

# Agenda

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## SUTTER COUNTY BOARD OF EDUCATION

### Study Session

Wednesday, October 27, 2021 – 5:00 p.m.  
Sutter County Superintendent of Schools Office  
970 Klamath Lane – Board Room  
Yuba City, CA 95993

- 5:00 p.m.**
- 1.0 Call to Order
  - 2.0 Pledge of Allegiance
  - 3.0 Roll Call of Members:
    - Ron Turner, President
    - June McJunkin, Vice President
    - Victoria Lachance, Member
    - Jim Richmond, Member
    - Harjit Singh, Member
  - 4.0 Items of Public Interest to Come to the Attention of the Board
    - Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. *The California Government Code, Section 54954.3(a) states, “.....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*
  - 5.0 Conduct Study Session – Review the SCSOS Long Range Facilities Master Plan
  - 6.0 Adjournment

*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the Superintendent’s Office at 530-822-2900 for assistance. Notification at least 48 hours prior to the meeting will enable the Superintendent’s Office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.*

*All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the Sutter County Superintendent of Schools Office located at 970 Klamath Lane, Yuba City, CA 95993.*

# Sutter County Superintendent of Schools Long Range Facilities Master Plan

## DRAFT

*August 2021*



**Prepared for the Board of Education**

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**Harjit Singh, Trustee, Area 3**

**Victoria Lachance, Trustee Area 4**

**Superintendent, Tom Reusser**

**Assistant Superintendent, Business Services Ron Sherrod,**

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## SECTION 1: INTRODUCTION

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The purpose of this Long Range Facilities Master Plan is to provide an assessment of existing facilities-related conditions within the SCSOS, a tool to identify future facility needs, and provision of "suggested next steps" for the SCSOS to consider as it further refines its facilities implementation plan. This document could become a Board of Education policy to set the standard for current and future support of the SCSOS educational learning program.

To assist the SCSOS with developing the plan, the SCSOS commissioned the services of Eric Hall & Associates, LLC (EH&A).

Headquartered in Yuba City, Sutter County, California, the SCSOS has facilities in Sutter and Nevada Counties.

There are 12 school districts and 9 Charter Schools serving more than 20,000 students in grades PK-12 within this nearly 608 square mile suburban/rural County.

The purpose of this LRFMP is to identify the educational needs of the spaces at sites, evaluate student enrollment, calculate classroom utilization, assess facility conditions, identify improvements needed, and identify funding options and opportunities. This LRFMP includes:

- ✚ Identifying needs of spaces found at various sites;
- ✚ Assessing the Sutter County Superintendent of School's capacity for housing students;
- ✚ Determine repairs, modernizations, upgrades, and additions needed by school site, support facilities, and organization-wide operating facilities, to achieve the Sutter County Superintendent of Schools' goals;
- ✚ Identifying potential sources of funding for construction of facilities within the Sutter County Superintendent of Schools;
- ✚ Identifying activities to maximize potential funding;
- ✚ Developing a plan for periodically updating the Sutter County Superintendent of Schools' LRFMP;

This document will best serve the Sutter County Superintendent of Schools if it is regularly updated. It will provide a current identification of opportunities and challenges associated with changes in pupil enrollment, housing development, the condition of facilities, changes in technology, and the educational learning program.

## Executive Summary

The Sutter County Superintendent of Schools, Mr. Tom Reusser, is striving to lead the SCSOS office in a direction that best serves students, Sutter County Districts, and the community. With a specific impression that education leads to opportunity, and opportunity looks different to each unique individual within the community, Mr. Reusser aspires to ensure that the SCSOS is positioned to help everyone grow and thrive in the direction that best suits their hopes and dreams. While maintaining a high priority in the K-12 education arena, Mr. Reusser has also prioritized adult education and regional occupation programs. A critical piece in this equation is determining at what capacity the SCSOS can fulfill this vision while limiting duplication of services for our regional partners. This Long Range Facility Master Plan has been initiated for the SCSOS Board of Education to assist in this endeavor.

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

The Sutter County Superintendent of Schools is to be commended for recognizing the importance of the teaching and learning environment and initiating this LRFMP as a part of their strategic goal of providing a safe and effective learning environment. This report provides a framework for the Sutter County Superintendent of Schools to improve its existing facilities, develop a plan to prioritize facility needs, and pursue the financial resources to fund the priority improvements.

Highlights and summary of the LRFMP include:

- ✚ As a vital part of the process of creating an LRFMP, the Sutter County Superintendent of Schools, in consultation with Eric Hall and Associates (EH&A), conducted detailed site assessments to identify capital needs and other facilities requirements. As a result, site-specific and global needs that promote and align with the Sutter County Superintendent of Schools' vision and the Board's high priority goals are identified.
- ✚ Sutter Pointe's land-use plan offers over 3,600 acres of commercial and industrial employment uses, 2,900 acres for new homes (17,500 units), and 1,000 acres of parks, recreation, open space, and community facilities. The SCSOS is monitoring progress and preparing for a potential increase in students within the County.
- ✚ The One Stop and Adult Education have been integral to the SCSOS and the community for decades, adapting to provide much-needed services as the community evolves. As a result, the SCSOS is considering opportunities for growth in this arena.



- ✦ Using the Sutter County Superintendent of Schools "definition" of classrooms, the SCSOS has 51 instructional spaces, consisting of 38 permanent and 13 portable classrooms for K-12, Shady Creek, and Adult Education.
- ✦ Using the SCSOS "loading" (the number of students typically found in each classroom), the SCSOS can accommodate 1216 students in all of its classrooms presently (not accounting for COVID - which is at 25% for pre-April 2021 6 foot standard, 12 at the current standard). Thus, the loading reflects the capacity for both permanent and portable classrooms.
- ✦ The SCSOS has a vacant lot to the West of the SCSOS office. The SCSOS is considering constructing a new building on the lot as a regional education and conference center.
- ✦ The LRFMP identifies facility projects and improvements due to the age of facilities. Some projects are identified and described in the LRFMP. These projects include safety and security needs, upgraded support facilities, and upgraded instructional facilities.

Looking forward, EH&A recommends that the Sutter County Superintendent of Schools and Board:

- ✦ Finalize the list of facility improvements identified in the LRFMP based on SCSOS priorities and potential funding;
- ✦ Authorize the development of a capital implementation plan for facility projects, to include phasing of projects and develop a schedule of activities;
- ✦ Periodically review and update enrollment projections, classroom inventories, administrative capacity, facility conditions, and funding options;
- ✦ Utilize the LRFMP to improve the learning and organizational environment and determine the direction for enhancing facility assets.

## The Master Plan Development Process

Various techniques were utilized throughout the development of the LRFMP. Initiated in the mid-stage of the 2019-20 academic year, the LRFMP has suffered some delays in production due to COVID-19. Activities, techniques, and strategies that were employed during the completion of the plan are briefly summarized below:

- ✚ Interviews and teleconference meetings were conducted with the Superintendent, respective site administrators, and staff on a broad range of facilities-related topics and issues.
- ✚ Records research was conducted utilizing files and archives of the SCSOS, California Department of Education (CDE), the Division of the State Architect (DSA), and the Office of Public School Construction (OPSC).
- ✚ Google Earth and digital images were created and utilized to assess existing conditions and to document findings.

## Facility Funding Alternatives

A great deal of time and effort has been invested in researching and identifying potential funding sources to address the financial requirements associated with projects.

The analysis identified that SCSOS received \$11,741,926 in State School Facility Program new construction funding since 2002 to construct Feather River Academy and additional classrooms at Riverbend Elementary and River Valley High School. The State funded 100% of the cost of these projects through the financial hardship program.

The SCSOS may have COVID Elementary and Secondary School Emergency Relief (ESSER) funds for reopening, a potential funding source for some facilities projects.

## Recommendations/Next Steps

An integral component within the Master Plan is identifying recommendations and next steps to create a more fine-tuned facilities implementation plan – in essence, creating a series of action plans through which the SCSOS can address its identified needs. These recommendations/next steps are briefly listed below.

- ✚ Establish an optimal enrollment goal for each program within the SCSOS.
- ✚ Identify the desired building projects that need to occur to accommodate site/program improvements over the next five years.

- ✚ Commence program planning for the SCSOS future modernization projects.
- ✚ Create a facilities steering committee that will, amongst other things, help to promote awareness of and support for facilities improvements throughout the SCSOS.
- ✚ Forward copies of the final/Board-adopted Master Plan to:
  - ❖ All sites within the SCSOS sphere of influence
  - ❖ Sutter County Department of Land Planning, California Government code 65352.2
  - ❖ Yuba City Department of Land Planning, California Government code 65352.2

## Updating of the Long Range Facilities Master Plan

It is suggested the Board of Education require updating of the Long Range Facilities Master Plan aligned to the budget development for the incoming fiscal year. The update should offer current information about modern educational programs, existing facilities and maintenance activities, r e c o m m e n d a t i o n s for short-term and long-term improvements, a projected schedule of activities, and updated funding options.



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## Board of Education

### Mission

The mission of the Sutter County Board of Education is to do what is best for our students.

### Vision

The Sutter County Board of Education, as a premier Board, provides a unified voice for students, staff, and community through the following:

- ✦ Support for county office programs and districts to ensure excellence in education;
- ✦ A system of checks and balances for budget;
- ✦ Local Control and Accountability Plan (LCAP);
- ✦ Adoption of courses of study;
- ✦ Collaboration with the Superintendent and engagement of the community to promote the mission and vision of the county office; and
- ✦ A plan for providing safe, state-of-the-art facilities.

### Collective Commitments

The Sutter County Board of Education commits to:

- ✦ Act collectively and openly as a cohesive Board;
- ✦ Be informed by recommendations of the Superintendent and professional staff;
- ✦ Advocate for students, staff, and community;
- ✦ Be knowledgeable about California Constitution;
- ✦ Ensure fiscal stability;
- ✦ Fulfill legal mandates; and
- ✦ Be visible in the community.

### Goals

The Sutter County Board of Education has adopted the following goals aligned with our vision and mission:

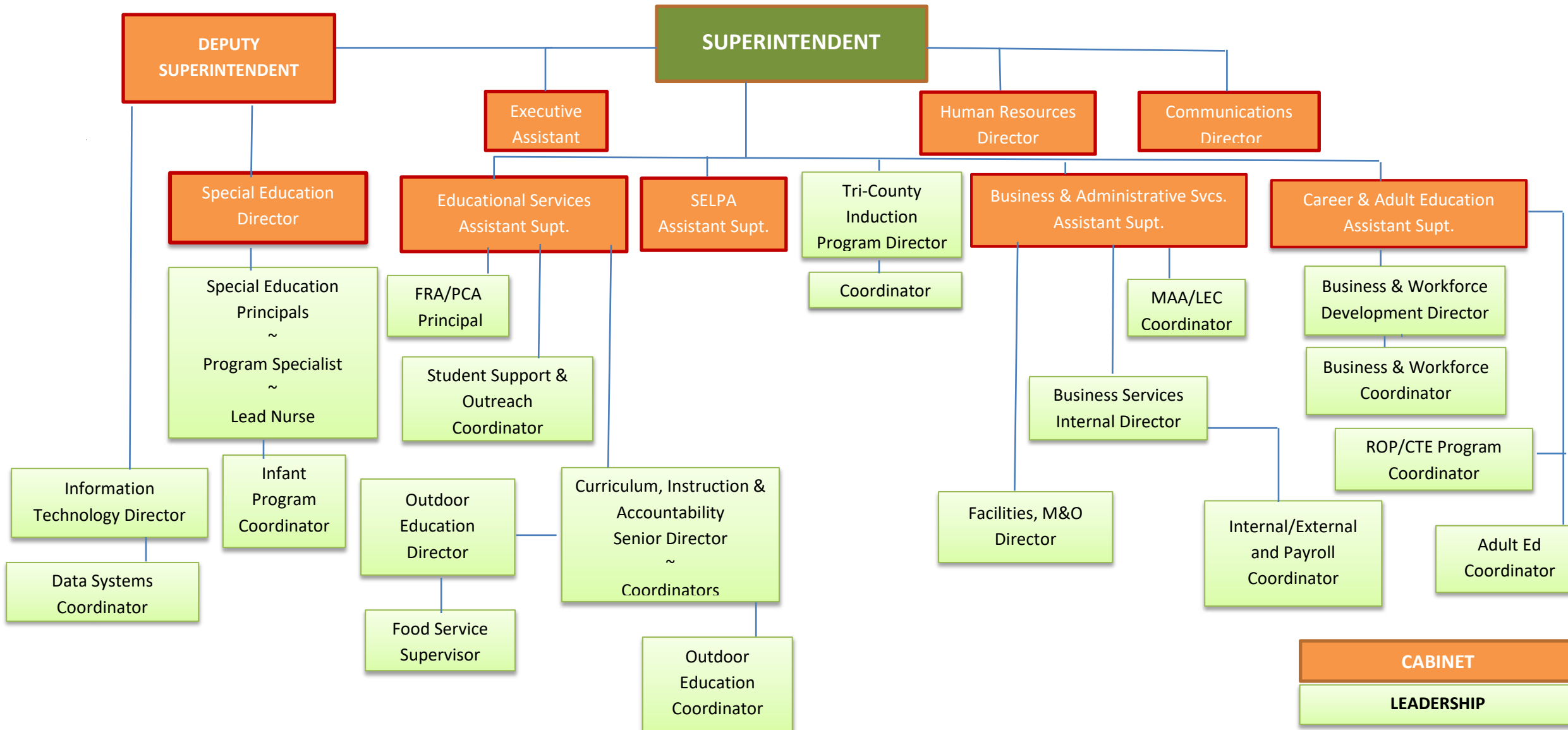
- ✦ Remain current regarding knowledge of budget and programs through board training sessions and annual reports from county office departments and programs;
- ✦ Gain a deeper understanding of the LCAP and its implications for students;
- ✦ Be visible in the community by providing student scholarships, attending programs, school events, and district board meetings;
- ✦ Promote the Sutter County Superintendent of Schools' mission and vision;
- ✦ Collaborate with the County Superintendent and approve a facilities plan in Spring of 2021; and
- ✦ Develop and update Board bylaws.

## Role of the Sutter County Board of Education

The Sutter County Board of Education provides leadership to support the success of public education. Their responsibilities include assuring appropriate educational environments and curricula for students, approving the Sutter County Superintendent of Schools budget and acquisitions of real property, and determining the salary of the County Superintendent of Schools. Trustees serve as an appellate panel in areas such as denials of student inter-district transfers, expulsion appeals, and denials of charter school petitions. They also serve as the Sutter County Committee on School District Organization with approval authority in respect to all proposed changes of school district boundaries.

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# SUTTER COUNTY SUPERINTENDENT OF SCHOOLS ORGANIZATIONAL CHART



Approved by Cabinet: 09/05/06; Revised: 07/25/07; 08/22/08; 08/24/09; 3/24/2010, 6/8/2010, 3/10/2011, 6/7/2011, 2/25/2013, 9/16.2013; 2/3/2014, 3/23/15, 9/14/16, 7/19/17, 9/4/19, 10/2/19, 5/6/20, 1/20/21, 6/4/21





## SECTION 2: NATURE OF THE SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

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### Background

Located in North-Central California, Sutter County has 12 school districts and 9 charter schools. As of the 2020-21 census day, approximately 23,695 students were enrolled in Sutter County schools, including approximately 487 students served directly by the SCSOS. The Sutter County Superintendent of Schools is headquartered in Yuba City, with facilities throughout Sutter and Nevada Counties. The SCSOS offers many programs and services to the student and community populations throughout the region, including fiscal assistance and oversight, special and alternative education programs, Tri-County Career Technical & Induction programs, a Special Education Local Planning Area, curriculum, instruction, and assessment support and other roles.

According to a Fiscal Crisis & Management Assistance Team (FCMAT) report in 2017, the SCSOS works with the Superintendents of school districts to provide services and support to all of the individual public and charter school districts within its boundaries. The County Superintendent is responsible for examining and approving school district budgets and expenditures. The passage of AB1200 gave County Superintendents additional powers to enforce sound budgeting and ensure the fiscal integrity of the Districts. While county offices historically received funding to offset the costs of services provided to small school districts, with the passage of the Local Control Funding Act in 2013, these dollars are no longer broken out but are now included in the SCSOS's base funding model.

## Alternative Education Programs

### Tri-County ROP

Tri-County ROP will provide high-quality career training programs and services to its customers and remain committed to continuous improvement. Program completers will be qualified to assume entry-level employment in the occupation for which trained and/or advance to higher-level careers through postsecondary education.

Tri-County ROP has provided top-quality career technical education programs for high school students and adults for over 40 years. The program provides these programs in Colusa, Sutter, and Yuba Counties. Courses offered by ROP cover career paths that integrate the 15 California State Board of Education approved Career Clusters:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building Trades and Construction
- Education and Family Services
- Engineering and Design
- Finance and Business
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Services
- Transportation

Courses are open to students in 11th or 12th grade and live in a school district that participates in ROP. Students are eligible whether they are regularly enrolled students or not, including adults, private school students, charter school students, students on independent study, and students with disabilities. Classes are held at high school campuses and other locations throughout the Tri-County area.

### Adult Education

The purpose of the SCSOS Adult Education Program is to assist students (16 1/2 years and older) in completing course work in preparation for passing the General Educational Development (GED) exam; the California High School Exit Examination (CAHSEE) or meeting the requirements for a SCSOS High School diploma.

English as a Second Language (ESL) is also offered both during the day and evening hours. EL Civics Citizenship courses are provided, as are Vocational English as a Second Language (VESL) classes for those limited English speakers who seek specific trade or skills language.

Career Technical Education (CTE) is in the process of being expanded in the Adult Education Program. These CTE programs may be housed at the Sutter One Stop or other locations in the community.

### Feather River Academy County Community School

Feather River Academy (FRA) provides students in grades nine through twelve with an alternate placement for academic success through an individualized approach, emphasizing core subjects, life-long social skills, access to community services for students and families, and smaller class sizes. Students are provided with opportunities to learn academic skills and individual responsibility necessary for the adult work world.

Each student's educational program is individually assessed and prescribed. The community school course of study will be adopted by the County Board of Education and must enable students to continue academic work leading to the completion of a regular high school program. (Ed. Code, § 1983.)

### Independent Study Program

The Independent Study Program (ISP) offers a personalized learning schedule for students enrolled in Feather River Academy. The program is suited for the student who works part-time, seeks an alternative educational program, is less distracted studying in a non-classroom environment, or has difficulty traveling to school to attend daily instruction. The ISP offers comparable curriculum and learning opportunities, as students would receive if participating in daily classroom attendance. Students must complete the graduate course requirements as outlined in the course of study and all mandated assessments, including the California High School Exit Exam (CASHEE) commencing in 2006.

### Pathways Charter Academy

Pathways Charter Academy provides an educational opportunity that offers California standards-aligned curriculum, individualized instruction through an independent study/personalized learning approach designed to maximize the growth of all students, and a goal-oriented program of helping every student realize their potential. All students will complete a comprehensive intake assessment to create an individualized success plan that includes a rigorous individualized learning plan tailoring students' education to their personal needs, strengths, weaknesses, abilities, and interests. Social-emotional-behavioral supports, career exploration and preparation, and college attendance are vital components of our educational focus to make learning relative and meaningful.

As a County Community School, PCA serves pupils for whom the county office of education would otherwise be responsible for providing direct instruction and related services. This includes serving pupils based on parent requests or referred by agencies. County Community Schools may enroll pupils whose school districts of attendance or, for pupils who do not have

school districts of attendance, school districts of residence, have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school.

Pupils in the core program may also be referred through SARB, Juvenile Probation, Expulsion, or otherwise involved in the Juvenile Justice System. Those pupils who do not need intensive services may be enrolled in our core program.

### Special Education Programs

The Special Education Department provides special education-related services to the 12 school districts within Sutter County for students from birth to age 22 years. The Special Education Department consists of approximately 155 staff members located throughout Sutter County, which supports students and families.

In addition to providing specialized academic instruction, speech and language, and school psychologist services to the eleven smaller districts of Sutter County, Sutter County serves approximately 300 students, in 32 classes, on 13 sites, throughout Sutter County. These 300 students require specialized instruction in a self-contained class to accommodate their special needs.

For ages Birth to three, services include the Infant Development Program. Preschool students are served in various special day class settings. For ages Five to 22 years, special day class programs are provided for students with emotional disabilities, for students with severe cognitive, physical, and/or medical disabilities, students identified with behavioral needs, and students identified with autism. Specialized services include speech and language, school nurse, and school psychologist.

### Tri-County Induction Program (Formerly BTSA)

The Tri-County Induction Program is an accredited induction program that fulfills professional, clear credential requirements for multiple and single subject, education specialist, career technical education, and administrative services credential holders. Utilizing a locally designed formative assessment system, credential candidates apply pre-service knowledge and experience with the assistance of a trained mentor. Based on the California Standards for the Teaching Profession (CSTP), support is specific, job-embedded, and evidence-based. The Induction Program partners with the candidates' school site leadership, district office leadership, and county office leadership to provide a contextualized growth experience. We are committed to accelerating educator effectiveness to accelerate student learning.

### Shady Creek Outdoor School and Conference Center

Shady Creek Outdoor School and Conference Center is a 132-acre property located in Nevada County. Shady Creek provides outdoor science aligned to State curriculum standards for students grade six through eight from schools throughout California and Oregon. Students reside at Shady Creek for their week of instruction, which lends to many learning and social opportunities that students would not typically acquire at a traditional school.

## Sutter County One Stop

The Sutter County One Stop provides employment opportunities, services to job seekers, and training to build a quality workforce. Since 1984, One Stop has worked with local businesses to meet their hiring, training, and human resource assistance needs. One-Stop offers career exploration, job search assistance, on-the-job training, vocational training, and Adult Education. One-Stop has been successful by building solid relationships with local businesses.



## SECTION 3: EDUCATIONAL SPECIFICATIONS

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### The Educational Program and Facilities Planning

The Sutter County Superintendent of Schools LRFMP is broad in scope, and the formulation is a complex undertaking central to the planning process as a whole. The LRFMP is formulated due to study and input from various groups of staff, parents, community members, and administrators. Task forces composed of teachers and administrators evaluate curriculum, develop changes and devise strategies for the smooth implementation of improvements. Staff and the various councils, committees, parents, and other groups also become involved in the planning process. The success of all subsequent planning is dependent upon the master plan accurately and thoroughly articulating the educational philosophy of the community, specifying the ways administration and staff will attempt to realize the educational program goals.

The SCSOS has made and continues to make concerted efforts to articulate the curriculum through cooperative efforts with the community it serves. Future educational planning must include the articulation theme to provide opportunities for continuous progress for students. EH&A highly recommends the development of an Educational Specification.

#### Professional Development

The Board and Superintendent place a high value on professional improvement and growth for all classification of employees. The staff development program is derived from the annually determined curriculum and instruction goals. Individual professional growth of all employees is strongly encouraged, and financial support is provided when appropriate. The SCSOS provides staff with opportunities to improve their knowledge and skills and participate in curriculum and instruction decision-making.





## SECTION 4: DEMOGRAPHICS

### Student Population

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The preparation of a demographic study for the SCSOS assumes certain standards of measurement universal for all school systems within California and codified in the Education Code. These standards provide guidelines for measuring school capacities and the projection of enrollment growth, compared to the common standards that regulate all California schools, to be used in establishing a method of the measurement of the SCSOS.

In no way should this approach be construed as a recommendation that the SCSOS should apply, or not apply, for funding under any of the State School Facility building programs. Funding mechanisms and recommendations will be contained in a later section of this study. However, Section 5 does provide an analysis of actual school site capacities and projected enrollments and other related demographic data on which a finding of the condition of impact may be based. This basis may result from current or continued residential, commercial, or industrial development within the SCSOS or enrollment growth caused by demographic changes.

In November of 2020, the Sutter County Board of Supervisors voted to approve Phase 1 of Sutter Pointe. This project phase will envelop 386 acres and plans to include 3,388 single-family homes, 399 multi-family homes, and up to two K-8 schools. Housing construction is scheduled to begin in 2023.


In total, Sutter Pointe will be developed over the next 20-30 years with a total of 17,500 homes with an estimated population increase of 47,000-49,000. A development of this size will have an impact on the regional demographics. The growth occurs within the boundaries of Pleasant Grove Joint Union School District (PGJUSD).

The developer of the first phase of Sutter Pointe has been working with PGJUSD and stakeholders on an educational specification for planned school construction within the district, including the SCSOS. Directors of the Curriculum, Instruction & Accountability (CI&A) Department and the Facilities, Maintenance, Operations & Fleet (FMOF) Department have attended thus far. The SCSOS will continue to follow planning and development meetings as necessary to best support PGJUSD.

At this time, the current discussion has indicated an intention of the developer to construct all necessary facilities and amenities, as required to house the students that will be added to the district, including alternative and special education students. The SCSOS will continue to monitor the progress of Sutter Pointe for consideration in future planning.

## Data Collection

Data for this Master Plan has been derived from several sources. These sources include the following:

-  Federal Census information of various types has been collected and is presented in numerous tables. It has been used as a supplement to SCSOS information and provides valuable background information about residents of Sutter County.

## General Information

<b>PEOPLE</b>	<b>Population</b>
<b>Population estimates, July 1, 2019, (V2019)</b>	<b>96,971</b>
Population estimates base, April 1, 2010, (V2019)	94,756
Population, percent change - April 1, 2010 (estimates base) to July 1, 2019, (V2019)	2.3%
Population, Census, April 1, 2010	94,737
<b>Age and Sex</b>	
Persons under 5 years, percent	6.9%
Persons under 18 years, percent	25.8%
Persons 65 years and over, percent	15.6%
Female persons, percent	50.2%
<b>Race and Hispanic Origin</b>	
White alone, percent	72.7%
Black or African American alone, percent <a href="#">(a)</a>	2.7%
American Indian and Alaska Native alone, percent <a href="#">(a)</a>	2.4%
Asian alone, percent <a href="#">(a)</a>	17.0%

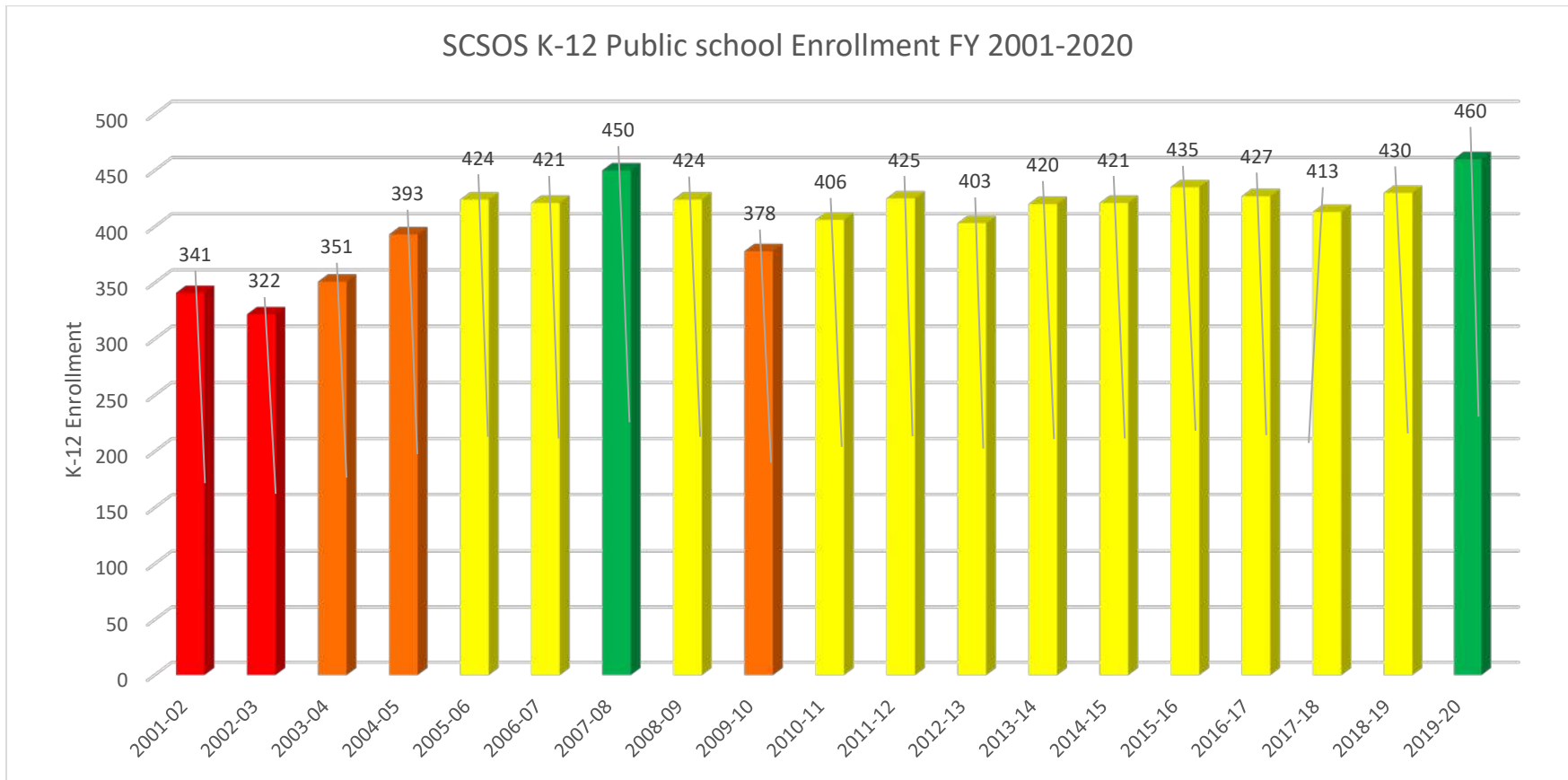
Native Hawaiian and Other Pacific Islander alone, percent <a href="#">(a)</a>	0.4%
Two or More Races, percent	4.8%
Hispanic or Latino, percent <b><a href="#">(b)</a></b>	31.9%
White alone, not Hispanic or Latino, percent	44.9%
<b>Population Characteristics</b>	
Veterans, 2015-2019	5,986
Foreign born persons, percent, 2015-2019	22.2%
<b>Housing</b>	
Housing units, July 1, 2019, (V2019)	34,583
Owner-occupied housing unit rate, 2015-2019	57.7%
Median value of owner-occupied housing units, 2015-2019	\$279,400
Median selected monthly owner costs -with a mortgage, 2015-2019	\$1,677
Median selected monthly owner costs -without a mortgage, 2015-2019	\$504
Median gross rent, 2015-2019	\$1,033
Building permits, 2019	140
<b>Families &amp; Living Arrangements</b>	
Households, 2015-2019	32,636
Persons per household, 2015-2019	2.91

Living in same house 1 year ago, percent of persons aged 1 year+, 2015-2019	85.3%
Language other than English spoken at home, percent of persons aged 5 years+, 2015-2019	37.3%
<b>Computer and Internet Use</b>	
Households with a computer, percent, 2015-2019	89.0%
Households with a broadband Internet subscription, percent, 2015-2019	82.7%
<b>Education</b>	
High school graduate or higher, percent of persons aged 25 years+, 2015-2019	78.2%
Bachelor's degree or higher, percent of persons aged 25 years+, 2015-2019	18.2%
<b>Health</b>	
With a disability, under age 65 years, percent, 2015-2019	8.9%
Persons without health insurance, under age 65 years, percent	9.0%
<b>Economy</b>	
In civilian labor force, total, percent of population age 16 years+, 2015-2019	57.7%
In civilian labor force, female, percent of population age 16 years+, 2015-2019	50.7%
Total accommodation and food services sales, 2012 (\$1,000) <a href="#">(c)</a>	116,640
Total health care and social assistance receipts/revenue, 2012 (\$1,000) <a href="#">(c)</a>	392,432

Total manufacturers' shipments, 2012 (\$1,000) <a href="#">(c)</a>	543,504
Total merchant wholesaler sales, 2012 (\$1,000) <a href="#">(c)</a>	1,197,304
Total retail sales, 2012 (\$1,000) <a href="#">(c)</a>	1,069,489
Total retail sales per capita, 2012 <a href="#">(c)</a>	\$11,255
<b>Transportation</b>	
Mean travel time to work (minutes), workers aged 16 years+, 2015-2019	27.5
<b>Income &amp; Poverty</b>	
Median household income (in 2019 dollars), 2015-2019	\$59,050
Per capita income in past 12 months (in 2019 dollars), 2015-2019	\$27,371
Persons in poverty, percent	12.8%
<b>Business</b>	
Total employer establishments, 2018	1,813
Total employment, 2018	22,670
Total annual payroll, 2018 (\$1,000)	970,146
Total employment, percent change, 2017-2018	3.7%
Total non-employer establishments, 2018	6,251
All firms, 2012	5,461
Men-owned firms, 2012	2,907
Women-owned firms, 2012	1,806
Minority-owned firms, 2012	1,957

Nonminority-owned firms, 2012	3,108
Veteran-owned firms, 2012	542
Nonveteran-owned firms, 2012	4,598
<b>Geography</b>	
Population per square mile, 2010	157.3
Land area in square miles, 2010	602.41
FIPS Code	06101

Sutter County Superintendent of Schools K-12 Public School Enrollment 2001 - 2020



Red - 300-349

Orange - 350-399

Yellow - 400-449

Green - 450-499





## SECTION 5: CAPACITY ANALYSIS

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### Classroom Capacity Analysis

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

The capacity analysis can be the foundation for Board policy and administrative regulations. This analysis should assist the Board, Superintendent, and the programs in exploring solutions to provide effective and permanent space to optimize the learning environment. It can also be used to develop policies and regulations identifying optimal enrollment capacities at each school site. Factors such as programs offered, academic standards, school safety, configuration, and size of libraries, administrative, bathroom, physical education, and other support facilities should be considered in establishing school site capacities.

In developing the capacity analysis, classrooms were identified and loaded utilizing state standards. The capacity analysis counts all spaces that meet criteria pursuant to the California Department of Education (CDE) "Classroom Definition Policy" (March 19, 2009): larger than 700 square feet in size, built as a classroom, and used as a teaching station for the last five years. The capacity analysis for each school site is provided in Exhibit A.

Why calculate capacity? – to enroll the *correct* number of students in a school facility, or conversely, to plan a school facility that is the right size for its intended enrollment. School capacity is defined as the number of learners reasonably accommodated by a school, building, and site.

As a County Office of Education, the SCSOS provides a broad range of programs and services that extend well beyond what would be considered in a traditional capacity analysis of a school site or district. Thus, the SCSOS holds a high standard on facility capacities and conditions that would best serve students of all ages and needs; therefore, adult education classrooms, conference spaces, and parking are also considered within this LRFMP.

## SCSOS K-12 Classroom Capacity Data, 2020-21

The following tables show a basic overview of the number of classrooms (permanent and relocatable structures) and the estimated capacity for each space.

Feather River Academy, Pathways Charter Academy, Shady Creek, and Adult Education are all located on SCSOS owned properties and currently provide dedicated instruction and services to the respective programs.

The remainder of the classrooms are located on school district sites and are provided by the SCSOS to the district to utilize at their discretion as part of the Special Education Local Plan Area (SELPA) facilities pool. The SCSOS is responsible for the deferred maintenance of these buildings. The day-to-day use and maintenance is the district's responsibility and is coordinated by the SELPA.

### Kindergarten through twelfth-grade classroom count, capacity, and enrollment

	Program Loading Number of Classrooms		
	Permanent	Portable	Total
<b>Elementary</b>			
Riverbend Elementary School	10	0	10
Lincest Elementary School	0	9	9
Sub-Total Elementary	10	9	19
<b>Middle School</b>			
Gray Avenue Middle School	2	0	2
Live Oak Middle School	0	1	1
Sub-Total Middle School	2	1	3
<b>High School</b>			
Feather River Academy	7	0	7
Pathways Charter Academy	1	0	1
River Valley High School	1	0	1
Sutter Union High School	0	2	2
Yuba City High School	0	1	1
Sub-Total High School	9	3	12
Total	21	13	34

## SCSOS K-12 Classroom Capacity and Enrollment Data

Elementary	Capacity	20-21 Enrollment	Difference
Riverbend Elementary School	250	34	216
Lincest Elementary School	225	18	207
Sub-Total Elementary	475	52	423

Middle School	Capacity	20-21 Enrollment	Difference
Gray Avenue Middle School	50	22	28
Live Oak Middle School	25	0	25
Sub-Total Middle School	75	22	53

High School	Capacity	20-21 Enrollment	Difference
Feather River Academy	175	57	118
Pathways Charter Academy	25	14	11
River Valley High School	25	10	15
Sutter Union High School	50	12	38
Yuba City High School	25	9	16
Sub-Total High School	300	102	198
Total	850	176	674

\*Capacity for K-12 CR determined at General Ed, 150 sq. ft. teaching space, 30 sq. ft. per student for K-12

Primarily the programs and services offered by the SCSOS are occupied with students referred by other Local Education Agencies (LEA) for specialized services that are inefficient for a single District to provide.

Special Education students may be served by the District or the SCSOS, dependent upon the need, and the coordination of these services is handled through the SELPA. In addition, Feather River Academy (FRA) and Pathways Charter Academy (PCA), as an alternative High School option, are specialized to meet more specific needs of the students.

Given the nature of referrals, enrollment projections have less weight in the facility capacity calculation than historical reference and trends. Based upon the historical enrollment data (on page 26), the SCSOS had experienced only slight variances in the overall enrollment for alternative and special education since 2005, when the SCSOS constructed FRA to increase capacity. The tables above verify that the SCSOS has plenty of accommodation for the programs with room for expansion.

The current pace and direction as indicated by the developer of the first phase of Sutter Pointe, it does not appear that the growth in Sutter Pointe will have a significant impact on capacity in the K-12 classrooms for the next five to ten years, if at all.

### SCSOS Outdoor and Adult Ed Classroom Capacity and Enrollment Data

#### Shady Creek

Shady Creek is a residential, outdoor education, and science school. As a residential school, capacity analysis is approached relatively. The facility can house up to three hundred (300) residents, in multi-bunk rooms, with adults segregated from minors in living and restroom spaces. Teachers and students from counties throughout California and Oregon reside for the week, attending classes during the day and evening, and learning social and life skills when out of class. In addition, Shady Creek provides three meals a day to visiting teachers and students, with opportunities for students to volunteer and participate in food preparation and service with the nutrition staff.

As an outdoor school, most instruction is best performed outdoors; however, as school session is typically in rainy seasons, there are times when interior instructional spaces are necessary. Shady Creek has three interior "classroom" spaces, including the dining hall, allowing for up to one hundred students at a time in class. When outdoor class is unreasonable, Shady Creek adjusts the class schedule into a flexible, rotational routine, with students not attending class in a classroom studying in their respective cabins. Currently, this regimen is adequate but could be improved. The SCSOS has considered adding instruction space as well as additional adult restrooms to the site. EH&A recommends that the SCSOS continue to monitor and plan for when the facility improvements are feasible.

Shady Creek 2018-2019 Enrollment

Grade Level		Entities Served		Length of Stay	Day Only (1 Day)	3 Nights (4 days)	4 Nights (5 days)
4th Grade	246	Client Teachers	212		246		
5th Grade	2324	California Counties	9		62	1021	1241
6th Grade	1713	School Districts	50		47	343	1323
Other	127	Public Schools	67		127		
<b>TOTAL Served</b>	<b>4410</b>	Private Schools	12	Instructional Days	482	5456	12820

<b>TOTAL Instructional Days</b>	<b>18758</b>
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## Adult Education and the One-Stop

Program Loading Number of Classrooms				
<u>Adult Education</u>	Permanent	Portable	Total	Capacity
Gateway 1100	6	0	6	116
Adult Ed Bldg	8	0	8	150
Sub-Total Alt Ed	14	0	14	116

Since 1993 Adult Education (ADED) has provided High School Equivalency instruction and testing, English as a Second Language, supplemental math, English, and computer skills free of charge to the community. Over time, the program has adapted and grown to the community's needs, expanding programs, including integrating operations with the One-Stop. As a transitional program, where different groups in a master schedule utilize classrooms, capacity directly impacts the variety and number of services provided. Therefore, enrollment data aligns to classroom occupancy, which means a broader perspective is necessary to evaluate capacity.

Adult Education and the One-Stop, by their very nature, cater to a population more like a college. As a result, parking, restrooms, waiting rooms, and breakrooms become an integral part of the capacity analysis. Furthermore, the classroom curriculum and instruction are contingent upon ever-changing funding (such as grants) and the community needs. Therefore, adaptive, multi-use spaces are optimal for long-term planning and goals.

Originally housed at a property on Wilbur Avenue since 1988, the SCSOS relocated ADED and the One-Stop to newer, leased facilities located on the same block as the SCSOS offices in 2015. ADED expanded further and occupied a third SCSOS owned facility in 2018. Although these changes have improved conditions for the programs, the nature of the facilities (leased property, type of rooms, parking, etc.) hinders efficiency and growth.

Aligned to the Superintendent's vision, the SCSOS speculates facility and programmatic options to enhance ADED for the community. EH&A concurs with the SCSOS that a more sustainable solution would bolster these programs.

	Program Loading Number of Classrooms			Capacity	18-19 Enrollment	Difference
	Permanent	Portable	Total			
Shady Creek	3	0	3	100	110	-10

Capacity for Shady Creek determined by annual enrollment/ divided by respective class term then factored per class per day, 10 sq.ft. per student

Amenities: Conference space, parking, and restrooms

Conference space is critical to operations for the SCSOS. Many programs that do not have dedicated instructional space, such as the Tri-County Teacher Induction Program (TCIP), utilize the conference rooms as make-shift classrooms, planning the operations around other program events, meetings, conferences, and public venues. Many of these events draw community members to the SCSOS facilities, filling parking lots and placing a high demand on restrooms.

The largest room at the SCSOS is Boyd Hall, a multi-purpose room at FRA. The room has a capacity for 245 occupants and cannot accommodate the entire staff of the SCSOS for the Superintendent's annual in-service meeting. According to James Peters, multiple attempts have been made to make the space more agreeable as a large venue room, including upgrades to acoustics, audio/visual systems, HVAC, and parking. However, feedback is that users continue to find the space to be awkward for large groups.

Parking is at a premium for the SCSOS, especially during regular business hours, when staff is also on-site. The table below demonstrates a basic comparison of available conference space versus available parking.

Location	Conference room		Parking
	% of Bldg Footprint	Capacity	
SCSOS main office	18.67%	229	90
Feather River Academy	17.32%	276	39
Gateway 1000	20.49%	113	21
Gateway 1100	11.94%	52	34
Adult Ed	4.77%	29	38
Total		699	222

\*Capacity @ 15 sq.ft. p/person

The SCSOS has adapted and adjusted in the past to make do with the accommodations available, including adding an overflow gravel parking lot on the vacant lot to the West of the SCSOS office. Still, conference room capacity and parking continue to be a hurdle.

## SECTION 6: IMPLEMENTATION

### Project Development

This LRFMP is a foundation and a reference to align priorities and actions. As a living document, the LRFMP should be reviewed and updated annually to assist in planning and budget development. Although the development of this plan is a significant undertaking, it is only a fraction of the work to come. Establishing timelines, funding sources, stakeholders, and project leads are the preliminary steps towards each goal. Additional resources to accomplish these steps are included within the Exhibits.

### Potential Participation in the Calif. State School Facility Program

In November 1998, the Leroy F. Greene School Facilities Act of 1998 (SFP) was enacted by Senate Bill 50, replacing the Lease Purchase Program as the State's School Facility funding program. The SFP is a per-pupil grant program providing funding for new construction on a 50/50 State/Local basis and modernization on a 60/40 State/Local basis after establishing baseline eligibility. Baseline eligibility for new construction is the number of un-housed students projected in five years. Eligibility is established by completing State Allocation Board Forms. More information is included in Exhibit E.

The SCSOS can participate in the State School Facility Program (SFP) but **does not have eligibility** at this time.

### Suggested Plan for Updating the School Facilities Master Plan

The Board of Education may wish to direct staff to provide an annual update report each year to provide:

- ✚ Updated information related to development activity occurring and planned within the SCSOS likely to impact the SCSOS facility-related needs.
- ✚ Updated recommendations for short-term and long-term facility-related improvements throughout the SCSOS.
- ✚ Updated recommendations relative to planning for new facilities.
- ✚ Updated recommendations relative to the utilization of available school facility funding options.

The Board of Education has invested considerable time, care, and resources towards completing this Long Range Facilities Master Plan. These commitments represent a significant investment by the Board toward responsible planning for the future facility needs for the SCSOS as they seek to provide the highest quality educational programs and instructional services for the SCSOS students. The policy statements that follow represent the Board's current policy positions on matters that pertain to school facility master planning.

The Board of Education recognizes the importance of long-range planning for school facilities to help meet the changing needs of students and programs served by SCSOS and help ensure that resources are allocated efficiently and effectively.

- ✦ To that end, the Board directs the Superintendent or designee to develop and maintain a master plan for SCSOS facilities, and to regularly provide updates to the board.
- ✦ The plan shall describe the SCSOS anticipated short- and long-term facilities needs and priorities and shall be aligned with the SCSOS educational goals.
- ✦ The Superintendent or designee shall ensure that staff, parents/guardians, students, and business and community representatives are kept informed of the need for construction and modernization of facilities and the SCSOS plans for facilities.
- ✦ The Superintendent or designee may also establish a facilities committee that shall meet at regular intervals to give community members opportunities to provide input into the planning process.
- ✦ The committee may consult local governmental and state planning agencies to ensure compliance with local and state standards.
- ✦ At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the SCSOS per Education Code Section 17213.
- ✦ If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with them within 15 days following the notification.
- ✦ Items that the parties may discuss at the meeting include, but are not limited to:
  - Methods of coordinating planning with proposed revitalization efforts and recreation and park programs,
  - options for new school sites,
  - Methods of maximizing the safety of persons traveling to and from the site,
  - Opportunities for financial assistance.



## SECTION 7: Facilities Assessment & Project Prioritization Process

The scope of services for the LRFMP includes a facility needs assessment to help identify priority projects at SCSOS school sites. EH&A worked closely with the Superintendent, Assistant Superintendent of Business Services, Director of Facilities, Maintenance, Operations, and Fleet, and leadership to conduct workshops, review documents, and interview staff.

### Background



In preparation for an LRFMP, the SCSOS retained the services of SchoolDude and EMG Inspection Services to perform a full inspection, inventory, and analysis of each facility, including building components and equipment. Each location was thoroughly reviewed and assessed. The results were uploaded into Capitol Forecast Direct (CFD), a SchoolDude software product that tracks conditions and lifespans and provides predictive reporting for expenditure planning. The SCSOS continues to use this tool for short and long-term planning.

After reviewing the data available in CFD, EH&A held meetings with James Peters, Director of Facilities, Maintenance, Operations and Fleet (FMOF), between March 2021 and May 2021. The goals and scope of the LRFMP, the condition of existing facilities, and the need for facility improvements were discussed and identified.

The facility evaluation process included meeting with stakeholders to ensure that the broader community's concerns were heard and considered and developing a strategy to prioritize which projects would be of most benefit to each campus and the SCSOS.

### Process

EH&A reviewed many documents, including:

-  Data provided by the FMOF
-  School Dude Capital Forecast Direct

EH&A contacted the FMOF Director, James Peters, to obtain detailed information concerning the SCSOS needs for educational infrastructure and informational technology improvements.

Based on EH&A's review of documents and interviews, EH&A prepared Site Profile Sheets (Exhibit D) for all SCSOS support and campus-wide projects.

Projects were prioritized and organized into the following categories:

- ✚ Health & Safety
- ✚ Classroom Modernization
- ✚ Support Facilities
- ✚ Conference facilities
- ✚ Parking
- ✚ Site Modernization
- ✚ Technology
- ✚ New Construction

## Conclusion

Through the discussion, assessment, deliberation, and prioritization, twenty (20) SCSOS projects were identified (see Exhibit D). Cost estimates developed for the projects identified on the Site Profiles are preliminary, and the SCSOS priorities may shift once projects are priced for construction. In the absence of project funding, developing cost estimates and establishing an Initial Planning Budget should be considered the next step.

The Site Profile Sheets contained in Exhibit D within this document will continue to provide valuable information to the SCSOS as an assessment of funding sources is developed and should be used as a tool moving forward, with annual review, updates, and determinations.

The SCSOS is to be commended for its commitment to prioritizing the care and maintenance of the facilities. EH&A did not find any critical maintenance or modernization need within the existing facilities. The SCSOS demonstrably understands the impact of facilities and maintenance on the educational environment and prioritizes preventive and routine maintenance equitably.

SECTION 8 EXHIBITS



## Exhibit A – Classroom Capacity Analysis



Room No.	Capacity					Use	Total Sq. Ft.
	Special Ed		Owned CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<b>Riverbend Elementary School</b>							
42			1	1		YCUSD	960
43			1	1		YCUSD	960
44			1	1		YCUSD	960
45			1	1		YCUSD	960
46			1	1		YCUSD	960
47			1	1		YCUSD	960
48			1	1		YCUSD	960
49			1	1		YCUSD	960
50			1	1		YCUSD	1440
6B						Speech Office	0
14						Psych, Nurse, Conf.	0
8	1					ASD	0
7	1					ASD	0
4	1					ASD	0
21	1					ASD	0
5	1					ASD	0
A27						Admin Office	0
A13						Admin Office	0
K5			1	1		YCUSD	1280
<b>Total</b>	<b>5</b>	<b>0</b>	<b>10</b>	<b>10</b>	<b>0</b>		<b>10,400</b>

<i>Riverbend Elementary School</i>		
Program Capacity Calculations		
<b>Special Ed - Severe</b>	5	<b>Capacity 2020-21</b> <b>45</b>
Students / Rm.	9	
Subtotal	<b>45</b>	
<b>Special Ed - Non-Severe</b>	0	
Students / Rm.	13	
Subtotal	<b>0</b>	

Room No.	Capacity					Grade	Total Sq. Ft.
	Special Ed		Owned CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<b><u>Lincrest Elementary School</u></b>							
17			1		1	YCUSD	960
18			1		1	YCUSD	960
19			1		1	YCUSD	960
20			1		1	YCUSD	960
21			1		1	YCUSD	960
22			1		1	YCUSD	960
23			1		1	Speech/Psych/Conf	960
24	1		1		1	SDC	960
25	1		1		1	SDC	960
<b>Total</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>		<b>8640</b>

<i>Lincrest Elementary School</i>		
Program Capacity Calculations		
Special Ed - Severe	2	Capacity 2020-21 <b>18</b>
Students / Rm.	9	
Subtotal	<b>18</b>	
Special Ed - Non-Severe	0	
Students / Rm.	13	
Subtotal	<b>0</b>	



Room No.	Capacity					Grade	Total Sq. Ft.
	Special Ed		Owned CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<b>Gray Ave Middle School</b>							
SC 1	1		1	1		SDC	900
SC 2	1		1	1		SDC	900
AT/OT #34	1				1	SDC	960
<b>Total</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>1</b>		<b>2760</b>

<i>Gray Ave Middle School</i>		
Capacity Calculations		
<b>Special Ed - Severe</b>	3	<b>Capacity 2020-21</b> <b>27</b>
Students / Rm.	9	
Subtotal	<b>27</b>	
<b>Special Ed - Non-Severe</b>	0	
Students / Rm.	13	
Subtotal	<b>0</b>	

Room No.	Capacity					Grade	Total Sq. Ft.
	Special Ed		Owned CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<b>RVHS</b>							
<b>400</b>							
400	1		1	1		SDC	1,280
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>		<b>1280</b>

<i>River Valley High School CR 400</i>		
Program Capacity Calculations		
<b>Special Ed - Severe</b>	1	<b>Capacity 2020-21</b>
Students / Rm.	9	
Subtotal	<b>9</b>	
<b>Special Ed - Non-Severe</b>	0	
Students / Rm.	13	
Subtotal	<b>0</b>	

Room No.	Capacity					Total Sq. Ft.
	Special Ed		Owned CR Inventory	Permanent	Portable	
	Severe	Non-Severe				
<b>Live Oak MS 708</b>						
708			1		1	960
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>960</b>

<i>Live Oak MS 708</i>		
Program Capacity Calculations		
<b>Special Ed - Severe</b>	0	<b>Capacity 2020-21</b>  <b>13</b>
Students / Rm.	9	
Subtotal	<b>0</b>	
<b>Special Ed - Non-Severe</b>	0	
Students / Rm.	13	
Subtotal	<b>0</b>	

Room No.	Capacity					Grade	Total Sq. Ft.
	Special Ed		Owned CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<b>Yuba City HS 211</b>							
211	1		1		1	ASD	960
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>		<b>960</b>

<i>Yuba City HS 211</i>		
Program Capacity Calculations		
<b>Special Ed - Severe</b>	1	<b>Capacity 2020-21</b>
Students / Rm.	9	
Subtotal	<b>9</b>	<b>9</b>
<b>Special Ed - Non-Severe</b>	0	
Students / Rm.	13	
Subtotal	<b>0</b>	

Room No.	Capacity					Grade	Total Sq. Ft.
	Special Ed		Owned CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<b>Sutter Union HS SH</b>							
104	1		1		1	SDC	960
105	1		1		1	SDC	960
<b>Total</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>1,920</b>

<i>Sutter Union HS SH</i>	
<b>Program Capacity Calculations</b>	
<b>Special Ed - Severe</b>	2
Students / Rm.	9
Subtotal	<b>18</b>
<b>Special Ed - Non-Severe</b>	0
Students / Rm.	13
Subtotal	<b>13</b>
<b>Capacity 2020-21</b>	
<b>18</b>	

Room No.	Capacity						Grade	Total Sq. Ft.
	Special Ed			Owned CR Inventory	Permanent	Portable		
	Grades 9-12	Severe	Non-Severe					
<b>FRA/PCA</b>								
CR1 - Park Place		1		1	1		SD Classroom & Life Skills	1,795
CR 2		1		1	1		SD Classroom & Life Skills	1,033
CR 3					1		SD Life Skills	266
CR 4		1		1	1		SD Classroom & Life Skills	1,033
CR 5	1			1	1		Alt Ed	1,033
CR 6					1		Office	266
CR 7	1			1	1		Alt Ed	1,033
CR 8	1			1	1		Alt Ed	1,033
CR 9					1		Office	266
CR 10	1			1	1		Alt Ed	1,033
Boyd Hall					1		Alt Ed, ROP, Charter	7,638
Independent Study					1		Psych, Nurse, Conf. ISP Building	960
Lassen	1			1	1		Charter	960
<b>Total</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>8</b>	<b>13</b>	<b>0</b>		<b>18,349</b>

<i>FRA/PCA</i>	
Program Capacity Calculations	
CR, 9-12, w/out special ed	5
Students / Rm.	27
Subtotal	<b>135</b>
<b>Special Ed - Severe</b>	3
Students / Rm.	9
Subtotal	<b>27</b>
<b>Special Ed - Non-Severe</b>	0
Students / Rm.	13
Subtotal	<b>0</b>
<b>Capacity 2020-21</b>	
<b>162</b>	







Exhibit B – Life Expectancy of School Facilities Components



## Life Expectancy of School Facilities Components

**Facility Components:** The following chart gives the guidelines for typical life expectancy of specific school facilities components:

NUMBER	SCHOOL FACILITY COMPONENTS	LIFE EXPECTANCY
1	Floor Covering: <ul style="list-style-type: none"> <li>• Asphalt tile and vinyl asbestos tile</li> <li>• Carpeting</li> <li>• LVT Flooring</li> </ul>	20 Years 10 Years 25 Years
2	Painting, Interior Classrooms/Hallways Cafeteria/Restrooms, etc. <ul style="list-style-type: none"> <li>• Classroom, library, offices, and hallways</li> <li>• Kitchens, lunchrooms, and restrooms</li> </ul>	Every 13 years Every 13 years
3	Painting, Exterior Trim, and/or masonry: <ul style="list-style-type: none"> <li>• Exterior stucco or masonry</li> <li>• Exterior wood and metal trim (including all woods, metal, and the siding on bungalows)</li> </ul>	Every 15 years Every 6 years
4	Electrical/Communication System: <ul style="list-style-type: none"> <li>• Panels and boards, and signal systems, including fire alarm and public address</li> </ul>	20 years
5	Classroom Lighting: <ul style="list-style-type: none"> <li>• Substandard incandescent lighting and obsolete fluorescent lighting fixtures</li> <li>• LED Lighting</li> </ul>	None 20 Years
6	Roofing: <ul style="list-style-type: none"> <li>• Clay or cement tile</li> <li>• Slate</li> <li>• Felt base, 40 lb and 80 lb asbestos or glass cap sheet with coated aluminum</li> <li>• Felt, 5 ply, and gravel</li> <li>• Felt, 15 lb and 90 lb cap sheet</li> <li>• Composition shingles, 40 lb</li> <li>• Composition shingles</li> <li>• Flashings, gutters, and downspouts</li> <li>• Single Ply vinyl</li> </ul>	30 years 40 years 20 years 20 years 10 years 15 years 25 years 30 years 15 years

7	<b>Plumbing:</b> <ul style="list-style-type: none"> <li>• Piping within buildings (rusted out or uselessly stopped up with scale)</li> <li>• Replacement parts are no longer available</li> <li>• When accumulated, single repair projects cost equal the unit acquisition cost</li> </ul>	None
8	<b>Heating/ventilation/air conditioning:</b> <ul style="list-style-type: none"> <li>• Gas-fired unvented wall heaters/otherheaters (boilers and piping)</li> <li>• Individual heating units except for gas-fired, unvented wall heaters</li> </ul> <b>Ventilation and air conditioning systems:</b> <ul style="list-style-type: none"> <li>• Central Systems</li> <li>• Individual Units</li> <li>• Cafeteria and automotive fume exhaust systems</li> </ul>	30 years 15 years 30 years 15 years None
9	<b>Wall Systems:</b> <ul style="list-style-type: none"> <li>• Doors</li> <li>• Door hardware</li> <li>• Window assemblies-Wood sash</li> </ul>	30 years 10 Years 15 Years
10	<b>Paving:</b> <ul style="list-style-type: none"> <li>• Asphalt/asphaltic concrete (slurry coat and seal)</li> <li>• Concrete</li> <li>• Slurry</li> </ul>	
11	Underground Storage Tanks	17 Years
12	<b>Asbestos:</b> <ul style="list-style-type: none"> <li>• Inspection, sampling, and analysis</li> <li>• Removal or encapsulation</li> </ul>	None

Exhibit C – Life of A Project



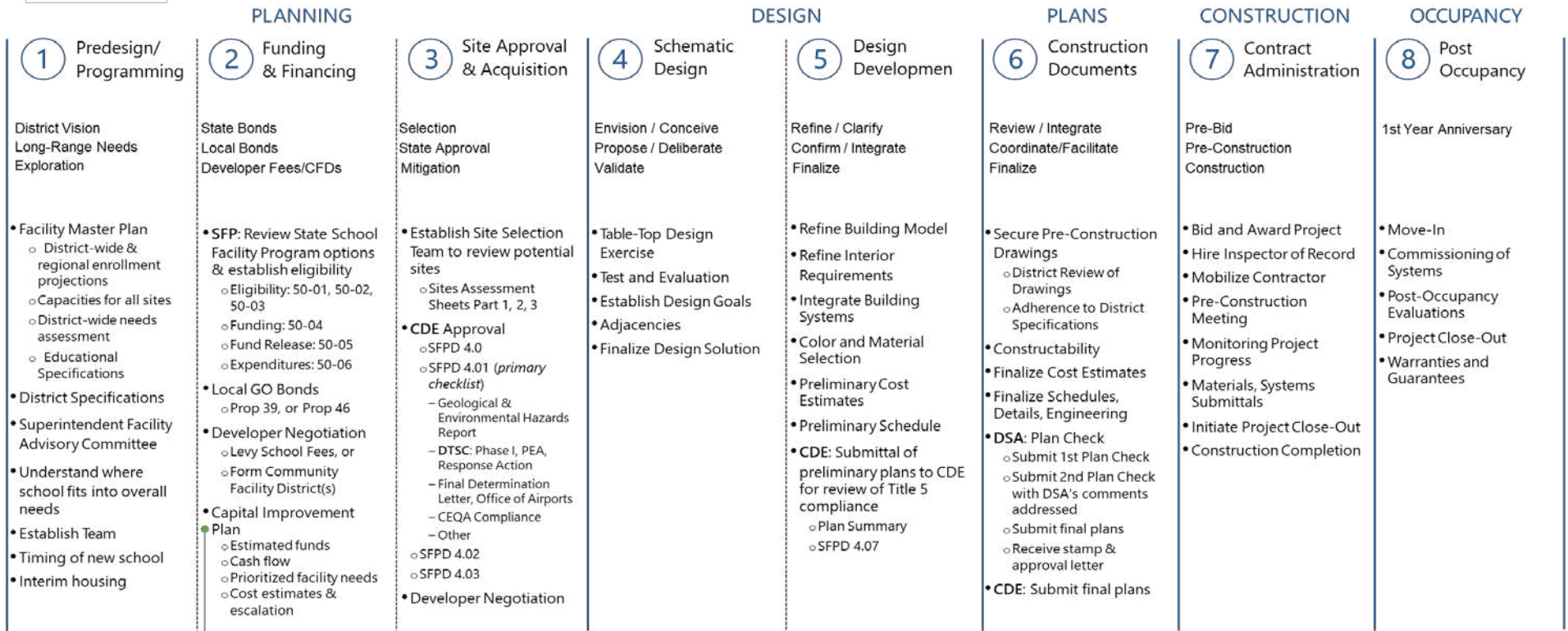


# LIFE OF A PROJECT

## Sutter County Superintendent of Schools



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Exhibit E – School Facility Program

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## State-wide Funding for the School Facility Program

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Funding for projects approved in the SFP comes exclusively from state-wide general obligation bonds approved by the voters of California. The first funding for the program was from Proposition 1A, approved in November 1998. That bond for \$9.2 billion contained \$6.7 billion for K–12 public school facilities.

The second funding for the program was from Proposition 47, approved in November 2002. It was a \$13.2 billion bond, the most significant school bond in the history of the state. It contained \$11.4 billion for K–12 public school facilities.

In March 2004, a third bond was passed by California voters for another \$12.3 billion. The \$12.3 billion provided by Proposition 55 contained \$10 billion for K–12 public school facilities. At this time, funds remain for new construction projects.

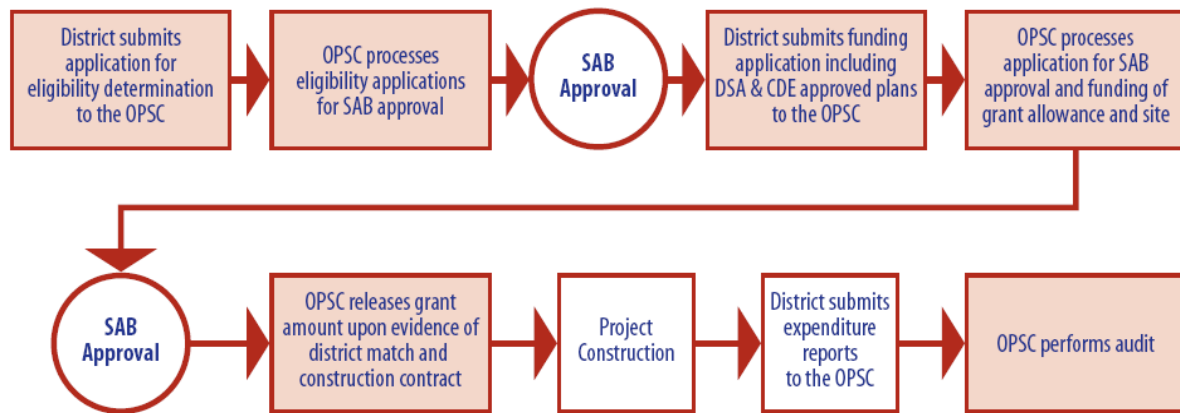
In November 2006, an additional \$10.416 billion was passed by the voters. Of the \$10.416 billion provided by Proposition 1D, \$7.3 billion will be utilized by school districts to address overcrowding, provide career technical education facilities, accommodate future enrollment growth, renovate and modernize older school buildings and allow participation in community-related joint-use projects.

The School Facility Program (SFP) provides state funding assistance for two major types of facility construction projects: new construction and modernization. The process for accessing the state assistance for this funding is divided into two steps: an application for eligibility and a funding application.

The State Allocation Board (SAB) approves applications for eligibility. This approval establishes that a school district or county office of education meets the criteria under the law to receive new construction or modernization assistance. Eligibility applications do not result in state funding. To obtain the funding for an eligible project, the district representative must file a funding application with the Office of Public School Construction (OPSC) for approval by the SAB.

## State School Building Funding Process

### School Facilities Program (SB 50)



Note: Shading indicates OPSC processing.

Please note: References to "the school district" in this section also refer to county offices of education, unless otherwise noted.

The process to establish eligibility for the school district (under new construction) or for a school site (under modernization) is required only once. An application for eligibility is the first step toward funding assistance through SFP. After that, the school district updates the eligibility information required to support new construction funding applications, or only for updates that will increase the school district's eligibility if applying for modernization funding. After OPSC reviews the application for eligibility, it is presented to SAB for approval. The SAB's action establishes that the school district has met the criteria outlined in law and regulation to receive state funding assistance for constructing new facilities or the modernization of existing facilities.

The underlying concept behind eligibility for new construction is straightforward. A school district must demonstrate that existing seating capacity is insufficient to house the projected number of pupils by using either a five-year or a ten-year enrollment projection. Once the new construction eligibility is determined, a "baseline" is created that remains in place as the basis of all future applications. The baseline is adjusted for changes in enrollment, for facilities added, and may also be adjusted for other factors such as errors, omissions, or regulatory amendment changes to SFP. For a complete list of adjustments, refer to SFP Regulations, Section 1859.51.

Based on researching the Office of Public School Construction data and information available at



the Project Tracking website, <https://www.dgsapps.dgs.ca.gov/OPSC/PT/Pt/Default.aspx>, it appears the SCSOS has benefited from participation in the program. The current status of state bond funds is that all funding from past bonds has been allocated and exhausted. However, the legislature has started processing legislation to place a new State School Facility Program Bond in the amount of \$12 billion on the ballot in November 2022. If the bond passes, SCSOS may establish new eligibility for future new construction and modernization projects at that time.

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Exhibit D – Facility Condition Assessments  
Site Profile Worksheets

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SCSOS Site & Building Inventory Summary

Site & Building Name	Bldg #
<b>SCSOS Main Office (Klamath)</b>	
Main building	SCSOSO
IT & Conference	150
Information Technology	152
Annex Conference	155
SSO Therapy & Counseling	157
Facilities, Maintenance, Operations & Fleet	158
SELPA	161
IT Server	164

Site & Building Name	Bldg #
<b>Feather River Academy &amp; Pathways Charter Academy</b>	
Boyd Hall	A
Independent Study Building	B2
Administration	B1
Classroom 1	C
Rooms 2-4	D
Rooms 5-7	E
Rooms 8-10	F
Lassen	G

Site & Building Name	Bldg #
<b>Gateway Business Park</b>	
1Stop Offices and Job Central	1000
1Stop Classrooms & Conference	1100

<b>Adult Ed Classrooms &amp; Conference</b>	990A
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Site & Building Name	Bldg #
<b>Shady Creek Outdoor School</b>	
Raptor Ridge	RR 18-39
Raptor Barn	RB
Mountain Cabins - 17 individual buildings	MC 1-17
Mountain Cabin Bath House	MCBH
Mountain Cabin Classroom/Conference	MCCR
Holland Hall Dining, Kitchen & Conference	HH
Dome Cabin Restroom Building	DR
Dome Cabins - 7 individual buildings	DC 40-49
Pool Equipment & Restrooms	PH
Shady Shack Staff Breakroom	SS

Site & Building Name	Bldg #
<b>Gray Ave Middle School</b>	
Classroom	SS1
Classroom	SS2

Site & Building Name	Bldg #
<b>Lincrest Elementary</b>	
Classroom	17
Classroom	18
Service Space	19
Classroom	20
Classroom	21
Classroom	22
Classroom	23
Classroom	24
Classroom	25

<b>Live Oak Middle School</b>	
Classroom	708

<b>Riverbend Elementary</b>	
Kinder Classroom	K5
Rooms 42-50	42-50

<b>River Valley high School</b>	
Classroom	400

<b>Sutter Union High School</b>	
Classroom	104
Classroom	105

<b>Yuba City High School</b>	
Classroom	211



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Site Profile Worksheets – Current Projects

SCSOS Main Office  
 970 Klamath Lane  
 Yuba City, CA 95998

Year Built: 2000  
 Bldg. Sq. Ft.: 18,409  
 Acreage:  
 Student Population:  
 Modernized:  
 Summary of Improvements Needed

SCSOS Main Office	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
					2021	2021	2021
<b>Health &amp; Safety</b>							
Camera system expansion - Expand camera surveillance capabilities	✓						
HVAC Assessment - Repair/replace/add for energy efficiency, possibly incorporate improved air filtration and scrubbing - Funding contingent upon various grants incentives, with support from 0806	✓			\$ 144,000	\$ 56,000	\$ 200,000	
<b>Classroom Modernization</b>							
<b>Support Facilities</b>							
Improving software, hardware, fees and process for room and vehicle booking	✓			\$ 25,920	\$ 10,080	\$ 36,000	
Paint - Every 10 yr for common area & CR, 15 yr for office	✓			\$ 2,463	\$ 958	\$ 3,421	
Floor finish replacements - Have average price p/yr at 10 yr for all	✓			\$ 14,780	\$ 5,748	\$ 20,528	
Asphalt replace/slurry/stripe - every 5 yr for slurry	✓			\$ 4,680	\$ 1,820	\$ 6,500	
<b>Athletic Facilities</b>							
<b>Playing Fields</b>							
<b>Site Modernization</b>							
Door Access Control Rehab - Convert obsolete system to current standards	✓			\$ 5,400	\$ 2,100	\$ 7,500	
Restroom remodels - Klamath public restroom rehab				\$ 54,000	\$ 21,000	\$ 75,000	
Stucco resurface - within 5 years				\$ 46,800	\$ 18,200	\$ 65,000	
<b>New Construction</b>							
<b>Other</b>							
Facility Master Plan	✓			\$ 17,250	\$ 11,500	\$ 28,750	
<b>TOTAL ALL CATEGORIES</b>							







Site Profile Worksheets

May 2021

**Harter Property**  
 APN 68-010-135  
 Yuba City, CA 95993

Year Built: 2016  
 Bldg. Sq. Ft.:  
 Acreage: 1.57  
 Student Population:  
 Modernized:  
 Summary of Improvements Needed

Harter Property	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
Category / Item							
<b>Health &amp; Safety</b>					YYYY	YYYY	YYYY
<b>Classroom Modernization</b>							
<b>Support Facilities</b>							
<b>Athletic Facilities</b>							
<b>Playing Fields</b>							
<b>Site Modernization</b>							
<b>Technology</b>							
<b>New Construction</b>							
Harter building design, fund, design build RFP - Preliminary design, design-build RFP process, funding	✓				\$ 57,600	\$ 22,400	\$ 80,000
Harter building construction					\$ 11,520,000	\$ 4,480,000	\$ 16,000,000
<b>Other</b>							
Facility Master Plan	✓						
<b>TOTAL ALL CATEGORIES</b>							

Exhibit F – Harter Building Flowchart

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