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CALISTOGA JOINT UNIFIED SCHOOL DISTRICT

# Facilities Master Plan Update

Caldwell Flores Winters, Inc.


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# INTRODUCTION

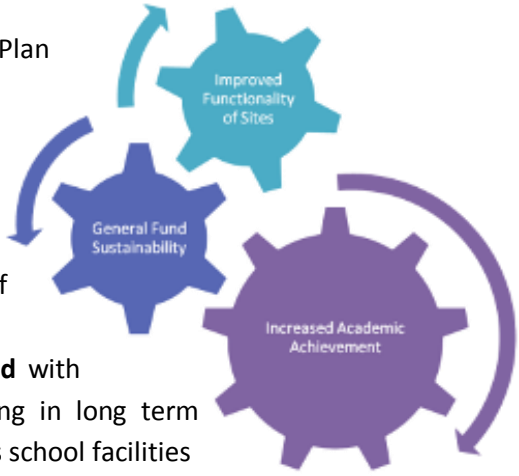
In August 2014, the Calistoga Joint Unified School District ("District") directed Caldwell Flores Winters, Inc. ("CFW") to update the District's 2010 Facilities Master Plan ("Master Plan") in order to chronicle the substantial progress achieved after the adoption of the plan by the Board of Trustees and set the stage for the next phases of implementation.

Both this Master Plan update and the original plan reflect the values and priorities established by an extensive community planning process that began in 2009 and culminated with the Board's adoption of the Master Plan in August 2010. Over the course of a nine-month planning process to engage the community, review the District's mission and strategic goals, and assess facility conditions at Calistoga Elementary School and Calistoga Junior/Senior High School, a capital and financing program was developed for improvements at both sites. Thereafter, in November 2010, the Calistoga community approved Measure "A" based on the adopted plan, providing $42 million in general obligation bond authorization to fund the identified improvements.

To be most effective, this plan update must take into account a new assessment of existing conditions — including those at facilities that were built since the writing of the original plan — and incorporate the planning of improvements to District facilities that respond to recent educational program priorities. These include the identified needs in the District's Local Control Accountability Plan (LCAP) for 2014-15. The Master Plan update will guide District staff and the Board of Trustees in their efforts and inform the Calistoga community of recommended projects to ensure the District and its schools maintain their high level of performance.

CFW has developed the following objectives for the Master Plan update:

- **Improve academic achievement** through facilities improvements that can be leveraged to support the District's educational programming goals
- **Transform the functionality of schools** by integration of facilities improvements and technology
- **Enhance the sustainability of the District's general fund** with strategies for maximizing nonlocal funding and investing in long term maintenance to protect the community's investment in its school facilities




The Master Plan update contains six sections. Section 1 summarizes Phase I activities and the vision for 21st century classrooms used in the course of updating the plan. Section 2 presents an update on the demographic attributes of the District and its community. Sections 3 and 4 examine District enrollments and classroom capacity. Assessments of the District's school sites are presented in Section 5, along with proposed improvements. The District's technology program is reviewed in Section 6. Lastly, funding options, project phasing, estimated costs, and implementation are discussed in Section 7.

SECTION 1

# PROGRAM SUMMARY

## 1.1 PHASE I ACCOMPLISHMENTS

The 2010 Facilities Master Plan presented a facilities improvement program to be implemented over three funding phases. In support of this program, the Board adopted a motion in August 2010 that set the following project priorities to be funded from the first series of bonds issued from Measure "A":

> *In order to provide guidance to voters and to the Facilities Master Planning Committee, the Board of Trustees adopts the following project priorities to be funded from the initial series of bonds issued pursuant to Measure A, and directs consultants to prepare a financing plan to fund these priorities:*
>
> - *At CES* [Calistoga Elementary School]*: Create multi-media center at the existing library and modernize existing rooms 7-12 to accommodate a computer lab, art, music, and other instructional uses.*
> - *At CJSHS* [Calistoga Junior/Senior High School]*: Construct a new cafeteria/gym multi-purpose facility for student and community use.*
>
> *Further, the Board directs that improved energy efficiency will be incorporated in these projects wherever possible.*

In November 2010, Measure A, a $42 million general obligation bond authorization, was approved by voters to fund the improvements identified in the Facilities Master Plan. By January 2012, the District completed two successful bond sales, providing approximately $16.3 million to fund Phase I of the construction program. Of the bonds sold, $1.5 million were issued under the Federal government's Clean Renewable Energy Bonds program, which offers interest rate subsidies for qualifying projects that can reduce the interest cost of bonds to taxpayers.

With the aid of CFW's program management services, all Phase I projects have been completed. Phase I included a $16.3 million program to modernize the library and classrooms at Calistoga Elementary, construct new gymnasium and multipurpose buildings at Calistoga Junior/Senior High, incorporate renewable energy improvements (solar panel installations), and provide technology improvements at Calistoga Elementary and Calistoga Junior/Senior High. In addition, the construction of new classrooms at Calistoga Junior/Senior High was moved forward from Phase II to Phase I to provide required facilities for students. The District made additional funds available to offset the costs of accelerating this project, bringing the total Phase I program to approximately $16.7 million.

The District has enjoyed strong community support and involvement. Throughout the Phase I implementation process, progress was regularly communicated through mailers, community events, progress tours, and presentations to community groups.

Design workshops with students, teachers, and District staff.

Progress tour and community mixer.

Ribbon-cutting ceremony for the new Calistoga Junior/Senior High gymnasium.

The subsections below provide a summary of accomplishments in Phase I and an account of program expenditures.

### 1.1.1 CALISTOGA ELEMENTARY SCHOOL

The existing Calistoga Elementary School library and adjoining six classrooms were originally constructed in 1973 and built to facilitate pod teaching (a method whereby minimal dividing walls are constructed between learning spaces). Over time, a number of deficiencies revealed themselves in these facilities. For example, the library was not acoustically isolated from the adjoining classrooms and the computer lab was housed in an undersized room that was only accessible through the library. Additionally, the District lacked a large conference space.

Phase I included a project to modernize the library building and four of the adjoining classrooms. It involved renovating and expanding interior spaces for integrated media and project-based learning.

Reading nooks were created near window areas by providing modern, flexible, and soft furnishings that invite students to sit and read. Low bookshelves on casters were brought in to allow on-demand reconfiguration of the library space, with perimeter shelves providing additional book storage. A project resource room for media learning and conference uses was separated from the rest of the library by a glass wall and given a separate entrance/exit to the building. This space is now often used for group activities during after-school hours, such as District Board or committee meetings, and has reduced costs associated with renting conference space in other locations.

One of the four improved classrooms was configured as a flexible wet lab for science and art. The remaining three classrooms were given new general purpose furnishings and equipment. Temporary partitions between the classrooms and the library were replaced with permanent walls. Other completed work included improvements to the building's mechanical systems and technology infrastructure, minor roof repairs, and new paint. Adjacent student restrooms were upgraded to Americans with Disabilities Act (ADA) standards and refinished. Project construction began in June 2012 and was completed in August 2012. Division of State Architect (DSA) closeout was completed in June 2013. In addition to Measure "A" bond proceeds, the District also leveraged approximately $442,000 in State modernization grants to fund the project.

Calistoga Elementary School library prior to renovation.

Calistoga Elementary School library after renovation.

Adjoining classroom prior to renovation.

Adjoining classroom after renovation.

### 1.1.2 CALISTOGA JUNIOR/SENIOR HIGH SCHOOL

The original gymnasium at Calistoga Junior/Senior High is undersized for a Grade 7-12 campus. For Phase I, a second facility, 13,172 square feet in size, was built to meet the needs of the site and complement the existing gym. It consists of a gymnasium, team rooms, restrooms, a flexible classroom, concessions, and a weight room. (The flexible classroom was a Phase II project moved up to Phase I to replace two portable classrooms that were removed to make way for the new gym facility.) Construction began in June 2012 and was completed in November 2013.

Prior to Phase I, Calistoga Junior/Senior High also lacked an enclosed dining facility. This was addressed by the construction of a 4,944-square-foot cafeteria and multipurpose building. The new facility contains a commercial-grade kitchen, serving and eating areas, a performance stage, and a music room. It is equipped with modern cafeteria and pedestal tables and seating to allow for flexible usage. Construction began in May 2013 and was completed in February 2014. The gymnasium and multipurpose building projects received closeout certification from DSA in August 2014.


New gym facility at Calistoga Junior/Senior High, completed November 2013.


New multipurpose room/cafeteria at Calistoga Junior/Senior High.

### 1.1.3 RENEWABLE ENERGY PROGRAM

Of the $16.3 million in Measure "A" bonds sold for Phase I, $1.5 million were issued under the Federal government's Clean Renewable Energy Bonds (CREBs) program and were used for renewable energy installations at Calistoga Elementary and Calistoga Junior/Senior High.

Two solar shade structures were installed at Calistoga Elementary, while 224 solar panels were installed on the roof of Calistoga Junior/Senior High's new gymnasium. The electricity generation potential of both installations is estimated to be 165,550 kWh per year, which may save the District $22,000 in energy costs annually. Remaining CREBs funding was used to upgrade some of the original panels at Calistoga Elementary School with more efficient units and to add 40 more panels to the roof of the newly-built high school gym facility. To facilitate solar energy education, "solar assemblies" were held with Calistoga Elementary students to demonstrate the benefits of renewable energy. These benefits were also explained to the parent community during the elementary school's "coffee talk" morning events.



Solar panel installations on the newly constructed high school gym (left) and at the elementary school (middle, right).

Solar assemblies at Calistoga Elementary.

### 1.1.4 TECHNOLOGY IMPROVEMENTS

The District's existing technology infrastructure lacked several components to support the 21st century learning environment. In response, the District has invested significantly in classroom technology infrastructure in the past few years. Phase I technology improvements included expanding the capacity of the District's local area and wide area networks in order to facilitate the deployment of a Districtwide 1:1 mobile device program that enables a dramatic leap forward in the way that instructional content is delivered to students.

Various devices are being used in the District's 1:1 device program, including Apple iPads for students in kindergarten through Grade 3 and Chromebooks and tablets manufactured by Lenovo and Samsung for higher grades. The total number of devices approaches 1,000 units. These devices connect to the Internet and to local area networks through a 250 MB broadband link. Calistoga Elementary and Calistoga Junior/Senior High are linked to each other by a 1 GB AT&T OPT-E-MAN (Optical Ethernet Metropolitan Area Network) switched Ethernet network, upgraded from 100 MB. Mobile device management is provisioned through AirWatch and allows the District to track and manage its device fleet from a central administrative console. Ethernet cabling is Category 5e compliant. Devices are assigned to rooms and stored in moveable charging carts. With the deployment of the 1:1 program, the number of wireless access points has increased significantly, under a Wi-Fi deployment by Aerohive Networks. The District is also working to virtualize old computer programs and software currently found on the numerous aging PC towers in classrooms across the District, which will allow those towers to be removed from District premises and recycled.

### 1.1.5 PHASE I EXPENDITURES

As of June 30, 2014, approximately $16.66 million had been spent on the Phase I program. Table 1 lists spending by expenditure category and project. The program is in the last stages of completion of all final accounting and is anticipated to reach a total expenditure of approximately $16.7 million. Throughout all of Phase I, CFW directly provided program management services to track expenditures and report on an ongoing basis to the Citizens' Bond Oversight Committee the spending of Measure "A" bond proceeds.

## Table 1 – Phase I Program Expenditures (as of June 30, 2014)

| | Project | Object | Actual Expenses Thru 6/30/14 |
|---|---|---|---|
| Calistoga Elementary School | **Multimedia Center, Classrooms 7-12 Modernization** | | |
| | Materials and Supplies | 4300 | $0 |
| | Legal Expense | 5820 | $0 |
| | Construction Management | 6201 | $55,049 |
| | Architect/Engineering Fees | 6202 | $159,660 |
| | Department of State Architect Plan Check Fees | 6203 | $11,876 |
| | California Department of Education | 6204 | $840 |
| | Planning Costs | 6205 | $14,853 |
| | Preliminary Testing | 6206 | $2,027 |
| | Main Building Contractor | 6207 | $1,358,808 |
| | Other Construction Costs | 6210 | $42,137 |
| | Labor Compliance Program | 6211 | $1,459 |
| | Testing/Construction Phase | 6212 | $2,732 |
| | Inspection | 6213 | $9,785 |
| | Furniture/Equipment | 6215 | $40,000 |
| | **Subotal** | | **$1,699,227** |
| Calistoga Junior/Senior High School | | | |
| | **New Gymnasium & Multipurpose/Cafeteria** | | |
| | Materials and Supplies | 4300 | $0 |
| | Legal Expense | 5820 | $0 |
| | Surveying Costs | 6103 | $6,814 |
| | Construction Management | 6201 | $476,641 |
| | Architect/Engineering Fees | 6202 | $1,008,629 |
| | Department of State Architect Plan Check Fees | 6203 | $64,841 |
| | California Department of Education | 6204 | $0 |
| | Planning Costs | 6205 | $72,438 |
| | Preliminary Testing | 6206 | $8,799 |
| | Main Building Contractor | 6207 | $10,138,727 |
| | Other Construction Costs | 6210 | $124,459 |
| | Labor Compliance Program | 6211 | $11,790 |
| | Testing/Construction Phase | 6212 | $91,225 |
| | Inspection | 6213 | $183,949 |
| | Furniture/Equipment | 6215 | $498,494 |
| | **Subtotal** | | **$12,686,806** |
| Districtwide | | | |
| | **Renewable Energy Program** | | |
| | Surveying Costs | 6103 | $7,114 |
| | Construction Management | 6201 | $74,033 |
| | Architect/Engineering Fees | 6202 | $135,346 |
| | Department of State Architect Plan Check Fees | 6203 | $7,030 |
| | Planning Costs | 6205 | $13,724 |
| | Main Building Contractor | 6207 | $1,222,843 |
| | Other Construction Costs (Solar Works E.S.) | 6210 | $17,504 |
| | Labor Compliance Program | 6211 | $958 |
| | Testing/Construction Phase | 6212 | $19,185 |
| | Inspection | 6213 | $7,600 |
| | **Subtotal** | | **$1,505,338** |
| | **Technology Improvements** | | |
| | Materials and Supplies | 4300 | $9 |
| | Professional/Consulting Services & Operating Expenditures | 5800 | $120,351 |
| | Legal Expense | 5820 | $0 |
| | Construction Management | 6201 | $10,573 |
| | Planning Costs | 6205 | $6,218 |
| | Main Building Contractor | 6207 | $25,874 |
| | Other Construction Costs | 6210 | $388,293 |
| | Inspection | 6213 | $0 |
| | **Subtotal** | | **$551,318** |
| | **Districtwide Costs** | | |
| | Materials and Supplies | 4300 | $144 |
| | Professional/Consulting Services & Operating Expenditures | 5800 | ($621) |
| | Legal Expense | 5820 | $1,178 |
| | Construction Management | 6201 | $12,526 |
| | Architect/Engineering Fees | 6202 | $36,750 |
| | Planning Costs | 6205 | $147,121 |
| | Main Building Contractor | 6207 | $5,153 |
| | Other Construction Costs | 6210 | $12,839 |
| | Labor Compliance Program | 6211 | $0 |
| | **Subtotal** | | **$215,090** |
| | **TOTAL** | | **$16,657,779** |

Source: Calistoga Joint Unified School District

## 1.2 PLAN UPDATE ENVISIONING

The Calistoga Joint Unified School District places a high priority on academic achievement and is committed to providing a comprehensive, cohesive education to every student that is embodied in the District's mission statement:

> *"We are a collaborative, culturally rich educational community, where a rigorous and innovative curriculum prepares our students to be successful contributors to our global society."*

As a school community, the District carries out programs that address the educational, social, physical, emotional, and creative needs of all students. These efforts are reflected in the District's strategic goals: ensure academic excellence for all students; provide a safe, healthy, and positive school environment; enhance communication; develop a positive and unified school community culture; and maintain and improve facilities.

An important component to meeting these needs is the ability of the District to house students in adequate school facilities. The 2010 Master Plan was prepared to further these goals and incorporated input from the District's Facilities Committee in establishing its Facilities Mission Statement:

> *"Calistoga School facilities shall support diverse, innovative, interactive learning experiences, promote academic excellence, and instill a passion for life-long learning. The facilities shall be safe, clean, and accommodating the present and future needs of the entire community."*

Particularly relevant at the time of this Master Plan update is consideration of the District's future needs in the context of what has changed since it was first adopted. At the time the Master Plan was authored:

- Common Core State Standards had yet to be implemented and related teaching methods such as project-based learning had yet to enter into the common lexicon of facilities planning
- The Local Control Funding Formula and related LCAP process had yet to exist; funding sources for all but the most critical facilities needs were heavily restricted due to recession impacts
- Mobile devices had yet to revolutionize the classroom; tablets such as the iPad were first introduced the same year the plan was crafted and their impact had yet to be realized
- Most modern classroom concepts were rooted in a "wired" world and required furnishings and equipment to be fixed in place; wireless concepts and the true 21st century classroom had yet to be envisioned

As a result of these and other changes, this update provides an opportunity to expand on the vision of the original plan by considering the kind of facilities the District should strive for in the long term. The integration of technology and teaching methods and the creation of adaptable learning spaces that enhance collaborative activity are two important ways that facility improvements can contribute to an enhanced learning experience. These concepts help to inform the proposed recommendations in the Master Plan update and are discussed in the following subsection.

### 1.2.1 21ST CENTURY FACILITIES

As part of this Master Plan update, the District and CFW reviewed 21st century learning environments for inclusion into the design of the facilities program. The narrative below describes key elements of classrooms and learning spaces that can enhance the way the District's schools are utilized. A review of best practices is provided that examines innovative choices on furnishings, fixtures, and equipment that increase classroom flexibility and collaboration. Educational programs are evolving to meet 21st century demands. A shift in teaching methods to support project-based learning, Common Core State Standards, Linked Learning, academy programs, and academic strands provides new opportunities for students and teachers to improve educational outcomes. Modern academic approaches work best when teachers are actively engaged and have the resources they need. The building of new facilities or the reconfiguration of existing ones must accommodate shifts in education programs as well as innovations in technology. Deployment of 1:1 mobile computing devices, for example, represents a dramatic advancement to the access and supply of learning materials that was not possible five years ago.

In today's classrooms, traditional lectures are being replaced with instructional techniques that foster creativity, investigation, collaboration, and inquiry. However, while the method of instruction has evolved, classroom design and layout enhancements often continue to lag. This can be addressed by taking an innovative approach to configuring learning spaces. For example:

- Library spaces can be reconfigured to support virtual learning, student engagement collaboration
- Classrooms can be redesigned into learning labs that support a collaborative teaching and problem-based or project-based methodology that enhances communication and creativity
- Science and art labs can be reoriented to incorporate modern technologies, flexible learning spaces, and new interactive approaches

New or remodeled classrooms must be designed from the inside out to maximize the amount and quality of the interactivity and collaboration they allow. These spaces must also be paired with innovative choices on furnishings, fixtures, and equipment that enable instructors to transform their teaching method. For example, floor-to-ceiling whiteboards provide a massive canvas for student creativity to flourish. Ergonomic chairs increase student concentration, while adjustable and modular work tables allow easy reconfiguration for solo or group work needs. High definition displays with wireless connectivity to mobile devices can reinvent the way students and teachers interact and the way instructional content is provided to increase comprehension.

Flexible space and adaptable furnishings are two of the keys that unlock the full potential of education in the 21st century. Rooms are designed to be as open as possible, so that the furniture inside them can be configured for different purposes as needed. One day, a teacher may want her students arranged in small groups. The next day, she may want the middle of the floor cleared of all furniture for a class activity. And on the third day, she may need to administer a test, with each student at their own desk in traditional rows and columns. An open-plan room requires flexible furniture to be able to achieve this simply and efficiently. The arrangement of adaptable furniture lends itself to the creation of small

learning communities within classrooms. Students can read, write, design, create, or discuss in a variety of arrangements, all of which can be reconfigured at a moment's notice.

**Tables and Seating:** In recent years, great advances have been made in the ergonomic quality, build quality, flexibility, and environmental sustainability of classroom furniture. From single-student desks and chairs to modular soft seating and collaborative tables for small groups, the innovation in the industrial design of furniture has made configuring classrooms for almost any purpose easier than ever. Lightweight, durable, foldable, stackable, and attractive, the new generation of tables and seating is a key element of the 21st century learning environment. For example, student chairs designed to support body movement and encourage sit/stand activities are shown to increase focus and comprehension.

Examples of next-generation classroom furniture by HON.

**Tackboards:** There will always be a need for wall space throughout the room to pin student work, learning concepts, and other materials. Tackboard panels should be room height to provide maximum usable space. A typical panel may be eight or nine feet in height and four feet in width and arranged in series to cover an entire wall or alternated with markerboards. Tackable walls will typically cover approximately 20% of the total wall space in a general purpose classroom.

**Markerboards:** Multiple write-erase surfaces are required on walls throughout the room, preferably at floor-to-ceiling height to maximize space for drawing, writing, or similar activities. Maximum flexibility will be achieved if surfaces are available on each of the four walls of the room. Walls with windows will normally require sliding markerboards so that windows can be covered if a full writable wall is needed. To achieve this, a soffit and track system will be sufficiently offset from the wall so that sliding boards do not strike window casings. Markerboards should also be magnetic to allow materials (papers, posters, etc.) to be magnetically "pinned" to the surface. On two opposite walls of the typical classroom, markerboards should be fixed in a vertical position so that each board covers the wall from floor to ceiling. Markerboards will encompass approximately 80% of the total wall space in a general purpose classroom.

**Storage:** Traditional classroom casework often monopolizes wall space and over-saturates the room with storage functions for an "analog" design. In most 21st century classrooms, only a limited supply of

casework and storage are required. If a classroom is equipped with sink and counter, storage beneath the sink is appropriate. Otherwise, most storage solutions should be achieved through the use of moveable carts or closets hidden behind sliding markerboard walls.

Examples of moveable storage carts well-suited for the 21st century classroom.

**Lighting:** Room illumination has a profound impact on the quality of the learning experience. Natural light should be maximized through low-emission glazing, supplemented by energy-efficient lighting fixtures that replicate the daylight spectrum and can be dimmed to adjust the mood of the room or improve the visibility of projected images. Solar tubes, skylights, and sun tunnels are other zero-electricity solutions that can brighten a classroom effectively and efficiently.

SECTION 2

# DEMOGRAPHIC AND DISTRICT OVERVIEW

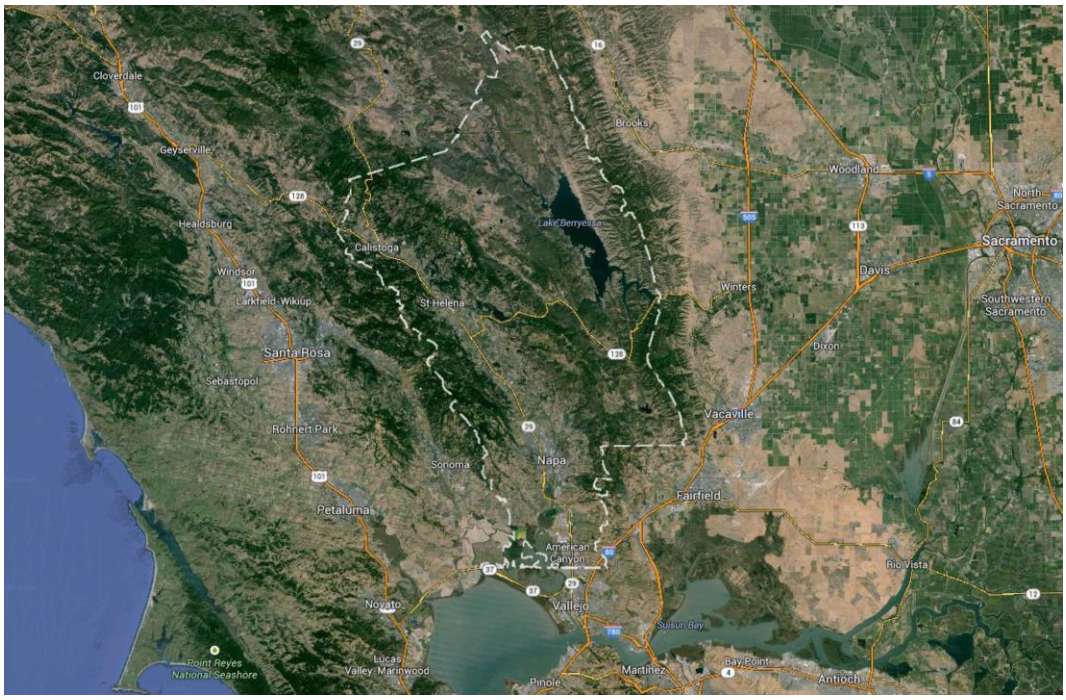
This section provides an update to the demographic profiles for Napa County, the City of Calistoga, and the District attendance area contained in the 2010 Master Plan. Generally, demographic composition has remained consistent for the last few years.

## 2.1 NAPA COUNTY

### 2.1.1 OVERVIEW

Established in 1850, Napa County is an hour's drive north of San Francisco and one of the four North Bay counties (alongside Marin, Sonoma, and Solano counties) of the San Francisco Bay Area metro region. Home to the world-renowned Napa Valley AVA (American Viticultural Area), approximately 400 wineries are located throughout the 789-square-mile county. Napa County's vineyards, wineries, restaurants, spas, shopping, and scenic beauty (including the county's "lake district" around Lake Berryessa) attract millions of visitors each year. The spirit of the region is reflected by the area's unique architecture, beautiful towns, and stunning natural landscape.

**Fig. 1 – Napa County** (outlined in white dashes)




Source: Google Maps

### 2.1.2 POPULATION ATTRIBUTES

Napa County has been gaining residents steadily for decades. The county's population was 136,484 in the 2010 Census; a 72% increase since 1970 and 9.8% increase since 2000. However, Napa County has the lowest population density of any of the nine Bay Area counties. This is partly due to rural and agricultural land preservation efforts since the 1970s (made possible under the Williamson Act) that ensured the scenic and agricultural qualities of this important wine-producing region would remain intact. It also stems from a local recognition that the unique attributes of the area are a significant part of its tourism draw. Consequently, growth management has become an important planning policy in Napa County. Outside of the county seat of Napa, with a population of 76,910 in 2010, none of the populations of the county's four other incorporated cities exceed 20,000. Napa County's five cities all lie along Highway 29/Highway 128, the lone major route between Interstate 80 and Highway 101 in Sonoma County. Thus, almost all of the county's residents (and almost all development) lies in proximity to the highway.

A little more than half of county residents are non-Hispanic white, and an additional third are Hispanic/Latino (Table 2). At $80,027, the county's median family income is almost 15% higher than the California median of $69,883. Napa County's poverty rate for families with children is also substantially lower than the State rate (11.3% and 17.0%, respectively).

**Table 2 – Demographic Summary: Population within City, District, and County Boundaries**

| | Indicator | City of Calistoga | District Boundary | Napa County |
|---|---|---|---|---|
| **Population** | Total | 5,155 | 7,173 | 136,484 |
| | 0-4 years | 350 | 405 | 8,131 |
| | 5-9 years | 305 | 406 | 8,576 |
| | 10-14 years | 304 | 391 | 9,040 |
| | 15-19 years | 310 | 393 | 9,473 |
| | 20 years and older | 3,886 | 5,578 | 101,264 |
| | Family households with children under 18 years | 577 | 737 | 14,904 |
| | Average family size | 3.23 | 3.06 | 3.23 |
| | Persons enrolled in K-12 | 510 | 909 | 23,252 |
| **Race/Ethnicity** | All persons - White (%) | 47.7 | 56.1 | 56.4 |
| | All persons - Hispanic/Latino (%) | 49.4 | 40.4 | 32.2 |
| | All persons - Black/African-American (%) | 0.5 | 0.5 | 2.0 |
| | All persons - Asian (%) | 0.9 | 1.3 | 6.8 |
| | All persons - Other (%) | 1.5 | 1.7 | 2.6 |
| **Income** | Median household income (2012 inflation-adjusted dollars) | $51,967 | $56,771 | $69,571 |
| | Median family income (2012 inflation-adjusted dollars) | $64,567 | $72,417 | $80,027 |
| | Families with children in poverty (%) | 8.5 | 8.2 | 11.3 |

Sources: 2010 U.S. Census; American Community Survey, 2008-2012 5-Year Estimates

### 2.1.3 LAND USE, DEVELOPMENT, AND ECONOMY

Napa County is home to more than 65,000 wage and salary jobs.[1] Viticulture is the dominant economic activity, representing a $13.3 billion industry for the county and 98% of the county's agricultural exports. A little more than 80% of businesses in the county are directly or indirectly involved with wine, tourism, or hospitality.[2] The unique composition of the local economy has ensured that land use and development are highly responsive to the needs and expectations of the winemaking and tourism sectors. Conversion of agricultural land to other uses is reined in by use of the county's Agricultural Preserve program and voter-approved Measure J. Both have preserved the county's esteemed "wine country" character throughout Napa Valley (the watershed of the Napa River). However, the Valley represents only about a third of the county's total area and the east half of the county is beginning to witness more attention to appropriate development opportunities. Here, Lake Berryessa forms the centerpiece of the "lake district" recreational area that attracts more than a million people every year. Wineries are also expanding into the smaller valleys and watersheds in the south part of the county.[3] The focus on stewarding Napa County's natural and viticulture-friendly landscapes contributes to the relatively low population growth, as do the mountains of the Coast Ranges that run north-south through the county.

## 2.2 CITY OF CALISTOGA

### 2.2.1 OVERVIEW

The City of Calistoga is located in the northern part of Napa County, covering approximately 2.6 square miles. It is in fact the northernmost city in the county. Although largely residential, Calistoga is an important part of the Napa County tourism and hospitality economy and home to numerous restaurants, hotels, spas, and related businesses. A key draw for the city is geological features: hot springs and geysers are located nearby, including one of only three geysers in the world permitted the name Old Faithful. Highway 128 is the only route to Calistoga from the south; the city lies about 8.5 miles from St. Helena, the next municipality to the south.

### 2.2.2 POPULATION ATTRIBUTES

Calistoga's population has grown in recent decades, from 3,879 in the 1980 Census to 5,190 in the 2000 Census. Residential growth leveled off at the turn of the millennium and has not increased at all for all intents and purposes since then (for example, the average five-year population estimate for the city between 2008 and 2012—the latest available data—estimates Calistoga had 5,156 residents, or one more than was counted in the 2010 Census). However, what has begun to shift in that time is the

[1] Source: http://www.dot.ca.gov/hq/tpp/offices/eab/socio_economic_files/2012/Napa.pdf
[2] Source: http://www.northbaybusinessjournal.com/81938/innovation-napa-valley-2013-summit-focuses-on-economic-growth/
[3] Napa County General Plan, Economic Development section

racial/ethnic composition. Whereas non-Hispanic whites were the majority in 2000 at 58.7% of the city's population, in the 2010 Census they were 47.7% and Hispanics/Latinos were 49.4%. (The 2008-12 estimate places whites at 54.9% and Hispanics/Latinos at 43.1%, but the margin of error is large.)

The median age of residents in Calistoga has declined significantly in the past 40 years, from 56.8 years in 1970 to 40 years today, while the number of family households with children has increased, from 20.2% in 1980 to 28.6% in 2010. This suggests that, as the city has grown, so too has the number of family households and at a faster relative rate.

### 2.2.3 LAND USE, DEVELOPMENT, AND LOCAL ECONOMY

Single-family housing comprises the largest amount of developed land within Calistoga. A large portion of the county is undeveloped and/or preserved, while another major portion is occupied by low-intensity agricultural uses. Figures 3 and 4 are the city's land use and zoning maps, respectively. They indicate that the city is predominantly residential, with a slender core of commercial uses along Lincoln Avenue/Highway 29 and light commercial and industrial zoned land to the east of it. Virtually everything else in the incorporated city boundary is open space or residential to varying degrees of intensity.

**Fig. 2 – City of Calistoga land use map (2012)**

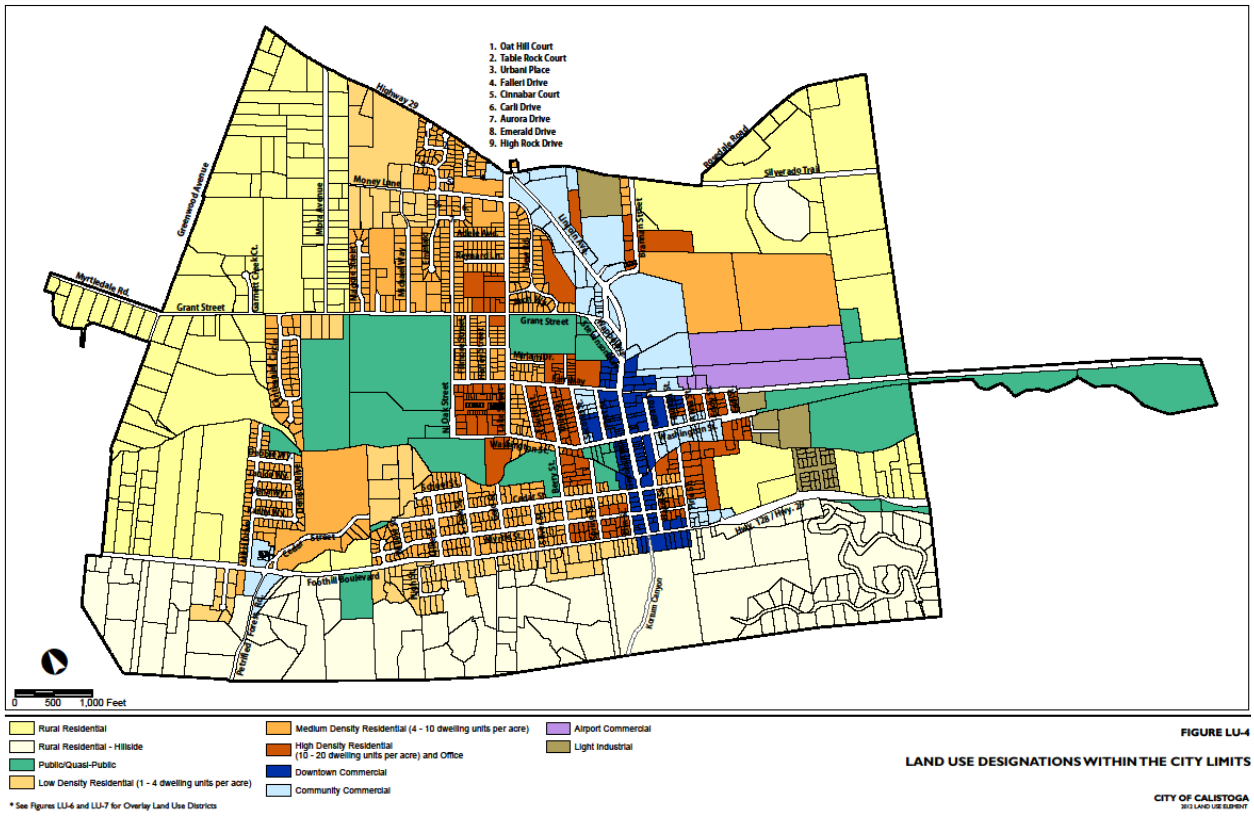
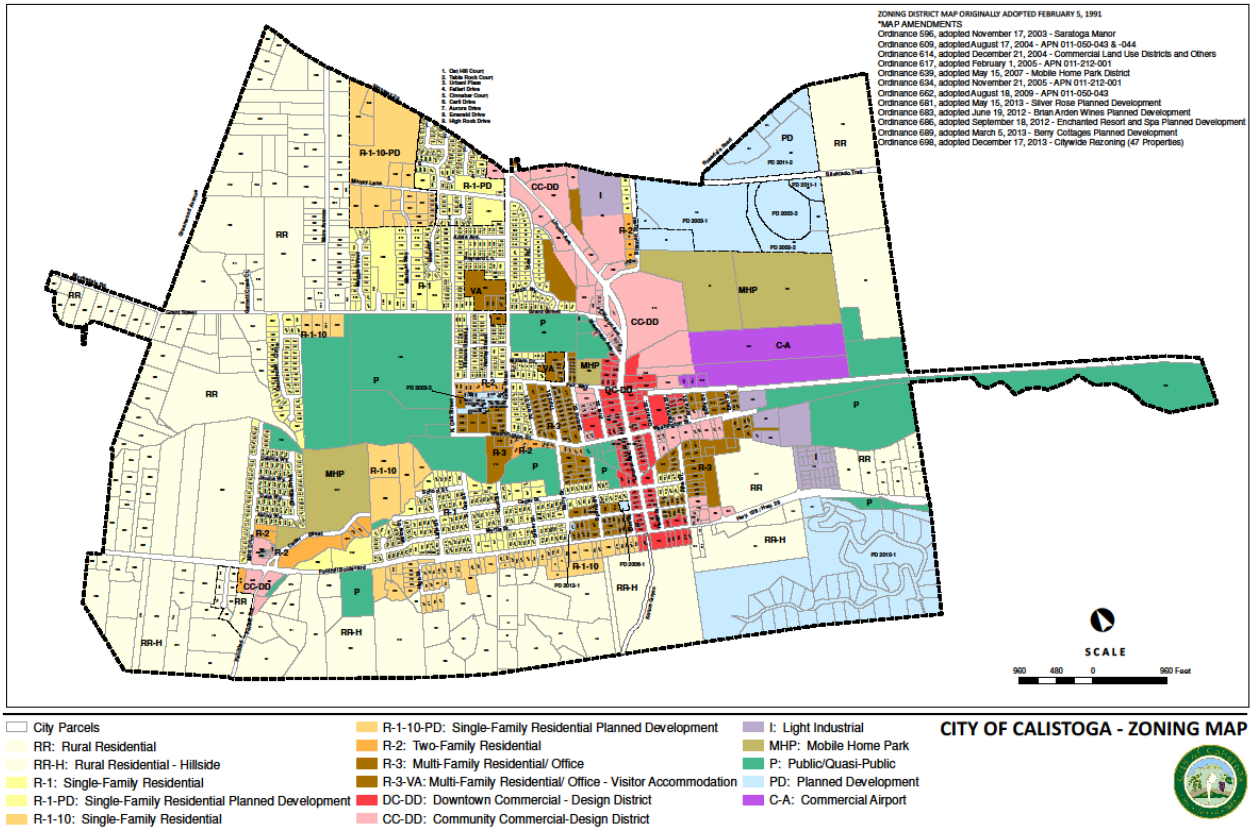


**Fig. 3 – City of Calistoga zoning map (2013)**




Calistoga's local economy is primarily driven by local services and hospitality/tourism based on the city's appealing blend of country living, outdoor recreation, upscale dining and wineries, and attractive Northern California landscape. The large number of households compared against the relatively small commercial center of the city suggests that many residents may work outside of Calistoga. Colleges in easy driving distance of Calistoga include Napa Valley College, Santa Rosa Junior College, Pacific Union College, and Sonoma State University.

## 2.3 CALISTOGA JOINT UNIFIED SCHOOL DISTRICT

### 2.3.1 OVERVIEW

The Calistoga Joint Unified School District is the K-12 public school district serving the City of Calistoga and surrounding area. Most of the District attendance area is in Napa County, but a small portion extends into Sonoma County (thus making it a joint unified district). The District operates one elementary school (Grades K-6), one senior/junior high school (Grades 7-12), and one continuation school (Grades 10-12) next to the main high school campus (Table 3). For the 2014-15 school year, total enrollment is 813 students, as reported to the California Basic Educational Data System on October 1. This is equal to approximately 4% of all K-12 students in Napa County and represents a decrease of nine

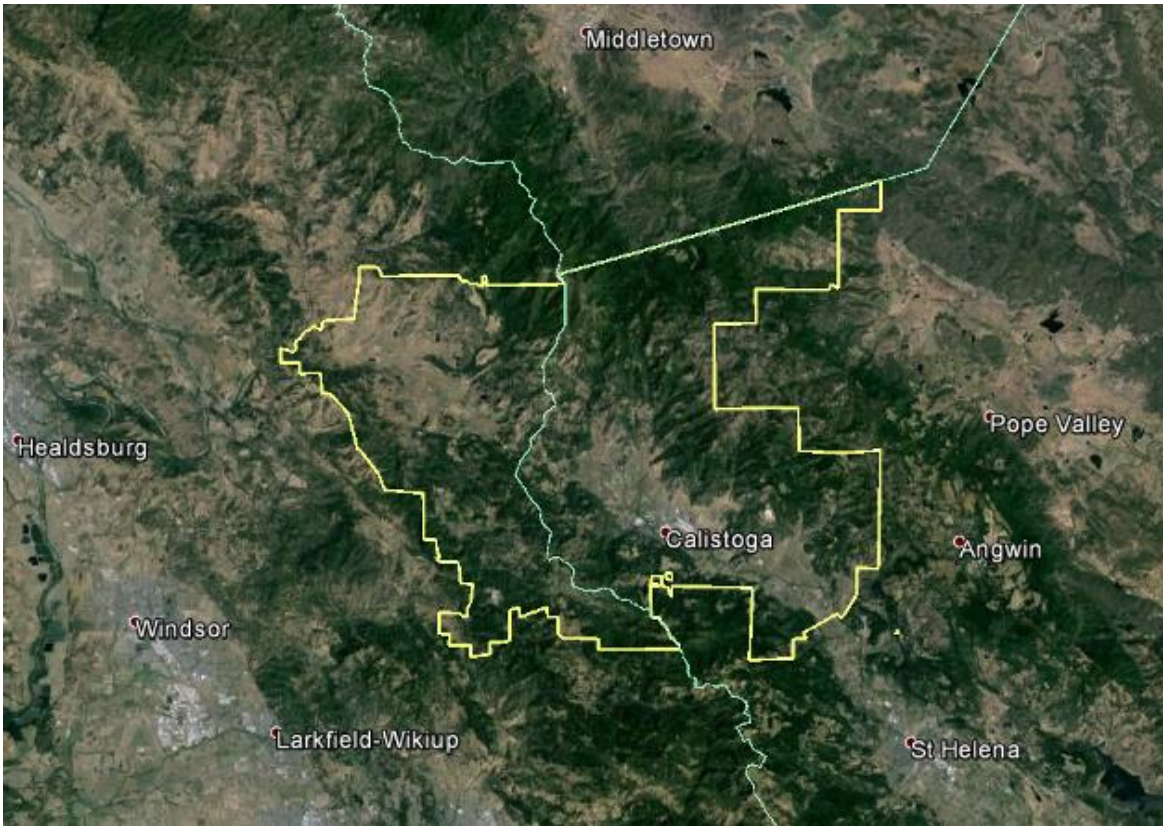
students from the previous year. A high-performing and well-managed school district, Calistoga JUSD is a "basic aid" district, meaning that most of its funding comes from the local property tax base rather than from the State. This local reliance has allowed the District to weather the economic turbulence of recent years more robustly than other districts in California. Community support for the District is strong; numerous foundations and booster organizations contribute substantial funds to the District each year to enhance its education programs.

**Table 3 – District Schools**

| Site | Address | 2014-15 CBEDS Enrollment | 2013-14 CBEDS Enrollment | Grades Served | Site Acreage | Year Built |
|---|---|---|---|---|---|---|
| Calistoga Elementary School | 1327 Berry Street | 482 | 468 | K to 6 | 6.7 | 1956 |
| Calistoga Junior/Senior High School | 1608 Lake Street | 325 | 345 | 7 to 12 | 13.9 | 1990 |
| Palisades High School | 1507 Grant Street | 6 | 9 | 7 to 12 | 0.12 | 1997 |

Source: CALPADS

**Fig. 4 – District Attendance Area Boundaries**




Sources: Google Earth; Los Angeles Times Data Desk

### 2.3.2 ATTENDANCE AREA DEMOGRAPHICS

School district demographics can contribute to the assessment of existing and future school facility needs. As shown in Table 2, the District was home to 7,173 residents in 2010, which was 2,018 more than the City of Calistoga. The number of households with children was substantially higher in the attendance area than the city (737 vs. 577, respectively), as was the number of K-12 students (909 vs. 510, respectively). This indicates that a significant share of the District's enrollment lives outside of Calistoga. With regard to race and ethnicity, just over 40% of District attendance area residents were Hispanic/Latino, which is about a fifth lower than the City of Calistoga proportion of 49.4%. Conversely, the share that is non-Hispanic white, at 56.1%, was nearly one-fifth higher than for Calistoga. At $72,417, the median family income in the attendance area was slightly higher than the California median of $69,883 but lower than the Napa County median of $80,027. It was also notably higher than the Calistoga median of $64,567, suggesting that wealthier households (possibly with children enrolled in the District) reside beyond the city boundary. Poverty rates for family households in the District and in Calistoga were, however, similar at just over 8% each. Both rates are lower than the statewide proportion.

According to District statistics, the total student body is presently 81% Hispanic/Latino, 16.9% white, and 2.1% other. This composition skews more heavily Hispanic/Latino than the population living within the District's attendance area, which was 40.4% Hispanic/Latino in the 2010 Census.

**Fig. 5 – District Student Demographics, 2013-14 School Year***

Students by Race/Ethnicity
Calistoga Joint Unified School District, 2013-14

| | District | | County |
|---|---|---|---|
| | Enrollment | Percent of Total | Percent of Total |
| American Indian or Alaska Native | 2 | 0.2% | 0.5% |
| Asian | 2 | 0.2% | 2.0% |
| Native Hawaiian or Pacific Islander | 0 | 0.0% | 0.4% |
| Filipino | 7 | 0.9% | 5.7% |
| Hispanic or Latino | 666 | 81.0% | 53.5% |
| Black or African American | 1 | 0.1% | 2.4% |
| White | 139 | 16.9% | 31.3% |
| Two or More Races | 0 | 0.0% | 3.9% |
| None Reported | 5 | 0.6% | 0.4% |
| Total | 822 | 100% | 100% |

Special Programs
Calistoga Joint Unified School District, 2013-14

| | District | | County |
|---|---|---|---|
| | Number of Students | Percent of Enrollment | Percent of Enrollment |
| English Learners | 388 | 47.2% | 22.8% |
| Free/Reduced Price Meals[1] | 602 | 73.2% | 46.3% |
| Compensatory Education | N/A | N/A | N/A |

English Learners
Calistoga Joint Unified School District, 2013-14

| | Number of Students | Percent of Enrollment | Percent of Prior Year's Enrollment |
|---|---|---|---|
| English Learners (ELs) | 388 | 47.2% | N/A |
| Fluent-English-Proficient (FEP) Students | 255 | 31.0% | N/A |
| ELs Redesignated Fluent-English-Proficient (RFEP) Since Prior Year | 39 | N/A | 10.4% |

Languages of English Learner Students
Calistoga Joint Unified School District, 2013-14

| | Number of Students | Percent of Enrollment |
|---|---|---|
| Spanish | 387 | 47.1% |
| Portuguese | 1 | 0.1% |
| Total | 388 | 47.2% |

* Latest available data. Source: California Department of Education

## 2.4 CONCLUSIONS

The demographics of the Calistoga region reflect a commitment to growth management that is shared across Napa County, owing to the desire to maintain the unique and appealing character of the Napa Valley. As a result, population growth is not expected to be sizeable for the foreseeable future, even while the racial/ethnic composition continues to shift more towards Hispanic/Latino and away from non-Hispanic white — a fact reflected in the high percentage of District students who are classified as English Learners, which itself is virtually identical to the percentage of students who speak Spanish at home. Accommodating the needs of English-learning students appears unlikely to disappear in the future. Family households have become a larger component of the local population over the last few decades, which should contribute to a stable student population. Additionally, while family households in the City of Calistoga and Napa County have high average incomes, the high rate of District students who qualify for free or reduced price school meals suggests that the distribution of family income is uneven, with the majority of Calistoga families with children in District schools earning substantially less than the mean income.

SECTION 3

# ENROLLMENT PROJECTIONS

## 3.1 ENROLLMENT OVERVIEW

An understanding of a school district's enrollment contributes to the assessment of classroom and facility needs. Current enrollments help determine loading standards for classrooms at a school site and a school's capacity to house students. They can also be used to obtain facility improvement grants and to establish local standards to set maximum student enrollments per site. Previous, current, and projected enrollments can also help to evaluate future demand for classrooms, facilities and school sites. Table 4 shows previous and current enrollments for both school sites.

**Table 4 – Student Enrollment by School Site**

| Site | Grade Level | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|---|---|---|
| Calistoga Elementary | TK/K* | 79 | 73 | 67 | 72 | 85 |
| | 1-6 | 404 | 378 | 380 | 396 | 397 |
| | **Total** | **483** | **451** | **447** | **468** | **482** |
| Calistoga Jr/Sr. High | 6 | 0 | 0 | 0 | 0 | 0 |
| | 7-8 | 118 | 136 | 124 | 91 | 102 |
| | 9-12 | 248 | 232 | 227 | 254 | 223 |
| | **Total** | **366** | **368** | **351** | **345** | **325** |
| Palisades Cont. High | **Total** | **9** | **7** | **11** | **9** | **6** |
| **District Total** | | **858** | **826** | **809** | **822** | **813** |

* Transitional kindergarten (TK) was added to the District in the 2014-15 school year. Source: California Basic Educational Data System (CBEDS)

To project enrollment, the overall birth rate within the District is used to estimate the expected impact to kindergarten enrollment when these children begin attending elementary school at age five. This information is coupled with historical student cohort survival rates between grade levels to project grade matriculation over time. The cohort method reviews the movement of students through grades and serves as an indicator of net migration of students.

There is often a reasonably consistent correlation between the number of children born in an area and the proportion of those children enrolling in kindergarten five years later. Birth data for Napa County and the 94515 ZIP code, which substantially covers the Calistoga JUSD, were collected for the period from 2000 through 2012. For each year, the ratio of births between the County and the ZIP code was calculated (left columns in Table 5), along with a five year average ratio for the years 2008 to 2012. A similar ratio comparing District kindergarten class size and total ZIP code births five years earlier was

determined for the years 2005 to 2015 (right columns in Table 5), along with a five-year average for 2011-15. Using forecasts for Napa County births from 2013 to 2020, projected ZIP code births were estimated by multiplying each year's County projection by the five-year (2008-12) average of 0.051. Finally, the projected size of kindergarten classes from 2016 to 2020 was determined by multiplying projected ZIP code births by the 2011-15 average ratio of kindergarteners to ZIP code births, or 0.85, then adding 15 to the total to account for the District's new transitional kindergarten (TK) program begun in the 2014-15 school year. The TK program, which the District expects will have approximately 15 children each year, substantially enlarged the total kindergarten cohort in its first year and is considered a permanent addition to the District's education program. Adding 15 to the original kindergarten cohort projection stands in for the higher total kindergarten enrollments that will be reported from this school year on.

**Table 5 – Births and Kindergarten Trends**

| | Napa County | | | | | Calistoga JUSD | | |
|---|---|---|---|---|---|---|---|---|
| | Year | County Births | ZIP Code Births | ZIP Code/ County Birth Ratio | | Kindergarten Year | Kindergarten Class Size | K Class Size/ ZIP Code Birth Ratio |
| Historical | 2000 | 1,497 | 71 | 0.047 | Historical | 2005 | 70 | 0.99 |
| | 2001 | 1,565 | 92 | 0.059 | | 2006 | 50 | 0.54 |
| | 2002 | 1,571 | 88 | 0.056 | | 2007 | 65 | 0.74 |
| | 2003 | 1,676 | 100 | 0.060 | | 2008 | 61 | 0.61 |
| | 2004 | 1,604 | 94 | 0.059 | | 2009 | 79 | 0.84 |
| | 2005 | 1,658 | 86 | 0.052 | | 2010 | 76 | 0.88 |
| | 2006 | 1,754 | 94 | 0.054 | | 2011 | 79 | 0.84 |
| | 2007 | 1,665 | 103 | 0.062 | | 2012 | 73 | 0.71 |
| | 2008 | 1,671 | 81 | 0.048 | | 2013 | 67 | 0.83 |
| | 2009 | 1,653 | 85 | 0.051 | | 2014 | 72 | 0.85 |
| | 2010 | 1,525 | 85 | 0.056 | | 2015 | 86 | 1.01 |
| | 2011 | 1,572 | 85 | 0.054 | Proj. | 2016 | 87 | 0.85 |
| | 2012 | 1,431 | 67 | 0.047 | | 2017 | 72 | 0.85 |
| | | | ***Prior 10 year average*** | **0.054** | | | ***Prior 10 year average**** | **0.79** |
| | | | ***Prior 5 year average*** | **0.051** | | | ***Prior 5 year average**** | **0.85** |
| | Year | County Births | ZIP Code Births | ZIP Code/ County Birth Ratio Using Prior 5-Yr. Avg. | | Kindergarten Year | K Class Size Projection Using Prior 5-Yr Avg.† | K Class Size/ ZIP Code Birth Ratio Using Prior 5-Yr. Avg. |
| Projected | 2013 | 1,537 | 79 | 0.051 | Projected | 2018 | 82 | 0.85 |
| | 2014 | 1,566 | 80 | 0.051 | | 2019 | 83 | 0.85 |
| | 2015 | 1,593 | 82 | 0.051 | | 2020 | 84 | 0.85 |
| | 2016 | 1,619 | 83 | 0.051 | | 2021 | 85 | 0.85 |
| | 2017 | 1,646 | 84 | 0.051 | | 2022 | 87 | 0.85 |
| | 2018 | 1,674 | 86 | 0.051 | | 2023 | 88 | 0.85 |
| | 2019 | 1,697 | 87 | 0.051 | | 2024 | 89 | 0.85 |
| | 2020 | 1,721 | 88 | 0.051 | | 2025 | 90 | 0.85 |

Sources: California Department of Public Health; California Department of Finance, Demographic Research Unit

*Prior 5- and 10-year averages are calculated from the most recent *historical* data only.

†Projected figures are the sum of the K class size projection using the prior 5-year average and 15 students in TK.

## 3.2 ENROLLMENT PROJECTIONS

School enrollment data can be used to estimate the number of pupils in each grade level and how this number may change as pupil cohorts progress from kindergarten through 12th grade. Once the projection of future kindergarten enrollment is established, it can be coupled to historical student cohort survival rates between grade levels to estimate the size of each future class.

This cohort survival method reviews the movement of students through grades and serves as an indicator of net migration of students over time. First, a coefficient is created based on the net migration of students between grade levels, averaged over the past five years. This coefficient is then applied to the total number of students in a selected grade level of the current year to generate a projection of the number of students in a subsequent grade level greater during the following year. For instance, if a hypothetical average Grade 8 cohort over the past five years was 85 students, while the average Grade 7 cohort from the year previous was 100 students, then a coefficient of 0.85 is applied to the current Grade 7 population to project the Grade 8 class size for next year. A current Grade 7 cohort of 110 students, for instance, would be projected to matriculate 94 Grade 8 students the following year (110 x 0.85 = 94).

Table 6 provides a history of student enrollment between 2005 and 2015 and projected enrollment through 2025, using the five-year average kindergarten share of prior births for projections obtained from Table 5. Under this approach, kindergarten enrollment is anticipated to decline slightly over the next few years, but return to 2014 levels by 2022. District enrollment is expected to increase by 66 students to a total enrollment of 901 in 2025, parallel to the District's increase in kindergarten cohort size by virtue of the new transitional kindergarten program.

**Table 6 – Historical and Projected District Enrollments**

| | Grade Level | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year Ending | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | Annual Change |
| 2005 | 70 | 75 | 60 | 67 | 72 | 82 | 72 | 79 | 59 | 62 | 65 | 46 | 71 | 880 | |
| 2006 | 50 | 66 | 68 | 59 | 66 | 65 | 71 | 73 | 66 | 62 | 56 | 65 | 48 | 815 | (65) |
| 2007 | 65 | 54 | 73 | 65 | 60 | 65 | 79 | 77 | 68 | 75 | 76 | 51 | 44 | 852 | 37 |
| 2008 | 61 | 63 | 50 | 67 | 62 | 61 | 68 | 65 | 65 | 69 | 72 | 64 | 51 | 818 | (34) |
| 2009 | 79 | 61 | 62 | 55 | 68 | 68 | 73 | 66 | 64 | 65 | 72 | 70 | 65 | 868 | 50 |
| 2010 | 76 | 72 | 58 | 59 | 54 | 74 | 83 | 36 | 64 | 82 | 58 | 70 | 65 | 851 | (17) |
| 2011 | 79 | 84 | 67 | 64 | 60 | 54 | 72 | 58 | 62 | 66 | 71 | 51 | 70 | 858 | 7 |
| 2012 | 73 | 85 | 67 | 64 | 61 | 52 | 49 | 73 | 63 | 60 | 65 | 62 | 52 | 826 | (32) |
| 2013 | 67 | 73 | 79 | 62 | 64 | 55 | 47 | 48 | 76 | 56 | 60 | 63 | 59 | 809 | (17) |
| 2014 | 72 | 61 | 76 | 78 | 62 | 62 | 57 | 47 | 44 | 73 | 63 | 62 | 65 | 822 | 13 |
| 2015 | 86 | 61 | 59 | 71 | 82 | 62 | 62 | 56 | 46 | 50 | 69 | 55 | 54 | 813 | (9) |
| 2016 | 87 | 85 | 57 | 58 | 71 | 78 | 60 | 57 | 62 | 45 | 49 | 64 | 54 | 826 | 13 |
| 2017 | 72 | 84 | 79 | 54 | 58 | 67 | 75 | 59 | 59 | 61 | 46 | 45 | 62 | 820 | (6) |
| 2018 | 82 | 68 | 81 | 76 | 55 | 55 | 65 | 73 | 60 | 57 | 61 | 43 | 44 | 819 | (1) |
| 2019 | 83 | 77 | 65 | 78 | 77 | 53 | 54 | 63 | 74 | 60 | 58 | 58 | 41 | 840 | 21 |
| 2020 | 84 | 78 | 73 | 63 | 79 | 74 | 51 | 52 | 65 | 74 | 59 | 53 | 54 | 860 | 20 |
| 2021 | 85 | 81 | 74 | 70 | 63 | 75 | 72 | 49 | 54 | 65 | 74 | 55 | 51 | 869 | 8 |
| 2022 | 87 | 81 | 76 | 71 | 71 | 60 | 73 | 69 | 51 | 54 | 65 | 69 | 53 | 880 | 11 |
| 2023 | 88 | 82 | 77 | 73 | 72 | 68 | 59 | 71 | 71 | 50 | 54 | 60 | 66 | 891 | 12 |
| 2024 | 89 | 83 | 78 | 74 | 74 | 69 | 66 | 57 | 73 | 71 | 50 | 50 | 58 | 892 | 0 |
| 2025 | 90 | 84 | 79 | 75 | 75 | 71 | 67 | 64 | 59 | 73 | 71 | 47 | 48 | 901 | 9 |

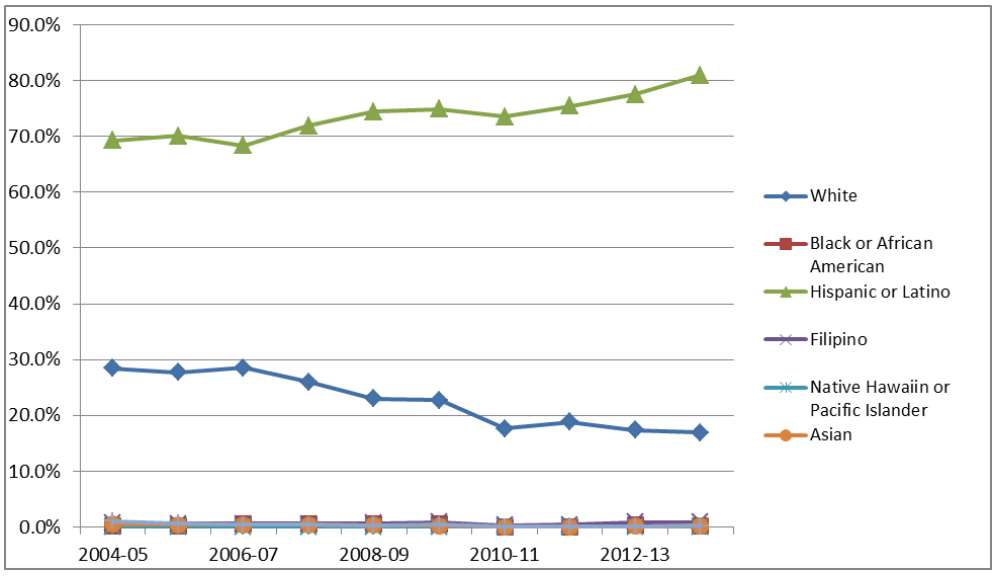
Sources: CBEDS; CFW, Inc.

The cohort matriculation approach works best during intermediate periods when there has not been a substantial variation in the direction of enrollment trends, as it tends to reduce the rate of annual change. Its major weakness is that birth rate data is only accurate to the current year and must be projected thereafter. For example, if future residential development is accelerated, it may increase enrollment beyond the current projection. In its 2014 Housing Element update to the General Plan, the City of Calistoga identifies 121 housing units approved or under construction for the period up to the year 2022. This may boost enrollment, although not likely to a significant degree.

Demographic factors may also influence enrollment trends. Table 7 shows demographic trends by ethnicity over the ten-year period from 2004-05 to 2013-14. The District's student population by race is changing, with Hispanic/Latino proportion on the rise.

**Table 7 – Race/Ethnicity Trends of District Students**

| Race/Ethnicity | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---|---|---|---|---|---|---|---|---|---|
| White | 28.4% | 27.7% | 28.5% | 26.0% | 23.0% | 22.7% | 17.6% | 18.8% | 17.4% | 16.9% |
| | | (-0.7%) | (+0.8%) | (-2.5%) | (-3.0%) | (-0.3%) | (-5.1%) | (+1.2%) | (-1.4%) | (-0.5%) |
| Black or African American | 0.1% | 0.2% | 0.6% | 0.5% | 0.5% | 0.6% | 0.0% | 0.0% | 0.4% | 0.1% |
| | | (+0.1%) | (+0.4%) | (-0.1%) | (+0.0%) | (+0.1%) | (-0.6%) | (+0.0%) | (+0.4%) | (-0.3%) |
| Hispanic or Latino | 69.3% | 70.1% | 68.4% | 71.9% | 74.4% | 74.9% | 73.5% | 75.4% | 77.5% | 81.0% |
| | | (+0.8%) | (-1.7%) | (+3.5%) | (+2.5%) | (+0.5%) | (-1.4%) | (+0.9%) | (+2.1%) | (+3.5%) |
| Filipino | 0.7% | 0.6% | 0.6% | 0.6% | 0.7% | 0.9% | 0.3% | 0.4% | 0.9% | 0.9% |
| | | (-0.1%) | (+0.0%) | (+0.0%) | (+0.1%) | (+0.2%) | (-0.6%) | (+0.1%) | (+0.5%) | (+0.0%) |
| Native Hawaiin or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| | | (+0.0%) | (+0.0%) | (+0.0%) | (+0.0%) | (+0.0%) | (+0.0%) | (+0.0%) | (+0.0%) | (+0.0%) |
| Asian | 0.5% | 0.4% | 0.4% | 0.4% | 0.3% | 0.2% | 0.0% | 0.0% | 0.1% | 0.2% |
| | | (-0.1%) | (+0.0%) | (+0.0%) | (-0.1%) | (-0.1%) | (-0.2%) | (+0.0%) | (+0.1%) | (+0.1%) |
| American Indian or Alaska Native | 1.0% | 0.7% | 0.4% | 0.4% | 0.3% | 0.4% | 0.0% | 0.1% | 0.1% | 0.2% |
| | | (-0.3%) | (-0.3%) | (+0.0%) | (-0.1%) | (+0.1%) | (-0.4%) | (+0.1%) | (+0.0%) | (+0.1%) |




Sources: Calistoga Joint Unified School District; CBEDS

Even without significant residential growth, the number of new students may continue to grow; especially if the Hispanic/Latino population increases within the District attendance area (for whom the State factors for a higher rate of births). Additionally, the number of students who transfer into the District can provide a boost to enrollments not accounted for in the above projection. This boost is likely to be modest, however—between the 2011-12 and 2013-14 school years, for instance, 24 students transferred into Calistoga Elementary and four students transferred out. At Calistoga Junior/Senior High, 68 students transferred in and 67 students transferred out in the same period. These numbers suggest that student transfers may have a small effect on increasing the size of District enrollments, although a longer history of student transfer data would be required to make a more conclusive finding.

Ultimately, CFW expects that District enrollments will remain level over the next ten years. Slight increases or decreases may occur from one year to the next, based on the modest variability in cohort sizes in any given grade level and the. Beyond that, the increasing proportion of the Hispanic/Latino population in the District attendance area may result in increased kindergarten enrollments and, subsequently, larger grade cohorts.

SECTION 4

# CAPACITY ANALYSIS

## 4.1 CAPACITY OVERVIEW

The student capacity of a school site is determined by multiplying the total number of classrooms or learning spaces by the standards used to load those classrooms with students. This information can be used to evaluate the need for additional facilities to properly house all enrolled students. Table 8 shows the number of classrooms at the District's three school sites by age and type (permanent or portable). The District presently has 52 rooms between its three sites, all of them permanently built. The current count is one room less than the count determined in 2010, owing to CFW's consideration of Rooms 36 and 37 as a single classroom at Calistoga Junior/Senior High.

**Table 8 – District Classroom Inventory (2014-15 School Year)**

| | | | Permanent Classrooms | | Portable Classrooms | |
|---|---|---|---|---|---|---|
| Site | Permanent CR | Portable CR | Built or Modernized 25+ years ago | Built or Modernized <25 years ago | Installed or Modernized 20+ years ago | Installed or Modernized <20 years ago |
| Calistoga Elementary | 28 | 0 | 0 | 28 | 0 | 0 |
| Calistoga Junior/Senior High | 23 | 0 | 0 | 23 | 0 | 0 |
| Palisades High School | 1 | 0 | 0 | 1 | 0 | 0 |
| **Total** | **52** | **0** | **0** | **52** | **0** | **0** |

Sources: CFW, Inc.; Calistoga Joint Unified School District

There are two kinds of classroom loading standards to consider: State standards and local, or District, standards. State standards are primarily used for the State School Facilities Program (SFP), which is administered by the Office of Public School Construction and determines capital funding eligibility from statewide bonds. The SFP applies a uniform standard across grades to determine school capacities for the purpose of funding new school construction or the modernization of existing facilities. For Grades K through 6, the State loading standard is 25 students for each permanently constructed classroom. For Grades 7 to 12, the standard is 27 students per room. Support facilities such as gym rooms, multipurpose rooms, and administrative offices are not included in this calculation. In addition, the State does not consider portable classrooms as being available to permanently house students and are thus not included in the capacity calculation by State loading standards.

School districts are not required to follow State standards. A district may set its own local loading standards and include portable classrooms in its capacity calculations. Local loading standards more accurately reflect current funding levels for the operational expenses of each active classroom, while

State loading standards are used to calculate construction costs for new classroom buildings (particularly in regard to the procurement of State grants for modernization and new construction that can offset some of those costs). Calistoga Joint Unified School District's present room loadings are lower than the State standard at an average of 17 students per room for Grades K through 6 and 14 students per room for all higher grades, even though almost all District classrooms can appropriately house up to 24 students. In Table 9, CFW has assigned a District loading standard of 17 students for each classroom at Calistoga Elementary and 14 students for each room at Calistoga Junior/Senior High for the purposes of estimating student housing capacity.

**Table 9 – District Student Capacity, FY 2014-15**

| | Calistoga Elementary | Calistoga Junior/Senior High | Palisades High | Total |
|---|---|---|---|---|
| Acreage | 6.7 | 13.9 | 0.12 | **20.72** |
| Year Initially Built | 1956 | 1915 | 1997 | **-** |
| Year Classrooms Last Modernized | 2012 | 2004 | - | **-** |
| CBEDS Kindergarten | 85 | - | - | **85** |
| CBEDS Grade 1 | 61 | - | - | **61** |
| CBEDS Grade 2 | 59 | - | - | **59** |
| CBEDS Grade 3 | 71 | - | - | **71** |
| CBEDS Grade 4 | 82 | - | - | **82** |
| CBEDS Grade 5 | 62 | - | - | **62** |
| CBEDS Grade 6 | 62 | - | - | **62** |
| CBEDS Grade 7 | - | 56 | - | **56** |
| CBEDS Grade 8 | - | 46 | - | **46** |
| CBEDS Grade 9 | - | 49 | 1 | **50** |
| CBEDS Grade 10 | - | 68 | 1 | **69** |
| CBEDS Grade 11 | - | 54 | 1 | **55** |
| CBEDS Grade 12 | - | 52 | 2 | **54** |
| CBEDS Other | - | - | 1 | **1** |
| **Total CBEDS Enrollment** | **482** | **325** | **6** | **813** |
| Total Permanent Classrooms | 28 | 23 | 1 | **52** |
| **Permanent CR Capacity - State Loadings** | **700** | **621** | **27** | **1,348** |
| **Permanent CR Capacity - District Loadings** | **476** | **322** | **14** | **812** |
| Total Portable Classrooms | 0 | 0 | 0 | **-** |
| Portable CRs > 20 Years Old | 0 | 0 | 0 | **-** |
| **Portable CR Capacity - District Loadings** | **0** | **0** | **0** | **-** |
| **Local Total Capacity** | **476** | **322** | **14** | **812** |

Student Enrollments for FY 2014-15

Sources: CFW, Inc.; Calistoga Joint Unified School District

The District's current loading level is 17 students per classroom for Grades K through 6 and 14 students per classroom for Grades 7 through 12. As shown in Table 9, the District has capacity to house 1,348 students by State standards. This is comfortably in excess of the present Districtwide enrollment of 813 and projected enrollment of 901 in the 2024-25 school year. The current supply of classroom facilities is therefore more than sufficient to meet the housing needs of current and projected student enrollments, even with the addition of transitional kindergarten. In light of this, the District can concentrate its facility improvement efforts on maintaining its investments in these facilities. It should additionally take the opportunity to focus on upgrading these facilities' functionality in support of 21st century teaching methods.

SECTION 5

# FACILITIES ASSESSMENT AND PROPOSED IMPROVEMENTS

## 5.1 SITE ASSESSMENT BACKGROUND AND OVERVIEW

When the Facilities Master Plan was prepared in 2010, a number of key themes were expressed by the District and by community members during the plan visioning and goal-setting process. These included the need to accommodate the growing community use of school facilities, strengthen partnerships, and increase career and wellness opportunities. The central role that Calistoga Elementary and Calistoga Junior/Senior High play in giving life to the local community was called to attention, as was the value of improving classrooms and teaching spaces to support project-based learning and expanded enrichment programs. Improved libraries, athletic facilities, and social spaces (such as cafeterias and multipurpose rooms) were highlighted as important ways to enhance the school experience. From these themes, the Master Plan's overarching goal evolved into building on the excellent quality of Calistoga Joint Unified School District's education program and the facilities that support it, and ensuring that the next generation of District students would be strongly positioned to excel as well.

The improvements recommended in the Master Plan were created to achieve this goal, and Phase I focused on landmark projects that rapidly brought 21st century school standards and expectations into major facilities, such as the Junior/Senior High School's new, state-of-the-art gymnasium and multipurpose buildings and the District's 1:1 mobile device program. Four years after the Master Plan was delivered, and with Phase I projects completed, one goal of the Master Plan update is to provide the latest information about the state of the District's facilities. This allows appropriate revisions to be made to the proposed projects in Phases II and III, permits the consideration of additional projects that may have revealed their value since 2010, and helps to ensure that the strong momentum created by the implementation of Phase I carries into Phase II and beyond.

For the Master Plan update, CFW conducted site assessments at Calistoga Elementary and Calistoga Junior/Senior High on August 27 and September 5, 2014. Areas of interest included classroom and support facility interiors and exteriors, site grounds, and infrastructure. Site administrators and District staff assisted by leading tours and identifying areas of concern to CFW. Findings from an assessment study, prepared by Derivi Castellanos Architects (DCA) in summer 2014 and titled Measure "A" Phase II Feasibility Study (hereafter, "Feasibility Study"), were reviewed by CFW. However, the scope of the site assessments in the Master Plan update takes a longer view and evaluates the need for improvements beyond the Phase II timeframe. Where appropriate, findings from the Feasibility Study are included in this section.

## 5.2 CALISTOGA ELEMENTARY SCHOOL

### 5.2.1 OVERVIEW


Front entry area of Calistoga Elementary.

Calistoga Elementary School, located at 1327 Berry Street, serves all primary education needs in the District. The school's 6.7-acre site is situated in the middle of a residential neighborhood on the south side of the city and west of the downtown district. The site is bounded by the Napa River on the north, Cedar Street on the south, Berry Street on the east, and Gold Street on the west. Silver Street dead-ends onto the site from Cedar Street, between Berry and Gold streets. The campus is compactly built, with 12 separate permanent structures of varying size containing 28 classrooms, a digital learning center, a cafeteria/multipurpose room, and administrative offices and other support uses. Eight of these rooms were constructed after 1999. In 2012, two shade structures fitted with electricity-generating photovoltaic panels were installed on the north side of the campus, next to the playground and hard courts.

Calistoga Elementary's classroom buildings are in good repair, as expected from continued maintenance and periodic modernization. In 2003, eight classrooms underwent a modernization involving a modest improvement to interior conditions, while another four were modernized in 2012.

**Fig. 5 – Calistoga Elementary School: Existing Configuration**


Source: Calistoga Joint Unified School District; Google Earth

## 5.2.2 GENERAL CLASSROOM CONDITIONS

Most classrooms at Calistoga Elementary resemble one another in layout, functionality, and furnishing, with exceptions for the specific needs of kindergarten rooms. A description of key room elements is provided below:

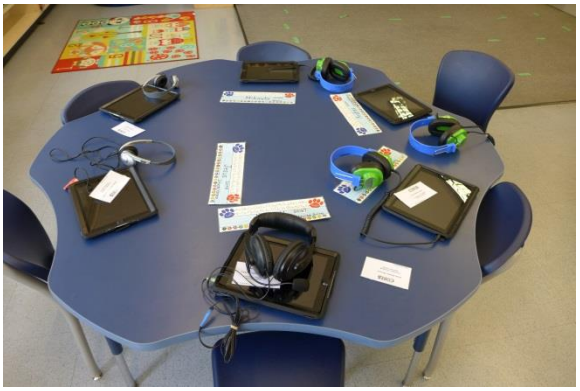
- **Wall surfaces:** Interior walls are surfaced in mid-gray painted gypsum board, on which fabric tackable panels are mounted across much of the lower two-thirds of the room. Most classrooms have numerous items pinned, taped, or attached to the walls, including student work, posters, and instructional materials. Across the middle of one or two walls in each room, 4’ x 8’ markerboards are mounted side-by-side, usually two or three in a row. These boards are positioned so that the top of the board is in easy reach of the teacher. Various appliances (speakers, pencil sharpeners, coat hooks, phones, etc.) are mounted to the wall.
- **Doors and windows:** There are two types of doors: aluminum doors that exit to the outside, and wooden doors that open onto restrooms, storage rooms, or other enclosed spaces. All doors are functional and in good condition and all exit doors are ADA-accessible. Many doors (exterior and

interior) have windows with wired glass. Most windows are fixed in narrow wooden sashes atop a 5-inch wide stool. They do not open but account for approximately 80% of the north wall in each room, which allows for plenty of daylight when the blinds are open.

- **Floors and ceilings:** Floors are carpeted, although vinyl composite tile is used in front of doorways and in the vicinity of restrooms or high-traffic areas. This carpet is in good condition in all rooms. All ceilings are surfaced with off-white acoustic tile that matches the neutral color of the tackable panels lining the walls. Modern pendant fluorescent tube lights hang approximately four feet from the ceiling. A projector is ceiling-mounted in each room as well. Along the ceiling line, exposed ductwork is visible but painted white to blend into the acoustic tile.
- **Casework, cabinets, and storage:** All rooms have wood cabinets beneath a continuous laminate countertop that runs most of the length of one or two walls. A drop-in countertop sink with faucet, drinking fountain, and water heater is available in each room, and above each sink are storage cupboards. Casework type and quantity is variable from room to room, ranging from 7' standing-height storage cabinets to 35" standing-height base cabinets of varying widths, drawer style, door style, and shelf type. Most casework is wood laminate and in relatively new condition. All rooms have additional storage solutions in the form of baskets, boxes, cubbies, shelves, and bins of various shapes and sizes that sit atop or in front of the wall wherever they can fit. While they help to organize books, equipment, and toys, they add clutter in all rooms.


Typical conditions in the kindergarten rooms.

- **Tables, chairs, and desks:** The site's four kindergarten rooms have non-modular tables that seat six children. Matched to these tables are sturdy, lightweight molded plastic chairs fixed with glides. Teacher desks are traditionally built and styled. For most other classrooms, children sit at more traditionally styled single- or double-student desks oriented to face the projector screen and markerboards. Chairs are the same style as kindergartners' chairs, although larger. Half a dozen rooms contain newer, modular tables and chairs as part of an ongoing District effort to upgrade classroom furniture.

Kindergarten tables and chairs, seating six children around.

- **Electrical power and data outlets** are typically installed near the floor at regular intervals along all four walls, except where built-in casework has been placed. Power and data ports are also located in raceways that run horizontally along the bottom third of the wall beneath the markerboards in each room. There are a sufficient number of power and data outlets to meet the needs of a fully loaded class.
- **Accessibility and safety standards** are attained in all classrooms. Fire alarms and sprinklers are found in most rooms and emergency exits are easy to locate.

### 5.2.3 CLASSROOM OBSERVATIONS

This section describes features or uses applicable to particular classroom buildings, in the following order:

- L-shaped classroom wing (Rooms 1-6)
- Rooms 7-12
- Modular classrooms (Rooms 13-28)

**L-shaped classroom wing (Rooms 1-6):** These six rooms, built in 1956, are the oldest learning spaces on the campus. Rooms 1 through 4 are kindergarten rooms (with Room 1 being larger than the others at 1,243 vs. 932 square feet), Room 5 serves Grade 5, and Room 6 serves Grade 6. Floors in the kindergarten rooms are laid with vinyl composite tile, with a carpeted gathering area installed in front of the projector screen in each room. The remaining two rooms have commercial carpet over most of the floor, except near the doorways. Three of the four kindergarten rooms also have built in restrooms, while the fourth is immediately adjacent to a separate restroom facility. These restrooms are functionally adequate for classroom use and are ADA accessible. The furniture and equipment in Rooms 1 through 6 have been partially upgraded (notably, tables and chairs in the four kindergarten rooms), but on the whole the condition of room interiors is worn and dated.

This classroom wing has flat roofs in universally poor condition, allowing leaks that damage the underlying roof framing and membrane. This issue was also heavily documented by the Feasibility Study and CFW concurs with its findings that repeated patching has not resolved the issue. The leaking is often

caused by deficiencies in roofing materials that reduce the roof's impermeability to water. For example, wall-mounted flashing installed at the roofline is deficient at all flat roofs, failing to meet the minimum 12" height required for warranty. A related concern, noted in the Feasibility Study, was the condition of roof-mounted HVAC units on this classroom wing, which are becoming a hazard. Apart from being more difficult to maintain than ground- or wall-based units, these roof-mounted units are contributing to water damage through their leaking pipes and conduits. Beneath the L-shaped wing foundation, the Feasibility Study observes that capacity of the sewer lines connecting to the city mains has become constrained by the incursion of tree roots into the pipes, resulting in slow drains and back-ups.

**Rooms 7-12:** These six classrooms surround the Digital Learning Center and Project Resource Room (*i.e.*, computer lab). Rooms 7 and 8 serve Grades 6 and 5, respectively, and are in the same general condition as Rooms 5 and 6 (which serve the same grades). Twenty-five sets of single student desks and chairs are found in both rooms, all in good condition. Room 9 is a flex room built as a wet lab that can be used for art or biology. It contains 12 sturdy two-student tables, each with two chairs, oriented in a grid. Countertops run along three of the four walls, with eight drop-in sink stations built in. The fourth wall serves as the front of the room and features markerboards, a projector screen, and an instructor's podium with sink and base storage.

Storage areas (left) and furniture layout (right) in Room 7.

Conditions in Room 8.

Rooms 10 through 12, which serve Grades 4 and 5, are furnished and equipped very similarly to Rooms 5 and 6. In Room 10, the fluorescent tubes in the ceiling in front of the projector screen were removed at the teacher's request because of the screen glare they caused.

**Modular classrooms (Rooms 13-28):** Sixteen classrooms on the site are modular, meaning that structural elements were manufactured off-site before being assembled in a permanent fashion on site. This is a cost-efficient method of creating permanent learning spaces, although the robustness of manufactured walls, roofs, and foundations may not achieve the level of site-built structures. All rooms were built in 1998.

Room 13 currently serves as the music room. It is built as a general purpose classroom, however, and not designed to accommodate music (*e.g.*, it is not soundproofed). Next door is the physical education classroom (Room 14)—another use that may not be suited for general purpose classrooms. However, to date, there have been no reported incidents of noise interfering with adjacent rooms. As other classrooms become available in the future with soundproofing (e.g., Room 28) a move of these activities could be considered.

Rooms 16 to 28 share similar conditions and layout. These rooms have a peaked ceiling in good condition, with acoustic tile, lay-in lighting, and ceiling-mounted projector. The peaked ceiling enhances the interior roominess and quality of daylight through the windows. Two 4' x 8' markerboards are mounted across the middle of two walls, with the remainder of the wall surface lined in tackable fabric. Most rooms are equipped with traditional single- or double-student tables, while chairs are usually more modern. Each room averages around 30 seats and desks organized in rows and columns or in groups of three or four. As with the rooms in the L-shaped wing, a roll-up projector screen mounted to wall indicates the front of the class. Each room has two metal exterior doors made of metal, with coat hooks typically installed near the main entry. Carpets are worn and stained in some of the rooms, while the tackable fabric-lined walls gather storage bins, boxes, trolleys, and cabinets or different sizes and volumes. This includes mobile charging carts for the rooms' Chromebooks.

Rooms 25 and 26 are resource rooms. Room 25 has a restroom with an adult-sized toilet that is too large for small children to use and a new Hitachi ceiling-mounted projector. Room 26 has a half-size room partition used for speech resources. Laminate countertops run beneath the window ledges in both rooms and each contain a drop-in sink with faucet and drinking fountain. Windows slide open and are covered by vinyl blinds.

### 5.2.4 SUPPORT FACILITY OBSERVATIONS

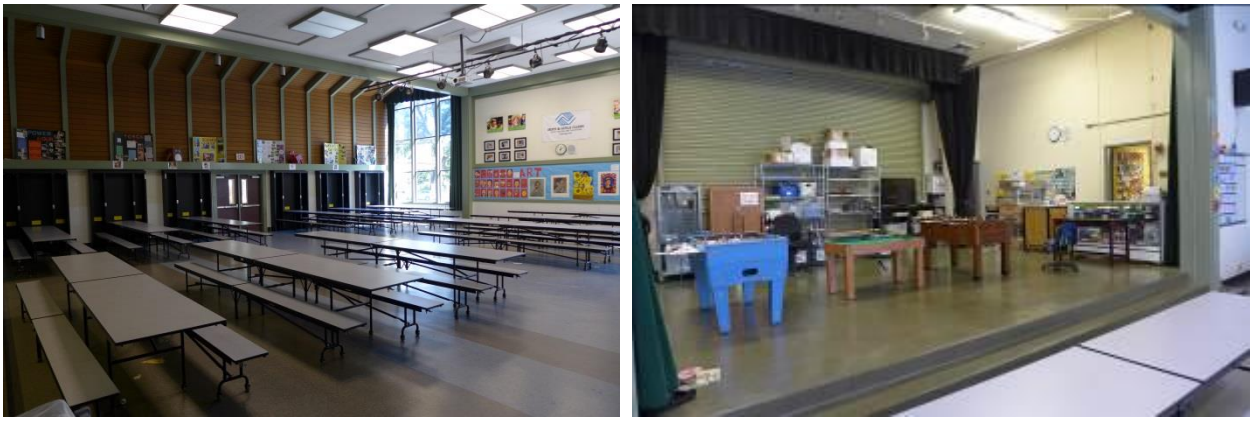
**Administration Building:** Administrative offices appear appropriately sized and equipped for District needs. The faculty lounge is small, but it has a high ceiling that helps to lessen the sense of claustrophobia. A key concern that centers on the administration building but extends to all parts of Calistoga Elementary is the need for an upgraded fire alarm system. The current system does not meet code requirements for annunciation or availability of horns and pull stations. CFW has found that door lock systems have not been replaced in many years and, in some instances, have become worn or loose.

Together, this presents a security concern that was also voiced by District staff. Locks should be replaced across all sites, including Calistoga Elementary, as a security precaution.

**Digital Learning Center and Project Resource Room:** These facilities were the first project of Phase I. The resource room is configured as a computer lab, with 28 new iMac workstations arranged in rows. These workstations make effective use of space and are each matched to identical lightweight and foldable chairs (next to the north wall and exit, extra chairs are folded and stacked in storage position). This room is set up as a separate space connected to the larger Digital Learning Center, which is furnished with soft modular seating, pendant fluorescent lights, exposed and dropped ceilings, bookcases and shelving units, and open spaces. Most book storage is kept to the east side of the room with the study tables; the other half contains open areas, group tables, and seating.

Project Resource Room (left) and Digital Learning Center (right).

**Cafeteria/MPR:** The cafeteria and multipurpose room occupy a prominent place at the front of the campus, and for good reason: it is a spacious, modern, well-lit space that functions well as a dining area, an assembly space, and a performance venue. No concerns were observed in this facility.



Large and spacious cafeteria/multipurpose room at Calistoga Elementary.

**Landscape, hardscape, and parking:** The campus grounds are in generally good condition, although the kindergarten playground's paved surface was closed to students before the start of the 2014-15 school year because of concerns with buckling asphalt. Similar conditions exist in the paved quad behind the kindergarten rooms, which would make an ideal outdoor classroom and recreational space if the area was resurfaced. In fact, pavement is a regular concern; exposure to the elements and the forces of tree roots and water percolation have cracked and dislodged walkways in many areas, creating trip hazards and an unappealing look that should be addressed by future improvements. Parking, on the other hand, appears to be adequately supplied and maintained at this time.

The kindergarten playground (left) is being resurfaced to improve safety; the adjacent paved quad (right) exhibits similar conditions that would benefit from resurfacing as well.

Upper grade play areas are in good shape and well-maintained, much like the quads between Calistoga Elementary's classroom buildings. They are made even more appealing and functional by the presence of the two large, recently built shade structures whose roofs double as photovoltaic generating surfaces.

Calistoga Elementary's quads are in good condition (left), while the upper grade playgrounds enjoy the use of two large shade structures (right) that also house the school's solar panel array.

### 5.2.5 PROPOSED IMPROVEMENTS

At Calistoga Elementary, proposed improvements are as follows:

1. **Roofs:** Several improvements are recommended in accordance with the Feasibility Study, including a complete replacement of all flat roofs with single-ply, environmentally friendly "cool roofs". As part of this replacement, cap and drip flashings should be replaced as well. New flashing is recommended for all flat roofs that are replaced. On the L-shaped wing, existing clerestory windows that currently come within two inches of the roofline would have to be removed or modified to allow the new full-height flashing to fit. At all wall-to-roof conditions, cant strips should be installed. Crickets should be installed wherever they are missing or where there is a risk of standing water on a roof.

2. **HVAC:** All roof-mounted units and associated electrical infrastructure should be replaced by energy-efficient BARD-type wall pack units installed (one per room) on the northeast side of the wing. Some classroom windows will need to be modified to accommodate the new pack units.

**Fig. 6 – Calistoga Elementary School: Proposed Improvements**


Source: Calistoga Joint Unified School District; Google Earth

3. **Fire alarm system and door locks:** A full upgrade of the alarm system is recommended, involving interior and exterior horns, pull stations, strobes, and smoke detectors. Additionally, door locks in all rooms should be replaced, as proposed by the District.

4. **Sewer lines:** A full replacement of the sewerage line to the L-shaped classroom wing and for the line extending to the MPR by way of the parking lot and should be replaced**.**

5. **Walkways and grounds:** New, smoother concrete walkways should be installed throughout the campus and bike racks located around the tree well in the cafeteria/multipurpose room's courtyard should be relocated to allow the asphalt to be removed from the tree well. Improvements to the front entry area of the campus and parking lot, so as to improve the ability to easily locate the front office, would be appropriate as a later project with a lower priority.

6. **Extensively upgrade classroom interiors to a 21st century standard**
   The interior overhaul of all of the site's classrooms and learning spaces is a highly recommended project, although one that is most easily done incrementally. As the oldest classrooms on campus, Rooms 1 through 8 would benefit from being among the first rooms to receive a comprehensive interior modernization that retains any of the recently installed furniture but concentrates storage areas in a small area and frees up wall and floor space for a wider range of uses.

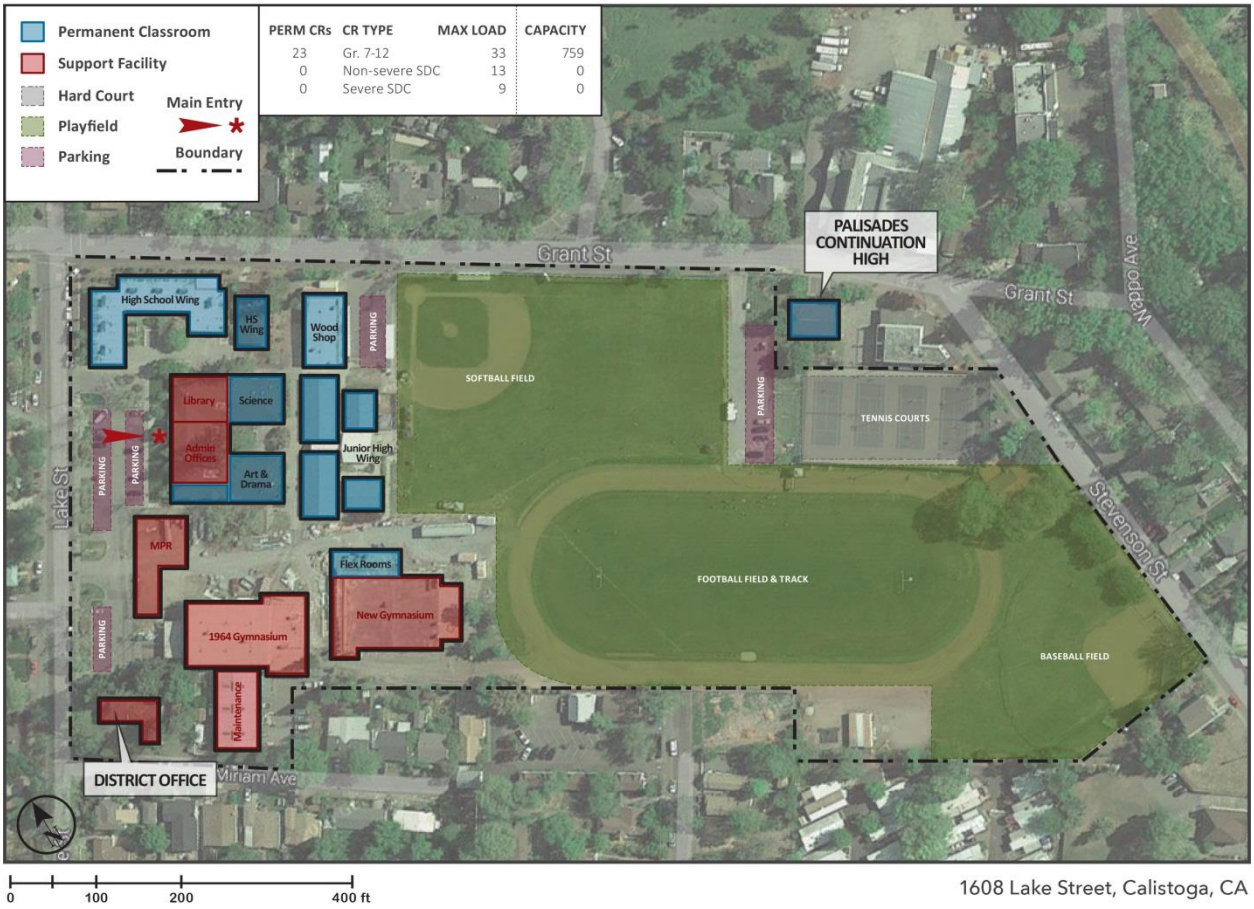
## 5.3 CALISTOGA JUNIOR/SENIOR HIGH SCHOOL

### 5.3.1 OVERVIEW


Front entry area of Calistoga Junior/Senior High.

Calistoga Junior/Senior High School, located at 1608 Lake Street, is the District's primary high school facility. The school's 13.9-acre site is located in the middle of an extensive residential district to the immediate west of Lincoln Avenue and four blocks north of Highway 128. Calistoga Junior/Senior High is bounded by Grant Street on the north, Miriam Avenue and a residential neighborhood on the south, Lake Street on the west, and Lincoln Avenue and Stevenson Street on the east.

**Fig. 7 – Calistoga Junior/Senior High School: Existing Configuration (Wide View)**




Source: Calistoga Joint Unified School District; Google Earth

The school's origins date back to 1915, but that original construction has since been replaced by newer structures. All facilities are permanently constructed and clustered on the west side of the campus. They include six classroom buildings, an administration and faculty building, a library, two gymnasiums, and a cafeteria/multipurpose building. A new gymnasium and a new multipurpose building were recently constructed to better support the needs of the campus. The campus contains 23 classrooms, which tend to be grouped in separate buildings according to their use and their infrastructure requirements. For example, drama and art are in a separate facility, as are the shop rooms. General classrooms are grouped in two facilities on the north and east sides of the building cluster. With 23 learning spaces, Calistoga Junior/Senior High has an enrollment capacity of approximately 759 by local loading standards.

**Fig. 8 – Calistoga Junior/Senior High School: Existing Configuration (Close View)**


Source: Calistoga Joint Unified School District; Google Earth

Calistoga Junior/Senior High's classroom buildings are in good repair, as expected from continued maintenance and periodic modernization. In 2004, permanent classrooms underwent modest improvement to interior conditions, while in 2013 the six classrooms comprising the junior high were modernized under the State Facility Program.

### 5.3.2 GENERAL CLASSROOM CONDITIONS

Most classrooms at Calistoga Junior/Senior High resemble one another in layout, functionality, and furnishing. A description of key room elements is provided below:

- **Wall surfaces:** All interior walls are lined in fabric tackable panels. Most classrooms have numerous items pinned, taped, or attached to the walls, including student work, posters, and instructional materials. Across the middle-upper third of the wall (higher than it would normally be because of the improperly sized modular walls) 4' x 8' markerboards are mounted side-by-side, usually two or three in a row. These boards are positioned so that the top of the board is in

easy reach of the teacher. Various appliances (speakers, pencil sharpeners, coat hooks, phones, etc.) are mounted to the wall.

- **Doors and windows:** There are generally two types of doors: aluminum doors that exit to the outside, and wooden doors that open onto restrooms, storage rooms, or other enclosed spaces. All doors are functional and in good condition and all exit doors are ADA-accessible. Many doors (exterior and interior) have windows with wired glass. Windows are fixed in narrow sashes atop a 3-inch wide stool. They do not cover as much of the wall area in each room as windows in permanently built rooms in the high school side of campus, yet still let in an appropriate amount of light when the blinds are open. Casings do not appear to have been remodeled since the building's original construction. Window glass is single pane and does not appear to be impact resistant.
- **Floors and ceilings:** All floors are carpeted, except in Room 35—the science room—which is laid with vinyl composite tile. Carpets are in good to average condition, although in some areas the carpet shows signs of delaminating from the substrate. Ceilings are surfaced with off-white acoustic tile that matches the neutral color of the tackable panels lining the walls. Lay-in fluorescent tube lights are set flush with the ceiling. A projector is ceiling-mounted in each room as well.
- **Casework, cabinets, and storage:** All rooms have wood cabinets beneath a continuous laminate countertop that runs most of the length of one or two walls. A drop-in countertop sink with faucet, drinking fountain, and water heater is available in each room, and above each sink are storage cupboards. Casework type and quantity is variable from room to room, ranging from 7' standing-height storage cabinets to 35" standing-height base cabinets of varying widths, drawer style, door style, and shelf type. Most casework is wood laminate and in relatively good condition. All rooms have additional storage solutions in the form of baskets, boxes, cubbies, shelves, and bins of various shapes and sizes that sit atop or in front of the wall wherever they can fit. While they help to organize books, tools, and equipment, they add clutter in all rooms.
- **Tables, chairs, and desks:** Tables and chairs are variable in style and flexibility. The six junior high classrooms were recently upgraded with modular pieces that can seat 27 students and can be combined into group workspaces or arranged in rows and columns with ease. Teacher desks were also upgraded to a smaller, more modern format.
- **Electrical power and data outlets** are typically installed near the floor at regular intervals along all four walls, except where built-in casework has been placed. Power and data ports are also located in raceways that run horizontally along the bottom third of the wall beneath the markerboards in each room. There are a sufficient number of power and data outlets to meet the needs of a fully loaded class.
- **Accessibility and safety standards** are attained in all classrooms. Fire alarms and sprinklers are found in most rooms and emergency exits are easy to locate.

### 5.3.3 CLASSROOM OBSERVATIONS

This section describes features or uses applicable to particular classroom buildings, in the following order:

- Junior high classroom wing (Rooms 30-35)
- Science labs (Rooms 1-2)
- Art and drama rooms (Rooms 3-4)
- Modular classrooms (Rooms 21-29)
- Wood shop

**Junior high classroom wing (Rooms 30-35):** These six rooms are modular construction and form a small cluster around a quad on the east side of campus. While the condition of the rooms is generally good, the modular walls were manufactured two feet too short, resulting in a roofline and overhang that comes close to standing height after they were installed. To reduce the sense of claustrophobia caused by ceilings that would otherwise be two feet lower than specified, the District agreed to have the ceilings peaked, bringing up the average room height to the required level. All six rooms, built in 1997 and refurnished in 2013, share similar conditions, with the minor exception of Room 35. This room presently serves as the junior high science lab but was originally built as a general classroom. To make it more suitable for lab activities, the room was remodeled with laminate flooring, additional countertop space, multiple drop-in sinks and gas nozzles, and an improved exhaust fan and ductwork. However, this remodeling is not ideal or complete; for instance, there is no fume hood and the gas nozzles are installed somewhat close to flammable objects such as cabinets. The room contains 16 double-student tables and 32 chairs.

Room 35, the junior high science lab, is a reconfigured general purpose classroom.

Two doors lead to the outside on same wall, while laminate countertops run along the three remaining walls. Technology equipment consists of a ceiling mounted projector aimed at a rollup screen mounted to the wall, a mobile charging and storage cart for Chromebooks, and a wireless access point installed in the ceiling. A pair of 4’ x 8’ markerboards is attached to a wall near the ceiling line. Two adjacent storage

rooms are accessible through an interior door and feature the same carpeted floors and tackable fabric walls as the main classroom.

**Science labs (Rooms 1-2):** Room 1 is a chemistry lab and Room 2 is a biology lab. Both rooms are identical in layout, with six peninsula lab tables that seat four students on stools and 24 single-student chair/desk units in the center of the room (in what amounts to a traditional layout for a high school science lab). Rooms receive plenty of natural light through the windows and ceilings, walls, cabinets, and epoxy countertops are in good repair. Floors are laid with vinyl tile and are also in good condition. Safety equipment is mounted on the back walls. The direction of the projector's aim in Room 1 points to a wall oriented 90 degrees away from the front of the room, resulting in an inconvenience. Additionally, a common concern of both class spaces was that the heating and air conditioning works only sporadically.

Science labs (including storage side room, lower right).

**Art and drama rooms (Rooms 3-4):** The drama room (Room 3) is designed as a "black box" theater with raised stage, stage lighting and sound, and sound booth, while the art room (Room 4) is fashioned with countertops around the room and sturdy art tables in the center that can accommodate approximately 25 students. The small size of the drama room makes the black box format appropriate. Similarly, the art room works well; although the furniture and equipment showed typical signs of heavy use, no functional deficiencies were observed.

The drama room (Room3).

**Modular classrooms (Rooms 21-29):** These nine rooms, all built between 1997 and 1998share generally identical conditions. The carpet in a few of these rooms is rolling; an indication of delamination of the carpet from its substrate. Room 28 resembles a computer lab, with a series of hexagonal tables equipped with six desktop workstations each. These computers are older models that run old versions of the Windows operating system. A raceway along the middle of the wall provides power outlets. A small state-of-the-art projector and screen, with speakers, are fixed to the middle of the long wall. Room 25 is a lab and teacher resource room with 32 single desks and chairs.

Interior conditions of Room 23, a typical modular classroom on the campus.

**Wood shop:** The wood shop is the largest classroom space on the site and one of the oldest structures, although its roof was recently replaced. Each of the stationary pieces of equipment has a dust collector system in place. However, the instructor indicated that it was inadequate when multiple pieces of equipment are operating. The exposed concrete slab floor and shows signs of lifting at the edges of the slabs, which have been ground down to reduce trip hazards. While this has reduced sharp changes in floor elevation, the floor remains uneven.

Interior conditions of the wood shop building.

### 5.3.4 SUPPORT FACILITY OBSERVATIONS

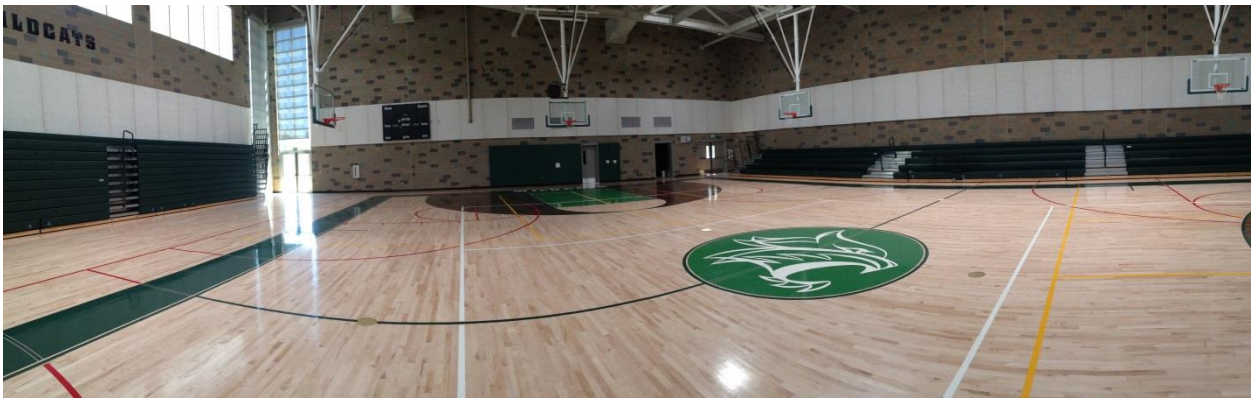
**Office/Library Building:** The school's administration office, located in front of the main parking lot and the library, is in good condition and provides a sufficient number of offices, workrooms and meeting rooms to meet site needs. The largest room in this building (at 1,589 square feet) is the library. It is arranged in a typical fashion for a 20th century high school, which is to say, dominated by book stacks and small tables. A small computer area has been carved out of the main floor but is inadequate for current needs. The limited space in the library is reduced further by the appropriation of a work room to house the school's IT server. A refresh of the entire library would be an opportunity to improve the flexibility of the space and better accommodate multiple forms of media resources.

**Cafeteria/MPR:** The high school's new cafeteria and multipurpose room, completed in 2014, can contain up to 282 people at a time and incorporates state-of-the-art design and construction. It features modern and easily moveable cafeteria tables with individual chairs, large windows that let in plenty of daylight, and a food-service queue that efficiently moves students during the lunch period.


New cafeteria/multipurpose room.

**Gymnasium and Rooms 36 and 37:** The high school's new gym incorporates state-of-the-art design and construction. As part of the building, a flex classroom space has been built. Partitioned by a hideaway dividing wall, this area comprises Rooms 36 and 37. The space contains six double-student tables, two quad tables, and approximately 20 chairs. When the partition is stowed away, the room is large enough for a full class. When the room is divided, each half is only 552 square feet in size, which is appropriate for smaller groups. Finishes and surfaces are newly installed.

**Other athletic facilities:** The school's original gym, built in 1964, is undersized for current needs but is in good condition. With foldaway bleachers, it works well as a practice gym now that the new gym facility can accommodate spectators, but the gym floor and ancillary spaces (*e.g.*, locker rooms) may need to be improved in the coming years.



New gymnasium facility.

**Landscape, hardscape, and parking:** Parts of the campus landscape are presently being upgraded with new trees, turf, and concrete walkways. Elsewhere, the grounds are well-kept. Plenty of concrete bench seating can be found in the quads beneath mature shade trees in good health. Concrete in good repair and the path of travel throughout the campus is unobstructed and easy to navigate. However, within the quad area, mature redwood trees' roots are heaving concrete and paver walkways, creating an uneven and hazardous surface. Parking and vehicle areas appear to be appropriately arranged.

Landscape is being refreshed across the Calistoga Junior/Senior high campus.

Walkways and hardscape areas require smoother surfaces to reduce trip hazards.

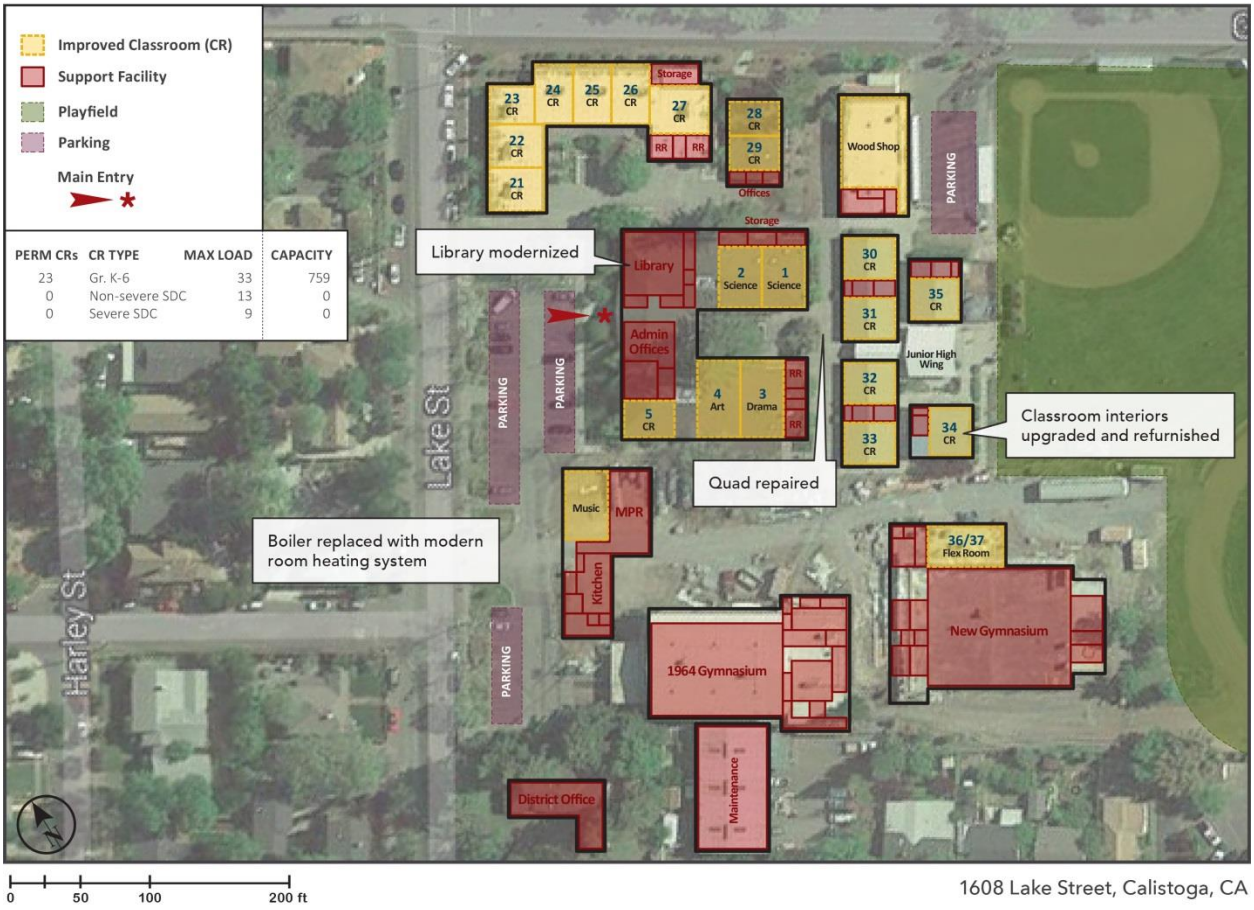
### 5.3.5 PROPOSED IMPROVEMENTS

At Calistoga Junior/Senior High, proposed improvements are as follows:

1. **Extensively upgrade classroom interiors to a 21st century standard**
   The interior overhaul of all of the site's classrooms and learning spaces is a highly recommended project for preserving the long term strength of the District's education program, although one that can occur over time given the recent improvements to the junior high wing, the late-1990s construction of most of the other classrooms, and the good condition of much of the furniture and casework. However, as wear and tear accumulates in the coming years, room interiors will require modernization. When this occurs, as with rooms at Calistoga Elementary, interior upgrades should include the removal of surplus storage units (including built-in casework) to create more open floor space for furniture that can be quickly rearranged as needed.

2. **Modernize and reconfigure the library and construct a new computer lab**
   Deferred maintenance projects such as new roofs and energy efficient lighting are needed for the entire building. The library's computer stations are outdated and upgrading them offers an opportunity to create a digital arts lab with modern equipment. It is recommended that the library be enlarged by an addition that can serve as a media center and augment the existing resources of the library. The expansion would house a flexible instructional space and provide more daylight. Modifications are proposed to house the IT server securely and separately in a dedicated space, which would recover the work room for its original use.

**Fig. 9 – Calistoga Junior/Senior High School: Proposed Improvements**




Source: Calistoga Joint Unified School District; Google Earth

**3. Repair the quad**

The quad is paved with concrete under the overhangs of the Office/Library Building, which encloses it. Two redwood trees in the middle of the quad have outgrown their confined planting areas, with roots causing damage to concrete curbing and irrigation lines and warping the brick-laid walkway. The roots have also impacted and infiltrated the storm drainage system. To preserve the mature trees, the brick walkways should be pulled back further from the planting area. The space freed up by this action should be used to install a deep reinforced grade beam around the perimeter of the planting area. New trenched storm drains, lined up with roof overhangs, should also be installed to improve drainage in the nearly flat quad.

**4. Transition the campus away from its antiquated boiler for heating purposes:**

A decades-old central boiler provides heating for the Office/Library Building. The boiler is continually breaking down and the ability to repair the outdated technology is severely limited. It is recommended that the boiler be removed entirely and replaced by energy-efficient package units at the roof wells.

## 5.4 PALISADES CONTINUATION HIGH SCHOOL

### 5.4.1 OVERVIEW AND PROPOSED IMPROVEMENTS

Near the east end of the Calistoga Junior/Senior High School property, at the corner of Grant and Stevenson streets, is the District's continuation high school. A single small building, Palisades High contains one large classroom next to smaller rooms for an office, a weight room, a kitchen, two restrooms, and a small storage area. Interiors are in good condition and furnishings, finishes, and equipment are closely matched in style and age to those of classrooms at the main high school. The lone classroom contains 12 seats, 12 tables, two desks and chairs, a standard definition TV set, and two desktop computers. The room has sufficient capacity for the number of students the school has enrolled in recent years. Room arrangement is informal; although the furniture is not modular in design, it can be positioned in accordance with differing needs throughout the day.


Conditions at Palisades Continuation High School.

At Palisades High, the classroom is furnished in older equipment and could be upgraded with modern, flexible tables, chairs, and storage spaces as the current equipment wears out in order to bring the comfort and adaptability of the classroom to the same level as elsewhere in the District. No other concerns were otherwise observed.

## 5.5 SUMMARY OF FINDINGS AND PROPOSED IMPROVEMENTS

Below is a summary of findings and proposed improvements for the District's three school sites, based on observations during CFW's site assessments:

### 5.5.1 SUMMARY OF CALISTOGA ELEMENTARY

- Site facilities, grounds, and playfields are in generally good condition and well maintained. However, certain systems are aging rapidly, including sewerage, fire alarms, and HVAC in the

original classroom wing (built in 1956) containing Rooms 1 to 6 and Rooms 7 and 8. **These systems should be improved or replaced.**

- Roofs are aging, particularly the flat roofs, and **should be replaced at the earliest opportunity**, as should the paved surface behind the kindergarten classrooms, where buckling asphalt may pose trip hazards. Additionally, a **sitewide replacement of door locks** will improve campus security.
- The school has 28 permanent classrooms capable of housing 476 students by local loading standards, a digital learning center and computer lab, a cafeteria/multipurpose room, and administrative offices and other support uses. This capacity is more than adequate for housing current or foreseeable enrollments. **Additional classrooms are not required at this time.**
- Digital infrastructure has been installed across the campus, with wireless access points supplying broadband connections in each classroom and a rollout of a 1:1 mobile device program nearing completion. **Additional infrastructure is not needed at this time, although a tech refresh schedule should be developed and funded.**
- Classroom interiors are furnished and equipped with a wide range of seats, tables, cabinets, and technology of varying age. About 8 rooms contain new modular tables and chairs (often with a few additional older pieces). Some rooms have new projectors and screens, while others have previous-generation appliances. **Room interior upgrades should continue.**
- The transition to a 21st century learning environment is sharply ahead with regard to the 1:1 mobile device initiative and establishing the infrastructure to accommodate enterprise-level flows of data. The transition is more incremental with regard to durable goods such as furniture, storage cabinets, window treatments, and writable surfaces. Tables, chairs, and desks are being upgraded, while surrounding furniture and equipment remains unchanged. The result is a more comfortable and immersive learning experience (by way of improved seating and the use of digital devices) that is somewhat hindered by the inflexibility of the room itself to easily accommodate different seating arrangements (caused by the crowding of the walls with cabinets, countertops, and miscellaneous bins, shelves, etc.). **As room interiors are upgraded, surplus fixtures and furniture should be removed to free up floor space.**
- The recently renovated learning center and resource room are functioning as intended and point to the kind of learning space interiors that the school's classrooms should move toward. **No additional improvements are considered necessary for these facilities at this time.**

### 5.5.2 SUMMARY OF CALISTOGA JUNIOR/SENIOR HIGH AND PALISADES HIGH

- Site facilities, grounds, and athletic fields are in good condition and well maintained. The campus exhibits a refreshed character by virtue of recently constructed facilities (gymnasium and cafeteria/MPR) and new landscaping. However, the campus also contains an **obsolete and unreliable boiler that should be replaced at the earliest opportunity with a more effective heating solution**. Certain walkways and quad areas also show signs of heaving pavement, which is a trip hazard. **These areas should be resurfaced and improved.**

- The school has 23 permanent learning spaces capable of housing 322 students by local loading standards. This capacity is more than adequate for housing current or foreseeable enrollments. **Additional classrooms are not required at this time.**
- As with Calistoga Elementary, digital infrastructure has been installed across the campus, with wireless access points supplying broadband connections in each classroom and a rollout of a 1:1 mobile device program nearing completion. The transition to a 21st century learning environment is sharply ahead with regard to the 1:1 mobile device initiative and establishing the infrastructure to accommodate enterprise-level flows of data. The transition is more incremental with regard to durable goods such as furniture, storage cabinets, window treatments, and writable surfaces. **Room interior upgrades should continue.**
- The six modular classrooms in the junior high section have been recently upgraded with new modular furniture. Room 35 in particular has been reconfigured from its original general-use layout to a layout more suitable for science education, with sinks, gas feeds, laminate flooring, and more capacious air handling unit. **No additional improvements are needed at this time, although as classroom interiors wear out, they should be remodeled to the 21st century standard.**
- The recently constructed gymnasium is a state-of-the-art facility and functioning as intended. A flexible classroom space (Rooms 36 and 37) built within this facility suggests the kind of modern learning space interiors that the school's classrooms should move toward. Similarly, the versatile and spacious new cafeteria/MPR is functioning as expected. **No additional improvements are needed at this time.**
- The wood shop, drama room, and science labs are specialized learning spaces that could benefit from newer equipment and more space, **although this is not an immediate need.**

SECTION 6

# TECHNOLOGY

## 6.1 TECHNOLOGY

### 6.1.1 OVERVIEW

In the past few years, Calistoga Joint Unified School District has made enormous progress in upgrading and strengthening its data and technology infrastructure in support of a digital-focused learning environment for all grade levels. Broadband capacity has been improved by a factor of ten (from 100 MB to 1 GB), local area network capacity boosted to 250 MB, and wireless access points installed across all school campuses to create seamless connectivity. In the classroom, Calistoga Elementary has deployed iPads to all kindergarten rooms and Lenovo Chromebooks with detachable screens to the upper grades, while Calistoga Junior/Senior High has deployed Chromebooks to all grades. These devices are assigned to rooms, not students, and are securely stored in mobile charging carts after class. Teachers typically work from laptops and present to the class using projectors linked to ceiling-mounted projectors or tabletop document cameras. (A TV monitor with a built-in VCR/DVD player is also wall mounted at the ceiling line in many rooms, but these appliances are not frequently used and have no connectivity capability.) Digital devices are used today as a supplement to analog learning tools (*e.g.*, textbooks, pencils, paper), but the District considers them a central component of the 21st century learning environment and is committed to the key role that the 1:1 device paradigm will play in the District's education program.

These recent efforts to integrate technology with classroom learning place the District today among the most pioneering school districts in California. To maintain this lead, plans have been developed for a regularly-occurring technology refresh cycle funded separately from facility or capital improvement budgets. This will ensure that District students remain at the forward edge of digital instruction in the years ahead, especially now that the District's broadband infrastructure has been upgraded (with partial funding from the FCC's E-rate program). Beyond this, however, the District has identified a need to modernize or replace some of the ancillary telecommunications and audio-visual equipment at its two main school sites. This includes all existing UPS (uninterruptible power supply) devices, which are used to ensure that wireless access to the Internet and the District's local area networks are reliable. Existing UPS apparatus are prone to failure, which can suspend the functionality of the District's voice-over-Internet-protocol (VOIP) telephone system. As VOIP systems require an active Internet connection, the interruption of power to District computer servers can lead to temporary loss of function. This can be a safety or security concern as well as a major inconvenience.

The functionality of devices with older wireless hardware has recently become a concern to the District. Some laptops with early generation wireless technology operate on a Wi-Fi protocol dependent on the 2.4 GHz wireless spectrum. This is problematic because 2.4 GHz is the most common frequency that

wireless devices operate on. As a result, Internet signals competing with these other devices are subject to greater "noise" interference. Greater noise leads to reduced device performance and, at times, a poorer quality Internet connection.

Given advances in wireless hardware in recent years, the District may benefit from specifying wireless devices that operate on a higher frequency band when devices are scheduled to be upgraded or replaced. On a higher frequency band, wireless devices emit a smaller signal projection and create less interference with other wireless devices. Devices should be selected that can operate at 5 GHz and will not default to 2.4 GHz. The Apple devices in use by the District were noted to perform well in this regard due to their high quality wireless radios, and the District should review all future equipment procurements with regard to the quality of devices' Wi-Fi radios and ability to perform at this standard.

### 6.1.2 PROPOSED IMPROVEMENTS

**High-Definition Displays in the Classroom:** In the coming years, as the District's education program and 1:1 mobile device program become increasingly intertwined, the District can look to augment the digital delivery of instructional content and technique by fitting rooms with large high-definition displays (and the technology required to connect them to the Internet and to local networks) so that students and teachers can wirelessly share and interact with those displays directly from their mobile devices.

For each classroom, three or four flat screen displays, measuring at least 60 inches diagonally and mounted to the walls around the room, would free teachers and students from the concept of a "front" of the room where one must always face and where attention must always be paid. The ability to use any wall to display content can dramatically increase flexibility in room arrangements and uses and is a key theme for learning environments in the 21st century. All displays must have at least three HDMI (High Definition Multimedia Interface) inputs and built-in Wi-Fi equipment or an attached accessory device that enables Wi-Fi access. These specifications are consistent with industry practice for commoditized television displays. As a result, the selected display will more likely resemble a low-cost consumer model available at many discount retailers than a specialized technology available only through educational component distributors.

Displays will be mounted to the wall by way of adjustable hydraulic brackets. The bottom edge of the display should be about six feet above the floor, but the adjustable mounting bracket will permit the display to be repositioned—*e.g.*, to extend the display out from the wall and lowered approximately two or three feet to table height for better use by students and teachers. Cables and wires should be obscured behind the mount and within the wall. Each room will be equipped with a handheld video/audio source selection switching device to allow the instructor to adjust the video or audio source fed to the displays. The same image may be fed to all displays in a room, or a different image can be fed to each display. Additionally, the instructor will be able to control the source of the feed from the handheld switch. For example, sources may include laptops or tablets used by student or the teacher, DVD players, media interface devices (*e.g.*, Apple TV), document cameras, and digital microscopes.

**Use of Mobile Devices for Standardized Testing:** The deployment of 1:1 mobile devices across the District provides not only a new medium for teaching and learning, but may also support State requirements that students begin taking standardized tests online starting in 2014. Either traditional desktop computers or mobile devices may be used for online testing, provided that the requirements set by the Smarter Balanced Assessment Consortium (SBAC) are met. As the District has established its mobile device program using Chromebooks with detachable keyboards, it is likely already well prepared to meet the requirements for online standardized testing.


**For Grades 3 and higher, the District's 1:1 mobile device program makes use of Chromebook tablets that dock into physical keyboards.**

SECTION 7

# FINANCING AND PHASING PLAN

## 7.1 FINANCING PLAN

The recommended projects are grouped in two categories:

- **Priority projects in Phase II** that address the safety or structural integrity of existing facilities and are to be completed before the start of the 2015-16 school year
- **Longer-term projects in Phase III** that enhance the District's existing facilities and complete the transformation of classroom interiors into 21st century learning environments tailored for the needs of digital instruction

Projects for Phase II reflect recommendations provided by CFW and DCA Architects and address all of the priority concerns identified during site assessments. Funding for this phase will be provided by a Certificate of Participation to be issued by the District in December 2014. Table 10 below provides a summary of Phase II estimated costs:

**Table 10 – Phase II Summary***

| | |
|---|---|
| **Calistoga Elementary** | |
| Roof Replacement and Repairs | $829,276 |
| HVAC Replacement for Rooms 1 to 6 | $371,577 |
| Upgrade of Rooms 1 to 6 | $1,940,255 |
| Fire Alarm System Replacement | $425,575 |
| Walkway Repairs | $226,973 |
| Sewer Repairs | $267,133 |
| **Subtotal** | **$4,060,789** |
| **Calistoga Junior/Senior High** | |
| HVAC System Replacement | $712,037 |
| Quad Repairs | $291,038 |
| **Subtotal** | **$1,003,075** |
| **Total Phase II Estimated Costs** | **$5,063,864** |

*Note: Estimated costs are in 2014 dollars.

Projects for Phase III are recommendations by CFW and primarily address improvements to classroom interiors as a means to create an advanced, 21st century learning environment. Funding for this phase

will primarily include Measure "A" bonds. The program could be enhanced upon receipt of any future State grants and other local funding (e.g., developer fees).

**Table 11 – Phase III Summary***

| | |
|---|---|
| **Calistoga Elementary** | |
| Technology Infrastructure Upgrades | $1,010,000 |
| 21st Century FF&E for 22 Classrooms | $1,037,999 |
| Administrative Office Modernization | $726,957 |
| Lockset Replacement | $55,714 |
| Kindergarten Quad Repairs | $39,474 |
| Parking Lot and Front Area Improvements | $468,029 |
| **Subtotal** | **$3,338,173** |
| **Calistoga Junior/Senior High** | |
| Lockset Replacement | $55,714 |
| Library Expansion and Upgrades | $3,858,012 |
| Black Box Theater (Room 3) Upgrades | $1,164,519 |
| Upgrade of Science Labs (Rooms 1 and 2) | $235,130 |
| 1964 Gymnasium Renovation | $1,010,560 |
| 21st Century FF&E for 19 Classrooms | $1,019,622 |
| Technology Infrastructure Upgrades | $990,000 |
| Upgrade of Palisades Continuation High | $101,934 |
| **Subtotal** | **$8,435,491** |
| **Total Phase III Estimated Costs** | **$11,773,664** |

*Note: Estimated costs are in 2014 dollars.

The subsections below provide a review of the District's existing General Obligation bonds (Measure "A"), the planned Certificate of Participation, and estimated State aid eligibility.

### 7.1.1 GENERAL OBLIGATION BONDS

Calistoga JUSD has used General Obligation (GO) bonds previously to fund major school facility improvements and has been successful in making use of public financing options and garnering community support for this funding method. The partnership between the District and the community enabled the District to secure voter approval for two separate bond programs in 1995 and 2010. The 1995 bond program was for $2.8 million in authorization and has been fully issued. The 2010 bond measure (Measure "A") authorized a $42 million in GO bonds, of which $16.7 million has been issued to date, leaving the District with approximately $25.2 million in remaining authorization. Table 12 provides a summary profile of the District's existing bond debt.

**Table 12 – District Bond Debt Profile**

| Series | Issue Date | Par Amount | Amt Outstanding | Term/Final Maturity | Status |
|---|---|---|---|---|---|
| **1995 Measure "A": New Money Issues** | | | | **Authorization:** | **$2,800,000** |
| 1995A | 5/1/1996 | $2,800,000 | $0 | N/A | Refunded |
| | | | **Remaining Authorization:** | | **$0** |
| **2010 Measure "A": New Money Issues** | | | | **Authorization:** | **$42,000,000** |
| 2011A | 5/25/2011 | $6,478,300 | $6,208,584 | 25/2037 | In repayment |
| 2010B | 5/25/2011 | $1,520,000 | $1,275,000 | 15/2026 | In repayment |
| 2012 | 1/19/2012 | $8,707,016 | $8,654,911 | 30/2041 | In repayment |
| | | | **Remaining Authorization:** | | **$25,294,684** |
| **1995 Measure "A": Refunding Issues** | | | | | |
| 2011 | 12/28/2011 | $1,475,000 | $995,000 | 9/2020 | In repayment |

Sources: CFW, Inc.; Calistoga Joint Unified School District

State law, via Education Code 15102, limits the amount of principal bonded indebtedness a school district may have outstanding at any given time. For a unified school district, bonded indebtedness may not exceed 2.50% of total assessed value. (Table 13 provides a review of the District's ten year assessed valuation history.) The District is at 30.82% of its bonding capacity; as outstanding debt is defeased or paid off and assessed value grows, the District's capacity to issue bonds will increase.

**Table 13 – Assessed Value of Properties in the District, 2005-15**

| FY Ending | Total AV | % Change |
|---|---|---|
| 2005 | $1,297,385,737 | |
| 2006 | $1,415,169,506 | 9.08% |
| 2007 | $1,550,024,299 | 9.53% |
| 2008 | $1,717,896,419 | 10.83% |
| 2009 | $1,877,494,392 | 9.29% |
| 2010 | $1,906,869,029 | 1.56% |
| 2011 | $1,906,477,335 | -0.02% |
| 2012 | $1,950,711,533 | 2.32% |
| 2013 | $1,999,689,307 | 2.51% |
| 2014 | $2,099,893,789 | 5.01% |
| 2015 | $2,223,465,378 | 5.88% |
| | **10-Year Average** | **5.60%** |

Source: CFW, Inc.

**Table 14 – District Bonding Capacity, FY 2013-14**

| | |
|---|---|
| **Assessed Valuation** | |
| Secured Assessed Valuation | $2,178,082,069 |
| Unsecured Assessed Valuation | $45,383,309 |
| **Debt Limitation** | |
| Total Assessed Valuation | $2,223,465,378 |
| Applicable Bond Debt Limit | 2.50% |
| Bonding Capacity | $55,586,634 |
| Outstanding Bonded Indebtedness | $17,133,495 |
| **Net Bonding Capacity** | **$38,453,139** |
| % of Capacity Currently Used | 30.82% |

Sources: CFW, Inc.; Calistoga Joint Unified School District

A second factor limiting a district's ability to issue additional debt is the tax rate limit imposed by the voter authorization. In 2010, the District committed to the voters that the tax rate would not exceed $34 per $100,000 of assessed value. Today, of the $25.2 million in remaining authorization, the District can only issue approximately $2.6 million. The $34 tax rate limit is self-imposed, however, and below the District's legally permissible limit of $60.00.

### 7.1.2 CERTIFICATES OF PARTICIPATION

Given the District's current limitation on the ability to issue GO bonds in an amount suitable to meet the Phase II priority needs, the District plans to issue $5.1 million in Certificates of Participation (COPs) to fund Phase II projects.

COPs can be used to fund, acquire, construct and modernize school district facilities and equipment. COPs are a lease obligation payable from any source of revenue legally available to a district and are typically paid with revenue from a district's general fund. The typical term of financing is 15 to 30 years, during which traditional fixed rate COPs require annual principal and semi-annual interest payments. Unlike a GO bond, COPs typically require a reserve fund of up to 10% of the borrowed amount.

The proposed leased asset will be the District's elementary school, where a majority of Phase II projects will be located. The COPs will have a term of 30 years and an extraordinary redemption feature allowing for the prepayment of the COPs at any time on or after June 1, 2019, from sources including but not limited to State grants and/or GO bond proceeds. Details of the COP transaction include:

- An assumption of 4.75% average annual AV growth from 2014-15 to 2019-20, permitting repayment from $5.0 million of Measure A bonds to be issued in 2019-20
- Principal amount of about $5.2 million, with project funds of about **$5.1 million**—sufficient for meeting estimated costs of all Phase II projects
- Annual debt payments averaging $335,000

### 7.1.3 STATE AID

The State provides periodic funding to school districts from its School Facilities Program (SFP) in the form of per-pupil grants to construct new school facilities or modernize existing ones. To receive State grants for an eligible project, a school district is required to provide matching funds from a local source. The local source may include proceeds from local general obligation bonds, developer fees, or the district's general fund. The match amount differs according to project type—a new construction project requires a dollar-for-dollar local match ("50/50" program), while a modernization project requires a local match equivalent to two-thirds of the State grant ("60/40" program). While SFP funds for modernization and new construction are presently nearly exhausted, the program remains in effect.

Under the "new construction" grant program, funding eligibility is determined by the gap between a school district's current or projected enrollment and its permanent classroom capacity. (For purposes of eligibility, portable classrooms are not considered by the State as available to permanently house students.) The District is not expected to qualify for new construction grants in the foreseeable future, because it has significantly more capacity by State standards than its enrollment requires. Even with 121 housing units approved for construction in Calistoga through 2022, the number of students likely to be generated from those households will not place pressure on the District's capacity to house them.

Under the facility "modernization" program, funding eligibility is established by school site. The principal determining factors are the age of facilities and the total pupil enrollment at each school. To be eligible, permanent school facilities must be at least 25 years old and portable facilities at least 20 years old. Students must be enrolled in these facilities and loaded in classrooms at the State standard of 25 students per K-6 classroom and 27 students per Grade 7-12 classroom. Sites that have received eligibility status can request a per-pupil grant for each enrolled student housed in an eligible classroom. Each dollar granted by the State must be matched by 67 cents from the school district.

The District is estimated to be currently eligible for approximately $847,000 in modernization grants (see Table 15). This amount excludes the $442,693 grant application previously approved by the State Allocation Board (SAB) as an "unfunded approval" in March 2013 for the elementary modernization work completed under Phase I. The State has established a funding system that prioritizes the order of pending apportionments that have received prior SAB approval. It is anticipated that the District could receive this apportionment of $442,693 within the first part of 2015. Based on the age of District facilities, a more substantial eligibility of $3.57 million would occur in 2023, when 32 classrooms across the District's three school sites will reach eligibility age.

**Table 15 – Calistoga JUSD Permanent Classroom Modernization Eligibility—60/40 Program***

| Grant Eligibility | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Site** | **Total CRs** | **CRs** | **FY 2014-15** | **CRs** | **FY 2022-23** | **CRs** | **FY 2028** | **CRs** | **FY 2037-39** | **Total** |
| Calistoga Elementary | 28 | 0 | 0 | 16 | $ 1,511,200 | 8 | $ 755,600 | 4 | $ 377,800 | $ 2,644,600 |
| Calistoga Junior/Senior High: | | | | | | | | | | |
| Junior High CRs | 6 | 0 | $0 | 6 | $ 647,352 | 0 | $0 | 0 | $0 | $647,352 |
| Senior High CRs | 17 | 6 | $847,260 | 9 | $ 1,270,890 | 0 | $0 | 2 | $282,420 | $1,553,310 |
| Palisades Continuation High | 1 | 0 | 0 | 1 | $ 141,210 | 0 | $ - | 0 | $ - | $ 141,210 |
| **Total** | **52** | **6** | **$847,260** | **32** | **$ 3,570,652** | **8** | **$755,600** | **6** | **$660,220** | **$4,986,472** |
| **Cumulative CRs** | | **6** | | **38** | | **46** | | **52** | | |
| **Cumulative Total** | | | | | **$ 4,417,912** | | **$5,173,512** | | **$5,833,732** | |

*In current dollars. Sources: Calistoga Joint Unified School District, OPSC

Overall, State modernization grants may be a valuable source of facility funding in the future for potential program enhancements, but is not available as an immediate source of funding.

## 7.2 PHASING PLAN

The District has identified six projects that it wishes to complete before the start of the 2015-16 school year. These projects, which comprise the entirety of Phase II, are shown in Table 16 and include the most pressing facility and infrastructure needs within the District. Total project costs are not estimated to exceed $5.1 million; the amount of the proposed COP financing.

**Table 16 – Phase II Proposed Projects and Estimated Costs**

| Calistoga Elementary | Estimated Cost |
|---|---|
| Roof Replacement and Repairs | $829,276 |
| Replace 3,650 sq ft of flat roof with single-ply cool roof; repair sloped roofs, replace water barrier devices (flashings, cant strips, etc.); modify roofline windows as needed to accommodate new roofing; miscellaneous electrical, carpentry, painting, etc. | |
| HVAC Replacement for Rooms 1 to 6 | $371,577 |
| Remove six existing HVAC units and replace with new, efficient split systems on new concrete pads; install new wiring and control systems; adjust ductwork and modify windows as needed. | |
| Interior Upgrade of Rooms 1 to 6 | $1,940,255 |
| Replace tables, chairs, desks, carpeting, wall panels, and markerboards with lightweight, modular, and/or flexible offerings; replace built-in casework with mobile storage solutions. | |
| Fire Alarm System Replacement | $425,575 |
| Remove existing fire alarm system; install 50 new horns, strobes, and pull stations; patch and repaint walls around installation points as needed. | |
| Walkway Repairs | $226,973 |
| Remove 6,000 sq ft of concrete and asphalt walkway; install new paved walkways; repair landscaping as needed. | |
| Sewer Repairs | $267,133 |
| Install 536 feet of new 6" HDPE sewer pipe, two new manholes, and five new cleanouts between the campus and the city mains; repair hardscape and landscape affected by construction. | |
| **Subtotal** | **$4,060,789** |
| **Calistoga Junior/Senior High** | **Estimated Cost** |
| Sitewide HVAC System Replacement | $712,037 |
| Remove existing boiler; install new high-efficiency HVAC package units for 12,300 sq ft of interior space; modify ductwork; install new HVAC room controls; repair miscellaneous finishes. | |
| Quad Repairs | $291,038 |
| Remove 3,200 sq ft of quad paving; relocate existing storm drains and install new trench drains; install reinforced concrete collars and new concrete paving; repair landscaping as needed. | |
| **Subtotal** | **$1,003,075** |
| **Total Phase II Estimated Costs** | **$5,063,864** |

Sources: CFW, Inc.; DCA

Phase III consists of projects that advance the transformation of the District's school sites into true 21st century learning environments. The completion of Phase III will result in classroom interiors featuring more space from the same floor footprint; flexible, collaborative furniture and equipment; and improved infusion of technology as an immersive learning tool. Phase III encompasses projects that can be prioritized after the completion of Phase II improvements.

## Table 17 – Phase III Proposed Projects and Estimated Costs

| Calistoga Elementary | Estimated Cost |
|---|---|
| Technology Infrastructure Upgrades | $1,010,000 |
| Upgrade peripheral devices to be compliant with 5 GHz wireless radios for improved connectivity; upgrade A/V classroom equipment and wiring as needed. | |
| 21st Century FF&E for 22 Classrooms | $1,037,999 |
| In all 22 classrooms apart from Rooms 1 to 6 (which are upgraded separately), replace tables, chairs, desks, carpeting, wall panels, and markerboards with lightweight, modular, and/or flexible offerings; replace built-in casework with mobile storage solutions. | |
| Administrative Office Modernization | $726,957 |
| Upgrade desks, chairs, tables, office equipment, lighting, and flooring in all rooms in the administration/faculty wing. | |
| Lockset Replacement | $55,714 |
| Replace locksets on 60 doors on campus. | |
| Kindergarten Quad Resurfacing | $39,474 |
| Remove existing asphalt paving and install 2" of new pavement on top of a 4" base; install two outdoor drinking fountains. | |
| Parking Lot and Front Area Improvements | $468,029 |
| Repave parking lot, create new parking spaces, refresh landscaping and improve wayfinding to the front office. | |
| **Subtotal** | **$3,298,699** |
| **Calistoga Junior/Senior High** | **Estimated Cost** |
| Library Expansion and Upgrades | $3,858,012 |
| Demolish part of the existing library to make room for an addition; modernize interior of existing library space; create a broad glass wall to increase daylighting; improve adjacent paving, landscaping, and signage. | |
| Upgrade of Science Labs (Rooms 1 and 2) | $235,130 |
| Replace storage cabinets, countertops, laminate flooring, tables, and chairs; install four high-definition displays and media control console; repaint walls. | |
| Black Box Theater (Room 3) Upgrades | $1,164,519 |
| Demolish interior; install new stage, raised seating, acoustic treatments, lighting, restrooms, and A/V equipment; obtain DSA approval for remodeled room. | |
| 21st Century FF&E for 19 Classrooms | $1,019,622 |
| Replace tables, chairs, desks, carpeting, wall panels, and markerboards in the 19 classrooms and learning spaces not addressed by other projects with lightweight, modular, and/or flexible offerings; replace built-in casework with mobile storage solutions | |
| 1964 Gymnasium Renovation | $1,010,560 |
| Replace gym floor and lighting; restripe floor; install acoustic treatments; upgrade locker rooms and restrooms. | |
| Technology Infrastructure Upgrades | $990,000 |
| Upgrade peripheral devices to be compliant with 5 GHz wireless radios for improved connectivity; upgrade A/V classroom equipment and wiring as needed. | |
| Lockset Replacement | $55,714 |
| Replace locksets on 60 doors on campus. | |
| Upgrade of Palisades Continuation High | $101,934 |
| Upgrade of Palisades Continuation High | |
| **Subtotal** | **$8,435,491** |
| **Total Phase III Estimated Costs** | **$11,773,664** |

Sources: CFW, Inc.; DCA

## 7.3 IMPLEMENTATION

The implementation of projects in Phase II and Phase III will continue the notable transformation of Calistoga Elementary and Calistoga Junior/Senior High commenced in Phase I. All remaining infrastructure priorities will be addressed in Phase II, allowing the District to focus thereafter on how to maximize the effectiveness of existing rooms and facilities for the 21st century student. Phase III projects address this goal through the cost-effective interior improvement of all classrooms across the District. For example, replacing built-in casework with mobile storage carts and cubbies will increase interior room without the need to enlarge classroom footprints, which is cost-intensive. When these rooms are fitted with new write/erase and tackable wall surfaces, high-impact, collaborative tables and chairs, and large, high-definition screens, the result will be dramatically refreshed, 21st century classrooms ready for many years of use.

The sequencing of tasks for professional services firms will need to be monitored to ensure progress, quality, and performance. The goal of the implementation program will be to promote the proposed plan and stay within budget in order to meet the goals of the District. This will also mean going through the regulatory and environmental review process, submittal of State grant applications, and complying with all Federal, State, and local regulations, including the review of projects by regulatory agencies.

The author of the Master Plan update, Caldwell Flores Winters, extends its thanks and appreciation to the District for the opportunity to serve the Calistoga and surrounding community. Under the scope of its agreement with the District, CFW is prepared to assist in coordinating the implementation of the next phases of the program and evaluating new ways to optimize project financing. Ongoing management of the implementation process will ensure maximum program efficiency and build on the District's already-formidable successes in Phase I.