



La Habra City School District

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LAS POSITAS ELEMENTARY SCHOOL
SIERRA VISTA ELEMENTARY SCHOOL
WALNUT ELEMENTARY SCHOOL
IMPERIAL MIDDLE SCHOOL
WASHINGTON MIDDLE SCHOOL

FACILITIES ASSESSMENT AND IMPLEMENTATION PLAN

PREPARED BY

CALDWELL FLORES WINTERS, INC.

2012



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Caldwell Flores Winters, Inc. is pleased to present the La Habra City School District with a Facilities Assessment and Implementation Plan. The District engaged Caldwell Flores Winters, Inc. to conduct an assessment of existing facilities, to identify the estimated costs of required improvements, and to engage in a school site process to plan and implement proposed upgrades.

The District’s Mission and Vision Statements were used as the catalyst to conduct and design the proposed program. Implementation objectives focused on improving academic achievement, creating transformative change in District classrooms, and ensuring General Fund sustainability for proposed improvements and maintenance. Due to broader demographic factors, enrollment in the District is expected to experience modest declines over the course of the next 5 years. Compounded by the current realities of an era of declining State revenues, enhancing the sustainability of the General Fund is recognized as increasingly important to maintaining and improving classroom instruction. Additionally, expanding the availability of computers and modern classroom technology is increasingly important for children’s learning and success. This implementation plan provides an ongoing source of local funding for improved student access to computers and classroom technology so students are better prepared for college and good paying jobs after graduation.

With these objectives in mind, Caldwell Flores Winters, Inc. has initiated a school site planning process that **includes an assessment of existing facilities needs.** Caldwell Flores Winters, Inc’s team of trained planners and architects has conducted this planning process to identify the key programs, investments, and upgrades necessary to create a progressive educational program that is highly competitive with neighboring Districts in order to maintain and grow average daily attendance and foster improvements in student academic achievement. A proposed plan of phased program implementation has been assembled **to further ensure that the District’s goals are met.**

Caldwell Flores Winters, Inc. has also prepared an implementation program by which to fund and sequence the construction of the required improvements. A General Obligation Bond is proposed as the major source of funding. The timing of these bond series has been paired with proposed improvements to develop a phasing and sequencing plan for implementation. Specific projects and schedules will need to be developed upon program implementation.

This program provides the analysis, priorities, cost estimates, and funding options to implement a comprehensive facilities program over the next sixteen years. Thank you for the opportunity to serve the La Habra City School District.



Ernesto Flores, President
Caldwell Flores Winters, Inc.



Program Design and Demographic Analysis



Mission Statement

"The La Habra City School District believes in a child-centered program that recognizes the unique abilities, needs and interests of each student. The educational environment encourages development of individuals who are capable of becoming responsible citizens in a rapidly changing global society. Instructional methods and educational programs engage students in mastering the essential skills of reading, communication, mathematics, and information literacy. Students are provided opportunities to explore and pursue interests in the visual arts, performing arts, sciences and technology."

Vision Statement

Staff, students, parents and community work as partners to ensure that all students master grade level standards to become:

- Effective communicators
- Respectful of self and others
- Independent life long learners
- Critical thinkers and problem solvers
- Responsible, contributing members of society

Program Objectives

In spite of continued economic uncertainties, the District continues to provide excellent educational opportunities. In an effort to promote the District's commitment to every student, Caldwell Flores Winters, Inc. has developed the following working objectives for the Facilities Assessment and Implementation Plan.

- Transform the traditional classroom through integration of next generation technology and facilities improvements.
- Increase student achievement and target enrollment growth through facilities upgrades that could be leveraged to create Academy-style learning environments at the middle school level.
- Enhance the sustainability of the General Fund and establish a level of facility quality commensurate with surrounding Districts through maintenance, new construction, and energy efficiency upgrades.

The La Habra School District has a need for facility and technological improvements to support continued growth in academic achievement. This plan outlines a course of action for the District that will transform the traditional classroom experience, integrating advanced technology and facilities upgrades into a 21st century learning environment aimed at preparing students for the competitive collegiate and employment markets of tomorrow. Furthermore, funding from the proposed bond



program will achieve student success and increase District average daily attendance (ADA) through improvements to school functionality and appearance aimed at creating Academy-style learning environments at the District's two middle schools. Finally, this plan proposes a phased program that ensures General Fund sustainability with dedicated funding for deferred maintenance and energy efficiency upgrades.

La Habra City School District encompasses 9 schools serving 5,263 students in grades K-8. A majority of the school facilities were built between 1950 and 1965, and the District has thus far been able to satisfactorily maintain the campuses with available staff and resources. To supplement these resources, the District approved a 2000 GO bond measure in the amount of \$16 million for modernization efforts, renovation of portables, and playing field improvements, among others. This bond was passed with a 72.4% approval vote. The funding from this bond has been exhausted, and in an era of decreasing state aid availability, the District is moving toward a new GO bond measure for the November 2012 ballot.

The District has also been successful in the State Aid funding program, which has enabled multiple modernization and renovation projects at area schools. In 2006, the District secured \$532,000 in funding from the State for fire safety, structural upgrades, and ADA compliance at Walnut Elementary, contributing \$139,000 in match funds. Also in 2006, the District secured \$2 million in State funding to improve fire safety, student safety, and ADA compliance at Washington Middle school, which accompanied a local match of \$500,000. Sierra Vista Elementary has remaining modernization funding eligibility from the State for 46 students, and Walnut has remaining eligibility for 5 students. The current state grant amount for modernization for each eligible elementary student is \$3,470. The District's 51 eligible elementary students therefore qualify the District for \$176,970. The District is currently not eligible for any state grant funding for new construction.

Moving forward, the primary goal of the District should be creating a modern, collaborative environment better suited to prepare pupils for competitive 21st century job and education environments. The District has done a good job of securing additional funding resources and using local funds to leverage the maximum amount of revenue available for modernization projects. However, the District must now turn to the community in order to capture all available funding resources and complete necessary modernization, technology, and renovation projects at the remaining schools.

It is the District's expectation to incorporate facilities improvements with other initiatives that will accomplish the goals established in this plan. These improvements can be supported by an approach that addresses more than the District's structural issues with school buildings. The approach proposed with regard to facility improvements analyses alternate use of funds, time, and energy to prepare the students of today and tomorrow, the true customers and beneficiaries of the program.

In addition to school facilities, districts across California understand the importance of integrating technology and renewable energy projects for educational gains and as cost-reduction strategies. As the District positions itself for upcoming improvements, it will have the unique opportunity to integrate some of the most effective technological innovations currently available for instructional use in new and existing facilities. Some of the tools available include, but are not limited to: handheld



interactive devices, digital textbooks, electronic readers, and portable projectors. Many of these devices have multiple applications and can function as computers, books, and interactive tools. These devices can be adapted to meet the goals and needs of the District. This plan details a funding arrangement that will not only provide for initial technology improvements, but also anticipates the need to fund future updates, upgrades, or replacements.

With the continued economic uncertainty at the State level districts must be prepared to respond to budgetary pressures. The third largest expense for school districts (after salaries and benefits) is usually utility costs. Identifying energy-efficient improvements to reduce utility costs and implementing renewable energy projects have proven effective strategies in releasing thousands of dollars to the General Fund. Furthermore, there are a number of State programs that offer rebates for renewable energy projects such as solar and wind. Reductions in energy use, savings from self-generating energy, and State rebates for renewable energy projects provide significant relief to the General Fund. Funding technology, facilities, and utility costs with a capital program would make more General Fund dollars available for classroom instruction.

Methodology

This Facilities Assessment and Implementation Plan is the product of a planning process undertaken by the District in an effort to make improvements to its existing facilities and to enhance educational opportunities for its students. The structure of this analysis was created to be inclusive of District identified needs and provide recommendations based on observations gathered by the staff of Caldwell Flores Winters, Inc. The staff consisted of trained architects, planners, and finance professionals. The observations provided are the result of a process composed of the following elements.

Site Survey and Data Gathering

Based on the age of the campuses and previous improvements, it was determined that Washington Middle and Imperial Middle School sites demonstrated the greatest need and that District-wide needs such as technology integration and energy management improvements should be considered. Throughout the evaluation process, discussions were held with school administrators and visual inspections of existing conditions were conducted at Imperial Middle, Washington Middle, Las Positas Elementary, Sierra Vista Elementary, Walnut Elementary, Arbolita Elementary, El Cerrito Elementary, Ladera Palma Elementary, and Las Lomas Elementary. The team reviewed existing site plans and developed a set of background documentation. These formed the basis for the inventory of existing facilities. In addition, the team gathered available contextual data from the District and the City of La Habra that formed the foundation for the development of implementation recommendations.

Assessment of Infrastructure

CFW's team of trained architects and planners reviews the quality, quantity, age and state of repair of all existing District infrastructure. This inventory included building spaces, support features such as parking, vehicular access, and play fields, and underlying utilities and HVAC systems.



La Habra Schoolhouse, 1900



Downtown La Habra, 1927



Review of the City of La Habra

The District is an integral part of the fabric that makes up the greater community of the City of La Habra. It was critical to develop an understanding of the District within a broader geographical, demographical, and political context. In developing this program, the team analyzed a variety of data regarding the geographical, socio-cultural and economic aspects of Orange County. Background information included U.S. Census and State Department of Finance data and City of La Habra published information.

Review of District Archives

The team also collected District archive data, including maps, statistical data and technology plans. CFW sorted and analyzed this data to develop a historical knowledge base of the existing state District schools and infrastructure.

Interviews with District, Staff, and Community

As part of the needs assessment, District staff and community members engaged in a discussion relative to school improvements. Additional participation will be encouraged through a random sample survey of registered voters to evaluate the community perception of the quality of facilities, the need for improvements, proposed project priorities, and alternate levels of required funding.

The City of La Habra

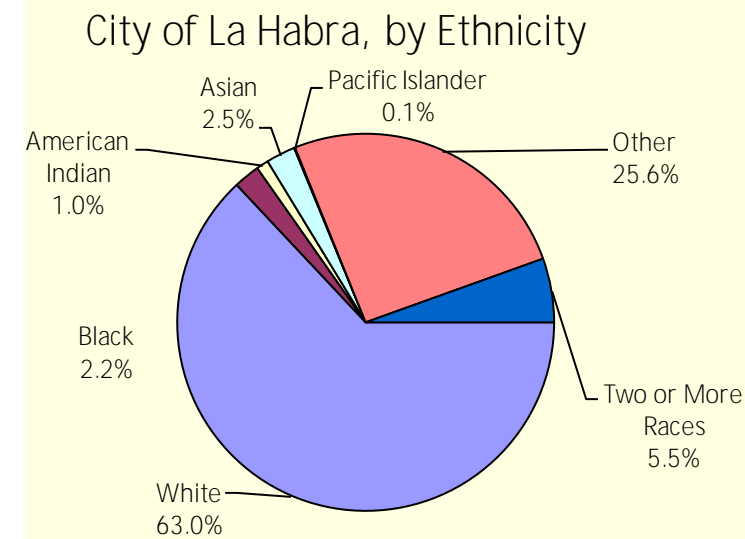
The City of La Habra is an incorporated city located in Orange County. The City is situated in the northwest corner of the County and directly borders Los Angeles County. The City is bounded by the incorporated area of La Habra Heights to the north, the City of Fullerton to the south, the City of La Mirada, the incorporated area of East La Mirada, and the City of Whittier to the west, and the City of Brea to the East. La Habra is approximately 20 miles southeast of downtown Los Angeles and 100 miles north of San Diego.

The City has transitioned from a citrus agriculture-based community to a fully urbanized community possessing a broad variety of housing types, styles, and prices; as well as a range of shopping, professional and commercial services and light industrial areas. Following an active housing construction period in the 1960s and 1970s, the community is primarily composed of single-family residential neighborhoods and is at this point is more than 99 percent built out.

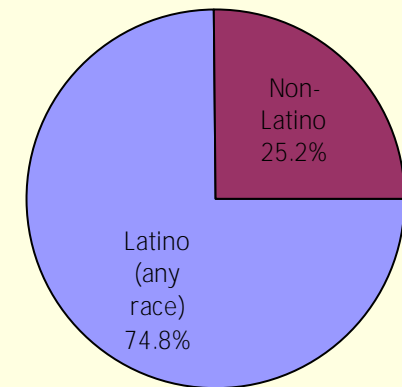
Figure 1 provides an overview of key demographic factors within the City of La Habra. Latinos represent approximately 75% of the total population. The majority of the City is under the age of 45, with 43% between the ages of 20 and 44, and 30% under the age of 20.

Between 2000, the time of the District's last bond, and 2010, the total population of the City increased by 1,261 reaching 60,235 in 2010. During this 10-year period the City's population growth rate of 2.1% was lower than the Orange County rate of 5.8%. As shown in Figure 1, actual growth within La Habra City School District boundaries has historically been slightly higher than the city itself, growing by 3.6% from 2000 to 2009. However, the District experienced a rapid drop of 5% from 2009 to 2010. The current population estimate for 2010 is 49,572 for the District. For the City of La Habra, between

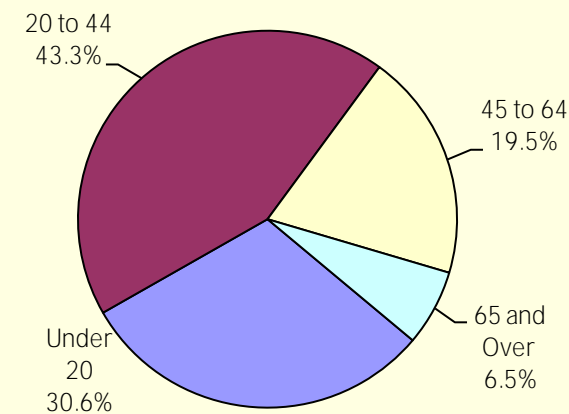
Figure 1: La Habra Demographics



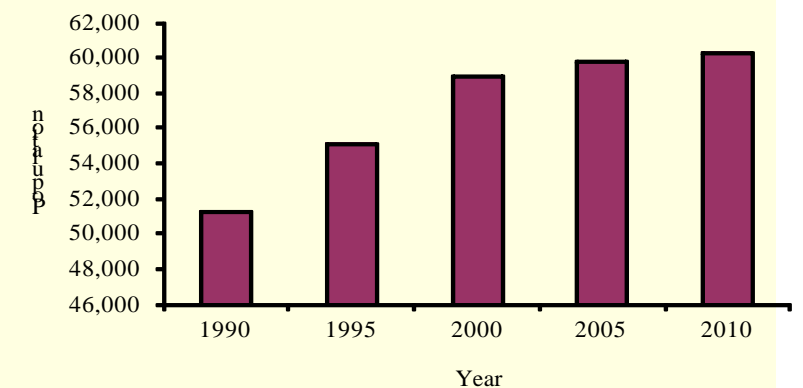
City of La Habra, Latino Population



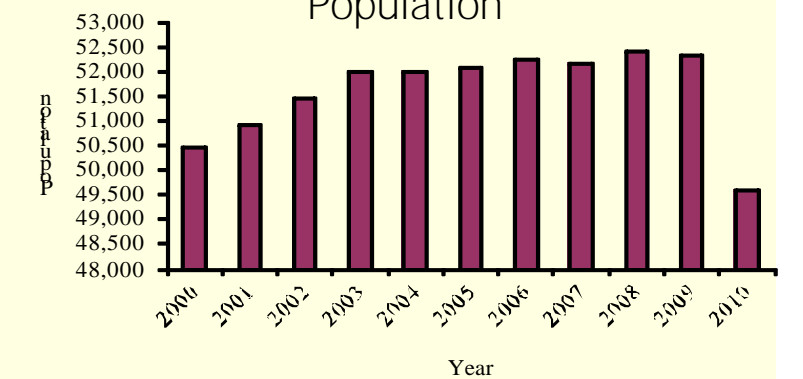
City of La Habra, by Age Group



City of La Habra Population



La Habra City School District Population



2000 and 2015, the group 55-64 is projected to experience the most growth in population share, growing from 7% to 10.2%. The age group expected to experience the greatest decline, by share, is projected to be age group 21-24, decreasing from 22.4% to 18.4%.

Between 2000 and 2010, the total number of households in the City increased by 30 or 0.2%. During this 10-year period, the City's household growth rate of 0.2% was lower than the overall county growth rate of 6.1%. This is not surprising given that 99% of City land is built out. In 2010, the city's average household size was 3.2, higher than the overall county average of 3.1. In 2010, 63.2% of all city households had 3 people or fewer. About 19.9% of the households were single-person households. Approximately 21.2 percent of households in the city had at least 5 people. In 2010, 40% of households earned less than \$50,000. Approximately 35% of the city households earned between \$50,000 and \$99,999.

Between 2000 and 2010, permits were issued for 319 new residential units. About 19.4% percent of these were issued in the last 3 years. In 2000, the City had 1.7 permits per 1,000 residents compared to the overall county figure of 4.3 permits per 1,000 residents. For the City in 2010, this figure decreased to 0.4 permits per 1,000 residents and for the county overall decreased to 1.1 permits per 1,000 residents.

Between 2000 and 2006, median home sales price increased 125%, rising from \$200,000 to \$450,000. Median home sales prices decreased by 28.9% between 2006 and 2010. In 2010, the median home sales price was \$320,000, \$113,000 lower than that of Orange County overall. The homeownership rate for the city increased slightly from 56.6% to 56.8% during the same 10-year period. The city's homeownership rate was lower than the overall county's rate of 61.5%.

In 2010, total jobs in the city numbered 16,318, a decrease of 9.3% from the peak 2007 level. Total jobs included wage and salary jobs as well as jobs held by business owners and self-employed persons. This total does not include unpaid volunteers or family workers, and private household workers. Manufacturing jobs including those employed in various sectors such as food, apparel, metal, petroleum and coal, machinery, computer and electronic product, and transportation equipment decreased by 16.2% from 2007 to 2010. Over the same period of time, construction jobs decreased by 34.5%. Retail trade jobs also decreased by 12.4% in the city between 2007 and 2010. As of May 2011, the city had an unemployment rate of 9.6% while the county overall had an unemployment rate of 8.5%.

La Habra City School District

The La Habra City School District is primarily situated in the City of La Habra and is composed of a five square mile area that also encompasses small portions of the City of Brea and the City of Fullerton. The District is bordered by Rowland Unified School District to the northeast, Brea-Olinda Unified School District to the east, Fullerton Elementary School District to the south, and Lowell Joint Elementary School District to the north and to the west. Students in the western portion of City of La Habra, (roughly defined as the area west of North Idaho Street, north of the Imperial Highway, west of South Beach Boulevard, and south of the Imperial Highway), attend school in the Lowell Joint Elementary

Figure 2: Area Map

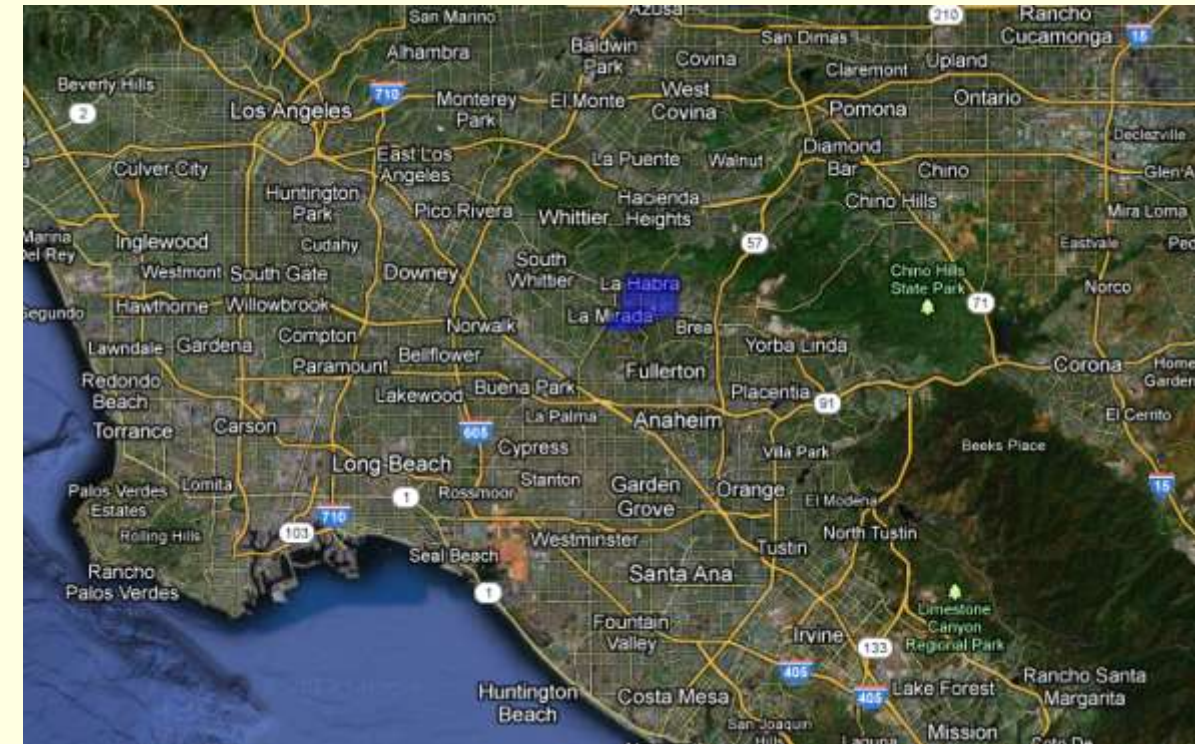
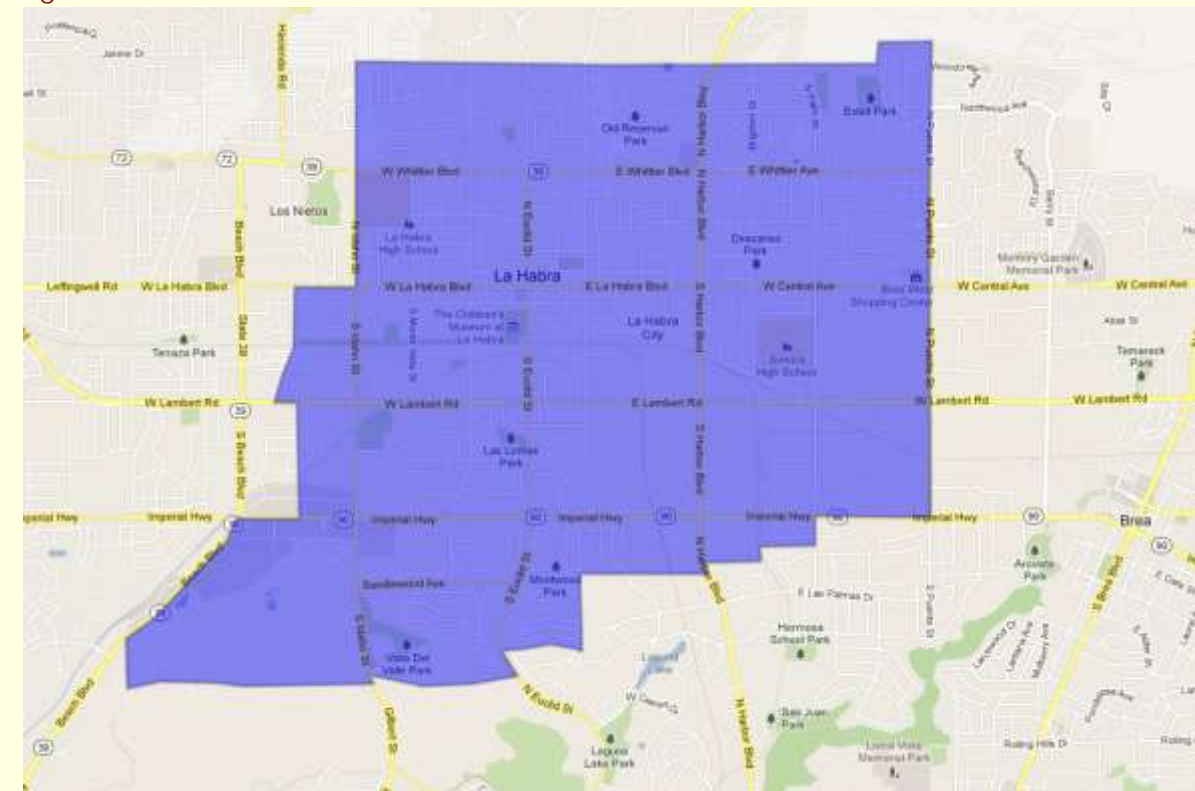


Figure 3: District Boundaries



School District. Students in the La Habra City School District matriculate to the Fullerton Joint Union High School District.

The District operates nine schools that serve 5,263 students. There are seven elementary schools serving kindergarten through fifth grade: Arbolita Elementary, El Cerrito Elementary, Ladera Palma Elementary, Las Lomas Elementary, Las Positas Elementary, Sierra Vista Elementary, and Walnut Elementary. The seven elementary schools are divided into two groups in which kindergarten through second grade students attend school at one site then move on to attend third through fifth grades at another site. The District's two middle schools, Imperial Middle and Washington Middle, serve students in grades six through eighth.

All of the schools in the District are located in the City of La Habra. Table 1 shows a breakdown of the District's 5,263 enrolled students by school facility. School size generally increases along with grade level. Arbolita Elementary School has a population of 347 students in grades K-2, El Cerrito Elementary School serves 402 students in grades K-2, Ladera Palma Elementary School has a student population of 463 K-2 students, and Las Lomas Elementary School has 511 students in grades K-2. Las Positas Elementary School serves a population of 578 students in grades 3-5, Sierra Vista Elementary School has a student population of 607 students in grades 3-5, and Walnut Elementary School has 543 students in grades 3-5. Imperial Middle School serves 923 students in grades 6-8 and Washington Middle School student population is 889 students in grades 6-8.

District History

The name of La Habra can be traced back to 1839 when Don Mariano Reyes Roldan was granted 6,698 acres by the Mexican government and named his land, Rancho Cañada de la Habra, in reference to the "pass through the hills." The area was mainly utilized for ranching until the 1860s when a devastating flood followed by a severe drought bankrupted many of the ranchers in the area. In the 1890s the area was once again transformed into agricultural land cultivating grains and sheep.

The Community of La Habra formalized in 1896 with the establishment of a United States Post Office in Coy's Store as well as the construction of a rural school. The City of La Habra was incorporated on January 20, 1925. By 1928, following the official planting of the Haas avocado mother tree just north of the City, La Habra became the center of avocado production in Southern California.

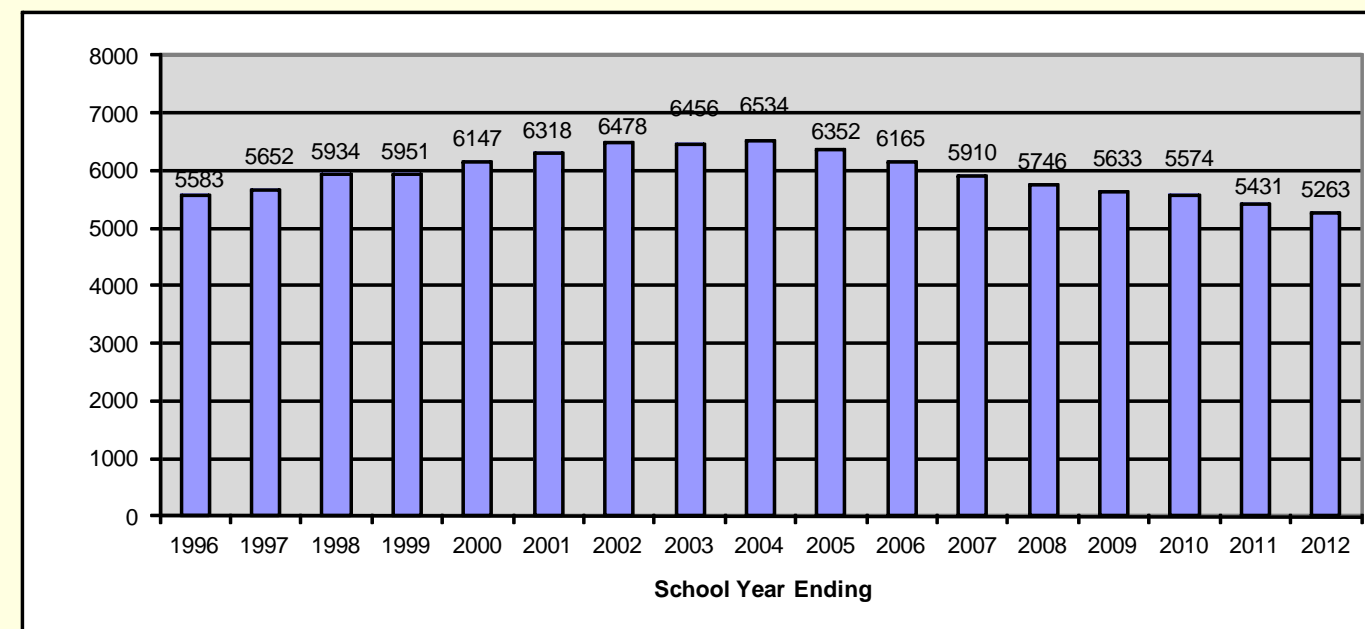
As the northernmost city in Orange County and a waystation along El Camino Real and the old Highway 101, La Habra is one of the oldest communities in the area. The City was one of the earliest jurisdictions in the County to see substantial development along with other northern cities like Anaheim, Fullerton, Orange, Placentia and Santa Ana. As vacant land in north Orange County became scarce, the center of growth shifted to the central and southern parts of the County where rapid housing production increased within newly formed communities.

The La Habra City School District was formed in 1896 when the District separated from the Fullerton School District. The District's first two-story, four room schoolhouse was dedicated on Saturday, October 10, 1896. The ceremony was presided over by A.F. Berdine, the clerk of the school board and included remarks from Reverend Lee of Whittier, Professor W.R. Carpenter, principal of the Fullerton

Table 1: 2012 Enrollment by School

Grade Level	School name	2011-12 Enrollment
K-2	Arbolita Elementary	347
K-2	El Cerrito Elementary	402
K-2	Ladera Palma Elementary	463
K-2	Las Lomas Elementary	511
3-5	Las Positas Elementary	578
3-5	Sierra Vista Elementary	607
3-5	Walnut Elementary	543
6-8	Imperial Middle	923
6-8	Washington Middle	889

Figure 4: Total District Historic Enrollment



Union High School, and William Starbuck, clerk of the Fullerton Union High School. Classes officially commenced on Monday, October 12, 1896.

The District originally served a community of approximately 35 families consisting of 150 individuals that settled in the La Habra area. The District's oldest operating school site is Washington Middle School. The campus has been in operation since the late 1890s and is the site of the original schoolhouse. The oldest structure on the campus dates back to 1934 with additions to the campus in 1964. The District experienced rapid growth as agricultural land in the region was converted to suburbs during the 1950s and 1960s. During this period most of the District's current school sites were acquired and constructed.

District Characteristics

Shown in Figure 5, in the 2010-2011 school year, the student body of La Habra City schools was made up of 83.5% Hispanic or Latino students, 11.8% White students, 1.4% Asian students, and 1.1% Black students. Shown in Table 2, as of the end of the Fiscal Year 2010, the District had 2,234 of their students classified as English Language Learners (ELLs), comprising 40.1% of the District's student population. In comparison, ELLs make up 28.2% of the Orange County student population. In total, 4,085 students in the District were eligible for free/reduced price meals, which accounted for 73.3 % of students in the District (45.0% for Orange County overall). Whether or not a child receives free or reduced lunch often serves as the benchmark for programs that offer free or reduced home broadband access to needy families, so this figure provides a valuable estimate for any technology program requiring internet access from home for all students.

Academic Performance Index (API) Scores

California public school students in grades 2 through 12 undergo an annual statewide testing known as the STAR Program (Standardized Testing and Reporting program). The results produce what is known as an Academic Performance Index, or API, which evaluates students' performance and growth. This test also fulfills the requirements of the federal No Child Left Behind (NCLB) law, which from 2003 forward, determines a school's Adequate Yearly Progress (AYP) based on their API score.

The API index is based on a scale of 200 to 1,000 with a score of 800 as the goal. The testing is based on a two-year cycle that has a "base" score for year one and a "growth" score for year two. The Base API is released in the spring (example 2011), which is the result of the previous Spring's scores (spring 2010). The Growth API, released in September (2011), come from the 2011 Spring test scores.

The testing materials change every year, which may include additional metrics to assess students' performance. It is cautioned that strong conclusions should not be based solely on the increase or decrease of a single year's API scores. Single year values can be biased due to the introduction of new material or assessment criteria, and long-term trends are more vital to gauging District progress. The results in Table 3 show that some schools in the District have fared better than others, but steady overall improvements have been made in scoring throughout the District on a yearly basis. The District continues to make strides to achieve its goal of obtaining a score of 800 or better for all schools.

Figure 5: District Ethnicity

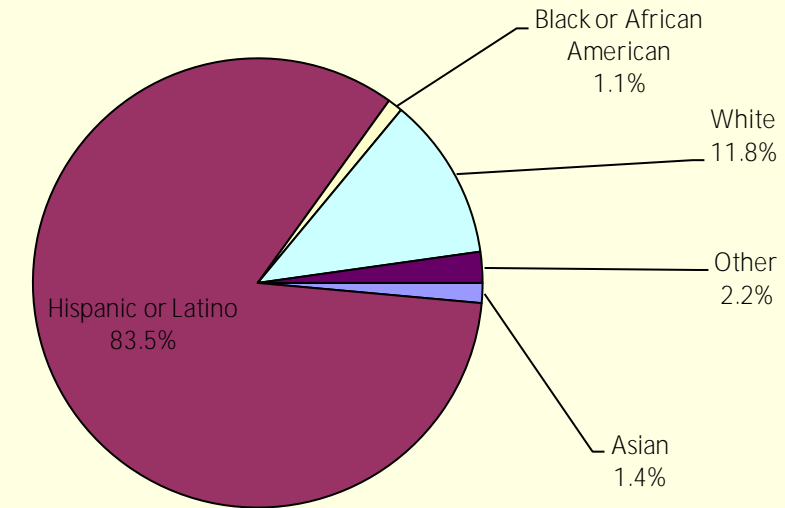


Table 2: District Student Data

	Special Ed. Enrollment	English Learners (ELL)	Free or Reduced Price Meals
La Habra City:	8.6 % (482)	40.1 % (2,233)	73.4% (3,995)
County Total:	9.3 % (46,591)	25.1 % (126,226)	45.6% (228,121)
State Totals:	10.1% (628,927)	16.9% (1,052,286)	56.7% (3,465,446)

Table 3: District API scores

School	10-11	09-10	08-09	07-08	06-07
Arbolita Elementary	802	788	813	802	707
El Cerrito Elementary	763	775	747	745	719
Ladera Palma Elementary	869	811	887	850	853
Las Lomas Elementary	802	810	823	840	845
Las Positas Elementary	812	795	820	772	744
Sierra Vista Elementary	816	786	780	763	738
Walnut Elementary	783	753	796	723	724
Imperial Middle	751	747	732	733	701
Washington Middle	763	725	720	717	695

* Index is based on a scale of 200 to 1,000, with 800 as the established statewide performance target
Source: Data Quest



The District's Average API Growth score for 2010-11 (and API Base for 2011-12) was 781. This score represented an increase of 21 from the 2009-10 level of 760. Ladera Palma Elementary was able to achieve a growth of 58 points from their 2010 score. However, there is still room for improvement with only 5 out of 9 of the schools meeting or exceeding their growth target or maintaining an API rating of 800+. With emphasis on increased access to facility and technology improvements the students of the La Habra City School District will be able to enhance their chances for educational success.

Attendance Areas

Attendance areas are defined by school districts as the geographic areas served by individual schools. These geographic areas largely exist without standardization from district to district and may be redefined annually. Students are assigned to attendance area schools according to Board adopted geographic boundaries. A student's legal residence, for attendance purposes, usually determines his/her attendance area school.

In the case of the La Habra City School District, attendance areas have been adopted for each grade level group that schools serve. There are 7 elementary schools in the District, but kindergarten through second grade are served by four schools and grades 3-5 by three sites. The K-2 school with the largest enrollment is Las Lomas Elementary school, and also possesses the largest attendance area. The Las Lomas boundaries encompass all land south of E Lambert road, extending north across Lambert to Des Moines street along the west side of S Idaho St, and north to E 3rd Avenue to the east side of S Idaho St. The northern half of the District is divided amongst the remaining three K-2 schools: El Cerrito, Ladera Palma, and Las Lomas. Ladera Palma, the second largest K-2 school, draws students from the northeast corner of the District—the area north of E Lambert Rd., between N Puente St. to the east and N Harbor Blvd to the east. The attendance area extends west as far as S Cypress street below W La Habra Blvd. The remaining northwestern part of the District is divided equally between Arbolita Elementary and El Cerrito Elementary. El Cerrito draws its population from the far northwest corner of the District, with the Arbolita attendance area directly adjacent to the east.

Due to the District's unique elementary configuration, the K-2 students from Las Lomas Elementary, the largest K-2 school, primarily feed into Las Positas Elementary, with the exception of the area north of E 3rd Avenue east of S Idaho street. The remaining three K-2 schools divide their cohorts equally between the Walnut Elementary attendance area in the northwest corner of the District and Sierra Vista's attendance are to the northeast. Overall, the 3-5 schools are more similar in population and size of attendance area than their K-2 feeder schools. The Las Positas 3-5 population and approximately 50% of the Walnut 3-5 population feeds into Imperial Middle school, with Washington Middle taking the densely populated northeastern corner of the District.

Staffing

In the 2010-2011 school year, there were 203.3 full time equivalent teacher in La Habra City School District serving 5,430 students, equaling a pupil-teacher ratio of 26.7. This is very close to the county average of 26.4, but higher than the state average of 23.15. Imperial Middle and Washington Middle both have much higher ratios than at the elementary schools, an average of 29.1 students per teacher

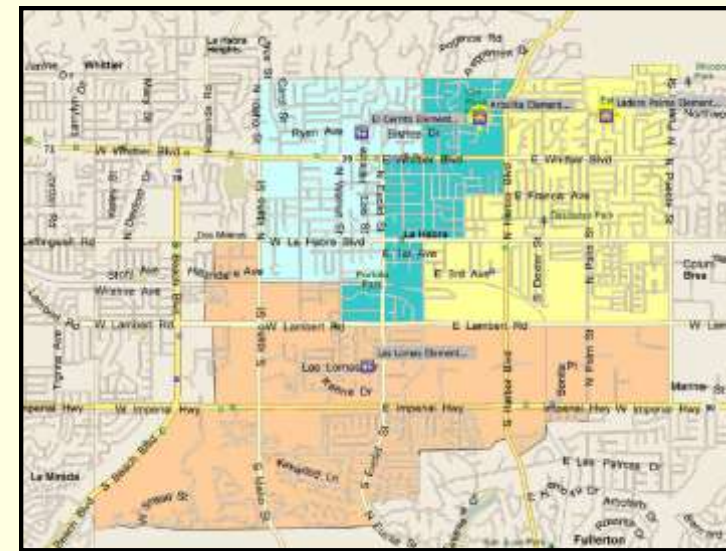


Figure 6: Grade K-2 Attendance Areas

- El Cerrito Elementary
- Arbolita Elementary
- Ladera Palma Elementary
- Las Lomas Elementary

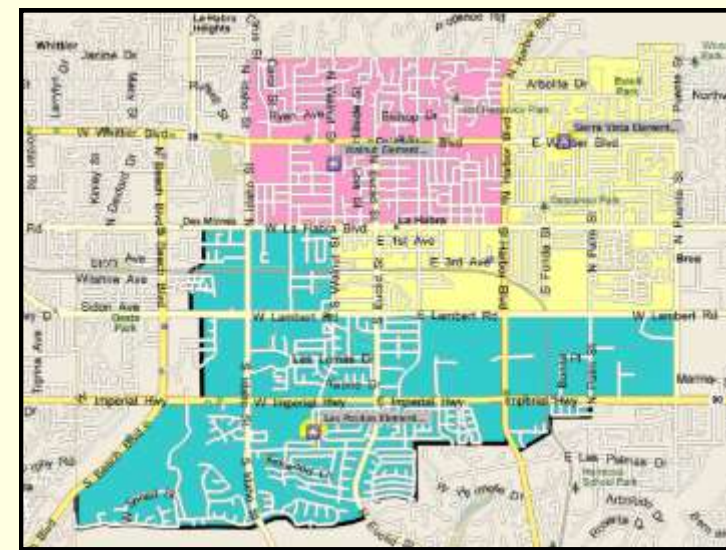


Figure 7: Grade 3-5 Attendance Areas

- Sierra Vista Elementary
- Walnut Elementary
- Las Positas Elementary

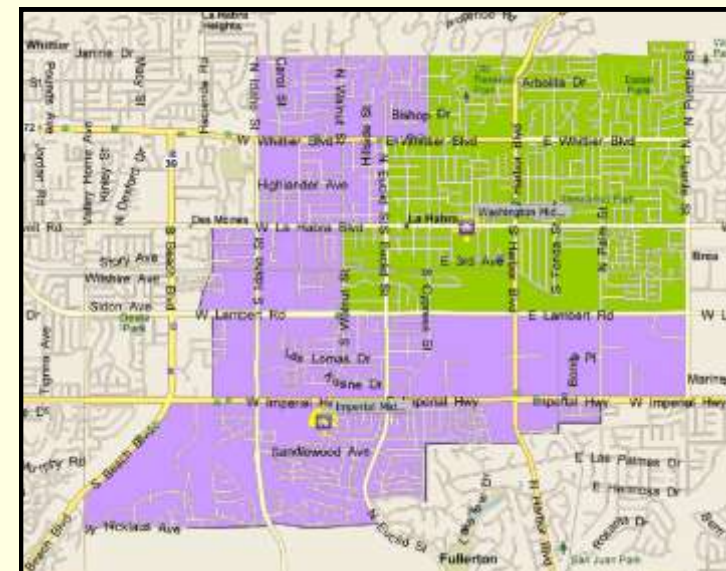


Figure 8: Grade 6-8 Attendance Areas

- Washington Middle
- Imperial Middle



compared to an elementary school average of 26.7 students per teacher. Class size is similarly higher at the middle school level: 29.7 compared to an elementary school average of 26.6. This data would suggest that investments at the middle school level would compensate for larger class sizes and student to teacher ratios, allowing funding to have the greatest impact on crowded or comparatively understaffed classrooms.

Enrollment Analysis

The District's historical enrollment and the projected enrollment trends are integral to a district facilities needs assessment, as they evaluate the demand for classrooms and facilities now and into the future. Anticipating future demands with an efficient use of facilities and resources will help the District achieve General Fund sustainability and promote sustained academic achievement. Four major components are used to project enrollment: historical enrollment trends, local birth rates and kindergarten trends, student transfers, and planned residential development.

The scope of information and enrollment projections in this enrollment analysis are based on fairly predictable trends. The analysis provided in this document considers enrollment patterns over the last ten years. This timeline was selected as it is representative of significant changes in local and State-wide economic activity. Birth and population projection data used for this study have been obtained from County, State and Federal sources through the school year 2020-21. Detailed methodologies are provided to illustrate the various enrollment consideration factors.

Taking into account CBEDs enrollment and matriculation data, birth rates, transfers, and projected residential development, enrollment in District schools is expected to experience a modest decline throughout the next five years. District enrollment is expected to fall to 4866 by the 2016-2017 school year, a decrease of 7.6% from this year's total. Projections beyond five years are provided for planning purposes to integrate projected impacts to the District's facilities financing program (i.e., developer fees, State funding, etc.). This implementation plan is designed to plan for this expanded population, meet the needs of the student population, and continue improving the education provided.

California Basic Educational Data System (CBEDS)

The California Basic Educational Data System (CBEDS) is an annual data collection administered in October by the State that reports the current student enrollment. This information is collected through the Internet-based Online Public Update for Schools (OPUS) application, referred to as CBEDS-OPUS. The purpose of CBEDS-OPUS is to collect demographic information on students and staff.

Data collected from the CBEDS provides numerous uses critical to the District's enrollment projections. The change in enrollment over time provides a basis for estimates made looking forward. As the District contemplates making improvements, it is crucial to review and utilize accurate enrollment projections. CBEDS data for each school are displayed in Figure 9 for the past 15 years. The same data is shown in Figure 10, broken down by grade level. This chart shows that over the last decade, the portion of the student body in grades 6-8 had been steadily rising, while the percentage enrolling in grades K-2 has been steadily falling. This trend suggests that the District should consider placing emphasis on middle school improvements to reach the largest share of the student body.

Figure 9: Historic Enrollment by School

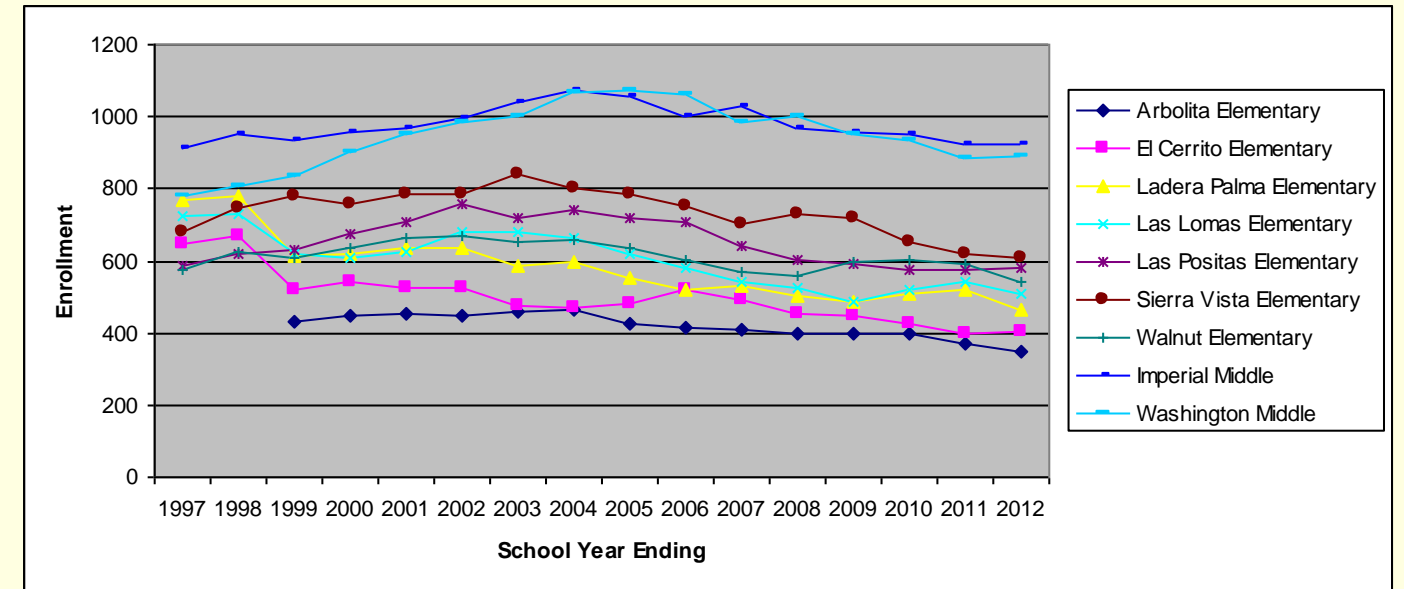
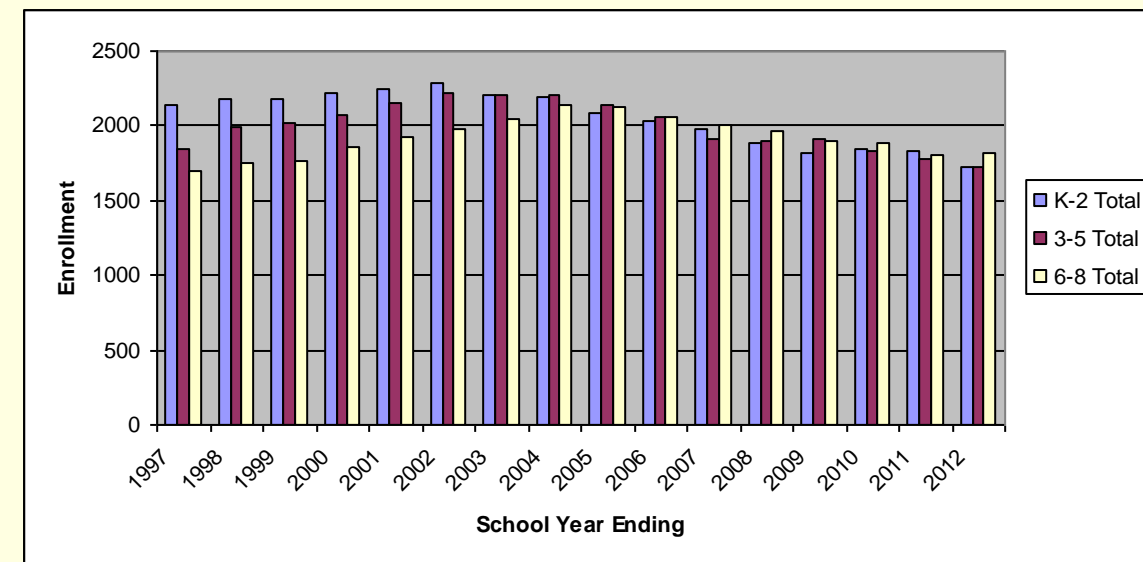


Figure 10: Historic Enrollment by Grade



Total enrollment has decreased by 20.05% since the 2003-2004 school year, falling from a high of 6,534 to the current low of 5,263. This trend of decreasing enrollment has been steady since 2004. **Figure 10** also shows that the greatest decrease in school enrollment has come in the District's elementary schools. Elementary enrollment peaked in the 2001-2002 school year, and has decreased by 23.4% to date. Meanwhile, middle school enrollment has fallen by 15.6% since a historic high in 2003-2004. The data implies that middle school enrollment will continue to experience modest declines due to smaller cohorts matriculating from elementary grades, and that these declines will be lagged behind correlated declines in the lower grades. Taking into account this anticipated decrease in enrollment, current facilities should be adequate to meet expected capacity demand over the next decade.

Student Transfers

Enrollment projections depend in large part on the number of students that transfer in and out of the District on average. As shown in **Figure 11** and **Table 4**, when looking at grade level enrollment since 2005, more students transfer out of District schools than transfer in each year. On average, the District loses an average of 364 students each year to alternative programs or neighboring districts. At the same time, the District gains an average of 116 students due to incoming transfers. This corresponds to an average net loss of 248 students per year, a fact that is illustrated in historic enrollment numbers. However, the past two years have seen a continued decrease in transfers out of the District, falling from an all-time high of 464 in 2010 to 279 in 2012, a decrease of almost 40%.

The District has a comparatively high rate of mobility amongst the student body. Given the current economic climate, the City of La Habra has become an attractive location for families making residential transitions. Over the past 8 school years, transfers into the District have remained relatively flat, but transfers out of the District have fluctuated wildly, from a low of 129 in 2009 to a high of 464 in 2010. It is the aim of this implementation program to stabilize and reduce the amount of transfers out of the District through increasing academic achievement and transforming traditional classrooms via facilities and maintenance upgrades. The amount of transfers out of the District has fallen 40% in the last 2 years. We predict that investments in District facilities, technology, and maintenance will sustain this 40% rate of decrease in transfers out over the course of the first 4 years of implementation, or approximately 28 fewer transfers out per year, eventually leading to a decline to 167 transfers out in 2016. Transfers into the District are expected to remain stable throughout the course of the program. Due to this change in family and student behavior, net losses due to transfers expected to stabilize at fewer than 50 students per year by 2016. Family maneuverability in the area will continue to create fluctuations due to economic conditions, but the system of targeted investments in this plan is aimed at creating a stable, long-term enrollment base for the District.

Matriculation

A closer look at the CBEDS data is used to understand how matriculation changes over time and which grade levels are experiencing greater fluctuations. The general trend over the past 7 years has been a continued decline in student enrollment.

In order to project the next five years of matriculation, the cohort survival method was used to generate **Table 5**. This method calculates the average matriculation from the past five years for each

Figure 11: Net Student Transfers: Historic and Projected

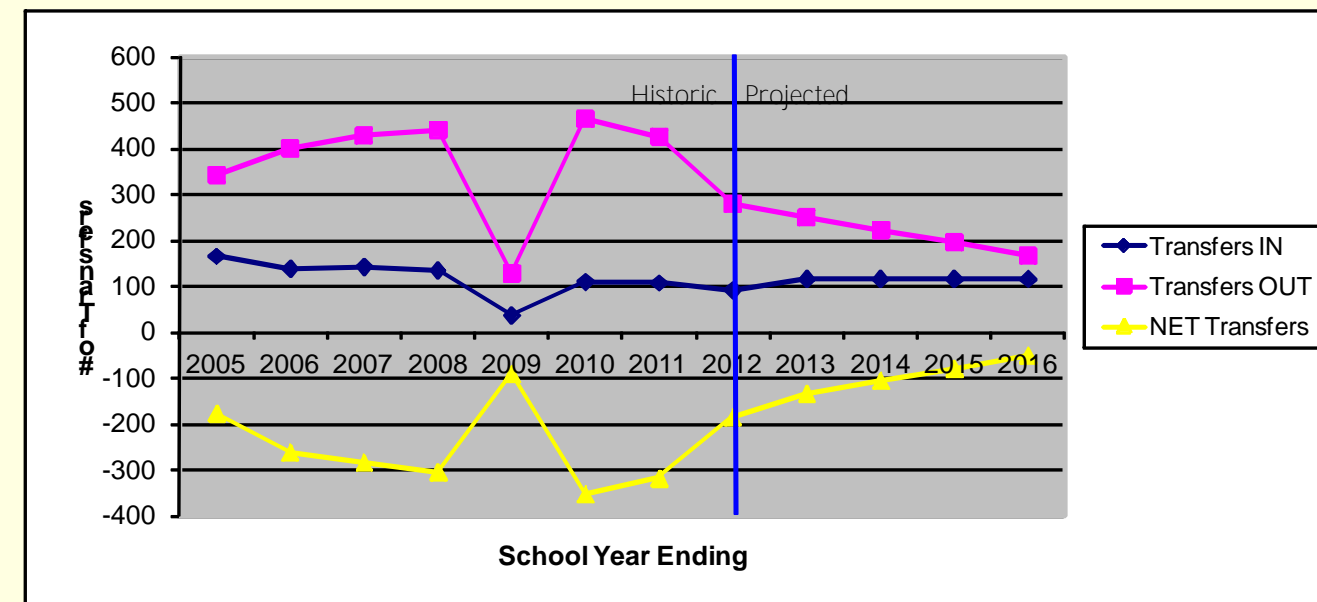


Table 4: Student Transfer Data and Projections

	2005	2006	2007	2008	2009	2010	2011	2012	Avg. (2005-12)	2013	2014	2015	2016
Transfers IN	166	138	143	135	37	110	108	92	116	116	116	116	116
Transfers OUT	343	401	428	441	129	464	426	279	364	251	223	195	167
NET Transfers	-177	-263	-285	-306	-92	-354	-318	-187	-248	-135	-107	-79	-51

Table 5: Enrollment Projections

School Yr Ending	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
2002	803	742	739	743	748	725	696	636	646	6,478
2003	716	756	733	737	733	740	718	678	645	6,456
2004	716	733	742	739	725	736	739	731	673	6,534
2005	699	685	697	722	711	708	722	699	709	6,352
2006	693	701	644	677	696	691	688	694	681	6,165
2007	626	685	665	607	646	666	660	680	675	5,910
2008	605	607	667	649	606	641	637	664	670	5,746
2009	631	608	577	655	646	605	618	645	648	5,633
2010	616	617	618	541	646	647	604	621	664	5,574
2011	615	613	605	607	544	638	617	582	609	5,430
2012	584	570	577	587	585	547	626	610	577	5,263
2013	591	573	558	563	584	587	534	627	609	5,226
2014	550	581	561	545	561	587	575	535	627	5,121
2015	547	538	572	547	542	564	578	574	539	5,000
2016	527	535	527	562	545	546	553	575	575	4,946
2017	527	514	524	518	559	552	539	555	579	4,866
2018	527	519	508	516	519	566	545	542	560	4,803
2019	528	520	514	501	518	527	561	549	548	4,765
2020	532	521	515	508	504	527	523	566	556	4,752
2021	537	526	517	511	512	514	524	529	573	4,743
2022	544	533	523	514	516	523	512	531	538	4,733



grade. This creates a coefficient for each grade that is applied to enrollment of the previous grade in the current year. For instance, if the average 6th grade is 85 students, while the average 5th grade from the year previous is 100 students, then a coefficient of .85 is applied to the current 5th grade population to project the 6th grade for next year. A current 5th grade of 110 students would therefore be projected to matriculate to 94 students (the product of .85 and 110 students).

This method also accounts for all student transfers out of the District over the last decade. The projection method employed here postulates that school facilities and curriculum upgrades, including implementing advanced technology in classrooms and leveraging facilities improvements to create Academy-style learning environments at District middle schools, will have a substantial positive impact on average net transfers. The transfer projections are included in the enrollment algorithm displayed in Table 5. This calculation also tracks the correlation between county birth rates and kindergarten enrollment.

Birth Rates

There is a strong obvious correlation between birth data and kindergarten entry data lagged for five years. Given the relationship between births and kindergarten enrollment, and accounting for the average matriculation from grade to grade by students currently attending La Habra City School District schools, a steady decline in enrollment is expected over the next five years.

Based on data collected from the California Department of Public Health and displayed in Table 6, Orange County birth rates have continued to fall substantially from their 2006 high. Since 2006, birth rates have fallen 13%, from 44,231 to 38,237. Going forward, these birth rates are expected to remain level or initially drop slightly, then begin to slowly rise beginning in 2014 and return to current levels by 2016. The District's two residential zip codes are credited with approximately 3% of all Orange County yearly births, or 1296 births in 2010. The District is expected to follow Orange County trends closely in the coming decade, with no measurable rise or fall predicted through 2017.

In order to project kindergarten enrollment, District live birth rate data was analyzed. As shown in Figure 12, the kindergarten enrollment of the previous ten years (2003—2012) has been compared with live birth rate data in the two zip code area serving the District and lagged five years (1998 - 2007). That is, the live births from 1998 are compared with the kindergarten enrollment in 2003. On average, kindergarten enrollment has been approximately 42% of births in the two zip codes that include the District for the prior 5-year period. This coefficient has been applied to live birth data and State projections to determine the kindergarten enrollment over the next five years. As County and District birth rates fall or remain level over the next 5 years, kindergarten enrollment is not expected to fluctuate.

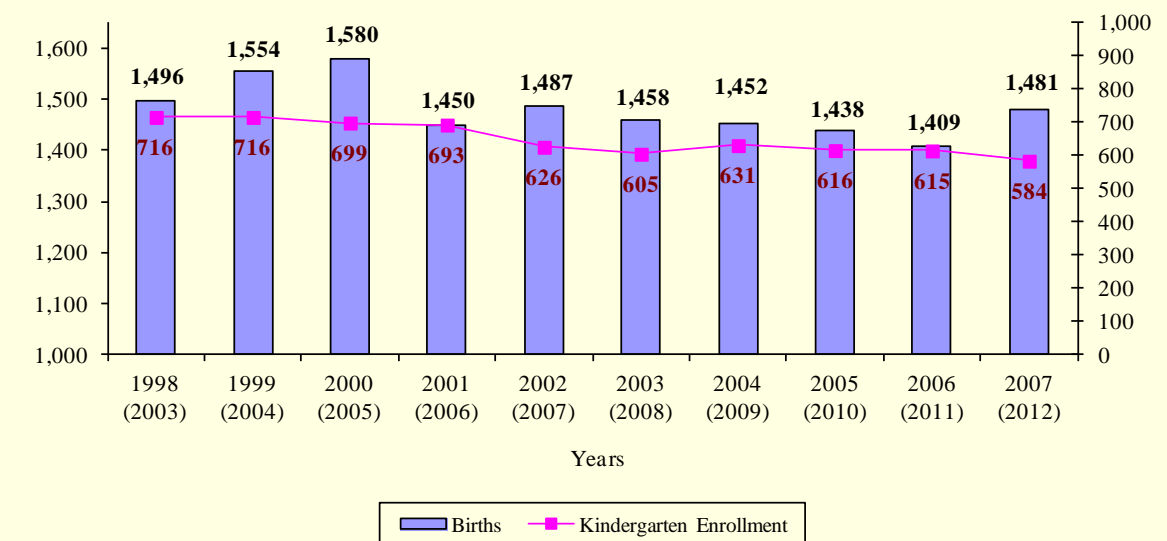
Residential Development

According to the City's General Plan, the city is 99 percent built out. Available land for development is shown in Figure 13. According to the United States Census, between 2000-2010, only 319 permits for new residential units were issued. Over the same period of time, the number of households in the city increased by only 30. No vacant tracts of land suitable for major subdivision construction remain within the City and most new construction consists of second units or replacements. Lack of land for

Table 6: Births and Kindergarten Trends

Orange County				La Habra City SD			
Year	County Births	Zip Code Births	Zip Code / County Birth Correlation	Kindergarten Year	Kindergarten Class	Zip Code Births / Kindergarten Correlation	
Historical Data	1997	47,487	1,506	0.03	2002	803	0.53
	1998	46,189	1,496	0.03	2003	716	0.48
	1999	46,509	1,554	0.03	2004	716	0.46
	2000	46,980	1,580	0.03	2005	699	0.44
	2001	45,492	1,450	0.03	2006	693	0.48
	2002	44,796	1,487	0.03	2007	626	0.42
	2003	45,366	1,458	0.03	2008	605	0.41
	2004	45,060	1,452	0.03	2009	631	0.43
	2005	44,065	1,438	0.03	2010	616	0.43
	2006	44,231	1,409	0.03	2011	615	0.44
	2007	44,026	1,481	0.03	2012	584	0.39
	2008	42,456	1,401	0.03			
	2009	40,431	1,303	0.03			
2010	38,237	1,296	0.03				
					Prior 5 year average	0.42	
			Prior 10 year average			0.03	
Projected Data		County Projection	Zip Code Projection based on 10 year Avg Correlation			Kindergarten Projection based on 5 Year Average Correlation	
	2010	38,197	1,249	0.03	2013	591	0.42
	2011	38,174	1,249	0.03	2014	550	0.42
	2012	38,190	1,249	0.03	2015	547	0.42
	2013	38,245	1,251	0.03	2016	527	0.42
	2014	38,551	1,261	0.03	2017	527	0.42
	2015	38,917	1,273	0.03	2018	527	0.42
	2016	39,400	1,289	0.03	2019	528	0.42
					2020	532	0.42
					2021	537	0.42
					2022	544	0.42

Figure 12: Births correlated with Kindergarten enrollment lagged 5 years



development is also highlighted by the trend of increasing household size, which has steadily risen in Orange County since 1980. The replacement of existing housing will substantially lessen as rehabilitation takes place, and development will be minimal as high-density land available for development becomes scarcer. The SCAG 2007 Regional Housing Needs assessment that La Habra will need to provide for 258 new housing units by 2014 to meet housing demand. However, examining past trends and the availability of land for development, it is unlikely that anywhere near this number of new units will be built by 2014. Based on this data, there is no evidence that future residential development will be great enough to reverse the county-wide trend of decreasing birth rate and enrollment.

Enrollment Projection Summary

The District's enrollment projections have been determined under a variety of assumed conditions as explained below. These assumptions may differ from events that may unfold, and it is therefore important to monitor changing conditions, adjust assumptions and revise projections to fit new circumstances.

Cohort Matriculation

It is assumed that average cohort survival numbers for the past five years are indicative of future trends in enrollment and matriculation rates. However these past rates account for student transfers that result in a net loss of 248 students per year. The algorithm utilized for future projections adjusts this matriculation rate to take into account an expected decrease in net losses due to student transfers.

Student Transfers

On average since 2005, the District loses an average of 248 student per year due to a deficit of transfers into the District compared to transfer out of the District. The number of transfers out of the District is expected to continue to decline as a result of the improvements detailed in this plan, with a projected decrease of 40% in transfers out of the District after 4 years of program implementation.

Birth rate to Kindergarten Correlation

It is assumed that the birth trend will result in a correlated kindergarten enrollment five years later. Through implementation of this plan, the District is seeking to offset the effects of declining county and city birth rates by realizing a decrease in net yearly losses due to transfers.

Residential Construction

It is assumed that the level of non-peak residential construction of the past fifteen years will continue in the near future. The Housing Element of the City of La Habra General Plan accounts for minimal residential growth mainly attributed to second unit construction. The City of La Habra is more than 99% built-out, and this will largely stifle any future residential development.

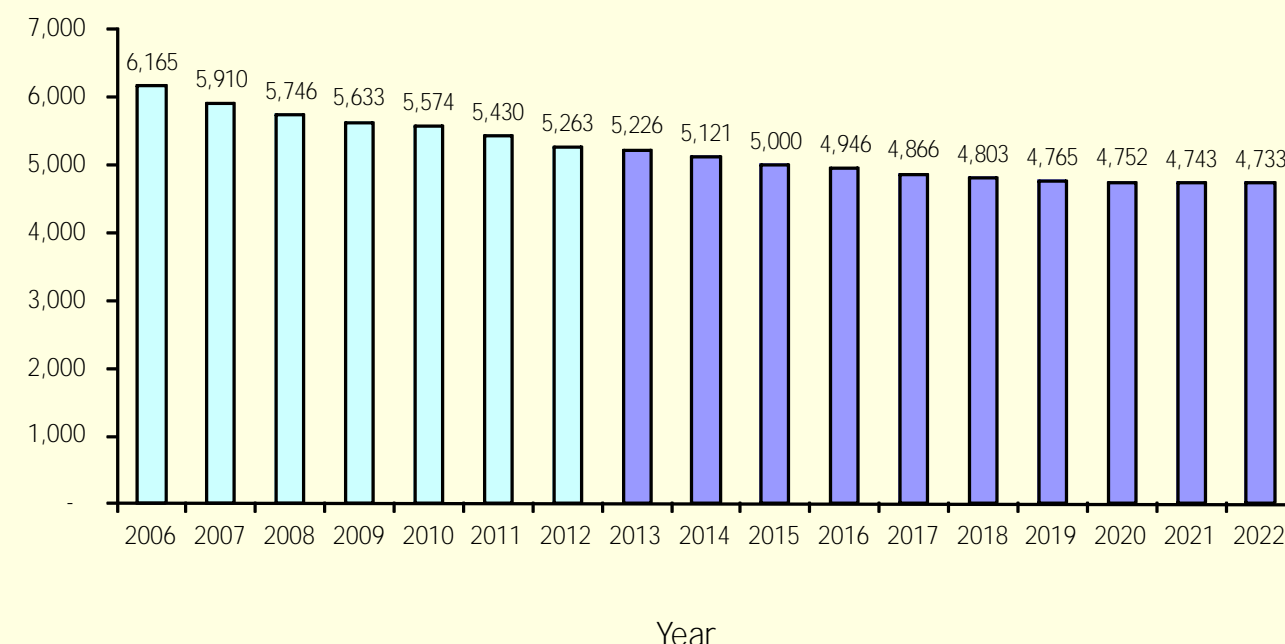
Conclusions

Using these assumptions and considering CBEDS enrollment, birth rates, transfers, and projected residential development, District enrollment is expected to fall to 4866 students by 2017, and stabilize

Figure 13: City of La Habra Vacant Land for Development



Figure 14: La Habra City SD Historical and Projected Enrollment



the end of the decade, maintaining a level of 4,733 through 2022. The full projections is shown in [Figure 14](#). Due to this expected moderate decline followed by flat enrollment changes, existing facilities at the District will adequately accommodate new cohorts with no danger of overcrowding. Rather than investing in new facilities or expanding square footage, District efforts should be focused on improving and restructuring District assets to better serve the current population of students.

Capacity Analysis

The capacity of a school site is determined by the number of classrooms at the site, and the standard used to “load” or populate those classrooms. This information is useful in determining the need for additional school facilities to be added or constructed in order to house students. There are two broad categories of loading standards to consider. The first is State standards, and the second is local standards (See [Table 7](#) Loading Standard, by Grade Level).

The State standards are primarily used for the School Facility Program, which determines capital funding from statewide bonds to assist in local school construction. The State’s School Facility Program (SFP) utilizes a uniform standard across grades to determine school capacities for the purpose of funding new school construction projects. For elementary grades, the State standard is 25 students per classroom and 27 students per classroom for middle school. Physical education and core facilities are not included in this calculation.

The school capacity analysis used in this implementation plan is based on local standards. Local standards include: educational objectives, General Fund limitations, Education Code provisions, collective bargaining agreements, programs that require specialized spaces, and other considerations determined by the local district governing board. Local standard calculations do not include physical education facilities and core facilities, such as cafeterias, libraries and administrative spaces. Classrooms that are used for music, libraries, and other uses are included in the calculation. Classrooms are loaded at 31 students for kindergarten, 30 students from grades 2-5, and 30 students for grades 6-8.

Loading Capacity

In assessing the District’s eligibility for State aid for new school construction, it was necessary to determine the loading capacity for schools managed by the District. In order to determine total capacity among the campuses, each site was surveyed and assigned a capacity according to these District and State loading standards. Student capacities can be measured differently depending on which rooms are identified as classrooms and the current program usage of each classroom. These capacity factors are described in [Table 8](#), Capacity Analysis.

In the aggregate, there are a total of 71 classrooms being used to teach kindergarten through 2nd grade, 65 classrooms used for grades 3-5, and 71 classrooms allocated to grades 6-8. Additionally, the District possesses 16 classrooms used for Special Day Classes (SDC) and 62 classrooms that are not used for traditional classroom uses or are unused. Special Day Classrooms have a loading capacity of 13 students. Non-classroom use rooms are assumed to be able to house students should this become

Table 7: Loading Standards by Grade Level

Type of Classroom	Local	State
Grades K-2	30	25
Grades 3-5	30	25
Grades 6-8	30	27
SDC	13	13
Other	30	25

Source: Office of Public School Construction

Table 8: Capacity Analysis, Grade K-2, 3-5 and 6-8

School	Classrooms K-2	Classrooms 3-5	Classrooms 6-8	SDC	Classrooms in non-classroom use*	Total Local Standards Capacity
Arbolita Elementary	16			0	4	600
El Cerrito Elementary	20			2	9	896
Imperial Middle			38	1	8	1393
Ladera Palma Elementary	18			1	11	883
Las Lomas Elementary	17			5	7	785
Las Positas Elementary		21		2	0	656
Sierra Vista Elementary		25		2	8	1016
Walnut Elementary		19		2	7	806
Washington Middle			33	1	8	1243
TOTAL	71	65	71	16	62	8278

* Loading assumption: 30 students/classroom
Source: La Habra City School District

Table 9: Local and State Loading Surplus

School	Estimated Enrollment (2011)	Local Standard Capacity	Local Capacity Surplus (Shortfall)	State Standard Capacity*	State Capacity Surplus (Shortfall)
Arbolita Elementary	373	600	227	500	127
El Cerrito Elementary	397	896	499	751	354
Imperial Middle	923	1393	470	1239	316
Ladera Palma Elementary	518	883	365	738	220
Las Lomas Elementary	540	785	245	665	125
Las Positas Elementary	576	656	80	551	-25
Sierra Vista Elementary	619	1016	397	851	232
Walnut Elementary	589	806	217	676	87
Washington Middle	883	1243	360	1104	221
TOTAL	5,418	8,278	2,860	7,075	1,657

* State standard loading capacity is 25 students/classroom for grades K-6th
Source: La Habra City School District



necessary, and for the purpose of this analysis, these classrooms have been treated the same loading capacity standards as grade 3-5 classrooms.

Assuming the maximum loading standard for the different types of classrooms, the total student capacity in the District according to local standards is 8,278 students. This creates a surplus of space available in the District that would theoretically allow the housing of 2,860 more students. As shown in **Table 9**, the District's local standards far exceed the State's standards for capacity due to the need to accommodate overcrowding and utilize declining resources. Under State standards, the District has a surplus of space for 1,657 students. It is very unlikely that the District will experience enrollment increases that will test either local or state capacity standards used to determine funding for facilities upgrades due to overcrowding. Thus, the District is unlikely to receive state funding for new facilities construction or upgrades to mitigate overcrowding, and current and future enrollment should be adequately served through upgrades to existing facilities rather than construction of new buildings or sites.

Facilities Assessment

The team conducted a general assessment of district-wide conditions to address facilities maintenance and construction needs, improve energy management systems, and evaluate options for improving technology at all schools. This involved several meetings with District administrators and staff, as well as more focused site visits where a team of trained architects and planners made detailed inspections of the quality, level of repair, and needs of each interior space and exterior surface of all District facilities.

The assessment reviewed the age of campus buildings and fixtures, as well as dates of previous improvements. CFW's team conducted a detailed inspection of all District school sites which included discussions with school administrators and visual examinations. In conducting individual site visits, the team was able to review the existing usage of each site, conduct a visual inspection of existing buildings and utilities, and develop an inventory of existing facilities. This examination looked at buildings spaces as well as support features such as parking, vehicular access, and play fields. The team also inquired about concealed infrastructure to determine the capacity and condition of utilities and support systems in an effort to promote modern technology throughout the District.

Community Engagement Process

All elements of this plan were shaped and informed by an extensive and multi-layered community education, engagement, and feedback effort. This effort began with an initial voter opinion poll conducted via phone from March 12-22, 2010 which was designed to assess basic community needs, ideas and opinions about the direction of District schools, and gauge voter support for a local financing option should they be presented with the bond measure on that day. The District received high marks for the quality and direction of K-8 education as well as for financial management and economic accountability. Potential projects that scored very high with potential voters included improving student access to modern technology, securing a long-term source of funding for deferred maintenance and repairs, completing modernization efforts at elementary schools, and improving the overall energy



efficiency of District facilities. At that time, voters supported a potential bond measure in these interests at a rate of 55.3%.

Following this positive feedback from the District's voting population, CFW schedule an envisioning meeting with the District superintendent, all school site principals, and other key administrators, and facilities specialists where all upper-level stakeholders could brainstorm, share information, and conduct a visioning process for the future of the District. At this meeting, on June 14, 2011 CFW provided the District with an overview of the planning process, discussed broad visions and goals of the District, and engaged in a discussion on District-wide needs. District-wide improvements under consideration include improving access and support for technology at all schools, the reorganization of District resources to create academy environments at District middle schools, and installing improved energy management systems.

Following this broader envisioning process, CFW developed a more focused list of defined project based on detailed site assessments, interviews, and investigation at all school sites in the District. These site meetings and inspections were held at each school site between October 12, 2011 and November 30, 2011. In addition to collecting data and input from District staff, these meeting were also meant to educate all stakeholders at each site on the overall planning process, the expectations of all team members, and any key dates or upcoming milestones in the progression of the implementation plan. During these site inspections, trained architects and planners documented the quality, state of repair, and needs of every interior space, and exterior surface for all buildings in the District. Key themes that surfaced as a result of these inspections and meetings were the desire by all sites to implement technology improvements, and provide sustained funding for deferred maintenance to advance school site appearance, efficiency and functionality.

Findings from the envisioning process, outcomes of demographic studies and projections, analysis from site inspections and notes from site meetings contributed to an overall vision of transformation for District schools. These findings were presented a follow-up meetings with administrators, teachers, staff, and District community members to engage the community in the planning process, garner public support for the planned bond program, and establish a plan of action moving forward to the November election.

Transformative Vision

Proceeds from a successful November 2012 bond election will transform the appearance, functionality, and effectiveness of District schools, creating 21st century learning environments built around access to advanced technology, vastly improved facilities, and increased funding availability from the General fund.

The first phase of the proposed improvements will focus in large part on Imperial and Washington Middle schools, upgrading both interior classrooms and public spaces, and repairing aging utility and energy management systems. Imperial Middle will be outfitted with new science lab stations and equipment befitting a 21st century science and technology curriculum. Additionally, classroom and library reconfigurations at both sites will pave the way for creating a desirable academy-style learning environment at the middle school level. These upgrades will be paired with extensive cosmetic and



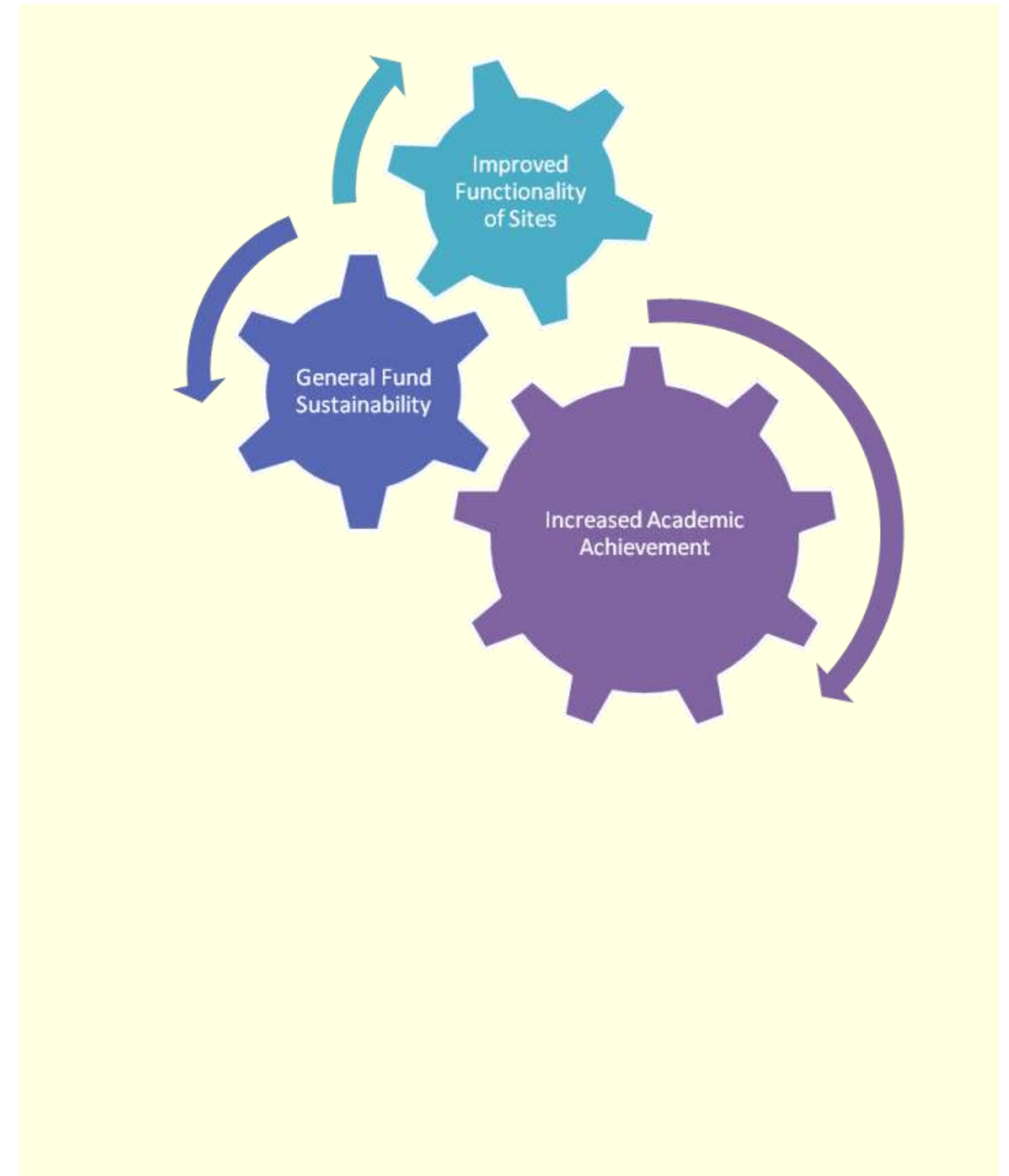
structural upgrades, improvements to campus entry and identity aesthetics, and new pedestrian-level outdoor lighting. The District's middle school campuses will be modern, well-equipped, and poised to implement an academy-learning project that will push La Habra City School District to the forefront of the Orange County education system.

La Habra City elementary schools will similarly receive upgrades to increase their competitiveness in the area, and maintain or attract enrollment to the District. All sites will benefit from specific projects aimed at solving physical site issues, and bring all campuses up to a level of maintenance, repair, appearance, and functionality commensurate with other modern campuses in the area. School safety issues will be mitigated to protect the safety of La Habra City children, with special attention given to hazardous pickup/drop off zones and campus entryways.

Beyond these physical upgrades, this implementation and master planning program will outline a system of phased investments in technology for all District students, aimed at increasing student access to next generation classroom technology, specifically targeted at personal mobile computing devices. With these devices, students will have the power to interact and engage with learning in a new and exciting way, and teachers will have the tools to leverage technological advances to support growth in academic achievement. With their small size, wireless connectivity, and robust suite of education software applications, these devices will enable students to collaborate on their studies in all corners of school campuses, as well as from home.

This program will also ensure the sustainability of the District's General Fund throughout the life of the bond program, utilizing bond proceeds to fund technology hardware purchases, deferred maintenance, roofing, plumbing, and utility repair and upkeep. Furthermore, this program will install new, integrated energy management systems at all school sites to substantially reduce the yearly utility burden for District schools in perpetuity. This plan would alleviate a substantial financial responsibility from the General Fund, allowing District leadership to leverage monies to support other goals such as creating and strengthening academy programs or other methods to increase student achievement and ADA.

At the conclusion of this phased implementation program, La Habra City School District will proudly boast contemporary campuses with modern support facilities, utility and energy management systems. These schools will operate smoothly, efficiently, and effectively, increasing student engagement and achievement. The actual learning of students—the focus of this program—will benefit from equitable access to advanced mobile classroom technology, effectively completing the transformation of District classrooms from their present state to the 21st century learning environments that children of tomorrow deserve and expect.



Site Assessments

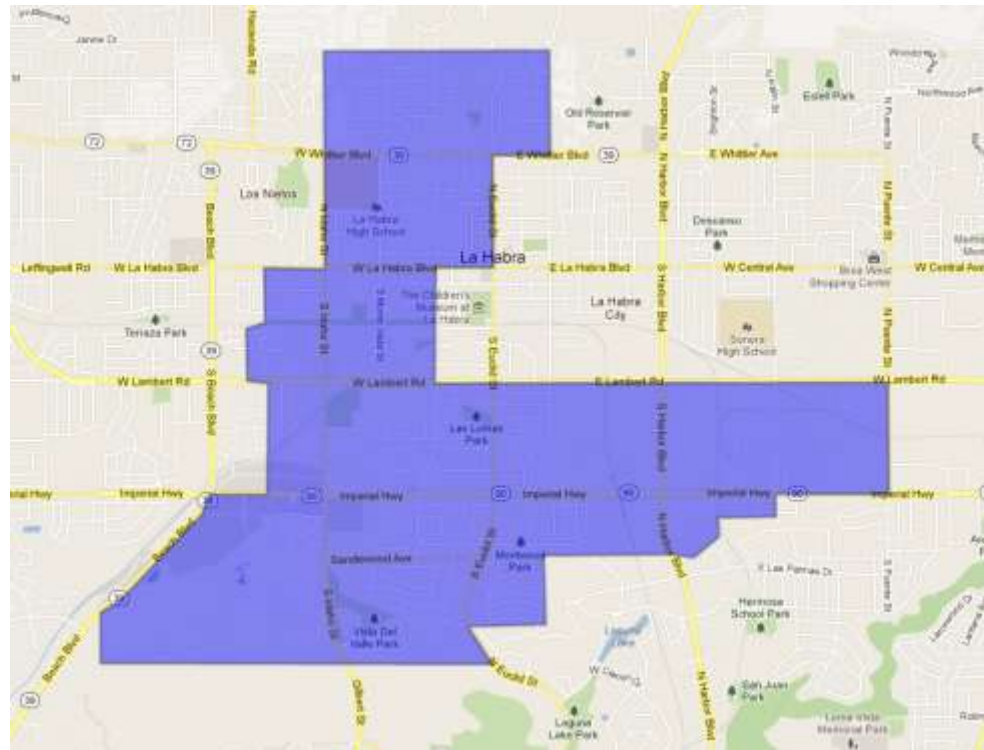


Imperial Middle School Overview

School Site Information:

- Grade Level: 6-8
- Original Construction Date: 1961
- Modernization Date: 2002
- Total Square Feet: 50,000
- Enrollment (2011-12): 923
- Total Classrooms: 30
- Available Parking: 115

Attendance Area



Satellite View



Imperial Middle School

Imperial is a sixth through eighth grade middle school completed in 1961. A modernization in 2002 sought to address overcapacity issues that the school was experiencing at the time, with new permanent classroom space, major repair work, electrical improvements, maintenance, drainage improvements, and modernized bathrooms.

Overall, the school is in good physical condition, though in need of various continuing maintenance and functionality improvements. Roof leaks were identified in the newest classroom building and drainage issues result in pooling of water on the grounds nearby. Interior walls in several permanent classrooms are in need of repair and certain classrooms have insufficient whiteboard space. HVAC systems are in good condition, but aging windows could be replaced with more energy efficient alternatives and classroom motion sensors could provide automatic lighting/HVAC control to reduce costs of operation. Science labs include three classrooms with water and gas supply, however the lab stations installed in the last modernization reflect a cost-cutting approach that severely limits the functionality of the current configuration. Science labs and key classrooms should be reconfigured and modernized to meet current standards of science and technology instruction.

The campus houses two newer computer labs installed in the last year, along with remaining older computer equipment in the library. Technology in individual classrooms is limited and does not allow universal access to digital resources for students and teachers. Labs, library and classroom computers **could be reconfigured to better allocate technology resources.** In addition, the site's IT infrastructure, security, and phone systems are outdated, and should be replaced with a holistic, integrated solution. Furthermore, site administrators note that 40% of students do not have internet access at home, and consequently additional time with technology resources at school is a priority in preparing students for a 21st century world.

The campus was built on an expansive site and features a substantial playing field area. The field is jointly used by the community, including AYSO soccer events. The school amphitheater is used for campus-wide outdoor events such as graduation and a multipurpose room is shared with Las Positas Elementary and provides indoor event space.

With the recent elimination of student bussing to the site, traffic circulation has significantly worsened, necessitating an improved plan for student pick-up and drop-off. Visitors also may find difficulty identifying the campus entry or main office, as Imperial lacks appropriate signage or identification of a "front door."



Imperial Middle School Existing Conditions

LEGEND

TEACHING SPACES

- A CLASSROOM
- B KINDERGARTEN
- C WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

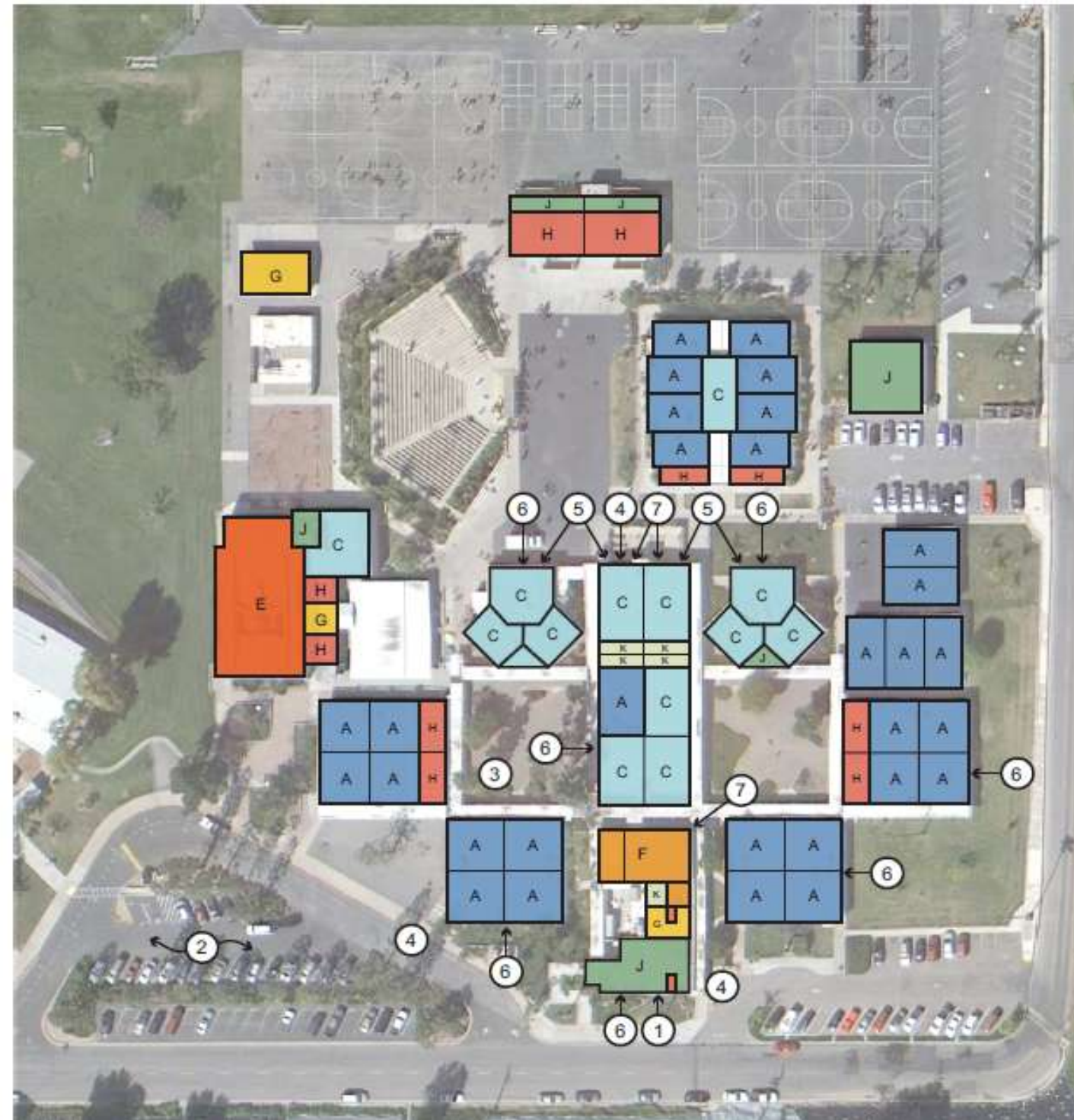
- D CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E MULTI-PURPOSE ROOM
- F LIBRARY
- G FOOD SERVICE, LOUNGE
- H RESTROOM
- L COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J ADMINISTRATION
- K MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- RELOCATABLE



KEY ISSUES

- ① CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS ARE OUTDATED AND NEED UPGRADING.
- ② THE CURRENT VEHICULAR CIRCULATION AND PARKING ARRANGEMENT IS INADEQUATE.
- ③ ROOFING SYSTEMS IN CERTAIN AREAS ARE REACHING THE ENDS OF THEIR USEFUL LIVES AND ARE IN NEED OF REPAIR/REPLACEMENT.
- ④ ENTRY IDENTIFICATION AND WAYFINDING NEED IMPROVEMENT.
- ⑤ SCIENCE LABS AND CLASSROOMS ARE OUTDATED AND IN NEED OF MODERNIZATION TO SUPPORT ACADEMICS.
- ⑥ HVAC CONTROL SYSTEMS AND WINDOW SYSTEMS MUST BE UPGRADED TO IMPROVE ENERGY CONSERVATION.
- ⑦ CLASSROOMS AND STUDENT SUPPORT FACILITIES ARE IN NEED OF MODERNIZATION TO SUPPORT ACADEMICS.



Imperial Middle School Proposed Projects

LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- RELOCATABLE



KEY PROJECTS

- D-1** UPGRADE CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS.
- D-2** REPAIR/REPLACE ROOFING SYSTEMS.
- D-3** IMPROVE ENERGY MANAGEMENT SYSTEMS INCLUDING UPGRADED WINDOWS.
- IM-1** IMPROVE DROP-OFF AREA CIRCULATION.
- IM-2** UPGRADE SCIENCE LAB FUNCTIONALITY.
- IM-3** IMPROVE CAMPUS ENTRY AESTHETICS.
- IM-4** IMPROVE LIBRARY AND CLASSROOM CONFIGURATION.



Washington Middle School Overview

School Site Information:

- Grade Level: 6-8
- Original Construction Date: 1934, 1999
- Total Square Feet: 45,000
- Enrollment (2010): 889
- Total Classrooms: 34
- Available Parking: 86

Attendance Area



Satellite View



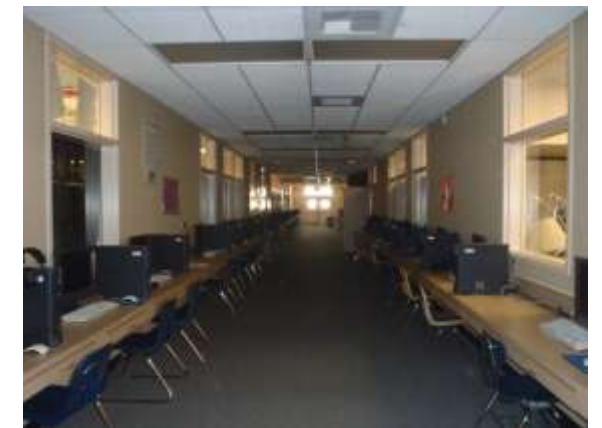
Washington Middle School

Washington is a sixth through eighth grade middle school that represents the District's heritage as its oldest school site, first occupied by a school house in 1886. Current school buildings vary in age from one built in 1934 to several completed in 1999. In 2004 classrooms were modernized with the addition of upgraded cabinets and wiring as well as remodeled restrooms. A fire during the summer of 2010 necessitated the reconstruction of five classrooms during the 2010-11 school year.

Security concerns in the wake of the fire persist, and options should be considered for improving hallway lighting at night. Any new security system should be integrated with new campus IT infrastructure and phone systems. The campus' aesthetics are in good condition with minor repairs needed in selected interior spaces. Exterior windows are in fair condition but should be replaced with more energy efficient alternatives to decrease operating costs. Roof leaks occur around penetrations and flashings of roof-mounted equipment on the library, locker rooms and most classroom buildings. HVAC is available in all classrooms but provide inconsistent service across the campus as a whole. Implementing an integrated HVAC system would allow the District to better manage the District's resources. The kitchen could also be upgraded to account for poor lighting conditions.

With few exceptions, all permanent classrooms have A/V projectors and screens for classroom instruction. A new computer lab was installed recently, but certain lab spaces are used inefficiently, and classroom computer access to digital resources is limited. This campus offers facilities for extracurricular activities such as music and shop in dedicated spaces that have been maintained, though the shop space is currently unutilized. The campus provides a variety of playfields for sports and recreation activities. Site administrators note overlapping chain-link fencing on the interior of the campus that does not serve a security purpose, makes access more difficult, and detracts from campus appearance. Site administrators noted the need for increased covered lunch space.

Like Imperial Middle School, the elimination of student bussing has significantly deteriorated circulation, necessitating an improved plan for student pick-up and drop-off. An improved campus entry experience would also include better information displays, such as an electronic marquis that provides community updates on school achievements.



Washington Middle School Existing Conditions

LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

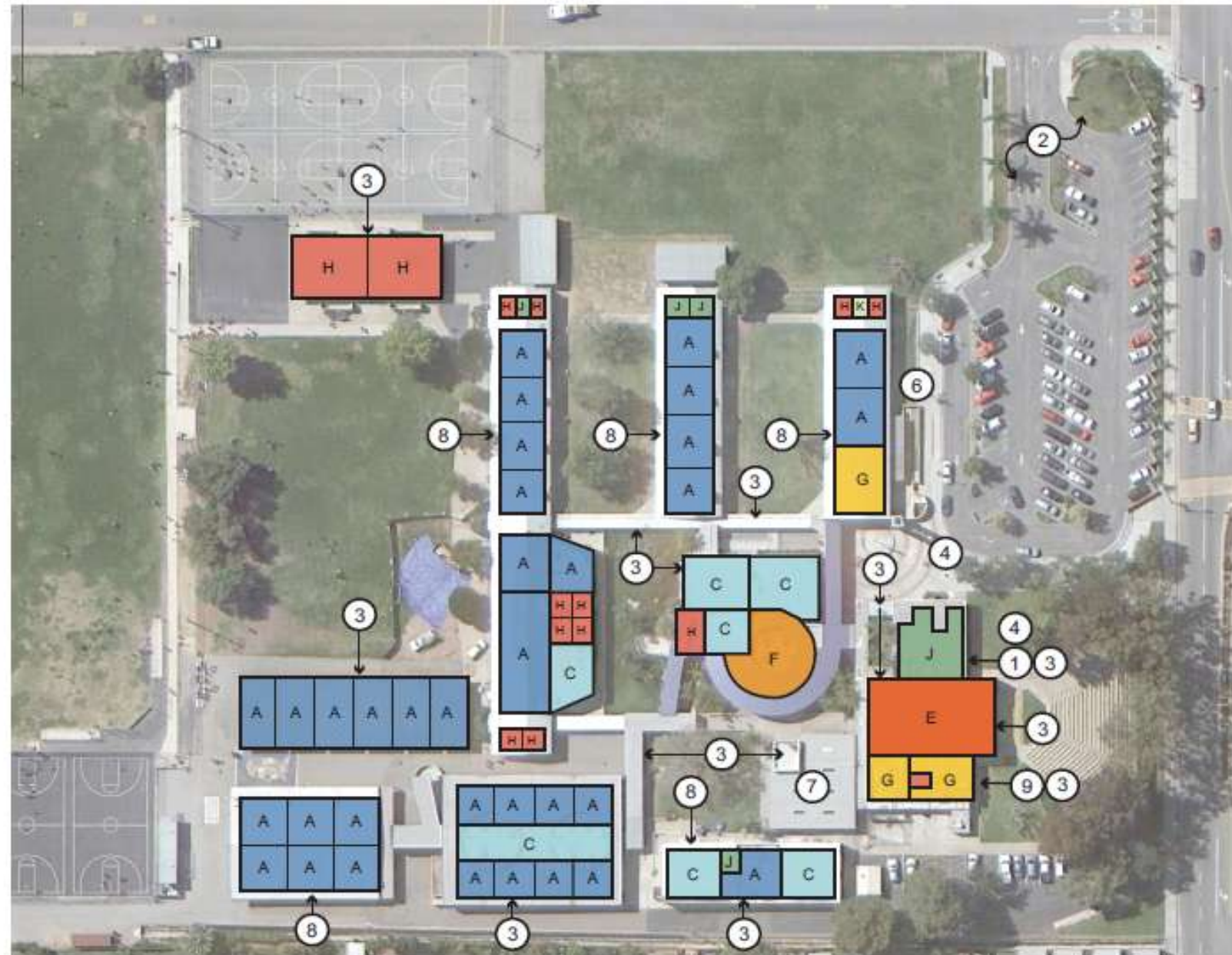
- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- ▨** RELOCATABLE



ISSUES

- 1 CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS ARE OUTDATED AND NEED UPGRADING.
- 2 THE CURRENT VEHICULAR CIRCULATION AND PARKING ARRANGEMENT IS INADEQUATE.
- 3 ROOFING SYSTEMS IN CERTAIN AREAS ARE REACHING THE ENDS OF THEIR USEFUL LIVES AND ARE IN NEED OF REPAIR/REPLACEMENT.
- 4 ENTRY IDENTIFICATION AND WAYFINDING NEEDS IMPROVEMENT.
- 5 HVAC CONTROL SYSTEMS AND WINDOW SYSTEMS MUST BE UPGRADED TO IMPROVE ENERGY CONSERVATION.
- 6 EXTERIOR LIGHTING IMPROVEMENTS ARE REQUIRED TO ENHANCE SAFETY.
- 7 COVERED EATING AREAS ARE INADEQUATE FOR THE CURRENT STUDENT POPULATION.
- 8 CLASSROOM INTERIORS ARE IN NEED OF MODERNIZATION TO SUPPORT ACADEMICS.
- 9 KITCHEN LIGHTING HAS DETERIORATED OVER TIME AND IS IN NEED OF REPLACEMENT.



Washington Middle School Proposed Improvements

LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- ▨** RELOCATABLE



PROJECTS

- D-1** UPGRADE CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS.
- D-2** REPAIR/REPLACE ROOFING SYSTEMS.
- D-3** IMPROVE ENERGY MANAGEMENT SYSTEMS INCLUDING UPGRADED WINDOWS.
- WS-1** IMPROVE DROP-OFF AREA CIRCULATION.
- WS-2** PROVIDE MAINTENANCE AND RENOVATION OF INTERIOR SPACES.
- WS-3** IMPROVE SITE OUTDOOR LIGHTING.
- WS-4** IMPROVE CAMPUS ENTRY AESTHETICS.
- WS-5** EXPAND COVERED LUNCH AREAS.
- WS-6** IMPROVE KITCHEN LIGHTING.

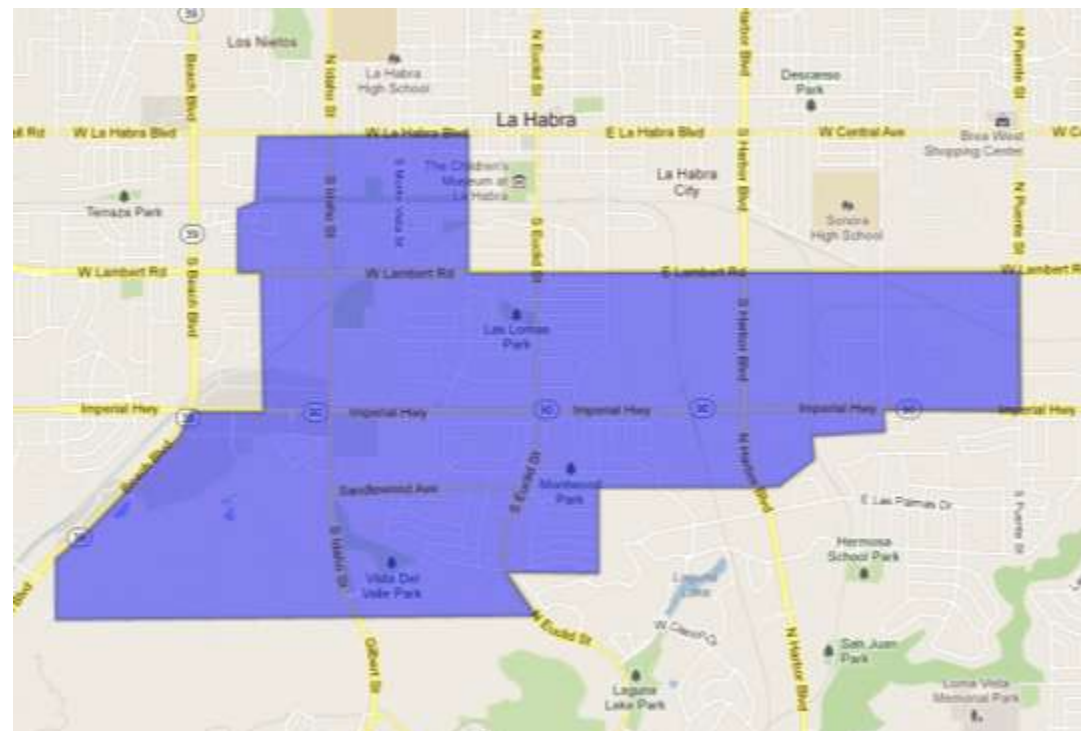


Las Positas Elementary School Overview

School Site Information:

- Grade Level: 3-5
- Original Construction Date: 1964
- Modernization Date: 2005
- Total Square Feet: 36,000
- Enrollment (2010): 578
- Total Classrooms: 25
- Available Parking: 68

Attendance Area



Satellite View



Las Positas Elementary School

Las Positas is a third through fifth grade elementary school with five main buildings built at different times. The first structure was completed in 1964 and a recent addition of a two-story classroom building with ten classrooms was completed in 2005. All other buildings were remodeled in 2001, and are in good condition. A modular food service building was installed in the fall of 2010.

The campus is in a good condition overall. Classrooms are well maintained, but dated and are in some cases lacking projectors or TVs as well as sufficient connectivity. The campus has made previous investments to make technology available to students, providing 78 workstations in the campus' two computer labs. However, the this hardware is becoming dated, and is not sufficient to support the current generation of digital learning materials. In order to complete the integration of technology into Las Positas, the school requires updated IT infrastructure, integrated with new security and alarm systems. Like other schools in the District, hollow metal frame windows do not provide an effective temperature barrier and the HVAC system is inefficient.

While the lunch area is covered, drainage issues make much of the space unusable during inclement weather. Additionally, the system of covered walkways leading from classrooms to the lunch area is incomplete. A lack of outdoor lighting has been noted as a security concern for nighttime security and safety. The campus terrain makes drop-off especially difficult, with many students walking up and down a hill to the nearby street rather than negotiate the troubled hilltop drop-off zone.

The site administration envisions developing the campus as a "leadership school" guided by an environmental focus as well as Sean Covey's *7 Habits of Highly Effective Kids*.



Las Positas Elementary School Existing Conditions



- ISSUES**
- 1 CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS ARE OUTDATED AND NEED UPGRADING.
 - 2 THE CURRENT VEHICULAR CIRCULATION, DROP OFF AREA, AND PARKING ARRANGEMENT IS INADEQUATE.
 - 3 ROOFING SYSTEMS IN CERTAIN AREAS ARE REACHING THE END OF THEIR USEFUL LIVES AND ARE IN NEED OF REPAIR/REPLACEMENT.
 - 4 PERIMETER SECURITY LIGHTING MUST BE IMPROVED.
 - 5 COVERED WALKWAYS ARE REQUIRED TO LINK TO THE LUNCH AREA.
 - 6 SITE DRAINAGE IS INADEQUATE AND MUST BE IMPROVED.
 - 7 HVAC CONTROL SYSTEMS AND WINDOW SYSTEMS MUST BE UPGRADED TO IMPROVE ENERGY CONSERVATION.

LEGEND

TEACHING SPACES	SUPPORTING SPACES	ADMINISTRATION SPACES
A CLASSROOM	D CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.	J ADMINISTRATION
B KINDERGARTEN	E MULTI-PURPOSE ROOM	K MAINTENANCE AND OPERATIONS
C WORKROOM, SPEECH, MUSIC, COMPUTER, SPECIALTY, ETC.	F LIBRARY	SITE
	G FOOD SERVICE, LOUNGE	 PROPERTY LINE
	H RESTROOM	 RELOCATABLE
	L COUNTY OWNED FACILITY	



Las Positas Elementary School Proposed Improvements

LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- ▨** RELOCATABLE



PROJECTS

- D-1** UPGRADE CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS.
- D-2** REPAIR/REPLACE ROOFING SYSTEMS.
- D-3** IMPROVE ENERGY MANAGEMENT SYSTEMS INCLUDING UPGRADED WINDOWS.
- LS-1** IMPROVE CIRCULATION AND HILLTOP DROP-OFF ZONE.
- LS-2** IMPROVE SITE OUTDOOR LIGHTING.
- LS-3** CONSTRUCT COVERED WALKWAYS TO LUNCH AREA.
- LS-4** REMEDIATE LUNCH AREA DRAINAGE.

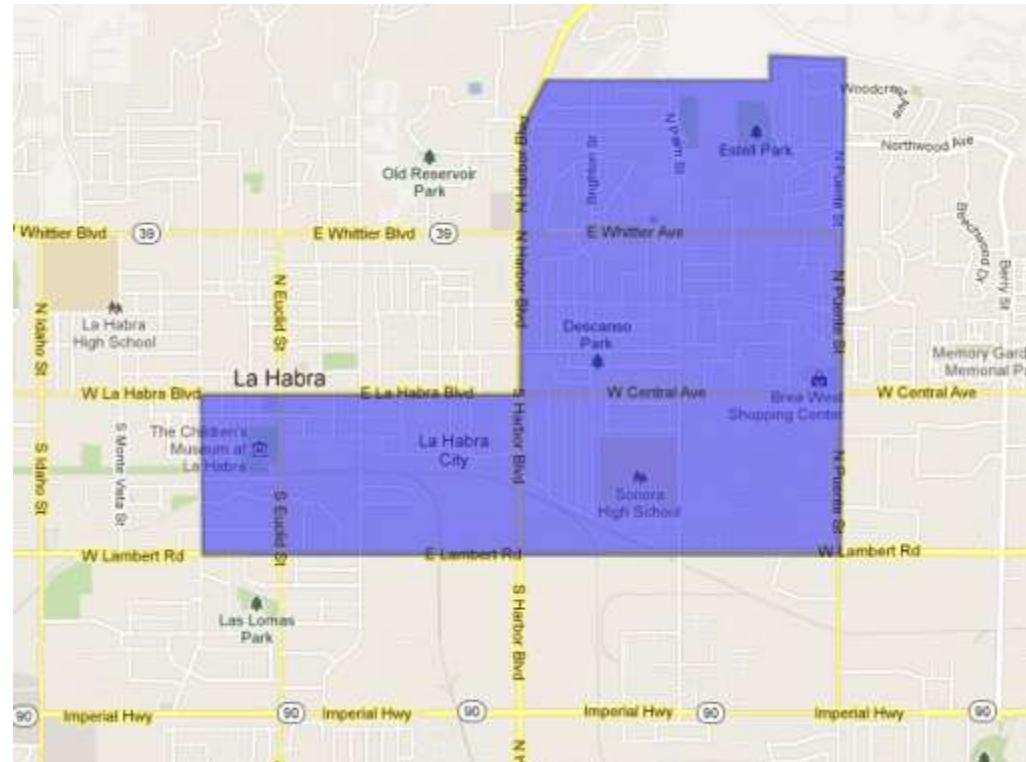


Sierra Vista Elementary School Overview

School Site Information:

- Grade Level: 3-5
- Original Construction Date: 1958-1960
- Modernization Date: 2001-2003
- Total Square Feet: 40,000
- Enrollment (2010): 607
- Total Classrooms: 32
- Available Parking: 70

Attendance Area



Satellite View



Sierra Vista Elementary School

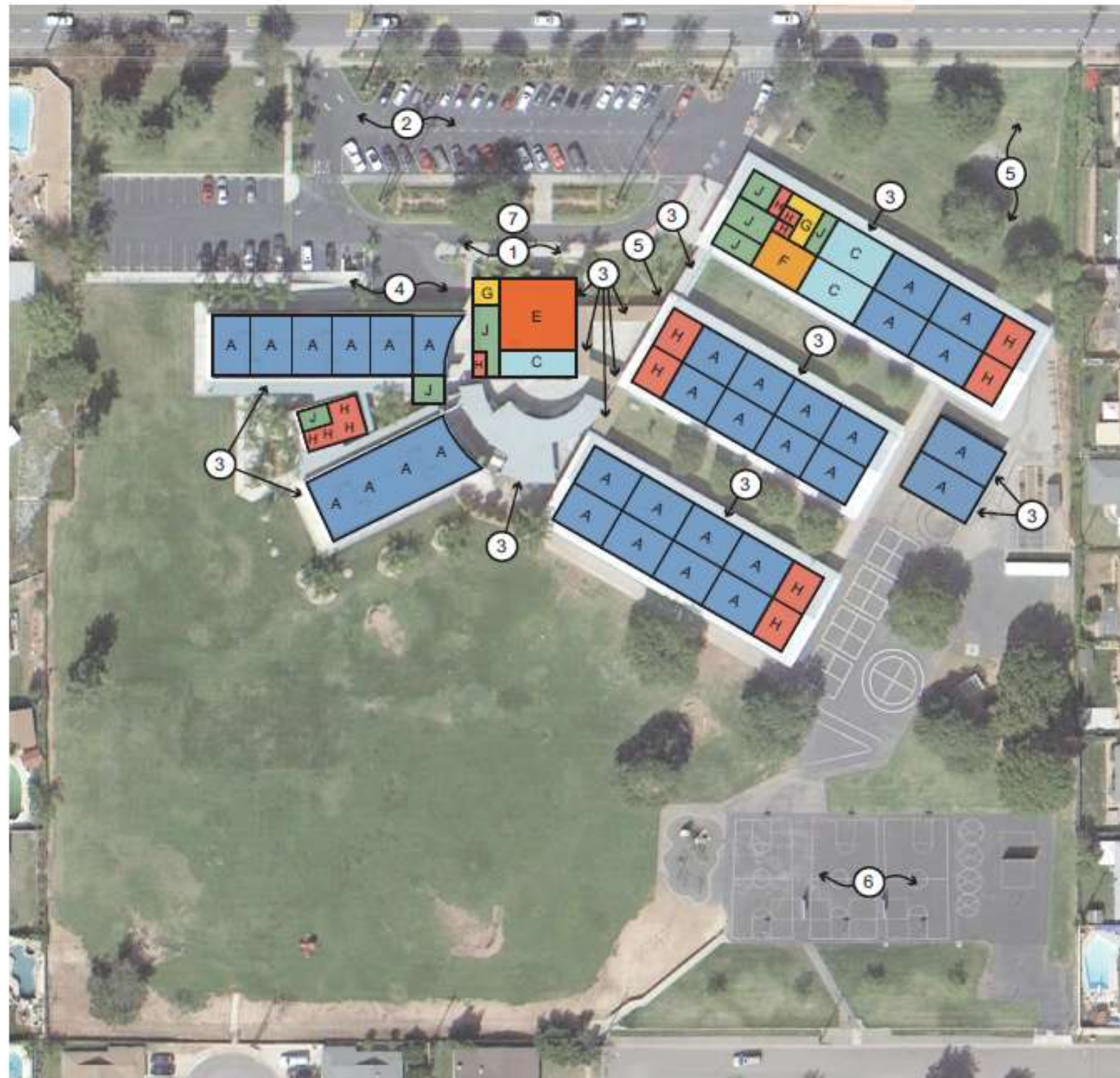
Sierra Vista is a third through fifth grade elementary school opened in 1958 with two buildings, and completed in 1960 with the addition of a third building and multipurpose room. In 2001 the school was modernized with Measure “K” funds and updated with new electrical, exterior plumbing, classroom cabinets, doors, carpet, dropped ceilings, updated exterior paint, a new roof, internet access, and ADA accommodations. New phone, bell, and alarm systems were installed in all buildings, along with pre-wiring for a new wing. The new wing was completed in 2003, consisting of classrooms, a small workroom, a psychologist’s office, and new restrooms.

The school grounds are well maintained and feature updated landscaping. Windows in the older classrooms may be replaced with more energy efficient alternatives as the current windows are in fair condition, and show signs of age. Classroom carpets also show significant wear. The site features many unique technology investments, and will include six “tech rooms” that compliment two existing computer labs as well as approximately three computers in each classroom.

Parking is poorly allocated and overall site lighting is insufficient at night. Drainage issues persist due to poor gutter design. The playground is large and well maintained, however its design combines too many uses in close proximity, limiting the number of students that can make use of the space and necessitating a dual-recess schedule. A reconfigured playground could allow the school to switch to a more efficient one-lunch rotation.



Sierra Vista Elementary School Existing Conditions



- ISSUES**
- ① **CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS ARE OUTDATED AND NEED UPGRADING.**
 - ② **THE CURRENT VEHICULAR CIRCULATION AND PARKING ARRANGEMENT IS INADEQUATE.**
 - ③ **ROOFING SYSTEMS IN CERTAIN AREAS ARE REACHING THE END OF THEIR USEFUL LIVES AND ARE IN NEED OF REPAIR/REPLACEMENT.**
 - ④ **EXTERIOR LIGHTING IMPROVEMENTS ARE REQUIRED TO ENHANCE SECURITY.**
 - ⑤ **SITE DRAINAGE HAS DETERIORATED OVER TIME AND MUST BE IMPROVED.**
 - ⑥ **PLAYGROUND AREAS NEED SAFETY AND ACCESS UPGRADES.**
 - ⑦ **HVAC CONTROL SYSTEMS AND WINDOW SYSTEMS MUST BE UPGRADED TO IMPROVE ENERGY CONSERVATION.**

LEGEND

<u>TEACHING SPACES</u>		<u>SUPPORTING SPACES</u>		<u>ADMINISTRATION SPACES</u>	
A	CLASSROOM	D	CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.	J	ADMINISTRATION
B	KINDERGARTEN	E	MULTI-PURPOSE ROOM	K	MAINTENANCE AND OPERATIONS
C	WORKROOM, SPEECH, MUSIC, COMPUTER, SPECIALTY, ETC.	F	LIBRARY		SITE PROPERTY LINE
		G	FOOD SERVICE, LOUNGE		RELOCATABLE
		H	RESTROOM		
		L	COUNTY OWNED FACILITY		



Sierra Vista Elementary School Proposed Improvements

LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- ▨** RELOCATABLE



PROJECTS

- D-1** UPGRADE CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS.
- D-2** REPAIR/REPLACE ROOFING SYSTEMS.
- D-3** IMPROVE ENERGY MANAGEMENT SYSTEMS INCLUDING UPGRADED WINDOWS.
- SV-1** IMPROVE DROP-OFF AREA CIRCULATION.
- SV-2** IMPROVE SITE OUTDOOR LIGHTING.
- SV-3** REMEDIATE DRAINAGE ISSUES.
- SV-4** IMPROVE PLAYGROUND.



Walnut Elementary School Overview

School Site Information:

- Grade Level: 3-5
- Original Construction Date: 1954-1964
- Modernization Date: 2001
- Total Square Feet: 32,000
- Enrollment (2010): 543
- Total Classrooms: 24
- Available Parking: 82

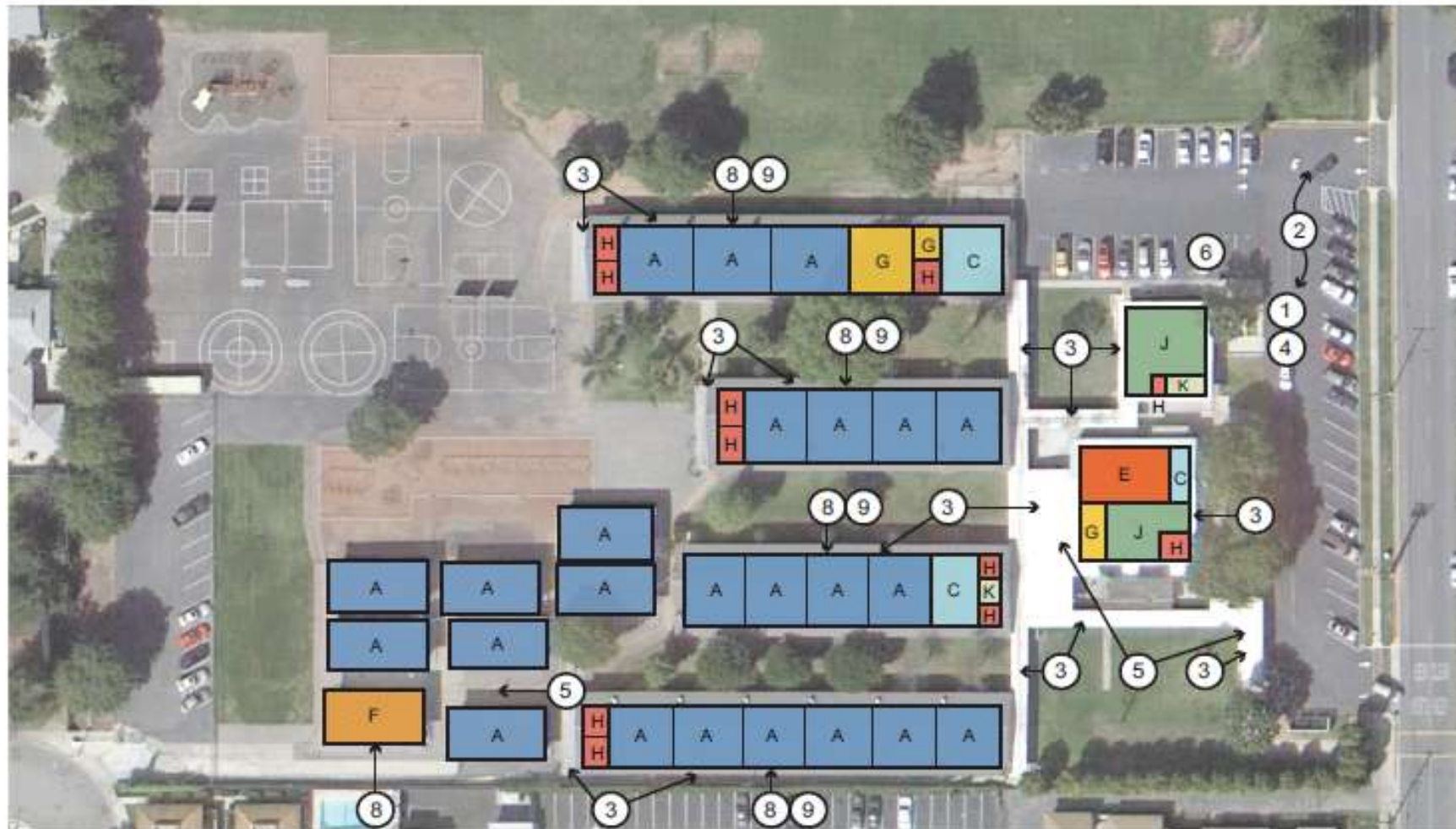
Satellite View



Attendance Area



Walnut Elementary School Existing Conditions



LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- RELOCATABLE



ISSUES

- 1 CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS ARE OUTDATED AND NEED UPGRADING.
- 2 THE CURRENT VEHICULAR CIRCULATION AND PARKING ARRANGEMENT IS INADEQUATE.
- 3 ROOFING SYSTEMS IN CERTAIN AREAS ARE REACHING THE END OF THEIR USEFUL LIVES AND ARE IN NEED OF REPAIR/REPLACEMENT.
- 4 ENTRY IDENTIFICATION AND WAYFINDING NEED IMPROVEMENT.
- 5 SITE DRAINAGE IS INADEQUATE AND MUST BE IMPROVED.
- 6 SITE LIGHTING IS INADEQUATE AND MUST BE IMPROVED.
- 7 HVAC CONTROL SYSTEMS AND WINDOW SYSTEMS MUST BE UPGRADED TO IMPROVE ENERGY CONSERVATION.
- 8 CLASSROOMS AND STUDENT SUPPORT FACILITIES ARE IN NEED OF UPGRADES.
- 9 CLASSROOM INTERIORS ARE IN NEED OF MODERNIZATION TO CURRENT DISTRICT STANDARDS.



Walnut Elementary School

Walnut is a third through fifth grade elementary school opened in 1954, with additions added in 1964. In 2001, the campus was modernized with Measure “K” funds. A new fire system was installed, drinking fountains, bathrooms, walkways, and the stage were modernized, and SMART boards were added to the classrooms in permanent buildings.

The overall condition of the campus is good to fair. The permanent classrooms are in need of a facelift. Interior walls need touch-up and replacement in some cases while doors and windows show signs of wear. The interior classroom environment also requires installation of dropped ceilings to improve energy efficiency and establish uniformity with other District classrooms. Safety improvements such as anchoring cabinets and other fixtures are necessary in order to stay in compliance with District standards. A new system that integrates IT infrastructure and wireless networking, phone, and security systems is necessary.

Relocatable classrooms on site are in poor condition, showing signs of dry rot, termite damage, and roof leaks. They should be replaced with underutilized relocatable classrooms from other district sites. Classroom space could be better configured to maximize potential of the school library. Administration spaces are also in need of upgrades as conditions are below that of most of the other school sites. The campus entrance poorly identifies the school and office, and new wayfinding signage is needed to improve campus entry aesthetics. Pedestrian-level lighting is poor at night

Campus administrators are needed to direct traffic in the parking lot during drop-off and pick-up times, suggesting a need for a revised circulation plan. Drainage issues persist, particularly near room 16 as well as in the covered lunch area. Several of the classrooms suffer from leaking roofs and have been patched. The multipurpose room suffers from poor energy management, often becoming too hot or too cold.



Walnut Elementary School Proposed Improvements



LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- ▨** RELOCATABLE

PROJECTS

- D-1** UPGRADE CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS.
- D-2** REPAIR/REPLACE ROOFING SYSTEMS.
- D-3** IMPROVE ENERGY MANAGEMENT SYSTEMS INCLUDING UPGRADED WINDOWS.
- WN-1** IMPROVE DROP-OFF AREA CIRCULATION.
- WN-2** IMPROVE SITE OUTDOOR LIGHTING.
- WN-3** REMEDIATE DRAINAGE ISSUES.
- WN-4** IMPROVE CAMPUS ENTRY AESTHETICS.
- WN-5** RECONFIGURE CLASSROOM SPACE TO IMPROVE LIBRARY.
- WN-6** UPGRADE INTERIOR SPACES TO CURRENT DISTRICT STANDARDS.



Arbolita Elementary School Overview

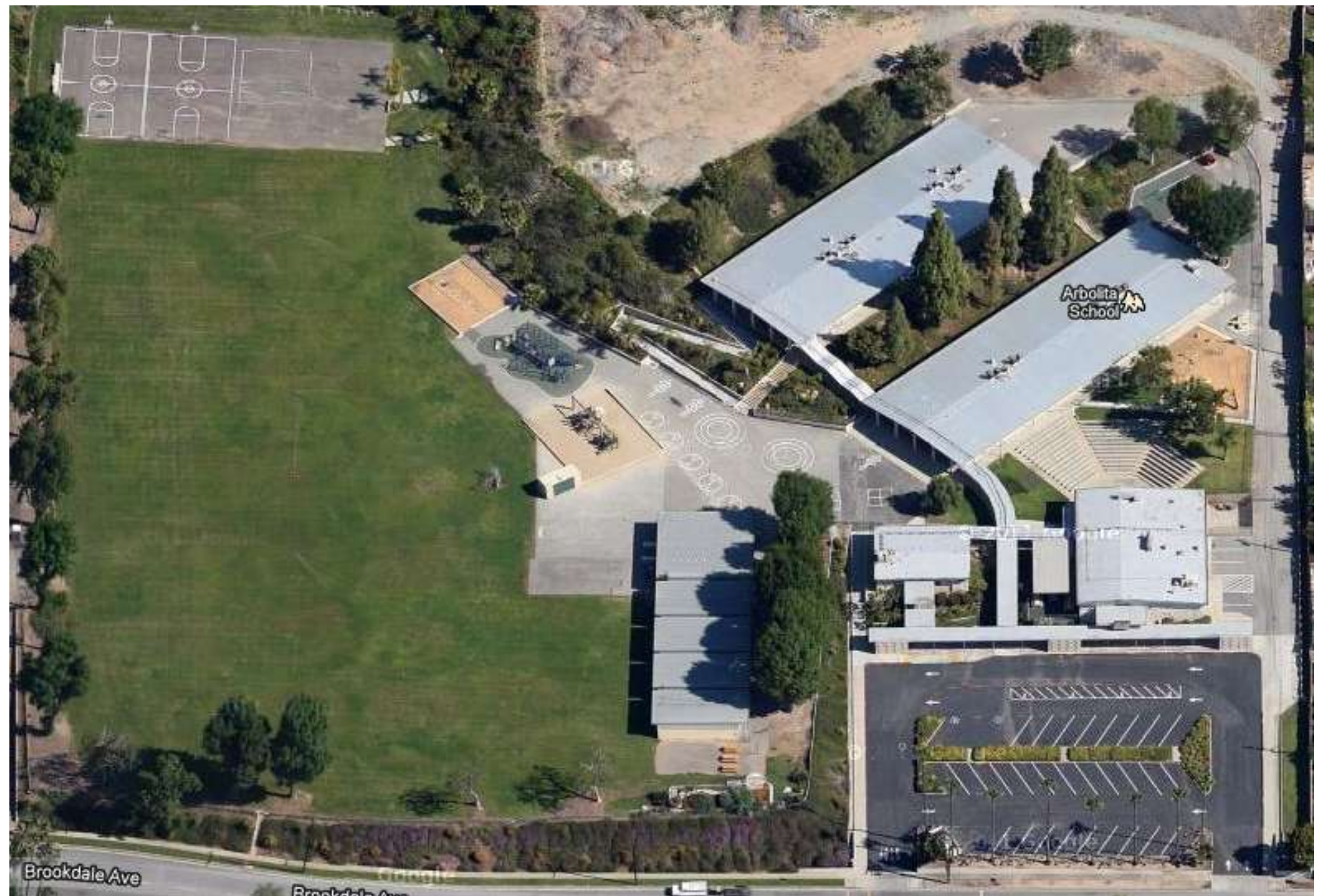
School Site Information:

- Grade Level: K-2
- Reopened in: 1997
- Total Square Feet: 26,000
- Enrollment (2010): 347
- Total Classrooms: 16
- Available Parking: 36

Attendance Area



Satellite View



Arbolita Elementary School

Arbolita is a kindergarten through second grade elementary school reopened and refurbished in 1997 to accommodate needed space for elementary class size reductions. Prior to its reopening, the campus was utilized for fifteen years as a community day care facility. The site's refurbishing in 1997 included new paint, carpets, ceilings, and white boards, and installation of portable classrooms.

The campus exterior grounds are well cared for, though some blacktop play areas are demonstrate need for resurfacing. Many building windows are old, poorly sealed and are single paned. Additionally, most doors on site lack weather-stripping and some are non-operable. Permanent classrooms were not reconfigured in the 2000 modernization, and thus do not featured dropped ceilings, modern lighting, and improved HVAC efficiencies. Classroom interiors are in need of modernization to be brought up to District standards.

The exterior components of the permanent classrooms (classrooms 1-16) are well maintained and in good condition. The interior components which include carpet, vinyl flooring, casework and white boards are in fair condition. Some classroom carpets show significant wear, with tattered entry areas. Both the walls and ceilings are generally in good condition, yet some show major signs of water damage from the roof. Roofing on the administration building, the multi-purpose building, and all relocatable classrooms is in very poor condition.



Arbolita Elementary School Existing Conditions



ISSUES

- 1 CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS ARE OUTDATED AND NEED UPGRADING.
- 2 ROOFING SYSTEMS IN CERTAIN AREAS ARE REACHING THE ENDS OF THEIR USEFUL LIVES AND ARE IN NEED OF REPAIR/REPLACEMENT.
- 3 HVAC CONTROL SYSTEMS AND WINDOW SYSTEMS MUST BE UPGRADED TO IMPROVE ENERGY CONSERVATION.
- 4 CLASSROOM INTERIORS ARE IN NEED OF MODERNIZATION TO CURRENT DISTRICT STANDARDS

LEGEND

TEACHING SPACES

- A CLASSROOM
- B KINDERGARTEN
- C WORKROOM, SPEECH, MUSIC, COMPUTER, SPECIALTY, ETC.

SUPPORTING SPACES

- D CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E MULTI-PURPOSE ROOM
- F LIBRARY
- G FOOD SERVICE, LOUNGE
- H RESTROOM
- L COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J ADMINISTRATION
- K MAINTENANCE AND OPERATIONS

- SITE**
- PROPERTY LINE
 - ▨ RELOCATABLE



Arbolita Elementary School Proposed Improvements

LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- ▨** RELOCATABLE



PROJECTS

- D-1** UPGRADE CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS.
- D-2** REPAIR/REPLACE ROOFING SYSTEMS.
- D-3** IMPROVE ENERGY MANAGEMENT SYSTEMS INCLUDING UPGRADED WINDOWS.
- AR-1** UPGRADE INTERIOR SPACES TO CURRENT DISTRICT STANDARDS.



El Cerrito Elementary School Overview

School Site Information:

- Grade Level: K-2
- Original Construction Date: 1959-1962
- Modernization Date: 2000
- Total Square Feet: 34,000
- Enrollment (2010): 402
- Total Classrooms: 24
- Available Parking: 40

Attendance Area



Satellite View



El Cerrito Elementary School

El Cerrito is a kindergarten through second grade elementary school built in phases, between 1959 and 1962 and modernized with Measure "K" bond funds in 2000. The modernization provided upgraded classroom interiors, including additional storage space for teaching material, electrical outlets for technology and equipment, new carpeting and flooring, and modern lighting. The site also received ADA accessibility upgrades, updated playground areas, a covered lunch area and the construction of a new classroom building that includes eight classrooms, bathrooms for students and staff, and a new staff lounge/workroom.

The campus is in good condition overall and expresses a "pride of place" with clean and well cared for interiors and exterior grounds. Many of the classrooms have access to televisions or A/V projectors but the campus lacks a general uniformity of resources. Additionally, connectivity is available in only a few classrooms thus limiting teachers' ability to provide lesson plans that take advantage of online digital resources. A new system that integrates IT infrastructure and wireless networking, phone, and security systems is necessary.

The staff currently faces maintenance issues throughout the site, with several classrooms exhibiting stained ceiling tiles as a result of leaking roofs; this is especially prominent in some of the site's oldest portable buildings. Ramps to the portable buildings are in need of maintenance and electrical and plumbing connections to the main campus have deteriorated and are prone to damage. There are additional plumbing issues in the administration building.

Enrollment has declined since the last modernization, and several rooms throughout the site originally intended for instructional purposes are now used as staff workspaces and meeting rooms as well as for storage of supplies, books, chairs, and other resources. Underused spaces should be examined for possible reconfiguration to better meet curriculum needs. Site administrators note an increase in circulation challenges for student drop-off and pick-up with recent decreases in bussing.



El Cerrito Elementary School Existing Conditions



ISSUES

- ① CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS ARE OUTDATED AND NEED UPGRADING.
- ② ROOFING SYSTEMS IN CERTAIN AREAS ARE REACHING THE ENDS OF THEIR USEFUL LIVES AND ARE IN NEED OF REPAIR/REPLACEMENT.
- ③ HVAC CONTROL SYSTEMS AND WINDOW SYSTEMS MUST BE UPGRADED TO IMPROVE ENERGY CONSERVATION.
- ④ THE CURRENT VEHICULAR CIRCULATION AND PARKING ARRANGEMENT IS INADEQUATE.
- ⑤ PORTIONS OF EXISTING BUILDINGS MUST BE RECONFIGURED TO SUPPORT CURRENT ACADEMIC NEEDS.
- ⑥ PLUMBING HAS DETERIORATED AND IS IN NEED OF REPAIR.

LEGEND

TEACHING SPACES

- A CLASSROOM
- B KINDERGARTEN
- C WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E MULTI-PURPOSE ROOM
- F LIBRARY
- G FOOD SERVICE, LOUNGE
- H RESTROOM
- L COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J ADMINISTRATION
- K MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- RELOCATABLE



El Cerrito Elementary School Proposed Improvements



LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- ▨** RELOCATABLE

PROJECTS

- D-1** UPGRADE CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS.
- D-2** REPAIR/REPLACE ROOFING SYSTEMS.
- D-3** IMPROVE ENERGY MANAGEMENT SYSTEMS INCLUDING UPGRADED WINDOWS.
- EC-1** IMPROVE DROP-OFF AREA CIRCULATION.
- EC-2** RECONFIGURE UNDERUTILIZED ROOMS.
- EC-3** ADDRESS PLUMBING ISSUES IN ADMINISTRATION BUILDING.



Ladera Palma Elementary School Overview

School Site Information:

- Grade Level: K-2
- Original Construction Date: 1962
- Modernization Date: 2000
- Total Square Feet: 34,000
- Enrollment (2010): 463
- Total Classrooms: 20
- Available Parking: 90

Attendance Area



Satellite View



Ladera Palma Elementary School

Ladera Palma is a kindergarten through second grade elementary school built in 1962, and modernized with Measure “K” bond funds in 2000. Students enrolled at Ladera Palma matriculate to Sierra Vista for third grade. The campus also hosts the district’s “Kid Zone” daycare center.

The modernization provided upgraded classroom interiors, including additional storage space for teaching material, electrical outlets for technology and equipment, new carpeting and flooring, and modern lighting. The site also received ADA accessibility upgrades, updated playground areas, a covered lunch area, improved bathrooms, and improved security fencing.

The site features both AM and PM kindergarten programs to accommodate parent schedules, but lacks adequate traffic circulation during drop-off and pick-up times. Exterior grounds are well maintained, however water intrusion has been noted due to insufficient drainage and gutter systems, particularly for classrooms 13 and 14 that face the playground. Several classrooms require flooring upgrades and roofing systems in certain areas require immediate repair. The site relies on several aging portables, one of which houses the library. The outdoor amphitheater is a desirable space for school programs.

There has been a previous effort to place televisions and projectors in each of the classrooms, however, specific components such as projector screens have been removed from some of the classrooms. The inconsistency of available resources between classrooms can limit the flexibility of classroom instruction. The staff lounge lacks connectivity, preventing future use of the space for preparation of digital coursework. Along with improved IT infrastructure, the site should install integrated security and phone systems.



Ladera Palma Elementary School Existing Conditions



- KEY ISSUES**
- ① **CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS ARE OUTDATED AND NEED UPGRADING.**
 - ② **THE CURRENT VEHICULAR CIRCULATION AND PARKING ARRANGEMENT IS INADEQUATE.**
 - ③ **ROOFING SYSTEMS IN CERTAIN AREAS ARE REACHING THE END OF THEIR USEFUL LIVES AND ARE IN NEED OF REPAIR/REPLACEMENT.**
 - ④ **CLASSROOMS AND STUDENT SUPPORT FACILITIES ARE IN NEED OF UPGRADES.**
 - ⑤ **FLOORING HAS DETERIORATED OVER TIME AND MUST BE REPLACED.**
 - ⑥ **HVAC CONTROL SYSTEMS AND WINDOW SYSTEMS MUST BE UPGRADED TO IMPROVE ENERGY CONSERVATION.**
 - ⑦ **SITE DRAINAGE HAS DETERIORATED OVER TIME AND MUST BE IMPROVED**

LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- ▨** RELOCATABLE



Ladera Palma Elementary School Proposed Improvements



LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, COMPUTER, MUSIC, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS

- SITE**
- PROPERTY LINE
 - ▨** RELOCATABLE



KEY PROJECTS

- D-1** UPGRADED CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS.
- D-2** REPAIRED/REPLACED ROOFING SYSTEMS.
- D-3** IMPROVED ENERGY MANAGEMENT SYSTEMS INCLUDING UPGRADED WINDOWS.
- LP-1** IMPROVE DROP-OFF AREA CIRCULATION.
- LP-2** RECONFIGURE CLASSROOM SPACE TO IMPROVE LIBRARY.
- LP-3** REPLACE FLOORING IN CLASSROOMS.
- LP-4** REMEDIATE DRAINAGE ISSUES.



Las Lomas Elementary School Overview

School Site Information:

- Grade Level: K-2
- Original Construction Date: 1962
- Modernization Date: 1996
- Total Square Feet: 43,000
- Enrollment (2010): 511
- Total Classrooms: 24
- Available Parking: 66

Attendance Area



Satellite View



Las Lomas Elementary School

Las Lomas is a kindergarten through second grade elementary school with four main buildings built in 1962, and remodeled in 1996. The site also contains four portables, approximately nine years old. Recently the exterior of the school was repainted, the tile in the cafeteria was replaced, and new equipment was added to the playground. The 1996 remodeling provided a new kitchen, offices, computer lab, and library, along with classroom improvements that included new carpet, ceilings, cabinets, and paint.

Several exterior and interior components of the school site show aging. Exterior windows are in fair condition and could be replaced to accommodate more energy efficient options. There are currently only two television displays being utilized throughout the campus. Many of the classrooms lack any classroom technology. The infrastructure of the site is not adequate for a digital learning environment as there is often only one data outlet and no existing wireless coverage. Upgrades to IT infrastructure **should be paired with integrated security and phone systems.** The school's computer lab is equipped for 40 users, but scheduling conflicts and the inefficiency of relocating classes to the computer lab may discourage use.

Student safety remains a large concern at the campus, with weekend vandalism a recurring problem. The site requires improved outdoor pedestrian-level lighting and security fencing. During weekdays, local streets surrounding the campus overflow with cars attempting to access the site. The limited parking lot cannot support a capacity of over 70 staff as well as visitors. Street improvements are being studied by the City of La Habra, and accompanying improvements to the site's internal circulation are warranted.

Gaps between a landscaping retaining wall and roof support beams present a safety hazard, as administrators note that children have on occasion become wedged between this narrow space. The site also presents challenges during inclement weather, as water falls between building eaves and exceeds the capacity of current drainage, causing flooding. The site features unused portables that formerly housed a "Kidzone" program as well as an amphitheater for outdoor activities. Plumbing issues have been noted in the administration building bathroom.



Las Lomas Elementary School Existing Conditions



ISSUES

- 1 CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS ARE OUTDATED AND NEED UPGRADING.
- 2 THE CURRENT VEHICULAR CIRCULATION AND PARKING ARRANGEMENT IS INADEQUATE.
- 3 ROOFING SYSTEMS IN CERTAIN AREAS ARE REACHING THE END OF THEIR USEFUL LIVES AND ARE IN NEED OF REPAIR/REPLACEMENT.
- 4 SECURITY SYSTEM IS OUTDATED - PERIMETER SECURITY AND LIGHTING MUST BE IMPROVED.
- 5 PLUMBING SYSTEM HAS DETERIORATED AND IS IN NEED OF REPAIR.
- 6 SITE DRAINAGE HAS DETERIORATED OVER TIME AND MUST BE IMPROVED.
- 7 REPAIRS NEEDED AT RETAINING WALL TO IMPROVE SAFETY.
- 8 HVAC CONTROL SYSTEMS AND WINDOW SYSTEMS MUST BE UPGRADED TO IMPROVE ENERGY CONSERVATION.

LEGEND

TEACHING SPACES

- A CLASSROOM
- B KINDERGARTEN
- C WORKROOM, SPEECH, MUSIC, COMPUTER, SPECIALTY, ETC.

SUPPORTING SPACES

- D CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E MULTI-PURPOSE ROOM
- F LIBRARY
- G FOOD SERVICE, LOUNGE
- H RESTROOM
- L COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J ADMINISTRATION
- K MAINTENANCE AND OPERATIONS

SITE

- PROPERTY LINE
- RELOCATABLE



Las Lomas Elementary School Proposed Improvements



PROJECTS

- D-1** UPGRADE CAMPUS INFORMATION TECHNOLOGY, SECURITY AND PHONE SYSTEMS.
- D-2** REPAIR/REPLACE ROOFING SYSTEMS.
- D-3** IMPROVE ENERGY MANAGEMENT SYSTEMS INCLUDING UPGRADED WINDOWS.
- LL-1** IMPROVE DROP-OFF AREA CIRCULATION.
- LL-2** IMPROVE SITE OUTDOOR LIGHTING AND SECURITY FENCING.
- LL-3** ADDRESS PLUMBING ISSUES IN ADMINISTRATION BUILDING.
- LL-4** IMPROVE SITE DRAINAGE.
- LL-5** IMPROVE SITE SAFETY AT RETAINING WALL.

LEGEND

TEACHING SPACES

- A** CLASSROOM
- B** KINDERGARTEN
- C** WORKROOM, SPEECH, MUSIC, COMPUTER, SPECIALTY, ETC.

SUPPORTING SPACES

- D** CHILDCARE AFTER-SCHOOL PROGRAMS, ETC.
- E** MULTI-PURPOSE ROOM
- F** LIBRARY
- G** FOOD SERVICE, LOUNGE
- H** RESTROOM
- L** COUNTY OWNED FACILITY

ADMINISTRATION SPACES

- J** ADMINISTRATION
- K** MAINTENANCE AND OPERATIONS
- SITE**
- PROPERTY LINE
- ▨** RELOCATABLE



Recommendations and Proposed Capital Plan



District-Wide Improvements

Technology

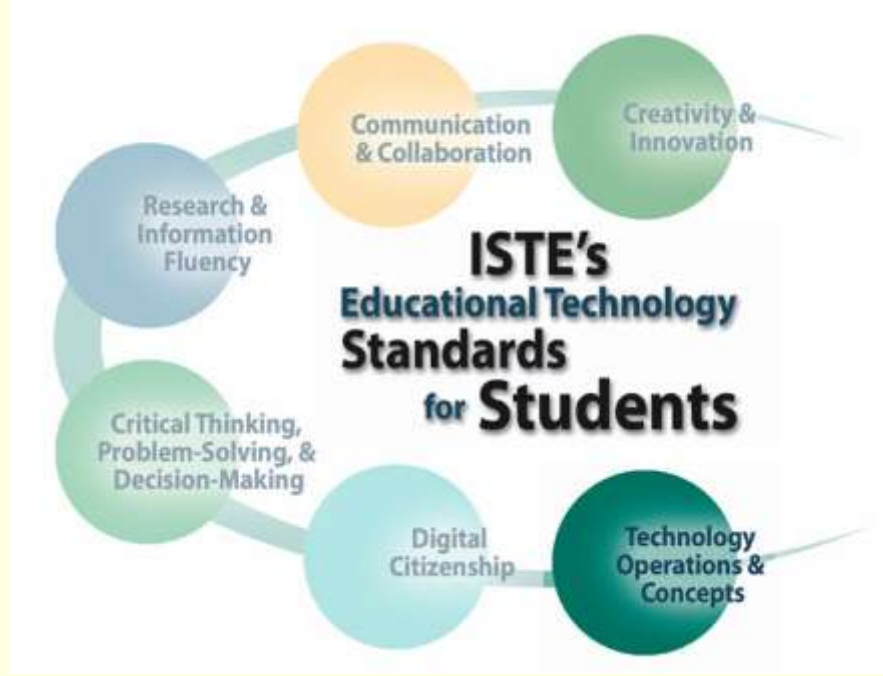
The District continues to seek classroom transformation and 21st century learning through investments in modern technology. Currently, wireless internet access, interactive white boards, projection systems, and document cameras are transforming the instructional curriculum at La Habra schools. Students are using 'Flip' cameras to create and share presentations throughout the District on a Cisco "Show and Share" network to demonstrate their learning. Teacher leaders are exploring the use of iPads in the classroom for record keeping and instructional applications. Both Imperial and Washington Middle Schools have transitioned their computer classes to technology classes that emphasize the application and integration of technology in Science and other core content areas.

La Habra City School District currently has a technology plan in place that covers the time period from 2012 - 2015. This plan is completed by all California school districts in compliance with the Federal No Child Left Behind legislation, and includes a summary of the current state of technology integration in the District, as well as goals and visions of the District moving forward.

Curriculum goals include enhancing academic achievement and standards through the use of technology, educating students about the merits of cyber citizenship, teaching technology and information literacy skills, and enhancing two-way communication between home and school. The District performed a survey of technology proficiency of teachers and staff, and found this to be a major area of concern. Teachers and administrators expressed the need to establish a base level of technical prowess, which would allow all classes to reap the full benefits of technology improvements. A central goal of the District's professional development program is that by 2015, 80% of teachers will have reached a benchmark of technical proficiency as measured by the EdTech profile survey.

Based on the latest technology equipment inventory conducted for the Technology Plan, the La Habra Elementary School District has 1047 computers as of 2011. Of this total, 684 are positioned in District elementary schools, and 363 at the middle school level. Additionally, 813, or 78% of all computers in the District are 4 or more years old, an age at which computers have effectively reached the end of their useable life. Comparing the number of computers available with the number of currently enrolled students, the District currently offers approximately one computer for every 5.2 students. Additionally, the District possesses 40 interactive whiteboards, of which 40 are located in classrooms. In terms of mobile wireless technology, the District owns 43 iPads for classroom use, and each middle school possesses 1 iPad cart, containing 30 devices each connected to a wireless hub in the cart.

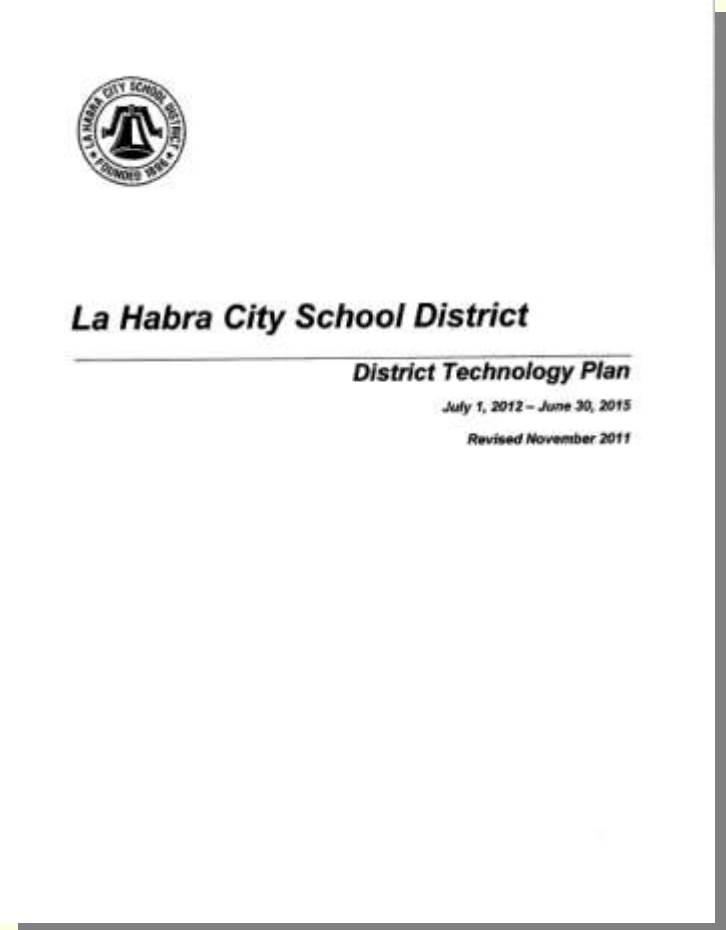
All schools and the District office have a Local Area Network (LAN), which offers internet access to all classrooms, workrooms, and libraries. The network was recently upgraded to 1 Gig fiber optic cable, and wireless connectivity is offered at each school site, although signal density has not reached the desired strength for full curriculum flexibility. The current phone system is a T1 network, and the District wishes to explore a VOIP solution for all sites.



The diagram illustrates ISTE's Educational Technology Standards for Students, centered around six interconnected standards: Research & Information Fluency, Communication & Collaboration, Creativity & Innovation, Digital Citizenship, Technology Operations & Concepts, and Critical Thinking, Problem-Solving, & Decision-Making.

The International Society for Technology in Education (ISTE) provides a base set of standards for student achievement with technology

The District's approved Technology Plan



The cover page of the La Habra City School District Technology Plan features the district's logo, the title "La Habra City School District", and the subtitle "District Technology Plan" with the dates "July 1, 2012 - June 30, 2015" and "Revised November 2011".



The District's IT staff consists of 2 full time network specialists, 2 full time computers technicians and a technology supervisor. The District Technology Plan establishes several key goals for hardware and infrastructure through 2015. The District would like to provide additional data drops per classroom, expand wireless signal density, continue to purchase mobile computing solutions like iPad carts or other devices, and refresh site computers at a rate of 10 to 20% per year. The District estimates that the full expense of achieving technology goals will be approximately \$7 million over future years of development. Of this total, approximately \$2.45 million is allocated to staffing requirements and an estimated \$510,000 is slated for software and training, with the remaining \$4 million going towards the purchase of devices and supporting infrastructure upgrades. Although funding and grant sources are postulated, the District will need to identify a sustainable and stable funding source to make technology a central educational focus, and to allow for refresh of devices and software in a timely manner.

Current technology trends indicate an aggressive shift in business and consumer usage toward handheld mobile devices capable of displaying digital books, receiving wireless internet, and providing touch-based interfaces. These and other breakthroughs have found their way into classrooms throughout the State and are increasingly shifting curriculums toward interactive digital learning tools not previously available on traditional computers. Such devices have several advantages over traditional technology improvements, such as interactive whiteboards. These devices place technology and access to information directly in the hands of students, rather than teachers, and give students physical and intellectual ownership over their own learning process.

The District has been proactive in their commitment to academic excellence. Despite the economic downturn and reduced aid at the State level, it is the District's ultimate goal to offer its students the best quality education. Providing students with the tools necessary to succeed in the 21st century is vitally important. In order to achieve this goal, it is recommended that the District implement a technology program budget reflective of estimates in the adopted technology plan as part of the proposed Implementation Program. This would require the dedication of funding for the adoption of state-of-the-art handheld devices. In support of next-generation devices, the District will need to plan for infrastructure upgrades that provide improved wireless signal density to all school sites.

The cash flow model proposed by this implementation plan outlines 1.6 million in funding for District technology that will be available every 4 years. Table 10 provides a breakdown of this cost model. By establishing a continuing source of funding for technology improvements, the District will reduce reliance on the General Fund, which will enable more monies to be used for professional development and technical support programs to protect the District's investment. This funding will allow the District to refresh devices every 4 years at higher grade levels, and possibly repurpose second-hand devices for lower grade levels. This continued series of sustainable technology investments will bring La Habra schools closer to the desired ratio of 1 computer for every student, and better prepare students for an increasingly competitive collegiate and employment environment.

Energy Efficiency Improvements and Deferred Maintenance

All school facilities in the District exhibit dated and inefficient sealing, insulation and airflow systems, which cost the District thousands of dollars each year in wasted heating and cooling costs. In order to

Table 10: Technology Costs Breakdown

Grade Levels	Average Cost per Pupil *	Target Ratio	Estimated Devices	Cost
K-2	\$300	1 to 4	450	\$135,000
3-5	\$400	1 to 4	450	\$180,000
6-8	\$600	1 to 1	1900	\$1,140,000

Total Devices and Cost 2800 \$1,455,000

* Includes supporting infrastructure and preinstalled software

Information Technology Support Systems \$145,000

(e.g. VOIP phone system upgrades, IP-based security system)

Initial Technology Plan needs offset by plan \$1,600,000



reduce the cost of utilities for the District and lessen their impact on the General Fund, this plan calls for the replacement of climate containment systems at all District facilities. Outdated single-paned windows—some of which are non-tempered—will be replaced with energy efficient double-paned fixtures. Door and window sealing will be replaced, and drop ceilings installed in classrooms where ceiling height creates an inefficient space to heat or cool. The roofs on many District buildings are worn, aged, and in some cases leak around flashings and penetrations by utility fixtures. In sites where roofs are in need of replacement, high-efficiency materials will be utilized to replace dated or leaking fixtures.

Middle School Academy Initiative

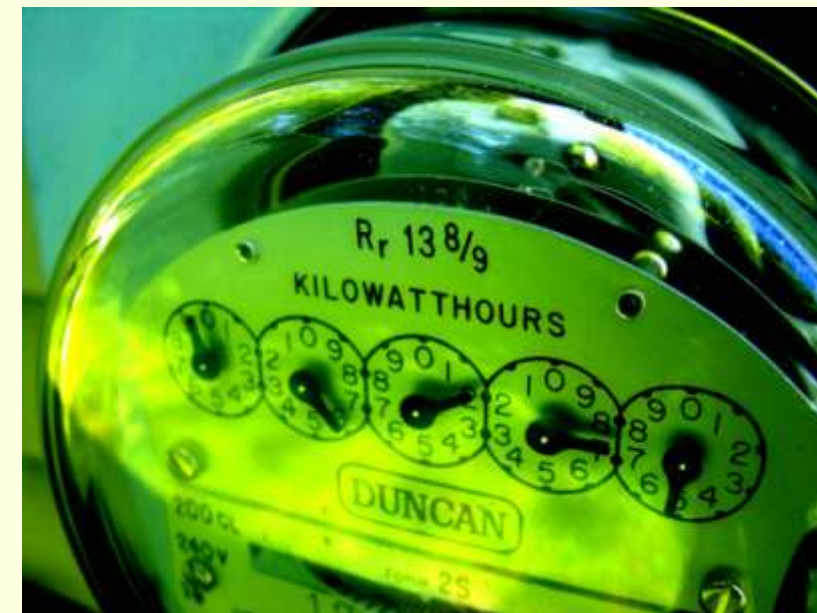
District Staff have engaged in discussions to form a vision for Imperial and Washington Middle Schools that will increase academic achievement and transform the functionality of the school sites to better maintain and increase Average Daily Attendance. Refinements that include facility improvements, technology investments, and program enhancements will be coordinated to provide an academy environment at each middle school. This will establish broad appeal to local families that might otherwise consider neighboring districts, thereby generating improved matriculation rates between the 5th and 6th grades.

Washington Middle School – Math & Science Academy

Washington Middle School has been considered optimal for engaging its students with curriculum enhancements that promote science, technology, engineering, and math (STEM) education. This focus should be apparent to visitors upon first entering the campus, with visual cues that the campus is a 21st century place of learning. Upgraded science rooms with improved lab stations would facilitate accelerated coursework in the physical sciences. The unused shop room and existing computer lab facilities may be utilized to provide additional technology and engineering elective opportunities, including curriculum on digital arts, video editing, computer aided design/drafting, web design, networking, and hands on work with various materials. District middle schools would also be the first to deploy a technology implementation program aimed at achieving a true one-to-one student/device ratio. New mobile devices could be paired with facilities improvements and reorganization to strengthen curriculum elements that may include instruction in robotics, computer graphics and animation, information technology, virtual architecture, and engineering.

Imperial Middle School – Arts & Humanities Academy

Imperial Middle School has been considered optimal for a focus on arts and humanities education. An Arts and Humanities Academy would provide an innovative, rigorous academic and arts curriculum. Potential program elements could include instrumental music, keyboarding, choral music, theater arts, visual arts and animation, orchestra, and photography. In the pursuit of mastery of these disciplines, students would use the lens of the arts to seek creative solutions to academic and artistic challenges. Upgraded classroom and activity spaces would facilitate these curriculum goals. The school could also be the first to establish a student/technology program that utilizes “green boards”, digital composition and editing, and multi-media approaches to classroom and individual student projects. Deployment of mobile devices to each student could further augment this arts and humanities academy environment,



giving individual students the hands-on resources to create digital music, watch plays, read e-books, or research classic poets.

Estimated Project Costs

Preliminary cost estimates for the identified projects were developed by CFW's team of architects and planners. Based on proposed project improvements, cost estimates were prepared for each site and for district-wide improvements. These estimates are inclusive of both hard (construction) and soft (i.e.; professional services, architects, engineers, inspectors, etc.) costs in current 2012 dollars.

Table 11 shows the estimated project costs for all proposed investments in District facilities, technology and maintenance and includes line items for cost escalation and interest earnings. The following cash flow analysis was used to plan and phase an achievable implementation program.

Cash Flow Analysis & Program Phasing

The purpose of a cash flow analysis is to optimize the sources of funding by completing projects in the order that will maximize the Mission, Vision and Objectives presented in this report with the dollars the community invests in the schools. The cash flow model that has been developed attempts to optimize the available sources of funding without over-taxing the community. This plan phases improvements over a 16 year period in such a way that allows for the sequencing of projects to be completed in an order that accomplishes immediate needs and creates sustainable sources of funding for technology programs and deferred maintenance costs.

Given a successful bond election in November 2012, bond proceeds would be readily available for construction in mid 2013. Therefore, planned expenditures are expected to begin in fiscal year 2013. The first 4-year phase of bond sales and allocation of proceeds, Phase 1, will implement improvements including District-wide investment in next-generation technology equipment, urgent roofing repair, and enhancements to existing energy management systems. In addition, site-specific improvements are proposed, including improving the drop-off area and campus entry, and upgrading the science lab, library and classrooms at Imperial Middle school to create an arts and humanities academy-based learning environment. Similar site-specific improvements will occur at Washington Middle school, including improving the drop-off area, expanding the lunch area, and renovating interior spaces to create a math and science academy-based learning environment.

Phases 2 and 3, slated to begin in 2017 and 2012, respectively, set aside money for refresh of the District's technology program, provide funding for deferred maintenance, and allow for upgrades to grade 3-5 sites, and improvements to classroom interiors at Arbolita elementary. In 2025, Phase 4 of the phasing plan will complete upgrades to District energy management systems, refresh the technology program, finalize roofing upgrades, and improve the remaining K-2 school sites.

Sources and Uses

The primary source of funding for all phases of this implementation plan will be four phased bond sales in 2013, 2017, 2021, and 2025. These bond sales will provide funding for a 16 year period from 2013

Table 11: Sources and Uses

Estimated Sources	Est. Amount	Total
GO Bond		\$30,239,794
Series A (2013)	\$6,510,804	
Series B (2017)	\$5,606,659	
Series C (2021)	\$2,937,616	
Series D (2025)	\$15,184,715	
Interest Earnings		\$784,724
Total Estimated Sources		\$31,024,518
Estimated Uses	Est. Amount	Total
Washington Middle School	\$1,062,000	
Imperial Middle School	\$919,500	
3-5 Site improvements (Las Positas, Sierra Vista, Walnut)	\$2,756,150	
K-2 Site improvements (Arbolita, El Cerrito, Ladera Palma, Las Lomas)	\$2,369,250	
Technology	\$6,400,000	
Roofing reserve	\$3,500,000	
Energy Management Systems including upgraded windows	\$5,000,000	
Deferred maintenance	\$2,000,000	
Estimated Escalation	\$2,709,975	
Program Reserve/Other Projects	\$4,307,643	
Total Estimated Uses		\$31,024,518



Table 12: Cash Flow Analysis

PROGRAM YEAR				1	2	3	4	5	6	7	8	9	10	11	12	13			
FY ENDING				2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	TOTAL		
BEGINNING BALANCE				\$0	\$1,167,781	\$974,439	\$775,298	\$570,182	\$1,392,625	\$1,206,028	\$1,013,834	\$815,874	\$659,212	\$450,613	\$235,757	\$14,455			
Bonds																			
	Start Year	Length	Interest Rate																
Series A	2013	30	6.00%	\$6,510,804													\$6,510,804		
Series B	2017	30	6.00%					\$5,606,659										\$5,606,659	
Series C	2021	30	6.00%									\$2,937,616						\$2,937,616	
Series D	2025	30	6.00%													\$15,184,715		\$15,184,715	
Series E																			
Series F																			
Series G																			
Other Sources																			
Developer Fees																			
Deferred Maintenance																			
Interest Earnings																			
			Regular	\$113,477	\$31,658	\$25,858	\$19,884	\$111,864	\$38,404	\$32,806	\$27,040	\$65,212	\$16,401	\$10,143	\$3,698	\$288,278		\$784,724	
ANNUAL AVAILABLE SOURCES				\$6,624,281	\$1,199,439	\$1,000,298	\$795,182	\$6,288,704	\$1,431,028	\$1,238,834	\$1,040,874	\$3,818,703	\$675,613	\$460,757	\$239,455	\$15,487,448	\$31,024,518	\$31,024,518	
TOTAL CUMULATIVE SOURCES				\$6,624,281	\$6,655,939	\$6,681,798	\$6,701,682	\$12,420,204	\$12,458,608	\$12,491,414	\$12,518,454	\$15,521,282	\$15,537,684	\$15,547,827	\$15,551,525	\$31,024,518	\$31,024,518	\$31,024,518	

PROGRAM YEAR			1	2	3	4	5	6	7	8	9	10	11	12	13		
FY ENDING			2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	TOTAL	
Projects			Year	Original Amount													
D1 - Technology/Security/Phone				\$6,400,000	\$1,600,000			\$1,600,000			\$1,600,000				\$1,600,000	\$6,400,000	
D2 - Repair / Replace Roofing				\$3,500,000	\$875,000										\$4,002,988	\$4,877,988	
D3 - Energy Mngmt / Windows / Def Maint				\$7,000,000	\$1,000,000	\$225,000	\$225,000	\$225,000	\$225,000	\$225,000	\$225,000	\$225,000	\$225,000	\$225,000	\$225,000	\$3,525,000	\$7,000,000
AR1 - Upgrade Interiors			2021	\$1,023,750							\$1,334,491					\$1,334,491	
EC1 - Improve Drop-off			2025	\$96,000											\$146,395	\$146,395	
EC2 - Reconfigure Rooms			2025	\$189,000											\$288,215	\$288,215	
LP1 - Improve Drop-off			2025	\$208,000											\$317,189	\$317,189	
LP2 - Reconfigure Classrooms			2025	\$105,000											\$160,120	\$160,120	
LP3 - Replace Flooring			2025	\$142,500											\$217,305	\$217,305	
LP4 - Remediate Drainage			2025	\$50,000											\$76,247	\$76,247	
IM1 - Improve Drop-off			2013	\$150,000	\$150,000											\$150,000	
IM2 - Upgrade Science Labs			2013	\$498,750	\$498,750											\$498,750	
IM3 - Improve Campus Entry			2013	\$150,000	\$150,000											\$150,000	
IM4 - Improve Library and Classrooms			2013	\$120,750	\$120,750											\$120,750	
LL1 - Improve Drop-off			2025	\$150,000											\$228,742	\$228,742	
LL2 - Improve Outdoor lighting			2025	\$150,000											\$228,742	\$228,742	
LL3 - Address Plumbing			2025	\$100,000											\$152,495	\$152,495	
LL4 - Improve Site Drainage			2025	\$150,000											\$228,742	\$228,742	
LL5 - Improve Site Safety			2025	\$5,000											\$7,625	\$7,625	
LS1 - Improve Circulation			2017	\$250,000				\$278,566								\$278,566	
LS2 - Improve Site lighting			2017	\$100,000				\$111,426								\$111,426	
LS3 - Construct covered walkways			2017	\$105,000				\$116,998								\$116,998	
LS4 - Remediate Drainage			2017	\$100,000				\$111,426								\$111,426	
SV1 - Improve Drop-off			2017	\$160,000				\$178,282								\$178,282	
SV2 - Improve Outdoor lighting			2017	\$100,000				\$111,426								\$111,426	
SV3 - Remediate Drainage			2017	\$100,000				\$111,426								\$111,426	
SV4 - Improve playground			2017	\$200,000				\$222,853								\$222,853	
WN1 - Improve Drop-off			2017	\$162,400				\$180,957								\$180,957	
WN2 - Improve site lighting			2017	\$100,000				\$111,426								\$111,426	
WN3 - Remediate lunch area drainage			2017	\$100,000				\$111,426								\$111,426	
WN4 - Improve Campus Entry			2017	\$150,000				\$167,140								\$167,140	
WN5 - Reconfigure classrooms / library			2017	\$78,750				\$87,748								\$87,748	
WN6 - Upgrade interior spaces			2017	\$1,050,000				\$1,169,978								\$1,169,978	
WS1 - Improve Drop off			2013	\$150,000	\$150,000											\$150,000	
WS2 - Renovate interior spaces			2013	\$630,000	\$630,000											\$630,000	
WS3 - Improve site outdoor lighting			2013	\$100,000	\$100,000											\$100,000	
WS4 - Improve campus entry			2013	\$70,000	\$70,000											\$70,000	
WS5 - Expand covered lunch area			2013	\$100,000	\$100,000											\$100,000	
WS6 - Improve kitchen lighting			2013	\$12,000	\$12,000											\$12,000	
Program Reserve																	
Interim Financing																	
Repayment Plan																	
ANNUAL AVAILABLE USES				\$5,456,500	\$225,000	\$225,000	\$225,000	\$4,896,080	\$225,000	\$225,000	\$225,000	\$3,159,491	\$225,000	\$225,000	\$225,000	\$11,179,805	\$26,716,875
TOTAL CUMULATIVE USES				\$5,456,500	\$5,681,500	\$5,906,500	\$6,131,500	\$11,027,580	\$11,252,580	\$11,477,580	\$11,702,580	\$14,862,070	\$15,087,070	\$15,312,070	\$15,537,070	\$26,716,875	\$26,716,875
ENDING BALANCE				\$1,167,781	\$974,439	\$775,298	\$570,182	\$1,392,625	\$1,206,028	\$1,013,834	\$815,874	\$659,212	\$450,613	\$235,757	\$14,455	\$4,307,643	\$4,307,643



to 2029. Based on an analysis of needs and available sources of funding, an estimated financing plan for approximately \$31 million in projects has been identified. Additional projects may be funded in lieu of those programmed, or with the support of future State grant programs. The following section details currently available funding options and projections.

General Obligation Bonds

General Obligation (GO) bonds are the most widely used and efficient method of financing school facility improvements in California. Over 600 California school districts have elected to use GO bonds to finance necessary school improvements. GO bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the County, pursuant to Proposition 13. The assessed value is typically less than current market value. Traditionally, GO bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from State and Federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest.

The District's assessed value history is displayed in Table 13. The analysis shows an average annual growth rate in assessed value of 5.5% over the last decade. The District's assessed value has only been marginally affected by the recession, falling by only 2.7% from a historic high in the 2008-2009 school year. Despite the nationwide correction in housing markets, District Assessed Value (AV) remains relatively unchanged. In fact, the most recent data available shows an increase of .4% for the 2010-2011 school year. This data suggests that La Habra can expect any decline in AV to level off, with gradual gains expected in future years.

State law limits the amount of principal bonded indebtedness a school district may have outstanding when considering the issuance of additional GO bonds. Education Code 15102 limits the bonded indebtedness of elementary school districts to 1.25% of their total assessed value. Table 14 at right summarizes the District's assessed value, current amount of bonded indebtedness, and the District's remaining bonding capacity. Given the District's very low GO bond debt level (\$12.7 million) and high assessed value (\$4.5 billion), the District has an immediate bonding capacity today of approximately \$44 million. This amount is expected to increase annually as assessed value increases over time and the outstanding principal is repaid on a scheduled annual basis.

The District has passed one prior GO bond measure to finance the modernization of school facilities. In 2000, area voters approved a \$16 million GO bond at a tax rate of \$23 per \$100,000 of assessed value.

School district's may seek voter approved bonds subject to the requirements of Proposition 39, which allows school bonds to be authorized by a 55% affirmative vote of the local electorate at the time of a normally scheduled election. Under Proposition 39, the maximum tax rate that may be imposed on voters at the time bonds are sold shall not exceed \$30 per \$100,000 of assessed value for elementary school districts. In addition, districts must agree to be subject to certain conditions, including the establishment of a project list, an independent citizens oversight committee, and the performance of annual audits.

Table 13: Historical District Assessed Values

Historical Assessed Values				
Year	Secured	Unsecured	Total	% Change
2001-02	\$2,498,928,381	\$201,751,497	\$2,700,679,878	
2002-03	\$2,766,078,441	\$196,504,597	\$2,962,583,038	9.70%
2003-04	\$2,897,226,070	\$175,273,495	\$3,072,499,565	3.71%
2004-05	\$3,114,943,901	\$165,132,786	\$3,280,076,687	6.76%
2005-06	\$3,671,377,049	\$158,138,917	\$3,829,515,966	16.75%
2006-07	\$4,051,583,617	\$199,178,337	\$4,250,761,954	11.00%
2007-08	\$4,394,944,738	\$197,373,314	\$4,592,318,052	8.04%
2008-09	\$4,485,837,752	\$189,985,055	\$4,675,822,807	1.82%
2009-10	\$4,345,624,504	\$197,663,137	\$4,543,287,641	-2.83%
2010-11	\$4,332,392,025	\$199,407,199	\$4,531,799,224	-0.25%
2011-12	\$4,352,289,894	\$197,629,940	\$4,549,919,834	0.40%
Average				5.51%

Table 14: District Bonding Capacity

BONDING CAPACITY ANALYSIS	
Fiscal Year 2011/12	
ASSESSSED VALUATION	
Secured Assessed Valuation	\$4,352,289,894
Unsecured Assessed Valuation	\$197,629,940
DEBT LIMITATION	
Total Assessed Valuation	\$4,549,919,834
Applicable Bond Debt Limit	1.25%
Bonding Capacity	\$56,873,998
Outstanding Bonded Indebtedness	\$12,722,199
NET BONDING CAPACITY	\$44,151,799



Based on an analysis of District needs, available bonding capacity, and current assessed value, approximately \$30.2 million in identified improvements may be funded through a voter-approved Proposition 39 GO bond program. By increasing the current tax rate of \$23 per \$100,000 of assessed value (AV) by \$5 per \$100,000 AV to \$28, the District could garner this figure of \$30.2 million for school modernization and technology improvements. This plan would also extend the property tax to 30 years from the date of voter approval, allowing for this pool of funding to be dispensed in 4 phases over a 14 year period. Shown in Figure 15, the first bond series in 2013 would raise \$6.5 million for the District, a second series in 2017 would raise \$5.6 million, a third in 2021 would raise \$2.9 million, and a fourth and final series in 2025 would raise the remaining \$15.2 million. These series are structured to adapt to the District's evolving bond indebtedness, and allow for sustainable funding over time for maintenance and technology programs.

Figure 16 displays the effect that the bond program will have on existing tax rates in La Habra. This financing plan calls to extend the current tax rate of \$23 per \$100,000 of Assessed Value (AV), and increase the rate by \$5 to \$28 per \$100,000 of AV. The current tax rate is actually higher than the expected rate of \$23 per \$100,000 of AV due to lower-than-forecasted rates of AV increase over the last decade. Thus, even without a new bond measure, the actual existing tax rate will approach \$28 per \$100,000 of AV by 2020. Therefore, a proposed bond will have little real effect on La Habra City tax rates that citizens can expect to pay over the next decade. A new bond will extend this \$28 dollar rate over the course of the bond program and make adjustments to AV forecasts to stabilize the actual tax rate.

According to property records, residential parcels form the majority of the District's assessed value. Table 15 provides a summary of the land uses within the District. Of the total, approximately 73.5% is from single family residential uses and the balance is from multi-family homes, industrial, and commercial uses. There are a total of 9,226 single-family residential units within the District with a net worth of approximately \$2.48 billion in Assessed Value (AV). This corresponds to an average AV of \$269,143 for a single family parcel. Therefore, if the tax rate resulting from this bond program equals \$28 per \$100,000 of AV, then the average single family residence in La Habra can expect to pay \$75.36 per year in property taxes related to this school improvement and technology implementation program.

Implementation Program

As the District moves forward with the proposed construction program, an implementation program will need to be developed to monitor design and construction progress, quality, and performance. The goal of the program will be to promote cost savings, reduce delay, and deliver results.

As the projects move forward throughout the regulatory and environmental review process, the team will work to expedite and comply with all federal, state, and local regulations. This will include the review of all project plans by required State agencies. All required environmental documents will be prepared and translated into mitigation plans where needed. The team will continue to create unique and innovative ways of optimizing the use of available bond proceeds to fund the projects as the program moves forward. As the team moves forward with the implementation of the program, project

Figure 15: G.O. Bond Program

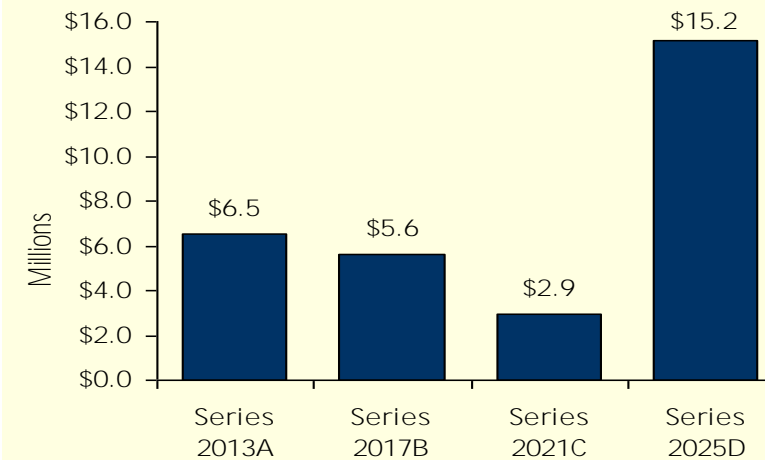


Figure 16: Existing vs. Proposed Tax Rate



Table 15: La Habra Land Use Stratification and Assessed Value (AV)

Land Use by Parcel		Land Use by AV	
COM,COMMERCIAL	485 (3.86%)	COM,COMMERCIAL	\$616,824,854
COM,WATER COMPANY	8 (0.06%)	COM,WATER COMPANY	\$4,013,254
IND,INDUSTRIAL	253 (2.02%)	IND,INDUSTRIAL	\$621,882,964
MISC,MISCELLANEOUS	24 (0.19%)	MISC,MISCELLANEOUS	\$1,059,163
MISC,RURAL	5 (0.04%)	MISC,RURAL	\$402,764
MISC,WHOLLY EXEMPT	132 (1.05%)	MISC,WHOLLY EXEMPT	\$81,938,311
RES,CONDOMINIUM	1,983 (15.80%)	RES,CONDOMINIUM	\$343,281,556
RES,MOBILE HOME	4 (0.03%)	RES,MOBILE HOME	\$29,552
RES,MULTIPLE RESIDENTIAL	434 (3.46%)	RES,MULTIPLE RESIDENTIAL	\$315,181,326
RES,SINGLE FAMILY RESIDENTIAL	9,226 (73.49%)	RES,SINGLE FAMILY RESIDENTIAL	\$2,483,117,409



budgets and a master schedule for improvements will be developed and maintained. Ongoing team coordination will improve efficiency and avoid potential problems during program implementation.

Proposed Phasing

Given the estimated timing of projected funding, the identified projects would need to be phased over time. An escalation factor must be added to current cost estimates to allow for the cost of inflation of labor and materials over the projected life of the program. At right is a proposed phasing plan that presents a scenario assuming no additional funding beyond those made available by the proposed November, 2012 GO bond election.

A central facet of each Phase is the continuous support and refresh of the District's technology program, including investing in new devices, replacing or repairing aging devices, and purchasing auxiliary hardware or materials to augment the transformed technology curriculum. Phase I will install energy efficiency improvements that will provide General Fund savings throughout the life of the bond program and beyond. Urgent repairs to roofs around the District, as well as upgrades to middle school facilities will take place in Phase I as well.

Phases II and III will refresh monies available for deferred maintenance and technology hardware. The 3-5 school sites will be upgraded in Phase II while Arbolita interiors will be upgraded in Phase III. **Phase IV will continue the bond's technology funding schedule, complete energy efficiency upgrades** around the District, finish roof repairs, and upgrade K-2 school sites.

Additional identified projects may be added to the proposed plan as funding sources are identified and if State grants are secured. For example, additional athletic, recreation, and multipurpose projects may be funded as options become available.

Conceptual Phasing Plan

Phase I—\$6.5 million (2013 Bond Sale)

1. Provide installation of new technology equipment
2. Provide District-wide energy efficiency/window upgrades and deferred maintenance
3. Repair/replace roofing at critical locations
4. Upgrade middle school classrooms and exteriors (Imperial, Washington)

Phase II—5.6 million (2017 Bond Sale)

1. Provide installation of new technology equipment
2. Fund deferred maintenance
3. Upgrade Grade 3-5 elementary school sites (Las Positas, Sierra Vista, Walnut)

Phase III—\$2.9 million (2021 Bond Sale)

1. Provide installation of new technology equipment
2. Fund deferred maintenance
3. Upgrade classroom interiors at Arbolita Elementary School

Phase IV—\$15.2 million (2025 Bond Sale)

1. Provide installation of new technology equipment
2. Provide District-wide energy efficiency/window upgrades and deferred maintenance
3. Repair/replace roofing at remaining sites
4. Upgrade K-2 elementary school sites (Arbolita, El Cerrito, Ladera Palma, Las Lomas)

