



June 2014

ROBLA  
ELEMENTARY  
SCHOOL  
DISTRICT

# FACILITIES ASSESSMENT AND IMPLEMENTATION PLAN

**A Model for Education and Facilities Program Improvements**

Caldwell Flores Winters, Inc



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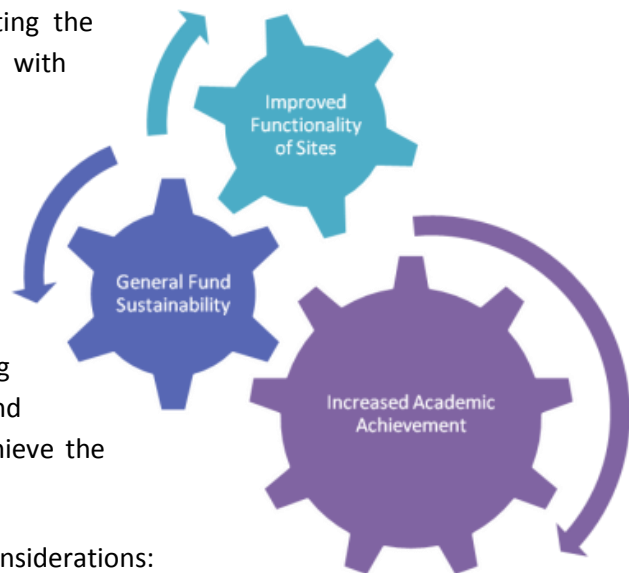
# PROGRAM DESIGN

## 1.1 PROGRAM OBJECTIVES

Caldwell Flores Winters, Inc. (CFW) was retained by the Robla Elementary School District (the District) to conduct a needs assessment of District facilities and propose an implementation program that will aid in providing 21<sup>st</sup> century learning environments and innovative academic initiatives to all pupils served by the District. In association with the Board of Education, Superintendent Ruben Reyes, District staff, and the administrative and teaching staff of each school, CFW has prepared this Facilities Assessment and Implementation Plan (hereafter, Implementation Plan) to serve as a plan for future improvements.

Planning and implementation of a 21<sup>st</sup> century learning environment must be driven by programmatic goals at the school district level. To that end, the Implementation Plan integrates the District’s vision for innovative classroom initiatives with a capital plan that sequences program adoption at each school site. The Implementation Plan is guided by methods the District intends to use to support its educational program as well as strategies to enhance general fund revenues and leverage existing funding. To promote these goals, the Implementation Plan is written to achieve the following:

- **Improve academic achievement** by supporting the District’s education program goals with corresponding school facility improvements
- **Transform the functionality and appearance of schools** through the implementation of facility improvements
- **Enhance the sustainability of the District’s General Fund** by recommending strategies that maximize state funding and efficiently use local funding resources to achieve the implementation of proposed improvements



The Implementation Plan is guided by the following considerations:

- **Facilities planning:** What is the District’s vision for the educational future of its schools? What are its support facility requirements? The answers to these questions guide facility standards and educational specifications at each school site.

- **Financing and capital planning:** How can local funding sources, facility modernization and new construction grants from the state, and recent District capital projects be used to improve District schools? Sources and uses of program funding are evaluated to prioritize elements of the capital plan using cash flow modeling.
- **Technology planning:** How do mobile digital devices or other technology solutions feature in the District’s educational vision? An important element of the Implementation Plan is the concept of the 21<sup>st</sup> century learning environment featuring technology assets that are adaptable, collaborative, and engaging.

The Implementation Plan addresses these considerations based on District, local, and state data sources; verification of existing conditions through site assessments; and collaborative visioning of school site improvements by the District.

## 1.2 DISTRICT OBJECTIVES

The District has numerous motivations for the development of the Implementation Plan. As the smallest of the 13 school districts in Sacramento County by area, the District also has one of the smallest student enrollments. This makes the District’s long term fiscal viability more challenging if enrollments decline. While enrollments are presently stable and are in fact growing modestly, the rise of charter and private schools—and the presence of three other public school districts on all sides of the Robla Elementary School District—means that competition for students will grow. A strong effort will have to be made to ensure the District continues to attract students, including the best and brightest students that the District attendance area can offer.

The academic achievement of students has been improving in recent years, but is not yet at performance levels satisfactory to the District. The District serves a diverse student population, of which approximately 90% qualify for free and reduced-price lunch and live below the federal poverty line. According to the District’s draft Local Control and Accountability Plan update for 2014, almost half of students are designated as English Learners (EL) and speak one of 19 languages other than English at home. Thirty-seven percent of students speak Spanish as their primary language. Additionally, California Standards Tests (CST) data shows that District students are scoring at the 44<sup>th</sup> percentile for English language arts and the 53<sup>rd</sup> percentile for math, which did not meet the District’s Annual Measurable Achievement Objective for the 2013-14 school year. A number of programs have been established by the District to assist in ensuring greater academic rigor and that its students receive guidance and support as they progress in their education. These programs include student attendance review, EL development, specialized tutoring, speech therapy, special education intervention, counseling, and community outreach.

Based on the efforts by the District to enhance student academic achievement and regular input from the District Board and administrative staff, the following education and facilities program goals are proposed for the Implementation Plan:

- Modernize classrooms and create 21<sup>st</sup> century learning environments
- Improve technology infrastructure at all District schools
- Supplement the elementary education curriculum with enhanced instruction in science, technology, engineering, arts, and math (STEAM)
- Improve student safety at school sites
- Leverage state aid eligibility and local funding, including developer fees to improve facilities and minimize the impact on local taxpayers

## 1.3 EDUCATION PROGRAM

### 1.3.1 OVERVIEW

It has become increasingly important for public schools to improve the academic achievement of students—both as matter of public policy and as a means of survival. With the emergence of charter schools and other educational options, public schools must offer choices that appeal to parents and children and improve educational achievement. It is also becoming more important that students be given more opportunities to engage in math, science, and engineering in preparation for classes at the junior high and high school level that better lead to jobs and career opportunities in fast-growing, well-paying sectors of the economy. As part of the educational programming process, the District and CFW team visited exemplary models of 21<sup>st</sup> century classrooms and the innovative use of technology to increase performance and parent choice.

One way to increase academic achievement and parent choice is by introducing academy programs that are integrated into the wider educational program. The District is in the process of implementing Common Core State Standards into its core curriculum, and views this as an opportunity to develop programs and curriculum with increased rigor and relevance through the implementation of academy programs. Through academies, students participate in project-based learning activities that increase rigor, relevance, and engagement in the classroom, which the District also seeks to increase. Through a series of District meetings and workshops to review options to expand the educational program, incorporating educational academies for its schools was a major result. These expanded programs could be integrated with the Common Core State Standards, as well as the facilities program for each school site. Since academies work best when the field of interest is focused, teachers are actively engaged, and site administrators have the right facilities and tools to ensure success, available and ongoing capital and financing resources must be identified.

The District has a growing population of English Learners that speak a language other than English at home. Of this group, a large portion is Hispanic. Options reviewed to expand the educational program included the development of a Dual Language Immersion program for further consideration. Such a program could be put in place as part of an academy program or as a freestanding program option at some or all schools. The program could be integrated into the implementation of the District’s overall Common Core State Standards as well as the facilities implementation program.

The District also proclaimed its desire to maintain small school populations whenever possible. This is consistent with the manner in which the District currently and historically has elected to house its students. To meet this goal, the District directed staff and the CFW team to prepare educational specifications for the design, construction and improvement of its schools, consistent with its view to maintain small school learning environments.

### 1.3.2 RESEARCH ON DUAL LANGUAGE IMMERSION

Research suggests that DLI programs have the most promise for improving academic performance of English Learners (EL). Margarita Calderón’s work over a three-year period with a control group looked at the academic gains of students placed in traditional bilingual programs and students placed in DLI programs. This study was replicated across the United States. She found, “[t]he academic gains at the end of the three years for third, fourth and fifth graders were significantly better for students in the two-way bilingual classrooms than for those in the other three district bilingual programs. Several of the students in the fourth and fifth grades had only been in the program one or two years. Nevertheless, their scores from the English Texas Assessment of Academic Skills (TAAS) were close to the district’s average. Although LEP (Limited English Proficient) students were still behind the non-bilingual students, they were significantly above the other LEP students in the district after the three years of simultaneous program development and implementation.”<sup>1</sup>

An added benefit of DLI is that it offers students who speak English the opportunity to become fluently bilingual and bi-literate; skills that will add value in an increasingly multilingual and interconnected world. The DLI program is an additive program in which students are encouraged to focus on English and their home language in an academic setting. DLI helps to create cross cultural understandings and awareness, which promotes a healthier social environment at school.

### 1.3.3 RESEARCH ON EFFECTIVE SCHOOL PROGRAMS AND PRACTICES

Academy programs within a school are structured to embrace a robust and intense curriculum in subjects and themes that capture the interest of students. In K-6 schools, these academies are most often implemented by developing integrated units using Common Core State Standards. These units engage students in project-based learning and contribute to the implementation of the four C’s of the Common Core State Standards: creativity, communication, critical thinking, and collaboration. The implementation of project-based academies raises the level of difficulty of the curriculum. When students are engaged in rigorous learning, student performance increases.

A 2004 study panel from the National Research Council and the Institute of Medicine identified a series of factors associated with school engagement. Educators can substantially increase school connectedness in their students when they set high academic standards for all students and provide

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<sup>1</sup> Calderón, M. (2000). *A two-way bilingual program: Promise, practice, precautions*. Baltimore, MD: Johns Hopkins University.



them with the same core curriculum; limit the size of the school by creating small learning environments; form multidisciplinary education teams in which groups of teachers work with groups of students; provide mentorship programs; ensure that course content is relevant to the lives of students; provide service learning and community service projects; offer experiential, hands-on learning opportunities; use a wide variety of instructional methods and technologies; extend the class period, school day, and/or school year; and allow students who are falling behind to catch up.

It has long been known in the field of education that what is assessed is what is taught. Grant Wiggins is a leading researcher on educational assessment and its relationship to improved student performance. He is a proponent of authentic assessments (students performing a task in the real world of work) that are performance or project based, such that students create a project or perform a task to show they have mastered the standard or content. In his article, “Autonomy and the Need to Back off by Design as Teachers” (February 2013), he notes that teachers need to instruct students to think critically so that they can make better decisions instead of simply memorizing information for a test.<sup>2</sup> Wiggins notes that the goal of all learning is transfer of knowledge, not scripted behavior: “Transfer means that a learner can draw upon and apply from all of what was learned, as the situation warrants, not just do one move at a time in response to a prompt.” He further states that students must become autonomous: “You have to be able, on your own, to size up when to use what you previously learned, i.e., analyze the challenge, and judge what to do, mindful of a repertoire of prior learnings; then, implement a purposeful move, and assess its effect.” Employers want workers who are able to think through a problem and solve it, ask important questions, and demonstrate autonomy. Academy programs provide students with the kinds of learning opportunities that build these necessary skills.

Another effective educational practice is consistency. The term “90/90/90 school” refers to schools that have 90% poverty (students who are eligible for free and reduced-price lunch), 90% ethnic minority students, and 90% students who have achieved high academic standards as measured by independently conducted assessments. When studying 90/90/90 schools, what is discovered is that the techniques used are consistent over time. There is consistent emphasis on writing (students write frequently in a variety of subjects), performance assessment, collaboration (teachers routinely collaborate, using real student work as the focus of their discussion), and focus (teachers in these schools do not try to “do it all” but are highly focused on learning).<sup>3</sup> These add value to a student’s success.

#### 1.3.4 RESEARCH ON SMALLER LEARNING ENVIRONMENTS

Research supports the relationship between smaller learning environments, student achievement and improved school climates. To paraphrase some recent literature on the topic, students in smaller

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<sup>2</sup> Wiggins, G. (2013). Autonomy and the need to back off by design as teachers. Retrieved from: <http://grantwiggins.wordpress.com/2013/02/12/autonomy-and-the-need-to-back-off-by-design-as-teachers/>.

<sup>3</sup> Reeves, D. (2003). “The 90/90/90 Schools: A Case Study” In: *Accountability in Action and Center for Performance Assessments on 90/90/90 Schools*.

schools experience less boredom and receive more personal attention from their teachers. In a small school, it is easier for students to develop mutual respect for each other and for teachers to connect to students who are not in their own classes. Smaller school populations likely contribute to the stronger sense of community seen in many elementary schools.<sup>4, 5, 6</sup>

Connectedness to school is also important for students, and especially so for early adolescent students. Students who feel connected to school are less likely to use substances, exhibit emotional distress, demonstrate violent or deviant behavior, experience suicidal thoughts or attempt suicide, be depressed, and become pregnant.<sup>7, 8, 9</sup> They are less likely to be truant from school or be involved in fighting, bullying, or vandalism.<sup>10</sup> In addition, students who feel connected to school are more likely to succeed academically and graduate.<sup>11, 12</sup>

### 1.3.5 RESEARCH ON FOUNDATIONAL KNOWLEDGE AND CAREERS

Each year, the California Workforce Investment Board publishes information regarding those jobs/careers that will have the faster job growth over the next ten years. This data is often used by educators to establish career pathways instruction for community colleges, high schools, and lower matriculating grade levels. The California Workforce Investment Board was established by Executive Order in response to the mandate of the federal Workforce Investment Act (WIA) of 1998 (Public Law 105-220). This Board assists the Governor in setting and guiding policy in the area of workforce development. All members of the Board are appointed by the Governor and represent the many facets

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<sup>4</sup> Offenberg, R.M. (2001). The efficacy of Philadelphia's K-to-8 schools compared to middle grades schools. *Middle School Journal* 32(4), 23-29.

<sup>5</sup> Paglin, C. & Fager, J. (1997). *Grade configuration: Who goes where?* Portland, OR: Northwest Regional Education Laboratory. July 1997.

<sup>6</sup> Byrnes, V. & Ruby, A. (2004). *Comparing achievement between K-8 and middle schools: A large scale empirical study.* Center for Social Organization of Schools, John Hopkins University.

<sup>7</sup> Lonczak, H.S., Abbott, R.D., Hawkins, J.D., Kosterman, R., & Catalano, R.F. (2002). Effects of the Seattle social development project on sexual behavior, pregnancy, birth, and sexually transmitted disease outcomes by age 21 years. *Archives of Pediatrics and Adolescent Medicine* 156(5): 438-47.

<sup>8</sup> Samdal, O., Nutbeam, D., Wold, B., & Kannas, L. (1998). Achieving health and educational goals through schools. *Health Education Research*, 13(3), 383-97.

<sup>9</sup> Shochet, I.M., Dadds, M.R., Ham, D., & Montague, R. (2006). School connectedness is an underemphasized parameter in adolescent mental health: Results of a community prediction study. *Journal of Clinical Child and Adolescent Psychology* 35(2): 170-79.

<sup>10</sup> Schapps, E. (2003). *The role of supportive school environments in promoting academic success.* Sacramento, CA: California Department of Education Press.

<sup>11</sup> Connell, J.P., Halpern-Felsher, B., Clifford, E., Crichlow, W., & Usinger, P. (1995). Hanging in there: Behavioral, psychological, and contextual factors affecting whether African-American adolescents stay in school. *Journal of Adolescent Research* 10(1), 41-63.

<sup>12</sup> Wentzel, K.R. (1998). Social relationships and motivation in middle school. *Journal of Educational Psychology* 90(2), 202-09.

of workforce development—business, labor, public education, higher education, economic development, youth activities, employment and training, as well as the Legislature.

**Table 1 – High-Growth Careers in the Next 10 Years**

<b>Area</b>	<b>Career</b>
<b>Health and Science</b>	Medical Scientists
	Diagnostic Medical Professionals
	Biochemists and Biophysicists
	Health Care Social Workers
	Nurses
	Pharmacists
	Respiratory Therapists
<b>Technology and Engineering</b>	Engineers
	Database Managers
	Software Developers and Systems Software
	Software Developers: Applications
	Network and Computer Systems Administrators
<b>Math</b>	Market Research and Marketing Specialists
	Logisticians
	Credit Analyst Loan Officers
	Personal Financial Advisors

Source: California Workforce Investment Board

For the State of California, those jobs that pay \$60,000 a year or more and are expected to have the fastest growth over the next ten years are in the areas of health, science, technology, engineering, and math (see Table 1). The Common Core State Standards require integration of the core curriculum with more in-depth understanding of math, science, and engineering along with the requirement to find creative solutions to solve problems, collaborate with other students, and communicate effectively. Many districts integrate these areas of study into academy pathways and “Linked Learning” programs and provide academic themes that articulate the education of students through the K-12 experience to maximize their effectiveness.

SECTION 2

# DEMOGRAPHICS, ENROLLMENTS, AND CAPACITY

## 2.1 DISTRICT OVERVIEW

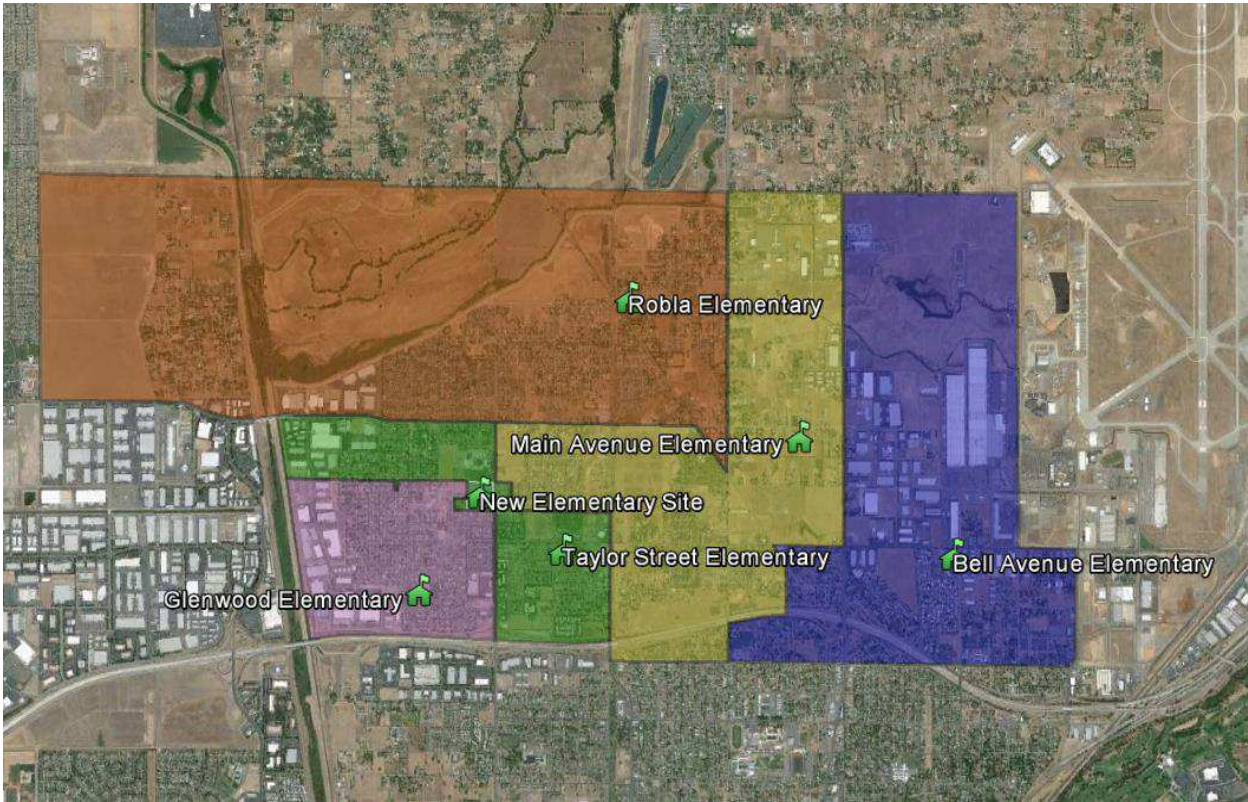
Robla Elementary School District was established in 1896 as the Oak Grove School District (later renamed to Robla in 1916). It presently serves approximately 2,200 pupils in kindergarten through Grade 6 at five elementary schools (Bell Avenue, Glenwood, Main Avenue, Robla, and Taylor Street). Each of these schools has federally funded Title I programs for improving the academic achievement of disadvantaged students. An additional 325 children attend the Robla Preschool adjacent to Bell Avenue Elementary. Attendance boundaries for the District are contained entirely within the City of Sacramento, except for a small portion that extends into unincorporated Sacramento County. The District’s boundary covers approximately 7.3 square miles, apportioned as follows for each school: Robla Elementary (2.96 sq. mi.), Bell Avenue (1.79 sq. mi.), Main Avenue (1.49 sq. mi.), Glenwood (0.54 sq. mi.), and Taylor Street (0.54 sq. mi.). The District has also purchased a sixth site, located on the west side of Norwood Avenue at Grace Avenue, as the location for a future school site. Overall, the District is bounded on the east by McClellan Airfield, on the west by Steelhead Creek and Sorento Road, and on the south by I-80 and North Avenue.

**Table 2 – District Schools**

Site	Address	2013-14 CBEDS Enrollment	2013 Growth API	Grades Served	Site Acreage	Year Built
<b>Bell Avenue</b>	1900 Bell Avenue	452	790	K-6	10.0	1948
<b>Glenwood</b>	201 Jessie Avenue	484	721	K-6	10.0	1996
<b>Main Avenue</b>	1400 Main Avenue	274	767	K-6	10.0	1955
<b>Robla</b>	5200 Marysville Boulevard	481	790	K-6	8.59	1940
<b>Taylor Street</b>	4350 Taylor Street	507	728	K-6	9.31	1951
<b>New Site</b>	Norwood Avenue at Grace Avenue	-	-	-	9.25	-

Sources: California Department of Education; CALPADS; Robla Elementary School District

**Fig. 1 – District Attendance Area Boundaries**



Sources: Google Earth; Robla Elementary School District

## 2.2 DEMOGRAPHICS OF THE DISTRICT

Demographic statistics of a school district can provide valuable information for the assessment of existing and future school facility needs. As noted earlier, the District serves an ethnically diverse student population, approximately 90% of which qualifies for free and reduced-price lunch and whose families live below the federal poverty line.

Table 3 presents demographic information for the area within the District's boundaries. Averaged over the five years between 2008 and 2012, the attendance area was home to 20,273 residents as reported by the U.S. Census Bureau. Approximately 4,900 were of 14 years of age or less, which encompasses three years of children who would normally have aged out of the K-6 system (12 year olds would typically be in junior high). The racial mix of residents was relatively evenly blended, with high percentages of Hispanics, whites, and Asians. At \$48,031, the median family income in the area was substantially lower than the California median of \$69,883. However, the poverty rate for families with children was not dramatically higher than the state (19.2% and 17.0%, respectively).

**Table 3 – Demographics of the District, 2008-12 Average**

	<b>Indicator</b>	<b>Value</b>
<b>Population</b>	Total	20,273
	0-4 years	1,670
	5-9 years	1,577
	10-14 years	1,722
	15-19 years	2,226
	20 years and older	13,108
	Family households with children under 18 years	2,372
	Average family size	4.17
	Persons enrolled in kindergarten	288
	<b>Race/Ethnicity</b>	Hispanic/Latino (%)
White (%)		28.8
Asian (%)		23.1
Black/African-American (%)		8.5
Other (%)		8.7
<b>Income</b>	Median household income (2012 inflation-adjusted dollars)	\$45,888
	Median family income (2012 inflation-adjusted dollars)	\$48,031
	Families with children in poverty (%)	19.2

Source: American Community Survey, 2008-2012 5-Year Estimates

## 2.3 ENROLLMENT TRENDS

An understanding of a district’s enrollment can enable an assessment of classroom loading and facility needs. Current enrollments help determine loading standards for classrooms at a school site and a school’s capacity to house students. They can also be used to obtain facility improvement grants and to establish local standards to set maximum student enrollments per site. Previous, current, and projected enrollments can also help to evaluate future demand for classrooms, facilities and school sites. Table 4 shows previous and current enrollments for each site.

Historical and projected enrollment trends also are necessary to evaluate the present and future potential demand for classrooms and facilities. To establish the degree of facilities and renovation required, it is necessary to project enrollment at each grade level as well as the general enrollment trend into the future.

**Table 4 – CBEDS Enrollment by School Site**

Site	Grade Level	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Bell Avenue</b>	TK/K	76	79	75	80	75
	1-3	164	187	192	186	201
	4-6	147	139	145	159	175
	<b>Total</b>	<b>387</b>	<b>405</b>	<b>412</b>	<b>425</b>	<b>452</b>
<b>Glenwood</b>	TK/K	68	70	61	52	93
	1-3	217	207	221	227	214
	4-6	177	174	182	188	177
	<b>Total</b>	<b>462</b>	<b>451</b>	<b>464</b>	<b>467</b>	<b>484</b>
<b>Main Avenue</b>	TK/K	29	46	48	49	46
	1-3	118	117	117	126	138
	4-6	110	88	90	95	90
	<b>Total</b>	<b>257</b>	<b>251</b>	<b>255</b>	<b>270</b>	<b>274</b>
<b>Robla</b>	TK/K	67	69	71	70	73
	1-3	209	195	216	235	214
	4-6	192	190	191	196	194
	<b>Total</b>	<b>468</b>	<b>454</b>	<b>478</b>	<b>501</b>	<b>481</b>
<b>Taylor Street</b>	TK/K	51	48	47	50	48
	1-3	188	175	196	186	196
	4-6	215	203	200	217	263
	<b>Total</b>	<b>454</b>	<b>426</b>	<b>443</b>	<b>453</b>	<b>507</b>
<b>District</b>	<b>Grand Total</b>	<b>2,028</b>	<b>1,987</b>	<b>2,052</b>	<b>2,116</b>	<b>2,198</b>

Source: CALPADS

To project enrollment, overall birth rates within the District were used to correlate the expected impact to kindergarten enrollment when these children begin attending District schools five years later. This information was then coupled with historical student cohort survival rates between grade levels to project grade matriculation over time. The cohort method reviews the movement of students through grades and serves as an indicator of net migration of students over time.

There is typically some degree of correlation between the number of children born in an area and the number of children enrolling in kindergarten five years later. Births in Sacramento County and in the 95838 ZIP code, which substantially covers the District, were analyzed from 1999 through 2012. An annual ratio of births within the ZIP code area was calculated and a five-year average established. The District’s prior five-year births within its ZIP code area were then compared against the actual District kindergarten enrollment, beginning in 2004, to establish the ratio of births to kindergarten enrollment. Using the projected County births through 2019, the projected number of births within the District was calculated and a kindergarten enrollment was projected for the ten-year period through 2024. Once established, projections for Grades 1 through 6 were based on two scenarios: average rate of change

per year using the last five-year average (Table 6), and average rate of change per year using the District’s 2014 share of pupils enrolled in kindergarten compared to births five years earlier (Table 7).

As shown in Table 5, Sacramento County births continued to grow from 1999 and peaked in 2007. Thereafter, annual births declined. The State Department of Finance maintains a Demographic Research Unit that projects births in Sacramento County will once again begin to increase in 2014. Between 2014 and 2019, County births are expected to increase annually to a total of 19,900. As County births increase, births in the ZIP code area inclusive of the District are expected to similarly grow.

**Table 5 – Births and Kindergarten Trends**

		Sacramento County			Robla School District		
	Year	County Births	ZIP Code Births	ZIP Code/County Birth Ratio	Kindergarten Year	Kindergarten Class	ZIP Code Births/Kindergarten Ratio
Historical	1999	17,737	678	0.038	2004	283	0.42
	2000	18,192	699	0.038	2005	279	0.40
	2001	18,922	707	0.037	2006	282	0.40
	2002	19,243	699	0.036	2007	262	0.37
	2003	20,424	783	0.038	2008	275	0.35
	2004	20,836	702	0.034	2009	305	0.43
	2005	21,184	769	0.036	2010	291	0.38
	2006	21,952	753	0.034	2011	312	0.41
	2007	22,110	771	0.035	2012	302	0.39
	2008	21,389	742	0.035	2013	301	0.41
2009	20,426	721	0.035	2014	335	0.46	
		Prior 10-year average: <b>0.036</b>			Prior 10-year average: <b>0.40</b>		
		Prior 5-year average: <b>0.035</b>			Prior 5-year average: <b>0.41</b>		
		County Projection	Projection (5 Year Avg. Ratio)		Kindergarten Year	Projection (5-Year Avg. Ratio)	
Historical	2010	20,055	737	0.037	2015	306	0.41
	2011	19,998	698	0.035	2016	290	0.41
	2012	19,618	701	0.036	2017	291	0.41
Projected	2013	19,670	686	0.035	2018	284	0.41
	2014	19,747	688	0.035	2019	286	0.41
	2015	19,794	690	0.035	2020	286	0.41
	2016	19,835	691	0.035	2021	287	0.41
	2017	19,870	693	0.035	2022	287	0.41
	2018	19,913	694	0.035	2023	288	0.41
	2019	19,900	694	0.035	2024	288	0.41

Sources: California Department of Public Health; CALPADS



The ratio of ZIP code births to kindergarten attendance is calculated by dividing the number of kindergarten pupils in a given year by the number of births within the District’s main ZIP code five years earlier. On average, over a five-year period, 41% of the births in the District’s main ZIP code attend District schools five years later. Based on the average ratio observed, a coefficient of 0.41 is applied to live birth data and state projections to estimate kindergarten enrollments over the next five years.

Table 6 provides a history of student enrollment between 2004 and 2014 (black figures) and projected enrollment through 2024 (red figures), using the five-year average kindergarten share of prior births for projections. Under this approach, kindergarten enrollment is anticipated to decline slightly but remain relatively stable from 2019 to 2024. From 2004 to 2009, the District experienced a decline in enrollment, followed by growth from 2012 to 2014. District enrollment is expected to decrease by 43 students in the next five years. Total enrollment in the next 10 years is expected to decrease by 84 students, for a total projected enrollment of 2,114 students in 2024.

**Table 6 – Historical and Projected Enrollment—5-Year Average Kindergarten Share of Prior Births**

Year Ending	Grade Level							Total	Annual Change
	K	1	2	3	4	5	6		
2004	283	282	303	323	336	352	363	2,242	-
2005	279	305	282	324	316	336	331	2,173	(69)
2006	282	296	284	269	316	309	318	2,074	(99)
2007	262	305	259	280	282	325	311	2,024	(50)
2008	275	291	298	256	274	266	320	1,980	(44)
2009	305	272	278	306	250	276	263	1,950	(30)
2010	291	336	279	281	312	252	281	2,034	84
2011	312	291	324	268	261	291	245	1,992	(42)
2012	302	335	279	329	281	264	265	2,055	63
2013	301	334	335	292	327	283	247	2,119	64
2014	335	305	331	327	301	322	277	2,198	79
2015	303	355	301	331	328	297	310	2,226	28
2016	287	318	348	301	332	323	283	2,192	(34)
2017	288	304	313	350	305	330	306	2,197	5
2018	291	305	301	315	353	302	315	2,182	(15)
2019	292	305	301	300	318	349	290	2,155	(27)
2020	293	308	300	301	302	315	333	2,153	(2)
2021	293	309	303	301	304	299	300	2,109	(44)
2022	294	309	304	304	304	301	285	2,102	(8)
2023	294	310	305	305	307	301	287	2,109	7
2024	294	310	305	306	308	304	287	2,114	5

Sources: CBEDS; Robla Elementary School District; CFW, Inc.

**Table 7 – Historical and Projected Enrollment—Current Year Kindergarten Share of Prior Births**

Year Ending	Grade Level							Total	Annual Change
	K	1	2	3	4	5	6		
2004	283	282	303	323	336	352	363	2,242	-
2005	279	305	282	324	316	336	331	2,173	(69)
2006	282	296	284	269	316	309	318	2,074	(99)
2007	262	305	259	280	282	325	311	2,024	(50)
2008	275	291	298	256	274	266	320	1,980	(44)
2009	305	272	278	306	250	276	263	1,950	(30)
2010	291	336	279	281	312	252	281	2,034	84
2011	312	291	324	268	261	291	245	1,992	(42)
2012	302	335	279	329	281	264	265	2,055	63
2013	301	334	335	292	327	283	247	2,119	64
2014	335	305	331	327	301	322	277	2,198	79
2015	342	355	301	331	328	297	310	2,266	68
2016	324	360	348	301	332	323	283	2,271	5
2017	326	344	354	350	305	330	306	2,316	45
2018	329	345	340	356	353	302	315	2,340	25
2019	330	345	340	339	360	349	290	2,535	13
2020	331	348	340	341	342	356	333	2,391	38
2021	331	349	343	341	343	338	339	2,385	(6)
2022	332	350	344	344	344	340	323	2,377	(9)
2023	333	350	345	345	347	340	325	2,385	8
2024	332	351	345	345	348	343	325	2,390	5

Sources: CBEDS; Robla Elementary School District; CFW, Inc.

Caution should be taken when considering the five-year average, owing to recent recession trends that may have unduly lowered birth rates. It is expected that these trends will not continue into the near future. Therefore, an alternative assumption is provided in Table 7 that projects future enrollment using the current year share of prior births. Under this scenario, future years of kindergarten enrollment are predicted using only the District’s 2014 share of pupils enrolled in kindergarten compared to births five years earlier. The District’s 2014 kindergarten population represents 46% of births in the local ZIP code five years earlier. Under these assumptions, District enrollment is expected to increase by 155 students in the next five years. Enrollment over the next 10 years is expected to increase by 192 students, for a total of 2,390 students in 2024.

The cohort matriculation approach works best during intermediate periods when there has not been a substantial variation in the direction of enrollment trends, as it tends to reduce the rate of annual

change. Its major weakness is that birth rate data is only accurate to the current year and must be projected thereafter.

For example, if future residential development is accelerated, it may substantially increase enrollment beyond the current projection. A developer fee study from August 2013 prepared for the District by Capitol|PFG estimated that 366 new housing units may be built in the next five years, resulting in a projected additional 183 students attending District schools. This projection is based on the assignment by the authors of 0.50 student generation rate for K-6 enrollment for each unit constructed, which is consistent with similar rates utilized statewide to project enrollments from new residential construction. However, the District attendance area has large parcels of developable land that may become attractive to housing developers in the future, especially as the adjacent Natomas neighborhood has issued a moratorium on new housing after a period of heavy residential growth in the 1990s and 2000s. Anecdotal evidence suggests that major housing developments are being considered inside the District attendance area and it is likely that a certain amount of new housing will be built in the District over the next 10 to 15 years. At this time, however, there is no documentation to support the actual amount that will be constructed.

Demographic factors may also influence enrollment trends. Table 8 provides a review of demographic trends by ethnicity over a ten-year period from 2003-04 to 2012-13. The District's student population has experienced significant changes in ethnic composition, with the Hispanic or Latino student population on the rise. State birth projections factor in a higher rate of births for the Hispanic/Latino population, which continues to increase within the District.

Even without significant residential growth, the number of new students may continue to grow; especially if the number of families sharing the use of a dwelling continues as it was often anecdotally observed in the recent recession. In other words, even if the number of dwelling units remains the same, the number of families living in those units may increase, resulting in additional students for the District to enroll. Additionally, the number of students who transfer in and out of the District can vary dramatically from one year to the next. Generally, however, enrollment has declined overall as the cohort groups reach Grades 4-6. This may be indicative of a student population (or portion thereof) that continues to move in and out of the Robla school community, especially as students get older.

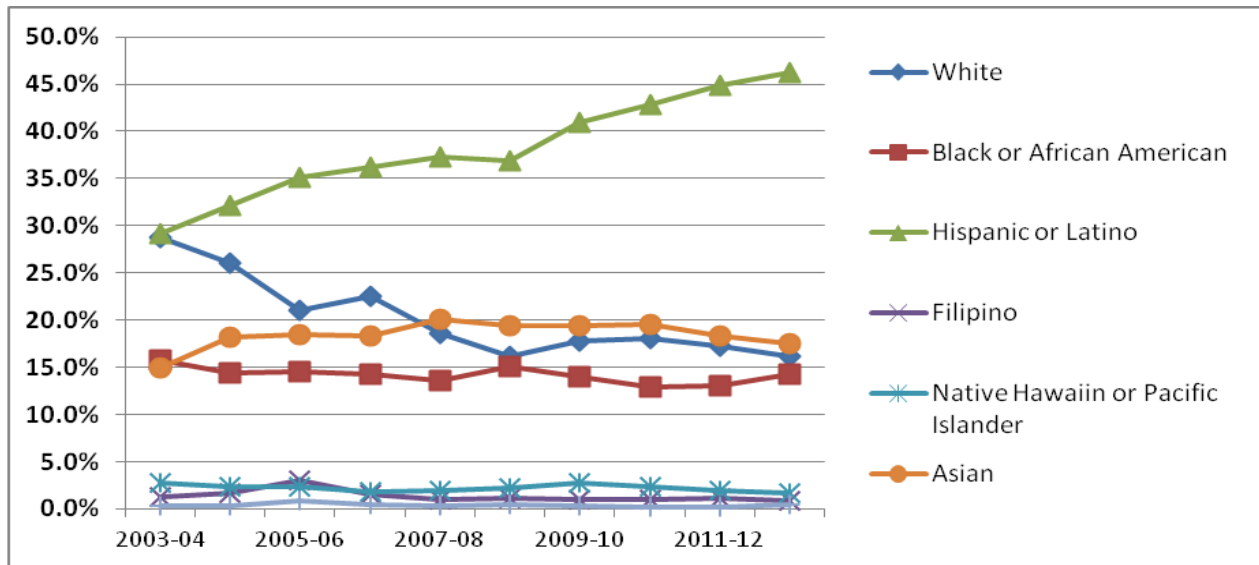
For the purposes of this analysis, it is assumed that residential development will continue, but at lower than recent historical levels. However, the substantial increase in projected births since the recession, suggests that levels of enrollment may be on the rise. Absent any major adjustment, the amount of transfers in and out of the District may continue to fluctuate. Therefore, it is cautioned that future conditions will be impacted by the economic vitality of the area, which must continue to be monitored.

## 2.4 STUDENT CAPACITY

The capacity of a school site is determined by comparing the number of classrooms at the site with the standard used to populate those classrooms. This information is useful in determining the demand for

**Table 8 – Demographic Trends of District Students, 2003-13**

Student Race/ Ethnicity	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>White</b>	28.8%	26.0%	21.0%	22.5%	18.6%	16.1%	17.8%	18.1%	17.2%	16.1%
		(-2.8%)	(-5.0%)	(+1.5%)	(-3.9%)	(-2.5%)	(+1.7%)	(+0.3%)	(-0.9%)	(-1.1%)
<b>Black or African American</b>	15.8%	14.4%	14.5%	14.2%	13.6%	15.1%	14.0%	12.9%	13.1%	14.3%
		(-1.4%)	(+0.1%)	(-0.3%)	(-0.6%)	(+1.5%)	(-1.1%)	(-5.0%)	(+0.2%)	(+1.5%)
<b>Hispanic or Latino</b>	29.2%	32.2%	35.1%	36.2%	37.3%	36.9%	40.9%	42.9%	44.9%	46.2%
		(+3.0%)	(+2.9%)	(+1.1%)	(+1.1%)	(-0.4%)	(+4.0%)	(+2.0%)	(+2.0%)	(+1.3%)
<b>Filipino</b>	1.2%	1.7%	3.0%	1.5%	1.0%	1.1%	1.0%	1.0%	1.1%	0.8%
		(+0.5%)	(+1.3%)	(-1.5%)	(-0.5%)	(+0.1%)	(-0.1%)	(+0.0%)	(+0.1%)	(-0.3%)
<b>Native Hawaiian or Pacific Islander</b>	2.7%	2.4%	2.4%	1.8%	1.9%	2.2%	2.7%	2.4%	2.0%	1.7%
		(-0.3%)	(+0.0%)	(-0.6%)	(+0.1%)	(+0.3%)	(+0.5%)	(-0.3%)	(-0.4%)	(-0.3%)
<b>Asian</b>	15.0%	18.2%	18.5%	18.3%	20.1%	19.4%	19.4%	19.6%	18.3%	17.5%
		(+3.2%)	(+0.3%)	(-0.2%)	(+1.8%)	(-0.7%)	(+0.0%)	(+0.2%)	(-1.3%)	(-0.8%)
<b>American Indian or Alaska Native</b>	0.3%	0.3%	0.8%	0.4%	0.3%	0.4%	0.3%	0.2%	0.2%	0.4%
		(+0.0%)	(+0.5%)	(-0.4%)	(-0.1%)	(+0.1%)	(-0.1%)	(-0.1%)	(+0.0%)	(+0.2%)



Sources: CBEDS; Robla Elementary School District; CFW, Inc.

additional school facilities to house all enrolled students effectively and efficiently. There are two broad categories of loading standards to consider. The first is state standards and the second is local standards.

State standards are primarily used for the State of California School Facility Program (SFP), which determines capital funding from statewide bonds to assist in school construction and modernization. The state’s SFP uses a uniform standard across grade levels to determine school capacities for the purpose of funding new school construction or modernizing existing facilities. For Grades K through 6, the state standard is 25 students per classroom. Physical education and core facilities are not included in this calculation. State standards also do not include a count of portable facilities, as they are not viewed as available to permanently house students; therefore, they are deducted from the capacity calculation.

**Table 9 – Portable Classroom Inventory**

	Year Placed into Service												Total	Total > 20 yrs	Total < 20 yrs
	1960	1966	1984	1985	1991	1993	1996	1997	1998	1999	2002	2004			
<b>Bell Avenue</b>	0	0	0	0	0	0	0	5	1	0	2	0	<b>8</b>	0	8
<b>Glenwood</b>	0	0	0	0	3	0	0	0	0	0	0	0	<b>3</b>	3	0
<b>Main Ave.</b>	0	0	0	0	0	0	0	4	5	0	0	0	<b>9</b>	0	9
<b>Robla</b>	3	0	0	0	2	0	4	0	1	0	0	3	<b>13</b>	5	8
<b>Taylor Street</b>	0	0	2	1	3	4	0	0	0	0	0	0	<b>10</b>	10	0
<b>Total</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>4</b>	<b>4</b>	<b>9</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>43</b>	<b>18</b>	<b>25</b>

	Year Eligible for Modernization (20-Year Waiting Period)														Total Future Eligibility	
	1980	1986	2004	2005	2011	2013	Current Eligibility	Eligibility Used	Total Current Eligibility	2016	2017	2018	2019	2022		2024
<b>Bell Avenue</b>	0	0	0	0	0	0	<b>0</b>	<b>0</b>	<b>0</b>	0	5	1	0	2	0	8
<b>Glenwood</b>	0	0	0	0	3	0	<b>3</b>	<b>0</b>	<b>3</b>	0	0	0	0	0	0	0
<b>Main Ave.</b>	0	0	0	0	0	0	<b>0</b>	<b>0</b>	<b>0</b>	0	4	5	0	0	0	9
<b>Robla</b>	3	0	0	0	2	0	<b>5</b>	<b>3</b>	<b>2</b>	4	0	1	0	0	3	8
<b>Taylor Street</b>	0	0	2	1	3	4	<b>10</b>	<b>0</b>	<b>10</b>	0	0	0	0	0	0	0
<b>Total</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>4</b>	<b>18</b>	<b>3</b>	<b>15</b>	<b>4</b>	<b>9</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>25</b>

Sources: CFW, Inc.; Robla Elementary School District

**Table 10 – Existing District Student Capacity, 2013-14 School Year**

		Bell Avenue	Glenwood	Main Avenue	Robla	Taylor Street	Total
Acreage		10	10	10	8.59	9.31	<b>47.9</b>
Year Initially Built		1948	1996	1955	1940	1951	-
Year Last Modernized		2010	N/A	2014	2010	2010	-
CBEDS	K	75	93	46	73	48	<b>335</b>
CBEDS	1	69	72	48	68	48	<b>305</b>
CBEDS	2	67	72	47	74	71	<b>331</b>
CBEDS	3	65	70	43	72	77	<b>327</b>
CBEDS	4	64	62	30	68	77	<b>301</b>
CBEDS	5	60	60	30	65	107	<b>322</b>
CBEDS	6	52	55	30	61	79	<b>277</b>
<b>Total CBEDS</b>		<b>452</b>	<b>484</b>	<b>274</b>	<b>481</b>	<b>507</b>	<b>2,198</b>
Permanent CR		14	18	7	10	15	<b>64</b>
SDC Severe Permanent CR		0	0	0	0	0	<b>0</b>
SDC Non-Severe Permanent CR		0	2	0	0	0	<b>2</b>
<b>State Permanent CR Capacity <sup>A</sup></b>		<b>350</b>	<b>426</b>	<b>175</b>	<b>250</b>	<b>375</b>	<b>1,576</b>
<b>Local Permanent CR Capacity <sup>B</sup></b>		<b>366</b>	<b>432</b>	<b>210</b>	<b>282</b>	<b>390</b>	<b>1,680</b>
<b>+/- State Permanent CR Capacity</b>		<b>(102)</b>	<b>(58)</b>	<b>(99)</b>	<b>(231)</b>	<b>(132)</b>	<b>(622)</b>
<b>+/- Local Permanent CR Capacity</b>		<b>(86)</b>	<b>(52)</b>	<b>(64)</b>	<b>(199)</b>	<b>(117)</b>	<b>(518)</b>
Portable CR		8	3	9	13	10	<b>43</b>
SDC Severe Portable CR		0	0	0	0	0	<b>0</b>
SDC Non-Severe Portable CR		1	0	0	2	1	<b>4</b>
Portables > 20 Years Old		0	3	0	5	10	<b>18</b>
<b>Local Portable CR Capacity <sup>C</sup></b>		<b>204</b>	<b>90</b>	<b>258</b>	<b>300</b>	<b>282</b>	<b>1,134</b>
<b>Total Capacity by State Standards <sup>D</sup></b>		<b>350</b>	<b>426</b>	<b>175</b>	<b>250</b>	<b>375</b>	<b>1,576</b>
<b>Total Capacity by Local Standards <sup>E</sup></b>		<b>570</b>	<b>522</b>	<b>468</b>	<b>582</b>	<b>672</b>	<b>2,814</b>

Sources: CFW, Inc.; Robla Elementary School District

<sup>A</sup> State loading capacity is 25 students per classroom for Grades K-6

<sup>B</sup> Local loading capacity is 24 students per classrooms for Grades K-3 and 30 per room for Grades 4-6 and has been calculated for each site by the grade assignment to each permanent room for the 2013-14 school year

<sup>C</sup> Local loading capacity for portables is calculated in the same manner as for permanent classrooms (see Footnote B)

<sup>D</sup> Total capacity does not include portables, which are not regarded as permanent housing by the state

<sup>E</sup> Total capacity is calculated for each site by the grade assignment to each permanent and portable room

Other than for state funding of facilities grants, school districts are not required to meet state standards and commonly will set their own loading standards. District loading standards more accurately reflect current funding levels for the operational expenses of each active classroom. The Robla Elementary School District's loading standards are 24 students per classroom for Grades K through 3, thirty students per classroom for Grades 4 through 6, and 12 students per classroom for non-severe and severe Special Day Classrooms (SDC).

The District has approximately 107 classrooms at its five schools. Most of these classrooms were built on site and are considered permanent classrooms, while the remainder were constructed off-site and intended for use as temporary classrooms that could be relocated as needed to accommodate changes in enrollment. Of the total inventory of classrooms, 43 classrooms, or approximately 40%, are classified as portable. Table 9 shows the inventory of the District's portable classrooms, their date of placement into service, and the year when they will be eligible for state grant funding for modernization, which occurs 20 years after placement (see Section 4.1.1).

As presented in Table 10, the District has capacity to house approximately 1,576 students by state standards in permanent facilities and 1,680 students by local standards. With portable classrooms added, the District has current capacity for approximately 2,814 students at local standards. However, many of the District's portable facilities exceed the state's expected life span of 20 years without substantial modernization or replacement. Approximately two-fifths of the District's portable classrooms are over 20 years old. More importantly, over 88% of the District's portable classrooms will exceed the state's expected life span by FY 2018. With regard to permanent classrooms, most of the oldest-built rooms were modernized in 2010 or, in the case of Main Avenue Elementary, being presently replaced by new permanent facilities for the 2014-15 school year. The notable exception is Glenwood, built between 1994 and 1996. As the most recent District school to be completed, it will not be eligible for modernization grant funding until it reaches 25 years of age—which is to say, not before 2019.

## SECTION 3

# SITE ASSESSMENTS

### 3.1 SITE ASSESSMENT OVERVIEW

Except for Glenwood Elementary, all of the District’s permanent school facilities were constructed prior to 1950, including Bell Avenue and Robla Elementary, which were constructed in the 1940s. As enrollment has increased over the last 50 years, portable classrooms have been brought onto school sites to meet the demand for additional enrollment, with Glenwood again an exception, since it was constructed in the mid-1990s to provide additional permanent classroom capacity. Today, 47% of all District classrooms consist of portable buildings, of which close to 41% exceed their useful lives without further modernization or replacement.

In 1992, local voters approved a \$32 million general obligation bond program that provided periodic funding over the last 22 years to leverage available state grants for modernization improvements and to construct Glenwood Elementary. For the most part, the periodic modernization of existing school facilities have been used to comply with contemporary building code requirements, including electrical, plumbing, seismic, health and safety, and handicap accessibility. Given the overall age of facilities and the continual demand for their usage, state modernization grants and local funding options have been insufficient to meet the ongoing need for improvement. Likewise, state grants for new construction have been used, in most part, to build Glenwood and more recently (and to the extent available) to replace aging permanent and portable facilities that have exceeded their useful life. Again, the need to replace aging school facilities exceeds current available funding.

In combination with improved facilities and those in need of substantial replacement or repair, the District houses approximately 2,200 students in existing facilities. Of the 107 District classrooms, 43 are portable classrooms and 18 of these currently exceed the state-recommended useful life of 20 years, without modernization or replacement. Sixty of the 64 permanent classrooms available to house students were last modernized over 25 years ago. In each case, the vast majority of classrooms needs further modernization, replacement, or repair from deferred maintenance.

Regardless of their age, the District maintains its classrooms to the best extent possible given available funding. Beyond the need for classroom improvements, there is a general lack of adequate support facility spaces at most sites. These spaces include staff offices, play areas, and rooms to house counselors, intervention specialists, and parent meeting areas. The condition of each site’s digital infrastructure is another area for improvement. All sites connect to the District office via a 20 MB fiber connection through AT&T Optiman service, which itself is connected to the Sacramento County Office of Education through another 20 MB fiber connection from AT&T. For E-rate year 16 (2013-2014), the District has applied to increase its bandwidth to 100 MB between schools and 250 MB to SCOE, as well



as replace switching equipment at all school sites. Ninety percent of classroom and computer lab clients in District schools are past the recommended seven-year replacement date and largely consist of Pentium 4 processors running Microsoft Windows XP or Vista. However, in March 2013 the District purchased six iPads, two Android tablets, and seven Chromebooks to pilot—an initial foray into transitioning classroom technology to a more modern standard that is supported by the recommendations in this Implementation Plan.

For all District schools, site assessments were conducted on March 24 and 25, 2014, by a team of school facility planners and trained cost estimators. Areas of interest included the physical conditions of classroom and support facility interiors and exteriors, grounds, and infrastructure. Site administrators and District staff assisted by leading tours and identifying areas of concern above the standard rubric used by the team in their evaluations. This information was then distilled into worksheets and summaries of work that may be required based on state and District standards. In every case, an overview of existing conditions is provided (including a review of priority concerns, as expressed by site administrators), followed by a review of classroom and other facility conditions.

## 3.2 BELL AVENUE ELEMENTARY



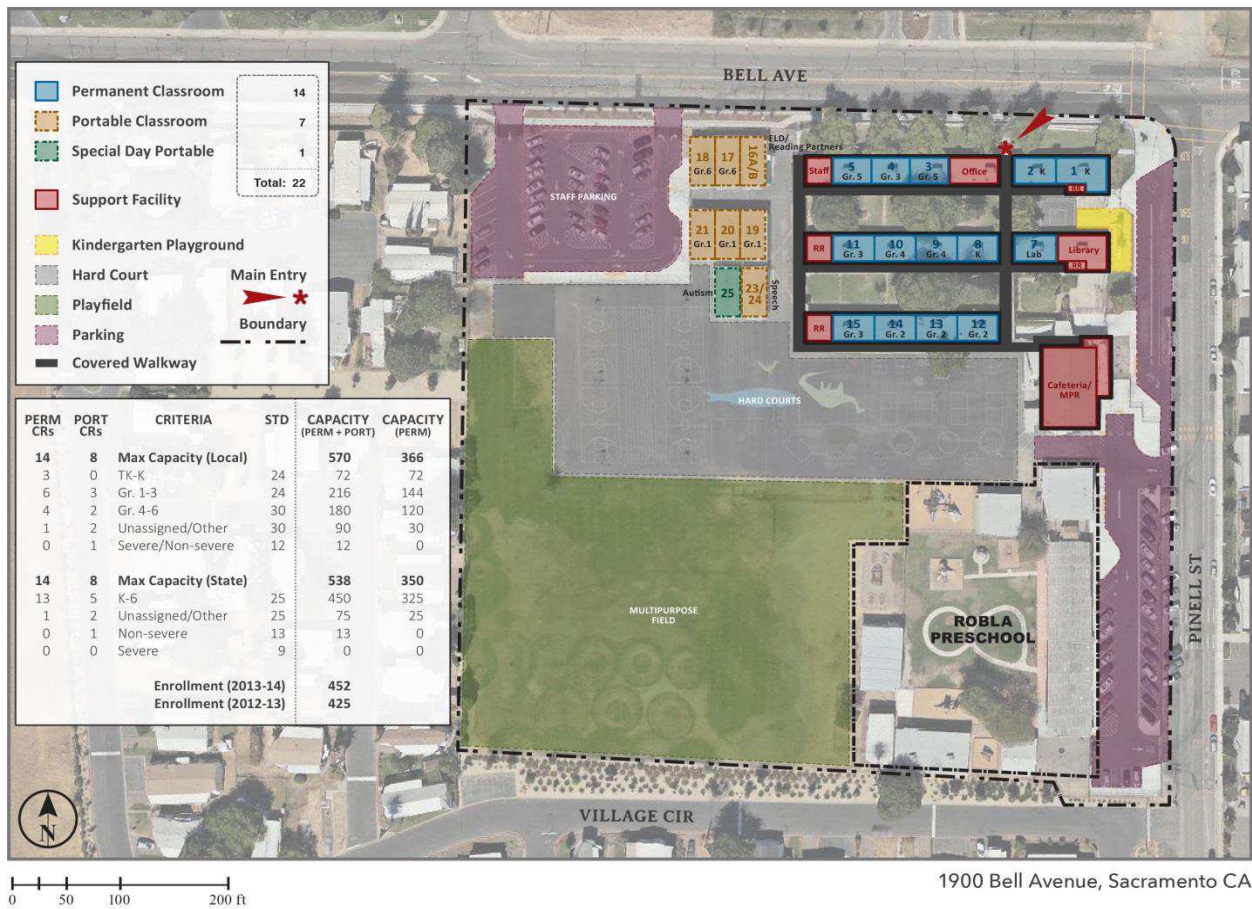
Main entry to Bell Avenue Elementary, at the corner of Bell Avenue and Pinell Street. (Credit: CFW, Inc.)

### 3.2.1 OVERVIEW

Bell Avenue Elementary is located at 1900 Bell Avenue and is the easternmost school in the District. Facilities on the 10-acre site were first built in 1948 and the property is bounded by Bell Avenue on the north, Village Circle on the south, Bell Avenue Park on the west (which also serves as the school's grassy playfield), and Pinell Street on the east (see Fig. 2). The school shares its parcel with Robla Preschool, a District-owned early education facility on the southeast quadrant of the site. Three parallel wings of

classrooms and a cafeteria/multipurpose room comprise the permanent facilities at Bell Avenue and are located in the northeast quadrant. Two of the classroom wings each contain seven rooms, and the third contains five rooms. In its present configuration, 14 permanent rooms are used as classrooms (including three kindergarten classrooms), while the remaining five consist of two restrooms, a storage room, a library, and the main office. Kindergarten rooms are located near the main office in the north wing, with the library and a classroom lab located in the middle wing. Grades 2 through 6 are housed in permanent classrooms, while all Grade 1 classes, two Grade 6 classes, and support rooms are housed in portable classrooms.

**Fig. 2 – Bell Avenue Elementary—Current Configuration**



Sources: CFW, Inc.; Robla Elementary School District; Google Earth

Student drop-off and pickup areas and visitor parking are located on Pinell Street and the entry gate leading to the main office is located at the corner of Pinell Street and Bell Avenue. Pinell Avenue also provides access to the cafeteria and Robla Preschool. The site has a single parking lot with 39 spaces in the northwest quadrant, entered only from Bell Avenue and used by teachers, site staff, and visitors.

The site presently enrolls about 460 pupils, which is a greater enrollment than the original permanent school capacity. Six portable classrooms were installed in 1996 to the west of the permanent wings to

increase capacity, with two more added in 1998. These portables create a building cluster that lies between the parking lot and the permanent wings. Immediately to the south of the site's permanent and portable structures is a wide asphalt surface striped for various sports and games, including basketball and foursquare. The south edge of this paved area meets the boundary of the Robla Preschool, although a fence separates the two sites and prevents shared use of Bell Avenue's facilities. Lastly, the southwest quadrant is covered by Bell Avenue Park; a facility that serves as the school's play field. The fenced park is adjacent to single-family homes on the west and south sides. In 2010, the office and all permanent classrooms at Bell Avenue underwent upgrades for carpeting, storage cabinets, an intercom system and provision of Promethean smart boards. Additionally, the library received new interior paint and storage cabinets. Portable classrooms were not upgraded in this manner but instead were equipped with document cameras and projectors.

The largest concern at this site is lack of space. The school is at full enrollment capacity. Owing to the need for additional class space at the start of the 2013-14 school year, certain rooms were reassigned. The intervention specialist thus no longer has her own room and now uses the library for one half of the day and the computer lab for the other half. Similarly, the speech pathologist relocated to an office in the preschool, and English language development and Reading Partners teachers must use half-size rooms. In the front office area, five different staff roles are accommodated in an area not much larger than a typical classroom. Restrooms are in short supply; only one restroom for each gender is available for students, and the main kindergarten originally did not have a dedicated restroom (the principal later converted nearby staff restrooms for kindergarten use). Only one of the three kindergartens has built-in restrooms.

### 3.2.2 CLASSROOM CONDITIONS

As noted above, classroom space is at a premium. The following is a review of general classroom conditions:

- **Floors and ceilings:** Floors are typically laid with carpet and ceilings are laid with rectangular, mineral-fiber lay-in tile. Floors and ceilings were modernized in 2010 and are in good shape. Almost all classrooms are lit by recessed troffers that fit standard T8 fluorescent lamps.
- **Walls, doors and windows:** Walls, doors, and windows are in good to fair condition. Most windows were not addressed during modernization and remain in their original construction. Windows are typically single pane, set in narrow wooden sashes atop a 5-inch wide stool and fitted with blinds. Casings are original construction. Most doors leading to exits do not have panic bars; otherwise they remain in working condition. Door jambs and threshold are metal construction.
- **Casework, cabinets, and boards:** These are in generally good condition. Many of them were upgraded during modernization, although some rooms retain older casework and storage units. All rooms have projectors connected to Promethean boards.

- **Furniture:** Classroom furniture is supplied in various forms, from single-student chair/desk combinations to double and triple student desks with movable chairs. Age and condition vary from new to fair condition. All furniture appears safe, regardless of apparent age. The upper-grade student furniture was recently replaced, while lower-grade student furniture is planned for replacement. Most classrooms have furniture to house up to 30 students.
- **Data infrastructure:** Bell Avenue is one of three schools in the District to have site-wide broadband infrastructure installed, including a wireless access point in each classroom.
- **Accessibility:** Classrooms are generally accessible to differently-abled persons.

### 3.2.3 OTHER FACILITY CONDITIONS

Bell Avenue is a compact campus with a clear separation between open spaces (where the play fields and hard courts are located) and the classroom cluster located next to the street. During modernization, new perimeter fencing was installed, creating a closed campus. As a result, locating the front office from the outside became more difficult since the entry gate leading to the office is no longer located along Bell Avenue, but instead must be reached via the parking lot. Parking is just large enough to meet current needs. As noted above, there is a shortage of restrooms, but those that exist meet ADA accessibility standards.

Other items of concern include dry rot in roofs and walls; a lack of video surveillance or an outdoor PA system; leaking roofs; and the generally worn condition of campus grounds. Play fields contain holes and ruts and there is minimal shade available at the kindergarten and other play areas.

Classroom conditions at Bell Avenue, showing traditional markerboards, desks, chairs, and storage. (Credit: CFW, Inc.)



### 3.3 GLENWOOD ELEMENTARY



View of the kindergarten play area from Glenwood Elementary roof. (Credit: CFW, Inc.)

#### 3.3.1 OVERVIEW

Completed in 1996, Glenwood Elementary is the most recently built school in the District. It is located at 201 Jessie Avenue on a rectilinear, 10-acre site, bounded by Wuanita Way on the north, Jessie Avenue on the south, Englewood Street on the west, and Austin Street on the east. The school is located in the southwest corner of the District and has one of the smaller attendance areas by size. The permanent structures are composed of a cluster of three classroom blocks and five smaller structures, all in close proximity to each other in the southwest quadrant of the site. Two of the classroom blocks each consist of four classrooms, with a fifth room attached that contains restrooms and/or storage space. The third classroom block is directly attached to the cafeteria/multipurpose room and administrative offices. The school's main kindergarten is also connected to this facility on the west side. Together, this facility is the dominant feature of the campus.

Kindergarten and Grade 1 classes are housed in rooms closer to the front office, with the exception of a transitional kindergarten that is housed in another nearby classroom block. Grades 2 through 4 are housed in the two other classroom blocks and two smaller permanent structures, while three portables to the north of the main building cluster house a Grade 5 class and two Grade 6 classes. Special education classes and the library/computer lab are housed in two separate permanent buildings. With a current enrollment of approximately 480 students, classrooms are loaded to the maximum District level.

Parking lots are located on the east and south sides of the campus, in proximity to the main office facing Jessie Avenue and the fenced kindergarten play area facing Englewood Street. Teachers and staff park in the larger lot next to Englewood Street, while visitors use the smaller lot on Jessie Avenue. On the north

and west sides of campus, a large grassed play area provides plenty of room for field sports and includes a small park that the City of Sacramento conferred to the District. Presently, this donated space is fenced off and not maintained by the District. The grassed fields at Glenwood enclose a paved play area that encircles the cluster of permanent buildings. While this paved play surface is worn and cracked, the kindergarten play area is in good condition and fenced.

**Fig. 3 – Glenwood Elementary—Current Configuration**



Sources: CFW, Inc.; Robla Elementary School District; Google Earth

The relatively newer age of the school results in slightly better overall conditions than facilities at older school sites. However, roofs leak across the campus, with some leaks reported to be going on for years. District maintenance personnel have been persistent in patching these up as they occur, but it is hard in their view to get ahead of the problem. The cafeteria/MPR in particular leaks heavily in one corner. Water leaks result in damaged carpets that increase maintenance costs. The school site will be eligible for modernization funds from the state beginning in 2019.

### 3.3.2 CLASSROOM CONDITIONS

Glenwood’s classrooms are in good condition by virtue of regular maintenance and higher standards for school construction in the mid-1990s. As with Bell Avenue, space is at a premium. A shortage of rooms has required the special education and intervention teachers to share space, while the library and computer lab are combined in the same large room. While the latter situation is convenient for students who want easy access to both, it is inconvenient for situations such as computer based testing, which disallow access to the library when in session. Another indication of space shortage is the use of the Grades 2 and 3 restrooms by kindergartners, as two of the three kindergarten rooms do not have restrooms built in.

The following is a review of conditions that apply to general classrooms on site:

- **Floors and ceilings:** Floors are typically laid with carpet and ceilings are laid with rectangular, mineral-fiber lay-in tile. Carpets are often worn, although certain rooms have received new carpeting to replace the worst of the damage. Ceilings, on the other hand, frequently show evidence of water leaks. Classrooms are lit by recessed troffers that fit standard T8 fluorescent lamps.
- **Walls, doors and windows:** Walls, doors, and windows show signs of wear and tear but are in reasonably good condition. All windows are fitted with full-length blinds. Most doors leading to exits do not have panic bars, although otherwise they are in working condition. Door jambs and threshold are metal construction.
- **Casework, cabinets, and boards:** These are in variable condition, from good to fair. Cabinets, markerboards, and tackboards are in good condition but show evidence of years of wear. Most rooms have projectors connected to Promethean boards.
- **Furniture:** Classroom furniture ranges from single-user chair/desk combinations to double and triple student desks with movable chairs. Age and condition are variable, from good to fair condition. No furniture appears unsafe for use. Most rooms have furniture to accommodate up to 30 students.
- **Data infrastructure:** Glenwood is one of three schools in the District to date to have site-wide wireless broadband infrastructure. Wireless access points have been installed in most classrooms.
- **Accessibility:** Classrooms are generally accessible to differently-abled persons.

### 3.3.3 OTHER FACILITY CONDITIONS

The campus design has multiple walkways and creates short sightlines and places to hide. They also require extensive fencing to secure the classroom cluster, and this fencing has made it possible for students to climb onto building roofs. The multiple identically-designed buildings can make it easy to get

disoriented as you navigate from one part of the site to another. Taken together, these factors make securing the campus a challenge.

Security gates are aging and cumbersome. Without panic bars, gates must be secured by lock and chain, which makes opening and securing a gate a time-consuming activity. Students have been caught climbing fences to gain access to the roof, where they can cause damage and have even broken in through skylights. IncurSION-resistant skylights have replaced the skylights damaged by a recent break-in by students, but otherwise each skylight (one for each classroom) is original construction. Blacktop on the kindergarten and intermediate hard courts needs resurfacing, and there is little shade on campus. On the other hand, the cafeteria/multipurpose facility is well-lit and well-maintained and contains ceiling and HVAC infrastructure in good condition.

### 3.4 MAIN AVENUE ELEMENTARY



Construction on Main Avenue's new classroom facility (left) and cafeteria (right). (Credit: CFW, Inc.)

#### 3.4.1 OVERVIEW

Main Avenue Elementary School is located at 1400 Main Avenue, toward the east end of the Robla community and, unlike the other District school sites, not immediately adjacent to a planned neighborhood of single family homes. Instead, the school's adjacent land uses are a low density mix of residential and light industrial, with the Raley Industrial Park less than a quarter mile to the east. This gives the site's proximate neighborhood a more rural character, with the school itself an ideal focal point for community activities and future development.

Until recently, the site did not have its own attendance boundaries and drew the majority of its students from surrounding school sites as they reached capacity, as well as from families in nearby residential areas that opted to select the school. This changed with the establishment of a Main Avenue Elementary



attendance area, which captures students west of Raley Boulevard and east of Dry Creek Road as far south as Bell Avenue. South of Bell Avenue, the attendance area's eastern boundary is set by Marysville Boulevard and Huron Street until crossing Interstate 80, whereupon it becomes Dry Creek Road south of the freeway. A western boundary also begins south of the I-80 at Rio Lindo Boulevard, travels northward one tenth of a mile past Bell Avenue and then due west to exclude Robla Community Park and the homes immediately to its west (although it includes the homes to the north). From there, the boundary proceeds northward on Bluewind Court, westward on Grace Avenue, and northward once more on Norwood Avenue before circling back to Marysville Boulevard via Main Avenue.

The school itself, as its name implies, occupies an approximately 10 acre site on Main Avenue. Vehicle access is provided via two entrance driveways off Main Avenue: one at the western edge of the property that provides adjacent parking as well as a drop-off lane, and another coming off Main Avenue approximately midway along the property that leads to a drop-off exiting at the eastern edge of the property. A crosswalk at the center of the site provides pedestrian access for those crossing from the north side of Main Avenue. This configuration is scheduled to change after the completion of new campus buildings and additional parking and improved bus drop-off lane for the 2014-15 school year. Prior to the start of construction, approximately 26 parking spaces were available on the western side of the school, and another 10 on the eastern side, with curbside parking for student pickup and drop-off for eight to 10 vehicles.

At completion of the current construction activities during the 2014-15 academic year, the school will consist of a permanent classroom building on the eastern half of the property and an L-shaped row of nine portable classrooms and one doublewide portable library building on the western half of the property. The portable buildings will be assigned to kindergarten through Grade 2. Visitor access will still be provided just south of Main Avenue; however, the primary entry point for visitors will relocate to a new office in the new classroom building. Seven classrooms in the new structure will be assigned to Grades 3 to 5. The new facility will also contain girls', boys', and staff restrooms.

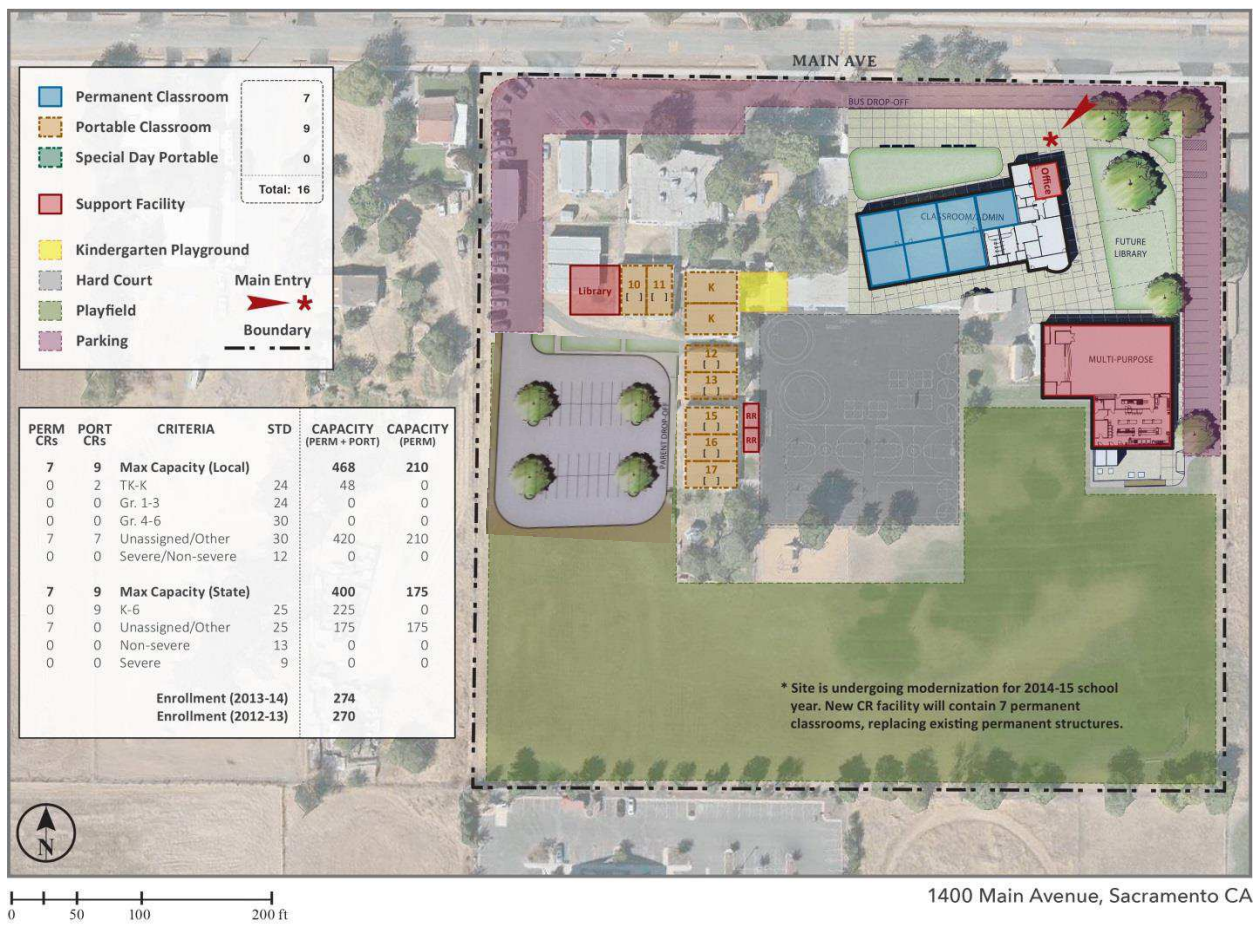
Next to this building will be a new multipurpose room that will house food service facilities, a performance stage, and storage space. Between the portable classrooms buildings on the western side of campus and new permanent buildings on the eastern side will be a hard-surfaced play area bordered by older shade trees and a garden. Nearly half of the site's southern acreage will remain in its current configuration as multipurpose playfields with a chain-link baseball/softball backstop at the southeastern corner. Similar chain-link fencing exists along the property line to enclose the site. Finally, as the new buildings are completed, an additional parking lot will be provided on the western side of the campus and a parking lane accommodating 28 vehicles will run along the eastern property line.

Main Avenue will be the first school in the District not to have a separate computer lab. Instead, eight modern computer stations will be incorporated into each classroom. Site administrators look forward to using advanced technologies to simplify and deepen the learning experience. Main Avenue was the first District school to pilot the use of iPads and Apple TVs by teachers as part of their instructional method and wireless connectivity throughout the campus will be provided by the start of the 2014-15 school

year. Moreover, in the new classroom facility, the principal has opted to use interactive whiteboards, a successor technology to Promethean smart boards.

The school anticipates having enough space in the coming Fall to accommodate two transitional kindergarten classes and another Grade 4 class. At a current enrollment of 274, the school has the smallest student population in the District. Main Avenue will have local capacity for approximately 430 students in the 2014-15 school year, although 225 of those students (including all kindergartners) will be in portable classrooms. Replacing existing portables with permanent classrooms is a priority to the District to ensure long term permanent capacity to house current and future increases in District enrollment (and help alleviate crowding at other District sites).

**Fig. 4 – Main Avenue Elementary—Configuration for 2014-15 School Year**



Sources: CFW, Inc.; Robla Elementary School District; Google Earth

### 3.4.2 CLASSROOM CONDITIONS

Because the new classroom facility will replace all of the existing permanent classrooms on site, the following is a review of conditions that apply to the portable classrooms only:

- **Floors and ceilings:** Floors are carpeted in classrooms and tiled in the cafeteria. Carpeting is worn in many places. Ceilings are laid with rectangular, mineral-fiber lay-in tile.
- **Walls, doors and windows:** Walls, doors, and windows are in good to fair condition, but are less robust than equivalent fixtures in permanent structures. Windows are single pane. All windows are fitted with full-length blinds. Most doors do not have panic bars, although otherwise they are in good condition.
- **Casework, cabinets, boards, and furniture:** These are in variable condition but most are older equipment. Classrooms each have projectors connected to Promethean smart boards. Classroom furniture is aging, although no furniture appears unsafe for use.

### 3.4.3 OTHER FACILITY CONDITIONS

The construction of the new classroom facility creates an opportunity for a broader reconfiguration of the Main Avenue campus. At this time, the District-approved plan is to convert the existing cafeteria (housed in a doublewide portable) into two kindergarten rooms. The existing hard courts, which are in poor condition, will be replaced. The principal’s office, currently in a portable at the west end of the site, will be joined to the adjacent portable and converted to a library in the 2014-15 school year. The remainder of the site on the north end, along Main Avenue, is not presently used.

## 3.5 ROBLA ELEMENTARY

### 3.5.1 OVERVIEW

Robla Elementary is situated within the District at the heart of the original Robla community. The campus, which includes an elementary school and District Office facilities, is surrounded by single family residences that were largely constructed at least 40 to 50 years ago, though some infill residential development has occurred since the 1990s. The school’s attendance area is a rectangle bounded by one mile of Dry Creek Road on the east and a parallel mile of undeveloped land bordering the Natomas Park neighborhood on the west, as well as approximately three miles of Main Avenue on the south and three miles of Ascot Avenue and undeveloped land on the north. In addition to the adjacent Robla neighborhood, the Northpoint and Valley View Acres neighborhoods and the Hansen Park Golf Course are contained within the Robla Elementary attendance boundary.

Rio Linda Boulevard is the primary arterial street providing access to the site and runs adjacent to the Sacramento Northern Bike Trail, which provides a safer, car-free route to the site for cyclists and pedestrians. The 8.59-acre school property is surrounded on all sides by neighborhood streets: Rose Street to the west, Rood Avenue to the north, Ada Lane to the east, Claire Avenue to the southeast, and Marysville Boulevard to the southwest. The main campus entrance is on Marysville Boulevard, just east of its intersection with Rio Linda, where a driveway entrance leads to eight parking spaces and room for 10 to 12 cars in a curbside loading lane. Another eight parking spaces are available in front of the

school's main office on Rose Street, along with street parking that serves both the school and the District Office, located immediately north of the school.



Main entry to Robla Elementary. (Credit: CFW, Inc.)

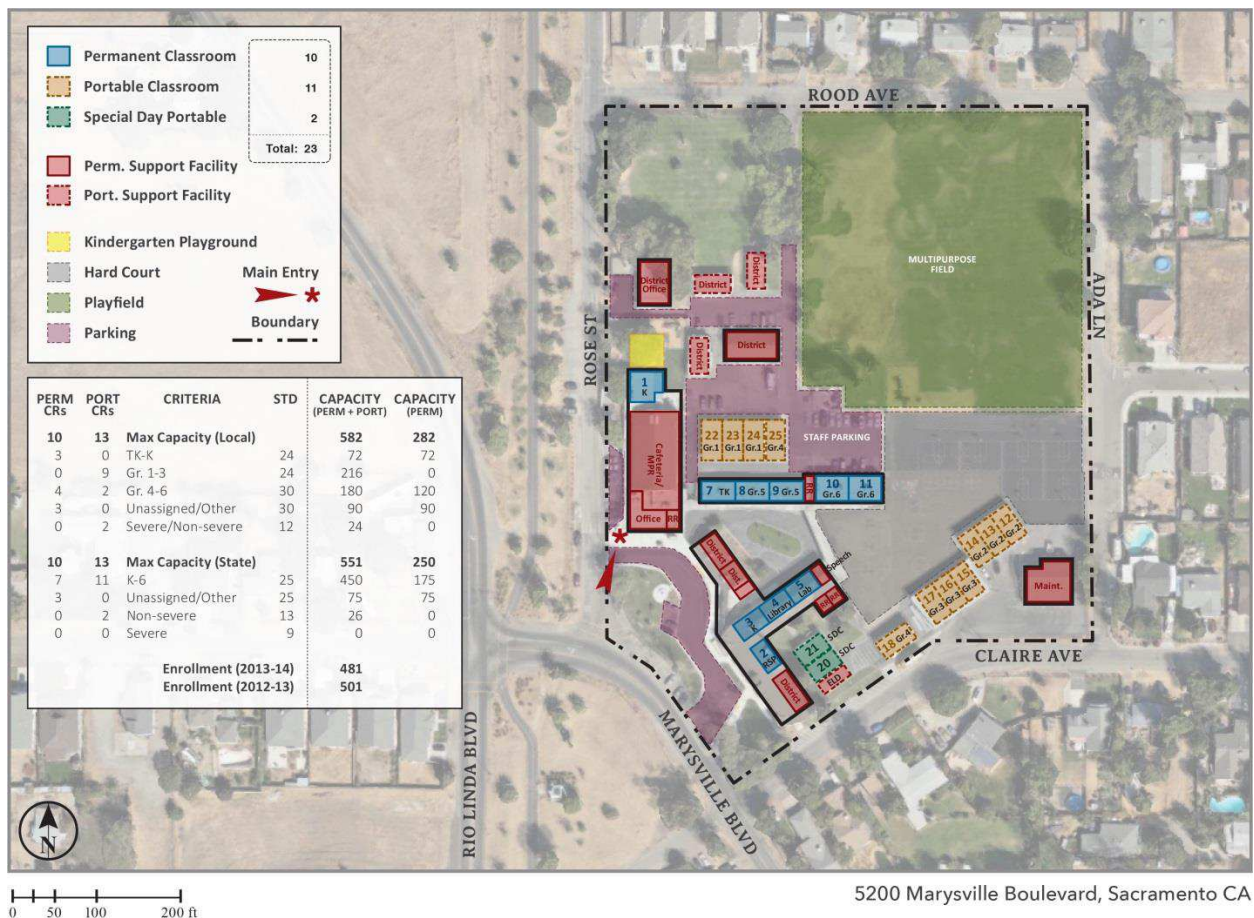
Site improvements have occurred over the years, with various permanent and portable buildings clustered in the southern and western portions of the campus that leave much of the rest of campus as open play area. Though the location of buildings is not ideal, a clear front entrance is provided, leading staff, students, and visitors into a building that consists of a main office, multipurpose cafeteria, and a kindergarten classroom (Room 1) with an attached kindergarten play area. North of this building are District Offices in portable facilities and surrounded by parking for District Office staff. Upon exiting the front office of the school, doors facing east bring visitors to a central courtyard surrounded by several classroom buildings. A main classroom building in the southern corner of the property houses four permanent classrooms (Rooms 2-5), while an adjacent permanent classroom building to the north houses five classrooms (Rooms 7-11). One section of the former building, which contains the District board room, does not meet Field Act requirements for earthquake resistant construction. The District has installed appropriate signage to indicate this condition and ensures that teachers and students do not use this part of the building.

Nine portable classrooms and a half-size portable for special instruction are placed along the Clair Avenue edge of the campus (Rooms 12-21), and another four portables (Rooms 22-25) just north of Rooms 7-11. Additional structures at the site include an older building near the main entrance used for meetings and a bus/maintenance facility at the southeast corner of the property. A combination of landscaped and asphalt covered surfaces comprise the interior courtyards of the campus. Hard court surfaces are provided for handball, basketball, foursquare, and other outdoor activities, and border a play structure that uses sand as a soft-fall surface. The perimeter of the site is fenced.

### 3.5.2 CLASSROOM CONDITIONS

One wing of classrooms and the main kindergarten were modernized in 2010, along with the fire security system. While site-wide wireless broadband infrastructure will be installed in time for the 2014-15 school year, the school continues to have significant technology needs (e.g., up to half of the computers in the computer lab are currently nonoperational). The vision of the site principal is to place a dozen modern computers in each classroom, which will significantly contribute to the 21<sup>st</sup> century improvements that the classrooms need.

**Fig. 5 – Robla Elementary (Including District Offices)—Current Configuration**



Modernized rooms are in reasonably good condition, with improved floors, cabinets, and markerboards. Non-modernized rooms have been kept up well, even if not fitted with new flooring, cabinets, or other improvements in 2010. The following is a review of conditions that apply to classrooms on site:

- Floors and ceilings:** Floors are mostly carpeted and in good condition in modernized rooms (and in fair shape in others, including portables). Ceilings are laid with rectangular, mineral-fiber lay-in tile and certain rooms show evidence of small roof leaks (including Room 3).

- **Walls, doors and windows:** Walls, doors, and windows are in good to fair condition, but show signs of years of wear. Windows are single pane, set in narrow wooden sashes, and remain in their original casings. All windows are fitted with full-length blinds. Doors leading to exits do not have panic bars.
- **Casework, cabinets, and boards:** Many of these were upgraded during modernization, although certain rooms retain older wooden casework and storage units. Most rooms have projectors connected to Promethean smart boards.
- **Furniture:** Classroom furniture ranges from single-user chair/desk combinations to double and triple student desks with movable chairs. Age and condition are variable.
- **Data infrastructure:** Site-wide wireless broadband infrastructure will be installed for the 2014-15 school year, including wireless access points for each classroom.
- **Accessibility:** Classrooms are generally accessible to differently-abled persons.



Classrooms at Robla Elementary (left) are furnished and equipped in traditional fashion, although modernized rooms, such as the main kindergarten (right) are substantially improved. (Credit: CFW, Inc.)

### 3.5.3 OTHER FACILITY CONDITIONS

The MPR is capable of accommodating about 500 students, so capacity is not a major concern. There is a lack of shade in areas where activities such as bake sales and barbecues take place (especially at the front, where teachers would prefer to have such events held). A large portion of the site is paved, both for use as hard courts and play areas and for vehicle parking. The proximity of District Administration offices and school uses can make it hard to know where a District use ends and school use begins.

## 3.6 TAYLOR STREET ELEMENTARY



Main entry to Taylor Street Elementary. (Credit: CFW, Inc.)

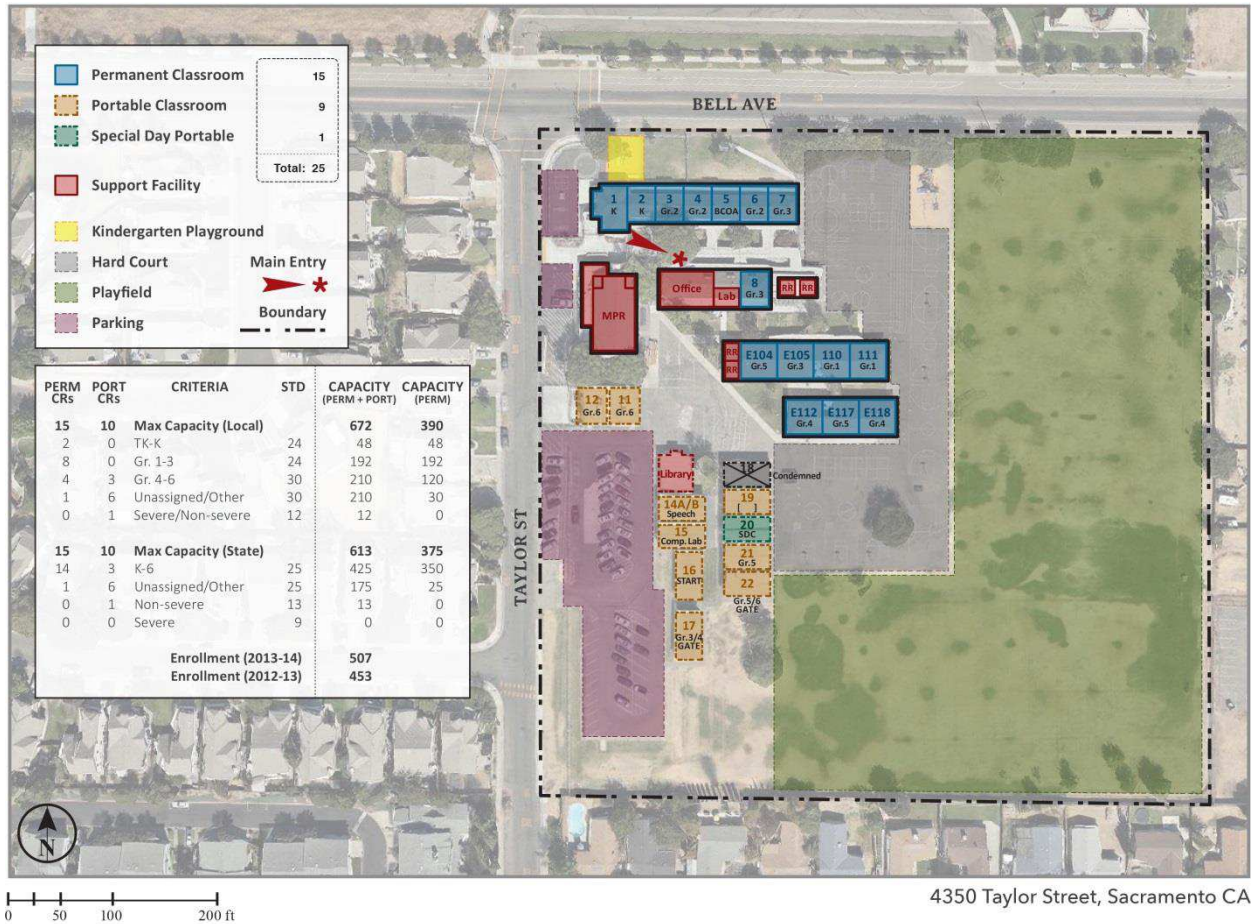
### 3.6.1 OVERVIEW

Taylor Street Elementary School is situated about a mile northeast of the Norwood Avenue exit from Interstate 80, and is closest in proximity to Glenwood Elementary to the west. The attendance area for Taylor Street brings together two neighborhoods. The first one surrounds the school and is bounded by I-80 to the south, Norwood Avenue to the west, Robla Community Park to the north, and Rio Linda Boulevard to the east. The second surrounds the nearby Norwood Junior High School, where District students generally matriculate upon reaching the 7th grade, and is bounded by Norwood Avenue to the east, Grace Avenue to the south, Bollenbacher Avenue and Kelton Way to the west, and Main Avenue to the north. Also within the site's attendance area, but not generating additional students, is the northern portion of the Pell/Main Industrial Park. Just south of Norwood Junior High is an undeveloped District-owned property that may be able to house a future educational facility.

The school campus occupies 9.31 acres and is bordered by Bell Avenue to the north and its namesake and main point of access, Taylor Street, to the west. The site's southern property line is adjacent to the backyards of single family residences with a frontage on Naruth Way. The site's eastern border is in proximity to two residences, an automobile recycling yard, and the Macedonia Baptist Church. Onsite parking is provided via the Taylor Street entrance, with 48 spaces surrounded by circulation lanes used for student drop-off and pickup. Street parking includes 14 angled spaces on Taylor Street.

The school's main entrance is located just south of Bell Avenue, via a pedestrian walkway that leads to Taylor Street. After passing through a main gate, visitors are received at the office, which is situated in the second of four main classroom wings. Each classroom wing is built in parallel, with the first wing on at the northwest edge of the campus.

**Fig. 6 – Taylor Street Elementary—Current Configuration**



Sources: CFW, Inc.; Robla Elementary School District; Google Earth

Each subsequent wing is placed to the south and east of the one preceding it. This orientation forms an angular interior walkway separating the main classroom wings to the north and east from the school’s multipurpose room to the west and portable classrooms to the south. The northernmost classroom wing houses two kindergarten classrooms with access to an adjacent kindergarten play area and five standard sized classrooms. In addition to the office, the next wing south also houses a classroom, small lab, and restroom facilities. An additional seven permanent classrooms are provided in the two subsequent wings, as well as additional restroom facilities. Though 12 portables are present on the site, not all are currently used as classrooms. One portable contains the school’s library, another three house District programs such as Gifted and Talented Education (GATE) and START, one is divided in half and used for speech therapy, and another is used as a computer lab. The remaining three are used to house Grade 5 and 6 students. One portable is currently unassigned and another is permanently closed due to unsuitable conditions for housing students.

With all campus structures located on the western half of the campus, more than five acres of land on the east are open, offering both hard court play surfaces and grass covered multi-use fields for recreation. The grassy area is typically used for soccer and features white field outlines in some areas



appropriate for elementary level play. Perimeter site fencing consists of a combination of chain-link and wood slat fences, largely based on surrounding land uses.

### 3.6.2 CLASSROOM CONDITIONS

Taylor Street Elementary is one of the older sites in the District. Built in 1951, the school was augmented by two rows of portables in the early 1990s and a third portable wing in the late 1990s. About 510 students currently attend, and all classrooms are loaded to the maximum District standard. Classroom interiors in two wings of the campus (encompassing the majority of site-built structures) were modernized in 2010. Improvements included new carpeting, Promethean smart boards, and automated heating systems. Some of the un-modernized rooms received new carpeting as well.



While classrooms at Taylor Street are not set up for a 21<sup>st</sup> century learning environment, modernization in 2010 did fund some valuable improvements, including new exterior gates and fencing and new smart boards. (Credit: CFW, Inc.)

The following is a review of conditions that apply to classrooms on site:

- **Floors and ceilings:** Floors are mostly carpeted and ceilings consist of mineral-fiber lay-in tile. Floors in permanent classroom wings were modernized and are in good shape. Portable classroom ceilings, on the other hand, all exhibit water damage. The roofs on other portables, including Rooms 11 and 12, are poorly set and commonly leak.
- **Walls, doors and windows:** Walls, doors, and windows are in reasonably good condition. Windows are single pane, set in narrow wooden sashes. Casings are original construction. Most doors leading to exits do not have panic bars, although otherwise they are in working condition.
- **Casework, cabinets, and boards:** These are in good condition for the most part. Many of these were upgraded during modernization. Many markerboards were replaced during modernization and most rooms have projectors connected to Promethean boards.

- **Furniture:** As at the other District sites, classroom furniture at Taylor Street varies in age, condition, and type. Newer furniture dates to modernization in 2010, while other retained furniture is in fair condition. No furniture appears unsafe for use, however.
- **Data infrastructure:** Taylor Street is one of three schools in the District to have site-wide wireless broadband infrastructure installed. On the other hand, the wiring in the computer lab (Room 15) can only allow up to 30 computer stations in simultaneous operation, and public addressing is done through speakerphone, meaning that any room without a phone (including the cafeteria) is unable to hear an all-call.
- **Accessibility:** Classrooms are generally accessible to differently-abled persons.

### 3.6.3 OTHER FACILITY CONDITIONS

There are concerns at Taylor Street regarding site layout and functionality. The front office is crowded and staff restrooms are inconveniently accessible only from the outside. Short lines of sight can make supervision a challenge. Other concerns include the poor condition of roofs and overhangs on all portables and the library. The cafeteria was not modernized and its aging interior remains in average condition, although original materials and fittings are well maintained. Restrooms are not ADA accessible and bringing them to code would require major reconstruction. The cafeteria’s electrical wiring and alarms are also outdated. Improvements to the library, through funding from the Sacramento Kings, resulted in the removal of the circulation desk from the librarian’s corner.

The site grounds are another concern. The site experiences drainage problems; hardscape areas flood regularly and can cause substantial damage. One portable—Room 18—was water-damaged to the point of unsafe occupancy in November 2012 and presently can only be used for equipment storage. Site layout also contributes to concerns about personal safety, particularly around the southernmost permanent classroom wings. Site administrators are working with the Sacramento Police Department to examine how to increase campus security through better fencing and lighting. Lastly, a general lack of shade and poor upkeep of asphalt has reduced the comfort and safety of all playgrounds on site.

## 3.7 DISTRICT PARCEL ON NORWOOD AVENUE

The District owns a parcel of land on Norwood Avenue immediately to the south of Norwood Junior High School. This 9.25-acre rectilinear parcel is bounded by the junior high school on the north, Berthoud Street on the south (with a row of single family homes serving as a buffer), a 16-home neighborhood block off Baumgart Way on the west, and Norwood Avenue on the east. Grace Avenue terminates at Norwood Avenue where the District parcel and the junior high school adjoin. The site is in close proximity to other District schools—approximately half a mile northwest of Glenwood Elementary and half a mile east-southeast of Taylor Street Elementary. Currently, the land is undeveloped and no access roads have been built. However, primary site access would be from Norwood Avenue. Development of

the site would require sitework to lay building foundations and create perimeter fencing, turf, and parking.

**Fig. 7 – District-Owned Parcel on Norwood Avenue**



Sources: CFW, Inc.; Robla Elementary School District; Google Earth

## FUNDING ASSESSMENT

### 4.1 STATE FUNDING

The state provides periodic funding to school districts from its School Facility Program in the form of per pupil grants, with supplemental grants for site development, site acquisition, and other project specific costs. The program provides new construction and modernization grants to construct new school facilities or modernize existing schools. To receive state grants, a district is required to match the grant portion of the cost of an eligible project from available district funds. This may include proceeds from local general obligation bonds, developer fees, and the General Fund.

While SFP funds for modernization and new construction are presently exhausted, program funding is expected to be replenished if Assembly Bill 2235 is approved and a new state education bond successfully passes in the statewide November 2014 election. As part of the Implementation Plan, data was collected and analyzed as to the District's eligibility for state funding, including original build dates and modernization dates, current classroom loading ratios, and projected residential development and enrollment. This data will aid the District in reviewing its options to qualify for its maximum eligibility and in securing priority placement for allocation of future funds in the event a new bond is approved.

#### 4.1.1 STATE MODERNIZATION PROGRAM

The state Office of Public School Construction (OPSC) administers a facility modernization program through the SFP that provides state funds on a 60/40 state and local sharing basis for improvements that educationally enhance existing school facilities. Eligibility for modernization funding is established separately for each school site. Factors affecting eligibility for modernization funding include the age of the facilities and the total pupil enrollment at each school. Eligibility translates directly into per pupil grants. Project improvements eligible under the program include such modifications as air conditioning, plumbing, lighting, roofing, and electrical systems repair or replacement. They also include purchases of educational technology, furniture, and equipment. Modernization grant applications are submitted to the OPSC in two stages:

1. **Eligibility:** Modernization funding is established separately for each school site and requires that permanent facilities be at least 25 years old and portable facilities be at least 20 years old. Students must be enrolled in those facilities based on State classroom loading standards of 25 per classroom for Grades K through 6. Once established, site eligibility is not subject to annual review.

2. **Funding:** A district with modernization eligibility may request funding. Funding is provided on a 60-40 State grant/local match basis. The pupil grant is currently \$3,778 for Grades K through 6. Eligible costs include design, construction, educational technology, testing, inspection, furniture and equipment. Limited supplemental funding is available for excessive cost such as fire safety and accessibility improvements.

Table 11 shows classroom inventories by site and Tables 12 and 13 demonstrate the amount of modernization grant funding possible, based on existing state eligibility requirements. In 2015, four permanent classrooms and five portables at Robla, three portables at Glenwood, and 10 portables at Taylor Street will be eligible for modernization grants, based on the condition that eligible portables were built and sited in 1994 or earlier (to make them 20 years or older) and that permanent classrooms were built or modernized in 1989 or earlier (to make them 25 years or older). This would equate to modernization grants of up to approximately \$2.08 million. By 2018, another \$1.89 million in eligible funding would be available, and by 2023, an additional \$2.36 million would become available. This assumes that the current state requirements remain in place.

**Table 11 – Classroom Inventory by School Site**

Site	Permanent Classrooms		Portable Classrooms			
	Perm. CR	Portable CR	Built or modernized 25+ years ago	Built or modernized <25 years ago	Built or modernized 20+ years ago	Built or modernized <20 years ago
Bell Ave.	14	8	0	14	0	8
Glenwood	18	3	0	18	3	0
Main Ave.	7	9	0	7	0	9
Robla	10	13	4	6	5	8
Taylor St.	15	10	0	15	10	0
<b>Total</b>	<b>64</b>	<b>43</b>	<b>4</b>	<b>60</b>	<b>18</b>	<b>25</b>

Sources: CFW, Inc.; Robla Elementary School District

**Table 12 – Estimated Modernization Eligibility\* by Site—Permanent Classrooms**

Site	Total CRs	CRs	Est. Eligibility 2014-16	CRs	Est. Eligibility 2017-22	CRs	Est. Eligibility 2023-31	Total
Bell Ave.	14	0	\$0	0	\$0	0	\$0	\$0
Glenwood	18	0	\$0	18	\$1,700,100	0	\$0	\$1,700,100
Main Avenue	7	0	\$0	0	\$0	0	\$0	\$0
Robla	10	4	\$377,800	0	\$0	0	\$0	\$377,800
Taylor Street	15	0	\$0	4	\$377,800	0	\$0	\$377,800
<b>Total</b>	<b>64</b>	<b>4</b>	<b>\$377,800</b>	<b>22</b>	<b>\$2,077,900</b>	<b>0</b>	<b>\$0</b>	<b>\$2,455,700</b>

\* In current dollars. Sources: CFW, Inc.; Robla Elementary School District

**Table 13 – Estimated Modernization Eligibility\* by Site—Portable Classrooms**

Site	Total CRs	CRs	Est. Eligibility 2014-16	CRs	Est. Eligibility 2017-22)	CRs	Est. Eligibility 2023-31	Total
Bell Avenue	8	0	\$0	8	\$755,600	0	\$0	\$755,600
Glenwood	3	3	\$283,350	0	\$0	0	\$0	\$283,350
Main Avenue	9	0	\$0	9	\$0	0	\$0	\$850,050
Robla	13	9	\$472,250	1	\$850,050	3	\$283,350	\$1,227,850
Taylor Street	10	10	\$944,500	0	\$0	0	\$0	\$944,500
<b>Total</b>	<b>43</b>	<b>22</b>	<b>\$2,700,900</b>	<b>18</b>	<b>\$1,700,100</b>	<b>3</b>	<b>\$283,350</b>	<b>\$4,061,350</b>

\* In current dollars. Sources: CFW, Inc.; Robla Elementary School District

4.1.2 STATE NEW CONSTRUCTION PROGRAM

The Office of Public School Construction (OPSC) also administers a new construction grant program through the SFP that funds, at a 50/50 state/local split basis, new facilities that increase enrollment capacity to a school district. Eligibility for new construction funding is determined by the gap between a district’s projected enrollment and its existing classroom capacity to permanently house students. For purposes eligibility, portable classroom capacity is not considered to be available to permanently house students. Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap between the amount of future students and the current ability to house students in permanent facilities. Eligibility translates directly into per pupil grants. The 50% match requirement from a district is based on the total project need. Eligibility is determined district-wide and may be used in whole or part at any school site or sites. New facilities include new site-built structures as well as the addition of new classrooms to existing structures. As with modernization grants, applications are submitted to the OPSC in two stages:

1. **Eligibility:** Eligibility for new construction funding is established on a district wide basis. It requires demonstration of the gap between a district’s projected enrollment and its existing classroom capacity to permanently house students. For eligibility purposes, portable classroom capacity is not considered to be available to permanently house students. Projected enrollment is frequently determined by applying cohort-survival formulas to historical enrollment. Currently, the state assigns a student loading capacity for elementary permanent classrooms of 25 students, 13 for non-severe handicapped pupils, or 9 for severely handicapped pupils.
2. **Funding:** A district with new construction eligibility may request funding that will cover 50% of the cost of new facilities as determined by the state. Grants are awarded on a per-pupil basis. Currently, the award is \$9,921 for each pupil in Grades K through 5 and \$10,491 for Grades 6 to 8 found to be unhoused by state loading standards. As with modernization grants, limited supplemental funding is available for certain activities (such as site acquisition or utilities installation) that may have an excessive cost.

At this time, the District has fully utilized its remaining new construction eligibility to house permanent students in new facilities. Based on a cohort survival analysis, however, 155 students are projected to be added to the District’s enrollment over the next 5 years. This will increase enrollment and may provide additional eligibility to qualify for new construction funding. Table 14 below projects the total amount of anticipated funding, should enrollment grow as projected.

Based on CBEDS data as of October 2014 and projected cohort growth over the next five years, a preliminary estimate suggests the District may be eligible for up to approximately \$1.77 million of State grants for new construction. This does not include the estimated cost of land acquisition, if necessary. These amounts are subject to a local match requirement by the District. If enrollment continues to grow, the amount of State eligibility for new construction is expected to increase. The estimated eligibility is available district wide, but subject to the availability of funding from the State. Funding for this program is not currently available, but is projected to be available should a State School Bond be successful for the November 2014 ballot and that the state program requirements remain unchanged.

**Table 14 – Estimated New Construction Eligibility through 2019\***

<b>Grade Level</b>	<b>Eligible Pupils (Est.)</b>	<b>SFP Per-Pupil Grant</b>	<b>Est. State Grant (50%)</b>	<b>Est. Local Match (50%)</b>	<b>Total</b>
<b>K-6</b>	155	\$9,921	\$1,537,755	\$1,537,755	\$3,075,510
<b>Non-severe</b>	0	\$18,640	\$0	\$0	\$0
<b>Severe</b>	0	\$27,873	\$0	\$0	\$0
		<b>Subtotal</b>	<b>\$1,537,755</b>	<b>\$1,537,755</b>	<b>\$3,075,510</b>
		Est. Site Service (15%)	\$230,663	\$230,663	\$461,327
		<b>Total</b>	<b>\$1,768,418</b>	<b>\$1,768,418</b>	<b>\$3,536,837</b>

\* In current dollars. Source: CFW, Inc.

A dollar-for-dollar local match would be required before the disbursement of any new construction funds, unless the District qualifies for financial hardship (see Section 4.1.3). If, in the future, new construction funds from the state can be justified by official evidence of future residential growth (e.g., approved building permits), the amount of state aid may increase. As the Implementation Plan enters implementation phases, the District should continue to monitor for evidence of residential growth in the District and update the funding assessment accordingly.

#### 4.1.3 STATE FINANCIAL HARDSHIP PROGRAM

The SFP also administers a special program to support school districts applying for modernization or new construction grants. If a district becomes eligible for modernization or new construction but is unable to provide matching funds, it can apply to SFP for hardship funding that may cover up to 100% of the required local match. As of 2014, to qualify for the hardship program, a district must be charging the maximum developer fee and meet one of these criteria:

- Bonded indebtedness of 60% or greater
- Successful passage of a Proposition 39 bond
- District total bonding capacity of less than \$5 million

In addition, it must meet at least two of these criteria:

- District has placed on the ballot within the last four years a local general obligation bond
- Bond received at least 50% yes votes
- Debt has been issued for capital outlay obligations at a level of at least 30% of the district’s total bonding capacity
- At least 20% of the district’s teaching stations are portable classrooms

Participation in the program requires audits of available capital facilities funding (e.g., Funds 14, 21, 25, 35) throughout the project period and at close-out. Until approved for construction, eligibility is subject to review every six months. The school district must have exhausted all unencumbered capital funds available for modernization or new construction, and any funds that become available during the time the district is in the hardship period will reduce the state’s grant by an equivalent amount.

As with the modernization and new construction programs, funding for this program is not currently available, but is projected to be replenished upon passage of the proposed statewide education bond in November 2014. The state is presently considering revising hardship eligibility rules to require that a school district has a bonded indebtedness of 100% instead of 60% or greater. Assuming the program remains unchanged, the District meets current criteria for hardship eligibility and may be eligible for up to \$16.9 million of hardship funding under the modernization program by FY 2039.

**Table 15 – Estimated Hardship Funding Eligibility for Modernization Program\***

Site	Est. Permanent Eligibility	Est. Local Hardship Match	Est. Total Hardship	Est. Portable Eligibility	Est. Local Hardship Match	Est. Total Hardship	Total
Bell Avenue	\$1,227,850	\$818,567	\$2,046,417	\$755,600	\$503,733	\$1,259,333	\$3,305,750
Glenwood	\$1,700,100	\$1,133,400	\$2,833,500	\$283,350	\$188,900	\$472,250	\$3,305,750
Main Avenue	\$661,150	\$440,767	\$1,101,917	\$850,050	\$566,700	\$1,416,750	\$2,518,667
Robla	\$944,500	\$629,667	\$1,574,167	\$1,227,850	\$818,567	\$2,046,417	\$3,620,583
Taylor Street	\$1,416,750	\$944,500	\$2,361,250	\$944,500	\$629,667	\$1,574,167	\$3,935,417
<b>Total</b>	<b>\$5,950,350</b>	<b>\$3,966,900</b>	<b>\$9,917,250</b>	<b>\$4,061,350</b>	<b>\$2,707,567</b>	<b>\$6,768,917</b>	<b>\$16,686,167</b>

\* In current dollars. Source: CFW, Inc.

Under the State Financial Hardship Program, the state grant amount for new construction totaling \$1.77 million would be effectively doubled to \$3.54 million, as the state would assume responsibility for both its 50% grant amount and the District’s 50% local match. The District has exceeded 60% of its net



bonding capacity, which under current regulations allows it to meet the minimum requirements to be considered eligible for the program. Proposed changes would raise this requirement and limit access to the program to those districts that exceed 100% of its net bonding capacity. Should such requirements become part of a future re-funding of the SFP, the District will become eligible for financial hardship subsequent to a future issuance of bonds that brings the District to the 100% threshold.

Under the program, the District must have exhausted all unencumbered capital fund balances available for modernization or new construction. In addition, any funds that become available during the time the District is in the hardship period will reduce the amount of the state’s grant proportionally. Except for land acquisition and some site service costs, 100% grant funding does not typically equate to 100% of total development costs for the design and construction of an eligible project. Often, projects must be phased and alternate solutions used to achieve the desired space requirement to house students.

**Table 16 – Estimated Hardship Funding Eligibility for New Construction Program \***

Grade Level	Eligible Pupils (Est.)	SFP Per-Pupil Grant	Est. State Grant (100%)	Est. Local Match (0%)	Total
<b>K-6</b>	155	\$9,921	\$3,075,510	\$0	\$3,075,510
<b>Non-severe</b>	0	\$18,640	\$0	\$0	\$0
<b>Severe</b>	0	\$27,873	\$0	\$0	\$0
<b>Subtotal</b>			<b>\$3,075,510</b>	<b>\$0</b>	<b>\$3,075,510</b>
Est. Site Service (15%)			\$461,327	\$0	\$461,327
<b>Total</b>			<b>\$3,536,837</b>	<b>\$0</b>	<b>\$3,536,837</b>

\* In current dollars. Source: CFW, Inc.

## 4.2 LOCAL FUNDING

### 4.2.1 GENERAL OBLIGATION BONDS

General obligation (G.O.) bonds are the most widely used and efficient method of financing school facility improvements in California. More than 600 school districts in the state have issued G.O. bonds to finance necessary improvements. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition 13. Traditionally, G.O. bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from state and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest.

The District has used G.O. bonds previously to fund major school facility improvements and has been successful in making use of public financing options and garnering community support for this funding method. The partnership between the District and the community enabled the District in 1992 to secure

voter approval for a \$32 million G.O. bond authorization that has been available for use to this day to build or improve facilities directly or to leverage state and federal assistance and grants.

The District has a remaining bonding capacity from its 1992 bond of approximately \$1.6 million, although it can apply to the state for a waiver that will allow it to issue a bond for all of its remaining authorization of \$2.4 million, is assessed value does not substantially increase before bonds are intended to be issued.

The District may also seek additional bond authorization via a new voter approved election. Proposition 39 authorizes school districts to issue new bonds (within allowable indebtedness) upon a 55% affirmative vote by the local electorate in a regularly scheduled election. For an elementary school district, the maximum tax rate imposed at the time bonds are sold must not exceed \$30 per \$100,000 of assessed value. In addition, districts must agree to be subject to certain conditions, including the establishment of a project list, an independent citizens' oversight committee, and annual performance and financial audits.

**Table 17 – District Bond Debt Profile**

<b>Election</b>	<b>Amount Authorized</b>	<b>Series</b>	<b>Issue Date</b>	<b>Amount Sold</b>	<b>Amount Outstanding</b>	<b>Final Maturity</b>	<b>Status</b>
6/1992 (2/3rds)	\$32,000,000	A	8/5/92	\$4,750,000	\$0	-	Defeased
		B	8/12/93	\$3,191,833	\$2,661,117	2018	Repayment
		C	6/1/00	\$3,799,986	\$2,724,986	2024	Repayment
		D	11/14/03	\$2,999,956	\$2,999,956	2028	Repayment
		Ser. 2003 Refunding	11/14/03	\$4,070,000	\$1,220,000	2016	Repayment
		E	1/25/07	\$6,799,940	\$6,799,940	2031	Repayment
		F	12/21/11	\$3,000,000	\$3,000,000	2030	Repayment
		G	12/21/11	\$4,860,221	\$4,860,221	2036	Repayment
		H	12/21/11	\$135,000	\$135,000	2019	Repayment
<b>Total</b>				<b>\$29,536,936</b>	<b>\$24,401,219</b>		
<b>Remaining Authorization</b>				<b>\$2,463,064</b>			

Sources: CFW, Inc.; Robla Elementary School District

State law, via Education Code 15102, limits the amount of principal bonded indebtedness a school district may have when considering the sale of additional G.O. bonds. For an elementary school district, bonded indebtedness must not exceed 1.25% of the total assessed value of parcels in the district. Based on Table 19, the District is at 93.76 percent of its bonding capacity. The percentage should continue to decrease and provide an opportunity to issue additional debt as existing principal from the prior 1992 bond authorization is repaid and as assessed value grows in the future.

**Table 18 – Assessed Value of Properties in the District, 2004-14**

<b>FY Ending</b>	<b>Total AV</b>	<b>% Change</b>
2004	\$1,119,443,360	-
2005	\$1,290,473,488	15.28%
2006	\$1,485,370,497	15.10%
2007	\$1,688,373,222	13.67%
2008	\$1,924,709,725	14.00%
2009	\$2,269,536,395	17.92%
2010	\$2,182,618,989	-3.83%
2011	\$2,083,095,086	-4.56%
2012	\$1,987,060,237	-4.61%
2013	\$1,959,007,009	-1.41%
2014	\$2,090,417,901	6.71%
<b>10-Year Average</b>		<b>6.84%</b>

Source: CFW, Inc.

**Table 19 – District Bonding Capacity, FY 2013-14**

<b>Assessed Valuation</b>	
Secured Assessed Valuation	\$1,582,758,708
Unsecured Assessed Valuation	\$507,659,193
<b>Debt Limitation</b>	
Total Assessed Valuation	\$2,090,417,901
Applicable Bond Debt Limit	1.25%
Bonding Capacity	\$26,025,703
Outstanding Bonded Indebtedness	\$24,401,219
<b>Net Bonding Capacity</b>	
Percent of Capacity Currently Used	93.76%

Sources: CFW, Inc.; Robla Elementary School District

Should the District opt for a new bond authorization election in 2014, Table 20 shows estimated bond sales, separated by multiyear intervals and based on projected growth in District assessed value. Up until 2009, the District enjoyed substantial annual increases in assessed value. During the latter portion of the recent recession, assessed values declined through 2013, but resurged in fiscal 2014. Assuming that the District’s assessed value over time averages a rate substantially less than the historical 10-year rate demonstrated in Table 18, a 4 percent average annual increase in assessed value could generate approximately \$30 million over time. In the projection below, bond series are structured to allow projected growth between issuances so that required tax rates for bond repayments stay within

estimated tax rates. The first bond series in 2015 is estimated to generate approximately \$8.3 million. By the fifth series in 2031, the combined value of bond issuances would be approximately \$29.6 million and somewhat comparable to the amount authorized by voters in 1992. Repayment ratios have been structured not to exceed 3:1, consistent with state law.

**Table 20 – Potential Future Bond Proceeds**

<b>Election</b>	<b>Series</b>	<b>Issue Year</b>	<b>Length</b>	<b>Interest Rate</b>	<b>Proceeds</b>
<b>11/2014</b>	A	2015	25 years	5.25%	\$8,364,274
	B	2017	25 years	5.50%	\$4,004,581
	C	2023	25 years	5.50%	\$4,467,404
	D	2027	25 years	5.50%	\$5,465,540
	E	2031	30 years	5.50%	\$7,284,774
				<b>Total</b>	<b>\$29,586,573</b>

Source: CFW, Inc.

#### 4.2.2 DISTRICT FUNDS

The District has noted the following balances for five funds relating to capital improvements and maintenance as of May 15, 2014.

**Table 21 – District Fund Balances**

<b>Source</b>	<b>Total</b>
Fund 14 – Deferred Maintenance	\$298,693
Fund 21 – Building Fund	\$1,949,225*
Fund 25 – Capital Facilities/Developer Fees	\$1,145,512
Fund 35 – County School Facilities/State Aid Reimbursements	\$1,010
Fund 40 – Special Reserve for Capital Outlay Projects	\$129,789
<b>Total</b>	<b>\$3,524,229</b>
<b>Total Minus Encumbrance</b>	<b>\$1,575,004</b>

\* Encumbered by Main Avenue Elementary construction. Source: Robla Elementary School District

Fund 21 shows a balance of \$1.95 million, but the entirety of these funds is encumbered for the completion of a new classroom facility at Main Avenue Elementary. Consequently, this means that the District has approximately \$1.6 million available for other capital projects from its combined and eligible capital funds.

#### 4.2.3 DEVELOPER FEES

Developer fees levied on new residential and commercial construction in a school district’s boundaries are permissible under Education Code, Section 17620. The purpose of these fees is to offset the student enrollment burden that would be generated by new residential development. Fees may be used to fund the construction of new school facilities, the modernization of existing facilities, or the reopening of closed facilities. The code also permits an inflation-based increase in developer fees every two years based on changes in the Class B construction index. Currently, the fee is set at \$3.20 per square foot of residential construction. Under mutual agreement, the District must share this revenue with the Twin Rivers Unified School District, which is responsible for educating students from the area in Grades 7 through 12 at a rate of 53.9% of total fees made available to the District.

**Table 22 – Projected Developer Fee Revenue to 2019**

<b>Source</b>	<b>Total</b>
Projected New Housing Units by 2019	366
Maximum Allowable Developer Fee per Housing Unit	\$3.20
Claimable Share by District (53.9% of Total)	\$1.72
Average Square Footage of New Housing Unit	1,500
<b>Total Developer Fee Revenue</b>	<b>\$1,756,800</b>
<b>Total Share Claimable by the District</b>	<b>\$946,915</b>

Sources: Capitol|PFG; CFW, Inc.

Before developer fees can be assessed, a justification for the fees is required. In August 2013, the District received a developer fee justification study that demonstrated sufficient evidence for supporting the levy of the maximum fee allowed by law. Projecting a total of 366 new housing units in the District attendance area by 2019, the study asserts that 183 new students will be generated in this time frame. This figure uses the state Office of Public School Construction student generation factor of 0.5 pupils per residential unit. Following this, Table 22 shows projected revenue through 2019 from developer fees, adjusted for the split with Twin Rivers Unified. These revenues are available to fund required school improvements. Developer fee revenues beyond 2019 are expected to be available but are not estimated here or in the budgeting of proposed projects in Section 6 owing to a lack of firm information regarding future residential development.

# PROPOSED IMPROVEMENTS

## 5.1 OVERVIEW

Proposed facility improvements represent recommendations developed from an analysis of existing conditions, available funding, and desired improvements from the District. Proposed improvements are tied to project lists with estimated hard and soft costs derived from the latest Saylor construction cost estimating guidebooks.

The facility improvements in the Implementation Plan are intended to support the facility program goals described in Section 1. These goals include:

- Improve academic achievement by supporting the District’s education program goals with corresponding school facility improvements
- Transform the functionality and appearance of schools through the implementation of facility improvements
- Modernize classrooms and create 21st century learning environments
- Improve technology infrastructure at all District schools
- Improve student safety at school sites
- Leverage state aid eligibility and local funds, including developer fees to improve facilities and minimize the impact on local taxpayers

Specific projects include:

- The completion of the reconstruction of Main Avenue Elementary and the building of a new elementary school site to create additional enrollment capacity and accommodate the development of academy programs
- The refurbishing and re-equipping of permanent classrooms at all school sites to a level consistent with the 21st century learning environment and capable of accommodating the development of academy programs
- The improvement of support facilities to enhance the student and teacher experience
- The removal of portable classrooms where and when feasible

In discussions with the District, a proposed set of specifications for K-6 schools (see Table 23) was developed that helped to inform the selection of proposed improvements for each school site. These specifications serve as guidelines only, given the particular conditions at each of the District’s schools.

**Table 23 – Proposed Specifications for a K-6 School for 480 Students**

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.	Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
<b>INSTRUCTIONAL AREAS</b>				<b>MEDIA CENTER</b>			
Kindergarten Classroom	3	1,120	3,360	Library	1	1,500	1,500
Kindergarten Restroom	3	65	195	Office	1	120	120
Kindergarten Workroom	1	200	200	Multimedia Lab	1	500	500
Kindergarten Storage	3	100	300	Staff Restroom	1	80	80
Standard Classroom	15	960	14,400	Electrical and Server Room	1	65	65
Special Day Classroom	1	960	960	Book Storage	1	485	485
RSP Room	1	480	480	Parent Workroom	1	250	250
EL Room	1	480	480	<b>Total</b>			<b>3,000</b>
Intervention Room	1	480	480	<b>MULTIPURPOSE</b>			
Speech Therapy Room	1	480	480	Multipurpose Room	1	4,500	4,500
Community Outreach Room	1	480	480	Stage	1	720	720
START Office	1	480	480	Storage	1	500	500
Flex Room for Learning Program:	1	480	480	PE Storage and Office	1	235	235
Staff Restroom	4	135	540	Kitchen	1	700	700
Student Restroom	4	350	1,400	Servery	1	300	300
Electrical and Server Room	2	52	104	Custodial	1	125	125
Custodian	2	52	104	Head Custodial Room	1	125	125
<b>Total</b>			<b>24,923</b>	Staff Restroom	1	60	60
<b>ADMINISTRATIVE AREAS</b>				Student Restroom	2	230	460
Lobby and Reception	1	400	400	Electrical and Server Room	1	70	70
Waiting Area	1	230	230	<b>Total</b>			<b>7,795</b>
Principal's Office	1	150	150	<b>BUILDING SUBTOTALS</b>			
Admin Assistant's Office	1	75	75	Administrative Areas			3,150
Flex Office	2	75	150	Instructional Areas			24,923
Conference Room	1	250	250	Multipurpose			7,795
Nurse's Area	1	120	120	Media Center			3,000
Nurse's Toilet	1	65	65	<b>TOTAL AREA (SQ FT)</b>			<b>38,868</b>
Staff Restroom	2	60	120				
Storage Room	1	140	140				
Electrical and Server Room	1	150	150				
Circulation	1	200	200				
Work and Copy Room	1	250	250				
Storage Room	1	250	250				
Teachers' Lounge/Kitchenette	1	600	600				
<b>Total</b>			<b>3,150</b>				

Sources: CFW, Inc.; Robla Elementary School District

## 5.2 PROPOSED IMPROVEMENTS: BELL AVENUE ELEMENTARY

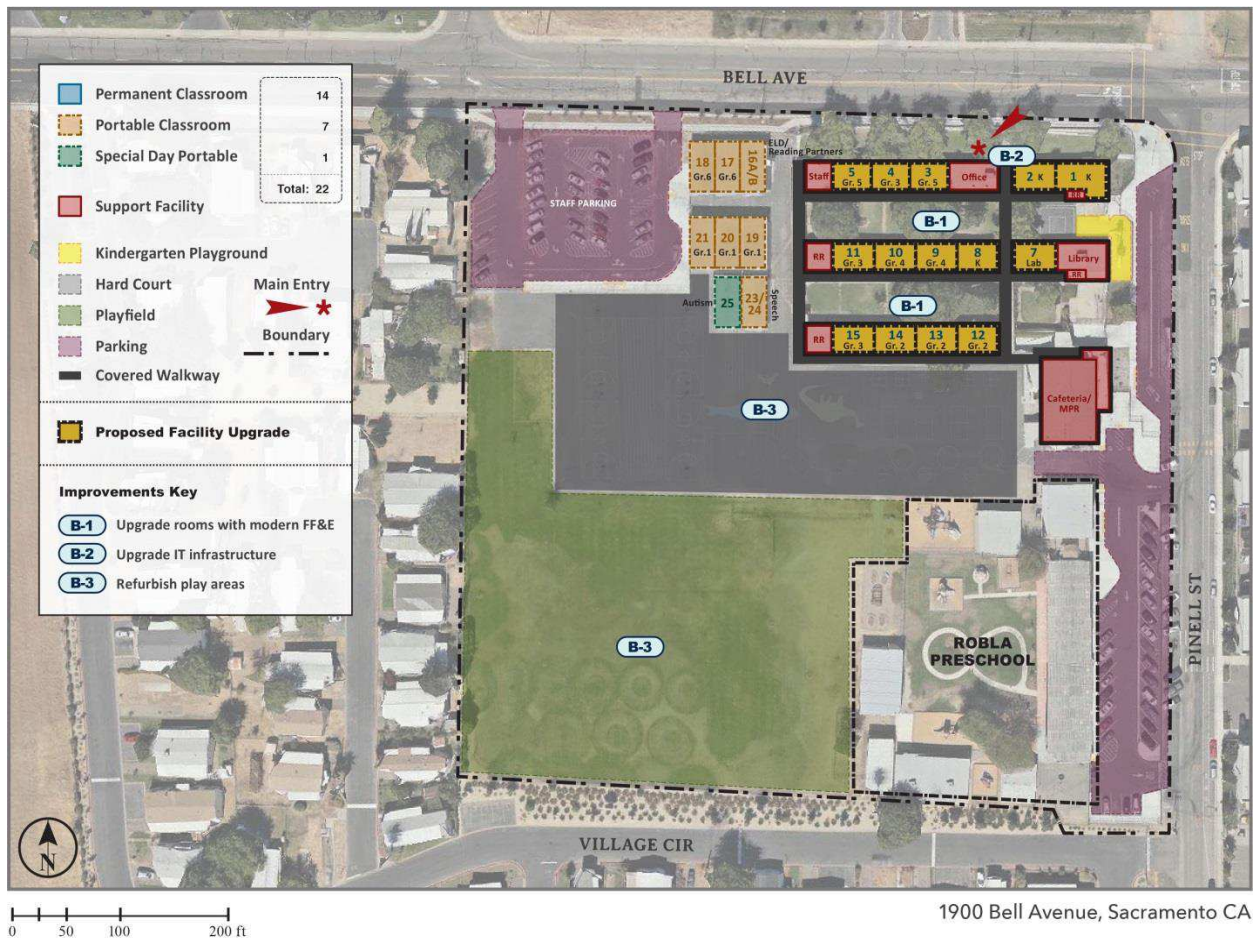
At Bell Avenue, proposed improvements focus on upgrading classrooms with modern furniture, fixtures, and digital equipment, improving the robustness of digital broadband infrastructure, improving play areas, and conducting deferred maintenance on site grounds.

### 1. Upgrading classrooms to a 21<sup>st</sup> century standard

The renovation of classroom interiors is a key goal, especially in support of 21<sup>st</sup> century learning methods and environments. The following are proposed for the 14 permanent learning spaces on site:

- Full-height, sliding markerboards will be installed to cover an entire wall of each classroom. These boards can be written on from floor to ceiling and when slid to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. With magnets, mounting putty, or other removable adhesives, these boards can also be used to hang posters or other materials. On all other walls, mineral fibercore tackable panels will be installed that maximize presentation space in the classroom and help modulate acoustic reverberation.

**Fig. 8 – Bell Avenue Elementary—Proposed Improvements**



Sources: CFW, Inc.; Google Earth

- Modern and flexible furnishings for 24 students for each kindergarten and Grade 1 to 3 classroom, and 30 students for Grades 4 to 6. These furnishings will be in the form of modular tables and ergonomic chairs that can be easily reconfigured in the classroom as required. New teaching stations will be provided in each room, as will a multimedia presentation shuttle that the teacher can maneuver easily around the room. Furnishings will be indoor-air friendly (i.e., low-VOC) and easy to maintain.



- Three broadband-connected high-definition video displays will be installed in each classroom, attached to hydraulic wall mounts that allow easy adjustment of the displays' viewing angle and height. These displays will allow students to view content from any point in the room. Through the use of media interface devices, students and teachers will be able to project content from a computer or mobile device to the mounted displays.
- As part of a District wide 1:1 mobile device program, each classroom will be supplied with tablet devices for each student. These devices will be used to retrieve educational content, conduct lessons, take tests, and collaborate on projects. Devices will be assigned to students for the duration of the school year—once the year is complete, the device will be returned to the teacher and reset for use by another student in the following year. The District will be able to preload textbooks and instructional content onto the devices.
- Durable, new VCT flooring that can be easily maintained and repaired will replace existing floor surfaces (carpet or tile). Damaged ceiling tiles will be replaced, and new coats of low-VOC paint will be applied to doors and other surfaces to give each classroom a clean look.

## 2. Improving digital infrastructure across the site

The modern learning environment requires reliable and robust access to digital information. New switches and wireless access points will be installed in classrooms, offices, work rooms, and other locations where a strong wireless signal will be needed. Additionally, communications systems will be upgraded digitally as well by way of an integrated bell, public address, and telephone system operating on voice-over-Internet-protocol (VOIP). The seamless integration of these technologies will create an effective communication experience across the entire site.

## 3. Improving play areas

The condition of play areas at Bell Avenue were observed during the site visit and noted by site administrators. To increase the enjoyment and safety of paved and grassed play surfaces, hard courts will be refurbished and the irrigation system for the play field repaired. Holes and ruts in the field will also be filled in to create a smoother play surface.

## 5.3 PROPOSED IMPROVEMENTS: GLENWOOD ELEMENTARY

At Glenwood Elementary, proposed improvements focus on upgrading classrooms with modern furniture, fixtures, and digital equipment, improving the robustness of digital broadband infrastructure, repairing leaking roofs, improving hard courts, and conducting deferred maintenance on site grounds.

### 1. Upgrading classrooms to a 21<sup>st</sup> century standard

The renovation of classroom interiors is a key goal, especially in support of 21<sup>st</sup> century learning methods and environments. The following are proposed for all 18 permanent classrooms on site:

- Full-height, sliding markerboards will be installed to cover one wall of each classroom that reveal storage closets when slid to the side. These boards can be written on from floor to ceiling, and with magnets, mounting putty, or other removable adhesives can also be used to hang posters or other materials. On other walls, mineral fibercore tackable panels will be installed to maximize presentation space and improve acoustic comfort.
- Flexible furnishings for 24 students for each kindergarten and Grade 1 to 3 classroom, and 30 students for Grades 4 to 6. Modular tables and ergonomic chairs will be supplied that allow for easy reconfiguration during or between classes. Furnishings will be easy to maintain.
- New teaching stations and maneuverable multimedia presentation shuttles will be provided for each classroom.
- Three broadband-connected high-definition video displays will be installed in each room, attached to hydraulic wall mounts that allow easy adjustment of the displays' viewing angle and height. These displays will allow students to view instructional content from any point in the room. Through the use of media interface devices, such as Apple TV, students and teachers will be able to project from a computer or mobile device to the mounted displays.
- As part of a Districtwide 1:1 mobile device program, each classroom will be supplied with tablet devices for each student. These devices will be used to retrieve educational content, conduct lessons, take tests, and collaborate on projects. These devices will be assigned to students for the duration of the school year—once the year is complete, the device will be returned to the teacher and reset for use by another student in the following year. The District will be able to upload textbooks and instructional content onto the devices, which will be set up to prevent the unauthorized downloading of content by the student.
- Durable VCT flooring that can be easily maintained and repaired will replace existing floor surfaces, whether carpet or tile. Damaged and stained ceiling tiles will be replaced, and new coats of low-VOC paint will be applied to doors and other surfaces to give each classroom a clean, fresh look.

## **2. Improving digital infrastructure across the site**

New switches and wireless access points will be installed in classrooms, offices, work rooms, and other locations where a strong wireless signal will be needed. Additionally, communications systems will be upgraded digitally as well by way of an integrated bell, public address, and telephone system operating on VOIP. The seamless integration of these technologies will create an effective communication experience, whether speaking privately from one classroom to another or broadcasting an announcement for the entire school to hear.

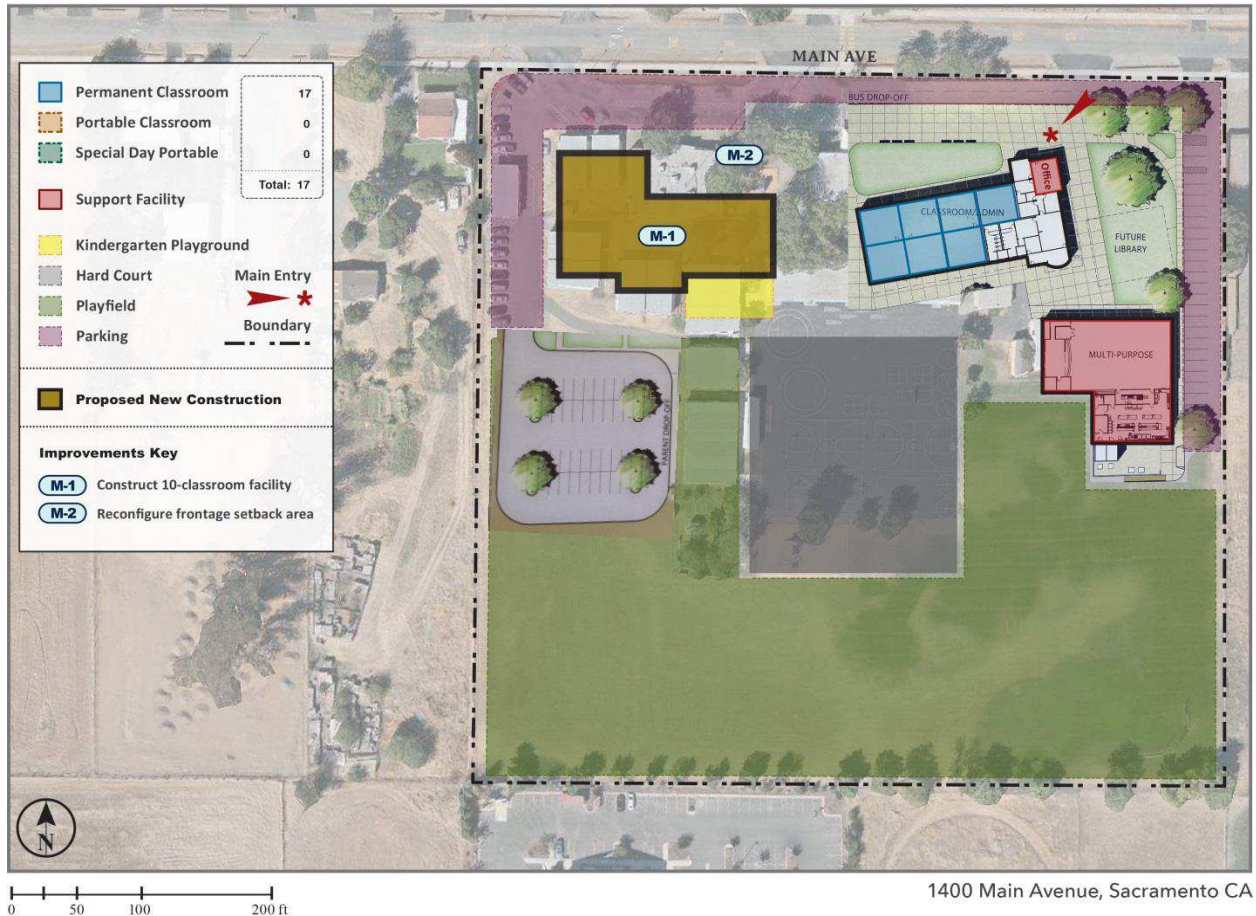
## **3. Structural improvements for a safer school**

A key proposed improvement at Glenwood Elementary is eliminating the persistent roof leak problem by replacing 25,000 square feet of roof area. Existing security gates, which help maintain



- It will allow the elimination of portables and free up space for more outdoor facilities
- It will complete the reconfiguration of the north end of the site fronting Main Avenue, resulting in much-improved curb appeal and better vehicular circulation
- Classrooms will be designed to the highest standards of the modern learning environment
- It will complete Main Avenue’s transformation into a school capable of meeting 21<sup>st</sup> century criteria for teaching creativity, collaboration, communication, and critical thinking

**Fig. 10 – Main Avenue Elementary—Proposed Improvements**



As with the classroom interior improvements occurring at the District’s existing school sites, this new school will be similarly outfitted—with the added benefit of avoiding the need for retrofitting existing construction since the facility will be built entirely new.

- Full-height, sliding markerboards will be installed to cover an entire wall of each classroom. These boards can be written on from floor to ceiling and when slid to the side will reveal storage closets with the same capacity as existing cabinets and storage solutions currently in use. With magnets, mounting putty, or other removable adhesives, these boards can also be used to hang posters or other materials.

- On all other walls, mineral fibercore tackable panels will be installed that maximize presentation space in the classroom and help modulate acoustic reverberation.
- Modern and flexible furnishings for 24 students for each kindergarten and Grade 1 to 3 classroom, and 30 students for Grades 4 to 6. These furnishings will be in the form of modular tables and ergonomic chairs that can be easily reconfigured in the classroom as required. New teaching stations will be provided in each room, as will a multimedia presentation shuttle that the teacher can maneuver easily around the room. Furnishings will be indoor-air friendly (i.e., low-VOC) and easy to maintain.
- Three broadband-connected high-definition video displays will be installed in each classroom, attached to hydraulic wall mounts that allow easy adjustment of the displays' viewing angle and height. These displays will allow students to view instructional content from any point in the room. Through the use of media interface devices, such as Apple TV, students and teachers will be able to project content from a computer or mobile device to the mounted displays.
- As part of a Districtwide 1:1 mobile device program, each classroom will be supplied with tablet devices for each student. These devices will be used to retrieve educational content, conduct lessons, take tests, and collaborate on projects. These devices will be assigned to students for the duration of the school year—once the school year is complete, the device will be returned to the teacher and reset for use by another student in the following year. The District will be able to preload textbooks, reading materials, and instructional content onto the devices, which will be set up to prevent unauthorized downloading by the student.
- Reliable and robust wireless broadband access will permeate the new school, permitting a truly fluid and seamless experience in accessing content, displaying information, or sharing data from any device.

## **2. Creating an inviting and secure front area for the campus**

The construction of the new classroom facility will require that all parts of the north side of the site not already improved by the completion of the first phase classroom and support facilities be improved as well. This is an opportunity to create a functional space whose 50- to 70-foot setback from Main Avenue will be designed for maximum versatility, curb appeal, and safety. Parking and student drop-off/pickup zones will be built in front of the new classroom building that move traffic efficiently at peak periods. A combination of lighting and landscape will update the campus and security.

## **5.5 PROPOSED IMPROVEMENTS: ROBLA ELEMENTARY**

At Robla Elementary, proposed improvements focus on upgrading classrooms with modern furniture, fixtures, and digital equipment, improving the quality and strength of broadband infrastructure,



- Modern and flexible furnishings for 24 students for each kindergarten and Grade 1 to 3 classroom, and 30 students for Grades 4 to 6. These furnishings will be in the form of modular tables and ergonomic chairs that can be easily reconfigured in the classroom as required. New teaching stations will be provided in each room, as will a multimedia presentation shuttle that the teacher can maneuver easily around the room. Furnishings will be indoor-air friendly (i.e., low-VOC) and easy to maintain.
- Three broadband-connected high-definition video displays will be installed in each classroom, attached to hydraulic wall mounts that allow easy adjustment of the displays' viewing angle and height. These displays will allow students to view instructional content from any point in the room. Through the use of media interface devices, such as Apple TV, students and teachers will be able to project content to the mounted displays.
- As part of a Districtwide 1:1 mobile device program, each classroom will be supplied with tablet devices for each student. These devices will be used to retrieve educational content, conduct lessons, take tests, and collaborate on projects. These devices will be assigned to students for the duration of the school year—once the year is complete, the device will be returned to the teacher and reset for use by another student in the following year. The District will be able to preload textbooks and instructional content onto the devices.
- Durable VCT flooring that can be easily maintained will replace existing floor surfaces. Damaged and stained ceiling tiles will be replaced, and new coats of low-VOC paint will be applied to doors and other surfaces to give each room a fresh look.

## **2. Creating an innovative and flexible student resource center**

Rooms 4 and 5 are presently used as a library and computer lab, respectively, but they are traditional spaces that could be improved into an environment better suited for creative thinking, group work, and digital information research. These two rooms, which share a permanent wall, will be converted into a student resource center that can satisfy multiple roles as a library, computer room, study hall, and group workspace, designed with a state-of-the-art interior.

## **3. Improving digital infrastructure across the site**

Reliable and robust access to digital information will be enabled by installing new switches and wireless access points in classrooms, offices, and work rooms, where a strong wireless signal is needed. Integrated bell, public address, and telephone systems will be upgraded to VOIP. The integration of these technologies will create a seamless communication experience across the site.

## **5.6 PROPOSED IMPROVEMENTS: TAYLOR STREET ELEMENTARY**

At Taylor Street Elementary, proposed improvements focus on upgrading classrooms with modern furniture, fixtures, and digital equipment, improving the robustness of digital broadband infrastructure,





- Modern furnishings will be provided for 24 students for each kindergarten and Grade 1 to 3 classroom, and 30 students for Grades 4 to 6. They will be in the form of modular tables and chairs that can be reconfigured in the classroom as required. New teaching stations will be provided in each room, as will a presentation shuttle that the teacher can maneuver easily around the room. Furnishings will be indoor-air friendly (i.e., low-VOC) and easy to maintain.
- Three broadband-connected high-definition video displays will be installed in each classroom, mounted to wall brackets that allow easy adjustment of the displays' viewing angle and height. These displays will allow students to view instructional content from any point in the room. Through the use of interface devices, such as Apple TV, students and teachers can project content from a computer or mobile device to the mounted displays.
- As part of a Districtwide 1:1 mobile device program, each classroom will be supplied with tablet devices for each student. These devices will be used to retrieve educational content, conduct lessons, take tests, and collaborate on projects. These devices will be assigned to students for the duration of the school year—once the year is complete, the device will be returned to the teacher and reset for use by another student in the following year. The District will be able to preload textbooks, reading materials, and instructional content onto the devices.
- Durable VCT flooring that can be easily cleaned and repaired will replace existing floor surfaces. Damaged and stained ceiling tiles will be replaced, and new coats of low-VOC paint will be applied to doors, and other surfaces to give each room a fresh look.

## **2. Improving digital infrastructure across the site**

New switches and wireless access points will be installed in classrooms, offices, work rooms, and other locations where a strong wireless signal will be needed. Communications systems will be upgraded digitally by way of an integrated bell, public address, and telephone system operating on voice-over-Internet-protocol (VOIP). The integration of these technologies will create a seamless and effective communication experience.

## **3. Installing a new playground**

The existing playground is in need of repair or replacement and has been a desired project by students at the site for a long time. The installation of a new playground is proposed.

## **4. Replacing aging portables with new permanent facilities**

The site's oldest relocatable classrooms will be replaced with a new four-classroom wing built to the above 21<sup>st</sup> century standards. This wing will include two kindergarten rooms (see Section 6.2).

## 5.7 NEW K-6 ELEMENTARY SCHOOL

A new elementary school is proposed for construction on 9.25 acres of District-owned vacant land on Norwood Avenue, immediately to the south of Norwood Junior High School to accommodate future enrollment as the District grows. The new facility will be designed initially to house 12 classrooms, including two kindergartens, and support facilities (including a media center, a cafeteria/multipurpose room, and administrative offices). The school will house approximately 300 students by state loading standards, which will be sufficient to accommodate the increase in student enrollment projected in the Implementation Plan. However, the new school site will be designed to enable trouble-free classroom expansion through modular additions to the main building. Thus, if District enrollment grows more than projected, the school will be able to accommodate the increased demand up to the District's specifications for school facilities not to exceed 500 students.

Important aspects of the new school site are described below:

### 1. Site Planning

The new school will be designed compactly as a means to make securing the building and its occupants easier and faster. A compact building also ensures that more space is available for configuring the placement of support facilities, parking lots, vehicular lanes, student drop-off/pickup zones, and landscape around the building. More space can also be set aside for future additions.

### 2. Classroom and Support Facility Design

Building design is an important factor for a new school, since a school whose physical appearance responds to and is consistent with the context of the neighborhood builds a sense of pride and ownership among students, teachers, and the community. Beyond matters of appearance, the design of the school will also make use of energy-saving, resource-efficient materials and construction methods, resulting in a facility that sets a new standard for resilience and environmental sustainability as well as for the caliber of the instruction that occurs inside. All permanent facilities will be constructed as well to ensure the security of occupants in emergency situations. This includes the use of panic device-equipped gates and fences, automatic locking systems, and a robust integrated communication system in all rooms that allows important messages to be immediately shared with everyone on site.

The layout of rooms in the new classroom facility will encourage students, teachers, and staff to move freely throughout the entire building. In particular, classrooms will be arrayed around a common area and administrative offices will be decentralized. This will facilitate collaboration and social interaction among students and promote active monitoring of the school by site administrators. Additionally, interior walls will be installed with the wiring and data handling infrastructure necessary to meet current standards for wireless connectivity, and designed to be easily upgraded as technological demands evolve. For support facilities (administration offices, cafeteria, and media center), similar standards for structural design, energy efficiency, security, and architectural design will be applied, resulting in a unified campus.

**Fig. 13 – Possible Configuration of New Elementary School**



Sources: CFW, Inc.; Google Earth

### 3. Classroom Interiors

The interior of the new school building will be constructed to accommodate visual, acoustic, and thermal comfort, including an HVAC system to ensure climate control and indoor air quality. And, as with the classroom interior improvements occurring at the District’s existing school sites, this new school will be similarly outfitted with state-of-the-art furniture, fixtures, and equipment. These include:

- Full-height, sliding markerboards covering an entire wall of each classroom that reveal deep storage closets when slid to the side, and tackable panels on other walls to maximize presentation space and improve the acoustic comfort of the room
- Modern and flexible furnishings for 24 students for each kindergarten and Grade 1 to 3 classroom, and 30 students for Grades 4 to 6. Furnishings will be indoor-air friendly (i.e., low-VOC) and easy to maintain.
- New teaching stations and multimedia presentation shuttles for each room to improve teacher comfort and the quality of the instructional experience, and three broadband-connected high-definition video displays in each classroom, mounted to the wall for easy

adjustment of the displays' viewing angle and height. These displays will allow students to view instructional content from any point in the room. Through the use of media interface devices, students and teachers will be able to project content from a device to the mounted displays.

- Full integration into the Districtwide 1:1 mobile device program, through the supply of tablet devices for all students and teachers. These devices will be used to retrieve educational content, conduct lessons, take tests, and collaborate on projects. These devices will be assigned to students for the duration of the school year—once the year is complete, the device will be returned to the teacher and reset for use by another student in the following year. Robust wireless broadband access will enable the successful implementation of digital instruction in the classroom or anywhere on the campus.

## SECTION 6

# IMPLEMENTATION, PHASING, AND BUDGETING

## 6.1 EDUCATIONAL PROGRAM IMPLEMENTATION

Development of the Implementation Plan was driven by the District’s vision for the academic program, including:

- Academy programs to increase the engagement, rigor, and relevance of the curriculum
- Dual Language Immersion programs to improve academic performance for English Language Learners
- Smaller schools and smaller learning communities within schools to increase students’ sense of connectedness to school
- Technology as a tool for improved student performance

These components manifest themselves in the design and operation of the District’s current and proposed K-6 facilities. For example, a visual and performance arts program may require practice and formal dedicated spaces for performances which should be accommodated in the design and expected budgeted costs of proposed facility improvements. Efforts have been made to provide educational specifications for the design of the District’s K through 6 school facilities to evaluate current deficiencies and to better plan for the design and construction of new school facilities or improvements. Table 22 provides the proposed educational specifications for school facilities, including specifications for school enrollments and specific instructional, administrative and support facilities.

To the extent the District elects to proceed with educational academies and a Dual Language Immersion Program, a framework for achieving these objectives is proposed. Each school in the District could choose an academy theme that is consistent with the student learning goals established by the Board. For example, a school academy for Visual and Performing Arts, could be designed to support student interests in these areas. School staff could use the Common Core State Standards to develop integrated units within the core curriculum. Areas of focus could include visual and performing arts, drama productions related to social studies and language arts, dance as a part of physical education, and multimedia presentations created using core curriculum content. Supplemental classes could also be developed to support the academic focus that can be offered during the school day, after school, and/or

during an extended year program. Supplemental classes may include Choir, Band, Dance Troupe, Advanced Art, or Piano/Keyboarding.

A Health and Science Academy could provide students with the academic foundation to succeed in higher level courses of study as they proceed further into their education. Again, Common Core State Standards could be developed into integrated units within the core curriculum focusing on health and science. Examples of such units could include an outdoor science lab with a garden, promoting “Eating Healthy” as part of science and health, and the effects of clean water on health as a research paper topic for language arts. Supplemental classes may be developed to be offered during the school day, after school, and/or during an extended year program. Supplemental classes that support an academic focus of health and science may include a “Get Fit Program”, a Project Lead the Way Medical Detectives class, Advanced Science Lab, and Gardening and Healthy Living instruction program.

A Math and Design Academy could focus on developing Common Core State Standards with integrated units within the core curriculum, focusing on Math and Design. Examples of such units include design applications to create presentations related to core classroom curriculum, a Lego curriculum integrated into math, and digital storytelling integrated into language arts and social studies. Supplemental classes could be offered during the school day, after school, and/or during an extended year program. These classes could include School Yearbook: Basic Principles of Design; Advanced Math Lab (e.g., solve a problem that must have trials and test things that create data for analysis through technology); and Game Design.

An Environmental Science and Engineering Academy would give students the academic foundation to succeed in higher level math and science courses and integrated into the Common Core State Standards in a similar way as discussed above. Areas of focus could include environmental science and engineering, and example units may include How to Be More Green, Air Quality and the Effects on Human Health, and the Study of Climates and Renewable Energy. Supplemental classes could include Project Lead the Way Energy and the Environment, and Automation and Robotics courses.

A Dual Language Immersion Academy could be developed as an independent educational academy or as an academy within an academy program. Students begin the program in kindergarten and remain with the strand through all six years of instruction, thus allowing for students to become fluently bilingual and bi-literate. Students would receive instruction for a pre-determined percentage of the day in English and the rest of the day in the foreign language selected for the program. Students who participate in the program would be ready for advanced classes in the foreign language of instruction when they matriculate to a junior high or middle school program.

## **6.2 FACILITIES PROGRAM PHASING AND BUDGETS**

The proposed master budget for facilities improvements at District sites has been developed to attain a higher level of reliability. Project costs in the Implementation Plan represent a combination of hard costs (associated with materials, labor, and construction) and soft costs (associated with support and ancillary

activities such as design development, legal services, permitting, etc.). Cost estimates are generated from the latest version of Saylor construction cost manuals in 2014 dollars.

**Table 24 – Proposed Facilities Master Budget, 2015-31\***

<b>Funding Sources</b>	<b>Phase 1 2015-21</b>	<b>Phase 2 2022-31</b>	<b>Estimated Total</b>
Existing Bond Program			
Series I	\$2,463,064	\$ -	\$2,463,064
New Bond Program			
Series A	\$7,870,070	\$ -	\$7,870,070
Series B	\$4,656,473	\$ -	\$4,656,473
Series C	\$ -	\$5,615,898	\$5,615,898
Series D	\$ -	\$4,762,197	\$4,762,197
Series E	\$ -	\$7,284,765	\$7,284,765
Fund 14 - Deferred Maintenance	\$298,693	\$ -	\$298,693
Fund 25 - Capital Facilities/Developer Fees	\$1,145,512	\$ -	\$1,145,512
Fund 35 - County School Facilities	\$1,010	\$ -	\$1,010
Fund 40 - Special Reserve for Capital Outlay	\$129,789	\$ -	\$129,789
Estimated State Aid Receipts	\$5,207,441	\$4,543,929	\$9,751,370
Estimated Developer Fees	\$730,748	\$ -	\$730,748
Estimated Interest Earnings	\$864,780	\$554,888	\$1,419,668
<b>Estimated Total Sources</b>	<b>\$23,367,581</b>	<b>\$22,761,678</b>	<b>\$46,129,259</b>

<b>School Site</b>	<b>Phase 1 (2015-21)</b>	<b>Phase 2 (2022-31)</b>	<b>Estimated Total</b>
Main Avenue Elementary	\$5,173,554	\$ -	\$5,173,554
Glenwood Elementary	\$2,805,622	\$ -	\$2,805,622
Bell Avenue Elementary	\$2,274,790	\$ -	\$2,274,790
Robla Elementary	\$1,554,404	\$ -	\$1,554,404
Taylor Street Elementary	\$4,858,386	\$ -	\$4,858,386
New Elementary School	\$ -	\$16,769,681	\$16,769,681
<b>Subtotal</b>	<b>\$16,666,755</b>	<b>\$16,769,681</b>	<b>\$33,436,436</b>
Program Reserve	\$1,666,676	\$1,676,968	\$3,343,644
State Aid Contingency	\$5,034,151	\$4,315,029	\$9,349,180
<b>Estimated Total Uses</b>	<b>\$23,367,581</b>	<b>\$22,761,678</b>	<b>\$46,129,259</b>

\* In 2014 dollars.

The Implementation Plan outlines phases for proposed improvements in a manner that is fiscally supportable, based on available and anticipated resources. A two-phase program is presented, with the first phase beginning in 2015 and the second phase in 2022. The length of each phase is based on the

grouping of proposed projects and the availability of funding; namely, available funds and remaining authorization from the 1992 bond, state aid grants, and proceeds from a recommended new bond program which could be authorized as early as 2014.

A key component of the viability of the proposed phasing depends on the assumption that state aid through the Office of Public School Construction becomes available after the successful passage of Assembly Bill 2235 in the November 2014 election or at the latest in 2016. Additional funding is proposed from existing funds on hand and the passage of a new local general obligation bond program. Should expected State contributions not be available, the program has established a State Aid contingency that may be combined with a portion of program reserve dollars to fund the entirety of the program in the absence of State support. Conversely, the receipt of State reimbursements will allow the use of this contingency toward the design and acceleration of future projects as well as supply a source of funds for the replacement of 1:1 mobile computing devices as they reach the end of their useful life. The budget also assumes that the District will become eligible for hardship status for the purposes of new construction state grants to be applied in the latter phase of the proposed facilities program.

The master budget for all proposed facilities improvements is estimated at \$46.1 million, including reserve and contingency funds, as presented in Table 24. This budget covers a 16-year period from 2015 to 2031, taking into consideration when state eligibility for modernization and new construction may be available as well as matching requirements may be best supported by available local funds (including developer fees and new bond proceeds). For purposes of presentation, all estimates are provided in 2014 dollars and provide for an assumed 5% annual cost of inflation. The budget for each phase of proposed improvements incorporates allowances for soft and hard costs.

#### 6.2.1 PHASE 1

Phase 1 is projected to begin in 2015. This seven-year phase addresses upgrade and modernization projects proposed for all existing District sites, plus the new construction of permanent facilities at Main Avenue Elementary and Taylor Street Elementary. Table 25 summarizes the projects by site.

The proposed new classroom facility at Main Avenue Elementary is prioritized early in Phase 1 because it completes an ongoing project and provides the ability to house additional students as needed in new permanent facilities. By completing a second new classroom facility at this site, Main Avenue will be entirely transformed into one the most modern elementary schools in the region and serve as a model for the kind of learning environment that the District desires. The construction of the new building will also allow the completion of frontage improvements along Main Avenue, resulting in significantly heightened curb appeal across the entire front of the campus.

Elsewhere in the District, classroom and wireless infrastructure upgrades will be conducted for all existing permanent classrooms, beginning in 2016 at Robla and Taylor Street and followed by Bell Avenue and Glenwood. These projects will ensure that all of the District's schools have existing facilities capable of meeting the District's new educational program. At Robla Elementary, a new student



resource center is also proposed that will unify two adjacent rooms that currently serve as library and computer lab, reinforcing the new strategy of creating flexible learning spaces.

A notable component of the proposed classroom upgrades in Phase 1 is the funding of a 1:1 mobile device program for each school that will provide a key link between the creation of 21<sup>st</sup> century learning environments and the full use of those environments by students and teachers. Each device will be the property of the District, to be used and cared for by the student or staff member until returned at the end of the school year.

**Table 25 – Proposed Phase 1 Budget**

<b>Project</b>	<b>Project Year</b>	<b>Estimated Cost</b>
<b>Site and Classroom Upgrades</b>		
<u>Robla Elementary</u>	2016	\$1,554,404
- Reconfiguration of 8 classroom interiors for 21st century		
- IT upgrades		
- Construction of student resource center from 2 existing rooms		
- Deferred maintenance		
<u>Taylor Street Elementary</u>	2016	\$1,734,381
- Reconfiguration of 15 classroom interiors for 21st century		
- IT upgrades		
- Grounds repair and deferred maintenance		
<u>Bell Avenue Elementary</u>	2018	\$2,274,790
- Reconfiguration of 14 classroom interiors for 21st century		
- IT upgrades		
- Grounds repair and deferred maintenance		
<u>Glenwood Elementary</u>	2021	\$2,805,622
- Reconfiguration of 18 classroom interiors for 21st century		
- IT upgrades		
- Roof, grounds, and security gate upgrades		
- Deferred maintenance		
<b>New Classroom Facilities</b>		
<u>Main Avenue Elementary</u>	2016	\$5,173,554
- Construction of 10-classroom wing (including 2 kindergartens)		
- 21st century furnishings, fixtures, and equipment		
- Removal of existing portables and District building		
- Sitework		
<u>Taylor Street Elementary</u>	2019	\$3,124,005
- Construction of 4-classroom wing (including 2 kindergartens)		
- New play area and student/staff restrooms		
- Removal of portables and general sitework		
	<b>Subtotal</b>	<b>\$16,666,755</b>
	Program Reserve	\$1,666,676
	State Aid Contingency	\$5,034,151
	<b>Estimated Total</b>	<b>\$23,367,581</b>

\* Project costs use 2014 dollars compound-inflated by 5% annually.

As the school with the highest enrollment and the second-largest number of portables in need of replacement, new facilities at Taylor Street are another key project for Phase 1. The proposed development of new permanent facilities gives the District an opportunity to reconfigure the portion of the Taylor Street site immediately next to the parking lot, enabling the improvement of campus security and visitor access control while also creating the opportunity to resurface the school’s hard courts. Lastly, beyond the classroom, Phase 1 also includes the installation of new roofs at Glenwood to solve persistent leakage problems and the refurbishing of play courts and fields at Glenwood and Bell Avenue.

### 6.2.2 PHASE 2

Phase 2 is projected to begin in 2022, with the issuance of Series C bonds and receipt of anticipated new construction eligibility from the state. Phase 2 comprises the construction of a new elementary school on the District’s vacant parcel on Norwood Avenue. This new school will set a new standard for K-6 learning in the 2020s in the same way that the new Main Avenue Elementary will set the standard for it today. The new facility will provide capacity for up to 300 students by current state standards. It will initially contain 12 classrooms and support facilities that will enhance the experiential, collaborative learning experience considered essential for 21<sup>st</sup> century learning. For maximum funding flexibility, the project will be designed modularly, so that new facilities can be added seamlessly to existing structures in line with demand for increased enrollment. While the facilities program calls for those improvements shown in Table 26, the configuration of the new school as presented in Fig. 13 shows facilities that may be added in years beyond the time frame of the Implementation Plan, if desired.

**Table 26 – Proposed Phase 2 Budget**

<b>Project</b>	<b>Project Year</b>	<b>Estimated Cost</b>
<b>New Elementary School on Norwood Avenue</b>		
<u>Phase 2a Construction</u>	2022	\$11,912,211
<ul style="list-style-type: none"> <li>- Modular construction of 12 classrooms (including 2 kindergartens)</li> <li>- 21st century furnishings, fixtures, and equipment</li> <li>- Restrooms, office/admin space</li> <li>- Installation of parking lot, utilities, and general sitework</li> </ul>		
<u>Phase 2b Construction</u>	2027	\$4,857,469
<ul style="list-style-type: none"> <li>- Student resource center (library)</li> <li>- Multipurpose room and food service building</li> </ul>		
	<b>Subtotal</b>	<b>\$16,769,681</b>
	Program Reserve	\$1,676,968
	State Aid Contingency	\$4,315,029
	<b>Estimated Total</b>	<b>\$22,761,678</b>

\* Project costs use 2014 dollars compound-inflated by 5% annually.

The new elementary school will be located in close proximity to both Glenwood and Taylor Street sites and will be immediately adjacent to Norwood Junior High School. The placement of this site gives the District the opportunity to be more flexible in how students are assigned to the school. For example, the new school could be designated primarily for academy classes and/or Dual Language Immersion programs under an open enrollment policy that allows parents to send their children to the school regardless of their home address in the District. This adds greater parent choice and provides maximum flexibility for the operation of the school by the District. Overall, the exact opening of this school will need to be driven by enrollment needs of the District and available state and local funding. Funding is anticipated to occur from local developer fees, general obligation proceeds, and hardship state funding.

### **6.3 FACILITIES IMPLEMENTATION CONSIDERATIONS**

Implementation of facilities improvements can begin upon approval of the Implementation Plan by the District. Funding, however, will be constrained by the ability for the District to gain local voter approval for a general obligation bond measure, similar to the one approved by local voters in 1992, and by the availability of state funding over time to leverage funding for additional improvements or to accelerate projects otherwise approved.

Upon adoption of the plan, a key task for the District will be to begin initiating the process to oversee the management of the proposed program, including the selection of design and construction team members. Throughout the course of implementation, the plan will need to be carefully managed to efficiently and effectively generate the funds required and to implement the proposed projects in sequence and greatest benefit to the District and residents. Program management tasks will include regulatory and environmental review processes, submittal of state grant applications, and compliance with federal, state and local regulations, selection of architectural, engineering and construction professionals and processing approvals through the various required oversight and state agencies involved. Under the scope of its agreements, CFW will examine ways to optimize bond proceeds and state grants as implementation of the plan progresses and projects are funded. The District should provide the opportunity to obtain periodic reports to the Board of progress and the need to review the Implementation Plan as needed.