

**DEL MAR UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
Del Mar Hills Academy – Multi-Purpose Room
14085 Mango Drive
Del Mar, CA 92014**

**NOTICE OF SPECIAL BOARD MEETING
BY THE BOARD OF TRUSTEES**

**Wednesday, February 11, 2009
6:00 p.m.**

Written notice is hereby given in accordance with Education Code Section 35144, Government Code 54956, and other applicable law that the following Special Board Meeting of the Board of Trustees, Del Mar Union School District, will be held on Wednesday, February 11, 2009 beginning at 6:00 p.m. at the Del Mar Hills Academy, 14085 Mango Drive, Del Mar, California 92014.

PLEASE NOTE: Any member of the public who wishes to address the board on an item on the agenda which lies within the governing board's jurisdiction may do so, but must present a written request on the form provided, before the meeting is called to order. A member of the public who wishes to address the Board on such item is limited to three minutes unless such time limit is waived by a majority vote of the Board. The total amount of time to be allowed on any item is fifteen minutes, unless the time limit is waived by a majority vote of the Board. No action or discussion shall be undertaken on any item not appearing on the posted agenda, except that Board members may briefly respond to statements made or questions posed by persons exercising their public testimony rights.

In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no action taken. The Board may 1) acknowledge receipt of the information, 2) refer to staff for further study, 3) refer the matter to the next agenda.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's governing board, please contact the office of the District Superintendent at (858) 523-6198.

Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with this meeting in appropriate alternative formats for persons with a disability.

**This meeting is being opened in memory of Chris Casey,
brother of Mike Casey, Director of Technology, who recently passed away.**

CALL TO ORDER - OPEN SESSION 6:00 P.M.

BUSINESS TO BE TRANSACTED WILL BE LIMITED TO THE FOLLOWING:

1. APPROVAL OF AGENDA

Motion ____ *Second* ____ *Ayes* ____ *Nays* ____

2. PUBLIC COMMENT

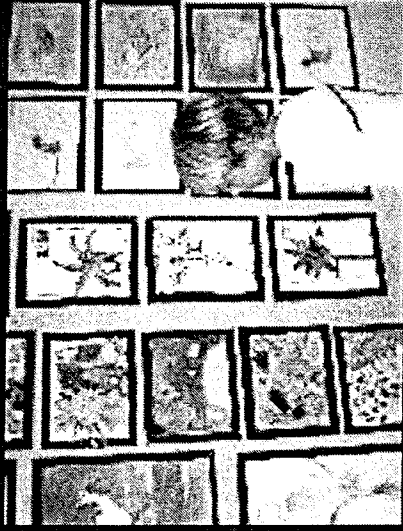
3. BOARD DISCUSSION, PROGRESS ON RECOMMENDATIONS FROM THE TOOLS FOR STRATEGIC ANALYSIS

Motion ____ *Second* ____ *Ayes* ____ *Nays*

4. ADJOURNMENT OF SPECIAL BOARD MEETING OF FEBRUARY 11, 2009

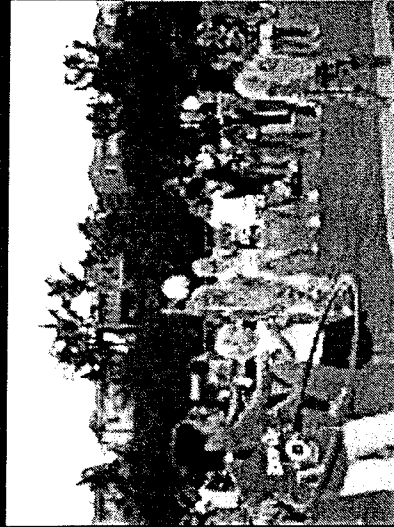
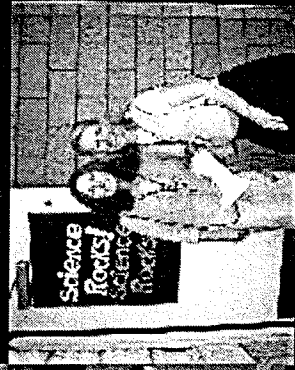
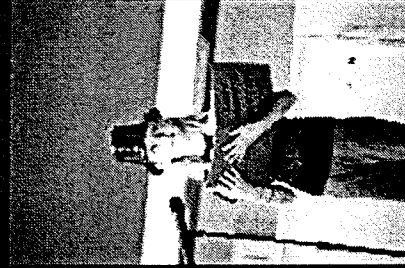
Time: _____ *p.m.*

Motion ____ *Second* ____ *Ayes* ____ *Nays*



ESC Prospectives

All children ... one voice



2009 - 2010

Site Funded Programs
(one year only)

DMSEF Donations Potentially Fund 50%
of Core or Site Specific (Equity-Based)

DMUSD Funds 50%
Core Programs
Science - Technology - Music

2009 - 2010

Site Funded Programs
(one year only)

DMSEF Donations Potentially Fund 50%
of Core or Site Specific (Equity-Based)

DMUSD Funds 50%
Core Programs
Science - Technology - Music / Art

2010 - 2011

DMSEF
Funds
Site Specified Programs

DMSEF + DMUSD Fund 100%
of Core Programs

ESC Core Program Recommendations

- ❖ **Why science, technology and music?**
 - ❖ Parent surveys
 - ❖ Science and technology were top ranked
 - ❖ Staff surveys
 - ❖ Teachers indicated Music is the program they felt least prepared to teach

Further Recommendations

❖ **Physical Education**

- ❖ Teacher surveys indicate physical education is one of the two areas they feel most prepared to teach
- ❖ Possibly a site-funded program for 2009 - 2010 (after the core is fully funded)
- ❖ Possibly a consultative model - lead district physical education teacher supervising physical education paraprofessionals at each site

Core Program Benefits

- ❖ **All children** will experience the same high quality enrichment programs
- ❖ **All children** will benefit from the expertise of content-area specialists
- ❖ **All children** will experience a program that can be sustained over time

February 10, 2009

To: Board Members
From: Rodger Smith, Director of Human Resources & Facilities Planning
Through: Sharon McClain, Superintendent
Subject: Calculation of Projected ESC Positions for 2009-2010

Sharon asked me to provide a package of information for you regarding the methodology that was used to develop the projected need for ESC positions for the 2009-2010 school year. It is hoped that you will find the following information to be responsive to your interests in having additional information about ESC staffing.

Following this narrative are several documents that have been part of the process of calculating the anticipated need for ESC positions for 2009-2010. Please note that the calculations leading to the projections were intended only to address the requirement for preparation time that is stipulated in the District's contract with the Del Mar California Teachers Association. These requirements include providing 120 minutes per week of preparation time for each teacher in grades 1-3, 180 minutes of preparation time per week for each teacher in grades 4-6, and 120 minutes of preparation time per week for each Special Education and ESC teacher. Preparation time is required to take place during the student instructional day.

The first document that follows this narrative is the projected number of preparation periods that will be need to meet the requirements described above based upon projected staffing in grades one through six for the 2009-2010 school year. Based upon projected staffing, it will be necessary to provide approximately 558 periods per week of either 40 or 45 minutes to meet contractual commitments for preparation time.

The second document that follows is a sample schedule for an ESC teacher. Based upon this schedule, an ESC teacher should be able to provide 30 instructional periods during a given week. It should be noted that the sample schedule includes provisions for the ESC teacher's preparation time as well.

The third document in this package represents the calculation of the number of preparation periods for each of the sites in the District. For each site, the total number of projected needs for preparation periods is divided by 30 periods; the resulting quotient represents the number of staff positions that are necessary to meet the preparation time requirements for each site.

Based upon the figures represented in this document, it is apparent that the District could potentially reduce the number of District supported ESC positions by one-third. Site

principals have worked on scheduling ESC programs on the basis represented in this document and, for the most part, it appears that schedules can be developed that will allow the sites to implement the indicated level of ESC staffing and, therefore, provide the necessary number of preparation periods to meet contractual obligations. The one problem that remains is to determine the type of program that can be implemented based upon the reduced level of staffing.

PRELIMINARY STAFFING PROJECTION

2009-2010

SECTIONS IN GRADES 1-6

December 16, 2008

<u>School</u>	<u>Sections Gr. 1-3</u>	<u>ESC Periods</u>	<u>Sections Gr. 4-6</u>	<u>ESC Periods</u>	<u>Total ESC Periods</u>
Ashley Falls	9	27	9	36	63
Carmel Del Mar	9	27	8	32	59
Del Mar Heights	10	30	7	28	58
Del Mar Hills	7	21	7	28	49
Ocean Air	16	48	9	36	84
Sage Canyon	15	45	14	56	101
Sycamore Ridge	9	27	7	28	55
Torrey Hills	15	45	11	44	89
Totals	90	270	72	288	558

ESC SCHEDULE
BASIS FOR STAFFING PROJECTION
2009-2010

Monday, Tuesday, Thursday, Friday

Time	Prep Minutes
8:10 – 8:50	40
8:55 – 9:35	40
9:40 – 10:10	40
10:30 –11:15	45
12:00 –12:45	45
12:50 – 1:35	45
1:40 – 2:25	45

Wednesday

Same as first four periods above.

Summary

40 minute periods = 15 per week

45 minute periods = 17 per week

Total prep periods per week = 32

Prep for ESC teachers – two 40 minute periods plus 40 minutes on Wednesdays

Net Useable Prep Periods = 30

ESC Staffing Projection

Based on Projected Classroom Teaching Positions

For 2009-2010 in Grade 1-6

February 10, 2009

The attached staffing projection for ESC teaching positions is based upon the estimated need for contractual preparation time for teachers in grade 1-6 for the 2009-2010 school year. The number of Full Time Equivalents (FTE's) listed in the "FTE Required" column was determined by dividing the total number of prep periods that would be required in a week by a school's projected number of teaching positions in grades 1-6 by 30, which is the number of sections a FTE ESC position should be able to provide on a weekly basis.

Although staffing to the nearest one tenth of a FTE would be difficult to implement, the calculations on the following pages are illustrative of the degree to which reductions could be made in staffing for ESC positions in order to meet the minimum prep time requirements as stipulated in the contract. The essential problem that will need to be resolved if cuts are made to the extent represented on the following pages is to determine what the ESC program will consist of if approximately one-third of the program staffing is eliminated.

School	Minimum # Sections	FTE Received	FTE Required	Excess	School Funded FTEs	Maintain	Total
Ashley Falls	63	4.0	2.1	1.9	1.0	2.9	5.0
Carmel Del Mar	59	3.5	2.0	1.5	1.0 (2@.5)	2.5	4.5
Del Mar Heights	58	3.5	2.0	1.5	1.0 (2@.5)	2.5	4.5
Del Mar Hills	49	3.0	1.7	1.3	1.5	2.8	4.5
Ocean Air	84	4.0	2.8	1.2	1.5 (3@.5)	2.7	5.5
Sage Canyon	101	5.0	3.40	1.60	1.0	2.6	6.0
Sycamore Ridge	55	3.0	1.9	1.1	1.0 (2@.5)	2.1	4.0
Torrey Hills	89	4.5	3.0	1.5	0.5	2.0	5.0
Total	558	30.5	18.90	11.60	8.5	20.10	39.0

DEL MAR UNION SCHOOL DISTRICT

Rationale for Core Program Recommendations

Parents' Survey Results:

K-3 Two highest rankings

Science	1174
Technology	870
PE	618
Art	489
Music	435

4-6 Two highest rankings

Science	833
Tech	678
PE	580
Art	394
Music	318

In grades K-3, parents most valued Science, Technology, and PE

In grades 4-6, parents most valued Science, Technology, and PE

Teachers' Survey Results:

K-3 Least Comfortable teaching (1=least, 5=most)

Music	2.04
Technology	2.46
Science	3.23
Art	3.29
PE	3.32

4-6 Least Comfortable teaching (1=least, 5=most)

Music	1.75
Art	2.66
Technology	2.99
PE	3.23
Science	3.27

In grades K-3, teachers felt least comfortable teaching Music, Technology, and Science.

In grades 4-6, teachers felt least comfortable teaching Music, Art, and Technology

Proposal: The district should provide support to teachers and students for instruction in Music and Art because these are the areas K-6 classroom teachers feel least comfortable, or least prepared to teach.

DEL MAR UNION SCHOOL DISTRICT

PE is recognized as one of the three priorities among parents.

Options: A consultant model for PE instruction could optimize teachers' existing comfort level and preparation for providing PE instruction. Alternatively, PE could be selected by sites as the Site Funded Program after the core programs are fully funded.

Del Mar Union School District
 2009 Staff Survey
 Comfort Training Skill
 Art, Music, PE, Science, Technology

Weighted Rating (#1 being uncomfortable)	Uncomfortable & lack training	1	2	3	Somewhat comfortable & could do adequate job	4	5	Very comfortable & have the training	Total Weight Rating	# of Teachers	Average Rating
Ashley Falls	Primary K-3rd	1	1	5	15	5	20	10	48	14	3.43
	Art	1	2	3	9	1	4	5	28	14	2.00
	Music	8	1	4	12	5	20	5	45	14	3.21
	PE	0	4	4	18	3	12	5	55	14	3.93
	Science	0	0	6	6	3	12	2	41	14	2.93
Upper 4th-6th	Art	1	6	2	6	3	12	10	41	14	2.93
	Music	1	4	1	3	3	12	1	29	10	2.90
	PE	7	1	2	6	0	0	0	15	10	1.50
	Science	0	0	6	18	2	8	2	36	10	3.60
	Technology	0	0	2	6	4	16	4	42	10	4.20
Carmel Del Mar	Primary K-3rd	1	2	2	6	4	16	5	32	10	3.20
	Art	0	4	0	0	4	16	5	45	11	4.09
	Music	3	8	0	0	0	0	0	19	11	1.73
	PE	0	0	2	6	7	28	2	44	11	4.00
	Science	1	1	5	15	4	16	0	34	11	3.09
Upper 4th-6th	Art	7	2	2	6	0	0	0	17	11	1.55
	Music	3	0	2	6	2	8	1	22	8	2.75
	PE	4	2	1	3	0	0	5	16	8	2.00
	Science	2	0	4	12	1	4	5	23	8	2.88
	Technology	1	0	6	18	1	4	0	23	8	2.88
Upper 4th-6th	Art	0	3	2	6	1	4	2	26	8	3.25
	Music	0	6	2	6	1	4	2	26	8	3.25
	PE	0	3	2	6	1	4	2	26	8	3.25
	Science	0	3	2	6	1	4	2	26	8	3.25
	Technology	0	3	2	6	1	4	2	26	8	3.25

Del Mar Union School District

2009 Staff Survey

Comfort Training Skill

Art, Music, PE, Science, Technology

Weighted Rating (#1 being uncomfortable)		1	2	3	4	5	Total Weight Rating	# of Teachers	Level of Comfort		
Uncomfortable & lack training	Somewhat comfortable & could do adequate job	Very comfortable & have the training									
Del Mar Heights	Primary K-3rd	0	1	2	27	4	16	10	55	16	3.44
	Art	1	4	8	21	4	16	0	46	16	2.88
	Music	2	2	4	9	1	4	2	47	16	2.94
	PE	1	1	2	15	5	20	4	58	16	3.63
	Science	4	4	4	12	6	24	0	44	16	2.75
	Technology	2	1	2	9	2	8	0	21	8	2.63
	Upper 4th-6th	4	1	2	6	0	0	1	17	8	2.13
	Art	1	1	2	9	2	8	1	25	8	3.13
	Music	1	1	2	9	0	0	3	27	8	3.38
	PE	1	3	6	3	2	8	1	23	8	2.88
Del Mar Hills	Primary K-3rd	2	0	0	6	4	16	15	39	11	3.55
	Art	6	1	2	3	2	8	1	24	11	2.18
	Music	2	0	0	12	4	16	1	35	11	3.18
	PE	2	2	4	6	3	12	2	34	11	3.09
	Science	3	1	2	12	1	4	2	31	11	2.82
	Technology	0	3	6	6	1	4	2	26	8	3.25
	Upper 4th-6th	4	2	4	0	1	4	2	22	9	2.44
	Art	1	1	0	9	3	12	1	27	8	3.38
	Music	0	2	4	9	1	4	2	27	8	3.38
	PE	1	1	2	3	2	8	3	29	8	3.63

Del Mar Union School District
2009 Staff Survey
Comfort Training Skill
Art, Music, PE, Science, Technology

Weighted Rating (#1 being uncomfortable)	Uncomfortable & lack training	2	3	4	5	Total Weight Rating	# of Teachers	Level of Comfort
Ocean Air	Primary K-3rd	6	13	27	15	54	20	2.70
	Art	6	13	27	15	54	20	2.70
	Music	13	6	9	4	37	21	1.76
	PE	6	2	18	8	46	18	2.56
	Science	9	3	9	4	33	17	1.94
	Technology	11	4	9	4	37	20	1.85
Upper 4th-6th	Art	2	1	6	4	34	10	3.40
	Music	7	0	3	4	14	9	1.56
	PE	2	0	15	4	31	10	3.10
	Science	4	1	0	0	26	9	2.89
	Technology	3	1	12	4	26	10	2.60
Sage Canyon	Primary K-3rd	4	11	27	20	62	19	3.26
	Art	4	11	27	20	62	19	3.26
	Music	11	2	15	4	34	19	1.79
	PE	0	2	27	6	65	19	3.42
	Science	1	5	9	10	60	19	3.16
	Technology	3	3	21	12	57	19	3.00
Upper 4th-6th	Art	3	4	12	4	32	13	2.46
	Music	7	5	3	0	20	13	1.54
	PE	1	3	18	8	38	13	2.92
	Science	2	1	9	2	46	13	3.54
	Technology	1	2	18	4	39	13	3.00

Del Mar Union School District
2009 Staff Survey
Comfort Training Skill
Art, Music, PE, Science, Technology

Weighted Rating (#1 being uncomfortable)		1	2	3	4	5	Total Weight Rating	# of Teachers	Level of Comfort
		Uncomfortable & lack training		Somewhat comfortable & could do adequate job		Very comfortable & have the training			
Sycamore Ridge	Primary K-3rd	1	1	6	18	4	42	13	3.23
	Art	3	6	2	6	1	30	13	2.31
	Music	2	0	3	9	4	47	13	3.62
	PE	0	0	5	15	2	49	13	3.77
	Science	2	3	5	15	1	36	13	2.77
	Technology	1	2	1	3	0	8	4	2.00
Torrey Hills	Upper 4th-6th	3	1	0	0	0	5	4	1.25
	Art	0	0	3	9	1	13	4	3.25
	Music	0	2	2	6	0	10	4	2.50
	PE	2	0	2	6	0	8	4	2.00
	Science	4	5	6	18	2	50	19	2.63
	Technology	13	2	2	6	1	32	19	1.68
Upper 4th-6th	Primary K-3rd	1	1	5	15	3	69	19	3.63
	Art	2	3	6	18	4	62	19	3.26
	Music	7	7	3	9	2	38	19	2.00
	PE	4	2	1	3	1	15	8	1.88
	Science	6	0	1	3	1	13	8	1.63
	Technology	0	1	3	9	2	29	8	3.63
District	Primary K-3	1	1	4	12	2	27	8	3.38
	Art	4	2	1	3	1	27	8	3.38
	Music	6	0	1	3	1	15	8	1.88
	PE	0	1	3	9	2	13	8	1.63
	Science	0	1	3	9	2	29	8	3.63
	Technology	1	1	4	12	2	27	8	3.38
District	Primary K-3	8		26.33					3.29
	Art	8		16.33					2.04
	Music	8		26.56					3.32
	PE	8		25.87					3.23
	Science	8		19.66					2.46
	Technology	8		21.26					2.66
District	Upper 4-6	8		14.04					1.75
	Art	8		25.87					3.23
	Music	8		26.13					3.27
	PE	8		23.93					2.99
	Science	8							
	Technology	8							

**Del Mar Union School District
2009 Parent Survey re ESC
District Totals**

DISTRICT TOTAL						
Primary Grades K-3						
Priority: #1 highest; #5 lowest		#1	#2	#3	#4	#5
Ashley Falls	Art	11	32	46	67	38
	Music	9	18	38	55	74
	PE	52	35	43	23	41
	Science	90	45	23	23	13
	Technology	30	69	41	25	29
Carmel Del Mar	Art	21	22	31	38	37
	Music	21	30	34	47	18
	PE	26	14	34	22	54
	Science	61	40	22	18	9
	Technology	23	44	27	25	31
Del Mar Heights	Art	33	36	66	54	31
	Music	9	44	47	56	71
	PE	54	55	49	25	37
	Science	97	53	33	31	23
	Technology	27	51	27	46	68
Del Mar Hills	Art	20	19	24	24	18
	Music	17	24	27	27	12
	PE	12	11	15	15	49
	Science	34	27	18	18	6
	Technology	25	25	22	22	21
Ocean Air	Art	34	34	65	185	84
	Music	34	62	70	80	57
	PE	48	39	61	65	88
	Science	124	84	41	44	9
	Technology	61	85	58	37	58
Sage Canyon	Art	42	49	82	100	54
	Music	25	30	59	82	131
	PE	70	62	68	53	74
	Science	131	73	59	51	13
	Technology	67	114	57	38	51
Sycamore Ridge	Art	17	25	37	45	47
	Music	26	22	38	51	34
	PE	27	26	49	30	39
	Science	69	39	22	22	19
	Technology	31	60	24	25	31
Torrey Hills	Art	43	51	64	102	43
	Music	22	42	66	78	84
	PE	51	36	75	45	97
	Science	135	72	49	26	20
	Technology	56	102	39	50	55
District Total - Primary		Highest				Lowest
		#1	#2	#3	#4	#5
	Art	221	268	415	615	352
	Music	163	272	379	476	481
	PE	340	278	394	278	479
	Science	741	433	267	233	112
	Technology	320	550	295	268	344

Del Mar Union School District
 2009 Parent Survey re ESC
 District Totals

DISTRICT TOTAL						
Upper Grades 4-6						
Priority:	#1 highest; #5 lowest	#1	#2	#3	#4	#5
Ashley Falls	Art	64	23	52	55	51
	Music	8	19	30	60	75
	PE	62	36	47	23	25
	Science	75	41	25	34	18
	Technology	35	75	38	19	26
Carmel Del Mar	Art	4	15	32	48	55
	Music	8	29	42	46	30
	PE	42	14	27	27	45
	Science	74	44	20	8	9
	Technology	26	55	34	23	17
Del Mar Heights	Art	15	33	28	39	23
	Music	2	8	28	28	71
	PE	52	27	32	22	10
	Science	49	27	30	15	7
	Technology	8	45	34	34	29
Del Mar Hills	Art	24	14	20	28	12
	Music	14	21	28	20	18
	PE	7	6	20	20	44
	Science	40	24	13	12	11
	Technology	15	35	17	22	13
Ocean Air	Art	10	17	50	63	76
	Music	35	52	54	50	26
	PE	37	40	43	32	65
	Science	102	46	30	30	7
	Technology	32	63	36	44	40
Sage Canyon	Art	44	55	53	61	30
	Music	14	25	27	55	122
	PE	83	41	55	32	32
	Science	61	43	66	47	26
	Technology	50	79	40	44	30
Sycamore Ridge	Art	5	19	30	42	48
	Music	23	27	38	32	24
	PE	36	23	30	20	35
	Science	51	35	22	17	19
	Technology	28	39	24	35	18
Torrey Hills	Art	28	24	50	66	26
	Music	12	21	35	57	69
	PE	39	40	37	24	54
	Science	73	48	24	27	13
	Technology	32	61	47	24	30
		Highest				Lowest
District Total -Upper		#1	#2	#3	#4	#5
	Art	194	200	315	402	321
	Music	116	202	282	348	435
	PE	358	227	291	200	310
	Science	525	308	230	190	110
	Technology	226	452	270	245	203

Special Board Meeting of February 11, 2009

February 9, 2009

To: Board Members

From: Rodger Smith, Director of Human Resources & Facilities Planning

Through: Sharon McClain, Superintendent

Subject: Report on Facilities Enrollment Capacity and Current Utilization

Following this narrative is a report on the enrollment capacity of our school facilities and information regarding current utilization of each of the school sites. At the top of the page for each of the sites, the number of permanent and relocatable classrooms at each of the sites is represented. The report also includes the following categories:

Maximum Potential Capacity: This category represents the total maximum capacity for a site if all available space that could be utilized as classroom space is actually used for that purpose. The only room at each of the sites that was not included in this calculation was the library at each of the sites. The number of kindergarten classrooms listed in this category for each site is the number of classrooms that were specifically designed to house kindergarten classes.

Modified Capacity: The modified capacity of each of the sites was calculated by deducting space that is consistently utilized to house other school programs at each of the sites. In some cases, speech programs and RSP programs are housed in space that could not be utilized as regular classroom space; if that is the case at a particular site, a listing for Speech or RSP does not appear in this category. The "Specialist" designation in this category is intended to provide classroom space for four ESC positions at each site.

Current Enrollment: This category lists current enrollment at each of the sites. Also listed as a note in this category is any other use of classroom space at the site that is not reflected in the Modified Capacity category; the total number of classrooms utilized for these purposes is listed in parentheses in this note. In addition, a calculation representing the percent of current enrollment as compared to "Modified Capacity" is included here.

2009-2010 Projected Enrollment: This category represents the enrollment that was projected by Davis Demographics in the fall of 2007 for each of the sites. It should be noted that these projections include only students who reside within the particular attendance area for each of the schools; it does not include any transfer students from other attendance areas within the DMUSD.

Special Board Meeting of February 11, 2009

SCHOOL CAPACITY INFORMATION

SCHOOL: **ASHLEY FALLS**

Total Number of Classrooms Available: **41**

Type of Facilities: **36 Permanent**
5 Relocatable

Maximum Potential Capacity: **932**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	440	22	20
4th-6th	432	16	27
Total	932	41	

Modified Capacity: **677**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	320	16	20
4th-6th	297	11	27
Specialist	NA	4	
RSP	NA	1	
Speech	NA	1	
Child Care	NA	5	
Total	677	41	

Current Enrollment: **514**

Grade	Students	Sections
Kindergarten	47	2.5
1st-3rd	204	10.5
4th-6th	263	10
Total	514	23

Other classroom uses: (7) meeting room, small group instruction-2, PTA, Band, OT/APE/PE, storage.

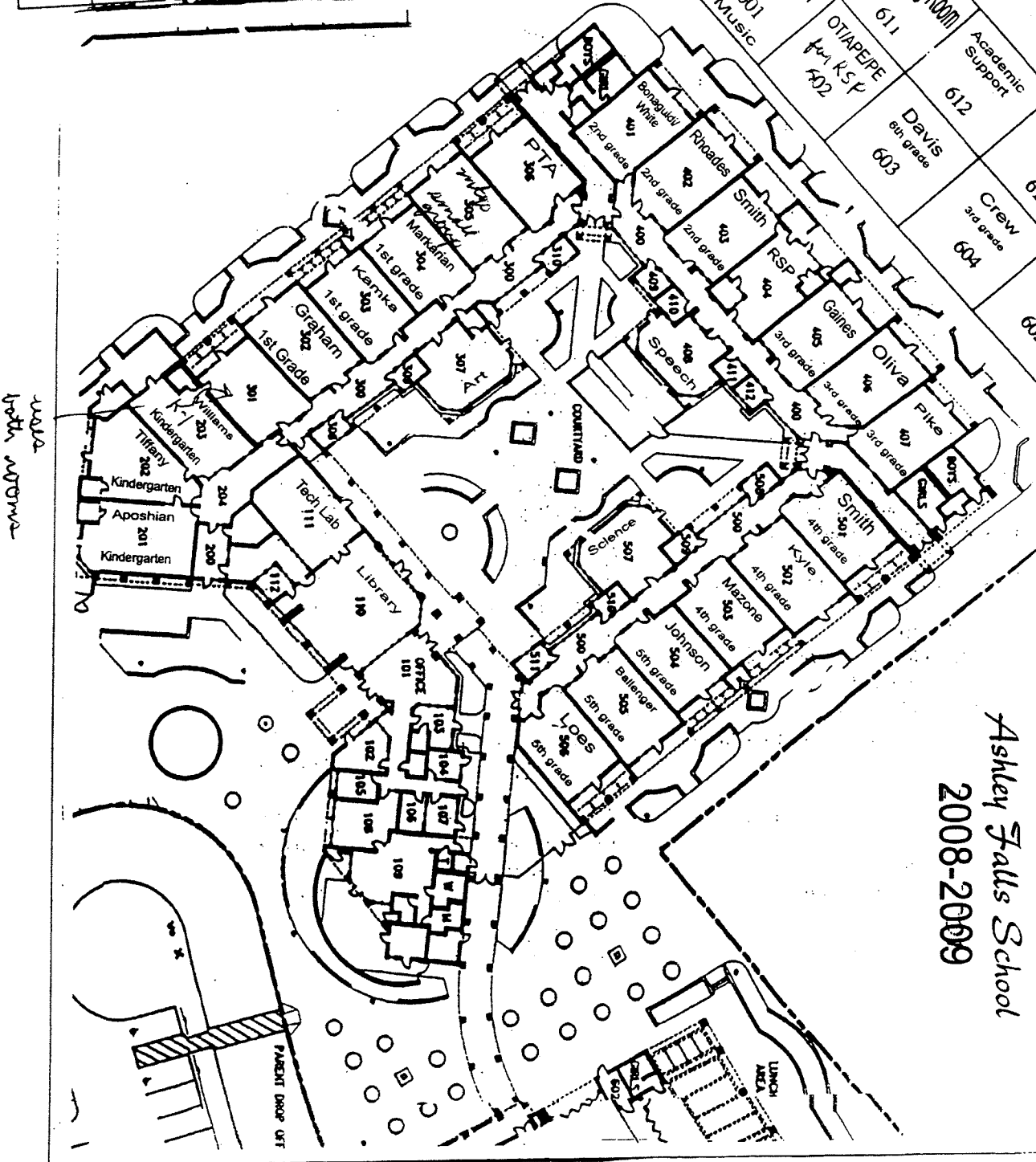
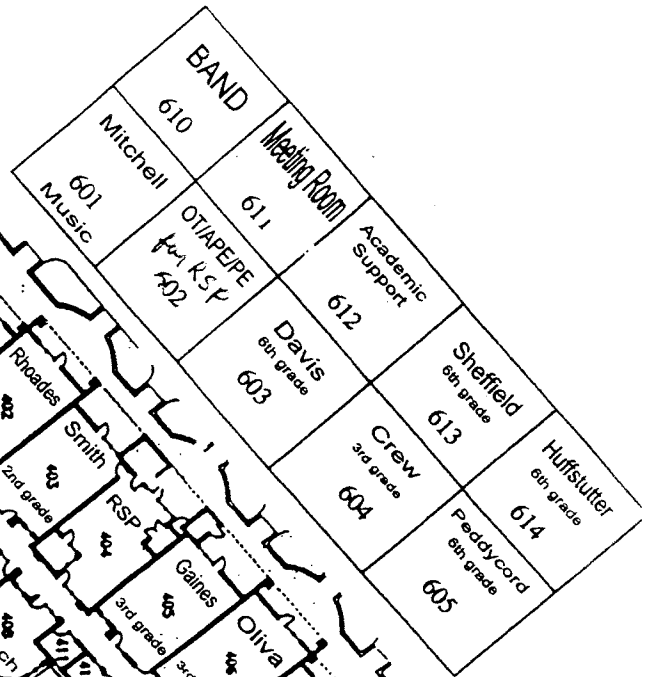
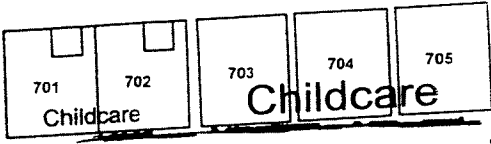
76%

Percent of current enrollment compared to modified capacity.

2009-2010 Projected Enrollment: **483**

Grade	Students
Kindergarten	67
1st-3rd	181
4th-6th	235
Total	483

- Quiet Rooms:**
- 511 - 5th Grade
 - 510 - 5th Grade/Science
 - 509 - 4th Grade/Science
 - 508 - 4th Grade
 - 412 - 3rd Grade
 - 411 - Everyone A Header
 - 410 - 2nd Grade/Speech
 - 409 - 2nd Grade
 - 310 - 1st Grade
 - 309 - 1st Grade
 - 308 - Kindergarten
 - 204 - Kindergarten



SCHOOL CAPACITY INFORMATION

SCHOOL: **CARMEL DEL MAR**

Total Number of Classrooms Available: **32**

Type of Facilities: **25 Permanent**
7 Relocatable

Maximum Potential Capacity: **724**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	340	17	20
4th-6th	324	12	27
Total	724	32	

Modified Capacity: **573**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	240	12	20
4th-6th	243	9	27
Specialist	NA	4	
RSP	NA	1	
SDC	30	2	
Child Care	NA	1	
Total	573	32	

Current Enrollment: **459**

Grade	Students	Sections
Kindergarten	62	3.5
1st-3rd	169	8.5
4th-6th	210	8
SDC	18	2
Total	459	22

Other classroom uses: (6) PE, storage, ELL,
additional computer lab,
nurse, office.

80%

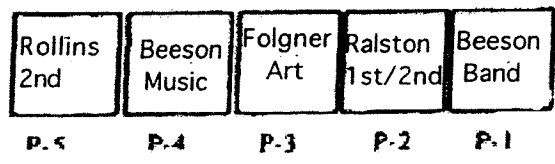
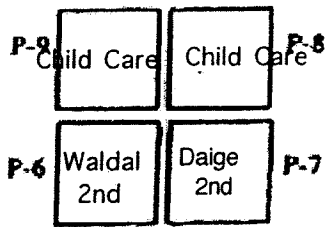
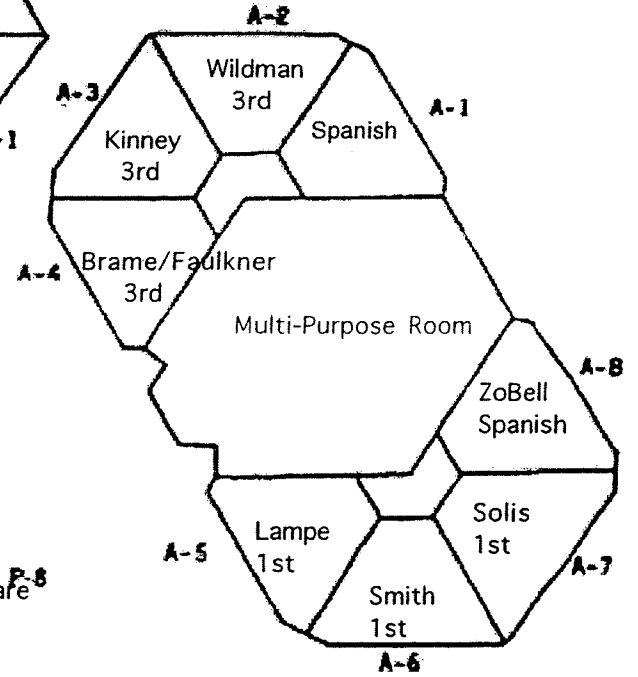
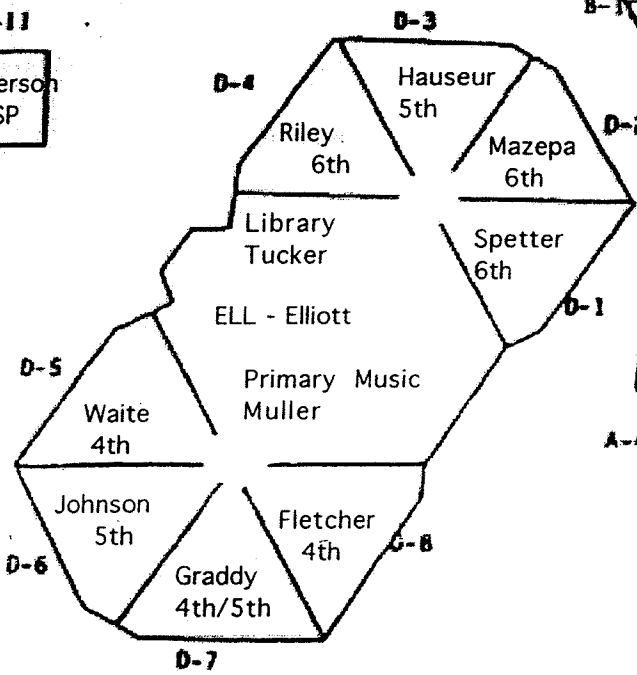
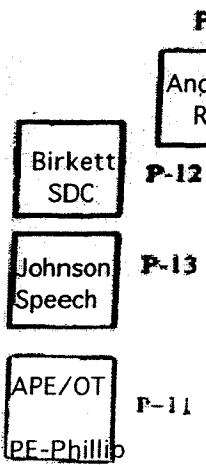
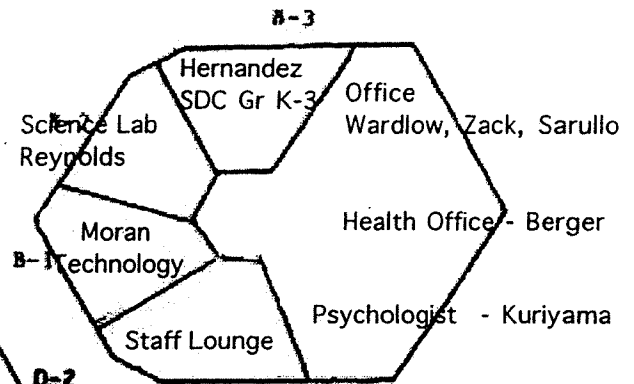
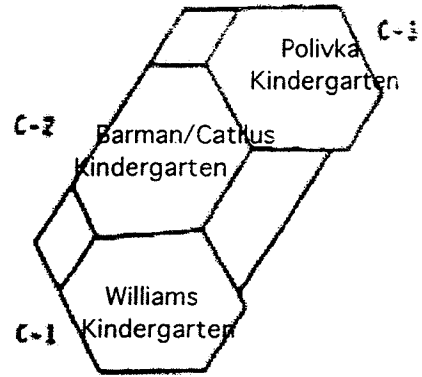
Percent of current enrollment
compared to modified capacity.

2009-2010 Projected Enrollment: **439**

Grade	Students
Kindergarten	63
1st-3rd	182
4th-6th	194

Del Mar Heights... a Global Village

2008-2009



SCHOOL CAPACITY INFORMATION

SCHOOL: DEL MAR HEIGHTS

Total Number of Classrooms Available: **35**

Type of Facilities: **22 Permanent**
13 Relocatable

Maximum Potential Capacity: **791**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	380	19	20
4th-6th	351	13	27
Total	791	35	

Modified Capacity: **593**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	260	13	20
4th-6th	243	9	27
Specialist	NA	4	
RSP	NA	1	
Speech	NA	1	
SDC	30	2	
Child Care	NA	2	
Total	593	35	

Current Enrollment: **445**

Grade	Students	Sections
Kindergarten	59	3
1st-3rd	192	10
4th-6th	183	8
SDC	11	2
Total	445	23

Other classroom uses: (2) PE/APE/OT, Band.

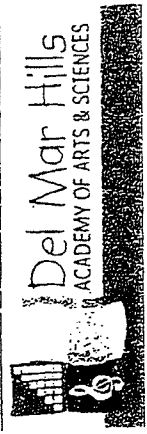
75%

Percent of current enrollment compared to modified capacity.

2009-2010 Projected Enrollment: * **674**

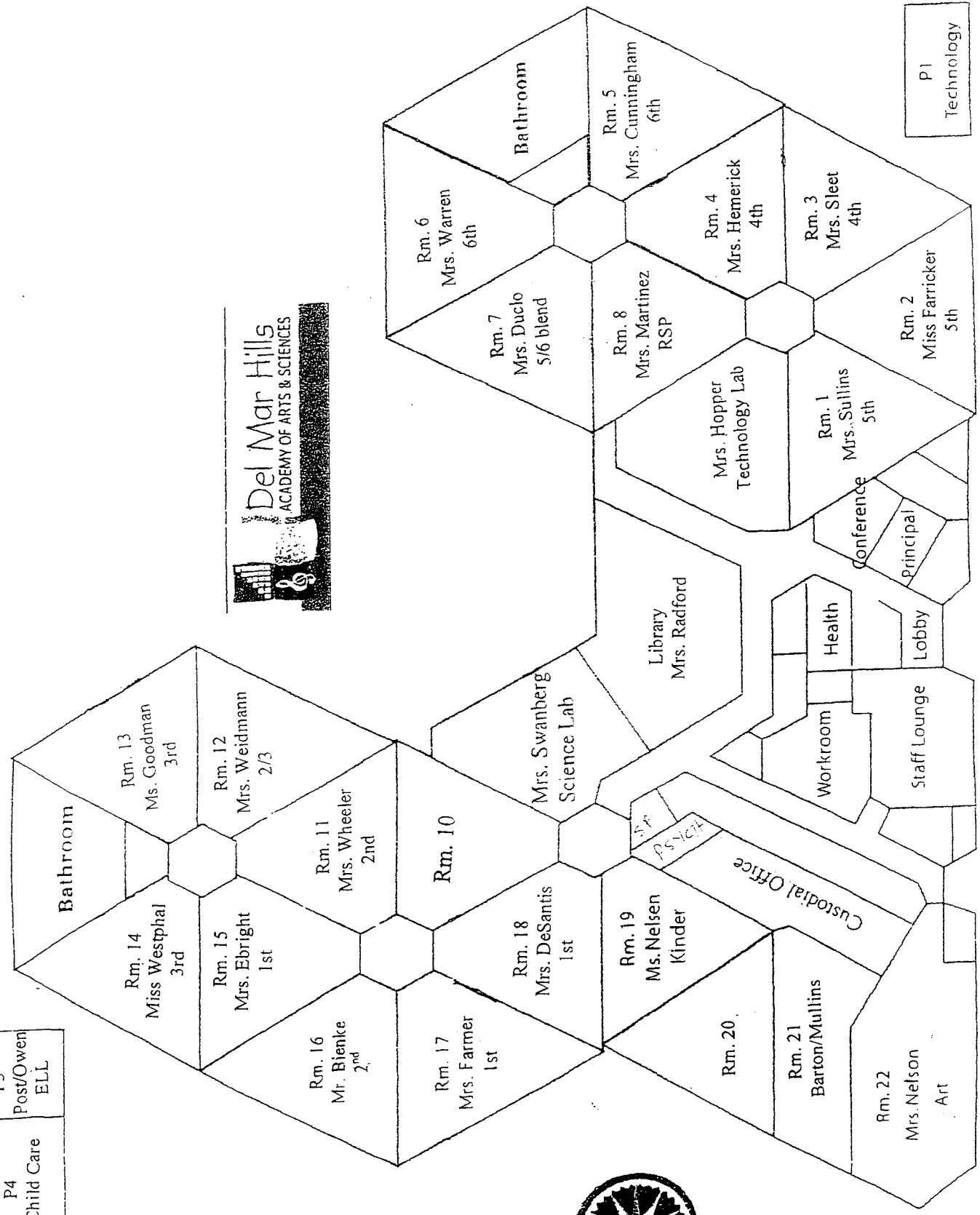
Grade	Students
Kindergarten	102
1st-3rd	289
4th-6th	283
Total	674

* Represents Heights and Hills combined.

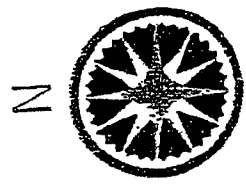


Tech. P5	P3 Post/Owen ELL
	P4 Child Care

P6 Childcare
P7 Mrs. Allard Music



P1 Technology



SCHOOL CAPACITY INFORMATION

SCHOOL: **DEL MAR HILLS**

Total Number of Classrooms Available: **29**

Type of Facilities: **23 Permanent**
6 Relocatable

Maximum Potential Capacity: **657**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	300	15	20
4th-6th	297	11	27
Total	657	29	

Modified Capacity: **449**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	200	10	20
4th-6th	189	7	27
Specialist	NA	4	
RSP	NA	1	
Child Care	NA	2	
Technology	NA	2	
Total	449	29	

Current Enrollment: **345**

Grade	Students	Sections
Kindergarten	37	2
1st-3rd	140	8
4th-6th	168	7
Total	345	17

Other classroom uses: (3) ELL, additional computer lab, small group instruction.

77% Percent of current enrollment compared to modified capacity.

2009-2010 Projected Enrollment: * **674**

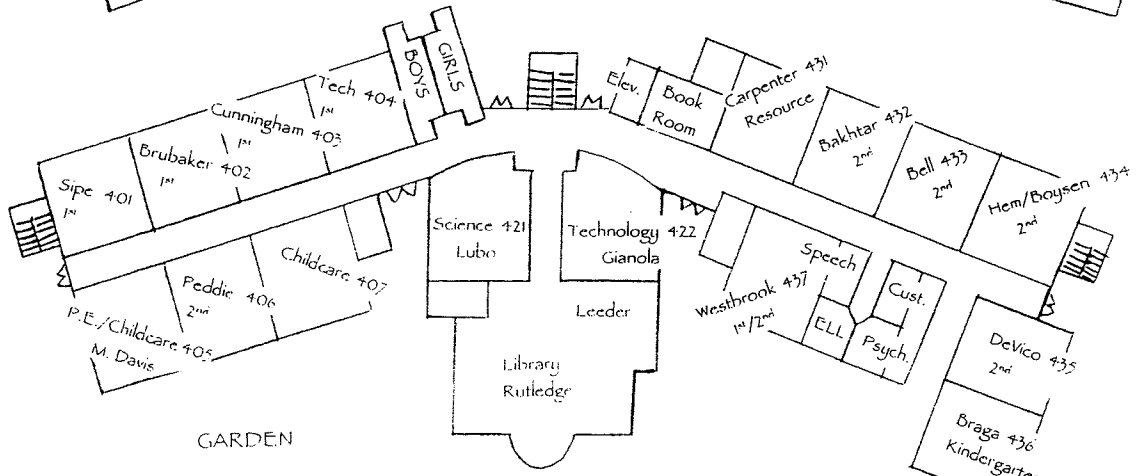
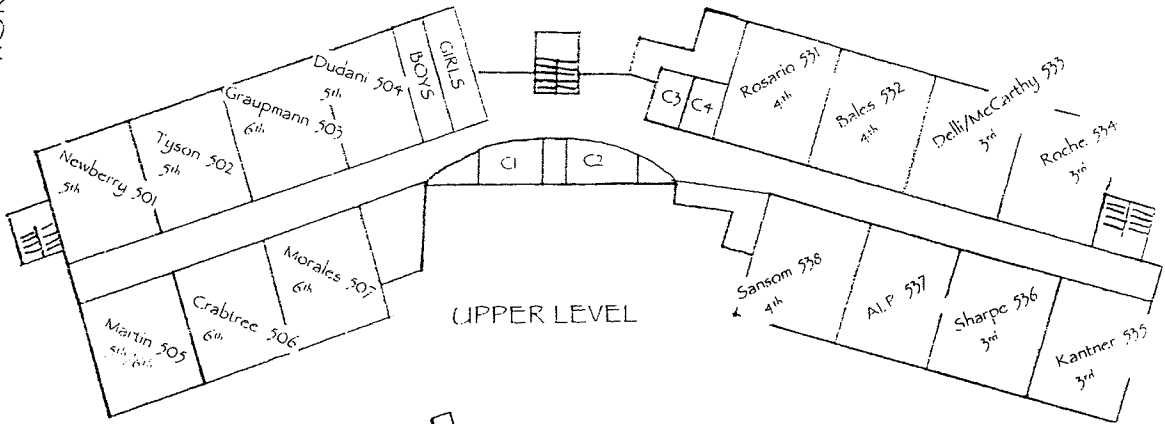
Grade	Students
Kindergarten	102
1st-3rd	289
4th-6th	283
Total	674

* Represents Heights and Hills combined.

NORTH ▲

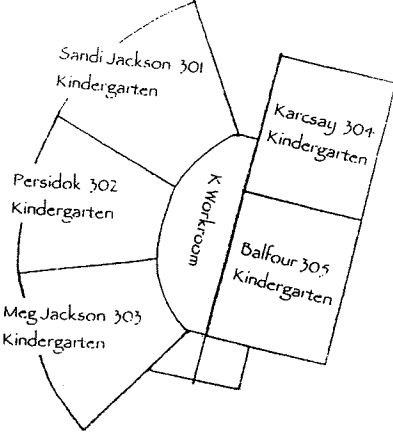
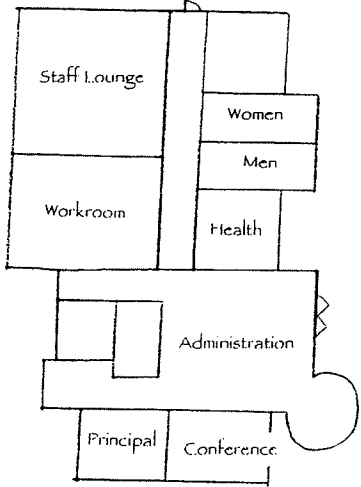
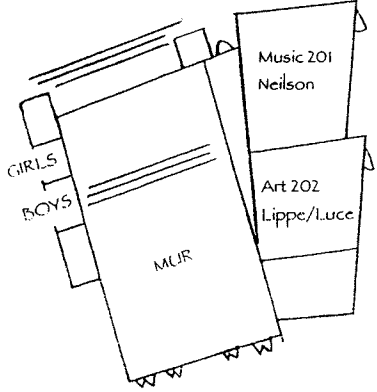
HANDBALL COURTS

PLAY STRUCTURE



GARDEN

LUNCH AREA



SCHOOL CAPACITY INFORMATION

SCHOOL: **OCEAN AIR**

Total Number of Classrooms Available: **38**
 Type of Facilities: **All Permanent**

Maximum Potential Capacity:	858	Grade	Students	Rooms	Class Size
		Kindergarten	100	5	20
		1st-3rd	380	19	20
		4th-6th	378	14	27
		Total	858	38	

Modified Capacity:	712	Grade	Students	Rooms	Class Size
		Kindergarten	100	5	20
		1st-3rd	300	15	20
		4th-6th	297	11	27
		Specialist	NA	4	
		RSP	NA	1	
		SDC	15	1	
		Child Care	NA	1	
		Total	712	38	

Current Enrollment:	640	Grade	Students	Sections
		Kindergarten	119	6
		1st-3rd	269	14
		4th-6th	252	10
		Total	640	30

Other classroom uses: (2) small group instruction,
PE/Child Care

90% Percent of current enrollment
compared to modified capacity.

2009-2010 Projected Enrollment:	563	Grade	Students
		Kindergarten	82
		1st-3rd	255
		4th-6th	226
		Total	563

SCHOOL CAPACITY INFORMATION

SCHOOL: **SAGE CANYON**

Total Number of Classrooms Available: **43**

Type of Facilities: **34 Permanent**
7 Relocatable

Maximum Potential Capacity: **979**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	460	23	20
4th-6th	459	17	27
Total	979	43	

Modified Capacity: **818**

Grade	Students	Rooms	Class Size
Kindergarten	60	3	20
1st-3rd	380	19	20
4th-6th	378	14	27
Specialist	NA	4	
RSP	NA	1	
Child Care	NA	2	
Total	818	43	

Current Enrollment: **737**

Grade	Students	Sections
Kindergarten	92	5
1st-3rd	315	16
4th-6th	330	13
Total	737	34

Other classroom uses: (2) additional ESC, ELL.

90% Percent of current enrollment compared to modified capacity.

2009-2010 Projected Enrollment: **739**

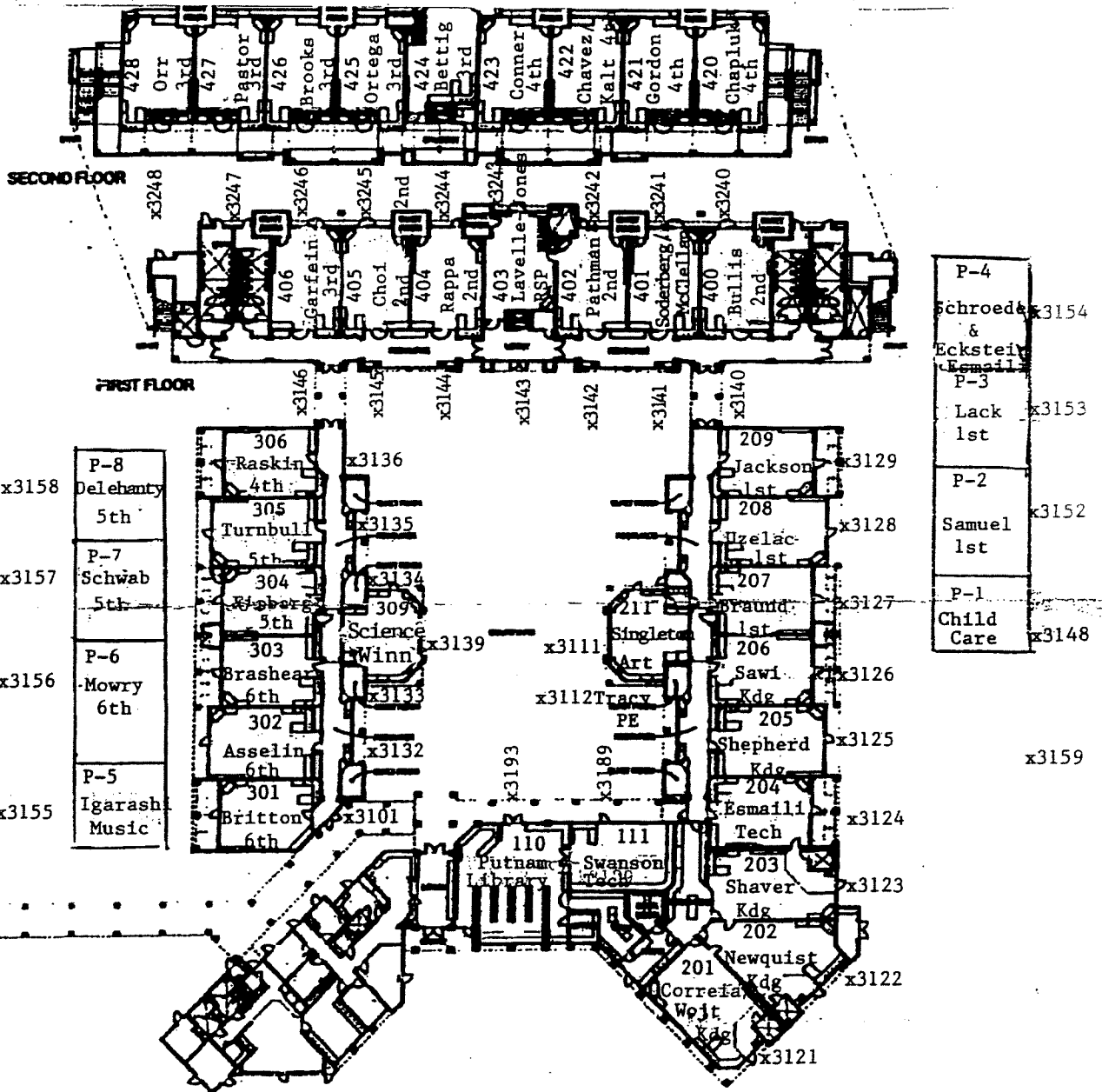
Grade	Students
Kindergarten	107
1st-3rd	304
4th-6th	328
Total	739

SAGE CANYON SCHOOL

SAGE CANYON SCHOOL

2053-2009

Peg (Principal)	x3199	Tina (RSP)	x3109
Ryan (Asst. Prin.)	x3182	Dina (Speech)	x3192
Becky (Office)	x3198	Rich (Psych.)	x3191
Marian (Office)	x3197	John (Custodian)	x3187
Susy (Health)	x3194	Conference Room	x3181
Lari (Nurse)	x3137	Workroom	x3196
		Lounge	x3190



SCHOOL CAPACITY INFORMATION

SCHOOL: **SYCAMORE RIDGE**

Total Number of Classrooms Available: **39**

Type of Facilities: **All Permanent**

Maximum Potential Capacity: **878**

Grade	Students	Rooms	Class Size
Kindergarten	100	5	20
1st-3rd	400	20	20
4th-6th	378	14	27
Total	878	39	

Modified Capacity: **712**

Grade	Students	Rooms	Class Size
Kindergarten	100	5	20
1st-3rd	300	15	20
4th-6th	297	11	27
Specialist	NA	4	
RSP	NA	1	
SDC	15	1	
Child Care	NA	2	
Total	712	39	

Current Enrollment: **459**

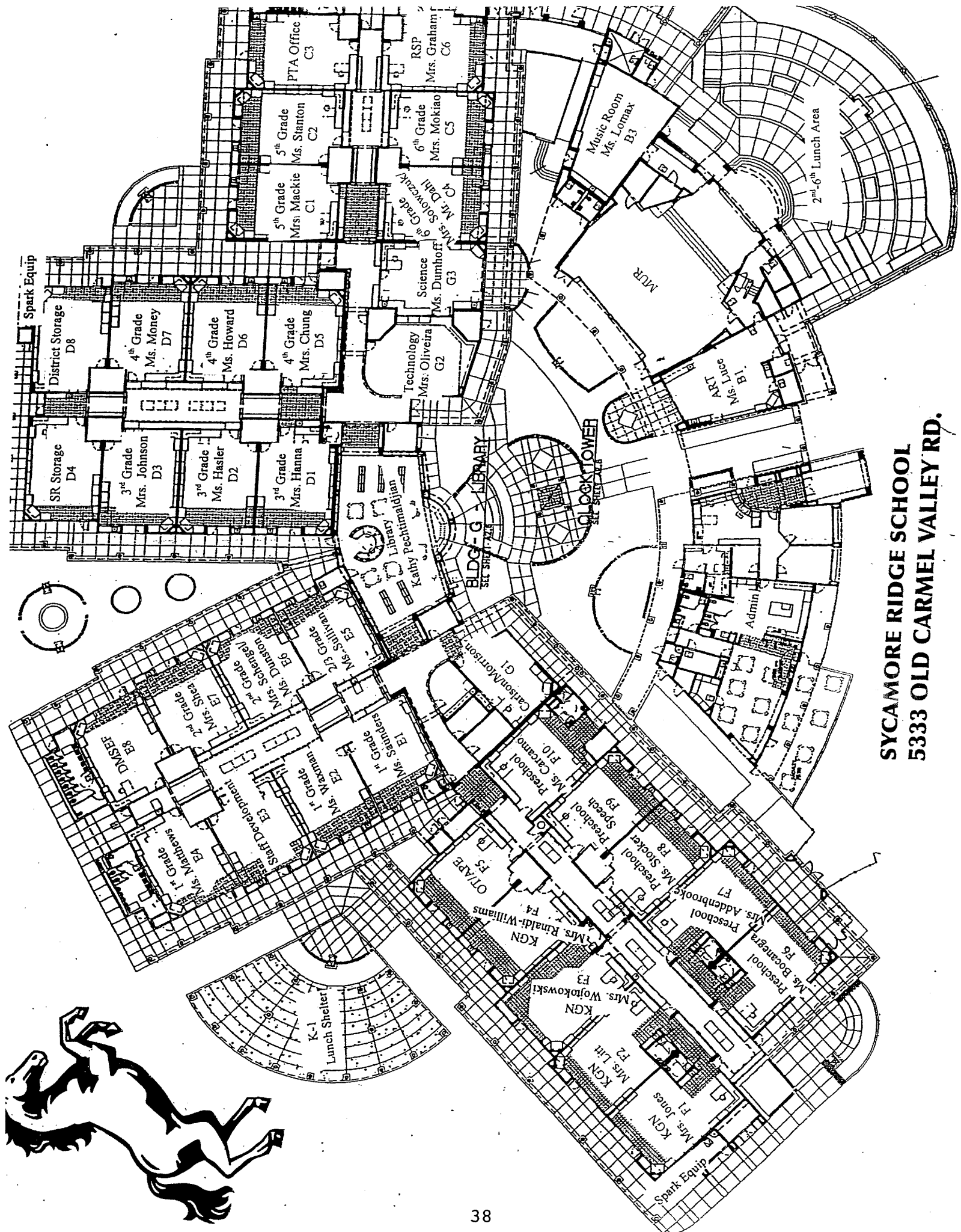
Grade	Students	Sections
Kindergarten	71	4
1st-3rd	168	9
4th-6th	170	7
Pre-School SDC	50	4
Total	459	24

Other classroom uses: (7) pre-school, speech, OT/APE, DMSEF, storage-2, PTA, staff development.

64% Percent of current enrollment compared to modified capacity.

2009-2010 Projected Enrollment: **429**

Grade	Students
Kindergarten	70
1st-3rd	186
4th-6th	173
Total	429



**SYCAMORE RIDGE SCHOOL
5333 OLD CARMEL VALLEY RD.**



SCHOOL CAPACITY INFORMATION

SCHOOL: **TORREY HILLS**

Total Number of Classrooms Available: **49**

Type of Facilities: **41 Permanent**
8 Relocatable

Maximum Potential Capacity: **1113**

Grade	Students	Rooms	Class Size
Kindergarten	100	5	20
1st-3rd	500	25	20
4th-6th	513	19	27
Total	1113	49	

Modified Capacity: **888**

Grade	Students	Rooms	Class Size
Kindergarten	100	5	20
1st-3rd	380	19	20
4th-6th	378	14	27
Specialist	NA	4	
RSP	NA	1	
SDC	30	2	
Child Care	NA	4	
Total	888	49	

Current Enrollment: **652**

Grade	Students	Sections
Kindergarten	96	5
1st-3rd	288	15
4th-6th	256	10
SDC	12	2
Total	652	32

Other classroom uses: (8) additional computer lab,
storage-2, PE, ALP, ELL,
small group instruction, PTA.

73%

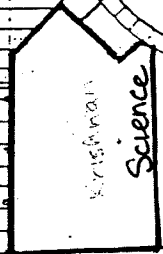
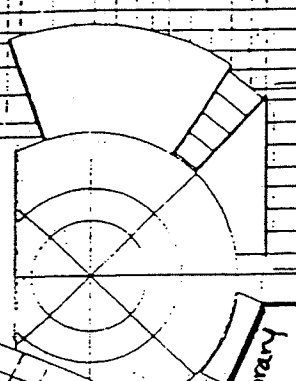
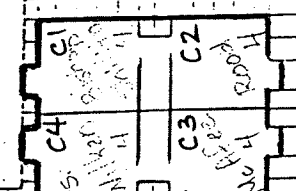
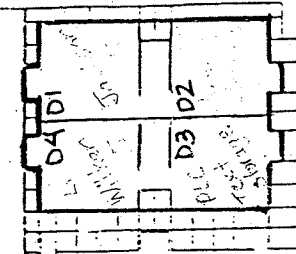
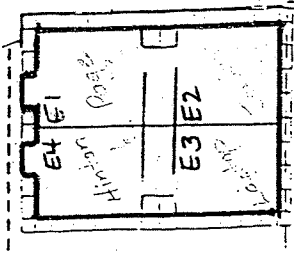
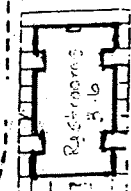
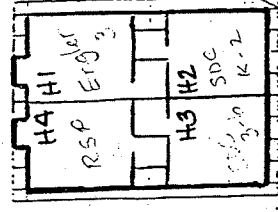
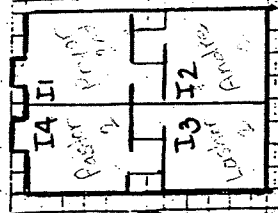
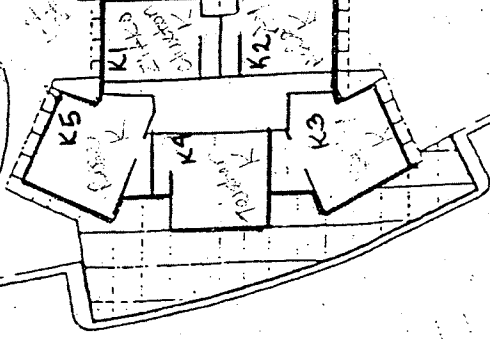
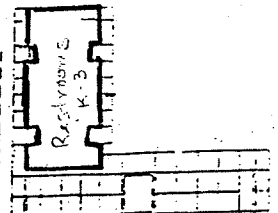
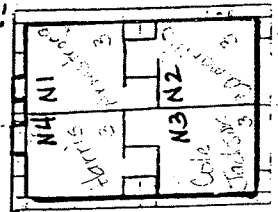
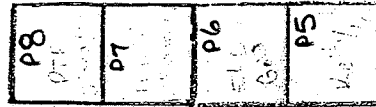
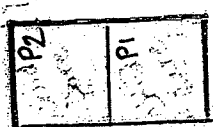
Percent of current enrollment
compared to modified capacity.

2009-2010 Projected Enrollment: **679**

Grade	Students
Kindergarten	102
1st-3rd	294
4th-6th	283
Total	679

TORREY HILLS SCHOOL

1-2 playground



Del Mar Union School District

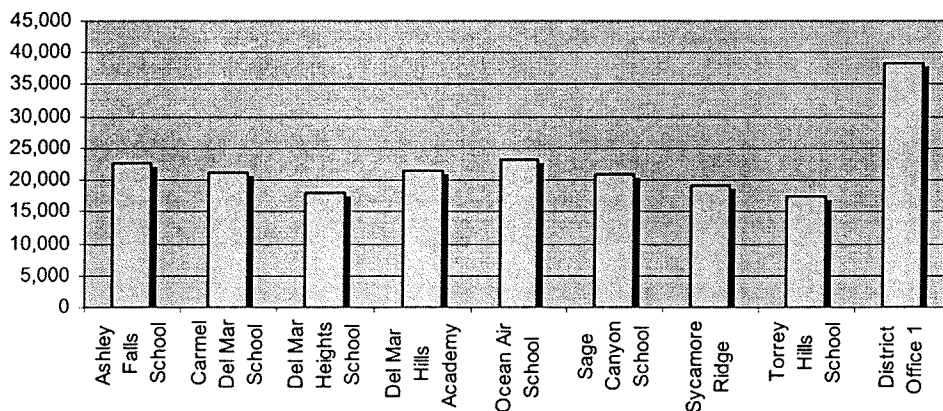
Feasibility Assessment Overview:

A Feasibility Assessment with TAC Energy Solutions involves investigating current energy usage and facility conditions. With the help of Ms. Dena Whittington, Mr. Randy Wheaton, and District Office staff, TAC and DMUSD partnered together to assess current energy usage and opportunities for facility improvements.

Our Findings:

Del Mar USD currently manages energy usage well. With continuous efforts to keep consumption levels low and energy efficiency measures working properly, the district does not have any areas for significant improvements at this time.

Energy Utilization Index Summary - BTU/SqFt



The average consumption figures for each facility, including both electricity and natural gas, indicated effective energy management and low usage at all district facilities.

* A BTU (British Thermal Unit) is a common measurement used for energy consumption

Performance Contracting:

Performance Contracting (PC) is an alternative construction method that provides comprehensive building solutions. It offers school districts significant benefits for facility needs including:

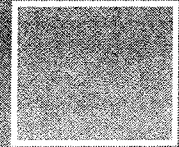
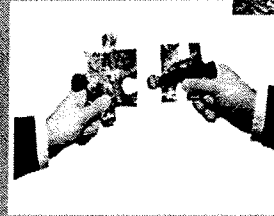
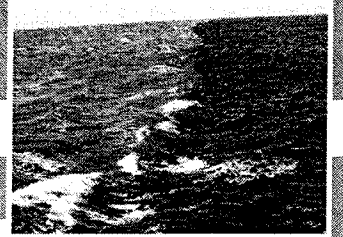
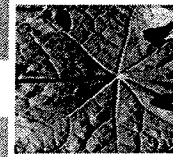
- Engineering focus, enhancing building performance and operations
- Single-point of accountability, utilizing a general contractor with an incentive to perform
- Fixed price and guaranteed energy savings, providing financial stability

Recommendations:

- Continue to efficiently monitor energy usage throughout the district.
- Encourage staff involvement in conserving energy.
- Maintain equipment, replacing air filters and correcting problems in a timely manner.
- Ensure mechanical equipment is replaced at the completion of its life cycle with high efficiency equipment, and incorporate commissioning into any capital improvement projects.

Del Mar Union School District

Feasibility Assessment



"Our goal is to build schools to compliment, symbolize, and provide a facility that will optimize the learning environment of our students."

TAC Energy Solutions
6727 Flanders Dr
Suite 228
San Diego, CA 92121

t.a.c.
by Schneider Electric

Del Mar Union School District Feasibility Assessment

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Section 2: Energy Summary

Section 3: Feasibility Assessment

Section 4: Performance Contracting

Appendix: Glossary of Terms

Proprietary and Confidential



Del Mar Union School District Feasibility Assessment

EXECUTIVE SUMMARY

Introduction

TAC Energy Solutions is honored to present this Performance Contracting Feasibility Assessment to **Del Mar Union School District** for a sampling of your facilities. Dena Whittington and Randy Wheaton were very helpful in assisting with the creation of this study. The purpose of this study is to determine whether or not these sampled educational facilities have the potential to utilize Performance Contracting as a feasible funding stream for capital improvements, energy savings, and capitalization on state and utility incentive programs.

Results Summary

TAC collected 12 months of utility bills from Del Mar Union School District and worked with Randy Wheaton to complete a facility overview form. From the Feasibility Assessment we have performed on electricity and natural gas, it is estimated that utility savings are potentially attainable. The data indicates that the district is operating at efficient consumption levels. With the District running at this low usage rate, there is not a possibility for a self-funding energy efficiency improvements project at this time. However, in the future, should Del Mar USD wish to consider addressing additional facility needs and goals, TAC can design and implement project solutions, streamlining the process for the district.

Performance Contracting Benefits

Performance contracting can address many of the needs that DMUSD has at their facilities. By utilizing performance contracting as a vehicle to meet these needs, the schools will benefit from:

- TAC's expertise to design and install the best solution for the facilities
- *Guaranteed* energy savings to buy down the cost of the improvements
- A single point of accountability before, during, and after construction
- The ability to be involved in choosing quality subcontractors
- Several financing options and incentive opportunities tailored to meet your needs

Conclusion

We bring to Del Mar Union School District the same ideas and philosophies that have insured successful projects with all of our customers. It is our goal to: *"Be the industry leader in customer satisfaction through creative problem solving, performance assurance consulting, systems reliability, clear communications, and business integrity."*

We at TAC feel very strongly that we are the industry choice as represented by our past performance. TAC hopes that our findings will encourage you to move forward with us to address your performance contracting needs.

Sincerely,

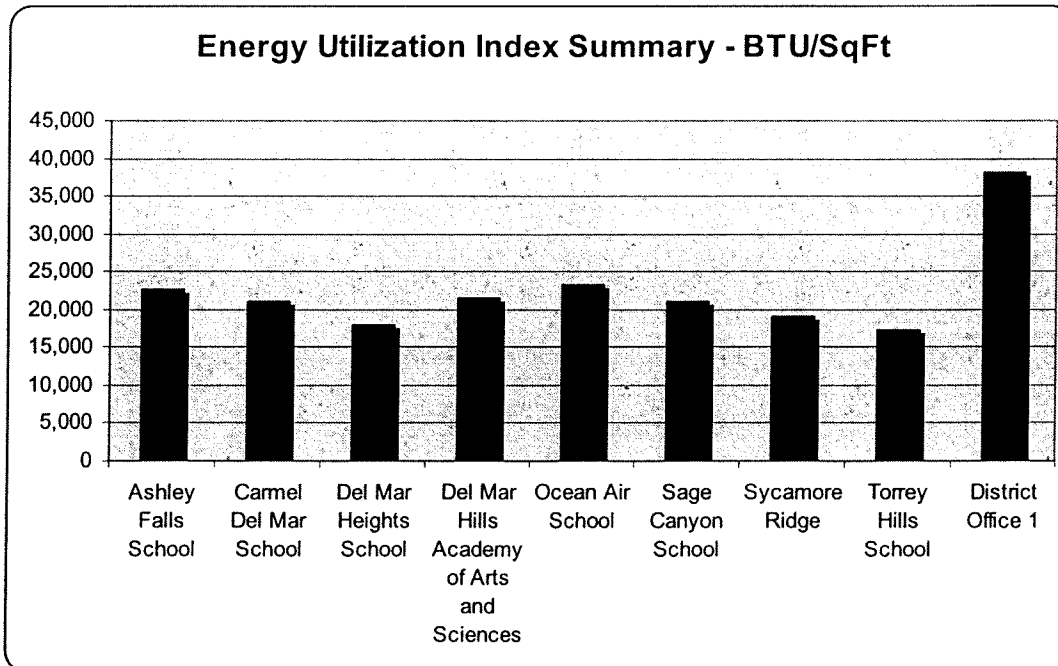
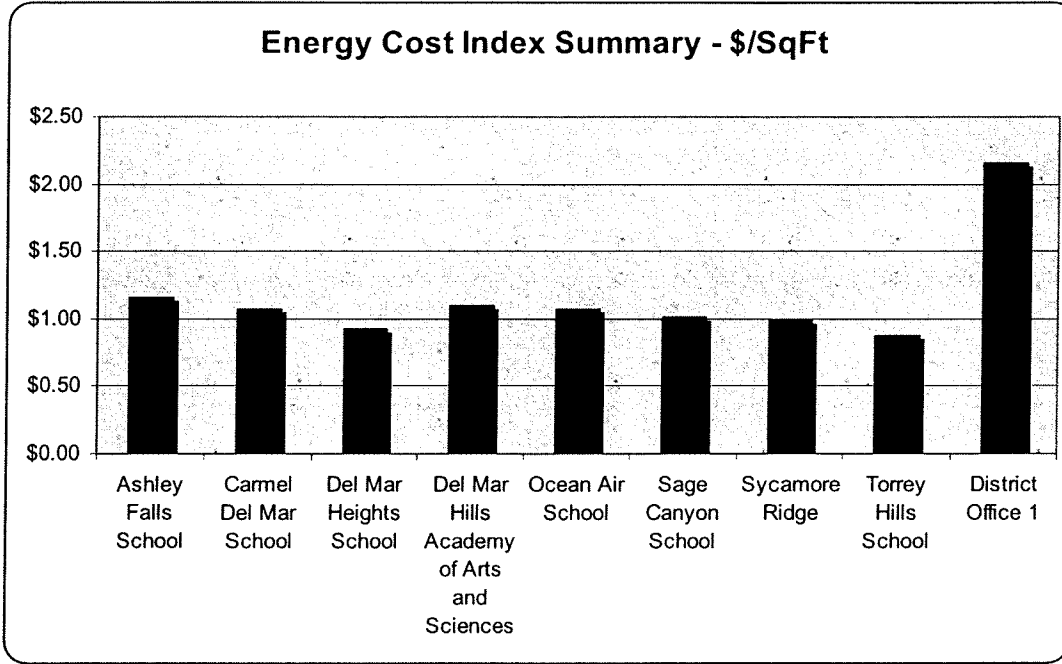
Annica McDermott
TAC Energy Solutions

Proprietary and Confidential

t.a.c.
by Schneider Electric

Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices Del Mar Union School District 513,000 sq ft



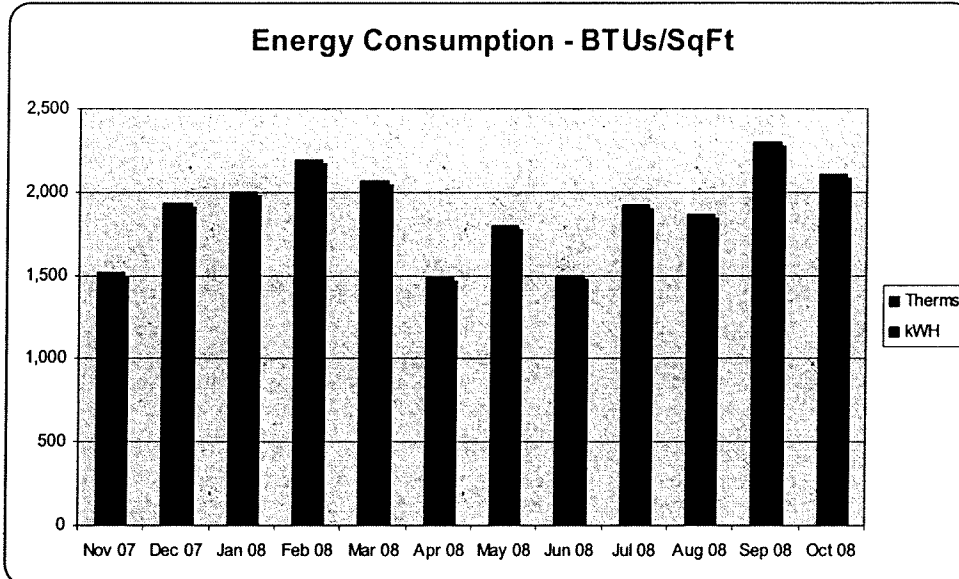
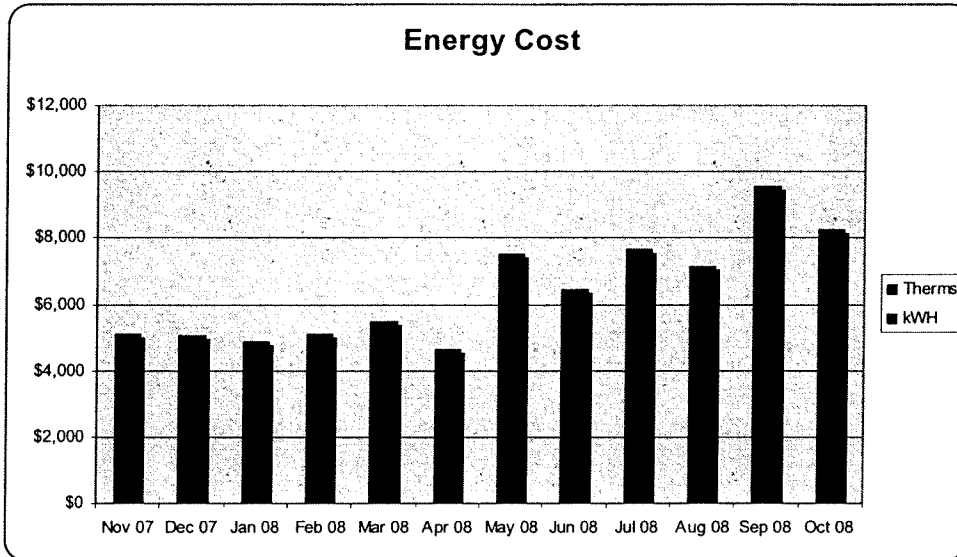
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Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices Ashley Falls School 66,000 sq ft

Fuel	Cost	Consumption	Units	Fuel Index	Demand	Load Factor	BTU/SqFt	\$/SqFt
Electricity	\$74,941	399,200	kWH	6 kWH/SqFt	2,035	0.269	20,637	\$1.14
Natural Gas	\$1,723	1,326	Therms	2.01 kBTU/SqFt	0	N/A	2,009	\$0.03
Totals	\$76,664						22,647	\$1.16



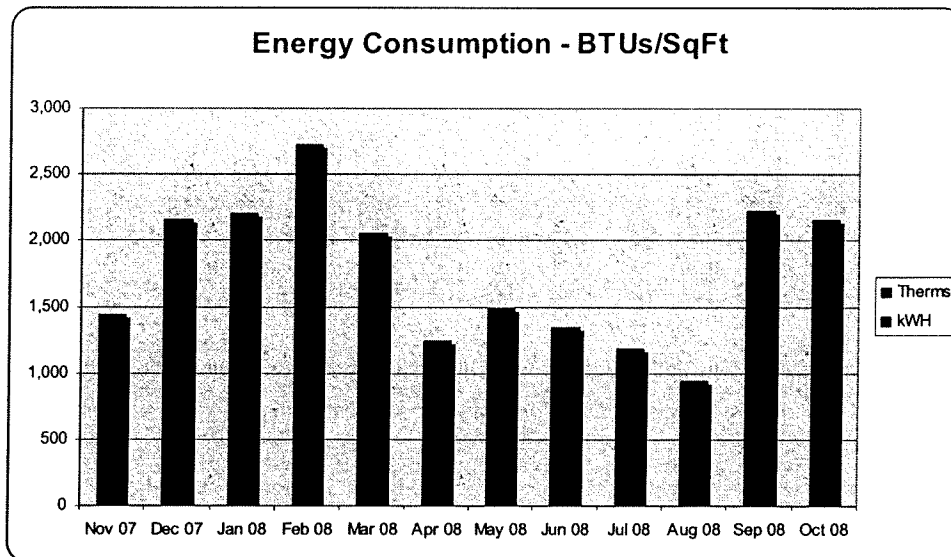
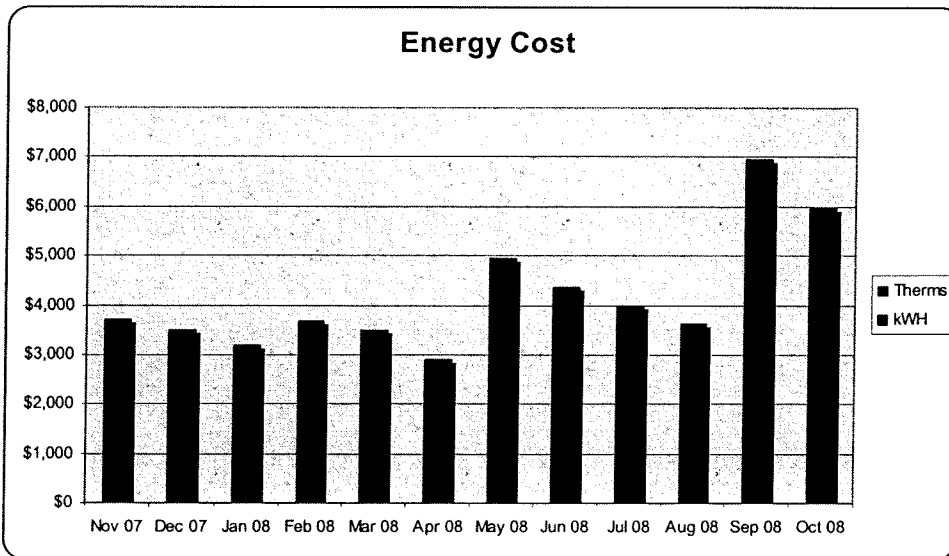
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Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices Carmel Del Mar School 47,000 sq ft

Fuel	Cost	Consumption	Units	Fuel Index	Demand	Load Factor	BTU/SqFt	\$/SqFt
Electricity	\$47,687	232,480	kWH	4.9 kWH/SqFt	0	N/A	16,877	\$1.01
Natural Gas	\$2,554	2,009	Therms	4.27 kBTU/SqFt	0	N/A	4,274	\$0.05
Totals	\$50,241						21,152	\$1.07



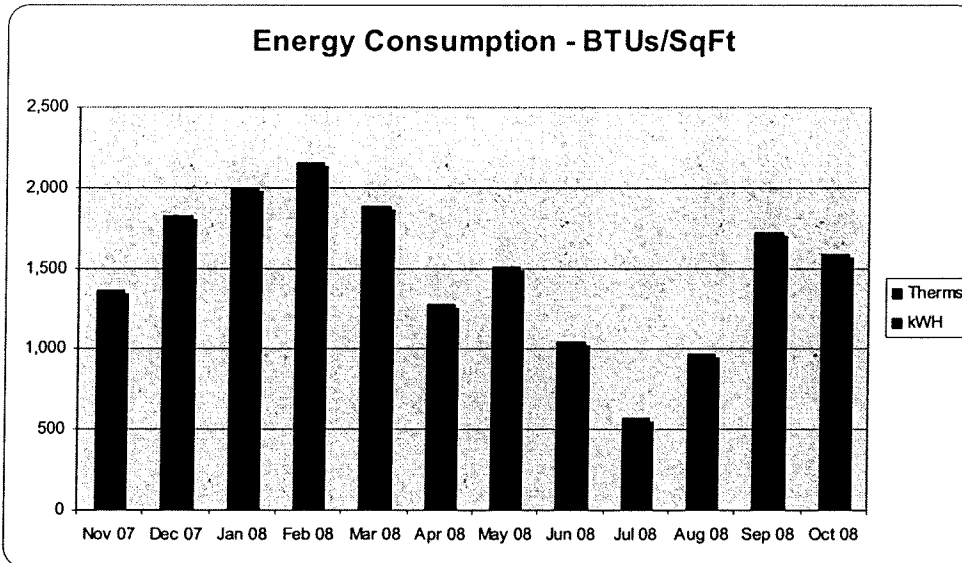
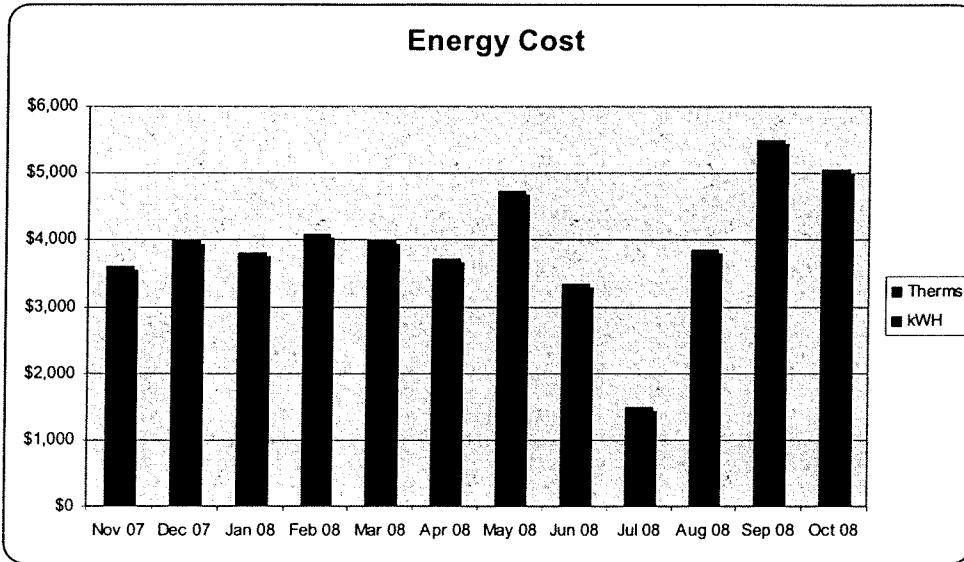
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Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices Del Mar Heights School 51,000 sq ft

Fuel	Cost	Consumption	Units	Fuel Index	Demand	Load Factor	BTU/SqFt	\$/SqFt
Electricity	\$44,821	216,800	kWH	4.3 kWH/SqFt	1,360	0.218	14,504	\$0.88
Natural Gas	\$2,269	1,724	Therms	3.38 kBTU/SqFt	0	N/A	3,380	\$0.04
Totals	\$47,090						17,885	\$0.92



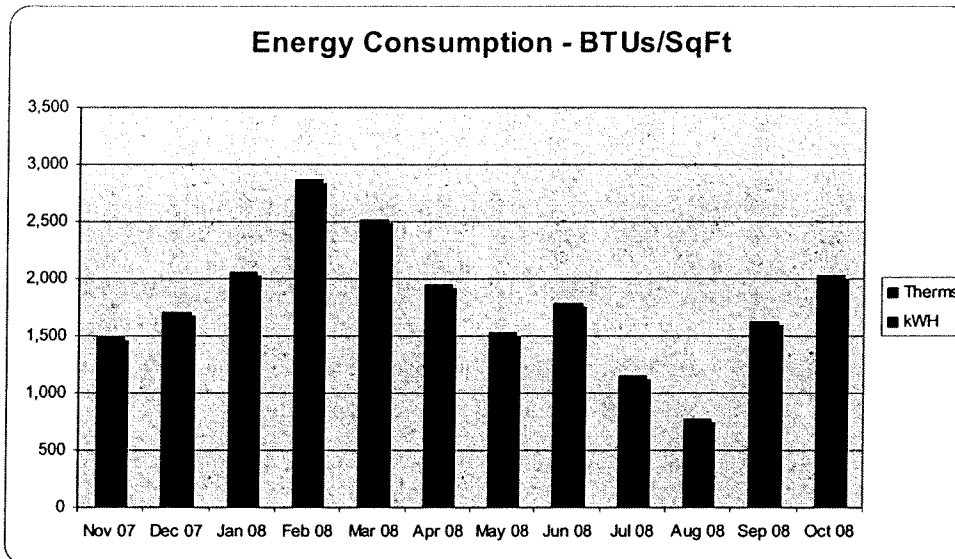
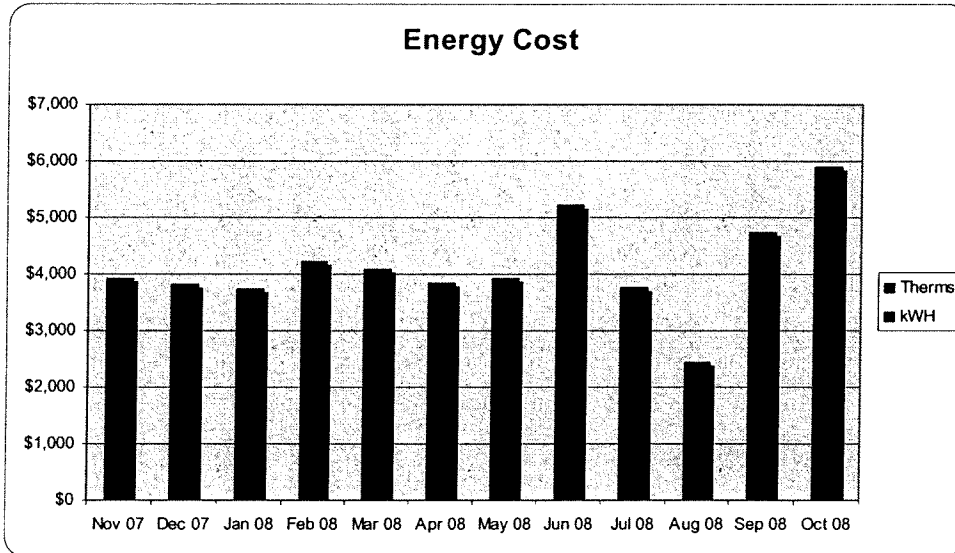
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Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices Del Mar Academy of Arts and Sciences 45,000 sq ft

Fuel	Cost	Consumption	Units	Fuel Index	Demand	Load Factor	BTU/SqFt	\$/SqFt
Electricity	\$47,665	240,000	kWH	5.3 kWH/SqFt	1,381	0.238	18,197	\$1.06
Natural Gas	\$1,879	1,460	Therms	3.24 kBTU/SqFt	0	N/A	3,244	\$0.04
Totals	\$49,544						21,442	\$1.10



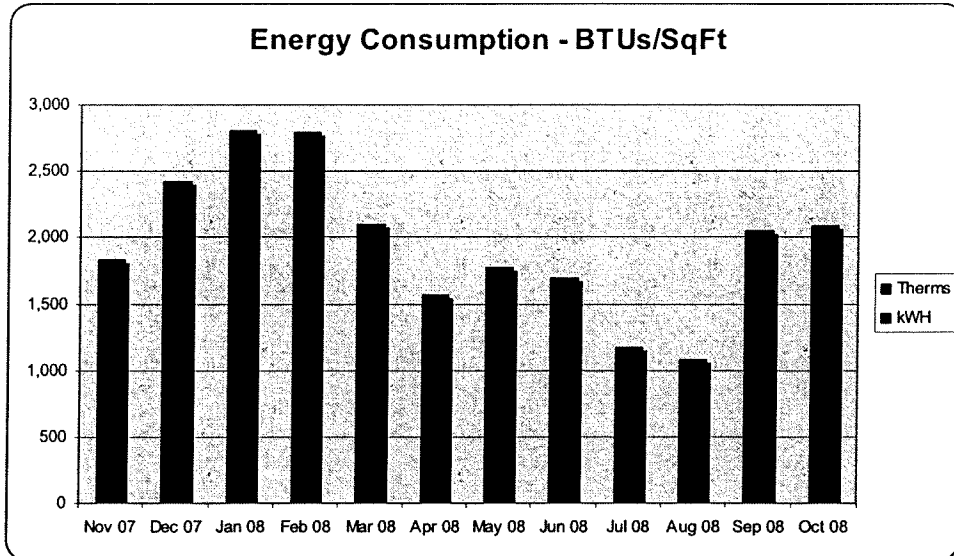
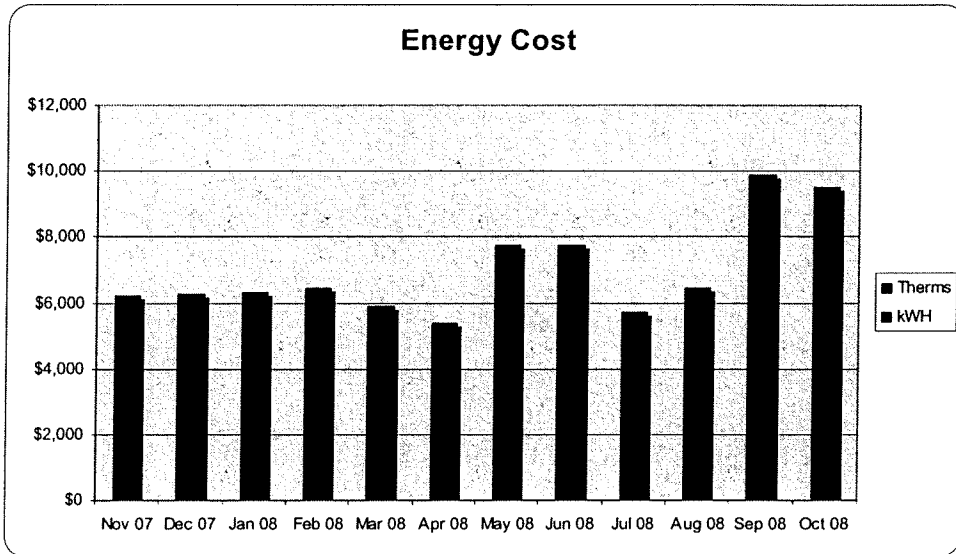
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Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices Ocean Air School 78,000 sq ft

Fuel	Cost	Consumption	Units	Fuel Index	Demand	Load Factor	BTU/SqFt	\$/SqFt
Electricity	\$79,189	435,300	kWH	5.6 kWH/SqFt	1,881	0.317	19,042	\$1.02
Natural Gas	\$4,241	3,371	Therms	4.32 kBTU/SqFt	0	N/A	4,322	\$0.05
Totals	\$83,430						23,363	\$1.07



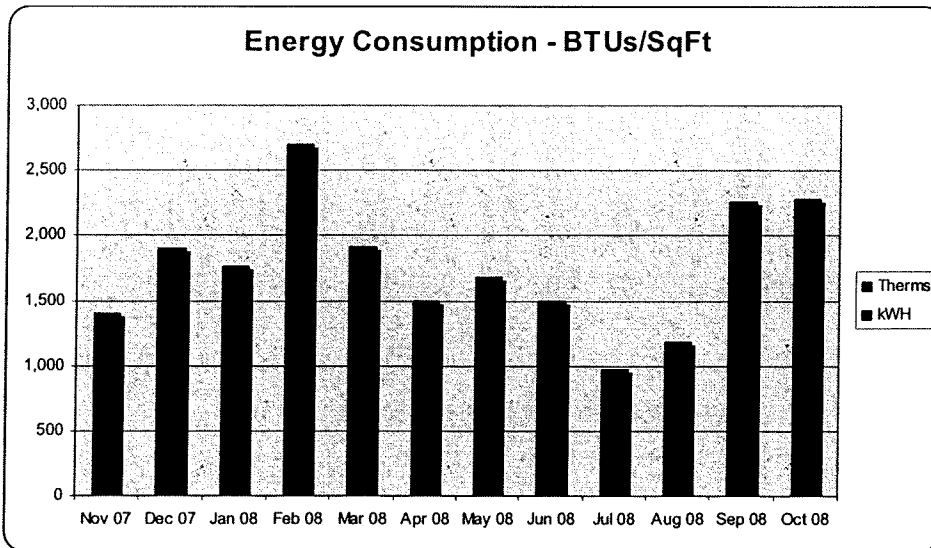
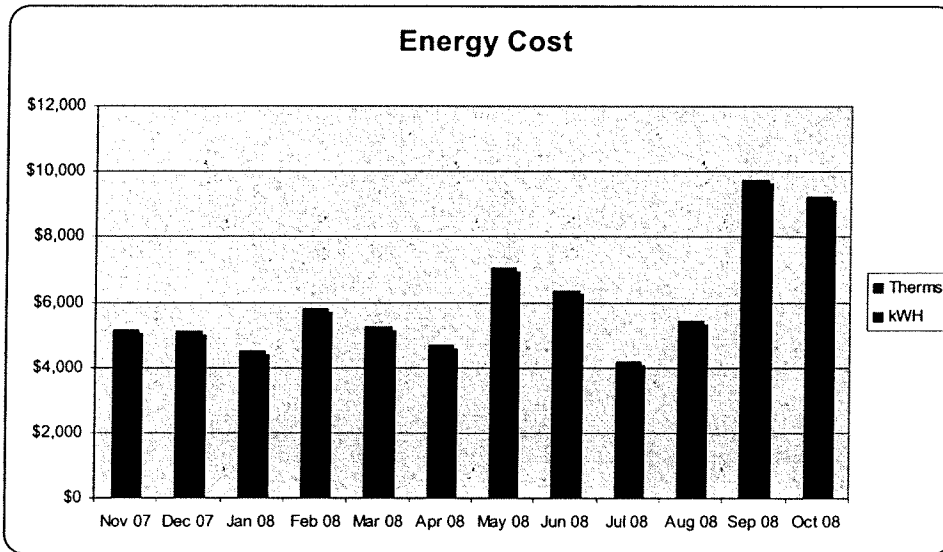
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Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices Sage Canyon School 72,000 sq ft

Fuel	Cost	Consumption	Units	Fuel Index	Demand	Load Factor	BTU/SqFt	\$/SqFt
Electricity	\$69,320	374,400	kWH	5.2 kWH/SqFt	1,851	0.277	17,742	\$0.96
Natural Gas	\$3,021	2,367	Therms	3.29 kBTU/SqFt	0	N/A	3,288	\$0.04
Totals	\$72,341						21,030	\$1.00



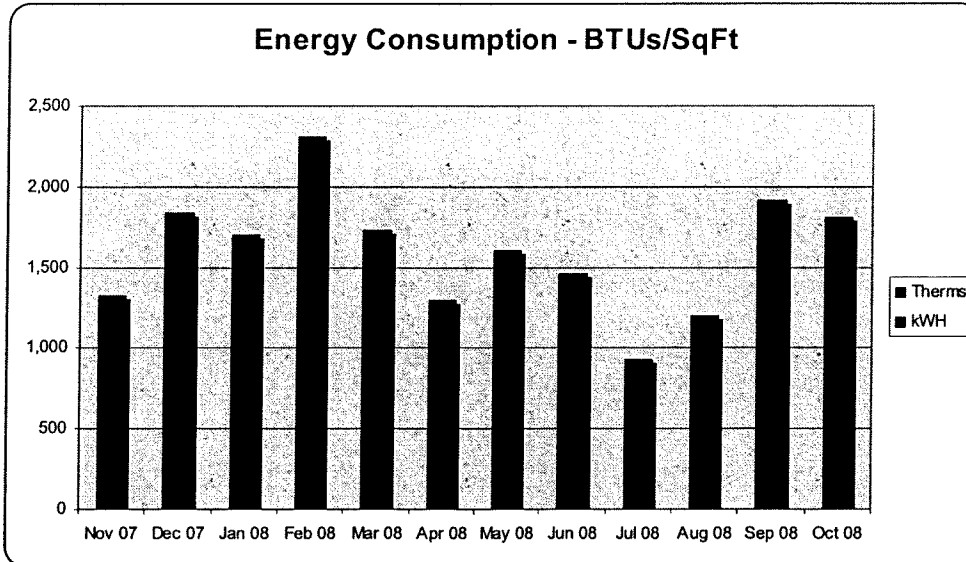
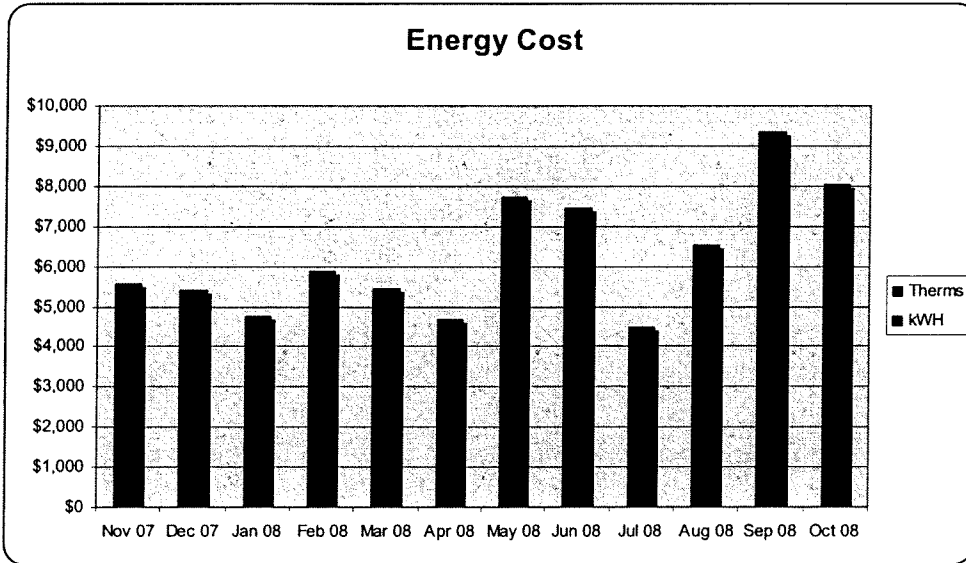
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Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices Sycamore Ridge 76,000 sq ft

Fuel	Cost	Consumption	Units	Fuel Index	Demand	Load Factor	BTU/SqFt	\$/SqFt
Electricity	\$72,978	371,748	kWH	4.9 kWH/SqFt	2,114	0.241	16,690	\$0.96
Natural Gas	\$2,332	1,810	Therms	2.38 kBTU/SqFt	0	N/A	2,382	\$0.03
Totals	\$75,310						19,071	\$0.99



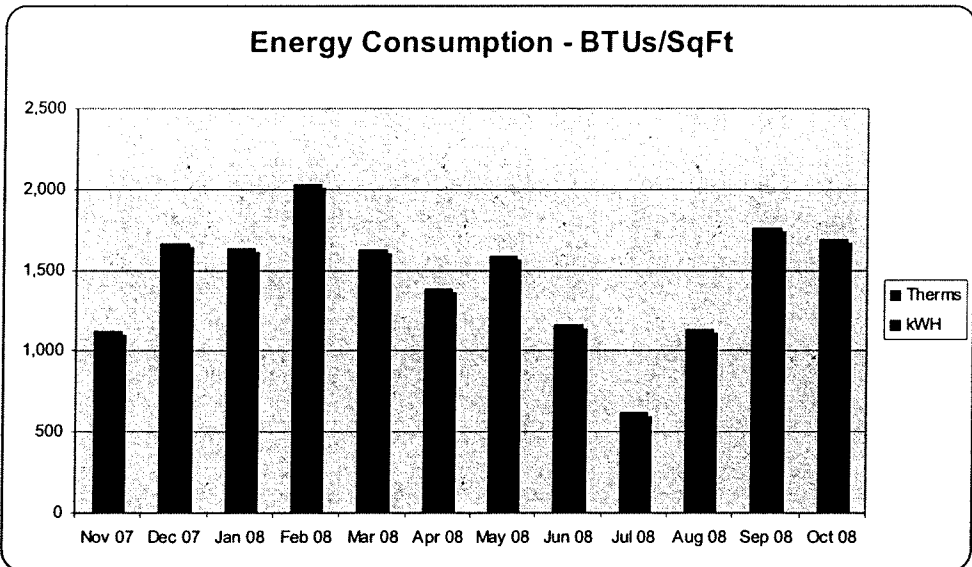
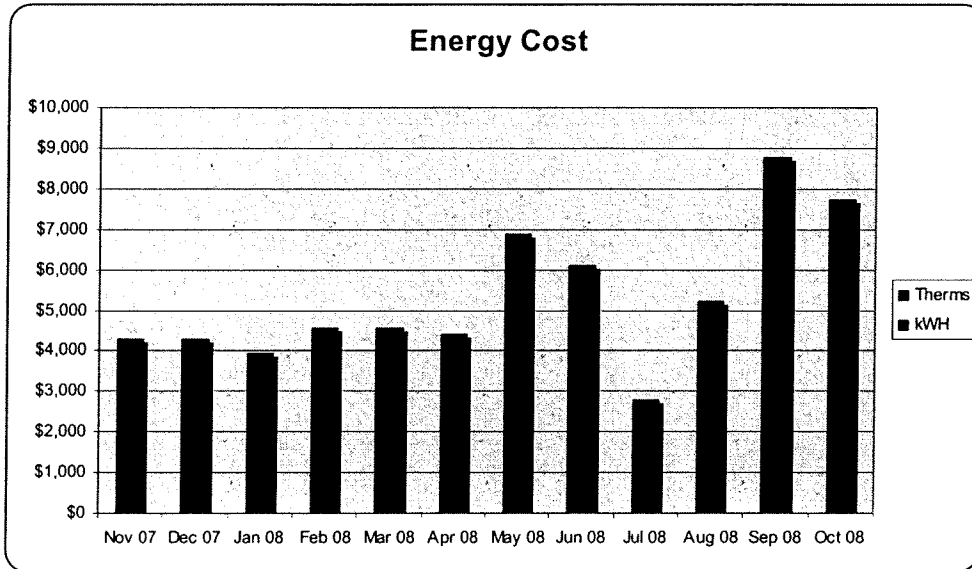
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Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices Torrey Hills School 73,000 sq ft

Fuel	Cost	Consumption	Units	Fuel Index	Demand	Load Factor	BTU/SqFt	\$/SqFt
Electricity	\$60,928	313,600	kWH	4.3 kWH/SqFt	1,671	0.257	14,658	\$0.83
Natural Gas	\$2,554	1,986	Therms	2.72 kBTU/SqFt	0	N/A	2,721	\$0.03
Totals	\$63,482						17,378	\$0.87



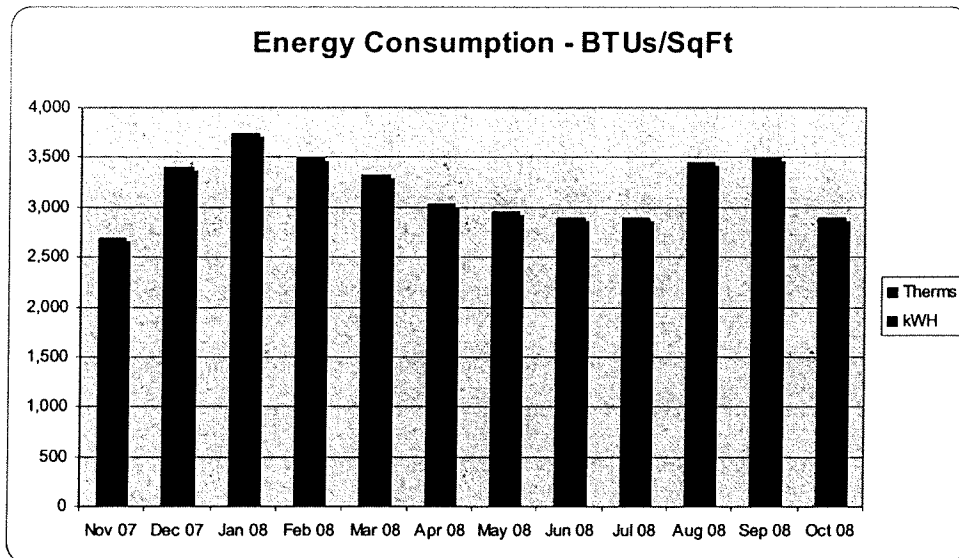
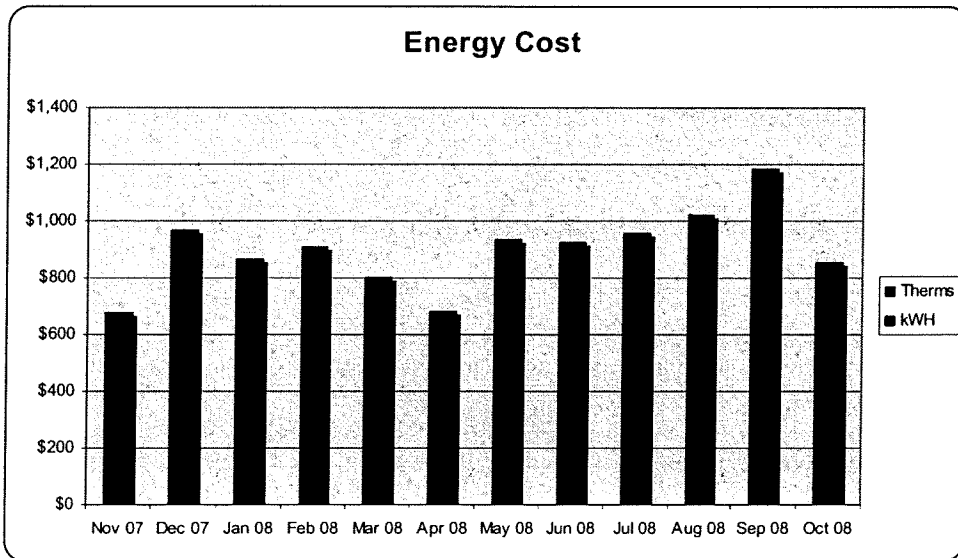
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Del Mar Union School District Feasibility Assessment

Feasibility Assessment Indices District Office 5,000 sq ft

Fuel	Cost	Consumption	Units	Fuel Index	Demand	Load Factor	BTU/SqFt	\$/SqFt
Electricity	\$10,548	52,400	kWH	10.5 kWh/SqFt	0	N/A	35,758	\$2.11
Natural Gas	\$221	124	Therms	2.48 kBTU/SqFt	0	N/A	2,480	\$0.04
Totals	\$10,770						38,238	\$2.15



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Del Mar Union School District Feasibility Assessment

FEASIBILITY ASSESSMENT

A Feasibility Assessment evaluates a district's current facility performance and identifies a potential level of savings opportunities. The purpose of a performance contract is to provide an alternative funding stream that uses guaranteed energy savings to offset the upfront cost of a project. Aside from rebates and incentives, the majority of savings come from the following key areas:

1. HVAC Equipment Replacement
2. Lighting Improvements
3. Controls/Energy Management System (EMS)
4. Water Conservation

Discussion of key findings.

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Del Mar Union School District

Feasibility Assessment

HVAC EQUIPMENT FUTURE OPPORTUNITIES

Observations

Each facility has recently updated its HVAC units to newer, more efficient equipment.

Opportunity

The economic useful life of HVAC units is typically 10-15 years. Depending on the year of the newly installed equipment at each school site, there will eventually be a need to have each school site's equipment commissioned to ensure its optimal performance, as well as replace outdated equipment.

Benefits

By taking a comprehensive approach to commissioning and replacing your HVAC equipment, the district will be able to realize greater overall savings, capitalize on rebates and incentives, and maximize its funding stream. In addition, new equipment decreases the amount of maintenance required on older units, enabling staff to reallocate their time effectively.

Del Mar Union School District Feasibility Assessment

LIGHTING IMPROVEMENTS

Observations

All buildings have T8 lamps with electronic ballasts.

Opportunity

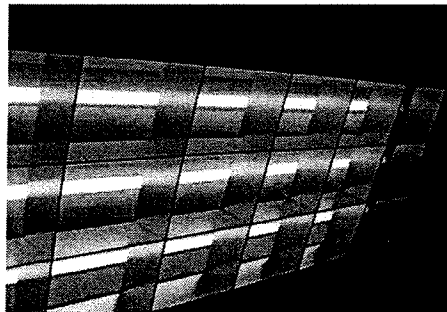
Replacing the first generation 32-watt lamps with new high performance 28-watt T8 lamps and ballasts will save energy while maintaining proper light levels. The benefits of occupancy sensors and switching capabilities could also be evaluated.

Benefits

Installation of the new lighting systems will reduce the electrical demand and energy use. The light quality will be improved as a result of these upgrades, including better illumination levels and a higher color rendering index (CRI), which will enable the occupants to better recognize color variations - a feature that is often of particular importance in several educational and technical environments. The rebates and incentives for lighting upgrades continue to increase and greatly offset the cost of many of these replacements.

Other Considerations

A more thorough lighting audit, including examination of exterior lights, exit signs, and incandescent lights will be performed in the next phase of this project.



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Del Mar Union School District Feasibility Assessment

CONTROLS/ENERGY MANAGEMENT SYSTEMS (EMS)

Observations

The majority of the schools are programmed to run off of an energy management system.

- Setpoints are normal.
- Units are scheduled to be on from 7:30 am until 3:30 pm on Monday-Friday.
- Weekends and holidays the units are scheduled to be off.

Opportunity

Potential improvements to the EMS are minimal. The opportunity does exist, however, to have all school sites, including Carmel Del Mar and Sage Canyon, tied into one central EMS.

Benefits

Upon further investigation of your facilities, there could be an opportunity for retrocommissioning. This would allow your system to run at its optimal efficiency level, reducing your overall energy consumption.

Del Mar Union School District Feasibility Assessment

WATER CONSERVATION

Observations

It is to our understanding that the district has been proactive in implementing district wide water conservation measures.

Benefits

Low-flow toilets reduce the amount of water flush by at least 50%, while reduced-flow faucet aerators can cut the amount of water usage by as much as 40%. By replacing or retrofitting existing toilets, urinals, and faucets with high efficiency plumbing fixtures you are not only having a positive effect on the overall operating costs of your facilities, but also helping your environment by reducing the amount of water withdrawn from natural waterbodies.

Del Mar Union School District

Feasibility Assessment

APPROACH TO PERFORMANCE CONTRACTING

Since the inception of TAC's Performance Contracting division in 1992, we have implemented over 320 Energy Savings projects. One of the main reasons for our success in this industry is our unique approach towards the design and installation of projects. Every facility audited is unique and is analyzed with an open mind towards energy conservation measures. There is more to a TAC Performance Contract than just energy management controls and lighting. It is a comprehensive improvement project that addresses building envelope, HVAC redesign/replacement, water conservation, and other "outside the box" measures along with complete customer involvement.

TAC approaches projects by first determining the client's needs and desires, and then developing a prioritized list of solutions to address these issues. We look forward to the challenge of understanding the school's situation and helping the staff come up with beneficial solutions. TAC does not perform "cookie cutter" type projects. We take each individual client's partnership seriously and have the internal staff to solve difficult problems. Our goal is to provide our clients with a project that is cost effective and provide the staff the training necessary to ensure its performance.

TAC's general approach to energy performance contracting is summarized by the following points:

- Develop a needs-based solution resulting from close interaction with the customer.
- Develop a financed project that meets or exceeds state PC statute.
- Develop a project that minimizes both the need for capital as well the risk associated with financing a project with the expectations of utilizing the annual savings to pay for the project.
- Train the owner to operate and maintain the Energy Conservation Measures (ECMs) implemented.

The strength of TAC's approach to performance contracting is our flexibility. The nature of energy efficiency projects causes the focus to be on the results for the District, as opposed to utilizing specific products. TAC's project design engineers are experienced and educated about all available equipment in the marketplace, and understand energy consumption characteristics of all types of energy using systems. *TAC will recommend the equipment that best meets your needs, regardless of manufacturer.*

There are already successful companies who provide design engineering, mechanical equipment replacements, lighting retrofits and electrical equipment installation. *It is TAC's ability to tie all of these roles together with financing, project management and engineering which sets us apart from other companies.*

Del Mar Union School District Feasibility Assessment

ADDRESSING YOUR FACILITY'S NEEDS

Performance Contracting vs. Bid-Spec Approach

The following chart provides a comparison of the two most common facility project implementation techniques.

Topic	Design-Build Approach: Performance Contracting	Bid Spec Approach
1) Selection of Equipment	District has control over the type of equipment installed and the overall systems preferred.	This approach requires the District to use the "best economic value"/lowest bid. This can result in the district losing control over what is installed.
2) Engineering Focus & Quality of Installation	The focus is on energy efficient operations while <i>maintaining normal operating parameters</i> . Emphasis is placed on long-term building performance and cost factors. Due to the long-term Financial Guarantee, the installation, selection of products, and commissioning must be at its highest level. The contractor has an incentive to perform.	The focus is on <i>exceeding operating parameters</i> while trying to maintain energy efficiency. Emphasis is not on long-term building Performance. Contractors do not have the long-term financial responsibility to ensure quality installation.
3) Total Project Completion	Project is completed all at once , ensuring that building systems work together and system interaction is accounted for in energy conservation measure (ECM) design. This approach maximizes total savings over time.	Projects are typically phased and systems are treated separately. Design and planning are usually not based on system interaction.
4) Project Management	One Company Accountability -TAC acts as the General Contractor/Construction Manager, bearing the risk for all aspects of the project. This includes management of all subcontractors.	District can act as it's own project manager and be responsible for many different subcontractors. This can be timely and costly for the district. The district also outsource this responsibility for a fee.
5) On-going Support & Training	Training is emphasized to ensure that Del Mar USD is able to operate their systems at maximum capability.	Training is not emphasized due to the "best economic value" nature of the bidding process.
6) Financing & Funding Sources	Can be financed at one time through municipal-lease financing, bond, or cash. TAC works with financial institutions to put together financing packages. Maximum rebates, incentives, and additional funding mechanisms for the district are researched, applied for, and managed by TAC.	Can be financed at one time through municipal-lease financing, bond, or cash. However, project is generally paid for over time as capital funds become available. Financing is the district's responsibility. The district takes on the responsibility of researching and applying for additional funding.
7) Energy Savings	Savings are maximized over time when improvements are done at once.	Focus of project is not on achieving savings, but rather on meeting specifications.
8) Project Cost	Possible lower cost due to fewer layers of mark-up. Guaranteed fixed price with No Change Orders.	Higher cost due to more layers of mark-up and project coordination cost or lower first cost with change orders later (i.e., less engineering).
9) Financial Guarantee	The guarantee ensures that DMUSD gains a partner with a vested interest in seeing the project perform and is accountable for results.	Not responsible for savings being achieved or guaranteed. No vested interest over the long-term.
10) Commissioning	Comprehensive System Commissioning: The focus is on the fine tuning to make sure all systems work together , not just components.	Component Commissioning: The focus is on components functioning, not on how entire system performs.

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Del Mar Union School District Feasibility Assessment

The following table illustrates the involvement of the TAC project team throughout the entire process.

	Preliminary Evaluation	Develop Project Goals	Detailed Evaluation	Select Project Scope	Negotiate Contract	Legal Review	Council Approval	Implement Project	Tracking & Maintenance
Client Representative									
Project Development									
Construction Management									
Performance Assurance									

Del Mar Union School District

Feasibility Assessment

GLOSSARY OF TERMS

Btu - British Thermal Units - a measurement of energy consumption. More specifically, the quantity of heat required to raise the temperature of one pound of water one degree Fahrenheit at 39 or 60 degrees. Note: MBtu = 1,000 Btu; MMBtu = 1,000,000 Btu

ECM - Energy Conservation Measure - any measure that will save energy. For example, lighting retrofit, air conditioning/heating repair or replacement, adding or upgrading controls.

EMS - Energy Management System - the controls that are used to operate the facilities.

Footcandle - A measurement of the degree of illumination (or light level) on a surface.

Horsepower - Work done over time. The exact definition of one horsepower is 33,000 lb.ft. per minute. It also equals 746 Watts.

HVAC - Heating/Ventilation/Air Conditioning - also referred to as mechanical equipment.

kW - Kilo-watt. This is the unit of measurement for electrical demand. The highest amount of electricity draw in a 15-minute interval sets the demand for the month.

kWH - Kilowatt-Hours. This is the unit of measurement for electrical consumption. One kWh is equivalent to the energy consumed by ten 100-watt light bulbs burning for one hour.

Multiplier - The number by which the difference of the current reading and previous reading of a meter is multiplied to produce the actual reading. For example, if the current consumption reading of an electric meter with a multiplier of 120 is 10505, and the previous reading was 10005, then the difference, 500, times the multiplier, 120, produces the actual consumption of 60,000 kWh.

Prorated - Utility meters are usually not read on the end of the month. This makes comparing bills from one year to the next inaccurate since the bills may not cover the same number of days or even the same part of the month. For this reason we have prorated the consumption and costs for electricity, gas, fuel oil, propane, water, or other fuels to allow for year-to-year and facility-to-facility comparisons. As an example, any given month will normally have two utility bills involved to account for the consumption for all days in that month. The prorating process assigns consumption from each bill to the calendar month in question. This assignment is done in proportion to the number of days in each bill that occurred in the subject month.

Read Date - The date your electric, gas, propane, fuel oil, water, or other fuel utility company read your meter or filled your tank. In most cases the read date will not be the last day of the month. For comparison purposes it is useful to have consumption data on a calendar month basis.

Therm - A unit of heat equal to 100,000 British thermal units.

Ton (T) - One ton is equivalent to 12,000 Btu/hr. A ton of refrigeration produces the same amount of cooling energy as one ton of ice melting in a 24-hour period

Weather Normalization - When comparing consumption from year to year it is helpful to weather normalize the data to provide a more consistent comparison. Weather normalizing the data takes into account abnormal weather conditions that may incorrectly influence the comparison. Two sets of weather data are used in the weather normalization process: TMY2 (typical mean year) & actual data. These two data sets are compared to find any discrepancies that need to be accounted for. The data is "tuned" to the actual weather and then this relationship is applied to the TMY2 data to provide a weather normalized baseline.

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DMUSD Enrichment Program

October 8, 2008



2007-2008 Detail

- 35 FTE for Science, Music, Art, Tech & P.E.
- Cost of \$2,797,444 for certificated staff
- Average Enrichment teacher cost 07-08 \$79,927
- Cost to purchase certificated staff in 07-08 \$68,000

- 8 enrichment aides at various FTE
- Cost of \$186,669 for classified staff
- Average half time aide cost 07-08 \$23,333
- Cost to purchase half time classified staff in 07-08
\$22,000



2007-2008 Net Cost

- Certificated Staff \$2,797,444
- Classified Staff \$186,669
- Total Cost \$2,984,113
- Local Funding for additional site staff \$399,000
- Net Cost to District Unrestricted General Fund
\$2,585,113



2008-2009 Detail

- 39 FTE for Science, Music, Art, Tech, P.E. and Language
- Cost of \$3,182,039 for certificated staff
- Average Enrichment teacher cost 08-09 \$81,000
- Cost to purchase certificated staff in 08-09 \$71,000 (\$68,000 w/ 4.03% COLA increase)
- 7 enrichment aides at various FTE
- Cost of \$173,000 for classified staff
- Average half time aide cost 08-09 \$25,000
- Cost to purchase half time classified staff in 08-09 \$23,000 (\$22,000 w/4.03% COLA increase)



2008-2009 Net Cost

- Certificated Staff \$3,182,039
- Classified Staff \$173,000 (est.)
- Total Cost \$3,355,039
- Local Funding for additional site staff \$436,000
- P.E. Teacher Incentive Grant \$140,000
- Net Cost to District Unrestricted General Fund
\$2,779,039



Change from 07-08 to 08-09

- Certificated Staff increase of \$384,595
- Classified Staff decrease of \$13,669 (est.)
- Total Cost increase of \$370,926
- Local funding for additional site staff increase \$37,000
- P.E. Teacher Incentive Grant increase \$140,000
- Net Cost to District Unrestricted General Fund increase of \$193,926

Del Mar Union School District
2008-09 Additional Enrichment Teachers
 Received by May 1, 2008
 Updated 2/2/09

Site	2008-09 Staffing Requested	PE Grant				PTA	DMSEF	DMUSD	2008-2009
		Resc. 6258	Carryover	Deferred to 08-09	Other				
Ashley Falls	\$ 71,000.00 1.0 PE	\$ 35,000	\$ -	\$ 36,000.00	\$ -	\$ -	\$ -	\$ 71,000.00	
Carmel Del Mar	\$ 71,000.00 .50 ESC, .50 P.E., .50 ESC, .50 aide, .50 lang., .50 lang. aide	\$ 35,000	\$ -	\$ -	\$ -	\$ 36,000.00	\$ -	\$ 71,000.00	
Del Mar Heights	\$ 117,000.00 lang aide	\$ -	\$ 23,000	\$ 20,000.00	\$ -	\$ 74,000.00	\$ -	\$ 117,000.00	
Del Mar Hills	\$ 106,500.00 1.0 ESC, .50 PE	\$ -	\$ -	\$ 42,950.00	\$ -	\$ 63,550.00	\$ -	\$ 106,500.00	
Ocean Air	\$ 106,500.00 1.0 PE, .50 Art	\$ 35,000	\$ -	\$ -	\$ -	\$ 71,500.00	\$ -	\$ 106,500.00	
Sage Canyon	\$ 71,000.00 1.0 PE	\$ -	\$ -	\$ -	\$ -	\$ 71,000.00	\$ -	\$ 71,000.00	
Sycamore Ridge	\$ 71,000.00 .50 PE, .50 Science	\$ 35,000	\$ -	\$ 20,000.00	\$ -	\$ 1,000.00	\$ 15,000.00	\$ 71,000.00	
Torrey Hills	\$ 35,500.00 .50 PE	\$ -	\$ -	\$ -	\$ -	\$ 35,500.00	\$ -	\$ 35,500.00	
		\$ 140,000.00	\$ 23,000.00	\$ 118,950.00	\$ 352,550.00	\$ 15,000.00	\$ 649,500.00		

Site	DMSEF	DMSEF Checks
Ashley Falls	\$ 72,568.80	\$ 72,568.80
Carmel Del Mar	\$ 10,987.00	\$ 46,987.00
Del Mar Heights	\$ 6,575.00	\$ 80,575.00
Del Mar Hills	\$ 1,600.00	\$ 65,150.00
Ocean Air	\$ 9,269.32	\$ 80,769.32
Sage Canyon	\$ 25,020.50	\$ 96,020.50
Sycamore Ridge	\$ 49,325.00	\$ 50,325.00
Torrey Hills	\$ 29,641.14	\$ 65,141.14
	\$ 204,986.76	\$ 557,536.76
		\$ (6,999.36)

Del Mar Union School District
Options To Reduce the 2009/2010 Budget

Considered Budget Item	FTE	General Fund (000)\$	Priority	Potential Impact
Districtwide/Central Office Options				
1 Reduce Contributions to Self-insured Workers Comp Fund				Regulated by JPA, surplus returned
2 Eliminate All District Cell Phones (Reimburse for Business Use)		16		
3 Close Central Offices During Spring Break		0		
4 Close Central Office During Thanksgiving Break		0		
5 Close Administrative Office on 5 Friday's during the Summer Break		0		
6 Reduce School Board Training Budget		3		Excludes ...
7 Reduce Outside Consultant Support for Strategic Planning		60		
8 Staggering Start Time of transported students				
9 Shut down central office during winter break				Violates special ed law
10 Decrease work year for central office managers and classified staff		0		Management employees can use non-work days instead of furlough (approximate 3% reduction in salary for affected employees)
11 Shut down maintenance during winter break		0		Most maintenance workers currently take this as vacation time
12 Shut down maintenance for most of the summer		TBD		<Very limited deep cleaning
**13 Child Care Program				<Very limited repair of facilities
		250		<May have to bring in additional (temp) staff to get schools ready to open in September
				<Deferred maintenance projects may not be accomplished
				<Extend the childcare hours which will increase revenue
				<Increase fees for childcare
14 Utilities		TBD		Report Attached
15 Reduce substitute costs		TBD		<Reallocate categorical funds to allowed expenditures for substitute teachers now being paid from general fund
16 Eliminate Teacher in Residence allocation during 2009-2110 school year		36		<Reinstate to District current Teacher in Residence at CSUSM
School Administrative Options				
1 Reduce All Principal Work Year (209/218 to 193)		365		
2 Reduce Vice Principals (Change Ratio to 800:1)		98		193 day calendar saves \$97,614 (638 X 9 X 17)
3 Reduce Principals at Schools with Less than 300 Students		92		From Exhibit 14, Financial Report
4 Reduce Administrative Support				Currently no Schools below minimum
Extended Studies Curriculum				
1 Reduced Enrichment Teachers Funded through PTA/Foundation		190		Need more info to quantify
2 Reduce District Funded ESC Teachers		689		
**3 Provide Extended Studies Curriculum specialist teachers in identified core - science, technology and music to cover prep-time minutes		810		<Classroom teachers will cover state standards and requirements for PE and Art
**4 Honor Site donations to ESC program for 2009-2010 school year only		1499		<Loss of enrichment coverage in Art and P.E.
**5 K teachers cover prep time for 1 st grade teachers		(205)		<Potential loss in depth of coverage and expertise in teaching core subjects
				\$1,498,500 (18.5 X \$81,000)
				<Provides funding to site specified programs
				<Discontinues current program of K students remaining for lunch
				<K teachers may need to adjust their lunch schedules
				<May affect K teacher lunch schedule
				<All K students would not eat lunch at school
				<Provides more flexibility in the ESC program(s)
				\$249,750 (\$1,498,500 divided by 6)
				Eliminate all ESC Aides = \$173,000 (7 X \$24,714)
6 Eliminate ESC Aides		250		
		173		
		3,216		
Subtotal	18.5			

