

**National School District  
Long Range Facilities Master Plan**

**Final  
April 23, 2014**



**Prepared for Board of Trustees:**

Alma Sarmiento, President  
Rosalie Alvarado  
Barbara Avalos  
Elizabeth Vazquez  
Brian Clapper, Clerk

**Superintendent**

Dr. Chris Oram

**Assistant Superintendent of Business Services**

Chris Carson

**Eric Hall & Associates** LLC

5245 Avenida Encinas, Suite A, Carlsbad, CA 92008  
office 760.602.9352, cell 760.519.8531  
[eric@erichallassociates.com](mailto:eric@erichallassociates.com)



# Table of Contents

Executive Summary..... 1

Introduction..... 4

District History and Philosophy..... 5

Educational Specifications ..... 6

Demographics and Enrollment Projections ..... 7

Classroom Capacity Analysis ..... 19

Facilities Assessment & Project Prioritization Process ..... 25

Funding Alternatives ..... 30

Sources..... 40

## Exhibits

- Exhibit A: District Boundary Map
- Exhibit B: Educational Specifications
- Exhibit C: Capacity Analysis by School
- Exhibit D: Site Profile Sheets
- Exhibit E: Survey Data
- Exhibit F: Summary of Facility Needs by Category
- Exhibit G: SAB Forms 50-01, 50-02, 50-03
- Exhibit H: Dale Scott & Co., General Obligation Bond Alternatives, National School District, 3/13/2014

## Executive Summary

---

A Long Range Facility Master Plan (LRFMP) is an essential tool for reviewing a school district's facilities, determining recommended improvements and exploring available resources. The LRFMP is also an important district tool to identify facility needs related to the educational program, project student enrollment, calculate classroom capacity, assess facility conditions, identify improvements needed, and identify funding options and opportunities.

The National School District (District) has focused on facilities in a responsible manner. It is noteworthy that the district continued to fund deferred maintenance during the last five years of limited resources and the state financial crisis. The District is to be commended on initiating this LRFMP as a part of the strategic goal of recognizing the importance of the teaching and learning environment and to initiate the prioritizing of projects.

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

The highlights and summary of the LRFMP include:

- As part of the process of creating a Facilities Master Plan, the District, in consultation with Eric Hall and Associates (EH&A), developed an Educational Specifications document (Exhibit B). Educational Specifications are not intended to be a blueprint for an architect, but rather a picture of the educational needs of the various spaces found at a school site. The educational specifications are then used by the architect to inform his/her process.
- In the foreseeable future, the District will continue to be impacted by declining births, a rising median age, and a lack of in-migration in the 91950 ZIP Code Tabulation Area (ZCTA). These factors contribute to the District's enrollment declines and taken together have resulted in enrollment projections ranging between 5,705 and 5,738 in 2013-14 to between 5,347 and 5,148 in 2022-23. Ranges are presented as they are dependent upon the specific methodology used for calculation. This methodology is detailed in the body of the report.
- Using State Eligibility Loading standards, the gross classroom inventory is 295 learning spaces, consisting of 161 permanent classrooms and 134 portable classrooms. Portable classrooms are 45% of total classroom inventory.
- Using District loading standards, the District has a total of 248 instructional classrooms, consisting of 137 permanent classrooms and 111 portable classrooms.

- Using “loading standards” as identified in the LRFMP, the District can accommodate a high of 7,031 students utilizing the State Eligibility Standards or a low of 6,345 students using the District Program Standards.
- The LRFMP identifies facility improvement project deficiencies due to age of facilities and the lack of funding. A facility committee process was utilized and an assessment was conducted to identify facility needs. A total of 810 projects were ranked, including 71 recommended priority projects, which were consolidated into 15 projects (see Figure 16). These projects are identified and described in the LRFMP. These projects include new HVAC units, safety and security needs, upgraded support facilities, technology upgrades, and improved student drop off and pick up areas.
- Several funding alternatives are identified in the LRFMP. Proposition 39 Clean Energy Funds are estimated at \$245,122 for 2013/14. The potential exists that Proposition 39 Clean Energy Funds could generate funding for four additional years, for a total of \$1,225,610 for the five year period. The State School Facility Program could provide \$7,297,267 in potential new construction funding, and \$15,701,368 in potential modernization funding, for a total of \$22,998,635 million in potential eligibility. The State School Facility Program is currently out of money, and future funding is uncertain. Modernization projects at various sites might qualify for additional state funding. Local general obligation bonds could be sold, ranging from \$22.0 million to \$42.9 million. Potential funds could be obtained from state and/or federal sustainability sources. Developer fees and deferred maintenance funds may also be available and are discussed in this report.

Looking forward, it is recommended that the District superintendent and board:

- Finalize the list of facility improvements identified in the LRFMP based on District priorities and potential funding
- Authorize the development of a bond project implementation plan, to include phasing of projects, and develop a schedule of activities
- 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 educational specifications, enrollment projections, classroom inventories, condition assessment of facilities, and funding options
- The board and superintendent utilize the LRFMP to continue to develop and improve the teaching and learning environment and determine the direction for improving the District’s real estate and facility assets



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

## Introduction

---

The National School District (District) contracted with Eric Hall & Associates (EH&A) to prepare this Long Range Facility Master Plan (LRFMP). The purpose of this LRFMP is to identify educational needs of the spaces at sites, project student enrollment, calculate classroom capacity, assess facility conditions, identify improvements needed, and identify funding options and opportunities.

The purpose of the LRFMP includes:

- Identify educational needs of spaces found at various school sites
- Understand District enrollment history and how these patterns may relate to the projection of future enrollment
- Identify areas/locations and types of development projects, if any, that are planned within the District's boundaries and their likely impacts upon the need for additional school facilities or the modification of existing facilities
- Assess the District's capacity for housing students and whether the need for additional classrooms is projected
- Determine the repairs, modernizations, upgrades and additions needed by school site, support facility, and district wide operating facility, to achieve the District's goals
- Identify potential sources of funding for new construction or modernization of existing school facilities within the District
- Incorporate an assessment of federal, state and local funding sources and financing options and developing an assessment of how identified projects can be accomplished with available funds
- Identify activities to maximize potential funding from the State School Facility Program
- Develop a plan for periodically updating the District's LRFMP

This document will best serve the District if updated periodically. It will provide a current identification of opportunities and challenges associated with changes in pupil enrollment, housing development, and the condition of facilities.

## District History and Philosophy

---

The District is a K-6 public school district in National City, California, in southern San Diego County (Exhibit A). As of the 2012-13 school year, the District served a population of 5,695 students in 10 schools: Central, El Toyon, Ira Harbison, John Otis, Kimball, Las Palmas, Lincoln Acres, Olivewood, Palmer Way, Rancho de la Nación.

### Mission of the District

High Quality Standards-based Instructional Program  
High Quality Staff  
Safe and Healthy Environment  
Effective Communication  
Managing Fiscal Resources

### Board Members

Alma Sarmiento, President  
Rosalie "Rosie" Alvarado  
Barbara Avalos  
Elizabeth Vazquez  
Brian Clapper, Clerk

### Administrative Staff

Dr. Chris Oram, Superintendent  
Chris Carson, Assistant Superintendent, Business Services  
Paula Jameson-Whitney, Assistant Superintendent, Educational Services  
Bob Harris, Director of Maintenance and Operations



## Educational Specifications

---

Creating a realistic educational specification 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 educators to follow when planning facilities.
2. Provide design standards that are responsive to the functioning of 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 FMP, the District, in consultation with EH&A, developed an Educational Specifications document (Exhibit B). Educational Specifications are not intended to be a blueprint for an architect; rather, they are a picture of the educational needs of the various spaces found at a school site. The “ED Specs” are then used by the architect to inform his/her process. The educational specifications are the result of stakeholder focus meetings where the participants envisioned what the future holds for the students of National City. The plan is formulated as a result of extensive study and input from various groups of teachers, administrators, parents, and community members.

The specifications themselves are organized by school site space, and the template includes facility considerations, discernable trends, and teaching and learning activities. The specific spaces defined are primary classrooms, intermediate elementary classrooms (grades 4-6), adaptive PE storage area, custodian work room/office, early childhood classroom, school kitchen, library/computer/media center, multipurpose room, outdoor pre K-6, special education classroom (resource program), school office, special day class, speech/language pathologist or psychologist room, staff workroom, and student restrooms.

The new spaces incorporate the latest educational concepts such as classrooms of the future, blurred classrooms, digital classrooms, online learning, and collaborative spaces for social and project based learning.



## Demographics and Enrollment Projections

---

### Data Collection

This demographic/enrollment study utilizes data derived from a number of sources. These sources include the following:

- The United States Census Bureau collects and retains both historical and current information on various topics, including detailed demographic information. The U.S. Census Bureau does not specifically collect data related to the National School District but does collect data by **ZCTA** (ZIP Code Tabulation Areas). **ZCTAs** are statistical entities developed by the U.S. Census Bureau for tabulating summary statistics. These were introduced with the Census 2000 and continued with the 2010 Census. **ZCTAs** are generalized area representations of the United States Postal Service (USPS) ZIP code service areas, but are not the same as ZIP codes.
- Statewide enrollment data provided by the State of California Department of Finance Demographics Research Unit.
- The California Longitudinal Pupil Achievement Data System (CALPADS) data and statistics were collected and used to provide other enrollment data and highlight trends.
- The State of California's Economic Development Department was the source for information regarding the size and composition of the local workforce
- The San Diego Association of Governments (**SANDAG**) provided demographic information related specifically to the area defined as the boundary for the National School District.

### Demographics

#### Population

The District is located in the southwestern portion of San Diego County. The District is bordered to the south by the Chula Vista Elementary School District, to the west by the Pacific Ocean and to the north and east by the San Diego Unified School District. From 2000 to 2010, the population of the areas represented within the District grew by 8.3%, from 54,074 to 58,570. This increase mirrors the population growth in San Diego County, which was 10.0% over the same 10-year period.

#### Age Distribution

From 2000 to 2010, the general age characteristics of the District's resident population shifted up (Figure 1 and Figure 2). The median age rose from 28.0 years in 2000 to 30.2 years in 2010, an increase of 2.2 years. By comparison, California's median age moved from 33.3 in 2000 to 35.2 in 2010, an increase of 1.9 years. The 45-and-up age group increased from 26.5% of the population in 2000, to over 31% of the population in 2010. The 34-and-under age group decreased from 59% of the population in 2000 to just short of 54% of the population in 2010.



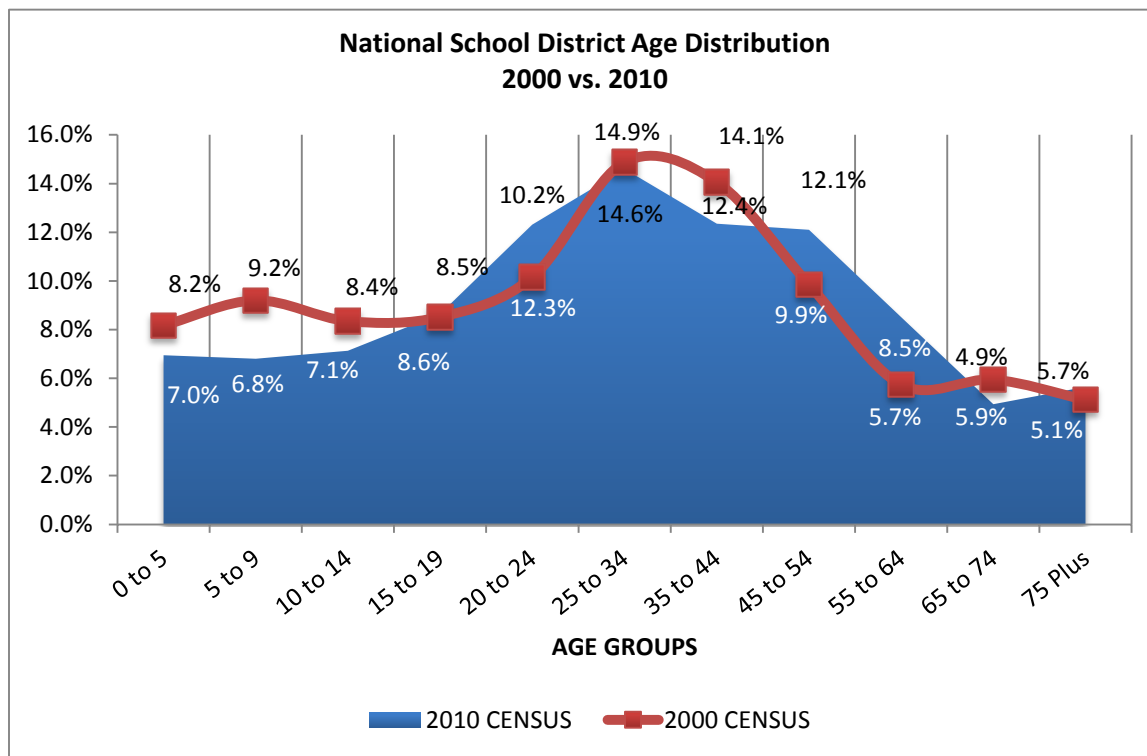
While this aging does not contribute positively to the District’s student population, it does provide a capable workforce.

The school age population (5 years to 19 years) in the District’s “sphere of influence” decreased from 26.1% of the population in 2000 to 22.5% of the total population in 2010. In 2000, the largest segments of the District’s population were the 25 to 34 year age group and the 35 to 44 year age group, which at that time represented 29.0% of the population. In 2010, while those same two age groups remain predominant, they account for only 27.0% of the population.

**Figure 1: Age Distribution, National School District**

Age Distribution, National School District			
Age Group	2010	2000	Change from 2000
<b>0 to 5</b>	6.9%	8.2%	(1.3%)
<b>5 to 9</b>	6.8%	9.2%	(2.4%)
<b>10 to 14</b>	7.1%	8.4%	(1.3%)
<b>15 to 19</b>	8.6%	8.5%	0.1%
<b>20 to 24</b>	12.3%	10.2%	2.1%
<b>25 to 34</b>	14.6%	14.9%	(0.3%)
<b>35 to 44</b>	12.4%	14.1%	(1.7%)
<b>45 to 54</b>	12.1%	9.9%	2.2%
<b>55 to 64</b>	8.5%	5.7%	2.8%
<b>65 to 74</b>	4.9%	5.8%	(0.9%)
<b>75 Plus</b>	5.8%	5.1%	0.7%
<b>Median Age</b>	30.2	28.0	2.2
<b>CA Median Age</b>	35.2	33.3	+1.9

**Figure 2: National School District Age Distribution, 2000 vs. 2010**



### Households

The 2010 Census data indicates that there were 16,064 housing units in the District area: 15,393 (96%) were occupied and 671 (4%) were vacant. In 2000, there were 15,325 housing units, with 14,907 occupied, resulting in only a 3% vacancy rate. The increase in the vacancy rate was likely caused by the economic downturn in the last half of the decade. In 2010, the number of individuals per household within the District area was approximately 3.3. This is similar to the 2000 ratio.

### Employment

The District’s economy continues to be based in four major industries: educational, social and health services (17%); manufacturing (13%); arts, entertainment and accommodations (13%) and retail trade (12%).

For the 2010-2012 timeframe, it is estimated that in the 18 to 64 age group (approximately 33,920 individuals), 23,858 were in the labor force and 10,062 were not in the labor force. Of the 23,858 individuals in the labor force, 20,642 were employed and 3,216 were unemployed. This data is based on the 2010-12 *American Community Survey 3-Year Estimates*.



## **Building Permits**

No development growth is implied or otherwise assumed in the ten-year projections. EH&A contacted National City's Building Department and Planning Department to inquire about short- or medium-range plans for major developments in the National School District boundary area. The National City Planning Department said they have no knowledge of any upcoming developments. The Planning Department is notified of development only when a building permit is issued. The planner suggested using last year's building data as a proxy for future building activity. In 2013, the Building Department issued 10 building permits (4 single family and 6 multifamily units).

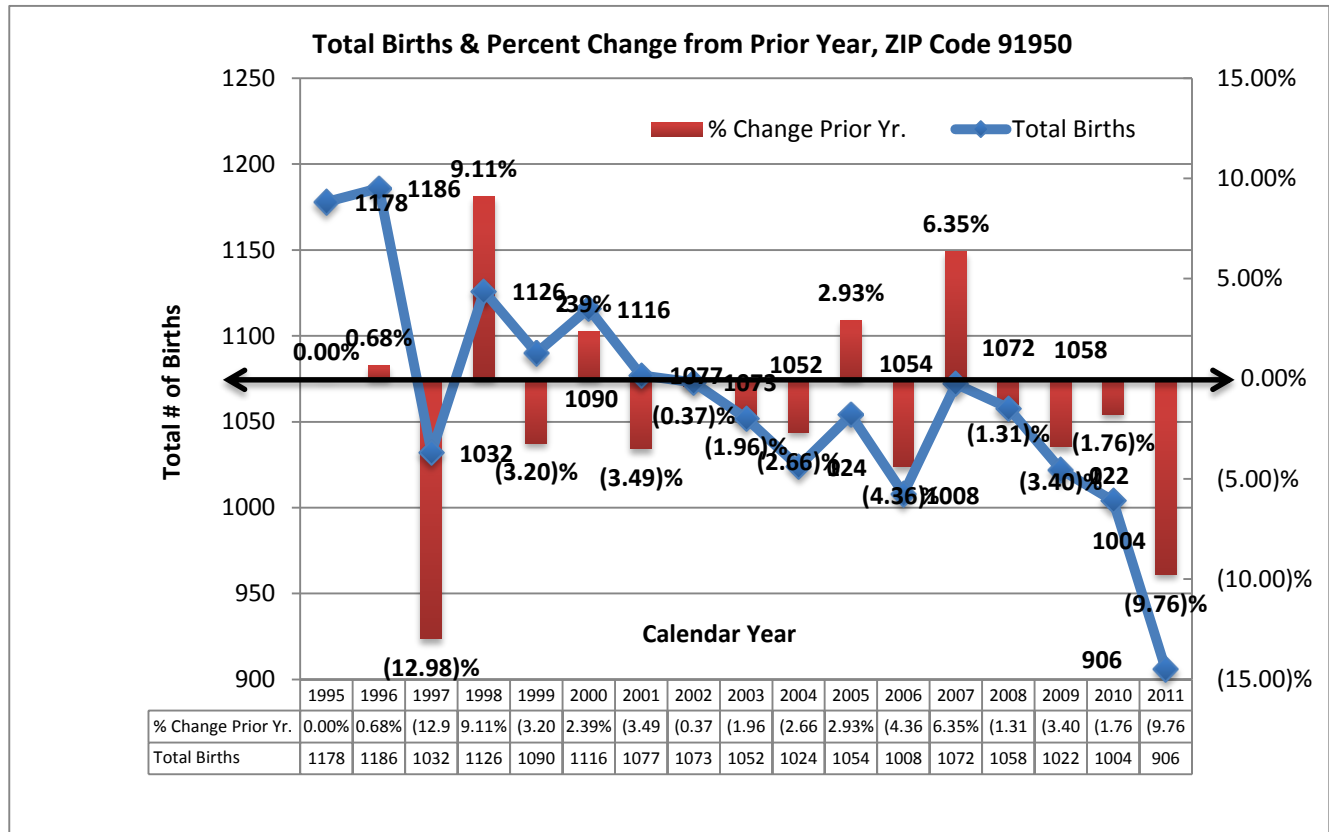
## **National School District**

As of the 2012-13 school year, the District served a population of 5,695 students in 10 schools.

### **Birth Rates**

While there is no specific data maintained for births for the precise District boundary area, there is data available for the 91950 ZIP Code that represents the majority of the District's boundary. The number of births has declined in 11 of the 17 years represented and in nine of the last 11 years (Figure 3). During this period, births ranged from a high of 1,178 in 1995 to 906 in 2011 (the last year available). This drop in births through the beginning of this decade will likely affect the number of students potentially available to enter the District at the kindergarten level. While births alone are only a portion of the District's enrollment picture, the simultaneous aging of the population would tend to exacerbate this situation.

**Figure 3: Total Births, 91950 ZCTA**



## Enrollment

### State Enrollment Projections

According to the Demographic Research Unit of the California State Department of Finance, K-12 enrollment in California will grow by 1.4 percent to reach 6,294,131 students by 2021-22. While this growth will result in an overall increase of more than 87,000 students in this period, it represents a decline from prior projection series.

Kindergarten enrollment is expected to increase due to recent changes to the kindergarten age of admission (Chapter 705, Statutes of 2010), as some students qualify for a two-year kindergarten program.

Elementary enrollment is expected to increase by 60,736 students by 2021-22, to total 4,291,150. The 2012 birth projections series developed by the state incorporate a perceived decline in births, contributing to lower elementary enrollment and reduced growth for future total enrollment.

Secondary enrollment is projected to decrease in the short term through 2014-15 followed by almost no change for two years and then moderate increases in the out years of the projections' series, resulting in an overall increase of 26,331 students by 2021-22.

### National School District Enrollment History

Over the past ten years, the District’s enrollment has steadily declined. The enrollment history by grade is shown in Figure 4; the enrollment history by school is shown in Figure 5; the annual percent change in enrollment by school is shown in Figure 6, and a graph of the enrollment history is represented in Figure 7.

**Figure 4: National School District, 10-Year Enrollment History by Grade Level**

	03 04	04 05	05 06	06 07	07 08	08 09	09 10	10 11	11 12	12 13
<b>K</b>	819	814	806	705	791	746	904	840	832	809
<b>1</b>	841	863	838	847	759	834	780	876	831	829
<b>2</b>	962	808	836	848	861	741	853	778	846	819
<b>3</b>	914	952	784	825	828	862	771	838	769	830
<b>4</b>	959	910	943	800	803	829	847	763	854	773
<b>5</b>	984	932	881	938	793	795	833	831	769	845
<b>6</b>	965	974	911	887	918	807	760	828	857	790
<b>7</b>	0	0	0	0	0	0	0	5	4	0
<b>8</b>	0	0	0	0	0	0	0	0	3	0
<b>UGE</b>	0	0	0	4	0	0	31	3	0	0
<b>9</b>	0	0	0	0	0	0	0	0	0	0
<b>10</b>	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>6,444</b>	<b>6,253</b>	<b>5,999</b>	<b>5,854</b>	<b>5,753</b>	<b>5,614</b>	<b>5,779</b>	<b>5,762</b>	<b>5,765</b>	<b>5,695</b>

UGE = ungraded elementary

**Figure 5: National School District, 10-Year Enrollment History by School**

School	03 04	04 05	05 06	06 07	07 08	08 09	09 10	10 11	11 12	12 13
Central	794	787	757	752	720	719	706	665	697	712
El Toyon	472	423	459	414	408	408	418	445	458	470
Ira Harbison	591	600	598	593	593	591	609	604	595	588
Otis Elementary	519	497	448	414	424	431	412	454	454	445
Kimball	457	467	420	423	421	381	420	399	389	377
Las Palmas	724	736	728	718	700	719	749	725	732	713
Lincoln Acres	808	762	743	709	650	601	638	634	671	642
Olivewood	809	802	808	782	745	716	702	698	684	642
Palmer Way	670	634	596	607	619	571	615	610	585	589
Rancho de la Nación	600	545	442	442	471	476	510	528	500	517
NPS	0	0	0	0	2	1	0	0	0	0
<b>Total</b>	<b>6,444</b>	<b>6,253</b>	<b>5,999</b>	<b>5,854</b>	<b>5,753</b>	<b>5,614</b>	<b>5,779</b>	<b>5,762</b>	<b>5,765</b>	<b>5,695</b>

During the period from 2003-04 through 2012-13, the District enrollment declined by 749 students, or 11.5% (Figure 6).

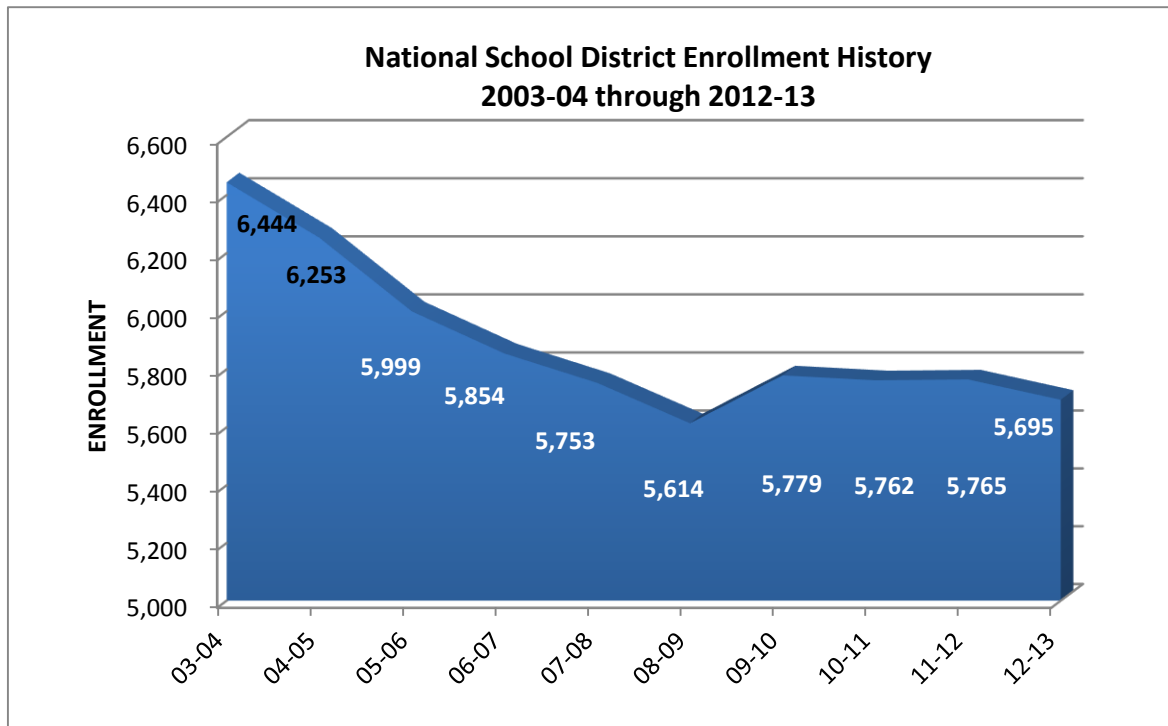
**Figure 6: National School District, Percent Annual Change in Enrollment, by School**

School	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
<b>Central</b>	(0.88)%	(3.81)%	(0.66)%	(4.26)%	(0.14)%	(1.81)%	(7.51)%	4.81%	2.15%
<b>El Toyon</b>	(10.38)%	8.51%	(9.80)%	(1.45)%	0.00%	2.45%	9.07%	2.92%	2.62%
<b>Ira Harbison</b>	1.52%	(0.33)%	(0.84)%	0.00%	(0.34)%	3.05%	2.20%	(1.49)%	(1.18)%
<b>John A. Otis</b>	(4.24)%	(9.86)%	(7.59)%	2.42%	1.65%	(4.41)%	5.34%	0.00%	(1.98)%
<b>Kimball</b>	2.19%	(10.06)%	0.71%	(0.47)%	(9.50)%	10.24%	4.72%	(2.51)%	(3.08)%
<b>Las Palmas</b>	1.66%	(1.09)%	(1.37)%	(2.51)%	2.71%	4.17%	0.83%	0.97%	(2.60)%
<b>Lincoln Acres</b>	(5.69)%	(2.49)%	(4.58)%	(8.32)%	(7.54)%	6.16%	5.49%	5.84%	(4.32)%
<b>Olivewood</b>	(0.87)%	0.75%	(3.22)%	(4.73)%	(3.89)%	(1.96)%	(2.51)%	(2.01)%	(6.14)%
<b>Palmer Way</b>	(5.37)%	(5.99)%	1.85%	1.98%	(7.75)%	7.71%	6.83%	(4.10)%	0.68%
<b>Rancho de la Nación</b>	(9.17)%	(18.90)%	0.00%	6.56%	1.06%	7.14%	10.92%	(5.30)%	3.40%
<b>NPS</b>	-----	-----	-----	-----	(50.00)%	(100)%	(100)%	-----	-----
<b>District Total</b>	<b>(2.96)%</b>	<b>(4.06)%</b>	<b>(2.42)%</b>	<b>(1.72)%</b>	<b>(2.42)%</b>	<b>2.94%</b>	<b>(.29)%</b>	<b>0.0%</b>	<b>(1.21)%</b>

Note: Percentages in parenthesis indicate decreases from the prior year



**Figure 7: National School District, 10-Year Enrollment History**



Declining enrollment in the District’s schools appears to be related to an aging population, reduced in-migration, and fewer births. This trend in declining enrollment is anticipated to continue through the projection horizon.

At this point, it remains difficult to assess to what extent the current economic recovery will benefit the region. What is evident from reviewing the data is that:

- for the last 10 years, the size of the outgoing 6<sup>th</sup> grade class has exceeded the size of the incoming kindergarten class with minor exception
- for the projection period including 2013-14 through 2022-23, this trend continues
- this trend exists despite the 2010 legislation allowing students to take advantage of a two-year kindergarten period

**National School District Enrollment Projections**

The uncertain nature as to the impact of both the national, as well as the state economic recovery makes it difficult to project future enrollment trends. In the District’s sphere of influence, the opportunity for future residential development appears minimal. As a result, the existing resident population, combined with in-migration and birth rate fluctuations will ultimately control the enrollment of the District.

## Enrollment Projection Methodology

The methodology used to project enrollment for K-6 utilizes a grade progression, cohort survival approach. This entails moving each student up one year, while at the same time taking into account that the entire “cohort” from one grade does not automatically ascend to the next higher grade. This method does not use “matched data” – that is, it does not follow a particular student, but does recognize that there are historical trends that typically can be measured and tracked to identify the portion of students in a particular grade that move to the next grade.

Several assumptions are made in the development of the enrollment projections presented in Figures 9-10. These assumptions include:

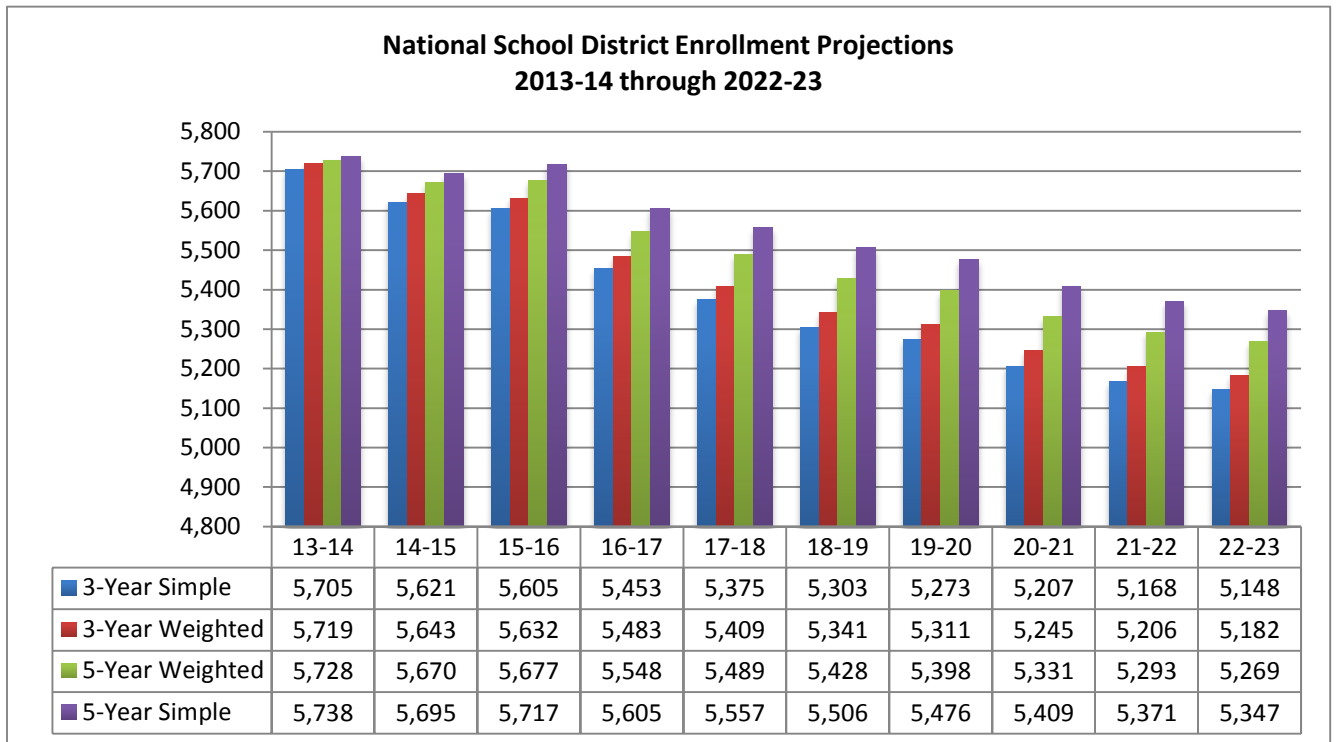
- Actual data for years 2012-13 and prior are results as provided and documented by CALPADS.
- No development growth is implied or otherwise assumed in the ten-year projection.
- Within the grade progression, “cohort survival” projection model there were two different mathematical techniques utilized:
  - One method used a three-year moving average of student “survival” rates; and
  - A second method used a five-year moving average of survival rates
  - Within each of these two techniques, there were two branches:
    - The use of a weighted average (the most recent year in either the three- or five-year average has a greater impact than the year prior, and so forth)
    - The use of a simple average (all years in the three- or five-year horizon carry equal “weight”)

## District-wide Enrollment Projections for K-6 Students

As indicated previously, four district-wide enrollment projections were calculated – two using the three-year moving average and two using a five-year moving average. While the three-year moving average is often used, a five-year average of cohort survival can also be used as it has the benefit of reducing the impact of very recent events that might otherwise skew the long-term patterns. Within each of the two methodologies noted previously, both a weighted average and a simple average were calculated. The four enrollment projections are presented in Figure 8.

Because of the methodologies used in developing school-by-school projections versus those employed in developing District-level projections, the sum of the enrollment projections by school will not reconcile precisely to the annual District enrollment projection. Notwithstanding the above, the school-level projections are intended to be an accurate reflection for use in the development of the District’s LRFMP.

**Figure 8: National School District, Enrollment Projections**





## Summary

- The enrollment projections may be affected by a number of unanticipated changes including local, state and national economies as well as changing demographics within the District
- The District will be negatively impacted by declining births throughout the greater National School District geographic area
- A general increase in the median age in the District's region from 2000 to 2010 has negatively impacted the number of kindergarteners. This has likely been exacerbated by a lagging economy during the last six years possibly contributing to less in-migration of younger adults into the region.
- Based on current trends and patterns, the District will continue to experience a general decrease in enrollment through the projection period.

## Classroom Capacity Analysis

---

The objective of a school capacity analysis is to evaluate current inventory and use of classroom spaces and to serve as a tool to guide the District in facility planning, student transfer policies, and program expansion. The study can also serve as a basis for calculation of state eligibility for funding of school facility construction and modernization.

The capacity analysis can be the foundation for board policy and administrative regulations. This analysis should assist the board, superintendent, and the District in exploring solutions in providing effective and permanent space to optimize the learning environment, and to develop policies and regulations identifying optimal enrollment capacities at each school site. 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.

In developing the capacity analysis, classrooms were identified and loaded utilizing state and District standards. EH&A worked closely with District staff in determining District standards. The capacity analysis counts all spaces that meet three criteria pursuant to the California Department of Education's (CDE) "Classroom Definition Policy" (March 19, 2009): larger than 700 square feet in size, built as a classroom, and used as a teaching station for the last 5 years. A summary of both the State and District capacity are provided in Figure 9. The capacity analysis and site plans for each school site are provided in Exhibit C.

### Classroom Capacity – State Eligibility Standards

The state standards for existing school district building capacity are determined in Education Code Section 17071.10-17071.46 and State Allocation Board (SAB) regulations Sections 1859.30 through 1859.35. This capacity is used for obtaining funding from various state School Facility Programs (SFPs), including modernization and new construction projects.

State capacity is calculated by counting all available classrooms and loading them at state loading standards. Available classrooms are defined in regulations as gross classroom inventory, adjusted by subtracting certain classrooms. Gross Classroom Inventory includes classrooms used for preschools, special day class, computer and science labs, and shop, used for a Community School, or included in a closed school. Adjustments can be made by subtracting classrooms such as preschool classrooms and portables exceeding 25% of permanent classrooms.

Available classrooms are loaded at state loading standards:

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

Using state eligibility standards, the District has 161 permanent and 134 portable classrooms for a total of 295 classrooms (Figure 10). The capacity of these classrooms is 7,031 students as displayed in Figure 11. Permanent classrooms have capacity of 3,877 students and portable classrooms have capacity of 3,154 students.

## **Classroom Capacity – District Standards**

The number of students housed in the District's educational program is obtained by counting only instructional classrooms and loading them at the District standards. Instructional classrooms are the same definition as classrooms counted in the state standards.

The District loading standards are:

- K-3 classrooms loaded at 24 students per room
- 4-8 classrooms loaded at 33 students per room
- Special education/severe classrooms loaded at 8 students per room
- Special education/non-severe classrooms loaded at 14 students per room

Using District loading standards, the District has 137 permanent classrooms and 111 portable classrooms for a total of 248 instructional classrooms (Figure 10). The capacity of these classrooms is 6,345 students; permanent classrooms have capacity of 3,613 students and portable classrooms have capacity of 2,732 students (Figure 12).

**Figure 9: Summary of District Capacity, State Capacity, and Enrollment**

	Capacity		2012-13 Enrollment
	State Const. Eligibility	District Program	
<b>Elementary</b>			
Central	807	796	712
El Toyon	551	547	470
Ira Harbison	676	643	588
John Otis	526	538	445
Kimball	660	450	377
Las Palmas	764	723	713
Lincoln Acres	819	701	642
Olivewood	776	676	642
Palmer Way	876	709	589
Rancho de la Nación	576	562	517
<b>TOTAL Capacity:</b>	<b>7,031</b>	<b>6,345</b>	
<b>TOTAL Enrollment:</b>			<b>5,695</b>



**Figure 10: Number of Classrooms – District Program Loading and State Eligibility**

	District Program Loading			State Eligibility Loading			
	# of classrooms			# of classrooms			
	Perm	Portable	Total	Perm	Portable	Leased Non-District	Total (Gross CR Inventory)
<b>Grades K-6</b>							
Central	18	14	32	18	17	0	35
El Toyon	20	1	21	21	2	0	23
Ira Harbison	16	9	25	18	10	0	28
John Otis	4	17	21	5	17	0	22
Kimball	11	7	18	14	14	0	28
Las Palmas	13	15	28	16	16	0	32
Lincoln Acres	19	9	28	23	12	0	35
Olivewood	15	11	26	18	14	0	32
Palmer Way	19	8	27	26	10	0	36
Rancho de la Nación	2	20	22	2	22	0	24
<b>Total:</b>	<b>137</b>	<b>111</b>	<b>248</b>	<b>161</b>	<b>134</b>	<b>0</b>	<b>295</b>

State Portable Allowance : 25%  
 National Portable = 45%



**Figure 11: Capacity –State Loading Standards**

State Loading	Student Capacity			2012-13 Enrollment
	Permanent	Portable	Total	
<b>Elementary</b>				
Central	434	373	807	712
El Toyon	513	38	551	470
Ira Harbison	450	226	676	588
John Otis	125	401	526	445
Kimball	310	350	660	377
Las Palmas	388	376	764	713
Lincoln Acres	531	288	819	642
Olivewood	438	338	776	642
Palmer Way	638	238	876	589
Rancho de la Nación	50	526	576	517
<b>Total Capacity</b>	<b>3,877</b>	<b>3,154</b>	<b>7,031</b>	
<b>Total Enrollment:</b>				<b>5,695</b>

**Figure 12: Capacity- District Loading Standards**

District Program Loading	Student Capacity									2012-13 Enrollment <sup>1</sup>
	Permanent				Portable				Total	
	K-3	4-6	SpEd Sev	SpEd Non-Sev	K-3	4-6	SpEd Sev	SpEd Non-Sev		
<b>Elementary</b>										
Central	240	231	8	0	168	99	8	42	796	712
El Toyon	288	231	0	14	0	0	0	14	547	470
Ira Harbison	264	165	0	0	120	66	0	28	643	588
John Otis	96	0	0	0	216	198	0	28	538	445
Kimball	144	66	8	28	72	132	0	0	450	377
Las Palmas	168	165	0	14	216	132	0	28	723	713
Lincoln Acres	168	297	16	14	192	0	0	14	701	642
Olivewood	168	231	0	14	216	33	0	14	676	642
Palmer Way	216	297	0	14	168	0	0	14	709	589
Rancho de la Nación	48	0	0	0	288	198	0	28	562	517
<b>Total Capacity by perm/port:</b>	<b>3,613</b>				<b>2,732</b>				<b>6,345</b>	
<b>Total Enrollment:</b>										<b>5,695</b>

## Facilities Assessment & Project Prioritization Process

---

The scope of services for Phase I of the LRFMP includes a facility needs assessment to help identify projects of priority to the school sites. EH&A worked closely with the Assistant Superintendent of Business Services, the Director of Maintenance, Operations and Transportation (MOT), and District leadership to tour facilities, conduct workshops, review documents, and interview District staff. Through this interactive assessment effort, a total of 810 projects were identified and ranked, including 71 recommended priority projects, which were consolidated into 15 projects.

### Background

EH&A held meetings with Assistant Superintendent of Business Services, Chris Carson, in November 2013. The goals and scope of the LRFMP were discussed and identified and the condition of existing facilities and the need for facility improvements were generally discussed.

EH&A met with Chris Carson and MOT Director Bob Harris on November 17, 2013 to begin assessing the District's facilities. The process of facility evaluation included meetings with school leaders to ensure that the broader community's concerns were heard and considered as well as developing a process to prioritize which projects would be of most benefit to each campus and to the District as a whole.

### Process

EH&A reviewed facility and information technology documents, including:

- Deferred Maintenance Plan
- Technology Use Plan
- The previous LRFMP developed in 2003.

MOT Director Bob Harris and an EH&A associate toured all facilities in operation on November 17, 2013. EH&A then contacted the Assistant Superintendent of Educational Services, Paula Jameson-Whitney and the Supervisor of Management Information Systems, Larry Triosi, to obtain detailed information concerning the District's needs for educational infrastructure and informational technology improvements.

Based on EH&A's review of documents, multiple tours of facilities, and interviews with MOT, Educational, and Technology Directors, EH&A prepared Site Profile Sheets (Exhibit D).

Projects were prioritized and organized into the following categories:

- Health & Safety
- Classroom Modernization
- Support Facilities

- Athletic Facilities
- Playing Fields
- Site Modernization
- Technology
- New Construction

Site Profile Sheets were also generated for the District Office site, Maintenance and Operations (M&O), Warehouse, Child Nutrition Services, and campus wide projects.

### Campus Input, Facility Committee

On December 5, 2013, EH&A conducted a meeting with a facility committee consisting of District and campus leaders, principals, parents, administrators from each campus, and District staff (Figure 13). The purpose of the committee meeting was to explain the many uses of a formal facility assessment, the importance of obtaining input from site leadership, and to discuss the best use of funds available should the District pursue a general obligation (GO) bond in the future. The group was divided into smaller site groups that reviewed and added to the previously prepared Site Profile Sheets.

**Figure 13: Facility Committee Meeting, December 5, 2013**



The committee reconvened on February 6, 2014 and each group of campus leaders reviewed the Site Profile sheets and shared their perspective as to the facility needs of their respective campuses (Figure 14). The groups then provided any clarifications or additions.

**Figure 14: Facility Committee Meeting, Reconvening February 6, 2014**



EH&A revised the Site Profile Sheets based on the December 5, 2013 and February 6, 2014 meeting and the data from the survey. These revised sheets were distributed to site leadership. The leaders were then directed by Assistant Superintendent Chris Carson to reach out to school site stakeholders, including certificated and classified staff and 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.

### **Campus Input, District Survey**

On December 19, 2013, a survey was administered to the District staff. 300 respondents completed the survey (Exhibit E). Utilizing a Likert scale of 1 to 5, (1 being very poor and 5 being very good) respondents were asked to rate the facilities at their site. To obtain qualitative data, respondent were asked to elaborate on any conditions marked less than adequate and to provide details on any additions that would be beneficial at their site. The qualitative data was used to further populate the site profile sheets.

### **Prioritization Process**

On March 13, 2014, EH&A met with the facility committee to engage in an exercise to develop recommendations on the prioritization of facility improvements recommended (Figure 15). This “dot exercise” involved listing all major projects onto poster boards by school site. The committee was provided red and blue color-coded dots. Participants were given three red dots to identify the projects they believed should receive the highest priority ranking for their own site.

After placing the red dots, a representative from each campus advocated why certain projects at their sites were important and should be given priority consideration. Participants received two blue dots, to be used on another campus to rank projects on sites other than their own. The total point values assigned by the group through the “dot exercise” were later tallied by EH&A and included in the Site Profile Sheets.

**Figure 15: Facility Committee “Dot” Exercise, March 13, 2014**



## Conclusion

Through this process of the committee deliberations, assessment and recommended prioritization, 810 projects were identified. The “dot exercise” awarded a total of 163 points to 58 high priority projects. Figure 16 provides a “snapshot” of the district’s top concerns as identified by the campus and district leaders.

In addition, EH&A utilized the Site Profile Sheets to create categorically organized Summary Sheets (Exhibit F). Projects were grouped based on similarity, tallied for each occurrence they appeared and were ranked highest to lowest. The Summary Sheets also contain information that could be used to identify additional District wide projects.

**Figure 16: Facility Needs Assessment - Highest Priority Projects and Point Assigned**

Campus	Total Projects	Total Dot Points	Number of Projects w/ Dots	Highest Number of Points to One Project	Project with Highest Number of Points
Central	84	7	3	4	HVAC/electric upgrades
Child Nutrition Services	77	15	4	5	Kitchen upgrades at John Otis
District Office	29	4	3	2	Larger parking lot
El Toyon	63	15	3	7	AC in all classrooms
Ira Harbison	48	11	4	5	Permanent library
John Otis	67	23	5	11	New two story building
Kimball	65	11	4	5	Secure pathway from office to classrooms
Las Palmas	70	9	4	3	Security cameras/upgraded exterior lighting
Lincoln Acres	57	21	5	7	Additional staff and student restrooms
M&O	18	9	4	5	Electrical Upgrades
Olivewood	45	6	4	2	Drop-off/safe and secure fencing
Palmer Way	93	9	4	5	Upgrade office/teacher workroom
Preschool	23	5	3	2	Sensory room/centralized preschool
Rancho de la Nacion	37	9	4	3	Upgrade parent drop-off/pick-up
Transportation	7	0	0	0	N/A
Warehouse	27	9	4	5	Centralized Kitchen
<b>Total</b>	<b>810</b>	<b>163</b>	<b>58</b>	<b>71</b>	

A strong consensus emerged suggesting the greatest need is for a new two story building at John Otis. Other top priorities included safety challenges, technology upgrades, restroom upgrades and improved or new parent drop-off/pick-up areas.

Priorities may shift once the identified projects are priced for construction. In the absence of project funding, the pricing and established Initial Planning Budget should be considered as a next step.

To conclude the planning process it will be necessary for the District to engage in the next phase of the planning process to narrow the needs, establish preliminary cost estimates and to establish Board priorities for facility improvements considering the recommendations of the facility committee process.

## Funding Alternatives

---

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

### School District Participation in the State's School Facility Program

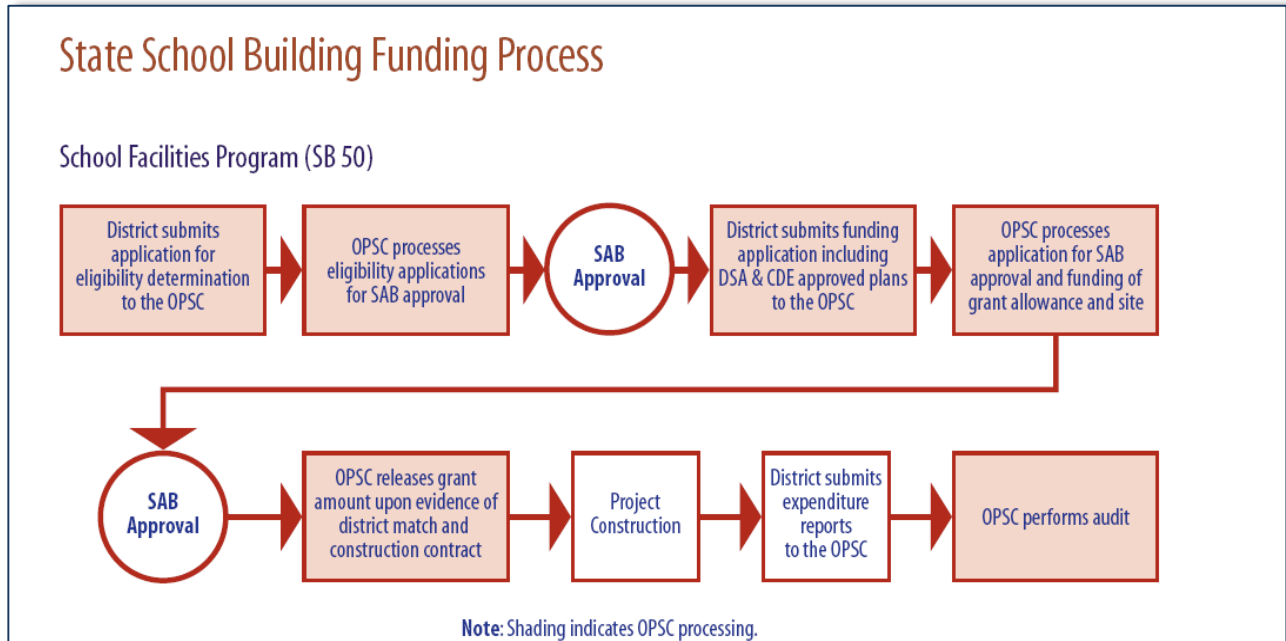
In November 1998, the Lease Purchase Program was replaced by Senate Bill 50, the Leroy F. Greene School Facilities Act of 1998, or the SFP. The SFP is a per pupil grant program providing funding for new construction on a 50/50 state/local basis and for modernization on a 60/40 state/local basis. The District is able to participate in both the 50/50 new construction and 60/40 modernization programs after establishing baseline eligibility. The process is shown in Figure 17.

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 (Exhibit G). 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/classroom 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).

Funding for projects approved in the SFP comes exclusively from statewide general obligation bonds approved by the voters of California. The first funding for the program was from Proposition 1A, approved in November 1998. That bond for \$9.2 billion contained \$6.7 billion for K–12 public school facilities. The second source of funding for the program came from the passage of Proposition 47, approved by the voters in November 2002. That bond for \$13.2 billion represented the largest school bond in the history of the state and included \$11.4 billion for K–12 public school facilities. In March 2004, California voters passed a third bond, Prop 55. That \$12.3 billion bond included \$10 billion dedicated exclusively for K–12 public school facilities. In November 2006, the voters passed Proposition 1D. That \$10.4 billion bond dedicated \$7.3 billion for school districts to address overcrowding, provide career technical education facilities, accommodate future enrollment growth, renovate and modernize older school buildings and allow participation in community related joint-use projects. Over the years, more bonds were passed and funding was allocated to eligible school district projects. At this time, bond authority is exhausted, and no funds remain for construction projects.



**Figure 17: State School Building Funding Process**



**District Participation in the State School Facility Program**

The District has historically been successful in pursuing state funding. Between 2000 and 2007, the District received \$7,325,443 in SFP funding for modernization projects (Figure 18).

**Figure 18: State School Facility Program Funding**

National Elementary School District (Total \$7,325,443)

Project Number (*)	Program	School Name	State Funds Provided	Bond Accountability Phase
57/68221-00-009	Modernization	CENTRAL ELEMENTARY	\$903,951	Follow-up
57/68221-00-011	Modernization	EL TOYON ELEMENTARY	\$301,827	Follow-up
57/68221-00-012	Modernization	KIMBALL ELEMENTARY	\$819,651	Follow-up
57/68221-00-010	Modernization	LAS PALMAS ELEMENTARY	\$278,839	Follow-up
57/68221-00-013	Modernization	LINCOLN ACRES ELEMENTARY	\$806,473	Follow-up
57/68221-00-016	Modernization	NEW HORIZONS ELEMENTARY	\$853,526	Follow-up
57/68221-00-017	Modernization	NEW HORIZONS ELEMENTARY	\$421,215	Follow-up
57/68221-00-007	Modernization	OLIVEWOOD ELEMENTARY	\$1,354,087	Follow-up
57/68221-00-018	Modernization	OLIVEWOOD ELEMENTARY	\$177,349	Follow-up
57/68221-00-006	Modernization	PALMER WAY ELEMENTARY	\$1,408,525	Follow-up

Based on EH&A research, records with the Office of Public School Construction (OPSC) indicate the District has potential eligibility for up to of \$22,998,635 million in matching state funds: \$15,701,368 in potential state modernization funding and 683 potential new construction grants for \$7,297,267 in potential state new construction funding (Figure 19). The OPSC online records indicate the District has exhausted its current modernization eligibility. An evaluation of local District and state records may determine additional eligibility for new construction and modernization. However, the SFP is out of money and future funding is uncertain.



**Figure 19: National School District, State School Facility Program Eligibility**

<b>Potential State Modernization Funding at Eligible Sites</b>											
Site	Number of Eligible Pupil Grants	Base Grants	SDC Severe <sup>6)</sup>	SDC Non-Severe <sup>6)</sup>	Automatic Fire Detection/Alarm System <sup>6)</sup>	Automatic Fire Detection/Alarm System – SDC Severe <sup>6)</sup>	Automatic Fire Detection/Alarm System – SDC Non-Severe <sup>6)</sup>	Over 50 years <sup>6)</sup>	Over 50 years – SDC Severe <sup>6)</sup>	Over 50 years – SDC Non-Severe <sup>6)</sup>	Total Value of Eligible Grants
Central	712	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 2,689,936</b>
El Toyon	395	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 1,492,310</b>
Ira Harbison	544	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 2,055,232</b>
John Otis	394	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 1,488,532</b>
Kimball	202	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 763,156</b>
Las Palmas	638	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 2,410,364</b>
Lincoln Acres	459	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 1,734,102</b>
Olivewood	41	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 154,898</b>
Palmer Way	589	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 2,225,242</b>
Rancho de la Nacion	182	\$ 3,778	\$ 11,829	\$ 7,914	\$ 121	\$ 338	\$ 227	\$ 5,247	\$ 16,723	\$ 11,183	<b>\$ 687,596</b>
<b>(Based on eligible pupil grants times base grants only; all other potential grants require confirmation/calculation; this is an estimate for planning)</b>											<b>\$15,701,368</b>
<b>- TOTAL</b>											
<b>Potential State New Construction Funding</b>											
Site	Number of Eligible Pupil Grants	Base Grants	SDC Severe	SDC Non-Severe							Total Value of Eligible Grants
District	683	\$ 9,921	\$ 27,873	\$ 18,640							<b>\$ 7,297,267</b>
<b>Total</b>											<b>\$ 7,297,267</b>
<b>Total Estimated and Potential Value of New Construction and Modernization Potential Funding</b>											<b>\$22,998,635</b>

Source: Office of Public School Construction Remaining Eligibility, Modernization and New Construction

Notes:

- 1) Values are based on current Grant Amounts
- 2) Calculations are preliminary for planning purposes only
- 3) EH&A will evaluate sites for potential additional eligibility and funding
- 4) Modernization eligibility uses current year enrollment minus 2002 SAB 50-03 grants received as potential estimated grants
- 5) Confirmation of eligibility will be based on regulations at time of submittal
- 6) Not added in "Total Value of Eligible Grants"



## Proposition 39 (California Clean Energy Jobs Act)

Proposition 39 was overwhelmingly approved by California voters last November to provide funding for energy efficiency projects in schools, expand clean energy generation, and create clean energy jobs in California. Proposition 39 will 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 are designed to help achieve the outcomes specified in the act and will include instructions for submitting energy project expenditure plans to the CEC for approval. Guidelines also include details on how the CDE releases funds. EH&A followed the developments and participated in discussions at the local and state level for this program.

[Estimated allocations](#) are available on the CDE website. The projected 2012-13 allocation for National SD is \$245,122 (Figure 20). The potential exists that Proposition 39 Clean Energy Funds could generate funding for four additional years, for a total of \$1,225,610 for the five year period.

**Figure 20: Total Award Allocation for Prop 39, Fiscal Year 2013-14**

Schedule of the Total Award Allocations for the Proposition 39 - California Clean Energy Jobs Act Fiscal Year 2013-14													
Local Educational Agency (or Authorizing Entity)	School Name	2012-13 P-2 ADA	Election - Two Year Funding	ADA Funding	2012-13 FRPM	FRPM Funding	Total Award Allocation	Planning Funds Available (Portion of Total Award Allocation)	November Application Period			Remaining Planning Funds	Total Award Allocation Remaining
									Amount Requested for Screening/ Energy Audits (85 percent)	Amount Requested for Prop 39 Program Assistance (15 percent)	Total Planning Funds Requested		
National Elementary		5,522.64		\$217,853	1,810.00	\$27,269	\$245,122	\$130,000	\$110,500	\$19,500	\$130,000	\$0	\$115,122

## Greening Programs

Other programs are 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 which 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 is funded by utilities, and provides design assistance and financial incentives. Participating utilities include [San Diego Gas and Electric \(SDG&E\)](#). The OPSC High Performance Incentive Grant (HPI) program provides funding for eligible projects with

high performance attributes. The HPI program had \$35.2 million in remaining bond authority as of March 26, 2014.

## **Deferred Maintenance, Fund 14**

This fund is used to account separately for state apportionments and the LEA's contributions for deferred maintenance purposes. Moneys in this fund may be expended only 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

In addition, whenever the state funds are insufficient to fully match the local funds deposited in this fund, the governing board of a school district may transfer the excess local funds deposited in this fund to any other expenditure classifications in other funds of the district. As of June 30, 2013 the balance in this fund is \$800,490.

## **Building Fund, Fund 21**

This fund exists primarily to account separately for proceeds from the sale of bonds and may not be used for any purposes other than those for which the bonds were issued. 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.

The principal revenues and other sources in this fund are:

- Rentals and Leases
- Interest
- Proceeds from the Sale of Bonds Proceeds from the Sale/Lease–Purchase of Land and Buildings

Expenditures in Fund 21 are most commonly made against the 6000 object codes for 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, 2013 the balance in this fund is \$0.

## 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 to that fund by means of an interfund transfer. As of June 30, 2013 the balance in this fund is \$592,249.

## 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. As of June 30, 2013 the balance in this fund is \$13,507.

## 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 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, 2013 the balance in this fund is \$547,332.

Figure 21 summarizes the balances and projected balances in the funds listed above.

**Figure 21: Summary of Funding Resources, Fund Balances as of June 30, 2013**

<b>Fund Source</b>	<b>2013-14</b>
<b>Deferred Maintenance, Fund 14</b>	\$ 800,490
<b>Building Fund , Fund 21</b>	\$ 0
<b>Capital Facilities Fund , Fund 25</b>	\$ 592,249
<b>County Schools Facilities Fund, Fund 35</b>	\$ 13,507
<b>Special Reserve Fund for Capital Outlay Projects, Fund 40</b>	\$547,332
<b>Prop 39 Total Award Allocation</b>	\$ 245,122
<b>Grand TOTAL</b>	<b>\$ 2,198,700</b>

### 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 (2/3 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.

The District has no outstanding GO debt.

### Alternative to GO Bonds (Ed-Tech Bonds)

Dale Scott & Company performed an analysis of the National School District's ability to issue GO bonds (Exhibit H). The analysis found the District could issue GO bonds (March 13, 2014). The District has no outstanding GO debt. Assuming a conservative 3% growth rate, in 30 years the assessed valuation would rise from \$3.1 billion to \$7.2 billion, and the cumulative property tax (at \$30/\$100,000 tax rate) generated would be \$ 44.7 million.

However, conventional GO bonds, with a 30 year financing term, are not designed for technology funding. Ed-Tech bonds are amortized over 3 years, to match the useful life of technology. The bonds can be sized for a district's needs. Ed-Tech bonds carry less than half the interest rate of conventional GO bonds and therefore reduce borrowing costs. For example, the district would pay \$44.7 million over 30 years to issue:

- a **\$22.0 million** GO bond costing \$22.7 million in interest, or
- **\$42.9 million** in ten 3-year Ed-Tech bonds costing \$ 1.7 million in interest

Three alternatives with various combinations of GO bond/Ed-Tech bond funding options are provided.

A voter analysis shows the 2014 voter turn-out is projected to be near November 2010, when just over 40% of voters turned out. The District's voters are 48% democratic (more likely to support a bond), 48% absentee (more conservative, consistent voters), and average "empty nester" cohorts.

### **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.

## **Parcel Tax**

Parcel taxes are assessed on the characteristics of a parcel, and passage requires a 2/3<sup>rd</sup> 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. The District received \$163,354 in fiscal year 2013 in redevelopment funds.

### **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.

### **Safe Routes to School and Other Funding Sources**

The District has worked successfully with the city to obtain grants under the Department of Transportation’s Safe Routes to Schools (SR2S) program, to obtain funding to increase the number of students who walk or bike to school daily. This program has changed. On September 26, 2013, the governor signed legislation that created the [Active Transportation Program](#) (ATP), a single program which combines the SR2S with other transportation programs.

## Sources

---

- California Department of Education's. *Classroom Definition Policy*. March 19, 2009
- California Energy Coalition and the California Legislature. Joint Budget Committee. *Estimated Prop 39 Allocations*. 2013.
- California Longitudinal Pupil Achievement Data System. National School District. *Enrollment by Grade Data*. 2012-13.
- Dale Scott & Co. *General Obligation Bond Alternatives*. March 13, 2014. Microsoft Powerpoint file.
- Department of General Services. Office of Public School Construction. *Regulation section 1859.30 through 1859.35*.
- National City Building Department. *Phone conversations*. Charles Roe, July 2013. Dana Simms (2/5 – 2/6/2014)
- National City Planning Department. Phone conversation. Mike Fellows. February 5, 2014.
- National School District. *District Documents*. Received 2013.
- Official California Legislative Information. *Education Code Section 17071.10-17071.46*.
- State of California Department of Finance Demographics Research Unit. *Number of Live Births and Year over Change*. 2013.
- State of California's Economic Development Department. *Unemployment Rate*. June 13, 2013.
- United States Census Bureau. *Building Permits by State, by County, and Consultation with the County of San Diego Planning Department*. 2003-2012.
- United States Census Bureau. *Decennial Census Age Distribution*. 2000-2010.
- US Department of Commerce. *United States Census Bureau Population Projections*. 2013.

Exhibit A  
District Boundary Map

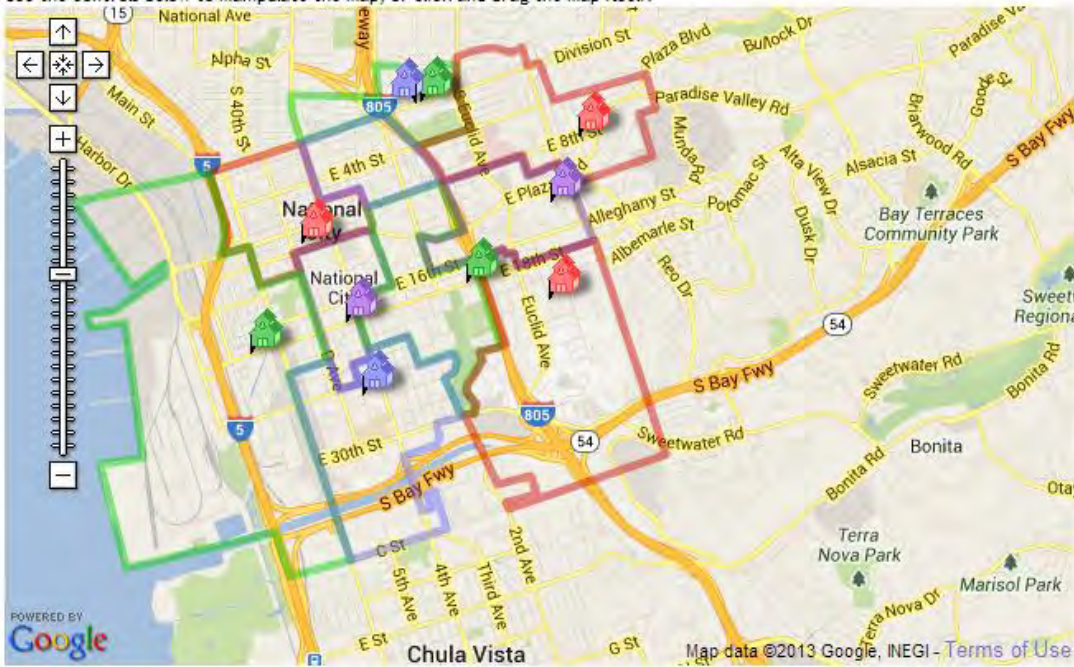


NSD > Our Schools > Boundaries / Maps

## School Boundaries Map

Find which school you belong to using your address. If you have questions about a specific address, please feel free to call Rachel Pedregal at 619-336-7743.

Use the controls below to manipulate the map, or click and drag the map itself!



Use the controls below to manipulate the map, or click and drag the map itself!

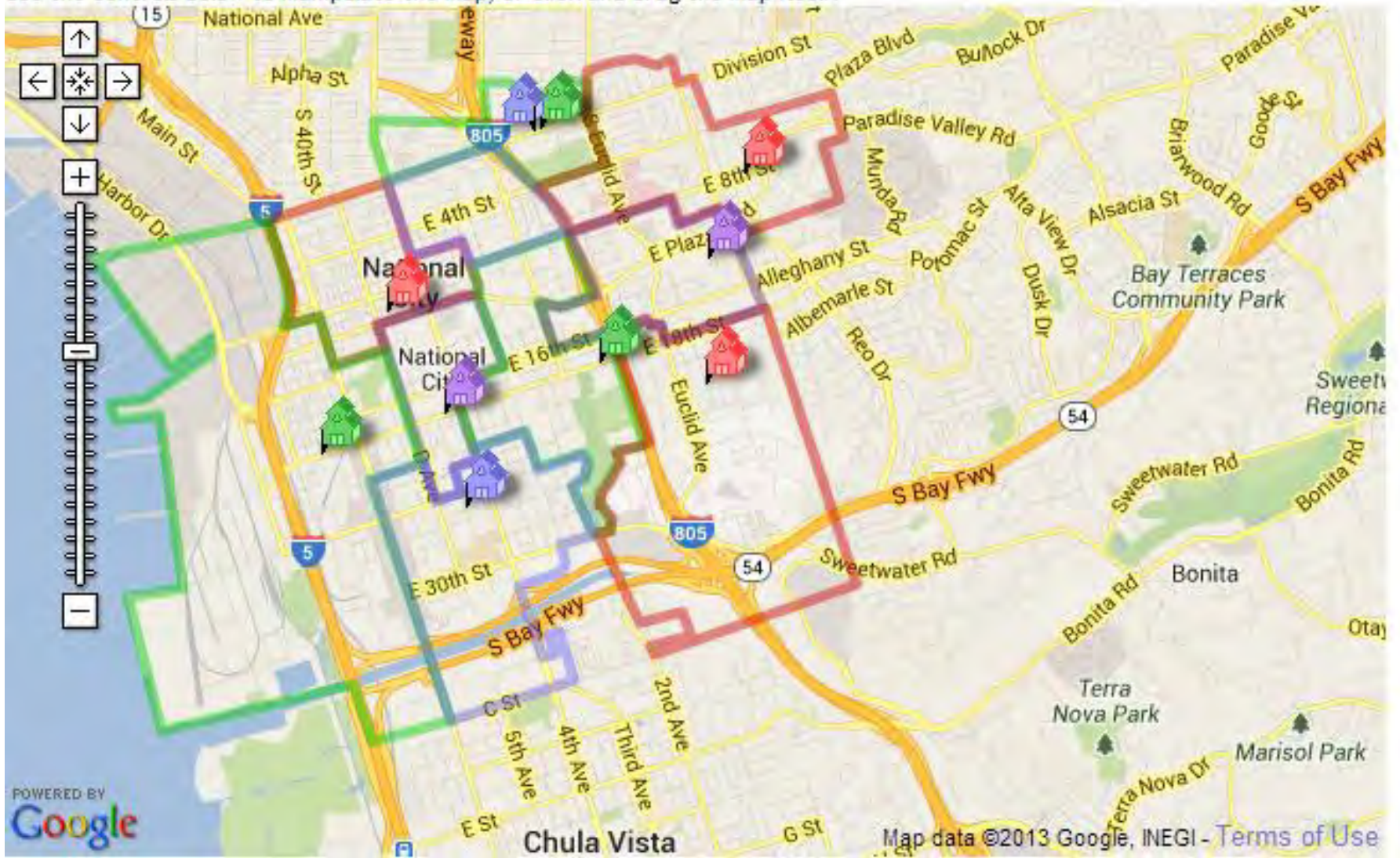


Exhibit B  
Education Specifications



# National School District



## Education Specifications

## National School District Educational Specifications

As part of the process of creating a Facilities Master Plan, National School District, in consultation with Eric Hall and Associates, developed the following Educational Specifications document. Educational Specifications are 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 “ED Specs” are then used by the architect to inform his/her process.

The following Educational Specifications are the result of a stakeholder focus meeting where the participants envisioned what the future holds for the students of National City. The specifications themselves are organized by school site space, and the template includes discernable trends, teaching and learning activities, and facility considerations.

National School District would like to thank the following staff members who provided input into this document:

Beverly Hayes  
Principal, Olivewood Elementary

Meghann O’Conner  
Coordinator, Special Education

Larry Triosi  
Supervisor, Management Information Systems

Gabrielle Yates  
Classroom Teacher, John Otis Elementary

Jon Hansen  
Director, Business Services

Paula Jameson-Whitney  
Assistant Superintendent, Educational Services

Melissa Kruse  
Teacher, Lincoln Acres Elementary



## **National School District Educational Specifications**

### **Basic Classroom Listing**

The Educational Specification Focus Group engaged in a brainstorming of what the future of education practice will look like. The list below delineates those items that the focus group believed all classrooms will need as National School District prepares all students for College and Career Readiness as we move further into the 21<sup>st</sup> Century.

#### **Room Construction**

- Windows that open
- Heating/Ventilation/ Air Conditioning
- Thermostat that can be controlled
- Durable Carpeting/ Laminate flooring around water
- Doors with auto lock and auto close
- Electrical infrastructure to support 21<sup>st</sup> Century technology
- Built in Charging stations
- Floor plugs as well as wall plugs
- Walls that have the capability of opening
- Wireless technology and with high speed internet access
- Water/Sink accessibility
- Ample space for group work
- Counter space for work products
- Tackable walls for display
- Wall space for projection

#### **Equipment**

- Clock/cordless phone/intercom or communication system
- Promethean or interactive display board
- Teacher Amplification System
- Mobile teacher work station with room for electronic equipment
- Locking filing cabinet
- Ample storage and book shelving space
- Student desks that can be moved to create easy grouping
- Chart Stand
- Pencil Sharpener
- Tables

- Kidney (at least 1)
- Rectangle (at least 1)

## National School District Educational Specifications

**Grade Span or Specific Area:** Adaptive Physical Education Storage Area

**Enrollment/Personnel:** APE teacher, multiple students

**Introduction:** The Adaptive PE teacher works with special education students on their individual IEP goals. Although a classroom isn't necessary, as the APE teacher will usually work in the multipurpose room or outdoors, there is a need for storage space.

**Curriculum to be Taught:** Adaptive physical education and IEP goals.

**Educational Outcomes:** Designated students will increase their ability to access the core curriculum, enabling them to become college and career ready.

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board-learning about and use of technology is embedded in all curricular activities.</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p>		<p>Dedicated storage area either in or near the Special Day Class Classroom</p> <p>Storage area sufficient enough to house adaptive PE equipment</p> <ul style="list-style-type: none"> <li>• Standard PE equipment e.g. balls, bean bags, jump ropes</li> <li>• Specialized equipment like “broncos” or gait trainers</li> </ul>	

**National School District  
Educational Specifications**

<b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering concepts in thematic units, arts and music- STEAM experiences will be included throughout the school day.</i>			

## National School District Educational Specifications

**Grade Span or Specific Area:** Intermediate Grades 4-6

**Enrollment/Personnel:** Up to 33 students, 1 teacher

**Introduction:** The intermediate elementary classroom should be large enough for various learning activities such as small and large group instruction, project based learning, social learning, grouping across classrooms. Walls that open would be preferable in order to provide flexible grouping and college and career ready experiences.

**Curriculum to be Taught:** Common Core State Standards in ELA and math, CA English Language Development Standards, Next Generation Science Standards, and social studies standards, as well as music, art, physical education. Technology and problem solving is taught throughout the subject areas.

**Educational Outcomes:** Mastery of all grade level standards preparing students for college and career readiness

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering</i></p>	<p>English Language Arts</p> <ul style="list-style-type: none"> <li>• Shared reading</li> <li>• Guided Reading</li> <li>• Writing process and workshop</li> <li>• Group/partner work</li> <li>• ELD- chanting, language experience, realia, development grouping</li> <li>• Group work with electronic devices</li> </ul>	<p>Large open floor space Durable rugs for sitting and student work space with squares for student places Space for library reading, small groups Space for ELD center Wall space to display work Wall space to display electronic images Promethean board Classroom telephone or communications system Large windows for observations Space for age appropriate computers on desk tops, as well as hand held devices Numerous wall plugs or build in</p>	<p>Classroom walls should be able to open to provide ability to team teach, and combine students for grouping experiences</p> <p>Cabinets for student storage needs Storage room for volume of materials</p> <p>Sink at appropriate height</p> <p>Large space for teacher to work- area to prepare</p> <p>Furniture for centers- bookshelves, tables</p>

**National School District  
Educational Specifications**

<i>concepts in thematic units</i>		charging stations	Kidney tables for small groups
	Math <ul style="list-style-type: none"> <li>• Problem Solving</li> <li>• Group/partner work</li> <li>• 8 math practices</li> </ul>	All of the above	
	Science <ul style="list-style-type: none"> <li>• Experiential learning- large and small group</li> <li>• Problem solving</li> <li>• Writing observations</li> </ul>	All of the above	Sink at appropriate height Storage cabinets for science materials
	Social Studies <ul style="list-style-type: none"> <li>• Building conceptual understanding</li> <li>• Sharing</li> <li>• Circle time</li> <li>• Creative Play</li> </ul>	All of the above	Wall space
	PE <ul style="list-style-type: none"> <li>• In outside space or Multi-purpose room</li> </ul>	Speakers/sound system	Storage for equipment
	Arts/Music <ul style="list-style-type: none"> <li>• Painting</li> <li>• Viewing art on large screen</li> <li>• Playing classroom instruments</li> <li>• Large and small grouping</li> </ul>	Speakers/sound system	Storage for instruments, paints, easels, sound system

## National School District Educational Specifications

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board-learning about and use of technology is embedded in all curricular activities.</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p> <p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering</i></p>	<p>Storage and staging for school upkeep and maintenance</p>	<p>Wet mop sink Traditional Sink Work table for tools Storage for vacuums, brooms, dust mops Area for stackable laundry for towels and other cleaning implements Locking cabinets for multiple tools and potentially dangerous chemicals Shelving in large area to store bathroom and classroom supplies (paper towels, toilet paper, etc.)</p>	<p>There should be consideration for HVAC with the custodial office.</p> <p>Window (s)</p>
	<p>Work area for custodian to plan routines, communicate with staff, meet with district office supervisors</p>	<p>Desk Phone Computer Charging station for computer or two-way radio</p>	

**National School District  
Educational Specifications**

<i>concepts in thematic units, arts and music- STEAM experiences will be included throughout the school day.</i>		Wireless connectivity Bulletin Board area for school communications and rules Alarm system	



## National School District Educational Specifications

**Grade Span or Specific Area:** Early Childhood Classroom

**Enrollment/Personnel:** Up to 24 students, 1 teacher

**Introduction:** The early childhood classroom should be large enough for various learning activities such as circle time, small and large group instruction, creative play, and age appropriate technology devices.

**Curriculum to be Taught:** Common Core State Standards in ELA and math, CA English Language Development Standards, Next Generation Science Standards, and social studies standards, as well as music, art, physical education. Social Skills are taught throughout all of the curriculum.

**Educational Outcomes:** Mastery of all grade level standards preparing students for college and career readiness.

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for young learners, interactive instructional board</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering</i></p>	<p>English Language Arts</p> <ul style="list-style-type: none"> <li>• Shared reading</li> <li>• Guided Reading</li> <li>• Small motor skills</li> <li>• Phonemic Awareness, patterning, rhyming</li> <li>• Writing</li> <li>• Group/partner work</li> <li>• ELD- chanting, language experience, realia</li> <li>• Creative Play</li> </ul>	<p>Large open floor space Durable rugs for sitting and student work space with squares for student places Low tables for visuals Space for writing center, library reading, small groups Wall space to display work Wall space to display electronic images Promethean board Classroom telephone or communications system Large windows for observations Space for age appropriate computers on desk tops, as well as hand held devices Numerous wall plugs or built in</p>	<p>Classroom walls should be able to open to provide ability to team teach, and combine students for grouping experiences</p> <p>Cubbies for student storage needs Cabinets, storage room for volume of materials used in Early Childhood classes Bathrooms and sink at appropriate height</p> <p>Large space for teacher work area to prepare the many materials needed for early childhood lessons</p>

**National School District  
Educational Specifications**

<i>concepts in thematic units</i>		charging stations	Furniture for centers- bookshelves, tables  Kidney tables for small groups  Air conditioning
	Math <ul style="list-style-type: none"> <li>• Patterning</li> <li>• Sorting</li> <li>• Problem Solving</li> <li>• Group/partner work</li> <li>• 8 math practices</li> <li>• Creative Play</li> </ul>	All of the above	Storage for manipulatives
	Science <ul style="list-style-type: none"> <li>• Experiential learning- large and small group</li> <li>• Problem solving</li> <li>• Writing observations</li> </ul>	All of the above	Sinks at appropriate height
	Social Studies <ul style="list-style-type: none"> <li>• Building conceptual understanding</li> <li>• Sharing</li> <li>• Circle time</li> <li>• Creative Play</li> </ul>	All of the above Age appropriate technological devices	Large wall space for visuals Connectivity to internet for appropriate social media
	PE <ul style="list-style-type: none"> <li>• Dance, movement, large motor skills, creative play</li> </ul>	Speakers/sound system	Storage for PE equipment

**National School District**  
***Educational Specifications***

	<p>Arts, Music</p> <ul style="list-style-type: none"><li>• Painting</li><li>• Viewing art on large screen</li><li>• Playing classroom instruments</li><li>• Large and small grouping</li></ul>	<p>Easels for painting Speakers/sound system</p>	<p>Storage for instruments</p>
--	--	--	--------------------------------

## National School District Educational Specifications

**Grade Span or Specific Area:** School Kitchen

**Enrollment/Personnel:** Kitchen personnel, up to 700 students, teachers, community members

**Introduction:** The school kitchen is used daily for breakfast and lunch service for the majority of students at a school. It can also be used for evening and weekend PTA events.

**Curriculum to be Taught:** Potential nutrition curriculum

**Educational Outcomes:** Students will be ready for school through healthy meals at breakfast and lunch.

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board-learning about and use of technology is embedded in all curricular activities.</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p> <p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering</i></p>	<p>Daily breakfast and lunch</p>	<p>Office space enough for desk and nutrition employees computer Lockers for employees Wireless connectivity Storage</p> <ul style="list-style-type: none"> <li>• Wireless shelving</li> <li>• Dry goods- paper products</li> <li>• Canned goods</li> </ul> <p>Walk in refrigerator and freezer 10' by 10' 2 well prep sink with disposer 3 well sink Two commercial convection ovens 2 prep tables- 36" by 60" Area surrounding prep tables sufficient to move about Area for movable hot storage units/ regular carts</p>	

**National School District  
Educational Specifications**

<i>concepts in thematic units, arts and music- STEAM experiences will be included throughout the school day.</i>			
	PTA/School Events	Same as above	
	Community Events- Community organizations renting out space for larger community events, serving community members across multiple school sites.	Same as above	To serve a larger community event, three more centrally located kitchens would have all of the equipment and space considerations, but just on a larger scale.

## National School District Educational Specifications

**Grade Span or Specific Area:** Library/Media/Community Center

**Enrollment/Personnel:** Used by parents, community members, students, teachers

**Introduction:** The new Media/Library Center will provide a space for community meetings, parent classes, collaborative student activities, internet connectivity for community, special events, and much more. It will no longer function as a place to check out books.

**Curriculum to be Taught:** Math, ELA, ELD, science, social studies, art, music, parenting classes

**Educational Outcomes:** Students will be able to utilize the space to increase their skills and abilities in the above curricular areas. Community members will be able to make connections with school personnel, other parents and community members, and engage in activities that will strengthen the instructional program and cultural climate of the school.

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board-learning about and use of technology is embedded in all curricular activities.</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor,</i></p>	<p>Academic subjects: math, ELA, ELD, science, social studies, music, art</p>	<p>Spaces for students to work in groups- movable, adjustable furniture Coffee table height tables, sofas or occasional chairs Shelving for books Display shelving for electronic materials Room for several desktop computers Check out area for electronic devices and books TV or screen wall Large screen Printer bar- area for printing from electronic resources Charging stations Durable carpeting</p>	<p>Multiple storage areas for laptop computers, handheld digital devices</p>

**National School District  
Educational Specifications**

<i>professional development</i> <b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering concepts in thematic units, arts and music- STEAM experiences will be included throughout the school day.</i>		Sinks/counters for creating	
	Social Skills	All of the above	
	Community Connections	All of the above	Kitchen area would be an addition that would make this area very effective for community use.

# National School District Educational Specifications

**Grade Span or Specific Area:** Elementary School Multipurpose Room

**Enrollment/Personnel:** Up to 700 students, staff of 40 classified and certificated

**Introduction:** The multipurpose room will be used daily for service of food, and daily to weekly for physical educational activities, performances, meetings, assemblies, student works displays or collaborations among classes, and other flexible activities. Its purpose is to provide a space where many can gather for learning purposes or community activities.

**Curriculum to be Taught:** Physical Education, music, drama, history/social science, health and nutrition, character development, parent education classes

**Educational Outcomes:** Students will be able to utilize the space to increase their skills and abilities in the above curricular areas. Community members will be able to make connections with school personnel, other parents and community members, and engage in activities that will strengthen the instructional program and cultural climate of the school.

<i>Visioning of Instruction</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology for learning and display, individual devices</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, interactive displays, social media/technological sharing of products</i></p> <p><b>Language Learning:</b> <i>Opportunities for language acquisition</i></p> <p><b>STEAM:</b> <i>Presenting products, sharing of methods, inquiry</i></p>	<p><b>Student Use</b></p> <p>Assemblies</p> <p>Work groups, art displays, students problem solving in groups</p> <p>Physical Education during inclement weather</p> <p>Language experiences during assemblies, presentations</p> <p><b>Daily breakfast and lunch</b></p>	<p>Large Screen</p> <p>Multiple spaces to project</p> <p>Small screen capability for groups of students</p> <p>Wireless technology for individual student devices</p> <p>Large enough space to accommodate all students</p> <p>Stage for performances</p> <p>Multiple outlets</p> <p>Interactive Podium with internet connectivity</p> <p>Lunch tables that fold up and fit into wall</p> <p>Drinking fountain (required)</p>	<p>Electrical/wireless capacity for presentations and work</p> <p>Storage area for easels and other display items</p> <p>HVAC</p> <p>Infrastructure to support technology</p> <p>ADA compliance</p>
	<p><b>Parent meetings</b></p>	<p>Space for tables and chairs for parents to meet</p>	<p>Furniture that is mobile</p> <p>Storage area for tables/chairs</p>



**National School District  
Educational Specifications**

	<b>Community meetings/celebrations</b>	Stage for presentations Area for celebrations Hard surface flooring	Flooring must stand up to daily, constant usage

## National School District Educational Specifications

**Grade Span or Specific Area:** Outdoor Pre K-6th

**Enrollment/Personnel:** All students, community, recess up to 200 students at a time; noon duty, classroom teacher, PE teacher

**Introduction:** Outdoor space should be multi-use for school and community, with consideration for physical activity as well as subject matter use.

**Curriculum to be Taught:** Physical Education, science, English Language Arts, math, English Language Development, social studies, social skills

**Educational Outcomes:** Students will be able to utilize the outdoor space to enhance the indoor learning environment as they achieve grade level standards and prepare for college and career readiness. Students will also use the outdoor space to master the California Physical Education standards.

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering</i></p>	<p>English Language Arts</p> <ul style="list-style-type: none"> <li>Exploring outdoors for evidence, writing experience, sensory input, language experiences</li> </ul>	<p>Garden</p> <p>Lab area- outdoor learning space, not for recess</p> <p>Benches, tables for working not just eating</p> <p>Trees for shade</p> <p>Shade Shelter</p>	<p>ADA compliance</p> <p>Security cameras</p> <p>Graffiti proof materials and construction</p> <p>For outdoor learning space, display area, movable white board, storage to put learning materials</p> <p>Areas should be open to visual access for easy monitoring by teachers and noon duties</p>
	<p>Math</p> <ul style="list-style-type: none"> <li>Problem solving</li> </ul>	<p>Same as above</p>	

**National School District  
Educational Specifications**

<i>concepts in thematic units</i>	<p>Science</p> <ul style="list-style-type: none"> <li>• Problem solving, observation</li> </ul>	Same as above	
	<p>PE/Recreation</p> <ul style="list-style-type: none"> <li>• PE instruction</li> <li>• Grade span free play</li> <li>• Running</li> <li>• Ball games</li> <li>• Black top games</li> </ul>	<p>Grass field large enough for soccer, baseball, and other team sports</p> <p>Black top area for volleyball, basketball, four square, and other black top games Wall ball/handball courts</p> <p>For primary- tricycle path, dodge ball areas</p> <p>Age appropriate playground equipment space- climbing, balancing structures</p> <p>Appropriate level water fountains</p> <p>Outdoor sound system</p>	
	<p>Before and After School Programs</p> <ul style="list-style-type: none"> <li>• Recreational games</li> <li>• Required moderate to vigorous physical activity</li> <li>• Age appropriate grouping</li> </ul>	Same as above	

**National School District**  
***Educational Specifications***

	<p>Community/Safety</p> <ul style="list-style-type: none"><li>• Fire Drills and evacuation</li><li>• Family/Community gatherings- Festivals, fund raisers</li><li>• Promotion ceremonies</li></ul>	<p>Same as above</p>	
--	--	----------------------	--

## National School District Educational Specifications

**Grade Span or Specific Area:** Primary Elementary Classroom

**Enrollment/Personnel:** Up to 24 students, 1 teacher

**Introduction:** The primary elementary classroom should be large enough for various learning activities such as circle time, small and large group instruction, and age appropriate technology devices.

**Curriculum to be Taught:** Common Core State Standards in ELA and math, CA English Language Development Standards, Next Generation Science Standards, and social studies standards, as well as music, art, physical education. Technology and problem solving is taught throughout the subject areas.

**Educational Outcomes:** Mastery of all grade level standards preparing students for college and career readiness

<b>Discernible Trends</b>	<b>Teaching, Learning, and Other Activities in Specific Areas</b>	<b>Facility Considerations</b>	<b>Special Requirements or Other</b>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for young learners, interactive instructional board</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering concepts in thematic units</i></p>	<p>English Language Arts</p> <ul style="list-style-type: none"> <li>• Shared reading</li> <li>• Guided Reading</li> <li>• Small motor skills</li> <li>• Writing process and workshop</li> <li>• Group/partner work</li> <li>• ELD- chanting, language experience, realia, development grouping</li> <li>• Group work with electronic devices</li> </ul>	<p>Large open floor space Durable rugs for sitting and student work space with squares for student places Low tables for visuals Space for writing center, library reading, small groups Wall space to display work Wall space to display electronic images Promethean board Classroom telephone or communications system Large windows for observations Space for age appropriate computers on desk tops, as well as hand held devices Numerous wall plugs or build in charging stations</p>	<p>Classroom walls should be able to open to provide ability to team teach, and combine students for grouping experiences</p> <p>Cabinets for student storage needs Storage room for volume of materials in primary classes</p> <p>Sink at appropriate height</p> <p>Large space for teacher work area to prepare the many materials needed for early</p> <p>Furniture for centers- bookshelves, tables</p>

**National School District  
Educational Specifications**

			<p>Kidney tables for small groups</p> <p>Although in class bathrooms are not necessary, consideration to proximity of bathroom should be taken into account.</p>
	<p>Math</p> <ul style="list-style-type: none"> <li>• Patterning</li> <li>• Sorting</li> <li>• Problem Solving</li> <li>• Group/partner work</li> <li>• 8 math practices</li> </ul>	All of the above	Storage for manipulatives
	<p>Science</p> <ul style="list-style-type: none"> <li>• Experiential learning- large and small group</li> <li>• Problem solving</li> <li>• Writing observations</li> </ul>	All of the above	Sink at appropriate height
	<p>Social Studies</p> <ul style="list-style-type: none"> <li>• Building conceptual understanding</li> <li>• Sharing</li> <li>• Circle time</li> <li>• Creative Play</li> </ul>	All of the above	Wall space
	<p>PE</p> <p>Dance, movement, large motor skills</p>	Speakers/sound system	Storage for equipment

**National School District**  
***Educational Specifications***

	<p>Arts/Music</p> <ul style="list-style-type: none"><li>• Painting</li><li>• Viewing art on large screen</li><li>• Playing classroom instruments</li><li>• Large and small grouping</li></ul>	<p>Easels for painting Speakers/sound system</p>	<p>Storage for instruments, paints, easels, sound system</p>
--	---	--	--

## National School District Educational Specifications

**Grade Span or Specific Area:** Special Education Classroom (Resource Program)

**Enrollment/Personnel:** Resource students, school personnel, parents, RSP teachers, aides

**Introduction:** The RSP room should be large enough for small group instruction, and intimate/private meetings with teachers/parents/specialists. It should have postable walls, at least one interactive white board, and tables to support small group instruction.

**Curriculum to be Taught:** Math, ELA, English Language Development, Social Skills

**Educational Outcomes:** Designated students will increase their core academic skills, work toward IEP goals, and access core curriculum that will enable them to become college and career ready.

<b><i>Discernible Trends</i></b>	<b><i>Teaching, Learning, and Other Activities in Specific Areas</i></b>	<b><i>Facility Considerations</i></b>	<b><i>Special Requirements or Other</i></b>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board-learning about and use of technology is embedded in all curricular activities.</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p>	<p>Small group instruction</p>	<p>Enough room for kidney tables or other small grouping –usually three groups per class Wall space for projection or white board accessible to each group At least one interactive white board Work space for teacher planning, as well as work space for instructional aides Cubbies or shelving for student backpacks or other supplies</p>	<p>Storage areas for confidential files</p> <p>Additional shelving for the increased number of curriculum resources required- RSP rooms often include multiple grades</p>
<p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p>	<p>Small group intervention (social and academic)</p>	<p>Movable partitions to provide privacy for social skills groups</p>	



**National School District**  
***Educational Specifications***

<b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering concepts in thematic units, arts and music- STEAM experiences will be included throughout the school day.</i>	Testing 1:1 with teacher	Movable partitions for testing	
	Meetings <ul style="list-style-type: none"><li>• IEP</li><li>• Teacher conferences</li></ul>	Larger chairs and tables available for adult comfort	

## National School District Educational Specifications

**Grade Span or Specific Area:** School Office

**Enrollment/Personnel:** Principal, Administrative Assistant, Office Technician, Vice Principal, Counselor, Health Assistant, parents and students

**Introduction:** The front office is the first place that parents encounter at the school. It should be welcoming, spacious, and functional.

**Functions:** Student registration, communication regarding absences, school wide practices, official documents and paperwork, meetings with parents, entry for visitors

**Educational Outcomes:** Through the work done in the front office, teachers and parents will be able to obtain the information and resources necessary to enable students to master grade level content and become college and career ready.

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board-learning about and use of technology is embedded in all curricular activities.</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p>	<p>Registration/attendance/questions Services for parents and students</p>	<p>Entry way with wide doors and space for many parents to be received Counter with space for parents to fill out paperwork, and for paperwork to be displayed Work area for parents to access computer to fill out paperwork or get on internet Area for parents or children to sit comfortably and wait for appointment or other Space for desks and work stations of Administrative assistants and Office Technicians Storage area for cumulative files and other confidential documents</p>	<p>HVAC needed Durable flooring Areas for privacy are important to confidential conversations that take place in a front office Phones, communication, intercom for instant access to all classrooms</p> <p>Security cameras at the entrance of school, and in school office is important for student safety</p>

**National School District  
Educational Specifications**

<p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering concepts in thematic units, arts and music- STEAM experiences will be included throughout the school day.</i></p>		<p>Space for copy machine and other office equipment Wall space for posting of information Windows to view entering visitors Security system to buzz guests in and out after school begins</p>	
	Health care	<p>Separate space for health care Space for health assistants work area Locking cabinets for medication and confidential records Area for bed and chairs Bathroom Sink Refrigerator to store medications</p>	
	Principal/Vice Principal duties	<p>Separate office areas Room enough to hold conference table as well as administrative desk Book shelves and filing cabinet area Locking closet/cabinet for confidential materials Wall space for planning or Interactive white board for planning purposes</p>	
	Counseling Services	Same as above	

## National School District Educational Specifications

**Grade Span or Specific Area:** Special Day Class

**Enrollment/Personnel:** Students, SDC teacher, instructional aides, parents

**Introduction:** The SDC class is used for students with mild, moderate, or severe learning disabilities. A self-contained classroom, the SDC class needs to have enough room for the special needs of the children, even though there might be only 12 students in the class.

**Curriculum to be Taught:** Math, ELA, ELD, social studies, science, social skills, functional skills, activities to meet the Individualized Educational Program goals of each student.

**Educational Outcomes:** Students will be able to utilize the space to increase their skills and abilities in the above curricular areas, and prepare for college or career.

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board-learning about and use of technology is embedded in all curricular activities.</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p> <p><b>STEAM:</b></p>	Small group instruction	Enough room for kidney tables or other small grouping –usually three groups per class Wall space for projection or white board accessible to each group At least one interactive white board Work space for teacher planning, as well as work space for instructional aides Cubbies or shelving for student backpacks or other supplies	Bathroom, diapering or other health related area might be required in certain classrooms.
	1:1 instruction	Movable partitions to provide privacy for social skills groups	
	Testing	Movable partitions to provide privacy for social skills groups	

**National School District  
Educational Specifications**

<i>Experimenting, integration of tech, math and engineering concepts in thematic units, arts and music- STEAM experiences will be included throughout the school day.</i>	Conferences	Larger tables and chairs for adult comfort	
	Life skills/functions	Large storage areas for realia or other equipment that students might need. (e.g. building blocks, cushions, sensory equipment.)	

## National School District Educational Specifications

**Grade Span or Specific Area:** Speech/Language Pathologist or Psychologist room

**Enrollment/Personnel:** 1 to 1 or small groups of students, SLPs and Psychologists,

**Introduction:** The SLP/Psych room should be large enough for small group instruction, and intimate/private meetings with teachers/parents/specialists. It should have postable walls, at least one interactive white board, and tables to support small group instruction.

**Curriculum to be Taught:** Speech articulation, therapeutic practices, English Language Development, social skills, assessment

**Educational Outcomes:** Designated students will increase their ability to access the core curriculum, enabling them to become college and career ready.

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board-learning about and use of technology is embedded in all curricular activities.</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p>	Small group instruction, speech articulation	Enough room for kidney tables or other small grouping Wall space for projection or white board accessible for small group instruction At least one interactive white board Work space for teacher/psych planning Cubbies or shelving for student backpacks or other supplies Tackable walls	Storage areas for confidential file  Shelving for unique storage needs, equipment for speech therapies, assessment protocols, educational games
	Small group intervention (social and academic)	Movable partitions to provide privacy for social skills groups	
	Testing 1:1 with teacher or	Movable partitions for testing	

**National School District  
Educational Specifications**

<p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering concepts in thematic units, arts and music- STEAM experiences will be included throughout the school day.</i></p>	Psychologist		
	Meetings <ul style="list-style-type: none"> <li>• IEP</li> <li>• Teacher conferences</li> </ul>	Room sufficient for a meeting of 5 adults Larger chairs and tables available for adult comfort	

## National School District Educational Specifications

**Grade Span or Specific Area:** Staff Workroom

**Enrollment/Personnel:** Up to 40 staff members at the larger elementary schools

**Introduction:** The workroom is used by all teaching and support staff to prepare materials used for lessons, conferences, staff meetings, and other educationally oriented activities.

**Educational Outcomes:** The workroom is needed for teachers to provide the lessons necessary for students to master grade level standards and become college and career ready.

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor</i></p> <p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering concepts in thematic units</i></p>	Preparation for student lessons	Ample space for multiple copy machines, laminator, die cut Cutting or collating table Storage shelves for paper and other supplies Electrical outlets or charging stations Wireless internet access Sink/water accessibility	Space should be dedicated to preparation, not an enlarged hallway that isn't conducive to work completion
	Communication	White board Bulletin/tack board Wall for teacher mailboxes	
	Small group meetings	Promethean board Tables to gather around	A small meeting room connected to staff room is ideal, however, a room large enough to have a set of tables for small meetings will work



## National School District Educational Specifications

<i>Discernible Trends</i>	<i>Teaching, Learning, and Other Activities in Specific Areas</i>	<i>Facility Considerations</i>	<i>Special Requirements or Other</i>
<p><b>Technology:</b> <i>Wireless technology, one to one devices suitable for intermediate learners, interactive instructional board-learning about and use of technology is embedded in all curricular activities.</i></p> <p><b>Language Learning:</b> <i>Language experiences, developmental grouping, language experiences, intentional academic vocabulary</i></p> <p><b>Common Core State Standards:</b> <i>Problem solving, citing evidence, reasoning, depth of knowledge and rigor, professional development</i></p> <p><b>STEAM:</b> <i>Experimenting, integration of tech, math and engineering</i></p>	N/A	Mirrors Hot and Cold Water Motion censored hand soap/sanitizer dispensers High powered air blow driers Ample sized stall areas Four sinks Non-slip floor Easy to clean ADA compliant	If at a school with Special Education Hub, special requirements could include diapering station or other health station

**National School District  
Educational Specifications**

<i>concepts in thematic units, arts and music- STEAM experiences will be included throughout the school day.</i>			

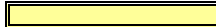
Exhibit C  
Capacity Analysis by School

National School District  
Central Elementary School  
2013-14 Capacity Analysis

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft			
	TK-3	4-6	Spec. Ed.				District Owned	Leased / Non-District					
			Severe	Non-Severe									
<b>Central</b>									Grade, Teacher	Architect Bldg #	DSA #	Yr Built	
1	1				1	1			KG	E	A47367	1978	5,700
2	1				1	1		KG					
3	1				1	1		1st					
4	1				1	1		1st					
5	1				1	1		1st					
6	1				1	1		1st	G	A104682	1978	1,400	
6A	0				0	0		Not Full Size					
7	0			1	1	1		SDC					
8	1				1	1		3rd	D	A47367	1978	5,400	
9	1				1	1		3rd					
10	1				1	1		2nd					
11	1				1	1		3rd					
12		1			1	1		4th	H	A104682	1978	1,400	
13		1			1	1		5th					
13A	0				0	0		Not Full Size					
14		1			1	1		6th	C	A47367	1978	5,533	
15		1			1	1		6th					
16		1			1	1		6th					
17		1			1	1		5th					
18		1			1	1		5th					
19	1				1		1	2nd	K	A100182	1998	6,720	
20	1				1		1	2nd					
21	1				1		1	2nd					
22	1				1		1	2nd					
23	0			1	1		1	SDC					
24	0			1	1		1	SDC					
25	0			1	1		1	SDC					
26		1			1		1	4th	L	A103395	2001	3,840	
27		1			1		1	4th					
28		1			1		1	4th					
29	0			1	1		1	RSP	M	A104682	2005	5,760	
30	0			1	1		1	RDG Lab					
31	0			1	1		1	RDG Lab					
32	0			1	1		1	Computer Lab					
33	0			0	0		0	Library					
K - 1	1				1		1	Kinder	F	A104682	1965	3,500	
K - 2	1				1		1	Transitional Kinder					
K - 3	1				1		1	Kinder	J	A101469	1999	1,440	
Preschool	0				0		0	Preschool	I	A33456	1970	1,920	
Preschool 3	0				0		0	Preschool	P	A104682	2005	1,440	
Administration	0				0	0		Administration	A	A47367	1955	1,500	
Multipurpose Room	0				0	0		Multipurpose Room	B	A47367	1955	4,948	
Kitchen/Lounge	0				0	0		Kitchen/Lounge		A103395	2002		
Storage	0				0		0	Storage	N	Non DSA	1985	960	
<b>Total</b>	<b>17</b>	<b>10</b>	<b>2</b>	<b>3</b>	<b>35</b>	<b>18</b>	<b>17</b>	<b>0</b>					<b>51,461</b>

**National School District  
Central Elementary School  
2013-14 Capacity Analysis**

Central



<u>Regular Ed.</u>	30
Students / Rm.	25
Utilization	1.00
Subtotal	<input type="text" value="750.00"/>

<u>Sp Ed - Severe</u>	2
Students / Rm.	9
Utilization	1.00
Subtotal	<input type="text" value="18"/>

<u>Sp Ed - Non-Severe</u>	3
Students / Rm.	13
Utilization	1.00
Subtotal	<input type="text" value="39"/>



<u>TK-3</u>	17
Students / Rm.	24
Utilization	1.00
Subtotal	<input type="text" value="408"/>

<u>Grades 4-6</u>	10
Students / Rm.	33
Utilization	1.00
Subtotal	<input type="text" value="330"/>

<u>Regular Ed.</u>		<u>Severe</u>		<u>Non Severe</u>		<u>Total</u>
Permanent	17	Permanent	1	Permanent	0	18
Portable	13	Portable	1	Portable	3	17
<b>Total</b>	<b>30</b>	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>3</b>	<b>35</b>



<u>Sp Ed - Severe</u>	2
Students / Rm.	8
Utilization	1.00
Subtotal	<input type="text" value="16"/>

<u>Sp Ed - Non-Seve</u>	3
Students / Rm.	14
Utilization	1.00
Subtotal	<input type="text" value="42"/>

<u>Total District Program Classrooms</u>	
Permanent	18
Portable	14
<b>Total</b>	<b>32</b>



National School District  
 El Toyon Elementry School  
 2013-14 Capacity Analysis

Room No.	TK-3	4-6	Spec. Ed.		Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft.			
			Severe	Non-Severe			District Owned	Leased / Non-District					
<b>El Toyon</b>													
									Grade, Teacher	Architect Bldg #	DSA #	Yr Built	
1	1				1	1			1st	E	A47367	1952	4322
2	1				1	1			1st				
3	1				1	1			1st				
4	1				1	1			2nd				
5	0			1	1	1			RSP	F	A47367	1952	3,745
6	0				1	1			LAS				
7		1			1	1			3rd				
8	1				1	1			3rd	I	A47367	1952	4410
9	1				1	1			3rd				
10	1				1	1			2nd				
11	1				1	1			3rd	J	A47367	1952	3,937
12	1				1	1			2nd				
13	1				1	1			KG	K	A15591	1957	2,048
14	1				1	1			KG				
15		1			1	1			5th				
16		1			1	1			6th	L	A58727	1955	3,600
17		1			1	1			6th				
18		1			1	1			5th				
19		1			1	1			4th	M	A58727	1955	3,000
20		1			1	1			4th				
21	0			1	1		1		SDC (moderate)	N	A105416	2006	1440
PTO	0				0		0		PTO				
22	1				1	1			K-3				
23	0				0	0			Storage	C	A47367	1952	3,266
24	0				0	0			P-2				
25	0				0		0		P-1	D	A30868	1968	
Computer Lab	0				1		1		Computer Lab				
Speech 1	0						0		Speech 1	G	A101447	2002	2,048
Speech 2	0						0		Speech 2				
Multipurpose Room	0					0			Multipurpose Room	A	A47367	1952	5,514
Administration	0					0			Administration	B	A47367	1952	2,402
Library	0						0		Library	H	A30868	1968	1,280
<b>Total</b>	<b>12</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>23</b>	<b>21</b>	<b>2</b>	<b>0</b>					<b>41012</b>

National School District  
 El Toyon Elementary School  
 2013-14 Capacity Analysis

El Toyon

**State Capacity Calculations:**

Regular Ed.	21	
Students / Rm.	25	
Utilization	1.00	
Subtotal		525.00

Sp Ed - Seve	0	
Students / Rm.	9	
Utilization	1.00	
Subtotal		0

Sp Ed - Non-	2	
Students / Rm.	13	
Utilization	1.00	
Subtotal		26

Regular Ed.		Severe		Non Severe		Total
Permanent	20	Permanent	0	Permanent	1	21
Portable	1	Portable	0	Portable	1	2
Total	21	Total	0	Total	2	23

**State Total**  
 2013-14 State Capacity  
 551

**District Program Capacity Calculations:**

TK-3	12	
Students / Rm.	24	
Utilization	1.00	
Subtotal		288

Grades 4-6	7	
Students / Rm.	33	
Utilization	1.00	
Subtotal		231

Sp Ed - Severe	0	
Students / Rm.	8	
Utilization	1.00	
Subtotal		0

Sp Ed - Non-Seve	2	
Students / Rm.	14	
Utilization	1.00	
Subtotal		28

Total District Program Classrooms	
Permanent	20
Portable	1
Total	21

547

National School District  
Ira Harbison Elementary School  
2013-14 Capacity Analysis

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft			
	TK-3	4-6	Spec. Ed.				District Owned	Leased / Non-District					
			Severe	Non-Severe									
<b>Ira Harbison</b>													
									Grade, Teacher	Architect Bldg #	DSA #	Yr Built	
1	1				1	1			3rd	A	A47367	1952	5,670
2		1			1	1		6th					
3		1			1	1		4th					
3A	0				1	1		Impact Teacher					
4		1			1	1		4th					
5		1			1	1		6th					
6	1				1	1		1st	C	A47367	1949	2,730	
7	1				1	1		1st					
7 A/B	0				0	0		Book Room					
8	1				1	1		1st	D	A47367	1952	2,850	
9	1				1	1		2nd					
10		1			1	1		5th					
11	0				1	1		Computer Library	I	A58727	1957	2,910	
12	1				1	1		2nd					
13	1				1	1		KG					
14	1				1	1		3rd	N	A58727	1957	1,950	
15	1				1	1		2nd					
16	1				1		1	3rd	B	A24036/A58727	1963	2,880	
17	0				1		1	Computer Lab/Library					
18	0			1	1		1	RSP	P	A52215/A107785	1989	1,440	
18 A	0				0		0	Psych					
18 B	0				0		0	Speech					
19	0			1	1		1	SDC	E	A49704	1988	960	
20	1				1		1	1st					
21		1			1		1	5th/6th	F	A52215	1989	2,880	
22		1			1		1	4th/5th					
23	1				1		1	2nd	G	A67379	1997	960	
24	1				1		1	KG	K	A100184	1997	1,920	
25	1				1		1	3rd					
26 A	0				0		0	LAS	L	A67379	1998	1,440	
26 B	0				0		0	LAS					
26 C	0				0		0	Parent Center					
K-1	1				1	1		Transitional Kinder	o	A58727	1993	2,880	
K-2	1				1	1		Kinder					
Multipurpose Room	0				0	0		MP room	H	A58727/A103395	1955	4,995	
Restrooms	0				0		0	Restrooms	J	A10707785	2005	480	
Administration	0				0	0		Administration	M	A58727	1955	1,525	
<b>Total</b>	<b>16</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>28</b>	<b>18</b>	<b>10</b>	<b>0</b>					<b>38470</b>



**National School District  
Ira Harbison Elementary School  
2013-14 Capacity Analysis**

Ira Harbison

**State Capacity Calculations:**

<u>Regular Ed.</u>	26
Students / Rm.	25
Utilization	1.00
Subtotal	<u>650.00</u>

<u>Sp Ed - Seve</u>	0
Students / Rm.	9
Utilization	1.00
Subtotal	<u>0</u>

<u>Sp Ed - Non-Se</u>	2
Students / Rm.	13
Utilization	1.00
Subtotal	<u>26</u>

<u>Regular Ed.</u>		<u>Severe</u>		<u>Non Severe</u>		<u>Total</u>
Permanent	18	Permanent	0	Permanent	0	18
Portable	8	Portable	0	Portable	2	10
<b>Total</b>	<b>26</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>2</b>	<b>28</b>

<b>State Total</b> <b>2013-14 State Capacity</b>  <b>676</b>
---

**TK-3**

TK-3	16
Students / Rm.	24
Utilization	1.00
Subtotal	<u>384</u>

<u>Grades 4-6</u>	7
Students / Rm.	33
Utilization	1.00
Subtotal	<u>231</u>

<u>Sp Ed - Severe</u>	0
Students / Rm.	8
Utilization	1.00
Subtotal	<u>0</u>

<u>Sp Ed - Non-Seve</u>	2
Students / Rm.	14
Utilization	1.00
Subtotal	<u>28</u>

<b>Total District Program Classrooms</b>	
Permanent	16
Portable	9
<b>Total</b>	<b>25</b>

**Grades 4-6**

National School District  
 Rancho de la Nacion Elementary School  
 2013-14 Capacity Analysis

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft				
	K-3	4-6	Spec. Ed.				District Owned	Leased / Non-District						
			Severe	Non-Severe										
<b>John Otis</b>									Grade, Teacher	Architect Bldg #	DSA #	Yr Built		
1	1				1	1			TK					
2	0				1	1			Impact Teachers					
3	1				1	1			KG	B	A47367/A104076/A105105	1940	7,600	
4	1				1	1			KG					
Multipurpose Room	0				0	0			MP room					
5	1				1	1			KG					
6	0				0	0			Library	A	A47367/A104076	1927	6,000	
6A	0				0	0			Staff Lounge					
Administration	0				0	0			Administration					
7		1			1		1		4th	C	A47367	1947	1,664	
8		1			1		1		6th					
9		1			1		1		4th	D	A58727	1965	1,920	
10	0			1	1		1		SDC					
11		1			1		1		5th	E	A26816	1965	1,920	
12		1			1		1		5th					
13		1			1		1		6th	G	A107783	2006	1,920	
14	1				1		1		3rd	H	A107783	1994	1,920	
15	1				1		1		2nd					
16	1				1		1		3rd	G	A107783	2006		
17	1				1		1		2nd	L	A104076	2001	960	
18	1				1		1		1st					
19	1				1		1		3rd					
20	0			1	1		1		RSP	I	A67384	1997	3,840	
21	1				1		1		2nd					
22	1				1		1		1st	J	A67384	1998	960	
23	1				1		1		1st					
23A	0				0		0		Not Full Size	K	A52215	1999	1,280	
Preschool	0				0		0		Preschool	F	A107783	2006	1,440	
<b>Total</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>22</b>	<b>5</b>	<b>17</b>	<b>0</b>						<b>31424</b>

**National School District  
 Rancho de la Nacion Elementary School  
 2013-14 Capacity Analysis**

John Otis

**State Capacity Calculations:**

Regular Ed.	20
Students / Rm.	25
Utilization	1.00
Subtotal	500

Sp Ed - Severe	0
Students / Rm.	9
Utilization	1.00
Subtotal	0

Sp Ed - Non-Severe	2
Students / Rm.	13
Utilization	1.00
Subtotal	26



TK-3	13
Students / Rm.	24
Utilization	1.00
Subtotal	312

Grades 4-6	6
Students / Rm.	33
Utilization	1.00
Subtotal	198

Regular Ed	Severe	Non Severe	Total
Permanent 5	Permanent 0	Permanent 0	5
Portable 15	Portable 0	Portable 2	17
<b>Total 20</b>	<b>Total 0</b>	<b>Total 2</b>	<b>22</b>

<b>State Total</b>
<b>2013-14 State Capacity</b>
<b>526</b>

Sp Ed - Severe	0
Students / Rm.	8
Utilization	1.00
Subtotal	0

Sp Ed - Non-Seve	2
Students / Rm.	14
Utilization	1.00
Subtotal	28

<b>Total District Program Classrooms</b>	
Permanent	4
Portable	17
<b>Total</b>	<b>21</b>



National School District  
Kimbal Elementary School  
2013-14 Capacity Analysis

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft			
	TK-3	4-6	Spec. Ed.				District Owned	Leased / Non-District					
			Severe	Non-Severe									
<b>Kimball</b>													
									Grade, Teacher	Architect Bldg #	DSA #	Yr Built	
1	1				1	1			KG	A	A47367/A101400	1941	22,000
2	1				1	1			KG				
3		1			1	1			5th				
4		1			1	1			4th				
5	1				1	1			3rd				
6	1				1	1			3rd				
7	1				1	1			1st				
8	0				0	0			Not Full Size, Work Room				
9	0				1	1			Conference Room				
10	1				1	1			Kinder				
11	0		1		1	1			Pre k Special Ed.				
12	0			1	1	1			RSP				
13	0			1	1	1			SDC				
14	0				1	1			LAS				
16	0				1	1			Pre K	D	A101469	1968	2,240
17	0				1		1		FRC	B	A27473	1966	960
18	0				1		1		FRC	C	A27754	1966	2,400
19	0				1		1		FRC				
20	0				1		1		Psyc. Speech. OT/APE	E	?	2007	1,440
21	1				1		1		2nd/3rd	F	A105417	2006	2,880
22		1			1		1		4,5,6				
23	1				1		1		1st				
24	1				1		1		2nd	H	A67380	1997	1,920
25		1			1		1		5th/6th				
26		1			1		1		6th	D	A100183	1998	2,240
27	0				0		0		Library				
28	0				1		1		Comp Lab	I	A101469	1999	5,280
29	0				1		1		NOT LISTED				
30	0				1		1		Unused				
31		1			1		1		5th/4th				
<b>Total</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>28</b>	<b>14</b>	<b>14</b>	<b>0</b>					<b>41360</b>

**National School District  
Kimbal Elementary School  
2013-14 Capacity Analysis**

Kimball

**State Capacity Calculations:**

Regular Ed.	25
Students / Rm.	25
Utilization	1.00
Subtotal	625.00

Sp Ed - Severe	1
Students / Rm.	9
Utilization	1.00
Subtotal	9

Sp Ed - Non-Severe	2
Students / Rm.	13
Utilization	1.00
Subtotal	26

Regular Ed.		Severe		Non Severe		Total
Permanent	11	Permanent	1	Permanent	2	14
Portable	14	Portable	0	Portable	0	14
Total	25	Total	1	Total	2	28

**State Total  
2013-14 State Capacity  
660**

**District Program Capacity Calculations:**

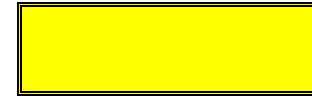
TK-3	9
Students / Rm.	24
Utilization	1.00
Subtotal	216

Grades 4-6	6
Students / Rm.	33
Utilization	1.00
Subtotal	198

Sp Ed - Severe	1
Students / Rm.	8
Utilization	1.00
Subtotal	8

Sp Ed - Non-Seve	2
Students / Rm.	14
Utilization	1.00
Subtotal	28

<b>Total District Program Classrooms</b>	
Permanent	11
Portable	7
Total	18



National School District  
Las Palmas Elementary School  
2013-14 Capacity Analysis

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft			
	TK-3	4-6	Spec. Ed.				District Owned	Leased / Non-District					
			Severe	Non-Severe									
<b>Las Palmas</b>									Grade, Teacher	Architect Bldg #	DSA #	Yr Built	
1	0				1	1			NOT LISTED				
2					1	1			5th	C	A58727	1957	4,830
3		1			1	1			5th				
4	0			1	1	1			SDC				
4A	0				0	0			Speech				
5		1			1	1			4th	B	A58727	1957	4,830
6	1				1	1			3rd				
7	1				1	1			3rd				
8		1			1	1			4th				
9		1			1	1			4th				
10	1				1	1			1st	A	A58727	1957	4,830
11	1				1	1			1st				
12	0				1	1			NOT LISTED				
13	1				1	1			2nd				
13A	0				0	0			Psych				
14	1				1	1			3rd	D	A58727	1960	2,887
15	1				1	1			3rd				
16	0				1	1			NOT LISTED				
17		1			1		1		5th	H	A42777	1980	960
18	0				1		1		LAS				
18A	0				0		0		LAS	K	A60431	1993	1,920
19	1				1		1		PTO/RSP				
19A	0			1	1		1		RSP				
20	1				1		1		3rd	O	A105415	2006	2,880
21	1				1		1		2nd				
22	1				1		1		1st, 2nd	I	A47944	1986	1,920
23	1				1		1		2nd				
24	1				1		1		1st	J	A50924	1988	960
25		1			1		1		6th	L	A67383	1997	3,840
26	1				1		1		KG				
27		1			1		1		6th				
28		1			1		1		6th				
29	0				0		0		Library				
30	1				1		1		KG	M	A100183	1998	3,360
31	0			1	1		1		SDC				
32	1				1		1		2nd	O	A105415	2006	
Multipurpose Room	0					0			MP Room	E	A58727	1955	5,632
Administration	0					0			Administration	F	A58727	1955	1,610
Preschool	0						0		Preschool 1	N	A101469	1999	1,440
<b>Total</b>	<b>16</b>	<b>9</b>	<b>0</b>	<b>3</b>	<b>32</b>	<b>16</b>	<b>16</b>	<b>0</b>					<b>41899</b>

**National School District  
Las Palmas Elementary School  
2013-14 Capacity Analysis**

Las Palmas

**State Capacity Calculations:**

Regular Ed.	29
Students / Rm.	25
Utilization	1.00
Subtotal	725.00

Sp Ed - Severe	0
Students / Rm.	9
Utilization	1.00
Subtotal	0

Sp Ed - Non-Severe	3
Students / Rm.	13
Utilization	1.00
Subtotal	39

**TK-3**

TK-3	16
Students / Rm.	24
Utilization	1.00
Subtotal	384

Grades 4-6	9
Students / Rm.	33
Utilization	1.00
Subtotal	297

Regular Ed.	Severe	Non Severe	Total
Permanent 15	Permanent 0	Permanent 1	16
Portable 14	Portable 0	Portable 2	16
<b>Total 29</b>	<b>Total 0</b>	<b>Total 3</b>	<b>32</b>

<b>State Total 2013-14 State Capacity  764</b>
--

Sp Ed - Severe	0
Students / Rm.	8
Utilization	1.00
Subtotal	0

Sp Ed - Non-Seve	3
Students / Rm.	14
Utilization	1.00
Subtotal	42

<b>Total District Program Classrooms</b>
Permanent 13
Portable 15
<b>Total 28</b>

**Grades 4-6**

National School District  
Lincoln Acres Elementary School  
2013-14 Capacity Analysis

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft			
	K-3	4-6	Spec. Ed.				District Owned	Leased / Non-District					
			Severe	Non-Severe									
<b>Lincoln Acres</b>													
									Grade, Teacher	Architect Bldg #	DSA #	Yr Built	
1	1				1	1			1st	A	A47367	1927	8,700
1A	0				0	0			Speech				
1B	0				0	0			Unused				
1C	0				0	0			Copy Room				
2	0				1	1			NOT LISTED				
3	0				1	1			Assistant Principal				
3A	0				0	0			Mail Room				
4	1				1	1			1st	B	A47367	1938	4,320
5	1				1	1			1st/2nd				
6	1				1	1			KG				
7	1				1	1			1st				
7A	0				0	0			Psyc				
8	0		1		1	1			SDC				
9A	0				0	0			Parent RM				
9B	0				0	0			Unused	C	A47367	1948	3,450
10	0				1	1			OPEN				
11	0			1	1	1			SDC				
12		1			1	1			4th	E	A67382	1952	6,300
13		1			1	1			6th				
14		1			1	1			4th				
15		1			1	1			4th				
16	0				1	1			NOT LISTED				
17		1			1	1			6th				
18		1			1	1			6th				
19		1			1	1			5th	F	A104917	2005	1,963
20		1			1	1			5th				
21		1			1	1			5th				
22	1	1			1	1			5th				
23	1				1		1		3rd	H	A104795	2007	3,840
24	0				1		1		3rd				
25	1				1		1		Reading Lab				
26	1				1		1		3rd				
27	0				1		1		3rd				
28	1				1		1		Psyc				
29	1				1		1		2nd				
30	1				1		1		2nd	J	A100182	1998	2,880
31	1				1		1		2nd				
32	0				1		1		Computer Lab				
32 A	0			1	1		1		RSP				
34	0				0		0		Library	G	A104917	1963	2,995
K1	1				1	1			KG				
K2	1				1	1			KG				
K3	0		1		1	1			SDC	L	A101468	1999	960
Multipurpose Room	0						0		MP Room				
	0						0			D	A47367/A104075	1952	4015
<b>Total</b>	<b>15</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>35</b>	<b>23</b>	<b>12</b>	<b>0</b>					<b>39,423</b>



**National School District  
Lincoln Acres Elementary School  
2013-14 Capacity Analysis**

Lincoln Acres

**State Capacity Calculations:**

<u>Regular Ed.</u>	31
Students / Rm.	25
Utilization	1.00
Subtotal	775.00

<u>Sp Ed - Severe</u>	2
Students / Rm.	9
Utilization	1.00
Subtotal	18

<u>Sp Ed - Non-Severe</u>	2
Students / Rm.	13
Utilization	1.00
Subtotal	26



<u>TK-3</u>	15
Students / Rm.	24
Utilization	1.00
Subtotal	360

<u>Grades 4-6</u>	9
Students / Rm.	33
Utilization	1.00
Subtotal	297

<u>Sp Ed - Severe</u>	2
Students / Rm.	8
Utilization	1.00
Subtotal	16

<u>Sp Ed - Non-Seve</u>	2
Students / Rm.	14
Utilization	1.00
Subtotal	28

<u>Regular Ed.</u>	<u>Severe</u>	<u>Non Severe</u>	<u>Total</u>
Permanent 20	Permanent 2	Permanent 1	23
Portable 11	Portable 0	Portable 1	12
<b>Total 31</b>	<b>Total 2</b>	<b>Total 2</b>	<b>35</b>

<b>State Total 2013-14 State Capacity  819</b>
--

<b>Total District Program Classrooms</b>
Permanent 19
Portable 9
<b>Total 28</b>



National School District  
Olivewood Elementary School  
2013-14 Capacity Analysis

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft			
	TK-3	4-6	Spec. Ed.				District Owned	Leased / Non-District					
			Severe	Non-Severe									
<b>Olivewood</b>													
									Grade, Teacher	Architect Bldg #	DSA #	Yr Built	
1		1			1	1			5th	G	A101001	1958	5,404
2		1			1	1		5th					
3		1			1	1		6th					
3 A,B,C	0				0	0		office/storage					
4		1			1	1		6th					
5		1			1	1		6th					
6	0				0	0		Library					
7	0				0	0				F	A101001	1958	5,504
8	0				1	1		NOT LISTED					
9		1			1	1		4th					
10		1			1	1		4th					
11	1				1	1		1st		E	A101001	1958	4,820
12	0		1		1	1		RSP					
13	1				1	1		3rd					
14	0				1	1		Reading Lab primary					
15	1				1	1		1st		D	A101001	1958	4,891
16	1				1	1		1st					
17	0				1	1		TBD					
18	1				1	1		2nd					
19	1				1		1	3rd		H	A107917	2006	1,920
20	0				1		1	Reading Lab Upper					
21	1				1		1	3rd		I	A50961	1988	2,880
22	1				1		1	3rd					
23	1				1		1	1st					
24	0			1	1		1	SDC		J	A67376	1997	960
25/K4	1				1		1	K4		K	A67376	1997	3,840
26	1				1		1	2nd					
27	1				1		1	2nd					
28	1				1		1	2nd					
29		1			1		1	4th,5th		L	A101085/ A50961	1998/1989	2,880
30	0				1		1	Impact					
31	1				1		1	3rd,4th					
32	0				1		1	Computer Lab Upper		M	A101469	1999	1,440
32 A	0				0		0	Computer Lab Lower					
PS 1	0				0		0	Pre School		Q	A103443	2001	1,440
PS 2	0				0		0	Pre School / Patio		R	A104632	2003	1,920
PS 3	0				0		0	Pre School		S	Unknown	2005	1,440
K1	1				1	1		KG		A	A101001	1999	3,083
K2	1				1	1		KG					
Administration	0				0	0		Administration		B	A101001	1958	1,675
Multipurpose Room	0				0	0		MP room		C	A101001	1958	5,118
<b>Total</b>	<b>16</b>	<b>8</b>	<b>0</b>	<b>2</b>	<b>32</b>	<b>18</b>	<b>14</b>	<b>0</b>					<b>49215</b>

**National School District  
Olivewood Elementary School  
2013-14 Capacity Analysis**

Olivewood

**State Capacity Calculations:**

Regular Ed.	30
Students / Rm.	25
Utilization	1.00
Subtotal	750.00

Sp Ed - Severe	0
Students / Rm.	9
Utilization	1.00
Subtotal	0

Sp Ed - Non-Severe	2
Students / Rm.	13
Utilization	1.00
Subtotal	26



TK-3	16
Students / Rm.	24
Utilization	1.00
Subtotal	384

Grades 4-6	8
Students / Rm.	33
Utilization	1.00
Subtotal	264

Regular Ed.	Severe	Non Severe	Total
Permanent 17	Permanent 0	Permanent 1	18
Portable 13	Portable 0	Portable 1	14
<b>Total 30</b>	<b>Total 0</b>	<b>Total 2</b>	<b>32</b>

<b>State Total 2013-14 State Capacity  776</b>
--

Sp Ed - Severe	0
Students / Rm.	8
Utilization	1.00
Subtotal	0

Sp Ed - Non-Seve	2
Students / Rm.	14
Utilization	1.00
Subtotal	28

<b>Total District Program Classrooms</b>	
Permanent	15
Portable	11
<b>Total</b>	<b>26</b>



National School District  
Palmer Way Elementary School  
2013-14 Capacity Analysis

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft			
	TK-3	4-6	Spec. Ed.				District Owned	Leased / Non-District					
			Severe	Non-Severe									
<b>Palmer Way</b>													
									Grade, Teacher	Architect Bldg #	DSA #	Yr Built	
A1	1				1	1			KG	A	A101088	1966	9,713
A2	1				1	1		KG					
A3	1				1	1		KG/1st					
A4	0				1	1		OPEN					
A5	1				1	1		TK					
A6	1				1	1		KG					
A7	0			1	1	1		SDC					
A8	0				1	1		OPEN					
A9	0				1	1		Speech					
A10	0				1	1		Speech					
B1	1				1	1		3rd	B	A101088	1966	8,960	
B2	1				1	1		3rd					
B3	1				1	1		2nd					
B4	1				1	1		3rd					
B5	0				0	0		Library					
B6	0				0	0							
B7	0				1	1		RLAS					
B8		1			1	1		5th					
B9	0				0	0		Multipurpose Room					
B10	0				1	1		Counselor/Psych					
C1		1			1	1		4th/5th/6th	C	A101088	1966	8,960	
C2		1			1	1		5th					
C3		1			1	1		4th					
C4		1			1	1		6th					
C5		1			1	1		6th					
C6		1			1	1		6th					
C7		1			1	1		4th/5th					
C8		1			1	1		4th					
C9	0				1	1		Computer Room					
C10	0				1		1	TBD					
D1	0			1	1		1	RSP	H	A47944	1986	960	
D2	1				1		1	TK	I	A67381	1997	1,920	
D3	1				1		1	1st					
D4	1				1		1	1st	J	A100182	1998	3,840	
D5	1				1		1	1st					
D6	1				1		1	2nd					
D7	1				1		1	2nd/3rd					
D8	1				1		1	2nd	K	A101469	1999	2,400	
D9	0				1		1	Computer Lab					
Pre School 1	0				0		0	Pre K	L	A104917	2006	1,440	
Pre School 2	0				0		0	Pre K	M	A50961	1989	2,040	
Pre School 3	0				0		0	Pre K					
Multipurpose Room	0				0	0		MP room	D	A101088	1971	4,554	
Administration	0				0	0		Administration	E	A101088	2000	2,808	
Restrooms	0				0	0		Restrooms	F	A101088	2000	1,348	
<b>Total</b>	<b>16</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>36</b>	<b>26</b>	<b>10</b>	<b>0</b>					<b>48943</b>

**National School District  
Palmer Way Elementary School  
2013-14 Capacity Analysis**

Palmer Way

**State Capacity Calculations:**

Regular Ed.	34
Students / Rm.	25
Utilization	1.00
Subtotal	850.00

Sp Ed - Severe	0
Students / Rm.	9
Utilization	1.00
Subtotal	0

Sp Ed - Non-Severe	2
Students / Rm.	13
Utilization	1.00
Subtotal	26



TK-3	16
Students / Rm.	24
Utilization	1.00
Subtotal	384

Grades 4-6	9
Students / Rm.	33
Utilization	1.00
Subtotal	297

Regular Ed.	Severe	Non Severe	Total
Permanent 25	Permanent 0	Permanent 1	26
Portable 9	Portable 0	Portable 1	10
<b>Total 34</b>	<b>Total 0</b>	<b>Total 2</b>	<b>36</b>

<b>2013-14 State Capacity</b>
<b>876</b>

Sp Ed - Severe	0
Students / Rm.	8
Utilization	1.00
Subtotal	0

Sp Ed - Non-Seve	2
Students / Rm.	14
Utilization	1.00
Subtotal	28

<b>Total District Program Classrooms</b>	
Permanent	19
Portable	8
<b>Total</b>	<b>27</b>



National School District  
 Rancho de la Nacion Elementary School  
 2013-14 Capacity Analysis

Room No.	Room Type				Gross CR Inventory	Permanent	Portable		Comments	Total Sq. Ft			
	TK-3	4-6	Spec. Ed.				District Owned	Leased / Non-District					
			Severe	Non-Severe									
<b>Rancho de la Nación</b>									<b>Grade, Teacher</b>	<b>Architect Bldg #</b>	<b>DSA #</b>	<b>Yr Built</b>	
1		1			1		1		4th	B	A104918	1963	1,920
2		1			1		1		4th/5th				
3		1			1		1		6th				
4		1			1		1		6th	A	A104918	1958	3,840
5	0			1	1		1		RSP				
6	0				1		1		NOT LISTED				
7		1			1		1		5th				
8		1			1		1		5th,6th	D	A52215	1989	5,280
9	1				1		1		4th				
10	1				1		1		TK				
11	1				1		1		KG				
12	0				1		1		NOT LISTED				
13	1				1		1		3rd				
14	1				1		1		2nd				
15	1				1		1		1st/2nd				
16	1				1		1		1st				
17	0			1	1		1		SDC	E	A52215/A100183	1997	12,000
18	1				1		1		1st				
19	1				1		1		1st				
20	1				1		1		2nd				
21	1				1		1		3rd				
22	1				1		1		3rd				
23	0				0		0		Library				
K 1	1				1	1			KG	C	A104918	1978	3,200
K 2	1				1	1			KG				
Multipurpose Room	0				0	0			MP Room	G	A106308	2006	11,179
<b>Total</b>	<b>14</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>24</b>	<b>2</b>	<b>22</b>	<b>0</b>					<b>37419</b>

**National School District  
Rancho de la Nacion Elementary School  
2013-14 Capacity Analysis**

Rancho de la Nacion

**State Capacity Calculations:**

Regular Ed.	22
Students / Rm.	25
Utilization	1.00
Subtotal	550.00

Sp Ed - Severe	0
Students / Rm.	9
Utilization	1.00
Subtotal	0

Sp Ed - Non-Severe	2
Students / Rm.	13
Utilization	1.00
Subtotal	26



TK-3	14
Students / Rm.	24
Utilization	1.00
Subtotal	336

Grades 4-6	6
Students / Rm.	33
Utilization	1.00
Subtotal	198

Regular Ed.	Severe	Non Severe	Total
Permanent 2	Permanent 0	Permanent 0	2
Portable 20	Portable 0	Portable 2	22
<b>Total 22</b>	<b>Total 0</b>	<b>Total 2</b>	<b>24</b>

<b>State Total</b>
<b>2013-14 State Capacity</b>
<b>576</b>

Sp Ed - Severe	0
Students / Rm.	8
Utilization	1.00
Subtotal	0

Sp Ed - Non-Seve	2
Students / Rm.	14
Utilization	1.00
Subtotal	28

<b>Total District Program Classrooms</b>
Permanent 2
Portable 20
<b>Total 22</b>



Exhibit D  
Site Profile Sheets





**Central School**  
933 E Avenue  
National City, CA 91950

**Year Built:** 1953  
**Bldg. Sq. Ft.: 51,111**  
**Acreage: 5.9**



Summary of Improvements Needed

Central School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To	Escalated To	Escalated To	Escalated To	Escalated To	Escalated To
Category / Item				YYYY	YYYY	YYYY	
<b>Health &amp; Safety</b>							
Off the street student pick-up/drop-off	1	X					
Bus drop-off/pick-up	1			X			
Security upgrade for office (security guards)	1		X				
Stop Sign on E Avenue	1						
Safety officers during drop-off & pick-up times	1						
Traffic lights	1						
Crosswalk needs caution lights	1						
Upgrade Plumbing (sewage backs up onto the walkways)	1		X				
Fix leaks/stop rain from coming into the office	1			X			
Air quality improvement	1						
Two entrance/exit doors per classroom	1			X			
Upgraded PA system	1			X			
New lock for all sites	1						
Earthquake safe overhangs	1			X			
<b>Total</b>	<b>14</b>						
<b>Classroom Modernization</b>							
Easy access storage for Special Ed.	1			X			
AC in rooms with no AC	1			X			
Push pin boards along wall	1			X			
More counter space	1		X				
Special ed. Restrooms upgrade (accommodate more than 1 student)	1		X				
Rooms that accommodate the severely handicapped	1	X					
More storage in the bungalows	1			X			
<b>Total</b>	<b>7</b>						
<b>Support Facilities</b>							
Floor drains in all restrooms	1						
Benches for students in front of the school & bus stop	1			X			
Larger & upgraded health office	1		X				
Larger kitchen to hold equipment	1	X					
New awning over student lunch area	1			X			
Library upgraded with new technology	1		X				
Larger work space for DIS staff	1		X				
A larger parent room	1			X			
More indoor eating space	1	X					
More rooms for outside agencies, CPS, therapist, etc.	1		X				
More classrooms	1	X					
Larger, upgraded staff lounge	1		X				
Upgraded staff & student restrooms (new stalls etc.)	1		X				
Larger classrooms	1		X				
More staff restrooms	1			X			
Separate & larger auditorium and eating facility	1	X					
Separate facility to house before and after school programs	1		X				
Staff workroom upgrade	1		X				
<b>Total</b>	<b>18</b>						



Site Profile Sheets

<b>Athletic Facilities</b>							
Indoor athletic space	1	X					
Athletic field	1			X			
Basketball Court	1			X			
Gymnasium	1	X					
Baseball diamond	1			X			
Track repair (surface is buckling and cracked)	1		X				
<b>Total</b>	<b>6</b>						
<b>Playing Fields</b>							
Upgraded material under play structures	1			X			
Solid roof over picnic tables	1		X				
More shaded areas around campus	1			X			
More playing fields with grass	1			X			
New equipment	1			X			
Level and reseed grass field	1			X			
<b>Total</b>	<b>6</b>						
<b>Site Modernization</b>							
Change school office entrance system	1	X					
Larger parking lot to accommodate both staff and visitors	1		X				
Fix chipped paint	1			X			
Better fencing around school	1			X			
<b>HVAC upgrades - All rooms</b>	<b>1</b>	<b>X</b>					
Clean carpets	1			X			
Rain Barrels	1			X			
Better drainage	1			X			
<b>Total</b>	<b>8</b>						
<b>Technology</b>							
Internet connectivity	1		X				
New headphones	1						
Upgraded Promethean Boards	1		X				
New computers	1		X				
New computer lab	1						
New printer	1						
Upgraded server	1		X				
Electrical upgrade	1	X					
Upgrade auditorium technology	1	X					
<b>Total</b>	<b>9</b>						
<b>New Construction</b>							
Permanent buildings	1	X					
New restrooms	1		X				
Library	1	X					
Cafeteria	1	X					
Auditorium	1	X					
New Multipurpose room	1	X					
New two story building	1	X					
<b>Total</b>	<b>7</b>						
<b>Other</b>							
Outdoor classroom space	1			X			
Full time nurse	1						
Better cleaning schedule for custodians	1						
iTunes account so teachers don't have to use their own accounts	1						
Tech support and training	1						
Science lab	1		X				
<b>Total</b>	<b>6</b>						
<b>Preschool</b>							
All preschools in one location	1	X					
More parking	1	X					
Safer Pick-up/drop-off	1	X					
<b>Total</b>	<b>3</b>						
<b>TOTAL ALL CATEGORIES</b>	<b>84</b>						



Site Profile Sheets



**El Toyon School**  
 2000 E. Division Street  
 National City, CA 91950

**Year Built:** 1952  
**Bldg. Sq. Ft.:** 42,292  
**Acreage:** 8.6



Summary of Improvements Needed

El Toyon School		In Progress	Priority			Preliminary Cost Estimates		
			1	2	3	Hard Cost	Soft Cost	Total Estimate
			Escalated To	Escalated To	Escalated To	Escalated To	Escalated To	Escalated To
Category / Item						YYYY	YYYY	YYYY
<b>Health &amp; Safety</b>		1						
Upgraded drop-off/pickup (lanes with arrows, directional signs)		1						
Upgraded signage for student crosswalks		1						
Lighting in the parking lot		1						
Updated PA system		1						
Blinds on windows, clean existing blinds		1						
replace breaking rails outside cafeteria		1						
new roofs on relocatables		1						
<b>Total</b>		<b>8</b>						
<b>Classroom Modernization</b>								
New desks for classrooms (individual ones)		1						
Kinder bathrooms in the outside kinder play area		1						
New cabinets		1						
<b>Total</b>		<b>3</b>						
<b>Support Facilities</b>								
AC and Fans in Auditorium		1						
Bathroom modernization (automatic flush, auto sink etc.)		1						
Floor drains in all restrooms		1						
Parent center		1						
Bigger & upgraded teacher workroom		1						
Bigger health office		1						
Bigger teacher lounge		1						
Staff workroom		1						
Larger and modernized Library		1						
Update multipurpose room		1						
More lighting in office		1						
<b>Total</b>		<b>11</b>						
<b>Athletic Facilities</b>								
Track		1						
Baseball field separate from soccer field		1						
Gym		1						
PE equipment		1						
<b>Total</b>		<b>4</b>						
<b>Playing Fields</b>								
Markings on the playground for PE testing		1						
Garden		1						
Trees		1						
Shaded area		1						
New turf		1						
<b>Total</b>		<b>5</b>						



Site Profile Sheets

<b>Site Modernization</b>									
Water filtration system	1								
Bigger library	1								
Higher fence next to playground that leads to El Toyon park	1								
Longer delay on alarm motion sensors	1								
HVAC - All Classrooms	1								
More lighting in the hallways (maybe with motion sensors)	1								
Light Dimmers - All classrooms	1								
New Plumbing	1								
Solar Panels	1								
Remote access gates for staff parking lot	1								
New doors	1								
New rain-gutters	1								
Shelves/hooks in the restrooms	1								
Bigger parking lot/separate parking for parents	1								
<b>Total</b>	<b>14</b>								
<b>Technology</b>									
Technology upgrades	1								
Removal of broken and outdated computers	1								
Upgraded wiring and electrical	1								
New & extra copiers	1								
Upgraded Wi-Fi	1								
Cords to connect promethean boards other technology	1								
iPads or Tablets in all classrooms	1								
Cable access	1								
Docu-Cams for all classrooms	1								
Updated software	1								
Updated computers	1								
<b>Total</b>	<b>11</b>								
<b>New Construction</b>									
New restrooms	1								
All permanent classrooms	1								
More classrooms	1								
Bigger classrooms	1								
Multipurpose room for arts and music	1								
<b>Total</b>	<b>5</b>								
<b>Other</b>									
Vending machine for teachers	1								
Full time library staff	1								
<b>Total</b>	<b>2</b>								
<b>TOTAL ALL CATEGORIES</b>	<b>63</b>								



**Ira Harbison School**  
 3235 E. 8th Street  
 National City, CA 91950



**Year Built:** 1949  
**Bldg. Sq. Ft.:** 39,622  
**Acreage:** 7.46

Summary of Improvements Needed

Ira Harbison School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To	Escalated To	Escalated To	Escalated To	Escalated To	Escalated To
Category / Item							
<b>Health &amp; Safety</b>							
Need a parent waiting area (by drop-off/pick-up)	1						
<b>Improve drop-off/pick-up</b>	1						
Classroom air circulation	1						
Fix roofing in the portables (mold issues)	1						
Drinking water filtration	1						
Fix latches/locks on windows	1						
Upgraded ramp to upper playground - not safe for wheelchair	1						
Upgrade Security at the office & rest of campus	1						
<b>Total</b>	<b>8</b>						
<b>Classroom Modernization</b>							
Larger classrooms	1						
Cork bulletin boards in classrooms	1						
Remove all old carpeting including old carpet that is under new carpet	1						
Install new hygienic carpet and pads	1						
<b>AC in rooms with no AC</b>	1						
ergonomic classrooms	1						
More storage/shelving	1						
Better lighting	1						
<b>Total</b>	<b>8</b>						
<b>Support Facilities</b>							
Larger & upgraded workroom	1						
Upgraded and larger multipurpose room	1						
Floor drains in all restrooms	1						
Updated cafeteria	1						
Larger parent room	1						
Upgrade bathrooms (hand dryers, larger stalls)	1						
More storage	1						
Modernize/remodel office (include new furniture, ergonomical)	1						
Separate media center/computer lab/library	1						
More parking	1						
<b>Total</b>	<b>10</b>						
<b>Athletic Facilities</b>							
Indoor gym	1						
Running track	1						
<b>Gymnasium</b>	1						
<b>Total</b>	<b>3</b>						



Site Profile Sheets

<b>Playing Fields</b>									
Grass on field or artificial turf	1								
Remove woodchips and repalce with rubber mat	1								
add monkey, hand ball court	1								
Replace sand box with hand ball court	1								
Marked fields	1								
Kinder needs larger play area and separate play area	1								
<b>Total</b>	<b>6</b>								
<b>Site Modernization</b>									
New pipes, plumbing, drainage	1								
HVAC	1								
An outdoor lunch area	1								
<b>Total</b>	<b>3</b>								
<b>Technology</b>									
Infrastructure for upgraded internet	1								
New Promethean boards	1								
Upgraded computers (SuccessMaker)	1								
Upgraded computer lab with Promethean boards	1								
Upgraded electrical	1								
<b>Total</b>	<b>5</b>								
<b>New Construction</b>									
Permanent buildings (two story) - No portables	1								
New permanent library/media center	1								
<b>Total</b>	<b>2</b>								
<b>Other</b>									
Better food	1								
Exercise room for teachers	1								
Better and daily janitorial service	1								
<b>Total</b>	<b>3</b>								
<b>TOTAL ALL CATEGORIES</b>	<b>48</b>								



Site Profile Sheets



**John Otis School**  
621 E. 18th Street  
National City, CA 91950



**Year Built:** 1922  
**Bldg. Sq. Ft.:** 30,416  
**Acreeage:** 3.38

Summary of Improvements Needed

John Otis School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To	Escalated To	Escalated To	Escalated To	Escalated To	Escalated To
Category / Item				YYYY	YYYY	YYYY	
<b>Health &amp; Safety</b>							
Drop-off/pickup area	1						
Crosswalks	1						
Camera in the front office and in areas where doors open	1						
New parking lot (Dangerous parking on the "hill")	1						
A lock system for the front double doors	1						
Handicap access for all rooms	1						
New PA system	1						
New fountains with better water quality	1						
<b>Total</b>	<b>8</b>						
<b>Classroom Modernization</b>							
Some classrooms need new windows	1						
New blinds for the windows	1						
Screens on the windows	1						
AC in rooms with no AC	1		X				
Updated walls	1						
whiteboards	1						
New single student desks	1						
Ramps for disabled students to all classrooms (currently there are no ramps at rooms 11 & 12)	1						
New stairs outside of rooms 11 & 12	1						
Some classrooms need new cabinets & shelving	1						
Fix hooks outside of classrooms	1						
<b>Total</b>	<b>11</b>						
<b>Support Facilities</b>							
An extra room to store resources	1						
Floor drains in all restrooms	1						
Larger room for custodians	1						
A place to put chairs for the cafeteria	1						
Improve existing bathrooms	1						
Upgraded lunch room	1						
Larger cafeteria with fans & new tables	1						
Larger staff workroom	1						
Larger faculty lounge	1						
<b>Total</b>	<b>9</b>						
<b>Athletic Facilities</b>							
PE equipment	1						
Bigger fields to have tournaments	1						
<b>Total</b>	<b>2</b>						
<b>Playing Fields</b>							
Remove sandbox	1						
Add shaded area	1						
More space	1						
More synthetic grass	1						
Basketball hoops that can be adjusted for all ages	1						
Play structure repair or new play structure	1		X				
<b>Total</b>	<b>6</b>						



Site Profile Sheets

<b>Site Modernization</b>									
Upgraded plumbing	1								
More plants and trees	1								
electronic marquee	1								
Better stage	1								
More parking with a handicap parking spot in front of the school	1								
Solar Panels	1								
Automated parking lot gates	1								
Take out dumpster	1								
Benches	1								
HVAC	1								
New paint on entire school (Paint the school tan and cream)	1								
Another ramp from blacktop area	1								
Repair cabinets	1								
<b>Total</b>	<b>13</b>								
<b>Technology</b>									
Upgraded web access through out campus	1								
A safer and better laminator	1								
Another copier	1								
Complete set of computers in all classrooms	1								
Computers for every student	1								
Computer Lab	1								
New Computers and headphones	1								
Removal of headphones that do not work	1								
Removal of computers that do not work	1								
Electrical upgrade	1								
<b>Total</b>	<b>10</b>								
<b>New Construction</b>									
New two story school so there can be a larger play area	1								
Multipurpose room	1								
Parking lot for parents	1								
All new bathrooms	1	X							
Extra adult bathrooms	1								
<b>Total</b>	<b>5</b>								
<b>Other</b>									
Healthier food	1								
Trees trimmed	1								
Nurse everyday	1								
<b>Total</b>	<b>3</b>								
<b>TOTAL ALL CATEGORIES</b>	<b>67</b>								





Site Profile Sheets



**Kimball School**  
302 W. 18th Street  
National City, CA 91950

**Year Built:** 1940  
**Bldg. Sq. Ft.:** 40,688  
**Acreage:** 3.35



Summary of Improvements Needed

Kimball School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To YYYY	Escalated To YYYY	Escalated To YYYY			
<b>Category / Item</b>							
<b>Health &amp; Safety</b>							
Better lighting around the perimeter	1						
Boys restroom redesign (privacy, people can see into the restroom)	1						
More lighting in parking lot	1						
New PA system	1						
Replace door block with door lock	1						
Secure pathway from classrooms to office (open to public)	1						
InterPhone for after school students	1						
Anti-slip on stairs (interior/exterior)	1						
<b>Total</b>	<b>8</b>						
<b>Classroom Modernization</b>							
Rain gutters	1						
Replace missing blinds	1						
More storage space	1						
New water fountains	1						
Fix existing awnings add new ones over classroom windows to help regulate heat	1						
Replace screens	1						
Furniture upgrades	1						
Fix doors with broken hinges	1						
Remove bungalows	1						
AC in rooms with no AC	1						
Teaching Walls	1						
Roofing	1						
<b>Total</b>	<b>12</b>						
<b>Support Facilities</b>							
Upgraded teacher work room	1						
New exterior lunch tables with shade structure	1						
Floor drains in all restrooms	1						
Larger custodial gear locker	1						
Larger Multipurpose room with blinds, risers & AC	1						
Upgraded teacher lounge	1						
Larger Cafeteria	1						
<b>Total</b>	<b>7</b>						
<b>Athletic Facilities</b>							
Something other than blacktop	1						
<b>Total</b>	<b>1</b>						
<b>Playing Fields</b>							
Grass area for students to play on	1						
Trees	1						
Level play area	1						
Better drainage in the play area	1						
Larger play area	1						
Remove wood chips and replace with something else	1						
<b>Total</b>	<b>6</b>						
<b>Site Modernization</b>							
Enclosed dumpster area	1						
Upgraded student restrooms	1						
Water pipes replaced	1						
Alarm System that will notify office to call M&O if pump goes down	1						
Larger parking lot with an area for parents	1						
Covered outside eating area	1						
Better drainage/plumbing/sewage system (specifically for rooms 12 & 13 & preschool)	1						
HVAC	1						
Countertops	1						
Blinds	1						
<b>Total</b>	<b>10</b>						



Site Profile Sheets

<b>Technology</b>									
Replace Promethean boards	1								
Improved technology	1								
Netbooks/computers for all students	1								
Successmaker on netbooks	1								
New computers for teachers	1								
Electrical upgrades	1								
More electrical outlets	1								
Wi-Fi Upgrade	1								
<b>Total</b>	<b>8</b>								
<b>New Construction</b>									
New two story school	1								
More class rooms	1								
Multipurpose room	1								
More adult restrooms	1								
Drop off/Pick Up	1								
Staff Restrooms	1								
Total	1								
<b>Total</b>	<b>7</b>								
<b>Other</b>									
Bigger Budget for noon supervision	1								
More support for students (interventions before school for all grades)	1								
More tech support	1								
City grant proposal will decrease playground space, shared space must be publicly app	1								
Healthier food options	1								
Health assistant every day	1								
<b>Total</b>	<b>6</b>								
<b>TOTAL ALL CATEGORIES</b>	<b>65</b>								



Site Profile Sheets



**Las Palmas School**  
1900 E. 18th Street  
National City, CA 91950

**Year Built:** 1955  
**Bldg. Sq. Ft.:** 43,834  
**Acreage:** 7.87



Summary of Improvements Needed

Las Palmas School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
				YYYY	YYYY	YYYY	
<b>Category / Item</b>							
<b>Health &amp; Safety</b>							
Traffic management	1						
A secure parking lot	1						
More lighting in and around campus (solar)	1						
Lighting in parking lot (solar)	1						
Upgraded PA system	1						
Provide ID before taking child out	1						
Repair holes and gaps around campus	1						
A door in the office where people can be fully seen/security cameras at all gates	1						
Move public transportation stop (Bus stop on 18th)	1						
<b>Total</b>	<b>9</b>						
<b>Classroom Modernization</b>							
New sinks	1						
Screens on windows	1						
Vertex	1						
AC in rooms with no AC	1						
Remodel classrooms	1						
Backpack hooks on the walls	1						
Move Promethean boards so teachers can access whiteboards	1						
Upgrade portable classrooms	1						
Removal of curtains and replace with new ones	1						
Replace carpet in older buildings	1						
New counters	1						
New cabinets	1						
<b>Total</b>	<b>12</b>						
<b>Support Facilities</b>							
Expansion of Library space	1						
Floor drains in all restrooms	1						
Larger cafeteria	1						
Cafeteria needs temperature control	1						
Remodel restrooms (hot water, new tile, paint etc.)	1						
New restrooms that are closer to primary classrooms	1						
Improved restrooms in Kinder room	1						
Larger teacher lounge	1						
Modernize library	1						
Modernize Speech trailer	1						
Walk in fridge for CNS	1						
Weather proof shade structure for over student lunch area	1						
Separate storage cooler for after school programs	1						
<b>Total</b>	<b>13</b>						
<b>Athletic Facilities</b>							
PE equipment	1						
<b>Total</b>	<b>1</b>						
<b>Playing Fields</b>							
Fix holes	1						
Better upper field playground	1						
Artificial turf on primary	1						
Level grass	1						
Shaded area	1						
Benches	1						
<b>Total</b>	<b>6</b>						



Site Profile Sheets

<b>Site Modernization</b>										
Fix doors that are falling off (rusty hinges)	1									
Fix ceilings in the walkway that need repair	1									
Fence on 18th street - Privacy to block view to student play area	1									
Water fountains	1									
<b>HVAC - All rooms</b>	<b>1</b>									
Bicycle parking	1									
Improve drainage	1									
Open air picnic area for staff on the Southeast side of the school	1									
Electronic Marquee	1									
<b>Total</b>	<b>9</b>									
<b>Technology</b>										
iPad, laptop carts	1									
Printer in the Kinder room (can't have printer due to electricity and wireless issues)	1									
Sensor lighting	1									
More electrical outlets	1									
<b>Electrical upgrade so breakers don't trip (can't run the AC and Promethean)</b>	<b>1</b>									
Upgraded Printers	1									
More computers	1									
Laptops for support staff during CELDT	1									
Upgraded computers	1									
Broadband/Wi-Fi upgrade	1									
Total	1									
<b>Total</b>	<b>11</b>									
<b>New Construction</b>										
Speed bumps on Newell St.	1									
Sidewalk on south side	1									
New drop off & Pick up area	1									
<b>Total</b>	<b>3</b>									
<b>Other</b>										
Microwave for staff lounge	1									
PE teacher	1									
Bilingual Pre-K	1									
Healthier food (no spicy food, hamburgers or pizza)	1									
More library service and staff	1									
Monthly power washing of outside tables and concrete	1									
<b>Total</b>	<b>6</b>									
<b>TOTAL ALL CATEGORIES</b>	<b>70</b>									



**Lincoln Acres School**  
 2200 Lanoitan Avenue  
 National City, CA 91950

**Year Built:** 1927  
**Bldg. Sq. Ft.:** 52,123  
**Acreage:** 11.5



Summary of Improvements Needed

Lincoln Acres School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
Health & Safety							
<b>Improve all pick up/drop off areas</b>	1	X					
improve traffic congestion at dismissal times	1		X				
Crosswalk improvements	1			X			
<b>Total</b>	<b>3</b>						
<b>Classroom Modernization</b>							
Better ventilation and filtration	1			X			
Electrical upgrade	1		X				
New furniture	1						
White Boards in all classrooms	1						
<b>AC in rooms with no AC</b>	1	X					
Computer desks	1						
Bulletin Boards - vertex	1						
New rain gutters	1						
New roofs on relocatables	1						
<b>Total</b>	<b>9</b>						
<b>Support Facilities</b>							
Upgraded and <b>Additional</b> restrooms	1		X				
<b>Expand cafeteria and auditorium</b>	1	X					
Floor drains in all restrooms	1						
Modernize main building	1						
Upgraded staff lounge	1						
New health office	1			X			
Upgraded and larger multipurpose room	1	X					
Upgraded and larger cafeteria (new counters)	1						
Kitchen (larger freezer/fridge)	1						
Stage curtains need to be fixed or replaced	1						
Stage needs upgraded speakers	1						
Larger auditorium with new lights, stage ad curtains	1						
A seprate lounge for Wings and classified staff	1						
<b>Total</b>	<b>13</b>						
<b>Athletic Facilities</b>							
Improve blacktop	1	X					
<b>Total</b>	<b>1</b>						
<b>Playing Fields</b>							
New play structures	1			X			
Synthetic grass	1						
Repair blacktop	1		X				
AstroTurf	1						
Upgrade Storm drains	1	X					
<b>Total</b>	<b>5</b>						



Site Profile Sheets

<b>Site Modernization</b>								
Upgraded plumbing	1							
Solar Lighting	1		x					
Expand parking lot	1	x						
Upgraded and additional restrooms	1			x				
Better ventilation	1							
More lighting around campus	1							
Upgrade plumbing, drainage - on fields as well	1							
New Paint	1							
New windows	1							
HVAC	1							
<b>Total</b>	<b>10</b>							
<b>Technology</b>								
Docucams in all classrooms	1							
Upgraded electrical	1	x						
Upgraded Promethean boards	1							
New server room	1							
Improved computer lab (there are problems running SuccessMaker)	1							
New computers to run the required programs	1							
More computers and netbooks (CHROMEBOOKS) in classrooms and labs	1		x					
New printers in classrooms and labs	1							
Upgrade wiring/electrical	1	x						
Wi-Fi upgrade	1							
<b>Total</b>	<b>10</b>							
<b>New Construction</b>								
Additional staff restrooms	1		x					
Parking Structures	1	x						
<b>Total</b>	<b>2</b>							
<b>Other</b>								
Technology training	1							
Improved food for students	1							
Help with SuccessMaker upgrades	1							
More technology support staff (help with downloads)	1							
<b>Total</b>	<b>4</b>							
<b>TOTAL ALL CATEGORIES</b>	<b>57</b>							



**Olivewood School**  
2505 F Avenue  
National City, CA 91950

**Year Built:** 1958  
**Bldg. Sq. Ft.:** 53,535  
**Acreage:** 7.74



Summary of Improvements Needed

Olivewood School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To	Escalated To	Escalated To	Escalated To	Escalated To	Escalated To
Category / Item				YYYY	YYYY	YYYY	
<b>Health &amp; Safety</b>							
Improved/larger pick-up & drop-off area (people are using staff parking lot)	1	X					
Increased security to make access harder	1	X					
Improved fencing	1	X					
Make sure all gates are able to lock	1	X					
PA System upgrade	1	X					
New Windows	1		X				
<b>Total</b>	<b>6</b>						
<b>Classroom Modernization</b>							
New portable classrooms (Specifically 21, 22, 23)	1	X					
New carpet	1		X				
AC in rooms with no AC	1	X					
New cabinets	1			X			
<b>Total</b>	<b>4</b>						
<b>Support Facilities</b>							
Larger and upgraded Staff Lounge	1	X					
Replace canopy with waterproof canopy	1		X				
Larger more private health office	1		X				
Another student restroom closer to rooms (25,28,19,20)	1	X					
More adult restrooms	1		X				
Floor drains in all restrooms	1		X				
Larger parent workroom	1			X			
Separate workroom for volunteers	1			X			
Improve existing student restrooms	1	X					
<b>Total</b>	<b>9</b>						
<b>Athletic Facilities</b>							
Exercise room	1			X			
<b>Total</b>	<b>1</b>						
<b>Playing Fields</b>							
place for students to play inside when it rains	1		X				
Benches and Tables on the field	1	X					
Even out playing field	1	X					
Replace woodchips with something else	1	X					
Mini-park needs to be replaced/new grass	1		X				
More play structures (the structures for Kinder are broken, outdated and dangerous)	1		X				
Handball court	1		X				
Shade Area	1	X					
<b>Total</b>	<b>8</b>						
<b>Site Modernization</b>							
Plumbing & Drainage	1	X					
Separate parent parking lot	1	X					
Solar	1	X					
Electric gate on staff parking lot	1	X					
Water filtration system	1		X				
HVAC Upgrades (AC in rooms with no AC)	1	X					
<b>Total</b>	<b>6</b>						



Site Profile Sheets

<b>New Construction</b>									
New school	1				X				
New classrooms specifically in rooms 21,22,23	1		X						
Gym	1				X				
<b>Total</b>	<b>3</b>								
<b>Technology</b>									
Docucam in each classroom	1	NA							
Electrical Upgrade	1		X						
Upgraded software and computer programs	1	NA							
Cords that connect ipods, ipads to the promethean boards and speakers	1	NA							
Upgraded or new computers	1	NA							
Wi-Fi Upgrade	1		X						
<b>Total</b>	<b>6</b>								
<b>Other</b>									
More tech support to shorten wait time for help	1	NA							
Additional photo copy machines	1	NA							
<b>Total</b>	<b>2</b>								
<b>TOTAL ALL CATEGORIES</b>	<b>45</b>								





**Palmer Way School**  
2900 Palmer Street  
National City, CA 91950

**Year Built: 1967**  
**Bldg. Sq. Ft.: 53,172**  
**Acres: 14.5**



Summary of Improvements Needed

Palmer Way School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To YYYY	Escalated To YYYY	Escalated To YYYY			
<b>Category / Item</b>							
<b>Health &amp; Safety</b>							
Alarm System	1		x				
Better lock system for rooms	1		x				
Remove Lanoitan entrance (very dangerous)	1			x			
Widen existing entrance	1			x			
Different entrance to school	1			x			
Security guards	1			x			
Security cameras	1	x					
Find a solution to the bus parking issue	1			x			
Traffic issues at the "loop" in front of the school	1	x					
<b>More lighting, parking lot &amp; lower field</b>	<b>1</b>	<b>x</b>					
PA System	1		x				
Fences around lower field	1		x				
Concrete	1		x				
<b>Total</b>	<b>13</b>						
<b>Classroom Modernization</b>							
New chairs	1			x			
New ceilings	1		x				
New flooring in (K1 & K2)	1		x				
remove window etchings	1		x				
New teacher tables	1			x			
AC in rooms with no AC	1			x			
New student tables	1			x			
Building upgrades (sunken buildings)	1		x				
Larger/taller classrooms	1		x				
More storage	1		x				
<b>Total</b>	<b>10</b>						
<b>Support Facilities</b>							
Replace flooring in K1 & K2	1		x				
Separate cafeteria	1		x				
Teacher workroom	1		x				
Floor drains in all restrooms	1		x				
Parent/PTSO workroom	1	x					
An extra restroom for staff	1		x				
Upgraded restrooms with automatic flusher, water faucets, and hand blowers	1	x					
New flooring in relo bathroom (flooring is bubbling)	1		x				
More storage	1		x				
Health center	1	x					
Lighting in storage sheds	1			x			
More seating in lunch area	1		x				
<b>Upgraded office</b>	<b>1</b>	<b>x</b>					
Larger staff kitchen	1		x				
Rooms A,B,C need to have there own temperature control	1		x				
Upgrade Multipurpose room, curtains, audio & visual	1	x					
<b>Total</b>	<b>16</b>						
<b>Athletic Facilities</b>							
Gym-indoor fitness center	1	x					
Racquetball/tennis courts/handball	1		x				
<b>Total</b>	<b>2</b>						
<b>Playing Fields</b>							
Lighting on lower field	1	x					
Remove or fix broken slide on primary playground	1		x				
New backboards	1		x				
rock-climbing wall	1	x					
Astroturf	1		x				
Pool	1			x			
Fitness equipment	1	x					
Garden with irrigation	1	x					
mini soccer field	1	x					



Site Profile Sheets

More grass (lower field)	1		x					
Fix blacktop (uneven surface)	1			x				
Separate play area for Kinder with play structure	1		x					
<b>Total</b>	<b>12</b>							



Site Profile Sheets

<b>Site Modernization</b>									
Separate visitor and parent parking	1	x							
Electric Marquee	1	x							
Walls outside that display student art in a more effective manner	1			x					
FRC on campus	1	x							
Upgrade plumbing	1	x							
More benches	1		x						
Improve drainage (sewage going into A1 & A2)	1	x							
Dumpster area	1		x						
Doorways need repair/paint	1		x						
Remote entrance for staff parking lot	1			x					
HVAC	1		x						
Another entrance for parents and teachers	1	x							
New paint and color scheme	1	x							
More trash and recycle bins	1			x					
Separate Multipurpose Room and cafeteria	1	x							
Roof Drains (auditorium)	1		x						
<b>Total</b>	<b>16</b>								
<b>Technology</b>									
High-tech classrooms	1	x							
Upgraded Wi-Fi	1	x							
Computer lab with new computers (mini ones are hard for students to use)	1	x							
Upgraded computers	1	x							
Electronic library	1	x							
Technology for every student	1	x							
Tablets	1	x							
Upgraded software	1	x							
Upgraded promethean boards	1	x							
<b>Total</b>	<b>9</b>								
<b>New Construction</b>									
Media center	1	x							
Remove relocatable buildings	1			x					
New multi - level structure	1	x							
Art studio	1	x							
Theater	1	x							
<b>Total</b>	<b>5</b>								
<b>Preschool</b>									
Improve drop off/pick up area (move out of staff parking lot)	1	xxx							
<b>Total</b>	<b>1</b>								
<b>Other</b>									
Food service (fresh food made on site, garden to table)	1		x						
Culinary center	1	x							
Art teacher	1	x							
PE teacher	1	x							
Music teacher	1	x							
Nurse everyday	1	x							
More tech and media support	1	x							
A full time librarian	1	x							
Unblock useful websites or give teachers a code (Pinterest & Vimeo)	1		x						
<b>Total</b>	<b>9</b>								
<b>TOTAL ALL CATEGORIES</b>	<b>93</b>								



Site Profile Sheets



**Rancho de la Nación School**  
 1830 E. Division Street  
 National City, CA 91950

**Year Built:** 1963  
**Bldg. Sq. Ft.:** 37,117  
**Acreage:** 8.6



Summary of Improvements Needed

Rancho de la Nación School	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To YYYY	Escalated To YYYY	Escalated To YYYY	Escalated To YYYY	Escalated To YYYY	Escalated To YYYY
<b>Category / Item</b>							
<b>Health &amp; Safety</b>							
Awnings for the multi-purpose room	1						
Fixed handrails (supported with a wire, rather than a screw room 11)	1						
Increase height of fencing	1						
Widen sidewalk on Division St.	1						
Secure old play area so homeless people can't enter	1						
Improved Lighting in Parking Lot	1						
Upgrade parent pick up/drop off area	1						
<b>Total</b>	<b>7</b>						
<b>Classroom Modernization</b>							
Awnings coverings to and from classrooms when it rains	1						
AC in rooms with no AC	1						
File cabinets	1						
Blinds on windows	1						
Single desks to separate students	1						
<b>Total</b>	<b>5</b>						
<b>Support Facilities</b>							
Individual control over HVAC in the office	1						
Upgrade reading room	1						
Floor drains in all restrooms	1						
Bathroom improvements(restrooms out of service often)	1						
Upgraded parent room	1						
<b>Total</b>	<b>5</b>						
<b>Playing Fields</b>							
Remove woodchips replace with AstroTurf	1						
Shade Structure over outdoor benches	1						
Back field renovation	1						
<b>Total</b>	<b>3</b>						
<b>Site Modernization</b>							
HVAC	1						
School Garden	1						
Another stairway connecting the upper/lower campus	1						
Separate server from El Toyon	1						
<b>Total</b>	<b>4</b>						
<b>New Construction</b>							
Remove portable classrooms	1						
Build permanent structures	1						
More parking	1						
<b>Total</b>	<b>3</b>						
<b>Technology</b>							
Wi-Fi upgrade	1	X					
Improved wireless connectivity	1						
Computer Lab	1						
More electrical outlets	1						
Upgraded software	1						
Updated computers	1		X				
Upgraded equipment	1		X				
Computers that support all learning software	1						
Improve access to success maker	1						
<b>Total</b>	<b>9</b>						
<b>Other</b>							
New system for rainy day lunch	1						
<b>Total</b>	<b>1</b>						
<b>TOTAL ALL CATEGORIES</b>	<b>37</b>						



**Preschool Center**  
2401 East 24th Street  
National City, CA 91950

**Year Built:** 1980  
**Bldg. Sq. Ft.:** 9,540  
**Acreage:**



Summary of Improvements Needed

Preschool Center	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To YYYY	Escalated To YYYY	Escalated To YYYY			
<b>Category / Item</b>							
<b>Health &amp; Safety</b>							
Pick Up/Drop Off	1						
PA system (central)	1						
Gate safety (Palmer Way, Olivewood, Las Palmas)	1						
Parking (assigned parking)	1						
<b>Total</b>	<b>4</b>						
<b>Classroom Modernization</b>							
Office space (Palmer Way, El Toyon, Las Palmas)	1						
<b>Total</b>	<b>1</b>						
<b>Support Facilities</b>							
Parent room with computers	1						
Lounge	1						
Sensory room for SC class kids and inclusion kids	1						
<b>Total</b>	<b>3</b>						
<b>Playing Fields</b>							
small gym/basketball court	1						
More educational toys/equipment	1						
<b>Total</b>	<b>2</b>						
<b>Site Modernization</b>							
Marque (Lincoln Acres)	1						
Floor drains in all restrooms	1						
<b>Total</b>	<b>2</b>						
<b>Technology</b>							
Additional Computers/iPods for children	1						
Electrical upgrades	1						
More electrical outlets	1						
New computers	1						
<b>Total</b>	<b>4</b>						
<b>New Construction</b>							
Adult restroom (Olivewood, Las Palmas)	1						
Covered area outside	1						
Bigger kitchen	1						
Bigger classrooms	1						
Centralized Preschool	1						
<b>Total</b>	<b>5</b>						
<b>Other</b>							
Healthier food	1						
Need a day and night time custodian	1						
<b>Total</b>	<b>2</b>						
<b>TOTAL ALL CATEGORIES</b>	<b>23</b>						



Site Profile Sheets



District Office

Year Built:  
Bldg. Sq. Ft.:  
Acreage:

Summary of Improvements Needed

Districtwide	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
				YYYY	YYYY	YYYY	
<b>Health and Safety</b>							
Better fencing	1						
Video surveillance	1						
Additional alarm key pads	1						
Emergency plans/drills	1						
<b>Total</b>	<b>4</b>						
<b>Site Modernization</b>							
Update Bathrooms (new locks and toilets)	1						
Better lighting	1						
HVAC	1						
Kitchen were meals could be made for students	1						
Floor drains in all restrooms	1						
Larger parking lot	1						
Signs that indicate guest parking	1						
Sign on 16th that identifies DO	1						
Larger Training center with tech access	1						
Clean carpets	1						
<b>Total</b>	<b>10</b>						
<b>Technology</b>							
Change email suffix to nsd.us	1						
Internal instant messaging	1						
Wi-Fi upgrades	1						
Need plan for updating and upgrading	1						
Need new switch board with headset capabilities	1						
New Computers	1						
New printer (with lable, envelope printing cababiliti	1						
Fax Machine	1						
Printer connection for both computers	1						
Laptop for the testing window	1						
Second Phone	1						
Install new computer programs and provide trainin	1						
<b>Total</b>	<b>12</b>						
<b>Other</b>							
Workshops or webinars to update skills	1						
<b>Total</b>	<b>1</b>						
<b>New Construction</b>							
New M&O, Warehouse and District Buildings	1						
Professional development training center	1						
<b>Total</b>	<b>2</b>						
<b>TOTAL ALL CATEGORIES</b>	<b>29</b>						



Site Profile Sheets



**Maintenance & Operations**

**Year Built: 1954**  
**Bldg. Sq. Ft.: 200,000**  
**Acreage: 1**

Summary of Improvements Needed

Maintenance & Operations	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To	Escalated To	Escalated To	Escalated To	Escalated To	Escalated To
				YYYY	YYYY	YYYY	
<b>Category / Item</b>							
<b>Health &amp; Safety</b>							
New roof	1						
New tractor with dump trailer	1						
New fork lift	1						
New dump truck	1						
Upgraded communications (radio & phones)	1						
Asphalt overlay	1						
Alarm system	1						
New trucks	1						
<b>Total</b>	<b>8</b>						
<b>Site Modernization</b>							
HVAC - AC in all the shops	1						
Floor drains in all restrooms	1						
Remove sheds and have hard buildings	1						
New rain gutters	1						
Book room & archive upgrade	1						
<b>Total</b>	<b>5</b>						
<b>Technology</b>							
Wi-Fi	1						
Electrical capacity	1						
Laptops	1						
Computers	1						
<b>Total</b>	<b>4</b>						
<b>New Construction</b>							
Modernize restrooms	1						
<b>Total</b>	<b>1</b>						
<b>TOTAL ALL CATEGORIES</b>	<b>18</b>						



Site Profile Sheets



**Transportation**

**Year Built:**  
**Bldg. Sq. Ft.:**  
**Acreage:**



Summary of Improvements Needed

Transportation	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
					YYYY	YYYY	YYYY
<b>Category / Item</b>							
<b>Health &amp; Safety</b>							
<b>Support Facilities</b>							
A room for meetings							
<b>Site Modernization</b>							
HVAC with seprate control							
Floor drains in all restrooms							
Modernize facility							
Bus Yard							
<b>Technology</b>							
PowerPoint							
<b>New Construction</b>							
Seprate facility							
<b>TOTAL ALL CATEGORIES</b>							





Site Profile Sheets



**Warehouse**

**Year Built:**  
**Bldg. Sq. Ft.:**  
**Acreage:**

Summary of Improvements Needed

Warehouse	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
		Escalated To			Escalated To	Escalated To	Escalated To
Category / Item				YYYY	YYYY	YYYY	
<b>Health &amp; Safety</b>							
More accessible & larger loading dock							
resurfaced floor							
New storage racks (not meeting OSHA requirements)							
New PA system							
Better security cameras							
Fencing							
<b>Support Facilities</b>							
expand to allow for elimination of storage sheds							
Bathroom upgrades (New locks and toilets)							
More privacy for men's restroom							
Base wall heaters							
<b>Site Modernization</b>							
Remodel office to better utilize space							
Better lighting							
Rebuild & reposition warehouse with freezer							
Floor drains in all restrooms							
rebuild the warehouse office							
Add larger walk-in refrigerator							
Improve ventilation and insulation							
Better sound proofing and insulation							
Secure parking lot							
Larger windows							
Kitchen for employee break room with TV & New microwave							
Ergonomic work stations							
A room for servers							
HVAC							
<b>Technology</b>							
New phones							
Wi-Fi upgrades (slow email)							
<b>Other</b>							
Clean parking lot (remove debris and scraps)							
<b>TOTAL ALL CATEGORIES</b>							



Site Profile Sheets



Districtwide

Year Built:  
Bldg. Sq. Ft.:  
Acreage:

Summary of Improvements Needed

Districtwide	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
<b>Deferred Maintenance, 5 years</b>							
Abestos							\$18,000
Classroom Lighting							\$5,000
Electrical							\$5,000
Floor Covering							\$403,500
HVAC							\$139,500
Lead							\$5,000
Painting							\$150,000
Paving							\$640,000
Plumbing							\$5,000
Roofing							\$180,000
Wall Systems							\$5,000
Underground Storage Tank							
<b>Subtotal</b>							<b>\$1,556,000</b>
<b>Technology, 3 years</b>							
LAN							\$114,400
Computer Replacement (netbooks/thin client)							\$450,000
Hardware/Software support							\$360,000
Tools for Curriculum Integration							
Software							\$150,000
Develop Standards-based Tech. Lessons							\$75,000
Data Management System							
BubbleSoft™							\$75,000
Data Warehouse							\$150,000
Professional Development							\$300,000
1:1 Computing (approx. 500 netbooks-\$37,500, wireless connectivity \$21,000)							\$180,000
<b>Subtotal</b>							<b>\$1,854,400</b>
<b>TOTAL ALL CATEGORIES</b>							<b>\$3,410,400</b>



Site Profile Sheets



**Child Nutrition Services**

**Year Built:**

**Bldg. Sq. Ft.:**

**Acreage:**

Summary of Improvements Desired

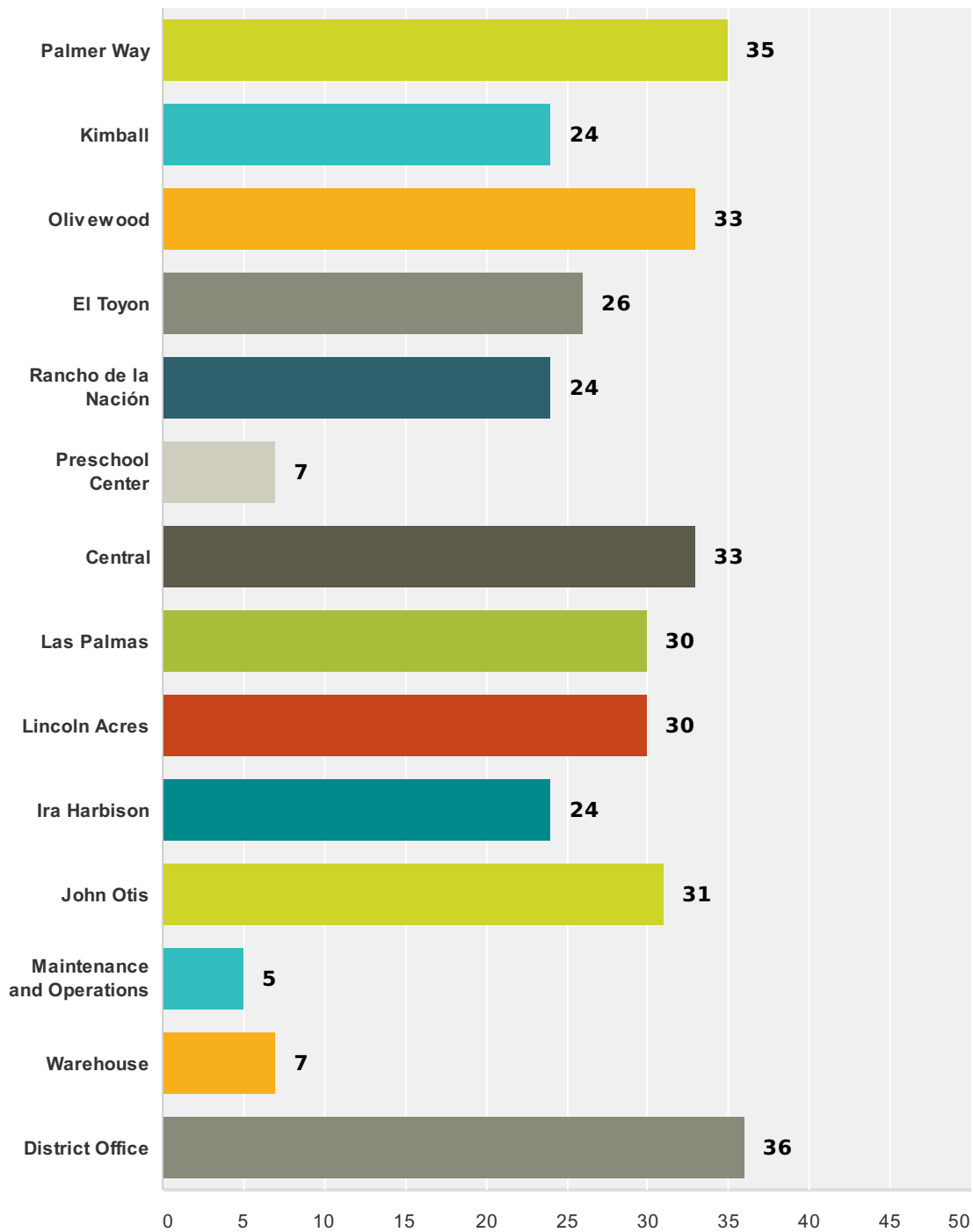
Child Nutrition Services	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
<b>CENTRAL</b>							
Separate Walk-in Freezer							
Separate Walk-In Refrigerator							
Redesign Serving Window							
Five-well Steam Table							
Air Conditioning							
Redesign Storage Room/Office							
Remove tray return window							
Tile Floor							
Replace three-compartment sink							
<b>EL TOYON</b>							
Separate Walk-in Freezer							
Separate Walk-In Refrigerator							
Redesign Serving Window							
Five-well Steam Table							
Air Conditioning							
Tile Floor							
Replace three-compartment sink							
<b>IRA HARBISON</b>							
Separate Walk-in Freezer							
Separate Walk-In Refrigerator							
Redesign Serving Window							
Five-well Steam Table							
Air Conditioning							
Remove tray return window							
Improved loading/unloading area							
Indoor mop sink							
<b>RANCHO</b>							
Separate Walk-In Refrigerator							
Redesign Serving Window							
Five-well Steam Table							
Add Storage Room/Office							
Add extra ovens							
Larger hood for ovens							
Tile Floor							
Add produce sink							
Indoor mop sink							
<b>LAS PALMAS</b>							
Refrish Walk-in Freezer							
Separate Walk-In Refrigerator							
Redesign Serving Window							
Five-well Steam Table							

Exhibit E  
Survey Data

# Facilities Assessment

## Q1 Please identify with which site you are associated.

Answered: 300 Skipped: 2



# Facilities Assessment

## Q3 Please rank the following facility components at your site.

Answered: 301 Skipped: 1

	Very Poor	Poor	Adequate	Good	Very Good	Total	Average Rating
Bathrooms	13.09% 39	22.15% 66	45.64% 136	18.12% 54	1.01% 3	298	2.72
Transportation, drop off/pick up areas	15.16% 42	19.49% 54	41.88% 116	20.94% 58	2.53% 7	277	2.76
Classroom upgrades	5.90% 16	30.26% 82	44.65% 121	16.97% 46	2.21% 6	271	2.79
Multipurpose rooms	13.19% 36	24.54% 67	38.10% 104	18.68% 51	5.49% 15	273	2.79
Building upgrades	9.66% 28	25.52% 74	42.41% 123	18.97% 55	3.45% 10	290	2.81
Site modernization	8.77% 25	27.02% 77	40.70% 116	21.75% 62	1.75% 5	285	2.81
Technology	5.44% 16	31.29% 92	41.84% 123	17.01% 50	4.42% 13	294	2.84
Support facilities	8.33% 23	18.48% 51	54.71% 151	17.03% 47	1.45% 4	276	2.85
Playing fields & play areas	9.85% 27	19.71% 54	38.32% 105	26.64% 73	5.47% 15	274	2.98
Food Services	2.92% 8	9.49% 26	50.73% 139	29.93% 82	6.93% 19	274	3.28
Health and safety	1.03% 3	10.34% 30	52.41% 152	32.07% 93	4.14% 12	290	3.28
Fencing	1.38% 4	6.23% 18	46.37% 134	35.29% 102	10.73% 31	289	3.48

# Exhibit F

## Summary of Facility Needs by Category



National School District  
Classroom Modernization Summary  
2013/14

Classroom Modernization	Central	El Toyon	Ira Harbison	John Otis	Kimball	Las Palmas	Lincoln Acres	Olivewood	Palmer Way	Rancho de la	Preschool	Totals
HVAC	1	1	1	1	1	1	1	1	1	1	1	11
Furniture upgrades		1		1	1		1		1	1		6
New windows, blinds, screens, awnings				1	1	1			1	1		5
Remove all old carpeting			1			1		1	1			4
More/new counter space	1		1			1						3
More storage space	1				1				1			3
New cabinets/shelving		1		1		1						3
Roofing/ceiling upgrades					1		1		1			3
Whiteboards/teaching walls				1	1		1					3
Electrical upgrade							1				1	2
Push pin boards along wall	1		1									2
Rain gutters					1		1					2
Remodel classrooms						1			1			2
Vertex						1	1					2
Special ed. Restrooms upgrade	1											1
Better lighting			1									1
Easy access storage for Special Ed.	1											1
File cabinets										1		1
Fix doors with broken hinges					1							1
Hooks outside of classrooms				1								1
FRC on campus						1						1
Kinder bathrooms outside play area		1										1
Larger classrooms			1									1
Move Promethean Boards						1						1
New Portables								1				1
New stairs outside of rooms 11 & 12				1								1
New sinks						1						1
New water fountains					1							1
Ramps for disabled students to all classrooms				1								1
Remove bungalows					1							1
Roof Drains (auditorium)									1			1





National School District  
Support Facilities Summary  
2013/14

Support Facilities	Central	El Toyon	Ira Harbison	John Otis	Kimball	Las Palmas	Lincoln Acres	Olivewood	Palmer Way	Rancho de la	Preschool	Totals
Walk in fridge/freezer for CNS	1	1	1	1	1	1	1	1	1	1	1	11
Bathroom mod (automatic flush, auto sink etc, floor d	1	1	1	1	1	1	1	1	1	1		10
Staff lounge	1	1		1	1	1	1	1			1	8
Cafeteria new/upgraded			1	1	1	1	1		1			6
Parent center upgrades	1	1	1					1	1	1	1	7
Staff workroom upgrade	1	1	1	1	1				1			6
Health office upgrade	1	1					1	1	1			5
More restrooms	1					1	1	1	1			5
Update/larger multipurpose room		1	1		1		1					4
Larger and modernized Library	1	1				1						3
More storage			1	1					1			3
New awning over student lunch area	1					1		1				3
Office/main building upgrade			1				1		1			3
Larger kitchen to hold equipment	1								1			2
More lighting		1							1			2
More rooms for outside agencies, CPS, therapist, DIS	1							1				2
Separate facility to house before and after school pro	1						1					2
Custodian room				1	1							2
AC and Fans in Auditorium		1										1
Benches for students in front of the school & bus stop	1											1
More classrooms	1											1
More indoor eating space	1											1
More parking			1									1
Separate & larger auditorium and eating facility	1											1
Seperate media center/library/computer lab			1									1
Exterior lunch tables					1							1
Modernize speech trailer						1						1
sperate cooler for after school programs						1						1
Stage upgrades (curtains,speakers, lights etc.)							1					1
Larger auditorium							1					1
Flooring									1			1
More seating in lunch area									1			1
Upgrade reading room										1		1
Sensory Room											1	1



National School District  
Athletic Facilities Summary  
2013/14

Athletic Facilities	Central	El Toyon	Ira Harbison	John Otis	Kimball	Las Palmas	Lincoln Acres	Olivewood	Palmer Way	Rancho de la P	Preschool	Totals
Indoor athletic space	1		1					1	1			4
PE equipment		1		1		1						3
Gymnasium	1		1									2
Track		1	1									2
Baseball field with diamond	1	1										2
Athletic field	1											1
Basketball Court	1											1
Track repair (surface is buckling and	1											1
Gym		1										1
Something other than blacktop					1							1
Larger field				1								1
Improve blacktop							1					1
Racquetball/tennis courts/handball									1			1



National School District  
 Playing Fields Summary  
 2013/14

Playing Fields Summary	Central	El Toyon	Ira Harbison	John Otis	Kimball	Las Palmas	Lincoln Acres	Olivewood	Palmer Way	Rancho de la	Preschool	Totals
Level/fix play areas/ fields/ Blacktop	1				1	1	1	1	1			6
More shaded areas around campus	1	1		1		1		1		1		6
Synthetic grass/Turf		1		1		1	1					4
Remove woodchips and repalce with rubber mat			1		1			1		1		4
More playing fields with grass	1		1		1							3
New equipment	1								1		1	3
Hand ball court			1					1	1			3
Better drainage in the play area					1		1					2
Kinder needs larger play area and separate play area			1						1			2
Benches						1		1				2
Markings on the playground, field		1	1									2
More space				1	1							2
Astro Turf							1		1			2
Play structure repair or new play structure				1			1					2
Trees		1			1							2
Upgrade fields						1				1		2
Basketball hoops that can be adjusted for all ages				1								1
Garden with irrigation									1			1
Lighting on lower field									1			1
mini soccer field									1			1
More Grass									1			1
place for students to play inside when it rains								1				1
Pool									1			1
Remove or fix broken slide on primary playground									1			1
Remove sandbox				1								1
rock-climbing wall									1			1
Solid roof over picnic tables	1											1
Upgraded material under play structures	1											1
Small gym/basketball court											1	1
Mini park needs to be replaced/new grass								1				1



National School District  
 Site Modernization Summary  
 2013/14

Site Modernization	Central	El Toyon	Ira Harbison	John Otis	Kimball	Las Palmas	Lincoln Acres	Olivewood	Palmer Way	Rancho de la I	Preschool	District Office	M&O	Warehouse	Totals
New pipes, plumbing, drainage	1	1	1	1		1	1	1	1		1	1	1	1	12
Larger/secure parking lot to accommodate both staff and	1	1			1		1	1	1			1		1	8
Automated/remote access parking lot gates		1		1				1	1						4
Electronic Marquee				1		1			1		1				4
Solar Panels		1		1			1	1							4
Water fountains/water filtration system/water pipes		1			1	1		1							4
A cover outdoor lunch area			1		1	1									3
Better fencing around school	1	1				1									3
Dumbster enclosure				1	1					1					3
New doors		1		1						1					3
New paint	1						1			1					3
Upgraded/additional restrooms Restrooms					1		1					1			3
Benches				1					1						2
Better lighting												1		1	2
Cabinets/counters				1	1										2
Clean carpets	1											1			2
More lighting in the hallways (maybe with motion sensors)		1					1								2
New/larger windows							1							1	2
New rain-gutters		1											1		2
Alarm System that will notify office to call M&O if pump goes down					1										1
Another entrance for staff and parents									1						1
Another stair way connecting upper/lower campus										1					1
Another ramp from blacktop area				1											1
Better stage				1											1
Bicycle parking						1									1
Bigger library		1													1
Blinds					1										1
Change school office entrance system	1														1
Fix ceilings in the walkway that need repair						1									1
Fix doors						1									1
FRC on campus									1						1
Handicap parking spots in front of the school				1											1
School Garden										1					1
Kitchen were meals could be made for students												1			1
Larger Training center with tech access												1			1
Light Dimmers - All classrooms		1													1
Longer delay on alarm motion sensors		1													1
More plants and trees				1											1
More trash and recycle bins									1						1
Rain Barrels	1														1
Roof Drains (auditorium)									1						1
Separate Multipurpose Room and cafeteria									1						1
Shelves/hooks in the restrooms		1													1
Sign on 16th that identifies District Office												1			1
Signs that indicate guest parking												1			1
Walls outside that display student art in a more effective manner									1						1
Remove Sheds													1		1
Book room & archive upgrade													1		1
Office remodel/rebuild														1	1
Walk-in fridge/freezer														1	1
Upgrade insulation														1	1
Break room with kitchen														1	1
Ergonomic work station														1	1
New flooring															0



National School District  
Technology Summary  
2013/14

Technology	Central	El Toyon	Ira Harbison	John Otis	Kimball	Las Palmas	Lincoln Acres	Olivewood	Palmer Way	Rancho de la	Preschool	District Office	M&O	Warehouse
New computers (students, teacher and additional)	1	1	1	1	1	1	1	1	1	1	1	1	1	
Upgraded Wi-Fi / internet connectivity	1	1		1	1	1	1	1	1	1		1	1	1
Electrical upgrade/wiring/Infrastructure	1	1	1	1	1	1	1	1		1	1		1	
New computer lab	1	1	1	1			1			1				
Upgraded Promethean Boards	1	1	1		1		1							
Updated software (successmaker) & provide training		1			1			1	1	1		1		
iPads or Tablets in all classrooms		1					1		1	1	1			
New printer/fax/copier	1	1				1	1					1		
Laptops						1						1	1	1
Cords to connect promethean boards other technology		1						1	1					
Docu-Cams for all classrooms		1					1	1						
New headphones	1			1										
A safer and better laminator				1										
Upgrade auditorium technology	1													
New server room							1							
Copier				1										
High tech classrooms									1					
Upgraded equipment										1				
Removal of broken and outdated technology		1		1										
Electronic library									1					
Upgraded server	1													
Lap top carts						1								
Change email suffix												1		
Internal Instant Messaging												1		
Plan for updating technology												1		
New switch Board with headset												1		
Additional phones												1		



National School District  
 New Construction Summary  
 2013/14

New Construction	Central	El Toyon	Ira Harbison	John Otis	Kimball	Las Palmas	Lincoln Acres	Olivewood	Palmer Way	Rancho de la	Preschool	District Office	M&O	Warehouse	Totals
Permanent buildings	1	1	1	1						1					5
New restrooms	1	1			1	1	1								5
New two story building	1			1	1			1	1						5
New Parking lots				1		1	1			1					4
Multipurpose room	1			1	1										3
Library	1		1												2
Multipurpose room for art/music/theater		1							1						2
Drop-off/pick-up					1	1									2
Cafeteria	1														1
Auditorium	1														1
More classrooms		1													1
Side walk/speed bumps						1									1
Gym								1							1
Media center									1						1
Centralized Preschool											1				1

Exhibit G  
SAB 50-01, 50-02, 50-03

STATE OF CALIFORNIA  
**ENROLLMENT CERTIFICATION/PROJECTION**

SAB 50-01 (Rev. 01/03) Excel (Rev. 2/27/2003)

SCHOOL DISTRICT <b>NATIONAL</b>	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) <b>68221</b>
COUNTY <b>SAN DIEGO</b>	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

**Part A. Enrollment Data - (districts or county superintendent of schools)**

Grade	3rd Previous 2001/02	2nd Previous 2002/03	Previous 2003/04	Current 2004/05
K	888	814	827	827
1	911	956	846	866
2	939	889	965	812
3	964	953	898	952
4	948	941	939	882
5	910	952	953	912
6	915	901	935	947
7				
8				
9				
10				
11				
12				
<b>TOTAL</b>	<b>6,475</b>	<b>6,406</b>	<b>6,383</b>	<b>6,198</b>

**Part E. Special Day Class Enrollment - (county superintendent of schools only)**

3rd Previous	2nd Previous	Previous	Current

**Part F. Number of New Dwelling Units** N/A

**Part G. District Student Yield Factor** N/A

**Part H. Five Year Projected Enrollment - School Facility Program Projections - (except special day class pupils only)**

K-6	7-8	9-12	TOTAL
5,745			5,745

**Part B. Pupils Attending Schools Chartered By Another District**

3rd Previous	2nd Previous	Previous	Current

**Part C. Continuation High School - (districts only)**

Grade	3rd Previous	2nd Previous	Previous	Current
9				
10				
11				
12				

**Part D. Special Day Class Pupils - (districts or county superintendent of schools)**

Elementary	Non-Severe	Severe	Secondary	Non-Severe	Severe
MR	23		MR		
HH		1	HH		
DEAF		1	DEAF		
HI			HI		
SLI	20		SLI		
VI		1	VI		
SED		4	SED		
OI		8	OI		
OHI		8	OHI		
SLD	93		SLD		
DB			DB		
MH			MH		
AUT		14	AUT		
TBI		3	TBI		
<b>TOTAL</b>	<b>136</b>	<b>40</b>	<b>TOTAL</b>		

**Projections - special day class pupils only**

Elementary	Non-Severe	Severe	Secondary	Non-Severe	Severe
MR	21		MR		
HH		1	HH		
DEAF		1	DEAF		
HI			HI		
SLI	19		SLI		
VI		1	VI		
SED		4	SED		
OI		7	OI		
OHI		7	OHI		
SLD	86		SLD		
DB			DB		
MH			MH		
AUT		13	AUT		
TBI		3	TBI		
<b>TOTAL</b>	<b>126</b>	<b>37</b>	<b>TOTAL</b>		

**Part I.**

**One Year Projected Enrollment - State Relocatable Program Projections - (except special day class pupils only)**

K-6	7-8	9-12	TOTAL
6,057			6,057

**Projections - (special day class pupils only) (Includes Severe & Non-Severe)**

	Elementary	Secondary		Elementary	Secondary
MR	22		OI	8	
HH	1		OHI	8	
DEAF	1		SLD	91	
HI			DB		
SLI	20		MH		
VI	1		AUT	14	
SED	4		TBI	3	
<b>TOTAL</b>			<b>TOTAL</b>	<b>173</b>	

I certify, as the District Representative, that the information reported on this form is true and correct and that: I am designated as an authorized district representative by the governing board of the district. If the district is requesting an augmentation in the enrollment projection pursuant to Regulation Section 1859.42 (b), the local planning commission or approval authority has approved the tentative subdivision map used for augmentation of the enrollment and the district has identified dwelling units in that map to be contracted. All subdivision maps used for augmentation of enrollment are available at the district for review by the Office of Public School Construction (OPSC). This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction. In the event a conflict should exist, the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE 	DATE <b>10/10/05</b>
---	-------------------------



**EXISTING SCHOOL BUILDING CAPACITY**

SAB 50-02 (Rev. 09/02) Excel (Rev. 11/21/2002)

SCHOOL DISTRICT <b>NATIONAL</b>	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) <b>68221</b>
COUNTY <b>SAN DIEGO</b>	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

**PART I - Classroom Inventory**     NEW     ADJUSTED

	2004	2005	2006	2007	2008
Line 1. Leased State Relocatable Classrooms					
Line 2. Portable Classrooms leased less than 5 years					
Line 3. Interim Housing Portables leased less than 5 years					
Line 4. Interim Housing Portables leased at least 5 years					
Line 5. Portable Classrooms leased at least 5 years					
Line 6. Portable Classrooms owned by district	114		3		117
Line 7. Permanent Classrooms	158		6	5	169
Line 8. Total (Lines 1 through 7)	272		9	5	286

**PART II - Available Classrooms**

	2004	2005	2006	2007	2008
a. Part I, line 4					
b. Part I, line 5					
c. Part I, line 6	114		3		117
d. Part I, line 7	158		6	5	169
e. Total (a, b, c, & d)	272		9	5	286

	2004	2005	2006	2007	2008
a. Part I, line 8	272		9	5	286
b. Part I, lines 1,2,5 and 6 (total only)					117
c. 25 percent of Part I, line 7 (total only)					43
d. Subtract c from b (enter 0 if negative)	72		2		74
e. Total (a minus d)	200		7	5	212

**PART III - Determination of Existing School Building Capacity**

	2004	2005	2006	2007	2008
Line 1. Classroom capacity	5,000		91	45	
Line 2. SER adjustment	300		6	3	
Line 3. Operational Grants					
Line 4. Greater of line 2 or 3	300		6	3	
Line 5. Total of lines 1 and 4	5,300		97	48	

I certify, as the District Representative, that the information reported on this form is true and correct and that:  
 I am designated as an authorized district representative by the governing board of the district; and,  
 This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC).  
 In the event a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE *[Handwritten Signature]*

DATE *10/10/05*

**ELIGIBILITY DETERMINATION**

OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SAB 50-03 (Rev. 01/03) Excel (Rev. 4/29/2003)

SCHOOL DISTRICT <b>NATIONAL</b>	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) <b>68221</b>
BUSINESS ADDRESS <b>1500 N Ave.</b>	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)
CITY <b>National City, CA 91950-4827</b>	COUNTY <b>SAN DIEGO</b>

**Part I - The following individual(s) have been designated as district representative(s) by school board minutes:**

DISTRICT REPRESENTATIVE	TELEPHONE NUMBER	E-MAIL ADDRESS
Dr. George J. Cameron	(619) 336-7705	gcameron@sdcoe.k12.ca.us
DISTRICT REPRESENTATIVE	TELEPHONE NUMBER	E-MAIL ADDRESS
Michael J. Castanos	(619) 336-7717	mikec@national.k12.ca.us

**Part II - New Construction Eligibility**  NEW  ADJUSTED

1. Projected Enrollment (Part G, Form SAB 50-01)	5,745		126	37
2. Existing School Building Capacity (Part III, line 5 of Form SAB 50-02)	5,300		97	48
3. New Construction Baseline Eligibility ( line 1 minus line 2)	445		29	(11)

**Part III - Modernization Eligibility**  NEW  ADJUSTED

1. SCHOOL NAME:

**Option A**

2. Permanent classrooms at least 25 years old				
3. Portable classrooms at least 20 years old				
4. Total (lines 2 and 3)				
5. Multiply line 4 by: 25 for K-6, 27 for 7-8 and 9-12; 13 for non-severe and 9 for severe				
6. CBEDS enrollment at school				
7. Modernization eligibility (lesser of the totals of line 5 or 6)				

**Option B**

2. Permanent space at least 25 years old (report by classroom or square footage)	
3. Portable space at least 20 years old (report by classroom or square footage)	
4. Total (lines 2 and 3)	
5. Remaining permanent and portable space (report by classroom or square footage)	
6. Total (lines 4 and 5)	
7. Percentage (divide line 4 by line 6)	0%

8. CBEDS enrollment at school site				
9. Modernization eligibility (multiply line 7 by each grade group on line 8)				

I certify, as the District Representative, that the information reported on this form is true and correct and that:  
 I am designated as an authorized district representative by the governing board of the district; and:  
 A resolution or other appropriate documentation supporting this application under Chapter 12.5, Part 10, Division 1 commencing with Section 17070.10, et seq., of the Education Code was adopted by the School District's Governing Board on **November 18, 1998**; and,  
 This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC). In the event a conflict should exist, then the language in the OPSC form will prevail


SIGNATURE OF DISTRICT REPRESENTATIVE 	DATE <b>10/10/05</b>
---	-------------------------

Exhibit H  
Dale Scott & Co., General Obligation Bond  
Alternatives

NOTICE: Patented Program - proprietary/  
confidential information. Not to be released  
or shared without written permission.

---

March 13, 2014

## National School District

# General Obligation Bond Alternatives

*Prepared by:*

**DS&C**

650 California Street, 8th Floor  
San Francisco, California 94108  
415/956-1030  
[www.dalescott.com](http://www.dalescott.com)

---

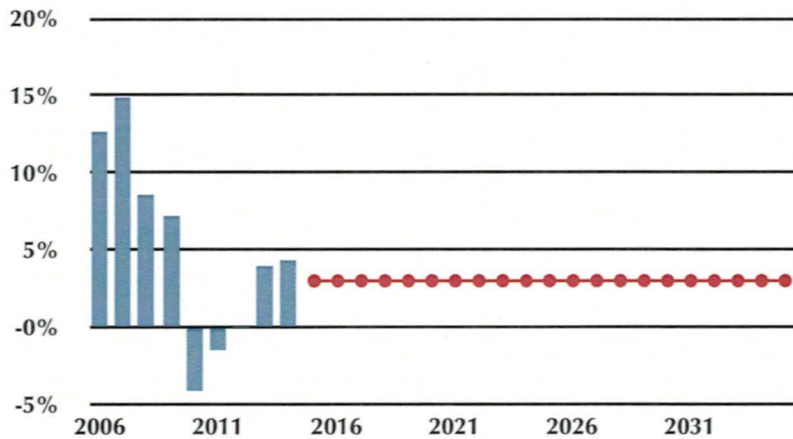
---

National SD: **GO Bonds** |

# National SD: Ability to Issue Bonds

## Assessed Valuation History of the District

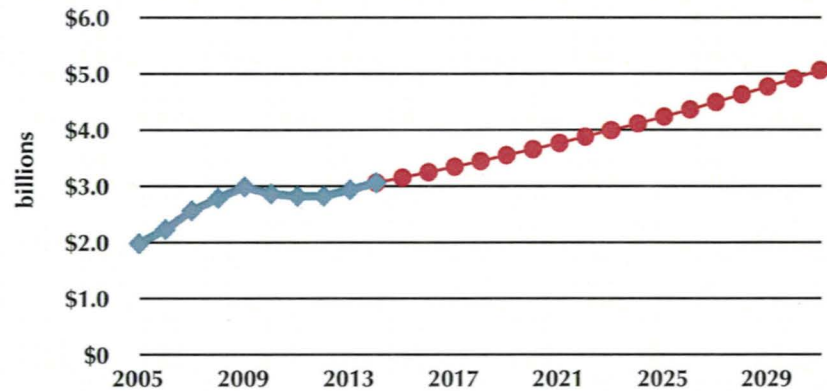
National SD: AV Projections - % change



The District has no outstanding General Obligation Debt. Assuming a conservative 3% growth rate, the district will have a large capacity to issue GO Bonds.

Growth Averages	
5 Yr Average	1.72%
10 Yr Average	5.12%
Growth Assumption	3.00%

National SD: Total AV - Projected change

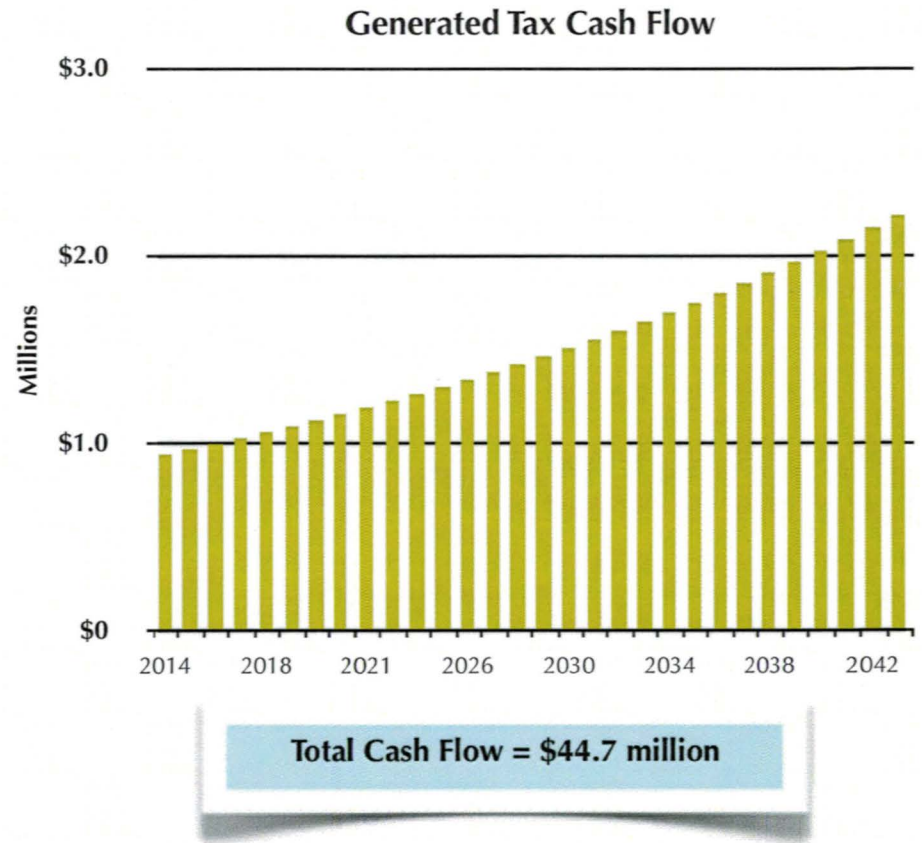


# Assessed Valuation: Tax Analysis

Year	AV	Tax Rate (per \$100,000)	Property Tax
1	\$3,070,393,486	\$30	\$939,540
2	\$3,162,505,291	\$30	\$967,727
3	\$3,257,380,449	\$30	\$996,758
4	\$3,355,101,863	\$30	\$1,026,661
5	\$3,455,754,919	\$30	\$1,057,461
6	\$3,559,427,566	\$30	\$1,089,185
7	\$3,666,210,393	\$30	\$1,121,860
8	\$3,776,196,705	\$30	\$1,155,516
9	\$3,889,482,606	\$30	\$1,190,182
10	\$4,006,167,084	\$30	\$1,225,887
11	\$4,126,352,097	\$30	\$1,262,664
12	\$4,250,142,660	\$30	\$1,300,544
13	\$4,377,646,940	\$30	\$1,339,560
14	\$4,508,976,348	\$30	\$1,379,747
15	\$4,644,245,638	\$30	\$1,421,139
16	\$4,783,573,007	\$30	\$1,463,773
17	\$4,927,080,198	\$30	\$1,507,687
18	\$5,074,892,603	\$30	\$1,552,917
19	\$5,227,139,382	\$30	\$1,599,505
20	\$5,383,953,563	\$30	\$1,647,490
21	\$5,545,472,170	\$30	\$1,696,914
22	\$5,711,836,335	\$30	\$1,747,822
23	\$5,883,191,425	\$30	\$1,800,257
24	\$6,059,687,168	\$30	\$1,854,264
25	\$6,241,477,783	\$30	\$1,909,892
26	\$6,428,722,116	\$30	\$1,967,189
27	\$6,621,583,780	\$30	\$2,026,205
28	\$6,820,231,293	\$30	\$2,086,991
29	\$7,024,838,232	\$30	\$2,149,600
30	\$7,235,583,379	\$30	\$2,214,089
			<b>\$44,699,026</b>

### Assumptions:

- 2014-15 AV = \$3.13 billion (estimated 3% growth)
- 3.0% Annual AV Growth
- \$30/\$100,000 tax rate



---

**Ed-Tech Bonds®**



# Ed-Tech Bonds®: Conventional GOs

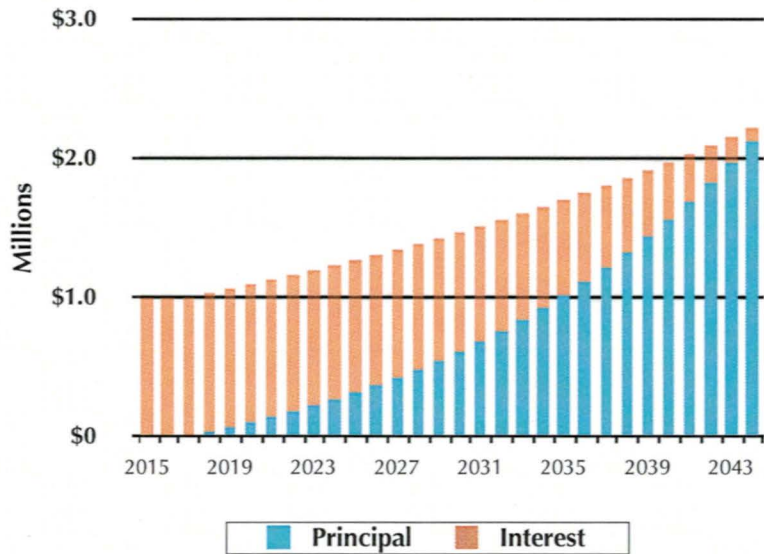
*NOTICE: Patented Program - proprietary/  
confidential information. Not to be released or  
shared without written permission.*

## Conventional GOs Not Designed for Technology Funding

Key Assumptions: National School District	
Bond Structure:	Conventional CIBs
Term of Financing	30 Years
Current AV:	\$3.07 billion
Assumed tax rate:	\$30 per \$100,000 AV
AV Growth Rate:	3% per year
Bond Interest Rate:	4.50%
Issue Size:	\$22 million

Year	Bond Issues	Debt Service		
		Principal	Interest	Total
2015	\$22,042,926	\$0	\$991,932	\$939,540
2016		\$0	\$994,289	\$967,727
2017		\$1,274	\$995,485	\$996,758
2018		\$31,234	\$995,427	\$1,026,661
2019		\$63,439	\$994,022	\$1,057,461
2020		\$98,018	\$991,167	\$1,089,185
2021		\$135,104	\$986,756	\$1,121,860
2022		\$174,840	\$980,676	\$1,155,516
2023		\$217,373	\$972,809	\$1,190,182
2024		\$262,860	\$963,027	\$1,225,887
2025		\$311,466	\$951,198	\$1,262,664
2026		\$363,361	\$937,182	\$1,300,544
2027		\$418,729	\$920,831	\$1,339,560
2028		\$477,759	\$901,988	\$1,379,747
2029		\$540,650	\$880,489	\$1,421,139
2030		\$607,614	\$856,160	\$1,463,773
2031		\$678,869	\$828,817	\$1,507,687
2032		\$754,649	\$798,268	\$1,552,917
2033		\$835,196	\$764,309	\$1,599,505
2034		\$920,765	\$726,725	\$1,647,490
2035		\$1,011,624	\$685,291	\$1,696,914
2036		\$1,108,054	\$639,768	\$1,747,822
2037		\$1,210,351	\$589,905	\$1,800,257
2038		\$1,318,825	\$535,439	\$1,854,264
2039		\$1,433,800	\$476,092	\$1,909,892
2040		\$1,555,618	\$411,571	\$1,967,189
2041		\$1,684,636	\$341,568	\$2,026,205
2042		\$1,821,231	\$265,760	\$2,086,991
2043		\$1,965,796	\$183,804	\$2,149,600
2044		\$2,118,745	\$95,344	\$2,214,089
	\$22,042,926	\$22,042,926	\$22,656,099	\$44,699,025

Conventional GO Bond Repayment



# Ed-Tech Bonds®: Multi-Year Funding

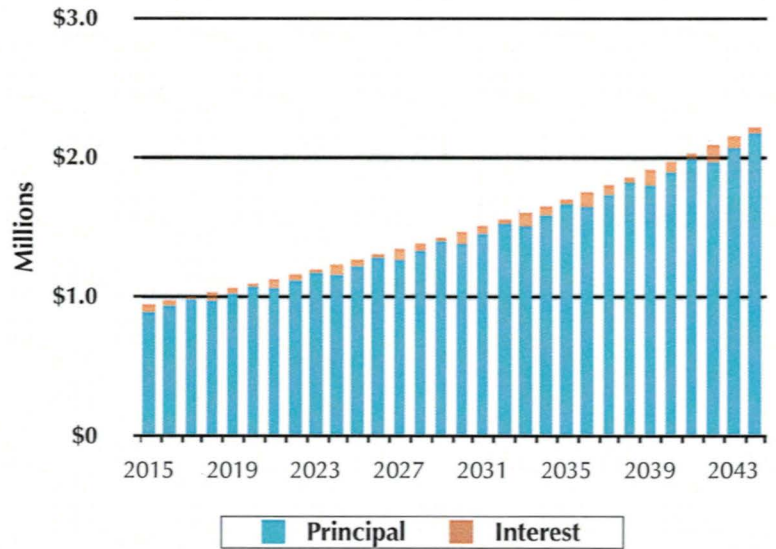
**NOTICE: Patented Program - proprietary/ confidential information. Not to be released or shared without written permission.**

## Ed-Tech Bonds® Keeps Tax Dollars in Community

Key Assumptions: National School District	
Bond Structure:	Ed-Tech Bonds®
Term of Financing	3 Years (each series)
Current AV:	\$3.07 billion
Assumed tax rate:	\$30 per \$100,000 AV
AV Growth Rate:	3% per year
Bond Interest Rate:	2.00%
Issue Size (first year):	\$2.8 million

Year	Bond Issues	Debt Service		
		Principal	Interest	Total
2015	\$2,790,534	\$883,730	\$55,811	\$939,540
2016		\$929,591	\$38,136	\$967,727
2017		\$977,214	\$19,544	\$996,758
2018	\$3,049,292	\$965,675	\$60,986	\$1,026,661
2019		\$1,015,789	\$41,672	\$1,057,461
2020		\$1,067,828	\$21,357	\$1,089,185
2021	\$3,332,044	\$1,055,220	\$66,641	\$1,121,860
2022		\$1,109,980	\$45,536	\$1,155,516
2023		\$1,166,845	\$23,337	\$1,190,182
2024	\$3,641,014	\$1,153,067	\$72,820	\$1,225,887
2025		\$1,212,905	\$49,759	\$1,262,664
2026		\$1,275,043	\$25,501	\$1,300,544
2027	\$3,978,635	\$1,259,987	\$79,573	\$1,339,560
2028		\$1,325,374	\$54,373	\$1,379,747
2029		\$1,393,274	\$27,865	\$1,421,139
2030	\$4,347,562	\$1,376,822	\$86,951	\$1,463,773
2031		\$1,448,272	\$59,415	\$1,507,687
2032		\$1,522,468	\$30,449	\$1,552,917
2033	\$4,750,698	\$1,504,491	\$95,014	\$1,599,505
2034		\$1,582,566	\$64,924	\$1,647,490
2035		\$1,663,642	\$33,273	\$1,696,914
2036	\$5,191,216	\$1,643,998	\$103,824	\$1,747,822
2037		\$1,729,312	\$70,944	\$1,800,257
2038		\$1,817,906	\$36,358	\$1,854,264
2039	\$5,672,582	\$1,796,441	\$113,452	\$1,909,892
2040		\$1,889,666	\$77,523	\$1,967,189
2041		\$1,986,475	\$39,730	\$2,026,205
2042	\$6,198,583	\$1,963,019	\$123,972	\$2,086,991
2043		\$2,064,889	\$84,711	\$2,149,600
2044		\$2,170,675	\$43,414	\$2,214,089
	\$42,952,161	\$42,952,161	\$1,746,865	\$44,699,025

Ed-Tech Bonds® Repayment

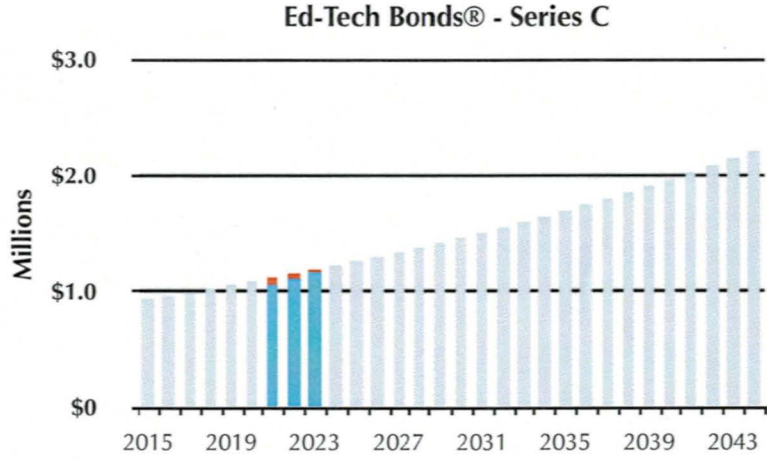
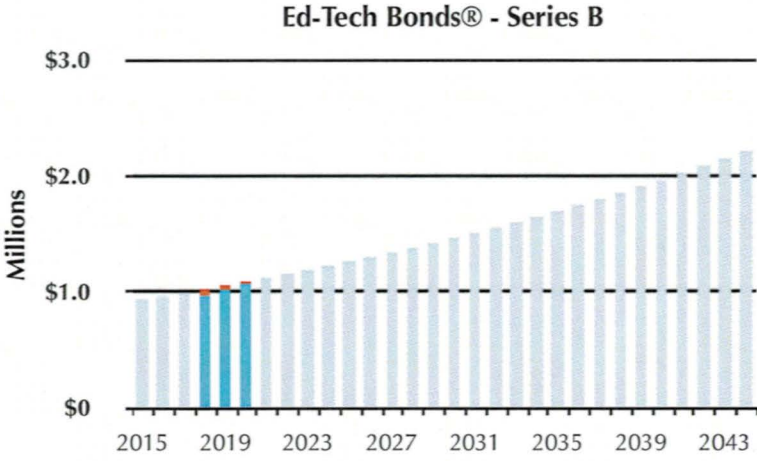
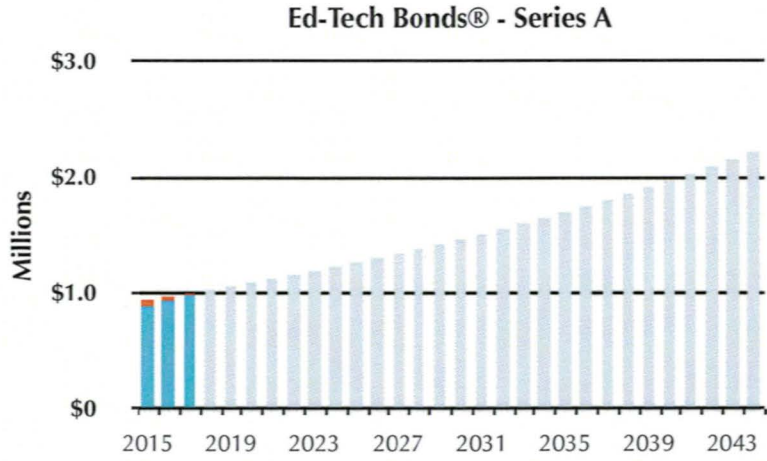


# Ed-Tech Bonds®: Multi-Year Funding

*NOTICE: Patented Program - proprietary/  
confidential information. Not to be released or  
shared without written permission.*

## Ed-Tech Bonds® Amortization Matches Technology Useful Life

Key Assumptions: National School District	
Bond Structure:	Ed-Tech Bonds®
Term of Financing	3 Years (each series)
Current AV:	\$3.07 billion
Assumed tax rate:	\$30 per \$100,000 AV
AV Growth Rate:	3% per year
Bond Interest Rate:	2.00%
Issue Size (first year):	\$2.8 million

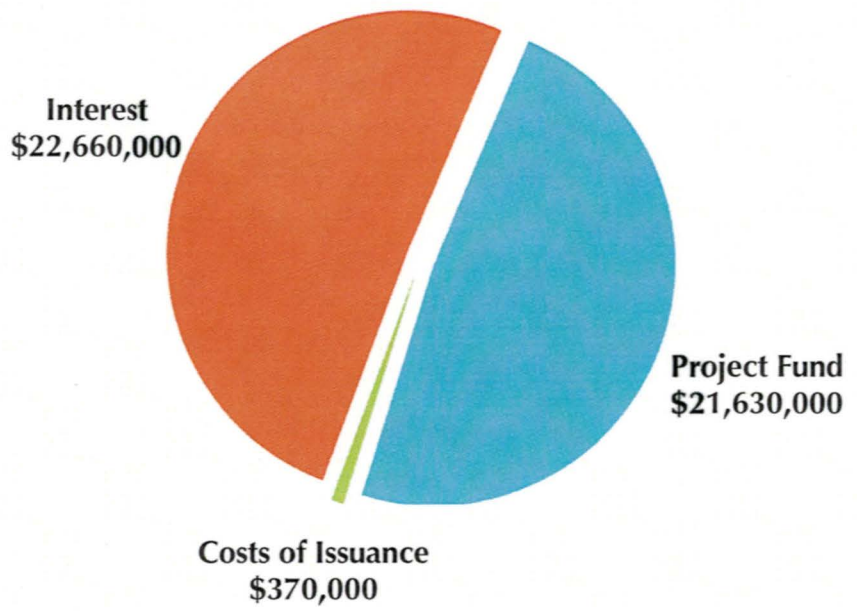


# Ed-Tech Bonds®: Comparison

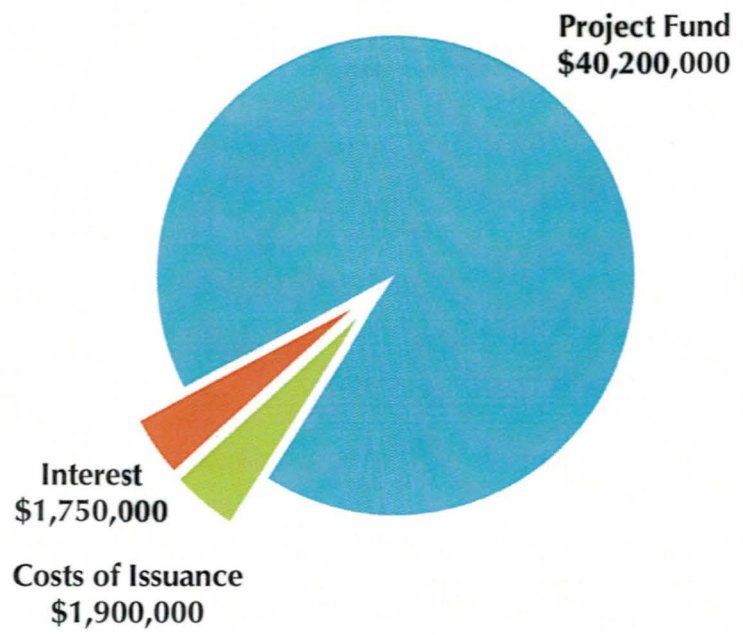
NOTICE: Patented Program - proprietary/  
confidential information. Not to be released or  
shared without written permission.

## Ed-Tech Bonds® Slash Borrowing Costs

Conventional Financing



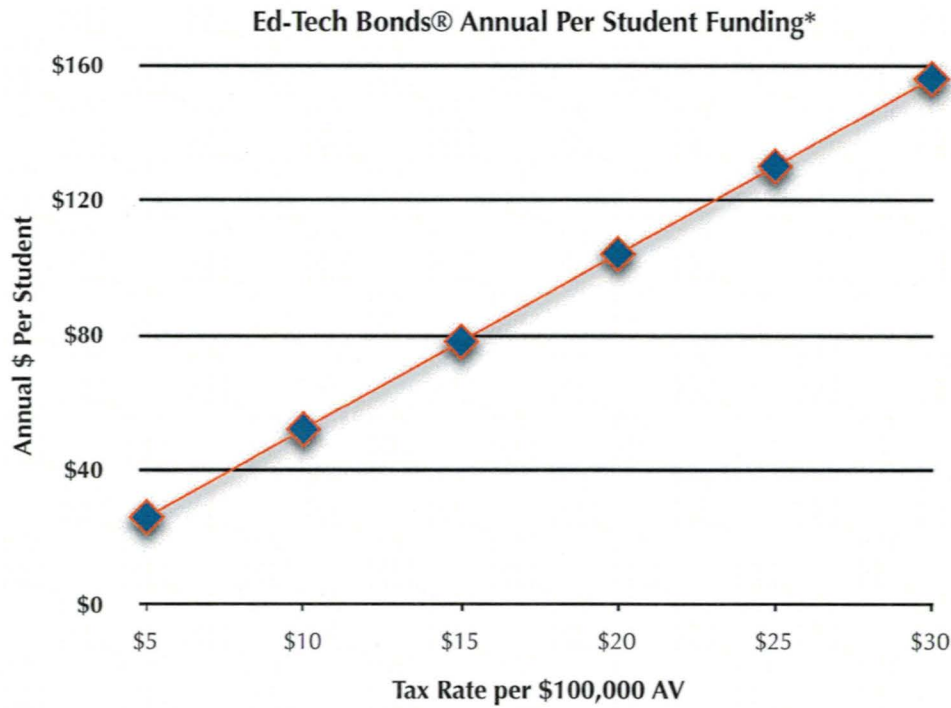
Ed-Tech Bonds®



# Ed-Tech Bonds®: Per Student Funding

NOTICE: Patented Program - proprietary/  
confidential information. Not to be released or  
shared without written permission.

## Ed-Tech Bonds® Can Be Sized for District's Needs



\* First series of bonds; Assumes 5,947 students

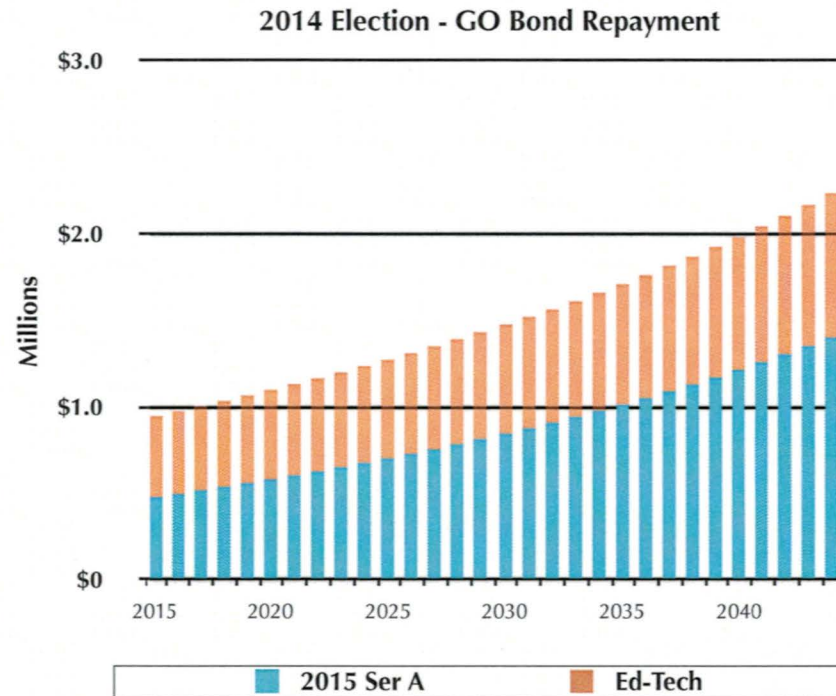
---

## Funding Scenarios

# National SD: **New GO Election Sizing Scenario**

## Alt #1: 50% Ed-Tech Bonds® and 50% Capital Facility Bonds

Bond Issue Schedule: National School District		
Issuance Year	Ed-Tech®	Conventional
2015	\$1,360,000	\$12,560,000
2018	\$1,440,000	
2021	\$1,530,000	
2024	\$1,620,000	
2027	\$1,720,000	
2030	\$1,820,000	
2033	\$1,940,000	
2036	\$2,050,000	
2039	\$2,180,000	
2042	\$2,310,000	
<b>Total</b>	<b>\$17,970,000</b>	<b>\$12,560,000</b>



# National SD: **Current Alternatives**

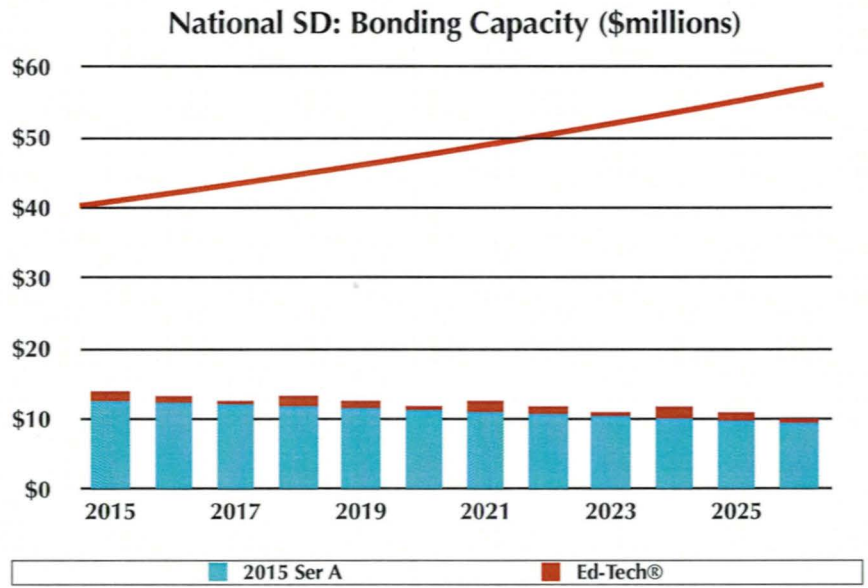
NOTICE: Contains proprietary/confidential information. Not to be released or shared without written permission.

## Alt #1: 50% Ed-Tech Bonds® and 50% Capital Facility Bonds

Structure Breakdown		
	Ed Tech®	Capital Facility Portion
When Funding Received (est.)	2015 - 2039	2015
<b>Principal</b>	<b>\$17,970,000</b>	<b>\$12,560,000</b>
Interest	\$1,095,767	\$13,523,486
<b>Total</b>	<b>\$19,065,767</b>	<b>\$26,083,486</b>
Debt Ratio	1.06 to 1	2.08 to 1

Average Tax Rate per \$100,000	\$15.00 (2015-2041)	\$15.00 (2015-2041)
Combined Total Tax Rate	\$30.00 (2015-2041)	



### Debt Limit Overview

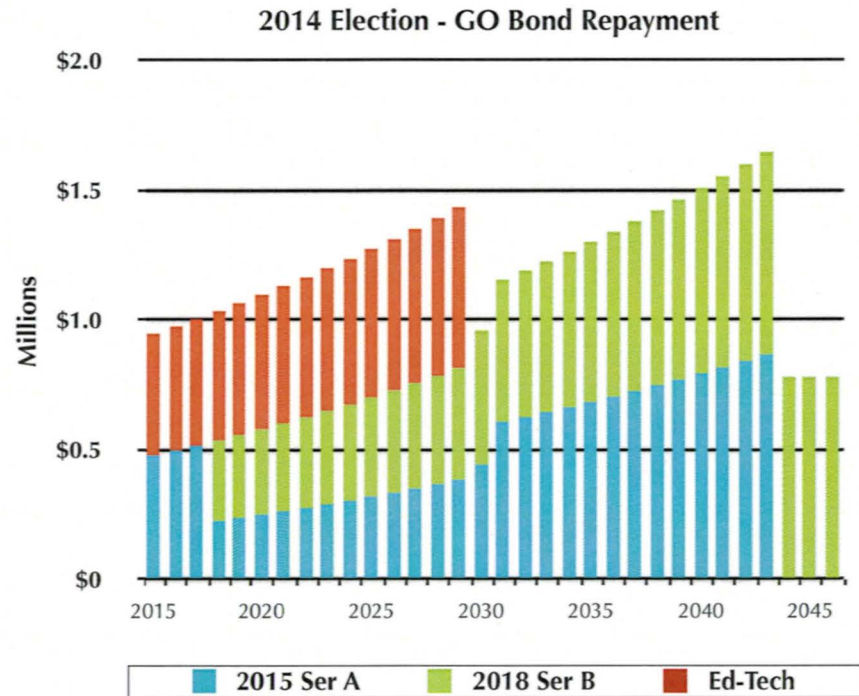
- Statutory debt limit set at 1.25% of District's AV



# National SD: **New GO Election Sizing Scenario**

## Alt #2: 5 Series of Ed-Tech Bonds® and 2 Series of Capital Facility Bonds

Bond Issue Schedule: National School District		
Issuance Year	Ed-Tech®	Conventional
2015	\$1,360,000	\$7,280,000
2018	\$1,440,000	\$7,400,000
2021	\$1,530,000	
2024	\$1,620,000	
2027	\$1,720,000	
Total	<b>\$7,670,000</b>	<b>\$14,680,000</b>



\* Note - This structure is limited in capacity due to new legislation AB 182 - passed in 2014, limiting the issuance of Capital Appreciation Bonds to go out a maximum 25 years, and a maximum 4/1 repayment ratio.

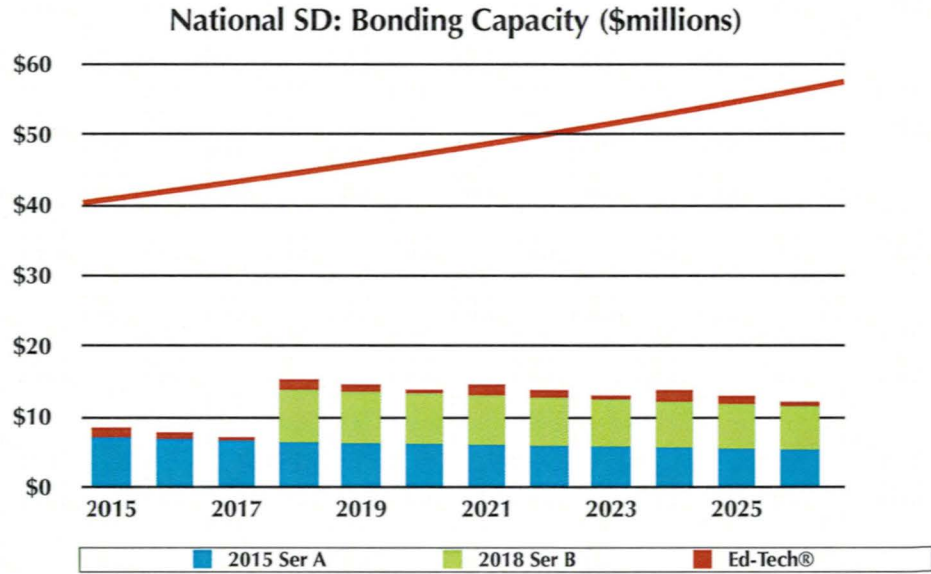
# National SD: **Current Alternatives**

*NOTICE: Contains proprietary/confidential information. Not to be released or shared without written permission.*

## Alt #2: 5 Series of Ed-Tech Bonds® and 2 Series of Capital Facility Bonds

Cost/Benefit Comparison		
	Ed Tech®	Capital Facility Portion
When Funding Received (est.)	2015-2027	2015, 2018
<b>Principal*</b>	<b>\$7,670,000</b>	<b>\$14,680,000</b>
Interest	\$316,483	\$18,258,485
<b>Total</b>	<b>\$7,986,483</b>	<b>\$32,938,485</b>
Debt Ratio	1.04 to 1	2.13 to 1

Average Tax Rate per \$100,000	\$15.00 (2015-2029)	\$18.81 (2015-2047)
<b>Combined Total Tax Rate</b>	\$25.32 (2015-2047)	



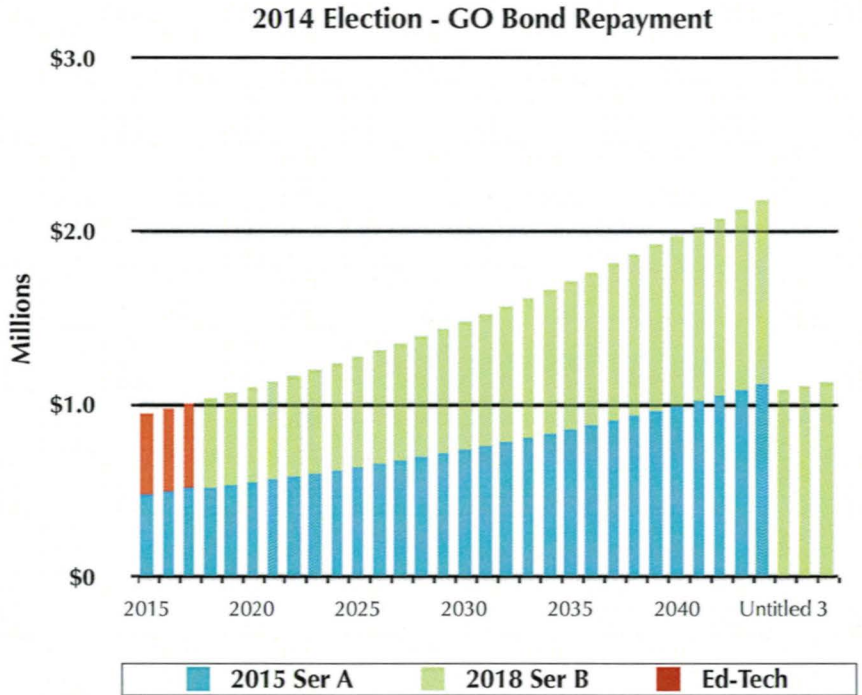
### Debt Limit Overview

- Statutory debt limit set at 1.25% of District's AV

# National SD: **New GO Election Sizing Scenario**

## Alt #3: 1 Series of Ed-Tech Bonds® and 2 Series of Capital Facility Bonds

Bond Issue Schedule: National School District		
Issuance Year	Ed-Tech®	Conventional
2015	\$1,360,000	\$10,670,000
2016		
2017		
2018		\$11,530,000
Total	\$1,360,000	\$22,200,000



\* Note - This structure does not allow the district to issue to their full capacity due to new legislation AB 182 - passed in 2014, limiting the issuance of Capital Appreciation Bonds to go out a maximum 25 years, and a maximum 4/1 repayment ratio.

# National SD: **Current Alternatives**

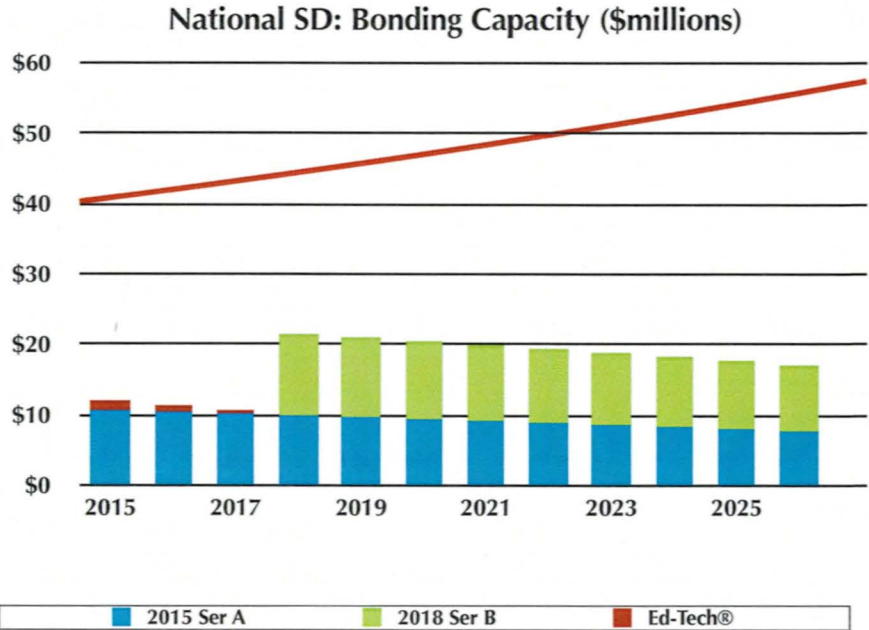
NOTICE: Contains proprietary/confidential information. Not to be released or shared without written permission.

## Alt #3: 1 Series of Ed-Tech Bonds® and 2 Series of Capital Facility Bonds

Cost/Benefit Comparison		
	Ed Tech®	Capital Facility Portion
When Funding Received (est.)	2015	2015, 2018
Principal*	\$1,360,000	\$22,200,000
Interest	\$82,663	\$24,666,141
Total	\$1,442,663	\$46,866,141
Debt Ratio	1.04 to 1	2.11 to 1

Average Tax Rate per \$100,000	\$15.00 (2015-2018)	\$27.14 (2015-2047)
Combined Total Tax Rate	\$28.48 (2015-2047)	



**Debt Limit Overview**

- Statutory debt limit set at 1.25% of District's AV

## National SD: **Current Alternatives**

### Ed-Tech® Bonds Provide More Funding but Funding Received Later

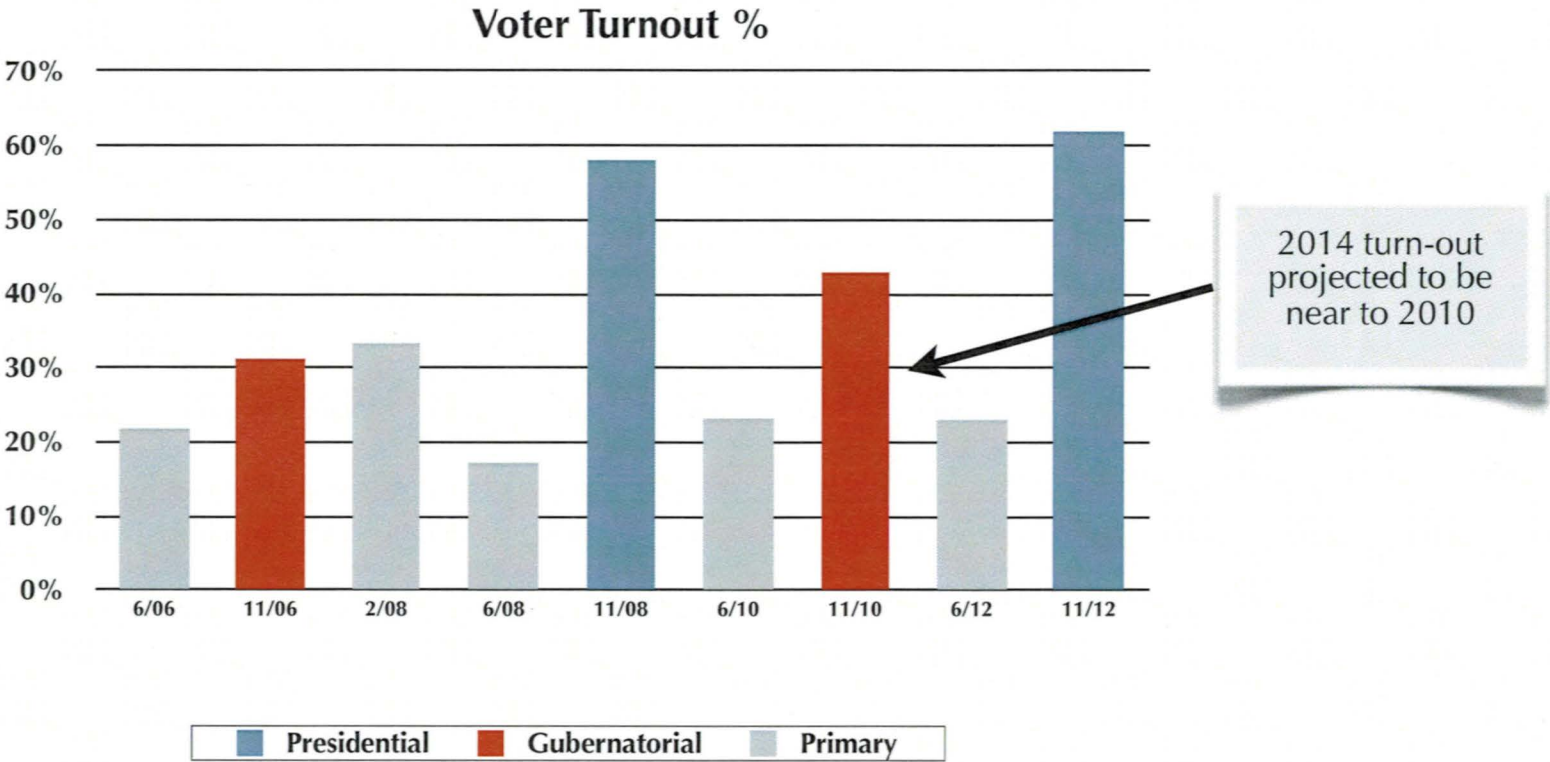
<b>Cost/Benefit Comparison</b>			
	<b>Alt #1</b>	<b>Alt #2</b>	<b>Alt #3</b>
<b>When Funding Received (est.)</b>	2015-2039	2015-2027	2015-2018
<b>Principal*</b>	\$30,530,000	\$22,350,000	\$23,560,000
<b>Interest</b>	\$14,619,252	\$18,258,485	\$24,666,141
<b>Total</b>	<b>\$45,149,252</b>	<b>\$40,608,485</b>	<b>\$48,226,141</b>
<b>Debt Ratio</b>	<b>1.48 to 1</b>	<b>1.81 to 1</b>	<b>2.05 to 1</b>
<b>Average Tax Rate per \$100,000</b>	\$30.00 (2015-2044)	\$25.68 (2015-2047)	\$28.93 (2015-2047)

---

National SD: **Voter Analysis**

# National SD: **Voter Analysis**

## Turnout in National SD Points to November 2014 Ballot



# National SD: **Voter Analysis**

## 18,990 Registered Voters in the District

**Political Party: Plus**  
High Democratic registration (48% compared to State average of 44%); often very supportive of GO bonds

**Absentee Voters: Neutral**  
Permanent absentee voters tend to be older, more conservative, and consistent voters

**Age of Voters: Neutral**  
Average "empty-nester" cohort; often less supportive of GO bonds

