatisfactory*. All secondary schools should have separate choir and band space. High schools also have separate orchestral space.

System	Component	Description	What to Look For
Music	Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments and various presentation arrangements Lighting: Appropriate natural light/lighting levels? Acoustics: Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for acoustic quality. Flooring should be hard surface. HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated? Safety: Practice rooms have motion-sensor lighting, a window in the door, and adequate acoustical treatment.
	Size	The rooms should meet the square footage standards. 850-1,000 SF (ES) 1,000 -3,000 SF (MS) 2 rooms minimum - chorus, orchestra, band. Practice Rooms. Office	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and practice rooms should have adequate supervision.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. Different levels (stair area)	Storage: Room(s) have adequate casework (cabinets and bookshelves), and appropriate storage. Lockable student cabinets for instruments. Fixed Equipment: There should be sinks and storage, depending on type of program. Technology equipment appropriate to the program.

Examples of music classrooms:



Non-Instructional Spaces

System	Component	Description	What to Look For
Non-Instructional	Administration	Administrative spaces should be configured and equipped appropriately. There should be active control of the front door.	Administrative office/clerical space appropriate for the school size. With adequate reception space for parents and visitors. Storage area for consumable materials. Adult restrooms. Principal's office with space for meetings of four people. Small meeting space for meetings of up to 10 people. Faculty mailboxes should not be accessed through the public space. There needs to be a large storage space adequate to store furniture and excess supplies (not in the mechanical or electrical space).
	Cafeteria	A multi-use room or rooms capable of seating one-third of the capacity of the school for dining.	There is good circulation and routing. The cafeteria is acoustically isolated, has appropriate storage and seating. There needs to be a space to store all the tables and chairs for multipurpose usage. The area for the cafeteria line is designed for the flow of traffic for each lunch period and should allow all students adequate eating time during each lunch period. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space and create lines of sight for adequate supervision.
	Food Service and Prep	Food service and prep spaces (kitchen, freezer, cooler, office, restrooms, etc.) are sized and located appropriately. The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment.	Design of kitchen reflects its planned function, e.g., whether for food preparation or warming only. Space is available for refrigeration and preparation of food to accommodate maximum number of students planned for the school. Office, changing, and restroom areas for food preparation staff are available and shall comply with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school. Doorbell/buzzer and peephole at access door.
	Clinic	Each school should have a health clinic.	There should be a health service area with space for nurse desk, patient beds (2), filing cabinets, and both dry (locked) and refrigerated medication storage. There should also be an ADA accessible restroom. Cot area should be supervised by office.

Non-Instructional Spaces (continued)

System	Component	Description	What to Look For
Non-Instructional	Counseling	There should be office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs. Elementary: 1 office Middle: 3 offices	There should be a reception/waiting area. The space should be located adjacent to the fireproof records storage. Component requirements Guidance Office = 150 SF Reception = 150 SF Records Room = 150 SF
	Custodial and Maintenance	There should be a custodial receiving area (250 SF) and custodial closets with floor mop sink in each major building area.	The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies.
	Student Restrooms	Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.	Restrooms are appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate. Floor and wall surfaces are washable. Toilet partitions and urinal privacy partitions are in place. Restroom ratio should be 1 to 50 for girls, 1 to 75 for boys.
	Faculty Workspace	The faculty should have a space for dining and a work area.	The faculty space should be sized appropriately for the school. There should also be workspace equipped for copying and other instructional materials preparation.

Examples of non-instructional spaces:



Outside Spaces

System	Component	Description	What to Look For
Outside	Vehicular Traffic	Traffic routing should be safe with good separation.	Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus loading near entrances to the building.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	There should be safe walk routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances.
	Parking	Parking should be adequate in size and marked.	There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances. Minimum adequate parking spaces defined as one space per staff member and six visitor spaces. Student parking should be adequate.
	Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time. Play equipment should be designed to be inclusive, accessible and useable by all students to the fullest extent possible.	There should be an area for covered play, a hard-surfaced area, and playground equipment. PK/K only: separately fenced area with both hard and grassed areas. For PK, this should be accessed directly from the classroom(s). MS only: include hard surface and grassed areas for physical Education.

Examples of outside spaces:



Performing Arts

All schools are required to have a performing arts space.

System	Component	Description	What to Look For
Performing Arts	Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate lighting levels? Acoustics: Are there impediments to hearing? Is there noise transfer between spaces? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	ES: Can be with the cafetorium or gymnasium with a stage. MS: The auditorium should have space for one grade level. (MS standard to be considered by district.)	MS/HS performing arts spaces including auditorium, stage, seating, green room, dressing rooms, sound booth, lighting booth, etc. meet instructional space guidelines/standards. EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The performing arts space should be located on the ground floor and acoustically isolated from the quiet spaces. There should be convenient public & after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program.

Examples of performing arts spaces:

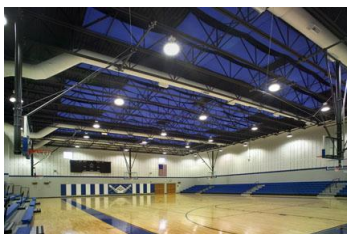


Physical Education

All schools are expected to have a Physical Education space, with one gym at the ES (can be gymnasium) and MS. If no space exists, all four components should be scored *Unsatisfactory*.

System	Component	Description		What to Look For
P.E.	Environment	The room should provide an inviting/stimulating environment for learning.		Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between programs? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated? Flooring MS/HS: regulation wood gym floor. ES: rubber is Good, wood is Excellent.
	Size	ES: Gym	ES: Not required	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
		MS: Competition court, 2 regulation cross-courts, seating for entire ASB. Competition gym Boys/girls lockers 2000 SF each w/private shower facilities Storage/Office 600 SF	MS: 6,000 SF	
	Location	The room should be appropriately located for the program.		The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. Access to public restrooms.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.		Storage: There should be adequate and appropriate storage. Fixed Equipment: Water fountains and fixed equipment (backboards, safety padding, and bleachers down one side as a minimum). Dance rooms should have a wooden floor and mirrored wall.

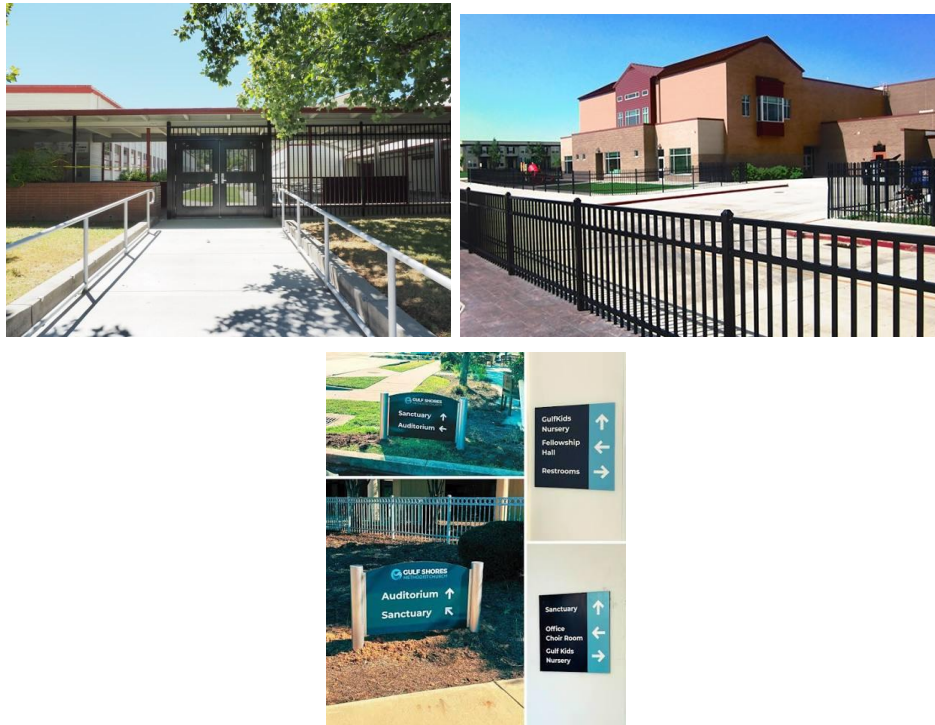
Examples of physical education spaces:



Safety & Security

System	Component	Description	What to Look For
Safety and Security	Fencing	The school site should be appropriately fenced.	The school site is appropriately fenced. Entrances and egresses are limited, where appropriate. Preschool/kindergarten playgrounds are fenced separately from other play areas, which should also be completely fenced.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g., entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs.
	Ease of Supervision	The building layout and equipment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. PK/Kindergarten classrooms should be designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised. No easy sight into assembly areas.
	Controlled Entrances	Points of entry should be controlled for student and staff safety.	School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and controlled with a security vestibule. Intercom and buzzer system.

Examples of safety & security:



Self-Contained Special Education

Required space where program exists, score *N/A* if program does not exist. For educational suitability purposes, if some self-contained rooms are located in a portable building, the comment for all four components should include this information and scores lowered based on the percent that are located in portable buildings. If all self-contained rooms are in portables, all components are scored *Unsatisfactory*.

System	Component	Description	What to Look For
Self-Contained Special Ed	Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Does it support the instructional program? Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. 1,210 SF (ES) 1,400 SF (MS)	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classroom(s) should be shielded from noise-producing activities and located centrally.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Room(s) have adequate permanent casework and teacher and student storage. Fixed Equipment: The classrooms should have special needs equipment and technology equipment appropriate to the program. Each room should have a restroom with hot water, and convenient changing area. There should be a washer/dryer in a convenient location.

Examples of self-contained special education classrooms:



Science Lab

Required space at MS/HS, score all four components *Unsatisfactory* if none exists. For educational suitability purposes, if all the science rooms are located in a portable, all four components should be scored *Unsatisfactory*. The secondary schools should include both classrooms and lab spaces.

System	Component	Description	What to Look For
Science	Environment	The room should provide an inviting/stimulating environment for learning.	Spatial Configuration (immovable): Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas. Lighting: Appropriate natural light/lighting levels? Acoustics: Are there impediments to hearing the teacher? Is there noise transfer between classrooms? HVAC/Temperature: Is there proper ventilation and consistent and adequate climate control? Aesthetics: Are the room finishes/equipment worn and/or dated? Flooring: There should be wet flooring.
	Size	The room should meet the square footage standards. 6-8 – 1,000 SF	EXCEL: 90-100% of the room(s) meet standards GOOD: 80-89% of the room(s) meet standards FAIR: 65-79% of the room(s) meet standards POOR: 50-64% of the room(s) meet standards UNSAT: <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The science classroom should be shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	Storage: Space for teaching materials and adequate permanent casework. There should be separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents. Fixed Equipment: There should be a science classroom with wet flooring, appropriate science storage and extra sinks as well as safety equipment (FE, shower, eyewash) and supplies. A separate room for storage and prep area. Fume hoods in 50% of the rooms, water and gas in all spaces, chemical storage, prep room. Maximum of 24 workstations. One ADA workstation.

Examples of science classrooms & labs



Technology Readiness

Standard: wireless capability throughout the school, fiber access to each school, telephones to each instructional space, and four hardwire connections to each classroom.

System	Component	Description	What to Look For
Technology Readiness	Comm./IT Environment	Communications and IT equipment should be in a climate-controlled environment that is secure and accessible.	Equipment is located in a place designed for Comm/IT equipment. Space is properly climate-controlled, secure, easily accessed. The area has adequate storage, utilities, and fixed equipment and is free of clutter.
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	No power strips, no extension cords, no plug-in outlet extenders. Check for microwave, coffee pots, refrigerators, etc. Check for breaker tripping.
	Cooling	Classrooms and computer lab computers should be in a climate-controlled environment.	Each CR or computer lab has sufficient HVAC capacity for the equipment present. Is the HVAC zoned separately to keep servers in a ventilated and humidity-controlled environment?
	Network Connectivity	All schools should be connected to the Local Area Network. There should be adequate network access to provide ubiquitous wireless in all instructional spaces. Each area (CR, media center, computer lab and support area) has adequate network access for computers and applicable instructional technology devices through either network drops or dense wireless	If Network connection is not fiber based, connectivity should score some or disagree.
	Network Performance	Network should allow for educational, administrative, and operational programs to run in a fashion that does not impede teachers, students, and staff from performing their daily functions and responsibilities.	Internet connectivity is available and reliable. If network performance is an issue, Comment item and the Project manager will check with district Technology Director to identify potential causes.
	Video Distribution	All schools should have the capability to stream live internet feeds or other video sources without disruption to other network functions.	There should be a projection device in each classroom.
	Voice Distribution	All schools should have the capability to directly contact each classroom, support, and office spaces. Capability to have building-wide paging and announcements. Voicemail capabilities for staff.	Paging should be heard in all spaces; inside the building and parking lot areas and bus drop off area, and playgrounds and fields. Faculty and Staff have voicemail access.
	Faculty/Staff	Faculty and Staff: All staff should have fixed equipment.	Faculty stations have hardwired connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets and working clocks.

APPENDIX C-Deferred Maintenance Plan and State Bond Funding Eligibility

This appendix has been prepared as an updateable reference section to support ongoing compliance with Proposition 2-related Facilities Master Plan requirements. It is intended to provide the District with a practical framework for maintaining current information on deferred maintenance planning and state bond funding eligibility. The appendix may be reviewed and updated by the District annually, or as frequently as needed, without requiring a full revision to the main body of the Facilities Master Plan.

1.0 Deferred Maintenance Plan

This section is intended to document the District's deferred maintenance, or ongoing and major maintenance, planning in a format that can be reviewed and updated regularly by District staff. Under current California law, the five-year school facilities master plan is to include the District's deferred maintenance plan, and the governing board is required to maintain an ongoing and major maintenance plan as part of participation in the School Facility Program.

For purposes of the School Facility Program, deferred maintenance is generally treated as major maintenance. State law identifies major maintenance as the actions necessary to keep building systems and site elements in good repair, including items such as roofing, siding, painting, floor and window coverings, fixtures, cabinets, heating and cooling systems, landscaping, fences, and other District-designated components.

The purpose of this section is to provide a practical planning tool that summarizes known maintenance needs, anticipated timing, estimated costs, and the District's funding approach. This appendix is not intended to replace the District's internal maintenance program, work order system, capital improvement planning documents, or adopted budget. Rather, it serves as a companion planning summary that can be updated periodically to reflect current conditions, completed work, revised priorities, cost changes, and available funding.

State law requires that the District's maintenance plan include identification of major maintenance needs, a schedule for completing those needs, current cost estimates, a funding schedule for the reserve, annual review and updating through the budget process, and availability for public inspection. This appendix is designed to support those requirements in a straightforward format that can be revised by District staff as conditions and priorities change.

District staff may update this section annually, or more frequently if desired, to reflect completed projects, newly identified needs, revised cost assumptions, and changes in available funding. The governing board may review and reapprove the updated information as part of the District's regular planning and budget development cycle.

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[INSERT DEFERRED MAINTENANCE / ONGOING MAJOR MAINTENANCE CHART HERE]

2.0 State Bond Funding Eligibility

This section is intended to provide a standing placeholder for information related to the District's eligibility for State School Facility Program funding under Proposition 2 and related California statutes and regulations. Education Code Section 17070.54 requires that the five-year school facilities master plan include information on the school district's eligibility for state bond funding.

Because state bond funding eligibility can change over time based on assessed valuation, bonding capacity, enrollment, existing classroom inventory, project type, financial hardship criteria, and other state-calculated factors, this appendix is intentionally structured as an updateable summary rather than a one-time calculation. The detailed eligibility analysis may be prepared by the District, its financial advisor, facilities consultant, or other qualified professionals, depending on the District's preferred process.

The purpose of this section is to provide a clear location within the Facilities Master Plan for the District to maintain the most current eligibility information available at the time of update. This may include, as applicable, modernization eligibility, new construction eligibility, financial hardship considerations, assessed valuation data, bonding capacity information, or other state-required supporting information used to evaluate participation in the School Facility Program. Proposition 2 implementation materials also reflect that the five-year facilities master plan is a condition of participation in the School Facility Program.

This section does not itself determine funding approval, grant amount, or program eligibility. Final determinations remain subject to the State Allocation Board, the Office of Public School Construction, applicable statutes and regulations, and the supporting documentation submitted at the time of application. The District may update this section whenever new eligibility information becomes available, and at minimum should consider reviewing it during annual facilities planning and budget development.

State Bond Eligibility Chart on following page

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[INSERT ELIGIBILITY CHART HERE]

Appendix D – Demographic Environmental Scan



Environmental Scan

AUGUST 2026

Lakeside Union School District

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1.0 INTRODUCTION

Lakeside Union School District (“LUSD” or “District”) selected MGT to perform strategic consulting services to conduct a comprehensive review and implementation services to plan for a vibrant future. The purpose of this Environmental Scan is to provide an external overview of the environment in which LUSD serves the community.

Background

Lakeside Union School District (LUSD) serves the Lakeside community in San Diego County and provides educational programming from Transitional Kindergarten (TK) through grade 8. The District operates a set of elementary and middle grade configurations, including a stand-alone TK program at Lakeside Early Advantage Preschool; multiple K–5 elementary schools; specialized elementary configurations (a K–1 campus and a 2–5 campus); two 6–8 middle schools; and a K–8 option. As with many districts across California, LUSD is planning within a changing external environment shaped by shifting school-age demographics, evolving community characteristics, and broader economic conditions that influence household stability, mobility, and long-range enrollment patterns.

This Environmental Scan summarizes key external factors that can affect the District’s strategic planning and resource decisions, including population projections, employment and industry trends, and postsecondary pipeline dynamics within the region. It also provides an overview of recent district enrollment patterns and student outcomes to help contextualize how demographic and economic conditions may translate into operational considerations such as staffing, program capacity, and student supports. By presenting a consistent set of community and education indicators, the scan is intended to inform future planning conversations and support the District in aligning priorities with the needs of students and families.

Methodology

MGT utilizes several tools and databases to assess key focus areas such as demographics, educational attainment, workforce, and occupational trends. One such tool is Lightcast, a labor market analytics modeling tool which draws data from sources such as the Bureau of Labor Statistics and U.S. Census Bureau. Further, MGT conducts primary and secondary research accessed via systems such as the Integrated Postsecondary Education Data System (IPEDS) and National Center for Education Statistics as well as peer-reviewed research and policy briefs imparting empirical findings and best practice in the field.

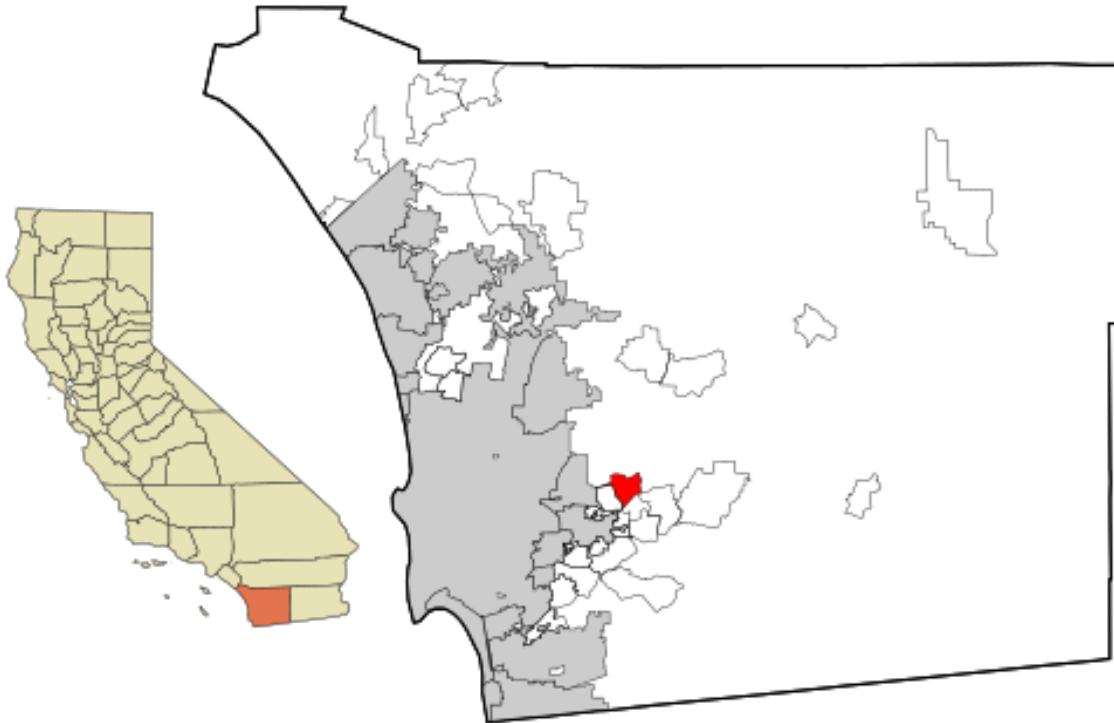
2.0 Demographics Overview

The population in Lakeside is projected to shrink by 8% (3,556 individuals) by 2035. The state of California, however, will decrease by 1% in the same period. The nation is estimated to increase 6% by 2035.

Exhibit 2.0.1 Population of Lakeside, California, and Nation, 2025-2035.

Area	2025 Population	2035 Population	Change	% Change
Lakeside	44,030	40,474	(3,556)	(8%)
California	39,189,106	38,610,471	(578,635)	(1%)
Nation	341,675,177	361,291,168	19,615,991	6%

Source: LIGHTCAST, Q4 2025 Data Set.



Source: US Census

Population by Age

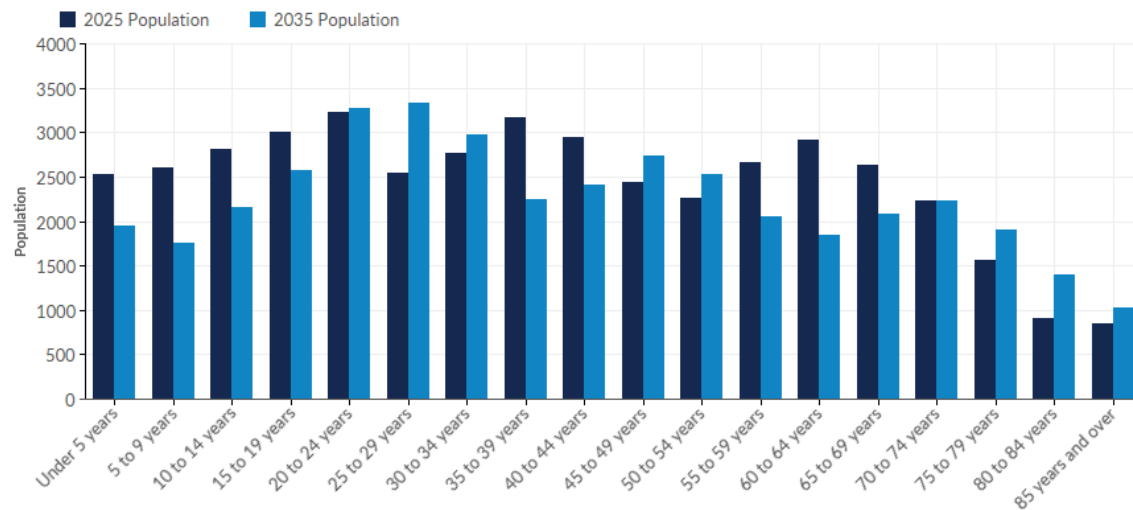
The projection of future data by Lightcast involves applying a cohort model to the data, anticipating the birth, death, and migration rates based on historical data, and adjusting for Census estimates. By advancing the population's age forward by one year and applying birth, death, and migration rates to the population, the cohort model generates demographic data for the projected years. Every year for which projections are made, this process is repeated. Following the cohort model's execution, forecasted years of data are contrasted to national estimates provided by the Census Bureau and are then modified to reflect the population's published growth rate.

Lakeside's school-age population is projected to decline across each of the key cohorts that feed the District over the next decade, signaling continued enrollment pressure. The 5 to 9 age group is expected to fall from 2,604 residents in 2025 to 1,748 by 2035 (a decline of 856, or 33%), which typically translates first into fewer incoming kindergarten and early-elementary students. The 10 to 14 cohort is projected to decrease from 2,807 to 2,158 over the same period (down 648, or 23%), indicating that the enrollment softness is not limited to one entry year but will move through upper elementary and middle grades as these students age. The 15 to 19 cohort is also projected to contract, from 3,010 to 2,572 (down 438, or 15%), suggesting smaller high school-age classes over time. Taken together, the pattern reflects a broad reduction in the number of school-age children in Lakeside rather than a temporary dip in a single cohort. Since these cohorts represent successive "waves" of students, the projections imply that enrollment declines could persist for multiple years.

By comparison, California statewide is projected to experience consistent declines across all school-age cohorts. Between 2025 and 2035, the 5 to 9 population is projected to decline by 13% (287,763 individuals), the 10 to 14 cohort by 16% (387,495 individuals), and the 15 to 19 cohort by 12% (304,010 individuals). These statewide trends mirror the declines observed locally, indicating that reductions in school-age populations are part of a broader demographic pattern rather than an isolated regional phenomenon.

2.0 Demographics Overview

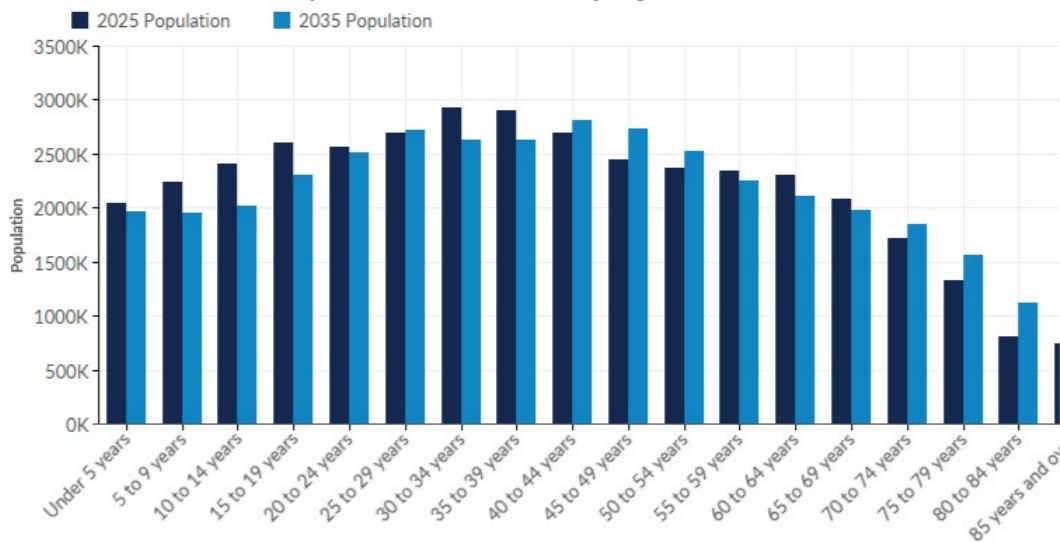
Exhibit 2.0.2. Population in Lakeside by Age Cohort 2025-2035.



Age Cohort	2025 Population	2035 Population	Change	% Change	2034 % of Cohort
Under 5 years	2,526	1,955	(572)	(23%)	5%
5 to 9 years	2,604	1,748	(856)	(33%)	4%
10 to 14 years	2,807	2,158	(648)	(23%)	5%
15 to 19 years	3,010	2,572	(438)	(15%)	6%
20 to 24 years	3,230	3,274	45	1%	8%
25 to 29 years	2,538	3,328	790	31%	8%
30 to 34 years	2,772	2,977	205	7%	7%
35 to 39 years	3,163	2,244	(919)	(29%)	6%
40 to 44 years	2,944	2,409	(534)	(18%)	6%
45 to 49 years	2,435	2,732	296	12%	7%
50 to 54 years	2,253	2,532	278	12%	6%
55 to 59 years	2,659	2,056	(603)	(23%)	5%
60 to 64 years	2,914	1,841	(1,073)	(37%)	5%
65 to 69 years	2,632	2,088	(544)	(21%)	5%
70 to 74 years	2,229	2,231	2	0%	6%
75 to 79 years	1,560	1,902	342	22%	5%
80 to 84 years	902	1,405	503	56%	3%
85 years and over	853	1,022	169	20%	3%
Total	44,030	40,474	(3,556)	(8%)	100%

2.0 Demographics Overview

Exhibit 2.0.3. Population in California by Age Cohort 2025-2035.



Age Cohort	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Under 5 years	2,044,041	1,962,835	(81,206)	(4%)	5%
5 to 9 years	2,236,879	1,949,116	(287,763)	(13%)	5%
10 to 14 years	2,407,945	2,020,450	(387,495)	(16%)	5%
15 to 19 years	2,600,590	2,296,581	(304,010)	(12%)	6%
20 to 24 years	2,561,043	2,511,786	(49,257)	(2%)	7%
25 to 29 years	2,691,666	2,714,273	22,607	1%	7%
30 to 34 years	2,925,345	2,624,892	(300,454)	(10%)	7%
35 to 39 years	2,898,045	2,632,543	(265,502)	(9%)	7%
40 to 44 years	2,699,315	2,804,135	104,820	4%	7%
45 to 49 years	2,448,035	2,732,513	284,478	12%	7%
50 to 54 years	2,363,092	2,526,443	163,352	7%	7%
55 to 59 years	2,336,892	2,256,409	(80,483)	(3%)	6%
60 to 64 years	2,300,852	2,108,606	(192,246)	(8%)	5%
65 to 69 years	2,083,333	1,976,930	(106,404)	(5%)	5%
70 to 74 years	1,716,071	1,853,332	137,261	8%	5%
75 to 79 years	1,325,203	1,562,866	237,663	18%	4%
80 to 84 years	809,165	1,116,647	307,482	38%	3%
85 years and over	741,592	960,112	218,521	29%	2%
Total	39,189,106	38,610,471	(578,635)	(1%)	100%

Source: LIGHTCAST, Q4 2025 Data Set.

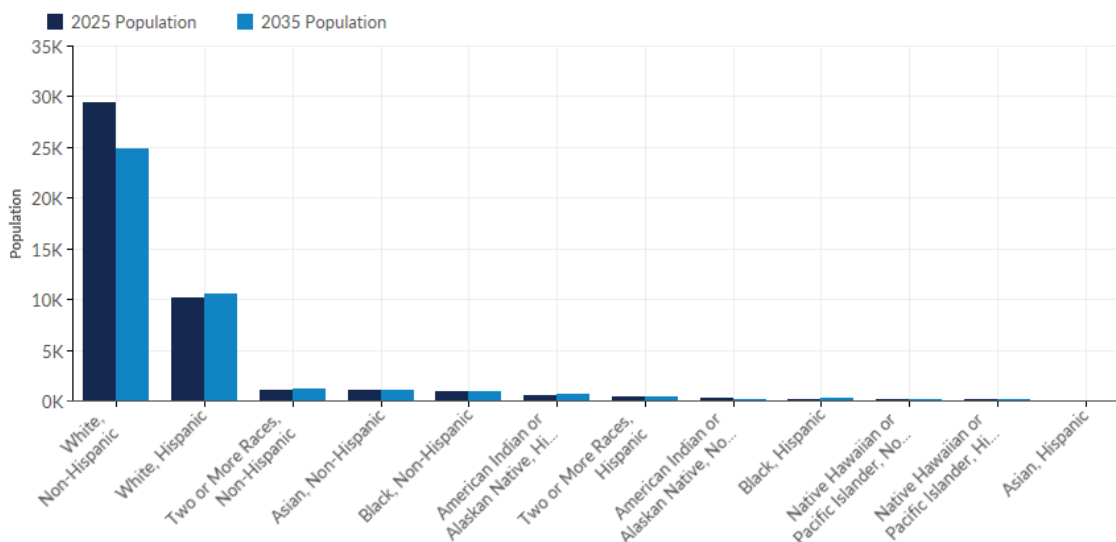
Population by Race and Ethnicity

Population projections for the Lakeside area indicate continued overall population growth between 2025 and 2035, accompanied by shifts in racial and ethnic composition. While the region remains predominantly Hispanic, projected changes reflect growth across most racial and ethnic groups, contributing to gradual increases in overall diversity.

Lakeside's child population is projected to become more racially and ethnically diverse over the next decade, even as overall child counts shift across groups. White children remain the largest group but are expected to decline from 39,440 in 2025 to 35,442 by 2035 (down 3,998, or 10%), reducing the degree to which enrollment is concentrated in a single demographic group. Over the same period, Hispanic children are projected to grow from 11,295 to 12,006 (up 710, or 6%), increasing their representation to roughly 30% of children. Asian children are also projected to increase, rising from 1,030 to 1,143 (up 113, or 11%), while Black children are projected to increase modestly from 1,143 to 1,172 (up 29, or 3%). Together, these shifts indicate that future cohorts are likely to include a greater share of students from Hispanic, Asian, and Black backgrounds relative to White students. This diversification trend is important context for planning student supports, family engagement, and culturally responsive practices across schools.

At the state level, California is projected to experience more mixed racial and ethnic trends. The Hispanic population is projected to increase by 6% (958,955 individuals), while the Asian population is projected to increase by 15% (991,152 individuals). In contrast, the White population is projected to decline by 7% (1,812,578 individuals), and the Black population is projected to decline by 5% (117,292 individuals). These statewide patterns differ from local trends, where growth is projected across all major racial and ethnic groups.

Exhibit 2.0.4. Population in Lakeside by Race/Ethnicity 2025-2035.

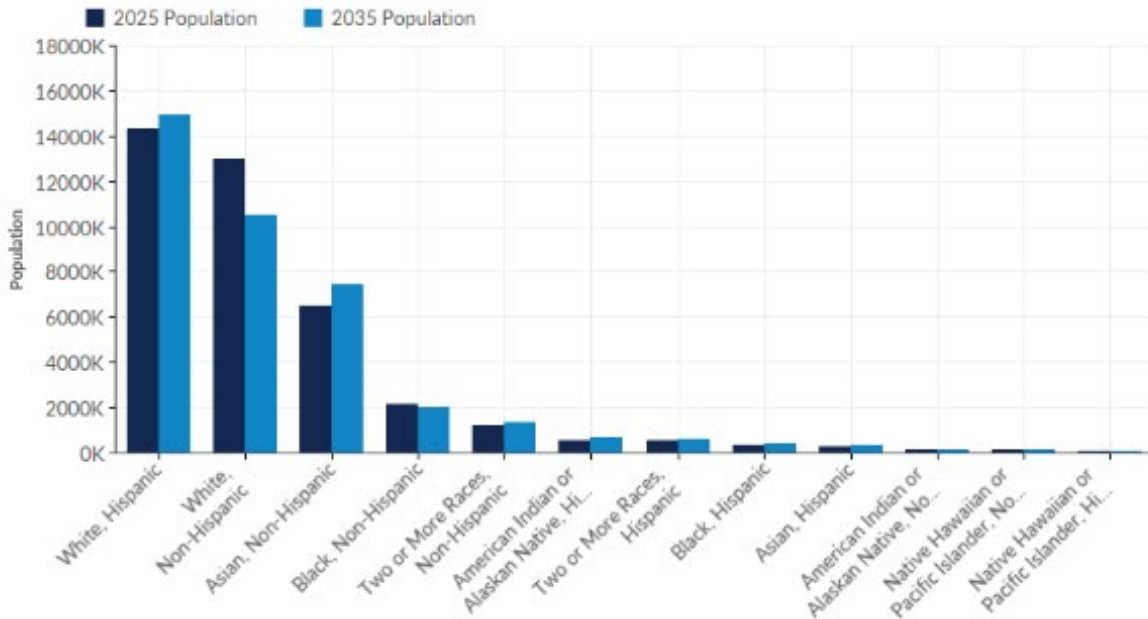


2.0 Demographics Overview

Race/Ethnicity	2025 Population	2035 Population	Change	% Change	2034 % of Cohort
White, Non-Hispanic	29,343	24,889	(4,453)	(15%)	61%
White, Hispanic	10,097	10,552	456	5%	26%
Two or More Races, Non-Hispanic	1,103	1,194	92	8%	3%
Asian, Non-Hispanic	980	1,091	111	11%	3%
Black, Non-Hispanic	953	954	2	0%	2%
American Indian or Alaskan Native, Hispanic	493	663	170	35%	2%
Two or More Races, Hispanic	386	420	34	9%	1%
American Indian or Alaskan Native, Non-Hispanic	196	187	(8)	(4%)	0%
Black, Hispanic	190	217	27	14%	1%
Native Hawaiian or Pacific Islander, Non-Hispanic	161	151	(10)	(6%)	0%
Native Hawaiian or Pacific Islander, Hispanic	80	101	21	27%	0%
Asian, Hispanic	50	52	2	4%	0%
Total	44,030	40,474	(3,556)	(8%)	100%

2.0 Demographics Overview

Exhibit 2.0.5. Population in California by Race/Ethnicity 2025-2035.



Source: LIGHTCAST, Q4 2025 Data Set.

Race/Ethnicity	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
White, Hispanic	14,292,484	14,945,046	652,562	5%	39%
White, Non-Hispanic	12,998,124	10,532,985	(2,465,140)	(19%)	27%
Asian, Non-Hispanic	6,467,320	7,406,220	938,900	15%	19%
Black, Non-Hispanic	2,149,880	1,996,315	(153,565)	(7%)	5%
Two or More Races, Non-Hispanic	1,224,295	1,371,139	146,843	12%	4%
American Indian or Alaskan Native, Hispanic	553,156	662,266	109,110	20%	2%
Two or More Races, Hispanic	513,142	610,821	97,679	19%	2%
Black, Hispanic	355,780	392,053	36,273	10%	1%
Asian, Hispanic	275,699	327,951	52,252	19%	1%
American Indian or Alaskan Native, Non-Hispanic	154,200	142,917	(11,283)	(7%)	0%
Native Hawaiian or Pacific Islander, Non-Hispanic	146,364	153,019	6,655	5%	0%
Native Hawaiian or Pacific Islander, Hispanic	58,661	69,740	11,079	19%	0%
Total	39,189,106	38,610,471	(578,635)	(1%)	100%

Population by Gender

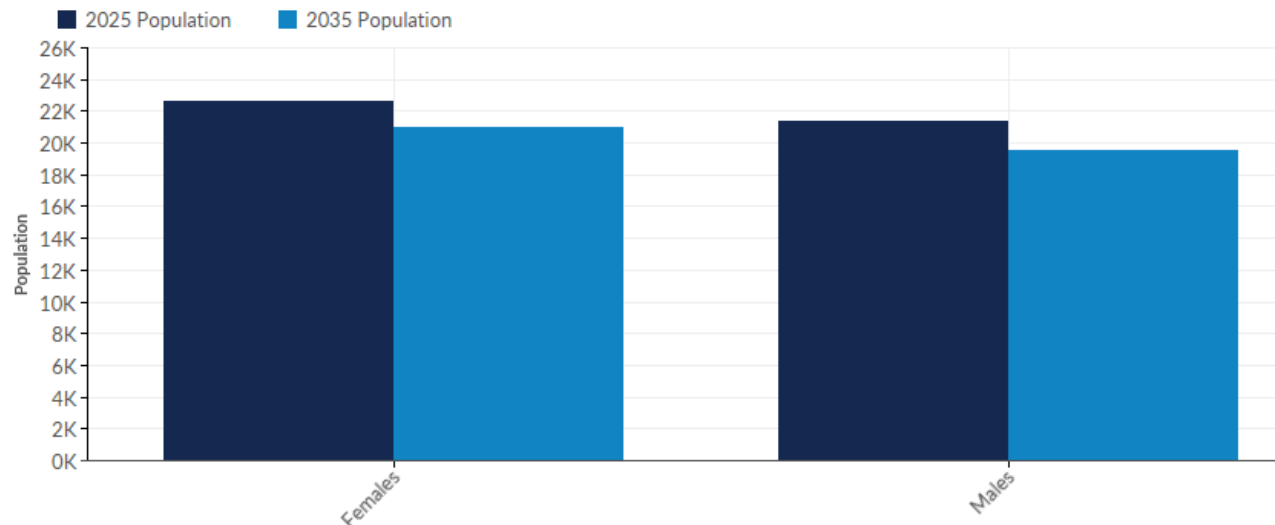
Population projections for the Lakeside area indicate relatively stable gender distributions between 2025 and 2035, with modest growth among both males and females. Across all geographies, projected changes suggest that population growth is evenly distributed by gender, resulting in minimal shifts in overall gender composition.

Lakeside's child population is projected to remain relatively balanced by gender over the next decade, with modest declines for both groups reflecting the area's broader population contraction. Female children are projected to decrease from 22,649 in 2025 to 20,985 in 2035 (down 1,664, or 7%), while male children are projected to decline from 21,381 to 19,489 (down 1,893, or 9%). Given both groups move in the same direction, the overall gender split is expected to remain close to even, with females representing about 52% and males about 48% by 2035. The slightly larger decline among males suggests a marginal shift in the balance, but not one that is likely to drive major programmatic changes on its own. Instead, the key takeaway is that the District should anticipate enrollment pressure that is broadly shared across student groups rather than concentrated by gender. Tracking these patterns alongside grade-level cohort trends can help the District validate whether shifts observed in actual enrollment align with the projected demographic trajectory.

At the state level, California is projected to experience an overall population decline between 2025 and 2035, affecting both genders. The female population is projected to decrease by 2% (343,942 individuals), while the male population is projected to decline by 1% (234,693 individuals). Despite these declines, the statewide gender distribution remains evenly split, with males and females each accounting for approximately half of the population.

2.0 Demographics Overview

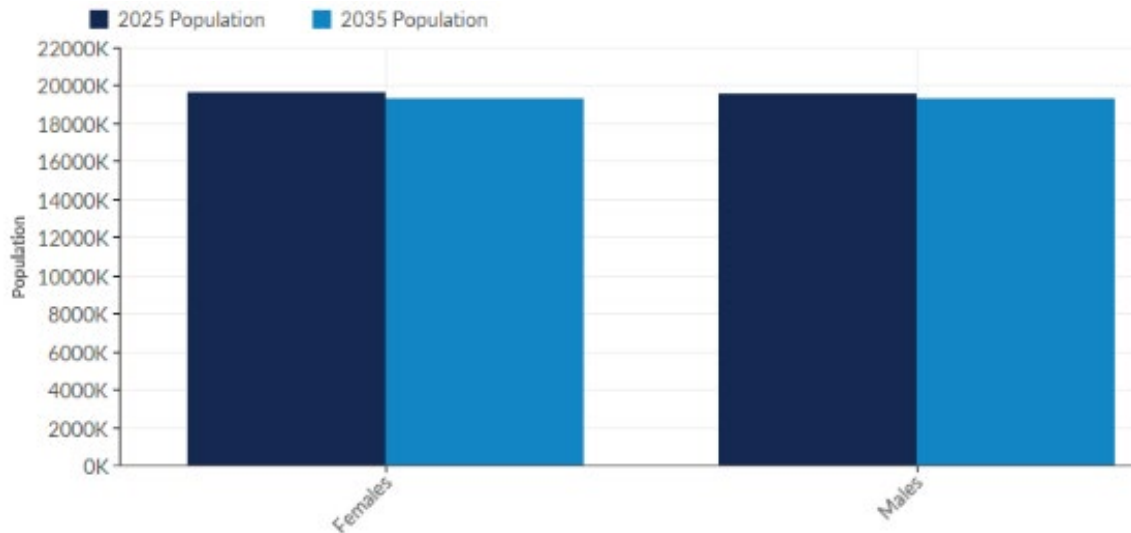
Exhibit 2.0.6. Population in Lakeside by Gender 2025-2035.



Gender	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Females	22,649	20,985	(1,664)	(7%)	52%
Males	21,381	19,489	(1,893)	(9%)	48%
Total	44,030	40,474	(3,556)	(8%)	100%

Source: LIGHTCAST, Q4 2025 Data Set.

Exhibit 2.0.7. Population in California by Gender 2025-2035.



Gender	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Females	19,648,459	19,304,517	-343,942	-2%	50%
Males	19,540,647	19,305,954	-234,693	-1%	50%
Total	39,189,106	38,610,471	-578,635	-1%	100%

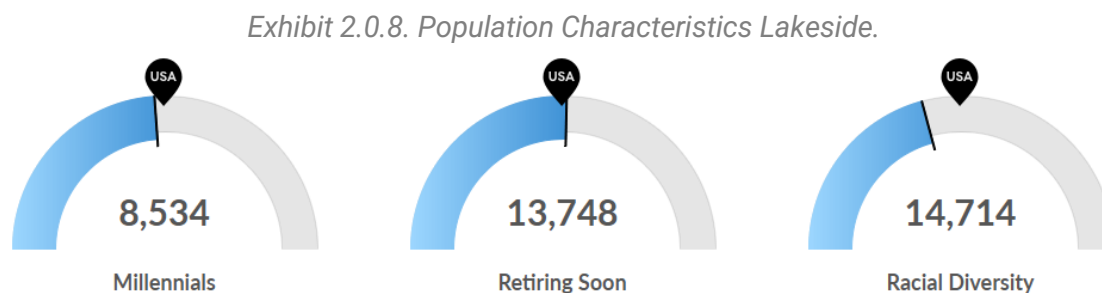
Source: LIGHTCAST, Q4 2025 Data Set.

2.0 Demographics Overview

Population Characteristics

Population characteristics provide additional context regarding the age structure, workforce readiness, and overall diversity of the Lakeside area. These indicators help frame longer-term considerations related to labor force replacement, community services, and demographic sustainability.

Population characteristics for Lakeside provide additional context about the community's near-term household pipeline, aging profile, and overall diversity. Lakeside has an estimated 8,534 millennials (ages 25–39), which is slightly below the national average for an area this size (9,108). The “retiring soon” population totals 13,748 residents age 55 or older, which is slightly above the national average benchmark of 13,453 for similar-sized areas, suggesting retirement risk is about average but still a notable community feature. In terms of racial diversity, Lakeside has 14,714 racially diverse residents compared with a national average of 18,926 for an area this size, indicating diversity is lower than the national benchmark. Taken together, these figures suggest Lakeside's future school-age growth may depend heavily on retaining and attracting millennial households while the community simultaneously plans for a large older-adult segment. For Lakeside Union School District, these characteristics reinforce the importance of monitoring housing and migration dynamics that influence family enrollment, while continuing family engagement strategies that reflect the community's demographic context.



Source: LIGHTCAST, Q4 2025 Data Set.

At the state level, California has approximately 8.60 million millennials, a figure consistent with national patterns for a state of its size of 8.07 million. The population nearing retirement age totals 11.20 million residents, slightly below the national average of 11.92 million residents, while racially diverse residents total 26.19 million, well above the national average of 16.77 million residents, reflecting California's longstanding demographic diversity.

2.0 Demographics Overview

Exhibit 2.0.9. Population Characteristics California.



Source: LIGHTCAST, Q4 2025 Data Set.

3.0 Economic Overview

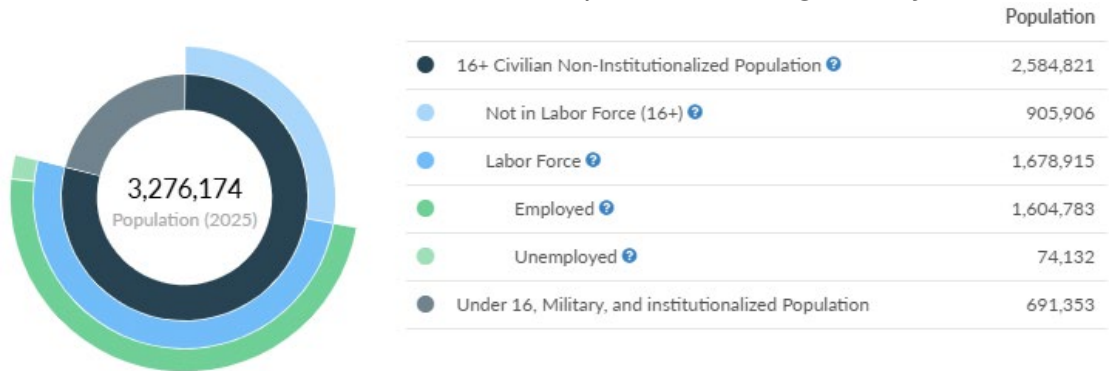
Labor Force Participation

Labor force participation provides insight into the share of the population that is either employed or actively seeking employment, offering important context for understanding workforce availability and economic engagement within the region. Individuals classified as in the labor force include those who are employed as well as those who are unemployed but actively seeking work. Those categorized as not in the labor force are neither working nor actively seeking employment, which may include students, retirees, caregivers, or individuals with disabilities.

According to census data, in San Diego County as of September 2025, 65% of eligible residents (16+ Civilian Non-Institutionalized Population) were in the labor force. Approximately 96% of these individuals were employed while 4% were unemployed.

Out of the 63% of residents in California who are in the labor force as of September 2025, 94% are employed, and 6% are unemployed.

Exhibit 3.0.1. Labor Force Participation in San Diego County.



Source: LIGHTCAST, Q4 2025 Data Set.

Exhibit 3.0.2. Labor Force Participation in California.



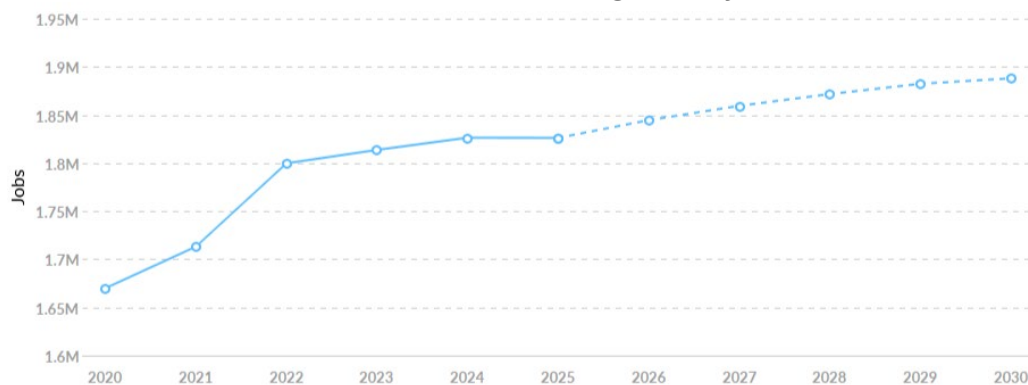
Source: LIGHTCAST, Q4 2025 Data Set.

Employment

Employment in San Diego County is projected to continue expanding through the end of the decade. From 2020 to 2025, total jobs increased from 1,669,902 to 1,826,203, a gain of 156,301 jobs (9%), which was 1% below the national growth rate of 10%. Looking ahead, jobs are projected to rise from 1,826,203 in 2025 to 1,888,099 by 2030 (up 61,896 jobs, or 3.4%), with steady year-over-year increases.

This pattern suggests a stable regional labor market backdrop that can support household incomes and in-migration, even if growth is moderating compared to the immediate rebound years. For Lakeside Union School District, continued countywide employment growth may help sustain demand for schools and student services over time, but it also underscores the importance of aligning pathways and partnerships (e.g., CTE and work-based learning) with the region's evolving employment opportunities.

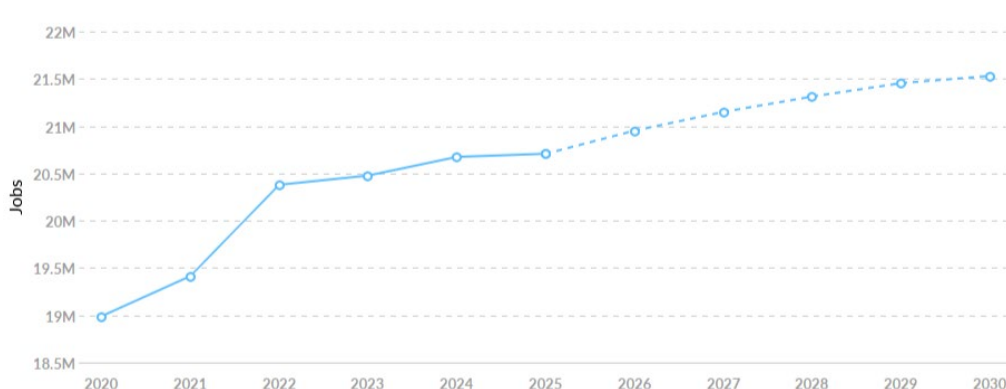
Exhibit 3.0.3. Job Trends for San Diego County 2020-2030.



Source: LIGHTCAST, Q4 2025 Data Set.

By contrast, California statewide experienced stronger and more sustained employment growth over the same period. Employment increased from 18,989,424 jobs in 2020 to 20,707,464 jobs in 2025, a gain of 1,718,040 jobs (9%). Between 2025 and 2030, employment is projected to grow from 20,707,464 jobs to 21,530,036 jobs, representing an increase of 822,572 jobs (4%). Unlike local trends, statewide employment is projected to continue expanding at a steadier pace through the projection period.

Exhibit 3.0.4. Job Trends for California 2020-2024.



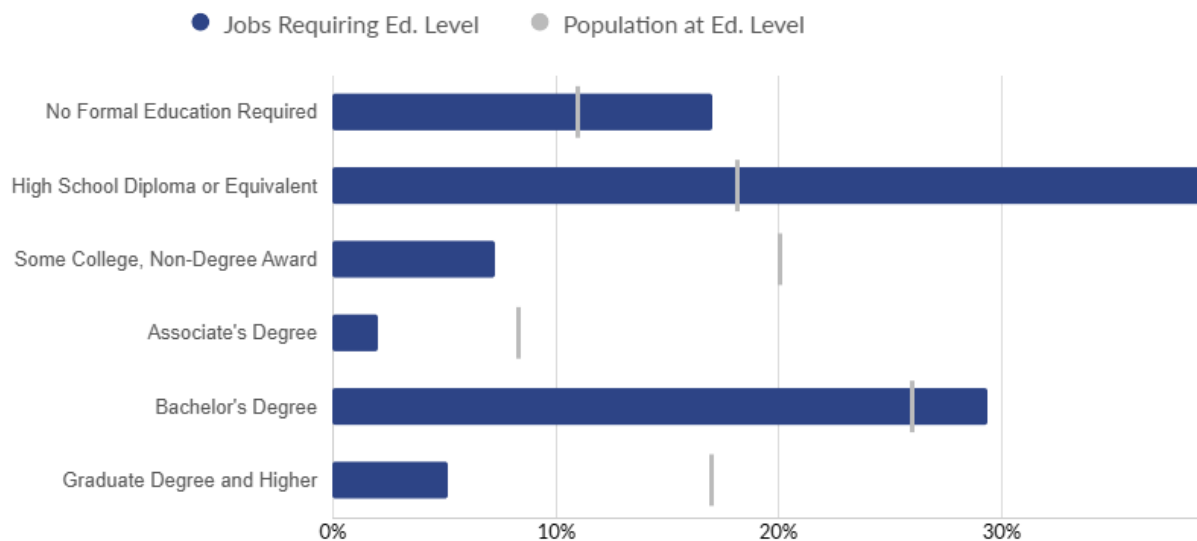
Source: LIGHTCAST, Q4 2025 Data Set.

Underemployment

A comparison of the educational attainment of the population in the county, and state to jobs that require a specific level of education indicate more jobs that require no formal education, a high school diploma or equivalency, or a bachelor's degree than the number of people who reached the education level the regions. This highlights the need for more people with education up to a bachelor's degree and shows potential underemployment of those with certificates (non-degree awards), associate degrees, or graduate degrees and higher.

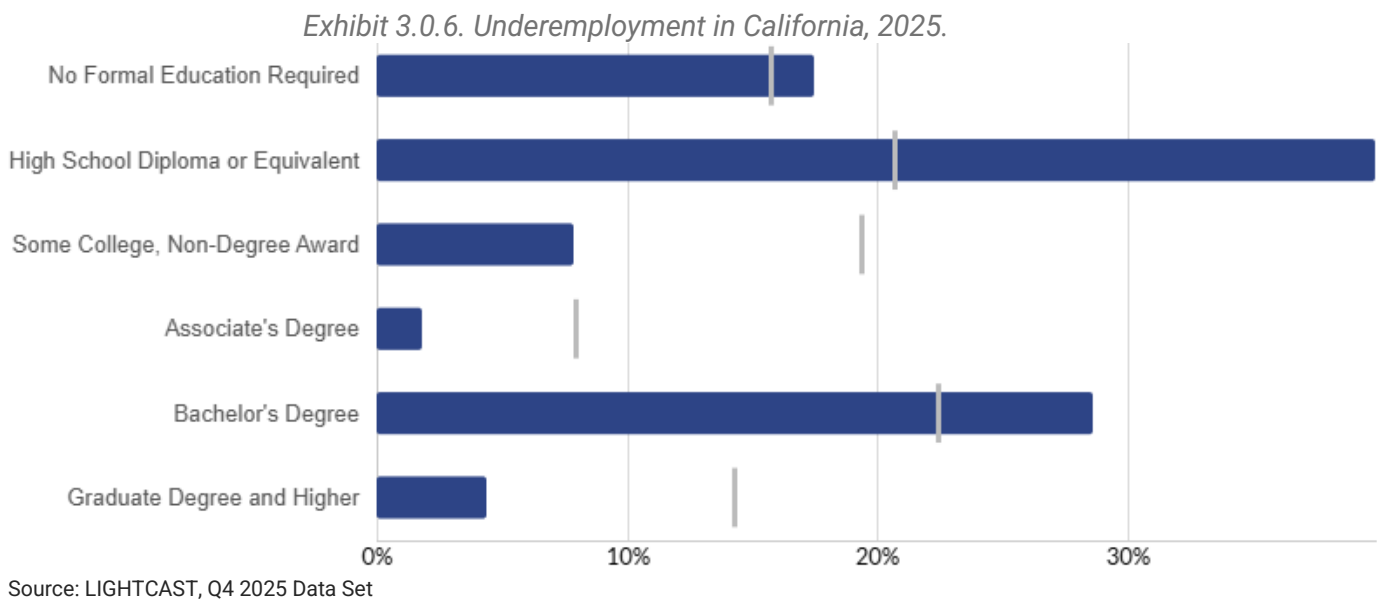
Nationally, employers are opting to focus on skills and experience allowing them to consider previously overlooked candidates.¹ In 2017, 51% of online job listings required a four-year degree. By 2021, that share has changed to 44%. This is consistent with the national trend of employers adjusting educational requirements for a variety of occupations, eliminating the need for a bachelor's degree for many intermediate as well as some senior positions. In mandating a degree, 64% of nationwide working-age individuals without a degree are automatically excluded from consideration. This shift in how employers are focusing on skills-based hiring has the potential to change the way higher education operates. Projections indicate an additional 1.4 million jobs could open to workers without college degrees over the next five years.²

Exhibit 3.0.5. Underemployment in San Diego County, 2025.



¹ Lohr, S. (2022, April 8). A 4-year degree isn't quite the job requirement it used to be. The New York Times.

² The Burning Glass Institute. The Emerging Degree Reset: How the Shift to Skills-Based Hiring Holds the Keys to Growing the U.S. Workforce at a Time of Talent Shortage.



Economic Drivers

Top Industries

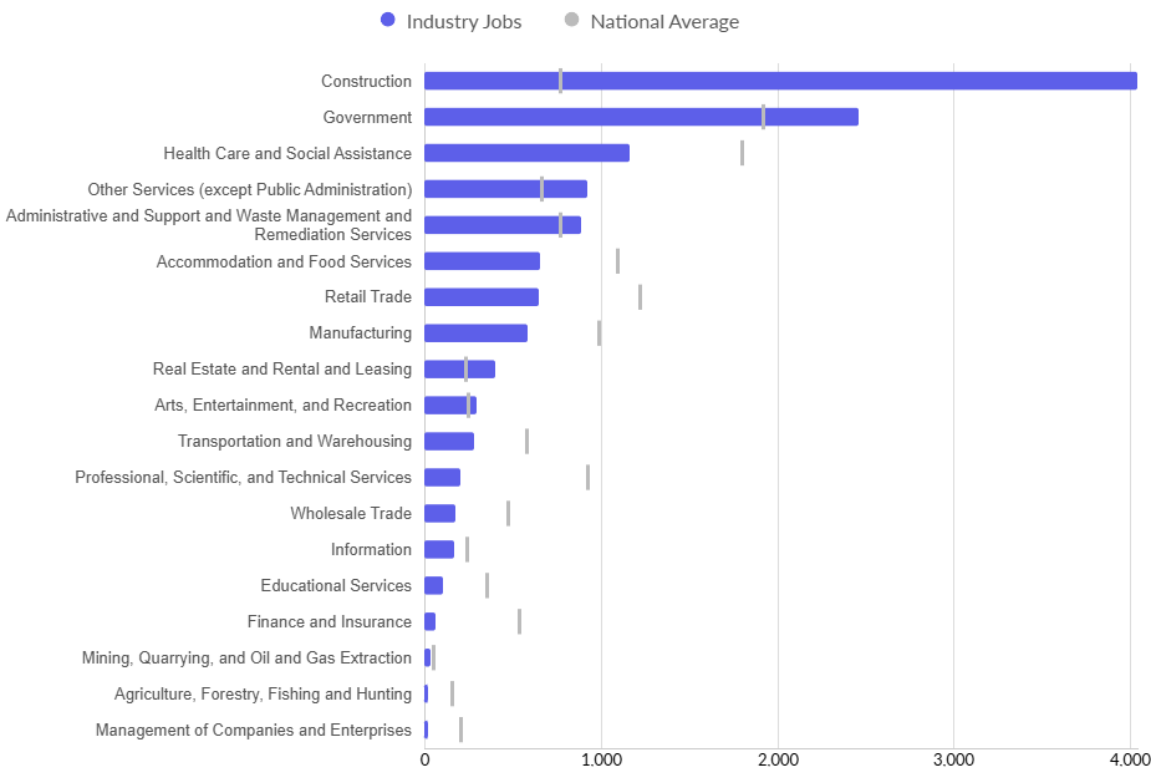
Lakeside’s employment base is concentrated in a handful of large industries that include both stable public-sector roles and locally driven private-sector activity between 2020 and 2025. Construction remained the largest industry, increasing 4% from 3,890 jobs in 2020 to 4,042 jobs in 2025, and it far exceeds the national average for similarly sized areas (765 jobs), reinforcing construction as a defining feature of the local economy.

Government also expanded notably, growing 14% from 2,169 to 2,462 jobs, and remaining above the national benchmark (1,912), while also offering the highest earnings per worker among the largest industries (\$116,974).

Health Care and Social Assistance posted the strongest percentage growth, rising by 32% from 882 to 1,163 jobs, though it remains below the national average level (1,789), suggesting a portion of health-related employment and services may be accessed in the broader region.

Overall, Lakeside’s largest industries suggest a local economy supported by construction and government, with growing health care and service employment. This mix helps frame both community employment stability and the income variation that can influence student needs and support demand.

Exhibit 3.0.7. Largest Industries in Lakeside



Source: LIGHTCAST, Q4 2025 Data Set.

3.0 Economic Overview

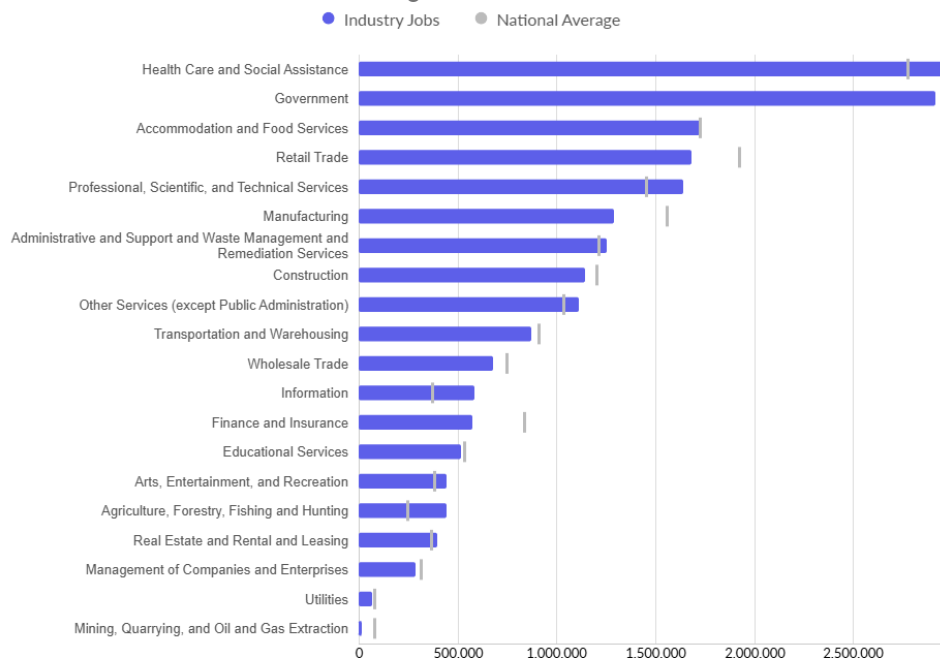
California's employment landscape reflects both sustained growth in service-oriented industries and contraction in several traditional sectors between 2019 and 2024. Health Care and Social Assistance experienced the largest absolute employment increase, adding nearly 423,000 jobs (16%), reinforcing its role as the state's fastest-growing major employment sector. Government employment also expanded modestly, increasing by approximately 103,000 jobs (4%) over the period.

Transportation and Warehousing and Utilities posted the strongest percentage growth among mid-sized industries, growing by 17% and 18%, respectively, reflecting shifts in logistics, infrastructure, and energy demand. Professional, Scientific, and Technical Services continued to expand steadily, adding nearly 84,000 jobs (5%), consistent with California's innovation-driven economy.

In contrast, several consumer-facing and goods-producing industries experienced employment declines. Retail Trade and Manufacturing lost approximately 79,000 (5%) and 76,000 jobs (6%), respectively, while Finance and Insurance and Wholesale Trade also saw notable contractions. Agriculture, Forestry, Fishing, and Hunting declined by 3%, continuing longer-term structural employment shifts within the sector.

Overall, California's employment trends indicate continued rebalancing toward health care, logistics, and professional services, alongside declines in retail, manufacturing, and resource-based industries, shaping the state's evolving workforce demands.

Exhibit 3.0.8. Largest Industries in California



Source: LIGHTCAST, Q4 2025 Data Set.

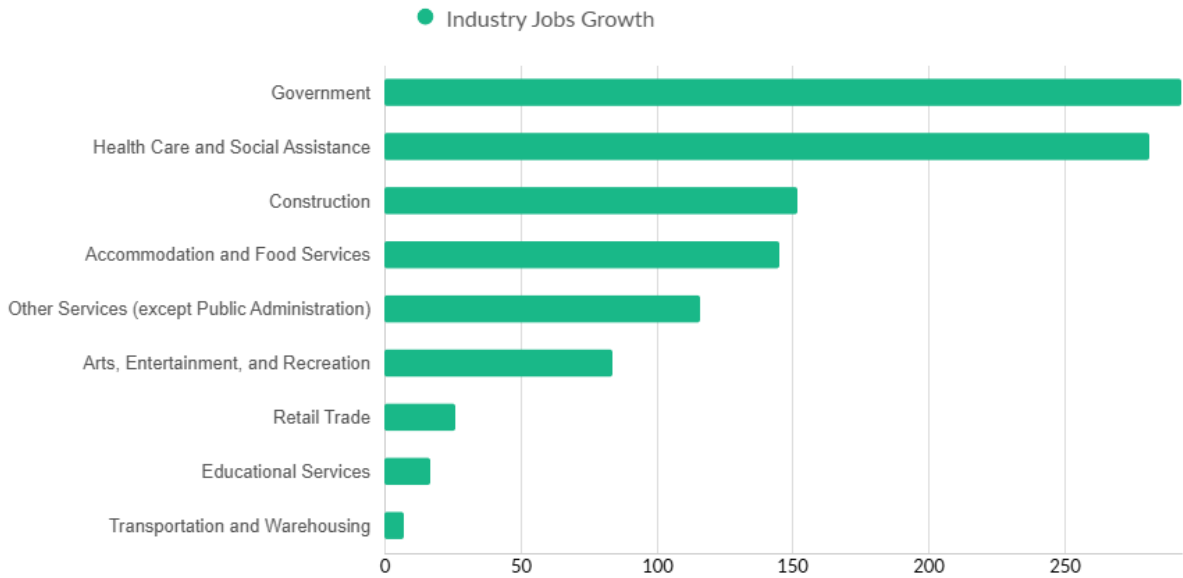
Top Growing Industries

Lakeside’s fastest job growth from 2020 to 2025 clustered in a mix of high-growth services and steady expansions in core local employers, rather than a broad-based increase across all sectors. Health Care and Social Assistance led on growth rate, climbing 32% from 882 to 1,163 jobs (281 more jobs), and Government followed with a sizable gain of 293 jobs, increasing 14% from 2,169 to 2,462.

Accommodation and Food Services also accelerated quickly (28%), adding 145 jobs to reach 654, indicating continued expansion in hospitality related activities despite relatively low earnings per worker (\$38,151). Construction posted more incremental growth (4%), but it still added 152 jobs to reach 4,042, reflecting expansion from a large baseline.

Overall, the pattern shows that some of Lakeside’s growth is occurring in higher-wage public and skilled sectors while a meaningful share is in lower-wage service industries; for the District, that combination can signal employment stability alongside continued variability in household resources that may affect student support needs.

Exhibit 3.0.9. Top Growing Industries in the Lakeside



3.0 Economic Overview

At the state level, California experienced broader and more diversified industry growth between 2019 and 2024, with several large sectors adding substantial numbers of jobs.

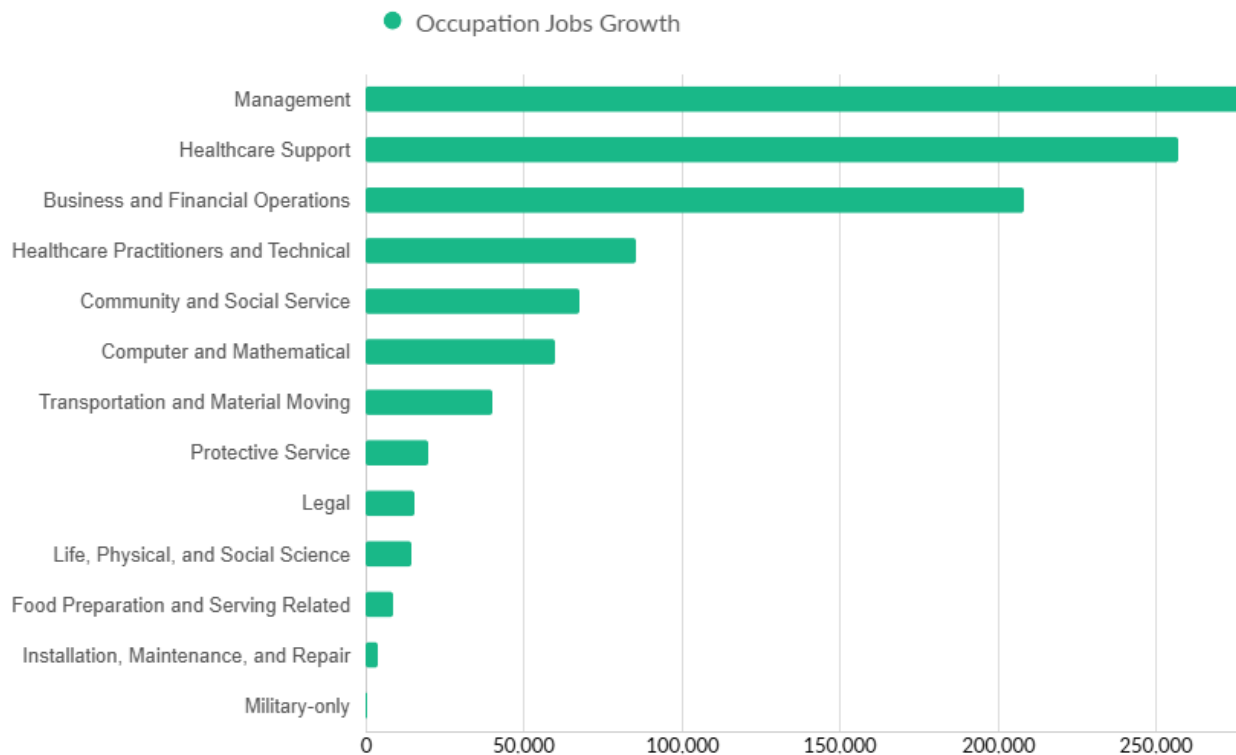
Health Care and Social Assistance recorded the largest absolute increase, growing from 2,570,554 jobs in 2019 to 2,993,526 jobs in 2024, an addition of 422,972 jobs (16%). This sector accounted for the single largest share of statewide job growth.

Transportation and Warehousing expanded rapidly, increasing from 746,584 jobs to 872,851 jobs, a gain of 126,267 jobs (17%), reflecting growth in logistics, distribution, and supply-chain activity. Professional, Scientific, and Technical Services added 83,709 jobs (5%), growing from 1,558,951 to 1,642,659 jobs, while Management of Companies and Enterprises increased by 31,679 jobs (12%).

Additional growth occurred in Educational Services, which added 19,272 jobs (4%), and Arts, Entertainment, and Recreation, which increased by 20,013 jobs (5%).

Overall, California's top growing industries reflect a diverse mix of health care, logistics, professional services, and institutional support functions, contrasting with the narrower set of growth industries observed the Lakeside.

Exhibit 3.0.10. Top Growing Industries in California



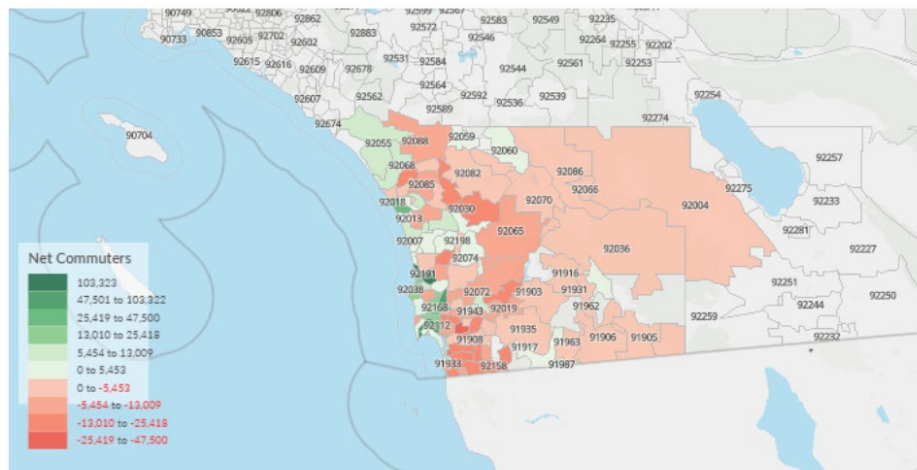
Source: LIGHTCAST, Q4 2025 Data Set.

Community Indicators

San Diego County's employment geography shows a clear separation between major job centers and the neighborhoods where workers live. In 2025, the largest concentrations of employment ("where talent works") are located in San Diego ZIP codes 92121 (111,745 jobs), 92101 (86,082 roles), and 92123 (66,746 opportunities), with 47,849 additional jobs in the Carlsbad 92008 zip code.

In contrast, the largest concentrations of resident workers ("where talent lives") are led by San Diego 92154 (51,020 workers), Chula Vista 91911 (48,582 employees) and 91910 (44,785 residents). This distribution suggests a commute-oriented labor market, with many workers residing outside the county's highest-employment ZIP codes and traveling to coastal and central job hubs. Understanding these work–residence dynamics can help the District contextualize family schedules, transportation constraints, and potential demand for before/after-school programming driven by commuting patterns.

Exhibit 3.0.11. San Diego County Employee Residence and Work Trends, 2024.



Where Talent Works			Where Talent Lives		
ZIP	Name	2025 Employment	ZIP	Name	2025 Workers
92121	San Diego, CA (in San Diego county)	111,745	92154	San Diego, CA (in San Diego county)	51,020
92101	San Diego, CA (in San Diego county)	86,082	91911	Chula Vista, CA (in San Diego county)	48,582
92123	San Diego, CA (in San Diego county)	66,746	91910	Chula Vista, CA (in San Diego county)	44,785
92008	Carlsbad, CA (in San Diego county)	47,849	92126	San Diego, CA (in San Diego county)	40,421
92108	San Diego, CA (in San Diego county)	45,349	92021	El Cajon, CA (in San Diego county)	38,779

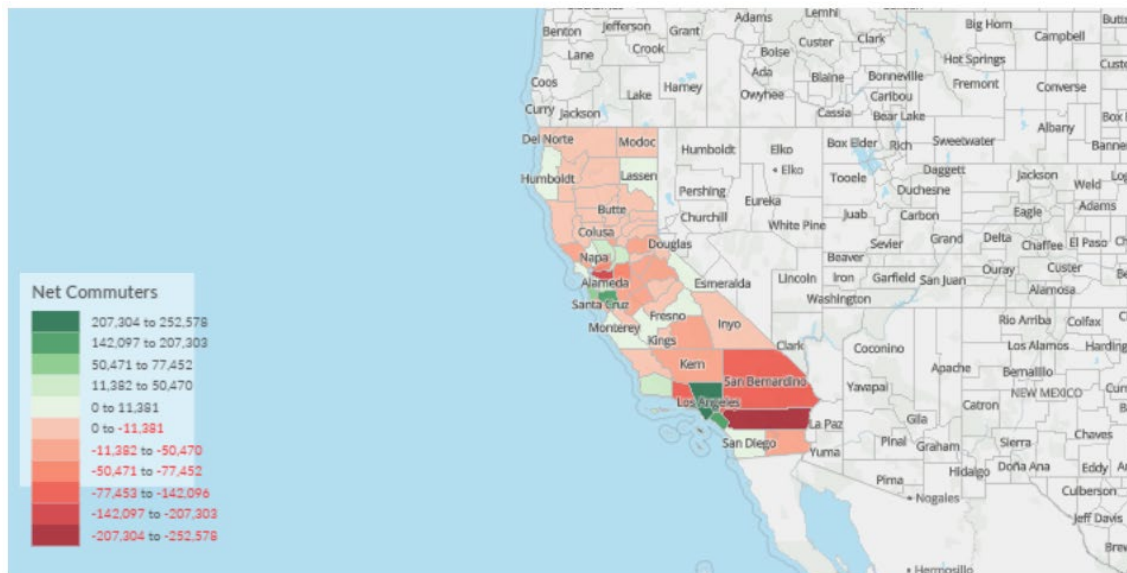
Source: LIGHTCAST, Q4 2025 Data Set.

3.0 Economic Overview

California's labor market operates at a scale and complexity that far exceeds any single-county dynamic. In 2024, Los Angeles County (5,255,594 jobs) anchors statewide employment, followed by Orange County (1,855,128 jobs), San Diego County (1,814,324 jobs), Santa Clara County (1,229,391 jobs), and San Bernardino County (962,841 jobs). These counties form the primary economic engines of the state, each functioning as major employment ecosystems with significant industry clustering.

On the residential side, Los Angeles County also houses 5,048,291 workers, indicating a relatively balanced job-worker ratio at scale. However, the structural dynamics shift in surrounding regions. San Diego County (1,807,407 workers) and Orange County (1,687,559 workers) maintain strong internal labor markets, while Riverside County (1,183,404 workers) and San Bernardino County (1,059,467 workers) house more workers relative to their job bases. This imbalance reflects Southern California's well-documented commuter corridor pattern, where inland counties supply labor to coastal and urban job centers.

Exhibit 3.0.12. California Employee Residence and Work Trends, 2024.



Where Talent Works			Where Talent Lives		
County	Name	2024 Employment	County	Name	2024 Workers
6037	Los Angeles County, CA	5,255,594	6037	Los Angeles County, CA	5,048,291
6059	Orange County, CA	1,855,128	6073	San Diego County, CA	1,807,407
6073	San Diego County, CA	1,814,324	6059	Orange County, CA	1,687,559
6085	Santa Clara County, CA	1,229,391	6065	Riverside County, CA	1,183,404
6071	San Bernardino County, CA	962,841	6071	San Bernardino County, CA	1,059,467

Source: LIGHTCAST, Q4 2025 Data Set.

4.0 Educational Landscape

Lakeside Union School District Demographics

Lakeside Union School District serves students through a mix of elementary and middle grade configurations, including 1 early learning site and multiple K–5 and 6–8 campuses. Lakeside Early Advantage Preschool provides Transitional Kindergarten (TK) as a stand-alone program, while most elementary sites serve kindergarten through 5th grade. Winter Gardens Elementary offers a smaller primary configuration (K–1), and Riverview Elementary serves upper elementary grades (2–5), creating distinct entry and transition points within the district.

At the secondary level, Lakeside Middle and Tierra Del Sol Middle both serve grades 6–8, and Dream Academy spans K–8 as a single-campus option. This configuration supports multiple pathways across the grade span but also requires careful coordination of enrollment, staffing, and student transitions at key grade breaks (e.g., K–1 to 2–5 and 5 to 6).

Exhibit 4.0.1. Lakeside Union School District Grade Level Configuration by School.

School	Low Grade	High Grade
Lakeside Early Advantage Preschool	PK	PK
Winter Gardens Elementary	TK	1
Lakeside Farms Elementary	TK	5
Lakeview Elementary	TK	5
Lemon Crest Elementary	TK	5
Lindo Park Elementary	TK	5
Dream Academy	KG	8
Riverview Elementary	2	5
Lakeside Middle	6	8
Tierra Del Sol Middle	6	8

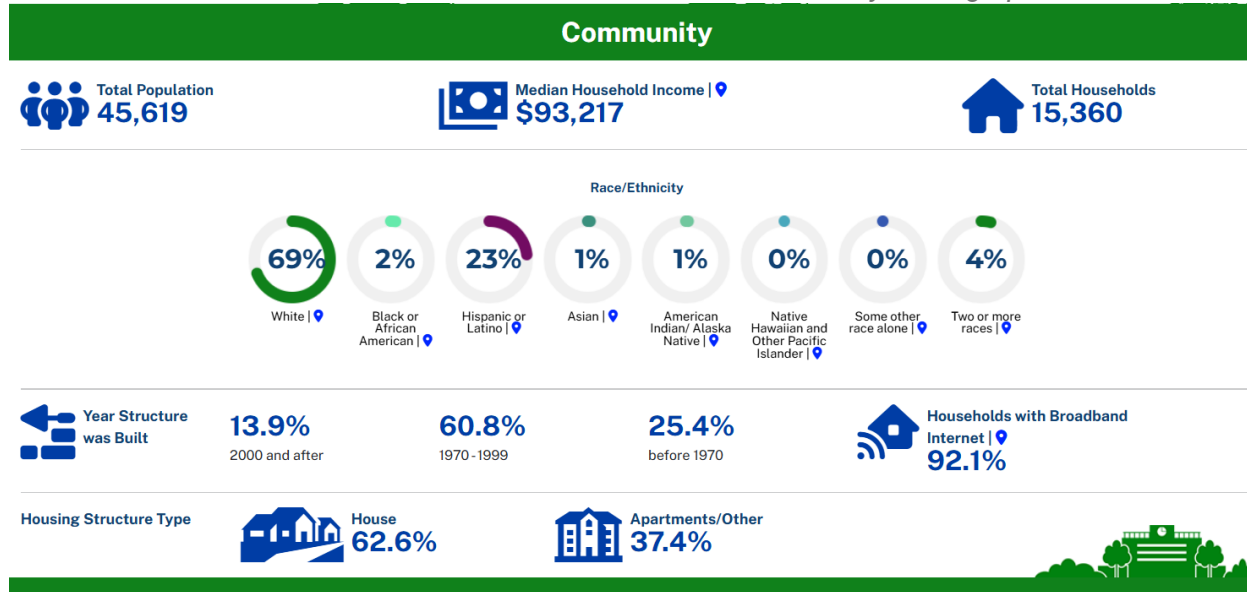
Source: IPEDS

4.0 Educational Landscape

The Lakeside Union School District is comprised of 23% Hispanic or Latino residents. The White demographic in the school district accounts for 69% of the population. Only 2% of the community identifies as Black. A small percentage (1%) are classified either as Asian or American Indian/Alaska Native.

The majority of school district residents reside in a house at a rate of 63%. The remaining 37% of residents live in apartments or other housing.

Exhibit 4.0.2. Lakeside Union School District Community Demographics.



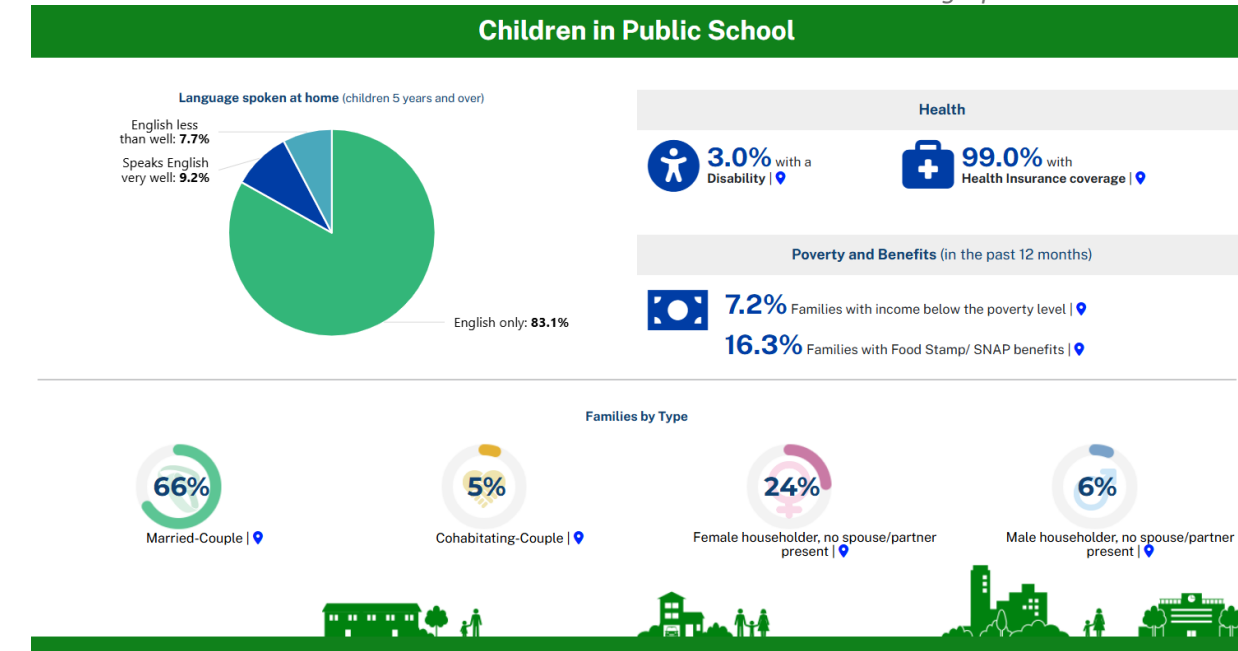
Source: IPEDS

4.0 Educational Landscape

The poverty rate of families in the district is approximately 7%. Of those living below the poverty line, 16% of the families utilize Food Stamps/SNAP benefits.

A household with a married couple is the most prevalent family type accounting for 66% of family units. Households lead by a female with no spouse/partner account for 24% of family types. Male with no spouse/partner homes account for 6% of the family types. Cohabitating couple families accounted for 5% of households.

Exhibit 4.0.3. Lakeside Union School District Student Demographics.

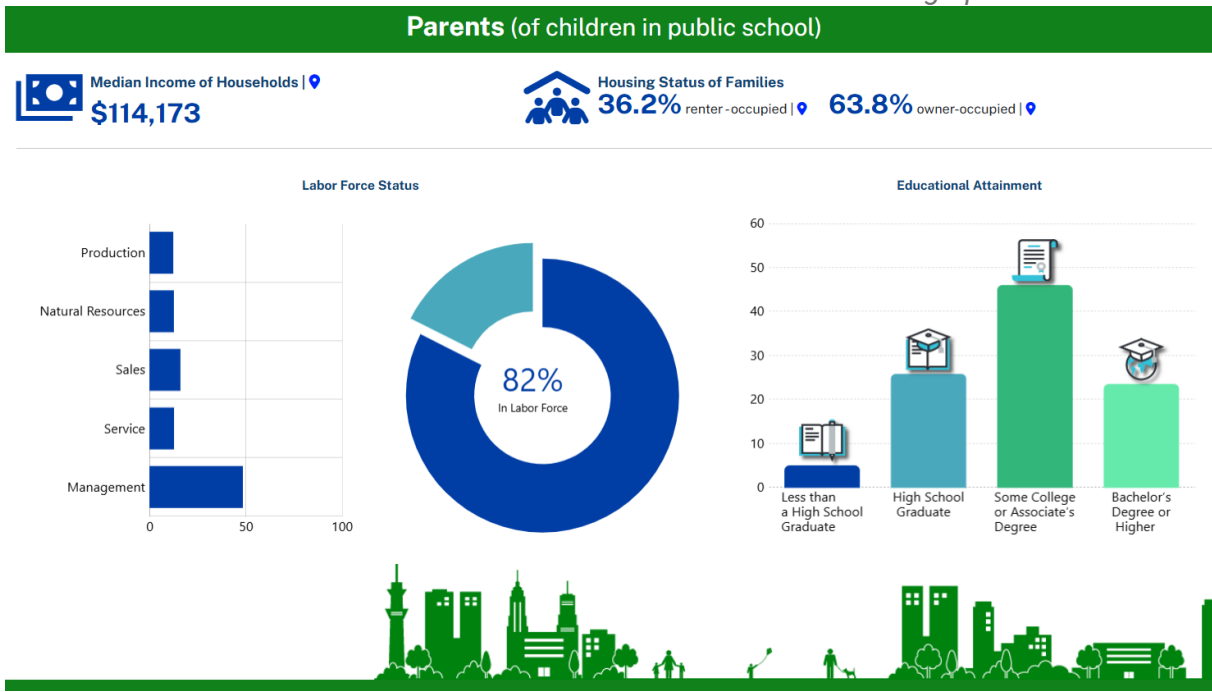


4.0 Educational Landscape

Of the parents of students in the district, 82% were active in the labor force, while 18% were not in the labor force. The most popular industries for employment were Management, Sales, and Service. The median income for the households of employed parents was \$114,173. This is much higher than the national median household income of approximately \$78,500.

Parents with less than a high school graduation accounted for 5% of the educated adult population. Those who graduated high school comprised 26% of educational attainment. Parents with some college or an associate degree level of education accounted for the majority (46%) of educational attainment. Approximately 26% of parents hold a bachelor's degree or higher.

Exhibit 4.0.4. Lakeside Union School District Parents Demographics.



Lakeside Union School District Enrollment and Outcomes

District enrollment has trended upward over the past 5 years, increasing from 1,447 students in SY 2020–21 to 1,695 in SY 2024–25. This represents an overall 17% (248 student) increase district wide. Growth has not been uniform by grade, and the most visible structural change is the addition of Transitional Kindergarten (TK), which enrolled 66 students in SY 2023–24 and increased to 102 in SY 2024–25. In the early grades, KG to 2nd grade remained relatively stable and either added or lost a few students. Upper elementary shows strengthening in several grades, including 3rd grade (163 students to 182 students), 4th grade (171 to 187), and 5th grade (154 to 190), suggesting larger cohorts are moving through the system.

Middle grades also increased overall, with 7th grade adding 21 students, and 8th grade increasing by 40 students over the period, despite year-to-year fluctuations. Taken together, the pattern indicates that recent enrollment gains are being supported by both new TK participation and larger cohorts in upper elementary and middle grades.

Exhibit 4.0.5. Enrollment by School, 2020-2025.

Grade	2020-21	2021-22	2022-23	2023-24	2024-25	Trend
Total	1,447	1,504	1,570	1,599	1,695	
Grade TK	-	-	-	66	102	
Grade K	185	197	205	174	178	
Grade 1	165	158	156	136	160	
Grade 2	153	157	166	172	156	
Grade 3	163	163	182	178	182	
Grade 4	171	162	163	191	187	
Grade 5	154	176	183	166	190	
Grade 6	153	149	178	176	176	
Grade 7	162	162	154	185	183	
Grade 8	141	180	183	155	181	

Source: California Department of Education

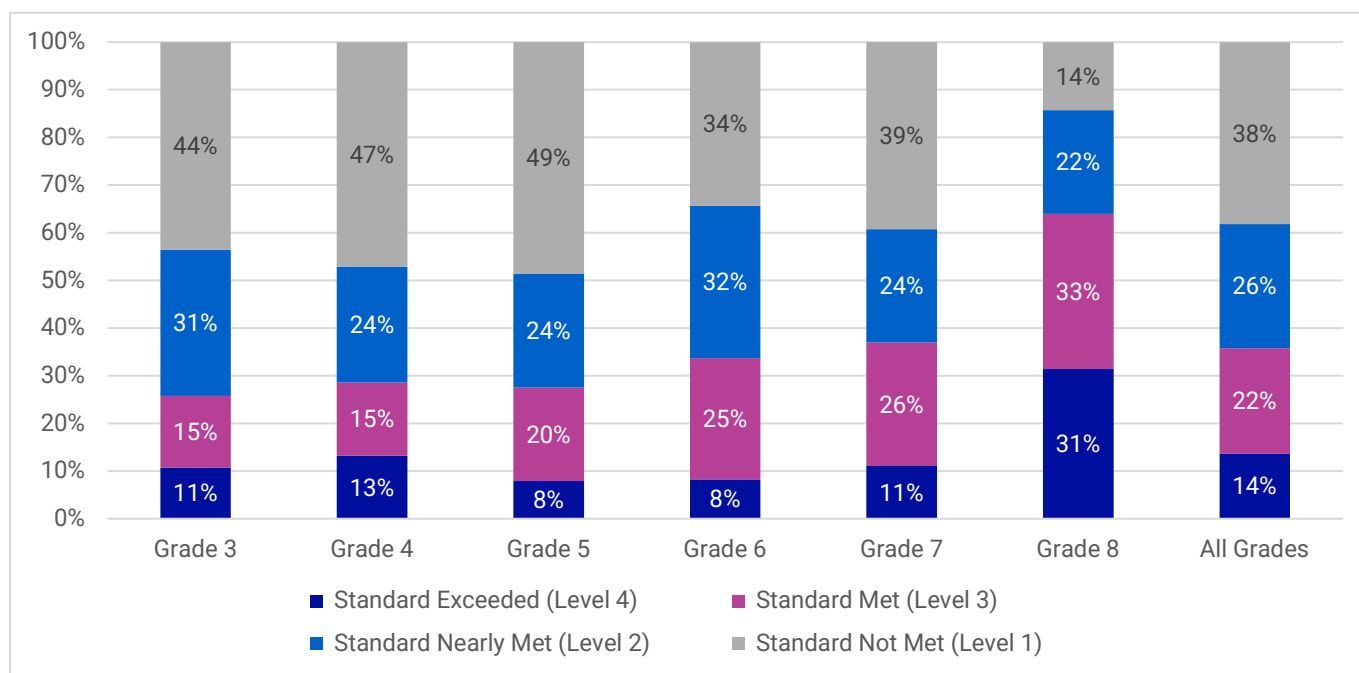
4.0 Educational Landscape

In SY 2024–25, LUSD tested 1,089 students in ELA/Literacy across grades 3–8, with performance varying by grade and a larger share of students falling below proficiency in the tested grades overall. Districtwide, 36% of students met or exceeded the standard (Level 3 and 4), including 14% at Standard Exceeded and 22% at Standard Met. About 26% of students Nearly Met (Level 2) and 38% did Not Meet the standard (Level 1).

Grade 8 posted the strongest results, with 64% meeting or exceeding (31% Exceeded; 33% Met) and the lowest share not meeting (14%), alongside the highest mean scale score (2603). In contrast, 3rd-5th grades show the greatest concentration of students not meeting the standard (44% in 3rd grade, 47% in 4th grade, and 49% in 5th grade), and correspondingly lower mean scale scores (2379–2440). Grades 6 and 7 are more mixed, with 33% and 37% meeting or exceeding (Levels 3 and 4) and 34% and 39% not meeting, respectively, suggesting a transition zone where targeted literacy supports may shift results before students reach grade 8. Overall, the pattern indicates a need to strengthen foundational literacy in 3rd-5th grades while sustaining growth through middle grades so that more students enter secondary coursework meeting or exceeding grade-level expectations.

Exhibit 4.0.6. Lakeside Union School District English Language Arts/Literacy Scores 2024-25.

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Number of Students Tested	186	189	189	169	181	175	1,089
Mean Scale Score	2379	2423	2440	2491	2515	2603	N/A
Standard Exceeded (Level 4)	11%	13%	8%	8%	11%	31%	14%
Standard Met (Level 3)	15%	15%	20%	25%	26%	33%	22%
Standard Nearly Met (Level 2)	31%	24%	24%	32%	24%	22%	26%
Standard Not Met (Level 1)	44%	47%	49%	34%	39%	14%	38%



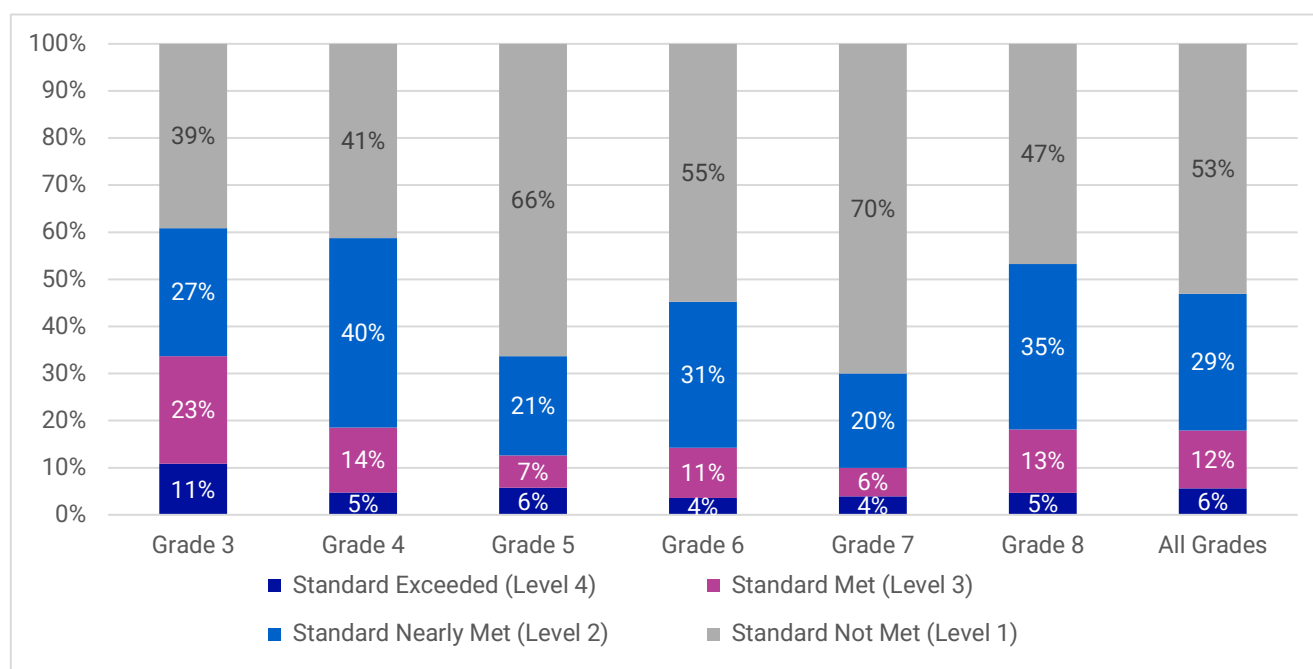
Source: California Department of Education

4.0 Educational Landscape

In SY 2024–25, LUSD tested 1,082 students in mathematics across grades 3–8, with results indicating that a majority of students performed below the standard across the tested grades. Districtwide, 18% of students met or exceeded the standard (Level 3 and 4), including 6% at Standard Exceeded and 12% at Standard Met, while 29% Nearly Met and 53% did Not Meet the standard. Grade 3 posted the strongest proficiency rate, with 34% meeting or exceeding (11% Exceeded; 23% Met) and the lowest share not meeting among the grades shown (39%), alongside a mean scale score of 2403. In contrast, Grade 7 had the lowest proficiency rate (10% meeting or exceeding) and the highest share not meeting (70%), with Grade 5 similarly challenged (13% meeting or exceeding; 66% not met). Grade 8 results were mixed, with 18% meeting or exceeding and 47% not meeting, but still presenting the highest mean scale score among tested grades (2501), while Grades 4 and 6 remained below 20% meeting or exceeding and above 40% not meeting. Overall, the distribution suggests the need for targeted mathematics supports. This manifests particularly in upper elementary and middle grades to reduce the large Level 1 share and increase the proportion of students meeting grade-level expectations as they progress toward secondary coursework.

Exhibit 4.0.7. Lakeside Union School District Mathematics Scores 2024-25

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Number of Students Tested	184	189	190	168	180	171	1,082
Mean Scale Score	2403	2423	2423	2451	2440	2501	N/A
Standard Exceeded (Level 4)	11%	5%	6%	4%	4%	5%	6%
Standard Met (Level 3)	23%	14%	7%	11%	6%	13%	12%
Standard Nearly Met (Level 2)	27%	40%	21%	31%	20%	35%	29%
Standard Not Met (Level 1)	39%	41%	66%	55%	70%	47%	53%



Source: California Department of Education

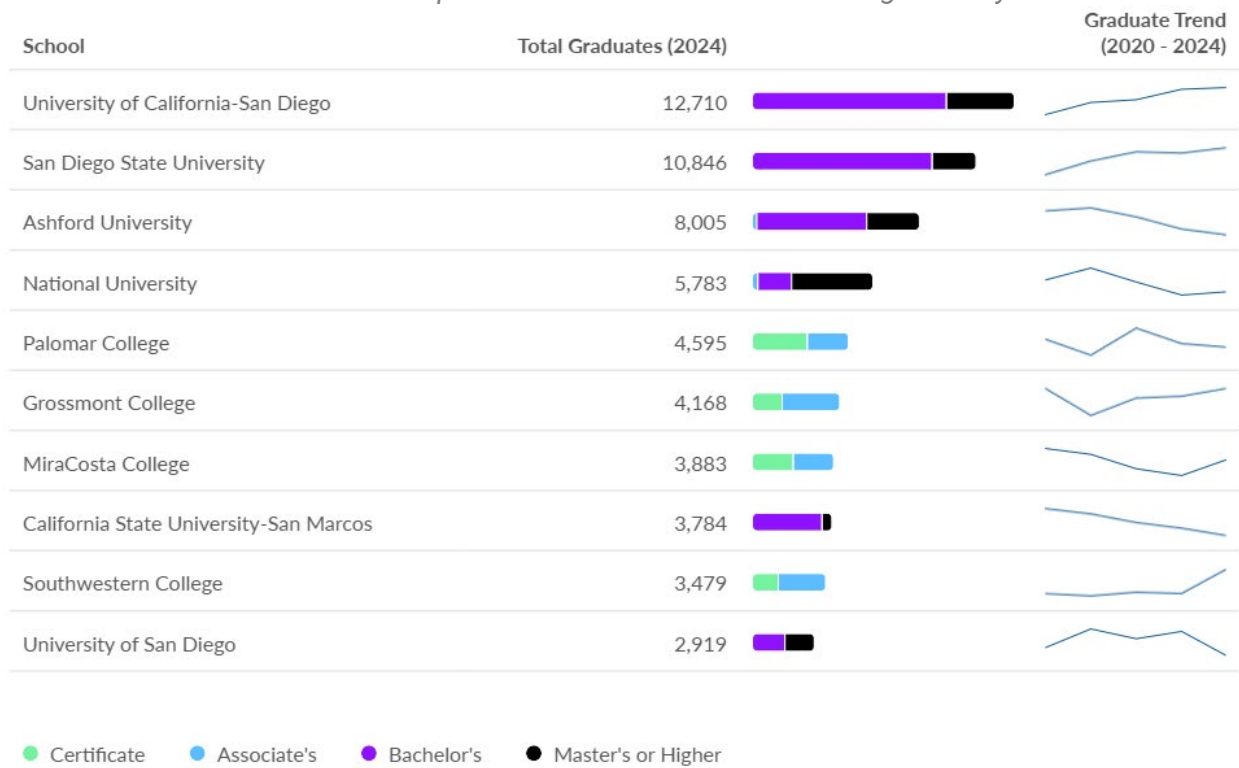
Postsecondary Educational Pipeline

San Diego County’s postsecondary pipeline produced 82,208 graduates in 2024, representing 3% growth over the past 5 years and indicating a modest but expanding supply of credentialed talent. The county’s largest producers are University of California–San Diego (12,710 graduates), San Diego State University (10,846), followed by Ashford University (8,005), with several community colleges also contributing substantial volumes

Program production is concentrated in broad, high-volume fields, with the highest shares of graduates coming from Liberal Arts and Sciences/Liberal Studies (Certificate), Business Administration and Management, General (Bachelor’s), and Education, General (Master’s or Higher). This mix suggests the county is generating a combination of workforce-ready certificates, business degrees that support the regional economy, and advanced degrees aligned with education-related careers.

The presence of multiple large public universities alongside a strong community college network reinforces a diversified pipeline that can serve both immediate labor market needs and longer-term professional pathways. For LUSD, these trends provide relevant context for recruitment and partnership opportunities, particularly around building educator pipelines and aligning pathways with local workforce demand, while recognizing that overall growth in graduates is steady rather than rapid.

Exhibit 4.0.8. Top 10 Graduation Trends for San Diego County.



Source: LIGHTCAST, Q4 2025 Data Set.

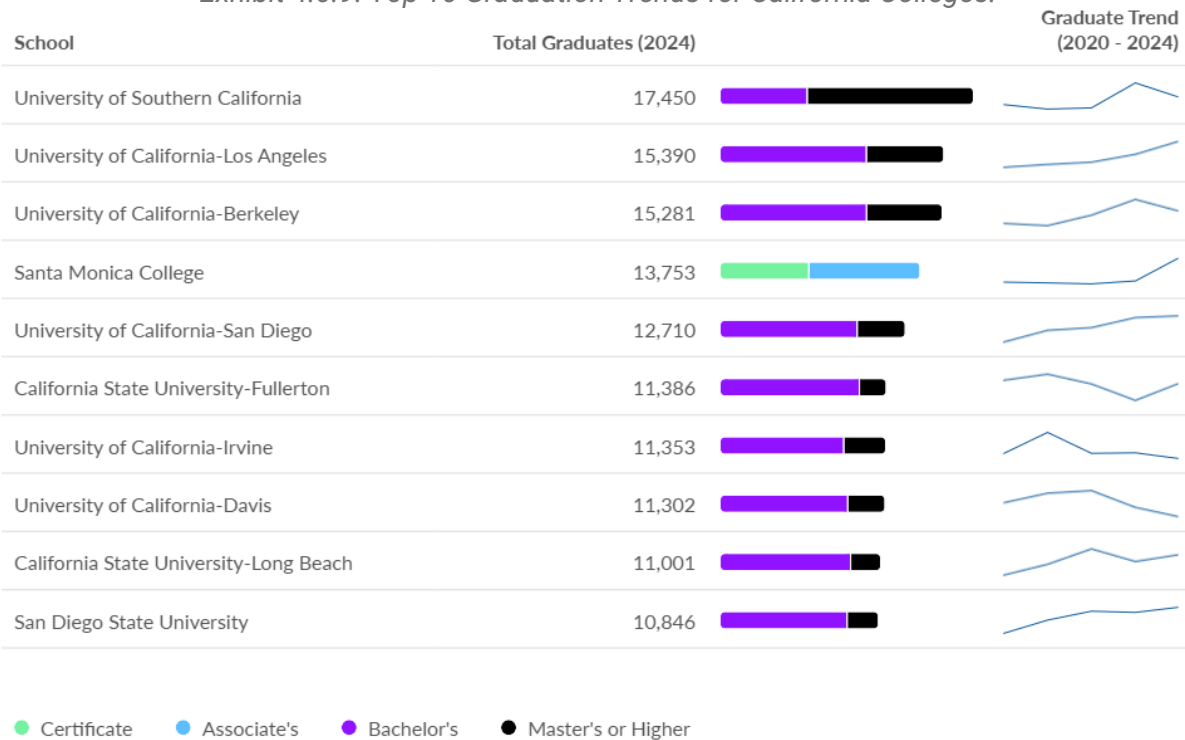
4.0 Educational Landscape

In 2024, California produced 754,753 postsecondary graduates, reflecting 6% growth over the past 5 years—a markedly faster expansion rate than San Diego County. The statewide pipeline is substantially larger and structurally different, with a stronger concentration in bachelor’s and graduate-level production relative to sub-baccalaureate awards.

The state’s highest-volume programs include Liberal Arts and Sciences (Certificate and Associate’s) and Business Administration and Management (Bachelor’s). Unlike San Diego County, where certificates dominate, California’s top-producing institutions are primarily four-year universities, including USC, UCLA, UC Berkeley, and multiple CSU campuses, each graduating more than 10,000 students annually. These institutions generate significant bachelor’s and advanced degree output, reinforcing the state’s role as a supplier of high-skill, degree-intensive talent.

The degree mix at the state level skews more heavily toward Bachelor’s and Master’s or higher awards, particularly among top-producing universities. Community colleges such as Santa Monica College contribute large associate-level volumes, but statewide production reflects a more balanced and vertically integrated higher education ecosystem compared to San Diego County’s workforce-focused model.

Exhibit 4.0.9. Top 10 Graduation Trends for California Colleges.



Source: LIGHTCAST, Q4 2025 Data Set.

Appendix E – Community Engagement Responses



JULY 2026

LAKE SIDE UNION SCHOOL DISTRICT POLLING REPORT

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Introduction

Lakeside Union School District is committed to providing safe, modern, and equitable learning environments that support high-quality instruction, student achievement, and the long-term success of its schools. As educational needs, facility conditions, enrollment patterns, and community expectations continue to evolve, the District recognizes the importance of planning proactively to ensure its facilities remain capable of supporting students, staff, and the broader community for years to come.

As part of the District's comprehensive Facilities Master Planning process, Lakeside Union School District conducted a community engagement survey to better understand stakeholder perspectives regarding existing facility conditions, future capital investments, school modernization, and long-range facility planning. The survey was designed to ensure that future planning decisions are informed not only by technical analyses and operational data, but also by the experiences, priorities, and aspirations of the people who interact with District schools every day.

Community engagement represents a critical component of comprehensive facilities planning. While facility condition assessments, enrollment projections, educational specifications, and financial analyses provide objective information regarding the District's physical assets and operational needs, stakeholder feedback provides equally valuable insight into how school facilities support teaching, learning, student well-being, and community expectations. Together, these perspectives help establish a balanced framework for evaluating future investments and developing long-term facility strategies.

The survey gathered input from parents, guardians, District employees, community members, students, and other stakeholders through a combination of multiple choice, rating, and open-ended questions. Participants were asked to share their perspectives on the current condition of school facilities, priorities for future investments, educational programming, school optimization strategies, modernization opportunities, communication preferences, and potential support for future capital funding. Collectively, these responses provide a comprehensive snapshot of stakeholder priorities while identifying recurring themes that extend across schools and respondent groups.

Overall, survey responses reveal broad agreement regarding the District's highest facility priorities. Stakeholders consistently emphasized the importance of addressing deferred maintenance, modernizing aging infrastructure, improving student safety, and providing learning environments that support contemporary educational practices. At the same time, respondents expressed a strong desire to preserve the District's educational strengths while ensuring future facility investments are guided by transparency, equity, and responsible stewardship of public resources.

This report presents both the quantitative survey findings and the qualitative themes that emerged throughout the community engagement process. The analysis examines perspectives across stakeholder groups and school communities while identifying the priorities that appeared

Introduction

most consistently throughout the survey. Rather than serving as a standalone recommendation, the findings presented in this report are intended to complement the District's broader Facilities Master Planning effort and provide an additional layer of community-informed insight for future decision making.

By integrating community perspectives with technical facility assessments, enrollment analyses, educational programming needs, and financial considerations, Lakeside Union School District is better positioned to develop a long-term facilities strategy that reflects both operational realities and the values of the community it serves. The findings presented in this report provide an important foundation for future planning efforts and reinforce the District's commitment to creating learning environments that support students, educators, and families for generations to come.

Executive Summary

Lakeside Union School District conducted a comprehensive community survey as part of its Facilities Master Planning process to better understand stakeholder perspectives regarding school facilities, long-range planning, modernization priorities, and future capital investments. The survey engaged parents, District employees, community members, students, and other stakeholders, providing valuable insight into the community's expectations for maintaining and improving learning environments across the District. Together with technical facility assessments, enrollment projections, and educational programming analyses, these responses provide an important foundation for future planning and decision-making.

Overall, the survey findings reveal a high degree of alignment among stakeholder groups regarding the District's facility priorities. Respondents consistently emphasized that maintaining safe, functional, and well-maintained schools should remain the District's highest priority, while also recognizing the importance of modernizing educational spaces that support evolving instructional practices and specialized academic programs. Although perspectives varied regarding certain long-term planning considerations, participants broadly supported thoughtful investments that preserve educational quality, improve equity across schools, and strengthen learning environments for future generations of students.

The findings also demonstrate that stakeholders view facility planning as more than a construction or maintenance initiative. Participants consistently linked facility investments with student achievement, employee effectiveness, school culture, and the District's long-term ability to provide high quality educational opportunities. Throughout the survey, respondents emphasized that successful implementation would depend not only on addressing aging infrastructure, but also on maintaining transparent communication, demonstrating responsible stewardship of public resources, and ensuring that future decisions remain centered on student success.

The strategic findings below summarize the most significant conclusions that emerged from both the quantitative survey results and qualitative stakeholder feedback. Together, these findings establish the overarching framework that guides the detailed analysis presented throughout the remainder of this report.

Strategic Finding	Related Overall Themes	Summary
1. Addressing Deferred Maintenance and Improving Safety Are the District's Highest Facility Priorities	Themes 1 & 2	Stakeholders consistently identified aging facilities, deferred maintenance, and student safety as the District's most urgent concerns. Respondents emphasized that reliable building systems, healthy learning environments, secure campuses, and safe

		traffic circulation should be considered foundational investments that support teaching, learning, and student well-being.
2. Modernization Should Strengthen Educational Opportunities While Preserving District Strengths	Theme 3	Respondents view facility modernization as an opportunity to improve instructional quality while preserving the District's signature educational programs and strong school culture. Modern classrooms, technology-rich learning environments, specialized instructional spaces, and continued investment in programs such as Dual Language Immersion, arts, STEM, and Career Technical Education were consistently identified as important priorities.
3. Future Facility Planning Should Prioritize Equity, Educational Continuity, and Existing Campuses	Themes 4 & 5	Stakeholders emphasized equitable investment across all schools while expressing a clear preference for modernizing and improving existing campuses. Participants consistently supported planning approaches that minimize disruption to students, preserve academic continuity, strengthen neighborhood schools where appropriate, and ensure every student has access to high-quality learning environments.
4. Community Support for Future Investments Depends on Transparency and Responsible Stewardship	Theme 6	While respondents demonstrated broad support for continued facility improvements and future capital investments, they also emphasized that maintaining community confidence will require transparent communication, responsible financial stewardship, and

		clearly articulated project priorities. Participants indicated that trust would remain an essential component of successfully implementing future facility initiatives.
5. Strong Educational Programs and Community Pride Provide a Foundation for Future Planning	Theme 7	Despite concerns regarding facility conditions, respondents consistently expressed pride in Lakeside Union School District's educators, educational programs, and school communities. Stakeholders view future facility investments as an opportunity to build upon these existing strengths while creating learning environments that continue to support student achievement and reinforce the District's long-standing commitment to educational excellence.

Collectively, these findings demonstrate broad community support for investing in the District's future while reinforcing the importance of thoughtful planning, equitable decision-making, and continued stakeholder engagement. As Lakeside Union School District advances its Facilities Master Planning process, these strategic findings provide a community-informed framework for evaluating facility needs, establishing long-term priorities, and developing solutions that balance educational excellence, operational effectiveness, and responsible stewardship of public resources.

Methodology

The Lakeside Union School District Community Facilities Survey was developed to gather meaningful stakeholder input regarding existing facility conditions, long-range planning priorities, school modernization, and future capital investments. The engagement process was designed to complement the District's broader Facilities Master Planning effort by providing a structured opportunity for community members to share their experiences, priorities, and perspectives regarding the future of District facilities. The methodology combined quantitative survey data with qualitative stakeholder feedback to provide a comprehensive understanding of community priorities while ensuring that individual comments could be evaluated alongside broader response patterns.

Community Engagement Overview

The community engagement process began with an in-person public presentation introducing the Facilities Master Planning process, current facility conditions, planning objectives, and the purpose of the community survey. Following the presentation, participants were invited to complete an online survey administered through the Qualtrics survey platform at a time convenient to them.

To support informed participation, respondents were provided access to a recorded version of the presentation throughout the survey period. This allowed participants to revisit the planning context, facility information, and project objectives while completing the survey, ensuring that responses were informed by a consistent understanding of the District's planning process.

The survey remained open from June 1 through June 15, 2026, providing stakeholders with approximately two weeks to review the materials, consider the information presented, and submit their responses.

Participant Overview

The survey was open to all members of the Lakeside Union School District community, including parents and guardians, District employees, community members, students, and other stakeholders. Participants were also asked to identify the school or facility with which they were most closely associated, allowing responses to be evaluated from both stakeholder and school-specific perspectives.

Since respondents could identify with multiple stakeholder categories, participant totals exceed the total number of completed surveys in several demographic summaries. Similarly, several survey questions allowed respondents to select multiple answers, resulting in response percentages that exceed 100 % throughout portions of this report.

Quantitative Analysis

The quantitative analysis examined response frequencies, percentages, and levels of agreement across all survey questions. Responses were evaluated to identify recurring priorities, areas of broad consensus, and topics where stakeholder opinions varied. Particular attention was given to identifying facility priorities, modernization preferences, planning objectives, communication preferences, and overall support for future facility investments.

Rather than evaluating individual survey questions in isolation, quantitative findings were synthesized across related questions to identify broader trends that consistently emerged throughout the survey. This approach provides a more comprehensive understanding of community priorities than any single survey question could provide independently.

Qualitative Analysis

Open ended responses were reviewed using a structured thematic analysis process. Individual comments were examined, coded according to recurring ideas and issues, and organized into broader themes representing common stakeholder perspectives. Similar comments were grouped together to identify consistent patterns related to facility conditions, educational priorities, school safety, modernization, equity, communication, and long-term planning.

The qualitative analysis was intended to identify the issues most frequently discussed across stakeholder groups rather than quantify every individual opinion. While individual comments sometimes reflected unique perspectives, the themes presented throughout this report represent the concerns and priorities that appeared most consistently across the survey responses.

School and Building Level Analysis

In addition to evaluating responses at the District level, stakeholder feedback was reviewed according to participants identified school or facility affiliation. This analysis provides additional context regarding how priorities vary across individual campuses while highlighting both shared concerns and location-specific issues.

The school and building profiles presented in this report are intended to complement the District-wide findings by illustrating how individual school communities perceive facility conditions, educational environments, and future planning priorities. These profiles should not be interpreted as direct comparisons between campuses, but rather as summaries of the perspectives shared by respondents associated with each location.

Interpreting the Findings

The findings presented in this report represent a synthesis of both quantitative survey data and qualitative stakeholder feedback. The conclusions presented throughout the report reflect recurring patterns observed across multiple survey questions and open-ended responses rather than isolated comments or individual data points.

Accordingly, the report should be interpreted as a comprehensive assessment of community priorities rather than a statistical analysis of individual survey responses. The integration of

multiple sources of evidence provides a more complete understanding of stakeholder perspectives and allows broader themes to emerge that may not be apparent from quantitative or qualitative findings alone.

Limitations

As with any community engagement effort, the survey findings should be interpreted within the context of several limitations. Participation was voluntary, and responses represent the perspectives of individuals who chose to participate during the survey period. Consequently, the findings should be viewed as representative of participating stakeholders rather than the entire District community.

Additionally, because respondents were permitted to identify with multiple stakeholder groups and select multiple response options for certain questions, percentages may exceed 100% throughout portions of the report. Finally, while school level and stakeholder specific analyses provide valuable context, some respondent categories contained relatively small sample sizes. These findings have been presented to provide additional perspective but should be interpreted with appropriate consideration of the number of responses represented.

The survey findings presented in this report are intended to serve as one component of the District's comprehensive Facilities Master Planning process. When considered alongside facility condition assessments, enrollment projections, educational programming needs, financial analyses, and operational considerations, the results provide valuable community informed insight to support future planning and decision-making.

Overview of Themes

Analysis of the community survey revealed several recurring priorities that consistently emerged across both the quantitative survey responses and the qualitative stakeholder comments. While participants represented different stakeholder groups, schools, and perspectives, the findings demonstrate a remarkable degree of consistency regarding the District's most important facility needs and long-term planning priorities. Rather than reflecting isolated opinions, the themes presented in this section represent patterns that appeared repeatedly throughout the engagement process.

The thematic analysis extends beyond individual survey questions by synthesizing findings across the entire survey instrument. Quantitative results identified areas of broad agreement and stakeholder priorities, while qualitative responses provided context explaining why those priorities matter to the community. Evaluating these sources together provides a more comprehensive understanding of stakeholder expectations than either approach could provide independently.

Collectively, the themes describe a community that values its schools and recognizes the importance of continued investment in educational facilities. Respondents consistently emphasized that future planning should preserve the District's educational strengths while addressing aging infrastructure, improving student safety, and ensuring every student has access to high quality learning environments. Participants also emphasized that successful implementation would depend upon transparent communication, responsible stewardship, and maintaining trust throughout the planning process.

The 7 themes presented below provide the analytical framework for the remainder of this report. Each theme represents a recurring pattern observed throughout the survey and is supported by both quantitative findings and qualitative stakeholder feedback.

Theme 1: Deferred Maintenance and Aging Facilities Are the Community's Highest Priority

Stakeholders consistently identified aging infrastructure, deferred maintenance, and deteriorating building conditions as the District's most urgent facility challenge. Comments frequently referred to aging classrooms, unreliable building systems, deteriorating finishes, and the need to modernize facilities that no longer fully support current educational practices. Respondents viewed safe, clean, and functional facilities as the foundation upon which all other educational investments should be built.

Theme 2: Safety, Security, and Healthy Learning Environments Must Remain Central to Facility Planning

Respondents consistently emphasized that student and staff safety should remain the District's highest operational priority. Safety concerns extended beyond campus security to include traffic circulation, pedestrian access, indoor environmental quality, and reliable building systems that

Overview of Themes

contribute to healthy learning environments. Participants viewed these investments as essential to supporting both students wellbeing and instructional success.

Theme 3: Modernization Should Strengthen Educational Opportunities While Preserving District Strengths

Survey participants viewed facility modernization as an opportunity to improve educational quality while preserving the programs that distinguish Lakeside Union School District. Modern classrooms, flexible instructional spaces, technology integration, and continued support for programs such as Dual Language Immersion, arts, STEM, Career Technical Education, and Special Education were consistently identified as priorities. Respondents emphasized that facility improvements should strengthen teaching and learning rather than simply replacing aging infrastructure.

Theme 4: Equity Across Schools Should Guide Future Facility Investments

Participants consistently emphasized the importance of ensuring every student has access to high quality educational facilities regardless of the school they attend. Responses reflected a desire to reduce disparities in facility condition, specialized instructional spaces, and educational resources while creating greater consistency across the District. Equity emerged as both a facility priority and a guiding principle for future planning decisions.

Theme 5: Modernization of Existing Schools Is Preferred Over Consolidation

Stakeholders expressed considerably stronger support for improving existing schools than for pursuing consolidation or school closures. Participants consistently emphasized maintaining educational continuity, preserving neighborhood school communities where feasible, and investing in facilities that extend the useful life of existing campuses. Future planning efforts were viewed most favorably when focused on strengthening current schools while minimizing disruption to students and families.

Theme 6: Community Support Depends Upon Transparency and Responsible Stewardship

Respondents demonstrated substantial support for future facility investments while emphasizing that continued confidence depends upon transparent decision making and responsible management of public resources. Participants requested clear communication regarding project priorities, implementation timelines, funding strategies, and measurable outcomes. Maintaining public trust emerged as an essential component of successfully implementing future facility improvements.

Theme 7: Strong Educational Programs and Community Pride Provide a Foundation for the Future

Despite concerns regarding facility conditions, respondents consistently expressed appreciation for the District's educators, educational programs, and school communities. Comments reflected pride in the District's academic offerings, language immersion program, arts education, and the

Overview of Themes

dedication of staff members who support students every day. Rather than viewing modernization as a replacement for these strengths, participants saw facility improvements as an opportunity to reinforce and expand the qualities that already make Lakeside Union School District a valued community institution.

Together, these 7 themes provide the foundation for understanding the survey results presented throughout the remainder of this report. The following sections examine these findings in greater detail by exploring how perspectives vary across stakeholder groups and individual school communities while identifying the common priorities that unite the District as it plans for the future.

Themes by Participant Type

Understanding stakeholder perspectives is an essential component of comprehensive facilities planning. Every stakeholder group interacts with District facilities differently and brings a unique set of experiences, priorities, and expectations to the planning process. Parents primarily experience facilities through their children's educational journey, District employees understand how building conditions influence instruction and daily operations, and community members often evaluate facilities from the perspective of long-term stewardship and public investment. Students and other members of the school community provide additional insight into how learning environments support the educational mission of the District.

Although each stakeholder group approaches facility planning from a different perspective, the survey findings demonstrate a remarkable degree of consistency regarding the District's most important priorities. Participants consistently emphasized the importance of maintaining safe, modern, and well maintained schools while preserving the educational programs and positive school cultures that distinguish Lakeside Union School District. Differences among respondent groups generally reflected varying areas of emphasis rather than fundamental disagreement regarding the District's future direction.

The analysis presented in this chapter examines the perspectives of each stakeholder group independently, allowing common priorities and unique viewpoints to emerge. Evaluating responses in this manner provides additional context regarding how different members of the District community experience school facilities while identifying the values and priorities that unite stakeholders across the District.

Response options	Count	Percent
Parent/Guardian of Districts Student(s)	112	59%
District/Staff Member	95	50%
Community Member	17	9%
District Student	2	1%
Other School Community member	2	1%
Total	191	100%

How to Interpret the Analysis

The stakeholder profiles presented in this chapter are intended to provide a qualitative understanding of how different participant groups view facility planning and educational investments. Each profile synthesizes recurring themes observed within the survey responses and should be interpreted as a summary of the perspectives expressed by respondents within that stakeholder category rather than as a statistical comparison between groups.

Many survey participants identified with more than one stakeholder category, resulting in overlapping representation throughout the analysis. Consequently, the narratives presented in this chapter are intended to illustrate the priorities, concerns, and values most commonly

Themes by Participant Type

expressed by each participant group while complementing the District wide findings presented elsewhere in this report. Together, these profiles provide additional context for understanding how facility planning decisions may affect the diverse stakeholders who learn, work, and participate within Lakeside Union School District.

Parent/Guardian of Districts Student(s)

Parents and guardians represented the largest stakeholder group participating in the survey, with 112 respondents (59%) identifying themselves as the parent or guardian of a District student. As the individuals most directly connected to students' daily educational experiences, parents provided insight into how school facilities influence learning, safety, wellbeing, and confidence in the District. Their feedback consistently evaluated facilities not as buildings alone, but as environments where children learn, grow, and develop throughout their educational journey.

What Parents Value Most

For parents, the District's greatest strength extends well beyond its physical facilities. The survey revealed consistent appreciation for dedicated educators, supportive school communities, and educational programs that provide students with opportunities to succeed both academically and personally. Families frequently referenced the quality of instruction, the commitment of teachers and staff, and the positive relationships that exist within schools as defining characteristics of Lakeside Union School District.

Signature academic offerings also contribute to the District's identity. Programs such as Dual Language Immersion, arts education, and other specialized learning opportunities were viewed as valuable investments in students' futures and important factors that distinguish the District from surrounding school systems. Collectively, these responses suggest that parents define educational quality through both people and programs, with facilities serving as the environment that enables those strengths to flourish.

Current Facility Conditions

The condition of school facilities was consistently discussed through its effect on students rather than through the condition of the buildings themselves. Aging classrooms, deferred maintenance, unreliable building systems, and deteriorating campus environments were viewed as obstacles to creating the type of educational experience families expect for their children. Concerns regarding heating and cooling systems, aging restrooms, worn finishes, and general campus appearance reflected a broader expectation that every student should learn in spaces that are safe, comfortable, and conducive to learning.

Safety emerged as an equally important component of the parent perspective. Discussions surrounding campus security, traffic circulation, arrival and dismissal procedures, and pedestrian access demonstrate that families view student safety as extending well beyond the classroom. Together, these responses illustrate that parents define quality schools as environments where students are both physically secure and academically supported throughout the school day.

Facility Priorities and Investment Preferences

Future investments were consistently viewed as opportunities to strengthen the student experience rather than simply improving District facilities. Modern classrooms, updated learning environments, reliable infrastructure, outdoor learning areas, and specialized instructional spaces were frequently described as investments that expand educational opportunities while supporting effective teaching and learning.

Parents also demonstrated a forward looking perspective regarding modernization. Rather than preserving facilities solely for maintenance purposes, families expressed interest in creating schools that remain responsive to changing instructional practices and the evolving needs of students. Modernization was viewed as an investment in educational excellence, ensuring future generations have access to learning environments that reflect the quality of instruction provided throughout the District.

School Optimization Findings

Educational continuity served as the guiding principle throughout discussions regarding future facility planning. Maintaining stable learning environments, preserving strong school communities, and minimizing disruption to students consistently outweighs purely operational considerations. The importance of neighborhood schools, equitable educational opportunities, and maintaining access to high quality programs reinforced the belief that planning decisions should ultimately be evaluated according to their effect on students.

Long term planning was generally viewed as both necessary and appropriate when guided by educational outcomes. Families demonstrated an understanding that enrollment patterns and facility conditions will continue to evolve over time, while expressing confidence that future decisions should preserve the relationships, programs, and learning environments that contribute to student success.

Funding and Bond Support

Support for future investment was shaped less by the concept of additional funding and more by confidence in how those resources would be used. Throughout the survey, parents consistently connected future financial support with transparent communication, responsible stewardship, and a clear demonstration that proposed projects will improve the educational experience for students.

Trust ultimately emerged as the foundation for future investment. Families expressed a willingness to support long term improvements when the planning process remains transparent, priorities are clearly communicated, and the benefits to students remain visible throughout implementation.

District/Staff Member

District employees represented a significant portion of survey participants, with 95 respondents (50%) identifying themselves as District staff members. Representing a broad cross section of schools, departments, and administrative functions, employees offered a perspective shaped by

Themes by Participant Type

daily experience within District facilities. Their feedback consistently examined how the physical environment supports instruction, student engagement, workplace effectiveness, and the District's ability to fulfill its educational mission.

What Staff Value Most

Educational excellence begins with people, and staff consistently identified their colleagues as one of the District's greatest strengths. Dedicated teachers, support personnel, administrators, and school leaders were frequently recognized for their commitment to students and their ability to create positive learning environments despite the challenges associated with aging facilities. The survey reflects a workforce that takes considerable pride in the relationships built with students and families and views collaboration as an essential part of student success.

Employees also demonstrated a strong belief that facilities should reinforce, rather than limit, educational opportunities. Instructional programs, specialized services, and student support systems were viewed as defining characteristics of the District, creating an expectation that learning environments should evolve alongside educational practices. From the staff perspective, high quality instruction and high-quality facilities are complementary investments rather than competing priorities.

Current Facility Conditions

Unlike other stakeholder groups, District employees experience facility conditions throughout the entire school day. Their observations extended beyond the appearance of buildings to include the practical challenges associated with aging infrastructure, deferred maintenance, and building systems that no longer consistently support daily operations. Heating and cooling systems, classroom functionality, storage, environmental comfort, and the reliability of building infrastructure were frequently discussed as factors that influence both teaching and learning.

The cumulative effect of these issues also emerged throughout the responses. Rather than describing isolated maintenance concerns, employees portrayed facilities that require continuous attention from teachers, administrators, and support staff. Modernizing these environments was viewed not simply as improving buildings, but as removing barriers that allow educators to devote more time and energy to student learning.

Facility Priorities and Investment Preferences

Staff viewed facility investment as an opportunity to improve educational delivery across the District. Flexible classrooms, dependable infrastructure, instructional technology, specialized learning environments, and reliable building systems were consistently described as investments that strengthen both teaching and student outcomes. Rather than emphasizing cosmetic improvements, employees focused on improvements that increase functionality and support effective instruction every day.

Educational adaptability also emerged as a recurring theme. Respondents recognized that instructional practices continue to evolve and believed facilities should provide the flexibility necessary to accommodate collaboration, innovation, specialized programming, and future

Themes by Participant Type

educational initiatives. Creating environments that support educators was viewed as an investment that ultimately benefits every student.

School Optimization Findings

Long term planning was generally considered through the lens of educational effectiveness and operational sustainability. Staff recognized that enrollment patterns, facility utilization, and infrastructure needs will continue changing over time and expressed support for planning approaches that balance efficiency with educational quality. Maintaining strong instructional programs while providing equitable learning environments across the District remained a consistent priority throughout the responses.

Operational decisions were also viewed in terms of their educational impact. Respondents emphasized that future planning efforts should strengthen schools by improving the environments in which students learn and educators teach, ensuring operational improvements translate directly into improved educational experiences.

Funding and Bond Support

District employees generally viewed future investment as an opportunity to address longstanding facility needs while strengthening the District's educational mission. Confidence in future funding was closely connected to thoughtful planning, responsible stewardship, and a clear commitment to investing in projects that improve instruction, increase operational reliability, and create learning environments that better support students and staff alike.

Support for modernization ultimately reflected a practical perspective. Investments were viewed not simply as capital improvements, but as tools that enable educators to focus on what matters most: providing students with the highest quality educational experience possible.

Community Member

Community members represented 17 respondents (9%) of survey participants and provided perspectives shaped by their roles as residents, taxpayers, and supporters of Lakeside Union School District. While many were not directly connected to the District through current student enrollment or employment, their feedback reflected a long-term interest in preserving strong public schools as community assets. Rather than focusing solely on individual campuses, these responses frequently considered how facility investments contribute to educational excellence, neighborhood vitality, and the long-term success of the District.

What Community Members Value Most

Public education was consistently viewed as an investment in the future of the entire community. Throughout the survey, respondents recognized the District's educational programs, dedicated employees, and commitment to student success as strengths that extend well beyond the classroom. Schools were frequently described as institutions that shape the character of the community by preparing future generations while creating opportunities for families to establish lasting connections with their neighborhoods.

Themes by Participant Type

Several comments also reflected pride in the programs that distinguish Lakeside Union School District from surrounding districts. Language immersion, arts education, and other signature offerings were viewed as important community assets that strengthen the District's identity and contribute to its reputation as a desirable place to live and raise a family.

Current Facility Conditions

The condition of District facilities was most often discussed in terms of stewardship rather than maintenance alone. Aging buildings, deferred maintenance, and deteriorating infrastructure were viewed as signs that continued reinvestment is necessary to preserve valuable public assets and avoid greater challenges in the future. Maintaining schools in good condition was frequently described as both an educational responsibility and a sound long-term investment.

Facility quality was also closely associated with public confidence. Well maintained campuses were viewed as visible evidence of the District's commitment to students, employees, and the broader community. Conversely, delaying necessary improvements was often seen as increasing future costs while diminishing the quality of the educational environment.

Facility Priorities and Investment Preferences

Long term value emerged as the defining principle guiding community investment priorities. Rather than emphasizing individual projects, responses focused on improvements that strengthen the usefulness, adaptability, and sustainability of District facilities over time. Modern learning environments, equitable investment across campuses, accessibility, and responsible renewal of aging infrastructure were consistently viewed as investments that benefit both current students and future generations.

Many respondents also recognized that educational expectations would continue evolving. Facilities that remain adaptable to changing instructional practices, technological advancements, and future enrollment needs were viewed as essential components of responsible long-term planning.

School Optimization Findings

Future planning was generally evaluated through the lens of balancing educational quality with responsible resource management. Community members recognized that enrollment trends, facility utilization, and changing demographics require thoughtful planning while emphasizing that decisions should remain firmly grounded in objective data and meaningful public engagement. Maintaining public trust throughout the planning process emerged as an important expectation alongside the technical considerations associated with facility planning.

Equity also influenced many of the responses. Access to safe, modern, and well maintained schools was viewed as an important community value, reinforcing the belief that every student should benefit from learning environments that support educational success regardless of where they attend school.

Funding and Bond Support

Financial support was consistently linked to confidence in the District's ability to manage public resources responsibly. Rather than questioning the need for investment, respondents frequently focused on how future funding decisions would be prioritized, communicated, and implemented. Transparency, accountability, and clearly articulated project goals were viewed as essential components of maintaining public confidence throughout future capital improvement efforts.

Viewed collectively, the responses suggest that community members are prepared to support meaningful investment when projects demonstrate lasting educational value, responsible stewardship, and a clear vision for strengthening Lakeside Union School District well into the future.

District Student

District students represented the smallest stakeholder group participating in the survey, with 2 respondents (1%) identifying themselves as current students. The limited level of participation means the perspectives presented below should be interpreted as anecdotal rather than representative of the broader student population. Although the sample size does not support broad conclusions, the feedback provides a valuable glimpse into how students experience their schools and complements the perspectives shared by parents, District employees, and community members.

What Students Value Most

Students naturally viewed their schools through the experiences that shape daily life on campus. Rather than focusing on buildings themselves, the feedback centered on learning environments that are welcoming, engaging, and supportive of student success. Positive relationships with teachers, opportunities to participate in school activities, and a sense of belonging emerged as important aspects of the overall educational experience.

The responses also suggest that students value schools where they feel connected to both their peers and educators. A positive campus culture appeared to be just as important as the physical environment in shaping their perception of school.

Current Facility Conditions

Learning environments were viewed from the perspective of the student experience rather than the operational condition of the facilities. Comfortable classrooms, clean campuses, and spaces that support learning were identified as important elements of a positive school day. The responses reinforce the broader theme that well maintained educational environments contribute to student engagement and create conditions where learning can flourish.

Facility Priorities and Investment Preferences

Students associate facility improvements with opportunities to enhance learning rather than simply modernizing buildings. Classrooms that support collaboration, spaces that encourage participation in school activities, and environments that make students feel comfortable and engaged were viewed as meaningful investments in educational experience. The feedback

Themes by Participant Type

suggests that students measure the value of facilities by how well those spaces support their ability to learn, interact, and participate in school life.

School Optimization Findings

Student perspectives reflected the importance of maintaining stable educational environments where learning can continue with minimal disruption. Preserving opportunities to participate in academic programs, extracurricular activities, and school traditions appeared to be more important than changes to the physical organization of schools. The responses suggest that students value continuity and consistency throughout their educational experience.

Funding and Bond Support

Although the limited number of responses does not allow for broader conclusions regarding funding priorities, the feedback consistently reflected an appreciation for learning environments that support student success. Investments that improve classrooms, strengthen educational opportunities, and enhance the overall school experience were viewed positively when considered through the lens of everyday student life.

Other School Community Member

Other school community members represented the smallest stakeholder category in the survey, with 2 respondents (1%) identifying themselves within this group. The limited level of participation means the perspectives presented below should be interpreted as anecdotal rather than representative of the broader school community. Although the number of responses does not support broad conclusions, the feedback provides additional context from individuals who remain connected to the District and invested in its long-term success despite not identifying as parents, employees, or current students.

What Other School Community Members Value Most

The feedback reflected an appreciation for the District's role as an important educational and community institution. Schools were viewed not only as places where students learn, but also as organizations that strengthen neighborhoods, support families, and contribute to the overall character of the community. Positive school culture, meaningful educational opportunities, and strong relationships among educators, students, and families were recognized as qualities worth preserving through future planning efforts.

Current Facility Conditions

Facility conditions were considered within the broader context of maintaining community assets that continue serving future generations. Safe, functional, and well maintained schools were viewed as essential components of a strong public education system, with continued investment seen as necessary to preserve the quality and usefulness of District facilities over time.

Facility Priorities and Investment Preferences

Responses emphasized improvements that strengthen educational opportunities while ensuring District facilities remain adaptable to changing community needs. Modern learning environments, reliable infrastructure, and thoughtfully maintained campuses were viewed as investments that benefit both students and the broader community by supporting long term educational success.

School Optimization Findings

Future planning was viewed as an opportunity to strengthen the District while preserving the educational experiences and community relationships that define Lakeside Union School District. Thoughtful decision making, long-term planning, and maintaining the District's commitment to students emerged as guiding principles throughout the feedback.

Funding and Bond Support

The limited feedback reflected general support for continued investment in District facilities when projects demonstrate lasting educational value and responsible stewardship of public resources. Transparent communication, thoughtful planning, and maintaining the community's trust were viewed as important elements of any future facility investment strategy.

Themes by School/Building

School communities often experience District facilities in unique ways that reflect the age of the campus, educational programs offered, building configuration, and day to day operational needs. While many facility priorities are shared across the District, individual campuses also face challenges and opportunities that influence how families, employees, and community members perceive their learning environments. Evaluating responses at the school and building level provides additional context for understanding these perspectives while illustrating how District wide priorities are experienced locally.

Analysis of responses by school and building demonstrates that respondents consistently value safe, functional, and modern educational environments regardless of campus affiliation. Common priorities including deferred maintenance, modernization, student safety, equitable access to educational opportunities, and preservation of strong school communities emerged across nearly every campus represented in the survey. At the same time, several schools generated comments regarding unique facility conditions or operational challenges that help provide additional context for future planning efforts.

The school and building profiles presented in this chapter synthesize the perspectives of respondents associated with each campus and administrative facility. Each profile highlights the strengths stakeholders value most, the facility conditions they believe warrant attention, their priorities for future investment, and their perspectives regarding long term facility planning and future funding. Collectively, these profiles illustrate both the shared priorities that unite the District and the unique characteristics that distinguish individual school communities.

Response options	Count	Percent
Riverview Elementary	38	27%
Lakeside Middle	25	17%
Winter Gardens Elementary	19	13%
Tierra Del Sol Middle	16	11%
Lakeside Farms Elementary	12	8%
Lakeview Elementary	12	8%
Lindo Park Elementary	8	6%
Lemon Crest Elementary	5	3%
Dream Academy	3	2%
Lakeside Early Advantage Preschool	0	0%
Central Administration	5	3%
Total	143	100%

How to Interpret the Analysis

The narratives presented throughout this chapter summarize the perspectives expressed by respondents associated with each school or building. These profiles are intended to provide context regarding how individual school communities experience District facilities and should not

Themes by School/Building

be interpreted as objective assessments of facility condition or direct comparisons between campuses.

Response counts varied among schools, reflecting differences in participation across the District. Consequently, some campuses generated more detailed feedback than others. Schools with fewer respondents may have fewer recurring themes represented within their profiles, while campuses with greater participation often produce more comprehensive observations. Regardless of the number of responses, every school profile contributes valuable insight into the broader community engagement process and complements the District wide findings presented throughout this report.

The following sections examine each school and building individually, highlighting the priorities, concerns, and aspirations expressed by the stakeholders most closely associated with each location. Together, these narratives provide an additional layer of understanding that complements the quantitative survey results and supports the District's comprehensive Facilities Master Planning process.

Riverview Elementary

Riverview Elementary represented 38 respondents (27%) of the school communities participating in the survey, making it the most represented campus in the community engagement process. Feedback reflected perspectives from parents, District employees, and other stakeholders who consistently described a school community with strong educational foundations and deep community support. Throughout the survey, the discussion centered less on whether Riverview is a successful school and more on ensuring its physical environment evolves to match the quality of education already taking place within its classrooms.

What the Riverview Community Values Most

The Riverview community defined the campus through its people rather than its facilities. Strong relationships among teachers, students, families, and staff emerged as the school's greatest strength, creating a learning environment where students feel supported and connected. Respondents frequently described a positive school culture that encourages academic growth while fostering a genuine sense of belonging throughout the campus.

Educational quality also featured prominently within the responses. Families and employees viewed Riverview as a school where dedicated educators and engaged students create meaningful learning experiences every day. The survey suggests that preserving this culture remains just as important as improving the physical campus, reinforcing the belief that successful facilities planning should strengthen an already successful educational environment.

Current Facility Conditions

While confidence in the school itself remained consistently high, respondents expressed considerably less confidence in the condition of the physical campus. Aging infrastructure, deferred maintenance, and instructional spaces that have not kept pace with modern educational expectations emerged as recurring concerns throughout the survey. Rather than identifying

Themes by School/Building

isolated maintenance issues, the feedback portrays a campus where continued reinvestment has become increasingly important to sustain the quality of the educational experience.

No topic generated more discussion than campus circulation and student safety. Arrival and dismissal procedures were frequently described as difficult to navigate, with respondents raising concerns regarding traffic congestion, pedestrian crossings, vehicle speeds, and overall site access. The prominence of these comments suggests that circulation has become part of the daily experience of attending Riverview rather than simply an operational issue occurring outside the school day.

Facility Priorities and Investment Preferences

Investment priorities reflected a desire to create a campus that functions as well as it teaches. Modern classrooms, dependable building systems, improved learning environments, and renewed infrastructure were viewed as important steps toward aligning the physical condition of the campus with its educational reputation. Respondents also identified circulation improvements, safer pedestrian access, and more efficient arrival and dismissal areas as opportunities to improve both campus safety and the daily experience of students and families.

Rather than viewing modernization as a series of individual projects, the feedback suggests that the Riverview community envisions a more comprehensive transformation that improves how students learn, how educators teach, and how families interact with the campus each day.

School Optimization Findings

The survey revealed strong support for strengthening Riverview Elementary through continued investment in the existing campus. Respondents consistently emphasized preserving the school's educational identity while improving facilities that support future generations of students. Stability, educational continuity, and maintaining the strong relationships that define the school community remained central themes throughout discussions regarding long term planning.

Future planning was viewed not as an opportunity to redefine the campus, but as a chance to ensure Riverview's facilities reflect the same level of excellence that respondents already associate with its educational programs and school culture.

Funding and Bond Support

Support for future investment was consistently tied to projects that produce meaningful improvements students and families experience every day. Modernizing aging facilities, improving campus circulation, and creating safer, more functional learning environments were viewed as investments that would strengthen both educational outcomes and community confidence. Trust in future funding initiatives ultimately depends upon demonstrating that investments translate into visible improvements that reinforce Riverview Elementary's role as one of the District's flagship elementary schools.

Lakeside Middle

Lakeside Middle represented 25 respondents (17%) of the school communities participating in the survey, making it one of the most represented campuses throughout the engagement process. Feedback reflected a shared belief that the campus plays a pivotal role in preparing students for the transition to high school and beyond. Rather than focusing on isolated facility concerns, the conversation centered on creating an environment that equips students with the academic, social, and extracurricular opportunities needed to succeed during one of the most formative stages of their education.

What the Lakeside Middle Community Values Most

Preparation emerged as the defining characteristic of Lakeside Middle. Respondents described a campus where students expand their academic interests, develop greater independence, and begin exploring opportunities that shape future educational pathways. Dedicated educators, diverse learning experiences, and meaningful student relationships were consistently recognized as the foundation of that experience.

The middle school years were also viewed as a time when students discover interests beyond the traditional classroom. Athletics, student organizations, performing arts, and exploratory learning experiences were frequently referenced as important elements of a well rounded education. The overall impression is of a school community that values opportunities for students to grow academically while building the confidence and skills needed for future success.

Current Facility Conditions

The physical campus was generally viewed as needing to evolve alongside the educational experiences it supports. Rather than identifying widespread dissatisfaction with individual building components, the feedback reflected a broader perception that portions of the campus no longer match the expectations of a modern middle school. Aging instructional spaces, deferred maintenance, and infrastructure requiring continued attention were discussed as challenges that gradually limit the flexibility of both students and educators.

Facilities supporting student activities also emerged as an important consideration. Several comments specifically identified the gymnasium and physical education spaces as opportunities for improvement, recognizing that these areas contribute to much more than athletics alone. They serve as gathering places, support student wellness, and play an important role in creating a vibrant school culture.

Facility Priorities and Investment Preferences

The priorities identified for Lakeside Middle focused less on replacing aging facilities and more on expanding educational possibilities. Respondents envisioned classrooms that encourage collaboration, technology that supports evolving instructional practices, and learning environments flexible enough to accommodate the diverse ways middle school students learn and interact. Improvements to student activity spaces were viewed through the same lens,

Themes by School/Building

supporting opportunities that extend learning beyond the classroom while strengthening student engagement.

Underlying these priorities was a broader expectation that facilities should prepare students for the future as effectively as the curriculum itself. The physical environment was viewed as an important contributor to educational readiness rather than simply a place where instruction occurs.

School Optimization Findings

Long-term planning was viewed as an opportunity to reinforce Lakeside Middle's role within the District rather than redefine it. Responses consistently favored investments that strengthen the existing campus, preserve educational continuity, and position the school to meet the changing needs of future students. Maintaining program quality while improving the environments in which those programs are delivered emerged as a recurring principle throughout the feedback.

The discussion also reflected confidence that thoughtful planning can improve the campus without disrupting the educational experiences families already value. Respondents consistently viewed modernization as a means of building upon established strengths rather than replacing them.

Funding and Bond Support

Support for future investment reflected confidence that improvements to Lakeside Middle would directly benefit students during a critical stage of their educational development. Respondents viewed modernization as an investment in future readiness, ensuring students have access to facilities that support academic achievement, extracurricular involvement, and personal growth. Continued support for future funding remained closely tied to transparent planning, responsible stewardship, and a clear connection between proposed improvements and the educational opportunities they create for students.

Winter Gardens Elementary

Winter Gardens Elementary represented 19 respondents (13%) of the school communities participating in the survey. Among the campuses represented in the engagement process, Winter Gardens generated one of the clearest narratives regarding the relationship between educational excellence and facility condition. Throughout the responses, a consistent theme emerged. The school community expressed confidence in the education taking place within the campus while recognizing that the physical environment no longer reflects that same standard.

What the Winter Gardens Community Values Most

The strongest message to emerge from the Winter Gardens community had very little to do with buildings. Instead, families and staff described a school defined by dedicated educators, meaningful relationships, and a welcoming atmosphere that encourages students to succeed. The educational experience itself was consistently viewed as a source of pride, with many comments highlighting the sense of belonging that exists throughout the campus.

Themes by School/Building

That positive culture established an important context for the remainder of the discussion. Rather than calling for change because the school is struggling, the community expressed a desire for facilities that better represent the quality of education already taking place every day.

Current Facility Conditions

The conversation shifted noticeably when attention turned to the physical campus. Older portable classrooms became one of the most recognizable symbols of the need for renewal, with several comments suggesting these spaces no longer align with contemporary expectations for teaching and learning. The discussion extended beyond portable classrooms, however, reflecting a broader perception that portions of the campus have reached a point where modernization should replace incremental repair.

Taken together, the responses describe a campus whose educational strengths have gradually surpassed the capacity of its physical environment. Maintaining the status quo was rarely presented as the preferred path. Instead, respondents envisioned facilities that better support instruction while creating an environment students can take pride in.

Facility Priorities and Investment Preferences

Modernization was consistently described as an opportunity to elevate the campus rather than simply replace aging infrastructure. Updated classrooms, dependable building systems, instructional technology, and learning environments designed for collaboration were viewed as investments that strengthen both teaching and student engagement. Participants also recognized the importance of creating spaces that remain adaptable as educational practices continue evolving.

The vision presented throughout the survey focused on creating a campus prepared for the future while preserving the welcoming character that families already value. Physical improvements were viewed as the next step in the school's continued growth rather than a departure from its existing identity.

School Optimization Findings

Conversations regarding long term planning remained firmly centered on reinvesting in the existing campus. The community expressed little interest in changing what makes Winter Gardens successful. Instead, respondents envisioned thoughtful improvements that preserve relationships, maintain educational continuity, and ensure future students benefit from facilities that match the quality of the programs they support.

Renewal, rather than reinvention, became the guiding principle that connected the responses throughout this portion of the survey.

Funding and Bond Support

Investment in Winter Gardens was frequently described as an opportunity to close the gap between educational quality and facility quality. Respondents generally viewed modernization as a practical and necessary step toward providing students and educators with learning

Themes by School/Building

environments that reflect current expectations while serving the community for decades to come. Confidence in future funding ultimately depended upon demonstrating that proposed improvements produce meaningful and lasting benefits for students while respecting the public's investment in District facilities.

Tierra Del Sol Middle

Tierra Del Sol Middle represented 16 respondents (11%) of the school communities participating in the survey. The responses painted the picture of a campus that has successfully adapted to changing educational expectations while recognizing that continued investment will be necessary to remain responsive to future needs. Throughout the survey, the conversation focused less on correcting deficiencies and more on ensuring the learning environment continues evolving alongside the students and educators it serves.

What the Tierra Del Sol Community Values Most

Adaptability emerged as one of the defining characteristics of the Tierra Del Sol community. Respondents described a school where students are encouraged to explore new ideas, develop independence, and prepare for increasingly complex academic expectations. The campus was viewed as a place where educational opportunities continue expanding as students mature, creating an environment that balances academic rigor with personal growth.

Equally important was the culture supporting that experience. Relationships among teachers, students, and families were consistently described as strengths that create a positive atmosphere for learning. Rather than identifying individual programs as the school's defining feature, respondents portrayed a campus where continuous learning and student development shape the overall educational experience.

Current Facility Conditions

While few comments focused on a single facility issue, many acknowledged that the physical environment should continue advancing alongside instructional practices. Aging infrastructure and routine maintenance needs were recognized as part of the natural life cycle of the campus, yet the broader discussion centered on ensuring facilities remain capable of supporting contemporary methods of teaching and learning.

The responses suggest that educational spaces should not simply remain functional. They should remain relevant. Classrooms, shared learning areas, and campus infrastructure were viewed as resources that should continue evolving to support collaboration, technology integration, and the changing expectations placed upon both students and educators.

Facility Priorities and Investment Preferences

Investment priorities consistently reflected a forward looking perspective. Rather than emphasizing replacement alone, respondents envisioned learning environments designed to accommodate future instructional practices while supporting the diverse ways students learn today. Flexible classrooms, specialized instructional spaces, dependable infrastructure, and

Themes by School/Building

technology rich environments were viewed as essential components of a campus prepared for continued educational innovation.

Underlying many of the responses was the belief that facilities should never become barriers to instructional progress. Instead, the physical campus should remain capable of adapting as curriculum, teaching strategies, and student needs continue changing over time.

School Optimization Findings

Future planning was generally viewed as an opportunity to reinforce the campus's educational mission while preserving the stability valued by students and families. Respondents supported thoughtful improvements that strengthen instructional environments without disrupting the continuity of educational programs or the relationships that define the school community.

Rather than viewing long term planning as a response to current challenges, the discussion frequently framed it as preparation for future opportunities. Maintaining a campus capable of evolving over time emerged as the principle connecting many of the responses.

Funding and Bond Support

Investment in Tierra Del Sol Middle was consistently associated with readiness for the future. Respondents generally viewed modernization as a way to ensure facilities continue supporting high quality instruction while remaining adaptable to changing educational expectations. Confidence in future funding depended upon demonstrating that improvements extend beyond maintaining buildings by creating environments capable of serving students, educators, and the community well into the future.

Lakeside Farms Elementary

Lakeside Farms Elementary represented 12 respondents (8%) of the school communities participating in the survey. The responses portrayed a campus where stability, consistency, and a positive learning environment are central to the educational experience. Rather than calling for significant change, the school community expressed a desire to build upon an already strong foundation by ensuring facilities continue supporting the high expectations families hold for elementary education.

What the Lakeside Farms Community Values Most

The educational experience at Lakeside Farms was frequently described in terms of consistency. Respondents recognized the commitment of teachers and staff, the supportive atmosphere throughout the campus, and the positive relationships that encourage students to develop confidence during the early years of their education. Families viewed these everyday experiences as the school's greatest strength, reinforcing the importance of maintaining an environment where students feel secure, supported, and ready to learn.

The responses also reflected confidence in the direction of the school. Rather than focusing on new initiatives or dramatic changes, the conversation centered on preserving the qualities that

Themes by School/Building

already contribute to student success while ensuring the campus continues meeting the needs of future students.

Current Facility Conditions

Discussion surrounding facilities focused on maintaining environments that remain dependable, comfortable, and appropriate for elementary learners. While respondents acknowledged the need for continued maintenance and modernization, the emphasis remained on preventing facilities from falling behind rather than responding to a single pressing concern. Classrooms, shared learning spaces, and campus infrastructure were viewed as essential components of an educational setting where students can focus on learning without unnecessary distractions.

The responses suggest that well maintained facilities contribute to more than operational efficiency. They reinforce confidence that students are learning in environments designed to support their academic and personal development from the very beginning of their educational journey.

Facility Priorities and Investment Preferences

Investment priorities centered on strengthening the environments where foundational learning takes place. Modern classrooms, dependable infrastructure, instructional technology, and learning spaces that encourage creativity, collaboration, and exploration were consistently viewed as worthwhile improvements. Respondents also recognized the value of outdoor environments that support both academic instruction and opportunities for social development.

Throughout the discussion, modernization was viewed as a process of continuous improvement rather than transformation. The goal was not to redefine the campus, but to ensure its facilities continue supporting the quality of education families already associate with Lakeside Farms.

School Optimization Findings

Future planning was generally approached with an emphasis on continuity. Maintaining the school's supportive culture, preserving educational stability, and strengthening existing facilities were consistently viewed as the most effective path forward. Families expressed confidence in the school's educational direction while recognizing that thoughtful planning is necessary to ensure the campus continues serving students well into the future.

Planning discussions ultimately reflected a desire to sustain success rather than respond to significant challenges. Continued investment was viewed as a way to preserve the qualities that have become central to the identity of the Lakeside Farms community.

Funding and Bond Support

The Lakeside Farms community generally viewed future investment as an opportunity to maintain the high standards already associated with the campus. Improvements that strengthen classrooms, support effective instruction, and preserve the overall quality of the educational environment were seen as meaningful long-term investments. Confidence in future funding

Themes by School/Building

remained closely connected to demonstrating that resources will continue enhancing the daily experiences of students while protecting the strengths that families already value.

Lakeview Elementary

Lakeview Elementary represented 12 respondents (8%) of the school communities participating in the survey. The responses consistently portrayed a school that has established a strong educational environment while recognizing the importance of thoughtful, steady investment to sustain that success. Rather than focusing on dramatic change, the discussion centered on maintaining balance by preserving the qualities that define the campus while ensuring facilities continue meeting the expectations of a modern elementary school.

What the Lakeview Community Values Most

Balance emerged as the defining characteristic of the Lakeview community. Respondents described a school where academic achievement, student wellbeing, and a welcoming culture exist together to create a positive educational experience. Strong relationships among teachers, students, and families were frequently identified as essential to the school's identity, creating an environment where students are encouraged to grow with confidence.

The responses also reflected an appreciation for the consistency of that experience. Families value a campus where students benefit from supportive educators and a positive school culture, viewing those qualities as the foundation upon which future improvements should be built rather than replaced.

Current Facility Conditions

The physical environment was viewed as an important contributor to maintaining the quality of the educational experience. Rather than identifying widespread deficiencies, respondents emphasized the importance of preserving classrooms, shared learning spaces, and campus infrastructure through ongoing maintenance and strategic modernization. The discussion suggested that facilities should continue evolving at a pace that matches educational expectations without allowing routine maintenance needs to accumulate over time.

Underlying many of the responses was the belief that proactive investment is more effective than reactive repair. Maintaining high quality facilities was viewed as a continuous commitment that supports both student learning and long-term operational sustainability.

Facility Priorities and Investment Preferences

The vision for Lakeview centered on strengthening existing assets rather than redefining the campus. Modern classrooms, dependable building systems, instructional technology, and learning spaces that encourage collaboration were viewed as natural extensions of the educational experience already taking place within the school. Respondents consistently described improvements that enhance learning while preserving the welcoming atmosphere families have come to value.

Themes by School/Building

Attention was also given to creating environments that remain flexible enough to accommodate future instructional needs. The discussion reflected confidence that thoughtful modernization can improve educational opportunities while maintaining the character of the campus.

School Optimization Findings

Maintaining the qualities that families already value emerged as a guiding principle throughout the discussion of Lakeview Elementary. The school community demonstrated little interest in dramatic organizational change, instead favoring measured improvements that preserve educational continuity while allowing the campus to continue evolving over time. This perspective reflects confidence in the school's direction and a belief that thoughtful reinvestment offers the strongest path toward long-term success.

The broader conversation emphasized steady progress over significant transformation. Strategic facility improvements were viewed as opportunities to strengthen the campus incrementally, ensuring future students benefit from environments that remain both relevant and welcoming without disrupting the educational experience that families have come to expect.

Funding and Bond Support

Trust formed the foundation of nearly every conversation surrounding future investment. Respondents generally recognized that maintaining high quality schools requires continued financial commitment, provided those investments are guided by clear priorities and meaningful educational outcomes. Modernization was viewed as worthwhile when projects improve the daily experience of students while preserving the strengths that already define the campus.

Equally important was confidence that resources would be invested deliberately and responsibly. Clear communication, visible progress, and a demonstrated commitment to sustaining the quality of Lakeview Elementary were consistently associated with maintaining public support as future facility improvements move forward.

Lindo Park Elementary

Lindo Park Elementary represented 8 respondents (6%) of the school communities participating in the survey. Throughout the engagement process, the campus was characterized by the relationships that define everyday life at the school. The conversation rarely focused on facilities in isolation. Instead, the physical environment was discussed as an extension of a school community where students, families, and educators remain closely connected and where maintaining that sense of connection is considered just as important as maintaining the campus itself.

What the Lindo Park Community Values Most

Strong relationships form the foundation of the Lindo Park experience. Families described a campus where students are known by their teachers, educators remain accessible to parents, and the school maintains a welcoming atmosphere that encourages students to grow both academically and personally. Those qualities were consistently identified as the school's greatest

Themes by School/Building

strengths, creating an environment where learning is supported by trust, familiarity, and meaningful engagement.

The responses also suggest that the campus benefits from a strong sense of identity. Rather than defining success through individual programs or facilities, the discussion frequently returned to the positive culture that has developed over time. Preserving that culture emerged as an important consideration throughout the survey.

Current Facility Conditions

Attention turned toward the physical campus as respondents considered how facilities contribute to the overall educational experience. The discussion centered less on specific maintenance concerns and more on preserving environments that continue supporting high quality instruction and positive student experiences. Classrooms, shared learning spaces, and campus infrastructure were viewed as resources that should remain dependable, welcoming, and capable of supporting both students and educators.

A recurring expectation throughout the survey was that facilities should reinforce the character of the school. Maintaining attractive, functional, and well cared for spaces was viewed as an important way to strengthen school pride while supporting the positive atmosphere that already exists across the campus.

Facility Priorities and Investment Preferences

The vision presented for Lindo Park emphasized thoughtful improvement rather than transformation. Investments in modern classrooms, updated instructional technology, flexible learning environments, and dependable building systems were viewed as opportunities to enhance teaching and learning while preserving the welcoming nature of the campus. Respondents consistently favored improvements that feel integrated with the school's existing identity rather than changes that fundamentally alter the character of the educational environment.

Creating spaces that continue bringing students, educators, and families together also emerged as an underlying theme. The physical campus was viewed not only as a place for instruction, but as a setting where relationships develop and the school community continues to grow.

School Optimization Findings

Continuity remained central to the discussion surrounding the future of Lindo Park Elementary. Maintaining the close connections that define the campus carried greater importance than significant organizational change, suggesting that future improvements should strengthen what already exists rather than introduce unnecessary disruption. The analysis points toward a preference for steady reinvestment that allows the campus to evolve while preserving its identity.

Viewed collectively, the responses describe a school community that values thoughtful progress. Improvements that enhance the educational environment while respecting the traditions and

relationships already established at Lindo Park were consistently viewed as the most appropriate path forward.

Funding and Bond Support

Investment in Lindo Park was frequently associated with preserving the qualities that have made the campus successful over time. Respondents generally supported improvements that strengthen learning environments, maintain dependable facilities, and create lasting benefits for future students without changing the character of the school. Transparent decision making and responsible stewardship were viewed as important components of ensuring future investments continue reinforcing the strong connections that define the Lindo Park community.

Lemon Crest Elementary

Lemon Crest Elementary represented 5 respondents (3%) of the school communities participating in the survey. Although participation from the campus was smaller than several other schools, the comments consistently pointed toward a common idea. The conversation focused on preserving a school that is functioning well today while making thoughtful investments that ensure it continues serving students effectively well into the future. Rather than calling for significant change, stakeholders emphasized the importance of caring for an educational environment that already provides a positive experience for students and families.

What the Lemon Crest Community Values Most

The identity of Lemon Crest was described through the consistency of its educational environment. Families spoke positively about the relationships students build with teachers and staff, the welcoming atmosphere throughout the campus, and the sense of stability that supports student learning. These qualities were viewed as essential to the school's success and worth protecting as the campus continues to evolve.

Beyond the classroom, the school was portrayed as a place where students are encouraged to grow within a supportive environment that values both academic achievement and personal development. The discussion suggests that the community measures success less by individual programs and more by the overall educational experience students encounter each day.

Current Facility Conditions

Maintaining quality emerged as the dominant theme surrounding the physical campus. The discussion rarely centered on major deficiencies or isolated maintenance concerns. Instead, participants emphasized the importance of preserving classrooms, shared learning spaces, and campus infrastructure through consistent care and timely improvements. This perspective reflects a belief that well maintained facilities contribute to educational quality long before significant repairs become necessary.

Another idea surfaced repeatedly throughout the feedback. Preventative investment was viewed as an effective strategy for sustaining the campus over time, allowing facilities to remain dependable while supporting the expectations families have for their neighborhood school.

Facility Priorities and Investment Preferences

Investment priorities focused on strengthening existing assets rather than transforming the campus. Modern classrooms, dependable building systems, updated instructional technology, and learning environments that continue supporting effective instruction were consistently viewed as appropriate areas for future improvement. The emphasis remained on enhancing the educational environment while preserving the qualities that already define the school.

Taken together, the responses portray modernization as an ongoing commitment rather than a single initiative. Maintaining pace with changing educational expectations was considered just as important as preserving the physical condition of the campus itself.

School Optimization Findings

Preservation guided much of the conversation regarding the future of Lemon Crest Elementary. Stakeholders expressed confidence in the school's educational direction and favored improvements that build upon existing strengths while avoiding unnecessary disruption for students and families. The discussion suggests that careful planning should reinforce the stability already valued by the school community rather than introduce significant organizational change.

Steady reinvestment also emerged as an important principle. Protecting the long-term quality of the campus was viewed as a practical approach to ensuring future generations benefit from the same positive educational environment experienced by today's students.

Funding and Bond Support

Confidence in future investment centered on the belief that thoughtful stewardship today reduces larger challenges tomorrow. Improvements that preserve educational quality, maintain dependable facilities, and provide lasting value for students were generally viewed as worthwhile investments. The comments also suggest that continued public support will be strengthened when the District demonstrates a proactive commitment to maintaining schools before facility needs become more significant over time.

Dream Academy

Dream Academy represented 3 respondents (2%) of the school communities participating in the survey. Although participation was limited, the feedback conveyed a clear appreciation for the campus's unique educational purpose. Rather than describing a traditional school experience, the discussion focused on creating an environment where students with diverse needs, interests, and learning pathways have the opportunity to succeed. Throughout the responses, the physical environment was viewed as an important partner in supporting that mission.

What the Dream Academy Community Values Most

Belonging emerged as the central theme defining Dream Academy. The campus was described as a place where students are supported as individuals, encouraged to progress at their own pace, and provided opportunities to succeed through personalized educational experiences.

Themes by School/Building

Relationships between educators and students were frequently characterized by trust, encouragement, and a shared commitment to helping every learner reach their potential.

The educational model itself was also recognized as one of the campus's defining strengths. Participants valued an approach that recognizes different pathways to success and provides students with opportunities that may not exist within more traditional educational settings. The discussion consistently reinforced the importance of preserving this individualized approach as the campus continues to evolve.

Current Facility Conditions

Attention was directed less toward specific building deficiencies and more toward whether the learning environment supports the unique instructional model of the campus. Flexible classrooms, adaptable support spaces, and environments that allow educators to respond to a variety of learning needs were viewed as essential components of the educational experience. The discussion suggests that the effectiveness of the campus depends as much on the functionality of its spaces as on the programs delivered within them.

The responses also recognized that specialized educational settings often require greater flexibility than traditional classrooms. Learning environments capable of adapting to changing instructional approaches and varying student needs were viewed as important elements of supporting long term program success.

Facility Priorities and Investment Preferences

The vision presented for Dream Academy centered on creating spaces that respond to students rather than requiring students to adapt to the facility. Participants emphasized learning environments that encourage individualized instruction, collaboration, student support, and flexibility while providing educators with the resources necessary to meet a wide range of educational needs.

Modernization was therefore viewed through a different lens than many of the District's other campuses. Rather than emphasizing larger facilities or expanded infrastructure, the discussion focused on creating environments that strengthen personalized learning and allow every student to fully participate in the educational experience.

School Optimization Findings

Protecting the mission of Dream Academy remained the guiding principle throughout conversations regarding the campus's future. The feedback consistently supported planning decisions that preserve the school's ability to serve students through individualized educational pathways while maintaining continuity for those who rely upon its specialized programs. The analysis suggests that future improvements should strengthen the educational model rather than alter the role the campus plays within the District.

Themes by School/Building

Maintaining flexibility also emerged as an important consideration. Educational needs continue changing over time, making adaptable learning environments an essential part of ensuring the campus remains responsive to future students.

Funding and Bond Support

Investment in Dream Academy was consistently associated with expanding opportunities for students whose educational journeys may differ from more traditional pathways. Participants generally supported improvements that strengthen learning environments, increase instructional flexibility, and reinforce the District's commitment to serving every student. The broader discussion suggests that facilities supporting individualized education represent an investment not only in a single campus, but in the District's commitment to meeting the diverse needs of its entire student population.

Lakeside Early Advantage Preschool

No survey respondents identified an association with Lakeside Early Advantage Preschool. As a result, there was insufficient information to develop campus specific themes or observations for the preschool program. While perspectives from this school community are not represented in the survey findings, future engagement efforts should continue to seek input from preschool families and staff to ensure their unique facility and educational needs are considered as part of the District's long term facilities planning process.

Central Administration

Central Administration represented 5 respondents (3%) of the facilities represented in the survey. Unlike the school communities described throughout this chapter, the discussion surrounding Central Administration focused on the systems and services that support every campus across the District. The responses consistently recognized that effective educational environments extend beyond classrooms and depend upon the coordination, planning, and operational support that enable schools to serve students successfully every day.

What the Central Administration Community Values Most

Service emerged as the defining characteristic of Central Administration. Respondents viewed administrative functions as essential to helping schools operate effectively by providing leadership, coordinating resources, and supporting educators, students, and families throughout the District. The discussion consistently reinforced the idea that administrative staff contribute to student success indirectly by ensuring schools have the tools, guidance, and operational support necessary to fulfill their educational mission.

Collaboration also played an important role within the responses. Strong communication among departments, responsive support for school sites, and a shared commitment to serving students were described as qualities that strengthen the District as a whole. Rather than viewing administration as separate from schools, participants portrayed it as an integral part of the educational system.

Current Facility Conditions

Attention focused primarily on how administrative facilities support the work taking place throughout the District. Functional workspaces, dependable building systems, technology resources, and environments that encourage collaboration were viewed as important components of effective organizational support. The discussion emphasized that efficient administrative operations ultimately benefit schools by allowing employees to respond more effectively to the needs of students, educators, and families.

Several comments also identified opportunities to improve operational spaces, including parking, visitor access, and work areas that better accommodate employees and members of the public. These improvements were viewed as practical enhancements that strengthen the District's ability to deliver high quality services.

Facility Priorities and Investment Preferences

The vision presented for Central Administration emphasized operational effectiveness rather than expansion. Investments that improve technology infrastructure, workspace functionality, and collaboration among departments were viewed as opportunities to strengthen the District's ability to support every campus. Participants consistently recognized that administrative facilities should function efficiently while remaining aligned with the broader educational priorities of the District.

An important distinction also emerged throughout the discussion. Improvements to administrative facilities were not viewed as competing with investments in schools. Instead, respondents described them as complementary efforts that improve the District's overall capacity to serve students by strengthening the systems that support teaching and learning.

School Optimization Findings

District wide planning naturally became the focus of this portion of the discussion. Respondents emphasized the importance of coordinating facility decisions in ways that balance educational priorities, operational efficiency, financial responsibility, and long-term sustainability. The analysis suggests that successful planning depends upon maintaining a strong connection between administrative leadership and the individual needs of school communities across the District.

Effective decision making also emerged as a recurring principle. Planning efforts were expected to remain collaborative, data informed, and responsive to the changing needs of students while ensuring resources are allocated in ways that provide the greatest benefit across the District.

Funding and Bond Support

From the perspective of Central Administration, the value of future investment is measured by its ability to strengthen the District's capacity to serve schools effectively. Improvements to administrative facilities were viewed as worthwhile when they streamline operations, improve collaboration, and provide employees with the resources needed to support students, educators,

Themes by School/Building

and families across every campus. The emphasis remained on creating efficient systems that allow schools to focus on teaching and learning rather than operational challenges.

The discussion also highlighted the interconnected nature of District facilities. Administrative buildings, school campuses, and support services were viewed as parts of a single educational system where improvements in one area ultimately benefit the entire organization. This perspective reinforces the idea that thoughtful investment extends beyond individual buildings by creating a stronger operational foundation that enables every school community to succeed.

Conclusion

The Lakeside Union School District Community Facilities Survey provided an important opportunity for stakeholders to share their perspectives regarding the future of the District's schools, facilities, and educational environments. Collectively, the responses reflect a community that is deeply invested in the success of its students and recognizes the important role school facilities play in supporting educational excellence. Although participants represented different stakeholder groups, school communities, and personal experiences, the survey revealed a remarkable level of consistency regarding the District's highest priorities and long-term aspirations.

Throughout the engagement process, respondents consistently emphasized that safe, functional, and well maintained facilities form the foundation of a successful educational system. Aging infrastructure, deferred maintenance, student safety, and modern learning environments emerged as recurring priorities across nearly every aspect of the survey. At the same time, participants made it clear that facility planning extends beyond buildings alone. Educational quality, equitable opportunities, strong school communities, and responsible stewardship of public resources were viewed as equally important considerations that should guide future decision making.

The findings also demonstrate that stakeholders value the qualities that already distinguish Lakeside Union School District. Dedicated educators, supportive school communities, strong academic programs, and meaningful relationships between students, families, and staff were consistently recognized as defining strengths throughout the survey. Rather than seeking change for its own sake, respondents expressed a desire for facility improvements that reinforce these strengths while creating learning environments capable of supporting future generations of students.

Community engagement also reinforced the importance of maintaining transparency throughout the planning process. Respondents consistently indicated that trust is built through open communication, clearly defined priorities, and responsible management of public resources. As future facility decisions are considered, continued stakeholder engagement will remain an important component of maintaining community confidence and ensuring that planning efforts continue to reflect the needs and values of the District.

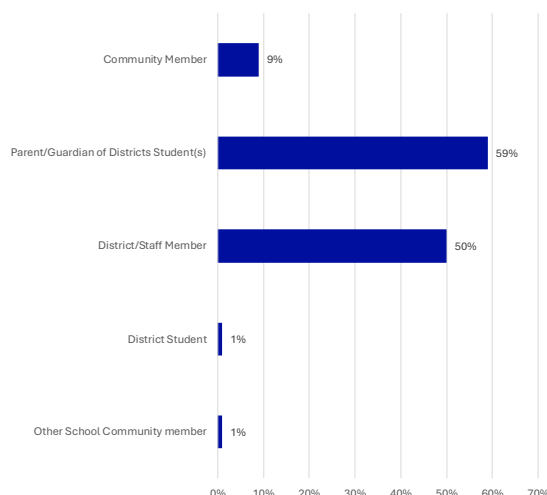
The perspectives presented throughout this report should be considered alongside facility condition assessments, enrollment projections, educational programming needs, financial analyses, and operational considerations as part of the District's comprehensive Facilities Master Planning process. While no single source of information can independently determine future priorities, the survey provides an important community informed perspective that strengthens the overall planning framework and ensures stakeholder voices remain an integral part of future decision making.

Appendix: Survey Results

1. What describes your relationship to the school district? (check all that apply)

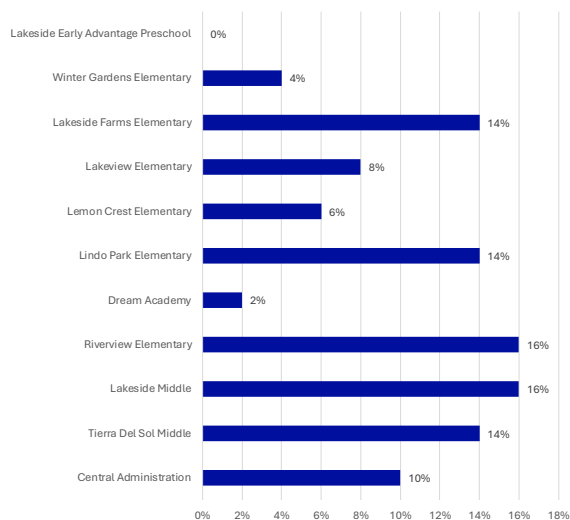
Response options	Count	Percent
Community Member	17	9%
Parent/Guardian of Districts Student(s)	112	59%
District/Staff Member	95	50%
District Student	2	1%
Other School Community member	2	1%
Total	191	100%

*Note: Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



2. If you are an employee of the District, where do you primarily work?

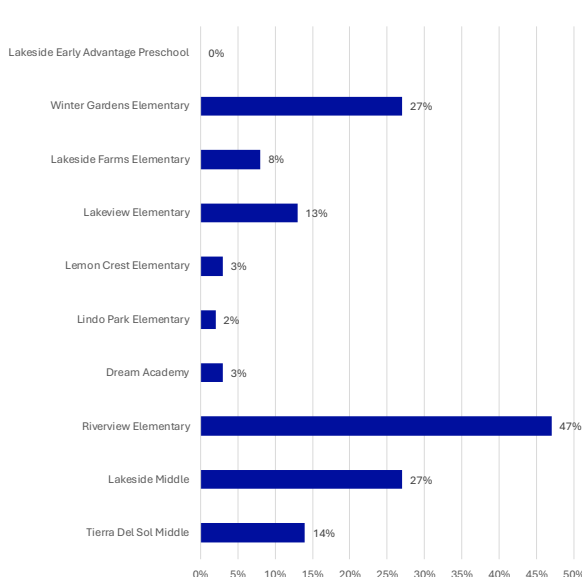
Response options	Count	Percent
Lakeside Early Advantage Preschool	0	0%
Winter Gardens Elementary	2	4%
Lakeside Farms Elementary	7	14%
Lakeview Elementary	4	8%
Lemon Crest Elementary	3	6%
Lindo Park Elementary	7	14%
Dream Academy	1	2%
Riverview Elementary	8	16%
Lakeside Middle	8	16%
Tierra Del Sol Middle	7	14%
Central Administration	5	10%
Total	51	100%



3. If you have a child (or are a student) that attends school in the District, what school do they attend? (Select all that apply)

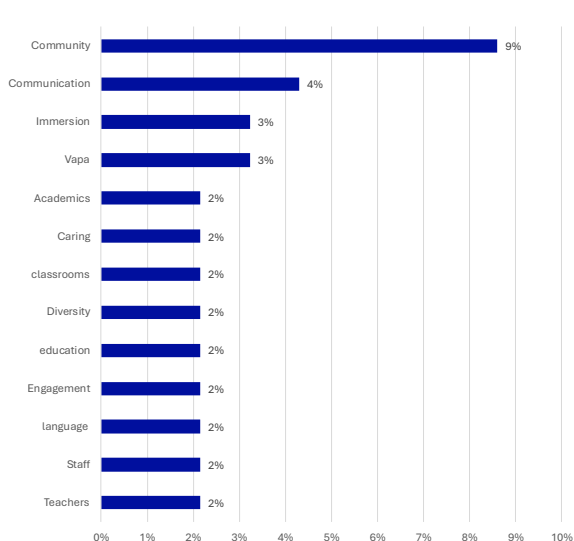
Response options	Count	Percent
Lakeside Early Advantage Preschool	0	0%
Winter Gardens Elementary	17	27%
Lakeside Farms Elementary	5	8%
Lakeview Elementary	8	13%
Lemon Crest Elementary	2	3%
Lindo Park Elementary	1	2%
Dream Academy	2	3%
Riverview Elementary	30	47%
Lakeside Middle	17	27%
Tierra Del Sol Middle	9	14%
Total	64	100%

*Note: Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



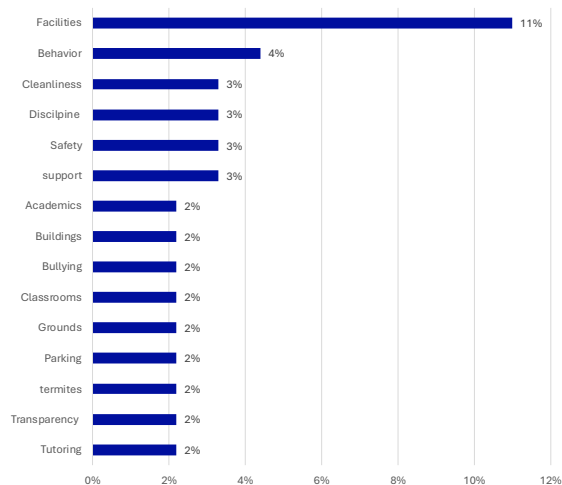
4. In one word, please describe an area or focus where the District does well. (What are you most proud of in your schools?)

Responses	Count	Percent
Community	8	9%
Communication	4	4%
Immersion	3	3%
Vapa	3	3%
Academics	2	2%
Caring	2	2%
classrooms	2	2%
Diversity	2	2%
education	2	2%
Engagement	2	2%
language	2	2%
Staff	2	2%
Teachers	2	2%



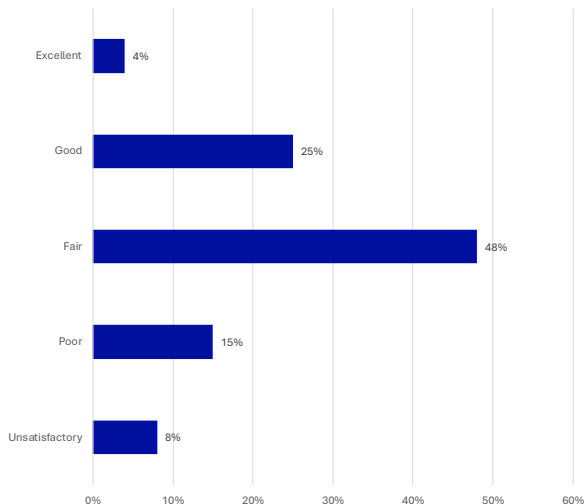
5. In one word, please describe an area or focus for improvement in the district. (A wish for the district)

Responses	Count	Percent
Facilities	10	11%
Behavior	4	4%
Cleanliness	3	3%
Discipline	3	3%
Safety	3	3%
support	3	3%
Academics	2	2%
Buildings	2	2%
Bullying	2	2%
Classrooms	2	2%
Grounds	2	2%
Parking	2	2%
termite	2	2%
Transparency	2	2%
Tutoring	2	2%



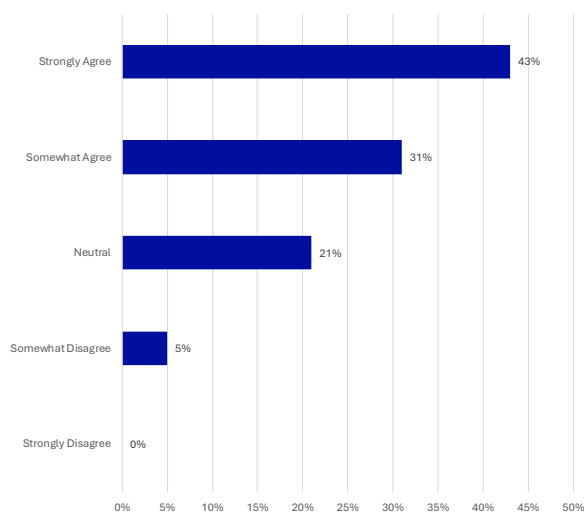
6. What is your perception of the overall condition of the school facilities in the school(s) you are associated with?

Response options	Count	Percent
Excellent	4	4%
Good	26	25%
Fair	51	48%
Poor	16	15%
Unsatisfactory	9	8%
Total	106	100%



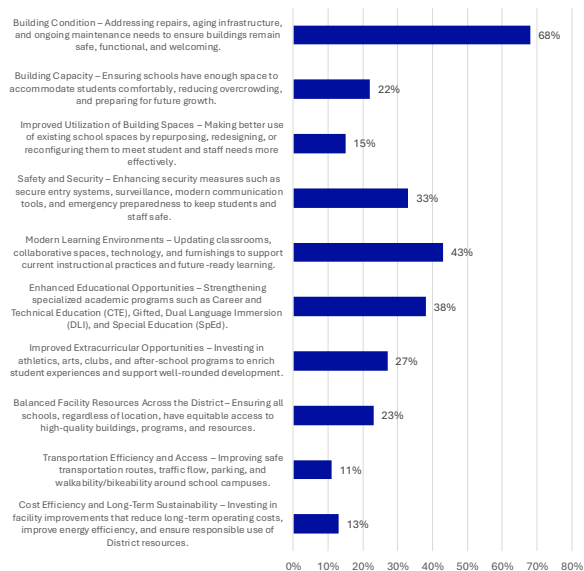
7. Do you agree or disagree with the following statement? “There should be expansion of Career and Technical Education (CTE) and/or Science Technology Engineering and Math (STEM) across the District.”

Response options	Count	Percent
Strongly Agree	46	43%
Somewhat Agree	33	31%
Neutral	22	21%
Somewhat Disagree	5	5%
Strongly Disagree	0	0%
Total	106	100%



8. What facility planning objectives are MOST important to you? (Choose 3)

Response options	Count	Percent
Building Condition – Addressing repairs, aging infrastructure, and ongoing maintenance needs to ensure buildings remain safe, functional, and welcoming.	72	68%
Building Capacity – Ensuring schools have enough space to accommodate students comfortably, reducing overcrowding, and preparing for future growth.	23	22%
Improved Utilization of Building Spaces – Making better use of existing school spaces by repurposing, redesigning, or reconfiguring them to meet student and staff needs more effectively.	16	15%
Safety and Security – Enhancing security measures such as secure entry systems, surveillance, modern communication tools, and emergency preparedness to keep students and staff safe.	35	33%
Modern Learning Environments – Updating classrooms, collaborative spaces, technology, and furnishings to support current instructional practices and future-ready learning.	46	43%
Enhanced Educational Opportunities – Strengthening specialized academic programs such as Career and Technical Education (CTE), Gifted, Dual Language Immersion (DLI), and Special Education (SpEd).	40	38%
Improved Extracurricular Opportunities – Investing in athletics, arts, clubs, and after-school programs to enrich student experiences and support well-rounded development.	29	27%
Balanced Facility Resources Across the District – Ensuring all schools, regardless of location, have equitable access to high-quality buildings, programs, and resources.	24	23%
Transportation Efficiency and Access – Improving safe transportation routes, traffic flow, parking, and walkability/bikeability around school campuses.	12	11%
Cost Efficiency and Long-Term Sustainability – Investing in facility improvements that reduce long-term operating costs, improve energy efficiency, and ensure responsible use of District resources.	14	13%
Total	106	100%

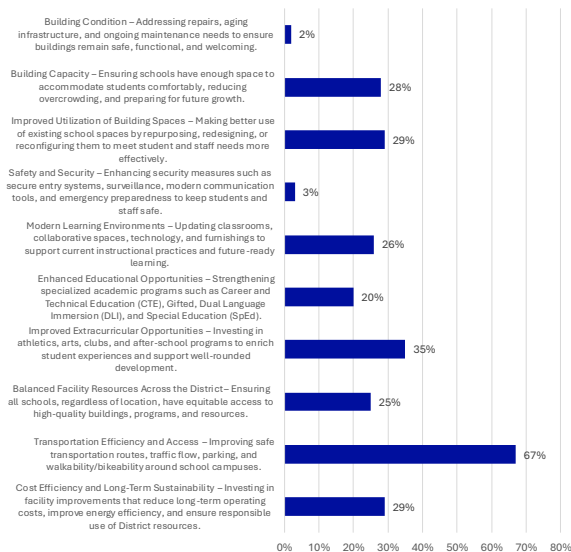


*Note: Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.

9. What facility planning objectives are LEAST important to you? (Choose 3)

Response options	Count	Percent
Building Condition – Addressing repairs, aging infrastructure, and ongoing maintenance needs to ensure buildings remain safe, functional, and welcoming.	2	2%
Building Capacity – Ensuring schools have enough space to accommodate students comfortably, reducing overcrowding, and preparing for future growth.	28	28%
Improved Utilization of Building Spaces – Making better use of existing school spaces by repurposing, redesigning, or reconfiguring them to meet student and staff needs more effectively.	29	29%
Safety and Security – Enhancing security measures such as secure entry systems, surveillance, modern communication tools, and emergency preparedness to keep students and staff safe.	3	3%
Modern Learning Environments – Updating classrooms, collaborative spaces, technology, and furnishings to support current instructional practices and future-ready learning.	26	26%
Enhanced Educational Opportunities – Strengthening specialized academic programs such as Career and Technical Education (CTE), Gifted, Dual Language Immersion (DLI), and Special Education (SpEd).	20	20%
Improved Extracurricular Opportunities – Investing in athletics, arts, clubs, and after-school programs to enrich student experiences and support well-rounded development.	35	35%
Balanced Facility Resources Across the District – Ensuring all schools, regardless of location, have equitable access to high-quality buildings, programs, and resources.	25	25%
Transportation Efficiency and Access – Improving safe transportation routes, traffic flow, parking, and walkability/bikeability around school campuses.	66	67%
Cost Efficiency and Long-Term Sustainability – Investing in facility improvements that reduce long-term operating costs, improve energy efficiency, and ensure responsible use of District resources.	29	29%
Total	99	100%

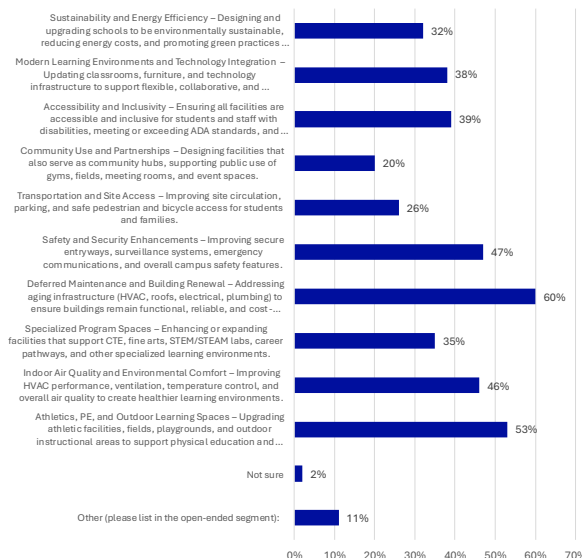
*Note: Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



10. Are there any additional facility priorities you believe should be considered in future planning efforts? (Select all that apply)

Response options	Count	Percent
Sustainability and Energy Efficiency – Designing and upgrading schools to be environmentally sustainable, reducing energy costs, and promoting green practices through renewable energy and efficient systems.	33	32%
Modern Learning Environments and Technology Integration – Updating classrooms, furniture, and technology infrastructure to support flexible, collaborative, and technology-rich instruction.	39	38%
Accessibility and Inclusivity – Ensuring all facilities are accessible and inclusive for students and staff with disabilities, meeting or exceeding ADA standards, and providing equitable access to all programs and spaces.	40	39%
Community Use and Partnerships – Designing facilities that also serve as community hubs, supporting public use of gyms, fields, meeting rooms, and event spaces.	21	20%
Transportation and Site Access – Improving site circulation, parking, and safe pedestrian and bicycle access for students and families.	27	26%
Safety and Security Enhancements – Improving secure entryways, surveillance systems, emergency communications, and overall campus safety features.	48	47%
Deferred Maintenance and Building Renewal – Addressing aging infrastructure (HVAC, roofs, electrical, plumbing) to ensure buildings remain functional, reliable, and cost-efficient.	62	60%
Specialized Program Spaces – Enhancing or expanding facilities that support CTE, fine arts, STEM/STEAM labs, career pathways, and other specialized learning environments.	36	35%
Indoor Air Quality and Environmental Comfort – Improving HVAC performance, ventilation, temperature control, and overall air quality to create healthier learning environments.	47	46%
Athletics, PE, and Outdoor Learning Spaces – Upgrading athletic facilities, fields, playgrounds, and outdoor instructional areas to support physical education and extracurricular programs.	55	53%
Not sure	2	2%
Other (please list in the open-ended segment):	11	11%
Total	103	100%

*Note: Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.

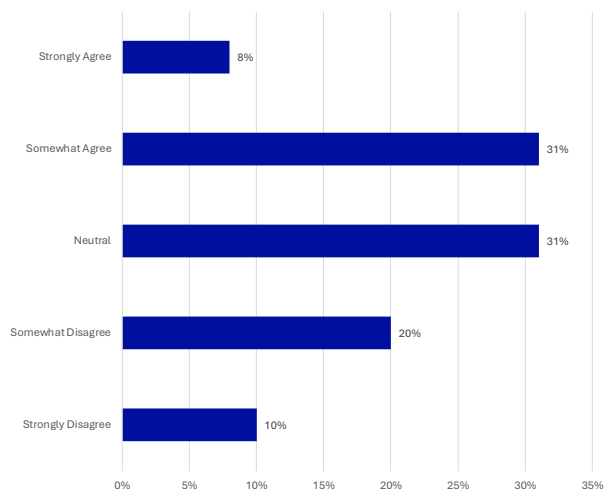


10. Are there any additional facility priorities you believe should be considered in future planning efforts? (Select all that apply) [Other]

Modernize wintergardens campus. Old portables are not learning environments
Increase availability of District Office parking spaces.
Inclusive playgrounds are a must! We have several students in wheelchairs who are not physically able to access ANY of the playgrounds at LC. We need adaptive swing to accommodate our students with Special Needs, something needs to change so that students with Extensive support needs are included.
Implement GATE program.
Music program for elementary not just 5th grade and middle school
Better student to teacher ratio. Less kids per teacher
I'm really concerned that there are no school zone lights. I can send videos of people flying around that blind corner at Lea crest doing 30, 40, even 50 miles an hour need lights, speed, bump, and police patrol.
Changing old dirty carpets
PE fields upgrades, gym at LMS a must
Comprehensive investigation to Ensure that buildings are free of mold and other dangerous allergens for staff and student health and safety
Getting rid of termites and update plumbing.

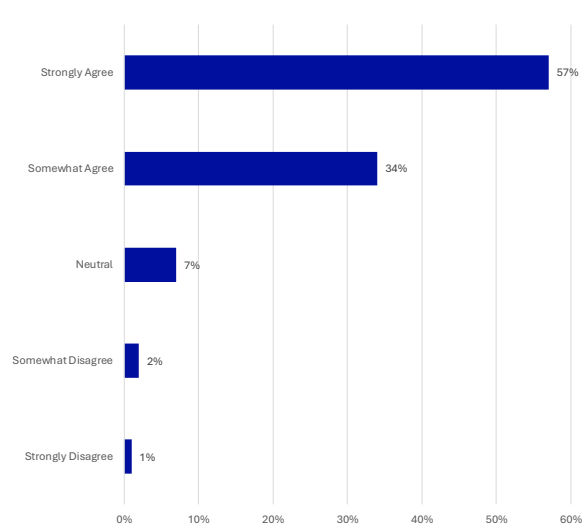
11. Do you agree or disagree with the following statement? "I would support consolidation or closure of buildings to address the facility optimization issues of our schools and to accommodate future needs."

Response options	Count	Percent
Strongly Agree	8	8%
Somewhat Agree	33	31%
Neutral	33	31%
Somewhat Disagree	21	20%
Strongly Disagree	10	10%
Total	105	100%



12. Do you agree or disagree with the following statement? “I would support renovations and additions to existing buildings to address the optimization issues of our schools and to accommodate future needs.”

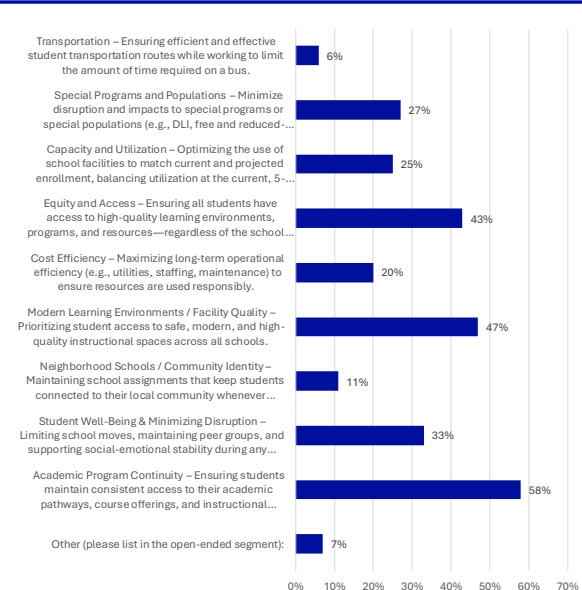
Response options	Count	Percent
Strongly Agree	60	57%
Somewhat Agree	36	34%
Neutral	7	7%
Somewhat Disagree	2	2%
Strongly Disagree	1	1%
Total	106	100%



13. Which priorities do you consider most important in the development of a school optimization plan? (choose up to 3)

Response options	Count	Percent
Transportation – Ensuring efficient and effective student transportation routes while working to limit the amount of time required on a bus.	6	6%
Special Programs and Populations – Minimize disruption and impacts to special programs or special populations (e.g., DLI, free and reduced-price meal programs, economically disadvantaged, special education).	28	27%
Capacity and Utilization – Optimizing the use of school facilities to match current and projected enrollment, balancing utilization at the current, 5-year, and 10-year forecasted trends.	26	25%
Equity and Access – Ensuring all students have access to high-quality learning environments, programs, and resources—regardless of the school they attend.	44	43%
Cost Efficiency – Maximizing long-term operational efficiency (e.g., utilities, staffing, maintenance) to ensure resources are used responsibly.	21	20%
Modern Learning Environments / Facility Quality – Prioritizing student access to safe, modern, and high-quality instructional spaces across all schools.	48	47%
Neighborhood Schools / Community Identity – Maintaining school assignments that keep students connected to their local community whenever feasible.	11	11%
Student Well-Being & Minimizing Disruption – Limiting school moves, maintaining peer groups, and supporting social-emotional stability during any transition.	34	33%
Academic Program Continuity – Ensuring students maintain consistent access to their academic pathways, course offerings, and instructional programs.	60	58%
Other (please list in the open-ended segment):	7	7%
Total	103	100%

*Note: Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.



13. Which priorities do you consider most important in the development of a school optimization plan? (choose up to 3) [Other]

having the foundation of Chinese language. Help kids understand strokes and hanyupinyin, and read more chinese books, not just conversational chinese.
alternative school for outlier behavior problem student that do not respond to restorative practices.
Chinese Program
Keeping common sense in curriculums and wokeness out of public schools
Stopping staff from bringing personal furniture items that are not approved
Limiting School of choice for school already at capacity
Quality of PE areas need upgrades

14. Of the following options, what should be included in a school facility's basic standard requirements? (Choose 5)

Response options	Count	Percent
Water-tight building envelope (Roof, Windows, Walls) – Prevents leaks, mold, and structural damage, ensuring a safe and comfortable learning environment.	63	59%
Reliable HVAC in all educational areas – Provides consistent heating, cooling, ventilation, and humidity control to maintain a comfortable and healthy learning environment year-round.	79	75%
Energy-efficient and code-compliant lighting – Reliable, bright, and efficient lighting systems that support learning and reduce operational costs.	8	8%
Indoor air quality and environmental comfort – Ventilation, filtration, and environmental controls that maintain a healthy learning environment.	53	50%
Secured/locked building – Controlled access points and security measures to protect students and staff from unauthorized entry.	45	42%
Safe and adequate restrooms – Clean, well-maintained restrooms that meet capacity needs and support student privacy.	45	42%
CTE, STEM, and Maker Spaces – Dedicated spaces that support hands-on learning in career pathways, science, technology, engineering, math, and innovation-focused activities.	26	25%
Library / Media Center – A dedicated media center that supports research, digital literacy, independent reading, and group learning.	21	20%
Performing Arts space – Dedicated areas for theater, music, and dance programs, supporting creative expression and extracurricular activities.	25	24%
Gymnasium / Physical Education space – Indoor PE areas that support physical activity, health instruction, and school assemblies.	25	24%
Special education support spaces – Appropriate instructional rooms, therapy areas, and sensory-friendly environments to meet the needs of students requiring specialized services.	23	22%
Modern classroom furniture and fixtures – Flexible, durable furniture that supports collaboration, movement, and varied instructional approaches.	19	18%
Reliable internet connectivity and technology infrastructure – Ensures schools have fast, dependable internet and the core infrastructure necessary to support digital learning.	22	21%
Playgrounds – Outdoor play areas that encourage physical activity and social interaction for younger students.	29	27%
Adequate parking and site circulation – Safe, functional parking areas and traffic flow patterns that support arrival, dismissal, and visitor access.	21	20%
Other (please list in the open-ended segment):	1	1%
Total	106	100%

Other (please list in the open-ended segment):

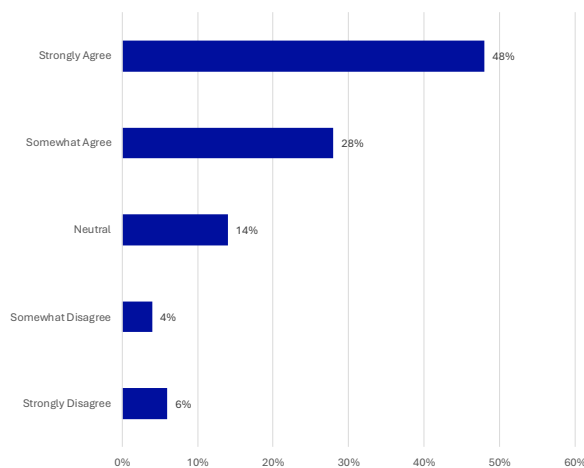
All of these should be included. Limiting this to only 5 makes it seem like having HVAC could be more important than having playgrounds. So I clicked only 5, but in reality a school needs all these things.



*Note: Some questions allowed participants to select multiple responses; therefore, totals may exceed 100%.

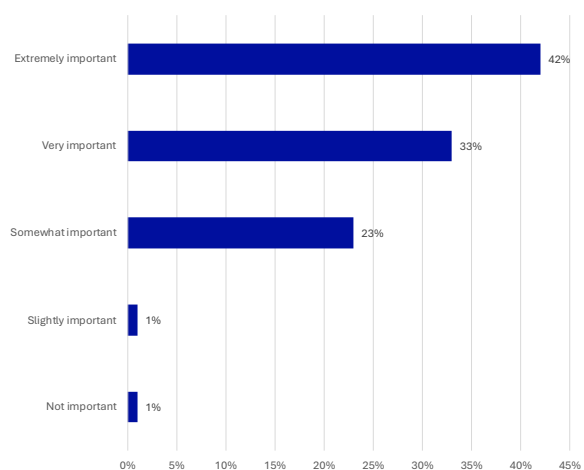
15. Do you agree or disagree with the following statement? “I would be in support of a future local bond measure to fund school facility modernization, and new construction to existing school facilities.”

Response options	Count	Percent
Strongly Agree	51	48%
Somewhat Agree	30	28%
Neutral	15	14%
Somewhat Disagree	4	4%
Strongly Disagree	6	6%
Total	106	100%



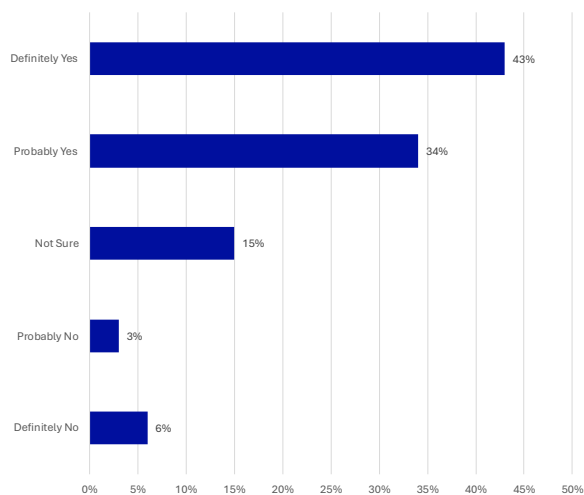
16. How important is it for the District to address school modernization and new construction facility updates in the future?

Response options	Count	Percent
Extremely important	45	42%
Very important	35	33%
Somewhat important	24	23%
Slightly important	1	1%
Not important	1	1%
Total	106	100%



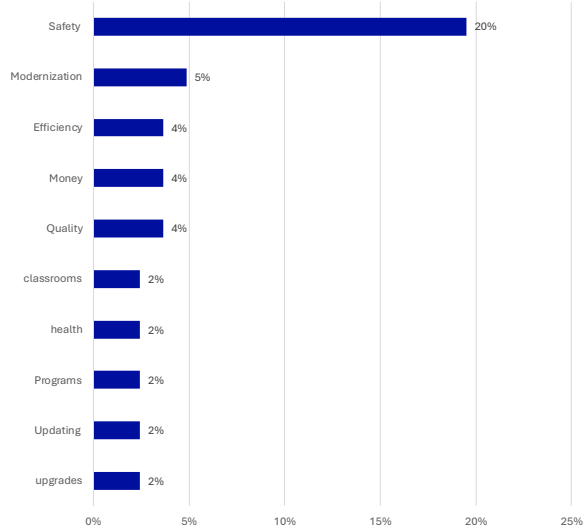
17. Please indicate your level of support for a bond proposal to fund the modernization or new construction to updating of existing school facilities.

Response options	Count	Percent
Definitely Yes	46	43%
Probably Yes	36	34%
Not Sure	16	15%
Probably No	3	3%
Definitely No	6	6%
Total	107	100%



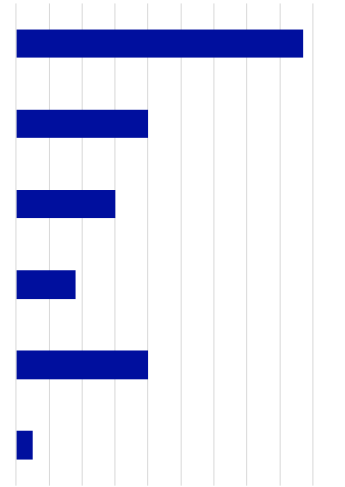
18. In ONE word, please describe what you feel is the most critical issue to be addressed in the development of the facility optimization plan

Responses	Count	Percent
Safety	16	20%
Modernization	4	5%
Efficiency	3	4%
Money	3	4%
Quality	3	4%
classrooms	2	2%
health	2	2%
Programs	2	2%
Updating	2	2%
upgrades	2	2%



19. What is the best way for the District to share updates and information about the facility planning process? (Select all that apply)

Response options	Count	Percent
Email	92	87%
School website	42	40%
Social media	32	30%
Text messages	19	18%
School newsletters	42	40%
Other (please list in the open-ended segment)	5	5%
Total	106	100%



20. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

• K

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• K

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• K

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20. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the district?

4) Modern Learning Spaces Should Support Academic, Arts, and Specialized Programs	5) Student Support Services and Sta		
•Key Theme: Stakeholders want facility investments that strengthen educational programming while preserving the district's unique off • • •	•K • • •	•K • • •	• • •

Appendix F – BASYS Scoring Reports

This section includes the **BASYS scoring reports** for each school site within the District. The reports provide detailed evaluations in the following categories:

- **Building Condition**
- **Educational Suitability**
- **Grounds Condition**
- **Technology Readiness**

These reports serve as a valuable reference for understanding the current state of facilities and identifying areas for improvement. **For complete condition details on each site, please see Appendix A- Comprehensive Site Profiles.**



Technology Readiness Condition Assessment



Site Name: Lakeside Farms Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

95%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Good	10	10	
Comm. & IT Equipment	Good	10	10	
Environment				
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Good	10	10	
Classroom Level Alerting System	Fair	2.5	5	Sites voice distribution for emergencies has a delay (each teacher has a walkie for emergencies)
LAN-WAN Performance	Good	10	10	
Video Distribution	Good	5	5	
Voice Distribution	Fair	2.5	5	No direct connection; there is about a 30 second delay to get an all call if there is an emergency (site uses walkies for emergencies)
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Good	5	5	
WAN Backbone	Good	10	10	

Site Name:	Lakeside Farms Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	76.35%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Learning Environment</i>				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
<i>General Classrooms</i>				
Environment	Good	3.92	4.9	
Size	Good	9.8	12.25	
Location	Good	2.94	3.675	
Storage/Fixed Equip	Good	2.94	3.675	
<i>Kindergarten</i>				
Environment	Fair	0.2711	0.417	Not all Kinders or TK have RR within the classrooms; RR are near classrooms
Size	Good	0.834	1.0425	
Location	Good	0.2502	0.3128	
Storage/Fixed Equip	Good	0.2502	0.3128	
<i>ECE</i>				
Environment	NA	0	0.4999	
Size	NA	0	1.2498	
Location	NA	0	0.3749	
Storage/Fixed Equip	NA	0	0.3749	

Site Name:	Lakeside Farms Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	76.35%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	Good	0.384	0.48	
Size	Good	0.96	1.2	
Location	Good	0.288	0.36	
Storage/Fixed Equip	Good	0.288	0.36	
Instructional Resource Rooms				
Environment	Good	0.576	0.72	The site has a designated space for push out and they also have push in which is within the regular classroom
Size	Good	1.44	1.8	
Location	Good	0.432	0.54	
Storage/Fixed Equip	Good	0.432	0.54	
Science				
Environment	NA	0	0.5	Science is taught within the classroom
Size	NA	0	1.25	
Location	NA	0	0.375	
Storage/Fixed Equip	NA	0	0.375	
Music				
Environment	Good	0.5926	0.7408	Program is taught in the MPR (Pull out program)
Size	Good	1.4815	1.8519	
Location	Good	0.4445	0.5556	No storage within the campus
Storage/Fixed Equip	Unsat	0	0.5556	

Site Name: Lakeside Farms Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 76.35%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	NA	0	0.4678	Art is taught within the regular classroom
Size	NA	0	1.1696	
Location	NA	0	0.3509	
Storage/Fixed Equip	NA	0	0.3509	
Computer Labs				
Environment	NA	0	0.3411	
Size	NA	0	0.8528	
Location	NA	0	0.2559	
Storage/Fixed Equip	NA	0	0.2559	
P.E.				
Environment	Unsat	0	1.9201	No indoor facilities provided only outside playground
Size	NA	0	4.8003	
Location	NA	0	1.4401	
Storage/Fixed Equip	Good	1.1521	1.4401	
Performing Arts				
Environment	NA	0	0.6043	
Size	NA	0	1.5108	
Location	NA	0	0.4532	
Storage/Fixed Equip	NA	0	0.4532	

Site Name:	Lakeside Farms Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	76.35%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	Fair	0.6336	0.9747	Room is a portable classroom
Size	Fair	1.5839	2.4367	Small for enrollment
Location	Good	0.5848	0.731	
Storage/Fixed Equip	Good	0.5848	0.731	
Restrooms (Student)	Fair	0.5766	0.887	RR are located within permanent building(s) but are in need of modernization
Administration	Excel	2.558	2.558	New administration building constructed in 2020
Counseling	Good	0.2339	0.2924	Office space is located in old admin offices
Clinic	Excel	0.5848	0.5848	New space was included in the administration building that was constructed in 2020
Staff Lounge-WkRm	Good	1.0137	1.2671	
Cafeteria	Fair	3.25	5	outside covered area no inside space provided
Food Service and Prep	Fair	4.0326	6.204	Space has been upgraded within the old admin area, however space is small due to enrollment
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Excel	2	2	New parking lot constructed in 2020
Pedestrian Traffic	Excel	0.973	0.973	
Parking	Excel	0.8121	0.8121	New parking lot constructed in 2020
Play Areas	Good	1.8726	2.3408	
Safety and Security				
Fencing	Good	0.6017	0.7521	
Signage & Way Finding	Good	0.8	1	



Suitability Condition Assessment



Site Name: Lakeside Farms Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 76.35%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Safety and Security

Ease of Supervision	Good	2.4	3	
Controlled Entrances	Good	0.4	0.5	

Site Name:	Lakeside Farms Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	85.39%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Fair	6.1148	10.1913	Upper fascia on main classroom building shows heavy wood rot. Due for replacement. Some wood rot on exterior of portable classrooms. Site due for painting in within 1-3 years. Some red painted ADA ramp handrails have a lot of paint peeling.
Roof	Good	5.2448	5.8275	
Exterior Windows-K1-K2	Poor	0.1305	0.43499	Older, original windows on rooms K1 & K2 are at the end of their life cycle. Window putty is damaged and crumbling off the windows
Exterior Windows-2	Good	3.5234	3.91491	
Exterior Doors	Fair	0.377	0.6283	Some damage to paint on the interior of the exterior doors, mostly good. A few exterior doors require repainting.
Interior Floors	New	5.3925	5.3925	New carpet throughout all classrooms. Stage floor could use to be refinished
Interior Walls	Good	6.7299	7.4777	
Interior Doors	Good	1.1061	1.229	
Ceiling-MPR	Poor	0.3186	1.06194	Older, original ceiling tiles starting to pull up. Showing some damage and old water intrusion stains.
Ceiling-All others	Good	3.823	4.24776	Bomb shelter classrooms have the older ceiling tiles but they are in better condition than the MPR
Fixed Equipment-Casework	Good	0.8725	0.96939	
Fixed Equipment-Restroom Partitions	Fair	0.0646	0.10771	Restroom partitions soiled and lightly damaged. Cleaning and/or refinishing with proper finish needed.
Mechanical / Electrical				
Main Service	Fair	1.4479	2.4132	Mix older and newer panels
Distribution	Good	2.1719	2.4132	

Site Name:	Lakeside Farms Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	85.39%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / Plumbing</i>				
Supply	Good	1.8974	2.1082	Outdoor water fountains in poor condition. Need replacement with water bottle filling stations. There are some in place, but they need cleaning and repair to finishes
Fixtures-Drinking Fountains	Poor	0.1265	0.42164	
Fixtures-All Others	Good	1.5179	1.68656	
Waste	Good	1.8974	2.1082	
<i>Mechanical / HVAC</i>				
Energy Generation	Good	7.5813	8.4237	
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	
Special Lab	Good	0.6215	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	

Site Name:	Lakeside Farms Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	85.39%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.3076	0.3418	
Fire Alarm Connectivity	Good	0.3076	0.3418	
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.6152	0.6836	
Fire Resistance	Good	0.6215	0.6905	
ADA	Fair			Some asphalt walkways have uneven slopes. No wheelchair lift to stage. However, several ADA issues have been recently corrected such as new ramp to library and concrete ADA access to playground has been added.

Site Name:	Lakeside Farms Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	87.99%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Paved Surfaces</i>				
Parking Lots	New	17.9144	17.9144	
Driveways	Good	13.6071	15.119	
Sidewalks	Good	6.502	7.2244	
Play Courts	Fair	5.0885	8.4808	Play courts around ESS, Kinder, and lunch area heavily cracked and damaged with previous repairs failing.
<i>Landscaped Surfaces</i>				
Lawns & Gardens	Good	5.7483	6.387	
Playfields	Good	3.9573	4.397	
Irrigation System	Fair	2.5128	4.188	Irrigation pumps appeared to be on older controls, which were aged and partially exposed, with open compartments and older wiring methods
<i>Playgrounds</i>				
Equipment	Good	8.1036	9.004	
Playground Surfaces	Good	2.7135	3.015	
<i>Utilities</i>				
Water Service	Good	4.2408	4.712	
Waste Water Service	Good	4.9473	5.497	
Storm Sewer	Good	3.5334	3.926	
Site Lighting	Good	1.8846	2.094	



Grounds Condition Assessment



Site Name:	Lakeside Farms Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	87.99%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Fencing	Good	7.2369	8.041	



Technology Readiness Condition Assessment



Site Name: Lakeview Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

92.5%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Good	10	10	
Comm. & IT Equipment	Good	10	10	
Environment				
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Good	10	10	
Classroom Level Alerting System	Fair	2.5	5	Due to delay not used for emergencies - Teachers use walkies
LAN-WAN Performance	Good	10	10	
Video Distribution	Good	5	5	
Voice Distribution	Fair	2.5	5	Delay in voice distribution for emergencies - Site use Walkies
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Fair	2.5	5	Doesn't always work
WAN Backbone	Good	10	10	

Site Name: Lakeview Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

78.76%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
General Classrooms				
Environment	Good	3.92	4.9	
Size	Good	9.8	12.25	
Location	Good	2.94	3.675	
Storage/Fixed Equip	Good	2.94	3.675	
Kindergarten				
Environment	Fair	0.2711	0.417	No all classrooms have RR within
Size	Good	0.834	1.0425	
Location	Good	0.2502	0.3128	
Storage/Fixed Equip	Good	0.2502	0.3128	
ECE				
Environment	NA	0	0.4999	
Size	NA	0	1.2498	
Location	NA	0	0.3749	
Storage/Fixed Equip	NA	0	0.3749	

Site Name: Lakeview Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 78.76%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Self-Contained Special Ed</i>				
Environment	NA	0	0.48	
Size	NA	0	1.2	
Location	NA	0	0.36	
Storage/Fixed Equip	NA	0	0.36	
<i>Instructional Resource Rooms</i>				
Environment	Good	0.576	0.72	2 classrooms designated (push in and push out)
Size	Good	1.44	1.8	
Location	Good	0.432	0.54	
Storage/Fixed Equip	Good	0.432	0.54	
<i>Science</i>				
Environment	NA	0	0.5	Program within regular classroom
Size	NA	0	1.25	
Location	NA	0	0.375	
Storage/Fixed Equip	NA	0	0.375	
<i>Music</i>				
Environment	Good	0.5926	0.7408	1 classroom - Classroom rotate in
Size	Good	1.4815	1.8519	
Location	Good	0.4445	0.5556	
Storage/Fixed Equip	NA	0	0.5556	

Site Name: Lakeview Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 78.76%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	NA	0	0.4678	Program taught within the regular classroom
Size	NA	0	1.1696	
Location	NA	0	0.3509	
Storage/Fixed Equip	NA	0	0.3509	
Computer Labs				
Environment	NA	0	0.3411	
Size	NA	0	0.8528	
Location	NA	0	0.2559	
Storage/Fixed Equip	NA	0	0.2559	
P.E.				
Environment	Good	1.5361	1.9201	Too small for MPR
Size	Fair	3.1202	4.8003	
Location	Good	1.1521	1.4401	
Storage/Fixed Equip	Good	1.1521	1.4401	
Performing Arts				
Environment	NA	0	0.6043	
Size	NA	0	1.5108	
Location	NA	0	0.4532	
Storage/Fixed Equip	NA	0	0.4532	

Site Name: Lakeview Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 78.76%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	Good	0.7798	0.9747	
Size	Good	1.9494	2.4367	
Location	Good	0.5848	0.731	
Storage/Fixed Equip	Good	0.5848	0.731	
Restrooms (Student)	Good	0.7096	0.887	
Administration	Good	2.0464	2.558	
Counseling	Good	0.2339	0.2924	1 designated space
Clinic	Good	0.4678	0.5848	
Staff Lounge-WkRm	Good	1.0137	1.2671	
Cafeteria	Good	4	5	
Food Service and Prep	Good	4.9632	6.204	
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	1.6	2	
Pedestrian Traffic	Good	0.7784	0.973	
Parking	Fair	0.5279	0.8121	Not enough parking
Play Areas	Good	1.8726	2.3408	
Safety and Security				
Fencing	Good	0.6017	0.7521	
Signage & Way Finding	Fair	0.65	1	Signage and way finding not available
Ease of Supervision	Good	2.4	3	
Controlled Entrances	Good	0.4	0.5	



Suitability Condition Assessment



Site Name: Lakeview Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

78.76%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Site Name: Lakeview Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

83.48%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Fair	6.1148	10.1913	Eaves and fascia need repair and school could use exterior painting
Roof	Good	5.2448	5.8275	
Exterior Windows-2	Good	1.9575	2.17495	
Exterior Windows-Rms 1-12 (original bldg)	Poor	0.6525	2.17495	Older, original windows have failing window putty and hard to operate closers
Exterior Doors	Fair	0.377	0.6283	Most doors due for painting inside and out. Faded and damaged on exterior, significant peeling paint on exterior
Interior Floors	Fair	3.2355	5.3925	Most rooms have carpet that is approaching the end of its life cycle.
Interior Walls	Good	6.7299	7.4777	
Interior Doors	Good	1.1061	1.229	
Ceiling	Good	4.7787	5.3097	Mostly good condition
Fixed Equipment-Remaining	Fair	0.5816	0.96939	Wood portable ramps (especially P1-P6) need repairs and refinish
Fixed Equipment-P1 to P4	Poor	0.0323	0.10771	Casework is original, due for refinishing and new hardware
Mechanical / Electrical				
Main Service	Good	2.1719	2.4132	
Distribution	Good	2.1719	2.4132	
Mechanical / Plumbing				
Supply	Good	1.8974	2.1082	
Fixtures	Good	1.8974	2.1082	
Waste	Good	1.8974	2.1082	

Site Name: Lakeview Elementary
 Site Number:
 Building Name:
 Building Number:

GSF:
 Site size (acres):
 Year Built:
 Score (%): 83.48%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Energy Generation	Good	7.5813	8.4237	
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	
Special Lab	Good	0.6215	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.3076	0.3418	
Fire Alarm Connectivity	Good	0.3076	0.3418	



Building Condition Assessment



Site Name:	Lakeview Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	83.48%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.6152	0.6836	
Fire Resistance	Good	0.6215	0.6905	
ADA	Good			

Site Name: Lakeview Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

72.17%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Paved Surfaces</i>				
Parking Lots	Poor	5.3743	17.9144	Significant cracks and spauling, heavy wear in last seal coat. Previous crack repairs are failing
Driveways	Fair	9.0714	15.119	Significant cracks and spauling, heavy wear in last seal coat. Previous crack repairs are failing
Sidewalks	Good	6.502	7.2244	
Play Courts	Fair	5.0885	8.4808	Play courts have a large cut out crack repair that is failing. Signs of drainage issues from aerial imagery. Need to confirm
<i>Landscaped Surfaces</i>				
Lawns & Gardens	Good	5.7483	6.387	
Playfields	Good	3.9573	4.397	
Irrigation System	Good	3.7692	4.188	
<i>Playgrounds</i>				
Equipment	Good	8.1036	9.004	Basketball goals could use replacement
Playground Surfaces	Good	2.7135	3.015	
<i>Utilities</i>				
Water Service	Good	4.2408	4.712	
Waste Water Service	Good	4.9473	5.497	
Storm Sewer	Good	3.5334	3.926	
Site Lighting	Good	1.8846	2.094	



Grounds Condition Assessment



Site Name: Lakeview Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

72.17%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Fencing	Good	7.2369	8.041	



Technology Readiness Condition Assessment



Site Name: Lemon Crest Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

100%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Good	10	10	
Comm. & IT Equipment	Good	10	10	
Environment				
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Good	10	10	
Classroom Level Alerting System	Good	5	5	
LAN-WAN Performance	Good	10	10	
Video Distribution	Good	5	5	
Voice Distribution	Good	5	5	
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Good	5	5	
WAN Backbone	Good	10	10	

Site Name: Lemon Crest Elementary
 Site Number:
 Building Name:
 Building Number:

GSF:
 Site size (acres):
 Year Built:
 Score (%): 79.51%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Learning Environment</i>				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
<i>General Classrooms</i>				
Environment	Good	3.92	4.9	
Size	Good	9.8	12.25	
Location	Good	2.94	3.675	
Storage/Fixed Equip	Good	2.94	3.675	
<i>Kindergarten</i>				
Environment	Fair	0.2711	0.417	3 classrooms - No RR within the classrooms
Size	Good	0.834	1.0425	
Location	Good	0.2502	0.3128	
Storage/Fixed Equip	Good	0.2502	0.3128	
<i>ECE</i>				
Environment	Good	0.3999	0.4999	2 TK - RR within the classroom
Size	Good	0.9998	1.2498	
Location	Good	0.2999	0.3749	
Storage/Fixed Equip	Good	0.2999	0.3749	

Site Name: Lemon Crest Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.51%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	Good	0.384	0.48	3 Classrooms - RR within the classrooms
Size	Good	0.96	1.2	
Location	Good	0.288	0.36	
Storage/Fixed Equip	Good	0.288	0.36	
Instructional Resource Rooms				
Environment	Good	0.576	0.72	2 classrooms provided for push out
Size	Good	1.44	1.8	
Location	Good	0.432	0.54	
Storage/Fixed Equip	Good	0.432	0.54	
Science				
Environment	NA	0	0.5	Science within regular classroom
Size	NA	0	1.25	
Location	NA	0	0.375	
Storage/Fixed Equip	NA	0	0.375	
Music				
Environment	NA	0	0.7408	
Size	NA	0	1.8519	
Location	NA	0	0.5556	
Storage/Fixed Equip	NA	0	0.5556	

Site Name: Lemon Crest Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.51%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	NA	0	0.4678	Push in program
Size	NA	0	1.1696	
Location	NA	0	0.3509	
Storage/Fixed Equip	NA	0	0.3509	
Computer Labs				
Environment	NA	0	0.3411	
Size	NA	0	0.8528	
Location	NA	0	0.2559	
Storage/Fixed Equip	NA	0	0.2559	
P.E.				
Environment	Good	1.5361	1.9201	MPR
Size	Good	3.8402	4.8003	
Location	Good	1.1521	1.4401	
Storage/Fixed Equip	Good	1.1521	1.4401	
Performing Arts				
Environment	NA	0	0.6043	After school program
Size	NA	0	1.5108	
Location	NA	0	0.4532	
Storage/Fixed Equip	NA	0	0.4532	

Site Name: Lemon Crest Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.51%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	Good	0.7798	0.9747	Small
Size	Fair	1.5839	2.4367	
Location	Good	0.5848	0.731	
Storage/Fixed Equip	Good	0.5848	0.731	
Restrooms (Student)	Good	0.7096	0.887	Classroom for counseling
Administration	Good	2.0464	2.558	
Counseling	Good	0.2339	0.2924	
Clinic	Good	0.4678	0.5848	
Staff Lounge-WkRm	Good	1.0137	1.2671	
Cafeteria	Good	4	5	
Food Service and Prep	Good	4.9632	6.204	
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	1.6	2	
Pedestrian Traffic	Good	0.7784	0.973	
Parking	Good	0.6497	0.8121	
Play Areas	Good	1.8726	2.3408	
Safety and Security				
Fencing	Good	0.6017	0.7521	Point of entry
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Good	2.4	3	
Controlled Entrances	Good	0.4	0.5	



Suitability Condition Assessment



Site Name: Lemon Crest Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

79.51%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Site Name: Lemon Crest Elementary
 Site Number:
 Building Name:
 Building Number:

GSF:
 Site size (acres):
 Year Built:
 Score (%): 88.89%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Good	9.1722	10.1913	
Roof	Good	5.2448	5.8275	
Exterior Windows	Good	3.9149	4.3499	
Exterior Doors	Fair	0.377	0.6283	Exterior doors have some paint damage on interiors and some fading on exterior of doors where they face full sun.
Interior Floors-All Others	Good	3.8826	4.314	Some wear, but overall good. Mostly soiled and in need of strip/wax for VCT and deep cleaning of newer carpet
Interior Floors-P25, P26, Kinder, additional classrooms	Poor	0.3236	1.0785	Extensive wear to carpet and VCT. Flooring at end of life cycle. MPR has some damage where moveable stage typically sits, but otherwise good.
Interior Walls	Good	6.7299	7.4777	
Interior Doors	Good	1.1061	1.229	
Ceiling	Good	4.7787	5.3097	
Fixed Equipment-2	Good	0.7755	0.86168	
Fixed Equipment-Portable ramps	Fair	0.1293	0.21542	Wood portable ramps need sanding and refinishing
Mechanical / Electrical				
Main Service	Good	2.1719	2.4132	
Distribution	Good	2.1719	2.4132	
Mechanical / Plumbing				
Supply	Good	1.8974	2.1082	
Fixtures	Good	1.8974	2.1082	
Waste	Good	1.8974	2.1082	

Site Name:	Lemon Crest Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	88.89%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Energy Generation	Good	7.5813	8.4237	
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	
Special Lab	NA	0	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	



Building Condition Assessment



Site Name: Lemon Crest Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 88.89%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Fair	0.2051	0.3418	Fire alarm system due for replacement
Fire Alarm Connectivity	Fair	0.2051	0.3418	Fire alarm system due for replacement
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.6152	0.6836	
Fire Resistance	Good	0.6215	0.6905	
ADA	Good			

Site Name: Lemon Crest Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 65.22%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Paved Surfaces</i>				
Parking Lots	Poor	5.3743	17.9144	Parking lot has significant deterioration to the asphalt
Driveways	Poor	4.5357	15.119	Asphalt driveways are deteriorated with potholes forming
Sidewalks	Good	6.502	7.2244	
Play Courts	Fair	5.0885	8.4808	Large asphalt cracks and damage to play courts
<i>Landscaped Surfaces</i>				
Lawns & Gardens	Good	5.7483	6.387	
Playfields	Good	3.9573	4.397	
Irrigation System	Good	3.7692	4.188	
<i>Playgrounds</i>				
Equipment	Good	8.1036	9.004	
Playground Surfaces	Good	2.7135	3.015	
<i>Utilities</i>				
Water Service	Good	4.2408	4.712	
Waste Water Service	Good	4.9473	5.497	
Storm Sewer	Good	3.5334	3.926	
Site Lighting	Good	1.8846	2.094	
Fencing	Fair	4.8246	8.041	Steel fencing has peeling paint and is due to painting



Grounds Condition Assessment



Site Name: Lemon Crest Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

65.22%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Technology Readiness Condition Assessment



Site Name: Lindo Park Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Fair	5	10	Sometimes does not always adequate for cooling
Comm. & IT Equipment	Good	10	10	
Environment				
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Good	10	10	Teachers use walkies to communicate for emergencies
Classroom Level Alerting	Fair	2.5	5	
System				
LAN-WAN Performance	Good	10	10	Delay system for emergencies (Walkies are used for emergencies)
Video Distribution	Good	5	5	
Voice Distribution	Fair	2.5	5	
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Good	5	5	
WAN Backbone	Good	10	10	

Site Name:	Lindo Park Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	79.93%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Learning Environment</i>				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
<i>General Classrooms</i>				
Environment	Good	3.92	4.9	
Size	Good	9.8	12.25	
Location	Good	2.94	3.675	
Storage/Fixed Equip	Good	2.94	3.675	
<i>Kindergarten</i>				
Environment	Fair	0.2711	0.417	4 designated classrooms; 1 classroom does not have interior RR
Size	Good	0.834	1.0425	
Location	Good	0.2502	0.3128	
Storage/Fixed Equip	Good	0.2502	0.3128	
<i>ECE</i>				
Environment	Good	0.3999	0.4999	
Size	Good	0.9998	1.2498	
Location	Good	0.2999	0.3749	
Storage/Fixed Equip	Good	0.2999	0.3749	

Site Name: Lindo Park Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.93%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Self-Contained Special Ed</i>				
Environment	Good	0.384	0.48	
Size	Good	0.96	1.2	
Location	Good	0.288	0.36	
Storage/Fixed Equip	Good	0.288	0.36	
<i>Instructional Resource Rooms</i>				
Environment	Good	0.576	0.72	Has assigned classroom along with push in program
Size	Good	1.44	1.8	
Location	Good	0.432	0.54	
Storage/Fixed Equip	Good	0.432	0.54	
<i>Science</i>				
Environment	NA	0	0.5	Program is within regular classroom
Size	NA	0	1.25	
Location	NA	0	0.375	
Storage/Fixed Equip	NA	0	0.375	
<i>Music</i>				
Environment	Good	0.5926	0.7408	Program is provided in MPR as pull out program
Size	Good	1.4815	1.8519	
Location	Good	0.4445	0.5556	
Storage/Fixed Equip	NA	0	0.5556	

Site Name: Lindo Park Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.93%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	NA	0	0.4678	Program is within regular classroom
Size	NA	0	1.1696	
Location	NA	0	0.3509	
Storage/Fixed Equip	NA	0	0.3509	
Computer Labs				
Environment	NA	0	0.3411	
Size	NA	0	0.8528	
Location	NA	0	0.2559	
Storage/Fixed Equip	NA	0	0.2559	
P.E.				
Environment	Good	1.5361	1.9201	
Size	Good	3.8402	4.8003	
Location	Good	1.1521	1.4401	
Storage/Fixed Equip	Good	1.1521	1.4401	
Performing Arts				
Environment	NA	0	0.6043	After school program
Size	NA	0	1.5108	
Location	NA	0	0.4532	
Storage/Fixed Equip	NA	0	0.4532	

Site Name: Lindo Park Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.93%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	Good	0.7798	0.9747	
Size	Good	1.9494	2.4367	
Location	Good	0.5848	0.731	
Storage/Fixed Equip	Good	0.5848	0.731	
Restrooms (Student)	Good	0.7096	0.887	
Administration	Good	2.0464	2.558	
Counseling	Good	0.2339	0.2924	
Clinic	Good	0.4678	0.5848	
Staff Lounge-WkRm	Good	1.0137	1.2671	
Cafeteria	Good	4	5	New MPR in 2020
Food Service and Prep	Good	4.9632	6.204	
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	1.6	2	
Pedestrian Traffic	Good	0.7784	0.973	
Parking	Good	0.6497	0.8121	
Play Areas	Good	1.8726	2.3408	
Safety and Security				
Fencing	Good	0.6017	0.7521	
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Good	2.4	3	
Controlled Entrances	Good	0.4	0.5	



Suitability Condition Assessment



Site Name: Lindo Park Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

79.93%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Site Name: Lindo Park Elementary
 Site Number:
 Building Name:
 Building Number:

GSF:
 Site size (acres):
 Year Built:
 Score (%): 78.42%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Fair	6.1148	10.1913	Some exterior wood rot on portables (especially K-3). Wood rot on eaves of permanent structures. Exterior painting is mostly good.
Roof	Good	5.2448	5.8275	
Exterior Windows	Good	3.9149	4.3499	Some window frames have peeling paint and damage otherwise mostly good.
Exterior Doors	Good	0.5655	0.6283	Some door frames need painting
Interior Floors	Poor	1.6178	5.3925	Classroom carpet and VCT worn and well past useful life cycle. Terrazzo restrooms need deep, professional cleaning
Interior Walls	Fair	4.4866	7.4777	Dirt and damage on some of the portable panel walls. Minor damage
Interior Doors	Good	1.1061	1.229	
Ceiling	Fair	3.1858	5.3097	Some ceiling tiles soiled in portables. D Wing ceiling tiles sagging from moisture, and showing signs of damage. Kinder portables have a lot of dirt on ceiling from ductwork.
Fixed Equipment	Good	0.9694	1.0771	
Mechanical / Electrical				
Main Service	Poor	0.724	2.4132	Original Westinghouse panels are past their useful life and should be replaced.
Distribution	Good	2.1719	2.4132	
Mechanical / Plumbing				
Supply	Good	1.8974	2.1082	
Fixtures	Good	1.8974	2.1082	
Waste	Good	1.8974	2.1082	



Building Condition Assessment



Site Name: Lindo Park Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 78.42%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / HVAC				
Energy Generation	Good	7.5813	8.4237	Some spaces are showing a lot of dirt coming from HVAC registers indicating a need for duct cleaning
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
Mechanical				
Lighting	Good	3.5918	3.9909	
Special Lab	Good	0.6215	0.6905	
Connectivity	Good	1.2304	1.3671	
Safety&Fire Protection / Means of Exit				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	



Building Condition Assessment



Site Name: Lindo Park Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 78.42%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Safety&Fire Protection / Fire

Alarm System

Fire Alarm Operation	Good	0.3076	0.3418
Fire Alarm Connectivity	Good	0.3076	0.3418

Safety&Fire Protection

Emergency Lighting	Good	0.6152	0.6836
Fire Resistance	Good	0.6215	0.6905

ADA	Good
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Site Name: Lindo Park Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Paved Surfaces</i>				
Parking Lots	Good	16.123	17.9144	
Driveways	Good	13.6071	15.119	
Sidewalks	Good	6.502	7.2244	
Play Courts	Good	7.6327	8.4808	Seal coating will be due in the next 3-5 yrs
<i>Landscaped Surfaces</i>				
Lawns & Gardens	Good	5.7483	6.387	
Playfields	Good	3.9573	4.397	
Irrigation System	Good	3.7692	4.188	
<i>Playgrounds</i>				
Equipment	Good	8.1036	9.004	
Playground Surfaces	Good	2.7135	3.015	
<i>Utilities</i>				
Water Service	Good	4.2408	4.712	
Waste Water Service	Good	4.9473	5.497	
Storm Sewer	Good	3.5334	3.926	
Site Lighting	Good	1.8846	2.094	
Fencing	Good	7.2369	8.041	



Grounds Condition Assessment



Site Name: Lindo Park Elementary

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Technology Readiness Condition Assessment



Site Name: Lakeside Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

95%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Good	10	10	
Comm. & IT Equipment	Good	10	10	
Environment				
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Good	10	10	
Classroom Level Alerting System	Fair	2.5	5	Delay for emergencies (teachers have walkies)
LAN-WAN Performance	Good	10	10	
Video Distribution	Good	5	5	
Voice Distribution	Fair	2.5	5	Delay for emergencies (site uses walkies)
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Good	5	5	
WAN Backbone	Good	10	10	

Site Name: Lakeside Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

79.26%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Learning Environment</i>				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
<i>General Classrooms</i>				
Environment	Good	3.12	3.9	
Size	Good	7.8	9.75	
Location	Good	2.34	2.925	
Storage/Fixed Equip	Good	2.34	2.925	
<i>Self-Contained Special Ed</i>				
Environment	NA	0	0.5458	
Size	NA	0	1.3646	
Location	NA	0	0.4094	
Storage/Fixed Equip	NA	0	0.4094	
<i>Instructional Resource Rooms</i>				
Environment	Good	0.655	0.8188	Offers 4 designated push in spaces
Size	Good	1.6375	2.0469	
Location	Good	0.4913	0.6141	
Storage/Fixed Equip	Good	0.4913	0.6141	

Site Name: Lakeside Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

79.26%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Science				
Environment	Good	0.7634	0.9543	
Size	Good	1.9086	2.3857	
Location	Good	0.5726	0.7157	
Storage/Fixed Equip	Good	0.5726	0.7157	
Music				
Environment	Good	0.5885	0.7356	
Size	Fair	1.1953	1.8389	Small in size
Location	Good	0.4414	0.5517	
Storage/Fixed Equip	Fair	0.3586	0.5517	Need storage
Art				
Environment	Good	0.516	0.645	
Size	Good	1.2901	1.6126	
Location	Good	0.387	0.4838	
Storage/Fixed Equip	Good	0.387	0.4838	
Career Tech Ed				
Environment	Good	1.0791	1.3489	Robotics and advance science
Size	Good	2.6978	3.3723	
Location	Good	0.8094	1.0117	
Storage/Fixed Equip	Good	0.8094	1.0117	

Site Name: Lakeside Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

79.26%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Computer Labs				
Environment	NA	0	0.3	
Size	NA	0	0.75	
Location	NA	0	0.225	
Storage/Fixed Equip	NA	0	0.225	
P.E.				
Environment	Good	1.92	2.4	
Size	Good	4.8	6	
Location	Good	1.44	1.8	
Storage/Fixed Equip	Good	1.44	1.8	
Performing Arts				
Environment	Good	0.335	0.4187	Program has a dance room and also used the MPR
Size	Good	0.8374	1.0468	
Location	Good	0.2512	0.314	
Storage/Fixed Equip	Good	0.2512	0.314	
Media Center				
Environment	Good	0.7424	0.928	
Size	Good	1.8559	2.3199	
Location	Good	0.5568	0.696	
Storage/Fixed Equip	Good	0.5568	0.696	

Site Name: Lakeside Middle
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.26%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Restrooms (Student)	Good	0.7424	0.928	
Administration	Good	1.6768	2.096	
Counseling	Good	0.3395	0.4244	
Clinic	Good	0.2716	0.3395	
Staff Lounge-WkRm	Good	0.7242	0.9053	
Cafeteria	Good	3.2	4	
Food Service and Prep	Good	4.5728	5.716	
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	3.2	4	
Pedestrian Traffic	Good	0.3456	0.432	
Parking	Fair	0.5592	0.8603	Could use additional parking in front of the school for visitors
Athletic Courts and Fields	Good	0.8376	1.047	
Safety and Security				
Fencing	Good	0.6209	0.7761	
Signage & Way Finding	Fair	0.65	1	Lacks way finding
Ease of Supervision	Good	2.4	3	
Controlled Entrances	Fair	0.325	0.5	Does not have controlled access

Site Name: Lakeside Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

75.07%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Fair	6.1148	10.1913	Peeling paint on exterior. Due for school wide exterior repairs and painting. Several fascia board with wood rot.
Roof-Facia	Fair	0.3497	0.58275	Lack of gutters is causing significant wood rot on fascia boards, especially on corners
Roof	Good	4.7203	5.24475	
Exterior Windows-Old Hall, Portables	Good	1.566	1.73996	
Exterior Windows-Permanent Original Buildings	Poor	0.783	2.60994	Older, original windows on older permanent buildings. Latches hard to operate, window putty is failing.
Exterior Doors	Fair	0.377	0.6283	Paint peeling from several doors. Recommend painting doors with whole school painting
Interior Floors-Old Hall, MPR, Admin	Good	1.2133	1.34813	
Interior Floors-2	Poor	1.2133	4.04438	Carpet and VCT worn and past useful life cycle in most classrooms
Interior Walls	Fair	4.4866	7.4777	Many classroom walls show signs of wear and dirt. Many due for repairs and painting
Interior Doors	Good	1.1061	1.229	
Ceiling	Poor	1.5929	5.3097	Permanent classrooms have older, original ceiling tiles that are detaching and have significant water damage from past (corrected) roof leaks. Ceiling tiles in many portables are bowed and soiled.
Fixed Equipment	Good	0.9694	1.0771	
Mechanical / Electrical				
Main Service	Fair	1.4479	2.4132	Campus electrical main is original and should be considered for replacement
Distribution	Good	2.1719	2.4132	

Site Name:	Lakeside Middle	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	75.07%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / Plumbing				
Supply	Poor	0.6325	2.1082	Recent water main break exposed the deterioration of the piping system. Main break was repaired but remaining pipe appears to be deteriorated.
Fixtures	Good	1.8974	2.1082	
Waste	Good	1.8974	2.1082	
Mechanical / HVAC				
Energy Generation	Good	7.5813	8.4237	
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
Mechanical				
Lighting	Good	3.5918	3.9909	
Special Lab	NA	0	0.6905	
Connectivity	Good	1.2304	1.3671	
Safety&Fire Protection / Means of Exit				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	



Building Condition Assessment



Site Name: Lakeside Middle

Site Number:

Building Name:

Building Number:

GSF:

Site size (acres):

Year Built:

Score (%):

75.07%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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***Safety&Fire Protection / Fire
Control Capability***

Fire Control Operation	Good	1.0657	1.1841
Fire Control Safety	Good	1.0657	1.1841

***Safety&Fire Protection / Fire
Alarm System***

Fire Alarm Operation	Good	0.3076	0.3418
Fire Alarm Connectivity	Good	0.3076	0.3418

Safety&Fire Protection

Emergency Lighting	Good	0.6152	0.6836
Fire Resistance	Good	0.6215	0.6905

ADA	Good		
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Grounds Condition Assessment



Site Name: Lakeside Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

85.89%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Paved Surfaces</i>				
Parking Lots	Good	19.1552	21.2835	
Driveways	Good	20.5095	22.7883	
Sidewalks	Good	9.4325	10.4805	
Play Courts	Good	2.6118	2.902	
<i>Landscaped Surfaces</i>				
Lawns & Gardens	Good	9.036	10.04	
Playfields & Track	Good	6.1335	6.815	
Irrigation System	Good	3.87	4.3	
<i>Playgrounds</i>				
Equipment	Good	0.9675	1.075	
<i>Utilities</i>				
Water Service	Poor	1.4511	4.837	Recent water main break exposed the deterioration of the piping system. Main break was repaired but remaining pipe appears to be deteriorated.
Waste Water Service	Good	5.0787	5.643	
Storm Sewer	Fair	2.4186	4.031	Staff reports frequent backups of storm drainage by lounge in center of campus
Site Lighting	Good	2.9025	3.225	



Grounds Condition Assessment



Site Name: Lakeside Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

85.89%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Fencing	Good	2.322	2.58	



Technology Readiness Condition Assessment



Site Name: Tierra del Sol Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

95%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Good	10	10	
Comm. & IT Equipment	Good	10	10	
Environment				
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	Improvements are being upgraded
LAN Connectivity	Good	10	10	
Classroom Level Alerting System	Fair	2.5	5	Teachers use walkies for emergencies
LAN-WAN Performance	Good	10	10	
Video Distribution	Good	5	5	
Voice Distribution	Fair	2.5	5	Delay in using the system (walkies used for emergnecies)
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Good	5	5	
WAN Backbone	Good	10	10	

Site Name: Tierra del Sol Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

77.58%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Learning Environment</i>				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
<i>General Classrooms</i>				
Environment	Good	3.12	3.9	
Size	Good	7.8	9.75	
Location	Good	2.34	2.925	
Storage/Fixed Equip	Good	2.34	2.925	
<i>Self-Contained Special Ed</i>				
Environment	Good	0.4366	0.5458	Room is good - Students are within a portable building
Size	Good	1.0917	1.3646	
Location	Good	0.3275	0.4094	
Storage/Fixed Equip	Good	0.3275	0.4094	
<i>Instructional Resource Rooms</i>				
Environment	NA	0	0.8188	No classroom or office space provided - Students RSP program is within the regular classroom
Size	NA	0	2.0469	
Location	NA	0	0.6141	
Storage/Fixed Equip	NA	0	0.6141	

Site Name:	Tierra del Sol Middle	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.58%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Science				
Environment	Good	0.7634	0.9543	
Size	Good	1.9086	2.3857	
Location	Good	0.5726	0.7157	
Storage/Fixed Equip	Good	0.5726	0.7157	
Music				
Environment	Excel	0.7356	0.7356	Music room with sound proofing was upgraded in 2020 when the MPR was upgraded
Size	Excel	1.8389	1.8389	
Location	Excel	0.5517	0.5517	
Storage/Fixed Equip	Good	0.4414	0.5517	
Art				
Environment	Good	0.516	0.645	
Size	Excel	1.6126	1.6126	
Location	Good	0.387	0.4838	
Storage/Fixed Equip	Good	0.387	0.4838	
Career Tech Ed				
Environment	Good	1.0791	1.3489	STEAM Program (Robotics; design and modeling)
Size	Good	2.6978	3.3723	
Location	Good	0.8094	1.0117	
Storage/Fixed Equip	Good	0.8094	1.0117	

Site Name: Tierra del Sol Middle
 Site Number:
 Building Name:
 Building Number:

GSF:
 Site size (acres):
 Year Built:
 Score (%): 77.58%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Computer Labs				
Environment	NA	0	0.3	
Size	NA	0	0.75	
Location	NA	0	0.225	
Storage/Fixed Equip	NA	0	0.225	
P.E.				
Environment	Excel	2.4	2.4	New building constructed in 2020
Size	Excel	6	6	
Location	Excel	1.8	1.8	
Storage/Fixed Equip	Good	1.44	1.8	
Performing Arts				
Environment	Good	0.335	0.4187	In need for more storage for costume storage and other equipment
Size	Good	0.8374	1.0468	
Location	Good	0.2512	0.314	
Storage/Fixed Equip	Fair	0.2041	0.314	
Media Center				
Environment	Good	0.7424	0.928	
Size	Good	1.8559	2.3199	
Location	Good	0.5568	0.696	
Storage/Fixed Equip	Good	0.5568	0.696	

Site Name: Tierra del Sol Middle
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 77.58%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Restrooms (Student)	Good	0.7424	0.928	
Administration	Fair	1.3624	2.096	Admin space is small for a middle school campis
Counseling	Fair	0.2759	0.4244	small
Clinic	Fair	0.2207	0.3395	Small
Staff Lounge-WkRm	Good	0.7242	0.9053	
Cafeteria	Unsat	0	4	No cafeteria space interior on outside seating available
Food Service and Prep	Good	4.5728	5.716	New building was installed in 2020; existing prep and serve area serves snacks (no longer prep and serve area)
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	3.2	4	vehicular traffic in front of the school is small; vehicular traffic in upper lot is more manageable
Pedestrian Traffic	Good	0.3456	0.432	
Parking	Fair	0.5592	0.8603	Lower parking in front of the school is for staff mainly (no visitor parking identified if any)
Athletic Courts and Fields	Good	0.8376	1.047	
Safety and Security				
Fencing	Fair	0.5045	0.7761	Upper parking lot is not secured remains open at all times no controlled access
Signage & Way Finding	Poor	0.5	1	No way finding signage
Ease of Supervision	Poor	1.5	3	No main point of entry; entry at the upper parking lacks supervision and anyone can access the campus at any time
Controlled Entrances	Poor	0.25	0.5	No controlled access



Suitability Condition Assessment



Site Name:	Tierra del Sol Middle	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.58%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Site Name: Tierra del Sol Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

86.15%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Good	9.1722	10.1913	
Roof	Good	5.2448	5.8275	
Exterior Windows	Good	3.9149	4.3499	
Exterior Doors	Fair	0.377	0.6283	Exterior doors faded, showing signs of wear and peeling paint. Door hardware in good condition. Some door frames are damaged.
Interior Floors	Poor	1.6178	5.3925	Significant wear on classroom carpet and VCT. Some areas have been refreshed, such as the MPR. Gym floor is newly refinished. Stage black floor is worn and could use to be repaired and painted.
Interior Walls	Good	6.7299	7.4777	Mostly good. Some classrooms and main office have stains and wear.
Interior Doors	Good	1.1061	1.229	
Ceiling	Good	4.7787	5.3097	
Fixed Equipment-Toilet Partitions	Fair	0.1293	0.21542	Toilet partitions damaged and in need of refinishing or replacement.
Fixed Equipment-Casework	Good	0.7755	0.86168	
Mechanical / Electrical				
Main Service	Good	2.1719	2.4132	
Distribution	Good	2.1719	2.4132	
Mechanical / Plumbing				
Supply	Good	1.8974	2.1082	
Fixtures-Drinking Fountains	Poor	0.1265	0.42164	Drinking fountains could use replacement with water bottle filling stations
Fixtures	Good	1.5179	1.68656	Fixtures are newer, replaced with CalShape
Waste	Good	1.8974	2.1082	

Site Name:	Tierra del Sol Middle	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	86.15%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Energy Generation	Good	7.5813	8.4237	
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	Has been updated with LED
Special Lab	Good	0.6215	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Fair	0.2071	0.3452	The gate from campus to the upper parking does not have a panic gate. It either remains open, allowing entry to school grounds, or is locked and does not allow egress.
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	



Building Condition Assessment



Site Name: Tierra del Sol Middle
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 86.15%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.3076	0.3418	
Fire Alarm Connectivity	Good	0.3076	0.3418	
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.6152	0.6836	
Fire Resistance	Good	0.6215	0.6905	
ADA	Fair			The building is accessible. Not all restrooms are ADA, but have signage directing students to the closest ADA restroom. Walkway from upper parking lot to main campus is not ADA. Some asphalt walkways may not be ADA.

Site Name: Tierra del Sol Middle

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

72.66%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Paved Surfaces</i>				
Parking Lots-Upper	Poor	4.1503	13.83428	Upper parking lot is heavily damaged with cracking and uneven surfaces
Parking Lots-Lower	Good	6.7043	7.44923	
Driveways	Fair	13.673	22.7883	Upper parking lot needs new paving and curbing on the driveways
Sidewalks-Concrete	Good	6.1311	6.81233	
Sidewalks-Asphalt	Poor	1.1005	3.66818	Asphalt walkway from upper parking is very uneven and damaged due to tree roots. Slope is not ADA
Play Courts	Good	2.6118	2.902	
<i>Landscaped Surfaces</i>				
Lawns & Gardens	Good	9.036	10.04	
Playfields & Track	Good	6.1335	6.815	Dirt track in good condition
Irrigation System	Good	3.87	4.3	
<i>Playgrounds</i>				
Equipment	Good	0.9675	1.075	
<i>Utilities</i>				
Water Service	Good	4.3533	4.837	
Waste Water Service	Good	5.0787	5.643	
Storm Sewer	Good	3.6279	4.031	
Site Lighting	Good	2.9025	3.225	



Grounds Condition Assessment



Site Name:	Tierra del Sol Middle	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	72.66%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Fencing	Good	2.322	2.58	



Technology Readiness Condition Assessment



Site Name: DREAM Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

100%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Good	10	10	
Comm. & IT Equipment	Good	10	10	
Environment				
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Good	10	10	
Classroom Level Alerting	Good	5	5	
System				
LAN-WAN Performance	Good	10	10	
Video Distribution	Good	5	5	
Voice Distribution	Good	5	5	
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Good	5	5	
WAN Backbone	Good	10	10	

Site Name: DREAM Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

79.62%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Learning Environment</i>				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
<i>General Classrooms</i>				
Environment	Good	3.92	4.9	
Size	Good	9.8	12.25	
Location	Good	2.94	3.675	
Storage/Fixed Equip	Good	2.94	3.675	
<i>Kindergarten</i>				
Environment	Good	0.3336	0.417	
Size	Good	0.834	1.0425	
Location	Good	0.2502	0.3128	
Storage/Fixed Equip	Good	0.2502	0.3128	
<i>ECE</i>				
Environment	NA	0	0.4999	
Size	NA	0	1.2498	
Location	NA	0	0.3749	
Storage/Fixed Equip	NA	0	0.3749	

Site Name: DREAM Academy
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.62%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	Good	0.384	0.48	
Size	Good	0.96	1.2	
Location	Good	0.288	0.36	
Storage/Fixed Equip	Good	0.288	0.36	
Instructional Resource Rooms				
Environment	Good	0.576	0.72	
Size	Good	1.44	1.8	
Location	Good	0.432	0.54	
Storage/Fixed Equip	Good	0.432	0.54	
Science				
Environment	NA	0	0.5	Science taught within regular classroom
Size	NA	0	1.25	
Location	NA	0	0.375	
Storage/Fixed Equip	NA	0	0.375	
Music				
Environment	NA	0	0.7408	Music taught within regular classroom
Size	NA	0	1.8519	
Location	NA	0	0.5556	
Storage/Fixed Equip	NA	0	0.5556	

Site Name: DREAM Academy
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.62%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	NA	0	0.4678	Art taught within regular classroom
Size	NA	0	1.1696	
Location	NA	0	0.3509	
Storage/Fixed Equip	Good	0.2807	0.3509	
Computer Labs				
Environment	NA	0	0.3411	
Size	NA	0	0.8528	
Location	NA	0	0.2559	
Storage/Fixed Equip	NA	0	0.2559	
P.E.				
Environment	NA	0	1.9201	
Size	Good	3.8402	4.8003	
Location	NA	0	1.4401	
Storage/Fixed Equip	Good	1.1521	1.4401	
Performing Arts				
Environment	NA	0	0.6043	Performing Arts taught within regular classroom
Size	NA	0	1.5108	
Location	NA	0	0.4532	
Storage/Fixed Equip	NA	0	0.4532	

Site Name: DREAM Academy
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 79.62%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	Good	0.7798	0.9747	
Size	Good	1.9494	2.4367	
Location	Good	0.5848	0.731	
Storage/Fixed Equip	Good	0.5848	0.731	
Restrooms (Student)	Fair	0.5766	0.887	K-5 RR are within school facilities; 6-8 RR is a portable facility
Administration	Good	2.0464	2.558	
Counseling	Good	0.2339	0.2924	No designated space; sick kids are within the main office out in the open
Clinic	Poor	0.2924	0.5848	
Staff Lounge-WkRm	Good	1.0137	1.2671	
Cafeteria	Good	4	5	
Food Service and Prep	Good	4.9632	6.204	
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	1.6	2	
Pedestrian Traffic	Good	0.7784	0.973	
Parking	Good	0.6497	0.8121	
Play Areas	Good	1.8726	2.3408	
Safety and Security				
Fencing	Good	0.6017	0.7521	
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Good	2.4	3	
Controlled Entrances	Good	0.4	0.5	



Suitability Condition Assessment



Site Name: DREAM Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

79.62%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Site Name: DREAM Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

85.04%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	Consists of a portable classroom and permanent classroom building. Formerly Eucalyptus Elementary
Exterior Walls	Good	9.1722	10.1913	
Roof	Fair	3.4965	5.8275	Roof system appears to be in good condition. Facia on overhangs has significant wood rot, especially on corners
Exterior Windows	Good	3.9149	4.3499	
Exterior Doors	Good	0.5655	0.6283	
Interior Floors	Fair	3.2355	5.3925	Classroom carpet showing some signs of wear. Replacement in 3-5 years
Interior Walls	Good	6.7299	7.4777	
Interior Doors	Good	1.1061	1.229	
Ceiling	Fair	3.1858	5.3097	Classroom ceiling tiles slightly bowed from moisture
Fixed Equipment	Good	0.9694	1.0771	
Mechanical / Electrical				
Main Service	Good	2.1719	2.4132	
Distribution	Good	2.1719	2.4132	
Mechanical / Plumbing				
Supply	Good	1.8974	2.1082	
Fixtures	Good	1.8974	2.1082	
Waste	Good	1.8974	2.1082	

Site Name: DREAM Academy
 Site Number:
 Building Name:
 Building Number:

GSF:
 Site size (acres):
 Year Built:
 Score (%): 85.04%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Energy Generation	Good	7.5813	8.4237	
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	
Special Lab	Good	0.6215	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.3076	0.3418	
Fire Alarm Connectivity	Good	0.3076	0.3418	



Building Condition Assessment



Site Name: DREAM Academy

Site Number:

Building Name:

Building Number:

GSF:

Site size (acres):

Year Built:

Score (%):

85.04%

Category

Rating

Pts. Earned

Pts. Possible

Comments

Safety&Fire Protection

Emergency Lighting

Good

0.6152

0.6836

Fire Resistance

Good

0.6215

0.6905

ADA

Poor

Walkway to playground is not ADA due to slope and damage from tree roots.

Site Name: DREAM Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

84.54%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Paved Surfaces</i>				
Parking Lots	Good	16.123	17.9144	
Driveways	Good	13.6071	15.119	
Sidewalks-Concrete	Good	3.9012	4.33464	
Sidewalks-Asphalt Courtyard and Path	Poor	0.8669	2.88976	Significant root damage to asphalt walkway to playground and courtyard (lunch area) due to tree root intrusion. Parts of walkway to playground are sliding down and asphalt is cracking where handrail connects.
Play Courts	Fair	5.0885	8.4808	Large cracks in asphalt playcourts
<i>Landscaped Surfaces</i>				
Lawns & Gardens	Good	5.7483	6.387	
Playfields	Good	3.9573	4.397	
Irrigation System	Good	3.7692	4.188	
<i>Playgrounds</i>				
Equipment	Good	8.1036	9.004	
Playground Surfaces	Good	2.7135	3.015	
<i>Utilities</i>				
Water Service	Good	4.2408	4.712	
Waste Water Service	Good	4.9473	5.497	
Storm Sewer	Fair	2.3556	3.926	Drains in courtyard area often back up. There are plans to replace drainage during asphalt replacement
Site Lighting	Good	1.8846	2.094	



Grounds Condition Assessment



Site Name: DREAM Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

84.54%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Fencing

Good

7.2369

8.041



Building Condition Assessment



Site Name: LEAPP Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

83.05%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls-Remaining	Fair	4.8918	8.15304	Needs some repairs to wood rot and fresh paint
Exterior Walls-Bldg 1-Infant	Poor	0.6115	2.03826	Exterior painting is failing and peeling. All paint is delaminating from surface.
Roof	Good	5.2448	5.8275	
Exterior Windows	Good	3.9149	4.3499	
Exterior Doors	Good	0.5655	0.6283	
Interior Floors	Poor	1.6178	5.3925	Most VCT and some carpet is at the end of its life cycle.
Interior Walls	Good	6.7299	7.4777	
Interior Doors	Good	1.1061	1.229	
Ceiling	Good	4.7787	5.3097	
Fixed Equipment	Good	0.9694	1.0771	
Mechanical / Electrical				
Main Service	Good	2.1719	2.4132	
Distribution	Good	2.1719	2.4132	
Mechanical / Plumbing				
Supply	Good	1.8974	2.1082	
Fixtures	Good	1.8974	2.1082	
Waste	Good	1.8974	2.1082	
Mechanical / HVAC				
Energy Generation	Good	7.5813	8.4237	

Site Name: LEAPP Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

83.05%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	
Special Lab	NA	0	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.3076	0.3418	
Fire Alarm Connectivity	Good	0.3076	0.3418	



Building Condition Assessment



Site Name:	LEAPP Academy	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	83.05%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.6152	0.6836	
Fire Resistance	Good	0.6215	0.6905	
ADA	Good			



Technology Readiness Condition Assessment



Site Name: Riverview International Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

77.5%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Fair	5	10	Does not always work - Has not been upgraded
Comm. & IT Equipment Environment	Good	10	10	
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Good	10	10	
Classroom Level Alerting System	Unsat	0	5	Does not work in all classrooms
LAN-WAN Performance	Good	10	10	
Video Distribution	Fair	2.5	5	Some cameras replaced not all does not work in all classrooms
Voice Distribution	Unsat	0	5	
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Unsat	0	5	Does not work in all classrooms
WAN Backbone	Good	10	10	

Site Name:	Riverview International Academy	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	69.91%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	Fair	3.25	5	In general the permanent classrooms are good; the portable classrooms are in poor condition with various sections in the flooring sinking and forming holes around the interior perimeter of classrooms
Interior Environment	Fair	1.3	2	General permanent classrooms are good; the portable classrooms are old interior walls not in good shape
Exterior Environment	Good	1.2	1.5	
General Classrooms				
Environment	Fair	3.185	4.9	General permanent classrooms are good; the portable classrooms are old interior walls not in good shape
Size	Good	9.8	12.25	
Location	Good	2.94	3.675	
Storage/Fixed Equip	Poor	1.8375	3.675	Classrooms need storage (not all classrooms have built in cabinetry)
Kindergarten				
Environment	NA	0	0.417	Grades 2-5 (No Kinders)
Size	NA	0	1.0425	
Location	NA	0	0.3128	
Storage/Fixed Equip	NA	0	0.3128	
ECE				
Environment	NA	0	0.4999	
Size	NA	0	1.2498	

Site Name:	Riverview International Academy	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	69.91%

Category	Rating	Pts. Earned	Pts. Possible	Comments
ECE				
Location	NA	0	0.3749	
Storage/Fixed Equip	NA	0	0.3749	
Self-Contained Special Ed				
Environment	NA	0	0.48	
Size	NA	0	1.2	
Location	NA	0	0.36	
Storage/Fixed Equip	NA	0	0.36	
Instructional Resource Rooms				
Environment	Good	0.576	0.72	Push in and push out is within the office
Size	Good	1.44	1.8	
Location	Good	0.432	0.54	
Storage/Fixed Equip	NA	0	0.54	
Science				
Environment	Good	0.4	0.5	STEAM program and also taught within the general classroom,
Size	Good	1	1.25	
Location	Good	0.3	0.375	
Storage/Fixed Equip	Good	0.3	0.375	
Music				
Environment	Good	0.5926	0.7408	MPR push out program (site contracts with MS teacher)
Size	Good	1.4815	1.8519	

Site Name:	Riverview International Academy	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	69.91%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Music				
Location	Good	0.4445	0.5556	
Storage/Fixed Equip	NA	0	0.5556	
Art				
Environment	Good	0.3742	0.4678	Shares with STEAM program
Size	Good	0.9357	1.1696	
Location	Good	0.2807	0.3509	
Storage/Fixed Equip	Good	0.2807	0.3509	
Computer Labs				
Environment	NA	0	0.3411	
Size	NA	0	0.8528	
Location	NA	0	0.2559	
Storage/Fixed Equip	NA	0	0.2559	
P.E.				
Environment	Fair	1.2481	1.9201	MPR - not adequate for activies
Size	Poor	2.4002	4.8003	Too small
Location	Good	1.1521	1.4401	
Storage/Fixed Equip	Fair	0.9361	1.4401	Not enough storage
Performing Arts				
Environment	Good	0.4834	0.6043	Intergraded into Emerson program
Size	Good	1.2086	1.5108	

Site Name:	Riverview International Academy	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	69.91%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Performing Arts				
Location	Good	0.3626	0.4532	
Storage/Fixed Equip	Good	0.3626	0.4532	
Media Center				
Environment	Good	0.7798	0.9747	
Size	Fair	1.5839	2.4367	Too small
Location	Good	0.5848	0.731	
Storage/Fixed Equip	Fair	0.4752	0.731	Need more storage
Restrooms (Student)	Fair	0.5766	0.887	Boys RR when student RR door is propped open during the day (urinals) do not have privacy the site has hung up a shower curtain
Administration	Poor	1.279	2.558	Space is too small; walls are thin for private conversation; space is dated and too small; no adult RR within the office (Staff uses exterior RR)
Counseling	Good	0.2339	0.2924	I classroom used for counseling
Clinic	Unsat	0	0.5848	No separation for sick students; no student RR within the space; and not enough storage
Staff Lounge-WkRm	Unsat	0	1.2671	No per say designated space for staff workroom (workroom is really a storage for text books and materials)
Cafeteria	Good	4	5	
Food Service and Prep	Good	4.9632	6.204	
Custodial and Maintenance	Fair	0.325	0.5	Not enough stroage
Outside				
Vehicular Traffic	Poor	1	2	Parent drop off and pick up in front of the school does not allow for onsite vehicle stacking (parents stack out in the busy street) - Site opens gates in

Site Name:	Riverview International Academy	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	69.91%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Outside				
Pedestrian Traffic	Fair	0.6325	0.973	back of the site near play ground that is technically the fire loop - Only sidewalks are in front of the school (not a safe walking site)
Parking	Poor	0.4061	0.8121	Parking lot is too small
Play Areas	Fair	1.5215	2.3408	No outside shade (aging trees have been removed over the years); play equipment is aged; concern of having sand in play agea
Safety and Security				
Fencing	Good	0.6017	0.7521	
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Good	2.4	3	
Controlled Entrances	Good	0.4	0.5	Controlled entrance

Site Name: Riverview International Academy
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 76.88%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Poor	3.0574	10.1913	Exterior wood rot on eaves and whole campus is due for painting. Painted hand rails are peeling paint
Roof	Good	5.2448	5.8275	
Exterior Windows	Good	3.9149	4.3499	Have been updated
Exterior Doors	Fair	0.377	0.6283	Exterior Doors faded on exterior side, peeling/damaged on interior side, and need new paint
Interior Floors-Classrooms	Fair	2.2649	3.77475	Some wear to VCT and carpet, will be at end of life cycle 3-5 yrs. Linoleum floors in portable restroom bldg very poor condition. Some portables have failing subfloor. Terrazzo restroom floors need deep, professional cleaning.
Interior Floors-MPR, Portables	Poor	0.4853	1.61775	Linoleum floors in portable restroom bldg very poor condition. Some portables have failing subfloor. MPR flooring in poor condition
Interior Walls	Fair	4.4866	7.4777	Interior walls due for painting
Interior Doors	Good	1.1061	1.229	
Ceiling	Fair	3.1858	5.3097	Some spaces (such as administration and MPR) still have older ceiling tiles in fair condition. Many of the MPR ceiling tiles are peeling
Fixed Equipment	Good	0.9694	1.0771	
Mechanical / Electrical				
Main Service	Fair	1.4479	2.4132	Existing UL FC-20 switchboard observed in serviceable condition from limited visual observation; however, acceptability for continued use, code compliance, and suitability for current loads should be confirmed by a licensed electrician or electrical engineer
Distribution	Good	2.1719	2.4132	

Site Name:	Riverview International Academy	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	76.88%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / Plumbing</i>				
Supply	Good	1.8974	2.1082	Some older exterior drinking fountains could use replacement. There are bottle
Fixtures	Good	1.7076	1.89738	
Fixtures-Drinking Fountains	Fair	0.1265	0.21082	
Waste	Good	1.8974	2.1082	
<i>Mechanical / HVAC</i>				
Energy Generation	Good	7.5813	8.4237	
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	
Special Lab	NA	0	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	

Site Name:	Riverview International Academy	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	76.88%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Safety	Good	1.0657	1.1841	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.3076	0.3418	
Fire Alarm Connectivity	Good	0.3076	0.3418	
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.6152	0.6836	
Fire Resistance	Good	0.6215	0.6905	
ADA	Poor			Ramps to playground too steep, not ADA

Site Name:	Riverview International Academy	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	70.36%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Paved Surfaces</i>				
Parking Lots	Fair	10.7486	17.9144	Asphalt parking lot showing signs of wear
Driveways	Poor	4.5357	15.119	Parent drop off loop is very worn with potholes starting
Sidewalks	Fair	4.3346	7.2244	Concrete walkways good. Asphalt walkways down to playground not ADA. Slope too steep
Play Courts	Fair	5.0885	8.4808	Large cracks in upper asphalt walking and seating area
<i>Landscaped Surfaces</i>				
Lawns & Gardens	Good	5.7483	6.387	
Playfields	Good	3.9573	4.397	
Irrigation System	Good	3.7692	4.188	
<i>Playgrounds</i>				
Equipment	Good	8.1036	9.004	
Playground Surfaces	Good	2.7135	3.015	
<i>Utilities</i>				
Water Service	Good	4.2408	4.712	
Waste Water Service	Good	4.9473	5.497	
Storm Sewer	Good	3.5334	3.926	
Site Lighting	Good	1.8846	2.094	



Grounds Condition Assessment



Site Name: Riverview International Academy

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

70.36%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Fencing-Remaining Fencing	Good	6.5132	7.2369	
Fencing-NW Wood Fence	Poor	0.2412	0.8041	NW wood fencing requires replacement with chain link



Technology Readiness Condition Assessment



Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	87.5%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	Fair	5	10	System works poorly
Comm. & IT Equipment	Good	10	10	
Environment				
Electrical Power	Good	10	10	
Equity of Access	Good	10	10	
LAN Connectivity	Good	10	10	
Classroom Level Alerting System	Fair	2.5	5	Does not always work - Teachers use walkies
LAN-WAN Performance	Good	10	10	
Video Distribution	Good	5	5	
Voice Distribution	Fair	2.5	5	Delay in distribution - Staff uses walkies
Faculty and Staff Technology	Good	10	10	
Classroom Audio System	Fair	2.5	5	Does not always work
WAN Backbone	Good	10	10	

Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.11%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Learning Environment</i>				
Learning Style Variety	Good	4	5	
Interior Environment	Good	1.6	2	
Exterior Environment	Good	1.2	1.5	
<i>General Classrooms</i>				
Environment	Good	3.92	4.9	
Size	Good	9.8	12.25	
Location	Good	2.94	3.675	
Storage/Fixed Equip	Good	2.94	3.675	
<i>Kindergarten</i>				
Environment	Fair	0.2711	0.417	No RR within the classrooms; no shade in play area
Size	Good	0.834	1.0425	
Location	Good	0.2502	0.3128	
Storage/Fixed Equip	Good	0.2502	0.3128	
<i>ECE</i>				
Environment	NA	0	0.4999	
Size	NA	0	1.2498	
Location	NA	0	0.3749	
Storage/Fixed Equip	NA	0	0.3749	

Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.11%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Self-Contained Special Ed</i>				
Environment	NA	0	0.48	
Size	NA	0	1.2	
Location	NA	0	0.36	
Storage/Fixed Equip	NA	0	0.36	
<i>Instructional Resource Rooms</i>				
Environment	Good	0.576	0.72	Provides push in and push out
Size	Good	1.44	1.8	
Location	Good	0.432	0.54	
Storage/Fixed Equip	Good	0.432	0.54	
<i>Science</i>				
Environment	NA	0	0.5	Program taught within the classroom
Size	NA	0	1.25	
Location	NA	0	0.375	
Storage/Fixed Equip	NA	0	0.375	
<i>Music</i>				
Environment	Fair	0.4815	0.7408	No designated classroom
Size	NA	0	1.8519	
Location	NA	0	0.5556	
Storage/Fixed Equip	NA	0	0.5556	

Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.11%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	Good	0.3742	0.4678	1 Designated classroom STEAM
Size	Good	0.9357	1.1696	
Location	Good	0.2807	0.3509	
Storage/Fixed Equip	Good	0.2807	0.3509	
Computer Labs				
Environment	NA	0	0.3411	
Size	NA	0	0.8528	
Location	NA	0	0.2559	
Storage/Fixed Equip	NA	0	0.2559	
P.E.				
Environment	Good	1.5361	1.9201	
Size	Good	3.8402	4.8003	
Location	Good	1.1521	1.4401	
Storage/Fixed Equip	Good	1.1521	1.4401	
Performing Arts				
Environment	NA	0	0.6043	
Size	NA	0	1.5108	
Location	NA	0	0.4532	
Storage/Fixed Equip	NA	0	0.4532	

Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.11%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	Good	0.7798	0.9747	Closes RR is located outside the fenced area
Size	Fair	1.5839	2.4367	Small in size for the enrollment
Location	Good	0.5848	0.731	
Storage/Fixed Equip	Fair	0.4752	0.731	need storage
Restrooms (Student)	Fair	0.5766	0.887	Portable RR does not have proper ventlation
Administration	Fair	1.6627	2.558	Space is adequate in size; the RR within the office area backs up and not always usable / No RR available for evening and weekend use of campus
Counseling	Good	0.2339	0.2924	3 classrooms are used for counseling (Flex Space)
Clinic	Fair	0.3801	0.5848	No separation for sick students and not enough storage (space is too small)
Staff Lounge-WkRm	Good	1.0137	1.2671	
Cafeteria	Fair	3.25	5	Too small
Food Service and Prep	Good	4.9632	6.204	
Custodial and Maintenance	Good	0.4	0.5	
Outside				
Vehicular Traffic	Good	1.6	2	
Pedestrian Traffic	Good	0.7784	0.973	
Parking	Good	0.6497	0.8121	
Play Areas	Good	1.8726	2.3408	Equipment aged ; the grass area is dead and not used due to the condition
Safety and Security				
Fencing	Good	0.6017	0.7521	
Signage & Way Finding	Good	0.8	1	
Ease of Supervision	Fair	1.95	3	Some areas have hiding areas due to portable classroom placement



Suitability Condition Assessment



Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.11%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety and Security</i>				
Controlled Entrances	Good	0.4	0.5	

Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.02%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Fair	6.1148	10.1913	Needs repairs to wood rot on eaves and exterior painting
Roof	Good	5.2448	5.8275	
Exterior Windows	Poor	1.305	4.3499	Older, original windows have failing window putty and aged closers
Exterior Doors	Good	0.5655	0.6283	Mostly good on exterior of doors, interior of some doors are faded and damaged
Interior Floors-RM A-B-C, lounge	Poor	0.3236	1.0785	Carpet in very poor condition in classrooms A-B-C, teacher lounge.
Interior Floors-Most classrooms	Fair	2.5884	4.314	Some wear to carpet and VCT, due for replacement in 3-5 yrs. Terrazzo floors need deep, professional cleaning
Interior Walls	Fair	4.4866	7.4777	Some damage and dirt, due for painting in many rooms
Interior Doors	Good	1.1061	1.229	
Ceiling	Fair	3.1858	5.3097	Some dirt and minor damage, especially in portables. MPR Ceiling tiles older and have some damage
Fixed Equipment	Good	0.9694	1.0771	
Mechanical / Electrical				
Main Service	Fair	1.4479	2.4132	Older GE main panels, but they have been updated from the original panels. however, acceptability for continued use, code compliance, and suitability for current loads should be confirmed by a licensed electrician or electrical engineer.
Distribution	Fair	1.4479	2.4132	Mix of older and newer subpanels
Mechanical / Plumbing				
Supply	Good	1.8974	2.1082	

Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.02%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / Plumbing</i>				
Fixtures	Good	1.8974	2.1082	
Waste	Good	1.8974	2.1082	
<i>Mechanical / HVAC</i>				
Energy Generation	Good	7.5813	8.4237	Some rooms had dirt stains around the HVAC registers.
Distribution	Good	4.5488	5.0542	
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	
Special Lab	NA	0	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	

Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	77.02%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.3076	0.3418	
Fire Alarm Connectivity	Good	0.3076	0.3418	
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.6152	0.6836	
Fire Resistance	Good	0.6215	0.6905	
ADA	Fair			Portables A-B-C have steep asphalt approach

Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	87.46%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Paved Surfaces</i>				
Parking Lots	Good	16.123	17.9144	
Driveways	Good	13.6071	15.119	
Sidewalks	Good	6.502	7.2244	
Play Courts	Fair	5.0885	8.4808	Some areas such as kinder quad and upper play courts by Rm A-B-C have very large cracks and damage
<i>Landscaped Surfaces</i>				
Lawns & Gardens	Good	5.7483	6.387	
Playfields	Good	3.9573	4.397	
Irrigation System	Good	3.7692	4.188	
<i>Playgrounds</i>				
Equipment	Good	8.1036	9.004	Basketball goals need replacement
Playground Surfaces	Good	2.7135	3.015	
<i>Utilities</i>				
Water Service	Good	4.2408	4.712	
Waste Water Service	Good	4.9473	5.497	
Storm Sewer	Good	3.5334	3.926	
Site Lighting	Good	1.8846	2.094	



Grounds Condition Assessment



Site Name:	Winter Gardens Elementary	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	87.46%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Fencing	Good	7.2369	8.041	



Building Condition Assessment



Site Name: District Administration

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Good	9.1722	10.1913	
Roof	Good	5.2448	5.8275	
Exterior Windows	Good	3.9149	4.3499	
Exterior Doors	Good	0.5655	0.6283	
Interior Floors	Good	4.8533	5.3925	
Interior Walls	Good	6.7299	7.4777	
Interior Doors	Good	1.1061	1.229	
Ceiling	Good	4.7787	5.3097	
Fixed Equipment	Good	0.9694	1.0771	
Mechanical / Electrical				
Main Service	Good	2.1719	2.4132	
Distribution	Good	2.1719	2.4132	
Mechanical / Plumbing				
Supply	Good	1.8974	2.1082	
Fixtures	Good	1.8974	2.1082	
Waste	Good	1.8974	2.1082	
Mechanical / HVAC				
Energy Generation	Good	7.5813	8.4237	
Distribution	Good	4.5488	5.0542	

Site Name:	District Administration	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	
Special Lab	NA	0	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.3076	0.3418	
Fire Alarm Connectivity	Good	0.3076	0.3418	



90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety & Fire Protection				
Emergency Lighting	Good	0.6152	0.6836	
Fire Resistance	Good	0.6215	0.6905	
ADA	Good			

Site Name:	Central Kitchen	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural / Foundation&Structure				
Exterior Windows	Good	0.3366	0.374	Kitchen was upgraded in 2020-2021
Structural				
Foundation & Structure	Good	30.1668	33.5187	Kitchen was upgraded in 2020-2021
Exterior Walls	Good	19.8437	22.0485	
Roof	Good	6.3614	7.0682	
Exterior Doors	Good	1.2515	1.3906	
Interior Floors	Good	2.5117	2.7908	
Interior Walls	Good	1.9593	2.177	
Interior Doors	Good	0.2158	0.2398	
Ceiling	Good	0.6647	0.7385	
Fixed Equipment	Good	6.6635	7.4039	
Mechanical / Electrical				
Main Service	Good	1.2688	1.4098	
Distribution	Good	1.2688	1.4098	
Mechanical / Plumbing				
Supply	Good	0.4373	0.4859	
Fixtures	Good	0.4373	0.4859	
Waste	Good	0.4373	0.4859	

Site Name:	Central Kitchen	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Energy Generation	Good	2.8009	3.1121	
Distribution	Good	1.6806	1.8673	
Controls	Good	1.1203	1.2448	
<i>Mechanical</i>				
Lighting	Good	2.0371	2.2634	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.4316	0.4795	
Exit Safety	Good	0.4316	0.4795	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	2.1622	2.4024	
Fire Control Safety	Good	2.1622	2.4024	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.6215	0.6905	
Fire Alarm Connectivity	Good	0.6215	0.6905	



Building Condition Assessment



Site Name:	Central Kitchen	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	1.2429	1.381	
Fire Resistance	Good	0.8631	0.959	
ADA	Good			

Site Name: Custodial Office

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

84.89%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	20.07	22.3	Building requires wood repairs and exterior painting.
Exterior Walls	Poor	1.98	6.6	
Roof	Good	4.74	5.2667	
Exterior Windows	Good	3.6	4	Paint peeling from doors, hardware good.
Exterior Doors	Fair	2.3	3.8333	
Interior Floors	Good	3.6	4	
Interior Walls	Good	12.84	14.2667	
Interior Doors	Good	3.6	4	
Ceiling	Good	4.5	5	
Fixed Equipment	Good	4.5	5	
Mechanical / Electrical				
Main Service	Good	3.15	3.5	
Distribution	Good	1.35	1.5	
Mechanical / Plumbing				
Supply	Good	0.45	0.5	
Fixtures	Good	0.9	1	
Waste	Good	0.45	0.5	
Mechanical / HVAC				
Energy Generation	Good	3.15	3.5	
Distribution	Good	1.89	2.1	

Site Name:	Custodial Office	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	84.89%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Controls	Good	1.26	1.4	
<i>Mechanical</i>				
Lighting	Good	1.35	1.5	
Connectivity	Good	1.155	1.2833	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	1.5	1.6667	
Exit Safety	Good	1.5	1.6667	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	0.45	0.5	
Fire Control Safety	Good	0.45	0.5	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.2887	0.3208	
Fire Alarm Connectivity	Good	0.2887	0.3208	



Building Condition Assessment



Site Name: Custodial Office

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

84.89%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.5775	0.6417	
Fire Resistance	Good	3	3.3333	
ADA	Good			

Site Name: Maintenance/Operations

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

85.8%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	15.4841	17.2045	Roof coating appears in good condition, the translucent panel skylights appear to be in fair condition. No visible water intrusion points. Interior insulation is failing and coming down throughout the garage.
Exterior Walls	Good	10.9645	12.1828	
Roof	Poor	1.9813	6.6042	
Exterior Windows	Good	0.9787	1.0874	Polished concrete in warehouse/garage and carpet in offices both in good condition
Exterior Doors	Good	2.1802	2.4224	
Interior Floors	Good	1.0184	1.1316	
Interior Walls	Good	6.7395	7.4883	Good for a maintenance warehouse
Interior Doors	Good	0.3342	0.3713	Insulation failing and falling from ceiling
Ceiling	Poor	0.1167	0.389	
Fixed Equipment	Good	14.3303	15.9226	
Mechanical / Electrical				
Main Service	Good	2.0012	2.2235	
Distribution	Good	2.0012	2.2235	
Mechanical / Plumbing				
Supply	Good	1.7903	1.9892	
Fixtures	Good	1.7903	1.9892	
Waste	Good	1.7903	1.9892	

Site Name:	Maintenance/Operations	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	85.8%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Energy Generation	Good	4.6706	5.1896	
Distribution	Good	2.8024	3.1138	
Controls	Good	1.8683	2.0759	
 <i>Mechanical</i>				
Lighting	Good	3.5408	3.9342	
 <i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3978	0.442	
Exit Safety	Good	0.3978	0.442	
 <i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	2.4308	2.7009	
Fire Control Safety	Good	2.4308	2.7009	
 <i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.742	0.8244	
Fire Alarm Connectivity	Good	0.742	0.8244	



Building Condition Assessment



Site Name: Maintenance/Operations

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

85.8%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Safety&Fire Protection

Emergency Lighting	Good	1.4839	1.6488
Fire Resistance	Good	0.7957	0.8841

ADA	Good
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Site Name:	Technology	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	94.56%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	20.07	22.3	
Exterior Walls	Good	5.94	6.6	
Roof	New	5.2667	5.2667	
Exterior Windows	Good	3.6	4	
Exterior Doors	Good	3.45	3.8333	
Interior Floors	Good	3.6	4	
Interior Walls	New	14.2667	14.2667	
Interior Doors	New	4	4	
Ceiling	New	5	5	
Fixed Equipment	New	5	5	
Mechanical / Electrical				
Main Service	Good	3.15	3.5	
Distribution	Good	1.35	1.5	
Mechanical / Plumbing				
Supply	Good	0.45	0.5	
Fixtures	New	1	1	
Waste	Good	0.45	0.5	
Mechanical / HVAC				
Energy Generation	New	3.5	3.5	
Distribution	New	2.1	2.1	

Site Name:	Technology	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	94.56%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Controls	New	1.4	1.4	
<i>Mechanical</i>				
Lighting	New	1.5	1.5	
Connectivity	New	1.2833	1.2833	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	1.5	1.6667	
Exit Safety	Good	1.5	1.6667	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	0.45	0.5	
Fire Control Safety	Good	0.45	0.5	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	New	0.3208	0.3208	
Fire Alarm Connectivity	New	0.3208	0.3208	



Building Condition Assessment



Site Name:	Technology	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	94.56%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection</i>				
Emergency Lighting	New	0.6417	0.6417	
Fire Resistance	Good	3	3.3333	
ADA	Good			

Site Name: Transportation

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

87.45%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	15.4841	17.2045	
Exterior Walls	Good	10.9645	12.1828	
Roof	Fair	3.9625	6.6042	Roof coating appears in good condition, the translucent panel skylights appear to be in fair condition. No visible water intrusion points. Interior insulation is failing and coming down throughout the garage.
Exterior Windows	Good	0.9787	1.0874	
Exterior Doors	Good	2.1802	2.4224	Good for a Transportation Facility. Paint on doors is fading
Interior Floors	Fair	0.679	1.1316	Garage floors are due for new protective epoxy coating. Breakroom floors showing some signs of wear. Linoleum flooring in restrooms is in very poor condition.
Interior Walls	Good	6.7395	7.4883	Good for a Transportation Facility
Interior Doors	Good	0.3342	0.3713	
Ceiling	Poor	0.1167	0.389	Insulation in garage area failing and coming down throughout garage area.
Fixed Equipment	Good	14.3303	15.9226	
Mechanical / Electrical				
Main Service	Good	2.0012	2.2235	
Distribution	Good	2.0012	2.2235	
Mechanical / Plumbing				
Supply	Good	1.7903	1.9892	
Fixtures	Good	1.7903	1.9892	
Waste	Good	1.7903	1.9892	

Site Name: Transportation

Site Number:

Building Name:

Building Number:

GSF:

Site size (acres):

Year Built:

Score (%):

87.45%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Energy Generation	Good	4.6706	5.1896	
Distribution	Good	2.8024	3.1138	
Controls	Good	1.8683	2.0759	
<i>Mechanical</i>				
Lighting	Good	3.5408	3.9342	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3978	0.442	
Exit Safety	Good	0.3978	0.442	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	2.4308	2.7009	
Fire Control Safety	Good	2.4308	2.7009	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.742	0.8244	
Fire Alarm Connectivity	Good	0.742	0.8244	



Building Condition Assessment



Site Name: Transportation

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

87.45%

Category	Rating	Pts. Earned	Pts. Possible	Comments
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Safety&Fire Protection

Emergency Lighting	Good	1.4839	1.6488
Fire Resistance	Good	0.7957	0.8841

ADA	Good
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Site Name:	Firehouse Afterschool	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	85.53%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	17.4183	19.3537	
Exterior Walls	Good	9.1722	10.1913	
Roof	New	5.8275	5.8275	Replacement was in progress at time of visit
Exterior Windows	Good	3.9149	4.3499	
Exterior Doors	Good	0.5655	0.6283	
Interior Floors	Fair	3.2355	5.3925	Flooring shows some signs of wear. Carpet good, VCT fair
Interior Walls	Good	6.7299	7.4777	
Interior Doors	Fair	0.7374	1.229	Interior doors worn and have knob type hardware on some doors
Ceiling	Good	4.7787	5.3097	
Fixed Equipment	Good	0.9694	1.0771	
Mechanical / Electrical				
Main Service	Good	2.1719	2.4132	
Distribution	Good	2.1719	2.4132	
Mechanical / Plumbing				
Supply	Good	1.8974	2.1082	
Fixtures	Good	1.8974	2.1082	
Waste	Good	1.8974	2.1082	
Mechanical / HVAC				
Energy Generation	Good	7.5813	8.4237	
Distribution	Poor	1.5163	5.0542	System good, No HVAC in 'garage' play area

Site Name: Firehouse Afterschool
 Site Number:
 Building Name:
 Building Number:

GSF:
 Site size (acres):
 Year Built:
 Score (%): 85.53%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Controls	Good	3.0326	3.3695	
<i>Mechanical</i>				
Lighting	Good	3.5918	3.9909	
Special Lab	NA	0	0.6905	
Connectivity	Good	1.2304	1.3671	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	0.3107	0.3452	
Exit Safety	Good	0.3107	0.3452	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	1.0657	1.1841	
Fire Control Safety	Good	1.0657	1.1841	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.3076	0.3418	
Fire Alarm Connectivity	Good	0.3076	0.3418	



Building Condition Assessment



Site Name: Firehouse Afterschool

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

85.53%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.6152	0.6836	
Fire Resistance	Good	0.6215	0.6905	
ADA	Fair			Some doors have knob type hardware and openings have a step up.

Site Name: River Valley Charter

GSF:

Site Number:

Site size (acres):

Building Name:

Year Built:

Building Number:

Score (%):

86.64%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	Good	20.07	22.3	Two buildings are district owned, however this assessment generally covers all buildings. The campus is all portables Some paint damage requiring mostly just touch up and minor repair
Exterior Walls	Good	5.94	6.6	
Roof	Good	4.74	5.2667	
Exterior Windows	Good	3.6	4	
Exterior Doors	Good	3.45	3.8333	
Interior Floors	Good	3.6	4	
Interior Walls	Good	12.84	14.2667	
Interior Doors	Good	3.6	4	
Ceiling	Good	4.5	5	
Fixed Equipment	Good	4.5	5	
Mechanical / Electrical				
Main Service	Good	3.15	3.5	
Distribution	Good	1.35	1.5	
Mechanical / Plumbing				
Supply	Good	0.45	0.5	
Fixtures	Good	0.9	1	
Waste	Good	0.45	0.5	
Mechanical / HVAC				
Energy Generation	Poor	1.05	3.5	Most Bard units are older units with the tags removed or painted over. Have

Site Name: River Valley Charter
 Site Number:
 Building Name:
 Building Number:

GSF:
 Site size (acres):
 Year Built:
 Score (%): 86.64%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Mechanical / HVAC</i>				
Distribution	Poor	0.63	2.1	been able to identify the units as older by the size and shape. Most Bard units are older units with the tags removed or painted over. Have been able to identify the units as older by the size and shape.
Controls	Good	1.26	1.4	
<i>Mechanical</i>				
Lighting	Good	1.35	1.5	
Connectivity	Good	1.155	1.2833	
<i>Safety&Fire Protection / Means of Exit</i>				
Exit Operation	Good	1.5	1.6667	
Exit Safety	Good	1.5	1.6667	
<i>Safety&Fire Protection / Fire Control Capability</i>				
Fire Control Operation	Good	0.45	0.5	
Fire Control Safety	Good	0.45	0.5	
<i>Safety&Fire Protection / Fire Alarm System</i>				
Fire Alarm Operation	Good	0.2887	0.3208	
Fire Alarm Connectivity	Good	0.2887	0.3208	



Building Condition Assessment



Site Name:	River Valley Charter	GSF:	
Site Number:		Site size (acres):	
Building Name:		Year Built:	
Building Number:		Score (%):	86.64%

Category	Rating	Pts. Earned	Pts. Possible	Comments
<i>Safety&Fire Protection</i>				
Emergency Lighting	Good	0.5775	0.6417	
Fire Resistance	Good	3	3.3333	
ADA	Good			