

2014 Facilities Master Plan

Ripon Unified School District



Ripon
UNIFIED SCHOOL DISTRICT

October 2014

Prepared by:



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ACKNOWLEDGEMENTS

Education is the foundation for building a strong and vibrant society, and educational facilities are a critical component for that foundation. Public schools in the San Joaquin Valley are a reflection of the values and culture of our community. The Ripon Unified School District: Facilities Master Planning team deeply values the opinions and insights offered by the people who learn, work, gather, and live near these facilities.

Ripon Unified School District’s 2014 Facilities Master Plan could not have been completed without the valuable contributions of the district’s students, faculty, staff, parents/guardians and the participation of all of the other Ripon community members. TETER, School Facility Consultants (SFC) and the Ripon Unified School District’s Facilities Master Planning team would like to sincerely thank all of the participants for their time, effort, and expertise. Our appreciation goes out to:

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PROCESS

The process for developing a Facilities Master Plan (FMP) is one of collaboration, flexibility and insight. This document reflects the thoughts of faculty, staff, administrators, teachers, parents and community members. Each of these constituent groups has a vested interest in their community’s ability to inhabit safe, productive and state-of-the-art learning environments.



The Ripon Unified School Districts (Ripon USD) FMP planning process includes the following tasks:

1. Continuous Collaboration

A successful FMP relies on in-depth and constant collaboration between a wide-range of vested stakeholders, including:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Teachers • Community Members • Administrators • School Maintenance Staff | <ul style="list-style-type: none"> • Students • District Staff • The Planning Team (TETER & SFC) |
|---|---|

Comprised of key members from each constituent group, three separate Steering Committees met continually over a period of 12 months to discuss and debate the requirements, priorities and potential planning solutions for Ripon USD’s current and future facility needs. In addition to Steering Committee input, the master planning process also included open public forums and an Internet based survey for discussion of facility needs and concerns from the community.

2. Information Gathering

Demographic information was examined to identify future growth pattern projections that may impact educational program and facility demands. An Enrollment Growth Plan was developed based on anticipated new development areas and population projections.

A detailed assessment of each District sites existing building conditions and overall usage was conducted by architects and engineers in order to develop an itemized database of individual building systems and

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conditions. Campus assessments included an analysis of current building infrastructure and capacity, and identifying deficiencies that may preclude approval by the California Division of the State Architect.

3. Education Specifications and Building Standards

To help establish “equity” for all District facilities and assets, District-wide Education Facility Specifications and Building Standards were developed for the Ripon USD. These documents will be used in future applications to assess existing campuses and define new construction/modernization parameters.

4. Identifying Future Facilities Needs

Future capital improvement needs and associated budgetary implications at each existing site were outlined based on facilities assessments, demographic data, steering committee/community input, Education Facility Specifications and Building Standards. Demographic information and enrollment projections were also utilized to determine short-term (2015-2020) and long-term (2020-2025) school facilities needs for the District.

5. Financial Analysis

The costs associated with District-wide facilities improvement needs and potential financing options available for implementation of the FMP were analyzed. Current District funds available, existing bond capacity, potential State funding eligibility, and other prospective revenue sources necessary to fully execute the FMP were assessed.

ENROLLMENT PROJECTIONS

Enrollment projections are organized in a three step progression. Step One identifies the District’s historical enrollment trends and establishes a student progression enrollment projection. Step Two identifies various factors that impact student movement through grade levels, including birth rates and general migration trends. Step Three layers in the impact of future residential housing developments and applies anticipated Student Generation Rates.

Enrollment projections are developed using a range of forecasting scenarios based on varying levels of new housing development (low, moderate and high).

Low Enrollment Projection:

Estimates 1,388 new housing units over a 10-year period (262 additional students).

Moderate Enrollment Projection:

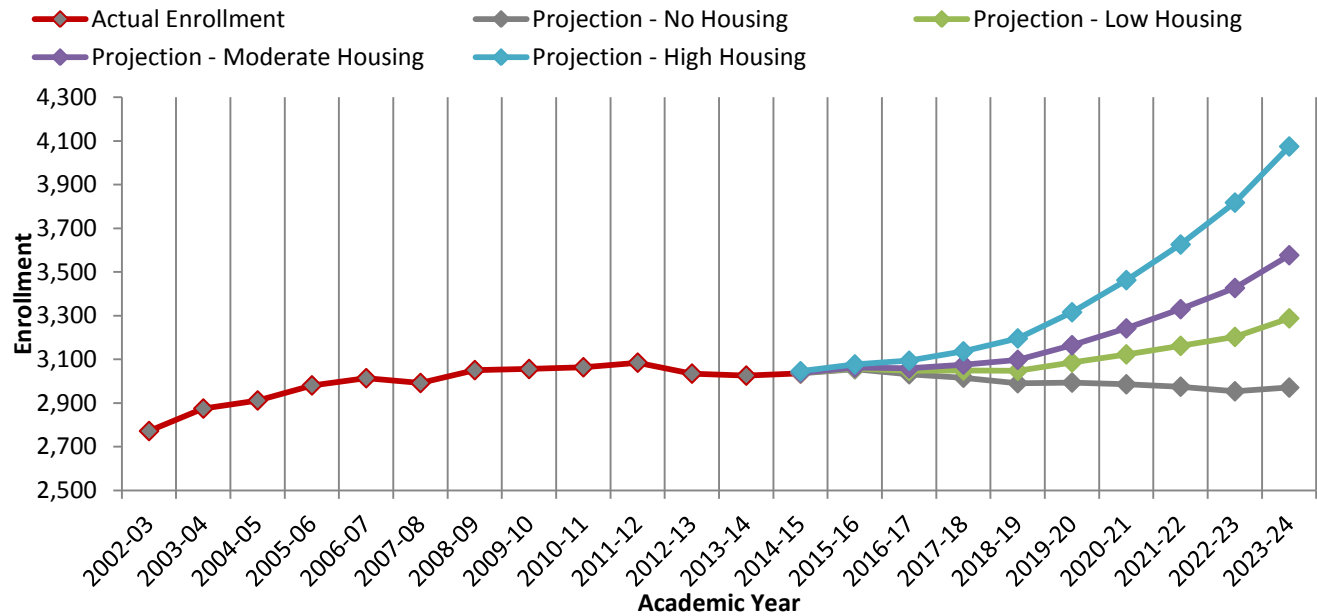
Estimates 2,654 new housing units over a 10-year period (551 additional students).

High Enrollment Projection:

Estimates 4,906 new housing units over a 10-year period (1,049 additional students).

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Exhibit 0.1 Enrollment Projection Comparisons



Source: School Facility Consultants (SFC), 2014 Demographic Report

FACILITY ASSESSMENT OVERVIEW

Existing facilities assessments not only documented existing building conditions, but also reviewed general site conditions, such as, accessibility and Americans with Disabilities Act (ADA) compliance, vehicular traffic circulation, parking, and playing fields. The following is a summary of overall facility conditions at each site.

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COLONY OAK ELEMENTARY SCHOOL – 12.83 ACRES



Overview of Existing Deficiencies

- Architectural:** All door hardware needs adjustment for Balance/Latching/Alignment, Multipurpose building floor cracks, some modular buildings past their useful life, parking lots are not ADA compliant, existing asphalt paving needs seal coat, compliant signage needed, gutters need repair at seams.
- Electrical:** UPS/Battery Backup system at Administration building is nearing the end of its useful life, no automatic shutoff controls for interior or exterior lighting.
- Mechanical:** Some condensate drains plugged or broken, some accessories/fixtures do not have proper clearance, most mechanical systems are in poor condition.
- Path of Travel:** Some pathways/ramps/landings not ADA compliant, bleachers are not accessible.
- Storm Drainage:** Some portable classroom downspouts need minor repair, inadequate parking lot drainage, flooding at turf areas.
- Traffic Circulation:** Signage and path of travel needs improvement, major concerns with parents parking along east side of Murphy Road during student pick-up and drop-off.

Analysis

Colony Oak Elementary will be the second school to be reconstructed with Measure G funds. Actual construction timing will vary based on local assessed valuation and the District's ability to issue additional bonds. The next series of bond issuance is expected to be in 2016-2017 at which point, construction at Colony Oak is expected to begin.

As part of the pre-planning process, acreage adjacent to the existing Colony Oak site will need to be evaluated for expansion potential prior to making a final site layout determination. Of the five existing K-8 school sites, only Colony Oak Elementary School is located in a geographic area that bodes well for a potential site expansion.

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PARK VIEW ELEMENTARY SCHOOL – 18.51 ACRES



Overview of Existing Deficiencies

- Architectural:** Casework in various rooms do not have proper clearance.
- Electrical:** All systems (power, fire alarm, lighting) in good condition.
- Mechanical:** All systems in excellent condition.
- Path of Travel:** Site has signage/way finding needs, no warning system at curb ramps or entry to right of way along path-of-travel from accessible parking stalls.
- Storm Drainage:** No major issues.
- Traffic Circulation:** Accessible parking signage not compliant, including no detectable warning system at curb ramps or entry to right of way along path-of-travel.

Analysis

Park View Elementary School has been operating since the 2005-06 school year, and is the Districts' newest facility. A site assessment of the campus indicated that the District will need to address some exterior signage concerns, and to also consider potentially remodeling casework in some classrooms for ADA compliance issues.

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RIPON ELEMENTARY SCHOOL – 8.08 ACRES



Overview of Existing Deficiencies

- Architectural:** No Fire Truck access, some water ponding, non ADA compliant stage, some wood trim deteriorating, wall coverings in office (B-3) are in poor condition, student capacity concerns regarding Cafeteria (B1), some modular buildings past their useful life.
- Electrical:** Some security system sub-panels in poor condition.
- Mechanical:** Building B-6 HVAC equipment showing rust-burn.
- Path of Travel:** All exterior door hardware have non-compliant thresholds, signage needed in all areas.
- Storm Drainage:** Asphalt courts are sloping significantly for drainage.
- Traffic Circulation:** No accessible drop-off area, concerns regarding safe/adequate off-street parking.

Analysis

The site assessment of Ripon Elementary School indicates that facilities, although well maintained for the most part, do house critical equipment that has reached the end of its useful lifespan and will soon need to be replaced. Specifically, the Heating, Ventilation and Air Conditioning units are showing signs of decreased of performance, and the District will need to address replacing or upgrading these units within the next 2 to 3 years.

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RIPONA ELEMENTARY SCHOOL – 10.40 ACRES

Overview of Existing Deficiencies

Architectural: Many accessibility compliance issues regarding interiors & exteriors (casework, fixtures, signage, restrooms, drinking fountains, door hardware), poor condition of interior fixtures, some modular buildings past their useful life, hazardous materials storage building past its useful life.

Electrical: Power distribution and lighting equipment within permanent buildings in poor condition, fire alarm systems in poor condition.

Mechanical: Systems within B2 building in poor condition.

Path of Travel: Multiple grates embedded in sidewalks with openings greater than 0.5", play area and walkway paved areas have varying elevations, parking lot path-of-travel from public right of way not accessible with multiple obstructions and no entry warning signage.

Storm Drainage: Inadequate storm drainage may be causing deterioration of asphalt paving and contributing to path of travel issues.

Traffic Circulation: Accessible parking signage and spaces not compliant.



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WESTON ELEMENTARY SCHOOL – 11.65 ACRES



Overview of Existing Deficiencies

- Architectural:** Some sinks and fixtures need signage, some sinks not ADA compliant, some handrails/stairs are not compliant, some modular buildings past their useful life.
- Electrical:** Automatic shutoff controls for interior/exterior lighting needed, markings needed at main switchgear indicating the presence of a photovoltaic system.
- Mechanical:** Some restrooms and classrooms need exhaust ventilation.
- Path of Travel:** Some landings not compliant at exterior doors, some thresholds not in compliance, parking lots need path of travel and signage.
- Storm Drainage:** Site drainage needs improvement.
- Traffic Circulation:** No accessible loading zone, asphalt needs seal coating.

Analysis

Design plans for the reconstruction of Weston Elementary School have been submitted to the Division of State Architect (DSA). The project includes replacing portable learning spaces with permanent classrooms, and construction of a new Multipurpose/Gymnasium building. All of the buildings are planned to be single-story and the campus will be secured with perimeter fencing with a central point of entrance/egress. The bus-loop and drop-off area for students riding buses is to be relocated to the back of campus and will be segregated from local pedestrian traffic from automobiles.

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RIPON HIGH SCHOOL – 21.08 ACRES



Overview of Existing Deficiencies

- Architectural:** Some doorway thresholds not compliant, some door hardware needs adjustment for balance/latching/alignment, some sink casework is not compliant, reception counters need compliant writing surfaces, some lower casework in classrooms is not compliant, some bathroom accessories are not compliant, multi-use room acoustics need improving, some portables past their useful life, consider additional restrooms and drinking fountains for the west end of campus, field restroom/snack bar/press box facilities non-compliant, Stouffer field bleachers non-compliant and near the end of their expected useful life.
- Electrical:** Some rusting electrical service boxes, inadequate classroom phone system.
- Mechanical:** All equipment seems to be in fair condition however some HVAC units have recently failed.
- Path of Travel:** No accessible stalls or compliant signage in parking lot #4, path of travel from accessible stalls to building entry is not compliant, loading zone is not the required width.
- Storm Drainage:** Drainage in tennis courts needs to be addressed. Stouffer field drain inlet grate openings are non-compliant with ADA.
- Traffic Circulation:** Access issues associated with the pedestrian overcrossing, fire access road concerns, safety concerns with those parking between High School and Elementary School campuses.

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Analysis

An influx of train traffic adjacent to the Ripon High School (Ripon HS) campus is anticipated with the Union Pacific Railroad's (UPRR) Valley Route railway slated to be upgraded to a double-track railway. Consequently, the Ripon USD will need to work with the UPRR and the California Department of Transportation (CalTrans) to develop and execute appropriate mitigation measures in order to maintain or improve the learning environment for the High School.

The CalTrans pedestrian walkway that connects the intersection of Prospect Avenue and Frontage Road with the end of North Acacia Avenue is owned and maintained by CalTrans, and by law is open to all members of the public. Because the entrance to this pedestrian walkway is located at the North end of Ripon High School, persons wishing to cross over Highway 99 are allowed to walk through the Ripon HS campus at any time of day. The District would be serving the needs of its students by addressing the feasibility of alternative routes for the pedestrian walkway.

The Stouffer Athletic Field on the Ripon High School campus is over 70 years old, and is the only football field and track with seating within the Ripon community. Currently shared with multiple community groups and local schools, Stouffer Athletic Field is undergoing planning efforts for a revitalization that is intended to modernize and upgrade the athletic field and accompanying support facilities. Currently, the track is getting upgraded to regulation size, and plans to upgrade the football/soccer field are being discussed. An assessment of the outlying structures and emergency egress of Stouffer Athletic Field indicates that some areas will require a further examination by the District for facility-improvement actions.

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HARVEST HIGH SCHOOL (RIPON CONTINUATION) – 0.32 ACRES



Overview of Existing Deficiencies

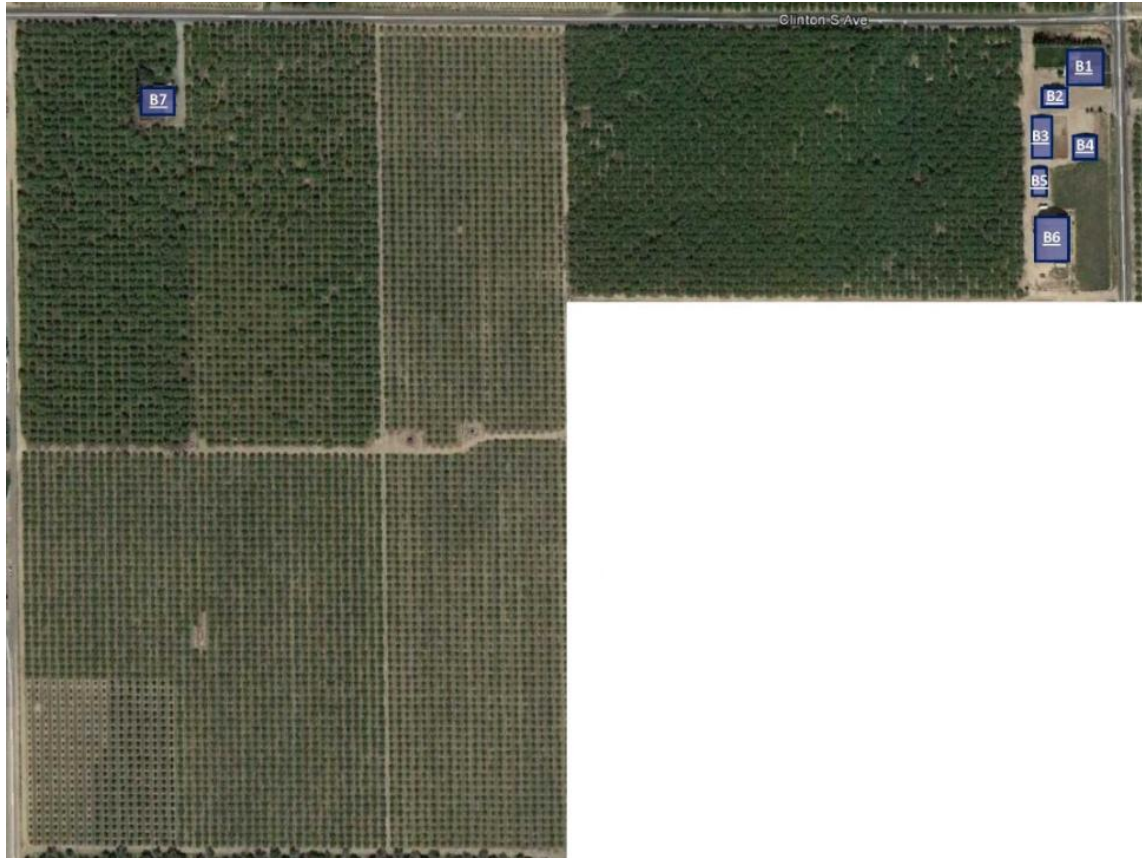
- Architectural:** Interior signage needed. No roof access.
- Electrical:** No concerns noted.
- Mechanical:** Compressor needs repair/replacement.
- Path of Travel:** Signage needed.
- Storm Drainage:** Good condition.
- Traffic Circulation:** Signage needed.

Analysis

The Harvest High School (Ripon Continuation) has proven to be a highly desirable resource for high-school-age students. For the 2013-14 school year, Harvest High School's enrollment was immediately maximized, with a waiting list established of approximately twice the enrollment capacity. If there are no major changes to the student population and local demographics, the expectations for Harvest High School is to house an average of 50 students per year. It was therefore made abundantly clear to the District that the current facility requires expansion, or possibly relocation within the next five years in order to continue providing the high quality education that Harvest High School students deserve.

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RIPON HIGH SCHOOL FARM (CLINTON SOUTH) – 80 ACRES



Analysis

The Clinton South property at the corner of Clinton South Avenue and North Ripon Road houses the Ripon High School farm curriculum. With several operable buildings on the site, the entire property encompasses approximately 80 acres, 60 acres of which are a functioning orchard. Although an invaluable instructional resource for the students of Ripon High School, encroachment of housing developments adjacent to the Ripon High School farm is an indicator that the farm is nearing the end of its useful life at its current location. Within the next five years, the Ripon USD will need to address relocating the Agriculture Farm, possibly through joint-use agreements or a leasing arrangement. A benefit/cost analysis of leasing or selling the existing Agriculture Farm property may be warranted in the near future.

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DISTRICT OFFICE – 4.09 ACRES

Overview of Existing Deficiencies

Architectural:	Non-accessible restroom. Some non-compliant door & fixture clearances.
Electrical:	No concerns noted.
Mechanical:	Compressor needs repair/replacement.
Path of Travel:	Ramps not compliant. Interior signage needed.
Storm Drainage:	Site drainage in good condition.
Traffic Circulation:	No entry signage. Stall signage not compliant. Potential safety issue with bus driveway between B2 and B3 buildings.



Analysis

The current facility housing the Ripon USD administrative support staff was initially occupied by the District over 20 years ago as a temporary facility. Physical constraints of the District's Administrative building require approximately 30% of District staff to occupy sites outside of the main Administration Office building. This disconnection reduces administrative efficiency, acts as a communication barrier, and impacts efficient logistics.

Within the next five years, the Ripon USD will need to decide on a long-term solution to constraints within the existing District Administration Office building. Potential options include negotiating a shared-use site with the City of Ripon, retaining the existing Administrative Office for Ripon USD Charter-School/Home-School, leasing out the existing Administrative Office facility, or utilizing existing facilities for Ripon High School support activities.

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LONG-TERM STRATEGIES

Although student enrollment in the Ripon USD is currently below what the State of California considers an “efficient” level, the District must prepare for future enrollment growth directly resulting from the highly probable influx of new housing development that has been approved and is beginning construction or is slated for construction over the next five to ten years.

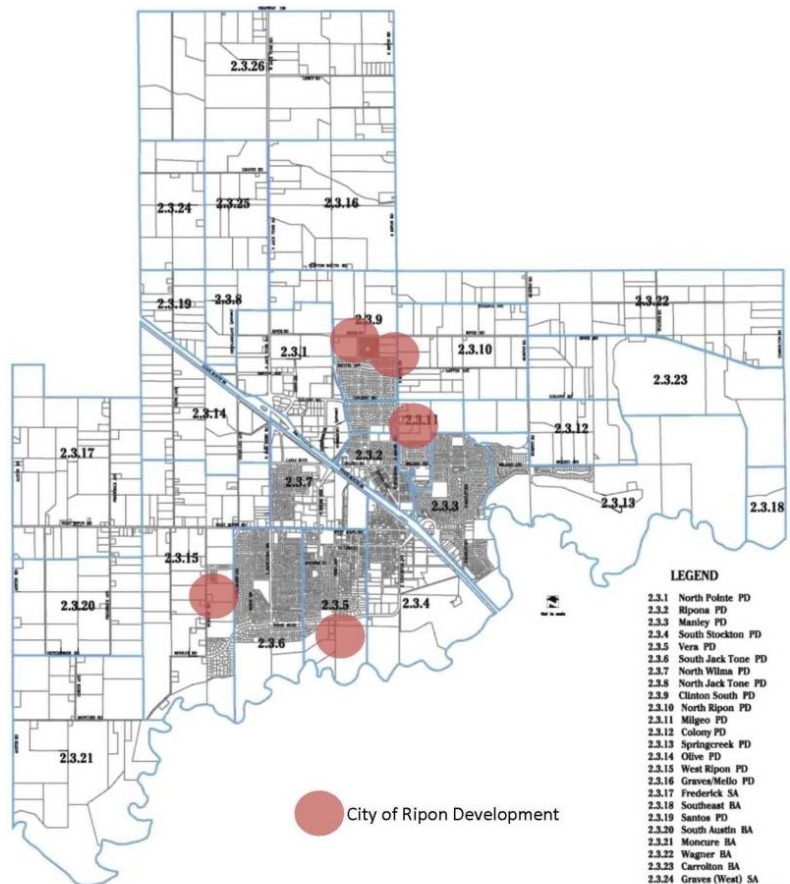
Development Impacts: During the next ten years residential development occurring between Manteca and Ripon, as well as in Ripon could substantially increase the number of students enrolled in the Ripon USD schools. A new school facility should be constructed when there are approximately 600 students above the current district capacity. Given the design and construction timeline, the initial planning stages for a new school facility should begin two to three years prior to site selection and facility design.

If and when housing development reaches a point of bringing complete saturation to existing Ripon USD facilities, the optimal solution would either be constructing a new school located near new housing developments, revising current grade configurations at existing campuses, or a combination of both.

The Ripon USD should establish a process for regular communication with the City of Ripon, City of Manteca, San Joaquin County, and housing developers to ensure that the District’s concerns/needs are being addressed. The District should request copies of development maps, land use documents, and all other pertinent information related to future developments that may impact the Ripon USD enrollment.

The City of Ripon’s General Plan and Ripon USD FMP: The planning area of the City of Ripon’s 2040 Master plan consists of 13,400 acres, both within and outside of the existing City limits, including 3,773 acres of undeveloped land in the “Primary Urban Area” located within the Ripon USD boundary. Approximately 15 acres within this undeveloped land area has been designated for new school growth.

The Ripon USD will be best served by creating contingency plans for constructing a new Elementary, Middle and/or High School in each of the Planning Districts and Study Areas within the City of Ripon’s General Plan.



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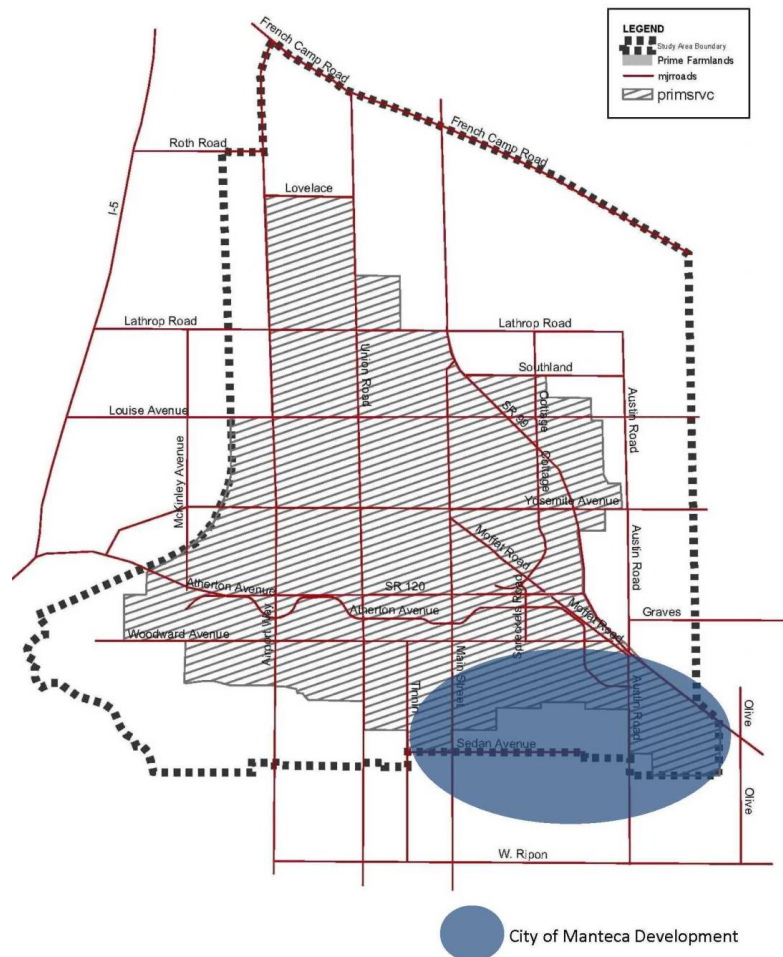
The City of Manteca's General Plan and Ripon USD FMP: With major new housing developments likely to occur in the Planning Districts and Study Areas that are adjacent to the City of Manteca, these locations will require a reoccurring review and reassessment process related to new school site needs. The City of Manteca General Plan 2023 land use policies state that the City shall designate adequate land, appropriately located for school district facilities. Ripon USD must work with the City of Manteca to evaluate the impact of Manteca's housing development on the Ripon USD and the location of potential new school sites approximately one-half mile from new housing developments.

San Joaquin County General Plan and Ripon USD FMP: The San Joaquin County General Plan's Housing Element states that in the year 2008 the average school district fee for developers was \$2.50 per square foot for single-family homes and \$78,750 for multi-family dwellings. The amount of school district fees that the Ripon USD receives from developers shall be reviewed with San Joaquin County to ensure that the District is receiving a level of compensation comparable to similar districts' within the County.

Real Estate Acquisition Strategies: In preparing for a possible influx of students due to an increase of new housing developments, the District will need to carefully plan and strategize real estate purchases and/or leasing arrangements, which includes establishing criteria for site identification, assessment, purchase and intermediate uses within the next 2 years.

Additionally, the District should establish a process that responds to unexpected downturns of the local real-estate market to help in preparing for alternative uses of District purchased properties that would still maximize benefits to the Districts educational delivery.

Joint-Use Agreements: Joint-use agreements may be used to facilitate a partnership between the Ripon USD and other public or private entities. Spaces such as playgrounds, athletic fields, aquatic centers, gymnasiums, theaters and other community facilities may be developed with public access outside of school hours.



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There are several potential Joint-Use opportunities that the Ripon USD could consider, including relocating the District administrative offices and opening up the existing space to a private entity, utilizing the acreage at the agricultural farm site, a school/community library and even sharing the burden of transportation and technology bandwidth with nearby entities.

Facilities Operations and Maintenance Plan: Currently, facilities operations and maintenance needs at the Ripon USD are addressed on an “as-needed” basis, with equipment and materials that are typically site-specific. With the adoption of the FMP Education Specifications, the Ripon USD will need to develop and implement a complimentary Operations and Maintenance Plan.

An Operations and Maintenance Plan would best serve the District by providing best-practices for the ongoing care, upkeep and maintenance of District assets. The primary goal of the Operations and Maintenance Plan will be to implement a process for identifying and proactively performing preventative measures to avoid unnecessary and extraneous facilities related repair expenditures. The Plan should also include a replacement process for District equipment and assets so they may be addressed in the budgeting process.

Asset Management Plan: The economic resources of the Ripon USD, including District-owned acreage, facilities and equipment, all exist for the educational benefits of the Districts students. In order to continue providing a high quality of education in a safe learning environment, District assets need to be prudently managed and periodically undergo re-evaluation. As the Ripon USD continues to expand, the District will eventually need to develop and implement a District-Wide Asset Management Plan.

New Facility Space-Programming Options: Although currently encompassed by agriculture, certain areas between the cities of Manteca and Ripon have shown potential for either: a new Elementary School, High-School, or a combined High-School and District Office/Maintenance Facility. The District is advised to carefully consider the design and space-programming of each type of facility.

STEERING COMMITTEE OUTCOMES

Steering Committee #1: Education | Instruction | School Configuration

Steering Committee #1 met three times between November 2013 and January 2014. The committee discussed their opinions in creating opportunities for Ripon USD students to experience various instructional settings.

Academies: The committee generally agreed that Academies could be successfully implemented at the Ripon USD for certain areas of study, and could also be used to draw students to settings offered at neighboring districts. To address the need to maintain parity between schools, Steering Committee #1 members suggested utilizing Academies above implementing a new Charter School within the District.

Open Enrollment: While open enrollment has been an effective a tool to allow students access to any school in the District, there was an expressed concern that certain schools were becoming too popular for parents/guardians. If open-enrollment becomes a contentious issue, Steering Committee #1 suggested an integrated eight-year transition away from open-enrollment by offering a ‘grandfather-

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clause’ to the community. Under this approach current students in grades 1 through 8 would be allowed to stay in the system that they are in and Pre-Kindergarten/Transitional-Kindergarten/Kindergarten students would be enrolled at their closest schools.

Grade Configuration: A goal for Steering Committee #1 was to prepare a set of grade-configuration options for the Ripon USD to consider at such a future date when District enrollment approaches or exceeds an “efficient” capacity. Various factors, including new housing developments near Manteca, could bring the District to above an “efficient” capacity within a 5 to 10 year window. The Committee felt that the Ripon USD’s current K-8 model for grade-configuration was optimal for the District at this time, but in light of the possible impact on District enrollment due to new housing developments, Steering Committee #1 offers the following grade configuration options that the District may choose or adapt from:

Grade Configuration Options:

- A. Reconfigure all existing schools to K-5; add a new 6-7-8 school; and incorporate the Ripon Elementary site into Ripon High School.
- B. Retain the current K-8 configuration; and incorporate the Ripon Elementary site into Ripon High School.
- C. Reconfigure Ripona and Weston to K-5; retain the K-8 configuration at Colony Oak and Park View and add athletics programs; reconfigure Ripon Elementary to a 6-7-8 Academy; and expand Ripon High School.
- D. Reconfigure Ripona, Weston, Colony Oak, and Park View to K-5; incorporate the Ripon Elementary site into Ripon High School and convert the school to a 6-7-8 configuration; and build a new High School on agriculture land.
- E. Reconfigure Ripona, Weston, and Colony Oak to K-6, reconfigure Park View to 7-8, and incorporate the Ripon Elementary site into Ripon High School.

Exhibit 0.2 Reconfiguration Options: Cost Estimates (In 2014 Dollars)

Site	Scope	Cost (In Millions)	Option				
			A	B	C	D*	E
			\$80.8	\$45.8	\$43.6	\$86.8	\$69.6
Colony Oak	Modernization	\$10.40	X	X	X	X	X
Colony Oak	Add Athletic Facilities	\$3.10			X		
New 6-7-8 School	New 6-7-8 School	\$35.00	X				
New 9-12 School on Ag Land	New 9-12 School	\$56.00				X	
Park View	Add Athletic Facilities	\$2.50			X		
Park View	Convert to 7-8	\$23.80					X
Ripon ES	Convert to 6-8 Academy	\$7.20			X		
Ripon ES/Ripon HS	Combine Ripon ES with Ripon HS	\$15.00	X	X			X
Ripon ES/Ripon HS	Combine and Convert to MS	\$0.00 *				X	
Ripona	Modernization	\$10.00	X	X	X	X	X
Weston	Modernization	\$10.40	X	X	X	X	X

* Converting a High School to a Middle School should not incur any significant costs, due to pre-existing facilities.
If any costs are associated, they will be incurred while taking facilities off-line.

EXECUTIVE SUMMARY

Steering Committee #2: Inter-Governmental | Developer Relations | Financing

Steering Committee #2 met two times between February and March of 2014. In order to ensure that the District is prepared and able to accommodate future students if and when they arrive, Steering Committee #2 examined funding plans and methodologies for various growth scenarios.

STATE SCHOOL FACILITY PROGRAM

The State School Facility Program (SFP) provides funding grants for school districts to acquire school sites, construct new school facilities, or modernize existing facilities. The two primary funding types available are the New Construction and Modernization programs.

The New Construction grant provides funding on a 50/50 State and local match basis. The Modernization grant provides funding on a 60/40 State and local match basis.

New Construction Eligibility for Ripon USD

New Construction program funding may be used to purchase and/or build new schools or classrooms for eligible K-12 students. As of September 2014 there are no State new construction funds available to local school districts. The earliest a State bond may be placed before California voters at a General Election is in the year 2016.

Program eligibility is based on enrollment projections and seating capacity in the District. Based on preliminary 10-year enrollment projections, the District's 2014-15 eligibility for new construction funds is approximately \$3,294,081.

Exhibit 0.3 New Construction Eligibility (10-Year Projection)

Current Estimated New Construction Eligibility	K-6	7-8	9-12	Non Severe SDC	Total
Enrollment Projection*	1,692	516	921	0	
Baseline Capacity + Projects	1,563	324	943	13	
Grant Eligibility	129	192	(22)	(13)	
Base Grant Funding Estimate	\$1,279,809	\$2,014,272	\$0	\$0	\$3,294,081

Source: Source: School Facility Consultants (SFC), Housing and Financing Plan - August 2014

* Eligibility based upon 2013-14 enrollment, and utilizing 2014 grant amounts. The State's enrollment projection for purposes of funding differs from the enrollment projection used for planning purposes.

Modernization Eligibility for Ripon USD

The SFP Modernization program funding is available for the renovation of existing buildings, but may not be used to increase capacity at a site.

Modernization eligibility is site-specific and is generated by permanent buildings over 25 years of age and portable buildings over 20 years of age. Based on enrollment data, classroom counts, and building square footage/construction dates, Ripon USD is eligible for a total of approximately \$9,461,106 of modernization funding.

EXECUTIVE SUMMARY

Exhibit 0.4 Modernization Eligibility by Site (10-Year Projection)

School Site	Current Estimate*	Potential Additional Funding During Ten-Year Planning Period*	Total Potential Funding During Ten-Year Planning Period*
Colony Oak ES	\$1,667,046	\$0	\$1,667,046
Park View ES	\$0	\$0	\$0
Ripon ES	\$1,469,282	\$45,772	\$1,515,054
Ripona ES	\$1,760,552	\$0	\$1,760,552
Weston ES	\$1,654,478	\$0	\$1,654,478
Ripon HS	\$1,415,242	\$1,448,734	\$2,863,976
Harvest HS (Ripon Continuation HS)	\$0	\$0	\$0
Base Grant Funding Estimate	\$7,966,600	\$0	\$9,461,106

Source: School Facility Consultants (SFC), Housing and Financing Plan - August 2014

* Estimates based upon 2014 modernization base grant amounts.

Exhibit 0.5 Facility Cost and Funding with School Facility Program Comparison

Task	Cost Estimate	Estimated State Funding*	Local Need with State Funding	Local Need without State Funding
Years 1-5				
Weston ES Classroom Replacement**	\$10,400,000	\$1,654,478	\$8,745,522	\$10,400,000
Colony Oak ES Classroom Replacement**	\$10,400,000	\$1,667,046	\$8,732,954	\$10,400,000
Ripona ES Modernization	\$10,000,000	\$1,760,552	\$8,239,448	\$10,000,000
Subtotal Years 1-5	\$30,800,000	\$5,082,076	\$25,717,924	\$30,800,000
Years 6-10				
Lowest Cost Scenario	\$12,800,000	\$1,500,000	\$11,300,000	\$12,800,000
Highest Cost Scenario	\$56,000,000	\$29,400,000	\$26,600,000	\$56,000,000
Total Years 1-10 (Range Low)	\$43,600,000	\$6,582,076	\$37,017,924	\$43,600,000
Total Years 1-10 (Range High)	\$86,800,000	\$34,482,076	\$52,317,924	\$86,800,000
Build Out				
Lowest Cost Scenario	\$235,600,000	\$101,800,000	\$133,800,000	\$235,600,000
Highest Cost Scenario	\$279,100,000	\$122,400,000	\$156,700,000	\$279,100,000

Source: Source: School Facility Consultants (SFC), Housing and Financing Plan - August 2014

* Includes current State School Facility Program grant amounts plus estimates for site acquisition and site development funding as appropriate.

** Weston and Colony Oak State funding estimates reflect current site modernization eligibility for like-for-like replacement. New Construction funding may be available due to the replacement of portable classrooms with permanent construction.

Steering Committee #3: Facilities | Parents | Community

Steering Committee #3 met twice between March and May of 2014. The Committee reviewed State Efficiency Standards in respect to population growth projections, discussed options for the Districts Administration, Transportation/Operations/Maintenance, and helped develop a Community Survey Questionnaire.

Facility Types: Steering Committee #3 discussions suggest that students of the Ripon USD would be best served by funding traditional stick-framed facilities over pre-fabricated facilities, and to make every effort possible to refrain from retaining portable facilities longer than a typical three-year lease.

EXECUTIVE SUMMARY

Planning: Steering Committee #3 discussions resulted in the recommendation that the District begin planning for a facility several years before an actual discernible need is projected.

Administration: Steering Committee #3 generally agreed that the Ripon USD will need to address relocating its Administrative offices, and suggested that a site un-associated with a school might prove to be beneficial for students. Although no specific alternatives were agreed upon, results of the discussion indicate that the existing District Administration site could easily be absorbed by Ripon High School, should the District move its administrative services to a different site.

Operations and Maintenance: Generally, Steering Committee #3 indicated that there would be an efficiency improvement to Operations and Maintenance if the District was to establish an alternative to the current Transportation infrastructure. Also, the relocation of existing operations and maintenance facilities to an alternative location may be desirable.

For planning purposes, the Ripon USD should keep Escalon USD informed of any developments regarding transportation changes due to existing maintenance agreements between the districts.

Education Specifications: Discussions also resulted in an understanding that equipment standardization between school campuses would emerge with implementation of the FMP and Education Specifications, increasing the similarity of protocols and ease of community involvement.

CHAPTER 1: INTRODUCTION

The Ripon community boasts a rich legacy of holding education in the highest of priorities. From renovating an old shack to house students barely a decade after California was admitted to the Union, through building the Crow School in 1862 and eventually establishing a High School in the Odd Fellows Hall in 1910, the Ripon community has established a strong tradition of placing “Students First”.

As the Ripon community continues to grow, it behooves the Ripon Unified School District (Ripon USD) to prepare a set of facility standards for the 21st Century, assess the community’s current school facilities against those standards, and develop a set of facilities expectations, milestones and roadmaps that will continue placing Students First far into the future.

INTENT

This Facilities Master Plan (FMP) document, as adopted by the Ripon USD, is an organizational planning tool that defines, identifies and establishes the need for District-wide facility improvements over the next 10 years. The FMP takes into consideration the District’s history, mission, vision, strategic goals, core values, internal and external data analysis, and input from all constituent groups. The FMP is intended to be a “living document” that is reviewed and updated regularly (at least every five years). The FMP examines both current and future facility capacities, coupled with community-wide external growth factors, to provide a unified platform that encourages successful future growth strategies that will maintain high-performing educational programs and facilities.

PROCESS

The process for developing a FMP is one of collaboration, flexibility and insight. This document reflects the will of faculty, staff, administrators, teachers, parents and community members. Each of these constituent groups has a vested interest in their community’s ability to inhabit safe, productive and state-of-the-art learning environments. The FMP planning process includes the following tasks:

1. Continuous Collaboration

A successful FMP relies on in-depth and constant collaboration between a wide-range of vested stakeholders, including:

- Community Members
- Teachers
- Administrators
- School Maintenance Staff
- Students
- District Staff
- The Planning Team (TETER & SFC)

CHAPTER 1: INTRODUCTION

Comprised of key members from each constituent group, three separate Steering Committees met continually throughout the generation of this document to discuss and debate the needs, priorities and potential planning solutions for Ripon USD's current and future facility needs. Steering Committee #1 had the primary task of discussing educational program delivery, school configuration, and methods of enrollment. Steering Committee #2 was tasked to discuss inter-governmental and developer relations, and financing options. Steering Committee #3 had the responsibility of discussing community relations and facility needs on a District-wide level.

In addition to steering committee input, the master planning process also included open public forums and an Internet based survey for discussion of facility needs and concerns from the community. The process of continuous collaboration in the development of this FMP spanned a period of approximately 12 months, and included several means of information sharing, feedback and progress reporting.

2. Information Gathering

Joined by school and community representatives, the Planning Team visited each District site to help facilitate and promote a hands-on and collaborative approach to understanding each sites facility deficiencies, goals and objectives. District sites assessed included:

- Ripon High School
- Harvest High School (Ripon Continuation High)
- Colony Oak Elementary School
- Park View Elementary School
- Ripon Elementary School
- Ripona Elementary School
- Weston Elementary School
- High School Farm
- District Office

Campus assessment criteria included an analysis of current capacity and building infrastructure including: type, age, purpose, envelope and systems as well as a preliminary review of existing fire, life safety and accessibility concerns to identify deficiencies that may preclude future project approval by the California Division of the State Architect (DSA). Additionally, pedestrian and vehicular circulation systems on and adjacent to District sites were examined to identify potential safety concerns.

It should be noted that although the Clinton South School Agricultural Farm site did not undergo a full facilities assessment as the other sites referenced above, the property is examined as it relates to future facilities strategies.

Coupled with a refined analysis of existing school facilities, the Planning Team examined current and projected demographic information to understand future growth patterns within the service area that may impact educational program and facility demands. As a result, an Enrollment Growth Plan was developed based on anticipated new development areas and population projections.

CHAPTER 1: INTRODUCTION

3. Education Specifications and Building Standards

The Planning Team, in consultation with the FMP Steering Committees, developed District-wide Education Facility Specifications and Building Standards to define a baseline design criteria for moving into the future. These documents were used, and will be used in future applications, to assess existing campuses and define new construction parameters in an effort to establish “equity” for all District facilities and assets.

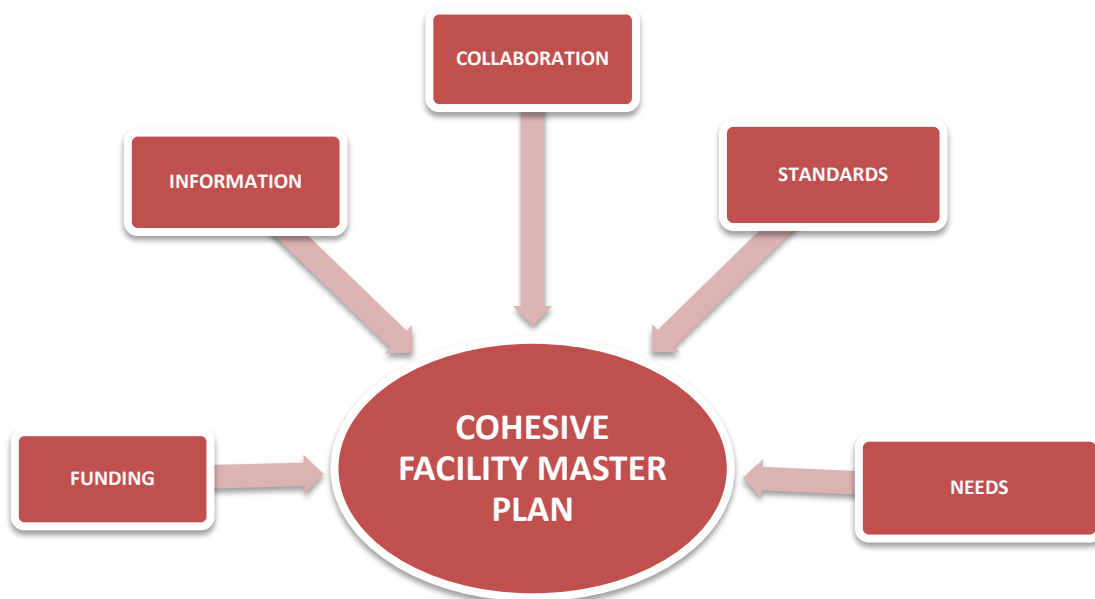
4. Existing Facility Assessment and Future Needs

Based on a holistic review and interpretation of the existing facility assessments, and newly developed Education Specifications and Building Standards, the FMP Steering Committees helped define and prioritize capital improvement projects and associated budgetary implications at each existing site. Short-term facilities needs of the District have been identified as capital improvement projects that may occur within the next 5 years (2015-2020). Long-term facilities needs for the District are considered capital improvements that should occur from the years 2020 to 2025. Demographic information and enrollment projections were utilized to determine any new school facilities needs for the District.

5. Financial Analysis

The Planning Team analyzed costs associated with District-wide facilities improvement needs and potential financing options available for implementation of the FMP. This Plan assesses current District funds available, existing bond capacity, potential State funding eligibility, and other potential revenue sources necessary to fully execute the FMP. Additionally, an Interim Housing Plan was developed to identify the extent of any interim housing needs for the District over the next 10 years.

Exhibit 1.1 Facilities Master Planning Process



CHAPTER 1: INTRODUCTION

INTEGRATED PLANNING

The Facilities Master Plan takes into consideration information from the District Strategic Plan, Deferred Maintenance Plan, Local Educational Agency (LEA) Plan and Technology Plan to ensure integrated and cohesive planning. The 2009-2014 Ripon Unified School District Strategic Plan provides a framework regarding the District's vision, mission, core values/beliefs, and overall goals. The 2010-2015 LEA Plan provides performance goals for District-wide instructional delivery and programs. The 2012-2015 Technology Plan identifies teaching and learning goals related to the use of technology and identifies technology resources necessary for instruction into the future. This FMP document has been developed to provide facilities solutions that respond to and support goals set forth within each of these District-wide planning documents.

STRATEGIC PLAN SUMMARY

Ripon USD Motto

We Expect Excellence

Ripon USD Vision

The Ripon USD is committed to offering the highest quality education in the San Joaquin Valley. We provide a safe, positive, and stimulating environment where students are our first priority. Our District has state-of-the-art facilities that exemplify pride of ownership. Technology is cutting edge and abundant in all areas of the curriculum. It is accessible to students and staff both at school and at home, keeping the district competitive. We recognize that mutually beneficial relationships are essential between the District and community. Our children enjoy coming to school.

Ripon USD Mission

The Ripon USD is committed to working together with parents and the community to provide a high quality education. The District will create a safe learning environment characterized by trust and respect. We ensure that each student will be a contributing citizen in an ever changing diverse and global society.

Ripon USD District-Wide Goals

INSTRUCTION

- By 2014, the Ripon USD and all of its schools will have high academic achievement at or above 900, as measured by an Academic Performance Index (API).
- The Ripon USD, each school and each subgroup will exceed the federal Adequate Yearly Progress (AYP) standards.
- Each Ripon USD school will achieve at the same high level.

STRUCTURE

- By 2014, the Ripon USD will enjoy state-of-the-art school facilities with cutting edge technology in every classroom, media center and office.

CHAPTER 1: INTRODUCTION

- By 2014, the Ripon USD school schedules and resources will include intervention times and strategies to prevent any student from falling behind their grade level peers.
- By 2014, the Ripon USD will have secured its fiscal future and assure that it has an adequate human resources infrastructure to meet the District's goals.

CULTURE

- The Ripon USD will excel in each of the 4A's – Arts, Activities, Athletics, and Academics.
- The Ripon USD schools will be characterized by an atmosphere of mutual respect and understanding based on the inherent value of every individual.
- There will be regular, on-going, two-way communication between the District, its schools, its parents and the community to assure participation and a sense of belonging for all.

LOCAL EDUCATIONAL AGENCY (LEA) PLAN SUMMARY

Performance Goals

- I. All District students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics.
 - 67.3% of all students in the Ripon USD will be at proficient or advanced in Mathematics and measured by the California Standards Test (CST) or the California High School Exit Examination (CAHSEE).
 - All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
 - 42% of all English Language Learners (ELL) in the Ripon USD will be at proficient or advanced in English Language Arts (ELA) as measured by the California Standards Test.
- II. All students will be taught by highly qualified teachers.
 - Based upon the Ripon USD Strategic Plan and assessment results, the District has identified priority areas to serve as a basis for site and individual professional development planning.
- III. All students will be educated in learning environments that are safe, drug-free and conducive to learning.
 - Based on data analysis, the Ripon USD is in the process of selecting research-based curriculum to address substance abuse and instances of school violence, including bullying and sexual harassment. The District is in the process of establishing an in-school suspension program for the elementary school sites; following the successful implementation of this program in the high school. The District is also researching the establishment of an innovative Saturday School Program to address truancy.

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IV. All students will graduate from high school.

- The District shall provide multiple activities and actions to improve high school graduation rates, reduce the number of high school dropouts, and provide access to Advanced Placement (AP) instruction.

TECHNOLOGY PLAN SUMMARY

Technology Goals

TEACHING AND LEARNING

- District students will increase proficiency in social studies/science through multi-media presentation as measured by 11th graders' California Standards Test scores.
- The District's 4th through 8th grade English Language Learners will increase English Language proficiency through the use of interactive software or access to interactive websites.

TECHNOLOGY AND INFORMATION LITERACY SKILLS

- Students will acquire the technology and information literacy skills to succeed in the classroom and workplace.
- In order to complete 11th grade multimedia projects, high school students will complete a computer course that covers basics such as keyboarding, PowerPoint or other multimedia software.

ETHICAL USE

- Students will learn about appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works.

INTERNET SAFETY

- Students will learn about Internet safety regarding cyber-bullying and social networking.

RECORD KEEPING AND ASSESSMENT

- Technology will be used to track student achievement which includes grades and summative grade reporting, simultaneously making this information readily available to parents.
- Data will be used to inform teachers about instruction using Benchmark assessments. Data Director or other comparable software will be used to collect student data.

COMMUNICATION

- Technology will be used to improve two-way communication between home and school.

PROFESSIONAL DEVELOPMENT

- Staff will receive training for using presentation, word processing, desktop publishing, and multi-media software to support grade level instruction.
- Staff will be knowledgeable of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

CHAPTER 1: INTRODUCTION

- Staff will receive training to use AERIES® Gradebook and Report Card.
- Staff will design, adapt and use lessons which address students' needs in developing information literacy and problem solving skills as tools for lifelong learning.

Technology Needs

BUDGET

- The Ripon USD budget currently has a line item for technology, which will receive periodical review and re-assessment as District technology needs continue to evolve.

HARDWARE

- Although the District's Elementary-School sites have a minimum of at least one computer per classroom, there is a growing need for more computers to be made available in each classroom.
- Ripon High School (Ripon HS) is in need of a new computer lab for keyboarding.
- The Ripon HS Library lab is aging and equipped with old computers from the Agriculture Department.
- Teacher computers have aged, leading to issues with slowness and compatibility, and will need to be replaced with laptops.
- School sites have started to utilize Internet-Protocol Television (IPTV) for their daily announcements. The legacy equipment currently used is nearing the end of its useful lifespan, and will need to be upgraded, and in some cases entirely replaced. The IPTV upgrades would require new corded microphones, mixers with FireWire 800 output, FireWire based cameras and microphone cables.

ELECTRONIC LEARNING RESOURCES

- Student response systems (clickers), digital textbooks, interactive white boards, tablets, mobile devices and document cameras.

TECHNOLOGY INFRASTRUCTURE

- The County recently increased the Ripon USD's internal infrastructure. Currently, the connection between sites and to the County is at 100 Mbps. Upgrading to a 1 Gbps connection between sites and the County office would increase current bandwidth 10 fold.

TECHNICAL SUPPORT NEEDED

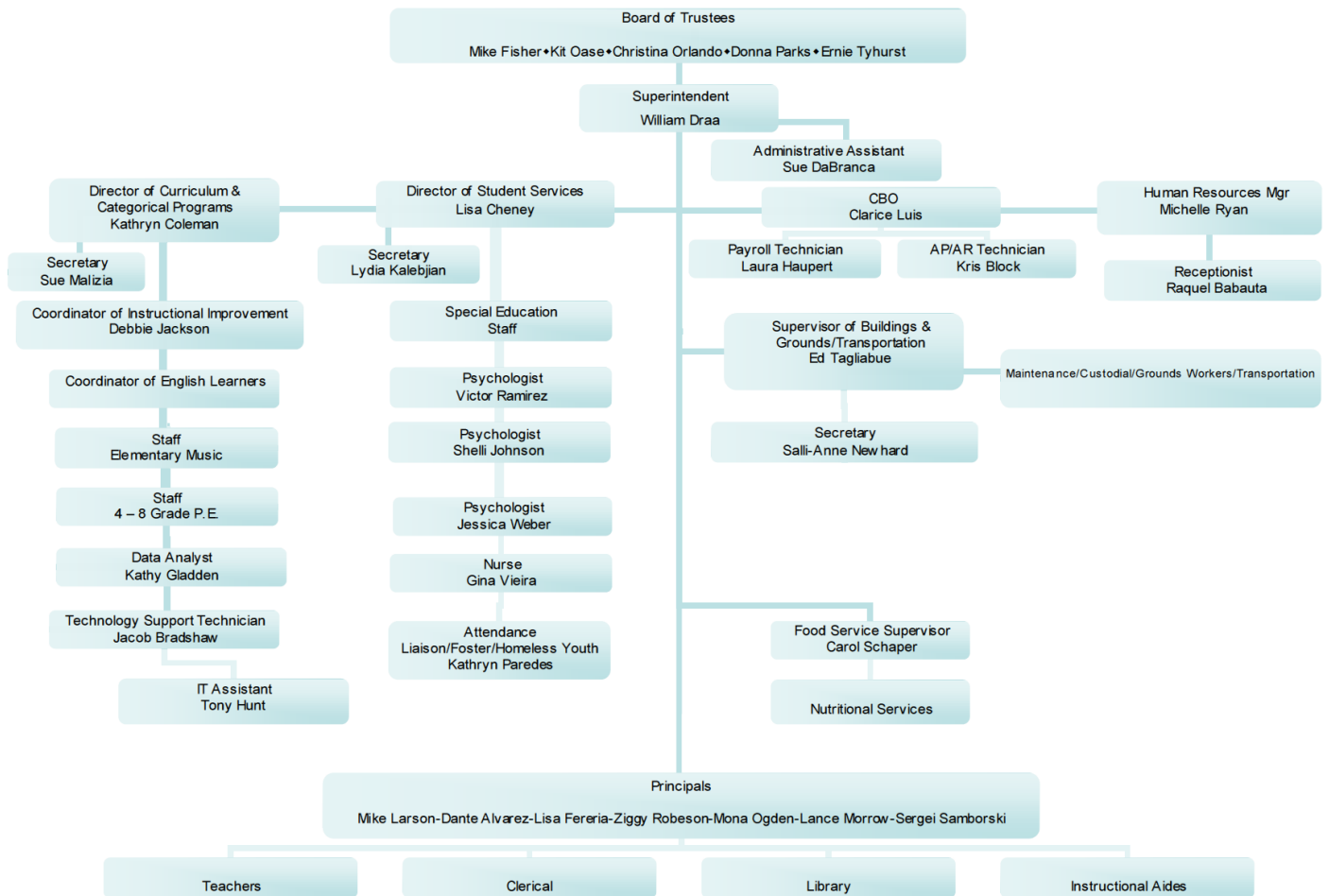
- An additional part-time technology specialist in the District would be essential.

CHAPTER 1: INTRODUCTION

RIPON USD ORGANIZATIONAL STRUCTURE

The Ripon USD Board of Trustees oversees the overall policies and procedures for the District. The District Superintendent directly reports to the Board of Trustees. The Director of Curriculum/Categorical Programs, Director of Student Services, Chief Business Officer, Human Resources Manager, Supervisor of Buildings/Grounds/Transportation, Food Services Supervisor, and school site Principals directly report to the Ripon USD Superintendent. Several program coordinators/staff and technical support personnel report to the Director of Curriculum/Categorical Programs. Special education and health services staff report to the Director of Student Services. The Chief Business Officer is responsible for oversight of payroll and accounts receivable/payable staff. The Supervisor of Buildings/Grounds/Transportation oversees the District's maintenance, custodial and grounds staff. Principals at school site locations are responsible for the oversight of teachers, clerical staff, library staff and instructional aides at their respective school site locations.

Exhibit 1.2 Ripon USD Organizational Chart 2013-14



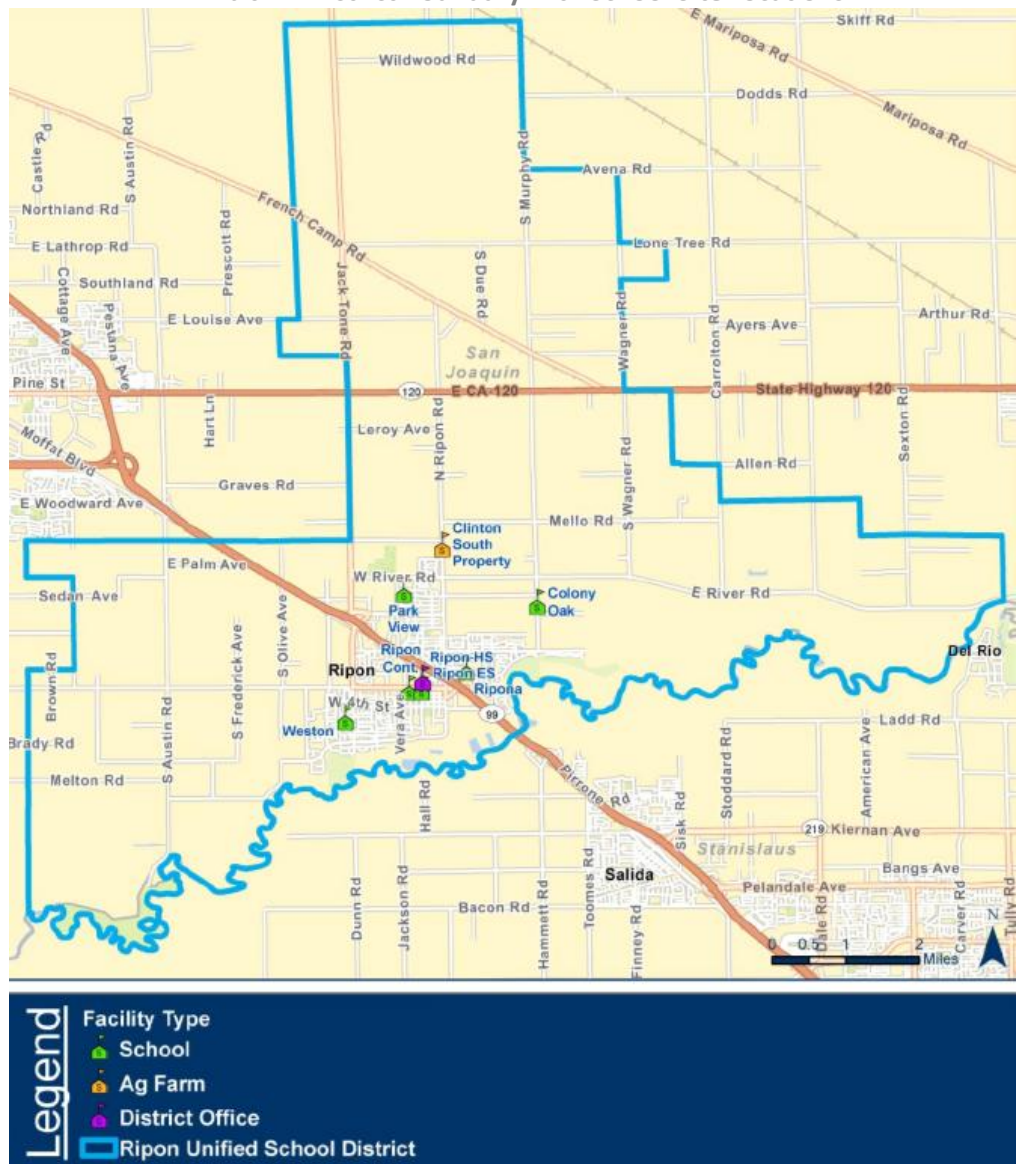
Source: Ripon Unified School District (Ripon USD)

CHAPTER 2: EXISTING FACILITY ASSESSMENT

FACILITY ASSESSMENT OVERVIEW

Facilities assessments were completed by architects and engineers at each school site as well as the District office. Each of the District’s main campuses was visited and a detailed inspection of existing building conditions and overall usage of the site was conducted. This process helped develop an itemized facilities database of individual building systems and conditions. The existing facilities assessment not only documented existing building conditions, but also reviewed general site conditions, such as, accessibility and Americans with Disabilities Act (ADA) compliance, pedestrian and vehicular traffic circulation, parking, and playing fields. The complete existing facility assessment is provided as Appendix E.

Exhibit 2.1 District Boundary with School Site Locations



Source: School Facility Consultants (SFC), 2014 Housing and Financing Plan

CHAPTER 2: EXISTING FACILITY ASSESSMENT

COLONY OAK ELEMENTARY SCHOOL

Address: 22241 S. Murphy Road Ripon, CA 95366
School: Grade Level K-8

Site Acreage: 12.83 Acres
Total Building Area: 38,355 SF

Exhibit 2.2 Colony Oak Elementary School Site Plan



Existing Building Designations			SF	Overview of Existing Deficiencies	
B1	Administration/Multipurpose Bldg.		8,115	<p>Architectural: All door hardware needs adjustment for Balance/Latching/Alignment, Multipurpose building floor cracks, some modular buildings past their useful life, parking lots are not ADA compliant, existing asphalt paving needs seal coat, compliant signage needed, gutters need repair at seams.</p> <p>Electrical: UPS/Battery Backup system at Administration building is nearing the end of its useful life, no automatic shutoff controls for interior or exterior lighting.</p> <p>Mechanical: Some condensate drains plugged or broken, some accessories/fixtures do not have proper clearance, most mechanical systems in poor condition.</p> <p>Path of Travel: Some pathways/ramps/landings not ADA compliant, bleachers not accessible.</p> <p>Storm Drainage: Some portable classroom downspouts need minor repair, inadequate parking lot drainage, flooding at turf areas.</p> <p>Traffic Circulation: Signage and path of travel needs improvement, major concerns with parents parking along east side of Murphy Road during student pick-up and drop-off.</p> <p>K-8 Building Standard Comparison: Does not comply with the proposed building standards (Appendix A) for a K-8 school site.</p>	
P1	Modular P.E. Classroom		960		
P2	Modular Music Classroom		960		
P3	Modular Science Classroom		960		
P4	Modular Classroom		960		
P5	Modular Computer Lab		960		
P6	Modular Classroom		960		
P7	Modular Classroom		960		
P8	Modular Art Classroom		960		
P9	Modular Classroom		960		
P10	Modular Science Classroom		960		
P11	Modular Classroom		960		
P12	Modular Classroom		960		
P13	Modular Classroom		960		
P14	Modular Classroom		960		
P15	Modular Classroom		960		
P16	Modular Classroom		960		
P17	Modular LC Classroom		960		
P18	Modular Classroom		960		
P19	Modular Library		960		
P20	Modular Office (TWR/Psych)		960		
P21	Modular Read Naturally Classroom		960		
P22	Modular ELD Classroom		960		
P23	Modular Classroom		960		
P24	Modular GECAC Classroom		960		
P25	Modular Speech Classroom		960		
P26	Modular Classroom		960		
P27	Modular Classroom		960		
P28	Modular Classroom		960		
P29	Modular GLAD Classroom		960		
RR1	Modular Restroom		480		
RR2	Modular Restroom		480		
RR3	Modular Restroom (Not Used)		480		
RR4	Modular Restroom (Not Used)		480		
RR5	Modular Restroom		480		

CHAPTER 2: EXISTING FACILITY ASSESSMENT

PARK VIEW ELEMENTARY SCHOOL

Address: 751 Cindy Drive Ripon, CA 95366

School: Grade Level K-8

Site Acreage: 18.51 Acres

Total Building Area: 43,140 SF

Exhibit 2.3 Park View Elementary School Site Plan



Existing Building Designations		SF	Overview of Existing Deficiencies
B1 (A)	Classroom Building	3,840	Architectural: Casework in various rooms do not have proper clearance. Electrical: All systems (power, fire alarm, lighting) in good condition. Mechanical: All systems in excellent condition. Path of Travel: Site has signage/way finding needs, no warning system at curb ramps or entry to right of way along path of travel from accessible parking stalls. Storm Drainage: No major issues. Traffic Circulation: Accessible parking signage not compliant, including no detectable warning system at curb ramps or entry to right of way along path-of-travel. K-8 Building Standard Comparison: Does not comply with the proposed building standards (Appendix A) for a K-8 school site.
B2 (B)	Classroom Building	5,880	
B3 (LIB)	Library	4,790	
B4 (C)	Classroom Building	5,875	
B5 (D)	Classroom Building	3,840	
B6 (E)	Kindergarten/Special Ed.	4,370	
B7 (AD/MPR)	Administration/Multipurpose	14,545	

CHAPTER 2: EXISTING FACILITY ASSESSMENT

RIPON ELEMENTARY SCHOOL

Address: 509 West Main Street Ripon, CA 95366

School: Grade Level K-8

Site Acreage:

8.08 Acres

Total Building Area:

41,620 SF

Exhibit 2.4 Ripon Elementary School Site Plan



Existing Building Designations			Overview of Existing Deficiencies
B1	Cafeteria	4,600	<p>Architectural: No Fire Truck access, some water ponding, non ADA compliant stage, some wood trim deteriorating, wall coverings in office (B-3) are in poor condition, student capacity concerns regarding Cafeteria (B1), some modular buildings past their useful life.</p> <p>Electrical: Some security system sub-panels in poor condition.</p> <p>Mechanical: Building B-6 HVAC equipment showing rust-burn.</p> <p>Path of Travel: All exterior door hardware has non-compliant thresholds, signage needed in all areas.</p> <p>Storm Drainage: Asphalt courts are sloping significantly for drainage.</p> <p>Traffic Circulation: No accessible drop-off area, concerns regarding safe/adequate off-street parking.</p> <p>K-8 Building Standard Comparison: Does not comply with the proposed building standards (Appendix A) for a K-8 school site.</p>
B2	Classroom Building	7,080	
B3	Office	2,000	
B4	Classroom Building	5,120	
B5	Classroom Building	5,520	
B6	Classroom Building	5,400	
B7	Classroom Building	5,120	
B8	Classroom Building	1,500	
B9	Music/Physical Ed	960	
P1	Modular Classroom	960	
P2	Modular Title I Classroom	960	
P3	Modular Library	960	
RR1	Restroom (Grades K-6)	480	
RR2	Restroom (Grades 7-8)	960	

CHAPTER 2: EXISTING FACILITY ASSESSMENT

RIPONA ELEMENTARY SCHOOL

Address: 415 Oregon Street Ripon, CA 95366

School: Grade Level K-8

Site Acreage:

10.40 Acres

Total Building Area:

41,470 SF

Exhibit 2.5 Ripona Elementary School Site Plan



Existing Building Designations		SF	Overview of Existing Deficiencies
B1	Classroom/Multipurpose	11,490	<p>Architectural: Many accessibility compliance issues regarding interiors & exteriors (casework, fixtures, signage, restrooms, drinking fountains, door hardware), poor condition of interior fixtures, some modular buildings past their useful life, hazardous material storage building past its useful life.</p> <p>Electrical: Power distribution and lighting equipment within permanent buildings in poor condition, fire alarm systems in poor condition.</p> <p>Mechanical: Systems within B2 building in poor condition.</p> <p>Path of Travel: Multiple grates embedded in sidewalks with openings greater than 0.5", play area and walkway paved areas have varying elevations, parking lot path of travel from public right of way not accessible with multiple obstructions and no entry warning signage.</p> <p>Storm Drainage: Inadequate storm drainage may be causing deterioration of asphalt paving and contributing to path of travel issues.</p> <p>Traffic Circulation: Accessible parking signage and spaces not compliant.</p> <p>K-8 Building Standard Comparison: Does not comply with the proposed building standards (Appendix A) for a K-8 school site.</p>
B2	Classroom/Library/Office	12,880	
B3	Classroom Building	9,420	
B4	Modular Headstart	960	
P1	Modular Classroom	960	
P2	Modular Classroom	960	
P3	Modular Classroom	960	
P4	Modular Classroom	960	
P5	Modular Classroom	960	
P6	Modular Classroom	960	
HM	Hazardous Mat. Storage	960	

October, 2014

CHAPTER 2: EXISTING FACILITY ASSESSMENT

WESTON ELEMENTARY SCHOOL

Address: 1660 Stanley Drive Ripon, CA 95366

School: Grade Level K-8

Site Acreage: 11.65 Acres

Total Building Area: 34,620 SF

Exhibit 2.6 Weston Elementary School Site Plan



Existing Building Designations			SF	Existing Building Designations			SF	Existing Building Designations			SF
B1	Administration/Multipurpose	6,300	P11	Modular Classroom	960	P22	Modular Speech	960			
P1	Modular Stone Shop	960	P12	Modular Classroom	960	P23	Modular Office	960			
P2	Modular Classroom	960	P13	Modular Classroom	960	P24	Modular Classroom	960			
P3	Modular Classroom	960	P14	Modular Classroom	960	P25	Modular Classroom	960			
P4	Modular Classroom	960	P15	Modular Classroom	960	P26	Modular Computer Lab	960			
P5	Modular Classroom	960	P16	Modular Classroom	960	P27	Modular Classroom	960			
P6	Modular Learning Center	960	P17	Modular Classroom	960	P28	Modular Storage	960			
P7	Modular Learning Center	960	P18	Modular Classroom	960	RR1	Restroom (West)	960			
P8	Modular Storage	960	P19	Modular SDD Training	960	RR2	Restroom (East)	480			
P9	Modular Classroom	960	P20	Modular PFA Workroom	960						
P10	Modular Classroom	960	P21	Modular Library	960						

Overview of Existing Deficiencies

Architectural: Some sinks and fixtures need signage, some sinks not ADA compliant, some handrails/stairs are not compliant, some modular buildings past their useful life.

Electrical: Automatic shutoff controls for interior/exterior lighting needed, markings needed at the main switchgear indicating the presence of a photovoltaic system.

Mechanical: Some restrooms and classrooms need exhaust ventilation.

Path of Travel: Some landings not compliant at exterior doors, some thresholds not in compliance, parking lots need path of travel and signage.

Storm Drainage: Site drainage needs improvement.

Traffic Circulation: No accessible loading zone, asphalt needs seal coating.

K-8 Building Standard Comparison: Does not comply with the proposed building standards (Appendix A) for a K-8 school site.

October, 2014

CHAPTER 2: EXISTING FACILITY ASSESSMENT

RIPON HIGH SCHOOL

Address: 301 North Acacia Avenue Ripon, CA 95366

School: Grade Level 9-12

Site Acreage:

21.08 Acres

Total Building Area:

124,258 SF

Exhibit 2.7 Ripon High School Site Plan



Existing Building Designations	SF	Existing Building Designations	SF	Existing Building Designations	SF
B1 Classroom Building	7,380	B15 Multipurpose	11,720	P9 Modular Classroom	960
B2 Art	2,580	B17 Stadium Press Box	324	P10 Modular Classroom	960
B3 Classroom Building	860	B18 Field Storage	1,015	P11 Modular Classroom	960
B4 Ag. Shop Building	10,180	B19 Snack/Concessions	324	P12 Modular Training Lab (ROTC)	960
B5 Classroom Building	5,900	B21 Field Restrooms	480	P13 Modular Classroom	960
B6 Science	8,000	P1 Modular Classroom	960	P14 Modular Classroom	960
B8 Administration	12,940	P2 Modular Classroom	960	P15 Modular Storage	960
B9 Music	4,020	P3 Modular Classroom	960	P16 Modular Classroom (H3)	960
B10 Pool Equipment	1,250	P4 Modular Classroom	960	P17 Modular Classroom (H2)	960
B11 Pool Women's Dressing	1,050	P5 Modular Classroom	960	P18 Modular Classroom (H1)	960
B12 Pool Men's Dressing	1,275	P6 Modular Classroom	960	P19 Modular Lounge/Storage	2,640
B13 South Gym	16,900	P7 Modular Classroom	960		
B14 North Gym	18,140	P8 Modular Classroom	960		

Overview of Existing Deficiencies

Architectural: Some doorway thresholds not compliant, some door hardware needs adjustment for Balance/Latching/Alignment, some sink casework is not compliant, reception counters need compliant writing surfaces, some lower casework in classrooms is not compliant, some bathroom accessories are not compliant, multi-use room acoustics need improving, Some portables past their useful life, consider additional restrooms and drinking fountains for the west end of campus, field restroom/snack bar/press box facilities non-compliant, Stouffer field bleachers non-compliant and near the end of their useful life.

Electrical: Some rusting electrical service boxes, inadequate classroom phone system.

Mechanical: All equipment seems to be in fair condition however some HVAC units have recently failed.

Path of Travel: No accessible stalls or compliant signage in parking lot #4, path of travel from accessible stalls to building entry is not compliant, loading zone is not the required width.

Storm Drainage: Drainage in tennis courts needs to be addressed, Stouffer field drain inlet grate openings are non-compliant with ADA.

Traffic Circulation: Access issues associated with the pedestrian overcrossing, fire access road concerns, concerns with those parking between High School and Elementary School campuses.

9-12 Building Standard Comparison: Does not comply with the proposed building standards (Appendix A) for a high school site.

October, 2014

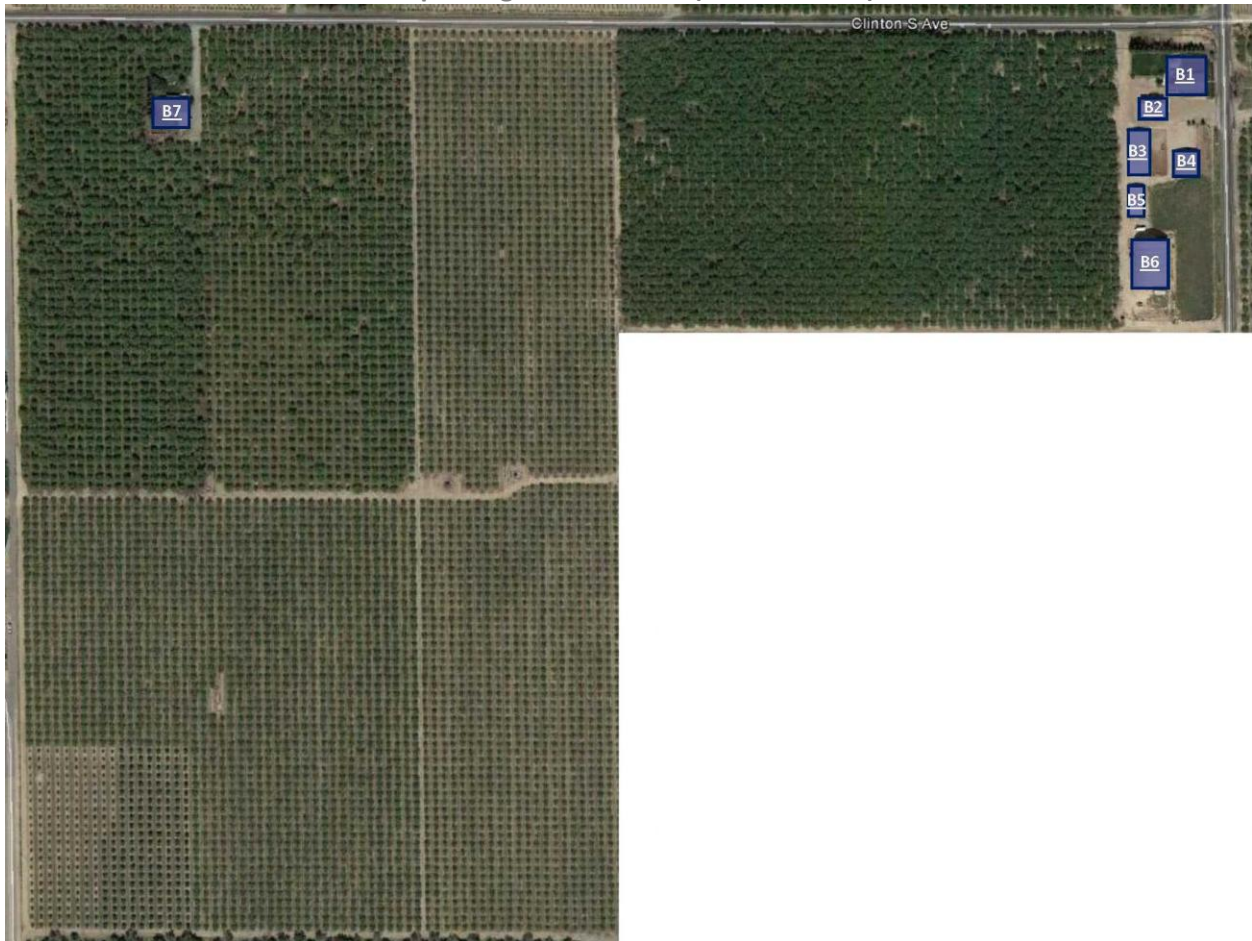
CHAPTER 2: EXISTING FACILITY ASSESSMENT

RIPON HIGH SCHOOL FARM (CLINTON SOUTH)

Address: 21017 N. Ripon Rd Ripon, CA 95366
School: Grade Level 9-12

Site Acreage: 80 Acres
Total Building Area: 19,860 SF

Exhibit 2.8 Ripon High School Farm (Clinton South) Site Plan



Existing Building Designations		SF
B1	Caretaker's House	1,770
B2	Storage	1,600
B3	Steer/Cow Pen	4,850
B4	Horse Pen	2,400
B5	Hog Pen	2,240
B6	Sheep Pen & Indoor Exercise Area	7,000
B7	Mobile Home Residence	1,800

CHAPTER 2: EXISTING FACILITY ASSESSMENT

HARVEST HIGH SCHOOL (RIPON CONTINUATION)

Address: 729 West Main Street Ripon, CA 95366	Site Acreage: 0.32 Acres
School: Grade Level 9-12	Total Building Area: 2,400 SF

Exhibit 2.9 Harvest High School Site Plan



Existing Building Designations		SF	Overview of Existing Deficiencies
B1	Classroom Building	2,400	<p>Architectural: Interior signage needed. No roof access.</p> <p>Electrical: No concerns noted.</p> <p>Mechanical: Compressor needs repair/replacement.</p> <p>Path of Travel: Signage needed.</p> <p>Storm Drainage: Good condition.</p> <p>Traffic Circulation: Signage needed.</p> <p>9-12 Building Standard Comparison: Does not comply with the proposed building standards (Appendix A) for a high school site.</p>

CHAPTER 2: EXISTING FACILITY ASSESSMENT

DISTRICT OFFICE

Address: 304 N. Acacia Avenue Ripon, CA 95366

School: N/A

Site Acreage:

4.09 Acres

Total Building Area:

19,684 SF

Exhibit 2.10 District Office Site Plan



Existing Building Designations		SF	Overview of Existing Deficiencies
B1	Office Building	2,184	Architectural: Non-accessible restroom. Some non-compliant door & fixture clearances. Electrical: No concerns noted. Mechanical: Compressor needs repair/replacement. Path of Travel: Ramps not compliant. Interior signage needed. Storm Drainage: Site drainage in good condition. Traffic Circulation: No entry signage. Stall signage not compliant. Potential safety issue with bus driveway between B2 and B3 buildings.
B2	Warehouse Building	5,600	
B3	Operations Building	5,600	
B4	Warehouse Building	6,300	

CHAPTER 3: ENROLLMENT PROJECTIONS

CURRENT PUPIL CAPACITY AND FACILITY UTILIZATION

The capacity of a school site is determined by (1) counting the number of classrooms on the site, (2) multiplying each by the appropriate loading standard (the maximum number of students placed in a room), and (3) making adjustments to account for policies that affect capacity. The District currently operates pull-out type spaces at the K-8 grade levels, such as Computer Laboratories and Music Rooms. These rooms are not counted in calculating site capacities because they do not contribute to the effective capacity of the school.

Because the site capacities in the FMP are utilized for comparative planning purposes, they include adjustments for factors that affect a site's actual capacity, such as room usage policies. Therefore, the school site capacities listed in the following tables might conflict with current daily usage and previously recorded capacity figures.

Exhibit 3.1 Classroom Inventory

Site	Loaded Classroom	Pull Out*	Total Minus Pull Out
Colony Oak Elementary	27	2	25
Park View Elementary	24	2	22
Ripon Elementary	28	5	23
Ripona Elementary	25	3	22
Weston Elementary	24	1	23
Ripon High School	46	0	46
Harvest High School (Ripon Continuation)	2	0	2
TOTAL	176	13	163

Source: School Facility Consultants (SFC), 2014 Housing and Financing Plan

* Pull Out Classrooms have no enrollment and therefore are not included in capacity

Exhibit 3.2 Loading Standards

Grade Group	Loading Standard
Grades K-8	25
Grades 9-12	25

Source: School Facility Consultants (SFC), 2014 Housing and Financing Plan

CHAPTER 3: ENROLLMENT PROJECTIONS

Exhibit 3.3 Pupil Capacity and Utilization

Site	Pupil Capacity	2013-14 CBEDS Enrollment	Utilization
Colony Oak Elementary	625	435	69.60%
Park View Elementary	550	424	77.09%
Ripon Elementary	575	446	77.57%
Ripona Elementary	550	392	71.27%
Weston Elementary	575	431	74.96%
K-8 Subtotal	2,875	2,128	74.02%
Ripon High School	1,210	878	72.56%
Harvest High School (Ripon Continuation)	50	19	38.00%
9-12 Subtotal	1,260	897	71.19%
TOTAL	4,135	3,025	73.19%

Source: School Facility Consultants (SFC), 2014 Housing and Financing Plan

ENROLLMENT PROJECTION METHODOLOGY

The following is an analysis of enrollment changes and related trends for the Ripon USD and provides student enrollment projections for planning purposes. Enrollment projections are organized in a three step progression. Step One identifies the District's historical enrollment trends and includes a student progression enrollment projection, which advances current students through grade levels with no adjustment factors. Step Two identifies various factors that impact student movement through grade levels, including an analysis of birth rates and general migration trends, exclusive of anticipated new housing development. Step Three layers in the final factor of new residential housing development planning within the District and applied Student Generation Rates (SGRs).

Enrollment projections contemplate a range of forecasting scenarios (low, moderate and high). For each of the scenarios, birth capture rates utilize 8 years of historical data and migration rates utilize 10 years of historical data. Three housing unit scenarios are contemplated with the following assumptions for the low, moderate and high forecasting scenarios:

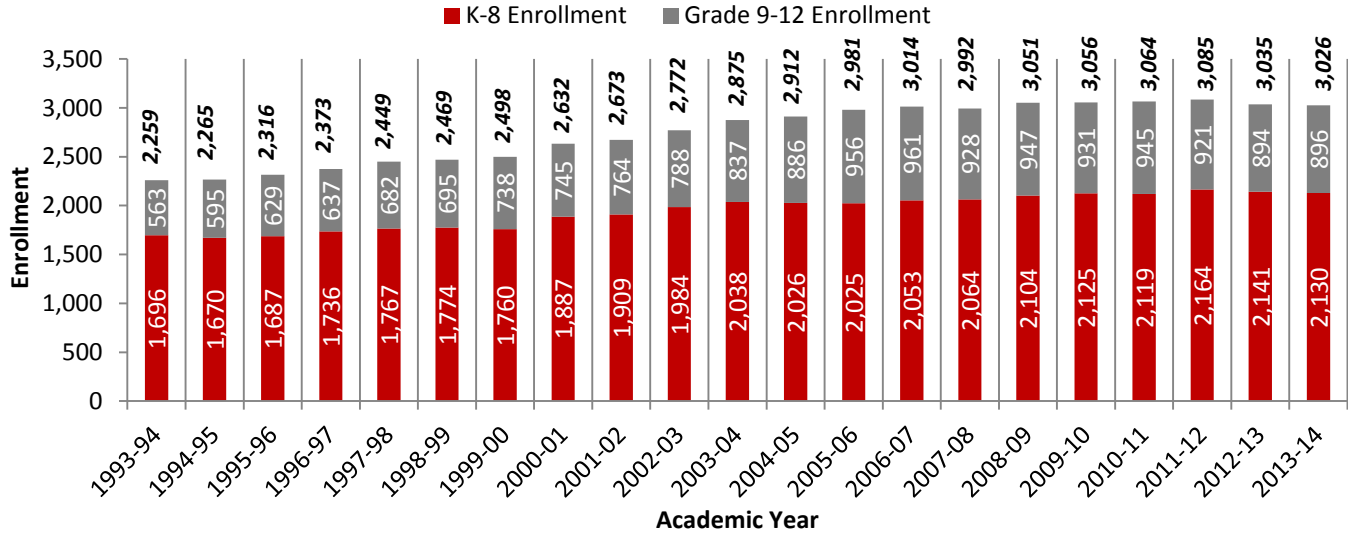
- Low Enrollment Projection: Estimates 1,388 new housing units over a 10-year period (262 additional students).
- Moderate Enrollment Projection: Estimates 2,654 new housing units over a 10-year period (551 additional students).
- High Enrollment Projection: Estimates 4,906 new housing units over a 10-year period (1,049 additional students).

ENROLLMENT HISTORY

The Ripon USD has experienced fairly stable enrollment over the last 10 years. The District grew by 114 students (3.9%) from the 2004-05 academic year to the 2013-14 academic year.

CHAPTER 3: ENROLLMENT PROJECTIONS

Exhibit 3.4 Historical Enrollment

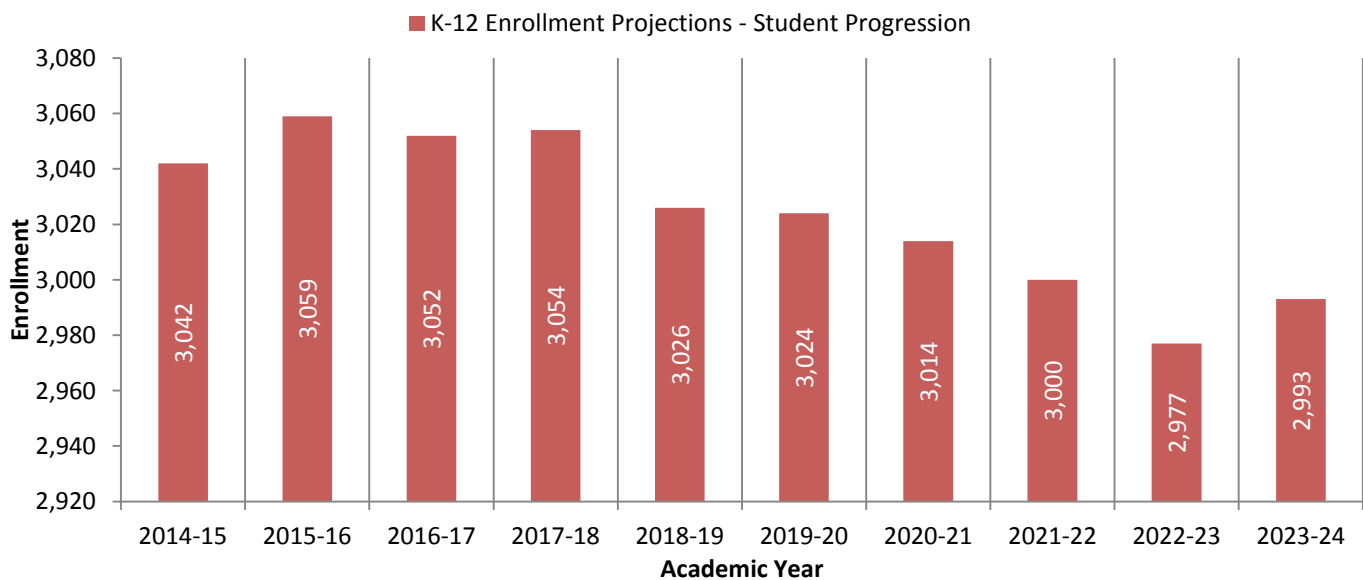


*Note: Does not include student enrolled at California Connections Academy, which is a non-classroom based program.
Source: School Facility Consultants (SFC), 2014 Demographic Report*

ENROLLMENT PROJECTIONS BY STUDENT PROGRESSION

The Student Progression (SP) method for enrollment forecasting simply advances existing students by one grade per academic year. The SP method provides insight into what enrollment would look like without the influence of external factors such as birth rates or new housing developments. The SP method provides a baseline enrollment forecast that is then modified based on potential external influences (i.e. birth rates, migration trends, and new housing development).

Exhibit 3.5 Enrollment Projections by Student Progression



Source: School Facility Consultants (SFC), 2014 Demographic Report

CHAPTER 3: ENROLLMENT PROJECTIONS

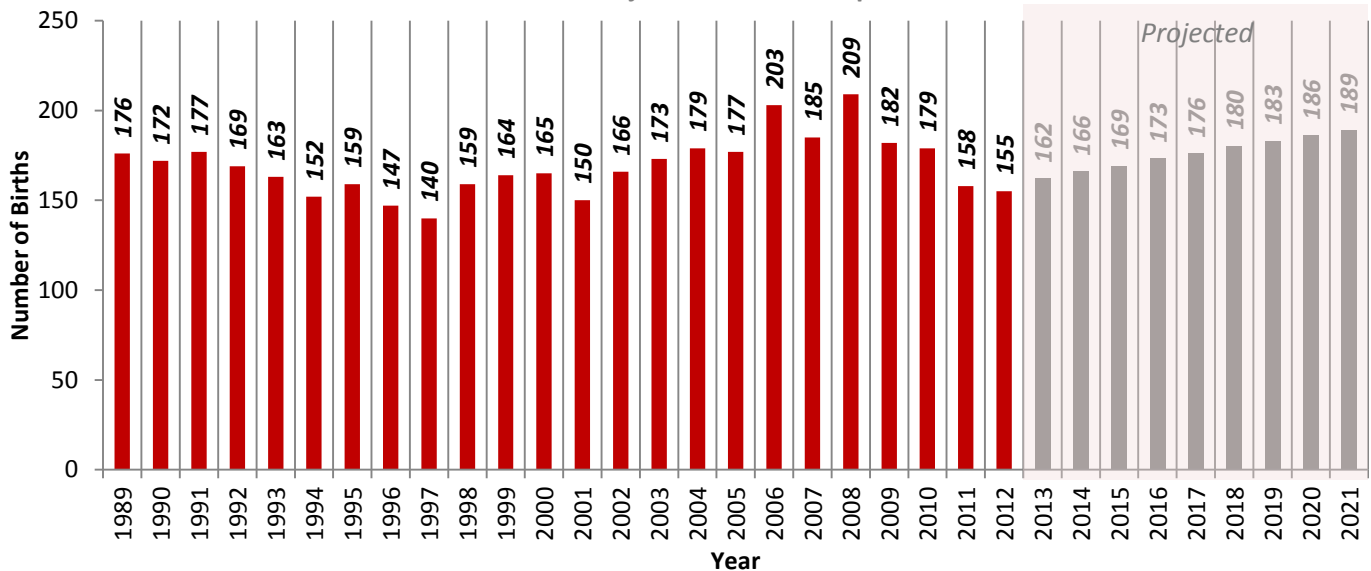
ENROLLMENT PROJECTIONS WITH BIRTH & MIGRATION RATES

Birth and Migrations Rates

Births are an important factor to consider in projecting the enrollment of a District as they may be used to forecast the number of kindergarten-aged students the District may expect to have within its boundaries over the planning period.

Birth rate data by ZIP code is used because they represent demographic trends that are more localized, and therefore representative of the population served by the Ripon USD. The California Department of Public Health (CDPH) collects birth data by ZIP codes throughout the State, including the ZIP code that the District primarily serves (95366). The CDPH does not project future birth rates by ZIP code, thus, the percentage increase in the projected trend of San Joaquin County birth rates are utilized to project future birth rates within the ZIP codes served by the District.

Exhibit 3.6 Historical & Projected Births for Ripon USD ZIP Codes

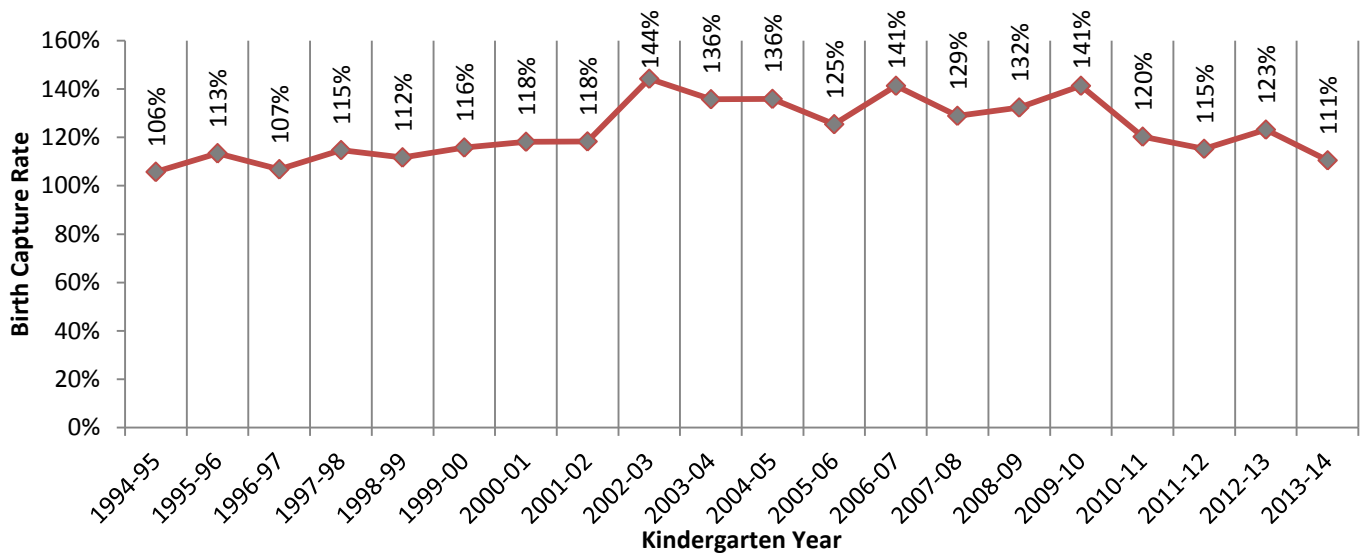


Source: School Facility Consultants (SFC), 2014 Demographic Report

Kindergarten enrollment is derived by calculating the historic birth-attendance rate (Kindergarten enrollment divided by number of births five years earlier) and applying the birth attendance rate to the number of births five years prior to the applicable projected enrollment year. This is also known as a Birth Capture Rate. The District's Birth Capture Rates have remained fairly consistent over the past 8 years. Therefore, for planning purposes, an average Birth Capture Rate which utilizes the past 8 years of historical data is used for enrollment projections.

CHAPTER 3: ENROLLMENT PROJECTIONS

Exhibit 3.7 Birth Capture Rate



Source: School Facility Consultants (SFC), 2014 Demographic Report

The District recently began serving Transitional Kindergarten (TK) students which, upon full implementation, could increase the size of kindergarten classes within the District. TK students are eligible for early entry into a Kindergarten program; however, they are not eligible to move on to first grade until after their second year of instruction. At full implementation, the number of students eligible to attend TK and Kindergarten combined may increase by approximately 25 percent.

A Cohort Survival Model (CSM) is used to determine the historical migration rate of students as they progress from Kindergarten through twelfth grade. The CSM relies on historical enrollment data to capture the effects of all of the factors impacting student enrollment. It projects future enrollment based upon past trends of students progressed at each grade level.

The CSM projection calculates the enrollment for Kindergarten using the Birth Capture Rates as described above. The enrollment for each grade first through twelfth is equal to the preceding grade's enrollment from the previous year plus (or minus) a Cohort Change Factor (CCF). The CCF for each grade is an average of the historical changes in enrollment from year-to-year for that particular grade. These average historic CCFs reflect the impact of variables that influence a district's enrollment including dropout rates, which are usually experienced at the high school grade levels.

CHAPTER 3: ENROLLMENT PROJECTIONS

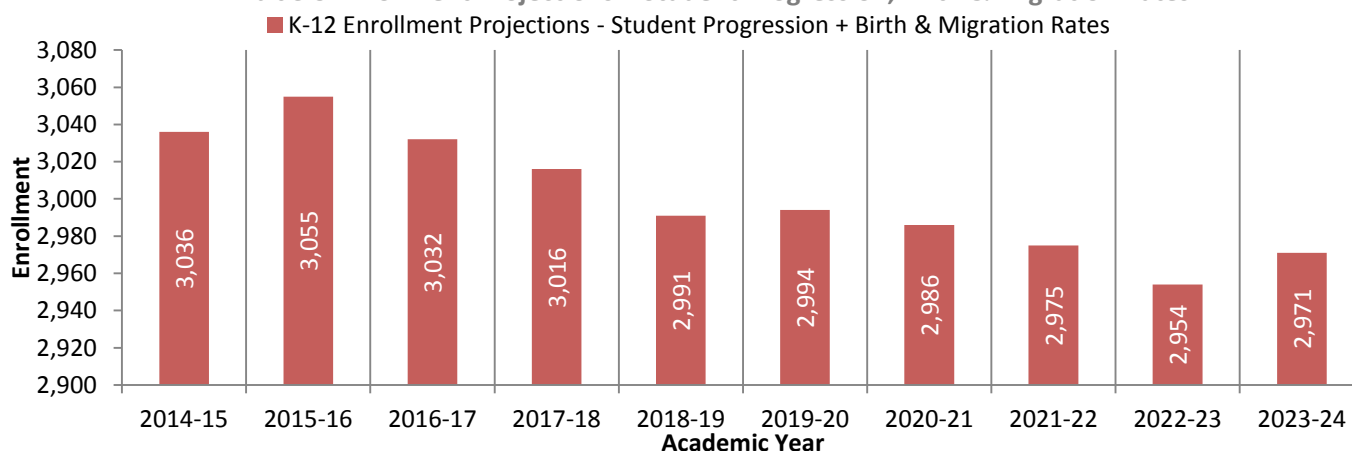
Exhibit 3.8 Migration Rates by Grade (10-Year History)

Year (From > To)	Grade From > To											
	K > 1	1 > 2	2 > 3	3 > 4	4 > 5	5 > 6	6 > 7	7 > 8	8 > 9	9 > 10	10 > 11	11 > 12
2003 > 2004	-4	4	13	-6	4	5	2	-2	1	-36	-12	19
2004 > 2005	5	10	-1	8	5	-2	6	9	7	5	3	-12
2005 > 2006	15	1	1	4	23	14	4	8	-3	-2	-16	-32
2006 > 2007	6	-1	1	7	2	7	16	2	9	-16	-21	-32
2007 > 2008	14	0	3	1	14	-4	5	8	1	11	-14	0
2008 > 2009	1	-7	6	10	-1	7	8	-5	-15	4	-17	-7
2009 > 2010	-9	8	3	6	11	8	0	10	-14	-8	9	-15
2010 > 2011	8	1	2	11	-1	10	10	6	0	-6	-1	-22
2011 > 2012	0	-3	-1	7	1	-5	4	3	-31	-9	-18	-4
2012 > 2013	-4	-6	-3	10	-2	5	9	0	-22	12	-13	-3
10-Year Migration	2.0	-0.8	1.2	7.4	3.9	4.3	6.7	3.7	-11.6	-1.5	-9.9	-11.2

Source: School Facility Consultants (SFC), 2014 Demographic Report

Taking into account Student Progression, local births, Birth Capture Rates and Migration Rates, the following 10-year enrollment projection for the District is forecasted:

Exhibit 3.9 Enrollment Projections – Student Progression, Birth & Migration Rates



Source: School Facility Consultants (SFC), 2014 Demographic Report

ENROLLMENT PROJECTIONS WITH NEW HOUSING DEVELOPMENT

Student Generation Rates

Student Generation Rates (SGRs) are a critical component in analyzing the impact of new housing development on a district's enrollment. SGRs are used to project the number of students from new housing developments who will eventually be a part of the District. In order to ensure accuracy of these rates, Geographic Information Systems (GIS) mapping was used. The SGRs were determined by first geo-coding the actual address of each student currently enrolled in the District. These addresses were then compared with the San Joaquin County Assessors' parcel information for homes built in the District over

CHAPTER 3: ENROLLMENT PROJECTIONS

the last ten years (from 2003 to 2012), to determine the SGRs by grade level for homes ranging in one to ten years of age.

Exhibit 3.10 Student Generation Rates

Grade Grouping	SGR
K-6	0.3346
7-8	0.0908
9-12	0.1586
Total K-12	0.5840

Source: School Facility Consultants (SFC), 2014 Demographic Report

New Housing Developments

Historically, the District has experienced approximately 32 new housing units per year for the past 5 years. However, over the next 10 years, the District may expect a rate of growth in housing that far exceeds these figures. Several residential developments in both the City of Ripon and City of Manteca are anticipated to impact the District over the next 10 years, resulting in a significant and sustained increase in future enrollment within the Ripon USD.

Although students generated from new housing development are the primary factor driving enrollment growth within the District, it is also a volatile variable. Therefore, this Plan responds to housing uncertainty by providing low, moderate and high scenarios for housing development that form the basis for enrollment projections. It should be noted that the high housing scenario currently follows most closely with the total number of new residential housing units anticipated to be constructed within the cities of Ripon and Manteca General Plans.

Future housing developments within the City of Ripon are anticipated to provide 1,000 housing units under the high scenario and include the following development projects: Cornerstone II, MFU N. Ripon N. of Santos, E. River Rd. / N. River, Shadowhawk, and Southwest. Future housing developments within the City of Manteca are anticipated to provide 3,906 housing units under the high scenario and include the following development projects: Pillsbury Estates 1 and 2, Austin Road (All), and Atherton at Woodward 1.

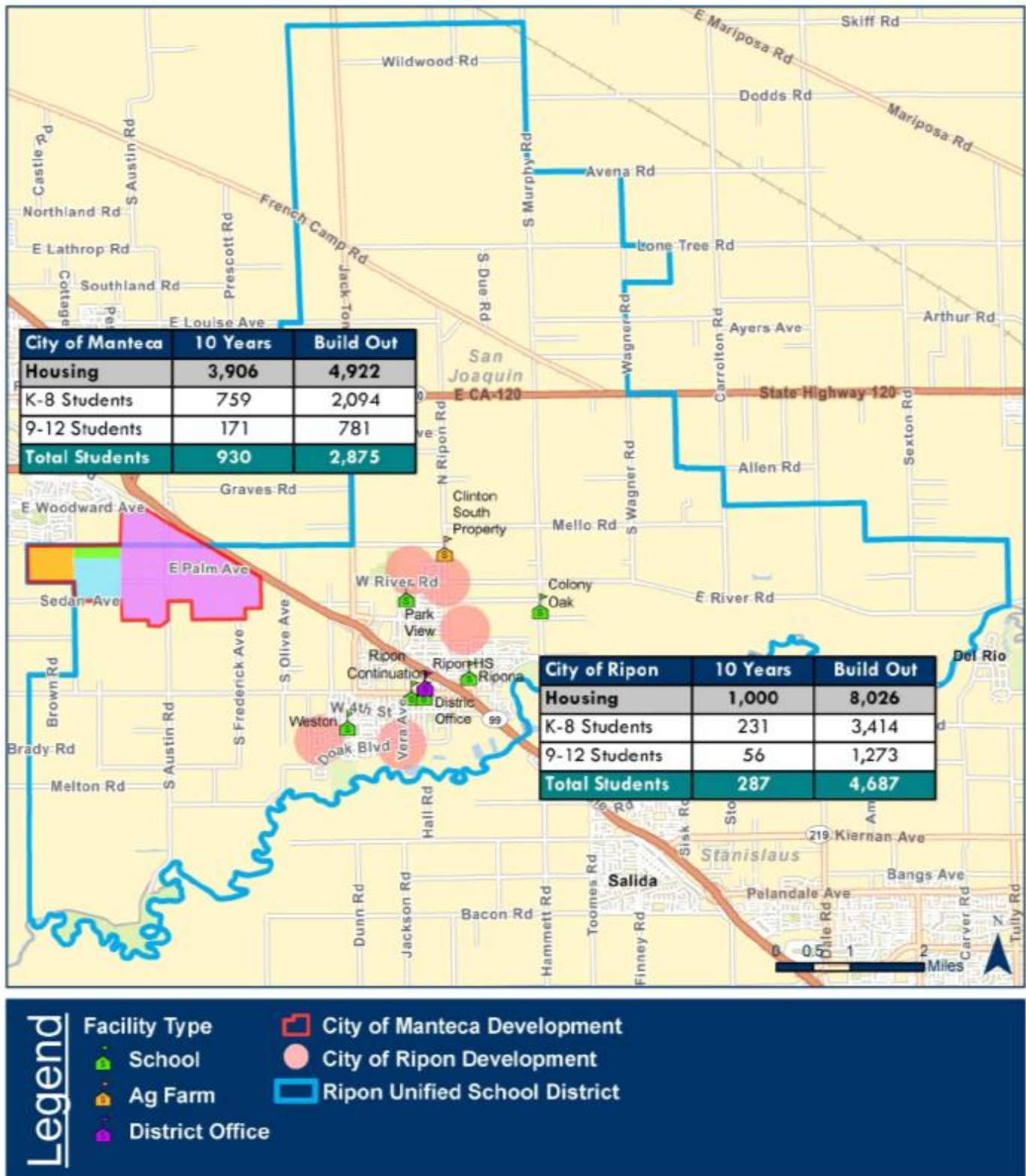
Exhibit 3.11 Housing Scenarios for Enrollment Projections

Housing Scenario	New Housing Units per Year										Total Units (10-Years)
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	
Low	48	48	161	161	162	161	161	162	162	162	1,388
Moderate	85	85	313	312	313	311	312	312	312	299	2,654
High	130	130	583	584	585	584	584	585	584	557	4,906

Source: School Facility Consultants (SFC), 2014 Demographic Report

CHAPTER 3: ENROLLMENT PROJECTIONS

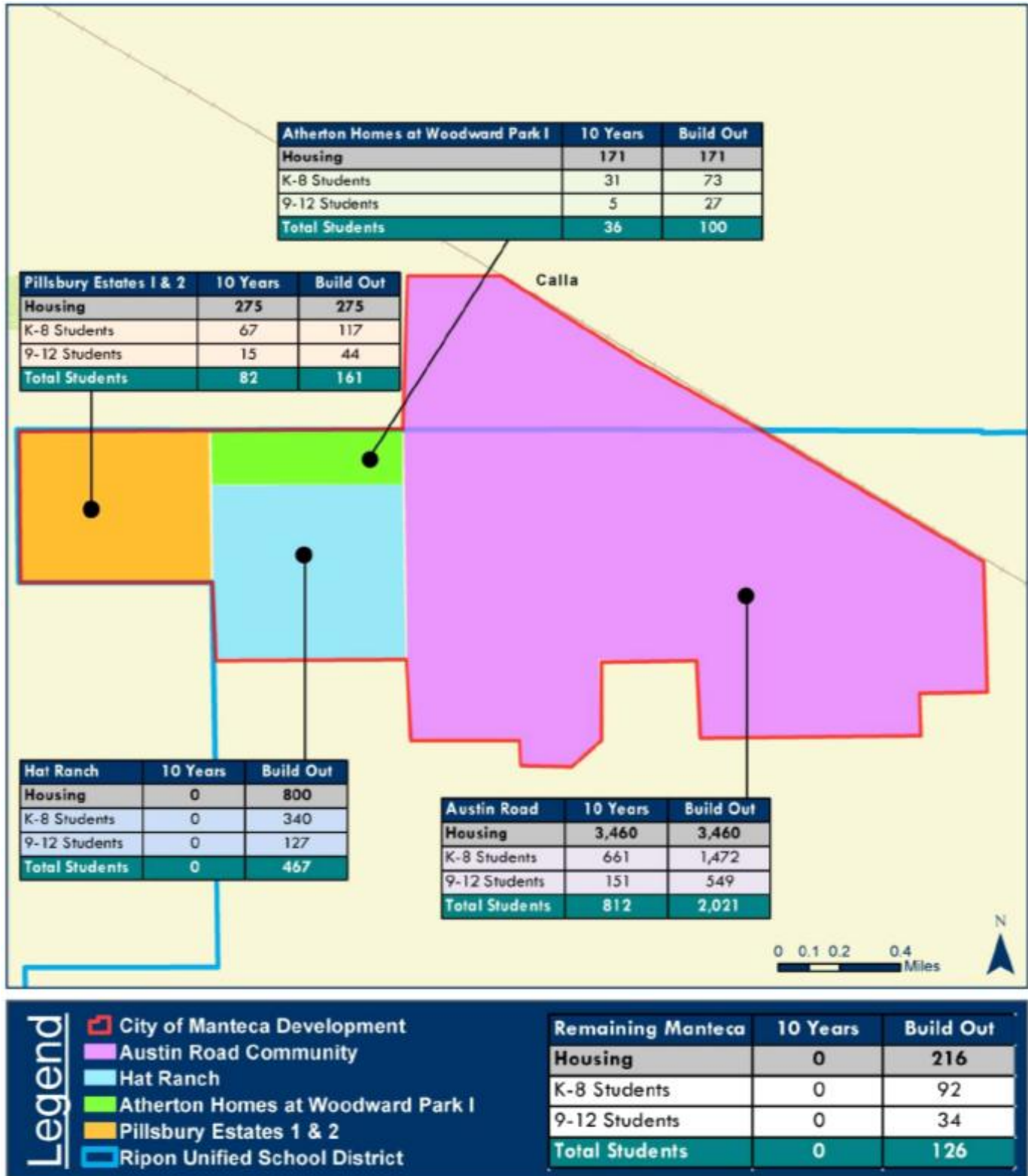
Exhibit 3.12 Map of Proposed Housing Developments within District



Source: School Facility Consultants (SFC), 2014 Demographic Report

CHAPTER 3: ENROLLMENT PROJECTIONS

Exhibit 3.13 Map of Proposed City of Manteca Housing Developments within District

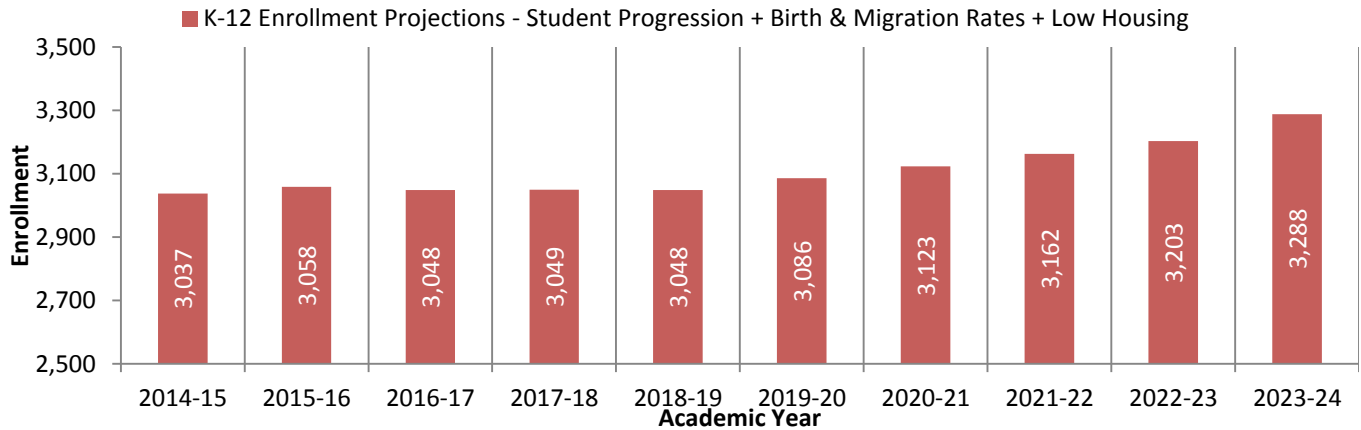


Source: School Facility Consultants (SFC), 2014 Demographic Report

CHAPTER 3: ENROLLMENT PROJECTIONS

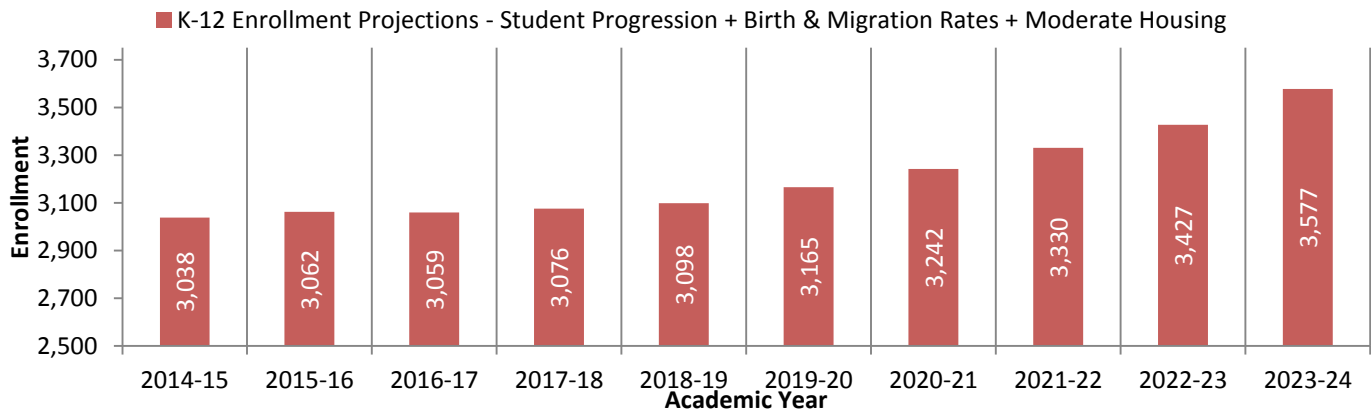
Taking into account all factors including student progression, local births, Birth Capture Rates, Migration Rates and new housing development, the following 10-year enrollment projections for the District are forecasted for each housing scenario (low, moderate and high):

Exhibit 3.14 Enrollment Projections – Student Progression, Birth & Migration Rates, Low Housing



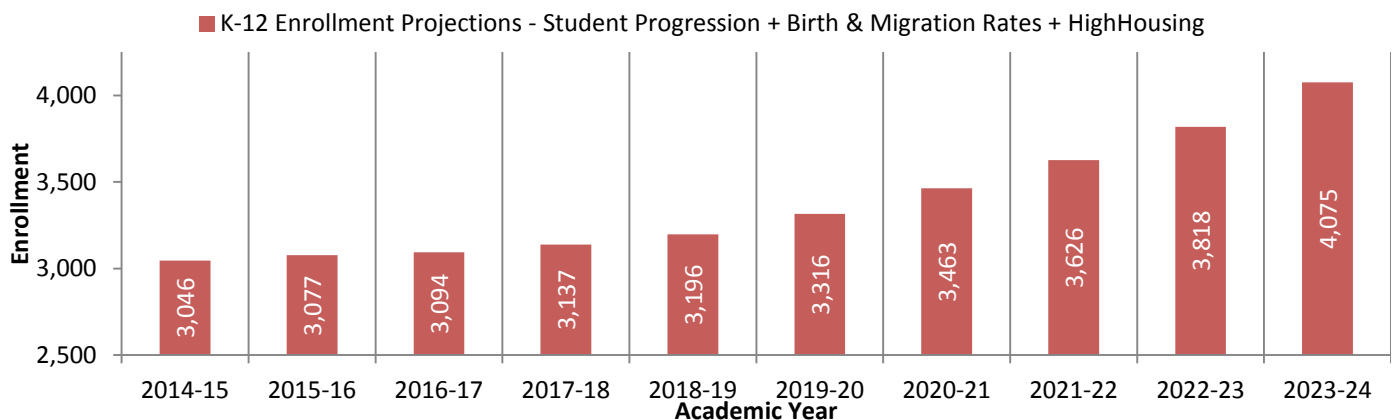
Source: School Facility Consultants (SFC), 2014 Demographic Report

Exhibit 3.15 Enrollment Projections – Student Progression, Birth & Migration Rates, Moderate Housing



Source: School Facility Consultants (SFC), 2014 Demographic Report

Exhibit 3.16 Enrollment Projections – Student Progression, Birth & Migration Rates, High Housing

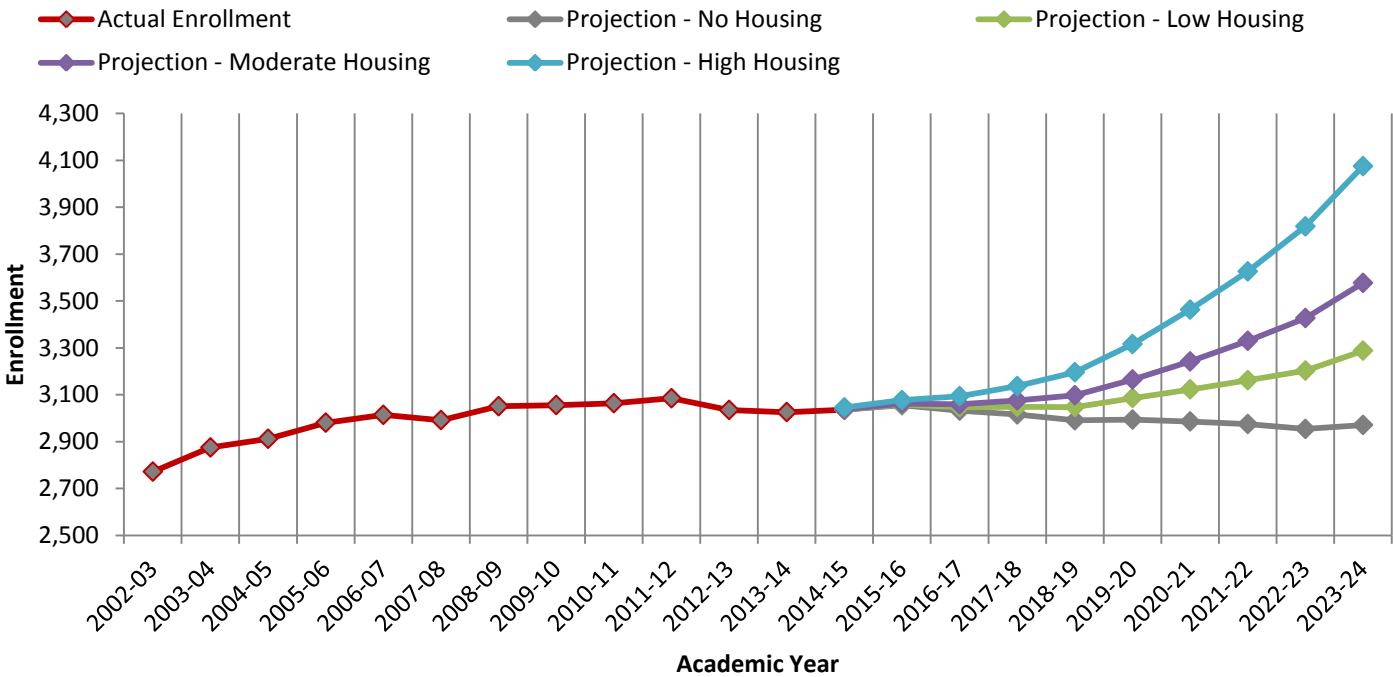


Source: School Facility Consultants (SFC), 2014 Demographic Report

CHAPTER 3: ENROLLMENT PROJECTIONS

Historical enrollment from 2002-03 to 2013-14 (12 academic years) suggests that the average annual enrollment growth within the District was approximately 0.8% per year. Under an enrollment projection without any housing growth, District-wide enrollment projections suggest an average annual enrollment growth of approximately -0.18% from 2013-14 to 2023-24 (11 academic years). The low housing scenario for new development suggests that District-wide enrollment will grow at an average annual rate of approximately 0.83% from 2013-14 to 2023-24. The moderate housing development scenario suggests that District-wide enrollment will grow at an average annual rate of approximately 1.69% from 2013-14 to 2023-24. The high housing development scenario suggests that District-wide enrollment will grow at an average annual rate of approximately 3.02% from 2013-14 to 2023-24

Exhibit 3.17 Enrollment Projection Comparison



Source: School Facility Consultants (SFC), 2014 Demographic Report

CHAPTER 4: FINANCING

Implementation of a Facilities Master Plan requires consideration of all possible financing options available to fund projects, including, but not limited to, local funding options, general obligation bonds, the State School Facility Program, federal funding opportunities, grants for capital improvement projects, and current capital improvement funds available to the District.

STATE SCHOOL FACILITY PROGRAM

The State School Facility Program (SFP) provides funding grants for school districts to acquire school sites, construct new school facilities, or modernize existing facilities. The two primary funding types available in the SFP are the New Construction and Modernization programs. The New Construction grant provides funding on a 50/50 State and local match basis. The Modernization grant provides funding on a 60/40 State and local match basis. The SFP also has facility funding programs available for charter schools, overcrowded school sites, “green” building, joint-use projects, and seismic/health and safety facility needs. These other SFP programs are outlined in further detail in the “Additional State Facility Programs” section of this chapter.

Funding for the SFP is contingent upon State-wide general obligation bonds approved by California voters. The State Allocation Board (SAB) is responsible for determining the allocation of State funds used for SFP. The Office of Public School Construction (OPSC) is staff to the SAB and is responsible for verifying applicant school districts’ eligibility, processing funding applications and administers all SAB programs, including, preparing regulations, policies and procedures for approval by the SAB. The OPSC also prepares the SAB meeting agendas, which serves as source documents used by the State Controller’s Office for fund releases, and also are a historical record of all SAB decisions. Other State agencies involved in the SFP funding process are the Division of the State Architect (DSA) and the California Department of Education’s (CDE’s) School Facilities and Transportation Services Division.

New Construction Eligibility for Ripon USD

The SFP New Construction program funding may be used to purchase and/or build new schools or classroom for eligible K-12 students. Program eligibility is based on enrollment projections and seating capacity in the District. New Construction program eligibility is valid until October 31 of each year and must be recalculated annually.

Based on preliminary 10-year enrollment projections, the District’s 2014-15 eligibility for new construction funds is approximately \$3,294,081. This eligibility reflects the State’s funding share only and do not include augmentations such as site acquisition and site development. The eligibility amount also reflects the balance of available eligibility after the drawdown for previously funded projects and utilizes 2014 grant amounts.

CHAPTER 4: FINANCING

Exhibit 4.1 New Construction Eligibility (10-Year Projection)

Current Estimated New Construction Eligibility	K-6	7-8	9-12	Non Severe SDC	Total
Enrollment Projection*	1,692	516	921	0	
Baseline Capacity + Projects	1,563	324	943	13	
Grant Eligibility	129	192	(22)	(13)	
Base Grant Funding Estimate	\$1,279,809	\$2,014,272	\$0	\$0	\$3,294,081

Source: Source: School Facility Consultants (SFC), Housing and Financing Plan - August 2014

* Eligibility based upon 2013-14 enrollment, and utilizing 2014 grant amounts. The State's enrollment projection for purposes of funding differs from the enrollment projection used for planning purposes.

Modernization Eligibility for Ripon USD

The SFP Modernization program funding is available for the renovation of existing buildings. This funding may not be used to increase capacity at a site. Modernization eligibility is site-specific and is generated by permanent buildings over 25 years of age and portable buildings over 20 years of age.

Based on October 2013 California Basic Educational Data System (CBEDS) enrollment data, classroom counts, and building square footage/construction dates, the District is eligible for a total of approximately \$9,461,106 of modernization funding.

Exhibit 4.2 Ripon USD Modernization Eligibility by Site (10-Year Projection)

School Site	Current Estimate*	Potential Additional Funding During Ten-Year Planning Period*	Total Potential Funding During Ten-Year Planning Period*
Colony Oak ES	\$1,667,046	\$0	\$1,667,046
Park View ES	\$0	\$0	\$0
Ripon ES	\$1,469,282	\$45,772	\$1,515,054
Ripona ES	\$1,760,552	\$0	\$1,760,552
Weston ES	\$1,654,478	\$0	\$1,654,478
Ripon HS	\$1,415,242	\$1,448,734	\$2,863,976
Harvest HS (Ripon Continuation)	\$0	\$0	\$0
Base Grant Funding Estimate	\$7,966,600	\$0	\$9,461,106

Source: School Facility Consultants (SFC), Housing and Financing Plan - August 2014

* Estimates based upon 2014 modernization base grant amounts.

Additional State Facility Programs

The following is a summary of additional SFP opportunities that the District may be eligible for contingent upon available matching funds and/or meeting eligibility requirements.

CHARTER SCHOOL FACILITY PROGRAM (CSFP)

This program allows charter schools with preliminary apportionments to renovate existing facilities or to construct new facilities. To qualify for funding, a charter must be deemed financially sound by the California School Finance Authority. Charter schools can access this funding directly or through the school district in which the site will be located, and has four years to convert a preliminary apportionment to a final apportionment. The school district in which the charter school is physically

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located no longer requires SFP new construction eligibility; however, new construction eligibility will be adjusted by the number of district un-housed pupils the CSFP project will serve (as determined by the district).

At this time the OPSC is not accepting any additional preliminary apportionment applications and there are no future funding rounds currently planned. However, if additional funds become available due to project rescissions, additional rounds may be opened. It is important to monitor this program regularly.

OVERCROWDING RELIEF GRANT (ORG) PROGRAM

The ORG program is available to districts that have school sites that exceed a certain pupil density based on CBEDS data. In order to reduce densities and relieve overcrowding, districts are required to remove portable classrooms from classroom use and replace them with an equal amount of permanent capacity. The eligibility for this program is based on a calculation of existing portables and does not utilize traditional SFP new construction eligibility. Projects submitting applications are provided funding based upon density ratios, from most dense sites to least dense. This program is administered utilizing funding cycles.

Due to the ration of useable acres and CBEDS enrollment, the District does not appear to have any sites that qualify for ORG funding at this time.

CAREER TECHNICAL EDUCATION FACILITIES PROGRAM (CTEFP)

This CTEFP is available to Local Education Agencies (LEA) operating a comprehensive high school, and provides up to \$3 million per project for new construction of Career Technical facilities and up to \$1.5 million per project for the modernization of Career Technical facilities. Projects may consist of equipment only. Traditional SFP eligibility is not required and will not be adjusted for these projects. The CDE must first approve the District's Career Technical Education Plan and proposed project. Districts must provide the anticipated costs and square footage to determine the amount of funding. The first of three cycle deadlines for this program have already passed. Additional funding cycles have not been identified.

HIGH PERFORMANCE INCENTIVE (HPI) GRANT

The HPI program provides additional funding based on a sliding scale point system for projects that use the Collaborative for High Performance Schools (CHPS) standards. The project must include the pre-requisites in each of the High Performance Rating Criteria (HPRC) and will receive a score based on the number of HPRC components that are included in the project. The DSA will review the project and will verify the final score which will in turn determine the HPI grant amount. Based on the score, the base grant could increase from approximately 2 to 10 percent.

Regulation changes which took effect in early 2011 provide Base Incentive Grant (BIG) funding in addition to the percentage increase for this point score received. The BIG is \$150,000 for new school construction and \$250,000 for modernization projects. Any funds received for High Performance must be used on High Performance related costs. In addition, the school district must have a resolution on file that demonstrates support for the high performance incentive grant request as well as the intent to incorporate high performance features in future facilities projects.

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JOINT-USE PROGRAM (AB 16)

The Joint-Use Program allows districts to obtain funding from a Joint-Use partner as a match for the State in order to build joint-use projects (divided into two categories). The program has a 50/50 funding split, with the State providing 50% of the total project costs and the Joint-Use partner providing at least 25% of the local match. Facilities that may qualify for Joint-Use funding are gymnasiums, libraries, multipurpose rooms, childcare facilities or teacher education facilities. Applications must be submitted to the OPSC by March 1st of each year for funding consideration at each year's July SAB meeting.

There are two types of Joint-Use projects that a district may apply for. A Type I project increases the size of an approved facility, creates extra cost, or both, and the Joint-Use project must be a component of a qualifying SFP New Construction project. A Type II project constructs new joint-use facilities at an existing site, reconfigures existing school buildings, or both, and the project may be tied to a concurrent modernization project. Type II may be submitted with preliminary plan approval from CDE.

SEISMIC MITIGATION FUNDING

Seismic Mitigation Funding is available to districts for facilities that contain a building that is (1) a "Category 2" construction type as defined in Assembly Bill (AB) 300, (2) designed for occupancy by students and staff, and (3) accompanied by a structural engineer's report identifying the building deficiencies and reasoning for concluding that the building has a potential for catastrophic collapse in a seismic event, including, but not limited to, ground shaking, liquefaction, landslide or other identified risks. The district must obtain DSA concurrence with the structural engineer's report to establish program eligibility.

Seismic Mitigation funding is available through the Facility Hardship Program and buildings will be considered for either rehabilitation or replacement depending on the costs associated with the project. These projects are reviewed separately by the OPSC and are treated as appeals. They may first be reviewed for conceptual approval and then for funding.

The District may have Seismic Mitigation Funding eligibility to the extent that "Category 2" construction type buildings exist in the District that meets the Program funding criteria.

FACILITY HARDSHIP

This program is designed to provide funding to repair or replace facilities that have either an imminent health or safety threat, or for facilities that have been lost due to a natural disaster such as flood, a fire, or an earthquake. This program requires extensive agency-supported documentation and special approval from the SAB.

NEW CONSTRUCTION ADDITIONAL GRANT FOR DISTRICT-OWNED SITE ACQUISITION COST (AB 401)

This program allows a district to apply for additional new construction funding if the district is vacating non-school space that has been productively used for a least the past 5 years, such as administrative space, and is placing students into the vacated facility.

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NEW CONSTRUCTION ADDITIONAL GRANT FOR REPLACED FACILITIES (AB 801)

This program provides additional funding for the replacement cost of single-story buildings that are demolished and replaced with multi-story buildings. In order to qualify for this funding, the project must increase capacity at the site by at least 20 percent or 200 pupils, whichever is greater among other criteria.

THE CALIFORNIA CLEAN ENERGY JOBS ACT (PROPOSITION 39)

The California Clean Energy Jobs Acts (Proposition 39) is estimated to increase sales tax revenue by \$1.1 billion per year. Half (\$550 million) of the estimated annual increase in revenue will be transferred into the Clean Energy Job Creation Fund for five consecutive fiscal years starting in July 2013. The funds are to be used for public school facilities, university and college facilities, and other public buildings as well as job training and workforce development, and public-private partnership. Funding is for projects that generate jobs and energy efficiency at K-12 schools, colleges, and government buildings.

The recently adopted 2013-14 Budget Act and accompanying trailer bills have established the general parameters of the program and funding will be distributed to school districts on an annual basis over the next five fiscal years from 2013-14 to 2014-18. The California Energy Commission with assistance from the California Department of Education will administer and implement the program.

While the specific program guidelines are still being developed, it has been indicated that the District will need to submit an energy plan for approval when requesting funds and the project priorities must be considered.

SCHOOL FACILITIES NEEDS ASSESSMENT GRANT PROGRAM (WILLIAMS SETTLEMENT)

Funding for this program is available to schools ranked in deciles 1 through 3, as identified by performance on the 2003 Academic Performance Index (API). Under the School Facilities Needs Assessment Grant Program, eligible schools receive funding to conduct a one-time assessment of facilities. Each eligible school received \$10 per pupil (based on October 2003 enrollment) to complete the review, with a minimum grant amount of \$7,500.

EMERGENCY REPAIR PROGRAM (WILLIAMS SETTLEMENT)

Funding for this program is available to schools ranked in deciles 1 through 3, as identified by performance on the 2006 Academic Performance Index (API). Funds are allocated for qualifying emergency repairs made to existing building systems or structural components that are broken, not properly functioning, and that pose a health and safety threat to pupils and staff.

Emergency Repair Program funds are made available through the Budget Act and the program will be active until the \$800 million associated with this program is exhausted. Currently, there are more projects included on the workload list than funds available for the program and the OPSC is no longer accepting applications.

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STATUS OF STATE SCHOOL FACILITY PROGRAM FUNDING

At the September 19, 2012 State Allocation Board (SAB) meeting, the SAM approved School Facility Program (SFP) Regulation section 1859.95.1. The regulation impacts how the Office of Public School Construction (OPSC) processes applications received after existing bond authority is no longer available for New Construction and Modernization applications. The proposed regulation was approved by the Office of Administrative Law on an emergency basis and went into effect on November 1, 2012.

All New Construction and Modernization applications received on or after November 1, 2012 are subject to the new regulation and processing procedures. Applications will not be fully reviewed; however, school districts should continue to submit applications. A list of projects received exceeding the current bond authority is presented to the State Allocation Board for review each month.

Current Status of Funds

There is currently not any new construction or modernization bonding authority remaining and a total of almost \$1.4 billion on the combined Unfunded Approvals list. This figure includes New Construction, Modernization, Overcrowding Relief Grant, and Career Technical Education School Facilities projects.

FEDERAL SCHOOL FACILITY PROGRAMS

In a much more limited capacity than the State of California, the Federal government has provided some facility funding and financing options for California school districts. A summary of some of these options are outlined below.

Qualified School Construction Bonds (QSCB)

QSCBs are authorized by the federal government through the American Recovery and Reinvestment Act (ARRA) of 2009. The bonds provide federal tax credits for bondholders in lieu of interest in order to significantly reduce an issuer's cost of borrowing. The ARRA provides for an allocation to each state, along with separate allocations for large school districts.

In 2010 the allocation for California was \$1,266,626,000 and of that, \$546,568,000 was federally allocated to California's twelve largest urban districts. The federal government has not made additional QSCB allocations beyond the 2010 allocation.

Qualified Zone Academy Bonds (QZAB)

QZABs provide interest-free school renovation bonds for sites that house educational programs that strive to improve and promote graduation rates and job skills in partnership with interested private entities. The American Recovery and Reinvestment Act increased the QZAB program from \$400 million a year to \$1.4 billion for 2009 and \$1.4 billion for 2010. This program provides the bondholder with a federal tax credit in lieu of a cash interest payment. As the federal government is providing the interest payment, the district is typically only responsible for repaying the value of the bond.

A district must meet the following 3 requirements in order to qualify for the program. (1) At least 35 percent of the students attending the specified Academy school or program must be eligible for free or

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reduced-cost lunches established under the National Lunch Act, or the district must be located in an Empowerment Zone or Enterprise Community. (2) The district must secure a written commitment for private entity contributions of at least 10 percent of the QZAB amount. (3) The Academies must be district-operated and provide education and training for K-12 with the same academic standards and assessments as other students in the district.

The QZAB bond often allows districts to increase project size without necessarily increasing the project budget by relieving the interest payments in addition to providing the ability to utilize sinking funds as repayment. Allocations for the QZAB program remain available.

Clean Renewable Energy Bonds (CREB)

CREBs are used primarily by public sector entities to finance qualified renewable energy facilities including: a wind facility, a closed loop biomass facility, an open-loop biomass facility, a geothermal or solar energy facility, a small irrigation power facility, a landfill gas facility, a trash combustion facility, a qualified hydropower facility, or a marine and hydrokinetic renewable energy facility.

CREBs are authorized by the federal government through the American Recovery and Reinvestment Act (ARRA) of 2009. The Recovery Act authorized an additional \$1.6 billion of Clean Renewable Energy Bonds (CREBs), which help facilitate the finance of renewable facilities. This sum raises the previously capped \$800 million ceiling on CREB issuances, and raises the maximum allowable issuance to \$2.4 billion dollars. These bonds function as tax credit bonds which allow investors to receive federal tax credits in lieu of the payment portion of the interest on the bond. CREBs tax credits are treated as taxable income for the bondholder. Applications must be filed by issuers with the Internal Revenue Service when the CREB window is opened. The most recent issuance expired on December 31, 2010.

Pre-Disaster Mitigation (PDM)

PDM funds flow from the Federal Emergency Management Agency (FEMA) to individual states and is administered in California by the California Emergency Management Agency (CalEMA). The program was created when the Disaster Mitigation Act of 2000 amended the Stafford Act to provide a funding mechanism that is not dependent on a residential disaster declaration. The amount allocated to California for the 2012 fiscal year was \$3,204,457. PDM funding requires at least a 25 percent match on project costs (75 percent of costs are paid for by federal funds).

Grants for this program may be for the creating of Local Hazard Mitigation Plans (LHMPs) and for the implementation of mitigation projects prior to a disaster event. CalEMA is accepting applications for this program and is creating a list for later funding consideration.

Safe Routes to Schools

There are two separate Safe Routes to Schools programs administered by the California Department of Transportation (CalTrans). There is the State program known as SR2S and the federal program known as SRTS. Both programs aim to improve and enhance the safety of pedestrians and bicycle riders by improving related infrastructure such as sidewalks, trails, traffic calming/control devices, and bike paths.

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To date there have been 10 funding cycles for the State SR2S program. On September 27, 2012 CalTrans proposed funding SRTS from a \$21 million set aside in the Surface Transportation Program. This concept was approved by the CTC as a one year policy. Future funding for the SRTS will be determined through the MAP-21 Implementation process. For more information on funding or implementation of the SRTS or SR2S programs contact your CalTrans District Safe Routes to School Coordinator.

INVESTOR OWNED UTILITY (IOU) ENERGY EFFICIENCY PROGRAMS

Pacific Gas & Electric's (PG&E's) Energy Efficiency Retrofit Program, or On-Bill Financing (OBF), is funded by California utility customers and administered by PG&E under the direction of the California Public Utilities Commission (CPUC). The program provides qualified PG&E customers with a means to finance energy efficient rebate and incentive programs implemented under select PG&E Energy Efficiency (PG&E EE) programs. The loans issued under the program are interest free. Loan proceeds will fund costs qualified customers incur with a qualified retrofit project.

GENERAL OBLIGATION BONDS

General Obligation Bonds are the major source of local revenue for funding school capital improvement projects. The approval of Proposition 46 by California voters in June 1986 made it possible for local school districts to place general obligation bond measures on an election ballot for consideration by the voters of the district. Proposition 46 bonds require a 2/3 (66.7 percent) majority vote for passage.

In November 2000, California voters approved Proposition 39, providing an alternative option for school districts to place a general obligation bond measure on an election ballot for consideration by the school district voters. Proposition 39 bonds require only a 55 percent majority vote for passage. Assembly Bill 1908 (AB 1908) provides guidelines for implementation of Proposition 39 bonds, imposing tax rate maximums for school districts and reducing the number of dates to conduct elections.

The lower threshold for passage have made Proposition 39 bonds a more popular option than Proposition 46 bonds for school districts seeking local revenue through general obligation bonds. However, it is important to understand differences in the requirements between each Proposition in order to make an informed decision regarding which may be best for a particular district.

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Exhibit 4.3 Comparing Proposition 46 and Proposition 39/AB 1908 Bonds

Items	Proposition 46	Proposition 39/AB 1908
Requirement to Call for Bond Election	Simple Majority Vote of Board	2/3 Majority Vote of Board
Minimum Affirmative Votes for Approval	2/3 (66.7%) of Votes Cast	55% of Votes Cast
Facilities Eligible for Bond Financing	Purchase or Improvement of Real Property (Purchase of Land, Construction of Buildings, and Acquisition or Construction of Permanent Improvements to Land or Buildings)	Construction, Reconstruction, Rehabilitation, or Replacement of School Facilities, and the Acquisition or Lease or Real Property
Furniture/Equipment Allowance	No	Yes
Election Dates	Any Tuesday	Coincide with Regularly Scheduled Local Election in Odd-Numbered Years or in Even-Numbered Years: <ul style="list-style-type: none"> • First Tuesday in June • First Tuesday after First Monday in November
Maximum Annual Tax per Bond Election	Not Limited. Tax is determined annually based on bond payment and assessed value	<u>Unified School District</u> - \$60 per \$100,000 of assessed valuation <u>High School/Elementary District</u> - \$30 per \$100,000 of assessed valuation
Accountability Requirements	None except expenses limited to real property acquisitions and improvements	<ul style="list-style-type: none"> • List of specific projects to be funded from bonds • Annual Performance Audit • Annual Financial Audit
Citizens Oversight Committee	None required	<ul style="list-style-type: none"> • Independent committee appointed by Board • Review and report on the expenditure of bond proceeds • District to provide technical and administrative assistance • Membership of at least 7 members, representing business community, seniors, taxpayers, parents and PTA • Members limited to two consecutive two year terms • No committee membership for school employees, officials, vendors, contractors, or consultants • Public meetings subject to Brown Act
Charter School Funding	None	Make available facilities reasonably equivalent to district facilities for “in-district” student with or without bond measure
Evaluate Safety, Class Size Reduction, and Information Technology	None	Board must certify these issues were considered

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On November 6, 2012, the District was authorized by voters to issue \$25.2 million of general obligation bonds (Measure G) under Proposition 39. As of February 2014, the District has issued \$15,300,000 of measure S funds and approximately \$9,000,000 remains unissued. Due to declines in the District's assessed value and changes in legislation, it is highly unlikely that the District will be able to authorize the remaining unissued measure G funds in the near future.

COMMUNITY FACILITY DISTRICT (CFD)

The Mello-Roos Community Facilities Act of 1982 is a flexible tool placed at disposal of local governmental agencies, including school districts, to establish a Community Facilities District (CFD) which would allow for financing needed community facilities and services through the levy of voter approved special taxes on real property.

A CFD is created by a sponsoring local government agency and defines the boundary inclusive of all properties that will benefit from the improvements to be construction or services to be provided. A CFD requires a two thirds majority vote of residents the proposed boundary. Or, if there are fewer than 12 residents within the proposed boundary, the vote is instead conducted of current landowners. In many cases, that may be a single owner or developer. Once approved, property owners within the boundary pay a special tax annually. If the costs for financing needed community facilities or services are high, municipal bonds will be sold by the CFD to provide the funds required for constructing necessary facilities or fund required services. If bonds are issued, special taxes will be collected annually until the bonds are paid off in full. However, after bonds are paid off, a CFD may continue to charge a reduced fee to maintain the improvements.

Ripon USD may pursue the formation of a CFD for new housing developments that will require the District to construct additional school sites to house students residing within new development boundaries. The District will initiate discussions with individual developers explore the formation of a CFD boundary and potential amount of special tax to be levied when feasible.

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FACILITIES MASTER PLAN STEERING COMMITTEE MEETINGS

As of the 2013-14 academic year, Ripon USD enrollment is below what the California Department of Education considers as an “efficient” enrollment capacity. It is estimated that the District has room for an additional 1,000+ students before current schools would be in danger of becoming impacted. However, various factors, including new housing developments near Manteca, could bring the District to above an “efficient” capacity within a 5 to 10 year window. During the development of this Facilities Master Plan, three Steering Committees were created to discuss various topics that may impact Ripon USD facilities. The three Steering Committees were separated into specific topic areas, and met for a total of seven times between November 2013 and May 2014.

Steering Committee #1: Education | Instruction | School Configuration

Steering Committee #1 met three times between November 2013 and January 2014. The committee discussed their opinions in creating opportunities for Ripon USD students to experience various instructional settings. The committee generally agreed that Academies could be successfully implemented at Ripon USD for certain areas of study, and could also be used to draw students to settings offered at neighboring district campuses. To address the need to maintain parity between schools, Steering Committee #1 members suggested utilizing Academies above implementing a new Charter School within the District.

Steering Committee #1 was also tasked with evaluating the Ripon USD’s current policies on open-enrollment. While open enrollment has been an effective a tool to allow students access to any school in the District, there was an expressed concern that certain schools were becoming too popular for parents/guardians, which could possibly stir discontent within the District. Therefore, if open-enrollment becomes a contentious issue, Steering Committee #1 suggested an integrated eight-year transition away from open-enrollment by offering a ‘grandfather-clause’ to the community, where current students in grades 1 through 8 are allowed to stay in the system that they are in, and pre-Kindergarten and Kindergarten students are enrolled at their closest schools.

Steering Committee #1 also examined concerns around the Districts existing K-8 grade-configuration. It was understood that the current K-8 configuration is reflective of the community’s roots and historical needs for traditional, small, and rural schools. The Committee felt that the Ripon USD’s current K-8 model for grade-configuration was optimal for the District at this time. A goal for Steering Committee #1 was to prepare a set of grade-configuration options for the Ripon USD to consider at such a future date when District enrollment approaches or exceeds an “efficient” enrollment capacity. Steering Committee #1 reviewed the pros and cons of Ripon USD’s current and future grade configurations, and developed a set of options that, depending on future enrollment-trends, the District could choose or adapt from.

STEERING COMMITTEE #1 OUTCOMES:

In light of the possible impact on District enrollment due to an increase in new housing developments , Steering Committee #1 offers the following grade configuration options:

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- F. Reconfigure all existing schools to K-5; add a new 6-7-8 school; and incorporate the Ripon Elementary site into Ripon High School.
- G. Retain the current K-8 configuration; and incorporate the Ripon Elementary site into Ripon High School.
- H. Reconfigure Ripona and Weston to K-5; retain the K-8 configuration at Colony Oak and Park View and add athletics programs; reconfigure Ripon Elementary to a 6-7-8 Academy; and expand Ripon High School.
- I. Reconfigure Ripona, Weston, Colony Oak, and Park View to K-5; incorporate the Ripon Elementary site into Ripon High School and convert the school to a 6-7-8 configuration; and build a new High School on agriculture land.
- J. Reconfigure Ripona, Weston, and Colony Oak to K-6, reconfigure Park View to 7-8, and incorporate the Ripon Elementary site into Ripon High School.

Exhibit 5.1 Reconfiguration Options: Cost Estimates (In 2014 Dollars)

Site	Scope	Cost (In Millions)	Option				
			A	B	C	D*	E
			\$80.8	\$45.8	\$43.6	\$86.8	\$69.6
Colony Oak	Modernization	\$10.40	X	X	X	X	X
Colony Oak	Add Athletic Facilities	\$3.10			X		
New 6-7-8 School	New 6-7-8 School	\$35.00	X				
New 9-12 School on Ag Land	New 9-12 School	\$56.00				X	
Park View	Add Athletic Facilities	\$2.50			X		
Park View	Convert to 7-8	\$23.80					X
Ripon ES	Convert to 6-8 Academy	\$7.20			X		
Ripon ES/Ripon HS	Combine Ripon ES with Ripon HS	\$15.00	X	X			X
Ripon ES/Ripon HS	Combine and Convert to MS	\$0.00 *				X	
Ripona	Modernization	\$10.00	X	X	X	X	X
Weston	Modernization	\$10.40	X	X	X	X	X

* Converting a High School to a Middle School should not incur any significant costs, due to pre-existing facilities.
If any costs are associated, they will be incurred while taking facilities off-line.

Exhibit 5.2 Grade Reconfiguration Cost Estimates (In 2014 Dollars)

Grade Level	Capacity per School	Cost per School (In 2014 Dollars)
K-5 or K-6	500	\$18,500,000
K-8	650	\$25,500,000
6-7-8 or 7-8	850	\$35,000,000
9-10-11-12	1,200	\$56,000,000

Steering Committee #2: Inter-Governmental | Developer Relations | Financing

Steering Committee #2 met two times between February and March of 2014. An assessment of current enrollment trends and future enrollment projections affirms that the District would eventually need to adapt or entirely re-construct certain school facilities to adjust to an increased enrollment at some point in the future. In order to ensure that the District is prepared and able to accommodate future students if

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and when they arrive, Steering Committee #2 examined funding plans and methodologies for various growth scenarios. Funding mechanisms reviewed for the Ripon USD included:

- Joint-Use opportunities are used when the District enters into partnerships with other public or private entities to share resources and leverage potential funding opportunities.
- Federal Funding, which historically has had minimal participation, and includes interest subsidies or tax-credit programs.
- California’s School Facility Program (SFP), a state-wide bond program that is currently being used to fund projects at both the Colony Oak and Weston sites (2013-14). SFP Entitlement programs are for New Construction and Modernization projects, of which the Colony Oak and Weston schools were eligible for. Based upon prescribed eligibility determinations, New Construction funds are based on a District-wide calculation and require a 50% district match, while Modernization funds are based on a site specific calculation and require a 40% district match.
- Proposition 39 funding is available for the District to pursue energy efficiency or energy generation projects.
- General Obligation Bonds are local bonds secured by property taxes, and are based upon assessed valuation (AV) of each parcel. Limited to 2.5% of AV, these bonds require a 66.7% voter approval for Proposition 46 Bonds (55% voter approval for Proposition 39/AB1908 Bonds).
- Mello-Roos or Community Facilities District (CFD) funding are local bonds secured by property taxes, and based upon a “rate and method of apportionment”. Mello-Roos must be a “fair” assessment, and requires a 66.7% of voter approval. In special cases, only landowner approval is needed if there are less than 12 registered voters in the assessment area. Mello-Roos can be assessed district-wide or on a subset of a district, but the funds obtained must be expended to serve only the population that is benefitting from the funds.
- Parcel Taxes are not typically utilized for facilities, although they can be. Parcel Tax assessment is typically based upon a flat rate per parcel of land, regardless of the use or size of the land, and requires a of 66.7% voter approval.
- Developer Fees/Mitigation Agreements is the authority provided by statute to collect square footage based fees to mitigate impact of new residential and commercial developments. The three levels of Developer Fees are: Level 1: a statutory fee of \$3.36/residential square foot adjusted biannually that must be justified by District. Level 2: alternative fees dependent upon prescribed calculations based upon the determined costs to provide school facilities locally, and determined to be 50% of the cost. Level 3 is a 100% figure, which can only be collected when the State makes an official determination that it is out of funds. Mitigation Agreements/fees

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are negotiated between districts and developers in lieu of or to supplement the Developer Fee levels prescribed above

Projected revenue from developer fees over a ten-year planning period is estimated based on the District's recently approved collection rates (\$0.54 per square foot on commercial industrial development and \$3.36 per square foot on residential development) and anticipated non-mitigated residential development for the high housing scenario outlined in Chapter 3. Estimates of the amount of developer fee funding available to the District in total, and in each year of the ten-year planning period are illustrated below.

Exhibit 5.3 Estimated Developer Fee Revenue

Fiscal Year	Estimated Amount to be Collected
2014-15	\$1,049,173
2015-16	\$1,049,173
2016-17	\$4,699,121
2017-18	\$4,707,178
2018-19	\$4,715,236
2019-20	\$4,707,178
2020-21	\$4,707,178
2021-22	\$4,715,236
2022-23	\$4,707,178
2023-24	\$4,489,632
Total	\$39,546,285

Source: School Facility Consultants (SFC), Housing and Financing Plan - August 2014

The District currently has three sources of funding available for the projects identified in the Plan. Those sources are Developer Fees, State School Facility Program, and General Obligation Bonds authorized by the passage of Measure G in 2012. The Measure G funds are specifically allocated to the classroom replacement projects at Weston and Colony Oak Elementary Schools.

Exhibit 5.4 summarizes the estimated State and corresponding local funding anticipated for implementing each of the projects identified in the FMP. As noted above, State funding through the School Facility Program is currently exhausted, and the future of the program is undetermined at this time. Therefore, Exhibit 5.4 shows local funding contributions required both with and without the State funding component. Additionally, it should be noted that the SFP funding figure assume that there is adequate New Construction eligibility available in the appropriate grade levels at the time of the submittal of each project for funding.

The estimated cost of the District's Ten-Year Facility Plan ranges from \$43,600,000 to \$86,600,000 depending upon the reconfiguration option ultimately pursued by the District. As illustrated below, with the availability of State funds, the District would be required to fund between \$37,000,000 and \$52,300,000 in estimated project costs. Without State funds, the District would need to provide the entire cost of the projects from other sources.

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Exhibit 5.4 Facility Cost and Facility Funding with School Facility Program Comparison

Task	Cost Estimate	Estimated State Funding*	Local Need with State Funding	Local Need without State Funding
Years 1-5				
Weston ES Classroom Replacement**	\$10,400,000	\$1,654,478	\$8,745,522	\$10,400,000
Colony Oak ES Classroom Replacement**	\$10,400,000	\$1,667,046	\$8,732,954	\$10,400,000
Ripona ES Modernization	\$10,000,000	\$1,760,552	\$8,239,448	\$10,000,000
Subtotal Years 1-5	\$30,800,000	\$5,082,076	\$25,717,924	\$30,800,000
Years 6-10				
Lowest Cost Scenario	\$12,800,000	\$1,500,000	\$11,300,000	\$12,800,000
Highest Cost Scenario	\$56,000,000	\$29,400,000	\$26,600,000	\$56,000,000
Total Years 1-10 (Range Low)	\$43,600,000	\$6,582,076	\$37,017,924	\$43,600,000
Total Years 1-10 (Range High)	\$86,800,000	\$34,482,076	\$52,317,924	\$86,800,000
Build Out				
Lowest Cost Scenario	\$235,600,000	\$101,800,000	\$133,800,000	\$235,600,000
Highest Cost Scenario	\$279,100,000	\$122,400,000	\$156,700,000	\$279,100,000

Source: Source: School Facility Consultants (SFC), Housing and Financing Plan - August 2014

* Includes current State School Facility Program grant amounts plus estimates for site acquisition and site development funding as appropriate.

** Weston and Colony Oak State funding estimates reflect current site modernization eligibility for like-for-like replacement. New Construction funding may be available due to the replacement of portable classrooms with permanent construction.

STEERING COMMITTEE #2 OUTCOMES:

Steering Committee #2 outcomes suggest that the Ripon USD partake in an early engagement with local developers to articulate District needs, and to begin pursuing cognitive agreements with developers in all areas inside and outside of the District boundaries. This could likely result in a discussion of establishing Mello-Roos (or CFD) bonds. Depending on timing and facility needs, the Ripon USD may also consider pursuing General Obligation bonds that would best fit the District's needs and to serve the broader community. Steering Committee #2 also suggested pursuing Federal subsidies and Joint-Use options when available.

The Steering Committee #2 discussions further illuminated that the continued success of the Ripon USD will require the District to not only maintain existing relationships with local City agencies, but to begin establishing new relationships with nearby jurisdictions and agencies as well. The recommended agencies that the District is advised to establish long-term relationships with, in prioritized order are: Manteca Unified School District, the City of Manteca, the City of Manteca Fire Department, the Manteca Police Department, the San Joaquin County Sheriff's Office, the Employment and Economic

CHAPTER 5: STEERING COMMITTEES

Development Department of San Joaquin County, the Union Pacific Railroad, and the California Department of Transportation.

Steering Committee #3: Facilities | Parents | Community

Steering Committee #3 met twice between March and May of 2014. The Committee reviewed State Efficiency Standards in respect to population growth projections, discussed options for the Districts Administration, Transportation/Operations/Maintenance, and helped develop a Community Survey Questionnaire.

Recent housing growth and population projections indicate that the Ripon USD might not require new facilities for another 5 to 10 years. However, the cost of materials and labor will also have risen from present day estimates, creating an incentive for certain aspects of a new school facility to be pre-fabricated modular classrooms, rather than stick-framed construction. Although portable facilities (loosely defined as a structure that arrives and departs from a campus on a trailer) are an option, Steering Committee #3 generally agreed that modular facilities should not be considered as a long-term housing option for the District.

Different potentials and opportunities for the Ripon USD Administration building were discussed, as well as site assessment findings from each site in the District. It was understood that the current Administrative facility was established over 20 years ago as a temporary solution to the growing need for administrative services. The District's administrative staff has since outgrown its existing space. The school site assessment review indicated most all sites have signage, ADA, path-of-travel and egress concerns. Furthermore, certain sites are facing infrastructure challenges.

The Ripon USD's transportation logistics and constraints were discussed, and a concern was raised regarding the negative impact on District Operations and Maintenance that may result from custodial staff supplementing transportation needs. Other facility-related concerns raised with Steering Committee #3 were community involvement, equipment specifications, and that there was a certain level of difficulty obtaining a consistent set of procedures across the District.

STEERING COMMITTEE #3 OUTCOMES:

Steering Committee #3 discussions suggest that students of the Ripon USD would be best served by funding traditional stick-framed facilities over pre-fabricated facilities, and to make every effort possible to refrain from retaining portable facilities longer than a typical three-year lease. Steering Committee #3 discussions resulted in the recommendation that the District begin planning for a facility several years before an actual discernible need is projected.

Steering Committee #3 generally agreed that the Ripon USD will need to address relocating its Administrative offices, and suggested that a site un-associated with a school might prove to be beneficial for students. Although no specific alternatives were agreed upon, results of the discussion indicate that the existing District Administration site could easily be absorbed by Ripon High School, should the District move its administrative services to a different site.

CHAPTER 5: STEERING COMMITTEES

The discussion on administrative facilities also included the topic of Operations and Maintenance. Generally, Steering Committee #3 indicated that there would be an efficiency improvement to Operations and Maintenance if the District was to establish an alternative to the current Transportation infrastructure. Discussions also resulted in an understanding that equipment standardization between school campuses would emerge with implementation of the Districts Facility Master Plan and Education Specifications, increasing the similarity of protocols and ease of community involvement.

Town Hall Meetings

Two Town Hall meetings were held between May and June of 2014, where the community was given the opportunity to hear the outcomes of all Steering Committee meetings and preview the Facility Master Plan. Select questions from these Town Hall meetings are as follow:

Q) Does the FMP address Ripon USD asset management?

A) The FMP 1) identifies the acreage currently owned by the Ripon USD, and 2) reiterates the Steering Committee's suggestions on potential directions to take for asset management in terms of future school configuration options.

Q) Aside from the efficiency standards for running a school, has there been any discussion on education-implementation efficiencies?

A) Loading factors (number of students per classroom) are a leading factor for State funding. Note: There can be a disconnect between the Ripon USD loading factors and State loading factors, however, at a cost of losing potential eligibility for certain funding dollars from the State.

Q) What does "facility efficiency" mean?

A) It is the number of students per K-8/9-12 that the State considers as an efficient amount to provide a 'suitable' range of educational services on a financial basis. Facility efficiency is not to be considered as a measure of the 'quality' of education provided, but is in reference to the 'cost of doing business' (For example, an 800-student High School would not have the same economy of scale as a 2,000-student High School).

Q) Do all the potential future school configuration options remove Ripon Elementary?

A) Ripon Elementary would not be removed, in some options it would be absorbed by Ripon High School and in other options it would be re-configured into a new Middle School. Note: Current enrollment is under maximum capacity. Thus, it may be argued that with the exception of relocating a handful of portables, closing down Weston Elementary during re-construction would have no impact on the total District enrollment capacity. Thus, the Ripon USD could be viewed as having one too many schools at this time.

Q) At what point does the discussion begin regarding selecting one of the Options?

A) Once current available capacity has reached a maximum level. Note: Under the Moderate Housing Growth Scenario, this would likely not become a factor for in the next five years.

CHAPTER 5: STEERING COMMITTEES

- Q) Does the Facilities Master Plan recommend a specific Option for future grade configuration?
- A) No, the Facilities Master Plan only documents the Options that were brought up during the Steering Committee #1 meetings, and assigns a cost in 2014 dollars to each Option.
- Q) Is a High-Housing growth projection for the Ripon area un-realistic?
- A) It would be extremely difficult to realize the amount of growth projected within the High-Housing scenario. The most likely housing growth scenario is the moderate-housing growth projection.
- Q) Considering the Ripon USD's historic average of 0.68 students per household, what is the average student per household in nearby communities?
- A) Significantly higher. For example, Clovis USD is at about 1.25 students per household.

Community Survey

An Internet based Community Survey was conducted during June of 2014, with the intent of obtaining additional community input on the future of Ripon USD's facilities. The Community Survey was very well received by the community, with 228 participants who responded to the questionnaire. Results of the Ripon USD Facilities Master Plan Community Survey are provided in their entirety as Appendix F. The top 20% of the most evenly-answered questions as indicated from response variances are listed under their topic heading below:

Please rank your School Districts priorities, in your opinion				
	Highest	Medium	Lowest	N/A*
Family oriented	35%	38%	27%	1%

*N/A omitted from variance.

Please rank the obstacles your child/children have faced, if applicable						
	Easiest	Medium-Easy	Medium	Medium-Hard	Hardest	N/A
Transitioning to High School	10%	17%	17%	17%	16%	22%

Is there a strong relationship between the Ripon Unified School District and the local/state governments?	
(48) 'Yes' Responses	46%
(56) 'No' Responses	54%

What School District activity would you be most likely to attend or participate in?						
	Most-Likely	Likely	Occasionally	Least-Likely	Unlikely	N/A*
Fundraisers (Car Washes / E-Waste recycling, etc)	16%	29%	17%	23%	16%	0%

*N/A omitted from variance.

Please prioritize how classroom instruction should adapt to 21st Century conditions			
	Highest priority	Medium priority	Lowest priority
Access to information should increase year-by-year	41%	29%	29%

CHAPTER 5: STEERING COMMITTEES

Has RUSD's Open Enrollment been an effective method of keeping schools evenly enrolled?	
(57) 'Yes' Responses	45%
(71) 'No' Responses	55%

Regarding Open Enrollment, what draws parents/guardians to choose a specific school?					
	Highest influence	Medium influence	Moderate/Small influence	Lowest influence	N/A*
Educational focus (community, science, etc.)	26%	34%	19%	19%	1%

*N/A omitted from variance.

What could best help ease the transition between 8th grade and High School?						
	Most helpful	Highly helpful	Moderately helpful	Not very helpful	Least helpful	N/A*
Field Trips to Ripon High School	19%	25%	19%	19%	16%	2%

*N/A omitted from variance.

What are the negative consequences of the current K-8 Elementary, 9-12 High School grade configuration?						
	Least negative	Slightly negative	Medium	Moderately negative	Most negative	N/A*
Transition to high school can be hard for students	22%	12%	16%	20%	25%	5%
Teachers are required to have multiple subject teaching credentials and may not be able to focus on a particular subject matter	15%	16%	19%	21%	24%	5%
There's less opportunity and exposure for students of other disciplines	11%	19%	22%	24%	19%	6%
Facilities don't reflect the needs of every aged student	20%	12%	22%	24%	16%	6%

*N/A omitted from variance.

Are you willing to support an additional District Facility Bond?	
(54) 'Yes' Responses	45%
(66) 'No' Responses	55%

To keep smaller class sizes (below State funding threshold), are you willing to support additional funding sources (i.e.: Parcel taxes, Mello-Roos Community Service Districts, Foundations, etc.)?	
(58) 'Yes' Responses	52%
(53) 'No' Responses	48%

CHAPTER 6: SHORT-TERM DISTRICT STRATEGIES

Within the next five years, the Ripon USD will be completing construction projects at two of their elementary schools (Weston and Colony Oak). The District will also begin preparing contingency plans for impacts to enrollment due to the extent of future housing developments. These contingency plans include preparing for modernizing existing school facilities, identifying potential new school sites, and addressing funding needs to realize facilities goals.

MEASURE “G”

Approved by voters in November 2012, Measure “G” provides the District with approximately \$25.2 million in General Obligation (GO) bond authorization to fund needed improvements to District facilities.

Measure “G” projects

Projects under Measure G include reconstruction of two elementary schools, Weston and Colony Oak. Aging portable classrooms at both schools will be replaced with permanent construction and existing permanent facilities will be modernized. Funds were also used to pay off an existing Certificate of Participation (COP) debt, which reduced the burden on the District General Fund and allowed more money to be directed back into classrooms.

PHASE ONE

The COP required a prepayment date of August 1, 2013, and was included in the first phase of Measure G expenditures. Weston Elementary School is the older of the two schools (Weston vs. Colony Oak), and is also included in the first phase of Measure G expenditures. The reconstruction of Weston Elementary School is projected to be completed by July 2015.

PHASE TWO

The second phase of Measure G expenditures will reconstruct Colony Oak Elementary School and complete the Program. The District commenced planning efforts for the Colony Oak reconstruction project during the latter part of 2013. The next series of bonds are expected to be issued in the 2016-2017 academic year, at which point construction at Colony Oak is expected to begin. The specific timing of the reconstruction of Colony Oak will vary based on local assessed valuation and the District’s ability to issue additional bonds.

Financial Activity

The District, in conjunction with their bond counsel, initially prepared the required legal documents to issue bonds. The District interviewed with the rating agency Standard and Poor’s, and secured an “A+” credit rating for the bonds. The bonds were sold to investors in March 2013 and funds have since become available for the first phase of construction. As of February 2014, The District has issued approximately \$15.3 million in Measure G bonds to fund the first phase of the Program. Projects funded in the first phase include the repayment of a \$3.6 million Certificate of Participation (COP) debt, reconstruction of Weston Elementary School, and the planning costs for reconstruction of Colony Oak Elementary School.

CHAPTER 6: SHORT-TERM DISTRICT STRATEGIES

Oversight

The Measure G Oversight Committee meets regularly to actively monitor all Measure G expenditures. The preparation of financial and performance audit for Measure G Fiscal Year 2012-2013 is completed and will be available in the second quarter of 2014. The District provides regular progress updates to the Board and community.

SHORT-TERM STRATEGIES FOR EXISTING DISTRICT SITES

Recent Impacts to Future Enrollment

The Kindergarten Readiness Act of 2010 change the required birthday for admission to kindergarten and first grade, and established a Transitional Kindergarten (TK) program beginning in the 2012–13 school year. During the 2012-13 and 2013-14 school years, the Ripon USD has shown admirable readiness in adapting to the new Transitional Kindergarten (TK) program. However, due to some minor growing pains, the District will need to address unintended impacts that the TK program will have on Ripon Elementary and Ripona Elementary facilities and services, including transportation logistics, resource allocation and staffing impacts. Should the need arise to open more TK programs, the District will then be prepared to replicate the best-practices from both sites.

During the 2013-14 school year, the success of Ripon Continuation High School (Ripon CHS) has established that this alternative High School is a viable option for the Districts high-school age student population. Current enrollment capacity at Ripon CHS is 20 students, with a waiting list of approximately 20-30 students. This preliminary statistic indicates an expectation of continued success for Ripon CHS as more at-risk students' request this alternative path to a high school diploma. The District will accordingly need to adjust facility requirements, operations, administrative services and transportation logistics for this growing alternative high school need.

Weston Elementary School

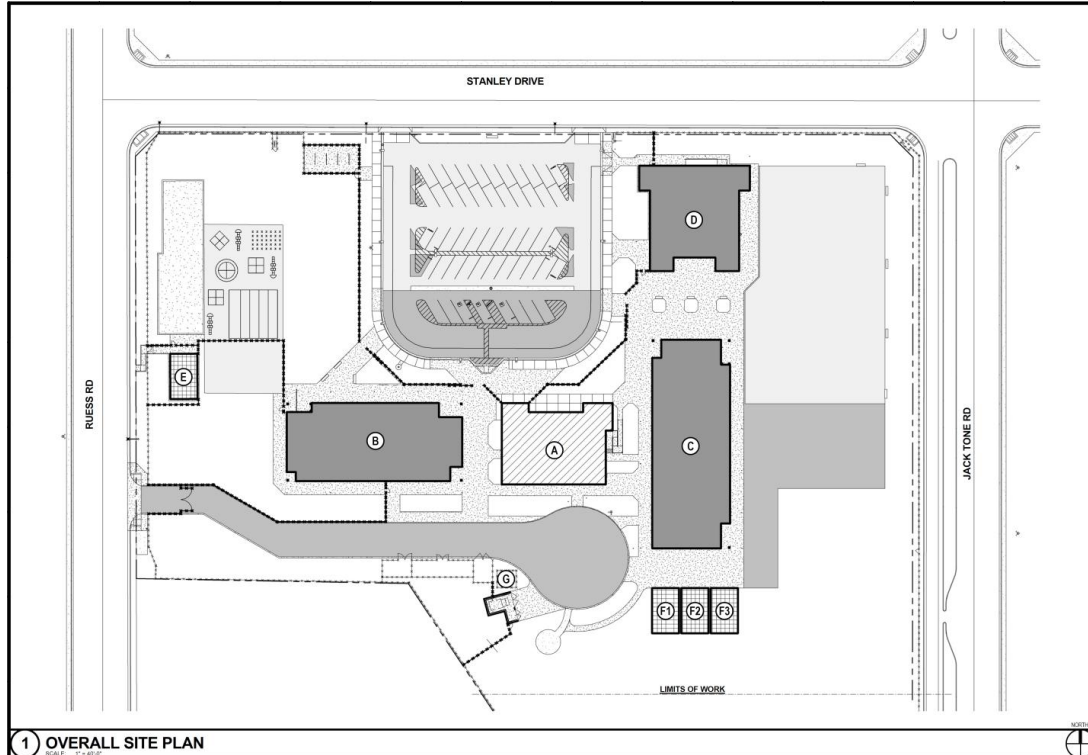
Design plans for the reconstruction of Weston Elementary School have been submitted to the Division of State Architect (DSA) with anticipated approval in the second quarter of 2014.

The project includes replacing portable learning spaces with permanent classrooms, and construction of a new Multipurpose/Gymnasium building. The basic design concept for the new permanent classrooms is based on developing two separate wings generally located on each side of the newly configured Central Administrative Support building.

All of the buildings are planned to be single-story and the campus will be secured with perimeter fencing with a central point of entrance/egress at the front of the building complex adjacent to staff parking. The bus-loop and drop-off area is to be relocated to the back of campus to segregate pedestrian traffic from busses and automobiles. Construction is scheduled to commence in June 2014 and conclude by August 2015.

CHAPTER 6: SHORT-TERM DISTRICT STRATEGIES

Exhibit 6.1 Weston Elementary School Reconstruction Site Plan



Source: Timothy P. Huff & Associates

Exhibit 6.2 Weston Elementary School Reconstruction Building Information

ID#	Building Description	DSA Application	Occupancy Type	Building Area (SF)
A	Admin./Classroom Building	49357	Business/Educational	6,388
B	Classroom Building	-	Educational	10,066
C	Classroom Building	-	Educational	12,249
D	Gymnasium -		Assembly (A-3)	7,357
E	Relocatable Classroom	02-108417	Educational	960
F1	Relocatable Classroom	50282	Educational	960
F2	Relocatable Classroom	50282	Educational	960
F3	Relocatable Classroom	50282	Educational	960
G	Cellular Tower	02-110012	N/A	----

Source: Timothy P. Huff & Associates

Colony Oak Elementary School

Colony Oak Elementary will be the second school to be reconstructed with Measure G funds. Actual construction timing will vary based on local assessed valuation and the District's ability to issue additional bonds.

Participants in the Colony Oak project planning meetings have met with District staff and the school community to review proposed building layouts, classroom relationships, and possible measures to improve traffic circulation. As part of the pre-planning process, acreage adjacent to the existing Colony Oak site will need to be evaluated for expansion potential prior to making a final site layout

CHAPTER 6: SHORT-TERM DISTRICT STRATEGIES

determination. Of the five existing K-8 School sites, only Colony Oak Elementary School is located in a geographic area that bodes well for a potential site expansion. A rectangular-shaped site located on the corner of Murphy Road and East Santos Avenue, the Colony Oak Elementary School site is bordered on two sides by agriculture land, providing a potential for expansion along the western edge of the site.

The next series of bond issuance is expected to be in 2016-2017 at which point, construction at Colony Oak is expected to begin.

Ripona Elementary School

A close examination of the Ripona Elementary site by architects and engineers indicated that, although the permanent facilities at Ripona Elementary remain structurally sound, there was a significant amount of electrical, mechanical, water/waste-water and roofing concerns to warrant a re-consideration of the Ripona site for a modernization project. During the FMP Steering Committee and Town Hall meetings, Ripona Elementary School was the most frequently discussed school site by the Ripon community. Accordingly, examining the next steps in regards to identifying a potential capital improvement project and funding stream for the Ripona Elementary School site should be a high priority consideration for the District.

Ripon Elementary School

The site assessment of Ripon Elementary School indicates that facilities, although well maintained for the most part, do house critical equipment that has reached the end of its useful lifespan and will soon need to be replaced. Specifically, the Heating, Ventilation and Air Conditioning units are showing signs of decreased of performance, and the District will need to address replacing or upgrading these units within the next 2 to 3 years.

Park View Elementary School

Park View Elementary School has been operating since the 2005-06 school year, and is the District's newest facility. A site assessment of the campus indicated that the District will need to address some exterior signage concerns, and to also consider potentially remodeling casework in some classrooms for ADA compliance issues.

Ripon High School

Paralleling Highway 99 and directly adjacent to the Ripon High School (Ripon HS) campus, the Union Pacific Railroad's (UPRR) Valley Route single-track railway is slated to soon be upgraded to a double-track railway, potentially doubling the number of trains from 20 a day to 40. Consequently, the impending influx of trains that will be running next to the Ripon HS will require the Ripon USD to work with the UPRR and the California Department of Transportation (CalTrans) to develop and execute appropriate mitigation measures in order to maintain or improve the learning environment for the High School. Such measures could include noise abatement considerations, including constructing a concrete sound barrier along the school site boundaries, health and safety considerations such as preparing an evacuation route and a disaster recovery plan, or limiting the number of trains carrying hazardous materials along that section of the Valley Route during school hours.

CHAPTER 6: SHORT-TERM DISTRICT STRATEGIES

The CalTrans pedestrian walkway that connects the intersection of Prospect Avenue and Frontage Road with the end of North Acacia Avenue is owned and maintained by CalTrans, and by law is open to all members of the public. Because the entrance to this pedestrian walkway is located at the North end of Ripon High School, persons wishing to cross over Highway 99 are allowed to walk through the Ripon HS campus at any time of day. Along with the impending double-track discussion with UPRR and CalTrans, the District would be serving the needs of its students by addressing the feasibility of alternative routes for the pedestrian walkway. Potential options may include redirecting the pedestrian entrance to emerge along North Locust Avenue, and addressing related security, health and safety concerns with local law enforcement.

Stouffer Athletic Field

The Stouffer Athletic Field on the Ripon High School campus is over 70 years old, and is the only football field and track with seating within the Ripon community. Currently shared with multiple community groups and local schools, Stouffer Athletic Field is undergoing planning efforts for a revitalization that is intended to modernize and upgrade the athletic field and accompanying support facilities. Currently, the track is getting upgraded to regulation size, and plans are in place to upgrade the football field. The upgraded football field will accommodate a seasonal football schedule of more than the one game per day, while allowing enough space for a regulation size soccer field for the first time in the Ripon community. An assessment of the outlying structures and emergency egress of Stouffer Athletic Field indicates that some areas will require a further examination by the District for facility-improvement actions.

Ripon High School Agriculture Farm

The Clinton South property at the corner of Clinton South Avenue and North Ripon Road houses the Ripon High School farm curriculum. With several operable buildings on the site, the entire property encompasses approximately 80 acres, 60 acres of which are a functioning orchard. Although an invaluable instructional resource for the students of Ripon High School, the farms proximity to adjacent housing developments is an indicator that the farm is nearing the end of its useful life at its current location. Within the next five years, the Ripon USD will need to address relocating the Agriculture Farm, possibly through joint-use agreements or a leasing arrangement. A benefit/cost analysis of leasing or selling the existing Agriculture Farm property may be warranted in the near future.

Harvest High School (Ripon Continuation)

Harvest High School (Ripon Continuation) has proven to be a highly desirable resource for high-school-age students. For the 2013-14 school year, Harvest High School's enrollment was immediately maximized, with a waiting list established of approximately twice the enrollment capacity. If there are no major changes to the student population and local demographics, the expectations for Harvest High School is to house an average of 50 students per year. It was therefore made abundantly clear to the District that the current facility requires expansion, or possibly relocation in order to continue providing the high quality education that Harvest High School students deserve.

CHAPTER 6: SHORT-TERM DISTRICT STRATEGIES

Ripon Unified School District Administration Offices

The current facility housing the Ripon USD administrative support staff was initially occupied by the District over 20 years ago as a temporary facility. Physical constraints of the District’s Administrative building require approximately 30% of District staff to occupy sites outside of the main Administration Office building. This disconnection reduces administrative efficiency, acts as a communication barrier, and impacts efficient logistics. Within the next five years, the Ripon USD will need to decide on a long-term solution to constraints within the existing District Administration Office building. Potential options include negotiating a shared-use site with the City of Ripon, retaining the existing Administrative Office for Ripon USD Charter-School/Home-School, or creating a revenue stream for the District by leasing out the existing Administrative Office facility to a private third party.

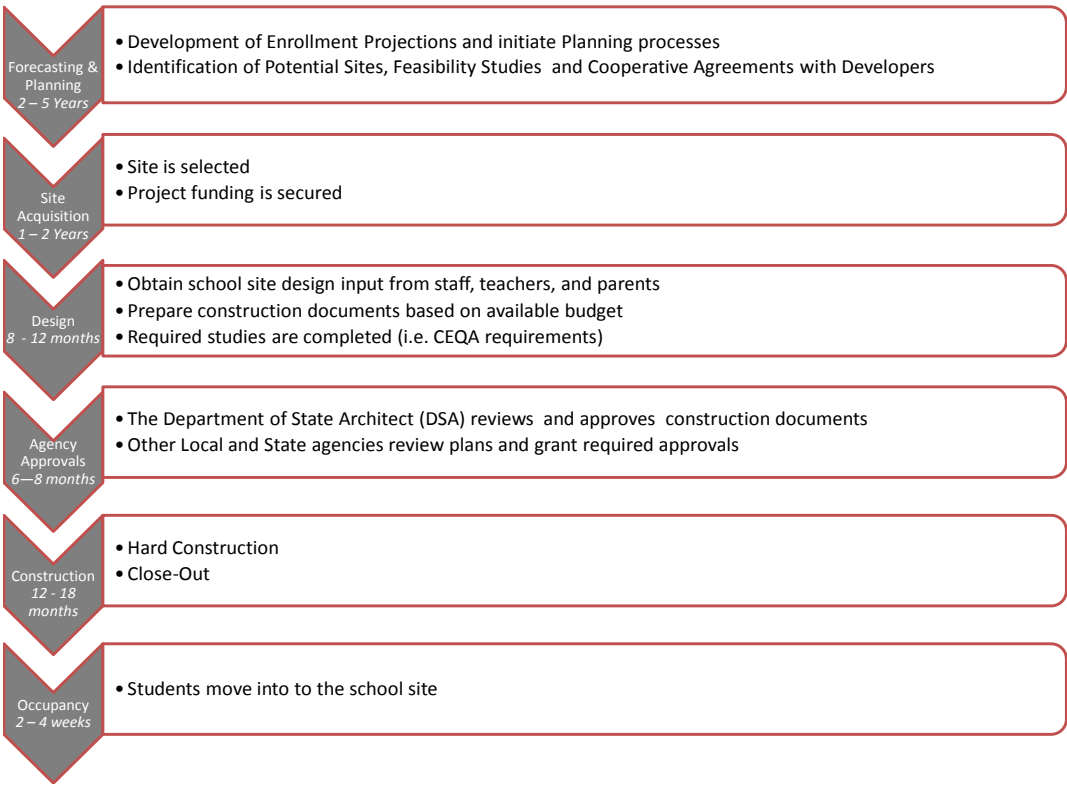
PLANNING FOR FUTURE ENROLLMENT

Although current student enrollment is below the District’s maximum capacity (further clarified in CHAPTER 3: Enrollment Projections) and will likely not be facing the need to address enrollment capacity issues for at least the next five years, the District will eventually face enough of an increase to student enrollment to consider either expanding an existing facility, or building one or more new school sites.

Major Steps of the New School Construction Process

Due to the length of time it will take from the initial planning of a new school site to the completion of construction, new school facility planning needs to be initiated 5 to 10 years before the facility would be expected to house students.

Exhibit 6.3 Typical New School Site Construction Process & Timeline



CHAPTER 6: SHORT-TERM DISTRICT STRATEGIES

FORECASTING & PLANNING

(Estimated Duration: 2 – 5 years)

High, medium and low housing development forecasts are used for student enrollment projections. Depending on projected enrollment severity and expected timeline, the planning process is initiated for locating a new school site. The planning process includes establishing weighted parameters for a new school site, the identification of potential school sites, and feasibility studies for current and future benefits to the District at each potential site. The sites that best meet the educational goals of the District are ranked, and cooperative agreements are initiated between developers and the District.

SITE ACQUISITION

(Estimated Duration: 1 – 2 years)

Once the developers and the District agree on a site location, Federal, State, local, public and private funding sources and methods are determined. The District works with local agencies and other relevant stakeholders, to initiate a purchase or lease arrangement at the new school site.

DESIGN

(Estimated Duration: 8 – 12 months)

To determine the space needs and programming required, a design team works with school staff, teachers, and parents. Architects prepare final construction documents and other specialty consultants may prepare required studies, such as Environmental Impact Reports (EIRs), surveys, geotechnical and health and safety reviews.

AGENCY APPROVALS

(Estimated Duration: 6—8 months)

Coordination with local and State agencies is required for plan reviews and obtaining required approvals, including approval from the Department of State Architect (DSA). The DSA is the state agency that has oversight of all school construction for K-14 facilities, and is required by law to review construction documents in three major areas: structural safety, accessibility, and fire/life and safety. The design team should initiate plan review with the DSA early in the schematic design phase so that plan checkers may make comments that need to be addressed by the design team. Once all of the plan check comments are responded to, the DSA will approve drawings and specifications for construction.

Other State and local agencies that may need to be consulted during the planning and/or design phases of a school construction project are the California Department of Education (CDE), Office of Public School Construction (OPSC), State Allocation Board (SAB), Department of Toxic Substances Control (DTSC), local city and county agencies, and local fire marshal.

Once the project is in construction, the DSA will also monitor the project to assure that the facility is built and completed per the State of California building Codes and Standards.

CHAPTER 6: SHORT-TERM DISTRICT STRATEGIES

CONSTRUCTION

(Estimated Duration: 12 – 18 months)

Construction is monitored, and the construction progress, budget, safety and schedules are reported on an ongoing basis. Upon completion of construction, the required closeout documentation is completed for the DSA Certification of school facilities.

OCCUPANCY

(Estimated Duration: 2 – 4 weeks)

Commissioning of the facilities equipment is completed, and staff and students move into the new location.

Locating Future Facility Sites

According to the timeline described in the previous section, “Major Steps of the Construction Process”, building a new school facility could take at least two to three years from the design phase to occupancy. Accordingly, the District would be best served by having already identified potential sites and/or nearby acreage in an appropriate amount of time prior to the start of the design phase. As the impacts of potential housing typically cannot be determined until actual construction permits are filed, the District should consider adopting a continuous process of identifying suitable sites and/or acreage for new facilities. Potential sites and/or acreage identified in the 0-5-year timeframe would allow the District to be better prepared if and when student enrollment increases anytime during the 6-10-year timeframe.

FMP Implementation Plan

An FMP Implementation Plan is recommended for the Ripon USD to establish a course of action to prioritize and address the issues and concerns that were brought up during the facilities master planning process. Implementation of the FMP will be an on-going – ever changing process of improvement, strategically combining all of the Facility Master Plan projects and initiatives in an attempt to strategically address higher priorities with limited funds. An FMP Implementation Plan may include developing project schedules, detailed budget/cost information, and identifying funding sources for each project.

CHAPTER 7: LONG-TERM DISTRICT STRATEGIES

A recent review of the California Department of Education’s (CDE’s) DataQuest website regarding enrollment in the Ripon USD indicated that the average elementary school enrollment at the District was 430 students during the 2012-13 school year. According to loading capacities cited in a 2012 Ripon USD Facilities Assessment and Implementation Plan report, if the District maintained an average of 430 students per elementary school, there would be instructional space available for over 1,000 additional students across the entire District.

Although student enrollment in the Ripon USD is currently below what the State of California considers an “efficient” level, the District must prepare for future enrollment growth directly resulting from the highly probable influx of new housing development slated for construction over the next five to ten years.

DEVELOPMENT IMPACTS

Under various scenarios, during the next ten years residential development occurring between Manteca and Ripon could substantially increase the number of students enrolled in the Ripon USD schools. In respect to the State’s consideration of an “efficient campus”, a new school facility should be constructed when there are approximately 600 students above the existing capacity. Given the design and construction timeline mentioned in the “Major Steps of the Construction Process” section of Chapter 6, the initial planning stages for a new school facility should begin two to three years prior to site selection and facility design.

If and when housing development reaches a point of bringing complete saturation to existing Ripon USD facilities, the optimal solution would either be constructing a new school located near new housing developments, revising current grade configurations at existing campuses, or a combination of both.

The Ripon USD should establish a process for regular communication with the City of Ripon, City of Manteca, San Joaquin County, and housing developers to ensure that the District’s concerns/needs are being addressed. The District should request copies of development maps, land use documents, and all other pertinent information related to future developments that may impact the Ripon USD enrollment.

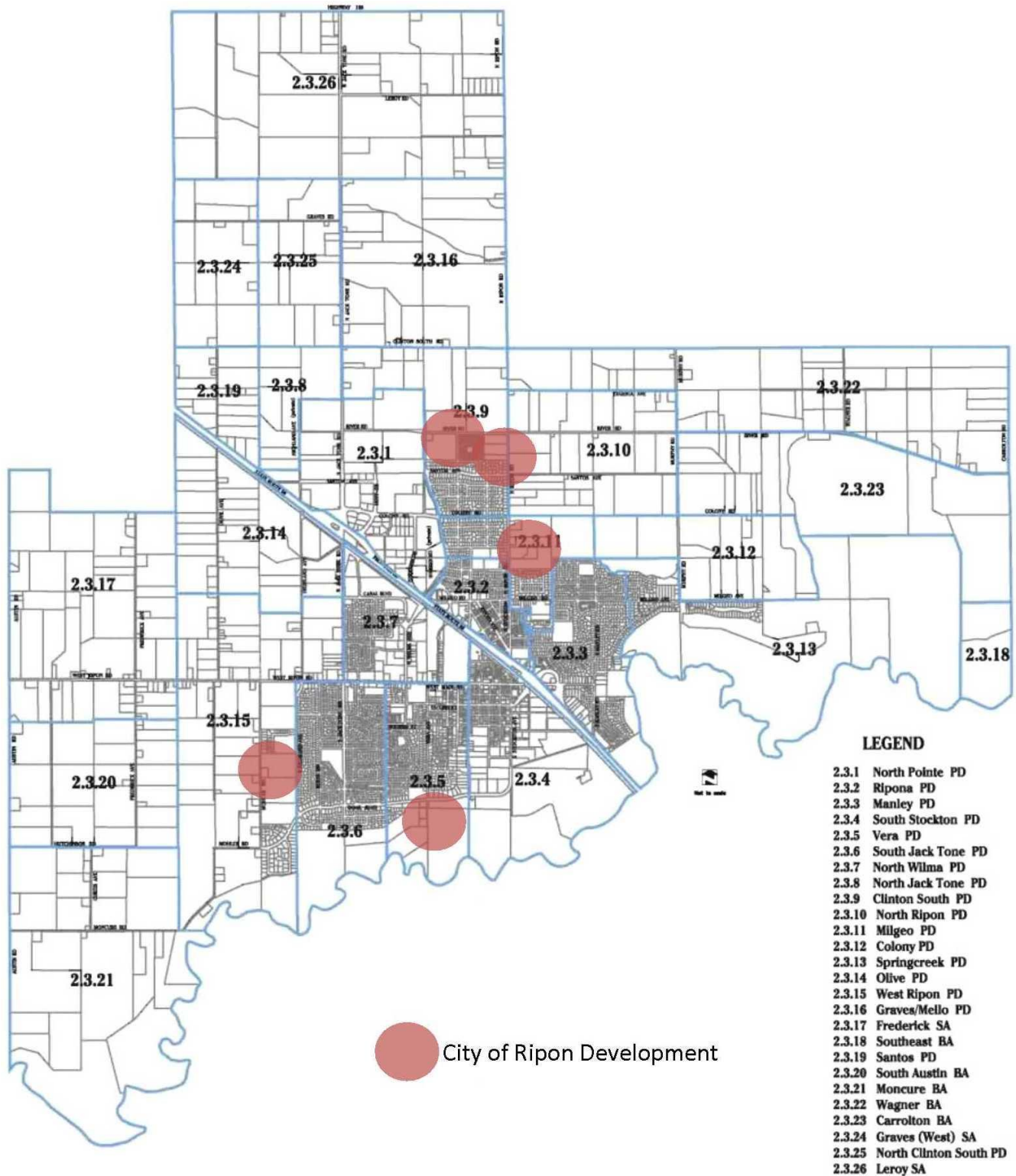
RELATIONSHIPS BETWEEN RIPON USD FMP AND THE CITY OF RIPON’S GENERAL PLAN

The planning area of the City of Ripon’s 2040 Master plan consists of 13,400 acres, both within and outside of the existing City limits. The 13,400 acres are separated into 21 Planning Districts and Study Areas. Of note is 3,773 acres of undeveloped land in the “Primary Urban Area” which is considered to be located within the Ripon USD boundary. Approximately 15 acres within this undeveloped land area has been designated for new school development and is currently not accounted for in the School acreage for the “Primary Urban Area”.

Accordingly, the Ripon USD will be best served by creating contingency plans for constructing a new Elementary, Middle and/or High School in each of the Planning Districts and Study Areas within the City of Ripon General Plan.

CHAPTER 7: LONG-TERM DISTRICT STRATEGIES

Exhibit 7.1 Ripon General Plan 2040 - Planning Districts, Study Area and Buffer Areas



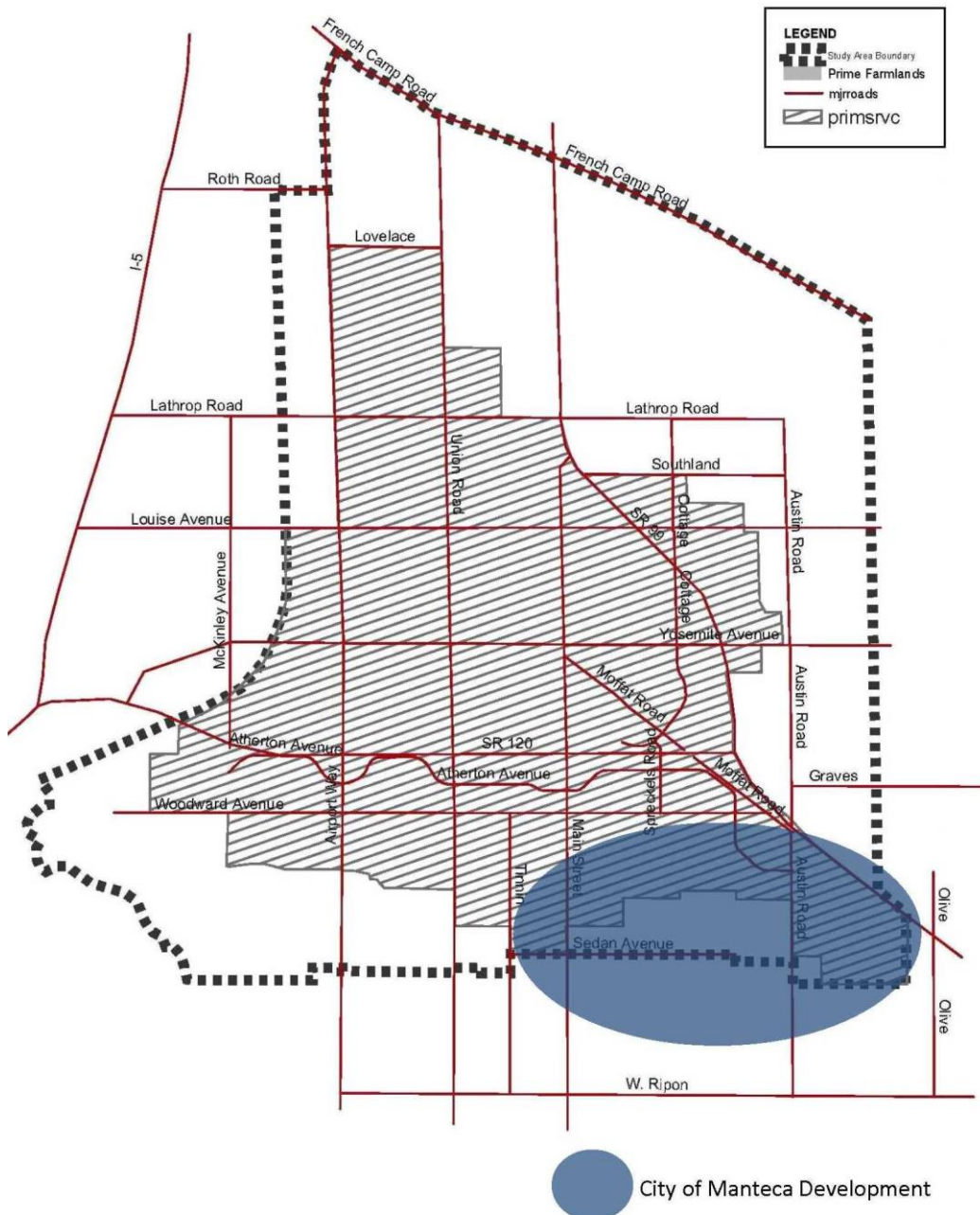
Source: City of Ripon General Plan 2040; TETER, LLP

CHAPTER 7: LONG-TERM DISTRICT STRATEGIES

RELATIONSHIPS BETWEEN RIPON USD FMP AND THE CITY OF MANTECA'S GENERAL PLAN

With major new housing developments likely to occur in the Planning Districts and Study Areas that are adjacent to the City of Manteca, these locations will require a reoccurring review and reassessment process related to new school site needs. The City of Manteca General Plan 2023 land use policies state that the City shall designate adequate land, appropriately located for school district facilities. Ripon USD must work with the City of Manteca to evaluate the impact of Manteca's housing development on the Ripon USD and the location of potential new school sites approximately one-half mile from new housing developments.

Exhibit 7.2 Manteca General Plan 2023 – Primary Service Area and Study Areas



Source: City of Manteca General Plan 2023; TETER, LLP

October, 2014

CHAPTER 7: LONG-TERM DISTRICT STRATEGIES

RELATIONSHIPS BETWEEN RIPON USD FMP AND THE SAN JOAQUIN COUNTY GENERAL PLAN

The San Joaquin County General Plan's Housing Element states that in the year 2008 the average school district fee for developers was \$2.50 per square foot for single-family homes and \$78,750 for multi-family dwellings. The amount of school district fees that the Ripon USD receives from developers shall be reviewed with San Joaquin County to ensure that the District is receiving a level of compensation comparable to similar districts' within the County.

POTENTIAL REAL ESTATE ACQUISITION STRATEGIES

In preparing for a possible influx of students due to an increase of new housing developments, the District will need to carefully plan and strategize real estate purchases and/or leasing arrangements that will best serve the Districts mission and educational goals. The Ripon USD needs to establish criteria for site identification, assessment, purchase and intermediate uses. This includes prioritizing land purchases between incorporated city boundaries and un-incorporated county areas zoned for agriculture. Additionally, the District should establish a process that responds to unexpected downturns of the local real-estate market, preparing for alternative uses of District purchased properties that would maximize benefits to educational delivery.

JOINT-USE AGREEMENTS

Joint-use agreements may be used to facilitate a partnership between the Ripon USD and other public or private entities. Spaces such as playgrounds, athletic fields, aquatic centers, gymnasiums and other community facilities may be developed with public access outside of school hours.

Joint-use agreements detail each partner's goals and responsibilities to help ensure that the shared properties are respected and maintained. Typically, when a community shares school district resources, a pride and ownership of space is developed, helping to deter vandalism and increase community involvement with the school district. Joint-use agreements should identify and account for liability concerns, and also highlight how the partnership will benefit each party.

There are several potential Joint-Use opportunities that the Ripon USD could consider, including relocating the District administrative offices and opening up the existing space to a private entity, utilizing the acreage at the agricultural farm site, and even sharing the burden of transportation and technology bandwidth with nearby entities.

FACILITIES OPERATIONS AND MAINTENANCE PLAN

Currently, facilities operations and maintenance needs at the Ripon USD are addressed on an "as-needed" basis, with equipment and materials needs which are typically site-specific. With the adoption of the FMP Education Specifications (reference APPENDIX B: and O), the Ripon USD will need to develop and implement a complimentary Operations and Maintenance Plan. The Operations and Maintenance Plan would best serve the District by providing best-practices for the ongoing care, upkeep and maintenance of District assets. The primary goal of the Operations and Maintenance Plan will be to implement a process for identifying and proactively performing preventative measures to avoid unnecessary and extraneous facilities related expenditures.

CHAPTER 7: LONG-TERM DISTRICT STRATEGIES

ASSET MANAGEMENT PLAN

The economic resources of the Ripon USD, including District-owned acreage, facilities and equipment, all exist for the educational benefits of the District's students. In order to continue providing a high quality of education in a safe learning environment, District assets need to be prudently managed and periodically undergo re-evaluation. As the Ripon USD continues to expand, the District will eventually need to develop and implement a District-Wide Asset Management Plan.

New Facility Space-Programming Options

Although currently encompassed by agriculture, certain areas between the cities of Manteca and Ripon have shown potential for either: a new Elementary School, High-School, or a combined High-School and District Office/Maintenance Facility.

The District is advised to carefully consider the design and space-programming of each type of facility, and be mindful of what facilities are deemed by the State of California as essential, in comparison to what the Ripon community considers an essential facility for their students.

Exhibit 7.3 Essential and Non-Essential Facility Types per School-Configuration

Facility Type	Elementary School	Middle School	High School
Essential: Classroom Facilities			
Art		X	X
Career Technical Instruction			X
Kindergarten	X		
Language		X	X
Performing Arts: Music & Drama		X	X
Science (lab & non-lab)		X	X
Special Education	X	X	X
Standard Classroom	X	X	X
Essential: Physical Education Facilities			
Apparatus Area	X		
Auxiliary Gym			X
Dance Area			X
Football & Track			X
Gym		X	X
Hard-courts	X	X	X
Lockers/Shower		X	X
Outdoor Track		X	
PE Classroom		X	X

CHAPTER 7: LONG-TERM DISTRICT STRATEGIES

Facility Type	Elementary School	Middle School	High School
PE Office		X	X
Soccer Field		X	X
Softball & Baseball Fields		X	X
Storage	X	X	X
Turf & Field Areas	X		
Weightlifting Area			X
Wrestling Area			X
Essential: Support Facilities			
Academic Support	X	X	X
Resource Specialist Area	X	X	X
Small Group Areas	X	X	X
Special Education Support	X	X	X
Speech & Psychologist Office	X	X	X
Essential: Infrastructure Facilities			
Covered Circulation	X	X	X
Custodial	X	X	X
Mechanical, Data & Electrical	X	X	X
Parking Areas	X	X	X
Staff Restrooms	X	X	X
Storage	X	X	X
Student Restrooms	X	X	X
Essential: Multipurpose Facilities			
Dining Area	X	X	X
Food Service (preparation or serving)	X	X	X
Outdoor Dining Area	X	X	X
Stage	X	X	
Storage	X	X	X
Student Store			X
Theater			X
Essential: Administration Facilities			
Career Center			X
Clerical Support		X	X
Conference Room	X	X	X

CHAPTER 7: LONG-TERM DISTRICT STRATEGIES

Facility Type	Elementary School	Middle School	High School
Counselor(s) Office		X	X
Faculty Room	X	X	X
Health Clinic	X	X	X
Parent Room	X	X	X
Principal's Office	X	X	X
Security Office			X
Staff Offices	X	X	X
Storage	X	X	X
Student Record Storage	X	X	X
Teacher Workroom	X	X	X
Vice Principal's Office	X	X	X
Essential: Media Center / Library Facilities			
Check-out Area	X	X	X
Computer Center	X	X	X
Small-Medium Group Area	X	X	X
Non-Essential : All Other Facilities			
Agricultural Program	-	-	-
Auxiliary Gym	-	-	-
Baseball Field	-	-	-
Career Technical Instruction	-	-	-
Football Field	-	-	-
Outdoor Amphitheater	-	-	-
Outdoor Track	-	-	-
Pool	-	-	-
Preschool/Day Care/Nursery	-	-	-
Science, Art, and Music Classrooms	-	-	-
Student Store	-	-	-
Theater	-	-	-
Wrestling / Weight Room	-	-	-

Grade Configuration Options

To respond to changing student demographics that could result from new housing developments, the Ripon USD has an option of adapting existing grade configurations at several existing school facilities to accommodate this potential change. Of the several options listed below, a possible scenario for the

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CHAPTER 7: LONG-TERM DISTRICT STRATEGIES

Ripon USD would be to revise grade configurations at some or all of its K-8 campuses to K-5 and 6-7-8 school sites. If a departure from the Districts historical K-8 grade configuration appears imminent, the District will need to explore teacher credential issues that may arise due to changing from a multi-disciplined instructional delivery method to a single-disciplined classroom setting.

The following is a summary of potential grade configuration options for the Ripon USD:

- A. Reconfigure all existing schools to K-5; add a new 6-7-8 school; and incorporate the Ripon Elementary site into Ripon High School.
- B. Retain the current K-8 configuration; and incorporate the Ripon Elementary site into Ripon High School.
- C. Reconfigure Ripona and Weston to K-5; retain the K-8 configuration at Colony Oak and Park View and add athletics programs; reconfigure Ripon Elementary to a 6-7-8 Academy; and expand Ripon High School.
- D. Reconfigure Ripona, Weston, Colony Oak, and Park View to K-5; incorporate the Ripon Elementary site into Ripon High School and convert the school to a 6-7-8 configuration; and build a new High School on agriculture land.
- E. Reconfigure Ripona, Weston, and Colony Oak to K-6, reconfigure Park View to 7-8, and incorporate the Ripon Elementary site into Ripon High School.

Exhibit 7.4 Potential New Grade Configuration Options

Site	Scope	Option				
		A	B	C	D	E
Colony Oak	Modernization	X	X	X	X	X
Colony Oak	Add Athletic Facilities			X		
New 6-7-8 School	New 6-7-8 School	X				
New 9-12 School on Ag Land	New 9-12 School				X	
Park View	Add Athletic Facilities			X		
Park View	Convert to 7-8					X
Ripon ES	Convert to 6-7-8 Academy			X		
Ripon ES/Ripon HS	Combine Ripon ES with Ripon HS	X	X			X
Ripon ES/Ripon HS	Combine and Convert to Middle School				X	
Ripona	Modernization	X	X	X	X	X
Weston	Modernization	X	X	X	X	X

An estimated rough magnitude of costs in 2014 dollars associated with each potential grade configuration option is presented in Chapter 5, Exhibit 5.1. The least expensive grade configuration option is anticipated to be Option C (\$43.6 million). The most expensive grade configuration option is anticipated to be Option D (\$86.8 million).

GLOSSARY OF TERMS

Term	Definition
AB 16 (Joint-Use Program)	Allows districts to obtain funding from a Joint-Use partner as a match for State funding to build joint-use projects.
AB 300 (Seismic Mitigation Funding)	Provides funding for “Category 2” construction type buildings that are designed for occupancy by students and staff, and accompanied by a structural engineer’s report identifying the building deficiencies and reasoning for concluding that the building has a potential for catastrophic collapse.
AB 401 (New Construction Additional Grant for District-Owned Site Acquisition Cost)	Allows a district to apply for funding if it is vacating non-school space, such as administrative space, and is placing students into the vacated facility.
AB 801 (New Construction Additional Grant for Replaced Facilities)	Provides additional funding for the replacement cost of single-story buildings that are demolished and replaced with multi-story buildings.
Academies	An alternative learning community method typically with a career focused theme. Components may include combining traditional academics with career technical education and business/post-secondary partnerships.
ADA (Americans with Disabilities Act)	A wide-ranging civil rights law enacted by U.S. Congress that prohibits, under certain circumstances, discrimination based on disability. School construction projects must comply with ADA accessibility standards.
ADAAG (ADA Accessibility Guidelines)	Regulations that apply to new construction and any reconstruction projects and provide specific guidance in implementing ADA.
AERIES™	A Student Information Software with a wide range of products to support school districts for reporting requirements established by State and federal agencies.
AP (Advanced Placement)	A program which offers college-level curricula and examinations to high school students. Many post-secondary institutions grant placement and course credit to students who obtain high scores on AP examinations.
API (Academic Performance Index)	A measurement of academic performance and progress of a school. API scores range from a low of 200 to a high of 1000. The interim State-wide API performance target for all schools is 800.
ARRA (American Recovery and Reinvestment Act)	Economic stimulus packages enacted in 2009 responding to the Great Recession, with the objective to save/create jobs, provide temporary relief programs for those most impacted by the recession, and invest in infrastructure/education/health/renewable energy.

GLOSSARY OF TERMS

Term	Definition
AV (Assessed Valuation)	The dollar value assigned to a property primarily for the purposes of measuring property taxes, however, is also an important factor in municipal bond issues.
AYP (Adequate Yearly Progress)	A measure by which schools are held accountable for student performance under Title I of the No Child Left Behind Act of 2001.
Benchmark Assessments	Short tests administered throughout a school year that give teachers immediate feedback on how students are meeting academic standards.
BIG (Base Incentive Grant)	Base grants that are in addition to the HPI score-based incentive funding.
Birth Capture Rate	A projection of kindergarten attendance to an enrollment year that is derived from applying a birth attendance rate to the number of births five years prior.
CAHSEE (California High School Exit Examination)	A statewide mandatory test to ensure graduates from public high schools have grade level competency in reading, writing, and mathematics.
CalEMA (California Emergency Management Agency)	State agency responsible for the coordination of overall response to major disasters in support of local government, and assisting local governments in emergency preparedness, response, recovery, and hazard mitigation efforts.
CalTrans (California Department of Transportation)	California department that manages the states highways and is actively involved with public transportation systems.
CBEDS (California Basic Education Data System)	An annual data collection of local educational agency data that collects information on student and staff demographics.
CCF (Cohort Change Factor)	An indicator of the change to the number of students for each grade, compared to the number of students in the prior grade.
CDE (California Department of Education)	The department oversees funding and testing, and holds local educational agencies accountable for student achievement.
CDPH (California Department of Public Health)	The state department responsible for public health in California, including overseeing vital records operations throughout the state.
CEC (California Energy Commission)	California's energy policy and planning agency, responsible for forecasting energy needs, promoting energy efficiency and supporting renewable energy technologies. The Energy Commission approves Proposition 39 plans and works with the California Department of Education, which subsequently distributes Prop. 39 funds.

GLOSSARY OF TERMS

Term	Definition
CEQA (The California Environmental Quality Act)	A California statute that requires state and local agencies to identify the significant environmental impacts of their actions, such as new construction, and to avoid or mitigate those impacts, if feasible.
CFD (Community Facility District - Mello-Roos Community Facilities Act of 1982)	The Act enabled "Community Facilities Districts" (CFDs) to be established by local government agencies as a means of obtaining community funding. School districts use these financing districts to pay for public works and some public services.
CHPS (Collaborative for High Performance Schools)	United States' first green building rating program especially designed for K-12 schools. A high performance school is energy and resource efficient, and contains the amenities for a quality education.
COP (Certificate of Participation)	A type of financing where an investor purchases a share of the lease revenues of a program rather than the bond being secured by those revenues.
CPUC (California Public Utilities Commission)	The California regulatory agency that regulates privately owned public utilities, including electric power, telecommunications, natural gas and water companies and rail crossing safety.
CREB (Clean Renewable Energy Bonds)	A form of tax credit bond for certain renewable energy facilities, in which interest on the bonds is paid in the form of federal tax credits, in lieu of interest paid by the issuer.
Credit Rating	An evaluation of the credit worthiness of a debtor (the Ripon USD in this case). Evaluation is based on a credit rating agencies assessment of the debtor's ability to pay back the debt and likelihood of default.
CSFA (California School Finance Authority)	Oversees the sale of revenue bonds to reconstruct, remodel or replace existing school buildings, acquire new school sites and buildings, and to assist school districts by providing access to financing for working capital and capital improvements.
CSFP (Charter School Facilities Program)	Funding program for the new construction or the rehabilitation of existing school district facilities for charter school use, allowing charter schools to access State facility funding directly or through the local school district.
CSM (Cohort Survival Model)	A model that uses an "aging" concept that moves a group, or cohort, of students into the future and increases or decreases their numbers according to past experience through history.
CSTs (California Standards Tests)	Designed to match the state's academic content standards for each grade, and shows how well students are doing in relation to the state content standards.

GLOSSARY OF TERMS

Term	Definition
CTEFP (Career Technical Education Facilities Program)	California Department of Education funding for the construction of new career technical education (CTE) facilities and the modernization of existing career technical educational facilities.
Data Director™	An online data and assessment management system that allows users to compare multiple sets of data to identify needed interventions or drive academic achievement of all students.
Developer Fee	An authority provided by statute to collect square-footage based fees to mitigate an impact of new residential and commercial developments. Mitigation Agreements are typically negotiated between districts and developers in lieu of, or to supplement, Developer Fees.
DSA (California Division of the State Architect)	The state agency that provides plan review and construction oversight for California school construction projects for structural safety.
DTSC (California Department of Toxic Substances Control)	A part of the California Environmental Protection Agency, this agency provides the highest level of safety and protection to public health and environmental harm from toxic substances, such as asbestos or pesticides.
ELA (English Language Arts & Literacy)	Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and technical subjects.
ELL (English Language Learners)	A person who is learning the English language in addition to their native language.
ES (Elementary School)	Elementary School
Facility Hardship	When a district has a critical need for pupil housing because the condition of the facilities, or the lack of facilities, presents an imminent threat to the health and safety of the pupils.
FEMA (Federal Emergency Management Agency)	An agency of the United States Department of Homeland Security, whose primary purpose is to coordinate the response to a disaster that overwhelms the resources of local and state authorities.
FireWire	A standard for high-speed communications and isochronous real-time data transfer of 50–400 megabytes per second (MB/s).
FMP (Facilities Master Plan)	A compilation of information, policies and statistical data about a school district, meant to provide a basis for planning educational facilities that meet the changing needs of a community and allocating facility resources.
Gbps (Gigabytes per Second)	A metric for data transfer rate, indicating 1 billion bytes per second.

GLOSSARY OF TERMS

Term	Definition
GIS (Geographic Information System)	A computer system designed to manipulate and analyze all types of geographical data, such as transportation route options, housing costs or other development impacts.
GO Bonds (General Obligation Bonds)	A type of municipal bond that is secured by a state or local government's pledge to use legally available resources, including tax revenues, to repay bond holders.
HPI (High Performance Incentive)	A grant program that acts to promote the use of high performance attributes in new construction and modernization projects for K-12 schools, including using design and materials that promote energy and water efficiency
HPRC (High Performance Rating Criteria)	Used to determine the high performance attributes in a project, and assign each application a score that will directly correlate to the amount of funding a project receives.
HS (High School)	A school that provides children with part or all of their secondary education, typically for grades 9 through 12
Interim Housing	The temporary classrooms used by students while their primary facility is undergoing construction or remodeling.
IOU (Investor Owned Utility)	A business organization, providing a product or service regarded as a utility, and managed as private enterprise rather than a function of government or a utility cooperative. PG&E, as a gas and electric power company, is an IOU.
IPTV (Internet Protocol Television)	A system through which television services are delivered using the Internet protocol suite over a packet-switched network such as a LAN or the Internet, and can be streamed in small batches.
Joint Use	Joint-use agreements are used to facilitate a partnership between the a school district and other public or private entities for spaces such as playgrounds, athletic fields, aquatic centers, gymnasiums and other community facilities to be developed, with public access allowed outside of normal school hours.
LEA (Local Educational Agency)	A synonym for a public board of education providing administrative services for public schools.
LHMP (Local Hazard Mitigation Plan)	A sustained action taken to reduce or eliminate the long-term risk to human life and property from hazards.
Living Document	A living document or dynamic document is a document that is continually edited and updated, and may evolve through updates, be expanded as needed, and even serve a different purpose over time.
Mbps (Megabytes per Second)	A metric for data transfer rate, indicating 1 million bytes per second.
Mello-Roos	See "CFD"
Mitigation Agreement	See "Developer Fees"

GLOSSARY OF TERMS

Term	Definition
Modernization	The Department of General Services Office of Public School Construction offers competitive funding through a Modernization program that provides state funds on a 60% state, 40% local sharing basis for improvements that educationally enhance existing school facilities, including modifications such as: air conditioning, plumbing, lighting, and electrical systems.
New Construction	The Department of General Services Office of Public School Construction offers competitive funding through a Modernization program that provides state funds on a 50% state, 50% local sharing basis for eligible projects that add capacity to a school district, such as the construction of a new school, or the addition of classrooms to an existing school.
OBF (On-Bill Financing)	An interest-free Energy Efficiency Retrofit loan program through PG&E that provides qualified, non-residential PG&E customers with a means to finance energy-efficient (EE) rebate and incentive programs implemented under select PG&E EE programs.
OPSC (Office of Public School Construction)	Under the Department of General Services, the Office implements and administers a \$35 billion voter-approved school facilities construction program.
ORG (Overcrowding Relief Grant)	The Department of General Services Office of Public School Construction offers a program that enables districts to reduce the number of portable classrooms on overcrowded school sites and replace them with permanent classrooms.
Parcel Tax	A form of property tax assessed at a rate based on the characteristics of a "parcel," rather than on the assessed value of the property, and can be different for different types of property, such as improved versus not improved or residential versus commercial.
PDM (Pre-Disaster Mitigation)	Through the Federal Emergency Management Agency, the program provides funds for hazard mitigation planning and projects on an annual basis.
PG&E (Pacific Gas & Electric)	The Investor Owned Utility that provides gas and electric power services to the Ripon area.
PG&E EE (PG&E Energy Efficiency)	A program that allows PG&E customers with a means to finance energy-efficient (EE) rebate and incentive programs. Loans issued are interest-free and fund costs qualified PG&E customers incur in connection with a qualified retrofit project, as approved by the CPUC.
Proposition 39 (The California Clean Energy Jobs Act)	Under this initiative, up to \$550 million is available annually until 2018-2019 for eligible projects that improve energy efficiency and expand clean energy generation in schools. Eligible local educational agencies (LEAs) request funding by submitting an energy expenditure plan application to the California Energy Commission.
QSCB (Qualified School Construction Bonds)	Funds that can be used for new building construction, land acquisition, renovation and rehabilitation projects and equipment.

GLOSSARY OF TERMS

Term	Definition
QZAB (Qualified Zone Academy Bonds)	Allows schools located in empowerment zones or enterprise communities and public schools with 35% or more of their student body on the free and/or reduced lunch programs are eligible to borrow at nominal interest rates (as low as zero percent) for costs incurred in connection with the establishment of special programs in partnership with the private sector. Authorizations must be used within two years following the year for which they were given.
SAB (State Allocation Board)	Comprised of the Directors of Finance and the Department of General Services, with the Superintendent of Public Instruction, three members of the Senate, three members of the Assembly, and one appointee by the Governor, the SAB meets monthly to apportion funds to school districts.
SF (Square Foot)	A metric used in calculating areas in a school facility assigned to a specific purpose, such as classrooms or laboratories.
SFC (School Facility Consultants)	A full service company which assists school districts, local agencies, architects, and developers in all aspects of school facility planning and financing.
SFP (State School Facility Program)	This program provides funding grants for school districts to acquire school sites, construct new school facilities, or modernize existing school facilities under “new construction” (50/50 State and local) or “modernization” (60/40). Districts that are unable to provide some or all of the local match requirement and are able to meet the financial hardship provisions may be eligible for additional State funding.
SGR (Student Generation Rates)	Used to determine a Student Yield Factor, it is the historic trend of students from new residential units constructed during a previous five years timeframe that are of a similar type of unit to anticipated constructed.
SP (Student Progression)	A method for enrollment forecasting that projects a students grade enrollment by one grade per academic year, and provides a baseline enrollment forecast.
TK (Transitional Kindergarten)	A transitional kindergarten class for students who turn five between September 2nd and December 2nd, as required by AB 1381. The transitional kindergarten class is the first year of a two-year kindergarten program.
UPRR (Union Pacific Rail Road)	The operator of the rail line that runs adjacent to Highway 99 and alongside the Ripon High School. Plans are set to widen the single-track next to the Ripon High School to a dual track.
Williams Settlement (Emergency Repair Program)	The Eliezer Williams, et al., vs. State of California, et al. (Williams) case was a class action suit in 2000, the basis that state agencies failed to provide public school students with equal access to instructional materials, safe and decent school facilities, and qualified teachers. As a result of the Williams case, changes to the School Accountability Report Card (SARC) is meant to help all schools report the overall condition of their facilities.