Mariposa County Office of Education
Mariposa County Unified School District
BOARD MEETING AGENDA ITEM

Governing Board: ☒ Board of Trustees (District) ☐ Board of Education (County)

Meeting Date: 6/21/2017
Submitted By: Robin Hopper **Site/Department:** Administration
Title of Item: Approval of Long Range Facility Master Plan
Agenda Section: Facilities

*Items 1 through 4 to be completed by the person submitting the agenda item – **all sections must be completed.***

1. Background/History/Explanation of Agenda Item:

On August 11, 2016, the Board Meeting approved an agreement with Eric Hall and Associates for an update to the District's Long Range Facility Master Plan (LRFMP). The following items fall within the scope of work:

- Update Enrollment Projections
- Facility Improvements for 21st Century Teaching and Learning Environment
- Update Classroom Capacity Analysis
- Facilitate Superintendents Facility Advisory Committee (SFAC)
- Update Prioritization of Projects
- Update and Obtain Cost Estimates
- Maximization and Timing of Capital Facility Funds

Mr. Eric Hall will present the LRFMP for approval at the June 21, 2017 meeting.

Additional information attached: ☒ Yes ☐ No

2. Effects of Disapproval of Agenda Item:

Disapproval would cause a delay in initiating needed facilities work.

3. Action Requested of Board:

Approve.

4. Fiscal Impact:

Note that agenda items with anticipated costs must be submitted to the Business Director by the first of the month in which the item will appear on the agenda.

☐ Item does not require approval; no fiscal impact

☒ Approval of this item will result in neither income nor expenditures.

☐ Approval of this item will result in the following income:

☐ Approval of this item will result in the following expenditures:

Total cost: _____ Funding Source (pls. describe): _____

District Office Use Only

Superintendent: KN Director, Education Svcs: _____ Director, HR/ Student Svcs _____

CBO: _____ Director, Special Education: _____ Coordinator, MOTFW: CK

Board Disposition: Approved _____ *Disapproved* _____ *Distribution* _____

Rev. 5/2015

Mariposa County Unified School District
Long Range Facility Master Plan

Draft
June 21, 2017

Board of Trustees:

Kathy Chappell – District 1
Jim Cupp – District 2
Judy Eppler – District 3
Wayne Forsythe – District 4
Robert Collins – District 5

Superintendent:
Robin Hopper

Coordinator/Maintenance, Operations, Transportation, Facilities and Warehouse:
Charlotte Kelsey

EH&A
HELPING SCHOOL DISTRICTS MEASURE UP

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Executive Summary

A Long Range Facility Master Plan (LRFMP) is an essential tool for reviewing a district's facilities and determining recommended improvements and exploring available resources. The LRFMP is also an important district tool to identify enrollment projections and analyze classroom capacities and establish an inventory of instructional spaces to determine the space available for projected enrollments.

The Mariposa County Unified School District (District) has recently focused on facilities in a responsible manner by closing schools due to decline in enrollment and District revenues. The District is to be complimented on initiating this update of the 2013 LRFMP as part of the strategic goal to recognize the importance of the teaching and learning environment and to focus on the District's real estate assets.

This report provides a framework for the District to focus on improving its existing facilities and develop a plan to prioritize facility needs and to pursue the financial resources to fund the priority improvements.

The highlights and summary of the 2017 update to the LRFMP include:

- The report reflects the closure of Mariposa Middle School and the conversion of elementary schools to grades K-8;
- Over the past ten years, the District has experienced a 24% decline in enrollment from 2,255 to 1,708;
- The District has experienced a slight increase in Kindergarten enrollment;
- The opening of Sierra Foothill Charter at the Catheys Valley School site has attracted 124 students;
- Due to limited new development, aging population and shortage of in-migration, enrollment is expected to see a slight decline over the next 10 years. The District enrollment of 1,708 in 2016-17 is projected to continue to decline or slightly increase as shown in the various enrollment projection methodologies in the LRFMP, to a range of 1,651 to 1,924 students through the projection period ending with the 2026-27 school year;
- The total classroom inventory identified 175 learning spaces, of which 81 are permanent and 94 are portable. The District's inventory includes 54% of total classroom assets in portables;
- Utilizing "loading standards" as identified in the LRFMP, the District can accommodate 4,283 students utilizing State Eligibility Standards or 4,917 students using District Program Standards;
- The report highlights the needs of Mariposa County High School District as being varied and complex. It is recommended that the District contract with an architect to conduct a complete site master plan to identify specific infrastructure and site improvements necessary to accommodate modernizations and additions to the campus;
- The District should immediately plan for improvements in safety and security by installing lighting and surveillance systems at all campuses and by repairing concrete and improving asphalt District-wide;

- Roofs, rain gutters and drainage around buildings was a consistent site need across the District and should be undertaken a specific improvement project immediately;

- The LRFMP identifies significant facility deficiencies due to weather conditions, age of facilities and lack of funding. A facility committee process was utilized and an assessment was conducted to identify facility needs. A total of 305 projects including 65 recommended priority projects are identified and described in the LRFMP. These projects range from safety and security needs to technology upgrades and locker room, acoustic and restroom improvements;

- The funding alternatives identified in the LRFMP include potential eligibility from the State School Facility Program. Modernization projects at various sites could qualify for approximately $3.8 million and state funding for Mariposa High School could generate approximately $1.4 million, for a total of $5.2 million in potential state funding;

- Prior to expending any funds on improving or modernizing the District's 94 portable classrooms (54% of all classrooms) it is recommended that the District have a survey conducted on the conditions and a portable replacement plan be developed to prioritize these buildings. Due to the historical decline in enrollment, the enrollment projections and the age and condition of many of the District's portable classrooms assets, many of these facilities may not be needed to accommodate students;

- The District has unused sites, vacant land and underutilized sites. It is recommended that the District have an asset management plan developed to study the highest and best use of some of its real estate assets and consider repurposing select facilities.

Looking forward, it is recommended the District Superintendent and Board:

- Refine the list of facility improvements identified in the LRFMP based on District priorities and potential funding;

- Authorize cost estimates be performed and utilize the projections of costs to assist in the project prioritization process. Estimates should be based on regional costs and should include hard construction costs, soft costs, inflation adjustments as well as project and program contingencies;

- Develop a phasing and schedule of construction for the priority projects based on the timing of anticipated funding;

- Authorize applications to be completed and filed with the Office of Public School Construction and the State Allocation Board and monitor events at the state level that would position the District to maximize local funding;

- Periodically review and update the enrollment projections, classroom inventories, condition assessment of facilities and funding options;

- Develop a Capital Improvement Plan forecasting Measure L and State revenues and projecting project costs and timelines;

- With the passage of Measure L, strategically plan for improvements at Mariposa High School;

- Establish a list of Quick Start Projects that can be completed quickly, including lighting and surveillance, tree trimming, asphalt improvement and concrete repair.

It is recommended that the Board and Superintendent utilize the LRFMP to continue optimizing the District's real estate and facility assets and to improve the teaching and learning environment.

EH&A appreciates the opportunity to be of service to the Mariposa County Unified School District. The diligent effort of the staff and the Board is evident in the efforts the District has expended in focusing on school facilities. The District is to be commended for taking the time and effort to develop the LRFMP.

Introduction

The Mariposa County Unified School District (District) contracted with Eric Hall & Associates (EH&A) to update the 2013 Long Range Facilities Master Plan (LRFMP) outlining, expressing and communicating educational needs and articulating the strategic vision of the District. The update included activities designed to identify existing conditions and to organize needs and research all financial resources to address the needs.

EH&A collaborated with District Senior Management, the Superintendent and Maintenance, Operations, Transportation and Warehouse Coordinator, on the proposed scope of services and work plan using new information since the last plan dated September 3, 2013. The updated plan includes updates to enrollment projections, a new section for the Facility Improvements for 21st Century Teaching and Learning Environment, updated Classroom Capacity Analysis and results from a Superintendent's Facility Advisory Committee (SFAC) that reviewed and updated needs assessments. These assessments categorized District facilities needs by location and school site, program areas, updated the Prioritization of Projects and provided new information for Maximization and Timing of Capital Facility Funds.

This updated Long-Range Facility Master Plan further includes:

- Understanding of previous enrollment growth patterns within the District and how these patterns may relate to projection of future enrollment levels;
- Identification of areas/locations and types of development projects that are planned within the District's boundaries and their likely impact to the potential need for additional school facilities or modification to existing facilities;
- An analysis of the District's student housing capacity, the potential for eliminating portable classrooms as well as an analysis as to whether any type of facilities expansion may be required;
- An assessment of all facilities needs related to modernization, facility upgrades and possible additions needed to achieve the District's goals;
- Identifying potential sources of funding for new construction and/or modernization of existing school facilities;
- Assessing federal, state and local funding sources and financing options; and developing options on how the identified projects may be accomplished using available funds;
- An identification of activities necessary to maximize potential funding from the State's School Facility Program;
- A plan for periodically updating the LRFMP, including site assessment and enrollment projections.

EH&A would encourage the District to update the LRFMP annually. This update process will better inform the District of opportunities and challenges and provide a sound basis for future facilities-related decisions.

District Mission, Vision and History

Mission

The mission of the Mariposa County Unified School District is to empower all students with enriching learning opportunities so they can realize their full potential.

Vision

"Our students will be responsible, productive and competitive in a global society."

Commitments

- To provide caring, supportive and safe school environments
- To provide well-maintained facilities
- To offer all students equal access to all programs and events
- To make school meaningful, relevant and enjoyable
- To provide appropriate instruction to a diverse student population
- To assist students in recognizing and realizing their potential
- To educate the "whole child" through:
    - Relevant and rigorous academics
    - Collaborations, creativity, communication and critical thinking
    - A variety of vocational studies
    - Physical education and recreation
    - Current technology
    - Fine and performing arts
    - Co-curricular and extra-curricular activities
- Provide opportunities for student volunteerism

Source

"Mission and Vision," Mariposa County Unified School District 2016-2017

http://www.mariposa.k12.ca.us/cms/page_view?d=x&piid=&vpid=1350980391094 (Web page)

District History

In 1806, Spanish explorers gave the county its name, taking it from the Mariposa Creek located in the foothills of the Sierras. It was said when the explorers came upon the creek, they found great clusters of shining yellow butterflies. To pay homage to this occasion, in May residents mark the annual arrival of migrating monarch butterflies with a "Butterfly Days" festival and parade.

The beautiful Mariposa County is located at the southern end of what became California's Mother Lode region during California's gold rush. In 1850, while awaiting Statehood, its first legislature made Mariposa the largest county, covering one-fifth of the state and giving the county the name "Mother of California Counties."

Mariposa Elementary circa 1900

In 1857, Angevine Reynolds became the first superintendent of schools for Mariposa. Each one-roomed school hosted several grades. The first school in Mariposa town was located on the property of a mining company at the end of 7th Street.

Mariposa County embraces 1,455 square miles and all of it lies on the western slope of the Sierra Range. 786 square miles, or 54% of the County lies in the Stanislaus National Forest, the Sierra National Forest or the Yosemite National Park. Lower mountains and rolling hills, partly suitable for farming and cattle raising cover the remaining 46%.

The District is in, and coterminous with, Mariposa County. The District shares a common boundary with Mariposa County Office of Education (MCOE). As of the 2016-17 school year, the District served a population of 1,708 students in six elementary schools, three high schools, one home school, and an alternative education complex. In addition, the MCOE provided instructional services for 48 students with disabilities (SDC) at Monarch Academy.

The District boundary map is provided in **Exhibit A.**

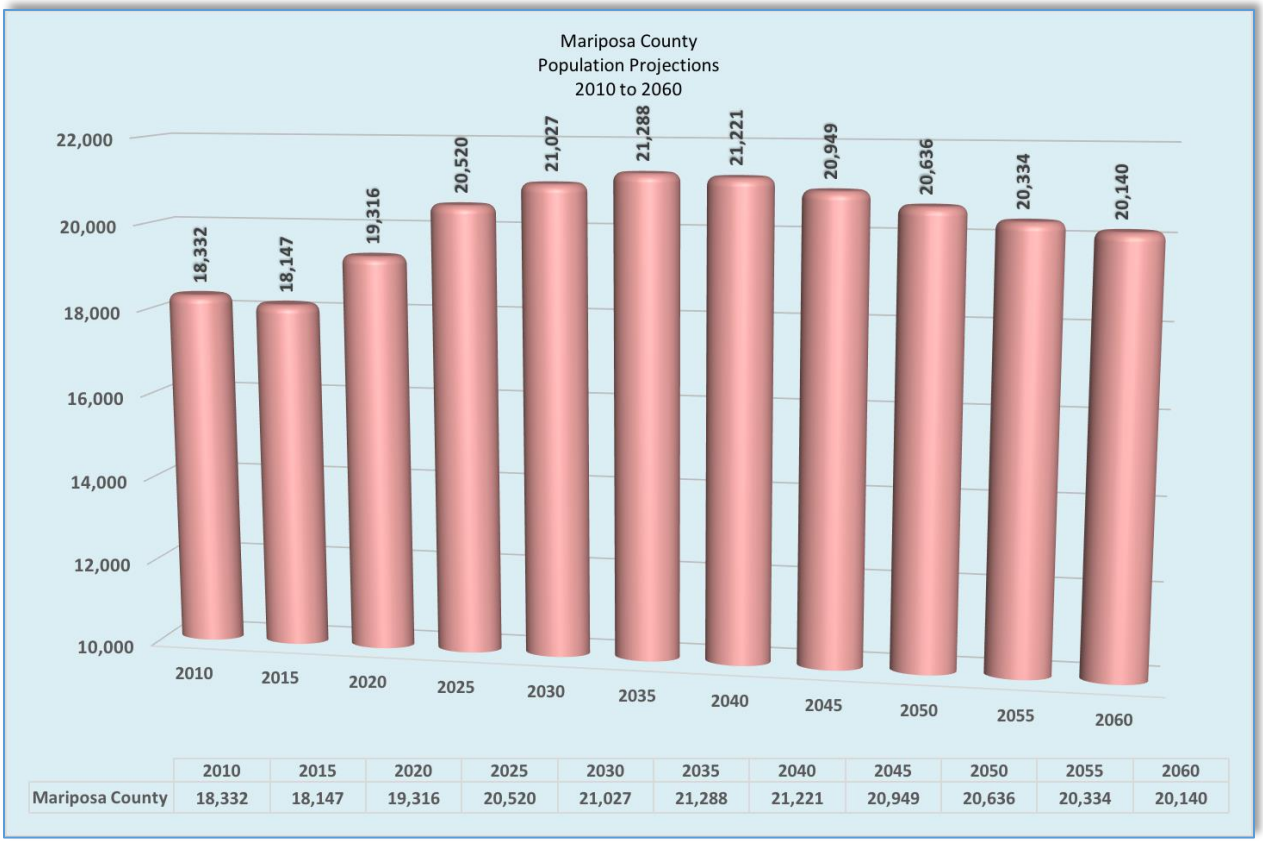
Demographics and Enrollment Projections

Population

Mariposa County is in the east central part of California and is surrounded by Madera and Merced Counties to the south and west and by Tuolumne County to the north and east. Between 1980 and 1990, the population increased markedly, growing from approximately 11,000 to over 15,000 – an increase of 36%. This growth came mainly from in-migration, rather than from births exceeding deaths in the resident population. Between 1990 and 2010, the population rose from 15,202 to 18,251 – an increase of approximately 20%. From 2010 to 2015, the area saw a drop in population of 2.5% to 17,791. The State's Department of Finance is currently projecting by 2020, the County's population will rise to an estimated 19,316 (+8.6%) and by 2060 will be 20,140. This is an increase from 2015 of 13.2% over the 45-year period. This growth is expected to be the result of in-migration of retired people rather than new families moving into the area. With its population of approximately 17,791 as of 2015, the Mariposa County continues to be the sixth least populated of the 58 counties in the state.

Figure 1 below reflects the State's population projections for Mariposa County through the year 2060.

Figure 1: Mariposa County Population Projections



	2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
Mariposa County	18,332	18,147	19,316	20,520	21,027	21,288	21,221	20,949	20,636	20,334	20,140

Households

The U.S. Census Bureau (U.S.C.B.) provides housing unit estimates for the United States as well as individual states and counties. Mariposa County was estimated to have 10,373 housing units as of July 1, 2015 – this would represent an increase of 185 or 1.8% over the 10,188 housing units identified in 2010. As of 2015, 71% were estimated as being occupied with 29% identified as vacant. This compares unfavorably to 2010 when 76% were occupied and 24% were vacant. As of 2015, 71% of the occupied units were owner-occupied while 29% were renter-occupied. The number of individuals per household for owners and renters were 2.21 and 2.24, respectively. By contrast, the 2010 Census identifies the average household count as 2.26 and 2.32, respectively – a decrease in both categories of between 2 and 3.5%.

Age Distribution

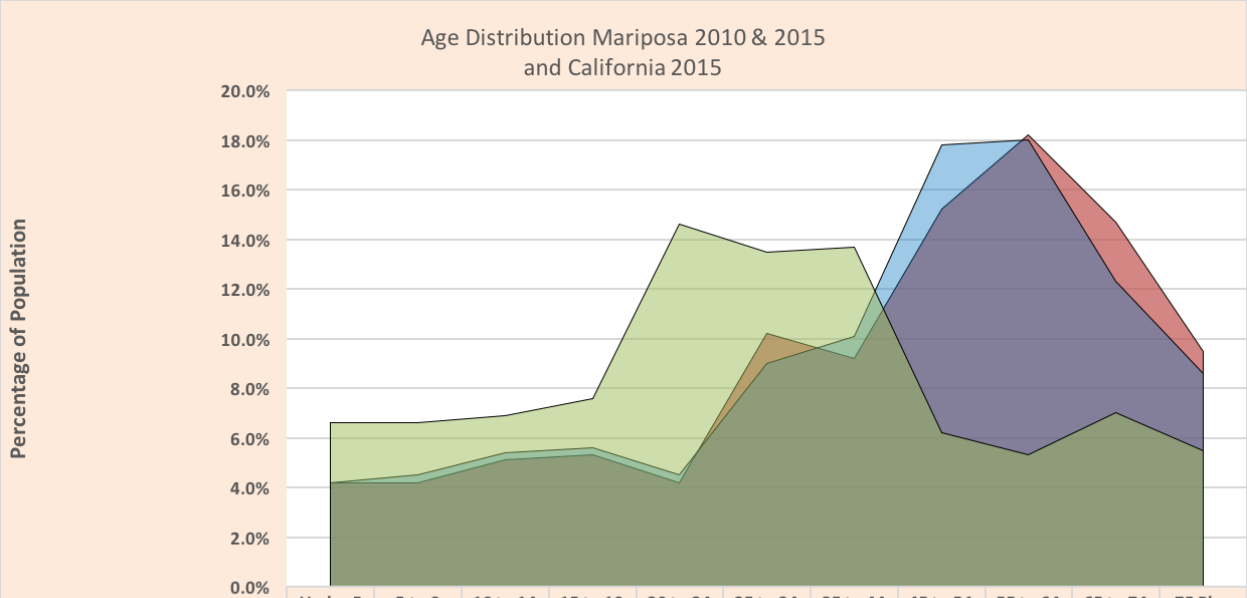
In the period from 2010 to 2015, the general age characteristics of the Mariposa County resident population continued to shift as seen in **Figures 2 & 3**. The median age continued to rise – from 49.2 years in 2010 to 50.6 years in 2015. This is on top of a median age shift between 2000 and 2010 that saw a 6.7-year median age shift in a 10-year period. This increase in median age further validates the underlying factor of an aging population while concurrently seeing a lack of in-migration of younger families that could contribute positively to the District's student population. As further evidence of this shift, the school age population, age groups 5 – 19 years, declined from 15.5% to 14.6% – a population percentage decrease of 5.8%. The size and shift in age groups will continue to impact both current and future enrollment in the District. Additionally, **Figure 3** represents a graphical comparison of Mariposa County's age distribution compared to California as a whole, further validating aging of the county's population.

Figure 2: Age Distribution

Age Group	Mariposa 2015 ACS Estimate	Mariposa 2010 Census	Change from 2010	State of California
Under 5	4.20%	4.20%	-	6.60%
5 to 9	4.20%	4.50%	-0.30%	6.60%
10 to 14	5.10%	5.40%	-0.30%	6.90%
15 to 19	5.30%	5.60%	-0.30%	7.60%
20 to 24	4.20%	4.50%	-0.30%	14.60%
25 to 34	10.20%	9.00%	1.20%	13.50%
35 to 44	9.20%	10.10%	-0.90%	13.70%
45 to 54	15.20%	17.80%	-2.60%	6.20%
55 to 64	18.20%	18.00%	0.20%	5.30%
65 to 74	14.70%	12.30%	2.40%	7.00%
75 Plus	9.50%	8.60%	0.90%	5.50%
Median Age	50.6	49.2	1.4	35.8

Source: United States Census Bureau, Decennial Census 2010 and American Community Survey 2011-2015 Estimate

Figure: 3 Age Distribution Comparison 2015, 2010 and the State of California



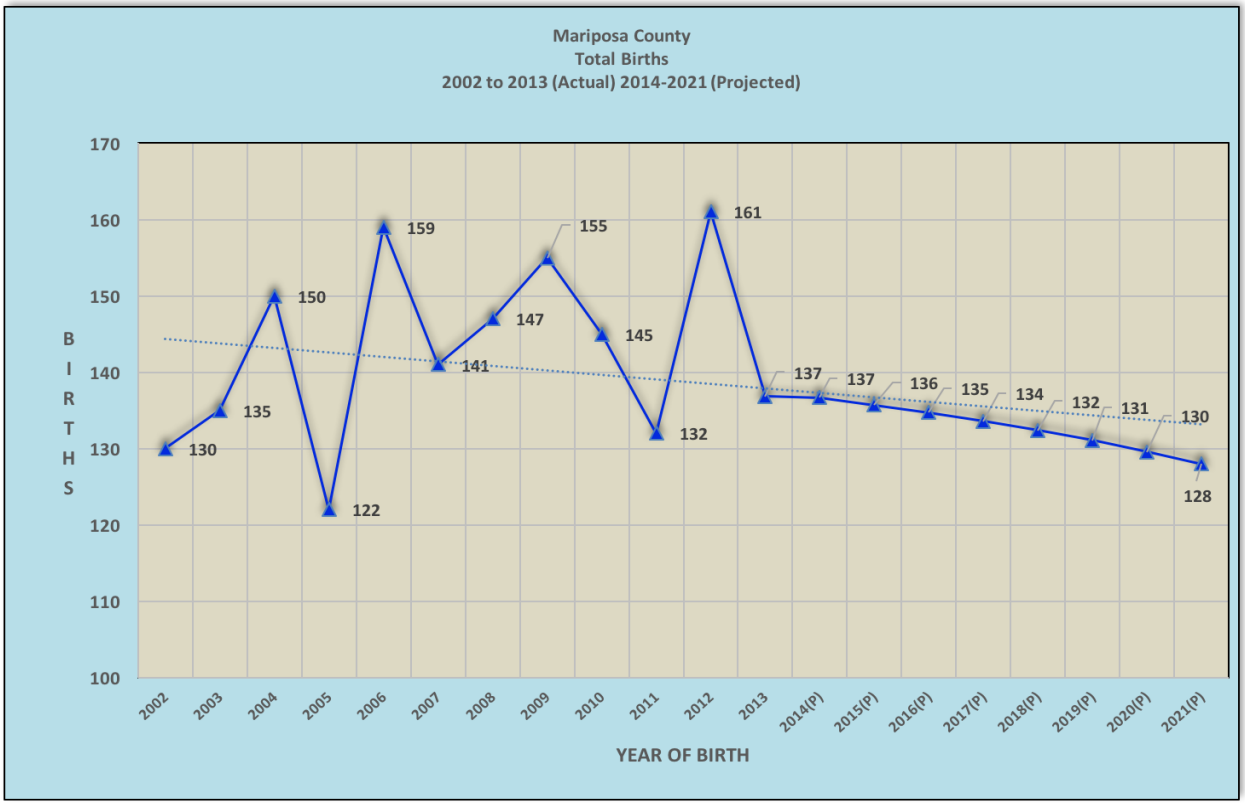
	Under 5	5 to 9	10 to 14	15 to 19	20 to 24	25 to 34	35 to 44	45 to 54	55 to 64	65 to 74	75 Plus
Mariposa 2010 Census	4.20%	4.20%	5.10%	5.30%	4.20%	10.20%	9.20%	15.20%	18.20%	14.70%	9.50%
Mariposa 2015 ACS Estimate	4.20%	4.50%	5.40%	5.60%	4.50%	9.00%	10.10%	17.80%	18.00%	12.30%	8.60%
State of California	6.60%	6.60%	6.90%	7.60%	14.60%	13.50%	13.70%	6.20%	5.30%	7.00%	5.50%

Source: U.S. Census Bureau 2010 Decennial Census and 2015 American Community Survey

Births

Among a number of factors, births have critical impact upon the future student population. As **Figure 4** indicates, there have been swings in the number of births from 2002 to 2013. The State's Department of Finance, Demographic Research Unit provides projections of births with their most recent projections going out through 2021. Their trend depicts a slowly diminishing number of births through 2021. This is likely to be in no small part due to the aging population in the region.

Figure 4: Number of Births – 2002 to 2013 (2014-2021 Projected)



Source: State of California, Dept. of Finance, Demographic Research Unit, 2014

Employment

Mariposa County's economy is based on government employment, leisure and hospitality services; and to a lesser degree, retail and wholesale trade. These sectors account for approximately 5,430 (78%) of the 6,920 jobs as identified by the State of California's Economic Development Department (EDD) as of December 2016. Because tourism plays such an important role in the economy of Mariposa County, and because of its seasonality, employment in the Mariposa County's unemployment rate is subject to significant swings as was evident during 2016 where the rate moved from a high of 9.1% in January to a low of 5.0% in September. It should be noted that the leisure and hospitality services sector alone accounts for approximately 40% of all the jobs in Mariposa County.

Residential Development

A requirement of State Law (§65583[a] and 65584 of the California Government Code) is that each city and county accommodate its share of the region's future housing construction needs.

Under State Law, Mariposa County must demonstrate that it can accommodate its regional allocation by:

> *"Identify(ing) adequate sites which will be made available through appropriate zoning and development standards and with services and facilities…needed to facilitate and encourage the development of a variety of types of housing for all income levels, including multi-family rental housing, factory-built housing, mobile homes, housing for*

agricultural employees, emergency shelters and transitional housing in order to meet the community's housing goal."

According to the California Department of Housing and Community Development (HCD), Mariposa County should plan to accommodate 995 additional housing units between January 2014 and December 2019, or 199 dwelling units per year. As noted in **Figure 5** below, the county has issued 60 building permits totaling 62 dwelling units in the combined 2015 and 2016 calendar years.

While the County is required to be able to accommodate these 995 housing units, there is no requirement that housing units must be constructed; and given the lack of demand for additional housing, Mariposa County's regional allocation will likely be simply "rolled over" into future years. Given existing history as to the number of permits being issued combined with the fact that the community as a whole continues to age, **the enrollment projections included in this document do not include projections of new students as a result of residential growth.**

Building Permits

Mariposa County experienced flat growth with the number of residential building permits processed annually from 2011 to 2016. This data is illustrated in **Figure 5** below. It should be noted that the US Census' statistics exclude manufactured (mobile) homes.

Figure 5: Building Permits

Source: United States Census Bureau, Building Permits by State by County and Mariposa County Planning Department

Year	Buildings	Units	Construction Cost ($ Millions)	% change in units from prior year
2003	151	151	$26.1	N/A
2004	160	160	$31.8	+6.0%
2005	217	217	$42.5	+35.6%
2006	139	139	$34.5	-35.9%
2007	101	102	$23.6	-26.6%
2008	54	54	$22.6	-47.1%
2009	26	26	$7.2	-51.9%
2010	43	45	$9.9	+73.0%
2011	26	28	$6.6	-37.8%
2012	28	28	$5.6	+7.7%
2013	24	24	$6.0	-14.2%
2014	24	24	$6.9	0.0%
2015	26	26	$6.8	+8.3%
2016	34	36	$9.5	+38.5%

The Mariposa County Planning Department Deputy Director, Brian Foucht, indicated that growth in the county continues to be limited because the county remains "built out" and lies in a remote area. Housing needs remain low. Apartments are not being built due to low interest. Home sites become available one lot at a time when a developer may split a parcel into four lots and sells the undeveloped land. The Planning and Building Departments are only aware of proposed developments when permits are requested.

In 2016, the Mariposa County Building Department processed 32 permits for residential single-family homes and manufactured homes and 2 permits for multi-family (duplex) units.

Enrollment Projections

Over the next ten years, K-12 enrollment in California will decline by 1.4 percent to reach 6,056,019. This decline continues a trend that began with the 2014-15 school year, representing a decline from a prior projection series.

Enrollment in the elementary grade levels (K-8) is projected to decrease by 135,653 by 2025-26, to total 4,135,004. The 2016 enrollment projection series incorporates a perceived decline in births, contributing to lower elementary enrollment and reduced growth for future total enrollment.

Because of changes to the kindergarten age of admission statewide, kindergarten enrollments are anticipated to vary from year to year between 2016-17 and 2025-26 with a reduction of 15,687 kindergarteners statewide by 2025-26.

Enrollment in the secondary grade level (Grades 9 through 12) is projected by 2021 to 2022 to increase to a peak of 1,996,905 students before the population begins a decline to 1,921,015 by 2025-26.

District Enrollment Factors

A number of significant events have affected the Mariposa County Unified School District over the last few years, including:

- The closure of Mariposa Middle School;
- The conversion of Woodland ES; Mariposa ES; and El Portal ES from Grades K-6 to Grades K-8;
- Sierra Foothill Charter School becoming an independent charter which has grown in population since its inception in 2012;
- The re-opening of Greeley Hill ES.

Over the past ten years, the District has experienced a steady decline in enrollment moving from 2,255 students in 2007-08 to an estimated 1,708 students in 2016-17 (**Figure 5 through Figure 8**). This is a decline of 551 K-12 students, or 24.4%; and is the equivalent of a 2.8% enrollment decline compounded annually for ten consecutive years.

Several factors are identified as having contributed to this decline in enrollment, including:

- A slight decrease in the number of births in Mariposa County during the period 1992-2006;
- The economic downturn that occurred in the nation, the State of California and the County;

- A drop in "cohort survival" rates from 2009-10 through 2012-13 which may have been the result of a number of factors including out-migration from the region as well as the impact from the creation of Sierra Foothill Charter (2012-13);
- There is also likely to be a slight rise in kindergarten enrollment given the passage of legislation in 2010 and beyond broadening the age limitations for enrollment in kindergarten;
- The opening of a Sierra Foothill Charter School in the Catheys Valley area of the District, which has attracted 124 students as of the 2015-16 school year.

Figures 6 and **7** below reflect the District's enrollment history, both with and without Sierra Foothill Charter

Figure 6: MCUSD & MCOE Enrollment 2007-2008 through 2016-12017 without Sierra Foothill Charter

Source: Mariposa County Unified School District. Graph does not include any students attending either Sierra Foothill Charter or Monarch Academy

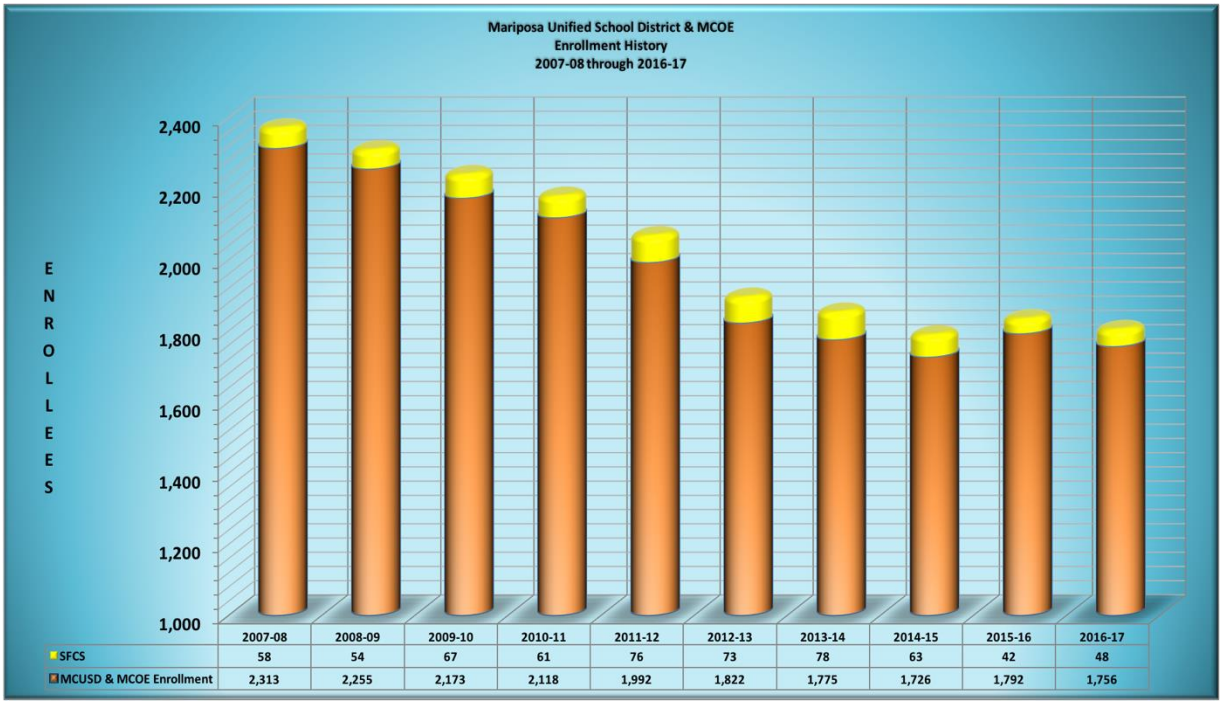
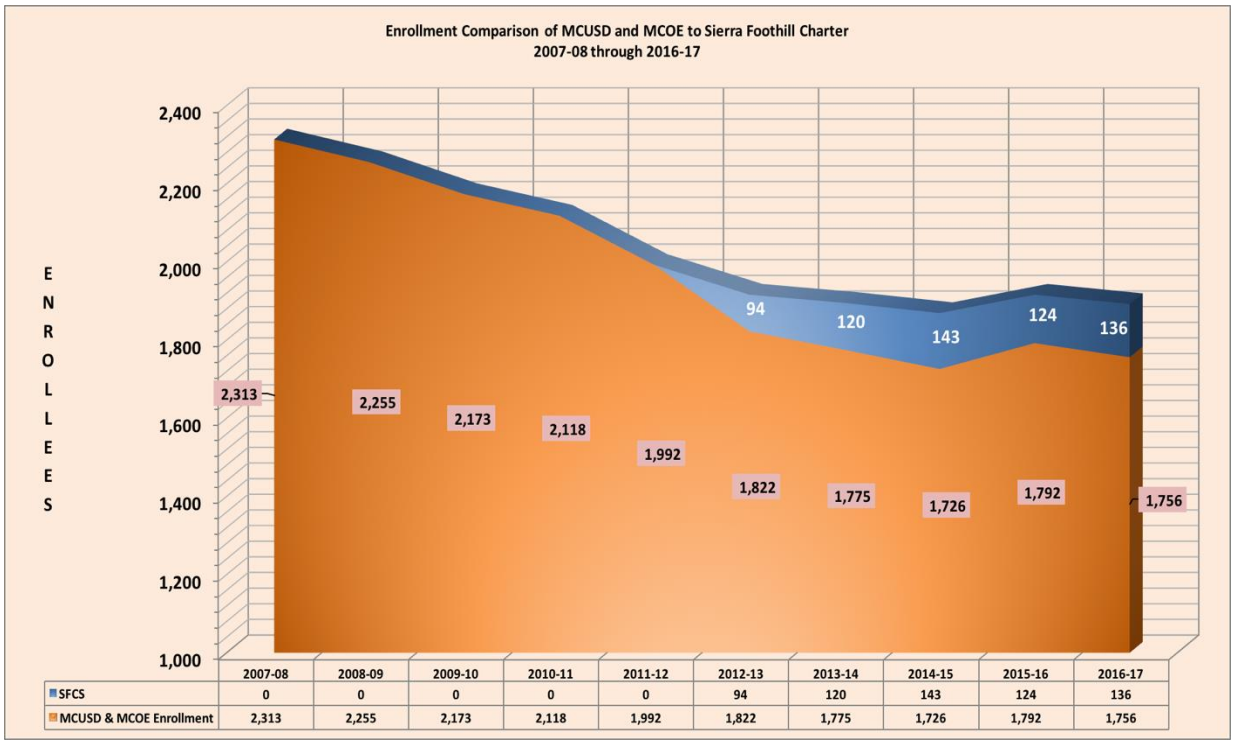


Figure 7: MCUSD & MCOE Enrollment Comparison to Sierra Foothill Charter School - 2007-2008 to 2016-2017



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
SFCS	0	0	0	0	0	94	120	143	124	136
MCUSD & MCOE Enrollment	2,313	2,255	2,173	2,118	1,992	1,822	1,775	1,726	1,792	1,756

Figures 8, 9 and 10 below provide detailed statistical information by grade, by school and the percentage change in MCUSD's enrollment over the past ten years – illustrating enrollment patterns, specifically the continuing decline in enrollment with the exception of the 2015-16 school year.

Figure 8: MCUSD Ten-Year Enrollment History by Grade Level

Grade	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
K	146	146	146	149	162	131	139	141	143	140
1	171	139	160	145	148	144	116	118	134	112
2	136	169	127	145	129	129	137	106	125	130
3	155	144	172	133	132	109	121	135	108	131
4	171	154	141	171	131	123	115	127	140	115
5	144	173	147	134	157	120	123	109	135	144
6	197	158	160	145	131	135	127	121	117	133
7	167	194	163	160	138	113	127	123	124	120
8	182	175	186	158	164	132	110	140	144	125
9	191	174	176	191	146	161	141	117	151	145
10	186	184	180	170	175	137	150	139	115	154
11	212	198	171	175	147	165	131	154	147	117
12	197	193	177	181	156	150	160	133	163	137
UGS	0	0	0	0	0	0	0	0	4	5
Monarch	58	54	67	61	76	73	78	63	42	48
TOTAL	2,313	2,255	2,173	2,118	1,992	1,822	1,775	1,726	1,792	1,756

*Does not include Sierra Foothill Charter
Source: California Longitudinal Pupil Achievement Data System (CALPADS) and MCUSD.

RED indicates a decline from the previous year

Figure 9: Annual Enrollment by School – 2007-08 through 2016-17

School	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Catheys Valley ES	79	81	74	64	0	0	0	0	0	0
Coulterville High	6	7	16	3	1	4	5	2	5	3
Coulterville-Greeley ES	104	80	65	62	0	0	0	0	0	0
Greeley Hill ES	0	0	0	0	0	0	0	0	77	61
District Office	0	0	0	0	1	1	0	0	0	0
JBF CDS	4	4	4	0	0	4	3	2	0	0
Lake Don Pedro ES	193	226	202	185	203	169	199	194	167	171
Mariposa County HS	642	639	607	635	584	569	548	509	522	510
Mariposa ES	288	273	274	293	356	407	371	341	393	397
Mariposa Middle	245	269	271	245	240	0	0	0	0	0
Sierra Home	120	127	106	93	58	54	40	47	44	32
Spring Hill	58	20	15	15	0	0	0	0	16	12
Woodland ES	422	382	379	365	371	430	411	442	393	401
El Portal ES	59	60	66	57	65	77	83	98	93	86
Yosemite Valley ES	29	29	22	35	35	29	33	26	30	28
Yosemite Park HS	6	4	5	5	2	5	4	2	1	3
Non Public School	0	0	0	0	0	0	0	0	9	4
Monarch	58	54	67	61	76	73	78	63	42	48
District Total	2,313	2,255	2,173	2,118	1,992	1,822	1,775	1,726	1,792	1,756

Source: California Longitudinal Pupil Achievement Data System (CALPADS) & MCUSD

RED indicates a decline from the previous year

Figure 10: Annual Enrollment Change – 2008-09 to 2016-17

School	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Catheys Valley ES	3%	(9%)	(14%)	(100%)	--	--	--	--	--
Coulterville High	17%	129%	(81%)	(67%)	300%	25%	(60%)	150%	(40%)
Coulterville-Greeley ES	(23%)	(19%)	(5%)	(100%)	--	--	--	--	--
Greeley Hill ES	--	--	--	--	--	--	--	--	(21%)
Lake Don Pedro ES	17%	(11%)	(8%)	10%	(17%)	18%	(3%)	(14%)	2%
Mariposa County HS	0%	(5%)	5%	(8%)	(3%)	(4%)	(7%)	3%	(2%)
Mariposa ES	(5%)	0%	7%	22%	14%	(9%)	(8%)	15%	1%
Mariposa Middle	10%	1%	(10%)	(2%)	(100%)	--	--	--	--
Sierra Home	6%	(17%)	(12%)	(38%)	(7%)	(26%)	18%	(6%)	(27%)
Spring Hill HS	(66%)	(25%)	0%	(100%)	--	--	--	--	(25%)
Woodland ES	(9%)	(1%)	(4%)	2%	16%	(4%)	8%	(11%)	2%
El Portal ES	2%	10%	(14%)	14%	18%	8%	18%	(5%)	(8%)
Yosemite Valley	0%	(24%)	59%	0%	(17%)	14%	(21%)	15%	(10%)
Yosemite Park HS	(33%)	25%	0%	(60%)	150%	(20%)	(50%)	(50%)	200%
Non Public School	--	--	--	--	--	--	--	--	(56%)
Monarch	(6.9%)	24.0%	(9.0%)	24.6%	(3.9%)	6.8%	(19.2%)	(33.3%)	14.3%
District Total	(2%)	(4%)	(2%)	(7%)	(4%)	(1%)	(1%)	4%	(9%)

MCUSD Enrollment Trends

While there has been a documented history of declining enrollment over the past ten years, a combination of both a slight uptick in the number of births in the County combined with a noticeable increase in "cohort survival" rates (students progressing from grade level to grade level over the last three years) could generate a slight increase in the District's student enrollment throughout the projection period. This increase in "cohort survival" rates can be seen within the data reflected in **Figures 11** and **12** below. This upward trend has been incorporated into the enrollment projections contained in this document and as reflected in **Figures 13**. While this is positive news for the District from a revenue generation standpoint, these increases in the grade progression, cohort survival rates should be closely examined and researched by the District as they engage in both fiscal as well as facilities planning since cohort survival rates in excess of 100% are likely not sustainable in the long-term. Should these rates return to their mid-2000's level, the impact would result in an adverse effect on District enrollment in future years.

Enrollment Projection Methodology

The methodology employed to perform the enrollment projections for K-8 and 9-12 is a "grade progression, cohort survival" method. This method utilizes the year-to-year changes in the entire "cohort" as they move from one grade to the next. In this model, one grade level's entire student population is not assumed to automatically ascend to the next higher grade, intact. The process involves calculating a ratio that mathematically compares one year's grade-level population to the next year's, next grade population. This technique does not use "matched data"; that is, it does not follow a particular student; but instead reflects the historical trends that the data supports. The uniqueness of the District's population, with some students geographically isolated from others, adds complexity to developing trend data.

Using the grade progression, Cohort Survival Projection model, EH&A developed four different statistical models in determining enrollment.

- One method uses a three-year moving average of student "survival" rates; and
- A second method uses a five-year moving average of "survival" rates

Within each of these two models, there are two "branches":

- The use of a three- and five-year weighted average (i.e., the most recently completed year in either the three- or five-year average is weighted more heavily than the preceding year; and so forth); and,
- The use of a three- and five-year simple average (i.e., all years in both the three- and five-year period carry equal "weight").

Figures 11 and **12** below list the cohort survival rates between years for the last nine-years:

Figure 11: Cohort Survival Rates – K through 8

COHORT SURVIVAL RATES EXPRESS AS A PERCENTAGE – K through 8									
GRADE	**from 2007-8 to 2008-9**	**from 2008-9 to 2009-10**	**from 2009-10 to 2010-11**	**from 2020-11 to 2011-12**	**from 2011-12 to 2012-13**	**from 2012-13 to 2013-14**	**from 2013-14 to 2014-15**	**from 2014-15 to 2015-16**	**from 2015-16 to 2016-17**
K to 1st	95.2%	109.6%	99.3%	99.3%	88.9%	88.5%	84.9%	95.0%	78.3%
1 to 2	98.8%	91.4%	90.6%	89.0%	87.2%	95.1%	91.4%	105.9%	97.0%
2 to 3	105.9%	101.8%	104.7%	91.0%	84.5%	93.8%	98.5%	101.9%	104.8%
3 to 4	99.4%	97.9%	99.4%	98.5%	93.2%	105.5%	105.0%	103.7%	106.5%
4 to 5	101.2%	95.5%	95.0%	91.8%	91.6%	100.0%	94.8%	106.3%	102.9%
5 to 6	109.7%	92.5%	98.6%	97.8%	86.0%	105.8%	98.4%	107.3%	98.5%
6 to 7	98.5%	103.2%	100.0%	95.2%	86.3%	94.1%	96.9%	102.5%	102.6%
7 to 8	104.8%	95.9%	96.9%	102.5%	95.7%	97.3%	110.2%	117.1%	100.8%

Figure 12: Cohort Survival Rates – Grades 9 through 12

COHORT SURVIVAL RATES EXPRESS AS A PERCENTAGE – HIGH SCHOOL									
GRADE	**from 2007-8 to 2008-9**	**from 2008-9 to 2009-10**	**from 2009-10 to 2010-11**	**from 2020-11 to 2011-12**	**from 2011-12 to 2012-13**	**from 2012-13 to 2013-14**	**from 2013-14 to 2014-15**	**from 2014-15 to 2015-16**	**from 2015-16 to 2016-17**
8 to 9	95.6%	100.6%	102.7%	92.4%	98.2%	106.8%	106.4%	107.9%	100.7%
9 to 10	96.3%	103.4%	96.6%	91.6%	93.8%	93.2%	98.6%	98.3%	102.0%
10 to 11	106.5%	92.9%	97.2%	86.5%	94.3%	95.6%	102.7%	105.8%	101.7%
11 to 12	91.0%	89.4%	105.8%	89.1%	102.0%	97.0%	101.5%	105.8%	93.2%

The recent spike in cohort survival rates experienced within the MCUSD student population trends confirmed our interest in having our projection model provide four different enrollment scenarios, which are presented in this document.

Projections (Grades K through 12) have been developed on a District-wide basis. The only comprehensive high school is located in the town of Mariposa with high school students being bused from all areas of the District to attend high school. The District operates two Necessary Small High Schools located in the Coulterville and El Portal areas with significantly lower enrollment.

Several assumptions were made in the development of the enrollment projections:

- Actual data for years 2016-17 was provided by the Mariposa County Unified School District. Years prior enrollment data was provided through the California Longitudinal Pupil Achievement Data System (CALPADS);
- Sierra Foothill Charter School continues to operate with an increasing number of students since 2012. Enrollment projections DO NOT INCLUDE its student population. Its current enrollment (124 in 2015-16) is assumed to remain static throughout the projection period;
- Students attending school directly through the Mariposa County Office of Education (Monarch Academy & Spring Hill Opportunity) are not included in the MCUSD enrollment projections due to both the fluidity and volatility of the population demographic and the relatively small number of students at each institution;
- The Necessary Small High Schools will retain their current enrollment;
- Other educational settings such as Sierra Home will retain their current enrollment;
- Because of the lack of significant residential development expected within the District's boundaries, the projections provided do not include any additional student population growth as a result of development. Residential development in the region appears to be sparse, which will therefore have no effect on future enrollment. Recent communications with the Mariposa County planning and development officials confirm that while there is some land available, there are no short- or medium-range plans for major developments in the County and the region has considered itself to be "built out."

District-wide Enrollment Projections for K-12 Students

As indicated previously, four District-wide enrollment projections were calculated – two using a three-year moving average and two using a five-year moving average. Both the three-year and five-year averages are used to create a sufficient "range" of data that is intended to reduce the impact of either very recent or more distant events that might skew existing trends or patterns. Within each of the two approaches, both a weighted average and a simple average were calculated.

Note that the enrollment projections using both the three-year simple and three-year weighted averages yield the two highest of the four enrollment projections while the projections using the "five-year simple average" yields the lowest. A close inspection of the raw data reveals that cohort "survival" rates between grades using the three-year simple average are the highest; while conversely the five-year simple average has the lowest survival rates. This disparity is directly attributable to the mathematical impact of the high survival rates between grades evident in the last three years versus the lower survival rates going back into the fourth and fifth years past.

The increases in the cohort survival rates has created an unpredictable environment for projecting future enrollment trends. In Mariposa County, major development plans are no longer on the "drawing board" and

the area is considered to be "built out." As a result, the existing resident population combined with in-migration and seasonal population fluctuations will continue to constitute the factors generating student enrollment.

The physical characteristics of the District, such as its size and the rural locations of school sites, add to the complexity of projecting enrollment. In addition, the closure of campuses and the conversion of three elementary school from K-6 to K-8 along with the growth of the charter school have altered historical enrollment patterns.

District-Wide Enrollment Projections – Grades K-8

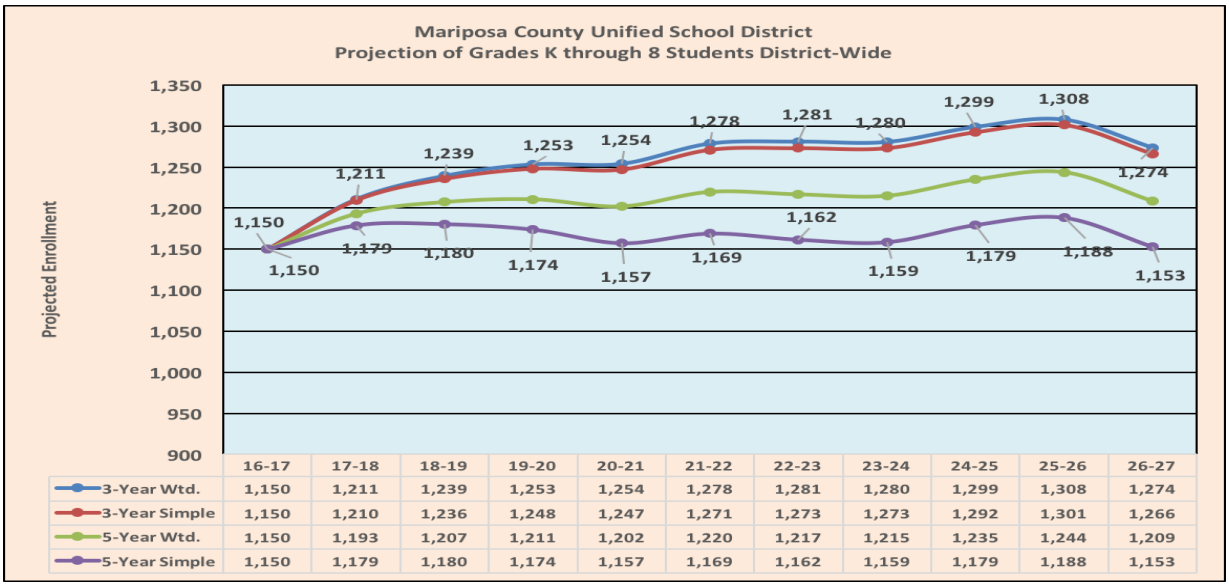
The K-8 grade enrollment projections are presented in **Figures 13** and **14**. Included in the District-wide projection for K-8 are the following sites:

- Greeley Hill Elementary
- Lake Don Pedro Elementary
- Mariposa Elementary
- K-8 Enrollment at Sierra Home (currently 32)
- Woodland Elementary
- El Portal Elementary
- K-6 Enrollment at Yosemite NP Valley School (currently 28)

NOTE: Students currently enrolled at Sierra Foothill Charter are not included in any projection. In addition, because of the volatile nature of enrollment levels at Monarch Academy (MCOE), enrollment projections do not consider the Monarch Academy.

As indicated earlier in the document, recent increases in cohort survival rates for Grades K through 8 become evident in the projected enrollment numbers under the three-year weighted and three-year simple average methods. This increase in enrollment is somewhat lessened in both of the five-year projection scenarios because the cohort survival rates in years both the fourth and fifth years back were lower.

Figure 13: K-8 Enrollment Projections – 2017-18 through 2026-27



	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
3-Year Wtd.	1,150	1,211	1,239	1,253	1,254	1,278	1,281	1,280	1,299	1,308	1,274
3-Year Simple	1,150	1,210	1,236	1,248	1,247	1,271	1,273	1,273	1,292	1,301	1,266
5-Year Wtd.	1,150	1,193	1,207	1,211	1,202	1,220	1,217	1,215	1,235	1,244	1,209
5-Year Simple	1,150	1,179	1,180	1,174	1,157	1,169	1,162	1,159	1,179	1,188	1,153

Figure 14: K-8 Enrollment Projections by Methodology – 2017-18 through 2026-27

District-wide K-8 Enrollment Projections				
School Year	3-Year Weighted Average	3-Year Simple Average	5-Year Weighted Average	5-Year Simple Average
2017-18	1,211	1,210	1,193	1,179
2018-19	1,239	1,236	1,207	1,180
2019-20	1,253	1,248	1,211	1,174
2020-21	1,254	1,247	1,202	1,157
2021-22	1,278	1,271	1,220	1,169
2022-23	1,281	1,273	1,217	1,162
2023-24	1,280	1,273	1,215	1,159
2024-25	1,299	1,292	1,235	1,179
2025-26	1,308	1,301	1,244	1,188
2026-27	1,274	1,266	1,209	1,153

District-Wide Enrollment Projections for High School Students

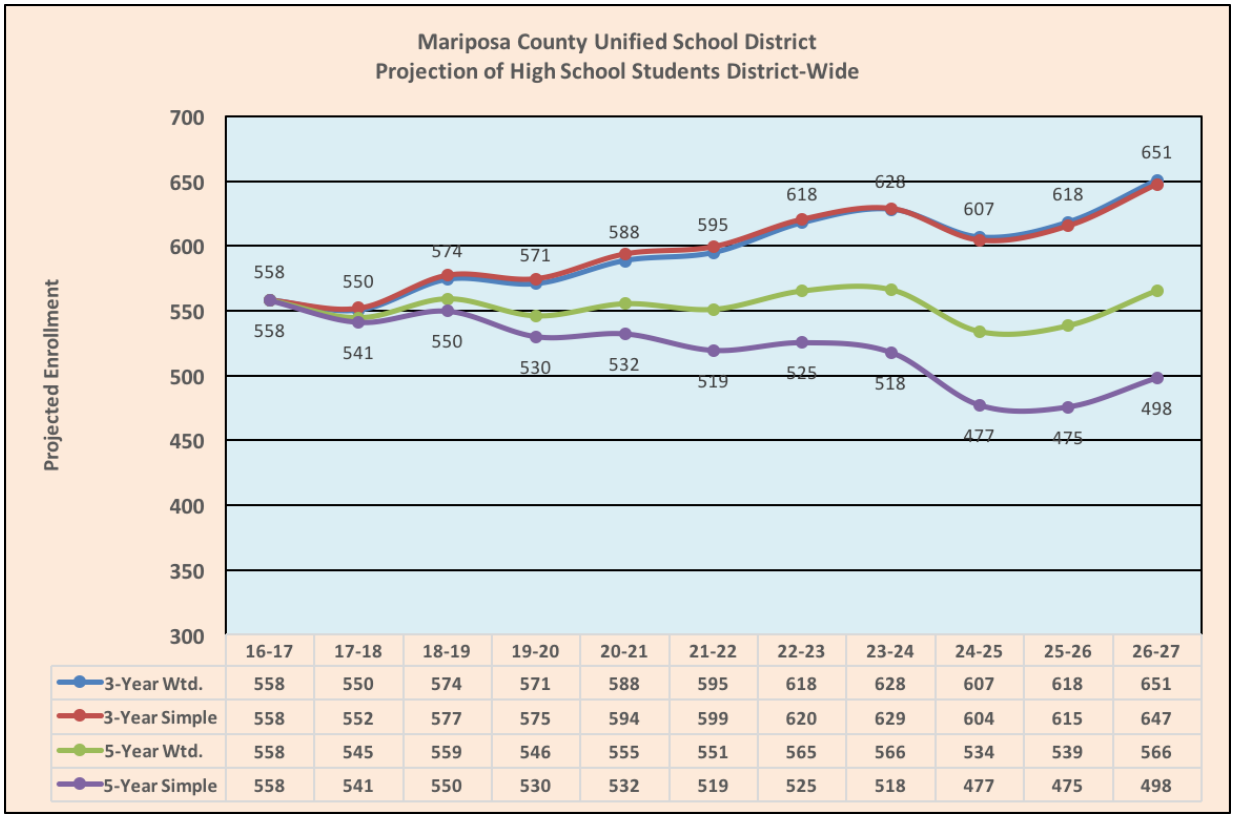
The District-wide high school enrollment projections use the same methodology employed in calculating the Grades K through 8 projections and include the following sites/elements:

- Enrollment at Mariposa County High
- Enrollment at Coulterville High (currently 3 students)
- Enrollment at Yosemite Park High (currently 3 students)
- Grades 9-12 enrolled at Sierra Home (currently 29 in grades 9-12)

The projections by year as well as the projections by methodology are illustrated in **Figures 15** & **16.**

Figure 15: District-Wide High School Enrollment Projections – 2017-18 through 2026-27

Source: Eric Hall & Associates, 2017



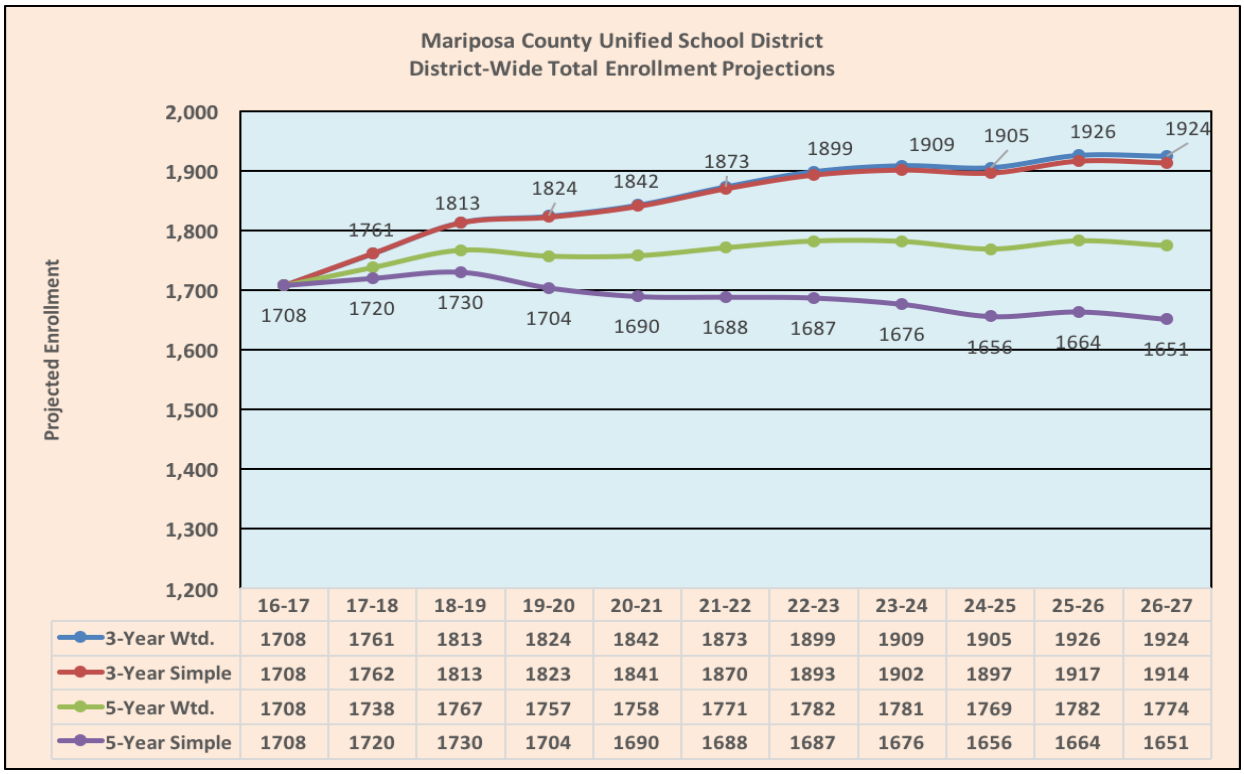
	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
3-Year Wtd.	558	550	574	571	588	595	618	628	607	618	651
3-Year Simple	558	552	577	575	594	599	620	629	604	615	647
5-Year Wtd.	558	545	559	546	555	551	565	566	534	539	566
5-Year Simple	558	541	550	530	532	519	525	518	477	475	498

Figure 16: District-Wide High School Enrollment Projections by Methodology – 2017-18 through 2026-27

District-Wide High School Enrollment Projections				
School Year	3-Year Weighted Average	3-Year Simple Average	5-Year Weighted Average	5-Year Simple Average
2017-18	550	552	545	541
2018-19	574	577	559	550
2019-20	571	575	546	530
2020-21	588	594	555	532
2021-22	595	599	551	519
2022-23	618	620	565	525
2023-24	628	629	566	518
2024-25	607	604	534	477
2025-26	618	615	539	475
2026-27	651	647	566	498

By combining the data for both Grades K-8 and Grades 9-12, summary projections have been developed and depicted in **Figures 17** & **18** below.

Figure 17: District-Wide Annual Enrollment Projections – All Grades, All Schools



	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
3-Year Wtd.	1708	1761	1813	1824	1842	1873	1899	1909	1905	1926	1924
3-Year Simple	1708	1762	1813	1823	1841	1870	1893	1902	1897	1917	1914
5-Year Wtd.	1708	1738	1767	1757	1758	1771	1782	1781	1769	1782	1774
5-Year Simple	1708	1720	1730	1704	1690	1688	1687	1676	1656	1664	1651

Figure 18: District-Wide Annual Enrollment Projections by Methodology – 2017-18 through 2026-27

District-Wide Total District Enrollment Projections				
School Year	3-Year Weighted Average	3-Year Simple Average	5-Year Weighted Average	5-Year Simple Average
2017-18	1,761	1,762	1,738	1,720
2018-19	1,813	1,813	1,767	1,730
2019-20	1,824	1,823	1,757	1,704
2020-21	1,842	1,841	1,758	1,690
2021-22	1,873	1,870	1,771	1,688
2022-23	1,899	1,893	1,782	1,687
2023-24	1,909	1,902	1,781	1,676
2024-25	1,905	1,897	1,769	1,656
2025-26	1,926	1,917	1,782	1,664
2026-27	1,924	1,914	1,774	1,651

Source: Eric Hall & Associates, 2017

Demographic Summary

Summary – Demographics and Enrollment Projections

- A number of changes including local, state and national economies as well as changing demographics within the District, many of which are unanticipated, may typically affect the enrollment projections.

- With the fluidity associated with cohort survival rates, enrollment will vary between a slight decrease in enrollment over the projection period to an increase over that same period. The impact of Sierra Foothill Charter School remains unclear as since inception (2012), its enrollment has risen from 94 students to a high of 143 students and currently resides, as of 2016-17 at a population of 136. Further expansion by the charter school would likely have a direct impact on MCUSD's enrollment levels. The apparent irregularity of recent cohort survival rates should be researched to determine both the causes of this pattern as well as its sustainability going forward. A drop in rates will have an immediate, and adverse impact upon the student population and potentially create both fiscal and facilities issues. An aging resident population combined with an unpredictable birth rate will continue to be integral factors in a declining student population. The Sierra Foothills Charter School established in 2012-13 has contributed to the loss of 94 students from the District. For purposes of our projections, the enrollment has remained constant; however, expansion of this charter school will negatively impact further the downward projection of District enrollment.

- Enrollment in the District is expected to decrease throughout the remainder of the decade with a slight reversal of this trend toward the end of the projection horizon. A declining birth rate in the 1990's and early 2000's as well as a demographic shift toward an older resident population have been the fundamental factors in a declining student population.

- None of the enrollment projections take into account the current or future enrollment levels at Monarch Academy

Demographic Analysis

Sources

California Longitudinal Pupil Achievement Data System, Mariposa County Unified School District. *Enrollment by Grade Data, 2007-08 through 2015-16.*

Mariposa County Unified School District, *Enrollment by School and by Grade, 2016-17*

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State of California Department of Finance Demographics Research Unit. *Number of Births, 2002 through 2013 with projections 2014 through 2021.*

State of California's Economic Development Department. *Unemployment Rate*

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United States Census Bureau, American Community Survey, 2011-2015, *Census Age Distribution.* 2015.

Classroom Capacity Analysis

The objective of the school capacity analysis is to identify the current use of classroom spaces and the availability of classroom space to accommodate changes, including growth in student enrollment. This analysis can be the foundation for a board policy and administrative regulation initiating school capacities. The school site and District-wide capacity analysis was established to serve as a tool to guide the District in its future facility plans, student transfer policies, program expansion, placement and capacity. The study can also be used as the basis for the calculation of state funding eligibility for school facilities. This analysis is intended to assist the Board, Superintendent and the District in exploring solutions in providing effective and permanent space to optimize the learning environment.

In developing the capacity analysis, classrooms were identified and loaded utilizing both the State standard and the District established standard. The State standards were utilized and EH&A working closely with District staff established District standards. The capacity analysis counts all spaces that meet these three criteria, pursuant to CDE's "Classroom Definition Policy" (March 19, 2009): Larger than 700 square feet in size, built as a classroom and used as a teaching station for at least five years. The capacity analysis and site plans for each school are provided in **Exhibits B** and **C**. The District has 94 portable classroom buildings, which is 54% of the total inventory of classroom facilities District-wide.

Utilizing Classroom Capacity Analysis

This analysis of classroom capacity can serve a number of purposes including:

- Addressing enrollment fluctuations;
- Check program changes within the District; instructional;
- Optimizing the size of programs at each school;
- The development of Board policies and administrative regulations that identify optimal enrollment capacities at each campus;
- Space availability for new or expanding programs.

Classroom Capacity - State Eligibility

State capacity calculations are utilized to obtain funding for the various State School Facility Programs, including modernization and new construction projects. "Capacity" is defined in Education Code Section 17071.10 – 17071.46. This code is implemented through the State Allocation Board Regulations, sections 1859.30 through 1859.35. The instructions on SAB 50-02 can serve as a useful guide.

State capacity is calculated by counting available classrooms and loading them at state-approved loading standards. "Available" classrooms are counted using the following methodology:

1. Count Gross Classroom Inventory per State Allocation Board Regulations section 1859.31. Available classrooms include classrooms used for preschools, special day class, computer and science labs, shop classes as well as Community Day School or those that exist in a closed school.

2. From the above, subtract adjustments per SAB Regulations section 1859.32, including preschool classrooms and the number of portables that exceed 25% of permanent classrooms per SAB Regulations section 1859.35.

3. After arriving at "net" available classrooms, the State loading standards are applied as follows:

- K-6 classrooms are loaded at 25 students per room
- 7-12 classrooms are loaded at 27 students per room
- Special education/severe classrooms are loaded at 9 students per room
- Special education/non-severe classrooms are loaded at 13 students per room

A detailed review of the District's school sites reveals that MCUSD has 175 available classrooms of which 81 are classified as permanent and 94 classified as portables using either the State's definition of classrooms as well as the District's as reflected below in **Figure 19**. Using the State's "loading" factors, the capacity of these classrooms provide space for 4,283 students as illustrated in **Figure 20**. The permanent classrooms provide space for 2,081 students while the portable classrooms provide space for 2,202 students.

Figure 19: Site Classroom Summary – State vs. District

Classrooms	State Loading			District Loading		
	Perm	Portable	Total	Perm	Portable	Total
Grades K-8						
El Portal ES	5	0	**5**	5	0	**5**
Lake Don Pedro ES	0	15	**15**	0	15	**15**
Mariposa ES	17	9	**26**	17	9	**26**
Woodland ES	12	17	**29**	12	17	**29**
Yosemite Valley School ES	5	0	**5**	5	0	**5**
Greeley ES	8	0	**8**	8	0	**8**
Subtotal	**47**	**41**	**88**	**47**	**41**	**88**
High School, 9-12						
Coulterville HS	0	5	**5**	0	5	**5**
Mariposa County HS	23	23	**46**	23	23	**46**
Yosemite Park HS	3	0	**3**	3	0	**3**
Subtotal:	**26**	**28**	**54**	**26**	**28**	**54**
Other						
Alternative Education Complex	8	11	**19**	8	11	**19**
Sierra Foothill Charter	0	8	**8**	0	8	**8**
Monarch Academy (SDC)	0	6	**6**	0	6	**6**
Subtotal:	**8**	**25**	**33**	**8**	**25**	**33**
Total:	**81**	**94**	**175**	**81**	**94**	**175**
State Portable Allowance = 25%				**Mariposa Portables:**		**54%**

Figure: 20 State Capacity Classroom Summary – State vs. District

State Capacity	Permanent	Portable	Total
Grades K-8			
El Portal ES	125	0	**125**
Lake Don Pedro ES	0	353	**353**
Mariposa ES	411	239	**650**
Woodland ES	310	433	**743**
Yosemite Valley School ES	129	0	**129**
Greeley ES	202	0	**202**
Subtotal	**1,177**	**1,025**	**2,202**
High School			
Coulterville HS	0	135	**135**
Mariposa County HS	607	607	**1,214**
Yosemite Park HS	81	0	**81**
Subtotal	**688**	**742**	**1,430**
Other			
Alternative Education Complex	216	281	**497**
Sierra Foothills Charter	0	100	**100**
Monarch Academy (SDC)	0	54	**54**
Subtotal	**216**	**435**	**651**
Total Capacity	**2,081**	**2,202**	**4,283**

Figure 21: District Capacity by Classroom Type

District Capacity	Permanent	Portable	Total
Grades K-8			
El Portal ES	128	0	**128**
Lake Don Pedro ES	0	390	**390**
Mariposa ES	430	272	**702**
Woodland ES	328	479	**807**
Yosemite Valley School ES	136	0	**136**
Greeley ES	216	0	**216**
Subtotal	**1,238**	**1141**	**2,379**
High School			
Coulterville HS	0	149	**149**
Mariposa County HS	763	763	**1,526**
Yosemite Park HS	102	0	**102**
Subtotal	**865**	**912**	**1,777**
Other			
Alternative Education Complex	272	345	**617**
Sierra Foothill Charter	0	96	**96**
Monarch Academy (SDC)	0	48	**48**
Subtotal	**272**	**489**	**761**
Total Capacity by perm/port:	**2,375**	**2,542**	**4,917**

Classroom Capacity Utilizing District Standards

The number of students able to be housed under the District's educational programs and teacher contracts is obtained by counting instructional classrooms and loading them at a ratio consistent with District standards and preferences.

Instructional classrooms in this capacity study are those used for K-12 instruction at currently operating school sites. Excluded are classrooms at schools that are closed, leased and used for pullout programs, resource rooms, labs or band/choir. District loading standards are:

- K-6 classrooms were loaded at 24 students per room
- 7-8 classrooms were loaded at 32 students per room
- 9-12 classrooms were loaded at 34 students per room
- Special education/severe classrooms were loaded at 8 students per room
- Special education/non-severe classrooms were loaded at 15 students per room

As illustrated in **Figure 16**, the District has 175 instructional classrooms, of which 81 are classified as permanent and 94 are classified as portable. Using the District's loading standards, the program capacity for these classrooms is 4,917 students as reflected in **Figure 19.** Permanent classrooms provide a capacity of 2,375 students and portable classrooms provide capacity for 2,542 students.

Figure 22 provides a comparison of three data elements – State-defined capacity versus District-defined capacity versus 2016-17 certified enrollment.

Factors such as programs offered, academic standards, school safety, the size and configuration of libraries, administrative, bathroom, physical education and other support facilities should be taken into consideration in establishing school site capacities.

Figure 22: Comparison of State, District and Current Certified Enrollment

Capacity & Enrollment Summary	State Program	District Program	2016-17 Enrollment
Grades K-8			
El Portal ES	125	128	86
Lake Don Pedro ES	353	390	171
Mariposa ES	650	702	397
Woodland ES	743	807	401
Yosemite Valley School ES	129	136	28
Greeley Hill ES	202	216	61
Subtotal:	**2,202**	**2,379**	**1,144**
Grades 9-12			
Coulterville HS	135	149	3
Mariposa County HS	1,214	1,526	510
Yosemite Park HS	81	102	3
Subtotal:	**1,430**	**1,777**	**516**
Other Sites			
Alternative Education Complex	497	617	44
Sierra Foothill Charter	100	96	136
Monarch Academy (SDC)	54	48	48
Subtotal:	**651**	**761**	**228**
TOTAL Capacity:	**4,283**	**4,917**	
TOTAL Enrollment:			**1,888**
Sources			
2016-17 Enrollment: CALPADS			
Capacity: Mariposa County USD, OPSC			

Educational Specifications: Facilities for 21st Century Teaching

Creating a realistic Educational Specifications: Facility Improvements for 21st Century Teaching and Learning Environment is an important and necessary step in long range facilities master planning and development of educational facilities. Major goals achieved through the process include the following:

1. Establish basic standards for architects and educator to follow when planning facilities;
2. Provide design standards consistent with current and future educational activities;
3. Ensure a level of equity in the design of new schools;
4. Establish a level of quality in facilities to ensure a minimum of 40-year life expectancy;
5. Minimize maintenance requirements;
6. Obtain a better teaching and learning environment;
7. Ensure the facilities meet California department of education guidelines.

As part of the process of creating a Master Plan, the District in consultation with EH&A, developed a Facility Improvements for 21st Century Teaching and Learning Environment document. This document is not intended to be a blueprint for an architect; rather a picture of the educational needs of the various spaces found at a school site. The Facility Improvements for 21st Century Teaching and Learning Environment document is then used by the architect to inform his/her of the process. This document is the result of stakeholder focus meetings where the participants envisioned what the future holds for the students of Mariposa County.

The principle of "form follows function" in architecture is that the shape of a building or object should be primarily based upon its intended function or purpose. To build school facilities that meet the goal of education, architects must understand the needs of instructors as well as learners. With dynamic shifts altering the K-12 instructional landscape, designing schools that look just like those constructed in the past will not meet the needs of our present and future students. Many of the educational trends and facility objectives identified in this document are not unique to Mariposa, but the issues described herein are meant to describe community needs that are of interest to the majority.

This document is not intended to bring detail to our District's education goals or facility needs. Architects, engineers, and future education leaders will need more specific guidance from the District to make key decisions about building design and to produce plans and specifications. Those details will be encompassed in the District's Design Guidelines, which will be updated more frequently than this document.

Educational Trends

The history of education is replete with examples of educational trends that have ranged from the open schools movement of the 1970s, to the debate over whole language versus phonics in the 1990s. The challenge when evaluating educational trends that help inform an architect's direction is to pull away from the current ideas of today and find a design that will have a lasting influence over the course of 20 to 40 years. It is important to embrace the timeless vision of former educators that the school and classroom are one material world centered on the learning and safety needs of the child.

As a result of the technology explosion in our culture, information that shapes the world continues to double every year. This means that kindergarteners today will have a million times greater capacity to shape the world around them by the time they finish college. School leaders cannot act on instruction or facility design

in the same manner as they have done in the past. Now is the time to use design to take on the question of what learning environment will best suit the children of today as they march forward into this bold new world.

The trends identified here have been observable for several years and are based on broad societal trends that are more likely to progress than to diminish. There are other identifiable trends in education both broadly as well as in the District, but they are unlikely to have an appreciable impact on school facilities.

Personalization

There is a persistent trend towards tailoring both educational programs and learning experiences to suit each individual student, and for students to have voice and choice in determining both what they learn and how they learn it. Personalized learning is distinct from individualized learning, in which students share the same learning goals but progress through the curriculum at their own pace. Differentiated instruction, in which students also share learning goals but receive instruction that is tailored to their learning needs, is a similar but distinct concept. Personalized learning is an instructional approach that encompasses both differentiation and individualization, but is also flexible in content or theme to match the specific interests and prior experiences of learners. It leverages all the different things people have in their individualized inventory that adds value to their learning experience while still considering their prior motivation or unique interest.

This model includes a strong emphasis on parental involvement, more one-on-one teacher and student interaction, attention to differences in learning styles, student-driven participation in developing the learning process, technology access, varied learning environments, teacher and parent development programs, and choices in curriculum programs.

Technology is just one factor that can enhance personalized learning, but many educators feel technology is the essence of the opportunity to provide a much more personalized learning environment for students. Students have access to traditional learning resources like books and hands-on materials, and time-honored support from people like teachers, parents, mentors, coaches, and schoolmates. But, critically, they have ubiquitous access to technology, which allows them to connect to learning communities, information management and communication tools, personal learning networks, information and data, expertise and authoritative sources, online tutoring and guided sources tailored to their needs, knowledge-building tools, and peers with common interests.

In the classroom, this will be manifested with reduced emphasis on direct, whole-class instruction and a corresponding increase in individual and small group collaborative work. In a campus context, personalization may take the form of multiple pathways across grade levels and with increasing specificity at higher grades.

Collaboration

Personalized learning is a highly social experience. Collaboration plays a large role in the personalized learning model. When students collaborate on a team, they learn to assess their own strengths, and learn from their peers in areas where they have weaknesses.

Classrooms that are conducive to collaborative learning feature furniture that is mobile and easy to create small groups, such as wheeled furniture, bean bag chairs, yoga balls, or tall tables intended for standing. These “active classrooms” are relaxed environments replacing the standard, formalized setting. Active classrooms may use technology in ways conducive to student participation and discussion, and many are simply arranged so that desks are set up to allow students to sit and work in small groups.

Technology that supports small group interaction and extends virtual collaboration tools into the physical world is key to fostering collaborative classrooms. Mid-sized displays suitable for viewing by 3-8 students enable idea-sharing using on-screen collaborative tools. Writeable walls, windows, and other surfaces can serve as small group collaboration venues as well.

We are increasingly asking students to collaborate in groups of various sizes. Students learn valuable interaction skills, practice their communication skills, and learn from each other. School facilities designed to enable student collaboration can empower teachers to create collaborative learning experiences.

Authentic Learning

An increased emphasis on preparing students for college and careers is beginning to have a profound effect on K-12 education. Educators are discovering that creating learning experiences requiring real-world application of knowledge and skills can eliminate students' age-old question of "Why do we need to know this?"

One manifestation of this trend is an effort to make the school workplace more closely reflect the career workplace, with both individual and collaboration workspaces and tools. In schools this is typically applied in the context of generalized workspaces like desks, meeting areas, or labs. Learning spaces that mimic workplaces help students make the mental leap from their current learning to its practical application in a future career. Authentic learning helps students acclimate to professional work environments and prepare them for a lifetime.

Another expression of the authentic learning trend is a renewed interest in Project-Based Learning (PBL). Whatever we call them, PBL and its cousins, Problem-Based, Challenge-Based, and Inquiry-Based Learning share a common thread of acquiring knowledge and skills within the context of practical application. PBL works hand in glove with the current STEM or STEAM movement but is viable in all curricular areas. Learning experiences that require application of knowledge and skills motivate students, deepen their understanding, and develop problem-solving and critical thinking skills.

Two general types of learning space needs emerge from this trend:

- "Soft" spaces with carpeted floors and sound-absorbent finishes typical of office settings.
- "Hard" spaces better suited to messy activities typical of industrial settings.

Traditionally these have been limited to science labs and wood or auto shops, but "makerspaces" belong here as well. These spaces require storage space suitable for materials and student projects.

Mobile Technology

Handheld technology is fundamentally changing the way people access information. While this trend will inevitably alter every aspect of the human endeavor, technology adoption in K-12 classrooms is currently in transition as schools struggle to find resources to acquire and support technology and the concomitant migration to digital content and systems. Nevertheless, today's students face a future in which they and everyone around them will have a supercomputer with an artificial intelligence assistant in their pocket. With access to information universal, the ability to find, evaluate and apply information will become increasingly valuable.

Mobile technology in schools presents a number of significant facility demands:

- Network Infrastructure – Wireless capacity must be able to support both high density (many devices close together) and high bandwidth (e.g. video) usage simultaneously across an entire campus. Network backbones must be adequate to support voluminous aggregated traffic from the classroom to the cloud. The early generations of fiber optic cable installed in schools are proving inadequate for the current and future bandwidth demands of voracious, multiplying mobile devices. As instructional, administrative, and life/safety functions increasingly rely on network availability, power protection for the network becomes more critical.

- Power – While the plug load of mobile devices is negligible compared to desktop computers, they do require periodic charging. Classrooms and shared spaces alike would benefit from student-accessible charging areas with multiple outlets.

- Secure Storage – Devices that don't go home with students must be secured after school hours. As digital content replaces print curriculum in intermediate and secondary classrooms, device and accessory storage may replace textbook storage.

Distance Learning

Blended learning and online courses have been embraced in higher education and adoption in K-12 has emerged across the USA. Online learning opportunities represent a spectrum ranging from watching an instructional YouTube or Khan Academy video to a teacher-led, fully synchronous, video-enabled virtual classroom with infinite versions in between.

Previous generations of video-enabled distance learning required expensive equipment, dedicated telecommunications lines and copious technical support. Skype and FaceTime now provide inexpensive and widely available remote interaction, and numerous commercial services provide webinar-type live sessions. Strong, low-latency networks with plentiful bandwidth are required for live video interaction, but use of these tools is increasingly commonplace.

K-12 funding models based on physical attendance currently hinder fully online courses. However, a number of charter schools are leveraging technology to provide curriculum and virtual learning experiences, both in asynchronous and blended models. Virtual schools and online-supported home schools are an increasingly viable option and have already begun to lure families away from the district in significant numbers.

Once legal obstacles have been removed it may be feasible for school districts to offer fully online, synchronous or even asynchronous courses to their students. Coupled with the potential for college-style courses that don't meet daily, this could significantly reduce the need for classroom facilities at the secondary level.

A high school with a non-traditional schedule may have students with open periods in their schedules, as is typical with college students. In these scenarios students need places on campus to hang out and work productively, either individually or in groups, between classes. These spaces will require multiple seating options, robust Wi-Fi, access to electrical outlets for device charging, and access to the same collaboration technologies they have in their classrooms.

Support Services

The District's Mission to "empower all students with enriching learning opportunities so they can realize their full potential" aims to address not only the academic needs of students, but their social/emotional needs as well. Because the District provides an increasing array of services to our students with special needs, there is increasing demand for office and small group interaction space on our campuses. Many staff members need isolated space to work one on one with students either to reduce distractions or to protect student privacy. While classrooms double as meeting spaces after school, during the school day finding a meeting space can be difficult.

Working spaces for itinerant staff and non-clerical support staff should not be neglected. Technical support staff need space to work and store equipment as well as occasional access to secure pre-deployment or re-deployment equipment staging areas.

Facility Objectives

Flexibility

We are at a time of dynamic change in public education, with technology disrupting traditional instructional practices and providing intriguing opportunities. We would be naïve to think that we know precisely our classroom needs 15 or 20 years from now. The pragmatic response to such uncertainty is to create learning spaces that can be configured to accommodate a range of instructional modes. Classroom design should be pedagogy-agnostic, supporting the full gamut of learning modes without presuming a particular preference.

In practice, this will result in a less built-in cabinetry in classrooms so that teachers rather than designers will be making decisions about room configuration. Furniture that can quickly be moved by students will accommodate rapid shifts between learning modes during class. Multi-function walls are appropriate when they are able to support instructional materials or can be written or projected upon thus enabling teachers to make any wall into the "front" of the room for direct, whole class instruction. Some built-in cabinetry will be necessary for storage and to support sinks, but cabinetry should have multi-functional surfaces where feasible.

Building services such as lighting and user-accessible power should support flexible room configuration. Power and data outlets should be available at multiple points on each wall as well as in at least one accessible ceiling location.

Lifetime expectancies for school buildings are long; it is typically 25 years or more from a school's original construction before it will be modernized, and even longer before it will be replaced. The ability to modify buildings inexpensively to suit future needs can prolong the useful life of school buildings. Designing for future capacity and location expansion in power, signal, and plumbing infrastructure can help future-proof buildings, facilitating less expensive solutions for future, unknown needs.

Extended Classrooms

With students working individually and in small groups, a classroom that can be extended beyond the customary four walls provides additional flexibility. This can be accomplished with visual and/or physical access to nearby secure spaces so that students can be outside the classroom but still under the teacher's supervision. These could be fenced outdoor areas, enclosed courtyards, or internal circulation spaces.

Schools have experimented with accordion walls and other solutions for subdividing space for many years. There are tradeoffs for the flexibility afforded by moveable walls, however. Wall finishes are often limited and infrastructure services (power, data, water, storage) cannot be provided on mobile walls. These

tradeoffs might be more acceptable for a single classroom wall if that wall met the other desired criteria like having a writeable surface. A moveable wall made of glass, for example, could provide visibility to another space and be written upon with dry erase markers, or possibly even projected upon in the future.

Managing sound is a key consideration for classroom design. Extended classrooms must still be able to mitigate outdoor noise and prevent their own noisy activities from disturbing their neighbors. One advantage of the extended classroom is the ability to separate activities requiring quiet from more active learning modes.

Shared Spaces

Extended classrooms benefit from adjacent secure spaces that allow groups of students to spread out to accommodate simultaneous, diverse learning activities. These can be outside spaces adjacent to classrooms that are fenced or enclosed by buildings. Interior spaces can serve for circulation and as extended classroom space as well.

The trend towards authentic learning has increased demand for shared spaces with finishes and services appropriate for messy, hands-on, project-building. “Makerlabs” are part art room, part woodshop, and part tech lab. With more rugged classrooms or access to secure outdoor learning spaces, the demand for dedicated making spaces could diminish, but it seems likely that demand for this type of specialized space will persist and even grow as the authenticity trend builds momentum.

The trend towards increased collaboration extends to the adults in a school as well. Classrooms double as meeting rooms after school hours, but during school hours there is an increasing need for meeting spaces for small groups. These spaces require the same collaboration features as in classrooms.

Private settings for one-on-one instruction (e.g. speech therapy) or counseling are increasingly in demand. In schools without small office spaces, at times entire classrooms are dedicated for this purpose, some occupied by a single service provider. This represents an inefficient use of space that could be prevented by providing additional small offices.

Outdoor Learning Spaces

On average, there are 269 sunny days per year in Mariposa. Mariposa County enjoys beautiful outdoor scenery with variable weather. It is generally practical to be outdoors most days in this area. This provides an opportunity to take learning activities outside, either in areas immediately adjacent to classrooms or in other areas of campus designed for this purpose.

One visible manifestation of the authenticity trend on campuses is the prevalence of gardens as learning laboratories. In addition to the link to science curriculum, students learn where food comes from and all aspects of agriculture. Some campuses could have obvious garden locations but others will have less suitable options. Ideally, gardens should be located on level grades away from classrooms with access to water and power. Fenced locations with securable access from off campus facilitate community gardens. Care should be taken to preserve the "curb appeal" of campuses by locating gardens in rear areas of campuses or in areas shielded by buildings from public view.

The District could have and/or expand a greenhouse on campus. Greenhouses suitable for students must be safe and accessible requiring water, power, and appropriate drainage. Locations for potential greenhouses should be identified during collaborative school design meetings.

In recent years, there has been increased concern about protecting students from excessive sun exposure when they're outdoors. Trees require periodic maintenance but can provide excellent shade and mitigate the

sterility of modern school facilities. Fabricated shade structures require less maintenance than trees but don't require decades to provide shade and are available in a wide range of materials and configurations.

Some schools could have improvised outdoor classrooms in their garden areas, with mixed results. Providing for these areas in campus design will allow for provision of proper access, drainage, shade, and security. Outdoor classrooms can be as simple as benches or even rocks or log sections secured under shade trees. Many schools have functional gaps between classroom wings that are often hardscaped or planted with ornamental landscaping. Equipped with seating walls and/or concrete tables and shade, these areas represent opportunities for extended classroom spaces.

Maintainability

In California, capital funds for improving school facilities are separate from funds for school operations. With operational funds perpetually scarce, providing school facilities that are inexpensive to maintain is a high priority. The challenge for designers is to create productive schools with attractive learning spaces that are durable and low-maintenance.

Implementing standard finishes, fixtures and building systems across multiple projects can reduce maintenance costs and complexity and simplify decision-making in the design process. Standards allow maintenance personnel to stock replacement components and materials, speeding repair work.

Selecting durable, low-maintenance finishes helps stretch limited custodial resources and ensure that learning spaces are always clean and ready for student use. Rooms serving our youngest students and spaces designated for messy activities, like makerspaces or science labs require particular attention to finishes.

Standardizing on particular types or brands of building systems like HVAC equipment, paging systems, or security systems can streamline building maintenance. Highly proprietary systems present significant risks if manufacturers disappear or are taken over by competitors. Open systems based on industry standards mitigate risk and are most likely to be supportable in future years.

Sustainability

In recent years, sustainability has been linked to green initiatives and practices. The District is certainly interested in reducing its carbon footprint, but it is also interested in reducing operational expenses to free up resources for its core business of teaching and learning. Building durable, high-quality facilities reduces wasteful re-construction and lengthens the useful lifetime of our campuses. Investing our capital resources to reduce future operational expenses is a prudent use of limited funds.

While Proposition 39, approved by California voters in 2012, has provided funding for HVAC and lighting upgrades that reduce energy usage, there is much more to be accomplished in this area. It is our hope that facilities will be created or remodeled to lower expenses and will reduce our District's carbon footprint.

While only a few years ago LED lighting was difficult to cost-justify due to high initial costs, efficiency improvements and market-driven cost reductions have changed that thinking. With even further efficiency improvements and cost reductions expected, LED lighting will be standard everywhere. Dimmable LED lights simplify Title 24 compliance and are now available in the full gamut of brightness and color temperature. LED lights have the added advantage of reducing or eliminating lamp and ballast replacement, saving valuable time for custodial and maintenance staff.

While Mariposa's cool climate keeps HVAC-related energy costs relatively low, they still constitute the lion's share of the District's energy bills via heating of the buildings. While the District is committed to

providing occupants control of their environment, implementing smart thermostats that could be globally controlled by support technicians would increase efficiencies and provide better service for occupants.

The state has an ambitious goal of making half of all government buildings, including schools, Zero Net Energy facilities by 2030. While still just a goal, this initiative is likely to transform into guidelines and eventually regulations. Efforts to reduce energy consumption in HVAC, lighting, and plug load will certainly help, but achieving zero net energy requires on-site energy generation. At this time solar is the only technology capable of providing sufficient energy to power a school site, and many schools have implemented solar energy systems. Most school solar consists of freestanding panels, often mounted over parking lots. Such systems placed in playgrounds or near classroom buildings could double as shade covers.

While solar has been growing in popularity for the last decade, in more recent years it is increasingly being paired with energy storage technology. The power generation profile of solar panels correlates well to the energy usage curve of schools throughout the day, but there are periods of high energy use outside of peak solar generation hours. Battery storage can bridge the gaps, providing a reliable energy source around the clock. The ability to store energy also allows owners to avoid the exorbitant charges associated with high power demand episodes, a practice known as peak shaving.

Safety and Security

The safety and well-being of our students and staff is always a top priority for the District. Recent concern about school shootings and intruders on campuses has prompted an effort to enhance security at our schools. School personnel need to be able to control access to classroom and play areas during school hours, preferably through a single point of access at the school office. Schools have expressed interest in technology-based solutions for tracking visitors while on campus.

The District recognizes that during non-school hours, our campuses represent important community resources, serving as de facto parks and playgrounds. However, uncontrolled access to classroom areas increases opportunities for vandalism and theft. Whenever feasible, classroom and administrative areas of campuses should be fenced off from playgrounds and field areas so that buildings can be secured after hours. Care must be taken to ensure that gates are sized appropriately to support rapid student egress from classroom areas to evacuation areas during emergencies. In addition, consideration should be given to the provision of adequate lighting, alarms, cameras and other measures to enhance safety and security.

While schools still conduct required fire drills to practice evacuation procedures, preventing and responding to active shooter scenarios is increasingly the focus of school safety efforts. Buildings that can be locked down quickly and without exposing occupants to danger provide peace of mind to students, staff, and parents. Windows that face unsecured areas should be placed high enough to prevent visibility into classrooms or include features that allow occupants to quickly prevent visibility from outside.

Summary

Maintaining and improving safe and modernized facilities and environments to enhance student learning is a high priority for MCUSD, as is creating and expanding conditions for teaching and learning to prepare all students for college, career, and life readiness. Thoughtfully designed educational specifications play an important role in achieving these goals, aiding in the development of attractive, economical, and functional environments to effectively support the overall instructional program.

Facilities Assessment and Project Prioritization Process

The scope of services for the LRFMP includes a facility needs assessment to help identify projects of priority to the school sites and the District. EH&A worked closely with the Superintendent, Mrs. Robin Hooper, the Executive Assistant to the Superintendent, Ms. Vicki Bustos, and Maintenance, Operations, Transportation, Facilities & Warehouse Coordinator, Ms. Charlotte Kelsey, to establish the Superintendent's Facility Advisory Committee (SFAC) to conduct workshops, review documents and identify facility needs. Through this interactive assessment effort, a total of 305 projects were identified and ranked, including 65 recommended high priority projects. Projects have been identified as School Site Projects as **Exhibit C** and District-wide Support Services needs as identified on **Figures 25, 26 and 27.** Some of the projects have been considered as District-wide Projects (DWP) – meaning they applied to a number, if not all campuses; and some of the projects were identified specifically with a particular site. A list of the projects by site is listed in **Exhibit C.**

Background

In addition to identifying and ranking facility project by site, the previous site profile worksheets identified in the Long Range Facility Master Plan dated September 3, 2013, were provided to the District and the site administrators for an update and review. The condition of existing facilities, the history and details of previous construction, modernization and other capital improvements undertaken as well as the ongoing need for facility improvements were discussed.

EH&A met with the Maintenance Foreman, Mr. Randy Sharp and Maintenance, Operations, Transportation, Facilities & Warehouse Coordinator (MOTFW) Ms. Charlotte Kelsey to discuss the facilities and conditions and begin the process of updating the assessment of the District's facilities. The process began with the formation of an SFAC. The SFAC was specifically comprised of a wide array of District stakeholders including certificated, classified and management personnel as well as community leaders and a member of the board. This group met twice (see Agendas in **Exhibit D**) and was asked to develop a list of their respective facility's needs by interviewing or surveying the appropriate site staff including classified, certificated and management staff. Clarity and refinement of each facility's needs were performed through a review of the proposed projects and discussions at the SFAC. In addition, MOTFW Coordinator, Ms. Charlotte Kelsey sought input from District-wide support services areas and representatives for the District Office, Maintenance and Operations facilities and Food Services facilities as well as Technology. EH&A, working with the Superintendent, the Executive Assistant to the Superintendent and the MOTFW Coordinator developed a system to prioritize high priority projects at each site and support facilities District-wide.

Process

EH&A prepared Site Profile Sheets, included in **Exhibit C**, listing projects not completed since 2013 and new projects suggested by the District for the following sites/programs:

- Alternative Education
- El Portal/Yosemite Park High School
- Greeley Hill Elementary/Coulterville High School
- Lake Don Pedro Elementary
- Mariposa Elementary
- Mariposa County High School
- Woodland Elementary
- Yosemite Valley Elementary
- Technology
- Maintenance and Operations
- District Office
- Food Services
- Sierra Foothill Charter School

Projects were organized and categorized into the following categories:

- Health & Safety
- Classroom Improvements
- Site Modernization
- Technology
- Energy Efficiency
- Other

Campus Input, Facility Advisory Committee

The SFAC held its inaugural kick off meeting on April 5, 2017 with EH&A Associate David Randolph and President Eric Hall facilitating the first of two meetings of the SFAC. The committee consisted of District and campus leaders, principals, administrators, and community members and from each campus as well as a member of the Board of Trustees. **(See Figure 24)**. The purpose of this meeting was to explain the many uses of a formal facility assessment, the importance of obtaining input from all stakeholders and to identify site needs. The SFAC was divided into site groups that developed a comprehensive list of site facilities needs, which were prepared at the site level by collecting input from individual stakeholders. These detailed needs were then compiled and transferred to Site Profile Sheets. The site representatives were directed by the Superintendent and EH&A to reach out to school site stakeholders, including certificated and classified staff, as well as parent leaders, to obtain additional input on the recommended priority needs of each

campus. Information obtained by the campus leaders was then provided to EH&A, and the Site Profile Sheets were updated accordingly.

Figure 24: Committee Membership

Alex Keeton, MCTA	**Jim Cupp**, District 2 Board Member	**Ron Henderson**, Director of Educational Technology
Ben Jewell, Teacher	**Lydia Lower,** Principal, Woodland Elementary School	**Sean Jacobs,** Principal El Portal Elementary, Yosemite Park High and Yosemite Valley Schools
Celeste Azevedo, Principal, Mariposa County High School	**Merlin Jones**, Community Member	**Tammi Richards**, CSEA and Food Service
Charlotte Kelsey, Maintenance, Operations, Transportation, Facilities and Warehouse Coordinator	**Mindy Bolar**, SFCS	**Tracie Baughn,** Principal, Greeley Hill Elementary and Coulterville High School
Cheri Ridenhour, Admin Secretary, Special Education	**Norma Dwyer**, CBO	**Vicki Bustos**, Executive Assistant to the Superintendent
Duane Robinson, Community Member	**Penny Weaver,** Principal, Lake Don Pedro Elementary School	**Wayne Forsythe**, Community Member, District 4 Board member
Glen Rothell, Community Member	**Randy Sharp,** Maintenance Foreman, MCUSD	
Jan Steed, Principal, Mariposa Elementary School	**Rick Patterson,** Information Technology Manager, MCUSD	
Jeff Aranguena, Director of Human Resources	**Robin Hopper**, Superintendent	

The SFAC held its second meeting on May 8, 2017, facilitated by EH&A President, Eric Hall. Deliberations and discussions were held regarding the top facility projects. Campus leaders through their collaborative site process came prepared to identify and describe their top five priorities. The top five projects were listed on flip chart paper and ranked in order as recommended by the campus leaders. Campus leaders were provided with five colored dots to be used as "currency" to express and post their priorities. Green dots were distributed and used to rank projects on their own sites and red dots were used to designate priorities on sites other than the committee member's own site. Committee members not affiliated with specific District were provided red dots to declare their priorities.

The five total point values assigned by the group through the dot exercise were later tallied by EH&A and included in this report for District consideration and those rankings can be found below in **Figure 25**.

Figure 25: Priority Projects – K-12 School Facilities

Campus	Total Projects	Total Red Dot Points	Total Green Dot Points	Total Dots	Number of Projects w/ Dots	Highest Number of Points to One Project	Project with Highest Number of Points
Elementary Schools							
Greeley Hill Elementary School	30	9	3	12	4	7	New add-MP Room
Yosemite Valley Elementary School	12	1	3	4	3	2	Repairs/Upgrades to playing fields
Mariposa Elementary School	26	14	3	17	4	7	Black top repairs/Surface areas + play yard
Woodland Elementary	23	5	3	8	2	8	Renovate restrooms
Lake Don Pedro Elementary School	26	2	0	2	1	2	Basketball court upgrades
El Portal Elementary School	13	3	3	6	3	3	PA System update
High Schools							
Mariposa County High School	113	14	3	17	4	9	New gym, locker rooms, kitchen/dining area
Yosemite Park High School	13	3	3	6	3	3	PA System update
Alternative Ed/District Office							
Mariposa County USD -Alternative Education	23	0	3	3	3	1	Exterior lighting, gym acoustic upgrade, gym replace HVAC unit
Sierra Foothill Elementary School-Charter							
Catheys Valley	26	6	3	9	3	3	New playground equipment, Portable Office
Total	**305**	**57**	**27**	**84**	**30**		

The committee did not rank the needs for these facilities. The District staff have developed the following needs that should be considered in developing the list of facility improvements District-wide. The following needs in **Figure 26** are identified for technology District-wide as well as for the District office, maintenance, operations, warehouse, and food services.

Figure 26: Priority Projects – Support Facilities

Support Services	Total Projects	Total Red Dot Points	Total Green Dot Points	Number of Projects w/ Dots	Highest Number of Points to One Project	Project with Highest Number of Points
Technology - District-wide	17	N/A	N/A	N/A	N/A	1. District-wide emergency system
		N/A	N/A	N/A	N/A	2. District-wide Phone system upgrade
		N/A	N/A	N/A	N/A	3. Relocate tech department to custodial warehouse - will need heat/air conditioning unit
		N/A	N/A	N/A	N/A	4. Replace A/C unit in service room
		N/A	N/A	N/A	N/A	5. Battery backup District-wide, plus emergency generator for DO
District Office	24	N/A	N/A	N/A	N/A	1. District-wide emergency alert system
						2. District-wide back up power source (server room and site wiring closets)
						3. Roof repairs to include rafters, gutters, etc.
						4. Soundproof offices
						5. Siding repair/replacement, including windows trim, paint
Maintenance, Operations, Transportation and Warehouse	6	N/A	N/A	N/A	N/A	1. Wash Stations for Buses
		N/A	N/A	N/A	N/A	2. Update site per storm water regulations
		N/A	N/A	N/A	N/A	3. New security fence with automatic gate
		N/A	N/A	N/A	N/A	4. Exterior cameras
		N/A	N/A	N/A	N/A	5. Exterior Lighting
Food Services	16	N/A	N/A	N/A	N/A	1. Replace walk in unit
		N/A	N/A	N/A	N/A	2. Installation of dishwashing unit, stove and oven
		N/A	N/A	N/A	N/A	3. New floor (currently unlevel, chipped and worn)
		N/A	N/A	N/A	N/A	4. Upgrade electrical (more power outlets in office-presently only one for all equipment)
		N/A	N/A	N/A	N/A	5. Larger dry storage food storage area/facility (dry and canned foods - must be temp controlled)

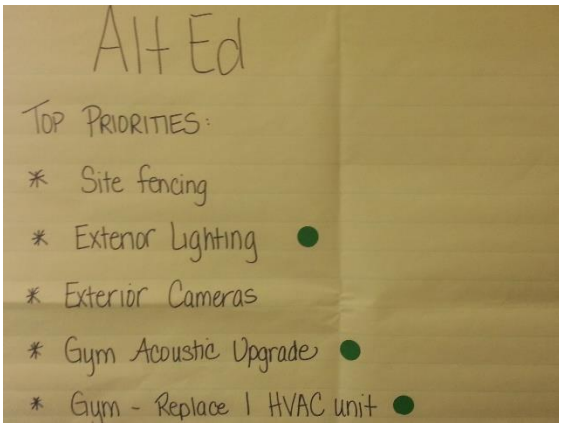
A display of the school site priorities as presented to the committee follows below on **Figure 27**.

Figure 27: School Top Five Priorities

Mariposa County Unified School District

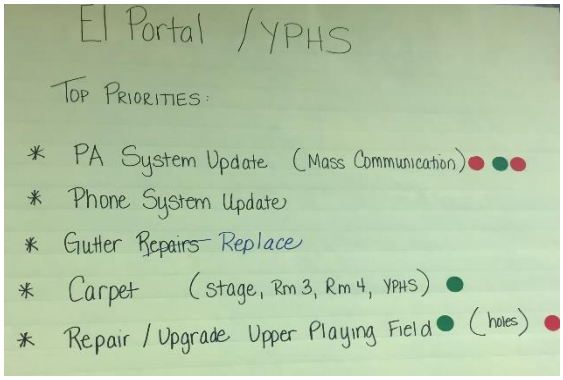
Top Priorities

Alternative Education



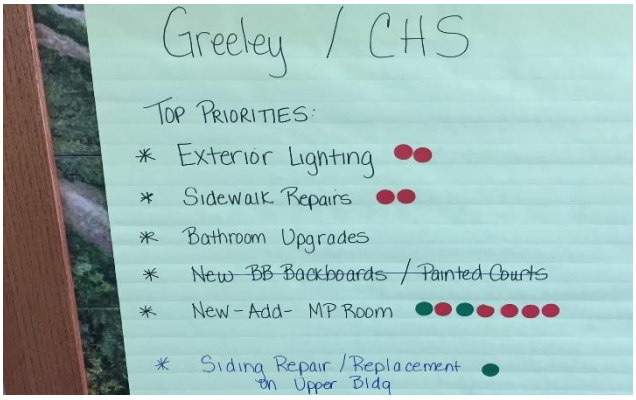
Priority	# of Dots
Exterior lighting	1
Gym – acoustic upgrade	1
Gym – replace HVAC unit	1
Site fencing	
Exterior cameras	

El Portal/YPHS



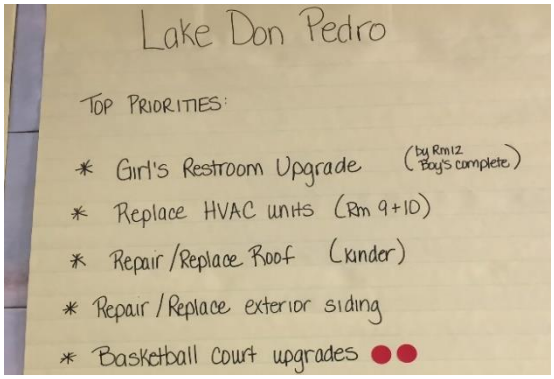
Priority	# of Dots
PA system update (mass communication)	3
Repair/upgrade upper playing fields (holes)	2
Carpet (stage, Rm 3, Rm 4 – YPHS)	1
Phone system update	
Replace gutters	

Greeley/CHS



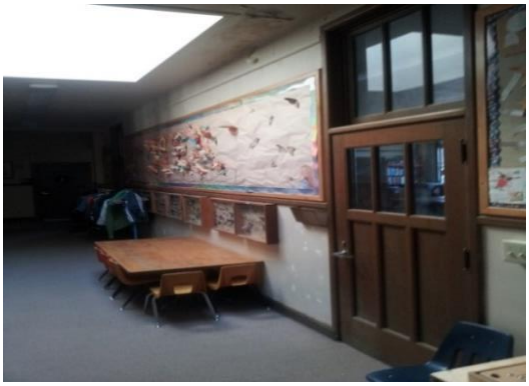
Priority	# of Dots
New – add MP room	7
Exterior lighting	2
Sidewalk repairs	2
Siding repair/replacement on upper building	1

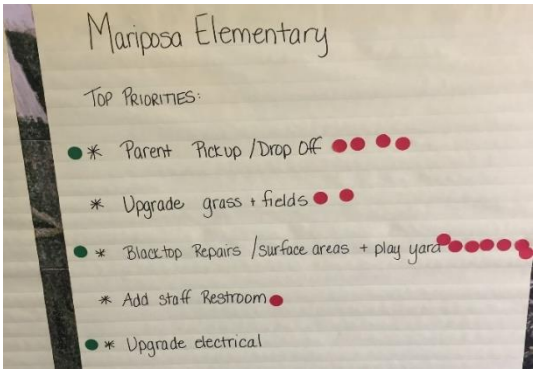
Lake Don Pedro



Priority	# of Dots
Basketball court upgrades	2
Girl's restroom upgrade (by Rm 12)	
Replace HVAC units (Rm 9 & 10)	
Repair/replace roof (Kinder)	
Repair/replace exterior siding	

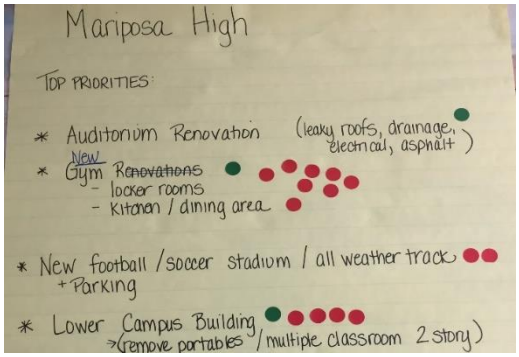
Mariposa Elementary





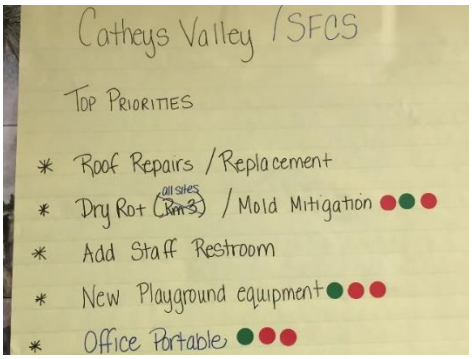
Priority	# of Dots
Blacktop repairs/surface areas & play yard	8
Parent pickup/drop off	5
Upgrade grass & fields	2
Add staff restroom	1
Upgrade electrical	1

Mariposa High School



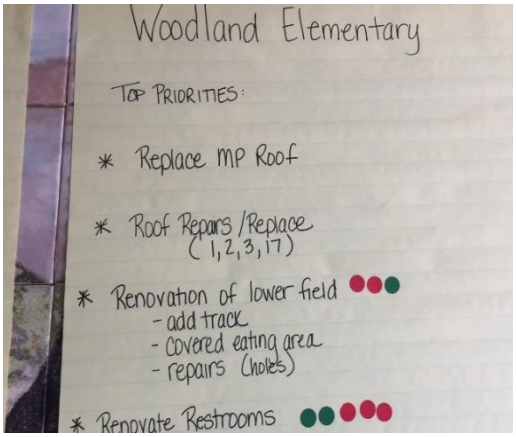
Priority	# of Dots
New gym – locker rooms – kitchen – dining area	9
Lower campus building – remove portables/multiple classrooms – 2 story	5
New football/soccer stadium – all-weather track + parking	2
Auditorium renovation (leaky roof, drainage, electrical & asphalt)	1

Catheys Valley/SFCS



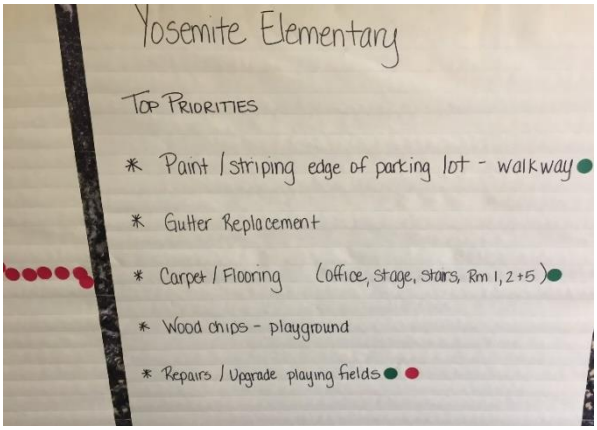
Priority	# of Dots
Dry rot (all sites) – mold mitigation	3
New playground equipment	3
Office portable	3
Roof repairs/replacement	
Add staff restroom	

Woodland Elementary



Priority	# of Dots
Renovate restrooms	5
Renovation of lower field – add track – covered eating area – repairs (holes)	3
Replace MP roof	
Roof repairs/replace (1, 2, 3, 17)	

Yosemite Elementary



Priority	# of Dots
Repairs/upgrade playing fields	2
Paint/striping edge of parking lot – walkway	1
Carpet/flooring (office, stage, stairs, Rm 1, 2 + 5)	1
Gutter replacement	
Wood chips - playground	

In addition to the list of priority projects displayed in **Figure 25** and **27**, the Committee made the following list of suggestions and recommendations for consideration:

- All roofing, rain gutters, drainage and building envelope remediation be considered a top priority District-wide.
- MES/WD – Space for older students
- Alternative education – Space available
- Revisit reopening/use site for middle school
- Possible: Relocate DO/MOT
- Use land for MCHS
- Monarch Academy (Growth) – on sites – accessibility to same items as all students
- Long term planning for student numbers and use of facilities
- District & County joint uses/committee
- Communication on all sites – PA systems
- Security (cameras, lighting, etc.)

ACKNOWLEDGEMENTS
PLANNING PARTICIPANTS

Mariposa County Unified School District

Thanks to all the principals, vice principals, teachers, site classified staff and custodial staff who took the time to attend community forums and share with us and show us their school sites. Their passion for their students, their sites and the District, as well as their extensive knowledge, was invaluable to the process.

Facility Improvements - Recommendation

EH&A is recommending the following course of action to implement the District's Measure L:

Mariposa County High School

The needs of Mariposa County High School are varied and complex. The District should consider the development of a Mariposa County High School site master plan to plan for the scope and specific projects to pursue. It is very likely that the State Department of Education and the Office of Public School Construction will ask for a comprehensive site plan, since work has not been done on the site for a number of years and the needs are so pressing. The District should select and assign one of its three architects to conduct this study and create a master plan. This is important for considering adjacencies, path of travel (AD), outdoor learning spaces, P.E. facilities, science and art rooms, courtyards, the benefit of modernizing buildings and the possibility of a more efficient replacement plan.

Quick Start Project

1. Safety and Security Needs – Lighting and Surveillance

This important area was a priority District-wide and was included on most of the site plans. The discussions at the SFAC indicated that this work is important. It is recommended that the District begin the planning and design of these improvements.

- Exterior lighting
- Exterior cameras

2. Safety – Concrete and Asphalt

Various sites indicated a need for concrete repair, asphalt sealing, and striping. This work should begin right away as a priority by creating a list of the areas that need attention and proceeding with the selection of contractors to perform the work.

- Sidewalk repairs
- Paint/striping edge of parking lot – walkway

3. Carpet and Flooring

It is recommended that the District designate this area as a priority by creating a list of the rooms that need new flooring, deciding on a District standard for type of flooring, and proceeding with the selection of contractors to perform the work.

Asset Management

The District has unused schools, vacant land and underutilized sites. In consideration of the enrollment projections and the classroom inventory and capacities to accommodate students, the District should proceed on an Asset Management plan for its sites as a strategic goal for the 2017-2018 fiscal year. This plan can focus on the utilization of sites, enrollment and how to maximize the District's real estate assets.

Portable Classroom Replacement Plan

Many classrooms in the District need to be improved or modernized. The facility improvements include roofing, drainage, rain gutters, flooring, paint and electrical systems, lighting and other improvements. As a result of the large number of District portable classrooms and their age and overall condition, it is important to consider the need for these facilities prior to spending limited District resources on the improvement of these buildings and spaces.

The District has 94 portable classrooms that make up 54% of its overall classroom inventory. While these rooms at one time helped the District accommodate higher enrollment, the district has lost approximately 25% of its student population in the last 10 years (see **Figures 6-10** on pages 13 to 17).

Prior to expending any funds on improving or modernizing the District's portable classrooms, it is recommended that the District commission a survey of the portables and a portable modernization and replacement plan be developed to prioritize these buildings. It is recommended that the District assign one of its selected architects to create this inventory and perform a condition assessment to identify each portable to be repaired, replaced or removed.

To assist in reviewing the utilization of classrooms, EH&A has provided information on the number of classrooms, portable and permanent, and the projection of enrollment by site over the next 10 years, see **Figure 28**. This analysis provides the District with a percentage of utilization by site over the projection period. This analysis will assist the District in their review for portables by site. The District has capacity in permanent classrooms to accommodate approximately 2,500 students. Considering the current District enrollment of approximately 1,700 and an enrollment projected to be in the range of 1,651 to 1,924 by 2026-27, the District has a surplus inventory of portable classrooms. The analysis of the needs of the facilities will be site specific to make certain that each school can accommodate the enrollment into the future.

Figure 28: Classroom Utilization

School Name	Number of Classrooms (District Program)	CLASSROOMS PERMANENT	CLASSROOMS PORTABLE	Classroom Capacity - Using District Loading	Approximate Classroom Capacity: Permanent CRs only	2016-17 OFFICIAL Enrollment	2016-17 Enrollment (Over)/Under District CURRENT Capacity	2016-17 Enrollment (Over)/Under District PERMANENT Capacity	% Utilization of Site's Capacity ALL CLASSROOMS	% Utilization of Capacity PERMANENT CLASSROOMS ONLY
El Portal ES	5	5	0	128	128	86	42	42	67.2%	67.2%
Lake Don Pedro ES	15	0	15	390	0	171	219	(171)	43.8%	N/A
Mariposa ES	26	17	9	702	450	397	305	53	56.6%	88.2%
Woodland ES	29	12	17	807	331	401	406	(70)	49.7%	121.1%
Yosemite Valley ES	5	5	0	136	136	28	108	108	20.6%	20.6%
Greeley Hill ES	8	8	0	216	216	61	155	155	28.2%	28.2%
Grades K-8	**88**	**47**	**41**	**2379**	**1261**	**1144**	**1235**	**117**	**48.1%**	**90.7%**
Coulterville HS	5	0	5	149	149	3	146	146	2.0%	2.0%
Mariposa County HS	46	23	23	1526	763	510	1016	253	33.4%	66.8%
Yosemite Park HS	3	3	0	102	102	3	99	99	2.9%	2.9%
Grades 9-12	**54**	**26**	**28**	**1777**	**1014**	**516**	**1261**	**498**	**29.0%**	**50.9%**
Alternative Education Complex	19	8	11	617	243	44	573	243	7.1%	18.1%
Sierra Foothill Charter	8	0	8	96	0	136	(40)	0	141.7%	N/A
Monarch Academy	6	0	6	48	0	48	0	0	100.0%	N/A
Other	**33**	**8**	**25**	**761**	**243**	**228**	**533**	**243**	**30.0%**	**93.8%**
Totals	**175**	**81**	**94**	**4,917**	**2,518**	**1,888**	**3,029**	**858**	**38.4%**	**75.0%**

GREEN	90% AND ABOVE UTILIZATION TO "CURRENT" CAPACITY
YELLOW	50% TO 89% UTILIZATION TO "CURRENT" CAPACITY
RED	BELOW 50% UTILIZATION TO "CURRENT" CAPACITY

Red indicates where the current enrollment **exceeds** the stated "Classroom Capacity - Current Loading"

Sources

2016-17 Enrollment: CALPADS Capacity: MCUSD & EH&A

Maximization of Funding

The information in this section identifies a variety of funding mechanisms that may be available to the District as resources to fund improvements to existing facilities and/or construction of new facilities within the District.

Local General Obligation Bond

A school district can propose a local tax ballot measure to generate funds to build new schools, add to existing facilities, or modernize existing facilities. There are two types of general obligation bonds.

A school district can seek to generate local funds for school facility construction through a super majority (⅔ vote) affirmative vote.

Proposition 39, passed by California voters on November 7, 2000, enables a school district to pass a bond with only a 55% approval rating. In exchange for a lower threshold for passage, Prop 39 includes accountability requirements, such as audits, specific regulations such as maximum tax rates (the maximum tax rate for elementary school districts is $30/$100,000 and high school or unified school districts is $60/$100,000 assessed value per parcel), a specific list of projects to be funded in the ballot language, and taxpayer oversight. The school district is responsible for establishing a citizen's oversight committee (COC) made up of not less than seven community members.

The memberships should include a parent of a student in the school district, a member of a parent/teacher/student organization such as the PTA, a representative of the local business community, a senior citizen, and a member of a bona fide taxpayer organization. Members of this committee do not have board authority to approve projects or contracts. Their role is to review projects to assure the voting community that the projects the voters authorized are the projects that were completed. The COC also provides assurance to the public that no administrative salaries or other operating expenditures are charged against the bond proceeds.

Measure L Approved

On November 8, 2016, the Mariposa County Unified School District voters overwhelming approved Measure L with a 70% "Yes" vote – authorizing the school district to issue up to $24 Million of General Obligation (GO) Bonds to provide financing for specific school district projects and to provide matching funds in order to qualify to receive State grants as part of the State's School Facilities Program (SFP).

The significant portion of Measure L's project list involved addressing infrastructure needs throughout the District including:

- Repair or replace leaky roofs
- Upgrade deteriorating plumbing and sewer systems
- Update inadequate electrical systems
- Replace outdated heating, ventilation and cooling systems
- Make health, safety and handicapped accessibility improvements
- Improve student access to computers and modern technology

- Improve energy-efficiency throughout the District
- Modernize, construct and/or renovate classrooms, restrooms and school facilities
- Renovate playfields for school and community use
- Replace existing wiring systems to meet current electrical and accessibility codes and increased capacity
- Federal and State-mandated Americans with Disabilities Act (ADA) accessibility upgrades including site access, parking, staff and student restrooms, relocation of some existing electrical devices, drinking fountains, playground equipment, etc.
- Improve/construct/upgrade P.E. fields and facilities for school and community use
- Increase student safety by improving drop-off and pick-up areas
- Upgrade school site parking, utilities and grounds
- Federal and State-mandated Occupational Safety & Health Administration (OSHA) safety upgrades including playground equipment replacement
- Abate and remove hazardous materials identified prior to or during construction
- Repair, replace and/or upgrade paved surfaces, turf and other grounds to eliminate safety hazards and improve outside instructional areas

As part of the board's deliberative process and through feedback from community surveys as well as consultation with its advisors, the Board of Trustees decided that the $24 Million that was authorized by the voters would provide the necessary funding to fulfill the District's facilities needs while resulting in a tax rate acceptable to the community. The District estimates that the highest tax rate that would be required to the fund the bond issue is $.04900 per $100 ($49.00 per $100,000) of assessed valuation.

School District Participation in the State's School Facility Program

The recently approved Kindergarten through Community College Public Education Facilities Bond Act of 2016 (Proposition 51) authorizes $7 billion in state general obligation bonds for K-12 schools. The state had not passed a bond since 2006 and these funds are critically needed.

This measure preserves current Leroy F. Greene School Facilities Program major elements. This measure will provide matching funds to K-12 school districts and charter schools for new construction, modernization, hardships and emergencies. The measure provides $3 billion for new construction; $3 billion for modernization; $500 million for Career Technical Education (CTE); $500 million for Charter Schools.

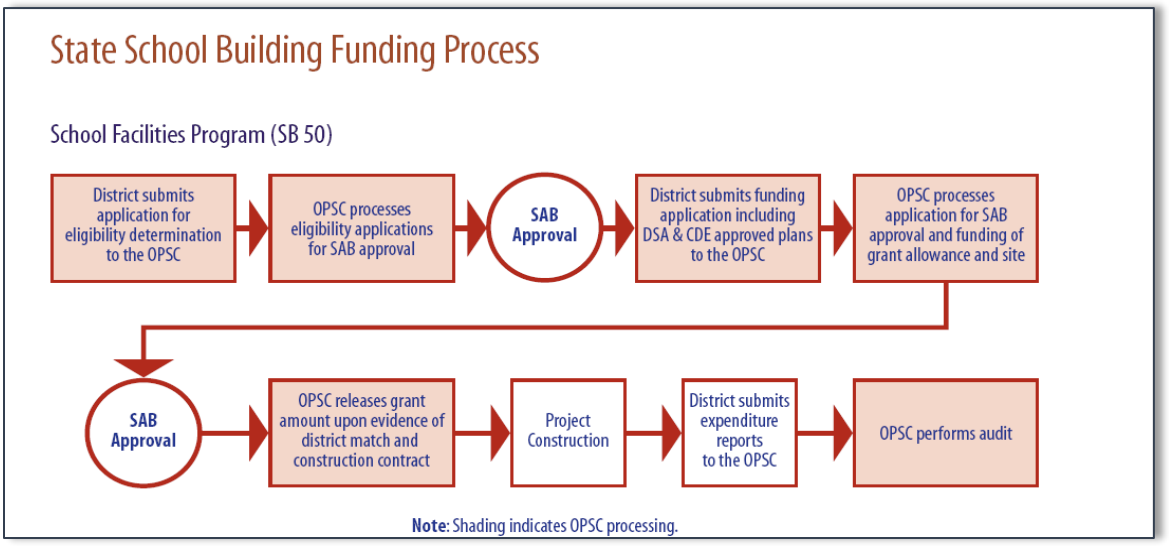
The SFP is a per pupil grant program providing funding for new construction on a 50/50 state/local basis and for modernization on a 60/40 state/local basis. The District can participate in both the 50/50 new construction and 60/40 modernization programs after establishing baseline eligibility.

Baseline eligibility for new construction is the number of un-housed students projected at the end of five years. Eligibility is established by completing SAB forms Enrollment Certification/ Projection SAB 50-01, Existing Building Capacity SAB 50-02, and Eligibility Determination SAB 50-03 (**Figure 29**). The eligibility is determined by subtracting the number of students housed in existing classrooms from the five-year projected enrollment.

The calculation of students housed uses the state loading standard of 25 students/classrooms for grades K–6. The five-year projected enrollment uses a grade progression cohort survival methodology. It must be

noted that an application for funding requires that the District receive prior approval of plans and specifications from the CDE and the Division of the State Architect (DSA).

Figure 29: State School Facility Program Funding



District Participation in the State School Facility Program

The District has historically been successful in pursuing state funding. Between 1999 and 2013, the District received $11,129,589 in SFP funding for new construction and modernization projects.

Based on data from EH&A research, records with the Office of Public School Construction (OPSC) indicate the District has remaining eligibility, established in 1998, for funding:

- Approximately $3,800,000 for Modernization
- Approximately $1,500,000 for New Construction
- Approximately $5,300,000 total New Construction and Modernization

An evaluation of local District and state records may determine additional eligibility for new construction and modernization funding.

The combination of the G.O. Bond proceeds combined with the District's SFP funding eligibility could yield the District as much as $29.3 Million to assist in implementing the project list articulated within Measure L.

In addition, there are a number of other funding sources the District has available that could be used to further facilities' needs including developer fees, Proposition 39 energy funding and special reserve funds for capital outlay. Those sources are identified in greater detail below.

Proposition 39 (California Clean Energy Jobs Act)

Proposition 39 was overwhelmingly approved by California voters to provide funding for energy efficiency projects in schools, expand clean energy generation, and create clean energy jobs in California. Proposition 39 was anticipated to transfer an estimated $550 million in new revenue over five years to fund projects for K-12 public schools, charter schools, county offices of education and community colleges.

The California Energy Commission (CEC) adopted final program guidelines on December 19, 2013. Handbooks, forms, calculators and additional guidance were released on January 31, 2014. The guidelines were designed to help achieve the outcomes specified in the act and included instructions for submitting energy project expenditure plans to the CEC for approval. Guidelines also included details on how the CDE would release funds. EH&A followed the developments and participated in discussions at the local and state level for this program.

Proposition 39 Allocations (**Figure 30**) remain available on the CDE website. Every year CDE evaluated the revenue generated by a tax imposed on corporations that had left California but continued to do business in the state. That revenue (corporate tax) remains the source for Prop 39 funding. The various years' allocations to MCUSD & MCOE are reflected in the graphic below; and, while the 2017-18 allocation has not yet been apportioned nor allocated, EH&A is projecting that for planning purposes the 2017-18 revenue allocation will likely be the average of the first four years' allocation. This would calculate to approximately $128,732.

Should the 2017-18 allocation be the average of the first four years, the District will have received approximately $643,659 over the five-year period in Prop. 39 Clean Energy funding. Having said that, the District should recognize that given the state's reduction in awards to school districts in prior years, the 2017-18 allocation may end up being less than is currently anticipated.

Figure 30: Award Allocation for Prop. 39

County Name	County Code	District Code	School Code	Charter Number	Charter Fund Type	Local Educational Agency	Energy Expenditure Plan (EEP) Amount Approved**	2013–14		2014–15		2015–16		2016–17		Total Award Allocation
								Election Two Year Funding*	Award Allocation	Election Two Year Funding*	Award Allocation	Election Two Year Funding*	Award Allocation	Election Two Year Funding*	Award Allocation	
Mariposa	22	10223	0000000			Mariposa Co. Office of Education	$62,563	Y	$31,838		$0	Y	$31,096		$0	$62,934
Mariposa	22	65532	0000000			Mariposa County Unified	$544,227		$114,071		$111,112		$111,045		$115,765	$451,993

Greening Programs

There are programs available to help school districts conserve energy. DSA's Sustainable Schools Resource site provides a list of resources to help schools build energy-efficient facilities. The CEC Bright Schools program provides technical assistance to California K-12 schools to identify energy-saving opportunities. The program provides consulting, planning and design services for modernization and new construction. Districts that need funding for projects can apply for low-interest loans through the CEC.

The CEC Go Solar California program provides rebates on solar energy installations. ***Savings by Design*** (SBD) is an energy efficiency program for California non-residential new construction. The SBD program is funded by utilities, and provides design assistance and financial incentives.

In addition, the OPSC High Performance Incentive Grant (HPI) program provides funding for eligible projects with high performance attributes.

Deferred Maintenance, Fund 14

Historically, this fund was used to account separately for state apportionments and the LEA's contributions for deferred maintenance purposes. Moneys in this fund were only to be expended for the following purposes:

a. Major repair or replacement of plumbing, heating, air-conditioning, electrical, roofing, and floor systems;
b. Exterior and interior painting of school buildings, including a facility that a county office of education is authorized to use pursuant to Education Code sections 17280-17317;
c. The inspection, sampling and analysis of building materials;
d. The encapsulation or removal of materials containing asbestos;
e. The inspection, identification, sampling and analysis of building materials to determine the presence of materials containing lead;
f. Any other maintenance items approved by the State Allocation Board

It must be noted that with the advent of the Local Control Funding Formula (LCFF), the state no longer provides apportionments for this program nor is it a requirement that Districts "set aside" funding dedicated to Deferred Maintenance projects. As a result, the District no longer maintains a Fund 14.

Notwithstanding the above, it is critical that the District to continue to assess and consider the ongoing costs of adequately maintaining its facilities as it plans its annual budget as part of its fulfillment of the District's Local Control Accountability Plan (LCAP) as well as its commitment to District residents that bond-financed facilities will continue to be well maintained.

Building Funds, Funds 21 & 51

Fund 21

This fund is used to record proceeds from the sale of general obligation bonds. This fund is anticipated to have an ending balance at June 30, 2017 of $8,500,000.

Fund 51

This fund is used to account for the revenues from taxes levied, interest earned and the repayment of bonds. This fund is anticipated to have an ending balance at June 30, 2017 of $0.

Other authorized revenues to the fund are proceeds from the sale or lease-with-option-to-purchase of real property and revenue from rentals and leases of real property specifically authorized for deposit into the fund by the governing board.

Expenditures in Fund 21 are most commonly made against the 6000 object codes (Capital Outlay). Another example of an authorized expenditure in Fund 21 is repayment of State School Building Aid out of proceeds from the sale of bonds. As of June 30, 2016, the balance in this fund is anticipated to be $0.00.

Capital Facilities Fund, Fund 25

This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development. Interest earned in this fund is restricted to that fund.

The principal revenues in this fund are the following:

- Interest
- Mitigation/Developer Fees

Expenditures in Fund 25 are restricted to the purposes specified in Government Code sections 65970–65981 or to the items specified in agreements with the developer (Government Code Section 66006). Money in this fund can be used to pay for the expansion of existing school facilities and the construction of new school facilities necessary to adequately house students generated from new residential development. Expenditures incurred in another fund may be reimbursed back to that fund by means of an interfund transfer. As of June 30, 2017, the balance in this fund is anticipated to be $408,270.

County School Facilities Fund, Fund 35

This fund is established to receive apportionments from the SFP authorized by the SAB for new school facility construction, modernization projects and facility hardship grants, as provided in the Leroy F. Greene School Facilities Act of 1998.

The principal revenues and other sources in this fund are:

- School Facilities Apportionments
- Interest
- Interfund Transfers In

Funding provided by the SAB for reconstruction of facilities after disasters such as flooding may be deposited to Fund 35.

Typical expenditures in this fund are payments for the costs of sites, site improvements, buildings, building improvements, and furniture and fixtures capitalized as a part of the construction project. The District currently does not utilize this fund.

Special Reserve Fund for Capital Outlay Projects, Fund 40

This fund exists primarily to provide for the accumulation of general fund moneys for capital outlay purposes and may be used to account for any other revenues specifically for capital projects that are not restricted to funds 21, 25, 30, 35 or 49. Other authorized resources that may be transferred to this fund are proceeds from the sale or lease-with-option-to-purchase of real property and rentals and leases of real property specifically authorized for deposit to the fund by the governing board. As of June 30, 2016, the balance in this fund is anticipated to be $0. See **Figure 31** below.

Figure 31: Description of Funding Resources, Fund Balances as of June 30, 2016

Fund Description	2016-17
Building Fund – Fund 21	**$8,500,000**
Building Fund – Fund 51	**$0**
Capital Facilities – Fund 25	**$408,270**
Spec. Reserve Fund for Capital Outlay Projects – Fund 40	**$0**
Prop 39 – 2017-18 Award Allocation (Est.)	**$128,732**
GRAND TOTAL	**$9,037,002**

Mello Roos Community Facilities Act

A Community Facilities District (CFD), also known as a Mello Roos District, raises money through voter approved special taxes assessed on property owners in the CFD. The tax must be approved by at least 2/3 of voters. The bonds are issued in "lump sum" amounts. Residents in the CFD boundary make annual special tax payments to pay the principal and interest on the bonds. A school district's general fund is not required to finance any funding shortfall on bond debt service payments.

While general obligation bonds can only fund real property, Mello Roos bonds can also be used for the purchase or improvement to any non-real property (property with a useful life of five years or longer), or to provide services such as maintenance and library services.

Certificates of Participation

Issuance of Certificates of Participation (COP's) can be used to fund virtually all facilities related needs. This financing option provides relatively unrestricted expenditure of proceeds on facilities and does not require a voter election. Debt service payments for this type of financing mechanism must be secured through a school district's general fund.

This mechanism is essentially a loan. Because school districts are tax-exempt, this method has advantages over regular private loans. The COP will have a payment schedule with annual or semi-annual payments. The District does have an outstanding 1998 COPs issuance that it is in the process of paying off.

Parcel Tax

Parcel taxes are assessed on the characteristics of a parcel, and passage requires a two/third majority vote of the property owners in the school District boundary. The funds can be used for a wide variety of purposes. Parcel taxes are frequently used for new developments that want premier school facilities in place when the new homes go to market. The developer owns all the parcels initially, the vote is conducted after negotiation with the District on what will be included in the tax, and the facilities that will result are completed. These negotiations typically include timing of the facilities. The requirement to pay the ongoing taxes is then passed to the buyer of each parcel within the development.

School Facilities Improvement District

This approach to funding school facility improvements is very similar to general obligation bond elections. However, through this approach a district may choose to remove properties from the taxation district or to conduct separate elections in multiple taxation districts.

School Facilities Improvement District (SFID) elections are similar to the two-thirds majority bond election except that the area of the election does not include some portions of a district.

SFID's are used when a district has CFDs that are paying significant developer fees for the schools in their area while other areas do not have CFD funds and need a bond. This mechanism is typically used in communities where senior citizens who do not support school bonds are in the majority. Communities excluded from SFIDs are not taxed and do not vote.

Redevelopment Tax Increment

In January of 2011, the Governor of the State of California proposed statewide elimination of redevelopment agencies (RDAs) beginning with the fiscal year (FY) 2011-12 State budget. The Governor's proposal was incorporated into Assembly Bill 26 (ABX1 26, Chapter 5, Statutes of 2011, First Extraordinary Session), which was passed by the Legislature, and signed into law by the Governor on June 28, 2011.

ABX1 26 prohibited RDAs from engaging in new business, established mechanisms, and timelines for dissolution of the RDAs, and created RDA Successor Agencies to oversee dissolution of the RDAs and redistribution of RDA assets.

A California Supreme Court decision on December 28, 2011 (California Redevelopment Association et al. v. Matosantos) upheld ABX1 26 and the Legislature's constitutional authority to dissolve the RDAs. ABX1 26 was codified in the Health and Safety Code (H&S Code) beginning with section 34161.

In accordance with the requirements of H&S Code section 34167.5, the State Controller is required to review the activities of RDAs, "to determine whether an asset transfer has occurred after January 1, 2011, between the city or county, or city and county that created a redevelopment agency, or any other public agency, and the redevelopment agency," and the date on which the RDA ceases to operate, or January 31, 2012, whichever is earlier.

Redevelopment funds may be used to fund enhancements to and expansions of existing school facilities and to construct new facilities for students generated by development within a redevelopment project area. This type of funding creates a revenue stream that can be used directly to pay for facilities or "leverage" through the issuance of COPs. The revenue is produced by tax increment via a "pass-through" agreement with the local redevelopment agency for a given redevelopment project area.

Qualified Zone Academy Bonds (QZAB)

These types of funds are eligible to finance improvements in and equipment for existing facilities. This financing option includes an interest-free loan and requires a minimum contribution of 10% of the project costs from private businesses or business partners. Payments on the loan are secured by a district's general fund. QZABs require an allocation from the State and cannot be issued unilaterally.

Exhibits

Exhibit A

District Boundary Map

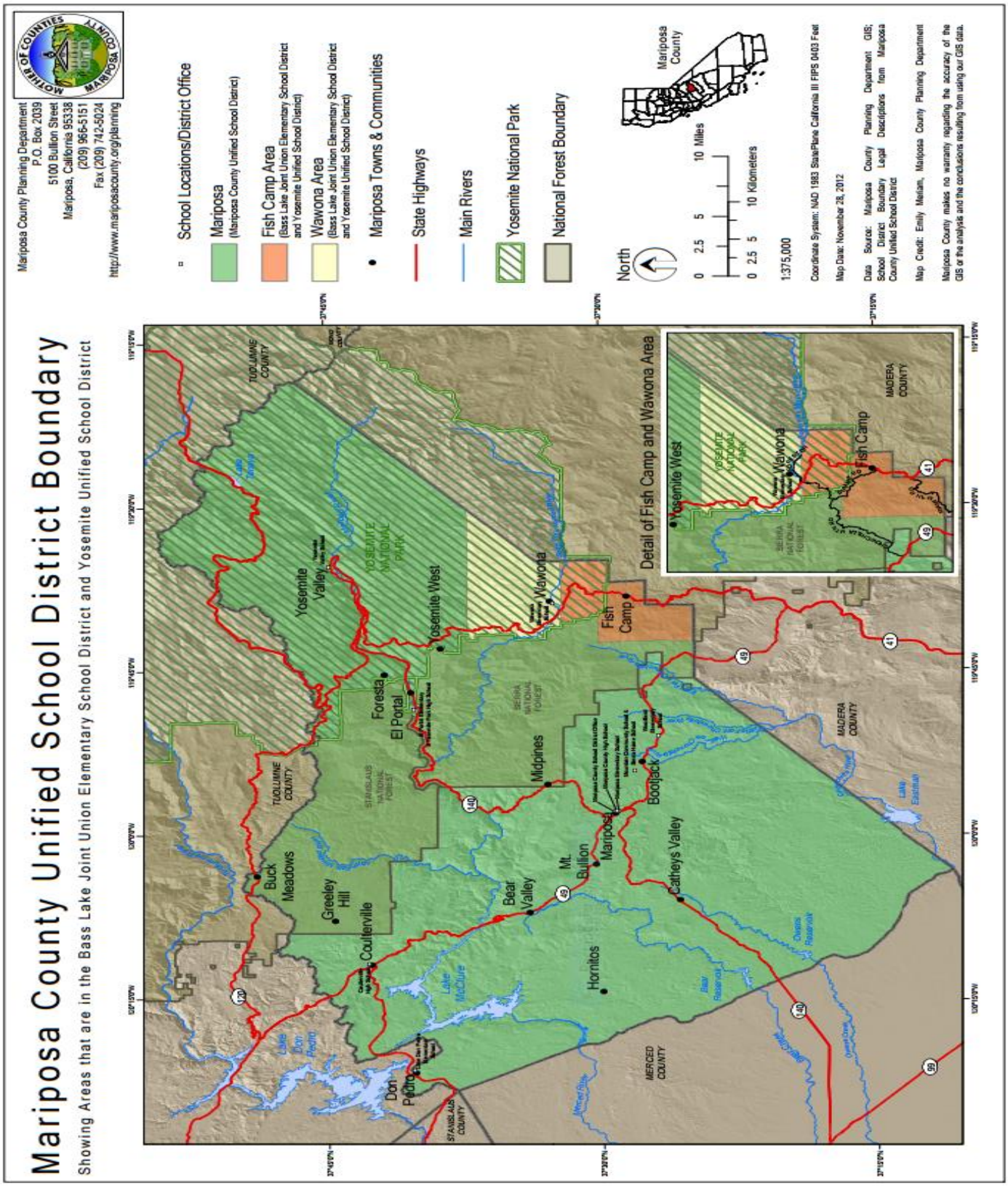

Mariposa County Unified School District Boundary
Showing Areas that are in the Bass Lake Joint Union Elementary School District and Yosemite Unified School District
Mariposa County Planning Department
P.O. Box 2039
5100 Bullion Street
Mariposa, California 95338
(209) 966-5151
Fax (209) 742-5024
http://www.mariposacounty.org/planning
School Locations/District Office
Mariposa
(Mariposa County Unified School District)
Fish Camp Area
(Bass Lake Joint Union Elementary School District and Yosemite Unified School District)
Wawona Area
(Bass Lake Joint Union Elementary School District and Yosemite Unified School District)
Mariposa Towns & Communities
State Highways
Main Rivers
Yosemite National Park
National Forest Boundary
North
0 2.5 5 10 Miles
0 2.5 5 10 Kilometers
1:375,000
Mariposa County
Coordinate System: NAD 1983 StatePlane California III FIPS 0403 Feet
Map Date: November 28, 2012
Data Source: Mariposa County Planning Department GIS; School District Boundary Legal Descriptions from Mariposa County Unified School District
Map Credit: Emily Meriam, Mariposa County Planning Department
Mariposa County makes no warranty regarding the accuracy of the GIS or the analysis and the conclusions resulting from using our GIS data.
Detail of Fish Camp and Wawona Area
Yosemite Valley
Yosemite West
Wawona
Fish Camp
Foresta
El Portal
Midpines
Bootjack
Mariposa
Mt. Bullion
Catheys Valley
Hornitos
Coulterville
Greeley Hill
Buck Meadows
Bear Valley
Don Pedro
Lake McClure
Lake Don Pedro
Lake Eastman
YOSEMITE NATIONAL PARK
SIERRA NATIONAL FOREST
STANISLAUS NATIONAL FOREST
TUOLUMNE COUNTY
MADERA COUNTY
MERCED COUNTY
STANISLAUS COUNTY

Exhibit B

Capacity Analysis by School

El Portal Elementary School

Grades K-8

Room No.+A1:L24	Room Type					Gross CR Inventory	Permanent CR	Portable		Comments	
	K-3	4-6	Other	Spec. Ed. Severe	Spec. Ed. Non-Severe			District Owned	Leased / Non-District		
El Portal, Grades K-8										Grade	Teacher
1	1					1	1			K/1	Marcis
2		1				1	1			3/4	Messick
3	1					1	1			1/2	Wilde
4		1				1	1			5/6	Sakols
5			1			1	1			Computer Lab	
Total	2	2	1	0	0	5	5	0	0		

El Portal ES	State Capacity Calculations							
	Grades K-3	2	Other	1	Sp Ed - Severe	0	Total	
	Students / Rm.	25	Students / Rm.	25	Students / Rm.	9	Permanent	5
	Subtotal	50	Subtotal	25	Subtotal	0	Portable	0
							Total	5
	Grades 4-6	2			Sp Ed - Non-Severe	0	TOTAL	
	Students / Rm.	25			Students / Rm.	13	2016/17 State Capacity	
	Subtotal	50			Subtotal	0	125	

Lake Don Pedro Elementary School

Grades K - 8

Room No.	Room Type						Gross CR Inventory	Permanent	Portable		Comments	
	K-3	4-6	7-8	Other	Spec. Ed. Severe	Spec. Ed. Non-Severe			District Owned	Leased / Non-District		
Lake Don Pedro, K-8											Grade	Teacher
1	1						1		1		1st	
2				1			1		1		Computer Lab	
3				1			1		1		Library/Media Center	
4				1			1		1		Band/ASES	
5		1					1		1		5th	
6	1						1		1		3rd	
7		1					1		1		4th	
8	1						1		1		TK-K	
9	1						1		1		2nd	
10		1					1		1		6/7th	
11				1			1		1		Rti-Study Hall	
12				1			1		1		Science	
13			1				1		1		7/8th	
20						1	1		1		Sped	
21						1	1		1		Sped	
Total	4	3	1	5	0	2	15	0	15	0		

Lake Don Pedro											Grade	Teacher
	State Capacity Calculations:											
	Grades K-3	4			Grades 7-8	1		Sp Ed - Severe	0		Total	
	Students / Rm.	25			Students / Rm.	27		Students / Rm.	9		Permanent	0
	Subtotal	100			Subtotal	27		Subtotal	0		Portable	15
											Total	15
	Grades 4-6	3			Other	5		Sp Ed - Non-Severe	2		State Total	
	Students / Rm.	25			Students / Rm.	25		Students / Rm.	13		2016-17 State Capacity	
	Subtotal	75			Subtotal	125		Subtotal	26		353	
	District Program Capacity Calculations:											
	Grades K-3	4			Grades 7-8	1		Sp Ed - Severe	0		Total	
	Students / Rm.	24			Students / Rm.	32		Students / Rm.	8		Permanent	0
	Subtotal	96			Subtotal	32		Subtotal	0		Portable	15
											Total	15
	Grades 4-6	3			Other	5		Sp Ed - Non-Severe	2		K-8 TOTAL	
	Rm.	24			Rm.	32		Rm.	15		2016-17 District Capacity	
	Subtotal	72			Subtotal	160		Subtotal	30		390	

Mariposa Elementary School

Grades K -8

Room No.	Room Type						Gross CR Inventory	Permanent	Portable		Comments	
	K-3	4-6	7-8	Other	Spec. Ed. Severe	Spec. Ed. Non-Severe			District Owned	Leased / Non-District		
Mariposa ES, Grades K-8											Grade	Teacher
A						1	1	1			SPED	Wake
1	1						1	1			TK	Moore
2	1						1	1			K-1	Kornaros
3				1			1	1			Library	
4	1						1	1			K	Forsythe
5	1						1	1			1	Young
6	1						1	1			3	Harris
7	1						1	1			3	Shaddix
8	1						1	1			2	Swift
9		1					1	1			4	Fouch
10		1					1	1			5	Gilbert
11		1					1	1			4	Vittore
12				1			1	1			Janitorial	
13						1	1	1			SPED	Verceles
14				1			1	1			Teachers Lounge	
15			1				1	1			7	Morrison
16				1			1	1			ASES/RTI	Livingston
17			1				1		1		7/8	Wellcome
18			1				1		1		8	Kraemer
19			1				1		1		7/8	Vejer
20		1					1		1		6	Drozen
21		1					1		1		5/6	Lyle
22				1			1		1		Computer Lab	
23				1			1		1		RSP	Banning
24				1			1		1		Band	Fiester
60				1			1		1		IEP/Science Room	
Total	**7**	**5**	**4**	**8**	**0**	**2**	**26**	**17**	**9**	**0**		

Mariposa ES

State Capacity Calculations:

	K-3	7	7-8	4	Sp Ed - Severe	0		**Total**	
	Students / Rm.	25	Students / Rm.	27	Students / Rm.	9		**Permanent**	**17**
	Subtotal	175	Subtotal	108	Subtotal	0		**Portable**	**9**
								Total	**26**
	4-6	5	Other	8	Sp Ed - Non-Severe	2		**State Total**	
	Students / Rm.	25	Students / Rm.	27	Students / Rm.	13		**2016-17 State Capacity**	
	Subtotal	125	Subtotal	216	Subtotal	26		**650**	

District Program Capacity Calculations:

	K-3	7	7-8	4	Sp Ed - Severe	0		**Total**	
	Students / Rm.	24	Students / Rm.	32	Students / Rm.	8		**Permanent**	**17**
	Subtotal	168	Subtotal	128	Subtotal	0		**Portable**	**9**
								Total	**26**
	Grades 4-6	5	Other	8	Sp Ed - Non-	2		**District Total**	
	Students / Rm.	24	Students / Rm.	32	Students / Rm.	15		**2016-17 District Capacity**	
	Subtotal	120	Subtotal	256	Subtotal	30		**702**	

Woodland Elementary School

Grades K - 8

Room No.	Room Type						Gross CR Inventory	Permanent	Portable		Comments	
	K-3	4-6	7-8	Other	Spec. Ed. Severe	Spec. Ed. Non-Severe			District Owned	Leased / Non-District		
Woodland ES, Grades K-8											**Grade**	**Teacher**
1	1						1	1			1/2	Laurel Lemmons
2	1						1	1			2	Radel Swank
3				1			1	1			n/a	Unassigned
4				1			1	1			band	Fiester
5				1			1	1				library/computer lab
6				1			1	1				library/computer lab
7				1			1	1				library/computer lab
8	1						1	1			2/3	Lingenfelter
9		1					1	1			5	Kristen Mankins
10		1					1	1			4	Jennifer Beavers
11		1					1	1			4/5	Regan Steele
12		1					1	1			5	Cathy Roughbaugh
13				1			1		1			storage (condemned building?)
14				1			1		1			ASP
15	1						1		1		1	Mary Matchett
16	1						1		1		K	Sally Stitt
17	1						1		1		K	Michelle Jones
18				1			1		1			Speech
19	1						1		1		3	Melissa Rowney
20						1	1		1			SPED
21				1			1		1		Counselor	Volberg
22		1					1		1		6	Trish Darcy
23		1					1		1		6	Marlene Miller
24				1			1		1			Staff Room
25			1				1		1		7/8	Katie Pike
26			1				1		1		7/8	Rob Collins
27				1			1		1			Unassigned
28			1				1		1		7/8	Danielle Grate
29			1				1		1		7/8	Sarah Matlock
Total	**7**	**6**	**4**	**11**	**0**	**1**	**29**	**12**	**17**	**0**		

Woodland ES

State Capacity Calculations:

	K-3	7	Grades 7-8	4		Sp Ed - Severe	0			
	Students / Rm.	25	Students / Rm.	27		Students / Rm.	9		**Permanent**	**12**
	Subtotal	175	Subtotal	108		Subtotal	0		**Portable**	**17**
									Total	**29**
	Grades 4-6	6	Other	11		Sp Ed - Non-Severe	1		**TOTAL**	
	Students / Rm.	25	Students / Rm.	27		Students / Rm.	13		**2016-17 State Capacity**	
	Subtotal	150	Subtotal	297		Subtotal	13		**743**	

District Program Capacity Calculations:

	K-3	7	Grades 7-8	4		Sp Ed - Severe	0			
	Students / Rm.	24	Students / Rm.	32		Students / Rm.	8		**Permanent**	**12**
	Subtotal	168	Subtotal	128		Subtotal	0		**Portable**	**17**
									Total	**29**
	Grades 4-6	6	Other	11		Sp Ed - Non-Severe	1		**TOTAL**	
	Students / Rm.	24	Students / Rm.	32		Students / Rm.	15		**2016-17 District Capacity**	
	Subtotal	144	Subtotal	352		Subtotal	15		**807**	

Yosemite Valley Elementary School

Grades K - 8

Room No.	Room Type						Gross CR Inventory	Permanent	Portable		Comments	
	K-3	4-6	7-8	Other	Spec. Ed.							
					Severe	Non-Severe			District Owned	Leased / Non-District		
Yosemite Valley, Grades K-8											Grade	Teacher
1		1					1	1			5	Fulhorst
2	1						1	1			2	Marcis/Poe
3				1			1	1			Library	
4				1			1	1			All staff - breakout use for multi grades / counselor / speech	
5	1						1	1			TK-K-1	DeCecco
Total	**2**	**1**	**0**	**2**	**0**	**0**	**5**	**5**	**0**	**0**		

Yosemite Valley School

State Capacity Calculations

K-3	2	7-8	0	Sp Ed - Severe	0		
Students / Rm.	25	Students / Rm.	27	Students / Rm.	9	**Permanent**	**5**
Subtotal	50	Subtotal	0	Subtotal	0	**Portable**	**0**
						Total	**5**
4-6	1	Other	2	Sp Ed - Non-Severe	0	**State Total**	
Students / Rm.	25	Students / Rm.	27	Students / Rm.	13	**16/17 State Capacity**	
Subtotal	25	Subtotal	54	Subtotal	0	**129**	

District Program Capacity Calculations

K-3	2	Grades 7-8	0	Sp Ed - Severe	0		
Students / Rm.	24	Students / Rm.	32	Students / Rm.	8	**Permanent**	**5**
Subtotal	48	Subtotal	0	Subtotal	0	**Portable**	**0**
						Total	**5**
Grades 4-6	1	Other	2	Severe	0	**District Total**	
Students / Rm.	24	Students / Rm.	32	Students / Rm.	15	**2016/17 District Capacity**	
Subtotal	24	Subtotal	64	Subtotal	0	**136**	

Greeley Hill Elementary School

Grades K – 8

Room No.	Grades TK-3	Grades 4-6	Grades 7-8	Other	Spec. Ed.		Gross CR Inventory	Permanent	Portable		Comments	
					Severe	Non-Severe			District Owned	Leased / Non-District Owned		
Greeley Hill ES, Grades K-8											**Grade**	**Teacher**
1		1					1	1			5/6	McAdams
2				1			1	1			unassigned	Science/ASP
3	1						1	1			K	Lind/Roen
4	1						1	1			2/3	Bowen
5		1					1	1			4	Reading Lab
6			1				1	1			8	Thornburg
7				1			1	1			Office	
8		1					1	1			6	
	2	**3**	**1**	**2**	**0**	**0**	**8**	**8**	**0**	**0**		

Greeley ES

State Capacity Calculations:

K-3	2	Grades 7-8	1	Sp Ed - Severe	0	**Total**		
Students / Rm.	24	Students / Rm.	32	Students / Rm.	8	**Permanent**	**8**	
Subtotal	48	Subtotal	32	Subtotal	0	**Portable**	**0**	
						Total	**8**	
Grades 4-6	3	Other	2	Sp Ed - Non-Se	0	**State Total 16/17 State Capacity**		
Students / Rm.	24	Students / Rm.	25	Students / Rm.	15			
Subtotal	72	Subtotal	50	Subtotal	0	**202**		

District Program Capacity Calculations:

K-3	2	Grades 7-8	1	Sp Ed - Severe	0	**Total**		
Students / Rm.	24	Students / Rm.	32	Students / Rm.	8	**Permanent**	**8**	
Subtotal	48	Subtotal	32	Subtotal	0	**Portable**	**0**	
						Total	**8**	
Grades 4-6	3	Other	2	Sp Ed - Non-Se	0	**District Total 2016/17 District Capacity**		
Students / Rm.	24	Students / Rm.	32	Students / Rm.	15			
Subtotal	72	Subtotal	64	Subtotal	0	**216**		

Sierra Foothill Charter School – Catheys Valley

Grades K - 8

Room No.	Room Type					Gross CR Inventory	Permanent	Portable		Comments	
	K-3	4-6	Other	Spec. Ed.				District Owned	Leased / Non-District		
				Severe	Non-Severe						
Sierra Foothill Charter, Grades K-8										Grade	Teacher
1	1					1		1		2/3	
3A	1					1		1		K/1	
3B								1		unassigned	
4		1				1		1		4/5	
5		1				1		1		5/6	
6								1		Office/Library	
7								1		Restroom	
8								1		MPR	
Total	**2**	**2**	**0**	**0**	**0**	**4**	**0**	**8**	**0**		

Sierra Foothill Charter

State Capacity Calculations:

Grades K-3	2	Other	0	Sp Ed - Severe	0	**Total**	
Students / Rm.	25	Students / Rm.	34	Students / Rm.	9	**Permanent**	**0**
Subtotal	50	Subtotal	0	Subtotal	0	**Portable**	**8**
						Total	**8**
Grades 4-8	2			Sp Ed - Non-Severe	0	**State Total**	
Students / Rm.	25			Students / Rm.	13	**2016-17 State Capacity**	**100**
Subtotal	50			Subtotal	0		

District Program Capacity Calculations:

Grades K-3	2	Other	0	Sp Ed - Severe	0	**Total**	
Students / Rm.	24	Students / Rm.	34	Students / Rm.	8	**Permanent**	**0**
Subtotal	48	Subtotal	0	Subtotal	0	**Portable**	**8**
						Total	**8**
Grades 4-8	2			Severe	0	**District Total**	
Students / Rm.	24			Students / Rm.	15	**2016-17 District Capacity**	**96**
Subtotal	48			Subtotal	0		

Yosemite Park High School

Grades 7 - 12

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	
	Grades 7-12	Other	Spec. Ed.				District Owned	Leased / Non-District		
			Severe	Non-Severe						
Yosemite Park HS, Grades 7-12									**Grade**	**Teacher**
6	1				1	1			7/8 & HS	Amstutz
YPHS	1				1	1			7/8 & HS	Dreifus
Library		1			1	1			Library	
Total	**2**	**1**	**0**	**0**	**3**	**3**	**0**	**0**		

Yosemite Pk HS

State Capacity Calculations:

Grades 7-12	2	Sp Ed - Severe	0			
Students / Rm.	27	Students / Rm.	9	**Permanent**	**3**	
Subtotal	54	Subtotal	0	**Portable**	**0**	
				Total	**3**	
Other	1	Sp Ed - Non-Severe	0	**TOTAL**		
Students / Rm.	27	Students / Rm.	13	**2016/17 State Capacity**		
Subtotal	27	Subtotal	0	**81**		

District Program Capacity Calculations:

Grades 7-12	2	Sp Ed - Severe	0			
Students / Rm.	34	Students / Rm.	8	**Permanent**	**3**	
Subtotal	68	Subtotal	0	**Portable**	**0**	
				Total	**3**	
Other	1	Sp Ed - Non-Severe	0	**TOTAL**		
Students / Rm.	34	Students / Rm.	15	**2016/17 District Capacity**		
Subtotal	34	Subtotal	0	**102**		

Mariposa County High School

Grades 9 – 12

Room No.	Room Type				Gross Classroom Inventory	Permanent	Portable		Comments	
	Grades 9-12	Other	Spec. Ed. Severe	Spec. Ed. Non-Severe			District Owned	Leased / Non-District	Grade	Teacher
Mariposa County High School, Grades 9-12										
1	1				1	1			9-12	Starchman
2	1				1	1			9-12	R. Dormer
3	1				1	1			9-12	Gorham
4	1				1	1			9-12	Wood
5	1				1	1			9-12	Atkins
6	1				1	1			9-12	Bothwell
7	1				1	1			9-12	Bothwell
8	1				1	1			9-12	Arnold
9	1				1	1			9-12	Arnold
14	1				1	1			9-12	Fiester/Starchman
18	1				1	1			9-12	Brondolo
19	1				1	1			9-12	Fipps/Leonard
20	1				1	1			9-12	Vegely/DeSandres
23	1				1	1			9-12	Monson/Arnold
24	1				1	1			9-12	Kudela
25	1				1	1			9-12	Keeton
26	1				1	1			9-12	Jewell
27		1			1	1			9-12	ASB
28	1				1	1			9-12	Bobman
29	1				1	1			9-12	Wise/Rowley
30	1				1	1			9-12	Ellis
31				1	1	1			SPED	C. Dormer
32	1				1	1			9-12	Banning
33	1				1		1		9-12	Kraemer
42	1				1		1		9-12	Hebern
43	1				1		1		9-12	Rowley
44	1				1		1		9-12	Banning
45 (Shop)	1				1		1		9-12	Rowley/Arnold
50	1				1		1		9-12	Hays
51	1				1		1		9-12	Moczygemba
52	1				1		1		9-12	Finney
53	1				1		1		9-12	Dobson
54	1				1		1		9-12	Marcus
55	1				1		1		9-12	DeSandres
57	1				1		1		9-12	Stitt
58	1				1		1		9-12	Boehm
59	1				1		1		9-12	Fournier
60	1				1		1		9-12	MES
61				1	1		1		SPED	Cannon
70	1				1		1		9-12	Yancey
71	1				1		1		9-12	Vanderslik
72	1				1		1		9-12	PE
Greenhouse	1				1		1		9-12	Arnold
65?	1				1		1		9-12	Atwood
Learning Center	1				1		1		9-12	Banning/Long
Gym	1				1		1		9-12	Fipps/Leonard/DeSandres/Vegely
Total	**43**	**1**	**0**	**2**	**46**	**23**	**23**	**0**		

Mariposa County HS

State Capacity Calculations:

Grades 9-12	43	Sp Ed - Severe	0	**Total**		
Students / Rm.	27	Students / Rm.	9	**Permanent**	**23**	
Subtotal	1,161	Subtotal	0	**Portable**	**23**	
				Total	**46**	
Other	1	Sp Ed - Non-Severe	2	**State Total Capacity**		
Students / Rm.	27	Students / Rm.	13	**2016-17**		
Subtotal	27	Subtotal	26	**1214**		

District Program Capacity Calculations:

Grades 9-12	43	Sp Ed - Severe	0	**Total**		
Students / Rm.	34	Students / Rm.	8	**Permanent**	**23**	
Subtotal	1,462	Subtotal	0	**Portable**	**23**	
				Total	**46**	
Other	1					
Rm.	34	Severe	2	**District Total Capacity**		
Subtotal	34	Students / Rm.	15	**2016-17**		
		Subtotal	30	**1526**		

Alternative Education Complex

Grades K – 12

Room No.	Room Type					Gross CR Inventory	Permanent	Portable		Comments	
	K-8	Grades 9-12	Other	Spec. Ed. Severe	Spec. Ed. Non-Severe			District Owned	Leased / Non-District		
Alternative Education Complex, Grades K-12										**Grade**	**Teacher**
1		1				1	1			10-12	Ryan Ballinger
2		1				1	1			10-12	Ryan Ballinger
3			1			1	1			Doubles as student lunch room in inclement weather	Staff Room
4		1				1	1			10-12	Science Lab
5		1				1	1			10-12	Terry Burns
6			1			1	1			Curriculum	Book Room
7		1				1	1			10-12	Home Economics
8			1			1	1			Moldy-Oldies!	Storage-Old Server
9			1			1		1		Empty	Old Wrestling Room
10			1			1		1		Empty	Old Wrestling Room
11			1			1		1		N/A	Storage
12		1				1		1		SHS 9-12	Marita Dietz
13		1				1		1		SHS 9-12	Luba Breish
14	1					1		1		SHS K-8	Marni Kelsey
15			1			1		1		N/A	Storage
16					1	1		1		SPED	Dave Fiester
17			1			1		1		N/A	Empty
18		1				1		1		10-12	Alternate Gym
19		1				1		1		7-12	County Community
Total	**1**	**9**	**8**	**0**	**1**	**19**	**8**	**11**	**0**		
Alternative Ed Complex											
CCS - County Community School											
JFB - Jesse Benton Fremont Community Day School											
SHS - Sierra Home School											
Spring Hill HS											

State Capacity Calculations:

Grades K-8	1	Other	8	Sp Ed - Severe	0	**Total**	
Students / Rm.	25	Students / Rm.	27	Students / Rm.	9	**Permanent**	**8**
Subtotal	25	Subtotal	216	Subtotal	0	**Portable**	**11**
						Total	**19**
Grades 9-12	9			Sp Ed - Non-Severe	1	**State Total**	
Students / Rm.	27			Students / Rm.	13	**2016/17 State Capacity**	
Subtotal	243			Subtotal	13	**497**	

District Program Capacity Calculations:

Grades K-8	1	Other	8	Sp Ed - Non-Severe	1	**Total**	
Students / Rm.	24	Students / Rm.	34	Students / Rm.	15	**Permanent**	**8**
Subtotal	24	Subtotal	272	Subtotal	15	**Portable**	**11**
						Total	**19**
Grades 9-12	9			Sp Ed - Severe	0	**District Total**	
Students / Rm.	34			Students / Rm.	8	**2016/17 District Capacity**	
Subtotal	306			Subtotal	0	**617**	

Exhibit C

Site Profile Sheets

Mariposa County District Office

5082 Old Highway North
Mariposa, CA 95338

Grade: N/A
Year Built: 1994
Acreage: .6
Enrollment: N/A
Staffing: 20
Modernized: Pending

Summary of Improvements Needed

Mariposa County District Office	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
District-wide emergency alert system		X					
District-wide Back up power source (server room and site wiring closets)		X					
Resurface ramps to upper parking							
Repair/replace drinking fountain							
Add fire suppression system, as appropriate for space							
Improved exterior lighting							
Security cameras/improved alarm system							
Improved key system							
Office Modernization							
Roof repairs (to include rafters, gutters, etc. Combined w/#12		X					
Sound proof offices		X					
Upgrade board room-new carpet, sound system, presentation capability, ceiling tiles							
Siding Repair/Replacement, including window trim, paint		X					
Upgrade HVAC - (include thermostats)							
Upgrade hot water supply							
Install changing tables in restrooms							
Update bathrooms: improve hot water, add/repair heat, replace flooring, increase energy efficiency		X					
Remove old piping from Sp. Ed office							
Address issues re: suspended ceilings (bugs in lights, possible energy loss?							
Replace window coverings							
Address metal ramps - in poor repair/slippery							
Windows: replace screens, frames							
Repair/replace gutters							
Classroom Modernizations							
Reconfigure special education space (Does this include the Monarch Academy classroom on MCHS site?)							
Support Facilities							
Upgrade presentation equipment/capabilities							

Mariposa County District Office	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate

Athletic Facilities							
Playing Fields							
Technology							
New Construction							
Other							
TOTAL ALL CATEGORIES							

MCUSD Alternative Education

5171 Silva Road
Mariposa, CA 95338

Grade:	K - 12
Year Built:	1986
Acreage:	21.10
Enrollment:	40
Staffing:	21?
Modernized:	Pending

Summary of Improvements Needed

MCUSD Alternative Education	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
Install 2 gates (by food service past gym)							
Complete site fencing (add/upgrade)		X					
Sidewalk grinding for ADA and Tripping Safety							
Phone system "Upgrade to VOIP							
Intrusion alarms							
Exterior lighting		X					
Exterior cameras		X					
Classroom Modernization							
Gutter repairs							
Ensure all heating/AC units work							
Heater - kitchen							
HVAC - Rm 1							
Replace heaters - originals							
Roofreplacement							
Support Facilities							
Kitchen - upgrade fire suppression system if used for heat/ cook food							
Paint inside of Office and all exterior buildings							
New Carpeting and baseboards in the front/middle office (not back of office)							

MCUSD Alternative Education	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Athletic Facilities							
Gym/MPR							
Seal the block wall on the gym and reseal the outdoor basketball courts							
Acoustic upgrade		X					
Add 1 unit HVAC (1 of 2)		X					
Replace with sports floor sound system for gym							
Playing Fields							
Site Modernizations							
Blacktop - parking area/main building							
Storm drain repairs for room 8, 9, 10, 11 (before new building)							
Blacktop - parking area/main building							
Blacktop - basketball court							
Remove portables 8, 9, 10 (possibly 11)							
Technology							
New Construction							
Addition of back up well							
Other							
TOTAL ALL CATEGORIES							

Sierra Foothill Elementary School Charter-Catheys Valley

4952 School House Road
Mariposa, CA 95306

Grade: K - 8
Year Built: 1960
Acreage: 5.7
Enrollment: 137
Staffing: 24
Modernized: Pending

Summary of Improvements Needed

Sierra Foothill Elementary School Charter-Catheys Valley	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
Repair roof per inspection		X					
Complete site fencing (add/upgrade)			X				
Fencing at the water pump station			X				
Septic system repairs		X					
New hand wash/drinking fountains combo in MP			X				
Replace drinking fountains - blacktop & ball field			X				
Emergency exterior & exit lighting			X				
Dry rot and mold mitigation throughout site		X					
Install ADA entry lock handles at rooms 1 & 2		X					
Intrusion alarms				X			
Exterior cameras				X			
Upgrade phone/intercom system			X				
Address water system deficiencies		X					
Eliminate standing water behind MP			X				
Remove dead & dying trees			X				
Address drainage issues		X					
Classroom Modernization							
Gutter repairs			X				
Door hardware - throughout school			X				
HVAC - repair & deferred maintenance		X					
Storage portable			X				
Convert/replace storage portable to science lab			X				
Add electrical outlets at MP building			X				
Rebuild ramps			X				
Add skirts to ramps			X				

Sierra Foothill Elementary School Charter-Catheys Valley	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Support Facilities							
Repave parking lot				X			
Add air curtains at both doors in MP				X			
Add staff bathroom, for privacy and professionalism		X					
Fix heaters in student bathrooms			X				
Athletic Facilities							
Repair irrigation system			X				
Playing Fields							
New playground equipment		X					
Level field			X				
Install running track				X			
Site Modernizations							
Blacktop replace and seal			X				
Fix uneven pavement/drainage by room 2		X					
Paint exterior		X					
Technology							
New Construction							
Add shade structure			X				
Add office portable		X					
New well - in process		X					
Solar Photovoltaic system				X			
Replace portable 3			X				
Other							
TOTAL ALL CATEGORIES							

Mariposa Elementary School

5044 Jones Street
Mariposa, CA 95338

Grade: K - 8
Year Built: 1938
Acreage: 6.6
Enrollment: 420
Staffing: 50
Modernized: Pending

Summary of Improvements Needed

Mariposa Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
Abatement - original building and old portables		X					
Parent drop-off area (2003 FA)		X					
Exterior lighting							
Exterior cameras							
Sidewalk grinding for ADA and tripping safety		X					
Uneven ground trip hazards		X					
Traffic flow - student drop-off/pick up		X					
Fence off MPR rear exterior		X					
Classroom Modernization							
Gutter repairs		X					
HVAC - Room 3		X					
Locks and hardware - MOD		X					
Partitions - restroom/main building							
Roof - Rooms 4-11, 24		X					
Stucco - Rooms 9, 10, 11			X				
Siding - Room 12			X				
Restrooms 2/warm water			X				
Upgrade outlets old bld. Rm 4		X					
Flooring/carpet - Rooms 7, 9, 12, 13, 15, 17, 18, 20, 21, 22							

Mariposa Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Athletic Facilities							
Playing Fields							
Grass and fields		X					
Site Modernizations							
Sidewalk - outside main building							
Blacktop repairs/surface areas/sidewalk and play yard		X					
Blacktop - court		X					
Staff bathroom		X					
Electrical in all rooms		X					
Technology							
New Construction							
New restroom for boys & girls							
Other							
TOTAL ALL CATEGORIES							

Woodland Elementary School

3394 Woodland Drive
Mariposa, CA 95338

Grade: K - 8
Year Built: 1960
Acreage: 11
Enrollment: 403
Staffing: 34
Modernized: Pending

Summary of Improvements Needed

Woodland Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
Complete site fencing (add/upgrade)			X				
Upgrade phone system		X					
Sidewalk grinding for ADA and tripping safety				X			
Bus loading zone			X				
Intrusion alarms			X				
Add exterior lighting							
Exterior cameras							
Ingress and egress easement							
Classroom Modernization							
Gutter repairs				X			
Fascia repair - rooms 1, 3, 5, 9, 11				X			
Replace MP roof		X					
Roof repair singles, rooms 1, 2, 3, 17		X					
Siding - repairs				X			
Paint school site				X			
HVAC upgrades 12, 18				X			
Expand storage - equipment and supplies				X			
Hot water for student restroom				X			
Upgraded electrical outlets in multiple rooms							
Carpet/flooring - in all rooms							
Support Facilities							
Replace bad wallboard in MP							

Woodland Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Athletic Facilities				X			
Playing Fields							
Renovation of the lower field to include a track, a covered area for eating and playing, and work on the field itself		X					
Site Modernizations							
Blacktop - front room 15, 16, 17							
Upgrade lawn "field" irrigation				X			
Covered walkway from Upper to lower campus							
All bathrooms with addition of new stalls to lower campus		X					
Technology							
New Construction							
Shade structure at kinder courtyard							
Other							
TOTAL ALL CATEGORIES							

Lake Don Pedro Elementary School

2411 Hidalgo Street
La Grandge, CA 95329

Grade: K - 8
Year Built: 1983
Acreage: 17
Enrollment: 175
Staffing: 22
Modernized: Pending

Summary of Improvements Needed

Lake Don Pedro Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
Ramp - Rms 9, 10 (Ramp transition)							
Complete site fencing (add/upgrade)							
Upgrade fire system							
Septic system repairs			X				
Sidewalk grinding for ADA and tripping Safety							
Intrusion alarms							
Exterior lighting; all exterior lights appears to be routed through an existing lighting control panel how they turn on and off is unknown and needs to be investigated and documented. Recommendation is to have lights set to photocell on/time clock off system and weekend override. They should also be washed to remove calcium & debris				X			
Exterior cameras							
Upgrade phone system							
Classroom Modernization							
Gutter repairs Repairs to downspouts							
Reroof covered walkways							
Replace failing water supply pipes							
Bathrooms repairs room 12, "girls side, boys done"		X					
Carpet - Rms 1, 2, 3, 4, 5, 7, 14, 15							
HVAC Rooms 9, 10		X					
Locks/hardware - site "upgrade locks and hardware"							
Roof - kindergarten		X					
Repair/replace exterior siding exterior		X					
Support Facilities							

Lake Don Pedro Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Athletic Facilities							
Add acoustic controls in gym		X					
Basketball court stabilization/re-surfacing		X					
Playing Fields							
Add dirt track				X			
Re-sod field				X			
Site Modernizations							
Blacktop - basketball court							
Painting - site							
Playground drainage							
Technology							
New Construction							
New shade structure for playground		X					
Other							
TOTAL ALL CATEGORIES							

Technology - District Wide

5082 Old Highway North
Mariposa, CA 95338

Grade: TK - 12
Year Built: N/A
Acreage: N/A
Enrollment: N/A
Staffing: 3
Modernized: Pending
Summary of Improvements Needed

Technology - District Wide	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
District Wide Emergency Alert System		X					
Intrusion alarms							
Exterior lighting							
Exterior cameras							
UPS supply - backup generator District-wide							
Phone system upgrade - District-wide		X					
Classroom Modernization							
Digital projectors							
Charging stations							
Additional power in classrooms							
Classroom furniture							
Teacher work stations							
Support Facilities							
Relocate tech department to custodial warehouse- will need heater/air conditioning unit		X					
Cooling system upgrade - server room							
Replace content filter							
Network upgrades							
Data storage upgrade							
Replace A/C unit service room		X					

Technology - District Wide	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Athletic Facilities							
Playing Fields							
Site Modernizations							
Technology							
Increased bandwidth		X					
Battery backup District-wide, plus emergency generator for DO		X					
New Construction							
Addition of back up wall							
Other							
TOTAL ALL CATEGORIES							

Mariposa County School District Food Services

5074 Old Highway North

Mariposa, CA 95338

Grade: N/A

Year Built: 1936

Acreage:

Enrollment: N/A

Staffing: 15

Modernized:

Summary of Improvements Needed

Mariposa County School District Food Services	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
District-wide emergency alert							
New floor, unlevel, chipped, worn		3					
Larger dry storage facility (paper products, trays, supplies, etc.)			x				
Back up water source, must have running hot and cold water at all times				x			
Larger dry food storage area/facility (dry & canned foods) must be temperature controlled		5					
Water heater moved out from dry food storage area - if there is a leak there is no temperature controlled area to move the food				x			
Classroom Modernization							
Support Facilities							
Back up generator			x				
Ethernet wires are running through the ceilings into the office			x				
Roof issues		x					
Carpet in offices				x			

Mariposa County School District Food Services	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Athletic Facilities							
Playing Fields							
Site Modernizations							
Modify serving windows - kids have to reach their heads in the widows to be heard			x				
Upgrade electrical-More power outlets in office - presently only one for all equipment		4					
Move door; create larger one			x				
Replace walk in unit (scheduled for summer 2017		1					
Technology		x					
Dishwashing unit installation		2					
Stove, oven installed		x					
Double oven installed							
New Construction							
Other							
TOTAL ALL CATEGORIES							

Mariposa County High School

5074 Old Highway North
Mariposa, CA 95338

Grade: 9-12
Year Built: 1936
Acreage: 44.6
Enrollment: 601
Staffing: 81
Modernized: Pending

Summary of Improvements Needed

Mariposa County High School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
Asbestos abatement - main building basement							
Asbestos abatement - boiler				X			
Replacement fire alarm system upper campus				X			
Complete site fencing (add/upgrade)				X			
Sidewalk grinding for ADA and tripping safety		X					
Intrusion alarm							
Exterior lighting							
Exterior camera							
Classroom Modernization							
Gutter repairs		X					
Stucco replacement at gym, locker & ag shop		X					
Re-roof science wing (rooms 23-30)		X					
Carpet rooms 2, 3, 4, 5, 25, 27, 28, 32, 33, 56, 58 ,59 & media center		X					
Roof - main building		X					
Roof rooms 23 - 30							
Restroom modernization							
HVAC room 44 & gym							
Upgrade/repair lockers							
Support Facilities							
Food services							
Add new dishwashing station							
Flooring replacement - food service, weight room and room 42							
Auditorium renovation, leaky roofs, drainage, electrical, asphalt		X					
Replace seating							
Install donated theater equipment							
Stage lighting and controls							

Mariposa County High School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Athletic Facilities							
New gym - (locker rooms, kitchen/dinning area, classroom		X					
Bleachers			X				
Window treatments- operable louvers		X					
Presentation screen & projector				X			
Ceiling insulation - acoustics				X			
Portable basketball standards (4) repair		X					
Boys locker room							
Full modernization - gut & replace		X					
Girls locker room							
Full modernization - gut & replace		X					
Playing Fields							
Lower ball fields -							
Remove 2 baseball fields (to upper field)				X			
Add new bleachers		X					
Relocate track from upper field				X			
Upper ball fields -							
Relocate 2 baseball fields				X			
Add concession stand				X			
Add field lighting							
New football/soccer stadium/all weather track/parking		X					
Site Modernizations							
Parking improvements for ball fields		X					
Blacktop - bus area			X				
Blacktop - upper parking lot - stripe			X				
Lower campus building,(Multiple classroom two-story building)		X					
Paint - upper campus		X					
Technology							
New Construction							
New multi-use gym			X				
Bus loading-rain/shade structure		X					
Covered walkway down ramp to bus loading area			X				
Other							
TOTAL ALL CATEGORIES							

Greeley Hill Elementary - Coulterville High

10326 Fiske Road
Coulterville, 94311

Grade: K - 12
Year Built: ?
Acreage: 10.7
Enrollment: 68
Staffing: 12
Modernized: Pending
Summary of Improvements Needed

Greeley Hill Elementary - Coulterville High	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
Septic system repairs							
Replace gate to top campus							
Fire alarm							
Replace gate by room 8							
Intrusion alarms							
Exterior alarms							
Exterior lighting		3					
Exterior cameras							
All sinks on campus replaced with new							
Classroom Modernization							
Gutters replaced							
All sidewalks repaired		4					
Handrail completed							
Repair concrete/install drain breezeway back door		X					
Pain - entire school							
Repair/replace siding up top							
Accordion doors fixed/painted							
Plumbing - entire school							
Roofing repairs							
HVAC upgrades							
All bathrooms upgraded		2					

Greeley Hill Elementary - Coulterville High	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Support Facilities							
Shop door replaced/repainted							
Athletic Facilities							
Long jump it/220 yard lap track							
New/painted courts/backboard regulation height		5					
Playing Fields							
Site Modernizations							
Handicap access to upper campus							
Concrete repair - lower restroom							
Landscaping/gravel							
Generator							
Technology							
New Construction							
New Multipurpose building		1					
Additional well for backup							
Miscellaneous							
Drop down outlets in classrooms							
New phone system throughout							
Other							

Yosemite Valley Elementary School

9009 Lost Arrow Loop
Yosemite, CA 95389

Grade: K - 8
Year Built: 1955
Acreage: 1.3
Enrollment: 28
Staffing:
Modernized: Pending
Summary of Improvements Needed

Yosemite Valley Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Category / Item							
Health & Safety							
PA system (mass communication)		X					
Sidewalk grinding for ADA and tripping safety			X				
Intrusion alarms							
Exterior alarms							
Interior cameras							
Fencing							
Phone system upgrade							
Paint/striping on edge of parking lot to create safe walkway for students		X					
Classroom Modernization							
Gutter replacement		X					
Casework upgrades & other repairs							
Upgrade HVAC and control system							
Carpet/flooring - office, stage, stairs, 1, 2, 5		X					
Support Facilities							
Add electronic lock on MP Room allow for codes, not keys							
Athletic Facilities							
Playing Fields							
Wood chips on playground		X					
Repair of playing field (large holes throughout)		X					

Yosemite Valley Elementary School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Site Modernizations							
Technology							
New Construction							
Other							
TOTAL ALL CATEGORIES							

MCUSD Maintenance, Operations & Transportation

5082 Old Highway North
Mariposa , CA 95338

Grade: N/A
Year Built:
Acreage:
Enrollment: 89
Staffing:
Modernized: Pending
Summary of Improvements Needed

MCUSD Maintenance, Operations, Transportation & Warehouse

Category / Item	In Progress	Priority 1	Priority 2	Priority 3	Hard Cost	Soft Cost	Total Estimate
Health & Safety							
New security fence with automatic gate		3					
Update Intrusion alarms							
Exterior lighting		5					
Exterior cameras		4					
Rekey site to primus or electronic access							
Classroom Modernization							
Support Facilities							
Wash station for buses (going to be in progress)		1					
Update site per storm water regulations		2					
Move Tech Department to current warehouse storage (swap bldgs)							
Install 2nd lift for buses (outside bay)							
Convert office space in Warehouse to record storage for business office							

MCUSD Maintenance, Operations, Transportation & Warehouse	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate

Athletic Facilities							
Playing Fields							
Site Modernizations							
Replace roof on bus garage (old side)							
Technology							
New Construction							
Upgrade transportation maintenance and warehouse facilities							
Construct training/meeting room for Transportation next to current office							
Other							
TOTAL ALL CATEGORIES							

El Portal ES/Yosemite Park HS

9670 Rancheria Flat RD
El Portal , CA 95318

Grade: K-8 / 9-12
Year Built: 1957
Acreage: 6
Enrollment: 89
Staffing:
Modernized: Pending
Summary of Improvements Needed

El Portal ES/Yosemite Park HS

Category / Item	In Progress	Priority 1	Priority 2	Priority 3	Preliminary Cost Estimates: Hard Cost	Soft Cost	Total Estimate
Health & Safety							
PA system (Mass communication) update		X					
Sidewalk grinding for ADA and tripping safety							
Intrusion alarms							
Exterior lighting							
Exterior cameras							
Fencing							
Phone system upgrade		X					
Classroom Modernization							
Gutter repairs		X					
Door hardware - rooms 1, 2, 3, 4 multi-door hardware		X					
Special Education Room		X					
Carpet - stage 3, 4, YPHS room		X					
Roofing upgrades							
HVAC upgrades							
Support Facilities							
Athletic Facilities							
Playing Fields							
Repair of upper playing field (large holes throughout)		X					

El Portal ES/Yosemite Park HS	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
Site Modernizations							
Technology							
New Construction							
Other							
TOTAL ALL CATEGORIES							

Exhibit D

Meeting Agendas

Meeting Agenda from April 5, 2017

Mariposa County Unified School District

Superintendent's Facility Advisory Committee

Wednesday, April 5, 2017
2:00 pm – 4:00 pm

Measure L Project Prioritization

1. Introduction
2. Process Overview
3. School Presentations
    a. Please Hold Your Comments and Questions
4. Dot Exercise
    a. Blue Dot: Three Points
    b. Green Dot: Two Points
    c. Yellow Dot: One Point
5. Group Discussion
6. Summary of Prioritized Projects & Next Steps
    i. EH&A will revise the Site Profiles to list projects in order of their ranking.
    ii. EH&A will write up a preliminary project description to guide the Architect's consideration of project scope.
    iii. EH&A will forward ranked projects and descriptions to Architects.

EH&A
HELPING SCHOOL DISTRICTS MEASURE UP

Meeting Agenda from May 8, 2017

Mariposa County Unified School District
Superintendent's Facility Advisory Committee

Monday, May 8, 2017
8:00 am to 10:00 am

7. Introduction
8. Goals and Purpose
9. Review of Committee Meeting - March 1, 2017
10. Report out - top 5 Priorities for each Site
11. Top District Priorities
    a. District-wide priorities exercise
    b. Recommended "Quick Start" projects for consideration
    c. Safety and security projects
    d. Carpet & flooring
    e. Portable classroom replacement
    f. Non-facility improvements, repair and requesting process
12. Next Step in Planning
    a. Mariposa High School Site Master Plan
    b. Board consideration and review of Committee recommendations
    c. Asset management
13. Closing Thoughts

EH&A
HELPING SCHOOL DISTRICTS MEASURE UP