# El Dorado Union High School District

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# 2014 Master Plan

El Dorado Union High School District

# **MARCH 2014**

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#### **INTRODUCTION**

A Facilities Master Plan is a compilation of information, policies, and statistical data about a school district's facility resources. It is used for long- and short-range school facility planning in order to help meet the changing needs of district students and to help ensure that resources are allocated in an efficient manner. It is organized to provide a continuous basis for planning educational facilities that will meet the changing needs of a community, and provide alternatives in allocating facility resources to achieve the district's goals and objectives.

The plan is not only designed to assess and meet the District's current and future facility needs, it also provides a financing plan that delivers resources in an efficient manner to ensure its successful implementation. A master plan forms a foundation by establishing fundamental parameters which provide a framework for future facilities improvements.

The District's educational programs, vision and goals, and Board policies drive a facilities master plan to include relevant information such as: history of the district, demographics, education programming on employment trends and future post-secondary pathways, student housing needs, and possible funding sources/limitations provide a context for crafting the plan. Paramount is the need to understand that education is ever changing and that facility planning is a dynamic process that requires adaptability and forward thinking.

The El Dorado Union High School District Board of Trustees has adopted policies recognizing that "one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program." Recognizing that schools serve as a focal point for the community, the Board endeavors to ensure that our schools "fit harmoniously and attractively into their neighborhoods and that they have flexibility of design to meet future educational and community needs" (Board Policy 7000).

The Facilities Master Plan is intended to guide the upgrading, modernization, and management of its school facilities for the next 10 years. The development of the Facilities Master Plan is a public process designed to ensure that planning efforts are community-based, built upon consensus, and meet the current and future educational needs of students, faculty, staff, and the community.

Periodic revisions to the Facility Master Plan are necessary due to the dynamic nature of educational needs and the community. For example, regulations and educational programs change, new students arrive sooner or later than projected, and new needs are discovered. The Board endeavors to make the provision of adequate school facilities a priority in the District. A comprehensive school

planning process under the leadership of the Board of Trustees serves as a guide for the future needs of the El Dorado Union High School District as it continues to grow and provide excellence in education which meets the needs of all our students.

This report is organized into the following sections:

- Section A provides an introduction, goals, and objectives;
- Section B offers historical information on the District's geography, demographics, schools, educational programs, changes, and the greater community served;
- Section C provides demographic information, projected new development, student yield factors, enrollment trends, and projected enrollment;
- Section D details the District's current facilities inventory, site capacities, and projections, and provides an analysis of current and future facilities needs;
- Section E identifies facilities needs and funding options available to finance facilities;
- Section F explains the District's responsibility under Proposition 39 to Charter School facilities needs;
- Section G concludes the Plan with a summary, recommendations, and procedures for revisions and evaluations.
- Appendices provide backup materials to support the Plan's research and data.

#### **GOALS AND OBJECTIVES**

The Facilities Master Plan is developed with the El Dorado Union High School District's Mission Statement as a guiding principle. The Mission Statement states:

The El Dorado Union High School District is committed to educating all students in a safe, supportive environment that will challenge students to pursue appropriate, rigorous paths for academic and career development and achievement that lead to lifelong learning and productive adulthood.

In addition, the District has adopted Strategic Planning Goals, which can be found on the District's web site and are attached as Appendix 1. Adherence to the Strategic Planning Goals is considered as part of the process of developing a Master Plan.

As a first step in developing the Master Plan, the Master Plan Committee established a set of goals and planning principles. These goals and principles are based on the understanding that the educational program needs of the District should be the driving force of the Facilities Master Plan.

#### Goals:

- Ensure that every student has access to comprehensive programs, now and in the future;
- Maintain equity in facilities assets, offering access to programs District- wide, so that each site offers:
  - o equity in facilities for similar programs;
  - o opportunity to pursue career-technical education;
  - educational programs necessary for California State University/University of California college admission.
- Using environmentally friendly products and practices when possible, establish basic classroom needs providing standards for technology, lighting, acoustics, air quality, configuration, energy efficiency and equipment;
- Establish community partnerships with businesses; and
- Develop a finished feasible plan that will withstand the test of time.

#### **Planning Principles:**

- Use data-based decision making;
- Explore and be open to all options;
- Allow flexibility for instruction;
- Provide for an aesthetically pleasing environment that is clean, safe, and modern, fostering the desire to be at school;
- Consider smart classrooms and resource centers providing distance learning capabilities;
- Connect academic core to life experiences;
- Consider future employment projections for students;
- Consider community needs; and
- Prioritize needs.

#### **HISTORY**

El Dorado County is located in North Central California, between the Sacramento Metropolitan area and the Nevada State Line at South Lake Tahoe. Two major highways, U.S. 50 and State Route 49, intersect the county, while State Route 88 establishes the county's southern border with Amador and Alpine Counties. Placer County forms the County's northern border. El Dorado County stretches across 90 miles of foothills, valleys, and mountain peaks of the Sierra Nevada Mountains.

There are two incorporated cities. Placerville, which became the county seat in 1857, is located 44 miles east of the state capitol of Sacramento. South Lake Tahoe, 60 miles east of Placerville, is the hub of the world-renowned Lake Tahoe recreation area.

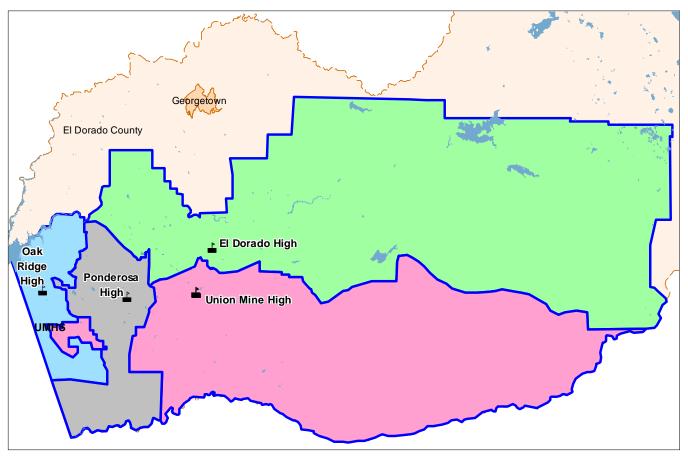
The Placerville area developed as the county's first population center with the discovery of gold in 1848. During this time, the population of the county grew to 21,000 residents. When the Gold Rush declined, so did the population.

The allure of El Dorado County's quality of life and community, coupled with its proximity to the Sacramento metropolitan area, has resulted in consistent population growth in recent decades. A majority of the growth of the overall Sacramento area has occurred in the El Dorado Hills/Cameron Park area, with their close proximity to the Highway 50 freeway corridor and employment centers. The median age of the population is 39.7, and the average household income is reported at \$70,022, 34% higher than the national average. Education levels of residents are also higher than the national average (Census Bureau).

From the period of 1996 to 2006, El Dorado County stated a population increase of 17% (EDC.GOV), surpassing the national average. The July 1, 2008 California Department of finance population estimate for El Dorado County was 179,969, a 13.52% increase from 2000 to 2008. The 2010 Census counted a total population of 181,058. Growth projections posted to the El Dorado County Government web site project El Dorado County's population will be over 218,000 by the year 2015 (EDC.GOV). However, while growth is still occurring, El Dorado County's rate of growth has been declining on average 0.21% annually since 2000. If the current rates of decline in growth continue, the 2015 population estimates could be as low as 200,000.

#### THE DISTRICT

The El Dorado Union High School District (the District) is located on the western slope of El Dorado County and encompasses approximately 1,200 square miles. The District serves the communities of Cameron Park, Camino, Diamond Springs, El Dorado, El Dorado Hills, Latrobe, Placerville, Pollock Pines, Rescue, Shingle Springs, Somerset, and many smaller rural communities. The District is bordered on the north by Black Oak Mine Unified School District and on the south by Highway 88 at the Amador County line. The District borders South Lake Tahoe Unified School District on the east at Echo Summit and the Sacramento County line to the west.



Map #1 - El Dorado Union High School District Map

The District was established in 1905 with one high school located on Clay Street in the City of Placerville. In 1922 a board was elected, and it became the El Dorado High School District. In 1963, with the addition of Ponderosa High School, the District name was changed to its current name of El Dorado Union High School District.

The District now consists of four comprehensive high schools, a charter school, and five alternative education high schools. In addition, the Central Sierra Regional Occupation Program operates a variety of career/technical education courses on the District's school sites, and the County Office of Education houses special education programs on some of our campuses. The District serves grades 9 through 12.

The District's four comprehensive high schools are:

#### El Dorado High School (EDHS)

EDHS was originally constructed to house 300 students in 1928 at 561 Canal Street in the City of Placerville. The school size was doubled in 1939, and in the late 1950s the school had a major expansion of eight buildings, totaling 75,000 square feet, that housed industrial arts, science, the large gym, small gym, shower and locker rooms, business, and performing arts. The main brick building that was in use since 1928 for classrooms and administration was torn down and replaced in 1974 with a 35,000 square foot building housing administration, counseling, the library, and classrooms. Additions to the campus include a 19,000 square foot science wing in 1993, a 2,000 square foot wrestling building in 1999, and a 7,800 square foot special education and modern language building in 2005. Also constructed in 2005 was a community funded project adding an amphitheater to the south side of the campus.

In addition to the expansion projects, the cafeteria wing was modernized in 1987, and in 2001 the campus underwent a major \$5 million modernization project consisting of classroom renovations, infrastructure improvements, and site improvements, including improving access for people with disabilities. In 2005, a 24-year-old portable building was replaced with a 1,920 square foot portable to house the ROP medical program.

The grass football field and decomposed granite track were replaced during the summer of 2009 with a synthetic football field and all-weather track. These improvements will enhance health and fitness activities by allowing year-round use by students and the community.

Portable classrooms were added and removed as necessary. The school currently has three classrooms housed in portables. EDHS' enrollment peaked in 1998/99, a year before Union Mine High School (UMHS) opened. EDHS' 2013/14 student population is 1,352 which includes 53 students in the Vista High program. The enrollment is projected to decline to about 1,263 students over the next 10 years.

A state-of-the-art Culinary Arts Educational Facility was constructed in 2009 which will allow students in the very successful Culinary Arts program to experience work-based learning in a culinary facility that mirrors the workplace.

In the summer of 2010 upgrades were made to the EDHS campus including expanding and renovating the library, renovating the science building, and building new athletic field restrooms.

EDHS also has an east campus located at 3240 Pondorado Road in Camino. This campus was originally built in 1972 and was operated as an alternative school. It became the El Dorado East campus in 2003, and consists of five portable classrooms, restrooms and maintenance buildings. This site houses the ROP fire science class, and is currently being used for the Natural Resources/Land Management program outdoor laboratory. To facilitate the Natural Resources program, a 2,856 square foot permanent building housing two research labs, a greenhouse, and two outdoor lab shelters were constructed during the spring/summer 2010.

#### Oak Ridge High School (ORHS)

ORHS opened in 1980 in portable buildings at 1120 Harvard Way in El Dorado Hills. The first phase of the permanent campus (97,000 square feet) was constructed in 1982 and consisted of the administration/ classroom building, library, trades and industry building, consumer science building, science labs, the gymnasium/locker room/cafeteria building, and four standard classroom buildings. All of these buildings were modernized in 2008 and 2009.

A 9,000 square foot performing arts building consisting of a 300 seat theater and a band/choir room was constructed in 1992, along with an expansion of the library and five additional teaching stations. In 1994, a new cafeteria building was constructed and the former cafeteria was converted to gymnasium space. In addition, a counseling building and three additional classrooms were added. This project added 22,000 square feet to the campus. A campus addition of eight standard classrooms (8,000 square feet) was completed in 2005. In 2008, a 1,820 square foot choir room was added to the performing arts building, and a 3,982 square foot multi-purpose room was added to the gymnasium complex. The old maintenance building located in the core campus area was demolished, and a new maintenance building was constructed near the football stadium in 2008 to make room for the new two-story classroom building that was completed in August 2009. The 20,800 square foot classroom building houses

four science labs, four computer labs, and seven standard classrooms. Over the years, portable classrooms were added as the student population grew. With the completion of the two-story permanent building, seven portable classrooms were removed from the campus, leaving 21 classrooms housed in portables; nine of these portables are leased.

In the summer of 2009, the grass football field was replaced with a synthetic turf field and the all-weather track was resurfaced. These improvements will enhance health and fitness activities by allowing year-round use by students and the community.

In 2013, the main gymnasium was expanded by 1400 sq. ft. and a new 1,200 sq. ft. wrestling room was added. The small gym was remodeled with the installation of a new floor.

The ORHS student population increased slightly over the last 10 years. The enrollment was just under 2,000 students in 1998/99 before UMHS opened and the student population declined to 1,713 students. The 2013/14 student population is 2,316 and is projected to remain stable for the next 6 years and then decline to 2,112 in ten years.

#### Ponderosa High School (PHS)

PHS was built in 1962 at 3661 Ponderosa Road in Shingle Springs. The school opened to students in 1963 with 19 classrooms, an administration building, and a cafeteria, totaling 43,000 square feet of space. Specialized classroom space included four science labs and four trades and industry labs. In 1965, an additional 30,000 square feet of space was added, including the main gym and locker rooms, library, music building, a business wing, three additional science labs, and six standard classrooms. In 1987 a 6,000 square foot second gymnasium was added, and in 1993 a 5,000 square foot science wing was constructed. The most recent construction included the addition of 14 permanent classrooms (14,000 sq. ft.), demolition and replacement of the maintenance building, staff parking lot, and site and landscaping improvements, and was completed in December of 2005.

In addition to campus expansion projects, the buildings constructed in 1962 and 1965 were modernized under two separate projects. Phase 1 modernization of the gym, locker rooms, and library was completed in 1996. The Phase 2 modernization was completed over the course of three summers, from 2001 to 2003. The Phase 2 project included replacing the old redwood siding with stucco and brick veneer, gutting and replacing the interiors of several buildings and

restrooms, and expanding the cafeteria. In addition, many upgrades were done to improve access for people with disabilities.

A major parking and traffic flow improvement was completed in 2008 creating a safe, more efficient drop-off and pick-up area for parents and students. The grass football field and decomposed granite track were replaced during the summer of 2009 with a synthetic football field and all-weather track. These improvements will enhance health and fitness activities by allowing year-round use by students and the community.

Many portable classrooms were added to accommodate the enrollment growth over the years. Currently the school has 31 classrooms house in portable, 13 of them leased. One of the portables is used exclusively by ROP, and the County Office of Education owns a portable used for a Special Education Class.

During the summer of 2010, campus improvements included enlarging the gymnasium, adding a foyer with restrooms and a snack bar to the gymnasium entrance, renovating the theater interior, creating a back stage area for the theater with dressing rooms, a green room and a set construction studio. The fire alarm system was replaced.

In 2013, the cafeteria was remodeled to facilitate a large serving area as well as an extension of an overhang to allow for more covered outdoor seating. The small gym was also resided and a new wood floor was installed.

PHS' enrollment peaked at 2,146 in 1998/99, the year before UMHS opened. With the new boundary changes implemented in 2006, the student population declined from 2,062 to its current 1,791. A continued decline to 1,637 students is projected over the next four years, then projections show a short increase before declining to approximately 1,562 students by 2023/24.

#### **Union Mine High School (UMHS)**

UMHS opened in 1999 at 6530 Koki Lane in the community of El Dorado. Phase 1 consisted of 141,000 square feet, which included 31 permanent classrooms, 15 portable classrooms, a gymnasium, locker rooms, a cafeteria, a 398 seat theater, an administration building, and a library/counseling building. Phase 2 included the construction of an art building, a music building, and a portable wood-shop building. These classrooms totaled 11,000 square feet. A 6,000 square foot, six-classroom building and a 7,802 square foot second gymnasium were added to the campus in 2007. The campus has 22 classrooms housed in portables.

The grass football field and decomposed granite track were replaced during the summer of 2009 with a synthetic football field and all-weather track. These improvements will enhance health and fitness activities by allowing year-round use by students and the community.

The student population peaked at 1,569 in 2002/03 and slowly declined to its current level of 1,097 due to the aging of the community. The population is projected to remain stable over the next 6 years and then begin increasing and reach 1,220 in ten years.

#### **Charter School**

Shenandoah Charter High School (SHS) site is located at 6540 Koki Lane in the town of El Dorado, adjacent to the UMHS campus. It was opened in 2002 as a shared charter school and ROP campus.

The original facilities consisted of a 6,000 square foot permanent building housing an ROP computer lab, two charter school classrooms, a multiuse area, and offices; two portables used as ROP classrooms, which were relocated from IHS; a portable restroom facility; and a 1,400 square foot portable administrative office that was moved from the Pondorado (El Dorado East Campus) site in Camino.

SHS began operation with a 9<sup>th</sup> grade class, adding a new group of 9<sup>th</sup> graders each year as the previous year's students advanced a grade. Portable classrooms were added to accommodate the additional students in 2003, 2004, and 2005. the enrollment at SHS has grown the last two years and is now at 63 students. The demographic projections currently show the enrollment increasing steadily to 141 over the next 10 years.

In 2005, a second portable restroom was added, and ROP purchased and installed a 1,440 square foot portable which is used for the ROP Dental Assistant program. A new Cosmetology building was constructed in 2009, and the program moved from PHS to SHS in January 2010.

In 2013, the science classroom was completely remodeled with the installation of a new floor and eight new workstations.

#### **Alternative Education Programs**

Independence Continuation High School is located at 2227 Pleasant Valley Road in
Diamond Springs. The 3.19 acre campus was originally an elementary school that was built
in 1928. The original school building was abandoned for school use, converted into District
warehouse space for a number of years, and demolished in 1996. IHS began using the site in

1968. Building A, constructed in 1948, houses an art classroom and a standard classroom, and was modernized in 1997. Two relocatable structures, which currently house administration and the cafeteria, were brought to the campus in 1975 and modernized in 1995.

A second permanent building was constructed in 1981 by the ROP construction tech students. This building houses the GED testing program and a weight room. In addition, portables were added to the campus as needed to house students and programs. Four 25-year-old portable classrooms were replaced in 2008. The project included significant site improvements, including improving access for people with disabilities.

- Independent Study Program is located on the Independence, Ponderosa High School, Oak Ridge High School and El Dorado High School campuses.
- Community Day School is located on the Independence campus.
- Vista High School opened in 2003 and is an on-site continuation high school housed on the El Dorado High School campus.
- **Mountain View High School** opened in 2004 and is an on-site continuation high school housed on the Union Mine campus.

The educational programs offered at the schools are described later in this section, and a complete description of the school facilities can be found in Section D and Appendix 6.

#### HISTORIC ENROLLMENT

Following are 10-year historic enrollments for each school. Enrollment projections for the next 10-year period can be found in Sections C and D.

School	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
EDHS	1,285	1,244	1,280	1,307	1,399	1,347	1,366	1,408	1,347	1,299
PHS	2,006	2,061	2,024	1,978	1,961	1,907	1,894	1,890	1,853	1,791
ORHS	1,921	2,094	2,120	2,182	2,229	2,221	2,241	2,261	2,274	2,316
UMHS	1,502	1,476	1,405	1,261	1,176	1,061	1,030	984	1,008	1,069
IHS	117	115	100	127	120	129	144	119	135	114
ILC/ISP	235	217	213	215	193	177	111	102	108	97
CDS	12	10	10	13	14	20	17	14	9	6
SHS	107	124	129	126	101	96	53	35	45	63
VHS	29	32	32	30	34	49	56	57	53	53
MVHS	34	34	31	37	31	47	43	32	30	28
Total	7,248	7,407	515	7,276	7,258	7,054	6,955	6,902	6,862	6,836

**Figure #1 - Enrollment for Years 2004/05 – 2013/14** 

#### **EDUCATIONAL SYSTEM**

The El Dorado Union High School District is committed to educating all students in a safe, supportive environment that will challenge students to pursue appropriate, rigorous paths for academic and career development and achievement that lead to lifelong learning and a productive adulthood. In order to deliver on this mission, District facilities need to be available to provide students with the opportunity to meet high school graduation requirements and be college and career ready.

The District graduation requirements afford students with the opportunity to enroll in a variety of courses from multiple academic disciplines. The District facilities are designed to ensure students have access to facilities that allow them to meet these requirements and in doing so master the California Content Standards and Frameworks. The following table lists the District graduation requirements.

GRADUATION	CULIDGE DEC	HIDEMENITS
GIVADUATION	COUNSE IVE	

SUBJECT	YRS	UNITS
English	4	40
Social Studies		
World History	1	10
U.S. History / Geography	1	10
American Government	0.5	5
Economics	0.5	5
Math	3	30*
*Minimum of Algebra 1 (10 units)		
Physical Science	1	10
Life Science	1	10
Health Education	0.5	5
ICT Foundations		5
(UMHS)		(10)
Fine Arts / Foreign Language	1	10
Physical Education:	2	20
Life Fitness I & II		
Core Units		
Required Subjects		160
Elective Units		80
(UMHS)		(75)

The graduation requirements necessitate that students have access to specialized facilities beyond the traditional classroom setting. Physical and life science courses need access to science classrooms that have access to running water, sinks, lab stations and demonstration tables. ICT Foundation courses need to be designed as computer labs where a workstation is available for each student. Visual and performing arts (VAPA) classrooms need to be specially designed for band, choir, art and drama courses. Physical education facilities need to be available to allow for indoor and outdoor educational units. As a result of these needs, all four comprehensive high schools have specially designed science classrooms, ICT Foundation computer labs, expansive indoor and outdoor physical education facilities and specialized band, choir, art and drama classrooms.

College ready students need access to classrooms and programs that enable students to meet University of California (UC) and California State University (CSU) entrance requirements. To be eligible to attend a four-year college or university immediately after high school, students must complete additional courses. These courses require additional facilities.

To prepare students for college and university admission, additional specialized science classrooms for chemistry are needed. Library facilities also play a valuable role in providing students access to literature, information text, online databases, technology and media resources. Being able to access library resources for educational assignments is part of the college preparatory experience. All

four comprehensive sites have specialized chemistry classrooms and libraries with extensive print and digital materials.

The combined efforts of effective teaching practices, counseling, facilities and technology have led to 50% of District graduates meeting the UC/CSU entrance requirements. That compares to only 38% of the high school graduates in California in 2010.

Career technical education (CTE) industry sector pathways need facilities that allow students the opportunity to progress through a sequence of courses that provide them with skills needed to qualify for and succeed in postsecondary job training and/or education necessary for their chosen career (i.e. technical/vocational program, community college, apprenticeship or significant on-the-job training). The District maintains and operates CTE facilities for District and Central Sierra Regional Occupation Programs (CSROP) that encompass a multitude of industry sector pathways. The following table describes the location of such programs throughout the District to include specialized designed facilities in El Dorado East Campus in Camino and Shenandoah High School.

Figure #2 - Career Education Program Matrix - 2013-14

Career Technical Education Program	EDHS	IHS	ORHS	PHS	SHS	UMHS	ECOE
Agriculture & Natural Resources	X		0	X			
Arts, Media & Entertainment	X	X	X			X	
<b>Building &amp; Construction Trades</b>	X			X		X	
Education, Child Development & Family Services			X	X		X	
Engineering & Architecture	X	X	X			X	
Fashion & Interior Design				X	X	X	
Business & Finance	X					X	
Health Science & Medical Technology	X				X		
Hospitality, Tourism & Recreation	X		X	X		X	
Information & Communication Technologies			X	X	X		
Manufacturing & Product Development	X						
Marketing, Sales & Service			X				
Public Services	X		X	X			
Transportation	X		X	X			

To effectively prepare students for the listed pathways, up-to-date and industry specific facilities are needed. Using Measure Q Funds, State grants and other District resources most CTE facilities have experienced significant upgrades. The most notable facility upgrades have occured in Culinary Arts, Natural Resources, Cosmetology, Agriculture, Engineering and Design, and Automotive. CTE programs have also benefited from the upgrades in technology. All CTE programs have updated computers and industry specific software.

Quality educational facilities are essential for academic achievement. Well maintained clean campuses equipped with specialized facilities for different academic departments and reliable information technology networks contribute to the District's success. California's educational system is implementing the new Common Core State Standards and investing in CTE programs that lead to higher wage, high demand careers linked to regional community college opportunities. These initiatives require facilities equipped with technology and industry specific equipment and classroom layouts. Therefore, in order for the District to meet its stated strategic goal of preparing college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions the District's facilities must be designed accordingly. The District's emphasis on continuing the upward progress of student achievement based upon the implementation of sound, research-based practices is ongoing and supported by improved educational facilities.

#### **School Organization Patterns**

The El Dorado Union High School District currently operates four comprehensive high schools, two on-site necessary small continuation high schools (Mountain View High School on the UMHS campus and Vista High School, which is housed on the EDHS campus), a continuation high school (Independence High School), a charter school (Shenandoah High School), an independent study program which is housed at ORHS, EDHS and PHS campuses, and a community day school which is located adjacent to the Independence High School campus.

Students in grades 9 through 12 are served at each of the comprehensive high schools and at the charter school. Continuation high schools serve students who are at least 16 years old. The community day school serves students who have been expelled for disciplinary reasons or have had their expulsion suspended. It is recommended that students in this program remain at the school for one semester or for the term of their expulsion.

#### PROJECTIONS FOR GROWTH:

#### LAND USE

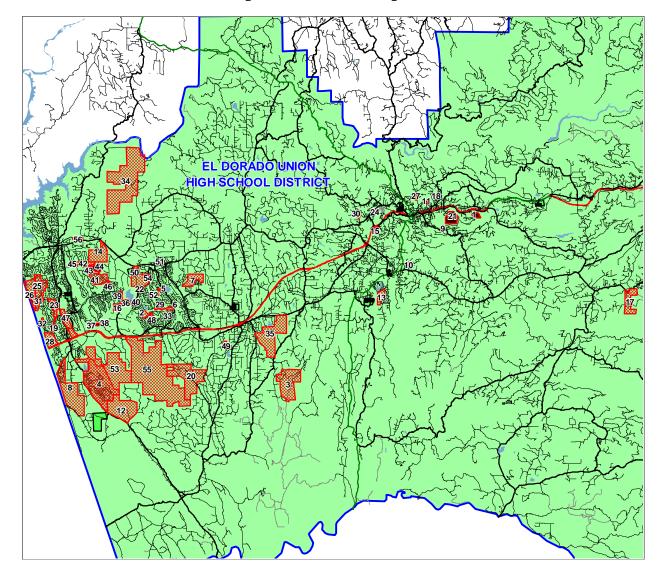
At this time there is still a significant amount of vacant land available for development in the future. There are 12,968 acres (over 20 square miles) of planned new residential housing development projects in the District. Some of the projects are currently under construction.

#### **GROWTH POTENTIAL**

This Master Plan includes current student enrollment figures and projections for the next ten years. It is important, however, to have some historic perspective upon which to analyze the current situation and project into the future.

#### NEW HOUSING DEVELOPMENTS

There are currently several new housing developments planned within the El Dorado Union High School District boundaries. The following map shows the major developments planned within the next ten years. Continued development can be expected. It is important to remember many external factors, such as environmental issues, economic changes, market trends, and changes in governmental regulations, affect the location and timing of new housing developments.



**Map #2 – New Developments** 

		Remaining	6 Year			Remaining	6 Year
ID	<u>Name</u>	<u>Units</u>	Projection	<u>ID</u>	<u>Name</u>	<u>Units</u>	<b>Projection</b>
1	Astonia (Placerville Estates)	39	0	30	Ridge at Orchard Hill	94	50
2	Bell Woods	54	45	31	Ridgeview Village #9	49	23
3	Big Canyon Ranch	40	30	32	Ridgeview West	12	12
4	BlackStone	660	660	33	Rihan Estates	15	15
5	Cameron Heights	25	25	34	Salmon Falls Preserve	375	0
6	Cameron Hills	41	30	35	San Stino	1,041	0
7	Cameron Meadows	374	72	36	Serrano J5 & J6	119	80
8	CARSON CREEK & EUER RANCH	1,700	20	37	Serrano Village A	54	0
9	Cedar Bluffs Phase 2 & 3	58	0	38	Serrano Village C2	50	0
10	Cottage Gardens	50	15	39	Serrano Village J LotH	83	0
11	Cottonwood Park Phase 4&6	39	0	40	Serrano Village J7	71	0
12	Deer Creek Estates	121	20	41	Serrano Village K1/K2	113	105
13	Diamond Dorado	744	15	42	Serrano Village M2	73	33
14	Dixon Ranch	605	605	43	Serrano Village M3	30	0
15	Forni Rd	34	0	44	Serrano Village M4	38	0
16	Hawk View Ridge	116	35	45	Serrano Village M5	10	0
17	Hutton Hills Estates Preliminary	35	20	46	Serrano Villages K5 P2	115	115
18	Jewell Ridge Estates	17	0	47	Serrano Westside	763	150
19	La Cresta Woods	25	25	48	Shady Glen Estates	22	22
20	Limerock Valley Specific Plan	800	0	49	Sierra Gold Condos	91	40
21	Lumsden Ranch	366	0	50	Silver Springs	244	55
22	Oak View Estates	24	24	51	Starbuck Ranch	49	42
23	Pedregal Planning Area	265	150	52	Sunrise Heights 1/2	36	36
24	Placerville Heritage Homes	20	0	53	VALLEY VIEW	1,440	0
25	Promontory Villages	28	28	54	Verde Vista	69	35
26	Promontory Villages 1-5	81	44	55	Village of Marble Valley SP	3,236	250
27	Quartz Mountain	22	12	56	Wilson Estates	58	0
28	Rancho Dorado	207	127				
29	Rancho Tierra	54	34		Totals	14,994	3,099

Based on information from the planned developments and the county planning department, the projections in this report assume there will be a total of 6,283 new housing units built over the next ten years. This represents 41.9% of the 14,994 proposed housing units planned in the proposed tract maps. It is assumed the remaining units would be built beyond the ten year period of this report. The majority of these units are single family residences. Assuming this construction rate, there will be an average of 628 new homes per year. Following is the building schedule that has been used:

#### EL DORADO UNION HIGH SCHOOL DISTRICT New Development Construction Housing Units per Year

	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	
<u>School</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	<u>Totals</u>
El Dorado High	7	7	12	12	22	22	41	41	41	41	246
Oak Ridge High	11	66	122	284	351	383	304	304	304	304	2,433
Ponderosa High	35	35	83	156	236	265	236	236	236	236	1,754
Union Mine High	150	160	170	180	115	215	215	215	215	215	1,850
HIGH TOTALS	203	268	387	632	724	885	796	796	796	796	6,283

#### STUDENT YIELD RATES

To determine the potential impact of the new housing developments, student yield factors are used to project the number of students who will be expected to live in a particular development. Currently the State uses a factor of 0.2 students per home to determine the average number of high school students in a new housing project. This would generate 200 students in every 1,000 homes. The current District yield rate used for this report is 0.177 students per home. This rate is lower than the State rate and is typical among rural Districts and those areas with higher home prices.

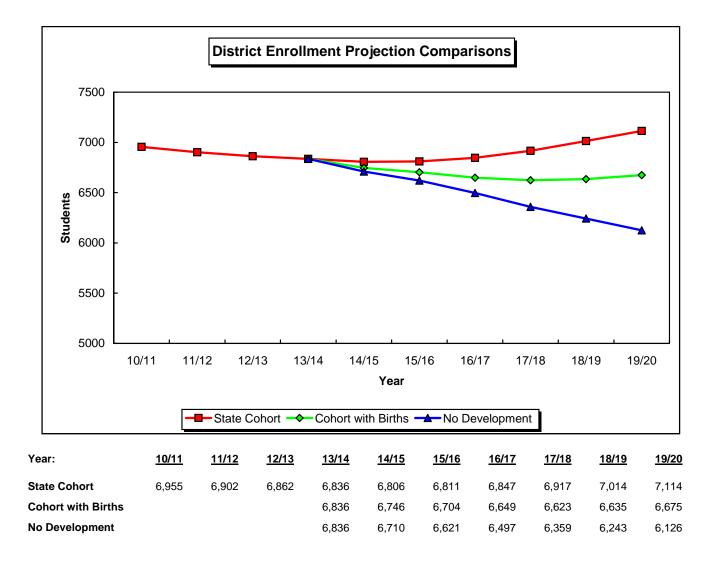
The 6,283 housing units projected will yield an estimated 1,112 new high school students in the District. Not all of these will attend the comprehensive schools. It is also important to note that this does not suggest the enrollment will increase by 1,112 students in the next ten years. The actual projections must also take into account additional demographic trends taking place in the community. The net impact of the developments are included in the projections in the following sections.

#### STUDENT ENROLLMENT PROJECTIONS

Three methods of projection are displayed in the following figure:

Modified Cohort Projection used by S.A.B. to determine eligibility for State Building funds
Cohort Projection utilizing the student database along with birth rate statistics and housing impact.
A cohort projection method that does not account for the impact of new housing developments.





As can be seen on the chart, the District should expect as many as 6,675 students enrolled in six years from now. This is a loss of 161 students, and represents a decline of 2.35% over the six-year period.

The largest total projected enrollment is 7,114 and is from the State Cohort method. The lowest total projected is 6,126 and is from the No Development method.

The projections in the remainder of this report will be based on the Cohort with Births method, which accounts for changes in birth rates and planned residential developments in addition to the standard Cohort trends.

Figure #4

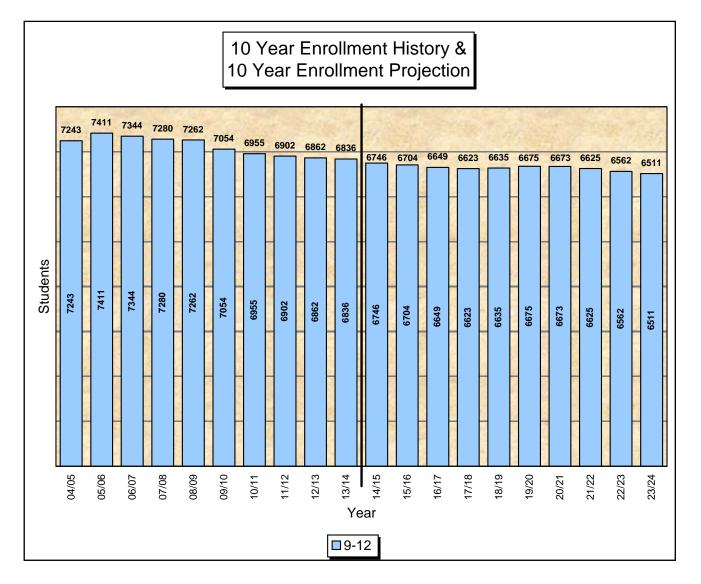


Figure #4 illustrates the change in the enrollment for a ten-year history. The District experienced consistent growth until 2005. That trend has now changed and the enrollment is in decline through 2017. After that the projections will be relatively stable though 2021 unless there are some major increases in new development activity.

The main reasons for the decline in the enrollment trends include a slow housing market along with the fact there were a large number of students in the high schools that are being replaced by smaller classes incoming from 8<sup>th</sup> grade.

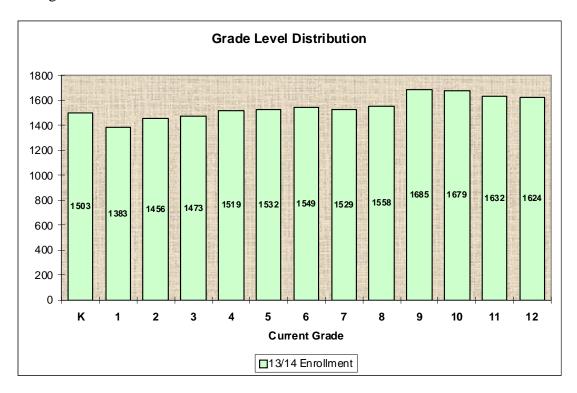
The projections are shown by school for the following ten years in the next figure along with the annual change in enrollment.

Figure #5
Enrollment Projections
Annual Growth

	EDHS		EDHS UMHS ORHS		HS	PHS		Alternative		Total		
		Annual		Annual		Annual		Annual		Annual		Annual
	Enrollment	Growth	Enrollment	Growth	Enrollment	Growth	Enrollment	Growth	Enrollment	Growth	Enrollment	Growth
2013/14	1,352		1,097		2,316		1,791		280		6,836	
2014/15	1,328	-24	1,047	-50	2,310	-6	1,749	-42	312	32	6,746	-90
2015/16	1,308	-20	1,082	35	2,316	6	1,683	-66	315	3	6,704	-42
2016/17	1,274	-34	1,041	-41	2,366	50	1,651	-32	317	2	6,649	-55
2017/18	1,267	-7	1,049	8	2,348	-18	1,637	-14	322	5	6,623	-26
2018/19	1,210	-57	1,061	12	2,342	-6	1,695	58	327	5	6,635	12
2019/20	1,218	8	1,079	18	2,339	-3	1,705	10	334	7	6,675	40
2020/21	1,237	19	1,136	57	2,261	-78	1,700	-5	339	5	6,673	-2
2021/22	1,271	34	1,170	34	2,181	-80	1,657	-43	346	7	6,625	-48
2022/23	1,272	1	1,205	35	2,158	-23	1,577	-80	350	4	6,562	-63
2023/24	1,263	-9	1,220	15	2,112	-46	1,562	-15	354	4	6,511	-51

The Alternative schools column in this figure include ISP, Independence High, Shenandoah and Community Day.

The following chart shows the distribution by grade level of the District students and its feeders. As can be seen, elementary schools have seen smaller incoming classes that will impact the future enrollments at the high schools. The kindergarten enrollment data includes the new transitional kindergarten students.



#### **Attendance Pattern Impacts**

Atte	ndance Matrix									
					School of	Attendance	е			
R	School:	El Dorado High	Oak Ridge High	Ponderosa High	Union Mine High	Independence High	Mountain View High	Shenandoah Virtual Academy	lSP	Total Residing
e	Area Inter-District	19	10	12	6	1	0	2	0	50
S ;	El Dorado High	1,291	3	52	109	43	2	13	0	1,513
d d	Oak Ridge High	3	2,269	43	13	11	0	18	0	2,357
e	Ponderosa High	12	57	1,696	40	44	7	19	0	1,875
n	Union Mine High	45	7	38	914	16	19	11	0	1,050
C	Correction Factor*	-18	-30	-50	15	-1	0	0	97	13
e	Total Attending	1,352	2,316	1,791	1,097	114	28	63	97	6,858
	Intra-Ins	60	37	83	177	113	28	61	97	656
	Inter-Ins	19	10	12	6	1	0	2	0	50
	Total In-Flow	79	47	95	183	114	28	63	97	706
						_	_	_		
	Intra-Outs	222	88	179	136	0	0	0	0	625
	% In Flow Students	5.8%	2.0%	5.3%	16.7%	100.0%	100.0%	100.0%	100.0%	10.3%
	% Out Flow Students	14.7%	3.7%	9.5%	13.0%	0.0%	0.0%	0.0%	0.0%	9.1%

<sup>\*</sup> The correction factor represents the difference between the student data dowload counts and the actual Calpads counts.

This chart shows the transfers between schools and the resulting net impact of the transfers. Oak Ridge High had the fewest transfer students both in and out of the school. Union Mine had the largest inflow for a comprehensive high school in the district. El Dorado High had the most transfers out.

#### **Future High School Planning**

Planning for a new high school should begin once the enrollment for the comprehensive high schools reach 7,000 students and additional growth is anticipated. A new high school should be planned to open once the district has 7,500 high school students at the four comprehensive school sites. The anticipated cost to build a new comprehensive high school will be between \$100 to \$150 million. Based on these guidelines, planning should begin once the district grows by an additional 500 students.

#### **FACILITY INVENTORY**

This report provides vital and current information on the status and square footage of the facilities at each site. By comparing the facilities to standards established by the District and the enrollment projections, the school capacities and facility needs will be determined.

Figure #6
COMPARISON OF STATE AND DISTRICT CLASSROOM LOADING STANDARDS

$\mathcal{C}$	<b>STATE</b>	<b>GRADE</b>	<b>DISTRICT</b>	
9-12	27	9-12	27.5	
Cont High	27	Cont High	25	
Special Ed	13	Special Ed	12	

The State standards shown here are those used under SB 50 for determining the District's eligibility for State funds for new construction and modernization projects. The District standards account for normal loading conditions and do not include interim overloading situations. For short-term periods, the loading standard can be increased to 30 students per classroom for grades 9-12.

#### DISTRICT CAPACITY AT EACH SCHOOL:

A classroom utilization report was prepared as part of this Master Plan. For the purposes of this and the following computations, the number of teaching stations includes portable classrooms. The classrooms are multiplied by the District Classroom Loading Standards to determine the capacity.

Figure #7

Calculation of Classroom Capacity with District Standards

School Facility Capacity

,	<b>0</b> 1	District
High Schools	<u>Classrooms</u>	<b>Capacity</b>
El Dorado High	57	1,521
Oak Ridge High	88	2,405
Ponderosa High	83	2,221
Union Mine High	54	1,470
Sub-Totals	282	7,616
Other Schools		
Independence High	9	225
Shenandoah Virtual Academy	13	286
Community Day	1	25
ISP	0	0
Sub-Totals	23	536
District Totals	305	8,152

#### CAPACITY OF SCHOOLS AND PROJECTED ENROLLMENT:

Following are maps, graphs and charts for each school in the District.

The attendance pattern map shows the location of the students either attending the school or those living in the school boundary. The maps are color coded so it is easy to see how many and where the students live that are transferring in and out of each school.

The school site map indicates the room use for each space and is color coded by building type to help identify any portables buildings.

The capacity and projected enrollment graph shows the projected enrolments in comparison to the school capacities. If the enrollment exceeds the capacity, the district will need to decide how to handle the overcrowding situation. In some cases, there are temporary measures such as increasing class sizes that can help accommodate students. This graph also include a blue line that represents how many high school age students live in the school boundary. This illustrates the net impact of the transfer students when compared to the red enrollment line.

It is good to remember "projections" are nothing more than a systematic way to attempt to look into the future based on assumptions. Different techniques can produce different results. External forces, beyond the control of the school district, can change the factors contributing to student enrollment (e.g., housing starts, environmental issues, general plan revisions, changes in the economy,

etc.). The enrollment needs to be monitored each year to determine where and to what extent the actual enrollment and population shifts (reality) are meeting the projections, the point being to make mid-course modifications, if necessary, to facility planning and decisions – past decisions and those yet to be made.

The classroom needs timeline is shown below each enrollment projection graph. This chart compares the projected enrollment with the facility capacity according to District standards and determines the number of classrooms needed (or the number of available seats). These figures also indicate the anticipated timeline for any needed additional classrooms based upon current conditions.

The facilities adequacy graph compares the adequacy of eight types of facilities to the current and projected enrollments.

The adequacy is determined by comparing the actual area of each facility category with the area guideline for that facility. For example, if a school has a 1,500 square foot kitchen and the area guideline for kitchen space is 1.0 square feet per student, then the capacity of the kitchen would be 1,500 students. The area guidelines used for this report are based on a study done by the State and by analyzing the facilities in the El Dorado Union High School District. The area guidelines which were used for this report are shown here:

Figure #8
BUILDING AREA GUIDELINES

	HIGH	
	<u>SCHOOL</u>	<u>:</u>
ADMIN	4	Sq Ft Per Student
LIBRARY/RESOURCE	6,000	Sq Ft
KITCHEN	1	Sq Ft Per Student
MULTI-USE	4	Sq Ft Per Student
GYMNASIUM/PE	22,000	Sq Ft

The classroom loading standards were previously identified. The site acreage guidelines were based on CDE recommended school site sizes. Restroom guidelines were based on the uniform plumbing code standards.

The facility need analysis chart calculates the area of any needed facilities as shown in the graphs for each school. Also shown are the existing facility scores based on a scale of 10 being perfect. The score is a weighted average of the support facility scores, with a score of 10 meaning the support

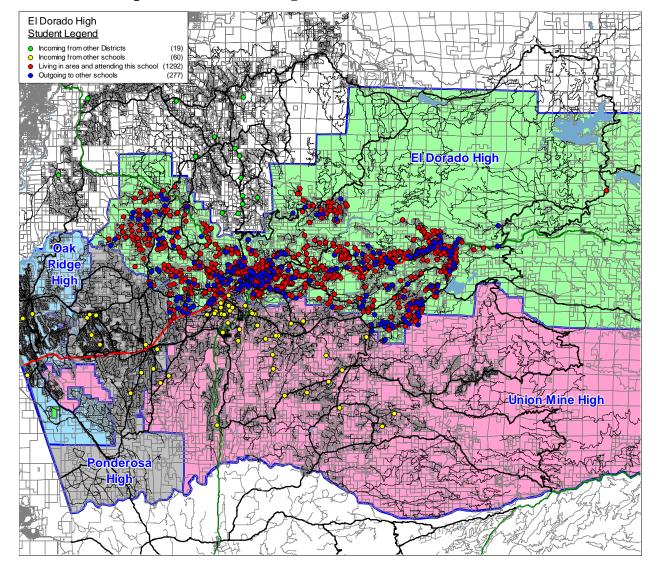
facilities meet 100% of the guidelines and a score of 7.5 meaning the facilities only meet 75% of the guidelines.

The chart also indicates the existing and needed building areas. The needed area is again based on the building area guidelines shown in figure #8. If the District changes its guidelines, then the needs will also change.

Those schools with lower scores are most likely either facilities that are overcrowded, have added classrooms without expanding the core facilities, or have not completed the campus master plan. The scores can be increased by building the needed facilities, reducing the enrollment, or reprioritizing the usage of existing space. Enrollments are usually reduced by changing school attendance boundaries to better utilize capacities at other school sites or building a new school, if such capacities are necessary to facilitate District-wide future student growth.

Support facility needs are shown as a blue bar on the graph only for areas in which the existing facility is less than 85% of the guideline and those that require at least an additional 1,000 square feet of space. Minor needs were not included in the estimates, as it was assumed the project would not be economically feasible.

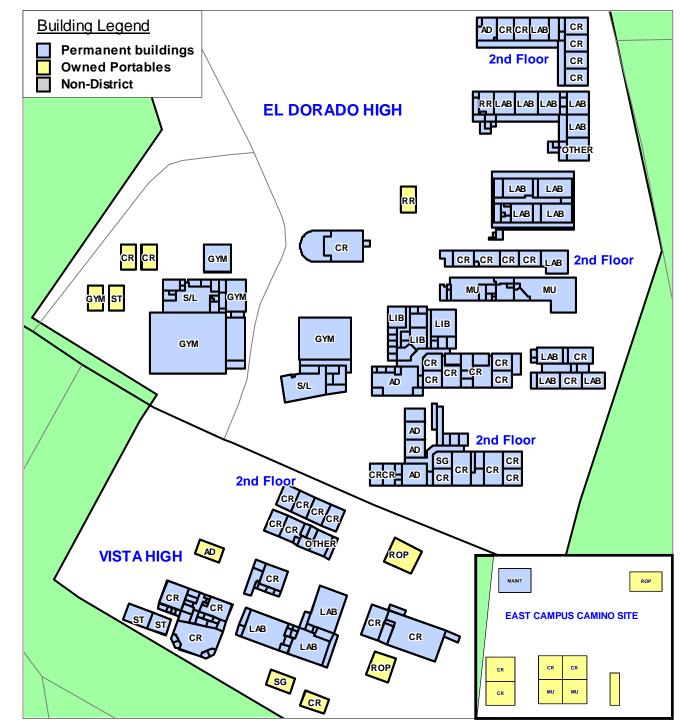
The facility needs shown assume the students projected for the school will attend that school and may not reflect the actual plans for the District. This information is for planning purposes based upon need and not a recommendation of what should be done on the specific site.



**Map #3 - El Dorado High School Attendance Patterns** 

The 2013/14 attendance patterns for EDHS, based on student home addresses, are shown above. The transfers out include students attending the other comprehensive high schools, along with students attending alternative programs. Many of the blue dots (transfers out) are due to the fact there are students still attending Union Mine or Ponderosa that used to be in those attendance areas before the boundary changes.

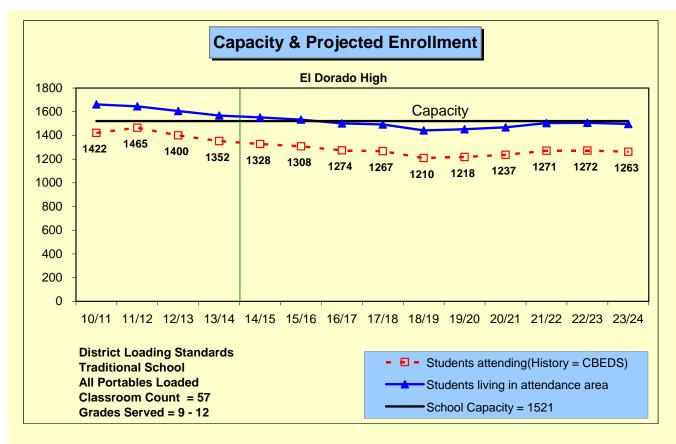
The enrollment for the El Dorado High School site includes the students enrolled in the Vista High program.



Map #4 – El Dorado High School Site Map

This site houses the VHS program, which uses one permanent classroom and core facilities as indicated in the diagram. El Dorado High also includes an East Campus which is used for CTE/ROP programs which includes the Natural Resources program.

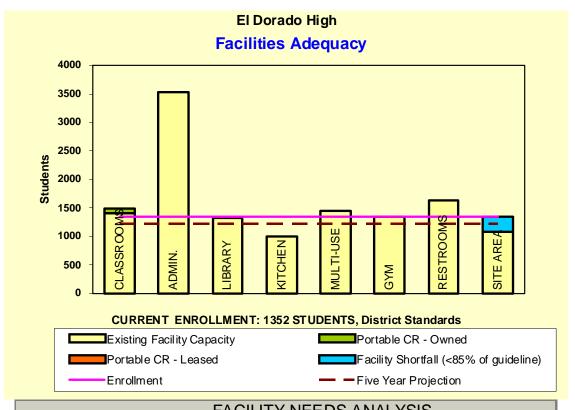




s Available <u>Seats</u> 169	Projected Housing <u>Units</u>
169	
193	7
213	7
247	12
254	12
311	22
303	22
	311

EDHS is projected to slowly drop in enrollment over the next 5 years and then begin to start increasing in enrollment.

Figure #10



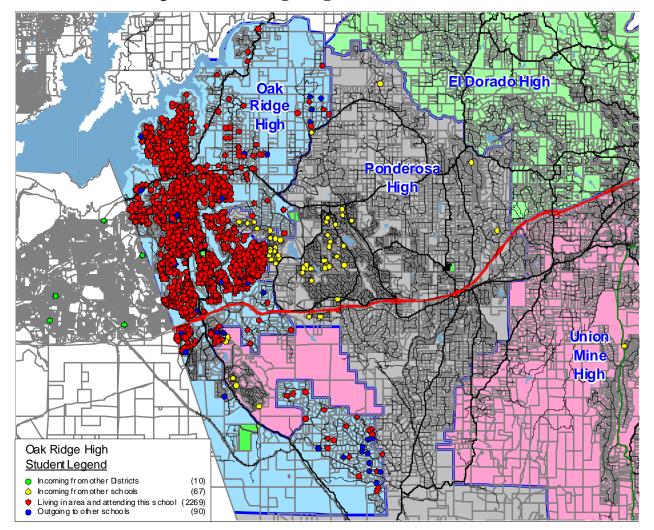
	ŀ	-ACILITY	NEE	DS AN	ALYSIS		
El Dorado High Current Year District Standard's FACILITY TYPE	EXISTING FAUNITS (SQ FT)	ACILITIES INITIAL SCORE			CILITIES PLANNED UNITS (SQ FT)	STD. UNIT COST*	FINAL SCORE#
CLASSROOMS:	75,578		# CR				
- PORTABLE	6,240		0	0		\$60,000	
- PERMANENT	69,338		0	0		281.60	
ADMINISTRATION	14,113	10.0		0		327.62	10.0
LIBRARY	5,964	9.8		0		317.65	9.8
SMALL GROUP ROOMS	3,106			0		300.03	
KITCHEN	1,006	7.4		0		481.90	7.4
MULTI-USE	5,791	10.0		0		328.93	10.0
GYMNASIUM	22,169	10.0		0		395.70	10.0
SHOWER/LOCKER	6,292			0		361.35	
STORAGE	11,269			0		247.77	
RESTROOMS	6,380	10.0		0		653.48	10.0
SITE AREA (ACRES)	31	8.1		7.4		100,000	10.0
Totals	151,668	9.5					9.8

<sup>\*</sup> Standard Unit Costs based on values established by the State's Office of Public School Construction.

Note: Area totals include portables

The Site area for El Dorado High includes the 12 acres of the County owned park.

<sup>#</sup> On a 10 point scale(assumes improvements are made).



Map #5 – Oak Ridge High School Attendance Patterns

The 2013/14 attendance patterns for ORHS, based on student home addresses, are shown above. There were more students transferring out than in. The transfers out include students attending the other comprehensive high schools, along with students attending any of the alternative programs.

CR AD CR **OAK RIDGE HIGH** ST LAB LAB AD CR SG CR LAB LAB CR SG GYM LAB CR GYM GYM PΕ ΜU LAB PΕ LAB CR CR CR CR CR T CR 2nd Floor CR CR CR **Building Legend** CR Permanent buildings **Owned Portables** Non-District

Map #6 – Oak Ridge High School Site Plan

This diagram shows the room utilization for ORHS.

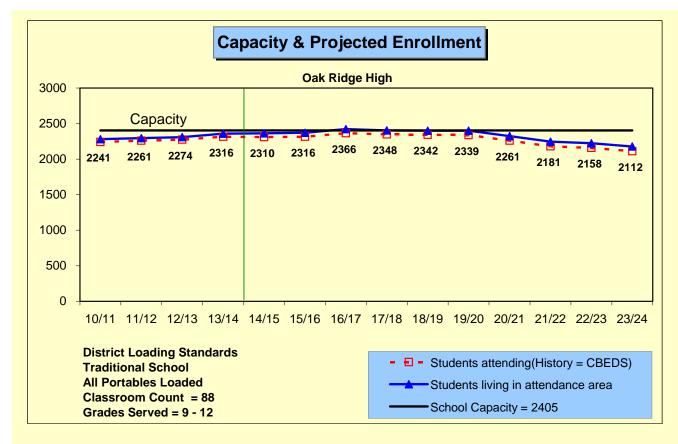
### **Room Labels:**

**LAB – Specialized Classroom** 

MU - Multi use or cafeteria LIB - Library CR - Classroom SG - Small group instruction ST - Storage WW - Walkways AD - Administration/Offices AUD - Auditorium KT - Kitchen S/L - Shower/Locker Room Other - Other uses (ROP, County)

**GYM – Gymnasium or other PE use** 

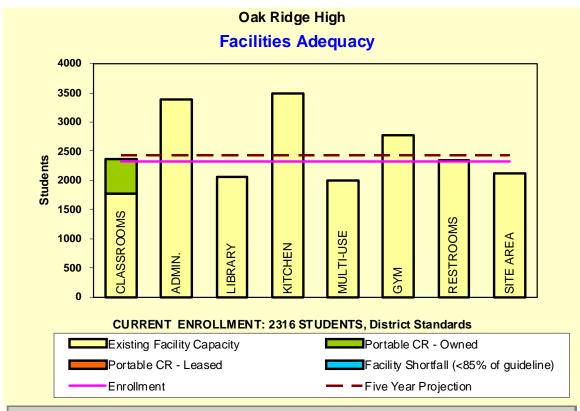
Figure #11



Classroom Needs Timeline									
<u>Year</u>	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR <u>Needed</u>	Total CR's Needed	Available <u>Seats</u>	Projected Housing <u>Units</u>
13/14	2316	42	12	2405	0	0	-3	89	
14/15	2310	-6	12	2405	0	0	-3	95	11
15/16	2316	6	12	2405	0	0	-3	89	66
16/17	2366	50	12	2405	0	0	-1	39	122
17/18	2348	-18	12	2405	0	0	-2	57	284
18/19	2342	-6	12	2405	0	0	-2	63	351
19/20	2339	-3	12	2405	0	0	-2	66	383

ORHS is projected to slightly increase in enrollment for the next 6 years and then will begin to decline.

Figure #12



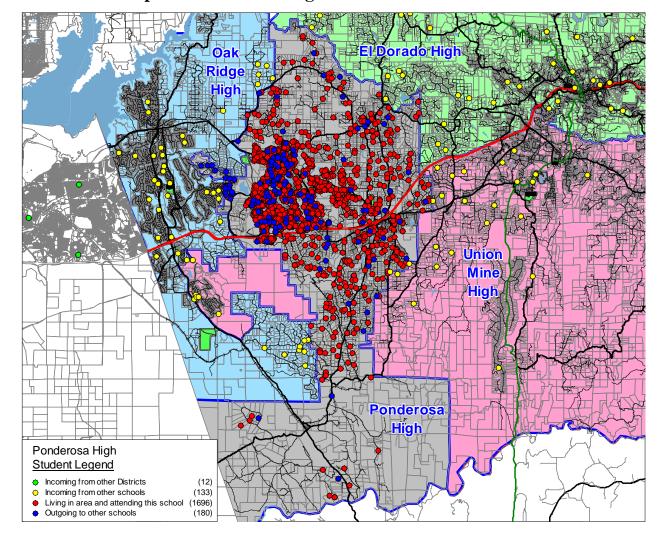
### **FACILITY NEEDS ANALYSIS**

Oak Ridge High				NEW FA	CILITIES		
<b>Current Year</b>	EXISTING F	EXISTING FACILITIES			<b>PLANNED</b>	STD.	
District Standards	UNITS	INITIAL		UNITS	UNITS	UNIT	FINAL
FACILITY TYPE	(SQ FT)	SCORE		(SQ FT)	(SQ FT)	COST*	SCORE#
CLASSROOMS:	87,695		# CR				
- PORTABLE	21,064		0	0		\$60,000	
- PERMANENT	66,631		0	0		281.60	
ADMINISTRATION	13,570	10.0		0		327.62	10.0
LIBRARY	5,257	8.9		0		317.65	8.9
SMALL GROUP ROOMS	5,968			0		300.03	
KITCHEN	3,481	10.0		0		481.90	10.0
MULTI-USE	7,980	8.6		0		328.93	8.6
GYMNASIUM	25,990	10.0		0		395.70	10.0
SHOWER/LOCKER	6,978			0		361.35	
STORAGE	6,118			0		247.77	
RESTROOMS	5,428	10.0		0		653.48	10.0
SITE AREA (ACRES)	49	9.1		0.0		100,000	9.1
Totals	168,465	9.5					9.5

<sup>\*</sup> Standard Unit Costs based on values established by the State's Office of Public School Construction.

Note: Area totals include portables

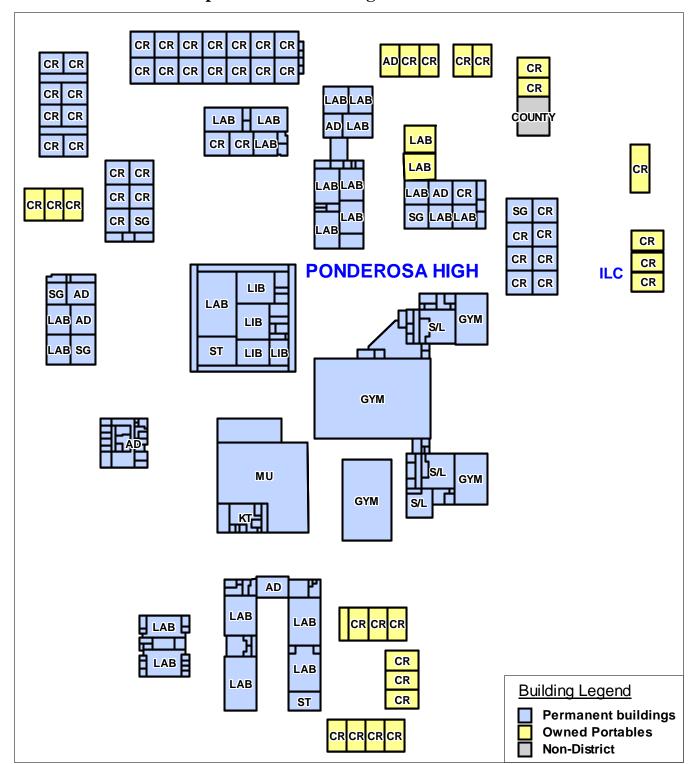
<sup>#</sup> On a 10 point scale(assumes improvements are made).



**Map #7 – Ponderosa High School Attendance Patterns** 

The 2013/14 attendance patterns for PHS, based on student home addresses, are shown above.

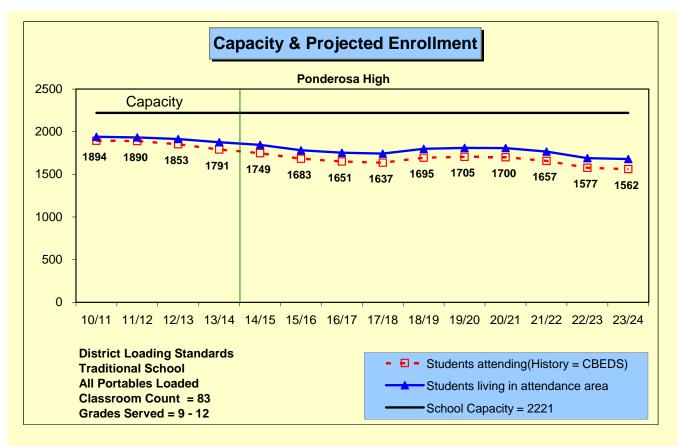
There are fewer number of students transferring in compared to those transferring out of PHS.



Map #8 – Ponderosa High School Site Plan

This diagram shows the room utilization for PHS. Two classrooms on this campus are used for the ILC program.

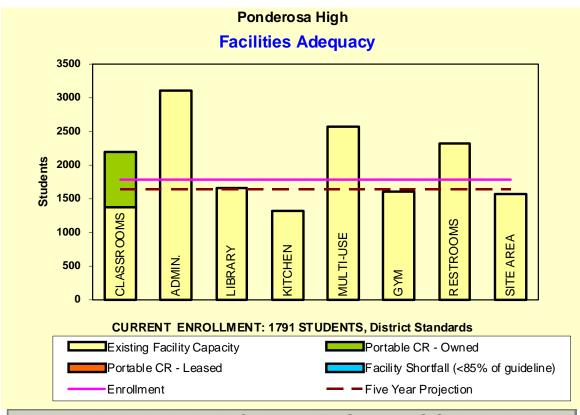
Figure #13



Classroom Needs Timeline									
Year	Total Students*	Annual Change	Spec. Ed.	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing <u>Units</u>
13/14	1791	-62	55	2221	0	0	-15	430	<u> </u>
14/15	1749	-42	54	2221	0	0	-18	472	35
15/16	1683	-66	52	2221	0	0	-20	538	35
16/17	1651	-32	51	2221	0	0	-21	570	83
17/18	1637	-14	51	2221	0	0	-21	584	156
18/19	1695	58	53	2221	0	0	-19	526	236
19/20	1705	10	53	2221	0	0	-19	516	265

Ponderosa High is projected to have a decrease in enrollment over the next ten years.

Figure #14



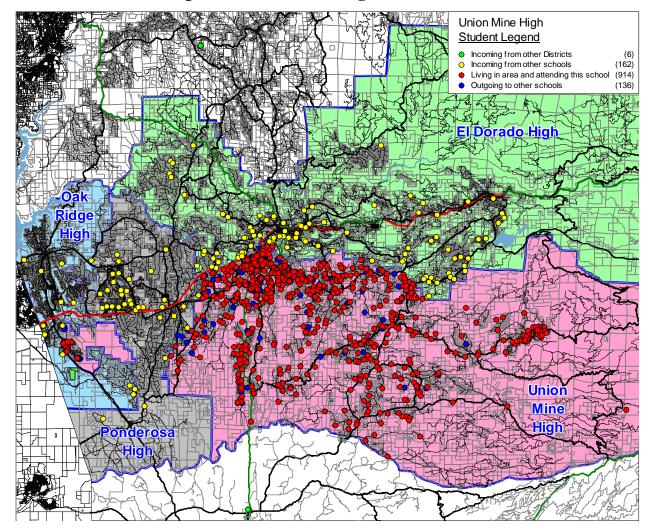
<b>FACILITY N</b>	<b>IEEDS ANAL</b>	LYSIS
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Ponderosa High Current Year	EXISTING F	ACILITIES			CILITIES PLANNED	STD.	
District Standards FACILITY TYPE	UNITS (SQ FT)	INITIAL SCORE		UNITS (SQ FT)	UNITS (SQ FT)	UNIT COST*	FINAL SCORE#
CLASSROOMS:	94,223		# CR				
- PORTABLE	31,440		0	0		\$60,000	
- PERMANENT	62,783		0	0		281.60	
ADMINISTRATION	12,409	10.0		0		327.62	10.0
LIBRARY	5,762	9.3		0		317.65	9.3
SMALL GROUP ROOMS	5,984			0		300.03	
KITCHEN	1,329	7.4		0		481.90	7.4
MULTI-USE	10,260	10.0		0		328.93	10.0
GYMNASIUM	20,420	9.0		0		395.70	9.0
SHOWER/LOCKER	5,068			0		361.35	
STORAGE	8,884			0		247.77	
RESTROOMS	4,843	10.0		0		653.48	10.0
SITE AREA (ACRES)	41	8.8		0.0		100,000	8.8
Totals	169,182	9.4					9.4

<sup>\*</sup> Standard Unit Costs based on values established by the State's Office of Public School Construction.

Note: Area totals include portables

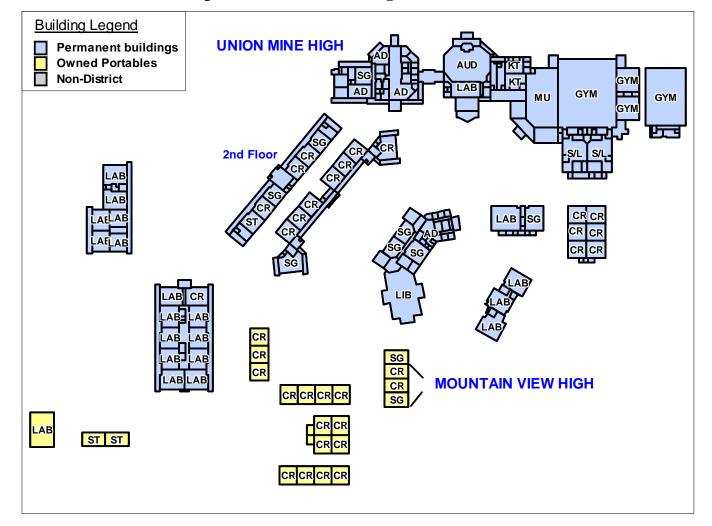
<sup>#</sup> On a 10 point scale(assumes improvements are made).



Map #9 – Union Mine High Attendance Patterns

The 2013/14 attendance patterns for UMHS, based on student home addresses, are shown above. UMHS serves the area shown in this map including the future development in the Valley View and Marble Valley areas.

The enrollment for the Union Mine High site includes the Mountain View High program.



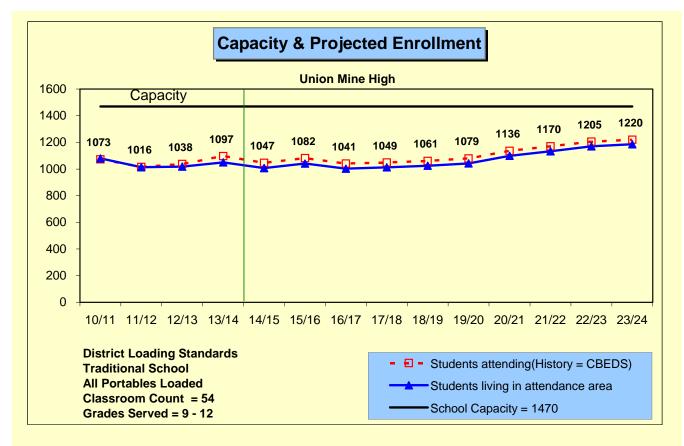
Map #10 – Union Mine High School Site Plan

UMHS is the newest comprehensive high school in the District. A second gym and six permanent classrooms were recently added as shown in the figure above. This site houses the MVHS program, which uses three portables and core facilities.

### **Room Labels:**

MU - Multi use or cafeteria	LIB - Library	CR – Classroom
SG - Small group instruction	ST - Storage	WW - Walkways
AD - Administration/Offices	AUD - Auditorium	KT - Kitchen
S/L - Shower/Locker Room	Other - Other uses (ROP, C	ounty)
LAB – Specialized Classroom	GYM – Gymnasium or othe	er PE use

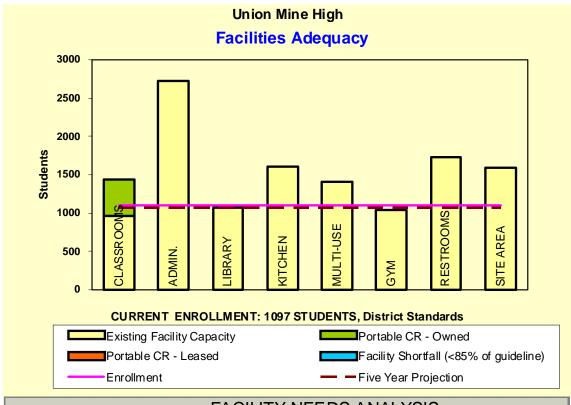
Figure #15



Classroom Needs Timeline									
<u>Year</u>	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR <u>Needed</u>	Total CR's Needed	Available <u>Seats</u>	Projected Housing <u>Units</u>
13/14	1097	59	16	1470	0	0	-14	373	
14/15	1047	-50	15	1470	0	0	-15	423	150
15/16	1082	35	17	1470	0	0	-14	388	160
16/17	1041	-41	16	1470	0	0	-16	429	170
17/18	1049	8	16	1470	0	0	-15	421	180
18/19	1061	12	15	1470	0	0	-15	409	115
19/20	1079	18	17	1470	0	0	-14	391	215
* Based on S Classroom	tudents Attending	g (Squares on 54	Graph)						

UMHS is not projected to exceed its classroom capacity during the next 10 years. The enrollment is projected to be stable the next six years and then begin to grow.

Figure #16



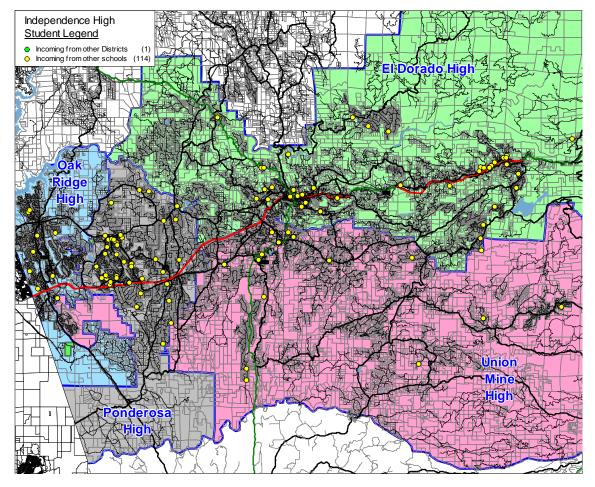
### **FACILITY NEEDS ANALYSIS**

Union Mine High				<b>NEW FA</b>	CILITIES		
Current Year	EXISTING F	ACILITIES		NEEDED	PLANNED	STD.	
District Standards	UNITS	INITIAL		UNITS	UNITS	UNIT	FINAL
FACILITY TYPE	(SQ FT)	SCORE		(SQ FT)	(SQ FT)	COST*	SCORE#
CLASSROOMS:	61,836		# CR				
- PORTABLE	19,680		0	0		\$60,000	
- PERMANENT	42,156		0	0		281.60	
ADMINISTRATION	10,880	10.0		0		327.62	10.0
LIBRARY	6,122	9.8		0		317.65	9.8
SMALL GROUP ROOMS	9,801			0		300.03	
KITCHEN	1,605	10.0		0		481.90	10.0
MULTI-USE	5,610	10.0		0		328.93	10.0
GYMNASIUM	21,820	9.5		0		395.70	9.5
SHOWER/LOCKER	4,625			0		361.35	
STORAGE	8,619			0		247.77	
RESTROOMS	4,725	10.0		0		653.48	10.0
SITE AREA (ACRES)	50	10.0		0.0		100,000	10.0
Totals	135,643	9.9					9.9

<sup>\*</sup> Standard Unit Costs based on values established by the State's Office of Public School Construction.

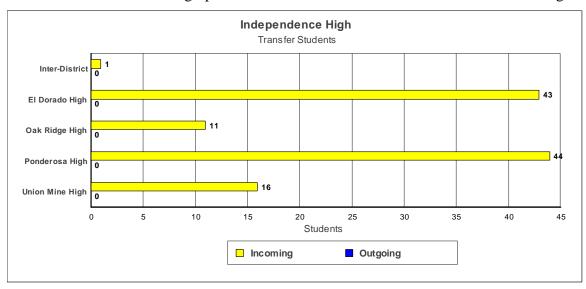
Note: Area totals include portables

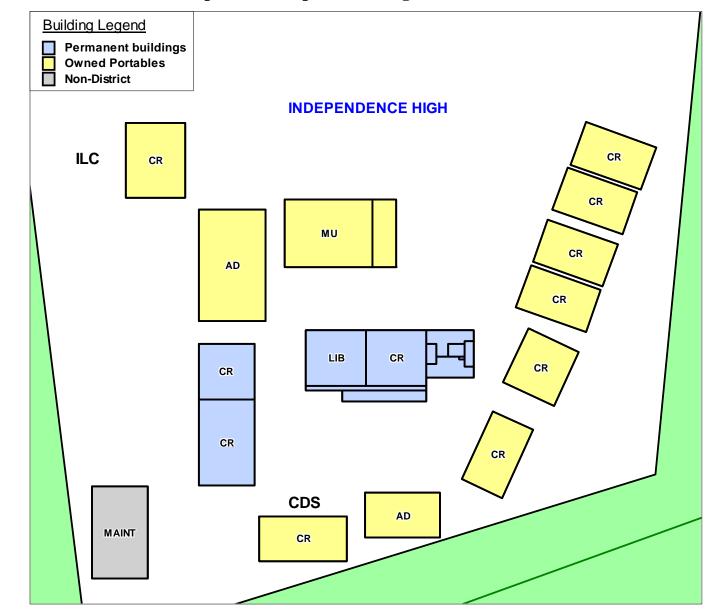
<sup>#</sup> On a 10 point scale(assumes improvements are made).



**Map #11 – Independence High School Attendance Patterns** 

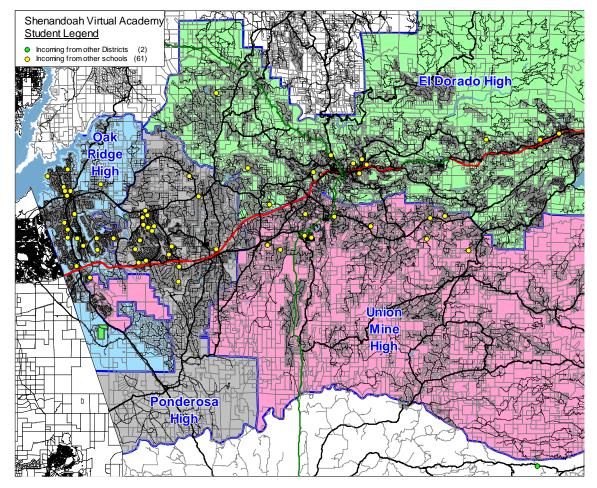
The home locations of students attending IHS in 2013/14 are shown on the map above. IHS serves students District-wide. The graph below summarizes the areas the students are residing in.





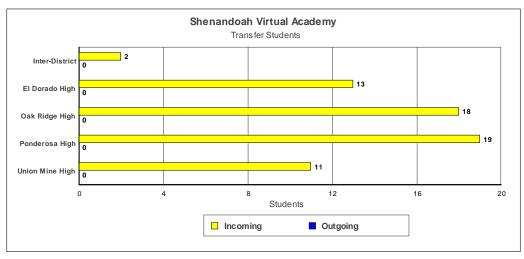
Map #12 – Independence High School Site Plan

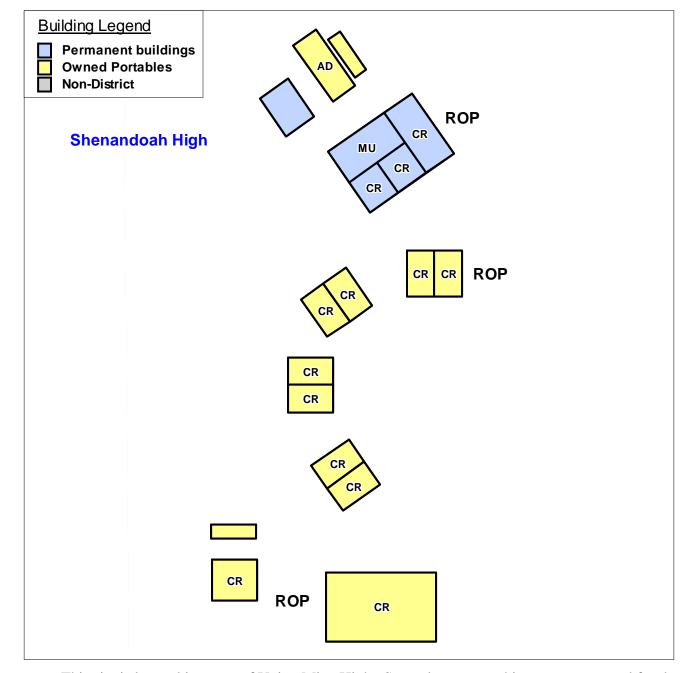
Independence Continuation High School is located on a 3.9 acre site near the District Office. This site also houses facilities used for Independent Learning Center (ILC) and Community Day School (CDS) as shown in the diagram.



**Map #13 – Shenandoah High School Attendance Patterns** 

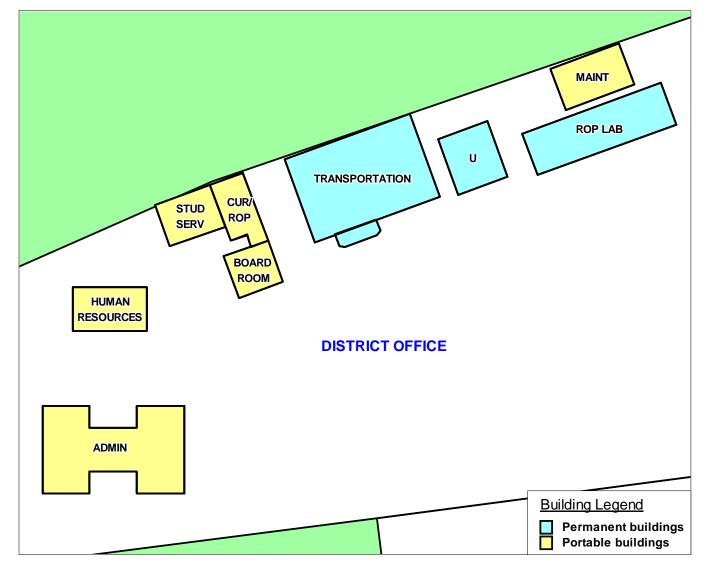
The home locations of students attending SHS in 2013/14 are represented in this map. This program is open to students District-wide and to students living in adjoining counties. The following graph identifies the areas the students are living in.





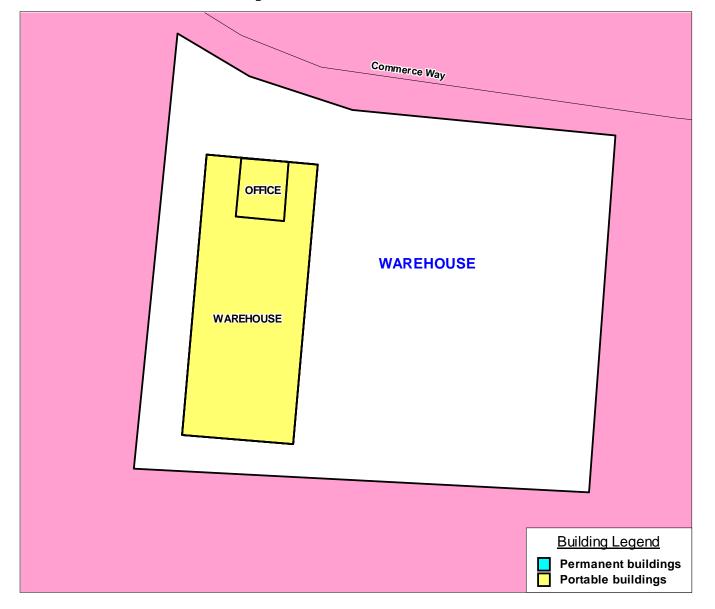
Map #14 – Shenandoah High School Site Plan

This site is located just east of Union Mine High. Several rooms on this campus are used for the ROP program as shown.



Map #15 – District Office Site Plan

The District Education Center contains various buildings that house the central administration, facilities, student services, human resources, ROP, and transportation departments. The District warehouse is located on a separate nearby site and is shown on the following page.



Map #16 – Warehouse Site Plan

The District warehouse houses the Maintenance Department.

#### DISTRICT NEEDS AND TIMELINES

The number of classrooms needed by the District at each school and the totals are summarized below:

Figure #17
District Classroom Needs by the Year 2019/20

# SUMMARY OF NEEDED CLASSROOMS OVER THE NEXT SIX YEARS Using District Loading Standards

-	13/14 Current	14/15 1 Year	15/16 2 Year	16/17 3 Year	17/18 4 Year	18/19 5 Year	19/20 6 Year
<u>School</u>	CR Need	CR Need	CR Need	CR Need	CR Need	CR Need	CR Need
El Dorado High	-6	-7	-8	-9	-9	-11	-11
Oak Ridge High	-3	-3	-3	-1	-2	-2	-2
Ponderosa High	-15	-18	-20	-21	-21	-19	-19
Union Mine High	-14	-15	-14	-16	-15	-15	-14
High School Totals	-38	-43	-45	-47	-47	-47	-46

The classroom inventory includes all leased portables, owned portables, and permanent classrooms with the exception of those owned by other entities, such as the El Dorado County Office of Education (EDCOE).

The four comprehensive high schools have a total of 73 portable classrooms. Without the portables, the District would not have adequate seats to house all the students. Utilizing existing portable classrooms, there are no classrooms needed in the next 10 years, with the exception of replacing aging portables that will become eligible for modernization.

The next section will provide information on costs and revenues to meet the needs for facilities.

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#### **FACILITY NEEDS**

As shown in the previous section, there are various facility issues that need to be addressed. Typically, the facility needs fall into the following categories: growth, modernization, support facilities, program needs, and building and grounds upgrades.

Growth needs are those due to projected new developments which create more students in the future than those that can be housed in the existing facilities.

Modernization needs occur as the existing facilities age. State standards suggest buildings should be modernized when they become 25 years old. It is recommended that portables be modernized or perhaps even replaced at the age of 20 years or older.

Support facility needs are determined by analyzing the various sizes of the non-classroom areas on a campus compared to the number of students housed at the school. This typically includes library space, multi-use, kitchen, gymnasiums, restrooms, and site acreage. This category helps to address equity among the sites.

Program needs are normally generated by changes in the educational program, and are usually driven by comparing the school facilities to current educational specifications.

Building and grounds upgrades consist of items such as upgrading buildings for fire and safety, replacing roofs, upgrading electrical, plumbing, heating and air conditioning, and improving access for people with disabilities.

Some of the needs at the sites may also fall into more than one of the above categories. The following table identifies the needs by site and by category based on input by the Site Facilities Advisory Committees and the analysis from Section D.

# FIGURE #18 PROJECTED SCHOOL FACILITY NEEDS March 2014

Projected Needs By Category		<u>Estimate</u>
FIRE & SAFETY - Modernize facilities to meet current		
codes	\$	300,000
ROOFS - Replace or Repair	\$	1,140,000
SECURITY CAMERAS	\$	475,000
SECURIT CAMERAS	φ	475,000
ELECTRICAL, PLUMBING, HVAC	\$	1,460,000
	<u> </u>	.,,
CLASSROOM TECHNOLOGY	\$	2,100,000
ADA - Improve Access for People with Disabilities	\$	500,000
HEALTH & FITNESS - Building and Equipment	φ	6 600 000
Improvements	\$	6,699,000
PORTABLE REPLACEMENT - 20+ Year Old Portables	\$	1,790,000
TONTABLE NET ENGLINE IVI 201 TOUT ORABICS	Ψ	1,730,000
PORTABLE ROOF REPLACEMENT	\$	318,000
	· ·	•
PORTABLE SIDING REPLACEMENT	\$	256,000
FACILITY MAINTENANCE	\$	2,256,000
EACH TV LIBORAREO E L. C. C. C. L. N. C. L.	Φ.	44.075.000
FACILITY UPGRADES - Educational Needs	\$	11,275,000
FACILITY UPGRADES AND NEEDS	\$	10,200,000
I AGILIT I OI GIVADLO AIND INLLUG	Ψ	10,200,000
PARKING AND TRAFFIC FLOW - Improvements	\$	4,205,000
	т	-,,
SUB TOTAL	\$	42,974,000
CONTINGENCY - 10%	\$	4,297,000
TOTAL WITH CONTINGENCY	\$	47,271,000

The costs in the figure above are based on current estimates for the identified projects and are adjusted for projected inflation. The net need is a total of \$47.3 million. The following pages will identify the potential and projected revenues to meet these facility needs.

#### POTENTIAL AND PROJECTED DISTRICT REVENUES

#### **Revenue Sources**

The District has several potential sources of revenues to pay for the facility needs within the District. Two of the ongoing revenue streams are developer fees and CFD (Community Facilities District) special taxes. Another common local funding source is general obligation bond money. Funds are also available from the State by utilizing the State building program, which provides funding based on eligibility determination calculations for projects including new construction, modernization, Career Technical Education and joint-use buildings.

### **Developer Fees**

The District currently collects Level 1 developer fees as permits are issued for residential and commercial/industrial projects. The District and the elementary districts have a Level 1 developer fee sharing agreement and the high school district receives 39% of Level 1 fee collections. The District collects Level 1 fees on commercial/industrial projects, senior housing projects, and residential additions consisting of more than 500 square feet. The District's share of these fees is \$0.18 and \$1.16 per square foot, respectively. These funds are limited to growth-related capital facility projects and related expenses.

#### **Community Facilities District (CFD)**

The El Dorado Union High School District, the Buckeye Union School District, and the Rescue Union School District established a CFD (the El Dorado Schools Financing Authority CFD #1) in 1992 in the El Dorado Hills Specific Plan area. The special taxes collected in this CFD provide funds to the three participating school districts for capital facilities to serve the students generated from the new development. Since the establishment of the CFD, four smaller developments have been annexed into the special tax district. The EDUHSD receives 38.3% of the special taxes collected in the CFD. The EDUHSD's current annual revenue from the CFD is \$1.9 million. Future growth will be minimal as the developments within the CFD are near build-out.

#### **General Obligation Bonds**

In order to raise the local funds required to match the State's share of new construction and modernization projects, many districts rely on the long-term financing of a general obligation bond. A general obligation bond is repaid by ad valorem property taxes. A \$17.2

million general obligation bond was passed by El Dorado County voters in 1997 for the construction of Union Mine High School.

In June 2008, El Dorado County voters approved another general obligation bond of \$66.3 million for the District's facility needs. During the 2008-2009, 2010-2011 and 2012-2013 fiscal years, the District approved the sale of \$34,000,000, \$17,300,000 and \$14,999,904 respectively of general obligation bonds.

### **State School Facilities Program**

The state offers assistance to school districts with needs for growth, modernization, Career Technical Education, and Joint Venture projects. A local funding source is required for each of these programs unless a school district is a financial hardship district. The District does not qualify as a hardship district.

State growth funding is a 50/50 match program. Growth projects are dependent on eligibility based on the school capacity and enrollment projections. These can be based on district-wide capacities and projections or high school attendance areas. The District is divided into three high school attendance areas – ORHS/PHS, UMHS, and EDHS. Eligibility is updated and verified by the State on an annual basis.

State modernization is a 60/40 funding program, where the state funds 60% and the district funds 40% of the project. Permanent buildings over 25 years of age and portable buildings over 20 years of age are eligible for modernization funding.

Career Technical Education funding is a competitive grant of up to \$3 million for new construction and \$1.5 million for modernization projects. Funds from this program were originally limited to two funding cycles, one in 2007 and one in 2008. A third funding cycle was offered in 2009 using funds remaining after the first two cycles. This is a 50% state, 50% local funding program that requires some financial participation from industry partners.

Joint use funding is available for buildings such as libraries, gyms, and multi-use facilities. The joint use partner must be a governmental agency, higher education, or a nonprofit. The State funds 50% of joint use project and the school district and the joint use partner share the remaining funding. The joint use partner must contribute at least 25% of the funding.

#### **Special Taxes/Parcel Taxes**

These taxes must be passed by a two-thirds vote and are District-wide. Their advantage over a general obligation bond is that they can be used for programmatic purposes as well as capital improvements.

#### **School Facilities Improvement District (SFID)**

This is a property tax that can be assessed in a defined area within the District, such as a specific development or a school attendance area. It also requires a two-thirds vote from within the defined area to pass, and can only be used for school facility improvements.

#### **Certificate of Participation (COP)**

The District has the ability to borrow money for capital facility projects when there is a revenue stream available to make the payments. The District utilizes COP to leverage developer fees and CFD taxes in order to provide adequate facilities when they are needed. Should the repayment revenue sources of developer fees and CFD taxes fail to be sufficient to meet the COP payments, the District's General Fund would be responsible for the debt service payments.

#### **Deferred Maintenance**

This program has been discontinued by the state starting in the 2012-2013 fiscal year. These previously restricted funds are incorporated in the local control funding formula.

#### **Projected Funding Sources**

The District makes every effort to maximize available funding sources for meeting its Capital Improvement needs, which currently includes developer fees, Community Facilities District special taxes (Mello-Roos), general obligation bond, State School Facilities Program, and Certificates of Participation.

Utilizing all of the funding sources potentially available to the District, the projected revenue is insufficient to meet the school facility needs identified in this plan, as of January 2014.

#### **New High School Project Timeline**

Although the projections indicated a new high school is not needed in the next 10 years, there are enough planned development projects to eventually generate a large enough population to justify a new high school beyond the ten year projections. It is anticipated the next high school will be needed in the western portion of the District. The District currently owns two

future school sites in that area. Student enrollment, existing facilities, and operational costs will need to be considered to determine a feasible projected timeline for construction of the next high school based on current projections and assumptions.

Enrollment projections show 6,511 students District-wide in 2023/24, a decrease of 325 students over the next ten years. The facilities inventory in Section C shows that the projected student population can be housed in the District's existing schools.

Long-term enrollment projections will be updated annually in order to anticipate when sufficient enrollment will be reached to necessitate a fifth comprehensive high school.

#### **Options to Explore:**

#### • Maximize existing capacities at all sites

- > Develop programs to attract students to other schools; and
- ➤ Implement minor boundary changes, as necessary to avert over capacity in the western part of the District.

#### • Maximize existing capacities within attendance area

- ➤ Maximize available classroom space each period;
- ➤ Virtual classrooms on-line course offerings; and
- ➤ Compatible schedules at all four comprehensive sites.

In addition to these strategies, community partnerships, community college partnerships, and joint use facilities should be pursued as law permits.

By considering capacities and enrollment, the efficiency of operational costs will allow for the accrual of funds in reserve to open a new school and maintain operational efficiency when the fifth school is open, thereby maintaining the current superior quality of education experienced in the District.

#### **CHARTER SCHOOL PROVISIONS**

Proposition 39 was approved as an initiative measure during the general election in November of 2000, reducing the vote necessary to carry a general bond measure from 66-2/3% to 55%. It also amended Education Code Section 47614 requiring school districts to make available to a charter school, operating in the district boundaries, facilities within the district "sufficient for the charter school to accommodate all of the charter school's in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending another public school in the district." Additionally, the facilities shall be contiguous, furnished, and equipped as necessary to conduct classroom-based instruction.

As a condition of obtaining such facilities, the charter school is required to provide the school district with a reasonable projection of the charter school's expected average daily attendance by enrollment of at least 80 in-district students for the following year.

The El Dorado Union High School District Administrative Regulation (AR) 7160 addresses Charter School Facilities and can be found in Appendix 2 of this document and on the District website. To date, the District has received no requests from a charter school within the district to provide facilities.

#### SUMMARY, RECOMMENDATIONS AND EVALUATION PROCEDURES

### **Summary**

A long-range Facilities Master Plan is a dynamic document that gives coherence and direction to the decisions made for the District's current and future facilities needs. It also provides a financing plan that delivers resources in an efficient manner to ensure its successful implementation and establishes a framework and foundation for future facilities improvements.

Under direction from Board of Trustees' study sessions, the Facilities Master Plan was developed with participation from District administrators, school site representatives, and community members.

On the basis of the research data provided in the preceding sections, the Facilities Master Plan is designed to establish the most efficient method of meeting the District's needs in accordance with present standards and the best available information on what may reasonably be expected to occur.

#### Recommendations

The following items are recommendations to continue the process of providing healthful, safe and adequate facilities that enhance the District's educational programs.

- 1. Maximize the use of existing capacities at all sites;
- 2. Maximize all available funding sources;
- 3. Provide facilities appropriate for the subjects being taught and the manner in which they are taught;
- 4. Strive for equity in facilities assets so that each site offers:
  - Equity in facilities for similar programs;
  - Career/technical education: and
  - Educational programs necessary for California State University/University of California admission.
- 5. Use design criteria that enhances the educational process by providing appropriate, environmentally sound, and efficient: technology, lighting, acoustics, air quality, and equipment;
- 6. Add classrooms as necessary with flexibility to meet the ever-changing fluctuation in student population;

- 7. Provide adequate core and auxiliary facilities;
- 8. Work with the El Dorado County School Facilities Task Force, County Board of Supervisors, and local developers on mitigating the impact of new development;
- 9. Pursue joint use facilities with other agencies;
- 10. Support community involvement in addressing facility needs; and
- 11. Enlist support for a statewide mechanism to provide consistent and adequate school facilities construction funding.

#### **Evaluation Procedures**

It is the practice of the District to continually review and evaluate the Facilities Master Plan. A progress report on facilities will be brought to the Board of Trustees twice annually. The continuing evaluation procedures shall include monitoring of enrollment data and projections, new and projected housing developments, and changing educational program needs. Input on the effectiveness of the Plan shall be sought at regular meetings with each school site's Facilities Advisory Committee and incorporated in the Facilities Master Plan revisions.

### **Updating the Plan**

Updating the long-range facilities plan is necessary to ensure that changes in program, facilities, or demographic data is analyzed in a timely manner for their implication to the overall plan. Appropriate revisions should be recommended to the District's Board of Trustees in a timely manner.

Updating the plan shall be coordinated by the Superintendent and the Director of Facilities in consultation with the Board of Trustees, District administrators, school site personnel, students, and the community.



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EDUHSD 2013-2017 Strategic Planning Goals

March 2014

#### EL DORADO UNION HIGH SCHOOL DISTRICT

# Strategic Planning Goals\* 2013–2017

## College & Career Readiness

# Prepare college-ready and career-ready students to successfully meet entrance and performance requirements of postsecondary institutions

#### Actions toward progress

- Utilize data from local, state, and federal assessments to monitor progress and identify areas of focus
- Increase the number of students taking Advanced Placement courses and passing exams
- Increase the number of students passing the Early Assessment Program assessments and meeting UC/CSU a-g admission requirements
- Increase the number of students qualifying to enroll in transferable, college-level courses and career-specific programs of study
- Provide students with similar experiences, subject matter, and expectations across the District
- Support well-round curricular offerings, including strong core subjects and extensive elective options, that support student development of personal responsibility and life skills essential to successful participation in a democratic society
- Evaluate Credit Recovery and Academic Recovery models, expand as feasible, and continue to improve responses to students yet to meet standards
- Expand implementation of effective instructional strategies through technology, including blended learning

## Developing School Connectedness

# Develop schools where individual students are connected and supported to make healthy, responsible decisions

#### Actions toward progress

- Provide caring, encouraging school environments where students connect with three or more supportive adults
- Engage students and families in the planning and execution of individual six-year high school and transition plans with the aid of online college and career resources
- Increase number of students involved in cocurricular/extracurricular activities
- Evaluate, revise, and monitor outcomes of the Connections Program to incorporate best practices to retain and support students
- Provide students with safe and well-maintained learning environments that are conducive to college and career preparation
- Utilize the Healthy Kids Survey biannually to monitor student acquisition of developmental assets of successful adolescents
- Implement online learning models, including remote access, at alternative education sites and evaluate conceivability of implementation at comprehensive sites

Board Adopted: 4/23/13 Page | 1

### Strategic Planning Goals 2013–2017 (continued)

### Staff Development

# Encourage and support continuous improvement of staff across District who provide instruction and other services to our students and community

#### Actions toward progress

- Utilize the Professional Learning Teams to become versed in the most current research on effective instruction and examination of student work and data which promotes achievement for all students
- Facilitate processes where teachers from content areas across the District work collaboratively to identify, share, and implement the best instructional practices
- Provide professional development to support the effective implementation of common core standards
- Facilitate processes where staff from related services across the District work collaboratively to identify, share, and implement best practices
- Develop structures that promote implementation of identified best practices across the District in order to ensure that students experience similar expectations and learning across the District
- Provide professional development specific to job classifications designed to promote individual and group improvement of the skills necessary to meet the needs of individual students

#### Communication

# Promote and support an environment throughout the District where staff members effectively communicate with each other and all stakeholders

#### Actions toward progress

- Develop accountable Professional Learning Teams across the district focused on improving instructional practices and other services
- Develop processes that encourage productive discourse among staff members across the district
- Develop, maintain, and improve communication tools that promote two-way communication between the District and stakeholder groups
- Seek and act upon input from stakeholder groups, including staff, students, parents, and community members
- Maintain and improve relationships between District and employee organizations

# Resource Allocation & Financial Stability

# Allocate resources to reflect priorities outlined in these goals while maintaining financial stability of the District

#### Actions toward progress

- Develop annual budgets that reflect our commitment to student learning, comparable compensation and benefits for District employees and necessary reserves to weather uncertain economic realities
- Evaluate effectiveness of instructional programs, staff development options, and noninstructional programs to determine effectiveness of each with relation to established expectations
- Monitor budgets multiple times throughout the fiscal year to ensure projected funding is in line with actual expenditures and make appropriate adjustments as necessary
- Develop and implement Facilities Master Plan designed to maximize local and state funding sources to maintain, upgrade, and modernize facilities and technology across the District
- Develop a clear understanding of budget areas where significant differences occur between expected funding levels, expenditures, and actual costs
- Continue collaborative collective bargaining processes that meet Board priorities and budget requirements

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<sup>\*</sup>Baseline data will be determined at the District and school-site levels once these Strategic Goals are adopted by the Board of Trustees.



# El Dorado Union High School District Facility Master Plan

EDUHSD Board Policy BP 7160 and Administrative Regulation AR 7160 (Charter School Facilities)

March 2014

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# EL DORADO UNION HIGH SCHOOL DISTRICT ADMINISTRATIVE REGULATION

**Facilities** 

CHARTER SCHOOL FACILITIES
AR 7160

**DEFINITIONS** (5 CCR 11969.2)

Average daily classroom attendance (ADA) or classroom ADA is ADA for classroom-based apportionment as used in Education Code 47612.5.

In-district classroom ADA is classroom ADA attributable to in-district students.

**In-district students** are those charter school students who are entitled to attend a district school. Students eligible to attend district schools based on an interdistrict attendance agreement or parent/guardian employment shall be considered students of the district where they reside.

(cf. 5111.1 - District Residency) (cf. 5111.12 - Residency Based on Parent/Guardian Employment) (cf. 5117.1 - Interdistrict Attendance Agreements)

**Operating in the district** means the charter school is either currently providing public education to in-district students or has identified at least 80 in-district students who are meaningfully interested in enrolling in the charter school for the following year, regardless of whether the district is or is proposed to be the chartering entity and whether or not the charter school has a facility inside the district's boundaries. (Education Code 47614; 5 CCR 11969.2)

Reasonably equivalent facilities are facilities that are sufficient to accommodate charter school students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other public schools of the district. Reasonable equivalency shall be determined based on a comparison group of district schools with similar grade levels, the capacity of facilities, and the condition of facilities, as described below in the section "Submission and Review of Facilities Requests." (5 CCR 11969.2, 11969.3)

Furnished and equipped means the facilities include reasonably equivalent furnishing necessary to conduct classroom instruction and to provide for student services that directly support classroom instruction as found in the comparison group schools established under 5 CCR 11969.3(a) and that the facilities have equipment that is reasonably equivalent to the comparison group schools. Equipment means property that does not lose its identity when removed from its location and is not changed materially or consumed immediately (e.g., within 1 year). Equipment has relatively permanent value and its purchase increases the total value of the district's physical properties. Examples include furniture, vehicles, machinery, motion picture film, videotape, furnishings that are not an integral part of the building or building system, and certain intangible assets such as major software programs. Furnishings and equipment acquired for a school site with nondistrict resources are excluded when determining reasonable equivalence. (5 CCR 11969.2)

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Contiguous facilities are those facilities contained on the school site or immediately adjacent to a school site. If the in-district classroom ADA of the charter school cannot be accommodated on any single school site, contiguous facilities also include facilities located at more than one site, provided that the district minimizes the number of sites assigned and considers student safety. If none of the district-operated schools has grade levels similar to the charter school, then a contiguous facility shall be an existing facility that is most consistent with the needs of students in the grade levels served at the charter school. (5 CCR 11969.2, 11969.3)

**Conversion charter school** is a charter school established through the conversion of an existing public school. (Education Code 47605)

#### **ELIGIBILITY FOR DISTRICT FACILITIES**

A charter school shall be operating in the district, as defined above, before it submits a request for facilities. A new or proposed charter school operating in the district is eligible to request facilities for a particular fiscal year only if it submits its charter petition before November 1 of the fiscal year preceding the year for which facilities are requested. A new charter school is entitled to be allocated and/or provided access to facilities only if it receives approval of its charter petition before March 15 of the fiscal year preceding the year for which facilities are requested. (5 CCR 11969.9)

(cf. 0420.4 - Charter School Authorization)

#### SUBMISSION AND REVIEW OF FACILTIES REQUESTS

The following procedures shall apply to a charter school's request for facilities:

- 1. On or before **November 1**, a charter school shall submit a written facilities request to the Superintendent or designee for the next fiscal year. The request shall include: (Education Code 47614; 5 CCR 11969.2, 11969.9)
  - a. Reasonable projections of in-district and total ADA and in-district and total classroom ADA, based on ADA claimed for apportionment, if any, in the fiscal year prior to the fiscal year in which the facilities request is made, adjusted for expected changes in enrollment in the forthcoming fiscal year.

Projections of in-district ADA, in-district classroom ADA, and the number of indistrict students shall be broken down by grade level and by the district schools that the students would otherwise attend.

Nonclassroom ADA may be included in the ADA calculation to the extent of the instructional time that the students generating the nonclassroom ADA are actually in the classroom under the direct supervision of and control of a charter school employee, and only if the district and charter school agree upon the time(s) that the facilities devoted to students generating the nonclassroom-based ADA will be used.

b. A description of the methodology for the projections.

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- c. If relevant (i.e., when a charter school is not yet open or to the extent an operating charter school projects a substantial increase in ADA), documentation of the number of in-district students meaningfully interested in attending the charter school that is sufficient for the district to determine the reasonableness of the projection, but that need not be verifiable for precise arithmetical accuracy.
- d. The charter school's operational calendar.
- e. Information regarding the district's school site and/or general geographic area in which the charter school wishes to locate.
- f. Information on the charter school's educational program, if any, that is relevant to assignment of facilities, if any.

In submitting a facilities request, the charter school shall use a form specified by the district. The charter school shall distribute a reasonable number copies of the written request to parents/guardians, school staff, and/or other interested parties, of shall otherwise make the request available for review.

- 2. On or before **December 1**, the district shall review the charter school's projections of indistrict and total ADA and in-district and total classroom ADA, express any objections in writing, and state the projections the district considers reasonable. If the district does not express any objections in writing and state its own projections by the deadline, the charter school's projections are no longer subject to challenge and the district shall base its offer of facilities on those projections. (5 CCR 11969.9)
- 3. On or before **January 2**, the charter school shall respond to any objections expressed by the district and to the district's attendance projections provided pursuant to item #2 above. The charter school shall reaffirm or modify its previous projections as necessary to respond to the information received from the district pursuant to item #2. If the charter school does not respond by January 2, the district's projections provided pursuant to item #2 are no longer subject to challenge and the district shall base its offer of facilities on those projections. (5 CCR 11969.9)
- 4. The district shall determine what facilities it will offer to the charter school, ensuring that the facilities are reasonably equivalent to other district facilities. (5 CCR 11969.3)

If a charter school was established through the conversion from an existing public school pursuant to Education Code 47605(a)(2), , the condition of the facility previously used by the district shall be considered to be reasonably equivalent for the first year the charter school uses the facility. (5 CCR 11969.3)

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For any other charter school, reasonable equivalency shall be based on the following criteria as detailed in 5 CCR 11969.3:

- a. A comparison group of district schools with similar grade levels. If a charter school's grade-level configuration is different from the configuration of the district's schools, the district shall not pay for the modification of a school site to accommodate the charter school's configuration
- b. Capacity, including equivalency of the ratio of teaching stations (classrooms), specialized classroom space, and nonteaching space to ADA
- c. Condition of facilities, as determined by assessing such factors as age of facilities (from last modernization), quality of materials, and state of maintenance, including:
  - (1) School site size
  - (2) Condition of interior and exterior surfaces
  - (3) Conformity of mechanical, plumbing, electrical, and fire alarm systems, including conformity to applicable codes
  - (4) Availability and condition of technology infrastructure
  - (5) Condition of the facility as a safe learning environment, including but not limited to the suitability of lighting, noise mitigation, and size for intended use
  - (6) Condition of the facility's furnishings and equipment
  - (7) Condition of athletic fields and/or play area space

(cf. 7111 - Evaluating Existing Buildings)

- 5. On or before **February 1**, the district shall prepare a written preliminary proposal regarding the space to be allocated to the charter school and/or to which the charter school is to be provided access. In evaluating and accommodating the charter school's request, the charter school's in-district students shall be given the same consideration as students in the district's schools, subject to the requirement that the facilities provided must be contiguous. At a minimum, the preliminary proposal shall include: (5 CCR 11969.2, 11969.9)
  - a. The projections of in-district classroom ADA on which the proposal is based
  - b. The specific location(s) of the space
  - c. All conditions pertaining to the space, including a draft of any proposed agreement pertaining to the charter school's use of the space

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- d. The projected pro rata share amount and a description of the methodology used to determine that amount
- e. A list and description of the comparison group schools used in developing the district's preliminary proposal and a description of the difference between the preliminary proposal and the charter school's request submitted pursuant to item #1 above.
- 6. On or before **March 1**, the charter school shall respond in writing to the district's preliminary proposal made pursuant to item #5 above and shall express any concerns, including addressing differences between the preliminary proposal and the charter school's request, and or make a counter proposal. (5 CCR 11969.9)
- 7. On or before **April 1**, having reviewed any concerns and/or counter proposals made by the charter school pursuant to item #6 above, the district shall submit, in writing, a final notification of the space offered to the charter school. The notification shall include a response to the charter school's concerns and/or counter proposal, if any. The final notification shall specifically identify: (5 CCR 11969.9)
  - a. The teaching stations, specialized classroom spaces, and nonteaching station space offered for the exclusive use of the charter school and the teaching stations, specialized classroom spaces, and nonteaching spaces to which the charter school is to be provided access on a shared basis with district-operated programs
  - b. Arrangements for sharing any shared space
  - c. The assumptions of in-district classroom ADA for the charter school upon which the allocation is based, and if the assumptions are different than those submitted by the charter school pursuant to item #3 above, a written explanation of the reasons for the differences
  - d. The specific location(s) of the space
  - e. All conditions pertaining to space
  - f. The pro rata share amount
  - g. The payment schedule for the pro rata amount, which shall take into account the timing of revenues from the state and from local property taxes
- 8. By May 1 or within 30 days after the district notification pursuant to item #7 above, whichever is later, the charter school shall notify the district in writing whether or not it intends to occupy the offered space. (5 CCR 11969.9)

The charter's school's notification may be withdrawn or modified before this deadline. After the deadline, if the charter school has notified the district that it intends to occupy

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the offered space, the charter school is committed to paying the pro rata share amount as identified. If the charter school does not notify the district by this deadline that it intends to occupy the offered space, then the space shall remain available for district programs and the charter school shall not be entitled to use facilities of the district in the following year. (5 CCR 11969.9)

### **AVAILABILITY OF FACILITIES**

The space allocated to the charter school by the district, or the space to which the district provides the charter school access, shall be furnished, equipped, and available for occupancy at least 10 working days prior to the first day of instruction of the charter school. For good cause, the district may reduce the period of availability to a period of not less than 7 working days. (5 CCR 11969.9)

Space allocated for use by the charter school, subject to sharing arrangements, shall be available for the charter school's entire school year regardless of the district's instructional year or class schedule. (5 CCR 11969.5)

For a conversion charter school, the school site identified in the school's charter, shall be made available to the charter school for its second year of operation and thereafter upon annual request for facilities from the district pursuant to this administrative regulation.

If, as a result of a material revision of the charter, either the location of the conversion charter school is changed or the district approves the operation of additional sites by the school, then the school may request, and the district shall provide, facilities in accordance with the revised charter, law, and this administrative regulation. (5 CCR 11969.3)

### WRITTEN AGREEMENT REGARDING FACILITIES OPERATIONS

The district and charter school shall negotiate an agreement regarding the use of and payment for the space which contains, at a minimum, information included in the district's final notification pursuant to item #7 in the section "Submission and Review of Facilities Requests" above. (5 CCR 11969.9)

A reciprocal hold-harmless/indemnification provision shall be established between the district and the charter school. The charter school shall maintain general liability insurance naming the district as an additional insured in order to indemnify the district for any damage and losses. The district shall maintain first party property insurance for the facilities allocated to the charter school. (5 CCR 11969.9)

(cf. 3530 - Risk Management / Insurance)

Responsibilities for facilities maintenance and improvements shall be as follows: (5 CCR 11969.4, 11969.9)

1. The district shall be responsible for:

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- a. Modifications necessary to maintain the facility in accordance with application building codes pursuant to Education Code 47610(d) or 47610.5
- b. Replacement of district-provided furnishings and equipment in accordance with district schedules and practices
- c. Projects eligible to be included in the district's deferred maintenance plan
- 2. The charter school shall be responsible for ongoing operations and maintenance of facilities, furnishings, and equipment.

The charter school shall not sublet or use the facilities for purposes other than those that are consistent with Board policies and district practices without permission of the Superintendent or designee. (5 CCR 11969.5)

(cf. 1330 - Use of School Facilities)

Facilities, furnishings, and equipment provided to a charter school by the district shall remain the property of the district. (5 CCR 11969.4)

The district may charge the charter school, in accordance with 5 CCR 11969.7, for a pro rata share of the district's facilities costs for activities related to keeping the physical plant open, comfortable, and safe for use and keeping the grounds, buildings, and equipment in working condition. Such activities include maintaining safety in buildings, on grounds, and in the vicinity of schools; plant maintenance and operations; facilities acquisition and construction; and facilities rents and leases. (Education Code 47614; 5 CCR 11969.2)

The charter school shall report actual in-district and total ADA and classroom ADA to the district every time that the charter school reports ADA for apportionment purposes. If the charter school generates less ADA than projected, the following provisions shall apply to any overallocated space: (Education Code 47614; 5 CCR 11969.3, 11969.8, 11969.9)

- 1. The charter school shall reimburse the district for the over-allocated space as set forth in 5 CCR 11969.8, unless the district agrees, in response to the notification by the charter school of overallocation, to exercise its sole discretion to use the overallocated space for district programs.
- 2. In the case of a conversion charter school, the overallocated space shall not be subject to reimbursement under the following circumstances:
  - a. The school notifies the district that it will have over-allocated space in the following fiscal year. In such cases, the district may occupy all or a portion of the space identified. A charter school that wants to recover space surrendered to the district shall apply to the district and the district shall evaluate the application in accordance with law and this administrative regulation.

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b. Based on the State Board of Education's waiver of attendance area requirements in Education Code 47605(d)(1), the district makes a decision, between November 1 and June 30, to change the school's attendance area in the forthcoming fiscal year.

### MEDIATION OF DISPUTES

If a dispute arises between the district and a charter school pursuant to Education Code 47614 or 5 CCR 11969.1–11969.10, both parties may agree to settle the dispute using mediation, in accordance with the following procedures: (5 CCR 11969.10)

- 1. If both parties agree to mediation, the initiating party shall select a mediator, subject to the agreement of the responding party. If the parties are unable to agree on a mediator, the initiating party shall request the CDE to appoint a mediator within 7 days to assist the parties in resolving the dispute. The mediator shall meet with the parties as quickly as possible.
- 2. Within 7 days of the selection or appointment of the mediator, the party initiating the dispute resolution process shall send a notice to the responding party and the mediator. The notice shall include the following information:
  - a. Name, address, and phone numbers of designated representatives of the parties
  - b. A statement of the facts of the dispute, including information regarding the parties' attempts to resolve the dispute
  - c. The specific sections of the statute or regulations that are in dispute
  - d. The specific resolution sought by the initiating party
- 3. Within 7 days of receiving the notice, the responding party shall file a written response.
- 4. The mediation shall be entirely informal in nature. Each party shall share copies of exhibits upon which its case is based with the other party. The relevant facts shall be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses.
- 5. Any agreement reached by the parties shall be in writing and shall not set a precedent for any other case.
- 6. The mediation shall be terminated if the district and the charter school fail to meet within the specified timelines, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares an impasse.
- 7. The costs of the mediation shall be divided equally between the parties and paid promptly.

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### EL DORADO UNION HIGH SCHOOL DISTRICT BOARD POLICY

**Facilities** 

CHARTER SCHOOL FACILITIES
BP 7160

Note: Pursuant to Education Code 47614 (Proposition 39, 2000), the district must make facilities available, upon request, to a charter school "operating in the district." A charter school is "operating in the district" if it is either currently serving students who are entitled to attend a district school or has identified at least 80 students who are entitled to attend a district school and are meaningfully interested in enrolling in the charter school for the following year. The facilities provided by the district must be furnished, equipped, and reasonable equivalent to those in other district schools.

Pursuant to 5 CCR 11969.2, charter school facilities may be located at more than one site if the charter school's students cannot be accommodated on any single district site, provided that the district minimized the number of sites and considers student safety. In <u>Ridgecrest charter School v. Sierra Sands Unified School District</u>, an appellate court held that a district must begin wit the assumption that all charter school students will be assigned to a single school site and then adjust other factors to accommodate this goal. How those factors will be weighed and whether those factors would make a single school site feasible will be a case-by-case determine. Consult legal counsel.

The Governing Board believes that all students, including those attending charter schools, should have access to adequate facilities that are safe and support student learning.

Facilities to be used by a charter school shall be specified in the school's charter pursuant to Education Code 47605 and also may be addressed in a written memorandum of understanding between the district and charter school.

(cf. 0420.4 - Charter Schools)

Upon request, the Board shall make available to an eligible charter school operating in the district, as defined in law and administrative regulation. In accordance with law, such facilities shall be contiguous, furnished, equipped, and sufficient to accommodate all the charter schools in-district students in conditions reasonably equivalent to those in which the students would be accommodated if they were attending other district schools. The Board shall make reasonable effort to provide the charter school with facilities near where the charter school wishes to locate and shall not move the charter school unnecessarily. If the district's preliminary proposal or final notification of space does not accommodate the charter school at a single school site, the Board shall make a specific finding that the charter school could not be accommodated at a single site and shall adopt a written statement of reasons explaining the finding. (Education Code 47614; 5 CCR 11969.1-11969.10)

(cf. 7110 - Facilities Master Plan)

The district shall not be required to use unrestricted general fund revenues to rent, buy, or lease facilities for charter schools. (Education Code 47614)

(cf. 3100 - Budget)

Policy Adopted: 2/24/09 Page 1 of 2 Last Revised: 6/11/13 The Superintendent or designee may assist eligible charter schools in applying for state facilities funding for new construction or rehabilitation of facilities pursuant to Education Code 17078.52-17078.66 and/or for rent and least expenditures pursuant to Education Code 47614.5.

### Legal Reference:

### **EDUCATION CODE**

17070.10-17080 Leroy F. Greene School Facilities Act of 1998, including:

17078.52-17078.66 Charter schools facility funding; state bond proceeds

17280-17317 Field Act

46600 Interdistrict attendance agreements

47600-47616.5 Charter Schools Act of 1992, as amended

48204 Residency requirements for school attendance

### **GOVERNMENT CODE**

53094 Authority to render zoning ordinance inapplicable

53097.3 Charter school ordinances

CODE OF REGULATIONS, TITLE 2

1859.2 Definitions

1859.31 Classroom inventory

1859.160-1859.172 Charter school facilities program, new construction

CODE OF REGULATIONS, TITLE 5

11969.1-11969.10 Charter school facilities

### **COURT DECISIONS**

Bullis Charter School v. Los Altos School District, (2011) 200 Cal.App. 4th 1022

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130

Cal.App.4th 986

Sequoia Union High School District v. Aurora Charter High School (2003) 112

Cal.App.4th 185

ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 52 (1997)

### Management Resources:

### CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2009

Charter School Facilities and Proposition 39: Legal Implications for School Districts, 2005

### OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

School Facility Program Handbook, May 2008

### **WEB SITES**

CSBA: http://www.csba.org

California Charter Schools Association: http://www.charterassociation.org

California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/cs

Coalition for Adequate School Housing: <a href="http://www.cashnet.org">http://www.cashnet.org</a>
Office of Public School Construction: <a href="http://www.opsc.dgs.ca.gov">http://www.opsc.dgs.ca.gov</a>

Policy Adopted: 2/24/09 Last Revised: 6/11/13



Career Technical Education/ROP Occupational Guides

March 2014

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## Employment Development Deportment

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Labor Market Info

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Unemployment Disability Jobs & Training Payroll Taxes

### Top 100 Fastest Growing Occupations in California, 2008-2018

		Employment		Percent
	Occupation Title	2008	2018	Change
	Biomedical Engineers	3,100	5,600	80.6%
	Information Security Analysts, Web Developers, and Computer Network Architects*	35,000	52,600	50.3%
	Biochemists and Biophysicists	4,800	7,100	47.9%
	Medical Scientists, Except Epidemiologists	26,200	38,500	46.9%
	Personal and Home Care Aides	346,500	504,700	45.7%
	resolidi aliu i lolle Gale Alues			
ماله	Home Health Aides	54,300	78,000	43.6%
^	•	8,100	11,500	42.0%
	Physician Assistants  Connection Cladifying Propinitation and Still Machine Setters Operators and Tenders	7,300	10,200	39.7%
zîv	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	5,900	8,100	37.3%
*		1,100	1,500	36.4%
	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	1,100	1,000	
	The state of the s	9,400	12,700	35,1%
	Veterinary Technologists and Technicians	5,600	7,500	33.9%
*	Veterinarians	4,200	5,600	33.3%
•••	Physical Therapist Assistants	3,100	4,100	32.3%
	Financial Examiners	80,900	106,100	31.1%
	Software Developers, Applications	80,900	100,100	01.170
		14,300	18,700	30.8%
	Emergency Medical Technicians and Paramedics	76,100	99,400	30.6%
*	Medical Assistants	2,000	2,600	30.0%
	Radiation Therapists	4,000	5,200	30.0%
	Medical Equipment Repairers	4,100	5,300	29.3%
*	Skin Care Specialists	4,100	0,000	20.070
		8,900	11,500	29.2%
	Surgical Technologists	3,800	4,900	28.9%
	Cardiovascular Technologists and Technicians	15,300	19,700	28.8%
	Physical Therapists	2,100	2,700	28.6%
	Survey Researchers	27,800	35,700	28.4%
	Pharmacy Technicians	21,800	33,700	20.476
	and the second of the second o	31,900	40,800	27.9%
	Compliance Officers, Except Agriculture, Construction, Health and Safety, and Transportation	31,700	40,400	27.4%
	Fitness Trainers and Aerobics Instructors	1,100	1,400	27.3%
	Curators	12,400	15,700	26.6%
*	Respiratory Therapists	1,900	2,400	26.3%
^	Occupational Therapist Assistants	1,500	2,.20	20,0,0
		18,500	23,300	25.9%
	Dental Hygienists	8,100	10,200	25.9%
	Occupational Therapists	73,300	92,200	25.8%
	Software Developers, Systems Software	236,400	297,200	25.7%
٠	Registered Nurses*	46,300	58,200	25.7%
*	Dental Assistants	10,000	,	
	M. J. (December and Martinian Consisting	36,900	46,200	25.2%
	Market Research Analysts and Marketing Specialists	1,200	1,500	25.0%
	Museum Technicians and Conservators	2,000	2,500	25.0%
	Funeral Attendants	88,000	109,100	24.0%
	Medical Secretaries	10,600	13,100	23.6%
	Biological Technicians	,,,,,,,,		
	· · · · · · · · · · · · · · · · · · ·	1,300	1,600	23,1%
	Sociologists	2,600	3,200	23.1%
	Social Science Research Assistants	2,600	3,200	23.1%
	Obstetricians and Gynecologists	1,300	1,600	23.1%
	Captains, Mates, and Pilots of Water Vessels	10.900	13,400	22.9%
	Medical and Public Health Social Workers	10,000		
	Trades	14,500	17,800	22.8%
	Mixing and Blending Machine Setters, Operators, and Tenders	14,000	,520	

\*Indicates courses offered by EDUHSD and/or CSROP

*	Veterinary Assistants and Laboratory Animal Caretakers	7,500	9,200	22.7%
	Loan Counselors	3,100	3,800	22.6%
	Instructional Coordinators	18,300	22,400	22.4%
	Pediatricians, General	5,400	6,600	22.2%
	- Salamount, Contra			
	Microbiologists	2,700	3,300	22.2%
	Medical Records and Health Information Technicians	15,100	18,400	21.9%
	Personal Financial Advisors	28,400	34,600	21.8%
	Hotel, Motel, and Resort Desk Clerks	24,000	29,200	21.7%
	Tree Trimmers and Pruners	7,400	9,000	21.6%
	THE THIRD SHE FIGURE	·		
*	Environmental Science and Protection Technicians, Including Health	3,700	4,500	21.6%
	Diagnostic Medical Sonographers	5,100	6,200	21.6%
	Public Relations Specialists	31,000	37,700	21.6%
	Licensed Practical and Licensed Vocational Nurses	63,300	76,900	21.5%
	Gaming Dealers	12,100	14,700	21.5%
	Carining Double			
	Family and General Practitioners	10,300	12,500	21.4%
	Environmental Scientists and Specialists, Including Health	13,100	15,900	21.4%
	Physics Teachers, Postsecondary	1,400	1,700	21.4%
	Employment, Recruitment, and Placement Specialists	19,600	23,800	21.4%
	Environmental Engineers	5,600	6,800	21.4%
	·	•		
	Training and Development Specialists	18,400	22,300	21.2%
×	Radiologic Technologists and Technicians*	16,000	19,400	21.2%
*	Nursing Aides, Orderlies, and Attendants*	108,100	130,800	21.0%
	Graduate Teaching Assistants	16,200	19,600	21.0%
	Special Education Teachers, Preschool, Kindergarten, and Elementary School*	19,200	23,200	20.8%
	Computer and Information Research Scientists	4,800	5,800	20.8%
	Septic Tank Servicers and Sewer Pipe Cleaners	2,400	2,900	20.8%
	Database Administrators	13,500	16,300	20.7%
	Optometrists	3,400	4,100	20.6%
	Internists, General	7,800	9,400	20.5%
		2 000	4,700	20.5%
	Anesthesiologists	3,900 7,800	9,400	20.5%
	Natural Sciences Managers	7,800 5,400	6,500	20.4%
	Special Education Teachers, Middle School	12,300	14,800	20.3%
	Compensation, Benefits, and Job Analysis Specialists	12,900	15,500	20.2%
	Medical and Clinical Laboratory Technologists	12,800	,5,000	20.2.70
	Additional and Officiant Laboratory Technicions	15,500	18,600	20.0%
	Medical and Clinical Laboratory Technicians	1,000	1,200	20.0%
•	Cartographers and Photogrammetrists	3,000	3,600	20.0%
	Engineering Teachers, Postsecondary  Conservation Scientists	1,500	1,800	20.0%
	Ambulance Drivers and Attendants, Except Emergency Medical Technicians	2,000	2,400	20.0%
	Sailors and Marine Oilers	1,500	1,800	20.0%
	Biological Science Teachers, Postsecondary	9,200	11,000	19.6%
	Interpreters and Translators	9,200	11,000	19.6%
	Water and Liquid Waste Treatment Plant and System Operators	8,700	10,400	19.5%
	Police, Fire, and Ambulance Dispatchers	6,200	7,400	19.4%
				(0.40)
	Paralegals and Legal Assistants	28,300	33,800	19.4%
	Health Educators	10,400	12,400	19.2%
	Urban and Regional Planners	7,800	9,300	19.2%
	Accountants and Auditors	140,200	167,100	19.2%
	Refuse and Recyclable Material Collectors	18,200	21,700	19.2%
		18,300	21,800	19.1%
_	Sales Engineers	67,400	80,200	19.0%
*	Dishwashers	1,600	1,900	18.8%
	Bicycle Repairers	1,600	1,900	18.8%
	Law Teachers, Postsecondary	26,800	31,800	18.7%
	Human Resources, Training, and Labor Relations Specialists, All Other	,	•	

Search by Topic Search by Keyword

\*Indicates courses offered by EDUHSD and/or CSROP

## U.S. Bureau of Labor Statistics

### **Economic News Release**

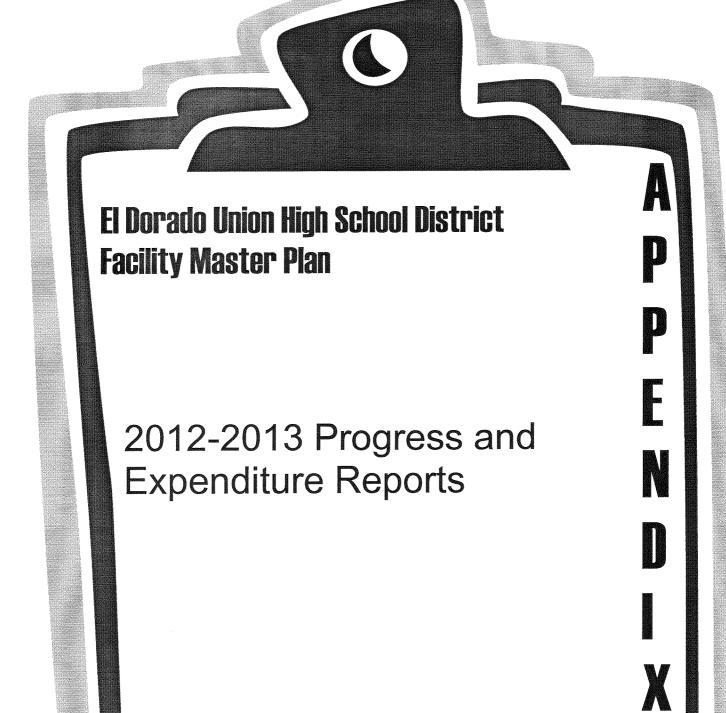
### Table 6. The 30 occupations with the largest projected employment growth, 2010-20

(In thousands) Occupation	Occupational group	Employment	Chanc	10	Pre-employm	ant	D.
· ·	occupational group				Typical education needed Wo for entry(1) ir	ent rk experience a related cupation(2)	Du Typical o
Registered nurses	Healthcare Practitioners and Technical Occupations	2,737.4 3,449.3	711.9	26.0	Associate's degree	None	None
Retail salespersons	Sales and Related Occupations	4,261.6 4,968.4	706.8	16.6		None	Short-ter
Home health aides	Healthcare Support Occupations	1,017.7 1,723.9	706.3	69.4	Less than high school	None	Short-ter
Personal care aides	Personal Care and Service Occupations	861.0 1,468.0	607.0		Less than high school	None	Short-ter
Office clerks, general	Office and Administrative Support Occupations	2,950.7 3,440.2	489.5	16.6	High school diploma or		
Cambian A. Co. I					equivalent	None	Short-ter
Combined food preparation and serving workers, including fast food	First Duranting and Country Balance Country	2 600 7 2 000					
Customer service representatives	Food Preparation and Serving Related Occupations	2,682.1 3,080.1	398.0		Less than high school	None	Short-ter
customer service representatives	Office and Administrative Support Occupations	2,187.3 2,525.6	338.4	15.5	High school diploma or		
Heavy and tractor-trailer truck drivers	Transportation and Material Moving Occupations	1 (04 8 1 024 0	220 1	20.0	equivalent	None	Short-ter
meavy and tractor-traffer truck drivers	Transportation and Material Moving Occupations	1,604.8 1,934.9	330.1	20.6	High school diploma or		
Laborers and freight, stock, and material movers, hand	d Transportation and Material Moving Cocumations	2,068.2 2,387.3	319.1	15 4	equivalent	1 to 5 years	
Postsecondary teachers	Education, Training, and Library Occupations	1,756.0 2,061.7	305.7	17.4	Less than high school	None	Short-ter
rootstondary teachers	bacación, italining, and biblary occupacions	1,750.0 2,001.7	303.7	17.4	Doctoral or professional degree		
Nursing aides, orderlies, and attendants	Healthcare Support Occupations	1,505.3 1,807.2	302.0	20.1		None	None
Childcare workers	Personal Care and Service Occupations	1,282.3 1,544.3	262.0		High school diploma or	u none	None
		2,202.0 1,011.0	202.0	20,4	equivalent	None	Short-ter
Bookkeeping, accounting, and auditing clerks	Office and Administrative Support Occupations	1,898.3 2,157.4	259.0	13.6	High school diploma or	None	Shorr-cel
		-,		20.0	equivalent	None	Moderate-
Cashiers	Sales and Related Occupations	3,362.6 3,612.8	250.2	7.4	Less than high school	None	Short-ter
Elementary school teachers, except special education	Education, Training, and Library Occupations	1,476.5 1,725.3	248.8		Bachelor's degree	None	Internshi
Receptionists and information clerks	Office and Administrative Support Occupations	1,048.5 1,297.0	248.5		High school diploma or	None	THEETHOUS
		•			equivalent	None	Short-ter
Janitors and cleaners, except maids and housekeeping	Building and Grounds Cleaning and Maintenance				•		0
cleaners	Occupations	2,310.4 2,556.8	246.4	10.7	Less than high school	None	Short-ter
Landscaping and groundskeeping workers	Building and Grounds Cleaning and Maintenance				-		
	Occupations	1,151.5 1,392.3	240.8	20.9	Less than high school	None	Short-ter
Sales representatives, wholesale and manufacturing,							
except technical and scientific products	Sales and Related Occupations	1,430.0 1,653.4	223.4	15.6	High school diploma or		
Annual 1					equivalent	None	Moderate-
Construction laborers	Construction and Extraction Occupations	998.8 1,211.2			Less than high school	None	Short-ter
Medical secretaries	Office and Administrative Support Occupations	508.7 718.9	210.2	41.3	High school diploma or		
First-line supervisors of office and administrative					equivalent	None	Moderate-
support workers	Office and Administrative Support Occupations	1 404 4 1 607 0	007 4				
support workers	Office and Administrative Support Occupations	1,424.4 1,627.8	203.4	14.3	High school diploma or		
Carpenters	Construction and Extraction Occupations	1 001 7 1 107 6	106.0	10.0	equivalent	1 to 5 years	None
Carpencers	Construction and Extraction occupations	1,001.7 1,197.6	196.0	19.6	High school diploma or		
Waiters and waitresses	Food Preparation and Serving Related Occupations	2,260.3 2,456.2	195.9	0.7	equivalent	None	Apprention
Security quards	Protective Service Occupations	1,035.7 1,230.7			Less than high school	None	Short-ter
becarity guards	Tiotective Service Occupations	1,035.7 1,230.7	195.0	10.0	High school diploma or equivalent	.,	
Teacher assistants	Education, Training, and Library Occupations	1,288.3 1,479.3	191.1	14 ♀	equivalent High school diploma or	None	Short-ter
	,	_,		14.0	equivalent	None	Short-te:
Accountants and auditors	Business and Financial Operations Occupations	1,216.9 1,407.6	190.7	15.7		None None	None
Licensed practical and licensed vocational nurses	Healthcare Practitioners and Technical Occupations	752.3 920.8		22.4			None None
Physicians and surgeons	Healthcare Practitioners and Technical Occupations	691.0 859.3			Doctoral or professional	ra none	HOHE
			200.5	27.7	degree	None	Internsh
Medical assistants	Healthcare Support Occupations	527.6 690.4	162,9	30.9	High school diploma or	TOHE	incernsu.
					equival	None	Moderate
					cdarvar	none	moderat

<sup>1</sup> Represents the typical education level needed to enter the occupation.

<sup>2</sup> Indicates if work experience in a related occupation is commonly considered necessary by employers for entry, or is a commonly accepted substitute for formal types of training. 3 Indicates the typical on-the-job training needed to attain competency in the occupation.

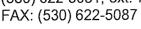
NOTE: For more information about the education, work experience, and on-the-job training categories assigned to occupations, see www.bls.gov/emp/ep\_education\_training\_system.htm



March 2014

### **El Dorado Union High School District**

4675 Missouri Flat Road Placerville, CA 95667 (530) 622-5081, ext. 7215





To:

Christopher R. Hoffman, Superintendent

From:

Baldev Johal, Associate Superintendent, Business Services

Subject:

FACILITIES REPORT - STATUS OF PROJECTS AS OF DECEMBER 31, 2013

Date:

February 6, 2014

Presented in this report is the status of facilities planning and construction projects in our District.

New information, which was not included in the previous report, is indicated in bold.

### SCHOOL SITES

### Oak Ridge High School 2013 Gym Expansion (\$5,328,000)

This project expanded the gymnasium by 32 feet to the north, adding 1,400 square feet. Also, the wrestling room area **was** reallocated, allowing for a 1,840 square foot expansion of the gymnasium seating at the mezzanine level. The expansion provides additional physical education space for two full high school requirement length basketball courts, as well as two half courts in the expanded area. The bleacher seating capacity **has grown** from approximately 800 people to approximately 1,560 people for assemblies and approximately 1,360 people for basketball competitions. A new secondary lobby **was** added, as well as a storage space.

With the relocation of the wrestling room, the existing weight room was expanded by approximately 1,200 square feet. A new wrestling room was added to the west of the small gymnasium. The new wrestling room is 5,000 square feet and includes storage space and a small office. The wrestling room will be connected to the locker room hallway with a new sidewalk and covered walk around the back of the small gymnasium. Construction began on May 16, 2013 and was basically completed on December 9, 2013.

One remaining item is the covered walkway between the hallway to the south of the large gym and the new wrestling room. The structural steel is still being manufactured, and should be arriving at the site in late January.

## Shenandoah High School Reconstruction of Cosmetology Program Facility

The Cosmetology Program facility was burned in a fire on October 29, 2013. Fortunately, no teachers or students were in the building at the time.

Investigation into the cause of the fire is continuing. However, one of the HVAC units was taken to a lab for further testing. The fire appears to have started near one of the HVAC units, and the investigation has determined that the fire started from the ceiling and burned downward.

A temporary cosmetology lab was constructed in two connected portable classrooms; 3 hair washing sinks and 16 hair dressing stations were installed to allow continued program education for students.

District staff has worked with the manufacturer of the cosmetology building, structural engineers, California Design West Architects and the Division of the State Architect (DSA) to determine the best rebuilding methods. The 64' x 96' cosmetology building was constructed with 16 individual steel-framed modules. It was determined that 5 of the 16 modules would need to be replaced because the integrity of the steel frames could not be determined due to excessive heat and buckling. Structural plans were submitted to DSA over the winter break and approved before January 1<sup>st</sup>. The manufacturer began production of the 5 modules needed, and the modules should be delivered approximately the first week of February.

Once the modules are in place the restoration company will seal the new units off and begin restoration of all interior surfaces of the existing 11 modules. This process will remove all soot- and smoke-related damage. Following that, a sealer will be applied to all interior surfaces. The estimated time for this phase is 5 business days.

Upon completion of the restoration process, reconstruction can begin. The project will be completed in two phases. The priority will be to complete the 60 lab stations first to allow students to resume instruction and training, with the office, reception, and storage areas to following in phase 2. Optimistically, we hope to be back in partial operation by March 21<sup>st</sup>.

Reconstruction costs and costs for replacement of furniture and equipment will be covered by insurance.

### Independence High School 2014 Cafeteria Remodel (\$250,000)

All existing cabinets, appliances, and finishes in the kitchen and cafeteria will be removed and replaced. A new room for food service will be built adjacent to, and separate from, the existing kitchen. This project includes replacement of windows in the art/computer building, replacement of deteriorated exterior wood trim with hardy board trim, and weather proofing the existing stucco.

On June 11, 2013 the Board authorized solicitation of bids for this project. Both bids received were over the \$175,000 allowed for informal bidding by the California Uniform Public Construction Cost Accounting Act, and thus the project must be put out for public bid. At this time it is anticipated that the project will go out to public bid early in 2014, with construction during the summer of 2014.

### El Dorado High School 2014 Cafeteria Remodel and New Addition (\$3,000,000)

The existing cafeteria, kitchen, and student eating areas are inadequate for the number of students being served during the assigned lunch period. Plans for the new addition were submitted to the Division of the State Architect (DSA) for approval on December 18, 2013. Construction is planned for the summer of 2014.

### **Roof Replacements**

Replacement of roofs is one of the Measure Q Bond projects. The District's consultant evaluated the roof conditions and developed a multi-year schedule for replacement of aging roofs beginning in 2008/09.

### Technology Infrastructure at All Sites (\$8,816,000)

Since 2008, \$7 million has been spent on technology infrastructure and equipment. Much like the safety upgrades, the technology upgrades are ongoing projects. The technology department has made updating and upgrading the technology infrastructure its first priority.

Computers have been upgraded from outdated and less efficient models to new fast, versatile platforms. Since October 1, 2010, 947 computers, 149 printers, and 113 interactive technical/electronic white boards have been installed, together with 1,667 smart response systems (individual devices), which allow students to interact with the boards. Also installed were 200 District-wide wireless access points. Thirty Netbooks have been added at Independence and 30 laptops have been installed at Shenandoah. Other items include increased bandwidth for internet access District-wide (100 Mb to 1 GB), installation of a central data backup system, data server upgrades at all sites, and data wiring upgrade District-wide (to be completed in the **future**).

### Video Surveillance Systems at All Sites

As the District comes nearer to the end of the funds from the third issuance of the bond, the remaining projects are being prioritized. While currently working on both a data wiring project to update the computer infrastructure across the District and a security camera project, District staff plans to complete the computer infrastructure prior to developing the security camera project. However, the cabling needed for the cameras has been included with the data wiring project to be completed in the **future**.

# <u>Career Technical Education: Modernization/Reconfiguration of the Automotive</u> <u>Facility at Ponderosa High School to a Clean Diesel/Alternative Fuels</u> <u>Technology Program (\$300,000)</u>

Due to the changing nature of the economy, a revamped clean diesel/alternate fuels program will be reviewed.

### <u>Other</u>

An updated Draft Consolidated Expenditure Report for bond projects is included as Attachment 1. Other projects planned for the future include ADA improvements, HVAC repairs/replacements, roof replacements, safety improvements, portable repairs, and new public address systems.

### Future High School

The 2012 Facilities Master Plan identified a need for a new high school when the District enrollment reaches approximately 8,000 students. Based on current enrollment and development projections and assumptions, this will not happen within the next 10 years. The District owns two future high school sites in the western portion of the County.

Enrollment projections are updated annually in order to anticipate when sufficient enrollment will be reached to necessitate a fifth comprehensive high school and which site would be best suited to meet student population needs.

### **Bass Lake Site**

The District purchased approximately one-half of the 44-acre Bass Lake site in July 2000, and acquired the remainder of the site in July 2005. EID water meters were purchased in July 2000. The site is located next to Pleasant Grove Middle School at the intersection of the proposed realigned Bass Lake Road and Green Valley Road.

The Board of Trustees selected ANOVA Nexus Architects as architect for the Bass Lake site high school. The

Board approved the high school architectural plans in June 2003. DSA plan approval was received August 13, 2004, and is now expired. Plans will need to be updated for code changes and reapproved prior to construction. CDE site approval was renewed on June 3, 2005, and has also expired.

### **Latrobe Road Site**

The District purchased a 215 acre parcel of property off of Latrobe Road in May 2002 for a future high school site in the region south of Highway 50 in the western portion of the District. The completed EIR was approved by the Board at a public hearing and adopted on May 20, 2002. The District received final site approval for placement of a high school on the property from the CDE on August 26, 2002. Architectural planning for this school site has not yet begun.

The District worked with El Dorado Local Agency Formation Commission (LAFCO) and El Dorado Irrigation District (EID) to annex the property into the EID service district. The effective date for the boundary change for the annexation of the Latrobe Road site into the EID service district was May 7, 2013.

### FINANCIAL INFORMATION

### Project Funding and Office of Public School Construction (OPSC) and State Allocation Board (SAB):

In the last 10 years, the District has received apportionments from the state totaling \$27,585,086. Ten-year revenue received from the state as of December 31, 2013 is \$26,763,586, which is 97.02% of our total apportionments.

### SB 50/State Allocation Board Regulations:

On January 22, 2014, the SAB approved the "Annual Adjustment to School Facility Program Grants" per eligible ADA. The recent inflationary increases/decreases are shown below:

Grant Category	2011 Grant	2012 Grant Amount	2013 Grant Amount	2014 Grant Amount
New Construction	Amount \$12,260	\$12,721	\$13,119	\$13,429
Modernization	\$ 4,804	\$ 4,995	\$ 5,141	\$ 5,230
Inflationary Adjustment	4.1%	3.76%	3.13%	1.74%

### **Developer and Mitigation Fees:**

Attachment 2 of this report compares our actual developer fees/mitigation to projected revenue. Historical and projected developer fee/mitigation revenue are presented in Attachment 3. Attachment 4 is the 2013/14 Summary of Quarterly Developer Fees Collected. Developer fee projections are based on forecasts from various sources, including the El Dorado County Development Services Department and the El Dorado County Economic Forecast by California State University – Sacramento. Attachment 5 shows multi-year projections for the District's Developer Fee Fund over the next seven years.

On January 22, 2014, the SAB increased developer fees (Level 1 fees), resulting in the following adjustments:

Category	2008 Level 1	2010 Level 1	2012 Level 1	2014 Level 1	
	K-12 Maximum Fee	K-12 Maximum Fee	K-12 Maximum Fee	K-12 Maximum Fee	
Residential	\$2.97	\$2.97 *	\$3.20	\$3.36	
	\$0.47	\$0.47 *	\$0.51	\$0.54	
Commercial/Industrial Inflationary Adjustment	JI OIGI/ ITTO GO CI TOL		7.7%	4.93%	
(Residential)					

<sup>\*</sup> EDUHSD portion of the total K-12 fee is 39%, or \$1.16 and \$0.18, respectively.

The Board of Trustees did not act on the 2012 increase, so the 2010 Level 1 fees are still in effect at this time.

On April 12, 2011, the Board approved Level 2 fees of \$1.54, which were effective for a period of one year. In 2012, the Board of Trustees did not act on Level 2 fees; therefore, effective April 16, 2012, the District has been collecting the current (2010) Level 1 fee, the District's portion of which is \$1.16, in place of Level 2 fees. (Level 1 fees will continue to apply to commercial/industrial developments, additions to existing residential units, and fees collected in elementary school districts that cannot justify collection of fees, thereby resulting in 100% of the Level 1 fee collected by EDUHSD.) Level 2 fees **were not** reviewed by the District in 2013.

### **Mello-Roos District:**

A Mello-Roos District (El Dorado Schools Financing Authority, CFD #1), created for the El Dorado Hills Specific Plan Area, is managed by a Joint Powers Authority consisting of Buckeye Union School District, Rescue Union School District, and EDUHSD.

Our portion of the 2013/14 tax roll is \$1,795,500, which is slightly less than the 2012/13 tax roll due to a higher level of back taxes paid in 2012/13. Proceeds are not projected to grow much in future years as residential development nears buildout.

In 2006, the Board approved a COP in the amount of \$14,295,000 that will be paid from the CFD #1 tax revenue. This COP is being used to fund capital improvements at ORHS and PHS, which serve students living within the CFD. It is anticipated that future tax revenue will be used to fund construction of the District's next high school. Attachment 6 shows multi-year revenue and expenditure projections for the EDUHSD portion of the CFD #1 tax revenue.

### Statewide Facilities Bond Issues:

The State has less than \$14 million in remaining bond authority for modernization and new construction.

### Summary of Fiscal Activity in the Facilities Office:

See Attachment 1 for financial summary activity.

### Attachments:

- 1. Measure Q Draft Consolidated Expenditure Report for Bond Projects as of December 31, 2013
- 2. 2013/14 Capital Facilities Revenue Projections as of December 31, 2013
- 3. Developer/Mitigation Fee Revenue dated December 31, 2013
- 4. 2013/14 Summary of Quarterly Developer Fees Collected as of December 31, 2013
- 5. Developer Fees Multi-Year Projection as of December 31, 2013
- 6. El Dorado Union High School District CFD #1 Multi-Year Budget as of December 31, 2013

### District: El Dorado Union High School District

As of: 12/31/2013

## Account Abiliti

Consolidated Expenditure Re	port	Steeount-Sti	ility	Grandon and Co.	
		Expenditures &	Contract	Measure Q/State	Other Funding
G.O. Bond	Budget	Retentions	Balance	Funding Balance	Balance .
1 08 Bond - ADA Access Improvements	645,016	645,016	-	-	
2 08 Bond - CTE (Careers W/Children) (35)	151,998	151,998	· -	-	
3 08 Bond - CTE (Cosmetology Facility)	1,356,869	1,356,869	-	-	
4 08 Bond - CTE (Culinary Arts Bldg) (35)	2,370,370	2,370,370	-	-	
5 08 Bond - CTE (Engineering Lab)	1,643,697	1,643,697	~	•	
6 08 Bond - CTE (Natural Resources) (35)	2,573,490	2,314,524	22,001	236,965	
7 08 Bond - CTE (Improvements)	400,892	100,910	-	299,982	
8 08 Bond - 2014 EDHS Cafeteria Expansion/MOD	3,000,000	149,238	131,263	2,719,500	
8 08 Bond - 2013 PHS Cafeteria Expansion/MOD	2,097,165	2,085,336	11,829		
8 08 Bond - 2013 IHS Cafeteria MOD	250,000	22,910	5,287	221,804	
8 08 Bond - 2013 ORHS Cafeteria Flooring	46,075	-	46,075	-	
8 08 Bond - 2012 UMHS Shade Structure	119,552	119,552	-	-	
9 08 Bond - Health & Fitness - Gym	5,550,815	4,679,703	845,210	25,902	
10 08 Bond - Health & Fitness - Tennis Courts	405,678	348,258	-	57,420	
11 08 Bond - Health & Fitness - Track & Field	10,018,000	10,018,000	-	-	
12 08 Bond - Performing Arts Renovations - EDHS	10,460	10,460	-	-	
13 08 Bond - 2010 EDHS Science/Library	4,864,365	4,864,365	we	-	
14 08 Bond - 2010 PHS Renovation (Gym,Theater,Roofs,HVAC) (35)	8,719,367	8,719,367	-	-	
15 08 Bond - 2011 EDHS Renovation (C,T,V, Pool, & Gym)	3,564,429	3,564,429	-	-	
16 08 Bond - Portable Modernization IHS & ILC (35)	1,179,779	1,179,779	-	-	
17 08 Bond - Portable Modernization	798,827	66,827	8,552	223,449	500,000
18 08 Bond - 2011 ORHS Portables MOD & Theater Renovation (35)	1,004,504	1,004,504	-	-	
19 08 Bond - 2011 PHS Portable Replace/MOD (35)	3,316,781	3,316,781	-	-	
20 08 Bond - 2012 ORHS Portable Replace/MOD (35)	2,388,264	2,388,264	-	-	
21 08 Bond - 2012 PHS 8-Plex Portable/MOD & ADA & S-Gym Roof (35)	6,039,372	6,039,372	-	-	
22 08 Bond - Electrical, Plumbing, HVAC upgrades	619,110	553,437	-	65,673	
23 08 Bond - Parking & Traffic Flow Improvements	359,837	359,837	~	-	
24 08 Bond - Pool Deck - PHS	420,677	420,677	-	-	
25 08 Bond - Restrooms Repair	1,316,188	1,316,188	-	-	
26 08 Bond - ROOF/HVAC	1,716,404	1,639,014	27,390	50,000	
27 08 Bond - Safety (Communication, Locks, Cameras, Fire Safety, Alarms)	2,541,427	1,709,103	-	632,324	200,000
28 08 Bond - Technology	9,750,000	7,251,042	309,303	671,957	1,517,698
29 08 Bond - Other (Consultants)	441,788	354,188	2,000	85,600	
30 08 Bond - State Funded Project Savings	176,316	esti di Pere <u>-</u> 1		176,316	300,000 Attach
30 08 Bond - Contingency	800,000	· · · · · · · · · · · · · · · · · · ·	<b>-</b> 1. 1. 1.	500,000	300,000
	80,657,514	70,764,016	1,408,908	5,966,892	2,517,698
Less other State & Other Funding:	14,357,514			· •	3

66,300,000

0.00

Projected Bond Expenditures:

## **Consolidated Expenditure Report**

As of: 12/31/2013

## Account-Ability



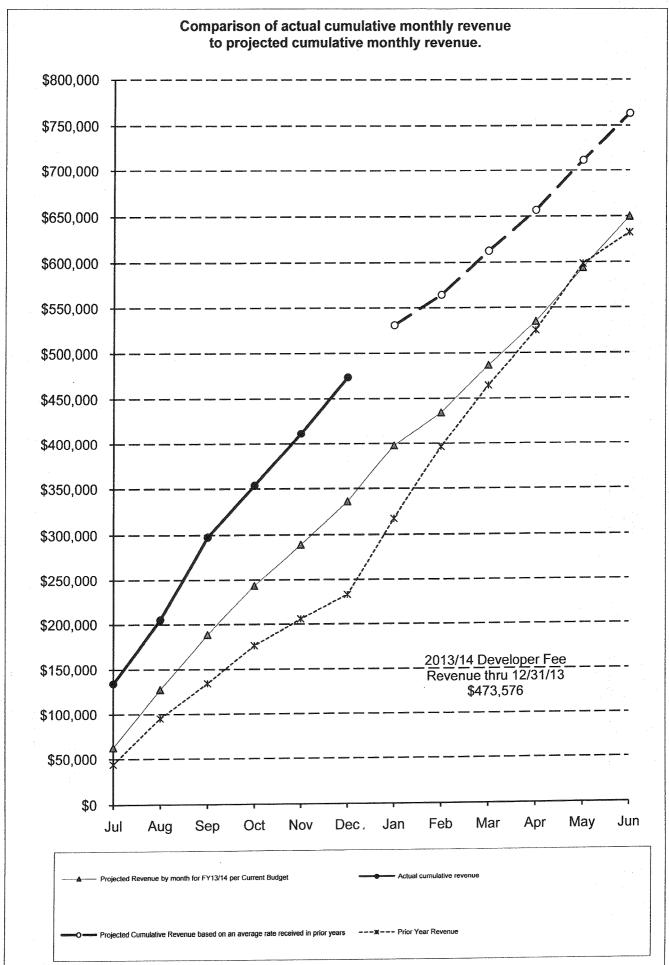
	State & Other	COP		
_	Funding	2006	Interest	Interest Yr
CTE Culinary Arts	805,780		379,314	FD 21/2008-09
CTE Natural Resources	1,286,745		107,337	FD 21/2009-10
IHS MOD	825,099	379,215	97,069	FD 21/2010-11
CTE Engineering (MET Lab)		499,012	36,065	FD 21/2011-12
Health & Fitness - Track & Field		879,588		
2010 PHS Renovation (Gym, Theater, Roofs, HVAC)		1,637,033		
2011 PHS Portable Mod, Science, Entry Paving	1,999,381			
2011 ORHS Portable Mod	535,630		124,557	FD 35/2008-09
2012 PHS 8-Plex Portable MOD	905,392	249,561	6,239	FD 35/2009-10
2012 ORHS Portable MOD	620,376		6,146	FD 35/2010-11
2008 ORHS Expansion Phase IV		176,316	(1,770)	FD 35/2011-12
Special Reserve Fund - Capital Outlay	2,517,698		44,591	FD 21+35/2012-13
Fund 21 Beginning Fund Balance (Pre Measure Q)*	241,139			
TOTALS:	9,737,240	3,820,726	799,547	

Grand Total 14,357,514

<sup>\*2007/08</sup> FD21 Beg balance less Health Academy Cost

## 2013/14 Capital Facilities Revenue Projections

**Developer Fees** 



## **DEVELOPER/MITIGATION FEE REVENUE**

### December 31, 2013

### HISTORICAL

	TOTAL FEES	LEVEL I/STERLING					
YEAR	COLLECTED	(1)	LEVEL II (2) (4)	MIRA (3)	COMMERCIAL		
1992/93	1992/93 728,419 72				5,535		
1993/94	1,152,757	1,095,001		39,301	18,455		
1994/95	1,164,326	1,097,360		33,684	33,282		
1995/96	1,343,530	1,240,962		82,869	19,699		
1996/97	1,367,015	1,272,848		70,175	23,992		
1997/98	1,328,008	1,102,612		168,420	56,976		
1998/99	1,682,586	1,505,083		131,929	45,574		
1999/00	2,409,688	1,731,249	2,491	618,274	57,674		
2000/01	3,333,799	411,251	2,753,892	64,927	103,729		
2001/02	2001/02 3,786,452		3,377,635	200,093	64,740		
2002/03	2,630,635	611,162	1,912,723	20,898	85,852		
2003/04	3,361,313	834,884	2,215,188	214,317	96,924		
2004/05	3,735,553	919,223	2,575,359	176,518	64,453		
2005/06	3,491,711	829,113	2,353,893	103,414	205,291		
2006/07	1,754,080	308,852	1,274,726	52,778	117,724		
2007/08	1,733,948	150,499	1,466,810	9,935	106,704		
2008/09	515,703	92,572	370,518		52,613		
2009/10	365,443	59,478	292,056	_	13,909		
2010/11	297,877	42,230	231,718	-	23,929		
2011/12	553,653	148,576	396,412	a.	8,665		
2012/13	632,436	616,726		-	15,710		

### **PROJECTIONS**

		***************************************			
YEAR	TOTAL FEES PROJECTED	LEVEL I/STERLING (1)	LEVEL II (2) (4)	MIRA (3)	COMMERCIAL
		C20.000			20,000
2013/14	650,000	630,000			20,000
2014/15	650,000	630,000		-	20,000
2015/16	650,000	630,000	-	-	20,000
2016/17	650,000	630,000	*	-	20,000

- (1) Level 1 fees (1986's AB 2926) were first levied in 1987/88 against new residential housing, 500+ sq. ft. additions, and commercial/industrial developments
- (2) Level 2 fees were first levied in May 2000. All existing lots and parcels, as well as new residential developments not in the Mello-Roos District, subject to a Mira fee, or in an elementary school district that cannot justify developer fee collections, will pay Level 2 fees. Commercial developments, additions to existing units, and parcels in elementary school districts where the EDUHSD collects 100% of the fees are subject to Level 1 fees.
- (3) SB 50 curtailed new Mira agreements so revenues will decline over time, but those agreements in existence as of November 3, 1998 remain in full force and effect. In January 2000, The Promontory project paid a one-time \$499,641 Mira fee, accounting for the major Mira revenues for 1999/00.
- (4) As of April 15, 2012, the district is no longer collecting Level 2 fees as a result of the latest developer fee justification report.

### EL DORADO UNION HIGH SCHOOL DISTRICT

### **Business Services**

### 2013/14 Summary of Developer Fees Collected

		1						
COE Collections Report	Total				Total	Total	Total	
	1st Quarter	October	November	December	2nd Quarter	3rd Quarter	4th Quarter	Totals
Residential Level I Fees	287,688.00	60,014.00	57,911.00	62,158.00	180,083.00	0.00	0.00	467,771.00
Level II Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Commercial	11,308.00	578.00	54.00	0.00	632.00	0.00	0.00	11,940.00
Total	298,996.00	60,592.00	57,965.00	62,158.00	180,715.00	0.00	0.00	479,711.00
Refunds/Adjustments	(4, 400, 00)		0.00	0.00	0.00	0.00		(4.420.00)
Residential Level I Fee	(1,429.00)		0.00	0.00	0.00	0.00	0.00	(1,429.00)
Level II Fees	0.00	(4,706.00)		0.00	(4,706.00)	I.	0.00	(4,706.00)
NSF Checks	0.00	0.00	0.00	0.00	0.00	0.00	0.00 <b>0.00</b>	0.00
Adjustments	(1,429.00)	(4,706.00)	0.00	0.00	(4,706.00)	0.00	0.00	(6,135.00)
					a de	a a		
Total Dev. Fees Collected	297,567.00	55,886.00	57,965.00	62,158.00	176,009.00	0.00	0.00	473,576.00
Level I Permits Issued	103	27	17	22	66	0	0	169
Level II Permits Issued	0	0	0	0	0	1	1	8
Commercial Permits Issued	4	3	1	0	4	0	0	°
MIRA Permits Issued	0	0	0	0	0			
13/14 Net Total	297,567.00	55,886.00	57,965.00	62,158.00	176,009.00	0.00	0.00 473,576.00	473,576.00
13/14 Cumulative Total	297,567.00	353,453.00	411,418.00	473,576.00	473,576.00	473,576.00 0%	1	
13/14 Qtrly%of Budget	47%	1	9%	10%		1	73%	1
13/14 Cum%of Budget	46%	54%	63%	73%	73%	73%	13%	
	424 044 00	42.446.00	29.079.00	27,311.00	98,836.00	231,640.00	167,949.00	632,436.00
12/13 Net Total	134,011.00	42,446.00	The state of the s	DATE OF THE PROPERTY OF THE PR	232,847.00	464,487.00	632,436.00	032,430.00
12/13 Cumulative Total	134,011.00	176,457.00	205,536.00	232,847.00 4%	•	1	27%	
12/13 Qtrly%of Budget	21%	7%	5%				100%	
12/13 Cum%of Budget	21%	28%	32%	37%	31%	13%	100%	
11/12 Net Total	127,286.86	56,416.68	14,958.00	81,587.00	152,961.68	151,259.00	122,145.00	553,652.54
11/12 Cumulative Total	127,286.86	183,703.54	198,661.54	280,248.54	280,248.54	431,507.57	553,652.54	
11/12 Qtrly%of Budget	23%	10%	3%	15%	28%	•	22%	
11/12 Cum%of Budget	23%	33%	36%	51%	51%	78%	100%	
, , , , , , , , , , , , , , , , , , ,								
10/11 Net Total	100,586.84	35,052.00	22,930.00	10,061.00	68,043.00	42,549.00	86,698.27	297,877.11
10/11 Cumulative Total	100,586.84	135,638.84	158,568.84	168,629.84	168,629.84	211,178.84	297,877.11	
10/11 Qtrly%of Budget	25%	9%	6%	3%	17%	11%	22%	
10/11 Cum%of Budget	25%	34%	40%	42%	42%	53%	74%	
	00.044.00	00.000.00	45 004 00	35,999.00	87.869.00	92,382.00	95,247.68	365.442.68
09/10 Net Total	89,944.00	36,609.00	15,261.00 141.814.00	177,813.00	177,813.00	270,195.00	365,442.68	000,172.00
09/10 Cumulative Total	89,944.00	126,553.00		•	22%	270,193.00	24%	
09/10 Qtrly%of Budget	22%	9%	4%	9% 44%	44%	68%	91%	
09/10 Cum%of Budget	22%	32%	35%	44%	44 70	00 /0	3170	
08/09 Net Total	156 054 00	38,721.00	30,317.00	14,489.00	90.847.00	118,589.53	107,300,47	472,791.00
08/09 Cumulative Total	156,054.00 156,054.00	187,455.00	217,772.00	232,261.00	246,901.00	365,490.53	472,791.00	Commission of the commission o
08/09 Qtrly%of Budget	31%	8%	6%	3%	18%	24%	21%	
08/09 Cum%of Budget	31%	37%	44%	46%	49%	73%	95%	
JOS OG GANT MOT DAUGET	3170	J: 70	, 0	, 0	**			
07/08 Net Total	818,623.17	131,666.00	145,459.12	142,269.88	419,395.00	242,955.00	252,974.55	1,733,947.72
07/08 Cumulative Total	818,623,17	950,289.17	1,095,748.29	1,238,018.17	1,238,018.17	1,480,973.17	1,733,947.72	And the second s
07/08 Qtrly%of Budget	45%	7%	8%	8%	23%	13%	14%	
07/08 Cum%of Budget	45%	53%	61%	69%	69%	82%	96%	
07700 0am7001 Daagot						Special Control of the Control of th		
06/07 Net Total	711,564.00	163,778.00	134,978.00	96,685.00	395,441.00	345,256.00	301,819.00	1,754,080.00
06/07 Cumulative Total	711,564.00	875,342.00	1,010,320.00	1,107,005.00	1,107,005.00	1,452,261.00	1,754,080.00	
06/07 Otrly%of Budget	40%	9%	7%	5%	22%	19%	17%	
06/07 Cum%of Budget	40%	49%	56%	62%	62%	81%	97%	
			200	400 000 00	004 000 00	700 GE9 00	865,488.00	3,492,311.16
05/06 Net Total	1,064,933.16	367,618.00	309,985.00	183,629.00	861,232.00	<b>700,658.00</b> 2,626,823.16	3,492,311.16	0,702,011770
05/06 Cumulative Total	1,064,933.16	1,432,551.16	1,742,536.16	1,926,165.16	1,926,165.16	2,626,823.16	24%	
05/06 Qrtly % of Budget	30%	10%	9%	5% 54%	24% 54%	73%	97%	
05/06 Cum % of Budget	30%	40%	48%	54%	J <del>4</del> 70	1370		
04/05 Net Total	1,242,954.00	331,185.00	332,165.00	153,629.00	816,979.00	651,637.00	1,023,007.00	3,734,577.00
04/05 Cumulative Total	1,242,954.00	1,574,139.00	1,906,304.00	2,059,933.00	2,059,933.00	2,711,570.00	3,734,577.00	
04/05 Otrly % of Budget	35%	9%	9%	4%	23%	18%	28%	
04/05 Cum % of Budget	35%	44%	53%	57%	57%	75%	104%	
U-700 Gain 70 Of Budget	5570	70						

# El Dorado Union High School District - Developer Fees (Multi-Year Projection) 2013/14 - 2018/19

	<u> 2013-14</u>	<u> 2014-15</u>	<u> 2015-16</u>	<u> 2016-17</u>	<u> 2017-18</u>	<u> 2018-19</u>	Total Multi-Year
	Budgeted	Projected	Projected	Projected	Projected	Projected	Projections
Projected Beginning Fund Balance	\$784,005	\$595,809	\$416,520	\$251,980	\$87,440	\$0	\$784,005
Projected Revenue							
Developer Fee Collections	\$650,000	\$650,000	\$650,000	\$650,000	\$650,000	\$650,000	\$3,900,000
Interest/Other Local Income	\$1,250	\$1,000	\$750	\$750	\$500	\$500	\$4,750
General Fund Contributions	\$0	\$0	\$0	\$0	\$77,350	\$164,790	\$242,140
Total Projected Revenue	\$651,250	\$651,000	\$650,750	\$650,750	\$727,850	\$815,290	\$4,146,890
Projected Expenditures							AT BUSINESS AND A STATE OF THE
2009 Refunding COP	\$655,290	\$655,290	\$655,290	\$655,290	\$655,290	\$655,290	\$3,931,739
Portable Leases	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Consultants (Legal, Financial, etc.)	\$36,500	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	\$211,500
Capital Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Facilities Office (Staffing & Operations)	\$147,656	\$140,000	\$125,000	\$125,000	\$125,000	\$125,000	\$787,656
Total Projected Expenditures	\$839,446	\$830,290	\$815,290	\$815,290	\$815,290	\$815,290	\$4,930,895
Net Increase(Decrease) to Fund Balance	(\$188,196)	(\$179,290)	(\$164,540)	(\$164,540)	(\$87,440)	\$0	(\$784,005)
Projected Capital Facilities Fund Balance	\$595,809	\$416,520	\$251,980	\$87,440	\$0	\$0	

# El Dorado Schools Financing Authority, CFD #1 El Dorado Union High School District Multi-Year Combined Budget

Prepared By; mcz Revised: 12/31/2013

		2013/14	2014/15	2015/16		2016/17		2017/18		2018/19	1	al Multi Year
Projected Beginning Balance	\$	Budgeted 2,125,040	\$ Projected 1,886,192	\$ Projected 1,672,662	\$	Projected 49,623	\$	Projected 1,761,452	\$	Projected 3,496,018	F	Projections
Projected Revenue												
Tax Revenue Current Year	1 s	1,768,000	\$ 1,794,520	\$ 1,821,438	\$	1,839,652	\$	1,859,888	¢	1,878,487	\$	10.061.096
Tax Revenue Prior Year	\$	15,000	\$ 15,000	15,000	\$	15,000		15,000		15,000	\$	10,961,986 90,000
Other Revenue (penalties, permits)	\$	12,500	\$ 12,500	12,500	Š	12,500	\$	12,500		12,500	ŝ	75,000
Interest	\$	70,500	\$ 68,385	66,333	\$	5,000	ŝ	7,500		10,000	\$	227,718
Contribution fr Measure Q for Ponderosa Projects	\$	3,088,593	\$ -	\$ -	\$	-	\$	.,000	\$	70,000	ľ	227,710
Contribution fr Measure Q for Independence Project	\$	377,544	\$ -	\$ -	\$	-	\$	_	\$	_		
Total Projected Revenue	\$	5,332,137	\$ 1,890,405	\$ 1,915,271	\$	1,872,152	\$	1,894,888	\$	1,915,987	\$	11,354,704
Projected Expenditures												
Admin Expenses	\$	6,000	\$ 6,150	\$ 6,150	\$	6,300	\$	6,300	\$	6,300	\$	37.199
COP Trustee Administrative Expenses	\$	2,200	\$ 2,200	\$ 2,200	\$	-	\$	-	\$	-	ŝ	6,600
COP Payments	\$	2,089,848	\$ 2,088,585	\$ 3,522,960	\$	147,023	\$	147,023	\$	147,023	Š	8,142,462
Contribution to Oak Ridge Gym Expansion	\$	3,466,137	\$ _	\$ -	\$	· -	\$	-	\$	-	Š	3,466,137
Consultants (Legal, Financial, etc.)	\$	6,800	\$ 7,000	\$ 7,000	\$	7,000	\$	7,000	\$	7,000	\$	41,800
Total Projected Expenditures	\$	5,570,985	\$ 2,103,935	\$ 3,538,310	\$	160,323	\$	160,323	<b>.</b> \$	160,323	\$	11,694,198
Projected Capital Facilities Reserve	\$	1,886,192	\$ 1,672,662	\$ 49,623	\$	1,761,452	\$	3,496,018	\$	5.251,683		

## EL DORADO UNION HIGH SCHOOL DISTRICT

# ANNUAL REPORT OF THE MEASURE Q CITIZENS' OVERSIGHT COMMITTEE

**OCTOBER 1, 2012 – SEPTEMBER 30, 2013** 

# A REPORT ON THE EXPENDITURES OF THE 2008 MEASURE Q BOND FUNDING

### Introduction to the 2008 Measure Q Bond

On June 3, 2008, voters approved a \$66.3 million bond to improve student safety and the quality of education at every school by repairing, updating, constructing, furnishing, and equipping school facilities, including technology, job training, science and health facilities, roofs, electrical, plumbing, heating, and air conditioning systems. With the bond providing the local match, qualifying projects became eligible for millions of dollars in State matching funds.

In September 2008, \$34 million in bonds were issued for these projects. Because of the history of strong fiscal management of the District, the bonds were sold at a favorable rate of 4.68%. The original \$34 million was used to finance tremendous improvements at our schools, and on July 21, 2010, the second successful bond sale was held in the amount of \$17.3 million at an even more favorable rate of 4.59%. The remaining \$15 million in bonds were issued on August 16, 2012 at an average rate of 5.08%.

Over the duration of the bond, the majority of the bond funds have been expended in the area's local economy, aiding businesses and workers as well as the students and school staff. The voter approval of these funds not only allowed the school district to improve its sites and learning environment, but improved the overall economic health of El Dorado County by infusing millions of dollars into the construction and other associated industries. The decision by the voters to pass this bond was an investment in the future of our community.

### About the Committee

In accordance with Education Code Section 15278, the El Dorado Union High School District (EDUHSD) Board of Trustees certified the election results at its regularly scheduled meeting, appointed members of the Citizens' Oversight Committee (COC) and charged it with the responsibility to inform the public

on expenditures of the bond proceeds for the construction and rehabilitation of school facilities. The Committee includes a broad spectrum of community groups.

### The Citizens' Oversight Committee

- 1. Business Organization Jeni Bitnoff Representative
- 2. Senior Organization Vacant Representative
- 3. Parent Representative Scott Jonsson
- 4. Parent Representative R. Scott Spriggs
- 5. Parent-Teacher Bradley Silverbush
  Organization
  Representative
- 6. Community Member At Suzanna George Large
- 7. Taxpayers' Organization Karl Weiland Representative

The EDUHSD Board of Trustees adopted the Bylaws for the COC at its regularly scheduled meeting on July 29, 2008. The COC began its tasks on November 6, 2008; the most recent meeting was October 21, 2013.

### Introduction to the Projects

The District has identified several projects that address the major bond categories. All of the projects have been deemed to provide a positive benefit to the students and community. All project costs are estimates pending construction completion. Information on projects completed between October 2011 and September 2012 was provided in the previous annual report, which can be found on the District website at eduhsd.net.

### EL DORADO UNION HIGH SCHOOL DISTRICT

# ANNUAL REPORT OF THE MEASURE Q CITIZENS' OVERSIGHT COMMITTEE

### **OCTOBER 1, 2012 - SEPTEMBER 30, 2013**

## New 8-Plex Classroom Building at PHS (\$6,040,000)

The portable classrooms removed in 2011 and 2012 were replaced by a permanent building consisting of seven standard classrooms, a computer lab, staff restrooms, and an electrical and data room. The new classroom building was completed December 13, 2012.

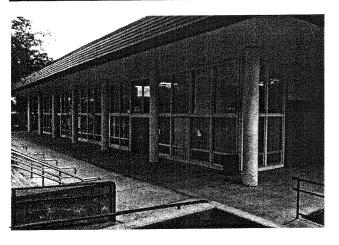
### <u>2013 Cafeteria Remodel at PHS</u> (\$2,000,000)

This project consisted of the renovation and expansion of the existing kitchen and doubling the

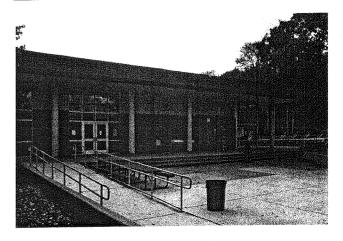
size of the food serving areas. New kitchen finishes and equipment were provided and a larger pantry was added. The kitchen was reconfigured to make deliveries and food preparation more efficient.

A new 2,700 square foot outdoor dining canopy was added for extra student dining. An outdoor serving snack bar was added, as well as chair storage, new restrooms, and a new janitor's room. Construction began on May 21, 2013, and the project was completed prior to the start of school.

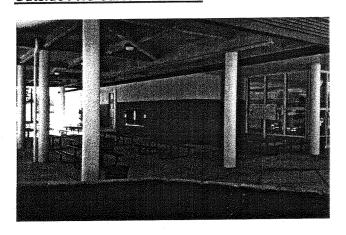
### Outside PHS Cafeteria - Before



### Outside PHS Cafeteria - Before



### Outside PHS Cafeteria - After



### Outside PHS Cafeteria - After



# EL DORADO UNION HIGH SCHOOL DISTRICT

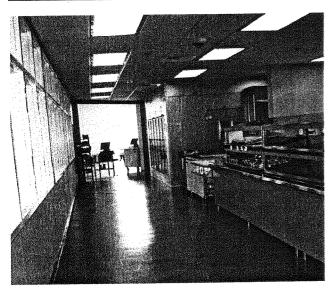
# ANNUAL REPORT OF THE MEASURE Q CITIZENS' OVERSIGHT COMMITTEE

## **OCTOBER 1, 2012 - SEPTEMBER 30, 2013**

### New Walk-In Cooler at PHS



### One of Two New Lunch Lines at PHS



### 2013 Small Gym Siding and Floor Replacement Projects at PHS (\$340,700)

The existing deteriorated plywood siding, trim, and fascia were removed and replaced with cement board siding and trim. This project also included the addition of 392.5 square feet of storage space, separated into four storage rooms, attached to and accessible directly from the small gym and

accessible from the exterior of the gym building. These storage spaces are for chair and athletic equipment storage, freeing up storage space in the locker rooms and removing sheds located around campus that stored these items. A new hardwood floor was also installed in the small gym.

# 2013 Tennis Court and Parking Lot Resurfacing at PHS (\$551,000)

This project involved the repair and replacement of tennis court paving, including fencing and posts, and repair and replacement of student parking lot paving, and paving in other areas.

# 2013 Gym Expansion and New Wrestling Room at ORHS (\$5,328,000)

This project will expand the large gymnasium by a total of 6,100 square feet, 2,900 square feet to the north side to provide well-needed physical education space, as well as additional seating during sporting events. A 1,500 square foot entrance lobby with storage areas will be added to the east side. The west side of the large gym will expand into the existing wrestling room area to add 1,700 square feet of seating space and lobby area.

The expansion will provide additional physical education space for two full high school requirement length basketball courts, as well as two half courts in the expanded area. The bleacher seating capacity will grow from approximately 800 people to approximately 1,560 people for assemblies and approximately 1,360 people for basketball competitions. A new secondary lobby will be added, along with additional physical education storage space.

With the relocation of the wrestling room, the existing weight room will be expanded by approximately 1,200 square feet, providing additional physical education space. The existing wrestling room will be replaced by a new 5,000 square foot wrestling room added to the west of the small gymnasium. The new area will also be used for additional physical education stations and will include storage space and a small office. The wrestling room will be connected to the locker room

### EL DORADO UNION HIGH SCHOOL DISTRICT

# ANNUAL REPORT OF THE MEASURE Q CITIZENS' OVERSIGHT COMMITTEE

### **OCTOBER 1, 2012 - SEPTEMBER 30, 2013**

hallway with a new sidewalk and covered walk around the back of the small gymnasium.

Construction began on May 16, 2013, with a scheduled completion date of December 11, 2013.

## 2013 Cafeteria Remodel at IHS (\$162,400)

All existing cabinets, appliances, and finishes in the kitchen and cafeteria will be removed and replaced. A new room for food service will be built adjacent to, and separate from, the existing kitchen. This project includes replacement of windows in the art/computer building, replace-ment of deteriorated exterior wood trim with hardy board trim, and weather proofing the existing stucco.

On June 11, 2013 the Board of Trustees authorized solicitation of bids for this project. Both bids received were over the \$175,000 allowed for informal bidding by the California Uniform Public Construction Cost Accounting Act, and thus the project must be put out for public bid. At this time it is anticipated that the project will go out to public bid early in 2014, with construction during the summer of 2014.

### Roof Replacements

Replacement of roofs is one of the Measure Q Bond projects. The District's consultant evaluated the roof conditions and developed a multi-year schedule for replacement of aging roofs beginning in 2008/09. Roofs replaced in the summer of 2013 were the large gym and locker room at EDHS and the cafeteria at ORHS.

## Technology Infrastructure and Equipment at All Sites (\$7,882,000)

Since 2008, \$7 million has been spent on technology infrastructure and equipment. Much like the safety upgrades, the technology upgrades are ongoing projects. The technology department has made updating and upgrading the technology infrastructure its first priority.

Computers have been upgraded from outdated and less efficient models to new fast, versatile platforms. Since October 1, 2010, 947 computers, 149 printers,

and 113 interactive technical/electronic white boards have been installed, together with 1,667 smart response systems (individual devices), which allow students to interact with the boards. Also installed were 200 District-wide wireless access points. Thirty Netbooks have been added at IHS and 30 laptops have been installed at SHS. Other items include increased bandwidth for internet access District-wide (100 Mb to 1 GB), installation of a central data backup system, data server upgrades at all sites, and data wiring upgrade District-wide (to be completed in the fall).

### **Other**

Other projects planned for the future include ADA improvements, HVAC repairs/ replacements, roof replacements, safety improvements, portable repairs, and new public address systems.

The District continues to evaluate opportunities to introduce more technology into the classroom.

### PLANNING AND DEVELOPMENT PHASE PROJECTS

## 2014 Cafeteria Remodel at EDHS (\$3,000,000)

The existing cafeteria, kitchen, and student eating areas are inadequate for the number of students being served during the assigned lunch period. District and site staff are working on plans to improve conditions to these areas for construction during the summer of 2014.

### Video Surveillance Systems at All Sites

As the District comes nearer to the end of the funds from the third issuance of the bond, the remaining projects are being prioritized. While currently working on both a data wiring project to update the computer infrastructure across the District and a security camera project, District staff plans to complete the computer infrastructure prior to developing the security camera project. However, the cabling needed for the cameras has been included with the data wiring project to be completed in the fall.

### EL DORADO UNION HIGH SCHOOL DISTRICT

# ANNUAL REPORT OF THE MEASURE Q CITIZENS' OVERSIGHT COMMITTEE

## **OCTOBER 1, 2012 - SEPTEMBER 30, 2013**

Career Technical Education:

Modernization/Reconfiguration of the
Automotive Facility at PHS to a Clean
Diesel/Alternative Fuels Technology Program
(\$300,000)

Due to the changing nature of the economy, a revamped clean diesel/alternate fuels program will be reviewed.

### Performance Audit

Pursuant to statute, a Performance Audit is being prepared by an independent auditing firm and the report is expected to be issued toward the end of 2013. A copy of that audit report will be made available on the District's website when it is completed.

### Conclusion

Based on the information provided thus far to the COC, the Committee has not noted any irregularities with the expenditures of any of the bond proceeds and is satisfied that:

- None of the expenditures were used to pay for teacher or administrative salaries or any other school operating expenses.
- The projects completed in the fiscal year ending June 30, 2013 matched the requirements for the Measure Q Bond projects.
- Bonds were issued in accordance with the fiscal plan to keep the tax rates as low as possible.
- The District has aggressively pursued additional State funds.

The COC is also pleased that the great majority of the contracts for the school projects have been let to local contractors and businesses.

# EL DORADO UNION HIGH SCHOOL DISTRICT

### ANNUAL REPORT OF THE MEASURE Q CITIZENS' OVERSIGHT COMMITTEE

## **OCTOBER 1, 2012 - SEPTEMBER 30, 2013**

Some of the El Dorado County companies which worked on the projects to date are:

A.Albright Steel Service, Inc.

Ace Hardware, Placerville

Airgas

All Green Landscape Solutions

All Steel Fence, Inc.

Allied Environmental, Inc.

**AmeriGas** 

ANOVA Nexus Architects

**AWA** Concrete Construction

Blain Stumpf Trucking

Blue Moon Electric

California Overhead Doors

Carnahan Electric Ltd

Carter-Kelly, Inc.

Cemex Concrete

Chase Electric

Charles L. Croft, Inc.

Commercial Caulking

Conforti Plumbing, Inc.

D & D Plumbing Supply

Dawson's Floor Fashions

Diamond Crane

Diamond International Lumber

Doug Veerkamp General Engineering, Inc.

El Dorado Disposal

Ferguson Plumbing Supply

Gold Country Tile Co.

Got Fence?

Hall Mark Services, Inc.

Hangtown Fire Control

Heath Construction

HEMCOR Construction, Inc.

Hemington Landscape Services

Hill Brothers Contracting, Inc.

Home Depot

Horizon Roofing, Inc.

Imperial Printing

J & J Glass

Joe Vicini, Inc.

John Deere Landscapes

Kennedy Electric, Inc.

Kevin Hansen Painting

Linda's Cleaning Service

McIntosh Construction

Maverick Insulation

Mountain Dry Wall

Myers & Sons Drywall

Navaho Building Specialties

Network Technologies

Phillips Steel

Piazza Heating & Air Conditioning

Piland Electric, Inc.

Placerville Glass

Prime Mechanical

Red Built

Removable Media Solutions, Inc.

Rexel (Nor Cal) Electrical Supply

Roebbelen Construction, Inc.

Sherwin Williams Paint

Ski Air Conditioning Co.

Starr Plastering, Inc.

Steve Swars Construction

Summerwood Construction

Syars Concrete

TC Residential Landscape & Maintenance

Tim Land General Engineering

True Value Hardware

Warren Consulting Engineers, Inc.

Wayne's Locksmith Service

Western Sign Company

Wilkinson Portable Toilets

Williams Pro Painting

Wunschel & Sons, Inc.

Youngdahl Consulting Group, Inc.

# EL DORADO UNION HIGH SCHOOL DISTRICT

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The members of the COC wish to thank the El Dorado Union High School District Board of Trustees: Kevin W. Brown, Timothy M. Cary, David Del Rio, Lori M. Veerkamp, and Todd R. White; Superintendent Christopher R. Hoffman; Associate Superintendent Baldev Johal; Director of Maintenance and Operations/Facilities Daniel J. Augino; and District staff for their assistance.

