



SCHOOL

DISTRICT

EDUCATING LEARNERS FOR THE 21ST CENTURY

REGULAR BOARD MEETING

October 21, 2015

Office of Student and Family Support Services
3300 Cortez Street
Oxnard

JOHN D. PUGLISI, Ph. D.
Superintendent

Board of Education

Ramon Rodriguez, President
Eleanor Torres
Edith Martinez-Cortes
Cassandra Bautista
Joe Esquivel

2.0



Agenda Item: **2. Approval of the Agenda**

Attachments:



Regular Board Meeting
10/21/2015 5:00 PM
Office of Student and Family Support Services
3300 Cortez Street
Oxnard, CA 93036
Closed Session: 5:00 p.m.
Open Session: 6:00 p.m.

1. Preliminary Business

1. Call to Order
2. Pledge of Allegiance
3. Roll Call

2. Approval of the Agenda

1. Agenda Corrections, Additions and Modifications
2. Approval of the Agenda

3. Public Comment - Closed Session

4. Closed Session

1. Conference with Legal Counsel – initiation of litigation, pursuant to Government Code § 54956.9(d)(4). Number of matters: 2.

2. Conference with Real Property Negotiators, pursuant to Government Code § 54956.8 Property: 3334 Santa Clara Avenue, Oxnard CA 93036 (APN 149-0-071-210) Agency negotiators: Dr. John Puglisi, District Superintendent, and Dr. Joel Kirschenstein, special consultant to District Negotiating party: County of Ventura Under negotiation: price and terms of payment

3. Conference with real property negotiators, pursuant to Government Code § 54956.8 Properties: APNs 132-0-110-01 [Lot 22, Tract 5352-1 in Book 150, page 76 of Miscellaneous Records of County of Ventura] and 132-0-100-26 [Lot 1 as described in Inst. No. 90-186303 of Official Records of County of Ventura] Agency negotiators: Dr. John Puglisi, District Superintendent, and Dr. Joel Kirschenstein, special consultant to District Negotiating parties: Riverpark Legacy, LLC; Riverpark A, LLC; and Riverpark B, LLC Under negotiation: price and terms of payment

4. Conference with Real Property Negotiators, pursuant to Government Code § 54956.8 Property: Five parcels identified by APNs 133-0-042-125 and 133-0-043-015 through 045 located in Oxnard, CA Agency negotiators: Dr. John Puglisi, District Superintendent, and Dr. Joel Kirschenstein, special consultant to District Negotiating party: Beedy Street Properties, LLC Under negotiation: price and terms of payment

5. Public Employee Performance Evaluation [Government Code 549587] Staffing 2015/2016

6. Conference with Labor Negotiators [Government Code 54957.6] Agency Designated Representatives: RSD Negotiating Team Employee Organization: RTA, CSEA, Certificated and Classified Management and other non-union represented groups.

5. Reconvene in Open Session

1. Report of Closed Session

6. Public Hearing

1. Certification Regarding the Sufficiency of Instructional Materials

2. Notice of Proposed Adoption of a School Facilities Needs Analysis Including Adoption of Level Two Mitigation Fees on Residential Development Gov Codes 65995,95995.5 and 95995.7

7. Presentations/Recognitions

1. Oaxaca Teacher Group Presentation

**Dr. John Puglisi,
Superintendent**

2. Rio Summer School Program Presentation

**Dr. John Puglisi,
Superintendent**

3. Former Board President Recognition

**Dr. John Puglisi,
Superintendent**

8. Communications

1. Acknowledgement of Correspondence to the Board

2. Board Member Reports

3. Organizational Reports - RTA/CSEA/Other

4. Superintendent Reports

5. Public Comment

9. Information

1. Business Report

10. Information/Action

1. Consideration of approval of Resolution No. 1516/12 Approving an Option and Purchase and Sale Agreement between Rio School District and the County of Ventura for the disposition of the Nyeland Acres property (address: 3334 Santa Clara Avenue, Oxnard CA 93036, and APN: 149-0-071-210). Superintendent Puglisi

2. Approval of the Rio School District K8 STEAM School Design and Educational Components Plan

Superintendent Puglisi

3. 2014-2015 Program Improvement End of Year Evidence of Progress Report

**Oscar Hernandez,
Assistant
Superintendent of
Educational Services**

4. Adoption of Resolution #1516/05 Sufficiency Of Instructional Materials and Certification Of Provisions of Standards-Aligned Instructional Materials	Oscar Hernandez, Assistant Superintendent of Educational Services
5. Approve the Contract for Auditing of the G.O. Bond from Vavrinek, Trine, Day & Co., LLP	Kristen Pifko
6. Approval of Resolution 1516/01 Adopting the District School Facilities Needs Analysis (SFNA)and Resolution 1516/02 Updating Level Two Residential School Mitigation Fees as Set Forth in in California State Senate Bill 50.	Kristen Pifko
7. Request Approval to Attend EduCon Conference 2016	Mike Vollmert, Director of Technology
8. Additional Interactive TV Purchases	Mike Vollmert, Director of Technology
11. Consent Agenda	
1. Approve Minutes of the Special Board Meeting of September 16, 2015	
2. Approval of the Minutes of the Regular Board Meeting of September 16, 2015	
3. Approval of the Personnel Report	Carolyn Bernal, Director of Human Resource
4. Authorization of Teaching Assignments-Multiple Subject	
5. Sage Institute Contract FY1516	Kristen Pifko
6. Approval of the Amendment to the Learning Priority Contract FY 1516	
7. Change Order No. 1 for Project 15-0035REAL for the Painting of Five Additional Portables at Rio Real Elementary School.	Kristen Pifko
8. Change Order No. 1 for Project 15-0035LINDO for exterior re-painting of four portables at Rio Lindo.	
9. Change Order No. 1 for Project 15-0041G Site Work and Utility Installations for Portable Classrooms at Rio Del Norte and Rio Lindo Elementary Schools.	Kristen Pifko
10. Approval of Resolution 1516/10 Approving the Notice of Completion of the Painting of the Additional Utility Building at Rio Plaza Elementary School.	Kristen Pifko
11. Approval of Resolution 1516/11 Approving the Notice of Completion of Repainting Four Portables at Rio Lindo Elementary School.	Kristen Pifko
12. Approval of Resolution 1516/09 Approving the Notice of Completion of the Painting of Five Additional Portables at Rio Real Elementary School.	Kristen Pifko
13. Renewal of the Food Share Memorandum of Understanding FY 2015/2016	
14. Approval of Resolution 1516/06 approving the Notice of Completion for the Installation of Portables at Rio Lindo Elementary School.	Kristen Pifko
15. Approval of Estimated Fees for Legal Services Provided by Atkinson, Andelson, Loya, Ruud and Romo.	Kristen Pifko
16. Approval to Increase Amount for Morris Inspection Services for Additional Inspection Work FY 2015/2016.	Kristen Pifko
17. Williams Quarterly Complaint Report for October 2015	
18. Approve Proposal from John Pence Building Specialties, Inc.	Kristen Pifko
19. Contract for Testing and Special Inspection Services	Kristen Pifko

- 20. Ratification of Commercial Warrant Register**
- 21. Installation of Security Cameras on School Busses**
- 22. eRate Request for Additional Bandwidth**
- 23. Request for Proposal - District Internal Connections Upgrade to 10GB**

Marcia Nudd
Kristen Pifko
Mike Vollmert, Ed.D.
Mike Vollmert,
Director of
Technology

12. Organizational Business

- 1. Items for Future Board Meetings**
- 2. Future Meeting Dates:**

13. Adjournment



Agenda Item: **4. Closed Session**

Attachments:

4.1



Agenda Item: 4.1. Conference with Legal Counsel – initiation of litigation, pursuant to Government Code § 54956.9(d)(4). Number of matters: 2.

Attachments:

4.2



Agenda Item:

4.2. Conference with Real Property Negotiators, pursuant to Government Code § 54956.8 Property: 3334 Santa Clara Avenue, Oxnard CA 93036 (APN 149-0-071-210) Agency negotiators: Dr. John Puglisi, District Superintendent, and Dr. Joel Kirschenstein, special consultant to District Negotiating party: County of Ventura Under negotiation: price and terms of payment

Attachments:



Agenda Item: 4.3. Conference with real property negotiators, pursuant to Government Code § 54956.8 Properties: APNs 132-0-110-01 [Lot 22, Tract 5352-1 in Book 150, page 76 of Miscellaneous Records of County of Ventura] and 132-0-100-26 [Lot 1 as described in Inst. No. 90-186303 of Official Records of County of Ventura] Agency negotiators: Dr. John Puglisi, District Superintendent, and Dr. Joel Kirschenstein, special consultant to District Negotiating parties: Riverpark Legacy, LLC; Riverpark A, LLC; and Riverpark B, LLC Under negotiation: price and terms of payment

Attachments:

4.4



Agenda Item:

4.4. Conference with Real Property Negotiators, pursuant to Government Code § 54956.8 Property: Five parcels identified by APNs 133-0-042-125 and 133-0-043-015 through 045 located in Oxnard, CA Agency negotiators: Dr. John Puglisi, District Superintendent, and Dr. Joel Kirschenstein, special consultant to District Negotiating party: Beedy Street Properties, LLC Under negotiation: price and terms of payment

Attachments:

4.5



Agenda Item: 4.5. Public Employee Performance Evaluation [Government Code 549587] Staffing 2015/2016

Attachments:

4.6



Agenda Item:

4.6. Conference with Labor Negotiators [Government Code 54957.6] Agency Designated Representatives: RSD Negotiating Team Employee Organization: RTA, CSEA, Certificated and Classified Management and other non-union represented groups.

Attachments:

6.1



Agenda Item: **6.1. Certification Regarding the Sufficiency of Instructional Materials**

Rationale: The public is invited to provide input regarding the Sufficiency of Instructional Materials whereby it has been determined the Rio School District has sufficient textbooks or instructional materials in reading/language arts, mathematics, history and science for every student in the district and will be in compliance with the Instructional Materials Funding Realignment Program (IMFRP) and certification of provision of textbooks and materials.

Financial Impact: None

Attachments:
Williams Sufficiency of Instructional Materials

PLEASE POST ON OCTOBER 2, 2015

RIO SCHOOL DISTRICT
2500 VINEYARD AVENUE
OXNARD, CALIFORNIA

**NOTICE OF
PUBLIC HEARING**

RESOLUTION #1516/05 AND CERTIFICATION
REGARDING SUFFICIENCY OF
INSTRUCTIONAL MATERIALS

October 21, 2015

The public is invited to provide input regarding the Sufficiency of Instructional Materials whereby it has been determined the Rio School District has sufficient textbooks or instructional materials in reading/language arts, mathematics, history and science for every student in the district and will be in compliance with the Instructional Materials Funding Realignment Program (IMFRP) and certification of provision of textbooks and materials.

The public hearing will be held during the Governing Board meeting of the Rio School District to be held on Wednesday, October 21, 2015, at 6:00 p.m. at the **Office of Student and Family Services (OSFS), 3300 Cortez Street, Oxnard, CA 93036.**

PLEASE POST ON OCTOBER 2, 2015

6.2



Agenda Item: 6.2. Notice of Proposed Adoption of a School Facilities Needs Analysis Including Adoption of Level Two Mitigation Fees on Residential Development Gov Codes 65995, 95995.5 and 95995.7

Rationale: PLEASE TAKE NOTICE that pursuant to California State Law and related authorities, the Board of the Rio Elementary School District (District) will hold a public hearing on Resolutions adopting the District School Facilities Needs Analysis (SFNA) and Level 2 Alternative Residential School Mitigation Fees, at its regular meeting of October 21, 2015 at 6:00 p.m., held at the Office of Student and Family Services, located at 3300 Cortez Street, Oxnard, California, 90036.

Attachments:
PHSchoolFacilitiesNeeds

RIO ELEMENTARY SCHOOL DISTRICT

NOTICE OF PROPOSED ADOPTION OF A SCHOOL FACILITIES NEEDS ANALYSIS INCLUDING THE ADOPTION OF LEVEL TWO MITIGATION FEES ON RESIDENTIAL DEVELOPMENT GOVERNMENT CODE SECTIONS 65995, 65995.5 and 65995.7

PLEASE TAKE NOTICE that pursuant to California State Law and related authorities, the Board of the Rio Elementary School District (District) will hold a public hearing on Resolutions adopting the District School Facilities Needs Analysis (SFNA) and Level 2 Alternative Residential School Mitigation Fees, at its regular meeting of October 21, 2015 at 6:00 p.m., held at the Office of Student and Family Services, located at 3300 Cortez Street, Oxnard, California, 90036.

Commencing on September 18, 2015, and for the next 30 days thereafter, the proposed Resolutions adopting the District SFNA in its final form with supporting applicable data for the related adoption of Level 2 Alternative School Mitigation Fees is available for public review and comment at the District Administrative Offices. Prior to taking action on the Resolutions, the District shall respond in writing to all written comments received from the public regarding the SFNA and related fee adoption.

On or prior to September 18, 2015, the District provided approved administrative draft copies thereof for review and comment to the planning department of the City of Oxnard, California and the County of Ventura, California, which are the jurisdictions responsible for land use planning for territory within the District.

Anyone requesting information concerning this matter should contact Kristen Pifko, Assistant Superintendent of Business Services at (805) 485-3111. Written requests for copies should be submitted to the District at 2500 Vineyard Ave., Oxnard, California 93036.

10.1



Agenda Item: **10.1. Consideration of approval of Resolution No. 1516/12 Approving an Option and Purchase and Sale Agreement between Rio School District and the County of Ventura for the disposition of the Nyeland Acres property (address: 3334 Santa Clara Avenue, Oxnard CA 93036, and APN: 149-0-071-210).**

Speaker: Superintendent Puglisi

Rationale: On December 10, 2014, pursuant to Resolution No. 1415/08, the Board declared the Nyeland Acres property as surplus property or no longer needed for classroom purposes. For numerous years, the property has been used as a Boys and Girls Club after-school program and outdoor recreational program site. Pursuant to Resolution No. 1415/08, the Board also found that the property was subject to the Naylor Act (Education Code Sections 17485, *et seq.*) due to the presence of playgrounds on the site. The Naylor Act aims to permit school districts to dispose of surplus property while making it possible for other governmental agencies to acquire the property and keep it available for playground, playing field or other outdoor recreational and open-space purposes. In accordance with the Naylor Act, on February 10, 2015, the County of Ventura (“County”) found that preservation of the Nyeland Acres property for playground, playing field and other recreational and open-space purposes would benefit the community.

On April 15, 2015, pursuant to Resolution No. 1415/14, the Board declared its intention to offer the Nyeland Acres property to interested charter schools, certain public agencies, and qualifying nonprofit corporations, in accordance with the Education Code and Government Code. Subsequently, the District received a notice of intent from the County, which would like to acquire the site for use as a park and community center. The County intends to cause an election of the eligible residents of the Nyeland Acres community to form a community facilities district to cover certain costs of purchase and ongoing maintenance of the property. Therefore, the County requested an option to purchase the site, pending the outcome of the election. The parties also negotiated a purchase and sale agreement in the event that the election is successful. The option terms and the terms of the purchase and sale are set forth in one agreement, which is included in the attached Resolution as Exhibit B. If the election is not successful, then staff will evaluate the District’s options with respect to the property, and bring those options to the Board for consideration.

Financial Impact: Fiscal Impact: Sale price of \$325,000 (if election is successful) to the district.

Attachments:
Res151612NyelandPurchase

**RIO SCHOOL DISTRICT
RESOLUTION NO. # 1516/12**

**APPROVING AN OPTION AND PURCHASE AND SALE AGREEMENT
BETWEEN RIO SCHOOL DISTRICT AND THE COUNTY OF VENTURA
FOR THE DISPOSITION OF THE NYELAND ACRES PROPERTY
(3334 SANTA CLARA AVENUE, OXNARD, CALIFORNIA 93036)**

**(EDUCATION CODE SECTIONS 17464 AND 17485, *ET SEQ.*, AND
GOVERNMENT CODE SECTIONS 54220, *ET SEQ.*)**

WHEREAS, the Board of Trustees (“Board”) for the Rio School District (“District”) appointed a surplus property advisory committee (“Committee”), in accordance with Education Code Sections 17487, *et seq.*, to review that certain parcel of real property commonly referred to as the Nyeland Acres site, which is located at 3334 Santa Clara Avenue in Oxnard, California, identified by APN 149-0-071-210, and more particularly described in Exhibit “A” which is attached hereto and incorporated herein by reference (the “Property”); and

WHEREAS, the Committee reviewed the Property and recommended that the Property be classified as “surplus property,” that is, property which is currently not or will not in the foreseeable future be needed by the District for school classroom buildings; and

WHEREAS, the District passed and adopted Resolution No. 1415/08, at a regularly-held meeting of the Board on December 10, 2014, by which resolution the Board approved the Committee’s recommendation for determining that the Property is District surplus property, and set forth its intention to comply with the requirements of the Naylor Act (Education Code Sections 17485, *et seq.*), which applies to the proposed sale of the Property due to the presence of playgrounds and playing fields on the Property; and

WHEREAS, in accordance with Education Code Section 17492, the Board of Supervisors for the County of Ventura (“County”) found that the public lands in the vicinity of the Property are inadequate to meet the community’s existing and foreseeable needs for playground, playing field, and other recreational and open-space purposes, and further found that preservation of the Property for such purposes would benefit the community, all as set forth in Board of Supervisors Resolution No. 15-011, which was adopted by the Board of Supervisors on February 10, 2015; and

WHEREAS, the District passed and adopted Resolution No. 1415/14, at its regularly-held meeting of the Board on April 15, 2015, by which resolution the District set forth its intention to notify interested charter schools, certain public agencies and qualifying nonprofit corporations of the District’s desire to dispose of the Property, in accordance with Education Code Section 17464 and Government Code Sections 54220, *et seq.*; and

WHEREAS, the District subsequently complied with Education Code Section 17464 by notifying interested charter schools, certain public agencies and nonprofit corporations of the District's intent to sell the Property; and

WHEREAS, the District received a timely notice of interest in the Property from the County, which intends to utilize the Property as a park and community center; and

WHEREAS, the County intends to cause an election of the eligible residents of the Nyeland Acres community to form a community facilities district to cover certain costs of purchase and ongoing maintenance of the Property, with such election results to be tabulated and certified by February 29, 2016; and

WHEREAS, the County therefore elected to obtain an option to purchase the Property, pending the election results, as well as negotiate the terms and conditions of the County's prospective purchase of the Property; and

WHEREAS, the County and the District have successfully finalized good faith negotiations to accomplish such option and purchase and sale agreement; and

WHEREAS, in accordance with its intention set forth in Resolution No. 1415/08, the District will use any proceeds from the sale of the Property for the District's capital outlay or costs of maintenance expenses, as mandated by Education Code Section 17462, or for one-time general fund purposes, as authorized by Education Code Section 17463.7, or as otherwise permitted by law;

NOW, THEREFORE, be it hereby resolved that:

1. The foregoing recitals are true and correct.
 2. The Board hereby declares its intention to sell the Property to the County on terms and conditions set forth in the Option and Purchase and Sale Agreement between Rio School District and County of Ventura (the "Option and Purchase and Sale Agreement"), which is attached hereto as Exhibit B and incorporated herein by reference.
 3. The Board hereby delegates authority to the Superintendent, or the Superintendent's designee, to take such action as may be required to effect the purpose of this Resolution, including the execution of the Option and Purchase and Sale Agreement.
-

PASSED AND ADOPTED by the Board of Trustees at a regular meeting held on the 21st day of October, 2015 by the following vote on roll call:

AYES:

NOES:

ABSENT:

ABSTAIN:

Ramon Rodriguez,
President of the Board of Trustees

EXHIBIT A
LEGAL DESCRIPTION OF NYELAND ACRES PROPERTY
(APN 149-0-071-210)

A part of Lot 65 as the same is designated and delineated upon that certain map entitled, "Map of the Rancho Santa Clara del Norte, Ventura County, California" (and recorded in the office of the County Recorder of said Ventura County in Book 3 of Miscellaneous Records (Maps) at page 26), and more particularly described as follows:

A part of Lot 65 of the Rancho Santa Clara del Norte as per map recorded in the office of the County Recorder in Book 3 of Miscellaneous Records (Maps) at page 26 and more particularly described and bounded as follows:

Beginning at a point in the easterly line of that certain County road sixty (60) feet wide known as Santa Clara Avenue and described as "Second" in the deed of A. Schiappa Pietra, et al., to Ventura County, dated January 26, 1891, and recorded in Book 32 of Deeds at page 617, from which the point of intersection of the easterly line of Santa Clara Avenue and the northerly line of Conejo Road as described in the deed of Samuel S. Furrer, et al., to the State of California, dated July 23, 1915, and recorded in Book 149 of Deeds at page 116, et seq., bears South 39° 40' West 1311.44 feet and running thence from said point of beginning:

- 1st: North 39° 40' East 267.15 feet with the easterly line of Santa Clara Avenue; thence leaving the said east line,
- 2nd: South 50° 20' East 417.60 feet to a point; thence,
- 3rd: South 39° 40' West 208.09 feet to a point; thence,
- 4th: North 58° 23' West 412.75 feet to the point of beginning and being Lots 22, 23 and 24 of Nyeland Acres, a subdivision not recorded.

Together with right of way in common with other property owners in the large tract known as "Nyeland Acres," of which said property is a part, over certain private roads in said tract, known as "Nyeland Ave." and "Eucalyptus Drive" to public highways.

EXHIBIT B
OPTION AND PURCHASE AND SALE AGREEMENT

10.2



Agenda Item: **10.2. Approval of the Rio School District K8 STEAM School Design and Educational Components Plan**

Speaker: Superintendent Puglisi

Rationale: Per California Education Code Section 17070.50 Educational Specifications for the Rio K-8 STEAM Community Center shall be Board Approved and filed with the California Department of Education.

Concept plan attached.

Financial Impact: **Fiscal Impact: Approximately \$32 million**

Funding Source: Measure G Bond, Developer/Mitigation Fees/CFD/State Matching Funds

Attachments:
K8EdSpecs

RIO K-8 STEAM COMMUNITY SCHOOL

Educational Specifications

RIO K-8 STEAM COMMUNITY SCHOOL

Rio School District
2500 Vineyard Ave.
Oxnard, CA 93036

Architecture for Education, Inc.
65 N. Catalina Avenue
Pasadena, CA 91106
(626) 356-4080

Project No. A-1406-00
July 8, 2015

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	400	1
1. Waiting		

- A. Activities:** Main access for the school with secondary access for teachers and students during school. It will be the only way into and out of the school during school hours. Lobby will be school reception, waiting, informal gathering area, also welcome center to campus culture.
- B. Atmosphere:** Professional, warm and friendly. Open, welcoming, central
- C. Writing Surfaces:** None
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed concrete
- F. Ceiling:** Acoustical deck exposed to structure (ceiling clouds as needed)
- G. Acoustical Treatment:** n/a
- H. Daylight/Lighting:** Exterior windows should have view of entry. Lighting for display.
- I. Display Space:** 16 lineal feet of floor to ceiling tackable surface on each side of reception area. Glass display case integrated into wall. Provide space for school graphic or a sculpture.
- J. Cabinetry:** Counter area for computers
- K. Electrical:** (2) duplexes per wall
WiFi to connect personal laptops
- L. Water:** (1) drinking fountain
- M. Gas / Air:** n/a
- N. Ventilation:** Natural ventilation where possible.
- O. Communications / Instructional Technology:** (1) phone, (1) clock. Data connection for interactive flat screen TV.
- P. Adjacencies / Access:** Visibility to front door by glass wall to corridor and public waiting.

- Q. Furniture and Equipment:**
- Comfortable waiting chairs for 8 people.
 - Electronic Message Board for virtual tour of school and to display student work / FPD
 - Computer Station(s) for parents to connect to technology
 - Camera/ web-cam with live feed of STEAM Centers
- R. Learning Potential:**
- Students can take pride in their community image. Students could actually serve as tour guides or hosts in the school and learn to present their school to the public.
 - Use of native hardscape elements and plant materials to reinforce the link with the surrounding environment.
 - Students can learn responsibility for their own activities and learn effective planning for their activities by using the school calendar, as well as presenting public notices in an intelligent, graphic manner.
 - Students should be in charge of arranging and setting up their displays to learn curatorial skills.
 - Interdistrict, interstate and international information links to bring cutting edge ideas to educational institutions.
 - The use of glazing and sun shading can teach concepts of energy conservation, light control, as well as marking the sun angles throughout the year and reinforcing passive cooling strategies.
 - Use as a pictorial history lesson for local area. Show social and educational changes of the local area.
 - Improve program organization by use of wall surfaces for scheduling boards. Visual "idea billboards" to reinforce curriculum goals and objectives.
 - Use as Maker Space. Children can be engaged while parents visit or connect to technology. Siblings can participate in activities while waiting for parent to interact with staff.
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	200	1
2. Secretary/Receptionist		

- A. Activities:** This space is for school reception, clerical work, and the main school switchboard and mail distribution.
- B. Atmosphere:** Professional, warm and friendly
- C. Writing Surfaces:** None
- D. Walls:** Painted gypsum board
- E. Flooring:** High traffic, commercial grade carpet OR sealed concrete
- F. Ceiling:** Acoustical gypsum board
- G. Acoustical Treatment:**
- H. Daylight/Lighting:** Exterior windows should have view of entry. Good task lighting above public counter. Task lighting for work areas.
- I. Display Space:** (1) bulletin board, 4' x 4'
- J. Cabinetry:** 30" high counter will be where staff members greet Elementary students and parents. Computers will be located at the 42" high counter so that the monitor is not visible to the public and also any wiring or cabling would be concealed.
Between the desktop and the top of the 42" counter will be space for forms and other document storage. The counter shall be 30" wide with 3 knee spaces. One will be at the lower counter and 2 will be at the higher counter.
The higher counter shall be approximately 12" wide allowing space for 8½ x 11 paper.
Where form storage is not provided a tackable surface shall be provided to allow the posting of pictures and notices.
The main phone console will be placed at the lower desk where the receptionist will be seated. A 2" round grommet hole with cover shall be provided at each station located at the counter area.
- K. Electrical:** (2) duplexes per wall, electrical & data at counter behind desk.
- L. Water:** n/a
- M. Gas / Air:** n/a
- N. Ventilation:** n/a

- O. Communications / Instructional Technology:** (3) phones, (1) clock, (3) data locations at counter.
- P. Adjacencies / Access:** Visibility to front door by glass wall to corridor and public waiting, or TV centers to monitor, adjacent to PA intercom room.
- Q. Furniture and Equipment:**
- R. Learning Potential:** Convey a professional face to the community and allow students to interface with a professional environment. Collect and distribute necessary information for school operation.
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	120	2
3. Private Offices		

- A. Activities:** The private office is to be designed where office work, private phone conversations and small meetings can occur.
- B. Atmosphere:** Professional but must portray "accessibility", warmth, & openness.
- C. Writing Surfaces:**
- D. Walls:** Painted gypsum board
- E. Flooring:** Carpet
- F. Ceiling:** Acoustical tile
- G. Acoustical Treatment:** Sound insulation in wall cavity. Full height walls. Sound Board on walls also.
- H. Lighting:** Linear pendant direct-indirect fixtures.
- I. Daylight:** Exterior window.
Manual, chain-driven, vinyl roller shade to control glare and direct sunlight.
- J. Display Space:** Tackable surface
- K. Cabinetry:** None
- L. Electrical:** (1) duplex per wall, (2) data port for computer, wall and floor box.
- M. Water:** n/a
- N. Gas / Air:** n/a
- O. Ventilation:** HVAC
- P. Communications / Instructional Technology:** Telephone with capability of making public address. Integrated intercom/ phone system allowing calls to be placed to office, other locations on campus and outside numbers. System should allow restriction and documentation of long distance calls. Computer connections to local area network, school network and District wide network. Provide connection points on one wall and on floor at optimum desk location.
- Q. Adjacencies / Access:** To secretary, near to front door, adjacent to conference room.
- R. Furniture and Equipment:** (1) desk; (1) small round table with (3-4) chairs; (2) lateral file cabinets
- S. Learning Potential:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	200	1
4. Records Storage		

- A. Activities:** Bulk storage of cumulative files. Long, rectangular room preferred for the efficient arrangement of file cabinets.
- B. Atmosphere:**
- C. Writing Surfaces:** None
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed concrete
- F. Ceiling:** Acoustical tile
- G. Acoustical Treatment:**
- H. Daylight:** None
- I. Display Space:** None
- J. Cabinetry:** Space for 20, full height file cabinets.
- K. Electrical:** (1) duplex per wall
- L. Water:** None
- M. Gas / Air:** None
- N. Ventilation:** HVAC
- O. Communications / Instructional Technology:** (1) data port per wall
- P. Adjacencies / Access:** Adjacent to offices and workroom.
- Q. Furniture and Equipment:**
- R. Learning Potential:**
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	216	1
5. Conference Room		

- A. Activities:** This space will be used for medium sized presentations and meetings with staff, public, and students. Space for 8-12 people.
- B. Atmosphere:** Professional
- C. Writing Surfaces:** White board surface
- D. Walls:** Painted gypsum board
- E. Flooring:** Carpet
- F. Ceiling:** Acoustical tile
- G. Acoustical Treatment:** Sound insulation in wall cavity
- H. Daylight/Lighting:** Window to exterior. Direct lighting at one wall for presentations. Overhead lighting above conference table and task lighting at counter area.
- I. Display Space:** n/a
- J. Cabinetry:** Storage cabinets above and below 8' long counter area for audio/visual equipment, paper products, and coffee/food service supplies. Storage cabinets above and below counter area for audio/visual equipment, paper products, and coffee/food service supplies.
- K. Electrical:** (1) duplex per wall, (1) floor outlet with full phone/data drop.
FPD: Provide electrical and data.
- L. Water:** Sink with hot and cold water
- M. Gas / Air:** n/a
- N. Ventilation:** HVAC
- O. Communications / Instructional Technology:** Table mount speaker phone with access code. (1) clock. Locate connection point in floor in center of room. Small Enoboard with short throw projector.
- P. Adjacencies / Access:** Near to Principal's and Assistant Principal's office. This conference room should be located in the main administration area.
- Q. Furniture and Equipment:** Provide space for 8-12 people; chairs, and conference table.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	400	1
6. Nurse/Health		

- A. Activities:** Room used for patient waiting, screening and sleeping. Also used for nurse's individual office work, phone calls, and small meetings with students.
- B. Atmosphere:** Orderly, professional and friendly, well lit for examination. It should be warm and comfortable, yet clean, and feel "accessible" and encourage communication.
- C. Writing Surfaces:** n/a
- D. Walls:** Washable painted gypsum board, semi-gloss
- E. Flooring:** Sealed concrete
- F. Ceiling:** Acoustic tile.
- G. Acoustical Treatment:** Sound insulation in wall
- H. Daylight/Lighting:** Exterior window, if possible.
Manual, chain-driven, vinyl roller shade to control glare and direct sunlight.
- I. Display Space:** Tackable surface
- J. Cabinetry:** Side Wall: Wheelchair storage cabinet/room (4'w x 4'd)
Side Wall: Upper and lower cabinets with sink, space for full height refrigerator, all cabinets must be lockable, eyewash at sink.
- K. Electrical:** (1) 110V outlet per wall, refrigerator outlet
- L. Water:** Single compartment sink with hot and cold water
- M. Gas / Air:** n/a
- N. Ventilation:** High level air changes. Operable windows at eye level if possible.
- O. Communications / Instructional Technology:** Campus intercom, outside phone access with private line to allow for confidential conversations, computer with access to health records. Integrated intercom/phone system allowing calls to be placed to office, other locations on campus and outside numbers. System should allow restriction and documentation of long distance calls. Provide connection points on one wall at optimum desk location.
- P. Adjacencies / Access:** 4' door for gurney access, direct to exterior if possible.
Access to a restroom within the area.
Provide visual connection to waiting area; should be central location in nurse's area.

- Q. Furniture and Equipment:** 3-4 cots
(1) computer work station,
(1) refrigerator with icemaker,
bio hazards/waste container.
Provide small open shelving area for books.
Provide desk, work chair,
(2) guest waiting chairs
- R. Learning Potential:**
- S. Comments:** Space must accommodate 3-4 ceiling hung curtained cot compartments
5' x 7' each

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	72	2
7. Public Toilets		

- A. Activities:** Dedicated for public use.
- B. Atmosphere:** Bright, clean
- C. Writing Surfaces:** n/a
- D. Walls:** Ceramic Tile
- E. Flooring:** Ceramic Tile
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound insulation in wall.
- H. Lighting:** Standard fixtures with automatic controls.
- I. Daylight:** n/a
- J. Display Space:** n/a
- K. Cabinetry:** Solid surface countertop with cabinet underneath sink
- L. Electrical:** (1) GFI duplex above lavatory, lockable
- M. Water:** sink with hot and cold water
Wall mounted toilet
Floor drain.
- N. Gas / Air:** n/a
- O. Ventilation:** Exhaust fans, natural ventilation
- P. Communications / Instructional Technology:** PA speaker
- Q. Adjacencies / Access:** Waiting
- R. Furniture and Equipment:** Toilet grab bars, Soap, toilet tissue and toilet seat cover dispensers, sanitary napkin dispenser and disposal, mirror above sink, hand dryer.
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	72	1
8. Nurse Toilet (unisex)		

- A. Activities:**
- B. Atmosphere:** Sanitary, well lit
- C. Writing Surfaces:** None
- D. Walls:** Ceramic tile
- E. Flooring:** Sealed concrete with floor drain
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound insulation in wall
- H. Daylight:** None
- I. Display Space:** None
- J. Cabinetry:** None
- K. Electrical:** (1) duplex at sink GFI
- L. Water:** (1) water closet, (1) sink with hot and cold water
- M. Gas / Air:** None
- N. Ventilation:** Exhaust fan
- O. Communications / Instructional Technology:** None
- P. Adjacencies / Access:** Direct access to Nurse's office
- Q. Furniture and Equipment:** Lockable medicine storage cabinet.
- R. Comments:** Handicap accessible Sanitary, well lit

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	450	1
9. Staff Work Room		

- A. Activities:** This room is dedicated to administration staff and teachers bulk copying and paper collating.
- B. Atmosphere:** Bright
- C. Writing Surfaces:** 8' x 4' marker board
- D. Walls:** Paint
- E. Flooring:** Carpet
- F. Ceiling:** Acoustical tile
- G. Acoustical Treatment:** Sound insulation in wall cavity.
- H. Daylight:** Window to exterior if possible. Operable windows with durable locks. Light shelves and sunshades as needed to control natural daylight. Manual, chain-driven, vinyl roller shade to control glare and direct sunlight.
- I. Display Space:** One wall with tackable surface
- J. Cabinetry:** Counters, some with upper and lower cabinets, open shelving on full wall above counter and enclosed cabinets below counter for storage of supplies. Provide 36" wide counter at center of room with open storage below. Counter to be 42" tall. (3) fixed shelves shall be provided at each 2' wide storage space provided underneath the counter. (1) 2-sided duplex outlet to be provided in a pedestal at the center of table with a duplex outlet at each end of table.
(60) staff mail boxes composed of (50) 4"h x 12"d x 9"w and (10) 6"h x 12"d x 9"w.
Upper and lower cabinetry.
- K. Electrical:** (3) duplexes per wall, power to run (#?) copy machines (manufacturer, type?). Dedicated circuits. 110V-220 AMP.
- L. Water:** n/a
- M. Gas / Air:** n/a
- N. Ventilation:** Air conditioning
- O. Communications / Instructional Technology:** Telephone/data connection on all walls (next to duplexes).

- P. Adjacencies / Access:** Visibility of nurse and principals office. Adjacent to records storage.
- Q. Furniture and Equipment:**
- R. Learning Potential:**
- S. Comments:** Work area for 5 staff members.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	750	1
10. Staff Café Lounge		

- A. Activities:** Lunch and relaxation
- B. Atmosphere:**
- C. Writing Surfaces:** None
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed concrete
- F. Ceiling:** Acoustic tile
- G. Acoustical Treatment:** Sound insulation in wall
- H. Daylight:** Operable windows with durable locks.
Light shelves and sunshades as needed to control natural daylight.
Manual, chain-driven, vinyl roller shade to control glare and direct sunlight.
- I. Display Space:** Tackable surface
- J. Cabinetry:** Built in kitchenette with refrigerator, stovetop, microwave – 5 lf of upper and lower cabinets.
Counter with sink
- K. Electrical:** (2) duplexes above counter
(1) duplex for each wall
- L. Water:** Hot and cold at sink
- M. Gas / Air:** None
- N. Ventilation:** Air conditioning
- O. Communications / Instructional Technology:** (1) Phone, (1) clock, PA speaker
- P. Adjacencies / Access:** Mail & copy area, and staff work room
- Q. Furniture and Equipment:**
- R. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Administration	100	1
11. Storage		

- A. Activities:** Dedicated to bulk storage of paper and other supplies. Metal shelving.
- B. Atmosphere:** Bright
- C. Writing Surfaces:** n/a
- D. Walls:** Painted gypsum board
- E. Flooring:** Carpet
- F. Ceiling:** Acoustical tile
- G. Acoustical Treatment:** n/a
- H. Daylight:** n/a
- I. Display Space:** n/a
- J. Cabinetry:** Shelves from floor to ceiling, 13" deep
- K. Electrical:** n/a
- L. Water:** n/a
- M. Gas / Air:** n/a
- N. Ventilation:** No windows necessary.
- O. Communications / Instructional Technology:** n/a
- P. Adjacencies / Access:** Adjacent to Staff Workroom.
- Q. Furniture and Equipment:**
- R. Learning Potential:**
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Library	100	1
1. Lobby/Display		

- A. Activities:** The lobby for the library is intended as an orientation and acclimation space, as well as a circulation space. Display areas should be provided for current library programs and student projects.
- B. Atmosphere:** Welcoming and fun.
- C. Writing Surfaces:** n/a
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed Concrete
- F. Ceiling:** Painted gypsum board soffit OR exposed to structure
- G. Acoustical Treatment:** n/a
- H. Lighting:** Track lighting or spot lighting should be designed for the various cases and vertical wall displays.
- I. Daylight:** Direct access to front entrance with the use of extensive glazing and generous natural light.
- J. Display Space:** Built in display cases for books, artifacts, awards & student projects (i.e. Geology Week)
- K. Cabinetry:** Display casework
- L. Electrical:** Display lighting. Flat Panel Display Screen and associated power/ data
- M. Water:** n/a
- N. Gas / Air:** n/a
- O. Ventilation:** n/a
- P. Communications / Instructional Technology:** n/a
- Q. Adjacencies / Access:** Direct to exterior and reading room. Possibly another link to the student project room and the café/outdoor reading area should be made.
- R. Furniture and Equipment:** n/a
- S. Learning Potential:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Library	100	1
2. Circulation Desk		

- A. Activities:** Overview and check-out area for library. Information retrieval, research skill instruction.
- B. Atmosphere:** Large, open and welcoming circulation desk area.
- C. Writing Surfaces:** n/a
- D. Walls:** Paint
- E. Flooring:** Sealed Concrete AND/OR Carpet
- F. Ceiling:** Exposed to structure
- G. Acoustical Treatment:** n/a
- H. Daylight:** As much diffused natural light as possible.
- I. Display Space:** Circulation desk countertop area for display
- J. Cabinetry:** Circulation desk to fit computer and printer. Provide hole cuts for electrical outlets and cords with rubber grommet. Provide book-drop.
- K. Electrical:** Adequate provisions for technology to be moved around. Departmentalized conduit for dual cable usage. Provide both electrical and computer connections at circulation desk connections.
- L. Water:** n/a
- M. Gas / Air:** n/a
- N. Ventilation:** n/a
- O. Communications / Instructional Technology:** Telephone, PA speaker
- P. Adjacencies / Access:** Only 1 main entrance for security purposes.
- Q. Furniture and Equipment:** Equipment: Computer with printer for Librarian. Movable shelving for books and display (Furniture)
- R. Learning Potential:** Should be able to seat at least 1 class plus other drop-ins. Books can be brought outside onto the Patio – security is not a major concern.
- S. Comments:** The desk should be open to the library with visibility over the entire space.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Library	2,000	1
3. Reading		

- A. Activities:** Activities include reading, research, meetings, individual and group work. One area of reading room dedicated to quiet story-telling area. Balcony for reading and working. Books on CD area.
- B. Atmosphere:** Large open space. Can act as Maker space. Lounge-like setting similar to Starbucks. Space feels like an interactive museum.
- C. Writing Surfaces:** White board surface at group area(s)
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed concrete AND/ OR carpet
- F. Ceiling:** Exposed to structure
- G. Acoustical Treatment:** Acoustical metal deck.
- H. Lighting/ Daylight:** Linear pendant direct-indirect fixtures, zone switched, motion detectors. Decorative pendants as fun, accent lighting. As much diffused natural light as possible. Maximize northern light.
- I. Display Space:** Tackable fabric wallboard wherever possible in a pleasing design.
- J. Cabinetry:** Cantilevered metal book shelves with fun, graphic end panels. (10,000 volumes)
- K. Electrical:** Floor boxes to be located under tables. Floor boxes to have both electrical connections and data connections, and will be cast aluminum and flush with floor.
- L. Water:** n/a
- M. Gas / Air:** n/a
- N. Ventilation:** HVAC. Ceiling fan as required.
- O. Communications / Instructional Technology:** (4) computers dedicated as search stations. 70" touchscreen TV with 3 HDMI inputs – Teacher Computer, Chromecast, and Apple TV. In-ceiling speakers for voice enhancement use by teachers and students.
- P. Adjacencies / Access:** At the campus level, the library should be located near the perimeter to allow direct use after hours, as well as being relatively close to core academic clusters.
- Q. Furniture and Equipment:** Tables and chairs for 50 students. Comfortable reading chairs in certain areas of the library dedicated to very quiet activity. Lounge style furniture. Low, movable bookshelves.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Library	600	1
4. Computer Area		

- A. Activities:** Use in Library for presentations and research projects. Testing area for 6-8 students. Parent training area.
- B. Atmosphere:** Open to Reading room OR Individual space
- C. Writing Surfaces:** White board on one wall.
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed concrete OR Carpet
- F. Ceiling:** Exposed to structure
- G. Acoustical Treatment:** Sound batting insulation in wall. Acoustical metal deck.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors.
- I. Daylight:** Ability to darken space with window shades
- J. Display Space:** 70" touchscreen TV with 3 HDMI inputs – Teacher Computer, Chromecast, and Apple TV. In-ceiling speakers for voice enhancement use by teachers and students.
- K. Cabinetry:** None
- L. Electrical:** Data/power outlets – All walls every three feet along periphery where appropriate. Floor data/power outlets for other stations.
- M. Water:** n/a
- N. Gas / Air:** n/a
- O. Ventilation:** HVAC. Ceiling fans as required
- P. Communications / Instructional Technology:** Space for 15 workstations along wall, for research and book searches; connected to network.
- Q. Adjacencies / Access:** Adjacent to reference/reading area. Interior windows for visual supervision
- R. Furniture and Equipment:** 15 computer stations spread out. One workstation for projector, one printer. Computers should be open to students during lunch. Reference

area to have space for copy machine and work counter for students, with
cabinetry below.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Library	200	1
5. Work Room/Storage		

- A. Activities:** Technical Services – Material requisition and preparation - Library Work Area and Staff Work Area
- B. Atmosphere:** Conducive to computer related processing and quiet work area for staff
- C. Writing Surfaces:** 4' x 4' whiteboard
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed concrete OR Linoleum
- F. Ceiling:** Acoustical tile
- G. Acoustical Treatment:** Sound batt insulation in wall
- H. Daylight:** Window wall into Library
- I. Display Space:** Provide tackable wallboard between upper and lower cabinets
- J. Cabinetry:** Counter with sink, cabinets on one wall, both base and wall units, with adjustable shelves, countertops wide enough for adequate work space, approximately 30" deep.
- K. Electrical:** (2) duplex outlets per wall; outlets at 5' on center above countertop
- L. Water:** Hot and cold water at sink
- M. Gas / Air:** n/a
- N. Ventilation:** HVAC
- O. Communications / Instructional Technology:** (2) direct phone lines, each need separate dedicated lines.
(1) duplex per wall, power to run copy machine (Toshiba 5540, laminator and book binding). Dedicated circuits. 110V-220 AMP.
- P. Adjacencies / Access:** Main Library and hallway. Work areas shared with staff members and the Librarian.
- Q. Furniture and Equipment:** Computer workstation for processing, copy machine
- R. Learning Potential:** Students could learn to work under the supervision of the Librarian or other school staff members.
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Library	72	1
6. Public Toilet (unisex)		

- A. Activities:** Dedicated for public use.
- B. Atmosphere:** Bright, clean
- C. Writing Surfaces:** n/a
- D. Walls:** Ceramic Tile
- E. Flooring:** Ceramic Tile
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound insulation in wall.
- H. Lighting:** Standard fixtures with automatic controls.
- I. Daylight:** n/a
- J. Display Space:** n/a
- K. Cabinetry:** Solid surface countertop with cabinet underneath sink
- L. Electrical:** (1) GFI duplex above lavatory, lockable
- M. Water:** sink with hot and cold water
Wall mounted toilet
Floor drain.
- N. Gas / Air:** n/a
- O. Ventilation:** Exhaust fans, natural ventilation
- P. Communications / Instructional Technology:**
- Q. Adjacencies / Access:** Waiting
- R. Furniture and Equipment:** Toilet grab bars, Soap, toilet tissue and toilet seat cover dispensers, sanitary napkin dispenser and disposal, mirror above sink, hand dryer.
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Library	(2) @ 100, (1) @ 200	3
7. Offices		

- A. Activities:** The private office is to be designed where office work, private phone conversations and small meetings can occur. For use by psychologist or speech therapist.
- B. Atmosphere:** Professional but must portray "accessibility", warmth, & openness.
- C. Writing Surfaces:** None
- D. Walls:** Painted gypsum board
- E. Flooring:** Carpet
- F. Ceiling:** Acoustical tile
- G. Acoustical Treatment:** Sound insulation in wall cavity, full height walls.
- H. Lighting:** Recessed linear fixtures
- I. Daylight:** Exterior window. Manual, chain-driven, vinyl roller shade to control glare and direct sunlight.
- J. Display Space:** None
- K. Cabinetry:** None
- L. Electrical:** (1) duplex per wall, (2) data port for computer
- M. Water:** n/a
- N. Gas / Air:** n/a
- O. Ventilation:** HVAC
- P. Communications / Instructional Technology:** Telephone with capability of making public address. Integrated intercom/ phone system allowing calls to be placed to office, other locations on campus and outside numbers. System should allow restriction and documentation of long distance calls. Computer connections to local area network, school network and District wide network. Provide connection points on one wall at optimum desk location.
- Q. Adjacencies / Access:** Adjacent to Reading Room
- R. Furniture & Equipment:** Systems Furniture for desk, chairs, filing cabinets, etc
- S. Learning Potential:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	600	1
1. Lobby		

- A. Activities:** Gathering space before, during, and after assembly performances
- B. Atmosphere:** Warm, friendly, inviting, bright color
- C. Writing Surfaces:** n/a
- D. Walls:** Painted gypsum board, vinyl wall covering, or other appropriate material.
- E. Flooring:** Athletic flooring system, vinyl or rubber.
- F. Ceiling:** High impact resistant painted gypsum board or exposed to structure, pending design
- G. Acoustical Treatment:** n/a
- H. Daylight:** Diffused natural daylight. Act as a beacon.
- I. Display Space:** Provide glass cabinetry on one wall for display of 3-dimensional objects, and tackable surface.
- J. Cabinetry:** None
- K. Electrical:** Utility 110V outlets and service for portable concession equipment. Downlights above display case. Provide FPD with electrical and data.
- L. Water:** (1) ADA Drinking fountain
- M. Gas / Air:** n/a
- N. Ventilation:** n/a
- O. Communications / Instructional Technology:** Campus intercom
- P. Adjacencies / Access:** Direct to Multi-Purpose Room and exterior
- Q. Furniture and Equipment:** n/a
- R. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	8,120	1
2. Assembly/Gym Area/Dining		

- A. Activities:** Cafeteria, school and public assemblies, STEAM Center.
Capacity: 400 for Dining, 900 for Assemblies
- B. Atmosphere:** Bright, airy, clean
- C. Writing Surfaces:** One wall white board surface
- D. Walls:** High impact resistant painted gypsum board. Design walls with acoustic configuration and padding system at perimeter of playing areas.
- E. Flooring:** Athletic flooring system, vinyl or rubber. Accommodation should be made for in-floor volleyball stanchion in the court area. Stanchions will be provided on the main court and on the side courts.
- F. Ceiling:** Exposed structure with acoustic steel deck.
- G. Acoustical Treatment:** Appropriate for athletic events, speech and limited music. Acoustic gypsum board at upper wall.
- H. Lighting:** Appropriate for athletic events, maintain minimum clearances for athletics. Overhead – stage lighting with panel operation usable by staff. Provide one light strip on stage and one mounted on ceiling within the multi-purpose space.
- I. Daylight:** Plenty of natural lighting. Electrically operated garage doors for access to outside and for cross ventilation.
- J. Display Space:** Projection screen at proscenium. Motor operated.
- K. Cabinetry:** Folding tables in wall, pending design. Detachable and moveable benches. Fold out separately.
- L. Electrical:** Utility outlets, central floor outlet, 2nd wall outlet for power and microphone, VGA and HDMI for projector, power for projection screen, track lighting in ceiling for platform, (1) duplex at every 30' of wall, Data outlets front and rear for computers. Provide (2) junction boxes for scoreboard, provide floor box for scorer's table to control scoreboard. Power to garage doors.
- M. Water:** (2) drinking fountains at separate locations
- N. Gas / Air:** n/a

- O. Ventilation:** HVAC, Maintain minimum ceiling height
- P. Communications / Instructional Technology:** Electronic scoreboard with remote control capabilities, Platform sound system, campus video and intercom, (1) clock, voice ports for plug-in phones and mike jacks in (4) locations on walls. Ceiling mount high definition projector.
- Q. Adjacencies / Access:** Direct to Kitchen, Platform, Lobby, and Locker Rooms. Easily accessible to parking area and community. Outdoor seating area (roll up doors)
- R. Furniture and Equipment:** Bleachers for 200 seats + moveable bleachers that can extend the space to the outdoors
Operable curtain at mid-court, 3-court gym
(6) retractable basketball backboards for PE use and volleyball net poles
Provide tables that pull out directly from the wall, the number of tables will be three tables deep.
Plastic dining chairs that are easy to move and store
- S. Learning Potential:** Athletics and STEAM Center
- T. Comments:** School logos artistically displayed
Provide bike path and ¼ mile track around campus.
Put switches close to locker rooms.

INDIVIDUAL SPACE DESCRIPTION	AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multipurpose Room	1,000	1
3. Platform		

- A. Activities:** Band and music instruction, performance "stage"
- B. Atmosphere:** Rehearsal and classroom use
- C. Writing Surfaces:**
- D. Walls:** Dark painted gypsum board. Operable wall at proscenium. Garage door opening to exterior stage.
- E. Flooring:** Athletic flooring system, vinyl or rubber OR padded dance flooring (black)
- F. Ceiling:** Dark painted exposed to structure gypsum with angled acoustical panels
- G. Acoustical Treatment:**
- H. Lighting:** Pipe grid with option for stage lighting
- I. Daylight:**
- J. Display Space:**
- K. Cabinetry:** One wall lockable, full length musical storage cabinetry, with portable white board, counter with deep stainless steel sink, upper and lower storage on one wall with adjustable shelves.
- L. Electrical:** Two utility outlets each wall, wall mounted speakers, outlets at stage floor for electrical musical instruments, power and outlet for wheelchair lift, ceiling circuitry for lighting, power for motorized projection screen
- M. Water:** Automatic fire sprinkler system
- N. Gas / Air:** n/a
- O. Ventilation:** Automatically activated smoke vents in ceiling
- P. Communications / Instructional Technology:** Intercom/phone, video distribution, and recording system, local input devices for attachment of local devices to video distribution system, data port for connection of computer workstation to technology systems.
- Q. Adjacencies / Access:** Wheelchair access from multipurpose room, visual access to platform
- R. Furniture and Equipment:** Main curtain, backstage and wing curtains as needed.
- S. Learning Potential:**
- T. Comments:** Raised 30" above MPR floor level with chair storage below, 900 chairs. Verify clearance requirements for chair carts.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	300	2
4. Storage		

- A. **Activities:** Storage of fitness equipment
- B. **Atmosphere:** Bright
- C. **Writing Surfaces:** n/a
- D. **Walls:** Paint, high impact gypsum board
- E. **Flooring:** Athletic flooring system, vinyl or rubber.
- F. **Ceiling:** Exposed
- G. **Acoustical Treatment:** n/a
- H. **Daylight:** n/a
- I. **Display Space:** n/a
- J. **Cabinetry:** n/a
- K. **Electrical:** (1) duplex per wall
- L. **Water:** n/a
- M. **Gas / Air:** n/a
- N. **Ventilation:** No windows necessary.
- O. **Communications / Instructional Technology:** n/a
- P. **Adjacencies / Access:** Double door to Gym
- Q. **Furniture and Equipment:**
- R. **Comments:** Storage for instruments

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	2,400	1
5. Kitchen		

- A. Activities:** Preparation, cooking, warm-up service and clean-up food. Culinary education, bakery.
- B. Atmosphere:** Bright, sanitary, clean
- C. Writing Surfaces:** n/a
- D. Walls:** Durable, cleanable: FRP; fire resistant, non-combustible, 20 gage stainless steel wall flashing behind cooking equipment
- E. Flooring:** Epoxy stone surface or quarry tile. Depressed smooth floor at refrigerator room.
- F. Ceiling:** Painted gypsum board or plaster
Access panels above equipment that require above ceiling connections.
- G. Acoustical Treatment:** n/a
- H. Lighting:** Light fixtures over food prep areas are to be protected against breakage through the use of plastic sleeves or shatter-proof bulbs.
- I. Daylight:** High operable windows
- J. Display Space:** Tackboard 4' x 4' near entry
- K. Cabinetry:** Pending kitchen consultant design; stainless steel construction
- L. Electrical:** All equipment plugs and receptacles to be standard NEMA configuration. Provide remote disconnect switch for compressor. All switches (except for those required for special application, shall be circuit breaker type.
- M. Water:** Hot and Cold
- N. Gas / Air:**
- O. Ventilation:** Exhaust fans, Fire rated insulation for kitchen hood exhaust ducts
- P. Communications / Instruc. Technology:** Campus phone intercom
Data lines required at cash register and office.
- Q. Adjacencies / Access:** To exterior loading area, MPR and student accessible garden
- R. Furniture and Equipment:** Kitchen Equipment recommended by Food Service Consultant
- S. Comments:** Fly fan (air curtain) at all exterior doors.
Serving kitchen with possibility of future expansion as a full service kitchen.
Salad bar (at every Rio school), waiting line under shelter

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	100	1
6. Kitchen Office		

- A. Activities:** The private office is to be designed where office work, private phone conversations and small meetings can occur. For use by psychologist or speech therapist.
- B. Atmosphere:**
- C. Writing Surfaces:** None
- D. Walls:** Painted gypsum board
- E. Flooring:** Quarry tile
- F. Ceiling:** Acoustical tile
- G. Acoustical Treatment:** Sound insulation in wall cavity, full height walls.
- H. Lighting:** Recessed linear fixtures
- I. Daylight:** Exterior window. Manual, chain-driven, vinyl roller shade to control glare and direct sunlight.
- J. Display Space:** None
- K. Cabinetry:** None
- L. Electrical:** (1) duplex per wall, (2) data port for computer
- M. Water:** n/a
- N. Gas / Air:** n/a
- O. Ventilation:** HVAC
- P. Communications / Instructional Technology:** Telephone with capability of making public address. Integrated intercom/ phone system allowing calls to be placed to office, other locations on campus and outside numbers. System should allow restriction and documentation of long distance calls. Computer connections to local area network, school network and District wide network. Provide connection points on one wall at optimum desk location.
- Q. Adjacencies / Access:** Kitchen, deliveries
- R. Furniture & Equipment:** Systems Furniture for desk, chairs, filing cabinets, etc
- S. Learning Potential:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	150	1
7. Dry Storage		

- A. Activities:** Storage of food and paper goods.
- B. Atmosphere:**
- C. Writing Surfaces:** None
- D. Walls:** FRP light color
- E. Flooring:** Quarry tile, Resilient flooring, or poured epoxy.
- F. Ceiling:** Acoustical tile, smooth finish, or painted gyp board
- G. Acoustical Treatment:** None
- H. Daylight:** None
- I. Display Space:** None
- J. Cabinetry:** None
- K. Electrical:** Lights
- L. Water:** None
- M. Gas / Air:** None
- N. Ventilation:** 2-3 air changes per hour
- O. Communications / Instructional Technology:** None
- P. Adjacencies / Access:**
- Q. Furniture and Equipment:** Wire storage shelving 5 tier high
- R. Learning Potential:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	300	1
8. Central Custodial/Maintenance		

- A. Activities:** Main custodial, office, meetings
- B. Atmosphere:**
- C. Writing Surfaces:** 4' x 8' white board
- D. Walls:** FRP at sinks.
- E. Flooring:** Sealed concrete
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** none
- H. Daylight:** Operable windows at eye level.
- I. Display Space:** none
- J. Cabinetry:** Provide counter along one wall with upper and lower closed cabinet, one knee space for computer station. Counter top should be butcher block. Cabinets should be wood veneer finish. Provide 12' long work bench along one wall made of butcher block and steel angle supports from the wall. Pipe legs connected to the floor. Butcher block shall be a minimum of 2" thick to allow for working on projects.
- K. Electrical:** Quad electrical outlets at 4' center at workbench and above counter. Provide normal outlets throughout the room. 220 outlet for welder, 220 for Air compressor
- L. Water:** Eye wash, (1) floor sink. Provide (1) large wall mount utility sink with heavy duty faucets and spicket.
- M. Gas / Air:** Provide 5 gallon compressor with compressor connections at 4' center on workbench.
- N. Ventilation:** Exhaust fan, Mitsubishi split system air conditioner
- O. Communications / Instructional Technology:** Telephone/data connection
- P. Adjacencies / Access:** Direct to receiving/loading dock, and office

Q. Furniture and Equipment:

Trash dumpsters shall be located to permit deliveries into the Kitchen space. Garbage pick-up at approximately 6AM, ensuring that garbage truck traffic will not impact student safety. The area will be large enough to accommodate three dumpsters; one area will be set aside for recycled goods. The dumpster area will have three separate gates, made of steel or other heavy material. There will be a dedicated area in the Garden for composting of vegetable materials from the Kitchen.

R. Comments:

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	100	1
9. Receiving & Delivery		

- A. Activities:**
- B. Atmosphere:**
- C. Writing Surfaces:**
- D. Walls:** Metal
- E. Flooring:** Sealed concrete
- F. Ceiling:**
- G. Acoustical Treatment:**
- H. Daylight:**
- I. Display Space:**
- J. Cabinetry:**
- K. Electrical:**
- L. Water:**
- M. Gas / Air:**
- N. Ventilation:** Exhaust fan
- O. Communications / Instructional Technology:**
- P. Adjacencies / Access:** Storage
- Q. Furniture and Equipment:** Roll-up door access to outside.
- R. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	100	2
10. Coaches Faculty Office		

- A. Activities:** Small meeting in office. Coaches' shower and changing area
- B. Atmosphere:** Bright, sanitary and well ventilated
- C. Writing Surfaces:** None
- D. Walls:** Painted gypsum board.
- E. Flooring:** Sealed concrete, ceramic tile in shower and toilet room
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Insulation in wall cavity
- H. Lighting:** Recessed linear
- I. Daylight:** Exterior window
- J. Display Space:** None
- K. Cabinetry:** None
- L. Electrical:** (1) outlet on each wall
- M. Water:** none
- N. Gas / Air:** None
- O. Ventilation:** Exhaust fans
- P. Communications / Instructional Technology:** (2) phones, (1) computer station, and (1) battery operated wall clock
- Q. Adjacencies / Access:**
- R. Furniture and Equipment:** (2) chairs, (2) desks, (1) computer, (2) file cabinets at 18"w x 6'H
- S. Learning Potential:**
- T. Comments:** Sight line into locker, shower, and restroom areas from the office windows is a concern. Provide blinds at all windows. Design the private areas in such a way so that even when all windows are open students/public cannot view into these spaces.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	400	2
11. Student Locker & Shower		

- A. Activities:** Clothes changing, storing of clothes and some equipment.
- B. Atmosphere:** Well lit, sanitary and well vented
- C. Writing Surfaces:** (1) 4'x4' markerboard
- D. Walls:** Ceramic tile walls in shower, washable painted gypsum board at drying area and locker room
- E. Flooring:** Ceramic tile with floor drains in shower and drying area. Sealed concrete with a non-slip finish in locker room
- F. Ceiling:** Washable painted gypsum board in shower. Exposed structure with washable paint in locker room.
- G. Acoustical Treatment:** None
- H. Lighting:** Utility lighting
- I. Daylight:** None, clerestory windows pending design
- J. Display Space:** (1) 4'x4' tackboard near to entry into locker room
- K. Cabinetry:** None
- L. Electrical:** Provide outlets at appropriate locations
- M. Water:** Provide one handicap shower area in each.
- N. Gas / Air:** None
- O. Ventilation:** Exhaust fans/ceiling fans
- P. Communications / Instructional Technology:** PA speakers, two-way intercom, (1) clock
- Q. Adjacencies / Access:** To gym and outside. The restrooms will have two doors, one to the inside and one to the outside. The inside doors will have the ability to be locked by teaching staff when the Locker Room is not in use. It will then be accessible only from the outside. A clear path of circulation in the restroom area will be accommodated, connecting the inside to the outside, when both facilities are in use.

R. Furniture and Equipment:

Lockers for grades 6-8 only. Provide at each locker room:
Small locker for gym clothes (1 per student): a maximum of 270 students for gym clothes (9 classrooms x 30 students = 270 total).
Larger size locker for street clothes and backpacks (enough for 1 period) : 40 girls and 40 boys
Provide aisle seating benches between lockers
Towel hooks at drying area.
(1) bench at drying area

S. Comments:

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	100	1
12. PE/Field Equipment		

- A. Activities:** Storing P.E. equipment
- B. Atmosphere:** Well lit
- C. Writing Surfaces:** None
- D. Walls:** Exposed
- E. Flooring:** Sealed concrete
- F. Ceiling:** Exposed
- G. Acoustical Treatment:** None
- H. Lighting:** None
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:**
- L. Electrical:** (1) duplex each wall
- M. Water:** None
- N. Gas / Air:** None
- O. Ventilation:**
- P. Communications / Instructional Technology:** None
- Q. Adjacencies / Access:** Accessible from the exterior (for low hurdles, ropes, basketballs, medicine balls, etc)
- R. Furniture and Equipment:**
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	500	1
13. Grounds Storage		

- A. Activities:** Metal building, utility for storage
- B. Atmosphere:** Well lit
- C. Writing Surfaces:** 4' x 4' white board
- D. Walls:** Exposed
- E. Flooring:** Sealed concrete
- F. Ceiling:** Exposed
- G. Acoustical Treatment:** None
- H. Lighting:** None
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:** Lockable Storage Cabinets
- L. Electrical:** 2 quad plexes on each wall
- M. Water:** Basin + mop sink
- N. Gas / Air:** None
- O. Ventilation:** Garage doors on each side
- P. Communications / Instructional Technology:** Intercom/PA/Phone
- Q. Adjacencies / Access:** Near fields and away from campus center
- R. Furniture and Equipment:**
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Multi-purpose	4,500	1
14. Lunch Shelter		

- A. Activities:** Outdoor lunch and assemblies. Size to accommodate all students at once. Capacity: 300 for Dining, 900 for Assemblies.
- B. Atmosphere:**
- C. Writing Surfaces:**
- D. Walls:**
- E. Flooring:**
- F. Ceiling:** Exposed structure, varying heights pending design
- G. Acoustical Treatment:**
- H. Lighting:**
- I. Daylight:**
- J. Display Space:**
- K. Cabinetry:**
- L. Electrical:** Lighting for night time events
- M. Water:** 2 hose bibs and 2 floor drains
- N. Gas / Air:**
- O. Ventilation:**
- P. Communications / Instructional Technology:** Power, microphone, and speaker connections for outside performances. Equipment will be portable.
- Q. Adjacencies / Access:**
- R. Furniture and Equipment:**
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Support Spaces	80	1 each floor
1. Electrical Room		

- A. Activities:** (1) space to house main electrical switchgear and panels for campus; determine whether emergency generator is necessary.
(Each Building, 1 each floor)
- B. Atmosphere:** Utility space
- C. Writing Surfaces:** N/A
- D. Walls:** Exposed masonry or painted gypsum board
- E. Flooring:** Sealed concrete
- F. Ceiling:** Exposed or painted gypsum board
- G. Acoustical Treatment:** N/A
- H. Daylight:** No windows
- I. Display Space:** N/A
- J. Cabinetry:** N/A
- K. Electrical:** (1) 110V outlet
- L. Water:** N/A
- M. Gas / Air:** N/A
- N. Ventilation:** N/A
- O. Communications / Instructional Technology:** N/A
- P. Adjacencies / Access:** Access limited to Maintenance staff. Access from exterior preferred.
- Q. Furniture and Equipment:** N/A
- R. Learning Potential:** N/A
- S. Comments:** Spaces to be located throughout campus to reduce electrical runs. Kindergarten and Administration Building can share this space.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Support Spaces	80	1 each floor
2. Data Communication		

- A. Activities:** Provide main IDF room at Administration Building.
- B. Atmosphere:** Bright
- C. Writing Surfaces:** n/a
- D. Walls:** Paint
- E. Flooring:** Sealed Concrete
- F. Ceiling:** Exposed
- G. Acoustical Treatment:** n/a
- H. Daylight:** n/a
- I. Display Space:** n/a
- J. Cabinetry:** n/a
- K. Electrical:** (1) duplex per wall
- L. Water:** n/a
- M. Gas / Air:** n/a
- N. Ventilation:** n/a
- O. Communications / Instructional Technology:**
- P. Adjacencies / Access:** 1 each floor, adjacent to Electrical Room
- Q. Furniture and Equipment:** n/a
- R. Learning Potential:** Opportunity to make servers visible to students as learning tool.
- S. Comments:** Kindergarten and Administration Building can share this space.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Support Spaces	50	1 per Building
3. Custodian		

- A. Activities:** Cleaning supplies and equipment storage for janitorial duties.
- B. Atmosphere:** Bright
- C. Writing Surfaces:** n/a
- D. Walls:** Paint
- E. Flooring:** Sealed Concrete
- F. Ceiling:** Exposed
- G. Acoustical Treatment:** n/a
- H. Daylight:** n/a
- I. Display Space:** n/a
- J. Cabinetry:** Shelves from floor to ceiling, 13" deep.
Full height open shelving on one full wall.
- K. Electrical:** (1) duplex per wall
- L. Water:** Porcelain enamel cast iron mop sink in corner with FRP board. 8' high on wall, 4' out from sink on sidewalls.
Floor sink with hot and cold water.
Provide mop rack and heavy duty wall mount faucet with hose attachment for filling buckets.
- M. Gas / Air:** n/a
- N. Ventilation:** n/a
- O. Communications / Instructional Technology:** n/a
- P. Adjacencies / Access:** Adjacent to other support spaces, with access from the exterior.
- Q. Furniture and Equipment:** Space to accommodate (2) custodial carts
- R. Comments:** Kindergarten and Administration Building can share this space.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Support Spaces	56	1
4. Staff Restroom		

- A. Activities:** Dedicated for staff use.
- B. Atmosphere:** Bright, clean
- C. Writing Surfaces:** n/a
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed Concrete
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound insulation in wall.
- H. Lighting:** Standard fixtures with motion detectors.
- I. Daylight:** Operable project-out crank operated windows, locate high in wall, where possible.
- J. Display Space:** n/a
- K. Cabinetry:** Solid surface countertop with cabinet underneath sink
- L. Electrical:** (1) GFI duplex above lavatory, lockable
- M. Water:** Wall mounted sink (with reinforcement) with hot and cold water. Provide automatic flush valves and automatic valves.
(1) wall-mounted water closets; floor drain
- N. Gas / Air:** n/a
- O. Ventilation:** Exhaust fans, natural ventilation
- P. Communications / Instructional Technology:** PA speaker
- Q. Adjacencies / Access:** Adjacent to student restrooms
- R. Furniture and Equipment:** Toilet grab bars, soap, toilet tissue and toilet seat cover dispensers, sanitary napkin dispenser and disposal, mirror above sink, electric hand dryer
- S. Comments:** At Kitchen staff restroom provide lockers.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Support Spaces - Learning Environments (6-8), MPR	250	4
5. Student Toilets		

- A. Activities:**
- B. Atmosphere:** Bright, sanitary
- C. Writing Surfaces:** None
- D. Walls:** Ceramic tile, floor to ceiling. Health education and graphics.
- E. Flooring:** Sealed Concrete with floor drain.
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound batt insulation in wall
- H. Lighting:** Standard fixtures with motion detection
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:** None
- L. Electrical:** (1) GFI duplex, lockable
- M. Water:** Provide automatic flush valves and automatic valves.
(4) wall-mounted water closets at Girls Restroom
(2) wall-mounted water closet and (2) low flush urinals at Boys Restroom
Wall mounted sink (with reinforcement) with cold water at sink
- N. Gas / Air:** None
- O. Ventilation:** Exhaust fans
- P. Communications / Instructional Technology:** PA speaker
- Q. Adjacencies / Access:** STEAM Center/ Hallway. (At MPR, accessible from exterior and gym int)
- R. Furniture and Equipment:** Provide toilet stall, solid phenolic partitions and doors
Toilet grab bars, soap, toilet tissue and toilet seat cover dispensers, sanitary napkin dispenser and disposal where necessary
(1) full length mirror each restroom + mirror above sink
(2) sink with soap and electric hand-dryer

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments K	1,200	4
1. Kindergarten		

- A. Activities:** Individual and group work. Reading, playing, and napping. Hands-on.
- B. Atmosphere:** Ample space with portable cabinets as dividers
- C. Writing Surfaces:** 16' of marker boards
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed concrete and large 20x20 carpet tile area rugs
- F. Ceiling:** Acoustical gyp board
- G. Acoustical Treatment:** Insulation in wall.
Voicelift System capability - integrated with Soundbar system in FPD screen.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors.
- I. Daylight:** Operable windows with durable locks.
- J. Display Space:** Tackable surface on walls and/ or picture rail. (2) Lightweight wire suspension system for display of papers @ Ceiling
- K. Cabinetry:** Full height storage with adjustable shelves to accommodate large paper storage (30" x 36");
18" lockable teacher storage at one end of Learning Wall with shelf and pole
Low 12" deep shelving in front of teaching wall.
Cubbies for 30 students (14"w x14"h x 14"d)
- L. Electrical:** (2) quads each wall where possible (breakered to prevent electrical surge to computers). (2) Computer connection point at wall close to teacher's desk on opposite sides of classroom..

(2) Floor boxes to have both electrical connections and data connections, and will be cast aluminum and flush with floor.
In addition to data connection provided for computer, a connection should also be provided for a document camera.

HDMI connection below FPD, as well as power and data
- M. Water:** At Mudroom only: 8" deep stainless steel sink at KG height counter with goose neck faucet, stopper and cold water only; bubbler at end of counter and accessible (ADA) storage below.
Exterior hose bibs will be provided at 100 feet on-center, with locking boxes to prevent vandalism.

- N. Gas / Air:** n/a
- O. Ventilation:** HVAC. Ceiling fans as req'd
- P. Communications / Instructional Technology:** Classrooms will incorporate contemporary technology including 70" touchscreen TV with articulating mount and 3 HDMI inputs – Teacher Computer, Chromecast, and Apple TV. In-ceiling speakers for voice enhancement use by teachers and students.
Clock/ PA Speaker located on non-teaching wall.
Integrated intercom/phone system allowing calls to be placed to office
- Q. Adjacencies / Access:** Close to the administration areas for better supervision and easier parent pick-up.
- R. Furniture and Equipment:** Flexible, movable furniture.
Chairs/desks for 24 students.
iPad and laptop stations built into cabinetry.
Mobile cooktop: The Charlie Cart
- S. Learning Potential:** Creatively display alphabet, shapes, words, colors, scale and numbers to reinforce visual learning. Letters and geometric shapes can be expressed in the flooring material.
Organized and accessible storage encourages students to find and put away things easily.
Provide means for students to observe shade and shadows. Provide lower windows for kindergarten students (3'H) and include colored glass to encourage exploration.
Sink shall be located at the end of a counter to allow students the opportunity to group around the sink for experiments or demonstrations.
- T. Comments:** Two doors for each classroom per code, one to play yard; vision panel in door; cubbies in vestibule area.

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments K	150	2
2. Work Room		

- A. Activities:** Group room for teachers' use
- B. Atmosphere:** Bright
- C. Writing Surfaces:** marker board surface on one wall
- D. Walls:** Painted gypsum board with tackable surface
Glass walls between Work Room and Classrooms for clear visual access.
- E. Flooring:** Sealed Concrete
- F. Ceiling:** Acoustical tile
- G. Acoustical Treatment:** Sound insulation in wall cavity
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors.
- I. Daylight:** n/a
- J. Display Space:** Tackable surface where practical on one wall
- K. Cabinetry:** Combination upper and lower cabinets with adjustable shelving on one wall. Overhead cabinets to have inside clear depth of 12".
- L. Electrical:** (1) Duplex outlet on each wall and above counter
- M. Water:** None
- N. Gas / Air:** n/a
- O. Ventilation:** Cross ventilation as possible.
- P. Communications / Instruct. Technology:** Data ports, phone/intercom access
- Q. Adjacencies / Access:** Adjacent to Kindergarten Classrooms. 2 classrooms share 1 workroom.
- R. Furniture and Equipment:** microwave
- S. Learning Potential:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments K	120	4
3. K Restroom		

- A. Activities:**
- B. Atmosphere:** Residential-style elementary restroom
- C. Writing Surfaces:** None
- D. Walls:** Ceramic tile, floor to ceiling. Health education and graphics.
- E. Flooring:** Sealed Concrete with floor drain.
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound batt insulation in wall
- H. Lighting:** Standard fixtures with motion detection
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:** None
- L. Electrical:** (1) GFI duplex, lockable
- M. Water:** Tank-style toilet
Wall mounted sink (with reinforcement) with cold water at sink
- N. Gas / Air:** n/a
- O. Ventilation:** Exhaust fan
- P. Communications / Instructional Technology:**
- Q. Adjacencies / Access:** Accessed from inside of Kindergarten Classroom for direct supervision.
- R. Furniture and Equipment:** Toilet grab bars, toilet tissue and toilet seat cover dispensers, soap dispenser, paper towel dispenser
Full height mirror on one wall
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (1-2)	900	12
1. Grades 1-2		

- A. Activities:** Lectures, video presentations, literature presentations, group projects using tables, art projects, and computer areas. Specialists conducting private sessions during class time.
- B. Atmosphere:** Ample space with portable cabinets as dividers
- C. Writing Surfaces:** 16' of marker boards
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed Concrete and 10x12 carpet tile area rugs
- F. Ceiling:** Acoustical gypsum board.
- G. Acoustical Treatment:** insulation in wall.
Voicelift System capability - integrated with Soundbar system in FPD screen.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors.
- I. Daylight:** Operable windows with durable locks.
- J. Display Space:** Tackable surface on walls and/ or picture rail. (2) Lightweight wire suspension system for display of papers @ Ceiling.
- K. Cabinetry:** Full height storage with adjustable shelves to accommodate large paper storage (30" x 36");
18" lockable teacher storage at one end of Learning Wall with shelf and pole
Low 12" deep shelving in front of teaching wall.
Cubbies for 30 students (14"w x14"h x 14"d)
- L. Electrical:** (2) quads each wall where possible (breakered to prevent electrical surge to computers). (2) Computer connection point at wall close to teacher's desk on opposite sides of classroom..

(2) Floor boxes to have both electrical connections and data connections, and will be cast aluminum and flush with floor.
In addition to data connection provided for computer, a connection should also be provided for a document camera.

HDMI connection below FPD, as well as power and data
- M. Water:** Exterior hose bibs will be provided at 100 feet on-center, with locking boxes to prevent vandalism.
- N. Gas / Air:** n/a

- O. Ventilation:** HVAC. Ceiling fans as req'd
- P. Communications / Instructional Technology:** Classrooms will incorporate contemporary technology including 70" touchscreen TV with 3 HDMI inputs – Teacher Computer, Chromecast, and Apple TV. In-ceiling speakers for voice enhancement use by teachers and students.
Clock/ PA Speaker located on non-teaching wall.
Integrated intercom/phone system allowing calls to be placed to office
- Q. Adjacencies / Access:** Classrooms will have direct access to the shared STEAM Centers and to private outdoor learning areas.
- R. Furniture and Equipment:** Flexible, movable furniture.
Chairs/desks for 24 students.
iPad and laptop stations built into cabinetry.
Mobile cooktop: The Charlie Cart
- S. Learning Potential:** Explore ways of creative display of basic skills, alphabet, shapes, colors and numbers.
Develop area rugs whose designs relate to specific grade level curriculum goals.
Wall surfaces and other areas that allow display give students and teachers a real opportunity to personalize their spaces and encourage responsibility for their environment.
Exterior of classroom becomes a showcase for environmental controls, shade and shadows, extending the opportunities for learning.
Access and visibility of the shared STEAM Centers extends the learning area.
- T. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (1-2)	72	8
2. Toilets		

- A. Activities:**
- B. Atmosphere:** Bright, sanitary
- C. Writing Surfaces:** None
- D. Walls:** Ceramic tile, floor to ceiling. Health education and graphics.
- E. Flooring:** Sealed Concrete with floor drain.
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound batt insulation in wall
- H. Lighting:** Standard fixtures with motion detection
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:** None
- L. Electrical:** (1) GFI duplex, lockable
- M. Water:** Provide automatic flush valves and automatic valves.
Tank-type toilets
- N. Gas / Air:** None
- O. Ventilation:** Exhaust fans
- P. Communications / Instructional Technology:**
- Q. Adjacencies / Access:** Mud Room
- R. Furniture and Equipment:** (1) full length mirror
Toilet grab bars, toilet tissue and toilet seat cover dispensers
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (1-2)	100	4
3. Mud Room		

- A. Activities:**
- B. Atmosphere:** Bright, sanitary
- C. Writing Surfaces:** Writable surface on sliding doors
- D. Walls:** Ceramic tile, floor to ceiling. Health education and graphics.
- E. Flooring:** Sealed Concrete
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound batt insulation in wall
- H. Lighting:** Standard fixtures with motion detection
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:** Island with lower cabinets and large sink. Solid surface counters for durability. Built in cubbies.
- L. Electrical:** (2) GFI duplex, lockable
- M. Water:** (1) deep sink with (2) gooseneck faucets, clay traps, and bubbler. Cold water at sink.
- N. Gas / Air:** None
- O. Ventilation:** None
- P. Communications / Instructional Technology:** None
- Q. Adjacencies / Access:** Classrooms
- R. Furniture and Equipment:** Soap, paper towel dispenser
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (1-2)	1250	3
4. STEAM Center		

- A. Activities:** Open floor area for project development. Location for wet activities such as painting or clay modeling and science experiments. Small construction projects, sculptures, or mechanical assemblies could all be accommodated. A small gathering area for 6 to 8 children to meet for formal or informal study.
- B. Atmosphere:** Lots of energy, movement.
- C. Writing Surfaces:** Provide a collaboration area with movable marker boards
- D. Walls:** Standard gypsum board or plaster wall finishes. Painted and easily cleanable.
- E. Flooring:** Sealed concrete
- F. Ceiling:** Exposed with acoustical metal deck
- G. Acoustical Treatment:** Sound attenuation where possible. Key walls or ceiling.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors. Fun accent lighting.
- I. Daylight:** Natural daylighting through floor to ceiling windows and translucent glazing. Operable windows with durable locks. Light shelves and sunshades as needed to control natural daylight. Manual, chain-driven, vinyl roller shade to control glare and direct sunlight, and black-out shades for presentations.
- J. Display Space:** Tackable surfaces, low shelving along perimeter, display cabinets, countertops, exterior patio area.
- K. Cabinetry:** Base cabinetry with sinks along perimeter wall with display counter above. Provide area with wall shelving, full height casework for irregular or oversize storage, plan drawers, drying racks.
- L. Electrical:** Perimeter GFI electrical outlets in cabinetry. Retractable utility cord(s) at ceiling as possible. Portable lights.
- M. Water:** Sinks along perimeter with gooseneck faucets, clay traps. Drinking fountain.
- N. Gas / Air:** Small portable air compressor for pneumatic tools or air brush equipment, and possibly a central vacuum system.
- O. Ventilation:** Provide operable windows where appropriate. Provide exhaust fan.

- P. Communications / Instructional Technology:** Provide intercom speaker, phone, and computer network outlets.
- Q. Adjacencies / Access:** Garage door or double doors access to exterior patio/garden area.
- R. Furniture and Equipment:** Height adjustable, moveable tables, stools, and miscellaneous wood working tools, art supplies, and equipment. Computer dock and cart. Provide soft chairs and informal couches with end tables and soft lighting from floor lamps.
- S. Learning Potential:**
- T. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (3-5)	900	11
1. Grades 3-5		

- A. Activities:** Lectures, video presentations, literature presentations, group projects using tables, art projects, and computer areas. Specialists conducting private sessions during class time.
- B. Atmosphere:** Ample space with portable cabinets as dividers
- C. Writing Surfaces:** White board surface flanking either side of FPD for a total of 16'-0". Additional white board surface on walls as applies.
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed Concrete and 10x12 carpet tile area rugs
- F. Ceiling:** Exposed acoustical metal deck
- G. Acoustical Treatment:** Insulation in wall.
Voicelift System capability - integrated with Soundbar system in FPD screen.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors.
- I. Daylight:** Operable windows with durable locks.
- J. Display Space:** Tackable surface on walls and/ or lightweight wire suspension system for display of papers
- K. Cabinetry:** Full height storage with adjustable shelves to accommodate large paper storage (30" x 36");
18" lockable teacher storage at one end of Learning Wall with shelf and pole
Low 12" deep shelving in front of teaching wall.
Cubbies for 30 students (14"w x14"h x 14"d)
- L. Electrical:** (2) quads each wall where possible (breakered to prevent electrical surge to computers). (2) Computer connection point at wall close to teacher's desk on opposite sides of classroom..

(2) Floor boxes to have both electrical connections and data connections, and will be cast aluminum and flush with floor.
In addition to data connection provided for computer, a connection should also be provided for a document camera.

HDMI connection below FPD, as well as power and data
- M. Water:** Exterior hose bibs will be provided at 100 feet on-center, with locking boxes to prevent vandalism.

- N. Gas / Air:** n/a
- O. Ventilation:** HVAC. Ceiling fans as req'd
- P. Communications / Instructional Technology:** Classrooms will incorporate contemporary technology including 70" touchscreen TV with 3 HDMI inputs – Teacher Computer, Chromecast, and Apple TV. In-ceiling speakers for voice enhancement use by teachers and students.
Clock/ PA Speaker located on non-teaching wall.
Space/connections for (4) moveable computer stations and one printer connected to district network with access to internet.
Integrated intercom/phone system allowing calls to be placed to office
- Q. Adjacencies / Access:** Classrooms will have direct access to the shared STEAM Centers and to private outdoor learning areas.
- R. Furniture and Equipment:** Flexible, movable furniture.
Chairs/desks for 24 students (3rd grade) and 30 students (4th & 5th grades).
iPad and laptop stations built into cabinetry.
Mobile cooktop: The Charlie Cart
Provide soft chairs and informal couches with end tables and soft lighting from floor lamps.
Collapsible stage with risers.
Studio Art with potter's wheels that ties to outdoor area with kiln.
- S. Learning Potential:** Explore ways of creative display of basic skills, alphabet, shapes, colors and numbers.
Develop area rugs whose designs relate to specific grade level curriculum goals.
Wall surfaces and other areas that allow display give students and teachers a real opportunity to personalize their spaces and encourage responsibility for their environment.
Exterior of classroom becomes a showcase for environmental controls, shade and shadows, extending the opportunities for learning.
Access and visibility of the shared STEAM Centers extends the learning area.
- T. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (3-5)	72	12
2. Toilets		

- A. Activities:**
- B. Atmosphere:** Bright, sanitary
- C. Writing Surfaces:** None
- D. Walls:** Ceramic tile, floor to ceiling. Health education and graphics.
- E. Flooring:** Sealed Concrete with floor drain.
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound batt insulation in wall
- H. Lighting:** Standard fixtures with motion detection
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:** None
- L. Electrical:** (1) GFI duplex, lockable
- M. Water:** Provide automatic flush valves and automatic valves.
- N. Gas / Air:** None
- O. Ventilation:** Exhaust fans
- P. Communications / Instructional Technology:**
- Q. Adjacencies / Access:** Mud Room
- R. Furniture and Equipment:** (1) full length mirror Tank-type toilets
Toilet grab bars, toilet tissue and toilet seat cover dispensers
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (3-5)	100	6
3. Mud Room		

- A. Activities:**
- B. Atmosphere:** Bright, sanitary
- C. Writing Surfaces:** Writable surface on sliding doors
- D. Walls:** Ceramic tile, floor to ceiling. Health education and graphics.
- E. Flooring:** Sealed Concrete
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound batt insulation in wall
- H. Lighting:** Standard fixtures with motion detection
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:** Island with lower cabinets and large sink. Solid surface counters for durability. Built in cubbies.
- L. Electrical:** (2) GFI duplex, lockable
- M. Water:** (1) deep sink with (2) gooseneck faucets, clay traps, and bubbler. Cold water at sink.
- N. Gas / Air:** None
- O. Ventilation:** None
- P. Communications / Instructional Technology:** None
- Q. Adjacencies / Access:** Classrooms
- R. Furniture and Equipment:** Soap, paper towel dispenser
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (3-5)	1250	1
STEAM Center		

- A. Activities:** Open floor area for project development. Location for wet activities such as painting or clay modeling and science experiments. Small construction projects, sculptures, or mechanical assemblies could all be accommodated. A small gathering area for 6 to 8 children to meet for formal or informal study.
- B. Atmosphere:** Lots of energy, movement.
- C. Writing Surfaces:** Provide a collaboration area with movable marker boards
- D. Walls:** Standard gypsum board or plaster wall finishes. Painted and easily cleanable.
- E. Flooring:** Sealed concrete
- F. Ceiling:** Exposed with acoustical metal deck
- G. Acoustical Treatment:** Sound attenuation where possible. Key walls or ceiling.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors. Fun accent lighting.
At Performance area, provide controllable lighting.
- I. Daylight:** Natural daylighting through floor to ceiling windows and translucent glazing.
Operable windows with durable locks.
Light shelves and sunshades as needed to control natural daylight.
Manual, chain-driven, vinyl roller shade to control glare and direct sunlight, and black-out shades for presentations.
- J. Display Space:** Tackable surfaces, low shelving along perimeter, display cabinets, countertops, exterior patio area.
- K. Cabinetry:** Base cabinetry with sinks along perimeter wall with display counter above. Provide area with wall shelving, full height casework for irregular or oversize storage, plan drawers, drying racks.
- L. Electrical:** Perimeter GFI electrical outlets in cabinetry.
Retractable utility cord(s) at ceiling as possible
Portable lights.
- M. Water:** Sinks along perimeter with gooseneck faucets, clay traps.
Drinking fountain.
- N. Gas / Air:** n/a

- O. Ventilation:** Provide operable windows where appropriate. Provide exhaust fan.
- P. Communications / Instructional Technology:** Provide intercom speaker, phone, and computer network outlets.
- Q. Adjacencies / Access:** Garage door or double doors access to exterior patio/garden area.
- R. Furniture and Equipment:** Height adjustable, moveable tables, stools, and miscellaneous wood working tools, art supplies, and equipment. Computer dock and cart. Provide soft chairs and informal couches with end tables and soft lighting from floor lamps.
Collapsible stage with risers.
Studio Art with potter's wheels that ties to outdoor area with kiln.
- S. Learning Potential:**
- T. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (3-5)	900	11
1. Grades 3-5		

- A. Activities:** Lectures, video presentations, literature presentations, group projects using tables, art projects, and computer areas. Specialists conducting private sessions during class time.
- B. Atmosphere:** Ample space with portable cabinets as dividers
- C. Writing Surfaces:** White board surface flanking either side of FPD for a total of 16'-0". Additional white board surface on walls as applies.
- D. Walls:** Painted gypsum board
- E. Flooring:** Sealed Concrete and 10x12 carpet tile area rugs
- F. Ceiling:** Exposed acoustical metal deck
- G. Acoustical Treatment:** Insulation in wall.
Voicelift System capability - integrated with Soundbar system in FPD screen.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors.
- I. Daylight:** Operable windows with durable locks.
Light shelves and sunshades as needed to control natural daylight.
Manual, chain-driven, vinyl roller shade to control glare and direct sunlight.
- J. Display Space:** Tackable surface on walls and/ or lightweight wire suspension system for display of papers
- K. Cabinetry:** Full height storage with adjustable shelves to accommodate large paper storage (30" x 36");
18" lockable teacher storage at one end of Learning Wall with shelf and pole
Low 12" deep shelving in front of teaching wall.
- L. Electrical:** (2) quads each wall where possible (breakered to prevent electrical surge to computers). (2) Computer connection point at wall close to teacher's desk on opposite sides of classroom..
- (2) Floor boxes to have both electrical connections and data connections, and will be cast aluminum and flush with floor.
In addition to data connection provided for computer, a connection should also be provided for a document camera.
- HDMI connection below FPD, as well as power and data

- M. Water:** Exterior hose bibs will be provided at 100 feet on-center, with locking boxes to prevent vandalism.
- N. Gas / Air:** n/a
- O. Ventilation:** HVAC. Ceiling fans as req'd
- P. Communications / Instructional Technology:** Classrooms will incorporate contemporary technology including 70" touchscreen TV with 3 HDMI inputs – Teacher Computer, Chromecast, and Apple TV. In-ceiling speakers for voice enhancement use by teachers and students.
Clock/ PA Speaker located on non-teaching wall.
Space/connections for (4) moveable computer stations and one printer connected to district network with access to internet.
Integrated intercom/phone system allowing calls to be placed to office
- Q. Adjacencies / Access:** Classrooms will have direct access to the shared STEAM Centers and to private outdoor learning areas.
- R. Furniture and Equipment:** Flexible, movable furniture.
Chairs/desks for 24 students (3rd grade) and 30 students (4th & 5th grades).
iPad and laptop stations built into cabinetry.
Mobile cooktop: The Charlie Cart
Provide soft chairs and informal couches with end tables and soft lighting from floor lamps.
Collapsible stage with risers.
Studio Art with potter's wheels that ties to outdoor area with kiln.
- S. Learning Potential:** Explore ways of creative display of basic skills, alphabet, shapes, colors and numbers.
Develop area rugs whose designs relate to specific grade level curriculum goals.
Wall surfaces and other areas that allow display give students and teachers a real opportunity to personalize their spaces and encourage responsibility for their environment.
Exterior of classroom becomes a showcase for environmental controls, shade and shadows, extending the opportunities for learning.
Access and visibility of the shared STEAM Centers extends the learning area.
- T. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (3-5)	72	12
2. Toilets		

- A. Activities:**
- B. Atmosphere:** Bright, sanitary
- C. Writing Surfaces:** None
- D. Walls:** Ceramic tile, floor to ceiling. Health education and graphics.
- E. Flooring:** Sealed Concrete with floor drain.
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound batt insulation in wall
- H. Lighting:** Standard fixtures with motion detection
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:** None
- L. Electrical:** (1) GFI duplex, lockable
- M. Water:** Provide automatic flush valves and automatic valves.
- N. Gas / Air:** None
- O. Ventilation:** Exhaust fans
- P. Communications / Instructional Technology:**
- Q. Adjacencies / Access:** Mud Room
- R. Furniture and Equipment:** (1) full length mirror Tank-type toilets
Toilet grab bars, toilet tissue and toilet seat cover dispensers
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (3-5)	100	6
3. Mud Room		

- A. Activities:**
- B. Atmosphere:** Bright, sanitary
- C. Writing Surfaces:** Writable surface on sliding doors
- D. Walls:** Ceramic tile, floor to ceiling. Health education and graphics.
- E. Flooring:** Sealed Concrete
- F. Ceiling:** Painted gypsum board
- G. Acoustical Treatment:** Sound batt insulation in wall
- H. Lighting:** Standard fixtures with motion detection
- I. Daylight:** None
- J. Display Space:** None
- K. Cabinetry:** Island with lower cabinets and large sink. Solid surface counters for durability. Built in cubbies.
- L. Electrical:** (2) GFI duplex, lockable
- M. Water:** (1) deep sink with (2) gooseneck faucets, clay traps, and bubbler. Cold water at sink.
- N. Gas / Air:** None
- O. Ventilation:** None
- P. Communications / Instructional Technology:** None
- Q. Adjacencies / Access:** Classrooms
- R. Furniture and Equipment:** Soap, paper towel dispenser
- S. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (3-5)	1250	1
STEAM Center		

- A. Activities:** Open floor area for project development. Location for wet activities such as painting or clay modeling and science experiments. Small construction projects, sculptures, or mechanical assemblies could all be accommodated. A small gathering area for 6 to 8 children to meet for formal or informal study.
- B. Atmosphere:** Lots of energy, movement.
- C. Writing Surfaces:** Provide a collaboration area with movable marker boards
- D. Walls:** Standard gypsum board or plaster wall finishes. Painted and easily cleanable.
- E. Flooring:** Sealed concrete
- F. Ceiling:** Exposed with acoustical metal deck
- G. Acoustical Treatment:** Sound attenuation where possible. Key walls or ceiling.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors. Fun accent lighting.
At Performance area, provide controllable lighting.
- I. Daylight:** Natural daylighting through floor to ceiling windows and translucent glazing.
Operable windows with durable locks.
Light shelves and sunshades as needed to control natural daylight.
Manual, chain-driven, vinyl roller shade to control glare and direct sunlight, and black-out shades for presentations.
- J. Display Space:** Tackable surfaces, low shelving along perimeter, display cabinets, countertops, exterior patio area.
- K. Cabinetry:** Base cabinetry with sinks along perimeter wall with display counter above. Provide area with wall shelving, full height casework for irregular or oversize storage, plan drawers, drying racks.
- L. Electrical:** Perimeter GFI electrical outlets in cabinetry.
Retractable utility cord(s) at ceiling as possible
Portable lights.
- M. Water:** Sinks along perimeter with gooseneck faucets, clay traps.
Drinking fountain.
- N. Gas / Air:** n/a

- O. Ventilation:** Provide operable windows where appropriate: Provide exhaust fan.
- P. Communications / Instructional Technology:** Provide intercom speaker, phone, and computer network outlets.
- Q. Adjacencies / Access:** Garage door or double doors access to exterior patio/garden area.
- R. Furniture and Equipment:** Height adjustable, moveable tables, stools, and miscellaneous wood working tools, art supplies, and equipment. Computer dock and cart. Provide soft chairs and informal couches with end tables and soft lighting from floor lamps.
Collapsible stage with risers.
Studio Art with potter's wheels that ties to outdoor area with kiln.
- S. Learning Potential:**
- T. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (6-8)	900	12
1. Grade 6-8		

- A. Activities:** Lectures, video presentations, literature presentations, group projects using tables, art projects, and computer areas.
- B. Atmosphere:** Ample space with portable cabinets as dividers
- C. Writing Surfaces:** 16' of marker boards
- D. Walls:** Painted gypsum board.
Classrooms with operable walls should have tackable surface on both sides.
- E. Flooring:** Sealed Concrete
- F. Ceiling:** Exposed acoustical metal deck
- G. Acoustical Treatment:** Insulation in wall.
Voicelift System capability - integrated with Soundbar system in FPD screen.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors.
- I. Daylight:** Operable windows with durable locks.
- J. Display Space:** Tackable surface on walls and/ or lightweight wire suspension system for display of papers
- K. Cabinetry:** Full height storage with adjustable shelves to accommodate large paper storage (30" x 36");
18" lockable teacher storage at one end of Learning Wall with shelf and pole
Low 12" deep shelving in front of teaching wall.
- L. Electrical:** (2) quads each wall where possible (breakered to prevent electrical surge to computers). (2) Computer connection point at wall close to teacher's desk on opposite sides of classroom..

(2) Floor boxes to have both electrical connections and data connections, and will be cast aluminum and flush with floor.
In addition to data connection provided for computer, a connection should also be provided for a document camera.

HDMI connection below FPD, as well as power and data
- M. Water:** Exterior hose bibs will be provided at 100 feet on-center, with locking boxes to prevent vandalism.

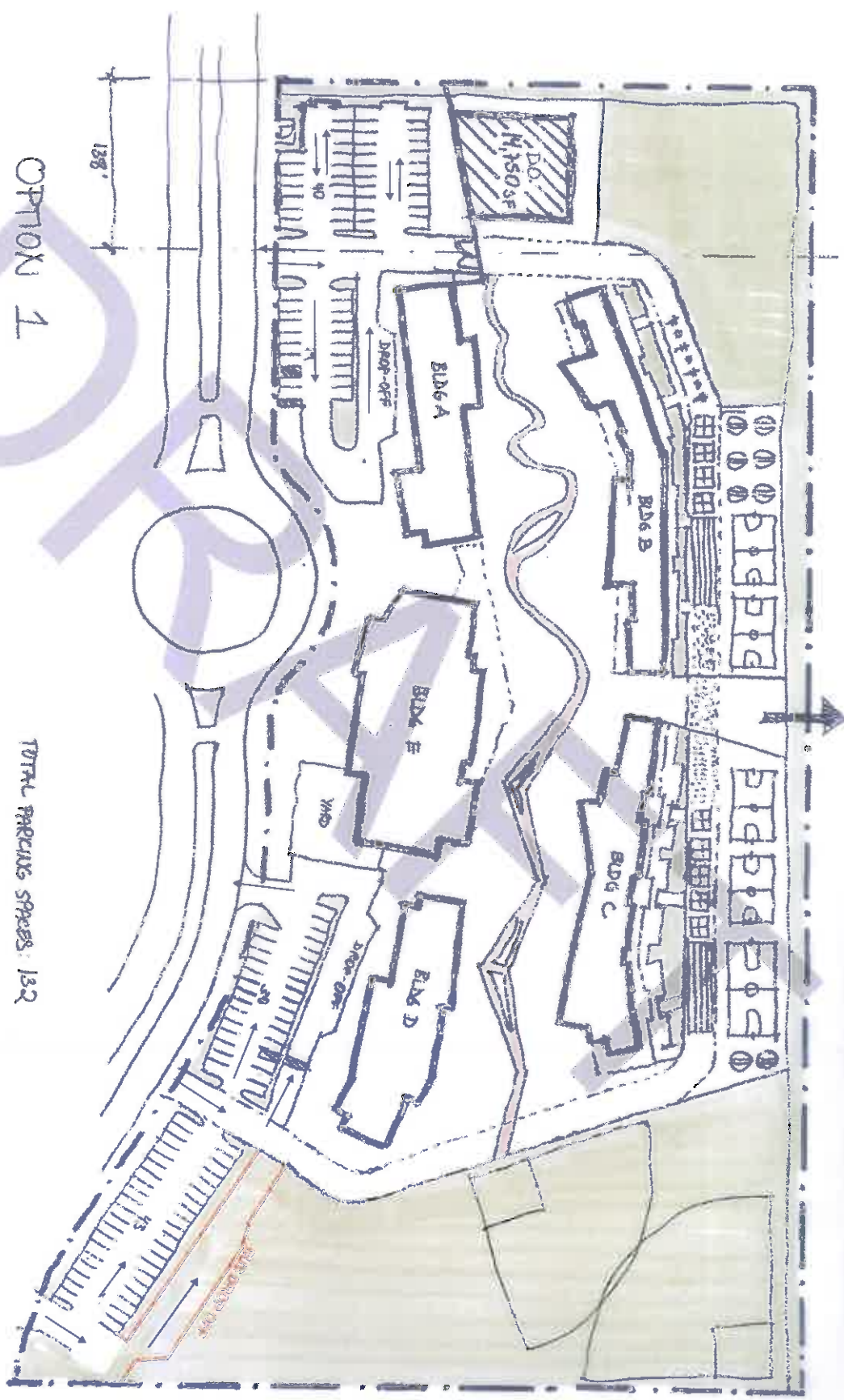
- N. Gas / Air:** n/a
- O. Ventilation:** HVAC. Ceiling fans as req'd
- P. Communications / Instructional Technology:** Classrooms will incorporate contemporary technology including 70" touchscreen TV with 3 HDMI inputs – Teacher Computer, Chromecast, and Apple TV. In-ceiling speakers for voice enhancement use by teachers and students.
Clock/ PA Speaker located on non-teaching wall.
Space/connections for (4) moveable computer stations and one printer connected to district network with access to internet.
Integrated intercom/phone system allowing calls to be placed to office
- Q. Adjacencies / Access:** Classrooms will have direct access to the shared STEAM Centers and to private outdoor learning areas.
- R. Furniture and Equipment:** Flexible, movable furniture.
Chairs/desks for 30 students.
iPad and laptop stations built into cabinetry.
- S. Learning Potential:** Wall surfaces and other areas that allow display give students and teachers a real opportunity to collaborate and encourage responsibility for their environment.
The ability to access a broad range of information, interdistrict or international, brings new and unique ideas to the classroom.
Exterior of classroom becomes a showcase for environmental controls, shade and shadows, extending the opportunities for learning.
Explore opportunity for exposed mechanical ducts to be utilized as a teaching tool.
- T. Comments:**

INDIVIDUAL SPACE DESCRIPTION	GROSS AREA OF EACH SPACE	TOTAL NO. OF SPACES
Learning Environments (6-8)	1250	3

2. STEAM Center

- A. Activities:** Open floor area for project development. Location for wet activities such as painting or clay modeling and science experiments. Small construction projects, sculptures, or mechanical assemblies could all be accommodated. A small gathering area for 6 to 8 children to meet for formal or informal study.
- B. Atmosphere:** Lots of energy, movement.
- C. Writing Surfaces:** Provide a collaboration area with movable marker boards
- D. Walls:** Standard gypsum board or plaster wall finishes. Painted and easily cleanable.
- E. Flooring:** Sealed concrete
- F. Ceiling:** Exposed acoustical metal deck
- G. Acoustical Treatment:** Sound attenuation where possible. Key walls or ceiling.
- H. Lighting:** Linear pendant direct-indirect fixtures, zone switched, motion detectors. Fun accent lighting.
At Performance area, provide controllable lighting.
- I. Daylight:** Natural daylighting through floor to ceiling windows and translucent glazing.
Operable windows with durable locks.
Light shelves and sunshades as needed to control natural daylight.
Manual, chain-driven, vinyl roller shade to control glare and direct sunlight, and black-out shades for presentations.
- J. Display Space:** Tackable surfaces, low shelving along perimeter, display cabinets, countertops, exterior patio area.
- K. Cabinetry:** Base cabinetry with sinks along perimeter wall. Provide area with wall shelving, full height casework for irregular or oversize storage, plan drawers, drying racks if possible
- L. Electrical:** Perimeter GFI electrical outlets in cabinetry.
Retractable utility cord(s) at ceiling as possible
Portable lights.
- M. Water:** Sinks along perimeter with gooseneck faucets, clay traps.
Drinking fountain. Eye-wash station.
- N. Gas / Air:** Small portable air compressor for pneumatic tools or air brush equipment, and possibly a central vacuum system.
- O. Ventilation:** Provide operable windows where appropriate. Provide exhaust fan.

- P. Communications / Instructional Technology:** Provide intercom speaker, phone, and computer network outlets.
- Q. Adjacencies / Access:** Garage door or double doors access to exterior patio/garden area.
- R. Furniture and Equipment:** Height adjustable, moveable tables, stools, and miscellaneous equipment. Computer dock and cart.
(3) moveable science lab tables (no fixed demonstration table)
- S. Learning Potential:**
- T. Comments:**



OPTION 1

TOTAL PAVED SPACES: 132

10.3



Agenda Item: 10.3. 2014-2015 Program Improvement End of Year Evidence of Progress Report

Speaker: Oscar Hernandez, Assistant Superintendent of Educational Services

Rationale: On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the ESEA. A one-year waiver was granted that allows flexibility in making AYP determinations for schools and local educational agencies participating in the Smarter Balanced assessment field test.

The California Department of Education did not produce a 2014 AYP report for elementary and middle schools and elementary and unified school districts and it will not produce a 2015 AYP report. Therefore, the PI status for elementary and middle schools and unified school districts will not change. Elementary and middle schools and unified school districts will not enter or exit PI. However, these schools and districts will continue to implement the PI requirements associated with their 2012-2013 state assessment results.

Rio School District results in 2012-2013 indicate that the District did not meet all of its AYP targets. As a result, Rio School District will continue to be identified as a Program Improvement (PI) local educational agency (LEA) in Year 3, corrective action.

Rio School District was notified of its Program Improvement Year 3 status and is required to provide the California Department of Education a yearly End of Year Evidence of Progress report that summarizes the district's Local Education Plan implementation. The report must include an analysis of the Local Education Agency's progress towards student achievement goals in the Local Education Plan based on local assessment data.

Local Education Agency Plan Response to Program Improvement

1. Implementation of the California Common Core State Standards (CCSS)
2. Provide all teachers with strategic professional development, collaboration opportunities and support to understand the goals and expectations of the English Language Arts and Mathematics CCSS as they progress throughout the grade levels.
3. Development of local K-8 assessments in English Language Arts and Mathematics to evaluate student learning. These assessments are correlated to the CCSS and support consistent implementation of the new standards.
4. Provide ongoing training and support in the areas of Systematic English Language Development and Guided Language Acquisition Development to all teachers who teach English language learners.
5. The district established a Response to Intervention Task Force to analyze and refine the academic and social/emotional components of the district's Response to



Intervention model to ensure that all students have access and support to achieve academic proficiency.

Financial Impact: Not Applicable

Recommended Motion: Staff recommends approval.

**Attachments:
Program Improvement End of Year Evidence of Progress Report**



Program Improvement End of the Year Evidence of Progress

LEA Evaluates Effectiveness of Programs October 21, 2015

The Rio School District conducted an annual evaluation of the actions taken to improve student achievement in the 2014-2015 school year to include activities funded by Title I, Part A (i.e., SES, Professional Development, Technical Assistance to School, and school site activities). The following questions were considered during this process:

1. Did the activity help close the achievement gap for our lowest performing students?
2. Did this activity not close the achievement gap for our lowest performing students?
3. Should this activity be continued?
4. Should this activity be discontinued?

Introduction

During the development of the Local Education Area Plan during the 2012-2014 school year, the Rio School District conducted a review of the nine Essential Program Components, but perhaps more importantly, analyzed the demands of the Common Core State Standards and the district's current capacity to effectively navigate the transition. The goal of the process was to not only shore up current instructional practices and systematize tiered intervention, but to increase understanding around the CCSS instructional shifts, grade level expectations, and shifts in practice that will be necessary to provide ALL students access to a robust course of study. These key practices have continued into the 2014-2015 school year in order to enhance and provide the best educational programs to the students in the Rio School District.

In recent years, RSD has crafted a collaborative system that includes district-wide K-8 Curriculum Council, management and principal teams, site-level Professional Learning Communities (PLCs) as well as district level professional development and calibration. This network was effectively utilized throughout the needs assessment process to analyze data, identify priority needs, create action steps, and communicate with stakeholders. Educational Services worked with numerous team members to create a long-range, three-year Action Plan designed to not only refine current practice, but to systematically transition all teachers and administrators to the demands of the new Common Core State Standards (CCSS).

**District Response to Program Improvement
2014-2015**

1. Implementation of the New California State Standards
2. Provide all teachers with strategic professional development, collaboration opportunities and support to understand the goals and expectations of the English Language Arts, English Language Arts, Mathematics and Next Generation Science Standards as they progress throughout the grade levels.
3. Development local K-8 assessments in English Language Arts and Mathematics to evaluate student learning. These assessments are correlated to the California Assessment of Student Performance and Progress and support consistent implementation of the new California State Standards.
4. Provide ongoing training and support in the areas of English Language Development and Guided Language Acquisition Development to all teachers who teach English language learners.
5. The District's Response to Intervention Task Force continues to analyze and refine academic and social/emotional components of the district's Response to Intervention model to ensure that all students have access and support to achieve academic proficiency.

Evaluation of Actions

1. Strategic Professional Development to Support the Implementation of CCSS -

During this time of transition to a new state instructional and assessment model, the District is committed to providing ongoing professional development for all teachers in English Language Arts, English Language Development, Mathematics, and Science. Preliminary local assessments correlated to the CCSS indicate that approximately 36.5 percent of students scored at or above grade level in Mathematics and 22.28 in English Language Arts. Currently, the district is disaggregating data locally for the test scores that were released just a few days ago or at the state level to determine if the achievement gap narrowed. However, initial data that was collected will serve as a baseline for future comparisons. Due to the low percentage of students who scored proficient, further professional development and collaboration opportunities will be needed to support teachers and students as they transition to a more rigorous set of state standards.



EDUCATING LEARNERS FOR THE 21ST CENTURY

2. Development of local K-8 Assessments –

District teachers and staff, with the support of the Ventura County Office of Education and other external resources, created assessment measures correlated to New California State Standards. These assessments include:

- K-8 ELA Benchmarks
- K-8 Math Benchmarks
- K-5 ELA Performance Tasks
- K-8 Writing Benchmarks
- 6-8 Social Science and Science Performance Tasks

In addition, the district utilizes STAR Reading and Math assessments to measure students' basic literacy and numeracy skills.

These assessments were first administered during the 2014-2015 school year. The results of the third trimester administration are listed in the table below.



**District-Level
STUDENT ACHIEVEMENT DASHBOARD**

SCHOOL YEAR: 2014-15

Trimester: 3rd/End Year

	English Language Arts			Math	
	% at or above Grade Level	% below Grade Level		% at or above Grade Level	% below Grade Level
STAR Reading Grades 2-8	22.28%	77.72%	STAR Math Grades 2-8	36.50%	63.50%
	% at or above Proficient	% at or below Proficient		% at or above Proficient	% at or below Proficient
CCSS ELA Benchmark Grades K-8	83% K-2	17% K-2	CCSS Math Benchmark Grades K-8	92% K-2	13% K-2
ELA Performance Task Grades K-5	33.25%	66.75%	Math Performance Task Grades K-5	56.13%	43.87%
CCSS Writing Benchmarks Grades K-5	46.84%	53.16%			
CCSS Writing Benchmarks Grades 6-8	66.67%	27.67%	Math Performance Task Grades 6-8	52.93%	47.07%
Accelerated Reader Grades K-8	# Tests Passed	% Test Passed	Total Points	Average Pts Earned	
SBAC ELA	% Proficient	% Not Proficient	SBAC MATH	% Proficient	% Not Proficient
	25%	74%		18%	82%

The district is continuing to establishing a robust systematic assessment model based on New California State Standards that meets the needs of all students. Assessments were developed and administered at all of its schools during the 2013-2014 school year and continued with this process into the 2014-2015 school year. Local assessment's data continues to be collected and analyzed by all stake holders. This year's focus on the analysis of student data to inform instruction, to identify student needs, and to align fiscal resources is essential in order increase student achievement and to continue to close the achievement gap. Additional work for the 2015-2016 school year includes the continued analysis and further development of K-8 math performance tasks and 6-8 benchmarks aligned to the Next Generation Science Standards.

3. Response to Intervention –

The Response to Intervention Task Force, consisting of site and district administrators, teachers, psychologists, and behavior specialists, convened in the spring of 2014 for the purpose of evaluating the components of the district model. The A new district IPT form has been created, which will serve as a tool to efficiently collect the results of academic and social/emotional interventions. The Task Force will continue their work, shifting their focus to the evaluation of intervention materials and resources for low-achieving students. For example, STAR monthly reading assessment results indicate that reading instruction and supplemental reading programs are reducing the achievement gap. Monthly STAR reading assessment comparisons shows that over a two year period there has been a considerable increase in reading grade equivalent of above 30%. Other reading and math supplemental/intervention programs are currently being piloted and evaluated in the district.

4. Supplemental Education Services (SES)

Pre- and post-tests administered by the providers indicate that students who receive 30 to 40 hours of supplemental instruction are demonstrating improved basic literacy and numeracy skills. As a result of parent education measures on SES, more students are applying for these services and data trends show that the majority of parents select companies that offer 30 or more hours of tutoring. Per Program Improvement requirements, the district continues to set aside 20% of its Title I, Part A, allocation for School Choice and SES.

5. Technical Assistance to Schools –

The Office of Educational Services provides a great deal of technical support in the development and the implementation of the Single Plan for Student Achievement. Each year, School Site Council training is organized by the Office of Education Services. All members of the SSC including; parents, students, classified employees, teachers, and administrators are invited to participate in the training. This school year, the training was held on November 4, 2015.

The office of Educational Services offers organizes a series of workshops in order to provide site administrators with assistance in the development of the SPSA. The Assistant Superintendent facilitates these beneficial workshops and provides individual support and guidance to Principals as we develop our SPSA plans.

In preparation of the development of the SPSA, all principals are asked to complete a Principal Action Research Project. The components of this project include the development of school wide goals; data analysis, and the identification of patterns and plans. Principals work with all stakeholder groups to illicit feedback. This information is ultimately used to develop the SPSA.

The Director of Fiscal Services, also avails her time to work with site administrators regarding the fiscal budgets included in the SPSA.

Each month, Principal Huddle Meetings are held. During these meetings, which are facilitated by the Assistant Superintendent of Educational Services, professional staff development is provided to all principals. Some of the topics have included Project Based Learning, Researched Based Interventions, Common Core, and Data Analysis.

In closing, all members of the Rio District Management Team, including Site Principals, attend Management Team meetings once a month. Principals are also and attend various district wide committee meetings where various information is presented. These committees include LCAP meetings, PELAC, Budget Advisory Council meetings, all members of all School Site Council members are invited and participate in these information and decision driven meetings. These activities will continue with an emphasis on high quality Tier 1 instruction, data analysis, and interventions.

6. Parent Education and Participation –

Both the LEA and LCAP Plans have established increased parent participation goals. This year's goal is to increase parent participation by 10%, which will be measured through the use of sign-in sheets. At the present time, the LCAP and PELAC committees are analyzing the goals and the growth on each one of them in order to adjust gains accordingly.

Parent participation on district and site committees has been a challenge and, as a result, the district provides parent workshops on the importance of serving on School Site Councils and English Learner Advisory Committees, as well as district committees, such as Parent English Learner Advisory Committee and the Local Control Accountability Plan Committee. LCAP goals on parent participation show that parent involvement is increasing at a slow rate.

The Office of Student and Family Services provide regular parent education workshops throughout the district and connects families with community-based resources.

Furthermore, the district collected nearly 4000 parent email addresses during the 2013-2014 school year and has asked permission from parents to utilize texting to more effectively communicate with stakeholders. These measures are in addition to more traditional forms of communication, such as flyers, newsletters, public notices, and automated phone calls.

These services will continue to expand as it is well documented that increased parent involvement in their child's education has a positive impact on student achievement.

Conclusion

The district activities described herein are rooted in the LEA and LCAP Plans and are aligned with California's transition to new state standards and a new assessment model. The evaluation of these action steps reflect support for district students, families, teachers, and school administrators during this period of change and new learning.

10.4

Agenda Item: 10.4. Adoption of Resolution #1516/05 Sufficiency Of Instructional Materials and Certification Of Provisions of Standards-Aligned Instructional Materials

Speaker: Oscar Hernandez, Assistant Superintendent of Educational Services

**Quick Summary /
Abstract:**

Rationale: Education Code Section 60119 requires each school district to hold a public hearing and to make a determination as to whether each pupil in each school of the district has sufficient textbooks and/or instructional materials.

Financial Impact: Not Applicable

**Recommended
Motion:** It is recommended that the Governing Board:

- (1) Adopt Resolution #1516/05 regarding Sufficiency of Textbooks; and
- (2) Certify compliance that each student has been provided with a standards-aligned textbook for reading/language arts, mathematics, history and science; and
- (3) Direct the Superintendent to keep the resolution and certification on file in the district for auditing purposes and to show that the provisions of the law have been met.

School district governing boards shall hold a public hearing and shall make determination through a Resolution, as to whether each pupil in the district, including English Learners, has or will have, prior to the end of the fiscal year, sufficient textbooks or instructional materials, or both, in reading/language arts, mathematics, history and science, consistent with the content and cycles of the curriculum frameworks adopted by the state.

If the school district governing board determines that there are insufficient textbooks or instructional materials, or both, the governing board shall provide information to classroom teachers and the public as to the reasons and shall take action to ensure that the situation is remedied. Such action may involve using any funds available to the district for instructional materials from any state and local source.

The list below lists the curriculum areas and the date the Governing Board adopted the standards-aligned textbooks and materials. The textbooks were ordered and distributed to each school for distribution to each student. Staff recommends that the Governing Board adopt the resolution regarding sufficiency of textbooks.



SCHOOL DISTRICT

EDUCATING LEARNERS FOR THE 21ST CENTURY

SUBJECT	TITLE	PUBLISHER	DATE OF ADOPTION
Mathematics	Envision (K-5)	Scotts Foresman	2007
	Mathematics (6-8)	Glencoe	2007
	Algebra Readiness (7-8)	Glencoe	2008
	Algebra I (7-8)	Glencoe	2008
	Geometry (8)	McGraw-Hill	2013
Science	Science (K-5)	Pearson/Scott Foreman	2008
	Focus on Earth (6)	Glencoe	2007
	Focus on Life Science (7)	Glencoe	2008
	Focus on Physical Science (8)	Glencoe	2008
History/Social Science	History/Social Science (K-3)	Scott Foresman	2006
		Houghton Mifflin	2006
	History/Social Science (4-6)	Mc Dougal Little	2006
	World History (7)	Mc Dougal Littel	2006
	Creating America (8)		
Reading/Language Arts	A Legacy of Literacy (K-6)	Houghton Mifflin	2003
	The Language of Literature (7-8)	Mc Dougal Littel	2002

Attachments:

Sufficiency of Instructional Materials Resolution

Public Hearing Notice of Instr. Materials Resolution

**RIO SCHOOL DISTRICT
RESOLUTION #1516/05
SUFFICIENCY OR INSUFFICIENCY OF INSTRUCTIONAL MATERIALS**

WHEREAS, the Governing Board of the Rio School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on October 21, 2015, at 6:00 p.m. which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the Board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stating the time, place and purpose of the hearing, and;

WHEREAS, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

WHEREAS, information provided at the public hearing detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Rio School district, and;

WHEREAS, the definition of “sufficient textbooks or instructional materials” means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

WHEREAS between the 2008-09 through the 2015-16 fiscal years, the definition of “sufficient textbooks or instructional materials” also means that all students who are enrolled in the same course within the Rio School District, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

WHEREAS, sufficient textbooks or instructional materials were provided to each student, including each English learner, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

SUBJECT	TITLE	PUBLISHER	DATE OF ADOPTION
Mathematics	Envision (K-5)	Scotts Foresman	2007
	Mathematics (6-8)	Glencoe	2007
	Algebra Readiness (7-8)	Glencoe	2008
	Algebra I (7-8)	Glencoe	2008
	Geometry (8)	McGraw-Hill	2013
Science	Science (K-5)	Pearson/Scott Foreman	2008
	Focus on Earth (6)	Glencoe	2007
	Focus on Life Science (7)	Glencoe	2008
	Focus on Physical Science (8)	Glencoe	2008
History/Social Science	History/Social Science (K-3)	Scott Foresman	2006
	History/Social Science (4-6)	Houghton Mifflin	2006
	World History (7)	Mc Dougal Little	2006
	Creating America (8)	Mc Dougal Littell	2006
Reading/Language Arts	A Legacy of Literacy (K-6)	Houghton Mifflin	2003
	The Language of Literature (7-8)	Mc Dougal Littell	2002

THEREFORE, it is resolved that for the 2015-16 school year, the Rio School District has provided each student with sufficient textbooks or instructional materials consistent with the cycles and content of the curriculum frameworks.

Adopted the 21th day of October, 2015

President, Board of Trustees

Clerk, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

10.5



Agenda Item: 10.5. Approve the Contract for Auditing of the G.O. Bond from Vavrinek, Trine, Day & Co., LLP

Speaker: Kristen Pifko

**Quick Summary /
Abstract:**

Rationale: As part of the Measure G Bond program, an annual financial audit is required. The district contracts with Vavrinek, Trine, Day & Co. for the fiscal audit. The proposed contract from Vavrinek, Trine, Day & Co., LLP is for audit services for the Measure G Bond for the year ending June 30, 2015.

Financial Impact: Fiscal Impact: \$4,000

Funding Source: Measure G

Recommended Motion: Approve the Contract with Vavrinek, Trine, Day & Co., LLP

Attachments:
Vavrinek, Trine, Day Contract

CONTRACT FOR AUDITING – G.O. BOND

We are pleased to confirm our understanding of the services we are to provide Rio School District. We will perform the required annual financial audit of the proceeds from the sale of the bonds and the required performance audit to ensure that the funds have been expended only on the specific projects listed for the year ending June 30, 2015 in accordance with the compliance requirements of Section 1 of Article XIII A of the California Constitution.

Financial Audit

We will audit the financial statements of the Building (Measure G) Fund of Rio School District as of June 30, 2015, and for the year then ended. The financial statements will present only the Building (Measure G) Fund and will not purport to, and will not be intended to present fairly the financial position and results of operations of the Rio School District in conformity with accounting principles generally accepted in the United States of America.

Audit Objectives

The objective of our audit is the expression of opinions as to whether the Building (Measure G) Fund financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of the accounting records of Rio School District and other procedures we consider necessary to enable us to express such opinions. If our opinions on the financial statements are other than unqualified, we will fully discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and compliance will include a statement that the report is intended solely for the information and use of management, the body or individuals charged with governance, others within the entity, and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties. If during our audit we become aware that Rio School District is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Management Responsibilities

Management is responsible for the Building (Measure G) Fund financial statements and all accompanying information as well as all representations contained therein. As part of the audit, we will assist with preparation of your financial statements and related notes. You are responsible for making all management decisions and performing all management functions relating to the financial statements and related notes and for accepting full

responsibility for such decisions. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements and that you have reviewed and approved the financial statements and related notes prior to their issuance and have accepted responsibility for them. Further, you are required to designate an individual with suitable skill, knowledge, or experience to oversee any nonaudit services we provide and for evaluating the adequacy and results of those services and accepting responsibility for them.

Management is responsible for establishing and maintaining effective internal controls, including monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; for the selection and application of accounting principles; and for the fair presentation in the financial statements of the Rio School District, in conformity with U.S. generally accepted accounting principles.

Management is also responsible for making all financial records and related information available to us and for ensuring that management and financial information is reliable and properly recorded. Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the entity complies with applicable laws, regulations, contracts, agreements, and grants for taking timely and appropriate steps to remedy any fraud, illegal acts, violations of contracts or grant agreements, or abuse that we may report.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous financial audits, attestation engagements, performance audits or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to

our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about the financial statements and related matters.

Audit Procedures—Internal Controls

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards*.

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Rio School District's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Performance Audit

The purpose of the Performance Audit is to meet the Proposition 39 requirement for the Measure G Bond proceeds to ensure compliance with Section 1 of Article 13A of the California Constitution. This includes that the Proposition 39 Bond proceeds are expended only on the specific projects listed in the bond language approved by the voters and no Bond proceeds are being spent on administrative salaries or any other expenses that would otherwise be the obligation of the District's General Fund. The Performance Audit will be conducted in accordance with Generally Accepted Government Auditing Standards.

Our procedures for the Performance Audit will be as follows:

Procure a detail of the accounting for the expenditures of the Measure G bond.

Review the detailed accounting of expenditures to determine if proceeds are being spent on administrative salaries or any other expense that would otherwise be the obligation of the General Fund.

From a sample of construction expenditures from the detailed accounting of expenditures, review expenditures to determine if proceeds expended are for specific projects as listed in the voter approved bond language. We will select all materially significant expenditures and at least 30 percent of the total expenditures for the year. Expenditures from all projects will be included in the sample.

Engagement Administration, Fees, and Other

The audit documentation for this engagement is the property of Vavrinek, Trine, Day & Co., LLP and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to third parties for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Vavrinek, Trine, Day & Co., LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, the California State Controller, or during any pending board investigation, disciplinary action, or legal action involving the licensee or the licensee's firm.

Royce E. Townsend is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. Our fee for the Financial Audit and Performance Audit services will be \$4,000 for the period ending June 30, 2015. In addition to such payments for personal services, auditors will be reimbursed for such travel as may be necessary, with mileage computed at the approved Internal Revenue Service rate per mile. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes 90 days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2011 peer review report accompanies this letter.

We appreciate the opportunity to be of service to Rio School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

of Vavrinek, Trine, Day & Co., LLP

RESPONSE:

This letter correctly sets forth the understanding of Rio School District.

By:

Title:

Date:

YANARI WATSON MCGAUGHEY P.C.

DALE M. YANARI (1947-2004) ♦ RANDY S. WATSON ♦ G. LANCE MCGAUGHEY
FINANCIAL CONSULTANTS/CERTIFIED PUBLIC ACCOUNTANTS

System Review Report

May 25, 2012

To the Partners of
Vavrinek, Trine, Day & Co., LLP
and the National Peer Review Committee

We have reviewed the system of quality control for the accounting and auditing practice of Vavrinek, Trine, Day & Co., LLP (the firm) applicable to non-SEC issuers in effect for the year ended December 31, 2011. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included engagements performed under *Government Auditing Standards* and audits of employee benefit plans.

In our opinion, the system of quality control for the accounting and auditing practice of Vavrinek, Trine, Day & Co., LLP applicable to non-SEC issuers in effect for the year ended December 31, 2011, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Vavrinek, Trine, Day & Co., LLP has received a peer review rating of *pass*.

Yanari Watson McGaughey P.C.
Yanari Watson McGaughey P.C.

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10.6



Agenda Item: **10.6. Approval of Resolution 1516/01 Adopting the District School Facilities Needs Analysis (SFNA) and Resolution 1516/02 Updating Level Two Residential School Mitigation Fees as Set Forth in California State Senate Bill 50.**

Speaker: **Kristen Pifko**

**Quick Summary /
Abstract:**

Rationale: **A 30-day Public Notice of the District's School Facility Needs Analysis and Developer Fee Justification Study, including the adoption of alternative Level 2 residential fees was completed.**

Approving this request brings the District in compliance with Senate Bill 50 requirements for establishing and maintaining developer fee mitigation.

Financial Impact: **None.**

**Recommended
Motion:** **Approve Resolutions 1516/01 and 1516/02.**

Attachments:
Resolution 1516/01
Facilities Needs Analysis
Resolution 1516/02

RIO ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 1516/01

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE
RIO ELEMENTARY SCHOOL DISTRICT
ADOPTING THE DISTRICT SCHOOL FACILITIES NEEDS ANALYSIS (SFNA)**

This RESOLUTION No. 1516/01 (Resolution) is a resolution of the Board of Trustees of the Rio Elementary School District adopting the School Facilities Needs Analysis (SFNA) as follows:

WHEREAS, the Rio Elementary School District (District), its Board of Trustees and the District Superintendent have and are under an affirmative duty under Federal and State Law to provide for the health, safety and welfare of the residents and students residing in the District, and in order to achieve same, they must plan for, among other things, adequate and instructionally effective school facilities to house the District's students now and in the future; and

WHEREAS, the SFNA is the statutory means of evaluating factors that determine the adequacy of existing facilities and the need for additional, altered and new facilities on new sites in which the District delivers its educational services for present and future District students; and

WHEREAS, the District approved a previous SFNA, which now requires review and possible updating based on relevant data used in the preparation of the District's SFNA and data subsequently compiled by the District since the adoption of the previous SFNA;

WHEREAS, the members of the Board of Education hereby certify that they have read and considered the SFNA report before taking action on this Resolution; and

WHEREAS, this SFNA was noticed and distributed for review and comment by local planning agencies and the public at least 30 days prior to the date of consideration of this Resolution by the District's Board of Trustees on October 21, 2015;

NOW, THEREFORE, BASED ON THE FOREGOING RECITALS, IT IS RESOLVED AS FOLLOWS:

1. Each of the above Recitals is accurate and verifiable.
2. The SFNA, prepared by the District's administration, staff and public school consultant, accurately and completely evaluates the District's school facilities needs and sets out the scope of, their cost and fiscal means to pay for such required facilities to house the near and long term K-8 existing and projected (based on projections of new housing starts in the District) student enrollment in the District's schools in order to provide a healthy and positive environment for the delivery of the District's educational services.

3. The SFNA is a current analysis of the District's facilities needs, and therefore, in order for it to be an effective and efficient planning tool and justification for qualifying the District for capital program funding and charging various legally supported mitigation fees to those who would construct new, or add onto existing, residential dwellings and commercial and industrial square footage within the District, it shall be monitored for effectiveness and updated by the Board of Trustees from time to time.

4. The procedure for the adoption of this SFNA has been conducted in accordance with its statutory authority and other State laws, including but not limited to pre-adoption, public notice and distribution of the draft SFNA for review and comment; the District administration is charged with full post-adoption notice and distribution compliance.

The foregoing RESOLUTION NO. 1516/01 was duly noticed, distributed, reviewed and adopted by the Rio Elementary School District Board of Trustees at its regular meeting held on October 21, 2015, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

President

Clerk

RIO ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 1516/02

**A RESOLUTION OF THE BOARD OF TRUSTEES OF THE
RIO ELEMENTARY SCHOOL DISTRICT
UPDATING LEVEL TWO RESIDENTIAL SCHOOL MITIGATION FEES AS SET
FORTH IN CALIFORNIA STATE SENATE BILL 50**

This RESOLUTION No. 1516/02 (Resolution) is a resolution of the Board of Trustees of the Rio Elementary School District updating Level 2 Alternative School Mitigation Fees pursuant to State of California Senate Bill 50 and it acknowledges and enacts as follows:

WHEREAS, the Rio Elementary School District (District) located in the City of Oxnard (City) and County of Ventura (County), its Board of Trustees and the District Superintendent have and are under an affirmative duty under Federal and State Law to protect and provide for the health, safety, welfare, education, due process and equal protection of the residents and students of the District, and to provide for equal educational opportunities to District students, including, but not limited to housing, in adequate school facilities; and

WHEREAS, new student impacts on school facilities are due primarily to population growth, in general, and new residential and commercial uses, in particular; and

WHEREAS, population growth in recent years in the City and County has resulted in and is projected to result in significant increases in the number of students requiring education housing within the District; and

WHEREAS, continued population growth will necessitate enlarging existing school facilities and constructing new facilities to house and educate such new students in accordance with State standards and Board of Education policies; and

WHEREAS, the California State Constitution, Education Code Section 33031, Senate Bill 50, charges the District with providing appropriate levels of public education and related facilities for K-8 school-age children now residing or to be residing within the District; and

WHEREAS, the State legislature addressed existing inadequate and insufficient school facilities by enacting SB50, enabling school districts in California to impose and collect statutory developer fees for the payment or financing of altering, constructing and/or expanding school facilities; and

WHEREAS, said statutory fees for K-12 school facilities are presently \$3.36 (District K-8 portion \$2.39) per square foot of improvements for residential uses, and \$0.54 (District K-8 portion \$0.38) per square foot of improvements for commercial and industrial uses; and

WHEREAS, the District currently is without sufficient financial means to acquire future school sites and pay for the construction of new permanent school facilities **including the implementation of State-legislated educational programs; and**

WHEREAS, the District, being without sufficient funding to alter, construct and/or expand adequate school facilities, finds that certain District schools will become overcrowded to the detriment of the public health, safety and welfare and education of existing District students, thus depriving its students of the quality of education to which they are entitled under Federal and State law; and

WHEREAS, the City and County, pursuant to its General Plan, Public Facilities Element and the California Environmental Quality Act (Public Resources Code Section 21000 et.seq.), has the authority, duty and responsibility to review residential, commercial and industrial development proposals to determine the extent of the impaction they may cause on public facilities, including public school facilities; and

WHEREAS, the City or County may not approve any development proposal that does not comply with its General Plan, conform with its existing zoning ordinance and comply with the implementation of SB50; and

WHEREAS, the District has caused the preparation of the School Facilities Needs Analysis (SFNA), (Exhibit A), on file at the District office, to implement a level two fee per SB50 in accordance with District policies; and

WHEREAS, said SFNA contains data and methodology for measuring: (i) the impact of future residential, commercial and industrial development on existing K-8 school facilities, (ii) the need for and extent of the need for added K-8 school facilities, and for (iii) calculating the cost thereof and assigning such additional capital costs to new residential, commercial and industrial development, on a fair share basis; and

WHEREAS, the combination of mitigation measures, including but not limited to State school bond funds, statutory developer fees, local school bond revenues and other sources of financing may be inadequate in the future to provide for alterations, construction and expansion of

existing and new school facilities sufficient to adequately house and appropriately educate District's K-8 students in accordance with the minimum standards as set forth by the State law and the standards contained in District policy; and

WHEREAS, THE BOARD OF TRUSTEES HAS MADE FURTHER AND MORE SPECIFIC FINDINGS AS FOLLOWS:

1. That the SFNA and other evidence received at the hearing on this Resolution establishes that there is a shortage of school facilities within the boundaries of the Rio Elementary School District on a District-wide basis and that said shortage shall increase as a result of additional students residing in new and projected residential projects approved for development within the District;
2. That the SFNA and other evidence received at the hearing on this Resolution establishes that the present school financing and financial sources are insufficient to construct on a District-wide basis the school facilities which will be needed as a result of new and projected residential projects approved for development within the District;
3. That separate and apart from the SFNA, there is a need in the District for additional school facilities to be paid for by developer fees and other mitigation measures; and
4. That all new residential development within the District shall contribute to and participate in, on a fair share basis, the required mitigation measures referenced in this Resolution; and
5. That the implementation of appropriate mitigation measures for K-8 school facilities shall be consistent with goals and policies of the City and County General Plans and the District's SFNA; and
6. That there is a direct relationship between the need for altered, additional and expanded school facilities and the generation of students from future residential, commercial and industrial development within the District's boundaries; and
7. That the cost estimates (with State Reimbursement) set forth in Exhibit "A", attached hereto, are based upon actual estimated costs of constructing new school facilities set forth in Exhibit "A", as determined by State guidelines and construction bids received by the District or comparable Districts and approved by the State School Facilities Program, for altering, constructing and expanding District K-8 school facilities at this time assuming that all of the properties contemplated

as participating in providing mitigation therein actually so do, and that the District receives reimbursement from future State school construction bonds for new District school facility construction projects which have been approved under the State School Facilities Program.

NOW, THEREFORE, BASED ON THE FOREGOING, IT IS RESOLVED AS FOLLOWS:

Section One: District's Intent

It is the intent of the District to provide mitigation measures by amending the school fee mitigation policy for new development for the impacts on K-8 school facilities caused by the generation of new students from new residential, commercial and industrial development in areas of the City and County which are located within the District's boundaries shown on District map set forth in School Facilities Needs Analysis (Exhibit "A"). These mitigation measures are intended to augment monetary shortfalls of existing State and local funding sources available to the District for alteration, construction and/or expanding K-8 facilities to house students generated from new residential, commercial and industrial development in the City and County. This Resolution No. 1516/02 supersedes Resolution No. 1516/01.

Section Two Applicability

Mitigation established under this Resolution shall apply to any residential project within the District's boundaries approved or enabled by the City and County where the District determines that significant and adverse student generation impacts will result from such development. Enabling acts and actions include but are not limited to building permits and subdivision maps, a change of zone, general plan amendments, specific plan adoption or amendments here of, or the approval of a Development Agreement or any of the foregoing which grants, enables or confers a right to build residential, commercial or industrial projects within the District's boundaries.

Mitigation shall not be required in certain circumstances as follows:

- 1) Projects for which binding Development Agreements have been entered into with the District, which agreements already contain school impaction mitigation and do not permit the increase of residential density over that already permitted as of the effective date of this Resolution.
- 2) Residential projects subject to a mutual benefit agreement executed prior to

the enactment date of this Resolution.

This Resolution states the District's policy with regard to school facilities mitigation exceeding those fees expressly provided or permitted by the Legislature in Assembly Bill 2926.

By the enactment of this Resolution and its statement of policy and procedures contained herein, District requires the applicable City or County to take notice of this Resolution and to implement mitigation provisions and procedures set forth herein whenever the City or County enacts legislation or approves entitlements which may result in significant adverse impacts on District's education facilities.

Section Three **Imposition and Payment of Mitigation**

- A. The mitigation herein shall assist the District in meeting the estimated costs of altering, constructing and/or expanding school facilities to meet the needs of new students generated by new development.

- B. The mitigation amount shall be noticed to the applicant (permittee) and shall be collected at the time of issuance of the first building permit in each project.

- C. The applicant (permittee) may provide to the District in lieu of payment of mitigation fees, dedication of land or improvements to a school site, participation in a Mello-Roos District for the purposes of school facilities funding or other mitigation as agreed upon by the developer, land owner and the District.

- D. Upon payment of the mitigation fee or performance of the alternative mitigation as agreed upon under section C above, the applicant (permittee) shall be deemed to have satisfied conditions imposed on projects with respect to school facilities impacts.

- E. The satisfaction of school impact mitigation shall pertain to the particular project only and shall not be transferred to another development or property.

Section Four **Amount of Mitigation**

- A. The amount of the Level 2 mitigation fee of **\$3.44** per square foot of residential development was determined in accordance with the following:

1. Student generation factors for various types of new residential development and the inhabitable square footage of such residential units,
 2. School construction costs according to State standards,
 3. Land costs based upon fair market value,
 4. Population growth projections set forth in the District's Facilities Master Plan and SFNA,
 5. Current and expected revenues from G.O. Bonds, Mello-Roos Districts, redevelopment pass-thru agreements, statutory fee accounts and other alternative funding sources which may be available to the District,
 6. The availability of the existing State bond financing program.
- B. The amount of the mitigation bears a reasonable relationship to the needs of the community for elementary and middle schools and shall be based upon the need for said school construction costs caused by student generation from a specific development.
- C. The amount of the mitigation shall be set by resolution of the District Board.
- D. The foregoing mitigation methodology may be revised or repealed based upon new information received.

Section Five **Limitations**

- A. All revenues collected by the District pursuant to this Resolution shall be used only for the purposes of planning, acquiring school sites and altering, constructing and/or expanding school facilities necessitated by the generation of students from new residential development in the City or County, including administrative costs directly related thereto.
- B. The imposition of mitigation measures pursuant to this Resolution shall require that the District provide the following documentation to the City or County:

1. This Resolution adopted by the Board of Education and supporting documentation described below affirming the District's level of impact:
 - a. SFNA supporting the collection of Level Two residential fees and Statutory residential and commercial industrial fees, as applicable.
 - b. An inventory of school sites and facilities, needs assessments, capital facilities program, prioritization of school construction and the District's proposed finance program on file at the District.
 - c. Copies of completed applications for State funding, including a narrative description of the District's status and priority, if any, of funding applications on file with the State Board of Education.

Section Six **School District Accounting and Reporting**

The District shall maintain a separate account for each project paying mitigation fees under this Resolution. The District shall make a summary report available to the City and County at the end of each reporting period regarding the balance in the account, expenditures during the prior fiscal year, impactation projections for the subsequent five-year period and any updates to the status of State aid applications and other funding sources.

Section Seven **Reserved Powers of the District**

Nothing herein shall be construed as a delegation of the District's power and responsibility to determine the adequacy of school facility mitigation measures and the existence of adverse environmental effects pursuant to the City and County General Plans and related Public Facilities Elements. The District specifically reserves all rights provided to it by law, including the right to determine from time to time, by resolution, the maximum dollar amount per square foot of improvements, which may be required to be paid as mitigation for overcrowding of school facilities hereunder.

Section Eight **Annual Review and Amendment**

The mitigation formula herein shall be reviewed by the District annually, or more frequently as warranted, to assure fairness and responsiveness to District school facility needs as well as to the

student housing needs of the community.

Section Nine **Revocation**

- A. This Resolution is subject to repeal or suspension upon a finding by this District that its school facilities are no longer overcrowded and therefore no longer require developer mitigation of the kind set forth herein.

- B. If any provision of this Resolution or the application hereof to any person, entity or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this Resolution which can be given effect independent of the invalid provision or application, and to this end it is in the interest of the District that the provisions of this Resolution are severable.

The foregoing **RESOLUTION NO. 1516/02** was duly passed and adopted by the Rio Elementary School District Board of Trustees at its regular meeting held on October 21, 2015, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President

Clerk



Rio Elementary School District

SCHOOL FACILITIES NEEDS ANALYSIS

August 17, 2015

ADMINISTRATIVE DRAFT



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EXHIBIT A – DISTRICT MAP

I. INTRODUCTION

The following information represents the statutory requirements pursuant to Senate Bill 50 ("SB 50") or other collateral legislation for the Rio Elementary School District ("District") School Facilities Needs Analysis (SFNA).

The SFNA was prepared by Consultant and staff pursuant to the requirements of SB 50,¹ and Government Code Section 65995 *et seq.*, both of which became effective on November 4, 1998. The DFJS/SFNA meets Government Code Section 66001, which requires that a reasonable relationship exist between the amount of residential, commercial and industrial fees, use of the fees and the development for which the fees are to be charged.

II. DISTRICT PROFILE

A. District Overview

The District is comprised of two jurisdictions: the City of Oxnard and Ventura County. A District map inclusive of the District's location and boundaries is set forth in Exhibit A. The District serves students in grades K through 8 and operates five (5) elementary schools (K-5), one (1) elementary school (K-7), two (2) middles school (6-8).

B. Demographic Overview

The District 2014/15 enrollment is 4,948 students in grades K-8. In comparison to the 2004/2005 CBEDs enrollment of 4,062 (K-8) students, the current enrollment has grown by 886 students over the last 10 years. This equates to an annual average growth rate of 2.2%. New residential development has been one of the primary causes of student population increases. Therefore, the data set forth in this document justifies the need for existing and future school facilities.

¹ Chapter 407; Statutes 1998

III. SUMMARY OF FINDINGS

A. Justification of Level 2 Fees

The following is a justification of Level 2 fees based on Government Code Section 65995.

1. The District is eligible for Level 2 fees based on the following criteria:
 - a. The District has made a timely application to the State Allocation Board for new construction funding for which it is eligible and meets the eligibility requirements for new construction funding.
 - b. The District has 200 classrooms of which 56 are relocatable. Therefore, approximately 28% of the District teaching stations are relocatable.
 - c. The District has incurred debt in excess of 15% of current bonding capacity.
2. District school capacity is based on existing utilization of classrooms and related SB 50 regulations that exclude all portable classrooms above 25% of the number of permanent classrooms. The District has a current capacity for 4,514 students.
3. The District 2014/15 enrollments are 4,948 students in grades K-12. District K-5 enrollments exceed existing school capacity and new classroom facilities will be required for enrollments generated by new residential development. 6-8 capacity may accommodate 79 additional students, therefore, additional 6-8 capacity will be required to house a portion of enrollments generated by new residential development.
4. Planned new residential construction data and proposed future market absorption rates for new homes indicate that approximately 363 single family detached units, 628 single family attached units and 1,095 multi-family attached units are forecast to be constructed within the District over the next 5 years. Of the total 2,086 projected units, 701 units have pulled permits, are under construction, and/or are under the CFD.
5. The projected average student yield rate for grades K-8 applicable to each new single family detached infill unit is 1.0, single family attached unit is 0.32, and multi-family unit is 0.18 K-8 students. K-8 yield rates for Riverpark single family detached are 0.23.

6. A total of 226 K-5 students, 107 6-8 students are projected from the 1,385 new residential homes planned to be constructed over the next five years. Another 152 K-8 students are projected from residential development that have pulled permits, are under construction and /or are within the CFD.
7. The allowable costs for new school construction pursuant to SB 50 are \$21,060 per elementary school pupil, and \$22,330 per middle school pupil (State Grant 50% x 2). Allowable costs include additional allowable costs for automatic fire detection/alarm system and automatic sprinkler system.
8. In addition to school construction costs, site acquisition and additional site development costs can be included in allowable costs. The allowable site acquisition and additional site development costs are estimated to be \$4,692,561.
9. Based on a five-year historical analysis of new residential construction District-wide, the average new single-family detached unit size is 1,900 square feet, the average new single family attached unit size is 1,189 square feet, and the average new multi-family attached unit size is 960 square feet. Applying the average unit size to the number of planned residential units to be constructed, total projected new residential area is 1,465,517 square feet. Does not include units with permits, under construction or located within the CFD.
10. There are limited local funding sources available to finance capital improvements to K-8 school facilities that are needed to adequately house students projected to be generated by new residential construction. Potential local sources of funding may include: local G.O. Bonds, developer fees, revenue from surplus property disposition and other sources as applicable. However, available funds are required to house existing students within the District.

Therefore, based on the above findings and related information set forth in this report, Level 2 fees are justified and should continue to be levied as follows:

Level 2 Residential Fee	Level 3 Residential Fee (Optional)
\$3.44 per sq. ft	\$6.88 per sq. ft.

Note: Level 3 Fees may be levied under certain circumstances outlined in Section IV. below.

IV. DEVELOPER FEE OVERVIEW

SB 50² authorizes qualifying school districts to levy three different levels of developer fees for residential construction, as set forth in Government Code Sections 65995, 65995.5 and 65995.7. Only Level 1, Statutory fees, apply to commercial and industrial development.

A. Three Levels of Developer Fees

SB 50 established the legal process whereby builders of new homes may be required to pay for new, expanded or reconstructed school facilities to serve the new homes. The three-tier fee structure and corresponding fee levels are:

1. **Level 1 Fees (Statutory fees):** Statutory fee amounts are authorized to be adjusted for inflation every two years per the published statewide cost index for Class B construction, as determined by the State Allocation Board (SAB) at its January meeting. The current K-12 base statutory fee for new residential construction is \$3.36 per square foot, and \$0.54 per square foot for new commercial and industrial construction. The District collects 71% of K-12 statutory fees: \$2.39 for residential development and \$0.38 for commercial/industrial development
2. **Level 2 Fees:** The District may, under specific circumstances, impose fees beyond the Level One statutory fee. Government Code Section 65995.5 provides for an alternative school mitigation fee ("Alternative Fee") that allows Districts to levy fees equivalent to approximately 50% of the cost of school construction including service site and some off-site costs.
3. **Level 3 Fees:** If the State Allocation Board declares that the State School Facilities Program has run out of bond funds, Level 3 fees may be implemented allowing the District to collect fees equivalent to approximately 100% of the cost of the required new, modernized or reconstructed school facilities, minus any local dedicated school funds.

² Chapter 407, Statutes 1998

V. SCHOOL FACILITIES NEEDS ANALYSIS AND ADOPTION

A. Content and Process

The SFNA, as set forth herein, determines the need for new or reconstructed school facilities for pupils attributable to projected enrollment growth from new residential units over the next five-year period.

If applicable, the District will identify and consider: (1) surplus property, and (2) local sources other than developer fees, charges and dedications to finance the construction of school facilities attributable to new residential construction.

The SFNA shall be made available for public review and comment at least 30 days prior to the District Board of Trustees conducting a public hearing, with notice of the hearing sent to each city and county within the District's jurisdiction, and adopted by District Resolution at the duly noticed public hearing.

B. School Capacities

1. Existing School Capacity

Pursuant to SB 50, existing school capacity is determined by a teaching station methodology whereby each permanent teaching station is counted and loaded at the rate of 25 students per classroom for grades kindergarten through sixth and 27 students per classroom for grades 7-8 and 9-12. Pursuant to Education Code Section 17071.30(b), the maximum number of portable classrooms included within the capacity calculation shall not exceed 25% of the number of permanent classrooms.

Set forth in the following Table 1 is the District 2014/15 capacity, which was derived from an analysis of existing District classroom grade level configurations. The District new construction baseline was established in 1999, since that time, the District has changed grade level configuration at one of its school sites. The following reflects the current District usage of school sites and related classrooms.

**Table 1
Existing School Site Capacity**

Grade Level	Permanent ¹ Classrooms	Portable ¹ Classrooms	Eligible Portables 25% of Perm Classrooms	Excludable Portables per SB 50	Total Eligible Classrooms Perm & Port	Classroom Loading	SB 50 Capacity
K-5	88	40	22	18	110	25	2,750
K-5 NS SDC	4	2	1	1	5	13	65
6	11	4	3	1	14	25	350
7-8	40	9	9	0	49	27	1,323
6-8 NS SDC	1	1	0	0	2	13	26

¹Classroom inventory does not include rooms used for alternative purposes, i.e., administrative, RSP, Intervention, and preschool.

2. Available School Capacity

Potential available school capacity for students generated by new residential development is determined by overlaying the District 2014/15 enrollments with the District 2014/15 capacity.

As set forth in the following **Table 2**, the District 2014/15 K-5 enrollments exceed capacity by 561 students, and 6-8 enrollments are under capacity by 127 middle school pupils. Therefore, the District is over capacity by 434 students District-wide.

District 2014/15 Available Classroom Capacity

Table 2

Grade Level	2014/15 Enrollments	2014/15 Capacity	Projected Available Capacity
K-5	3,376	2,815	-561
6-8	1,572	1,699	127
Total K-8	4,948	4,514	-434

In addition, as shown in **Table 3** below, the District has new residential units that are under construction, have had permits pulled and/or are within the Riverpark CFD, and are therefore, not included in the developer fee analysis. The District will need to house the projected students from these new housing units. Using the District yield rates, the projected students from new housing units with permits pulled, under construction and/or projected in Riverpark CFD is 104 K-5 students and 48 6-8 students as set forth in **Table 3**.

Note: a different yield rate was utilized for single family detached units due to lower single family detached yield rates specifically identified in Riverpark area for homes older than five years.

Enrollments Generated by Residential Units with Permits Pulled, under Construction and/or within the Riverpark CFD

Table 3

Type of Unit	Units w/Permits or Projected In CFD (Not Occupied)	Student Yield Rates ²			Projected Students		
		K-5	6-8	K-8	K-5	6-8	K-8
Single Family Detached (RP)	358	0.16	0.07	0.23	57	25	82
Single Family Attached (RP)	55	0.22	0.10	0.32	12	6	18
Multi-Family (Apts)	288	0.12	0.06	0.18	35	17	52
Total	701				104	48	152

When the Projected Available Capacity in Table 2 is offset by students from new residential development under construction, with permits pulled and/or projected in Riverpark CFD, the District is over capacity by 586 students District-wide as identified in Table 4. As shown, the District has available capacity for 79 6-8 pupils.

Remaining Available Capacity

Table 4

Grade Level	Projected Available Capacity	Projected Students from New Residential Units (Under Construction/Permits Pulled)	Remaining Available Capacity
K-5	-561	104	-665
6-8	127	48	79
K-8	-434	152	-586

C. Demographics

1. Projected Development

Future levels of residential development will primarily be determined by the supply and demand for new homes in the area. As economic trends change so will the need for new housing.

The following Table 5 sets forth the current five year projected new residential development without permits by area.

5-Year Projected New Residential Development (w/o permits)

Table 5

5-Year Projected New Residential Development Projects (w/o permits)	Single-Family Detached Units	Single-Family Attached Units	Multi-Family Units
City of Oxnard			
Wagon Wheel Development		573	807
City of Oxnard Infill	5		
Total Projected Units	5	573	807

Note: Riverpark CFD units and projected students are included in Table 4 above to determine projected facilities needs. However, they are not included in Level 2 fee determination.

2. Student Yield Rates

Student yield rates are the average number of students that are generated by each new housing unit. Per SB 50 regulations, student yield rates for new housing units are determined by historical data whereby enrollments are matched with housing units constructed during the last five years. Table 6 sets forth the District yield rates.

Student Yield Rates

Table 6

Housing Type	K-5	6-8	K-8
Single Family Detached Unit (SFD)	0.5	0.5	1.0
Single Family Attached Unit (SFA)	0.22	0.10	0.32
Multi-Family Unit (MFA)	0.12	0.06	0.18

Note: Single Family Detached unit yield rates are based on infill homes constructed within the City of Oxnard over the past five years as the projected single family detached homes included in analysis are projected to be infill within City of Oxnard.

3. Enrollments from New Residential Development

As set forth in the following Table 7, new residential development projected over the next five years will yield 226 K-5 students and 107 6-8 students. The District is projected to be over capacity by 665 K-5 pupils, therefore, the projected K-5 students will be considered "un-housed." The District has available capacity for 79 6-8 students, therefore 28 projected 6-8 students will be considered "un-housed."

Enrollments Generated by Projected Residential Units without Permits

Table 7

2014 to 2019 5-Year Projected Buildout	Projected Units	Student Yield Rates ¹			Projected Students		
		K-5	6-8	K-8	K-5	6-8	K-8
Single Family Detached	5	0.5	0.5	1.0	3	2	5
Single Family Attached	573	0.22	0.10	0.32	126	57	183
Multi-Family (Apts)	807	0.12	0.06	0.18	97	48	145
Total	1,385				226	107	333

4. New Residential Square Footage

A five-year analysis conducted of historical building permits issued and constructed within the District found that the average size of a new single family detached home is 1,900 square feet, the average size of a new single family attached home is 1,189 and the average size of a new multi-family attached home is 960 square feet. Using average residential square footages, the following Table 8 sets forth the projected square footage of new residential units to be constructed over the next five years.

Projected New Residential Square Footage

Table 8

Type of Dwelling Unit	Avg. Sq. Footage per Dwelling Unit	Projected New Residential Units	Projected Square Footage
Single Family Detached (SFD)	1,900	5	9,500
Single Family Attached (SFA)	1,189	573	681,297
Multi-Family Attached (MFA)	960	807	774,720
Total			1,465,517

D. Allowable Cost and Fees

Education Code Section 17072.10 establishes allowable cost factors for school construction that are used to determine the appropriate developer fee for new residential development. The cost factors set forth below were developed on a per-student basis and are based on District's estimated new school construction costs to adequately house students in the District.

1. Site Acquisition Costs

The California Department of Education (CDE) sets forth the required school site sizes for K-12 in the "Guide to School Site Analysis and Development, 2000 Edition." As

identified in the following **Table 9**, the District average elementary school size is 500 students and the average middle school is 1,000 students, which was used to determine recommended CDE site size. However, the actual cost calculation utilized is based on students projected from new development and reflects site acquisition costs for specific amount of land needed to house projected un-housed students from new residential development regardless of current site size.

The average cost of land was determined to be approximately \$672,240 per acre based on recent District sale of property and related site mitigation/improvement costs. In addition, the District is allowed to include costs up to 4% of actual purchase price of land for escrow, Phase I, and Preliminary Endangerment Assessment (PEA).

Using the CDE Guide for school sites and projected un-housed students from new residential development, the projected site acquisition needs and costs were determined in **Table 9**.

Estimated Site Acquisition Costs

Table 9

	Elementary School K-5	Middle School 6-8	Total K-8
Master Plan Enrollments	500	1000	
CDE Recommended Site Size (acres)	10.1	15	
Estimated Cost per Acre for Land (includes costs for improvements) ¹	\$ 672,240	\$ 672,240	
Total Estimated Cost for Land	\$ 6,789,624	\$ 10,083,600	
4% Add'l Costs for Site Acquisition	\$ 271,585	\$ 403,344	
Total Estimated Site Acquisition Costs	\$ 7,061,209	\$ 10,486,944	
Total Projected Land Needs based on Projected Un-housed Students			
Projected Un-housed Students	226	28	
Estimated Land Needed (acres)	4.56	0.42	
Estimated Site Acquisition Costs	\$ 3,188,031	\$ 293,240	

¹Estimate only; includes costs for land improvements - final appraisal will be dependent on market demands at time of purchase. Land improvement costs based on architect estimates.

2. Construction Costs

Construction costs are derived from the OPSC new construction per-pupil grant for K-12 students. The grants are \$10,530 for elementary pupils and \$11,165 for middle school pupils (includes additional allowable grants for automatic fire detection/alarm system and automatic sprinkler system). The OPSC construction grants are 50% of total cost to

construct school facilities per pupil. Therefore, the total estimated construction cost per elementary pupil is \$21,060 and middle school pupil is \$22,330 as set forth in Table 10.

Estimated Construction Costs for New School Facilities (based on OPSC Grants 2015)

Table 10

Type of State Funding	Elementary School (K-5)	Middle School (6-8)
Per pupil Grant	\$10,345	\$10,942
Fire Detection/Alarm	\$12	\$17
Sprinklers	\$173	\$206
Est. State Funding per Pupil (50%)	\$10,530	\$11,165
Est. District Match per Pupil (50%)	\$10,530	\$11,165
Total Estimated Construction Cost per Pupil (100%)	\$21,060	\$22,330
Projected Un-housed Pupils from New Homes	226	28
Total Est. Construction Costs for Projected Un-housed Pupils (100%)	\$4,759,560	\$625,240
Total K-8	\$5,384,800	

3. Additional Site Development Costs

The State construction cost calculation also includes costs for Service site development, Off-site development and Utilities (additional site development costs). An analysis of the most recent new school site constructed within the District and approved by the State determined an average additional site development per acre cost of \$243,231 as set forth in Table 11.

Estimated Additional Site Development Costs

Table 11

K-8 School Site	OPSC Approved Add'l Site Development Costs (100%)	2015 Add'l Site Development Costs (adjusted to 2014 Construction Cost Index) 100%	Site Acres	Estimated Add'l Site Development Costs per Acre
Rio Vista MS (2007)	\$3,285,496	\$4,081,412	16.78	\$243,231
Avg. Add'l Site Development Cost for New School per Acre				\$243,231

Note: Site development costs vary depending on location, availability of utilities etc.

Using CDE guidelines for site acreage requirements for elementary school sites, it was determined that the projected 226 un-housed K-5 students from new residential development will require approximately 4.56 acres, and the projected 28 un-housed 6-8 students from new residential development will require approximately 0.42 acres. Therefore, the total estimated additional site development cost for projected un-housed K-5 students is \$1,109,133, and the total estimated additional site development cost for projected un-housed 6-8 students is \$102,157 as shown in **Table 12**.

Additional Site Development Costs per Student

Table 12

Grade Level	Required Acres	Estimated Additional Site Development Costs per Acre	Estimated Additional Site Development Costs	Projected Un-housed Students	Estimated Additional Site Development Costs Per Student
K-5	4.56	\$243,231	\$1,109,133	226	\$4,908
6-8	0.42	\$243,231	\$102,157	28	\$3,648
Total			\$1,211,290	254	

4. Total Estimated Costs to House Students from New Residential Development

As set forth in the following **Table 13**, the total allowable costs for new construction are \$10,077,755 for projected K-8 students from new residential development over the next five years.

Total Estimated Costs to House Students from New Residential Development

Table 13

Type of Cost	K-5	6-8	K-8
Site Acquisition and Related Fees	\$3,188,031	\$ 293,634	\$3,481,665
Cost to Construct New School Buildings	\$4,759,560	\$ 625,240	\$5,384,800
Additional Site Development Costs	\$1,109,133	\$ 102,157	\$1,211,290
Total New Construction Costs for Projected Students	\$9,056,724	\$1,021,031	\$10,077,755

E. Level 2 and 3 Fee per Square Foot Determination

1. Net Projected Construction Cost

The formula used to calculate the Level 2 fee includes a reduction of total construction costs by other local funds that are not committed to providing school facilities for

existing students. These funds include Level 1 fees, Mira fees, G.O. bonds, available surplus property, etc.

As noted previously, the District has un-housed students. Therefore, all Level 1 fees and other available funds are committed to providing adequate housing and facilities for the existing students.

2. Level 2 and 3 Fee Calculation

Utilizing the data provided above, the Level 2 and 3 fees per square foot for new residential development were determined based on 50% of total estimated construction costs and total projected square footage from projected new development in the City of Oxnard as shown Table 14.

Level 2 Fee Calculation

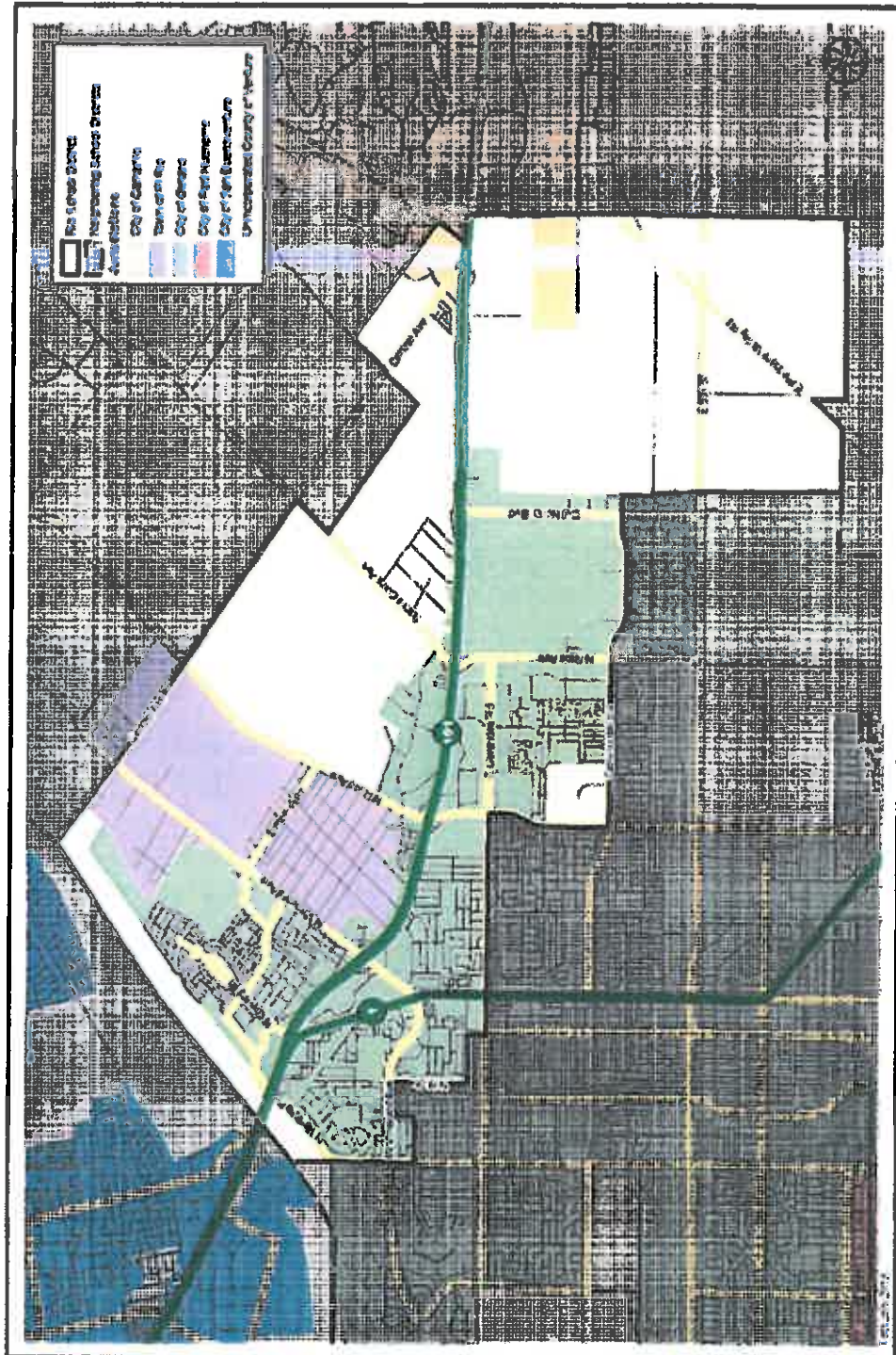
Table 14

Projected New Residential Units (w/o permits or in CFD)	50% of Total Estimated Construction Costs for New School Facilities	Total Projected Square Footage from New Residential Development	Level 2 Fee (per sq. foot)	Level 3 Fee (per Sq. foot)
1,385	\$5,038,877.50	1,465,517	\$3.44	\$6.88

VI. CONCLUSIONS AND RECOMMENDATIONS – LEVEL 2 FEE

Based on the findings set forth herein, the District meets the requirements for levying Level 2 fees in the amount of \$3.44 per square foot for residential single family detached, single family attached, and multi-family construction, with the exception of any residential development that is paying mitigation through a Mello-Roos CFD special tax or by special Board approved Mitigation Agreement.

EXHIBIT A
District Map



10.7



- Agenda Item:** 10.7. Request Approval to Attend EduCon Conference 2016
- Speaker:** Mike Vollmert, Director of Technology
- Quick Summary / Abstract:** District recommends sending four staff - two middle school teachers, Jay Sorensen, TOSA, and Mike Vollmert, Director of Technology to attend the 2016 Education Conference, held at Science Leadership Academy (SLA) in Philadelphia, PA, January 28 - 31, 2016 to learn how SLA built their new middle school and adopted the culture and pedagogy they've used successfully in their high schools for the past decade.
- Rationale:** Two years ago several staff attended the Educon Conference in Philadelphia, and learned a great deal about how Science Leadership Academy (SLA) develops and implements project based learning and inquiry based lessons in a student-centered environment. The experience was valuable in that it helped District staff and teachers to frame our conversations about the District's vision to embrace 21st Century learning in our classrooms. Since that visit, SLA has built a middle school using the same basic framework. Staff is recommending sending a group of four District representatives - two middle school teachers, TOSA Jay Sorensen, and Director of Technology Mike Vollmert to the Educon Conference to learn about how SLA has developed their middle school vision and lesson designs, and to bring those conversations back to the District. The conference is held in Philadelphia, on the SLA school campus, January 28 - 31, 2016.
- Financial Impact:** Approximately \$4932, depending on flight costs (currently listed at \$304 per person round trip).
- Recommended Motion:** Approve Staff recommendation to attend the Educon Conference in January, 2016.
- Attachments:**

10.8

Agenda Item: 10.8. Additional Interactive TV Purchases

Speaker: Mike Vollmert, Director of Technology

Quick Summary / Abstract: This is phase II of Rio's modernization effort to bring classrooms to 21st century learning levels. An additional 112 interested and committed to learn teachers have requested Interactive TVs. This allocation completes the major rollout for 2015-16. There are currently approximately 100 Interactive TVs deployed or being deployed in Rio classrooms.

Rationale: The use of an interactive TV in the classroom, in line with our shift to student-centered, project based learning environments, has shown to have significant benefits to teachers and students. With its embedded PC, whiteboard software, and 10-point touch capability, it provides much more options for instruction than a flat panel monitor. Connected to an Apple TV and Google Chromecast, or with an attached HDMI cable, external sources such as student laptops, teacher laptops, iPads, and student tablets can display on the large screen. Additionally, the interactive capability offers teachers and students the ability to electronically illustrate web pages, captured images from video, and perform a wide array of other interactive tasks.

There are currently 100 interactive TVs in use district-wide. They were installed based on teacher request, with a commitment to learn how to use them, and to incorporate them into their class. The attached quote will provide the second phase of interested teachers with an Interactive TV.

Financial Impact: \$582,861.44

Funding: Measure G

Recommended Motion: Approve the purchase of 112 Interactive TVs

Attachments:
Interactive TV Quote



MJP Computers
 6085 King Dr., #102
 Ventura, CA 93003

MJP Estimate

Date: 10/14/2015

Estimate # 200211

Web Site: www.mjp.net Phone #: (805) 981-9511
 E-mail: mjp@mjp.net Fax # (805) 981-3775

TECHNOLOGIES, INC.

Name / Address	Ship To		
Rio School District 2500 Vineyard Avenue Oxnard, CA 93036 ATTN. ACCOUNTS PAYABLE **EMAIL ONLY!! **	Rio School District TECHNOLOGY DEPT. 2500 Vineyard Ave. Oxnard, CA 93036		
	P.O. #		
	Contact: Vollmert, M		
Description	Qty	Cost	Total
70" (69.5" viewable) 10-Point Touch Interactive Commercial Display --CDE7060T	112	4,095.00	458,640.00T
California Electronic Waste Recycling Fee (Effective as of Jan. 1, 2013):	112	5.00	560.00
- \$3 - 4" to 14.9" display			
- \$4 - 15" to 34.9" display			
- \$5 - 35" display and above			
NMP710-P8 NETWORK MEDIA PLAYER PERPINTEL I5 4GB DDR3 500GB SATA 2	112	719.00	80,528.00T
CMAS Contract- 3-15-70-1811AB-----Valid till March 31, 2019			0.00
Subtotal:		\$539,728.00	
Sales Tax: (8.0%)		\$43,133.44	
	Total		\$582,861.44

Quote Valid Until: 12/31/2015

Date: _____

Print Name: _____

Customer Signature: _____

11.1



Agenda Item: 11.1. Approve Minutes of the Special Board Meeting of September 16, 2015

**Attachments:
MinSpec102115**



**SCHOOL
DISTRICT**

EDUCATING LEARNERS FOR THE 21ST CENTURY

**Rio School District
Minutes
Special Board Meeting
September 16, 2015**

Office of Student and Family Support Services
3300 Cortez Street
Oxnard, CA 93036
Open Session: 4:00 p.m.

Attendance Taken at 4:19 PM:

Present:

Ramon Rodriguez, President
Joe Esquivel, Trustee
Eleanor Torres, Trustee

John Puglisi, Superintendent
Dr. Mike Vollmert, Director of Technology
Sonia Cervantez, Executive Assistant to the Superintendent

Absent:

Cassandra Bautista, Trustee
Edith Martinez-Cortes, Trustee

1. Preliminary Business

1. Call to Order

Minutes:

President Rodriguez called to the meeting to order at 4:18 p.m.

2. Pledge of Allegiance

Minutes:

President Rodriguez led the flag salute.

3. Roll Call

Minutes:

President Rodriguez called the roll. Present were President Rodriguez, Trustees Torres and Esquivel. Absent were Trustees Martinez-Cortes and Baustista.

Also present were Dr. John Puglisi, Superintendent; Dr. Mike Vollmert, Director of Technology and Sonia Cervantez, Executive Assistant to the Superintendent.

2. Approval of the Agenda

1. Agenda Corrections, Additions and Modifications

2. Approval of the Agenda

Motion Passed: Passed with a motion by Joe Esquivel and a second by Eleanor Torres.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez

Yes Eleanor Torres

3. Communications

1. Public Comment -None

4. Information/Action

1. Agenda Online Training

Minutes:

Jessica Mossack, CSBA Representative, began training with the board members.

5. Adjournment

Minutes:

As there was no further business, President Rodriguez adjourned the meeting at 4:55 p.m.

Presented this 21st day of October, 2015.

Secretary to the Board

Date

Clerk of the Board

Date

11.2



Agenda Item:

11.2. Approval of the Minutes of the Regular Board Meeting of September 16, 2015

Attachments:



SCHOOL DISTRICT

EDUCATING LEARNERS FOR THE 21ST CENTURY

Rio School District
Minutes Regular Board Meeting
September 16, 2015

Office of Student and Family Support Services
3300 Cortez Street
Oxnard, CA 93036
Closed Session: 5:00 p.m.
Open Session: 6:00 p.m.

Attendance Taken at 5:04 PM:

Present:

Carolyn Bernal
Sonia Cervantez
Joe Esquivel
Kristen Pifko
John Puglisi
Ramon Rodriguez
Eleanor Torres
Dr. Mike Vollmert
Edith Martinez-Cortes –arrived at 5:11 p.m.

Absent

Cassandra Bautista

1. Preliminary Business

1. Call to Order

Minutes:

President Rodriguez called the meeting to order at 5:03 p.m.

2. Pledge of Allegiance

Minutes:

President Ramon Rodriguez led the flag salute.

3. Roll Call

Minutes:

President Rodriguez called the roll.

2. Approval of the Agenda

1. Agenda Corrections, Additions and Modifications

Minutes:

Agenda approved as amended, to move Item 9.13 Second Round of Interactive TV Purchases into Information/Action for discussion.

2. Approval of the Agenda

Motion Passed: Move 9.13 as an action item for discussion and approval Passed with a motion by Joe Esquivel and a second by Eleanor Torres.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez

Yes Eleanor Torres

3. Public Comment - Closed Session

The public may address the Board concerning items that are scheduled for discussion during the closed session only. These presentations are limited to three minutes each, or a total of fifteen minutes in all.

Minutes:

There were no public comments on closed session items.

4. Closed Session

Minutes:

President Rodriguez adjourned into closed session at 5:14 p.m.

1. Consideration of Student Discipline-Expulsion {Education Code 48918} Stipulated Expulsion Agreement for Student No. 6002744

Motion Passed: Passed with a motion by Ramon Rodriguez and a second by Eleanor Torres.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez

Yes Eleanor Torres

2. Conference with Legal Counsel [Government Code 54956.9] Existing Litigation: OAH Case Nos. 2015060745 and 2015070030

Motion Passed: By a vote of 4-0 the board took action to approve a settlement agreement regarding OAH Case Nos. 201506075 and 2015070030 resolving a dispute regarding special education placement and services. Passed with a motion by Ramon Rodriguez and a second by Eleanor Torres.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez

Yes Eleanor Torres

3. Conference with Real Property Negotiators [Government Code 54956.7]
Property: 3334 Santa Clara Ave, Oxnard, CA 93036 (APN 149-0-071-210)
Agency Negotiators: Dr. John Puglisi, Superintendent; and Dr. Joel Kirschenstein, Special Consultant to District
Negotiating Party: County of Ventura
Under Negotiation: Price and Terms of Payment

4. Conference with Real Property Negotiator [Government Code 54956.8]
Property: Five parcels identified by APN's 133-0-042-125 and 133-0-043-015 through 045 located in Oxnard, CA
Agency Negotiator: Dr. John Puglisi, Superintendent; and Dr. Joel Kirschenstein, District Consultant
Negotiating Party: Beedy Properties, LLC
Under negotiations: Price and terms of Payment

5. Conference with real property negotiators, pursuant to Government Code 54956.8
Properties: APNs 132-0-110-01 [Lot 22, Tract 5352-1 in Book 150, page 76 of Miscellaneous Records of County of Ventura] and 132-0-100-26 [Lot 1 as described in Inst. No. 90-186303 of Official Records of County of Ventura]
Agency negotiators: Dr. John Puglisi, District Superintendent, and Dr. Joel Kirschenstein, special consultant to District
Negotiating parties: Riverpark Legacy, LLC; Riverpark A, LLC; and Riverpark B, LLC
Under negotiation: price and terms of payment

6. Conference with Real Property Negotiators, pursuant to Government Code 54956.8
Property: the El Rio School site (2714 E. Vineyard Avenue, Oxnard, CA 93036)
Agency negotiators: Dr. John Puglisi, District Superintendent, and Mr. Joel Kirschenstein, special consultant to District
Negotiating parties: Aldersgate Investment, LLC
Under negotiation: price and terms of payment

7. Conference with Legal Counsel-Initiation of litigation, pursuant to Government Code 54956.9(d) (4)
Number of matters: One

8. Public Employee Appointment [Government Code 54957]

Title: Assistant Superintendent of Educational Services

Motion Passed: By a vote of 4-0, the Governing Board approved the appointment of Oscar Hernandez as Assistant Superintendent of Educational Services. Passed with a motion by Ramon Rodriguez and a second by Eleanor Torres.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez

Yes Eleanor Torres

**9. Public Employee Performance Evaluation [Government Code 54957]
Staffing 2015/2016 and Superintendent**

5. Reconvene in Open Session

Minutes:

The Governing Board reconvened into open session at 7:32 p.m.

1. Report of Closed Session

6. Communications

1. Acknowledgement of Correspondence to the Board

Minutes:

There was no written correspondence.

2. Board Member Reports

Minutes:

Board members reports were heard from Trustee Joe Esquivel.

3. Organizational Reports - RTA/CSEA/Other

Minutes:

Organizational reports were heard from Patrick Radford, Vice President of the California School Employees Association.

4. Superintendent Reports

Minutes:

Superintendent Puglisi reported smooth opening for the 2015/2016 school year.

Superintendent Puglisi also updated the Governing Board on Measure G and the Master Plan.

Superintendent Puglisi reported on the California Assessment of Student Performance and Progress scores for 2015.

5. Public Comment-

Board meetings are meetings of the Governing Board held in public, not public forums, and will be held in a civil, orderly and respectful manner. All public comments or questions should be addressed to the board through the board president. To assure an orderly meeting and an equal opportunity for each speaker, persons wishing to address the Board must fill out a speaker card. Cards are available at the meeting and on the District website. Cards must be

submitted to the Secretary or Clerk of the Board. The speaker may choose to speak during public comment or at the time of the agenda item prior to board consideration. The Governing Board may place limitations on the total time to be devoted to each topic if it finds that the number of speakers would impede the Board's ability to conduct its business in a timely manner.

Procedures for receiving communication from the public on topics that falls under the subject jurisdiction of the Governing Board.

A member of the public may address the Governing Board on any item(s) on the agenda or non-agenda items. Each person speaking may not exceed a total of three minutes on each item. The speaker may choose to speak during public comment or at the time of the agenda item prior to board consideration. These presentations are limited to three minutes or a total of twenty minutes.

Minutes:

There were no public comments.

7. Information

1. 2015/2016 Enrollment Report

Minutes:

Carolyn Bernal, Director of Human Resources, presented the Enrollment Report and data for the past three years.

2. Business Update

Minutes:

Kristen Pifko, Assistant Superintendent of Business Services, presented her report.

Ms.Pifko updated the board on Child Nutrition Program.

We are participating in special menu programs.

Ms Pifko also stated that we piloting a student nutrition education program at Rio Plaza and launching a bilingual parent nutrition program.

Ms. Pifko gave a brief update on the Safety Plans that are due from the sites in the near future.

3. Discussion regarding the Board Meeting Calendar

Minutes:

Superintendent Puglisi opened the discussion regarding the Board Meeting Calendar.

8. Information/Action

1. Approval of Resolution 1516/07 Authorizing the Rio School District to Enter Into an Agreement with Public Agency Retirement Services (PARS) to design and admintrate a Supplementary Retirement Plan (SRP) for Eligible Employees Provided Sufficient Participation

Motion Passed: Staff recommends approval. Passed with a motion by Eleanor Torres and a second by Joe Esquivel.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez

Yes Eleanor Torres

Minutes:

Kristen Pifko, Asst. of Business Services presented Resolution 1516/07.

2. Approval of the Spanish Language Arts 8th Grade Course Description

Motion Passed: Staff recommends approval Passed with a motion by Joe Esquivel and a second by Eleanor Torres.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez

Yes Eleanor Torres

Minutes:

Carolyn Bernal, Director of Human Resources, presented the Spanish III course description for approval.

3. 2014/2015 Unaudited Actuals

Motion Passed: Staff recommends approval Passed with a motion by Joe Esquivel and a second by Eleanor Torres.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez

Yes Eleanor Torres

Minutes:

Kristen Pifko, Asst Supt of Business Services, presented the Unaudited Actuals for 2014/2015 for approval.

9. Consent Agenda

Motion Passed: Passed with a motion by Eleanor Torres and a second by Ramon Rodriguez.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez

Yes Eleanor Torres

1. Approval of the Minutes of the Special Board Meeting of July 8, 2015.
2. Approval of the Minutes of the Special Board Meeting of July 28, 2015.
3. Approval of the Minutes of the Regular Board Meeting of August 19, 2015.
4. Approval of the Personnel Report
5. Approval of the Commercial Warrant Register
6. Approval of the Certification of Signatures
7. Award CUPCAA Contract for Marquis at Rio del Mar, Rio Plaza, Rio Real, Rio Vista and Rio Rosales
8. Approval of Proposal to Asphalt the Walkway at Rio Real
9. Approval of Change Order No. 1 for Project 15-0040G Site Work and Utility Installation for Portable Classrooms at Rio Plaza and Rio Real Elementary Schools and Resolution 1516/05 Notice of Completion for the Installation of Portables at Rio Plaza and Rio Real Schools.
10. Approval of Additional Funding for the Contract with Myers, Widders, Gibson, Jones and Feingold, LLP
11. Approval of Resolution 1516/03 Approving the Notice of Completion for the Paving for Installation of Portables at Rio Lindo Elementary School and Rio Real Elementary School.
12. Purchase of Additional Student Netbooks
13. Second Round of Interactive TV Purchases

Motion Passed: Staff recommends approval Passed with a motion by Joe Esquivel and a second by Eleanor Torres.

Absent Cassandra Bautista

Yes Joe Esquivel

Absent Edith Martinez-Cortes

Yes Ramon Rodriguez
Yes Eleanor Torres

Minutes:

Superintendent Puglisi presented the Governing Board with information regarding the purchase of additional Interactive TV's that will be place in student classroom to help teachers use technology. Discussion continued.

14. Purchase of Student Headsets

15. Adoption of GANN Limit

16. Rio Neighborhood for Learning Contract Amendment FY 14/15 Fixed Asset Contract

17. Brightbytes Technology Survey

10. Organizational Business

1. Items for Future Board Meetings

Minutes:

HVAC District Wide

Flooding from El Nino- are the schools ready, can our rooms ready for the rain.

2. Future Meeting Dates:

Minutes:

Community Retreat-October 24, 2015

Masters in Governance Meeting- January 9, 2015

11. Adjournment – As there was no further business, President Rodriguez adjourned the meeting at 8:41 p.m.

Approved this 21st day of October, 2015.

Secretary of the Board

October 21, 2015
Date

Clerk of the Board

October 21, 2015