October 2025

KEPPEL UNION SCHOOL DISTRICT

FACILITIES IMPLEMENTATION PLAN 2025

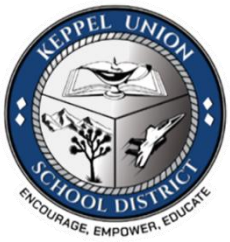
Report to the Board of Trustees on Analysis, Recommendations, and Funding of School Facility Improvements

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SECTION 1

EXECUTIVE SUMMARY

Caldwell Flores Winters, Inc. (CFW) is pleased to present the 2025 Facilities Implementation Plan to the Keppel Union School District (District) Board of Trustees (Board). This report reviews the integration of the District's vision for educational initiatives with the ongoing educational and facilities program and includes an analysis of existing and proposed programs and facilities to enhance the scope of the District's improvement and construction program. The plan prioritizes equity at school sites to be improved and presents results for Board consideration of improvements by grade configuration, type of improvement, estimated cost, and phasing.

There are currently many high priority school facilities improvement projects outstanding, despite the District's admirable job of maintaining school facilities with minimal resources. Priority projects include upgrading classrooms for science, technology, engineering and math programs, improving school safety and security, repairing leaky roofs, providing additional facilities, and renovating plumbing and electrical systems.

The District does not have sufficient funds on hand to complete these projects, and unlike neighboring districts and most other school districts in Los Angeles County, the Keppel Union School District has not passed a General Obligation bond to fund periodic facilities improvements. While the State provides some funding for facilities, a local match or achieving a bond issuance threshold is typically required to access State grants. Most school districts in the State utilize a local General Obligation bond program to match State grants and to fund school modernization and construction projects. Pursuant to the elements of a typical funding program used by most school districts in the State, this plan proposes a combination of State grants, a local bond program, and funds on hand to finance the needed school facilities improvement projects.

The District promotes teaching, leading, and learning. The priorities of the District are to ensure safety, match academic programming to the District's vision for all students to achieve their full potential, and create inviting learning environments. It remains focused on high quality instruction and equity for all children. Students in the District receive instruction in English language arts, math, science, and social studies based on the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). There is strong support for English Language Learners, and Science, Technology, Engineering, Art, and Math (STEAM) programs beginning at the elementary to middle grades. The District continues to invest in enrichment programs for students and has begun a community schools initiative for all school sites. Up to this point, the District has introduced 21st Century Learning Environments at select schools

given funding and priority facility's needs. It now wishes to implement a more comprehensive 21st Century facilities program to incorporate all school sites, classrooms, and support facilities, wherever possible.

The District operates five TK-8 grade elementary schools with the oldest schools built in 1921 and 1964 and the newest 3 schools in the 1988-89 period. The District's permanent school facilities have been built over different generations and reflect the design principles and standards of their time. Schools in the District were constructed in three main phases: Alpine Elementary was built in 1920s and 1950s; Antelope Elementary was built in 1964; and Daisy Gibson, Lake Los Angeles, and Pearblossom were built in the 1988-89 time period. Except for Antelope, which was modernized with assistance from state grants in 2005, no other school has been substantially modernized since construction. Where needed, portable classrooms have been added over the last 25 years to each school since their original construction to meet fluctuations in enrollment and now represent over 45 percent of all classrooms.

A modern, flexible learning environment is needed to facilitate and promote collaboration, communication, creative thinking and problem solving within the classrooms, consistent with CCSS and NGSS requirements. For the District, learning environments must be integrated within the California Department of Education (CDE) requirements for specific school facilities. They must also be integrated into the District's educational programs and desires to expand opportunities and eliminate deficiencies in existing facilities. Classrooms need to be flexible and have the technology to support students actively engaged in their own learning. Moreover, curriculum units and projects need classrooms that are designed to meet academic objectives more specifically such as dedicated classrooms for science, special education and kindergarten facilities.

Major portions of the Districts permanent and portable classrooms are in need of replacement or substantial upgrades. Many portable classrooms were brought in to provide short term relief, but are old, have exceeded their useful life, and are in need of replacement. Permanent classrooms no longer meet the requirements for modern 21st Century Learning environments. At many sites, roofs need to be repaired, security fencing and gates installed, and substantial upgrades to support facility and play areas undertaken. New facilities need to be built to support state mandated requirements for science, technology, engineering and math (STEM) programs, science labs, performing arts and special education facilities. A detailed assessment and a proposed plan of improvement is provided for each school, including a sequencing plan for multiple projects at each site that minimizes the disruption to the educational program during construction.

Due to the age of its facilities, the District has accrued significant eligibility under Proposition 2 for state grants to replace outdated classrooms or to modernize aging facilities into 21st Century Learning Environments. The District is estimated to be eligible for up to $33.9 million in state grants to improve permanent and portable classrooms, however a local match of approximately $23.5 million is required. A strategy to provide the necessary match and maximize grant funding is presented.

Overall, a $62.1 million plan of improvement and funding for all schools is proposed to be implemented over time based on the establishment of two main funding sources. The first is based on maximizing the

projected receipt of approximately $33.9 million in state aid grants. The second is based on the combination of $1 million in existing funds and successful passage of a $26.9 million local general obligation bond measure by local voters to fund the required local district match for state grants and provide additional funding to complete remaining projects that require further improvement. Further recommendations are provided for specifications to be adopted for the design and construction of school facilities, proposed improvements, method of funding and sequencing, and for the periodic review of the proposed implementation plan by the District.

It is proposed that the Governing Board of the Keppel Union School District:

- Review and adopt the proposed specifications, improvement projects, method of funding and phasing for those facilities to be funded
- Direct the preparation of proposed State grant funding applications for review and approval by the Board for submission to the State

SECTION 2

ACADEMIC PROGRAM & 21ST CENTURY SPECIFICATIONS

The Keppel Union School District (District) provides a transitional kindergarten (TK) through eighth grade or a kindergarten (K) through eighth grade education program at five school sites: Alpine, Antelope, Daisy Gibson, Lake Los Angeles, and Pearblossom. The District previously operated a sixth school, Keppel Academy, which was repurposed into the District office in the fall of 2024. Students within the District live in the communities of Littlerock, Pearblossom, Lake Los Angeles, Sun Village, East Palmdale, Llano, Valyermo, and Juniper Hills. The District's mission for educating students is to seek education, strive for excellence, and aspire to greatness. To support this mission, the District promotes inspired teaching focused on creativity and innovation, critical thinking and problem solving, effective communication, collaboration and other 21st Century skills. Students are taught by skilled teachers who use research based instructional strategies supported with an academically rigorous, standards-based curriculum.

The District is committed to the successful implementation of 21st century teaching and learning via the California State Standards (CSS) and Next Generation Science Standards (NGSS) through a standards-based instructional model. Three schools emphasize visual and performing arts (VAPA); two integrate Advancement Via Individual Determination (AVID); another is dedicated to fostering giftedness in every student; one specializes in Science, Technology, Engineering, and Mathematics (STEM); and another implements the "Leader in Me" program. The following are the specific academic focus and enrichment programs at each of the schools:

- Alpine has a focus on Leadership and is using the "Leader in Me" Program
- Antelope is a Visual and Performing Arts School
- Daisy Gibson is a Science, Technology, Engineering and Math (STEM) Academy
- Lake Los Angeles is a Visual and Performing Arts School
- Pearblossom is a Visual and Performing Arts School

In addition to the core TK-8 educational program, the District houses preschool programs for students in the community. There is a special education preschool program is contained in two classrooms at Alpine Elementary, two State preschool programs at Antelope, and one at Lake Los Angeles and one at Pearblossom. The State preschool programs provide a half day program consisting of a morning group and an afternoon group. The District also desires to offer its own full day "Headstart" program in the

future. Eventually, the District would like to have an Early Childhood Education Center (ECEC) at the District office site that consolidates all of these preschool programs in one location.

The District is working towards full enrollment of transitional kindergarten (TK) students, and to that end, has added additional TK classes over the last few years. The goal is to house TK students in Title 5 compliant classrooms at each school site. TK classrooms are available at Lake Los Angeles, Antelope, and Daisy Gibson. TK/K Title 5 compliant classrooms have 1,350 square feet each with a restroom accessible from the classroom and a workroom/storage area adjacent to the classroom. Where there is a TK/K classroom that does not meet these specifications, a restroom must be located within close proximity to the classroom.

The District offers both mild to moderate special day classes (M/M SDC) and moderate to severe special day classes (M/S SDC). In addition, resource specialist programs (RSP), speech, psychology, and occupational therapy (OT) services are provided. The District provides these programs through both a push-in and pull-out model. The goal for the special education program is to be inclusive with students in the least restrictive environment for as much of the school day as possible. Lake Los Angeles has been the hub for special education programs in the District. In addition to the special education services provided, the District offers counseling services to students as well as intervention services in reading and math to students who need additional support. A classroom is used at each site to provide these services. The District has embraced the Community Schools concept and has a Wellness Room at Lake Los Angeles.

The District offers elective classes at each school site consisting of music, art, and a GATE program. Districtwide, additional classrooms are needed for the music and art programs. Currently, the music program is held on the stage at Pearblossom with three additional portable classrooms to be provided at each site for music and arts over a two year period. For next school year, two portable classrooms will be installed at Pearblossom and Lake Los Angeles, with one for music and one for art. In addition to the music program, the GATE program is offered to qualifying students for hands on Science, Technology, Engineering, and Math (STEM) programs. Students in sixth, seventh and eighth grades are offered elective classes that rotate throughout the year in their current classrooms. Some of the electives would benefit from purpose-built spaces, such as the cooking elective would benefit from having a kitchen or broadcasting would benefit by having a room with specialized equipment and a green space.

The students all have a 1:1 device which they leave at school each day. Next year, each student will have two devices, one that they leave at school and another that will remain at home throughout the school year, eliminating the need for computer labs at schools. The WIFI network works well according to the staff, and the District uses Spectrum as the service provider. Unfortunately. some students do not have WIFI access at home.

Each school in the District has three lunch periods. The cafeterias are able to accommodate the students enrolled at the school within the three lunch periods with the exception of Antelope. The cafeteria at Antelope is a large portable facility that is used as the cafeteria, and it is too small by state standards to adequately meet its needs.

For the District, 21st Century Learning Environments must be integrated with the State requirements for specific school facilities as defined by the California Department of Education (CDE). They must also be integrated into a district's educational programs and desires to expand its opportunities and to eliminate its deficiencies in existing facilities. The following addresses these issues in terms of opportunities to achieve these goals and methods to address the shortfalls for improved educational programs and facility options. These requirements have been incorporated into the District's educational specifications which are presented later in this section to be utilized in the transformation of the District and as corollaries in the implementation of 21st Century Learning Environments.

2.1 ACADEMIC IMPACT ON FACILITIES

With the initiatives that the District has implemented and the programs mandated by the state, students will be creating projects and products that demonstrate mastery of the CSS and NGSS. While most of the teaching will be in general purpose classrooms, these classrooms need to be flexible and have the technology to support students actively engaged in their own learning. Moreover, some of the curriculum units and projects need classrooms that are designed to meet these academic objectives more specifically such as dedicated classrooms and facilities for kindergarten, science, performing arts and music programs. For example, a science lab with proper materials and equipment for students to carry out experiments would benefit curriculum programs that have a science focus. Likewise, having a dedicated classroom with musical equipment that meets the specific needs of a music program supports a performing arts and music focus.

Some of the existing schools require dedicated classrooms that support specific academic focus such as science labs and performing or art classrooms. A goal for the District is for each school to have two classrooms that support the academic focus for that school. These learning environments provide students the opportunity to actively participate in learning through hands on activities and creating projects that demonstrate mastery of the CSS or NGSS. Where available, existing rooms can be added or repurposed, for example, to become STEM, music, drama, robotics and art classrooms or specific science focused labs. The goal of these learning environments is for students to have a place in which they collaborate with others to solve problems, create solutions for the problems, and then construct projects related to the standards they are learning.

The District desires classrooms that support students in learning the CSS and NGSS. These environments need to provide the flexibility and mobility required for learning environments to promote 21st Century instructional strategies such as collaboration, creativity, communications, and problem solving. These 21st Century improvements need to be expanded to provide equity in classroom environments for all teachers to have the tools to provide the instructional shifts necessary to affect the implementation of powerful instructional strategies and improve the instructional core in the classroom which is the educational focus of the District. When used to the fullest potential, the provision of 21st Century Learning Environments provide a setting for teachers to become the facilitators of learning, guiding students to learning mastery and providing opportunities for students to engage with other students in projects that

require application of knowledge and skills, seek out answers to questions and problems, and create projects that demonstrate mastery of the standards thereby becoming masters of their own learning.

In the modern classroom, digital technology can be leveraged in two complementary ways: first, by fitting rooms with interactive digital displays (and the technology required to connect them to the Internet and to local networks); and second, by providing students and teachers with devices that communicate wirelessly with those displays. All students in the District have one-to-one devices with embedded textbooks and educational applications selected by the District. The desire is to provide the teacher with greater flexibility and choice in providing students with visual examples, virtual field trips, interactive lessons, and engaging curriculum. The District desires to have additional wireless options for integration of a digital environment with modern teaching methods that can be utilized with existing educational programs, increasing teacher and program flexibility. To be even more effective, however, efforts must be made to supply the furniture, fixtures, and equipment within the existing classroom to best support these efforts.

Recent state mandates and requirements to the educational program are also impacting the District's programs and facility's needs. This year the State elected to further expand TK enrollment at public schools by requiring school Districts to admit all four-year-old children to attend TK. The State's goal is to expand and enhance the educational experience, increase equity in children's opportunities and learning outcomes, address bias, and promote equitable opportunities for early learners to sustain and accelerate the improved childhood outcomes associated with high-quality, early learning experiences. Collectively, this will require all districts to add a full new grade level to their staff and facilities programs at each elementary school in order to comply. Therefore, educational specifications for these classroom facilities must be created or updated to meet this need and to preserve the District's vision for all students and grades to engage in 21st Century Learning Environments

2.2 21ST CENTURY LEARNING ENVIRONMENTS

A learning environment geared for modern learning and rigorous instructional methods requires thoughtful consideration for the features and amenities in that environment. CFW has assembled a trademarked assembly of 21st Century Learning Environments to be used in conjunction with CSS and NGSS which have been adopted by districts in the design and construction of modern school facilities. It focuses on the integration of a digital environment with modern teaching methods that can be utilized with existing educational programs. The following is a summary description of 21st Century Learning Environments available for consideration in meeting the design and construction of the District's options for its schools, including classrooms, media/learning centers, administrative and support spaces, and multi-purpose rooms. All these facilities have been approved by the Office of Public-School Construction (OPSC) for state grants, the California Department of Education (CDE) for compliance with state requirements, and the Department of the State Architect (DSA) for building code compliance. In addition, these standards have been incorporated into the construction drawings of multiple firms throughout the state.

For improvements to existing facilities, a finer distinction is required to adequately interpret the proposed level of recommended 21st Century Learning Environment improvements. For this purpose and as used in the following sections, there are four main types of 21st Century Learning Environment improvements to existing or repurposed facilities: 1) upgrades to a 21st Century facility, 2) modernization to become a 21st Century facility, 3) new construction or retrofitting of an existing space into a 21st Century facility and 4) classroom repurposing. The upgraded 21st Century facility is generally in good condition and needs only upgrades of furniture, fixtures, and equipment to provide students or teacher/staff with mobile, flexible learning environments that have high technology capacity. The modernized 21st Century facility is generally older and needs upgrades for furniture, fixtures and equipment, new technology and additional improvements, or changes to the physical support systems to the facility such as roofing, HVAC, or electrical systems. The newly constructed or retrofitted 21st Century facility requires all new construction or retrofitting of an existing area that might require moving of walls, changes to windows, and redesign of structural elements. Classroom repurposing refers to the repurposing of existing permanent and portable classrooms into other uses including structural changes as needed, and 21st Century upgrades or improvements. These elements also recognize the built environment of existing schools and the need to adapt accordingly in the implementation of recommended 21st Century Learning Environment improvements to such spaces. For example, in existing elementary schools, art labs, STEM labs, and digital labs are often in a 960 square foot room rather than a 1,200 square foot room, thus requiring the need to adapt the existing room to incorporate as many of the proposed improvements as feasible.

2.2.1 CLASSROOM FURNITURE, FIXTURES AND EQUIPMENT (FF&E)

The functionality of a classroom space is heavily dependent on its furnishings and equipment and the integration of their use in meeting educational objectives for a particular use or grade level. The following are descriptions of the 21st Century Learning Environment specifications for furniture, fixtures and equipment for classrooms and similar learning environments (e.g., Enrichment Rooms).

Flexible Space and Adaptable Furnishings: Flexible space and adaptable furnishings are two of the keys that unlock the full potential of the classroom in the 21st century. Flexible rooms are designed to be as open as possible, so that the furniture inside can be configured for different purposes as needed, including arrangement for small groups, a class activity, or in traditional rows and columns for when students are testing. An open-plan room requires flexible furniture to be able to achieve this simply and efficiently. The arrangement of adaptable furniture lends itself to the creation of small learning communities within classrooms or whole group instruction within a matter of minutes. Students can read, write, design, create, or discuss in a variety of arrangements, all of which can be reconfigured at the instructor's discretion.

Desks, Tables and Seating: In recent years, advances have been made in the ergonomic quality, build quality, flexibility, and sustainability of classroom furniture. From student desks and chairs to modular soft seating and collaborative tables for small groups, the innovation in the industrial design of furniture has made configuring classrooms for almost any purpose easier than ever. Lightweight, durable, foldable,

stackable, and adjustable, the new generation of desks, seating, and teaching stations is a key element of the model 21st Century Learning Environment. Student desks and chairs are easily moveable and provided at a size appropriate for TK through twelfth grade age students. Both the desks and chairs have casters that can be locked to provide easy movement and flexibility. Desks and seating can be adjusted to accommodate State or local classroom loading standards.

Tack Boards and Markerboards: There is a need for some wall spaces throughout the room that may be utilized by the instructor to pin student work, learning concepts, and other materials to the wall. Tack boards are preferably placed at age-appropriate level height to provide maximum utility to available wall space. A typical wall panel may be 4 feet in height by 8 feet in width or vice-versa and be interspersed with similarly sized wall panels that provide a writable surface.

Multiple write-erase surfaces are found on walls throughout the room, preferably at appropriate application heights to maximize space for drawing, writing, or similar activities. Maximum flexibility of such surfaces is available on each of the four walls of the room. Walls with windows will normally require sliding markerboards so that windows can be covered if a full writable wall is needed. Markerboards should also be magnetic to allow materials (papers, posters, etc.) to be magnetically "pinned" to the surface. Markerboards should encompass approximately 45 to 65 percent of the total wall space in a general-purpose classroom.

Storage: Traditional classroom casework of ten monopolizes wall space and over-saturates the room with storage functions for an "analog" design. In most 21st Century classrooms, only a limited supply of casework and storage are required. If a classroom is equipped with a sink and counter, storage beneath the sink is appropriate. Multiple built-in shelves can be provided behind sliding markerboard walls five and a half feet above the floor to allow for mobile storage units, books, and learning materials, with one having the capability to recharge 1:1 devices.

High-Definition Displays: In the modern classroom, digital technology can be leveraged in two complementary ways: first, by fitting rooms with interactive digital displays (and the technology required to connect them to the Internet and to local networks); and second, by providing students and teachers with devices that communicate wirelessly with those displays.

For each classroom, three flat screen displays (or at least two in limited repurposed facilities) measuring at least 60 inches diagonally are found to provide easy visual access from any place in the classroom or to provide the ability to have students in three different groups receive three different sets of content for smaller group instruction. In student resource centers or school libraries, a substitution of one 100" high-definition display monitor is usually used to present one set of information to the entire group. All displays should have at least three HDMI inputs and built-in Wi-Fi equipment or an attached accessory device that enables Wi-Fi access so that the teacher can use multiple kinds of equipment (handheld device, computer, DVD player, etc.) on each monitor.

Monitors are mounted to the wall by way of adjustable hydraulic brackets. The bottom edge of the display should be about six feet above the floor, but the adjustable mounting bracket will permit the display to

be repositioned—e.g., to extend the display out from the wall and lowered approximately two or three feet to table height for better use by students and teachers.

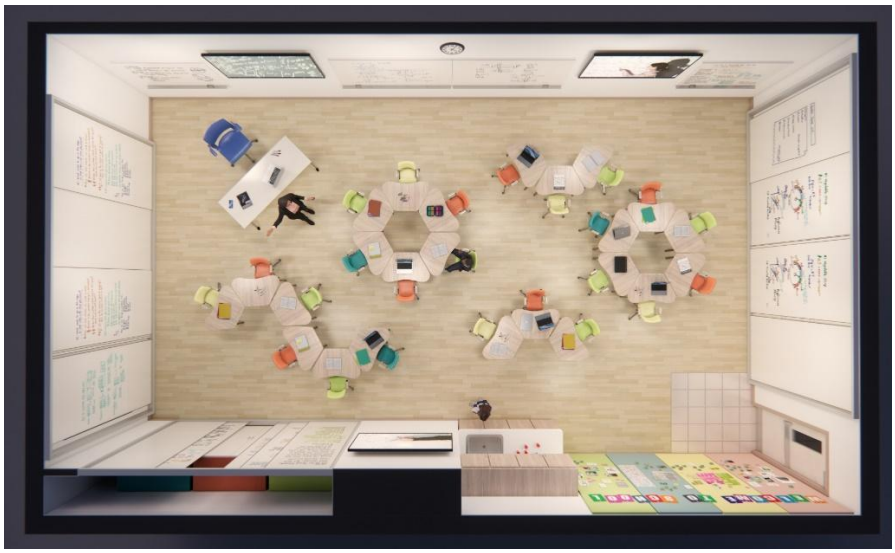
Each room is equipped with a handheld video/audio source selection switching device to allow the instructor to adjust the video or audio source fed to the displays. As an option, audio-enhancing equipment may be added independently to further enhance the oral communication from the instructor to students, where needed. The same image may be fed to all displays in a room, or a different image can be fed to each display. Additionally, the instructor will be able to control the source of the feed from the switch. For example, sources may include laptops or tablets used by students or teachers, DVD players, media streaming devices (e.g., Apple TV), document cameras, and digital microscopes. This feature allows the teacher to provide an unlimited amount of information to students, providing students with visual examples, virtual field trips, interactive lessons, and engaging curriculum.

2.2.2 GENERAL-PURPOSE CLASSROOMS

Under state standards and proposed District 21st Century Learning Environment specifications, general-purpose classrooms must be 960 square feet or more and provide the space in which students study and learn the CSS in core subject areas such English language arts, math, social studies, and enrichment courses. Figure 1 depicts a sample general-purpose classroom floor plan designed to meet state standards and proposed 21st Century Learning Environment specifications. These standards can be applied to permanent facilities built in place, modular buildings brought and erected on site, or portable classrooms. 21st Century specifications for classroom furniture, fixtures and equipment are outlined above, including wireless connectivity, high-definition display monitors, sliding markerboards, and alcoves to store movable furniture are accommodated within these facilities.

Sliding markerboards are installed to cover approximately forty-five to sixty-five percent of classroom wall surfaces, including those that can slide to the side to reveal outdoor windows or storage spaces with the same capacity as existing cabinets and storage solutions currently in use. Markerboards should also be magnetic and support removable adhesive materials to allow instructors to attach student exemplars where needed for instruction. These surfaces are designed to accept hand removable adhesive materials. On walls without markerboards, mineral fiber core tackable panels may be installed to maximize presentation space and help modulate acoustic reverberation. Age appropriate modern and flexible classroom furnishings in the form of modular tables and ergonomic chairs are available to be easily reconfigured as needed to accommodate alternate teaching configurations, content or smaller or joint use areas. The classroom includes a teaching station and a multimedia presentation shuttle so that the teacher can maneuver easily around the room. Broadband-connected high-definition displays are attached to hydraulic wall mounts which allow easy adjustment of the displays' viewing angle and height to allow students to view content from any point in the room. Media interface devices, students, and teachers can project content from a computer or mobile device to the mounted displays as needed.

Figure 1: Sample General-Purpose Floor Plan



2.2.3 TRANSITIONAL KINDERGARTEN/KINDERGARTEN CLASSROOMS (TK/K)

Under State standards and proposed District 21st Century Learning Environment specifications, TK/K classrooms must incorporate Title 5 mandates of not less than 1,350 square feet, including required in-classroom restrooms, storage, teacher preparation areas, and wet and dry facilities. The restrooms are self-contained within the classroom, with access from the play area, if possible, and are designed to allow for supervision from all areas of the classroom and play yards. It is divided into two components: a private toilet and a common sink area for washing their hands. A fenced play yard is designed to provide a variety of activities for the development of large motor skills with associated impact resistant surfaces where elevated play structures may be located. There is a sink that is needed for science and art projects and for washing hands prior to lunch that is independent of the restroom facility. Mobile bookshelves are provided for the storing of manipulatives, small books, and group activity supplies. There are also "cubbies" for the students to store their coats, backpacks, and other treasures. Tables, if desired, are 2 feet by 4 feet, can be arranged into various configurations, and collapsible into storage areas to support additional group space when needed for classroom activities. Seating is stackable and provided at a size appropriate for TK/K aged students. "Puzzle piece" shaped desk with ergonomic seating may be used in general or to promote small-grouped activities when combined to allow for a larger surface area.

Figure 2: Sample Transitional Kindergarten/Kindergarten Classrooms (TK/K) Floor Plan



Like general purpose classrooms, sliding markerboards are installed to cover approximately 45 to 65 percent of classroom wall surfaces, including those that can slide to the side to reveal outdoor windows or storage spaces with the same capacity as existing cabinets and storage solutions currently in use. Markerboards should also be magnetic and support removable adhesive materials to allow instructors to attach student exemplars where needed for instruction. On walls without markerboards, mineral fiber core tackable panels may be installed to maximize presentation space and help modulate acoustic reverberation. The classroom includes a teaching station and a multimedia presentation shuttle so that the teacher can maneuver easily around the room. Broadband-connected high-definition displays are attached to hydraulic wall mounts which allow easy adjustment of the displays' viewing angle and height to allow students to view content from any point in the room. Media interface devices, students, and teachers can project content from a computer or mobile device to the mounted displays as needed.

2.2.4 SPECIAL EDUCATION – MILD/MODERATE AND MODERATE/SEVERE CLASSROOMS

The District will continue to provide services for severely handicapped students that meet State standards and District specifications. The State standard for a classroom for students with moderate to severe profile for intellectual learning disabilities, SDC Severe, requires space that meets the needs of their handicapping condition and the required educational instructional materials necessary for the students. This includes a minimum classroom of 1,100 square feet with an adjoining toilet and shower (100 square feet) and changing room (100 square feet). A shower is necessary for students who are not toilet trained. For older students, a laundry facility with a small kitchen for teaching independent living skills is provided along one wall of the classroom. There is a sink, small stove top, and a place for a refrigerator along the countertop. The laundry facility may be on that wall or in the bathroom.

The District's educational specifications provide 21st Century improvements with mobile, flexible furnishings that meet the needs of the handicapping conditions of the students, wireless connectivity throughout the room and a wall mounted monitor for visual presentations and activities. There are various types of student desks and/or tables and chairs in the classroom to meet the specific needs of the

students. For example, some students are in wheelchairs and need a desk that accommodates a wheelchair. In the classroom, there is specific equipment needed to aid student mobility and to provide for students learning independent living skills such as cooking, cleaning, laundry, hygiene, and dressing. In some classrooms there will be specific medical equipment needed to support the student's medical condition and the required electricity for this equipment. Classroom computers are provided along one wall with learning assisted software to meet the special needs of students. The computers will be on mobile workstations, however, there will be electrical outlets and connectivity along the wall.

Children in a SDC Non-Severe program need a classroom that is comparable to the general education classroom specifications at the school. It is important that this classroom has the same type of furniture and amenities as the general-purpose classroom so that the students feel they are a part of the school and have the same classroom options as other students. The State standard for classrooms for the mild to moderate students is 960 square feet. There are three monitors on the walls, markerboards on at least two of the walls, and Wi-Fi connectivity throughout the room. The furniture is mobile and flexible to allow for different room configurations and to provide individual student workstations as well as small group instruction.

Figure 3: Sample Special Education – Severe and Moderate Classrooms Floor Plan



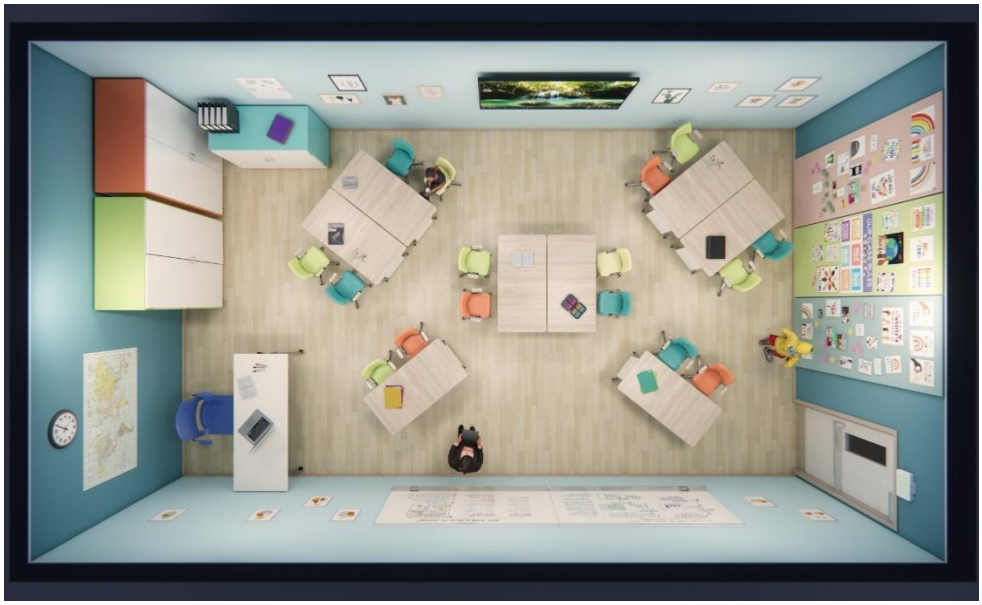
2.2.5 PROFESSIONAL SUPPORT SPACES (SPEECH, PSYCHOLOGY, RSP & OT)

The District offers the full range of support programs to students who have additional learning needs and can benefit from additional services. These programs include speech, psychological services, and a Resource Specialist Program (RSP) with every school expected to provide comparable speech, psychologist, and RSP rooms. The proposed specification calls for Speech Rooms to be 200 square feet as the speech therapist generally works with small groups ranging from one to six students. Similar specifications for a psychologist office are proposed at 150 square feet to generally accommodate meetings with one or two students at a time and to use for individual student testing. In addition, each school also needs an office for a counselor and a flex office of 150 square feet for itinerant personnel who

come to the school to provide professional services to students and their families. These offices require a desk and chair, two students' chairs, chairs for two adults, and a mobile storage unit.

The District embraces the "push-in" model for the RSP program with the RSP teacher working with the general education teacher to provide instructional strategies within the general education classroom. There are times, however, when the RSP teacher works with small groups of students on a "pull-out" basis, rarely more than 12 students at a time, which calls for a specification for one room of 480 square feet to meet this need. The State requires 480 square feet if 9-28 students are on the RSP caseload. The room has 21st Century improvements including mobile, flexible furnishings, mobile single student desks and chairs that can be reconfigured into small group instruction or individual instruction as needed, markerboard on one wall, a monitor on the wall, and wireless connectivity.

Figure 4: Sample Resource Specialist Program Floor Plan



The Occupational Therapy (OT) Room is used to help students with basic motor skills and everyday functionality skills. The room is an open area of at least 480 square feet with the necessary furniture and equipment to provide the mobility skills training necessary for such students. The equipment includes such items as chairs, balance beams, scooter boards, floor mats, and small pieces of equipment such as exercise balls, sensory equipment, and kitchen aides. There is one markerboard on the wall. The flooring is carpet.

2.2.6 INTERVENTION ROOMS

There are no state standards for Intervention Rooms. These rooms are used in a variety of different ways depending on the interventions being taught. Often these rooms are used on a "pull-out" basis where students come into the room for extra help with English Language Development (ELD), English language arts or math. The students sit at tables in groups and work with a reading or math specialist. Often, two

or three specialists share the room and work with separate groups of students at the same time. The intervention room is usually the same size as a classroom, 960 square feet, and is divided into small areas by mobile storage units, not walls. It is often shared with an RSP program. The mobile storage units also serve to store instructional curriculum and equipment and may be stored in alcoves with movable markerboards. It is important that the classroom space is open so that it can be configured differently as the intervention needs change for the students. In each of the two small learning areas a have mobile table, six age-appropriate student chairs and a teacher chair and desk. These rooms have 21st Century mobile furniture and fixtures, including three monitors, where possible, and two markerboards on different walls with wireless connectivity throughout the room. Intervention rooms are to be provided at all school sites.

2.3.8 LIBRARY MEDIA CENTERS

The State standard for Library/Media Centers are quite dated and focused on a more analog approach to a static repository space of knowledge. It requires the size of the library to be proportional to the maximum planned school enrollment but not less than 960 square feet. It should provide security for technology and media equipment, contain space and capability for computer terminals for students to use for research and report writing, and be designed for open and closed-circuit television. It must have a dedicated phone line, electrical outlets for stand-alone computers, and conduit connecting all instructional areas.

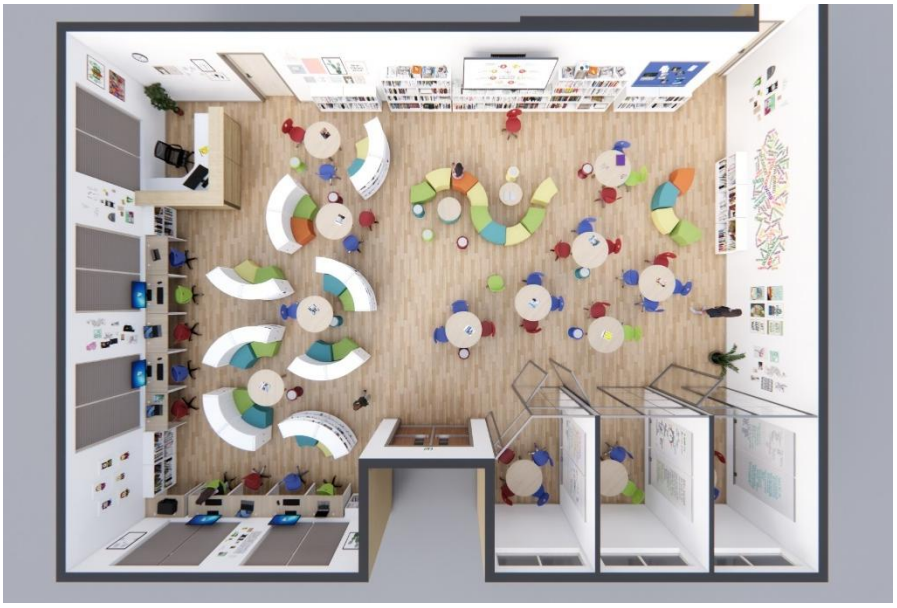
The proposed 21st Century Learning Environment specifications build upon the State standards by providing 21st Century amenities that create an open and inviting area that can accommodate both large and small groups designed to encourage students to seek information and collaborate with others. The main library area is proposed to be 1,000 square feet for elementary TK-5 and 1,200 square feet for TK-8 and 6-8 grade schools with an open design that can have its element components arranged in a variety of ways to meet differing uses of the space. There are 3 breakout rooms of approximately 75 square feet each in which students can work in small groups or with a teacher or at least two breakout rooms in renovated or limited space. There is also a Maker's room to accommodate larger group activities of approximately 480 square feet. The furniture is inviting, comfortable, moveable, and flexible so that the space is easily reconfigured to meet the needs of the various groups using the space. Books are on bookshelves around the perimeter of the room and on sturdy moveable shelves. There is wireless internet connectivity throughout. There is a variety of furniture so that different kinds of arrangements are possible and different kinds of uses of the space are encouraged. A large 100-inch flat screen display is mounted on one wall for group activity use with furniture that can be arranged to support the lesson plan of the day.

Library media centers can also feature attached maker's spaces of approximately 480 square feet that can support spaces for hands on projects and small group study rooms. These rooms can be set up to support investigations of curriculum projects shared by grade levels such as science projects (e.g., insect studies, leaf collections, vulcanism, etc.) or special library sponsored events or video field trips (e.g., national parks, seal herds, sea exploration, etc.) The design and furnishings provide settings that inspire students to

actively pursue knowledge and create their own experiences and are a focal point of dynamic 21st Century learning, which supports the District's educational programs.

Library Media Centers are structured as a hub for students to be empowered with 21st Century skills referred to as the four C's – critical thinking, communication, collaboration, and creativity skills. The Library Media Centers are considered an extension of the classroom, a place where utilizing an integrated approach, innovative practices and effective strategies can empower students to learn, think critically, communicate effectively, work collaboratively with peers, and become creative in their approach to analyze information and to solve problems.

Figure 5: Sample Library Media Center Floor Plan



2.2.7 MUSIC ROOMS

Music Rooms are designed as an open space to accommodate different music programs the school might offer. There are acoustic panels on the walls and ceiling as needed to meet the acoustic needs of the room and to minimize disruption to adjoining classrooms. The room is approximately 1,200 square feet of large open space with approximately 150 square feet of attached storage with specific storage units for the kinds of instruments or furniture, fixtures or equipment students are using in the program. Specific ergonomic chairs are used to support the intended program (e.g., Band, Choir, etc.). Students sit in such chairs and use music stands when practicing or playing their instruments or for choir practice. There are fold-up tables in the room for students to use when doing seat work such as music theory. These tables can be folded up and placed against a wall when band, orchestra or choir are practicing. There is a large flat screen display at the front of the room so that students can view a video of an exemplary performance, view their own performance to use as feedback for improved technique, or for the teacher to demonstrate specific techniques or instruction. Markerboards are limited to the front of the room. The room has

wireless connectivity and a mobile storage unit, teacher chair and movable workstation. The music room is designed to accommodate band, orchestra, and choir programs as well as music theory classes.

Figure 6: Sample Music Room Floor Plan



2.2.8 SCIENCE LABS

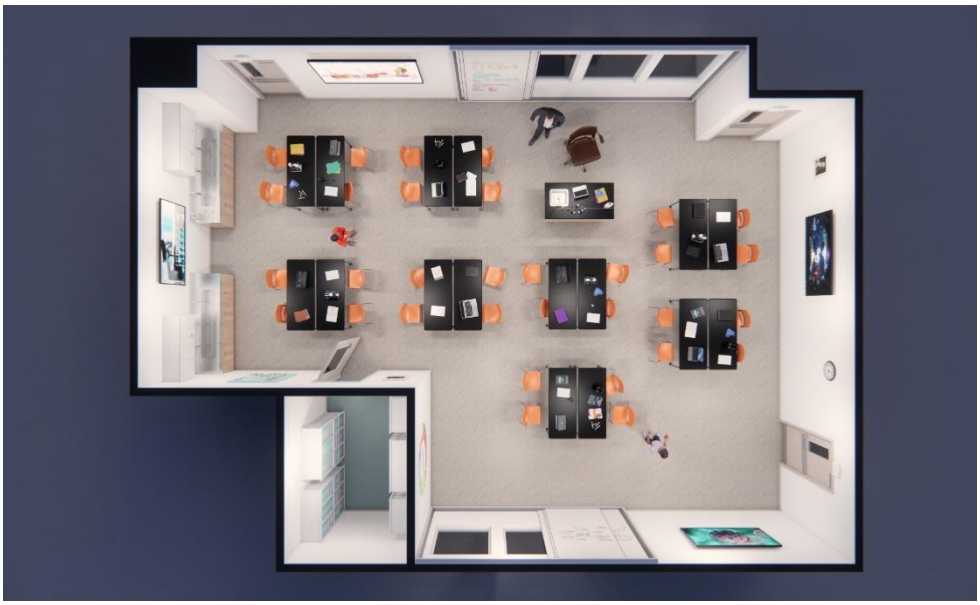
The 21st Century Learning Environment science lab specifications and State standards require 1,200 square feet of open space, equipped with Wi-Fi connectivity, mobile group science tables with chemical resistant tops, and stools and workstations that can be moved as needed to support the instructional needs of the day. For a middle school program, a mobile demonstration table is provided to the teacher for instruction or to provide demonstrations to all or a select group of students. For a high school program, a non-mobile teacher demonstration table is required. Storage and work areas are to be used as described and specified below.

Middle school programs are critical to build upon elements that students have mastered in the lower grades to better prepare students for high school requirements and pathways to college and careers. The science lab provides a learning environment for students to actively engage with science and perform science experiments, to observe and investigate, both physically as well as digitally. Students have space in which to record their observations and investigations into the wonders of science. Most often, they work in groups of four to six students. Sometimes, when the teacher is introducing a lesson, the students are watching a large flat screen display that is mounted on the wall near their group. The displays all show a live image from the instructor's table, where, for example, the instructor is pointing out the equipment that will be used in an upcoming lab activity. At other times, the student groups are working on different science curriculum: some looking up information on their hand-held device, others assembling a lab experiment or a model. Students project onto the monitor near their work group information, pictures, or videos they have found on the internet to support their research or curriculum they are learning. At

other times, they watch as the teacher projects onto the monitor information necessary for the curriculum they are studying. With a remote control and digital camera, the instructor can adjust the zoom on a detail for all students to see how to correctly carry out experiments or other directions.

Students sit at science tables with chemical resistant tops. Seating is height-adjustable and, if possible, stackable, and is either provided as a chair or lab stool. The teacher has a mobile demonstration table that allows it to be moved as needed. Standard science lab safety fixtures are also provided including a fume hood, and eye wash station. There are three monitors with WIFI accessibility that are at least 60 inches diagonally and are mounted on reliable adjustable arms that provide the option of extending the display out from the wall one to two feet and thus permitting the display to pivot to the left or right for an approximate turning angle of 45-90 degrees. There are markerboards on multiple walls that allow for additional student work and collaboration areas.

Figure 7: Sample Science Lab Floor Plan



A water supply is required as a component of lab work, as well as drain access for the disposal of safe liquids during lab cleanup. In order to minimize queuing by students, a trough sink with multiple faucets is provided. Casework above the sink is eliminated in favor of a water-resistant backsplash. An open shelf should be placed above the sink for students to place lab items on prior to rinsing or filling them with water.

Storage cabinets are mobile and flexible so that they can be selected to meet the specific needs of the curriculum chosen. There is a lockable storage room of 100 square feet every 1,200 square foot science lab with shelves for the equipment, supplies and chemicals needed for classroom instruction (e.g., acids, flammables; corrosives for chemistry or microscopes and slides used in biology). Markerboards are available on most walls, and where windows occupy greater than 20 percent of the vertical wall space, a floor-to-ceiling markerboard installed on a track may be “rolled” in front of the window to provide

additional instructional space as well as temporary obstruction of natural light when digital projectors are in use or light sensitive experiments are taking place. On one wall, a long trough sink with six faucets for students to clean science equipment at the conclusion of an experiment is provided. Standard fixtures required for safety, including a mobile fume hood, and an eye wash station are also in the room. Sufficient open floor space is needed to allow a cart to be rolled into the room, loaded with supplies by the instructor, and then rolled back out into the classroom for student instructional use.

2.2.9 STEM LABS

STEM Labs provide flexible learning environment for students to actively engage with learning activities that integrate science, technology, engineering, and math curriculum. The rooms are large and open with an adjoining maker's space to provide for the various learning activities and projects that students will be engaged in creating. Often the students work in small groups on STEM projects which include research, investigating, analyzing, assembling, and building.

The lab area is open and flexible to provide for the different kinds of learning activities in which students are engaged. Students work at tables that are moveable and flexible so that they can be relocated as needed to optimize instruction or to provide a large open area for students to build or demonstrate their project's performance. For example, students may be working on such projects in which they learn to code a robot, then the students need a maker's area to build the robot, and finally they need a large open area in which to have the robot do the task it was coded to do. Seating is height-adjustable and, if possible, stackable, and is either provided as a chair or lab stool. There are three monitors with WIFI accessibility that are at least 60 inches diagonally and are mounted on reliable adjustable arms that provide the option of extending the display out from the wall one to two feet and thus permitting the display to pivot to the left or right for an approximate turning angle of 45-90 degrees.

There is an open classroom area of approximately 850 square feet and adjacent to this area is a Maker's Space of approximately 350 square feet. There is a large window on the wall that separates the maker's space from the classroom to provide easy supervision of both areas of the lab. There is an opening on the wall but no door between the two areas. A water supply may be required as a component of lab work and is in the maker's space. To minimize queuing by students, a trough sink with multiple faucets is provided. Casework above the sink is eliminated in favor of a water-resistant backsplash. An open shelf should be placed above the sink for students to place lab items on prior to rinsing or filling them with water. The flooring is vinyl.

Storage cabinets in the lab and Maker's Space are mobile and flexible so that they can be selected to meet the specific needs of the STEM curriculum chosen and accessible to students as they work. In addition, there is a 100-square-foot storage room for the equipment and supplies. Markerboards are available on most walls, and where windows occupy greater than 20 percent of the vertical wall space, a floor-to-ceiling markerboard installed on a track may be "rolled" in front of the window to provide additional instructional space as well as temporary obstruction of natural light when digital projectors are in use or light sensitive experiments are taking place.

Educational Specifications state that a total of 100 square feet of lab storage space is to be provided for every 1,200 square foot STEM Lab. The storage rooms provide lockable cabinetry for the storage of electrical components, soldering and assembly tools, chemical, and related products, as well as open shelving. Sufficient open floor space is needed to allow a cart to be rolled into the room, loaded with supplies by the instructor, and then rolled back out into the classroom for student instructional use.

Figure 8: Sample STEM Lab Floor Plan



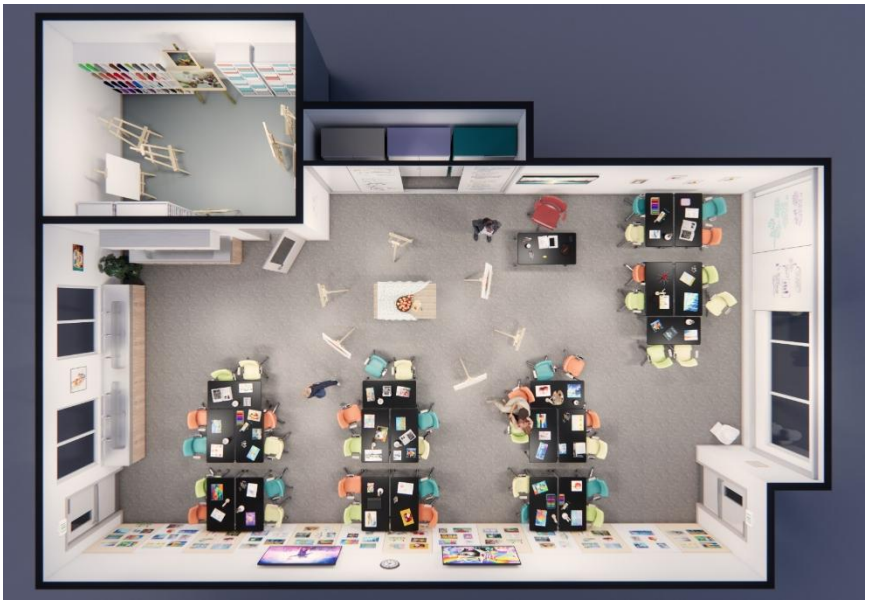
2.2.10 ART LABS

Art Labs provide flexible learning environment in which students participate in mostly two-dimensional art with some digital art. Pursuant to state standards and District 21st Century Learning Environments specifications, the art lab is 1,200 square feet to support drawing and painting activities as well as digital art projects. They use pencils, acrylic, oil, and chalk pastels. This environment is open and flexible to provide for students working on different projects. Students work both individually and in groups and at large sturdy tables. These tables have locked casters so that they can be moved as necessary to create floor space for very large projects such as set pieces for a play. Ergonomic stools or chairs are provided that move easily so that the room can be reconfigured without difficulty when desired.

Along one wall is a trough sink with four to six faucets to facilitate students cleaning up brushes and art supplies. There is a water-resistant backsplash. The walls have tackboards for displaying student work or other exemplars with a markerboard on only one wall. The flooring is vinyl. There is Wi-Fi in the room to support the digital arts. There are three monitors in the room so that the teacher or students can project images as needed for instruction or feedback purposes. Storage cabinets in the main classroom area are mobile and designed to hold art supplies such as paint, pencils, brushes, paper, and canvases. There is additional moveable shelving for students to place artwork that is in progress upon while drying.

Educational specifications call for a 200 square foot storage area for additional art supplies and space for students to place projects. The storage area is of sufficient space to provide for a cart to be rolled into the area, loaded with supplies, and then rolled back into the classroom area for students' instructional use.

Figure 9: Sample Art Lab Floor Plan



2.2.11 ADMINISTRATIVE SPACE

The 21st Century administration space provides a modern office environment that is open and inviting to encourage parents and community members to feel welcome and wanted at the school. The office provides the key access point to provide both visibility and security to the school. There is a digital display in the reception area that is used to promote the school's activities, meetings, and accomplishments. The work areas are open with modular office furniture that can be easily added to or removed to meet the ever-changing needs for a school office and workspaces. Storage is mobile and flexible so that it can be easily changed to meet the changing needs of the school administration.

There are offices for the principal and support personnel such as a psychologist, speech pathologist or counselors. An additional flex office is provided for personnel who come to the school and need to meet with students or parents in a confidential location. The furniture and storage are mobile and flexible so that it can be easily changed as the needs for the school change.

The nurse's office is visible from the main office so that children who are sick and waiting to be picked up can be supervised by the office staff. The nurses' office has a desk and a cot for sick children as well as a refrigerator for medications. There is a restroom located in this office for sick children to use.

A teacher's work room and a conference room to be for staff and parent meetings are also located in the office. The workroom has mobile tables and chairs to provide easy reconfiguration, mobile storage for

supplies, and a built-in counter with a sink and refrigerator to provide a kitchenette for lunch purposes. The conference room has a conference table and modern chairs on coasters. There is a monitor at one end of the room and a markerboard on one wall. There is one mobile storage unit in the conference room to hold supplies that may be needed during meetings.

Figure 10: Sample Administrative Space Floor Plan



2.3 EDUCATIONAL SPECIFICATIONS

Educational specifications for facilities are required by Education Code Sections 14001 and 14030. Although school districts have wide latitude in the design of their schools, they must ensure that the design is consistent with the California Code of Regulations, Title 5, or Title 22 standards as applicable, which include quantifiable minimums for various school site attributes, including site acreage and classroom square footage.

Educational specifications outline essential educational concepts and detailed facility requirements so that the "form" of school facilities effectively follows the "function" required by the educational program. Educational specifications also help to anticipate activities, evaluate existing school sites, equity and estimate costs associated with the modernization and construction of school facilities. This information is needed in order to determine the educational specifications for each school that will inform the future facilities planning efforts.

The District currently has 2,559 students enrolled at its five TK-8 sites. If the student population was distributed evenly among the five sites, each school would have 512 students. Only Daisy Gibson has an enrollment significantly over 512 students with an enrollment of 714 students. Alpine and Lake Los

Angeles have a population close to 535 students with an enrollment of 591 and 533 respectively. Pearblossom has an enrollment of 435 students. Antelope has a significantly smaller enrollment of 286 students.

This includes student enrollment that is housed in permanent and portable classrooms that have been added since the original school was constructed. There is a desire by the district to house all its students in permanent classrooms, where possible. A uniform educational specification for new or reconfigured school sites of 535 students would accommodate state classroom standards for housing its students. This would allow for the matriculation of two classes per grade from TK through eighth grade. Such a school would have two TK and two K classrooms, 16 general purpose classrooms, one SDC, one intervention room, an Art lab, and a music room. They would also have the required administrative spaces, and library media center and a cafeteria required for each school. Current schools that exceed this specification for new schools will continue to operate at their current capacity while seeking to replace students in portable facilities with permanent classrooms.

Table 1: Proposed TK-8 School Educational Specifications – 535 Students

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
CLASSROOM AREAS			
TK/Kindergarten Classroom	4	1,100	4,400
TK/Kindergarten Restroom	4	100	400
TK/Kindergarten Workroom	4	75	300
TK/Kindergarten Storage	4	75	300
Standard Classroom	16	960	15,360
Special Day Classroom	1	960	960
Science Lab	1	1,200	1,200
VAPA Room: Art, Band/Choir	1	1,200	1,200
Intervention Room	1	960	960
	24	**Total**	**25,080**
OTHER INSTRUCTIONAL AREAS			
RSP Room	1	480	480
Speech Therapy Room	1	200	200
Afterschool Office	1	480	480
Psychologist	1	200	200
		Total	**1,360**
ADMINISTRATIVE AREAS			
Lobby and Reception	1	500	500
Principal's Office	1	150	150
Admin Assistant's Office	1	75	75
Flex Office	2	75	150
Counseling Soc Worker Office	2	75	150
Conference Room	1	250	250
Nurse's Area	1	120	120
Nurse's Toilet	1	65	65
Storage Room	1	140	140
Electrical and Server Room	1	150	150
Work and Copy Room	1	250	250
Storage Room	1	250	250
Teachers' Lounge/Kitchenette	1	600	600
		Total	**2,850**

Description	Qty	Area per Unit sq.ft.	Total Area sq.ft.
LIBRARY MEDIA CENTER			
Library Media Center	1	1,200	1,200
Breakout Room	1	225	225
Maker's Room	1	480	480
Storage room	1	200	200
Electrical and Server Room	1	65	65
		Total	**2,170**
CAFETERIA			
Eating Area	1	2,000	2,000
Presentation/Serving Area	1	900	900
Toilets	2	180	360
Storage	1	300	300
Kitchen	1	300	300
Dry Storage	1	75	75
Custodial	1	100	100
Staff Restroom	2	75	150
Office Work Station	1	75	75
Walk-in Freezer	2	75	150
Electrical and Server Room	1	70	70
		Total	**4,480**
RESTROOMS			
Student and Staff Restrooms	1	2200	2,200
		Total	**2,200**
BUILDING SUBTOTALS			
Classroom Areas	24		25,080
Other Instructional Areas			1,360
Administrative Areas			2,850
Library Media Center			2,170
Multipurpose			4,480
Restrooms			2,200
TOTAL AREA (SQ FT)			**38,140**

Table 1 summarizes the proposed educational specifications for the District's TK-8 schools of 535 students per state loading standards of 25:1 for elementary grades, 27:1 for middle grades. Support features include administrative, teaching support spaces, library, and cafeteria facilities. Cafeteria facilities are also designed for school and community use, accommodating the student population in a preferred three lunch but do not exceed a maximum of four lunch periods, provide mobile performance and assembly space and active physical activity student use. Proposed improvements to existing schools will be made to upgrade, modernize, or build to the existing school enrollment where possible.

SECTION 3

OVERVIEW, ENROLLMENT & CAPACITY

Current and projected future enrollment impacts a district's capacity to house students and inform local policy decisions for school site specifications, classroom loading standards, and required resources. This section provides an overview of and background on available school sites within the District and student housing capacity. School site enrollment, capacity, and age of facilities serve as a basis for determining the level of eligibility for State funding assistance when establishing the level of need for additional or modernized school facility improvements. The estimated capacity of a district to house its students is provided by comparing the total student enrollment with the number of classrooms available at each school site based on the standards used to load or populate classrooms.

3.1 DISTRICT OVERVIEW

The Keppel Union School District (District) operates five schools that serve TK-8 grades with a total enrollment of 2,559 students for the FY2024-25 school year. There are an additional 441 students enrolled in Sage Oak Charter School serving grades TK–12 through independent study and virtual learning curriculum programs.

Table 2: Existing School Sites

School	2024-25 Enrollment	Site Acreage	Year Built	Last Modernized*
Alpine ES	591	8.1	1920s; 1950s	
Antelope ES	286	12	1964	2005
Daisy Gibson ES	714	8.3	1988	
Lake Los Angeles ES	533	9.8	1989	
Pearblossom ES	435	9.53	1989	
Total	***2,559***			

**Includes dates of when last modernization funding was received from State*

The District's permanent school facilities have been built over different generations and reflect the design principles and standards of their time. The District's schools were constructed in three main phases: Alpine Elementary was built in the 1920s and 1950s; Antelope Elementary was built in the 1960s; and Daisy Gibson, Lake Los Angeles, and Pearblossom were built in the late 1980s. Antelope Elementary School received modernization improvements from state grant funding in 2005.

Table 3: 2024-25 District Enrollment by Grade

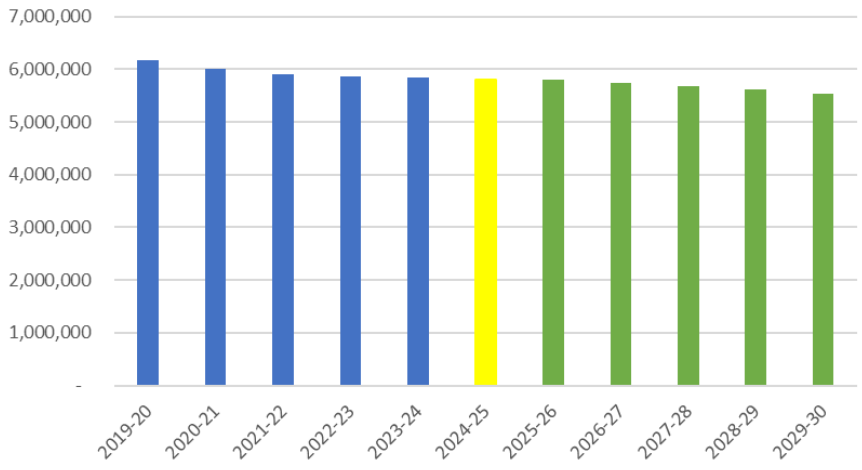
Grade	*Enrollment
TK	60
K	232
1	239
2	259
3	279
4	299
5	299
6	305
7	263
8	324
TK/K-8 Total	***2,559***

**Enrollment excludes Sage Oak*

3.1.1 ENROLLMENT

The California Department of Finance, Demographic Research Unit tabulates actual and projected K-8 enrollment based on Department of Education enrollment data and Department of Public Health births. These projections allow a district to evaluate enrollment trends relative to its neighbors and the State. Figure 11 illustrates that California TK-8 public school enrollment declined steadily from 2019-20 to 2023-24 with enrollment declines slowing in 2024-25 from the prior year. The overall projection through 2029-30, however, still shows a gradual decline in grade TK-8 enrollment Statewide. The projected decline is largely attributable to a Statewide decrease in historical birth rates, leading to fewer students entering the system.

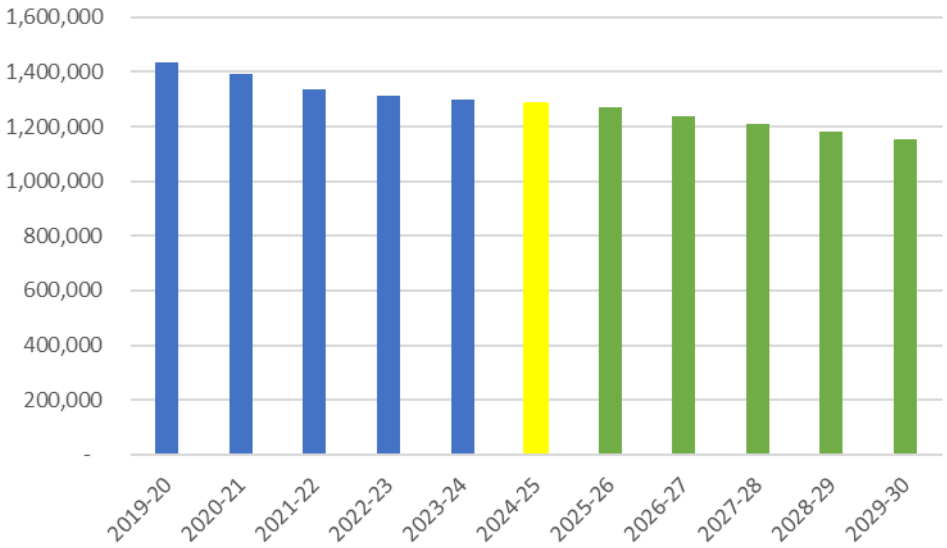
Figure 11: California State TK-8 Enrollment Projection



More locally, Figure 14 shows State data for TK-8 enrollment in Los Angeles County. Enrollment has been on a continuous decline over the past five years, decreasing 11 percent from 1,436,522 in 2019-20 to

1,155,278 in 2024-25. Enrollment is projected to continue to decline at a similar rate over the next five years.

Figure 12: County TK-8 Enrollment Projection



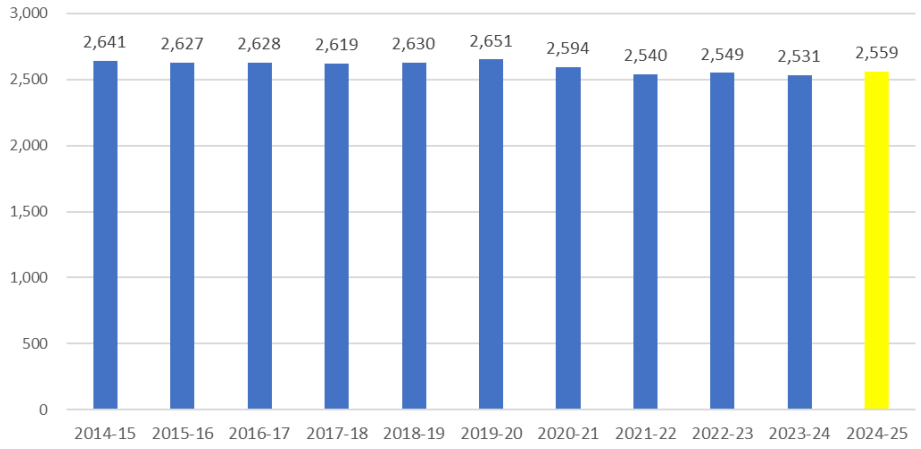
The District's enrollment data in Table 4 and Figure 12 shows a gradual decrease in the total student population from 2,651 in 2019-20 to 2,559 in 2024-25. At the grade level, grades 1, 2, 3, and 7 have all experienced a decline in enrollment over the past five years, with seventh grade showing the largest decrease of 69 students, followed closely by first grade with a decrease of 55 students. Grades 4 and 6 show the largest increase in enrollment over the past five years at 37 and 26 students, respectively. The District's desire to continue enrolling additional TK students may gradually decrease the rate of decline, if successful.

Table 4: Historical Enrollment by Grade Level

											Current	
Grade	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**5-Yr Change**
TK/K	284	278	306	293	322	282	284	278	283	281	292	10
1	246	273	236	292	259	294	268	256	264	253	239	(55)
2	307	247	280	242	300	267	290	268	266	259	259	(8)
3	292	314	250	291	249	317	249	301	284	272	279	(38)
4	278	294	315	251	294	262	323	268	294	285	299	37
5	289	294	307	325	269	296	257	319	270	306	299	3
6	322	290	308	319	335	279	310	265	316	271	305	26
7	298	322	297	308	311	332	276	307	268	324	263	(69)
8	325	315	329	298	291	322	337	278	304	280	324	2
Total	**2,641**	**2,627**	**2,628**	**2,619**	**2,630**	**2,651**	**2,594**	**2,540**	**2,549**	**2,531**	**2,559**	**(92)**

Note: Enrollment excludes Sage Oak

Figure 13: District Historical Enrollment (10 Years)



Historical data is used to project future enrollment at the district level. Typically, a child born in the District's community is likely to begin attending Kindergarten at the age of five. The California Department of Finance in conjunction with Department of Public Health records projects likely births by County and U.S. Postal Zip Code area, but not by district. By correlating County births by the District's most inclusive ZIP Code areas (93535, 93543, 93544, 93550, 93552, 93553, 93563, 93591), birth projections can be applied at the local district level. Historically, this begins with a projection of kindergarten enrollment. Once the projection of future Kindergarten enrollment is established, it can be coupled with historical student cohort survival rates between grade levels to project grade matriculation over time between grades 1 through 8. The cohort survival method reviews the movement of students through grades and serves as an indicator of net migration of students and grade level enrollment over time.

Table 5: Projected Fifth-Year Enrollment with Zip Code Births

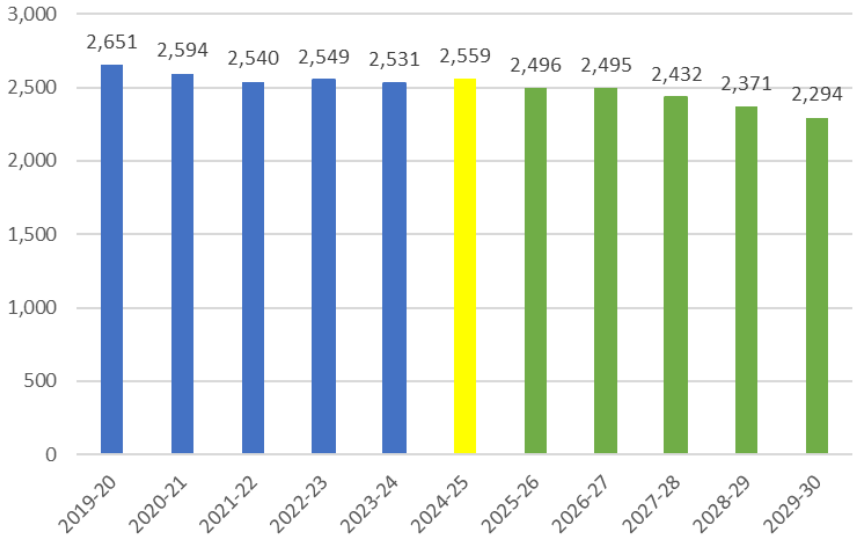
						Current	Projected					
Grade	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**5-Yr Change**
TK/K	282	284	278	283	281	292	270	271	258	264	264	(28)
1	294	268	256	264	253	239	239	224	222	210	216	(23)
2	267	290	268	266	259	259	243	243	228	226	214	(45)
3	317	249	301	284	272	279	266	250	249	234	232	(47)
4	262	323	268	294	285	299	280	267	251	251	235	(64)
5	296	257	319	270	306	299	312	293	278	262	262	(37)
6	279	310	265	316	271	305	308	322	302	287	270	(35)
7	332	276	307	268	324	263	307	310	324	304	289	26
8	322	337	278	304	280	324	270	316	319	333	312	(12)
Total	**2,651**	**2,594**	**2,540**	**2,549**	**2,531**	**2,559**	**2,496**	**2,495**	**2,432**	**2,371**	**2,294**	**(265)**

Note: Enrollment excludes Sage Oak

Table 5 and Figure 14 provide a history of District enrollment between fiscal years 2019-20 and 2024-25 and projected enrollment as described above through 2029-30. Based on zip code birth rates and enrollment trends at District-operated schools, total District enrollment is forecasted to decrease by

approximately 265 students by 2029-30. This projection trend is consistent with County trends but does not consider the impact of potential new residential development or the further implementation rate of TK and kindergarten students within the District.

Figure 14: District TK-8 Enrollment Projection Based on Zip Code Births



3.2 STUDENT CAPACITY

The capacity of a district to house its students is determined by comparing the total enrollment with the number of classrooms available at each school site based on the standards used to load or populate classrooms. This information is useful in determining the impact of such standards and the need for additional school facilities to house all enrolled students effectively and efficiently. There are two broad categories of loading standards to consider. The first is State standards and the second is local standards.

State standards are primarily used for the State School Facility Program (SFP), which is administered by the Office of Public School Construction (OPSC) to determine capital funding eligibility from statewide bonds or local fund contributions to assist in local school construction and modernization. The SFP utilizes a uniform loading standard across grades to determine school capacities for the purpose of funding school construction or modernization projects. For elementary grades (TK-5), the State loading standard is 25 students for each permanent classroom and 27 students per permanent classroom for middle school grades (6-8). Physical education and core facilities are not included in this calculation, nor does the State generally consider portable classrooms as being available to permanently house students. When a school has a greater number of students than what the State deems that school can house (the State loading standard multiplied by the number of permanent classrooms), the State considers the remaining students as “unhoused.”

Districts are not required to follow these targets for operations and commonly set their own “local” loading standards. Local district loading standards more accurately reflect current funding levels for the

operational expenses of each active classroom. Moreover, local loading standards can include portable classrooms to calculate the capacity to house students. The District's current loading standard is 24 students for TK and 33 students for grades K-8. For the purposes of estimating capacity at a school site with multiple grades and differing State loading standards within this report, a weighted average loading has been assumed as 32 students per classroom at District loading and 26 students per classroom at State loading for all school facilities. As demonstrated in Table 6, the District is over capacity by State standards (more students than there is permanent capacity) to house its students in permanent facilities overall and has had to rely on portable classrooms to meet enrollment needs.

Table 6: District Classroom Inventory and Student Housing Capacity

		State Loading Standard				Local Loading Standard							
School	2024-25 Enroll	State Load	Perm. CRs	State Capacity	(Over)/ Under Capacity	Local Load	Perm. CRs	Port. CRs	Total CRs	Est. Local Capacity Perm.	Est. Local Capacity Port.	Total Local Capacity	(Over)/ Under Capacity
Alpine	591	26	16	416	(175)	32	16	11	27	512	352	864	273
Antelope	286	26	9	234	(52)	32	9	14	23	288	448	736	450
Daisy Gibson	714	26	14	364	(350)	32	14	16	30	448	512	960	246
Lake Los Angeles	533	26	13	338	(195)	32	13	14	27	416	448	864	331
Pearblossom	435	26	20	520	85	32	20	2	22	640	64	704	269
Total	**2,559**		**72**	**1,872**	**(687)**		**72**	**57**	**129**	**2,304**	**1,824**	**4,128**	**1,569**

Sources: Keppel School District, CFW

As presented in Table 6, the District has approximately 129 classrooms at its school sites. Of these, 72, or 56 percent of these classrooms are permanent (i.e., built on site), while the rest were constructed off-site and intended for use as temporary classrooms that could be relocated as needed (portable classrooms). Of the total inventory, 57 classrooms, or approximately 44 percent, are classified as portable. For State purposes, portable classrooms are generally not considered to be available to permanently house students. Therefore, the District's capacity to house students in permanent classrooms under state standards is estimated to be 1,872 students. However, if local District standards are applied which include the use of portable classrooms to house students, the District's capacity to house students is estimated to be 4,128.

The greatest variance among these outcomes is attributable to the number of portable classrooms that are assumed to be available to house students under local standards. Without portable classrooms, the District's capacity to house its students at the local standard of 32 students per classroom in permanent classrooms drops to 2,304 students. Both approaches assume that available classrooms meet current State and local specifications to house students which may not be the case based on various factors such as age, square footage, habitability, code compliance or specific classroom specifications. Finally, every available classroom is assumed to be loaded at the maximum level and does not take into consideration the need for classrooms to house dedicated programs such as SDC severe students, afternoon programs, resource specialists, Maker's rooms, science labs and community school programs that may be required to operate at a lower loading standard.

SECTION 4

SITE REVIEWS

An initial investigation of District facility needs and areas of interest was conducted in 2023 and updated where necessary in March 2025 to comply with new State requirements. The original assessment has been maintained, reverified, and updated where needed. Both site visits to all school sites were conducted by a team of experienced engineers, planners, and school administrators. Areas of interest included the physical conditions of classroom and support facility interiors with specific focus on how existing facilities may be improved to meet the District's goal to house its students in 21st Century Learning Environments. Discussions were held with District staff regarding facility improvements, the status of design and construction activities underway, if any, and planned future improvements under current consideration. Further discussions were then held with District staff to review observations, areas of potential interest, and educational program and facilities changes undertaken since the last review in 2023.

This information was then distilled into summaries of work that may be required at each site and is provided below. Proposed improvements take into consideration the District's educational program, state and local requirements, proposed educational specifications and funding, and the desire to house as many students as possible in permanent classrooms that support 21st Century Learning Environments throughout the District, where feasible. The most significant change since 2023 was the repurposing of the Keppel Academy into the District's administrative center. Students attending the facility have since been absorbed into the remaining schools.

4.1 ALPINE TK-8

Alpine Elementary School is located at 8244 Pearblossom Highway in Littlerock, California. The school sits on a 10.89-acre site and serves students from preschool (PS) and transitional kindergarten (TK) through eighth grade. The school was first constructed in 1921 with additional permanent buildings added in 1954, followed by additional portable classroom structures added in 1985, 2000, and 2006. As of the 2024-25 school year, enrollment is approximately 591 students, an increase of 78 students since 2023. The campus is bounded by Pearblossom Highway to the north, residential development and open fields to the south, and a combination of single-family homes, businesses, and open land to the east and west. The school features seven permanent buildings including 16 permanent classrooms of which four are PS/TK/K classrooms, an administration office, auditorium, library, and cafeteria building. Covered walkways connect major portions of the permanent buildings. Additionally, there are 11 portable classrooms. School drop-off occurs along a dedicated fenced lane accessed from Pearblossom Highway. Parking is located in the southwest corner of campus adjacent to the District's facilities maintenance, operations, and

transportation (MOT) facilities. Additional play fields are located to the south, behind the MOT facility and next to an existing solar array along the southern property line of the site.

Figure 15: Alpine Existing School Site



Located on the northwestern side of the campus in are four classrooms (Rooms 6-9) that house the preschool, transitional kindergarten (TK) and kindergarten (K) programs at Alpine. Rooms 6 and 7 are Title 5 compliant and house the preschool programs while Rooms 8 and 9 house TK/K students in general purpose classrooms. Classrooms 6-9 range in size from 860 to 1,340 square feet with ceiling heights over 8 feet. The classrooms have suspended tiled ceilings with recessed lighting and carpet flooring. The rooms are equipped with storage cabinets, markerboards, and projectors. The walls are painted, and the east

wall of Room 8 features two markerboards and a projector. Age-appropriate furniture, such as circular or rectangular tables and plastic chairs with metal legs, is provided for students, while teachers have mobile furniture and laptops for instructional purposes.

The remaining 12 permanent classrooms in use range in size from 800 to 960 square feet each and are arranged in two parallel rows with covered walkways south and southeast of the administrative and support facilities. Four prior classrooms have been repurposed as administrative and support spaces in the older administrative portion of the site. Rooms 11 through 13 are each 960 square feet and house first grade. Rooms 14 to 16 house second grade students and range from 800 to 920 square feet in size. Each classroom has suspended and tiled ceilings, recessed lighting, carpet flooring, and painted walls. Room 11 has no markerboards, projectors, or monitor displays. Room 12 and Room 13 have mobile smartboards and lower storage cabinets. Each room has two markerboards and teachers are provided laptops for instructional purposes.

Rooms 17 through 20 are located to the south of the first row of classrooms. They are 920 square feet each, with Rooms 19 and 20 housing fourth grade students and Room 18 housing the SDC program. The rooms have suspended and tiled ceilings, recessed lighting, carpeted flooring, and painted walls. The rooms feature a sink, markerboard, projector, and mobile smartboards. Each room offers traditional stationary furniture. Student furniture consists of individual desks and tables paired with plastic chairs with metal legs. Teachers are provided with a desk and chair and use laptops for instructional purposes. Components in poor condition include windows, casework, wall and floor finishes, and doors. Given their overall age, these and the prior classroom spaces discussed above and their connecting walkways may qualify for replacement due to their overall age and general poor condition.

The 11 portable classrooms are located south of the permanent school facilities and are in poor condition as well given that most now exceed their 20-year expected life cycle. Each portable classroom includes raised foundations with metal ramps, suspended acoustic ceilings, recessed lighting, carpet flooring, and tack panel wall material. Rooms 21 to 24 and 29 to 32 are 960 square feet each and house sixth through eighth grade students. Rooms 26 through 28 house intervention program and fourth grade students with similar size classrooms and features. Furniture is composed of a combination of wood and metal desks with metal legs paired with plastic chairs and metal legs. These portable classrooms are in poor interior and exterior wall conditions and would benefit from replacement with permanent facilities given their age and condition.

The older main building is located along Pearblossom Highway and is part of the original 1921 construction, including classrooms that have been repurposed into the site office, support space, the library, and technology room. The rooms range in size from 680 to 1,160 square feet. These rooms are occupied by support programs in Room 3, the library in Room 2 and a technology office in Room 3. Each room has a suspended and tiled ceiling, recessed lighting, and carpeted flooring. There are no markerboards, projectors, or monitor displays in Room 1. Room 3 also has a window with horizontal blinds, lower storage cabinets, and a stationary smartboard. There are no restrooms available within this building. These facilities show their age and need for substantial modernization and/or repurposing.

The Library Media Center in Room 2 is approximately 700 square feet. It features suspended tiled ceilings with recessed lighting and carpet flooring. The Media Center includes stationary bookstacks on the north wall and mobile bookstacks on the south wall. There are no markerboards, projectors, or monitor displays. There is a window with horizontal blinds, a mobile smartboard, and lower storage cabinets. The circulation desk is located on the eastern side of the room. There are no tables for students, but cushioned chairs are provided. The library is extremely small by State standards and does not provide sufficient space to accommodate student enrollment and modern educational specifications.

The school site office shares space with the above in an area that was originally classrooms. The main office and reception area are housed within a former classroom, spanning an area of 846 square feet. The office has suspended tiled ceilings, recessed lighting, carpeted flooring, and painted walls. Within the reception area, the walls are painted, and a flat screen monitor display is featured. The office comprises three open-air workstations equipped with stationary desks. Adjacent to the reception area is the enclosed principal's office. There are four more administration offices, a health office, and a staff lounge within this building apart from the main administrative office. These spaces share the same features and furniture as the main office. The administration offices are situated towards the north and west of the building, while the staff lounge is located immediately adjacent and behind the auditorium stage. The dedicated office space is very limited and should be expanded or relocated to better serve staff, visitors and teachers and better secure overall access to the school site. This may also require the relocation of the required visitor, staff and PS/TK/K parking areas.

The eating area is located near the center of the campus in a cafeteria featuring a 9-foot suspended tiled ceiling with recessed lighting and tiled flooring. It is approximately 1,887 square feet in size with rectangular foldable tables and seating areas that can be recessed into the walls. Three separate lunch periods are required to serve the current enrollment. There is no stage or sound system in the room. The room is not used for sports and has no bleachers or athletic markings on the floor. A full cooking kitchen was added later in time behind the eating area totaling approximately 1,264 square feet. The kitchen has tiled flooring, various cooking equipment, dry storage and freezers and a separate staff restroom, office and janitorial space. There is a serving window for convenient access to the eating area. Overall, the facility is in fair condition, but requires upgraded suspended ceiling, flooring and double pane windows.

The auditorium is part of the older administrative and support spaces and includes a 20-foot ceiling and a raised built-in stage on the farthest corner. It has a carpeted floor, painted walls and ceilings, and suspended linear light fixtures. A dedicated doorway provides access to the rear of the stage and further to the adjacent teacher lounge located immediately behind the stage area. An additional exit to the outside and rear of the stage is provided on the opposite side via a set of stairs and ADA compliant wheelchair lift. Furnishings include a dedicated sound system and folding metal chairs. HVAC duct work parallels the interior upper portion of each side and partially covers older window locations that are in severe need of elimination or replacement. Access to the room is provided by a set of double doors located on each side that open onto a hallway foyer with dedicated display cabinets and additional access to the exterior of the building as well as to a connecting hallway to the additional administrative office space.

In general, spaces at Alpine appear dated and in need of severe additional modernization and upgrade. Collectively, the campus reflects its age, with permanent and portable classrooms in need of replacement. The main administrative and support spaces are very old and in severe need of modernization and/or repurposing, including the relocation and reconstruction of the main office and library facilities. The areas where classrooms and facilities have been added over time could best be served by reorienting access to the campus along the parallel access road that leads to the MOT facility with new parking in front of a new administrative and library facility that meets current state standards and provides greater drop-off, parking and centralized security access to the campus.

4.2 ANTELOPE TK-8

Antelope Elementary School is located at 37237 100th Street E in Littlerock, California. The school occupies a 12-acre site and serves students from TK through eighth grade. The school was originally constructed in 1964 with an additional portable cafeteria added in 1998, and additional portable classrooms added in 1989, 2000, and 2018. As of the 2024-25 school year, enrollment is approximately 286 students, an increase of 14 students since 2023. The campus is bounded by the transportation bus yard and empty parcel to the north and the southern boundary is East Avenue South. A residential development exists to the west, and the eastern boundary is marked by 100th Street East. The school has four main buildings, nine permanent classrooms and 12 portable classrooms.

The kindergarten classroom, Room 4, is located on the western side of the campus in Building 3. It is approximately 972 square feet and features a suspended tiled ceiling with recessed lighting and carpeted flooring. The west wall has a tack panel and full storage cabinets, while the east wall houses a markerboard, one projector, and no monitor displays. The room is equipped with a mobile smartboard and stationary storage cabinets. It offers a laptop cart, age-appropriate furniture, 21st-century tables for students, and a teacher desk and chair, with a laptop to use for instructional purposes. The classroom is not Title 5 compliant and needs to be modernized and provided with 21st Century upgrades.

The school has four main buildings comprised of two permanent buildings which include 9 permanent classrooms constructed in1964, with the remaining school facilities in portable buildings. The administrative office space is housed within a repurposed portable classroom, and there are 12 portable classrooms on campus. The main entry is on the east side of the site, with student drop-off and parking lot access from 100th Street East.

The permanent classroom building was built with a combination of masonry and framed construction with large sculptural eaves and are in fair condition. Interior finishes include carpet flooring, tackboard walls, and suspended acoustic ceilings. The interior finishes are worn and would benefit from replacement. Each permanent classroom has a series of built in casework with wood laminated work surfaces previously designed for desktop computer workstations along with built in storage cabinets and one sink, all of which are in poor condition and would benefit from replacement. Furniture includes wood tables and plastic chairs with metal legs and no caster wheels. Each room has one ceiling mounted projector and a mobile smartboard monitor. Many of the classrooms show signs of wear including scuffs and scratches present

on doors and door frames and stains and damage present on floors and ceiling tiles. In general, the permanent classrooms require 21st century upgrades, including new furniture and technology.

Figure 16: Antelope Existing School Site



The 12 portable classroom buildings on the eastern side of the campus house different grade levels and programs. The classrooms include 960 square feet, are on a raised foundation, and have recessed lighting and carpet flooring. Each portable is equipped with a mobile smartboard and a fixed markerboard. Components in poor condition include wall and floor finishes and doors. The portable classrooms would benefit from new 21st century improvements including furniture and equipment to improve flexibility and collaboration.

The Library Media Center is in Room 6 as part of a former classroom that totals 836 square feet. Wood laminated bookshelves of 5’-6” in height are placed against half of the interior walls within the space with

additional perpendicular shelving forming small alcoves totaling 125 linear feet. Additional furniture includes wood tables and plastic chairs with metal legs. Interior finishes are comprised of carpet flooring, tackboard walls, and suspended acoustic ceilings. Near the librarians desk station, there is a sink with a drinking fountain and counter area for handwashing. A monitor screen of approximately 50" is located adjacent to the windows with seating below to create a reading nook. The features described above show minimal wear and are in good condition.

The cafeteria is a portable building on the southern side of the campus and has a square footage of approximately 2,400. It is primarily used as a cafeteria and assembly space. Due to the size of the cafeteria and student population, two separate lunch periods are required. The room features a suspended ceiling that is approximately 8 feet high with acoustic ceiling tiles, recessed lighting, tackboard wall panels, and vinyl tiled flooring. Large steel and wood laminated foldable lunch tables with bench seating are arranged in the space directly adjacent to exposed kitchen appliances and mobile food warming counters. Antelope would benefit from constructing a new cafeteria as this building is in poor condition and does not adequately meet the requirements for a cafeteria.

The Administration building is located at the front of the school and includes 1,330 square feet. It is a portable classroom originally placed in service in the 1980s that has been repurposed into an administration space. It features a suspended ceiling with tiled materials and recessed lighting. The lobby has tack panel walls, two workstations, and windows along the west and south walls. The lobby includes a flat screen monitor display and does not have any markerboards. There are two restrooms with tiled flooring and painted walls. The lobby houses the principal's office, a conference room, and a storage room. The nurse's office is separate from the main office, located next to the kindergarten classroom, and does not have a restroom. There is an additional storage area on the east wall of the lobby. The furniture in the administration area is mobile, and both teachers and administrators have access to technology. The administration building has been well maintained and is in good condition showing minimal signs of wear.

The exterior of the campus is composed of a main drop off and parking area for six vehicles, landscaping including trees, asphalt play courts, grass play field, play structures, paved walking paths, and a solar array – all of which are in generally good condition. Additional unpaved parking areas are located northeast of the portable classroom buildings and can be accessed from a lockable gate adjacent to the main drop off area. The main campus entry walkway is centered upon the drop off zone and is shaded by more than a dozen mature trees with fencing separating the main campus area from the public. Overall, the exterior areas of the campus are well maintained and are in good condition.

4.3 DAISY GIBSON TK-8

Daisy Gibson Elementary School is located at 9650 East Palmdale Boulevard in Palmdale, California. The school sits on an 8.3-acre site and serves students from TK through eighth grade. The school was built in 1988 with portable classrooms added in 1989, 2000, and 2018. As of the 2024-25 school year, enrollment is approximately 714 students. The campus is bounded by Palmdale Blvd to the north, East Avenue Q-10 to the south, residential areas to the west, and a vacant lot to the east. The campus consists of three permanent buildings including 12 general purpose classrooms, two TK/K Title 5 compliant classrooms,

and 16 portable classrooms. The student bus drop-off and parking lot is accessed from the north via East Palmdale Boulevard.

Figure 17: Daisy Gibson Existing School Site



Within the permanent classrooms, interior finishes include suspended acoustic ceilings with recessed lighting, tackboard walls, and carpet flooring. Each classroom is equipped with built-in casework with storage, one sink, multiple markerboards, a mobile smartboard, and a laptop cart. Student furniture includes individual wood laminated desks paired with plastic chairs and metal legs. In many of the classrooms, floors, ceilings, doors, and door frames show signs of wear. Generally, the permanent classrooms are in fair condition and would benefit from 21st century upgrades including refreshed interior finishes, new furniture, and updated technology.

The school includes 16 portable classroom buildings located in rows at the east side of the site, each with an area of 960 square feet. The portable classrooms rest on a raised foundation with metal accessible ramps. Interior finishes include carpet flooring, tackboard walls, and suspended acoustical ceilings with recessed lighting. Furniture includes individual wood laminated desks and plastic chairs with metal legs and no caster wheels. In terms of technology, the rooms include two markerboards, a mobile smartboard, and a laptop cart. In general, ceilings, floors and wall finishes all show signs of wear. Due to their condition,

each of the portables would benefit from receiving 21st century improvements including new furniture and equipment that better facilitates flexibility and collaborative instruction.

The Library Media Center is located within the campus main building adjacent to the center of the school. It occupies an area of 1,324 square feet and has a suspended tiled ceiling, recessed lighting, and carpet flooring. The walls are painted and bookstacks are placed along the perimeter. The south wall is equipped with a flat screen monitor display. There are student tables with individual desks with plastic chairs featuring metal legs. It is recommended that this space is upgraded to include 21st century features such as mobile furniture, modern technology, and group learning spaces.

The Multipurpose Room is located within the main building and has approximately 4,505 square feet of area and 18-foot-high ceilings. Due to the size of the MPR and student population, three separate lunch periods are required. The MPR acts as both a cafeteria with kitchen and an assembly space with a permanent stage. The MPR features a suspended acoustic ceiling, recessed lighting, vinyl flooring, and painted walls. The room is equipped with rectangular foldable lunch tables which may be stored along the walls. The kitchen is equipped with stainless steel countertops and various kitchen equipment. This building is in good condition and no improvements are required.

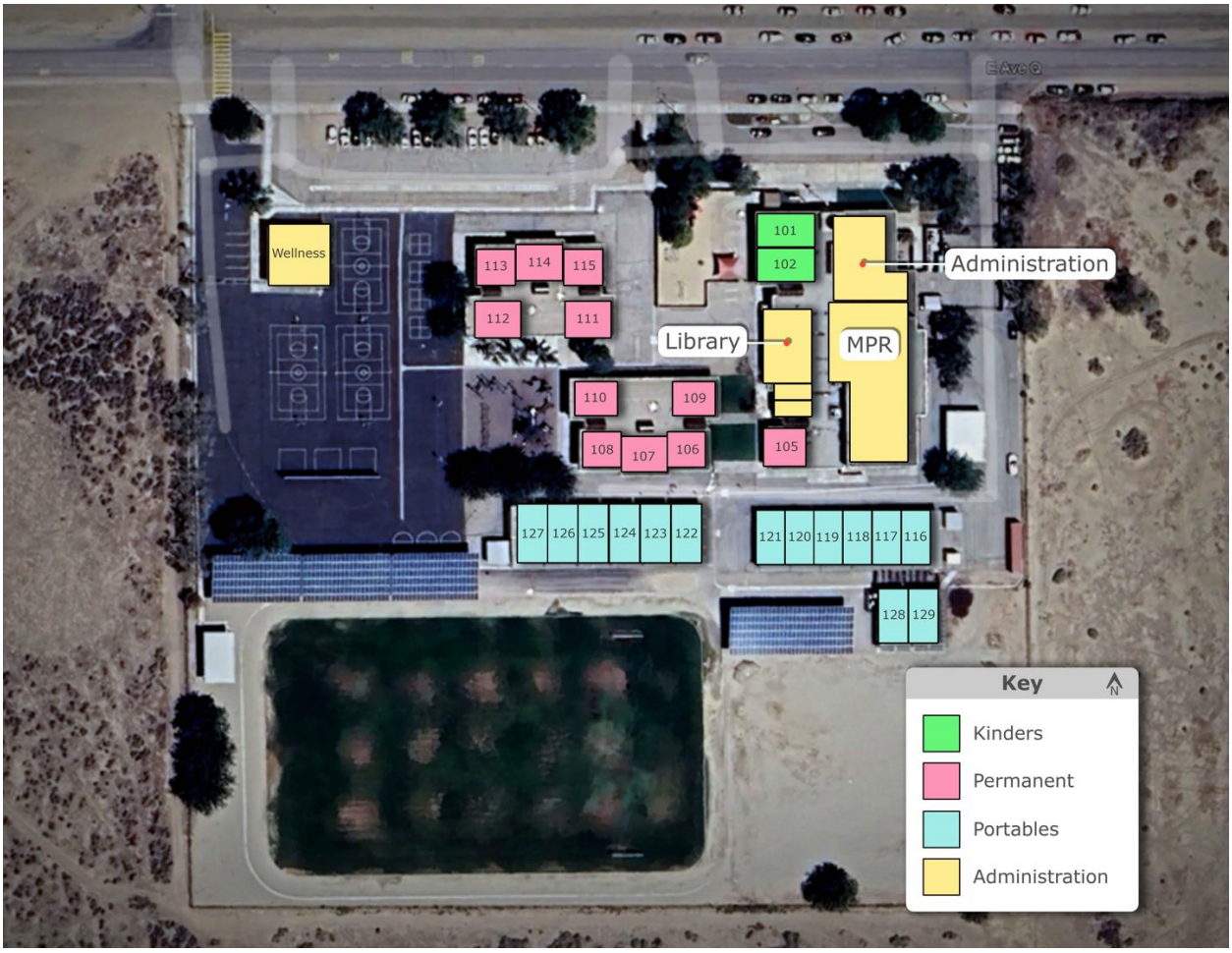
The administration offices are located within the main building at the northwest corner of the school site. An open reception area with three workstations is surrounded by two private staff offices, a workroom, staff restrooms, and nurse's room with an additional restroom. Finishes include a combination of carpet and vinyl flooring, painted walls, and suspended acoustic ceilings. Furniture includes updated wood desks and cabinets with metal and fabric chairs. The administrative area is in good condition.

Throughout the campus exterior, existing fencing chain-link fencing would benefit from being upgraded to tube steel fencing and additional barriers to improve the safety and security of the site. Additionally, exterior play areas show signs of wear from the weather, including cracking. Improvements to playground equipment and paving would be beneficial to improve student safety.

4.4 LAKE LOS ANGELES TK-8

Lake Los Angeles Elementary School is located at 16310 East Avenue Q, Palmdale, California. The school occupies a 9.8-acre site and serves students from TK through eighth grade. The school was built in 1989 with portables added in 1993, 1997, and 1998 with a wellness building constructed in 2019. As of the 2024-25 school year, enrollment is approximately 533 students. The campus is bounded by East Avenue Q to the north and empty lots to the south, west and east. The campus consists of four permanent buildings with 13 permanent classrooms, of which two are Title 5 TK/K compliant classrooms, an MPR, library, and administration office, and a wellness building. In addition, there are 14 portable classrooms.

Figure 18: Lake Los Angeles Existing School Site



Within the permanent classrooms, interior finishes include suspended acoustic ceilings with recessed lighting, tackboard walls, and carpet flooring. Each classroom is equipped with built-in casework with storage, one sink, multiple markerboards, a mobile smartboard, and a laptop cart. Student furniture includes individual wood laminated desks paired with plastic chairs and metal legs. Floor and wall finishes show signs of wear, including staining, in many of the classrooms. Built-in casework countertops and cabinets show signs of chipping and peeling of the laminate surfaces. Additionally, the classroom doors and door frames are worn and require repair or replacement. Overall, the permanent classrooms are in fair condition and would benefit from 21st century upgrades with new furniture and technology.

The school has a total of 14 portable classrooms, situated in the southeast and southwest sections of the campus, each with an area of 960 square feet. The portable classrooms rest on a raised foundation with metal accessible ramps. Interior finishes include carpet flooring, tackboard walls, and suspended acoustic ceilings with recessed lighting. Furniture includes individual wood laminated desks and plastic chairs with metal legs and no caster wheels. In terms of technology, the rooms include two markerboards, a mobile smartboard, and a laptop cart. In general, ceilings, floors and wall finishes all show signs of wear. Due to

their condition, each of the portables would benefit from receiving 21st century improvements including new furniture and equipment that better facilitates flexibility and collaborative instruction.

The Library Media Center is a 1,490 square foot space located across the hall from the MPR in the main building. Finishes include carpet flooring, painted walls, and a suspended acoustic ceiling. Bookstacks are placed along the perimeter and in rows throughout the space, and there is little room for furniture to facilitate group learning or reading zones. There are student tables with individual desks with plastic chairs featuring metal legs, and there is one flat screen wall mounted display on the south wall. It is recommended that this space is upgraded to include 21st century features such as mobile furniture, modern technology, and group learning spaces.

The MPR is in the main building in the southeast corner and includes 7,005 square feet. Due to the size of the MPR and student population, two separate lunch periods are required. It serves multiple functions as a cafeteria with foldable lunch tables, a gym with basketball court and collapsable wooden bleachers, and assembly space with a wooden built-in stage. An attached kitchen occupies the north wall and incorporates a convenient serving window. This cooking kitchen includes 1,440 square feet and has stainless steel counters, lower cabinets, and a range of essential kitchen equipment. It is recommended that the MPR be upgraded with new finishes.

The administration offices are located within the main building at the northwest corner of the school site. Finishes include a combination of carpet and vinyl flooring, painted walls, and suspended acoustic ceilings. An open reception area with four workstations is surrounded by three private staff offices, a workroom, staff restrooms, and nurse's room with an additional restroom. Finishes include a combination of carpet and vinyl flooring, painted walls, and suspended acoustic ceilings. Furniture includes updated wood desks and cabinets with metal and fabric chairs. The administrative area is in good condition.

Throughout the campus exterior, existing fencing chain-link fencing would benefit from being upgraded to tube steel fencing and additional barriers to improve the safety and security of the site. Additionally, exterior play areas show signs of wear from the weather, including cracking. Improvements to playground equipment and paving would be beneficial to improve student safety.

4.5 PEARBLOSSOM TK-8

Pearblossom Elementary School is located at 12828 East Avenue West in Pearblossom, California. The school sits on a 7.34-acre site and serves students from TK through eighth grade. The school was constructed in 1989 with portables added in 1999. As of the 2024-25 school year, enrollment is approximately 435 students. The campus is bounded by East Avenue West to the north, undeveloped land to the south, 128th Street East to the west, and a vacant lot to the east. The campus consists of one main building with four wings and 20 permanent classrooms, of which two are TK/K Title 5 compliant. The main building includes a central multipurpose room, library, and administration office. Additionally, there are two portable classrooms situated southeast of the main building. The student drop-off and parking lot is accessed via East Avenue West at the north side of the site.

Figure 19: Pearblossom Existing School Site



All the permanent classrooms are arranged within the main building. The TK/K classrooms are located at the north wing adjacent to the administration office while the three remaining classroom wings include six classrooms each. Finishes in the permanent classroom spaces include vinyl flooring, tackboard walls, and suspended acoustic tile ceilings. Each classroom is equipped with built-in casework with storage, one sink, multiple markerboards, a mobile smartboard, and a laptop cart. Student furniture includes individual wood laminated desks paired with plastic chairs and metal legs. In many of the classrooms, casework, floors, and ceilings all show signs of wear, including staining, scuffs, and scratches. Generally, the permanent classrooms are in fair condition and would benefit from 21st century modernization including new furniture and technology.

The two portable classrooms are in the southeast area of the school site. These portable classrooms have a square footage of 960 each and include a metal accessible ramp and raised foundation. Interior finishes include carpet flooring, tackboard walls, and suspended acoustical ceilings with recessed lighting. Furniture includes individual wood laminated desks and plastic chairs with metal legs. The rooms include two markerboards, a mobile smartboard, and a laptop cart. The portables are in good condition.

The MPR is in the center of the main building with an area of 2,675 square feet. This space serves as both a cafeteria and an assembly area. Due to the size of the MPR and student population, three separate lunch periods are required. The MPR features a 20-foot-high ceiling with a combination of acoustic tile and painted gypsum board finish, surface mounted lighting, painted walls with mounted tackboard panels, and vinyl flooring. The adjacent cooking is separated from the MPR by a metal roll-up door and includes 1,140 square feet. The kitchen equipment includes stainless steel countertops, a variety of cabinets, and various cooking equipment. The finishes in the kitchen include a painted concrete floor, painted walls and ceilings, and a ceramic tile backsplash. In general, the MPR and kitchen are in good condition.

The Library Media Center is located northwest of the MPR, next to the K classrooms and is 870 square feet. Finishes include vinyl flooring, tackboard wall, and a suspended acoustic ceiling. Throughout the library, stationery bookstacks are placed along the perimeter and in the center of the main area. The circulation desk, positioned along the west wall, is accompanied by a small librarian office and an adjacent storage room. It is recommended that this space is upgraded to include 21st century features such as mobile furniture, modern technology, and group learning spaces.

The administration offices are located within the main building at the northwest corner of the school site. An open reception area with three workstations is surrounded by two private staff offices, a workroom, staff restrooms, and nurse's room with an additional restroom. Finishes include a combination of carpet and vinyl flooring, painted walls, and suspended acoustic ceilings. Furniture includes updated wood desks and cabinets with metal and fabric chairs. The administrative area is in good condition.

Throughout the campus exterior, existing fencing chain-link fencing would benefit from being upgraded to tube steel fencing and additional barriers to improve the safety and security of the site. Additionally, at the exterior play area hardscape, there are flooding issues due to low points on the play surfaces. Coupled with weather conditions, this has resulted in visible wear to the pavement and play equipment including rusting and cracking which require repair.

SECTION 5

PROPOSED IMPROVEMENTS

Based on State requirements, proposed educational and 21st Century Learning Environment specifications and existing enrollment, improvements to school site facilities are proposed to accommodate the District's educational program for each site. All permanent classrooms are proposed to receive 21st Century modernization improvements. Additionally, the indicated portable classrooms shall receive new 21st century furniture and equipment, and general exterior site improvements including new fencing and play area updates are proposed where needed. Collectively, proposed improvements are proposed to be constructed pursuant to the specifications contained in this report for each type of facility, unless noted due to site specific constraints.

The following assessments take into consideration previous reviews and recommendations, site visit evaluations, as-built conditions, revised State requirements, escalations of costs, and prescribed improvements to meet District's needs. In addition, a plan for sequencing proposed improvements at each site was reviewed to accommodate the student population given the need to minimize classroom disruptions and minimizing associated costs for the construction of interim facilities during construction. The following proposed improvements contain a graphic representation of proposed improvements. An estimate of the cost associated with such improvement is summarized and provided in Table 7 with a detailed estimate of cost for each facility provided in Appendix "A".

Proposed 21st Century modernization improvements entail the total improvement to a classroom or other space on a school site. It includes, where needed, upgrades to wall finishes, lighting, flooring, electrical, and HVAC. It also includes ADA upgrades to meet current code requirements. In addition, classrooms will receive the 21st Century amenities to include mobile and flexible furniture and storage units, additional or sliding markerboards as appropriate, multiple wall mounted monitors, and technology upgrades as specified. 21st Century furniture, fixtures and equipment are provided depending on the flexibility of the furniture to create different configurations within a learning environment.

In summary, improvements are proposed to address the following key areas:

- Modernization upgrades and 21st Century Improvements to existing classroom buildings
- Sitewide safety and security improvements including new fencing
- Playground improvements
- Roof repairs and HVAC improvements
- New classroom buildings at Alpine Elementary and new multipurpose support facility at Antelope Elementary

The following sections detail proposed improvements by school site. The following are key highlights of the proposed improvements by school site:

- **Early Childhood Development Center at District Office Site:** A new Early Childhood Development Center will be constructed for pre-school and transitional kindergarten students
- **Antelope Elementary:** A new cafeteria support facility will be constructed, and classrooms will undergo modernization upgrades and improvements.
- **Daisy Gibson Elementary:** The classrooms will undergo modernization upgrades and improvements, and the campus will receive sitewide improvements including new fencing, roof repairs, and playground improvements.
- **Lake Los Angeles:** The classrooms will undergo modernization upgrades and improvements, and the campus will receive sitewide improvements including new fencing, roof repairs, and playground improvements.
- **Pearblossom:** The classrooms will undergo modernization, and the campus will receive sitewide improvements including new fencing, roof repairs, and playground improvements
- **Alpine Elementary:** The campus layout will be reconfigured with new classroom buildings, new library media center, new support facilities, and reconfigured parking/drop off constructed away from the highway. The main building spaces will be repurposed and upgrades to the auditorium will also be provided.

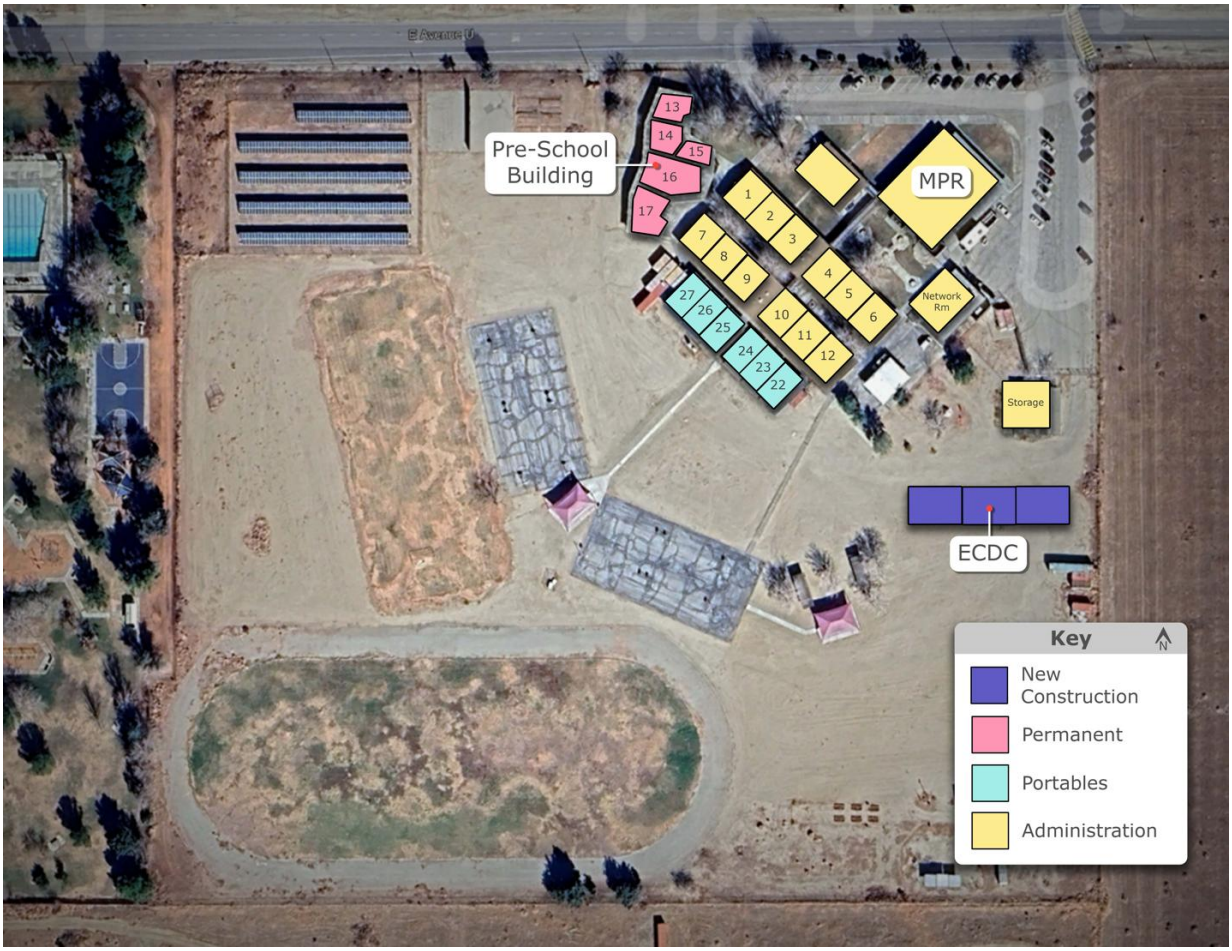
5.1 EARLY CHILDHOOD DEVELOPMENT CENTER (ECDC) AT DISTRICT OFFICE

A new Early Childhood Development Center is to be constructed at the District Office site for pre-school and transitional kindergarten students. The project may involve moving existing classrooms from another site to the District office, or providing new facilities at the site. A future constructability review will determine the most efficient approach to providing the ECDC classrooms needed for the program.

Sequencing of Improvements:

1. Provide three Early Childhood Development Center classrooms through either new construction or moving existing classrooms from another site

Figure 20: Early Childhood Development Center (ECDC) at District Office site

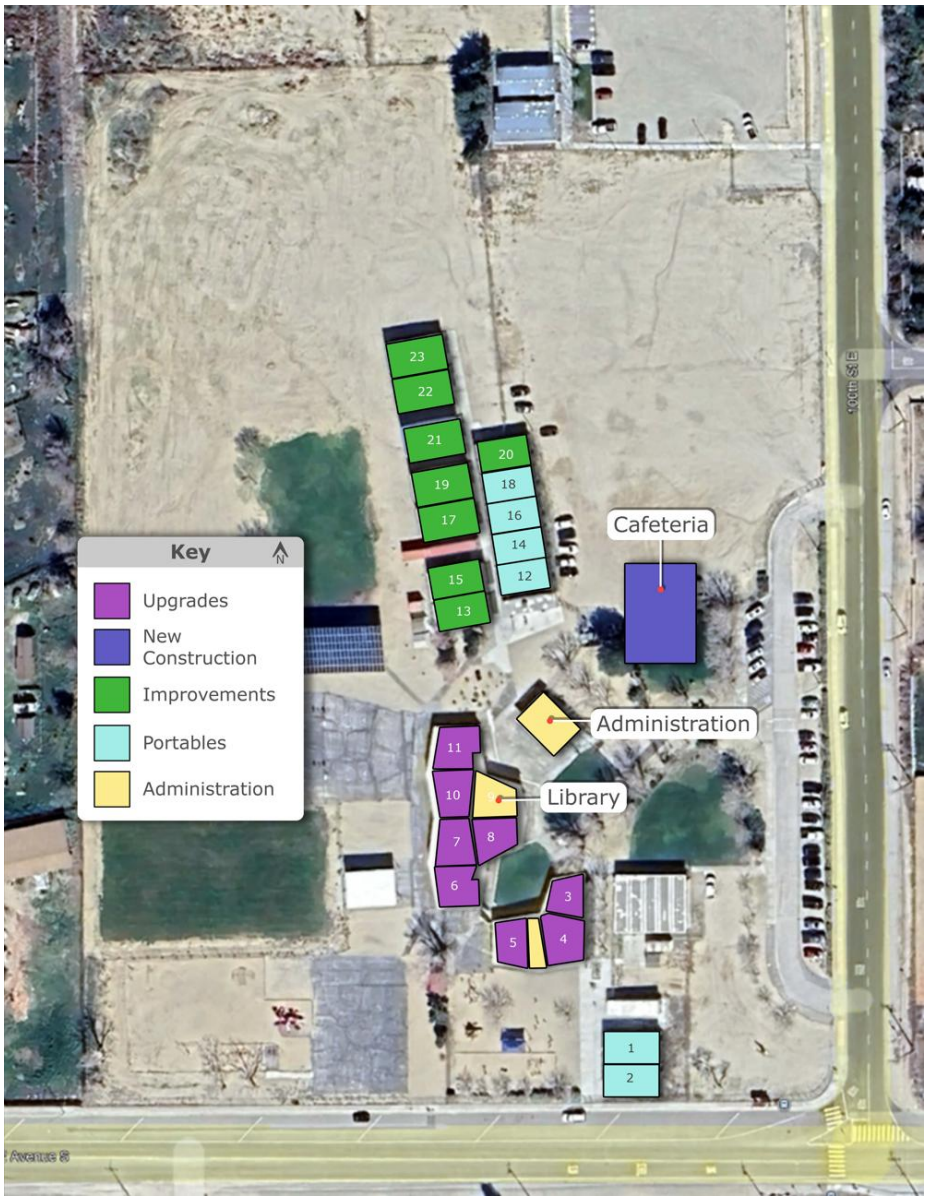


5.2 ANTELOPE ELEMENTARY SITE IMPROVEMENTS TK-8

Antelope elementary educates TK through eighth grade students. The campus consists of two permanent buildings which include eight classrooms with the remaining school facilities in portable buildings. A cafeteria is in a large portable building, an administrative office space is within a repurposed portable classroom, and there are 12 portable classrooms on campus. Each of the District's schools has a permanent cafeteria or an MPR except for Antelope which has a small portable building that is used as a cafeteria. There is no kitchen in the facility, requiring food to be prepared at Alpine or other sites and transported to the school. Due to breakfast, lunch and afterschool programs, the MPR facilities are rarely used for PE programs during the school day and functions as a cafeteria. It is proposed that a new cafeteria with a cooking kitchen be constructed at Antelope to provide equity in the District.

To house the current enrollment and desired education program, a total of 17 classrooms are required. These required classrooms include 10 general purpose classrooms, one special education classroom, one science room, one VAPA (music room), one intervention classroom, and three TK/K classrooms.

Figure 21: Antelope Proposed Improvements



As part of the improvement strategy, a new permanent support facility (cafeteria) will be constructed with a cooking kitchen so meals may be prepared on site. This facility will support the breakfast, lunch and afterschool program as well as assemblies, student performances, and community uses. In addition, eight permanent classrooms will be upgraded to provide 21st Century Learning Environments, and eight portable classrooms will receive 21st Century Learning Environment improvements.

Sequence Improvements:

1. Provide 21st century upgrades to 8 permanent classrooms
2. Provide 21st century FF& E to seven portable classrooms
3. Provide HVAC Improvements
4. Construct new cafeteria support facility for school and community use

5.3 DAISY GIBSON SITE IMPROVEMENTS TK-8

Daisy Gibson elementary educates TK through eighth grade students. The campus consists of three permanent buildings, 14 permanent classrooms including two TK/K Title 5 compliant classrooms, 18 portable classrooms, MPR, library, and an administration office. The school has an enrollment of 714 students which is above the recommended educational specification of 535 students. To house the current enrollment and desired educational program, a total of 32 classrooms are required including 23 general purpose classrooms, five TK/K classrooms, one special education classroom, one science room, one VAPA (music) room, and one intervention room are needed. The school currently has enough permanent and portable classrooms to meet the required number of classrooms and can continue to operate at its current capacity but should not increase the enrollment in the future.

As part of the improvement strategy, 14 permanent classrooms will be upgraded to provide 21st century Learning Environments. The 15 portable classrooms will receive 21st Century Learning Environment improvements and one portable classroom 28 will be repurposed into a Science room. Additionally, Two new TK/K classrooms will be constructed and the kindergarten playground will be upgraded. Two new portable classrooms are added to the site for use beginning 2025-26 school year. One of these new portable classrooms will be a VAPA (music) room and the other a general-purpose classroom. Additional sitewide improvements such as fencing and additional playground improvements will be constructed.

Sequence Improvements:

1. Upgrade 14 permanent classrooms into 21st Century Learning Environments
2. Provide 21st Century Learning Environment upgrades to 15 portable classrooms
3. Repair Roofs and provide HVAC improvements
4. Construct exterior sitewide fencing improvements
5. Construct two new TK/K classrooms and upgrade TK/K playground
6. Provide 21st century upgrades to library

Figure 22: Daisy Gibson Proposed Improvements



5.4 LAKE LOS ANGELES SITE IMPROVEMENT TK-8

Lake Los Angeles elementary educates TK through eighth grade students. The campus consists of three permanent buildings with 13 permanent classrooms, of which two are Title 5 TK/K compliant classrooms, an MPR, library, and administration office. In addition, there are 14 portable classrooms and one portable wellness center building. To house the current enrollment and desired educational program, a total of 25 classrooms are needed: 19 general purpose classrooms, two Title 5 TK/K classrooms, one special education classroom, one science room, one VAPA (music) room, and one intervention room.

As part of the improvement strategy, all 13 permanent classrooms will receive 21st Century Learning Environment upgrades, 10 portable classrooms will receive 21st Century Learning Environment upgrades, the library and MPR will receive upgrades, Room 116 will be upgraded to a 21st Century Science room, and Room 117 will be repurposed into VAPA (music) room. The roofing will be repaired at the permanent buildings and improvements will be made to the HVAC system. Exterior site improvements including new fencing and playground updates will be constructed.

Sequencing of Improvements:

1. Upgrade 13 permanent classrooms into 21st Century Learning Environments
2. Provide 21st Century Learning Environment upgrades to 10 portable classrooms
3. Repair roofs and provide HVAC improvements
4. Construct exterior sitewide fencing and playground improvements
5. Upgrade MPR

Figure 23: Lake Los Angeles Proposed Improvements



5.5 PEARBLOSSOM ELEMENTARY SITE IMPROVEMENTS TK-8

Pearblossom Elementary educates TK through eighth grade students. The campus consists of one large permanent school building with 20 existing classrooms, including two Title 5 TK/K classrooms, an MPR, library, and administration office. Additionally, the school includes two portable classrooms. To house the current enrollment and desired educational program, a total of 22 classrooms are needed: 16 general purpose classrooms, two Title 5 TK/K classrooms, one special education classroom, one science room, one VAPA (music) room, and one intervention room.

As part of the improvement strategy, 20 permanent classrooms the library will be upgraded to 21st Century Learning Environments. Room 22 will receive 21st century improvements and be and repurposed

as a VAPA (music) room, and Room 21 will receive 21st century improvements and be repurposed as a Science room. The roofing will be repaired at permanent buildings, and improvements will be made to the HVAC system. Exterior site improvements including new fencing and playground updates will be provided.

Sequencing of Improvements:

1. Upgrade 20 permanent classrooms and library into 21st Century Learning Environments
2. Repurpose Room 22 into VAPA (music) room
3. Repurpose Room 21 into a 21st Century science room
4. Repair roofs and provide HVAC improvements
5. Construct exterior sitewide fencing and playground improvements

Figure 24: Pearblossom Proposed Improvements



5.6 ALPINE ELEMENTARY SITE IMPROVEMENTS TK-8

Alpine elementary educates TK through eighth grade students. The school was first constructed in the 1920s with additional permanent buildings added in the early 1950s. The campus consists of seven permanent buildings which include 14 general purpose classrooms, two kindergarten classrooms, an administration office, auditorium, library, and multipurpose room. Additionally, there are 11 portable classrooms which were added between 1985 and 2006.

The school is located adjacent to Pearblossom Highway, and this has caused safety concerns due to the amount and speed of traffic on the highway. To increase the safety of the students, relocating the school's entrance to the middle of the site and relocating the classrooms to the middle of the campus provides additional distance from highway and provides a safer drop-off and pick-up for students. In addition, the

classrooms will soon be 75 years old and replacing them is a more cost-effective option than modernizing old facilities. The District has an opportunity to take advantage of a unique funding source provided from Proposition 2 to secure additional funds that afford the ability to completely reconstruct the classrooms and locate them further to the center of the site and away from Pearblossom Highway. In addition, there is supplementary funding from the Minimum Essential Facilities (MEF) program in Proposition 2 that will provide additional funds to construct a new library of sufficient size to meet the needs of a TK-8 school as the current library is undersized at 700 square feet. The original building that contains the auditorium will remain and be used for the VAPA (music) program, Save the Children program, counselors, RSP, Speech, Intervention, and Technology office. The auditorium will continue to be used for student performances, assemblies, parent and community programs as well as supporting the VAPA program.

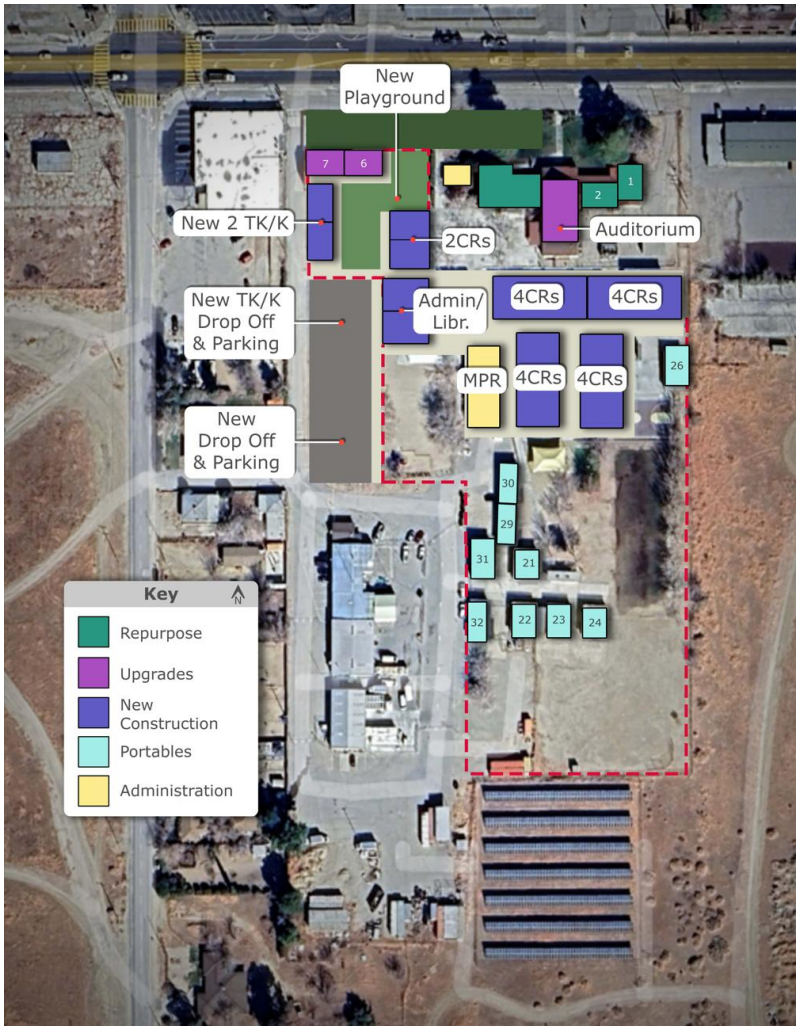
As part of the improvement strategy, a new school will be constructed based on the educational specifications for 535 students. This will include two new TK/K classrooms to be constructed directly north of the new TK/K drop-off and pick-up area and would include a new TK/K playground area. The existing two TK/K classrooms will be modernized and receive 21st century improvements. Additional new permanent classroom buildings to be constructed include 18 general purpose classrooms. A new support facility building and a new 21st Century Library Media Center will be constructed to meet the specifications called for in the educational specification. In addition, a new TK/K drop-off and parking area and additional main parking and drop-off area are proposed at the center of the campus away from Pearblossom Highway. The new parking and drop-off areas would be accessed via the existing road to the west of the site. Exterior fencing site improvements throughout campus would be constructed where needed.

The original building that contains the auditorium will receive improvements to the auditorium to include new floor finishes, relocate HVAC ducting, patch and paint interior walls and ceiling, new stage lighting and overhead lighting, new windows, and acoustical ceiling finishes. The library will be repurposed as an Intervention Room, the counselor's room behind the stage will be repurposed into a VAPA (music) due to its proximity to the auditorium providing easy movement of musical equipment to the stage, the front office will be repurposed into the counselor office and the RSP program (new demising walls, painting, flooring, patch repair, ceiling finishes, and lighting). Speech, technology and Save the Children programs will remain in their current location.

Sequencing of Improvements:

1. Provide 21st Century Upgrades to kindergarten classrooms
2. Demolish classrooms 5, 8, and 9 and construct 2 new TK/K classrooms
3. Construct 2 new general purpose classrooms
4. Demolish classrooms 15, 16, 17, 27 and 28 and construct 8 new general purpose classrooms
5. Demolish classrooms 18, 19, 20, and 26 and construct 8 new general purpose classrooms
6. Demolish classrooms 10, 11, 12, 13, and 14 and construct new library, administration building, new parking lot and drop off, and new fencing and security
7. Repurpose main building and provide auditorium upgrades

Figure 25: Alpine Proposed Improvements



5.7 ALPINE ELEMENTARY RELOCATION

A future option is to relocate Alpine Elementary to a new site. Due to the close proximy to Pearblossom highway and a new truck stop proposed nearby, the district may wish to relocate Alpine Elementary to a different site to improve safety for students travelng to and from the school. Many students walk to school in the area, and providing a new campus away from the highway would be beneficial for these students. A new site may also include space for a future Public Charter High School. There is currently insufficient funding for relocating Alpine to a new site, however additional future funding opportunities will be pursued. In the interim, the District may wish to purchase a site for the new campus, and could make the land acquisition a permissible expense for the program.

5.8 SUMMARY OF PROPOSED IMPROVEMENTS

Table 7 presents the estimated cost of proposed improvements. The costs of the proposed improvements are estimated at approximately $55.4 million. The estimated costs represent a combination of “hard” and “soft” costs. In combination, they comprise what is properly called the total “Project Cost”.

Hard costs result from the construction itself (e.g., bricks and mortar). Soft costs are those costs that are an integral part of the building process and are usually precursors to, or supportive of, the construction. These include professional fees and other related, non-construction costs such as architects, engineers, regulatory agency fees and associated studies.

A reserve for escalation in costs, unforeseen contingencies, or regulatory agency approval requests of approximately $6.7 million is proposed for a combined total program of approximately $62.1 million. A detailed breakdown of estimated costs is provided in Appendix “A”.

Table 7: Estimated Cost of Proposed Improvements

Proposed Improvements	Total
Alpine ES	
Provide 21st Century Upgrades to Kinder CRs	$ 366,687
Construct 2 New TK/Kinder CRs	$ 2,679,780
Construct 2 New CRs	$ 1,844,679
Construct 16 New CRs	$ 15,354,066
Construct New Library	$ 1,161,056
Repurpose Main Bldg and Auditorium Upgrades	$ 828,750
Construct New Parking Lot & Drop Off	$ 988,612
Construct New Admin Bldg	$ 1,711,732
Total	**$ 24,935,361**
Antelope ES	
Provide 21st Century Upgrades to CRs	$ 1,780,271
Provide 21st Century FFE to Portables	$ 361,555
Provide HVAC Improvements	$ 1,142,040
Construct New Cafeteria	$ 3,369,774
Total	**$ 6,653,640**
Daisy Gibson ES	
Provide 21st Century Upgrades to CRs	$ 3,271,076
Provide 21st Century FFE to Portables	$ 522,246
Repair Roofs and HVAC	$ 725,997
Replace Fencing and Gates	$ 312,212
Construct 2 New TK/K CRs	$ 2,789,113
Provide 21st Century Upgrades Library	$ 312,968
Upgrade Playground	$ 390,265
Total	**$ 8,323,877**
Lake Los Angeles ES	
Provide 21st Century Upgrades to CRs	$ 3,335,600
Provide 21st Century FFE to Portables	$ 482,073
Repair Roofs and HVAC	$ 711,997
Replace Fencing and Gates	$ 312,212
Provide 21st Century Upgrades Library	$ 345,108
Upgrade MPR	$ 579,159
Upgrade Playground	$ 390,265
Total	**$ 6,156,414**
Pearblossom ES	
Provide 21st Century Upgrades to CRs	$ 4,596,141
Provide 21st Century FFE to Portables	$ 80,346
Repair Roofs and HVAC	$ 660,322
Replace Fencing and Gates	$ 312,212
Provide 21st Century Upgrades Library	$ 291,008
Upgrade Playground	$ 390,265
Total	**$ 6,330,294**
Districtwide ECDC	
Construct New ECDC	$ 3,000,000
Total	**$ 3,000,000**
Proposed Improvements Total	**$ 55,399,586**
Program Reserve	$ 6,687,677
Grand Total Estimated Uses	**$ 62,087,262**

SECTION 6

PROPOSED FUNDING & PHASING

In California, school facility improvements are generally funded by a combination of sources which need to be identified, integrated, and ultimately sequenced to maximize their use. In almost all cases, the need for improvements exceeds the general availability of funding at any one time, requiring the prioritizing, sequencing, and phasing of improvements. Successful outcomes often rely on establishing an educational vision and specification for desired facilities, assessing existing facilities through that lens, integrating those components with available identified sources of funding and curating those outcomes within a facilities improvement plan that is ultimately presented to the Board for adoption and implementation.

This section reviews the identified sources of funds for proposed improvements. An assessment of the District's eligibility for State grants is provided, including an assessment of the amounts that may be received by school site over time and suggested methods to optimize and use such funding. These funds generally require a local match. An analysis of potential local funding sources available to the District to meet match requirements is provided including a review of available capital fund balances, estimated local developer fees, and the use of available and proposed local general obligation bond proceeds is reviewed.

In combination, a proposed phasing program of proposed improvements is presented. It takes into consideration the needs of the educational program, the status of existing school facilities, and additional proposed improvements. Further consideration is presented as to the required sequencing, and the ability to leverage projected State matching grants with local funds and available and proposed bond proceeds. A phased program is presented that maximizes funding benefits to the District yet minimizes the impact during construction to the sites and ongoing educational programs. To assist, proposed sources and uses of available funds are presented linked to a suggested phasing schedule that integrates the proposed improvements by school site, phase, and amount over time.

6.1 STATE AID AND ELIGIBLITY

The State of California provides periodic grants from voter approved bond measures or general fund contributions for the modernization or new construction of eligible school facilities as determined by the OPSC and as funded by the SAB pursuant to the SFP. Funding is provided in the form of per pupil grants for facility improvements, including design, construction, testing, inspection, equipping, furnishings, technology, plus site service improvements or site acquisition. To receive funding, a local match is required from eligible district funds, including developer fees and bond proceeds. Under certain specific

conditions, a district may qualify and apply for a release of its local match requirement based on a financial hardship review and subject to additional constraints and requirements.

In November 2024, California voters approved Proposition 2, the Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair, and Safety Bond Act of 2024. Proposition 2 authorizes $10 billion in state general obligation bonds for repair, upgrade, and construction of facilities at K–12 public schools (including charter schools), community colleges, and career technical education programs, including for improvement of health and safety conditions and classroom upgrades. In summary, Proposition 2 provides:

- $3.3 billion for new school facility construction (with up to 10% of the amount set aside for eligible small school districts)
- $4 billion for modernization of eligible older school facilities (with up to 10% of the amount set aside for eligible small school districts and $115 million set aside for lead water testing and remediation)
- $600 million for charter school construction or modernization
- $600 million for CTE new construction or modernization facilities
- $1.5 billion for Community Colleges

Proposition 2 also authorized eligible school districts applying for modernization grants to receive a supplemental grant for transitional kindergarten facilities if either existing facility is insufficient, or the school does not have an existing facility. Other supplemental grants offered to eligible school districts for modernization or new construction offer a 5 percent project costs adjustment to advance state energy goals and adapt to higher average temperatures that pose a threat to the health and safety of students and staff. A similar adjustment is provided for up to 5 percent that enables school facilities to provide students with the skills and knowledge necessary for high-demand technical careers.

At its February 2025, the OPSC announced that requests for modernization program funding currently exceed the amount of bond authority available. Therefore, school districts must continue to submit a school board resolution acknowledging that the remaining SFP bond authority is currently exhausted when submitting modernization funding applications for the application to be accepted. School districts are not required to submit a similar resolution acknowledging that remaining SFP bond authority is currently exhausted when submitting new construction funding applications.

Furthermore, the SAB acted at the January 22, 2025 SAB meeting to implement a set aside to small districts pursuant to the voter approved Proposition 2. The SAB approved the implementation of up to 10 percent of the $3.3 billion allocated for New Construction and $4.0 billion allocated for modernization to be available towards small school district applications. This amount equates to a reserve in bond authority of $330 million for new construction and $400 million for modernization projects; for a total of $730 million set aside for small school districts. A small school district is further defined as having an enrollment of 2,501 students or less.

Other key Proposition 2 elements include higher grant amounts to replace buildings at least 75 years old and expanding the sliding scale points system that determines state matching funds for new construction and modernization grants to include additional points for very small school districts (<200 students) and school district projects that use project labor agreements. Proposition 2 also requires school districts that apply for grant funding as of October 31, 2024, to have a five-year facilities master plan approved by the governing board that is periodically updated and provides full facility information to the state. Districts seeking grants must also adopt a Board resolution that acknowledges that the district is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code as a condition of SFP participation, and that failure to submit an acceptable five-year school facilities master plan may result in rescission of project funding.

The following provides an overview of applicable state aid programs and estimated District eligibility for the modernization of existing facilities and new construction. Opportunities for grant funding are presented and are used to project the total amount of grant funding that may be available at present or in the future from all available sources and any local match of district funds that may be required by the state.

6.1.1 SFP MODERNIZATION PROGRAM AND DISTRICT ELIGIBILITY

An analysis of District enrollment and facilities indicates the District may be eligible for modernization grant funding under the State's School Facilities Program (SFP). The SFP for modernization provides funds on a 60-40 State and local sharing basis for improvements that enhance existing school facilities, including those for HVAC, plumbing, lighting, and electrical systems. Modernization eligibility is established by school site and requires that permanent classrooms be at least 25 years old since their last modernization or construction and portable classrooms be at least 20 years old since placed in service. Students must be enrolled in eligible facilities based on State classroom loading standards of twenty-five elementary pupils per classroom or twenty-seven pupils per middle school classroom.

Grant levels are periodically reviewed by the State and program funding is subject to project performance and certification at the completion of construction. The current pupil grant for modernization is $6,034 for elementary grades and $6,381 for middle school grades. A higher per pupil grant amount is provided for classrooms that are in buildings 50 years or older equal to $8,383 for elementary grades and $8,866 for middle school grades. An additional 5 percent of the total pupil grant amount is estimated to be provided for supplemental grants. Grant levels are periodically reviewed by the State and program funding is subject to project performance and certification at the completion of construction. Table 8 provides a summary of the SFP modernization grants received to date totaling $1 million.

Table 8: Modernization Grants Received

School	Application #	Standard Pupils	SDC Pupils	Total Grant	Warrant Date
Keppel Academy	57/64642-00-001	135	11	$456,395	5/16/2005
Antelope Elementary	57/64642-00-002	200	7	$587,156	5/16/2005
	Total	**335**	**18**	**$1,043,551**	

Based on the above, Table 9 identifies that currently eligibility is present at each of the District's school sites. The District is currently eligible for approximately $10.3 million in combined modernization pupil grants from existing permanent classrooms. This eligibility would require approximately $6.9 million in a local match from District funds for a total project of at least $17.2 million. Individually, Alpine has the greatest eligibility given the school's age, and qualifies for the highest per student grant amount available. Daisy Gibson, Lake Los Angeles and Pearblossom were constructed in 1988-89 and are now eligible for state grants to meet current code, refurbishment and 21st Century Learning environments for the classroom. Although Antelope Elementary was constructed originally in 1964, it was last modernized in 2005, thus it will be eligible for additional modernization grants beginning in 2030.

Table 9: Estimated Current Modernization Eligibility from Permanent Classrooms

	2025										
	School	FY2024-25 Enroll	Elig. Pupils	Prior Pupils	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	Alpine	591	400	0	400	16	$3,353,200	$167,660	$3,520,860	$2,347,240	$5,868,100
2	Antelope	286	225	207	18	1	$108,612	$5,431	$114,043	$76,028	$190,071
3	Daisy Gibson	714	300	0	300	12	$1,810,200	$90,510	$1,900,710	$1,267,140	$3,167,850
4	Lake Los Angeles	533	325	0	325	13	$1,961,050	$98,053	$2,059,103	$1,372,735	$3,431,838
5	Pearblossom	435	435	0	435	18	$2,624,790	$131,240	$2,756,030	$1,837,353	$4,593,383
	Total	**2559**	**1685**	**353**	**1478**	**60**	**$9,857,852**	**$492,893**	**$10,350,745**	**$6,900,496**	**$17,251,241**

Table 10 presents a similar analysis for portable classrooms that have been in service for at least 20 years. For purposes of this analysis, available school site enrollment is first allocated towards the eligibility of permanent classrooms and the balance, if any, is thereafter allocated to portable classrooms at each site. It is estimated that the District is currently eligible for approximately $4.8 million in modernization pupil grants from 32 eligible portable classrooms that currently exceed their 20-year life at Alpine, Antelope, Daisy Gibson, and Lake Los Angeles. This eligibility would require approximately $3.2 million in a local match from District funds towards a project amount of at least $8.1 million. This represents 32 of the total 50 portable classrooms that have exceeded their useful life at this time.

Table 10: Estimated Current Modernization Eligibility from Portable Classrooms

	2025								
	School	FY2024-25 Enroll	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	Alpine	591	150	6	$905,100	$45,255	$950,355	$633,570	$1,583,925
2	Antelope	286	61	3	$368,074	$18,404	$386,478	$257,652	$644,130
3	Daisy Gibson	714	350	14	$2,111,900	$105,595	$2,217,495	$1,478,330	$3,695,825
4	Lake Los Angeles	533	208	9	$1,255,072	$62,754	$1,317,826	$878,550	$2,196,376
5	Pearblossom	435	0	0	$0	$0	$0	$0	$0
	Total	**2559**	**769**	**32**	**$4,640,146**	**$232,007**	**$4,872,153**	**$3,248,102**	**$8,120,256**

Table 11 provides a combined view of current permanent and portable classroom eligibility, including potential additional five percent supplemental grants available for associated site development costs. Collectively, the District may be eligible at this time for a total of approximately $4.4 million at Alpine Elementary, $500,000 at Antelope Elementary, $4.1 million at Daisy Gibson Elementary, $3.3 million at Lake Los Angeles, and $2.7 at Pearblossom Elementary. All eligibility grant amounts can only be applied to their corresponding site. Given the overall age of the District's facilities, 92 of the total 129 classrooms are eligible for modernization state grants at this time. However, a local match is required to receive this amount of state funding.

Table 11: Estimated Combined Modernization Eligibility - Permanent and Portable Classrooms

	2025								
	School	FY2024-25 Enroll	Elig. Enroll	Elig. CRs	Base Grant	Addtl. Grants (5%)	Total State Grant (60%)	Required Match (40%)	Total
1	Alpine	591	550	22	$4,258,300	$212,915	$4,471,215	$2,980,810	$7,452,025
2	Antelope	286	79	4	$476,686	$23,834	$500,520	$333,680	$834,201
3	Daisy Gibson	714	650	26	$3,922,100	$196,105	$4,118,205	$2,745,470	$6,863,675
4	Lake Los Angeles	533	533	22	$3,216,122	$160,806	$3,376,928	$2,251,285	$5,628,214
5	Pearblossom	435	435	18	$2,624,790	$131,240	$2,756,030	$1,837,353	$4,593,383
	Total	**2559**	**2247**	**92**	**$14,497,998**	**$724,900**	**$15,222,898**	**$10,148,599**	**$25,371,497**

Table 12 looks forward to the next ten years and identifies additional modernization eligibility at each site. Table 12 also shows the additional impact of Proposition 2 on the grant funding for significantly older classroom facilities. Assuming enrollment is updated annually but remains constant as the District's permanent/portable classrooms continue to age at each site, additional eligibility is anticipated to be available in 2030 at Antelope Elementary of approximately $1.3 million based on its last modernization date of 2005. There is no additional eligibility thereafter at any site through 2035. Again, should enrollment significantly increase or decrease, the amount of eligible grants receipts may likewise increase or decrease in tandem with changes in enrollment. These amounts are subject to annual review and require the submittal and approval of DSA plans and approval of proposed improvements by CDE prior to submittal to OPSC for consideration. Therefore, the actual amount received may be further influenced by

the plan of sequence and phasing that may be undertaken by the District in the implementation of its capital program.

Proposition 2 added the provision of a modernization grant alternative to replace buildings at least 75 years old. The grants for 75-year-old buildings would be provided in lieu of the typical per pupil base grant and can only be used for demolition and replacement of these buildings. Under this alternative, districts will receive an increased pupil grant amount of $19,016 per eligible classrooms. To qualify, buildings that have reached 75 years of age must be demolished and replaced rather than modernized. One condition for receiving funding requires the use of a Cost Benefit Analysis to determine whether the costs associated with the modernization of a 75-year-old building will be at least 50 percent of what the costs would be to demolish and build it back. Based on review of the District's inventory, by 2031, the District may be eligible for $10.2 million at Alpine Elementary under this alternative grant, which would require a District match of $6.8 million.

Table 12 summarizes the total estimated current and future modernization eligibility based on the above described programs totaling approximately $26.8 million in matching State grants. To qualify, the District would need to provide a local match of $17.8 million, for a total of $44.6 million in improvements.

Table 12: Estimated Current and Future Modernization Eligibility

Estimated Current and Future Combined Modernization Funds Eligibility (Current-2030)						
				Current	2030	Total
	School	FY2024-25 Enroll	Pupil Grant	State Grant (60%)	State Grant (60%)	State Grant (60%)
1	Alpine Elementary School	591	$6,034/$19,016	$ 14,739,855	$ -	$ 14,739,855
2	Antelope Elementary School	286	$ 6,034	$ 500,520	$ 1,311,490	$ 1,812,010
3	Daisy Gibson Elementary School	714	$ 6,034	$ 4,118,205	$ -	$ 4,118,205
4	Lake Los Angeles School	533	$ 6,034	$ 3,376,928	$ -	$ 3,376,928
5	Pearblossom Elementary School	435	$ 6,034	$ 2,756,030	$ -	$ 2,756,030
	Total	**2559**		**$ 25,491,538**	**$ 1,311,490**	**$ 26,803,028**

6.1.2 SFP NEW CONSTRUCTION PROGRAM

The SFP New Construction Program provides state funds on a 50/50 state and local sharing basis for eligible projects that add permanent classroom capacity for districts to house students for the construction of a new school or the addition of classrooms to an existing facility. Eligibility is subject to annual review and allocated district wide and is not site specific. It is determined by the gap between a district's projected enrollment and its capacity to house students in permanent classrooms as determined by the state based on the state loading standard of twenty-five students per classroom for elementary grades and twenty-seven students per classroom for middle grades.

Historical and projected student enrollment, plus approved, but not yet built residential units, are utilized to estimate the gap in enrollment and capacity. Portable classroom capacity is generally excluded from the analysis as the state does not recognize portable classrooms as being permanently available to house students. The current pupil grant amount for new construction is $15,847 for elementary grades and

$16,761 for middle school grades for each student found to exceed a district's permanent capacity to house students. Eligible costs include design, construction, testing, inspection, furniture and equipment, and other costs closely related to the actual construction of school buildings. Supplemental grants are available for site acquisition, utilities, on/off-site and general site development, and other excessive costs.

The SFP New Construction Program uses a regression analysis formula that involves current and historical enrollment data to project enrollment five years or ten years into the future to determine eligibility for new construction funding. This is known as the "Cohort Survival Method" which allows Districts to use the most advantageous outcome of either the five-year or ten-year enrollment projection to assist in establishing eligibility. For the five-year projection, however, the state also allows districts to take into consideration an assigned student generation from the number of approved, but not yet built residential units that have been recorded by the local planning agency within the boundaries of a school district regardless of grade level to augment enrollment eligibility. This can be quite beneficial in districts experiencing rapid residential development.

For the five-year enrollments projection model, districts may select the most advantageous result from several methods of determining enrollment eligibility, including:

- Using enrollment data and approved residential housing units;
- Using enrollment, approved housing units, and county-level birth data;
- Or using enrollment, housing data, and ZIP code-level birth data.

An analysis was conducted based on the above method utilizing the District's 2024-25 enrollment data. A March 2025 communication with the Los Angeles County Planning department indicated that are no approved new residential units expected within the District's boundaries. Table 13 presents the results of the most advantageous outcome, that still produces zero eligibility. The analysis used enrollment data and no approved residential housing units.

Table 13: Estimated Current New Construction Eligibility for 5 Year Enrollment

Fifth Year Enrollment Projection - Using Residential Units of 0 (2029-30)								
	A	B	A - B	C	(A - B) - C			
Grade	Projected Fifth-Year Enroll	Existing Facility Capacity	Eligibility	Pupils Used	Estimated Remaining Eligibility	2025 Pupil Grant	50% Est. Total Grant	50% Required Match
K-6	2,051	2,250	(199)	0	(199)	$15,847	$0	$0
7-8	601	675	(74)	0	(74)	$16,761	$0	$0
Total	**2,652**	**2,925**	**(273)**	**0**	**(273)**		**$0**	**$0**
Estimated Site Development Grants (15%)							*$0*	*$0*
Total Estimated New Construction Grants							**$0**	**$0**

The SFP program also allows districts to qualify for supplemental new construction grant amounts for site development costs required to support the proposed new facilities (e.g., water, gas & sewer hookups). Generally, this allowance has been approved on average by the state on a case-by-case basis at a rate of 15 percent of the base grant amount. The State requires an annual assessment of districts seeking new

construction funding; thus, the District's eligibility may vary annually, based on the rate of enrollment increase or decline. This requires continuous annual review of the District's new construction eligibility and should thus be assessed accordingly.

6.1.3 FINANCIAL HARDSHIP

The State provides a Financial Hardship Program to assist districts that cannot provide all or part of their local match for an approved modernization or new construction SFP project. In Financial Hardship, the State funds its normal grant amount, and if a district is found to be eligible, provides an additional grant amount equal to the portion of the match that would have been required to be funded by a district. This in effect increases the amount of grant funding a district would otherwise receive. To qualify, a district must be charging the maximum developer fee and meet one of the following criteria:

- Bonded indebtedness of 60 percent or greater
- Successful passage of a Prop. 39 Bond
- District total bonding capacity of less than $15 million. This amount will be adjusted for inflation per the OPSC in 2026

As of 2024-25, the District does not meet the threshold of utlilizing 60% of its statutory bonding capacity, and is therefore not eligible for Financial Hardship assistance. However, the District's bonding capacity utilization to meet this requirement may increase with the issuance of debt.

Under the current Financial Hardship Program, a district must exhaust all unencumbered capital fund balances available for modernization or new construction at the time of application. In addition, any funds that become available during the time the District is in the Hardship period will reduce the amount of the State's grant in lieu of the District's match, proportionally. Audits of available capital facilities funding (e.g., Funds 21, 25, 35) are required throughout the project period that a district is in Hardship funding and at "close out", or completion of the project. Until approved for construction, eligibility is subject to review every 6 months. A district can apply for both planning and/or construction funds.

Except for land acquisition and some site service costs, 100 percent hardship grant funding does not typically equate to 100 percent of the total development costs associated with the design and construction of an eligible project. Often projects must be phased, alternate methods of construction (e.g., modular) must be employed to achieve the desired space requirement for housing students or additional bond funding must be provided thereafter to complete a hardship project. Moreover, the Hardship period begins on the date of application, regardless of the date it is reviewed by OPSC or approved by the SAB. This requires that the District sequence projects proposed for Financial Hardship after all anticipated and available capital funds are encumbered. This assessment must be conducted for every six-month period that a district participates in the Financial Hardship Program.

6.2 GENERAL OBLIGATION BONDS

General obligation (G.O.) bonds are the most widely used and efficient method of financing school facility improvements locally in California. More than 600 school districts in the state have issued G.O. bonds to finance necessary improvements. These bonds are secured by an annual levy on all taxable parcels within the boundaries of a school district. The levy is based on the assessed value of a parcel as determined by the county, pursuant to Proposition (Prop.) 13. Traditionally, G.O. bonds carry far lower interest and issuance costs than other financing options. Buyers of most California school bonds receive an exemption from state and federal taxes on the interest portion of the bonds purchased, allowing for a lower rate of interest to a district to finance improvements over time. The District currently has no G.O. bonds outstanding.

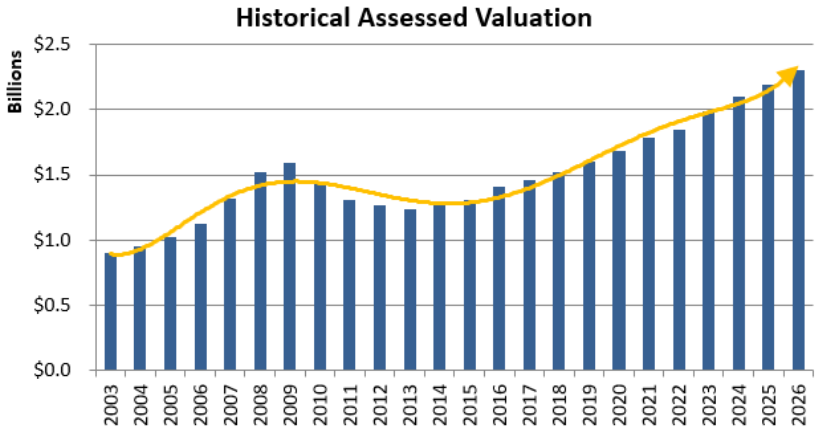
6.2.1 DISTRICT HISTORICAL ASSESSED VALUE & BONDING CAPACITY

Table 14 demonstrates the current assessed valuation for the District and the historical pattern of growth since 2003. The District experienced strong annual increases in assessed valuation (AV) between 2004 and 2008. The District's AV then experienced a decline between 2010 and 2013 during the Great Recession. AV growth in the District has since stabilized with an average annual growth of 5.14% over the last five years. The District has averaged 5.01% annual growth over the 10-year period since 201. County data shows the District's assessed valuation increased by approximately $105 million in fiscal year 2025-26, a 4.79% increase from the prior year.

Table 14: Historic District Total Assessed Valuation

Historical Assessed Valuations		
FYE	Total	% Change
2003	$903,195,384	N/A
2004	$955,945,729	5.84%
2005	$1,021,317,012	6.84%
2006	$1,127,934,067	10.44%
2007	$1,319,293,946	16.97%
2008	$1,518,632,815	15.11%
2009	$1,591,395,665	4.79%
2010	$1,439,039,888	-9.57%
2011	$1,305,839,054	-9.26%
2012	$1,271,136,195	-2.66%
2013	$1,237,274,930	-2.66%
2014	$1,264,463,960	2.20%
2015	$1,311,846,332	3.75%
2016	$1,409,932,487	7.48%
2017	$1,462,565,481	3.73%
2018	$1,523,902,743	4.19%
2019	$1,599,975,007	4.99%
2020	$1,679,251,839	4.95%
2021	$1,789,052,412	6.54%
2022	$1,840,827,951	2.89%
2023	$1,983,814,416	7.77%

2024	$2,103,751,787	6.05%
2025	$2,193,227,074	4.25%
2026	$2,298,173,475	4.79%
5-Year Average		**5.14%**
10-Year Average		**5.01%**
20-Year Average		**3.62%**



Education Code 15102 limits the amount of outstanding principal bonded indebtedness a school district may have outstanding when considering the sale of additional G.O. bonds. For an elementary school district, bonded indebtedness cannot exceed 1.25% of the District's total assessed valuation at the time bonds are to be sold. This bond limit may be exceeded by obtaining a waiver from the State. As calculated in Table 15, using the District's current total assessed value and Statutory debt limit, the District has a gross bonding capacity of approximately $28.7 million. Since the District has no outstanding indebtedness, this full amount is available to the District at this time should it elect to proceed and receive successful approval by local district voters.

Table 15: District's Bonding Capacity

BONDING CAPACITY ANALYSIS **Fiscal Year 2024-25**	
ASSESSED VALUATION	
Secured Assessed Valuation	$2,200,418,021
Unsecured Assessed Valuation	$97,755,454
DEBT LIMITATION	
Total Assessed Valuation	$2,298,173,475
Applicable Bond Debt Limit	1.25%
Overall Bonding Capacity	$28,727,168
Outstanding Bonded Indebtedness	$0
NET BONDING CAPACITY	**$28,727,168**
% of Capacity Currently Used	0.00%

In order to qualify for Financial Hardship status under the State SFP grant programs, the District must be utilizing more than 60% of its statutory bonding capacity. As of 2025-26, the District does not meet this

threshold and is therefore not eligible for Financial Hardship assistance. The use of the District's bonding capacity to meet this requirement may increase with the issuance of debt

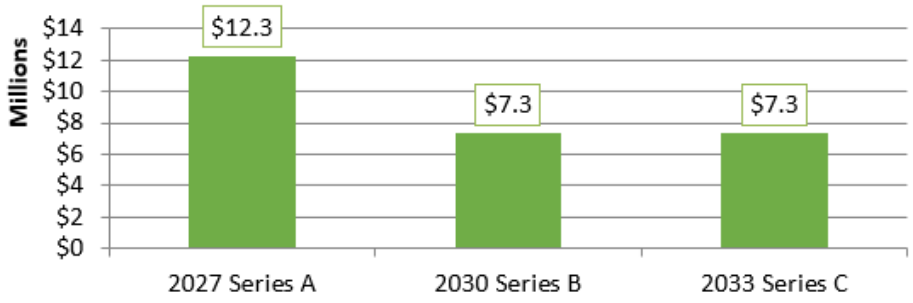
6.2.2 AUTHORITY TO ISSUE G.O. BONDS

Proposition 39 authorizes school districts to issue new bonds upon a 55 percent affirmative vote by the local electorate in a regularly scheduled election. For an elementary school district, the maximum tax rate to be levied at the time bonds are sold must not exceed $30 per $100,000 of assessed value. In addition, districts must agree to be subject to certain conditions, including the establishment of a project list, an independent citizens' oversight committee, and annual performance and financial audits.

The earliest a new general obligation bond program may be structured to meet the above requirements is either June or November of 2026. Figure 25 illustrates a possible Proposition 39 bond program over time, assuming the District's assessed valuation continues to grow at an annual average of 4.0 percent. It is estimated to generate a total of $26.9 million in bond proceeds over time to fund proposed projects in the District. In this example, the tax levied for the new bond program would include a new tax rate of $30 per $100,000 AV through 2066. By utilizing such a structure, the District could generate approximately $26.9 million in bond proceeds over a projected 6-year period, based on current market conditions. The term of the bonds are anticipated to be 34 years, which is greater than the typical term of 25-30 years, in order to meet the funding needs of the projects desired by the District. In most cases, general obligation bonds may be issued for a term of up to 40 years, under prevailing law.

Assuming bond sales as provided below, bond series are structured to allow projected assessed valuation growth between bond issuances so that required tax rates for bond repayments stay within the estimated Proposition 39 rate of $30 per $100,000 of assessed valuation. Recognizing that prevailing law and market conditions may change over time, the actual timing and sizing of the bond sales may vary. Further, the bond program is subject to variation in tax rates based on voter preferences.

Figure 26: Estimated Timing and Sizing of New Election Bond Issuances



	Issuance Year	Length	Interest Rate	Proceeds
Series A	2027	34	4.66%	$12,300,000
Series B	2030	34	4.66%	$7,342,705
Series C	2033	34	4.66%	$7,344,263
Total				$26,986,968

6.3 PROPOSED SOURCES & USES

This section provides an overview of the proposed sources and uses of funding for facilities improvements that are being recommended. Table 16 summarizes the estimated sources of funding that are projected to be available based on the analyses conducted above. From District capital funds, approximately $1.2 million is estimated to be available. Approximately $33.9 million is estimated in State grants including a combination of $17.5 million in current and future SFP modernization and $16.4 million in 75-year-old building grants. Future modernization and 75-year-old building grant eligibility at Alpine assumes participation in the State's financial hardship program. As the District issues bonds subsequent to a successful bond election, the debt capacity utilization will increase, and it is anticipated that the District will be eligible for financial hardship in the final phase of the program. The District's ability to participate in the financial hardship program is dependent on the issuance of bonds and future assessed valuation growth.

A new $26.9 million General Obligation (G.O.) bond authorization is proposed to fund the proposed cost of improvements and provide the local match requirements. The actual amount of bond proceeds may vary depending on factors including timing, structure, and prevailing interest rates at the time of the actual bond approval consideration by voters and subsequent sale of bonds. In total, approximately $62.1 million is projected to be available.

A proposed sources and uses statement for facilities improvements has been developed and is presented in Tables 16 and 17. A total of $55.4 million in project improvements is proposed to be implemented over four phases which includes a $6.7 million program reserve fund for each project. The program reserve can be used to address potential regulatory code compliance issues that arise during design and construction as well as provide contingency for inflation in future construction costs.

Table 16: Estimated Sources of Funding

Estimated Sources	Total
***6/30/25 Capital Fund Balances**	
Capital Facilities Fund 25	$ 1,130,689
County School Facilities Fund 35	$ 34,338
Total	**$ 1,165,027**
Proposed 2026 GO Bond	
2027 Series A	$12,300,000
2030 Series B	$ 7,342,705
2033 Series C	$ 7,344,263
Total	**$26,986,968**
Alpine ES	
Modernization Eligibility	$ 1,827,880
Modernization Eligibility (Hardship)	$ 3,667,686
75 Year Old Building Grant (Hardship)	$16,376,528
Subtotal	**$21,872,095**
Antelope ES	
Modernization Eligibility	$ 1,812,010
Subtotal	**$ 1,812,010**
Daisy Gibson ES	
Modernization Eligibility	$ 4,118,205
Subtotal	**$ 4,118,205**
Lake Los Angeles ES	
Modernization Eligibility	$ 3,376,928
Subtotal	**$ 3,376,928**
Pearblossom ES	
Modernization Eligibility	$ 2,756,030
Subtotal	**$ 2,756,030**
Total	**$33,935,267**
Total Sources	**$62,087,262**

**Per 2025-26 Budget Report*

Table 17: Estimated Uses of Funds

Estimated Uses	Total
Alpine ES	
Provide 21st Century Upgrades to Kinder CRs	$ 366,687
Construct 2 New TK/Kinder CRs	$ 2,679,780
Construct 2 New CRs	$ 1,844,679
Construct 16 New CRs	$ 15,354,066
Construct New Library	$ 1,161,056
Repurpose Main Bldg and Auditorium Upgrades	$ 828,750
Construct New Parking Lot & Drop Off	$ 988,612
Construct New Admin Bldg	$ 1,711,732
Total	**$24,935,361**
Antelope ES	
Provide 21st Century Upgrades to CRs	$ 1,780,271
Provide 21st Century FFE to Portables	$ 361,555
Provide HVAC Improvements	$ 1,142,040
Construct New Cafeteria	$ 3,369,774
Total	**$ 6,653,640**
Daisy Gibson ES	
Provide 21st Century Upgrades to CRs	$ 3,271,076
Provide 21st Century FFE to Portables	$ 522,246
Repair Roofs and HVAC	$ 725,997
Replace Fencing and Gates	$ 312,212
Construct 2 New TK/K CRs	$ 2,789,113
Provide 21st Century Upgrades Library	$ 312,968
Upgrade Playground	$ 390,265
Total	**$ 8,323,877**
Lake Los Angeles ES	
Provide 21st Century Upgrades to CRs	$ 3,335,600
Provide 21st Century FFE to Portables	$ 482,073
Repair Roofs and HVAC	$ 711,997
Replace Fencing and Gates	$ 312,212
Provide 21st Century Upgrades Library	$ 345,108
Upgrade MPR	$ 579,159
Upgrade Playground	$ 390,265
Total	**$ 6,156,414**
Pearblossom ES	
Provide 21st Century Upgrades to CRs	$ 4,596,141
Provide 21st Century FFE to Portables	$ 80,346
Repair Roofs and HVAC	$ 660,322
Replace Fencing and Gates	$ 312,212
Provide 21st Century Upgrades Library	$ 291,008
Upgrade Playground	$ 390,265
Total	**$ 6,330,294**
Districtwide ECDC	
Construct New ECDC	$ 3,000,000
Total	**$ 3,000,000**
Proposed Improvements Total	**$55,399,586**
Program Reserve	$ 6,687,677
Grand Total Estimated Uses	**$62,087,262**

6.4 PROPOSED PHASING

Tables 18 and 19 summarize the estimated sources and uses of funding that are projected to be available by phase. The proposed improvements are suggested to be implemented over four funding phases beginning in the latter part of FY2026-27. The projected phasing has taken into consideration the amount of projected SFP funding and projected future G.O. bonds that may become available. The fourth phase assumes financial hardship which the District is anticipated to qualify for.

Table 18: Proposed Phasing of Sources

Estimated Sources	Phase 1 FY2026-27 - FY2028-29	Phase 2 FY2029-30- FY2031-32	Phase 3 FY2032-33 FY2034-35	Financial Hardship	Total
***6/30/25 Capital Fund Balances**					
Capital Facilities Fund 25	$ 1,130,689	$ -	$ -	$ -	$ 1,130,689
County School Facilities Fund 35	$ 34,338	$ -	$ -	$ -	$ 34,338
Total	**$ 1,165,027**	**$ -**	**$ -**	**$ -**	**$ 1,165,027**
Proposed 2026 GO Bond					
2027 Series A	$12,300,000	$ -	$ -	$ -	$12,300,000
2030 Series B	$ -	$ 7,342,705	$ -	$ -	$ 7,342,705
2033 Series C	$ -	$ -	$ 7,344,263	$ -	$ 7,344,263
Total	**$12,300,000**	**$ 7,342,705**	**$ 7,344,263**	**$ -**	**$26,986,968**
Alpine ES					
Modernization Eligibility	$ -	$ -	$ 1,827,880	$ -	$ 1,827,880
Modernization Eligibility (Hardship)	$ -	$ -	$ -	$ 3,667,686	$ 3,667,686
75 Year Old Building Grant (Hardship)	$ -	$ -	$ -	$16,376,528	$16,376,528
Subtotal	**$ -**	**$ -**	**$ 1,827,880**	**$20,044,215**	**$21,872,095**
Antelope ES					
Modernization Eligibility	$ -	$ -	$ 1,812,010	$ -	$ 1,812,010
Subtotal	**$ -**	**$ -**	**$ 1,812,010**	**$ -**	**$ 1,812,010**
Daisy Gibson ES					
Modernization Eligibility	$ -	$ 2,898,919	$ 1,219,286	$ -	$ 4,118,205
Subtotal	**$ -**	**$ 2,898,919**	**$ 1,219,286**	**$ -**	**$ 4,118,205**
Lake Los Angeles ES					
Modernization Eligibility	$ -	$ 2,717,802	$ 659,126	$ -	$ 3,376,928
Subtotal	**$ -**	**$ 2,717,802**	**$ 659,126**	**$ -**	**$ 3,376,928**
Pearblossom ES					
Modernization Eligibility	$ -	$ -	$ -	$ 2,756,030	$ 2,756,030
Subtotal	**$ -**	**$ -**	**$ -**	**$ 2,756,030**	**$ 2,756,030**
Total	**$ -**	**$ 5,616,721**	**$ 5,518,303**	**$22,800,244**	**$33,935,267**
Total Sources	**$13,465,027**	**$12,959,426**	**$12,862,566**	**$22,800,244**	**$62,087,262**

**Per 2025-26 Budget Report*

Phase 1 includes an estimated $13.5 million in funding sources, comprised of approximately $1.1 million in available District capital funds and a $12.3 million Series “A” General Obligation (G.O.) bond issuance. To maximize current state aid eligibility and reimbursement of any eligible state funding, proposed improvements in Phase 1 are focused on Daisy Gibson and Lake Los Angeles. At Daisy Gibson,

improvements focus on the modernization of the school's permanent classrooms which are over 37 years old, the upgrade of furniture, fixtures and equipment to eligible portable classrooms,roof/HVAC repairs plus new security fencing/gates. Lake Los Angeles is proposed to have similar improvements to its permanent classrooms and eligible portable classrooms, and roof/HVAC repairs. A new Districtwide ECDC is also proposed during Phase 1. These improvements will meet the local match required to be reimbursed approximately $2.9 million and $2.7 million in potential state aid to fund improvements for Phase 2 projects. In total, approximately $12.4 million of construction is anticipated in Phase 1, a program reserve of $1.1 million is estimated, for a total Phase 1 uses of funds of $13.5 million.

Phase 2 completes remaining improvements at Daisy Gibson and Lake Los Angeles. Phase 2 improves existing kindergarten classrooms at Alpine and constructs new TK/K classrooms at both Alpine and Daisy Gibson. Antelope is to receive modernization improvements to existing classrooms and furniture, fixtures and equipment upgrades to portables, and HVAC improvements. In total, approximately $12.9 million in construction efforts is anticipated in Phase 2. This is anticipated to be funded from Series "B" G.O. bond proceeds, and prior period state grant reimbursements.

The construction of two new classrooms at Alpine and a new cafeteria at Antelope are proposed to be undertaken in Phase 3 with funding from Series "C" bond proceeds and state grant reimbursements from Phase 2. At Pearblossom, permanent classrooms are to be modernized along with 21st century FFE to portables, roofing/HVAC repairs, and new security fencing/gates as well as playground upgrades are to be provided. With this increment, a total of approximately $11.5 million is proposed in improvements. A program reserve of $1.3 million is estimated for a total Phase 3 uses of funds of $12.9 million.

The fourth and final phase assumes financial hardship which the District is anticipated to qualify for. As the oldest school, Alpine it is anticipated to require approximately $20 million in remaining proposed improvements. A reconstruction of Alpine school is planned including the construction of new classrooms and support facilities to allow the ability to relocate the school entrance and drop off away from Pearblossom Highway. Improvements include new replacement classrooms, dedicated science labs, new library, and new support facilities. Once the new support facilities are constructed, the repurposing of the main building is proposed to provide facilities for intervention, counselor, VAPA, along with upgrades to the auditorium. The improvements identified in Phase 4 would be dependent upon the participation in the State's financial hardship program. Phase 4 assumes a total of $20 million is proposed improvements. A program reserve of $2.7 million is estimated from prior Phase 3 state grant reimbursements.

Table 19: Proposed Phasing of Uses

Estimated Uses	Phase 1 FY2026-27 - FY2028-29	Phase 2 FY2029-30- FY2031-32	Phase 3 FY2032-33 FY2034-35	Financial Hardship	Total
Alpine ES					
Provide 21st Century Upgrades to Kinder CRs	$ -	$ 366,687	$ -	$ -	$ 366,687
Construct 2 New TK/Kinder CRs	$ -	$ 2,679,780	$ -	$ -	$ 2,679,780
Construct 2 New CRs	$ -	$ -	$ 1,844,679	$ -	$ 1,844,679
Construct 16 New CRs	$ -	$ -	$ -	$ 15,354,066	$ 15,354,066
Construct New Library	$ -	$ -	$ -	$ 1,161,056	$ 1,161,056
Repurpose Main Bldg and Auditorium Upgrades	$ -	$ -	$ -	$ 828,750	$ 828,750
Construct New Parking Lot & Drop Off	$ -	$ -	$ -	$ 988,612	$ 988,612
Construct New Admin Bldg	$ -	$ -	$ -	$ 1,711,732	$ 1,711,732
Total	**$ -**	**$ 3,046,467**	**$ 1,844,679**	**$20,044,215**	**$24,935,361**
Antelope ES					
Provide 21st Century Upgrades to CRs	$ -	$ 1,780,271	$ -	$ -	$ 1,780,271
Provide 21st Century FFE to Portables	$ -	$ 361,555	$ -	$ -	$ 361,555
Provide HVAC Improvements	$ -	$ 1,142,040	$ -	$ -	$ 1,142,040
Construct New Cafeteria	$ -	$ -	$ 3,369,774	$ -	$ 3,369,774
Total	**$ -**	**$ 3,283,866**	**$ 3,369,774**	$ -	**$ 6,653,640**
Daisy Gibson ES					
Provide 21st Century Upgrades to CRs	$ 3,271,076	$ -	$ -	$ -	$ 3,271,076
Provide 21st Century FFE to Portables	$ 522,246	$ -	$ -	$ -	$ 522,246
Repair Roofs and HVAC	$ 725,997	$ -	$ -	$ -	$ 725,997
Replace Fencing and Gates	$ 312,212	$ -	$ -	$ -	$ 312,212
Construct 2 New TK/K CRs	$ -	$ 2,789,113	$ -	$ -	$ 2,789,113
Provide 21st Century Upgrades Library	$ -	$ 312,968	$ -	$ -	$ 312,968
Upgrade Playground	$ -	$ 390,265	$ -	$ -	$ 390,265
Total	**$ 4,831,531**	**$ 3,492,346**	**$ -**	**$ -**	**$ 8,323,877**
Lake Los Angeles ES					
Provide 21st Century Upgrades to CRs	$ 3,335,600	$ -	$ -	$ -	$ 3,335,600
Provide 21st Century FFE to Portables	$ 482,073	$ -	$ -	$ -	$ 482,073
Repair Roofs and HVAC	$ 711,997	$ -	$ -	$ -	$ 711,997
Replace Fencing and Gates	$ -	$ 312,212	$ -	$ -	$ 312,212
Provide 21st Century Upgrades Library	$ -	$ 345,108	$ -	$ -	$ 345,108
Upgrade MPR	$ -	$ 579,159	$ -	$ -	$ 579,159
Upgrade Playground	$ -	$ 390,265	$ -	$ -	$ 390,265
Total	**$ 4,529,670**	**$ 1,626,744**	**$ -**	**$ -**	**$ 6,156,414**
Pearblossom ES					
Provide 21st Century Upgrades to CRs	$ -	$ -	$ 4,596,141	$ -	$ 4,596,141
Provide 21st Century FFE to Portables	$ -	$ -	$ 80,346	$ -	$ 80,346
Repair Roofs and HVAC	$ -	$ -	$ 660,322	$ -	$ 660,322
Replace Fencing and Gates	$ -	$ -	$ 312,212	$ -	$ 312,212
Provide 21st Century Upgrades Library	$ -	$ -	$ 291,008	$ -	$ 291,008
Upgrade Playground	$ -	$ -	$ 390,265	$ -	$ 390,265
Total	**$ -**	**$ -**	**$ 6,330,294**	**$ -**	**$ 6,330,294**
Districtwide ECDC					
Construct New ECDC	$ 3,000,000	$ -	$ -	$ -	$ 3,000,000
Total	**$ 3,000,000**	**$ -**	**$ -**	**$ -**	**$ 3,000,000**
Proposed Improvements Total	**$12,361,201**	**$11,449,423**	**$11,544,747**	**$20,044,215**	**$55,399,586**
Program Reserve	$ 1,103,826	$ 1,510,003	$ 1,317,818	$ 2,756,030	$ 6,687,677
Grand Total Estimated Uses	**$13,465,027**	**$12,959,426**	**$12,862,566**	**$22,800,244**	**$62,087,262**

SECTION 7

RECOMMENDATIONS

7.1 CONCLUSION & RECOMMENDATIONS

It is proposed that the Governing Board of the Keppel Union School District:

- Review and adopt the proposed specifications, improvement projects, method of funding and phasing for those facilities to be funded
- Direct the preparation of proposed State grant funding applications for review and approval by the Board for submission to the State
- Undertake necessary steps to further consider the implementation of the plan