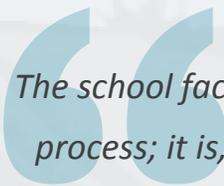


EUREKA UNION SCHOOL DISTRICT

2019 FACILITIES MASTER PLAN

Lead, Inspire, Achieve



The school facility is much more than a passive container of the educational process; it is, rather, an integral component of the conditions of learning.

Lawrence O. Picus, Richard T. and Mary Catherine Cooper Chair in Public School Administration at the USC Rossier School of Education



+

BCA
architecture
planning
interiors

30
YEARS

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EUREKA UNION SCHOOL DISTRICT

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SUPERINTENDENT'S MESSAGE

DISTRICT-WIDE FACILITIES MASTER PLAN

When I first joined the staff of Eureka Union School District in 2013 as the Director of Human Resources, I knew I had joined an amazing team of educators, but I also recognized immediately how much the local community has shaped and supported the District since its inception, and continues to do so.

Since I was appointed Superintendent in 2015, I have had the privilege and honor of working with our amazing staff, students and parents, but also importantly to work with the entire community in leading the District into its next and logical phase. The academic excellence that has been the hallmark of the District continues to drive families to our community and, despite Eureka's well-below State average in per pupil funding, Eureka Union SD continues to be a leader in student achievement in Northern California.

Our culture of "out of the box" thinking has allowed Eureka Union SD to offer programs and services that larger neighboring districts—with higher per-pupil funding—do not provide. We are a district of "why not" rather than a district of "why?" Eureka Union SD is a magnet for students throughout the area who choose to leave their own home district to attend Eureka Union SD. Far from harming Eureka Union SD, these inter-district transfer students bring State money with them and, even though our per-pupil funding is lower than most other districts in the State, that money is still sufficient to allow us to provide a greater scope of programs and services than we would be able to offer if we had significantly fewer students.

Critical to understanding the needs and goals you will find in this FMP is a deep understanding and of the history of the District. While the rich history of Eureka Union SD goes as far back as the end of the American Civil War, as recently as early 1990s Eureka Union SD was composed of only three schools: **Eureka, Greenhills and Cavitt**. The District's 4th school, **Oakhills** – which still seems in many ways like the baby of the family – was dedicated in 1990. **Ridgeview** was dedicated the following year, followed rapidly by **Olympus** in 1996, **Maidu** in 1997 and **Excelsior**, the true the baby in the family, in 1999. Understanding the rich history of this District and how it has set priorities over the years is helpful in understanding the direction we are trying to go. Thus, you will find a section in this document that provides an overview of the District's history, including key inflection points such as the one we now find ourselves in.

As the District's "new" schools – Oakhills Elementary (serving grades TK-3), Ridgeview Elementary (serving grades 4-6), Olympus Jr. High (serving grades 7-8), Maidu Elementary (serving grades 4-6) and Excelsior Elementary (serving grades 4-6) – are beginning to hit middle age, and our older schools – Cavitt Jr. High (serving grades 7-8) and Greenhills Elementary (serving grades TK-3) – are looking forward to collecting Social Security – the District needs to make a significant financial investment in our facilities. Failing to repair a school is no different than failing to fix a leaky roof on a home. The leak will result in significant damage to the school and the longer we wait to repair it, the more expensive the repair becomes. Eureka Union SD is no different than other government agencies like counties and cities that must ensure that their facilities – libraries, jails, courthouses, administrative buildings and fire departments – are up to code, large enough to serve the population and, in the case of first responders, outfitted with the best equipment possible.



The riches reportedly being poured into California's public schools in the last few years are being distributed in ways that keep Eureka's share far less than the statewide average. While we are indeed grateful for the "new money" the State is sending our way, we are still below the amounts we received prior to the Great Recession. When inflation is taken into account, in addition to many rising costs that are not within our control—including energy, employee pensions, insurance and an endless array of new, unfunded State mandates—we continue to feel the pinch of being underfunded.

The costs of Special Education are rising much more rapidly than the reimbursements we receive from State and Federal sources. While there was much excitement in the news about increased funding for Special Education from the State this year, our District's share is a mere \$12 per student. New State-mandated curriculum adoptions, with no corresponding money to purchase the textbooks or other materials needed for curriculum implementation—including professional development—are just some of the other pressures being placed on the District to find a way to continue to offer academic excellence in a truly global, 21st Century setting that is student-centric and relevant to the new realities of our global economy. Improved programs for student mental health and the need to upgrade school site security in an age of senseless school shootings have added to the financial needs of the District.

The longer we wait to repair our schools, the more expensive it will become. The longer we wait to implement new and more relevant, challenging curriculum, the more our students are harmed.

Eureka Union SD has been **evaluating, prioritizing and executing repairs and upgrades based on safety, the availability of grant money or matching dollars and based on the age and needs of each school site for over five years.** With Board of Trustee’s creation of a Facilities Subcommittee and its engagement of Project CM to provide a much needed overhaul of the way the District’s limited maintenance staff and funding, we have improved the way the District handles requests for repairs has streamlined the process. This new process allows us to be more responsive to concerns raised by staff at different school sites. It has also been instrumental in creating this FMP. Our team has walked every inch of every campus and evaluated needs in all areas of each site. Many expensive components of public schools like technology infrastructure, school site safety and indoor plumbing are things that did not even exist in 1886 when the District’s first school, a one-room school house was constructed.

In a recent survey, an overwhelming number of parents said our schools are attractive and well-maintained. Even well-maintained buildings need substantial repairs and upgrades to provide a modern, relevant education. In the 1980s, basic classrooms were typically built with two outlets - essentially there for the teacher’s overhead projector. The electrical systems were sized with that kind of usage in mind and now must be redone to handle to loads being produced with the implementation of technology in the classroom.

School districts must continue to not just repair and maintain and improve school facilities in order to properly implement changes in curriculum delivery and provide students with a relevant 21st Century education, we must also implement an ever increasing number of unfunded State mandates, and provide services to an expanding population of students with special needs, all of which impacts local budgets.

While school districts must continue to not just maintain but to improve school facilities to be able to properly implement changes in education, increased unfunded State mandates to provide services to an expanding population of students impacts local budgets.

We are proud of being able to ensure that staff, parents and students who drive by or walk onto our campuses see a well-maintained campus. But what is not visible to the naked eye are things like old heating and cooling units that are on the brink of breaking, and are inefficient, a patchwork of roof repairs, aging infrastructure and a lack of physical access to many parts of our campuses for students, staff or guests with certain types of disabilities.

What visitors also fail to see is the grand possibilities for a whole new way of learning and teaching, the type of programs our students of today and tomorrow must have to be truly competitive when they reach high school, college and career.

It is also critical to point out that the schools do not belong solely to the Eureka Union School District, its students, staff and parents. These are **community-owned facilities**, paid for by tax dollars. Local schools have always played a role in serving the entire community, from local Boy Scout troop meetings after school to the use of gyms and other sports fields by local sports leagues on the weekends and evenings. Our plan is to make repairs and improvements that will not only serve the students of today and tomorrow, but also critically to improve the value and utility for the public at large, including refurbished sports fields that can be used year round.

As most school districts do, Eureka Union SD spends a considerable amount of its general fund annually on energy costs, including heating and air conditioning, lighting and fuel for the District’s aging bus fleet. Wherever possible, the District has utilized State funds through Proposition 39¹ to not just fix antiquated systems but to install new, much more energy efficient lighting and HVAC units and other projects that have resulted in ongoing operational savings for the District. These savings are dollars that can go right back into the classrooms to improve student achievement.

Just as a typical homeowner cannot afford to rebuild an entire home at one time, the District has prioritized repairs so that things like HVAC upgrades are done on a more affordable, cyclical basis. The District has emphasized its energy dollars in the schools located in unincorporated Granite Bay because the rates charged by PG&E are significantly higher than those charged by Roseville Electric, which services Excelsior, Maidu and Olympus – our schools located in the Roseville city limits. As electrical and gas rates are expected to rise significantly in light of PG&E’s, bankruptcy and looming liability for several major Northern California fires, Eureka Union SD will continue to continue to emphasize energy efficiency projects.

Eureka Union SD’s maintenance staff has created a “ticketing” system for requests for repairs so that the limited maintenance crew (which was reduced during the Great Recession) can more readily manage and prioritize reports of concerns such as a broken window or a carpet tear that represents a tripping hazard. Teachers and other staff have reported that this new system provides for a faster response time to reported concerns.

¹ The California Clean Energy Jobs Act (Proposition 39) K-12 Program awarded more than \$1.7 billion over five years to schools to plan and install energy efficiency upgrades and clean energy generation measures. Funding from the California Energy Commission is no longer available, but during its 5-year funding phase, Eureka Union SD took advantage of every dollar possible to implement a variety of projects that now result in on-going energy efficiency (i.e. lower utility bills). The Proposition 39 K-12 Program provided grant funds for energy projects – energy efficiency upgrades and clean energy generation – at schools within a local educational agency (LEA). During the first four fiscal years of the Proposition 39 K-12 Program, the California Legislature appropriated more than \$1.3 billion in new revenues to create clean energy jobs, reduce greenhouse gas emissions, and save energy and costs for schools. During this time, the Energy Commission has approved more than 1,200 energy expenditure plans for more than 1,100 local educational agencies, representing \$881 million in funding and benefiting more than 4,400 school sites.

Each year the Board of Trustees budgets money for deferred maintenance. However, regardless of the amount budgeted, unplanned and catastrophic problems such as major roof leaks and broken air conditioners must be addressed immediately. And just like a homeowner, unplanned repairs always seem to crop up at the worst times. When these happen, the District must draw from its ever-shrinking reserves to address an immediate need. **It is important to keep in mind that the State of California provide NO general fund money for school districts to address facilities. None.** The only way Eureka Union SD can afford comprehensive repairs and upgrades of its facilities is through passage of a local general obligation (GO) bond measure. But in the meantime, as our schools age, just as our homes do, certain items must be repaired, replaced and upgraded to protect the value and usability of the property. Absent compelling financial limitations, families do not ignore broken toilets or broken hot water heaters, and school districts can't send kids home from school because the air conditioner is not working in May!

While much of this may sound dreary and worrisome, I want to emphasize that making a major financial commitment to our facilities is not just an expensive undertaking, it is also an exciting opportunity to invest not only in the facilities themselves but to truly invest in the students and staff that allow Eureka Union SD to be an active participant in a major and critical shift in the way teachers teach and the way students learn. Never before in the history of public education in the United States has there been such a major change in the way school facilities need to be designed to meet the needs of our students in the 21st Century, where skills like collaboration, critical thinking, team work, project-based learning, interdisciplinary focused curriculum, creativity and multi-media presentations have usurped rote memorization, silent reading and students individually (with lots of parent help) building a replica of one of the State's lighthouses at home).

Historically, districts have built schools and then tried to match the learning to the facilities. Imagine building a new house without thinking about how many bedrooms or bathrooms are needed. Our students will be left in the proverbial dust in the Global Economy in which we are all now living unless we reverse course and design facilities that match the type of teaching and learning that our students deserve and need to be truly competitive, to be truly college and career-ready! We get only one chance to educate a child and Eureka Union SD is committed to providing the facilities necessary to provide the education that the students of today and tomorrow need and deserve.

We want our schools to be attractive in addition to meeting new standards for access, electrical systems and plumbing, among others. Sadly, in this era of all-to-common school shootings, we must do our best to keep our students, staff and parent volunteers as safe as possible without sacrificing the look and feel of being true neighborhood schools. This mission requires physical changes to our schools as well as implementation of new technology.

The adoption of many new State standards by the State Board of Education requires money for new curriculum, and the time and the money required to give our teachers the best training possible to implement those new standards. Our technological infrastructure must be safe and up-to-date because it supports so many different components within our District: (a) maintaining and protecting student data and other critical electronic records; (b) serving a critical role in initiatives for school site safety; (c) and of course for the key role technology now plays in active teaching and learning in all of our classrooms across the District, from Transitional Kindergarten to 8th Grade.

Prior Administrations and Boards of Trustees planned well. Anticipating an upcoming boom in new home construction (and the kids that would come along with it), the Board of Trustees approved a Facility's Master Plan during the 1985-86 school year. That plan identified five new schools beyond the three that existed at the time – Greenhills, Cavitt and Eureka – and which were all bursting at the seams. The District initially used traditional bank financing for the purchase of portable classrooms to address the overcrowding while plans for the development of the new schools were ongoing. Eventually, the District asked voters to approve a General Obligation bond. Not just relying on new tax dollars, however, the District played hard ball with home developers and was able to extract a large amount of developer impact fees. Those fees were used to complement bond money. In March 1993, local voters overwhelmingly approved (nearly 70 percent voted "yes") a General Obligation bond. Those bonds, along with developer impact fees and matching State facilities dollars, were all critical to the construction of the new schools that were built during that decade.

These "new" schools, some of which are nearing their 30th birthday, not unlike alike a 30-year old home or commercial building, now require expensive and comprehensive repairs and modernization to protect the value and usability of the assets and to align the school's physical facilities with recognized transformational changes required for the District to remain a leader in educational excellence and to ensure that our students will leave Eureka Union SD ready to live and work in a vastly different culture than what existed in 1990.

Thanks to good planning, the bonds sold in the 1990s to build those "new" schools are nearly paid off, making this the perfect to time to ask voters to approve new bonds that will take Eureka Union SD to the next level in educational excellence, protect the value of the publicly-owned facilities, ensure that our facilities are upgraded in ways that provide optimal value and use for our students and staff, and for to the entire community.

Implementation of this plan will ensure that Eureka Union SD continues to be a destination district for new families, thus protecting the historically higher property values enjoyed by the residents of Eureka Union SD. Neighborhood schools have always served as a central part of local communities and Eureka Union SD intends to be a focal point of excellence in Granite Bay and the portions of East Roseville that are served by our District.

There are many goals the District has in developing this FMP, including:

- Assess the physical conditions of all sites and determine the “needs” for repair and replacement, prioritized based on the critical nature of the improvements.
- Determine the cost of repairs and improvements needed at each site.
- Assess educational adequacy and functionality of school sites and identify the special requirements for future upgrades and additions.
- Identify priority projects for each site based on the educational needs of its students.
- Determine the costs associated with the development of each campus master plan.
- Prioritize all identified projects, both repair “needs” and educational “wants” based on criteria developed and set forth within the context of the process.
- Enlist community engagement and involvement in the project.
- Develop Educational Specifications for elementary and middle schools.
- Provide an FMP that will be a living document, easily updated and revised, as well as easily interpreted for future project development.

This FMP is conceived as a map to the educational goals of the District. This is a living document that will require updates as the District’s needs change and become more refined in many of the areas that are included in the plan. The campus transformations envisioned by this document are intended to support “next generation” learning. They are forward-thinking, well-conceived and will benefit our students for generations to come.

We will implement its provisions based on the availability of funds and careful prioritization by staff and the Board of Trustees, as well as broad community input. We have no choice as a community but to find money to protect our existing assets and to create the type of physical campuses that will allow Eureka Union SD to remain a top performing District. The goal of all school districts is to provide every student with the best tools possible so that they can achieve their personal goals. We are also living in a time when school districts are being asked to do more than simply teach basic curriculum, but rather to also provide an ever-growing menu of support services including critical mental health services.

Educating the “whole” child is not a slogan, it is a critical mission of Eureka Union SD and one that has been supported by a number of key initiatives, including a major investment in the number of counselors, curriculum dedicated to provide socio-emotional support to reduce both “virtual” and traditional bullying and the adoption of a “growth” rather than a fixed mindset throughout the District. School districts have become direct medical providers, serving students with feeding tubes, Type 1 diabetics and other “medically fragile” conditions -- students who just 20, 30 or 40 years ago would have been unlikely to attend their neighborhood public schools, which at the time were unable to provide the medical support required.

Additional mandates and new curriculum adoptions from the State Department of Education, including an all new Computer Science standard and a new standard in the Visual and Performing Arts (VAPA), are being added each year. While Governor Newsom has made a large investment in State public education, California continues to rank in the lower-twentieth percent of schools nationwide in per-pupil funding, and Eureka Union SD continues to receive even substantially less than the statewide average.

I was truly blessed when I first arrived at Eureka Union School District and I learned immediately just how appropriately the District was named. I was also excited to learn that in an era where traditional encyclopedias and other written reference books have been largely replaced by Google searches of online reference materials such as Wikipedia that there are still dictionaries. According to Webster’s, the adjective “Eureka” means “marked by usually sudden triumphant discovery”, a “Eureka” moment. As an exclamation, it is “a cry of joy or satisfaction when one finds or discovers something”. I experienced that Eureka Union SD moment, as do most new employees and new parents when they realize they have found a true gem. I did not literally cry “Eureka”, but as a professional educator with two decades of experience when I arrived, I have never wanted to be any place else. The excitement now lies in making that “Eureka” moment even more triumphant. I hope you will read the rest of this report which has been carefully drafted by a large team of Eureka Union SD staff members and BCA Architecture.

Thank you for your attention,

Tom Janis
Superintendent
Eureka Union School District

1 | INTRODUCTION



WHY DOES EUREKA UNION SCHOOL DISTRICT NEED A FACILITIES MASTER PLAN?

Thank you for taking the time to review the Eureka Union School District (“Eureka Union SD” or the “District”) Facilities Master Plan. This Facilities Master Plan (“FMP”) is a long time in the making; long because it has been many years since the District has prepared such a document, and long in the amount of time and number of people and groups who have participated in the process of putting this document together. Work began on this document in December of 2014 when the Board of Trustees created both Facilities and Budget Sub-Committees. The work that has been done by these committees has included a thorough evaluation of the District facilities, their long and short term needs and methods of financing those projects.

The process was given a large boost with the hiring of Project CM in 2015. Project CM brought much needed expertise to the District in evaluating facilities needs and in implementing changes to how needs for repairs and upgrades have been handled on a routine basis. Critical in helping to develop this written, comprehensive plan have been **BCA Architects** and **Project CM**. The District would like to thank them for the role they have played and will continue to play as the components of this FMP are executed in the future.

We would also like to thank the parents, teachers and other community members who volunteered to serve on a committee that has helped shape this document. We want to thank the many teachers who spent part of their summer in visioning sessions. This document truly does contain the vision for the next stage of Eureka Union SD.

A. WHY NOW?

Enrollment in Eureka Union School District has been declining since the 2003-2004 school year. Rather than alleviating pressures for facilities maintenance and renovations, the decline in student population has actually exacerbated the pressures to upgrade and modernize our facilities because, simply put, fewer students means less funding for the District. The closure of Eureka School in 2010 did alleviate some financial pressures, but it did not stop the other schools from aging, and it did nothing to slow the tide of a fundamental transition in how schools ought to be designed.

Aside from matching bond dollars discussed later, the State provides absolutely no money to local districts for facilities. Deferred maintenance dollars that the District has saved over the years are being deployed each year to address existing needs and new, unplanned needs like broken sprinkler heads and broken windows. Deferred maintenance dollars, as they are known, are sitting in the District's reserves and they are one-time dollars. Once they are spent, they are gone. They are not replenished by the State, and it is virtually impossible to save new dollars when we are still working to correct a structural deficit without decimating programs or dramatically raising class sizes.



Community Center with Joint-Use Partnership

The District has been looking for ways to leverage our limited dollars for many years while making as many required repairs and upgrades as possible. Examples of leveraging dollars has included investing in new energy-efficient heating, cooling and lighting and taking advantage of State bond energy efficiency dollars. While going “green” makes the District a better global citizen, it also results in the District getting “green” as lower energy costs reduce Eureka Union SD’s operating expenses.

The District has carefully balanced required infrastructure upgrades, such as electrical and plumbing systems, with the need to modernize our classrooms. At the same time, the District is looking for ways to make our facilities more community-friendly, in part to generate revenue and in part because we recognize that the District’s assets are assets of the community. Examples of projects that would benefit the school and the community are a performing arts center that can also be used as a community center and developing and redeveloping sports fields that can be used as part of physical education and for local leagues who are constantly in search of facilities to practice and play.

Eureka Union SD has been slowing reducing its deficit spending over the last five years. Ending the deficit spending could easily be done in one year by cutting programs – but that is not the Eureka way. Eureka Union SD continues to be a leader in all aspects of TK-8 education and this FMP, along with the potential for funding through a General Obligation bond, will allow Eureka Union SD to protect the underlying physical assets of the District and invest in our students and staff through implementation of “Future Ready” classrooms and expand programs in many areas, including science, technology, engineering, arts and mathematics at all grade levels.

Many new State standards have been recently adopted and creating and approving this FMP will provide the District with the roadmap it needs to balance all of our many competing needs. This document represents the first FMP since 1986, when the District was composed of only three schools and the great housing boom in Granite Bay and East Roseville was just getting started. In this era where theories about teaching and learning have been turned on their head, and as our aging facilities continue to demand attention, this is the perfect time to engage in preparation and adoption of a new FMP.

This document will guide important decisions the District must make over the next 10 to 15 years. It will certainly help provide the path for how our facilities must be aligned with curriculum delivery and allow us to truly transform our vision for, and delivery of, a true 21st Century education for our current and future students. Unfortunately, much of what is needed in the world of public education comes down to dollars and cents. This is no different.

B. HOW?

While this FMP spends a lot of time discussing funding and in particular the manner in which a school district can receive dollars from the State to assist in efforts to modernize schools, **very little of the changes and modernization projects proposed in this plan can happen without the support of the broader community.**

There are three main ways that a local school district can receive funding for facilities. First, districts can collect local developer impact fees when new homes are constructed. However, the money can only be spent to accommodate a growing district, i.e. new students. Second is through matching dollars available from the State's Schools Facility Program (SFP), which will be discussed in more detail below. However, in order to receive matching funds, a local district must have its own source of funds. The typical manner of finding those local dollars (absent the availability of developer impact fees) is through passage of a local GO bond. Given the lack of both sufficient and accessible developer impact fees, literally the **only** avenue available for Eureka Union SD to implement this FMP is through passage of a GO bond or bonds.

There are specific benefits associated with funding facilities through GO bonds:

- The proceeds from local bonds remain in the local community;
- The proceeds cannot be taken by the State and cannot be used as a basis for providing less State or Federal funding for the District; and
- The dollars are subject to strict public oversight and cannot be used for general operating expenses such as salaries.

GO bonds are not just a good investment for Eureka Union SD, they are a necessity to protect the property this community owns (schools and other public buildings belong to the community, not to the District), to protect home and commercial property values, and, most importantly, to ensure that our children – and future children – are as prepared as possible to live and work in the global economy in which they live, and to succeed at jobs and in careers that have yet to be conceived of. The District does not think that there is anyone who would disagree with the notion that our community deserves to have the very best education that can be provided for our children. At the heart of the Eureka Union School District is our mission to provide academic excellence to every student.



Community Funding



Outdoor Classroom

C. TAKING EUREKA UNION SD TO THE NEXT LEVEL

Eureka Union SD has been a high achieving district for decades, drawing many families from the Bay Area and Southern California and other areas in the State and nation due to our reputation, as well as Roseville Joint Union High School District, that includes Granite Bay High School. The Board of Trustees, Superintendent, administrative staff, teachers and all other employees have a grand vision for moving Eureka Union SD to the next level. We will define that “next level” through adopted of a FMP. It will be our guide, though not without providing the flexibility the District will need as it meets the challenges of the future, whether they be financial or otherwise.

1. Beginning the Transformation

a. New “Best Practices”

We must have the flexibility to adapt as new and better ways of “skinning a cat” are developed through practice and through work and learning done by experts in the field of education research and best practices. But as we sit here today in 2019, we wish to begin this exciting transformation in many ways, including providing state-of-the-art classrooms and performance facilities, beautiful outdoor space such as student gardens, walking nature trails and brand new, all-weather fields and sporting complexes for our students and the community at large, flexible learning spaces, transformation of libraries, computer and science labs into spaces for collaborative learning and student-centered programs involved in multiple digital medias.

b. Investing in STEAM

We need modern science equipment and to ensure that science labs are not limited to junior high school students but to students in the lower grades as well. We need to broaden our Science, Technology, Arts, Math and Engineering (STEAM) curriculum, and not forget about the “arts” component of that as study after study finds that young adults with creativity will be in high demand for a variety of jobs across a variety of fields now and into the future.





Site Security

c. School Site Safety

We need to always be looking for ways to make our campuses and facilities as safe as possible whether it be by changes in operations, adding tangible things like fencing or through the use of technology. We must upgrade all of the District’s infrastructure, from less exciting but highly important things as plumbing and electrical systems to the more exciting technological “guts” of the District to protect student records and other District electronic records, and to safeguard the system from hackers or others who want to access the many databases maintained by the District. We need to ensure that there is control over the content that enters our systems while allowing students and teachers the broadest possible access to the digital world.

d. Technology Planning

We want to enhance each student’s “digital” life and footprint, to encourage collaboration — and not just within the District— but beyond, including classrooms on the other side of town and on the other side of the world. We want students to work with real companies on real projects so students know what will be expected when they enter the workforce. We need to ensure that we have the technology that allows for multi-platform research, collaboration and presentation. Our **Technology Plan** will continue to be upgraded regularly to ensure that dollars are being invested wisely, not buying the “coolest” or “newest” gadget on the market, but working as a team to ensure that the curriculum and its effective delivery are considered first when investing in new technologies. Memorizing multiplication tables is boring, whether it’s on a Chromebook or on a piece of lined paper. Decisions about technology must be made thoughtfully and collaboratively.

2. Innovation as a Mainstay of Eureka Union SD

Eureka Union SD has never been a district that rests on its laurels. We have always been innovating and in many ways ahead of our time, and certainly ahead, in terms of the inherent limitations of a small, underfunded district. But that has never stopped the enterprising staff of Eureka Union SD and it never will so long as we maintain a “yes” attitude, and so long as we continue to receive the support of the community through organizations like the Eureka Schools Foundation, local service organizations and of course our Parent Teacher Clubs.

3. Achievement for ALL

So much more can and needs to be done to enhance the opportunities for our students and to give each and every student within Eureka Union SD the chance to reach their full potential, including our English Language Learners (ELL), our students receiving a Specialized Education Plan, our GATE students and every other Eureka Union SD student regardless of skills, homelife, disability, medical or mental health. It is a legal mandate but, most importantly, it is a moral mandate that each and every staff member in the District and each and every member of the Board of Trustee holds as a true and weighty responsibility.

4. Strange New Worlds Lie Ahead

This FMP will take Eureka Union SD and its students where they need to go and beyond. It is reminiscent of one of my favorite childhood television shows, *Star Trek* (the original series!). I must confess that my part in drafting this document makes me think about the core message of the show. Over all the years, *Star Trek* and all of its offshoots, have remained faithful to the original vision of its creator, Gene Roddenberry, who wanted the show to emphasize **humanity’s infinite potential**. Roddenberry believed that our species has a bright future, and can solve any conflict or problem if, like the Vulcans, we learn to harness the mind’s ability to reason.

The mind of our students is infinitely limitless, and our mission is to provide the tools to take them there. The work is nothing short of spectacular. Our Board is dedicated to seeing that same level of quality throughout the District in all of our schools and has agreed that a new FMP is needed to provide the road map to excellence for all. Many young people don’t know how to read a map, instead relying on Google maps or some other app to take them from Point A to Point B. But without studying the various routes, these young people are unknowingly denying themselves a richer understanding of what lies between Point A and Point B and thus are unable to develop their own, possibly better road map. Technology is truly a wonderful thing, but it can never be a substitute for the use of the most powerful tool ever invented – the human brain.

Space: the final frontier. These are the voyages of the starship Enterprise. Its continuing mission: to explore strange new worlds, to seek out new life and new civilizations, to boldly go where no one has gone before.

– Patrick Stewart in Star Trek: The Next Generation

EUREKA UNION SCHOOL DISTRICT MISSION STATEMENT

It is the mission of the Eureka Union School District to establish and develop an education system through a process of student, staff, and community involvement and participation. The innate abilities and interests of each child will be valued, his/her own well-being supported to allow him/her to contribute to the constantly changing society in which he/she lives. In this process each child will maximize his/her potential and develop the ability to be a lifelong learner.

5. Clear Direction Moving Forward

This FMP establishes a clear guide for the **modernization, repairs and construction we need to embrace over the next 10 to 15 years** to provide all of our students with facilities that are commensurate with the outstanding educational experiences that our district provides.

We no longer build schools and tell teachers to teach in them and students to learn in them. Deep and broad research has showed us that we must turn the world of education on its head. The environment must be conducive to the best teaching and learning. We no longer ask students to sit in rows facing the teacher and move from subject-to-subject throughout a school day. While having a good teacher is still the single more important component in a student's success, students are becoming more active in steering the learning, changing the role of the teacher from the "sage on the stage" to the "scribe on the side". Never before has professional development been more important and Eureka Union SD is committed to a robust program of professional development for all staff, certificated and classified.

Eureka Union SD's students deserve facilities that will **maximize their ability to learn, to collaborate, to create, to communicate and to think critically**. This FMP will allow us to achieve these goals at each site in the District. Through all of the work involved by the many people whose work is included in this FMP, we have never strayed from both the District's Mission statement and its Vision and Pathways.

This document represents the essence of collaboration. Eureka Union SD has a long history of working cooperatively with the entire community in making critical decisions as it relates to the District, cognizant that we are a citizen of the broader community and that we are responsive to that community directly (through the election of our Board of Trustees) and indirectly (taxes dollars support most of the operations of our schools).

Please take the time to read through the exciting times that lie ahead in public education and the many opportunities we hope to afford to our students. A brief history of the District will help provide a backdrop and also a little symmetry between the challenges the District is facing today and those it has faced and beaten in the past.

On behalf of the entire Eureka Union School District Board of Trustees, thank you for your continued support.

Renee C. Nash
Trustee
Eureka Union School District



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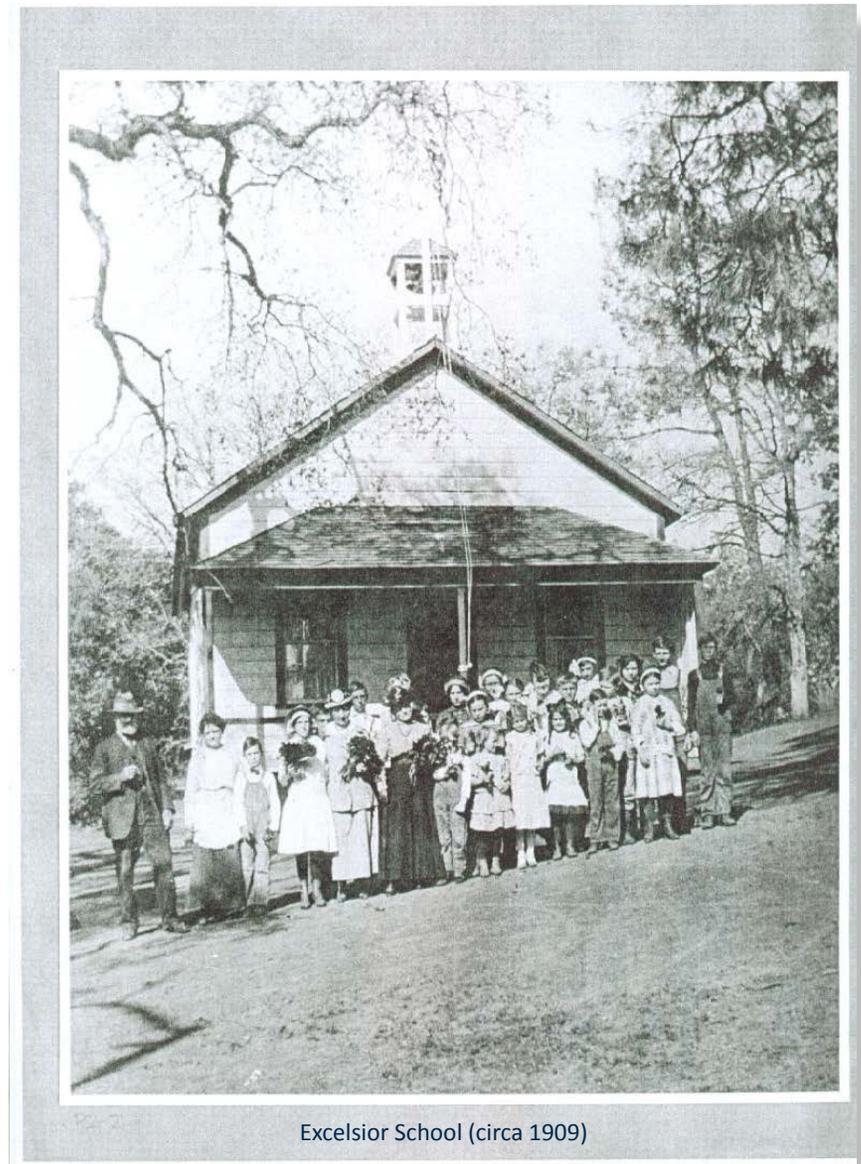
2 | HISTORY OF EUREKA UNION SCHOOL DISTRICT

The first school in what would later become Eureka Union School District ¹ was a one-room school house that was constructed in 1868. In many ways – other than the wood-burning stove and the outhouses – the original Excelsior School looked very similar to most of the classrooms you find today throughout the District. Rows of wooden desks facing a teacher standing in front of a blackboard. Most students still sit at a desk or at a small table that is configured in rows facing the front of the room. Inkwells have been replaced by mechanical pencils and pens, and in many cases, students use iPads or Chromebooks or a host of other electronic devices to conduct research, complete homework or to access curriculum.

Teachers still spend much of the school day standing in front of the class, though the blackboards of the 1860s have been replaced by a Promethean Board or some other sort of interactive computer screen. It's amazing how little has changed in the physical structure of a classroom over such a long period of time. Fortunately the outhouse has been replaced with more modern restrooms, but the way in which curriculum is delivered by a teacher to students is eerily the same.

Eureka Union SD, like most other districts across the country, is going through a desperately needed, long overdue transformational change in how teachers teach and how students learn. It is a revolution that has been brought about not as an overthrow of a bad government or bad educational system, but rather this transformation has been born out of decades of research that shows that there is a better and more effective way to educate children. Research has also shown that this new way will make our kids better prepared for the world in which they live today rather than the 1860s – or the 1960s – when it was widely believed that a quiet classroom was an effective classroom. That transformation, along with less exciting projects like repairing leaky roofs and outdated plumbing and electrical systems, is at the heart of this FMP. But really understanding the present and the future requires an understanding of the past. To quote Maya Angelou, "I have great respect for the past. If you don't know where you've come from, you don't know where you're going." So this Facilities Master begins – literally – at the beginning.

¹Excelsior was not the same school or location as the existing Excelsior School.



Excelsior School (circa 1909)

A. HOW IT ALL BEGAN

Take a step back in time, leaving laptops and cell phones and smart boards behind, and enter a world of inkwells, wooden desks, slate blackboards and wood-burning stoves ². A new school was built in 1868, about a half mile west of the present Eureka School site on the old Sacramento-Auburn wagon road. The Civil War had just ended, indoor plumbing and electrical lights were decades away and California had only recently been admitted into the Union as a state.

1. Excelsior District Formed

On February 5, 1868 ³, a group of citizens formed the Excelsior School District, which lay between the Dry Creek and Franklin Districts. In 1875, just seven years later, growth forced the fledgling Excelsior School District to build a new school one-half mile closer to Roseville, a town that was bustling because of the railroad, which in 1869 allowed travelers to go across the country thanks to the completion of the transcontinental railroad. The school's furniture was made by hand and the room was large enough for 35 children. By 1881, even the new facilities became crowded when 40 students showed up for school. How funny it is to think that 40 students could be considered an overcrowded district.

Children walking to school in those days stayed clear of the heavily loaded freight wagons headed up the dusty road towards Auburn with cords of fire wood for the railroad workers or sacks of wheat for the flour mills. They came from surrounding farms and ranches. Rather than heavy super-hero themed backpacks, students carried school books and lunch pails and clay marbles or a homemade string ball to play with at recess. Behind the one-room schoolhouse was an outhouse with seats of various sizes to accommodate the students. There was no teachers' lounge, no school nurse, no school secretary or even a principal. The teacher was the master of her domain (yes, "her", as it would be many decades before the District had a male teacher).

The school bell could be heard all over town and it not only called children to classes, but also families to community parties, religious services or town meetings held at the schoolhouse – then and now the center of the community. The first teacher in the District was Miss Burke, who taught for three months before resigning. She was succeeded by Miss S. V. Boles, who assumed the teaching responsibilities for the ten students enrolled the first year the District opened its doors. During the winter, the boys cut wood for the stove to heat the class-room. The students either "roasted or froze, depending on where they sat."

²Third graders at Oakhills Elementary School do it every year and it's called "Pioneer Days." In the early years of public education in California not only were school district's able to set their own taxes on local property owners, they even received funding from the State based on the number of children residing in the District NOT based on the number of students attending the District.

³The framers of California's first Constitution in 1849 set the pattern for the State's role in the education of its citizens. Meeting in Monterey, they debated hotly the theory of public education, finally deciding in its favor. The result was constitutional creation of the post of Superintendent of Public Instruction, a job to be filled by statewide vote. That didn't end the debate, and the battle over public education continued down through California history. Only four years after adoption of the 1849 Constitution, Governor John Bigler asked the Legislature (1853) to abolish the superintendency. Let the clerk of the Supreme Court handle school affairs in his spare time, Bigler argued, but the Legislature would have none of it. Thereafter, superintendents led the fight for better public schools. Beginning with Judge John G. Marvin of Sonora (1851), the superintendents helped build the foundations of today's public school system aided by allies in the Legislature and public support. Early recognition was given the principles of local administration and State aid to local schools (1851). Later that same year the first free public school opened in San Francisco, and within 12 months, the city had seven schools in session with 791 children on the rolls. Each year the superintendent went before the Legislature asking more tax support for public schools, longer school years (the first were three months in every 12), and high schools. An early superintendent pressed for and received funds for the first State normal school (1862) to provide trained teachers (thereby laying the groundwork for today's State college system). State responsibility for uniform textbook series and courses of study (1866) led to compulsory school attendance for children 8 to 14 (1874) and guaranteed State aid for each school based on the number of children in each district (1874). The fight for high schools was a long one, and not until 1902 did Californians vote annual State funds for them. A year later the first class for the deaf (1903) set the precedent for such special local classes for the handicapped. The California School for the Deaf had been founded in 1860, however, to provide a residential school for the deaf and blind. In 1911 the law was changed so local districts received State aid only for children in school, instead of all children living in the District. Textbooks became free (1912) and local school boards were given the task of setting their own budgets and taxes (1921). Through the early decades of statehood, California's Department of Education was the superintendent's notebook. Gradually the State school chief added an assistant or two and a secretary. As late as World War One, however, Superintendent Edward Hyatt's wife was his chief deputy. As this small group grew, it more frequently was called the department of education. In 1913 commissioners of elementary, secondary and vocational education were appointed, but not until 1921 was the State Department of Education officially organized. Since then it has been reorganized three times (1927, 1916 and 1961). The State Board of Education was created three years (1852) after the superintendency. In its infancy it contained the Governor, Superintendent and Surveyor General. In following decades it changed composition and powers several times, emerging in 1927 as we know it today.

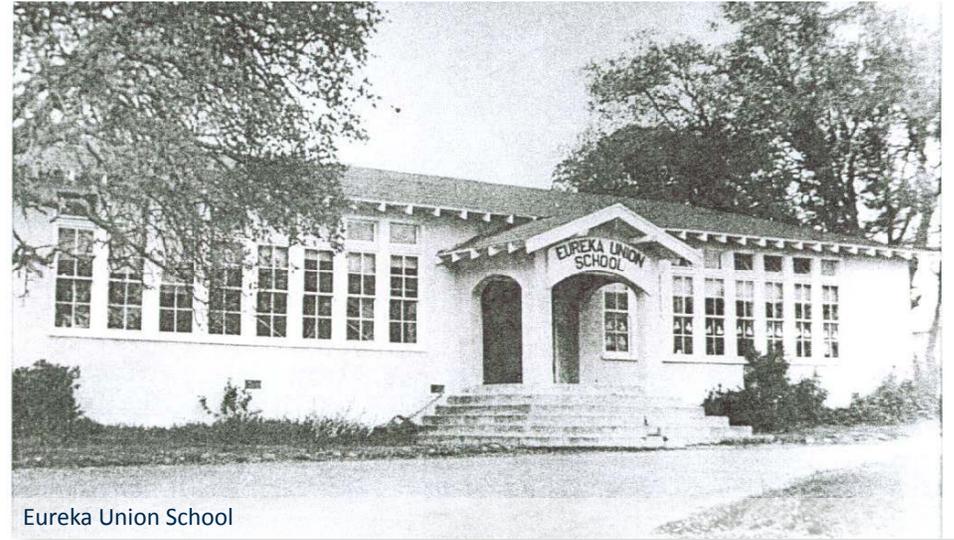
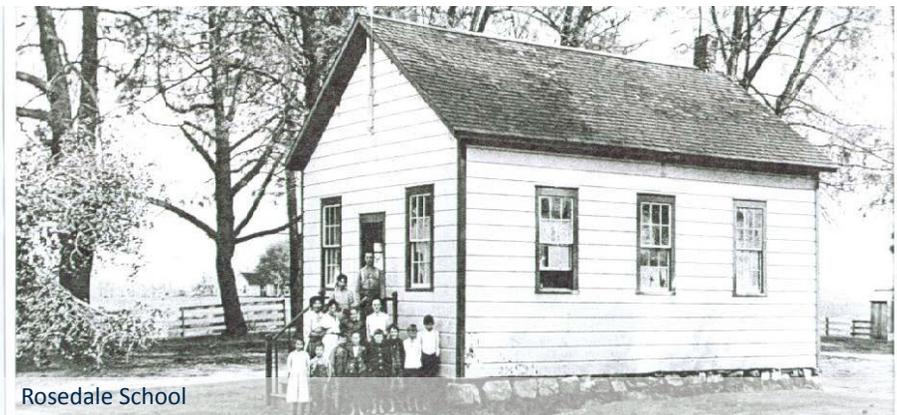
2. The Three “R”s the Focus of Learning

A typical school day in the 1800’s included the 3 R’s (readin’, ‘ritin’ and ‘rithmetic). There was no such thing as Common Core or electives, no library and no multi-purpose room and certainly no computer lab (that would be tough given the lack of electricity). The oldest children in the class went first. They read aloud to the teacher at the recitation bench while the other groups worked at their desks.

The next oldest age group read a poem and memorized a stanza or two and then recited it to the teacher from memory. Lunch time games included “Hide the Thimble” or “catch”, which was played with a ball made from spare string wrapped around a rock or marble and covered with fabric. Other popular games were “Kick the Can” and “Fetch the Bacon”⁴. The teacher rang the bell to signify the end of lunch. After lunch, the teacher wrote arithmetic problems on the blackboard for the children to copy on their slate boards. The day ended with penmanship and memorization of spelling words, culminating in a spelling bee.

3. Eureka Union was Formed

The Excelsior District existed for 39 years. In 1908, due to feuding families, the District was divided in two, forming the Excelsior and Rosedale Districts. As time passed, the family feud was forgotten and a growing segment of the community felt that if the two smaller districts united and formed a single, “union” district, their children could receive a better education. Even then, the parents understood the concept of “scale” – that more students mean a district can offer more programs. The Eureka Union Elementary School District was created, and the present Eureka School site was obtained. In the summer of 1925, the two old one-room school houses were moved to the Eureka School site and both Eureka School and the Eureka Union School District were born.



4. Overcrowding Conditions Persist

Enrollment in the District dropped for a few years but started growing rapidly in the late forties. In the early 1940’s, crowded conditions again led the Board of Trustees and community to seek additional classroom space. In 1944, planning began on the building that holds the Eureka School office and the former space for the Eureka Union Elementary School District office. In 1947, there were 86 students attending the Eureka District and the new building was opened. It housed the younger grades in one room and the seventh and eighth grades in another room. It also had a small library. These two rooms were located just behind the two rooms that were built in the late 1920’s.

Enrollment grew to 138 by 1956, surpassing the space of the available four classrooms. The school trustees, with community support, volunteered their time and labor and built a one-room temporary classroom, which was used for two years.

In the fall of 1959, the initial wing of what is now Eureka School was used for the first time. With the additional six new classrooms in the east wing, the Eureka District added a Kindergarten program. Constructed along with the 1959 east wing was a large portion of the multi-purpose complex.

⁴ Research for this document was unable to determine how “Fetch the Bacon” was played.

5. A Second School is Born

The rapid growth in the sixties necessitated the planning and construction of the second school in the Eureka District. A site was chosen in the Rollingwood sub-division off Douglas Boulevard for what became Greenhills School. It was constructed at the cost of \$166,300. The first portion constructed consisted of six classrooms and an instructional media center. The school was opened on November 15, 1965 with 150 1st through 6th graders in attendance. By 1967, the school was already overcrowded. To address overcrowding, Greenhills implemented double sessions for second and third graders. At the same time, the Board of Trustees asked voters to approve a \$165,000 bond in 1967. The measure passed and was used to construct a new, 4-room cluster of classrooms. When it was completed in 1969, the double sessions were eliminated.



Greenhills Elementary School

The history and spirit of community involvement in Eureka's schools was put into action at a special Board meeting held October 26, 1967 when policies were discussed to implement the formation of community advisory groups. The goal was for the Board and community to have an opportunity to work together to solve problems affecting the District. It is an important tradition that continues to this day in many forms, including partnerships with local sports leagues, local Rotary and other civic organizations and the Eureka Schools Foundation, among others.

The maintenance issues that the District is attempting to address through this FMP are nothing new. The dawn of the 1970s saw the need for the District to invest money into roof repairs and a septic tank that leached into a field at Eureka School, as well as floor repairs at Greenhills.



Cavitt Junior High School

6. Electives are Offered

Offering elective classes was first suggested by a member of the Board of Trustees in July of 1970. The administration agreed to research what could be done, with the staff available, to offer elective classes. The February 1, 1972 minutes indicated that an elective class would be offered for one hour on Friday, beginning the next week. Then, at the June 12, 1973 meeting, the Board agreed that choral music would be offered as an elective during the 1973-74 school year and that Mr. John Hayes would conduct a vocal music program at Eureka School with a budget of \$1,800. **Parents came to the meeting asking that band be continued and offering to help raise funds for the music program. Today, after several years when the District considered dropping the program due to Great Recession, the music programs at Olympus and Cavitt Junior High schools are some of the best in Northern California.**

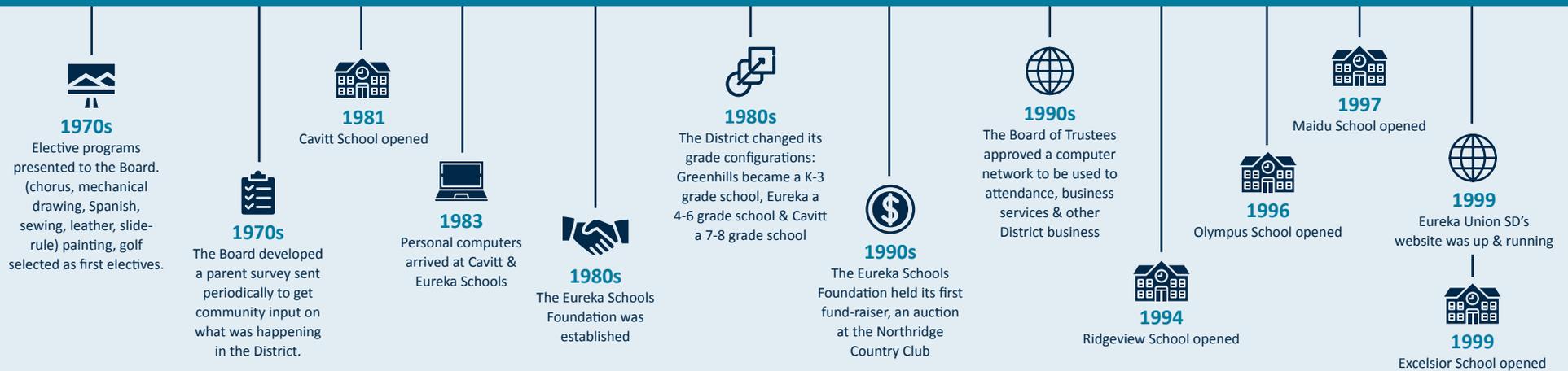
In 1973, Mr. Marv Odom, Principal of Eureka, presented the Elective Program to the Board, which consisted of chorus, mechanical drawing, Spanish, sewing, leather, slide-rule and painting. The Board accepted the elective of golf for a quarter.

Mrs. Sharon Stovall expressed a desire to continue teaching sewing to the 7th and 8th grade girls and the Board approved the purchase of four sewing machines and one button-holer.

7. Parent Survey

A community questionnaire was approved by the Board with the purpose of gathering information that would help in the planning and operation of Eureka Union SD.

IMPORTANT FIRSTS FOR EUREKA UNION SD



8. Shortages and High Test Scores

The 70's was a decade of gasoline and paper shortages. By the end of 1973, the Board moved to temporarily suspend field trips until fuel allocation was determined and bus stops were reviewed to curtail stops in an effort to save fuel. The cost of butane was 13 cents per gallon in 1973 and 31 cents in 1974. An additional supply of ditto paper had been ordered at almost twice the original pool purchase cost. The school calendar was not sent home in May due to the paper shortage.

In addition to fuel and paper shortages, there was a shortage of adequate classroom space for students. At a March 5, 1974 meeting, overcrowding was addressed. Rather than go to double sessions, an addition was added to the school.

District enrollment in April 1974 was 827 and test results showed that Eureka Union SD children scored above State average.

With the easing of fuel shortages, the Board reinstated one field trip per teacher in September of 1974. In October, the Board recognized the creation of the Eureka Union Parent's Club, which replaced the PTA.

The sound of music could be heard three days a week after the Board hired Mr. Schilling to teach band during the regular school day in November of 1974. At the January 14, 1975 Board meeting, Mrs. Harmer presented a statement from the taxpayers of the District, commending the Board and administration for the fine music and Spanish programs.

9. Third School Opens

Cavitt Junior High

Cavitt Jr. High School opened in 1981 with an initial student body of approximately 300 students. The Eureka Union SD community and administration worked very closely with the Board of Trustees in the planning of Cavitt School. It was designed for 7th and 8th grade students with a seven-period day so that students could take the required core curriculum subjects and participate in elective classes. With the opening of Cavitt, Eureka School became a 4th through 6th grade school in 1981, operating under the leadership of Mrs. Janet Schimpf who was appointed as principal.

Superintendent Feist

Dr. Ronald L. Feist, former Principal of Oakmont High School, was appointed Superintendent of Eureka Union SD in 1982 and led the District through its period of massive growth. He helped form the Granite Bay Kiwanis Club in 1984, was named 1988 Business Person of the Year by the Granite Bay Chamber of Commerce and the Placer County Distinguished School Administrator in 1988. He said it is natural for a superintendent to be involved in the community, especially when **the Eureka District is one of the largest employers in Granite Bay.** "All of what I do is pulling people together," he said. His involvement in the Granite Bay MAC helps bring things like parks and a library to the community, which also benefit schools.

Community Survey

In the spring of 1983, working with the Board, Ron Feist developed a community survey to assess the feelings of the parents towards Eureka School District. In other words, what was going well and where were the areas where improvement was needed? A similar survey has been conducted every three to four years since its humble beginning in 1983. In addition to the community survey, a District community-wide budget committee was formed to deal with the financial situation of the District.

First Personal Computers

Technology arrived in the form of the first personal computers in the fall of 1983. The PTC raised the money to purchase seven Apple computers to be located at Eureka and Cavitt Schools. This was the start of a program to purchase hundreds of computers over the next several years. Most of these computers were funded with PTC and then later Eureka Schools Foundation money. Since its humble beginning in 1983, technology has been a very important part of the educational program in Eureka Union SD.



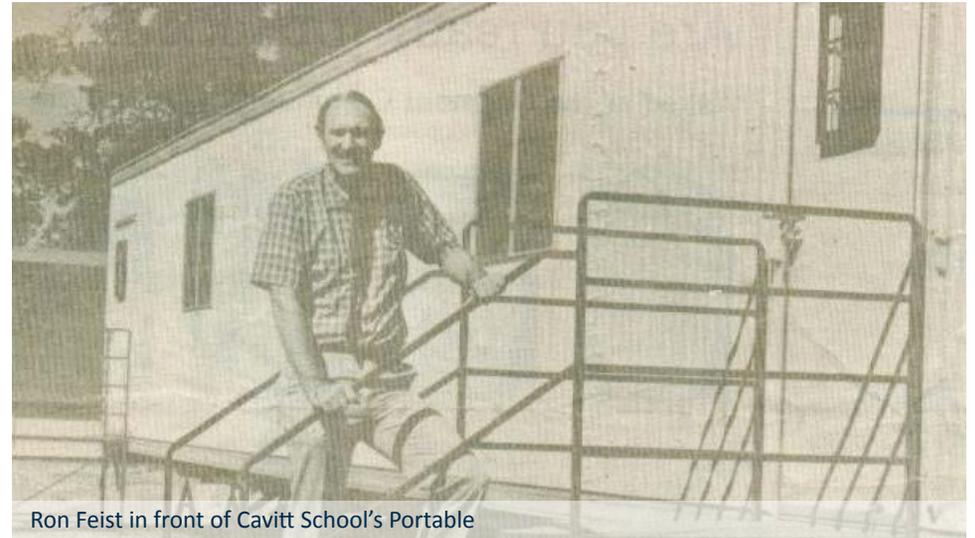
1980s Technology

High Mitigation Fees

In late 1983, early 1984, Eureka School District had convinced several developers that they needed to pay higher mitigation fees without which the District would not have been able to provide school facilities for the students coming from new houses. The very first agreement was signed with Woodbridge Ranch, followed by Quail Oaks, Grosvenor Downs, Granite Bay Village and the largest agreement was with Treelake Village in 1985. Treelake alone was a project of 1,093 homes.

Portables

A new portable was added to Cavitt in 1984-85 on the southeast side of the existing seven portables that permitted the music students to be moved to their home campus versus conducting their classes in the Eureka School multi-purpose room. The Band Boosters helped pay for the portable.



Ron Feist in front of Cavitt School's Portable

District's First Facilities Master Plan

During the 1985-86 school year, the Board approved the District's first FMP, which identified the five future schools needed beyond Eureka, Greenhills and Cavitt. The Eureka Union SD FMP was done in harmony with the Roseville Joint Union High School District, the Dry Creek and Roseville City Elementary Districts. The District continued to sign agreements with several developers. These agreements called out that as each permit was pulled, approximately half the cost of providing new schools would come from the mitigation fee. The plan that called for the other 50% of the funding for new schools would come from the State or from a local bond.

A Search for Funding

From 1983-1986, several developers (most of them in the unincorporated portion of the District) were willing to sign mutual benefit agreements and pay 50% of the cost of new schools. However, in the Roseville portion of the District (primarily Johnson Ranch), one major developer was not willing to sign a mutual benefit agreement.

At the same time, the City of Roseville was not willing to support the District in its quest to receive 50% funding. The District, knowing that there would be difficulties housing its Roseville students, chose to move forward and put a measure on the ballot that required builders of all new homes to pay a fee of approximately 50% of the cost of the new schools needed for the Roseville students. At the same time, Eureka Union SD prepared a legal case against the City of Roseville because of their inactions in requiring developers to pay an appropriate mitigation fee for school facilities.

The suit was later dropped when Measure E, which required developers to pay the 50% mitigation impact fee, was approved. To pass Measure E, over 200 community members, staff, parents and Board members worked to convince the community to support the school district. Measure E was approved by the voters 2522 yes to 1063 no for a 70.3% winning majority. “We were successful this election because we got tremendous support from members of the community, Eureka Union SD staff, and the School Board,” Feist said to employees. “The fact that we had the people-power to educate the community on the issues is why we were able to weather the opposition’s barrage of last-minute mailers.”

A fourth school site was approved by the Board and the State of California in February 1988. This site was going to house two schools. Thus, the future road that would be in front of the schools was called Twin School Road.



Twin School Road Today

B. HISTORY OF PARTNERSHIPS

There are many partnerships that the District has entered into over the years, including the construction of tennis courts at Cavitt, which were paid for by contributions from the District and the Placer County Parks Department. The National Guard was also involved, moving approximately 950 cubic yards of soil. The Kiwanis and Lions clubs of Granite Bay also worked on this community project. Approximately another four acres of turf was added to the three-acre field that was already in place. Upon completion, the new Cavitt Field had space for two baseball diamonds and two softball diamonds. The turf also is used by Eureka Youth Soccer for two fields.

The District worked with local developers during the housing boom to ensure that there were sufficient funds to build five new schools in less than a decade. Since its beginnings, Eureka Union SD has had a spirit of community involvement and high test scores. They implemented a music program that has been supported by its boosters since its inception. The history of Eureka Union SD is to step up and solve problems, often with the assistance of the broader community. This history suggests that the communities of Granite Bay and the Eastern portion of Roseville will join the effort needed to implement this FMP.

The District receives tremendous support annually from its Parent Teacher Clubs (PTCs) who help to support needs at each school site. The District has also been greatly supported by the Eureka Schools Foundation. The Foundation is a nonprofit formed almost 30 years ago that supports all the students of the Eureka Union School District.

The Foundation was formed by a partnership of parents, community members, and local businesses. ESF has served to help bridge the long divide between public education funding and what Eureka Union SD students need to truly excel. ESF invests annually in supporting the District's following programs:

- Media centers (libraries);
- STEM education;
- Junior high athletics, coaches, and equipment; and
- Teacher innovation in the classroom and school-based grants.

In implementing this FMP, the District plans to leverage these critical partnerships with public and private organizations. Many of the goals and projects contained in this plan mirror the goals of many other local organizations. For example, the plan for repair of fields at Oakhills, Ridgeview and Cavitt which will result in all-weather turf fields and for a community center housed in the District are also high-level goals of the Placer County Parks Department. The District would like to partner with Placer County to use District property for the development of an all-weather sports, year-round sports complex. The fields are also strongly supported by local non-profit youth sports organizations, including Lakeside Little League (baseball) and Granite Bay FC (soccer).



3 | KEY STEPS IN THE CREATION OF THE FACILITIES MASTER PLAN

In 2014, the Board of Trustees created a Facilities Subcommittee that has been working closely with staff to evaluate physical needs and develop a list of priorities in how the District’s limited deferred maintenance budget should be spent. With the hiring of Project CM to assist the District in analyzing its facility needs, staff and Project CM conducting site walks at each school within the District. During that time, members of the maintenance team met with each Principal and walked each site, verifying the accuracy of the District’s site plans, taking representative photographs of typical spaces inside and outside the buildings and documented room uses.

After analyzing information gathered during the site walks and various surveys and interviews with site principals, maintenance and other staff members on the condition of the facilities and program needs, the planning team began to develop a project list to be incorporated into this FMP and to begin to cost out that project list. A number of other important measures have been taken to prepare this document and ensure that the needs expressed within it accurately represent the highest needs of the District.



Olive Ranch School Site-Walk

A. COMPREHENSIVE DEMOGRAPHIC STUDIES & ENROLLEMENT PROJECTIONS

Whether a district is growing or facing declining enrollment, a facilities master plan is needed to provide a “road map” for a district to follow in implementing changes to benefit students and staff, to improve facilities – not just for the use of students and staff, but also but for the community at large – and to address the physical needs of a district that that go far and above everyday repairs and a basic “facelift”.

The plan must include a detailed map (or vision) that shows how and when the District plans on meeting its goals. Some goals are easily reachable while other, longer-term goals may require significant investments of cash the District either does not have or will not have absent new revenue sources such as a voter approval of a General Obligation bond. Frankly, much of what is included in Eureka’s FMP is heaving dependent upon voters approving a General Obligation bonds – potentially as early as March 2020 – and in part on receiving at least some matching funds from the State of California’s State Facilities Program (SFP) ⁵.

Critical to implementation of any effective FMP is completion of a comprehensive student enrollment analysis. This analysis is necessary to guide the District in the future as it addresses the size of the facilities needs the District has and how that may need to be changed in the future.

⁵ The SFP was created through the Leroy F. Greene School Facilities Act of 1998. The SFP provides for a wide variety of State funding, including, but not limited to, new construction, modernization, charter school facilities, career technical education facilities, seismic mitigation, facility hardship, joint-use programs, high performance attributes and assisting in the relief of overcrowding. To ensure that districts are providing adequate safe facilities to students, districts are required to receive project approvals from the Division of the State Architect (DSA) and California Department of Education (CDE) prior to submittal of a funding application.

One of many downsides of the program is that funding for projects approved in the SFP comes exclusively from statewide general obligation bonds approved by the voters of California. As will be discussed later, State bonds for education facilities are placed on the ballot infrequently and while opponents of the current “first come first served” system argue it favors more wealthy districts like Eureka, the vast expense associated with just “getting in line” makes it difficult for lower funded districts like ours to receive any matching dollars without first passing our own General Obligation Bond.

Anticipating the number of students that live within the boundaries of a school district in five, 10 or 15 years is clearly not an easy task. In neighboring districts — where new housing is being constructed on a large scale and the District can establish an average number of school-age residents per school — the practice is easier. It is also easier to fund components of a FMP when those new homes come with local Developer Impact Fees, local bond money and matching dollars from a statewide facilities bond.

In the case of Eureka Union SD, we know there are very few undeveloped parcels remaining in the District and most of those have zoning restrictions that require very low density, i.e. homes with minimum lots of one acre or larger. Key to maintaining or even growing enrollment in Eureka Union SD will not come from new homes but rather from the turnover of existing homes from owners whose kids have aged out of Eureka Union SD or who had no children to families with younger kids or no kids yet but with plans for having (hopefully many) children in the future. As many more families become “empty nesters” in large homes, often 4,000 square feet or more, some may decide to “downsize”, making these homes available for families with school-aged children. Another important factor in housing turnover are interest rates, as lower rates make it more affordable for younger families to purchase homes in the District. Eureka Union SD is fortunate that South Placer is home to many high paying jobs in a number of fields, including medicine (Eureka Union SD residents include a very large number of physicians who work for the ever-expanding Sutter Health and Kaiser medical systems) and high-tech, thus allowing more people to be able to afford homes in the District.

While demographic studies are often seen as a “shot in the dark”, there are hallmarks of such studies that Eureka Union SD has included in making its enrollment projections, including (i) historical enrollment trends; (ii) planned residential development, however small it may be in the case of Eureka; (iii) local birth rates; (iv) trends in the number of incoming, inter-district students; and (v) the impact of local charter or private schools or other public schools that may be a draw from Eureka Union SD students for a variety of reasons, whether it be daycare issues or the desire of parents to have their children attend a religious school. In a sign that is clearly good for Eureka Union SD, the number of 8th graders graduating to the high school district no longer morphs the number of incoming students in Transitional Kindergarten or Kindergarten. The number leaving still outnumbers the incoming children in lower grades but the gap is not as wide as it has been. If this trend continues, it will put more pressure on the District to ensure adequate facilities are available.

It is critical that the District evaluate short (one to five years), medium (five to 10 years) and long term (10 to 20 year) implications of each of the factors referenced above. While very difficult to define in a district like Eureka, with little new housing opportunities and an aging community that does not seem to be moving, an accurate assessment of enrollment projections for coming years is nonetheless a **critical factor** in preparing a school district’s FMP.

There are multiple spreadsheets created by the District for the “projection of enrollment”. Projections are completed in February of each year, as the projections are critical to determine staffing decisions for the District in the following year. March 15th is the preliminary lay-off notice date prescribed by State law, and any proposed changes in staffing have to be decided by that date. If a decision is not made by that date, the District cannot release a member of the certificated staff the following year. Given this limitation, the District has used a very conservative approach for anticipating enrollment. Eureka Union SD is fortunate that if staffing needs turn out to be higher than projected, there is always a long list of highly-qualified applicants that would love to teach in the District. This gives us the flexibility to avoid the risk of overstaffing, an expensive mistake that can cost a district hundreds of thousands of dollars in unnecessary salaries.

There is also a trend in the “Area Attendance”, which is the number of resident students in Eureka Union SD. That number has been shrinking. Our Inter-district transfers (students INTO of our District) have been rising, which has helped our budget significantly and prevented the District from having to consider closing another school. In each of the prior school years, the District has had over 600 inter-district students. Staff uses the current numbers and adds columns for historical data, and those trends are followed to help make a projection on how many students we may have the following year.

1. Historical Enrollment Data

At its height, in the 2003-2004 school year -- a time when many new schools were in the works -- the District's enrollment was 4,063⁶. As you can see from the chart below, it slowly started to drop from that year to the current enrollment.

History of Eureka Union SD Enrollment *

YEAR	ENROLLMENT	LOSS OF STUDENT(S)	PERCENTAGE
2003-4	4256	-	-
2004-5	4202	-54	-1.27%
2005-6	4072	-130	-3.09%
2006-7	3987	-85	-2.09%
2007-8	3848	-139	-3.49%
2008-9	3698	-150	-3.90%
2009-10	3520	-178	-4.81%
2010-11	3430	-90	-2.56%
2011-12	3375	-55	-1.60%
2012-13	3421	46	1.36%
2013-14	3417	-4	-0.12%
2014-15	3344	-73	-2.14%
2015-16	3279	-65	-1.94%
2016-17	3384	105	3.20%
2017-18	3383	-1	-0.03%
2018-19	3355	-28	-0.83%
AVERAGE LOSS	-	-60	-1.55%

* Total enrollment includes preschool; Eureka Union SD peak enrollment 2003 = 4,063

⁶ Enrollment was growing so quickly during the early 1990s, a rate faster than new schools could be opened, that the Superintendent's grandchildren at the time were denied enrollment because while their house in the District was under construction, they were not yet living in the District.

⁷ One aspect of State law that is unknown to most is that in the year when a district has fewer students than the prior year, the District is funded based on the prior year's attendance. However, as attendance continues to decrease, the funding will go down based on the prior year's attendance. This provision only applies to the prior year so that the District does not receive funding for the larger number of students in attendance in any year prior to the immediately preceding year.

⁸ The District has formulas that are used to determine levels of staffing for certain positions based on the number of enrolled students. This formula typically impacts students receiving special education services, i.e. one-to-one aides, and those needing medical support (which can include special education students) so that the amount of LVN time may be adjusted from year to year. However the cost of and staffing of other positions is unchanged from year to year even with changes in enrollment. As an example, each school has a full-time principal, school secretary and clerk regardless of attendance.

District staff have analyzed a number of factors in attempting to forecast the number of students in each grade each year. One of the easiest ways of predicting enrollment is to count the number of 8th graders who are leaving the District and counting the number of Transitional Kindergarten or Kindergarten students who are entering the District. Eureka Union SD also recently migrated cumbersome written registration to an online portal which not only makes it easier to register (and less staff time to process), online registration generally results in the District receiving information the number of students to expect sooner. This is important because it allows the District to plan for the number of teachers required in each grade level at each school with a higher degree of accuracy.

2. Misnomers About Declining Enrollment/Teacher Retirements

It is not uncommon for parents or other community members to ask one of several questions in relationship to the District's declining enrollment. One of the first questions asked is why the recent retirements of a large number of seasoned teachers has not resulted in a large financial savings, as younger teachers are generally paid less. First, in the case of many retirements, the District hires new teachers to back fill those positions. New teachers are only hired to the extent justified by the District's actual enrollment the subsequent year. However, it is not as easy as saying that the retiring teacher was making \$90,000 per year, as an example, and the new teacher is making \$70,000 per year. After building increased costs in many areas, including ongoing increases in steps-and-columns from year to year (which average roughly three percent), increasing costs of employer contributions for employee pensions and periodic raises, there is often no savings at all.

Secondly, offering a broad array of programs for a smaller number of students is always more expensive because there are fewer students for whom the District is funded to cover those costs. For example, the cost of a school secretary is the same whether the school has the same number of students as the prior year or 30 students fewer than the prior year and 40 fewer than the year before that⁷. Outside of Special Education, the District does not reduce the number of most support staff⁸ even in the face of declining enrollment.

B. FACILITY NEEDS ASSESSMENT

This report represents a thorough analysis of the District’s facility needs which has been undertaken over the last five years through a walk through and analysis of every inch of District property, surveys of all staff and the creation and regular meeting of a board Facilities Subcommittee of the Board of Trustees, who have been meeting regularly with maintenance and other staff to determine needs and funding priorities.

As Eureka Union SD has managed through declining enrollment (which has meant a significant decline in funding and the closure of Eureka School in 2010), and the Great Recession, which forced the District to eat through a significant amount of reserves to avoid draconian cuts like teacher furloughs and eliminating entire programs, we have been thoughtfully replacing and repairing items at each school. Indeed, much of the basis of this FMP comes from the work we have done over the last five years. During that time, staff has literally walked every inch of space at every school, from parking lots and restrooms, to offices, classrooms and playing field. We have carefully documented every need and prioritized repairs and upgrades based on safety and energy efficiency and a wide variety of other factors so as to get the best use of our limited deferred maintenance budget.



21st Century Learning Environments

C. NUMBER OF STUDENTS DOES NOT TELL THE WHOLE STORY

While we have discussed the role of declining enrollment earlier in this FMP, it is important to keep in mind that the number of students now and in the future does not tell the whole story as it relates to defining the facilities needs of the District. For example, a high population of students receiving Special Education services with moderate-to-severe needs requires very specialized classroom space. Providing relevant, hands-on Next Generation Science Standards requires totally new science labs. Currently, only junior high schools have dedicated science labs. The District needs to create labs at the lower grade levels to appropriately implement the Next Generation Science Standards. To do so will require more space and flexible space at the other school sites.

Traditional computer labs and libraries need to be transformed into 21st century Digital Learning Centers while at the same time all rooms need to be turned into flexible learning environments to capture the essence of true 21st Century teaching and learning. Greater detail on this will be provided later in this FMP.

Equally true is the role an FMP in completing a detailed facility’s needs assessment to ensure District goals for curriculum delivery are supported by the facilities themselves and have the support of the District’s governing team (the elected Board of Trustees) as well as the rest of the District’s teams (both administrators and represented employee groups whose “buy in” is crucial if the plan is to be implemented in an effective manner.

Understanding the history and priorities of the District in the past, as described in detail above, is also important in helping make decisions for the future. **Why does the past matter?** Local school districts should represent the interests and priorities of the community in which the District resides. Local residents elect local school board members who, while obligated to follow State and federal law, also listen to what the local community values in its schools and tries to implement those local wishes in the District’s overall educational plan.



- C** Cavitt Jr. High School
7th-8th
- E** Excelsior School
4th-6th
- G** Greenhills School
TK-3rd
- M** Maidu School
TK-3rd
- O** Oakhills School
TK-3rd
- OJ** Olympus Jr. High School
7th-8th
- R** Ridgeview School
4th-6th
- Eureka Union SD
Boundary

D. CURRENT MAKEUP OF THE DISTRICT

Eureka Union School District is a TK-8th grade district that encompasses 14.8 square miles in Granite Bay and an Eastern portion of the City of Roseville in Placer County, California. The District sits just East of Sacramento and at the base of the Sierra Foothills and is bordered on the East by Folsom Lake. The District is currently comprised of seven schools that operate to serve the students of Eureka Union SD on a daily basis. These schools operate using a fairly unusual grade configuration. Greenhills, Oakhills and Maidu elementary schools each teach grades Transitional Kindergarten through third grade. Excelsior and Ridgeview schools serves grades four, five and six. The District also has two junior high schools, Cavitt and Olympus, which each serve grades seven and eight.

All students who reside in the boundaries of Eureka Union SD are also students of the Roseville Joint Union High School District, who based on the boundaries of Eureka Union SD, naturally matriculate into Granite Bay High School. Eureka Union SD and Granite Bay High School staff have a robust program of curriculum articulation which has been developed to ensure that when students graduate from Eureka Union SD and move onto high school that they are adequately prepared to meet the rigorous academic standards of high school.

E. VISION & PATHWAYS

Other than necessary maintenance and modernization projects and energy efficiency projects, all of the components of this plan comport with the District's Vision and Pathways, an important driver for all of the District's programs.

Eureka Union School District VISION and PATHWAYS				
<p>The Eureka Union School District is dedicated to developing learned and inspired global citizens. We will provide our students with a dynamic, rigorous education that focuses on collaboration, critical thinking, and character development. Our students will be supported in a nurturing environment which fosters the healthy academic, social, emotional, and physical development of each individual. Our partnership of students, families, educators, and community members encourages creativity and celebrates innovation.</p>				
Relevant Challenging Curriculum	Individual Responsibility as a part of a Global Learning Community	Partnerships and Collaboration	Resources, Governance and Tools	Innovation, Change, and Renewal
<p>The Eureka Union School District provides a rigorous, relevant, challenging curriculum for all students</p>	<p>The Eureka Union School District trains students to be citizens of the 21st century, each responsible for his choices and his learning</p>	<p>The Eureka Union School District receives support through active partnerships with other educational organizations and local and national businesses with an interest in learning and the community.</p>	<p>The Eureka Union School District applies available resources to support and encourage attainment of the vision</p>	<p>The Eureka Union School District champions creative uses of time and space, for innovative programs and learning opportunities.</p>
<ul style="list-style-type: none"> Curriculum is focused on an established set of 21st century skills and the Common Core State standards. Students are provided with a strong academic foundation and each student is encouraged and supported as an individual learner. Students are provided with meaningful, authentic opportunities to apply knowledge and skills. Curriculum is continually reviewed and improved to meet the evolving needs of a changing world as well as the individual student. 	<ul style="list-style-type: none"> Students are engaged in learning activities that expand personal knowledge and contribute to the community. Opportunities are provided to develop participation skills that lead to voice as a citizen. Each student accepts responsibility for their role in the betterment of the community and the world at large. Students develop strategies and plans for attending to their personal health and wellness and understand connections of these strategies and plans to achieving quality of life. 	<ul style="list-style-type: none"> A culture is created that encourages divergent thinking, promotes creativity and generates innovative ideas. The community of learners is inclusive and representative of all members of the regional population. Partnerships with other local educational agencies will be encouraged and supported to maximize opportunities for students, staff and families. Partnerships are pursued with agencies and community representatives to combine expertise of those involved to mutually enhance one another. 	<ul style="list-style-type: none"> The governance structure of the district supports the use of resources and tools that lead to the attainment of our vision. The development of a seamless learning environment, utilizing the latest technology, encourages learning for all participants. The district actively investigates and promotes creative funding options. Staff members are highly competent in their field(s) of practice and human resources are allocated to best meet the needs of all learners. Facilities are allocated and used with flexibility, sustainability, and safety in mind. 	<ul style="list-style-type: none"> The district welcomes creative and thought-provoking change aimed at better serving the client population. The interaction of students, educators, and community members provides opportunities for the development of new ideas. All members of the school community are committed to continuing learning and are provided ongoing opportunities for professional development, collaboration, and innovation.

District Vision

Eureka Union SD is dedicated to developing learned and inspired global citizens. We will provide our students with a dynamic, rigorous education that focuses on collaboration, critical thinking, and character development. Our students will be supported in a nurturing environment which fosters the healthy academic, social, emotional, and physical development of each individual. Our partnership of students, families, educators and community members encourages creativity and celebrates innovation.



Collaborative Environments Throughout the Campus

Relevant Challenging Curriculum

Eureka Union SD provides a rigorous, relevant, challenging curriculum for all students:

- Curriculum is focused on an established set of life-long learning skills and content standards.
- Curriculum is continually reviewed and improved to meet the evolving needs of a changing world as well as the individual student.
- Learning opportunities transcend time and place and students will be given choice about what and how to learn whenever feasibly possible.
- Students are provided with meaningful, authentic opportunities to apply knowledge and skills.
- Students are provided with a strong academic foundation and each student is encouraged and supported as an individual learner.
- Training and time for collaboration is provided for all educators.

Individual Responsibility as a Part of a Global Learning Community

Eureka Union SD trains students to be citizens of the 21st Century, each responsible for their choices and learning.

- Students pursue learning activities related to individual interests that demonstrate proficiencies that expand personal knowledge and contribute to the global community.
- Opportunities are provided to develop participation skills that lead to voice as a citizen.
- Each student accepts responsibility for their role in the care of the earth; students are provided opportunities to work for the betterment of the community and the world at large.
- Students develop strategies and plans for attending to their personal health and wellness and understand connections of these strategies and plans to achieving quality of life.

Partnerships & Collaboration

Eureka Union SD receives support through active partnerships with other educational organizations and local and national businesses with an interest in learning and the community.

- A culture is created that encourages divergent thinking, promotes creativity and generates innovative ideas.
- The community of learners is inclusive and representative of all members of the regional population.
- Partnerships are pursued with agencies and community representatives to combine expertise of those involved to mutually enhance one another.



Outdoor Garden | Learning to Care for the Earth



Technology in the 21st Century Classroom

Resources, Governance & Tools

Eureka Union SD applies available resources to support and encourage attainment of the vision.

- The development of a seamless learning environment, utilizing the latest technology, encourages learning for all participants.
- The District actively investigates and promotes creative funding options.
- Staff members are highly competent in their field(s) of practice; dedicated to the needs of our students.
- Human resources are allocated to best meet the needs of all learners.
- The governance structure of the District supports the use of resources and tools that lead to the attainment of our vision.
- Facilities are allocated and used with flexibility, sustainability and accessibility in mind.

Innovation, Change, & Renewal

Eureka Union SD champions creative uses of time and space, for innovative programs and learning opportunities.

- The District welcomes creative and thought-provoking change aimed at better serving the client population.
- The interaction of students, educators and community members provides opportunities for the development of new ideas and global thought and practice at the local level.
- All school-community members are committed to continuing learning and are provided ongoing opportunities for professional development, collaboration, and innovation.

4 | GOALS & FUNDING PRIORITIES

The District's goals for the FMP include, but are certainly not limited to, the following:



Support the District's educational goals for expanding and enhancing **21st Century learning environments**.



Create a **long-term vision** for the facilities of each school campus that aligns with the educational program.



Enhance and modernize **infrastructure**.



Provide a detailed, prioritized list of facilities needs for each site with **cost information for each site**.



Provide a clear **Implementation Plan** that prioritizes and identifies how the improvements could be funded and constructed.



Provide clear documentation of the **Facilities Master Plan** and the process of developing it.



Clearly document and illustrate facilities needs to **support and guide a bond measure**.

A. CURRENT PROGRAMS SUPPORTING VISION & PATHWAYS PLUS FACILITY NEEDS TO MAINTAIN & GROW CRITICAL ACADEMIC PROGRAMS

Through this FMP, the District is looking to create new programs but also to continue with and grow existing programs, many of which Eureka Union SD implemented ahead of the curve, including the following:

1. Challenge 21 Program

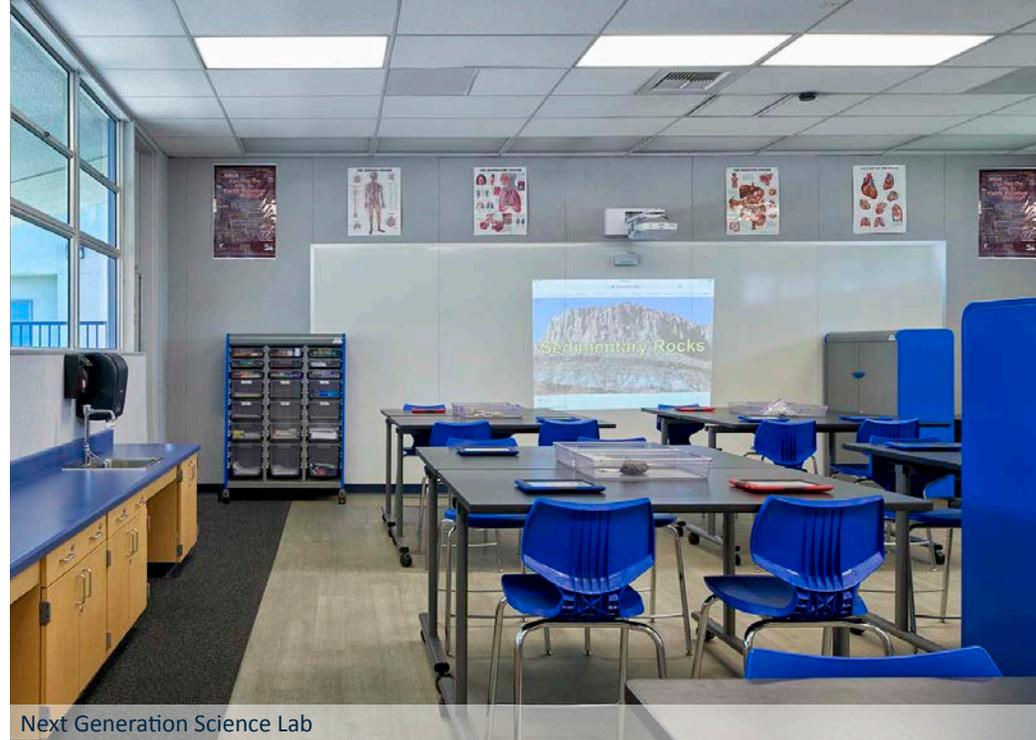
Our District's Challenge 21 program was designed and implemented 10 years ago to provide rigorous and relevant education for all students in our district. This program has paid large dividends for our students and staff over the last decade. To be as effective as possible, however, we need classrooms that provide a seamless learning environment, integrating the latest technology and best practices in teaching. Because of this program, developed in the District by committed and forward-thinking administrators and teachers, students have been and continue to be exposed to content at a deeper level and are provided opportunities to apply knowledge and skills in meaningful ways. Through carefully-planned multi-disciplinary **Challenge 21 (C21) Units**, students at each grade level gain critical knowledge and skills that prepare them academically and socially for college, career, and success as a member of a 21st century global community.

Challenge 21 addresses skills in the following areas:

- Life & Character
- Information, Media & Technology
- Communication & Collaboration
- Creativity & Innovation
- Critical Thinking & Problem Solving



Collaboration for Critical Thinking



Next Generation Science Lab

2. Next Generation Science Standards

The Science Frameworks from the National Science Council describes what it means to be **proficient in science**. This vision of proficiency aligns with a view of science as both a body of knowledge and an evidence-based model and theory which builds enterprise that continually extends, refines, and revises knowledge. This proficiency description presents three dimensions of science that is embodied in each science standard.

Eureka Union SD has been a leader in implementation of Next Generation Science Standards, creating our own curriculum and rubrics so students have had access to authentic learning opportunities before many other Districts – waiting for a textbook – have even begun implementation. To create the best program possible, however, the District needs new, up-to-date equipment, some of which which is so antiquated that repair is not an option. The District also needs to provide laboratory opportunities and engineering, to students at all grade-levels, not just those in Junior High School. Outdoor classrooms are also on the list of projects for science curriculum.

Understanding the three dimensions of NGSS helps crystalize the type of changes Eureka Union SD needs to implement, including physical changes to the make-up of the classroom and, as mentioned above, new equipment to give students more authentic, hands-on learning opportunities.



Next Generation Science

Dimension 1: Practices

The practices describe the attitudes and behaviors that scientists engage in as explore and develop models and theories about the natural world. The practices also contain a key set of engineering practices that engineers utilize as they design and build models and systems.

Dimension 2: Crosscutting Concepts

Crosscutting concepts are broad themes that intersect all domains of the sciences and have applications. The CCCs offer a way of linking the different domains of science. They include: patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; energy and matter; structure and function; stability and change.

3-D Science Learning



Dimension 3: Disciplinary Core Ideas

Disciplinary core ideas focus K–12 science curriculum, instruction and assessments on the most important conceptual understandings in the sciences. These DCIs are grouped to address four domains:

- Physical Sciences
- Life Sciences
- Earth and Space Sciences
- Engineering, Technology and Applications of Science

As famed scientist Peter Sanger said, **“It’s not what the vision is, it’s what the vision does.”**

Our vision has helped us to refocus on the importance of college and career readiness in preparing our students to be successful in the 21st Century. This means that in addition to teaching content standards, we also need to help our students to become life-long learners who are skilled at collaboration, communication, and critical thinking, the types of skills employers are looking for.

Eureka Union SD’s vision clearly recognizes that we are responsible for preparing our students for a dramatically different future. Although our District has traditionally had very high test scores which match with a very strong core academic program, we look at a broader picture for preparing students for college, career and life. It is not enough for us to ensure that our students will be prepared for success in high school and college.

In order to ensure that Eureka Union SD students are prepared for life after high school or college, there are important skills they will need to acquire. Our college and career readiness program is designed to expose students to the very best core programs by providing rigor and support as students develop their ability to read, write and demonstrate a high level of mathematical competence. At the same time, we strive to provide opportunities for our children to learn and apply important 21st Century skills, as outlined above through our Challenge 21 program.

3. Multi-Age Program

Eureka Union SD was honored with a “Golden Bell” award in 2018 by the California School Board Association for its Multi-Age program at Greenhills Elementary School. Participation in this program – which is purely voluntary – has students in grades K-2 learning together in the same classrooms for three years. This program was created and designed by a Eureka Union SD teacher —currently principal at the school — showing the level of collaboration at every level in the District. Three teachers co-teach the students utilizing three different, connected classrooms. The program provides tremendous flexibility in the manner in which curriculum is delivered by three different teachers, and also encourages a significant amount of student-led learning and collaboration.

The Multi-Age program for Eureka Union SD is available for children who progress better at their own rate and offers the following:

- A continuum of curriculum through more complex material that children can do at their own rates, making continuous progress rather than being ‘promoted’ to the next grade at the end of a school year;
- The opportunity for children to typically stay with the same teacher for two or three years;
- At the beginning of each new school year, one-half to two-thirds of the students from the previous year’s class remain together with only the oldest students leaving and entering new classes or levels, typically third grade; and
- The opportunity for children to work at developmental levels above or below their abilities, thus avoiding the social or emotional issues caused by retention or acceleration while also providing more opportunity for intervention in all subject areas



Research has shown:

- Students in multi-age classes perform better, or at least as well as students in single graded classes on standardized measures;
- Multi-age students have greatly enhanced attitudes toward school, toward themselves as learners, and toward positive relationships;
- Multi-age students exhibit more positive outcomes in social skill development, leadership, frequency of interaction with other age peers, reduced aggression, and more positive social behaviors such as giving, sharing, taking turns, giving praise; and
- Teachers are responsive to individual differences in developmental stage, ability, and interests. Different levels of ability, development, and learning styles are expected, accepted, respected, and used to design curriculum.

Teachers plan and prepare the environment so children can learn through active involvement with materials and with each other, with adults, and with other children serving as informal tutors.



Multi-age Program at Greenhills Elementary

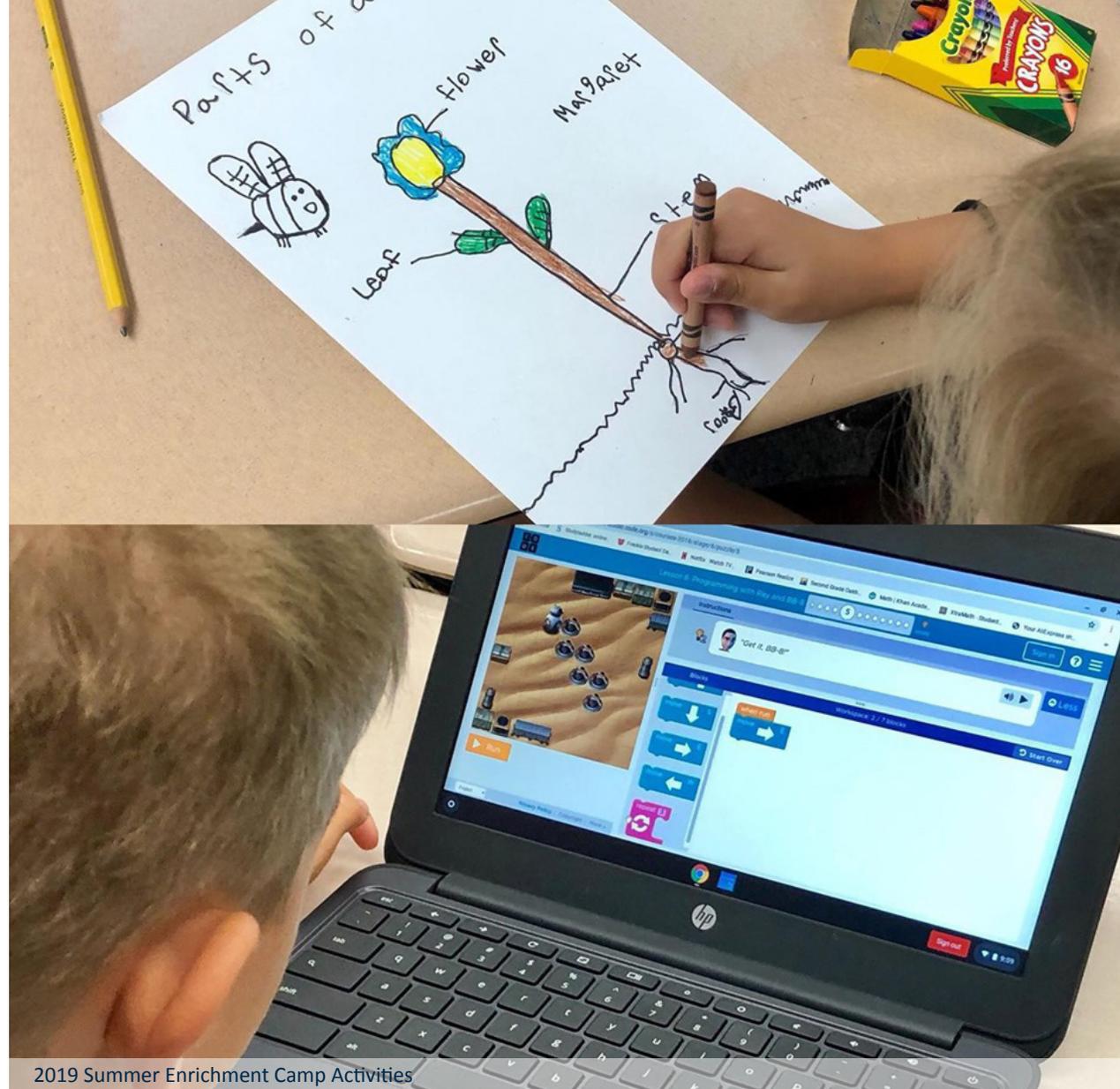
4. Summer School Enrichment

For the fourth year in a row, Eureka Union SD's Summer Enrichment Camps served a number of critical roles. First, the camps represented another in a long-term partnership between the District and the Eureka Schools Foundation, which sponsored and marketed the programs. Many local companies offer summer programs, but this is unique in that it is taught exclusively by fully credentialed teachers. Government funding is not provided for summer programs that are not designed to serve students receiving special education services who often receive extended-school year programs. These camps are exciting and help avoid the summer "brain drain." Because they are held in two-week sessions, there is still plenty of time for families to take summer vacations.

To finance the program, the District charges students and invites both Eureka Union SD and non-District students to participate. By offering the program to students who attend other school districts, it is an opportunity to showcase Eureka Union SD and possibly lead to more interdistrict transfer students or more families moving into the District.

Over 10 teachers participated in offering camps ranging from coding and robotics for children as young as the 1st grade, to robotics, advanced mathematics and engineering. Class sizes were held to approximately 15 students, who also received assistance from high school students who benefitted by receiving community service hours required to graduate. Since the program is not part of the regular curriculum, teachers are free to experiment with new and different ways of teaching that can be translated back into the classrooms during the regular school year.

Teachers and administrative staff are paid through enrollment fees, which cover not only the cost of instruction and materials, but also create a profit that can be used towards professional development or the purchase of needed materials such as microscopes. Costs for the courses ranged from \$220 to \$300 hours per two-week session. Scholarships are available for students who cannot afford to pay the registration fees. The District intends to keep building on the successes over the last four years and expand the program over the summer of 2020.



2019 Summer Enrichment Camp Activities

B. OVERVIEW OF DISTRICT'S NEEDS & OPTIONS

The needs of Eureka Union SD are large despite the fact that our funding is low. These needs vary and are large in number, including money for deferred maintenance so the District can keep up with both immediate and anticipated repair needs, replacement of school busses, projects to save critical dollars by improving energy efficiency, implementing up-to-date technology, supporting professional development, improving school site safety upgrades, ensuring equity amongst school sites, repairing and upgrading sports fields so that they can be used safely year-round, adoption of new curriculum, additional investments in social-emotional learnings, providing greater services to students receiving special education programs and ensuring the District continues to be attractive to prospective employees by providing competitive salaries and benefits.

New schools are being built today look very different than Eureka Union SD's schools because they are being designed to facilitate a whole new methods and philosophies of instruction that have been developed over the last decade and which will continue to evolve. This has meant construction of schools with more flexible spaces.

Making a list of things the District wants and needs to do is in many ways the easier part of the equation. Paying for these items is the more difficult part and the options for financing these projects will be discussed below.



If you think your teacher is tough, wait till you get a boss. Our current expectations for what our students should learn in school were set fifty years ago to meet the needs of an economy based on manufacturing and agriculture. We now have an economy based on knowledge and technology. Training the workforce of tomorrow with today's high schools is like trying to teach kids about today's computers on a 50-year-old mainframe.

- Bill Gates, Founder of Microsoft Corporation

5 | PRIORITY AREAS FOR REPAIR, UPGRADE, MODERNIZATION & CONSTRUCTION

Selecting priorities to be addressed in this FMP is sort of like choosing between your 30 favorite foods on a restaurant menu. You want to order everything, but your stomach can only absorb so much food at one time, and your wallet is too thin to pay for everything you want to eat. The District knows that all of the items discussed in this section are important and would greatly benefit the students and community if they could all be implemented. Naturally, it is not possible to implement everything in the near or medium term, based on a lack of sufficient funding and the significant time it takes to get State approvals to begin projects and to qualify for State matching dollars for qualified projects.

Another moderating factor is that many major projects can only be done over the summer or other long breaks from school because they would otherwise be too disruptive to student learning. Many of the items on the lists in this FMP are aspirational. None of these factors diminish in any way the value of all of the projects listed in this document. The District knows that new, more emergent, needs will arise from time to time, as they always do (i.e. your hot water heater breaking in the middle of your morning shower). Events like these are inevitable. The District does not know whether local bond proceeds or State matching dollars will be available now or in the near future to help implement some or all of the projects and is equally unsure if statewide efforts to improve the overall level of State funding for local education being driven by the California School Boards Association will be successful. Nonetheless, this FMP is an important roadmap for the short, medium and long term goals of the District.



New Library/Learning Resource Center

The District has identified a number of broad goals to be achieved through implementation of this FMP, including the following:



Infrastructure Repairs & Upgrades



School Site Safety



Technology Infrastructure Upgrades



Sustainability & Energy Efficiency – *Going Green to Make the “Green”*



“Future Ready” Classrooms & Flexible Spaces

- Transform Antiquated Libraries & Computer Labs into Multi-Media Centers with Spaces for Collaboration, Individual Workspaces & “Makers” Spaces
- 21st Century Science Labs
- STEAM – Preparing Students for the New Creative Economy



All-Weather Sports Fields to Reduce Student Injuries & Increase Usability



Student Wellness & Special Education



Restroom Modernizations

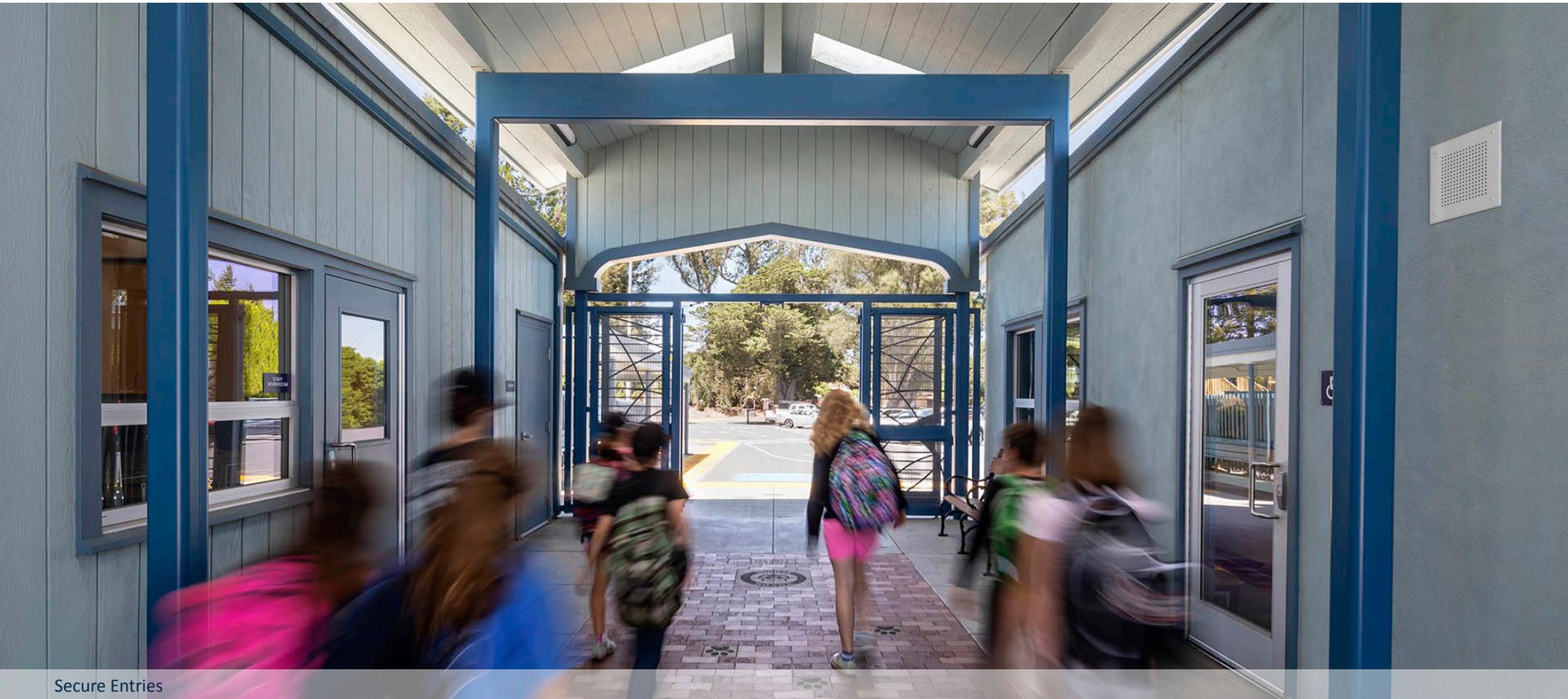
A. INFRASTRUCTURE UPGRADES

New toilets and upgraded electrical systems are not nearly as sexy as new digital learning centers or a new all-weather sports complex, but they must be addressed. Each site is in need of a significant number of internal, structural repairs and upgrades.

B. SCHOOL SITE SAFETY

It is sad to think that neighborhood schools in a low-crime area must address the issue of students, former students or complete strangers entering our campuses with the intent to cause harm. Sadly, the last several years have shown that there is no school that is immune from a potential shooter or other form of attack. It can happen anywhere and at any time. The District does not want to turn attractive, neighborhood schools into fortresses, nor would such changes insulate the District from attack. In 2012, the shooter at Sandy Hook Elementary School had to go through a metal detector before unleashing a barrage of gunfire that left 20 students and six teachers dead, as well as two wounded.

But there are things short of creating a fortress that are effective in deterring would-be assailants. There are also measures that can assist in improving general school site safety, including systems that will allow the school to better track who is on campus. As neighborhood schools, there are traditionally many ways to both enter or exit the school. By limiting access points, administrators can keep better track of who is on campus at any particular time.



Secure Entries

1. Vulnerability Report/Background

The process of keeping students, staff and volunteers on campus as safe as possible is not a one-time undertaking. The District continues to work with a number of important partners in its ongoing commitment to school site safety. Eureka Union SD has a contract with the Placer County Sheriff's Department that provides the District with a full-time, sworn Resource Officer. The Officer spends most of his time at the two junior high schools but is available to assist the District in general review and implementation of safety plans and guidelines, including emergency preparedness drills. The District also works closely with Placer County Office of Education, the City of Roseville and the South Placer Fire Departments, as well as other agencies and experts in the field of school site safety.

To better understand the vulnerability of the District's schools, Eureka Union SD contracted with DPREP, LLC in 2013 to complete a School Site Vulnerability Assessment of all seven active school sites, the Placer Learning Center building (the former Eureka School), and the District Office. D-PREP is a Folsom, California based firm that provides threat assessments, training and consulting for disaster preparation and critical incident response. Many of their clients include school districts. Their consultants all have law enforcement background, and even provide ongoing training to law enforcement agencies, in part in dealing with mass shooting and school based incidents. The scope of DPREP's work for Eureka Union SD included interviews and a visual walk through of the facilities in order to assess the physical safety of each site.

Upon completion, the District received recommendations for each of 14 different critical areas:

- Upon Arrival at School
- Walking the Perimeter
- Evacuation
- Facility in General
- Main/Administrative Office
- Hallways and Main Areas
- Bathrooms
- Transportation Office/Building
- Staff Emergency Preparedness Training
- Emergency Evacuation Kits
- Policy and Procedures
- Media Protocol
- Lockdown
- Reunification

After each site was visited by DPREP in 2013, each site received a written detailed report with recommendations. In addition, there was an extensive list of items from each vulnerability report that were combined into one document, and then prioritized in multiple ways to assist with strategically working through the list in a prioritized manner. For obvious safety considerations, not all of the recommendations and changes that have been implemented can be made public.



2. Implementation at Each Site/Prioritization in Funding

Based on budgetary constraints, the District worked with DPREP to prioritize implementation of its recommendations for each school site. Recognizing that the physical characteristics of each school are unique, specific recommendations were made for each site. Additional funding will allow the District to not only complete implementation of the DPREP recommendations but to add to the list many new strategies and technologies that have been created and recommended by law enforcement since 2013, including the FBI, in the wake of a spate of more recent school violence.

Since 2013, the District has been working methodically as budget has allowed to continue down the list of DPREP recommendations for our school sites. A revised, updated list was completed in 2018 and again in July 2019.



Keys items that have been addressed for safety since 2015, which can be made public, include the following:

Systems & Procedures

- Site Safety Plans in Document Tracking Services
- Emergency Preparedness Plan in Document Tracking Services
- Planned Monthly Safety Drills
- Bi-Annual Organized School Site Large Scale Safety Drills
- Clearly Established Visitor Procedure
- Wearing ID Badge Mandate from Superintendent
- Classroom Door Consistent LockOut Mandate from Superintendent
- Piloted Catapult Emergency Management System
- Piloted Types of Visitor Sign In Systems
- Implemented the Anonymous Reporting Feature on Website Pages for all Schools
- Drafted Letter to Inform Community of Evacuation and Safety Importance - stay away from school message
- Bomb Threat Cards — All District & Site Office Staff

Services

- Landscaping Cleared Visual with Keeping bushes trimmed
- School Resource Officer-Placer County Sheriff Department
- Direct-Connect Replacement — Emergency Phones

Education

- District-wide Safety Committees
- Public School Works Trainings
- District Website Emergency Resource & Information Page
- ALICE Training for all Staff
- Training on Site CARE Teams - communicate/not a silo

Tools

- Trauma Bags at each site
- Safety “Car” Kits for Cabinet
- Staff Vests across District
- Revised Emergency Chart with New Nomenclature and Procedures
- Improved Detailed Site Evaluation/Safety Maps
- Replenished Items & Access to Red Lockdown Buckets
- Incident Command Post Role Card Lanyards for all Sites
- Employee Traveling Emergency Drill Card with First Aid
- AED’s
- Skeleton Keys for Playground Emergency Access
- First Responder Red Keys in all Offices for Emergencies

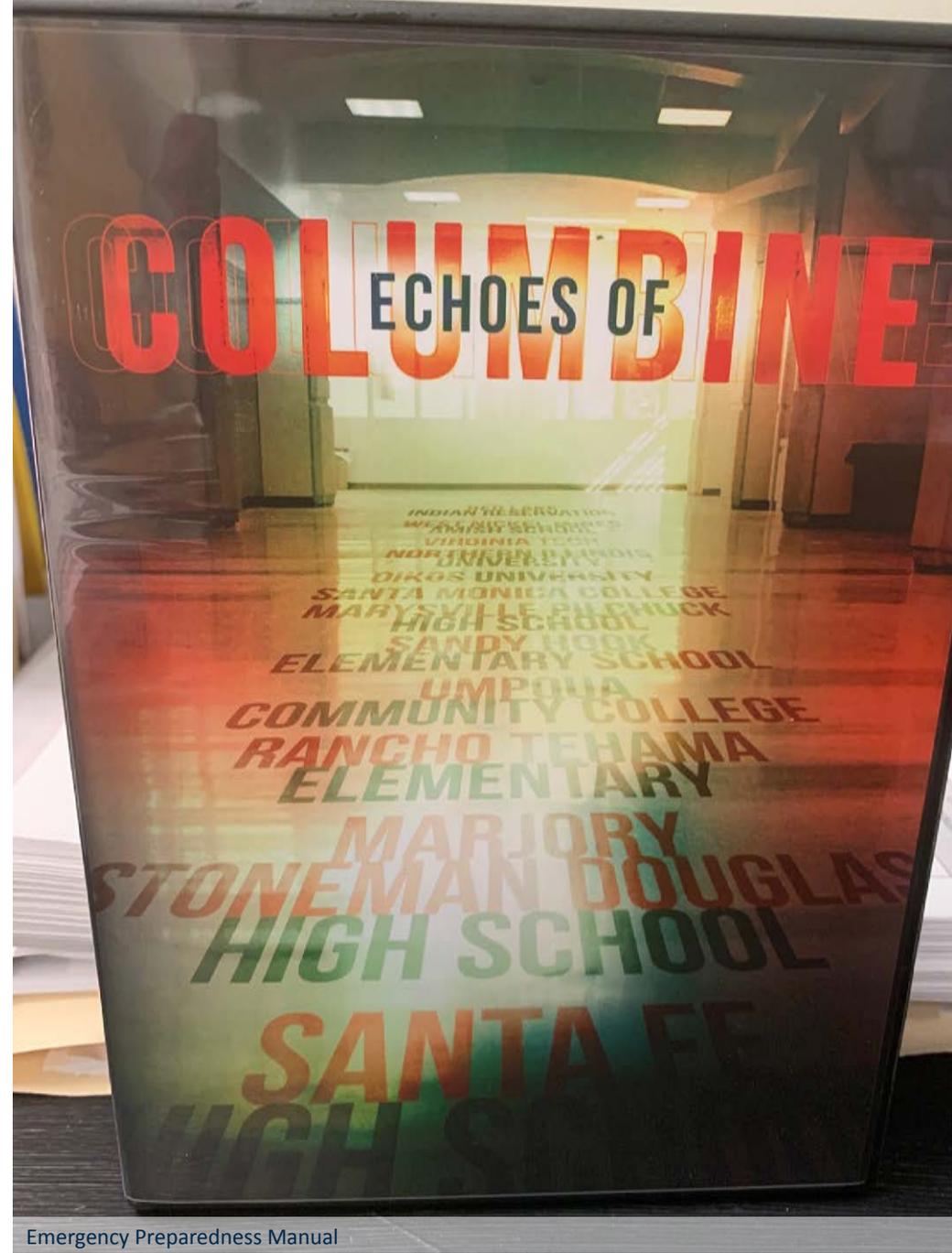
3. Programs in Process

While not yet complete, the District is currently in the process of implementing the following safety recommendations:

- Improvements to Lighting Across all Campuses
- Re-Striping of Parking Lots
- Measuring and Concept Mapping for Fencing
- Updated Emergency Preparedness Manual (EPM) for Easier Use in an Actual Emergency
- PowerPoints to Consistently Teach Students Emergency Procedures
- Review of ALICE training
- Implementation of CARE Teams



Parking Lot Re-Striping



Emergency Preparedness Manual



Front Office & Public Access

4. Additional Programs to Enhance Safety

Given sufficient funding, the FMP also calls for implementation of the following projects to directly address school site safety:

- **Security Cameras** — ability to have post incident information, or to assist with post liability if there is a theft or violent incident on campus.
- **Ingress and Egress Considerations** — fencing would allow the funnelling of people to certain key areas of a school site to limit the ability to enter and exit a campus without being seen or noticed. This does not stop or prevent trespassing, but it can limit the options and make trespassers stand out more to others (i.e. Cavitt has many visitors through campus trying to access the lake during school hours, and an appropriate gate with a new footpath could help alleviate this occurrence). However, consideration must be made to allow students to exit our campuses quickly in an emergency as well, and fencing can cause difficulty preventing mass student evacuation if needed.
- **Signage** — Many sites have little or no signage to clearly state where the office or other critical areas of campus are located. These are important in an emergency for law enforcement, and to prevent more visitors from wandering onto our campuses. (i.e. Oakhills office is often assumed to be the Special Education Classrooms)

- **Communication** — Updated walkie—talkies are needed for each school site to help with clear communication while students are out on the playground.
- **Electronic Keys** — School sites need the ability to lock the whole or parts of a campus down immediately. Electronic keys are also a more efficient and fiscally responsible process if keys are lost.

In addition, Eureka Union SD has been focusing on the following safety philosophy:

- **Line of Site** — Trees and shrubs trimmed and cleared
- **Public Access** — Creating ingress controls so the public enters into or near the front office
- **Entry Doors** — Keeping all classroom doors locked at all times
- **Communications** — Continuous upgrades to phones/intercoms to allow clear communication
- **Check-In-Badging** — All staff wear badges, and all visitors are required to check—in and wear a visitor badge
- **Visitors** are escorted as much as possible while on campus
- **Emergency Mapping** — Upgrade and ensure maps are clearly read and detailed for law enforcement needs
- **Training** — Staff are trained and reminded of safety procedures and expectations multiple times throughout the year, and in various different learning formats.

5. FBI Research

The FBI has recently completed a detailed and comprehensive longitudinal research project about mass shooters (this includes schools and in other parts of local communities). Their research points out a great deal of new information that changed many of the practices we believed were helpful in the past few years. One huge example of this is what students and staff should do if they encounter an “active shooter”. Now it is not preferred to hide and huddle in one group, as that is what the “active shooter” is looking for - mass casualties and injuries. Instead, the FBI is sharing it is a better outcome for students to spread out around the room, and to move, be loud, and to throw things/distract the “active shooter”. In doing so, the injury and casualty counts drop dramatically, leading the “active shooter” to give up, or be prevented from their ultimate goal or outcome.

6. Social Emotional Supports

As discussed previously, Eureka Union SD’s strong commitment to the social and emotional welfare of its students also pays dividends in the area of school site violence. Using the Multi-Tiered Systems of supports as our model, the District is using the CARE teams to support the whole needs of a child. This includes looking at trends and patterns of behavior, attendance, academic shifts, anonymous reports, visits to the nurse or counselor, or other variables to know when a child may be having difficulty and may need support. In this manner, students can proactively get the correct level of support needed BEFORE a violent event may occur.





C. TECHNOLOGY INFRASTRUCTURE UPGRADES

Eureka Union SD strives to prepare our students for college and career, and their role as global citizens. In order to make decisions that lead us toward this goal, we constantly ask ourselves the following questions:

- What will our students need to know and be able to do to be successful in the future?
- What does our district need to do/be to prepare our students for a radically different future?
- Current Technology Master Plan

The most recent Master Technology Plan was written for 2018 through 2021. Until its next update, the District will continue to implement and enhance our Challenge 21 standards in alignment with California Standards. The plan will also be used to guide us in enhancing and upgrading the available technology tools to support student learning and assessment. As we continuously work to embed 21st Century skills throughout our curriculum, we are aware of the importance of the use of technology and the development of Information, media and technology skills. Technology has also become an increasingly important tool for our teachers as they strive to provide an outstanding learning environment for students.

1. Goals of Technology Plan

GOAL 1

In general, the use of instructional technology should be geared toward increasing student achievement in all core content areas.

Students will demonstrate proficiency with grade level skills defined by the California Content Standards and the District Challenge 21 standards.

Objective

By June 2021, 85% of students will demonstrate proficiency of grade level standards as measured by CAASPP data.

Implementation Plan

ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE	MONITORING & EVALUATION
Teams will be provided with collaboration time for planning for the instruction of specific standards and skills defined for each grade level.	2018-2021	Teachers Principals	Monitored through collaboration time agendas.
Students in grades 3-8 will be assessed at the end of the year using the CAASPP.	2018-2021	Teachers Principals Students	Monitored by the collection and analysis of student data.

EVALUATION INSTRUMENT(S) — DATA TO BE COLLECTED:

- Student Performance Data
- Parent & Staff District Surveys
- Agendas

GOAL 2

In accordance with the Children’s Internet Protection Act (CIPA), and Board Policy 6163.4, Eureka Union SD has a Student Technology Acceptable Use Agreement in place, and distributes the Agreement as part of our Annual Parent Notification. This agreement is signed each year by parents and students. The policy is also reviewed with students annually. The District also utilizes internet filtering software to prevent student access to unsafe content.

Students will learn and utilize skills related to Internet safety, specifically how to be good digital citizens.

Objective

By June 2021, 100% of students in all grades will demonstrate digital citizenship as assessed by adherence to the Acceptable Use Agreement.

Implementation Plan

ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE	MONITORING & EVALUATION
Teachers will review the District Acceptable Use Agreement with all students at the beginning of each school year. The Agreement criteria will be reviewed throughout the school year as needed.	2018-2021	Teachers Principals	Monitored by school sites.
Teachers will be provided with resources for teaching Internet safety skills.	2018-2021	District	Monitored by District curriculum department.

EVALUATION INSTRUMENT(S) — DATA TO BE COLLECTED:

- Acceptable Use Agreement
- Student Discipline Data

GOAL 3

All District staff will maintain proficiency in the use of classroom technology and resources to teach, assess and communicate about student learning related to the California Content Standards and the District Challenge 21 standards.

Objectives

- 1 | Within the first two years after District adoption, 100% of classroom teachers will demonstrate proficiency with digital components of the adopted instructional materials.**
- 2 | 100% of classroom teachers will demonstrate proficiency with the effective implementation of student electronic learning tools.**
- 3 | 100% of technology technicians will demonstrate proficiency in the maintenance and implementation of District software and hardware.**

Implementation Plan

ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE	MONITORING & EVALUATION
All staff will be surveyed at the beginning of each school year and training will be provided for the effective use of classroom technology tools.	2018-2021	District	Staff Survey Data
Annual analysis of staff technology survey data by the District technology committee for the planning of staff development offerings.	Annually <i>September 30th</i>	C&L Committees District Administration	Monitored using staff technology survey data and technology committee agendas.
Continue to provide summer team collaboration time and regular collaboration time during the school year for certificated planning for the implementation of technology tools and instructional materials.	2018-2021	Teachers Principals Students	Monitored using summer team collaboration time proposals, collaboration time agendas, and data from annual surveys.
Staff development funds will be allocated to support relevant workshops and conferences for classified technology staff.	2018-2021	District Technology Staff	Participation in training

EVALUATION INSTRUMENT(S) — DATA TO BE COLLECTED:

- Data from Staff Technology Surveys
- Annual District parent and staff survey data
- Agendas

GOAL 4

Eureka Union SD will continue to research and develop best practices for the implementation and use of educational technology.

Objectives

By June 2021, the Challenge 21 standards will be revised and updated to reflect research-based best practices for teaching and learning.

Implementation Plan

ACTIVITIES	TIMELINE	PERSON(S) RESPONSIBLE	MONITORING & EVALUATION
Request applications for volunteers for the R&D Cadre	Fall 2018	District Teachers	Completion of applications and selection of cadre members.
Devise a plan and calendar for research and development activities	Winter 2018-19	Teachers Cadre	Calendar and Action Plan
Any new technology tools being considered for implementation will be reviewed by District technology staff for compatibility and feasibility.	2019-2021	Cadre Technicians	Implementation Plan
Revise and update Challenge 21 standards and define District expectations	2019-2021	Cadre/Teachers District/ Principals	Updated standards and communication plan
Updated standards and District expectations will be clarified and communicated to all certificated, classified and administrative staff.	2019-2021	All District Staff	Expectations and Next Steps

EVALUATION INSTRUMENT(S) — DATA TO BE COLLECTED:
<ul style="list-style-type: none"> • Applications • Calendar & Action Plan • Updated Challenge 21 Standards & Rubrics • Communication Plan

Existing Hardware

District provides central location for services that support access to wireless and the Internet. There are HP/Aruba switches, Ruckus wireless, Dell ESXi server with network storage.

The chart below details the classroom standard for hardware. The identified needs are represented below.

EQUIPMENT	CLASSROOM STANDARDS	FUNDING SOURCE *
Audio Enhancement	1 per classroom	District
Interactive Display System & Computer	1 per classroom	District
Teacher Device	1 per teacher	District
Document Camera	1 per classroom	District
Network Printer Access	1:3 classrooms (avg)	District/Site
Classroom Printers	discretionary	Site
Scanner	1 per classroom	Site
Student Devices	TK-1: 1:2 students	Updated standards and communication plan

*District funding source represents Classroom Technology Replacement budget allocated directly to sites for these purposes.

Site funding source represents any local resources, e.g., site budgets, staff accounts, PTC grants, ESF grants, or other local grants.

Existing Internet Access

All schools have access to the Internet through the District office and share 500Mbps through PCOE and 250Mbps CCI.

Existing Technical Support

The District IT department previously consisted of a Network Coordinator and 4 FTE site technicians who provide technical support for all site and District technology. Each campus had an onsite technician for at least 20 hours per week who provide a wide range of application and hardware support for classrooms and student labs. Support calls are prioritized and responded to as priority dictates generally within two business days depending on the service needed. The District is currently piloting and evaluating a new, more centralized process of responding to the needs of each site that is expected to be more responsive and cost effective.

The District will maintain support and review industry (education/school/district) standards and align to the needs of increasing technology demands as needed. Technology support needs will be reviewed annually.



Interactive Screens in a Science Room

Budget

Current estimated cost for maintaining the identified standard could range from \$200,000 - \$250,000 not including necessary student devices.

Through the LCAP funding process technology support has been identified as a high priority funding expenditure, and the Classroom Technology Replacement budget has been established. We also believe it is important to plan for training for both certificated and classified staff members who work with and support classroom technology. Recognizing that curriculum is shifting from print materials to digital resources and that the District has limited resources, our funding will be reviewed and determined annually through the LCAP process.

- The District will continue to participate in the E-rate Category 2 Equipment funding process with the District’s consultant.
- The District will continue to allocate the Classroom Technology Replacement funds directly to sites to use in combination with other site resources (I.e. PTC, site budgets, staff accounts, and ESF site grants, etc.)
- The District will also explore grant opportunities for funding or new equipment.
- The District will allocate adequate funds for necessary District-wide replacement of basic infrastructure such as wireless access points, servers, switches, routers, security and backup devices.

a. Alignment with Curriculum Standards & Skills

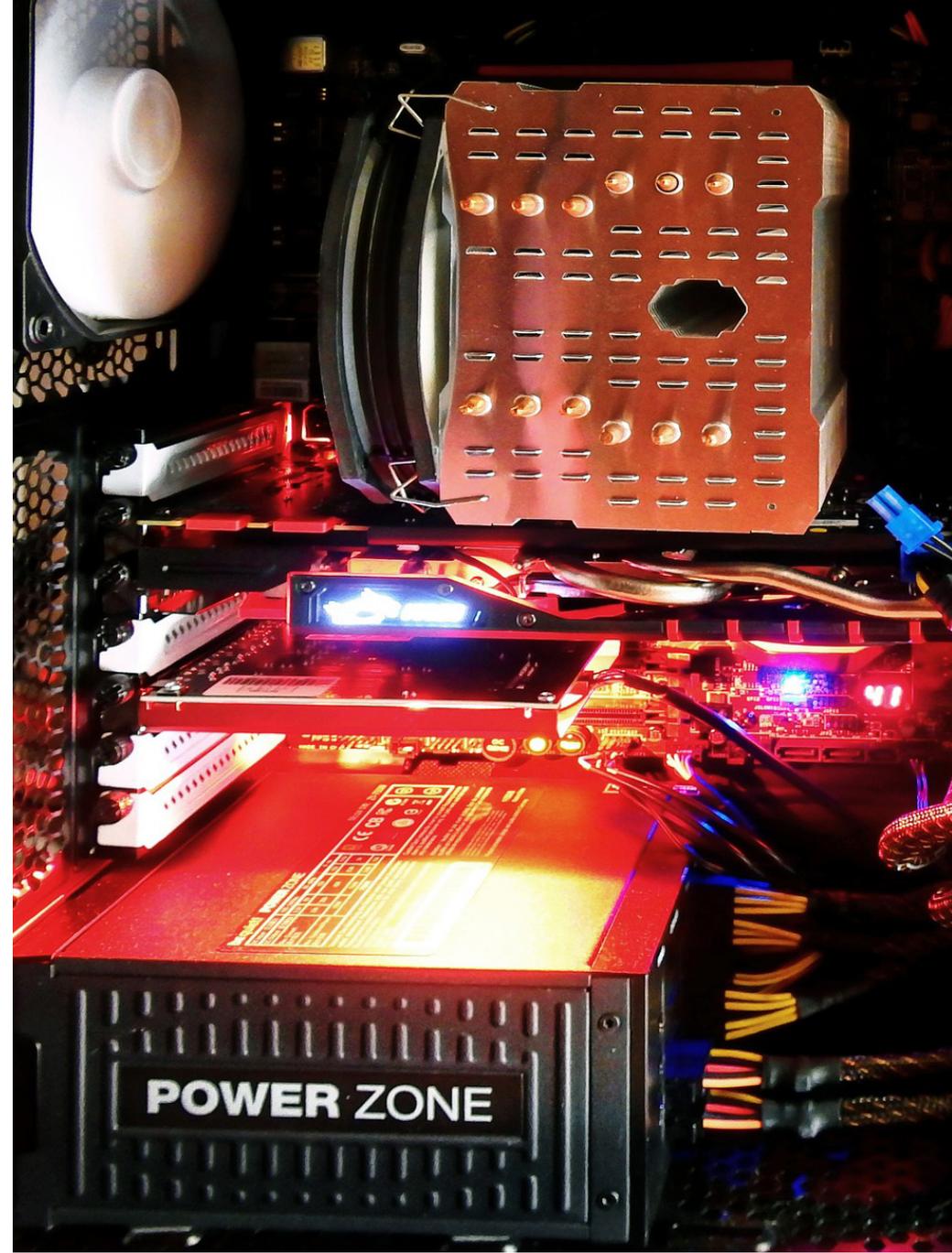
Technology infrastructure is an area that touches on several more specific areas addressed in this FMP – ensuring safety and privacy in the District’s computer network, including appropriate back up and redundancy (if needed) to protect confidential student and other districts; deploying technology as part of school site safety plans; and of course ensuring the appropriate technology infrastructure is in place for curriculum delivery.

Eureka Union SD updates its Technology Master Plan every three years to ensure that it reflects the most current needs as it relates to the three categories described above.

Eureka Union SD is not about buying technology for the sake of having the newest or most exciting gadgets. As with all other components of the District’s instructional program, school site safety plans and basic technology infrastructure, the goal is to have technology that aligns with the needs of the District. Seamless integration in a manner that is student and teacher friendly that make curriculum delivery for effective while also providing students with the skills they need in the future are the driving forces when it comes to implementing technology options.

i. Integration with “Future Ready” Classrooms—As a major component of this FMP, the District is planning to modernize and rearrange learning spaces to be consistent with a more “student centric” learning model that includes an emphasis on collaboration and implementation of multiple learning modalities within the same space. It is critical that the technology align with the overall “space” that will be created for students in a variety of areas, including general education classrooms, the libraries of the future and other learning spaces that may be created, including but not limited to outdoor learning spaces.

ii. Supporting Challenge 21—Eureka Union SD schools have long been a statewide leader in student performance. We are proud that our school district holds the highest academic scores in the greater Sacramento region and some of the best in all of Northern California. Our students have continued to eclipse Federal and State academic achievement targets. Engaging students in active learning involves the basics and beyond. Our Challenge 21 standards help us to prepare our students for the dynamic and globally competitive environment in which they will live and work. Our district developed Challenge 21 standards for each of the key 21st Century skill areas: Life and Character Skills, Communication and Collaboration Skills, Critical Thinking and Problem Solving Skills, Information, Media and Technology Skills and Creativity and Innovation Skills. Rubrics have been developed for each skill area so that feedback can be provided and student progress can be tracked as they progress through the curriculum. Specific learning objectives have been created in the fields of information, media and technology skills at each grade level so that students can continue to scaffold from one year to the next with enhanced skills and understanding of the use of technology.

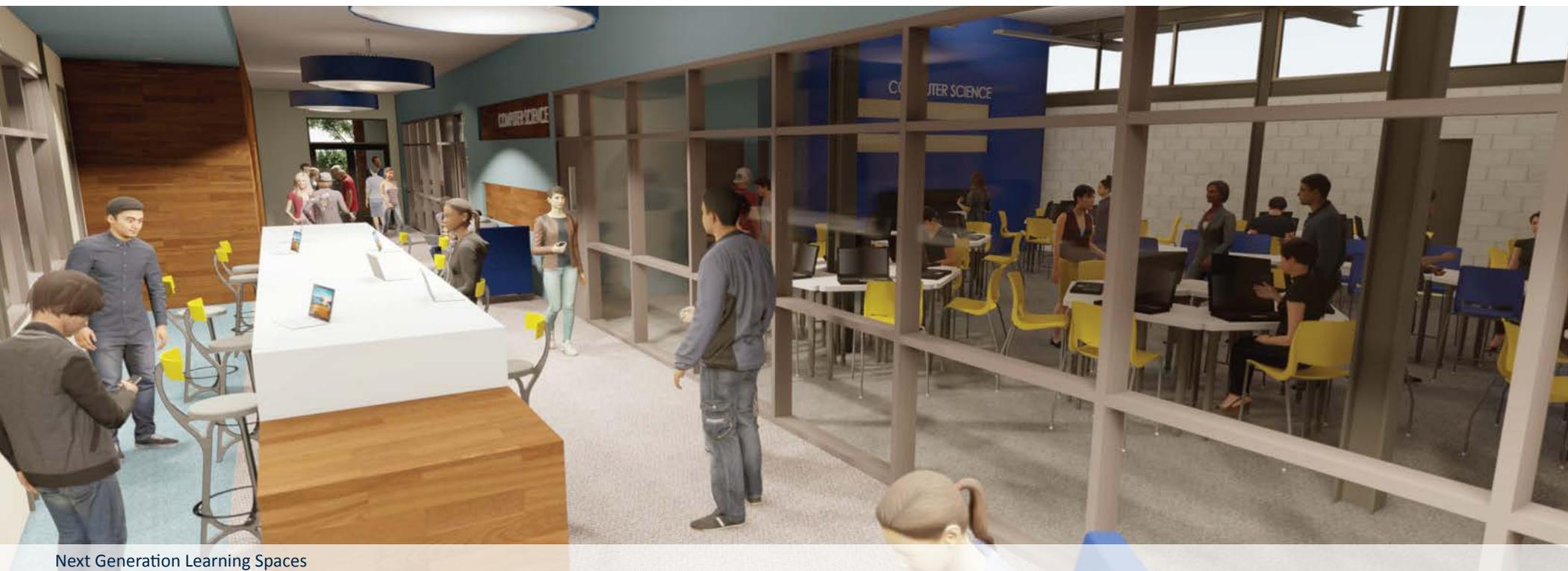


Server Rooms

Through Eureka Union SD's Challenge 21 standards, we have developed learning opportunities for our students to seek solutions to real-world situations and problems. Each day our students are preparing for the future and the global environment in which they will live and work, and the use of technology is an important part of that process. There is a continuum in integrating more and more aspects to our Challenge 21 program and as technology changes we are prepared to analyze what type of technology best aligns with the program from time to time. Thus, we are not prepared through this FMP to specify that we will be purchasing any particular hardware or software. Rather, we will continue to see what technology exists that is best suited to supporting our educational program while at the same time allowing students to have access to the best technology for purposes of learning the kind of technology skills that they will need to be successful in the future.

c. Aligning Technology with School Site Safety Initiatives

- **Phones and bells combination upgrades** to current system, including battery backup strategy to meet site and District communication, and safety requirements
- **Gateway protection** for the internet - firewall (unified threat management system)
- **Building management systems** - key locks, security/surveillance, hvac controls, air quality
- **Wireless & wired network refresh** access points throughout District
- **Safe Digital Learning** management tools (flexible content and application filtering, classroom management, cyber bullying, suicide prevention)
- **Campus Gateway threat protection** - a product that monitors connections to the internet and can determine normal behavior and can provide policies to protect sensitive data.
- **Disaster recovery** - backup to cloud storage
- Some **redundant equipment** or data circuits to be identified



Next Generation Learning Spaces

D. SUSTAINABILITY & ENERGY EFFICIENCY

Going Green to Make the “Green”

There are many ways that Eureka Union SD can go “green”, including:

- Being a globally responsible member of our community;
- Education students on the values associated with being a member of our global community, including incorporation of these values and specific programs and technology into our science curriculum across all grade levels;
- Green initiatives will generate significant operational savings for the District which means we can put more money directly into the classrooms.



1. District Energy Costs/Putting Money Back into Classrooms

Every dollar that is not spent on energy, be it diesel for the busses or the expense of running air conditioners during the Sacramento area’s hot days, can be put right back into the classroom. It is also a great example of how investment in one-time projects can result in long-term operational savings. This is critical for school districts because it is one of the only ways to hedge against inconsistent State funding.

2018-2019 EUSD Energy & Related * Costs

Eureka Union SD is committed to reducing direct and indirect energy costs as any savings in this area results in money that can go right back into the General Fund and therefore right back in to the classroom.

SOURCE OF ENERGY COSTS	AMOUNT	WHAT IS COVERED	NOTES
ROSEVILLE ELECTRIC	\$173,605	Cost covers Excelsior, Maidu and Olympus schools	All schools located within the Roseville City limits
PG&E	\$419,277 *	Covers Oakhills, Ridgeview, Greenhills, Cavitt, Eureka and District Office & Olive Ranch	Rent paid by tenants at Olive Ranch and Eureka covers costs of power
BUS MAINTENANCE	\$280,417	Covers supplies and equipment, i.e. oil and other parts for maintenance of aging bus fleet as well as diesel fuel	Average age of Eureka busses is close to 25 years old; with newer busses and particularly electric busses (which do not require diesel fuel) with fewer parts this cost should go down significantly
MECHANICS	\$163,696	Salaries, benefits, pension contribution and other costs	Finding qualified bus mechanics is a challenge; with more electric busses this cost should go down significantly

Total Energy Costs: \$1,036,995

* The largest related cost is for bus mechanics, who are difficult to find. The age of the fleet and the fact that only busses are electric keeps this cost high. A fleet of electric busses would not only avoid the unpredictable costs of diesel fuel but potentially several hundred thousand dollars annually on maintenance and repair of the District’s older bus fleet which is nearing the end of their projected useful life (30 years).

** These costs are expected to continue to escalate following PG&E’s bankruptcy filing and potentially billions of dollars in liability from recent fires.



Electric Car Charger

2. Taking Advantage of State Grant Dollars

Senate Bill 73 was passed on June 27, 2013, which resulted in Eureka Union SD receiving \$696,732 for energy projects. The District fully utilized these funds to replace multiple old inefficient HVAC systems. The District has also taken advantage of the “On Bill Financing” through PG&E which allows the District to pay for new products over time. Our first agreement about two years ago updated all of our exterior lighting at our PG&E sites. Prior to the start of the 2019-2020 school year, all of the interior lighting was replaced at all of the PG&E sites.

The District has also applied an energy management system throughout the District to manage the temperatures in all of the buildings as well as lights that turn on and off automatically. Before implementing these energy-saving measures, the District’s electric and gas bill increase between 6.5% and 11.4%, last year we actually experienced a reduction of 3.29%.

3. Other Specific Projects

The District’s Draft FMP calls for a number of important green initiatives to be implemented over the next decade. Implementation of the following projects is dependent on funding:

- The purchase of electric buses that can run on electricity generated from solar power;
- Retrofit all lighting for the District’s PG&E sites;
- The installation of turf fields at all District-owned sites. Some schools in the District—Excelsior, Olympus and Maidu—use neighboring fields and parks (owned by the City of Roseville) to save water and on maintenance costs. Turf fields will also significantly reduce the amount of time that the grass fields are unusable due to factors that include weather and overuse. When the fields are unusable, students have limited options for PE that can lead to overcrowding on playgrounds. Large divots in grass fields can also result in injuries to students. All-weather fields are safer and allow for greater use both for students and local sports leagues who rent the fields from the District when usable, thus resulting in much needed revenues. The new fields will also be more accessible for students, parents and others with mobility issues;
- Install electric car chargers in District parking lots.

These critical projects that will result in significant revenue that can be spent directly on education programs.



Flexible Classroom

E. THE FUTURE OF THE CLASSROOM

Eureka Union School District is committed to providing the best educational opportunities for ALL students. To achieve this critical mission, the District must provide each and every student an authentic opportunity to engage in their education, be supported not only academically, but also socially, emotionally and even medically.

There are several key points that have come out of recent research into the designing of learning environments, including the importance of flexibility in the layout and use of the facilities. Moveable walls allow classes to join together or to spread out and provide more space for hands-on learning. Furniture that can be quickly and easily moved saves class time and encourages a variety of learning modes, from individual learning to small or large group activities. But this is just part of the story.

The movement in education is to make classes more “student centric”, which includes allowing students more agency in their education. It is important to bear in mind that while the District is excited about investing in spaces, technology, furniture and equipment – such as science labs – that support our goals, the District is not tied to the purchase of any particular item or items.

Education is evolving at a faster pace than any other period in recent history. Because of this, it's more important than ever to understand how and where it's changing so that educators and schools can support students in preparing for challenges and careers that don't exist today. This report aims to identify and examine research-based shifts in classroom education that are taking place around the world.



“Future of the Classroom” – Emerging Trends in K-12 Global Edition
Google



Outdoor Classroom

As with all aspects of the implementation of this Plan, the District will be highly thoughtful so that there is sufficient input from both teachers, parents, staff, the community and students. The goal is to integrate these new “Future Ready” classrooms into the District’s existing and emerging educational programs rather than starting from scratch. The District has a highly successful program, as evidenced by test scores and the large number of inter-district students. The District plans on building upon its existing successes and being fluid as new and better tools and educational strategies become available. All changes will be evidence-based and will be supported by our ongoing commitment to the highest level of professional development possible.

This is a time of exciting change and there are definitely goals the District has in relationship to space and curriculum, including:

- Flexibility in spaces, as well as furniture;
- Indoor/outdoor classrooms that allow students to spread out and facilitate different types of project-based learning;
- Modern science labs at the junior high schools as well as lower grade levels where none exist;
- Transitioning our traditional media centers (libraries) and computer labs into digital learning centers that can be used for individual or group research, multi-media presentations or as a place for social engagement. “Maker Spaces” are becoming increasingly possible so students can create and invent individually and in groups. Cloistered spaces and even audio and broadcast studios are becoming increasingly popular fixtures in these spaces for student projects; and
- Integrating for more environmental science into the curriculum to align with the District’s commitment to “going green”. The District lies in the middle of the “Breadbasket of the World” which inspires a whole host of science curriculum including agricultural sciences, food science and weather sciences.

1. Current Trends

The trends that were illuminated in a recent Google report studying trends in education included research done on a Global basis with surveys from Spain, Finland, England and New Zealand. The report details a number of key emerging trends:

Digital Safety

Parents want schools to help students to have healthy relationships with technology, and to be safe and confident explorers of the digital world. Research shows that including online safety within the school's curriculum is key to helping children become safe and responsible users of technologies, especially if they are taught how to manage, rather than avoid, risks online. But while many schools focus on teaching children functional digital skills and providing them with one-way online safety messages, there is room to promote a more interactive and dynamic pedagogy, according to the report.

Life Skills & Workforce Preparation

Parents and educators want children to have a more holistic education that goes beyond standardized testing to include social and vocational skills. According to the report, over 90% of CEO's interviewed around the world, companies are looking for workers who have "soft skills" like empathy to go along with more academic qualifications. The report quoted Nastaran Jafari, an independent international education consultant:

“Learning virtues and values such as empathy and kindness, and developing emotional intelligence are equally as important as the math and science lessons that we teach, in order for children to understand themselves, their connection to others and to the world.”

Eureka Union SD has been a leader in this area for a number of years, introducing specific curriculum on social and emotional wellness and, despite very limited funding, investing in having a higher counselor to student ratio than any other district in the County.



Computational Thinking

Globally, 92% of future jobs will need digital skills and 45% of jobs will require workers who can configure and work confidently with digital systems and technology, according to the report, the Google report concluded. The report quoted a Pew Research Center report that said that 78% more jobs related to STEM have emerged since 1990 and that this trend is expected to grow by an additional 13% by 2027.

“I don't think schools can manage without coding and STEM. In Finland, we have had coding in the curriculum starting in the first grade; it is not taught separately, but through the thinking of various subjects.”

**– Anneli Rautianinen, Head of Innovation Unit
Finnish National Agency for Education**



Student-led Learning

There is a desire to give students more agency over their education, Google concluded – from what they learn to how the classroom operates. With increasing recognition of the importance of transitioning students from school to the outside world, student autonomy has become a key area of focus. The importance placed on student-led learning can also be seen in individual countries – 76% of teachers in Mexico and 64% of teachers in Spain say autonomous learning is one of the biggest advantages of using technology in the classroom at a pedagogical level, according to the report.

Globally, schools are updating their teacher-student structures to offer students agency over their education and educational environments. There was a recent pilot in a United States high school in which the students literally created their own lesson plans and the teacher was available in a more consultative role. In Japan, research shows that passive learning techniques fail to engage learners – 91.2% of Japanese high school students say that their classes are designed to have students memorize textbook content, while only 16.6% report that their classes require them to conduct independent research, write reports, and make presentations.

Of American educators who were polled for the report, 65% said student-led learning is “extremely valuable” in developing 21st Century skills.

Collaborative Classrooms

As schools put a focus on openness, flexibility and collaboration, schools are being redesigned to match. That is indeed one of the key areas of focus for Eureka Union SD. There is a significant amount of new research being released, all of which is pointing to the fact that classroom design, which includes everything from lighting, acoustics and color, has a significant impact on learning.

Eureka Union SD has introduced teacher audio enhancements and it has had a tremendous impact on student engagement. Research also shows that covering all classrooms wall space with student artwork and other projects is hampering student engagement. Reducing clutter and increasing flexibility are some of the key components.

UK research has found that classrooms feel most lively and warm when 20-50% of the walls are bare and the remaining space is filled with learning aids, inspiring posters and student work, according to Google.

The Google report also cited a study from 2012 that found that “classroom design alters students’ academic progress over a school year by as much as 25%”, and that “ongoing research from 2018 suggests that classroom design affects learning by an average of 16%.

“Schools that combine open-plan spaces with differentiated or more conventional spaces have been touted as the leaders of innovative learning environments. For example, assessment of the Gateway School in New York City suggests that classrooms and breakout spaces must be part of an interconnected design strategy.

“Future of the Classroom” – Emerging Trends in K-12 Global Edition, Google



Flexible Collaboration

As discussed above, classroom layout impacts student learning in a very direct manner. One way in which the classroom design can improve student learning is with layouts that “encourage creativity, collaboration and flexibility. Even minor changes can result in positive outcomes,” the Google report concluded, citing a study that has shown that “greeting students at the classroom door leads to 20% higher student engagement and 9% lower disruptive behavior.

“Collaborative layouts benefit teachers in the way of managing groups, managing different abilities of groups, encouraging peer-to-peer learning.”

**– Vikas Pota, CEO of the Tmrw Digital
Chairman of the Board of Trustees of the Varkey Foundation**

Innovating Pedagogy

Motivated teachers have more engaged classes, and they want to streamline administrative tasks to focus on teaching. As teachers are increasingly seen as “agents of change”, schools are looking for ways to help motivate them and focus more on professional development, and less time on administrative tasks. Technology is being employed to streamline the day to day, so teachers can focus on their classrooms and teaching methods. Eureka Union SD has been a leader for many years in its focus on and investment in professional development, including three days per year that are totally dedicated to professional development (students do not come to school these days), and weekly professional development programs put on by District administrators. While these are not mandatory, they are well attended, which demonstrates our teachers’ commitment to growing in their craft.

Technology is also important, Google concluded, in providing for time for teachers to focus on things like lesson plans and less on administrative tasks. Fostering professional learning communities and providing highly effective professional development will continue to be a focus for Eureka Union SD in the future. Collaboration days are an important component of this at Eureka Union SD. Implementation of professional development is greatly aided by funding from the Eureka Schools Foundation that helps pay for the District’s Summer Institute for Teachers, a voluntary program that is widely attended by teachers every year, and is paid for in part by one of our key partners, the Eureka Schools Foundation.

Connecting Guardians & Schools

Research shows a very strong correlation between parent engagement and student success. Eureka Union SD is lucky in that the District has a highly engaged parent population. Research shows the importance of this parent engagement. Despite this strong support, Eureka Union SD continues to push for more parent knowledge and engagement through its “Parent as Educator” program which began several years ago and allows parents to hear from a variety of experts in all different aspects of education, including social and emotional well-being and medical issues such as Autism. These programs are free of charge and offered in the evenings.

2. Detailed Evaluation

Eureka Union SD will continue to research many options available for classroom redesign, furniture, technology and other physical components that align to the core curriculum. This will be an ongoing process. As part of that process, the District has been able to work with a company that specializes in retrofitting classrooms to “test drive” some options at no cost.

F. SERVING STUDENTS BEYOND THE CLASSROOM

The Role of School Districts in Serving the Whole Child, Including Social & Emotional Wellbeing, Medical Care & Students with Special Needs

1. Student Wellness

Eureka Union SD is committed to supporting the whole child. The value of this approach is seen in all aspects of a child's education and is directly linked to academic performance, as well as success in the working world. Because we know that learning happens everywhere, students need to be supported everywhere on campus, whether it be in the classroom, the lunchroom or the playground. School counselors provide support at all schools addressing social and emotional needs. In addition to individual counseling, counselors offer opportunities for all students to participate in facilitated recess and lunch opportunities.



Oakhills Elementary School Occupational Therapy Room

Counselors offer pull out services to approximately 15% of the student population, based on needs identified across each school year. School nurses and health assistants support all schools addressing student health needs, which range from daily first aid, supporting students with diabetes, as well as administering specialized health care procedures such as g tube feedings and oxygen support. **Approximately 10% of the students across Eureka Union SD have an individualized health care plan which requires regular health staff support.**

Below are needs identified for facilities improvements which would help support our students requiring special education services:

- School Counselors
 - **Junior Highs** — Easy access to front office
 - **All sites** — Confidential areas, not shared with other providers
 - Area small enough to feel **intimate**, but big enough for small groups/facilitated social opportunities
 - **Wellness Centers** for all sites, offering a place for students to come for support
- School Nurses/Health Assistants
 - Larger areas to support students when health offices are **congested**
 - See above under service providers for work space needs

Emotional Support Program (Behavior Intensive)

Eureka Union SD offers a well-constructed and successful Emotional Support Program that is behaviorally intensive. In order to maximize the benefits of the program, the District needs a break area as well as larger rooms with different areas for differentiated instructions.

2. Special Education

Never before have local school districts been asked to do more in providing care to its students. Never before have school districts had the number of students receiving special education services as they do now. This statewide trend exists within Eureka Union SD. While one cannot put a price on the education and well-being of children, the methods for State and Federal reimbursements for special education services continues to fall well short of the money required to provide the services in the individual education plans for this ever-growing group of students. This is due in part to the growing number of students qualifying for services and to the severity of the needs of this population. **The much-celebrated increase in State funding for special education for the 2018-2019 year led to Eureka Union SD receiving an additional \$12 per student.**

Currently, 12% of students in Eureka Union SD qualify for special education services. Of these students, approximately 20% of the students require a placement in a specialized classroom based on their individual needs. Eureka Union SD offers a continuum of placement options, with specialized classrooms across four of our seven sites in the District.

a. Classroom Modifications

Eureka Union SD is thoroughly committed to providing quality services to each child so that each one can reach their potential, regardless of their unique needs. Eureka Union SD has four Special Day Class Programs in which students with moderate to severe needs attend school at a local campus. In 2014, Eureka Union SD made the commitment to offer additional programs on our campuses rather than sending many students to the Placer County Office of Education or to non-public schools, when appropriate. This was done for two reasons: we believe, whenever possible, that Eureka Union SD students attend their neighborhood schools, and creating these programs on Eureka Union SD campuses has proven to be less expensive for the District. As a small district, there are times a student is best suited by attending school at another location.

The classrooms that the District uses for its Special Day Classes are traditional classrooms, and so do not conform to the needs of the students or staff. In the 2019 – 2020 school year, the District will have a Special Day Class at Oakhills, Ridgeview and Olympus schools. The District would like to make renovations to make these classrooms more conducive for serving these students. Among the changes the District would like to make are:

- Accessible restrooms within the classrooms
- Areas and facilities that serve students who require diaper changes
- Area for equipment (standers, wheelchairs, etc.)
- Kitchen (and if not, area to cook specialized lunches for students: fridge, microwave)
- Break and/or sensory area/room
- Hot water in sinks
- Larger rooms w/centralized location
- Natural lighting instead of fluorescent
- Accessible for drop off/pick up
- Service provider locations connected to building (motor room, speech, etc)
- Accessible playground equipment

Service Providers

A large component of Eureka Union SD's Special Education program requires the use of a number of specialized service providers, including speech therapists, school psychologists, school nurses, occupational and physical therapists and behavioralists. To properly support these service providers, the District needs additional workspaces, particularly desks, files and individual phones, so that confidential calls can be made. Private areas are also needed to serve and assess students. The District has been able to build out one classroom that meets the goals of the Special Education program. We would like to replicate this space on other campuses. Simply put, more space is required to best serve our students and our service providers.



Oakhills Elementary School Occupational Therapy Room



Artificial Turf Playfield

G. SPORTS FIELDS, PERFORMING ARTS CENTERS & THE COMMUNITY

Developing Partnerships to Provide Maximum Results

The residents of Eureka Union SD, other local government agencies, civic groups and local sports leagues have a long tenure of successful partnerships.

1. Why Eureka Union SD Needs to Invest in Artificial Turf Fields

For years, Eureka Union SD has been a destination with a reputation of being in an affluent community with excellent schools. What the District lacks – but which can be found in other communities – are year-round playing fields for use both as part of the District’s physical education program and local non-profit sports leagues for students of all ages. Artificial turf and lighted playing fields is an investment in our District and community. They signify a forward thinking community and are likely to increase surrounding property values and the desire of people to relocate to the District and surrounding community.

Turf fields allow more students to play and practice sports and increase their fitness level. They can be used year round, even during the rainy season, and can accommodate multiple sports and activities. Over 3,000 students will benefit from the use of turf fields in Eureka Union SD through sports and physical education classes. In addition, thousands of children from community youth sports leagues will have a place to practice and play soccer, lacrosse or baseball year round. Most youth sports have become year-round commitments, dramatically increasing the demand for fields over the last decade. The creation of turf fields will not only improve the mental and emotional well-being of our students and youth sports athletes, but will improve their physical fitness levels, both of which are integral to the overall development of our students and athletes.

Turf fields promote the conservation of water and result in the reduction of maintenance costs. Given the hot summers, a significant amount of water is needed to keep the existing grass fields lush, green and playable. The natural grass needs to be cut at least twice per week during the growing seasons. Sprinklers need to be replaced and weeds need to be sprayed. These costs would nearly be eliminated. The demand on the District’s maintenance crew would also be reduced, allowing them the ability to devote their time and efforts to other more important tasks and projects within the District.

Turf fields will also result in the generation of income to the District through its use permits with community youth sports organizations. The District charges local community youth sports organizations a fee for use of its fields. The income that is currently generated is limited because of the quality of the fields and their limited use due to weather. However, some of the District's playing fields are not being used by the community sports organizations at all due to the District's lack of resources and inability to properly maintain the playing fields in a condition suitable to the community sports organizations. The development of artificial turf fields will result in increased fees to those seeking to rent the turf fields and will result in the community sports organizations rental of more fields within the District, rather than their renting of fields from other government agencies. Thus, the development of artificial turf fields is expected to result in the generation of additional revenues for the District.

In all, turf fields provide a better playing surface than natural grass fields which promotes the development and skills of our youth athletes and allows them to better compete in youth, high school and college sports. It provides a safer playing surface than natural grass, resulting in fewer injuries from sprinkler heads, gopher holes or uneven playing surfaces.

Currently, there are several community-based youth sports organizations that are in need of playing fields for games and practices, many of which rent playing fields from the District. The local organizations consist of Granite Bay FC Soccer, Granite Bay Lacrosse, Granite Bay Rugby, Granite Bay Jr. Grizzlies, Next Level Flag Football, Lakeside Little League, Granite Bay Rattlers Baseball, and Paragon Baseball. Many of these organizations provide the opportunity to play their sports year round or nearly year round, such as soccer and baseball. Because of the number of local sports organizations seeking fields for practice and games and because many of their seasons overlap, there are not enough playing fields available in the community to satisfy the demand, even with the ability to rent fields from Placer County or the City of Roseville.

Placer County and the City of Roseville give priority to the sports leagues during their "primary season." During softball and baseball season, those organizations have priority over soccer and lacrosse, leaving soccer and lacrosse without fields to practice or play. The community-based youth sports organizations directly compete with each other for field space. The unavailability of field space limits the ability to practice and play for the youth sports organizations, thus reducing the length of their seasons.

For organizations wanting to play year round, or at least longer than three months, the unavailability of fields is detrimental to the development of their youth players and their organizations. This is particularly true during the wetter months of the year since the District, Placer County Parks and Recreational and the City of Roseville all preclude organizations from playing on wet fields.



Artificial Turf Field



Performing Arts Venue

When it rains, it results in many of the games being rescheduled, or simply cancelled. Development of artificial turf fields will eliminate these problems and will allow the community and youth sports organizations the opportunity to practice and play year round, further increasing the revenues of the District.

Some of the local sports leagues also have rules and regulations relating to the boundaries in which the local teams can practice and play. For instance, if fields are not available within Granite Bay FC Soccer's boundaries, defined as Eureka Union SD, Granite Bay FC has no fields that it can use for practice or games outside of its boundaries unless a competing organization, such as Roseville Soccer, American River Soccer, or some other competing club, authorizes the use of one of the fields within its boundaries. In order to secure a competitive advantage, many of the competing youth sports organizations will withhold their consent, thus, preventing Granite Bay FC Soccer from using a field outside of their boundaries. Such rules and regulations within the local sports leagues disadvantage the community sports organizations forced to use playing fields within the District, particularly during the wetter months of the year. Development of all-weather turf fields within the District will assist the local sports organizations with maintaining their recreational and competitive programs and will result in additional revenues to the District though use permitting of the improved playing fields.

2. Opportunities to Create Partnerships

A recent report from the Placer County Parks Department, which included data from a county-wide survey, listing the development of new parks and playing fields in Granite Bay as a high priority. The District has a history of partnering with both the County Parks Department and other youth sports and civic organizations. Development of a sports complex on property owned but underutilized by the District presents a perfect opportunity to create a new partnership which may reduce the investment the District is required to construct the project. Meetings are already underway to consider potential partnership opportunities.

3. Community Center/Performing Arts Venue/Arts Program

Another priority included in the County report discussed above is a community center in Granite Bay. As an unincorporated community, Granite Bay does not have a lot of the facilities that are generally available in a city or a larger community. Gyms – aka multipurpose rooms – are not currently sufficient to serve many of the local community members, organizations and non-profits that have to go elsewhere to find a space for community events such as fundraisers. Modification of an existing building or construction of a new one could play a vital role in the community and also lead to the generation of income from facilities rentals.

Additionally, creation of such a space dove-tails with the District’s commitment to STEAM education (Science, Technology, Engineering, Arts and Mathematics). Too many people focus on the STEM and forget about the “A”. Not only has the State adopted new standards for the Visual and Performing Arts (VAPA), the District has long been committed to support arts as part of a well-rounded education. The music and choral programs at Cavitt and Olympus Jr. High Schools are recognized around Northern California for their excellence. This is particularly laudable given the size of the District and the amount of funding we receive. No longer, however, do educators think of the arts merely as providing a “well-rounded” education, we know from a vast array of research how critical they are to the overall education and success of students not just in school but for life. Nobel Prize winners in science are 2.85 times more likely than average scientists to act, sing or dance. “The more accomplished a scientist is, the more likely they are to have an artistic hobby.”

A number of recent reports have discussed the shortage of workers expected in jobs that require creative skills, exactly the type of skills that come from a robust arts education. A recent report from the California School Board Association cited the importance of not forgetting about the “A”. The report included the following:

Teaching students in a way that fosters their creativity and ability to develop new and innovative solutions is critical to their success. When building creativity through teaching the arts, schools are not only providing a more well-rounded education but also elevating student capacity in other subject areas. For example, in a study of Learning Through the Arts, a program that provides a curriculum that integrates arts with academic subjects in elementary school, participants scored higher on math computation tests by the third year in the program than non-participants. An additional study found that students in elementary schools that offered instruction in art, music, and physical education taught by specialists performed better in academic subjects than students in schools without these opportunities. There is strong public support for arts in education, as 79 percent of Americans agree that incorporating the arts into education is “the first step in adding back what’s missing in public education today,” according to a 2005 Harris poll.

The types of projects that are needed to support a robust and meaningful arts education, included dedicated spaces at each school for fine arts and a performance facility that can be used not only for the District’s music program, but also in order to implement more of the performing arts, which the District now lacks. At the elementary schools, the fine arts program generally consists of parent volunteer Art Docents who do one project per month with each classroom. Because there is no dedicated art space, much of the time set aside for the program must be dedicated to setting up and cleaning up each project.



There are many, many benefits to having dedicated music space beyond the spaces behind the stages where the two Jr. High music programs are taught, both with insufficient space and acoustics. These benefits include:

- The arts provide 21st Century Work Skills;
- The arts promote critical thinking and problem solving ¹⁰;
- Dance increases awareness of the body and movement;
- Visual art promotes expressive skills;
- Drama enhances empathy and valuing others;
- Music increases active listening skills.

The arts are required by law because the arts are a core subject area and they are beneficial for students in multiple ways. Eureka Union SD lacks the facilities necessary to provide these rich experiences for our students.

¹⁰ Music training stimulates nearly every region of the brain, strengthening those regions used for complex math and abstract-thinking skills. Studying fine art and clinical imagery can improve observational skills used to practice clinical medicine.

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6 | OVERVIEW OF EUREKA UNION SD'S SCHOOLS & SPECIFIC NEEDS

THE DISTRICT AT A GLANCE

AREA	SUBTOTAL PROJECT COST
Cavitt Junior High School	\$11,443,878
Eureka School (Lease)	\$13,646,959
Excelsior School	\$7,196,649
Greenhills School	\$8,296,620
Maidu School	\$8,231,721
Oakhills School	\$11,564,256
Olive Ranch Elementary School (Lease)	\$3,945,587
Olympus Junior High School	\$9,436,890
Ridgeview School	\$10,307,446
District Office	\$1,591,773
Maintenance & Transportation Facility	\$702,725
Total Estimated Expenditure	\$86,364,504

CAVITT JUNIOR HIGH SCHOOL

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES
SAFETY/SECURITY	Fencing/Gates	1	LS	\$50,000	\$50,000	NEW ENTRY GATES AND SITE GATES
	Door Lock/Card Readers	68	EA	\$1,500	\$102,000	CARD READERS WITH BATTERY LOCKS
	Video Surveillance	10	EA	\$2,500	\$25,000	10 CAMERAS
	Clock/Bell/Speaker	1	LS	\$40,000	\$40,000	NEW PHONES AND BELL SYSTEM INTEGRATED WITH ALL SITES
	Signage Replacement	1	LS	\$100,000	\$100,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS
	Fire Alarm Upgrades	1	LS	\$50,000	\$50,000	NEW HEAD END SYSTEM NEEDED
	Exterior Lighting Upgrades	1	EA	\$25,000	\$25,000	REPLACE EXISITNG LIGHTING AND ADD ADDITIONAL
	Playground Equipment Upgrades	1	EA	\$25,000	\$25,000	1 OUTDOOR SPORTS/PLAY AREAS
	Playground Substrate Replacement	1	EA	\$15,000	\$15,000	SAND PIT REPLACEMENT
	Intrusion Alarm Upgrades	1	EA	\$15,000	\$15,000	UPGRADE FOR ROOF MOTION
MODERNIZE CLASSROOMS	Flooring	27	EA	\$15,000	\$405,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
	Paint	27	EA	\$5,000	\$135,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
	Wall Coverings	27	EA	\$15,000	\$405,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
	Ceiling Tile Replacement	27	EA	\$15,000	\$405,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
	New Casework & Countertops	34	EA	\$7,500	\$255,000	CLASSROOM + OFFICE AREAS
	Window Treatment	14	EA	\$2,500	\$35,000	ESTIMATE - 1/2 CLASSROOMS HAVE NEEDS
	Window Glass Replacement	10	EA	\$500	\$5,000	ESTIMATE - 10 LOCATIONS FOR REPLACEMENT
	Technology Infrastructure	1	LS	\$50,000	\$50,000	ESTIMATE
	AV Infrastructure	34	EA	\$7,500	\$255,000	
	Energy Management Systems	1	LS	\$25,000	\$25,000	
MODERNIZE RESTROOMS	Furniture Replacement	34	EA	\$25,000	\$850,000	\$25,000/CLASSROOM
	Toilet Fixtures	50	EA	\$2,500	\$125,000	10 RR WITH ~5 FIXTURES IN EACH
	New Partitions/Accessories	10	EA	\$5,000	\$50,000	ESTIMATE - \$5,000 PER RESTROOM
	Paint	10	EA	\$2,500	\$25,000	
	ADA Upgrades	10	EA	\$10,000	\$100,000	
MODERNIZE GYM/MP	Ventilation	10	EA	\$5,000	\$50,000	
	Floor Replacement	1	EA	\$25,000	\$25,000	MPR NEEDS TO BE REPLACED
	Acoustical Panels	1	LS	\$25,000	\$25,000	
	Audio/Visual Equipment	1	LS	\$25,000	\$25,000	
	Paint	1	LS	\$10,000	\$10,000	
MODERNIZE KITCHEN	Equipment Replacement	1	LS	\$10,000	\$10,000	
	New Equipment	5	EA	\$7,500	\$37,500	NEW PIECES OF EQUIPMENT AT \$7,500 EACH
PROGRAM CHANGES	Create New Science Labs	1	LS	\$250,000	\$250,000	
	Create New Enrichment Labs	1	LS	\$250,000	\$250,000	
	Renovate Small Gym to MP/Student Union	1	LS	\$750,000	\$750,000	
	Modernize Multi-Media Center	1	LS	\$250,000	\$250,000	
	Outdoor Learning/Garden Center	1	LS	\$125,000	\$125,000	
MODERNIZE EXTERIOR	Renovate Music Space with More Storage	1	LS	\$500,000	\$500,000	
	Paint	8	EA	\$15,000	\$120,000	8 SEPARATE BUILDING PODS
	Dryrot Repairs	8	EA	\$7,500	\$60,000	\$7,500 PER BUILDING POD
	Sidewalks/Walkways	1	LS	\$75,000	\$75,000	LARGE AREA AT ENTRY/AREAS AROUND CLASSROOMS
	HVAC Replacements	34	EA	\$10,000	\$340,000	
	Shade Structures	1	EA	\$100,000	\$100,000	
	Landscaping Upgrades	1	LS	\$50,000	\$50,000	
	Roofing Replacement	8	EA	\$15,000	\$120,000	
MODERNIZE LANDSCAPE/FIELDS	Trash Compactors	1	EA	\$50,000	\$50,000	
	Artificial Turf	90,000	SF	\$15	\$1,350,000	ONE 300 X 300 TURF AREA
	Irrigation Replacement	1	LS	\$15,000	\$15,000	
SPECIFIC PROJECTS	Tennis Court Resurface	1	LS	\$40,000	\$40,000	

ESTIMATED TOTALS:

\$9,380,228

Construction Budget

\$2,063,650

Soft Costs (22%)

\$11,443,878

Project Budget

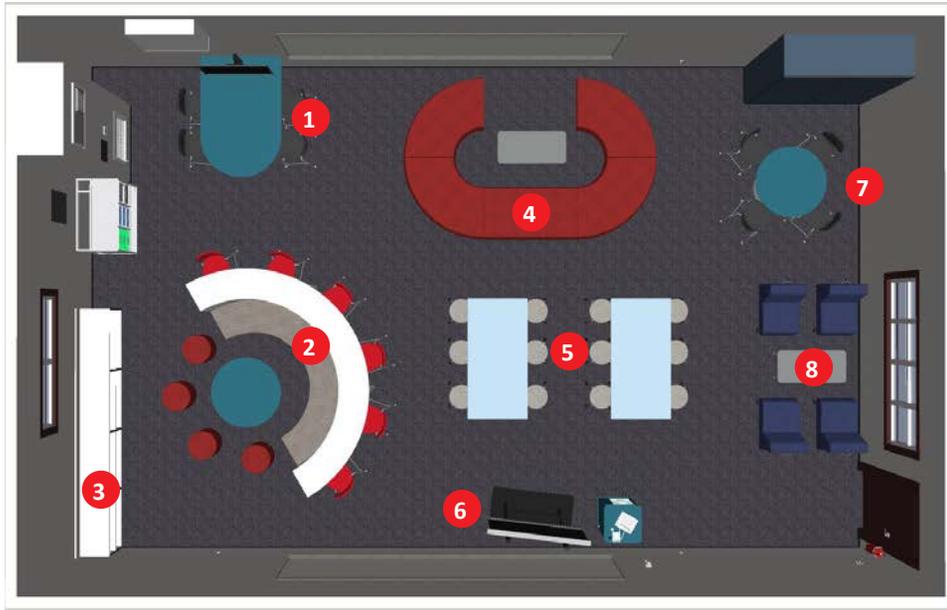




Cavitt Junior High School Site Plan

- **Safety & Security Renovations**
Exterior Renovations – HVAC Replacements, Roofing Replacement, Repainting, etc.
- **21st Century Classroom Renovations – 27 Locations**
- **Modernize Restrooms**
- **Modernize Gym/Multi-Purpose/Kitchen**
- **New Science Labs – 1 Location and Enrichment Lab – 1 Location**
- **Artificial Turf Installation and Irrigation Replacement**
- **Resurfacing of Tennis Courts**

Cavitt Junior High School Student Commons Concept

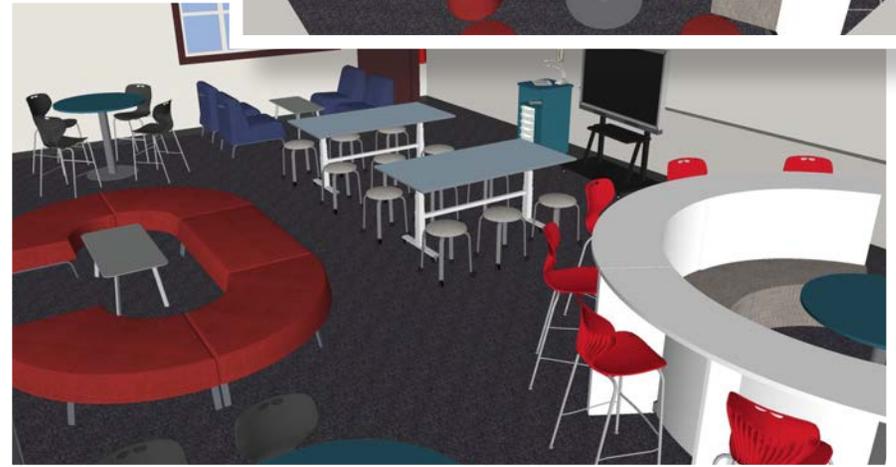


Legend

- | | |
|---|--|
| <ul style="list-style-type: none"> 1. Teaming Table
<i>collaboration space</i> 2. Bar Top Area/Community Space
<i>relaxed setting for students to work together</i> 3. Existing Shelving 4. Extension of Community Zone
<i>flex space</i> | <ul style="list-style-type: none"> 5. Flexible Instructional Spaces 6. Interactive Panel on Mobile Mount 7. Breakout Space 8. Quiet Space
<i>semi-solitary space for reading, etc.</i> |
|---|--|



Concepts Courtesy of OnPoint Innovative Learning Environments



EUREKA UNION ELEMENTARY SCHOOL

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES
SAFETY/SECURITY	Fencing/Gates	1	LS	\$50,000	\$50,000	NEW ENTRY GATES AND SITE GATES
	Door Lock/Card Readers	68	EA	\$1,500	\$102,000	CARD READERS WITH BATTERY LOCKS
	Video Surveillance	5	EA	\$2,500	\$12,500	5 CAMERAS
	Clock/Bell/Speaker	1	LS	\$40,000	\$40,000	NOT APPLICABLE - WORK COMPLETE
	Signage Replacement	1	LS	\$100,000	\$100,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS
	Fire Alarm Upgrades	1	LS	\$50,000	\$50,000	NEW HEAD END SYSTEM NEEDED
	Exterior Lighting Upgrades	1	EA	\$25,000	\$25,000	REPLACE EXISITNG LIGHTING AND ADD ADDITIONAL
	Playground Equipment Upgrades	1	EA	\$25,000	\$25,000	3 PLAY AREAS
	Playground Substrate Replacement	1	EA	\$15,000	\$15,000	NEED TO REMOVE AND REPLACE BARK
	Intrusion Alarm Upgrades	1	EA	\$15,000	\$15,000	UPGRADE FOR ROOF MOTION
MODERNIZE CLASSROOMS	Flooring	27	EA	\$15,000	\$405,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
	Paint	27	EA	\$5,000	\$135,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
	Wall Coverings	27	EA	\$15,000	\$405,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
	Ceiling Tile Replacement	27	EA	\$15,000	\$405,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
	Window Glass Replacement	27	EA	\$500	\$13,500	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
	Technology Infrastructure	1	LS	\$50,000	\$50,000	ESTIMATE
MODERNIZE RESTROOMS	Energy Management Systems	1	LS	\$25,000	\$25,000	
	Toilet Fixtures	50	EA	\$2,500	\$125,000	10 RR WITH ~5 FIXTURES IN EACH
	New Partitions/Accessories	10	EA	\$5,000	\$50,000	ESTIMATE - \$5,000 PER RESTROOM
	Paint	10	EA	\$2,500	\$25,000	
	ADA Upgrades	10	EA	\$10,000	\$100,000	
MODERNIZE GYM/MP	Ventilation	10	EA	\$5,000	\$50,000	
	Acoustical Panels	1	LS	\$25,000	\$25,000	
	Audio/Visual Equipment	1	LS	\$25,000	\$25,000	
	Paint	1	LS	\$10,000	\$10,000	
MODERNIZE KITCHEN	Equipment Replacement	1	LS	\$10,000	\$10,000	
	New Equipment	5	EA	\$7,500	\$37,500	NEW PIECES OF EQUIPMENT AT \$7,500 EACH
MODERNIZE EXTERIOR	Paint	7	EA	\$15,000	\$105,000	7 SEPARATE BUILDING PODS
	Dryrot Repairs	7	EA	\$7,500	\$52,500	\$7,500 PER BUILDING POD
	Sidewalks/Walkways	1	LS	\$100,000	\$100,000	LARGE AREA AT ENTRY/AREAS AROUND CLASSROOMS
	HVAC Replacements	34	EA	\$10,000	\$340,000	
	Shade Structures	1	EA	\$100,000	\$100,000	
	Landscaping Upgrades	1	LS	\$15,000	\$15,000	
	Roofing Replacement	7	EA	\$10,000	\$70,000	
	Trash Compactors	1	EA	\$50,000	\$50,000	
	Irrigation Replacement	1	LS	\$15,000	\$15,000	
	MODERNIZE LANDSCAPE/FIELDS	Field Improvements	30,5000	SF	\$20	\$6,100,000
Community Center at Existing MP		1	LS	\$500,000	\$500,000	

ESTIMATED TOTALS:

\$11,186,032

Construction Budget

\$2,460,927

Soft Costs (22%)

\$13,646,959

Project Budget



Eureka Union Elementary School Site Plan

- Safety & Security Renovations
Exterior Renovations – HVAC Replacements, Roofing Replacement, Repainting, etc.
- 21st Century Classroom Renovations – 27 Locations
- Modernize Restrooms
- Modernize Gym/Multi-Purpose/Kitchen
- Community Center at Existing Multi-Purpose
- Field Improvements – 7-Acre Area
- Landscape Irrigation Replacement

EXCELSIOR SCHOOL

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES	
SAFETY/SECURITY	Fencing/Gates	1	LS	\$50,000	\$50,000	NEW ENTRY GATES AND SITE GATES	
	Door Lock/Card Readers	68	EA	\$1,500	\$102,000	CARD READERS WITH BATTERY LOCKS	
	Video Surveillance	10	EA	\$2,500	\$25,000	10 CAMERAS	
	Clock/Bell/Speaker	1	LS	\$40,000	\$40,000	NEW PHONES AND BELL SYSTEM INTEGRATED WITH ALL SITES	
	Signage Replacement	1	LS	\$100,000	\$100,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS	
	Fire Alarm Upgrades	1	LS	\$50,000	\$50,000	NEW HEAD END SYSTEM NEEDED	
	Exterior Lighting Upgrades	1	EA	\$25,000	\$25,000	REPLACE EXISITNG LIGHTING AND ADD ADDITIONAL	
	Playground Equipment Upgrades	1	EA	\$25,000	\$25,000	1 PLAY AREA	
	Playground Substrate Replacement	1	EA	\$15,000	\$15,000	NEED TO REMOVE AND REPLACE BARK	
	Intrusion Alarm Upgrades	1	EA	\$15,000	\$15,000	UPGRADE FOR ROOF MOTION	
	MODERNIZE CLASSROOMS	Flooring	27	EA	\$15,000	\$405,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT
Paint		27	EA	\$5,000	\$135,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT	
Wall Coverings		27	EA	\$15,000	\$405,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT	
Ceiling Tile Replacement		27	EA	\$15,000	\$405,000	ESTIMATE - 27 LOCATIONS FOR REPLACEMENT	
Lighting Retrofit		1	LS	\$150,000	\$150,000		
New Casework & Countertops		34	EA	\$7,500	\$255,000	CLASSROOM + OFFICE AREAS	
Window Treatment		14	EA	\$2,500	\$35,000	ESTIMATE - 1/2 CLASSROOMS HAVE NEEDS	
Window Glass Replacement		15	EA	\$500	\$7,500	ESTIMATE - 15 LOCATIONS FOR REPLACEMENT	
Technology Infrastructure		1	LS	\$50,000	\$50,000	ESTIMATE	
AV Infrastructure		34	EA	\$7,500	\$255,000		
Energy Management Systems		1	LS	\$25,000	\$25,000		
MODERNIZE RESTROOMS	Furniture Replacement	27	EA	\$25,000	\$675,000	\$25,000/CLASSROOM	
	Toilet Fixtures	55	EA	\$2,500	\$137,500	11 RR WITH ~5 FIXTURES IN EACH	
	New Partitions/Accessories	11	EA	\$5,000	\$55,000	ESTIMATE - \$5,000 PER RESTROOM	
	Paint	11	EA	\$2,500	\$27,500		
	ADA Upgrades	11	EA	\$10,000	\$110,000		
	Ventilation	11	EA	\$5,000	\$55,000		
	MODERNIZE GYM/MP	Acoustical Panels	1	LS	\$25,000	\$25,000	
		Audio/Visual Equipment	1	LS	\$25,000	\$25,000	
		Paint	1	LS	\$10,000	\$10,000	
	MODERNIZE KITCHEN	Equipment Replacement	1	LS	\$10,000	\$10,000	
		New Equipment	5	EA	\$7,500	\$37,500	NEW PIECES OF EQUIPMENT AT \$7,500 EACH
PROGRAM CHANGES	Create New Science Labs	1	EA	\$250,000	\$250,000		
	Modernize Multi-Media Center	1	LS	\$250,000	\$250,000		
MODERNIZE EXTERIOR	Paint	6	EA	\$15,000	\$90,000	6 SEPARATE BUILDING PODS	
	Dryrot Repairs	6	EA	\$7,500	\$45,000	\$7,500 PER BUILDING POD	
	Sidewalks/Walkways	1	LS	\$50,000	\$50,000	REPAIRS/REPLACEMENT OF EXISTING CONCRETE	
	HVAC Replacements	34	EA	\$10,000	\$340,000		
	Shade Structures	1	EA	\$100,000	\$100,000		
	Landscaping Upgrades	1	LS	\$50,000	\$50,000		
	Roofing Replacement	6	EA	\$15,000	\$90,000		
	Trash Compactors	1	EA	\$50,000	\$50,000		
MODERNIZE LANDSCAPE/FIELDS	Artificial Turf	5,625	SF	\$15	\$84,375		
	Irrigation Replacement	1	LS	\$15,000	\$15,000		

ESTIMATED TOTALS:

\$5,898,893

Construction Budget

\$1,297,756

Soft Costs (22%)

\$7,196,649

Project Budget

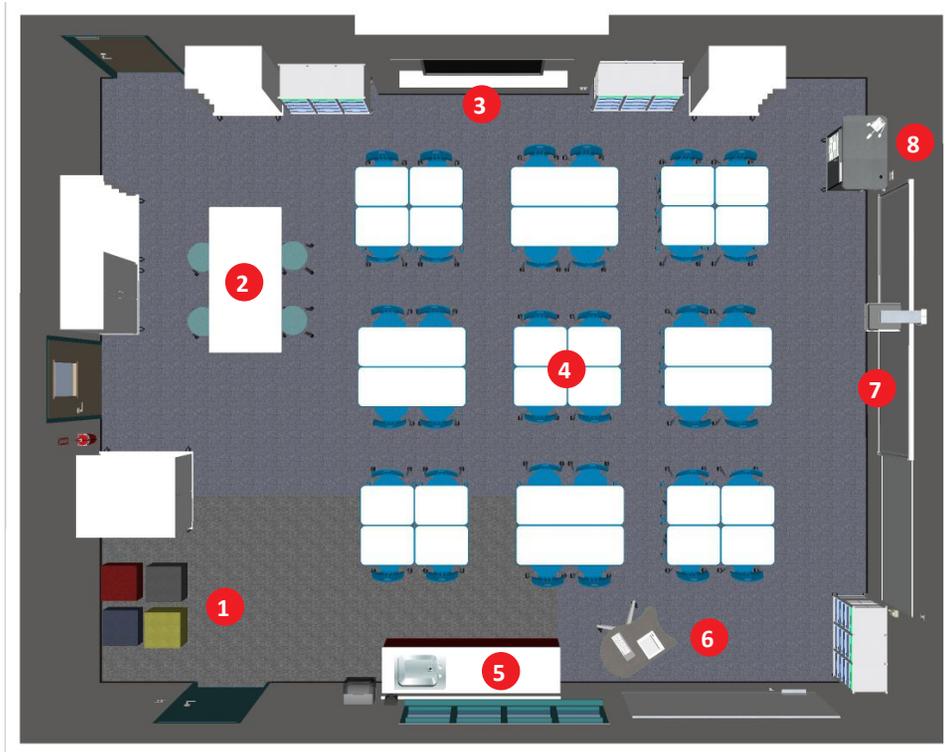




Excelsior School Site Plan

- **Safety & Security Renovations**
Exterior Renovations – HVAC Replacements, Shade Structures, Roofing Replacement, etc.
Landscape Irrigation Replacement
- **21st Century Classroom Renovations – 27 Locations**
- **Modernize Restrooms**
- **Modernize Gym/Multi-Purpose/Kitchen**
- **New Science Labs – 1 location**
- **Artificial Turf Installation**

Excelsior Elementary School Classroom Concept



Legend

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. Quiet Space
<i>flexible furniture for reading, etc.</i> 2. Community/Discovery Space 3. Interactive Flat Panel
<i>collaboration space if flexible furniture is utilized</i> | <ul style="list-style-type: none"> 4. Flexible Instructional Spaces 5. Existing Sink & Cabinets 6. Teacher's Mobile Stand 7. Interactive Vimeo Space Board 8. Teacher's Space |
|--|--|



Concepts Courtesy of OnPoint Innovative Learning Environments



GREENHILLS ELEMENTARY SCHOOL

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES
SAFETY/SECURITY	Fencing/Gates	1	LS	\$50,000	\$50,000	NEW ENTRY GATES AND SITE GATES
	Door Lock/Card Readers	78	EA	\$1,500	\$117,000	CARD READERS WITH BATTERY LOCKS
	Video Surveillance	10	EA	\$2,500	\$25,000	10 CAMERAS
	Signage Replacement	1	LS	\$40,000	\$40,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS
	Parking Lot Improvements	1	LS	\$100,000	\$100,000	NEW CROSSWALK IMPROVEMENTS (COUNTRY APPROVAL NEEDED)
	Fire Alarm Upgrades	1	LS	\$50,000	\$50,000	NEW HEAD END SYSTEM NEEDED
	Exterior Lighting Upgrades	1	EA	\$25,000	\$25,000	REPLACE EXISTING LIGHTING AND ADD ADDITIONAL
	Playground Equipment Upgrades	3	EA	\$25,000	\$75,000	3 PLAY AREAS
	Playground Substrate Replacement	3	EA	\$15,000	\$45,000	NEED TO REMOVE AND REPLACE BARK
	Intrusion Alarm Upgrades	1	EA	\$15,000	\$15,000	UPGRADE FOR ROOF MOTION
	MODERNIZE CLASSROOMS	Flooring	32	EA	\$15,000	\$480,000
Paint		32	EA	\$5,000	\$160,000	ESTIMATE - 32 LOCATIONS FOR REPLACEMENT
Wall Coverings		32	EA	\$15,000	\$480,000	ESTIMATE - 32 LOCATIONS FOR REPLACEMENT
Ceiling Tile Replacement		32	EA	\$15,000	\$480,000	ESTIMATE - 32 LOCATIONS FOR REPLACEMENT
New Casework & Countertops		39	EA	\$7,500	\$292,500	CLASSROOM + OFFICE AREAS
Window Treatment		16	EA	\$2,500	\$40,000	ESTIMATE - 1/2 CLASSROOMS HAVE NEEDS
Window Glass Replacement		10	EA	\$500	\$5,000	ESTIMATE - 10 LOCATIONS FOR REPLACEMENT
Technology Infrastructure		1	LS	\$50,000	\$50,000	ESTIMATE
AV Infrastructure		32	EA	\$7,500	\$240,000	
Energy Management Systems		1	LS	\$25,000	\$25,000	
Furniture Replacement		32	EA	\$25,000	\$800,000	\$25,000/CLASSROOM
MODERNIZE RESTROOMS	Toilet Fixtures	50	EA	\$2,500	\$125,000	10 RR WITH ~5 FIXTURES IN EACH
	New Partitions/Accessories	10	EA	\$5,000	\$50,000	ESTIMATE - \$5,000 PER RESTROOM
	Paint	10	EA	\$2,500	\$25,000	
	ADA Upgrades	10	EA	\$10,000	\$100,000	
	Ventilation	10	EA	\$5,000	\$50,000	
MODERNIZE GYM/MP	Acoustical Panels	1	LS	\$25,000	\$25,000	
	Audio/Visual Equipment	1	LS	\$25,000	\$25,000	
	Paint	1	LS	\$10,000	\$10,000	
MODERNIZE KITCHEN	Equipment Replacement	1	LS	\$10,000	\$10,000	
	New Equipment	5	EA	\$7,500	\$37,500	NEW PIECES OF EQUIPMENT AT \$7,500 EACH
PROGRAM CHANGES	Create New Science Labs	1	EA	\$250,000	\$250,000	
	Modernize Multi-Media Center	1	LS	\$250,000	\$250,000	
MODERNIZE EXTERIOR	Paint	7	EA	\$15,000	\$105,000	7 SEPARATE BUILDING PODS
	Dryrot Repairs	7	EA	\$7,500	\$52,500	\$7,500 PER BUILDING POD
	Sidewalks/Walkways	1	LS	\$75,000	\$75,000	REPAIRS/REPLACEMENT OF EXISTING CONCRETE
	HVAC Replacements	39	EA	\$10,000	\$390,000	
	Shade Structures	1	EA	\$100,000	\$100,000	
	Landscaping Upgrades	1	LS	\$50,000	\$50,000	
	Roofing Replacement	7	EA	\$15,000	\$105,000	
	Trash Compactors	1	EA	\$50,000	\$50,000	
MODERNIZE LANDSCAPE/FIELDS	Artificial Turf	30,000	SF	\$15	\$450,000	ONE 300 X 100 TURF AREA
	Irrigation Replacement	1	LS	\$15,000	\$15,000	

ESTIMATED TOTALS:

\$6,800,508

Construction Budget

\$1,496,112

Soft Costs (22%)

\$8,296,620

Project Budget



Greenhills Elementary School Site Plan

- Safety & Security Renovations
Exterior Renovations – HVAC Replacements, Shade Structures, Roofing Replacement, Repainting, etc.
- 21st Century Classroom Renovations – 32 Locations
- Modernize Restrooms
- Modernize Gym/Multi-Purpose/Kitchen
- New Science Labs – 1 Location
- Artificial Turf Installation and Irrigation Replacement

MAIDU ELEMENTARY SCHOOL

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES
SAFETY/SECURITY	Fencing/Gates	1	LS	\$50,000	\$50,000	NEW FRONTAGE FENCING & GATES
	Door Lock/Card Readers	82	EA	\$1,500	\$123,000	CARD READERS WITH BATTERY LOCKS
	Video Surveillance	10	EA	\$2,500	\$25,000	10 CAMERAS
	Clock/Bell/Speaker	1	LS	\$40,000	\$40,000	NEW PHONES AND BELL SYSTEM INTEGRATED WITH ALL SITES
	Signage Replacement	1	LS	\$100,000	\$100,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS
	Fire Alarm Upgrades	1	LS	\$50,000	\$50,000	NEW HEAD END SYSTEM NEEDED
	Exterior Lighting Upgrades	1	EA	\$25,000	\$25,000	REPLACE EXISTING LIGHTING AND ADD ADDITIONAL
	Playground Equipment Upgrades	2	EA	\$25,000	\$50,000	2 PLAY AREAS
	Playground Substrate Replacement	2	EA	\$15,000	\$30,000	NEED TO REMOVE AND REPLACE BARK
	Intrusion Alarm Upgrades	1	EA	\$15,000	\$15,000	UPGRADE FOR ROOF MOTION
MODERNIZE CLASSROOMS	Flooring	34	EA	\$15,000	\$510,000	ESTIMATE - 34 LOCATIONS FOR REPLACEMENT
	Paint	34	EA	\$5,000	\$170,000	ESTIMATE - 34 LOCATIONS FOR REPLACEMENT
	Wall Coverings	34	EA	\$15,000	\$510,000	ESTIMATE - 34 LOCATIONS FOR REPLACEMENT
	Ceiling Tile Replacement	34	EA	\$15,000	\$510,000	ESTIMATE - 34 LOCATIONS FOR REPLACEMENT
	Lighting Retrofit	1	LS	\$150,000	\$150,000	
	New Casework & Countertops	41	EA	\$7,500	\$307,500	CLASSROOM + OFFICE AREAS
	Window Treatment	17	EA	\$2,500	\$42,500	ESTIMATE - 1/2 CLASSROOMS HAVE NEEDS
	Window Glass Replacement	15	EA	\$500	\$7,500	ESTIMATE - 15 LOCATIONS FOR REPLACEMENT
	Technology Infrastructure	1	LS	\$50,000	\$50,000	ESTIMATE
	AV Infrastructure	34	EA	\$7,500	\$255,000	
MODERNIZE RESTROOMS	Energy Management Systems	1	LS	\$25,000	\$25,000	
	Furniture Replacement	34	EA	\$25,000	\$850,000	\$25,000/CLASSROOM
	Toilet Fixtures	50	EA	\$2,500	\$125,000	10 RR WITH ~5 FIXTURES IN EACH
	New Partitions/Accessories	7	EA	\$5,000	\$35,000	ESTIMATE - \$5,000 PER RESTROOM
	Paint	7	EA	\$2,500	\$17,500	
	ADA Upgrades	7	EA	\$10,000	\$70,000	
	Ventilation	7	EA	\$5,000	\$35,000	
	Floor Replacement	1	EA	\$150,000	\$150,000	
	Acoustical Panels	1	LS	\$25,000	\$25,000	
	Audio/Visual Equipment	1	LS	\$25,000	\$25,000	
MODERNIZE GYM/MP	Paint	1	LS	\$10,000	\$10,000	
	Equipment Replacement	1	LS	\$10,000	\$10,000	
MODERNIZE KITCHEN	New Equipment	5	EA	\$7,500	\$37,500	NEW PIECES OF EQUIPMENT AT \$7,500 EACH
	Create New Science Labs	1	EA	\$250,000	\$250,000	
PROGRAM CHANGES	Modernize Multi-Media Center	1	LS	\$250,000	\$250,000	
MODERNIZE EXTERIOR	Paint	7	EA	\$15,000	\$105,000	7 SEPARATE BUILDING PODS
	Dryrot Repairs	7	EA	\$7,500	\$52,500	\$7,500 PER BUILDING POD
	Sidewalks/Walkways	1	LS	\$75,000	\$75,000	REPAIRS/REPLACEMENT OF EXISTING CONCRETE
	HVAC Replacements	41	EA	\$10,000	\$410,000	
	Shade Structures	1	EA	\$100,000	\$100,000	
	Landscaping Upgrades	1	LS	\$50,000	\$50,000	
	Roofing Replacement	7	EA	\$15,000	\$105,000	
	Trash Compactors	1	EA	\$50,000	\$50,000	
MODERNIZE LANDSCAPE/FIELDS	Irrigation Replacement	1	LS	\$15,000	\$15,000	

ESTIMATED TOTALS:

\$6,747,312

Construction Budget

\$1,484,409

Soft Costs (22%)

\$8,231,721

Project Budget



Maidu Elementary School Site Plan

- **Safety & Security Renovations**
Exterior Renovations – HVAC Replacements, Shade Structures, Roofing Replacement, Repainting, etc.
- **21st Century Classroom Renovations – 34 Locations**
- **Modernize Restrooms**
- **Modernize Gym/Multi-Purpose/Kitchen**
- **New Science Labs – 1 location**
- **Landscape Irrigation Replacement**

OAKHILLS ELEMENTARY SCHOOL

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES	
SAFETY/SECURITY	Fencing/Gates	1	LS	\$50,000	\$50,000	NEW ENTRY GATES AND SITE GATES	
	Door Lock/Card Readers	84	EA	\$1,500	\$126,000	CARD READERS WITH BATTERY LOCKS	
	Video Surveillance	10	EA	\$2,500	\$25,000	10 CAMERAS	
	Clock/Bell/Speaker	1	LS	\$40,000	\$40,000	NEW PHONES AND BELL SYSTEM INTEGRATED WITH ALL SITES	
	Signage Replacement	1	LS	\$100,000	\$100,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS	
	Parking Lot Improvements	1	LS	\$50,000	\$50,000	NEW CROSSWALK IMPROVEMENTS (COUNTRY APPROVAL NEEDED)	
	Fire Alarm Upgrades	1	LS	\$50,000	\$50,000	NEW HEAD END SYSTEM NEEDED	
	Exterior Lighting Upgrades	1	EA	\$25,000	\$25,000	REPLACE EXISTING LIGHTING AND ADD ADDITIONAL	
	Playground Equipment Upgrades	1	EA	\$25,000	\$25,000	1 PLAY AREA	
	Playground Substrate Replacement	1	EA	\$15,000	\$15,000	NEED TO REMOVE AND REPLACE BARK	
	Intrusion Alarm Upgrades	1	EA	\$15,000	\$15,000	UPGRADE FOR ROOF MOTION	
	MODERNIZE CLASSROOMS	Flooring	35	EA	\$15,000	\$525,000	ESTIMATE - 35 LOCATIONS FOR REPLACEMENT
		Paint	35	EA	\$5,000	\$175,000	ESTIMATE - 35 LOCATIONS FOR REPLACEMENT
		Wall Coverings	35	EA	\$15,000	\$525,000	ESTIMATE - 35 LOCATIONS FOR REPLACEMENT
Ceiling Tile Replacement		35	EA	\$15,000	\$525,000	ESTIMATE - 35 LOCATIONS FOR REPLACEMENT	
New Casework & Countertops		42	EA	\$7,500	\$315,000	CLASSROOM + OFFICE AREAS	
Window Treatment		18	EA	\$2,500	\$45,000	ESTIMATE - 1/2 CLASSROOMS HAVE NEEDS	
Window Glass Replacement		42	EA	\$500	\$21,000	ALL	
Technology Infrastructure		1	LS	\$50,000	\$50,000	ESTIMATE	
AV Infrastructure		42	EA	\$7,500	\$315,000		
Energy Management Systems		1	LS	\$25,000	\$25,000		
Furniture Replacement		35	EA	\$25,000	\$875,000	\$25,000/CLASSROOM	
MODERNIZE RESTROOMS	Toilet Fixtures	35	EA	\$2,500	\$87,500	7 RR WITH ~5 FIXTURES IN EACH	
	New Partitions/Accessories	7	EA	\$5,000	\$35,000	ESTIMATE - \$5,000 PER RESTROOM	
	Paint	7	EA	\$2,500	\$17,500		
	ADA Upgrades	7	EA	\$10,000	\$70,000		
MODERNIZE GYM/MP	Ventilation	7	EA	\$5,000	\$35,000		
	Acoustical Panels	1	LS	\$12,500	\$12,500	1/2 COST WITH RIDGEVIEW	
	Audio/ Visual Equipment	1	LS	\$12,500	\$12,500	1/2 COST WITH RIDGEVIEW	
	Paint	1	LS	\$5,000	\$5,000	1/2 COST WITH RIDGEVIEW	
MODERNIZE KITCHEN	Equipment Replacement	1	LS	\$5,000	\$5,000	1/2 COST WITH RIDGEVIEW	
	New Equipment	5	EA	\$7,500	\$37,500	NEW PIECES OF EQUIPMENT AT \$7,500 EACH	
PROGRAM CHANGES	Create New Science Labs	1	EA	\$250,000	\$250,000		
	Modernize Multi-Media Center	1	LS	\$250,000	\$250,000		
MODERNIZE EXTERIOR	New MP Facility	1	EA	\$2,000,000	\$2,000,000	SHARED AT RIDGEVIEW	
	Paint	5	EA	\$15,000	\$75,000	5 SEPARATE BUILDING PODS	
	Dryrot Repairs	5	EA	\$7,500	\$37,500	\$7,500 PER BUILDING POD	
	Sidewalks/ Walkways	1	LS	\$75,000	\$75,000	REPAIRS/REPLACEMENT OF EXISTING CONCRETE	
	HVAC Replacements	42	EA	\$10,000	\$420,000		
	Shade Structures	1	EA	\$100,000	\$100,000		
	Landscaping Upgrades	1	LS	\$50,000	\$50,000		
	Roofing Replacement	5	EA	\$15,000	\$75,000		
	Trash Compactors	1	EA	\$50,000	\$50,000		
MODERNIZE LANDSCAPE/FIELDS	Artificial Turf	45,000	SF	\$15	\$675,000	1/2 COST WITH RIDGEVIEW	
	Irrigation Replacement	1	LS	\$15,000	\$15,000		

ESTIMATED TOTALS:

\$9,478,898

Construction Budget

\$2,085,358

Soft Costs (22%)

\$11,564,256

Project Budget

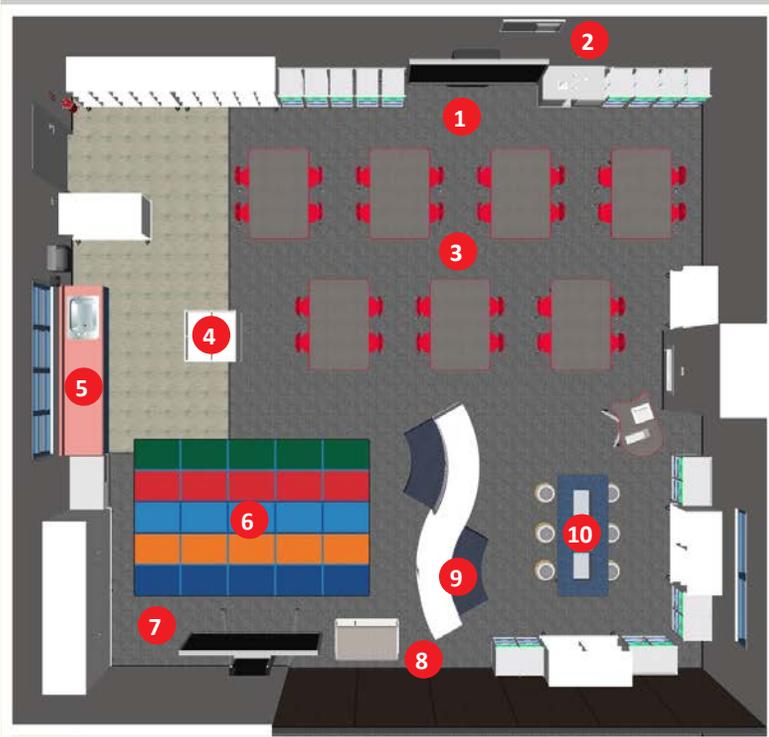




Oakhills Elementary School Site Plan

- Safety & Security Renovations
Exterior Renovations – HVAC Replacements, Shade Structures, Roofing Replacement, Repainting, etc.
- 21st Century Classroom Renovations – 34 Locations
- Modernize Restrooms
- Modernize Gym/Multi-Purpose/Kitchen
- New Science Labs – 1 Location/New Multi-Purpose Facility
- Artificial Turf Installation
Landscape Irrigation Replacement

Oakhills Elementary School Kindergarten Room Concept

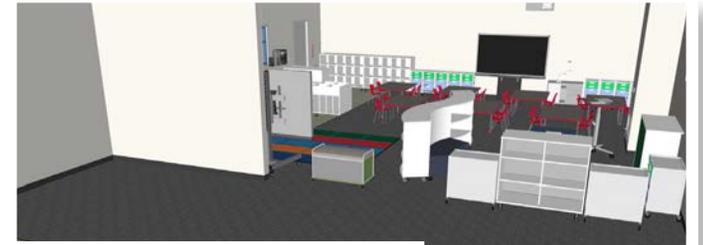


Legend

- | | |
|--|---|
| 1. Front of Classroom
<i>with interactive panel on electronic mount</i> | 6. Carpet/Community Space |
| 2. Teacher's Space | 7. Versatile Mobile Mount |
| 3. Instructional Space | 8. Teacher Bench
<i>with storage</i> |
| 4. Mobile Book Cart | 9. Quiet Space/Library |
| 5. Existing Sink & Cabinets | 10. Discovery/Collaboration Space |



Concepts Courtesy of OnPoint Innovative Learning Environments



OLIVE RANCH ELEMENTARY SCHOOL

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES
SAFETY/SECURITY	Fencing/Gates	1	LS	\$50,000	\$50,000	NEW ENTRY GATES AND SITE GATES
	Door Lock/Card Readers	38	EA	\$1,500	\$57,000	CARD READERS WITH BATTERY LOCKS
	Video Surveillance	5	EA	\$2,500	\$12,500	10 CAMERAS
	Clock/Bell/Speaker	1	LS	\$40,000	\$40,000	
	Signage Replacement	1	LS	\$100,000	\$100,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS
	Fire Alarm Upgrades	1	LS	\$50,000	\$50,000	NEW HEAD END SYSTEM NEEDED
	Exterior Lighting Upgrades	1	EA	\$25,000	\$25,000	REPLACE EXISITNG LIGHTING AND ADD ADDITIONAL
	Playground Equipment Upgrades	1	EA	\$25,000	\$25,000	1 PLAY AREA
	Playground Substrate Replacement	1	EA	\$15,000	\$15,000	NEED TO REMOVE AND REPLACE BARK
	Intrusion Alarm Upgrades	1	EA	\$15,000	\$15,000	UPGRADE FOR ROOF MOTION
MODERNIZE CLASSROOMS	Flooring	12	EA	\$15,000	\$180,000	ESTIMATE - 12 LOCATIONS FOR REPLACEMENT
	Paint	12	EA	\$5,000	\$60,000	ESTIMATE - 12 LOCATIONS FOR REPLACEMENT
	Wall Coverings	12	EA	\$15,000	\$180,000	ESTIMATE - 12 LOCATIONS FOR REPLACEMENT
	Ceiling Tile Replacement	12	EA	\$15,000	\$180,000	ESTIMATE - 12 LOCATIONS FOR REPLACEMENT
	New Casework & Countertops	19	EA	\$7,500	\$142,500	CLASSROOM + OFFICE AREAS
	Window Treatment	6	EA	\$2,500	\$15,000	ESTIMATE - 1/2 CLASSROOMS HAVE NEEDS
	Window Glass Replacement	10	EA	\$500	\$5,000	ESTIMATE - 10 LOCATIONS FOR REPLACEMENT
	Technology Infrastructure	1	LS	\$50,000	\$50,000	ESTIMATE
	Energy Management Systems	1	LS	\$25,000	\$25,000	
	Furniture Replacement	12	EA	\$25,000	\$300,000	\$15,000/CLASSROOM
MODERNIZE RESTROOMS	Toilet Fixtures	48	EA	\$2,500	\$120,000	16 RR WITH ~3 FIXTURES IN EACH
	New Partitions/Accessories	16	EA	\$5,000	\$80,000	ESTIMATE - \$3,000 PER RESTROOM
	Paint	16	EA	\$2,500	\$40,000	
	ADA Upgrades	16	EA	\$10,000	\$160,000	
MODERNIZE GYM/MP	Ventilation	16	EA	\$5,000	\$80,000	
	Acoustical Panels	1	LS	\$25,000	\$25,000	
	Audio/Visual Equipment	1	LS	\$25,000	\$25,000	
MODERNIZE KITCHEN	Paint	1	LS	\$10,000	\$10,000	
	Equipment Replacement	1	LS	\$10,000	\$10,000	
MODERNIZE EXTERIOR	New Equipment	5	EA	\$7,500	\$37,500	NEW PIECES OF EQUIPMENT AT \$7,500 EACH
	Paint	5	EA	\$15,000	\$75,000	5 SEPARATE BUILDING PODS
	Dryrot Repairs	5	EA	\$7,500	\$37,500	\$7,500 PER BUILDING POD
	Sidewalks/Walkways	1	LS	\$25,000	\$25,000	REPAIRS/REPLACEMENT OF EXISTING CONCRETE
	HVAC Replacements	19	EA	\$10,000	\$190,000	
	Landscaping Upgrades	1	LS	\$5,000	\$5,000	
	Roofing Replacement	5	EA	\$15,000	\$75,000	
MODERNIZE LANDSCAPE/FIELDS	Trash Compactors	1	EA	\$50,000	\$50,000	
	Irrigation Replacement	1	LS	\$5,000	\$5,000	
SPECIFIC PROJECTS	Exterior Wall at Gym	1	LS	\$250,000	\$250,000	

ESTIMATED TOTALS:

\$3,234,088

Construction Budget

\$711,499

Soft Costs (22%)

\$3,945,587

Project Budget



Olive Ranch Elementary School Site Plan

- **Safety & Security Renovations**
 Exterior Renovations – HVAC Replacements, Roofing Replacement, Repainting, Trash Compactors etc.
- **21st Century Classroom Renovations – 12 Locations**
- **Modernize Restrooms**
- **Modernize Gym/Multi-Purpose/Kitchen**
- **Exterior Wall Renovation at Gym**
 Landscape Irrigation Replacement

OLYMPUS JUNIOR HIGH SCHOOL

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES	
SAFETY/SECURITY	Fencing/Gates	1	LS	\$50,000	\$50,000	NEW ENTRY GATES AND SITE GATES	
	Door Lock/Card Readers	76	EA	\$1,500	\$114,000	CARD READERS WITH BATTERY LOCKS	
	Video Surveillance	10	EA	\$2,500	\$25,000	10 CAMERAS	
	Clock/Bell/Speaker	1	LS	\$40,000	\$40,000	NEW PHONES AND BELL SYSTEM INTEGRATED WITH ALL SITES	
	Signage Replacement	1	LS	\$100,000	\$100,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS	
	Parking Lot Improvements	1	LS	\$50,000	\$50,000	BACK LOT ACCESS SAFETY	
	Fire Alarm Upgrades	1	LS	\$50,000	\$50,000	NEW HEAD END SYSTEM NEEDED	
	Exterior Lighting Upgrades	1	EA	\$25,000	\$25,000	REPLACE EXISITNG LIGHTING AND ADD ADDITIONAL	
	Playground Equipment Upgrades	1	EA	\$25,000	\$25,000	1 OUTDOOR SPORTS/PLAY AREAS	
	Playground Substrate Replacement	1	EA	\$15,000	\$15,000	SAND PIT REPLACEMENT	
	Intrusion Alarm Upgrades	1	EA	\$15,000	\$15,000	UPGRADE FOR ROOF MOTION	
	MODERNIZE CLASSROOMS	Flooring	31	EA	\$15,000	\$465,000	ESTIMATE - 31 LOCATIONS FOR REPLACEMENT
		Paint	31	EA	\$5,000	\$155,000	ESTIMATE - 31 LOCATIONS FOR REPLACEMENT
		Wall Coverings	31	EA	\$15,000	\$465,000	ESTIMATE - 31 LOCATIONS FOR REPLACEMENT
Ceiling Tile Replacement		31	EA	\$15,000	\$465,000	ESTIMATE - 31 LOCATIONS FOR REPLACEMENT	
Lighting Retrofit		1	LS	\$150,000	\$150,000		
New Casework & Countertops		38	EA	\$7,500	\$285,000	CLASSROOM + OFFICE AREAS	
Window Treatment		16	EA	\$2,500	\$40,000	ESTIMATE - 1/2 CLASSROOMS HAVE NEEDS	
Window Glass Replacement		10	EA	\$500	\$5,000	ESTIMATE - 10 LOCATIONS FOR REPLACEMENT	
Technology Infrastructure		1	LS	\$50,000	\$50,000	ESTIMATE	
AV Infrastructure		38	EA	\$7,500	\$285,000		
Energy Management Systems		1	LS	\$25,000	\$25,000		
MODERNIZE RESTROOMS	Furniture Replacement	31	EA	\$25,000	\$775,000	\$25,000/CLASSROOM	
	Toilet Fixtures	55	EA	\$2,500	\$137,500	11 RR WITH ~5 FIXTURES IN EACH	
	New Partitions/Accessories	11	EA	\$5,000	\$55,000	ESTIMATE - \$3,000 PER RESTROOM	
	Paint	11	EA	\$2,500	\$27,500		
MODERNIZE GYM/MP	ADA Upgrades	11	EA	\$10,000	\$110,000		
	Ventilation	11	EA	\$5,000	\$55,000		
	Acoustical Panels	1	LS	\$25,000	\$25,000		
	Audio/Visual Equipment	1	LS	\$25,000	\$25,000		
MODERNIZE KITCHEN	Paint	1	LS	\$10,000	\$10,000		
	Equipment Replacement	1	LS	\$10,000	\$10,000		
	New Equipment	5	EA	\$7,500	\$37,500	NEW PIECES OF EQUIPMENT AT \$7,500 EACH	
PROGRAM CHANGES	Create New Science Labs	1	LS	\$250,000	\$250,000		
	Create New Enrichment Labs	1	LS	\$250,000	\$250,000		
	Modernize Multi-Media Center	1	LS	\$250,000	\$250,000		
	Outdoor Learning/Garden Center	1	LS	\$125,000	\$125,000		
	Renovate Music Space w/ More Storage	1	LS	\$500,000	\$500,000		
MODERNIZE EXTERIOR	Paint	8	EA	\$15,000	\$120,000	8 SEPARATE BUILDING PODS	
	Dryrot Repairs	8	EA	\$7,500	\$60,000	\$7,500 PER BUILDING POD	
	Sidewalks/Walkways	1	LS	\$75,000	\$75,000	REPAIRS/REPLACEMENT OF EXISTING CONCRETE	
	HVAC Replacements	38	EA	\$10,000	\$380,000		
	Shade Structures	1	EA	\$100,000	\$100,000		
	Landscaping Upgrades	1	LS	\$50,000	\$50,000		
	Roofing Replacement	8	EA	\$15,000	\$120,000		
	Trash Compactors	1	EA	\$50,000	\$50,000		
MODERNIZE LANDSCAPE/FIELDS	Irrigation Replacement	1	LS	\$15,000	\$15,000		
	SPECIFIC PROJECTS	Wall Repair	1	LS	\$250,000	\$250,000	

ESTIMATED TOTALS:

\$7,735,156

Construction Budget

\$1,701,734

Soft Costs (22%)

\$9,436,890

Project Budget





Olympus Junior High School Site Plan

- **Safety & Security Renovations**
Exterior Renovations – HVAC Replacements, Shade Structures, Roofing Replacement, Repainting, etc.
- **21st Century Classroom Renovations – 31 Locations**
- **Modernize Restrooms**
- **Modernize Gym/Multi-Purpose/Kitchen**
- **New Science Lab – 1 Location & Enrichment Lab – 1 Location**
- **Wall Repair**
Landscape Irrigation Replacement

RIDGEVIEW ELEMENTARY SCHOOL

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES
SAFETY/SECURITY	Fencing/Gates	1	LS	\$50,000	\$50,000	NEW FRONTAGE FENCING & GATES
	Door Lock/Card Readers	66	EA	\$1,500	\$99,000	CARD READERS WITH BATTERY LOCKS
	Video Surveillance	10	EA	\$2,500	\$25,000	10 CAMERAS
	Clock/Bell/Speaker	1	LS	\$40,000	\$40,000	NEW PHONES AND BELL SYSTEM INTEGRATED WITH ALL SITES
	Signage Replacement	1	LS	\$100,000	\$100,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS
	Fire Alarm Upgrades	1	LS	\$50,000	\$50,000	NEW HEAD END SYSTEM NEEDED
	Exterior Lighting Upgrades	1	EA	\$25,000	\$25,000	REPLACE EXISTING LIGHTING AND ADD ADDITIONAL
	Intrusion Alarm Upgrades	1	EA	\$15,000	\$15,000	UPGRADE FOR ROOF MOTION
MODERNIZE CLASSROOMS	Flooring	26	EA	\$15,000	\$390,000	ESTIMATE - 26 LOCATIONS FOR REPLACEMENT
	Paint	26	EA	\$5,000	\$130,000	ESTIMATE - 26 LOCATIONS FOR REPLACEMENT
	Wall Coverings	26	EA	\$15,000	\$390,000	ESTIMATE - 26 LOCATIONS FOR REPLACEMENT
	Ceiling Tile Replacement	26	EA	\$15,000	\$390,000	ESTIMATE - 26 LOCATIONS FOR REPLACEMENT
	New Casework & Countertops	33	EA	\$7,500	\$247,500	CLASSROOM + OFFICE AREAS
	Window Treatment	13	EA	\$2,500	\$32,500	ESTIMATE - 1/2 CLASSROOMS HAVE NEEDS
	Window Glass Replacement	10	EA	\$500	\$5,000	ESTIMATE - 10 LOCATIONS FOR REPLACEMENT
	Technology Infrastructure	1	LS	\$50,000	\$50,000	ESTIMATE
	AV Infrastructure	33	EA	\$7,500	\$247,500	
	Energy Management Systems	1	LS	\$25,000	\$25,000	
MODERNIZE RESTROOMS	Furniture Replacement	26	EA	\$25,000	\$650,000	\$15,000/CLASSROOM
	Toilet Fixtures	50	EA	\$2,500	\$125,000	10 RR WITH ~5 FIXTURES IN EACH
	New Partitions/Accessories	10	EA	\$5,000	\$50,000	ESTIMATE - \$5,000 PER RESTROOM
	Paint	10	EA	\$2,500	\$25,000	
	ADA Upgrades	10	EA	\$10,000	\$100,000	
MODERNIZE GYM/MP	Ventilation	10	EA	\$5,000	\$50,000	
	Acoustical Panels	1	LS	\$12,500	\$12,500	1/2 COST WITH OAKHILLS
	Audio/Visual Equipment	1	LS	\$12,500	\$12,500	1/2 COST WITH OAKHILLS
	Paint	1	LS	\$5,000	\$5,000	1/2 COST WITH OAKHILLS
MODERNIZE KITCHEN	Equipment Replacement	1	LS	\$5,000	\$5,000	1/2 COST WITH OAKHILLS
	New Equipment	5	EA	\$3,750	\$18,750	1/2 COST 5 NEW PIECES OF EQUIPMENT AT \$7,500 EACH
PROGRAM CHANGES	Create New Science Labs	1	EA	\$250,000	\$250,000	
	Modernize Multi-Media Center	1	LS	\$250,000	\$250,000	
MODERNIZE EXTERIOR	New MP Facility	1	EA	\$2,000,000	\$2,000,000	SHARED AT OAK HILLS
	Paint	6	EA	\$15,000	\$90,000	6 SEPARATE BUILDING PODS
	Dryrot Repairs	6	EA	\$7,500	\$45,000	\$7,500 PER BUILDING POD
	Sidewalks/Walkways	1	LS	\$75,000	\$75,000	REPAIRS/REPLACEMENT OF EXISTING CONCRETE
	HVAC Replacements	33	EA	\$10,000	\$330,000	
	Shade Structures	1	EA	\$100,000	\$100,000	
	Landscaping Upgrades	1	LS	\$50,000	\$50,000	
	Roofing Replacement	6	EA	\$15,000	\$90,000	
MODERNIZE LANDSCAPE/FIELDS	Trash Compactors	1	EA	\$50,000	\$50,000	
	Artificial Turf	45,000	SF	\$15	\$675,000	1/2 COST WITH OAKHILLS
	Irrigation Replacement	1	LS	\$15,000	\$15,000	

ESTIMATED TOTALS:

\$8,448,726

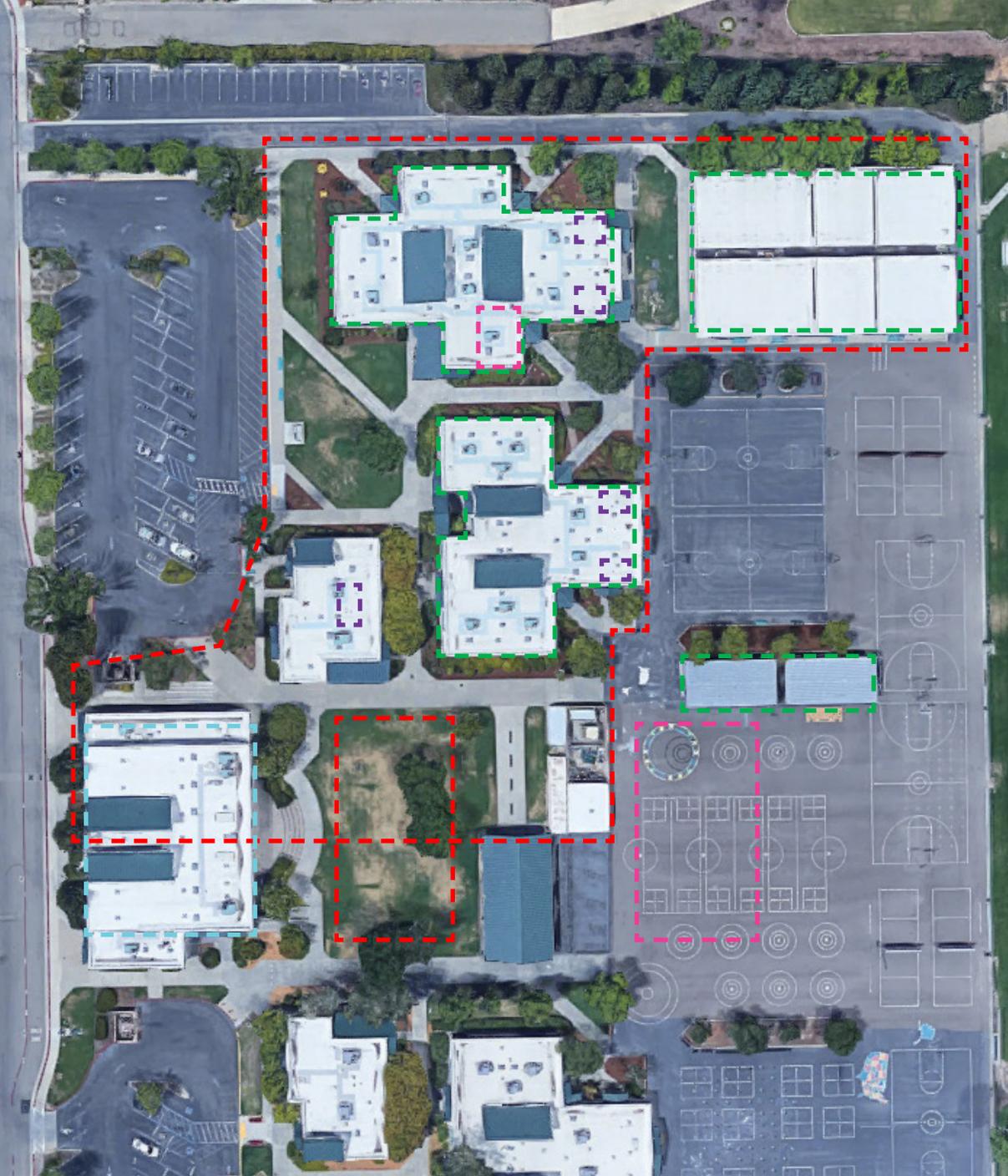
Construction Budget

\$1,858,720

Soft Costs (22%)

\$10,307,446

Project Budget



Ridgeview Elementary School Site Plan

- Safety & Security Renovations
Exterior Renovations – HVAC Replacements, Shade Structures, Roofing Replacement, Repainting, etc.
- 21st Century Classroom Renovations – 26 Locations
- Modernize Restrooms
- Modernize Gym/Multi-Purpose/Kitchen
- New Science Lab – 1 Location/New Multi-Purpose Facility
- Artificial Turf Installation
Landscape Irrigation Replacement

DISTRICT OFFICE

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES
SAFETY/SECURITY	Door Lock/Card Readers	26	EA	\$1,500	\$39,000	CARD READERS WITH BATTERY LOCKS
	Video Surveillance	4	EA	\$2,500	\$10,000	4 CAMERAS
	Signage Replacement	1	LS	\$100,000	\$100,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS
	Fire Alarm Upgrades	1	LS	\$15,000	\$15,000	NEW HEAD END SYSTEM NEEDED
	Exterior Lighting Upgrades	1	EA	\$15,000	\$15,000	REPLACE EXISITNG LIGHTING AND ADD ADDITIONAL
	Intrusion Alarm Upgrades	1	EA	\$7,500	\$7,500	UPGRADE FOR ROOF MOTION
MODERNIZE INTERIOR SPACES	Flooring	13	EA	\$7,500	\$97,500	ESTIMATE - 13 LOCATIONS FOR REPLACEMENT
	Paint	13	EA	\$2,500	\$32,500	ESTIMATE - 13 LOCATIONS FOR REPLACEMENT
	Ceiling Tile Replacement	13	EA	\$2,500	\$32,500	ESTIMATE - 13 LOCATIONS FOR REPLACEMENT
	New Casework & Countertops	13	EA	\$2,500	\$32,500	
	Window Treatment	13	EA	\$1,000	\$13,000	
	Window Glass Replacement	5	EA	\$500	\$2,500	ESTIMATE - 5 LOCATIONS FOR REPLACEMENT
	Technology Infrastructure	1	LS	\$50,000	\$50,000	ESTIMATE
	AV Infrastructure	1	EA	\$15,000	\$15,000	
	Energy Management Systems	1	LS	\$8,500	\$8,500	
	Furniture Replacement	13	EA	\$7,500	\$97,500	
MODERNIZE RESTROOMS	Toilet Fixtures	4	EA	\$2,500	\$10,000	2 RR WITH ~2 FIXTURES IN EACH
	New Partitions/Accessories	2	EA	\$2,500	\$5,000	ESTIMATE - \$2,500 PER RESTROOM
	Paint	2	EA	\$1,250	\$2,500	
	ADA Upgrades	2	EA	\$5,000	\$10,000	
MODERNIZE KITCHEN	Ventilation	2	EA	\$5,000	\$10,000	
	New Equipment	1	EA	\$7,500	\$7,500	
MODERNIZE EXTERIOR	Paint	1	EA	\$15,000	\$15,000	1 BUILDING
	Dryrot Repairs	1	EA	\$7,500	\$7,500	\$7,500 PER BUILDING
	Sidewalks/Walkways	1	LS	\$50,000	\$50,000	REPAIRS/REPLACEMENT OF EXISTING CONCRETE
	HVAC Replacements	6	EA	\$10,000	\$60,000	
	Landscaping Upgrades	1	LS	\$25,000	\$25,000	
	Roofing Replacement	1	EA	\$10,000	\$10,000	
MODERNIZE LANDSCAPE	Irrigation Replacement	1	LS	\$10,000	\$10,000	
SPECIFIC PROJECTS	Bus Charging Station	1	LS	\$350,000	\$350,000	

ESTIMATED TOTALS:

\$1,304,732

Construction Budget

\$287,041

Soft Costs (22%)

\$1,591,773

Project Budget



District Office Site Plan

- **Safety & Security Renovations**
Exterior Renovations – HVAC Replacements, Bus Charging
Roofing Replacement, Repainting, etc.
- **Modernize Interior Spaces (Professional Development)**
Modernize Interior Spaces (Balance)
- **Modernize Restrooms (Portion)**
Modernize Restrooms (Balance)
- **Modernize Kitchen**

MAINTENANCE & TRANSPORTATION FACILITY

COST ESTIMATE BREAKDOWN	DESCRIPTION	QUANTITY	UNIT	UNIT COST	SUBTOTAL	NOTES
SAFETY/SECURITY	Fencing/Gates	1	LS	\$25,000	\$25,000	NEW FRONTAGE FENCING & GATES
	Door Lock/Card Readers	16	EA	\$1,500	\$24,000	CARD READERS WITH BATTERY LOCKS
	Video Surveillance	4	EA	\$2,500	\$10,000	4 CAMERAS
	Clock/Bell/Speaker	1	LS	\$15,000	\$15,000	NEW PHONES AND BELL SYSTEM INTEGRATED WITH ALL SITES
	Signage Replacement	1	LS	\$5,000	\$5,000	MONUMENT/GAS SHUT OFFS/SITE ENTRANCE/ROOM ID/EGRESS
	Fire Alarm Upgrades	1	LS	\$15,000	\$15,000	NEW HEAD END SYSTEM NEEDED
	Exterior Lighting Upgrades	1	EA	\$15,000	\$15,000	REPLACE EXISITNG LIGHTING AND ADD ADDITIONAL
	Intrusion Alarm Upgrades	1	EA	\$10,000	\$10,000	UPGRADE FOR ROOF MOTION
MODERNIZE INTERIOR SPACES	Flooring	8	EA	\$7,500	\$60,000	ESTIMATE - 8 LOCATIONS FOR REPLACEMENT
	Paint	8	EA	\$2,500	\$20,000	ESTIMATE - 8 LOCATIONS FOR REPLACEMENT
	Ceiling Tile Replacement	8	EA	\$2,500	\$20,000	ESTIMATE - 8 LOCATIONS FOR REPLACEMENT
	New Casework & Countertops	8	EA	\$2,500	\$20,000	
	Technology Infrastructure	1	LS	\$15,000	\$15,000	ESTIMATE
	Energy Management Systems	1	LS	\$8,500	\$8,500	
MODERNIZE RESTROOMS	Furniture Replacement	8	EA	\$5,000	\$40,000	
	Toilet Fixtures	4	EA	\$2,500	\$10,000	2 RR WITH ~2 FIXTURES IN EACH
	New Partitions/Accessories	2	EA	\$2,500	\$5,000	ESTIMATE - \$2,500 PER RESTROOM
	Paint	2	EA	\$1,250	\$2,500	
	ADA Upgrades	2	EA	\$5,000	\$10,000	
MODERNIZE KITCHEN	Ventilation	2	EA	\$5,000	\$10,000	
	New Equipment	1	EA	\$7,500	\$7,500	
MODERNIZE EXTERIOR	Paint	1	EA	\$10,000	\$10,000	1 BUILDING
	Dryrot Repairs	1	EA	\$7,500	\$7,500	\$7,500 PER BUILDING
	Sidewalks/Walkways	1	LS	\$25,000	\$25,000	REPAIRS/REPLACEMENT OF EXISTING CONCRETE
	HVAC Replacements	3	EA	\$10,000	\$30,000	
	Landscaping Upgrades	1	LS	\$10,000	\$10,000	
	Roofing Replacement	1	EA	\$15,000	\$15,000	
	Trash Compactors	1	EA	\$50,000	\$50,000	
MODERNIZE LANDSCAPE/FIELDS	Irrigation Replacement	1	LS	\$8,500	\$8,500	

ESTIMATED TOTALS:

\$576,004

Construction Budget

\$126,721

Soft Costs (22%)

\$702,725

Project Budget



Maintenance & Transportation Site Plan

- Safety & Security Renovations
Exterior Renovations – HVAC Replacements, Irrigation
Roofing Replacement, Repainting, etc.
- Modernize Interior Spaces
- Modernize Restrooms
- Modernize Kitchen

7 | PAYING FOR THE FACILITIES MASTER PLAN PROJECTS

Responsibilities of Local School Districts

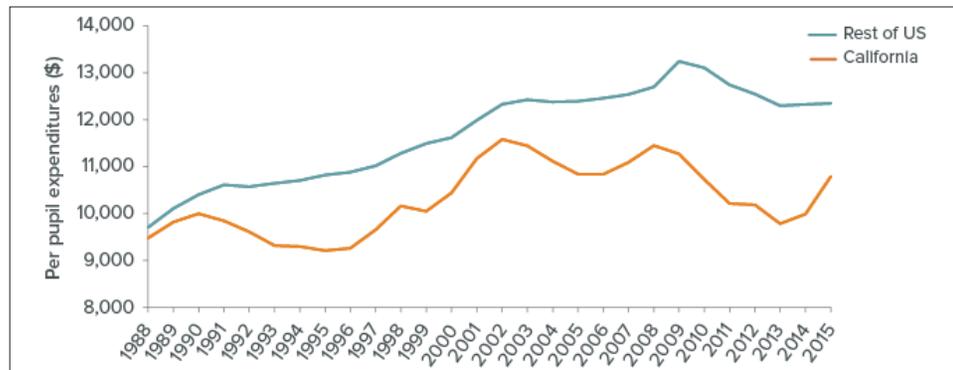
A. THE STATE OF EDUCATION FUNDING IN CALIFORNIA

1. California Per Pupil Funding

California per pupil funding has increased dramatically but remains below the national average. After falling during the Great Recession, overall per pupil funding for education has increased by more than 23% (in real terms) over the past five years. But California's per pupil spending remains significantly lower than the national average: through 2015 (the most recent year for which national data are available), per pupil spending statewide (\$10,786) was almost 13% below the average level of spending in the rest of the nation (\$12,346). According to the April 2018 PPIC Statewide Survey, six in ten Californians (and two in three public school parents) think the current level of State funding for their local public schools is not adequate.

Changes to State pension systems have required districts throughout the State to direct an increasing share of their budgets to pension contributions. In 2013, school districts were required to pay 8% of their teacher payrolls for pensions. Even with Governor Gavin Newsom's "buy down" of pension liability through the State's 2019-2020 budget, by 2020 that contribution will rise to 19%. This rising liability will require school districts to pay about \$1 billion more over each of the next three years.

CALIFORNIA'S EDUCATION SPENDING CONTINUES TO LAG BEHIND THE REST OF THE NATION



Also, State funding for Special Education has not kept up with the cost of living and increased costs for serving students with Individualized Education Plans (IEPs). Districts must cover the vast majority of these ever-increasing costs. **The increase in State funding for Special Education will result in an increase for Eureka Union SD of \$12 per student for the 2019-2020 school year.** You read that correctly, \$12! At the same time, other expenses for school districts, including Eureka Union SD, continue to rise, with energy and insurance being two of the largest costs that school districts have little control over, absent investing in energy efficiency programs such as the purchase of electric busses and installation of solar power and more energy-efficient lighting and HVACs. These investments are expensive and Eureka Union SD does not have the dollars to make wholesale changes, though incremental changes discussed earlier prove that real dollars can be saved through investment in "green" technologies.

2. Eureka Union SD Lagging Even Further Behind

Since 2010-2013, Eureka's per pupil funding has not only remained below the average of all elementary districts in the State (K-8), the gap has widened significantly and continues to do so based on implementation of the Local Control Funding Formula. While the disparity in the 2010-2011 school year was a bit under \$325,100, the disparity has grown annually and last year reached nearly \$4.7 million based on the District's enrollment. Not only would receiving just the average per-pupil spending end the District's deficit, it would provide significant dollars to put back into the classroom and pay for a variety of other programs. Sadly, we are not delusional, and know that there is no proposed change that will put Eureka Union SD closer to that statewide average because of our relatively low number of foster youths, students whose primary language is not English and students who come from a low socio-economic background. While no one would argue that that these subgroups of students need additional resources directed at them, the needs of those students do not lessen the needs of the Eureka Union SD. No matter how the State has elected to slice the pie over the last 40 years, Eureka Union SD has continued to get the "diet slice". It is obvious that our funding will remain far below the statewide average, which is far below the national average. What is the solution? Local control over locally raised dollars.

SOURCE: National Center for Education Statistics (NCES).

NOTES: Figure shows total expenditures per pupil for current educational costs (not including capital outlay and interest costs) using NCES data. Dollar amounts are adjusted for inflation.

B. HOW WILL THE PROJECTS IN THIS FACILITIES MASTER PLAN BE PAID FOR?

The State of California does not provide local school districts with any funds to address school site repairs, maintenance, renovation, modernization or construction of schools¹¹ absent its School Facilities Program, as discussed in detail below. All districts are responsible for setting aside dollars in their general fund to pay for basic repairs and school maintenance, including grounds keeping, janitorial service and basic repairs such as leaky roofs and broken sprinklers.

Any money local districts use for things like deferred maintenance generally comes out of a district’s general fund dollars. The only other sources that a district can turn to, especially when trying to implement large-scale programs like the many projects in the FMP, or building new schools in the case of a growing district, is through one or all of four sources:

- **Local Developer Impact Fees;**
- **Local General Obligation Bond Dollars;**
- **Matching State Dollars Generated through State Bond Sales Approved by Voters Statewide; or**
- **Local Parcel Taxes**

The State does not provide school districts with any ongoing funding to assist in facilities maintenance or construction outside of the School Facilities Program, which generally only works for school districts who are able to pass General Obligation (GO) bonds.

¹¹ The State’s general fund does not provide any money for either construction of new schools or renovation of existing schools. Without both State and local bond money, districts of all sizes are largely left if a lurch.

* General Obligation Bonds with fewer restrictions, including limits imposed by assessed value and public oversight protections can also be placed on a local ballot but require two-thirds of voters to approve and therefore are no longer frequently used.

1. Parcel Taxes

Unlike GO Bonds – which are repaid through assessments on local property taxes – parcel taxes assess a uniform amount of tax on every property owner in a school district. This type of tax is referred to as a **non-ad valorem tax** because the amount of the tax is not based on the value of the taxpayer’s property. This type of tax is also “regressive” because owners of less expensive property pay the same amount of tax annually as owners of more expensive property. Parcel tax dollars are great for increasing a district’s general fund expenditures annually but are not sufficient to make wholesale facilities upgrades.

A number of school districts around the State have been able to pass parcel tax measures despite the requirement that they be approved by two-thirds of voters. The advantage of a parcel tax is that it is a source of on-going rather than a fixed amount of money (i.e. a \$50 million dollar bond). On the other hand, the amount of money raised annually through a parcel tax is generally significantly lower than amounts that can be raised through a bond, meaning that it can take many years to raise the amount of money that can be raised by a bond through a single vote.

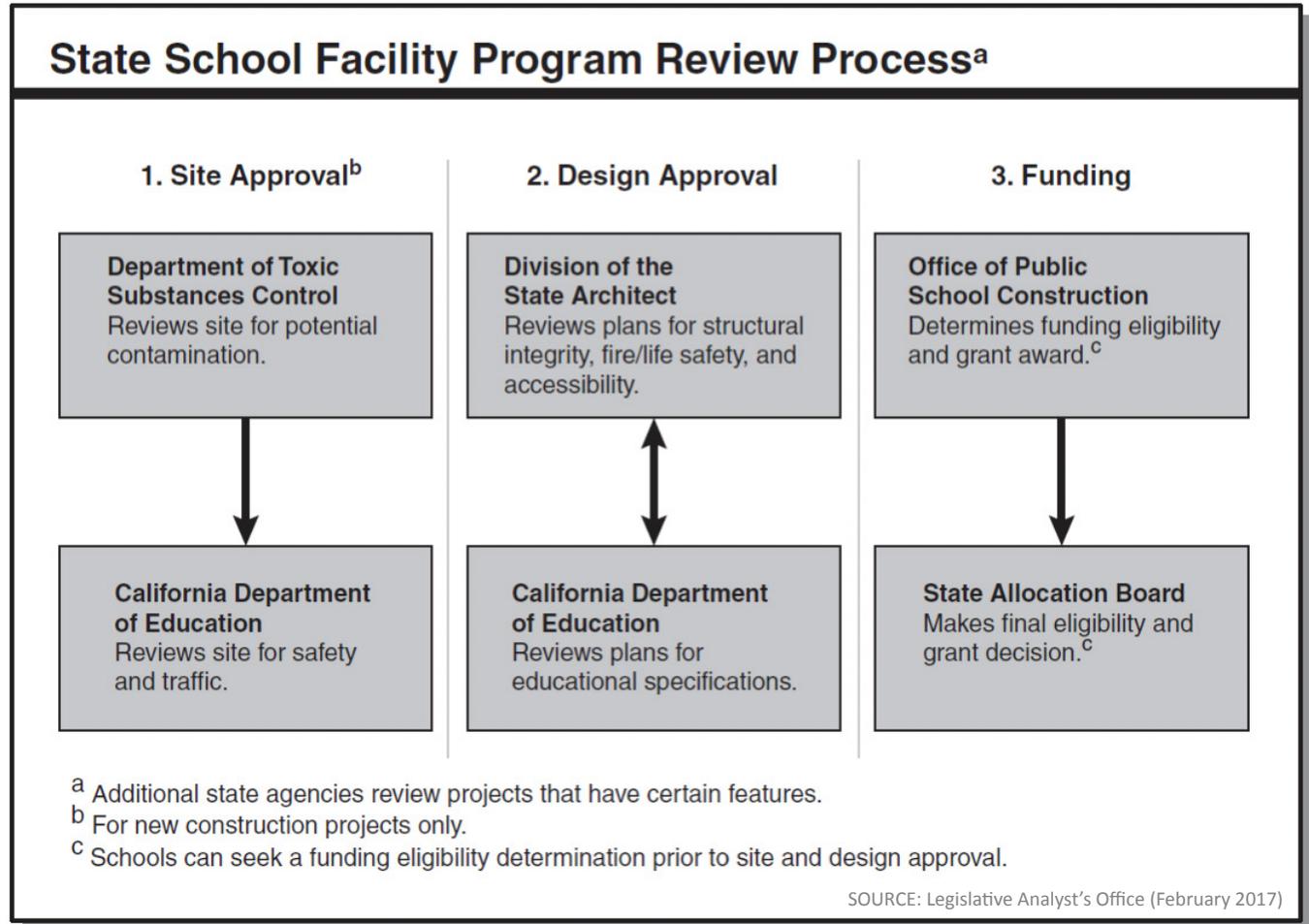
And, although parcel taxes can theoretically last forever, most voters only approve parcel taxes that contain a set period of time prior to expiration in order to secure voter support (generally between five and seven years). In the case of Eureka Union SD, a parcel tax could potentially raise between \$7 and \$8 million dollars annually towards a budget that, for the 2019-2020 school year, calls for expenditures of approximately \$34 million. However, the two-thirds voter requirement makes it virtually impossible to pass in this community.

Parcel Taxes vs. General Obligation Bonds

PARCEL TAX	GENERAL OBLIGATION BOND
Virtually all parcel tax measures include a sunset date .	Both the language of a specific general bond and local property values limit the amount of money that can be raised.
All parcel taxes require 66.67% voter approval .	A GO Bond can be approved by a vote of 55%. *
Dollars raised through this tax go right into the General Fund of a school district and can be spent on general operating expenses of any other item approved by the district’s governing board.	Money raised through bond sales must be spent on projects listed in the bond that is approved by voters.
There is no specific public oversight beyond election of the local governing body.	Significant public oversight is required, including annual audits and the appointment of a Public Oversight committee . Proceeds cannot be spent on general operating expenses, including salaries.
Parcel tax revenues do not create debt .	Bonds are a form of debt which must be repaid pursuant to the terms of the bonds themselves. The debt is repaid through real property tax assessments.

2. Local Developer Impact Fees

What is a Developer Impact Fee? School districts (and other government entities) are permitted to levy fees on builders of new homes within their jurisdictional boundaries. School districts are authorized to levy developer impact fees (Level 1, Level 2, or Level 3 fees) on new residential and commercial/industrial construction. The State Allocation Board sets forth the amount of Level 1 developer impact fees every two years. Level 2 or Level 3 fees are analyzed and justified on an annual basis. Since it is a non-union district, Eureka Union SD splits its Level 1 developer impact fees with the local high school district that its students will attend. A district wishing to charge a developer impact fee is required to prepare a report justifying the fees, and then the amount of the fee must be approved by the local school board. The purpose of developer impact fees is to assist in funding facilities required to accommodate new students in a district. Developer impact fees played a critical role in the boom of the late 1980s and 1990s that allowed the District to construct Oakhills, Ridgeview, Excelsior, Maidu and Olympus schools. Negotiated fees during that time led to the developers paying for one-half of the cost of the construction of those schools. The District has continually justified its levy and collection of developer impact fees at the highest level authorized by State law for new construction and commercial/industrial construction within the boundaries of the District. The District has expended developer impact fees to assist in accommodating growth from new construction, whether residential or commercial/industrial, and is currently assessing how such fees will be expended for its future projects contained within the FMP.



¹² New development can be required to provide mitigation only to the extent of its impacts. For schools, the impacts are students for whom additional capacity must be provided. The mitigation is funds to offset the costs involved in providing facilities to accommodate the increased enrollment. A school district seeking mitigation from developers has the burden of documenting the nexus between development and the facilities that will be needed.

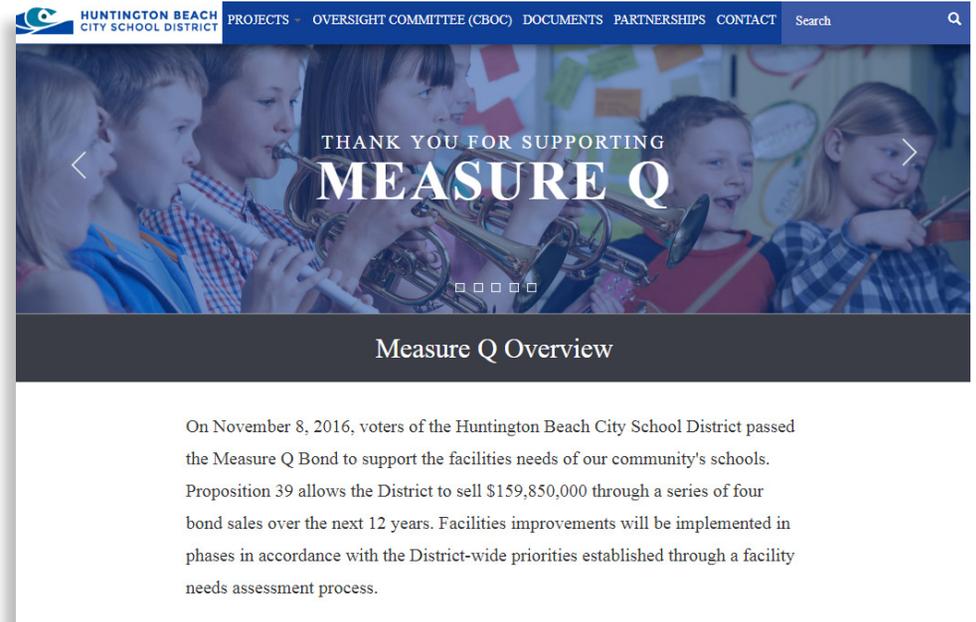
3. General Overview of School Facilities Program

Even with a decline or steady enrollment, the District can access funds from the State's School Facilities Program (SFP) if certain requirements are met:

- The District must provide matching funds (40% in the case of a modernization program and 50% in the case of new construction);
- The District must have projects it is seeking State funding for pre-approved by a variety of State agencies (a process that can be quite lengthy);
- The District must be "in line" for the State's dollars (the program is currently administered on a "first come, first-served" basis ¹³);
- The projects for which the District is seeking funding must meet certain qualifications.

The SFP was implemented by the State Legislature in 1988 ¹⁴. The program provides for a wide variety of State funding, including, but not limited to, new construction, modernization, charter school facilities, career technical education facilities, seismic mitigation, facility hardship, joint-use programs, high performance attributes and assisting in the relief of overcrowding.

To ensure that districts are providing adequate safe facilities to students, districts are required to receive project approvals from the Division of the State Architect (DSA) and California Department of Education (CDE) prior to submittal of a funding application. The chart above, State School Facility Program Review Process, outlines the many agencies involved in approval of school district projects. This process can take up to a year or more to complete prior to "getting in line" for State matching dollars and can cost hundreds of thousands of dollars before a district has even broken ground on a project. This means that Eureka Union SD must have the cash to front load the cost of projects before applying for State matching dollars, and without knowing whether those matching dollars will even be available at the time ¹⁵. Why? Because the only source of funds for the SFP is bond money raised through statewide facilities bonds. Passage of these measures, and the amounts raised, are inconsistent and cannot be relied upon on a regular basis ¹⁶.



¹³ Although the general rule is that funds are distributed on a first-come first-served basis, there are many types of construction and renovation funded through the State Facilities Program and many of those programs are entitled to a certain percentage of any available matching dollars, meaning there are a lot of districts competing for a relatively small amount of State funding.

¹⁴ The Leroy F. Greene School Facilities Act of 1998 (Senate Bill 50) was chaptered into law on August 27, 1998, establishing the SFP.

¹⁵ The process of obtaining State funding through the SFP is divided into two main steps: an application for eligibility and an application for funding. Applications for eligibility are reviewed by the Office of Public School Construction (OPSC) and then presented to the State Allocation Board (SAB) for approval. The completed funding application is reviewed by the OPSC and then submitted to the SAB for a funding apportionment. Funds apportioned by the SAB are released once the district has provided evidence that it has secured funding for required local matching funds.

¹⁶ Voters in California approved Proposition 51 in 2016, but it was the first statewide facilities bond that had been on the ballot for over a decade and due to the significant need to facilities construction and modernization statewide, the money was fully allocated before all of the bonds were ever passed. In fact, as of the date of this FMP, not all of the bonds had been sold. Proposition 51 authorized the State to store \$7 billion in bonds in a 2016 State School Facilities Fund, divided among four major programs: \$3 billion for new school construction; \$3 billion for school modernization; \$500 million for charter school facilities; and \$500 million for providing facilities for career technical education programs.



3. Accessing SFP Dollars for Modernization

Assuming Eureka Union SD has its share of local matching dollars for the modernization program (40%) and meets other eligibility requirements, Eureka Union SD will apply for State matching dollars. Detailed requirements for modernization funding, specifically the age of the school sites, limits Eureka Union SD's eligibility to projects at Cavitt and Greenhills schools. While Eureka is the oldest site in the District, since it is leased and not used to house Eureka Union SD students, that site is not eligible for matching State funds. Modernization funding is designed to extend the useful life of existing facilities, or to enhance the physical environment of a school.

¹⁷ There are a variety of other programs within the State Facilities Program that are not applicable for Eureka Union SD such as facilities funding for charter schools and seismic retrofitting.

Typical projects include, but are not limited to ¹⁷:

- Structural upgrades;
- Access compliance upgrades;
- Air conditioning, plumbing, lighting and electrical systems;
- Roof replacement;
- Fire safety improvements; and
- Furniture and equipment.

Modernization funding can be used to demolish and replace existing facilities of like kind. Modernization eligibility is site-specific. Each school site has its own separate modernization eligibility. To generate eligibility, permanent buildings must be at least 25 years old and portable buildings must be at least 20 years old.

4. Local General Obligation Bonds

Other than General Fund dollars (which are very limited), revenues from local parcel taxes and developer impact fee dollars, the only other source of revenue that could be available for Eureka Union SD to access State matching dollars is through a local General Obligation (GO) bond. The last time voters in the District approved a GO bond was in 1993. Those dollars were used to fund new school construction, specifically for the construction of Ridgeview, Maidu, Olympus and Excelsior Schools. Additionally, the District received significant developer impact fee dollars to assist in the development of the new school constructed in the 1990s (those negotiated fees paid for approximately 50% of the costs of construction). The 30-year bonds that were issued as a result of the election will be completely repaid by the end of 2022.

When local bonds are approved, they are repaid through assessments on real property and collected through local property taxes. However, State law limits the “bonding capacity” of local school districts. In the case of elementary school districts like Eureka Union SD, the maximum amount that can be assessed on a property owner annually is \$30 per \$100,000 of assessed value per year. Remember also that assessed value is based on the value of property at the time of its purchase or reassessment¹⁸, not its current value. Therefore, a home with an assessed value of \$700,000 (whose value could be considerably higher depending on when it was purchased, would pay \$210 per year towards repayment of a general obligation bond. That comes out to \$4 per week, or less than the cost of a triple vente cappuccino at Starbucks, which currently costs \$5.15.

a. Approval Requirements

Under current law, passage of a GO Bond requires a “yes” vote of at least 55% of those voting in the election¹⁹. The Eureka Union SD Board of Trustees established an Ad Hoc Committee of stakeholders in April to evaluate whether a bond could be approved in Eureka Union SD. As of the preparation of this draft, the plan was to have the issue of whether the District should place a bond on the 2020 ballot on the agenda for the Board of Trustee’s meeting on September 10.

¹⁸ Proposition 13 significantly limits the amount that real property — both residential and commercial — can be reassessed absent its sale.

¹⁹ In the November 2000 election, voters approved Proposition 39. It lowered the voting threshold for approving General Obligation bonds from two-thirds to 55 percent if a school district approves putting such a measure on the ballot and agrees to follow certain accountability provisions, including an annual audit and the creation of a Citizens Oversight Committee.

²⁰ The argument in favor of these proposed changes is that the State’s formula favors wealthier districts by giving more State funding to those that can borrow more. Approval of changes such as those being proposed could make it very difficult for Districts like Eureka Union SD to access State facilities dollars in the future.

b. Accountability Requirements

State law also places significant accountability requirements when voters approve a GO bond.

c. Advantages of GO Bond Dollars

While approval of a GO bond does levy an increase in property tax for property owners within the District, it also comes with several important benefits:

- The District gets to decide how the money is spent with no oversight by the State;
- Monies raised are not counted against State or federal education funding and cannot be taken by the State nor can those dollars be used to count against the level of funding the District receives from State or federal funding, including the Proposition 98 minimum funding guarantee from the State.

d. FMP Not Contingent on GO Bond

It is critical to note that approval of this FMP is not contingent upon the Board of Trustees voting to place a bond on the ballot nor is it contingent upon the community approving a bond should one be on a future ballot. This document is still critically needed to provide a map for the District going forward as well as a “vision” for what the community wants to see in its facilities. On the other hand, the lack of a funding mechanism logically means that it will take far longer to implement some, or all, of the components set forth in this plan.

e. Potential Changes in SFP

Another issue that the Board of Trustees is evaluating is proposals for changing the way State matching dollars are allocated. Legislative leaders – who plan to approve statewide facility bonds to be placed on the 2020 and 2022 statewide ballot – are currently evaluating whether greater priority in accessing State matching dollars should be given to less affluent communities with low tax bases, the theory being that those communities are less able to provide local funding for facilities that more wealthy communities such as Eureka Union SD²⁰.

EUREKA

E

Educational excellence and commitment to ALL students, from those with the greatest challenges to those at the highest end of the academic spectrum

U

Unparalleled commitment to excellence in serving the “whole” child, with an emphasis on a growth mindset and a significant investment in the social-emotional development of all students

R

Rich opportunities for robust and meaningful enrichment programs, including STEM, STEAM, World Languages, and a Music Program long recognized as one of the best in Northern California supported by the entire community through the Eureka Schools Foundation, one of the most successful local schools foundation in the State

E

K

(Transitional) Kindergarten through 8th grade in a district serving approximately 3,300 students nestled just east of Sacramento and at the base of the Sierra Foothills

A

Atmosphere that encourages innovation and out-of-the-box thinking by the District’s world-class teaching staff

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