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Cutler-Orosi Joint Unified School District

Facilities Master Plan

This Facilities Master Plan has been prepared to assist the Cutler-Orosi Joint Unified School District in evaluating current and future facility needs and identifying potential improvements to support the District's educational programs and operational goals.

This document is a **draft** and is being provided for review and discussion purposes only.

This Facilities Master Plan has **not been reviewed, approved, or adopted** by the Cutler-Orosi Joint Unified School District Board of Trustees. Accordingly, the contents of this document should not be interpreted as official District policy, authorization, or commitment to implement any specific project or expenditure.

The Cutler-Orosi Joint Unified School District Board of Trustees is scheduled to consider this Facilities Master Plan at its regular Board meeting on **June 18, 2026**. Until formal Board action is taken, this document shall be considered a working draft intended solely for informational and review purposes.

Draft Version Date: June 2026

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Facility Master Plan 2025-2035

JUNE 2026

Cutler-Orosi Joint Unified School District

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DISTRICT MISSION STATEMENT

Educating Minds, Inspiring Futures.

DISTRICT VISION STATEMENT

All students will be college, career, community ready and prepared to compete in a global economy.

DISTRICT CORE VALUES

Students First

We prioritize the well-being, academic growth, and future of our students.

Equity and Opportunity

We empower staff, students, and families in the community by removing barriers with purpose and compassion.

Partnership

We collaborate to build strong schools and a strong community.

Transparency and Trust

We communicate clearly, openly, and consistently.

Continuous Improvement

We commit to learning, growing, and innovating to meet evolving needs of students, staff, families, and the community.

DISTRICT DESIRED OUTCOMES

Achieve academic excellence through high-quality instruction while meeting the needs of all students in a safe, supportive, and inclusive environment.

Build and retain human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

Create efficient and effective systems and educational practices that are innovative, accountable, and proactive.

1.0 Executive Summary

Executive Summary

The Cutler-Orosi Joint Unified School District (COJUSD) Facility Master Plan (FMP) provides a districtwide roadmap for maintaining, modernizing, and strategically improving COJUSD facilities over the 2025–2035 planning period. The plan is built to support the District's mission - **Educating Minds, Inspiring Futures** - and vision that all students will be college, career, and community ready, by translating instructional and operational priorities into a sequenced, fundable set of capital improvements.

Purpose and Approach

MGT conducted districtwide facility assessments across four categories, **Building Condition, Educational Suitability, Technology Readiness, and Grounds Condition**, using the BASYS® platform to document observed deficiencies and develop planning-level cost and project scopes. In parallel, MGT completed enrollment projections, functional capacity modeling, and utilization analysis to understand how well the District's space inventory aligns with current and future student needs. Together, these inputs support a transparent prioritization framework that emphasizes health and safety, system reliability, educational adequacy, and long-term operational efficiency.

Key Districtwide Findings

Overall facility performance (summary of assessment results)

Districtwide condition indicators generally fall in the Good range for building condition and technology readiness, with educational suitability trending Good to Fair across sites. Grounds conditions vary more widely by location, with the District Office standing out as a lower-performing site due to paving/parking infrastructure needs. Overall, the data suggests the District is well-positioned to build on recent modernization successes, while addressing persistent end-of-life systems and functional constraints in older areas.

Enrollment is projected to decline over the planning period.

Resident enrollment projections indicate a sustained districtwide decline through 2035/36, signaling the need for careful right-sizing, targeted modernization, and utilization strategies that avoid overbuilding while still improving facility quality and equity.

Districtwide capacity is available, but utilization pressures are localized.

Overall utilization is below 100% districtwide, indicating capacity flexibility at the system level; however, some elementary sites are operating closer to full capacity than others. This means facility decisions should be driven by site-level constraints and program distribution, not just districtwide totals.

Portable classrooms are a defining feature of the COJUSD facility portfolio.
Portable and modular facilities represent a significant share of instructional space (approximately 46.2% of district building square footage) and span a wide range of ages. Unlike many districts where portables function as temporary overflow space, COJUSD has consistently maintained these buildings to a high standard and, in practice, treated them as permanent instructional facilities. This long-term stewardship has allowed the district to leverage portable classrooms effectively as durable, serviceable learning environments. Even so, continued reliance on portables for core instructional and identity-defining functions can still create challenges related to storage, program fit, supervision, and equity of student experience over time.

Highest-leverage building systems priorities are HVAC and electrical modernization.
Across multiple campuses, aging HVAC equipment and inconsistent controls integration create reliability and comfort risks. Electrical distribution modernization is also a recurring need in older areas, including panel replacements and targeted electrical safety and reliability upgrades. These two system families (HVAC + electrical) are major "sequencing drivers" because they often must be addressed before (or bundled with) interior modernization to avoid rework.

Educational suitability themes are consistent districtwide.
While core instructional spaces are generally functional, especially newer TK/K investments, recurring suitability gaps include storage shortfalls, library/media adequacy, music/performing arts functionality, food service constraints, and student support spaces needing improved privacy and workflow. These do not stop instruction, but they reduce effectiveness, flexibility, and consistency of student experience.

Technology readiness is a district strength; "last-mile" reliability items remain.
Technology infrastructure trends strong overall, with common improvement opportunities focused on localized Wi-Fi coverage, PA/voice audibility, receptacle/power availability, and protecting MDF/IDF/communications spaces to sustain reliability.

Grounds are generally strong, with a few high-impact renewal needs.
Most campuses perform well in day-to-day grounds condition. Recurring items include lifecycle replacement of elementary playground surfacing, targeted site lighting consistency, and high-use paving/circulation repairs, most notably at the District Office.

Planned capital investments are aligned with long-term program and campus development goals. COJUSD has already positioned several major projects for implementation at Orosi High School and El Monte Middle School, reflecting a proactive approach to both facility modernization and educational program expansion. At Orosi High School, planned investments include Performing Arts Phase II and multiple new construction projects tied to Career Technical Education pathways, including Health Sciences and Medical Technology, Engineering and Architecture, and Agriculture and Natural Resources. At El Monte Middle School, the potential need for cafeteria expansion represents a significant investment in campus functionality and long-term alignment with district educational goals. Together, these projects demonstrate that the district is not only addressing facility needs, but also strategically investing in program capacity, student opportunity, and the long-term role of its campuses.

Community-centered investments are a defining district strength.
COJUSD has invested in facilities that serve both students and the broader community, including athletic venues, the new aquatics complex, and the Family Education Center. In Cutler and Orosi's unincorporated setting, these investments represent more than campus improvements; they are critical community assets that expand access to recreation, water safety, family support services, and coordinated resources. In this way, the district's investment in community infrastructure is also a direct investment in student well-being, opportunity, and long-term success.

Major Recommendations

The FMP recommends a phased strategy that stabilizes the portfolio first (safety + core systems), then modernizes and upgrades program-defining spaces in a way that is realistic to deliver in an operating district and compatible with Proposition 2 expectations.

1) Stabilize health, safety, and critical building systems first (Priority 1)

Focus near-term capital investment on projects most likely to impact safety, interrupt instruction, or accelerate deterioration if deferred. Districtwide Priority 1 themes include:

- Fire alarm modernization/completion where coverage or reliability gaps exist
- Electrical main service/panel upgrades in older areas with obsolete or high-risk equipment
- HVAC replacements where units are beyond service life and failure risk is highest
- Targeted high-risk repairs tied to specific program areas and building integrity
- Portable-dependent infrastructure risks (e.g., foundations where units remain on inadequate bases)

2) Modernize for reliability and consistency (Priority 2)

Once highest-risk items are addressed, shift to bundled modernization that extends useful life and restores consistency across campuses:

- HVAC controls integration/standardization to improve operability and preventative maintenance
- LED lighting conversions as a lifecycle and maintenance strategy
- Interior renewal in older wings (flooring/ceilings/finishes) coordinated with MEP work
- Targeted envelope/window improvements and exterior repairs where needed

3) Upgrade program spaces that most influence educational adequacy (Priority 3)

Invest in the spaces that shape daily student experience and program delivery:

- Kitchen/cafeteria improvements where capacity or workflow strain affects schedules and supervision
- Library/media improvements to support equitable access to learning resources and flexible instruction

- Music/performing arts functionality improvements (including storage and acoustical considerations)
- Storage expansion/modernization as a districtwide "program enabler" (classrooms, CTE, science, music, food service)
- Secondary athletics improvements where surfaces (play courts) and facilities (gymnasiums) affect safety and usability

4) Reduce long-term vulnerabilities and strengthen campus experience over time (Priority 4)

As funding and packaging opportunities allow, pursue longer-range improvements that enhance service delivery, campus identity, and operational effectiveness:

- Student services and administrative reconfigurations to improve confidentiality, workflow, and capacity
- Additional site lighting and wayfinding enhancements
- Long-range site/civil projects and remaining portable foundation corrections

5) Use a Prop 2–ready implementation structure

Organize projects and documentation so the FMP functions as a practical compliance and funding tool:

- Maintain a rolling five-year implementation plan with update cycles aligned to funding opportunities and enrollment shifts
- Package work to avoid rework (e.g., do not modernize interiors before roofing/HVAC/electrical needs are addressed)
- Preserve a clear boundary between capital-eligible facility work and ongoing operational/program costs

Past Bond Measures & Facility Needs

The voters of COJUSD approved a $16 million bond, Measure E, in June 2016. With the 2025 issuance of the final approximately $8.4 million, the District fully encumbered the Measure E bond authorization, dedicating the remaining proceeds as matching funds for Career Technical Education Facilities Program (CTEFP) projects. These funds have supported critical facility improvements throughout the District, including:

- Renovating and/or constructing science labs and career tech education classrooms
- Construction of a new Sports Complex and related facilities
- Modernizing outdated classrooms, restrooms and school facilities
- Completing HVAC and roofing projects
- Improvements to the gym and locker rooms at El Monte MS, including HVAC retrofit

Cost Estimate Summary

The following table provides a summary of estimated costs associated with the proposed facility improvements across the District. These estimates include a wide range of project types, such as health and safety upgrades, modernization efforts, educational adequacy improvements, site and infrastructure enhancements, and new construction projects.

In addition to direct construction costs, the summary includes projected soft costs to account for design, permitting, escalation, and other project-related expenses. These figures are intended for long-range planning purposes and may be refined as individual projects move into design and implementation phases.

ESTIMATED COST SUMMARY BY CATEGORY AND PRIORITY					
Category	**Priority 1**	**Priority 2**	**Priority 3**	**Priority 4**	**Total Cost**
Health and Safety	$ 4,396,358	$ 182,322	$ -	$ -	**$ 4,578,680**
Modernization	$ -	$ 6,469,822	$ 922,202	$ -	**$ 7,392,024**
Building Systems	$ 1,614,680	$ 5,322,418	$ -	$ -	**$ 6,937,098**
Educational Adequacy Improvements	$ -	$ 27,872,750	$ 24,407,900	$ 12,402,417	**$ 64,683,067**
Site and Infrastructure	$ -	$ 3,875	$ 2,056,876	$ 660,000	**$ 2,720,751**
Subtotal	**$ 6,011,037**	**$ 39,851,187**	**$ 27,386,978**	**$ 13,062,417**	**$ 86,311,619**
Project Soft Costs (30% of Subtotal)	**$ 1,803,311**	**$ 11,955,356**	**$ 8,216,093**	**$ 3,918,725**	**$ 25,893,486**
Total Estimated Project Costs	**$ 7,814,348**	**$ 51,806,543**	**$ 35,603,071**	**$ 16,981,142**	**$ 112,205,104**

Please note: The project cost estimates included in this Facility Master Plan are for planning purposes only and are based on unit pricing from RSMeans, vendor catalogs, industry-standard sources, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

2.0 Introduction

MGT is pleased to have had the opportunity to work with Cutler-Orosi Joint Unified School District on this Facility Master Plan (FMP) for years 2025-2035. In July 2025, Cutler-Orosi Joint Unified School District (COJUSD) contracted with MGT to develop an FMP report to address the long-term facility needs of the District's schools. The FMP serves as a critical tool for evaluating the district's infrastructure, identifying necessary improvements, and efficiently leveraging available resources based on community input and best-practice facility standards. By prioritizing projects and establishing a framework for continual improvement, this plan empowers COJUSD to focus on upgrading its existing facilities, ensuring they meet the evolving needs of students and staff. The goal is to establish a comprehensive plan that identifies and prioritizes facility needs and presents an effective and efficient implementation of projects over the planning period. This proactive approach enhances learning environments, addresses current and future educational challenges, and ensures sustainability and resilience in our school facilities, supporting educational excellence for years to come.

The project included the following tasks:

- Project initiation
- Programmatic review of school facilities to establish facility standards
- Facility assessments
- Analysis of school and community demographics
- Analysis of school capacity and utilization
- Standards for ranking building needs
- Budget estimates
- Prioritization and budgeting
- Preparation and presentation of final Facility Master Plan

Scope of Work

The Facility Master Plan included the following tasks:

- Project initiation and coordination
- Facility standards and space expectations, informed by District programs
- Facility assessments at District sites
- Demographic and enrollment review to support long-range planning
- Capacity and utilization analysis
- Project development, prioritization criteria, and cost estimating
- Public engagement and educational partner input
- Final report preparation and presentations

Facility Master Plan Objectives

The objectives of this Facility Master Plan are to:

- Document facility condition, functionality, and key deficiencies across District sites.
- Identify facility needs for maintenance, modernization, and targeted new construction where appropriate.
- Evaluate capacity and utilization to support program and enrollment needs.
- Prioritize projects using objective criteria and educational partner input.
- Provide an implementable roadmap supported by planning and budgeting assumptions.

The plan will also recommend a resource allocation strategy for the District. The intended outcome is a ten-year directive that aligns with the District's Strategic Plan, creating a vision for the future use of facilities that supports 21st century learning objectives.

District and Community Overview

COJUSD serves the rural communities of Cutler and Orosi in Tulare County in California's Central Valley, approximately 15 miles north of Visalia and 36 miles southeast of Fresno. The district covers approximately 73.5 square miles and serves about 3,700 students in grades TK–12, plus preschool and adult learners. COJUSD operates three elementary schools, one middle school, one comprehensive high school, and three alternative education programs. The community is rooted in agriculture, and district programs include Dual Language Immersion, Career Technical Education pathways, AVID, special education, and alternative education options.

Exhibit 1.1 Cutler-Orosi Joint Unified School District Grade Level Configuration by School.

School	Low Grade	High Grade
Cutler Elementary	TK	5
Golden Valley Elementary	TK	5
Palm Elementary	TK	5
Esperanza High	TK	12
El Monte Middle	6	8
Cutler-Orosi Community Day	7	12
Lovell High	9	12
Orosi High	9	12

COJUSD's history is rooted in the agricultural growth of Tulare County, where early one-room schoolhouses were established to serve the children of local families and farmworkers. As the communities expanded and educational needs became more complex, elementary and high school students were served by separate districts for many years.

2.0 Introduction

Cutler-Orosi Joint Unified School District reflects the long-standing relationship between the neighboring agricultural communities of Cutler and Orosi. Orosi's high school history dates back to 1909, when the Orosi High School District was organized and early high school classes were held in the local grammar school building. By 1911, the high school was operating as a distinct program, and the first graduating class followed in 1912. In 1955, the administration of the elementary and high school programs was placed under one superintendent, while each school retained its own principal. The district later unified in 1963, creating the K-12 governance structure that continues today as Cutler-Orosi Joint Unified School District.

Alignment with California AB 247 and Proposition 2

In response to California's Assembly Bill 247 (AB 247) and Proposition 2, the role and requirements of FMPs have been redefined to prioritize long-term sustainability, modernization, and equitable resource allocation for school infrastructure. These legislative measures emphasize a forward-thinking approach, ensuring that school districts align their facility planning processes with state goals for fiscal accountability, environmental stewardship, and enhanced learning environments.

Proposition 2 underscores the importance of prudent fiscal planning by requiring school districts to establish robust reserve funds for capital projects, while AB 247 places an added emphasis on creating comprehensive and transparent FMPs. This includes a stronger focus on:

- **Alignment with Educational Goals:** Facility planning must now closely tie to the district's academic objectives, addressing how physical spaces support 21st-century learning needs.
- **Environmental and Health Standards:** AB 247 reinforces commitments to sustainability, energy efficiency, and measures such as lead testing and remediation, ensuring schools are safe, healthy, and environmentally conscious.
- **Equity and Accessibility:** Facilities must meet standards that promote equity, ensuring all students, regardless of socioeconomic status or geographic location, have access to high-quality, modernized learning environments.

This FMP serves as a strategic roadmap to guide the District in meeting these new requirements. It provides a detailed evaluation of current facilities, identifies critical needs, and outlines a clear vision for future improvements. By adhering to the standards established by AB 247 and Proposition 2, this plan not only ensures compliance but also exemplifies our commitment to creating equitable, innovative, and sustainable learning environments that support student success and community growth for decades to come.

District Vision and Strategic Framework

Facility recommendations in this FMP are intentionally aligned to COJUSD's adopted mission, vision, and strategic priorities, including the District's LCAP, by translating "**what we promise students and families**" into the physical conditions required to deliver it consistently. The District serves more than 3,700 students and families across Cutler and Orosi, so facility planning must prioritize learning environments that are safe, functional, and adaptable, while also supporting key student and family services that strengthen engagement and readiness.

Teaching and learning: To support the District's vision of college, career, and community readiness, the FMP prioritizes learning spaces and infrastructure that enable high-quality instruction and access to modern tools, reliable building systems, functional classrooms, appropriate learning support spaces, and technology-ready environments that can sustain day-to-day teaching and long-term program improvement. This aligns to LCAP priorities focused on maintaining safe, secure, and technologically up-to-date learning environments and sustaining facilities in good repair.

Student services and family engagement: COJUSD's strategy includes reducing barriers that interfere with attendance, engagement, and student success through family education and support services. The LCAP specifically identifies the need to strengthen family education services to help families overcome obstacles and participate fully in school, work that depends on having appropriate, accessible spaces that can host services, meetings, and programs in a consistent and welcoming setting.

Safety and security: Facilities are a foundational "conditions for learning" lever; if roofs leak, HVAC fails, electrical systems are outdated, or site safety is compromised, instruction suffers and risk increases. The FMP therefore emphasizes projects that protect health and safety, support safe campus operations, and reduce facility-related disruptions, reinforcing the District's LCAP commitments to safe, secure, well-maintained schools.

Efficient operations and long-term stewardship: The FMP supports operational reliability and cost-effective stewardship by focusing capital investment where it reduces deferred maintenance, improves system performance, and extends useful life. This approach is especially important under Proposition 2**,** which requires districts participating in the School Facility Program to submit a board-approved Five-Year School Facility Master Plan that documents facilities conditions, capacity needs, and capital planning. The FMP's organization and narratives are structured to meet these expectations while keeping a clear boundary between capital improvements (appropriate for facility funding) and ongoing operational costs addressed through annual budgets and the LCAP.

3.0 Methodology

MGT developed this Facility Master Plan using a combination of quantitative analysis and educational partner input to document existing conditions, understand functional needs, and identify priority facility investments over the planning period.

Project Initiation and Visioning

The planning process began with a kickoff and a visioning session to confirm project goals, align on facility priorities, and establish facility standards to guide the assessment and recommendations. The kickoff session included a review of completed projects, discussion of drivers for the update including Proposition 2 planning expectations, and identification of near and long term priorities including how recent TK investments (including new buildings) should be reflected in the updated plan.

Community and Educational Partner Engagement

Educational partner input was gathered throughout the process to inform districtwide priorities and to validate needs observed during site assessments. Community engagement meetings were held in February 2026 and included a short overview of the planning process and opportunities for participants to provide input. Feedback was collected using Poll Everywhere, including live participation options using a QR code and text-based access. Engagement findings are summarized in the Community Engagement section, and the supporting materials and raw input are provided in **Appendix E-Community Engagement Responses**.

Program Review and Educational Alignment

MGT met with District representatives to confirm current programs, emerging initiatives, and space needs that influence facility use. These discussions informed the **Educational Suitability and Technology Readiness Reference Guide** (**Appendix B**), which defines the facility standards used to evaluate each site.

Enrollment, Capacity, and Utilization

Enrollment projections were developed to model anticipated student populations over the planning period and to evaluate how future trends may impact space needs. Building capacity and utilization were analyzed in collaboration with District staff and reflect current instructional practices and program configurations. Utilization was calculated by dividing enrollment by program capacity, using a target utilization range that allows flexibility for program growth and scheduling.

Facility Assessments

Each school was evaluated using **MGT's BASYS® Facility Assessment** platform, which provides a standardized, data-driven evaluation across four categories:

- **Building Condition** – Evaluates the physical state and expected service life of structural, mechanical, electrical, and architectural systems.

- **Educational Suitability (Functionality)** – Examines how well each facility supports current and future educational programs.
- **Grounds Condition** – Reviews site infrastructure such as paving, fields, fencing, drainage, and accessibility.
- **Technology Readiness** – Assesses the ability of the facility's infrastructure to support technology integration and digital learning.

Each category receives a **score on a 100-point scale**, interpreted as follows:

NUMERICAL SCORE	INTERPRETATION
90 – 100	New or like new, Excellent
80 – 89	Good
70 – 79	Fair
60 – 69	Poor
Below 60	Unsatisfactory

Scores reflect the relative level of deficiencies compared to the total replacement value of each building, allowing them to be used for both benchmarking and cost modeling. The BASYS® system generates a detailed list of deficiencies and associated costs, forming the foundation for the Facility Condition Index (FCI) and subsequent project prioritization.

All assessment data were reviewed with District staff to verify accuracy and ensure that findings align with operational realities.

Educational Suitability and Technology Readiness Assessment Methodology

In collaboration with District leadership, MGT developed the **Educational Suitability and Technology Readiness Reference Guide (Appendix B)** to establish the facility standards used throughout this assessment. These standards are grounded in the District's current educational specifications, instructional goals, and design practices, ensuring that evaluations reflect both the physical condition and the functional alignment of each learning environment.

The **Reference Guide** defines four key components for each instructional space:

- **Learning Environment:** The physical characteristics of the space, such as configuration, HVAC, lighting, and acoustics, support a comfortable, engaging, and effective learning experience.
- **Size:** Each instructional area is measured against established square footage standards for its program type.
- **Location:** Spaces are evaluated based on adjacency, accessibility, and their relationship to complementary functions within the campus.
- **Storage and Fixed Equipment:** Classrooms and support areas are reviewed for the availability of essential fixed elements such as cabinetry, sinks, safety equipment, and technology infrastructure.

In addition to instructional areas, the Reference Guide defines expectations for non-instructional spaces including administration, cafeteria, health, and support functions. It also considers

campus-level elements such as security vestibules, fencing, parking, and parent and bus traffic patterns that influence daily operations and student safety.

To complement the Educational Suitability analysis, MGT collaborated with the District's Information Technology team to develop and apply a Technology Readiness Assessment. This tool evaluates how well each facility's infrastructure supports both current and future technology integration. The assessment focuses on physical systems, such as electrical capacity for device charging, network cabling, wireless coverage, and bandwidth for streaming and instructional applications, rather than software, equipment, or instructional technology programs themselves.

All MGT assessors were trained to apply these standards consistently to ensure reliability across all evaluations. The Reference Guide served as the calibration framework for BASYS, MGT's Building Assessment System, which employs a 100-point scoring scale emphasizing building functionality and suitability.

Complete BASYS Reports can be found in Appendix F-BASYS Reports.

4.0 Strategic Planning Context

Planning Drivers

Facility planning for COJUSD is guided by a set of practical drivers that shape both near-term priorities and long-range investment decisions.

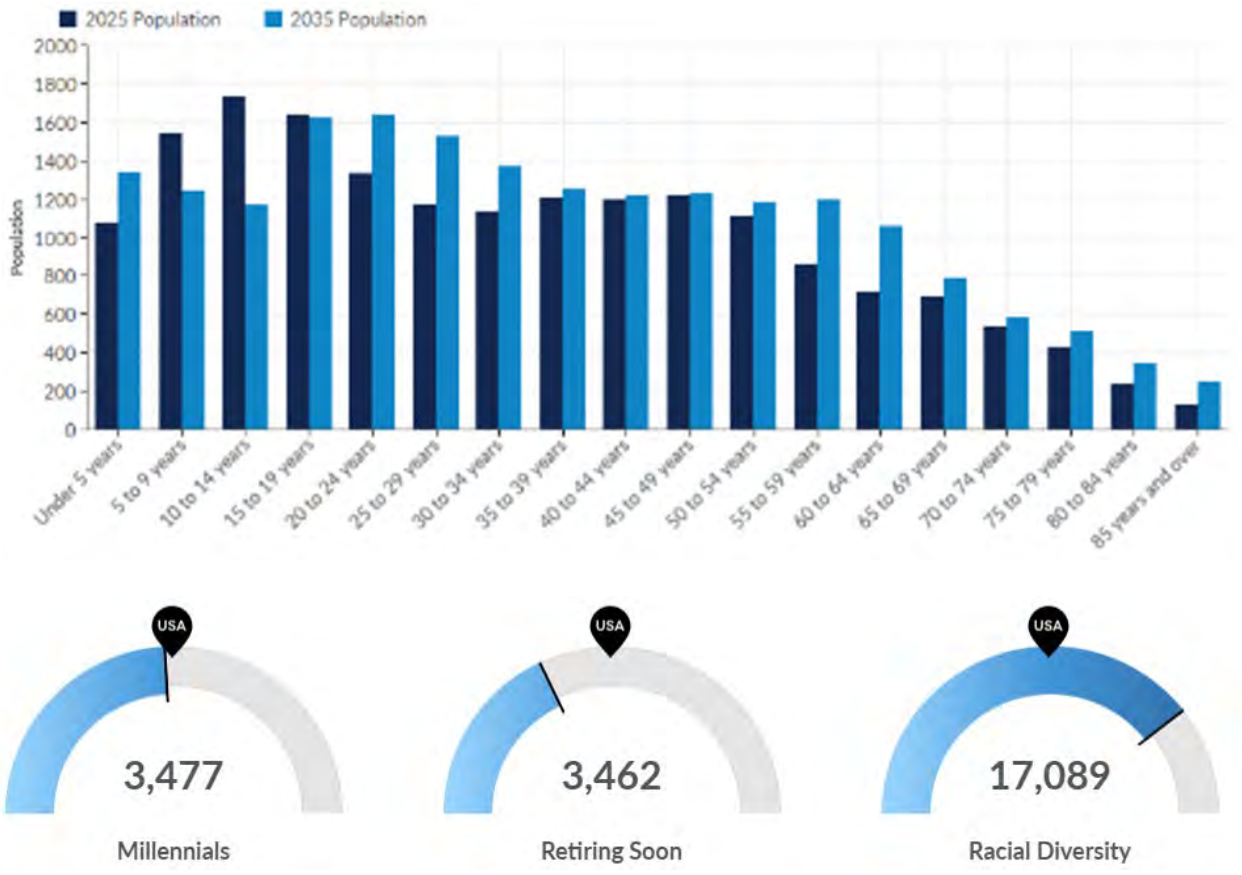
1. **Sustain and build on a proven modernization and funding strategy:** COJUSD has demonstrated consistent progress modernizing facilities through strategic planning, disciplined prioritization, and effective use of available funding programs. The District has already established a track record of delivering high-impact upgrades, and has clear intent to continue modernizing as new funding becomes available. This momentum is itself a planning driver: the Facility Master Plan should reinforce what is working by maintaining a programmatic, phased approach that leverages grants and eligible funding sources, bundles projects for efficiency, and steadily raises baseline facility standards across the portfolio over time.
2. **Reliability of aging building systems**: The condition of core building systems in spaces that have not been recently updated, especially HVAC and controls, electrical distribution, and interior lifecycle components, directly affects safety, occupant comfort, and the District's ability to keep campuses operating without disruption. With a large share of instruction occurring in portables and older permanent wings, system reliability is a day-to-day instructional issue, not just a facilities issue.
3. **Educational suitability and equity of learning environments:** Beyond "condition," how spaces function matters. The adequacy of specialty spaces, storage, library/media environments, student services, and food service capacity shapes program delivery and can create uneven student experience across campuses when some sites rely on undersized, repurposed, or portable-dependent solutions.
4. **Enrollment/utilization trends and the District's heavy portable footprint:** Enrollment conditions and utilization patterns influence where space planning and permanent capacity strategies are most needed. COJUSD's portfolio includes a substantial share of square footage in portable and modular facilities, which creates both flexibility and long-term planning pressure, particularly at campuses where portables are the predominant delivery model.
5. **Daily operational realities that protect students and assets:** Operational factors, such as secure entries and visitor management, supervision and circulation, accessibility, power/outlet availability that supports device use, and protection of MDF/IDF/communications spaces, drive targeted improvements that strengthen safety, reliability, and community confidence.

Together, these planning drivers ensure the Facility Master Plan reflects both immediate facility risks and COJUSD's broader goals for safe, modern, equitable, and sustainable learning environments.

DEMOGRAPHICS

Cutler-Orosi is projected to experience overall population growth (about 9% combined by 2035), but that growth is not expected to translate into a larger K–12 pipeline. The environmental scan projects notable declines in the school-age cohorts, particularly ages 5–9 and 10–14, even as total population increases—an early signal of long-range enrollment pressure and the likelihood of smaller entering cohorts over time. At the same time, the community remains predominantly Hispanic/Latino (with comparatively smaller White non-Hispanic, Asian, and other populations) and the District serves a substantial English Learner population, reinforcing the importance of culturally and linguistically responsive instruction, family engagement systems, and equitable access to student supports. These demographic conditions also elevate the District's role as a stabilizing community institution in a rural, working-class region where school systems often function as a primary connector to services, opportunity, and long-term mobility.

Exhibit 4.1. Population in Cutler-Orosi by Age Cohort 2025-2035

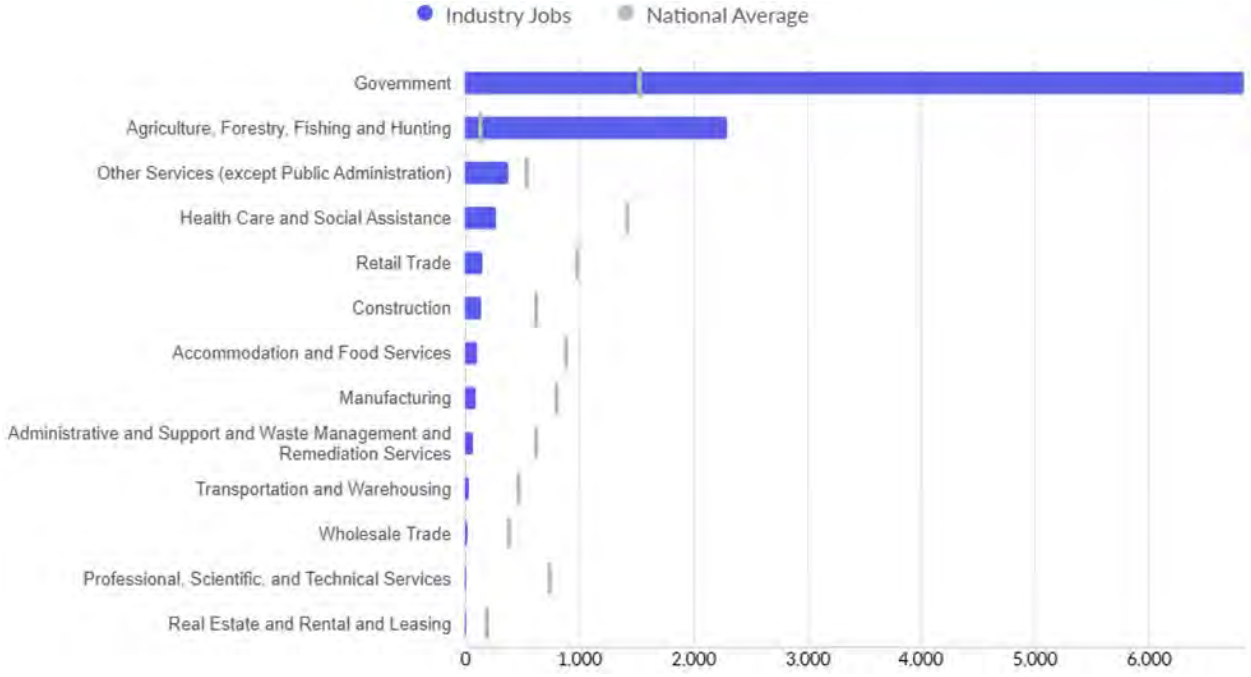


ECONOMICS

Regional economic conditions suggest persistent constraints on household stability and upward mobility for many families COJUSD serves. Labor force participation in Tulare County sits at roughly 63% (age 16+), with a higher unemployment share than the state comparison cited in the scan—conditions that can amplify student needs related to transportation reliability, access to enrichment, and wraparound supports. Employment trends in Cutler and Orosi show post-

pandemic stabilization with only modest projected growth, indicating a labor market that is recovering but not rapidly expanding. The local economy remains anchored by government and agriculture, while recent job gains are increasingly concentrated in service-oriented sectors (notably health care and "other services"), aligning with the scan's emphasis on strengthening school-to-career connections in stable regional industries. The scan also highlights underemployment dynamics and the continuing shift toward skills-based hiring, which strengthens the case for coherent CTE sequences, work-based learning, and short-term, portable credentials that create real wage traction without requiring a four-year degree as the only "success path."

Exhibit 4.2. Largest Industries in the Cutler-Orosi

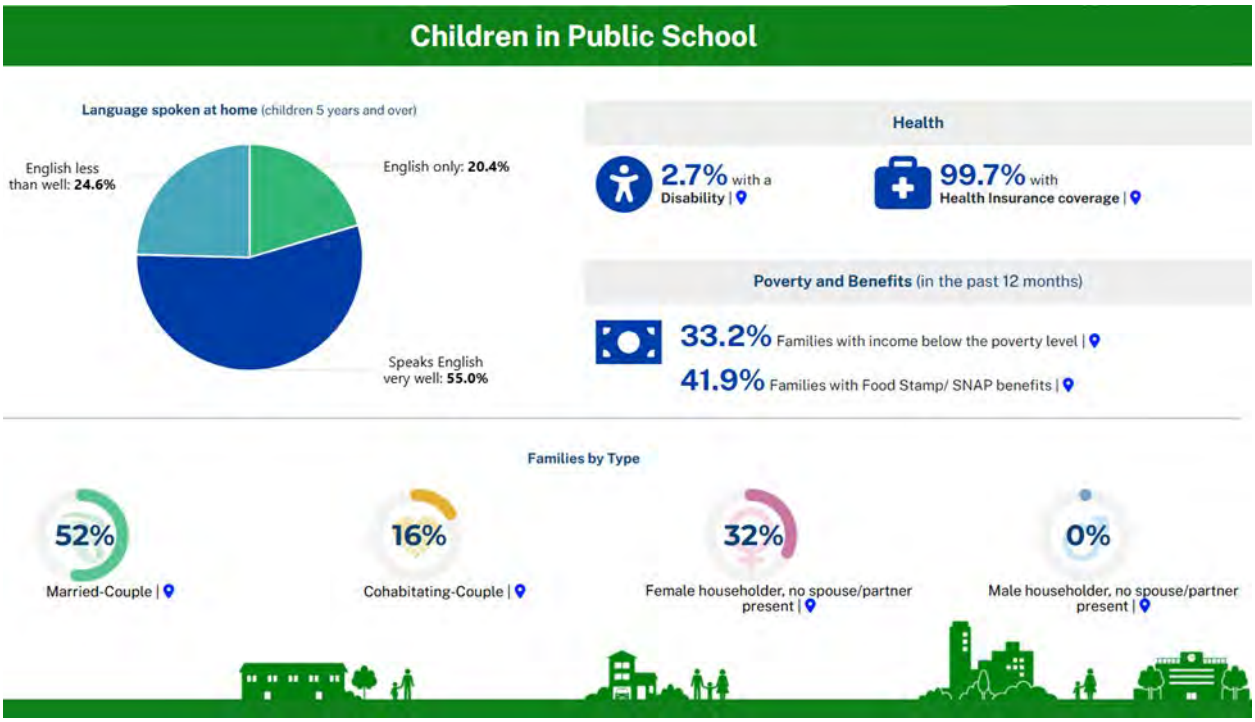


EDUCATIONAL LANDSCAPE

Educational indicators in Cutler-Orosi underscore the need to pair strong graduation performance with targeted strategies that improve readiness outcomes earlier in the pipeline. COJUSD serves a TK–12 continuum across multiple school configurations, enrolling about 3,791 students (CALPADS, May 2026) with the largest concentration in the elementary grades and a meaningful TK entry point (157 TK students), which creates an opportunity to strengthen early learning alignment, kindergarten readiness, and foundational literacy development. The District's graduation rate is strong and improving (low 90s rising to the mid-90s across recent years in the scan), suggesting effective persistence supports through high school; however, the broader community context includes high poverty (about one-third of families) and parent educational attainment patterns where a majority of parents have less than a high school diploma and relatively few hold a bachelor's degree. Those factors commonly correlate with barriers to consistent attendance, learning conditions, and academic acceleration without intentional supports. The scan also points to a workforce ecosystem in Tulare County that is increasingly shaped by certificate and associate-level pipelines, reinforcing a strategic opportunity for COJUSD to expand and tighten college/career bridges, including dual enrollment or articulated

credit where feasible, while continuing to strengthen CTE pathways aligned to regional demand (e.g., health sciences, construction trades, and other locally relevant sectors). **More information can be found in Appendix D - Student Population Forecast and Demographic Reports.**

Exhibit 4.1. COJUSD Student Demographics



Program Themes That Influence Space Planning

- **Equity-driven modernization across a portfolio with uneven facility types:** COJUSD includes strong, modernized space alongside older permanent wings and an exceptionally high proportion of (well maintained) portables at certain sites. Space planning should be guided by baseline facility standards (comfort, program functionality, accessibility, and support space adequacy) to reduce variation in student experience from campus to campus.

- **Reduce long-term portable dependence for core and identity-defining programs.** While COJUSD has maintained its portable inventory exceptionally well and many interiors have been modernized, long-term reliance on portable classrooms for core instruction and program identity spaces (library/media, music, intervention/support) tends to reduce flexibility, storage, and overall equity of experience. Space planning should look for opportunities to transition key program functions into "real building" solutions where feasible.

- **Storage is a program enabler, not a convenience.** Storage limitations show up repeatedly across classrooms, specialty programs, and operational areas. Planning should intentionally right-size storage by program type (TK/K, science, music, intervention, food service) because inadequate storage directly reduces instructional efficiency and space functionality.

- **Library/media and flexible learning commons should be equitable and intentionally located.** Where library/media functions are housed in repurposed or constrained environments, whole-class use and flexible learning are limited. Space planning should treat library/media as a core equity element: appropriately sized, centrally located, and configured for group work, intervention, and modern learning.

- **Student services require confidentiality, capacity, and clear adjacencies.** Student support environments (admin, counseling, health/nurse's office) are often constrained by size and privacy limitations. Planning should improve layouts and provide appropriate confidential meeting areas so supports can operate effectively and consistently across sites.

- **Food service capacity affects scheduling and student experience.** Cafeterias and kitchens that function but are constrained can drive excessive lunch periods and operational workarounds. Space planning should treat food service adequacy as a "daily operations" driver that influences supervision, scheduling, and campus flow.

- **Technology readiness is strong; protect it through last-mile reliability and space stewardship.** The District is generally well-positioned, but reliability depends on Wi-Fi coverage in weak zones, PA/voice audibility, receptacle availability, and well-managed MDF/IDF/communications rooms. Space planning should pair instructional technology goals with the building systems and protected infrastructure spaces that keep it working.

Major Planning Constraints Affecting Facility Options

- **Portfolio-wide reliance on portable classrooms creates both flexibility and long-term constraints:** A large share of district square footage is delivered through portable/modular facilities, and at least one site is overwhelmingly portable-based. Even well-maintained units can constrain security, supervision, storage, and long-term program fit, and older installation conditions (e.g., non-permanent foundations) can create lifecycle liabilities.

- **HVAC renewal and controls standardization are a sequencing constraint:** Aging HVAC and inconsistent control integration are among the most persistent operational issues. Mechanical modernization often has to lead, or be bundled, because it directly affects comfort, instructional continuity, and even technology room reliability.

- **Electrical modernization is necessary in older areas:** Aging distribution equipment and obsolete components at select sites create safety and reliability priorities. Electrical upgrades often need to be coordinated with interior and technology improvements to avoid piecemeal work.

- **Interior lifecycle needs persist where modernization eligibility is limited:** In spaces that cannot be addressed through full modernization scope, the District will still need a programmatic interior renewal strategy (flooring/ceiling systems, then casework/finishes) coordinated with HVAC and electrical work to reduce reactive repairs and maintain equitable learning environments.

- **Food service and student support areas can be functional but constrained:** Undersized or inefficient layouts in kitchens/cafeterias and limited confidential support space can shape what is feasible without reconfiguration or additions.

- **Site/civil needs are generally manageable but can dominate specific locations:** Grounds conditions are strong overall, but high-use paving and circulation areas can become cost-dominant at particular facilities (notably District Office). Playground surfacing lifecycle replacement is a recurring elementary need that should be planned as a program.

- **Utility limitations can cap future site options:** Where campuses rely on constraints such as septic systems, expansion or program intensification may be limited even when building condition is serviceable—this should be considered early in option development.

- **Implementation/phasing in an operating district is a real constraint:** HVAC replacement, electrical upgrades, and reconfiguration of core support spaces often exceed short summer windows and may require swing space, rolling phases, or temporary relocations to avoid instructional disruption.

These themes and constraints provide the planning lens for COJUSD: prioritize reliability and equity first, protect what is working (early learning and overall technology readiness), and reduce long-term vulnerabilities created by older systems and heavy portable dependence, while sequencing projects in a way that is realistic to build in an operating district.

Alignment with the Local Control and Accountability Plan and Strategic Plan

The Facility Master Plan is designed to support both the District's Local Control and Accountability Plan (LCAP) and the 2026–2031 Strategic Plan by ensuring that school facilities, infrastructure, and site conditions reliably support the programs, services, and learning environments the District is committed to providing. Together, these planning documents establish a clear connection between educational priorities, community needs, and the physical environments required to sustain them.

This alignment is especially strong with the Strategic Plan's five pillars, with particular relevance to Pillar 4: Strengthen Family and Community Partnerships and Pillar 5: Create Operational Effectiveness and Sustainability. Pillar 4 emphasizes increasing parent engagement and building strong partnerships with community-based organizations to expand opportunities for students and families. The FMP supports these priorities by identifying facility improvements that help schools function as welcoming, accessible, and service-oriented community assets, including spaces that can accommodate family engagement activities, support services, community partnerships, and other student- and family-facing programs.

The FMP also closely aligns with Pillar 5, which calls for maintaining safe, up-to-date, and clean school facilities, ensuring responsible use of funds and equitable allocation of resources, and implementing the facility plan to ensure quality facilities and equipment. In this way, the FMP serves as a key implementation tool for the Strategic Plan by establishing a long-range framework

for modernization, deferred maintenance, safety and security improvements, accessibility, and site enhancements that preserve and improve the District's physical assets.

This work also directly supports the LCAP, particularly the goal of maintaining safe, secure, and well-maintained learning environments and keeping schools and district facilities in good repair. While the LCAP focuses on services, supports, and annual actions that benefit students and families, the FMP identifies the capital improvements necessary to ensure those services can be delivered in facilities that are functional, reliable, and aligned with District priorities.

At the same time, the FMP is structured to remain fully compliant with Proposition 2 requirements by clearly distinguishing capital facilities projects from ongoing operational costs addressed through the LCAP and annual budgets. In practice, this means the LCAP funds people, programs, and recurring services, while the FMP plans for the physical improvements needed to sustain those efforts over time. This distinction helps ensure that bond-eligible projects remain within the capital lane while preserving fiscal accountability, transparency, and compliance with state bond requirements.

Together, the LCAP, Strategic Plan, and Facility Master Plan create a coherent and mutually reinforcing framework for District improvement. The Strategic Plan defines the District's long-term priorities, the LCAP advances annual actions and student supports, and the FMP ensures that COJUSD's facilities are capable of sustaining those commitments through safe, equitable, community-centered, and operationally effective learning environments.

5.0 Enrollment Projections

Methodology

An enrollment projection is an estimate of future activity based on historical data and information provided. While these projections can be highly accurate, it must be remembered they are an estimate. It is critical that the District reassess enrollment projections on a regular basis to account for variations in growth or decline.

There are three primary factors that can directly influence a forecast: birthrates, mobility, and student yield factors. If all factors register at a lower level, they suggest a decrease in the district's population. Conversely, higher factors typically signal growth within the district. Frequently, it's a blend of both scenarios. For instance, national birth rates may be on the decline, but a district can maintain stability or expansion by fostering adequate development to counterbalance the decreasing birth trend.

MGT uses birth data correlating to the district boundary and applies the data accordingly. The assumption underlying the use of birth statistics from year to year is that increases or decreases in the number of births in the area will translate to increases or decreases in future kindergarten enrollment. Student mobility factors further refine the student population forecasts.

Mobility refers to the increase or decrease in the movement of students within and out of the district boundary's existing housing. Mobility is a spatial cohort survival rate meaning that it calculates the movement of students from grade in that geographic area.

Resident students are those who live within district boundaries and form the basis of the resident enrollment forecast, since they reflect the population, the district is expected to serve based on local demographic trends. **Non-resident students** are those who live outside district boundaries but are enrolled in the district, and while they are not included in the resident forecast model, they still affect actual school enrollment and facility needs. For that reason, enrollment projections used for facility planning should consider both the resident forecast and an estimate of non-resident students so total projected enrollment more accurately reflects the number of students the district may need to accommodate.

ENROLLMENT DATA COLLECTION

It is important to note that the enrollment projections were prepared using the enrollment data available as of October 2, 2025, which was the 2025–26 Census Day for California public school enrollment reporting. At that time, the enrollment data had not yet completed the state's certification and publication process.

The California Department of Education collects official Census Day enrollment through CALPADS as part of the Fall 1 submission, and the finalized enrollment data is later published

through DataQuest, the CDE's public data reporting system. Because the enrollment projections were developed before the finalized DataQuest figures were available, minor differences may exist between the enrollment counts shown in the projections and the enrollment counts used in the capacity and utilization analysis.

For this reason, the capacity and utilization analysis uses the finalized DataQuest enrollment data, while the enrollment projections reflect the best available enrollment information at the time the projections were prepared.

Exhibit 5.1- 2025-26 Enrollment Variance Between CALPADS Census and Certified Data

Attendance Area	Grade Range	School Capacity	Target Capacity	Total Certified Enrollment*		Resident Students**	Resident Student Transfers**			Inter-District Transfers**	Total Open Enrollment Rate	Total Resident Student Enrollment**	
				Students	Utilization	Students	In	Out	Out Rate	In		Students	Variance***
Cutler ES	TK-5	652	619	600	96.87%	548	92	77	14.1%	35	21.2%	598	(2)
Golden Valley ES	TK-5	684	650	581	89.41%	535	134	111	20.7%	25	27.4%	583	2
Palm ES	TK-5	732	695	563	80.96%	594	126	172	29.0%	22	26.3%	570	7
El Monte MS	6-8	1,240	1,054	842	79.89%	813	0	1	0.1%	32	3.8%	844	2
Orosi HS	9-12	1,690	1,268	1,125	88.72%	1,179	0	79	6.7%	28	2.5%	1,128	3
Lovell-Esperanza-Community Day	7-12	160	160	80	50.00%	N/A							
Totals/Average		5,158	4,447	3,791	85.26%	3,669	352	440	12.0%	142	13.0%	3,723	12

*CALPADS certified enrollment for 2025/26 school year (as of May 1, 2026)
**Enrollment data available as of October 1, 2025, which was the 2025–26 Census Day for California public school enrollment reporting. At that time, the enrollment data had not yet completed the state's certification and publication process.
***Variance between enrollment data as of October 1, 2025 and CALPADS certified enrollment as of May 1, 2026.

Enrollment Projections Summary (SY2025/26–SY2035/36)

To support long-range facilities planning, COJUSD commissioned MGT to prepare a 10-year resident student enrollment forecast based on geocoded student address data, demographic trends, and known/planned residential development.

The forecast indicates a steady districtwide decline in resident student enrollment over the planning period. Resident TK–12 enrollment is projected to decrease from 3,669 students in 2025/26 to approximately 2,783 by 2035/36, a decline of about 24% over ten years. The downward trend is reflected across all grade spans: TK–5 is projected to decline from 1,677 to 1,323 (about 21%), grades 6–8 from 813 to 602 (about 25%), and grades 9–12 from 1,179 to 858 (about 28%). These projections suggest that absent major demographic shifts, COJUSD will continue to experience reduced enrollment over time—creating increasing importance for right-sizing facility capacity, prioritizing modernization of essential building systems, and considering strategies to optimize use of existing space districtwide.

For detailed information, please see Appendix D-Student Population Forecast and Demographic Reports.

Exhibit 5.2- Current and Forecasted Trends SY2025-SY2035

Resident Students														
Grade	Historic			Current	Forecasted									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	134	123	155	157	149.6	137.4	142.4	139.9	139.9	138.3	137.7	136.4	135.6	135.6
K	265	248	210	253	230.5	219.9	201.9	209.0	205.4	201.9	200.1	197.3	195.6	194.3
1	279	266	254	213	255.5	232.8	222.1	203.9	211.1	207.5	203.9	202.1	199.3	197.5
2	272	275	261	253	210.1	252.1	229.7	219.1	201.2	208.3	204.7	201.2	199.4	196.7
3	281	277	273	260	252.5	209.4	251.4	229.0	218.4	200.6	207.6	204.1	200.6	198.8
4	265	284	273	273	258.3	250.9	208.1	249.7	227.5	217.0	199.3	206.3	202.8	199.3
5	279	270	278	268	270.7	255.6	248.7	205.8	247.4	225.4	215.0	197.4	204.4	200.9
6	286	281	268	270	264.6	267.7	252.2	246.1	203.0	244.6	222.8	212.5	195.2	202.0
7	314	280	270	273	264.9	260.0	262.0	247.8	241.8	199.4	239.6	218.3	208.2	191.2
8	312	317	283	270	274.4	266.1	261.3	262.1	249.0	242.4	200.5	240.0	218.6	208.5
9	311	328	308	286	271.9	276.3	268.0	263.1	263.7	250.8	244.1	201.9	241.5	220.0
10	225	299	312	304	275.1	261.1	265.9	257.7	253.2	253.1	241.3	234.8	194.3	232.0
11	284	228	297	304	300.2	271.8	257.9	262.8	254.6	250.3	249.7	238.5	232.0	192.1
12	230	235	207	285	281.7	278.4	251.0	239.1	242.9	235.5	231.2	231.0	220.4	214.0
	Resident Student Totals by Grade Configuration													
TK-5	1,775	1,743	1,704	1,677	1,627.2	1,558.1	1,504.3	1,456.4	1,450.9	1,399.0	1,368.3	1,344.8	1,337.7	1,323.1
6-8	912	878	821	813	803.9	793.8	775.5	756.0	693.8	686.4	662.9	670.8	622.0	601.7
9-12	1,050	1,090	1,124	1,179	1,128.9	1,087.6	1,042.8	1,022.7	1,014.4	989.7	966.3	906.2	888.2	858.1
TK-12	**3,737**	**3,711**	**3,649**	**3,669**	**3,560.0**	**3,439.5**	**3,322.6**	**3,235.1**	**3,159.1**	**3,075.1**	**2,997.5**	**2,921.8**	**2,847.9**	**2,782.9**
	Students Not Included in the Forecast													
TK-5	62	68	78	85	82.5	79.0	76.2	73.8	73.5	70.9	69.4	68.2	67.8	67.1
6-8	23	21	30	32	31.6	31.2	30.5	29.8	27.3	27.0	26.1	26.4	24.5	23.7
9-12	30	31	38	28	26.8	25.8	24.8	24.3	24.1	23.5	22.9	21.5	21.1	20.4
TK-12	**115**	**120**	**146**	**145**	**140.9**	**136.0**	**131.5**	**127.9**	**124.9**	**121.4**	**118.4**	**116.1**	**113.4**	**111.1**
	Total Students													
TK-5	1,837	1,811	1,782	1,762	1,709.7	1,637.1	1,580.5	1,530.2	1,524.4	1,469.9	1,437.7	1,413.0	1,405.5	1,390.2
6-8	935	899	851	845	835.5	825.0	806.0	785.8	721.1	713.4	689.0	697.2	646.5	625.4
9-12	1,080	1,121	1,162	1,207	1,155.7	1,113.4	1,067.6	1,047.0	1,038.5	1,013.2	989.2	927.7	909.3	878.5
TK-12	**3,852**	**3,831**	**3,795**	**3,814**	**3,700.9**	**3,575.5**	**3,454.1**	**3,363.0**	**3,284.0**	**3,196.5**	**3,115.9**	**3,037.9**	**2,961.3**	**2,894.0**
	Annual Net Change													
TK-5		-26	-29	-20	-52.3	-72.6	-56.5	-50.3	-5.8	-54.5	-32.3	-24.7	-7.5	-15.3
6-8		-36	-48	-6	-9.5	-10.5	-19.0	-20.3	-64.6	-7.7	-24.4	8.2	-50.7	-21.1
9-12		41	41	45	-51.3	-42.3	-45.9	-20.6	-8.5	-25.3	-24.0	-61.5	-18.4	-30.8
TK-12		**-21**	**-36**	**19**	**-113.1**	**-125.4**	**-121.4**	**-91.2**	**-78.9**	**-87.5**	**-80.6**	**-78.0**	**-76.6**	**-67.3**

Forecast based on student data as of 10/2/2025
Resident students refer to students who reside within the district boundary. Students not included in the forecast: Non-Resident Students (142), Incomplete Address (3), ... A rate-of-change trend line was used to estimate anticipated students not included in the forecast.

By grade band, the forecast shows a consistent decline across all levels. Resident TK–5 enrollment is projected to decrease from 1,677 in 2025 to 1,323 in 2035 (approximately 21%). Resident grades 6–8 are projected to decline from 813 to 602 (approximately 25%), and resident grades 9–12 are projected to decline from 1,179 to 858 (approximately 28%), with sharper high school declines beginning around 2029 as smaller elementary and middle school cohorts advance into upper grades.

While the resident forecast shows overall decline, facility planning must also account for students not included in the resident forecast (e.g., students living outside district boundaries). MGT reports that as of October 2, 2025, total TK–12 enrollment was 3,814 students, of which 142 students were non-resident and therefore excluded from the resident forecast model. MGT applies a trend line to estimate "students not included" over time when presenting total student projections.

Enrollment Trends and Housing Growth Assumptions

Housing growth remains an important variable that can influence how the forecast plays out locally. The District's **Developer Fee Justification Study (DFJS)**[1] provides a local TK–12 student generation factor (0.82809 students per housing unit) and anticipates approximately 40 new units over five years, which would yield approximately 34 students if units are built within district boundaries and occupied by school-age households (recognizing actual yield varies by unit type and occupancy). In the context of the MGT resident forecast decline, this level of housing-driven student generation may partially offset losses in specific areas, but it is not expected to fully reverse the overall districtwide downward trend.

Alternatively, the **Draft Cutler-Orosi Community Plan 2021**[2] Update includes population and housing projections using an assumed 1.3% annual growth rate. It projects:

- **Cutler housing units:** 1,344 (2020) to 1,529 (2030)
- **Orosi housing units:** 2,158 (2020) to 2,456 (2030)

Combined, this implies approximately 483 additional housing units from 2020 to 2030 (185 in Cutler and 298 in Orosi), using the plan's tables.

The same document also flags household size and crowding-related context—average household sizes reported for Cutler and Orosi include relatively large renter household sizes (e.g., Cutler renter household size 5.34, Orosi renter household size 3.82), a factor that can increase the

[1] *Developer Fee Justification Study, prepared by Schoolworks, Dated February 2026*
[2] *Draft Cutler-Orosi Community Plan 2021 Update,* Prepared by Tulare County Resource Management Agency Economic Development and Planning Branch

probability that new units yield school-age children depending on unit type and affordability targeting.

Important planning note: the Community Plan discusses a **Regional Housing Needs Allocation (RHNA)** at the county/regional level and explicitly notes **RHNA allocation figures are countywide and not specific to Cutler-Orosi**, so RHNA tables should be treated as context rather than a direct "units coming to the district" count.

WHAT THIS MEANS FOR COJUSD ENROLLMENT

COJUSD's facility planning forecast should expect enrollment demand to be shaped as much by student distribution/choice patterns as by raw population growth. MGT's 2025–2026 matrices show that elementary campuses operate with meaningful inbound/outbound movement across attendance areas, with open enrollment rates exceeding 20% at each elementary site.

At the same time, the **Draft Cutler-Orosi Community Plan 2021**[3] Update assumes steady community growth and indicates a net increase in housing units through 2030. If housing is delivered largely as family-serving units (and not senior-serving or otherwise low-student-generating projects), that housing growth could place incremental demand on the district—most likely showing up first at the elementary level, where current utilization is already highest at Palm ES.

Housing growth is an important variable in how enrollment projections play out. Rather than applying a generalized student yield factor**, COJUSD Developer Fee Justification Study**[4] **(DFJS)** provides a local, census-derived TK–12 student generation factor of 0.82809 students per housing unit. Using local permit history and planning department input, the DFJS anticipates an average of approximately 8 new units per year, or 40 units over five years within District boundaries. Applying the District's student generation factor results in an estimate of approximately 34 additional students over five years, including 18 in TK–6, 5 in grades 7–8, and 11 in grades 9–12, recognizing that actual yield will vary based on unit type, household composition, and occupancy patterns.

[3] *Draft Cutler-Orosi Community Plan 2021 Update,* Prepared by Tulare County Resource Management Agency Economic Development and Planning Branch
[4] Developer Fee Justification Study, Prepared by Schoolworks, Dated February 2026

6.0 Capacity and Utilization

The *functional capacity* of an educational facility is defined as the number of students the facility can accommodate. More specifically, a school's capacity is the number of students which can be accommodated given the specific educational programs, the class schedules, the student-teacher ratios, and the size of the rooms. The *utilization rate* of a facility is calculated by dividing the current or projected enrollment of the educational facility by capacity. The utilization rate is used to determine if the facility has excess space or if it lacks sufficient space for the given enrollment.

Key Definitions

- **Functional Capacity:** The number of students a school can reasonably accommodate based on the instructional spaces available, room types, program needs, student teacher ratios, and how spaces are scheduled and used.
- **Utilization Rate:** A ratio of enrollment to capacity. Utilization is calculated by dividing **current or projected enrollment** by **functional capacity**.
- **Maximum Capacity:** The model-based capacity assuming each instructional space is loaded at its assigned loading factor and adjusted by a scheduling factor.
- **Target Capacity:** A planning capacity intended to represent efficient use of space while maintaining appropriate flexibility for program delivery, enrollment variation, and operational needs.

Treatment of Portable Classrooms

This analysis summarizes how well COJUSD facilities align with current enrollment and program needs using the District's existing instructional inventory, including portable classrooms. Because COJUSD has modernized and maintained many portable classrooms for long-term, day-to-day instructional use, portables are treated as a valid component of capacity for both utilization reporting and facility planning. This approach also aligns with AB 247, which requires districts to account for and report on portable classroom inventory as part of facilities and capacity transparency.

Functional Capacity

COJUSD functional capacities were calculated using MGT's Instructional Space Model. The model applies a consistent approach across all schools by:

1. **Counting instructional room types**, including classrooms, labs, and specialty instructional spaces.
2. **Applying loading factors** (students per instructional space type) to calculate a gross capacity.

3. **Applying a scheduling factor** to reflect real world use, particularly at secondary schools where not all rooms are scheduled every period.

This approach produces a consistent and comparable capacity baseline across the District. Exhibit 6.1 lists the loading factors and Exhibit 6.2 lists scheduling factors used to calculate functional capacities.

Exhibit 6.1 Functional Capacity Loading Factors

Instructional Space Model Guidelines				
ROOM TYPE	**Maximum Loading Factor**		**ROOM TYPE**	**Maximum Loading Factor**
Pre-Kindergarten	20		6-8 Resource (pull-out)	20
Kindergarten General Classroom	24		Vacant (6-8)	30
1st Grade General Classrooms	24		9th-12th General Classroom	30
2nd-3rd General Classroom	24		Science (9-12)	30
4th-5th General Classroom	24		Vocational (9-12)	30
K-5 Special Ed Self Contained	10		Art (9-12)	30
K-5 Resource (pull-out)	20		Band (9-12)	50
English Learner Resource (pull-out)	20		Orchestra (9-12)	50
Foreign Language (6-12)	30		Choir (9-12)	50
6th-8th General Classroom	30		Performing Arts Classroom (9-12)	25
Science (6-8)	30		Dance	25
Vocational (6-8)	30		PE/Gym (9-12)	50
Art (6-8)	30		Weight Room (9-12)	25
Band/Orchestra (6-8)	50		Computer Lab (9-12)	25
Choir (6-8)	50		9-12 Special Education self-contained	10
PE Gym (6-8)	50		9-12 Resource (pull-out)	20
Computer Lab (6-8)	25		Vacant (9-12)	30
6-8 Special Education self-contained	10		English Learner (9-12)	20

Exhibit 6.2 Functional Capacity Scheduling Factors

Scheduling Factors	
Grade Band	**Utilization Factor**
TK	0.95
K-5	0.95
6-8	0.85
9-12	0.75
Other Schools	1

Exhibit 6.3 shows an example of how the model is used to calculate the capacity of an elementary school.

Exhibit 6.3 Example Capacity Calculation (Elementary School)

Room Type	Number of Classrooms	Students Per Classroom	Capacity
Transitional Kindergarten	2	20	40
General Classroom (Grades 1-3)	14	24	336
General Classroom (Grades 4-5)	10	24	240
Special Education Self Contained	2	10	20
K-5 Resource (Pull Out)	3	20	60
Gross Capacity (without scheduling factor)			**696**
Elementary Scheduling Factor			**95%**
Elementary School Target Capacity			**661**

Exhibit 6.4 lists the capacities for COJUSD as calculated using the Instructional Space Model.

Exhibit 6.4 All School Target (Functional) Capacities

School	Maximum Capacity	Target Capacity
Cutler Elementary	652	619
Golden Valley Elementary	684	650
Palm Elementary	732	695
K-5 Total/Avg	**2,068**	**1,965**
El Monte Middle School	1,240	1,054
6-8 Total/Avg	**1,240**	**1,054**
Orosi High School	1,690	1,268
9-12 Total/Avg	**1,690**	**1,268**
Lovell -Esperanza Community Day School	160	160
Other Total Average	**160**	**160**
District Total/Avg	**5,158**	**4,447**

Utilization Rates

Effective facilities planning requires enrollment and functional capacity to remain aligned. When enrollment is below capacity, schools may have excess space that can increase operating costs and create opportunities for program consolidation, repurposing, or, in some cases, facility inventory reductions. When enrollment exceeds capacity, schools can experience crowding that may strain core support spaces such as restrooms, food service, circulation, and student

services, and may require strategies such as program shifts, rebalancing attendance patterns, added permanent space, or other capital solutions.

To support both near-term decision making and long-range planning, COJUSD utilization is presented using the District's total current instructional capacity, reflecting the full inventory of instructional spaces in active service and available for student use. In 2025-26, the District served 3,791 students (including resident and non-resident transfers) against a target capacity of 4,447 resulting in an overall utilization rate of 85.26% (based on enrollment). This indicates that, districtwide, COJUSD has capacity available; however, utilization varies meaningfully by grade span and campus, and localized constraints can occur even when the district total shows flexibility.

Utilization Rate	Description
>110	Inadequate
95-110	Approaching Inadequate
80-94	Adequate and Efficient
70-79	Approaching Inefficient
<70	Inefficient

Exhibit 6.5 Capacity and Utilization Calculations

Capacity and Utilization				
School	**Current Enrollment***	**Maximum Capacity**	**Target Capacity**	**Utilization**
Cutler Elementary	600	652	619	96.87%
Golden Valley Elementary	581	684	650	89.41%
Palm Elementary	563	732	695	80.96%
K-5 Total/Avg	**1,744**	**2,068**	**1,965**	**88.77%**
El Monte Middle School	842	1,240	1,054	79.89%
6-8 Total/Avg	**842**	**1,240**	**1,054**	**79.89%**
Orosi High School	1,125	1,690	1,268	88.72%
9-12 Total/Avg	**1,125**	**1,690**	**1,268**	**88.72%**
Lovell -Esperanza Community Day School	80	160	160	50.00%
Other Total Average	**80**	**160**	**160**	**50.00%**
District Total/Avg	**3,791**	**5,158**	**4,447**	**85.26%**
*Current enrollment numbers represent CALPADS Certified Enrollment as of May 1, 2026.				

At the elementary level (K–5), enrollment totals 1,744 students against a target capacity of 1,965 (88.77% utilization). Within that average, Cutler Elementary is operating near full capacity at 96.87%, and Golden Valley Elementary is in the adequate range at 89.41%, indicating some

flexibility to absorb enrollment shifts without creating crowding impacts. Palm Elementary, at 80.96% utilization, has comparatively more capacity and may represent an option for balancing enrollment depending on program distribution and attendance area assumptions.

At the secondary level, El Monte Middle School is utilized at 79.89%, indicating substantial capacity relative to current enrollment and providing flexibility to accommodate future cohort movement or program changes. Orosi High School is utilized at 88.72%, reflecting some flexibility but less available capacity than the middle school.

Together with enrollment projections and program assumptions, these utilization findings help the District identify where capacity pressures exist (particularly at specific elementary sites), where flexibility is available, and how to prioritize facility investments that maintain safe, functional, and educationally appropriate learning environments.

7.0 Facility Assessments

This section summarizes the results of the facility assessments conducted by MGT for COJUSD. The assessments were conducted using BASYS®, MGT's facility assessment software program.

The assessment process documented observed conditions, functional suitability, and operational risks across building systems, site infrastructure, and program spaces. Findings are organized to support capital planning decisions, prioritize health and safety needs, and align recommended projects with district goals and implementation feasibility.

There are four types of assessments, including:

- **Building condition**
- **Educational suitability or functionality**
- **Grounds condition**
- **Technology readiness**

Together, these assessment results provide a consistent, districtwide snapshot of facility needs, and they inform project prioritization, scope development, and long range capital planning. Detailed, site level findings and BASYS scoring reports are included in the site profiles and supporting appendices.

COJUSD's facilities support a range of programs and services that extend beyond the core instructional day. The District serves approximately 3,700 students and includes three elementary schools (Cutler, Golden Valley, and Palm), one middle school (El Monte), one comprehensive high school (Orosi), and the three alternative education programs (Lovell HS, Esperanza HS and Community Day School). In addition to core TK–12 instruction, COJUSD provides specialized and alternative learning opportunities and student supports that require space suited to varied instructional models and student needs.

These programs increase the importance of reliable building systems, safe campus circulation, adequate technology infrastructure, and flexible, program-appropriate learning environments. As the District continues to modernize and maintain its facilities, the ability to support both traditional classroom instruction and specialized programming depends on well-functioning infrastructure and adaptable spaces that can serve multiple uses throughout the school day and beyond.

Building Condition

The BASYS® building condition score measures the amount of deferred maintenance in the school building's major systems. The weighted condition score of a facility is the average condition score (weighted by building square footage) of all the buildings at a site. The scores are interpreted as follows:

BASYS Building Condition Rating Scale	
90+	**New or Like New:** The building and/or a majority of its systems are in very good condition and only require preventive maintenance; only a few, if any, systems have reached their expected lifecycle age. The total replacement cost of any "expired" systems is less than 10% of the current replacement value of the facility.
80-89	**Good:** The building and/or a majority of its systems are in good condition and only require routine maintenance; the total replacement cost of systems that have reached or exceeded their expected service life (lifecycle age) is between 10 and 20% of the current replacement cost of the facility.
70-79	**Fair:** The building and/or some of its systems are in fair condition based on age and operations; the total replacement cost of systems that have reached or exceeded their expected service life (lifecycle age) is between 20 and 30% of the current replacement cost of the facility.
60-69	**Poor:** The building and/or a significant number of its systems are in poor condition and require major repair, renovation, or replacement; the total replacement cost of systems that have reached or exceed their expected service life (lifecycle age) is between 30 and 40% of the current replacement cost of the facility.
BELOW 60	**Unsatisfactory:** The building and/or a majority of its systems should be replaced due to risk of system failure, inefficient operation, and increased maintenance requirements; the total replacement cost of systems that have reached or exceed their expected service life (lifecycle age) is greater than 40% of the current replacement cost of the facility.

The condition assessment assigns each building system a rating of **New, Good, Fair, Poor, or Unsatisfactory**, using system specific criteria that define what each rating means. Each system's rating is then weighted based on that system's relative share of typical building construction cost. The resulting Condition Score represents the estimated share of the building's replacement value that is currently in acceptable to good condition.

The Capital Needs Score is calculated as 100 minus the Condition Score and represents the portion of the building's value associated with capital renewal needs and deferred maintenance**.** When expressed as a percentage, the Capital Needs Score is also referred to as the Facility Condition Index (FCI) in this report. For example, a building with a Condition Score of 80 has a Capital Needs Score (FCI) of 20 (100 – 80 = 20), indicating that approximately 20% of the building's value would need to be reinvested to restore the facility to a "like new" condition.

These scores and related calculations reflect building system condition only and do not include the cost of additions, site improvements, educational suitability upgrades, or technology readiness improvements.

Exhibit 7.1 presents Building Condition scores for COJUSD. The average condition scores for elementary and middle schools range from **75.64 to 88.48**, placing them within the 'Good' category.

Exhibit 7.1 Building Condition Scores

Site	Building Condition
Elementary Schools	
Cutler Elementary	80.75
Palm Elementary	75.64
Golden Valley Elementary	81.21
Elementary Averages	**79.20**
Middle Schools	
El Monte Middle	87.37
Middle Averages	**87.37**
High Schools	
Orosi High	88.48
Lovell-Esperanza-Community Day	87.40
High Average	**87.94**
Other Educational Facilities	
Family Education Center	85.72
Other Averages	**85.72**
Administrative Facilities	
COJUSD Administration	80.23
Administrative Averages	**80.23**
District Average	**84.09**

Additional Facility Considerations

In addition to overall building condition scores, COJUSD's facility planning should account for the real-world "operability layer" that sits underneath any snapshot rating: deferred maintenance, lifecycle renewals, and the uneven effects of past modernization across a portfolio with both newer additions and older legacy buildings. The BASYS findings reflect a districtwide pattern of strong performance in newer TK/K and recently modernized areas, contrasted with older permanent wings, support spaces, and select portable/modular areas where aging systems and

deferred renewals are increasingly affecting reliability, comfort, and day-to-day operations. Across multiple campuses, newer wings show minimal deficiencies, while older areas show recurring needs in core systems and interior components that directly influence functionality and the student/staff experience.

AGING HVAC SYSTEMS AND CONTROLS INTEGRATION

One of the most consistent themes is the need to renew HVAC equipment and modernize/standardize system controls. Several facilities document HVAC units operating beyond typical service life (often exceeding 30 years in older building areas) with elevated failure risk, reduced efficiency, and inconsistent comfort. This is especially pronounced where campuses rely on older unitary equipment serving classroom wings and core support spaces. In parallel, multiple site narratives point toward the value of integrating HVAC into unified controls as replacements occur, improving operational consistency and enabling better preventative maintenance, scheduling, and long-term energy performance.

A phased, programmatic approach, prioritizing the oldest classroom wings and the most vulnerable instructional/support spaces, would reduce disruption from failures, improve indoor comfort, and stabilize operating conditions districtwide.

ELECTRICAL INFRASTRUCTURE MODERNIZATION

While the recent modernization projects have incorporated new electrical into their projects, BASYS findings highlight a cross-cutting need to address the remaining aging and obsolete electrical distribution equipment. Several sites identify older main panels/subpanels and legacy breaker types that are no longer aligned with current safety expectations and long-term reliability standards. In some cases, the assessment identifies specific obsolete/high-risk electrical components that should be prioritized for replacement due to safety and performance concerns.

Beyond panel modernization, the portfolio also shows typical end-of-life issues in branch electrical and lighting systems. Coordinated electrical renewal (main distribution where needed, followed by targeted improvements in learning and support spaces) will reduce safety exposure and improve operational reliability while supporting future modernization projects.

LIGHTING RENEWAL AND INTERIOR “REFRESH” IN OLDER AREAS

Interior modernization needs are showing up consistently in older wings and support spaces that have not yet been targeted for modernization. Multiple sites have spaces that have not yet been modernized, with worn or detached carpet creating trip hazards, aging ceiling systems/tiles, and deteriorated wall/finish conditions that affect cleanliness, maintainability, and overall learning environment quality. In addition, lighting systems at several locations are ripe for LED conversion, which is a high-leverage lifecycle strategy: improved light quality, reduced energy use, and reduced maintenance burden.

A programmatic interior renewal approach for spaces that are not eligible for modernization—starting with flooring and ceiling systems, then addressing casework and finish updates as needed, and coordinating the work with HVAC and electrical projects—will improve the day-to-day experience and reduce ongoing reactive repairs.

BUILDING ENVELOPE AND WINDOW RENEWAL IN TARGETED LOCATIONS

While roof condition varies by site, BASYS narratives identify targeted needs tied to the building envelope, especially aging windows/frames and older exterior components in select support spaces. Even where glazing has been updated, older frames and assemblies can remain a weak link for energy performance, comfort, and long-term durability. Addressing envelope needs strategically (rather than piecemeal) can reduce HVAC loads in older areas and protect interior improvements.

Portable Classrooms

Portable classrooms have been a familiar feature on California school campuses for decades, typically used to provide capacity flexibility, accommodate program changes, and support construction phasing. Modular buildings, while also prefabricated and assembled on site, are generally more durable and longer lasting because they are typically installed on permanent concrete foundations and constructed to a higher standard than traditional portables.

Many portable units installed during California's enrollment "boom" years of the 1990s are now well beyond mid-life, and districts statewide are increasingly managing units that are 20–30+ years old. Within COJUSD, the District maintains approximately 145 portable classrooms with ages ranging from about 5 to 32 years. The newest investments include the recently built modular TK and Kindergarten classrooms across the elementary campuses. Collectively, portable and modular classrooms (including associated offices and restroom structures) represent approximately 46.2% of the District's total building square footage, reflecting the significant role these structures play in supporting the instructional program.

Importantly, COJUSD has done an excellent job maintaining and extending the usefulness of its portable inventory. Many portable interiors have been modernized and remain serviceable, providing functional instructional space even where units are older. However, conditions are not uniform across the inventory. Some campuses still include portables with aging interior finishes and fixtures that are due for refresh. Golden Valley Elementary School is one example where select portables have older interiors and would benefit from targeted updates to improve consistency, usability, and day-to-day learning environment quality. For a complete list of portable buildings by location with age, please see **Appendix A- Comprehensive Site Profiles.**

Educational Suitability

The educational suitability or functionality assessment evaluates how well the facility supports the educational program that it houses. Each site receives one suitability score which applies to

all the buildings at the facility. The educational suitability/functionality of each facility was assessed using the following categories:

ENVIRONMENT	The overall environment of the facility with respect to creating a safe and positive working/learning environment.
CIRCULATION	Pedestrian/vehicular circulation and the appropriateness of site facilities and signage.
SUPPORT SPACE	The existence of facilities and spaces to support the educational/governmental program being offered. These include offices, general classrooms, special learning spaces (e.g., music rooms, libraries, science labs), and support spaces (e.g., administrative offices, counseling offices, reception areas, kitchens, health clinics).
SIZE	The adequacy of the size of the program spaces.
LOCATION	The appropriateness of adjacencies (e.g., physical education space separated from quiet spaces).
STORAGE & FIXED EQUIPMENT	The appropriateness of utilities, fixed equipment, storage, and room surfaces (e.g., flooring, ceiling materials, and wall coverings).

Educational Suitability scores are interpreted as follows:

BASYS Educational Suitability Rating Scale	
90+	**Excellent:** The facility is designed to provide for and support the governmental/educational program offered. It may have a minor suitability/functionality issue but overall, it meets the needs of the educational/governmental program.
80-89	**Good:** The facility is designed to provide for and support a majority of the educational/governmental program offered. It may have minor suitability/functionality issues but generally meets the needs of the educational/governmental program.
70-79	**Fair:** The facility has some problems meeting the needs of the educational/governmental program and will require remodeling/renovation.
60-69	**Poor:** The facility has numerous problems meeting the needs of the educational/governmental program and needs significant remodeling, additions, or replacement.
BELOW 60	**Unsatisfactory:** The facility is unsuitable in support of the educational/governmental program.

Exhibit 7.2 The educational suitability of COJUSD schools presents a blend of strengths and challenges, as highlighted in the recent assessments. In recent years, the district has made significant progress in expanding and enhancing early childhood education. However, several critical areas still require improvement, particularly in media centers, music programs, cafeterias and kitchens, as well as in physical education spaces. Educational suitability scores across campuses range from 78.10 to 81.84, indicating conditions that fall between "Good" and "Fair." However, The narrow range between the lowest and highest scores indicates relatively consistent suitability conditions across sites.

Exhibit 7.2 Educational Suitability Scores

Site	Suitability
Elementary Schools	
Cutler Elementary	81.84
Palm Elementary	80.00
Golden Valley Elementary	78.70
Elementary Averages	**80.18**
Middle Schools	
El Monte Middle	78.10
Middle Averages	**78.10**
High Schools	
Orosi High	80.26
Lovell-Esperanza-Community Day	81.07
High Average	**80.67**
Other Educational Facilities	
Family Education Center	79.85
Other Averages	**79.85**
District Average	**79.70**

Additional Educational Suitability Considerations

In addition to building condition scores, educational suitability helps clarify how well existing spaces support current instructional programs, student services, and daily operations. Across COJUSD, the site profiles reflect a consistent pattern: many core instructional areas function adequately (especially where campuses have been modernized in recent years) yet multiple sites continue to experience functional limitations tied to long-term reliance on portables, constrained storage, undersized or compromised specialty spaces, and student support environments that are due for reconfiguration. These challenges typically do not stop instruction, but they can reduce program effectiveness, limit flexibility, and contribute to uneven learning environment quality across campuses.

HIGH-PERFORMING RECENT INVESTMENTS

A clear bright spot across the elementary portfolio is the District's newer TK–Kindergarten modular/classroom investments, which consistently perform at a high standard. These purpose-built early learning environments tend to score well for functionality and learning environment quality, helping ensure students begin their educational journey in settings designed for early learner needs, routines, and developmental supports.

At the secondary level, select modernizations are also performing well. For example, at Orosi High School, recently modernized instructional areas (particularly high school science wing) operate at an excellent standard, demonstrating the value of targeted investments that align directly to today's program requirements.

PLANNED PROJECTS

COJUSD has several major capital projects identified that will further strengthen facility quality, program delivery, life safety, and long-range campus functionality. These projects are concentrated primarily at Orosi High School, with an additional life-safety modernization project identified at Lovell High School. A cafeteria expansion at El Monte Middle School has also been identified for consideration.

At Orosi High School, the planned project list reflects both modernization and targeted program expansion. Performing Arts Phase II represents a significant modernization investment in the campus's arts facilities, while several new construction projects are intended to support specialized instructional pathways, including Health Sciences and Medical Technology, Engineering and Architecture, and Agriculture and Natural Resources. Collectively, these projects suggest a strategic effort to expand career-connected learning opportunities while also strengthening the identity, functionality, and completeness of the high school campus. The identified Orosi High School CTE Expansion projects total approximately $27.2 million.

In addition, COJUSD has identified a new gymnasium as a Priority 3 project, with an estimated cost of approximately $19.3 million. This project would represent a significant investment in physical education, athletics, student activities, and broader campus functionality. This project is currently unfunded.

At Lovell High School, the Fire Alarm Replacement project represents a targeted modernization and life-safety improvement, with an estimated budget of approximately $228,914. While smaller in scale than the major program expansion projects at Orosi High School, this project addresses a critical facility system and supports continued safe operation of the campus.

At El Monte Middle School, the cafeteria has been identified for expansion, with an estimated budget of approximately $6.7 million. However, it may warrant further evaluation as COJUSD considers operational needs, student capacity, food service functionality, and potential long-term

configuration changes. If advanced in the future, the project could improve campus efficiency, student supervision, and the overall cohesion of the El Monte campus.

In total, the currently funded planned projects at Orosi High School and Lovell High School represent approximately $27.5 million in capital investment, including approximately $17.8 million from state sources and $9.7 million from district sources. Including the El Monte Middle School Cafeteria Expansion, the total value of identified planned and considered improvements increases to approximately $34.1 million, with approximately $24.5 million from state sources and $9.7 million from district sources.

RELIANCE ON PORTABLES AND PROGRAM EQUITY

A recurring theme is the continued use of portable buildings for long-term instructional and program functions. While portables can be a useful capacity strategy, educational suitability findings show that when core programs (and especially shared, identity-defining functions like library/media or music) remain in portables for extended periods, space quality and equity can be diminished.

Examples across the portfolio include portable classrooms and program spaces that function day-to-day but have inherent limitations in layout, durability, and storage—conditions that can reduce instructional flexibility and create inconsistent learning environments across campuses. From a long-range planning perspective, reducing long-term dependence on portables for core and specialized programs remains one of the highest-leverage equity strategies available to the District.

SPECIALTY SPACE GAPS AND DUAL-USE COMPROMISES

Several sites reflect suitability constraints tied to specialty spaces, either because a space is undersized, repurposed, or forced into dual-use.

Library / media environments show one of the clearest examples of suitability tension. At least one elementary campus relies on a repurposed or converted structure for library/media functions, which creates challenges tied to size, environment, and usability. When a library is too small, windowless, or otherwise compromised, it limits whole-class use, flexible learning, and program identity.

Performing arts and music also show recurring constraints. At the middle school level, the music program operating in a portable MPR-type setting reflects a common challenge: the space can be serviceable, but lack of dedicated storage and configuration limitations reduce program quality and performance readiness.

CTE, STEAM and flexible digital learning space availability varies by campus. Where sites do not have a dedicated flexible digital learning area, instruction can still occur through carts and

classroom devices, but the campus loses an important scheduling and program tool, especially for intervention, testing, CTE-adjacent skills, and project-based work.

FOOD SERVICE AND DAILY CAMPUS USABILITY AS A SUITABILITY ISSUE

While food service is operational in nature, it strongly affects the student day and campus scheduling. Multiple campuses reflect **cafeterias and kitchens that function but are undersized or constrained**, driving operational impacts such as:

- Excessive lunch periods to serve the student population
- Storage constraints that force inefficient or inappropriate workarounds
- Layout and workflow limitations that increase time-on-task for staff and reduce student throughput efficiency

These conditions are important suitability signals because they affect daily schedules, supervision, student experience, and the District's ability to scale meal service as programs evolve.

STUDENT SUPPORT ENVIRONMENTS AND CONFIDENTIALITY

Student support spaces (particularly administration, counseling, and nurse's office areas) show recurring suitability needs tied to privacy, workflow, and capacity. Common issues include undersized offices, limited confidential meeting space, and nurse's offices that lack sufficient separation or capacity for multiple students. These are not cosmetic concerns; they directly affect student services quality, confidentiality, and the ability to respond effectively to health and behavioral needs.

PLANNING IMPLICATIONS AND LONG-RANGE OPPORTUNITY

It's important to frame educational suitability improvements realistically. Many of the biggest gains come from reconfiguration, targeted additions, or replacement of long-term portable-dependent program locations, and the District will need to balance these against lifecycle building system renewals.

The master planning effort provides a practical way forward: use suitability findings as a "design standard compass," so that when modernization, additions, or replacements occur, they intentionally address documented gaps. High-leverage suitability moves for COJUSD include:

- Right-sizing and improving library/media environments
- Improving storage as a program enabler (classrooms, CTE, science, music/performing arts, food service)
- Improving student support layouts for privacy, workflow, and service quality

- Addressing food service capacity and efficiency where it drives scheduling strain

Each project doesn't need to solve everything, but each project can move the District in a consistent direction toward more equitable, flexible, and program-aligned learning environments.

Technology Readiness

The technology readiness score measures the capability of the existing infrastructure to support information technology and associated equipment. The score can be interpreted as follows:

BASYS Technology Readiness Rating Scale	
90+	**Excellent:** The facility has excellent infrastructure to support information technology.
80-89	**Good:** The facility has the infrastructure to support information technology.
70-79	**Fair:** The facility is lacking in some infrastructure to support information technology.
60-69	**Poor:** The facility lacks significant infrastructure to support information technology.
BELOW 60	**Unsatisfactory:** The facility has little or no infrastructure to support information technology.

Exhibit 7.3 shows generally "Good" scores for technology readiness in COJUSD schools. The average technology readiness scores for those institutions fall into the "Good" category, as evidenced by the fact that the technology readiness scores range from 94.12 to 100.00. To continue to create a balanced and dynamic learning environment for all students, facilities scoring close to the "Fair" range need to be analyzed for improvements.

Exhibit 7.3 Technology Readiness Scores

Site	Technology
Elementary Schools	
Cutler Elementary	100.00
Palm Elementary	100.00
Golden Valley Elementary	100.00
Elementary Averages	**100.00**
Middle Schools	
El Monte Middle	94.12
Middle Averages	**94.12**
High Schools	
Orosi High	100.00
Lovell-Esperanza-Community Day	100.00
High Average	**100.00**
Other Educational Facilities	
Family Education Center	100.00
Other Averages	**100.00**
District Average	**98.53**

Districtwide, the BASYS results indicate that technology readiness is generally strong, most sites appear well-positioned in core areas such as connectivity/backbone capacity and overall infrastructure presence. Where issues are noted, they tend to be the practical "last-mile" items that affect day-to-day reliability rather than a fundamental lack of technology systems.

Across the portfolio, the most common opportunities center on closing localized Wi-Fi coverage gaps, improving the consistency and audibility of PA/voice systems in high-use areas, and addressing power availability constraints in instructional and support spaces (for example, too few receptacles, non-functioning outlets, or localized breaker/outlet issues that create friction for device charging and consistent classroom technology use). A second cluster of considerations relates to the spaces that support technology: MDF/IDF and communications rooms function best when they are protected from storage overflow, have adequate cooling/ventilation, and maintain clear access for maintenance and troubleshooting. When these rooms are compromised, even good network infrastructure can feel unreliable to staff because small issues cascade into larger operational disruptions.

Overall, the deficiencies identified are targeted and solvable, with the biggest near-term gains likely to come from: (1) verifying and correcting Wi-Fi coverage in known weak zones, (2) tuning/repairing PA and voice distribution to improve audibility and reduce dropouts, (3)

improving receptacle coverage and correcting outlet issues where they limit device use, and (4) ensuring IT/communications rooms are configured and maintained to operate as intended.

Grounds Condition

The grounds condition assessment score is a measure of the amount of capital needs or deferred maintenance at the site, which includes the driveways and walkways, the parking lots, the playfields, the utilities, and fencing, etc. It should be noted that the landscape maintenance at the time of visit has less of an impact on the final scores than infrastructure, as it is a temporary condition that will be addressed by planned maintenance activities. The scores are interpreted as follows:

BASYS Grounds Condition Rating Scale	
90+	**New or Like New:** The site and/or a majority of its systems are in good condition, less than three years old, and only require preventive maintenance.
80-89	**Good:** The site and/or a majority of its systems are in good condition and only require routine maintenance.
70-79	**Fair:** The site and/or some of its systems are in fair condition and require minor to moderate repair.
60-69	**Poor:** The site and/or a significant number of its systems are in poor condition and will require major repair or renovation.
BELOW 60	**Unsatisfactory:** The site and/or a majority of its systems should be renovated.

Exhibit 7.4 presents a variation of grounds condition scores in COJUSD. It should be mentioned that the average grounds scores for all school types range from 64.50 to 90.37, with the lowest being at COJUSD Administration, where they have some specific challenges related to parking and infrastructure.

Exhibit 7.4 Grounds Condition Scores

Site	Grounds Condition
Elementary Schools	
Cutler Elementary	85.46
Palm Elementary	89.10
Golden Valley Elementary	89.10
Elementary Averages	**87.89**
Middle Schools	
El Monte Middle	90.00
Middle Averages	**90.00**
High Schools	
Orosi High	90.37
Lovell-Esperanza-Community Day	89.40
High Average	**89.89**
Other Educational Facilities	
Family Education Center	88.65
Other Averages	**88.65**
Administrative Facilities	
COJUSD Administration	64.50
Administrative Averages	**64.50**
District Average	**84.18**

Additional Grounds Considerations

Across COJUSD, grounds conditions are generally strong and functional, with most campuses scoring well and showing solid day-to-day performance in paving, landscaping, utilities, and outdoor program areas. Where deficiencies appear, they tend to be localized and programmatic; the kind of issues that don't shut a campus down, but *do* affect safety, usability, and the overall campus experience if allowed to accumulate.

PAVED SURFACES AND CIRCULATION HOT SPOTS

The clearest districtwide grounds theme is that paved surfaces perform well overall, but high-use circulation zones (drop-offs, drive aisles, and driveways) are where cracking and deterioration show up first. This is generally minor at school sites, but it is significant at the District Office, where the BASYS narrative points to extensive parking lot and driveway deterioration that rises to a safety and functionality priority.

ELEMENTARY PLAYGROUND SURFACING LIFECYCLE

At elementary campuses, the most consistent grounds-related renewal item is playground fall surfacing. Several sites note worn surfacing materials that need replacement as part of normal lifecycle renewal. This is a classic “small investment / big benefit” category because it directly relates to student safety and reduces ongoing patchwork maintenance.

SITE LIGHTING CONSISTENCY

Another recurring theme is site lighting: most campuses have adequate fixture coverage, but some locations would benefit from targeted upgrades to improve consistency, visibility, and after-hours safety, especially near playgrounds and other high-use exterior areas.

ATHLETICS AND OUTDOOR PROGRAM SPACES

The District’s outdoor athletic areas are generally in good condition and appear to be well maintained. Recent and ongoing improvements have reduced major athletic facility concerns, shifting the planning focus from broad corrective needs to targeted renovations, routine maintenance, and long-term asset preservation. Future work should continue to prioritize surface upkeep, field maintenance, accessibility, drainage, and other site-specific improvements that help sustain safe, functional, and equitable athletic and outdoor activity areas across the District.

UTILITY CONSTRAINTS THAT SHAPE LONG-TERM OPTIONS

Most sites show utility systems functioning well; however, there are site-specific constraints worth watching from a planning standpoint. Lovell High School’s reliance on a septic system (due to lack of municipal sewer) is a notable example because it can limit future expansion or intensification of site use even when the physical campus looks “fine” on the surface.

Bottom line: COJUSD’s grounds are in good shape overall. The highest-leverage focus areas are (1) District Office paving renewal, (2) targeted repairs in high-use circulation zones, (3) elementary playground surfacing lifecycle replacement, (4) site lighting consistency upgrades, and (5) proactive planning around site utility constraints where they may cap future options.

Combined Scores

The building condition, educational suitability, technology readiness, and grounds condition scores are combined into one score for each facility to assist in the task of prioritizing projects. Since the building condition score is a measure of the maintenance needs (e.g., leaky roofs, etc.) and the suitability score is a measure of how well the building design and configuration supports the educational program or facility function, it is possible to have a high score for one assessment and a low score for another assessment. It is the combined score that attempts to give a comprehensive picture of the conditions that exist at each facility and how each facility compares relative to the other facilities in the District.

To create the combined score, the four scores are weighted, based on which deficiencies the division wants to emphasize and the relative impact on capital costs. The building condition score was weighted 50%, the suitability score was weighted 20%, the technology readiness score was weighted 20%, and the grounds condition score was weighted 10%.

Exhibit 7.5 presents the combined score for each facility assessed.

SCORES	DESCRIPTIONS
> 90	Excellent/Like New
80 – 90	Good
70 – 80	Fair
60 – 70	Poor
< 60	Unsatisfactory

Exhibit 7.5 Combined Scores

Site	Building Condition	Suitability	Technology	Grounds Condition	Combined Score
Elementary Schools					
Cutler Elementary	80.75	81.84	100.00	85.46	**83.47**
Palm Elementary	75.64	80.00	100.00	89.10	**80.73**
Golden Valley Elementary	81.21	78.70	100.00	89.10	**83.13**
Elementary Averages	**79.20**	**80.18**	**100.00**	**87.89**	**82.44**
Middle Schools					
El Monte Middle	87.37	78.10	94.12	90.00	**85.53**
Middle Averages	**87.37**	**78.10**	**94.12**	**90.00**	**85.53**
High Schools					
Orosi High	88.48	80.26	100.00	90.37	87.36
Lovell-Esperanza-Community Day	87.40	81.07	100.00	89.40	86.96
High Average	**87.94**	**80.67**	**100.00**	**89.89**	**87.16**
Other Educational Facilities					
Family Education Center	85.72	79.85	100.00	88.65	85.68
Other Averages	**85.72**	**79.85**	**100.00**	**88.65**	**85.68**
Administrative Facilities					
COJUSD Administration	80.23	N/A	N/A	64.50	**77.08**
Administrative Averages	**80.23**			**64.50**	**77.08**
District Average	**84.09**	**79.70**	**98.53**	**84.18**	**85.20**

Overall, the data suggests COJUSD is well-positioned to build on recent successes, particularly in recently constructed early learning environments and strong baseline technology readiness, while prioritizing modernization in the areas that most directly affect learning conditions, program delivery, safety, and long-term maintainability.

Community Services Offered by COJUSD

The comprehensive community services offered by COJUSD are vital to the district's commitment to student achievement and community well-being and directly influence the development of the FMP. As COJUSD continues to expand these essential services, the district's facilities must be modernized and strategically designed to support a wide range of student-centered programs. Priority should be given to educational spaces, including classrooms, early childhood education areas, enrichment spaces, and specialized support areas, that directly contribute to student learning and success. Integrating flexible learning environments, expanded areas for after-school and enrichment programs, and facilities designed for STEM, arts, and early learning will ensure students have access to engaging, developmentally appropriate spaces.

Additionally, while family services such as health nurse's offices, family resource centers, and adult education programs play a supporting role, they should be incorporated thoughtfully to complement the educational mission without limiting student-centered facility improvements. The FMP should ensure that spaces supporting student wellness, academic interventions, counseling, and expanded learning are prioritized, while still maintaining critical support areas for families where appropriate. By aligning facility improvements with COJUSD's mission to elevate student learning outcomes and holistic development, the district will be better equipped to meet both current and future educational needs, while continuing to strengthen its connection to the community.

COJUSD is committed to supporting not only its students but also the broader community by providing a range of essential services to families. These services aim to enhance student success, promote family well-being, and create a stronger, more connected community.

COMMUNITY HUBS THAT ADVANCE DISTRICT GOALS: FAMILY EDUCATION CENTER AND COMMUNITY-USE FACILITIES

Two facilities in particular illustrate how COJUSD is intentionally supporting whole-family stability, health, and community connection: the Family Education Center (FEC) and the district's growing portfolio of community-serving athletic and wellness facilities, including the new Aquatics Complex at Orosi High School.

FAMILY EDUCATION CENTER: COORDINATED, WRAPAROUND SERVICES ANCHORED IN A DISTRICT FACILITY

The Cutler-Orosi Family Education Center (FEC) was established in April 2004 through COJUSD with funding support from First 5 and the U.S. Department of Agriculture, reflecting a long-standing commitment to family-centered supports as a core district strategy, not an add-on. The FEC is a purpose-driven facility that houses district and partner programs in a highly accessible, community-facing location.

Programmatically, the FEC delivers services that directly reduce barriers to attendance, engagement, and student readiness, including targeted/intensive case management, parenting classes, family literacy, adult education (including ESL, citizenship, and digital literacy), domestic violence prevention classes, mental health services, adolescent drug/alcohol counseling, basic needs assistance, health navigation, referrals, and WIC access. This breadth matches the district's stated intent to provide a safe, supportive setting where families can build stability and self-sufficiency through coordinated assistance and skill-building.

Importantly for facilities planning, the FEC is not "just office space." The FEC includes approximately 9,000 square feet, with offices, five classrooms/conference rooms, and two childcare rooms (including an infant-care equipped room), a facility layout that enables multi-service delivery, private meetings, group learning, and parent-child participation in one location. The center's location reinforces its community-serving role: it is located near a transit stop, alongside other key public services (fire station and sheriff substation), and is accessible by sidewalks and public transportation; staff also help address transportation barriers and mobilize services to more isolated areas.

COJUSD further strengthens service coordination through **C.O.N.N.E.C.T (Cutler-Orosi Network for Needs of Education and Community Teamwork)**, a monthly, multi-agency collaborative designed to align resources across schools, nonprofits, county agencies, and community organizations to improve outcomes and reduce duplication. In facility terms, the FEC functions as a "service backbone" site: a stable, known location where partnerships can reliably operate.

COMMUNITY-USE INVESTMENT: ATHLETICS AND AQUATICS AS HEALTH, SAFETY, AND BELONGING INFRASTRUCTURE

Alongside educational support services, COJUSD has also invested in facilities that expand community wellness and safe recreation. A recent milestone is the district's **Aquatics Complex**, officially opened September 24, 2025 (district announcement dated September 29, 2025). The district describes the facility as a first-of-its-kind regional investment serving more than 17,000 residents, addressing longstanding gaps in access to formal swim instruction and water safety education—an especially meaningful public health and safety need in many rural communities. The complex includes a 25m x 30m competition pool with diving capacity and a separate community pool designed for recreation and instruction, both with year-round heating for continuous programming. The district has communicated that the pools are currently used for educational programming during school hours and anticipates opening for broader community access in Summer 2026 once staffing and safety protocols are finalized.

From an FMP perspective, these investments are not "extras," they are physical assets that advance district goals tied to student wellness, safety, and community connection, while also reinforcing trust and shared ownership of schools as civic spaces.

HOW THESE FACILITIES TIE DIRECTLY TO CALIFORNIA FACILITY MASTER PLANNING EXPECTATIONS

California's facility master planning guidance emphasizes that an FMP is built to help a board and community make informed decisions and should incorporate community input, reflect educational program needs, and include policies and planning considerations that connect schools to their broader community context. In particular, CDE guidance notes that an FMP process helps districts collaborate with other local agencies and can include policies addressing community use of school facilities and grounds.

This alignment has become even more consequential under Proposition 2 (2024), which requires districts participating in the School Facility Program (SFP) to submit a Five-Year School Facility Master Plan with specified elements. The state's Five-Year Master Plan guidance explicitly recognizes joint-use facilities as a planning consideration and cost-reduction strategy within the facility planning framework.

In that context, the FEC and community-serving athletic/aquatics facilities support the FMP in three practical, "board-facing" ways:

1. **They are program-enabling facilities**: COJUSD's family support, adult education, early learning, wellness, and safety programming depends on appropriate, reliable spaces (classrooms, private meeting areas, childcare rooms, secure access, and accessibility).

2. **They are partnership infrastructure**: The district's coordinated service model relies on consistent space for multi-agency collaboration and service delivery, which strengthens the district's ability to meet community needs through aligned resources.

3. **They reinforce community use and civic value**: Facilities like the Aquatics Complex expand safety education and recreation opportunity and position COJUSD campuses as community assets—an approach supported by California's joint-use policy environment and referenced in state planning guidance.

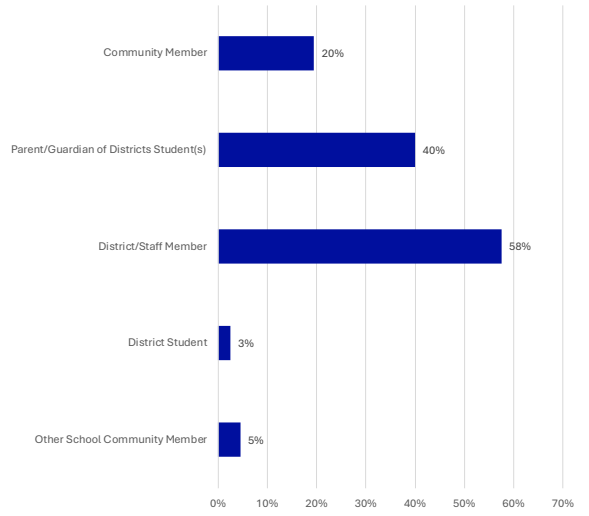
Taken together, these facilities underscore a central master planning theme for COJUSD: protect and modernize the buildings that deliver core instruction, and also preserve the community-serving sites that deliver stability, health, and opportunity beyond the school day.

8.0 Community Engagement

Community engagement for the COJUSD Facility Master Plan combined in-person and online input during February 2026 and included participation from district staff, parents/guardians, community members, and a small number of students. The engagement process was designed to gather educational partners' perspectives on facility conditions, investment priorities, program needs, equity, safety, and communication preferences. Across the responses, a clear pattern emerged: educational partners want safe, reliable, equitable, and functional school facilities, and they expect the District to prioritize foundational needs first before pursuing broader enhancement projects.

1. What describes your relationship to the school district? (check all that apply)

Response	Count	Percent
Community Member	39	20%
Parent/Guardian of Districts Student(s)	80	40%
District/Staff Member	115	58%
District Student	5	3%
Other School Community Member	9	5%
Total	200	100%



Community Participation

The District conducted a structured community engagement process in February 2026 that included in-person interactive polling sessions and a parallel online survey. Both formats used consistent materials and question sets, allowing input to be collected through multiple participation options while maintaining a unified dataset for analysis.

A total of 200 individuals responded to the relationship question. Because participants could select more than one role, the chart reflects 248 total role selections. For example, a respondent could identify as both a District staff member and a parent/guardian. Respondents included staff, parents/guardians, community members, and students, with staff and parents/guardians representing the largest participant groups. Overall, 58% of role selections identified District staff

members, 40% identified parents/guardians, 20% identified community members, and 3% identified students.

This participation profile provides strong representation from both internal and external educational partners. It gives meaningful weight to day-to-day operational perspectives from staff while also capturing family and community expectations related to school quality, safety, equity, and long-term facility needs.

Community Priorities

Overall feedback converged around several clear districtwide priorities:

1. **Safe, reliable, and functional core building systems are the highest priority.** Educational partners consistently identified building condition, system reliability, restroom adequacy, HVAC performance, and campus safety as foundational needs. Across multiple questions, building condition and safety ranked among the highest priorities and were also among the least acceptable areas for deferral. Comments about leaking classrooms, plumbing problems, restroom conditions, and uncomfortable classroom temperatures reinforced that these are not abstract concerns, but visible daily issues affecting students and staff.

2. **Equity and accessibility are expected baseline conditions.** Respondents repeatedly emphasized the importance of accessibility, inclusivity, and consistent facility standards across campuses. Educational partners expressed concern that disparities between schools can undermine confidence in district planning, even when some facilities are rated positively overall. Inclusive design, ADA access, and appropriate facilities for students with disabilities were treated as essential expectations rather than optional enhancements.

3. **Specialized program spaces matter, especially when tied to student support and workforce readiness.** Educational partners showed strong support for investment in Special Education spaces, STEM and technology infrastructure, and Career Technical Education pathways. Within CTE, Education and Health Sciences emerged as the most consistently supported pathways. These responses suggest that the community supports program expansion, but wants it sequenced after core facility stabilization and tied directly to student opportunity, workforce mobility, and instructional relevance.

4. **Transportation, site access, and daily campus experience are important quality-of-use issues.** Parking, traffic flow, and site access surfaced repeatedly in both structured responses and open-ended comments. Educational partners identified these operational conditions as highly visible concerns that shape family and staff experience every day. Improvements in these areas may have an outsized positive effect on public perception because they are practical, immediate, and easily experienced by the school community.

5. **Transparent communication will be critical to implementation success.** Respondents favored timely, direct communication through text messaging, social media, the district website, and email. Community feedback suggests that visible progress updates, clear sequencing logic, and regular outreach will be essential to maintaining trust during phased implementation. Communication was not treated as secondary; it emerged as an important factor in whether educational partners will remain confident in the District's long-term planning efforts.

KEY THEMES ROSE CONSISTENTLY ACROSS THE ENGAGEMENT PROCESS

- **Healthy and reliable learning environments:** HVAC, restroom conditions, building envelope performance, and basic repair needs were repeatedly identified as urgent concerns.
- **Safety as a core expectation:** Educational partners consistently viewed safety and security as non-negotiable and closely tied to building condition and supervision.
- **Equity across campuses and student groups:** Accessibility, inclusive design, and parity in facility quality were recurring themes throughout the survey.
- **Targeted program investment:** Support was strongest for spaces tied to Special Education, STEM, and workforce-aligned CTE pathways.
- **Practical, visible improvements matter:** Parking, traffic flow, restroom usability, and campus upkeep were cited as everyday conditions that influence educational partner confidence.

The consistency of these themes across quantitative and qualitative responses reinforces that educational partners view facilities as central to student success, staff effectiveness, and public trust. Community members are not asking the District to pursue enhancements first; they are asking for a disciplined approach that addresses safety, reliability, equity, and visible campus conditions as the foundation for long-term improvement.

How Information Is Used

Community engagement input is used to:

- Validate districtwide priorities identified through facility condition, educational adequacy, and long-range planning analyses.
- Identify equity-sensitive needs across campuses, programs, and student groups to support consistent access to safe and inclusive learning environments.

- Inform project sequencing and implementation, prioritizing near-term investments that address urgent health, safety, reliability, and accessibility needs while establishing a longer-term framework for program-aligned modernization.

- Guide communication and implementation planning so the District can maintain transparency and public confidence as projects move forward.

The full Community Engagement Report can be found in **Appendix E – Community Engagement Responses**.

9.0 Planning & Budgeting

The successful implementation of COJUSD Facility Master Plan will require a clear understanding of the economic factors that influence facility development. This section outlines the financial framework for modernizing, expanding, and improving district facilities to meet the educational needs of students and the broader community. It includes a comprehensive overview of available funding sources, project cost estimates, and a prioritized list of recommended projects.

Balancing facility needs with available resources is a critical challenge. COJUSD must navigate complex state and local funding programs, develop realistic project budgets, and strategically sequence improvements to maximize impact while maintaining fiscal responsibility. This section serves as a roadmap to align available funding with the District's highest priorities, ensuring that every dollar invested supports safe, modern, and effective learning environments.

Funding Sources for Facility Improvements

The District will require a combination of state and local funding sources to successfully implement the projects identified in this Facility Master Plan. While the District will pursue all available resources, it is important to recognize that current state funding alone is not sufficient to fully meet the District's long-term facilities needs. A thoughtful and diversified funding strategy will be essential to ensure the successful modernization, new construction, and improvement of the District's educational facilities.

STATE FUNDING OPTIONS

Districts are eligible to participate in several state programs administered by the Office of Public School Construction (OPSC) through California's School Facility Program (SFP), including:

- **Modernization Grants**: Provide up to 60% of project costs for eligible improvements to existing school facilities that meet age and use criteria.
- **New Construction Grants**: Provide up to 50% of the cost for new classrooms and facilities needed due to enrollment growth or facility deficits.
- **Financial Hardship Program**: Offers up to 100% state funding for districts that are unable to meet their local match requirement.
- **Facility Hardship Program**: Supports projects addressing critical health and safety concerns or facilities deemed inadequate for educational use.
- **Transitional Kindergarten / Kindergarten Facilities Grant Program (TK/K Program)**: Provides additional funds to support facilities for expanding TK and Kindergarten programs.

- **Special State Grant Programs**: May become available periodically to support specific facility needs, such as career technical education, energy efficiency, or climate resilience.

LOCAL FUNDING OPTIONS

To meet funding gaps and match state contributions, the District can also explore and utilize a variety of local funding sources:

- **General Obligation (GO) Bonds**: Voter-approved bonds that provide capital for major facility projects.
- **Deferred Maintenance Program**: Allocates funding for the ongoing repair and upkeep of existing facilities.
- **Routine Restricted Maintenance Account (RRMA)**: Requires districts to set aside a portion of their general fund to maintain facilities.
- **Developer Fees**: Fees collected from new residential and commercial developments to offset facility impacts from population growth.
- **Certificates of Participation (COPs) & Lease Financing**: Financing mechanisms that allow districts to fund projects without voter-approved bonds, repaid over time through annual budgets.
- **Mello-Roos Community Facilities Districts (CFDs)**: Special tax districts established to finance infrastructure, including school facilities.
- **General Fund Contributions**: Limited discretionary funds from the district's general operating budget may be allocated when feasible.

Strategic Approach to Funding

While these state and local options provide important resources, the District recognizes that the current available funding will likely not be sufficient to fully implement the FMP. The District will actively engage educational partners, including parents, staff, and community members, to develop a shared understanding of facility needs and to build support for additional local funding measures. Through careful planning, advocacy, and collaboration, COJUSD aims to secure the resources necessary to provide safe, modern, and equitable learning environments for all students.

Phasing Strategy and Assumptions (Five-Year Implementation Plan)

Phasing is the District's "how we actually pull this off" plan: a practical, fundable, and construction-realistic sequence that turns needs into deliverable projects without disrupting daily operations. Under **Proposition 2 / AB 247**, phasing is no longer just good practice, it's tightly

linked to state funding eligibility through the **School Facility Program (SFP)** and related programs, and it must be grounded in a governing board–approved five-year Facility Master Plan approach.

HOW PROPOSITION 2 / AB 247 SHAPES PHASING

To align this FMP with Prop 2 implementation expectations, the phasing framework assumes:

- **Funding readiness is part of the schedule.** Projects are sequenced not only by "need," but by the steps required to actually secure and release funds (board actions, documentation, and submittals).
- **Board action is a gating item.** SFP applications submitted on/after **October 31, 2024** require a **school board resolution acknowledging the Prop 2 master plan requirement**, and for New Construction/Modernization the master plan is expected **during application processing** prior to Board approval.
- **Life safety rises to the top.** Health and safety work, especially projects that align with Facility Hardship or Seismic Mitigation pathways, should be positioned early because these project types are treated as priority workload items and are not handled the same way as "beyond bond authority" new construction/modernization.
- **This is a rolling five-year plan.** Phasing is updated as enrollment shifts, project scopes mature, costs change, and state rules/allocations are refined through the Prop 2 implementation cycle.

PHASING PRIORITIES (WHAT MOVES A PROJECT EARLIER)

Projects advance in the sequence when they score high in the following areas:

1. **Student/staff health & safety** (life safety systems, hazardous conditions, critical security).
2. **Building system end-of-life risk** (roofs, HVAC, electrical, plumbing failures that drive closures and emergency spend).
3. **Instructional continuity** (projects that remove constraints on core instruction, student services, and equity of access).
4. **Operational disruption and constructability** (work best done in summer, break windows, or requiring decanting).
5. **Funding eligibility and packaging** (projects that can be cleanly defined, documented, and submitted for state participation).
6. **Logical bundling** (combine scopes to avoid rework; e.g., don't renovate interiors before roofing/HVAC are fixed).

Budgeting

The total estimated cost of proposed improvements across COJUSD is approximately **$112,205,104** as outlined in the following cost summary. The District has adopted a proactive and multi-faceted budgeting strategy to support these improvements, leveraging a combination of state funding programs, local contributions, and ongoing planning.

COJUSD has active applications pending through the **Office of Public School Construction (OPSC)** funding through the **State School Facilities Program (SFP)**, including the District's **Financial Hardship** eligibility. Additional funding is anticipated through the **Proposition 2 Career Technical Education Facilities Program (Prop 2 CTEFP)** and the **Universal PreK/TK Planning and Implementation Grant Program**, which has already provided significant support for new classroom construction across the District.

This comprehensive funding approach ensures that COJUSD can begin priority projects now while maintaining flexibility to adapt as additional grant opportunities and funding sources become available.

Estimated Cost Summary by Priority					
Location	**Priority 1**	**Priority 2**	**Priority 3**	**Priority 4**	**Total Direct Cost**
Cutler ES	$ 1,533,772.75	$ 1,921,961.22	$ 2,525,732.00	$ 667,500.00	$ 6,648,965.97
Golden Valley ES	$ 1,232,687.00	$ 1,763,963.60	$ 3,206,584.00	$ 75,000.00	$ 6,278,234.60
Palm ES	$ 969,146.00	$ 2,595,083.56	$ 517,716.00	$ 285,000.00	$ 4,366,945.56
El Monte MS	$ 1,090,552.75	$ 1,972,226.25	$ 361,684.00	$ 11,869,917.00	$ 15,294,380.00
Orosi HS	$ 305,856.00	$ 30,089,776.41	$ 19,808,000.00	$ 75,000.00	$ 50,278,632.41
Lovell HS	$ 643,931.00	$ 558,868.25	$ -	$ 90,000.00	$ 1,292,799.25
Family Education Center	$ 98,350.00	$ 278,904.00	$ 319,637.50	$ -	$ 696,891.50
District Office	$ 136,741.50	$ 670,404.00	$ 647,624.00	$ -	$ 1,454,769.50
Subtotal	**$ 2,275,431**	**$ 33,570,179**	**$ 21,136,946**	**$ 12,034,917**	**$ 86,311,619**
Project Soft Costs (30% of Subtotal)	**$ 682,629**	**$ 10,071,054**	**$ 6,341,084**	**$ 3,610,475**	**$ 25,893,486**
Total Estimated Project Costs	**$ 2,958,061**	**$ 43,641,233**	**$ 27,478,029**	**$ 15,645,392**	**$ 112,205,104**

Please note: The project cost estimates included in this Facility Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

Prioritization of Projects

This section summarizes the recommended approach for prioritizing facility improvement projects across the District's Project Prioritization Matrix. The intent is to sequence work so that critical health and safety needs and end-of-life building systems are addressed first, followed by modernization and program improvements that strengthen educational suitability over time. For more detail on site-specific conditions and recommended actions, refer to the site profiles and supporting appendices.

PROJECT ORGANIZATION AND PRIORITIZATION GUIDELINES

A core objective of the Facility Master Plan is to strategically organize and sequence projects in a way that supports student learning, campus safety, and long-term infrastructure sustainability. Because resources are limited and not all improvements can occur simultaneously, the District must prioritize projects based on urgency, impact, and alignment with educational goals. Projects are first grouped into **five categories** to clarify their purpose and align with districtwide priorities. These categories are color-coded throughout the Site Master Plan narratives and corresponding budget estimates to enhance clarity and ease of reference. These categories are:

- **Health & Safety:** Projects that address immediate concerns related to student and staff safety, code compliance, emergency systems, supervision, or site hazards. These items typically mitigate risk, correct unsafe conditions, or improve secure campus access.
- **Modernization:** Projects that update aging interior spaces, finishes, equipment, or layouts to current standards. These improvements enhance aesthetics, usability, and functionality but are not tied to major structural or building system failures.
- **Building Systems:** Core infrastructure projects addressing major operational systems such as HVAC, electrical, plumbing, roofing, building envelope, windows, and mechanical controls. These projects maintain or restore essential building performance.
- **Educational Adequacy:** Projects that improve how well facilities support teaching and learning, including enhancements to specialized instructional programs (science, CTE, arts), support spaces (counseling, nurse's office), or classrooms needing storage, size, or layout changes to better align with educational needs.
- **Site & Infrastructure:** Projects that improve outdoor and sitewide conditions such as parking, driveways, sidewalks, playfields, athletic facilities, drainage, landscaping, utilities, lighting, wayfinding, and fencing. These projects support campus operations, safety, and accessibility.

These categories provide a consistent framework for evaluating the scope and intent of each project, making it easier to communicate needs and align improvements with the District's vision for educational excellence.

PROJECT PRIORITIZATION

To support clear decision-making and phased implementation, each recommended project in the COJUSD Project Prioritization Matrix is assigned a priority level based on urgency, life-safety/regulatory need, risk of operational disruption, and programmatic impact. The four priority levels are summarized below, including the most common COJUSD themes reflected in the matrix. It should be noted that some projects may also be prioritized based on District need and/or preferences and may not necessarily align with the descriptions below.

Priority 1 — Health, Safety, and Critical Building Systems (Immediate / High-Risk)

Priority 1 projects address conditions most likely to impact student/staff safety, interrupt instruction, or accelerate facility deterioration if deferred. In COJUSD, this tier is heavily concentrated in life-safety systems and critical MEP reliability, with a strong emphasis on HVAC and electrical risk reduction.

Common Priority 1 themes include:

- **Fire alarm modernization/completion** to restore full coverage and reliable code-compliant operation (multiple sites).
- **Electrical main service/panel replacements** where obsolete equipment presents safety and reliability concerns (e.g., legacy panel types and aging distribution).
- **HVAC system renewal where the majority of units are beyond service life** (notably at elementary sites with very high percentages of aging units) and where failure risk creates instructional disruption.
- **Targeted critical system corrections** tied to high-risk program areas (e.g., the welding shop ceiling replacement at Orosi HS).
- **Portable-dependent infrastructure risks** that create long-term deterioration exposure (e.g., portable foundation improvements where units remain on dirt or inadequate bases).
- **Immediate health/safety facility corrections** such as replacement of aging portable restroom structures where needed.

This tier is where the District “stabilizes the portfolio”—reducing emergency repair cycles, improving indoor comfort and reliability, and addressing life-safety obligations first.

Priority 2 — Modernization and Infrastructure Integrity (Near-Term / Stabilization)

Priority 2 projects focus on system integrity and learning environment stabilization once the highest-risk items are addressed. This tier is where COJUSD extends useful life, improves operational performance, and advances modernization in a coordinated, efficient way.

Common Priority 2 themes include:

- **HVAC controls integration/centralized controls** to improve consistency, scheduling, and energy management as HVAC replacements progress.
- **Targeted HVAC renewals** in areas where equipment is aging/underperforming but may be less acute than Priority 1 failures.
- **LED lighting upgrades/conversions** as a portfolio-wide lifecycle strategy (interior/exterior).
- **Interior modernization and flooring/ceiling tile renewals** that improve durability, safety, and maintainability.
- **Building envelope and window repairs/replacement** in older wings where exterior performance and longevity are limiting factors.
- **Targeted modernization in core campus spaces** (cafeterias and libraries) where function and presentation can be improved without full replacement.
- **Targeted structural/exterior repairs** (e.g., façade crack repair) to protect building integrity and prior investments.
- **New, planned CTE Facilities** at Orosi HS to expand CTE offerings.

This tier is where the District strengthens reliability and restores consistency across spaces, often bundling work to reduce rework and maximize the value of each project window.

Priority 3 — Program Improvements and Functional Enhancements (Mid-Term)

Priority 3 projects primarily strengthen educational suitability and student experience; upgrading key program spaces, improving functionality, and addressing site items that affect daily use. These projects are often well-suited for phased implementation and alignment with future funding opportunities.

Common Priority 3 themes include:

- **Kitchen updates and food service improvements**, including equipment/interior upgrades and operational enhancements (notably where facilities serve districtwide functions).
- **Modernization of older portable interiors** where aging finishes and casework reduce learning environment consistency (e.g., older portable wings).
- **Playground fall surfacing replacements** as a recurring elementary lifecycle and safety item.
- **Secondary program-space improvements** including music/performing arts functionality, locker room renewal, and targeted support space improvements.

- **Targeted site improvements** such as driveway crack repairs, site lighting enhancements, and visitor wayfinding upgrades.

This tier is where the District starts closing program gaps and upgrading "student-facing" spaces beyond baseline system stabilization.

Priority 4 — Long-Range Improvements and Campus Experience (Later-Term / Opportunity-Driven)

Priority 4 projects improve campus usability, identity, and long-term operational effectiveness. These are valuable projects but typically less urgent than system and safety work, making them strong candidates to bundle with larger scopes or implement as future opportunities and funding allow.

Common Priority 4 themes include:

- **Administrative, counseling, and support space improvements** (privacy, workflow, storage, meeting capacity).
- **Cafeteria capacity/efficiency studies and improvements** where serving patterns (multiple lunch periods) signal functional strain.
- **Site lighting upgrades** and other campus experience enhancements that improve safety perception and after-hours usability.
- **Portable foundation corrections** where remaining long-term portable installations still present lifecycle vulnerability.
- **Family/community-serving capacity expansions** (e.g., pantry/storage expansion) that support the District's broader service role.

Taken together, the Priority 1–4 structure provides a practical sequencing roadmap for COJUSD: Stabilize life-safety and critical systems first (fire alarms, electrical, highest-risk HVAC), restore infrastructure and modernize next (controls, lighting, interiors/envelope), strengthen programs and functionality third (kitchens, specialty spaces, athletics, storage), and then refine campus experience and long-range operational improvements as opportunities arise.

Appendix A- Comprehensive Site Profiles

Appendix A provides the Site Profiles that support the Facilities Master Plan and document facility conditions, educational suitability observations, and recommended improvements at each COJUSD campus. The purpose of the Site Profiles is to translate districtwide findings into site specific information that can be used for planning, budgeting, and project development. Each profile summarizes key facility characteristics, identifies priority needs, and lists recommended projects organized by category and priority, creating a consistent reference point for decision making and for tracking implementation over time.

Facility Condition Assessments

Facility assessments were conducted at each school site using MGT's BASYS® Facility Assessment software. The assessments included:

- Building Condition which evaluates the physical condition of all building systems.
- Educational Suitability or Functionality which evaluates the ability of the facility to support and enhance educational program delivery.
- Grounds Condition which evaluates the physical condition of all site systems.
- Technology Readiness, which evaluates the level to which the building infrastructure supports information technology.

Each assessment results in a score based on a 100-point scale. Scores are interpreted as shown on the following chart.

NUMERICAL SCORE	INTERPRETATION
90 – 100	New or like new, Excellent
80 – 89	Good
70 – 79	Fair
60 – 69	Poor
Below 60	Unsatisfactory

The scoring is structured to measure the level of deficiencies as related to the total value of the building. Consequently, scores can be used to calculate the budgets required to remediate the deficiencies identified in the assessments. The BASYS® software produces a detailed report for each facility assessment which includes each deficiency identified.

BASYS Weighted Scoring

Each assessment area contributes to the overall facility score using a weighted scoring methodology. Building Condition carries the greatest weight because it reflects the physical

condition of major building systems and the level of investment required to maintain safe, reliable, and functional facilities. Educational Suitability or Functionality is also weighted heavily because it measures how well the facility supports current instructional programs and student services. Grounds Condition and Technology Readiness are weighted at lower levels but remain important contributors to the overall profile because they affect campus operations, safety, access, connectivity, and long-term usability.

The overall facility score is calculated using the following weighting:

- **Building Condition: 50%**
- **Educational Suitability or Functionality: 30%**
- **Grounds Condition: 10%**
- **Technology Readiness: 10%**

Because the overall score is weighted, it may not equal a simple arithmetic average of the individual assessment scores shown in each Site Profile. This approach allows the assessment to give greater emphasis to core building systems and educational functionality while still accounting for site conditions and technology infrastructure.

Recommended Projects and Districtwide Prioritization

The recommended improvements included within each Site Profile align with the Facilities Master Plan and the District's Project Prioritization Matrix. The matrix organizes recommended improvements across COJUSD into a single, districtwide list to support clear decision making and implementation planning. Projects are grouped by category and assigned a priority level based on factors such as health and safety risk, system reliability, code or accessibility needs, protection of building assets, and impact on teaching and learning.

Project Categories

Recommended projects are organized using the following categories:

- **Health & Safety:** Projects that address immediate concerns related to student and staff safety, code compliance, emergency systems, supervision, or site hazards. These items typically mitigate risk, correct unsafe conditions, or improve secure campus access.

- **Modernization:** Projects that update aging interior spaces, finishes, equipment, or layouts to current standards. These improvements enhance aesthetics, usability, and functionality but are not tied to major structural or building system failures.

- **Building Systems:** Core infrastructure projects addressing major operational systems such as HVAC, electrical, plumbing, roofing, building envelope, windows, and mechanical controls. These projects maintain or restore essential building performance.

- **Educational Adequacy:** Projects that improve how well facilities support teaching and learning, including enhancements to specialized instructional programs (science, CTE, arts), support spaces (counseling, nurse's office), or classrooms needing storage, size, or layout changes to better align with educational needs.

- **Site & Infrastructure:** Projects that improve outdoor and sitewide conditions such as parking, driveways, sidewalks, playfields, athletic facilities, drainage, landscaping, utilities, lighting, wayfinding, and fencing. These projects support campus operations, safety, and accessibility.

Priority Levels

Projects within each Site Profile are further organized by priority level to support implementation sequencing:

- **Priority 1 – Critical:** Addresses conditions that directly impact life safety, code compliance, or essential building operations. These items should be addressed first to maintain a safe and functional campus.

- **Priority 2 – Major Renewal:** Targets systems or components nearing the end of their useful life that require replacement or major repair. These projects help prevent future failures, extend facility longevity, and improve operational reliability.

- **Priority 3 – Program Support:** Improvements that enhance instructional programs, student services, or daily operations but are not urgent. These projects add value by improving educational delivery, comfort, and functionality.

- **Priority 4 – Enhancement:** Long-range or optional improvements that elevate campus experience, aesthetics, or convenience. These projects are beneficial but not required to maintain core building function or safety.

Together, the facility assessments, site observations, and structured prioritization framework presented in Appendix A provide an actionable basis for developing scopes, refining cost estimates, and advancing projects in alignment with District goals and available funding.

Cutler Elementary School



Address:
40532 Road 128
Cutler, CA 93615

Grades: TK - 5th

Year Constructed: 1952

Enrollment (2025-26): 600

Design Capacity: 652

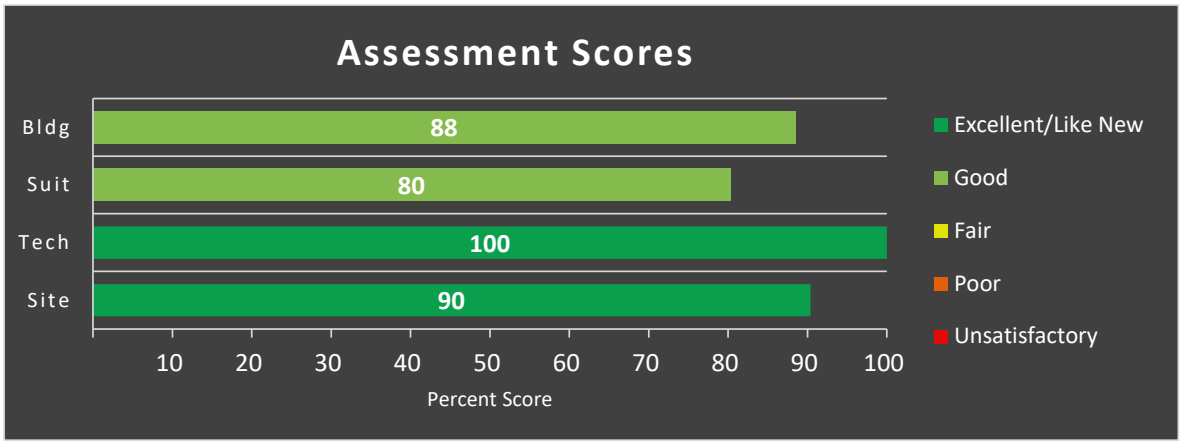
Target Capacity: 619

Total Sq. Ft.: 68,933

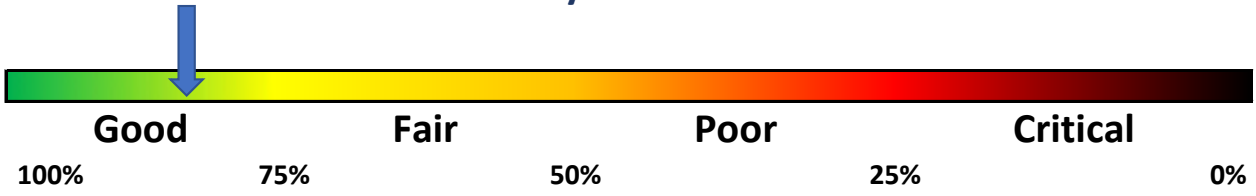
Site Acreage: 23.5

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Reports for detailed information**.



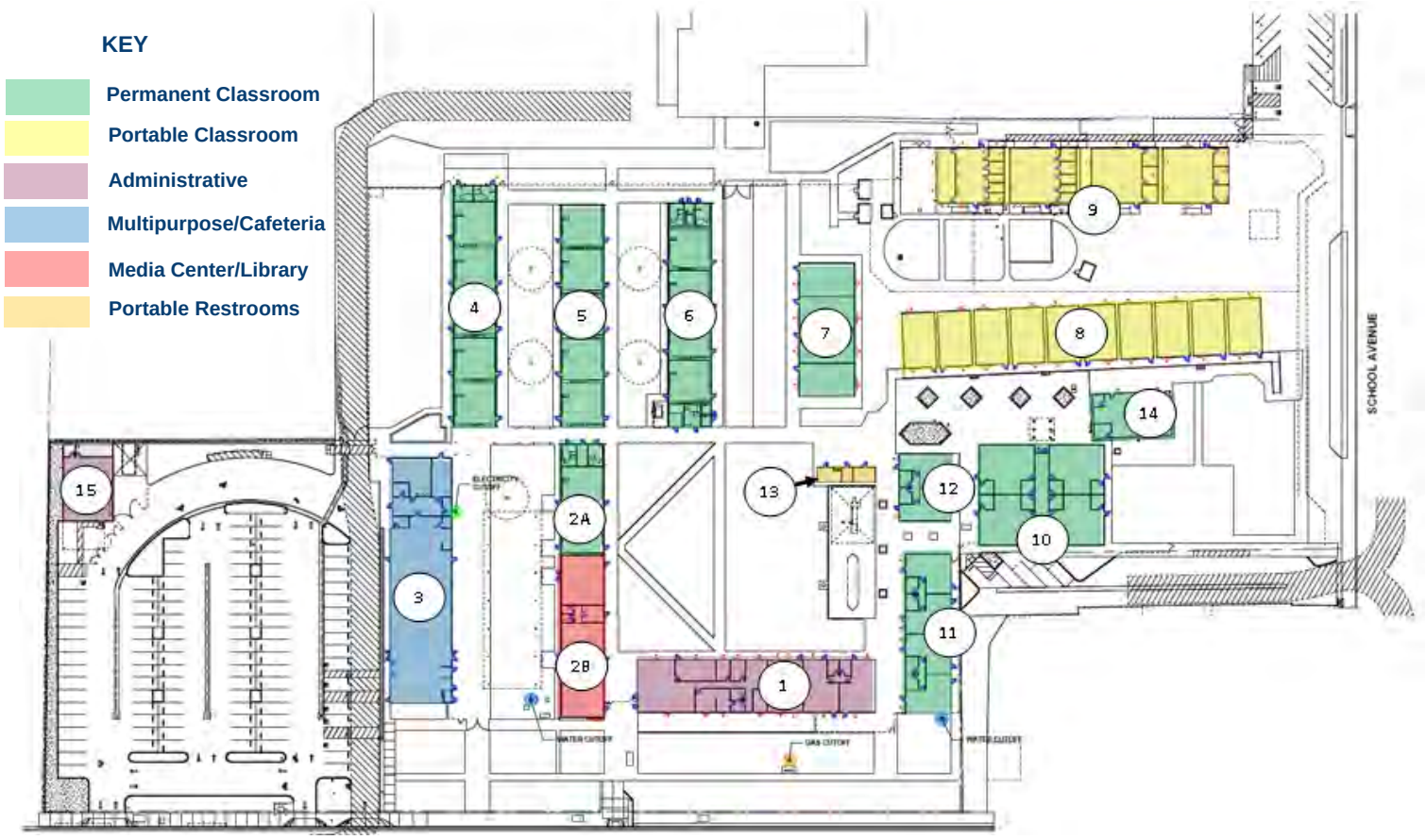
Cutler Elementary Overall Score = 83.47%



Cutler Elementary School

Building Inventory

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establish the baseline conditions needed for AB 247 modernization evaluation. **Buildings are referenced by number on the map and the corresponding inventory below.**



Cutler Elementary School Building Inventory										40+ 30-39 20-29 1-19
Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	**Admin**	Admin/Class	2,000	7532	Permanent	2	2008	18	2008	18
2A	**600s**	Library-ELOP	4,153	1691	Permanent	1	1952	74	2008	18
2B	**600s**	Classroom	2,546	1691	Permanent	2	1952	74	2023	3
3	**MPR**	MPR-Kitchen	7,158	5127	Permanent	0	1952	74	2018	8
4	**700s**	Classroom	5,160	9840	Permanent	5	1952	74	2023	3
5	**600s**	Classroom	4,800	7532	Permanent	5	1952	74	2023	3
6	**500s**	Classroom	4,800	7532	Permanent	4	1952	74	2023	3
7	**400s**	Classroom	3,840	02-106912	Permanent	4	1952	74	2023	3

Cutler Elementary School

Cutler Elementary Building Inventory

40+
30-39
20-29
1-19

Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
8	**P-300**	Classroom	960	58387	Portable	1	1998	28	1998	28
8	**P-301**	Classroom	960	58387	Portable	1	1997	29	1997	29
8	**P-302**	Classroom	960	45606	Portable	1	1997	29	1997	29
8	**P-303**	Classroom	960	45762	Portable	1	1997	29	1997	29
8	**P-304**	Classroom	960	45762	Portable	1	1997	29	1997	29
8	**P-305**	Classroom	960	45762	Portable	1	1997	29	1997	29
8	**P-306**	Classroom	960	45762	Portable	1	1997	29	1997	29
8	**P-307**	Classroom	960	45762	Portable	1	1997	29	1997	29
8	**P-308**	Classroom	960	45762	Portable	1	1997	29	1997	29
8	**P-309**	Classroom	960	45762	Portable	1	1997	29	1997	29
9	**P-29**	Classroom	1,920	02-116702	Portable	1	2018	8	2018	8
9	**P-30**	Classroom	1,920	02-116702	Portable	1	2018	8	2018	8
9	**P-31**	Classroom	1,920	02-104178	Portable	1	2002	24	2002	24
9	**P-32**	Classroom	1,920	02-104178	Portable	1	2002	24	2002	24
10	**200s**	Kinder	6,380	02-118467	Permanent	4	2022	4	2022	4
11	**100s**	Classroom	4,720	02-106912	Permanent	4	2008	18	2008	18
12	**100s**	Classroom	2,360	02-109271	Permanent	2	2008	18	2008	18
13	**RR Bldg**	Restrooms	504	02-106912	Permanent	0	2008	18	2008	18
14	**SpEd**	Special Ed.	1,732	62387	Permanent	1	2008	18	2008	18
15	**Maintenance**	Maintenance	1,500	02-119098	Permanent	0	2021	5	2021	5
		Total Sq Ft	**68,933**	**Total Classrooms**		**48**	**Average Age**	**35**		

Standalone Gym	**No**	**MPR/Cafeteria**	**Yes**	**Library**	**Yes**

Capacity, Utilization & Enrollment Projections

Cutler Elementary School's enrollment and capacity profile shows that, based on resident students alone, the campus is operating below its target capacity, with a resident utilization rate of 88.53%. **However, when Resident and Inter-District Transfers are considered (Total Enrollment), the utilization rises to 96.87%**, indicating the school is functioning much closer to full use. This difference reflects the impact of student movement patterns, including a 14.1% resident out-transfer rate and a 21.2% open enrollment rate.

Attendance Area	Grade Range	School Capacity	Target Capacity	Total Certified Enrollment*		Resident Students**	Resident Student Transfers**			Inter-District Transfers**	Total Open Enrollment Rate	Total Resident Student Enrollment**	
				Students	Utilization	Students	In	Out	Out Rate	In		Students	Variance***
Cutler ES	**TK-5**	652	619	**600**	**96.87%**	**548**	92	77	**14.1%**	35	**21.2%**	598	**(2)**

*CALPADS certified enrollment for 2025/26 school year (as of May 1, 2026)
**Enrollment data available as of October 2, 2025, which was the 2025–26 Census Day for California public school enrollment reporting. At that time, the enrollment data had not yet completed the state's certification and publication process.
***Variance between enrollment data as of October 2, 2025 and CALPADS certified enrollment as of May 1, 2026.

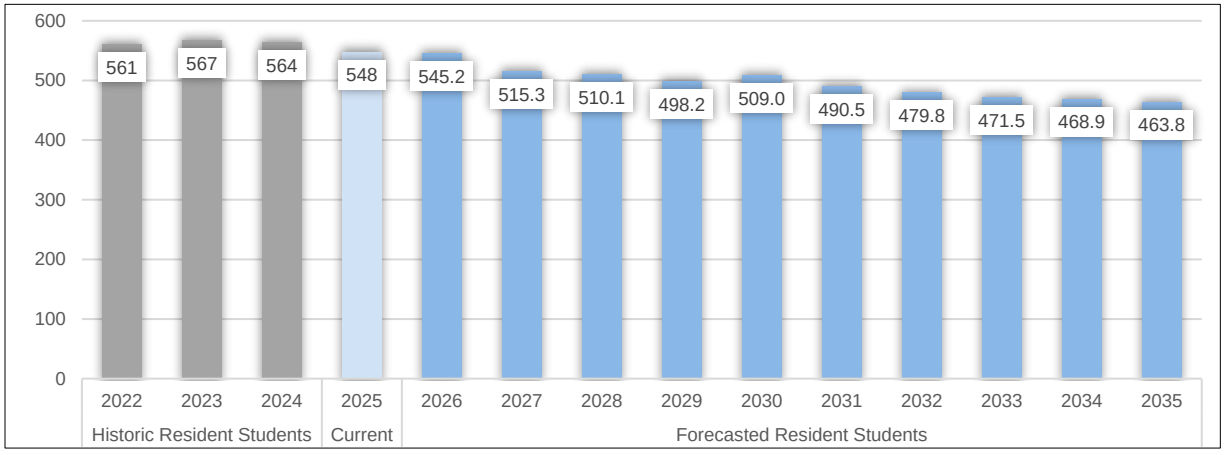
Cutler Elementary School

Enrollment Projections 2025-2035

Enrollment at Cutler Elementary School has remained relatively stable over the past three years, with 567 resident students in 2023 and 564 in 2024. Forecasts indicate a gradual decline beginning in 2026, stabilizing near 464 students by 2035, or approximately 75% of the school's 619-student target capacity (not including transfers). This trend suggests a modest long-term decrease in resident student population, allowing the district to focus future investments on modernization and programmatic improvements rather than expansion of capacity. **For more detailed information, please see Appendix D- Cutler-Orosi Joint Unified School District Student Forecast SY 2025-2026.**

Cutler ES														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	39	48	51	52	49.6	45.5	47.2	46.3	46.3	45.8	45.6	45.2	44.9	44.9
K	86	74	64	88	80.2	76.5	70.2	72.7	71.5	70.2	69.6	68.6	68.0	67.6
1	105	81	85	62	89.8	81.8	78.0	71.6	74.1	72.9	71.6	71.0	70.0	69.4
2	85	102	81	84	61.4	88.9	81.0	77.2	70.9	73.4	72.2	70.9	70.3	69.3
3	91	87	104	78	84.0	61.4	88.9	81.0	77.2	70.9	73.4	72.2	70.9	70.3
4	77	91	87	102	77.2	83.2	60.8	88.0	80.1	76.4	70.2	72.7	71.4	70.2
5	78	84	92	82	103.0	78.0	84.0	61.4	88.9	80.9	77.2	70.9	73.4	72.1
TK-5	**561**	**567**	**564**	**548**	**545.2**	**515.3**	**510.1**	**498.2**	**509.0**	**490.5**	**479.8**	**471.5**	**468.9**	**463.8**

Annual Change	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
	6.0	-3.0	-16.0	-2.8	-29.9	-5.2	-11.9	10.8	-18.5	-10.7	-8.3	-2.6	-5.1
	1.1%	-0.5%	-2.8%	-0.5%	-5.5%	-1.0%	-2.3%	2.2%	-3.6%	-2.2%	-1.7%	-0.6%	-1.1%



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix F- BASYS Scoring Reports.**

The BASYS assessment for Cutler Elementary shows a generally well-maintained campus with several modernized buildings, strong technology performance, and newly constructed TK–Kinder modular classrooms. However, certain systems, particularly cafeteria and library components, aging portables, and key mechanical/electrical infrastructure, display wear, partial modernization, or end-of-life characteristics that warrant attention. The following summarizes all BASYS-identified deficiencies across the four major assessment categories.

Building Condition (Score: 80.75%)

Structural & Envelope

- Portable Classrooms 29 & 30 remain on dirt foundations, increasing risk for wood rot, moisture deterioration, and long-term instability.
- Exterior windows at the cafeteria and library are aging and require replacement to improve performance and appearance.
- Ceiling tiles in the cafeteria are older, and library ceilings have minor damage, indicating the need for replacement during modernization efforts.

Mechanical / Electrical / HVAC

- The main electrical panel contains older breakers that should be replaced as part of the electrical modernization scope.
- Cafeteria retains a Federal Pacific panel, a known obsolete and high-risk electrical component requiring replacement.
- 53% of HVAC units campus-wide are past their useful life or scheduled for replacement, indicating widespread aging of mechanical systems.
- HVAC controls are outdated and require upgrade to a centralized Pelican control system (currently no unified controls).
- Lighting systems are rated Poor, with LED upgrades needed throughout the campus.

Fire/Life Safety

- Fire alarm system is only 50% modernized; the remaining components are outdated and require replacement to achieve full compliance and consistency.

Cutler Elementary School

Educational Suitability (Score: 81.84%)

General Classrooms & Learning Environment

- No major deficiencies in general classrooms, but storage and fixed equipment vary by building and age.

Kindergarten & ECE

- New modular TK and Kindergarten classrooms perform well with no deficiencies.

Instructional Resource & Specialty Areas

- Science, Music, Art, and Performing Arts programs are functioning appropriately; no significant suitability issues reported.

Cafeteria & Food Service

- Cafeteria requires five lunch periods to serve the full student population, indicating limited size and functional inefficiency.
- Although scored "Good," the cafeteria and kitchen have not been modernized, and limitations in equipment, workflow, and layout affect daily operations.

Administration & Support Spaces

- No suitability deficiencies were identified in Administration, Counseling, Nurse's Office, or Staff Lounge areas.

Safety & Security

- Buzzer-controlled secure entry is in place and functioning appropriately.
- No additional security suitability issues were identified.

Grounds (Score: 85.46%)

Paved Surfaces

- Main driveway in parking area has large cracks in sections that have not been repaved, indicating deterioration and need for resurfacing.

Playgrounds & Play Courts

- Play courts and playground surfaces show no deficiencies.
- Playground equipment is in good condition, with no major repair needs noted.

Landscaping & Utilities

- Irrigation, lawns, playfields, site lighting, and utility systems all perform well with no identified deficiencies.

Technology Readiness (Score: 100.00%)

The BASYS assessment identifies **no deficiencies** in Cutler Elementary's technology readiness. All systems—cooling, IT environment, electrical power, equity of access, connectivity, alerting systems, LAN/WAN performance, video and voice distribution, staff technology, and classroom audio—scored at the highest level.

Site Master Plan Details

Cutler Elementary's facilities are in generally good structural condition but require targeted modernization of aging systems and select support spaces. Under previous local bond Measure E, classroom wings B, C, D, and E underwent comprehensive modernization that included upgraded electrical systems, insulation, windows, doors, and interior finishes (DSA #02-120423). A new Pre-K/TK/Kindergarten wing was also constructed under DSA #02-118467.

However, the cafeteria and library were not included in prior modernization efforts and now represent the largest remaining facility deficiencies. The kitchen, which supports districtwide meal production, is undersized for its operational load and lacks efficient workflow and modern equipment.

Building system improvements will focus on mechanical, electrical, and life safety upgrades. Many HVAC units across the campus are past their anticipated lifecycle, and the modernization plan will address this through systematic replacement and the integration of a unified control system to improve indoor comfort and operational consistency. Electrical upgrades will address aging infrastructure, including the replacement of obsolete breakers in the main panel and the Federal Pacific panel in the cafeteria, both of which limit safety and system reliability. Lighting improvements will focus on converting aging fixtures to LED to enhance energy efficiency and reduce long-term maintenance demands.

Portable classrooms with dirt-foundation conditions will be upgraded to appropriate foundations to prevent wood deterioration and extend the lifespan of these instructional spaces (RM 29, 30). Replacement of aging windows in the cafeteria and library will improve energy performance and

indoor environmental quality. Interior ceiling tiles in these same buildings will be renewed as part of broader modernization activities.

Cafeteria and food service operations present a key area of focus. Although functional, the cafeteria currently requires five lunch periods to serve the student population, indicating capacity limitations that impact scheduling and campus operations. Modernization efforts will include evaluating the size, layout, and equipment needs of the cafeteria and kitchen to improve efficiency, enhance workflow, and support districtwide food service operations.

Although technology systems are performing at a high level with no deficiencies identified, the modernization plan will ensure that ongoing construction and systems upgrades maintain compatibility with existing infrastructure and continue to support instructional technology integration across campus.

Cutler Elementary School

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the **introduction page in Appendix A, Comprehensive Site Profiles and Section 9.0 – Planning and Budgeting**.

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Health & Safety	**Fire Alarm Modernization**	Replace outdated portions of the fire alarm system to ensure full campus coverage and compliance with current codes.	Priority 1
Health & Safety	**Electrical Panel Replacement**	Replace Federal Pacific electrical panel and main service breakers with updated, compliant equipment.	Priority 1
Building Systems	**Centralized Controls Upgrade**	Install Pelican building controls to unify HVAC management across all buildings.	Priority 1
Building Systems	**HVAC Unit Replacement**	Replace approximately 53% of HVAC units that are past their useful life with high-efficiency models.	Priority 2
Modernization	**Cafeteria Modernization**	Renovate and expand cafeteria to accommodate student enrollment and improve food service efficiency.	Priority 2
Modernization	**Library Modernization**	Replace damaged ceiling tiles, upgrade finishes, and improve lighting, doors and windows for comfort and accessibility.	Priority 2
Building Systems	**LED Lighting Upgrades**	Replace outdated interior and exterior lighting with energy-efficient LED fixtures.	Priority 3
Educational Adequacy Improvements	**Kitchen Updates**	Modernize and expand baking kitchen	Priority 3

Cutler Elementary School

Project Prioritization Matrix-Continued

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Educational Adequacy Improvements	**Classroom Modernization**	Reconfigure selected classrooms for flexible learning, STEM integration, and modern instructional design.	**Priority 4**
Educational Adequacy Improvements	**Administration and Counseling Upgrades**	Modernize administrative and counseling offices to improve privacy, comfort, and staff workflow.	**Priority 4**
Site & Infrastructure	**Portable Classroom Foundation Upgrades**	Replace or retrofit Portables 29 and 30 currently resting on dirt foundations to prevent wood rot and structural deterioration.	**Priority 4**

Cutler Elementary School

Site Budgetary Cost Estimate

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY					**$**	**1,171,874.50**
Priority 1	Electrical replacement-Specific Bldgs	SF	34,467	$ 27.00	$	930,609.00
Priority 1	Fire alarm replacement	1	34,467	$ 7.00	$	241,265.50
MODERNIZATION					**$**	**1,015,523.22**
Priority 2	Floor coverings-Library & Café	SF	11,311	$ 14.50	$	164,009.50
Priority 2	Interior painting- Library & Café	SF	11,311	$ 4.50	$	50,899.50
Priority 2	Ceiling tile/grid replacement - Library and Café	SF	11,311	$ 13.77	$	155,752.47
Priority 2	Casework replacement- Library	Allowance	1	$ 75,000.00	$	75,000.00
Priority 2	Window replacement- Library and Café	SF	11,311	$ 28.00	$	316,708.00
Priority 2	Exterior doors-Hollow metal	EA	22	$ 9,145.00	$	201,190.00
Priority 2	Exterior repairs and painting	SF	13,857	$ 3.75	$	51,963.75
BUILDING SYSTEMS					**$**	**1,268,336.25**
Priority 2	HVAC Replacement	EA	39	$ 23,242.00	$	906,438.00
Priority 1	HVAC Controls	SF	68,933	$ 5.25	$	361,898.25
EDUCATIONAL ADEQUACY IMPROVEMENTS					**$**	**2,857,500.00**
Priority 4	STEAM Room Improvements	SF	1,500	$ 230.00	$	345,000.00
Priority 4	Administration updates	SF	1,500	$ 175.00	$	262,500.00
Priority 3	Kitchen updates and modernization	SF	3,000	$ 750.00	$	2,250,000.00
SITE AND INFRASTRUCTURE IMPROVEMENTS					**$**	**335,732.00**
Priority 4	Concrete foundations for portables	EA	2	$ 30,000.00	$	60,000.00
Priority 3	LED interior updates	SF	68,933	$ 4.00	$	275,732.00
SUBTOTAL					**$**	**6,648,965.97**
PROJECT SOFT COSTS (30%)					**$**	**1,994,689.79**
TOTAL ESTIMATED PROJECT COST					**$**	**8,643,655.76**
COST ESCALATION- YEAR 1 (5%)					**$**	**9,075,838.55**
COST ESCALATION- YEAR 2 (5%)					**$**	**9,529,630.48**
COST ESCALATION- YEAR 3 (5%)					**$**	**10,006,112.00**

Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

Golden Valley Elementary School



Address:
41465 Road 127
Orosi, CA 93647

Grades: TK - 5th

Year Constructed: 1956

Enrollment (2025-26): 581

Design Capacity: 684

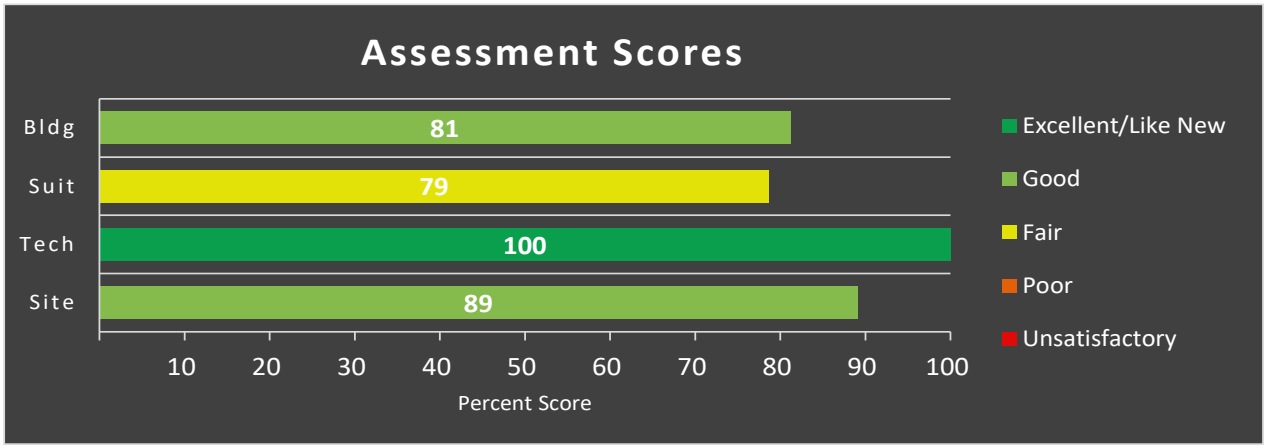
Target Capacity: 650

Total Sq. Ft.: 61,972

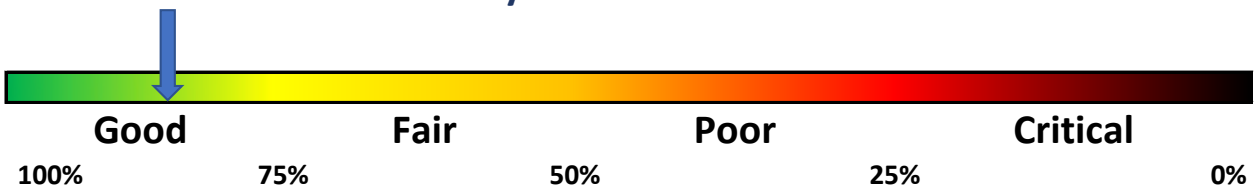
Site Acreage: 22.52

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Reports for detailed information.**



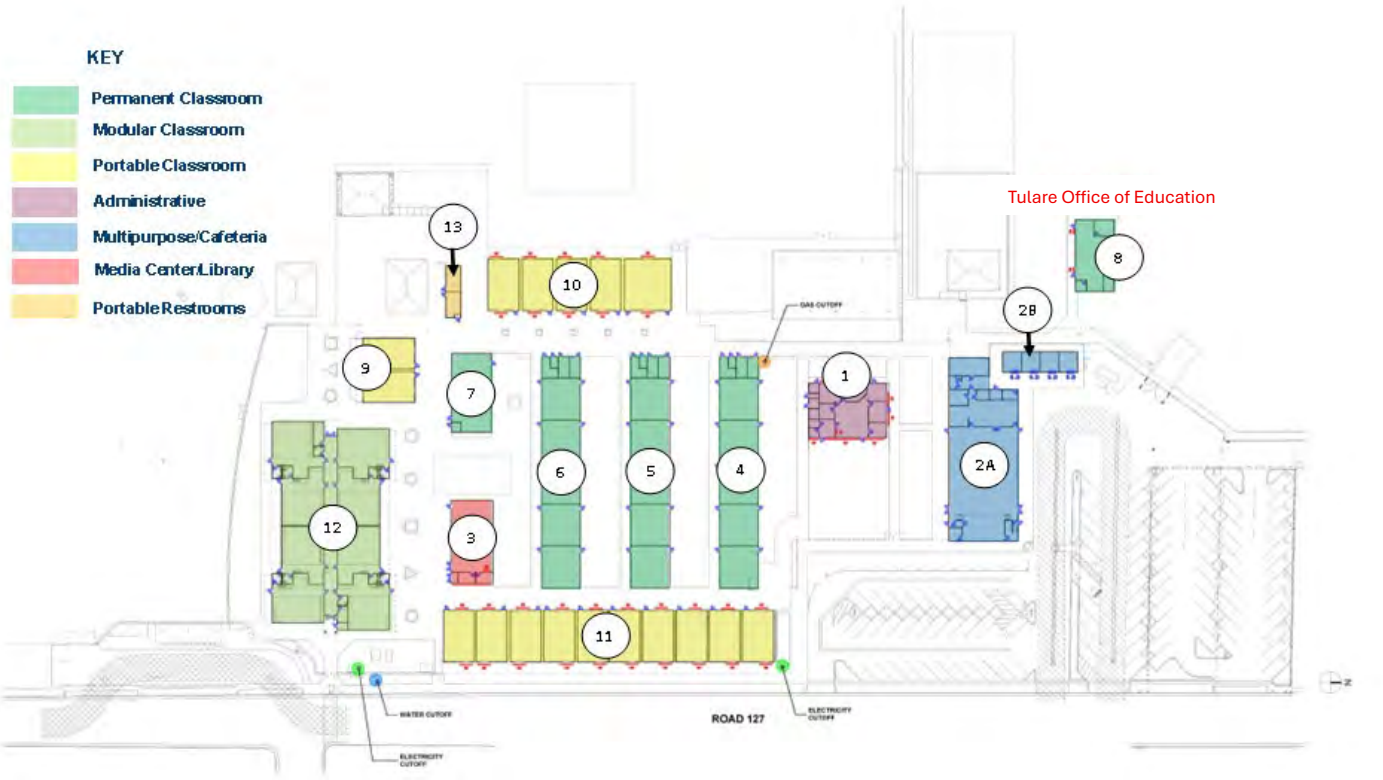
Golden Valley ES Overall Score = 83.13%



Golden Valley Elementary School

Building Inventory Reference Map

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establish the baseline conditions needed for AB 247 modernization evaluation. **Buildings are referenced by number on the map and the corresponding inventory below.**



Golden Valley Elementary Building Inventory										40+ 30-39 20-29 1-19
Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	**Admin**	Admin	2,520	12602	Permanent	0	1956	70	1987	39
2A	**MPR**	MPR-Kitchen	5,322	12602	Permanent	0	1956	70	1987	39
2B	**Food Storage**	Food Storage	1,500	N/A	Permanent	0	1987	39	1987	39
3	**Library**	Library	2,048	41181	Permanent	0	1973	53	1987	39
4	**RM 101-105**	Classroom	5,664	12602	Permanent	5	1956	70	2022	4
5	**RM 201-205**	Classroom	5,664	6524	Permanent	5	1956	70	2022	4
6	**RM 301-305**	Classroom	5,664	6524	Permanent	5	1956	70	2022	4
7	**RM 401-402**	Classroom	1,920	13816	Permanent	2	1956	70	2022	4
8	**Tulare Co**	Office of SpEd	1,732	02-104540	Permanent	1	2004	22	2004	22

Golden Valley Elementary School

Golden Valley Elementary Building Inventory										40+ 30-39 20-29 1-19
Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
9	**P-501**	Classroom	960	65839	Portable	1	1998	28	1998	28
9	**P-502**	Classroom	960	65839	Portable	1	1998	28	1998	28
10	**P-601**	Classroom	960	02-109434	Portable	1	2008	18	2008	18
10	**P-602**	Classroom	960	02-109434	Portable	1	2008	18	2008	18
10	**P-603**	Classroom	960	02-109434	Portable	1	2008	18	2008	18
10	**P-604**	Classroom	960	02-109434	Portable	1	2008	18	2008	18
10	**P-605**	Staff Lounge	1,440	02-109434	Portable	0	2008	18	2008	18
11	**P-701**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
11	**P-702**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
11	**P-703**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
11	**P-704**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
11	**P-705**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
11	**P-706**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
11	**P-707**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
11	**P-708**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
11	**P-709**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
11	**P-710**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
12	**RM 503-510**	Kinder	12,658	02-118161	Modular	8	2021	5	2021	5
13	**RR Bldg**	Restrooms	480	02-103266	Portable	0	2006	20	2006	20
		Total Sq Ft	**61,972**	**Total Classrooms**		**42**	**Average Age**	**31**		
		Standalone Gym	**No**	**MPR/Cafeteria**		**Yes**	**Library**	**Yes**		

Capacity, Utilization & Enrollment Projections

Golden Valley Elementary School's enrollment and capacity profile shows that, based on resident students alone, the campus is operating below its target capacity, with a resident utilization rate of 82.33%. However, when **Resident and Inter-District Transfers are considered (Total Enrollment), utilization rises to 89.41%**, indicating the school is serving more students than the resident count alone would suggest. This difference reflects the impact of student movement patterns, including a 20.7% resident out-transfer rate and a 27.4% open enrollment rate.

Attendance Area	Grade Range	School Capacity	Target Capacity	Total Certified Enrollment*		Resident Students**	Resident Student Transfers**			Inter-District Transfers**	Total Open Enrollment Rate	Total Resident Student Enrollment**	
				Students	Utilization	Students	In	Out	Out Rate	In		Students	Variance***
Golden Valley ES	**TK-5**	684	650	**581**	**89.41%**	**535**	134	111	**20.7%**	25	**27.4%**	583	**2**

*CALPADS certified enrollment for 2025/26 school year (as of May 1, 2026)
**Enrollment data available as of October 2, 2025, which was the 2025–26 Census Day for California public school enrollment reporting. At that time, the enrollment data had not yet completed the state's certification and publication process.
***Variance between enrollment data as of October 2, 2025 and CALPADS certified enrollment as of May 1, 2026.

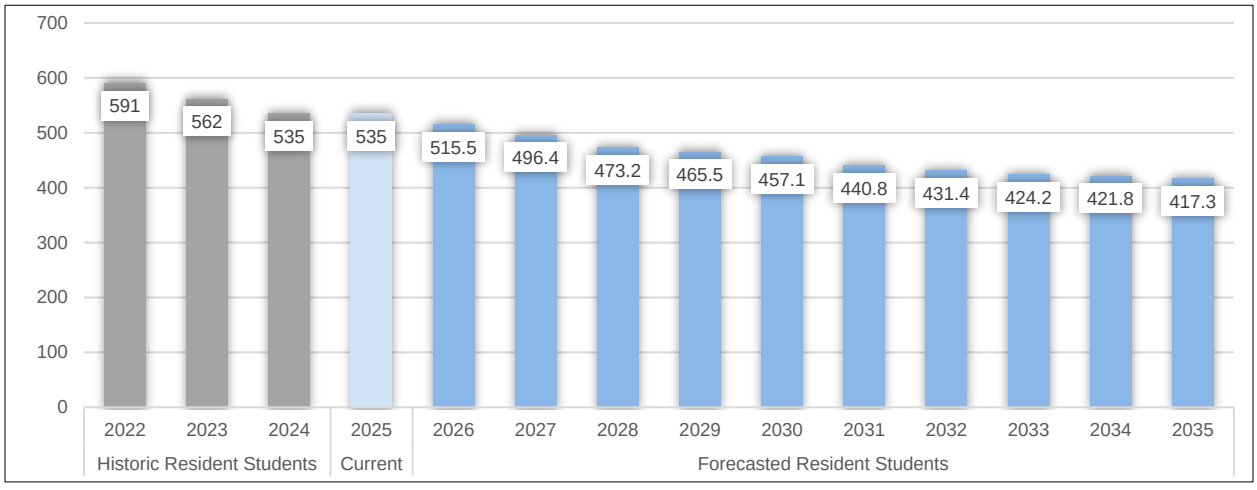
Golden Valley Elementary School

Enrollment Projections 2025-2035

Resident enrollment is projected to remain at 535 students in 2025, then decline steadily to approximately 417 students by 2035. This trend reduces projected resident student utilization from 82% in 2025 to about 64% by 2035, suggesting increasing capacity relief over time and supporting a planning focus on modernization, program improvements, and building system renewal rather than additional permanent capacity. **For more detailed information, please see Appendix D- Cutler-Orosi Joint Unified School District Student Forecast SY 2025-2026.**

Golden Valley ES														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	44	36	52	48	45.7	42.0	43.5	42.8	42.8	42.3	42.1	41.7	41.5	41.5
K	87	79	75	84	76.5	73.0	67.0	69.4	68.2	67.0	66.4	65.5	64.9	64.5
1	87	93	72	76	83.2	75.8	72.3	66.4	68.7	67.5	66.4	65.8	64.9	64.3
2	86	86	85	73	73.0	79.8	72.7	69.4	63.7	65.9	64.8	63.7	63.1	62.3
3	92	86	81	87	71.5	71.5	78.2	71.3	68.0	62.4	64.6	63.5	62.4	61.9
4	85	96	83	82	86.1	70.8	70.8	77.5	70.6	67.3	61.8	64.0	62.9	61.8
5	110	86	87	85	79.5	83.5	68.7	68.7	75.1	68.4	65.3	60.0	62.1	61.0
TK-5	**591**	**562**	**535**	**535**	**515.5**	**496.4**	**473.2**	**465.5**	**457.1**	**440.8**	**431.4**	**424.2**	**421.8**	**417.3**

Annual Change	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
	-29.0	-27.0	0.0	-19.5	-19.1	-23.2	-7.7	-8.4	-16.3	-9.4	-7.2	-2.4	-4.5
	-4.9%	-4.8%	0.0%	-3.6%	-3.7%	-4.7%	-1.6%	-1.8%	-3.6%	-2.1%	-1.7%	-0.6%	-1.1%



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix F - BASYS Scoring Reports.**

The BASYS assessment for Golden Valley Elementary reveals a campus with strong performance in its core instructional spaces and newly constructed TK and Kindergarten facilities, but with several critical deficiencies in aging buildings, portable structures, HVAC systems, and library and food service support areas. While many building components perform well, portions of the campus reflect outdated infrastructure, undersized or unsuitable program spaces, and areas where modernization is required to meet current operational and educational needs.

Building Condition (Score: 81.21%)

Structural & Envelope

- Library building (older metal structure moved from the middle school) is past its useful life, with a poor structural score.
- Cafeteria ceiling shows signs of age, though still functional.
- All other permanent structures are generally in good condition.

Interior Finishes

- Stage wood flooring is in poor condition, showing deep scratches and damage requiring full sanding and refinishing.
- Roll carpeting in classrooms and offices is worn and detached from the subfloor, creating trip hazards.
- VCT flooring shows minor peeling and wear in some classroom areas.
- Interior walls in permanent buildings show soiling or wear in some areas.

Ceilings

- While most ceilings are in good condition, cafeteria ceiling tiles show aging.
- Ceiling conditions in some program spaces reflect older materials in need of modernization.

Casework

- Classroom casework shows significant wear, scratching, and aging, indicating need for refinishing or replacement.

Mechanical / HVAC

- Approximately 77% of HVAC units are past their useful life, many exceeding 30 years of service.
- HVAC distribution systems likewise reflect age-related performance decline.
- Controls require modernization, as current systems do not meet contemporary operational expectations.

Electrical

- Main service and distribution equipment are in good condition, with no noted deficiencies.

Fire/Life Safety

- Fire alarm system needs full replacement, as current operation and connectivity components are outdated.

Educational Suitability (Score: 78.70%)

General Classrooms

- No significant suitability deficiencies reported; classrooms generally meet space, storage, and location needs.

Kindergarten & ECE

- Newly constructed modular TK and Kindergarten buildings perform at an excellent standard with no deficiencies.

Self-Contained Special Education

- No dedicated SPED instructional space is identified, resulting in non-applicable scoring—indicating a potential gap in purpose-built facilities.

Instructional Resource Rooms

- Function appropriately; no deficiencies noted.

Science

- STEM program operates in adequate space with no deficiencies.

Music

- Music room is undersized to meet the needs of the program, although environment and location are acceptable.

Art

- Art program is elective and delivered within general classroom spaces; no dedicated art room exists.

Media Center (Library)

- Library is located in a converted C-Container structure with no windows, creating an unsatisfactory environment.
- Library is too small, inadequately sized to support the program.
- Storage is insufficient for books, equipment, and instructional materials.
- Location is acceptable but functionally limited by size and building type.

Nurse's Office

- The Nurse's Office is too small and lacks appropriate separation between cot area and seating.
- Storage is inadequate, and the student restroom is being used for overflow storage, limiting functionality.

Food Service

- Kitchen requires additional space for cooking and meal prep.
- Storage is limited.
- Equipment layout is constrained by an old, broken oven occupying space.
- Electrical outlets are insufficient for operational needs.

Cafeteria

- Although scored "Good," cafeteria requires **seven lunch periods** (one per grade), indicating capacity limitations.

Grounds Condition (Score: 89.10%)

Paved Surfaces

- Parking lots, driveways, sidewalks, and play courts are in good condition.
- No major cracking or hazards noted.

Playgrounds

- Playground fall surfaces are worn and require replacement.
- Equipment is in good condition.

Site Lighting

- Lighting is generally sufficient but needs updates to improve consistency and support after-hours safety.

Landscaping & Utilities

- Lawns, playfields, irrigation, water service, wastewater systems, and storm sewer infrastructure function well with no deficiencies identified.



Technology Readiness (Score: 100%)

Golden Valley Elementary demonstrates full technology readiness, with no deficiencies across all measured categories. All systems, including power, connectivity, alerting, video/voice distribution, and instructional technology, are modern, functional, and supportive of current educational programming.

Site Master Plan

The modernization plan for Golden Valley Elementary focuses on improving aging building systems, upgrading instructional support spaces, and addressing programmatic and operational limitations identified throughout the campus. While many core instructional areas are functioning well, including recently constructed modular TK and Kindergarten classrooms, other buildings and systems have reached the end of their useful life or no longer meet the needs of current educational programming.

A significant part of the modernization effort will address mechanical systems across the campus. A large percentage of HVAC units are over 30 years old and have exceeded their expected service life. Renewing these systems and updating associated controls will enhance indoor comfort, energy efficiency, and long-term reliability. Lighting improvements will include completing the transition to LED fixtures to support better visibility and reduce maintenance demands.

Structural and interior improvements will focus on the older buildings and the repurposed metal Library structure, which is past its useful life. The modernization plan will evaluate options to replace or repurpose this building and create a more suitable, well-sized library space that supports circulation, storage needs, and the school's instructional program. Classroom interiors in older portables should receive finish upgrades, including replacement of worn carpet, refinishing of casework, as well as renewal of wood flooring on the multipurpose room stage.

Food service operations will receive targeted improvements to support more efficient meal preparation and delivery. Enhancements will include evaluating kitchen layout to address storage and equipment limitations, replacing outdated equipment, and ensuring adequate electrical capacity for modern appliances. The cafeteria will also be reviewed to improve student flow and overall usability, given the current need for seven separate lunch periods.

Together, these improvements will strengthen the campus's instructional and operational capacity by renewing aging systems, supporting program needs, and enhancing the everyday school experience for students and staff. The modernization plan for Golden Valley Elementary is designed to help the campus remain functional, safe, and aligned with long-term educational goals.

Golden Valley Elementary School

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the **introduction page in Appendix A, Comprehensive Site Profiles and Section 9.0 – Planning and Budgeting**.

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Building Systems	**HVAC Controls Upgrade**	Modernize outdated controls to ensure consistent, efficient operation.	Priority 1
Health & Safety	**Fire Alarm System Replacement**	Replace outdated fire alarm system (operation + connectivity). Last modernized in 2008 (DSA #02-109591)	Priority 1
Health & Safety	**Replace Portable Restrooms**	Replace aging portable restroom building	Priority 1
Building Systems	**HVAC System Renewal**	Replace HVAC units past useful life (77% of campus units, many >30 yrs).	Priority 2
Educational Adequacy Improvements	**Library Building Replacement / Repurposing**	Evaluate replacement or major renovation of the structurally obsolete metal library building to provide an appropriately sized, functional library/media space.	Priority 2
Modernization	**Interior Modernization-Older Portables (600 Wing)**	Replace worn carpet, repair damaged VCT where needed. Refinish or replace worn casework and update dated wall and ceiling finishes where needed.	Priority 2
Educational Adequacy Improvements	**Kitchen Updates**	Modernize kitchen interiors and equipment as needed (Central Kitchen for district located here)	Priority 3

Golden Valley Elementary School

Project Prioritization Matrix-Continued

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Modernization	**MPR Improvements**	Replace aging cafeteria ceiling tiles and dated ceiling finishes in select areas. Refinish wood stage flooring.	Priority 3
Site & Infrastructure	**Lighting Modernization**	Replace aging lighting systems with LED upgrades.	Priority 3
Educational Adequacy Improvements	**Cafeteria Efficiency Improvements**	Evaluate cafeteria operations and capacity constraints associated with seven lunch periods. Scope and cost to be determined following operational/programming review.	**Priority 4**
Site & Infrastructure	**Site Lighting Improvements**	Improve lighting levels between buildings and across playground areas.	**Priority 4**

Golden Valley Elementary School

Site Budgetary Cost Estimate

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES					
HEALTH AND SAFETY						**$**	**908,804.00**
Priority 1	Fire alarm replacement	1	61,972	$	7.00	$	433,804.00
Priority 1	Portable restroom replacement	Allowance	1	$	475,000.00	$	475,000.00
MODERNIZATION						**$**	**207,525.60**
Priority 2	Floor coverings- 600 Wing portables	SF	5,280	$	14.50	$	76,560.00
Priority 2	Interior painting- 600 Wing portables	SF	5,280	$	4.50	$	23,760.00
Priority 2	Ceiling tile/grid replacement - 600 Wing portables	SF	5,280	$	13.77	$	72,705.60
Priority 2	Casework replacement-600 Wing portables	Allowance	1	$	34,500.00	$	34,500.00
BUILDING SYSTEMS						**$**	**1,230,321.00**
Priority 2	HVAC Replacement	EA	39	$	23,242.00	$	906,438.00
Priority 1	HVAC Controls	SF	61,692	$	5.25	$	323,883.00
EDUCATIONAL ADEQUACY IMPROVEMENTS						**$**	**3,494,900.00**
Priority 2	New Library-Portable (includes demo)	Allowance	1	$	650,000.00	$	650,000.00
Priority 3	MPR Modernization (includes stage & equipment)	SF	3,822	$	450.00	$	1,719,900.00
Priority 3	Kitchen Updates and modernization	SF	1,500	$	750.00	$	1,125,000.00
SITE AND INFRASTRUCTURE IMPROVEMENTS						**$**	**436,684.00**
Priority 3	LED interior updates	SF	90,421	$	4.00	$	361,684.00
Priority 4	Lighting Improvements	Allowance	1	$	75,000.00	$	75,000.00
SUBTOTAL			.			**$**	**6,278,234.60**
PROJECT SOFT COSTS (30%)						**$**	**1,883,470.38**
TOTAL ESTIMATED PROJECT COST						**$**	**8,161,704.98**
COST ESCALATION- YEAR 1 (5%)						**$**	**8,569,790.23**
COST ESCALATION- YEAR 2 (5%)						**$**	**8,998,279.74**
COST ESCALATION- YEAR 3 (5%)						**$**	**9,448,193.73**

Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

Palm Elementary School



Address:
12915 Avenue 419
Orosi, CA 93647

Grades: TK - 5th

Year Constructed: 1969

Enrollment (2025-26): 563

Design Capacity: 732

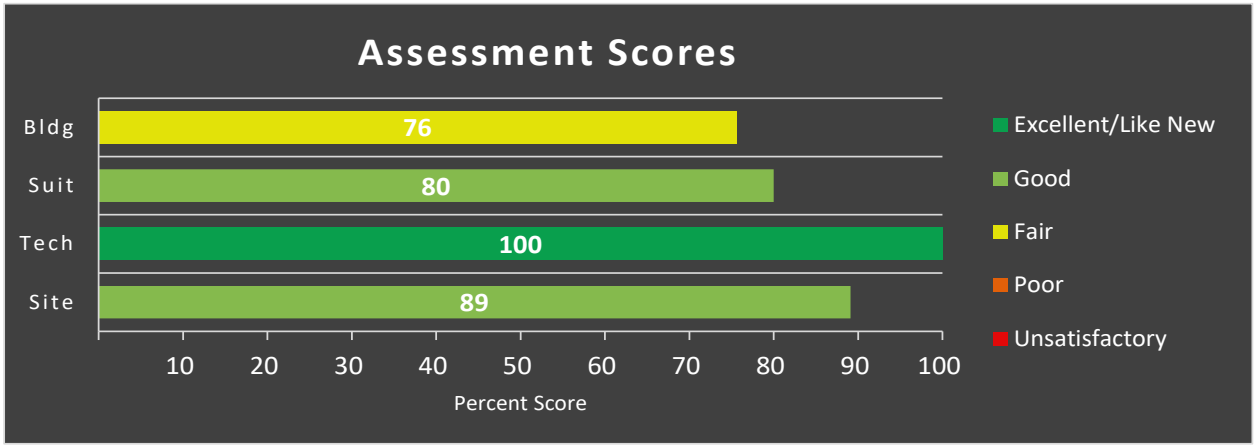
Target Capacity: 695

Total Sq. Ft.: 63,724

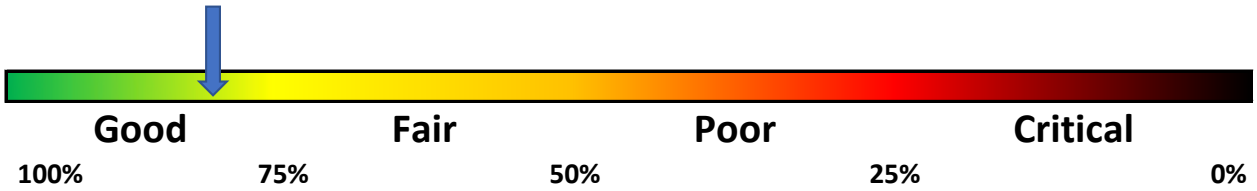
Site Acreage: 11.04

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Reports for detailed information**.



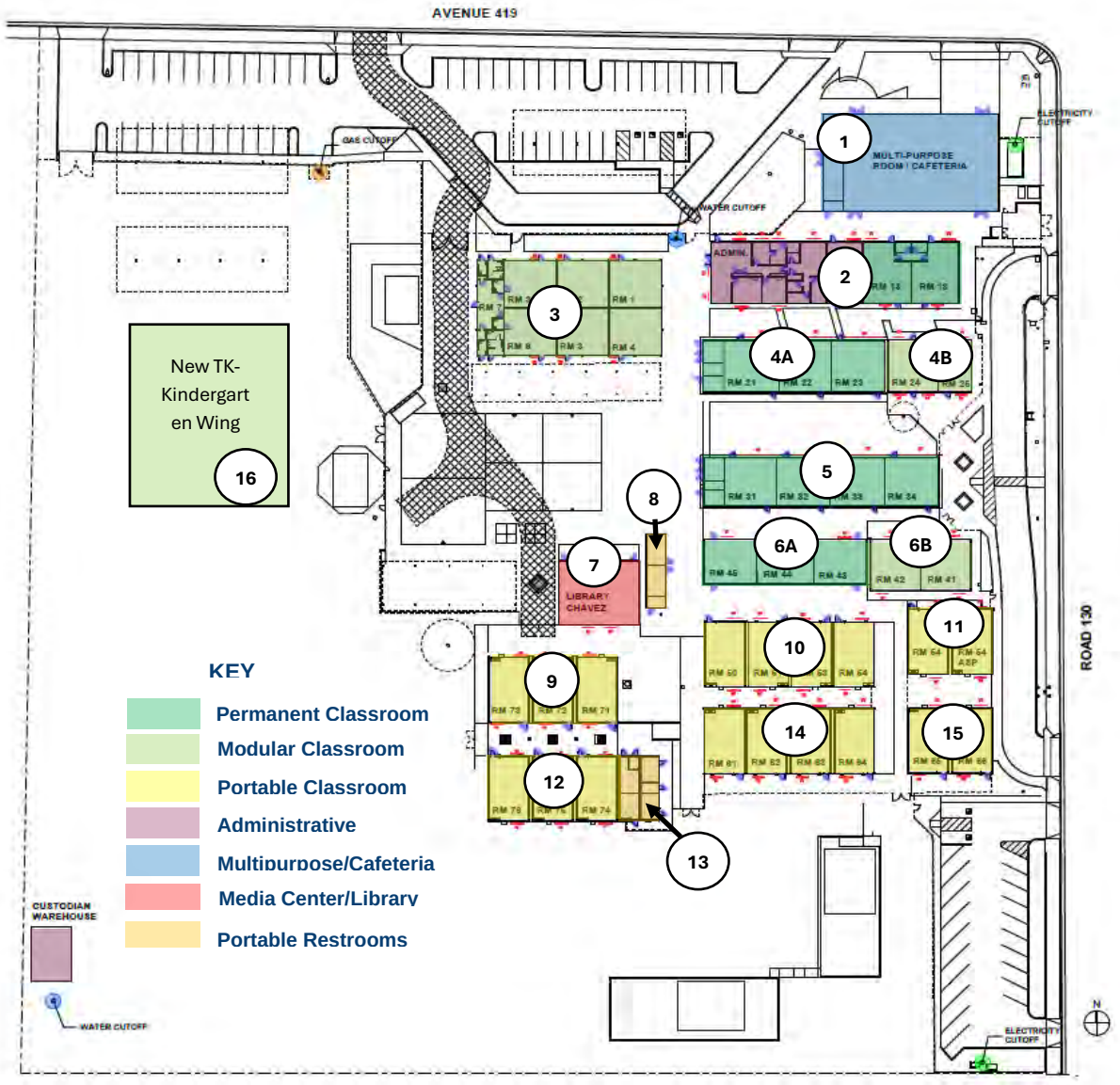
Palm ES Overall Score = 80.73%



Palm Elementary School

Building Inventory

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establish the baseline conditions needed for AB 247 modernization evaluation. **Buildings are referenced by number on the map and the cooresponding inventory below.**



See Building Inventory list on next page.

Palm Elementary School

Palm Elementary Building Inventory

40+
30-39
20-29
1-19

Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	**MPR**	MPR-Kitchen	6,480	02-106145	Modular	0	2008	18	2008	18
2	**Admin/13-14**	Admin/Class	6,240	29394	Permanent	2	1969	57	2008	18
3	**RM 1-6**	Classroom	6,840	33092	Permanent	6	1969	57	2022	4
4A	**RM 21-23**	Classroom	2,368	19421	Permanent	3	1969	57	1980	46
4B	**RM 24-25**	Classroom	1,920	02-119385	Modular	2	2022	4	2022	4
5	**RM 31-34**	Classroom	4,544	19421	Permanent	4	1969	57	1980	46
6A	**RM 45**	Classroom	1,045	46184	Permanent	1	1980	46	2022	4
6A	**RM 43-44**	Classroom	2,091	41657	Permanent	2	1980	46	1980	46
6B	**RM 41-42**	Classroom	1,920	02-119385	Modular	2	2022	4	2022	4
7	**Library**	Library	1,920	02-103266	Portable	0	2006	20	2006	20
8	**RR Bldg**	Restrooms	480	02-103266	Portable	0	2006	20	2006	20
9	**P-71**	Classroom	960	02-119385	Portable	1	1994	32	2022	4
9	**P-72**	Classroom	960	02-119385	Portable	1	1994	32	2022	4
9	**P-73**	Classroom	960	02-119385	Portable	1	1994	32	2022	4
10	**P-50**	Classroom	960	66228	Portable	1	1997	29	1997	29
10	**P-51**	Classroom	960	66228	Portable	1	1997	29	1997	29
10	**P-52**	Classroom	960	66228	Portable	1	1997	29	1997	29
10	**P-53**	Classroom	960	65839	Portable	1	1997	29	1997	29
11	**P-54**	Classroom	960	61023	Portable	1	1994	32	1994	32
11	**P-54 ASP**	Classroom	960	61023	Portable	0	1994	32	1994	32
12	**P-74**	Classroom	960	02-119385	Portable	1	1994	32	2022	4
12	**P-75**	Classroom	960	02-119385	Portable	1	1998	28	2022	4
12	**P-76**	Classroom	960	02-119385	Portable	1	1994	32	2022	4
13	**Admin/RR Bldg**	Admin/RR Bldg	960	02-119758	Portable	0	2024	2	2024	2
14	**P-61**	Classroom	960	02-106559	Portable	1	2007	19	2007	19
14	**P-62**	Classroom	960	02-106559	Portable	1	2007	19	2007	19
14	**P-63**	Classroom	960	02-106559	Portable	1	2007	19	2007	19
14	**P-64**	Classroom	960	03-102291	Portable	1	1999	27	1999	27
15	**P-65**	Classroom	960	65839	Portable	1	1996	30	1996	30
15	**P-66**	Classroom	960	65839	Portable	1	1996	30	1996	30
16	**RM 81-86**	Kinder	9,636	02-121677	Modular	6	2024	2	2024	2
		Total Sq Ft	**63,724**	**Total Classrooms**		**45**	**Average Age**	**29**		

Standalone Gym	**No**	**MPR/Cafeteria**	**Yes**	**Library**	**Yes**

Palm Elementary School

Capacity, Utilization & Enrollment Projections

Palm Elementary School's enrollment and capacity profile shows that, based on resident students alone, the campus is operating below its target capacity, with a utilization rate of 85.47%. However, when **Resident and Inter-District Transfers are considered (Total Enrollment), utilization is 80.96%, indicating that the school's actual enrollment remains below target capacity and is slightly lower than the resident-based measure.** This reflects the impact of student movement patterns, including a 29.0% resident out-transfer rate and a 26.3% open enrollment rate.

Attendance Area	Grade Range	School Capacity	Target Capacity	Total Certified Enrollment*		Resident Students**	Resident Student Transfers**			Inter-District Transfers**	Total Open Enrollment Rate	Total Resident Student Enrollment**	
				Students	Utilization	Students	In	Out	Out Rate	In		Students	Variance***
Palm ES	**TK-5**	732	695	**563**	**80.96%**	**594**	126	172	**29.0%**	22	**26.3%**	570	**7**

*CALPADS certified enrollment for 2025/26 school year (as of May 1, 2026)
**Enrollment data available as of October 2, 2025, which was the 2025–26 Census Day for California public school enrollment reporting. At that time, the enrollment data had not yet completed the state's certification and publication process.
***Variance between enrollment data as of October 2, 2025 and CALPADS certified enrollment as of May 1, 2026.

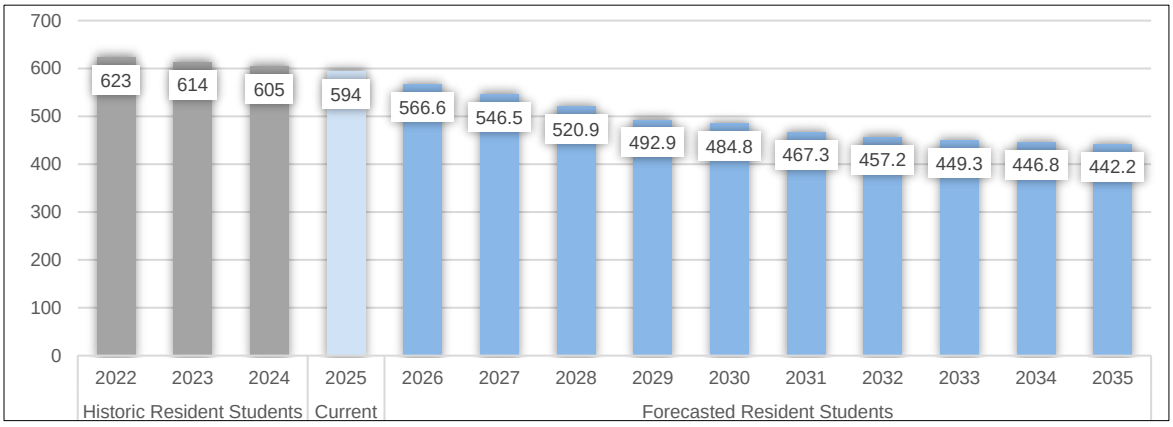
Enrollment Projections 2025-2035

Enrollment at Palm ES has remained generally stable in recent years, with 623 students in 2022, 614 in 2023, and 605 in 2024, followed by a projected total of 594 in 2025. Forecasts show a consistent decline beginning in 2026, with the resident student count decreasing to approximately 493 by 2029. By 2035, enrollment is projected to reach about 442 students, representing roughly 64% of the school's 695 student capacity. Portable removal could also be considered. **For more detailed information, please see Appendix D- Cutler-Orosi Joint Unified School District Student Forecast SY 2025-2026.**

Palm ES														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	51	39	52	57	54.3	49.9	51.7	50.8	50.8	50.2	50.0	49.5	49.2	49.2
K	92	95	71	81	73.8	70.4	64.6	66.9	65.8	64.6	64.1	63.2	62.6	62.2
1	87	92	97	75	82.6	75.3	71.8	65.9	68.2	67.1	65.9	65.4	64.4	63.9
2	101	87	95	96	75.8	83.4	76.0	72.5	66.6	68.9	67.8	66.6	66.0	65.1
3	98	104	88	95	97.0	76.5	84.3	76.8	73.2	67.3	69.6	68.4	67.3	66.7
4	103	97	103	89	95.0	97.0	76.5	84.3	76.8	73.2	67.3	69.6	68.4	67.3
5	91	100	99	101	88.1	94.0	96.0	75.7	83.4	76.0	72.5	66.6	68.9	67.8
TK-5	**623**	**614**	**605**	**594**	**566.6**	**546.5**	**520.9**	**492.9**	**484.8**	**467.3**	**457.2**	**449.3**	**446.8**	**442.2**

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	-9.0	-9.0	-11.0	-27.4	-20.1	-25.6	-28.0	-8.1	-17.5	-10.1	-7.9	-2.5	-4.6
	-1.4%	-1.5%	-1.8%	-4.6%	-3.5%	-4.7%	-5.4%	-1.6%	-3.6%	-2.2%	-1.7%	-0.6%	-1.0%

Palm Elementary School



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix F - BASYS Scoring Reports.**

Palm Elementary demonstrates strong performance in many instructional and administrative spaces, with fully functional technology systems and generally well-maintained grounds. However, several building condition issues, aging mechanical systems, and portable classroom deficiencies require attention. The cafeteria and core classroom wings function effectively, but several older structures, especially portables and classrooms with aging interior finishes, display wear and modernization needs. The following sections summarize all BASYS-identified deficiencies across the four major assessment categories.

Building Condition (Score: 75.64%)

Structural & Building Envelope

- While most portables have been placed on concrete foundations, Portables 50, 51, 52, 53, 65, 66, and the Library remain on dirt foundations, increasing vulnerability to wood rot and moisture-related deterioration.
- Upper walls and ceiling tiles in permanent classroom wings (4, 5, 6) and modular wings (13, 14) are old, original, and show visible wear, though still functional.
- Modular wing ceilings show signs of wear, including aging 4-foot tiles.

Roofing & Windows

- Roofing systems are in overall good condition; no deficiencies noted.

- Older window frames remain, though glazing has been replaced with double-pane tinted glass. Frames are still original and aging.

Interior Finishes & Casework

- Interior walls in permanent classroom wings show age, with old and original ceiling tiles still present.
- Interior flooring is in good condition, though minor wear is observed in some areas.
- Casework throughout classrooms shows age and wear, requiring refinishing to restore full function.

Electrical

- Electrical main service is an older Zinsco panel, now considered obsolete.
- Subpanels are a mix of older and newer equipment, some of which require modernization.

Mechanical / HVAC

- 69% of HVAC units are past their useful life, many over 30 years old though still functioning.
- HVAC distribution systems reflect the same age and lifecycle concerns.
- Controls need to be updated to a centralized system, as current controls are outdated and inconsistent.

Lighting

- LED upgrades are still needed as much of the campus relies on older lighting technologies.

Fire/Life Safety

- Only 50% of the fire alarm system has been modernized, leaving the remainder outdated and requiring replacement for full compliance and operational reliability.

Educational Suitability (Score: 80.00%)

General Classrooms

- No major suitability deficiencies noted.
- Casework in classrooms shows age and wear, reducing storage effectiveness.

Kindergarten & ECE

- No deficiencies identified; spaces are appropriately sized and equipped.

Palm Elementary School

Self-Contained Special Education

- No formal SPED classroom exists within the permanent building inventory (NA ratings), SPED services are not housed in purpose-built space.

Instructional Resource Rooms, Science, Music, Art

- All specialty programs operate as intended, though Art and Music are elective programs rather than full dedicated rooms.

Performing Arts & PE

- PE and Performing Arts programs are elective-based and function within shared or multipurpose spaces; no deficiencies noted other than absence of dedicated facilities.

Media Center

- No deficiencies identified.

Administration & Support Spaces

- Overall functional; no significant suitability issues reported.

Food Service

- Kitchen and cafeteria function well; no major concerns noted.

Outdoor Suitability

- No issues with supervision, fencing, or traffic patterns noted.

Grounds Condition (Score: 89.10%)

Paved Surfaces

- Large cracks along the front drop-off driveway require attention.
- Parking lots, sidewalks, and play courts otherwise in good condition.

Playgrounds

- Some playground fall surfaces require replacement, as materials have become worn.
- Lighting near playgrounds needs updates, though the number of fixtures is adequate.

Landscape & Utilities

- Lawns, playfields, irrigation, utilities, and stormwater systems are all functioning well.

Palm Elementary School

Technology Readiness (Score: 100%)

Technology systems at Palm Elementary are fully modernized with no deficiencies. All evaluated elements—including cooling for technology spaces, IT equipment environments, power delivery, network systems, alerting systems, and classroom audio—scored at the highest level.

Site Master Plan Details

Palm Elementary generally performs well and benefits from recent improvements, including new modular classrooms (2022-RM 45, 41, 42, 24, 25), a modernized TK–Kindergarten wing (2024), a reconfigured parent drop-off area, and fully updated technology systems. Instructional spaces, administrative areas, and core campus functions remain operational and supportive of current programs.

However, permanent classroom wings (RM 21-23, RM 31-34, RM 41-43) and older modular buildings (RM 13-14, RM 1-6) now require modernization to address aging building systems and long-term durability concerns. The permanent classroom wings should be prioritized, followed by the modular spaces last updated in 2008. The three permanent classroom wings contain original electrical infrastructure, windows, doors, interior finishes, and partially modernized fire alarm systems that no longer align with current standards. Mechanical systems are also due for updates, with many HVAC units exceeding 30 years of age and operating beyond their intended service life, affecting reliability, efficiency, and comfort.

Many portables are in good interior condition and have been placed on concrete foundations; however, several remain on dirt foundations, including Portables 50, 51, 52, 53, 65, 66, and the portable Library. These conditions create long-term vulnerabilities to moisture intrusion, wood rot, and structural degradation. As part of the modernization plan, remaining portables will be upgraded to proper foundations or evaluated for replacement as part of broader campus improvements.

Additional modernization needs include replacement of the obsolete Zinsco electrical main, completion of campuswide LED lighting upgrades, remaining fire alarm modernization, and targeted interior finish renewal in older buildings. Site improvements, including playground fall surface replacement and localized asphalt repairs, are also needed to address safety and deferred maintenance.

Palm Elementary School

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the introduction page in **Appendix A, Comprehensive Site Profiles and Section 9.0 – Planning and Budgeting.**

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Building Systems	**Centralized Controls Upgrade**	Install Pelican building controls to unify HVAC management across all buildings.	Priority 1
Health & Safety	**Electrical Main Panel Replacement**	Replace obsolete Zinsco main electrical panel; modernize subpanels as needed.	Priority 1
Health & Safety	**Fire Alarm Modernization**	Complete upgrade of remaining outdated fire alarm components (only 50% updated).	Priority 1
Building Systems	**HVAC System Renewal**	Replace HVAC units past their useful life (69% of units, many 30+ years old).	Priority 2
Modernization	**Full Modernization**	Modernization in **RM 21-23, RM 31-34, RM 41-43**, to include windows, doors, flooring, ceiling tiles, painting, casework.	Priority 2
Modernization	**Light Modernization**	**RM 1-6, 13-14**: Light modernization, interior finishes (flooring, painting, ceiling tiles). **Library:** Light modernization (flooring, painting, ceiling tiles, casework).	Priority 2
Site & Infrastructure	**LED Lighting Conversion**	Upgrade outdated lighting systems; complete transition to LED fixtures.	Priority 3

Palm Elementary School

Project Prioritization Matrix-Continued

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Site & Infrastructure	**Playground Fall Surface Replacement**	Replace worn fall surfaces to improve safety and ADA compliance.	Priority 3
Site & Infrastructure	**Portable Foundation Corrections**	Install proper foundations under portables still on dirt (**50, 51, 52, 53, 65, 66, Library**).	**Priority 4**
Site & Infrastructure	**Site Lighting Improvements**	Update playground/site lighting fixtures to improve visibility.	**Priority 4**

Palm Elementary School

Site Budgetary Cost Estimate

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES					
HEALTH AND SAFETY						$	**634,595.00**
Priority 1	Electrical replacement-Specific Bldgs	SF	15,243	$	27.00	$	411,561.00
Priority 1	Fire alarm replacement	1	31,862	$	7.00	$	223,034.00
MODERNIZATION						$	**2,014,033.56**
Priority 2	Floor coverings	SF	26,003	$	14.50	$	377,043.50
Priority 2	Interior painting	SF	26,003	$	4.50	$	117,013.50
Priority 2	Ceiling tile/grid replacement	SF	26,003	$	13.77	$	358,061.31
Priority 2	Casework replacement per classroom	EA	17	$	34,500.00	$	586,500.00
Priority 2	Window replacement	SF	15,243	$	28.00	$	426,804.00
Priority 2	Exterior doors-Hollow metal	EA	10	$	9,145.00	$	91,450.00
Priority 2	Exterior repairs and painting	SF	15,243	$	3.75	$	57,161.25
BUILDING SYSTEMS						$	**581,050.00**
Priority 1	HVAC Controls	SF	63,724	$	5.25	$	334,551.00
Priority 2	HVAC Replacement	EA	25	$	23,242.00	$	581,050.00
EDUCATIONAL ADEQUACY IMPROVEMENTS						$	-
	No Educational Adequacy Items						
SITE AND INFRASTRUCTURE IMPROVEMENTS						$	**802,716.00**
Priority 3	Playground updates (Equipment, Fall Surface)	EA	1	$	250,000.00	$	250,000.00
Priority 3	LED interior updates	SF	66,929	$	4.00	$	267,716.00
Priority 4	Concrete foundations for portables	EA	7	$	30,000.00	$	210,000.00
Priority 4	Lighting Improvements	Allowance	1	$	75,000.00	$	75,000.00
SUBTOTAL						$	**4,032,394.56**
PROJECT SOFT COSTS (30%)						$	**1,209,718.37**
TOTAL ESTIMATED PROJECT COST						$	**5,242,112.93**
COST ESCALATION- YEAR 1 (5%)						$	**5,504,218.57**
COST ESCALATION- YEAR 2 (5%)						$	**5,779,429.50**
COST ESCALATION- YEAR 3 (5%)						$	**6,068,400.98**

Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

El Monte Middle School



Address:
42111 Road 128
Orosi, CA 93647

Grades: 6th - 8th Grade

Year Constructed: 1952

Enrollment (2025-26): 842

Design Capacity: 1,240

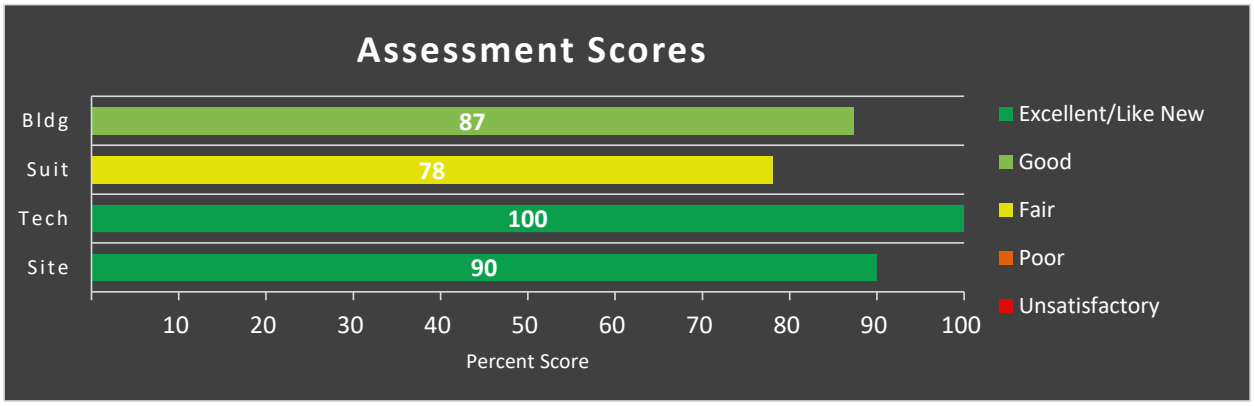
Target Capacity: 1,054

Total Sq. Ft.: 90,421

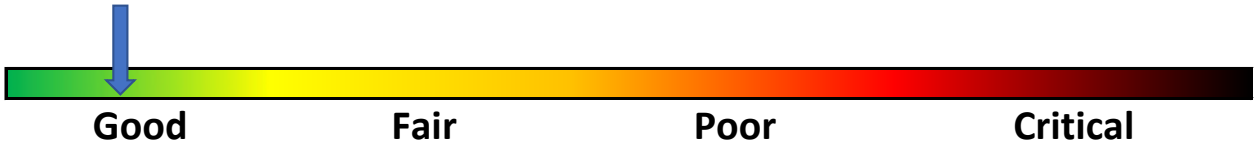
Site Acreage: 25

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Reports for detailed information.**



El Monte MS Overall Score = 86.11%



El Monte Middle School

Building Inventory Reference Map

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establish the baseline conditions needed for AB 247 modernization evaluation. **Buildings are referenced by number on the map and the corresponding inventory below.**

KEY

- Permanent Classroom
- Portable Classroom
- Administrative
- Multipurpose/Cafeteria
- Media Center/Library
- Portable Restrooms



El Monte Middle School

El Monte Middle School Building Inventory

40+
30-39
20-29
1-19

Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	**Admin**	Admin	2,494	53484	Permanent	0	1990	36	1990	36
2	**MPR**	MPR-Kitchen	7,926	53484	Permanent	0	1990	36	1990	36
3	**Library**	Library	2,751	02-106940	Permanent	0	2008	18	2008	18
4	**Gymnasium**	Gym-Locker	20,000	02-106870	Permanent	0	2008	18	2008	18
5	**RM 1-5**	Classroom	5,752	53484	Permanent	5	1990	36	1990	36
6	**Tulare Co**	Office of SpEd	1,792	02-104540	Permanent	1	2004	22	2004	22
7	**P-30**	Classroom	960	02-107227	Portable	1	2008	18	2008	18
7	**P-31**	Classroom	960	02-107227	Portable	1	2008	18	2008	18
7	**P-32**	Classroom	960	02-107227	Portable	1	2008	18	2008	18
7	**P-33**	Classroom	960	02-107227	Portable	1	2008	18	2008	18
8	**P-34**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
8	**P-35**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
8	**P-36**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
8	**P-37**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
8	**P-38**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
8	**P-39**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
9	**P-40**	Classroom	960	02-107227	Portable	1	2008	18	2008	18
9	**P-41**	Classroom	960	02-107227	Portable	1	2008	18	2008	18
9	**P-42**	Classroom	960	02-107227	Portable	1	2008	18	2008	18
9	**P-43**	Classroom	960	02-107227	Portable	1	2008	18	2008	18
10	**P-44**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
10	**P-45**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
10	**P-46**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
10	**P-47**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
10	**P-48**	Classroom	960	02-106940	Portable	1	2008	18	2008	18
11	**MP Bldg**	Music	4,080	02-108839	Modular	0	2008	18	2008	18
12	**P-49**	Classroom	960	02-109434	Portable	1	2008	18	2008	18
12	**P-50**	Classroom	960	02-109434	Portable	1	2008	18	2008	18
13	**P-17**	Classroom	960	02-105658	Portable	1	2004	22	2004	22
13	**P-18**	Classroom	960	02-103752	Portable	1	2001	25	2001	25
13	**P-19**	Classroom	960	02-103752	Portable	1	2001	25	2001	25
13	**P-20**	Classroom	960	02-103752	Portable	1	2001	25	2001	25
13	**P-21**	Classroom	960	02-103752	Portable	1	2001	25	2001	25
13	**P-22**	Classroom	960	02-103752	Portable	1	2001	25	2001	25
13	**P-23**	Classroom	960	02-103752	Portable	1	2001	25	2001	25
14	**P-25**	Staff Lounge	1,440	02-111468	Portable	0	2011	15	2011	15
15	**P-26**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
15	**P-27**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
15	**P-28**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
15	**P-29**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
15	**P-51**	Classroom	1,440	02-121137	Portable	1	2024	2	2024	2

El Monte Middle School

El Monte Middle School Building Inventory										40+ 30-39 20-29 1-19
Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
16	**P-7**	Classroom	960	02-103266	Portable	1	2005	21	2005	21
16	**P-8**	Classroom	960	02-103266	Portable	1	2005	21	2005	21
17	**P-9**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
17	**P-10**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
17	**P-11**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
17	**P-12**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
17	**P-13**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
17	**P-14**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
17	**P-15**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
17	**P-16**	Classroom	960	02-111468	Portable	1	2011	15	2011	15
17	**Lab**	Computer Lab	960	53484	Portable	0	1990	36	1990	36
18	**RR Bldg**	Restrooms	962	02-116068	Permanent	0	2015	11	2015	11
19	**RR Bldg**	Restrooms	504	02-106940	Portable	0	2008	18	2008	18
20	**Custodial**	Custodial			Permanent					
		Total Sq Ft	**90,421**	**Total Classrooms**		**49**	**Average Age**	**19**		
		Standalone Gym	**Yes**	**MPR/Cafeteria**		**Yes**	**Library**	**Yes**		

Capacity, Utilization & Enrollment Projections

El Monte Middle School's enrollment and capacity profile shows that, based on resident students alone, the campus is operating below its target capacity, with a resident utilization rate of 77.13%. **However, when Resident and Inter-District Transfers are considered (Total Enrollment), the utilization rises to 79.89%.** At this location, the impact of student movement patterns has had a minimal effect, including a 0.1% resident out-transfer rate and a 3.8% open enrollment rate. The resident student transfers for El Monte represent the transfer of one student to Community Day School.

Attendance Area	Grade Range	School Capacity	Target Capacity	Total Certified Enrollment*		Resident Students**	Resident Student Transfers**			Inter-District Transfers**	Total Open Enrollment Rate	Total Resident Student Enrollment**	
				Students	Utilization	Students	In	Out	Out Rate	In		Students	Variance***
El Monte MS	**6-8**	1,240	1,054	**842**	**79.89%**	**813**	0	1	**0.1%**	32	**3.8%**	844	**2**

*CALPADS certified enrollment for 2025/26 school year (as of May 1, 2026)
**Enrollment data available as of October 2, 2025, which was the 2025–26 Census Day for California public school enrollment reporting. At that time, the enrollment data had not yet completed the state's certification and publication process.
***Variance between enrollment data as of October 2, 2025 and CALPADS certified enrollment as of May 1, 2026.

Enrollment Projections 2025-2035

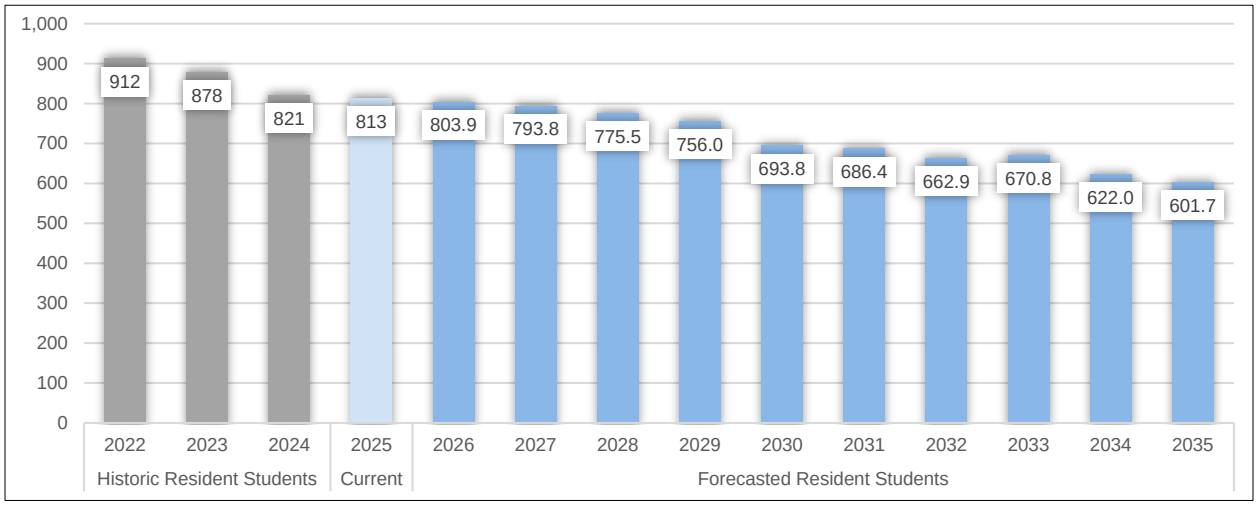
Enrollment at El Monte MS has trended downward over the past three years, declining from 912 students in 2022 to a current total of 813 students in 2025. Forecasts indicate a continued gradual decline through the planning period, reaching approximately 756 students by 2029 and

El Monte Middle School

about 694 students by 2030. By 2035, enrollment is projected to decline to approximately 602 students, or about 57% of the 1,054-student target capacity. This pattern suggests increasing long-term capacity relief, allowing future planning to prioritize learning environment improvements, safety and security upgrades, portable removal and building system renewal rather than capacity expansion. **For more detailed information, please see Appendix D - Cutler-Orosi Joint Unified School District Student Forecast SY 2025-2026.**

El Monte MS														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
6	286	281	268	270	264.6	267.7	252.2	246.1	203.0	244.6	222.8	212.5	195.2	202.0
7	314	280	270	273	264.9	260.0	262.0	247.8	241.8	199.4	239.6	218.3	208.2	191.2
8	312	317	283	270	274.4	266.1	261.3	262.1	249.0	242.4	200.5	240.0	218.6	208.5
6-8	**912**	**878**	**821**	**813**	**803.9**	**793.8**	**775.5**	**756.0**	**693.8**	**686.4**	**662.9**	**670.8**	**622.0**	**601.7**

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	-34.0	-57.0	-8.0	-9.1	-10.1	-18.3	-19.5	-62.2	-7.4	-23.5	7.9	-48.8	-20.3
	-3.7%	-6.5%	-1.0%	-1.1%	-1.3%	-2.3%	-2.5%	-8.2%	-1.1%	-3.4%	1.2%	-7.3%	-3.3%



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix F - BASYS Scoring Reports.**

The BASYS assessment for El Monte Middle School identifies a strong overall campus condition with many well-performing facilities, but also highlights notable deficiencies in interior finishes, HVAC controls, fire alarm systems, specialty program spaces, administrative support areas, and food service operations. While core structural and mechanical systems function adequately, several buildings and program spaces require modernization to improve operability, functionality, and instructional alignment.

Building Condition (Score: 87.36%)

Structural & Envelope

- Permanent science wing shows stress cracks in the façade, indicating localized structural fatigue or settlement.
- Cafeteria ceiling shows signs of age but remains functional.

Interior Finishes & Casework

- Interior walls in select buildings are worn or soiled, indicating need for repainting and finish renewal.
- Casework in classrooms shows wear, scratching, or age-related deterioration.
- Wood stage flooring is deeply scratched and damaged, requiring refinishing.

HVAC & Controls

- HVAC equipment is generally operational; however:
    - Central HVAC controls are outdated and require modernization to improve energy management and indoor comfort.

Lighting

- LED lighting upgrades are needed throughout portions of the campus to replace older fixtures.

Fire/Life Safety

- Fire alarm system requires updates; operation and connectivity scored “Poor,” indicating outdated components in both detection and communication pathways.

Educational Suitability (Score: 78.10%)

General Classrooms

- Limited classroom storage reduces instructional flexibility and functionality.

Science

- Storage is limited in science classrooms, restricting instructional material organization.

Music

- Music program operates in prior portable building transferred from another campus, resulting in:
  - Fair overall environment
  - Poor storage, limited to portable cabinets or a repurposed former kitchen area
  - Program delivery constrained by the temporary nature of the facility

Career Tech / CTE

- CTE/STEM program functions well, but storage remains insufficient.

Performing Arts

- MPR stage cannot be used for performing arts due to configuration constraints.
- Performing arts space has no storage, severely limiting program function.

Computer Labs

- No dedicated computer lab exists (NA across all categories).

Administration

- Administration area is undersized, leading to:
  - Lack of meeting space
  - Insufficient storage for equipment and supplies
  - Inefficient office layout for staff

Nurse's Office

- Nurse's Office is too small and lacks adequate privacy:
  - Cot and seating cannot be separated
  - Storage is insufficient
  - Medication refrigerator is placed on a filing cabinet, indicating limited space

Staff Lounge

- Not large enough for full staff meetings, despite seating for 40.

Cafeteria & Food Service

- Cafeteria does not meet the needs of 900 students, resulting in capacity and scheduling challenges.
- Food service area is small, requiring conversion of a staff restroom into storage.
- Staff must use restroom outside of cafeteria due to limited interior facilities.

Outdoor Suitability

- No major supervision or traffic deficiencies; outdoor athletic facilities function well.

Grounds Condition (Score: 90.00%)

- Driveways show cracking, though not severe enough to impact operational safety.
- All other paved surfaces (parking lots, sidewalks, play courts) are in good condition.
- Site lighting performs well, though improvements could be considered for consistency or expansion near high-use areas.
- Athletic fields, lawns, irrigation, and playground equipment all function well.

Technology Readiness (Score: 100%)

Technology systems at El Monte Middle School are fully modern and operational. Only one minor issue is noted:

- Occasional connectivity loss in certain areas; otherwise, all systems perform at a high level.

Site Master Plan Details

The modernization plan for El Monte Middle School focuses on renewing aging interior systems, improving instructional support environments, and strengthening core operational areas that directly impact student learning and daily campus functions. While the school benefits from structurally sound permanent buildings and well-performing learning environments in many instructional spaces, several program areas and building systems require targeted improvements to address aging infrastructure, limited space functionality, and operational inefficiencies.

A key area of focus will be evaluating how well existing spaces support current needs, and identifying where expansion, reconfiguration, or replacement is warranted, particularly for the locker rooms, administration areas, and the MPR. Interior finishes in select classrooms and offices are also due for renewal, including worn carpet and damaged wall surfaces. In the multipurpose room, damaged stage flooring should be repaired, sanded, and refinished to restore a safe, durable surface. Together, these upgrades will improve the overall quality, functionality, and consistency of learning environments across the campus.

Mechanical and lighting systems will also be prioritized for modernization. Although HVAC equipment remains largely functional, the campus relies on outdated control systems that limit operational efficiency and temperature management. Upgrading HVAC controls and converting older lighting systems to LED fixtures will support improved indoor environmental quality, energy performance, and reduced maintenance demands. About 50% of the fire alarm system has been updated, while the remaining 50% is due for modernization.

Several program spaces will be enhanced to align with current instructional needs. The school's music program currently operates out of a portable metal building relocated from another campus, with very limited storage and suboptimal instructional conditions (DSA 02-108839). The modernization plan will evaluate options to improve or relocate music instruction to a more suitable and permanent space. The science and CTE/STEM programs, while well supported overall, will benefit from expanded storage capacity to accommodate equipment, curriculum materials, and hands-on learning activities.

The performing arts program requires significant attention, as the multipurpose room stage cannot currently support performing arts activities due to layout constraints and lack of storage. Improvements in this area may include reconfiguring the stage or identifying alternative instructional space that better supports the needs of the program.

Administrative and student support spaces will be addressed to strengthen campus operations. The main office is undersized for current staffing needs and lacks appropriate meeting and storage space. The campus clinic is also undersized and requires improvements to privacy, storage, and functionality to better support student wellness. The staff lounge, which cannot

accommodate all-staff meetings, may be evaluated for reconfiguration or expansion as part of a broader operational improvement strategy.

Food service operations have been improved through updates to kitchen layout, however the space is still confined, limiting storage capacity, and equipment placement. With a student population of nearly 900, the cafeteria requires modernization to improve service delivery and support more efficient lunch period scheduling. Enhancements may include expanded food preparation space, additional equipment, and improved workflow.

Site improvements will focus on maintaining safe and efficient campus circulation. While vehicular and pedestrian movement functions adequately, repairs to driveways with noticeable cracking will support long-term durability. Enhancements to site lighting may also be considered to improve visibility and safety during early morning and after-school activities.

Together, these improvements will modernize key infrastructure, address programmatic limitations, and support operational efficiency at El Monte Middle School. The modernization plan is designed to create consistent, functional, and supportive environments that align with the campus's instructional goals and long-term facility needs.

El Monte Middle School

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the **introduction page in Appendix A, Comprehensive Site Profiles and Section 9.0 – Planning and Budgeting**.

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Building Systems	**HVAC Controls Modernization**	Install centralized HVAC controls to improve energy management and environmental consistency.	Priority 1
Health & Safety	**Fire Alarm System Replacement**	Replace outdated fire alarm equipment to restore full operational reliability.	Priority 1
Building Systems	**HVAC System Renewal**	Replace older HVAC units nearing end of life where performance is declining.	Priority 2
Building Systems	**Structural Crack Repair (Science Wing)**	Evaluate façade stress cracks through a structural engineer assessment to determine the cause, severity, and recommended repair approach. Cost estimate includes evaluation only; repair scope and cost to be determined following structural review.	Priority 2
Modernization	**Interior Flooring Renewal (Targeted)**	Replace worn carpet in modulars 34-39 as needed. Update wall finishes and replace ceiling tiles as needed.	Priority 2
Site & Infrastructure	**LED Lighting Conversion**	Upgrade remaining older fixtures to energy-efficient LED systems.	Priority 3
Educational Adequacy Improvements	**Music Program Relocation & Improvement**	Improve instructional environment and storage for music program currently housed in an older portable.	Priority 3

Project Prioritization Matrix-Continued

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Educational Adequacy Improvements	**Performing Arts Space Improvements**	Evaluate existing or create alternative space to support performing arts instruction, including relocation within existing space, repurposing available space, or adding dedicated storage.	Priority 3
Site & Infrastructure	**Site Lighting Enhancements**	Improve lighting levels in key outdoor circulation areas.	**Priority 4**
Educational Adequacy Improvements	**Administration Expansion**	Improve office layout; increase meeting space and storage to address undersized conditions. (Addressed in Expand and update Admin Building costing line item)	**Priority 4**
Educational Adequacy Improvements	**Staff Lounge Improvements**	Evaluate opportunities to enlarge space or provide alternate meeting space for full-staff functions. (Addressed in Expand and update Admin Building costing line item)	**Priority 4**
Educational Adequacy Improvements	**MPR Stage Finish Renewal**	Refinish wood stage flooring and repair worn VCT in exisitng space. (Included in MPR Modernization and Expansion costing line item)	**Priority 4**
Educational Adequacy Improvements	**Cafeteria Capacity Improvements**	Evaluate space utilization and serving operations to better accommodate 900 students. (Included in MPR Modernization and Expansion costing line item)	**Priority 4**

El Monte Middle School

Site Budgetary Cost Estimate

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY					**$**	**632,947.00**
Priority 1	Fire alarm replacement	1	90,421	$ 7.00	$	632,947.00
MODERNIZATION					**$**	**829,493.25**
Priority 2	Floor coverings-Modulars 34-39	SF	5,760	$ 14.50	$	83,520.00
Priority 2	Interior painting	SF	90,421	$ 4.50	$	406,894.50
Priority 2	Exterior repairs and painting	SF	90,421	$ 3.75	$	339,078.75
BUILDING SYSTEMS					**$**	**1,596,463.75**
Priority 2	HVAC Replacement	EA	49	$ 23,242.00	$	1,138,858.00
Priority 1	HVAC Controls	SF	87,163	$ 5.25	$	457,605.75
EDUCATIONAL ADEQUACY IMPROVEMENTS					**$**	**11,794,917.00**
Priority 3	Music Building replacement	SF	4,050	$ 780.00	$	3,159,000.00
Priority 4	MPR Modernization and Expansion	Allowance	1	$ 6,690,597.00	$	6,690,597.00
Priority 4	Expand and update Admin Building	SF	2,494	$ 780.00	$	1,945,320.00
SITE AND INFRASTRUCTURE IMPROVEMENTS					**$**	**440,559.00**
Priority 2	Evaluation of structural crack in Science wing. (Engineer hourly rate)	EA	25	$ 155.00	$	3,875.00
Priority 3	LED interior updates	SF	90,421	$ 4.00	$	361,684.00
Priority 4	Lighting Improvements	Allowance	1	$ 75,000.00	$	75,000.00
SUBTOTAL					**$**	**15,294,380.00**
PROJECT SOFT COSTS (30%)					**$**	**4,588,314.00**
TOTAL ESTIMATED PROJECT COST					**$**	**19,882,694.00**
COST ESCALATION- YEAR 1 (5%)					**$**	**20,876,828.70**
COST ESCALATION- YEAR 2 (5%)					**$**	**21,920,670.14**
COST ESCALATION- YEAR 3 (5%)					**$**	**23,016,703.64**

Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

Orosi High School



Address:
41815 Road 128
Orosi, CA 93647

Grades: 9th -12th

Year Constructed: 1910

Enrollment (2025-26): 1,125

Design Capacity: 1,690

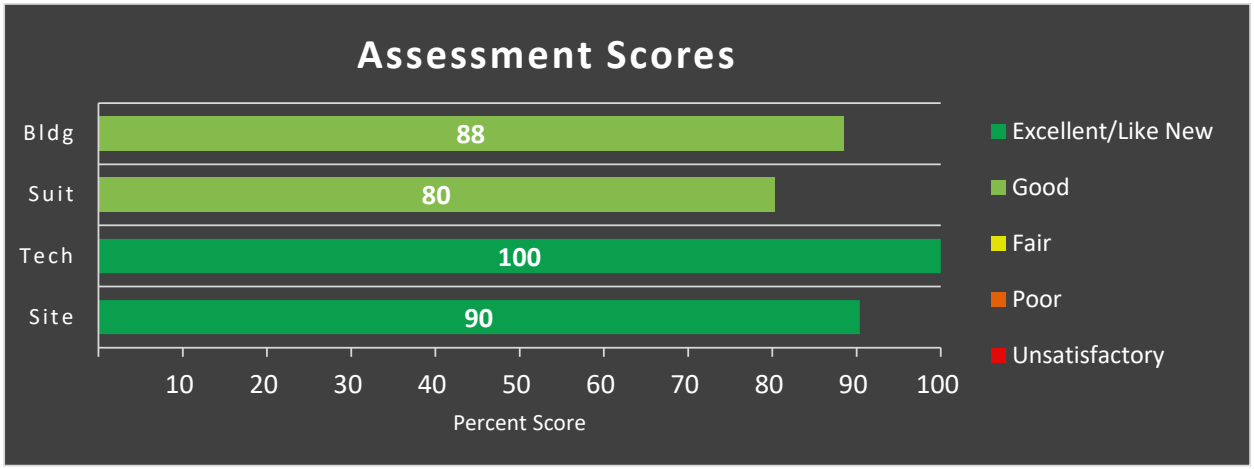
Target Capacity: 1,268

Total Sq. Ft.: 145,060

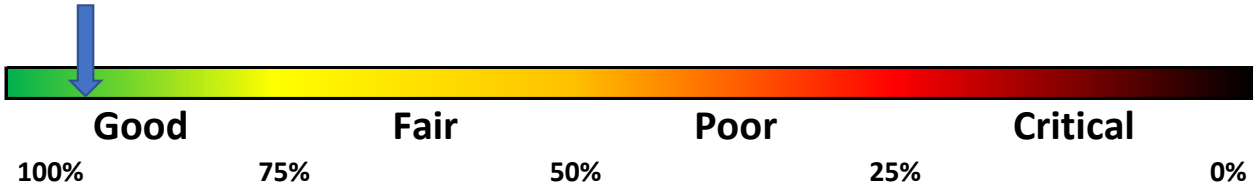
Site Acreage: 35.49

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Reports for detailed information.**



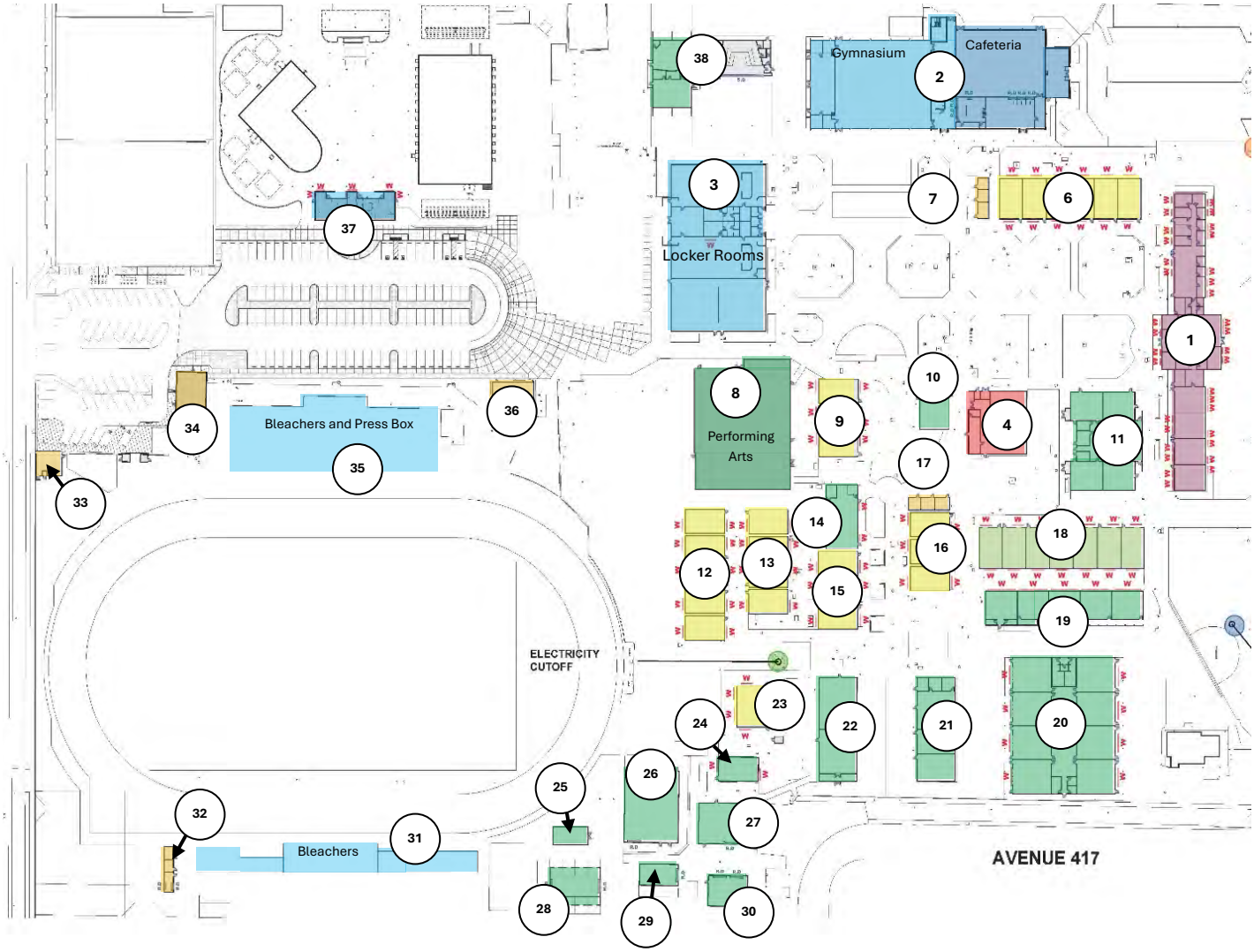
Orosi HS Overall Score = 87.42%



Orosi High School

Building Inventory

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establish the baseline conditions needed for AB 247 modernization evaluation. **Buildings are referenced by number on the map and the corresponding inventory below.**



KEY

- Permanent Classroom
- Portable Classroom
- Administrative
- Multipurpose/Cafeteria
- Media Center/Library
- Portable Restrooms

Orosi High School

Orosi High Building Inventory

40+
30-39
20-29
1-19

Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	**Admin**	Admin/Class	10,380	02-106236	Permanent	4	2008	18	2008	18
2	**MPR/Gym**	Cafeteria-Gym	24,143	8465	Permanent	0	1953	73	2008	18
3	**Locker Rooms**	Locker Rooms	15,456	02-107339	Permanent	0	2008	18	2008	18
4	**Library**	Library	3,580	21969	Permanent	0	1962	64	1962	64
6	**P-201**	Classroom	960	02-107339	Portable	1	2008	18	2008	18
6	**P-202**	Classroom	960	02-107339	Portable	1	2008	18	2008	18
6	**P-203**	Classroom	960	02-107339	Portable	1	2008	18	2008	18
6	**P-204**	Classroom	960	02-107339	Portable	1	2008	18	2008	18
6	**P-205**	Classroom	960	02-107339	Portable	1	2008	18	2008	18
7	**RR Bldg**	Restrooms	480	02-107339	Portable	0	2008	18	2009	17
8	**Performing Arts**	Performing Arts	5,186	02-120799	Modular	2	2024	2	2024	2
9	**P-901**	Classroom	960	03-102291	Portable	1	1999	27	1999	27
9	**P-902**	Classroom	960	03-102291	Portable	1	1999	27	1999	27
9	**P-903**	Classroom	960	03-102291	Portable	1	1999	27	1999	27
10	**RM 701**	Classroom	960	41661	Permanent	1	2008	18	2008	18
11	**RM 301-305**	Old Science Bldg	6,576	21969	Permanent	5	1962	64	2018	8
12	**P-920**	Classroom	960	64952	Portable	1	1998	28	1998	28
12	**P-921**	Classroom	960	64952	Portable	1	1998	28	1998	28
12	**P-919**	Classroom	960	45606	Portable	1	2005	21	2005	21
12	**P-918**	Classroom	960	02-107352	Portable	1	1999	27	2021	5
12	**P-917**	Classroom	960	02-118236	Portable	1	2021	5	2021	5
13	**P-912**	Classroom	960	02-118236	Portable	1	2021	5	2021	5
13	**P-913**	Classroom	960	02-118236	Portable	1	2021	5	2021	5
13	**P-914**	Classroom	960	02-118236	Portable	1	2021	5	2021	5
13	**P-915**	Classroom	960	02-118236	Portable	1	2021	5	2021	5
14	**P-904**	County?	960	62387	Portable		1996	30	1996	30
15	**P-905**	Classroom	960	64952	Portable	1	1996	30	1996	30
15	**P-906**	Classroom	960	64952	Portable	1	1996	30	1996	30
15	**P-907**	Classroom	960	64952	Portable	1	1996	30	1996	30
16	**P-702**	Classroom	960	65839	Portable	1	1996	30	1996	30
16	**P-703**	Classroom	960	65839	Portable	1	1996	30	1996	30
17	**P-704**	Classroom	960	65839	Portable	1	1996	30	1996	30
17	**RR Bldg**	Restrooms	504	02-106768	Portable	1	2008	18	2008	18
18	**RM 401-407**	Classroom	6,720	02-107339	Modular	7	2008	18	2008	18
19	**RM 501-506**	Classroom	4,752	1986	Permanent	5	1937	89	1937	89
20	**RM 601-608**	Science Bldg	14,256	02-115394	Modular	8	2017	9	2017	9
21	**RM 609-611**	Classroom	3,800	02-109716	Permanent	3	2008	18	2008	18
22	**RM 612-613**	Classroom	3,800	02-109716	Permanent	2	2008	18	2008	18
23	**Ag Class**	Classroom	1,920	31411	Permanent	1	1953	73	1953	73
24	**RM 908**	Classroom	960	02-114753	Portable	1	2016	10	2016	10
25	**Greenhouse**	N/A	-	N/A						
26	**Maintenance**	Maintenance	3,860		Permanent	0	1953	73	1953	73
27	**Ag Shop**	Lab	2,400	40249	Permanent	0	1953	73	1953	73
28	**Ag Barn**	Lab	2,640	40249	Permanent	0	1953	73	1953	73
29	**Storage**	Storage	1,200	40249	Permanent	0	1953	73	1953	73
30	**Storage**	Storage	800	40249	Permanent	0	1953	73	1953	73
31	**Bleachers**	Bleachers-Visitor	-	02-113915	Permanent	0	2015	11	2015	11
32	**Ticket Booth**	RR Bldg-Tickets	960	02-116230	Permanent	0	2018	8	2018	8
33	**RR Bldg**	Restrooms	480	40249	Permanent	0	1953	73	2018	8
34	**Concession**	Concession	480	40249	Permanent	0	1953	73	2018	8
35	**Bleachers**	Bleachers-Press Box		02-116230	Permanent	0	2018	8	2018	8
36	**RR Bldg**	Restrooms	480	02-106768	Permanent	0	2008	18	2008	18
37	**Pool House**	Pool House	1,947	02-120365	Permanent	0	2025	1	2025	1
38	**Music**	Old Music Bldg	2,100	38837	Permanent	0	1953	73	1953	73
39	**Music**	Old Music Bldg	2,100	10639	Permanent	0	1953	73	1953	73

Total Sq Ft	**145,960**	**Total Classrooms**		**63**	**Average Age**	**32**	
Standalone Gym	**Yes**	**MPR/Cafeteria**	**Yes**		**Library**	**Yes**	

Orosi High School

Capacity, Utilization & Enrollment Projections

Orosi High School's enrollment and capacity profile shows that, based on resident students alone, the campus is operating below its target capacity, with a resident utilization rate of 92.98%. **However, when Resident and Inter-District Transfers are considered (Total Enrollment), utilization is 88.72%,** indicating that actual enrollment is slightly lower than the resident-based measure. This reflects the impact of student movement patterns, including a 6.7% resident out-transfer rate and a 2.5% open enrollment rate.

Attendance Area	Grade Range	School Capacity	Target Capacity	Total Certified Enrollment*		Resident Students**	Resident Student Transfers**			Inter-District Transfers**	Total Open Enrollment Rate	Total Resident Student Enrollment**	
				Students	Utilization	Students	In	Out	Out Rate	In		Students	Variance***
Orosi HS	**9-12**	1,690	1,268	**1,125**	**88.72%**	**1,179**	0	79	**6.7%**	28	**2.5%**	1,128	**3**

*CALPADS certified enrollment for 2025/26 school year (as of May 1, 2026)
**Enrollment data available as of October 2, 2025, which was the 2025–26 Census Day for California public school enrollment reporting. At that time, the enrollment data had not yet completed the state's certification and publication process.
***Variance between enrollment data as of October 2, 2025 and CALPADS certified enrollment as of May 1, 2026.

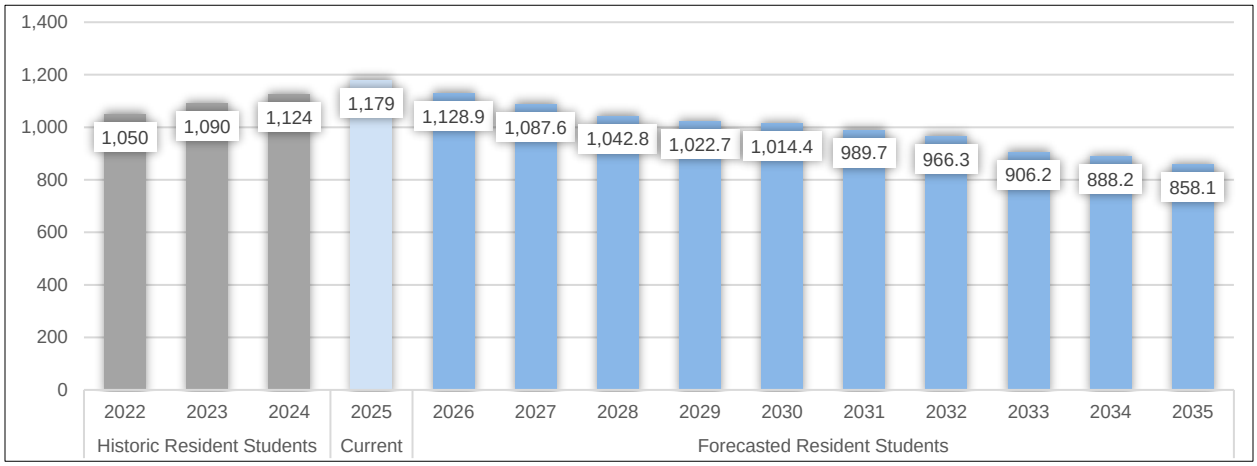
Enrollment Projections 2025-2035

Resident enrollment at Orosi High School increased from 1,050 students in 2022 to 1,179 students in 2025. Forecasts indicate a gradual decline beginning in 2026, with resident enrollment projected to reach approximately 858 students by 2035. Although year-to-year fluctuations are projected, the long-term trend suggests a reduction from current enrollment levels, creating additional capacity flexibility over time while maintaining the need to modernize core instructional, CTE, athletic, and student support spaces. **For more detailed information, please see Appendix D- Cutler-Orosi Joint Unified School District Student Forecast SY 2025-2026.**

Orosi HS														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
9	311	328	308	286	271.9	276.3	268.0	263.1	263.7	250.8	244.1	201.9	241.5	220.0
10	225	299	312	304	275.1	261.1	265.9	257.7	253.2	253.1	241.3	234.8	194.3	232.0
11	284	228	297	304	300.2	271.8	257.9	262.8	254.6	250.3	249.7	238.5	232.0	192.1
12	230	235	207	285	281.7	278.4	251.0	239.1	242.9	235.5	231.2	231.0	220.4	214.0
9-12	**1,050**	**1,090**	**1,124**	**1,179**	**1,128.9**	**1,087.6**	**1,042.8**	**1,022.7**	**1,014.4**	**989.7**	**966.3**	**906.2**	**888.2**	**858.1**

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	40.0	34.0	55.0	-50.1	-41.3	-44.8	-20.1	-8.3	-24.7	-23.4	-60.1	-18.0	-30.1
	3.8%	3.1%	4.9%	-4.2%	-3.7%	-4.1%	-1.9%	-0.8%	-2.4%	-2.4%	-6.2%	-2.0%	-3.4%

Orosi High School



BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix F- BASYS Scoring Reports.**

The BASYS assessment for Orosi High School indicates an overall well-performing campus with newly modernized facilities in several areas, including the science building and performing arts spaces. However, aging electrical infrastructure in the 300 and 500 wings, programmatic limitations in music and food service, and significant deficiencies in athletic facilities were identified. While the core instructional environment is strong, several modernization needs remain across building systems, program support spaces, and outdoor athletic areas.

Building Condition (Score: 88.48%)

Structural & Envelope

- Exterior stucco peeling and wood rot on soffits observed in older 300 and 500 wings.
- 500 building windows require replacement due to aging frames and declining performance.
- Some buildings have aging ceiling tiles, though still maintained.
- Welding shop ceiling is failing and must be replaced.

Interior Finishes

- Interior finishes in most buildings are in good condition; however, a few areas show wear or outdated materials.

Mechanical / Electrical

- Main electrical panels in the 300 and 500 wings are obsolete (Westinghouse and Challenger models) and require replacement.

- Electrical distribution panels in these same wings are also obsolete, posing operational and safety limitations.

Mechanical / HVAC

- HVAC controls across the campus are generally good, however many HVAC units are approaching the end of their life cycle.

Lighting

- Mostly LED, but select areas may require ongoing modernization or fixture replacement.

Fire/Life Safety

- Fire alarm operation and connectivity both scored "Good" with no deficiencies.

Educational Suitability (Score: 80.26%)

General Classrooms

- Classroom storage is minimal and insufficient for instructional needs.

Science

- New science building operates at an excellent standard; no deficiencies noted.

Music

- Music rooms are not soundproof, resulting in sound transfer into hallways and outdoor areas.
- Otherwise adequate in size, location, and storage.

Career Technical Education (CTE)

- Strong program offerings (Ag, Nursing, Digital Photo, Business Finance, Diesel Mechanics, Fire, Engineering, Criminal Justice, Valley ROP), some programs needing improved spaces.

Performing Arts

- Phase I modernization complete; Phase II pending, limiting full program functionality.

Administration & Counseling

- Storage space is limited for both administration and counseling offices.
- Office configuration restricts ability to store materials and manage equipment effectively.

Nurse's Office

- Nurse's Office is undersized for the high school level, offering:
    - Only one cot
    - Insufficient separation between cot area and student waiting
    - Limited storage for medical supplies
    - Medication refrigeration placed in an insecure configuration (small refrigerator on filing cabinet)

Staff Lounge

- Adequate for lounge use but too small for all-staff meetings.

Food Service

- Food service and prep area lacks sufficient storage, requiring the conversion of a staff restroom into dry storage.
- Supplies and equipment exceed available capacity.

Cafeteria

- Cafeteria is generally functional but must accommodate all students in only one brunch and one lunch, indicating pressure on space and throughput.

Athletics / Outdoor Suitability

- Football field is maintained but costly to keep competition-ready due to aeration, overseeding, and striping requirements.
- Pole vault jump is located at an area that interferes with track events.

Signage & Wayfinding

- Lack of signage to guide visitors to parking areas.

Grounds Condition (Score: 90.37%)

Paved Surfaces

- Parking lots, driveways, sidewalks, and play courts are generally in good condition.

Pool

- Pool is newly constructed and fully functional.

Playgrounds

- Not applicable for a high school; no deficiencies listed.

Site Lighting

- Good performance; no major issues noted.

Utilities

- All utility systems (water, wastewater, storm sewer, irrigation) are in good condition.

Technology Readiness (Score: 100%)

Orosi High School demonstrates complete readiness across all technology systems.

- LAN connectivity occasionally loses connection, but overall performance still scored “Good.”

All other systems, including connectivity, distribution, classroom audio, alerting, power, and access, are fully functional.

Site Master Plan Details

The site master plan for Orosi High School focuses on strengthening aging building systems, improving instructional program spaces, and addressing operational and site challenges that affect daily campus use, while also building on the district's planned capital investments already identified for the campus. Orosi High School benefits from several recently improved facilities, including the science building, Phase I performing arts improvements, and a well-functioning central campus. At the same time, older wings and specialized program areas still require targeted modernization to meet current instructional needs and long-term facility goals. The campus is also positioned for significant future investment through planned projects that include Performing Arts Phase II and new construction to support Health Sciences and Medical Technology (Patient Care and Public & Community Health pathways), Engineering and Architecture (Engineering Design and Engineering Technology pathways), and Agriculture and Natural Resources (Agricultural Mechanics pathway).

A major component of the modernization effort will be improvement of aging building systems in the 300 and 500 wings, where obsolete electrical panels and distribution equipment require replacement to ensure safe and reliable power delivery. These older wings also exhibit areas of exterior deterioration, including stucco peeling and wood rot at soffits, as well as aging window systems that are due for replacement. Interior ceiling tiles in select buildings, including the welding shop, will be renewed to improve appearance, durability, and environmental quality. These system and envelope improvements are important not only for preserving existing facilities, but also for ensuring that the broader campus can function cohesively as new investments are added.

Instructional spaces will be improved to better support teaching and learning. The music program remains a priority for environmental improvement, as current spaces lack appropriate sound isolation and allow sound spills into adjacent corridors and outdoor areas. The Career Technical Education program, already home to strong offerings, will benefit from new construction, better organization, and facility improvements that support equipment, materials, and evolving program requirements. Planned new construction for Health Sciences and Medical Technology, Engineering and Architecture, and Agriculture and Natural Resources will further expand the campus's ability to deliver specialized, career-connected learning in environments intentionally designed for those programs.

The performing arts program will continue its multi-phase modernization approach, with Performing Arts Phase II planned to complete the environmental, storage, and functional upgrades initiated during Phase I. This next phase will help realize a more complete, flexible, and fully supportive performance and instructional environment, reinforcing the role of the arts as an important part of the Orosi High School campus identity.

Student support and operational areas will also be modernized. The Administration and Counseling offices require improved storage and reorganized layouts to better support daily workflow. The campus clinic will be expanded and reconfigured to improve privacy, provide appropriate separation between cot and waiting areas, and include secure, dedicated storage for medical supplies and medication refrigeration.

Food service operations will receive targeted upgrades to address storage limitations and improve workflow. The current need to convert staff restrooms into storage reflects undersized facilities, and modernization will focus on expanding dry storage, reorganizing equipment placement, and supporting more efficient preparation and serving operations. The cafeteria, while functional, will also be reviewed to confirm its ability to support enrollment within the existing one-brunch/one-lunch schedule and to identify opportunities for improved efficiency and student experience.

Athletics and outdoor facilities represent another planning priority. The practice field and football field require substantial maintenance to remain usable, and long-term improvements may consider strategies to reduce maintenance intensity while improving consistency and performance. A new gymnasium is needed to replace the existing aging combined gym/cafeteria space.

To improve student, staff, and visitor experience, site improvements will include enhanced signage and wayfinding, especially for guiding visitors to parking areas. Though circulation performs adequately, these improvements will support clearer navigation and a more welcoming campus environment.

Together, these modernization priorities and planned capital projects position Orosi High School for both near-term renewal and long-term program growth. The site master plan not only addresses deferred maintenance, operational needs, and aging infrastructure, but also supports expansion of signature academic and CTE pathways that strengthen student opportunity and campus identity. Through this combined approach, Orosi High School is positioned to modernize key facilities, improve day-to-day functionality, and continue evolving as a more complete, durable, and future-ready high school campus.

Orosi High School

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the **introduction page in Appendix A, Comprehensive Site Profiles and Section 9.0 – Planning and Budgeting**.

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Health & Safety	**Electrical Panel Replacement – 300 & 500 Wings**	Replace obsolete Westinghouse and Challenger panels; modernize electrical distribution.	Priority 1
Building Systems	**HVAC System Renewal**	Replace older HVAC units nearing end of life where performance is declining.	Priority 2
Educational Adequacy Improvements	**CTE Program Expansion**	Add, reconfigure, or construct facilities to support high-demand CTE pathways, including Health Sciences & Medical Technology, Engineering & Architecture, and Agriculture and Natural Resources.	Priority 2
Educational Adequacy Improvements	**Performing Arts Center Phase II**	Improvements to address remaining capacity and functionality needs for performing arts instruction.	Priority 2
Modernization	**Welding Shop Ceiling Replacement**	Replace failing ceiling in welding shop. LED Updates.	Priority 2
Modernization	**Window Replacement – 500 Building**	Replace aging window systems to improve performance and longevity.	Priority 2
Modernization	**Exterior Envelope Repairs**	Repair stucco peeling and wood rot on soffits in older wings.	Priority 2
Modernization	**Ceiling Tile Renewal – Select Buildings**	Replace aging ceiling tiles to improve durability and interior presentation.	Priority 2

Project Prioritization Matrix-Continued

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Modernization	**Interior Finish Renewal – Select Buildings**	Update interior finishes to improve durability and interior presentation.	Priority 2
Educational Adequacy Improvements	**New Gymnasium**	New construction of a gymnasium to alleviate the constraints of the existing gymnasium.	Priority 3
Modernization	**Interior Casework Renewal**	Replace or refinish worn classroom casework; expand storage where needed.	Priority 3
Site & Infrastructure	**Practice Field Improvements**	Improve condition of practice field; evaluate long-term strategies for reducing maintenance demands.	Priority 3
Educational Adequacy Improvements	**Administrative Space Improvements**	Add storage, improve office layout, and enhance workflow efficiency. Scope and cost to be determined following space planning and implementation approach.	**Priority 4**
Site & Infrastructure	**Site Lighting Enhancements**	Improve lighting levels in key outdoor circulation areas.	**Priority 4**

Orosi High School

Site Budgetary Cost Estimate

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY					**$**	**305,856.00**
Priority 1	Electrical replacement-300 & 500 Wings	SF	11,328	$ 27.00	$	305,856.00
MODERNIZATION					**$**	**2,398,556.56**
Priority 2	Floor coverings	SF	23,728	$ 14.50	$	344,056.00
Priority 2	Interior painting	SF	145,960	$ 4.50	$	656,820.00
Priority 2	Ceiling replacement-Welding Shop	SF	2,640	$ 17.25	$	45,540.00
Priority 2	Ceiling tile/grid replacement	SF	23,728	$ 13.77	$	326,734.56
Priority 2	Window replacement-500 Bldg	SF	4,752	$ 28.00	$	133,056.00
Priority 2	Exterior repairs and painting	SF	145,960	$ 3.75	$	547,350.00
Priority 3	Casework replacement per classroom	EA	10	$ 34,500.00	$	345,000.00
BUILDING SYSTEMS					**$**	**813,470.00**
Priority 2	HVAC Replacement	EA	35	$ 23,242.00	$	813,470.00
EDUCATIONAL ADEQUACY IMPROVEMENTS					**$**	**46,535,749.85**
Priority 2	Health Sciences & Medical Technology*	Allowance	1	$ 4,858,104.34	$	4,858,104.34
Priority 2	Performing Arts Center Phase II*	Allowance	1	$ 8,409,070.00	$	8,409,070.00
Priority 2	Engineering & Architecture-Architecture Design*	Allowance	1	$ 3,817,581.12	$	3,817,581.12
Priority 2	Engineering & Architecture-Architecture Technology*	Allowance	1	$ 3,599,543.54	$	3,599,543.54
Priority 2	Agriculture and Natural Resources*	Allowance	1	$ 6,538,450.85	$	6,538,450.85
Priority 3	New Gymnasium	Allowance	1	$19,313,000.00	$	19,313,000.00
SITE AND INFRASTRUCTURE IMPROVEMENTS					**$**	**225,000.00**
Priority 3	Practice field improvements	Allowance	1	$ 150,000.00	$	150,000.00
Priority 4	Lighting Improvements	Allowance	1	$ 75,000.00	$	75,000.00
SUBTOTAL			.		**$**	**50,278,632.41**
PROJECT SOFT COSTS (30%)					**$**	**15,083,589.72**
TOTAL ESTIMATED PROJECT COST					**$**	**65,362,222.13**
COST ESCALATION- YEAR 1 (5%)					**$**	**68,630,333.24**
COST ESCALATION- YEAR 2 (5%)					**$**	**72,061,849.90**
COST ESCALATION- YEAR 3 (5%)					**$**	**75,664,942.40**

Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

* Projects are planned and under active consideration for funding. At the time of publication, funding may be partially secured, pending, or not yet authorized.

Lovell-Esperanza-Community Day School



Address:
12724 Avenue 392
Cutler, CA 93615

Grades: 9-12th Grade

Year Constructed: 1952

Enrollment (2025-26): 80

Design Capacity: 160

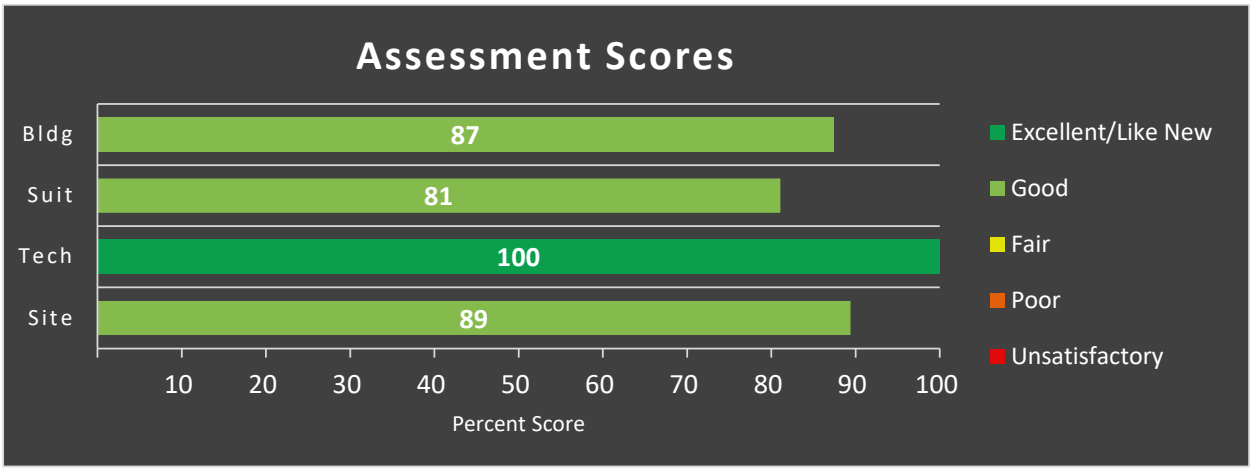
Target Capacity: 160

Total Sq. Ft.: 15,371

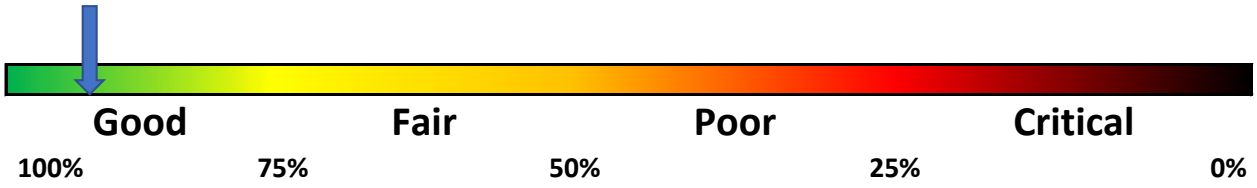
Site Acreage: 2.91

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Reports for detailed information**.



Lovell-Esperanza-Community Day Overall Score = 86.96%



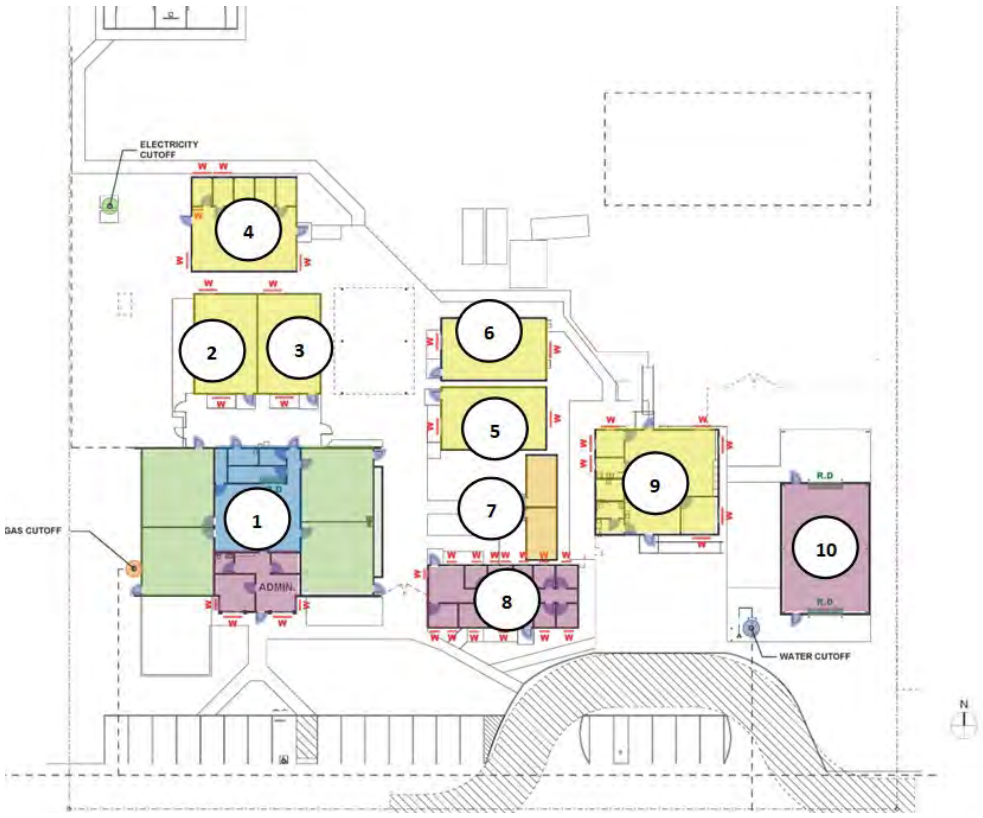
Lovell-Esperanza-Community Day School

Building Inventory

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establish the baseline conditions needed for AB 247 modernization evaluation. **Buildings are referenced by number on the map and the corresponding inventory below.**

KEY

- Permanent Classroom
- Portable Classroom
- Administrative
- Multipurpose/Cafeteria
- Media Center/Library
- Portable Restrooms



Lovell-Esperanza-Community Day School Building Inventory

40+
30-39
20-29
1-19

Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	Admin/Class/MPR	Admin/CR/MPR	5,103	02-109447	Permanent	3	1973	53	1973	53
2	RM 6	Classroom	960	54589	Portable	1	1990	36	1990	36
3	RM 7	Classroom	960	54589	Portable	1	1990	36	1990	36
4	RM 8-Comm. Day	Classroom	960	03-101059	Portable	1	1998	28	1998	28
5	RM 9-Esperanza	Classroom	960	64952	Portable	1	1996	30	1996	30
6	RM 10	Classroom	960	02-111099	Portable	1	2009	17	2009	17
7	RR Bldg	RR Bldg	480	65952	Portable	0	1996	30	1996	30
8	Career Center	Admin	1,368	65292	Portable	0	1996	30	1996	30
9	Trades Classroom	Classroom	1,920	02-114754	Portable	2	2003	23	2003	23
10	Trades Shop	Shop/Storage	1,700		Permanent	0	2020	6	2020	6
		Total Sq Ft	15,371	Total Classrooms		10	Average Age	29		

Standalone Gym	No	MPR/Cafeteria	Yes	Library	No

Capacity, Utilization & Enrollment Projections

Lovell-Esperanza-Community Day High School's capacity and utilization should be interpreted in the context of its continuation and other related alternative education program models, which operates differently than a traditional comprehensive high school. **With Total Enrollment of 80 students, the campus is currently utilizing approximately 50% of its 160-student building capacity. Below is a chart of student transfer distribution for Community Day School, Esperanza HS and Lovell HS.**

Student Transfer Distribution		
School	**El Monte MS**	**Orosi HS**
Community Day School	1	7
Esperanza HS	0	11
Lovell HS	0	61
Total	**80**	

Due to the nature of the programming, enrollment projections were not completed individually for this location.

BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix F- BASYS Scoring Reports.**

The BASYS assessment for Lovell-Esperanza Community Day School reflects a generally well-maintained campus with strong overall performance and excellent technology readiness. The most significant findings are concentrated in life-safety and electrical infrastructure, along with minor long-term facility stewardship issues related to portables and wastewater service. The following summarizes BASYS-identified deficiencies across the four assessment categories.

Building Condition (Score: 87.40%)

Structural & Envelope

- Portable classrooms are mostly located on dirt surfaces, increasing long-term risk for moisture impacts, wood deterioration, and instability if left unaddressed.

Mechanical / Electrical / HVAC

- Main electrical service is rated Poor due to a Zinsco main panel that requires replacement (safety and reliability concern).
- Electrical distribution is rated Fair due to a mix of newer and older subpanels, indicating uneven modernization and potential reliability limitations.
- HVAC controls are dated and in need of modernization.
- Lighting is in good condition with no noted issues.

Fire/Life Safety

- The fire alarm system is rated Poor for both operation and connectivity, with BASYS indicating the system needs replacement. This is the campus's most urgent life-safety deficiency.

Educational Suitability (Score: 81.07%)

CTE / Specialty Programs

- The CTE facility is a notable strength, with "Excellent" ratings for environment, size, and location.

Media Center

- Media center storage/fixed equipment is rated Fair; needing more storage for books, limiting functionality.

Administration & Student Support

- Administration is rated Fair; the front office is small, lacks space for private conversations with parents, and has very limited storage for files and supplies.
- Nurse's Office is rated Fair; the area is too small and does not have enough space to serve more than two students at a time.
- Custodial and maintenance is rated Fair; insufficient storage for custodial equipment and supplies.

Food Service

- Food service and prep is rated Good; the kitchen as a heat-and-serve operation (functional, but limited for expanded production).

Grounds Condition (Score: 89.64%)

Utilities

- **Wastewater service is rated Fair; BASYS notes the campus is on septic with no sewer available, which may** constrain future expansion or intensification.

(Other paved surfaces, landscaping, irrigation, lighting, and fencing are rated Good with no BASYS comments.)

Technology Readiness (Score: 100.00%)

The BASYS assessment identifies no technology readiness deficiencies at Lovell-Esperanza. All categories—including electrical power, equity of access, connectivity, alerting systems, LAN/WAN performance, and staff/classroom technology—scored at the highest level.

Site Master Plan Details

Lovell-Esperanza Community Day School functions as a purpose-driven alternative education campus with a strong instructional foundation and a standout CTE facility. The master planning focus is therefore less about expanding program footprint and more about removing high-risk system deficiencies, improving support space functionality, and addressing a small number of long-term site constraints.

Life-safety and electrical modernization are the top near-term drivers. The replacement of the fire alarm system (operation and connectivity) is the most urgent priority. In parallel, the District should replace the Zinsco main electrical panel and evaluate/upgrade older subpanels to improve safety, reliability, and maintainability of campus electrical distribution.

Portables require a long-term stewardship decision. BASYS notes portables are primarily located on dirt surfaces, which can shorten service life and increase maintenance risks. The site plan should evaluate whether these portables are intended as long-term capacity and, if so, implement appropriate foundation improvements or long-term replacement strategies consistent with the District's broader portable strategy.

Targeted support space improvements will strengthen daily operations. The BASYS suitability findings point to practical, high-impact improvements rather than major program changes—reconfiguring or modestly expanding the front office to include private meeting space and adequate records/storage; improving the nurse's office layout and capacity to better serve students; and increasing media center storage to support instructional materials and library

functions. Improvements to custodial and maintenance storage will also enhance operational efficiency and reduce day-to-day strain on staff.

Utilities should be treated as a planning constraint. The campus wastewater system is septic with no sewer available, which may limit long-term expansion or new high-demand program additions. While no immediate action is required for current operations, the site plan should reflect this constraint in any future development scenarios and confirm long-range utility feasibility before committing to program intensification.

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the **introduction page in Appendix A, Comprehensive Site Profiles and Section 9.0 – Planning and Budgeting**.

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Health & Safety	**Fire Alarm System Replacement**	Replace the existing fire alarm system, including control panels, devices, and connectivity, to meet current life-safety and code requirements.	Priority 1
Health & Safety	**Electrical Main Service Replacement**	Replace the Zinsco main electrical panel and address outdated subpanels across the campus.	Priority 1
Building Systems	**HVAC Unit Replacement**	Replace HVAC units that are past their useful life with high-efficiency models.	Priority 2
Modernization	**Classroom and Interior Refresh**	Upgrade finishes and minor reconfigurations in select spaces to support flexibility and student engagement.	Priority 2
Site & Infrastructure	**Portable Classroom Foundation Improvements**	Improve foundations for portable classrooms currently located on dirt surfaces or evaluate replacement with permanent structures.	**Priority 4**

Site Budgetary Cost Estimate

PRIORITY	SUMMARY OF IMPROVEMENTS	PRELIMINARY COST ESTIMATES					
HEALTH AND SAFETY						$	**643,931.00**
Priority 1	Electrical main panel replacement	SF	15,371	$	27.00	$	415,017.00
Priority 1	Fire alarm replacement	Allowance	1	$	228,914.00	$	228,914.00
MODERNIZATION						$	**349,690.25**
Priority 2	Floor coverings	SF	15,371	$	14.50	$	222,879.50
Priority 2	Interior painting	SF	15,371	$	4.50	$	69,169.50
Priority 2	Exterior repairs and painting	SF	15,371	$	3.75	$	57,641.25
BUILDING SYSTEMS						$	**209,178.00**
Priority 2	HVAC Replacement	EA	9	$	23,242.00	$	209,178.00
EDUCATIONAL ADEQUACY IMPROVEMENTS						$	-
	No Educational Adequacy Items						
SITE AND INFRASTRUCTURE IMPROVEMENTS						$	**90,000.00**
Priority 4	Concrete foundations for portables	EA	3	$	30,000.00	$	90,000.00
SUBTOTAL			.			$	**1,292,799.25**
PROJECT SOFT COSTS (30%)						$	**387,839.78**
TOTAL ESTIMATED PROJECT COST						$	**1,680,639.03**
COST ESCALATION- YEAR 1 (5%)						$	**1,764,670.98**
COST ESCALATION- YEAR 2 (5%)						$	**1,852,904.53**
COST ESCALATION- YEAR 3 (5%)						$	**1,945,549.75**

Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

Family Education Center



Address:
40802 Road 128
Cutler, CA 93615

Grades: Preschool

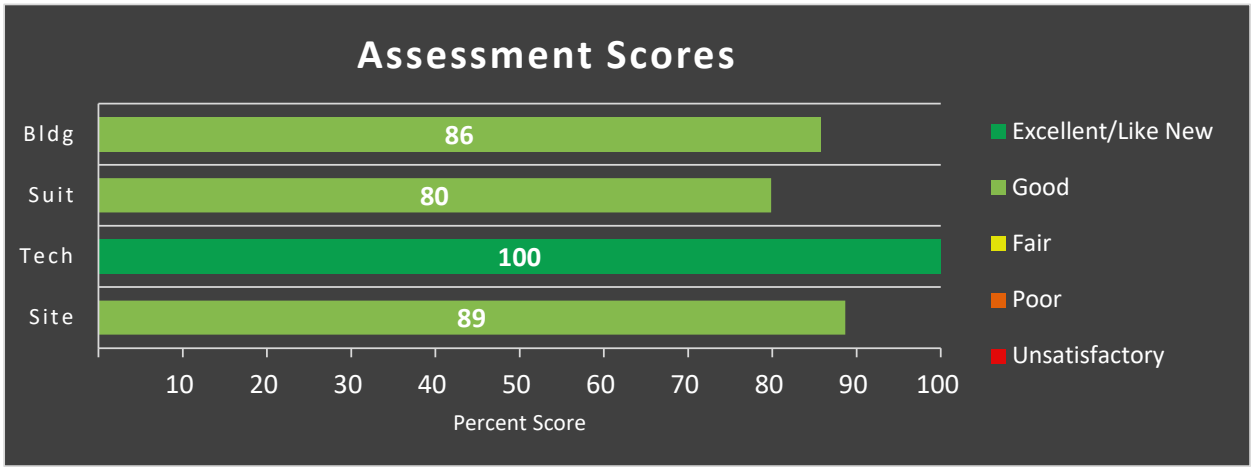
Year Constructed: 2004

Total Sq. Ft.: 14,050

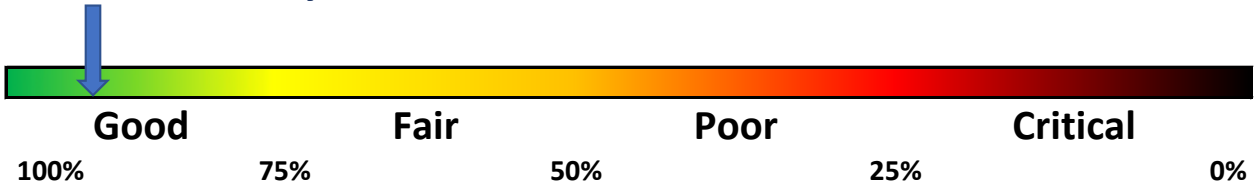
Site Acreage: 1.7

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F-BASYS Scoring Reports for detailed information**.



Family Education Center Overall Score = 85.68%



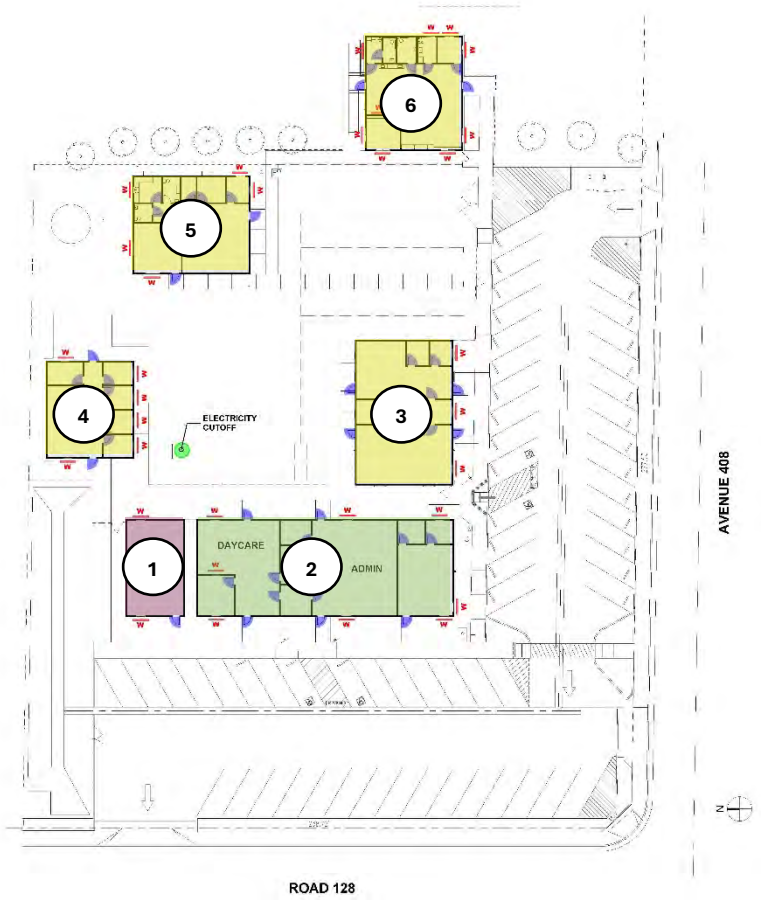
Family Education Center

Building Inventory

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establish the baseline conditions needed for AB 247 modernization evaluation. **Buildings are referenced by number on the map and the corresponding inventory below.**

KEY

- Main Building
- Portable Classroom
- Administrative



Family Education Center Building Inventory										40+ / 30-39 / 20-29 / 1-19
Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	**Admin**	Admin	960	02-106289	Portable	0	2004	22	2004	22
2	**Main Bldg**	Main Bldg	5,790	02-105576	Modular	0	2003	23	2003	23
3	**Classroom**	Classroom	2,500	02-108055	Modular	1	2007	19	2007	19
4	**Classroom**	Classroom	960	02-111375	Portable	1	2010	16	2010	16
5	**Social Services**	Social Services	1,920	02-111606	Portable	0	2010	16	2010	16
6	**Social Services**	Social Services	1,920	02-115078	Portable	0	2016	10	2016	10
		Total Sq Ft	**14,050**	**Total Classrooms**		**2**	**Average Age**	**18**		

Standalone Gym	**No**	**MPR/Cafeteria**	**No**	**Library**	**No**

BASYS Scoring Details

This section highlights the BASYS assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix F – BASYS Scoring Reports.**

The BASYS assessment for the COJUSD Family Education Center reflects a well-maintained, community-serving facility with strong site conditions and excellent technology readiness. The primary findings are focused on aging HVAC equipment, partial fire alarm modernization, and functional storage constraints tied to the Center's role as a hub for donated goods and family support services.

Building Condition (Score: 85.72%)

Mechanical / HVAC

- HVAC energy generation is rated Fair; BASYS notes that 64% of HVAC units are past their useful life but still functional, indicating elevated failure risk and a need for phased replacement planning.
- HVAC distribution is rated Fair with the same lifecycle concern (64% past useful life but still functional).

Fire/Life Safety

- Fire alarm operation is rated Fair; BASYS notes the fire alarm is partially updated, and remaining components need replacement to achieve full system consistency.
- Fire alarm connectivity is rated Fair for the same reason (partial modernization; remaining components require replacement).

Educational Suitability (Score: 79.85%)

Administration & Support Functions

- Storage & fixed equipment is rated Fair; BASYS comments that storage is limited for the food pantry and donated clothing/supplies offered to families. The noted need is approximately the size of a portable classroom to support this function appropriately.

(Other suitability categories were rated Good or were not applicable to this site's function.)

Grounds Condition (Score: 88.65%)

Utilities / Drainage

- BASYS notes the site is on a septic system and sanitary sewer is not available, which should be treated as a long-term constraint for expansion or increased intensity of use.

Technology Readiness (Score: 100.00%)

The BASYS assessment identifies no technology readiness deficiencies at the Family Education Center. All categories, including connectivity, power, alerting systems, LAN/WAN performance, and staff technology, scored at the highest level.

Site Master Plan Details

The COJUSD Family Education Center is a critical community asset that supports family engagement, wellness, and essential services. The site master plan focus is therefore centered on protecting reliability, ensuring life-safety consistency, and right-sizing support spaces so the facility can continue functioning as a stable, trusted access point for families.

Mechanical lifecycle replacement is the primary capital driver. BASYS indicates that a significant share of HVAC units are beyond useful life (while still operating), which is exactly the kind of "quiet risk" that can turn into disruptive failures. The recommended approach is a phased HVAC replacement strategy that prioritizes the oldest/highest-risk equipment first, coordinates replacements to minimize service interruptions, and preserves indoor comfort and operational reliability for staff and visiting families.

Complete the fire alarm modernization for full life-safety consistency. The fire alarm system is partially updated, with remaining components needing replacement for both operation and connectivity. The site plan should prioritize a single, fully integrated fire alarm system to avoid split-system risks, reduce maintenance complexity, and strengthen compliance and reliability.

Address storage as a mission-critical functional need. Unlike a typical administrative building, the Family Education Center performs a high-volume community support function that includes storage and distribution of donated clothing, supplies, and food pantry items. BASYS notes the current storage is undersized and functionally limiting. The site master plan should evaluate options for added secure storage capacity (planning roughly the footprint of a portable classroom) and include considerations for workflow, loading/unloading, organization, and safe separation from public areas.

Family Education Center

Preserve strong site conditions while acknowledging the utility constraint. Grounds and exterior circulation are generally in very good condition. However, the facility's septic condition and lack of sewer availability should be treated as a long-term planning constraint, especially if expanded services or higher occupancy programming is contemplated in the future.

Overall, the Family Education Center's recommended facility path is straightforward and high-impact: plan to replace aging HVAC equipment before failures increase, finish fire alarm modernization, and expand/upgrade storage capacity to match the Center's essential role in supporting families and distributing critical resources.

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the **introduction page in Appendix A, Comprehensive Site Profiles and Section 9.0 – Planning and Budgeting**.

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Health & Safety	**Fire Alarm System Completion**	Replace remaining outdated fire alarm components to provide full campus coverage and code-compliant operation.	Priority 1
Building Systems	**HVAC System Replacement (Phase 1)**	Begin phased replacement of HVAC units that are past their useful life with high-efficiency systems.	Priority 2
Modernization	**Interior Refresh**	Address minor interior finish upgrades, including paint and flooring, as part of a coordinated modernization effort.	Priority 3
Educational Adequacy Improvements	**Administrative Space Flexibility Improvements**	Evaluate administrative and support space needs and develop a right-sized implementation approach, which may include minor space modifications to improve flexibility and support functionality.	**Priority 4**
Educational Adequacy Improvements	**Family Pantry Storage Expansion**	Evaluate options to improve food pantry storage, including relocation within existing space, repurposing available space, or adding dedicated storage if needed.	**Priority 4**

Family Education Center

Site Budgetary Cost Estimate

SUMMARY OF IMPROVEMENTS		PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY					**$**	**98,350.00**
Priority 1	Fire alarm replacement	1	14,050	$ 7.00	$	98,350.00
MODERNIZATION					**$**	**319,637.50**
Priority 3	Floor coverings-All Bldgs	SF	14,050	$ 14.50	$	203,725.00
Priority 3	Interior painting-All Bldgs	SF	14,050	$ 4.50	$	63,225.00
Priority 3	Exterior Painting-All Bldgs	SF	14,050	$ 3.75	$	52,687.50
BUILDING SYSTEMS					**$**	**278,904.00**
Priority 2	HVAC Replacement	EA	12	$ 23,242.00	$	278,904.00
EDUCATIONAL ADEQUACY IMPROVEMENTS					**$**	-
	Educational Adequacy Items - Scope to be Determined*					
SITE AND INFRASTRUCTURE IMPROVEMENTS					**$**	-
	No Site and Infrastructure items					
SUBTOTAL			.		**$**	**696,891.50**
PROJECT SOFT COSTS (30%)					**$**	**209,067.45**
TOTAL ESTIMATED PROJECT COST					**$**	**905,958.95**
COST ESCALATION- YEAR 1 (5%)					**$**	**951,256.90**
COST ESCALATION- YEAR 2 (5%)					**$**	**998,819.74**
COST ESCALATION- YEAR 3 (5%)					**$**	**1,048,760.73**

Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

***The Project Prioritization Matrix identifies two Educational Adequacy recommendations; however, cost estimates cannot be developed until the scope and implementation approach are defined.**

COJUSD District Office Building



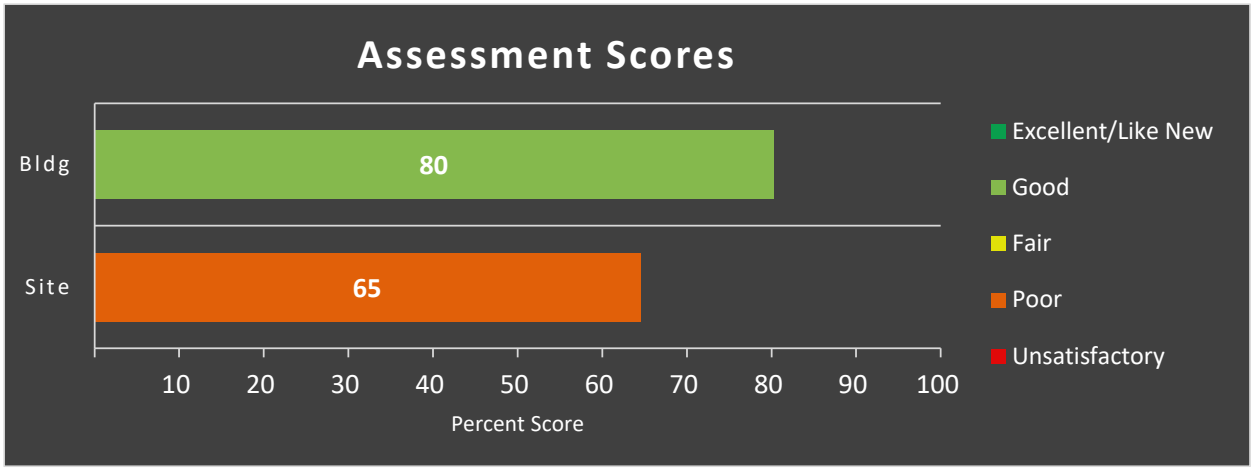
Address:
12623 Avenue 416
Orosi, CA 93647

Year Constructed: 1952

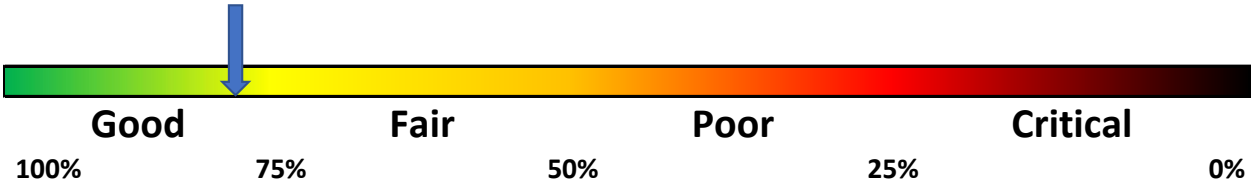
Total Sq. Ft.: 30,046

BASYS Assessment Scores

Each score reflects a weighted evaluation of different aspects of the school facility. Building scores are derived from system-level assessments that measure condition relative to replacement value. Suitability scores evaluate how well spaces support educational programs. Technology readiness scores reflect infrastructure and equipment that support instructional technology. Site scores assess grounds, circulation, and support areas. Combined scores average these measures into an overall profile of facility condition and readiness. **See Appendix F - BASYS Scoring Reports for detailed information**.



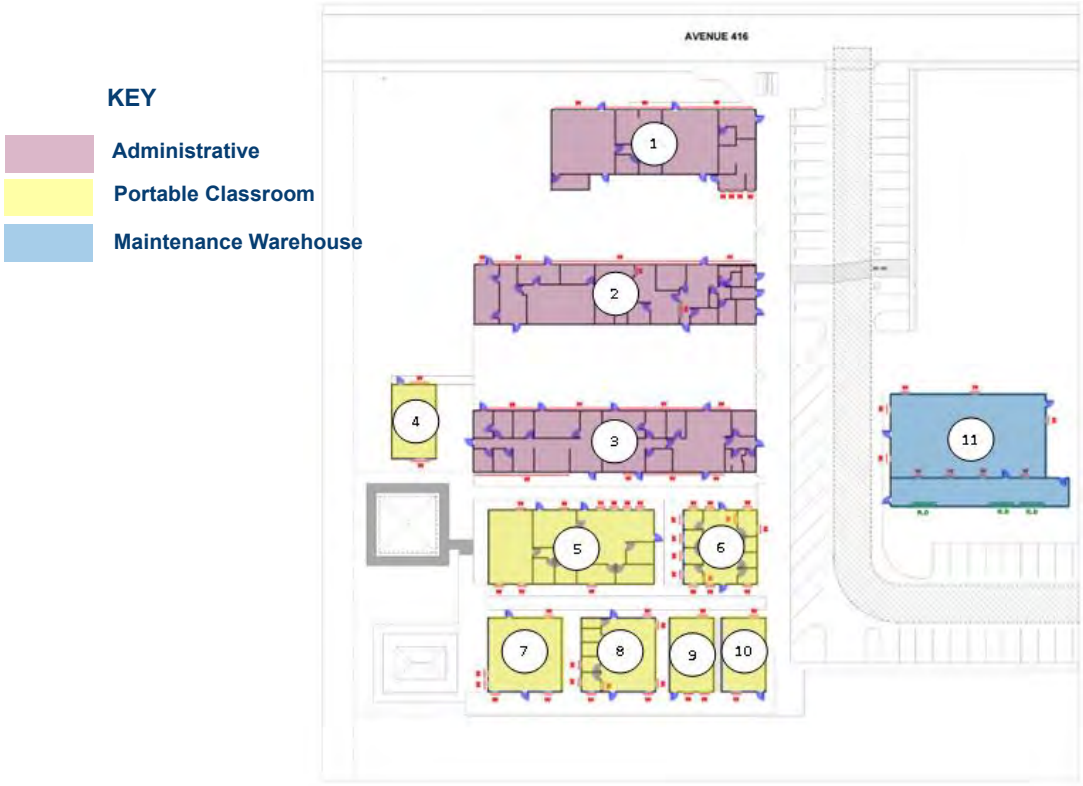
COJUSD District Office Building Overall Score = 77.08%



COJUSD District Office Building

Building Inventory

The Building Inventory Reference Map and associated tables provide a clear overview of the physical facilities and establish the baseline conditions needed for AB 247 modernization evaluation. **Buildings are referenced by number on the map and the corresponding inventory below.**



COJUSD District Office Building Inventory										40+ 30-39 20-29 1-19
Building ID	Building	Facility Use	Sq. Ft.	DSA App #	Bldg Type	Classroom Count	Construction Year	Age in 2026	Modernization Year	Mod Age
1	**Admin**	Admin	3,536	02-106776	Permanent	0	1952	74	2006	20
2	**Admin**	Admin	5,100	02-106776	Permanent	0	1952	74	2006	20
3	**Admin**	Admin	4,930	02-106776	Permanent	0	1952	74	2006	20
4	**Storage**	Storage	960	02-105658	Portable	1	2007	19	2007	19
5	**Admin**	Admin	3,840	02-102776	Portable	2	2006	20	2006	20
6	**Admin**	Admin	1,920	02-102776	Portable	1	2006	20	2006	20
7	**Preschool**	Classroom	1,920	02-102776	Portable	1	2006	20	2006	20
8	**Preschool**	Classroom	1,920	02-103205	Portable	1	2003	23	2003	23
9	**Technology**	Tech Office	960	02-103266	Portable	1	2003	23	2003	23
10	**Technology**	Tech Office	960	02-103266	Portable	1	2003	23	2003	23
11	**Warehouse**	Warehouse	4,000	None	Permanent	0				
		Total Sq Ft	**30,046**	**Total Classrooms**		**8**	**Average Age**	**37**		
		Standalone Gym	**No**	**MPR/Cafeteria**		**No**	**Library**	**No**		

BASYS Scoring Details

This section highlights the assessment components that include additional comments. Line items scored as "Good" or better without assessor comments have been omitted from this section. The complete BASYS report for each facility is available in **Appendix F – BASYS Scoring Reports.**

The BASYS assessment for the COJUSD District Office Building indicates a functional, structurally sound facility that continues to support district operations, but with significant end-of-life mechanical systems and deteriorated paved surfaces that reduce reliability, safety, and overall site quality. The following summarizes BASYS-identified deficiencies across the major assessment categories.

Building Condition (Score: 80.23%)

Structural & Envelope

- No major structural deficiencies were identified; foundations, exterior walls, roofing, windows, and doors are generally rated in good condition.

Interior Finishes

- Carpet flooring is showing visible wear and deterioration, indicating the need for replacement as part of a future interior refresh.

Mechanical / Electrical / HVAC

- HVAC energy generation is rated Poor due to age and end-of-life conditions; approximately 84% of HVAC units are past their useful life, with many units exceeding 30 years in service.
- HVAC air distribution is rated Poor for the same lifecycle reasons, indicating elevated risk of failure, inefficiency, and ongoing maintenance burden.
- HVAC controls are in good condition, which supports a smoother transition during system replacement.

Fire/Life Safety

- Fire alarm system needs lifecycle replacement. Emergency lighting/egress and ADA accessibility are compliant; no additional life-safety upgrades are recommended beyond routine maintenance.

Grounds Condition (Score: 64.50%)

Paved Surfaces / Circulation

- Approximately 50% of the parking lot requires repaving, reflecting significant surface deterioration.
- Driveways are rated Poor due to heavy deterioration and should be reconstructed in failed areas to address safety concerns and restore site functionality and appearance.

(Other grounds components—sidewalks, landscaping, irrigation, utilities, site lighting, and fencing—are rated good with no immediate deficiencies noted.)

Site Master Plan Details

The COJUSD District Office Building is a mission-critical support facility for district leadership, business operations, student services, and day-to-day coordination. While the building remains functional and structurally stable, the master planning emphasis is on reducing operational risk, improving user experience for staff and visitors, and addressing visible site deficiencies that affect safety and public-facing perception.

Mechanical renewal is the dominant capital driver. The BASYS findings indicate that the Administration Building's HVAC systems are a high-risk asset: most units are beyond useful life, and both energy generation and air distribution are rated Poor. The site master plan should prioritize a comprehensive HVAC replacement strategy (potentially phased if needed for continuity of operations) focused on reliability, comfort, and energy efficiency. Because HVAC controls are in good condition, replacements should be integrated with existing controls where feasible to maximize operability and reduce training and transition impacts.

Interior refresh should be coordinated with system work. Worn carpet and minor interior finish needs are best addressed as part of a planned modernization package, sequenced after or concurrent with HVAC work, to avoid rework and ensure a cohesive improvement to the building's working environment. Targeted interior updates can also support more professional, welcoming family-facing areas where the public interacts with district services.

Site circulation and paving require near-term corrective action. The low Grounds score is driven by extensive parking lot and driveway deterioration. Repaving and driveway reconstruction should be treated as a high-impact investment because it improves safety for staff and visitors, reduces trip hazards and vehicle damage risks, improves drainage performance (as applicable), and strengthens the appearance of the district's central administrative hub.

Maintain strong baseline performance in other systems. Electrical, plumbing, lighting, connectivity, and fire protection systems are generally performing well and can be maintained through routine lifecycle investment. The site plan should preserve this stability while focusing capital dollars on the systems and site elements that pose the greatest reliability and safety risk.

COJUSD District Office Building

Overall, the District Office Building's facility strategy is a focused stabilization and renewal effort: replace end-of-life HVAC equipment, refresh worn interior finishes, and repair/repave critical paved surfaces so the district's central hub remains safe, reliable, and representative of COJUSD's standards for service and stewardship.

Project Prioritization Matrix

The Project Prioritization Matrix organizes campus needs into a clear, strategic framework that reflects both the urgency of identified conditions and the long-term goals of the modernization plan. For detailed descriptions of each project category and the criteria used to determine priority levels, please refer to the **introduction page in Appendix A, Comprehensive Site Profiles and Section 9.0 – Planning and Budgeting**.

Project Prioritization Matrix			
Category	**Project Area**	**Recommended Action**	**Priority**
Building Systems	**HVAC Controls Integration**	Integrate HVAC systems with existing control infrastructure to optimize performance and energy management.	Priority 1
Health & Safety	**HVAC System Replacement**	Replace approximately 84% of HVAC units that are past their useful life with modern, energy-efficient systems.	Priority 2
Site & Infrastructure	**Parking Lot Repaving**	Repave deteriorated sections of the parking lot, representing approximately half of the paved area.	Priority 2
Site & Infrastructure	**Driveway Reconstruction**	Reconstruct failed driveway sections experiencing severe deterioration.	Priority 2
Modernization	**Interior Finish Refresh**	Replace worn carpet flooring throughout administrative offices and support spaces.	Priority 3

Site Budgetary Cost Estimate

SUMMARY OF IMPROVEMENTS		PRELIMINARY COST ESTIMATES				
HEALTH AND SAFETY					$	**182,322.00**
Priority 1	Fire alarm replacement	1	26,046	$ 7.00	$	182,322.00
MODERNIZATION					$	**257,564.00**
Priority 3	Floor coverings	SF	13,556	$ 14.50	$	196,562.00
Priority 3	Interior painting	SF	13,556	$ 4.50	$	61,002.00
BUILDING SYSTEMS					$	**488,082.00**
Priority 1	HVAC Controls	SF	26,046	$ 5.25	$	136,741.50
Priority 2	HVAC replacement	EA	21	$ 23,242.00	$	488,082.00
EDUCATIONAL ADEQUACY IMPROVEMENTS					$	-
	No Educational Adequacy Items					
SITE AND INFRASTRUCTURE IMPROVEMENTS					$	**390,060.00**
Priority 2	Asphalt parking and driveway replacement	SF	21,670	$ 18.00	$	390,060.00
SUBTOTAL					$	**1,318,028.00**
PROJECT SOFT COSTS (30%)					$	**395,408.40**
TOTAL ESTIMATED PROJECT COST					$	**1,713,436.40**
COST ESCALATION- YEAR 1 (5%)					$	**1,799,108.22**
COST ESCALATION- YEAR 2 (5%)					$	**1,889,063.63**
COST ESCALATION- YEAR 3 (5%)					$	**1,983,516.81**

Please note: The project cost estimates included in this Facilities Master Plan are for planning purposes only and are based on unit pricing from RS Means, vendor catalogs, industry-standard sources, AI price verification, and publicly available construction data. Each line item reflects an estimated total project cost, which includes both construction costs and soft costs (such as design, permitting, inspections and contingencies). Cost escalation has been projected at 5% annually; however, actual escalation may vary based on market volatility, labor and materials availability, inflation, and regional economic conditions. These estimates are intended to guide long-term planning and may require adjustment to reflect actual scope, bid conditions, and project timing at the time of implementation.

Appendix B- Educational Suitability and Technology Readiness Reference Guide

Art Classrooms

Required space at all levels.

System	Component	Description	What to Look For
Art	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. **ES: 1,100 SF** **MS/HS: 1200 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards or is a portable
	Location	The room should be appropriately located for the program.	Rooms should be located on an exterior wall with windows for natural light.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework, appropriate materials, and project storage **Fixed Equipment:** ES/MS: Should have sink. HS: Should have at least 2 sinks w/clay traps, kiln w/appropriate ventilation, display space, hard surfaced flooring, easily cleanable surfaces, and technology equipment. Room(s) should have the capacity to be darkened to display projected imagery.

Examples of art classrooms:





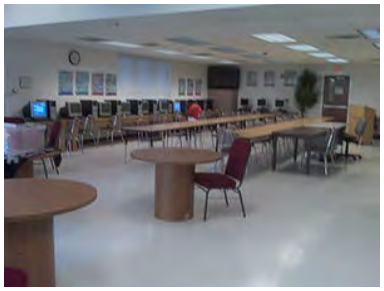
Career & Technical Education

Scores are based on the programs available in each building. Space is provided for various simulations of job-related experiences and laboratory workstations.

System	Component	Description	What to Look For
Career Tech Ed	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	**1200-2000 sq ft** The room should meet the square footage appropriate for the program. There is room for a lecture area and for the movement of students.	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classrooms(s) should be shielded from noise-producing activities and functions and there should be appropriate material delivery areas.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** There should be storage for student projects and supplies and secured storage areas for volatile, flammable, and corrosive chemicals and cleaning agents, if needed for the program. In addition, there should be proper storage and removal access for hazardous waste materials is provided in each laboratory using such materials. **Fixed Equipment:** As appropriate to the program, including any necessary safety equipment.

Examples of career and technical education classrooms:







Computer Labs

Computer labs should be scored if they exist. If a school has no computer lab, it should be scored "N/A."

System	Component	Description	What to Look For
Computer Labs or STEAM	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Lighting should minimize screen glare and eye strain. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards and should accommodate the movement of students around learning stations. **850 SF (ES) 1000-1400 SF (MS) 1200-2000 SF (HS)**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is close to classroom areas and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. **Computer labs (CTE) should have both hard connections and wireless availability.**	**Storage:** Is there adequate permanent casework and enough storage for teaching materials and records? **Fixed Equipment:** There should be sufficient outlets, power sources, and network links for the amount of equipment provided. Equipment should be properly secured and appropriate for the program. Furniture should /should not be fixed/permanent.

Examples of computer labs:



Early Childhood Education – Pre-K

Must comply with title 5 requirements.

System	Component	Description	What to Look For
ECE	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards (including restrooms, storage, kitchenette, and teacher preparation) **1350 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions and has access to a fenced outdoor play area. (Play area is scored under ***Outside Spaces***.)
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate, age-appropriate casework and storage. **Fixed Equipment:** There should be a restroom in the classroom. Convenient access to washer and dryer. If the room is used for special education preschool, add a changing area in the restroom. Fixtures include sink, wall of cabinets, age-appropriate fixtures, and technology equipment. Some flooring is a "wet area".

Examples of ECE classrooms:





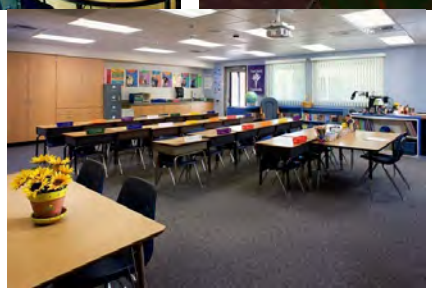
General Classrooms

System	Component	Description	What to Look For
General Classrooms	**Environment**	The rooms should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? Classrooms should have flexible spaces for group learning. **Lighting:** Appropriate natural light/lighting levels? Clerestory windows OK. **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The rooms should meet the square footage standards. **1-12: Minimum 850 sq ft**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The rooms should be appropriately located for the program.	A room that is appropriately located and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The rooms should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Permanent casework and space for teaching materials and records. **Fixed Equipment:** One wall of cabinets, counters at age-appropriate height, a locked cabinet. There should be technology equipment appropriate to the program.

Examples of general classrooms:





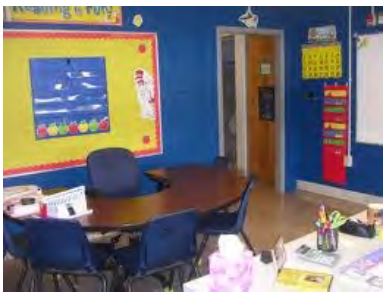


Instructional Resource Rooms

There should be space(s) for resource specialist, speech therapist, psychologists, itinerant teachers, bilingual specialists, migrant services, and other services.

System	Component	Description	What to Look For
Instructional Resource Rooms	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program and allow for collaborative learning opportunities? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. **250 SF for resource, 200 SF for speech**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be near other classrooms and shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework; teacher, and student storage. **Fixed Equipment:** Room(s) have program/technology equipment appropriate to the program.

Examples of instructional resource rooms:


Kindergarten

System	Component	Description	What to Look For
Kindergarten	**Environment**	The room should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? . **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards (including restrooms, storage, teacher preparation). **1350 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The room should be appropriately located, shielded from noise-producing activities or functions, and located close to parent drop-off and bus loading areas. Kindergarten is to be located on the ground floor.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Storage space for teaching materials and records; and for children's clothing and personal items. Storage, casework, and learning stations are functionally designed for use in free play and structured activities, e.g., shelves are deep and open for frequent use of manipulative materials. **Fixed Equipment:** There should be a wet area with sink. Room(s) have program/technology equipment appropriate to the program. A restroom should be located within kindergarten classrooms or within 50' of classroom. Counters, furniture, etc. should be appropriate heights for kindergarten-aged students.

Examples of kindergarten classrooms:



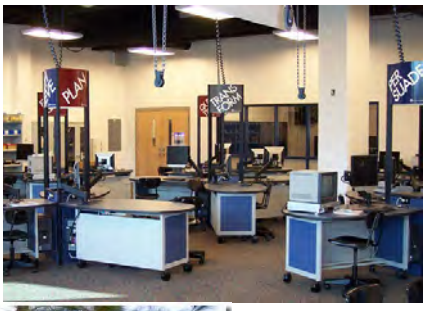


Learning Environment

System	Component	Description	What to Look For
Learning Environment	**Learning Style Variety**	The school should have flexible learning spaces.	Space is provided to allow for various group sizes, projects, individual workstations, as well as general classrooms. Spaces are flexible, allowing for differentiated instruction to accommodate multiple teaching and learning styles.
	Interior Environment	The school should provide an inviting and stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program or are there oddly placed posts, difficult angles to navigate or awkward spaces to use? **Lighting:** Is there appropriate natural light (windows with views) and adequate artificial lighting levels? **Acoustics:** Is there noise transfer between classrooms or from traffic or play areas into the classrooms? The large spaces, e.g., vestibules, halls, cafeteria, etc. are acoustically treated. **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are school common area finishes/equipment worn and/or dated?
	Exterior Environment	Schools should have outdoor areas for learning and social gathering opportunities.	Examples include outdoor science/nature learning labs, covered or open instructional areas, and social gathering spaces.

Examples of learning environments:





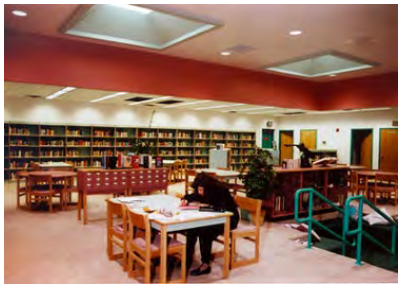


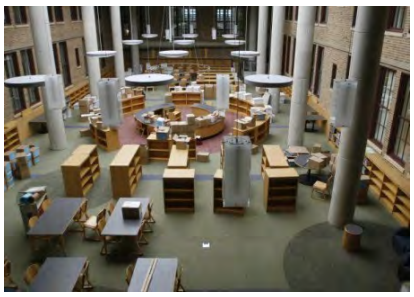
Media Center

All schools are expected to have a media center.

System	Component	Description	What to Look For
Media Center	Environment	The room should provide an inviting/stimulating environment for learning. **There should be space for instruction, research, and quiet reading.**	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are acoustic materials in place to allow different activities to occur at the same time without interference? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	**Elementary: min. 960 SF** **Middle School: min. 1200 SF** **High School: min. 1600 SF** **All should include an office and workroom.**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The media center should be centrally located to support access of all students and away from noisy parts of the building.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Adequate permanent casework and enough storage for materials and technology. **Fixed Equipment:** Space and capability for computer terminals for student use, research and report writing. Equipment should be properly secured. Bookcases are ideally located on the perimeter or are low enough to allow supervision. The space should include a sink in the workroom, high ceilings, and flexible spaces. Space should include break out area for student collaboration, student instruction, and teacher instruction (professional development).

Examples of Media Centers:





Music

Required space at all levels.

System	Component	Description	What to Look For
Music	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for movement of students and instruments and various presentation arrangements **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Size and height of instrumental and choral rehearsal rooms should be sufficient to allow for acoustic quality. Flooring should be hard surface. **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated? **Safety:** Practice rooms have motion-sensor lighting, a window in the door, and adequate acoustical treatment.
	Size	The rooms should meet the square footage standards. **850 SF (ES) 1000-3000 SF (MS) 2 rooms minimum - chorus, orchestra, band 1000-4000 SF (HS) 3 rooms minimum chorus, orchestra, band. Practice Rooms. Office**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	All music rooms shall be located remotely from other classrooms to minimize sound transmission, should have convenient access to the auditorium, and practice rooms should have adequate supervision.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program. Different levels (staired area)	**Storage:** Room(s) have adequate casework (cabinets and bookshelves), and appropriate storage. Lockable student cabinets for instruments. **Fixed Equipment:** There should be storage as required by the type of program. Technology equipment appropriate to the program.

Examples of music classrooms:







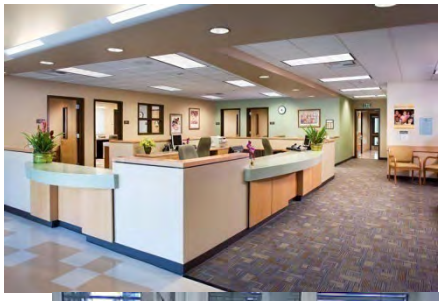
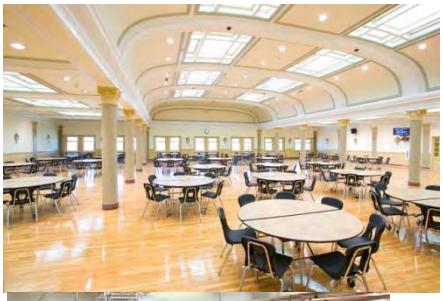
Non-Instructional Spaces

System	Component	Description	What to Look For
Non-Instructional	**Administration**	Administrative spaces should be configured and equipped appropriately. There should be active control of the front door.	Administrative office/clerical space appropriate for the school size. With adequate reception space for parents and visitors. Storage area for consumable materials. Adult restrooms. Principal's office with space for meetings of four people. Small meeting space for meetings of up to 10 people. Faculty mailboxes should not be accessed through the public space. There needs to be a large storage space adequate to store furniture and excess supplies (not in the mechanical or electrical space).
	Cafeteria	A multi-use room or rooms capable of seating one-third of the capacity of the school for dining.	There is good circulation and routing. The cafeteria is acoustically isolated, has appropriate storage and seating. There needs to be a space to store all the tables and chairs for multipurpose usage. The area for the cafeteria line is designed for the flow of traffic for each lunch period and should allow all students adequate eating time during each lunch period. Tables and benches or seats are designed to maximize space and allow flexibility in the use of the space and create lines of sight for adequate supervision.
	Food Service and Prep	Food service and prep spaces (kitchen, freezer, cooler, office, restrooms, etc.) are sized and located appropriately. The kitchen area should have separate areas for pickup and delivery, have adequate storage, and fixed equipment.	Design of kitchen reflects its planned function, e.g., whether for food preparation or warming only. Space is available for refrigeration and preparation of food to accommodate maximum number of students planned for the school. Office, changing, and restroom areas for food preparation staff are available and shall comply with local department of health requirements. Safety equipment is available. The delivery area is separate from other traffic and does not provide an unsecured access point into the school. Doorbell/buzzer and peephole at access door.
	Nurse's office	Each school should have a health nurse's office.	There should be a health service area with space for nurse desk, patient beds (2), filing cabinets, and both dry (locked) and refrigerated medication storage. There should also be an ADA accessible restroom. Cot area should be supervised by office.

Non-Instructional Spaces (continued)

System	Component	Description	What to Look For
Non-Instructional	**Counseling**	There should be office area for the psychologist/counseling program which provides for confidentiality and may be shared with other support service programs. Middle: 2 offices High: 5 offices	There should be a reception/waiting area. The space should be located adjacent to the fireproof records storage. **Component requirements** Guidance Office = 150 SF Reception = 150 SF Records Room = 150 SF
	Custodial and Maintenance	There should be a custodial receiving area (250 SF) and custodial closets with floor mop sink in each major building area.	The receiving area should be on the ground floor with direct access from delivery truck loading/unloading area and should have shelving for bulk storage of equipment and supplies.
	Student Restrooms	Restroom stalls shall be sufficient to accommodate the maximum planned enrollment and shall be located on campus to allow for supervision.	Restrooms are appropriately located and adequate in number, well-ventilated, and the fixtures are appropriate. Floor and wall surfaces are washable. Toilet partitions and urinal privacy partitions are in place. Restroom ratio should be 1 to 50 for girls, 1 to 75 for boys.
	Faculty Workspace	The faculty should have a space for dining and a work area.	The faculty space should be sized appropriately for the school. There should also be workspace equipped for copying and other instructional materials preparation.

Examples of non-instructional spaces:



Outside Spaces

System	Component	Description	What to Look For
Outside	**Vehicular Traffic**	Traffic routing should be safe with good separation.	Bus, parent, and service lanes are "off-street" and do not conflict with each other, playground, or parking areas. There is adequate bus loading near entrances to the building.
	Pedestrian Traffic	Pedestrian traffic routing is safe with good separation from vehicular traffic.	There should be safe walk routes (sidewalks and marked crosswalks) that direct students and the public to appropriate entrances.
	Parking	Parking should be adequate in size and marked.	There is adequate off-street paved, marked, and lighted parking for staff and visitors for daily operations (not events). Parking lots have reasonable access to school entrances. Minimum adequate parking spaces defined as one space per staff member and six visitor spaces. Student parking should be adequate.
	Play Areas/Fields	Play areas should be adjacent to the school, adequate in size, and allow for free and organized play time. **Play equipment should be designed to be inclusive, accessible and useable by all students to the fullest extent possible.**	There should be an area for covered play, a hard-surfaced area, and playground equipment. **PK/K only:** separately fenced area with both hard and grassed areas. For PK, this should be accessed directly from the classroom(s). **MS only:** include hard surface and grassed areas for physical Education. **HS only:** track and field, football field, soccer fields, baseball and softball fields, and tennis courts. Adequate space for outdoor physical education classes.

Examples of outside spaces:







Performing Arts

All schools are required to have a performing arts space.

System	Component	Description	What to Look For
Performing Arts	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate lighting levels? **Acoustics:** Are there impediments to hearing? Is there noise transfer between spaces? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	**ES:** Can be with the cafetorium or gymatorium with a stage. **MS/HS:** The auditorium should have fixed seating for one grade level. HS: three spaces minimum – auditorium plus two of the following: small theater, black box, prop room, practice room, recording studio, etc. (MS standard to be considered by district.)	MS/HS performing arts spaces including auditorium, stage, seating, green room, dressing rooms, sound booth, lighting booth, etc. meet instructional space guidelines/standards. **EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The performing arts space should be located on the ground floor and acoustically isolated from the quiet spaces. There should be convenient public & after-school access with the means to restrict access to other spaces and easy access to restrooms and water fountains.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	The performing arts space should have adequate and appropriate storage, curtain, lighting, sound system, and technology equipment appropriate to the program.

Examples of performing arts spaces:





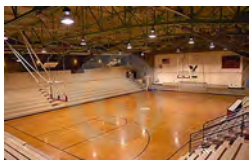
Physical Education

All schools are expected to have a Physical Education space, with one gym at the ES (can be gymatorium) and MS, and two for HS.

System	Component	Description		What to Look For
P.E.	**Environment**	The room should provide an inviting/stimulating environment for learning.		**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between programs? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated? **Flooring MS/HS:** regulation wood gym floor. ES: rubber is Good, wood is Excellent.
	Size	**ES:** Gym	**ES: Not Required** **MS: 6000 SF** **HS: 8000 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
		MS: Competition court, 2 regulation cross-courts, seating for entire ASB. Competition gym Boys/girls lockers 2000 SF each w/private shower facilities Storage/Office 600 SF	**HS:** Competition court, 2 regulation cross courts, seating for entire ASB. Competition and practice gym Weight room; multi-purpose (wrestling/dance/gymnastics) Boys/girls lockers 2000 SF each w/private shower facilities Storage/Office 600 SF, training room, concession stand	
	Location	The room should be appropriately located for the program.		The gymnasium is secured from other parts of the campus for evening and weekend events or for public use purposes. Access to public restrooms.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.		**Storage:** There should be adequate and appropriate storage. **Fixed Equipment:** Water fountains and fixed equipment (backboards, safety padding, and bleachers down one side as a minimum). Dance rooms should have a wooden floor and mirrored wall.

Examples of physical education spaces:



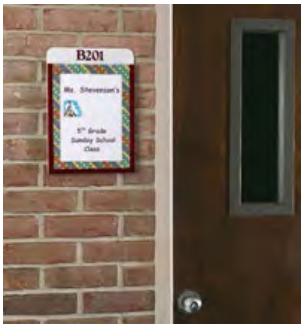


Safety & Security

System	Component	Description	What to Look For
Safety and Security	**Fencing**	The school site should be appropriately fenced.	The school site is appropriately fenced. Entrances and egresses are limited, where appropriate. Preschool/kindergarten playgrounds are fenced separately from other play areas, which should also be completely fenced.
	Signage & Way Finding	Interior and exterior signage should be adequate for the needs of the school.	Adequate signage or graphics direct the public to major spaces (e.g., entrance, office, gym, auditorium, etc.) of the school and grounds. Traffic and parking signs are adequate to direct visitors. All rooms are identified with numbers/signs.
	Ease of Supervision	The building layout and equipment should enhance building supervision.	Supervision is enhanced through proper sightlines, few or no "hiding areas," appropriate interior/exterior lighting, good direct visibility or via security cameras both inside and outside the building. PK/Kindergarten classrooms should be designed to allow supervision of play yards (unless prevented by site shape or size) and all areas of the classroom. Outdoor restrooms having direct outside access are located in areas that are visible from playground and are easily supervised. No easy sight into assembly areas.
	Controlled Entrances	Points of entry should be controlled for student and staff safety.	School design or configuration allows for control of entrances to the school. Public entrances are easily supervised and controlled with a security vestibule. Intercom and buzzer system.

Examples of safety & security:







Self-Contained Special Education

Required space where program exists, score *N/A* if program does not exist.

System	Component	Description	What to Look For
Self-Contained Special Ed	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Does it support the instructional program? **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated?
	Size	The room should meet the square footage standards. **1200 SF (ES)** **1400 SF (MS)** **1400 SF (HS)**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD:** 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The classroom(s) should be shielded from noise-producing activities and located centrally.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Room(s) have adequate permanent casework and teacher and student storage. **Fixed Equipment:** The classrooms should have special needs equipment and technology equipment appropriate to the program. Each room should have a restroom with hot water, and convenient changing area. There should be a washer/dryer in a convenient location.

Examples of self-contained special education classrooms:





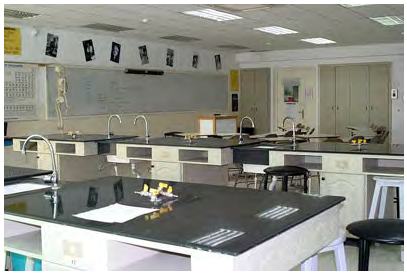


Science Lab

Required space at MS/HS, score all four components *Unsatisfactory* if none exists.

System	Component	Description	What to Look For
Science	**Environment**	The room should provide an inviting/stimulating environment for learning.	**Spatial Configuration (immovable):** Classrooms are flexibly designed to insure full student access to laboratory stations and lecture areas. **Lighting:** Appropriate natural light/lighting levels? **Acoustics:** Are there impediments to hearing the teacher? Is there noise transfer between classrooms? **HVAC/Temperature:** Is there proper ventilation and consistent and adequate climate control? **Aesthetics:** Are the room finishes/equipment worn and/or dated? **Flooring:** There should be wet flooring.
	Size	The room should meet the square footage standards. **6-8: 1000 SF** **9-12: 1200-1400 SF**	**EXCEL:** 90-100% of the room(s) meet standards **GOOD**: 80-89% of the room(s) meet standards **FAIR:** 65-79% of the room(s) meet standards **POOR:** 50-64% of the room(s) meet standards **UNSAT:** <50% of the room(s) meet standards
	Location	The room should be appropriately located for the program.	The science classroom should be shielded from noise-producing activities or functions.
	Storage/Fixed Equip	The room should have adequate storage space and fixed equipment appropriate to the program.	**Storage:** Space for teaching materials and adequate permanent casework. There should be separate secured storage areas area provided for volatile, flammable, and corrosive chemicals and cleaning agents. **Fixed Equipment:** There should be a science classroom with wet flooring, appropriate science storage and extra sinks as well as safety equipment (FE, shower, eyewash) and supplies. A separate room for storage and prep area. Fume hoods in 50% of the rooms, water and gas in all spaces, chemical storage, prep room. Maximum of 24 workstations. One ADA workstation.

Examples of science classrooms & labs


Technology Readiness

Standard: wireless capability throughout the school, fiber access to each school, telephones to each instructional space, and four hardwire connections to each classroom.

System	Component	Description	What to Look For
Technology Readiness	Comm./IT Environment	Communications and IT equipment should be in a climate-controlled environment that is secure and accessible.	Equipment is located in a place designed for Comm/IT equipment. Space is properly climate-controlled, secure, easily accessed. The area has adequate storage, utilities, and fixed equipment and is free of clutter.
	Electrical Power	Sufficient electrical power to provide for each student and staff operation of multiple devices.	No power strips, no extension cords, no plug-in outlet extenders. Check for microwave, coffee pots, refrigerators, etc. Check for breaker tripping.
	Cooling	Classrooms and computer lab computers should be in a climate-controlled environment.	Each CR or computer lab has sufficient HVAC capacity for the equipment present. Is the HVAC zoned separately to keep servers in a ventilated and humidity-controlled environment?
	Network Connectivity	All schools should be connected to the Local Area Network. There should be adequate network access to provide ubiquitous wireless in all instructional spaces. Each area (CR, media center, computer lab and support area) has adequate network access for computers and applicable instructional technology devices through either network drops or dense wireless	If Network connection is not fiber based, connectivity should score some or disagree.
	Network Performance	Network should allow for educational, administrative, and operational programs to run in a fashion that does not impede teachers, students, and staff from performing their daily functions and responsibilities.	Internet connectivity is available and reliable. If network performance is an issue, Comment item and the Project manager will check with district Technology Director to identify potential causes.
	Video Distribution	All schools should have the capability to stream live internet feeds or other video sources without disruption to other network functions.	There should be a projection device in each classroom.
	Voice Distribution	All schools should have the capability to directly contact each classroom, support, and office spaces. Capability to have building-wide paging and announcements. Voicemail capabilities for staff.	Paging should be heard in all spaces; inside the building and parking lot areas and bus drop off area, and playgrounds and fields. Faculty and Staff have voicemail access.
	Faculty/Staff	Faculty and Staff: All staff should have fixed equipment.	Faculty stations have hardwired connections and sufficient electrical power to run computers and multimedia equipment in classrooms. Staff stations have appropriately located computer drops and electrical outlets

APPENDIX C-Deferred Maintenance Plan and State Bond Funding Eligibility

This appendix has been prepared as an updateable reference section to support ongoing compliance with Proposition 2-related Facility Master Plan requirements. It is intended to provide the District with a practical framework for maintaining current information on deferred maintenance planning and state bond funding eligibility. The appendix may be reviewed and updated by the District annually, or as frequently as needed, without requiring a full revision to the main body of the Facility Master Plan.

1.0 Deferred Maintenance Plan

This section is intended to document the District's deferred maintenance, or ongoing and major maintenance, planning in a format that can be reviewed and updated regularly by District staff. Under current California law, the five-year school facility master plan is to include the District's deferred maintenance plan, and the governing board is required to maintain an ongoing and major maintenance plan as part of participation in the School Facility Program.

For purposes of the School Facility Program, deferred maintenance is generally treated as major maintenance. State law identifies major maintenance as the actions necessary to keep building systems and site elements in good repair, including items such as roofing, siding, painting, floor and window coverings, fixtures, cabinets, heating and cooling systems, landscaping, fences, and other District-designated components.

The purpose of this section is to provide a practical planning tool that summarizes known maintenance needs, anticipated timing, estimated costs, and the District's funding approach. This appendix is not intended to replace the District's internal maintenance program, work order system, capital improvement planning documents, or adopted budget. Rather, it serves as a companion planning summary that can be updated periodically to reflect current conditions, completed work, revised priorities, cost changes, and available funding.

State law requires that the District's maintenance plan include identification of major maintenance needs, a schedule for completing those needs, current cost estimates, a funding schedule for the reserve, annual review and updating through the budget process, and availability for public inspection. This appendix is designed to support those requirements in a straightforward format that can be revised by District staff as conditions and priorities change.

District staff may update this section annually, or more frequently if desired, to reflect completed projects, newly identified needs, revised cost assumptions, and changes in available funding. The governing board may review and reapprove the updated information as part of the District's regular planning and budget development cycle.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
FIVE YEAR PLAN

NAME OF REQUESTOR
RAFFI SOGHOMONIAN

TITLE
MAINTENANCE, OPERATIONS AND TRANSPORTATION DIRECTOR

REQUESTOR ADDRESS
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REQUESTOR PHONE
559-528-4763 ext 1204

REQUESTOR EMAIL
RKSoghomonian@cojusd.org

The Maintenance Department is submitting this Five Year Plan for approval by the Governing Board of Education.

Estimated Fiscal Impact and Categories:

Project Category	Year 1	Year 2	Year 3	Year 4	Year 5	Total Estimated Cost
Classroom Lighting	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$250,000.00
Electrical	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$25,000.00	$125,000.00
Floor Covering	$75,000.00	$75,000.00	$75,000.00	$75,000.00	$75,000.00	$375,000.00
HVAC	$200,000.00	$200,000.00	$30,000.00	$30,000.00	$30,000.00	$490,000.00
Painting	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$500,000.00
Paving	$250,000.00	$100,000.00	$0.00	$0.00	$0.00	$350,000.00
Plumbing	$40,000.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
Roofing	$150,000.00	$0.00	$25,000.00	$0.00	$0.00	$175,000.00
Wall Systems	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Asbestos Removal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Lead Remival	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
TOTALS	$890,000.00	$550,000.00	$305,000.00	$280,000.00	$280,000.00	

Sites:
Cutler Elementary School
Golden Valley Elementary School
Palm School
El Monte Middle School
Orosi High
Sports Complex
Lovell High
Esperanza
CDS
Family Education Center
District Office

2.0 State Bond Funding Eligibility

This section is intended to provide a standing placeholder for information related to the District's eligibility for State School Facility Program funding under Proposition 2 and related California statutes and regulations. Education Code Section 17070.54 requires that the five-year school facility master plan include information on the school district's eligibility for state bond funding.

Because state bond funding eligibility can change over time based on assessed valuation, bonding capacity, enrollment, existing classroom inventory, project type, financial hardship criteria, and other state-calculated factors, this appendix is intentionally structured as an updateable summary rather than a one-time calculation. The detailed eligibility analysis may be prepared by the District, its financial advisor, facilities consultant, or other qualified professionals, depending on the District's preferred process.

The purpose of this section is to provide a clear location within the Facility Master Plan for the District to maintain the most current eligibility information available at the time of update. This may include, as applicable, modernization eligibility, new construction eligibility, financial hardship considerations, assessed valuation data, bonding capacity information, or other state-required supporting information used to evaluate participation in the School Facility Program. Proposition 2 implementation materials also reflect that the five-year facility master plan is a condition of participation in the School Facility Program.

This section does not itself determine funding approval, grant amount, or program eligibility. Final determinations remain subject to the State Allocation Board, the Office of Public School Construction, applicable statutes and regulations, and the supporting documentation submitted at the time of application. The District may update this section whenever new eligibility information becomes available, and at minimum should consider reviewing it during annual facilities planning and budget development.

Modernization Funding
Cutler Orosi Joint Unified

	Modernization Eligibility						
School	Elem	Middle	High	State Funding 65%	Local Match	Project Total	Notes
Cutler Elem	0	0	0	$0	$0	$0	
Golden Valley Elem	0	0	0	$0	$0	$0	
Palm Elem	0	0	0	$0	$0	$0	
El Monte Middle	0	596	0	$4,348,888	$2,341,709	$6,690,597	
Orosi High	0	0	576	$5,465,897	$2,943,175	$8,409,072	Project 57/14 in line
Lovell High	0	0	14	$148,794	$80,120	$228,914	
Yettem High	0	0	0	$0	$0	$0	
Totals				**$9,963,578**	**$5,365,004**	**$15,328,582**	

Additional eligibility in 2031/32

School	Elem	Middle	High	State Funding 65%	Local Match	Project Total
Cutler Elem	268	0	0	$1,852,370	$997,430	$2,849,800
Golden Valley Elem	125	0	0	$898,538	$483,828	$1,382,366
Palm Elem	525	0	0	$3,628,710	$1,953,921	$5,582,631
Orosi High	0	0	513	$4,868,064	$2,621,265	$7,489,330
Lovell High	0	0	81	$860,879	$463,550	$1,324,429
Yettem High	0	0	50	$531,407	$286,142	$817,549
Totals				**$12,639,968**	**$6,806,137**	**$19,446,105**

Appendix D-Student Population Forecast and Demographic Reports



Student Population Forecast by Residence
School Year 2025/26 – 2035/36 Report

Cutler-Orosi Joint Unified School District

JUNE 1, 2026

Submitted by:

MGT

4320 W. KENNEDY BLVD., SUITE 200
TAMPA, FLORIDA 33609

850.445.4405

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Executive Summary

Introduction and Background

Cutler-Orosi Joint Unified School District has contracted with MGT to develop and analyze demographic data relevant to the district's facility planning efforts. The scope of contracted work includes updating district mapping files, analyzing the district using the previous four years of geocoded student data files, developing, and researching pertinent demographic data in and around the district, identifying current and future residential development plans and preparing a ten-year student population forecast.

The purpose of this report is to identify and inform the district of the demographic trends occurring within the community, how these trends may affect future student populations, and to assist in illustrating facility adjustments that may be necessary to accommodate the potential student population shifts, to assist the district in evaluating future site requirements and the need for potential attendance area changes.

MGT, a non-biased third-party consultant, has been contracted to prepare and maintain a ten-year demographic study. In this study, MGT produced detailed neighborhood and attendance area population forecasts based on the residential address of students. MGT bases its forecasts on the belief that school facility planning is more accurate when facilities are located where the greatest number of students reside. This study is intended to help the district notice specific demographic trends that could assist them in making informed decisions regarding long-range planning efforts.

The Data Sources section details how the two sources of data – geographic and non-geographic -- are collected and used in the ten-year student population forecast model.

The Forecast Methodology section discusses, in detail, how the factors used in the study were calculated, and why they were used. These factors include area birthrates and their effect on incoming kindergarten classes, the effects of student mobility, student yield factors based on historic housing data and trends, and a detailed review of future residential development within the district.

The Student Resident Forecast Summary sections offer a review of this year's student resident forecast results. These sections include the district-wide student population forecast summary and a forecasted resident student population summary for both the existing attendance areas and the individual study areas from which they were calculated.

The Enrollment Forecast section provides a five-year projection of attendance at each school, by grade. These projections are developed by applying a pattern of transfers (in and out of a school) to the student resident forecast. Because these projections normalize policy and program choice, changes to either can greatly affect the overall trend and hence should be interpreted with those variables in mind.

While reading this report, it is important to remember that it is based on data gathered at the time of the study. Due to potential population shifts, changes in development plans, fluctuating funding opportunities, and district priorities, all findings presented in this report are subject to change.

Key Items in the District-Wide Analysis:

- Overall, the student population for Cutler-Orosi Joint Unified School District is projected to decrease in both the short term (5-year) and long term (10-year) range. Total TK-12th enrollment is expected to decrease by 13.9% in the short term, reflecting a slight reduction throughout elementary, middle and high school classes. In the long term, the decline becomes more pronounced, with a total TK-12th enrollment decrease of 24.2%.

- Across all three elementary school attendance areas the TK-5th resident student population is forecasted to experience an average decrease of 13.5% in the short term and by 21.1% long term. Palm ES stands out as undergoing the highest degree of student reductions with an estimated 18.4% decrease in the short term and 25.6% long term.

- El Monte MS demonstrates a similar pattern of loss with a projected student reduction of 14.7% (119) in the short term and 26% (211) in the long term.

- The district high school population is also expected to decrease by 14% (164) in 2031 and by 27.2% (320) in 2036.

- Forecasting Factors:

    - Total births and resident kindergarten enrollment have declined in recent years, with capture rates dipping to 73% in SY 24/25. Total birth and kinder populations are projected to continue trending downward beyond the current school year but capture rates will recover from its dip in 24/25 and remain stable in the years following.

    - Cutler-Orosi Joint Unified School District shows uneven student mobility across its three elementary schools. Golden Valley ES faces the greatest retention challenges with consistent outward migration, while Cutler ES remains relatively balanced, and Palm ES leads the district in inward mobility.

    - There are no planned or active residential developments within the district boundaries.

1. Methodology

Data Sources

Geographic Map Data

Five (5) geographic data layers were modified or created for use in the ten-year student population forecasts:

STREET CENTERLINE DATA/PARCELS

Street centerline/parcel data files are utilized during the geocoding process of the student data. The geocoding process places a point on the map for every student in the exact location where the student resides. Each student is geocoded to the parcels by their given residence address. This enables MGT to analyze student data geographically.

STUDY AREAS

Study areas are small geographic areas – such as neighborhoods or portions of neighborhoods – that are considered the building blocks of school district attendance areas. Study areas are geographically defined following logical boundaries within a school district, such as freeways, streets, railroad tracks, or green space. Each study area is then coded with the corresponding elementary, middle, and high school that the students in the area are assigned to attend. By gathering information about the district at the study area level, MGT and Cutler-Orosi Joint Unified School District can closely monitor growth and demographic trends in regions and identify the potential need for boundary or facility adjustments. Currently, 199 study areas make up the school district.

SCHOOLS

School facility information, including school names, addresses, unique identifying codes, grade ranges, and capacities, was provided to MGT by district staff.

PLANNED RESIDENTIAL DEVELOPMENT

Residential development data was obtained through discussions with the local municipalities. MGT researched possible new developments that could impact future student counts and reviewed the information with school district staff. This data includes the development name, location, housing type, and the total number of units within the development. The planned residential development information is subject to changes in the marketplace; therefore, this data should be reevaluated annually. MGT and Cutler-Orosi Joint Unified School District were monitoring projects closely during this study.

STUDENT DATA

HISTORIC STUDENT DATA - Historic population data is used to compare past student population trends as well as the effects of mobility (movement of students in or out of existing housing) throughout the district.

CURRENT STUDENT DATA - A student data file representing student membership as of School Year 2025 was provided to MGT by district staff. This data was summarized by grade level and each student

was located by residential address to identify current study area populations. This data is used as a baseline for student population forecasts. The forecasts encompass the next ten years from SY2025/26 through SY2035/36.

Forecast Methodology

MGT has created ten-year, residence-based, modified cohort forecasts for each study area in Cutler-Orosi Joint Unified School District. The forecast methodology used in this study combines historic student population counts, past and present demographic characteristics, and planned residential development to forecast future student populations at the study- area level. District-wide and school-level forecasts are summarized from the individual study area forecasts.

RESIDENCE-BASED

These forecasts are based on where the students reside and where they are assigned to attend school. To provide the most accurate estimate of where future school facilities may be needed, MGT uses the location of where the students reside as opposed to their school of enrollment because we believe that school facility planning is more accurate when facilities are located where the greatest number of students reside. The best way to plan for future student population shifts is to know where the next group of students will be living.

Typically, district-generated forecasts are based on school enrollments and are forecasted for staffing and budgetary needs. However, this method is often inadequate for long-range planning needs, such as the location of future school facilities, because the location of the students is not taken into consideration. A school's enrollment can fluctuate annually not only due to population trends but also due to variables in the curriculum, program changes, school administration, and open-enrollment policies. These variables can skew the apparent need for new or additional facilities in an area.

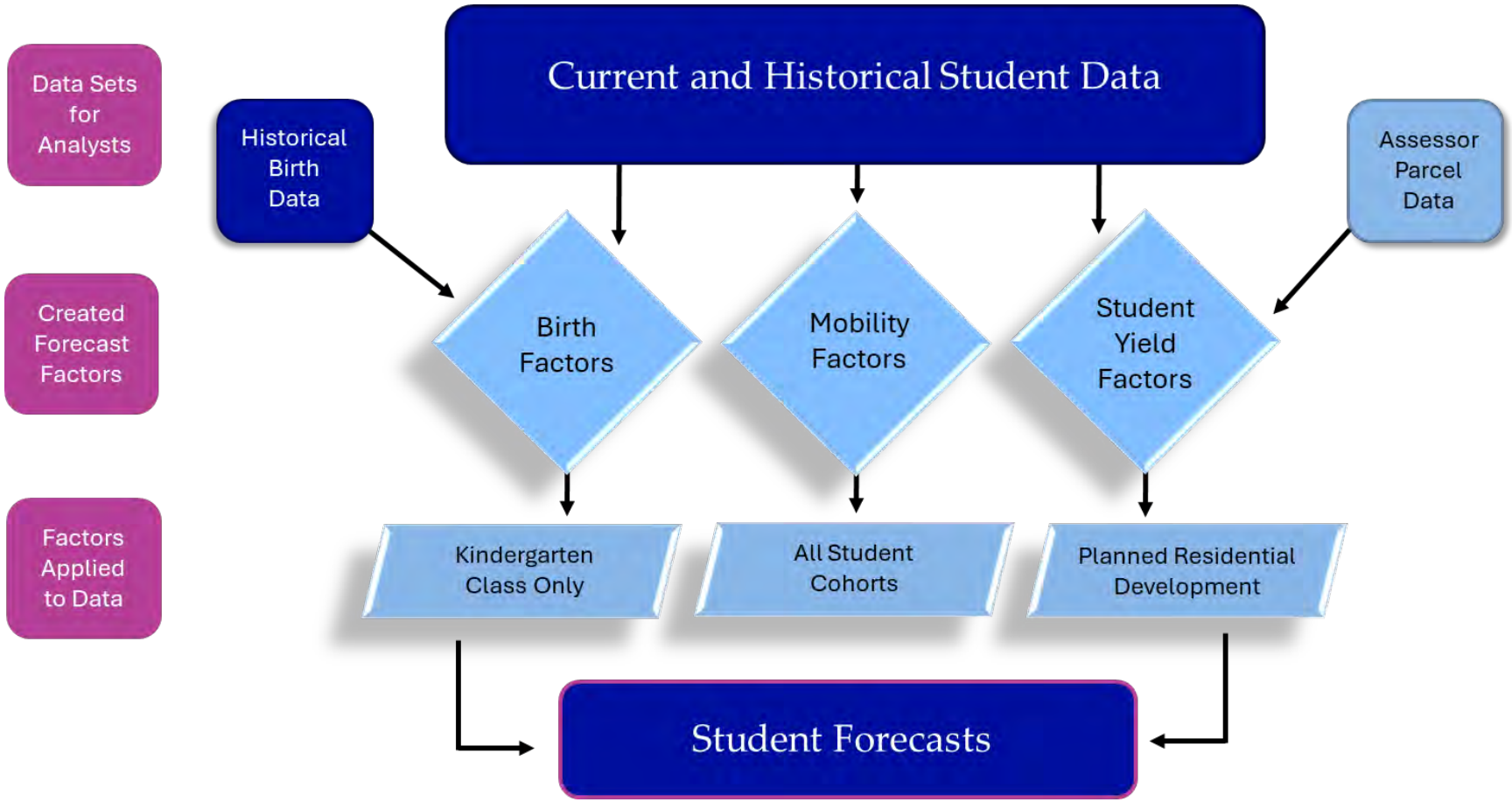
MODIFIED COHORT

The method used by MGT is unique because it modifies a standard cohort forecast with demographic factors and student residential location. For each year of the forecast, 12th grade students graduate and continue students' progress through to the next grade level. This normal progression of students is modified by the forecast variables detailed below.

TEN-YEAR FORECASTS

Projections are calculated ten years from the date of the forecast for several reasons. The planning horizon for any type of facility is typically no less than five years, often longer. Ten years is usually enough to adequately plan for any new facility. Forecasts beyond ten years are based on speculation due to the lack of reliable information on birth rates, new home construction, and economic conditions.

Chart 1: Forecasts by Residence Flowchart



Forecast Factors

There are three primary factors that can directly influence a forecast: birthrates, mobility, and student yield factors. If all factors register at a lower level, they suggest a decrease in the district's population. Conversely, higher factors typically signal growth within the district. Frequently, it's a blend of both scenarios. For instance, national birth rates may be on the decline, but a district can maintain stability or expansion by fostering adequate development to counterbalance the decreasing birth trend.

Birth Rates

MGT uses birth data correlating to the district boundary and applies the data accordingly. The assumption underlying the use of birth statistics from year to year is that increases or decreases in the number of births in the area will translate to increases or decreases in future kindergarten enrollment. For example, the SY2025 kindergarten class in Cutler-Orosi Joint Unified School District was born five years previous in 2020. Any subsequent changes in births in 2021 compared to 2020 and 2022 to 2020, etc. would result in similar increases or decreases in future kindergarten class sizes.

In calculating birth rates, the capture rate of births is also taken into account. This consideration is crucial for assessing whether the current kindergarten class size is an anomaly. Should it be determined that the class size is atypical, future estimated capture rates can be adjusted to eliminate errors resulting from unusually high or low enrollment figures in kindergarten.

Birth trends in this district have shown moderate fluctuation over the past decade, with total births peaking at 313 in Birth Year 2015 before declining and stabilizing in the low-to-mid 200s by the early 2020s. The base year of 2020 recorded 282 total births across both subdistricts, serving as the benchmark for current kindergarten forecasting, as those children represent the incoming kindergarten cohort for SY 2025/26. Following the base year, births continued to decline, reaching a low of 225 in Birth Year 2023, before showing a modest recovery to 233 in Birth Year 2024 reflecting an 82.6% birth rate relative to the base year.

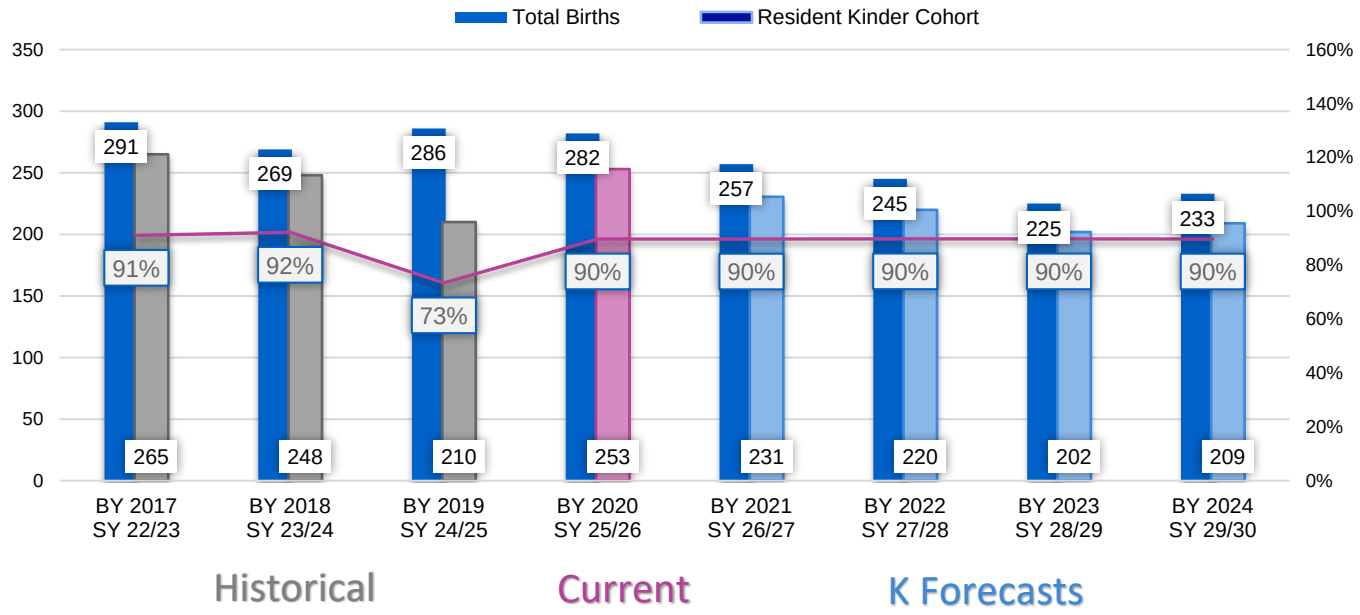
When comparing total births to resident kindergarten enrollment five years later, the district's capture rate tells a more complex story. After holding relatively strong at 91–92% in SY 2022/23 and 2023/24, the capture rate dropped sharply to 73% in SY 2024/25, before recovering to 90% in the current year of SY 2025/26. This dip may reflect out-migration, increased private or homeschool enrollment, or demographic shifts concentrated in specific subdistricts.

Kindergarten forecasts project a steady decline from 231 resident kindergarten students in SY 2026/27 to a low of 202 in SY 2028/29, with a slight uptick to 209 in SY 2029/30, all assuming a sustained 90% capture rate.

TABLE 1: BIRTH FACTORS

Births by (Subdistrict)					Birth Rate		School Year	Resident Kinder Cohort	Resident % Capture
Birth Year	Kinder Year	93647	93615	Total	% Change*	Rates used in forecast			
2015	2020	196	117	**313**	111.0%		2020/21	0	0%
2016	2021	188	86	**274**	97.2%		2021/22	0	0%
2017	2022	196	95	**291**	103.2%		2022/23	265	91%
2018	2023	181	88	**269**	95.4%		2023/24	248	92%
2019	2024	176	110	**286**	101.4%		2024/25	210	73%
2020	**2025**	**183**	**99**	**282**	**Base Year**		**2025/26**	**253**	**90%**
2021	2026	171	86	**257**	91.1%	**0.911**	2026/27	231	90%
2022	2027	175	70	**245**	86.9%	**0.869**	2027/28	220	90%
2023	2028	143	82	**225**	79.8%	**0.798**	2028/29	202	90%
2024	2029	163	70	**233**	82.6%	**0.826**	2029/30	209	90%
2025	2030	Birth data was not available at time of study.			81.2%	**0.812**	2030/31		
2026	2031				79.8%	**0.798**	2031/32		
2027	2032				79.1%	**0.791**	2032/33		
2028	2033				78.0%	**0.780**	2033/34		
2029	2034				77.3%	**0.773**	2034/35		
2030	2035				76.8%	**0.768**	2035/36		

CHART 2: CAPTURE RATE OF BIRTHS IN CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT



Student Mobility Factors

Student mobility factors further refine the student population forecasts. Mobility refers to the increase or decrease in the movement of students within and out of the district boundary's existing housing. Mobility is a spatial cohort survival rate meaning that it calculates the movement of students from grade in that geographic area. Mobility factors consider apartment movement, housing resales, foreclosures, movement to non-district schools, early graduation, and high school dropout rates. Mobility, like a cohort, is applied as a percentage of increase/decrease to each grade for every year of the forecast.

Mobility is calculated using four years of student data. MGT uses current elementary school attendance areas as the basis to calculate Mobility Factors. Using small geographic areas helps identify and focus on trends within the district. A net increase or decrease of zero students over time is represented by a factor of **1.00** or a 100% pass-through rate. A net student loss is represented by a factor less than 1.000 (such as **.96** or a -4% net loss) and a net gain by a factor greater than **1.00** (such as **1.05** or a 5% net increase).

HOW IS MOBILITY APPLIED?

Example:		100	Kindergarten students in SY2025-26
	X	**1.02**	(Cutler ES 1st-grade mobility)
	=	**102**	1st-grade students in SY2026-27

TABLE 2: MOBILITY FACTORS

Attendance Area	K to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12
Cutler ES	1.02	0.99	1.00	0.99	1.01	1.01	0.95	0.96	1.00	0.94	0.97	0.93
Golden Valley ES	0.99	0.96	0.98	0.99	0.97	0.95	0.97	1.03	1.01	0.96	0.99	0.95
Palm ES	1.02	1.01	1.01	1.00	0.99	1.00	1.02	1.02	1.01	0.98	1.00	0.90

Cutler-Orosi Joint Unified School District is experiencing notable outward migration across its student population, with Golden Valley ES showing the most significant retention challenges. Its attendance area reflects consistent outward mobility from kindergarten through 7th grade and again from 9th to 10th grade, with inward mobility appearing only in the 7th to 8th and 8th to 9th grade transitions.

Cutler ES demonstrates a more balanced pattern, showing modest growth in the K to 1st, 4th to 5th, and 5th to 6th grade transitions while remaining stable in 2nd to 3rd and 8th to 9th grades. Palm ES stands out as the strongest performer, recording consistent inward mobility across six grade transitions, K to 1st, 1st to 2nd, 2nd to 3rd, 6th to 7th, 7th to 8th, and 8th to 9th. The contrast between Golden Valley ES and Palm ES highlights an uneven distribution of student mobility across the district.

Student Yield Factors (SYF)

The Student Yield Factors, when applied to planned residential development units, determine how many additional students will be generated from new construction within the district.

The SYF is an important tool for school districts to use in planning for future enrollment growth. By knowing the SYF for different types of housing, districts can get a better idea of how many students they can expect to enroll in the future. This information can be used to make decisions about staffing, facilities, and programming.

Planned Residential Development

Closely related to the Student Yield Factors are planned residential development units. Planned residential development data is collected to determine the number of new residential units that will be built over the time frame of the student population forecasts. MGT collected information from county planning departments as well as project developers regarding planned or active construction. There are no planned or active residential developments within the district boundaries.

2. Student Information

The forecast relies on student data as its cornerstone. Initially, we gather the latest four years of student information. Engaging in quality checks, including verification through Student Verification forms, we collaborate closely with the district to validate the accuracy of the acquired data. Subsequently, we move on to geocoding the students based on their home addresses. This process allows us to conduct spatial analyses such as creating a Student Density map, Attendance Matrices, and ultimately generating the Student Forecast.

TABLE 3: STUDENT ACCOUNTING SUMMARY

The Student Accounting Summary indicates the total student enrollment as of 10/2/2025, and the number of students used in the resident student forecast. The forecast model is based upon student residence and excludes students residing outside of the district boundaries and students with addresses that are not matched during geocoding. The forecast also may exclude other groups of students indicated in the summary below.

Student Accounting Summary School Year 2025/26	
Student data captured on: 10/2/2025	
Students in Forecast	
General Education Students	3,669
Special Education Students	-
Preschool Students	-
Total Students in Forecast	**3,669**
Students Not in Forecast	
Inter-District Students	145
Preschool Students	120
Special Education Students	-
Other Students	-
Total Students Not in Forecast	**265**
Total Students in District Summary	
Total Students in Forecast	3,669
Total Students Not in Forecast*	265
Cutler-Orosi Joint Unified School District 2025/26 Enrollment	**3,934**

PRELIMINARY ANALYSIS BASED ON DATA VERIFICATION

Enrollment in most grades has remained stable, with smaller cohorts in 9th and 10th grades and a larger cohort in 12th grade. This larger 12th-grade cohort has likely contributed to the increased enrollment at Orosi High School in recent years. While Orosi High School has experienced some enrollment growth, Golden Valley Elementary and El Monte Middle School have seen declines. Cutler Elementary and Palm Elementary have maintained relatively stable enrollment.

TABLE 4: ENROLLMENT TREND BY GRADE

	Historical			Current	Year-over-year Analysis			
	2022	2023	2024	2025	SY23-22	SY24-23	SY25-24	Trend
TK	142	129	165	169	-13	36	4	
K	275	264	227	268	-11	-37	41	
1	285	277	268	227	-8	-9	-41	
2	281	279	275	268	-2	-4	-7	
3	291	285	278	272	-6	-7	-6	
4	276	296	282	280	20	-14	-2	
5	287	281	287	278	-6	6	-9	
6	290	292	281	281	2	-11	0	
7	319	287	281	284	-32	-6	3	
8	326	320	289	280	-6	-31	-9	
9	319	339	316	291	20	-23	-25	
10	233	307	325	309	74	18	-16	
11	290	232	305	314	-58	73	9	
12	238	243	216	293	5	-27	77	
Total Enrollment	3,852	3,831	3,795	3,814				
Yearly Difference	-	-21	-36	19				

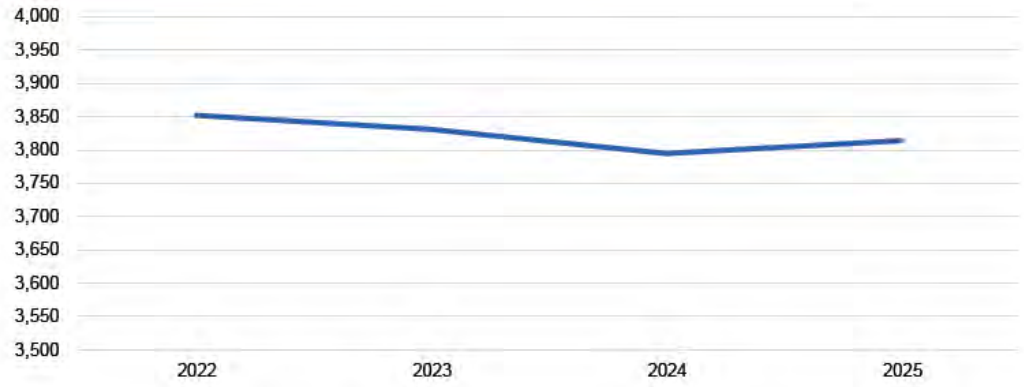


TABLE 5: ENROLLMENT TREND BY SCHOOL

	Historical			Current	Year-over-year Analysis			
	2022	2023	2024	2025	SY23-22	SY24-23	SY25-24	Trend
Orosi High School	995	1066	1081	1128	71	15	47	
Lovell High School	63	30	56	61	-33	26	5	
Esperanza High School	15	16	19	11	1	3	-8	
Esperanza Middle School	7	6	1	0	-1	-5	-1	
Community Day School	8	10	8	8	2	-2	0	
Cutler Elementary	607	616	620	600	9	4	-20	
Golden Valley	661	632	597	583	-29	-35	-14	
Palm Elementary	565	563	565	571	-2	2	6	
El Monte Middle School	927	892	848	844	-35	-44	-4	
Cutler-Orosi Pre-Schools	201	178	173	128	-23	-5	-45	

TABLE 6: VERIFIED STUDENT DATA FORM

Data Verification
Student Data - SY 2025-2026

File Name:	stu_2526
Total Student Records:	3934
Valid Address Fields:	3933
***Invalid - Empty - PO Box:**	1

Data Fields Provided In File

The following fields were included in the file you provided. If additional fields are necessary to correctly indentify students in various categories or programs for boundary planning or other types of analysis deemed important by the District, immediately notify MGT and send a new complete student data file with the added fields.

Student ID	City		
Grade	State		
School	Zip		
Mailing Address	SpecialED Value		

Attribute Details

School Name	Student Count by Grade and Enrollment															Total Enrl
	PK/EE	PK/TK	0	1	2	3	4	5	6	7	8	9	10	11	12	
Orosi High School	0	0	0	0	0	0	0	0	0	0	0	290	301	280	257	1,128
Lovell High School	0	0	0	0	0	0	0	0	0	0	0	0	1	30	30	61
Esperanza High School	0	0	0	0	0	0	0	0	0	0	0	0	2	4	5	11
Community Day School	0	0	0	0	0	0	0	0	0	0	1	1	5	0	1	8
Cutler Elementary	0	60	90	79	89	85	106	91	0	0	0	0	0	0	0	600
Golden Valley	0	44	87	82	87	91	94	98	0	0	0	0	0	0	0	583
Palm Elementary	0	57	91	66	92	96	80	89	0	0	0	0	0	0	0	571
El Monte Middle School	0	0	0	0	0	0	0	0	281	284	279	0	0	0	0	844
Cutler-Orosi Pre-Schools	120	8	0	0	0	0	0	0	0	0	0	0	0	0	0	128
Total	**120**	**169**	**268**	**227**	**268**	**272**	**280**	**278**	**281**	**284**	**280**	**291**	**309**	**314**	**293**	**3,934**

SpecialED Value	# of Records
Yes	430
No	3,500
(Blank)	4
Total	**3,934**

Attendance Matrix

An attendance matrix is included to clarify where students live versus where they attend school. It's important to note that MGT bases its forecasts on students' residences rather than their current school enrollments. This approach allows for the most accurate predictions of student population shifts and the optimal locations for future facilities, if needed. As a result, the resident forecast figures for each school may differ slightly from the actual reported enrollment. Given that programs and policies can change, the most effective way to plan for future facilities is by understanding where the upcoming student populations reside, rather than focusing solely on their current school enrollments.

Attendance matrices serve as a check and balance for student accounting by showing where students reside (their School of Residence) based on their geocoded addresses and where they attend (School of Attendance) according to district-provided data. This comparison is crucial for ensuring that the students included in the forecasts align with the district's enrollment records for each school. Additionally, by comparing School of Residence data with School of Attendance data, intra-district transfer patterns can be identified. The student counts in the matrix reflect Cutler-Orosi Joint Unified School District's enrollment as of the 2024 school year.

Reading the Matrix

The rows of the attendance matrix represent students living within each attendance area, while the columns show the number of students attending each school. As you read across a row, you'll see which schools the students from that attendance area are attending. Reading down a column reveals where the students attending that school live.

For example, on 10/2/2025, Cutler Elementary School had 548 students residing in its attendance area. Of those, 471 attended Cutler Elementary, 31 attended Golden Valley Elementary, and so on. In the column labeled Cutler ES, the total at the bottom shows that 600 students are enrolled there. Beyond the 471 who live in and attend Cutler Elementary, 28 reside in the Golden Valley attendance area, and 64 in the Palm Elementary attendance area. Additionally, 35 students enrolled at Cutler Elementary School live outside the district boundary.

Following the matrix, the Utilization and Transfer Analysis provides insights into each school's capacity, utilization based on residence, utilization based on enrollment, and student transfer patterns. For instance, Cutler Elementary School has a capacity of 696 students. The Residence columns display the utilization percentage if all 548 students living within the Cutler Elementary attendance area were enrolled at their home campus. The Enrollment columns show the utilization based on actual enrollment compared to the school's capacity. The Resident Student Transfers column identifies the number of district students transferring in and out of the school, while the Inter-District Transfers column highlights the number of students attending from outside the district.

TABLE 7: ELEMENTARY SCHOOL ATTENDANCE MATRIX

Date of Student Data: 10/2/2025

	Attendance Area	Grade Range	Count of Students Living within Boundary	School of Enrollment: Cutler ES	School of Enrollment: Golden Valley ES	School of Enrollment: Palm ES	*Non-Boundary School: Cutler-Orosi Preschools
School of Residence	Cutler ES	TK-5	548	471	31	45	1
	Golden Valley ES	TK-5	535	28	424	81	2
	Palm ES	TK-5	594	64	103	422	5
	Total Resident		1,677	563	558	548	8
	Inter-District Transfers		82	35	25	22	0
	Invalid Addresses		3	2	0	1	0
	Pre-K		120	0	0	0	120
	Total Enrollment		1,882	600	583	571	128

TABLE 8: ELEMENTARY SCHOOL UTILIZATION AND TRANSFER ANALYSIS

Attendance Area	Grade Range	School Capacity	Residence		Enrollment		Resident Student Transfers			Inter-District Transfers	Total Open Enrollment Rate
			Students	Utilization	Students	Utilization	In	Out	Out Rate	In	
Cutler ES	TK-5	696	548	78.7%	600	86.2%	92	77	14.1%	35	21.2%
Golden Valley ES	TK-5	672	535	79.6%	583	86.8%	134	111	20.7%	25	27.3%
Palm ES	TK-5	612	594	97.1%	571	93.3%	126	172	29.0%	22	25.9%

TABLE 9: MIDDLE SCHOOL ATTENDANCE MATRIX

Date of Student Data: 10/1/2025

	Attendance Area	Grade Range	Count of Students Living within Boundary	School of Enrollment: El Monte MS	*Non-Boundary School: Community Day School
School of Residence	El Monte MS	6-8	813	812	1
	Total Resident		813	812	1
	Inter-District Transfers		32	32	0
	Total Enrollment		845	844	1
	Notes				

TABLE 10: MIDDLE SCHOOL UTILIZATION AND TRANSFER ANALYSIS

Attendance Area	Grade Range	School Capacity	Residence		Enrollment		Resident Student Transfers			Inter-District Transfers	Total Open Enrollment Rate
			Students	Utilization	Students	Utilization	In	Out	Out Rate	In	
El Monte MS	6-8	1,470	813	55.3%	844	57.4%	0	1	0.1%	32	3.8%

TABLE 11: HIGH SCHOOL ATTENDANCE MATRIX

Date of Student Data: 10/1/2025

	Attendance Area	Grade Range	Count of Students Living within Boundary	School of Enrollment: Orosi HS	*Non-Boundary School: Community Day School	*Non-Boundary School: Esperanza HS	*Non-Boundary School: Lovell HS
School of Residence	Orosi HS	9-12	1,179	1,100	7	11	61
	Total Resident		1,179	1,100	7	11	61
	Inter-District Transfers		28	28	0	0	0
	Total Enrollment		1,207	1,128	7	11	61
	Notes						

TABLE 12: HIGH SCHOOL UTILIZATION AND TRANSFER ANALYSIS

Attendance Area	Grade Range	School Capacity	Residence		Enrollment		Resident Student Transfers			Inter-District Transfers	Total Open Enrollment Rate
			Students	Utilization	Students	Utilization	In	Out	Out Rate	In	
Orosi HS	9-12	2,010	1,179	58.7%	1,128	56.1%	0	79	6.7%	28	2.5%

Capture Rate Analysis

A capture rate analysis is a method used to determine the proportion of individuals within a specific population who use a particular service or participate in a specific program. In the context of school districts, it focuses on the percentage of school-age children residing within the district boundaries who are enrolled in the district's schools. By comparing demographic data pulled from the American Community Survey (such as the total number of children living within district boundaries) to the actual resident enrollment figures, the capture rate analysis provides insights into how effectively the district is "capturing" its eligible population.

A high capture rate suggests that most resident students are attending district schools, which could indicate strong community ties, satisfaction with school offerings, or limited alternatives. On the other hand, a lower capture rate suggests that some resident students are choosing alternative education options, such as private schools, homeschooling, or nearby districts. This analysis is valuable for district planning, as it can guide efforts to enhance student retention, optimize resources, and improve school programming to better meet community needs.

TABLE 13: DISTRICT CAPTURE RATE

Grade	2025 ESRI Estimated Population Ages 5-17	2025-2026 Resident Student Enrollment by Grade Level	District Capture Rate	Nonresident Transfers In
TK	257	157	61%	12
K	256	253	99%	15
1	254	213	84%	14
2	247	253	102%	15
3	259	260	100%	12
4	262	273	104%	7
5	270	268	99%	10
6	273	270	99%	11
7	274	273	100%	11
8	280	270	96%	10
9	291	286	98%	5
10	297	304	102%	5
11	306	304	99%	10
12	306	285	93%	8
TK-5	1,805	1,677	93%	85
6-8	827	813	98%	32
9-12	1,200	1,179	98%	28
TK-12	**3,832**	**3,669**	**96%**	**145**

*Source: American Community Survey data

3. District-Wide Student Population Forecasts

The student population is forecasted out ten years for each of the study areas, attendance areas, and for the entire Cutler-Orosi Joint Unified School District. The district-wide summary enables the district to see a broad overview of future population shifts and what effect these shifts may have on existing and future facilities. Each attendance area is summarized to give a local view of population changes and identify variances within the district.

Together, these forecast summaries present the means for identifying the timing of future population shifts and overall facility adjustments needed to accommodate these shifts. Study areas and their forecasted resident students can be shifted between schools to assist in balancing enrollment through boundary changes, grade-level reassignments, or other means identified to better utilize school facilities. Forecasts provided in this report are based on students who live in the district School Year 2025.

Forecast Trends

The building blocks of the forecasts are the individual study areas. There are currently a total of 199 study areas in the Cutler-Orosi Joint Unified School District. The attendance areas and district summary are simply the compilation of all the study areas. For each study area, the student counts are forecasted over ten years (Current: SY2025/26; Forecasted: SY2025/26 through SY2035/36).

Cutler-Orosi Joint Unified School District has 3 elementary schools, 1 middle school, and 1 high school. As of 10/2/2025, the district reported a total enrollment of 3,814 students in TK-12th grade: 1,762 in grades TK-5, 845 in grades 6-8, and 1,207 in grades 9-12. Of those reported students, MGT used 3,669 students to calculate the ten-year forecast. The students living outside of the district boundaries (142 students) as well as 3 students whose addresses did not match a known address, were left out of the forecast.

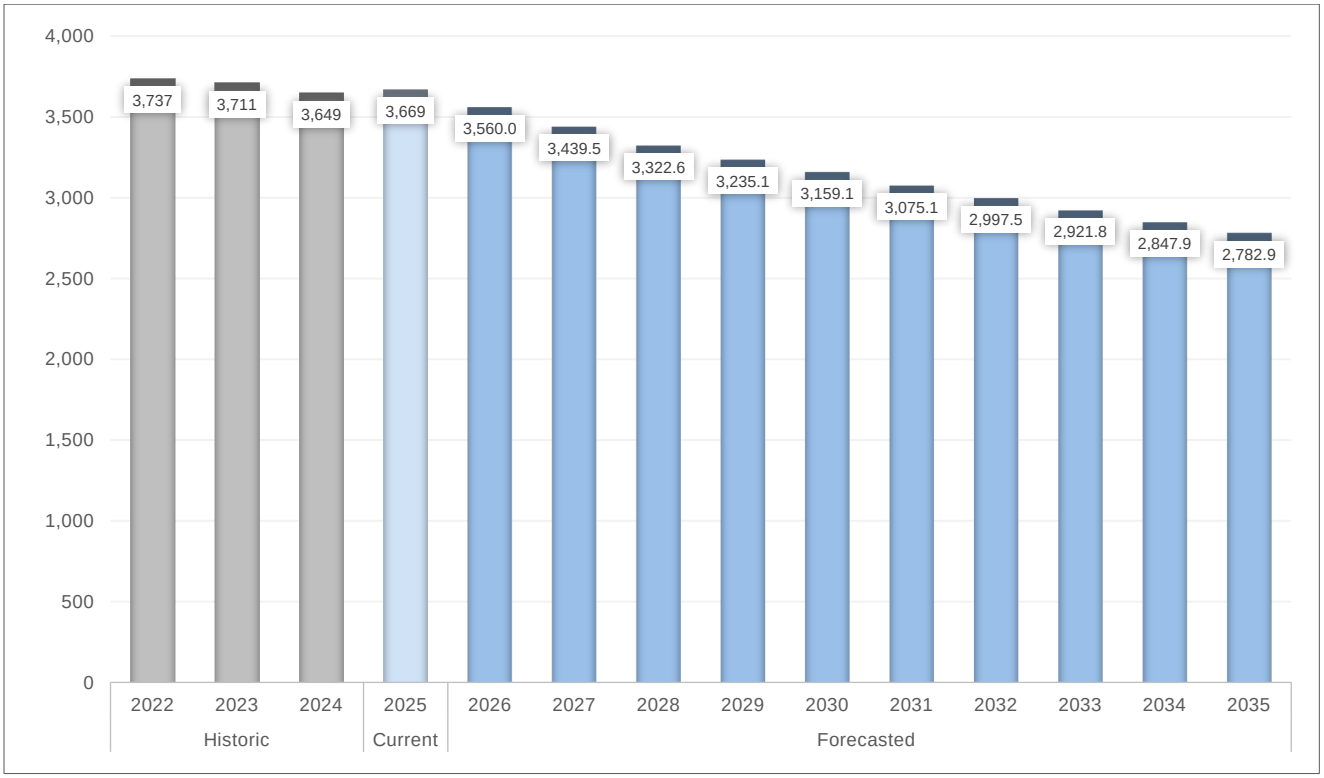
Overall, the data indicates a steady decline in the total resident student population over the forecast period. In 2025, the total resident count (TK–12) is 3,669 students. This number is projected to decline each subsequent year, falling to 3,322 in 2028, 3,075 in 2031, and reaching 2,783 by 2035—a reduction of approximately 24% over ten years.

Table 14: District Forecast Summary

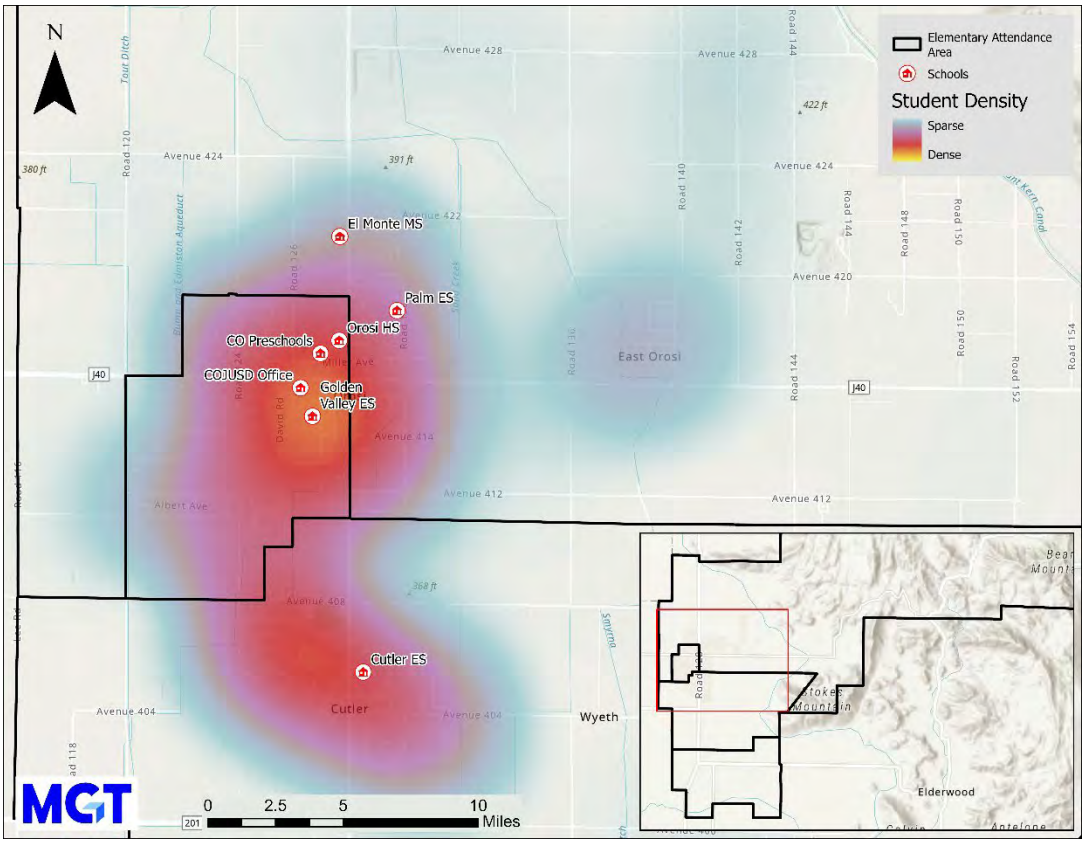
Forecast based on student data processed 10/2/2025.

Resident Students														
Grade	Historic			Current	Forecasted									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	134	123	155	157	149.6	137.4	142.4	139.9	139.9	138.3	137.7	136.4	135.6	135.6
K	265	248	210	253	230.5	219.9	201.9	209.0	205.4	201.9	200.1	197.3	195.6	194.3
1	279	266	254	213	255.5	232.8	222.1	203.9	211.1	207.5	203.9	202.1	199.3	197.5
2	272	275	261	253	210.1	252.1	229.7	219.1	201.2	208.3	204.7	201.2	199.4	196.7
3	281	277	273	260	252.5	209.4	251.4	229.0	218.4	200.6	207.6	204.1	200.6	198.8
4	265	284	273	273	258.3	250.9	208.1	249.7	227.5	217.0	199.3	206.3	202.8	199.3
5	279	270	278	268	270.7	255.6	248.7	205.8	247.4	225.4	215.0	197.4	204.4	200.9
6	286	281	268	270	264.6	267.7	252.2	246.1	203.0	244.6	222.8	212.5	195.2	202.0
7	314	280	270	273	264.9	260.0	262.0	247.8	241.8	199.4	239.6	218.3	208.2	191.2
8	312	317	283	270	274.4	266.1	261.3	262.1	249.0	242.4	200.5	240.0	218.6	208.5
9	311	328	308	286	271.9	276.3	268.0	263.1	263.7	250.8	244.1	201.9	241.5	220.0
10	225	299	312	304	275.1	261.1	265.9	257.7	253.2	253.1	241.3	234.8	194.3	232.0
11	284	228	297	304	300.2	271.8	257.9	262.8	254.6	250.3	249.7	238.5	232.0	192.1
12	230	235	207	285	281.7	278.4	251.0	239.1	242.9	235.5	231.2	231.0	220.4	214.0
	Resident Student Totals by Grade Configuration													
TK-5	1,775	1,743	1,704	1,677	1,627.2	1,558.1	1,504.3	1,456.4	1,450.9	1,399.0	1,368.3	1,344.8	1,337.7	1,323.1
6-8	912	878	821	813	803.9	793.8	775.5	756.0	693.8	686.4	662.9	670.8	622.0	601.7
9-12	1,050	1,090	1,124	1,179	1,128.9	1,087.6	1,042.8	1,022.7	1,014.4	989.7	966.3	906.2	888.2	858.1
TK-12	**3,737**	**3,711**	**3,649**	**3,669**	**3,560.0**	**3,439.5**	**3,322.6**	**3,235.1**	**3,159.1**	**3,075.1**	**2,997.5**	**2,921.8**	**2,847.9**	**2,782.9**
	Students Not Included in the Forecast													
TK-5	62	68	78	85	82.5	79.0	76.2	73.8	73.5	70.9	69.4	68.2	67.8	67.1
6-8	23	21	30	32	31.6	31.2	30.5	29.8	27.3	27.0	26.1	26.4	24.5	23.7
9-12	30	31	38	28	26.8	25.8	24.8	24.3	24.1	23.5	22.9	21.5	21.1	20.4
TK-12	**115**	**120**	**146**	**145**	**140.9**	**136.0**	**131.5**	**127.9**	**124.9**	**121.4**	**118.4**	**116.1**	**113.4**	**111.1**
	Total Students													
TK-5	1,837	1,811	1,782	1,762	1,709.7	1,637.1	1,580.5	1,530.2	1,524.4	1,469.9	1,437.7	1,413.0	1,405.5	1,390.2
6-8	935	899	851	845	835.5	825.0	806.0	785.8	721.1	713.4	689.0	697.2	646.5	625.4
9-12	1,080	1,121	1,162	1,207	1,155.7	1,113.4	1,067.6	1,047.0	1,038.5	1,013.2	989.2	927.7	909.3	878.5
TK-12	**3,852**	**3,831**	**3,795**	**3,814**	**3,700.9**	**3,575.5**	**3,454.1**	**3,363.0**	**3,284.0**	**3,196.5**	**3,115.9**	**3,037.9**	**2,961.3**	**2,894.0**
Annual Net Change														
TK-5		-26	-29	-20	-52.3	-72.6	-56.5	-50.3	-5.8	-54.5	-32.3	-24.7	-7.5	-15.3
6-8		-36	-48	-6	-9.5	-10.5	-19.0	-20.3	-64.6	-7.7	-24.4	8.2	-50.7	-21.1
9-12		41	41	45	-51.3	-42.3	-45.9	-20.6	-8.5	-25.3	-24.0	-61.5	-18.4	-30.8
TK-12		**-21**	**-36**	**19**	**-113.1**	**-125.4**	**-121.4**	**-91.2**	**-78.9**	**-87.5**	**-80.6**	**-78.0**	**-76.6**	**-67.3**
Notes														
Forecast based on student data as of 10/2/2025 Resident students refer to students who reside within the district boundary. Students not included in the forecast: Non-Resident Students (142), Incomplete Address (3), ... A rate-of-change trend line was used to estimate anticipated students not included in the forecast.														

CHART 3: CURRENT AND FORECASTED TRENDS SY2025-SY2035



Map 1: Student Density Maps SY 2025/26



4. Attendance Area Forecasts

Trend Summaries by Elementary, Middle and High School

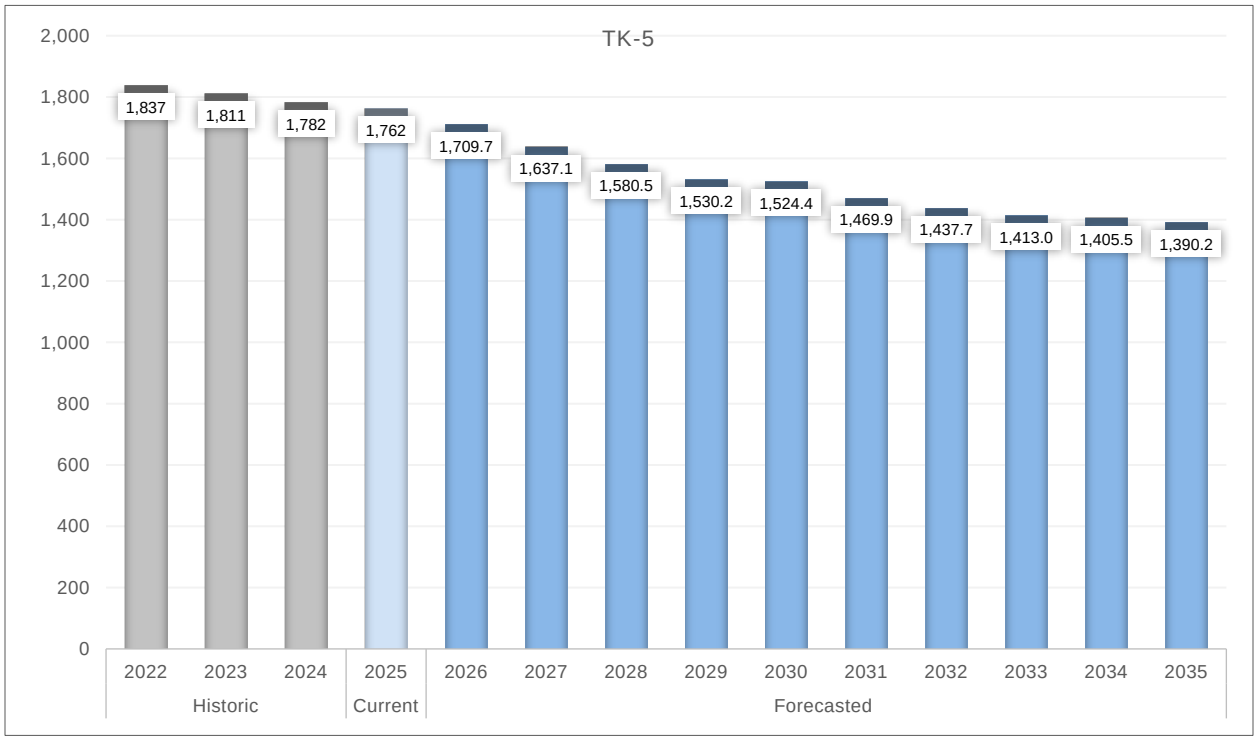
Elementary Attendance Area (TK-5) Student Population Forecast Trends

The resident population in the TK–5 grade span is projected to steadily decline in the next ten years. In 2025, the total number of resident students in these grades is 1,677, which is projected to decrease to 1,627 in 2026 and continues to drop annually, reaching 1,323 by 2035. This represents a 21% decline over the 10-year forecast period.

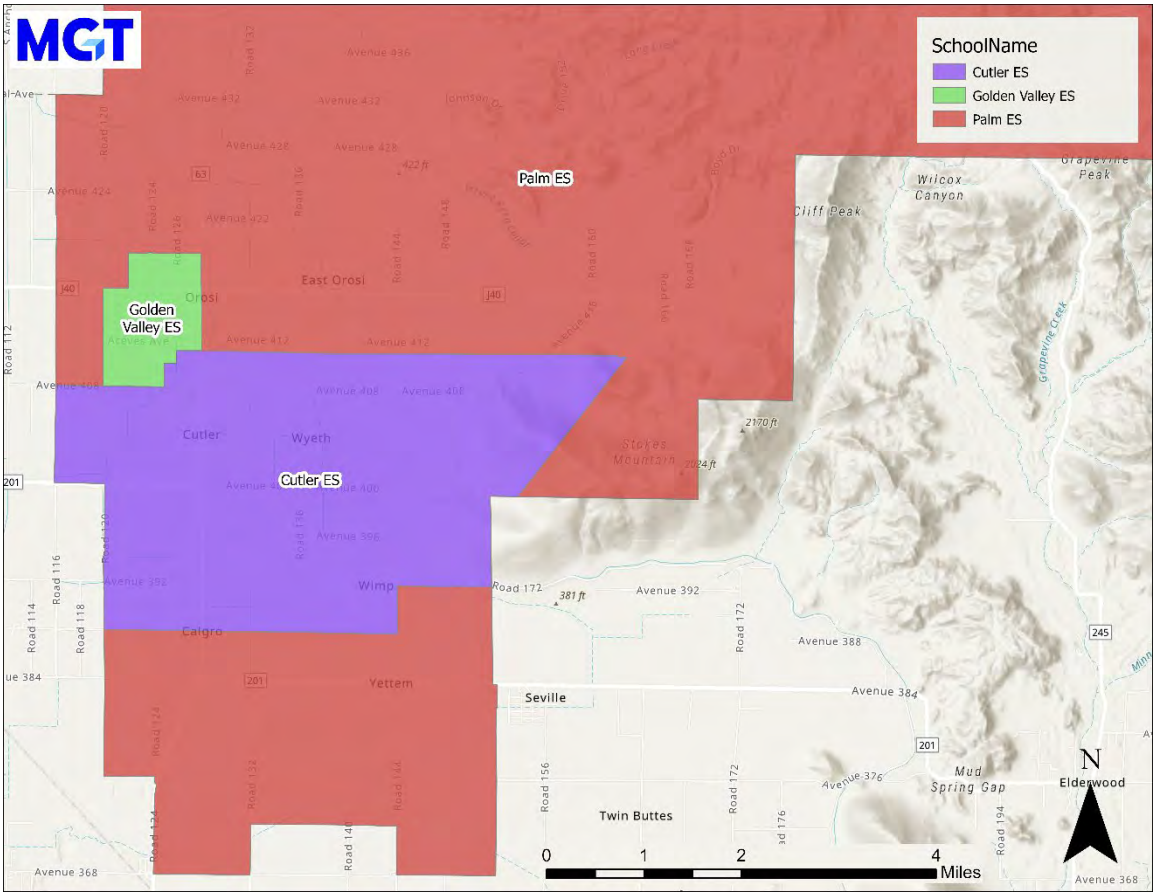
Looking closer by grade level, Transitional Kindergarten begins with 157 students in 2025 and is projected to steadily decline to 136 by 2035. Kindergarten has 253 students in 2025 but is projected to fall to 194 by 2035. A similar pattern is seen across the elementary grades, where each cohort is projected to decline by roughly 15–20% over the forecast period. For example, Grade 2 decreases from 253 in 2025 to 197 by 2035, while Grade 4 declines from 273 to 199 during the same period.

This downward trend suggests that smaller cohorts are entering the district each year, reflective of lower birth rates. The consistency of the decline across all elementary grade's points to a systemic demographic shift rather than a temporary fluctuation. By 2030, TK–5 enrollment is projected to fall below 1,500 students, marking a key transition point in the district's student population size.

CHART 4: GRADES TK-5 STUDENT FORECAST



MAP 2: ELEMENTARY ATTENDANCE AREAS



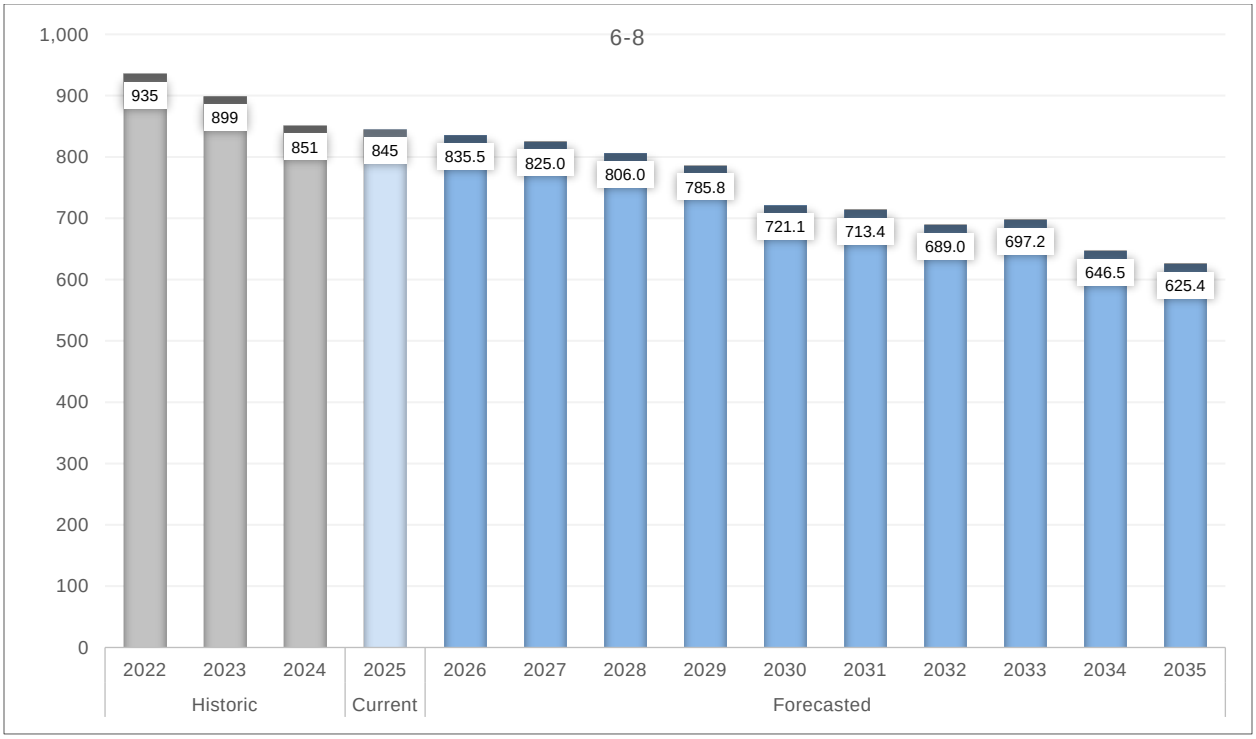
Middle School Attendance Area (6-8) Student Population Forecast Trends

The middle school (6–8) population is projected to experience a notable decline as well. Resident counts are projected to fall from 813 students in 2025 to 775 in 2029, continuing downward to 601 by 2035 — a 25% decrease over the decade.

Grade-by-grade, the 6th grade population is 270 in 2025 and is projected to decrease to 202 by 2035. Similarly, Grade 7 is projected to decrease from 270 to 191, and Grade 8 from 270 to 208. This consistent drop across grades indicates that as the smaller elementary cohorts advance, the impact will ripple through the middle school levels.

The middle school population decline slightly outpaces that of the elementary grades, reflecting the lagging effect of the smaller incoming elementary groups. This trend may lead to underutilization of middle school facilities and the need for staffing or boundary adjustments within the next few years.

CHART 5: GRADES 6-8 STUDENT FORECAST

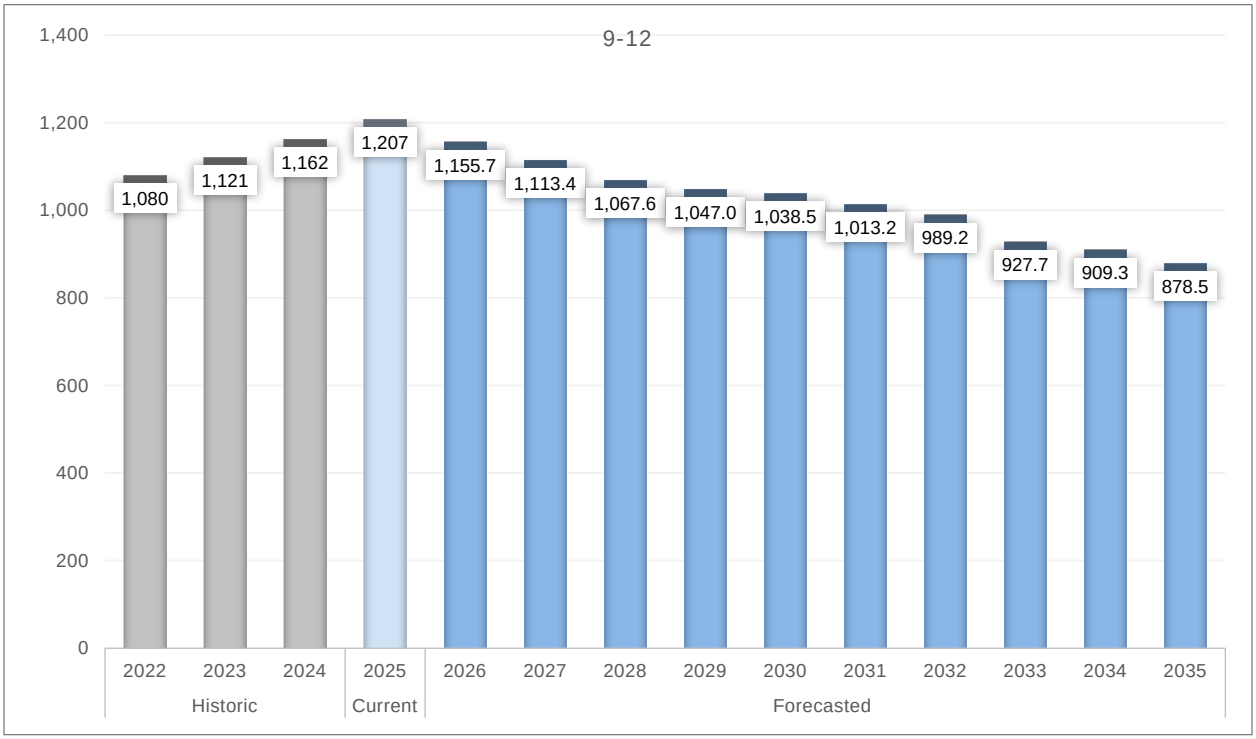


High School Attendance Area (9-12) Student Population Forecast Trends

The high school (9–12) population forecast shows the most significant numerical decline. In 2025, there are 1,179 resident high school students, dropping to a projected 1,129 by 2026, and continuing to fall steadily to 858 by 2035 — a loss of 321 students is projected, or about 28% over ten years.

The downward pattern is consistent across grades. For instance, Grade 9 is projected to decrease from 286 in 2025 to 220 by 2035, Grade 10 from 304 to 232, Grade 11 from 304 to 192, and Grade 12 from 285 to 214. While the high school population remains relatively stable through 2027, a sharp decline is projected to begin 2029 as smaller elementary and middle school cohorts enter into high school.

CHART 6: GRADES 9-12 STUDENT FORECAST



Elementary Attendance Area Forecasts

CUTLER ELEMENTARY SCHOOL

Cutler ES														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	39	48	51	52	49.6	45.5	47.2	46.3	46.3	45.8	45.6	45.2	44.9	44.9
K	86	74	64	88	80.2	76.5	70.2	72.7	71.5	70.2	69.6	68.6	68.0	67.6
1	105	81	85	62	89.8	81.8	78.0	71.6	74.1	72.9	71.6	71.0	70.0	69.4
2	85	102	81	84	61.4	88.9	81.0	77.2	70.9	73.4	72.2	70.9	70.3	69.3
3	91	87	104	78	84.0	61.4	88.9	81.0	77.2	70.9	73.4	72.2	70.9	70.3
4	77	91	87	102	77.2	83.2	60.8	88.0	80.1	76.4	70.2	72.7	71.4	70.2
5	78	84	92	82	103.0	78.0	84.0	61.4	88.9	80.9	77.2	70.9	73.4	72.1
TK-5	**561**	**567**	**564**	**548**	**545.2**	**515.3**	**510.1**	**498.2**	**509.0**	**490.5**	**479.8**	**471.5**	**468.9**	**463.8**
Capacity	Historic Capacity				Forecasted Capacity									
696	81%	81%	81%	79%	78%	74%	73%	72%	73%	70%	69%	68%	67%	67%

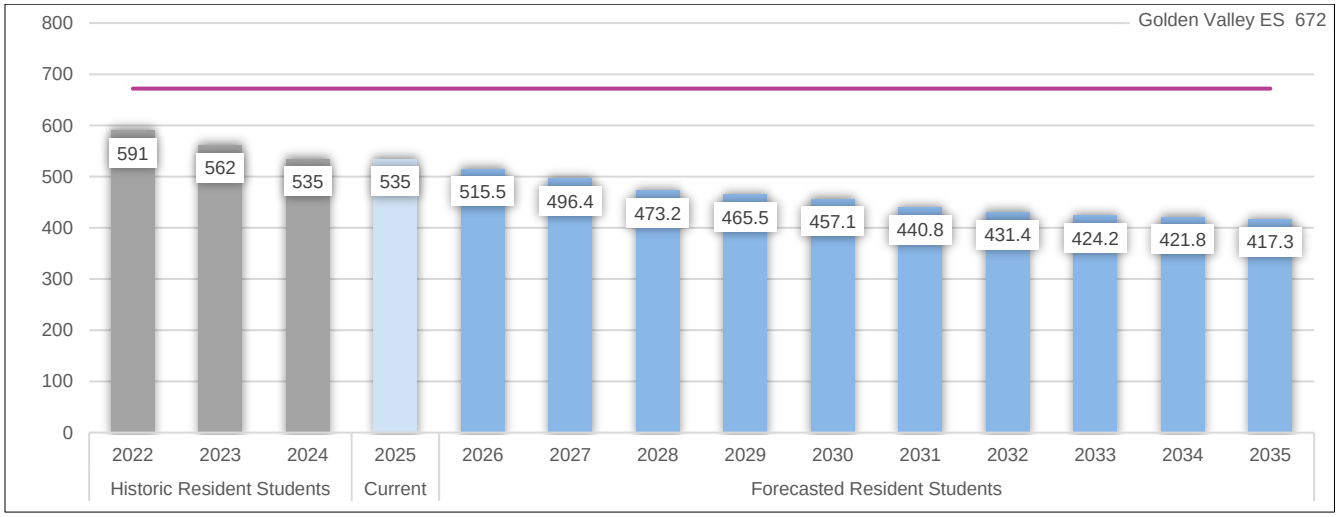
Annual Change	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
	6.0	-3.0	-16.0	-2.8	-29.9	-5.2	-11.9	10.8	-18.5	-10.7	-8.3	-2.6	-5.1
	1.1%	-0.5%	-2.8%	-0.5%	-5.5%	-1.0%	-2.3%	2.2%	-3.6%	-2.2%	-1.7%	-0.6%	-1.1%



GOLDEN VALLEY ELEMENTARY SCHOOL

Golden Valley ES														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	44	36	52	48	45.7	42.0	43.5	42.8	42.8	42.3	42.1	41.7	41.5	41.5
K	87	79	75	84	76.5	73.0	67.0	69.4	68.2	67.0	66.4	65.5	64.9	64.5
1	87	93	72	76	83.2	75.8	72.3	66.4	68.7	67.5	66.4	65.8	64.9	64.3
2	86	86	85	73	73.0	79.8	72.7	69.4	63.7	65.9	64.8	63.7	63.1	62.3
3	92	86	81	87	71.5	71.5	78.2	71.3	68.0	62.4	64.6	63.5	62.4	61.9
4	85	96	83	82	86.1	70.8	70.8	77.5	70.6	67.3	61.8	64.0	62.9	61.8
5	110	86	87	85	79.5	83.5	68.7	68.7	75.1	68.4	65.3	60.0	62.1	61.0
TK-5	**591**	**562**	**535**	**535**	**515.5**	**496.4**	**473.2**	**465.5**	**457.1**	**440.8**	**431.4**	**424.2**	**421.8**	**417.3**
Capacity	Historic Capacity				Forecasted Capacity									
672	88%	84%	80%	80%	77%	74%	70%	69%	68%	66%	64%	63%	63%	62%

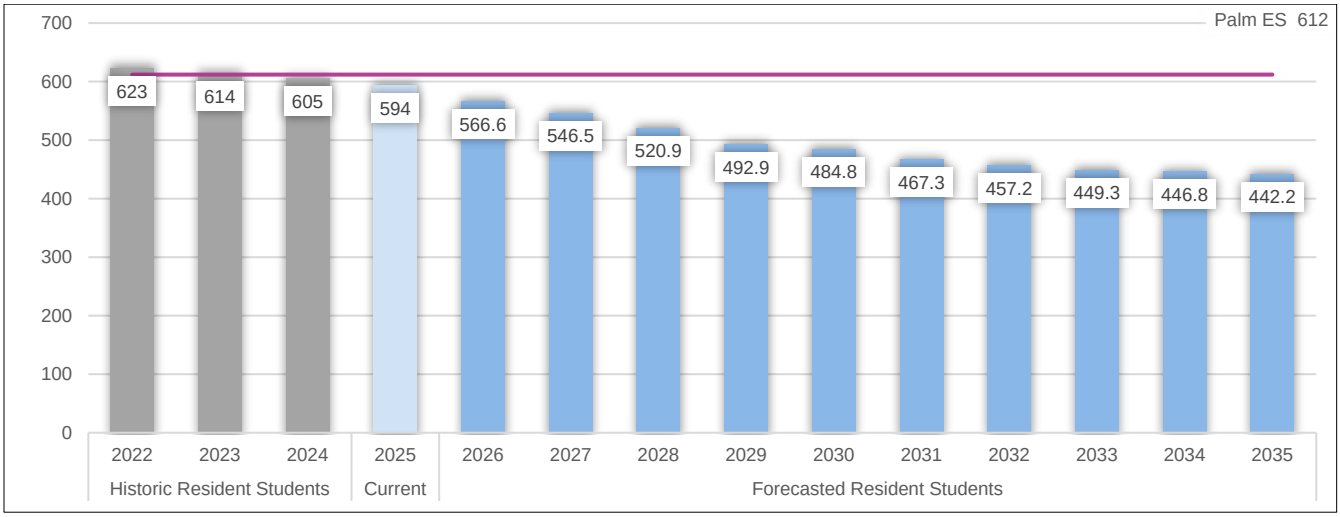
	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	-29.0	-27.0	0.0	-19.5	-19.1	-23.2	-7.7	-8.4	-16.3	-9.4	-7.2	-2.4	-4.5
	-4.9%	-4.8%	0.0%	-3.6%	-3.7%	-4.7%	-1.6%	-1.8%	-3.6%	-2.1%	-1.7%	-0.6%	-1.1%



PALM ELEMENTARY SCHOOL

Palm ES														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	51	39	52	57	54.3	49.9	51.7	50.8	50.8	50.2	50.0	49.5	49.2	49.2
K	92	95	71	81	73.8	70.4	64.6	66.9	65.8	64.6	64.1	63.2	62.6	62.2
1	87	92	97	75	82.6	75.3	71.8	65.9	68.2	67.1	65.9	65.4	64.4	63.9
2	101	87	95	96	75.8	83.4	76.0	72.5	66.6	68.9	67.8	66.6	66.0	65.1
3	98	104	88	95	97.0	76.5	84.3	76.8	73.2	67.3	69.6	68.4	67.3	66.7
4	103	97	103	89	95.0	97.0	76.5	84.3	76.8	73.2	67.3	69.6	68.4	67.3
5	91	100	99	101	88.1	94.0	96.0	75.7	83.4	76.0	72.5	66.6	68.9	67.8
TK-5	**623**	**614**	**605**	**594**	**566.6**	**546.5**	**520.9**	**492.9**	**484.8**	**467.3**	**457.2**	**449.3**	**446.8**	**442.2**
Capacity	Historic Capacity				Forecasted Capacity									
612	102%	100%	99%	97%	93%	89%	85%	81%	79%	76%	75%	73%	73%	72%

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	-9.0	-9.0	-11.0	-27.4	-20.1	-25.6	-28.0	-8.1	-17.5	-10.1	-7.9	-2.5	-4.6
	-1.4%	-1.5%	-1.8%	-4.6%	-3.5%	-4.7%	-5.4%	-1.6%	-3.6%	-2.2%	-1.7%	-0.6%	-1.0%



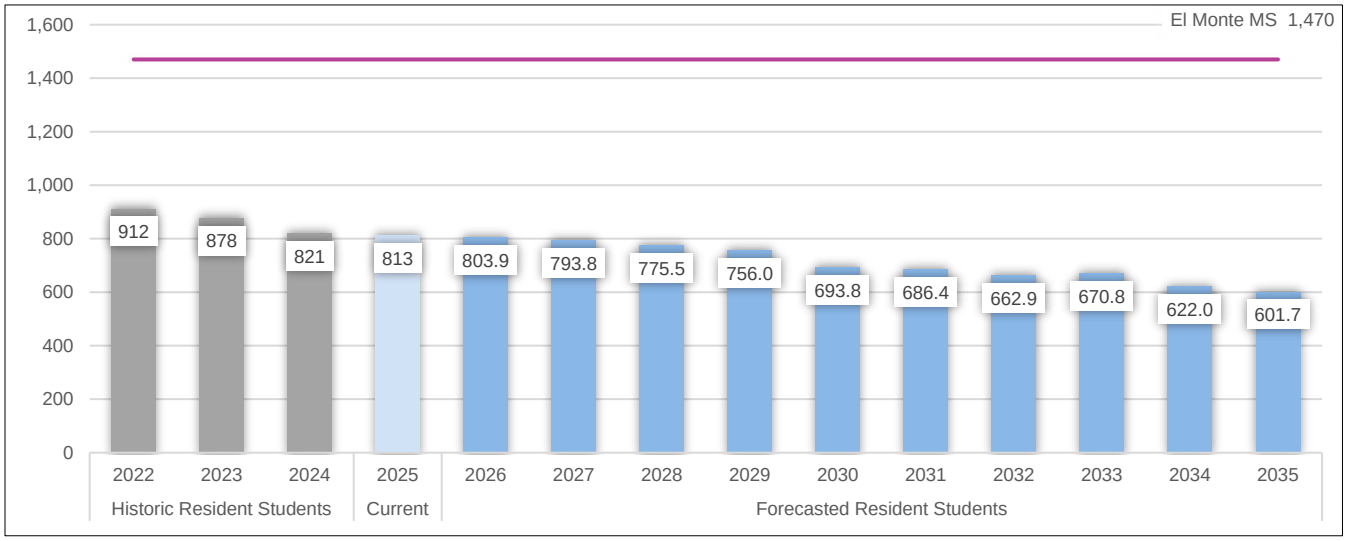
Middle School Attendance Area Forecasts

EL MONTE MIDDLE SCHOOL

El Monte MS														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	134	123	155	157	149.6	137.4	142.4	139.9	139.9	138.3	137.7	136.4	135.6	135.6
K	265	248	210	253	230.5	219.9	201.9	209.0	205.4	201.9	200.1	197.3	195.6	194.3
1	279	266	254	213	255.5	232.8	222.1	203.9	211.1	207.5	203.9	202.1	199.3	197.5
2	272	275	261	253	210.1	252.1	229.7	219.1	201.2	208.3	204.7	201.2	199.4	196.7
3	281	277	273	260	252.5	209.4	251.4	229.0	218.4	200.6	207.6	204.1	200.6	198.8
4	265	284	273	273	258.3	250.9	208.1	249.7	227.5	217.0	199.3	206.3	202.8	199.3
5	279	270	278	268	270.7	255.6	248.7	205.8	247.4	225.4	215.0	197.4	204.4	200.9
6	286	281	268	270	264.6	267.7	252.2	246.1	203.0	244.6	222.8	212.5	195.2	202.0
7	314	280	270	273	264.9	260.0	262.0	247.8	241.8	199.4	239.6	218.3	208.2	191.2
8	312	317	283	270	274.4	266.1	261.3	262.1	249.0	242.4	200.5	240.0	218.6	208.5
6-8	**912**	**878**	**821**	**813**	**803.9**	**793.8**	**775.5**	**756.0**	**693.8**	**686.4**	**662.9**	**670.8**	**622.0**	**601.7**
Capacity	Historic Capacity				Forecasted Capacity									
1470	62%	60%	56%	55%	55%	54%	53%	51%	47%	47%	45%	46%	42%	41%

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	-34.0	-57.0	-8.0	-9.1	-10.1	-18.3	-19.5	-62.2	-7.4	-23.5	7.9	-48.8	-20.3
	-3.7%	-6.5%	-1.0%	-1.1%	-1.3%	-2.3%	-2.5%	-8.2%	-1.1%	-3.4%	1.2%	-7.3%	-3.3%

*Leading grades are shown for the context of incoming cohorts



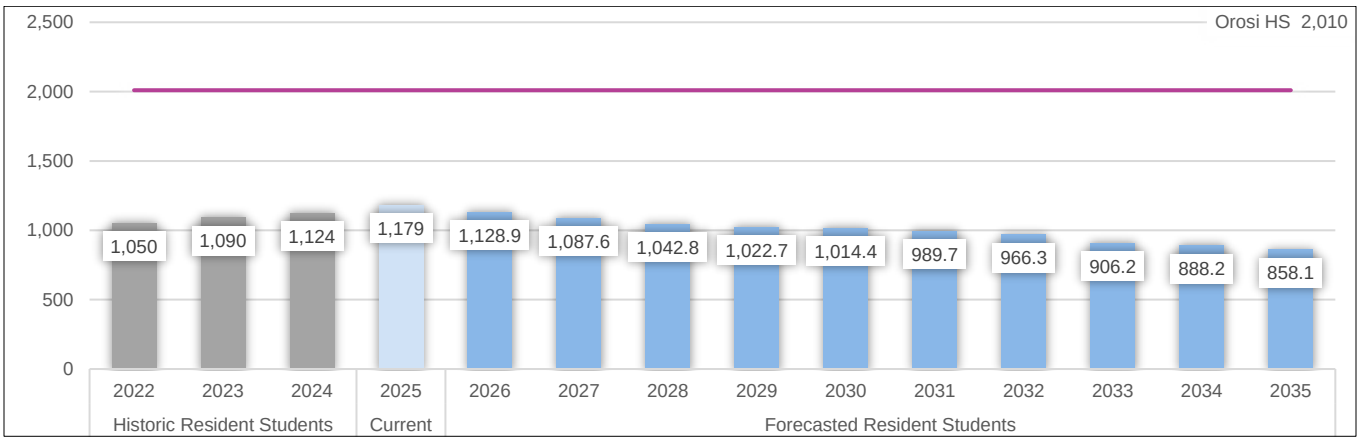
High School Attendance Area Forecasts

OROSI HIGH SCHOOL

Orosi HS														
Grade	Historic Resident Students			Current	Forecasted Resident Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	134	123	155	157	149.6	137.4	142.4	139.9	139.9	138.3	137.7	136.4	135.6	135.6
K	265	248	210	253	230.5	219.9	201.9	209.0	205.4	201.9	200.1	197.3	195.6	194.3
1	279	266	254	213	255.5	232.8	222.1	203.9	211.1	207.5	203.9	202.1	199.3	197.5
2	272	275	261	253	210.1	252.1	229.7	219.1	201.2	208.3	204.7	201.2	199.4	196.7
3	281	277	273	260	252.5	209.4	251.4	229.0	218.4	200.6	207.6	204.1	200.6	198.8
4	265	284	273	273	258.3	250.9	208.1	249.7	227.5	217.0	199.3	206.3	202.8	199.3
5	279	270	278	268	270.7	255.6	248.7	205.8	247.4	225.4	215.0	197.4	204.4	200.9
6	286	281	268	270	264.6	267.7	252.2	246.1	203.0	244.6	222.8	212.5	195.2	202.0
7	314	280	270	273	264.9	260.0	262.0	247.8	241.8	199.4	239.6	218.3	208.2	191.2
8	312	317	283	270	274.4	266.1	261.3	262.1	249.0	242.4	200.5	240.0	218.6	208.5
9	311	328	308	286	271.9	276.3	268.0	263.1	263.7	250.8	244.1	201.9	241.5	220.0
10	225	299	312	304	275.1	261.1	265.9	257.7	253.2	253.1	241.3	234.8	194.3	232.0
11	284	228	297	304	300.2	271.8	257.9	262.8	254.6	250.3	249.7	238.5	232.0	192.1
12	230	235	207	285	281.7	278.4	251.0	239.1	242.9	235.5	231.2	231.0	220.4	214.0
9-12	**1,050**	**1,090**	**1,124**	**1,179**	**1,128.9**	**1,087.6**	**1,042.8**	**1,022.7**	**1,014.4**	**989.7**	**966.3**	**906.2**	**888.2**	**858.1**
Capacity	Historic Capacity				Forecasted Capacity									
2010	52%	54%	56%	59%	56%	54%	52%	51%	50%	49%	48%	45%	44%	43%

Annual Change	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
	40.0	34.0	55.0	-50.1	-41.3	-44.8	-20.1	-8.3	-24.7	-23.4	-60.1	-18.0	-30.1
	3.8%	3.1%	4.9%	-4.2%	-3.7%	-4.1%	-1.9%	-0.8%	-2.4%	-2.4%	-6.2%	-2.0%	-3.4%

*Leading grades are shown for the context of incoming cohorts



5. Enrollment Forecasts

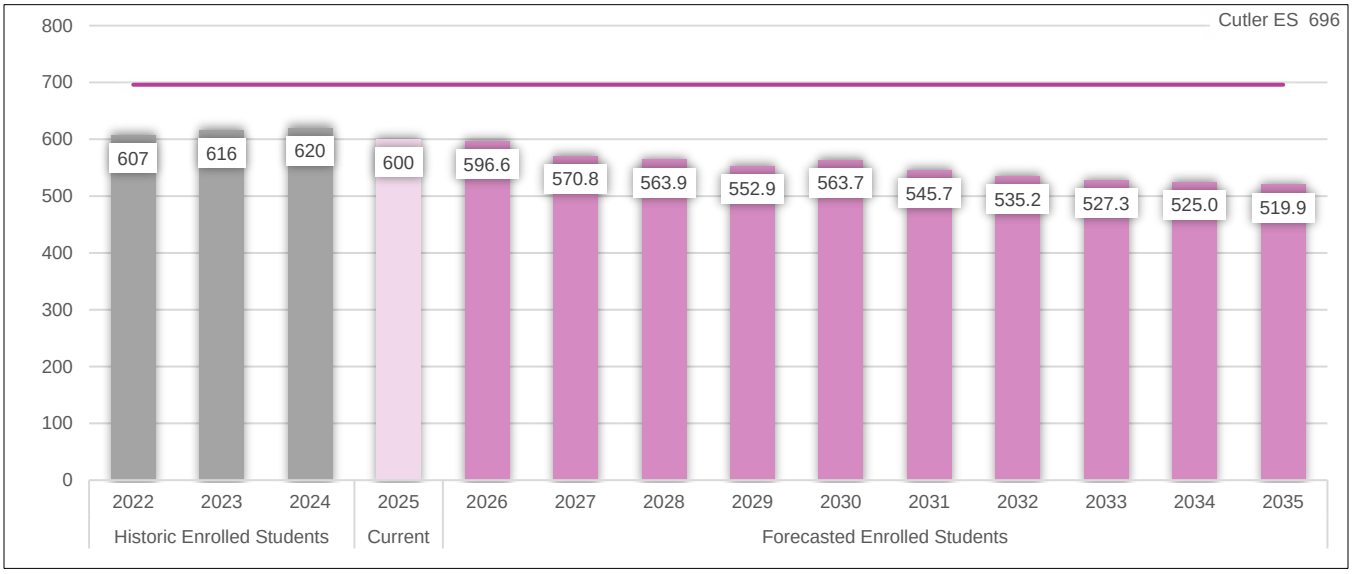
District-generated forecasts are essential for estimating staffing and budget needs based on overall school enrollments. However, relying solely on these forecasts for addressing capacity issues presents several challenges, particularly for long-term planning. One key limitation is that these forecasts focus on total enrollment rather than the distribution of students across specific areas, making it difficult to account for spatial population trends and future facility demands.

Annual enrollment changes, influenced by factors like curriculum shifts, program offerings, administration changes, and open-enrollment policies, add complexity to forecasting, creating uncertainties around facility needs in particular areas. Short-term solutions, such as shifting grade configurations, may provide temporary relief but often disrupt educational continuity and logistics, failing to address long-term capacity challenges sustainably.

In summary, relying solely on district enrollment forecasts, especially with short-term measures, can lead to inaccuracies in assessing facility needs and planning for the future. These forecasts should be used primarily for staffing insights and not as a basis for facility planning.

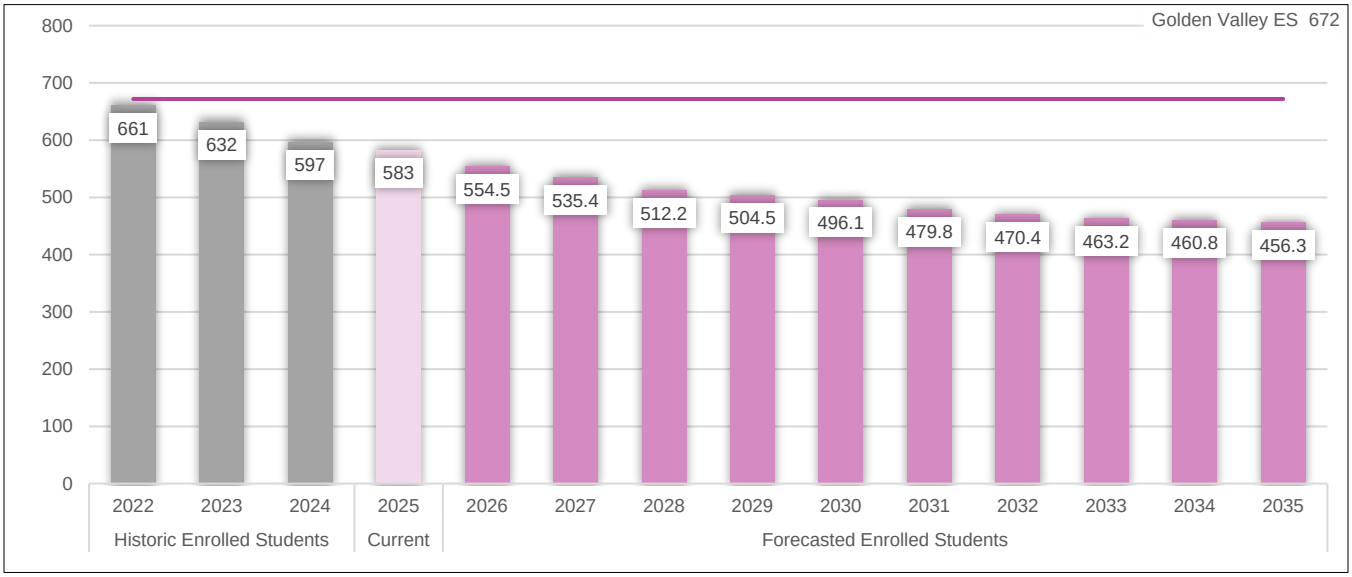
Cutler ES														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	43	49	55	60	60.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0	60.0
K	93	81	81	90	88.2	84.5	78.2	80.7	79.5	78.2	77.6	76.6	76.0	75.6
1	115	93	89	79	90.8	82.8	79.0	72.6	75.1	73.9	72.6	72.0	71.0	70.4
2	91	112	93	89	79.4	106.9	99.0	95.2	88.9	91.4	90.2	88.9	88.3	87.3
3	90	94	112	85	87.0	64.4	91.9	84.0	80.2	73.9	76.4	75.2	73.9	73.3
4	89	95	96	106	85.2	91.2	68.8	96.0	88.1	84.4	78.2	80.7	79.4	78.2
5	86	92	94	91	106.0	81.0	87.0	64.4	91.9	83.9	80.2	73.9	76.4	75.1
TK-5	**607**	**616**	**620**	**600**	**596.6**	**570.8**	**563.9**	**552.9**	**563.7**	**545.7**	**535.2**	**527.3**	**525.0**	**519.9**
Capacity	Historic Capacity				Forecasted Capacity									
696	87%	89%	89%	86%	86%	82%	81%	79%	81%	78%	77%	76%	75%	75%

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	9.0	4.0	-20.0	-3.4	-25.8	-6.9	-11.0	10.8	-18.0	-10.5	-7.9	-2.3	-5.1
	1.5%	0.6%	-3.2%	-0.6%	-4.3%	-1.2%	-2.0%	2.0%	-3.2%	-1.9%	-1.5%	-0.4%	-1.0%



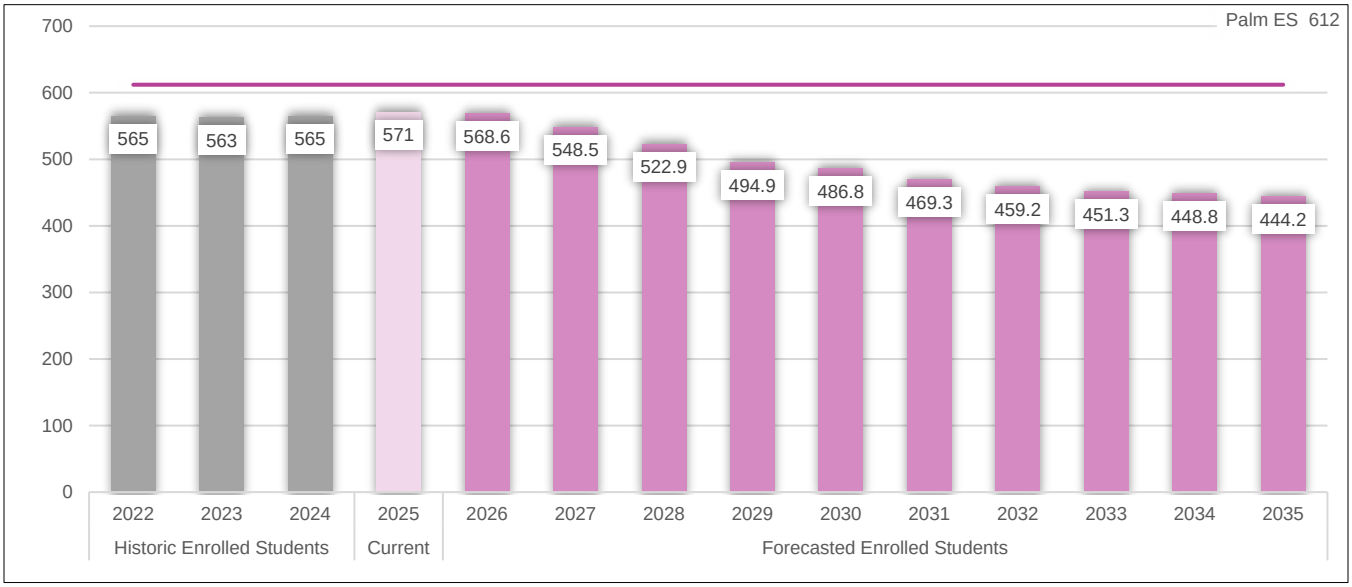
Golden Valley ES														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	47	42	47	44	45.7	42.0	43.5	42.8	42.8	42.3	42.1	41.7	41.5	41.5
K	96	95	84	87	86.5	83.0	77.0	79.4	78.2	77.0	76.4	75.5	74.9	74.5
1	99	95	89	82	82.2	74.8	71.3	65.4	67.7	66.5	65.4	64.8	63.9	63.3
2	105	95	89	87	78.0	84.8	77.7	74.4	68.7	70.9	69.8	68.7	68.1	67.3
3	106	106	94	91	87.5	87.5	94.2	87.3	84.0	78.4	80.6	79.5	78.4	77.9
4	97	100	98	94	82.1	66.8	66.8	73.5	66.6	63.3	57.8	60.0	58.9	57.8
5	111	99	96	98	92.5	96.5	81.7	81.7	88.1	81.4	78.3	73.0	75.1	74.0
TK-5	**661**	**632**	**597**	**583**	**554.5**	**535.4**	**512.2**	**504.5**	**496.1**	**479.8**	**470.4**	**463.2**	**460.8**	**456.3**
Capacity	Historic Capacity				Forecasted Capacity									
672	98%	94%	89%	87%	83%	80%	76%	75%	74%	71%	70%	69%	69%	68%

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	-29.0	-35.0	-14.0	-28.5	-19.1	-23.2	-7.7	-8.4	-16.3	-9.4	-7.2	-2.4	-4.5
	-4.4%	-5.5%	-2.3%	-4.9%	-3.4%	-4.3%	-1.5%	-1.7%	-3.3%	-2.0%	-1.5%	-0.5%	-1.0%



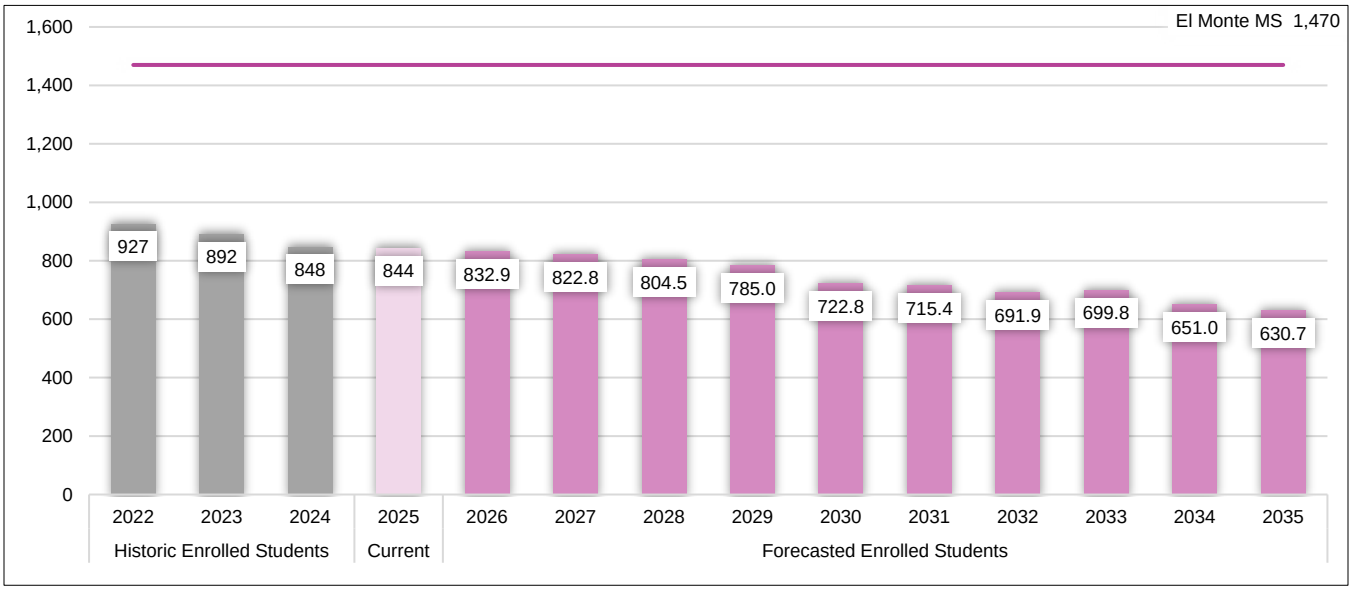
Palm ES														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
TK	48	38	63	57	56.3	51.9	53.7	52.8	52.8	52.2	52.0	51.5	51.2	51.2
K	86	88	62	91	70.8	67.4	61.6	63.9	62.8	61.6	61.1	60.2	59.6	59.2
1	71	89	90	66	96.6	89.3	85.8	79.9	82.2	81.1	79.9	79.4	78.4	77.9
2	85	72	93	92	68.8	76.4	69.0	65.5	59.6	61.9	60.8	59.6	59.0	58.1
3	95	85	72	96	93.0	72.5	80.3	72.8	69.2	63.3	65.6	64.4	63.3	62.7
4	90	101	88	80	104.0	106.0	85.5	93.3	85.8	82.2	76.3	78.6	77.4	76.3
5	90	90	97	89	79.1	85.0	87.0	66.7	74.4	67.0	63.5	57.6	59.9	58.8
TK-5	**565**	**563**	**565**	**571**	**568.6**	**548.5**	**522.9**	**494.9**	**486.8**	**469.3**	**459.2**	**451.3**	**448.8**	**444.2**
Capacity	Historic Capacity				Forecasted Capacity									
612	92%	92%	92%	93%	93%	90%	85%	81%	80%	77%	75%	74%	73%	73%

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	-2.0	2.0	6.0	-2.4	-20.1	-25.6	-28.0	-8.1	-17.5	-10.1	-7.9	-2.5	-4.6
	-0.4%	0.4%	1.1%	-0.4%	-3.5%	-4.7%	-5.4%	-1.6%	-3.6%	-2.2%	-1.7%	-0.6%	-1.0%



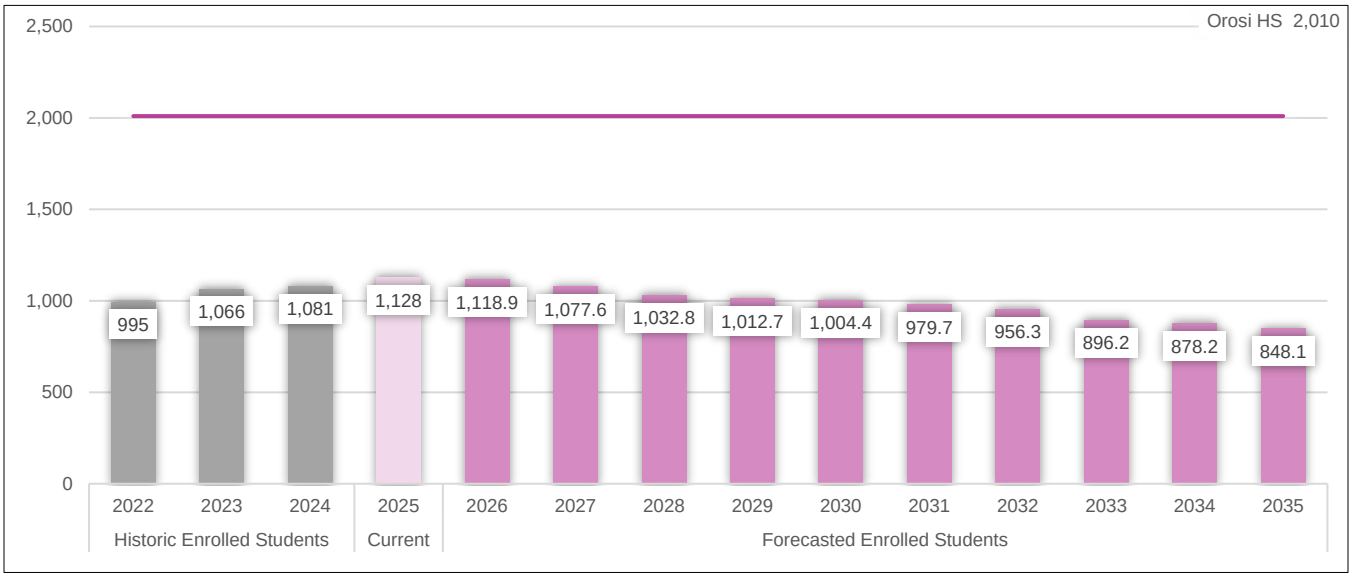
El Monte MS														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
6	288	291	281	281	273.6	276.7	261.2	255.1	212.0	253.6	231.8	221.5	204.2	211.0
7	316	284	281	284	275.9	271.0	273.0	258.8	252.8	210.4	250.6	229.3	219.2	202.2
8	323	317	286	279	283.4	275.1	270.3	271.1	258.0	251.4	209.5	249.0	227.6	217.5
6-8	**927**	**892**	**848**	**844**	**832.9**	**822.8**	**804.5**	**785.0**	**722.8**	**715.4**	**691.9**	**699.8**	**651.0**	**630.7**
Capacity	Historic Capacity				Forecasted Capacity									
1,470	63%	61%	58%	57%	57%	56%	55%	53%	49%	49%	47%	48%	44%	43%

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	-35.0	-44.0	-4.0	-11.1	-10.1	-18.3	-19.5	-62.2	-7.4	-23.5	7.9	-48.8	-20.3
	-3.8%	-4.9%	-0.5%	-1.3%	-1.2%	-2.2%	-2.4%	-7.9%	-1.0%	-3.3%	1.1%	-7.0%	-3.1%



Orosi HS														
Grade	Historic Enrolled Students			Current	Forecasted Enrolled Students									
	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
9	311	332	311	290	274.9	279.3	271.0	266.1	266.7	253.8	247.1	204.9	244.5	223.0
10	220	284	309	301	277.1	263.1	267.9	259.7	255.2	255.1	243.3	236.8	196.3	234.0
11	234	210	264	280	288.2	259.8	245.9	250.8	242.6	238.3	237.7	226.5	220.0	180.1
12	230	240	197	257	278.7	275.4	248.0	236.1	239.9	232.5	228.2	228.0	217.4	211.0
9-12	**995**	**1,066**	**1,081**	**1,128**	**1,118.9**	**1,077.6**	**1,032.8**	**1,012.7**	**1,004.4**	**979.7**	**956.3**	**896.2**	**878.2**	**848.1**
Capacity		**Historic Capacity**			**Forecasted Capacity**									
2,010	**50%**	**53%**	**54%**	**56%**	**56%**	**54%**	**51%**	**50%**	**50%**	**49%**	**48%**	**45%**	**44%**	**42%**

	2022 to 2023	2023 to 2024	2024 to 2025	2025 to 2026	2026 to 2027	2027 to 2028	2028 to 2029	2029 to 2030	2030 to 2031	2031 to 2032	2032 to 2033	2033 to 2034	2034 to 2035
Annual Change	71.0	15.0	47.0	-9.1	-41.3	-44.8	-20.1	-8.3	-24.7	-23.4	-60.1	-18.0	-30.1
	7.1%	1.4%	4.3%	-0.8%	-3.7%	-4.2%	-1.9%	-0.8%	-2.5%	-2.4%	-6.3%	-2.0%	-3.4%



Census Data

DEMOGRAPHIC AND INCOME PROFILE PROVIDED BY CENSUS

Data provided on the following pages is based on geographically related information from Cutler-Orosi Joint Unified School District based on a third-party source using Esri analytics in combination with Census information and American Community Survey. This information is provided by MGT as supplemental information about the district. MGT did not research nor guarantee the accuracy of the Census data. Demographic and Income Profile Provided by Census.

METHODOLOGY STATEMENT

- **Demographic and Income Profile / Community Profile:** Esri forecasts for 2025 and 2030. Esri Updated Demographics are point estimates representing July 1 of the current and forecast years. The following table summarizes the updated demographic variables. Also included are select averages, medians, aggregates, and per capita values.
- **American Community Survey (ACS) Housing Summary:** Esri provides reports, data enrichment, and thematic mapping for ACS estimates in standard geographies, current ZIP codes, and user-defined polygons. Reports include two summary profiles, Population, and Housing. Esri's reports/maps are designed to simplify the data and enhance its usability with reliability thresholds. ACS data provide much of the information previously available through the decennial census. ACS uses a continuous measurement or "rolling" sample, in which a small percent of the population is sampled every month. The ACS is updated and released more frequently than the decennial census—every year instead of every ten years. Smaller sample sizes and variable collection times have introduced a margin of error into their estimates.
- **Tapestry Segmentation:** provides an accurate, detailed description of America's neighborhoods—U.S. residential areas are divided into 67 distinctive segments based on their socioeconomic and demographic composition—then further classifies the segments into LifeMode and Urbanization Groups. Each year, the population and household count by Tapestry segment are updated. While most geographic areas retain their original Tapestry Segment assignment, select areas may be assigned a new market segment when research uncovers new or significant local growth. The entire Tapestry Segmentation system is refreshed every three to five years, resulting in a more comprehensive reassignment in rapidly changing neighborhoods. Tapestry is a geodemographic segmentation system that integrates consumer traits with residential characteristics to identify markets and classify US neighborhoods. Neighborhoods with the most similar characteristics are grouped together, while neighborhoods with divergent characteristics are separated. Internally homogenous, externally heterogeneous market segments depict consumers' lifestyles and life stages. Tapestry Segmentation combines the "who" of lifestyle demography with the "where" of local geography to create a classification model with 67 distinct, behavioral market segments.
    - Cutler-Orosi Joint Unified School District is primarily dominated by two groups of household types: Farm to Table (85.5%) and Rooted Rural (6.5%). Farm to Table is a small but distinctive market made up of young families with children, with an average family size of 4.26 and several multi-generational households. About 57% of this population rents their homes, with the majority being single-family homes and a large portion of mobile homes. The Rooted Rural market is

dominated by older married couples with children out of the house, with 80% of homes owner-occupied and 73% of homes being single-family units.

Demographic and Income Profile

Summary	Census 2020	2025	2030
Total Population	17,511	17,037	16,880
Total Households	4,578	4,588	4,611
Family Households	3,835	3,789	3,802
Average Household Size	3.82	3.71	3.66
Owner Occupied Housing Units	2,308	2,319	2,379
Renter Occupied Housing Units	2,270	2,269	2,232
Median Age	30.7	31.1	32.0

Trends 2025 - 2030	Area	State	National
Population	0.2%	0.1%	0.4%
Households	0.1%	0.3%	0.6%
Family Population	0.1%	0.3%	0.5%
Owner Occupied Housing Units	0.5%	0.5%	0.0%
Median Household Income	2.3%	2.3%	2.5%

Population by Age	Census 2020		2025		2030	
	Number	Percent	Number	Percent	Number	Percent
0-4	1,316	7.5%	1,293	7.6%	1,301	7.7%
5-9	1,520	8.7%	1,278	7.5%	1,229	7.3%
10-14	1,663	9.5%	1,388	8.2%	1,205	7.1%
15-19	1,549	8.8%	1,516	8.9%	1,297	7.7%
20-24	1,332	7.6%	1,419	8.3%	1,414	8.4%
25-29	1,222	7.0%	1,346	7.9%	1,467	8.7%
30-34	1,063	6.1%	1,227	7.2%	1,289	7.6%
35-39	1,147	6.5%	982	5.8%	1,149	6.8%
40-44	1,025	5.8%	1,050	6.2%	912	5.4%
45-49	1,024	5.8%	924	5.4%	977	5.8%
50-54	946	5.4%	941	5.5%	853	5.0%
55-59	986	5.6%	822	4.8%	837	5.0%
60-64	824	4.7%	856	5.0%	742	4.4%
65-69	649	3.7%	693	4.1%	750	4.4%
70-74	533	3.0%	523	3.1%	584	3.5%
75-79	306	1.8%	406	2.4%	415	2.5%
80-84	239	1.4%	203	1.2%	283	1.7%
Age 85+	166	0.9%	170	1.0%	175	1.0%

Source: Esri forecasts for 2025 and 2030. U.S. Census Bureau 2020 decennial Census data

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Demographic and Income Profile

Households by Income	2025		2030	
	Number	Percent	Number	Percent
<$10,000	254	5.5%	236	5.1%
$10,000-14,999	128	2.8%	102	2.2%
$15,000-19,999	168	3.7%	127	2.8%
$20,000-24,999	210	4.6%	166	3.6%
$25,000-29,999	174	3.8%	142	3.1%
$30,000-34,999	196	4.3%	169	3.7%
$35,000-39,999	183	4.0%	160	3.5%
$40,000-44,999	186	4.0%	172	3.7%
$45,000-49,999	268	5.8%	234	5.1%
$50,000-59,999	353	7.7%	326	7.1%
$60,000-74,999	619	13.5%	603	13.1%
$75000-99999	523	11.4%	559	12.1%
$100,000-124,999	526	11.5%	601	13.0%
$125,000-149,999	185	4.0%	214	4.6%
$150000-199999	248	5.4%	297	6.4%
$200,000-249,999	179	3.9%	254	5.5%
$250,000-299,999	89	1.9%	127	2.8%
$300,000-399,999	47	1.0%	60	1.3%
$400,000-499,999	22	0.5%	30	0.7%
$500,000+	28	0.6%	32	0.7%
Median Household Income	$63,466	-	$71,091	-
Average Household Income	$83,842	-	$94,585	-
Per Capita Income	$22,488	-	$25,730	-

Race and Ethnicity	Census 2020		2025		2030	
	Number	Percent	Number	Percent	Number	Percent
White Alone	4,379	25.0%	4,078	23.9%	3,934	23.3%
Black Alone	65	0.4%	64	0.4%	63	0.4%
American Indian	293	1.7%	283	1.7%	273	1.6%
Asian Alone	872	5.0%	822	4.8%	809	4.8%
Pacific Islander	10	0.1%	9	0.1%	7	0.0%
Some Other Race	7,190	41.1%	7,167	42.1%	7,202	42.7%
Two or More Races	4,703	26.9%	4,615	27.1%	4,591	27.2%
Hispanic (Any Race)	15,130	86.4%	14,880	87.3%	14,835	87.9%

ⓘ Source: Esri forecasts for 2025 and 2030. U.S. Census Bureau 2020 decennial Census data

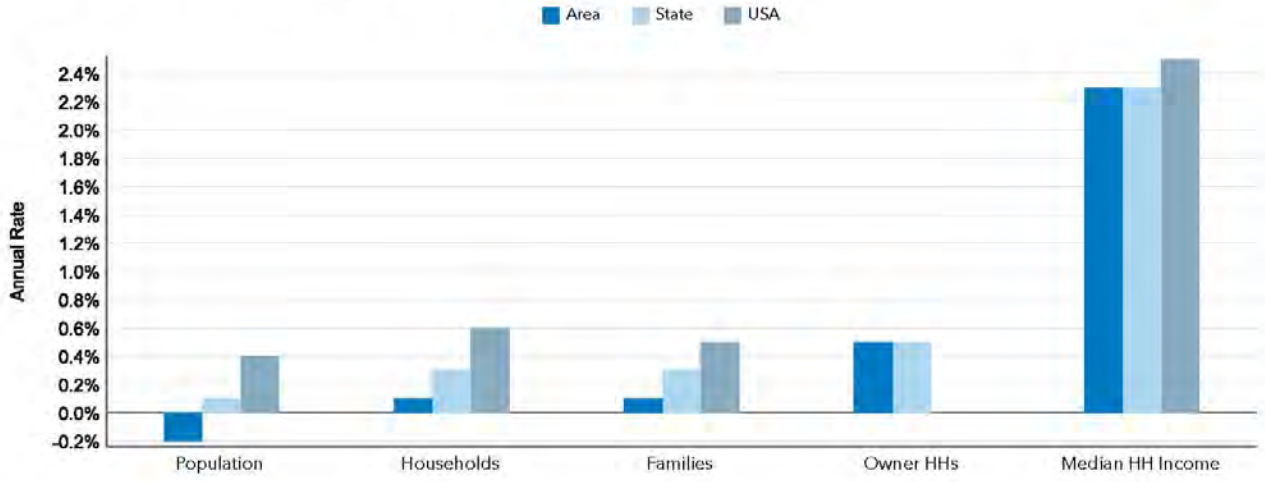
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Demographic and Income Profile | |

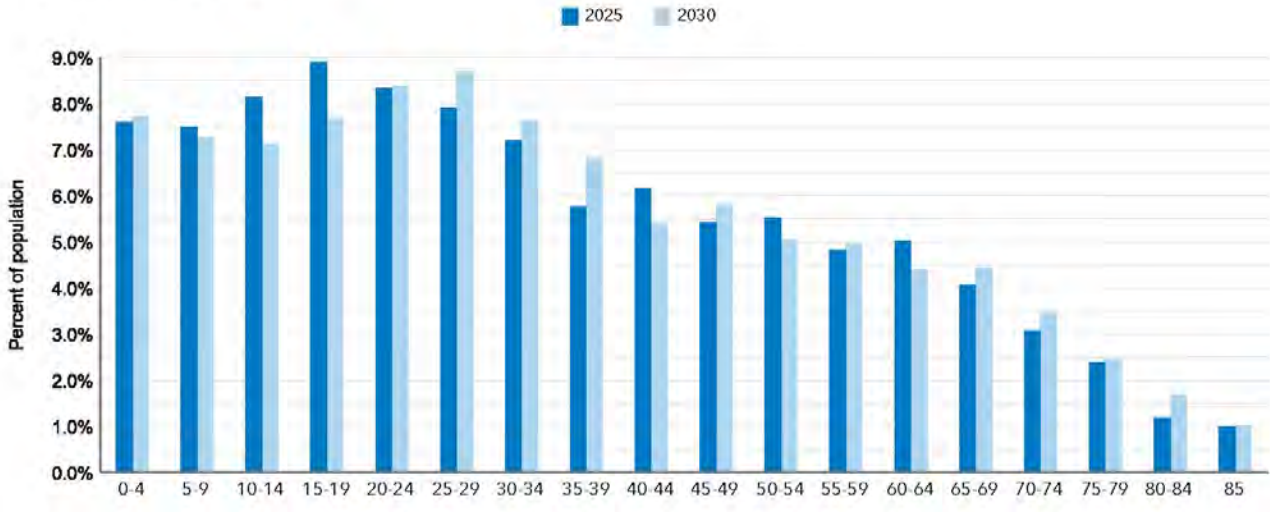
Key Indicators for 2025

17,037	4,588	3.71	31.1	13,908
Total Population	Total Households	Average Household Size	Median Age	Daytime Population

Trends: 2025 - 2030 Annual Rate



Population by Age



ⓘ Source: Esri forecasts for 2025 and 2030, U.S. Census Bureau 2020 decennial Census data

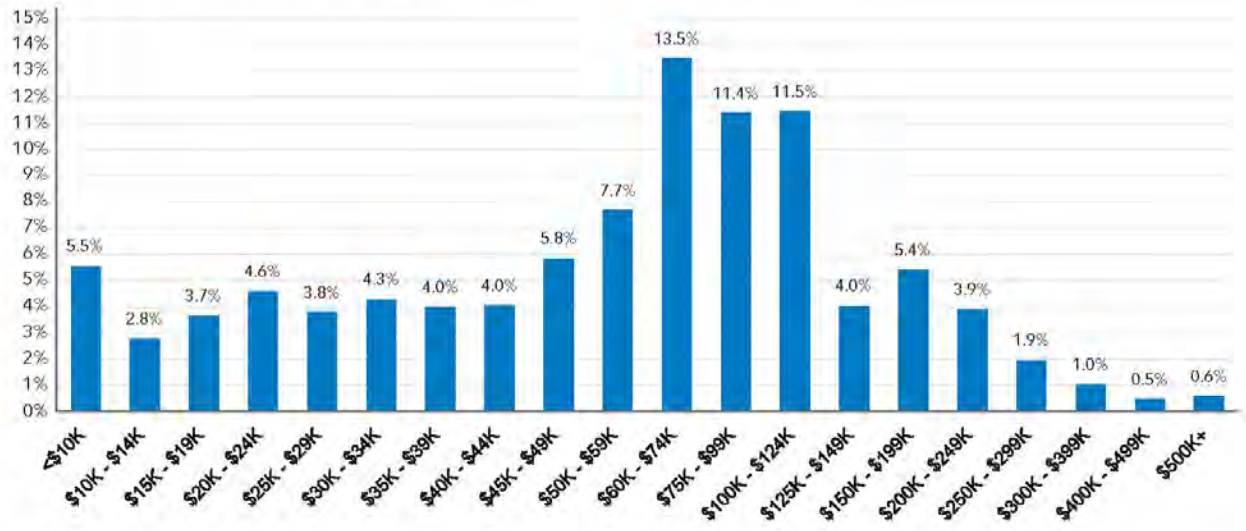
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Demographic and Income Profile | |

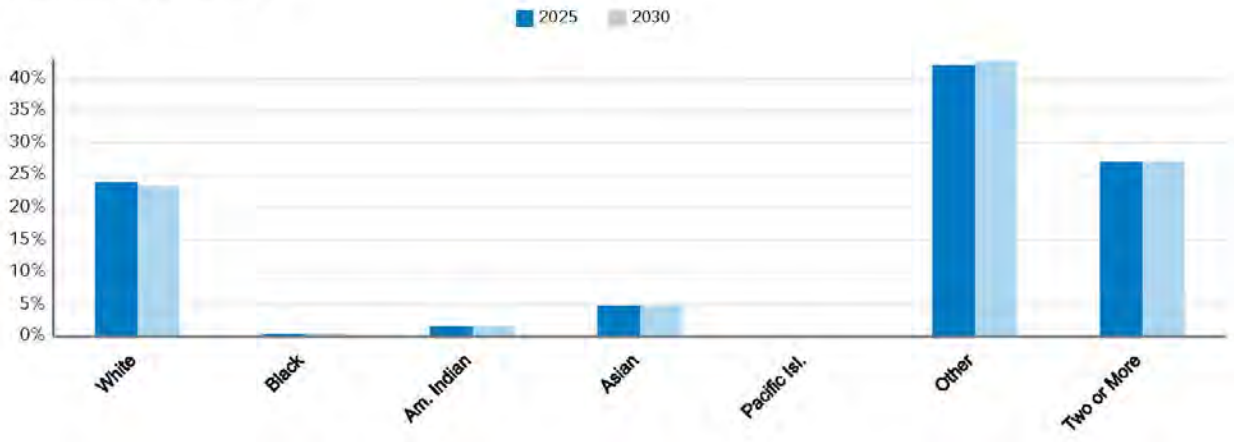
Key Indicators for 2025

$63,466	$93,322	61	87	76
Median Household Income	Median Net Worth	Esri Wealth Index	Esri Housing Affordability Index	Esri Diversity Index

Households by Income for 2025



Population by Race



ⓘ Source: Esri forecasts for 2025 and 2030, U.S. Census Bureau 2020 decennial Census data

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ACS Housing Summary

Totals	2019 - 2023 ACS Estimate	Percent	MOE (±)	Reliability
Total Population	18,121		2,368	
Total Households	4,635		509	
Total Housing Units	5,031		523	
Owner-Occupied Housing Units by Mortgage Status				
Total	2,439	100.0%	439	
Housing units with a mortgage	1,438	59.0%	368	
No Second Mortgage and No Home Equity Loan	1,365	56.0%	367	
Multiple Mortgages	64	2.6%	69	
Second mortgage and Home Equity Loan	43	1.8%	65	
Only Home Equity Loan	0	0.0%	0	
Only Second Mortgage	21	0.9%	29	
Home Equity Loan without Primary Mortgage	8	0.3%	11	
Housing units without a mortgage	1,001	41.0%	234	
Owner-Occupied Housing Units Average Value by Mortgage Status				
Housing units with a mortgage	N/A		N/A	
Housing units without a mortgage	N/A		N/A	

Source: U.S. Census Bureau, 2019-2023 American Community Survey. Reliability: high medium low © 2026 Esri

ACS Housing Summary

Owner-Occupied Housing Units by Value	2019 - 2023 ACS Estimate	Percent	MOE (±)	Reliability
Total	2,439	100.0%	439	
Less than $10,000	26	1.1%	25	
$10,000 to $14,999	3	0.1%	11	
$15,000 to $19,999	71	2.9%	66	
$20,000 to $24,999	14	0.6%	22	
$25,000 to $29,999	15	0.6%	25	
$30,000 to $34,999	4	0.2%	9	
$35,000 to $39,999	24	1.0%	38	
$40,000 to $49,999	17	0.7%	28	
$50,000 to $59,999	50	2.0%	65	
$60,000 to $69,999	0	0.0%	2	
$70,000 to $79,999	0	0.0%	6	
$80,000 to $89,999	16	0.7%	22	
$90,000 to $99,999	19	0.8%	23	
$100,000 to $124,999	59	2.4%	49	
$125,000 to $149,999	40	1.6%	33	
$150,000 to $174,999	105	4.3%	68	
$175,000 to $199,999	172	7.0%	127	
$200,000 to $249,999	828	34.0%	357	
$250,000 to $299,999	275	11.3%	111	
$300,000 to $399,999	288	11.8%	140	
$400,000 to $499,999	199	8.2%	107	
$500,000 to $749,999	120	4.9%	67	
$750,000 to $999,999	69	2.8%	72	
$1,000,000 to $1,499,999	2	0.1%	6	
$1,500,000 to $1,999,999	16	0.7%	25	
$2,000,000 or more	7	0.3%	10	
Median Home Value	$235,296		N/A	
Average Home Value	N/A		N/A	

Source: U.S. Census Bureau, 2019-2023 American Community Survey. Reliability: high medium low © 2026 Esri

ACS Housing Summary

Owner-Occupied Housing Units by Mortgage Status & Selected Monthly Owner Costs	2019 - 2023 ACS Estimate	Percent	MOE (±)	Reliability
Total	2,439	100.0%	439	
With a mortgage: Monthly owner costs as a percentage of household income in past 12 months				
Less than 10.0 percent	95	3.9%	99	
10.0 to 14.9 percent	210	8.6%	93	
15.0 to 19.9 percent	211	8.7%	100	
20.0 to 24.9 percent	146	6.0%	89	
25.0 to 29.9 percent	132	5.4%	105	
30.0 to 34.9 percent	143	5.9%	123	
35.0 to 39.9 percent	262	10.7%	291	
40.0 to 49.9 percent	51	2.1%	42	
50.0 percent or more	185	7.6%	110	
Not computed	3	0.1%	12	
Without a mortgage: Monthly owner costs as a percentage of household income in past 12 months				
Less than 10.0 percent	636	26.1%	199	
10.0 to 14.9 percent	94	3.9%	41	
15.0 to 19.9 percent	101	4.1%	81	
20.0 to 24.9 percent	29	1.2%	16	
25.0 to 29.9 percent	28	1.1%	30	
30.0 to 34.9 percent	16	0.7%	14	
35.0 to 39.9 percent	7	0.3%	17	
40.0 to 49.9 percent	8	0.3%	12	
50.0 percent or more	81	3.3%	74	
Not computed	0	0.0%	0	

Source: U.S. Census Bureau, 2019-2023 American Community Survey. Reliability: high medium low © 2026 Esri

ACS Housing Summary | |

Renter-Occupied Housing Units by Contract Rent	2019 - 2023 ACS Estimate	Percent	MOE (±)	Reliability
Total	2,196	100.0%	354	
With cash rent	2,131	97.0%	351	
Less than $100	0	0.0%	10	
$100 to $149	0	0.0%	0	
$150 to $199	0	0.0%	0	
$200 to $249	2	0.1%	12	
$250 to $299	8	0.4%	13	
$300 to $349	42	1.9%	33	
$350 to $399	54	2.5%	55	
$400 to $449	43	2.0%	63	
$450 to $499	22	1.0%	38	
$500 to $549	133	6.1%	83	
$550 to $599	92	4.2%	61	
$600 to $649	202	9.2%	124	
$650 to $699	31	1.4%	30	
$700 to $749	178	8.1%	131	
$750 to $799	247	11.3%	121	
$800 to $899	130	5.9%	90	
$900 to $999	212	9.7%	122	
$1,000 to $1,249	404	18.4%	179	
$1,250 to $1,499	34	1.6%	41	
$1,500 to $1,999	215	9.8%	121	
$2,000 to $2,499	32	1.5%	62	
$2,500 to $2,999	50	2.3%	80	
$3,000 to $3,499	0	0.0%	0	
$3,500 or more	0	0.0%	0	
No cash rent	65	3.0%	51	
Median Contract Rent	$809		N/A	
Average Contract Rent	N/A		N/A	
Renter-Occupied Housing Units by Inclusion of Utilities in Rent				
Total	2,196	100.0%	354	
Pay extra for one or more utilities	2,186	99.5%	354	
No extra payment for any utilities	10	0.5%	12	

Source: U.S. Census Bureau, 2019-2023 American Community Survey. Reliability: high medium low © 2026 Esri

ACS Housing Summary

Renter-Occupied Housing Units by Gross Rent	2019 - 2023 ACS Estimate	Percent	MOE (±)	Reliability
Total	2,196	100.0%	354	
With cash rent	2,131	97.0%	351	
Less than $100	0	0.0%	0	
$100 to $149	0	0.0%	0	
$150 to $199	0	0.0%	0	
$200 to $249	0	0.0%	7	
$250 to $299	0	0.0%	0	
$300 to $349	2	0.1%	12	
$350 to $399	24	1.1%	28	
$400 to $449	12	0.6%	24	
$450 to $499	68	3.1%	54	
$500 to $549	43	2.0%	63	
$550 to $599	48	2.2%	47	
$600 to $649	0	0.0%	0	
$650 to $699	190	8.7%	120	
$700 to $749	106	4.8%	71	
$750 to $799	0	0.0%	3	
$800 to $899	230	10.5%	118	
$900 to $999	306	13.9%	133	
$1,000 to $1,249	328	14.9%	160	
$1,250 to $1,499	201	9.2%	128	
$1,500 to $1,999	376	17.1%	170	
$2,000 to $2,499	89	4.0%	64	
$2,500 to $2,999	36	1.6%	57	
$3,000 to $3,499	72	3.3%	86	
$3,500 or more	0	0.0%	0	
No cash rent	65	3.0%	51	
Median Gross Rent	$1,028		N/A	
Average Gross Rent	N/A		N/A	

Source: U.S. Census Bureau, 2019-2023 American Community Survey. Reliability: high medium low © 2026 Esri

ACS Housing Summary

Occupied Housing Units by Year Householder Moved into Unit	2019 - 2023 ACS Estimate	Percent	MOE (±)	Reliability
Total	4,635	100.0%	509	
Owner occupied				
Moved in 2021 or later	55	1.2%	48	
Moved in 2018 to 2020	312	6.7%	300	
Moved in 2010 to 2017	502	10.8%	145	
Moved in 2000 to 2009	658	14.2%	206	
Moved in 1990 to 1999	562	12.1%	183	
Moved in 1989 or earlier	351	7.6%	142	
Renter occupied				
Moved in 2021 or later	266	5.7%	124	
Moved in 2018 to 2020	505	10.9%	197	
Moved in 2010 to 2017	898	19.4%	250	
Moved in 2000 to 2009	344	7.4%	141	
Moved in 1990 to 1999	159	3.4%	96	
Moved in 1989 or earlier	24	0.5%	29	
Median Year Householder Moved Into Unit	2011		N/A	

Occupied Housing Units by Vehicles Available				
Total	4,635	100.0%	509	
Owner occupied				
No vehicle available	29	0.6%	17	
1 vehicle available	674	14.5%	336	
2 vehicles available	658	14.2%	187	
3 vehicles available	571	12.3%	179	
4 vehicles available	412	8.9%	189	
5 or more vehicles available	94	2.0%	66	
Renter occupied				
No vehicle available	96	2.1%	67	
1 vehicle available	518	11.2%	197	
2 vehicles available	846	18.3%	241	
3 vehicles available	445	9.6%	155	
4 vehicles available	258	5.6%	136	
5 or more vehicles available	34	0.7%	36	
Average Number of Vehicles Available	N/A		N/A	

Source: U.S. Census Bureau, 2019-2023 American Community Survey. Reliability: high medium low © 2026 Esri

ACS Housing Summary

Occupied Housing Units by House Heating Fuel	2019 - 2023 ACS Estimate	Percent	MOE (±)	Reliability
Total	4,635	100.0%	509	
Utility gas	2,330	50.3%	359	
Bottled, tank, or LP gas	469	10.1%	55	
Electricity	1,550	33.4%	390	
Fuel oil, kerosene, etc.	7	0.1%	14	
Coal or coke	0	0.0%	0	
Wood	161	3.5%	83	
Solar energy	10	0.2%	18	
Other fuel	38	0.8%	23	
No fuel used	69	1.5%	64	

Housing Units by Year Structure Built				
Total	5,031	100.0%	523	
Built 2020 or later	0	0.0%	2	
Built 2010 to 2019	161	3.2%	94	
Built 2000 to 2009	555	11.0%	312	
Built 1990 to 1999	1,244	24.7%	263	
Built 1980 to 1989	513	10.2%	125	
Built 1970 to 1979	972	19.3%	242	
Built 1960 to 1969	734	14.6%	185	
Built 1950 to 1959	201	4.0%	98	
Built 1940 to 1949	416	8.3%	153	
Built 1939 or earlier	236	4.7%	66	
Median Year Structure Built	1980		N/A	

Source: U.S. Census Bureau, 2019-2023 American Community Survey. Reliability: high medium low © 2026 Esri

ACS Housing Summary

Housing Units by Units in Structure	2019 - 2023 ACS Estimate	Percent	MOE (±)	Reliability
Total	5,031	100.0%	523	
1, detached	3,673	73.0%	475	
1, attached	216	4.3%	134	
2	115	2.3%	107	
3 or 4	277	5.5%	154	
5 to 9	110	2.2%	72	
10 to 19	30	0.6%	43	
20 to 49	31	0.6%	34	
50 or more	12	0.2%	25	
Mobile home	566	11.3%	139	
Boat, RV, van, etc.	0	0.0%	0	
Vacant Housing Units				
Total vacant housing units	366	100.0%	113	
For rent	3	0.8%	30	
Rented, not occupied	61	16.7%	86	
For sale only	14	3.8%	29	
Sold, not occupied	5	1.4%	38	
Seasonal/occasional	145	39.6%	94	
For migrant workers	0	0.0%	0	
Other	139	38.0%	52	

Source: U.S. Census 2019-2023 American Community Survey. **Data Note:** N/A means not available. Ratio of Income to Poverty Level represents persons for whom poverty status is determined. Household income represents income in 2023, adjusted for inflation.

2019-2023 ACS Estimate: The American Community Survey (ACS) replaces census sample data. Esri is releasing the 2019-2023 ACS estimates, five-year period data collected monthly from January 1, 2019 through December 31, 2023. Although the ACS includes many of the subjects previously covered by the decennial census sample, there are significant differences between the two surveys including fundamental differences in survey design and residency rules.

Margin of error (MOE): The MOE is a measure of the variability of the estimate due to sampling error. MOEs enable the data user to measure the range of uncertainty for each estimate with 90 percent confidence. The range of uncertainty is called the confidence interval, and it is calculated by taking the estimate +/- the MOE. For example, if the ACS reports an estimate of 100 with an MOE of +/- 20, then you can be 90 percent certain the value for the whole population falls between 80 and 120.

Reliability: Symbols represent threshold values Esri has established from the Coefficients of Variation (CV) to designate the usability of the estimates. The CV measures the amount of sampling error relative to the size of the estimate, expressed as a percentage.

- High Reliability: Small CVs (less than or equal to 12 percent) are flagged green and are considered reasonably reliable.
- Medium Reliability: Estimates with CVs between 12 and 40 are flagged yellow and should be used with caution.
- Low Reliability: Large CVs (over 40 percent) are flagged red and are considered very unreliable.

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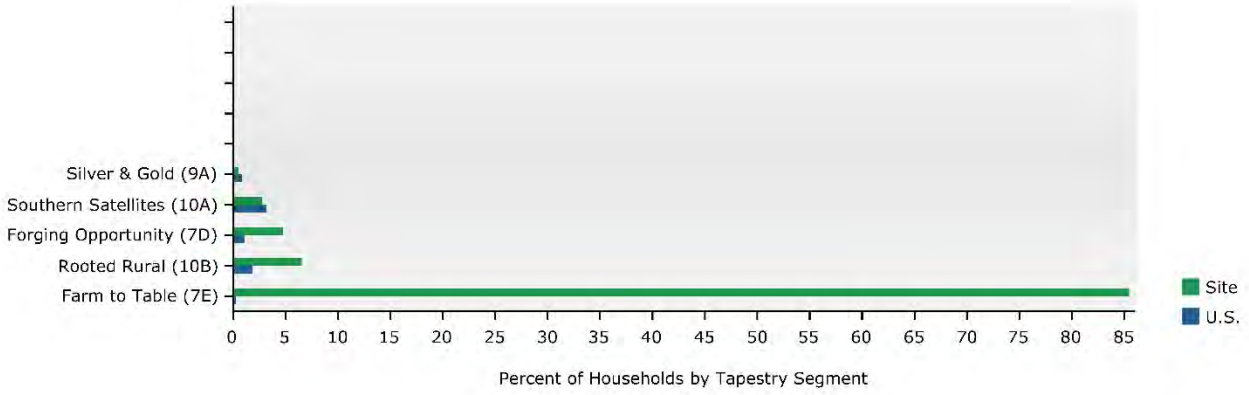
Tapestry Segmentation Area Profile

Prepared using SchoolSite by DDP

Top Twenty Tapestry Segments

Rank	Tapestry Segment	2024 Households Percent	2024 Households Cumulative Percent	2024 U.S. Households Percent	2024 U.S. Households Cumulative Percent	Index
1	Farm to Table (7E)	85.5%	85.5%	0.2%	0.2%	35892
2	Rooted Rural (10B)	6.5%	92.0%	1.8%	2.1%	354
3	Forging Opportunity (7D)	4.8%	96.8%	1.0%	3.1%	455
4	Southern Satellites (10A)	2.8%	99.5%	3.1%	6.3%	88
5	Silver & Gold (9A)	0.5%	100.0%	0.8%	7.1%	59
	Subtotal	**100.1%**		**6.9%**		
	Total	**100.0%**		**7.1%**		**1412**

Top Ten Tapestry Segments Site vs. U.S.



Data Note: This report identifies neighborhood segments in the area, and describes the socioeconomic quality of the immediate neighborhood. The index is a comparison of the percent of households or Total Population 18+ in the area, by Tapestry segment, to the percent of households or Total Population 18+ in the United States, by segment. An index of 100 is the US average.
Source: Esri

April 30, 2026

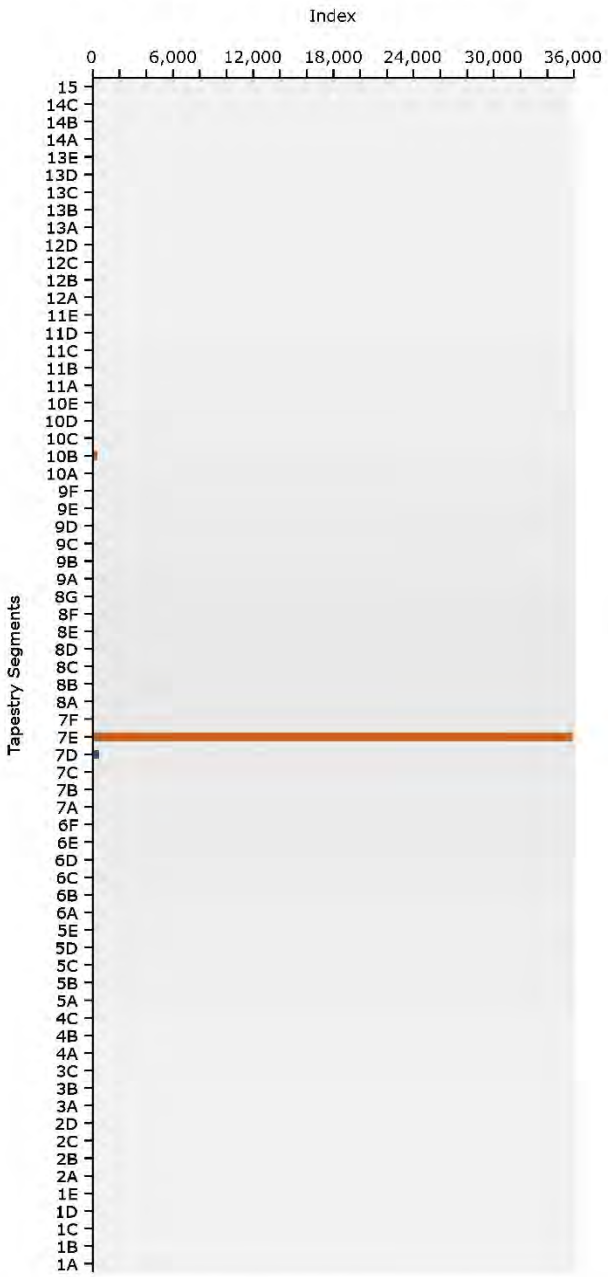
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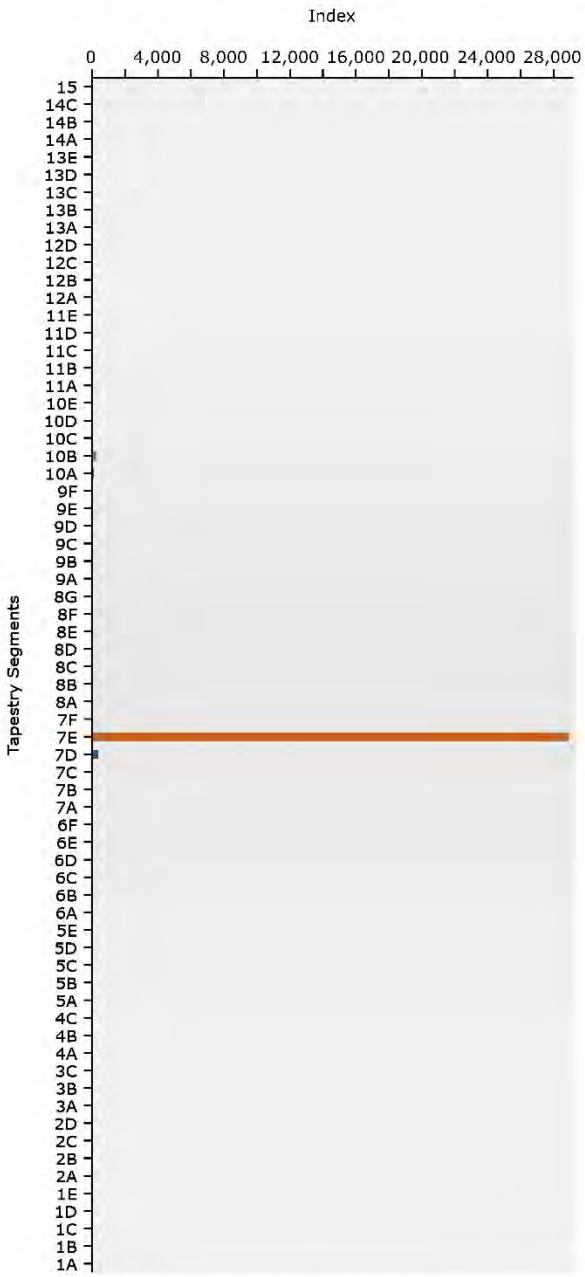
Tapestry Segmentation Area Profile

Prepared using SchoolSite by DDP

2024 Tapestry Indexes by Households



2024 Tapestry Indexes by Total Population 18+



Data Note: This report identifies neighborhood segments in the area, and describes the socioeconomic quality of the immediate neighborhood. The index is a comparison of the percent of households or Total Population 18+ in the area, by Tapestry segment, to the percent of households or Total Population 18+ in the United States, by segment. An index of 100 is the US average.
Source: Esri

April 30, 2026

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Tapestry Segmentation Area Profile

Prepared using SchoolSite by DDP

Tapestry LifeMode Groups	2024 Households			2024 Adult Population		
	Number	Percent	Index	Number	Percent	Index
Total:	4,585	100.0%		12,283	100.0%	
1. Affluent Estates	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Top Tier (1A)	0	0.0%	0	0	0.0%	0
Professional Pride (1B)	0	0.0%	0	0	0.0%	0
Boomburbs (1C)	0	0.0%	0	0	0.0%	0
Savvy Suburbanites (1D)	0	0.0%	0	0	0.0%	0
Exurbanites (1E)	0	0.0%	0	0	0.0%	0
2. Upscale Avenues	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Urban Chic (2A)	0	0.0%	0	0	0.0%	0
Pleasantville (2B)	0	0.0%	0	0	0.0%	0
Pacific Heights (2C)	0	0.0%	0	0	0.0%	0
Enterprising Professionals (2D)	0	0.0%	0	0	0.0%	0
3. Uptown Individuals	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Laptops and Lattes (3A)	0	0.0%	0	0	0.0%	0
Metro Renters (3B)	0	0.0%	0	0	0.0%	0
Trendsetters (3C)	0	0.0%	0	0	0.0%	0
4. Family Landscapes	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Workday Drive (4A)	0	0.0%	0	0	0.0%	0
Home Improvement (4B)	0	0.0%	0	0	0.0%	0
Middleburg (4C)	0	0.0%	0	0	0.0%	0
5. GenXurban	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Comfortable Empty Nesters (5A)	0	0.0%	0	0	0.0%	0
In Style (5B)	0	0.0%	0	0	0.0%	0
Parks and Rec (5C)	0	0.0%	0	0	0.0%	0
Rustbelt Traditions (5D)	0	0.0%	0	0	0.0%	0
Midlife Constants (5E)	0	0.0%	0	0	0.0%	0
6. Cozy Country Living	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Green Acres (6A)	0	0.0%	0	0	0.0%	0
Salt of the Earth (6B)	0	0.0%	0	0	0.0%	0
The Great Outdoors (6C)	0	0.0%	0	0	0.0%	0
Prairie Living (6D)	0	0.0%	0	0	0.0%	0
Rural Resort Dwellers (6E)	0	0.0%	0	0	0.0%	0
Heartland Communities (6F)	0	0.0%	0	0	0.0%	0
7. Sprouting Explorers	**4,136**	**90.2%**	**1,199**	**11,316**	**92.1%**	**1056**
Up and Coming Families (7A)	0	0.0%	0	0	0.0%	0
Urban Villages (7B)	0	0.0%	0	0	0.0%	0
Urban Edge Families (7C)	0	0.0%	0	0	0.0%	0
Forging Opportunity (7D)	218	4.8%	455	545	4.4%	357
Farm to Table (7E)	3,918	85.5%	35,892	10,771	87.7%	28,888
Southwestern Families (7F)	0	0.0%	0	0	0.0%	0

Data Note: This report identifies neighborhood segments in the area, and describes the socioeconomic quality of the immediate neighborhood. The index is a comparison of the percent of households or Total Population 18+ in the area, by Tapestry segment, to the percent of households or Total Population 18+ in the United States, by segment. An index of 100 is the US average.
Source: Esri

April 30, 2026

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Tapestry Segmentation Area Profile

Prepared using SchoolSite by DDP

Tapestry LifeMode Groups	2024 Households			2024 Adult Population		
	Number	Percent	Index	Number	Percent	Index
Total:	4,585	100.0%		12,283	100.0%	
8. Middle Ground	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
City Lights (8A)	0	0.0%	0	0	0.0%	0
Emerald City (8B)	0	0.0%	0	0	0.0%	0
Bright Young Professionals (8C)	0	0.0%	0	0	0.0%	0
Downtown Melting Pot (8D)	0	0.0%	0	0	0.0%	0
Front Porches (8E)	0	0.0%	0	0	0.0%	0
Old and Newcomers (8F)	0	0.0%	0	0	0.0%	0
Hometown Heritage (8G)	0	0.0%	0	0	0.0%	0
9. Senior Styles	**22**	**0.5%**	**8**	**72**	**0.6%**	**11**
Silver & Gold (9A)	22	0.5%	59	72	0.6%	80
Golden Years (9B)	0	0.0%	0	0	0.0%	0
The Elders (9C)	0	0.0%	0	0	0.0%	0
Senior Escapes (9D)	0	0.0%	0	0	0.0%	0
Retirement Communities (9E)	0	0.0%	0	0	0.0%	0
Social Security Set (9F)	0	0.0%	0	0	0.0%	0
10. Rustic Outposts	**427**	**9.3%**	**117**	**895**	**7.3%**	**93**
Southern Satellites (10A)	127	2.8%	88	305	2.5%	79
Rooted Rural (10B)	300	6.5%	354	590	4.8%	269
Economic BedRock (10C)	0	0.0%	0	0	0.0%	0
Down the Road (10D)	0	0.0%	0	0	0.0%	0
Rural Bypasses (10E)	0	0.0%	0	0	0.0%	0
11. Midtown Singles	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
City Strivers (11A)	0	0.0%	0	0	0.0%	0
Young and Restless (11B)	0	0.0%	0	0	0.0%	0
Metro Fusion (11C)	0	0.0%	0	0	0.0%	0
Set to Impress (11D)	0	0.0%	0	0	0.0%	0
City Commons (11E)	0	0.0%	0	0	0.0%	0
12. Hometown	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Family Foundations (12A)	0	0.0%	0	0	0.0%	0
Traditional Living (12B)	0	0.0%	0	0	0.0%	0
Small Town Sincerity (12C)	0	0.0%	0	0	0.0%	0
Modest Income Homes (12D)	0	0.0%	0	0	0.0%	0
13. Next Wave	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Diverse Convergence (13A)	0	0.0%	0	0	0.0%	0
Family Extensions (13B)	0	0.0%	0	0	0.0%	0
NeWest Residents (13C)	0	0.0%	0	0	0.0%	0
Fresh Ambitions (13D)	0	0.0%	0	0	0.0%	0
High Rise Renters (13E)	0	0.0%	0	0	0.0%	0
14. Scholars and Patriots	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Military Proximity (14A)	0	0.0%	0	0	0.0%	0
College Towns (14B)	0	0.0%	0	0	0.0%	0
Dorms to Diplomas (14C)	0	0.0%	0	0	0.0%	0
Unclassified (15)	0	0.0%	0	0	0.0%	0

Data Note: This report identifies neighborhood segments in the area, and describes the socioeconomic quality of the immediate neighborhood. The index is a comparison of the percent of households or Total Population 18+ in the area, by Tapestry segment, to the percent of households or Total Population 18+ in the United States, by segment. An index of 100 is the US average.
Source: Esri

April 30, 2026

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Tapestry Segmentation Area Profile

Prepared using SchoolSite by DDP

Tapestry Urbanization Groups	2024 Households			2024 Adult Population		
	Number	Percent	Index	Number	Percent	Index
Total:	4,585	100.0%		12,283	100.0%	
1. Principal Urban Center	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
Laptops and Lattes (3A)	0	0.0%	0	0	0.0%	0
Metro Renters (3B)	0	0.0%	0	0	0.0%	0
Trendsetters (3C)	0	0.0%	0	0	0.0%	0
Downtown Melting Pot (8D)	0	0.0%	0	0	0.0%	0
City Strivers (11A)	0	0.0%	0	0	0.0%	0
NeWest Residents (13C)	0	0.0%	0	0	0.0%	0
Fresh Ambitions (13D)	0	0.0%	0	0	0.0%	0
High Rise Renters (13E)	0	0.0%	0	0	0.0%	0
2. Urban Periphery	**218**	**4.8%**	**29**	**545**	**4.4%**	**25**
Pacific Heights (2C)	0	0.0%	0	0	0.0%	0
Rustbelt Traditions (5D)	0	0.0%	0	0	0.0%	0
Urban Villages (7B)	0	0.0%	0	0	0.0%	0
Urban Edge Families (7C)	0	0.0%	0	0	0.0%	0
Forging Opportunity (7D)	218	4.8%	455	545	4.4%	357
Southwestern Families (7F)	0	0.0%	0	0	0.0%	0
City Lights (8A)	0	0.0%	0	0	0.0%	0
Bright Young Professionals (8C)	0	0.0%	0	0	0.0%	0
Metro Fusion (11C)	0	0.0%	0	0	0.0%	0
Family Foundations (12A)	0	0.0%	0	0	0.0%	0
Modest Income Homes (12D)	0	0.0%	0	0	0.0%	0
Diverse Convergence (13A)	0	0.0%	0	0	0.0%	0
Family Extensions (13B)	0	0.0%	0	0	0.0%	0
3. Metro Cities	**0**	**0.0%**	**0**	**0**	**0.0%**	**0**
In Style (5B)	0	0.0%	0	0	0.0%	0
Emerald City (8B)	0	0.0%	0	0	0.0%	0
Front Porches (8E)	0	0.0%	0	0	0.0%	0
Old and Newcomers (8F)	0	0.0%	0	0	0.0%	0
Hometown Heritage (8G)	0	0.0%	0	0	0.0%	0
Retirement Communities (9E)	0	0.0%	0	0	0.0%	0
Social Security Set (9F)	0	0.0%	0	0	0.0%	0
Young and Restless (11B)	0	0.0%	0	0	0.0%	0
Set to Impress (11D)	0	0.0%	0	0	0.0%	0
City Commons (11E)	0	0.0%	0	0	0.0%	0
Traditional Living (12B)	0	0.0%	0	0	0.0%	0
College Towns (14B)	0	0.0%	0	0	0.0%	0
Dorms to Diplomas (14C)	0	0.0%	0	0	0.0%	0

Data Note: This report identifies neighborhood segments in the area, and describes the socioeconomic quality of the immediate neighborhood. The index is a comparison of the percent of households or Total Population 18+ in the area, by Tapestry segment, to the percent of households or Total Population 18+ in the United States, by segment. An index of 100 is the US average.
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April 30, 2026

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Tapestry Segmentation Area Profile

Prepared using SchoolSite by DDP

Tapestry Urbanization Groups	2024 Households			2024 Adult Population		
	Number	Percent	Index	Number	Percent	Index
Total:	4,585	100.0%		12,283	100.0%	
4. Suburban Periphery	**22**	**0.5%**	**1**	**72**	**0.6%**	**2**
Top Tier (1A)	0	0.0%	0	0	0.0%	0
Professional Pride (1B)	0	0.0%	0	0	0.0%	0
Boomburbs (1C)	0	0.0%	0	0	0.0%	0
Savvy Suburbanites (1D)	0	0.0%	0	0	0.0%	0
Exurbanites (1E)	0	0.0%	0	0	0.0%	0
Urban Chic (2A)	0	0.0%	0	0	0.0%	0
Pleasantville (2B)	0	0.0%	0	0	0.0%	0
Enterprising Professionals (2D)	0	0.0%	0	0	0.0%	0
Workday Drive (4A)	0	0.0%	0	0	0.0%	0
Home Improvement (4B)	0	0.0%	0	0	0.0%	0
Comfortable Empty Nesters (5A)	0	0.0%	0	0	0.0%	0
Parks and Rec (5C)	0	0.0%	0	0	0.0%	0
Midlife Constants (5E)	0	0.0%	0	0	0.0%	0
Up and Coming Families (7A)	0	0.0%	0	0	0.0%	0
Silver & Gold (9A)	22	0.5%	59	72	0.6%	80
Golden Years (9B)	0	0.0%	0	0	0.0%	0
The Elders (9C)	0	0.0%	0	0	0.0%	0
Military Proximity (14A)	0	0.0%	0	0	0.0%	0
5. Semirural	**3,918**	**85.5%**	**908**	**10,771**	**87.7%**	**966**
Middleburg (4C)	0	0.0%	0	0	0.0%	0
Heartland Communities (6F)	0	0.0%	0	0	0.0%	0
Farm to Table (7E)	3,918	85.5%	35,892	10,771	87.7%	28,888
Senior Escapes (9D)	0	0.0%	0	0	0.0%	0
Down the Road (10D)	0	0.0%	0	0	0.0%	0
Small Town Sincerity (12C)	0	0.0%	0	0	0.0%	0
6. Rural	**427**	**9.3%**	**57**	**895**	**7.3%**	**45**
Green Acres (6A)	0	0.0%	0	0	0.0%	0
Salt of the Earth (6B)	0	0.0%	0	0	0.0%	0
The Great Outdoors (6C)	0	0.0%	0	0	0.0%	0
Prairie Living (6D)	0	0.0%	0	0	0.0%	0
Rural Resort Dwellers (6E)	0	0.0%	0	0	0.0%	0
Southern Satellites (10A)	127	2.8%	88	305	2.5%	79
Rooted Rural (10B)	300	6.5%	354	590	4.8%	269
Economic BedRock (10C)	0	0.0%	0	0	0.0%	0
Rural Bypasses (10E)	0	0.0%	0	0	0.0%	0
Unclassified (15)	0	0.0%	0	0	0.0%	0

Data Note: This report identifies neighborhood segments in the area, and describes the socioeconomic quality of the immediate neighborhood. The index is a comparison of the percent of households or Total Population 18+ in the area, by Tapestry segment, to the percent of households or Total Population 18+ in the United States, by segment. An index of 100 is the US average.
Source: Esri

April 30, 2026

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Demographic Report

JANUARY 2026

CUTLER OROSI JOINT UNIFIED SCHOOL DISTRICT

Submitted by:

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1.0 INTRODUCTION

Cutler-Orosi Joint Unified School District ("COJUSD" or "District") selected MGT to perform strategic consulting services to conduct a comprehensive review and implementation services to plan for a vibrant future. The purpose of this Environmental Scan is to provide an external overview of the environment in which COJUSD serves the community.

Background

The Cutler-Orosi Joint Unified School District serves the rural communities of Cutler and Orosi in Tulare County, California. The district operates within a region defined by agricultural production, working class households, and strong community ties. As the primary public education provider in this area, the district plays a central role in academic preparation, workforce readiness, and long-term economic mobility for local families.

COJUSD currently serves approximately 3,934 students across transitional kindergarten through grade 12 and employs more than 550 staff members. The district operates multiple elementary schools, a middle school, Orosi High School, and alternative education options including independent study and adult education programs. This structure allows the district to support students across the full educational continuum within a geographically compact but economically challenged region.

Student demographics reflect the broader community context. The district serves a predominantly Hispanic student population, and a significant share of students are English Learners. Many families are connected to the agricultural economy, which can influence income stability, access to transportation, and educational attainment levels. These conditions shape both instructional priorities and student support strategies.

The district's mission centers on preparing students to be college, career, and community ready. Recent efforts have included strengthened school climate systems such as districtwide implementation of Positive Behavioral Interventions and Supports, along with focused attention on improving attendance and academic outcomes. Within this context, COJUSD functions not only as an educational institution but also as a foundational community anchor supporting long term opportunity in a rural labor market environment.

Methodology

MGT utilizes several tools and databases to assess key focus areas such as demographics, educational attainment, workforce, and occupational trends. One such tool is Lightcast, a labor market analytics modeling tool which draws data from sources such as the Bureau of Labor Statistics and U.S. Census Bureau. Further, MGT conducts primary and secondary research accessed via systems such as the Integrated Postsecondary Education Data System (IPEDS) and National Center for Education Statistics as well as peer-reviewed research and policy briefs imparting empirical findings and best practice in the field.

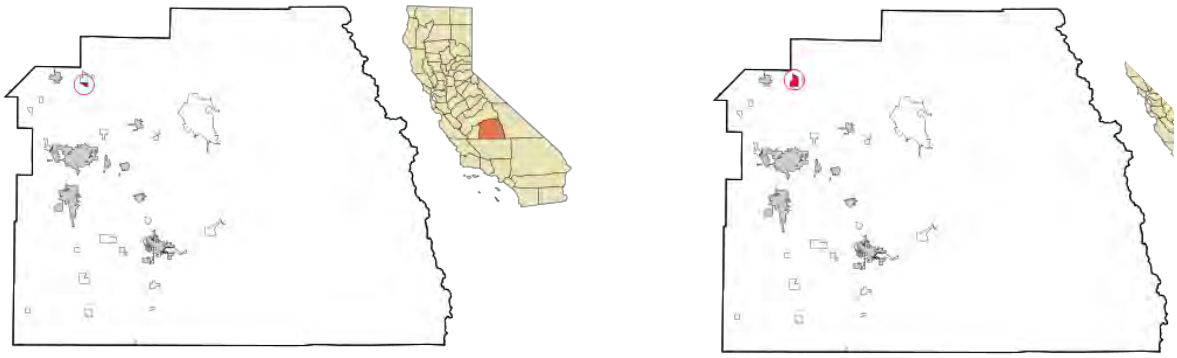
2.0 Demographics Overview

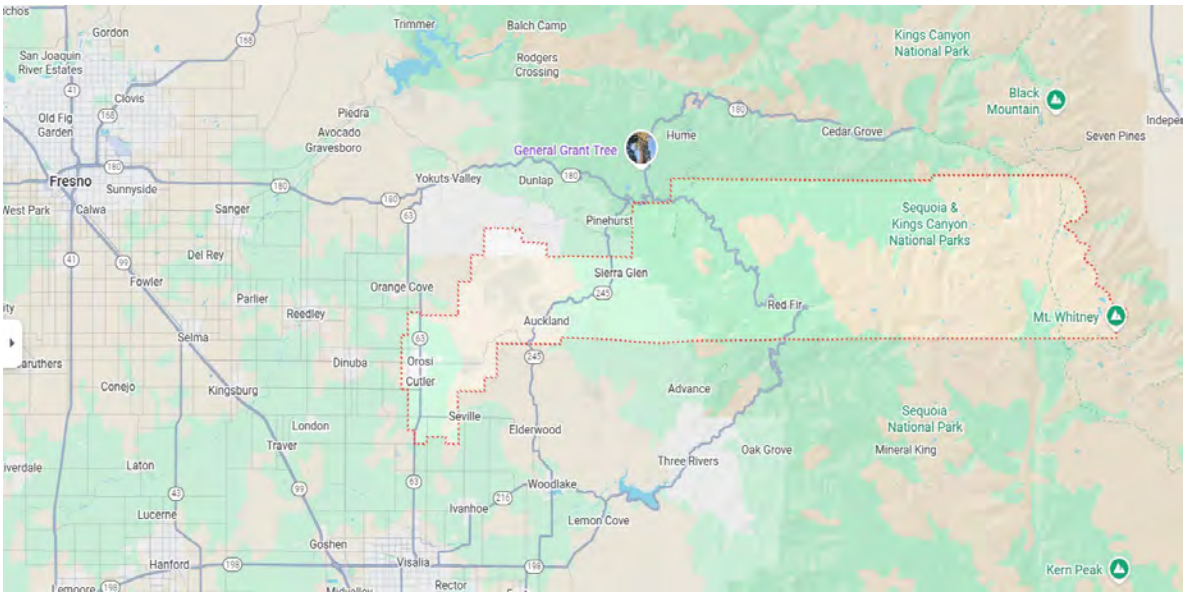
The population in Cutler is projected to grow by 9% (558 individuals) by 2035. The population in Orosi is projected to grow by 9% (1,022 individuals) by 2035. The combined cities will experience a 9% growth of 1,580 individuals in the next 10 years. The state of California, however, will decrease by 1% in the same period. The nation is estimated to increase 6% by 2035.

Exhibit 2.0.1 Population of Cutler, Orosi, California, and Nation, 2025-2035.

Area	2025 Population	2035 Population	Change	% Change
Cutler	6,112	6,670	558	9%
Orosi	11,804	12,826	1,022	9%
Cutler Orosi	17,917	19,497	1,580	9%
California	39,189,106	38,610,471	(578,635)	(1%)
Nation	341,675,177	361,291,168	19,615,991	6%

Source: LIGHTCAST, Q4 2025 Data Set.





Source: US Census

Population by Age

The projection of future data by Lightcast involves applying a cohort model to the data, anticipating the birth, death, and migration rates based on historical data, and adjusting for Census estimates. By advancing the population's age forward by one year and applying birth, death, and migration rates to the population, the cohort model generates demographic data for the projected years. Every year for which projections are made, this process is repeated. Following the cohort model's execution, forecasted years of data are contrasted to national estimates provided by the Census Bureau and are then modified to reflect the population's published growth rate.

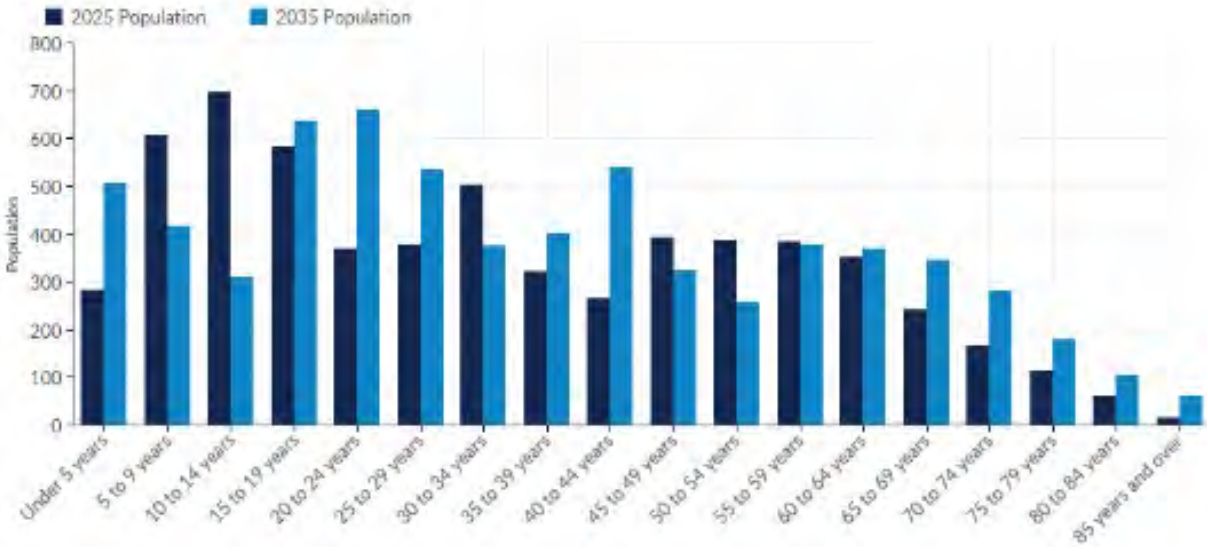
Cutler is projected to experience modest overall population growth of 9% by 2035; however, this growth is uneven across age cohorts. The traditional K–12 age population (ages 5 to 19) is projected to decline significantly over the next decade. The 5 to 9 age group is expected to decrease by 31% (190 individuals), while the 10 to 14 cohort is projected to decline by 55% (386 individuals). In contrast, the 15 to 19 age group shows a modest increase of 9% (55 individuals), suggesting a short-term stabilization at the upper end of the K–12 pipeline.

In Orosi, declines in the school-age population are projected to be more moderate but remain evident across all K–12 age groups. The 5 to 9 population is projected to decline by 11% (103 individuals). The 10 to 14 cohort is expected to decrease by 17% (180 individuals). Similarly, the 15 to 19 age group is projected to decline by 7% (71 individuals) by 2035. Unlike Cutler, Orosi does not experience growth in any of the school-age cohorts, indicating a gradual contraction across the full K–12 pipeline.

When examined collectively, the Cutler-Orosi region is projected to experience an overall decline in the school-age population despite total population growth. The combined 5 to 9 age group is projected to decrease by 19% (293 individuals), while the 10 to 14 cohort is expected to decline by 33% (567 individuals) between 2025 and 2035. The 15 to 19 population remains relatively stable, declining by just 1% (16 individuals) over the projection period. In total, the combined school-age population (ages 5 to 19) is projected to decrease by approximately 876 individuals, driven primarily by significant reductions in early and middle childhood cohorts.

By comparison, California statewide is projected to experience consistent declines across all school-age cohorts. Between 2025 and 2035, the 5 to 9 population is projected to decline by 13% (287,763 individuals), the 10 to 14 cohort by 16% (387,495 individuals), and the 15 to 19 cohort by 12% (304,010 individuals). These statewide trends mirror the declines observed locally, indicating that reductions in school-age populations are part of a broader demographic pattern rather than an isolated regional phenomenon.

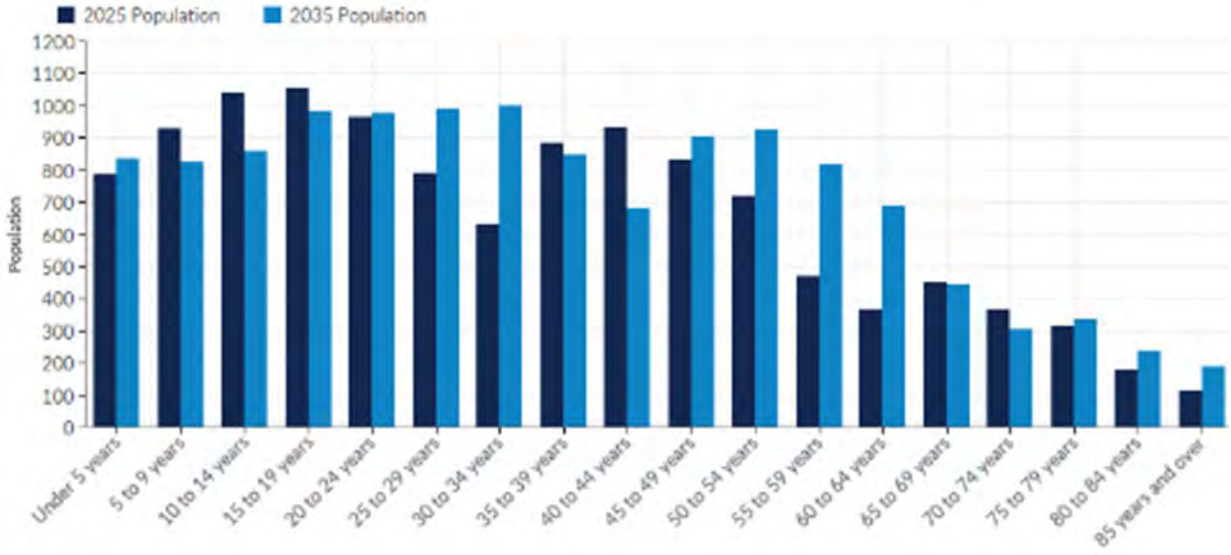
Exhibit 2.0.2. Population in Cutler by Age Cohort 2025-2035.



Age Cohort	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Under 5 years	284	505	221	78%	8%
5 to 9 years	606	416	(190)	(31%)	6%
10 to 14 years	697	311	(386)	(55%)	5%
15 to 19 years	583	638	55	9%	10%
20 to 24 years	369	659	291	79%	10%
25 to 29 years	377	534	157	42%	8%
30 to 34 years	501	374	(128)	(25%)	6%
35 to 39 years	320	401	80	25%	6%
40 to 44 years	266	539	274	103%	8%
45 to 49 years	392	325	(67)	(17%)	5%
50 to 54 years	387	257	(130)	(34%)	4%
55 to 59 years	383	378	(5)	(1%)	6%
60 to 64 years	350	369	20	6%	6%
65 to 69 years	241	344	102	42%	5%
70 to 74 years	167	280	113	68%	4%
75 to 79 years	112	177	65	58%	3%
80 to 84 years	60	105	44	73%	2%
85 years and over	16	60	44	276%	1%
Total	6,112	6,670	558	9%	100%

Source: LIGHTCAST, Q4 2025 Data Set.

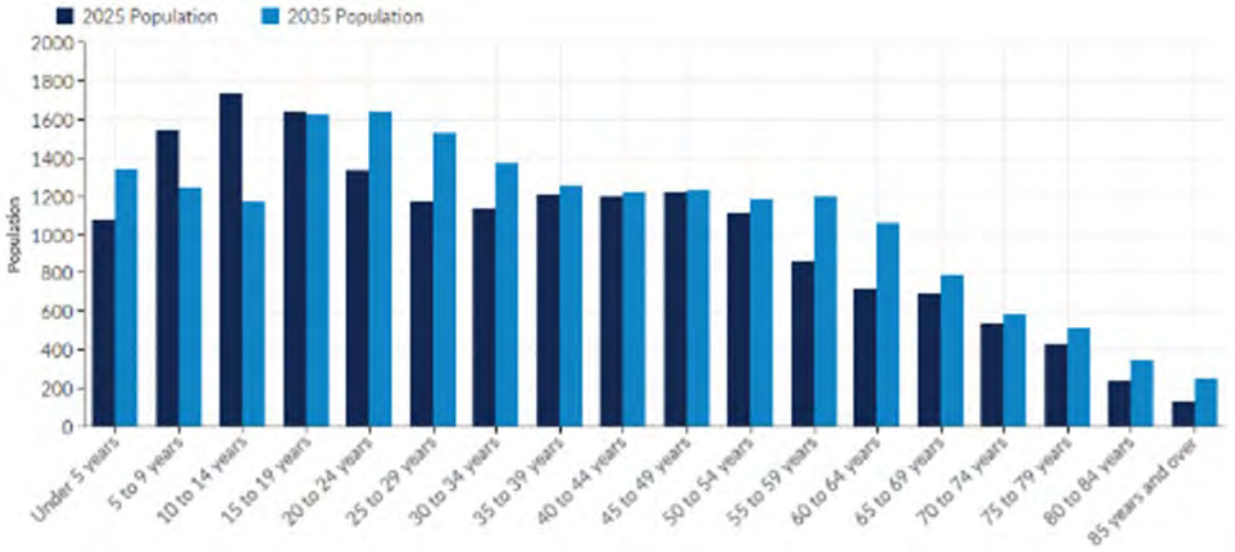
Exhibit 2.0.3. Population in Orosi by Age Cohort 2025-2035.



Age Cohort	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Under 5 years	786	835	48	6%	7%
5 to 9 years	930	827	(103)	(11%)	6%
10 to 14 years	1,038	857	(180)	(17%)	7%
15 to 19 years	1,051	981	(71)	(7%)	8%
20 to 24 years	962	978	16	2%	8%
25 to 29 years	792	989	197	25%	8%
30 to 34 years	630	997	367	58%	8%
35 to 39 years	883	848	(35)	(4%)	7%
40 to 44 years	933	680	(253)	(27%)	5%
45 to 49 years	830	902	73	9%	7%
50 to 54 years	718	924	205	29%	7%
55 to 59 years	470	817	346	74%	6%
60 to 64 years	365	689	324	89%	5%
65 to 69 years	449	441	(7)	(2%)	3%
70 to 74 years	366	303	(63)	(17%)	2%
75 to 79 years	311	335	25	8%	3%
80 to 84 years	179	235	57	32%	2%
85 years and over	111	187	76	68%	1%
Total	11,804	12,826	1,022	9%	100%

Source: LIGHTCAST, Q4 2025 Data Set.

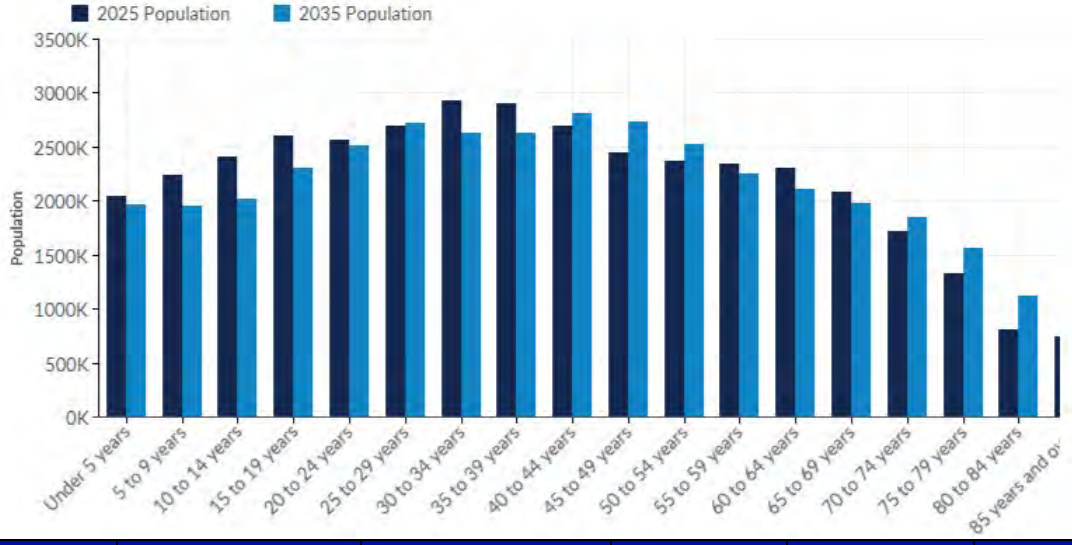
Exhibit 2.0.4. Population in Cutler-Orosi by Age Cohort 2025-2035.



Age Cohort	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Under 5 years	1,070	1,339	269	25%	7%
5 to 9 years	1,535	1,242	(293)	(19%)	6%
10 to 14 years	1,735	1,168	(567)	(33%)	6%
15 to 19 years	1,634	1,618	(16)	(1%)	8%
20 to 24 years	1,331	1,638	307	23%	8%
25 to 29 years	1,169	1,523	354	30%	8%
30 to 34 years	1,132	1,371	239	21%	7%
35 to 39 years	1,203	1,249	46	4%	6%
40 to 44 years	1,199	1,219	20	2%	6%
45 to 49 years	1,222	1,227	5	0%	6%
50 to 54 years	1,106	1,181	75	7%	6%
55 to 59 years	853	1,194	341	40%	6%
60 to 64 years	715	1,058	343	48%	5%
65 to 69 years	690	785	95	14%	4%
70 to 74 years	532	583	51	10%	3%
75 to 79 years	423	513	90	21%	3%
80 to 84 years	239	340	101	42%	2%
85 years and over	127	247	120	94%	1%
Total	17,917	19,497	1,580	9%	100%

Source: LIGHTCAST, Q4 2025 Data Set.

Exhibit 2.0.5. Population in California by Age Cohort 2025-2035.



Age Cohort	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Under 5 years	2,044,041	1,962,835	(81,206)	(4%)	5%
5 to 9 years	2,236,879	1,949,116	(287,763)	(13%)	5%
10 to 14 years	2,407,945	2,020,450	(387,495)	(16%)	5%
15 to 19 years	2,600,590	2,296,581	(304,010)	(12%)	6%
20 to 24 years	2,561,043	2,511,786	(49,257)	(2%)	7%
25 to 29 years	2,691,666	2,714,273	22,607	1%	7%
30 to 34 years	2,925,345	2,624,892	(300,454)	(10%)	7%
35 to 39 years	2,898,045	2,632,543	(265,502)	(9%)	7%
40 to 44 years	2,699,315	2,804,135	104,820	4%	7%
45 to 49 years	2,448,035	2,732,513	284,478	12%	7%
50 to 54 years	2,363,092	2,526,443	163,352	7%	7%
55 to 59 years	2,336,892	2,256,409	(80,483)	(3%)	6%
60 to 64 years	2,300,852	2,108,606	(192,246)	(8%)	5%
65 to 69 years	2,083,333	1,976,930	(106,404)	(5%)	5%
70 to 74 years	1,716,071	1,853,332	137,261	8%	5%
75 to 79 years	1,325,203	1,562,866	237,663	18%	4%
80 to 84 years	809,165	1,116,647	307,482	38%	3%
85 years and over	741,592	960,112	218,521	29%	2%
Total	39,189,106	38,610,471	(578,635)	(1%)	100%

Source: LIGHTCAST, Q4 2025 Data Set.

Population by Race and Ethnicity

Population projections for Cutler, Orosi, and the combined Cutler-Orosi area indicate continued overall population growth between 2025 and 2035, accompanied by shifts in racial and ethnic composition. While the region remains predominantly Hispanic, projected changes reflect growth across most racial and ethnic groups, contributing to gradual increases in overall diversity.

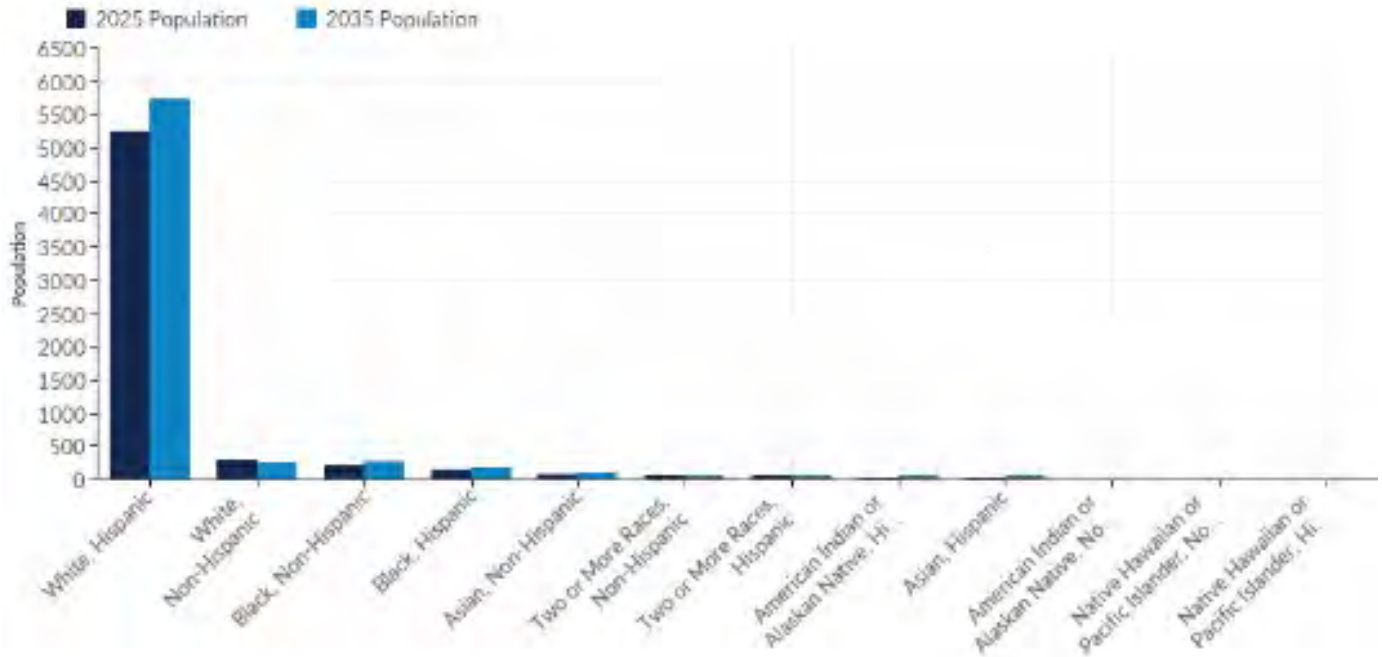
In Cutler, the Hispanic population is projected to increase by 10% (530 individuals), growing from 5,486 residents in 2025 to 6,017 by 2035 and continuing to represent the vast majority of the community. The White population is also projected to increase, rising by 7% (415 individuals) from 5,545 residents to 5,960 over the projection period. The Black population is projected to grow by 21% (72 individuals), increasing from 348 residents in 2025 to 421 by 2035. Similarly, the Asian population is projected to increase by 61% (52 individuals), growing from 85 to 137 residents. Although Black and Asian populations remain relatively small in absolute terms, their growth reflects increasing racial diversity within the community.

In Orosi, population growth is projected across all major racial and ethnic groups. The Hispanic population is projected to increase by 10% (1,011 individuals), growing from 10,247 residents in 2025 to 11,258 by 2035 and continuing to account for the majority of the city's population. The White population is projected to increase by 9% (880 individuals), rising from 10,096 to 10,974 residents. The Black population is projected to experience the fastest growth, increasing by 54% (81 individuals) from 150 to 232 residents. The Asian population is projected to remain relatively stable, increasing by 2% (15 individuals) over the projection period. These trends indicate both sustained Hispanic growth and increasing representation among Black residents.

Across the combined Cutler-Orosi area, the Hispanic population is projected to increase by 10% (1,540 individuals), growing from 15,734 residents in 2025 to 17,275 by 2035 and continuing to comprise the majority of the population. The White population is projected to increase by 8% (1,293 individuals), rising from 15,640 to 16,935 residents. The Black population is projected to increase by 31% (154 individuals), while the Asian population is projected to increase by 6% (67 individuals). Although Hispanic residents remain the dominant group, growth among all racial categories contributes to incremental diversification across the district service area.

At the state level, California is projected to experience more mixed racial and ethnic trends. The Hispanic population is projected to increase by 6% (958,955 individuals), while the Asian population is projected to increase by 15% (991,152 individuals). In contrast, the White population is projected to decline by 7% (1,812,578 individuals), and the Black population is projected to decline by 5% (117,292 individuals). These statewide patterns differ from local trends, where growth is projected across all major racial and ethnic groups.

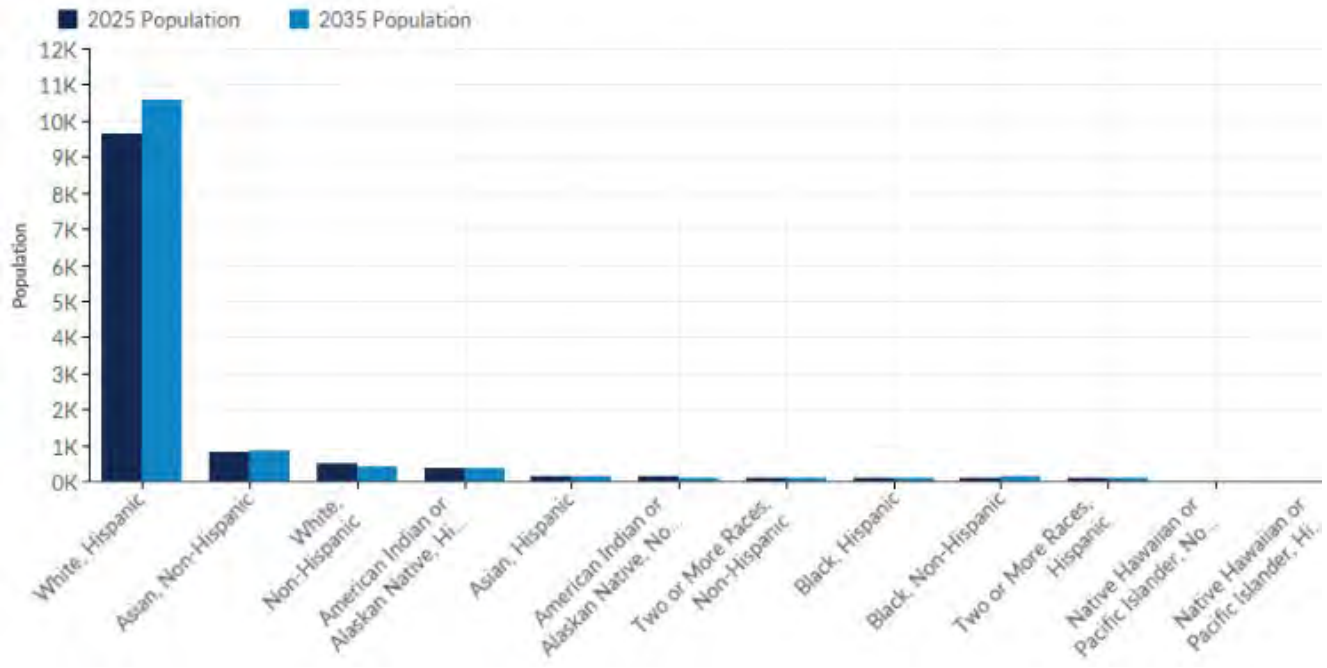
Exhibit 2.0.6. Population in Cutler by Race/Ethnicity 2025-2035.



Race/Ethnicity	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
White, Hispanic	5,255	5,726	471	9%	86%
White, Non-Hispanic	290	234	(56)	(19%)	4%
Black, Non-Hispanic	210	260	49	24%	4%
Black, Hispanic	138	161	23	17%	2%
Asian, Non-Hispanic	67	98	32	47%	1%
Two or More Races, Non-Hispanic	51	53	3	5%	1%
Two or More Races, Hispanic	43	49	6	14%	1%
American Indian or Alaskan Native, Hispanic	32	42	10	32%	1%
Asian, Hispanic	18	39	20	110%	1%
American Indian or Alaskan Native, Non-Hispanic	8	8	0	3%	0.1%
Native Hawaiian or Pacific Islander, Non-Hispanic	0	0	0	0%	0%
Native Hawaiian or Pacific Islander, Hispanic	0	0	0	0%	0%
Total	6,112	6,670	558	9%	100%

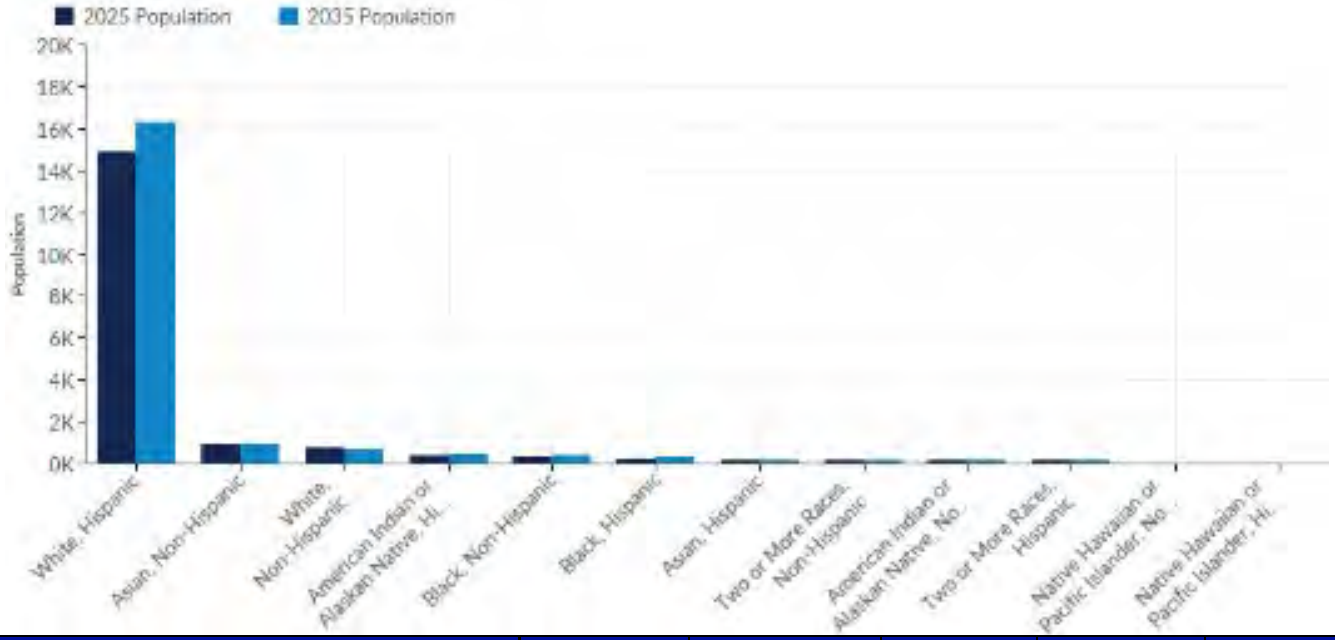
Source: LIGHTCAST, Q4 2025 Data Set.

Exhibit 2.0.7. Population in Orosi by Race/Ethnicity 2025-2035.



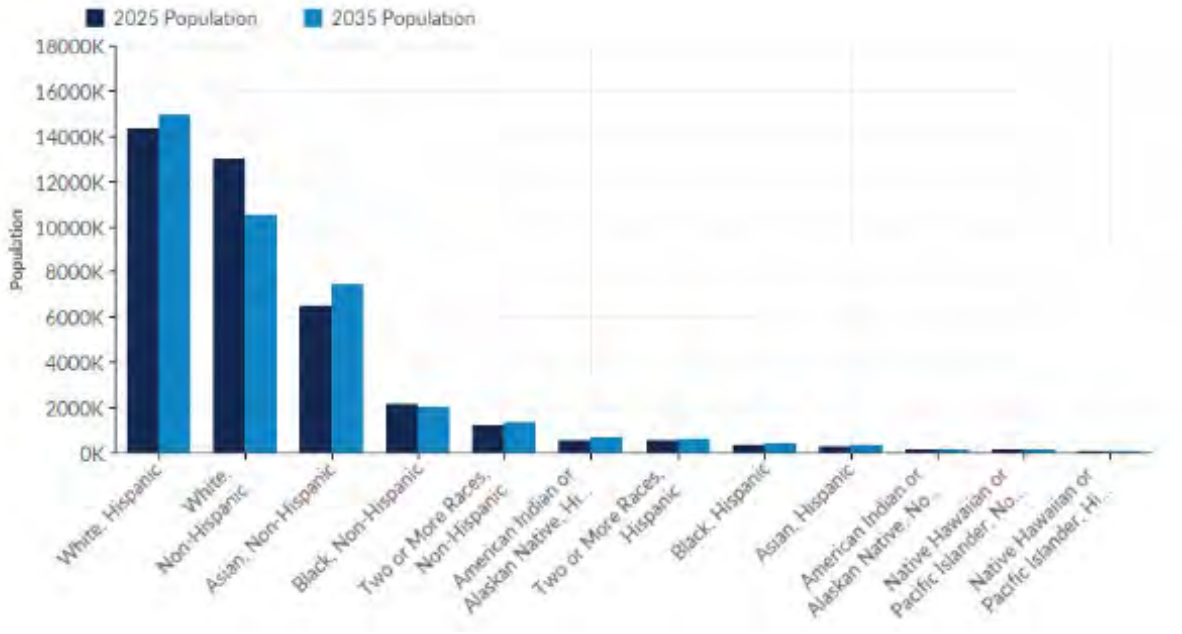
Race/Ethnicity	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
White, Hispanic	9,618	10,562	945	10%	82%
Asian, Non-Hispanic	805	826	20	3%	6%
White, Non-Hispanic	478	412	(65)	(14%)	3%
American Indian or Alaskan Native, Hispanic	335	370	35	10%	3%
Asian, Hispanic	145	140	(5)	(4%)	1%
American Indian or Alaskan Native, Non-Hispanic	119	109	(9)	(8%)	1%
Two or More Races, Non-Hispanic	85	92	7	9%	1%
Black, Hispanic	79	103	23	30%	1%
Black, Non-Hispanic	71	129	58	83%	1%
Two or More Races, Hispanic	70	83	13	18%	1%
Native Hawaiian or Pacific Islander, Non-Hispanic	0	0	0	0%	0%
Native Hawaiian or Pacific Islander, Hispanic	0	0	0	0%	0%
Total	11,804	12,826	1,022	9%	100%

Exhibit 2.0.8. Population in Cutler-Orosi by Race/Ethnicity 2025-2035.



Race/Ethnicity	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
White, Hispanic	14,872	16,288	1,415	10%	84%
Asian, Non-Hispanic	872	924	52	6%	5%
White, Non-Hispanic	768	647	(122)	(16%)	3%
American Indian or Alaskan Native, Hispanic	367	412	45	12%	2%
Black, Non-Hispanic	281	389	108	38%	2%
Black, Hispanic	218	264	46	21%	1%
Asian, Hispanic	164	179	15	9%	1%
Two or More Races, Non-Hispanic	135	145	10	8%	1%
American Indian or Alaskan Native, Non-Hispanic	126	118	(9)	(7%)	1%
Two or More Races, Hispanic	113	132	19	17%	1%
Native Hawaiian or Pacific Islander, Non-Hispanic	0	0	0	0%	0%
Native Hawaiian or Pacific Islander, Hispanic	0	0	0	0%	0%
Total	17,917	19,497	1,580	9%	100%

Exhibit 2.0.9. Population in California by Race/Ethnicity 2025-2035.



Race/Ethnicity	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
White, Hispanic	14,292,484	14,945,046	652,562	5%	39%
White, Non-Hispanic	12,998,124	10,532,985	(2,465,140)	(19%)	27%
Asian, Non-Hispanic	6,467,320	7,406,220	938,900	15%	19%
Black, Non-Hispanic	2,149,880	1,996,315	(153,565)	(7%)	5%
Two or More Races, Non-Hispanic	1,224,295	1,371,139	146,843	12%	4%
American Indian or Alaskan Native, Hispanic	553,156	662,266	109,110	20%	2%
Two or More Races, Hispanic	513,142	610,821	97,679	19%	2%
Black, Hispanic	355,780	392,053	36,273	10%	1%
Asian, Hispanic	275,699	327,951	52,252	19%	1%
American Indian or Alaskan Native, Non-Hispanic	154,200	142,917	(11,283)	(7%)	0%
Native Hawaiian or Pacific Islander, Non-Hispanic	146,364	153,019	6,655	5%	0%
Native Hawaiian or Pacific Islander, Hispanic	58,661	69,740	11,079	19%	0%
Total	39,189,106	38,610,471	(578,635)	(1%)	100%

Source: LIGHTCAST, Q4 2025 Data Set.

Population by Gender

Population projections for Cutler, Orosi, and the combined Cutler-Orosi area indicate relatively stable gender distributions between 2025 and 2035, with modest growth among both males and females. Across all geographies, projected changes suggest that population growth is evenly distributed by gender, resulting in minimal shifts in overall gender composition.

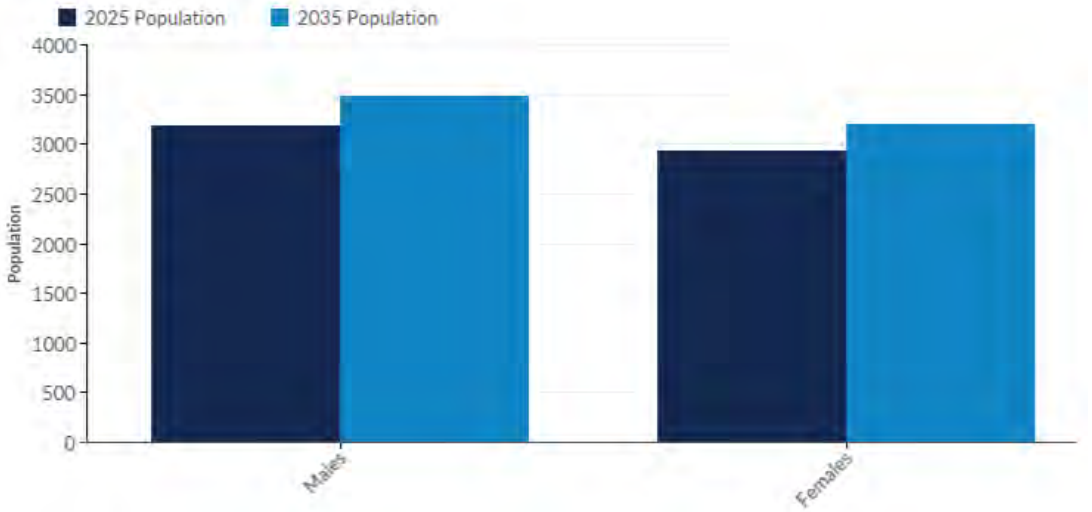
In Cutler, the male population is projected to increase by 9% (286 individuals), growing from 3,190 residents in 2025 to 3,476 by 2035. The female population is projected to increase at a similar rate, rising by 9% (272 individuals) from 2,923 residents to 3,195 over the same period. As a result, the overall gender balance in Cutler is expected to remain relatively stable, with males continuing to comprise a slight majority of the population.

In Orosi, both genders are also projected to experience modest growth. The male population is projected to increase by 9% (548 individuals), growing from 5,833 residents in 2025 to 6,381 by 2035. The female population is projected to increase by 8% (475 individuals), rising from 5,971 residents to 6,446 over the projection period. These changes result in a nearly even gender distribution by 2035, with males and females each accounting for approximately half of the total population.

Across the combined Cutler-Orosi area, gender trends mirror those observed in the individual communities. The male population is projected to increase by 9% (834 individuals), growing from 9,023 residents in 2025 to 9,857 by 2035. The female population is projected to increase by 8% (746 individuals), rising from 8,894 residents to 9,640 over the same period. Despite these increases, the overall gender composition of the combined area is expected to remain balanced, with no significant shifts toward either gender.

At the state level, California is projected to experience an overall population decline between 2025 and 2035, affecting both genders. The female population is projected to decrease by 2% (343,942 individuals), while the male population is projected to decline by 1% (234,693 individuals). Despite these declines, the statewide gender distribution remains evenly split, with males and females each accounting for approximately half of the population.

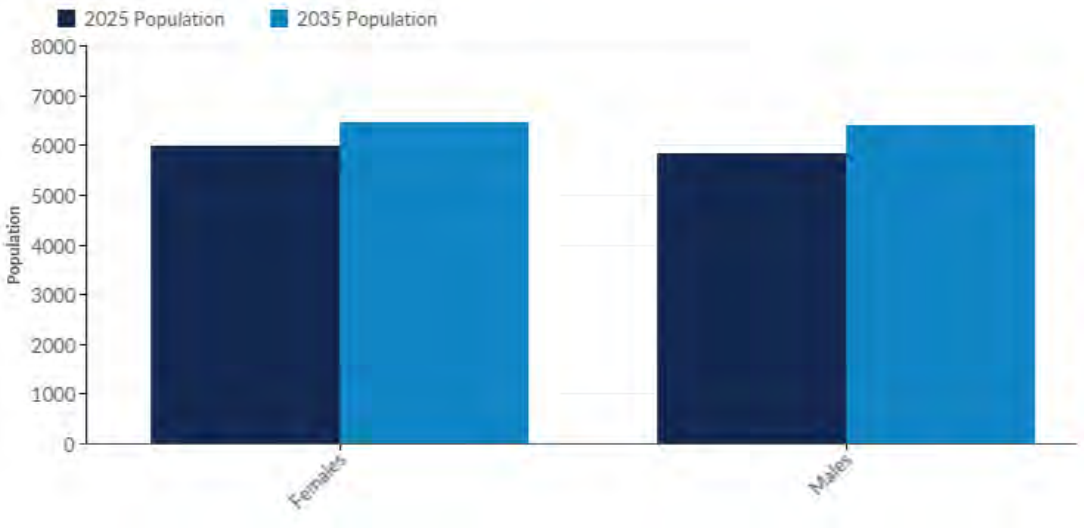
Exhibit 2.0.10. Population in Cutler by Gender 2025-2035.



Gender	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Males	3,190	3,476	286	9%	52%
Females	2,923	3,195	272	9%	48%
Total	6,112	6,670	558	9%	100%

Source: LIGHTCAST, Q4 2025 Data Set.

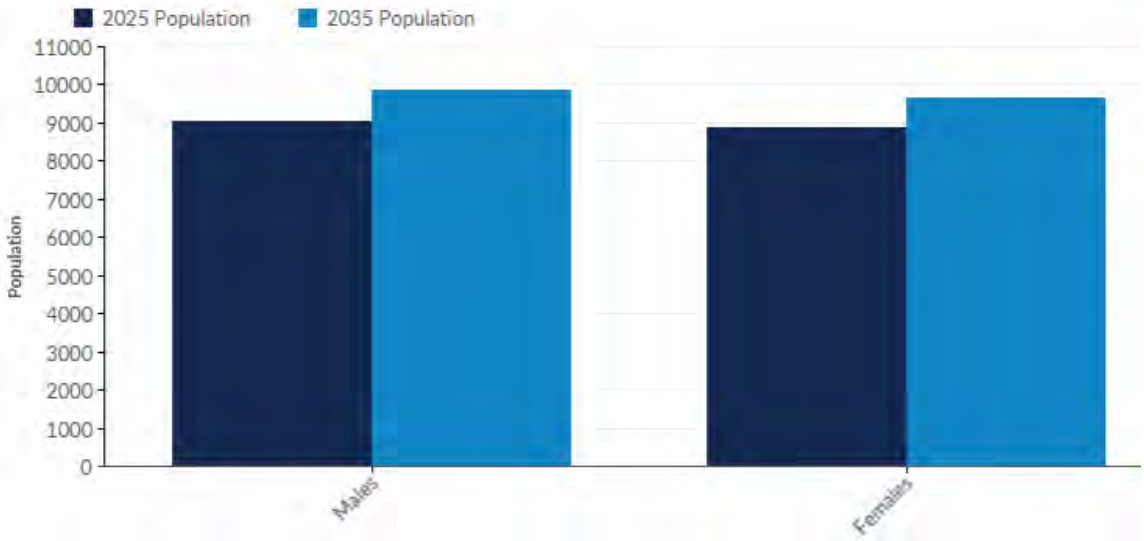
Exhibit 2.0.11. Population in Orosi by Gender 2025-2035.



Gender	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Males	5,833	6,381	548	9%	50%
Females	5,971	6,446	475	8%	50%
Total	11,804	12,826	1,022	9%	100%

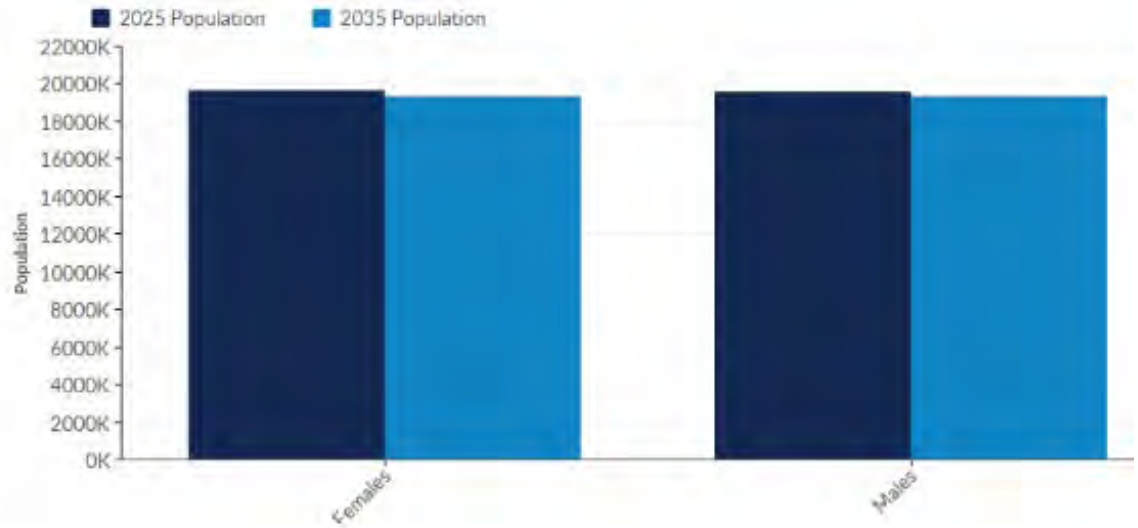
Source: LIGHTCAST, Q4 2025 Data Set.

Exhibit 2.0.12. Population in Cutler-Orosi by Gender 2025-2035.



Gender	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Males	9,023	9,857	834	9%	51%
Females	8,894	9,640	746	8%	49%
Total	17,917	19,497	1,580	9%	100%

Exhibit 2.0.13. Population in California by Gender 2025-2035.



Gender	2025 Population	2035 Population	Change	% Change	2035 % of Cohort
Females	19,648,459	19,304,517	-343,942	-2%	50%
Males	19,540,647	19,305,954	-234,693	-1%	50%
Total	39,189,106	38,610,471	-578,635	-1%	100%

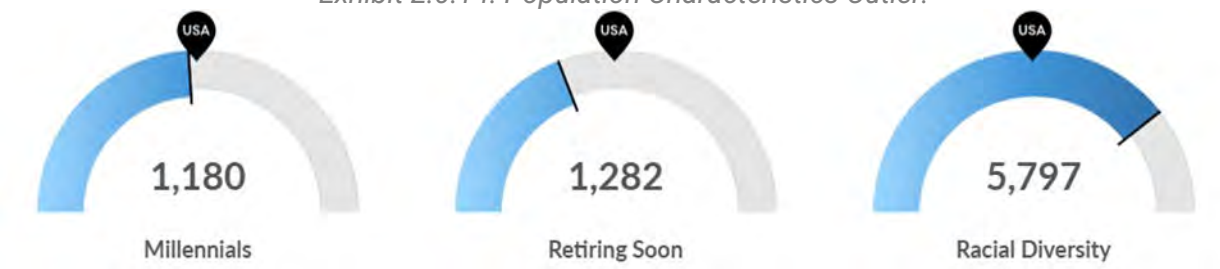
Source: LIGHTCAST, Q4 2025 Data Set.

Population Characteristics

Population characteristics provide additional context regarding the age structure, workforce readiness, and overall diversity of Cutler, Orosi, and the combined Cutler-Orosi area. These indicators help frame longer-term considerations related to labor force replacement, community services, and demographic sustainability.

In Cutler, the millennial population (ages 25 to 39) totals 1,180 residents, which is slightly below the national average of 1,247 residents for areas of similar size. The population nearing retirement age (55 and older) totals 1,282 residents, compared to a national average of 1,842 residents, indicating a relatively lower concentration of older workers approaching retirement. Racially diverse residents total 5,797 individuals, exceeding the national average of 2,592 residents for similarly sized communities, underscoring the high level of diversity within Cutler.

Exhibit 2.0.14. Population Characteristics Cutler.



Source: LIGHTCAST, Q4 2025 Data Set.

In Orosi, the millennial population totals 2,298 residents, nearing the national average of 2,410 residents for comparable areas and signaling a strong presence of young adults. The population nearing retirement age totals 2,180 residents, below the national average of 3,560 residents, suggesting comparatively lower near-term retirement pressure. Racial diversity is pronounced, with 11,292 racially diverse residents, more than double the national average of 5,009 residents for areas of similar size.

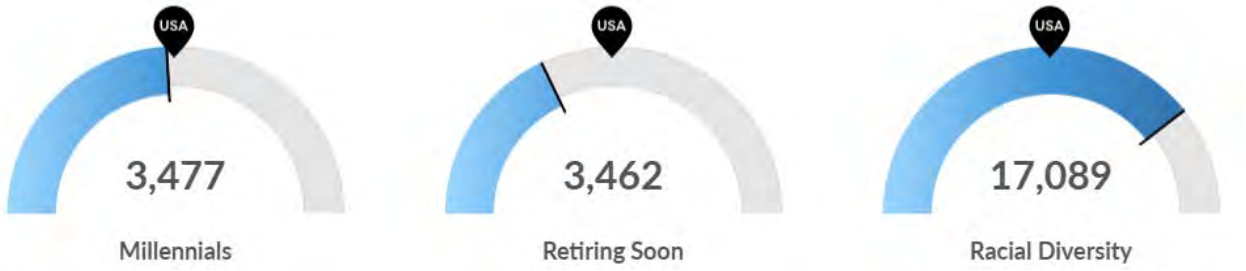
Exhibit 2.0.15. Population Characteristics Orosi.



Source: LIGHTCAST, Q4 2025 Data Set.

Across the combined Cutler-Orosi area, there are 3,477 millennials, closely aligning with the national average of 3,658 residents. The population nearing retirement age totals 3,462 residents, below the national average of 5,403 residents, indicating relatively lower short-term retirement risk across the service area. Racial diversity remains high, with 17,089 racially diverse residents, substantially exceeding the national average of 7,601 residents for similarly sized geographies.

Exhibit 2.0.16. Population Characteristics Cutler-Orosi.



Source: LIGHTCAST, Q4 2025 Data Set.

At the state level, California has approximately 8.60 million millennials, a figure consistent with national patterns for a state of its size of 8.07 million. The population nearing retirement age totals 11.20 million residents, slightly below the national average of 11.92 million residents, while racially diverse residents total 26.19 million, well above the national average of 16.77 million residents, reflecting California's longstanding demographic diversity.

Exhibit 2.0.17. Population Characteristics California.



Source: LIGHTCAST, Q4 2025 Data Set.

3.0 Economic Overview

Labor Force Participation

Labor force participation provides insight into the share of the population that is either employed or actively seeking employment, offering important context for understanding workforce availability and economic engagement within the region. Individuals classified as in the labor force include those who are employed as well as those who are unemployed but actively seeking work. Those categorized as not in the labor force are neither working nor actively seeking employment, which may include students, retirees, caregivers, or individuals with disabilities.

According to census data, in Tulare County as of September 2025, 63% of eligible residents (16+ Civilian Non-Institutionalized Population) were in the labor force. Approximately 90% of these individuals were employed while 10% were unemployed.

Out of the 63% of residents in California who are in the labor force as of September 2025, 94% are employed, and 6% are unemployed.

Exhibit 3.0.1. Labor Force Participation in Tulare County.



	Population
16+ Civilian Non-Institutionalized Population	359,262
Not in Labor Force (16+)	133,618
Labor Force	225,644
Employed	203,603
Unemployed	22,041
Under 16, Military, and institutionalized Population	124,982

Source: LIGHTCAST, Q4 2025 Data Set.

Exhibit 3.0.2. Labor Force Participation in California.



	Population
16+ Civilian Non-Institutionalized Population	31,500,201
Not in Labor Force (16+)	11,516,737
Labor Force	19,983,464
Employed	18,870,423
Unemployed	1,113,041
Under 16, Military, and institutionalized Population	7,688,905

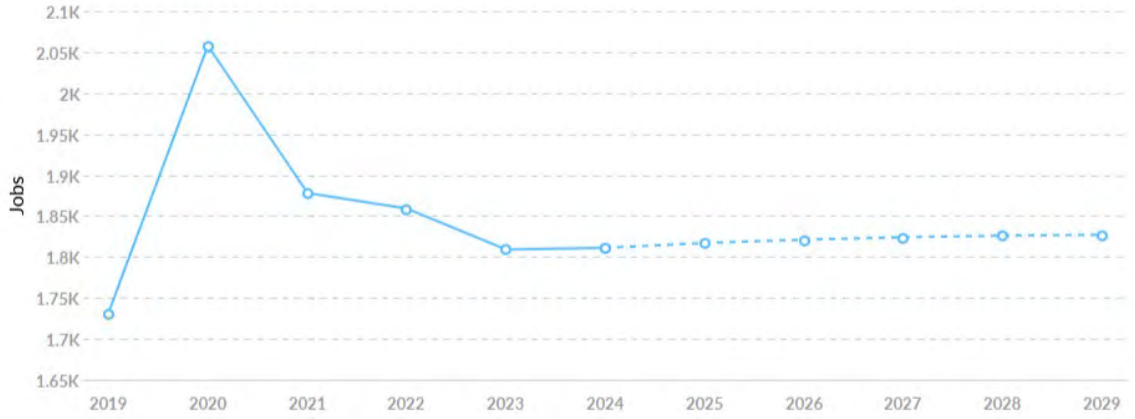
Source: LIGHTCAST, Q4 2025 Data Set.

Employment

Employment trends for Cutler, Orosi, and the combined Cutler-Orosi area reflect the impacts of the COVID-19 pandemic followed by gradual stabilization and modest growth through the projection period. While job levels fluctuate across years, long-term trends suggest recovery rather than sustained expansion, particularly at the local level.

In Cutler, employment increased from 1,731 jobs in 2019 to 1,811 jobs in 2024, representing a net gain of 80 jobs (5%) over the five-year period. Employment peaked in 2020 at 2,057 jobs, followed by declines through 2023, when jobs fell to 1,809. From 2024 to 2029, employment is projected to increase modestly from 1,811 jobs to 1,827 jobs, a gain of 16 jobs (1%). This pattern indicates that while Cutler has largely recovered from pandemic-related disruptions, future job growth is expected to remain limited.

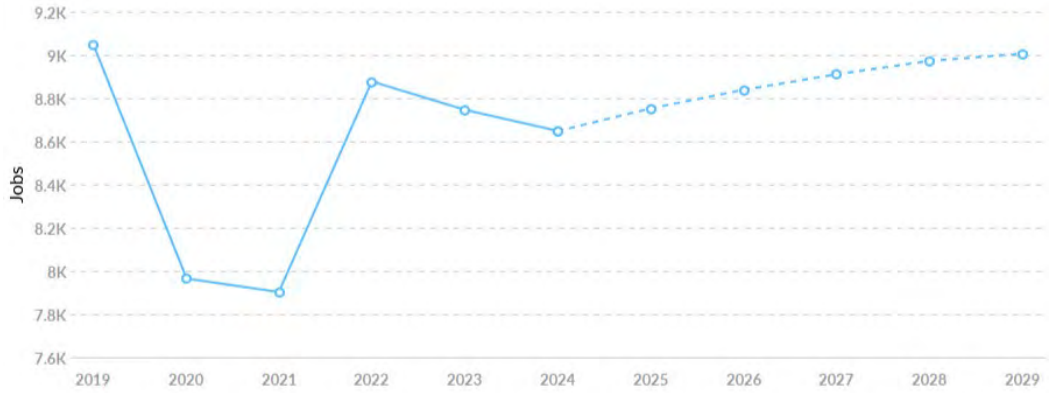
Exhibit 3.0.3. Job Trends for Cutler 2019-2024.



Source: LIGHTCAST, Q4 2025 Data Set.

In Orosi, employment declined from 9,046 jobs in 2019 to 8,648 jobs in 2024, reflecting a net loss of 398 jobs (4%). Following a sharp decline in 2020 and partial recovery in 2022, employment levels stabilized but remained below pre-pandemic levels through 2024. Between 2024 and 2029, employment is projected to increase from 8,648 jobs to 9,006 jobs, representing a gain of 358 jobs (4%). By 2029, employment in Orosi is projected to approach—but not fully exceed—2019 levels.

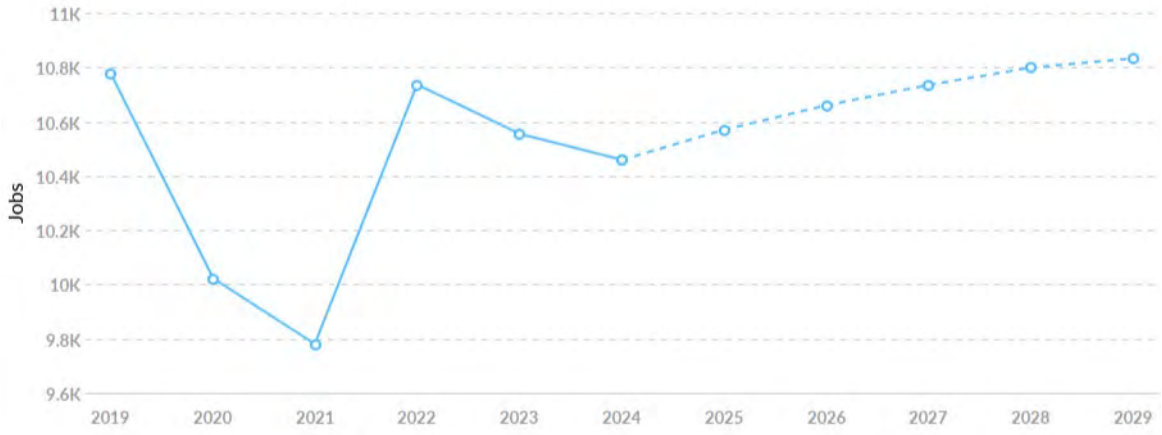
Exhibit 3.0.4. Job Trends for Orosi 2019-2024.



Source: LIGHTCAST, Q4 2025 Data Set.

Across the combined Cutler-Orosi area, employment decreased from 10,776 jobs in 2019 to 10,459 jobs in 2024, a net decline of 317 jobs (3%). Similar to individual communities, the combined area experienced its lowest employment levels in 2021, followed by gradual stabilization. From 2024 to 2029, employment is projected to increase from 10,459 jobs to 10,833 jobs, reflecting a gain of 374 jobs (4%). Despite this projected growth, employment levels in 2029 are expected to remain only slightly above pre-pandemic levels, indicating limited long-term expansion.

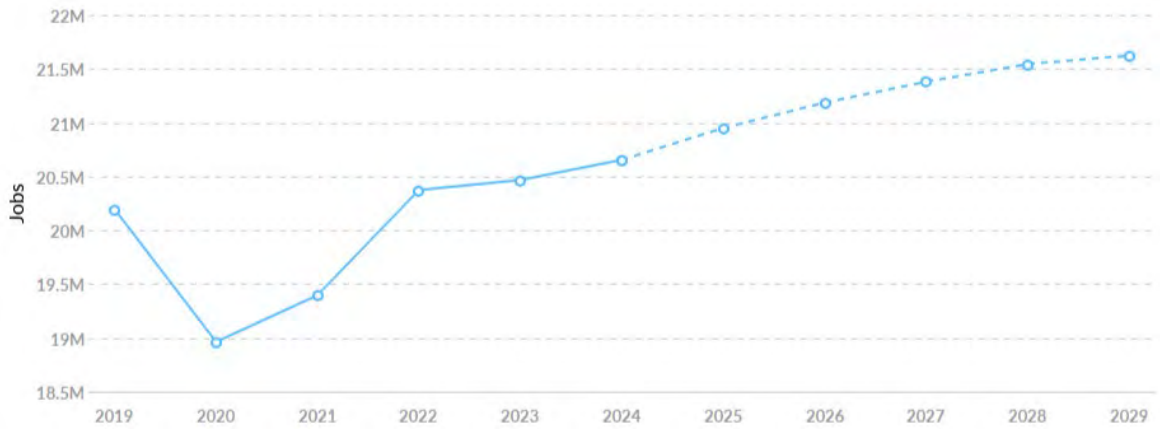
Exhibit 3.0.5. Job Trends for Cutler-Orosi 2019-2024.



Source: LIGHTCAST, Q4 2025 Data Set.

By contrast, California statewide experienced stronger and more sustained employment growth over the same period. Employment increased from 20,194,774 jobs in 2019 to 20,654,885 jobs in 2024, a gain of 460,111 jobs (2%). Between 2024 and 2029, employment is projected to grow from 20,654,885 jobs to 21,623,782 jobs, representing an increase of 968,897 jobs (5%). Unlike local trends, statewide employment is projected to continue expanding at a steadier pace through the projection period.

Exhibit 3.0.6. Job Trends for California 2019-2024.



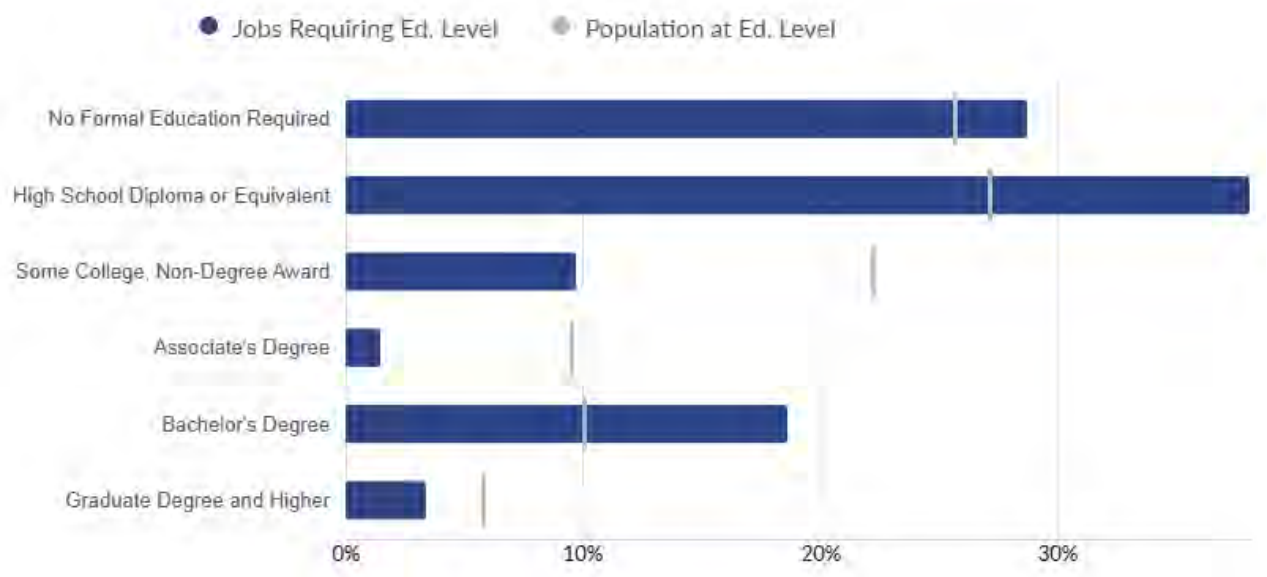
Source: LIGHTCAST, Q4 2025 Data Set.

Underemployment

A comparison of the educational attainment of the population in the county, and state to jobs that require a specific level of education indicate more jobs that require no formal education, a high school diploma or equivalency, or a bachelor's degree than the number of people who reached the education level the regions. This highlights the need for more people with education up to a bachelor's degree and shows potential underemployment of those with certificates (non-degree awards), associate degrees, graduate degrees and higher.

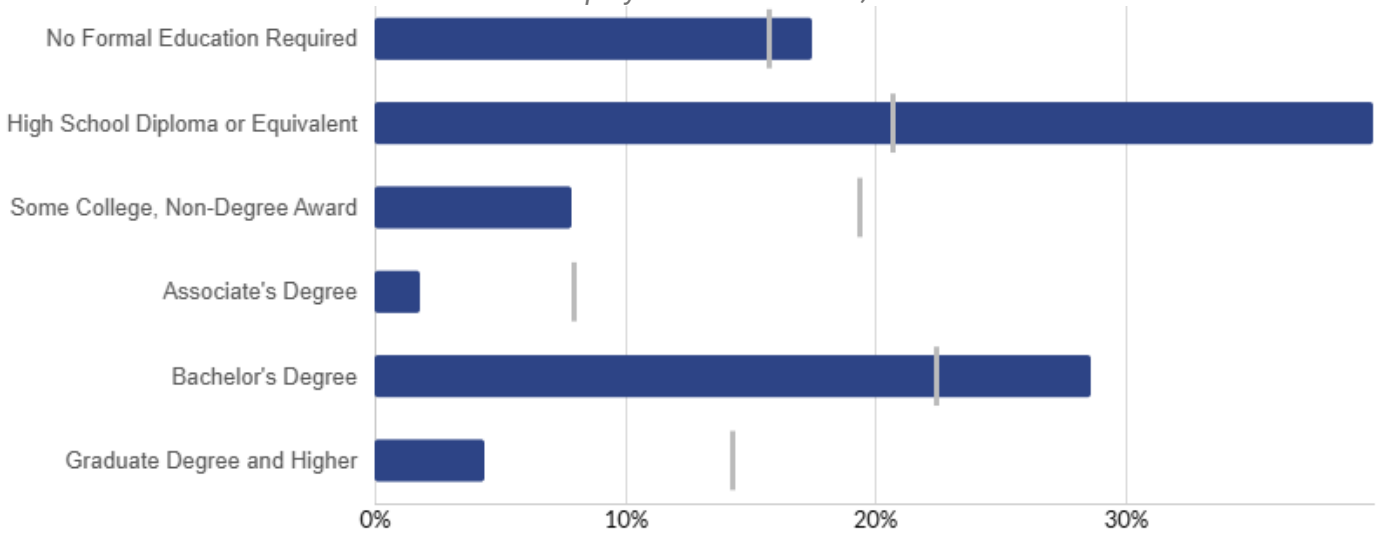
Nationally, employers are opting to focus on skills and experience, allowing them to consider previously overlooked candidates.[1] In 2017, 51% of online job listings required a four-year degree. By 2021, that share has changed to 44%. This is consistent with the national trend of employers adjusting educational requirements for a variety of occupations, eliminating the need for a bachelor's degree for many intermediate as well as some senior positions. In mandating a degree, 64% of nationwide working-age individuals without a degree are automatically excluded from consideration. This shift in how employers are focusing on skills-based hiring has the potential to change the way higher education operates. Projections indicate an additional 1.4 million jobs could open to workers without college degrees over the next five years.[2]

Exhibit 3.0.7. Underemployment in Tulare County, 2024.



[1] Lohr. S. (2022, April 8). A 4-year degree isn't quite the job requirement it used to be. The New York Times.
[2] The Burning Glass Institute. The Emerging Degree Reset: How the Shift to Skills-Based Hiring Holds the Keys to Growing the U.S. Workforce at a Time of Talent Shortage.

Exhibit 3.0.8. Underemployment in California, 2024.



Source: LIGHTCAST, Q4 2025 Data Set

Economic Drivers

Top Industries

Employment in Cutler reflects a smaller, more concentrated industry mix, with activity centered primarily in agriculture and select service and construction-related sectors. Between 2019 and 2024, industry-level trends show limited overall expansion, with gains concentrated in a few areas and declines in others.

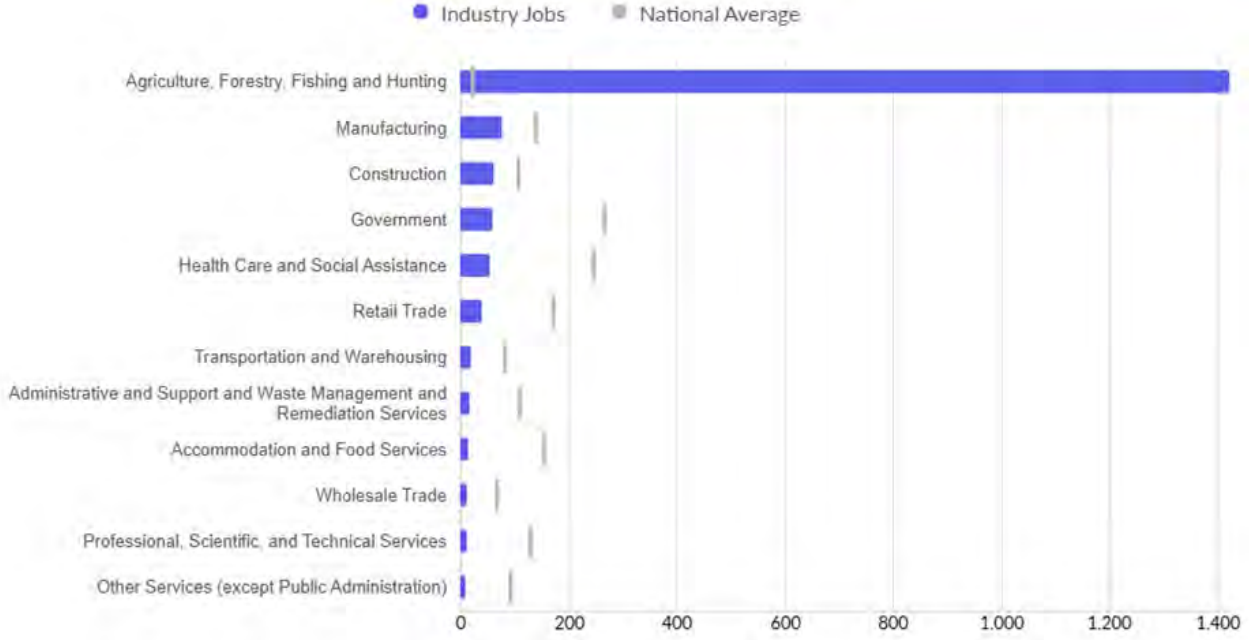
Agriculture, Forestry, Fishing, and Hunting remained the largest industry in Cutler over the period and experienced modest growth. Employment in this sector increased from 1,373 jobs in 2019 to 1,423 jobs in 2024, representing a gain of 49 jobs (4%). Despite broader agricultural declines elsewhere in the region, Cutler's agricultural employment remained relatively stable, reinforcing its continued importance to the local economy.

Employment in Construction expanded more rapidly. Jobs increased from 45 in 2019 to 63 in 2024, an increase of 18 jobs (40%), reflecting growth in development, infrastructure, or related trades. In contrast, Manufacturing employment declined from 91 jobs to 77 jobs, a loss of 13 jobs (15%), indicating contraction within this sector over the five-year period.

Service-oriented industries showed incremental growth. Health Care and Social Assistance increased from 48 jobs in 2019 to 55 jobs in 2024, adding 7 jobs (15%), while Government employment remained largely unchanged, declining by 1 job (1%) over the same period.

Overall, employment change in Cutler has been characterized by small-scale shifts rather than broad expansion. Agriculture continues to account for the largest share of jobs, while growth in construction and health-related services suggests gradual diversification within a narrowly defined employment base.

Exhibit 3.0.9. Largest Industries in the Cutler



Source: LIGHTCAST, Q4 2025 Data Set.

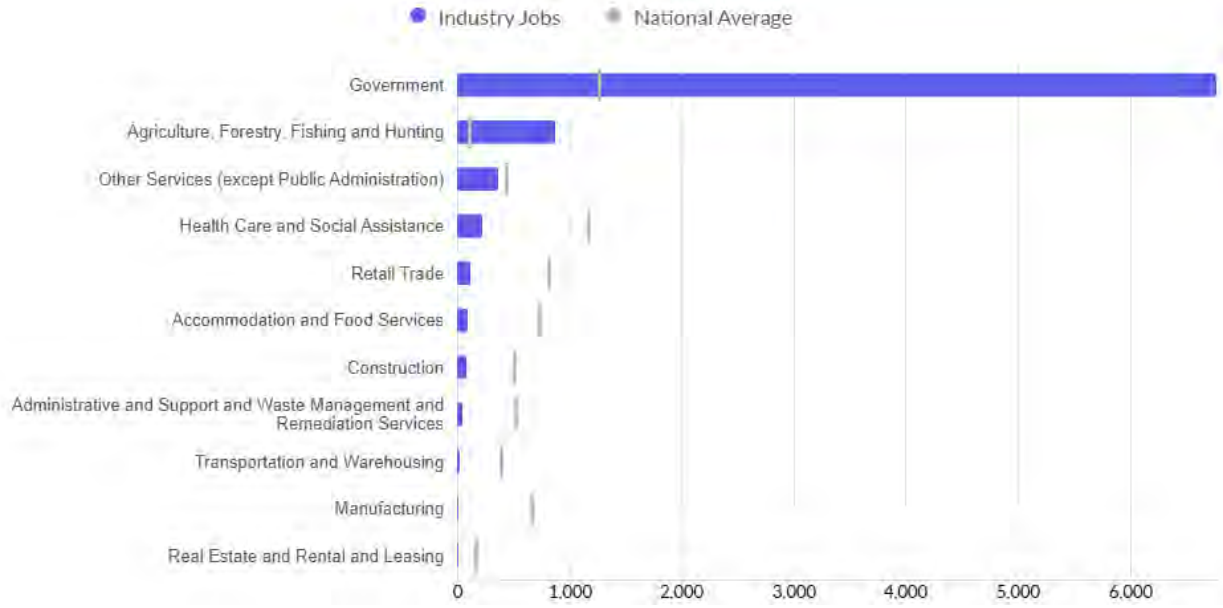
In Orosi, employment is heavily concentrated in public-sector and service-oriented industries. Between 2019 and 2024, the composition of Orosi's largest industries reflects both contraction in traditional sectors and growth in select service industries. Government remained the largest employing industry in Orosi in 2024, employing 6,773 workers, down from 6,885 workers in 2019, representing a decline of 112 jobs (2%). Despite this modest reduction, government employment continues to anchor the local economy and represents the single largest source of jobs in the community.

Agriculture, Forestry, Fishing, and Hunting experienced the most significant contraction among Orosi's largest industries. Employment in this sector declined from 1,355 jobs in 2019 to 874 jobs in 2024, a loss of 481 jobs (36%). This decline reflects broader structural changes in agricultural employment.

In contrast, several service-based industries expanded during the same period. Other Services (except Public Administration) grew from 191 jobs in 2019 to 369 jobs in 2024, an increase of 178 jobs (94%), representing the fastest growth among Orosi's largest industries. Health Care and Social Assistance also expanded, increasing from 173 jobs to 223 jobs, a gain of 51 jobs (29%), reinforcing the growing role of health-related services in the local economy. Retail Trade increased from 97 jobs in 2019 to 117 jobs in 2024, adding 20 jobs (20%) over the 5-year period.

Taken together, these trends indicate that while Orosi's economy remains heavily dependent on government employment, growth is increasingly driven by service-oriented industries. Declines in agricultural employment have been partially offset by expansion in health care, retail, and personal services, signaling a gradual shift in the community's economic base.

Exhibit 3.0.10. Largest Industries in the Orosi



Source: LIGHTCAST, Q4 2025 Data Set.

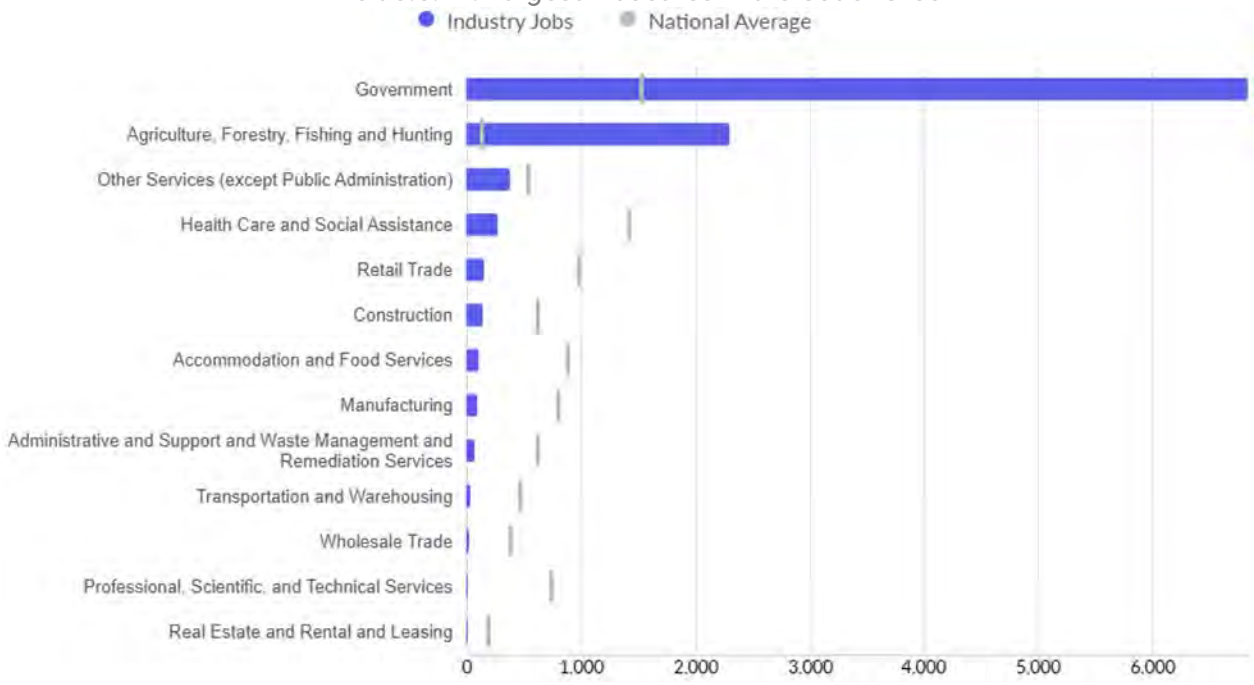
Across the combined Cutler-Orosi area, employment is concentrated in a small number of dominant industries, with government and agriculture accounting for a substantial share of total jobs. n 2024, government employment totaled 6,833 jobs, down from 6,945 jobs in 2019, a decrease of 113 jobs (2%). While the decline was modest, government remained the largest single employer in the combined area, underscoring the region's continued reliance on public-sector activity for workforce stability.

Employment in Agriculture, Forestry, Fishing, and Hunting declined more sharply. Jobs in this sector fell from 2,728 in 2019 to 2,296 in 2024, representing a loss of 432 jobs (16%). The scale of this decline reflects longer-term changes in agricultural labor demand rather than short-term economic disruption.

Offsetting these losses, several smaller but rapidly expanding industries contributed new jobs. Other Services (except Public Administration) nearly doubled in size, increasing from 203 jobs to 380 jobs, a gain of 177 jobs (87%). Health Care and Social Assistance added 58 jobs (26%), growing from 221 to 279 jobs, while Retail Trade increased by 30 jobs (23%), reaching 157 jobs in 2024.

Taken together, these patterns show that employment change in the Cutler-Orosi area has been less about overall expansion and more about rebalancing. While government and agriculture continue to employ the largest number of workers, recent job gains have been concentrated in service-oriented sectors, gradually reshaping the region's employment profile.

Exhibit 3.0.11. Largest Industries in the Cutler-Orosi



Source: LIGHTCAST, Q4 2025 Data Set.

California's employment landscape reflects both sustained growth in service-oriented industries and contraction in several traditional sectors between 2019 and 2024. Health Care and Social Assistance experienced the largest absolute employment increase, adding nearly 423,000 jobs (16%), reinforcing its role as the state's fastest-growing major employment sector. Government employment also expanded modestly, increasing by approximately 103,000 jobs (4%) over the period.

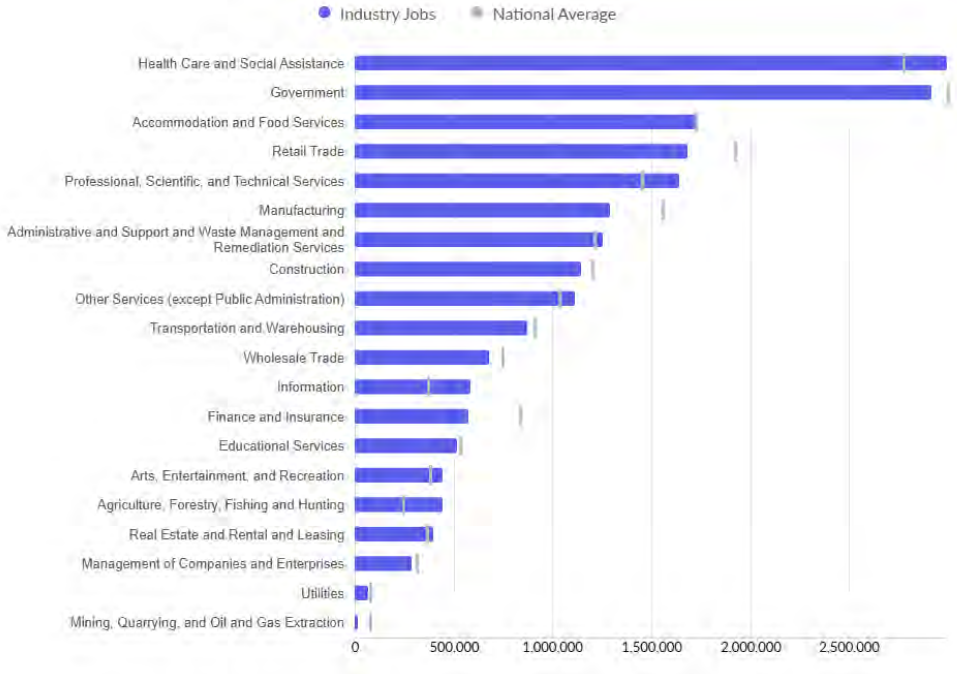
Transportation and Warehousing and Utilities posted the strongest percentage growth among mid-sized industries, growing by 17% and 18%, respectively, reflecting shifts in logistics, infrastructure, and energy demand. Professional, Scientific, and Technical Services continued to expand steadily, adding nearly 84,000 jobs (5%), consistent with California's innovation-driven economy.

In contrast, several consumer-facing and goods-producing industries experienced employment declines. Retail Trade and Manufacturing lost approximately 79,000 (5%) and 76,000 jobs (6%), respectively, while Finance and Insurance and Wholesale Trade also saw notable contractions. Agriculture, Forestry, Fishing, and Hunting declined by 3%, continuing longer-term structural employment shifts within the sector.

Overall, California's employment trends indicate continued rebalancing toward health care, logistics, and professional services, alongside declines in retail, manufacturing, and resource-based industries, shaping the state's evolving workforce demands.

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Exhibit 3.0.12. Largest Industries in California



Source: LIGHTCAST, Q4 2025 Data Set.

Top Growing Industries

While overall employment growth in Cutler, Orosi, and the combined service area has been modest, several industries experienced notable job gains between 2019 and 2024. These growth patterns highlight sectors that are expanding despite broader structural shifts in the local economy.

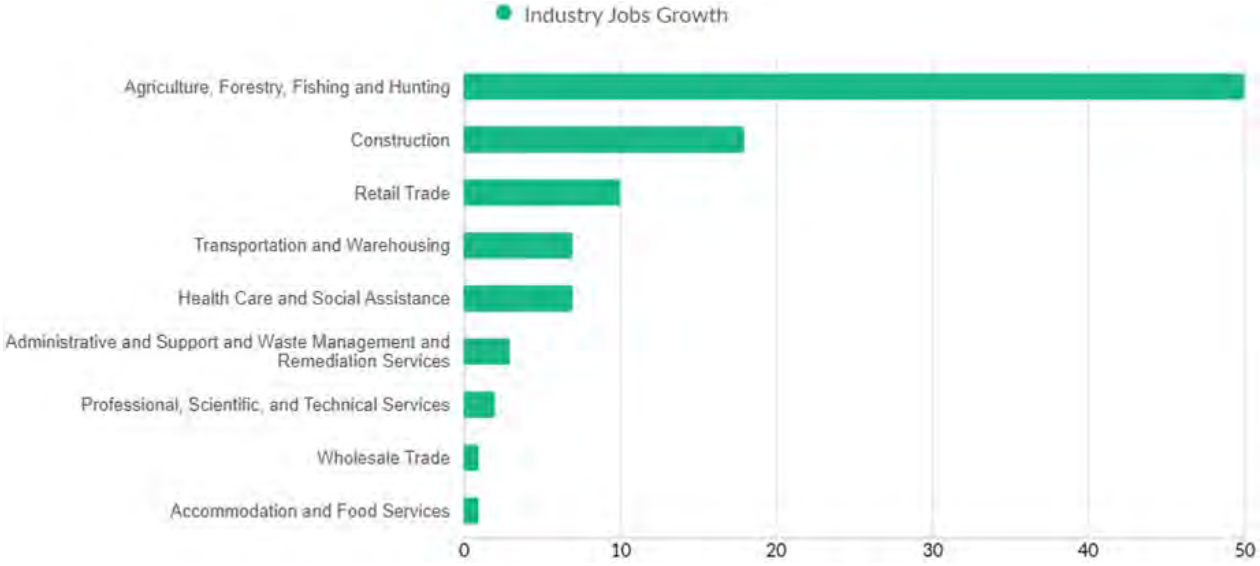
In Cutler, job growth between 2019 and 2024 was concentrated in a small number of industries, with gains occurring primarily in construction, agriculture-related activities, and health-related services.

Construction recorded the strongest percentage growth, increasing from 45 jobs in 2019 to 63 jobs in 2024, a gain of 18 jobs (40%). This growth reflects increased demand for development, infrastructure, and skilled trades within the community.

Agriculture, Forestry, Fishing, and Hunting also experienced modest growth, increasing from 1,373 jobs to 1,423 jobs, an addition of 49 jobs (4%), distinguishing Cutler from other parts of the region where agricultural employment declined.

Growth in service-based employment was more limited but still evident. Health Care and Social Assistance increased from 48 jobs to 55 jobs, adding 7 jobs (15%) over the five-year period. Together, these trends indicate that Cutler's employment growth has been incremental and narrowly distributed across a small set of industries.

Exhibit 3.0.13. Top Growing Industries in the Cutler



Source: LIGHTCAST, Q4 2025 Data Set.

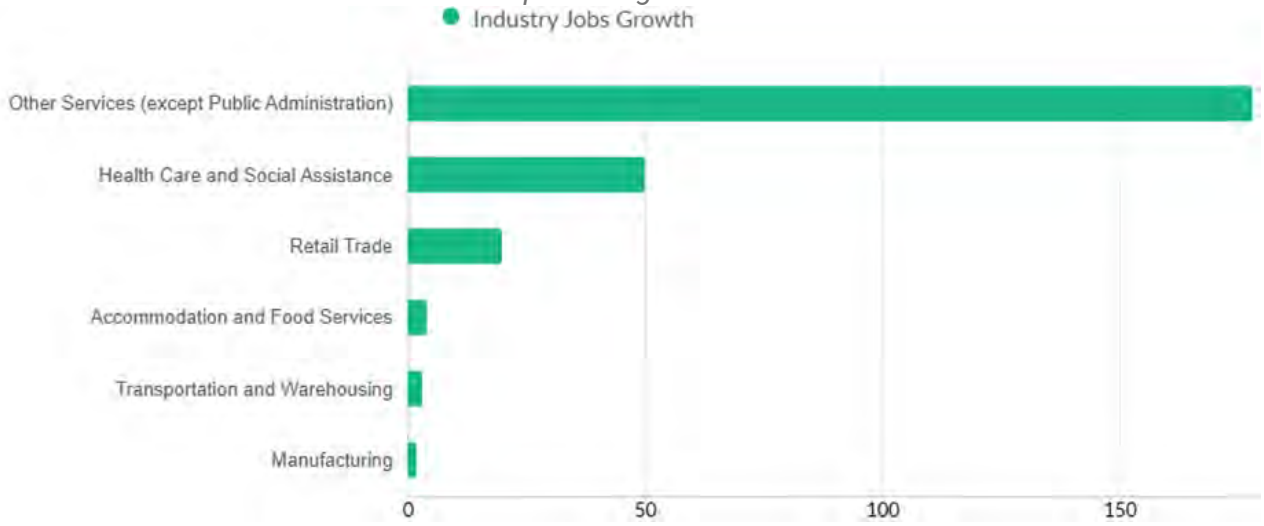
In Orosi, employment growth between 2019 and 2024 was driven primarily by service-oriented industries, even as total employment remained below pre-pandemic levels.

Other Services (except Public Administration) experienced the fastest growth, increasing from 191 jobs in 2019 to 369 jobs in 2024, a gain of 178 jobs (94%). This category includes personal services and repair services and represents the most significant source of job growth in the community.

Health Care and Social Assistance also expanded steadily, growing from 173 jobs to 223 jobs, an increase of 51 jobs (29%), reinforcing the growing role of health-related employment in Orosi.

Retail Trade added 20 jobs (20%), increasing from 97 jobs in 2019 to 117 jobs in 2024. While smaller in scale than other growing industries, this increase suggests stabilization and modest expansion in consumer-facing employment.

Exhibit 3.0.14. Top Growing Industries in the Orosi



Source: LIGHTCAST, Q4 2025 Data Set.

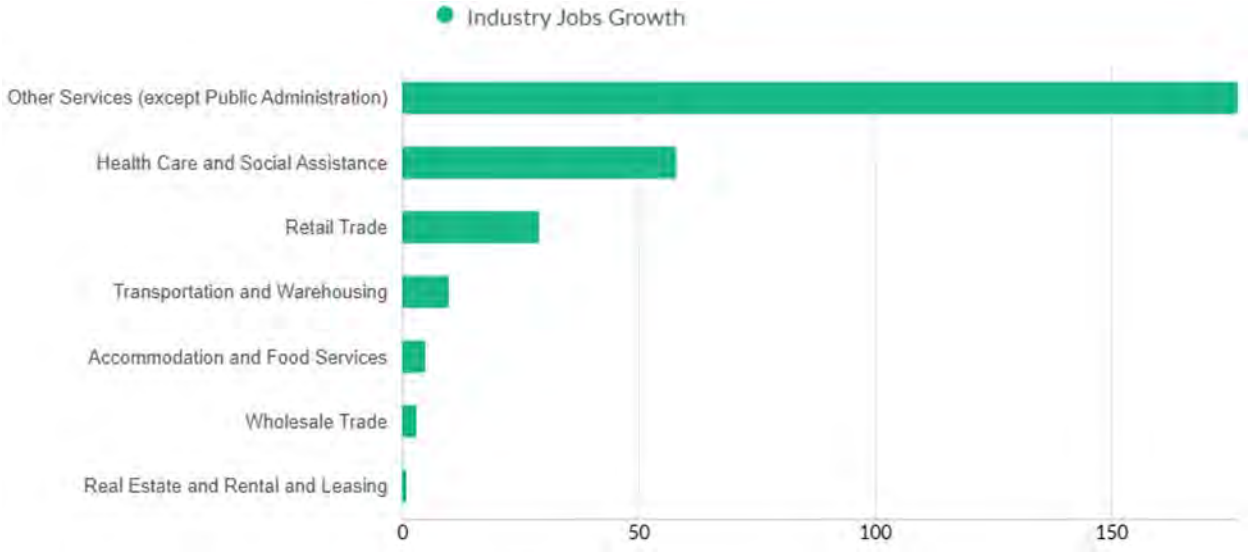
Across the combined Cutler-Orosi area, job growth was concentrated in a limited number of service-based industries, partially offsetting declines in agriculture and government employment.

Other Services (except Public Administration) nearly doubled in size, increasing from 203 jobs in 2019 to 380 jobs in 2024, a gain of 177 jobs (87%), making it the fastest-growing industry in the combined area.

Healthcare and Social Assistance added 58 jobs (26%), growing from 221 jobs to 279 jobs, reflecting continued demand for health and social services across the region.
Retail Trade also experienced growth, increasing from 128 jobs to 157 jobs, a gain of 30 jobs (23%) over the period.

These industries collectively account for the majority of net job gains in the combined area, indicating that employment growth has been driven more by service expansion than by traditional economic sectors.

Exhibit 3.0.15. Top Growing Industries in the Cutler-Orosi



At the state level, California experienced broader and more diversified industry growth between 2019 and 2024, with several large sectors adding substantial numbers of jobs.

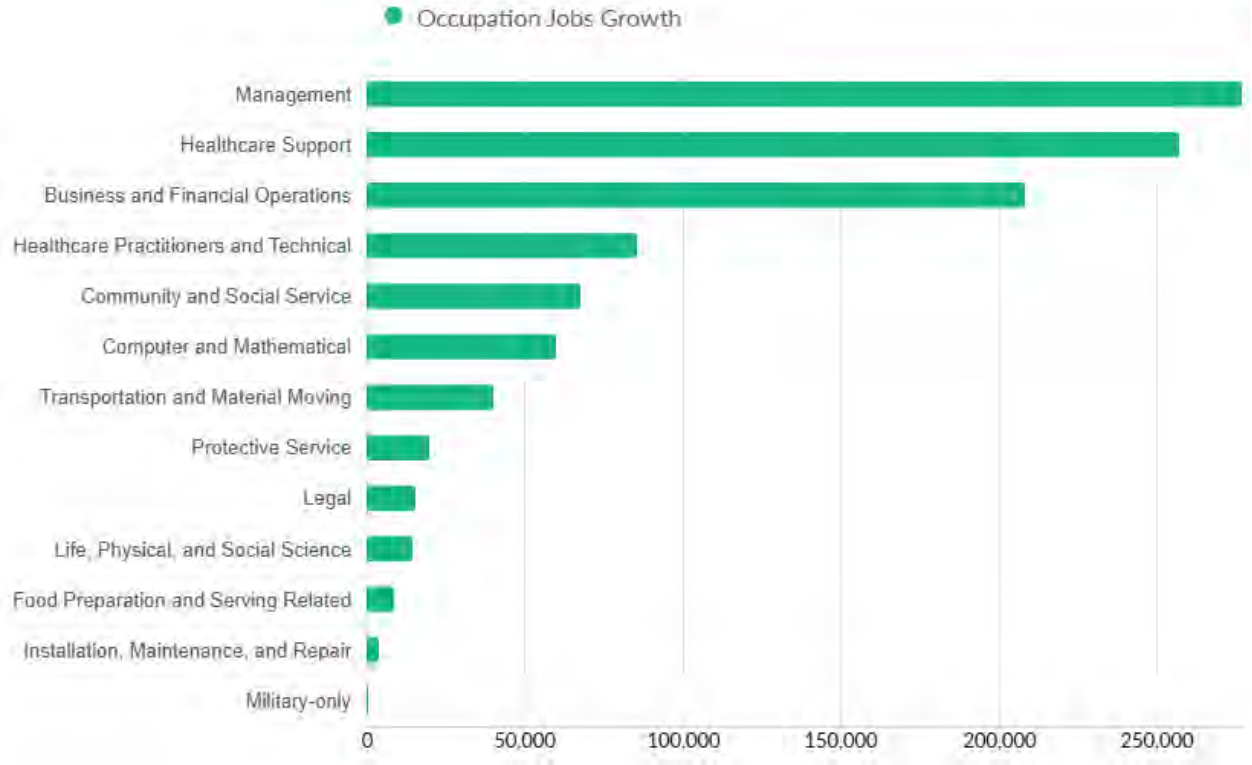
Health Care and Social Assistance recorded the largest absolute increase, growing from 2,570,554 jobs in 2019 to 2,993,526 jobs in 2024, an addition of 422,972 jobs (16%). This sector accounted for the single largest share of statewide job growth.

Transportation and Warehousing expanded rapidly, increasing from 746,584 jobs to 872,851 jobs, a gain of 126,267 jobs (17%), reflecting growth in logistics, distribution, and supply-chain activity. Professional, Scientific, and Technical Services added 83,709 jobs (5%), growing from 1,558,951 to 1,642,659 jobs, while Management of Companies and Enterprises increased by 31,679 jobs (12%).

Additional growth occurred in Educational Services, which added 19,272 jobs (4%), and Arts, Entertainment, and Recreation, which increased by 20,013 jobs (5%).

Overall, California's top growing industries reflect a diverse mix of health care, logistics, professional services, and institutional support functions, contrasting with the narrower set of growth industries observed in Cutler and Orosi..

Exhibit 3.0.16. Top Growing Industries in California



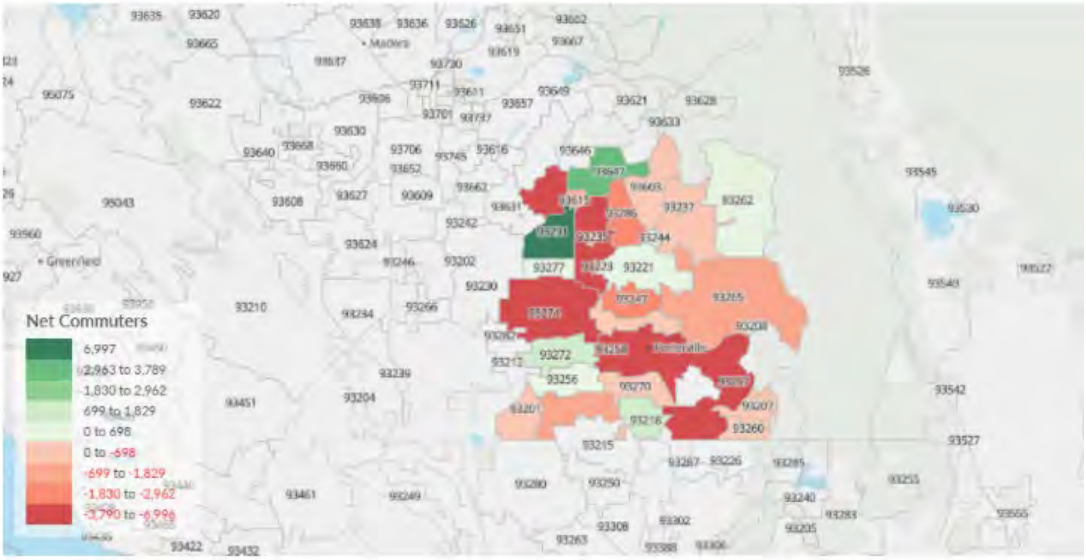
Source: LIGHTCAST, Q4 2025 Data Set.

Community Indicators

Tulare County's employment base is structurally concentrated in a small number of ZIP codes, reinforcing a hub-and-spoke labor market pattern. In 2024, 93291 (Visalia) supports 35,926 jobs, followed by 93274 (Tulare) with 29,840 jobs and 93257 (Porterville) with 27,647 jobs. The clustering of five high-volume employment ZIP codes within three cities signals economic density rather than evenly distributed growth.

On the residential side, workforce concentration follows a similar geography but with subtle structural differences. The largest worker populations reside in 93274 (Tulare – 34,212 workers), 93257 (Porterville – 31,596 workers), and 93291 (Visalia – 28,929 workers), with additional concentrations in 93277 (Visalia – 23,834 workers) and 93292 (Visalia – 20,426 workers). Notably, Tulare and Porterville house more workers than any single Visalia ZIP code, yet Visalia captures a greater total share of job placements across its multiple ZIP codes. This dynamic reinforces directional commuting into concentrated employment zones.

Exhibit 3.0.17. Tulare County Employee Residence and Work Trends, 2024.



Where Talent Works

ZIP	Name	2024 Employment
93291	Visalia, CA (in Tulare county)	35,926
93274	Tulare, CA (in Tulare county)	29,840
93257	Porterville, CA (in Tulare county)	27,647
93277	Visalia, CA (in Tulare county)	23,968
93292	Visalia, CA (in Tulare county)	15,803

Where Talent Lives

ZIP	Name	2024 Workers
93274	Tulare, CA (in Tulare county)	34,212
93257	Porterville, CA (in Tulare county)	31,596
93291	Visalia, CA (in Tulare county)	28,929
93277	Visalia, CA (in Tulare county)	23,834
93292	Visalia, CA (in Tulare county)	20,426

Source: LIGHTCAST, Q4 2025 Data Set.

California's labor market operates at a scale and complexity that far exceeds any single-county dynamic. In 2024, Los Angeles County (5,255,594 jobs) anchors statewide employment, followed

by Orange County (1,855,128 jobs), San Diego County (1,814,324 jobs), Santa Clara County (1,229,391 jobs), and San Bernardino County (962,841 jobs). These counties form the primary economic engines of the state, each functioning as major employment ecosystems with significant industry clustering.

On the residential side, Los Angeles County also houses 5,048,291 workers, indicating a relatively balanced job-worker ratio at scale. However, the structural dynamics shift in surrounding regions. San Diego County (1,807,407 workers) and Orange County (1,687,559 workers) maintain strong internal labor markets, while Riverside County (1,183,404 workers) and San Bernardino County (1,059,467 workers) house more workers relative to their job bases. This imbalance reflects Southern California's well-documented commuter corridor pattern, where inland counties supply labor to coastal and urban job centers.

Exhibit 3.0.18. California Employee Residence and Work Trends, 2024.



Where Talent Works

County	Name	2024 Employment
6037	Los Angeles County, CA	5,255,594
6059	Orange County, CA	1,855,128
6073	San Diego County, CA	1,814,324
6085	Santa Clara County, CA	1,229,391
6071	San Bernardino County, CA	962,841

Where Talent Lives

County	Name	2024 Workers
6037	Los Angeles County, CA	5,048,291
6073	San Diego County, CA	1,807,407
6059	Orange County, CA	1,687,559
6065	Riverside County, CA	1,183,404
6071	San Bernardino County, CA	1,059,467

Source: LIGHTCAST, Q4 2025 Data Set.

4.0 Educational Landscape

Cutler-Orosi Joint Unified School District Demographics

The Cutler-Orosi Joint Unified School District (COJUSD) operates a diverse set of schools serving students from kindergarten through grade 12, with multiple grade-span models across the district. At the elementary level, Cutler Elementary, Golden Valley Elementary, and Palm Elementary each serve students in grades K–5, providing neighborhood-based access to early learning and foundational instruction.

Secondary education within COJUSD is delivered through both traditional and alternative configurations. El Monte Middle School serves students in grades 6–8, offering a conventional middle school model. High school instruction is provided at Lovell High School and Orosi High School, each serving grades 9–12, while Cutler-Orosi Community Day School supports students in grades 7–12 through an alternative educational setting designed to meet diverse student needs.

In addition, Esperanza High School operates as a K–12 campus, representing a non-traditional grade configuration that allows for continuity of instruction across elementary, middle, and high school grade levels within a single school environment.

Exhibit 4.0.1. Cutler-Orosi Joint Unified School District Grade Level Configuration by School.

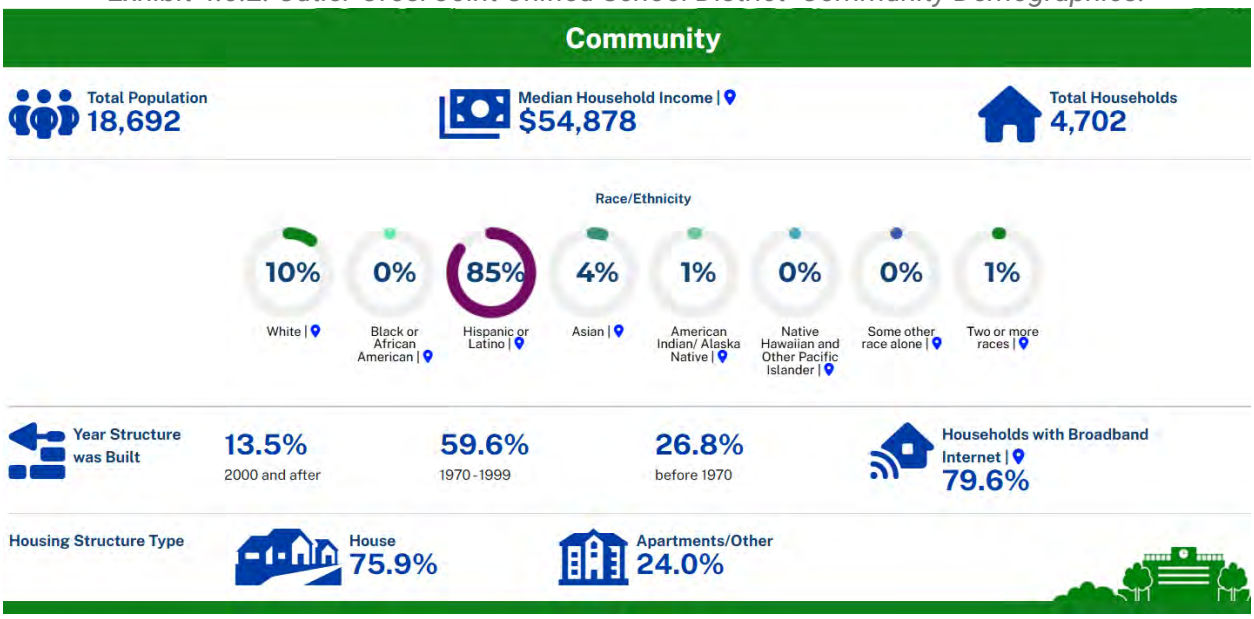
School	Low Grade	High Grade
Cutler Elementary	KG	5
Golden Valley Elementary	KG	5
Palm Elementary	KG	5
Esperanza High	KG	12
El Monte Middle	6	8
Cutler-Orosi Community Day	7	12
Lovell High	9	12
Orosi High	9	12

Source: IPEDS

The Cutler-Orosi Joint Unified School District is comprised of 85% Hispanic or Latino residents. The White demographic in the school district accounts for 10% of the population. Only 4% of the community identifies as Asian. A small percentage (1%) are classified as American Indian/ Alaska Native.

The majority of school district residents reside in a house at a rate of 76%. The remaining 24% of residents live in apartments or other housing.

Exhibit 4.0.2. Cutler-Orosi Joint Unified School District Community Demographics.

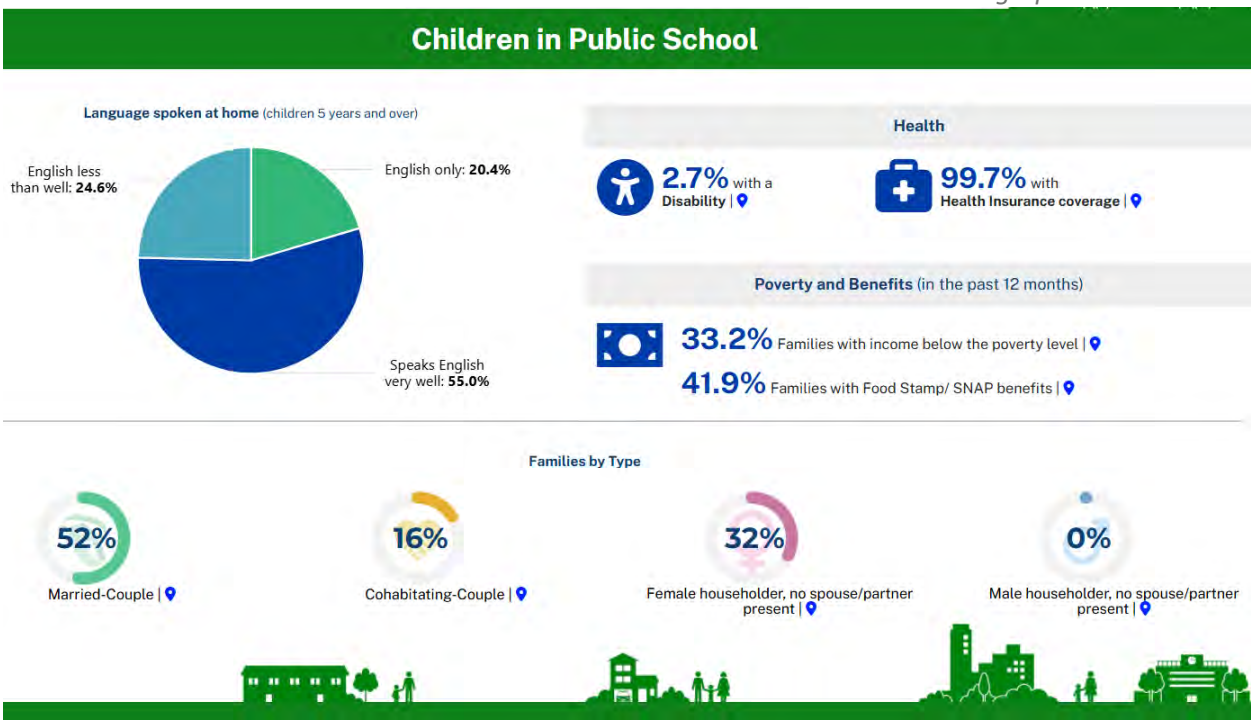


Source: IPEDS

The poverty rate of families in the district is approximately 33%. Of those living below the poverty line, 42% of the families utilize Food Stamps/SNAP benefits.

A household with a married couple is the most prevalent family type accounting for 52% of family units. Households led by a female with no spouse/partner account for 32% of family types. Cohabiting couple families accounted for 16% of households. Male with no spouse/partner homes account for 0% of the family types.

Exhibit 4.0.3. Cutler-Orosi Joint Unified School District Student Demographics.

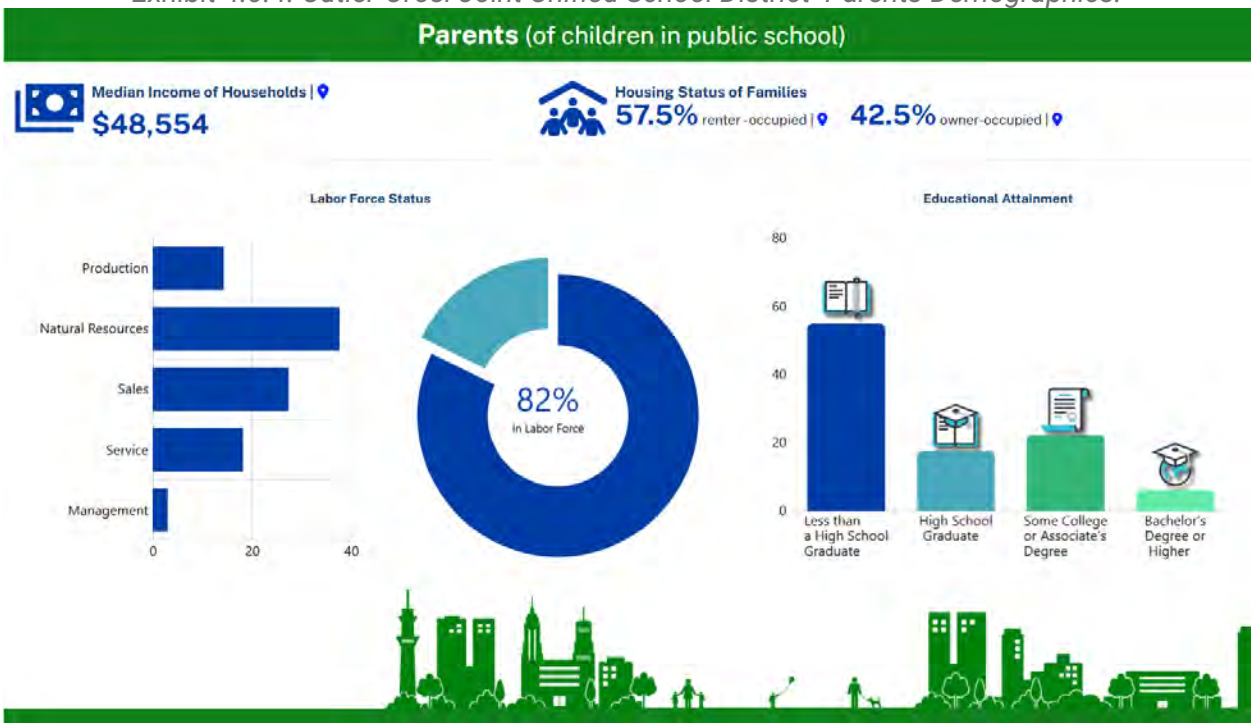


Source: IPEDS

Of the parents of students in the district, 82% were active in the labor force, while 18% were not in the labor force. The most popular industries for employment were Natural Resources, Sales, and Service. The median income for the households of employed parents was $48,554. This is much lower than the national median household income of approximately $78,500.

Parents with less than a high school graduation accounted for 55%. Those who graduated high school comprised 17% of educational attainment. Parents with some college or an associate degree accounted for 22% of parent educational attainment. Only 6% of parents hold a bachelor's degree or higher.

Exhibit 4.0.4. Cutler-Orosi Joint Unified School District Parents Demographics.



Source: IPEDS

Cutler-Orosi Joint Unified School District Enrollment and Outcomes

During the 2024–25 school year, the District served a total of 3,814 students across transitional kindergarten through grade 12. Enrollment is concentrated in the elementary grades, reflecting the district's three K–5 elementary schools, while secondary enrollment is distributed across middle, high school, continuation, and alternative settings.

Elementary grades account for the largest share of district enrollment. Across Cutler Elementary and Palm Elementary, enrollment remains relatively consistent from kindergarten through grade 5, with individual grade levels generally ranging between the mid-500s and low-600s districtwide.

Enrollment increases noticeably in the middle grades. Grade 6 enrolls 281 students, followed by 284 students in grade 7 and 280 students in grade 8. The majority of middle-grade students are served at El Monte Middle School, with a small number of students enrolled at Cutler-Orosi Community Day School and Esperanza Middle School, reflecting the district's use of multiple instructional settings to meet student needs during these transition years.

At the high school level, enrollment fluctuates across grades 9 through 12, with districtwide totals ranging from 291 to 314 students per grade. Orosi High School serves the largest share of students in grades 9–12, while Lovell High School, Esperanza High School, and Cutler-Orosi Community Day School provide additional pathways, including alternative and continuation options.

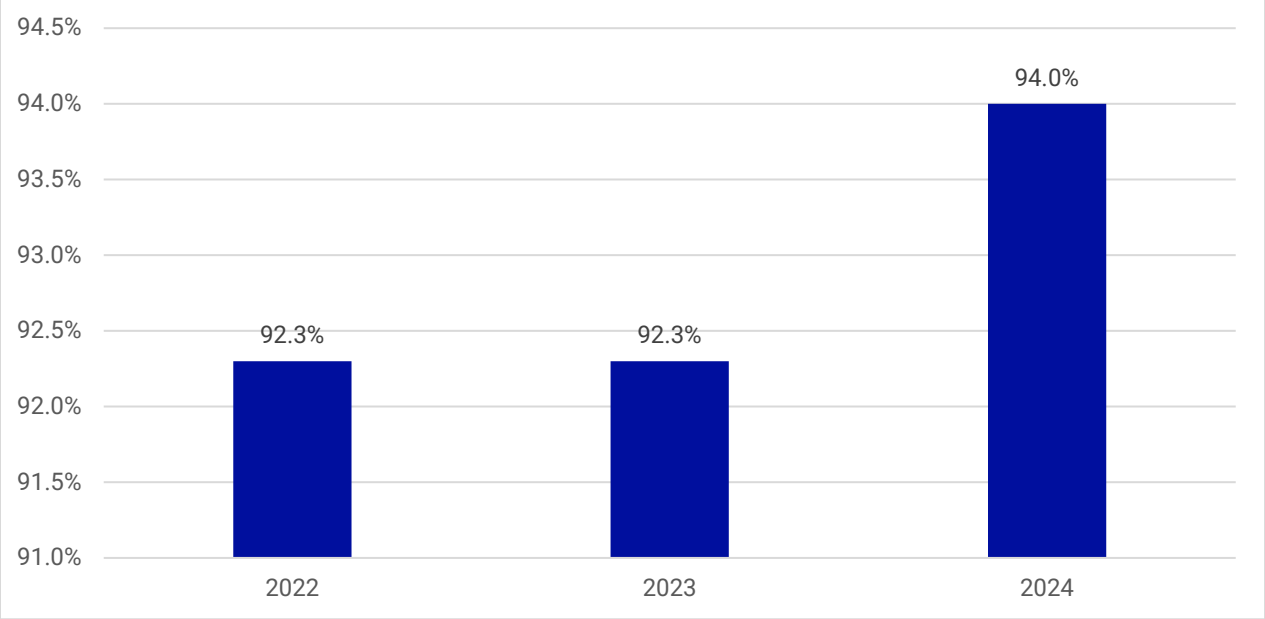
Exhibit 4.0.5. Enrollment by School, 2022-2025.

	Historical			Current
	2022	2023	2024	2025
Orosi High School	995	1066	1081	1128
Lovell High School	63	30	56	61
Esperanza High School	15	16	19	11
Esperanza Middle School	7	6	1	0
Community Day School	8	10	8	8
Cutler Elementary	607	616	620	600
Golden Valley	661	632	597	583
Palm Elementary	565	563	565	571
El Monte Middle School	927	892	848	844
Cutler-Orosi Pre-Schools	201	178	173	128

Source: California Department of Education

The District has demonstrated consistently strong high school graduation outcomes over the past three years. In 2022 and 2023, the district reported a four-year cohort graduation rate of 92.3%, indicating stable performance across consecutive cohorts. In 2024, the graduation rate increased to 94.0%, reflecting continued progress in supporting students toward on-time diploma completion.

Exhibit 4.0.6. Cutler-Orosi Joint Unified School District High School Graduation Rates, 2022- 2024.



Source: California Department of Education

CTE Pathways

Health Sciences

The Health Care and Social Assistance sector represents one of the largest and fastest-growing industries in Tulare County, employing 23,296 workers in 2025. Employment is projected to grow by 23.1% through 2035—more than double the projected national growth rate of 10.8%—indicating strong regional demand expansion. While average earnings per job ($56,664) remain below the national average ($77,438), the sector offers stable middle-income career pathways with clear advancement opportunities. The scale and projected growth make Health Sciences one of the most strategically aligned CTE pathways for long-term workforce sustainability.

Exhibit 4.0.7. Industry Snapshot for Health Sciences.



Source: LIGHTCAST, Q4 2025 Data Set

Longitudinal trend data shows steady upward momentum, with employment projected to increase by 5,387 jobs over the next decade. Regional growth (23.1%) outpaces both state (17.0%) and national (10.8%) growth rates, reinforcing the sector's structural strength locally. The sustained upward trajectory suggests long-term labor demand rather than short-term fluctuation.

Exhibit 4.0.8. Regional Trends for Health Sciences.

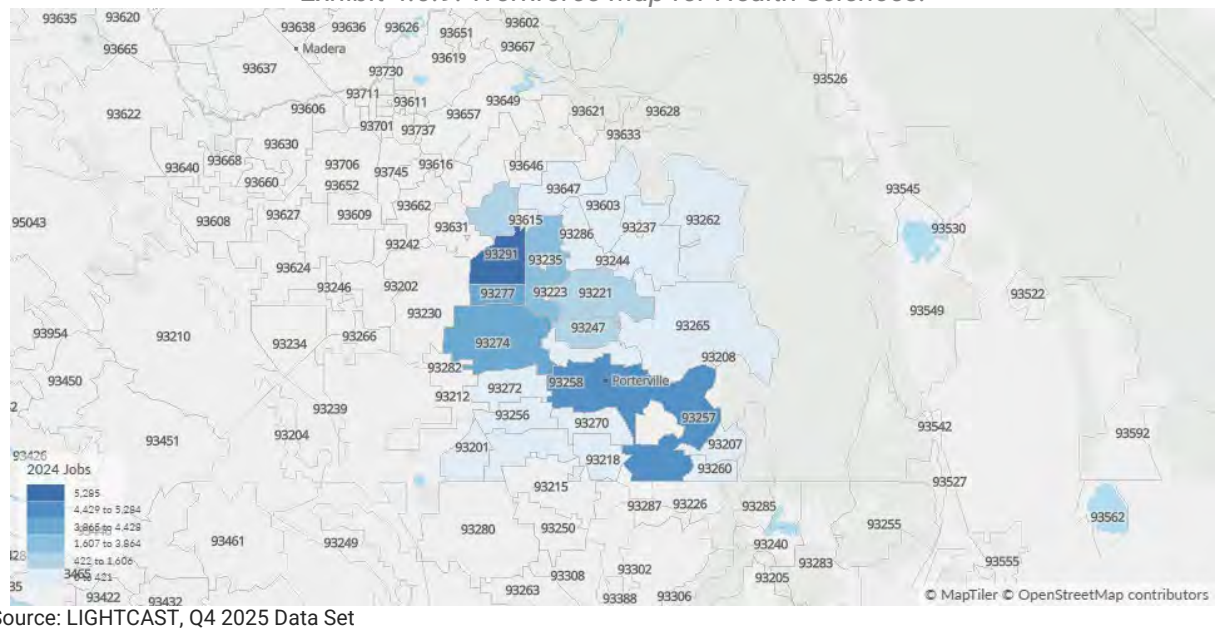


Region	2025 Jobs	2035 Jobs	Change	% Change
Region	23,296	28,683	5,387	23.1%
State	3,103,129	3,630,527	527,398	17.0%
Nation	23,975,053	26,574,274	2,599,221	10.8%

Source: LIGHTCAST, Q4 2025 Data Set.

Employment is geographically concentrated across central Tulare County, particularly within Visalia, Porterville, and surrounding ZIP codes, reflecting proximity to hospitals, clinics, and care facilities. The distribution indicates that healthcare employment is regionally embedded and accessible to students across multiple attendance areas. This geographic spread supports equitable access to pathway-to-employment pipelines.

Exhibit 4.0.9. Workforce Map for Health Sciences.



Source: LIGHTCAST, Q4 2025 Data Set

Nearly half (46.6%) of industry employment is concentrated in Healthcare Support Occupations, including roles such as home health aides, nursing assistants, and medical support staff. An additional 18.1% of jobs fall within Healthcare Practitioners and Technical Occupations, including registered nurses and medical assistants. This distribution confirms that the majority of jobs align directly with entry-level and mid-level clinical training pathways typically supported by high school CTE programs.

Exhibit 4.0.10. Occupational Distribution for Health Sciences.



Occupation	% of Industry in Occupation (2024)
Healthcare Support Occupations	46.6%
Healthcare Practitioners and Technical Occupations	18.1%
Office and Administrative Support Occupations	9.3%
Community and Social Service Occupations	8.4%
Personal Care and Service Occupations	4.7%
Management Occupations	3.8%
Other	9.2%

Source: LIGHTCAST, Q4 2025 Data Set.

Sustainable Agriculture

Agriculture, Forestry, Fishing, and Hunting remains one of the largest industries in Tulare County, employing 38,140 workers in 2025. The sector's workforce concentration is significantly above the national average, underscoring its structural importance to the regional economy. However, employment is projected to decline modestly by 2.1% through 2035, contrasting with national projected growth of 2.7%. Average earnings per job ($48,729) fall below the national average ($53,477), reflecting the sector's strong presence in production-based roles.

Exhibit 4.0.11. Industry Snapshot for Sustainable Agriculture.

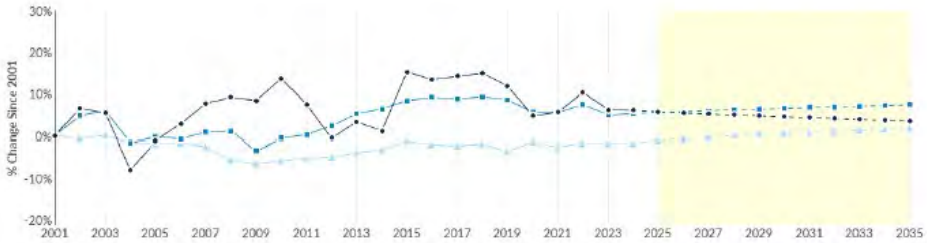


Source: LIGHTCAST, Q4 2025 Data Set

Longitudinal trend data shows employment volatility historically, followed by stabilization in recent years. The projected decline of 810 jobs over the next decade reflects structural efficiency shifts rather than sector disappearance. Despite the projected decline, the absolute size of the workforce remains substantial, and agriculture will continue to serve as a primary economic driver in Tulare County.

This regional trend contrasts with projected growth at both the state level (+1.7%) and national level (+2.7%). While the region remains heavily concentrated in this sector, projected growth locally does not keep pace with broader statewide and national expansion.

Exhibit 4.0.12. Regional Trends for Sustainable Agriculture.

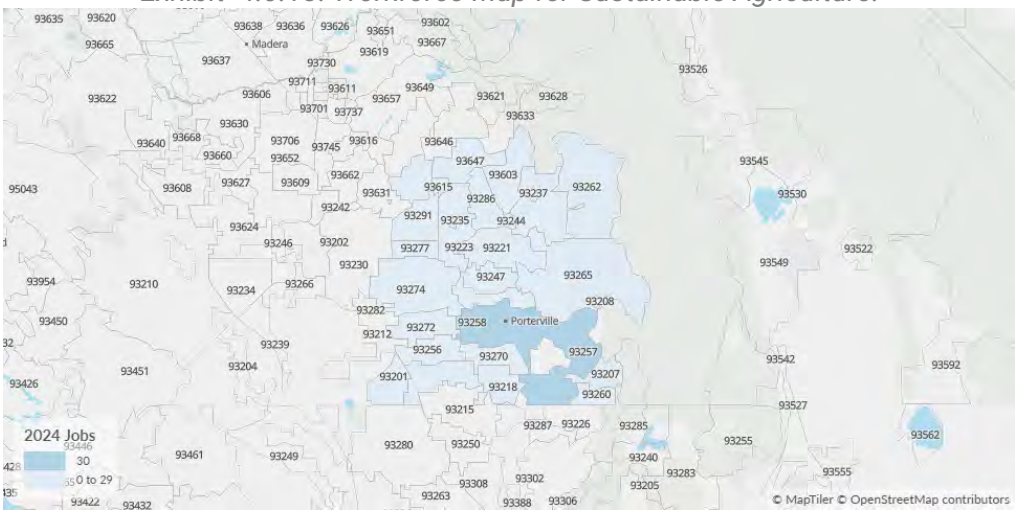


Region	2025 Jobs	2035 Jobs	Change	% Change
Region	38,140	37,330	-810	-2.1%
State	444,459	452,140	7,681	1.7%
Nation	2,033,750	2,089,635	55,885	2.7%

Source: LIGHTCAST, Q4 2025 Data Set

Employment is geographically distributed across rural and agricultural ZIP codes throughout Tulare County, with visible concentrations surrounding Cutler, Orosi, and neighboring communities. The distribution reflects the field-based and land-intensive nature of agricultural and forestry operations. Unlike hospital-centered industries, employment in this sector is not concentrated in a single urban core but instead embedded across multiple rural attendance areas.

Exhibit 4.0.13. Workforce Map for Sustainable Agriculture.

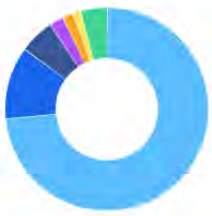


Source: LIGHTCAST, Q4 2025 Data Set

The overwhelming majority of employment (73.4%) is concentrated in Farming, Fishing, and Forestry occupations, confirming the pathway's strong alignment with field operations, crop management, forestry, and resource-based roles. Management occupations represent 11.6% of employment, indicating leadership and operational oversight opportunities within the sector.

Transportation and material moving occupations (5.6%) highlight logistics, equipment operation, and supply chain components—areas that increasingly require technical competency. The relatively small share of installation and repair roles (1.3%) reinforces the need for modernization-oriented programming if the pathway is to support mechanized and precision-based operations.

Exhibit 4.0.14. Occupational Distribution for Sustainable Agriculture.



Occupation	% of Industry in Occupation (2024)
Farming, Fishing, and Forestry Occupations	73.4%
Management Occupations	11.6%
Transportation and Material Moving Occupations	5.6%
Office and Administrative Support Occupations	2.3%
Production Occupations	1.7%
Installation, Maintenance, and Repair Occupations	1.3%
Other	4.2%

Source: LIGHTCAST, Q4 2025 Data Set.

Engineering and Green Technology

Engineering and Green Technology–aligned industries employ 3,470 workers in Tulare County in 2025. Employment is projected to grow by 5.8% through 2035, reflecting moderate expansion over the next decade. While this growth rate trails the national projected growth rate of 10.2%, it remains positive locally.

Average earnings per job ($82,952) exceed overall county averages and reflect the higher-skill, technical nature of occupations within this sector. Although total employment scale is smaller compared to sectors such as Health Sciences or Agriculture, the wage profile indicates strong earning potential.

Exhibit 4.0.15. Industry Snapshot for Engineering and Green Technology.

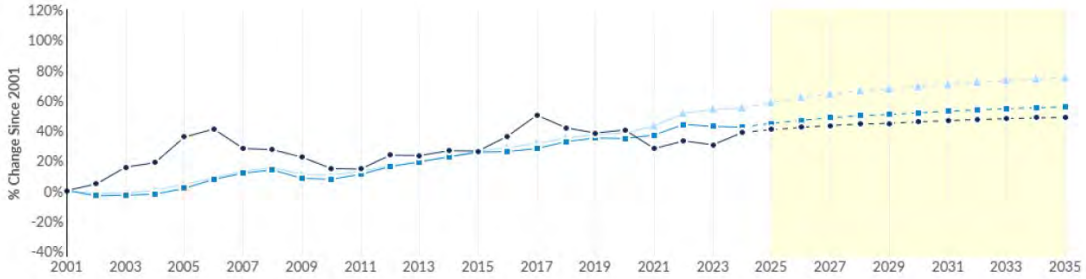


Source: LIGHTCAST, Q4 2025 Data Set.

Longitudinal trend data shows steady upward movement over time, with employment projected to increase by 202 jobs (+5.8%) between 2025 and 2035. While regional growth is positive, it does not match projected state growth (+7.5%) or national growth (+10.2%).

Despite growing at a slower rate than broader benchmarks, the sector maintains consistent expansion locally and supports a stable technical workforce base.

Exhibit 4.0.16. Regional Trends for Engineering and Green Technology.

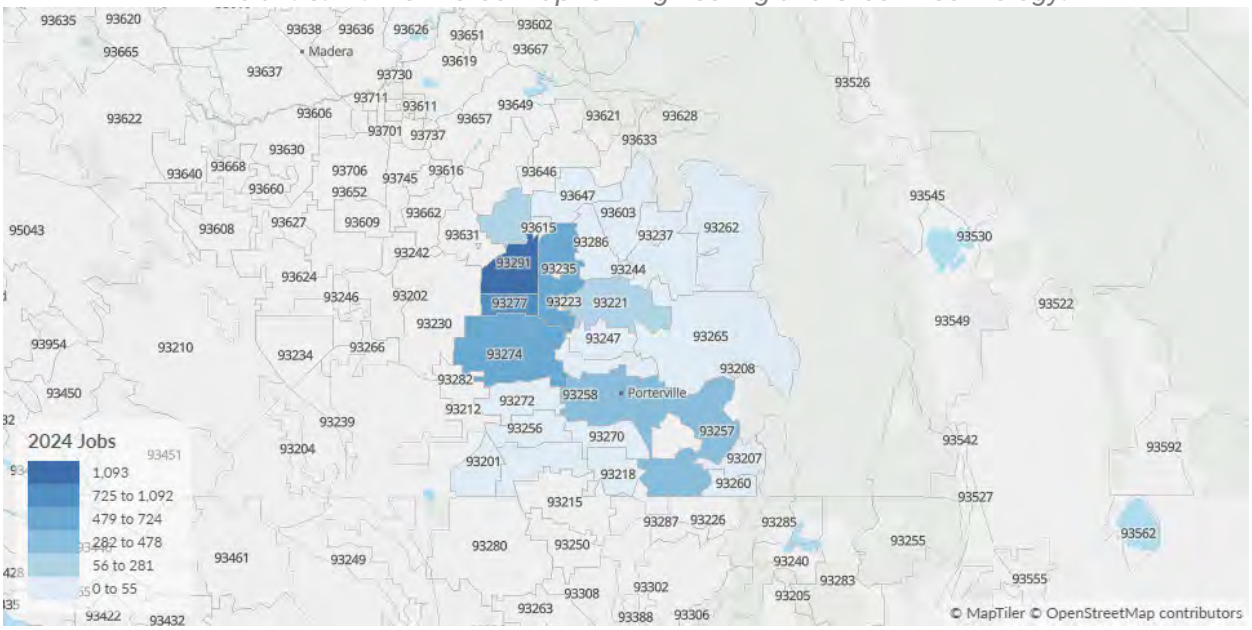


Region	2025 Jobs	2035 Jobs	Change	% Change
Region	3,470	3,672	202	5.8%
State	1,671,716	1,797,514	125,798	7.5%
Nation	12,513,121	13,793,801	1,280,680	10.2%

Source: LIGHTCAST, Q4 2025 Data Set

Employment is geographically concentrated across central Tulare County, particularly within Visalia, Porterville, and surrounding ZIP codes. The distribution reflects proximity to engineering firms, technical service providers, consulting operations, and infrastructure-related businesses. The concentration in central ZIP codes indicates that employment opportunities are regionally embedded and accessible to students across multiple attendance areas.

Exhibit 4. 0.17. Workforce Map for Engineering and Green Technology.



Source: LIGHTCAST, Q4 2025 Data Set.

While Architecture and Engineering occupations represent 11.9% of employment in this industry cluster, a substantial share of jobs fall within business, financial, administrative, and management functions. This reflects the professional-services nature of the sector, where technical roles operate alongside business operations and consulting functions.

The occupational mix indicates that the pathway supports both technical engineering roles and broader professional competencies, including project coordination, regulatory compliance, and business operations.

Exhibit 4.0.18. Occupational Distribution for Engineering and Green Technology.



Occupation	% of Industry in Occupation (2024)
Business and Financial Operations Occupations	22.5%
Office and Administrative Support Occupations	16.5%
Architecture and Engineering Occupations	11.9%
Management Occupations	9.6%
Legal Occupations	7.6%
Arts, Design, Entertainment, Sports, and Media Occupations	6.6%
Other	25.2%

Source: LIGHTCAST, Q4 2025 Data Set

Media and Entertainment

Media and Entertainment supports 1,515 jobs in Tulare County in 2025, representing a smaller employment base relative to larger regional sectors. Employment concentration is below the national average for a region of comparable size, indicating that this industry cluster is present but not dominant locally.

Employment is projected to grow by +12.4% through 2035. Regional growth exceeds both state and national projected growth rates for this industry cluster, signaling comparatively stronger expansion locally over the next decade.

Average earnings per job are $34,093, which is substantially below the national average of $55,875. This wage differential reflects the sector's concentration in service oriented and entry level creative roles.

Exhibit 4.0.19. Industry Snapshot for Media and Entertainment.



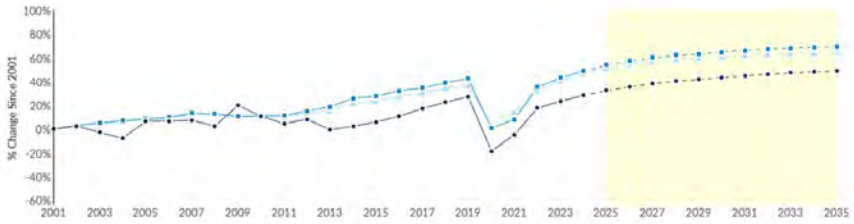
Source: LIGHTCAST, Q4 2025 Data Set

Historical trend data shows moderate variability in earlier years followed by consistent upward movement in recent cycles. Employment is projected to increase by 188 jobs between 2025 and 2035, representing +12.4% regional growth.

This projected growth exceeds state growth of +10.3% and national growth of +8.6% for the same period. While total employment gains are modest in absolute terms, the regional growth rate indicates stronger relative momentum compared to state and national trajectories.

The data suggests that Media and Entertainment is positioned for incremental but steady expansion locally, even as it remains a comparatively smaller employment sector.

Exhibit 4.0.20. Regional Trends for Media and Entertainment.



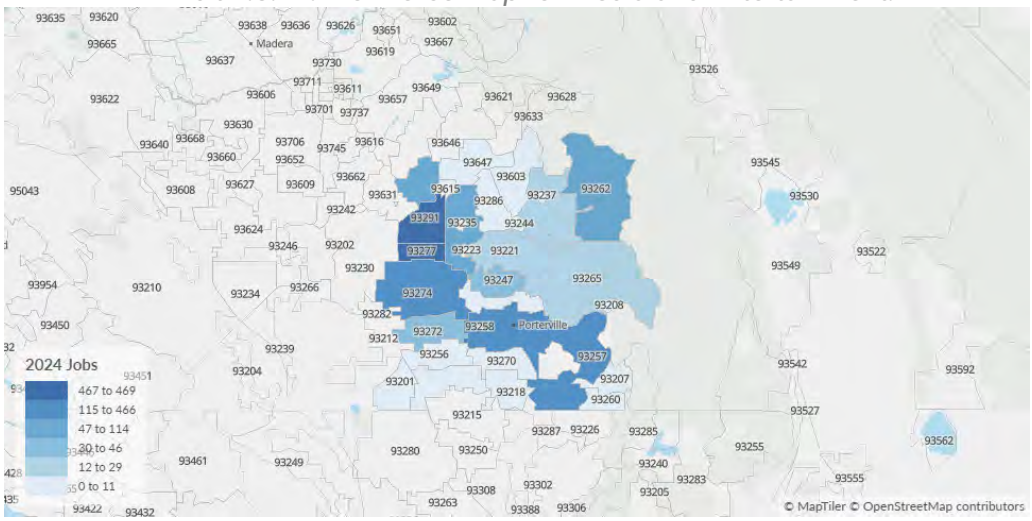
Region	2025 Jobs	2035 Jobs	Change	% Change
Region	1,515	1,703	188	12.4%
State	459,051	506,356	47,305	10.3%
Nation	3,249,245	3,528,195	278,950	8.6%

Source: LIGHTCAST, Q4 2025 Data Set.

Employment patterns are centered within the Visalia and Porterville corridors, where entertainment venues, recreation services, hospitality operations, and related businesses are concentrated. The density of employment in these central ZIP codes reflects the clustering of service based and event driven activities in commercial hubs.

This spatial pattern indicates that pathway aligned employment opportunities are anchored in established economic centers while remaining accessible across the broader county through commuting corridors.

Exhibit 4.0.21. Workforce Map for Media and Entertainment.



Source: LIGHTCAST, Q4 2025 Data Set.

Personal Care and Service occupations account for the largest share of employment at 33.6%, reflecting the sector's integration with recreation and hospitality activities. Arts, Design, Entertainment, Sports, and Media occupations represent 21.3% of industry employment, confirming the presence of core creative and performance-based roles within the local labor market.

The occupational composition demonstrates a blend of creative positions supported by operational, administrative, and customer-facing roles. This distribution underscores both the creative identity of the pathway and its service-oriented employment base.

Exhibit 4.0.22. Occupational Distribution for Media and Entertainment.



Occupation	% of Industry in Occupation (2024)
Personal Care and Service Occupations	33.6%
Arts, Design, Entertainment, Sports, and Media Occupations	21.3%
Food Preparation and Serving Related Occupations	8.3%
Office and Administrative Support Occupations	6.0%
Sales and Related Occupations	5.6%
Management Occupations	5.5%
Other	19.7%

Source: LIGHTCAST, Q4 2025 Data Set.

Administrative Law and Justice

Administrative Law and Justice supports 366 jobs in Tulare County in 2025, representing a relatively small employment base compared to other reviewed CTE pathways. Employment concentration is below the national average for a region of comparable size, indicating limited scale locally.

Employment is projected to decline by –7.7% through 2035. This contrasts with projected national and state growth for the same industry cluster. While the sector remains present in the regional economy, local projections indicate contraction rather than expansion over the next decade.

Average earnings per job are $98,528, which remains below the national average of $148,430 but significantly higher than many other pathway categories locally. The wage profile reflects the professional and credential dependent nature of legal occupations.

Exhibit 4.0.23. Industry Snapshot for Administrative Law and Justice.

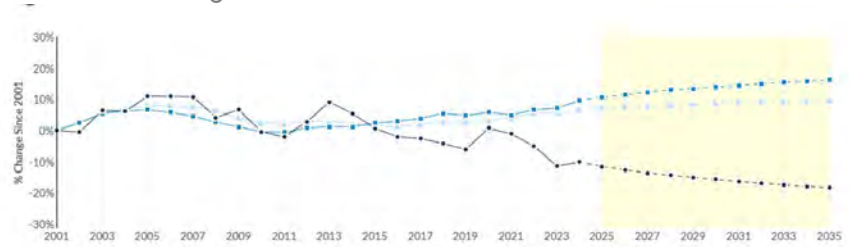


Source: LIGHTCAST, Q4 2025 Data Set.

Historical trend data shows moderate fluctuation over time followed by a downward projected trajectory in the most recent forecast period. Employment is projected to decline by 28 jobs between 2025 and 2035, representing –7.7% regional contraction.

This trend diverges from both state and national projections, which indicate positive growth of +4.9% and +2.3%, respectively. The contrast suggests that while the broader industry cluster is expanding beyond the region, local employment levels are expected to decrease modestly over the next decade.

Exhibit 4.0.24. Regional Trends for Administrative Law and Justice.



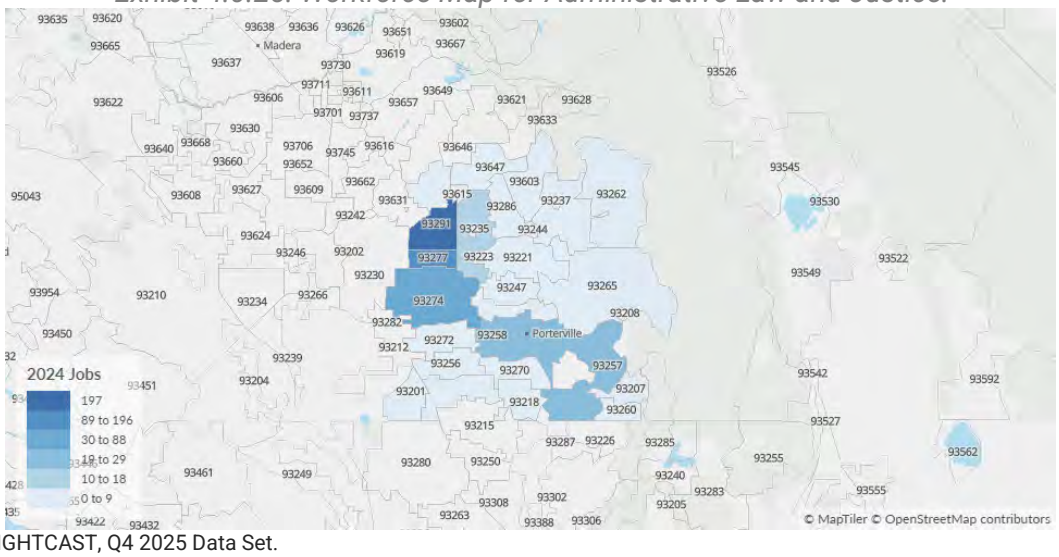
Region	2025 Jobs	2035 Jobs	Change	% Change
Region	366	338	-28	-7.7%
State	190,248	199,655	9,407	4.9%
Nation	1,405,188	1,437,811	32,623	2.3%

Source: LIGHTCAST, Q4 2025 Data Set.

Employment is concentrated within central Tulare County, particularly in ZIP codes corresponding to Visalia and Porterville, where courthouse facilities, legal offices, and administrative government functions are located. The spatial distribution reflects the centralized nature of legal and judicial services, which are typically anchored in government and civic centers.

This concentration indicates that pathway aligned employment opportunities are clustered in established administrative hubs within commuting distance for students across the district.

Exhibit 4.0.25. Workforce Map for Administrative Law and Justice.

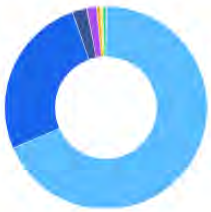


Source: LIGHTCAST, Q4 2025 Data Set.

Legal Occupations account for 68.4% of industry employment, confirming that the sector is overwhelmingly centered on core legal roles. Office and Administrative Support occupations represent 26.2%, reflecting the administrative infrastructure that supports court systems and legal offices.

The occupational profile indicates a highly specialized sector with limited diversification across other occupational categories. Employment is concentrated in credential dependent roles and administrative support functions.

Exhibit 4.0.26. Occupational Distribution for Administrative Law and Justice.



Occupation	% of Industry in Occupation (2024)
Legal Occupations	68.4%
Office and Administrative Support Occupations	26.2%
Business and Financial Operations Occupations	2.3%
Management Occupations	1.6%
Farming, Fishing, and Forestry Occupations	0.5%
Computer and Mathematical Occupations	0.4%
Other	0.6%

Source: LIGHTCAST, Q4 2025 Data Set

Business and Finance

Business and Finance employs 3,166 workers in Tulare County in 2025, representing a moderate sized professional sector within the regional economy. Employment concentration is below the national average for a region of comparable size, indicating a smaller local footprint relative to broader benchmarks. Employment is projected to decline slightly by –1.2% through 2035. This contrasts with national growth state growth, suggesting that local projections trail broader expansion trends.

Average earnings per job are $96,504, which remain below the national average of $167,753 but significantly above overall county averages. The wage structure reflects the professional and credential-based nature of financial and business operations roles.

Exhibit 4.0.27. Industry Snapshot for Business and Finance.

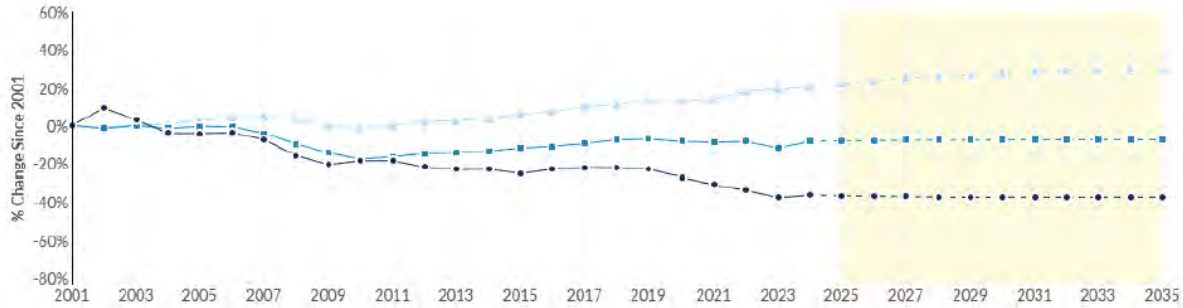
3,166	-1.2%	$96,504
Jobs (2025)	% Change (2025-2035)	Avg. Earnings Per Job (2024)
71% below National average	Nation: +6.8%	Nation: $167,753

Source: LIGHTCAST, Q4 2025 Data Set.

Historical trend data shows moderate fluctuation over time followed by gradual softening in recent years. Employment is projected to decline by 38 jobs between 2025 and 2035, representing –1.2% regional contraction.

In contrast, the state projects slight growth at +0.6%, while national projections indicate stronger expansion at +6.8%. The divergence suggests that while the broader industry continues to expand nationally, local employment levels are expected to remain relatively flat to slightly declining.

Exhibit 4.0.28. Regional Trends for Business and Finance.



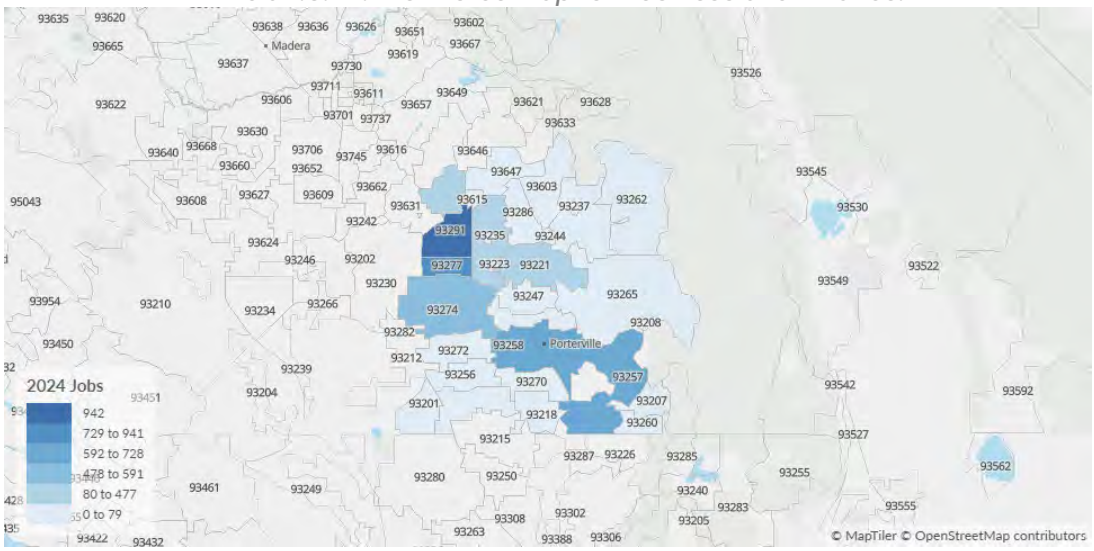
Region	2025 Jobs	2035 Jobs	Change	% Change
Region	3,166	3,128	-38	-1.2%
State	866,563	872,016	5,453	0.6%
Nation	9,792,047	10,455,467	663,420	6.8%

Source: LIGHTCAST, Q4 2025 Data Set.

Employment is centered in Visalia and Porterville, where financial institutions, insurance providers, professional offices, and corporate service functions are located. The geographic pattern reflects the clustering of commercial and administrative activity within established business corridors.

This concentration indicates that pathway aligned employment opportunities are anchored in central economic hubs while remaining accessible across the county through commuting networks.

Exhibit 4.0.29. Workforce Map for Business and Finance.



Source: LIGHTCAST, Q4 2025 Data Set.

Office and Administrative Support occupations represent the largest share of employment at 27.3%, followed closely by Business and Financial Operations and Sales occupations, each at 25.0%. This distribution reflects the operational and customer facing nature of the local finance sector.

Management occupations account for 12.7%, indicating leadership and supervisory roles within the industry. The presence of Computer and Mathematical occupations at 5.5% highlights technical and data related functions within financial services.

The occupational mix demonstrates a diversified professional sector supported by administrative, sales, analytical, and management roles.

Exhibit 4.0.30. Occupational Distribution for Business and Finance.



Occupation	% of Industry in Occupation (2024)
Office and Administrative Support Occupations	27.3%
Business and Financial Operations Occupations	25.0%
Sales and Related Occupations	25.0%
Management Occupations	12.7%
Computer and Mathematical Occupations	5.5%
Healthcare Practitioners and Technical Occupations	0.9%
Other	3.8%

Source: LIGHTCAST, Q4 2025 Data Set.

Education

Education employs 1,581 workers in Tulare County in 2025, representing a moderate sized employment cluster within the regional economy. Employment concentration is below the national average for a region of comparable size, indicating a smaller local footprint relative to broader benchmarks.

Employment is projected to grow by +15.1% through 2035. This growth rate significantly exceeds both state projections of +4.1% and national projections of +4.5%, positioning the region for comparatively strong expansion over the next decade.

Average earnings per job are $52,909, which is below the national average of $63,704. While wage levels trail national benchmarks, projected employment growth indicates strengthening demand locally.

Exhibit 4.0.31. Industry Snapshot for Education.

1,581	+15.1%	$52,909
Jobs (2025)	% Change (2025-2035)	Avg. Earnings Per Job (2024)
69% below National average	Nation: +4.5%	Nation: $63,704

Source: LIGHTCAST, Q4 2025 Data Set.

Historical trend data shows consistent upward movement over time, with acceleration in projected employment beyond 2025. Employment is projected to increase by 238 jobs between 2025 and 2035, representing +15.1% regional growth.

This projected expansion is more than three times the state growth rate of +4.1% and significantly higher than the national growth rate of +4.5%. The divergence suggests comparatively strong local demand relative to broader benchmarks.

Despite remaining smaller in total employment scale, the trajectory indicates sustained sector strengthening within the region.

Exhibit 4.0.32. Regional Trends for Education.



Region	2025 Jobs	2035 Jobs	Change	% Change
Region	1,581	1,819	238	15.1%
State	525,078	546,357	21,279	4.1%
Nation	4,512,168	4,716,628	204,460	4.5%

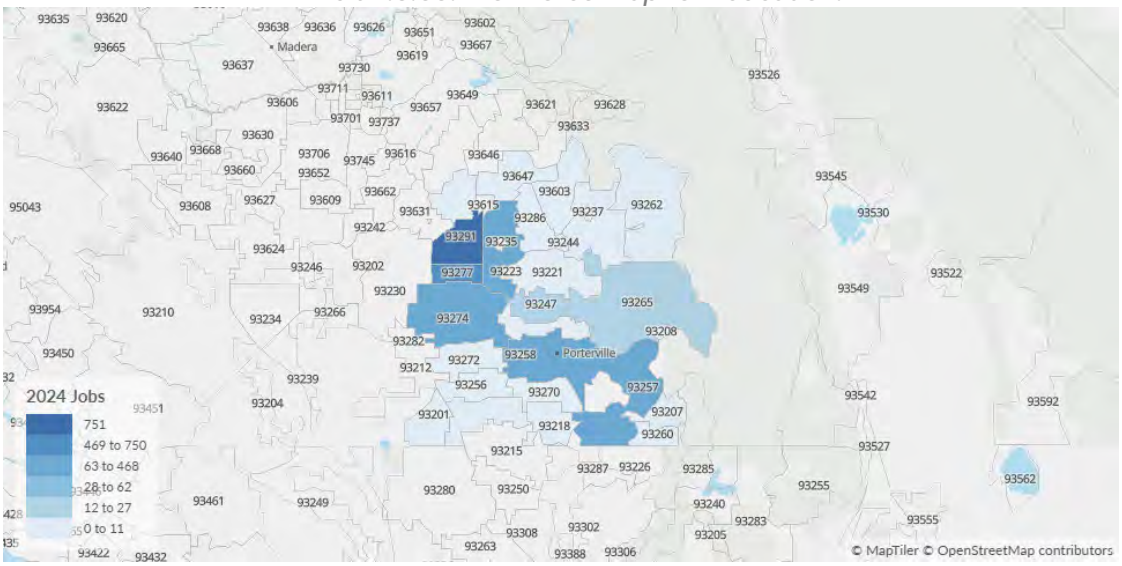
Source: LIGHTCAST, Q4 2025 Data Set.

Employment is concentrated within central Tulare County, particularly around Visalia and Porterville, where school districts, postsecondary institutions, and educational service providers

are located. The distribution reflects the clustering of instructional and administrative functions within established community centers.

This geographic pattern indicates that pathway aligned employment opportunities are embedded within institutional hubs while remaining accessible across the county's attendance areas.

Exhibit 4.0.33. Workforce Map for Education.

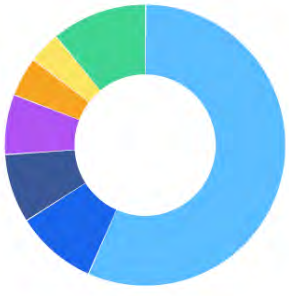


Source: LIGHTCAST, Q4 2025 Data Set.

Educational Instruction and Library occupations represent the majority of employment at 56.5%, confirming the sector's concentration in teaching and academic roles. Administrative, management, and business operations functions collectively support institutional operations.

The occupational mix reflects a structured professional environment anchored in instructional roles, supported by administrative and operational functions.

Exhibit 4.0.34. Occupational Distribution for Education.



Occupation	% of Industry in Occupation (2024)
Educational Instruction and Library Occupations	56.5%
Office and Administrative Support Occupations	9.4%
Management Occupations	7.9%
Business and Financial Operations Occupations	6.9%
Arts, Design, Entertainment, Sports, and Media Occupations	4.6%
Community and Social Service Occupations	3.7%
Other	11.0%

Source: LIGHTCAST, Q4 2025 Data Set

Construction Trades

Construction Trades employs 9,034 workers in Tulare County in 2025, representing one of the larger employment bases among reviewed CTE pathways. Employment concentration is below the national average for a region of comparable size, indicating that while construction is significant locally, it is not disproportionately concentrated relative to national benchmarks.

Employment is projected to grow by +6.6% through 2035. This growth rate exceeds national and state growth indicating comparatively stronger expansion locally. Average earnings per job are $71,539, below the national average of $87,298 but well above many service oriented sectors in the region. The wage profile reflects the skilled and credential dependent nature of construction occupations.

Exhibit 4.0.35. Industry Snapshot for Construction Trades.



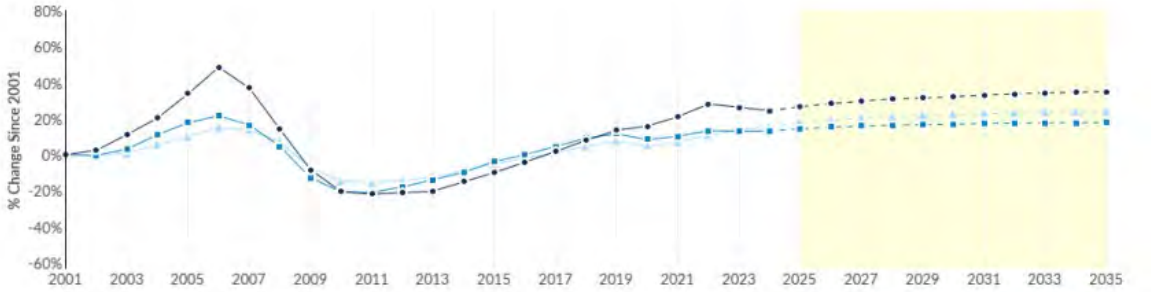
Source: LIGHTCAST, Q4 2025 Data Set

Historical trend data shows cyclical fluctuation earlier in the timeline followed by stabilization and steady upward movement in recent years. Employment is projected to increase by 597 jobs between 2025 and 2035, representing +6.6% regional growth.

This projected expansion exceeds both state growth at +2.9% and national growth at +5.3%. The divergence indicates comparatively stronger local demand for construction related occupations over the next decade.

While growth is moderate rather than rapid, the absolute employment base remains substantial, reinforcing the sector's structural importance within the regional economy.

Exhibit 4.0.36. Regional Trends for Construction Trades.



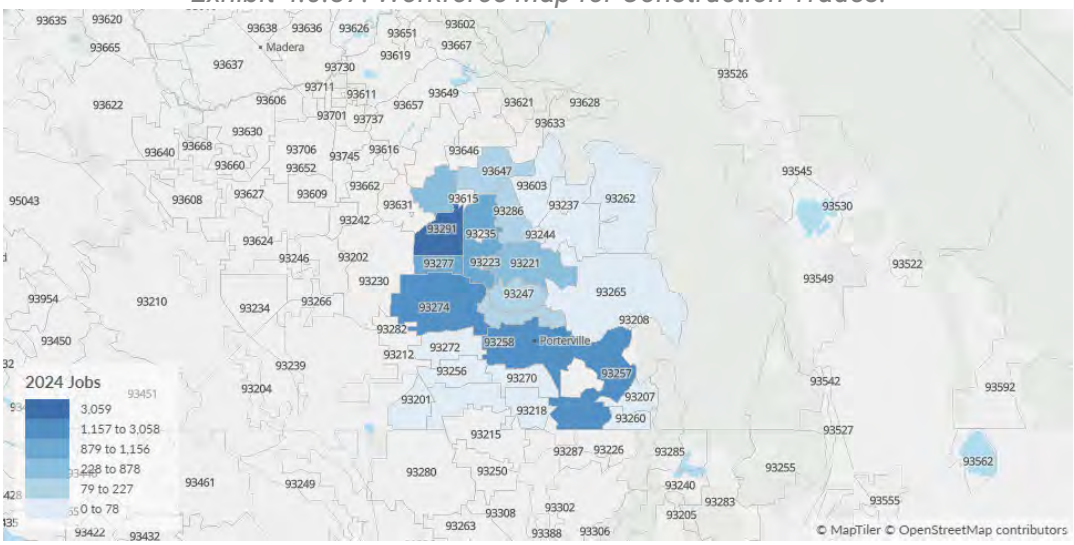
Region	2025 Jobs	2035 Jobs	Change	% Change
Region	9,034	9,631	597	6.6%
State	1,156,279	1,190,208	33,929	2.9%
Nation	10,293,645	10,835,298	541,653	5.3%

Source: LIGHTCAST, Q4 2025 Data Set.

Employment is heavily concentrated in central Tulare County, particularly across Visalia and Porterville, where residential development, commercial construction, and infrastructure projects are clustered. Several surrounding ZIP codes also show dark shading, indicating elevated job density beyond the immediate urban core. These concentrations align with active housing corridors, industrial zones, and transportation routes that support construction activity.

Notably, darker shaded areas extend into growth corridors south and east of Porterville, reflecting dispersed construction employment tied to development patterns rather than a single centralized hub. This distribution indicates that construction employment is both anchored in major population centers and spread across developing areas.

Exhibit 4.0.37. Workforce Map for Construction Trades.



Source: LIGHTCAST, Q4 2025 Data Set.

Construction and Extraction occupations account for 60.5% of industry employment, confirming strong alignment with hands on skilled trades roles. Installation, Maintenance, and Repair occupations further reinforce the pathway's technical orientation.

Administrative and management functions support operational oversight, project coordination, and business management within the sector. The occupational composition reflects a trade centered workforce supported by supervisory and administrative infrastructure.

Exhibit 4.0.38. Occupational Distribution for Construction Trades.



Occupation	% of Industry in Occupation (2024)
Construction and Extraction Occupations	60.5%
Office and Administrative Support Occupations	9.3%
Management Occupations	9.1%
Installation, Maintenance, and Repair Occupations	8.1%
Business and Financial Operations Occupations	4.5%
Transportation and Material Moving Occupations	3.1%
Other	5.4%

Source: LIGHTCAST, Q4 2025 Data Set.

Postsecondary Educational Pipeline

In 2024, Tulare County produced 7,379 postsecondary graduates, reflecting 27% growth over the past five years, signaling meaningful expansion in the local talent pipeline. The majority of completions are concentrated in certificate and associate-level programs, reinforcing the county's strong focus on applied and workforce-oriented education. Bachelor's and advanced degree production remains limited relative to sub-baccalaureate awards, indicating that most students are preparing for direct workforce entry rather than four-year transfer pathways.

College of the Sequoias anchors the regional pipeline with 3,332 graduates (45% of total completions), followed by San Joaquin Valley College–Visalia (19%) and Advanced Career Institute (17%). Porterville College contributes an additional 11% of county graduates, while all remaining institutions individually account for less than 7% of completions. This concentration highlights the central role of a small number of institutions in shaping workforce supply.

Programmatically, the largest graduate volumes are in Commercial Vehicle Operator & Instructor (Certificate), Liberal Arts and Sciences (Associate's), and Child Care Provider/Assistant (Certificate). This mix indicates a pipeline weighted toward transportation/logistics, transfer-oriented general studies, and early childhood workforce preparation. The dominance of certificate

production suggests strong alignment with short-term employment pathways but also underscores limited bachelor's-level production within the county.

Exhibit 4.0.39. Top 10 Graduation Trends for Tulare County.

School	Total Graduates (2024)	Graduate Trend (2020 - 2024)
College of the Sequoias	3,332	
San Joaquin Valley College-Visalia	1,429	
Advanced Career Institute	1,221	
Porterville College	785	
Milan Institute-Visalia	483	
San Joaquin Valley College-Porterville	76	
Estes Institute of Cosmetology Arts and Science	53	



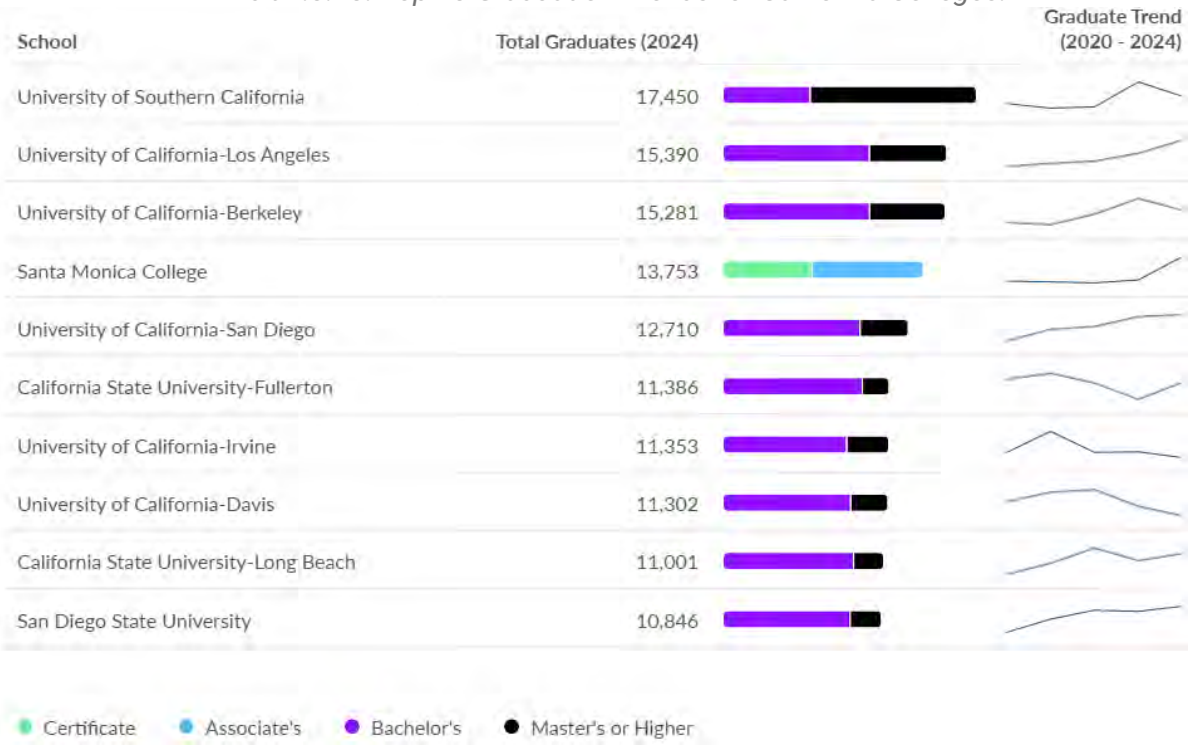
Source: LIGHTCAST, Q4 2025 Data Set.

In 2024, California produced 754,753 postsecondary graduates, reflecting 6% growth over the past five years—a markedly slower expansion rate than Tulare County. The statewide pipeline is substantially larger and structurally different, with a stronger concentration in bachelor's and graduate-level production relative to sub-baccalaureate awards.

The state's highest-volume programs include Liberal Arts and Sciences (Certificate and Associate's) and Business Administration and Management (Bachelor's). Unlike Tulare County, where certificates dominate, California's top-producing institutions are primarily four-year universities, including USC, UCLA, UC Berkeley, and multiple CSU campuses, each graduating more than 10,000 students annually. These institutions generate significant bachelor's and advanced degree output, reinforcing the state's role as a supplier of high-skill, degree-intensive talent.

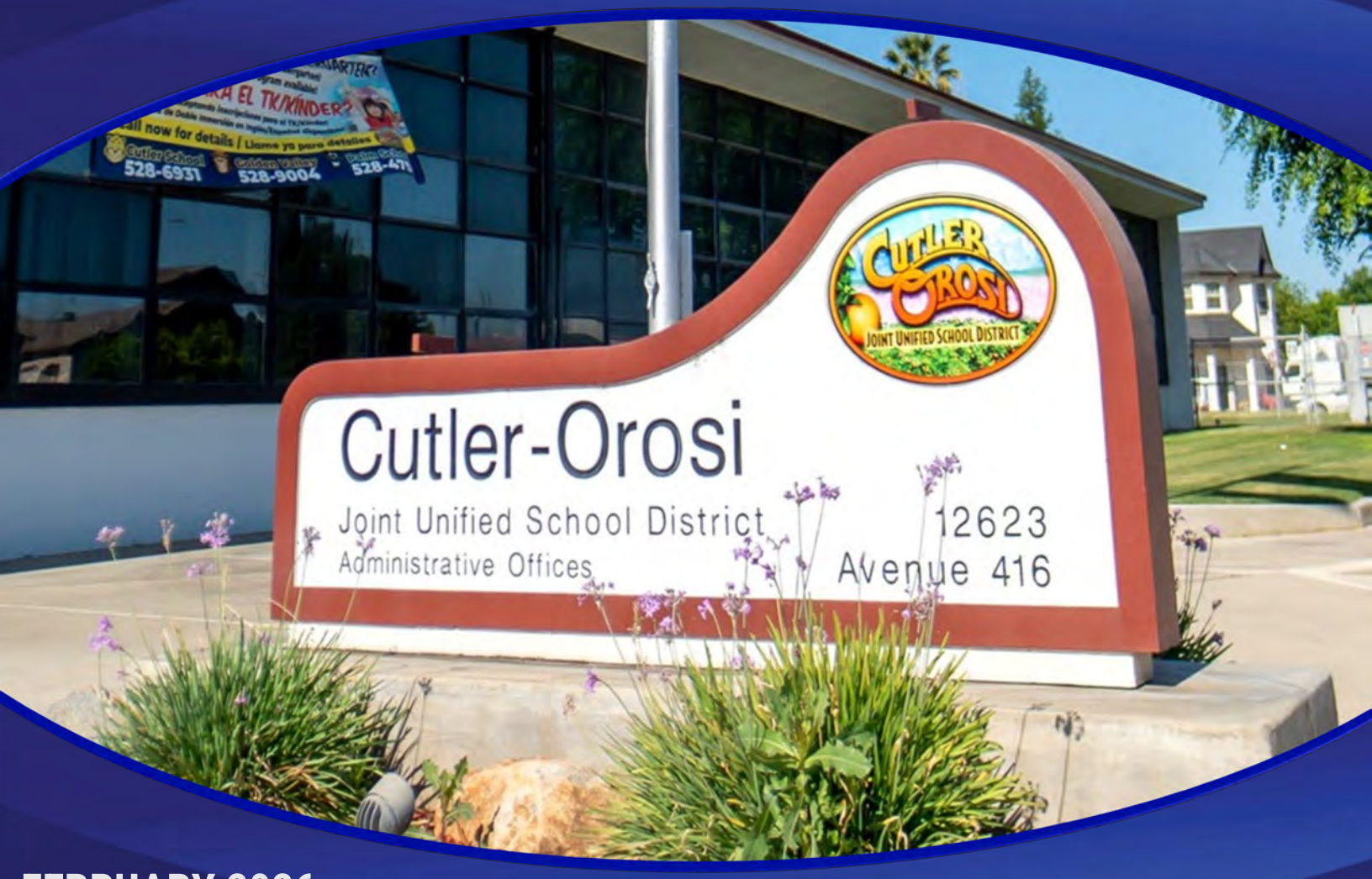
The degree mix at the state level skews more heavily toward Bachelor's and Master's or higher awards, particularly among top-producing universities. Community colleges such as Santa Monica College contribute large associate-level volumes, but statewide production reflects a more balanced and vertically integrated higher education ecosystem compared to Tulare County's workforce-focused model.

Exhibit 4.0.40. Top 10 Graduation Trends for California Colleges.



Source: LIGHTCAST, Q4 2025 Data Set.

Appendix E– Community Engagement Responses



FEBRUARY 2026

Community Engagement Responses

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

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Introduction

In February 2026, Cutler-Orosi Joint Unified School District conducted a structured community engagement process to inform the development of its Facility Optimization Plan. The engagement was designed to gather educational partner input on facility condition, investment priorities, instructional program alignment, and long term capital planning decisions.

The District is at a critical decision point. Aging infrastructure, evolving instructional expectations, and fiscal constraints require a clear and defensible prioritization strategy. The purpose of this engagement was not simply to collect opinions, but to surface community thresholds. Specifically, what educational partners believe must be addressed first, what can be sequenced later, and what investments would build or erode public confidence.

The polling instrument captured both quantitative rankings and qualitative feedback. Questions explored perceptions of current facility conditions, funding prioritization under constraint, baseline facility standards, Career Technical Education pathway investment, safety expectations, equity considerations, and communication preferences. The structure of the survey allows for analysis of both preference intensity and tradeoff tolerance.

Several patterns emerge across the dataset. Educational partners consistently signal that facility reliability, safety, and equity are foundational. At the same time, there is meaningful support for program expansion, workforce aligned Career Technical Education, and modernization of learning environments. Importantly, respondents differentiate between what they view as minimum standards and what they consider enhancement investments.

This report documents those findings question by question while also identifying strategic implications for sequencing capital investments. The analysis is intended to support decision making related to future funding strategies, including potential bond planning, phased modernization, and targeted new construction.

The objective is clear: align facility investment decisions with demonstrated community priorities while maintaining fiscal credibility and long-term public trust.

Methodology & Participation Overview

Community Engagement Approach

The District implemented a structured, multi-format community engagement process to gather input on facility planning priorities. The engagement included in person interactive polling sessions and a parallel online survey using identical presentation materials and question sets. This ensured consistency in framing and allowed results to be aggregated into a unified dataset.

The engagement model was built on three principles:

- **Transparency** – Participants were provided background information on current facilities, enrollment context, and planning considerations prior to responding. The objective was to inform input, not to advocate for predetermined outcomes.
- **Equal Voice** – All responses were anonymous. In person sessions utilized live polling technology to prevent dominant voice influence and ensure that each participant response carried equal weight.
- **Data Integrity** – Responses from both formats were securely captured and consolidated for analysis. Quantitative and qualitative data were reviewed together to identify patterns, alignment, and areas of intensity.

This structure strengthens the defensibility of the findings, particularly in the context of future capital funding decisions.

In-Person Engagement: PollEverywhere Sessions

Community meetings incorporated live polling using PollEverywhere. Participants responded in real time using personal devices. Question types included multiple choice, ranking, word cloud, and open ended prompts.

Responses were displayed instantly in aggregate form. This approach reinforced transparency and allowed participants to see collective sentiment without identifying individual responses. The live format also enabled facilitators to clarify questions and ensure consistent understanding across participants.

This model enhances defensibility in future planning discussions by facilitating the collection of responses in real time and ensuring participant anonymity.

Online Engagement: Qualtrics Survey

To broaden participation beyond those able to attend in person, the District deployed a parallel online survey using Qualtrics. The survey mirrored the in-person materials to ensure consistency in framing and question structure.

The survey was distributed through district communication channels, including website postings and digital outreach. Responses were anonymous and accessible via desktop or mobile devices. The survey remained open for a defined period to maximize response volume and community reach. Both quantitative and qualitative data were captured and integrated into the overall dataset.

Data Synthesis & Reporting

Responses from PollEverywhere sessions and the Qualtrics survey were consolidated into a unified dataset for analysis. Quantitative data were reviewed for frequency patterns, prioritization intensity, and consistency across related questions. Qualitative responses were coded thematically to identify recurring concerns, alignment with quantitative results, and areas of specificity.

Particular attention was given to areas where themes converged across multiple questions. Convergence was interpreted as strengthened priority signal, especially in areas related to safety, building condition, equity, and investment sequencing.

The findings presented in this report reflect aggregated results across all engagement formats. The analytical approach allows the District to distinguish between preferred enhancements and protected priorities, a distinction that is critical when evaluating phased capital investment strategies and potential future funding considerations.

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Executive Summary

In February 2025, the District conducted a comprehensive community engagement process to inform the development of its Facility Optimization Plan. Feedback was gathered through interactive polling sessions and an online survey using consistent materials and question sets. The results explored educational partner relationships to the district, perceptions of facility conditions, instructional program priorities, Career Technical Education pathway investments, facility planning objectives, and open-ended recommendations.

The results provide clear directional guidance.

First, educational partners consistently prioritize facility reliability, safety, and equitable baseline standards. Across multiple questions, Building Condition and Safety ranked among the highest priorities and among the least acceptable areas for deferral. Respondents differentiate between enhancement investments and foundational expectations. Safe restrooms, reliable HVAC, secure campuses, and structurally sound buildings are viewed as minimum requirements rather than discretionary improvements.

Second, there is strong support for targeted program investment, particularly in Special Education spaces, STEM integration, and Career Technical Education pathways aligned to workforce mobility. Within CTE rankings, Education and Health Sciences emerged as the most consistently supported pathways. Educational partners support program expansion, but not at the expense of core infrastructure stabilization.

Third, equity is embedded throughout the data. Accessibility, inclusivity, and parity across campuses surfaced repeatedly. Respondents expect consistent standards districtwide and view inclusive design as part of baseline planning rather than optional enhancement. Reducing visible disparities between campuses may have significant impact on public confidence.

Fourth, educational partners demonstrate fiscal awareness. Sustainability and Energy Efficiency ranked low as immediate priorities and were most frequently identified as acceptable for deferral if difficult choices must be made. This indicates a pragmatic perspective that reliability and safety should precede long term enhancement initiatives when resources are constrained.

Finally, communication strategy will materially influence implementation success. Respondents favor direct and immediate communication channels such as text messaging, social media, website updates, and email. Transparent sequencing and visible progress will be essential to maintaining trust, particularly if phased investment or future bond consideration is pursued.

Collectively, the findings support a phased capital strategy:

1. Stabilize and modernize core systems to ensure safe and reliable facilities.

2. Address equity and accessibility gaps to establish consistent districtwide standards.

3. Invest strategically in program aligned spaces that support student achievement and workforce readiness.

The community has provided a clear framework. The decision ahead is not whether to invest, but how to sequence investments in a manner that aligns with protected priorities, fiscal credibility, and long-term public trust.

Overall Findings Summary

Priority Area	Importance Level	Evidence Signal Across Questions	Tradeoff Protection Level	Strategic Implication
Building Condition and System Reliability	High	Ranked highest in planning objectives. Strong support for HVAC, restrooms, watertight buildings. 34% rated facilities Fair or Poor.	Strongly Protected. Only 9% willing to defer.	Phase 1 investment focus. Visible upgrades likely to build credibility quickly.
Safety and Security	High	Safety most cited critical issue. 34% selected Safety as top objective. Strong baseline expectations for secured buildings.	Strongly Protected. Only 11% willing to defer.	Integrate safety upgrades into all modernization phases. Communicate visibly.
Equity and Accessibility	High	28% prioritized equitable facilities. 31% selected Accessibility and Inclusivity as additional priority. Reinforced in qualitative responses.	Moderately Protected. 14% willing to defer.	Address campus disparities early to reduce perception gaps and build districtwide trust.
Special Education and Intervention Spaces	High	23% prioritized Special Education for facility investment. Repeated qualitative emphasis on inclusion.	Moderately Protected.	Integrate inclusive design into baseline standards rather than treating as program expansion.
STEM and Technology Integration	Medium to High	21% prioritized STEM. 25% selected reliable internet as baseline requirement.	Moderate	Ensure modernization supports instructional alignment without overshadowing stabilization priorities.
Career Technical Education Expansion	Medium to High	20% prioritized CTE investment. Education and Health Sciences ranked highest among pathways.	Moderate	Sequence CTE investment after stabilization. Focus on high demand pathways first.
Transportation and Site Access	Medium	31% identified as additional priority. Parking cited in improvement responses.	Moderate	Address circulation and parking improvements where visible and feasible to improve daily user experience.
Community Use and Partnerships	Medium	29% selected as additional priority. Qualitative support for multipurpose use.	Moderate	Frame select facility investments as community assets to strengthen future funding support.

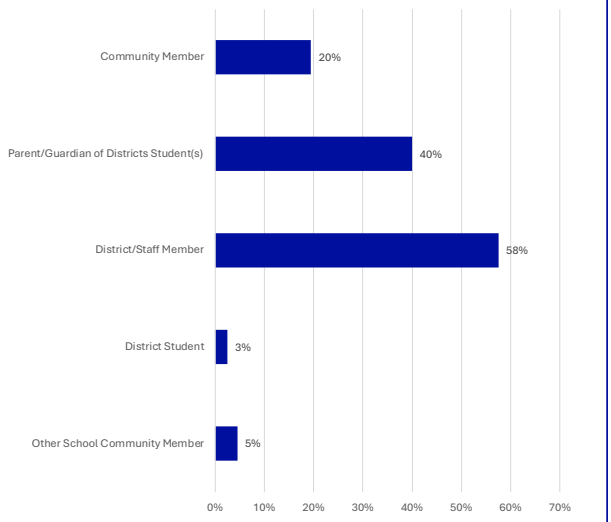
Priority Area	Importance Level	Evidence Signal Across Questions	Tradeoff Protection Level	Strategic Implication
Extracurricular and Athletic Enhancements	Medium to Low	20% prioritized. 30% identified as lowest priority if constrained.	Partially Deferrable	Position as Phase 2 or Phase 3 enhancements tied to broader modernization strategy.
Sustainability and Energy Efficiency	Low	3% selected as most important. 60% selected as lowest priority.	Highly Deferrable	Sequence after foundational improvements. Avoid positioning as primary driver of early investments.
Communication and Transparency	High Implementation Factor	50% prefer text and social media updates. Communication cited as improvement area.	Not Applicable	Critical to maintaining public trust during phased implementation or bond consideration.

Findings by Question

Question 1

1. What describes your relationship to the school district? (check all that apply)

Response	Count	Percent
Community Member	39	20%
Parent/Guardian of Districts Student(s)	80	40%
District/Staff Member	115	58%
District Student	5	3%
Other School Community Member	9	5%
Total	200	100%



The composition of respondents meaningfully shapes interpretation of the dataset. With 58% identifying as staff, operational perspectives on facility reliability, safety, and classroom functionality are strongly represented. Please note that participants could select more than one role, the chart reflects 248 total role selections from 200 participants.

Parent and guardian participation at 40% ensures that family experience is also embedded in the results. Parents are more likely to focus on safety, restroom conditions, site access, equity across campuses, and visible disparities. The combined staff and parent representation creates a dual lens dynamic, balancing internal system awareness with external user expectations.

Community member participation at 20% signals that facility planning is viewed as a broader civic issue, not solely an internal district matter. This is particularly relevant in the context of future capital planning or potential bond considerations, where broader public perception will influence feasibility.

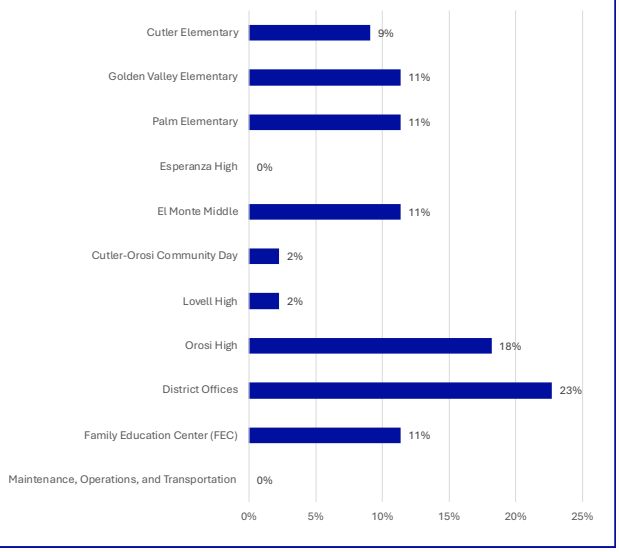
Direct student participation was limited at 3%, indicating that the findings primarily reflect adult perspectives. While student voice is indirectly represented through parents and staff, it is important to note that conclusions about student experience are filtered through adult interpretation.

Overall, the respondent profile provides a strong cross section of internal and external educational partners. The data slightly weights toward operational insight, which strengthens reliability on infrastructure issues, while still maintaining substantial family and community representation necessary for long term funding credibility.

Question 2

2. If you are an employee of the District, where do you primarily work?

Response	Count	Percent
Cutler Elementary	4	9%
Golden Valley Elementary	5	11%
Palm Elementary	5	11%
Esperanza High	0	0%
El Monte Middle	5	11%
Cutler-Orosi Community Day	1	2%
Lovell High	1	2%
Orosi High	8	18%
District Offices	10	23%
Family Education Center (FEC)	5	11%
Maintenance, Operations, and Transportation	0	0%
Total	44	100%



The distribution indicates broad representation across grade spans and operational levels, with a slight concentration at District Offices and the comprehensive high school. The 23% District Office participation suggests that system level perspectives are well represented in the dataset. This strengthens strategic insight into long term planning considerations, funding sequencing, and districtwide parity.

Elementary and middle school representation is relatively balanced across multiple campuses. This provides credible context for concerns related to classroom functionality, HVAC performance, restroom adequacy, and aging infrastructure that surface in later questions. Because feedback is distributed across sites rather than concentrated at a single campus, facility condition themes appear systemic rather than isolated.

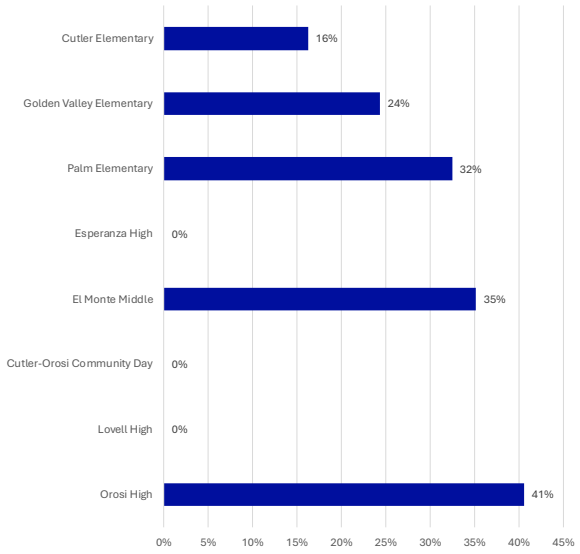
The absence of Maintenance, Operations, and Transportation responses is notable. However, infrastructure related concerns are consistently reflected throughout the broader dataset, suggesting that facility condition issues are sufficiently visible to instructional and administrative staff to influence perception independent of direct facilities personnel input.

Overall, employee representation supports the reliability of operational and infrastructure findings while also capturing districtwide planning perspectives. The slightly stronger secondary and district level presence may also help explain later emphasis on gymnasium capacity, Career Technical Education space, and multipurpose facility needs.

Question 3

3. If you have a child (or are a student) that attends school in the District, what school do they attend? (Select all that apply)

Response	Count	Percent
Cutler Elementary	6	16%
Golden Valley Elementary	9	24%
Palm Elementary	12	32%
Esperanza High	0	0%
El Monte Middle	13	35%
Cutler-Orosi Community Day	0	0%
Lovell High	0	0%
Orosi High	15	41%
Total	37	100%



Elementary representation remains meaningful, particularly at Palm Elementary and Golden Valley Elementary. These responses help ground concerns related to classroom condition, restroom adequacy, HVAC performance, and aging building wings. The balance between elementary and secondary participation supports cross grade reliability in infrastructure related themes.

At the middle school level, facility demands often shift from basic classroom adequacy to program diversification. El Monte Middle's 35% representation helps contextualize feedback related to expanded elective offerings, physical education space, and preparation for high school pathways. Middle school facilities must support both core instruction and exploratory programming, which may explain the visibility of modernization and flexible learning environment themes in later responses.

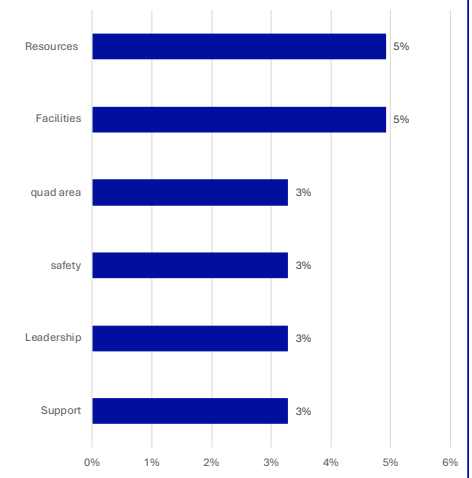
At the high school level, the 41% representation from Orosi High reinforces the importance of workforce aligned programming, athletic infrastructure, and large-scale gathering spaces. High schools serve as both instructional centers and community hubs, which aligns with comments referencing multipurpose facilities, new gymnasium space, and enhanced CTE pathways such as Education and Health Sciences. Secondary campuses also face higher expectations for technology integration, specialized labs, and career readiness infrastructure.

Overall, the school affiliation distribution provides critical interpretive context. The findings reflect both foundational facility concerns across grade levels and elevated expectations for specialized programming and space functionality at the middle and high school levels.

Question 4

4. In ONE word, please describe an area or focus where the District does well. (What are you most proud of in your schools?)

Response	Count	Percent
Resources	3	5%
Facilities	3	5%
quad area	2	3%
safety	2	3%
Leadership	2	3%
Support	2	3%
Campus is clean	1	2%
Mejores programas Banda	1	2%
Sports&muisic	1	2%
Collaboration	1	2%
Planning	1	2%
collegeprep	1	2%
Clean facilitie	1	2%
communication	1	2%
Kind	1	2%
Community	1	2%
Opportunities	1	2%
Community focus	1	2%
Programs	1	2%
Crosswalk	1	2%
Clean	1	2%
Dedicated	1	2%
Services	1	2%
Del Aprendisaje	1	2%
Cleanliness	1	2%
Dual Immersion	1	2%
Better programs	1	2%
Educación	1	2%
New buildings	1	2%
Education	1	2%
Opportunities	1	2%
Engagement	1	2%
Pool	1	2%
before school	1	2%
Proyectos	1	2%
Facilities	1	2%
Reading	1	2%
Graduation	1	2%
Safe	1	2%
Graduations!	1	2%
School culture	1	2%
students	1	2%
SPORTS	1	2%
The Library	1	2%
staffing	1	2%
Unaccountable	1	2%
Accessablility	1	2%
Grounds	1	2%
Todo esta bien	1	2%
Inclusive	1	2%
Welcoming	1	2%
innovation	1	2%
instalaciones	1	2%
Grand Total	61	100%



The distribution is notably broad. No single theme dominates perception of district strengths. Instead, positive sentiment is spread across physical environment, staff commitment, school culture, and program offerings. This indicates that educational partners perceive the District's strengths as multifaceted rather than concentrated in one flagship initiative.

Facilities appearing among the most frequently cited strengths is strategically important. Despite concerns about aging infrastructure and deferred maintenance elsewhere in the survey, respondents recognize visible improvements such as newer buildings, updated spaces, and campus upkeep. This suggests prior investments have generated perceptible value and provides credibility for continued phased modernization.

Leadership, Support, and School culture also surfaced as positive attributes. These responses reinforce that educational partner confidence in people remains strong. Even where infrastructure concerns exist, respondents express appreciation for educator dedication and student focused culture. This relational strength is a significant asset in future capital planning discussions.

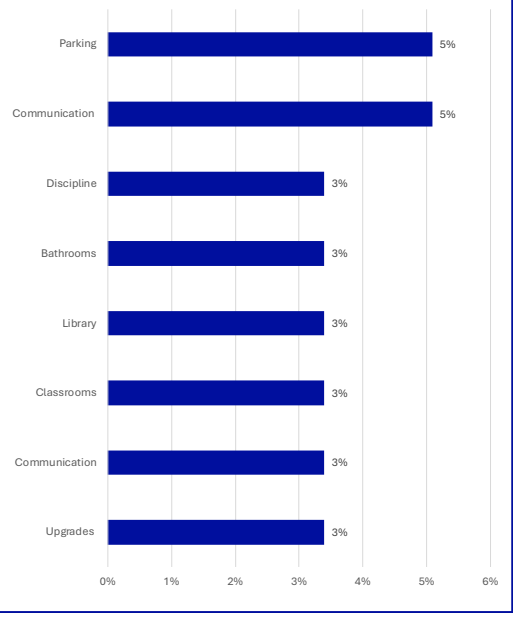
The absence of a dominant single strength may also indicate that educational partners view the District as steady rather than transformational. While there is broad appreciation, there is no overwhelming signature strength emerging from the data. From a strategic perspective, this creates opportunity. Visible and well communicated facility improvements could become a unifying point of pride if aligned with protected priorities such as safety, reliability, and equity.

Overall, Question 4 establishes an important contextual foundation. Educational partners approach facility planning from a position of goodwill toward the District's people and programs. That goodwill provides a stable platform for advancing necessary infrastructure investments, provided they are sequenced and communicated effectively.

Question 5

5. In ONE word, please describe an area or focus for improvement in the district. (A wish for the district)

Response	Count	Percent
Parking	3	5%
Communication	3	5%
Discipline	2	3%
Bathrooms	2	3%
Library	2	3%
Classrooms	2	3%
Communication	2	3%
Upgrades	2	3%
reading books	1	2%
New gym at OHS	1	2%
BEAUTIFICATION	1	2%
building	1	2%
Palm	1	2%
Buildings	1	2%
Staff	1	2%
Class Seating	1	2%
Libraries	1	2%
CLASS SPACES	1	2%
Oppertunities	1	2%
After school	1	2%
Parking Space	1	2%
Asistencia	1	2%
SpecialEduInclu	1	2%
Attendance	1	2%
Teachers	1	2%
compassion	1	2%
Información	1	2%
CORE	1	2%
Autonomy	1	2%
cosas Buenas	1	2%
None needed	1	2%
Autistas	1	2%
OT for special	1	2%
En asistencias	1	2%
Accountability	1	2%
Engagement	1	2%
Positive	1	2%
expansion	1	2%
seguridad	1	2%
Upgrades	1	2%
Stadium field	1	2%
accessibility	1	2%
Staff	1	2%
Funding	1	2%
Traffic	1	2%
Girls Restrooms	1	2%
Growth	1	2%
facilities	1	2%
Facilities	1	2%
Grand Total	59	100%



Unlike the strengths question, improvement responses show greater clustering around operational and infrastructure related concerns. Parking emerging as a top response aligns with later selections in Question 12, where Transportation and Site Access ranked among the highest additional priorities. This indicates that daily logistical challenges such as traffic flow, arrival and dismissal patterns, and parking availability are consistently visible to educational partners.

Bathrooms, Classrooms, Buildings, and Upgrades collectively reinforce the deferred maintenance theme that appears throughout the survey. When grouped, these responses reflect a tangible concern with the physical learning environment rather than abstract programmatic issues. This convergence between one-word responses and later quantitative prioritization strengthens the signal around modernization and system reliability.

Communication appearing both as a strength in Question 4 and as a leading improvement area here suggests variability in educational partner experience. While communication systems may exist, consistency, frequency, or clarity may differ across audiences or channels. From a bond or capital planning perspective, this underscores the importance of proactive, multi-channel updates tied to visible milestones.

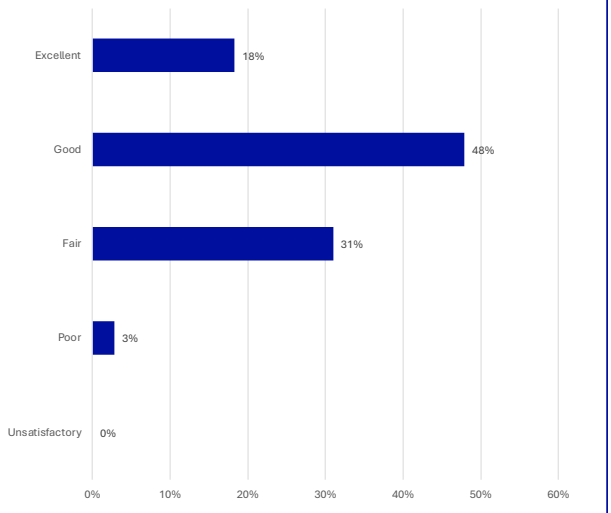
The relative absence of dominant academic or programmatic improvement words is also notable. While Teachers and Funding appear, they do not drive the distribution. Instead, improvement language is heavily concentrated around facilities, logistics, and operational clarity. This pattern supports the broader conclusion that educational partners see infrastructure stabilization as a priority condition for broader instructional progress.

Overall, Question 5 establishes that educational partners are not primarily seeking new initiatives, but visible, practical improvements in daily experience. Addressing these tangible concerns early in a phased capital strategy would likely generate measurable perception gains.

Question 6

6. What is your perception of the overall condition of the school facilities in the school(s) you are associated with?

Response	Count	Percent
Excellent	13	18%
Good	34	48%
Fair	22	31%
Poor	2	3%
Unsatisfactory	0	0%
Total	71	100%



The data presents a balanced but important signal. 66% of respondents rate facilities positively as Excellent or Good. At the same time, 34% rate facilities as Fair or Poor. This indicates that while facilities are not perceived as failing systemwide, a meaningful portion of educational partners see visible condition gaps.

The absence of Unsatisfactory ratings suggests the District is not facing a crisis level perception issue. However, the 31% selecting Fair represents a substantial segment of the community who perceive aging infrastructure, deferred maintenance, or uneven campus conditions. In capital planning terms, this is a vulnerability threshold. Facilities are viewed as serviceable but not consistently high quality.

From a strategic perspective, this perception profile supports a targeted modernization approach rather than wholesale replacement. Educational partners are not signaling that the system is broken, but they are clearly signaling that condition improvements are needed. Incremental, visible upgrades in high impact areas such as restrooms, HVAC, roofing, and classroom finishes could shift perception meaningfully.

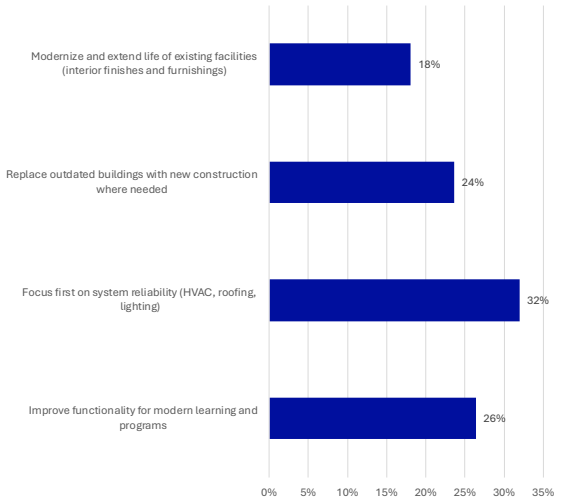
Importantly, this perception aligns with earlier improvement language focused on bathrooms, classrooms, and upgrades. It also reinforces later prioritization of Building Condition and system reliability. The consistency across perception and prioritization questions strengthens the credibility of the stabilization signal.

Overall, Question 6 indicates that the District enters capital planning from a position of moderate stability with clear opportunity. Facilities are not viewed as inadequate, but visible and equitable modernization will be necessary to maintain confidence, particularly in the context of potential future funding initiatives.

Question 7

7. When funding is limited, which approach should the district prioritize?

Response	Count	Percent
Modernize and extend life of existing facilities (interior finishes and furnishings)	13	18%
Replace outdated buildings with new construction where needed	17	24%
Focus first on system reliability (HVAC, roofing, lighting)	23	32%
Improve functionality for modern learning and programs	19	26%
Total	72	100%



The leading response, system reliability at 32%, establishes a clear stabilization priority. Educational partners signal that core infrastructure performance outweighs cosmetic upgrades or full replacement as an initial step. Reliability appears to function as a threshold condition. If systems are not functioning properly, other investments are perceived as premature.

When grouping responses that extend or stabilize existing facilities, including system reliability and modernization of interiors, 50% of respondents favor improving current assets before pursuing full replacement. This indicates broad support for phased modernization rather than immediate large scale new construction.

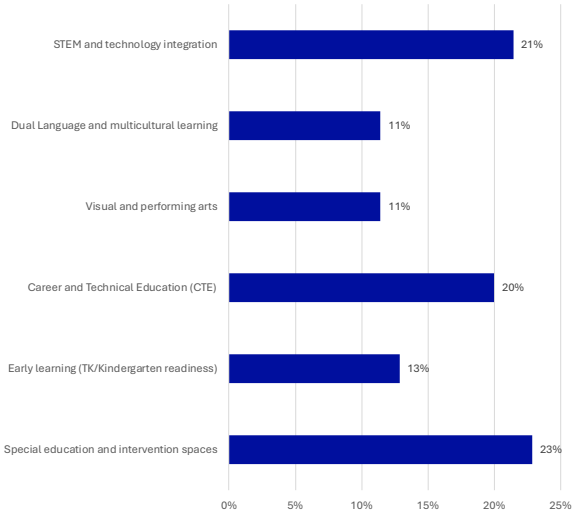
The 26% prioritizing functionality for modern learning environments reflects meaningful support for instructional alignment. Educational partners recognize the importance of evolving space design, but they place it behind system stability. Replacement of outdated buildings at 24% suggests targeted new construction may be appropriate in specific cases, but not as the primary districtwide strategy.

From a capital planning perspective, Question 7 clarifies sequencing expectations. Educational partners favor a strategy that first addresses foundational infrastructure gaps, then advances learning environment enhancements, and only selectively pursues full replacement where clearly justified. This prioritization framework is consistent with perception data from Question 6 and establishes a defensible roadmap for phased investment.

Question 8

8. Facilities should support instructional programs like STEM, Dual Language Immersion, arts, and career education. Which programs should be prioritized for facility investment?

Response	Count	Percent
STEM and technology integration	15	21%
Dual Language and multicultural learning	8	11%
Visual and performing arts	8	11%
Career and Technical Education (CTE)	14	20%
Early learning (TK/Kindergarten readiness)	9	13%
Special education and intervention spaces	16	23%
Total	70	100%



The highest ranked category, Special Education at 23%, reinforces the strong equity signal present throughout the dataset. Educational partners are not positioning inclusive and intervention spaces as enhancements, but as priority investments. This aligns with earlier emphasis on accessibility, inclusive design, and respectful treatment of students with disabilities.

STEM and technology integration at 21% reflects recognition that modern instructional delivery requires specialized space, infrastructure, and reliable connectivity. When considered alongside the 25% selection of reliable internet as a baseline standard in Question 13, the data indicates that technology is viewed both as a foundational utility and as a programmatic growth area.

Career and Technical Education at 20% demonstrates strong support for workforce aligned programming. While slightly below Special Education and STEM, CTE remains a top tier priority. Educational partners appear to value programs that provide tangible postsecondary pathways and economic mobility.

Early learning, Dual Language, and the arts remain valued but fall into a secondary tier when respondents are required to prioritize facility investment. This does not indicate lack of support, but rather sequencing preference. Educational partners appear to favor investments that address intervention needs, workforce readiness, and technology integration first.

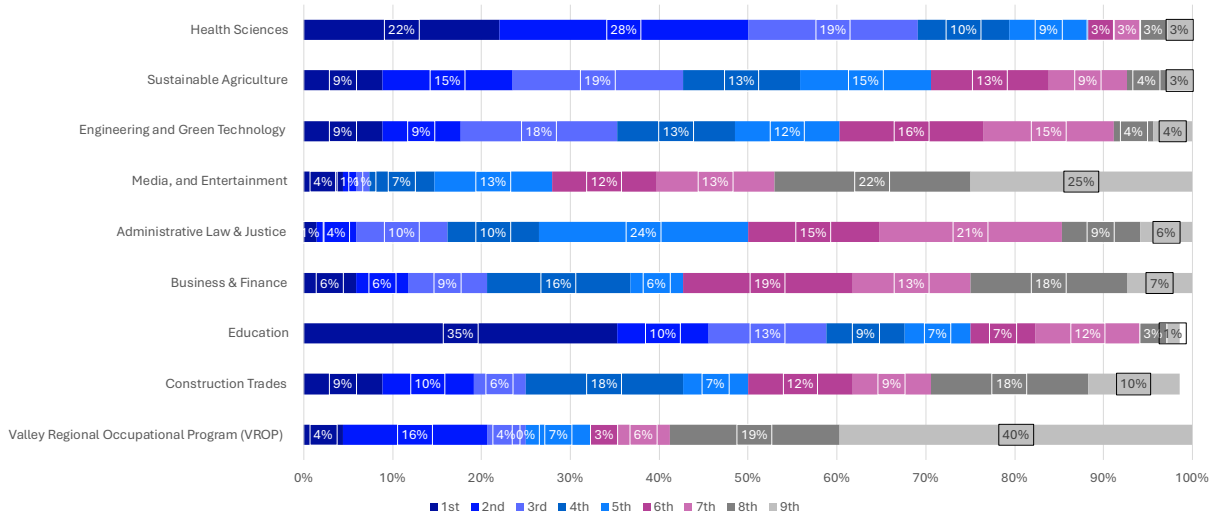
From a capital planning perspective, Question 8 clarifies that program expansion should be targeted and aligned to equity and workforce outcomes. Facility investments tied to Special Education, STEM infrastructure, and high demand CTE pathways will likely receive stronger community support than broad based program enhancements.

Question 9

9. Career and Technical Education (CTE) programs require different levels of space, equipment, and investment. Please rank the following CTE pathways in order of priority for future district investment, with 1 = highest priority. (Consider student demand, career opportunities, and the facilities or equipment needed to support each program.)

CTE Program	1		2		3		4		5		6		7		8		9	
Health Sciences	15	22%	**19**	**28%**	**13**	**19%**	7	10%	6	9%	2	3%	2	3%	2	3%	2	3%
Sustainable Agriculture	6	9%	10	15%	**13**	**19%**	9	13%	10	15%	9	13%	6	9%	3	4%	2	3%
Engineering and Green Technology	6	9%	6	9%	12	18%	9	13%	8	12%	11	16%	10	15%	3	4%	3	4%
Media, and Entertainment	3	4%	1	1%	1	1%	5	7%	9	13%	8	12%	9	13%	**15**	**22%**	17	25%
Administrative Law & Justice	1	1%	3	4%	7	10%	7	10%	**16**	**24%**	10	15%	**14**	**21%**	6	9%	4	6%
Business & Finance	4	6%	4	6%	6	9%	11	16%	4	6%	**13**	**19%**	9	13%	12	18%	5	7%
Education	**24**	**35%**	7	10%	9	13%	6	9%	5	7%	5	7%	8	12%	2	3%	1	1%
Construction Trades	6	9%	7	10%	4	6%	**12**	**18%**	5	7%	8	12%	6	9%	12	18%	7	10%
Valley Regional Occupational Program (VROP)	3	4%	11	16%	3	4%	0	0%	5	7%	2	3%	4	6%	13	19%	**27**	**40%**
Total	68	100%	68	100%	68	100%	66	97%	68	100%	68	100%	68	100%	68	100%	68	100%

9. Career and Technical Education (CTE) programs require different levels of space, equipment, and investment. Please rank the following CTE pathways in order of priority for future district investment, with 1 = highest priority. (Consider student demand, career opportunities, and the facilities or equipment needed to support each program.)



Looking beyond first place rankings provides additional clarity. Health Sciences demonstrated strong consistency across the top three ranks, with 28% ranking it second and 19% ranking it third. Education also maintained strong positioning beyond first place, indicating broad and durable support rather than narrow preference concentration.

At the lower end of prioritization, the Valley Regional Occupational Program received 40% of ninth place rankings, signaling it is viewed as the least urgent area for new district investment. Media

and Entertainment also showed concentrated lower rankings, with 25% placing it ninth. Administrative Law and Justice skewed toward middle and lower ranks, suggesting moderate but not leading support.

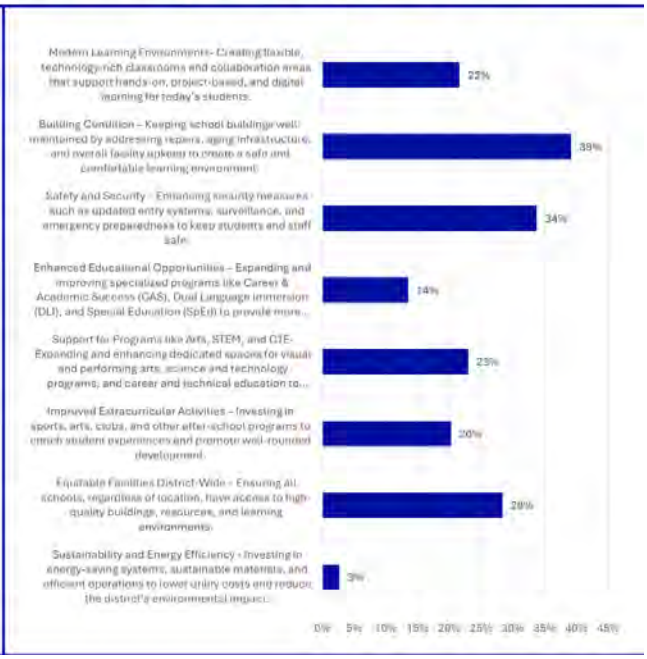
The ranking structure reveals a clear tiering of interest. Education and Health Sciences form the top tier, reflecting strong community alignment with workforce stability, service-oriented professions, and accessible postsecondary pathways. Construction Trades, Sustainable Agriculture, and Engineering represent a second tier with consistent but less concentrated support. Media and specialized regional programs form a lower tier for near term capital prioritization.

From a strategic perspective, this ranking exercise is particularly valuable because it forces tradeoffs rather than broad endorsement. Educational partners are signaling that if CTE investment must be sequenced, initial emphasis should be placed on Education and Health Sciences, followed by targeted development of trades and technical pathways. This provides defensible guidance for phased CTE facility investment aligned to both workforce relevance and community preference intensity.

Question 10

10. What facility planning objectives are MOST important to you? (Choose 2)

Response	Count	Percent
Modern Learning Environments- Creating flexible, technology-rich classrooms and collaboration areas that support hands-on, project-based, and digital learning for today's students.	16	22%
Building Condition – Keeping school buildings well-maintained by addressing repairs, aging infrastructure, and overall facility upkeep to create a safe and comfortable learning environment.	29	39%
Safety and Security – Enhancing security measures such as updated entry systems, surveillance, and emergency preparedness to keep students and staff safe.	25	34%
Enhanced Educational Opportunities – Expanding and improving specialized programs like Career & Academic Success (CAS), Dual Language Immersion (DLI), and Special Education (SpEd) to provide more learning options for all students.	10	14%
Support for Programs like Arts, STEM, and CTE- Expanding and enhancing dedicated spaces for visual and performing arts, science and technology programs, and career and technical education to prepare students for college, careers, and creative expression.	17	23%
Improved Extracurricular Activities – Investing in sports, arts, clubs, and other after-school programs to enrich student experiences and promote well-rounded development.	15	20%
Equitable Facilities District-Wide – Ensuring all schools, regardless of location, have access to high-quality buildings, resources, and learning environments.	21	28%
Sustainability and Energy Efficiency - Investing in energy-saving systems, sustainable materials, and efficient operations to lower utility costs and reduce the district's environmental impact.	2	3%
Total	74	100%



The dominance of Building Condition and Safety establishes a clear hierarchy. When combined, 73% of respondents selected one of these 2 foundational objectives. Educational partners are signaling that physical reliability and student protection are not enhancement initiatives but baseline obligations.

Equitable Facilities at 28% reinforces that condition alone is not sufficient. Educational partners are concerned with consistency across campuses. This suggests that visible disparities between schools may undermine confidence even if overall facility ratings remain moderate. Equity is framed not as a separate initiative but as an expectation embedded within modernization.

Program support and Modern Learning Environments form a secondary priority tier. Roughly 1 in 4 respondents selected these objectives, indicating meaningful but conditional support. The sequencing implication is clear: instructional enhancements are supported once foundational reliability and safety are addressed.

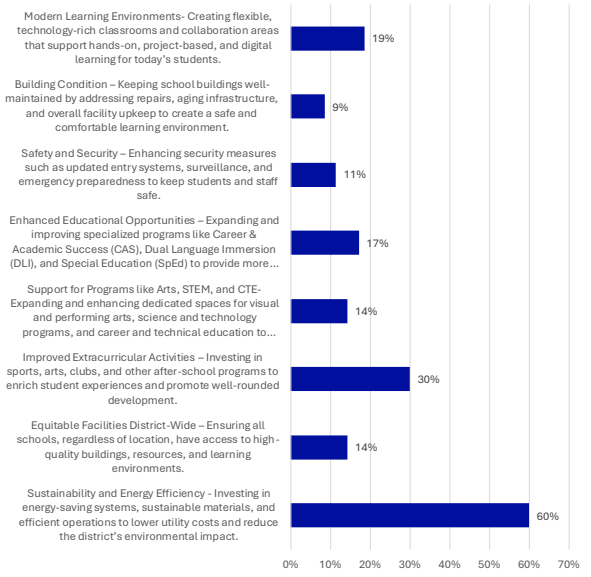
The 3% selection of Sustainability and Energy Efficiency is particularly instructive. While environmentally responsible planning may remain important from a governance standpoint, it is not viewed by educational partners as an immediate capital driver. In constrained funding environments, sustainability initiatives may require careful positioning within broader modernization efforts.

Overall, Question 10 clarifies protected priorities. Building Condition, Safety, and Equity represent the core objectives educational partners expect the District to advance first. Programmatic expansion and modernization are supported, but within a phased framework that protects foundational standards.

Question 11

11. If difficult choices must be made, which would be your LOWEST priorities for now? (Choose 2)

Response	Count	Percent
Modern Learning Environments- Creating flexible, technology-rich classrooms and collaboration areas that support hands-on, project-based, and digital learning for today's students.	13	19%
Building Condition – Keeping school buildings well-maintained by addressing repairs, aging infrastructure, and overall facility upkeep to create a safe and comfortable learning environment.	6	9%
Safety and Security – Enhancing security measures such as updated entry systems, surveillance, and emergency preparedness to keep students and staff safe.	8	11%
Enhanced Educational Opportunities – Expanding and improving specialized programs like Career & Academic Success (CAS), Dual Language Immersion (DLI), and Special Education (SpEd) to provide more learning options for all students.	12	17%
Support for Programs like Arts, STEM, and CTE - Expanding and enhancing dedicated spaces for visual and performing arts, science and technology programs, and career and technical education to prepare students for college, careers, and creative expression.	10	14%
Improved Extracurricular Activities – Investing in sports, arts, clubs, and other after-school programs to enrich student experiences and promote well-rounded development.	21	30%
Equitable Facilities District-Wide – Ensuring all schools, regardless of location, have access to high-quality buildings, resources, and learning environments.	10	14%
Sustainability and Energy Efficiency - Investing in energy-saving systems, sustainable materials, and efficient operations to lower utility costs and reduce the district's environmental impact.	42	60%
Total	70	100%



This question provides critical tradeoff clarity when paired with Question 10. Objectives that ranked highest as most important, Building Condition and Safety, rank among the lowest in terms of deferral tolerance. Only 9% were willing to defer Building Condition and 11% Safety. These areas function as protected priorities in the public mindset.

The 60% selection of Sustainability as a lowest priority aligns directly with its 3% selection as a most important objective. Educational partners demonstrate pragmatic sequencing expectations. While sustainability may be viewed positively in principle, it is not seen as urgent relative to reliability, safety, and equity.

Improved Extracurricular Activities at 30% suggests that enrichment spaces are valued but conditionally. Educational partners appear willing to sequence these investments after foundational infrastructure improvements. However, the percentage is meaningfully lower than the sustainability deferral rate, indicating that extracurricular enhancements still carry moderate support.

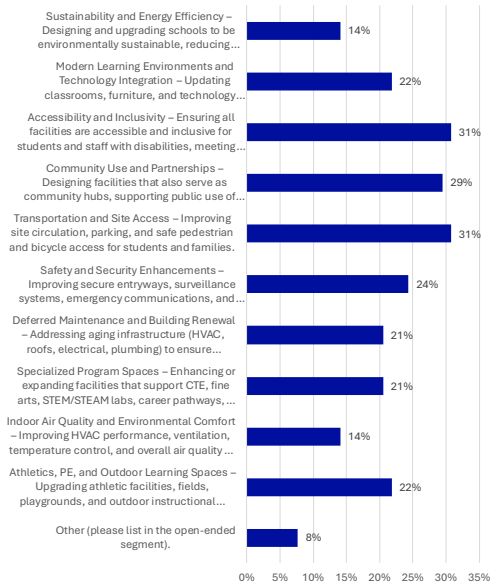
Taken together, Questions 10 and 11 establish a clear prioritization hierarchy. Building Condition, Safety, and Equity are protected. Program enhancements and sustainability initiatives are conditionally supported but deferrable. This tradeoff tolerance profile provides a defensible framework for phased capital planning and strengthens the District's ability to justify sequencing decisions in future funding discussions.

Question 12

12. Are there any additional facility priorities not already reflected above that you believe should be considered in future planning efforts? (Select all that apply)

Response	Count	Percent
Sustainability and Energy Efficiency – Designing and upgrading schools to be environmentally sustainable, reducing energy costs, and promoting green practices through renewable energy and efficient systems.	11	14%
Modern Learning Environments and Technology Integration – Updating classrooms, furniture, and technology infrastructure to support flexible, collaborative, and technology-rich instruction.	17	22%
Accessibility and Inclusivity – Ensuring all facilities are accessible and inclusive for students and staff with disabilities, meeting or exceeding ADA standards, and providing equitable access to all programs and spaces.	24	31%
Community Use and Partnerships – Designing facilities that also serve as community hubs, supporting public use of gyms, fields, meeting rooms, and event spaces.	23	29%
Transportation and Site Access – Improving site circulation, parking, and safe pedestrian and bicycle access for students and families.	24	31%
Safety and Security Enhancements – Improving secure entryways, surveillance systems, emergency communications, and overall campus safety features.	19	24%
Deferred Maintenance and Building Renewal – Addressing aging infrastructure (HVAC, roofs, electrical, plumbing) to ensure buildings remain functional, reliable, and cost-efficient.	16	21%
Specialized Program Spaces – Enhancing or expanding facilities that support CTE, fine arts, STEM/STEAM labs, career pathways, and other specialized learning environments.	16	21%
Indoor Air Quality and Environmental Comfort – Improving HVAC performance, ventilation, temperature control, and overall air quality to create healthier learning environments.	11	14%
Athletics, PE, and Outdoor Learning Spaces – Upgrading athletic facilities, fields, playgrounds, and outdoor instructional areas to support physical education and extracurricular programs.	17	22%
Other (please list in the open-ended segment).*	6	8%
Total	78	100%

"Other" Responses*
Elementaries need gyms to conduct Physical Education
N/A
Más atención en la comunidad autista, solo se enfocan en la comunidad de niños 'normales
Cutler Kitchen/Bakery
Have students learn in actual classrooms instead of aged portables



The prominence of Accessibility and Inclusivity at 31% reinforces that equity is not viewed as a supplemental initiative. Educational partners expect inclusive design, ADA accessibility, and appropriate facilities for students with disabilities to be integrated into planning decisions. This aligns with strong qualitative feedback regarding respectful treatment, trained staff, and inclusive environments.

Transportation and Site Access matching that 31% level indicates that daily logistical challenges remain highly visible. Parking, traffic flow, and safe pedestrian access are operational issues that affect family experience immediately and consistently. Improvements in this area may yield disproportionate perception gains relative to cost.

Community Use and Partnerships at 29% signals that facilities are viewed as public assets beyond instructional use. Respondents support spaces that can host events, community programs, and adult engagement. This theme aligns with interest in multipurpose facilities and workforce aligned programs that extend beyond the traditional school day.

The 21% selection of Deferred Maintenance confirms that infrastructure reliability continues to surface even when presented in expanded priority options. This further strengthens the stabilization signal observed in Questions 6, 7, 10, and 11.

Open ended responses within the Other category provide targeted insight. Requests included additional physical education space at elementary sites, support for autistic students, culinary kitchen facilities, and replacing portable classrooms with permanent structures. These comments emphasize both equity and permanence, indicating sensitivity to visible facility disparities.

Overall, Question 12 expands the planning lens beyond core condition and safety. Educational partners expect comprehensive facility planning that addresses accessibility, site logistics, community integration, and long-term structural permanence. While stabilization remains

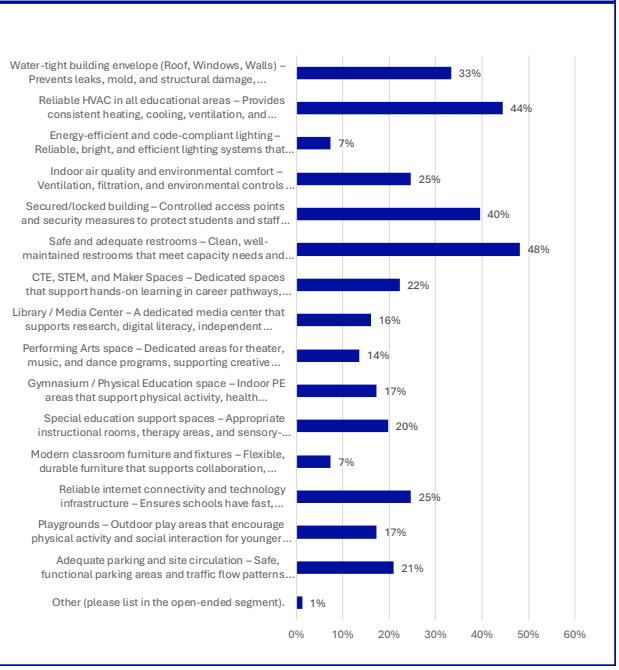
foundational, comprehensive modernization is expected to reflect these broader operational and equity considerations.

Question 13

13. Of the following options, what should be included in a school facility's basic standard requirements? (Choose 5)

Response	Count	Percent
Water-tight building envelope (Roof, Windows, Walls) – Prevents leaks, mold, and structural damage, ensuring a safe and comfortable learning environment.	27	33%
Reliable HVAC in all educational areas – Provides consistent heating, cooling, ventilation, and humidity control to maintain a comfortable and healthy learning environment year-round.	36	44%
Energy-efficient and code-compliant lighting – Reliable, bright, and efficient lighting systems that support learning and reduce operational costs.	6	7%
Indoor air quality and environmental comfort – Ventilation, filtration, and environmental controls that maintain a healthy learning environment.	20	25%
Secured/locked building – Controlled access points and security measures to protect students and staff from unauthorized entry.	32	40%
Safe and adequate restrooms – Clean, well-maintained restrooms that meet capacity needs and support student privacy.	39	48%
CTE, STEM, and Maker Spaces – Dedicated spaces that support hands-on learning in career pathways, science, technology, engineering, math, and innovation-focused activities.	18	22%
Library / Media Center – A dedicated media center that supports research, digital literacy, independent reading, and group learning.	13	16%
Performing Arts space – Dedicated areas for theater, music, and dance programs, supporting creative expression and extracurricular activities.	11	14%
Gymnasium / Physical Education space – Indoor PE areas that support physical activity, health instruction, and school assemblies.	14	17%
Special education support spaces – Appropriate instructional rooms, therapy areas, and sensory-friendly environments to meet the needs of students requiring specialized services.	16	20%
Modern classroom furniture and fixtures – Flexible, durable furniture that supports collaboration, movement, and varied instructional approaches.	6	7%
Reliable internet connectivity and technology infrastructure – Ensures schools have fast, dependable internet and the core infrastructure necessary to support digital learning.	20	25%
Playgrounds – Outdoor play areas that encourage physical activity and social interaction for younger students.	14	17%
Adequate parking and site circulation – Safe, functional parking areas and traffic flow patterns that support arrival, dismissal, and visitor access.	17	21%
Other (please list in the open-ended segment).*	1	1%
Total	81	100%

Other" Response
Más mobiliario e inmersión en apoyar a estudiantes con capacidades especiales, en especial autismo



The results define what educational partners consider non-negotiable minimum conditions. Restrooms, HVAC, building security, and structural integrity form the core baseline cluster. These are not enhancement expectations. They are viewed as essential components of a safe and functional school environment.

The 48% prioritization of restrooms is particularly significant. This aligns directly with qualitative concerns regarding bathroom privacy, capacity, and age-appropriate accommodations. Restroom conditions are highly visible and directly tied to student experience, which elevates it beyond routine maintenance.

Reliable HVAC and Indoor air quality together reinforce that environmental comfort, and health conditions are central to educational partner expectations. Combined with the 33% selection of a watertight building envelope, the data reflects strong concern about leaks, mold, temperature control, and long-term building durability.

Reliable internet connectivity at 25% indicates that while broader modernization initiatives may be deferrable, core digital infrastructure is viewed as a baseline utility. Educational partners differentiate between technology integration as an instructional enhancement and reliable connectivity as an operational necessity.

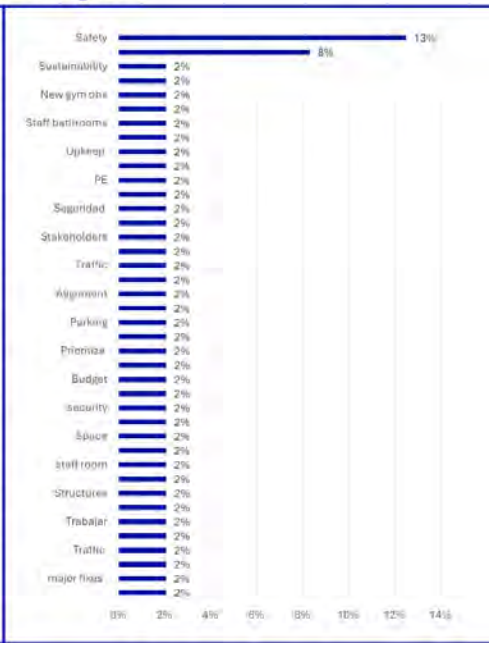
Special Education support spaces at 20% and CTE related spaces at 22% demonstrate that inclusive and workforce aligned programming is expected to be integrated into basic standards rather than treated as optional expansions. This reinforces the equity and workforce alignment themes identified earlier.

Overall, Question 13 clarifies the distinction between foundational standards and enhancement investments. Educational partners define baseline facility adequacy in terms of safety, reliability, environmental health, privacy, and essential infrastructure. Capital planning that addresses these elements first will align directly with articulated community expectations.

Question 14

14. In ONE word, please describe what you feel is the most critical issue to be addressed in the development of the facility optimization plan.

Response	Count	Percent
Safety	6	13%
Funding	4	8%
Sustainability	1	2%
Restroom facili	1	2%
New gym ohs	1	2%
Buildings	1	2%
Staff bathrooms	1	2%
classrooms	1	2%
Upkeep	1	2%
education	1	2%
PE	1	2%
education!	1	2%
Seguridad	1	2%
entretenimiento	1	2%
Stakeholders	1	2%
equitability	1	2%
Traffic	1	2%
Estacionamiento	1	2%
Alignment	1	2%
Facility space	1	2%
Parking	1	2%
Functional	1	2%
Prioritize	1	2%
Asbestos	1	2%
Budget	1	2%
Safety	1	2%
security	1	2%
Funtional	1	2%
Space	1	2%
Inclusión	1	2%
staff room	1	2%
Infrastructure	1	2%
Structures	1	2%
Innovative	1	2%
Trabajar	1	2%
libraries	1	2%
Traffic	1	2%
longevity	1	2%
major fixes	1	2%
Money	1	2%
Grand Total	48	100%



Although the distribution is dispersed, the prominence of Safety reinforces its position as the central organizing theme across the dataset. Safety has consistently ranked among the highest priorities in planning objectives, baseline standards, and condition perception. Its recurrence here suggests that educational partners evaluate the entire optimization plan through a safety lens rather than viewing it as one objective among many.

Funding as the second most cited word introduces a pragmatic dimension. Respondents demonstrate awareness that capital planning decisions are constrained by financial reality. This aligns with the strong tradeoff clarity observed in Questions 10 and 11, where educational partners protect core priorities while signaling tolerance for sequencing enhancements.

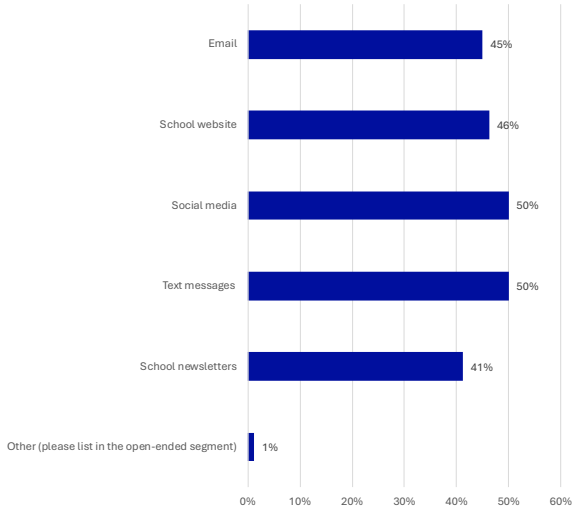
The dispersion of remaining words provides additional texture. Terms such as Infrastructure, Major fixes, Buildings, and Classrooms reinforce the deferred maintenance narrative. Equity and Inclusion related language connects back to expectations around accessibility and parity. Traffic and Parking link to site logistics concerns identified earlier.

The absence of a dominant programmatic word suggests that respondents view the most critical issue not as expansion or innovation, but as foundational reliability and responsible prioritization. Question 14 serves as a consistency check across the dataset. It confirms that safety and fiscal discipline frame educational partner expectations for the Facility Optimization Plan.

Question 15

15. What is the best way for the District to share updates and information about the facility planning process? (Select all that apply)

Response	Count	Percent
Email	36	45%
School website	37	46%
Social media	40	50%
Text messages	40	50%
School newsletters	33	41%
Other (please list in the open-ended segment)	1	1%
Total	80	100%



The distribution indicates a strong preference for direct, timely, and easily accessible communication channels. Text messaging and social media leading at 50% suggests educational partners expect concise, real-time updates delivered through platforms they already use regularly. These channels allow for rapid dissemination and frequent touchpoints, which are critical during phased capital planning or bond related discussions.

Traditional digital platforms remain important. With 46% selecting the school website and 45% selecting email, educational partners still value formal documentation and structured updates. The data does not indicate a shift away from traditional communication, but rather an expectation of layered outreach.

The relatively even distribution across all primary digital channels reinforces that no single method is sufficient. A multi-channel communication strategy will be necessary to maintain broad reach and consistent messaging. This is particularly important given that Communication also surfaced as an improvement area earlier in the survey.

From a strategic standpoint, Question 15 highlights implementation risk. Even well sequenced facility investments may face resistance if updates are perceived as infrequent, unclear, or inconsistent. Transparent communication tied to visible progress milestones will be critical to sustaining public confidence throughout the optimization process.

Question 16

16. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the District?

Modernize & Repair Core Facilities

Key Takeaway: Stakeholders consistently emphasize that basic facility functionality must be addressed to ensure safe and effective learning environments.

- Reports of plumbing failures, leaking classrooms requiring sandbags, restroom deficiencies, and HVAC discomfort suggest unresolved deferred maintenance issues. These concerns directly affect daily student experience.
- Perceived inequities between newer buildings and aging classroom wings raise fairness concerns across campuses.
- Respondents clearly connect functional classrooms with academic success, signaling that foundational repairs should precede expansion efforts.

Strengthen Safety & Environmental Protections

Key Takeaway: Families expect visible, proactive measures that protect students in both routine and emergency scenarios.

- Requests for more secure buildings and intruder preparedness planning indicate a desire for structured, districtwide safety protocols.
- Concerns about extreme heat, rain, and cold during PE highlight the need for weather-resilient outdoor planning.
- Bathroom supervision, functioning locks, and age-appropriate facilities reflect day-to-day safety priorities beyond major emergencies.

Recenter Academic Quality & Teacher Investment

Key Takeaway: Several responses question whether facility investments are being prioritized over instructional quality and teacher stability.

- Concerns about early literacy, real-world course relevance, and student preparedness suggest anxiety about core academic outcomes.
- Teacher retention and compensation were explicitly mentioned, reflecting community awareness of staffing instability.
- Some comments signal frustration with leadership direction, underscoring the need for clearer communication around priorities and impact.

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16. Do you have any additional thoughts on this topic or information you want to share? Do you have any additional recommendations for the District?

Advance Equity & Inclusive Student Experience

Key Takeaway: Equity emerged as both a facilities issue and a cultural expectation within schools.

- Strong calls for respectful treatment, visibility, and trained staff to support autistic and special education students reflect concerns about discrimination and dignity.
- Requests to teach kindness and improve peer interactions suggest inclusion must extend beyond compliance into school culture.
- Age-appropriate restroom accommodations and accessible design are viewed as essential to equitable student support.

Expand Career Pathways & Community-Centered Spaces

Key Takeaway: Stakeholders also see facilities as an opportunity to expand programming, athletics, and community engagement.

- Interest in a Food & Hospitality pathway facility—potentially doubling as a district master kitchen—signals demand for workforce-aligned CTE expansion.
- Requests for a new high school gymnasium, improved bleachers, and multipurpose access highlight athletic capacity constraints.
- Support for modernized libraries, extracurricular spaces, community events, and FEC improvements reflects a desire for schools to function as community hubs.
- Explicit mention of a bond indicates awareness that significant upgrades may require new funding mechanisms.

Open ended responses reinforce and intensify the patterns observed throughout the structured questions. While several respondents indicated no additional comments, substantive responses clustered around 5 consistent themes: core facility repair, safety, equity and inclusion, academic alignment, and program expansion.

Findings by Question

Facility functionality concerns were highly specific. Respondents referenced plumbing failures, leaking classrooms requiring sandbags, broken restroom locks, lack of sanitary disposal options for upper grade students, HVAC systems creating uncomfortable classroom environments, and aging classroom wings. These comments move the stabilization theme from abstract prioritization to lived experience. Educational partners are not reacting to theoretical maintenance issues. They are describing visible and daily disruptions.

Safety concerns extended beyond emergency planning into operational conditions. Comments included requests for more secure buildings, structured intruder response planning, supervision in restrooms, weather protection during physical education, and athletic facility crowding. This reinforces that safety is interpreted broadly, encompassing both crisis preparedness and everyday student protection.

Equity and inclusion emerged with strong emotional intensity. One detailed response described perceived discrimination toward autistic students and emphasized the need for trained staff, dignity, and genuine inclusion rather than compliance driven service. Additional comments referenced teaching kindness toward special education students and ensuring age-appropriate restroom accommodations. These responses indicate that facility planning is viewed through both a physical and cultural equity lens.

Academic alignment and staffing concerns were also raised. Several respondents questioned whether facilities investments were being prioritized over literacy outcomes, teacher retention, and instructional quality. This does not represent opposition to facility modernization, but rather a demand for clearer alignment between capital spending and academic performance.

Program expansion themes were consistent with earlier quantitative data. Respondents advocated for a Food and Hospitality pathway facility that could function as a district master kitchen, expanded gymnasium capacity, improved bleachers, modernized libraries, and enhanced multipurpose spaces. These comments align with interest in Career Technical Education, athletic capacity, and community centered facilities.

Communication expectations were explicitly stated. Respondents emphasized transparent planning, continued engagement, and visible progress updates. This reinforces the importance of consistent outreach identified in Question 15.

Collectively, the qualitative responses validate the quantitative findings and elevate their urgency. Educational partners are asking the District to repair and modernize core systems, strengthen safety, embed equity into design and culture, and sequence program expansion responsibly. The intensity and specificity of these comments suggest that visible early action on foundational issues will materially influence long term public confidence in the Facility Optimization Plan.

Conclusion

The February 2026 community engagement process provides clear, consistent direction for the District's Facility Optimization Plan. Across perception ratings, prioritization exercises, baseline standards, tradeoff questions, and open-ended feedback, educational partners articulate a disciplined hierarchy of expectations.

First, core facility reliability and safety are protected priorities. Building Condition, system reliability, restroom adequacy, HVAC performance, and secured campuses consistently rank as essential and non-deferrable. When respondents are asked to make tradeoffs, these areas remain shielded. This establishes a strong mandate for stabilization and modernization as the initial phase of capital investment.

Second, equity is embedded in educational partner expectations. Accessibility, inclusive design, parity across campuses, and appropriate support for students with disabilities are viewed as baseline requirements rather than optional enhancements. Visible disparities between campuses may undermine confidence even if overall conditions are rated Good. Addressing equity early in the sequencing framework will be critical to sustaining districtwide trust.

Third, educational partners support targeted program expansion aligned to workforce readiness and instructional modernization. Special Education spaces, STEM infrastructure, and high demand Career Technical Education pathways such as Education and Health Sciences received strong support. However, respondents signal that these investments should not outpace foundational infrastructure repairs.

Fourth, educational partners demonstrate fiscal pragmatism. Sustainability initiatives and certain enrichment enhancements are viewed as deferrable if resources are constrained. This tradeoff clarity provides the District with defensible sequencing flexibility while maintaining alignment with community priorities.

Finally, implementation success will depend on transparent and consistent communication. Educational partners expect frequent updates delivered through multiple channels. Clear articulation of sequencing logic, visible progress milestones, and alignment between facility investment and student outcomes will materially influence public confidence.

The direction is not ambiguous. The community expects the District to first stabilize and modernize core systems, ensure safety and equitable standards across campuses, and then advance strategic program investments aligned to student success and workforce mobility.

The opportunity ahead is not simply to repair facilities, but to demonstrate disciplined prioritization. A phased capital strategy grounded in protected priorities, supported by visible early improvements, and communicated transparently will position the District to build sustained public trust and strengthen feasibility for future funding considerations

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Appendix F –BASYS Scoring Reports

This section includes the **BASYS scoring reports** for each school site within the District. The reports provide detailed evaluations in the following categories:

- **Building Condition**
- **Educational Suitability**
- **Grounds Condition**
- **Technology Readiness**

These reports serve as a valuable reference for understanding the current state of facilities and identifying areas for improvement. **For complete condition details on each site, please see Appendix A- Comprehensive Site Profiles.**

BASYS Assessment Reports

Cutler Elementary School



Building Condition – Educational Suitability – Technology Readiness – Grounds Condition

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Technology Readiness Condition Assessment

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Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	100%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Good**	**10**	**10**	
LAN Connectivity	**Good**	**10**	**10**	
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**Good**	**5**	**5**	
WAN Backbone	**Good**	**10**	**10**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.84%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Good**	**4**	**5**	
Interior Environment	**Good**	**1.6**	**2**	
Exterior Environment	**Good**	**1.2**	**1.5**	
General Classrooms				
Environment	**Good**	**3.92**	**4.9**	
Size	**Good**	**9.8**	**12.25**	
Location	**Good**	**2.94**	**3.675**	
Storage/Fixed Equip	**Good**	**2.94**	**3.675**	
Kindergarten				
Environment	**Excel**	**0.417**	**0.417**	**(4) New classrooms (Modular Construction)**
Size	**Excel**	**1.0425**	**1.0425**	
Location	**Excel**	**0.3128**	**0.3128**	
Storage/Fixed Equip	**Excel**	**0.3128**	**0.3128**	
ECE				
Environment	**Excel**	**0.4999**	**0.4999**	
Size	**Excel**	**1.2498**	**1.2498**	**(3) TK Classrooms**
Location	**Excel**	**0.3749**	**0.3749**	
Storage/Fixed Equip	**Excel**	**0.3749**	**0.3749**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name: Cutler Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 81.84%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	**NA**	**0**	**0.48**	
Size	**NA**	**0**	**1.2**	
Location	**NA**	**0**	**0.36**	
Storage/Fixed Equip	**NA**	**0**	**0.36**	
Instructional Resource Rooms				
Environment	**Good**	**0.576**	**0.72**	
Size	**Good**	**1.44**	**1.8**	
Location	**Good**	**0.432**	**0.54**	
Storage/Fixed Equip	**Good**	**0.432**	**0.54**	
Science				
Environment	**Good**	**0.4**	**0.5**	**STEM Program**
Size	**Good**	**1**	**1.25**	
Location	**Good**	**0.3**	**0.375**	
Storage/Fixed Equip	**Good**	**0.3**	**0.375**	
Music				
Environment	**Good**	**0.5926**	**0.7408**	
Size	**Good**	**1.4815**	**1.8519**	**Elective program K-5**
Location	**Good**	**0.4445**	**0.5556**	
Storage/Fixed Equip	**Good**	**0.4445**	**0.5556**	

MGT CONSULTING

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.84%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	**Good**	**0.3742**	**0.4678**	**Elective program K-5**
Size	**Good**	**0.9357**	**1.1696**	
Location	**Good**	**0.2807**	**0.3509**	
Storage/Fixed Equip	**Good**	**0.2807**	**0.3509**	
Computer Labs				
Environment	**NA**	**0**	**0.3411**	
Size	**NA**	**0**	**0.8528**	
Location	**NA**	**0**	**0.2559**	
Storage/Fixed Equip	**NA**	**0**	**0.2559**	
P.E.				
Environment	**Excel**	**1.9201**	**1.9201**	
Size	**Good**	**3.8402**	**4.8003**	
Location	**Good**	**1.1521**	**1.4401**	
Storage/Fixed Equip	**Good**	**1.1521**	**1.4401**	
Performing Arts				
Environment	**Good**	**0.4834**	**0.6043**	**After school program**
Size	**Good**	**1.2086**	**1.5108**	
Location	**Good**	**0.3626**	**0.4532**	
Storage/Fixed Equip	**Good**	**0.3626**	**0.4532**	

MGT CONSULTING

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.84%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	**Good**	**0.7798**	**0.9747**	
Size	**Good**	**1.9494**	**2.4367**	
Location	**Good**	**0.5848**	**0.731**	
Storage/Fixed Equip	**Good**	**0.5848**	**0.731**	
Restrooms (Student)	**Good**	**0.7096**	**0.887**	
Administration	**Good**	**2.0464**	**2.558**	
Counseling	**Good**	**0.2339**	**0.2924**	
Clinic	**Good**	**0.4678**	**0.5848**	
Staff Lounge-WkRm	**Good**	**1.0137**	**1.2671**	
Cafeteria	**Good**	**4**	**5**	**(5) lunch periods - (Building has not been modernized). Size is small but overall it is good**
Food Service and Prep	**Good**	**4.9632**	**6.204**	
Custodial and Maintenance	**Good**	**0.4**	**0.5**	
Outside				
Vehicular Traffic	**Good**	**1.6**	**2**	
Pedestrian Traffic	**Good**	**0.7784**	**0.973**	
Parking	**Good**	**0.6497**	**0.8121**	
Play Areas	**Excel**	**2.3408**	**2.3408**	
Safety and Security				
Fencing	**Good**	**0.6017**	**0.7521**	
Signage & Way Finding	**Good**	**0.8**	**1**	
Ease of Supervision	**Good**	**2.4**	**3**	

MGT CONSULTING

Suitability Condition Assessment

MGT CONSULTING

Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.84%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety and Security				
Controlled Entrances	**Good**	**0.4**	**0.5**	**Buzzer controlled**

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Building Condition Assessment

MGT CONSULTING

Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.75%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure-Remainder of campus	**Good**	**16.5474**	**18.38602**	
Foundation & Structure-Portable 29&30	**Fair**	**0.5806**	**0.96769**	**Portable 29 and 30 are still on dirt foundation, subject to wood rot and damage**
Exterior Walls	**Good**	**9.1722**	**10.1913**	
Roof	**Good**	**5.2448**	**5.8275**	
Exterior Windows-Cafe and Library	**Fair**	**0.522**	**0.86998**	**Windows need replacement in cafeteria and library**
Exterior Windows-Remainder of Campus	**Good**	**3.1319**	**3.47992**	
Exterior Doors	**New**	**0.6283**	**0.6283**	**Exterior doors mostly new around campus with modernization**
Interior Floors	**Good**	**4.8533**	**5.3925**	
Interior Walls	**Good**	**6.7299**	**7.4777**	
Interior Doors	**Good**	**1.1061**	**1.229**	
Ceiling-Remainder of Campus	**Good**	**3.823**	**4.24776**	
Ceiling-Cafe and Library	**Fair**	**0.6372**	**1.06194**	**Older ceiling tiles in cafeteria, but in good condition. Recommend replace with modernization. Library ceiling tiles have minor damage**
Fixed Equipment	**Good**	**0.9694**	**1.0771**	
Mechanical / Electrical				
Main Service	**Fair**	**1.4479**	**2.4132**	**Main panel has older breakers. Cafeteria has Federal Pacific panel on stage.**
Distribution	**Good**	**2.1719**	**2.4132**	
Mechanical / Plumbing				
Supply	**Good**	**1.8974**	**2.1082**	

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Building Condition Assessment

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Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.75%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / Plumbing				
Fixtures	**Good**	**1.8974**	**2.1082**	
Waste	**Good**	**1.8974**	**2.1082**	
Mechanical / HVAC				
Energy Generation	**Fair**	**5.0542**	**8.4237**	**53% of units are either past their useful life or earmarked for replacement**
Distribution	**Fair**	**3.0325**	**5.0542**	**53% of units are either past their useful life or earmarked for replacement**
Controls	**Fair**	**2.0217**	**3.3695**	**Controls to be upgraded to Pelican. No central controls**
Mechanical				
Lighting	**Poor**	**1.1973**	**3.9909**	**LED updates needed**
Special Lab	**NA**	**0**	**0.6905**	
Connectivity	**Good**	**1.2304**	**1.3671**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.3107**	**0.3452**	
Exit Safety	**Good**	**0.3107**	**0.3452**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**1.0657**	**1.1841**	
Fire Control Safety	**Good**	**1.0657**	**1.1841**	

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Building Condition Assessment

MGT CONSULTING

Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.75%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Fair**	**0.2051**	**0.3418**	**50% of alarm has been updated with new modernization. The remainder is outdated.**
Fire Alarm Connectivity	**Fair**	**0.2051**	**0.3418**	**50% of alarm has been updated with new modernization. The remainder is outdated.**
Safety&Fire Protection				
Emergency Lighting	**Good**	**0.6152**	**0.6836**	
Fire Resistance	**Good**	**0.6215**	**0.6905**	
ADA	**Good**			

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Grounds Condition Assessment

MGT CONSULTING

Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.46%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Good**	**16.123**	**17.9144**	**Mostly new asphalt in parking area**
Driveways	**Fair**	**9.0714**	**15.119**	**The driveway in the main parking the location that has not been repaved. Large cracks.**
Sidewalks	**Good**	**6.502**	**7.2244**	
Play Courts	**Good**	**7.6327**	**8.4808**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**5.7483**	**6.387**	
Playfields	**Good**	**3.9573**	**4.397**	
Irrigation System	**Good**	**3.7692**	**4.188**	
Playgrounds				
Equipment	**Good**	**8.1036**	**9.004**	
Playground Surfaces	**Good**	**2.7135**	**3.015**	
Utilities				
Water Service	**Good**	**4.2408**	**4.712**	
Waste Water Service	**Good**	**4.9473**	**5.497**	
Storm Sewer	**Good**	**3.5334**	**3.926**	
Site Lighting	**Good**	**1.8846**	**2.094**	

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Grounds Condition Assessment

MGT CONSULTING

Site Name:	Cutler Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.46%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Fencing	**Good**	**7.2369**	**8.041**	

BASYS Assessment Reports

Golden Valley Elementary School



Building Condition – Educational Suitability – Technology Readiness – Grounds Condition

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Technology Readiness Condition Assessment

MGT CONSULTING

Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	100%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Good**	**10**	**10**	
LAN Connectivity	**Good**	**10**	**10**	
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**Good**	**5**	**5**	
WAN Backbone	**Good**	**10**	**10**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	78.7%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Good**	**4**	**5**	
Interior Environment	**Good**	**1.6**	**2**	
Exterior Environment	**Good**	**1.2**	**1.5**	
General Classrooms				
Environment	**Good**	**3.92**	**4.9**	
Size	**Good**	**9.8**	**12.25**	
Location	**Good**	**2.94**	**3.675**	
Storage/Fixed Equip	**Good**	**2.94**	**3.675**	
Kindergarten				
Environment	**Excel**	**0.417**	**0.417**	**New modular. building (4) Kinder Classrooms**
Size	**Excel**	**1.0425**	**1.0425**	
Location	**Excel**	**0.3128**	**0.3128**	
Storage/Fixed Equip	**Excel**	**0.3128**	**0.3128**	
ECE				
Environment	**Excel**	**0.4999**	**0.4999**	**New modular building (2) TK Classrooms**
Size	**Excel**	**1.2498**	**1.2498**	
Location	**Excel**	**0.3749**	**0.3749**	
Storage/Fixed Equip	**Excel**	**0.3749**	**0.3749**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	78.7%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	**NA**	**0**	**0.48**	
Size	**NA**	**0**	**1.2**	
Location	**NA**	**0**	**0.36**	
Storage/Fixed Equip	**NA**	**0**	**0.36**	
Instructional Resource Rooms				
Environment	**NA**	**0**	**0.72**	
Size	**Good**	**1.44**	**1.8**	
Location	**Good**	**0.432**	**0.54**	
Storage/Fixed Equip	**Good**	**0.432**	**0.54**	
Science				
Environment	**Good**	**0.4**	**0.5**	**STEM Progam**
Size	**Good**	**1**	**1.25**	
Location	**Good**	**0.3**	**0.375**	
Storage/Fixed Equip	**Good**	**0.3**	**0.375**	
Music				
Environment	**Good**	**0.5926**	**0.7408**	**Elective Program**
Size	**Fair**	**1.2037**	**1.8519**	**Small in size to meet the needs of the program**
Location	**Good**	**0.4445**	**0.5556**	
Storage/Fixed Equip	**Good**	**0.4445**	**0.5556**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	78.7%

Category		Rating	Pts. Earned	Pts. Possible	Comments
Art					
	Environment	**Good**	**0.3742**	**0.4678**	**Elective program**
	Size	**Good**	**0.9357**	**1.1696**	
	Location	**Good**	**0.2807**	**0.3509**	
	Storage/Fixed Equip	**Good**	**0.2807**	**0.3509**	
Computer Labs					
	Environment	**NA**	**0**	**0.3411**	
	Size	**NA**	**0**	**0.8528**	
	Location	**NA**	**0**	**0.2559**	
	Storage/Fixed Equip	**NA**	**0**	**0.2559**	
P.E.					
	Environment	**Good**	**1.5361**	**1.9201**	
	Size	**Good**	**3.8402**	**4.8003**	
	Location	**Good**	**1.1521**	**1.4401**	
	Storage/Fixed Equip	**Good**	**1.1521**	**1.4401**	
Performing Arts					
	Environment	**Good**	**0.4834**	**0.6043**	**After school program - MPR**
	Size	**Good**	**1.2086**	**1.5108**	
	Location	**Good**	**0.3626**	**0.4532**	
	Storage/Fixed Equip	**Good**	**0.3626**	**0.4532**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name: Golden Valley Elementary
Site Number:
Building Name:
Building Number:
GSF:
Site size (acres):
Year Built:
Score (%): 78.7%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	**Poor**	**0.4874**	**0.9747**	**Library is located in a C-Container that has no windows**
Size	**Poor**	**1.2184**	**2.4367**	**Too small in size**
Location	**Good**	**0.5848**	**0.731**	
Storage/Fixed Equip	**Poor**	**0.3655**	**0.731**	**Not enough storage for text books and other equipment and records**
Restrooms (Student)	**Good**	**0.7096**	**0.887**	
Administration	**Good**	**2.0464**	**2.558**	
Counseling	**Good**	**0.2339**	**0.2924**	
Clinic	**Poor**	**0.2924**	**0.5848**	**Small area there is no separation from cot and chairs; student RR is also used for storage; storage is limited**
Staff Lounge-WkRm	**Good**	**1.0137**	**1.2671**	
Cafeteria	**Good**	**4**	**5**	**7 lunch periods (each grade level dines alone)**
Food Service and Prep	**Fair**	**4.0326**	**6.204**	**Needs additional space for cooking and meal prep; storage is limited**
Custodial and Maintenance	**Good**	**0.4**	**0.5**	
Outside				
Vehicular Traffic	**Good**	**1.6**	**2**	
Pedestrian Traffic	**Good**	**0.7784**	**0.973**	
Parking	**Good**	**0.6497**	**0.8121**	
Play Areas	**Excel**	**2.3408**	**2.3408**	
Safety and Security				
Fencing	**Good**	**0.6017**	**0.7521**	
Signage & Way Finding	**Good**	**0.8**	**1**	
Ease of Supervision	**Good**	**2.4**	**3**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	78.7%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety and Security				
Controlled Entrances	**Good**	**0.4**	**0.5**	**Buzzer controlled access**

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Building Condition Assessment

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Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.21%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure-Library	**Poor**	**0.1742**	**0.58061**	**Older metal bldg. was moved from middle school. Used to be shop building. The structure is functional but past its useful life.**
Foundation & Structure-Remainder of Campus	**Good**	**16.8958**	**18.77309**	
Exterior Walls	**Good**	**9.1722**	**10.1913**	
Roof	**Good**	**5.2448**	**5.8275**	
Exterior Windows	**Good**	**3.9149**	**4.3499**	
Exterior Doors	**New**	**0.6283**	**0.6283**	
Interior Floors	**New**	**5.3925**	**5.3925**	**Most floor coverings are new**
Interior Walls	**Good**	**6.7299**	**7.4777**	
Interior Doors	**Good**	**1.1061**	**1.229**	
Ceiling	**Good**	**4.7787**	**5.3097**	**Cafeteria celling showing signs of age, otherwise good**
Fixed Equipment	**Good**	**0.9694**	**1.0771**	
Mechanical / Electrical				
Main Service	**Good**	**2.1719**	**2.4132**	
Distribution	**Good**	**2.1719**	**2.4132**	
Mechanical / Plumbing				
Supply	**Good**	**1.8974**	**2.1082**	
Fixtures	**Good**	**1.8974**	**2.1082**	
Waste	**Good**	**1.8974**	**2.1082**	

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Building Condition Assessment

MGT CONSULTING

Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.21%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / HVAC				
Energy Generation	**Poor**	**2.5271**	**8.4237**	**77% of units are past their useful life, but still functional. Most of these are over 30 years old**
Distribution	**Fair**	**3.0325**	**5.0542**	**77% of units are past their useful life, but still functional. Most of these are over 30 years old**
Controls	**Fair**	**2.0217**	**3.3695**	**HVAC controls need updates**
Mechanical				
Lighting	**Fair**	**2.3945**	**3.9909**	**LED updates needed**
Special Lab	**NA**	**0**	**0.6905**	
Connectivity	**Good**	**1.2304**	**1.3671**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.3107**	**0.3452**	
Exit Safety	**Good**	**0.3107**	**0.3452**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**1.0657**	**1.1841**	
Fire Control Safety	**Good**	**1.0657**	**1.1841**	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Fair**	**0.2051**	**0.3418**	**Fire alarm system needs replacement**

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Building Condition Assessment

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Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.21%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Connectivity	**Fair**	**0.2051**	**0.3418**	**Fire alarm system needs replacement**
Safety&Fire Protection				
Emergency Lighting	**Good**	**0.6152**	**0.6836**	
Fire Resistance	**Good**	**0.6215**	**0.6905**	
ADA	**Good**			

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Grounds Condition Assessment

MGT CONSULTING

Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	89.1%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Good**	**16.123**	**17.9144**	
Driveways	**Good**	**13.6071**	**15.119**	
Sidewalks	**Good**	**6.502**	**7.2244**	
Play Courts	**Good**	**7.6327**	**8.4808**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**5.7483**	**6.387**	
Playfields	**Good**	**3.9573**	**4.397**	
Irrigation System	**Good**	**3.7692**	**4.188**	
Playgrounds				
Equipment	**Good**	**8.1036**	**9.004**	
Playground Surfaces	**Fair**	**1.809**	**3.015**	**Playground fall surfaces need replacement**
Utilities				
Water Service	**Good**	**4.2408**	**4.712**	
Waste Water Service	**Good**	**4.9473**	**5.497**	
Storm Sewer	**Good**	**3.5334**	**3.926**	
Site Lighting	**Good**	**1.8846**	**2.094**	
Fencing	**Good**	**7.2369**	**8.041**	

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Grounds Condition Assessment

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Site Name:	Golden Valley Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	89.1%

Category	Rating	Pts. Earned	Pts. Possible	Comments

BASYS Assessment Reports

Palm Elementary School



Building Condition – Educational Suitability – Technology Readiness – Grounds Condition

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Technology Readiness Condition Assessment

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Site Name:	Palm Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	100%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Good**	**10**	**10**	
LAN Connectivity	**Good**	**10**	**10**	
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**Good**	**5**	**5**	
WAN Backbone	**Good**	**10**	**10**	

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Suitability Condition Assessment

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Site Name:	Palm Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Good**	**4**	**5**	
Interior Environment	**Good**	**1.6**	**2**	
Exterior Environment	**Good**	**1.2**	**1.5**	
General Classrooms				
Environment	**Good**	**3.92**	**4.9**	
Size	**Good**	**9.8**	**12.25**	
Location	**Good**	**2.94**	**3.675**	
Storage/Fixed Equip	**Good**	**2.94**	**3.675**	
Kindergarten				
Environment	**Good**	**0.3336**	**0.417**	
Size	**Good**	**0.834**	**1.0425**	
Location	**Good**	**0.2502**	**0.3128**	
Storage/Fixed Equip	**Good**	**0.2502**	**0.3128**	
ECE				
Environment	**Good**	**0.3999**	**0.4999**	
Size	**Good**	**0.9998**	**1.2498**	
Location	**Good**	**0.2999**	**0.3749**	
Storage/Fixed Equip	**Good**	**0.2999**	**0.3749**	

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Suitability Condition Assessment

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Site Name: Palm Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 80%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Self-Contained Special Ed				
Environment	**NA**	**0**	**0.48**	
Size	**NA**	**0**	**1.2**	
Location	**NA**	**0**	**0.36**	
Storage/Fixed Equip	**NA**	**0**	**0.36**	
Instructional Resource Rooms				
Environment	**Good**	**0.576**	**0.72**	
Size	**Good**	**1.44**	**1.8**	
Location	**Good**	**0.432**	**0.54**	
Storage/Fixed Equip	**Good**	**0.432**	**0.54**	
Science				
Environment	**Good**	**0.4**	**0.5**	**STEM Elective Program**
Size	**Good**	**1**	**1.25**	
Location	**Good**	**0.3**	**0.375**	
Storage/Fixed Equip	**Good**	**0.3**	**0.375**	
Music				
Environment	**Good**	**0.5926**	**0.7408**	**Elective program**
Size	**Good**	**1.4815**	**1.8519**	
Location	**Good**	**0.4445**	**0.5556**	
Storage/Fixed Equip	**Good**	**0.4445**	**0.5556**	

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Suitability Condition Assessment

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Site Name:	Palm Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Art				
Environment	**Good**	**0.3742**	**0.4678**	**Elective program**
Size	**Good**	**0.9357**	**1.1696**	
Location	**Good**	**0.2807**	**0.3509**	
Storage/Fixed Equip	**Good**	**0.2807**	**0.3509**	
Computer Labs				
Environment	**Good**	**0.2729**	**0.3411**	
Size	**NA**	**0**	**0.8528**	
Location	**NA**	**0**	**0.2559**	
Storage/Fixed Equip	**NA**	**0**	**0.2559**	
P.E.				
Environment	**Good**	**1.5361**	**1.9201**	**Elective program**
Size	**Good**	**3.8402**	**4.8003**	
Location	**Good**	**1.1521**	**1.4401**	
Storage/Fixed Equip	**Good**	**1.1521**	**1.4401**	
Performing Arts				
Environment	**Good**	**0.4834**	**0.6043**	**After school program**
Size	**Good**	**1.2086**	**1.5108**	
Location	**Good**	**0.3626**	**0.4532**	
Storage/Fixed Equip	**Good**	**0.3626**	**0.4532**	

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Suitability Condition Assessment

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Site Name: Palm Elementary
Site Number:
Building Name:
Building Number:

GSF:
Site size (acres):
Year Built:
Score (%): 80%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Media Center				
Environment	**Good**	**0.7798**	**0.9747**	
Size	**Good**	**1.9494**	**2.4367**	
Location	**Good**	**0.5848**	**0.731**	
Storage/Fixed Equip	**Good**	**0.5848**	**0.731**	
Restrooms (Student)	**Good**	**0.7096**	**0.887**	
Administration	**Good**	**2.0464**	**2.558**	
Counseling	**Good**	**0.2339**	**0.2924**	
Clinic	**Good**	**0.4678**	**0.5848**	
Staff Lounge-WkRm	**Good**	**1.0137**	**1.2671**	
Cafeteria	**Good**	**4**	**5**	
Food Service and Prep	**Good**	**4.9632**	**6.204**	
Custodial and Maintenance	**Good**	**0.4**	**0.5**	
Outside				
Vehicular Traffic	**Good**	**1.6**	**2**	
Pedestrian Traffic	**Good**	**0.7784**	**0.973**	
Parking	**Good**	**0.6497**	**0.8121**	
Play Areas	**Good**	**1.8726**	**2.3408**	
Safety and Security				
Fencing	**Good**	**0.6017**	**0.7521**	**Perimeter fencing**
Signage & Way Finding	**Good**	**0.8**	**1**	
Ease of Supervision	**Good**	**2.4**	**3**	
Controlled Entrances	**Good**	**0.4**	**0.5**	**Buzzer controlled**

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Palm Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80%

Category	Rating	Pts. Earned	Pts. Possible	Comments

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Building Condition Assessment

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Site Name:	Palm Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	75.64%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**17.4183**	**19.3537**	**Most portables have been placed on concrete foundations. Portables 50, 51, 52, 53, 65, 66 and Library are still on dirt.**
Exterior Walls	**Good**	**9.1722**	**10.1913**	
Roof	**Good**	**5.2448**	**5.8275**	
Exterior Windows	**Good**	**3.9149**	**4.3499**	**Glazing in older windows has been replaced with double pane, tinted glass. The frames are original but in good functional condition**
Exterior Doors	**Good**	**0.5655**	**0.6283**	
Interior Floors	**Good**	**4.8533**	**5.3925**	
Interior Walls-Permanent Classroom Wings	**Fair**	**1.7946**	**2.99108**	**Upper walls and ceiling covered in old, original ceiling tiles, but are in fairly good condition**
Interior Walls-Remainder of Campus	**Good**	**4.038**	**4.48662**	
Interior Doors	**Good**	**1.1061**	**1.229**	
Ceiling-Remainder of Campus	**Good**	**2.3894**	**2.65485**	
Ceiling-Perm Wings 4,5,6 and Mod wings 13, 14	**Fair**	**1.5929**	**2.65485**	**Upper walls and ceiling covered in old, original ceiling tiles, but are in fairly good condition. Modular wings 13 and 14 have 4ft ceiling tiles in fair condition. Signs of wear**
Fixed Equipment	**Good**	**0.9694**	**1.0771**	
Mechanical / Electrical				
Main Service	**Poor**	**0.724**	**2.4132**	**Electrical main is older Zinsco panel by office. Electrical sub panels are mix older and newer**
Distribution	**Fair**	**1.4479**	**2.4132**	**Electrical sub panels are mix older and newer**

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Building Condition Assessment

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Site Name:	Palm Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	75.64%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / Plumbing				
Supply	**Good**	**1.8974**	**2.1082**	
Fixtures	**Good**	**1.8974**	**2.1082**	
Waste	**Good**	**1.8974**	**2.1082**	
Mechanical / HVAC				
Energy Generation	**Poor**	**2.5271**	**8.4237**	**69% of units are past their useful life, but still functional. Many of these are over 30 years old**
Distribution	**Poor**	**1.5163**	**5.0542**	**69% of units are past their useful life, but still functional. Many of these are over 30 years old**
Controls	**Fair**	**2.0217**	**3.3695**	**Needs update to central controls**
Mechanical				
Lighting	**Fair**	**2.3945**	**3.9909**	**LED updates needed**
Special Lab	**NA**	**0**	**0.6905**	
Connectivity	**Good**	**1.2304**	**1.3671**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.3107**	**0.3452**	
Exit Safety	**Good**	**0.3107**	**0.3452**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**1.0657**	**1.1841**	

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Building Condition Assessment

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Site Name:	Palm Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	75.64%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety&Fire Protection / Fire Control Capability				
Fire Control Safety	**Good**	**1.0657**	**1.1841**	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Fair**	**0.2051**	**0.3418**	**50% of fire alarm has been updated, the remainder needs to be updated**
Fire Alarm Connectivity	**Good**	**0.3076**	**0.3418**	**50% of fire alarm has been updated, the remainder needs to be updated**
Safety&Fire Protection				
Emergency Lighting	**Good**	**0.6152**	**0.6836**	
Fire Resistance	**Good**	**0.6215**	**0.6905**	
ADA	**Good**			

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Grounds Condition Assessment

MGT CONSULTING

Site Name:	Palm Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	89.1%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Good**	**16.123**	**17.9144**	
Driveways	**Good**	**13.6071**	**15.119**	**Some large cracks along front drop off, otherwise good**
Sidewalks	**Good**	**6.502**	**7.2244**	
Play Courts	**Good**	**7.6327**	**8.4808**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**5.7483**	**6.387**	
Playfields	**Good**	**3.9573**	**4.397**	
Irrigation System	**Good**	**3.7692**	**4.188**	
Playgrounds				
Equipment	**Good**	**8.1036**	**9.004**	
Playground Surfaces	**Fair**	**1.809**	**3.015**	**Some of the fall surfaces need to be replaced**
Utilities				
Water Service	**Good**	**4.2408**	**4.712**	
Waste Water Service	**Good**	**4.9473**	**5.497**	
Storm Sewer	**Good**	**3.5334**	**3.926**	
Site Lighting	**Good**	**1.8846**	**2.094**	**Playground lighting needs updates. Currently has sufficient amount of lighting**

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Grounds Condition Assessment

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Site Name:	Palm Elementary	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	89.1%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Fencing	**Good**	**7.2369**	**8.041**	

BASYS Assessment Reports

El Monte Middle School



Building Condition – Educational Suitability – Technology Readiness – Grounds Condition

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Technology Readiness Condition Assessment

MGT CONSULTING

Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	100%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Good**	**10**	**10**	
LAN Connectivity	**Good**	**10**	**10**	**Loses connectivity (Sometimes)**
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**Good**	**5**	**5**	
WAN Backbone	**Good**	**10**	**10**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	78.1%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Good**	**4**	**5**	
Interior Environment	**Good**	**1.6**	**2**	
Exterior Environment	**Good**	**1.2**	**1.5**	
General Classrooms				
Environment	**Good**	**3.12**	**3.9**	
Size	**Good**	**7.8**	**9.75**	
Location	**Good**	**2.34**	**2.925**	
Storage/Fixed Equip	**Fair**	**1.9013**	**2.925**	**Limited storage space in the classroom**
Self-Contained Special Ed				
Environment	**NA**	**0**	**0.5458**	
Size	**NA**	**0**	**1.3646**	
Location	**NA**	**0**	**0.4094**	
Storage/Fixed Equip	**NA**	**0**	**0.4094**	
Instructional Resource Rooms				
Environment	**Good**	**0.655**	**0.8188**	
Size	**Good**	**1.6375**	**2.0469**	
Location	**Good**	**0.4913**	**0.6141**	
Storage/Fixed Equip	**NA**	**0**	**0.6141**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	78.1%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Science				
Environment	**Good**	**0.7634**	**0.9543**	
Size	**Good**	**1.9086**	**2.3857**	
Location	**Good**	**0.5726**	**0.7157**	
Storage/Fixed Equip	**Fair**	**0.4652**	**0.7157**	**Storage is limited;**
Music				
Environment	**Fair**	**0.4781**	**0.7356**	**MPR portable building from another campus**
Size	**Good**	**1.4711**	**1.8389**	
Location	**Good**	**0.4414**	**0.5517**	
Storage/Fixed Equip	**Poor**	**0.2759**	**0.5517**	**Portable cabinets for music instruments; storage i(.e. closet is former kitchen in back of used MPR building)**
Art				
Environment	**NA**	**0**	**0.645**	
Size	**NA**	**0**	**1.6126**	
Location	**NA**	**0**	**0.4838**	
Storage/Fixed Equip	**NA**	**0**	**0.4838**	
Career Tech Ed				
Environment	**Good**	**1.0791**	**1.3489**	**STEM Program**
Size	**Good**	**2.6978**	**3.3723**	
Location	**Good**	**0.8094**	**1.0117**	
Storage/Fixed Equip	**Fair**	**0.6576**	**1.0117**	**Storage is limited**

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	78.1%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Computer Labs				
Environment	**NA**	**0**	**0.3**	
Size	**NA**	**0**	**0.75**	
Location	**NA**	**0**	**0.225**	
Storage/Fixed Equip	**NA**	**0**	**0.225**	
P.E.				
Environment	**Excel**	**2.4**	**2.4**	
Size	**Excel**	**6**	**6**	**(2) Full courts (2) 1/2 courts**
Location	**Excel**	**1.8**	**1.8**	
Storage/Fixed Equip	**Fair**	**1.17**	**1.8**	**Locker storage is limited for student backpacks**
Performing Arts				
Environment	**Poor**	**0.2094**	**0.4187**	**After school program MPR stage cannot be used for performing arts**
Size	**Good**	**0.8374**	**1.0468**	
Location	**Good**	**0.2512**	**0.314**	
Storage/Fixed Equip	**Poor**	**0.157**	**0.314**	**There is no storage**
Media Center				
Environment	**Good**	**0.7424**	**0.928**	
Size	**Good**	**1.8559**	**2.3199**	
Location	**Good**	**0.5568**	**0.696**	
Storage/Fixed Equip	**Good**	**0.5568**	**0.696**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	78.1%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Restrooms (Student)	**Good**	**0.7424**	**0.928**	
Administration	**Poor**	**1.048**	**2.096**	**Office space is small; no meeting space available; the avaialbe storage is small and not enough for all of the equipment and supplies needed**
Counseling	**Good**	**0.3395**	**0.4244**	
Clinic	**Poor**	**0.1698**	**0.3395**	**The clinic is too small, not enough room to separate the cot from students waiting in chairs; there is not enough storage for records and supplies; small refrigerator for student medications is sitting on top of a filing cabinet**
Staff Lounge-WkRm	**Fair**	**0.5884**	**0.9053**	**Seats 40 staff at one time; but not big enough for all staff meeting**
Cafeteria	**Fair**	**2.6**	**4**	**The cafeteria is good but does not meet the needs of enrollment of 900 students**
Food Service and Prep	**Fair**	**3.7154**	**5.716**	**Food prep area is small; converted a staff restroom into a storage closet; staff uses restroom outside of the cafeteria**
Custodial and Maintenance	**Good**	**0.4**	**0.5**	
Outside				
Vehicular Traffic	**Good**	**3.2**	**4**	
Pedestrian Traffic	**Good**	**0.3456**	**0.432**	
Parking	**Good**	**0.6882**	**0.8603**	
Athletic Courts and Fields	**Good**	**0.8376**	**1.047**	**Fields are good (4) basketball courts**
Safety and Security				
Fencing	**Good**	**0.6209**	**0.7761**	
Signage & Way Finding	**Good**	**0.8**	**1**	
Ease of Supervision	**Good**	**2.4**	**3**	
Controlled Entrances	**Good**	**0.4**	**0.5**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	78.1%

Category	Rating	Pts. Earned	Pts. Possible	Comments

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Building Condition Assessment

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Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	87.36%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**17.4183**	**19.3537**	**Some stress cracks in facade of permanent science wing**
Exterior Walls	**Good**	**9.1722**	**10.1913**	**Some stress cracks in facade of permanent science wing**
Roof	**Good**	**5.2448**	**5.8275**	
Exterior Windows	**Good**	**3.9149**	**4.3499**	
Exterior Doors	**Good**	**0.5655**	**0.6283**	
Interior Floors	**Good**	**4.8533**	**5.3925**	
Interior Walls	**Good**	**6.7299**	**7.4777**	
Interior Doors	**Good**	**1.1061**	**1.229**	
Ceiling	**Good**	**4.7787**	**5.3097**	
Fixed Equipment	**Good**	**0.9694**	**1.0771**	
Mechanical / Electrical				
Main Service	**Good**	**2.1719**	**2.4132**	
Distribution	**Good**	**2.1719**	**2.4132**	
Mechanical / Plumbing				
Supply	**Good**	**1.8974**	**2.1082**	
Fixtures	**Good**	**1.8974**	**2.1082**	
Waste	**Good**	**1.8974**	**2.1082**	
Mechanical / HVAC				
Energy Generation	**Good**	**7.5813**	**8.4237**	
Distribution	**Good**	**4.5488**	**5.0542**	

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Building Condition Assessment

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Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	87.36%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / HVAC				
Controls	**Fair**	**2.0217**	**3.3695**	**Central controls needed**
Mechanical				
Lighting	**Fair**	**2.3945**	**3.9909**	**LED updates needed**
Special Lab	**NA**	**0**	**0.6905**	
Connectivity	**Good**	**1.2304**	**1.3671**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.3107**	**0.3452**	
Exit Safety	**Good**	**0.3107**	**0.3452**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**1.0657**	**1.1841**	
Fire Control Safety	**Good**	**1.0657**	**1.1841**	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Poor**	**0.1025**	**0.3418**	**Fire alarm updates needed**
Fire Alarm Connectivity	**Poor**	**0.1025**	**0.3418**	**Fire alarm updates needed**

Building Condition Assessment

Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	87.36%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety&Fire Protection				
Emergency Lighting	**Good**	**0.6152**	**0.6836**	
Fire Resistance	**Good**	**0.6215**	**0.6905**	
ADA	**Good**			

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Grounds Condition Assessment

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Site Name:	El Monte Middle School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	90%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Good**	**19.1552**	**21.2835**	
Driveways	**Good**	**20.5095**	**22.7883**	**Some cracking in driveways, otherwise good.**
Sidewalks	**Good**	**9.4325**	**10.4805**	
Play Courts	**Good**	**2.6118**	**2.902**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**9.036**	**10.04**	
Playfields & Track	**Good**	**6.1335**	**6.815**	
Irrigation System	**Good**	**3.87**	**4.3**	
Playgrounds				
Equipment	**Good**	**0.9675**	**1.075**	
Utilities				
Water Service	**Good**	**4.3533**	**4.837**	
Waste Water Service	**Good**	**5.0787**	**5.643**	
Storm Sewer	**Good**	**3.6279**	**4.031**	
Site Lighting	**Good**	**2.9025**	**3.225**	
Fencing	**Good**	**2.322**	**2.58**	

BASYS Assessment Reports

Orosi High School



Building Condition – Educational Suitability – Technology Readiness – Grounds Condition

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Technology Readiness Condition Assessment

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Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	100%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Good**	**10**	**10**	
LAN Connectivity	**Good**	**10**	**10**	
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**Good**	**5**	**5**	
WAN Backbone	**Good**	**10**	**10**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.26%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Good**	**4**	**5**	
Interior Environment	**Good**	**1.6**	**2**	
Exterior Environment	**Good**	**1.2**	**1.5**	
General Classrooms				
Environment	**Good**	**3.12**	**3.9**	
Size	**Good**	**7.8**	**9.75**	
Location	**Good**	**2.34**	**2.925**	
Storage/Fixed Equip	**Fair**	**1.9013**	**2.925**	**Storage is minimal**
Self-Contained Special Ed				
Environment	**NA**	**0**	**0.5325**	
Size	**NA**	**0**	**1.3313**	
Location	**NA**	**0**	**0.3994**	
Storage/Fixed Equip	**NA**	**0**	**0.3994**	
Instructional Resource Rooms				
Environment	**Good**	**0.639**	**0.7988**	**RSP and XRSP has space dedicated to the pull out program**
Size	**Good**	**1.5976**	**1.997**	
Location	**Good**	**0.4793**	**0.5991**	
Storage/Fixed Equip	**NA**	**0**	**0.5991**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.26%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Science				
Environment	**Good**	**0.6638**	**0.8298**	**New Science Building**
Size	**Excel**	**2.0745**	**2.0745**	
Location	**Excel**	**0.6224**	**0.6224**	
Storage/Fixed Equip	**Excel**	**0.6224**	**0.6224**	
Music				
Environment	**Fair**	**0.386**	**0.5938**	**Rooms are not sound proof; you can hear music in the corridor and outside of the building**
Size	**Excel**	**1.4846**	**1.4846**	
Location	**Excel**	**0.4454**	**0.4454**	
Storage/Fixed Equip	**Excel**	**0.4454**	**0.4454**	
Art				
Environment	**Good**	**0.5321**	**0.6651**	
Size	**Good**	**1.3302**	**1.6627**	
Location	**Good**	**0.399**	**0.4988**	
Storage/Fixed Equip	**Good**	**0.399**	**0.4988**	
Career Tech Ed				
Environment	**Excel**	**1.709**	**1.709**	**Ag; Nursing; Digital photo; Business Finance; Valley ROP; Diesel Mechanic; Fire; Engineering; and Criminal Justice**
Size	**Good**	**3.418**	**4.2725**	
Location	**Good**	**1.0254**	**1.2817**	
Storage/Fixed Equip	**Good**	**1.0254**	**1.2817**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.26%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Computer Labs				
Environment	**NA**	**0**	**0.3**	
Size	**NA**	**0**	**0.75**	
Location	**NA**	**0**	**0.225**	
Storage/Fixed Equip	**NA**	**0**	**0.225**	
P.E.				
Environment	**Excel**	**2.4**	**2.4**	
Size	**Good**	**4.8**	**6**	**Gym size is good for PE classes; Gym is not used for sporting events**
Location	**Good**	**1.44**	**1.8**	
Storage/Fixed Equip	**Good**	**1.44**	**1.8**	
Performing Arts				
Environment	**Good**	**0.2565**	**0.3206**	**Phase I modernization has been completed; Phase II is pending**
Size	**Good**	**0.6413**	**0.8016**	
Location	**Good**	**0.1924**	**0.2405**	
Storage/Fixed Equip	**Good**	**0.1924**	**0.2405**	
Media Center				
Environment	**Good**	**0.6746**	**0.8432**	
Size	**Good**	**1.6864**	**2.108**	
Location	**Good**	**0.5059**	**0.6324**	
Storage/Fixed Equip	**Good**	**0.5059**	**0.6324**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.26%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Restrooms (Student)	**Good**	**0.7302**	**0.9127**	
Administration	**Good**	**2.088**	**2.61**	**Lacks storage space**
Counseling	**Good**	**0.6057**	**0.7571**	**Lacks storage space**
Clinic	**Good**	**0.19**	**0.2375**	**1 student cot; separation from students waiting in nurse lobby; locked medication and refrigeration**
Staff Lounge-WkRm	**Good**	**0.5701**	**0.7126**	**Good in size for staff lounge; too small to hold all staff meetinf**
Cafeteria	**Good**	**3.2**	**4**	**(1) brunch and (1) lunch periods for all students; offers indoor and outdoor eating space; space is also used for all staff meetings**
Food Service and Prep	**Fair**	**3.3189**	**5.106**	**Space is good but lacks storage for dry storage and supplies**
Custodial and Maintenance	**Good**	**0.4**	**0.5**	
Outside				
Vehicular Traffic	**Good**	**0.8**	**1**	
Pedestrian Traffic	**Good**	**0.784**	**0.98**	
Parking	**Good**	**1.6866**	**2.1083**	
Athletic Courts and Fields	**Fair**	**1.7973**	**2.765**	**Practice field is grass and weeds; Football field is grass and maintained (expensive to maintain with aerating/over-seed; stripping of the field for sporting events); and synthetic track is weathered and needs to be back to competition standards Starting/Finish is located on the visitor side and the pole vault jump is located at the end of football field and interferes with track events); (6) tennis courts have large cracks**
Safety and Security				
Fencing	**Good**	**0.6774**	**0.8467**	
Signage & Way Finding	**Good**	**0.8**	**1**	**Lack of signage to guide visitors to parking**
Ease of Supervision	**Good**	**2.4**	**3**	
Controlled Entrances	**Good**	**0.4**	**0.5**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.26%

Category	Rating	Pts. Earned	Pts. Possible	Comments

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Building Condition Assessment

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Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	88.48%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**14.3441**	**15.9379**	
Exterior Walls	**Good**	**6.6985**	**7.44278**	
Exterior Walls-300, 500 Wing	**Fair**	**1.4886**	**2.48093**	**Older buildings have some exterior stucco peeling and wood rot on soffits**
Roof	**Good**	**2.5623**	**2.847**	
Exterior Windows-500 bldg	**Fair**	**0.4193**	**0.69882**	**Windows on 500 bldg due for replacement**
Exterior Windows	**Good**	**3.564**	**3.95998**	
Exterior Doors	**Good**	**0.5639**	**0.6266**	
Interior Floors	**Good**	**4.763**	**5.2922**	
Interior Walls	**Good**	**8.1038**	**9.0042**	
Interior Doors	**Good**	**1.0175**	**1.1306**	
Ceiling	**Good**	**3.9477**	**4.3863**	**Some buildings have older ceiling tiles, but they are in good, maintained condition. Welding shop ceiling is failing and requires replacement**
Fixed Equipment	**Good**	**9.0233**	**10.0259**	
Mechanical / Electrical				
Main Service- 300, 500 bldg	**Poor**	**0.1377**	**0.45906**	**Westinghose panels in 300 bldg, Challenger panels in 500 bldg are obsolete and in need of replacement**
Main Service	**Good**	**1.6526**	**1.83624**	
Distribution-300, 500 bldg	**Poor**	**0.1377**	**0.45906**	**Westinghose panels in 300 bldg, Challenger panels in 500 bldg are obsolete and in need of replacemen**
Distribution	**Good**	**1.6526**	**1.83624**	
Mechanical / Plumbing				
Supply	**Good**	**1.5754**	**1.7504**	
Fixtures	**Good**	**1.5754**	**1.7504**	

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Building Condition Assessment

MGT CONSULTING

Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	88.48%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / Plumbing				
Waste	**Good**	**1.5754**	**1.7504**	
Mechanical / HVAC				
Energy Generation	**Good**	**6.6817**	**7.4241**	
Distribution	**Good**	**4.009**	**4.4544**	
Controls	**Good**	**2.6726**	**2.9696**	
Mechanical				
Lighting	**Good**	**3.2918**	**3.6575**	**Mostly LED**
Elevators and Conveyances	**Good**	**0.5027**	**0.5585**	
Special Lab	**NA**	**0**	**0.6811**	
Connectivity	**Good**	**1.4161**	**1.5734**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.3065**	**0.3406**	
Exit Safety	**Good**	**0.3065**	**0.3406**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**0.9318**	**1.0353**	
Fire Control Safety	**Good**	**0.9318**	**1.0353**	

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Building Condition Assessment

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Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	88.48%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Good**	**0.354**	**0.3933**	
Fire Alarm Connectivity	**Good**	**0.354**	**0.3933**	
Safety&Fire Protection				
Emergency Lighting	**Good**	**0.708**	**0.7867**	
Fire Resistance	**Good**	**0.613**	**0.6811**	
ADA	**Good**			

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Grounds Condition Assessment

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Site Name:	Orosi High School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	90.37%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Good**	**17.2107**	**19.123**	
Driveways	**Good**	**12.515**	**13.9056**	
Sidewalks	**Good**	**5.0383**	**5.5981**	
Swimming Pool	**New**	**3.732**	**3.732**	
Athletic Courts	**Good**	**3.3588**	**3.732**	
Track	**Good**	**16.794**	**18.66**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**4.3326**	**4.814**	
Athletic & Playfields	**Good**	**16.794**	**18.66**	
Irrigation System	**Good**	**2.0151**	**2.239**	
Utilities				
Water Service	**Good**	**0.756**	**0.84**	
Waste Water Service	**Good**	**0.882**	**0.98**	
Storm Sewer	**Good**	**0.63**	**0.7**	
Site Lighting	**Good**	**0.6714**	**0.746**	
Fencing	**Good**	**5.643**	**6.27**	

BASYS Assessment Reports

Lovell HS – Esperanza HS – Community Day



Building Condition – Educational Suitability – Technology Readiness – Grounds Condition

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Technology Readiness Condition Assessment

MGT CONSULTING

Site Name:	Lovell-Esperanza-Community Day School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	100%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Good**	**10**	**10**	
LAN Connectivity	**Good**	**10**	**10**	
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**Good**	**5**	**5**	
WAN Backbone	**Good**	**10**	**10**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Lovell-Esperanza-Community Day School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.07%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Learning Environment				
Learning Style Variety	**Good**	**4**	**5**	
Interior Environment	**Good**	**1.6**	**2**	
Exterior Environment	**Good**	**1.2**	**1.5**	
General Classrooms				
Environment	**Good**	**3.12**	**3.9**	
Size	**Good**	**7.8**	**9.75**	
Location	**Good**	**2.34**	**2.925**	
Storage/Fixed Equip	**Good**	**2.34**	**2.925**	
Self-Contained Special Ed				
Environment	**NA**	**0**	**0.5325**	
Size	**NA**	**0**	**1.3313**	
Location	**NA**	**0**	**0.3994**	
Storage/Fixed Equip	**NA**	**0**	**0.3994**	
Instructional Resource Rooms				
Environment	**NA**	**0**	**0.7988**	
Size	**NA**	**0**	**1.997**	
Location	**NA**	**0**	**0.5991**	
Storage/Fixed Equip	**NA**	**0**	**0.5991**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Lovell-Esperanza-Community Day School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.07%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Science				
Environment	**NA**	**0**	**0.8298**	
Size	**NA**	**0**	**2.0745**	
Location	**NA**	**0**	**0.6224**	
Storage/Fixed Equip	**NA**	**0**	**0.6224**	
Music				
Environment	**NA**	**0**	**0.5938**	
Size	**NA**	**0**	**1.4846**	
Location	**NA**	**0**	**0.4454**	
Storage/Fixed Equip	**NA**	**0**	**0.4454**	
Art				
Environment	**NA**	**0**	**0.6651**	
Size	**NA**	**0**	**1.6627**	
Location	**NA**	**0**	**0.4988**	
Storage/Fixed Equip	**NA**	**0**	**0.4988**	
Career Tech Ed				
Environment	**Excel**	**1.709**	**1.709**	**Large wood working area for construction classr**
Size	**Excel**	**4.2725**	**4.2725**	
Location	**Excel**	**1.2817**	**1.2817**	
Storage/Fixed Equip	**Good**	**1.0254**	**1.2817**	

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Suitability Condition Assessment

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Site Name: Lovell-Esperanza-Community Day School
Site Number:
Building Name:
Building Number:
GSF:
Site size (acres):
Year Built:
Score (%): 81.07%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Computer Labs				
Environment	**NA**	**0**	**0.3**	
Size	**NA**	**0**	**0.75**	
Location	**NA**	**0**	**0.225**	
Storage/Fixed Equip	**NA**	**0**	**0.225**	
P.E.				
Environment	**Good**	**1.92**	**2.4**	
Size	**Good**	**4.8**	**6**	
Location	**Good**	**1.44**	**1.8**	
Storage/Fixed Equip	**Good**	**1.44**	**1.8**	
Performing Arts				
Environment	**NA**	**0**	**0.3206**	
Size	**NA**	**0**	**0.8016**	
Location	**NA**	**0**	**0.2405**	
Storage/Fixed Equip	**NA**	**0**	**0.2405**	
Media Center				
Environment	**Good**	**0.6746**	**0.8432**	
Size	**Good**	**1.6864**	**2.108**	
Location	**Good**	**0.5059**	**0.6324**	
Storage/Fixed Equip	**Fair**	**0.4111**	**0.6324**	**Needs more storage for books**

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	Lovell-Esperanza-Community Day School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	81.07%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Restrooms (Student)	**Good**	**0.7302**	**0.9127**	
Administration	**Fair**	**1.6965**	**2.61**	**Front office is small; no area for administrative assistant to have private conversations with parents; and no storage for files and supplies (very limited areas)**
Counseling	**Good**	**0.6057**	**0.7571**	
Clinic	**Fair**	**0.1544**	**0.2375**	**area is too small, not enough space for more than two students**
Staff Lounge-WkRm	**Good**	**0.5701**	**0.7126**	
Cafeteria	**Good**	**3.2**	**4**	
Food Service and Prep	**Good**	**4.0848**	**5.106**	**Heat and serve kitchen**
Custodial and Maintenance	**Fair**	**0.325**	**0.5**	**Not enough storage for custodial equipment and supplies**
Outside				
Vehicular Traffic	**Good**	**0.8**	**1**	
Pedestrian Traffic	**Good**	**0.784**	**0.98**	
Parking	**Good**	**1.6866**	**2.1083**	
Athletic Courts and Fields	**Good**	**2.212**	**2.765**	
Safety and Security				
Fencing	**Good**	**0.6774**	**0.8467**	
Signage & Way Finding	**Good**	**0.8**	**1**	
Ease of Supervision	**Good**	**2.4**	**3**	
Controlled Entrances	**Good**	**0.4**	**0.5**	

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Building Condition Assessment

MGT CONSULTING

Site Name:	Lovell-Esperanza-Community Day School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	87.4%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**17.4183**	**19.3537**	**Portables mostly on dirt surface**
Exterior Walls	**Good**	**9.1722**	**10.1913**	
Roof	**Good**	**5.2448**	**5.8275**	
Exterior Windows	**Good**	**3.9149**	**4.3499**	
Exterior Doors	**Good**	**0.5655**	**0.6283**	
Interior Floors	**Good**	**4.8533**	**5.3925**	
Interior Walls	**Good**	**6.7299**	**7.4777**	
Interior Doors	**Good**	**1.1061**	**1.229**	
Ceiling	**Good**	**4.7787**	**5.3097**	
Fixed Equipment	**Good**	**0.9694**	**1.0771**	
Mechanical / Electrical				
Main Service	**Poor**	**0.724**	**2.4132**	**Zinsco main panel needs replacement**
Distribution	**Fair**	**1.4479**	**2.4132**	**mix of newer and older sub panels**
Mechanical / Plumbing				
Supply	**Good**	**1.8974**	**2.1082**	
Fixtures	**Good**	**1.8974**	**2.1082**	
Waste	**Good**	**1.8974**	**2.1082**	
Mechanical / HVAC				
Energy Generation	**Good**	**7.5813**	**8.4237**	
Distribution	**Good**	**4.5488**	**5.0542**	

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Building Condition Assessment

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Site Name:	Lovell-Esperanza-Community Day School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	87.4%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / HVAC				
Controls	**Good**	**3.0326**	**3.3695**	
Mechanical				
Lighting	**Good**	**3.5918**	**3.9909**	
Special Lab	**NA**	**0**	**0.6905**	
Connectivity	**Good**	**1.2304**	**1.3671**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.3107**	**0.3452**	
Exit Safety	**Good**	**0.3107**	**0.3452**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**1.0657**	**1.1841**	
Fire Control Safety	**Good**	**1.0657**	**1.1841**	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Poor**	**0.1025**	**0.3418**	**Fire alarm system needs replacement**
Fire Alarm Connectivity	**Poor**	**0.1025**	**0.3418**	**Fire alarm system needs replacement**

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Building Condition Assessment

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Site Name:	Lovell-Esperanza-Community Day School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	87.4%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety&Fire Protection				
Emergency Lighting	**Good**	**0.6152**	**0.6836**	
Fire Resistance	**Good**	**0.6215**	**0.6905**	
ADA	**Good**			

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Grounds Condition Assessment

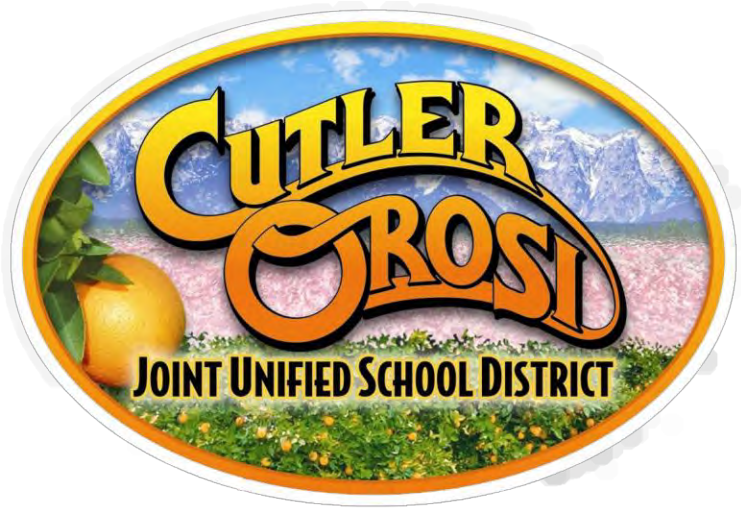
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Site Name:	Lovell-Esperanza-Community Day School	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	89.64%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Good**	**17.2107**	**19.123**	
Driveways	**Good**	**12.515**	**13.9056**	
Sidewalks	**Good**	**5.0383**	**5.5981**	
Athletic Courts	**Good**	**6.7176**	**7.464**	
Track	**NA**	**0**	**18.66**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**4.3326**	**4.814**	
Athletic & Playfields	**Good**	**16.794**	**18.66**	
Irrigation System	**Good**	**2.0151**	**2.239**	
Utilities				
Water Service	**Good**	**0.756**	**0.84**	
Waste Water Service	**Fair**	**0.588**	**0.98**	**On septic, no sewer available**
Storm Sewer	**Good**	**0.63**	**0.7**	
Site Lighting	**Good**	**0.6714**	**0.746**	
Fencing	**Good**	**5.643**	**6.27**	

BASYS Assessment Reports

Family Education Center



Building Condition – Educational Suitability – Technology Readiness – Grounds Condition

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Technology Readiness Condition Assessment

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Site Name:	COJUSD Family Education Center	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	100%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Cooling	**Good**	**10**	**10**	
Comm. & IT Equipment Environment	**Good**	**10**	**10**	
Electrical Power	**Good**	**10**	**10**	
Equity of Access	**Good**	**10**	**10**	
LAN Connectivity	**Good**	**10**	**10**	
Classroom Level Alerting System	**Good**	**5**	**5**	
LAN-WAN Performance	**Good**	**10**	**10**	
Video Distribution	**Good**	**5**	**5**	
Voice Distribution	**Good**	**5**	**5**	
Faculty and Staff Technology	**Good**	**10**	**10**	
Classroom Audio System	**Good**	**5**	**5**	
WAN Backbone	**Good**	**10**	**10**	

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Building Condition Assessment

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Site Name:	COJUSD Family Education Center	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.72%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**17.4183**	**19.3537**	
Exterior Walls	**Good**	**9.1722**	**10.1913**	
Roof	**Good**	**5.2448**	**5.8275**	
Exterior Windows	**Good**	**3.9149**	**4.3499**	
Exterior Doors	**Good**	**0.5655**	**0.6283**	
Interior Floors	**Good**	**4.8533**	**5.3925**	
Interior Walls	**Good**	**6.7299**	**7.4777**	
Interior Doors	**Good**	**1.1061**	**1.229**	
Ceiling	**Good**	**4.7787**	**5.3097**	
Fixed Equipment	**Good**	**0.9694**	**1.0771**	
Mechanical / Electrical				
Main Service	**Good**	**2.1719**	**2.4132**	
Distribution	**Good**	**2.1719**	**2.4132**	
Mechanical / Plumbing				
Supply	**Good**	**1.8974**	**2.1082**	
Fixtures	**Good**	**1.8974**	**2.1082**	
Waste	**Good**	**1.8974**	**2.1082**	
Mechanical / HVAC				
Energy Generation	**Fair**	**5.0542**	**8.4237**	**64% of units are past their useful life, but still functional**
Distribution	**Fair**	**3.0325**	**5.0542**	**64% of units are past their useful life, but still functional**

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Building Condition Assessment

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Site Name:	COJUSD Family Education Center	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.72%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / HVAC				
Controls	**Good**	**3.0326**	**3.3695**	
Mechanical				
Lighting	**Good**	**3.5918**	**3.9909**	
Special Lab	**NA**	**0**	**0.6905**	
Connectivity	**Good**	**1.2304**	**1.3671**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.3107**	**0.3452**	
Exit Safety	**Good**	**0.3107**	**0.3452**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**1.0657**	**1.1841**	
Fire Control Safety	**Good**	**1.0657**	**1.1841**	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Fair**	**0.2051**	**0.3418**	**Part of campus has updated fire alarm, part needs replacement**
Fire Alarm Connectivity	**Fair**	**0.2051**	**0.3418**	**Part of campus has updated fire alarm, part needs replacement**

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Building Condition Assessment

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Site Name:	COJUSD Family Education Center	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	85.72%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety&Fire Protection				
Emergency Lighting	**Good**	**0.6152**	**0.6836**	
Fire Resistance	**Good**	**0.6215**	**0.6905**	
ADA	**Good**			

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	COJUSD Family Education Center	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	79.85%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Maintenance, Custodial, Grounds				
Size	**Good**	**4**	**5**	
Adjacencies	**Good**	**4**	**5**	
Storage & Utilities & Fixed Equip.	**Good**	**4**	**5**	
Food Service Spaces				
Size	**NA**	**0**	**5**	
Adjacencies	**NA**	**0**	**5**	
Storage & Utilities & Fixed Equip.	**NA**	**0**	**5**	
Transportation				
Size	**NA**	**0**	**5**	
Adjacencies	**NA**	**0**	**5**	
Storage & Utilities & Fixed Equip.	**NA**	**0**	**5**	
Storage Warehouse				
Size	**NA**	**0**	**5**	
Adjacencies	**NA**	**0**	**5**	
Storage & Utilities & Fixed Equip.	**NA**	**0**	**5**	

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Suitability Condition Assessment

MGT CONSULTING

Site Name:	COJUSD Family Education Center	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	79.85%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Administration				
Size	**Good**	**3.2**	**4**	
Adjacencies	**Good**	**0.4**	**0.5**	
Storage & Fixed Equip.	**Fair**	**0.325**	**0.5**	**Storage is limited for the "food pantry" and donated clothing and supplies that are offered to families - (The size in need would be the size of a portable classroom space)**
Employee Lounge, WkRm, RR	**Good**	**4**	**5**	
Employee Cafeteria	**NA**	**0**	**5**	
Meeting Rooms	**Good**	**4**	**5**	
Traffic	**Good**	**4**	**5**	
Parking	**Good**	**4**	**5**	
Fencing	**Good**	**4**	**5**	
Signage & Wayfinding	**Good**	**4**	**5**	

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Grounds Condition Assessment

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Site Name:	COJUSD Family Education Center	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	88.65%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Good**	**16.123**	**17.9144**	
Driveways	**Good**	**13.6071**	**15.119**	
Sidewalks	**Good**	**6.502**	**7.2244**	
Play Courts	**NA**	**0**	**8.4808**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**5.7483**	**6.387**	
Playfields	**NA**	**0**	**4.397**	
Irrigation System	**Good**	**3.7692**	**4.188**	
Playgrounds				
Equipment	**Good**	**8.1036**	**9.004**	
Playground Surfaces	**Good**	**2.7135**	**3.015**	
Utilities				
Water Service	**Good**	**4.2408**	**4.712**	
Waste Water Service	**Good**	**4.9473**	**5.497**	
Storm Sewer	**Fair**	**2.3556**	**3.926**	**On septic system, sewer not available**
Site Lighting	**Good**	**1.8846**	**2.094**	
Fencing	**Good**	**7.2369**	**8.041**	

BASYS Assessment Reports

District Office



Building Condition – Educational Suitability – Technology Readiness – Grounds Condition

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Building Condition Assessment

MGT CONSULTING

Site Name:	COJUSD Administration	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.23%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Structural				
Foundation & Structure	**Good**	**17.4183**	**19.3537**	
Exterior Walls	**Good**	**9.1722**	**10.1913**	
Roof	**Good**	**5.2448**	**5.8275**	
Exterior Windows	**Good**	**3.9149**	**4.3499**	
Exterior Doors	**Good**	**0.5655**	**0.6283**	
Interior Floors	**Fair**	**3.2355**	**5.3925**	**Carpet showing signs of wear**
Interior Walls	**Good**	**6.7299**	**7.4777**	
Interior Doors	**Good**	**1.1061**	**1.229**	
Ceiling	**Good**	**4.7787**	**5.3097**	
Fixed Equipment	**Good**	**0.9694**	**1.0771**	
Mechanical / Electrical				
Main Service	**Good**	**2.1719**	**2.4132**	
Distribution	**Good**	**2.1719**	**2.4132**	
Mechanical / Plumbing				
Supply	**Good**	**1.8974**	**2.1082**	
Fixtures	**Good**	**1.8974**	**2.1082**	
Waste	**Good**	**1.8974**	**2.1082**	
Mechanical / HVAC				
Energy Generation	**Poor**	**2.5271**	**8.4237**	**84% of units are past their useful life, many over 30 years old**
Distribution	**Poor**	**1.5163**	**5.0542**	**84% of units are past their useful life, many over 30 years old**

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Building Condition Assessment

MGT CONSULTING

Site Name:	COJUSD Administration	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.23%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Mechanical / HVAC				
Controls	**Good**	**3.0326**	**3.3695**	
Mechanical				
Lighting	**Good**	**3.5918**	**3.9909**	
Special Lab	**NA**	**0**	**0.6905**	
Connectivity	**Good**	**1.2304**	**1.3671**	
Safety&Fire Protection / Means of Exit				
Exit Operation	**Good**	**0.3107**	**0.3452**	
Exit Safety	**Good**	**0.3107**	**0.3452**	
Safety&Fire Protection / Fire Control Capability				
Fire Control Operation	**Good**	**1.0657**	**1.1841**	
Fire Control Safety	**Good**	**1.0657**	**1.1841**	
Safety&Fire Protection / Fire Alarm System				
Fire Alarm Operation	**Good**	**0.3076**	**0.3418**	
Fire Alarm Connectivity	**Good**	**0.3076**	**0.3418**	

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Building Condition Assessment

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Site Name:	COJUSD Administration	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	80.23%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Safety&Fire Protection				
Emergency Lighting	**Good**	**0.6152**	**0.6836**	
Fire Resistance	**Good**	**0.6215**	**0.6905**	
ADA	**Good**			

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Grounds Condition Assessment

MGT CONSULTING

Site Name:	COJUSD Administration	**GSF:**	
Site Number:		**Site size (acres):**	
Building Name:		**Year Built:**	
Building Number:		**Score (%):**	64.5%

Category	Rating	Pts. Earned	Pts. Possible	Comments
Paved Surfaces				
Parking Lots	**Fair**	**11.4738**	**19.123**	**Half of the parking requires repaving. Heavy deterioration**
Driveways	**Poor**	**4.1717**	**13.9056**	**Heavy deterioration in driveways**
Sidewalks	**Good**	**5.0383**	**5.5981**	
Athletic Courts	**NA**	**0**	**7.464**	
Track	**NA**	**0**	**18.66**	
Landscaped Surfaces				
Lawns & Gardens	**Good**	**4.3326**	**4.814**	
Athletic & Playfields	**NA**	**0**	**18.66**	
Irrigation System	**Good**	**2.0151**	**2.239**	
Utilities				
Water Service	**Good**	**0.756**	**0.84**	
Waste Water Service	**Good**	**0.882**	**0.98**	
Storm Sewer	**Good**	**0.63**	**0.7**	
Site Lighting	**Good**	**0.6714**	**0.746**	
Fencing	**Good**	**5.643**	**6.27**	