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1.1 INTRODUCTION & PROCESS

DOCUMENT PURPOSE

WHY A MASTER PLAN?

A Facilities Master Plan (FMP) is strategic in nature. It identifies a vision for the next 10 to 15 years. The site master plans (refer to Section 5) provide a graphic representation of this vision for each site. It is important to note that the individual school site master plan is not a design but rather a plan for the future improvement of the District's facilities infrastructure in support of the educational program goals for increased student outcomes and achievement.

This plan shows a general path of how to get to the goal, but it does not provide specific design solutions. It represents long range improvement recommendations and was a tool in establishing estimated budgets for the FMP. The budget spreadsheet developed as part of this document can be utilized as a "tool kit" by the District for planning purposes, to run program phasing scenarios, as funding becomes available.

As projects move forward, design teams (architects and engineers) will plan individual aspects of the projects recommended in the FMP. At that time, a School Site Design Committee should be assembled to meet with the design team and provide input on the design of the individual elements of the plan. The plans that result from the more detailed design phase process may vary from the concept shown in the FMP plan, but should be a reflection of the program elements identified through the FMP process.

The campus master plans are not based on detailed site surveys, such as coordination of existing utility locations, soils reports and detailed code studies. That level of analysis will be completed during the design phase as projects are implemented. It is also likely that the projects listed in the FMP will be addressed incrementally, not as one large comprehensive project. Therefore, it is important that when designing individual projects in the plan, they are planned in such a way that future scopes can be realized and that each project can stand on its own without negatively impacting operation of the school. As projects are developed over time, the FMP should be revisited and updated so that it reflects the changing needs of the District. This update process is recommended by the California Department of Education every 3 to 5 years.

Today, the economic conditions and changing demographics are affecting how schools are being planned, designed and managed. The purpose of the FMP is to define the long-range goals for facility planning that support the educational goals of the District; this ultimately aids in decision making so that school facility improvements move toward a common, coordinated vision.

The FMP is intended to be a guideline to allow sites to maintain flexibility as enrollment and programs change. The diagram on this page illustrates the primary components of a comprehensive FMP process.
1.2 INTRODUCTION & PROCESS

BACKGROUND

DISTRICT INFORMATION
The Morgan Hill Unified School District (MHUSD or District) is located along the Highway 101 corridor in southern Santa Clara County. With a backdrop of the Southern Coast Ranges, the Morgan Hill community enjoys a vibrant historic downtown, numerous lakes and reservoirs, and other inviting activities.

MHUSD serves close to 8,500 students within the District’s (6) Elementary Schools, (2) Elementary/Middle Schools (K-8), (2) Middle Schools, (2) Comprehensive High Schools, (1) Continuation High School, and (1) Community Adult School.

MHUSD Mission
"The Morgan Hill Unified School District’s central purpose is to educate students. In partnership with parents and the community, we create learning environments where all students learn and are empowered to achieve their unique potential. We model and nurture civility, respect, compassion, personal responsibility, curiosity, and integrity in an environment of diversity, equity, and service."

WHAT IS UNIQUE ABOUT THIS PROCESS AND FOCUS?

The Facilities Master Plan (FMP) has a far reaching stakeholder engagement process. This has been accomplished through the use of principal, teacher, and staff surveys, student and community meetings, and focused interviews.

In addition to the outreach processes, the FMP focuses on coordinating the District’s educational program goals with the proposed facility improvements. The projects are listed with possible phasing and shown on a site master plan (refer to Section 5), to allow for better coordination of short and long range improvements. Each project is itemized to provide better continuity of the overall plan and is coordinated with the estimated budgets.

The intent of listing and phasing each project allows the District to manage the implementation of the projects with the greatest flexibility in the future.

In February 2016, Morgan Hill Unified School District engaged LPA, Inc. to develop the District’s educational specifications and later, the facilities master plan. The District intended for the process to evaluate and compare existing facilities for equity and to identify future needs as they pertain to District educational goals. The full facilities master planning process began in January 2017.

The Facilities Master Plan (FMP) assessed the condition of existing school facilities and developed an understanding of anticipated long-range facilities needs. Coupled with the educational program vision, a strategic facilities master plan was developed for each site to address their needs.
Introduction & Process

Background

Educational Specifications
In April 2016, LPA along with District Leadership kicked off the Educational Specification portion of the Facilities Master Plan by conducting a series of interviews with Principals and District department leaders such as Food Service, Transportation, Operations, Maintenance, Technology, and Special Education. The goal of these meetings was to establish the ideal elements, finishes, organization of all spaces typical to a school campus. These meetings also helped define the differences between the typical Elementary School, K-8, Middle School, and High School campuses.

Facilities Conditions Assessment
Facilities Conditions Assessment portion of the Facilities Master Plan began in March 2017 with LPA conducting site walks at each school and support facility within the District. During that time, members of the planning team walked each site, verifying the accuracy of the District’s site plans, taking representative photographs of typical spaces inside and outside the buildings, and documented room uses and condition.

Site Master Planning
After analyzing information gathered during the site walks and various surveys and interviews on the condition of the facilities and program needs, the planning team met with District Leadership in April 2017 to master plan the initial draft concepts for each site.

Throughout May 2017, multiple meetings were held to review the draft site master plans with the school site committees and District leadership to ensure the accuracy and relevance of the plans to the sites. Stakeholders were selected to serve on a School Site Council which provided input on the proposed modifications and enhancements shown on the draft site master plans. The site master plans were revised to reflect this input, resulting in the final proposed site master plans.
1.3 INTRODUCTION & PROCESS

EXECUTIVE STEERING COMMITTEE

The Executive Steering Committee (ESC) steered and coordinated the process and ensured that input from a range of stakeholders would be optimized. In addition, through regular meetings, the team was responsible for reviewing outcomes from the various groups and providing input on development of the site master plans and estimated budgets to guide the FMP process.

FACILITIES MASTER PLAN COMMITTEE (FMPC)

Facilities Master Plan Committee (FMPC) was comprised of a diverse group of District Leadership, school site representatives, civic organizations staff, and local community stakeholders. Meetings were held to develop broad visioning concepts and to review and provide input on the development of the conceptual site master plans.

SCHOOL SITE COUNCILS (SSC)

School Site Councils (SSC) were already in place and being utilized by each school site. As part of the FMP process, this committee was asked to interact with the planning team to develop and confirm the conceptual master plan proposal for each school site in the District. Interaction with these stakeholders included a Town Hall Meeting and a follow-up principal interview with each site. Between these two sessions, each School Site Council was tasked with engaging their local community stakeholders as they best saw fit to meet the needs of their site. Participants included Home & School Club members, teachers, students, parents, and site administrators.

PROGRAM FOCUS GROUPS

Program Focus Groups sub-committee meetings were held on an as-needed basis, to focus on particular programs, including overarching topics such as Food Service, Transportation, Operations, Maintenance, Technology, and Special Education. This examination was performed at both the District-wide and individual school site levels to develop a holistic vision of the District’s needs within all areas of operation. Focus Group meetings were held during the initial study and creation of the Educational Specifications when discussing their visions on how spaces would be used. Groups were later re-engaged during the Facilities Conditions Assessment to help identify existing facilities that need attention.

ROLES & RESPONSIBILITIES

At the outset of the facilities master planning process, the District Leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined during the process and ultimately comprised of an Executive Steering Committee, a Facilities Master Plan Committee, individual School Site Councils, a Student Ambassadors group, and Focus Group interviews of representatives for specialized topics.

The groups provided input throughout the project, defining educational program goals, and offering direction on facilities master planning goals. All input eventually led to the creation of a set of final recommendations that will be brought before the Board of Education for review, comment, and approval.

DESCRIPTION OF STAKEHOLDER GROUPS AND INVOLVEMENT

At the outset of the facilities master planning process, the District Leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined during the process and ultimately comprised of an Executive Steering Committee, a Facilities Master Plan Committee, individual School Site Councils, a Student Ambassadors group, and Focus Group interviews of representatives for specialized topics.

The groups provided input throughout the project, defining educational program goals, and offering direction on facilities master planning goals. All input eventually led to the creation of a set of final recommendations that will be brought before the Board of Education for review, comment, and approval.
The facilities master planning process consisted of numerous activities organized by phase: Visioning, Community Outreach, Conceptual Site Master Plans, Estimated Budgets, and Project Prioritization. The following is a list of activities that were conducted:

**FACILITIES CONDITIONS SITE OBSERVATIONS**

Site visits were conducted at the (6) Elementary Schools, (2) Elementary/Middle Schools (K-8), (2) Middle Schools, (2) Comprehensive High Schools, (1) Continuation High School, (1) Community Adult School in the District as well as (2) District Support sites. Each site visit began with an interview of the school site principal regarding the perceived needs at their school site prior to walking the campus.

Following each interview, the LPA planning team observed each site, produced needs assessment narratives, and documented the campus through photography. The needs assessment task included visual observations of each school to determine the condition of the grounds and buildings. Input from school principals and Facilities Department staff focused on needed upgrades to site work, plumbing, roofs, heating and air conditioning units, playgrounds, and interior finishes. Each meeting was preempted with an electronic questionnaire to formally document the needs. This analysis was used as the basis for each site’s master plan and estimated project budgets.

**SCHOOL SITE MASTER PLAN DEVELOPMENT**

The focus of this phase was to arrive at potential solutions and improvement strategies for each school facility in the District.

Development of conceptual site master plans took place from April to May 2017 with active involvement from District Leadership, the Facilities Master Plan Committee, and the School Site Council groups. Proposed master plan diagrams for each school site were developed by overlaying the educational program goals (educational specifications) and facilities conditions assessment findings onto each campus.

In early-May 2017, a Town Hall Meeting was conducted. The focus of this meeting was to obtain school site, parent, and community input about needs and goals for each of the school sites. Following the meeting, each school site was then tasked with soliciting input from their local community stakeholders in refining the proposed master plans. Individual follow-up sessions were held where the feedback from each school was discussed with the LPA planning team who then incorporated the comments into the final master plan diagrams.

**FINAL PLAN PACKAGING AND RECOMMENDATIONS**

During this final phase, proposed projects and estimated budgets were finalized. All cost estimate Excel spreadsheet templates have been provided to the District upon conclusion of the planning process. This electronic document may be utilized by the District staff in the future as a “tool kit” to run program implementation scenarios as funds become available. The detailed cost estimate is provided in the Appendix of this FMP document.

The Facilities Master Plan document was approved by the Board of Education in September 2017.
## Planning Participants

### Board of Education
- **President**: Donna Ruebusch
- **Vice-President**: Tom Arnett
- **Trustee**: Gino Borgioli
- **Trustee**: David Gerard
- **Trustee**: Teresa Murillo
- **Trustee**: Mary Patterson
- **Trustee**: Ron Woolf

### Executive Steering Committee
- **Superintendent**: Steve Betando
- **Director Facilities and Maintenance**: Anessa Espinosa
- **Director Construction and Modernization**: Fawn Fajardo
- **Asst. Superintendent Human Resources**: Heath Nursery
- **Asst. Superintendent Business Services**: Kirsten Perez
- **Asst. Superintendent Education Services**: Glen Webb
- **Director of Curriculum**: Ramon Zavala

### Facilities Master Plan Committee
- **Morgan Hill Federation of Teachers**: Gemma Abels
- **Primary Teacher PS/TK/K**: Dolores Akin
- **Primary Teacher 4-5**: Heather Anderson
- **Community Leader**: Albert Beltran
- **Business Community**: Rosy Bergin
- **Superintendent**: Steve Betando
- **Student**: Ariana Berumen
- **Parent**: Jeff Brandon
- **Parent**: Larry Carr
- **Parent**: Sharree Carr
- **Student**: Jim Carrillo
- **Parent**: Kelley Chimienti
- **Parent**: Dale Dapp
- **Community Leader**: Denise David
- **Community Leader**: Angelica Diaz
- **Community Leader**: Anessa Espinosa
- **Director Facilities and Maintenance**: Casino Fajardo
- **Director Construction and Modernization**: Lauren Fent
- **Student**: Kyra Fisher
- **Student**: David Gerard
- **Parent**: Chris Ghione
- **Student**: Austin Grove
- **Trustee**: John Horner
- **Student**: Charlene Iwata
- **School Rep**: Debra Kim
- **Parent**: Jennifer Kim
- **Community Business**: Roger Knapf
- **Community Business**: Frank Leal
- **Chamber of Commerce**: Brad Ledwith
- **Principal, Nordstrom ES**: Courtney Macko
- **Chamber of Commerce**: Ivonne Martinez
- **Chamber of Commerce**: Larry McElvain
- **Community Business**: Lesley Miles
- **Community Business**: Kevin Miller
- **Principal, Los Paseos ES**: Jenna Mittleman
- **Parent**: Brianna Monaco
- **Community Leader**: Chris Moore
- **Director of Technology**: Allison Murray
- **Community Leader**: Fawn Myers
- **Parent**: Jen Myers
- **Secondary Teacher**: Bill Norman
- **Secondary Teacher**: Heather Nursement
- **Secondary Teacher**: Shane Palsgrove
- **Secondary Teacher**: Gina Paolini
- **Secondary Teacher**: Mary Patterson
- **Secondary Teacher**: Francisco Perez
- **Secondary Teacher**: Kirsten Perez
- **Secondary Teacher**: Susan Pfefferlen
- **Secondary Teacher**: Nancy Reynolds
- **Secondary Teacher**: David Robertson
- **Secondary Teacher**: Cricket Rubino
- **Secondary Teacher**: Sunny Scott
- **Parent**: Bob Smiley
- **Parent**: Rob Silverman
- **Parent**: Ron Smiley
- **Parent**: Brian Sullivan
- **Secondary Teacher**: Kathy Sullivan
- **Secondary Teacher**: Glen Webb
- **Secondary Teacher**: Courtney Woodward
- **Secondary Teacher**: Ron Woolf
- **Secondary Teacher**: Ramon Zavala
- **Secondary Teacher**: Ann Zhang
### 1.4 Introduction & Process

#### Planning Participants

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<th>Planning Participants</th>
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2.1 PLANNING & CONSIDERATIONS

GUIDING PRINCIPLES & PLANNING ASSUMPTIONS

MHUSD Mission

“The Morgan Hill Unified School District’s central purpose is to educate students. In partnership with parents and the community, we create learning environments where all students learn and are empowered to achieve their unique potential. We model and nurture civility, respect, compassion, personal responsibility, curiosity, and integrity in an environment of diversity, equity, and service.”

LOADING STANDARDS
As a result of visioning meetings and District stakeholder input, the following planning assumptions were made at each campus to ensure parity between school sites.

All school sites were planned for the current 2016/2017 enrollment. See the following page for the full Demographics summary prepared by SchoolWorks, Inc.

The following loading standards (per classroom maximum) were used for planning purposes:

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<td>6th - 8th Grade</td>
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<td>9th - 12th Grade</td>
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FACILITIES MASTER PLAN GUIDING PRINCIPLES

Focus on the Success of All Students
• Prioritizing parity and equity across sites and programs.

Look at Campuses as a Whole
• Providing safe, secure, healthy, attractive, and inclusive environments benefiting faculty and students.

Establish Long and Short Term Achievable Goals
• Showing progress by providing a clear list of implementable projects and schedule tied to funding with follow-up accountability.

Facilitate Transformational Changes
• Enabling forward-thinking and timeless solutions which allow for future change and continuous improvement.

Align Spaces with District Initiatives for Learning
• Supporting a holistic 21st Century definition of academic excellence with collaboration, diversity of learning experiences, and college and career preparation for ALL students.

Actively Outreach and Engage Stakeholders
• Keeping information out to the public easily accessible while publicizing opportunities for input.

Develop Pride in the Schools
• As hubs of the community and competitive with other districts in the Silicon Valley.
### PLANNING & CONSIDERATIONS

#### ENROLLMENT PROJECTIONS

**GUIDING PRINCIPLES**

**PLANNING ASSUMPTIONS**

**ENROLLMENT PROJECTIONS**

*(Used for Master Planning Purposes)*

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Source: SchoolWorks, Inc., 2017
3.1 INTRODUCTION & PROCESS
• District Vision
• Document Purpose & Background
• Process
• Process Participants
• Contents

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• Site Tour Observations
• Site Tour Photographs

3.3 PROGRAM VISION & STANDARDS
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   Arrival
   District-Wide Standards
   • General
   • Furniture
   • Outdoor Learning
   b. Primary School Program
      Classroom Clusters
      Collaboration Spaces
      • Student
      • Staff
      Pre-School, TK & Kindergarten
      21st Century Classrooms
      Special Education
      • Mild/Moderate
      • Moderate/Severe
      • Therapeutic
      Learning Center
      STEM/STEAM Labs
      • Art
      • Science
      • Focus Academy Elective
      Performing Arts Electives
      • Music
      • Drama
      Administration
      Community/Professional Development Center
      Media Center
      • Competition
      • Practice
      Athletics
      Gymnasium
      • Facility Matrix
      • Organization
   c. Secondary School Program
      Classroom Clusters
      Collaboration Spaces
      • Student
      • Staff
      21st Century Classrooms
      Special Education
      • Mild/Moderate
      • Moderate/Severe
      • Therapeutic
      Learning Center
      Science Labs
      Art Classrooms (2D/3D/Digital)
      Band, Choir & Dance/Flex
      Performing Arts
      Career Tech Shop
      Administration
      Community/Professional Development Center
      Media Center
      Gymnasium
      • Competition
      • Practice
      Athletics
      Campus Organization

3.4 APPENDIX
• Meeting Minutes
• Schedule
Five overarching themes derived from MHUSD’s Local Control and Accountability Plan (LCAP) document were discussed as guiding principles in developing the Educational Specifications:

- **21st Century Learning Skills**
  Provide a variety of learning landscapes that contribute to student’s critical thinking and problem solving skills, creativity and collaboration.

- **Digital Literacy**
  Give students the tools and resources to become responsible digital learners in today’s technology rich world.

- **College + Career Readiness**
  Champion the District’s implementation of Focus Academies, provide college and career counseling resources, expand Career Technical Education (CTE) courses and strengthen pathways across primary and secondary schools so that all students graduate college and career ready.

- **Community Connectedness**
  Build upon Community Partnerships and Service Programs to give students unique educational opportunities and strengthen school and community relationships.

- **Culture of Engagement**
  Parent and community engagement is essential to student success. Create a safe and positive school climate.

Reference: Local Control and Accountability Plan LCAP 2016-2017

“...create learning environments where all students learn and are empowered to achieve their unique potential.”
The purpose of Educational Specifications are to ensure the following:

- **A Common Baseline**
  To guide a consistent approach in developing proposed improvements at each school.

- **Common Goals**
  To engage District stakeholders in a participatory process in developing their vision.

- **Outcome Focused**
  To document the educator’s intent for program delivery and goals.

- **Equitable Quality**
  To be used for assessing existing facilities and budgeting projects for a long term financial plan.

- **Continuous Improvement**
  To act as a tool for re-evaluation, adjustment and measurement of the program vision over time.

- **Implementation (cont’d)**
  Adjacencies shown in the following diagrams were determined for the ideal program placement but may vary from site to site based on existing conditions or program specific solutions. Once projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of the site specific constraints and program specific needs. This analysis may result in solutions that deviate from the Education Program Vision described in this document. The design team should inform the Facilities Planning Department of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site or committee members.

  It is expected as the District’s vision changes over time, this document would be updated to reflect these changes, but the overall guiding principles remain intact.

---

**3.1 INTRODUCTION & PROCESS**

**DOCUMENT PURPOSE & BACKGROUND**

**EDUCATIONAL SPECIFICATIONS**

The purpose of Educational Specifications are to ensure the following:

- **A Common Baseline**
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- **Common Goals**
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**CALIFORNIA DEPARTMENT OF EDUCATION**

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included in those standards are requirements for the submittal of educational specifications (Facility Standards) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101(c) and California Code of Regulations, Title 5, Section 14030(a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

**2009 CDE CHANGES**

In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Facility Standards were required to be approved by the District’s governing Board and submitted to CDE as part of any applications for funding.
3.1 BUILDING AN EDUCATION SPECIFICATION

PROCESS OVERVIEW

At the outset of the educational specifications process in April 2016, the District leadership team set out to define the roles and responsibilities of the stakeholder participant groups. These groups were refined in the process and ultimately comprised an Executive Committee, Educational Planning Committee and Focus Groups targeting specialized topics.

The groups provided input throughout the process, defining educational program goals and offering direction on future program goals. All input eventually led to the creation of a set of final recommendations that was brought before the School Board for approval.

DESCRIPTION OF STAKEHOLDER GROUPS

The Executive Committee guided and coordinated the process and ensured that input from a range of stakeholders would be optimized.

The Educational Planning Committee consisted of District leadership and school principals. This committee was tasked with developing broad visioning concepts, and to provide input on the development of the educational specifications.

Focus Group meetings were held to identify department-specific needs. Focus groups were:

- Transportation
- Operations & Maintenance
- Food service
- Teachers
- Technology
- Special Education

ACTIVITIES

Facilities Site Observations
Site visits were conducted at three representative school campuses:
- Jackson Academy of Math and Science (K-8)
- Martin Murphy Middle School
- Live Oak High School

The Executive Committee walked each site, made observations and solicited feedback, and documented the campus through photography.

Visioning Workshops
The Education Specification Process included three Visioning Workshops with the Educational Planning Committee. These workshops included extensive discussion on program and facilities goals and several interactive visioning activities. Themes of the workshops explored the following:

- Educational spaces that facilitate development of 21st Century Learning Skills
- Employing Digital Literacy in Students
- Impact of Common Core Integration
- Creating a culture of engagement & supportive school environment for students
- Community connectedness and outreach
- Social and casual learning spaces
- Indoor and outdoor learning environment opportunities
- Educational spaces that encourage a student’s sense of exploration and inspiration

Posters from these workshops can be found in the Meeting Minutes section of the Appendix.

FINAL RECOMMENDATIONS

Input from the various workshops, committee and focus group meetings were incorporated into a comprehensive Educational Specification. A final package was submitted to the Board of Education for approval in October 2016.
## 3.1 INTRODUCTION & PROCESS

### PROCESS PARTICIPANTS

<table>
<thead>
<tr>
<th>EXECUTIVE COMMITTEE</th>
<th>EDUCATIONAL PLANNING COMMITTEE</th>
<th>FOCUS GROUPS</th>
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<tr>
<td>Casino Fajardo</td>
<td>Casino Fajardo</td>
<td>Instructors Focus Group</td>
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<tr>
<td>Kirsten Perez</td>
<td>Claudia Olaciregui</td>
<td>Andrea Kusanovich</td>
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<td>Sylvia Ortega</td>
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</table>
3.1 INTRODUCTION & PROCESS

CONTENTS

Provided in this document are the following content areas for Elementary Schools, K-8 Schools, Middle Schools, and High Schools:

DESIGN OBJECTIVES
- An overview of the program goals.
- A narrative describing how the space should function and key design strategies.

ADJACENCY DIAGRAM
- A graphic representation of the spaces and how they are organized as a group.
- Communicates key adjacencies in program and recommended design features.
- These programs are to be used as a guideline and may not be typical for each school.

SPACE PROGRAM
- Applies appropriate room sizes (in square feet) of program spaces identified in the Adjacency Diagram.
- Identifies room zone organization and connections between adjacent spaces.

PROGRAM ACTIVITIES
- Provides a description of the functional goals of the space.
- Describes types of activities and user needs.

FURNITURE, FINISHES AND EQUIPMENT
- Provides general recommendations for appropriate room furnishing, finish materials, equipment and systems to support the program activities listed.

3.2 PRIMARY SCHOOL EDUCATIONAL VISIONING

21ST CENTURY CLASSROOMS

DESIGN OBJECTIVES

21st Century classroom spaces should be open, inviting and engaging. These spaces should support multi-modal learning and the adaptation to the needs of the learners.

- Flexibility: classroom environments and furniture should be flexible to support the following: whole group, collaborative, group, team, and learn zone. Independent/quiet zone. Outdoor learning zone. Social learning zone. Students should be able to integrate all as well as be able to collaborate with their peers.

- A wet area with sink should be provided for crafts and cleaning.

- Design classrooms to be flexible allowing them to configure to support the following: whole group zone, collaborative learning zone, independent/quiet zone, social learning zone, outdoor learning zone. These spaces should be able to integrate all as well as be able to collaborate with their peers.

- Classrooms should be acoustically separated from each other and organized in a cluster with direct access to an Outdoor Learning area.

- Digital Literacy: through integration of mobile technology in the classroom. Mobile technology cart should be provided through a number of mobile outlets and a combination of data port locations, with outlets and access to charging stations.

- Classrooms should be essentially separated from each other and organized in a cluster with direct access to an Outdoor Learning area.

- These programs are to be used as a guideline and may not be typical for each school.

- Provide a description of the functional goals of the space.

- Describes types of activities and user needs.

- Provides general recommendations for appropriate room furnishing, finish materials, equipment and systems to support the program activities listed.

ACTIVITIES

- Digital Literacy and 21st Century Skills
- Interdisciplinary, learner-centered instruction with full integration of technology
- Core subject instruction: Language Arts, Social Studies, Math / Science (when not located in STEM clusters)
- Project Based Learning and Maker Space type activities
- Interdisciplinary, learner-centered instruction with full integration of technology
- Core subject instruction: Language Arts, Social Studies, Math / Science (when not located in STEM clusters)
- Special Education

FURNITURE

- Furniture should be movable and adaptable to multiple uses.
- Furniture should be versatile and adjustable to meet the needs of learners.
- Furniture should be mobile and adjustable to meet the needs of learners.
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EQUIPMENT

- Digital Literacy: through integration of mobile technology in the classroom. Mobile technology cart should be provided through a number of mobile outlets and a combination of data port locations, with outlets and access to charging stations.

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- Digital Literacy: through integration of mobile technology in the classroom. Mobile technology cart should be provided through a number of mobile outlets and a combination of data port locations, with outlets and access to charging stations.
SECTION 3.2
REPRESENTATIVE SITE TOURS

October 2016
Site tours were conducted at Jackson Academy of Math and Music (K-8), Martin Murphy Middle School, and Live Oak High School as a representative example of District facilities. The observations on the following pages were made, in addition to feedback given by the sites.

**COMMON NEEDS**

The following items were identified as needs for all campuses:

- **Welcome Area for Families** - This area should be at the front of the school and provide a welcoming environment for families and school guests. The area should be equipped with a computer station for enrollment.

- **Visible Presence of the Community Liaison** - The Community Liaison should be located near the main entrance and community center. It is important that the Community Liaison be accessible to the public.

- **Daylighting** - Improved daylighting in staff and student spaces is an imperative aspect to the quality of work environments and effectiveness of learning spaces.

- **Campus Security** - New campus security cameras are being rolled out to various campuses in the District. It is the goal to have improved security at all school sites.

- **Staff Collaboration Areas** - Underutilized staff areas are in need of furniture and finishes upgrades. Areas throughout campus for staff collaboration, cross-discipline project planning and professional development are a critical component to a 21st Century campus.

- **Facilities for Professional Development and Community Engagement** - A large space is needed that could double for Professional Development and Community Engagement programs.

- **Flexible Furnishings and Learning Spaces** - Learning spaces need to be flexible environments that can accommodate a variety of learning modalities and project types. Mobile furnishings contribute to the flexibility of space and student choice.
### 3.2 REPRESENTATIVE SITE TOURS

## SITE TOUR OBSERVATIONS

<table>
<thead>
<tr>
<th>JACkSON ACADEMY OF MATH AND MUSIC</th>
<th>MARTIN MURPHY MIDDLE SCHOOL</th>
<th>LIVE OAK HIGH SCHOOL</th>
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<tbody>
<tr>
<td>Jackson Academy of Math and Music holds grades K-8. The school currently has approximately 550 students.</td>
<td>Martin Murphy Middle School holds grades 7 and 8. The school currently has approximately 830 students.</td>
<td>Live Oak High School is a comprehensive high school for grades 9-12. The school currently has approximately 1,100 students.</td>
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</tbody>
</table>

### SUCCESSES

- Example of a successful focus academy with desire for team teaching spaces and collaboration between classrooms.
- Dedicated music room.
- Recent addition of new play equipment.
- Strong Kindergarten program.
- Library as central component to campus.

### SUCCESSES

- New innovation lab is a successful example of a student collaboration area with flexible furnishings.
- Successful repositioning of Library space as a smaller dedicated room with hard copies and a few tables and chairs evokes inspiration as a place for research.
- Showcase of school identity and pride through new graphics on the Gym.
- Metal shade structures are frequently used during the lunch hour.

### OPPORTUNITIES

- Configuration of classrooms and administration limits flexibility.
- Congested circulation during drop off/pick up times.
- Increase visual connection to the outdoors from classrooms.
- Currently there is no Multi-Purpose Room.
- Library is oversized and could be restructured to better align with school’s technology.
- Opportunities to re-purpose large common areas.
- Entrance identification can be improved.
- Campus layout presents challenges in circulation and wayfinding.

### OPPORTUNITIES

- Nondescript “front door” to campus.
- Poor acoustical properties and usable surface of accordion partitions between classrooms.
- No dedicated student drop off.
- Incorporate existing school garden into project based learning programs.
- Campus layout presents challenges in circulation and wayfinding.

### OPPORTUNITIES

- Established community partnerships with local businesses contribute to the success of celebrated programs such as woodshop, band and color guard.
- Active pursuit of specialty programs such as farm-to-table nutrition and integration with food service facilities.
- Adequate lobby area in Administration building with a model example of desired natural daylighting in counseling area.
- Recent improvements to campus security.

### OPPORTUNITIES

- Build school pride through celebrating accomplishments and creating community awareness of successful programs.
- Existing spaces have been adapted over the years to accommodate current program and faculty needs. Examples include the Administration building and Language Arts rooms.
- Promote cross-discipline collaboration amongst staff. Provide environments that encourage an exchange of ideas, conversations and professional development.
- Underutilized amphitheater.
3.2 REPRESENTATIVE SITE TOURS
SITE TOUR PHOTOGRAPHS

JACKSON ACADEMY OF MATH AND MUSIC (K-8)
3.2 REPRESENTATIVE SITE TOURS
SITE TOUR PHOTOGRAPHS

MARTIN MURPHY MIDDLE SCHOOL
REPRESENTATIVE SITE TOURS
SITE TOUR PHOTOGRAPHS

LIVE OAK HIGH SCHOOL
SECTION 3.3
PROGRAM VISION & STANDARDS

a. General Guidelines

October 2016
Reference the California Department of Education and Title 5 standards requirements. Although it is understood that all requirements are to be met, this section is highlighting the following specific requirements that were used as a basis for the guidelines indicated in these Educational Specifications.

**Vehicular Arrival**
- The vehicular arrival should be from a main roadway connecting the campus to the immediate community.
- The entry shall include clear signage that leads students, staff and visitors to the appropriate parking or drop-off areas.

**Drop-Off**
- Bus loading areas should be kept separate from other vehicular traffic and drop-off areas.
- Kindergarten should have its own, dedicated drop-off zone.
- Drop-off, bus loading areas and staff/visitor parking shall be separated to allow students to enter and exit the campus safely.

**Pedestrian Arrival**
- Pedestrian arrival shall be enhanced at key locations of entry to the site. These include student drop-off locations, entry to playground areas where students will gather prior to entering the classroom, multi-purpose facilities and athletic field space.
- Community use of these facilities after hours will require specific wayfinding signage.

**Safety and Security**
- It is imperative to balance school safety with an inviting environment.
- Provide clearly defined and controlled access points.
- Organize buildings in a way that provides easy circulation as well as natural surveillance to building and site entries.
- Supplement natural surveillance with surveillance technology.
- Provide adequate lighting at parking and exterior circulation areas to allow for safe, after-hours use.
The Morgan Hill Unified School District has defined a typical classroom technology package, herein referred to as the Classroom Technology Kit. This Kit is considered the standard technology that most rooms shall receive, unless otherwise noted, and is defined as follows:

- (1) one ceiling-mounted projector with integrated speakers and hand held remote control
- (1) one projection surface
- (1) one white board separate from projection screen, as a minimum
- (8) eight drops for wireless access, speaker, Ethernet for voice-over IP, phone, teacher’s computer, etc.
- Wireless connections from devices to displays
- Technology infrastructure at 80” above finished floor for future technology expansion

Grade-specific technology is defined as:

- Grades K through 5: Chromebooks shall be charged within the classroom with (10) ten device charging stations.
- Grades 6 through 12: Chromebooks shall be provided at a 1:1 per student ratio with cart charging within the classroom.

Graphics and Wayfinding are an important component to the design of all school campuses. They should be designed in a way to help people clearly navigate the campus as well reinforce school spirit and pride and build a sense of campus identity. The following should be considered by the school site and design team when development is pursued:

Wayfinding - Create clear building identification and directional signage located at key decision making points. Select a color palette that is complimentary to school colors and will contrast base building and wall colors enough to be easily seen.

Social Connections - Graphics of school logos, mascots and colors reinforce school spirit and pride, particularly around athletic facilities. Cohesion and consistency of school logo and colors from signage to athletic uniforms strengthen the power and recognitions throughout the school and larger community.

Teachable Moments - Utilize signage graphics as informative teaching tools highlighting sustainability features, school history or subject-specific facts or quotations.

Creating Identity and Community - Highlight specific programs such as STEAM or Career Tech Shops by utilizing iconography, imagery and words that resonate with the curriculum focus. This approach helps to craft an identity for distinct areas of campus and foster a collaborative culture of community within the student body.

Buildings should be designed with user comfort in mind, in addition to programmatic needs. All occupied spaces should be daylit, supplemented with high-efficiency fixtures that balance indirect/direct light to reduce shadows and glare and provide even illumination. Lighting controls and window shades should be provided as a supplement to in-room presentation technology.

Thermal comfort should be supported through high-efficiency ventilation systems, the ability to operate windows and improve air circulation and comfort through ceiling fans.
Furniture in the 21st Century Classroom

A 21st Century education focuses not only on curriculum concepts but also teaches how to work well with others, a skill that will serve them well in their future careers as part of the global economy. A large part of creating collaborative learners is through a variety of activities, or differentiated instruction. By presenting concepts and tasks that activate multiple parts of the brain and complement a variety of learning styles and preferences, more students are able to understand the lessons and retain the knowledge. Furniture is a solution that increases student collaboration with many other benefits, including improved comprehension and retention, increased engagement, enhanced physiological function, within the same footprint as an existing classroom.

Improved Comprehension & Retention
The variety of ways lessons are taught requires frequent changes in groupings and layout of furniture. Students today not only need to see and hear a teacher lecture, but must be able to transition quickly into small groups to work on projects together or tackle a short assignment. As a majority of students prefer to work in small groups of 5 or less, as much as 70% of students surveyed, small group work adheres to today’s student’s learning preferences and the knowledge and experience are better retained.

Increased Engagement
Furniture is one of the easiest things to modernize in an aging school environment, and has a direct impact on student engagement, a teacher’s instructional agility, and improves ergonomic comfort for both students and teachers. The old style tablet-arm desks were completely fixed and one-size which definitely does not fit all of the sizes that growing children and teens can range. Adjustable height desks are especially important in middle school or junior high environments, where the growth of children happens very quickly in the pre-teen and early teenage years. An uncomfortable, ill-fitting desk is a source of frustration to many students, taking mental attention away from the tasks at hand. An ergonomically responsive set up that provides the power of choice takes away any mental frustration and allows concentration and attention to follow the activity.

Enhanced Physiological Function
Young children, especially boys, can benefit from increased attention spans due to furniture that allows for more mobility. The restless fidgeting that many young children experience in school desks is due to the fact that many young children are primarily kinesthetic learners; they process information much more effectively when they are moving. Even in learners that aren’t primarily kinesthetic, a range motion in the seat that allows for a variety of postural positions can increase blood flow to the brain. As we are beginning to see in the corporate working environment, sitting for long periods of time can have a negative impact on health and blood circulation. Simple movements within a seat, such as the ability to rock slightly or swivel not only help students look around the room at varied points of focus, but also allow for those small movements that increase blood flow and brain activity.

One perceived barrier to replacing the typical tablet-arm style desks with a greater variety of flexible furnishings is that the new furniture will take up more space; however, a variety of two person desks, movable chairs, stools, and soft seating can be arranged in a variety of formats while accommodating the same number of students as illustrated in these diagrams:
Outdoor Learning areas provide students with the opportunity to bring classroom activities into the outdoor environment, giving students and teachers access to nature, daylight and fresh air. The ability to diversify the classroom environment by bringing it outdoors should enrich the learning environment and be designed in a way to spark creativity, clarify thought, and encourage hands-on activities and experimentation.

Outdoor Learning should be employed in a variety of scales to meet the need of small, medium and large groups. Most importantly, all classrooms should have close proximity, or direct access, to an Outdoor Commons. The Outdoor Commons should be sized to support one to two full classrooms and serve as an extension of the indoor academic environment. Seating and work areas should be incorporated to support curriculum. The spaces should be inviting and engaging - utilize different materials and vegetation opportunities to design the passive and active spaces. Adjacency to labs (Science, Art or STEM) should be of equal consideration.

Shade, wind, and noise protection shall be provided by utilizing adjacent buildings, trees, shade structure(s) and/or other design features in order to maximize the use of the space and increase user comfort. Environmental considerations should include drought resistant plants/vegetation.

Outdoor Learning areas can be themed to relate to its associated area of study. Some examples might include a living garden adjacent to a biology lab or culinary class, a sculpture garden or work area with outdoor sinks for art studies and seating clustered around an outdoor chalkboard for general studies and collaboration.

School gardens provide a unique learning opportunity and will be considered on a case-by-case basis. As they are typically volunteer-run, community or parent groups should provide a plan for ownership and maintenance for District review.
### ACTIVITIES
- Instructional lessons, group and individual work with active and passive spaces supporting student’s various learning styles
- Open, multi-purpose outdoor stations for classes to explore independent learning
- Hands-on projects which utilize a “wet” area w/ sink located at adjacent building exterior
- Tutoring Sessions, informal study sessions, small group projects
- Project based learning and multi-discipline studies
- Performing Arts rehearsals

### SPACE DESCRIPTION

#### FURNITURE
- Areas of individual seating, immobile built-in benches and tiered seating to allow for the variety of activities and uses listed above.
- Mobile indoor/outdoor furniture can be utilized on an as-needed basis from adjacent Innovation Centers and Classrooms.
- Consider natural elements such as boulders for seating.

#### FINISHES
- Provide presentation space through chalkable/writable surfaces and areas where mobile projectors could be used.
- Finishes should be appropriate to supplement themed activities such as science or art projects.

#### EQUIPMENT
- Lighting may be provided as necessary to meet safety concerns or supplement daylighting in deeply shaded areas.
- Consider introducing water elements for outdoor temperature control.
- Consider the ability to expand technology into these areas, including wireless internet, exterior electrical outlets and outdoor speakers/amplification at the amphitheater.

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NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
SECTION 3.3
PROGRAM VISION & STANDARDS

b. Primary School Program

October 2016
Classrooms (CR) support multi-modal learning with agile, flexible technology and furniture that allows for frequent reconfiguration. These adaptive spaces provide areas for instruction, project-based learning and group work. Classrooms may be interconnected with operable partitions to allow the spaces to open up to each other, expanding the learning space and creating collaborative and team-teaching opportunities while promoting safety. Classrooms are designed to easily extend learning into adjacent collaboration areas and outdoor learning spaces. Depending on program needs, 1-2 of the classrooms should be designed as Special Education Classrooms in the Classroom Clusters.

Specialized Learning Labs (SLL) are large-group collaborative spaces for use by all classrooms spaces within the cluster. This room provides open, flexible space for collaboration, group work, and interdisciplinary projects and can be specialized to support a focused academy. Provide high visibility into the SLL. The SLL shall be sized at two standard classrooms, with an operable partition at the center for the ability to transform into standard classrooms.

Break Out Rooms (B) match the functions of the Specialized Learning Lab but at a smaller scale. Directly accessible from adjacent classrooms, Break Out Rooms provide space for small group collaboration, ongoing work and long-term projects. They are sized to support 4-6 occupants.

Outdoor Learning are outdoor educational environments directly accessed from the classrooms that are designed to supplement instruction happening within the classrooms and labs. Sizes may vary, however, it is recommended to provide a minimum of one area large enough to house a full classroom.

Teacher Hub is a common space for teachers to store and share supplies and also serves as a touch-down space for printing/copier services. Where clusters are multi-story, provide one Teacher Hub per floor.

Resource Room provides a shared staff space for frequently accessed resources with furnishings for staff collaboration. Provide one resource room per school site separate from Faculty Work room.

Refer to the Facility Matrix at the end of this section for collaborative space quantities.
**DESIGN OBJECTIVES**

Classrooms (CR) are flexible learning environments intended for primary instruction which have direct access to at least one collaborative space within the cluster. Classrooms may be interconnected with operable partitions to allow the spaces to open up to each other, expanding the learning space and creating collaborative and team-teaching opportunities while promoting safety. Classrooms are designed to easily extend learning into adjacent collaboration areas and outdoor learning spaces. Depending upon program needs, 1-2 of the classrooms should be designed as Special Education Classrooms in the Classroom Clusters.

Specialized Learning Labs (SLL) are large-group collaborative spaces for use by all classrooms spaces within the cluster. This room provides open, flexible space for collaboration, group work, and interdisciplinary projects and can be specialized to support a focused academy. Provide high visibility into the SLL. The SLL shall be sized at two standard classrooms, with an operable partition at the center for the ability to transform into standard classrooms.

Break Out Rooms (B) match the functions of the Specialized Learning Lab but at a smaller scale. Directly accessible from adjacent classrooms, Break Out Rooms provide space for small group collaboration, ongoing work and long-term projects. They are sized to support 4-6 occupants.

Outdoor Learning are outdoor educational environments directly accessed from the classrooms that are designed to supplement instruction happening within the classrooms and labs. Sizes may vary, however, it is recommended to provide a minimum of one area large enough to house a full classroom.

Teacher Hub is a common space for teachers to store and share supplies and also serves as a touch-down space for printing/copier services. Where clusters are multi-story, provide one Teacher Hub per floor.

Resource Room provides a shared staff space for frequently accessed resources with furnishings for staff collaboration. Provide one resource room per school site separate from Faculty Work room.

**OUTDOOR LEARNING**

CR 960 SF

**SPECIALIZED LEARNING LAB**

2,000 SF

**CLUSTER OPTIONS**

(Non-prioritized order)

1. Remote Collaborative Space
2. Central Circulation
3. Exterior Circulation

**ADJACENCY TO CLASSROOM CLUSTER**

**BREAK OUT ROOM**

2-3 @ 150 SF

**BREAK OUT ROOM**

3 @ 150 SF

CR 960 SF

**OUTDOOR LEARNING**

Refer to the Facility Matrix at the end of this section for collaborative space quantities.
Collaboration is the opportunity for two or more people to share ideas and brainstorm as a means to developing a thoughtful solution towards a shared goal. Collaboration could happen anywhere, however these spaces provide students with the ultimate environment for collaboration and teamwork.

The Specialized Learning Lab is a large space that is technology-rich and encourages students to continue their studies and project development outside of the classroom. This Lab can be tailored to match the academy focus of surrounding or nearby classrooms. Furniture is mobile and agile, able to be reconfigured based on the size and needs of the individual groups. Furnishings include soft and hard seating, tables on locking casters, and mobile writable boards. Technology is integrated throughout the space, enabling students to take advantage of mobile technology. Walls and other surfaces are writable, giving students the opportunity to share and jot ideas down as they happen.

The Specialized Learning Lab has ideal adjacencies with Classrooms and Outdoor Learning areas, sharing views and access into those spaces through glazing and operable wall systems. Specialized Learning Labs are sized and equipped to convert to future classroom space.

The Break Out Room is a pull-out space designed for collaboration between small groups of 4-6 occupants. Mobile seating and tables on locking casters should be provided as well as writable wall surfaces to support the sharing of ideas. Break Out Rooms have direct connectivity to a single classroom or classroom pair, acting as huddle space for that class.

The Resource Room provides a shared staff space for frequently accessed resources with furnishings for staff collaboration.

The Teacher Hub is the small-scale version of the Resource Room, serving as a touch-down space for printing/copier services.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

COLLABORATION SPACES - STUDENT

ACTIVITIES
- Project based learning
- Small group collaboration
- Individual study
- Break-out activities
- Digital projects

SPACE DESCRIPTION

FURNITURE
- Specialized Learning Lab: Flexible seating, mobile tables, consider soft seating. Fixed casework only to the extent needed to store technology.
- Break Out Room: Center table with power, durable chairs on casters. Consider tables with writable top surface.

FINISHES
- Specialized Learning Lab: Flooring should be resilient, durable and easy to maintain.
- Break Out Room: Flooring should be carpet, durable and easy to maintain.
- Ceilings should be of acoustically absorptive material. In areas that are dedicated to small group work, consider lower ceilings to provide a sense of scale.
- Utilize writable wall finishes.

EQUIPMENT
- Specialized Learning Lab: Provide 10-unit charging station for 30% of the students. Provide one large projection surface supporting 8’x10’ projection screen with ceiling-mounted projector.
- Break Out Room: Provide a 60” LCD monitor.
- Include movable white boards to supplement technology.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

COLLABORATION SPACES - STAFF

ACTIVITIES
- Material preparation
- Material and project storage
- Personal item storage
- Printing and copying of materials

SPACE DESCRIPTION

FURNITURE
- Casework at standing and seated working heights including lockable file storage.
- Provide table top surfaces appropriate for paper-cutting and other material prep activity.
- Resource Room: Flexible seating and table arrangements.
- Teacher Hub: Individual work stations and seating at perimeter with standing-height table in the material prep area.

FINISHES
- Flooring should be carpet, durable and easy to maintain.
- Ceilings should be of acoustically absorptive material.
- Utilize writable and tackable wall finishes.
- Provide durable counter top surfaces such as butcher block.

EQUIPMENT
- Provide laptop docking stations with wireless access.
- Provide copy/printing capabilities.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
The classroom environment for Pre-School-, Transitional Kinder- and Kindergarten-aged children should be open, inviting and engaging, utilizing color and appropriate lighting strategies. In areas that are dedicated to small group or individual focus, consider lowering the ceiling to provide a sense of scale. Use flexible and easily reconfigurable furnishings to allow for a variety of learning activities. A sink and wet area should be provided for crafts and clean-up.

Classrooms should be acoustically separated and have high-performing acoustics in the classroom spaces. These Classrooms should be located near Administration and the Multi-Purpose Room with direct visibility from Administration to these classrooms and their outdoor spaces. Provide a separate covered walkway and drop-off area from the main campus drop-off. Classrooms should also be located near parking to allow parents to easily walk their kids to class.

A shared workroom provides lockable and open storage space and can be utilized for 1-on-1 meetings or small group activities. Classrooms should have direct access to student restrooms.

Spaces should have a visual and physical connection to the outdoors, with furnished, covered outdoor areas for activities and lunch. Consider an outdoor sink and unique landscape features to encourage exploration.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

PRE-SCHOOL, TRANSITIONAL KINDER, KINDERGARTEN

ACTIVITIES
- Critical foundational skills, strategies and experiences
- Project based learning
- Hands-on/tactile-kinesthetic learning
- Collaborative group/team and independent learning
- Art, science, or music labs
- Outdoor exploration

SPACE DESCRIPTION

FURNITURE
- Furniture should vary based on activity and include a variety of types that can be easily reconfigured. Include a variety of different/adjustable-height seating options such as soft furnishings and stools.
- Disperse writable surfaces throughout, to create spots for small-group break-out or enable small-group instruction.
- Mobile storage is preferred with some built-in casework.
- Provide mobile storage for personal items.

FINISHES
- Flooring should be carpet, durable and easy to maintain. Utilize resilient flooring at the wet area with sink.
- Select finishes that contribute to the acoustical qualities; include materials that absorb sound within the space. Acoustical wall panels may be necessary to control sound.
- Include tackable and writable wall finishes throughout the classroom.
- Select colors that promote curiosity and creativity.

EQUIPMENT
- Provide Classroom Technology Kit.
- Include movable white boards to supplement technology.
- Provide a sink with bubbler.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
21st Century classroom spaces should be open, inviting and engaging. These spaces should support multi-modal learning and be adaptive to the needs of the learners.

Design classrooms to be flexible allowing them to configure to support the following: whole group zone, collaboration/small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. Classrooms should foster student collaboration as well as teacher collaboration and professional development. A wet area with sink should be provided for crafts and clean-up.

Promote Digital Literacy through seamless integration of mobile technology in the classroom. Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available and able to expand capacity in the future.

Classrooms should be acoustically separated from each other and organized in a cluster with direct access to an Outdoor Learning area and, on middle school campuses, a shared collaboration space such as an Innovation Center or Pod. Windows and classroom layout should allow for visibility across classroom space to exterior.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

21ST CENTURY CLASSROOMS

ACTIVITIES

- Digital Literacy and 21st Century Skills
- Interdisciplinary, learner-centered instruction with full-integration of technology
- Project Based Learning and Maker Space type activities
- Large lecture, small group, and individual work
- Core subject instruction: Language Arts, Social Studies, Math / Science (when not located in STEM clusters)

SPACE DESCRIPTION

FURNITURE

- Furniture should vary based on the activity and include a variety of types that can be easily reconfigured. Include a variety of different/adjustable-height seating options such as soft furnishings and stools.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide backpack hooks at classroom exterior.

FINISHES

- For classrooms serving grades 2 and under: use carpet that is durable and easy to maintain.
- For classrooms serving grades 3 and above: use resilient flooring that is durable and easy to maintain.
- Ceilings should be of acoustically absorptive material. In areas that are dedicated to small group work, consider lower ceilings to provide a sense of scale.
- Utilize hallways and common areas for display and keep classroom walls focused on learning activities with writable surfaces throughout and spots for teamwork.
- Provide tackable wall surfaces at classroom exterior for project display.

EQUIPMENT

- Provide Classroom Technology Kit.
- Include movable white boards to supplement technology.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

21ST CENTURY CLASSROOMS

ACTIVITIES
- Interdisciplinary, learner-centered instruction with full-integration of technology
- Active and passive learning activities
- Large lecture, small group, and individual work
- Core subject instruction: Language Arts, Social Studies and Mathematics

SPACE DESCRIPTION

FURNITURE
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings for the Specialized Learning Lab and Break Out Room.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Height adjustable furniture for presentation
- Consider furniture with integral power for technology.

FINISHES
- Flooring should be resilient, durable and easy to maintain. Ceilings should be of acoustically absorptive material.
- Utilize hallways and common areas for display and keep classroom walls focused on learning activities with writable surfaces throughout and spots for teamwork.
- Provide tackable wall surfaces at classroom exterior for project display.

EQUIPMENT
- Provide Classroom Technology Kit.
- Include movable white boards to supplement technology.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
SPECIAL EDUCATION

DESIGN OBJECTIVES

The Special Education classroom has an open learning environment supported by a variety of activity zones that surround a collaborative learning zone. These spaces should support multi-modal learning and be adaptive to the needs of the learners.

Design classrooms to be flexible, allowing them to configure to support the following: whole group zone, collaboration/small group zone, hands-on design zone, independent/quiet zone, outdoor learning zone. Classrooms should foster student collaboration as well as teacher collaboration and professional development.

Integrate Special Education (SE) into campus “Least Restrictive Environment” to have full inclusion of SE students on campus. This enables SE students to learn, interact and play with their peers as well as allowing collaborative team teaching in which a special education teacher and a general education instructor teach a class together for both general and special education students.

Moderate/Severe Special Education classrooms should include a quiet, separate focus room for students to recompose and an independent living skills area with a sink and select kitchen equipment for teaching life skills.
### ACTIVITIES

- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Instructional program includes transition planning

### SPACE DESCRIPTION

#### FURNITURE

- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings or stools to encourage mobility throughout the space.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide presentation spaces for instructor and students alike.

#### FINISHES

- In classrooms serving grades 2 and under: Flooring should be carpet, durable and easy to maintain.
- In classrooms serving grades 3 and above: Flooring should be resilient, durable and easy to maintain.
- Ceilings and finishes should be of acoustically absorptive material.
- Utilize hallways and common areas for display and keep classroom walls focused on learning activities with writable surfaces throughout and spots for teamwork.

#### EQUIPMENT

- Provide Classroom Technology Kit.
- Include movable white boards to supplement technology.
- Provide assistive technology and communications devices as appropriate for those in need.
- Provide a sink with bubbler.

**NOTE:** The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

SPECIAL EDUCATION - MODERATE / SEVERE

**ACTIVITIES**
- Individual Educational Program (IEP)
- Student-centered planning
- Site-specific program for 10-12 students managed by 3 or more adults

**SPACE DESCRIPTION**

**FURNITURE**
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings or stools to encourage mobility throughout the space.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide presentation spaces for instructor and students alike.

**FINISHES**
- In classrooms serving grades 2 and under: Flooring should be carpet, durable and easy to maintain.
- In classrooms serving grades 3 and above: Flooring should be resilient, durable and easy to maintain.
- Utilize resilient flooring at the living skills area.
- Ceilings and finishes should be of acoustically absorptive material.
- Utilize hallways and common areas for display and keep classroom walls focused on learning activities with writable surfaces throughout and spots for teamwork.

**EQUIPMENT**
- Provide Classroom Technology Kit.
- Include movable white boards to supplement technology.
- Living Skills area should include residential kitchen and laundry appliances.
- Provide assistive technology and communications devices as appropriate for those in need.
- Provide a sink with bubbler.

**NOTE:** The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING
SPECIAL EDUCATION - THERAPEUTIC

ACTIVITIES
- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Instructional program includes transition planning

SPACE DESCRIPTION

FURNITURE
- Limited furniture and objects on walls.
- Provide soft furnishings.

FINISHES
- In classrooms serving grades 2 and under: Flooring should be carpet, durable and easy to maintain.
- In classrooms serving grades 3 and above: Flooring should be resilient, durable and easy to maintain. Ceilings and finishes should be of acoustically absorptive material.
- Provide writable/tackable wall surfaces.

EQUIPMENT
- Provide Classroom Technology Kit.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
The Learning Center is a welcoming space where students can access Psychologists, Speech, Occupational Therapists and other specialists. Offices are arranged around a shared space with tables and chairs where small group meetings can occur. A Flex Office is provided for part-time or visiting specialists and can also be used for break-out sessions. This Flex Office contains two workstations rather than one, as in most other offices.

A visual connection of all rooms to the exterior and to the small group room should be maintained while also maintaining privacy through acoustical separations between each room. All rooms should enjoy natural sunlight with views to the exterior and should be equipped with supplemental lighting and the ability to control thermal comfort and shading.

The Learning Center is ideally located within or adjacent to the Academic Counseling suite within the Administration building.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING
LEARNING CENTER

ACTIVITIES
- One-on-one instruction
- Small group instruction
- Tutoring, counseling
- Conferences and meetings
- Individual Education Program (IEP) meetings
- Testing and observation

SPACE DESCRIPTION

FURNITURE
- Ergonomic workstations with comfortable, soft seating areas and age appropriate furniture.

FINISHES
- Writable wall finishes or markerboards.
- Acoustical ceiling with high acoustical separation between spaces.
- Flooring should be carpet, durable and easy to maintain.
- Calming colors and finishes with minimal patterning.

EQUIPMENT
- Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.
- Provide a 60” digital display in each office and small group space.
- Include (3) three ethernet ports per work station (two work stations in Flex Office).
- Provide in-table power for each conference table.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.

NOTE:  The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.

ADDITIONAL SPACES
(see Special Education Classroom Diagram)

- RSP
  - Elementary School: 480 SF
  - K-8 and High School: 960 SF
  - Centrally located on Campus

- AUTISM-SPECIFIC SP. ED.
  - 960 SF
  - Site-specific: Locate with direct access to Occupational Therapist

- THERAPEUTIC SP. ED.
  - 1,920 SF
  - Site-specific: Locate separate from other classrooms and without direct access to streets

- SPECIAL EDUCATION
  - 960 SF
  - Mild/Moderate: Located in Grade Level Grouping
  - Moderate/Severe: Site-specific

KEY TERMS
- CONF: Conference Room
- COUNS: Counselor
- IEP: Individual Education Program
- OT: Occupational Therapist
- SP: Speech
- PSYCH: Psychology
- RSP: Resource Specialist

Morgan Hill Unified School District
FACILITIES MASTER PLAN
DESIGN OBJECTIVES

STEM/STEAM Lab Clusters should be open, inviting, interconnected and engaging with a sense of discovery that inspires curiosity and exploration. The space should engage students to pursue interests in STEAM fields of study and create opportunities to use the building as a teaching tool.

STEM/STEAM Lab Clusters should support team-teaching opportunities through collocation, diverse shared support spaces, and gallery area for project display and presentations. Labs should have the ability to combine into larger open spaces for combined classes, parent/community nights as well as the ability to expand program spaces as future needs change. Shared specialized spaces between adjacent labs host specialty equipment and provide space for group break-out/project work.

STEM/STEAM Labs should be visually and physically connected to the outdoors. Adjacent outdoor learning areas shall be treated as an extension of the classroom, with finishes that support classroom activities. Create visibility across classroom space to outdoor spaces for supervision.
The STEM/STEAM lab cluster is composed of rooms dedicated to Science, Art and other Focus Academy Electives. The specific Focus Academy Elective included in the cluster will be dependent on the program goals of the school it is applied to. The amount of Science, Art and other Focus Academy Elective lab is also dependent on the specific school site, for example there could be four Science labs at a specific school rather than three (as shown in this diagram). Therefore, the mix of STEM/STEAM labs will vary from this diagram, but the components, adjacencies and the design objectives should be followed.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

STEM / STEAM LABS - ART

### ACTIVITIES
- Large group instruction and demonstration
- Group and individual project-based learning and investigation
- Art-based projects
- Cross-collaboration with other fields of study
- Showcase and presentation of student work

### SPACE DESCRIPTION

#### FURNITURE
- Agile, durable furniture that will support messy and wet activities at seated and standing heights.
- Provide larger work surfaces in the whole group work area to accommodate many students.
- Provide smaller, more flexible furniture in the individual project area.
- Provide casework for large-format artwork and storage of unfinished projects.

#### FINISHES
- Floors should be resilient or epoxy coated concrete. Flooring should be durable and easy to maintain.
- Provide tackable wall surfaces for display of student work.
- Provide writable surfaces for collaboration and brainstorming.
- Ceilings should be of acoustically absorptive material.

#### EQUIPMENT
- Provide Classroom Technology Kit with recording capabilities and integrated video camera to magnify teacher instruction of hands-on techniques.
- Consider ceiling power cord reels to respond to changing configurations and technology and equipment needs.
- Large operable door to access outdoor learning area.
- Multiple sinks 2D/3D areas for project cleanup.
- Increased ventilation rates for paint use and operable windows for improved occupant comfort.

**NOTE:** The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

STEM / STEAM LABS - SCIENCE

ACTIVITIES

- Learner-centered instruction
- Large group instruction and demonstration
- Individual project-based learning and investigation
- Elementary science lab experimentation & creative exploration
- Cross-collaboration with other fields of study
- Showcase and presentation of student work

SPACE DESCRIPTION

FURNITURE

- Furniture should vary based on the activities. All work surfaces should be chemical resistant and science grade. Student tables and chairs should have the ability to adjust height.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide a mobile teacher demonstration table.
- Large group instruction area should have student desks and chairs.

FINISHES

- Floors should be resilient or epoxy coated concrete. Flooring should be durable and easy to maintain.
- Provide tackable wall surfaces for display of student work.
- Provide writable surfaces for collaboration and brainstorming.
- Ceilings should be of acoustically absorptive material.

EQUIPMENT

- Provide Classroom Technology Kit with recording capabilities.
- Provide integrated video camera to magnify teacher instruction of hands-on techniques.
- Provide power/data/gas as required. Consider ceiling-retractable system to maximize flexibility.
- Provide a recessed emergency eyewash and shower station.
- Provide multiple sinks for project cleanup.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
### ACTIVITIES
- Site-specific area of study to be determined when development is pursued
- Large group instruction and demonstration
- Group and individual project-based learning and investigation
- Cross-collaboration with other fields of study
- Showcase and presentation of student work

### SPACE DESCRIPTION

#### FURNITURE
- Agile, durable furniture that will support the selected area of study.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.

#### FINISHES
- Floors should be resilient or epoxy coated concrete. Flooring should be durable and easy to maintain.
- Provide tackable wall surfaces for display of student work.
- Provide writable surfaces for collaboration and brainstorming.
- Ceilings should be of acoustically absorptive material.

#### EQUIPMENT
- Provide Classroom Technology Kit with recording capabilities.
- Provide integrated video camera to magnify teacher instruction of hands-on techniques.
- Potential operable door to outdoor learning area.
- Provide multiple sinks for project cleanup, if necessary.

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**NOTE:** The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
### 3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

#### PERFORMING ARTS ELECTIVES

<table>
<thead>
<tr>
<th>ELEMENTARY SCHOOL</th>
<th>K-8 SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>HIGH SCHOOL</th>
</tr>
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**DESIGN OBJECTIVES**

Classrooms for Performing Arts Electives should be open, inviting, and engaging with a sense of imagination that inspires creativity and play. The space should enable Active and Interactive learning and create opportunities to use the building as a teaching tool.

The Music and Drama Classrooms should be designed as an extension of the Stage at the Multi-Purpose Room, in order to be acoustically separated from other Classrooms and for the convenience of proximity to the stage for performances.

The **Music Classroom** includes a large group music area for full class practice, with small group music areas and instrument island space for individual exploration.

The **Drama Classroom** includes a large group learning area for lectures and whole-group theatrics. The room also includes an area for individual/small group performance practice as well as stations for make-up application.

Furnishings in these spaces should be highly flexible, with the ability to clear large areas of floor space easily. The Music Classroom furnishings should cater to tiered group seating. Drama Classroom furnishings should be a mix of durable and soft seating.

The Performance Art Elective Classrooms should be visually and physically connected to the outdoors. Adjacent outdoor learning areas shall be treated as an extension of the classroom, with finishes that support classroom activities. Create visibility across classroom space to outdoor spaces for supervision.
ACTIVITIES

- Large group instruction and demonstration
- Small group and individual practice
- Musical experimentation and testing
- Hands-on experience through rehearsals
- Shared use with Stage
- Can serve as green room during Stage performances

SPACE DESCRIPTION

FURNITURE

- Utilize portable risers to support row configurations for chorus.
- Provide flexible table and chairs for small group/individual practice area.
- Provide movable stages and stands as required.
- Provide lockable cabinets for instrument/prop storage.

FINISHES

- Flooring should be carpet, durable and easy to maintain.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.

EQUIPMENT

- Provide Classroom Technology Kit with recording capabilities and integrated video camera to magnify teacher instruction of hands-on techniques.
- Include natural and adjustable lighting with temperature controls within individual classrooms.
- Provide accessible sinks for cleaning instruments and make-up removal.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
Performing Arts Electives

**Activities**
- Large group instruction and demonstration
- Small group and individual practice
- Musical experimentation and testing
- Hands-on experience through rehearsals
- Shared use with Stage
- Can serve as green room during Stage performances

**Space Description**

**Furniture**
- Utilize portable risers to support row configurations for chorus.
- Provide flexible table and chairs for small group/individual practice area.
- Provide movable stages and stands as required.
- Provide lockable cabinets for instrument storage.

**Finishes**
- Flooring should be carpet, durable and easy to maintain.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.

**Equipment**
- Provide Classroom Technology Kit with recording capabilities and integrated video camera to magnify teacher instruction of hands-on techniques.
- Include natural and adjustable lighting with temperature controls within individual classrooms.
- Provide accessible sinks for cleaning instruments.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

PERFORMING ARTS ELECTIVES

ACTIVITIES

• Large group instruction and demonstration
• Small group and individual practice
• Hands-on experience through rehearsals
• Shared use with Stage
• Can serve as green room during Stage performances

SPACE DESCRIPTION

FURNITURE

• Provide flexible table and chairs for whole group practice area.
• Provide lockable cabinets for costume/prop storage.
• Provide casework and lighting for make-up stations at perimeter.
• Provide mobile white boards.

FINISHES

• Flooring should be carpet, durable and easy to maintain.
• Finishes should contribute to the acoustical qualities; include materials that absorb sound.

EQUIPMENT

• Provide Classroom Technology Kit with recording capabilities and integrated video camera to magnify teacher instruction of hands-on techniques.
• Include natural and adjustable lighting with temperature controls within individual classrooms.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
Administration is the first point of contact for students, staff, and visitors arriving at the school. The entry should be a welcoming, obvious presence to visitors and parents, and should create and define a single-point entry. Announcements and student work should be displayed in this area to establish a sense of school identity and pride.

In the Lobby, community members should feel welcome and the space should exhibit a sense of hospitality. Provide space for a community liaison and flexible work stations for parent meetings and enrollment. A Work Room should be provided near the Lobby and Community Room. This room is intended for parent/community use and should be equipped with a computer station, printer and copier.

The Administration building houses the main offices for the Principal and Assistant Principal. These spaces should feel comfortable and inviting, with the capabilities for privacy and acoustical separation.

A Health Office should be easily identifiable and accessible from the main Lobby space with the ability to secure the room for private consultations. A private nurse workroom and toilet facility should be included in this area. Provide casework, finishes and furnishings that are appropriate for the use and create a comfortable environment. The Health Office should have a separate entrance which connects directly to emergency vehicle parking.

Staff Work and Lounge areas provide spaces for staff communication and collaboration is encouraged by the creation of private staff areas that have soft furniture, varied lighting, views to exterior, and amenities such as those found in a kitchenette. Private space should also be provided for nursing mothers or private conversations.

Public spaces should be clearly defined and access should be limited to private staff spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

ADMINISTRATION

ACTIVITIES
- Check-in, Front Entry, “Welcome Center”
- Administrative duties
- Conference and Discipline meetings
- Health Support
- Staff Collaboration and Professional Development
- Attendance, enrollment, supply/records storage, student enrollment and community outreach

SPACE DESCRIPTION

FURNITURE
- Furniture should vary based on the activities listed.
- Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area.
- Casework at standing and seated working heights for reception and workrooms including lockable file storage.
- Soft seating in Lobby/waiting areas and Staff Lounge.

FINISHES
- Flooring should be resilient, durable and easy to maintain. Utilize carpet where appropriate.
- Ceilings should be primarily acoustically absorptive material with limited areas of dropped hard lid.
- Utilize hallways and common areas for display and keep Community/Professional Development Center walls focused on learning activities with writable surfaces throughout and spots for teamwork.

EQUIPMENT
- Provide Classroom Technology Kit within the Community/Professional Development Center and Staff Work/Lounge spaces.
- Provide copy/printing capabilities within Staff Work area.
- Provide two (2) digital displays in the Lobby area.
- Provide a computer station with wireless internet access for parent use in Community Liaison area.
- Provide a computer station and copy/printing capabilities within the Work Room.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
ACTIVITIES
- Check-in, Front Entry, “Welcome Center”
- Administrative duties
- Conference and Discipline meetings
- Health Support
- Staff Collaboration and Professional Development
- Attendance, enrollment, supply/records storage, student enrollment and community outreach

SPACE DESCRIPTION

FURNITURE
- Furniture should vary based on the activities listed.
- Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area.
- Casework at standing and seated working heights for reception and workrooms including lockable file storage.
- Soft seating in Lobby/waiting areas and Staff Lounge.

FINISHES
- Flooring should be resilient, durable and easy to maintain. Utilize carpet where appropriate.
- Ceilings should be primarily acoustically absorptive material with limited areas of dropped hard lid.
- Utilize hallways and common areas for display and keep Community/Professional Development Center walls focused on learning activities with writable surfaces throughout and spots for teamwork.

EQUIPMENT
- Provide Classroom Technology Kit within the Community/Professional Development Center and Staff Work/Lounge spaces.
- Provide copy/printing capabilities within Staff Work area.
- Provide two (2) digital displays in the Lobby area.
- Provide a computer station with wireless internet access for parent use in Community Liaison area.
- Provide a computer station and copy/printing capabilities within the Work Room.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING
ADMINISTRATION

ACTIVITIES
- Check-in, Front Entry, “Welcome Center”
- Administrative duties
- Conference and Discipline meetings
- Health Support
- Staff Collaboration and Professional Development
- Attendance, enrollment, supply/records storage, student enrollment and community outreach

SPACE DESCRIPTION

FURNITURE
- Furniture should vary based on the activities listed.
- Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area.
- Casework at standing and seated working heights for reception and workrooms including lockable file storage.
- Soft seating in Lobby/waiting areas and Staff Lounge.

FINISHES
- Flooring should be resilient, durable and easy to maintain. Utilize carpet where appropriate.
- Ceilings should be primarily acoustically absorptive material with limited areas of dropped hard lid.
- Utilize hallways and common areas for display and keep Community/Professional Development Center walls focused on learning activities with writable surfaces throughout and spots for teamwork.

EQUIPMENT
- Provide Classroom Technology Kit within the Community/Professional Development Center and Staff Work/Lounge spaces.
- Provide copy/printing capabilities within Staff Work area.
- Provide two (2) digital displays in the Lobby area.
- Provide a computer station with wireless internet access for parent use in Community Liaison area.
- Provide a computer station and copy/printing capabilities within the Work Room.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
The Community/Professional Development Center is a space on campus that is available to teachers, staff, parents and other adults in need of supplementary education. Teachers and staff may gain additional education of new technologies and curriculum through Professional Development days conducted by the District. Other adults may utilize the space if the District offers a continuing education program. This room should also be available to club organizations and parent group meetings such as PTA and Boosters.

The Community/Professional Development Center is designed similar to a standard classroom in that the furnishings should allow large group lecture and presentation activities. The furniture should also be flexible to allow for small group collaborations.

A Kitchenette component should be included, providing built-in casework for storage, a sink and kitchen appliances such as a refrigerator and microwave for convenience.
### ACTIVITIES
- Teacher/staff professional development
- Adult education
- PTA meetings
- Club meetings

### SPACE DESCRIPTION

#### FURNITURE
- Furniture should include a variety of types that can be easily reconfigured.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum in classroom space. Provide built-in casework at kitchenette area.
- Height adjustable furniture for presentation.
- Consider furniture with integral power for technology.

#### FINISHES
- Flooring should be carpet, durable and easy to maintain. Utilize resilient flooring in kitchenette area. Provide walk off mats at main entries, integrated with floor finish.
- Ceilings should be of acoustically absorptive material.
- Consider facing casework with a writable or magnetized finish.

#### EQUIPMENT
- Provide Classroom Technology Kit.

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#### CONNECTION TO ADMINISTRATION

- [kitchenette with sinks]
- [flexible seating/desk area]
- Writable surfaces
- Outdoor views
display

#### PROXIMITY TO VISITOR PARKING

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NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.

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Over recent years, the traditional Library has evolved into a technology-rich place to access, research/investigate and develop/publish content. It is a communal space where students can work as a class, independently or in small collaborative groups. Now known as the Media Center, this space acts as a ‘campus hub’ for the school, where students can study before and after school, creating a ‘bridge to independence’ as students transition to high school.

The Media Center should provide students with the opportunity to study and investigate independently through the use of computer stations or by checking out a mobile device to use at a larger area of soft furnishings.

**Small Group Study Rooms** give direct access off the main space into quiet enclaves, to help students focus.

The restrictive Computer Lab of yesterday has evolved into a large **Collaboration Area**. This area is computer-based with direct access to the main Media Center space. It provides a technology-rich, open flexible space for group work and interdisciplinary projects. Furniture within this space should remain flexible, with writable and tackable surfaces throughout.

**DESIGN OBJECTIVES**
### ACTIVITIES
- Collaborative research, group instruction, technology exploration and quiet reading
- Independent research
- Create content
- Professional development
- Community meetings

### SPACE DESCRIPTION

#### FURNITURE
- Furniture should vary based on the activities listed.
- Provide mobile tables and chairs for small group study.
- Provide soft seating for reading that is flexible and movable.
- Book stacks should be at a 3-shelf height appropriate for Elementary students and on locking casters for flexibility.
- Provide agile, durable furniture that will support messy and wet activities at seated and standing heights in collaboration area.

#### FINISHES
- Flooring should be carpet, durable and easy to maintain.
- Provide tackable wall surfaces for display of student work and announcements.
- Provide writable surfaces for collaboration and brainstorming.
- Ceilings should be primarily acoustically absorptive material with limited areas of dropped hard lid.

#### EQUIPMENT
- Provide Classroom Technology Kit.
- Provide computer stations with printers for independent research and content creation.
- Provide copy/printing capabilities within Work Room.
- Provide mobile technology check-out at Circulation Desk.

### TOTAL
- 2,000 SF
- 200 SF per room

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**NOTE:** The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

MEDIA CENTER

ACTIVITIES

- Collaborative research, group instruction, technology exploration and quiet reading
- Independent research
- Create content
- Professional development
- Community meetings

SPACE DESCRIPTION

FURNITURE

- Furniture should vary based on the activities listed.
- Provide mobile tables and chairs for small group study.
- Provide soft seating for reading that is flexible and movable.
- Book stacks should be at a 3-shelf height appropriate for Elementary students and on locking casters for flexibility.
- Provide agile, durable furniture that will support messy and wet activities at seated and standing heights in collaboration area.

FINISHES

- Flooring should be carpet, durable and easy to maintain.
- Provide tackable wall surfaces for display of student work and announcements.
- Provide writable surfaces for collaboration and brainstorming.
- Ceilings should be primarily acoustically absorptive material with limited areas of dropped hard lid.

EQUIPMENT

- Provide Classroom Technology Kit.
- Provide computer stations with printers for independent research and content creation.
- Provide copy/printing capabilities within Work Room.
- Provide mobile technology check-out at Circulation Desk.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

MULTI-PURPOSE ROOM (MPR)

DESIGN OBJECTIVES

The Multi-Purpose Room is a highly active space that enables social interactions within the school community as well as physical exercise. Presentations, assemblies and large-group testing are among the activities that occur in this space with Physical Education activities such as basketball occurring daily.

The Food Service program is run out of the Multi-Purpose Room and should be designed in a way that encourages students to eat school-provided lunches. This can be achieved through digital menu displays that can be modified as the menu changes and with efficient food service windows/self-serve bars. A separate ‘staff only’ food service window should be provided to allow teachers to be efficient with their limited meal time.

Due to the diverse array of large-group activities that occur in this space, full integration of internet and presentation/performance technology should be provided.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

MULTI-PURPOSE ROOM (MPR)

ACTIVITIES

- Assemblies and large group presentations
- Community use
- Student dining/food service
- Campus Hub, student/teacher social gathering
- After school recreation activities
- Outdoor assemblies and performances
- Large group testing

SPACE DESCRIPTION

FURNITURE

- Furniture should vary based on the activities listed.
- Provide tables and chairs for dining and assemblies that can be easily stored when not in use.
- Provide retractable bleacher seating.

FINISHES

- Flooring should be resilient, durable and easy to maintain.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.
- Ceiling height should allow for recreational activities such as basketball.

EQUIPMENT

- Provide large projection screen, ceiling-mounted projector, audio projection with amplification, and wired microphone outlets. Systems should be appropriate for assemblies and other events.
- Provide integrated wireless internet throughout.
- Provide lighting for testing, presentation, assembly or community event.
- Incorporate digital menu displays at the Food Service area.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
### ACTIVITIES
- Assemblies and large group presentations
- Community use
- Student dining/food service
- Campus Hub, student/teacher social gathering
- After school recreation activities
- Outdoor assemblies and performances
- Large group testing

### SPACE DESCRIPTION

#### FURNITURE
- Furniture should vary based on the activities listed.
- Provide tables and chairs for dining and assemblies that can be easily stored when not in use.
- Provide retractable bleacher seating.

#### FINISHES
- Flooring should be resilient, durable and easy to maintain.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.
- Ceiling height should allow for recreational activities such as basketball.

#### EQUIPMENT
- Provide large projection screen, ceiling-mounted projector, audio projection with amplification, and wired microphone outlets. Systems should be appropriate for assemblies and other events.
- Provide integrated wireless internet throughout.
- Provide lighting for testing, presentation, assembly or community event.
- Incorporate digital menu displays at the Food Service area.
- Include water filling stations at Food Service area.

**NOTE:** The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

MULTI-PURPOSE ROOM (MPR)

ACTIVITIES
- Assemblies and large group presentations
- Community use
- Student dining/food service
- Campus Hub, student/teacher social gathering
- After school recreation activities
- Outdoor assemblies and performances
- Large group testing

SPACE DESCRIPTION

FURNITURE
- Furniture should vary based on the activities listed.
- Provide tables and chairs for dining and assemblies that can be easily stored when not in use.
- Provide retractable bleacher seating.

FINISHES
- Flooring should be resilient, durable and easy to maintain.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.
- Ceiling height should allow for recreational activities such as basketball.

EQUIPMENT
- Provide large projection screen, ceiling-mounted projector, audio projection with amplification, and wired microphone outlets. Systems should be appropriate for assemblies and other events.
- Provide integrated wireless internet throughout.
- Provide lighting for testing, presentation, assembly or community event.
- Incorporate digital menu displays at the Food Service area.
- Include water filling stations at Food Service area.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

GYMNASIUM

DESIGN OBJECTIVES

The Gymnasium hosts the school’s sports team practices and games, Physical Education classes and assemblies. Utilize graphics, signage and colors in this space that inspire school pride and their sense of identity.

Due to the diverse array of large-group activities that occur in this space, full integration of internet and presentation/performance technology should be provided.

Utilize acoustic absorption at high elevation on walls and ceilings (such as acoustical roof decking) and high-impact acoustic panels at walls with wall padding below.

The Gymnasium and its Locker Rooms and Restrooms should be located near visitor parking area to support events as well as joint-use activities.
3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

GYMNASIUM

ACTIVITIES

- Instructional activities
- Assemblies and large group activities
- Community use
- Overflow classroom activities
- Team sports practice and competition

SPACE DESCRIPTION

FURNITURE

- Provide bleacher-style seating.
- Provide a recycling area for storage and collection of recyclables.
- Provide casework to display club activities and awards.

FINISHES

- Flooring should be sealed concrete or resilient and durable and easy to clean.
- Main gymnasium space flooring should be a bio-cushion wood floor with court striping.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.
- Ceiling height should allow for recreational activities such as basketball and volleyball.

EQUIPMENT

- Provide large projection screen, ceiling-mounted projector, audio projection with amplification, and wired microphone outlets. Systems should be appropriate for assemblies and other events.
- Provide integrated wireless internet throughout.
- Provide lighting for testing, presentation, assembly or community event.
- Provide water filling stations.
- Incorporate retractable basketball hoops, volleyball posts and nets, wall padding, scoreboard system and other necessary athletic systems.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
The Morgan Hill Unified School District has varied enrollment sizes across its campuses. For the 2015/2016 school year enrollment ranged from approximately 450 students to close to 700 students across the seven individual elementary schools. While these Educational Specifications aim to provide parody and consistency across school campuses, it is important to employ resources at a scale reflective of and appropriate to the size of the school.

The table to the right is a guideline that demonstrates how collaboration spaces scale to align with enrollment size. This strategy helps ensure that spaces are appropriately utilized and quantities are balanced to meet student and staff demand.

The thresholds and applicabilities displayed are based on the following student load factors assumptions taken from the District’s 2016 LCAP:

- 24:1 in Grades TK-3
- 29:1 in Grades 4-5
- 29:1 in Grades 6-8

### Design Objectives

#### Student Collaboration

<table>
<thead>
<tr>
<th>Type</th>
<th>K-8 School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Center</td>
<td>1 per campus</td>
<td></td>
</tr>
<tr>
<td>Specialized Learning Lab</td>
<td>1 per campus</td>
<td>1 per 6-8 classrooms</td>
</tr>
<tr>
<td>Break Out Rooms</td>
<td>2-3 per 6-8 classrooms</td>
<td></td>
</tr>
</tbody>
</table>

#### Teacher Collaboration

<table>
<thead>
<tr>
<th>Type</th>
<th>K-8 School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Lounge</td>
<td>1 in administration bldg</td>
<td></td>
</tr>
<tr>
<td>Staff Workroom</td>
<td>1 in administration bldg</td>
<td></td>
</tr>
<tr>
<td>Resource Room</td>
<td>1 per campus</td>
<td></td>
</tr>
<tr>
<td>Teacher Hub</td>
<td>1 per 6-8 classrooms</td>
<td></td>
</tr>
</tbody>
</table>

#### Social Space

<table>
<thead>
<tr>
<th>Type</th>
<th>K-8 School</th>
<th>Middle School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Purpose Room</td>
<td>1 per campus</td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td>1 per campus</td>
<td></td>
</tr>
</tbody>
</table>
The built environment should be integrated within its natural context in a way that promotes harmony between mechanical and natural systems as well as the users that inhabit the space. Designing in this way will improve efficiencies, wellbeing and ultimately lead to the longevity of the overall facility.

**Placement of Buildings**
- Building orientation should optimize natural daylight and reduce solar heat gain on the building’s mechanical heating and cooling systems. The design of the buildings should consider the impact of prevailing wind and solar patterns relative to the overall building energy performance.
- Building placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within buildings.
- Site layout shall be adequate to meet the instructional, security and service needs of the educational programs.
- The Kindergarten cluster should have its own secured entry and drop-off lane at the front of campus.
- Restrooms should require minimum supervisions, and to the extent possible, be easily accessible from the hard courts, play fields and classrooms.

**Playground and Field Areas**
- Adequate outdoor physical education teaching stations shall be available to accommodate course requirements for the planned enrollment.
- At a minimum and depending on site acreage available include: (1) multi-use field area with soccer overlays and a perimeter running track and (6) basketball hard courts.
- Supervision of play fields should not be obstructed and should be supplemented with security cameras.
- The Kindergarten cluster should include its own secured play area with appropriately-sized play equipment and shade structure.

**Delivery and Service Areas**
- Delivery and service areas shall be located to provide vehicular access directly from the street without jeopardizing the safety of students and staff.
- Trash areas should be fenced or otherwise isolated from foot traffic areas.
3.2 PRIMARY SCHOOL EDUCATIONAL VISIONING

CAMPUS ORGANIZATION

KEY TERMS

School Entrance

- (Admin) Administration
- (CC) Classroom Cluster
- (CM) Community Room
- (H) Teacher Hub
- (SLL) Specialized Learning Lab
- (Kinder) Kindergarten
- (K) Kitchen / Food Service
- (LC) Learning Center
- Media Center
- (MPR) Multi-Purpose Room
- (R) Resource Room

Refer to the Facility Matrix for collaborative space quantities
3.2 PRIMARY SCHOOL EDUCATIONAL VISIONING

CAMPUS ORGANIZATION

KEY TERMS

★ School Entrance

(Admin) Administration
(CC) Classroom Cluster
  CC 1-3: grades 1-5
  CC 4: grades 6-8
(CM) Community Room
(H) Teacher Hub
(SLL) Specialized Learning Lab
(Kinder) Kindergarten
(K) Kitchen / Food Service
(LC) Learning Center
(MPR) Multi-Purpose Room
(PA) Performing Arts
(R) Resource Room

Refer to the Facility Matrix for collaborative space quantities
3.2 PRIMARY SCHOOL EDUCATIONAL VISIONING

CAMPUS ORGANIZATION

KEY TERMS

⭐ School Entrance

(Admin) Administration
(CC) Classroom Cluster
(CM) Community Room
(H) Teacher Hub
(SLL) Specialized Learning Lab
(B) Break Out Room
(GYM) Gymnasium
(K) Kitchen / Food Service
(LC) Learning Center
(MPR) Multi-Purpose Room
(PA) Performing Arts
(R) Resource Room

Refer to the Facility Matrix for collaborative space quantities
SECTION 3.3
PROGRAM VISION & STANDARDS
Secondary School Program
October 2016
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING
CLASSROOM CLUSTERS

DESIGN OBJECTIVES

Classroom Clusters are designed to provide a rich learning landscape for students and teachers. In addition to classrooms which meet the standards laid out by the California Department of Education, it is the intent to incorporate additional learning environments that can serve as an extension of the classroom. The co-location of collaborative spaces, spaces for independent and quiet work, and exposure to common resources is critical to supporting the various learning modalities of today’s students.

In addition to academic pursuits, Classroom Clusters should be arranged to foster a sense of community and help students build meaningful relationships with their peers and teachers. Visibility into classrooms and display of student work outside the classroom can spark thoughtful conversations and interactions. With the thought that learning can, and often does, happen anywhere, utilizing hallways, outdoor environments and shared resource areas for learning opportunities should also be strongly considered. Populate these areas with technology infrastructure, tackable surface for display and comfortable furnishings.
### 3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

#### CLASSROOM CLUSTERS

**DESIGN OBJECTIVES**

**Classrooms (CR)** are flexible learning environments intended for primary instruction which have direct access to at least one collaborative space within the cluster. Classrooms may be interconnected with operable partitions to allow the spaces to open up to each other, expanding the learning space and creating collaborative and team-teaching opportunities while promoting safety. Depending on program needs, 1-2 of the classrooms should be designed as Special Education Classrooms in the Classroom Clusters.

**Specialized Learning Labs (SLL)** are large-group collaborative spaces for use by all classrooms spaces within the cluster. This room provides open, flexible space for collaboration, group work, and interdisciplinary projects and can be specialized to support a focused academy. Provide high visibility in to the SLL. Appropriate size is no smaller than a standard classroom.

**Break Out Rooms (B)** match the functions of the Specialized Learning Lab but at a smaller scale. Directly accessible from adjacent classrooms, Break Out Rooms provide space for small group collaboration, ongoing work and long-term projects. They are sized to support 4-8 occupants.

**Study Rooms** are small rooms for 2-3 occupants which provide a quiet focused environment for use by students and staff. Provide enhanced acoustical separation in this space an materials that will absorb sound.

**Labs** provide an inter-disciplinary aspect to the cluster. They support programs which integrate real-world, hands-on learning through the production of large-scale project.

**Outdoor Commons** are outdoor learning environments designed to supplement instruction happening within the classrooms and labs. Sizes may vary, however, it is recommended to provide a minimum of one area large enough to house a full classroom.

The **Teacher Hub (HUB)** is a common space for teachers to store and share supplies and also serves as a touchdown space for printing/copier services. Where clusters are multi-story, provide one Teacher Hub per floor.

**Resource Room** provides a shared staff space for frequently accessed resources with furnishings for staff collaboration. Provide one resource room per school site separate from Faculty Work room.

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**Cluster Options**

1. **OUTDOOR COMMONS**
   - **STUDY**: 2 @ 100 SF
   - **HUB**: 250 SF
   - **LAB**: 1,200 SF
   - **CR**: 960 SF
   - **SLL**: 1,200 SF
   - **CR**: 960 SF

2. **OUTDOOR COMMONS**
   - **STUDY**: 2 @ 100 SF
   - **HUB**: 250 SF
   - **LAB**: 1,200 SF
   - **CR**: 960 SF
   - **SLL**: 1,200 SF
   - **CR**: 960 SF
   - **B**: 300 SF

3. **OUTDOOR COMMONS**
   - **STUDY**: 2 @ 100 SF
   - **HUB**: 250 SF
   - **LAB**: 1,200 SF
   - **CR**: 960 SF
   - **SLL**: 2,000 SF
   - **SLL**: 2,000 SF
   - **CR**: 960 SF
   - **B**: 150 SF
**DESIGN OBJECTIVES**

Collaboration is the opportunity for two or more people to share ideas and brainstorm as a means to developing a thoughtful solution towards a shared goal. Collaboration could happen anywhere, however these spaces provide students with the ultimate environment for collaboration and teamwork.

The **Specialized Learning Lab** is a large student-owned space that can be utilized by an entire class as a “hang-out space” that is technology-rich and encourages students to continue their studies and project development outside the classroom. Furniture is mobile and agile, able to be reconfigured based on the size and needs of the individual groups. Furnishings include soft and hard seating, tables on locking casters, and mobile writable boards. Technology is integrated throughout the space, enabling students to take advantage of mobile technology. Walls and other surfaces are writable, giving students the opportunity to share and jot ideas down as they happen.

The Specialized Learning Lab has ideal adjacencies with Classrooms and Outdoor Learning areas, sharing views into those spaces through glazing and operable wall systems.

The **Break Out Room** is designed for the collaboration of 4-8 person groups. Mobile seating and tables on locking casters should be provided as well as writable wall surfaces for the sharing of ideas to happen.

Break Out Rooms have direct connectivity to a single classroom or classroom pair, acting as huddle space for that class.

The **Resource Room** provides a shared staff space for frequently accessed resources with furnishings for staff collaboration.

The **Teacher Hub** is the small-scale version of the Resource Room, serving as a touch-down space for printing/copier services.
### ACTIVITIES
- Project Based Learning
- Small group collaboration
- Individual Study
- Break-Out Activities
- Digital Projects

### SPACE DESCRIPTION

#### FURNITURE
- Specialized Learning Lab: Flexible seating, mobile tables, consider soft seating. Fixed casework only to the extent needed to store technology.
- Break Out Room: Center table with power, durable chairs on casters. Consider tables with writable top surface.

#### FINISHES
- Flooring should be resilient, durable and easy to maintain.
- Ceilings should be of acoustically absorptive material. In areas that are dedicated to small group work, consider lower ceilings to provide a sense of scale.
- Utilize writable wall finishes.

#### EQUIPMENT
- Specialized Learning Lab: Provide 10-unit charging station for 30% of the students. Provide one large projection surface supporting 8’x10’ projection screen with ceiling-mounted projector.
- Break Out Room: Provide a 60” LCD monitor.
- Include movable white boards to supplement technology.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

COLLABORATION SPACES - STAFF

ACTIVITIES

- Material preparation
- Material and project storage
- Personal item storage
- Printing and copying of materials

SPACE DESCRIPTION

FURNITURE

- Casework at standing and seated working heights including lockable file storage.
- Provide table top surfaces appropriate for paper-cutting and other material prep activity.
- Resource Room: Flexible seating and table arrangements.
- Teacher Hub: Individual work stations and seating at perimeter with standing-height table in the material prep area.

FINISHES

- Flooring should be resilient, durable and easy to maintain.
- Ceilings should be of acoustically absorptive material.
- Utilize writable and tackable wall finishes.
- Provide durable counter top surfaces such as butcher block.

EQUIPMENT

- Provide laptop docking stations with wireless access.
- Provide copy/printing capabilities.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

21ST CENTURY CLASSROOMS

DESIGN OBJECTIVES

21st Century classroom spaces should be open, inviting and engaging. Classrooms should support multi-modal learning and be adaptive to the needs of the learners.

Design classrooms to be flexible allowing them to frequently reconfigure to support the following: whole group lecture, small group collaboration, project based learning and hands-on design, independent and quiet work. Classrooms environments should be equally suitable for student and teacher collaboration.

Promote Digital Literacy through seamless integration of mobile technology in the classroom. Mobile technology use should be supported through a multitude of electrical outlets and a combination of data port locations, with wireless internet access available and able to expand capacity in the future.

Classrooms should be acoustically separated from each other and organized with direct access to at least one shared collaborative space (Specialized Learning Lab or Break Out Room). Additionally, some classrooms may be interconnected with operable partitions to allow the spaces to open up to each other, expanding the learning space and creating cross-discipline and team-teaching opportunities. Windows and classroom layout should allow for visibility across classroom space to exterior.
ACTIVITIES

• Promote 21st century learning skills, collaboration, communication, critical thinking and problem solving
• Learner-centered Instruction and Interdisciplinary project based learning with full-integration of technology
• Large lecture, small group, and individual work
• Core subject instruction: Language Arts, Social Studies and Mathematics

SPACE DESCRIPTION

FURNITURE

• Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings for Collaboration Spaces.
• Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
• Height adjustable furniture for presentation.
• Consider furniture with integral power for technology.
• Include a few indoor/outdoor pieces which can be utilized when appropriate in the Outdoor Commons.

FINISHES

• Finishes should accommodate the activities listed.
• Flooring should be resilient, durable and easy to maintain. Utilize carpet in Break Out Rooms. Provide walk off mats at main entries, integrated with floor finish.
• Ceilings should be of acoustically absorptive material.
• Utilize hallways and common areas for display and keep classroom walls focused on learning activities with writable surfaces throughout and spots for teamwork.
• Consider facing casework with a writable or magnetized finish.

EQUIPMENT

• Provide Classroom Technology Kit.

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Integrate Special Education (SE) into campus to the fullest extent possible to have full inclusion of SE students on campus, thereby providing Special Education students the same opportunities, resources and quality of facilities as general-education students. Utilizing the “push in” philosophy, instructional support provided by a special education teacher or instructional aide in a general classroom setting affords all students the opportunity to learn and interact with their peers. Additionally, collaborative team teaching in which a special education teacher can pair with a general education instructor to teach a class together for both general and special education students in the classroom rather than “pulling out” SE students, all students are afforded the opportunity to learn and interact with their peers.

Moderate/Severe Special Education classrooms should include a quiet, separate focus room for students to recompose and an independent living skills area with a sink and select kitchen equipment for teaching life skills.
### ACTIVITIES
- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Instructional program includes transition planning

### SPACE DESCRIPTION

#### FURNITURE
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings or stools to encourage mobility throughout the space.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide presentation spaces for instructor and students alike.

#### FINISHES
- Flooring should be resilient, durable and easy to maintain.
- Ceilings and finishes should be of acoustically absorptive material.
- Utilize hallways and common areas for display and keep classroom walls focused on learning activities with writable surfaces throughout and spots for teamwork.

#### EQUIPMENT
- Provide Classroom Technology Kit.
- Include movable white boards to supplement technology.
- Provide assistive technology and communications devices as appropriate for those in need.
- Provide a sink with bubbler.

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### 3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

#### SPECIAL EDUCATION - MODERATE / SEVERE

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individual Educational Program (IEP)</td>
</tr>
<tr>
<td>• Student-centered planning</td>
</tr>
<tr>
<td>• Site-specific program for 10-12 students managed by 3 or more adults</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPACE DESCRIPTION</th>
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</thead>
<tbody>
<tr>
<td><strong>FURNITURE</strong></td>
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</tr>
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<tbody>
<tr>
<td>• Provide Classroom Technology Kit.</td>
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<tr>
<td>• Include movable white boards to supplement technology.</td>
</tr>
<tr>
<td>• Living Skills area should include residential kitchen and laundry appliances.</td>
</tr>
<tr>
<td>• Provide assistive technology and communications devices as appropriate for those in need.</td>
</tr>
<tr>
<td>• Provide a sink with bubbler.</td>
</tr>
</tbody>
</table>

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**OUTDOOR LEARNING**

- Writable surfaces
- View to outdoors
- Whole group zone
- Focus room for 2-3 people
- Restroom
- Storage
- Individual work / conference for 6-8 people
- Life skills area + kitchenette

**OUTDOOR LEARNING**

- Mod. / Sev. Classroom 1,200 SF
- Conf. 120 SF
- Ot / Pt Room 960 SF
- Focus 80 SF
- Stor. 100 SF
- Restroom/Hygiene 270 SF
- Stor. 100 SF
- Focus 80 SF

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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING
SPECIAL EDUCATION - THERAPEUTIC

ACTIVITIES
- Individual Educational Program (IEP)
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of and improvement of communication and language skills
- Instructional program includes transition planning

SPACE DESCRIPTION

FURNITURE
- Limited furniture and objects on walls.
- Provide soft furnishings.

FINISHES
- Flooring should be resilient, durable and easy to maintain.
- Ceilings and finishes should be of acoustically absorptive material.
- Provide writable/tackable wall surfaces.

EQUIPMENT
- Provide Classroom Technology Kit.

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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

LEARNING CENTER

DESIGN OBJECTIVES

The Learning Center is a welcoming space where students can access Counselors, Psychologists, and Speech Specialists. Counselors’ offices are arranged around a group space with tables and chairs where small group meetings and break-out sessions can occur.

A visual connection of all rooms to the exterior and to the small group room should be maintained while also maintaining privacy through acoustical separations between each room. All rooms should enjoy natural sunlight with views to the exterior and should be equipped with supplemental lighting and the ability to control thermal comfort and shading. Additionally, rooms are acoustically separated and designed for low background noise levels.

The Learning Center is ideally located within or adjacent to the main Administration.
ACTIVITIES

- One-on-one instruction
- Small group instruction
- Tutoring, counseling
- Conferences and meetings
- Individual Education Program (IEP) meetings
- Testing and observation

SPACE DESCRIPTION

FURNITURE

- Ergonomic workstations with comfortable, soft seating areas and age appropriate furniture.

FINISHES

- Writable wall finishes or markerboards.
- Acoustical ceiling with high acoustical separation between spaces.
- Flooring should be carpet, durable and easy to maintain.
- Calming colors and finishes with minimal patterning.

EQUIPMENT

- Dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.
- Provide a 60” digital display in each office and small group space.
- Include (3) three ethernet ports per work station (two work stations in Flex Office).
- Provide in-table power for each conference table.

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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

SCIENCE LABS

DESIGN OBJECTIVES

Science Classrooms and Labs should be open, inviting, and engaging with a sense of discovery that inspires curiosity and exploration. The space should enable Active and Interactive learning and create opportunities to use the building as a teaching tool.

Science Classrooms and Labs should have a large teaching area with plenty of working space as well as smaller flexible space(s) that can be configured to support small group work, presentation or project work.

The Science Classroom and Labs should be visually and physically connected to the outdoors. Adjacent outdoor learning areas shall be treated as an extension of the classroom, with finishes that support classroom activities. Create visibility across classroom space to outdoor spaces for supervision.
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

SCIENCE LABS

ACTIVITIES

- Learner-centered instruction
- Large group instruction and demonstration
- Individual project-based learning and investigation
- Elementary science lab experimentation & creative exploration
- Cross-collaboration with other fields of study
- Showcase and presentation of student work

SPACE DESCRIPTION

FURNITURE

- Furniture should vary based on the activities. All work surfaces should be chemical resistant and science grade. Student tables and chairs should have the ability to adjust height.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide a mobile teacher demonstration table.
- Lecture area should have student desks and chairs.

FINISHES

- Floors should be resilient or epoxy coated concrete. Flooring should be durable and easy to maintain.
- Provide tackable wall surfaces for display of student work.
- Provide writable surfaces for collaboration and brainstorming.
- Ceilings should be of acoustically absorptive material.

EQUIPMENT

- Provide Classroom Technology Kit with recording capabilities.
- Provide integrated video camera to magnify teacher instruction of hands-on techniques.
- Provide power/data/gas as required. Consider ceiling-retractable system to maximize flexibility.
- Provide a recessed emergency eyewash and shower station.
- Provide multiple sinks for project cleanup.

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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

**ART CLASSROOMS (2D / 3D / DIGITAL)**

**DESIGN OBJECTIVES**

Art Classrooms should be open, inspiring, and innovative with a sense of exploration that inspires creativity and imagination. The space should enable collaborative work and brainstorming with high visibility of both in progress and finished curated student work.

The Art Classrooms should have a large teaching and work area with plenty of space for project work as well as smaller flexible space(s) that can be configured to support independent studies and group work. The Art Classrooms should also incorporate a gallery to display and showcase student work.

It is critical that Art Classrooms be visually and physically connected to the outdoors to provide inspiration and natural daylight. Adjacent outdoor learning areas shall be treated as an extension of the classroom, suitable for outdoor art projects. Outdoor learning areas can also provide a backdrop for student work - consider theming the space as a sculpture garden or installation lab.

**3D and 2D Art Classrooms** should support messy activities and the creation of physical modeling. These classrooms should include areas to store unfinished works.

**Digital Art Classroom** should be technology-heavy, providing students the ability to develop their education in video production and other digital arts. It is the intention of these spaces to provide hands-on “real world” scenarios for students to experience possible career applications.
**ACTIVITIES**
- Large group instruction and demonstration
- Group and individual project-based learning
- Art-based education & creative exploration
- Digital illustration and painting, photo manipulation
- Drawing, painting, mixed media and sculpture
- Cross-collaboration with other fields of study
- Showcase and presentation of student work

**SPACE DESCRIPTION**

**FURNITURE**
- Adjustable height workstations that will support hands-on and computer work at seated or standing heights.
- Utilize larger work surfaces in the whole group work area to accommodate many students and smaller, more flexible furniture for the small group area.
- Provide lockable casework for supplies, large-format artwork and storage of unfinished projects.
- Deep counter areas for large paper storage, light tables and other equipment.

**FINISHES**
- The space should have flooring and other surfaces suitable for project-based activities that are durable and will resist paint spills.
- Provide tackable wall surfaces and shelving for display of student work - both inside and outside the classroom.
- Writable surfaces that can also receive projection.
- Cleanable acoustical ceiling system.
- Black-Out curtains for optimal lighting control.

**EQUIPMENT**
- Provide Classroom Technology Kit with recording capabilities and integrated video camera to magnify teacher instruction of hands-on techniques.
- Consider ceiling power cord reels to respond to changing configurations and technology and equipment needs.
- Large operable door to access outdoor learning area.
- Multiple sinks 2D/3D areas for project cleanup.
- Increased ventilation rates for paint use and operable windows for improved occupant comfort.

**NOTE:** The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
Performing Arts spaces should be inspiring, supportive, creative spaces that allow students to elaborate, refine, analyze and evaluate their own ideas to improve and maximize their creative efforts. The spaces should encourage students to work creatively in collaboration with others, demonstrating originality and inventiveness and incorporating group input and feedback into the work.

**Band and Choir Classrooms** include a large group area for full class practice, with small group music areas and practice rooms for individual exploration.

The **Dance/Flex Classroom** is a large group area with appropriate finishes and flooring to support dance activities and other special program activities.

Band, Choir and Dance/Flex Classrooms should be visually and physically connected to the outdoors. Adjacent outdoor learning areas shall be treated as an extension of the classroom, with finishes that support classroom activities. Create visibility across classroom space to outdoor spaces for supervision.
### Activities
- Large group instruction and demonstration
- Small group and individual practice
- Musical experimentation and testing
- Dance practice and instruction
- Hands-on experience through rehearsals
- Flex space for use by special programs

### Space Description

#### Furniture
- Utilize portable risers to support row configurations for chorus.
- Provide flexible table and chairs for small group/individual practice area.
- Provide movable stages and stands as required.
- Provide lockable cabinets for instrument storage.
- Dance/flex room should have fixed ballet barres and perimeter curtains.

#### Finishes
- Finishes should accommodate the activities listed.
- Flooring should be resilient, durable and easy to maintain in the Band and Choir rooms.
- Acoustical clouds and orientation to replicate performance layout setting in Band and Choir rooms.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.
- Dance/Flex room should have mirrored and tackable wall surfaces.

#### Equipment
- Provide Classroom Technology Kit within all classrooms.
- Integrate video camera to magnify teacher instruction of hands-on techniques.
- Provide video recording and playback capabilities.
- Provide portable speakers within the Dance Classroom.
- Band room should have accessible sinks for cleaning instruments and lockable storage for instruments.
- Provide a display area(s) for upcoming shows and awards.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>BAND</th>
<th>CHOIR</th>
<th>DANCE/FLEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large group instruction and demonstration</td>
<td>✓</td>
<td>✗</td>
<td>✓</td>
</tr>
<tr>
<td>Small group and individual practice</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Musical experimentation and testing</td>
<td>✓</td>
<td>✓</td>
<td>✗</td>
</tr>
<tr>
<td>Dance practice and instruction</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Hands-on experience through rehearsals</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Flex space for use by special programs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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The Performing Arts building enables students to showcase their creative, musical and theatrical talents. This building should be equipped with proper systems for performances, presentations and ceremonies. Drama support spaces, including dressing rooms, prop and costume storage, and a stage craft area should be easily accessible from the Theater and Drama Classroom for performances.

Locate the Performing Arts building adjacent to parking for after school events with a Lobby, Ticketing and Concessions that serves the Theater.
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING
PERFORMING ARTS

ACTIVITIES
- Large group performances, assemblies, lectures, large group meetings, and community events
- Performance rehearsals and after school performances
- Development of technical abilities and improvisation techniques
- Live audio/video broadcast to from theater to lobby and the rest of campus

SPACE DESCRIPTION

FURNITURE
- Provide fixed, theater-style seating in main Theater space.
- Provide masonite/stage flooring in Drama Classroom.
- Mirrors, seating and changing areas as appropriate in costume and dressing rooms.
- Provide open and lockable storage in prop, costume, and dressing rooms.

FINISHES
- Lobby should have durable, cleanable flooring and hard lid ceilings. Incorporate display cases for awards or future events.
- Drama classrooms to be acoustically designed and replicate the stage performance space as much as possible.
- Theater finishes should be of high quality and thoughtfully selected to enhance auditory clarity.

EQUIPMENT
- Auditorium should be acoustically designed with theater, AV and acoustical input from an AV consultant.
- Provide short-throw projection capabilities.
- Provide theatrical lighting equipment.
- AV technology equipment to function with recording/ playback capabilities, including such functionality within the Drama Classroom.
- Include exterior power outlets in Stage Craft Area.

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Career Tech Shop spaces are classroom spaces for students to learn through hands-on, “real world” scenarios and to experience possible career applications. These high-bay lab spaces should create an open, flexible classroom environment with space and infrastructure that will respond to changing technology and program needs. The provide students with the opportunity to showcase their work in these programs to the rest of campus through exterior glazing, controllable through shading devices.

These spaces should collocate with related programs on the campus, as a supplement to the technical career programs and to build interest in these areas of study. These spaces are also perfectly complimented by the proximity to outdoor learning. The connection between the lab interior and the outdoor learning environment should be through a large opening such as a roll-up door, in order to better accommodate the large-scale projects created within these spaces. Thought should also be given to the Shop’s proximity and connection to a service area for the delivery/hauling of materials.
**ACTIVITIES**

- Large group instruction and demonstration
- Group and individual project-based learning
- Large-scale projects (automotive/construction/set design/robotics/etc)
- Cross-collaboration with other classes/fields of study

**SPACE DESCRIPTION**

**FURNITURE**

- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.

**FINISHES**

- Flooring should be resilient, durable and easy to maintain.
- Provide tackable wall surfaces both inside and outside the classroom.
- Provide writable surfaces that can also receive projection.
- Design with exposed, high ceilings with acoustic ‘clouds’ or suspended acoustic ceiling panels.

**EQUIPMENT**

- Provide equipment that accommodates the projects intended for this space.
- Provide Classroom Technology Kit.
- Consider ceiling power cord reels that respond to changing configurations and technology and equipment needs.
- Utilize large operable door(s) to access outdoor learning area.

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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

ADMINISTRATION

DESIGN OBJECTIVES

Administration is the first point of contact for students, staff, and visitors arriving at the school. The entry should be a welcoming, obvious presence to visitors and parents, and should create and define a single-point entry. Announcements and student work should be displayed in this area to establish a sense of school identity and pride.

In the Lobby, community members should feel welcome and the space should exhibit a sense of hospitality. Provide space for a community liaison and flexible work stations for parent meetings and enrollment. A Work Room should be provided near the Lobby and Community Room. This room is intended for parent/community use and should be equipped with a computer station, printer and copier.

The Administration building houses the main offices for the Principal, Assistant Principals (AP), as well as an academic Counselor’s suite of offices. These spaces should feel comfortable and inviting, with the capabilities for privacy and acoustical separation.

A Health Office should be easily identifiable and accessible from the main Lobby space with the ability to secure the room for private consultations. A private nurse workroom and toilet facility should be included in this area. Provide casework, finishes and furnishings that are appropriate for the use and create a comfortable environment. The Health Office should have a separate entrance which connects directly to emergency vehicle parking.

Staff Work and Lounge areas provide spaces for staff communication and collaboration is encouraged by the creation of private staff areas that have soft furniture, varied lighting, views to exterior, and amenities such as those found in a kitchenette. Private space should also be provided for nursing mothers or private conversations.

Public spaces should be clearly defined and access should be limited to private staff spaces.
### 3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

#### ADMINISTRATION

<table>
<thead>
<tr>
<th>ELEMENTARY SCHOOL</th>
<th>K-8 SCHOOL</th>
<th>MIDDLE SCHOOL</th>
<th>HIGH SCHOOL</th>
</tr>
</thead>
</table>

#### ACTIVITIES
- Check-in, main entry, “Welcome Center”
- Administrative duties
- Conference and Discipline meetings
- Health support
- Staff collaboration and professional development
- Attendance, enrollment, supply/records storage, student enrollment and community outreach

#### SPACE DESCRIPTION

##### FURNITURE
- Furniture should vary based on the activities listed.
- Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area.
- Casework at standing and seated working heights for reception and workrooms including lockable file storage.
- Soft seating in Lobby/waiting areas and Staff Lounge.

##### FINISHES
- Flooring should be resilient, durable and easy to maintain. Utilize carpet in offices.
- Ceilings should be primarily acoustically absorptive material with limited areas of dropped hard lid.
- Utilize hallways and common areas for display and keep Community/Professional Development Center walls focused on learning activities with writable surfaces throughout and spots for teamwork.

##### EQUIPMENT
- Provide Classroom Technology Kit within the Community/Professional Development Center and Staff Work/Lounge spaces.
- Provide copy/printing capabilities within Staff Work area.
- Include natural and adjustable lighting with temperature controls within individual occupied spaces.
- Provide two (2) digital displays in the Lobby area.
- Provide a computer station with wireless internet access for parent use in Community Liaison area.
- Provide a computer station and copy/printing capabilities within the Work Room.

**NOTE:** The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
The Community/Professional Development Center is a space on campus that is available to teachers, staff, parents and other adults in need of supplementary education. Teachers and staff may gain additional education of new technologies and curriculum through Professional Development days conducted by the District. Other adults may utilize the space if the District offers a continuing education program. This room should also be available to club organizations and parent group meetings such as PTA and Boosters.

The Community/Professional Development Center is designed similar to a standard classroom in that the furnishings should allow large group lecture and presentation activities. The furniture should also be flexible to allow for small group collaborations.

A Kitchenette component should be included, providing built-in casework for storage, a sink and kitchen appliances such as a refrigerator and microwave for convenience.
ACTIVITIES

- Teacher/staff professional development
- Adult education
- PTA meetings
- Club meetings

SPACE DESCRIPTION

FURNITURE

- Furniture should include a variety of types that can be easily reconfigured.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum in classroom space. Provide built-in casework at kitchenette area.
- Height adjustable furniture for presentation.
- Consider furniture with integral power for technology.

FINISHES

- Flooring should be resilient, durable and easy to maintain.
- Provide walk off mats at main entries, integrated with floor finish.
- Ceilings should be of acoustically absorptive material.
- Consider facing casework with a writable or magnetized finish.

EQUIPMENT

- Provide Classroom Technology Kit.
Morgan Hill USD envisions their Media Center as a social center or ‘campus hub’ for the school where students and staff can meet, study and work throughout their school day. The space should promote student and staff interaction in a comfortable, stimulus-rich environment that will support multiple concurrent activities. Provide spaces for the display of student work and announcements. A clear line of sight should also be provided to all student areas for supervision.

The Media Center enables students to research and study independently or as a collaborative group. It is equipped with soft furnishings that can be rearranged into various configurations as well as mobile technology rentals supported by wireless internet access. Included in the Media Center is a Work Room which serves as a touch-down space for copy and printing capabilities for school clubs, parents, etc.

The College Career Center and counseling suite supports students’ individual pathway needs, to further encourage and sustain a student’s success. Privacy should be maintained between spaces through acoustical separations.

A Broadcast & Production Lab is connected to the Media Center, which takes on the characteristics and program of a Career Tech Shop dedicated to the digital arts.

The Cafe contains the Food Service and Dining components and should be a comfortable environment that emulates a hip coffee house or cafe, creating a comfortable space that invites social interaction. A separate, dedicated food service window(s) should be provided for teachers/staff, enabling teachers and staff to be efficient with their time. Consider collocating the Culinary classroom with Food Services to encourage a hands-on and ‘real world’ learning experience for students and to help promote the Food Service and Culinary programs.

ASB and the ASB Store are located within the Media Center to strengthen the buildings identity as the social center of campus.
### ACTIVITIES
- Assemblies and large group presentations
- Community use
- Food Service seating/social gathering
- Campus Hub, student and teacher social gathering
- ASB room and school store
- Career center
- Counseling

### SPACE DESCRIPTION

#### FURNITURE
- Media Center: Provide a variety of comfortable seating options with access to power for personal devices. Provide book stacks on locking casters for flexibility.
- Cafe: Provide a variety of cafe tables and chairs at high and low levels that can be easily moved and reconfigured.
- Provide flexible, mobile classroom-type furniture in the ASB and Career Center rooms.
- Include recycling and water filling stations.

#### FINISHES
- Flooring should be resilient, durable, and easy to clean.
- Ceilings should be acoustically absorptive and durable/appropriate for dining areas. Consider a raised ceiling height in the Cafe and Media Center spaces.
- Provide tackable and writable wall surfaces in the ASB, Career Center and Study Rooms.
- Acoustical wall panels may be necessary to control reverberant sound during large events.
- Provide increased acoustical separation at Recording Studio and Sound Room.

#### EQUIPMENT
- Provide AV/adjustable lighting systems for presentation, testing, and community events, with wireless internet throughout all spaces.
- Provide Classroom Technology Kit in Career Center, ASB room and Broadcast Lab.
- Incorporate LCD monitors at the Cafe as digital menu screens.
- Provide LCD monitors with video conference capabilities in the Study Rooms.
- Provide audio recording with playback capabilities in Recording Studio and Sound Room.
- Provide a printer/copier and docking station at the Work Room.

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**NOTE:** The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

GYMNASIUM

DESIGN OBJECTIVES

The Gymnasium hosts the school’s sports team practices and games, Physical Education classes and assemblies. Utilize graphics, signage and colors in this space that inspire school pride and their sense of identity. Adjacent to the Gymnasium, PE classrooms provide additional activity spaces designed for weight lifting, wrestling, dance and other fitness classes. All PE spaces should be durable and have proper acoustics for the programs they hold.

Due to the diverse array of large-group activities that occur in this space, full integration of internet and presentation/performance technology should be provided.

Utilize acoustic absorption at high elevation on walls and ceilings (such as acoustical roof decking) and high-impact acoustic panels at walls with wall padding below.

The Gymnasium and its Locker Rooms and Restrooms should be located near to the Track and Field Stadium with easy access between the two. They should also be located near visitor parking area to support events as well as joint-use activities.
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

GYMNASIUM - PRACTICE

ACTIVITIES

- Instructional activities
- Assemblies and large group activities
- Community use
- Overflow classroom activities
- Team sports practice and competition

SPACE DESCRIPTION

FURNITURE

- Provide bleacher-style seating.
- Provide a recycling area for storage and collection of recyclables.

FINISHES

- Flooring should be sealed concrete or resilient and durable and easy to clean.
- Main gymnasium space flooring should be a bio-cushion wood floor with court striping.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.
- Ceiling height should allow for recreational activities such as basketball and volleyball.

EQUIPMENT

- Provide quality sound, lighting and acoustic systems. Systems should be appropriate for assemblies and other events.
- Provide lighting for testing, presentation, assembly or community event.
- Provide water filling stations.
- Incorporate retractable basketball hoops, volleyball posts and nets, wall padding, scoreboard system and other necessary athletic systems.

NOTE: The square footages above are net areas to assist in developing new or reconfiguring existing floor plan layouts. The final plan layout will include circulation factors to achieve the gross square footage. This figure will vary depending upon the layout of the building (single story or multi-story) and type of program spaces.
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

GYMNASIUM - COMPETITION

ACTIVITIES
- Instructional activities
- Assemblies and large group activities
- Community use
- Overflow classroom activities
- Team sports practice and competition

SPACE DESCRIPTION

FURNITURE
- Provide bleacher-style seating.
- Provide a recycling area for storage and collection of recyclables.
- Provide casework to display club activities and awards.

FINISHES
- Flooring should be sealed concrete or resilient and durable and easy to clean.
- Main gymnasium space flooring should be a bio-cushion wood floor with court striping.
- Finishes should contribute to the acoustical qualities; include materials that absorb sound.
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Physical education programs are integral in supporting a students’ high school experience and should encourage students to value the importance of fitness and help them develop life-long healthy habits. The Athletics stadium also promotes school identity and pride by showcasing students athletic abilities. These facilities are often the ‘face’ of the school for the community, therefore it is important to build aesthetically pleasing facilities that demonstrate school pride.

Stadium grandstands on either side of the track and field provide seating for visitors and provide the perfect vantage point for the Press Box.

The Field House supports the Track and Field by providing two team rooms, separate ticketing and restrooms for ‘home’ and ‘away’ visitors, a shared concession space and adequate space for equipment storage.

The Athletics facilities should be located near to the Gymnasium and Locker Rooms with easy access between the two. They should also be located near visitor parking area to support events as well as joint-use activities.
### ACTIVITIES
- Physical Education classes and training
- Athletic/sports practice
- Sports games, track and field events
- Assemblies and presentations
- Community use

### SPACE DESCRIPTION

**FURNITURE**
- Provide lockers and lockable storage for athletics equipment.
- Provide bench seating in locker and team rooms.
- Provide a recycling area for storage and collection of recyclables.

**FINISHES**
- Flooring should be sealed concrete or resilient and durable and easy to maintain. Utilize carpet where appropriate.
- Ceilings should be of acoustically absorptive material.
- Utilize building exterior for display of announcements and events.

**EQUIPMENT**
- Provide quality sound, lighting and acoustic systems. Systems should be appropriate for assemblies and other events.
- Provide electronic scoreboard(s).
- Provide water filling stations.
- Incorporate goal posts for football and other necessary athletic systems.
- Provide equipment for a heat-and-serve Concessions window.
- Incorporate electronic menu display at Concessions.
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

CAMPUS ORGANIZATION

DESIGN OBJECTIVES

Reference the California Department of Education and Title 5 standards requirements. Although it is understood that all requirements are to be met, this section is highlighting the following specific requirements that were used as a basis for the guidelines indicated in these Educational Specifications.

Placement of Buildings

- Building orientation should optimize natural daylight and reduce solar heat gain on the building’s mechanical heating and cooling systems. The design of the buildings should consider the impact of prevailing wind and solar patterns relative to the overall building energy performance.
- Building Placement shall consider compatibility of the various functions on campus and provide optimum patterns of pedestrian flow around and within buildings.
- Site layout shall be adequate to meet the instructional, security and service needs of the educational programs.
- Restrooms should require minimum supervision, and to the extent possible, be easily accessible from the hard courts, play fields and classrooms.

Playground and Field Areas

- Adequate outdoor physical education teaching stations shall be available to accommodate course requirements for the planned enrollment.
- At a minimum and depending on site acreage available include: (1) stadium for football and track and field, (1) multi-use field area with baseball/softball/soccer overlays, (6) basketball hard courts, (1) aquatic center with a 50M pool.
- Supervision of playfields should not be obstructed and should be supplemented with security cameras.

Delivery and Service Areas

- Delivery and service areas shall be located to provide vehicular access directly from the street without jeopardizing the safety of students and staff.
- Trash areas should be fenced or otherwise isolated from foot traffic areas.
3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

CAMPUS ORGANIZATION

KEY TERMS

- School Entrance
- (Admin) Administration
- (CC) Classroom Cluster
- (CM) Community Room
- (CO) Counseling Suite
- (CTS) Career Tech Shops
- (GYM) Gymnasium
- (SLL) Specialized Learning Lab
- (B) Break Out Rooms
- (K) Kitchen / Food Service
- (LC) Learning Center
- (R) Resource Room
- (S) Study Rooms

Morgan Hill Unified School District
FACILITIES MASTER PLAN
April 19, 2016

MEETING MINUTES NO. 01
MORGAN HILL USD - EDUCATION SPECIFICATIONS
LPA PROJECT NO. 16058.10

SUBJECT: “Plan the Plan”

DATE: 04/15/16
TIME: 9:30AM - 10:30AM
PLACE: MORGAN HILL USD - DISTRICT OFFICES

This report of the meeting’s events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Casino Fajardo, MHUSD (CF)
Aneesa Espinosa, MHUSD (AE)
Katia McClain, LPA (KM)
Kirsten Blakeman, LPA (KB)

CONSULTANTS (as indicated)

DISTRIBUTION
All Present

DISCUSSION ITEMS

<table>
<thead>
<tr>
<th>ACTION</th>
<th>ITEM NO.</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>INFO</td>
<td>01.01</td>
<td>N/A</td>
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<tr>
<td></td>
<td>LPA conducted a coordination meeting with the District to discuss the goals and schedule for the MHUSD Education Specifications Project</td>
<td></td>
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<tr>
<td>INFO</td>
<td>01.02</td>
<td>N/A</td>
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<tr>
<td></td>
<td>CF discussed the District’s goals for the Education Specifications project:</td>
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<td>- Develop a baseline for future projects in terms of materials and planning concepts.</td>
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<td>- Immediate use as a supplemental guideline for current projects in design</td>
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<tr>
<td>MHUSD</td>
<td>01.03</td>
<td>04/22/16</td>
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<td></td>
<td>LPA requested a copy of the District’s Strategic Plan or documentation that would provide more insight into the District’s educational goals. CF to forward a copy of the LCAP document to LPA.</td>
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<tr>
<td>LPA</td>
<td>01.04</td>
<td>04/22/16</td>
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<td></td>
<td>Jackson K-8, Martin Murphy MS and Live Oak HS were selected for site visits. The school sites will all be toured in the same day, with the principals of each in attendance. LPA to provide calendar availability to MHUSD for scheduling.</td>
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<tr>
<td>LPA</td>
<td>01.05</td>
<td>04/22/16</td>
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<td></td>
<td>LPA and MHUSD discussed the workshop structure. The workshops will consist of the Educational Services Group, Principals Group and Technology leaders – approximately 15 people. MHUSD clarified that teachers will not be included in the workshop and there are no plans to solicit teacher input via surveys. LPA to provide MHUSD with a workshop brief to include in the meeting invite.</td>
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Attachments:
- Agenda
- Schedule Exhibit (updated 4/19/16)

Submitted by: Kirsten Blakeman, LPA

MHUSD
INFO
LPA
LPA
LPA

INFO
LPA
LPA
LPA

01.06
01.07
01.08
01.09

LPA suggested that Workshop #2 take place at a school site to be selected by the District to help encourage discussion and visioning of learning spaces. MHUSD concurred and will schedule a site location of their choosing.
LPA and MHUSD discussed the project schedule. MHUSD took no exception to the duration of the tasks outlined on the schedule.
LPA will revise the schedule with the following updates:
- 2 Workshops to discuss (1) “Big Ideas” and (2) “Learning Spaces” at all grade levels
- 1 Focus Group Session identified to meet with O&M, Transportation, Food Service and other facility departments
- Addition of 1 Board of Education meeting to present the final education specifications for approval.
LPA will provide calendar availability to MHUSD for scheduling of workshops/focus group meetings and executive committee meetings.
3.4 APPENDIX

MEETING MINUTES

MEETING NO. 02 - WORKSHOP 1

May 11, 2016

MORGAN HILL USD EDUCATION SPECIFICATIONS – WORKSHOP 1

LPA PROJECT NO. 16058.10

DATE: 05/10/16
TIME: 8:00AM - 10:00AM
PLACE: MHUSD District Offices, 15600 Concord Circle, Morgan Hill, CA, United States (BOARD ROOM)

This report of the meeting’s events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Casino Fajardo, MHUSD (CF)
Claudia Olszynko, MHUSD (CO)
Chris Moore, MHUSD (CM)
Courtney Mackis, MHUSD (CM)
Debra Grover, MHUSD (DG)
Glen Webb, MHUSD (GW)
Iovonna Glenn, MHUSD (IG)
Heather Nursement, (HN)
Kimberly Baer, MHUSD (KB)
Jenna Mittelman, MHUSD (JM)
Jenniffer Cordoni, MHUSD (JC)
Patrick Buchser, MHUSD (PB)
Ramon Zavala, MHUSD (RZ)
Swati Dagar, MHUSD (SD)
Teresa Barnesheim, MHUSD (TS)
Kala McCray, LPA (KM)
Katie Misea, LPA (KM1)
Kirsten Blakeman, LPA (KB1)

CONSULTANTS

All Present

DISTRIBUTION

ACTION ITEM NO. DUE DATE
INFO 2.01 LPA conducted a workshop to gather input from principals and district staff for the creation of the MHUSD Education Specifications. N/A
INFO 2.02 KB1 and KM1 presented an overview of an Education Specification, identifying it as the link between education program and school facilities. Of added that the Education Specification will serve as a guideline and provide the District with a standard for learning environments in its schools. N/A

DISCUSSION ITEMS

Jackson Academy for Math and Music:
- The “pod” configuration creates trapezoid shaped classrooms with limited daylight. The classroom shape limits flexibility as well as variations in furniture configuration.
- The “pod” configuration also presents a challenge to wayfinding as the entrance to the school site is not defined.
- A dedicated drop off is present but there is a lot of congestion in the morning. There is an effort being made to encourage the students to bike or skateboard to school.
- The recent restructuring to a Math and Music Academy is an example of the District’s efforts to create more focused academies and strengthen strands connecting programs throughout grade levels.

Members of the District added the following comments and observations:
- All school sites could benefit from an improved waiting/enrollment area for families. This was identified at various times throughout the workshop as a “welcome center”.
- Security could be improved by having a “control point”. Visitors should enter directly into a secured lobby rather than into a student occupied space such as the library.
- There is a desire to have a commons area or classrooms that open up to each other to create an environment for team teaching.
- More windows and natural daylighting are desired in classrooms as well as a more flexible classroom configuration for different teaching modalities.

Martin Murphy Middle School:
- The “pod” configuration modified with classrooms wings, allows additional daylight but presents some circulation challenges.
- The center of the “pod” configuration has recently been converted to an Innovation Lab with flexible furnishings and technology. Using this as a case study, the District has more information on the types of furnishings that are most effective and power needs.
- The library has been moved into a smaller space, will smaller bookcases. This space seems to be appropriately sized for the school and utilized often by staff and students.
- No dedicated drop off is present and the front entrance is non-descript and set too far back into the campus creating an oversized “front yard”.
- The school garden is an example of how this particular school is creating a culture of engagement. Members of the District added the following comments and observations:
- Accordion style partitions between the classrooms are not effective for learning environments. There is a desire to selectively locate operable partitions and specify higher acoustical properties as well as usable surface such as...
Members of the District added the following discussion points:

• Community Liaisons are present at each school however, not all campuses have the ideal facilities for them. It was a consensus amongst the group that the Community Liaison should be visible and have a dedicated space at the entrance to the school.

• The technology lab has been a successful attribute to the school. It has been used for team teaching and creates a college-like library experience.

• The balance of storage was brought up. Needing more space in the classroom while at the same time keeping inventory for project based learning is a challenge at the secondary level.

Live Oak High School:

• Live Oak, as well as all schools in the District, have at least one strong program creating community partnerships. The woodshop, for example has developed a partnership with Mission Bell.

• Additionally, Live Oak has a very decorated band program, the trophies from which are stored only in the band room or storage closets. There is an opportunity here to celebrate these accomplishments, put them on display, and for the schools to directly market their talent to the community.

• The school entrance is more defined at Live Oak, however the interior is compartmentalized. One area of the administration building that seemed to be very effective was the north side which was more open in plan, had a lot of natural light and both students and staff working.

• Several spaces have been adapted for new programs such as digital media arts in a former home-ec room, etc.

• The teacher lounge is underutilized and staff appears to do most of their peer collaboration in their classrooms.

• Campus Security has recently been installed and is a high priority for other campuses.

• The separate defined library space works well for the school. The school went through a large reduction of books and were able to purchase additional books that were more relevant. Students and teachers enjoy having a place to do research. There is also still meetings and training that happens in the library room.

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5. Community of Engagement
- Academic and Behavior Interventions
- Parent Engagement Plan
- Professional Development

Members of the District added the following discussion points:
- Ensure public access to the facility.
- School announcements via email are not reaching all families (not all have provided email addresses). This is a common challenge. Improvements to the marquee might contribute to a solution for this challenge.

INFO 2.05
For the interactive group activity, members of the District were asked to comment on current and future programs, visual imagery of learning environments and desired characteristics of students for each of the themes identified in item 2.04. (see attachment). The participants regrouped and shared their thoughts for each theme as follows:

1. 21st Century Learning Skills
- Future desired programs include design labs, maker spaces, larger rooms, flexible learning spaces and furniture.
- Imagery showing a variety of seating options and zoned areas in a large open space were liked the most.
- Additionally, an image of several students working around a high top table was favored.
- 21st century learners were identified to be creative, social learners, self-motivated and persistent problem-solvers.

2. Digital Literacy
- Current programs promoting digital literacy include the use of google classroom and deployment of 1:1 chromebooks.
- In the future, the district would like to expand opportunities for digital literacy to parents. Training on how to access student grades, etc.
- Imagery showing small group break out space and students on laptops as well as a technology rich room with mounted led’s and moveable furniture was the most liked.
- Imagery of a large open room with computers on tables was disliked the most. Sitting wasted space and money spent on areas not directly supporting student learning such as exposed ceilings and ductwork.
- Digital Learners were identified as knowledgeable in digital citizenship and adventurous.

3. College and Career Readiness
- This theme, over all others, cited the most existing programs. They include robotics, digital arts, woodshop, STEM programs.
- Future programs included a potential culinary program at Live Oak and the suggestion of elementary computer courses and tech classes for parents.
- Imagery that included super-graphics, outdoor “family table” style gathering areas as well as students doing projects outdoors was well received.

INFO 2.07
The next outreach meeting is 2-part and scheduled for Monday May 23rd at 8:00am and Wednesday, May 25th at 8:00am. This meeting will dive deeper into space characteristics of learning spaces, furniture needs and adjacencies.

Attachments:
- Sign In Sheet
- Presentation
- Visioning Boards III
- Discussion Notes

Submitted by: Kirsten Blakeman, LPA
3.4 APPENDIX

MEETING MINUTES

MEETING NO. 02 - WORKSHOP 1

1. Describe the current and future programs....

2. What images + tools support your vision....

3. What are the characteristics of the student....

community connectedness

Describe the current and future community connectedness programs.

1. How can we support our vision for community connectedness?

2. What images + tools support your vision for community connectedness?

3. How does your culture support a sense of community for your students?
3.4 APPENDIX MEETING MINUTES

MEETING NO. 02 - WORKSHOP 1

- Culture of engagement
- 21st century learning skills

Describe the current and future features of your campus that foster a culture of engagement.

Describe the current & future programs supporting 21st century learning skills.
MEETING NO. 02 - WORKSHOP 1

1. Describe the current & future programs supporting digital literacy.

- Infrastructure + Space for training
- [Post-it notes]

2. What images + tools support your vision for digital literacy?

- Infographics, posters, digital tools
- [Post-it notes]

3. What are the characteristics of your digital learners?

- Engaged, collaborative, tech-savvy
- [Post-it notes]

---

1. Describe the current & future programs supporting college + career readiness.

- Elementary computer lab
- Robotics
- [Post-it notes]

2. What images + tools support your vision for college + career readiness?

- Engineering work stations
- [Post-it notes]

3. What are the characteristics of your college + career ready students?

- Critical thinking, problem-solving
- [Post-it notes]
3.4 APPENDIX

MEETING MINUTES

MEETING NO. 03 - WORKSHOP 2, PART 1

June 2, 2016

MORGAN HILL USD EDUCATION SPECIFICATIONS – WORKSHOP 2, PART 1

LPA PROJECT NO. 16058.10

DATE: 05/23/16
TIME: 8:00AM – 10:30AM
PLACE: MHUSD District Offices, 15600 Concord Circle, Morgan Hill, CA, United States (BOARD ROOM)

This report of the meeting’s events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

Kirsten Blakeman, LPA (KB1)
Katia McClain, LPA (KM)
Teresa Sermersheim, MHUSD (TS)
Swati Dagar, MHUSD (SD)
Ramon Zavoila, MHUSD (RZ)
Patrick Buchser, MHUSD (PB)
Jennifer Cordone, MHUSD (JC)
Kimberly Beare, MHUSD (KB)
Heather Nursement, (HN)
Glen Webb, MHUSD (GW)
Courtney Macko, MHUSD (CM)
Chris Moore, MHUSD (CM)
Claudia Olacirego, MHUSD (CO)
Casino Fajardo, MHUSD (CF)

DISTRIBUTION

All Present

CONSULTANTS

LPA conducted a workshop to gather input from principals and district staff for the creation of the MHUSD Education Specifications. KB1 summarized the outcomes of Workshop 1 (reference Meeting Minutes No. 2) including the common facilities needs for elementary, middle and high schools; and summary of thoughts on facilities and program improvements that could strengthen the 5 themes identified from the L-Cap document. MHUSD took no exception to summary points.

INFO 3.03 KB1 summarized the outcomes of Workshop 1 (reference Meeting Minutes No. 2) including the common facilities needs for elementary, middle and high schools; and summary of thoughts on facilities and program improvements that could strengthen the 5 themes identified from the L-Cap document. MHUSD took no exception to summary points. N/A

INFO 3.04 KB and KB1 reviewed three case study projects. The overviewed major themes from the 2015 Local Control Accountability Plan (LCAP).

1. Eastwood Elementary
   - Campus Organization: 3 classroom wings, Kinder wing, with the library, MPR, and Admin as the front of campus
   - Outdoor Court as accessory space to MPR/Library, event entrance
   - Classrooms shared large central indoor collaboration area with zoning for different activities
   - Classrooms have direct access to outdoor learning courts
   - Members of the District had the following comments:
     • Liked that the Daycare/Kinder was separate with separate drop off
     • Preferred Kinder and Admin to be located closer to MPR ("golden triangle")
     • Desire to have better sight lines to campus from the Admin area.
   - Stressed the importance of upgrading the content of the Library prior to building a new library building or making it the focal point of the campus.
   - Library should be central to all classrooms
   - Preference for one large collaboration area rather than several smaller spaces.
   - Desire for shade structures and covered walkways.
   - Liked the idea of a mini-quad at the elementary school level
   - Liked having direct access to both indoor and outdoor collaboration areas directly from the classrooms

2. Johnson Middle School
   - Science Labs:
     • Zoned with furniture for lecture, experiment, research.
     • Shared teacher workroom
     • Art/Technology/Shop
     • Overall room size is similar square footage to science labs but divided by operable walls into smaller lecture, explore, shop areas.
     • Limited storage in classroom area with the majority of storage being located in explore/shop areas
   - Members of the District had the following comments:
     • Prefer movable science tables, perimeter sinks and one workstation with sink for 5-6 students.
     • Desire to have 3-4 science rooms share a lecture area
     • Liked bar/high top tables for technology in lab area

3. e3 Civic High
   - Social Stair serves as amphitheater and student gathering place.
### MEETING MINUTES

**MEETING NO. 03 - WORKSHOP 2, PART 1**

**June 2, 2016**

**LPA PROJECT NO. 16058.10**

**INFO 3.05** Members of the district shared their thoughts on the role of sustainability at MHUSD schools. Flexibility was stated as the biggest key factor in sustainability citing that flexible spaces are more sustainable because they can adapt to changing curriculums, programs and technology without requiring extensive resources to retrofit or rebuild a space to meet future needs.

**DUE DATE** N/A

**INFO 3.06** Members of the district shared images they collected of inspiring innovative spaces. The images included the shell space of a future maker space, noting daylight, high ceilings and a large open floor plan as inspiring features. Additionally images of classrooms with a variety of seating options for students and zoned learning areas were cited as inspiring. It was noted that reducing the amount of built in storage would help in reconfiguring space in existing classrooms for increased flexibility. Having separate writable wall space and projector space was also identified to help enhance the versatility of learning environments.

**DUE DATE** N/A

**INFO 3.07** KM and KB facilitated a small group activity focused on the development and funding of classrooms, art, science and administration. The vision developed by the District during this activity was summarized below.

**DUE DATE** N/A

---

**APPENDIX**

**MEETING MINUTES NO. 3**

**LPA PROJECT NO. 16058.10**

**Meetings Minutes No. 3**

**LPA – MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 2 PART 1**

**June 2, 2016**

**DUE DATE** June 2, 2016

**INFO**

**ACTION**

**ITEM NO.**

**DUE DATE**

**MEETING MINUTES NO. 3**

**LPA PROJECT NO. 16058.10**

**FACILITIES MASTER PLAN**

Morgan Hill Unified School District

**FACILITIES MASTER PLAN**

**Morgan Hill Unified School District**

**INFO**

**ACTION**

**ITEM NO.**

**DUE DATE**

**FACILITIES MASTER PLAN**

Morgan Hill Unified School District

**INFO**

**ACTION**

**ITEM NO.**

**DUE DATE**

**FACILITIES MASTER PLAN**

Morgan Hill Unified School District

**INFO**

**ACTION**

**ITEM NO.**

**DUE DATE**

---

**CLASSROOMS**

- Classroom should support multi-mode learning with every surface having a teaching opportunity.
- Classrooms should be adaptable to learning needs and advancements in digital learning.
- Activities include project based learning, group activities, lecture, common core, testing, and activities involving technology.
- Furniture should be durable, cleanable, comfortable, age appropriate, flexible and mobile storage.
- Finishes should include whiteboard spaces, warm colors, carpet.
- Equipment is comprised of projector/screen and multiple locations for plug-and-play opportunities and power stations.
- Classrooms should also incorporate display area with careful thought given to the ratio of display space and educational instruction/brainstorm/presentation space.

**SCIENCE**

- Activity should include labs/experiments, writing reports, student presentations.
- Science or STEAM wing with adjacent outdoor space.
- Science labs should include some tall standing height tables with some tall chairs, presentation and display space, sinks/cleaning stations.
- Science or STEAM wing includes storage solutions. Long tables and perimeter sinks are preferred. Incorporate high top tables and ensure stools are comfortable.
- Concrete floor finish could be an option although it can appear cold.

**ADMINISTRATION**

- The top feature of the administration is that it should be inviting.
- Outdoor space should be adjacent to principal’s office and staff room.
- Principal’s office should accommodate 4-6 people and have direct access to a conference room for 12 people.
- Conference room should have interactive white board and printer.
### MEETING NO. 03 - WORKSHOP 2, PART 1

**ACTION**

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- Health office will have one attendance clerk and should be central to campus with a door to the outside for emergency vehicle access.
- Identified need for 5 private offices for discovery counseling (group and private sessions), social workers, PEI, and community liaison.
- The community liaison should be located at the front of campus adjacent to the main lobby.
- Finishes should be neutral in color with an accent color (potentially school color)
- Technology needs include video conferencing capabilities
- All furniture should be easy to move.

**INFO**

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The next outreach meeting is scheduled for Wednesday, May 25th at 8:00am. This meeting will continue to explore space characteristics of learning spaces, furniture needs and adjacencies.

Attachments:
- Presentation
- Activity Boards
- Discussion Notes

Submitted by: Kirsten Blakeman, LPA
MEETING NO. 04 - WORKSHOP 2, PART 2
MORGAN HILL USD EDUCATION SPECIFICATIONS – WORKSHOP 2, PART 2
LPA PROJECT NO. 16058.10

DATE: 05/25/16
TIME: 8:00AM - 10:30AM
PLACE: MHUSD District Offices, 15600 Concord Circle, Morgan Hill, CA, United States (BOARD ROOM)

This report of the meeting’s events, if not corrected within seven days of transmission, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

The purpose of the workshop was to gather District input on Education Specification and facilities master plan.

The vision developed by the District during this activity is summarized below.

1. How can space inspire creativity?
   - Evoking a feeling of comfort, simplicity. Not too trendy or institutional feeling.
   - Use of color and natural daylight
   - A clean, organized space that isn’t overwhelming

2. How would you re-name & re-imagine the Library?
   - A place to explore creativity
   - A place you felt safe with space to find yourself.

3. What was it that most inspired you about school? Describe a favorite memory.
   - Clubs, sports, outdoor hang outs, collective gathering for fun events, friends and social time
   - A place where you felt safe with space to find yourself.
   - Clubs/Activities

4. How would you describe the Hub/Library?
   - Equity between schools and basic infrastructure
   - More sharing and implementation of best practices
   - Proactive approach to facilities
   - Transparency and providing clear, consistent direction and objectives

5. What about an apple store makes a relevant classroom?
   - Universal Access to Content: Innovative, integrated, in sync with technology.
   - Stanford D School, Design Thinkers, Problem Solvers

6. What about an apple store makes a relevant classroom?
   - Friendly customer service
   - Built in support
   - Flexible seating and solution-oriented space

KM and KB1 reviewed imagery and examples of current music, drama, MPR's, student unions and libraries. The District identified the following campus organization strategies for the MPR/Student Union:

- Elementary School: Primary adjacency for MPR is food service and exterior dining areas. Provide large format presentation display.
- MPR's should accommodate the following activities: PE, lunch, assemblies, parent meetings, open house, community events (bingo, soccer, movie night, etc).
- High School: Student Union should have primary adjacency to ASB and Student Services/Career Center.

LPA conducted a workshop to gather input from principals and district staff for the creation of the MHUSD Education Specifications. KM and KB1 presented an overview of education specifications and facilitated interactive activities and group discussion. The purpose of the workshop was to gather District input on Education Specification criteria for Drama, Music, MPR, Student Unions and Library spaces.

Morgan Hill Unified School District
FACILITIES MASTER PLAN

J:\2016\1605810\DOCS\002 Meeting Minutes_Agendas/MM 04 160525 Workshop 2 Part 2\MHUSD WORKSHP 2 PART 2 MM 04 160525.docx
• Furniture should include tables that fold and stack as well as storage.
• Acoustics should be noted as a high priority in space design.
• Equipment should consist of portable projection screens as well as a fixed large projector and screen.
• Elementary schools would benefit from an outdoor stage connected to the MPR and food service areas.
• Middle School MPR’s should house a full size basketball court and be adjacent to PE room/fitness room.
• High Schools should be designed with one performing arts center, 1 gymnasium and 1 small gymnasium.

Art:
• Art labs should include some tall standing height tables with some tall chairs, presentation and display space, sinks/cleaning stations.
• Art labs need more storage then most classrooms.
• Finishes should be durable and cleanable.
• Art labs should be adjacent to innovative learning centers and outdoor exploratory/art spaces.
• This program could be located on the perimeter of campus.
• Furniture should be varied to give students options for creativity.
• Colorful and easy to clean finishes are desired.
• Equipment should include technology suited for presentations and charging stations.

Library:
• It is intended to have libraries utilized by the community, therefore they would ideally be located close to classrooms but also adjacent to the street to be accessed by the community.
• Libraries should include the following spaces: circulation desk, 4 small group rooms (MS/HS), 2 small group rooms (ES), text book storage.
• Provide shelving/storage for the following book quantities: 7,000-10,000 (ES), 12,000 (MS), 20,000 (HS – research based).
• Provide multi media based catalogue system.
• Computer stations should be dispersed throughout (not in a separate room).

Music/Drama:
• Activities include band, performances, color guard.
• Rooms need to be kept as open as possible with no columns.
• Provide roll up door for easy access.
• Elementary Schools will have a dedicated music room that will be dual purpose for dance.
• MS Music room should be approx 1200 SF and include break out rooms and a storage room.
• Acoustical treatment is a high priority in this space.

INFO  4.08  Next Steps: Focus Group meetings will be scheduled for mid-June.  N/A

Attachments:
• Sign In Sheet
• Presentation
• Activity Boards
• Thought Starters

Submitted by:  Kristen Blakeman, LPA
How can space inspire creativity in students?

How would you re-name & reimagine the Library?
what was it that most inspired you about school? Describe a favorite memory.

MHUSD could be better if...
when you hear the word ‘google’, what comes to mind?

what about an apple store makes a relevant classroom?
3.4 APPENDIX
MEETING MINUTES

MEETING NO. 04 - WORKSHOP 2, PART 2

MUSIC

Activities

For discussion & consideration:

1. Could the Music & Performing Arts/Performing Arts Classroom be
   located on the second floor?

2. How can we incorporate an existing classroom into
   the Music Program?

3. Are there any existing spaces that could be
   repurposed for Music?

4. Can the Music Program be integrated into
   other academic disciplines?

5. How can we accommodate the needs of
   different age groups?

6. Can Music be integrated into other subjects?

7. What are the benefits of incorporating
   Music into the curriculum?

8. How can we ensure the sustainability
   of the Music Program?

9. Can Music be used as a tool for
   social emotional learning?

10. How can the Music Program be
    marketed to students and parents?

Furniture

Furniture should be:

- Comfortable
- Durable
- Accessible

Finishes

Finishes should be:

- Easy to clean
- Durable
- Safe

Equipment

Equipment should be:

- Modern
- Technologically advanced
- Safe

What is UNIQUE to a Music Room at a...

- Dedicated Music Room
- Dual Purpose for Music & Dance
- Dedicated Classroom
- Recording Studio
- Rehearsal Room
-storage

ELEMENTARY SCHOOL  MIDDLE SCHOOL  HIGH SCHOOL
3.4 APPENDIX

MEETING MINUTES

MEETING NO. 05 - INSTRUCTORS FOCUS GROUP

June 29, 2016

MORGAN HILL USD EDUCATION SPECIFICATIONS – INSTRUCTORS FOCUS GROUP
LPA PROJECT NO. 16058.10

DATE: 06/20/16
TIME: 3:30PM – 4:30PM
PLACE: Paradise Valley ES - 1400 La Crosse Drive, Morgan Hill, CA 95037

This report of the meeting’s events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT and DISTRIBUTION
Casino Fajardo, MHUSD (CF)
Andrea Kusanovich, MHUSD (AK)
Sharon Leary, MHUSD (SL)
Rachel Marquardt, MHUSD (RM)
Kirsten Blakeman, LPA (KB)
Katia McClain, LPA (KM)
Kirsten Blakeman, LPA (KB)

CONSULTANTS
All Present

ACTION
INFO 5.01 LPA conducted a focus group meeting with instructors to gather input for the development of the MHUSD Education Specifications. The meeting focused on classroom learning environments and included visioning imagery, space planning, furniture, finishes and instructor needs.
INFO 5.02 RM and KB facilitated a discussion on classroom attributes. Instructor responses are outlined below

ITEM NO.
INFO 5.01
INFO 5.02

ACTION ITEMS

1. Describe the activities that take place and the spatial needs
   - Various sized spaces needed for group work, individual learning, etc.
   - Break Out Rooms or Common Makerspace/Collaborative areas are desired to accommodate a various group or individual learning
   - One dedicated resource room to serve the school (960SF) with a few tables, shelving and lockable storage to keep frequently accessed items organized. Could be a work room located near a staff room.
   - Outdoor walking tracks and covered kinder picnic areas are needed at elementary schools.

2. What are the appropriate furniture, finishes, and equipment for learning spaces?
   - Furniture: comfortable with soft seating options, backpack hooks and a home base for student personal items. Not obtrusive - flexible and mobile.
   - Finishes: sliding white boards with storage behind them, tack walls. Equal mix of windows, pin-up space, storage, and writable surface. Incorporate color to help with wayfinding and branding (such as colored classroom doors).
   - Equipment: more power needed for technology.

3. What is unique to a classroom at the following grade levels:
   - Elementary Schools: desire for backpack holds outside of the classroom, shared storage, satellite workrooms in each pod for easy teacher access.
   - Middle Schools: satellite workrooms or small staff touchdown areas in each building.
   - High Schools: Shared teacher co-labs and storage.

4. Describe a Classroom that supports 21st Century Learning
   - Space for collaboration, daylight, good acoustics, flexible, technology inclusive.
   - A versatile and friendly place to encourage authentic learning in a comfortable environment.
   - Adaptable.
   - Accessible with clear wayfinding.
   - Teacher-owned.
   - A flexible space to support a variety of teaching styles and personalities.

5. How can outdoor learning spaces support classrooms?
   - Teach outdoors.
   - Provide a shaded area large enough for an entire classroom.

6. What kind of collaboration opportunities are there for students, teachers, community, etc?
   - Incorporate outdoor space for teachers, a place to exchange ideas.
   - Create a culture where teachers are encouraged to take breaks, collaborate with each other in a friendly, comfortable space with good furnishings and landscaping.
   - Create common collaboration areas for students - shared by multiple classrooms.

INFO 5.03 Other items that were discussed during the meeting are as follows:

Admin/Faculty:
   - Faculty Work and Faculty Lounge should be separate spaces with access to outdoor spaces.
   - Counseling area to be located to encourage privacy.

Community:
   - Create a separate community room and kitchen area for parent and community use.

Library:
   - Make the library more friendly. Appropriately staffed to be resources for students.
   - Library should be a separate space from i-lab or student collaboration areas.

Transportation:
   - Provide protected, covered waiting area for students at drop-offs.
   - More parking, bicycle and skateboard storage.
## MEETING MINUTES NO. 05 - INSTRUCTORS FOCUS GROUP

### INFO

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<tbody>
<tr>
<td>INFO</td>
<td>5.04</td>
<td></td>
<td>Instructors circled imagery they felt would be supportive of 21st century learning environments at MHUSD. See attachment.</td>
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<tr>
<td>INFO</td>
<td>5.05</td>
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<td>Next Steps: Additional focus group meeting will be held with various District departments throughout June.</td>
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Attachments:
- Sign In Sheet
- Classroom Boards
- Imagery

Submitted by: Kirsten Blakeman, LPA
MEETING NO. 05 - INSTRUCTORS FOCUS GROUP

spaces for STEM
July 18, 2016

MEETING MINUTES NO. 06
MORGAN HILL USD EDUCATION SPECIFICATIONS – FOOD SERVICE FOCUS GROUP MEETING
LPA PROJECT NO. 16058.10

DATE: June 21, 2016
TIME: 10:00AM – 10:45AM
PLACE: MHUSD District Offices, 15600 Concord Circle, Morgan Hill, CA (Center Hall Conference Room)

This report of the meeting’s events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Casino Fajardo, MHUSD (CF)
Rosemarie Tarzian, MHUSD (RT)
Kirsten Perez, (KP)
Kirsten Blakeman, LPA (KB)
Andrea Pippin, LPA (AP)

DISTRIBUTION
All Present

CONSULTANTS
LPA

DISCUSSION ITEMS

Q1 How does the food service program currently run? What are the advantages; where does it fall short?
- Sobrato and Live Oak prepare the food for all sites. Live Oak also operates catering.
- Individual schools call in to Live Oak who relay the message to dispatch for next-day deliveries. Drivers also deliver the mail, so will usually start deliveries at the bus drop-off area to access the front of campus (Admin) before delivering to the kitchen. Trucks are stored at the District Office.
- Students have lots of options for their food choices which requires additional space.
- Single food service staff member per each ES, MS, and K-8. If an item runs out, the food service line is paused while the food service personnel replenishes the item (usually only a 5-minute delay).

Q2 As a district-wide system, what is your ideal composition/organization for food service? (For example: one central ‘hub’ for preparation with heat-and-serve kitchens at each school site)
- Maintain current operation of two hubs: one at each High School
- Incorporate full-meal vending machines at the High Schools for students who have breaks outside of normal food service hours

Q3 What is your ideal composition/organization for food service facilities at a campus level, including queuing and dining?
- Dedicated delivery lane with trash/service area at each school site.
- Operate an interior and exterior food service window to allow opportunity for site-specific choice.
- Warming/chilled speed lines
- High School:
  - multiple serving areas over one period to help with crowd management
  - brunch and lunch only
- District is beginning a trend towards “Farm to Table” food preparation. The goal is to serve less processed foods in schools and more locally-sourced, “scratch cooking” (home-made).
- Increase integration between Food Service and Culinary program
  - Food demonstrations
  - Tastings
  - Close adjacency between the Food Service and Culinary programs so they may share facilities/equipment
  - Culinary Pathways program at High School level provides integration with Food Service as a learning opportunity
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<td>o Sobrato HS wants to engage in a full farm program (sub-lease to a natural farm)</td>
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<td>o Culinary program is going to grow its own herb garden</td>
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<td>• Engage and celebrate the Food Service program. Promote it by making it prominent and welcoming.</td>
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<td>o Café-style seating at the High School level</td>
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<td>o Integrated technology: menu screens</td>
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<td>• Provide separate serving windows for teachers/staff</td>
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<td>o Provides teachers/staff with the speed and efficiency they need</td>
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<td>o Displays to students that their mentors also eat the school lunches, helping to promote Food Services</td>
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<td>• Outdoor dining with shade at all locations</td>
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<td>o El Toro is the only school that dines indoors</td>
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<td>• Provide water station at service stations (operates best outdoors)</td>
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Other notes:
- Food Service has a training day in August and could review the Draft Ed Spec doc at this time

Attachments:
- Sign In Sheet

Submitted by: Kirsten Blakeman, LPA

3.4 APPENDIX

MEETING MINUTES

MEETING NO. 06 - FOOD SERVICE FOCUS GROUP

MORGAN HILL USD – EDUCATION SPECIFICATIONS – FOOD SERVICE FOCUS GROUP
LPA PROJECT NO. 16058.10

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MEETING MINUTES NO. 07
MORGAN HILL USD EDUCATION SPECIFICATIONS – TRANSPORTATION FOCUS GROUP MEETING
LPA PROJECT NO. 16058.10

DATE: June 21, 2016
TIME: 11:00AM – 11:45AM
PLACE: MHUSD District Offices, 15600 Concord Circle, Morgan Hill, CA (Center Hall Conference Room)

This report of the meeting’s events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Casino Fajardo, MHUSD
Kirsten Perez, Asst. Supt.
Rosana Almeida, Transp. Dispatch
Kathleen Reiell, Transp. Director
Richard Corona, Mechanic
Christopher Bates, Supervisor
Kirsten Blakeman, LPA
Andrea Pippin, LPA

CONSULTANTS
All Present

DISCUSSION ITEMS

INFO 7.01 LPA conducted a focus group meeting with transportation leaders from the District. The purpose of the meeting was to get feedback on the transportation operations for incorporation into the Education Specifications.

INFO 7.02 LPA lead a discussion in response to several department and program specific questions. The District’s feedback to those questions is as follows:

Q1 What transportation services are currently in operation?
- 64 buses total
  - Regular bus service ~ 1,600 students
  - Special Education bus service ~ 150-200 students
- Field trips
- Provide service for City vehicles
  - Provides fuel to Police and Fire Departments
- Other contracts
- Buses begin route at 5:45am and end their day at 6pm-ish
- Transfer bus(es)
  - Sobrato – main transfer site
  - Some Elementaries have one transfer bus

Q2 What maintenance/support facilities are currently in place to support this function? How do they excel; where do they fall short?
- Has ability to tow (1 tow truck)
- Rents ‘corp yard’ from the City; building is not well maintained; needs electrical upgrade
- Above-ground vehicle maintenance lifts are in operation. Facility has two below-ground lifts that are broken and/or not used.
- Parents seeking a bus pass must visit the Dispatch office.
  - Pro: Parents are able to ask route-specific questions
  - Con: Parents often bring children and the office is not equipped with a proper lobby space to accommodate them
- Poor ventilation
- Poor exterior lighting

Q3 What is your ideal composition/organization for transportation services, including maintenance/support facilities?
- Group District services together in one, secured location central to school site locations with easy Freeway access
  - 4-acre minimum needed for Transportation
- Twelve (12) maintenance bays total for service and to house parts, tires, etc (currently 6-bays, each 2-bays deep). Each bay at 21’ width.
- Above-ground fueling station with 10,000-gallon minimum fuel storage
- Equipment:
  - Welding
  - Plasma-cutter
  - Bus washing station with recycled water
  - Storage for waste materials
  - GPS tracking monitors at dispatch
  - Upgraded technology
  - Upgraded radios
  - Security camera system
  - No: WiFi on buses (want kids to pay attention to the driver)
- Organization:
  - Dispatch to double as reception area with lobby at front
  - Offices to the rear
  - Classroom/training room for 50 students
  - Break room for drivers
  - Break room for mechanics
    - Lockers
    - Showers
    - Restrooms
### Q4 Additional questions/comments

- Discussion regarding centralizing MHUSD’s enrollment services
  - Currently, general enrollment, food service, and transportation are all separate applications/locations/processes for parents. The conversation began that this may lead to all enrollment services in one welcoming and kid-friendly location.
  - Transportation (bus pass) is moving towards being an online system.

- Closed campuses
  - As the District moves more towards closed campuses, will there be a need for a waiting space after school?
    - As long as Transportation is at the campus early enough, students will go straight to the bus.
    - At the High School level, students may have to wait 20 mins.

- Christopher Bates, Transportation Supervisor, has created his ideal facility floor plan, will send to Casino/LPA for reference.

### Q5 What are your Top 3 Priorities?

1. New facility
2. Dedicated bus circle at school sites
3. Mechanic/maintenance space
4. Better access for parents purchasing a bus pass

**Attachments:**
- Sign In Sheet

Submitted by: Kirsten Blakeman, LPA
July 18, 2016

MEETING MINUTES NO. 08
MORGAN HILL USD EDUCATION SPECIFICATIONS – OPERATIONS + MAINTENANCE FOCUS GROUP MEETING
LPA PROJECT NO. 16058.10

DATE: June 21, 2016
TIME: 12:00PM – 12:45AM
PLACE: MHUSD District Offices, 15600 Concord Circle, Morgan Hill, CA (Center Hall Conference Room)

This report of the meeting’s events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Casino Fajardo, MHUSD
Kirsten Perez, Asst. Supt.
Sylvia Ortega, Lead Custodian
Serafin Castro Jr., Grounds Foreman
Pete Solomon, Maint. Foreman
Kirsten Blakeman, LPA
Andrea Pippin, LPA

DISTRIBUTION
All Present

CONSULTANTS

DISCUSSION ITEMS

INFO 8.01 LPA conducted a focus group meeting with operations and maintenance leaders from the District. The purpose of the meeting was to get feedback on the O+M operations and facilities needs for incorporation into the Education Specifications.

INFO 8.02 LPA lead a discussion in response to several department and program specific questions. The District’s feedback to those questions is as follows:

INFO 8.02a Landscape/Grounds
Q1 How much storage do you require for grounds keeping?
   - Elementary/Middle Schools
     o No on-site storage is necessary
     o Storage for one (1) golf cart may be needed at sites with a golf cart
   - High Schools
     o (3) 40’ Conex boxes with ramps
     o Storage for golf cart(s): one per department, ideally
     o Power and lighting at storage containers is ideal

Q2 Preferred irrigation equipment (models and/or manufacturers)?
   - Prefer multi-wire system or a 2-wire system that can identify leak locations quickly. All irrigation wires need to be run through conduit.
   - District is interested in sub-surface drip irrigation system, additional research is needed
   - Indicator valves
   - Sprinkler heads: Rainbird (not Hunter)
   - Water needs extra filtration (increase line length, add double-filter system)

Q3 Sports Fields
   - Live Oak HS: Synthetic track and field
   - High Schools: Synthetic track and field as standard
   - Middle/Elementary Schools: turf fields, rubberized track
   - Sports:
     o Soccer
     o Lacrosse
     o Field hockey
   - Note: Multi-Purpose Rooms:
     o Middle/High Schools: keep sports outside
     o Elementary Schools: light sports inside
     o MPR main use is events/performances

Q4 Outdoor Play Equipment
   - Rubberized surfacing
     o Preferred over bark mulch
     o Poured-in-place

Q5 Preferred Site Furnishings:
   - Tables/chairs/benches
     o Plastic-coated metal
     o In-wall benches are not ideal from a maintenance/safety perspective
   - Drinking fountains
     o Upgrades needed
     o Include water bottle filling stations
   - Shade Structures
     o District has had success with fabric shade structures
     o Separate shade structure for Kindergarten eating area is needed

Q6 Preferred Fencing:
   - General
     o Fencing to lead visitors directly into Admin office (wayfinding/security)
     o Access gates needed for maintenance to fields/service yards
### Q7 Plant material:
- No standard plant palette, currently
- Ensure distance is kept between plant material and structures
- District has need to standardize their tree ring system
- District is opposed to using rocks in landscape (they become projectiles)

#### Preferred plant material:
- Juniper
- Palm
- Magnolia
- Mulberry
- Sycamore

#### Plant material to be avoided:
- Juniper
- Palm
- Magnolia
- Mulberry
- Sycamore

### Q8 Preferred anti-graffiti coating:
- No perfect anti-graffiti coating
- Keep anti-graffiti coatings to arrival areas and secluded/hidden areas
- Maintenance prefers dark furniture
- Middle/High Schools: Etch-resistant glass/partitions

### Q10 Lighting
- T8 lighting
- LEDs in large spaces (at a minimum)
- District loves solar tubes/natural lighting
- EMS system for exterior lighting

### Q11 Plumbing
- Water needs extra filtration: 2" filter or pre-filter system
- No waterless urinals

### Q12 Electrical
- Solar is in place at both High Schools
- Need to integrate technology into the classroom with charging stations throughout the classroom. Love the concept of a floor box, but they must be able to stay clean and not pose as a tripping hazard.

### Q13 Mechanical
- EMS system
- No cooling towers

### Q14 Safety / Security
- Security cameras
- Security card-readers at MPR/shared spaces

### Q15 Specific acoustic, thermal, lighting, or ventilation requirements
- District likes motorized screens and window shading at MPRs
- All speakers throughout campus need retrofit; more speakers will less volume per speaker; exterior and interior

### attachments
- Sign In Sheet

Submitted by: Kirsten Blakeman, LPA
MEETING NO. 09 - TECHNOLOGY FOCUS GROUP

MEETING MINUTES

DATE: 08/05/16
TIME: 12:00pm-1:00pm
PLACE: Conference Call

VISION:
- Please describe the District’s Technology Goals (1 to 1 / mobile technology, promethium boards, WIFI access, wireless v. hardwired, etc).

For the next 5 years – no impacts on infrastructure, software to move towards web based applications (such as google apps). From a teaching perspective, the quantity of devices should be minimized (all-in-one vs. instead of multiple devices). Working towards standardizing teaching techniques and use of emerging technology such as video content creation. The target cost for classroom technology is $2,000 per classroom.

CLASSROOMS: Visioning sessions described a flexible classroom area with limited storage and the ability to utilize multiple tools for teaching. Discussions included incorporating writable surfaces (possibility of receiving projection), smart boards, or wall control plates for students to “plug and play” throughout the space.

The appropriate technology is as follows:
- 1 ceiling mounted projector with integrated speakers and hand held remote control
- 1 projection surface (not a pull down screen)
- 1 white board separate from projection screen, men.
- 8 drops per classroom for wireless access, speaker, ethernet for voice over IP, phone, teachers PC, etc.
- Minicast protocol
- Web based remote monitoring

Grade specific technology as follows:
- Chrome Books:
  o Primary classrooms – chrome books are charged in classrooms, 10 device charging station per classroom
  o Middle school and High school are 1:1, charge at home.

Additionally, each classroom cluster should have a Teacher Hub with a shared printer, laptop docking station and supplies. This space is smaller than a work room and intended to be a quick “touch down” type location that is shared by staff of 6-8 classrooms.

STUDENT COLLABORATION AREAS: It was identified in visioning sessions that classrooms should have direct access to indoor common areas designed specifically for student collaboration. These areas would serve as a break-out space for group work. It is visioned to be a student owned “hang out space” with mobile furniture and some soft seating. It should be a technology rich space for students to continue their studies and project development outside of the classroom.

The appropriate technology is as follows:
- Innovation Center (larger collaboration space for at least 32 students)
  - 10 unit charging station for 36% of the students
  - 1 large projection surface supporting 8’x10’ projection screen w/ ceiling mounted projector.

Innovation Pod (smaller collaboration space for 4-8 students):
- 60” LCD screen
- Center table charging

OUTDOOR LEARNING: Visioning sessions indicated the desire to take learning outside. As such, the ed specs will be proposing outdoor commons, which are educational areas with built in sitting, chalk board or writeable surfaces for elementary schools. The outdoor commons are in most cases, directly access from classrooms and should be treated as an extension of the classroom. Group work, brainstorming or outdoor movie/projection were all activities discussed for this space during the visioning session.

The appropriate technology is as follows:
- wireless access point (from adjacent classroom)

LEARNING CENTER: The Learning Center includes offices for speech, psychology, IEP and a flex office. They are intended to be open to a small group space. Small group or individual instruction, tutoring, counseling, conferences or meetings, and testing are all activities that will take place here.

The appropriate technology is as follows:
- 60” TV / digital display in each office and small group space
- 3 ethernet ports per staff member (per office unless shared)
- Table power for each conference table (seats 4 people)

ART: Art classrooms include: 2D, 3D and Digital Media Arts. Green screen, video editing, sound/voice over rooms will supplement the general classroom spaces.

The appropriate technology is as follows:
- 2D/3D Art:
  o Same technology as classroom
  o Integrated camera to magnify teacher instruction of hands-on techniques and skills
  o Recording Capabilities

Digital Media Art:
- Check with the curriculum/program for specific technology needs.
- More drops than a standard classroom (40)
-
MEETING NO. 09 - TECHNOLOGY FOCUS GROUP

TECHNOLOGY FOCUS GROUP
LPA PROJECT NO. 16058.10
August 5, 2016

FACILITIES MASTER PLAN
MORGAN HILL USD – EDUCATION SPECIFICATIONS
LPA PROJECT NO. 16058.10
August 5, 2016

3.4  APPENDIX
MEETING MINUTES

MEETING NO. 09 - TECHNOLOGY FOCUS GROUP

SCIENCE: Science rooms were envisioned to be flexible with space for lecture and experiments. In addition to a large lab, a small break out space will be included and may be shared by two science labs.

The appropriate technology is as follows:
- Same technology as classroom
- Integrated camera to magnify teacher instruction of hands-on techniques and skills
- Recording Capabilities

PERFORMING ARTS: Performing Arts includes Band, Choir, Dance, Drama, and a Theater space (HS). Small practice rooms will be dispersed throughout. The theater space may be utilized for community events, assemblies or meetings. The theater should include the ability to broadcast live audio/video to the lobby and the rest of campus.

The appropriate technology is as follows:
- Band
  - Same technology as classroom
  - Integrated camera to magnify teacher instruction of hands-on techniques and skills
  - Recording Capabilities
  - Audio amplifier and speakers – both integrated and portable type
- Choir
  - Same technology as classroom
  - Integrated camera to magnify teacher instruction of hands-on techniques and skills
  - Recording Capabilities
  - Audio amplifier and speakers – both integrated and portable type
- Dance (HS only)
  - Same technology as classroom
  - Projector
  - Full group recording integrated into sound system
  - Speakers – only portable type
- Theater
  - Will depend on the program but best practices are outlined here:
    - Recording, AV system
    - Short throw projection
    - Lighting design
    - Consult with acoustical and AV consultant

MPR / GYM: MPR / Gym's will require the ability to play music, keep score during athletic events, host assemblies and community meetings.

The appropriate technology is as follows:
- K-8:
  - large projection screen
  - ceiling mounted projector
  - audio projection with amplification
  - wired microphone outlets
  - integrated wireless
  - lighting rack
- High School
  - Computer station for parents to use during enrollment
  - Separate area for home and school clubs in admin area
  - Copier/printer
  - Computer docking station
  - Ceiling Mounted Projector or Digital Display Monitor.

STAFF AREAS: Staff areas will consist of separate work room and lounge areas. The lounge should be a comfortable professional space where teachers can converse and collaborate. There has also been agreement that the recent implementation of small “Teacher Hubs” throughout the campus is a successful model to replicate. It is our understanding that these stations have a copier, small storage and a kiosk like station for working on a laptop.

The appropriate technology is as follows:
- Elementary and K-8 staff room 30-40 people for professional development:
  - Ceiling mounted projector
  - Projection Screen
- See classroom section for “Teacher Hub”

ADMINISTRATION: Administration areas will mostly be made up of private offices, conference rooms and open workstations. MHUSD has identified the need for a dedicated space for the community liaison and a community room within the administration building. One of the biggest needs was a dedicated waiting area / flex work station (with laptop) for parents to use for enrollment.

Library:
- 2 digital displays
- Community Liaison
  - Computer station for parents to use during enrollment
  - Wireless connections
- Separate area for home and school clubs in admin area
  - Copier/printer
  - Computer docking station
  - Ceiling Mounted Projector or Digital Display Monitor.

Issued by: Kirsten Blakeman
MEETING NO. 10 - SPECIAL EDUCATION FOCUS GROUP

August 10, 2016

SPECIAL EDUCATION FOCUS GROUP
MORGAN HILL USD - EDUCATION SPECIFICATIONS
LPA PROJECT NO. 16058.10

DATE: 08/10/16
TIME: 1:00pm-2:00pm
PLACE: Conference Call

PRESENT
Casino Fajardo, MHUSD (CF)
Rose DuMond, MHUSD (RD)
Kirsten Blakeman, LPA (KB)

DISCUSSION ITEMS

Vision: Please describe the District’s long term vision for the following:

District Perspective: Special Education students are to receive the same opportunities, resources and quality of facilities as gen-ed students.

a. District Wide Services:
   - RSP: Push-in services whenever possible with access to pull-out spaces when necessary.
   - Speech and language services in classroom or offices.
   - SDC defined mostly as Mild/Mod with some mainstreaming gen-ed opportunities.

b. Site Specific Services:
   - Therapeutic SDC for students with emotional disturbance (Los Paseos ES)
   - Moderate SDC (a few in ES, and 3 in secondary)

   - Autism Specific SDC

   - Exemplary programs/facilities to model from? (in/out of District)
   - Learning Center at Paradise Valley (see next topic)

d. Learning Center:
   - Paradise Valley as the model set up: District Ed Spec to include:
     - OT office,
     - Speech office,
     - Psych office, with
     - Larger room for IEP conferences, capacity for 6 people (with some visibility into offices).
     - Flex office with 2 work stations for visiting community counselors, resource people, etc.

Please share the facility needs for the following Special Education Categories. Please break out by elementary, middle and high schools.

a. Deaf and Hard of Hearing – there is a county program they go to. Some students who need “FM system” (headset and speakers), portable type, within their general ed or special ed classrooms.

b. Visual Impairment – Not currently a large need for the District. Visual impairment needs are met within gen-ed or RSP classes with the case manager keeping any equipment/devices.

c. Autism – Depending on severity autistic students could utilize mild/mod spaces. Autism specific SDC classes need direct access to occupational therapy (OT). Rooms should be sized as a full classroom (960SF) for 4-6 students at a time, managed by 3-4 adults. Classrooms may contain swings, trampolines, scooter boards or other devices. (reference program at Barrett).

d. Mild to Moderate (most of the SDC classes) – Fully integrated amongst other classrooms. Function like standard classroom (960 SF) for 12-13 students with 1 teacher and 2 paraprofessionals. Should have access to a quiet/focus room and be adjacent to OT.

e. Moderate to Severe – Site specific program for 10-12 students managed by 3 or more adults. One general classroom space with a Life Skills area with kitchenette (1200 SF)

f. Therapeutic SDC for students with emotional disturbance – 2 classrooms (960SF) with shared break out space and focus room. Limited furniture and objects on walls. Provide soft furnishings. These classrooms need to be separate from other classrooms, ideally at the back of campus where there is not direct access to admin areas or the street. (reference Los Paseos ES and Live Oak HS)

g. RSP – special ed for students that are mainstreamed with regular kids but need to be pulled out for extra help. At elementary schools, provide one smaller sized classroom space (480SF) centrally located. At KB, MS and HS, provide one full sized classroom (960SF) centrally located on campus.

Submitted by: Kirsten Blakeman, LPA

Morgan Hill Unified School District
FACILITIES MASTER PLAN

Page 186
MORGAN HILL USD EDUCATIONAL SPECIFICATION - SCHEDULE

SITE VISITS
Jackson K-8
Martin Murphy MS
Live Oak HS

VISIONING
1 / Workshop Big Ideas
Educational Services, Principals + Technology
Date:__________________ Time:__________________
Location:__________________

2 / Workshop Learning Spaces
Educational Services, Principals + Technology
Date:__________________ Time:__________________
Location:__________________

3 / Focus Groups
Business Services
Date:__________________ Time:__________________
Location:__________________

DATA COLLECTION
EXPLORE
CONSENSUS
DELIVERABLE

MORGAN HILL EDUCATION SPECIFICATIONS
Updated 4/25/16

21ST CENTURY LEARNING SKILLS
ACADEMIC & DIGITAL LITERACY
COLLABORATION
COMMUNITY CONNECTEDNESS
COLLEGE & CAREER READINESS
COMMON THEMES
4.1 PROGRAM COSTS

INTRODUCTION

The following comments are intended to lend understanding to the development of the budgets included in the Facilities Master Plan and what steps should be taken beyond this study as the District continues planning for future facilities.

Project budgets have been developed for each school site and District support sites based on program and campus needs identified by the District and school site stakeholders during the Facilities Master Plan process. Each budget contains a breakdown based on the (16) scope categories with associated areas, unit costs, construction costs and soft costs; which result in a total project cost for each campus.

The total project cost includes the total costs to construct the project with the following markups and soft costs applied to the construction unit costs. It should be noted that all total project costs outlined in the Facilities Master Plan are in 2017 dollars. Upon inception of each proposed facilities modernization or new construction project, the cost for each scope of work should be escalated to the anticipated mid-point of construction as a project scope and schedule are identified in consultation with District staff and the Board of Education.

The budgets developed for this Facilities Master Plan include construction costs and soft costs for the scope of work identified in this study, based on information known by the District, LPA, and cost estimating consultant, HL Construction Management at this time.

Exclusions
- Utility and City connection fees, off-site improvements, traffic signals or re-stripping is not included in these budgets. These requirements and costs are subject to change regularly by the City or utility companies, and are best identified early in project development.
- No land acquisition costs have been included in these budgets, and should be considered separately.
- No hazardous materials surveys, asbestos or lead paint abatement or monitoring costs are included in these budgets for renovation work on existing buildings. Also not included are any surveys for removal of contaminated or unsuitable soils on existing or new sites.
- Phasing and interim housing/facility costs are not included in these budgets. These costs should be determined once an implementation plan is developed, including a project schedule and phasing plan for the individual projects.

Construction Cost Mark-ups:
- General Contractor, Overhead & Profit: 15.00%
- Escalation: 0.00%
- Bonds & Insurance: 2.00%
- Design / Phasing Contingency: 10.00%

Subtotal Mark-ups (Compound): 27.00%

Soft Cost Mark-ups:
- Architect / Engineer Design Fee: 10.00%
- DSA Plan Check Fee: 0.75%
- Printing / Advertising: 0.05%
- Test / Survey: 1.25%
- Inspection: 1.25%
- Project Management Fees: 5.00%
- Project / Construction Contingency: 5.00%
- Relocation Costs: 0.80%
- Labor Compliance: 0.25%
- Builders Risk Insurance: 0.80%
- Legal: 0.03%
- Commissioning: 0.08%
- FF&E (Other than Classroom): 4.00%
- Other Miscellaneous Consultants: 4.00%

Subtotal Soft Costs (Additive) (75% Construction / 25% Soft Cost Scenario): 33.26%
Based on the District goals, the Facilities Master Plan Committee, along with LPA, generated (16) project scope categories that would be the foundation for the work proposed at each school site. This set of guidelines serves as a foundation for each conceptual master plan design and ensures parity between school sites in the District while allowing ease of prioritization as funds become available.

SCOPE CATEGORIES

1. **Modernize / Reconfigure Existing Classrooms**
   Scope of work typically includes replacement/repair of roofs, walls, windows, doors, floors, ceilings; and interior/exterior painting.

2. **Existing Building Systems, Toilets & Improved Energy Efficiency**
   HVAC upgrades, lighting upgrades, electrical upgrades, plumbing upgrades and toilet modernization or reconfiguration.

3. **Site Utilities & Infrastructure**
   Update gas service lines, update sewer service lines, update water service lines, update electrical mains and distribution, energy-efficient building systems & controls (EMS).
4.2 PROGRAM COSTS

SCOPE OF WORK CATEGORIES

4 New Construction (Classrooms)
Addition of new classrooms to support enrollment and/or new classroom building(s) to reflect replacement of existing portables/classrooms.

5 Science, Arts, CTE & Electives Programs
Addition of new and/or reconfiguration of existing science labs that meet requirements of Next Generation Science Standards. Addition of new and/or reconfiguration of existing Career Technical Education, Woodshop and other focused academy elective spaces.

6 Performing Arts Improvements
Addition and/or reconfiguration of dance and music classrooms, theaters, drama/Black Box and their support spaces.
4.2 SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Program Costs</th>
<th>Scope of Work Categories</th>
<th>Master Plan Cost Summary</th>
<th>Funding Analysis</th>
<th>Stakeholder Wants</th>
<th>Measure G Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>SCOPE OF WORK CATEGORIES</td>
<td>MASTER PLAN COST SUMMARY</td>
<td>FUNDING ANALYSIS</td>
<td>STAKEHOLDER WANTS</td>
<td>MEASURE G PRIORITIES</td>
</tr>
</tbody>
</table>

7 MPR, Student Union & Food Service Improvements

Addition and/or reconfiguration of Multi-Purpose Room and Student Union including food service spaces and lunch shelter additions.

8 Physical Education Improvements

Addition and/or reconfiguration of interior and exterior program spaces to support the needs of the Physical Education program such as fitness, weight, and wrestling rooms and changing/locker facilities.

9 Staff & Parent Support

Modernization, reconfiguration, or new construction; includes staff collaboration spaces and work rooms, parent resource centers, and District Administration spaces.
4.2 SCOPE OF WORK CATEGORIES

10 Media Center & Student Support Services
Addition and/or reconfiguration of Media Center, counseling/learning center, specialized learning labs, and college & career center.

11 Safety & Security
Addition and/or improvements to safety related to concrete and asphalt paving, exterior lighting, fencing, wayfinding, signage, safety locks on classroom doors, fire alarms, public address/emergency communication systems, key-less entry systems, intrusion alarms, security cameras & other security systems.

12 Parking & Drop-Off
Addition and/or improvements to school site and district support site parking and drop-off areas, parking lots, covered walkways, and entry plaza upgrades.
13 Outdoor Learning Courts, Quads & Landscape
Addition and/or improvement of outdoor student gathering spaces, quads, and instructional spaces such as outdoor learning courts.

14 Exterior Play Spaces, Playfields & Hardcourts
Addition and/or improvement of Kindergarten and Elementary play yards and equipment, playfields, track, field, and stadium, Elementary running tracks and fitness courses, Tennis court improvements, concessions, athletic storage.

15 Instructional Design Furniture
Flexible furniture in classrooms
4.2 PROGRAM COSTS

SCOPes OF WORK CATEGORIES

16 Technology Infrastructure & Equipment

Additions and/or improvements to Classroom technology, upgrade of backbone, wireless access points, switches, and MDF/IDF data rooms with environmental controls.
# 4.3 Program Costs

## Master Plan Cost Summary

<table>
<thead>
<tr>
<th>Scope Category</th>
<th>School Site</th>
<th>Barrett Elementary</th>
<th>El Toro Health Science Academy</th>
<th>Jackson Academy of Math &amp; Music</th>
<th>Los Paseos Elementary</th>
<th>Nordstrom Elementary</th>
<th>Paradise Valley Engineering Academy</th>
<th>SG Borello Future Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td></td>
<td>3,929,000</td>
<td>3,223,000</td>
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<td>1,849,000</td>
<td>-</td>
<td>1,139,000</td>
<td>-</td>
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<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
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<td>3,287,000</td>
<td>2,301,000</td>
<td>-</td>
<td>1,428,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>3. Site Utilities</td>
<td></td>
<td>26,000</td>
<td>27,000</td>
<td>354,000</td>
<td>787,000</td>
<td>407,000</td>
<td>772,000</td>
<td>1,377,000</td>
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<td>4. New Construction (Classrooms)</td>
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<td>-</td>
<td>5,782,000</td>
<td>19,639,000</td>
<td>14,269,000</td>
<td>24,768,000</td>
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<td>5. Science, Arts, CTE &amp; Elective Programs</td>
<td></td>
<td>862,000</td>
<td>-</td>
<td>3,959,000</td>
<td>2,172,000</td>
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<td>-</td>
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<tr>
<td>6. Performing Arts Improvements</td>
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<td>-</td>
<td>-</td>
<td>1,627,000</td>
<td>630,000</td>
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<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
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<td>2,454,000</td>
<td>2,957,000</td>
<td>9,815,000</td>
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<tr>
<td>8. Physical Education Improvements</td>
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<td>862,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>9. Staff &amp; Parent Support</td>
<td></td>
<td>1,941,000</td>
<td>2,082,000</td>
<td>5,789,000</td>
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<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td></td>
<td>812,000</td>
<td>2,508,000</td>
<td>6,204,000</td>
<td>5,435,000</td>
<td>4,137,000</td>
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<tr>
<td>11. Safety &amp; Security</td>
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<tr>
<td>12. Parking &amp; Drop-Off</td>
<td></td>
<td>1,088,000</td>
<td>974,000</td>
<td>1,049,000</td>
<td>1,029,000</td>
<td>1,672,000</td>
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<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td></td>
<td>623,000</td>
<td>800,000</td>
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<td>312,000</td>
<td>322,000</td>
<td>398,000</td>
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<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td></td>
<td>1,316,000</td>
<td>2,551,000</td>
<td>2,525,000</td>
<td>1,864,000</td>
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<td>1,783,000</td>
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<tr>
<td>15. Instructional Design Furniture</td>
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<td>788,000</td>
<td>900,000</td>
<td>900,000</td>
<td>900,000</td>
<td>591,000</td>
<td>816,000</td>
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<tr>
<td>16. Technology Infrastructure &amp; Equipment</td>
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<td><strong>Total Project Cost (2017$)</strong></td>
<td></td>
<td><strong>$ 17,723,000</strong></td>
<td><strong>$ 24,973,000</strong></td>
<td><strong>$ 54,475,000</strong></td>
<td><strong>$ 38,582,000</strong></td>
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Morgan Hill Unified School District
FACILITIES MASTER PLAN

LPA 180
### Master Plan Cost Summary

#### Scope Category: School Site

<table>
<thead>
<tr>
<th>Scope Category</th>
<th>San Martin/Gwinn Environmental Science Academy</th>
<th>PA Walsh STEAM Academy</th>
<th>Encinal Site</th>
<th>Britton Middle</th>
<th>Martin Murphy Middle</th>
<th>Ann Sobrato High</th>
<th>Live Oak High</th>
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</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>-</td>
<td>-</td>
<td>1,555,000</td>
<td>2,468,000</td>
<td>3,915,000</td>
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<td>6,565,000</td>
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Total Project Cost (2017$) $32,025,000 $53,980,000 $41,582,000 $28,771,000 $28,053,000 $59,933,000 $133,685,000
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<th>ACT Education Center</th>
<th>District Office</th>
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<tr>
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<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
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<td>174,470,000</td>
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<td>7. MPR, Student Union &amp; Food Service Improvements</td>
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<td>78,129,000</td>
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<td>110,000</td>
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<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
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<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
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<td>15. Instructional Design Furniture</td>
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<td>16. Technology Infrastructure &amp; Equipment</td>
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<td><strong>Total Project Cost A (2017$)</strong></td>
<td>$ 20,365,000</td>
<td>$ 31,287,000</td>
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</table>

Technology - Student Devices

**Total Project Cost B (2017$)** $ 699,841,000
# 4.3 Master Plan Cost Summary

<table>
<thead>
<tr>
<th>SCOPE CATEGORY</th>
<th>ALTERNATES</th>
<th>Machado School</th>
<th>New MOTT Yard</th>
<th>New District Office</th>
<th>New Central Kitchen</th>
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<tbody>
<tr>
<td>Modernize / Reconfigure Existing Classrooms</td>
<td>266,000</td>
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<td>Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
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<tr>
<td>Site Utilities</td>
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<td>984,000</td>
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<td>New Construction (Classrooms)</td>
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<tr>
<td>Science, Arts, CTE &amp; Elective Programs</td>
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<td>-</td>
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<tr>
<td>Performing Arts Improvements</td>
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<tr>
<td>MPR, Student Union &amp; Food Service Improvements</td>
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<tr>
<td>Physical Education Improvements</td>
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</tr>
<tr>
<td>Staff &amp; Parent Support</td>
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<td>15,069,000</td>
<td>13,122,000</td>
<td>12,861,000</td>
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<td>Media Center &amp; Student Support Services</td>
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<tr>
<td>Safety &amp; Security</td>
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<tr>
<td>Parking &amp; Drop-Off</td>
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<td>7,015,000</td>
<td>2,541,000</td>
<td>1,038,000</td>
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<td>Outdoor Learning Courts, Quads &amp; Landscape</td>
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<tr>
<td>Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>439,000</td>
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<td>Instructional Design Furniture</td>
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<tr>
<td>Technology Infrastructure &amp; Equipment</td>
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</table>

**Total Project Cost A (2017$)**

- $3,423,000
- $23,068,000
- $16,368,000
- $14,269,000
### Potential Funding / Local Funding Sources

<table>
<thead>
<tr>
<th>Fund</th>
<th>Description</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Fund 25</td>
<td>Capital Facilities</td>
<td>Developer Fees only used for growth projects to house students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2 Million/ Year ($7 Million fund balance committed to Borello project)</td>
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<tr>
<td>Fund 14</td>
<td>LCAP Deferred Maintenance</td>
<td>$300,000 per year for the District’s General Fund (primarily used for on-going facilities maintenance)</td>
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<tr>
<td>Fund 01</td>
<td>LCAP Routine Maintenance</td>
<td>$2.7 million per year, District contributes whole 3% from General Fund (primarily used for staff salaries and benefits)</td>
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<tr>
<td>Fund 492</td>
<td>Mello Roos</td>
<td>Restricted use for rehabilitation of existing school facilities, land purchase for future school site and new construction</td>
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<tr>
<td></td>
<td></td>
<td>Annual Tax Roll $500,000 ($600,000 fund balance committed to El Toro Roof Replacement, Los Paseos Kindergarten Classrooms)</td>
</tr>
</tbody>
</table>
**potential funding / state school facilities program**

**Proposition 51**

- $9 Billion for educational facilities approved by California voters on November 8, 2016

  - $3 Billion New Construction, $3 Billion Modernization, $500 Million CTE, $500 Million Charter Schools, $2 Billion for Community Colleges

  - Continues current School Facility Program

  - **Must have Local Match (50% New Construction / 40% Modernization)**

  - New Construction and Modernization based upon Eligibility and on a “Cash Flow” basis functions as a Reimbursement Program

  - CTE Grant Based Application not Eligibility Based

  - Can only be used for Capital Facilities Improvements and not Salaries
potential funding / state school facilities program

Proposition 51

New Construction Program
• Provides funding for projects that add new classroom capacity, construction of new site development, and acquisition of property
  • Funding is designed to construction classrooms and associated “core” facilities
  • Limited opportunity to construct stand alone “core” facilities

Modernization Program
• Provides funding for upgrades to existing buildings and site work to improve/extend the useful life of or enhance the physical environment of the school; such as purchase and installation of HVAC, fire alarm or telecommunication equipment, and seismic safety upgrades. Funding may also be used for replacement of like kind area
4.4 PROGRAM COSTS

FUNDING ANALYSIS

potential funding / state school facilities program

Current Eligibility
(Requires District Match to Allocate)

New Construction - MHUSD’s total eligibility as currently estimated across all grade level/special education program groupings is $7,732,957
- K-6 - $0
- 7-8 - $0
- 9-12 - $6,171,872
- Non Severe Special Day Class - $313,005
- Severe Special Day Class - $1,248,080

Modernization – MHUSD’s total eligibility as currently estimated across all school sites is $18,794,565

<table>
<thead>
<tr>
<th>School Site</th>
<th>2017 Estimated Funding Available</th>
<th>2018 Funding</th>
<th>2019 Funding</th>
<th>2020 Funding</th>
<th>2021 Funding</th>
<th>2022 Funding</th>
<th>2023 Funding</th>
<th>2024 Funding</th>
<th>2025 Funding</th>
<th>2026 Funding</th>
<th>2027 Funding</th>
<th>Total Funding</th>
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<tbody>
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<td>Barrett Elementary</td>
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<td><strong>$31,408,374</strong></td>
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</table>
potential funding / state school facilities program

Other Funding Programs

Career Technical Education
• A one-time grant based program of up to $3M per CTE pathway for new facilities and up to $1.5M per CTE pathway for the renovation of facilities and/or equipment that will provide CTE programs on Comprehensive High School sites

Seismic Program
• Funding for Category 2 buildings that are susceptible to catastrophic collapse in a seismic event

Facility Hardship Program
• Funding for the replacement or rehabilitation of school facilities with documented health and safety hazards
potential funding / voter approved

VOTER APPROVED

Measure G
- $198 Million approved by MHUSD voters in 2012
- Accessed over 8 to 10 years
- $55 Million Series A Issuance

<table>
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<tr>
<th>School / Project</th>
<th>Board Approved Budget 2016</th>
<th>Current Committed Costs</th>
<th>% complete</th>
<th>2017</th>
<th>2018</th>
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<tbody>
<tr>
<td>LBI / Burnette / Central Modernization</td>
<td>$7,252,241</td>
<td>$7,252,241</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin Murphy Fence</td>
<td>$35,580</td>
<td>$35,580</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charter School of Morgan Hill (Encinal Site) Multiuse Building</td>
<td>$5,000,000</td>
<td>$5,000,000</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>$14,315,664</td>
<td>$14,315,664</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson, Nordstrom, Paradise Roofing &amp; HVAC</td>
<td>$5,343,780</td>
<td>$5,343,780</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Martin Owren Mod</td>
<td>$6,078,557</td>
<td>$6,078,557</td>
<td>99%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA Walsh Modernization</td>
<td>$3,959,745</td>
<td>$3,959,745</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin Murphy Roof</td>
<td>$846,998</td>
<td>$846,998</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Los Paseos Roof</td>
<td>$208,283</td>
<td>$208,283</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson, Nordstrom, Paradise Fire Alarm Upgrades</td>
<td>$1,106,103</td>
<td>$1,106,103</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson, Nordstrom, Paradise Master Plan &amp; Multiuse Bldg Design</td>
<td>$506,960</td>
<td>$481,250</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Britton New Building Schematic Design</td>
<td>$750,000</td>
<td>$750,000</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paradise Valley Multi-Use, Modulars, Admin &amp; Master Plan</td>
<td>$7,193,425</td>
<td>$7,193,425</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programming &amp; Project Management (as of 2017)</td>
<td>$2,800,000</td>
<td>$2,800,000</td>
<td>91%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series A Total Budgets</td>
<td>$55,567,336</td>
<td>$55,521,626</td>
</tr>
<tr>
<td>Series A Proceeds from Bond Sales</td>
<td>$55,000,000</td>
<td></td>
</tr>
<tr>
<td>Interest &amp; Cost of 2013 A EEI</td>
<td>$524,777</td>
<td></td>
</tr>
<tr>
<td>Series A Total Proceeds</td>
<td>$55,524,777</td>
<td></td>
</tr>
<tr>
<td>Program Contingency</td>
<td>$53,101</td>
<td></td>
</tr>
</tbody>
</table>
potential funding / voter approved

District Bonding Capacity
- Based on 2016-17 Assessed Value (AV) the District has $240 million in net statutory bonding capacity
- State limits General Obligation bonds for unified school districts to 2.50% of assessed value
- A waiver can be requested from the State Board of Education to increase a district's capacity above 2.5% AV

<table>
<thead>
<tr>
<th>Statutory Bonding Capacity(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Assessed Value(2):</td>
</tr>
<tr>
<td>Gross Statutory Bonding Capacity:</td>
</tr>
<tr>
<td>Outstanding GO Bond Principal:</td>
</tr>
<tr>
<td><strong>Net Statutory Bonding Capacity:</strong></td>
</tr>
<tr>
<td>Remaining Measure G Authorization:</td>
</tr>
<tr>
<td>MHUSD Statutory Bonding Capacity:</td>
</tr>
</tbody>
</table>

Note 1: Education Code Section 15102 specifies the formula for determining the statutory bonding capacity for unified school districts
Note 2: 2016-17 AV provided by Santa Clara County
potential funding / summary

Local Funding Sources

• Fund 25 - Developer Fees
  $2 million/year x 10 years = $ 20,000,000

• Fund 14 - LCAP Deferred Maintenance
  $300,000/year from General Fund

• Fund 01 - LCAP Routine Maintenance
  3% / $2.7 million/year from General Fund

• Fund 492 - Mello Roos
  $500,000/year x 10 years = $ 5,000,000

State School Facilities Program

• State SFP Eligibility
  (Too Many Variables to Confidently Include in Current FMP Budget)
  Modernization: $31,408,334
  New Construction: $ 7,732,959
  CTE: $ TBD (Future Grant Applications)
potential funding / summary

Voter Approved
• Measure G - General Obligation Bond
  Remaining Issuance Balance Available for FMP Projects = $143,000,000
  Allocated Funds (Britton MS) = (- $50,000,000)

  Potential Available Program Funding: $93,000,000

Other Costs Allowance
  Escalation 4%/Year x 10 Years = 40% x .5 = 20%
  Program Contingency = 5%
  Offsite/Utility Connection Costs = 5%
  Interim Housing = 3%
  Total Contingency Allowance: 33% x 67%

Total Project Funding in 2017: $62,310,000
(75% Hard Construction / 25% Soft Costs)

Total FMP Program Need in 2017: $699,841,000
### 4.5 STAKEHOLDER WANTS

#### SCHOOL SITE COMMITTEE

**Top 3 Wants**

Each school site spent two weeks reviewing the Draft Master Plan Concepts at each respective school site. After the review period, LPA met one-on-one with a representative from each site to discuss desired changes to the plans and to provide their top 3 desires for their campus. This graph reflects those top 3 ‘wants’ as they relate to scope of work categories.

<table>
<thead>
<tr>
<th>Program Costs</th>
<th>Stakeholder Wants</th>
<th>Measure G Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Scope of Work Categories</td>
<td>Master Plan Cost Summary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. Modernize / Reconfigure Existing Classrooms</th>
<th><strong>Barrett Elementary</strong></th>
<th><strong>Vallejo Elementary</strong></th>
<th><strong>Los Paseos Elementary</strong></th>
<th><strong>Paradise Valley Elementary</strong></th>
<th><strong>Enchanted Site</strong></th>
<th><strong>Britton Middle</strong></th>
<th><strong>Martin Murphy Middle</strong></th>
<th><strong>Martin Murphy Middle</strong></th>
<th><strong>Live Oak High</strong></th>
<th><strong>Loritta Bonfante Johnson Ed. Center</strong></th>
<th><strong>ACT Education Center</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td><strong>El Toro Health Science Academy</strong></td>
<td><strong>Jackson Academy of Math &amp; Music</strong></td>
<td><strong>Nordstrom Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Britton Middle</strong></td>
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<td><strong>Britton Middle</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Britton Middle</strong></td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Ann Sobrato High</strong></td>
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<td><strong>Ann Sobrato High</strong></td>
<td><strong>Ann Sobrato High</strong></td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
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<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
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<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td><strong>Los Paseos Elementary</strong></td>
<td><strong>Paradise Valley Elementary</strong></td>
<td><strong>SMG Environmental Science Academy</strong></td>
<td><strong>PA Walsh STEAM Academy</strong></td>
<td><strong>Encinal Site</strong></td>
<td><strong>Britton Middle</strong></td>
<td><strong>Martin Murphy Middle</strong></td>
<td><strong>Ann Sobrato High</strong></td>
<td><strong>Live Oak High</strong></td>
<td><strong>Loritta Bonfante Johnson Ed. Center</strong></td>
<td><strong>ACT Education Center</strong></td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>16. Technology Infrastructure &amp; Equipment</td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
In your opinion, which of the following existing spaces currently require the greatest amount of improvement in your school?

A digital survey was distributed to teachers and staff throughout the district. This graph reflects the top 3 responses to the above question as they relate to scope of work categories.
### TEACHER & STAFF SURVEY: Q2 TOP RESPONSES

What are your top three desired new spaces or enhancements at your school?

A digital survey was distributed to teachers and staff throughout the district. This graph reflects the top 3 responses to the above question as they relate to scope of work categories.

1. Modernize / Reconfigure Existing Classrooms
2. Existing Building Systems, Toilets & Improved Energy Efficiency
3. Site Utilities
4. New Construction (Classrooms)
5. Science, Arts, CTE & Electives Programs
6. Performing Arts Improvements
7. MPR, Student Union & Food Service Improvements
8. Physical Education Improvements
9. Staff & Parent Support
10. Media Center & Student Support Services
11. Safety & Security
12. Parking & Drop-Off
13. Outdoor Learning Courts, Quads & Landscape
14. Exterior Play Spaces, Playfields & Hardcourts
15. Instructional Design Furniture
16. Technology Infrastructure & Equipment
4.5  PROGRAM COSTS

STAKEHOLDER WANTS

PARENT & COMMUNITY SURVEY: Q1 TOP RESPONSES

In your opinion, which of the following existing spaces currently require the greatest amount of improvement in your school?

A digital survey was available for members of the community throughout the district. This graph reflects the top 3 responses to the above question as they relate to scope of work categories.

- greatest overlap in choices

| 1. Modernize / Reconfigure Existing Classrooms |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Existing Building Systems, Toilets & Improved Energy Efficiency |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Site Utilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. New Construction (Classrooms) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Science, Arts, CTE & Electives Programs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. Performing Arts Improvements |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7. MPR, Student Union & Food Service Improvements |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. Physical Education Improvements |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9. Staff & Parent Support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. Media Center & Student Support Services |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. Safety & Security |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12. Parking & Drop-Off |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13. Outdoor Learning Courts, Quads & Landscape |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14. Exterior Play Spaces, Playfields & Hardcourts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15. Instructional Design Furniture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16. Technology Infrastructure & Equipment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
**STAKEHOLDER WANTS**

**PARENT & COMMUNITY SURVEY: Q2 TOP RESPONSES**

What are your top three desired new spaces or enhancements at your school?

A digital survey was available for members of the community throughout the district. This graph reflects the top 3 responses to the above question as they relate to scope of work categories.

<table>
<thead>
<tr>
<th>STAKEHOLDER WANTS</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
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<tr>
<td>3. Site Utilities</td>
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<td>15. Instructional Design Furniture</td>
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<tr>
<td>16. Technology Infrastructure &amp; Equipment</td>
</tr>
</tbody>
</table>

**PROGRAM COSTS**

**STAKEHOLDER WANTS**

**SOURCE**

197

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Morgan Hill Unified School District
FACILITIES MASTER PLAN

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LPA
## District-Wide Scopes of Work

The Facilities Master Plan Committee engaged in a voting exercise to rank their top 3 scope of work category choices, District-wide.

- **top 3 choices** indicated individual votes

### FACILITIES MASTER PLAN COMMITTEE

<table>
<thead>
<tr>
<th>Program Cost</th>
<th>Stakeholder Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Modernize / Reconfigure Existing Classrooms</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>3. Site Utilities</strong></td>
<td>1</td>
</tr>
<tr>
<td><strong>4. New Construction (Classrooms)</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>5. Science, Arts, CTE &amp; Electives Programs</strong></td>
<td>2</td>
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<td><strong>6. Performing Arts Improvements</strong></td>
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<td>2</td>
</tr>
</tbody>
</table>
Expanded Scopes of Work

The Facilities Master Plan Committee engaged in another voting exercise that went deeper into each scope category, including sub-categories. The individual scope ballots are available in the Appendix of this document. This table summarizes the votes gathered by each scope category, to see if there was variation from the District-wide voting ballot, and provide District leadership with another data point to consider as projects move forward.

<table>
<thead>
<tr>
<th></th>
<th>top 3 choices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each participant was given 12 votes to spend on these ballots in any way they choose. These bars indicate individual votes per scope category, with the total votes indicated.</td>
</tr>
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<table>
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<tr>
<td>Technology Infrastructure &amp; Equipment</td>
<td></td>
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</tr>
</tbody>
</table>

Morgan Hill Unified School District
FACILITIES MASTER PLAN
District-Wide vs. Expanded Scopes of Work
The previous two pages show varied results based on the same scopes of work. When the scopes were voted upon by scope title only, the top 3 ranks were:
1. New Construction (Classrooms)
2. Modernize / Reconfigure Existing Classrooms
3. Parking & Drop-Off

When the scopes were broken out into their sub-categories, the top 3-ranking scopes were:
1. New Construction (Classrooms)
2. Existing Building Systems, Toilets & Improved Energy Efficiency
3. Staff & Parent Support

The scope category for New Construction (Classrooms) ranked first in both activities. When the category was expanded, the FMPC voted primarily for replacement of portables for New Classrooms at the Elementary School level.

When the high ranking of Existing Building Systems, Toilets & Improved Energy Efficiency was explored, the group revealed their thoughts of restroom upgrade needs beyond a maintenance or custodial fix. Therefore, the sub-category of “Restroom Upgrades” was a high vote-getter. Coincidentally, projects that fall within the category of Modernization / Reconfigure Existing Classrooms, often trigger or are paired with projects addressing Existing Building Systems, Toilets & Improved Energy Efficiency. Thus, the FMPC remains consistent in ranking those two scope categories highly.

While the Safety & Security category itself was not highly ranked, the FMPC used it as a lens to view other categories. Parking & Drop-Off was among the top 3 overall categories due to safety during Drop-Off, and Staff & Parent Support ranked highly in the expanded scope activity due to a mix between their felt importance of first impressions and the safety/security component that a single-point administration office provides.

All FMPC voting ballots can be found in the Appendix of this document.
4.5 **STAKEHOLDER WANTS**

**FACILITIES MASTER PLAN COMMITTEE**

*Program Implementation Influences*

The Facilities Master Plan Committee engaged in another voting exercise that asked them which of the provided influences do they see as being most important in moving a project forward.

<table>
<thead>
<tr>
<th>Influence</th>
<th>Support Level</th>
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</thead>
<tbody>
<tr>
<td>Deferred Maintenance and Repair Needs</td>
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</tr>
<tr>
<td>Ability to Claim State Funding</td>
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<tr>
<td>Health / Safety / Code Compliance</td>
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<td>District Educational Program Vision and Goals</td>
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</tr>
<tr>
<td>Housing Enrollment Growth</td>
<td></td>
</tr>
<tr>
<td>Equity / Parity Between Sites*</td>
<td></td>
</tr>
<tr>
<td>Overall Community Priorities</td>
<td></td>
</tr>
<tr>
<td>School Site Staff / Stakeholder Priorities</td>
<td></td>
</tr>
</tbody>
</table>

* In following conversations with the FMPC, it was revealed that 7 of the 8 votes for “Equity/Parity Between Sites” were in favor of Equity Between Sites. Equity is seen as supporting those students who need more support than others; shifting focus to where the greatest need is, rather than duplicating similar facilities across all campuses (parity).
4.5 STAKEHOLDER WANTS

Global Commonalities
As all Stakeholder group results are analyzed, the following scope of work categories were the most commonly prevalent:
• New Construction (Classrooms)
• Modernization / Reconfigure Existing Classrooms
• Existing Building Systems, Toilets, and Improved Energy Systems
• Staff & Parent Support
• Parking & Drop-Off
• Safety & Security

Site Specific Priorities
Additional scope of work categories were common among certain sites:
• MPR, Student Union & Food Service Improvements
• Physical Education Improvements
• Exterior Play Spaces, Playfields, and Hardcourts
4.6 MEASURE G PRIORITIES

IMPLEMENTATION METHODOLOGY

Potential Future Projects
In order to aid in the implementation of the Facilities Master Plan, the Executive Steering Committee created a list of potential projects that align with the Stakeholder’s common priorities. This list represents projects that could be implemented using the remaining allocation of Measure G funds:

- Security Fencing for all sites at two levels: building complex and site perimeter.
- Parking & Drop-Off at all sites except the Encinal Site until the High-Speed Rail alignment is finalized.
- Furniture for all sites (at 50% total program cost)
- Personal Devices (technology refresh at $10M allowance)
- Jackson Academy of Math & Music: MPR with ancillary spaces
- Nordstrom Elementary School: MPR with ancillary spaces
- Nordstrom Elementary School: Replace portables
- San Martin / Gwinn Environmental Science Academy: MPR/Gym with ancillary spaces
- Live Oak High School: New 2-story building

The next page identifies the costs associated with this list of prioritized projects.

Future Projects Prioritization
As funding beyond current Measure G is identified, project needs identified in the Facilities Master Plan will be prioritized by District leadership in consultation with the Board of Education, school site and community stakeholders for potential implementation based upon the following influences:

- Deferred Maintenance and Repair Needs
- Ability to Leverage State Funding
- Health / Safety / Code Compliance Issues
- District Educational Program Innovation Goals
- Student Enrollment Growth
- Equity Between Sites / Focus on the Most Needy Communities
- Overall District Stakeholder / Community Priorities

Note: These criteria are not listed in a prioritized order since conditions will often change over time and are intended as a broad guideline to facilitate future Morgan Hill Unified School District decision-making.
### SCOPE CATEGORY

<table>
<thead>
<tr>
<th>MEASURE G PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOL SITE</strong></td>
</tr>
<tr>
<td>Barrett Elementary</td>
</tr>
<tr>
<td>El Toro Health Science Academy</td>
</tr>
<tr>
<td>Jackson Academy of Math &amp; Music</td>
</tr>
<tr>
<td>Los Paseos Elementary</td>
</tr>
<tr>
<td>Nordstrom Elementary</td>
</tr>
<tr>
<td>Paradise Valley Engineering Academy</td>
</tr>
<tr>
<td>SG Borello Future Elementary</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Barrett Elementary</th>
<th>El Toro Health Science Academy</th>
<th>Jackson Academy of Math &amp; Music</th>
<th>Los Paseos Elementary</th>
<th>Nordstrom Elementary</th>
<th>Paradise Valley Engineering Academy</th>
<th>SG Borello Future Elementary</th>
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<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
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<tr>
<td>5. Science, Arts, CTE &amp; Elective Programs</td>
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</table>

**Total Project Cost (2017$)**

- **Barrett Elementary**: $1,501,000
- **El Toro Health Science Academy**: $1,468,000
- **Jackson Academy of Math & Music**: $14,167,000
- **Los Paseos Elementary**: $1,776,000
- **Nordstrom Elementary**: $16,442,000
- **Paradise Valley Engineering Academy**: $2,299,000
## 4.6 MEASURE G PRIORITIES

### SCOPE CATEGORY

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<tr>
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<th>San Martin/Gwinn Environmental Science Academy</th>
<th>PA Walsh STEAM Academy</th>
<th>Encinal Site</th>
<th>Britton Middle</th>
<th>Martin Murphy Middle</th>
<th>Ann Sobrato High</th>
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### 4.6 PROGRAM COSTS

#### MEASURE G PRIORITIES

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<tr>
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<td>9. Staff &amp; Parent Support</td>
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<td>10. Media Center &amp; Student Support Services</td>
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<tr>
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<td>-</td>
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<td>447,000</td>
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<td>-</td>
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<td>-</td>
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<td><strong>$ 107,805,000</strong></td>
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</tr>
</tbody>
</table>
4.6 PROGRAM COSTS

MEASURE G PRIORITIES

The bar on the right represents the remaining Measure G funding and its allocations to Britton Middle School's new construction. It is recommended that one-third of the remaining funds be held for program contingencies (escalation, utility connection costs, etc), leaving $62,310,000 available to allocate to FMP implementation.

The bar on the left represents the funding allocated to Britton Middle School's new construction and the $107,000,000 identified in the previous pages as Measure G Priorities. District Leadership can utilize the Implementation Methodology identified on page 203 to determine the first phases of FMP implementation, with approval from the Board of Education.
5.0 FACILITY CONDITION ASSESSMENT

OVERVIEW OF CONTENTS

Facility Condition Assessment
Each site’s Facility Condition Assessment is comprised of:

School Photo & Information
Information about the school facility such as address, year constructed/modernized, square footage, site size, and portable classroom counts.

School Site Engagement
Desired improvements as voiced by the Principal and other school site stakeholders during the site visit.

Existing Condition Assessment
A description of building and grounds concerns identified by District Facilities staff, in the survey completed by the Principal, and LPA’s observations during the site visit in March of 2017.

Interior and Exterior Photographs
Representative photographs of the facility and site during LPA’s site observation in March of 2017.
5.0 FACILITY CONDITION ASSESSMENT

OVERVIEW OF CONTENTS

5.1 FACILITY CONDITION ASSESSMENT

BARRETT ELEMENTARY SCHOOL

EXISTING SITE PLAN

DIAGRAM OF CONDITIONS

TERMINOLOGY:

5.1

-existing building placement, hardscape and landscaped areas. In addition, the existing site diagram locates relevant program spaces, adjacencies and current uses.

Conceptual Master Plan Diagram(s)

Includes conceptual building placement and hardscape and landscape reconfiguration, if needed. These diagrams note proposed new construction, reconfiguration of existing spaces, the modernization of existing spaces, and indicates spaces where no work is proposed, where eligible, to the standards outlined in the Facilities Master Plan.

Master Plan Cost Summary

Includes a description of the overall costs of proposed facilities improvements.

It should be noted that estimates are in 2017 dollars inclusive of both hard construction and project soft costs. Once an implementation schedule for a project has been determined appropriate escalation to the proposed mid-point of construction should be budgeted.
5.1 FACILITY CONDITION ASSESSMENT

BARRETT ELEMENTARY SCHOOL

895 Barrett Ave. Morgan Hill, Ca 95037 | barrett.mhusd.org

Year Built: 2001
Year Modernized: none
Number of Classrooms: 25
Number of Portables: 0
Site Acreage: 9.64 acres
Building Area: 47,845 square feet
Academic Focus: None

PRINCIPAL’S TOP 3 ‘WANTS’
1. Update playground structures
2. Technology
3. Audio/Visual improvements

Desired Program Support Improvements/Additions
• Special Education:
  • Sensory space/furniture
  • Lockable cabinets
  • Changing table
• Integration with peers
• Computer lab or 1:1 devices campus-wide
• Counseling:
  • Additional, confidential offices within the

Functionality of Space
• Two classrooms have been combined (operable partition opened between rooms 23 and 24) and the space is used as a Teacher Learning Lab for professional development.
• The Library furniture is uncomfortable, uninviting, and makes the space feel tight. The Principal would like furniture that encourages students to stay and is more conducive to reading.

Administration building
• Small group rooms
• Food Service:
  • Enclosed dining area
• May need facilities to support Next Generation Science Standards; site currently does not have a science lab.

ASSESSMENT RATING LEGEND:
CATEGORY [0] No Work
CATEGORY [1] Minor Work
CATEGORY [5] Complete Replacement

GENERAL
ADA Compliance
Category [3]
• ADA parking spaces do not meet current code compliance. Consider updating striping, signage, and tactile domes.

Parking
Category [0]
• No issues were observed or reported.

Concrete Paving
Category [0]
• No issues were observed or reported.

AC paving
Category [3]
• AC paving is experiencing normal wear and tear, cracking; need to be resurfaced and repainted in parking lots and hardcourts.

Ramps & Stairs
Category [0]
• No issues were observed or reported.
5.1 FACILITY CONDITION ASSESSMENT
BARRETT ELEMENTARY SCHOOL

ASSESSMENT RATING LEGEND:
CATEGORY [0]  No Work
CATEGORY [1]  Minor Work
CATEGORY [5]  Complete Replacement

Athletic Fields & Facilities
Category [0]
• No issues were observed or reported.

Landscape
Category [1]
• Turf grass areas between classroom wings are in good condition and provide opportunity to add bench seating or other areas for student congregation.

Irrigation
Category [2]
• VFD provides water from well and is problematic during a power outage.

Fencing & Gates
Category [0]
• Tube steel fencing and chain link are used to secure the school.
• No issues were observed or reported.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [3]
• Stucco shows cracking and chipping due to normal wear and tear.

Paint
Category [3]
• Paint at exterior doors is new however is showing extreme weathering/fading.
• Buildings are due for a new coat of paint.

Door / Frames / Locks
Category [0]
• Aside from the faded paint mentioned above, the condition of the doors, frames, and hardware are good.

Windows
Category [0]
• No issues were observed or reported.

Roof
Category [0]
• Standing seam metal roof.
• The paint is faded, but generally the roofs are in good condition.

ADA Compliance
Category [2]
• Ramp at MPR needs a handrail extension.

Interior
Overall Rating: Category [5]
• Carpet shows typical wear and tear and need to be replaced.

Food Service
Category [2]
• Needs a dedicated delivery bay separate from drop-off lane.
• Minor table repair is needed.

Restrooms
Category [0]
• No issues were observed or reported.

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [0]
• No issues were observed or reported.

Domestic Water
Category [0]
• No issues were observed or reported.

Fire Protection
Category [0]
• No issues were observed or reported.

SITE AMENITIES
Drinking Fountains
Category [5]
• Drinking fountains do not meet current code compliance. Complete replacement is recommended.

Shade Shelter
Category [0]
• The shade structure at Kinder is new and in good condition, but the school site feels that due to its height, does not provide adequate protection.
• Shade at pick-up areas is desired.

Bike Area
Category [0]
• No issues were observed or reported.

Covered Walkways
Category [0]
• No issues were observed or reported.

Play Structures
Category [3]
• Play structures are damaged; may need partial or full replacement.
5.1 FACILITY CONDITION ASSESSMENT
BARRETT ELEMENTARY SCHOOL

ASSESSMENT RATING LEGEND:
CATEGORY [0]     No Work
CATEGORY [1]     Minor Work
CATEGORY [5]     Complete Replacement

Gas
Category [0]
• No issues were observed or reported.

Sewer
Category [0]
• No issues were observed or reported.

Storm Drain / Drainage
Category [0]
• No issues were observed or reported.

Mechanical
Overall Rating: Category [-]
• District would like to install Alerton energy management system at this site.
• Domestic cooling towers serve the mechanical system and will need an overhaul in the next 10 years.
• It was reported that ventilation does not provide adequate cooling/warming.

Plumbing
Category [1]
• Fixtures experience normal wear and tear.
• Facilities clog due to misuse.
• Water pressure is good.

Electrical
Power
Category [0]
• All rooms have occupancy sensors.
• No issues were observed or reported.

Fire Alarm
Category [0]
• No issues were observed or reported.

Technology
Category [3]
• Smartboards are an estimated 8 years old and due for a refresh.
• MPR needs an improved sound/presentation system, enhanced WiFi, and abilities to support performances.
• Consider additional outlets/ways to charge devices within classrooms.
• The Library has very limited technology, consider providing presentation technology, additional outlets, and tech stations.

Intercom / Clock / Bell
Category [0]
• No issues were observed or reported.

Security
Category [0]
• No issues were observed or reported.

Lighting
Category [4]
• Consider providing additional exterior lighting at the hardcourts and parking lots.
• Exterior site lighting is poor.
## 5.1 FACILITY CONDITION ASSESSMENT

**BARRETT ELEMENTARY SCHOOL**

<table>
<thead>
<tr>
<th>OVERVIEW</th>
<th>FACILITY CONDITION ASSESSMENT</th>
<th>EXISTING CAMPUS PLAN</th>
<th>CONCEPTUAL MASTER PLAN</th>
<th>COST SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop-Off Lane</td>
<td>Parking</td>
<td>Typical Concrete Paving</td>
<td>Covered Walkway</td>
<td>Outdoor Dining</td>
</tr>
</tbody>
</table>

- **Existing Campus Plan**
  - **Barrett Elementary School**

- **Facility Condition Assessment**
  - **Barrett Elementary School**

- **Conceptual Master Plan**
  - **Barrett Elementary School**

- **Cost Summary**

Morgan Hill Unified School District
FACILITIES MASTER PLAN
5.1 FACILITY CONDITION ASSESSMENT
BARRETT ELEMENTARY SCHOOL

- Windows
- Exterior Door Hardware
- Administration Office
- Staff Work Room / Lounge
- Counseling Office
- Conference Room
- Multipurpose Room
- Kitchen
- Food Serving Area
5.1 FACILITY CONDITION ASSESSMENT

BARRETT ELEMENTARY SCHOOL

Drinking Fountain

Typical Classroom

Media Center

Health Office

Restroom

Teacher Prep Room
5.1 FACILITY CONDITION ASSESSMENT

BARRETT ELEMENTARY SCHOOL

EXISTING SITE PLAN
BARRETT AVENUE

EXISTING CAMPUS PLAN
BARRETT ELEMENTARY SCHOOL

FACILITIES MASTER PLAN
Morgan Hill Unified School District

OVERVIEW
FACILITY CONDITION ASSESSMENT
EXISTING CAMPUS PLAN
CONCEPTUAL MASTER PLAN
COST SUMMARY

Classrooms (CR)
Indicated Grade Level
PS Preschool
TK Transitional Kindergarten
K Kindergarten
SDC Special Day Class
SH Severely Handicapped

Electives / Labs
B Band
CL Computer Lab
ENG Engineering
HL Health
MU Music
PI Piano
SCI Science
VI Violin

Student Services
CD Counseling
ELD English Language Development
OT Occupational Therapy
RSP Resource Specialist

Shared Spaces
CC Community Center
GYM Gymnasium
HSC Home & School Club
MC Media Center
MPR Multi-Purpose Room

Administration / Faculty
C Conference Room
CN Concessions / Snack Bar
FW Faculty Work Room
FL Faculty Lounge / Dining
KIT Kitchen
N Nurse
O Office
TOSA Teacher on Special Assignment

Support Spaces
X Storage
T Toilets
U Utility
J Janitor
E Elevator

Not District-Operated
CDC County Day Care
YMCA Youth Program

Operable Partition
Portable Classrooms

Main Entry
Primary Drop-Off
Bus Lane
5.1 FACILITY CONDITION ASSESSMENT

BARRETT ELEMENTARY SCHOOL

OVERVIEW | FACILITY CONDITION ASSESSMENT | EXISTING CAMPUS PLAN | CONCEPTUAL MASTER PLAN | COST SUMMARY

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

BARRETT ELEMENTARY SCHOOL

FACILITY CONDITION ASSESSMENT

Classrooms (CR)
- PS Preschool
- TK Transitional Kindergarten
- K Kindergarten
- PE Physical Education
- SDC Special Day Class
- SH Severely Handicapped

Electives / Labs
- CL Computer Lab
- MU Music
- SCI Science
- SLL Specialized Learning Lab

Student Services
- ELD English Language Development
- LC Learning Center
- (Counseling and RSP)

Shared Spaces
- GYM Gymnasium
- HSC Home & School Club
- MC Media Center
- MPR Multi-Purpose Room

Administration / Faculty
- CN Conference Room
- CM Community Room
- FW Faculty Work Room
- FL Faculty Lounge / Dining
- KIT Kitchen
- O Office
- TOSA Teacher on Special Assignment

Support Spaces
- T Storage
- U Utility
- J Janitor

Not District-Operated
- CDC County Day Care
- YMCA Youth Program

Portable Classrooms

Outdoor Learning Playfields

Primary Drop-Off

Main Entry

New Fence

1" = 160'
## Scope of Work Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Master Plan Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ 3,929,000</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ 3,287,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 26,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ -</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 862,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 2,454,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 1,941,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ 812,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 302,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 1,088,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ 623,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 1,316,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 732,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ 351,000</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$)**: $ 17,723,000

The following items are excluded from this budget:
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions

- Running/fitness track with workout station.
- Improvement to Administration offices for increased space efficiency.

Functionality of Space

- The Library will move to room 15. Existing Library space will be converted to a Health Lab (currently in design phases of development).
- Classrooms front on a central quad, which enhances the opportunity for outdoor learning environments.

GENERAL

ADA Compliance
Category [0]
- No issues were observed or reported.

Parking
Category [2]
- The parking lot has one entrance for ingress/egress.

Concrete Paving
Category [0]
- No issues were observed or reported.

AC paving
Category [2]
- AC paving in the parking lots is in fair to poor condition.
- AC paving at the hardcourts is in good condition.

Ramps & Stairs
Category [0]
- This condition does not exist.
### Site Amenities

**Drinking Fountains**
Category [0]
- Drinking fountains are in poor condition, replacement is desired.

**Shade Shelter**
Category [0]
- This condition does not exist.

**Bike Area**
Category [0]
- No issues were observed or reported.

**Covered Walkways**
Category [2]
- Exterior stucco at covered walkway columns is damaged in areas near the base.

**Play Structures**
Category [5]
- Kindergarten play structures are in poor condition; replacement is desired.
- Play structure for upper grades is in good condition.

### Athletic Fields & Facilities

Category [4]
- The field area at the corner of E Central Ave. and Calle Mazatlan is unimproved.

### Landscape

Category [1]
- Landscaping areas are bare/sparsely planted.

### Irrigation

Category [5]
- Irrigation wiring is damaged; new irrigation wiring is desired.
- Poor water pressure was reported.
- New booster pump and backflow preventer are desired.

### Fencing & Gates

Category [1]
- Perimeter fencing/gates are in fair condition.

### Assessment of Buildings

**Exterior**
- **Paint**
  Category [3]
  - Exterior stucco at buildings and covered walkway columns is damaged at corners and in areas near the base.
  - Painting to the exterior is planned for 2017.

**Door / Frames / Locks**
Category [0]
- Doors, frames, and locks appear to be original to the building.

### Windows

Category [0]
- Windows are original, single-pane.

### Roof

Category [5]
- Roofing replacement is planned for 2017.

### ADA Compliance

Category [0]
- No issues were observed or reported.

### Interior

**Overall Rating:** Category [2]
- Building interior finishes and casework appear to be original.
- Flooring is in fair condition, replacement should be considered.

### Food Service

Category [0]
- No issues were observed or reported.

### Restrooms

Category [3]
- Restrooms are in poor condition; modernization is desired.

### ASSESSMENT OF SYSTEMS

**Site Utilities**
- **Domestic Water**
  Category [0]
  - No issues were observed or reported.

**Fire Protection**
Category [0]
- No issues were observed or reported.

**Gas**
Category [0]
- No issues were observed or reported.
ASSESSMENT RATING LEGEND:
CATEGORY [0] No Work
CATEGORY [1] Minor Work
CATEGORY [5] Complete Replacement

Technology
Category [0]
• No issues were observed or reported.

Intercom / Clock / Bell
Category [0]
• No issues were observed or reported.

Security
Category [-]
• Security fencing at campus entry will be reconfigured in 2017/2018 to increase campus security.

Lighting
Category [4]
• Exterior lighting additions/improvements is desired.

Sewer
Category [0]
• No issues were observed or reported.

Storm Drain / Drainage
Category [0]
• No issues were observed or reported.

Mechanical
Overall Rating: Category [-]
• Mechanical units are original to the building (1992) and do not provide even heating/cooling.

Plumbing
Category [3]
• Restrooms are in poor condition; modernization is desired.

Electrical
Power
Category [0]
• No issues were observed or reported.

Fire Alarm
Category [3]
• Upgrade to the fire alarm system, including the panel is desired.
5.2 FACILITY CONDITION ASSESSMENT

EL TORO HEALTH SCIENCE ACADEMY

- Drop-Off Lane
- Parking
- Typical Concrete Paving
- Covered Walkway
- Outdoor Dining
- Security Fencing
- Hardcourts
- Play Structure
- Landscaping
5.2 FACILITY CONDITION ASSESSMENT
EL TORO HEALTH SCIENCE ACADEMY

- Windows
- Exterior Door Hardware
- Administration Office
- Staff Work Room / Lounge
- Multipurpose Room
- Kitchen
- Food Serving Area
5.2 FACILITY CONDITION ASSESSMENT

EL TORO HEALTH SCIENCE ACADEMY

Drinking Fountain

Typical Classroom

Media Center

Health Office

Restroom

Teacher Prep Room
### 5.2 FACILITY CONDITION ASSESSMENT

## EL TORO HEALTH SCIENCE ACADEMY

<table>
<thead>
<tr>
<th>SCOPE OF WORK CATEGORIES</th>
<th>MASTER PLAN COST (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$3,223,000</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$2,301,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$27,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$5,782,000</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$-</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$-</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$2,957,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$-</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$2,082,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$2,508,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$723,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$974,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$800,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$2,551,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$788,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$257,000</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$) $24,973,000**

*The following items are excluded from this budget:*  
- Utility hook-up fees & City connection fees  
- Off-site work and traffic signals  
- Land acquisition costs  
- Hazardous material surveys, abatement and disposal  
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions
- Storage
- PE
- Art
- Book room
- Science lab
- Student support spaces:
  - Counseling
  - Psychology
  - RSP
  - Pull-out rooms
  - Discovery counseling / intern
  - CALSOAP (college & career)
- Gymnasium

Functionality of Space
- Administration is tucked to the side of a hallway which enables parents/visitors to bypass the front desk.

GENERAL
ADA Compliance
Category [4]
- Paved areas of the site appear to be at a slope that is steeper than current code permits and should be studied for regrading.

Parking
Category [4]
- Parking lot is reported to be undersized.

Concrete Paving
Category [0]
- Concrete paving is in good condition at the outdoor dining area and seatwalls.
- Concrete paving is patchy at areas adjacent to buildings and is in fairly good condition.

AC paving
Category [3]
- AC paving in parking lot and blacktop areas are in poor condition and need a new slurry coat and seal.

Ramps & Stairs
Category [5]
- Large ramp exists between upper and lower hardcourt areas and shows signs of cracking and uneven pavement.
### ASSESSMENT RATING LEGEND:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0]</td>
<td>No Work</td>
</tr>
<tr>
<td>[1]</td>
<td>Minor Work</td>
</tr>
<tr>
<td>[5]</td>
<td>Complete Replacement</td>
</tr>
</tbody>
</table>

### ASSESSMENT OF BUILDINGS

#### Exterior

- **Paint**
  - Category [3]
  - The site is due for a fresh coat of paint.

- **Windows**
  - Category [5]
  - Windows are original to the buildings; are single pane with wire glass. Replacement is recommended if buildings are to remain long-term.

- **Roof**
  - Category [0]
  - Roof was replaced in 2014-2016.

#### Interior

- **Overall Rating:** Category [-]
  - Wall panels are original and outdated.
  - Wall panel is damaged near the exterior door of room 9.

- **Food Service**
  - Category [5]
  - The heat-and-serve kitchen is extremely small.
  - A hallway is used for the serving area.

- **Restrooms**
  - Category [0]
  - Restrooms have recently been modernized.

### ASSESSMENT OF SYSTEMS

#### Site Utilities

- **Domestic Water**
  - Category [5]
  - Backflow preventer needs to be replaced.

#### Fire Protection

- Category [0]
  - No issues were observed or reported.

#### Gas

- Category [0]
  - No issues were observed or reported.

#### Sewer

- Category [0]
  - No issues were observed or reported.

#### Storm Drain / Drainage

- Category [0]
  - No issues were observed or reported.

### SITE AMENITIES

#### Drinking Fountains

- Category [5]
  - Drinking fountains are in poor condition; replacement is desired.

#### Shade Shelter

- Category [0]
  - The site does not currently have a shade shelter.
  - Shade shelters, covered walkways, building overhangs are desired.

#### Bike Area

- Category [0]
  - No issues were observed or reported.

#### Covered Walkways

- Category [0]
  - This condition does not currently exist.

#### Play Structures

- Category [0]
  - No issues were observed or reported.

#### Athletic Fields & Facilities

- Category [0]
  - No issues were observed or reported.

#### Irrigation

- Category [5]
  - Irrigation controller needs to be updated.
  - Backflow preventer needs to be replaced.

#### Fencing & Gates

- Category [0]
  - This condition does not currently exist.

#### ADA Compliance

- Category [3]
  - Exterior door thresholds do not have a smooth transition to adjacent paving.
5.3 FACILITY CONDITION ASSESSMENT
JACKSON ACADEMY OF MATH & MUSIC

Security
Category [4]
- Not all security cameras are operational and need to be repaired and/or supplemented with additional cameras for full site coverage.

Lighting
Category [0]
- No issues were observed or reported for the interior lighting.
- Security lighting is needed in the parking lot.

Mechanical
Category [0]
- No issues were observed or reported.

Plumbing
Category [0]
- Restrooms were recently modernized.
- Isolation shut-off valves are needed at each building.

Electrical
Power
Category [0]
- No issues were observed or reported.

Fire Alarm
Category [3]
- Fire alarm panel needs to be replaced.

Technology
Category [0]
- No issues were observed or reported.

Intercom / Clock / Bell
Category [0]
- No issues were observed or reported.
### 5.3 FACILITY CONDITION ASSESSMENT

**JACKSON ACADEMY OF MATH & MUSIC**

<table>
<thead>
<tr>
<th>OVERVIEW</th>
<th>FACILITY CONDITION ASSESSMENT</th>
<th>EXISTING CAMPUS PLAN</th>
<th>CONCEPTUAL MASTER PLAN</th>
<th>COST SUMMARY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Drop-Off Lane</td>
<td>Parking</td>
<td>Typical Concrete Paving</td>
<td></td>
</tr>
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<td></td>
<td>Outdoor Dining</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hardcourts</td>
<td>Play Structure</td>
<td>Landscaping</td>
<td></td>
</tr>
</tbody>
</table>
5.3 FACILITY CONDITION ASSESSMENT

JACKSON ACADEMY OF MATH & MUSIC

- Windows
- Exterior Door Hardware
- Administration Office
- Staff Work Room / Lounge
- Counseling Office
- Multipurpose Room
- Kitchen
- Food Serving Area
5.3 FACILITY CONDITION ASSESSMENT

JACKSON ACADEMY OF MATH & MUSIC

- Media Center
- Typical Classroom
- Health Office
- Restroom
- Teacher Prep Room
- Special Feature: Piano Lab
5.3 FACILITY CONDITION ASSESSMENT

JACKSON ACADEMY OF MATH & MUSIC

EXISTING SITE PLAN

JACKSON ACADEMY OF MATH AND MUSIC

FOUNTAIN OAKS DRIVE

TRAIL DRIVE

1" = 160'

40'0 160'80'

# Indicates Grade Level

PS  Preschool
TK  Transitional Kindergarten
K  Kindergarten
SDC  Special Day Class
SH  Severely Handicapped

Classrooms (CR)

Electives / Labs

Student Services

Shared Spaces

Administration / Faculty

Support Spaces

Not District-Operated

Operable Partition

Portable Classrooms

Main Entry

Primary Drop-Off

Bus Lane

Morgan Hill Unified School District

FACILITIES MASTER PLAN

LPA
5.3 FACILITY CONDITION ASSESSMENT

JACKSON ACADEMY OF MATH & MUSIC

EXISTING CAMPUS PLAN

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

Classrooms (CR)
- Includes Grade Level
- PS: Preschool
- TK: Transitional Kindergarten
- K: Kindergarten
- PE: Physical Education
- SDC: Special Day Class
- SH: Severely Handicapped

Electives / Labs
- EL: English Language Development
- LC: Learning Center
- (Counseling and RSP)

Student Services
- ELD: English Language Development
- LC: Learning Center
- (Counseling and RSP)

Shared Spaces
- CM: Community Room
- MPR: Multi-Purpose Room

Administration / Faculty
- CN: Concessions / Serving Area
- CM: Community Room
- FW: Faculty Work Room
- FL: Faculty Lounge / Dining
- O: Office
- TOSA: Teacher on Special Assignment

Support Spaces
- KIT: Kitchen
- T: Toilets
- X: Storage
- U: Utility
- J: Janitor

Not District-Operated
- CDC: County Day Care
- YMCA: Youth Program

Portable Classrooms
- Outdoor Learning/Playfields
- Primary Drop-Off
- Bus Lane
- New Fence
### SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th></th>
<th>MASTER PLAN COST (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Modernize / Reconfigure Existing Classrooms</td>
</tr>
<tr>
<td>2.</td>
<td>Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
</tr>
<tr>
<td>3.</td>
<td>Site Utilities</td>
</tr>
<tr>
<td>4.</td>
<td>New Construction (Classrooms)</td>
</tr>
<tr>
<td>5.</td>
<td>Science, Arts, CTE &amp; Electives Programs</td>
</tr>
<tr>
<td>6.</td>
<td>Performing Arts Improvements</td>
</tr>
<tr>
<td>7.</td>
<td>MPR, Student Union &amp; Food Service Improvements</td>
</tr>
<tr>
<td>8.</td>
<td>Physical Education Improvements</td>
</tr>
<tr>
<td>9.</td>
<td>Staff &amp; Parent Support</td>
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<td>10.</td>
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<td>11.</td>
<td>Safety &amp; Security</td>
</tr>
<tr>
<td>12.</td>
<td>Parking &amp; Drop-Off</td>
</tr>
<tr>
<td>13.</td>
<td>Outdoor Learning Courts, Quads &amp; Landscape</td>
</tr>
<tr>
<td>14.</td>
<td>Exterior Play Spaces, Playfields &amp; Hardcourts</td>
</tr>
<tr>
<td>15.</td>
<td>Instructional Design Furniture</td>
</tr>
<tr>
<td>16.</td>
<td>Technology Infrastructure and Equipment</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$)** | $ 54,475,000

---

**The following items are excluded from this budget:**

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
5.4 FACILITY CONDITION ASSESSMENT
LOS PASEOS ELEMENTARY SCHOOL

OVERVIEW | FACILITY CONDITION ASSESSMENT | EXISTING CAMPUS PLAN | CONCEPTUAL MASTER PLAN | COST SUMMARY
---|---|---|---|---

Counseling:
• Daily counseling is provided to Therapeutic SDC students daily and use 2 small rooms for individual counseling and student safe space (in a padded room).

ASSESSMENT RATING LEGEND:
CATEGORY [0] No Work
CATEGORY [1] Minor Work
CATEGORY [5] Complete Replacement

GENERAL
ADA Compliance
Category [-]

Parking
Category [-]
• Improvements are desired to the drop-off lane to incorporate a dedicated bus lane.

Concrete Paving
Category [3]
Concrete paving is cracked and in poor condition

AC paving
Category [0]
• Hardcourts were resurfaced in 2015.
• No issues were observed or reported.

Ramps & Stairs
Category [0]
• This condition does not currently exist.

Desired Program Support Improvements/Additions
• Flexible seating options in all spaces.
• Enhanced integration of technology in MPR for music, performances, and assemblies.
• Administration organization:
  • Community liaison, secretary, and administrative staff should be organized at the front of the Admin building.
  • Views from main Admin desk to outside the front office/drop-off lane.
• Counselor offices.
• Conversion of resource/TOSA room into a maker space/lab.
• Special Education:
  • Moderate/severe
  • Therapeutic SDC
  • Emotionally disturbed
  • Blind

Functionality of Space
• The current gate configuration requires students to exit the front gate in order to access the TK restroom and nurse office.
• Center pods:
  • Second pod: Resource room/TOSA (Teacher on Special Assignment)
  • Third pod: ASEP (After School Enrichment Program)
  • Fourth pod: YMCA rents room 22 for before and after school programs. During the day, the space houses counseling, CPS, community solutions and is a pull-out/flex room.

PRINCIPAL'S TOP 3 'WANTS'
1. TK/K restrooms and carpet
2. Front parking lot pick-up and drop-off
3. Field

Number of Classrooms: 26
Number of Portables: 5
Site Acreage: 7.65 acres
Building Area: 47,081 square feet

Year Built: 1974; MPR: ~2007
Year Modernized: Roof replacement (2014); building #4 was renovated in 2002.

121 Avenida Grande, San Jose, Ca 95139 | lospaseos.mhusd.org
Los Paseos Elementary School

ASSESSMENT RATING LEGEND:
CATEGORY [0]  No Work
CATEGORY [1]  Minor Work
CATEGORY [5]  Complete Replacement

Site Utilities
Domestic Water Category [-]
Fire Protection Category [-]
Gas Category [-]

Athletic Fields & Facilities
Category [-]
- The fields are in poor condition due to weeds and gophers.
- A running track is desired.

Landscape
Category [0]
- No issues were observed or reported.

Irrigation
Category [5]
- New controller and water valves are needed.
- New backflow preventer is needed.

Fencing & Gates
Category [4]
- The site experiences trespassers regularly.
- Fencing does not provide secured access to Administration from campus.
- Fencing around Kinder playground does not encompass all Kinder and TK classrooms.

Roof
Category [-]
- Roof leaks at Library.

ADA Compliance
Category [-]

Interior
Overall Rating: Category [-]
- Wall paneling on building interiors are outdated. Some teachers have painted interior walls.

Food Service
Category [4]
- No issues were observed or reported in the food prep area.
- The serving area is undersized.

Restrooms
Category [3]
- Restrooms need to be modernized.

ASSESSMENT OF BUILDINGS
Exterior
Paint Category [-]

Door / Frames / Locks
Category [-]

Windows
Category [-]

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [-]

Fire Protection
Category [-]

Gas
Category [-]

SITE AMENITIES
Drinking Fountains
Category [5]
- Drinking fountains do not meet current code requirements and are in poor condition.

Shade Shelter
Category [-]
- The shade structure is new but has been vandalized (fabric cut at corner).

Bike Area
Category [0]
- No issues were observed or reported.

Covered Walkways
Category [0]
- This condition does not currently exist.

Play Structures
Category [5]
- Play structures are damaged and need to be repaired/replaced at upper playground.
- Play structure is in good condition at Kinder play yard.
5.4 LOS PASEOS ELEMENTARY SCHOOL

ASSESSMENT RATING LEGEND:
CATEGORY [0]  No Work
CATEGORY [1]  Minor Work
CATEGORY [5]  Complete Replacement

Sewer
Category [-]

Storm Drain / Drainage
Category [4]
- Storm drain is clogged due to root intrusion, creating flooding at the basketball court near the portables. Pumping is required when area floods.

Mechanical
Overall Rating: Category [-]
- No individual mechanical controls in most classrooms.

Plumbing
Category [4]
- Pipes are damaged due to root intrusion.

Electrical
Power
Category [0]
- No issues were observed or reported.

Fire Alarm
Category [0]
- No issues were observed or reported.

Technology
Category [4]
- Technology is needed in the Library.
- Technology needs to be supplemented in the MPR for enhanced presentation/sound quality with a built-in projector screen.
- WiFi is spotty due to carrier issues.

Intercom / Clock / Bell
Category [-]
- The campus is located in an area of poor reception with the service provider, making the phone and PA system problematic at times.
- PA system is broken at building #3.

Security
Category [5]
- Trespassers frequent the campus; graffiti is evident at portables, MPR roof, and Kinder play yard.
- Security cameras are desired.

Lighting
Category [-]
- No issues were observed or reported at the main buildings. Exterior site lighting is desired at the portables.
## 5.4 FACILITY CONDITION ASSESSMENT

**LOS PASEOS ELEMENTARY SCHOOL**

<table>
<thead>
<tr>
<th>OVERVIEW</th>
<th>FACILITY CONDITION ASSESSMENT</th>
<th>EXISTING CAMPUS PLAN</th>
<th>CONCEPTUAL MASTER PLAN</th>
<th>COST SUMMARY</th>
</tr>
</thead>
</table>

- **Drop-Off Lane**
- **Parking**
- **Typical Concrete Paving**
- **Outdoor Dining**
- **Security Fencing**
- **Hardcourts**
- **Play Structure**
- **Landscaping**
5.4 FACILITY CONDITION ASSESSMENT

LOS PASEOS ELEMENTARY SCHOOL

Windows

Exterior Door Hardware

Administration Office

Staff Work Room / Lounge

Counseling Office

Conference Room

Multipurpose Room

Kitchen

Food Serving Area
5.4 FACILITY CONDITION ASSESSMENT

LOS PASEOS ELEMENTARY SCHOOL

Overviews:
- Drinking Fountain
- Media Center
- Restroom
- Typical Classroom
- Health Office
- Interior Hallway
- Special Feature: Community Room
5.4  FACILITY CONDITION ASSESSMENT

LOS PASEOS ELEMENTARY SCHOOL

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

OVERVIEW

Morgan Hill Unified School District
FACILITIES MASTER PLAN

PLAYFIELD

WITH TRACK

COMMUNITY CENTER

MPR

KINDER PLAY

ADMIN

ELD

LC

MC

HARD COURTS

PORTABLES

PORTABLES

PORTABLES

STUDENT SERVICES

Classrooms (CR)

PS

TK

K

PE

SDC

SH

ELD

LC

Student Services

ELD

LC

Portable Classrooms

Outdoor Learning/Playfields

Primary Drop-Off

Bus Lane

New Fence

1" = 160'
### LOS PASEOS ELEMENTARY SCHOOL

#### SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Master Plan Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$1,849,000</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$1,428,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$787,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$14,269,000</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$2,172,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$630,000</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$2,594,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$-</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$3,912,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$5,435,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$1,239,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$1,029,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$312,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$1,864,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$900,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$162,000</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$)** $38,582,000

The following items are excluded from this budget:
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions

- Indoor assembly space
- Updated computer labs
- Better proximity of student services (reading intervention, resource, ELD) to the classrooms.
- Student services / counseling:
  - Psychologist
  - Counselor
  - Occupational Therapist
  - SDC speech
- Labs:
  - Science lab
  - Technology lab
  - Project-based learning lab
- Expanded Administration building

Functionality of Space

- Teachers prep in their classroom; there is no faculty prep room.
- Occupational Therapy uses a storage room in the MPR.
- Professional Development occurs in the Resource Center.
5.5 FACILITY CONDITION ASSESSMENT
NORDSTROM ELEMENTARY SCHOOL

ASSESSMENT RATING LEGEND:
CATEGORY [0]      No Work
CATEGORY [1]      Minor Work
CATEGORY [5]      Complete Replacement

ADA Compliance
Category [3]
• Many exterior thresholds do not provide a smooth transition to the interior.

Interior
Overall Rating: Category [3]
• Building interiors have not received modernization in approximately 20 or more years and appear outdated and aged.

Food Service
Category [4]
• A hallway is used as the serving area, which is crowded.
• Kitchen is also undersized.

Restrooms
Category [3]
• Restrooms need to be modernized.

ASSESSMENT OF BUILDINGS
Exterior
Paint
Category [2]
• Paint shows signs of chipping at building exteriors.

Door / Frames / Locks
Category [2]
• Doors and frames appear to be original to the building and show signs of chipped paint.
• No issues were observed or reported with locks.

Windows
Category [5]
• Windows are original to the buildings; are single pane with wire glass. Replacement is recommended if buildings are to remain long-term.

Roof
Category [0]
• No issues were observed or reported.

Landscape
Category [2]
• Landscape is dying off surrounding the Kinder yard where irrigation wiring was damaged.

Irrigation
Category [5]
• Irrigation wiring and controller need to be replaced.

Fencing & Gates
Category [5]
• Fencing is low (4-ft) between school site and adjacent park.

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [5]
• Backflow preventer needs to be replaced.

Fire Protection
Category [0]
• No issues were observed or reported.

Gas
Category [0]
• No issues were observed or reported.

Sewer
Category [0]
• No issues were observed or reported.

SITE AMENITIES
Drinking Fountains
Category [5]
• Drinking fountains are in poor condition.

Shade Shelter
Category [0]
• No issues were observed or reported.

Bike Area
Category [0]
• No issues were observed or reported.

Covered Walkways
Category [0]
• This condition does not exist.

Play Structures
Category [0]
• No issues were observed or reported.

Athletic Fields & Facilities
Category [3]
• Playfields are in fair to poor conditions and may be considered for replanting or replacement.

Morgan Hill Unified School District
FACILITIES MASTER PLAN

OVERVIEW  FACILITY CONDITION ASSESSMENT  EXISTING CAMPUS PLAN  CONCEPTUAL MASTER PLAN  COST SUMMARY
ASSESSMENT RATING LEGEND:
CATEGORY [0]  No Work
CATEGORY [1]  Minor Work
CATEGORY [5]  Complete Replacement

Storm Drain / Drainage
Category [3]
• Areas of poor drainage are present on the hardcourts and near the Kindergarten building.

Mechanical
Overall Rating: Category [3]
• HVAC is spotty throughout campus, especially at the portable classrooms and in Resource Center building.

Plumbing
Category [3]
• Restrooms need to be modernized.

Electrical
Power
Category [4]
• Need for additional outlets throughout classrooms.

Fire Alarm
Category [3]
• Fire alarm panel needs to be updated/replaced.
• The main fire alarm panel does not communicate with the portables and does not reset all zones.

Technology
Category [0]
• No issues were observed or reported.

Intercom / Clock / Bell
Category [0]
• No issues were observed or reported.

Security
Category [5]
• Intruder alarms is problematic, users have trouble setting the system. The system frequently shorts out, causing false alarms, and needs to be replaced.

Lighting
Category [3]
• Fluorescent lights throughout; consider lighting upgrade.
5.5 FACILITY CONDITION ASSESSMENT
NORDSTROM ELEMENTARY SCHOOL

- Drop-Off Lane
- Parking
- Typical Concrete Paving
- Outdoor Dining
- Hardcourts
- Play Structure
- Landscaping
# 5.5 Facility Condition Assessment

## Nordstrom Elementary School

<table>
<thead>
<tr>
<th>Windows</th>
<th>Exterior Door Hardware</th>
<th>Administration Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Work Room / Lounge</td>
<td>Counseling Office</td>
<td>Conference Room</td>
</tr>
<tr>
<td>Multipurpose Room</td>
<td>Kitchen</td>
<td>Food Serving Area</td>
</tr>
</tbody>
</table>

### Morgan Hill Unified School District

FACILITIES MASTER PLAN

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

Morgan Hill Unified School District

FACILITIES MASTER PLAN

LPA
### Facility Condition Assessment

#### Nordstrom Elementary School

<table>
<thead>
<tr>
<th>Overview</th>
<th>Facility Condition Assessment</th>
<th>Existing Campus Plan</th>
<th>Conceptual Master Plan</th>
<th>Cost Summary</th>
</tr>
</thead>
</table>

- **Typical Classroom**
- **Interior Hallway**
- **Media Center**
- **Restroom**
EXISTING SITE PLAN
NORDSTROM ELEMENTARY SCHOOL
E DUNNE AVENUE
PEPPERTREE DRIVE
1" = 160'
40'0 160'80'
# Indicates Grade Level
PS  Preschool
TK  Transitional Kindergarten
K  Kindergarten
SDC Special Day Class
SH Severely Handicapped

Classrooms (CR)
Indicated Grades Level
PS  Preschool
TK  Transitional Kindergarten
K  Kindergarten
SDC Special Day Class
SH Severely Handicapped

Electives / Labs
band
CL  Computer Lab
ENG  Engineering
HL  Health
MU  Music
PI  Piano
SCI  Science
VI  Violin

Student Services
CD  Counseling
ELD  English Language Development
OT  Occupational Therapy
RSP  Resource Specialist

Shared Spaces
CC  Community Center
GYM  Gymnasium
HSC  Home & School Club
MC  Media Center
MPR  Multi-Purpose Room

Administration / Faculty
C  Conference Room
CN  Concessions / Snack Bar
FW  Faculty Work Room
FL  Faculty Lounge / Dining
KIT  Kitchen
N  Nurse
O  Office
TOSA  Teacher on Special Assignment

Support Spaces
X  Storage
T  Toilet
U  Utility
J  Janitor
E  Elevator

Not District-Operated
CDC  County Day Care
YMCA  Youth Program

Operable Partition
Portable Classrooms

Main Entry
Primary Drop-Off
Bus Lane
### FACILITY CONDITION ASSESSMENT

#### NORDSTROM ELEMENTARY SCHOOL

<table>
<thead>
<tr>
<th>SCOPE OF WORK CATEGORIES</th>
<th>MASTER PLAN COST (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ -</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ -</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 407,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ 24,768,000</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 1,980,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 7,716,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 2,949,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ 4,137,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 422,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 1,672,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ 322,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 2,288,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 900,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ -</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$)** $ 47,561,000

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The following items are excluded from this budget:
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions

- Additional meeting spaces for staff, counselors, and parents.
- Additional, separate conference room for the Principal with ability to hold leadership meetings for up to 10 people.

Functionality of Space

- Pie-shaped classrooms make functionality and group-work challenging.
- MPR does not have a stage.
- The Administrative offices and front desk are reported as being small. Improved visibility of visitors is desired.
- Confidential meetings are currently held in non-confidential spaces.
- Newly renovated Exploration Center and Design Lab function very well.
- Kindergarten space has an inefficient shared space with an abandoned food prep area.

1400 La Crosse Dr. Morgan Hill, Ca 95037  |  paradise.mhusd.org

Year Built: 1978
Year Modernized: 2014 (restrooms)
Number of Classrooms: 22
Number of Portables: 7
Site Acreage: 8.4 acres
Building Area: 41,334 square feet
Academic Focus: engineering

PRINCIPAL’S TOP 3 ‘WANTS’
1. Parking and drop-off
2. Safe and secure campus
3. Reconfiguration to remove pie-shaped classrooms and expand admin office.

GENERAL

ADA Compliance
Category [0]
- No issues were observed or reported.

Parking
Category [4]
- Ingress and egress is challenging when making a left turn into the parking lot and due to the proximity of the crosswalk.
- A separate parking/drop-off is desired for Kindergarten.
- There is enough parking for staff, not for visitors.

Concrete Paving
Category [0]
- No issues were observed or reported.

AC paving
Category [3]
- AC paving in parking lot and blacktop areas are cracked and in poor condition.
- Rubberized surfacing is in poor condition.
## 5.6 FACILITY CONDITION ASSESSMENT

### PARADISE VALLEY ENGINEERING ACADEMY

<table>
<thead>
<tr>
<th>ASSESSMENT RATING LEGEND:</th>
<th>Category [0]</th>
<th>No Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY [1]</td>
<td>Minor Work</td>
<td></td>
</tr>
<tr>
<td>CATEGORY [5]</td>
<td>Complete Replacement</td>
<td></td>
</tr>
</tbody>
</table>

#### Athletic Fields & Facilities
- **Category [4]**
  - Playfield is uneven, cracked due to high clay content of the soil, and is damaged by gophers.

#### Landscape
- **Category [2]**
  - General site landscaping areas is planted with grass which appears to be in fair condition.
  - Various mature trees on campus have caused adjacent AC paving to lift.

#### Irrigation
- **Category [4]**
  - Irrigation control wiring has been damaged.
  - Water pressure is very low.

#### Fencing & Gates
- **Category [4]**
  - Perimeter fencing height is low.

### Ramps & Stairs
- **Category [0]**
  - This condition does not exist.

### SITE AMENITIES

#### Drinking Fountains
- **Category [5]**
  - Drinking fountains are in poor condition.

#### Shade Shelter
- **Category [0]**
  - Existing shade structures are in good condition, however does not provide full coverage for outdoor dining.

#### Bike Area
- **Category [0]**
  - This condition does not exist.

#### Covered Walkways
- **Category [0]**
  - This condition does not exist.

#### Play Structures
- **Category [5]**
  - The play structure is in poor condition.

#### Roof
- **Category [0]**
  - No issues were observed or reported.

#### ADA Compliance
- **Category [5]**
  - General site drinking fountains are non-compliant.
  - Vision glass in doors are non-compliant.
  - Doors are heavy to operate.
  - There is no braille on room signage.

#### Interior
- **Overall Rating: Category [3]**
  - Classroom carpet and ceiling tiles are in poor condition.
  - Classroom casework and counter tops have some damage.

#### Food Service
- **Category [5]**
  - The heat-and-serve kitchen is extremely small.
  - A hallway is used for the serving area.

#### Restrooms
- **Category [-]**
  - Kindergarten restroom updates are desired.
  - Restrooms in the main two buildings were renovated in 2016.

#### ASSESSMENT OF SYSTEMS

#### Site Utilities

#### Domestic Water
- **Category [5]**
  - Backflow preventer needs to be replaced.

#### Fire Protection
- **Category [0]**
  - No issues were observed or reported.
## FACILITY CONDITION ASSESSMENT

### PARADISE VALLEY ENGINEERING ACADEMY

<table>
<thead>
<tr>
<th>ASSESSMENT RATING LEGEND:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY [0] No Work</td>
</tr>
<tr>
<td>CATEGORY [1] Minor Work</td>
</tr>
<tr>
<td>CATEGORY [5] Complete Replacement</td>
</tr>
</tbody>
</table>

### Fire Alarm
- Category [0]
  - No issues were observed or reported.

### Technology
- Category [0]
  - No issues were observed or reported.

### Intercom / Clock / Bell
- Category [0]
  - No issues were observed or reported.

### Security
- Category [2]
  - Security camera replacement occurred in 2016 but did not provide full site coverage. Additional cameras are desired.
  - Building intrusion alarms are in good condition.

### Lighting
- Category [4]
  - Exterior site lighting is very poor.

---

**Gas**
- Category [0]
  - No issues were observed or reported.

**Sewer**
- Category [0]
  - No issues were observed or reported.

**Storm Drain / Drainage**
- Category [3]
  - Areas of flooding were reported near the Kindergarten building.

**Mechanical**
- Category [0]
  - No issues were observed or reported.

**Plumbing**
- Category [0]
  - Isolation shut-off valves are needed at each building.

**Electrical**

**Power**
- Category [3]
  - Power poles are used in the administrative offices.
  - Classrooms do not have occupancy sensors on the lights.
5.6 FACILITY CONDITION ASSESSMENT
PARADISE VALLEY ENGINEERING ACADEMY

OVERVIEW | FACILITY CONDITION ASSESSMENT | EXISTING CAMPUS PLAN | CONCEPTUAL MASTER PLAN | COST SUMMARY

Drop-Off Lane

Parking

Typical Concrete Paving

Outdoor Dining

Security Fencing

Hardcourts

Play Structure

Landscaping
5.6 FACILITY CONDITION ASSESSMENT
PARADISE VALLEY ENGINEERING ACADEMY

Windows

Exterior Door Hardware

Administration Office

Staff Work Room / Lounge

Counseling Office

Conference Room

Multipurpose Room

Kitchen

Food Serving Area
5.6 PARADISE VALLEY ENGINEERING ACADEMY

- Media Center
- Restroom
- Typical Classroom
- Teacher Prep Room
- Interior Hallway
- Special Feature: Exploration Center
- Special Feature: Design Lab
5.6 FACILITY CONDITION ASSESSMENT
PARADISE VALLEY ENGINEERING ACADEMY

EXISTING CAMPUS PLAN

EXISTING SITE PLAN

PARADISE VALLEY ENGINEERING ACADEMY
LA CROSSE DRIVE
LITTLE LLAGAS CREEK
1" = 160'
# Indicates Grade Level
PS Preschool
TK Transitional Kindergarten
K Kindergarten
SDC Special Day Class
SH Severely Handicapped

Electives / Labs
B Band
CL Computer Lab
ENG Engineering
HL Health
MU Music
PI Piano
SCI Science
VI Violin

Student Services
CO Counseling
ELD English Language Development
OT Occupational Therapy
RSP Resource Specialist

Shared Spaces
CC Community Center
GYM Gymnasium
HSC Home & School Club
MC Media Center
MPR Multi-Purpose Room

Administration / Faculty
C Conference Room
CN Concessions / Snack Bar
FW Faculty Work Room
FL Faculty Lounge / Dining
KT Kitchen
N Nurse
O Office
TOSA Teacher on Special Assignment

Support Spaces
X Storage
T Toilets
U Utility
J Janitor
E Elevator

Not District-Operated
CDC County Day Care
YMCA Youth Program

Operable Partition
Portable Classrooms

Primary Entry

Main Entry

Primary Drop-Off

Bus Lane
5.6 PARADISE VALLEY ENGINEERING ACADEMY

EXISTING CAMPUS PLAN

- LA CROSSE DRIVE
- LITTLE LLAGAS CREEK

CONCEPTUAL MASTER PLAN

- NEW DIGITAL MARQUEE
- EXPANDED PARKING AND DROP-OFF
- PARKING
- PLAYFIELDS
- OUTDOOR LEARNING COURT
- PLAYAPPARATUS
- AREA 1 DIGITAL MARQUES
- BUS DROP-OFF

COST SUMMARY

NOTE: THIS PROJECT HAS BEEN APPROVED BY THE BOARD OF TRUSTEES

Student Services
- ELD English Language Development
- LC Learning Center (Counseling and RSP)

Shared Spaces
- GYM Gymnasium
- HSC Home & School Club
- MC Media Center
- MPR Multi-Purpose Room

Administration / Faculty
- C Conference Room
- CN Concessions / Serving Area
- CM Community Room
- FW Faculty Work Room
- FL Faculty Lounge / Dining
- K Kitchen
- O Office
- TOSA Teacher on Special Assignment

Support Spaces
- X Storage
- T Toilets
- U Utility
- J Janitor

Not District-Operated
- CDC County Day Care
- YMCA Youth Program

Portable Classrooms
- Outdoor Learning/Playfields
- Primary Drop-Off
- Bus Lane
- New Fence

Classrooms (CR)
- PS Preschool
- TK Transitional Kindergarten
- K Kindergarten
- PE Physical Education
- SDC Special Day Class
- SH Severely Handicapped

Electives / Labs
- CL Computer Lab
- M Music
- SCI Science
- SLL Specialized Learning Lab

NOTE: THIS PROJECT HAS BEEN APPROVED BY THE BOARD OF TRUSTEES

Area for Future Growth

- Shuttle Terminal
- Makerspace
- Outdoor Learning Center
- Exploration Center
- Plaza

1" = 160'
## SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Master Plan Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modernize / Reconfigure Existing Classrooms</td>
<td>$1,139,000</td>
</tr>
<tr>
<td>Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ -</td>
</tr>
<tr>
<td>Site Utilities</td>
<td>$772,000</td>
</tr>
<tr>
<td>New Construction (Classrooms)</td>
<td>$7,175,000</td>
</tr>
<tr>
<td>Science, Arts, CTE &amp; Electives Programs</td>
<td>$ -</td>
</tr>
<tr>
<td>Performing Arts Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>MPR, Student Union &amp; Food Service Improvements</td>
<td>$539,000</td>
</tr>
<tr>
<td>Physical Education Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>Staff &amp; Parent Support</td>
<td>$1,567,000</td>
</tr>
<tr>
<td>Media Center &amp; Student Support Services</td>
<td>$2,655,000</td>
</tr>
<tr>
<td>Safety &amp; Security</td>
<td>$1,172,000</td>
</tr>
<tr>
<td>Parking &amp; Drop-Off</td>
<td>$1,291,000</td>
</tr>
<tr>
<td>Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$398,000</td>
</tr>
<tr>
<td>Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$1,783,000</td>
</tr>
<tr>
<td>Instructional Design Furniture</td>
<td>$591,000</td>
</tr>
<tr>
<td>Technology Infrastructure and Equipment</td>
<td>$135,000</td>
</tr>
<tr>
<td><strong>Total Construction / Project Cost (2017$)</strong></td>
<td><strong>$19,217,000</strong></td>
</tr>
</tbody>
</table>

---

The following items are excluded from this budget:
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
### FACILITY CONDITION ASSESSMENT

**S.G. BORELLO FUTURE ELEMENTARY SCHOOL**

<table>
<thead>
<tr>
<th>SCOPE OF WORK CATEGORIES</th>
<th>MASTER PLAN COST (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ -</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ -</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 1,377,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ 25,114,000</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ -</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 6,914,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 2,522,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ 2,442,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 873,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 3,085,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ 1,107,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 4,233,000</td>
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<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 816,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ -</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$)** $ 48,483,000

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These costs reflect the program established for this future elementary site as developed by the District. Land acquisition costs are not included in this cost summary.

The following items are excluded from this budget:
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions
• Additional classrooms as the campus grows to a full K-8 site.

Functionality of Space
• Motor skills / Occupational Therapy uses a portable across the hardcourts on the San Martin side.
• Special Education
  • SDC
  • RSP
  • SH
5.8 FACILITY CONDITION ASSESSMENT
SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

ASSESSMENT RATING LEGEND:
CATEGORY [0]  No Work
CATEGORY [1]  Minor Work
CATEGORY [5]  Complete Replacement

Athletic Fields & Facilities
Category [-]
- Playfields may need improvements to accommodate the program for middle school.

Windows
Category [3]
- Windows appear to be original, single pane at the buildings on the San Martin side.
- Windows have been recently replaced on the Gwinn side.

Roof
Category [5]
- Gutters are damaged and leak onto walkway.

ADA Compliance
Category [3]
- Restrooms on San Martin side need to be modernized.
- Many exterior thresholds do not provide a smooth transition to the interior.

Interior
Overall Rating: Category [3]
- The interior of classrooms on the San Martin side have not had recent modernization and appear in fair to poor condition.
- Interiors on the Gwinn side have been recently modernized or reconfigured.

Food Service
Category [4]
- Kitchen/MPR needs to be modernized and/or expanded to serve a K-8 community.

Restrooms
Category [3]
- Restrooms on San Martin side need to be modernized.

Site Amenities

Drinking Fountains
Category [3]
- New drinking fountains have been installed on the Gwinn side.
- Drinking fountains on the San Martin side are in poor condition.

Shade Shelter
Category [0]
- Shade shelters at the outdoor environmental science labs are in new condition.

Bike Area
Category [0]
- No issues were observed or reported.

Covered Walkways
Category [2]
- Walkway covers are in good condition, however there are gaps in the vertical plane where the walkway meets the building. These gaps allow rainfall onto the walkway.

Play Structures
Category [0]
- No issues were observed or reported.
5.8 FACILITY CONDITION ASSESSMENT
SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

ASSESSMENT RATING LEGEND:
CATEGORY [0] No Work
CATEGORY [1] Minor Work
CATEGORY [5] Complete Replacement

ASSESSMENT OF SYSTEMS

Site Utilities
Domestic Water
Category [5]
• Backflow preventer needs to be replaced on San Martin side.

Fire Protection
Category [0]
• No issues were observed or reported.

Gas
Category [0]
• No issues were observed or reported.

Sewer
Category [0]
• No issues were observed or reported.

Storm Drain / Drainage
Category [0]
• No issues were observed or reported.

Mechanical
Overall Rating: Category [5]
• Mechanical units in classroom wings are problematic and in poor condition.

Plumbing
Category [0]
• No issues were observed or reported.

Electrical
Power
Category [1]
• Additional outlets are desired at the reception desk of Administration.

Fire Alarm
Category [2]
• Site fire panels are broken into three locations (on San Martin side, on Gwinn side, and at new renovations on Gwinn side), requiring each panel to be accessed/reset individually.
• Consider replacing wiring to alleviate frequency of false alarms.

Technology
Category [0]
• No issues were observed or reported.

Intercom / Clock / Bell
Category [0]
• No issues were observed or reported.

Security
Category [0]
• Consider replacing wiring to alleviate frequency of false alarms.

Lighting
Category [0]
• Lighting is desired at the North Street parking lot.
5.8 FACILITY CONDITION ASSESSMENT
SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

OVERVIEW  FACILITY CONDITION ASSESSMENT  EXISTING CAMPUS PLAN  CONCEPTUAL MASTER PLAN  COST SUMMARY

Drop-Off Lane  Parking  Typical Concrete Paving

Covered Walkway  Outdoor Dining  Security Fencing

Hardcourts  Play Structure  Landscaping

Morgan Hill Unified School District
FACILITIES MASTER PLAN
5.8 FACILITY CONDITION ASSESSMENT
SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

- Windows
- Exterior Door Hardware
- Administration Office
- Staff Work Room / Lounge
- Counseling Office
- Conference Room
- Multipurpose Room
- Kitchen
- Food Serving Area
5.8 FACILITY CONDITION ASSESSMENT

SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

Drinking Fountain

Typical Classroom

Interior Hallway

Media Center

Health Office

Science Lab

Restroom

Teacher Prep Room

Special Feature: Outdoor Science Station
5.8 FACILITY CONDITION ASSESSMENT
SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

EXISTING SITE PLAN
SAN MARTIN/GWINN K-8
(ENVIRONMENTAL SCIENCE ACADEMY AND DUAL IMMERSION PROGRAM)

FACILITIES MASTER PLAN
### 5.8 FACILITY CONDITION ASSESSMENT

#### SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

<table>
<thead>
<tr>
<th>SCOPE OF WORK CATEGORIES</th>
<th>MASTER PLAN COST (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ -</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ -</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 780,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ 10,812,000</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 1,569,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ 765,000</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 9,122,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ 797,000</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ -</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ 760,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 1,848,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 240,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ 1,272,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 3,553,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 507,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ -</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$)** $ 32,025,000

The following items are excluded from this budget:
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions
• Library, YMCA/Music room were not included in the recent modernization. Consider converting this space into an art space with outdoor learning.

Functionality of Space
• Art room works well
• STEAM Lab at MPR has two sinks and needs better furniture that is sized for elementary students.
• Professional Development occurs in the STEAM Lab or in Room 8 (conference room).

PRINCIPAL’S TOP 3 ‘WANTS’
1. Safety items
2. Outdoor area with tables and benches
3. Entryway from Peak to Cafeteria with school signage
## 5.9 FACILITY CONDITION ASSESSMENT

### P.A. WALSH STEAM ACADEMY

<table>
<thead>
<tr>
<th>ASSESSMENT RATING LEGEND:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CATEGORY [0]</td>
</tr>
<tr>
<td>No Work</td>
</tr>
<tr>
<td>CATEGORY [1]</td>
</tr>
<tr>
<td>Minor Work</td>
</tr>
<tr>
<td>CATEGORY [2]</td>
</tr>
<tr>
<td>Minor Modernization</td>
</tr>
<tr>
<td>CATEGORY [3]</td>
</tr>
<tr>
<td>Standard Modernization</td>
</tr>
<tr>
<td>CATEGORY [4]</td>
</tr>
<tr>
<td>Major Modernization / Reconfiguration</td>
</tr>
<tr>
<td>CATEGORY [5]</td>
</tr>
<tr>
<td>Complete Replacement</td>
</tr>
</tbody>
</table>

### ADA Compliance
- Category [3]
  - Many exterior thresholds do not provide a smooth transition to the interior.

### Interior
- Overall Rating: Category [3]
  - Ceiling tiles are in poor condition and should be replaced.
  - Library and Music/YMCA rooms were not included in the recent modernization.

### Food Service
- Category [4]
  - Cold food storage refrigerator is located outside MPR in an unconditioned space, requiring great efforts to maintain a cold temperature.

### Restrooms
- Category [0]
  - No issues were observed or reported.

### ASSESSMENT OF BUILDINGS

#### Exterior

- **Paint**
  - Category [0]
  - No issues were observed or reported.

- **Roof**
  - Category [-]
  - No issues were observed or reported.

- **Windows**
  - Category [-]
  - Windows are single pane with wire glass at the MPR.

- **Roof**
  - Category [-]
  - No issues were observed or reported.

### ASSESSMENT OF SYSTEMS

#### Site Utilities

- **Domestic Water**
  - Category [0]
  - No issues were observed or reported.

- **Fire Protection**
  - Category [0]
  - No issues were observed or reported.

- **Gas**
  - Category [0]
  - No issues were observed or reported.

### ASSESSMENT OF FACILITIES

#### Ramps & Stairs
- Category [4]
  - Ramping at Library does not meet current code requirements.

#### Drinking Fountains
- Category [5]
  - Drinking fountains do not meet current code requirements and are in poor condition.

#### Shade Shelter
- Category [0]
  - No issues were observed or reported.

#### Bike Area
- Category [1]
  - Bike rack can accommodate less than 10 bikes. Consider replacement.

#### Covered Walkways
- Category [1]
  - Bug screen vents are damaged.

#### Play Structures
- Category [5]
  - Play structures are in poor condition.

#### Landscape
- Category [0]
  - No issues were observed or reported.

#### Irrigation
- Category [-]
  - Water pressure is very low at the playfields, creating uneven and spotty coverage.

#### Fencing & Gates
- Category [0]
  - No issues were observed or reported.

#### Athletic Fields & Facilities
- Category [1]
  - Basketball nets are damaged or missing.
Fire Alarm
Category [3]
• Fire Alarm panel does not reflect actual room numbering and requires frequent maintenance.

Technology
Category [3]
• Interactive whiteboards are aged and due for replacement.

Intercom / Clock / Bell
Category [0]
• No issues were observed or reported.

Security
Category [3]
• Security system is reported to be problematic and may need to be reprogrammed or replaced.

Lighting
Category [0]
• No issues were observed or reported.

Sewer
Category [5]
• Lines at restrooms regularly flood and need to be replaced.
• Damage to sewer lines due to root intrusion was reported.

Storm Drain / Drainage
Category [4]
• Site has poor drainage across portables 30-34.
• Main parking near Admin has poor drainage.
• Water drains towards room #1 building, causing toilet doors to swell.

Mechanical
Overall Rating: Category [-]

Plumbing
Category [4]
• Plumbing lines at restrooms regularly flood and need to be replaced.

Electrical
Power
Category [4]
• Electrical upgrades are desired to include additional outlets and increased electrical capacity.
### P.A. WALSH STEAM ACADEMY

<table>
<thead>
<tr>
<th>5.9 FACILITY CONDITION ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P.A. WALSH STEAM ACADEMY</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OVERVIEW</strong></th>
<th><strong>FACILITY CONDITION ASSESSMENT</strong></th>
<th><strong>EXISTING CAMPUS PLAN</strong></th>
<th><strong>CONCEPTUAL MASTER PLAN</strong></th>
<th><strong>COST SUMMARY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Covered Walkway</strong></td>
<td><strong>Parking</strong></td>
<td><strong>Typical Concrete Paving</strong></td>
<td><strong>Security Fencing</strong></td>
<td><strong>Landscaping</strong></td>
</tr>
<tr>
<td><strong>Hardcourts</strong></td>
<td><strong>Outdoor Dining</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Play Structure</strong></td>
<td><strong>Play Structure</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Landscaping</strong></td>
<td><strong>Landscaping</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Morgan Hill Unified School District
FACILITIES MASTER PLAN

- **5.9 FACILITY CONDITION ASSESSMENT**
- **P.A. WALSH STEAM ACADEMY**
P.A. WALSH STEAM ACADEMY

5.9

OVERVIEW FACILITY CONDITION ASSESSMENT EXISTING CAMPUS PLAN CONCEPTUAL MASTER PLAN COST SUMMARY

Windows

Exterior Door Hardware

Administration Office

Staff Work Room / Lounge

Counseling Office

Multipurpose Room

Kitchen

Food Serving Area
5.9 FACILITY CONDITION ASSESSMENT

P.A. WALSH STEAM ACADEMY

Drinking Fountain

Typical Classroom

Media Center

Restroom

Teacher Prep Room

Art Classroom

Special Feature: STEAM Lab
5.9 FACILITY CONDITION ASSESSMENT
P.A. WALSH STEAM ACADEMY

EXISTING CAMPUS PLAN

Morgan Hill Unified School District
FACILITIES MASTER PLAN

5.8

Morgan Hill Unified School District
FACILITIES MASTER PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

OVERVIEW

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

P.A. WALSH STEAM ACADEMY

PEAK AVENUE
W MAIN AVENUE
1" = 160'

# Indicates Grade Level
PS: Preschool
TK: Transitional Kindergarten
K: Kindergarten
PE: Physical Education
SDC: Special Day Class
SH: Severely Handicapped

Electives / Labs
CL: Computer Lab
MU: Music
SCI: Science
SLL: Specialized Learning Lab

Student Services
ELD: English Language Development
LC: Learning Center (Counseling and RSP)

Shared Spaces
Gym: Gymnasium
HSC: Home & School Club
MC: Media Center
MPR: Multi-Purpose Room

Administration / Faculty
CN: Conference Room
CM: Community Room
FW: Faculty Work Room
FL: Faculty Lounge / Dining
KT: Kitchen
O: Office
TOSA: Teacher on Special Assignment

Support Spaces
ST: Storage
U: Utility
J: Janitor

Not District-Operated
CDC: County Day Care
YMCA: Youth Program

Portables
Outdoor Learning/Playfields
Primary Drop-Off
Bus Lane
New Fence

Main Entry

Outdoor Learning/Playfields
Primary Drop-Off
Bus Lane
New Fence

Not District-Operated

Classrooms (CR)
Includes Grade Level
PS: Preschool
TK: Transitional Kindergarten
K: Kindergarten
PE: Physical Education
SDC: Special Day Class
SH: Severely Handicapped

Student Services
ELD: English Language Development
LC: Learning Center (Counseling and RSP)

Shared Spaces
Gym: Gymnasium
HSC: Home & School Club
MC: Media Center
MPR: Multi-Purpose Room

Administration / Faculty
CN: Conference Room
CM: Community Room
FW: Faculty Work Room
FL: Faculty Lounge / Dining
KT: Kitchen
O: Office
TOSA: Teacher on Special Assignment

Support Spaces
ST: Storage
U: Utility
J: Janitor

Not District-Operated
CDC: County Day Care
YMCA: Youth Program

Portables
Outdoor Learning/Playfields
Primary Drop-Off
Bus Lane
New Fence

Main Entry
## FACILITY CONDITION ASSESSMENT

### P.A. WALSH STEAM ACADEMY

- **SCOPE OF WORK CATEGORIES**
<table>
<thead>
<tr>
<th>WORK CATEGORY</th>
<th>COST CLASSIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>Master Plan Cost</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>Master Plan Cost</td>
</tr>
</tbody>
</table>

| Total Construction / Project Cost (2017$)                | $ 53,980,000         |

**The following items are excluded from this budget:**
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions

- Dedicated rooms for art, music, drama, agricultural science, and other specialized program spaces.
- Update science room to middle school/NGSS standards.
- Enhanced/additional counseling office(s).
- Addition of 4-6 classrooms.
- Dedicated play yard for Kindergarten.

Functionality of Space

- Administration does not have a clear view to the front of school.
- No confidential offices exist for private conversations.
- Programs such as art, music, and drama use a mobile cart to bring the program into the classrooms.

PRINCIPAL’S TOP 3 ‘WANTS’

1. More classrooms – but not portables
2. Replacement of old portables with classrooms that support 21st century teaching and learning. Classrooms should have natural light and be inviting for students.
3. Updating the restrooms
### Facility Condition Assessment: Encinal Site

#### Assessment Rating Legend:
- **Category [0]**: No Work
- **Category [1]**: Minor Work
- **Category [2]**: Minor Modernization
- **Category [3]**: Standard Modernization
- **Category [4]**: Major Modernization / Reconfiguration
- **Category [5]**: Complete Replacement

#### Assessment of Buildings

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exterior</td>
<td>Category [-]</td>
<td>Portable classrooms 113, 114, and 115 were placed directly on grade (dirt) and are difficult to access service from underneath.</td>
</tr>
<tr>
<td>Paint</td>
<td>Category [2]</td>
<td>Paint is in fair condition. Cracked/chipped paint was observed at building eaves.</td>
</tr>
<tr>
<td>Windows</td>
<td>Category [3]</td>
<td>Windows are original to the building with single-pane glass.</td>
</tr>
</tbody>
</table>

#### Assessment of Systems

- **Roof**: Category [-] 
  - Roof leaks were reported at room 108.
- **ADA Compliance**: Category [3] 
  - Many exterior thresholds do not provide a smooth transition to the interior.
- **Interior**: Overall Rating: Category [3] 
  - Most building interiors have not received modernization and appear outdated, aged, and in poor condition.
  - Some rooms have received new carpet.
- **Food Service**: Category [0] 
  - No issues were observed or reported.
- **Restrooms**: Category [4] 
  - Restrooms need to be modernized.
  - Restrooms show extensive damage to finished surfaces/tiles.

#### Site Amenities

- **Drinking Fountains**: Category [3] 
  - Drinking fountains are in poor condition.
- **Shade Shelter**: Category [0] 
  - Fabric shade structures are in good condition.
  - Additional shade shelter is desired adjacent to the Gymnasium for covered outdoor dining.
- **Bike Area**: Category [0] 
  - This condition does not exist.
- **Covered Walkways**: Category [0] 
  - Walkway covers were replaced approximately 8-10 years ago.
  - No issues were observed or reported.
- **Play Structures**: Category [0] 
  - No issues were observed or reported with the existing play structures.
  - A Kindergarten play area is desired.

#### Athletic Fields & Facilities

- Category [2] 
  - Improvements are desired to the playfields.

#### Landscape

- Category [0] 
  - No issues were observed or reported.

#### Irrigation

- Category [0] 
  - No issues were observed or reported.

#### Fencing & Gates

- Category [5] 
  - Perimeter fencing is chainlink and is less than 5 feet in height.

#### Site Utilities

- **Domestic Water**: Category [0] 
  - No issues were observed or reported.
- **Fire Protection**: Category [0] 
  - No issues were observed or reported.
ASSESSMENT RATING LEGEND:
CATEGORY [0]      No Work
CATEGORY [1]      Minor Work
CATEGORY [5]      Complete Replacement

Gas
Category [0]
• No issues were observed or reported.

Sewer
Category [0]
• No issues were observed or reported with the new leach field.

Storm Drain / Drainage
Category [4]
• Poor drainage and ponding was observed at portable classroom 122, behind the MPR.

Mechanical
Overall Rating: Category [4]
• Temperature regulation is challenging, even at the new gymnasium.

Plumbing
Category [3]
• Restrooms need to be modernized.

Electrical

Fire Alarm
Category [5]
• The fire alarm is problematic and needs to be replaced.

Technology
Category [0]
• No issues were observed or reported.

Intercom / Clock / Bell
Category [0]
• No issues were observed or reported.

Security
Category [0]
• Security cameras are desired.

Lighting
Category [5]
• Exterior lighting is desired.
5.10 FACILITY CONDITION ASSESSMENT

ENCINAL SITE

DROP-OFF LANE

Covered Walkway

Outdoor Dining

Play Structure

Landscaping

Typical Concrete Paving

Parking

Security Fencing

Morgan Hill Unified School District
FACILITIES MASTER PLAN

OVERVIEW FACILITY CONDITION ASSESSMENT EXISTING CAMPUS PLAN CONCEPTUAL MASTER PLAN COST SUMMARY

298
5.10 FACILITY CONDITION ASSESSMENT

ENCINAL SITE

<table>
<thead>
<tr>
<th>Windows</th>
<th>Exterior Door Hardware</th>
<th>Administration Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Work Room / Lounge</td>
<td>Counseling Office</td>
<td>Conference Room</td>
</tr>
<tr>
<td>Multipurpose Room</td>
<td>Kitchen</td>
<td>Food Serving Area</td>
</tr>
</tbody>
</table>
5.10 FACILITY CONDITION ASSESSMENT
ENCINAL SITE

Drinking Fountain

Typical Classroom

Media Center

Health Office

Restroom

Teacher Prep Room

Science Room

Special Feature: Farm
## SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Master Plan Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ 1,555,000</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ 1,118,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 761,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ 14,426,000</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 6,599,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ 959,000</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 539,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 4,299,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ 4,890,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 1,104,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 1,050,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ 240,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 2,796,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 1,097,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ 149,000</td>
</tr>
<tr>
<td><strong>Total Construction / Project Cost (2017$)</strong></td>
<td><strong>$ 41,582,000</strong></td>
</tr>
</tbody>
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- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions

- A new 2-story classroom building is to begin construction in Summer of 2017.
- Industrial classroom space has minimal power outlets and low lighting for the type of work completed in the classroom. The principal desires the industrial classroom to support individual and group work.

Functionality of Space

- The existing auditorium doesn’t have built-in audio-visual equipment; has no bleachers; has non-functioning air-conditioning or heat; and the kitchen is original to the building.
- The existing gymnasium has acoustical insulation that falls from the ceiling; bleachers that are original to the building; no built-in projectors or screen with a questionable sound system; and is large enough to seat half the school.

PRINCIPAL'S TWO 3 'WANTS'

1. Science/Math classroom functionality
2. Gym/Auditorium
3. Busses, student pick-up/drop-off, overall traffic flow

adal299@tipca.com  | 80 W. Central Ave. Morgan Hill, Ca 95037  |  britton.mhusd.org

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PRINCIPAL'S TWO 3 'WANTS'

1. Science/Math classroom functionality
2. Gym/Auditorium
3. Busses, student pick-up/drop-off, overall traffic flow
Play Structures
Category [3]
• The basketball standards in the play yard have no netting

Athletic Fields & Facilities
Category [5]
• The existing track has holes on the running surface.
• The gymnasium’s bleachers are damaged; the acoustic insulation in the roof is old.
• The boys and girls locker rooms are in good condition.
• The field bleachers seating boards are worn.

Landscape
Category [2]
• The space between classroom buildings have steep paved slopes with minimal landscaping.

Irrigation
Category [-]

Fencing & Gates
Category [5]
• The perimeter campus fencing have been infiltrated by vandals over weekends.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [3]
• General maintenance on the buildings are recommended.

Paint
Category [4]
• General paint on the buildings and doors are faded or damaged.

Door / Frames / Locks
Category [4]
• The doors to the gymnasium are heavy with no door stops to prop them open.

Windows
Category [-]

Roof
Category [4]
• The interior space used for stationary bicycles has roof leaks in the storage rooms.
• There are roof leaks in the west campus portables that have damaged the interior flooring.

ADA Compliance
Category [3]
• The auditorium building’s accessible lift does not work.
• The outdoor paving leading to the east outdoor basketball courts have a few steep slope transitions.
• There is not a gradual transition to the exterior door landings at the west campus classrooms.
• Sinks and cabinets in science classrooms are non-compliant.
• Toilet room signage on the main campus are non-compliant.
• The space between classroom buildings have a steep slope.
• The ramp leading to the kitchen door entrance is non-compliant.

Ramps & Stairs
Category [3]
• There are ramps that are provided with areas that have stairs or on drastic level changes.

SITE AMENITIES
Drinking Fountains
Category [3]
• The drinking fountains servicing the gymnasium and locker rooms are compliant, while the main campus drinking fountains are non-compliant.

Shade Shelter
Category [2]
• General maintenance on the shade structures are recommended.

Bike Area
Category [0]
• No issues were observed or reported.

Covered Walkways
Category [0]
Technology
Category [3]
- For most of the campus, the wi-fi works. At minimum, all classrooms have a projector and screen, but no sound.
- There is no technology in the auditorium building nor the gymnasium.

Intercom / Clock / Bell
Category [0]
- No issues were observed or reported.

Security
Category [5]
- False security alarms during inclement weather.
- Vandals are able to climb the existing campus perimeter fencing.

Lighting
Category [5]
- Exterior lighting is sparse, and are not tied into an occupancy sensor.

Interior
Overall Rating: Category [5]
- Paint updates are needed in the auditorium building.
- The portables flooring have been damaged by roof leaks.
- The toilet rooms in the auditorium building are out of date.
- General classrooms flooring have some damage.
- The faculty breakroom and kitchen has damaged ceiling tiles and flooring.
- The finishes in the auditorium are in poor condition.

Food Service
Category [-]

Restrooms
Category [5]
- The gymnasium toilet rooms have damaged partitions.
- The auditorium toilet rooms are non-compliant.

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [-]

Fire Protection
Category [-]

Gas
Category [-]

Sewer
Category [-]

Storm Drain / Drainage
Category [-]

Mechanical
Overall Rating: Category [4]
- The existing mechanical units need to be replaced.

Plumbing
Category [-]

Electrical
Power
Category [3]
- More power outlets are desired in the student shop.

Fire Alarm
Category [5]
- The fire alarm doesn’t work in some of the classroom wings.
Conflict analysis:

1. **Drop-Off Lane**
   - Existing condition: Wide, clear, well-marked for drop-off and pick-up.
   - Recommended changes: None.

2. **Parking**
   - Existing condition: Ample, well-marked, easy access.
   - Recommended changes: None.

3. **Covered Walkway**
   - Existing condition: Partially covered, provides shelter.
   - Recommended changes: Upgrade to full coverage for better protection.

4. **Outdoor Dining**
   - Existing condition: Tables and benches, adequate space.
   - Recommended changes: Add more tables and benches for more seating.

5. **Playfields / Athletics**
   - Existing condition: Well-maintained, good condition.
   - Recommended changes: Regular maintenance to keep in good condition.

6. **Hardcourts**
   - Existing condition: Well-lit, suitable for play.
   - Recommended changes: Improve lighting for evening play.

7. **Administration Office**
   - Existing condition: Spacious, well-equipped.
   - Recommended changes: Update technology for better efficiency.

8. **Media Center**
   - Existing condition: Adequate space, well-stocked.
   - Recommended changes: Expand collection and improve accessibility.
## FACILITY CONDITION ASSESSMENT
### BRITTON MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>Description</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows</td>
<td><img src="image1" alt="Windows Image" /></td>
</tr>
<tr>
<td>Exterior Door Hardware</td>
<td><img src="image2" alt="Exterior Door Hardware Image" /></td>
</tr>
<tr>
<td>Counseling Office</td>
<td><img src="image3" alt="Counseling Office Image" /></td>
</tr>
<tr>
<td>Staff Work Room / Lounge</td>
<td><img src="image4" alt="Staff Work Room / Lounge Image" /></td>
</tr>
<tr>
<td>Fitness Room</td>
<td><img src="image5" alt="Fitness Room Image" /></td>
</tr>
<tr>
<td>Auditorium</td>
<td><img src="image6" alt="Auditorium Image" /></td>
</tr>
<tr>
<td>Gymnasium</td>
<td><img src="image7" alt="Gymnasium Image" /></td>
</tr>
<tr>
<td>Food Serving Area</td>
<td><img src="image8" alt="Food Serving Area Image" /></td>
</tr>
<tr>
<td>Kitchen</td>
<td><img src="image9" alt="Kitchen Image" /></td>
</tr>
</tbody>
</table>
Britton Middle School

5.11 FACILITY CONDITION ASSESSMENT

OVERVIEW  FACILITY CONDITION ASSESSMENT  EXISTING CAMPUS PLAN  CONCEPTUAL MASTER PLAN  COST SUMMARY

Drinking Fountain
Typical Classroom
Science Lab
Music Room
Drama / Theater
Career and Technical Education
Teacher Prep Room
### SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ 2,468,000</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ 1,683,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 467,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ -</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 4,959,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ 1,348,000</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 2,070,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ 3,840,000</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 449,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ -</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 3,058,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 405,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ -</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 7,399,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 422,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ 203,000</td>
</tr>
<tr>
<td><strong>Total Construction / Project Cost (2017$)</strong></td>
<td>$ 28,771,000</td>
</tr>
</tbody>
</table>
Desired Program Support Improvements/Additions
- Additional space for Band.
- Upgrades to science labs to meet NGSS.

Functionality of Space
- Improved wayfinding/signage is needed at the entry to campus.

**GENERAL**

**ADA Compliance**
Category [0]
- No issues were observed or reported.

**Parking**
Category [4]
- The front parking lot is small.

**Concrete Paving**
Category [0]
- No issues were observed or reported.

**AC paving**
Category [3]
- Hardcourts and parking areas are in poor condition and need a new slurry coat and paint.

**Ramps & Stairs**
Category [0]
- This condition does not exist.
**ASSESSMENT RATING LEGEND:**

 CATEGORY [0]  No Work  
 CATEGORY [1]  Minor Work  
 CATEGORY [5]  Complete Replacement  

### ADA Compliance

**Category [0]**
- No issues were observed or reported.

### Interior

**Overall Rating: Category [2]**
- Damaged flooring was observed in the band room at the Gym.

### Food Service

**Category [0]**
- No issues were observed or reported.

### Restrooms

**Category [4]**
- Toilets clog/overflow regularly.

### ASSESSMENT OF SYSTEMS

**Site Utilities**

**Domestic Water**

**Category [0]**
- No issues were observed or reported.

**Fire Protection**

**Category [0]**
- No issues were observed or reported.

**Gas**

**Category [0]**
- No issues were observed or reported.

### Sewer

**Category [4]**
- Toilets clog/overflow regularly.

### Landscape

**Category [1]**
- Landscaping is lush at the expansive turf at the street frontage near the campus entry, but is minimal elsewhere.

### Irrigation

**Category [4]**
- Replacement of irrigation controllers is desired.

### Fencing & Gates

**Category [0]**
- Recent fencing improvements were made, however large gaps in the fencing remain.

### ASSESSMENT OF BUILDINGS

**Exterior**

**Overall Rating: Category [-]**

### Paint

**Category [0]**
- No issues were observed or reported.

### Door / Frames / Locks

**Category [0]**
- No issues were observed or reported.

### Windows

**Category [3]**
- Windows are original to the building.

### Roof

**Category [0]**
- Roof was recently replaced.
- No issues were observed or reported.

**SITE AMENITIES**

**Drinking Fountains**

**Category [5]**
- Drinking fountains do not meet current code requirements and are in poor condition.

**Shade Shelter**

**Category [0]**
- No issues were observed or reported.

**Bike Area**

**Category [0]**
- No issues were observed or reported.

**Covered Walkways**

**Category [0]**
- This condition does not exist.

**Play Structures**

**Category [0]**
- This condition does not exist.

**Athletic Fields & Facilities**

**Category [4]**
- The field and track are in poor condition.
- Locker rooms have not been modernized and are original to the building.
Intercom / Clock / Bell
Category [2]
• PA and phone system are tied to the internet connection, which is problematic at times.

Security
Category [-]

Lighting
Category [0]
• No issues were observed or reported.

Storm Drain / Drainage
Category [0]
• No issues were observed or reported.

Mechanical
Overall Rating: Category [0]
• Mechanical system was replaced in 2012.

Plumbing
Category [4]
• Toilets clog/overflow regularly.

Electrical
Power
Category [4]
• Electrical capacity needs to be increased.

Fire Alarm
Category [5]
• Fire alarm needs to be upgraded.

Technology
Category [0]
• No issues were observed or reported.
Drop-Off Lane

Outdoor Dining

Playfields / Athletics

Parking

Hardcourts

Typical Concrete Paving

Administration Office

Media Center

5.12 FACILITY CONDITION ASSESSMENT
MARTIN MURPHY MIDDLE SCHOOL

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY
## FACILITY CONDITION ASSESSMENT

### MARTIN MURPHY MIDDLE SCHOOL

<table>
<thead>
<tr>
<th>Facility Type</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows</td>
<td><img src="image1.png" alt="Windows" /></td>
</tr>
<tr>
<td>Exterior Door Hardware</td>
<td><img src="image2.png" alt="Exterior Door Hardware" /></td>
</tr>
<tr>
<td>Counseling Office</td>
<td><img src="image3.png" alt="Counseling Office" /></td>
</tr>
<tr>
<td>Staff Work Room / Lounge</td>
<td><img src="image4.png" alt="Staff Work Room / Lounge" /></td>
</tr>
<tr>
<td>Fitness Room</td>
<td><img src="image5.png" alt="Fitness Room" /></td>
</tr>
<tr>
<td>Interior Hallway</td>
<td><img src="image6.png" alt="Interior Hallway" /></td>
</tr>
<tr>
<td>Gymnasium</td>
<td><img src="image7.png" alt="Gymnasium" /></td>
</tr>
<tr>
<td>Food Serving Area</td>
<td><img src="image8.png" alt="Food Serving Area" /></td>
</tr>
<tr>
<td>Kitchen</td>
<td><img src="image9.png" alt="Kitchen" /></td>
</tr>
</tbody>
</table>
5.12 FACILITY CONDITION ASSESSMENT
MARTIN MURPHY MIDDLE SCHOOL

OVERVIEW     FACILITY CONDITION ASSESSMENT     EXISTING CAMPUS PLAN     CONCEPTUAL MASTER PLAN     COST SUMMARY

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

MARTIN MURPHY MIDDLE SCHOOL (AREA 1)

HARDCOURTS
SANTA TERESA BOULEVARD
VIA VISTA
1" = 160'
160'80'40'0
LA  Language Arts
MA   Math
PE  Physical Education
SCI Science
SE  Special Education
SH  Severely Handicapped
SS  Social Studies
WL  World Language

Electives / Labs
CL  Computer Lab
CS  Computer Science
DR  Drama
ENG Engineering
FIT  Fitness
MU  Music / Band / Choir
SCI Science
SLL  Specialized Learning Lab
VB  Video Broadcast & Editing
VB  Yearbook / Journalism

Student Services
ASB  Student Leadership
CC  College & Career Center
ELD  English Language Development
LC  Learning Center
IS  Independent Study / Testing

Shared Spaces
GYM  Gymnasium
HSC  Home & School Club
LECT  Lecture Hall
MC  Media Center
MPR  Multi-Purpose Room

Administration / Faculty
CN  Concessions / Serving Area
CM  Community Room
FW  Faculty Work Room
FL  Faculty Lounge / Dining
K  Kitchen
O  Office

Support Spaces
T  Toilets
J  Janitor

Portable Classrooms

Outdoor Learning / Playfields
Primary Drop-Off
Bus Lane
New Fence
**MARTIN MURPHY MIDDLE SCHOOL**

<table>
<thead>
<tr>
<th>SCOPES OF WORK CATEGORIES</th>
<th>MASTER PLAN COST (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ 3,915,000</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ 3,557,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 1,043,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$.</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 1,265,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ 2,146,000</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 802,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ 1,752,000</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 3,865,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ 1,676,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 1,618,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 1,112,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ 775,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 3,236,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 872,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ 419,000</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$)** $ 28,053,000

**The following items are excluded from this budget:**
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions
- Grouped science labs for the opportunity to share material.
- Additional private offices, conference room(s).
- Storage.
- Dedicated faculty lounge.

Functionality of Space
- Wayfinding is a challenge with the way rooms/classroom wings are numbered.
- Break-out rooms were designed for small group collaboration but are not well utilized and are difficult to supervise.
- Approximately 8 classrooms have operable partitions between rooms. These rarely get used and allow noise pollution from the adjacent room.

GENERAL
ADA Compliance
Category [0]
- No issues were observed or reported.

Parking
Category [2]
- Parking is ample, however ingress/egress circulation from Burnett Avenue is challenging.
- Parking and drop-off near Administration creates circulation challenges.

Concrete Paving
Category [0]
- No issues were observed or reported.

AC paving
Category [1]
- AC paving is in fair condition and could use resurfacing.

Ramps & Stairs
Category [0]
- This condition does not exist.
ASSESSMENT RATING LEGEND:
CATEGORY [0]      No Work
CATEGORY [1]      Minor Work
CATEGORY [5]      Complete Replacement

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [-]

Paint
Category [3]
• Exterior paint is extremely dirty and needs to be pressure-washed and/or repainted.

Door / Frames / Locks
Category [0]
• No issues were observed or reported.

Windows
Category [0]
• No issues were observed or reported.

Roof
Category [0]
• No issues were observed or reported.

ADA Compliance
Category [0]
• No issues were observed or reported.

Interior
Category [0]
• No issues were observed or reported.

Food Service
Category [4]
• The central kitchen needs upgrades in order to be fully operational for all food type storage.
• Satellite food service window is in a poor location, not central to student gathering areas and serves approximately 60-80 meals per service.

SITE AMENITIES
Drinking Fountains
Category [-]
• Drinking fountains are desired at the sports fields.

Shade Shelter
Category [0]
• No issues were observed or reported.

Bike Area
Category [0]
• No issues were observed or reported.

Covered Walkways
Category [0]
• No issues were observed or reported.

Play Structures
Category [0]
• This condition does not exist.

Athletic Fields & Facilities
Category [3]
• Synthetic turf is desired at the playfields.
• Permanent bleachers/spectator seating is desired at the tennis courts.
• Additional lockers are desired in the Girls locker room.
• Roof leaks were reported throughout the Gymnasium, weight room, locker rooms, etc., which has caused water damage throughout. This may be due to the copper piping issue described in the Plumbing section of this document.

Landscape
Category [4]
• Landscaped areas between classroom wings have large areas of decomposed granite, which regularly gets tracked into classrooms and produces ponding in wet seasons.

Irrigation
Category [4]
• Sensors were not installed on the irrigation system, so leaks aren’t identified in a timely fashion.
• Replacement of the irrigation system is desired.
• Replacement of the well is desired.

Fencing & Gates
Category [0]
• No issues were observed or reported at existing fencing.
ASSESSMENT RATING LEGEND:
CATEGORY [0]      No Work
CATEGORY [1]      Minor Work
CATEGORY [5]      Complete Replacement

Security
Category [-]
• Intrusion alarms frequently malfunction.
• Additional security cameras are desired.
• Perimeter fencing is desired.

Lighting
Category [4]
• Exterior lighting is desired at the farm.

Mechanical
Overall Rating: Category [5]
• Classroom wings receive HVAC from cooling towers behind the Kitchen/Gym, which are difficult to predict/control.
• Administration, Gym, and Media Center have package units.

Plumbing
Category [4]
• Copper piping at the locker rooms is eroding and needs to be replaced.
• Pool mechanical room piping needs to be replaced.
• The acid pit for the pool produces a bad odor by the end of the school year and could benefit from better drainage.

Electrical
Power
Category [0]
• No issues were observed or reported.

Fire Alarm
Category [0]
• No issues were observed or reported.

Technology
Category [0]
• No issues were observed or reported.

Restrooms
Category [1]
• Water is not heated.

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [0]
• No issues were observed or reported.

Fire Protection
Category [0]
• No issues were observed or reported.

Gas
Category [0]
• No issues were observed or reported.

Sewer
Category [0]
• No issues were observed or reported.

Storm Drain / Drainage
Category [1]
• Minor, occasional clogs in storm drain.
5.13 FACILITY CONDITION ASSESSMENT

ANN SOBRATO HIGH SCHOOL

- Drop-Off Lane
- Parking
- Typical Concrete Paving
- Covered Walkway
- Outdoor Dining
- Administration Office
- Playfields / Athletics
- Hardcourts
- Media Center
## FACILITY CONDITION ASSESSMENT

### ANN SOBRATO HIGH SCHOOL

<table>
<thead>
<tr>
<th>OVERVIEW</th>
<th>FACILITY CONDITION ASSESSMENT</th>
<th>EXISTING CAMPUS PLAN</th>
<th>CONCEPTUAL MASTER PLAN</th>
<th>COST SUMMARY</th>
</tr>
</thead>
</table>

- Windows
- Exterior Door Hardware
- Counseling Office
- Staff Work Room / Lounge
- Fitness Room
- Training Room
- Gymnasium
- Pool
- Kitchen

---

Morgan Hill Unified School District
FACILITIES MASTER PLAN

LPA

331
5.13 FACILITY CONDITION ASSESSMENT
ANN SOBRATO HIGH SCHOOL

Drinking Fountain

Typical Classroom

Science Lab

Music Room

Drama / Theater

Career and Technical Education

Art

Teacher Prep Room

Special Feature: Farm
### SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Work Category</th>
<th>Master Plan Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ 6,611,000</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ 4,625,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 1,360,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ -</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 6,565,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 9,616,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ 2,199,000</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 2,180,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ 841,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 3,280,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 3,204,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ 3,074,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 13,963,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 1,632,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ 783,000</td>
</tr>
<tr>
<td><strong>Total Construction / Project Cost (2017$)</strong></td>
<td>$ 59,933,000</td>
</tr>
</tbody>
</table>

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Additions/Improvements

- Storage and classroom space to accommodate growing Visual and Performing Arts / Band programs.
- Athletics storage.
- Upgraded science labs for chemistry and physics. Upgrades to include fume hoods.

Functionality of Space

- Food service and Faculty Lounge building is in poor condition and does not function well for its purpose.
- The center of each classroom building was designed to hold a conference room, restrooms, computer lab, storage, and a faculty prep area. These spaces have become storage areas (primarily) and are not well utilized.
- The kiln in the Ceramics room cannot be used due to poor ventilation.

GENERAL

ADA Compliance
Category [2]
- ADA access to the stadium is problematic.

Parking
Category [1]
- The E Main Avenue turn-around lane is used for parking and drop-off during the day. This area needs to be kept clear for emergency vehicles, so a swing gate is desired that closes this loop from public access.

Concrete Paving
Category [3]
- Concrete paving is in fair condition.

AC paving
Category [3]
- AC paving throughout the site is in poor condition.

Ramps & Stairs
Category [0]
- No issues were observed or reported.
## 5.14 FACILITY CONDITION ASSESSMENT
### LIVE OAK HIGH SCHOOL

### ASSESSMENT RATING LEGEND:
- **CATEGORY [0]** No Work
- **CATEGORY [1]** Minor Work
- **CATEGORY [2]** Minor Modernization
- **CATEGORY [3]** Standard Modernization
- **CATEGORY [4]** Major Modernization / Reconfiguration
- **CATEGORY [5]** Complete Replacement

### ASSESSMENT OF BUILDINGS

#### Exterior
- **Overall Rating:** Category [-]
- **Paint**
  - Category [3]
  - Exterior paint is extremely dirty and needs to be pressure-washed and/or repainted.
- **Door / Frames / Locks**
  - Category [5]
  - Doors may be original to the building, replacement is recommended.
- **Windows**
  - Category [5]
  - Windows are original to the building, are single pane with wire glass.
- **Roof**
  - Category [-]
  - Roof leaks were reported in both Gymnasiums and are currently undergoing maintenance.
- **ADA Compliance**
  - Category [-]
  - Many exterior door thresholds do not provide a smooth transition to the interior.

#### Interior
- **Overall Rating:** Category [4]
- **Flooring in both Gymnasiums is in poor condition.**
- **Classroom interiors are dated and in fair to poor condition.**
- **Casework is in fair to poor condition.**
- **Ceiling tiles and flooring need to be replaced.**

#### Athletic Fields & Facilities
- **Category [4]**
  - The locker rooms are adequate.
  - The pool was recently resurfaced.
  - A new press box was added to the stadium in 2015.
  - An expansion to the weight room, possibly with outdoor space, is desired.
  - Tennis court surfacing is in poor condition and needs to be resurfaced.
  - New bleachers are desired at the stadium.
  - Better acoustics is desired at the large Gymnasium.
  - The entrance to the stadium, between the parking lot to the track, is in poor condition. This area is paved with decomposed granite which gets muddy in rainy weather.

#### Landscape
- **Category [5]**
  - Site landscaping is minimal.
  - Irrigation lines are impacted by tree root intrusion and need to be replaced throughout.
  - An upgrade to the well is desired.

#### Irrigation
- **Category [5]**
  - Irrigation lines are damaged due to tree root intrusion.
  - Replacement of the irrigation system site-wide is desired.
  - Replacement of the well is desired.

#### Fencing & Gates
- **Category [0]**
  - No issues were observed or reported.

### SITE AMENITIES

#### Drinking Fountains
- **Category [3]**
  - Drinking fountains are in poor condition and need to be replaced.

#### Shade Shelter
- **Category [2]**
  - Shade shelters are in fair condition, could use a new coat of paint.

#### Bike Area
- **Category [0]**
  - No issues were observed or reported.

#### Covered Walkways
- **Category [2]**
  - Walkway covers are in fair condition, could use a new coat of paint.

#### Play Structures
- **Category [0]**
  - This condition does not exist.
**5.14 FACILITY CONDITION ASSESSMENT**

**LIVE OAK HIGH SCHOOL**

---

**ASSESSMENT RATING LEGEND:**
- CATEGORY [0] No Work
- CATEGORY [1] Minor Work
- CATEGORY [5] Complete Replacement

---

### Sewer
**Category [0]**
- No issues were observed or reported.

### Storm Drain / Drainage
**Category [4]**
- Areas of poor drainage were observed at the hardcourts near the small Gym.
- The area at the entrance to the stadium exhibits poor drainage.

### Mechanical
**Overall Rating: Category [5]**
- Mechanical systems are problematic and need to be replaced.

### Plumbing
**Category [-]**
- Restroom modernization is desired.

### Electric
**Power**
**Category [4]**
- Main electrical has been upgraded, however building load capacities have not.

### Fire Alarm
**Category [-]**
- System is likely to be original to the building and needs to be upgraded/replaced.

### Technology
**Category [0]**
- No issues were observed or reported.
- Ceiling-mounted LCD screens are planned to be in every classroom by 2018.

---

**ASSESSMENT OF SYSTEMS**

**Site Utilities**

**Domestic Water**
**Category [4]**
- Shutoff valve is desired at each building.

**Fire Protection**
**Category [0]**
- No issues were observed or reported.

**Gas**
**Category [4]**
- Gas isolation shutoff valve is desired at each building.

---

**Restrooms**
**Category [3]**
- Restroom modernization is desired.

**Food Service**
**Category [5]**
- The central kitchen needs upgrades/expansion in order to be fully operational.

---

**Intercom / Clock / Bell**
**Category [0]**
- No issues were observed or reported.

**Security**
**Category [2]**
- Intrusion alarms frequently malfunction.
- Additional security cameras are desired.

**Lighting**
**Category [3]**
- Exterior site lighting can be enhanced/supplemented to ensure full coverage.
5.14 FACILITY CONDITION ASSESSMENT
LIVE OAK HIGH SCHOOL

- Drop-Off Lane
- Parking
- Typical Concrete Paving
- Covered Walkway
- Outdoor Dining
- Playfields / Athletics
- Hardcourts
- Media Center
5.14 FACILITY CONDITION ASSESSMENT
LIVE OAK HIGH SCHOOL

Windows

Exterior Door Hardware

Counseling Office

Staff Work Room / Lounge

Fitness Room

Training Room

Gymnasium

Pool

Kitchen

Morgan Hill Unified School District
FACILITIES MASTER PLAN
5.14 FACILITY CONDITION ASSESSMENT

LIVE OAK HIGH SCHOOL

Drinking Fountain
Typical Classroom
Science Lab
Lecture Hall
Drama / Theater
Career and Technical Education
Art
Teacher Prep Room

EXISTING CAMPUS PLAN
CONCEPTUAL MASTER PLAN
COST SUMMARY
5.14

FACILITY CONDITION ASSESSMENT

LIVE OAK HIGH SCHOOL

OVERVIEW  FACILITY CONDITION ASSESSMENT  EXISTING CAMPUS PLAN  CONCEPTUAL MASTER PLAN  COST SUMMARY

Classrooms (CR)
- LA: Language Arts
- MA: Math
- PE: Physical Education
- SCI: Science (with Lab)
- SE: Special Education
- SH: Severely Handicapped
- SS: Social Studies
- WL: World Language

Electives / Labs
- ASB: Student Leadership
- CS: Computer Science
- CUL: Culinary Arts
- ENG: English
- FIT: Fitness
- LA: Language (English)
- MA: Math
- PE: Physical Education
- SCI: Science
- SLL: Specialized Learning Lab
- VB: Video Broadcast & Editing
- YB: Yearbook / Journalism

Student Services
- ABB: Student Leadership
- CC: College & Career Center
- ELD: English Language Development
- IS: Independent Study / Testing

Shared Spaces
- CM: Community Room
- CN: Concessions / Serving Area
- FW: Faculty Work Room
- KIT: Kitchen
- O: Office

Administration / Faculty
- CM: Community Room
- CN: Concessions / Serving Area
- FW: Faculty Work Room
- KIT: Kitchen
- O: Office

Support Spaces
- J: Janitor
- T: Toilets

Portable Classrooms

Outdoor Learning/Playfields

Primary Drop-Off

Bus Lane

New Fence

Main Entry
### SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Master Plan Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ 5,265,000</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ 1,700,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 1,836,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ 17,928,000</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 44,186,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ 11,026,000</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 13,718,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ 10,373,000</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 6,885,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ 2,297,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 4,973,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 1,317,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ 2,883,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 6,862,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 2,166,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ 270,000</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$)** $ 133,685,000

*The following items are excluded from this budget:*
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions
• Culinary program/space is desired.

Functionality of Space
• The fenced area adjacent to the Counseling offices provide opportunity for a child development program.

GENERAL
ADA Compliance
Category [0]
• No issues were observed or reported.

Parking
Category [-]
• Additional parking is desired.

Concrete Paving
Category [-]
• Concrete paving is in good condition at school entry.
• Paving within campus is patchwork but functional.

AC paving
Category [3]
• AC paving is cracked and in poor condition.

Ramps & Stairs
Category [1]
• Ramping at portables is in poor condition.
5.15 FACILITY CONDITION ASSESSMENT

LORITTA BONFANTE JOHNSON EDUCATION CENTER

ASSESSMENT RATING LEGEND:
CATEGORY [0] No Work
CATEGORY [1] Minor Work
CATEGORY [5] Complete Replacement

Site Amenities
Drinking Fountains
Category [0]
• No issues were observed or reported.

Shade Shelter
Category [-]
• This condition does not exist but is desired for outdoor dining.

Bike Area
Category [0]
• No issues were observed or reported.

Covered Walkways
Category [0]
• This condition does not exist.

Play Structures
Category [0]
• This condition does not exist.

Athletic Fields & Facilities
Category [-]
• Site does not have locker facilities,
  • PE/fitness room operates in one of the portables.

Landscape
Category [0]
• No issues were observed or reported.

Irrigation
Category [5]
• Irrigation lines are in poor condition, replacement of irrigation lines and valves is desired as well as replacement of the well.
• Irrigation has been disconnected from the school frontage, causing the planting to die off in the parking lot and adjacent the Multipurpose room. Re-connection of the irrigation lines and re-planting is desired.

Fencing & Gates
Category [4]
• Fencing is in good condition at entry.
• Site fencing near District warehouse is low chainlink. Replacement of fencing to ensure a closed campus is desired.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [1]
• Minor damage to exterior stucco was observed.

Paint
Category [0]
• No issues were observed or reported.

Door / Frames / Locks
Category [1]
• Doors have been recently replaced, however water damage was observed.

Windows
Category [0]
• No issues were observed or reported.

Roof
Category [0]
• No issues were observed or reported.

ADA Compliance
Category [0]
• No issues were observed or reported.

Interior
Overall Rating: Category [0]
• No issues were observed or reported.

Food Service
Category [0]
• No issues were observed or reported.

Restrooms
Category [0]
• No issues were observed or reported.

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [0]
• No issues were observed or reported.

Fire Protection
Category [0]
• No issues were observed or reported.

Gas
Category [0]
• No issues were observed or reported.
Technology
Category [0]
• No issues were observed or reported.

Intercom / Clock / Bell
Category [0]
• No issues were observed or reported.

Security
Category [3]
• Security cameras are desired.

Lighting
Category [0]
• No issues were observed or reported.

Sewer
Category [0]
• No issues were observed or reported.

Storm Drain / Drainage
Category [2]
• Poor drainage was reported at the area between the portables and Dougherty Avenue.

Mechanical
Overall Rating: Category [0]
• Enhanced thermal comfort is desired in the original LBJ room.

Plumbing
Category [0]
• No issues were observed or reported.

Electrical
Power
Category [0]
• No issues were observed or reported.

Fire Alarm
Category [0]
• No issues were observed or reported.
## FACILITY CONDITION ASSESSMENT

LORITTA BONFAnte JOHNSON EDUCATION CENTER

<table>
<thead>
<tr>
<th>Drop-Off Lane</th>
<th>Parking</th>
<th>Typical Concrete Paving</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Room</td>
<td>Administration Office</td>
<td>Hardcourts</td>
</tr>
<tr>
<td>Media Center</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Morgan Hill Unified School District
FACILITIES MASTER PLAN

OVERVIEW | FACILITY CONDITION ASSESSMENT | EXISTING CAMPUS PLAN | CONCEPTUAL MASTER PLAN | COST SUMMARY
5.15 FACILITY CONDITION ASSESSMENT
LORITTA BONFANTE JOHNSON EDUCATION CENTER

- Windows
- Staff Work Room / Lounge
- Exterior Door Hardware
- Fitness Room
- Counseling Office
- Interior Hallway
- Multipurpose Room
- Professional Development
- Kitchen

Morgan Hill Unified School District
FACILITIES MASTER PLAN
355
5.15 FACILITY CONDITION ASSESSMENT
LORITTA BONFANTE JOHNSON EDUCATION CENTER

<table>
<thead>
<tr>
<th>OVERVIEW</th>
<th>FACILITY CONDITION ASSESSMENT</th>
<th>EXISTING CAMPUS PLAN</th>
<th>CONCEPTUAL MASTER PLAN</th>
<th>COST SUMMARY</th>
</tr>
</thead>
</table>

Typical Classroom

Science Lab

Teacher Prep Room

Special Feature: Oasis
### SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Master Plan Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 337,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 1,740,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 1,034,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ 13,777,000</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 705,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 1,523,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 1,136,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 113,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$</td>
</tr>
<tr>
<td><strong>Total Construction / Project Cost (2017$)</strong></td>
<td><strong>$ 20,365,000</strong></td>
</tr>
</tbody>
</table>

The following items are excluded from this budget:
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Desired Program Support Improvements/Additions
• Students generally don’t socialize with each other because of the lack of communal space.
• Limited parking is available for students.
• Future CTE or adult education classes would need classroom updates to support the program.

Functionality of Space
• Classrooms are original to the buildings with aged or damaged finishes.
• The drop-off area can be congested. High school students or community soccer players are generally dropped off.
• The only shared student space is the lobby of the Central building.
**ASSESSMENT RATING LEGEND:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[0]</td>
<td>No Work</td>
</tr>
<tr>
<td>[1]</td>
<td>Minor Work</td>
</tr>
<tr>
<td>[5]</td>
<td>Complete Replacement</td>
</tr>
</tbody>
</table>

### Roof
- Category [5]
  - There is a number of water-damaged ceiling tiles in the Central building, which generally indicates that the roof is leaking.

### ADA Compliance
- Category [4]
  - Signage to classrooms do not have braille
  - Door thresholds heights to existing paving are higher than 1/4”.

### Interior
- Overall Rating: Category [5]
  - Flooring in classrooms are damaged.
  - There is an unknown odor in a couple of the classrooms.
  - The ceilings in Central building are damaged.

### Food Service
- Category [-]
  - N/A. There is a food preparation area in the Central building that is not used.

### Restrooms
- Category [5]
  - Finishes in the toilet rooms are in poor conditions. The flooring is warped or stained, the ceilings are damaged, and the toilet partitions have paint damage.

### Landscape
- Category [3]
  - Outdoor eating area has decomposed granite
  - Tree leaves are a nuisance for maintenance.

### Irrigation
- Category [0]
  - No issues were identified or reported.

### Fencing & Gates
- Category [4]
  - The existing fencing is only at the front of the campus. The rest of the campus perimeter remains open.

### Paint
- Category [3]
  - Exterior paint on siding, doors, and window trims are peeling.

### Door / Frames / Locks
- Category [5]
  - Doors are heavy with outdated hardware, particularly in the Central building.
  - Keys availability for doors is questionable.

### Windows
- Category [3]
  - Windows are original to the building.

### Exterior
- Overall Rating: Category [-]
  - Downspouts are not attached to drain pipe.
  - There’s no campus identification facing the street for visitors.

### Shade Shelter
- Category [-]
  - N/A

### Bike Area
- Category [-]
  - No designated bike area provided.

### Covered Walkways
- Category [-]
  - This condition does not exist.

### Play Structures
- Category [-]
  - This condition does not exist.

### Athletic Fields & Facilities
- Category [3]
  - There is an AC pavement with basketball court outlines on the campus that is not used by the school. There are no outdoor basketball standards. The field is used by a local soccer group, and attendees park on the AC pavement.
ASSESSMENT RATING LEGEND:
CATEGORY [0] No Work
CATEGORY [1] Minor Work
CATEGORY [5] Complete Replacement

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [0]
• No issues were identified or reported.

Fire Protection
Category [0]
• No issues were identified or reported.

Gas
Category [0]
• No issues were identified or reported.

Sewer
Category [0]
• No issues were identified or reported.

Storm Drain / Drainage
Category [0]
• No issues were identified or reported.

Mechanical
Overall Rating: Category [4]
• The air-conditioning is unreliable and sometimes does not work.

Plumbing
Category [0]
• No issues were identified or reported.

Electrical
Power
Category [0]
• No issues were identified or reported.

Fire Alarm
Category [0]
• No issues were identified or reported.

Technology
Category [4]
• The technology was updated in 2015. The wifi works.
• The document camera and chromebooks are funded through Gavilan College.

Intercom / Clock / Bell
Category [-]
• N/A

Security
Category [5]
• There is a gate at the front entrance of the campus, but it does not go all the way around the campus.
• The site lighting is sparse at the parking lot.

Lighting
Category [5]
• Exterior lighting is poor – some lights do not work. Lighting in the parking area is sparse, which can be troublesome since evening classes are provide four times a week.
5.16 FACILITY CONDITION ASSESSMENT

ACT EDUCATION CENTER

OVERVIEW  FACILITY CONDITION ASSESSMENT  EXISTING CAMPUS PLAN  CONCEPTUAL MASTER PLAN  COST SUMMARY

Windows  Exterior Door Hardware  Administration Office

Staff Work Room / Lounge  Counseling Office  Conference Room

Multipurpose Room  Kitchen  Computer Lab
5.16 FACILITY CONDITION ASSESSMENT
ACT EDUCATION CENTER

Drinking Fountain

Typical Classroom

Media Center

Restroom
The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)

### SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Description</th>
<th>MASTER PLAN COST (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ 826,000</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ 11,803,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 5,693,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ 826,000</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ 11,803,000</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ 5,693,000</td>
</tr>
<tr>
<td>7. MPR, Student Union &amp; Food Service Improvements</td>
<td>$ 826,000</td>
</tr>
<tr>
<td>8. Physical Education Improvements</td>
<td>$ 11,803,000</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 5,693,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ 8,740,000</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 4,225,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 31,287,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ 31,287,000</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ 31,287,000</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ 31,287,000</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ 31,287,000</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$)** $ 31,287,000
Functionality of Space
- Special Services and the Enrollment Center are regularly accessed by the public and poorly located on the second floor.
- Seating in the Board room is limited, additional seating is available in the Professional Development Center on the second floor.
- It is desired that the entire building spaces be reconfigured if building lease is extended.
- Professional Development space accommodates approximately 50 adults with desks; ideally would accommodate 200-300 people.
- Student assessment testing is done in the Professional Development Center.
Landscape
Category [1]
- Landscape consists of mature trees, shrubs, and turf.
- A paver stone path runs from the side parking row to the front sidewalk and is not easily navigated.

Irrigation
Category [0]
- No issues were observed or reported.

Fencing & Gates
Category [0]
- No issues were observed or reported.

ADA Compliance
Category [4]
- Interior elevator is hydraulic and can be problematic or slow at times.

Interior
Overall Rating: Category [4]
- Finishes are dated and show signs of normal wear and tear.
- New paint and carpet are desired.

Food Service
Category [-]
- This condition does not exist.

Restrooms
Category [2]
- Most restrooms have been modernized and are in good condition.
- Restrooms in the Facilities & Maintenance department are dated and in fair to poor condition.

5.17
Morgan Hill Unified School District
FACILITIES MASTER PLAN
Morgan Hill Unified School District
FACILITIES MASTER PLAN
5.17
Morgan Hill Unified School District
FACILITIES MASTER PLAN
Morgan Hill Unified School District
FACILITIES MASTER PLAN
ASSESSMENT RATING LEGEND:
CATEGORY [0]  No Work
CATEGORY [1]  Minor Work
CATEGORY [5]  Complete Replacement

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [0]
• No issues were observed or reported.

Fire Protection
Category [0]
• No issues were observed or reported.

Gas
Category [0]
• No issues were observed or reported.

Sewer
Category [0]
• No issues were observed or reported.

Storm Drain / Drainage
Category [0]
• No issues were observed or reported.

Mechanical
Overall Rating: Category [4]
• Some thermostats are split between rooms due to interior reconfigurations.
• Mechanical system needs to be rebalanced and reconfigured to better fit the needs of the users.

Plumbing
Category [0]
• No issues were observed or reported.

Electrical
Power
Category [4]
• Current service is undersized for the demanded capacity.
• The transformer is original to the building and should be replaced.

Fire Alarm
Category [0]
• No issues were observed or reported.

Technology
Category [4]
• Technology has been updated.
• MDF is located on the second floor; ideally would be located on the first floor in the warehouse.

Intercom / Clock / Bell
Category [-]
• This condition does not exist.

Security
Category [3]
• Currently the building has an intrusion alarm and standard key system.
• Card reader access is preferred.

Lighting
Category [-]
• Natural light is minimal to none at the interior spaces.
• Skylights are installed at Technology.
• Exterior lighting consists of photocells with motion detectors.
<table>
<thead>
<tr>
<th>District Office</th>
<th>Facility Condition Assessment</th>
<th>Existing Campus Plan</th>
<th>Conceptual Master Plan</th>
<th>Cost Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entry Signage</td>
<td>Parking</td>
<td>Typical Concrete Paving</td>
<td>Yard</td>
<td>Security Fencing</td>
</tr>
<tr>
<td>Covered Walkway</td>
<td>Lobby</td>
<td>Board Room</td>
<td>Executive Conference Room</td>
<td></td>
</tr>
</tbody>
</table>

Morgan Hill Unified School District
FACILITIES MASTER PLAN
RECONFIGURE ALL SPACES FOR BETTER ORGANIZATION AND SPACE ALLOCATION

EXISTING SITE PLAN

DISTRICT OFFICE

NEW DIGITAL MARQUEE

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY
## SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Master Plan Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ -</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ 80,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 98,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ -</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ -</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
<td>$ -</td>
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<tr>
<td>8. Physical Education Improvements</td>
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<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 8,568,000</td>
</tr>
<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ -</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ 110,000</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 290,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ -</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ -</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ -</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ -</td>
</tr>
</tbody>
</table>

### Total Construction / Project Cost (2017$)

$ 9,146,000

The following items are excluded from this budget:
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)

These costs reflect one option for the District Office. This option is to reconfigure the existing District Office building as shown in the diagram on the previous page.
### SCOPE OF WORK CATEGORIES

<table>
<thead>
<tr>
<th>Description</th>
<th>Master Plan Cost (2017$)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td>$ -</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets &amp; Improved Energy Efficiency</td>
<td>$ -</td>
</tr>
<tr>
<td>3. Site Utilities</td>
<td>$ 705,000</td>
</tr>
<tr>
<td>4. New Construction (Classrooms)</td>
<td>$ -</td>
</tr>
<tr>
<td>5. Science, Arts, CTE &amp; Electives Programs</td>
<td>$ -</td>
</tr>
<tr>
<td>6. Performing Arts Improvements</td>
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<tr>
<td>8. Physical Education Improvements</td>
<td>$ -</td>
</tr>
<tr>
<td>9. Staff &amp; Parent Support</td>
<td>$ 13,122,000</td>
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<tr>
<td>10. Media Center &amp; Student Support Services</td>
<td>$ -</td>
</tr>
<tr>
<td>11. Safety &amp; Security</td>
<td>$ -</td>
</tr>
<tr>
<td>12. Parking &amp; Drop-Off</td>
<td>$ 2,541,000</td>
</tr>
<tr>
<td>13. Outdoor Learning Courts, Quads &amp; Landscape</td>
<td>$ -</td>
</tr>
<tr>
<td>14. Exterior Play Spaces, Playfields &amp; Hardcourts</td>
<td>$ -</td>
</tr>
<tr>
<td>15. Instructional Design Furniture</td>
<td>$ -</td>
</tr>
<tr>
<td>16. Technology Infrastructure and Equipment</td>
<td>$ -</td>
</tr>
</tbody>
</table>

**Total Construction / Project Cost (2017$):** $16,368,000

The following items are excluded from this budget:
- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2017$)
Morgan Hill Unified School District
Facilities Master Plan – Proposed Program Schedule
(January 2017 – Sept 2017 Timeline)

2016

<table>
<thead>
<tr>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morgan Hill USD Board of Education</strong></td>
<td><strong>FMPC District Wide Goals &amp; Program Visioning Groups</strong></td>
<td><strong>Executive Steering Committee</strong></td>
<td><strong>Demographic Projections &amp; Capacity/Utilization</strong></td>
<td><strong>Existing Site Analysis &amp; School Site Committees</strong></td>
<td><strong>MP Diagrams, Cost Estimating &amp; Implementation Planning</strong></td>
<td><strong>Financial Planning &amp; FMP Documents Preparation</strong></td>
<td><strong>FMP Process</strong></td>
<td><strong>BoE</strong></td>
<td><strong>BoE</strong></td>
</tr>
<tr>
<td><strong>BoE</strong></td>
<td><strong>ESC</strong></td>
<td><strong>ESC</strong></td>
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<td><strong>ESC</strong></td>
<td><strong>ESC</strong></td>
</tr>
<tr>
<td><strong>FMPC #1</strong></td>
<td><strong>FMPC #2</strong></td>
<td><strong>FMPC #3</strong></td>
<td><strong>FMPC #4</strong></td>
<td><strong>M&amp;O Trade Groups Mtg’s</strong></td>
<td><strong>Existing School Sites Observations</strong></td>
<td><strong>Town Hall Site 1on1’s</strong></td>
<td><strong>Cost Analysis &amp; Prioritization</strong></td>
<td><strong>Funding Sources Analysis / Financial Plan</strong></td>
<td><strong>Finalize FMP Documents</strong></td>
</tr>
</tbody>
</table>

2017

<table>
<thead>
<tr>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APR</th>
<th>MAY</th>
<th>JUN</th>
<th>JUL</th>
<th>AUG</th>
<th>SEP</th>
<th>OCT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive Steering Committee</strong></td>
<td><strong>Demographics &amp; Capacity Review</strong></td>
<td><strong>Mtg. #1</strong></td>
<td><strong>Mtg. #2</strong></td>
<td><strong>Cost Analysis &amp; Prioritization</strong></td>
<td><strong>Finalize FMP Documents</strong></td>
<td><strong>BoE</strong></td>
<td><strong>BoE</strong></td>
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</tr>
<tr>
<td><strong>ESC</strong></td>
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</tr>
</tbody>
</table>

**PROPOSED FMP GROUPS MEETINGS**

<table>
<thead>
<tr>
<th><strong>School Site Committees (SSC)</strong></th>
<th><strong>PROPOSED FMP GROUPS MEETINGS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Elementary Schools</td>
<td><strong>Mtg. #1 – Process Overview &amp; Draft Master Plans</strong></td>
</tr>
<tr>
<td>3 K-8 Schools</td>
<td><strong>Mtg. #2 – 1on1 Mtg. w/ SSC’s Representatives</strong></td>
</tr>
<tr>
<td>2 Middle School</td>
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**KEY**

- **FMP** Facilities Master Plan Committee
- **ESC** Executive Steering Committee
- **BoE** Meet w/ MHUSD Board of Education
- **SSC** School Site Committees
MORGAN HILL UNIFIED
SCHOOL DISTRICT
DEMOGRAPHIC STUDY 2016

DRAFT – February 2016

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APPENDIX

Morgan Hill Unified School District
Demographic Study
DRAFT 2015/16

Morgan Hill Unified School District
FACILITIES MASTER PLAN

SchoolWorks, Inc.
8331 Sierra College Blvd., #221
Roseville CA, 95662
Phone: 916-733-0402
www.SchoolWorksGIS.com

Steve Betando
Superintendent

January 2016
# 6.2 APPENDIX

## DEMOGRAPHICS REPORT

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---

**Morgan Hill Unified School District**

Demographic Study

**CHARTS**

Page ii

January 2016
This Demographic Study provides a comprehensive enrollment analysis for the Morgan Hill Unified School District. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long and short term planning. Demographic studies examine the factors that influence school enrollments, namely trends in demographics, birth rates, and housing development. It is also used as a tool to identify certain facility planning requirements such as capacity utilization of existing facilities, planning for modernization or new construction and attendance boundary redistricting. This study provides information based on the 2015/16 District enrollments and programs, City planning policies and residential development.

As these factors change and timelines are adjusted, the Demographic Study should be revised to reflect the most current information.

Executive Summary

Morgan Hill is a city of just over 37,000 residents, located at the southern end of the Santa Clara Valley, 10 miles south of San Jose and 70 miles south of San Francisco. Positioned on the southern extreme of the Silicon Valley, Morgan Hill is an important edge community with the potential for providing ancillary services to major firms in the heart of the Silicon Valley, San Francisco Peninsula and East Bay regions.

The Morgan Hill Unified School District encompasses 296 square miles and serves the ethnically diverse population of Morgan Hill, San Martin, a small portion of south San Jose, and areas of Santa Clara County from Bernal Road in San Jose south to Church Street in San Martin.

Morgan Hill Unified School District includes seven elementary schools, one K-8 school, two middle schools, two comprehensive high schools, one continuation high school, one independent study program and one home study program.

This study has been prepared using the 2015/16 student enrollment data, current district policies and the latest new housing development information available at the time of this study. The District has been declining in enrollment overall for the past 10 years with a peak of 9,194 students during the 2008/09 school year and a current enrollment of 8,506 students.

Morgan Hill Unified School District is projected to grow in enrollment by 0.59% (or 50 students) for the 2016/17 school year. The District is projected to grow slightly over the next six years with a projected enrollment of 8,696 students in the 2021/22 school year. This is a total growth of 193 students, which is an increase of 2.27%.

The projections are predicated upon information provided by local municipalities on the development of 2,135 housing units over the next six years. If the building rates change, then the timeline shown in this report will need to be modified accordingly. These projected new developments in the District’s boundary are expected to generate 184 students next year, or a total of 994 students in the next six years.

Based on current district loading standards and classroom space the District has a total capacity of 9,501 students and a current enrollment of 8,506. This gives the District a current utilization factor of 89.5%. The projected utilization factor in six years will be 91.6%. This assumes loading standards remain constant and no additional facilities are built or removed.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made then the patterns may be impacted.
Methodology

The enrollment projections for each school are generated using a State standard weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

a) Birth rates are used to project future kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five years later.

b) New Housing Development rates and yield factors are compared to the historical impact of development and if the future projections exceed the historical values, the projections are augmented accordingly.

c) Inter-District student counts are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.

d) Intra-District students are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.

e) The projections for special education students and alternative programs are created by assuming those programs typically serve a percentage of the total District population. Therefore as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.
### Morgan Hill Unified School District

#### Demographic Study

**2016/2017 1 Year Enrollment Projection by School**

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This map shows the District boundary along with the location of each student based on their residential address. This geographic data is the foundation for our demographic analysis. Any red dots outside the district boundary will represent students attending one of the District schools or programs but have a residence outside the District. This map also identifies different areas of student population density.
Morgan Hill Unified School District
Demographic Study
DRAFT 2015/16

Elementary Boundaries and School Locations

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Historic Birth Rates

The following section is an analysis of the number of births in the Morgan Hill Unified School District. The number of births are compiled by zip code regions and provided by the Department of Health. The zip code areas do not exactly match the District boundaries and therefore the zip codes 95037, 95046 and 95139 which are in the District were used for this analysis.

The above figure illustrates the correlation between births in the District area and the number of kindergarten students attending Morgan Hill Unified schools five years later. The number of births between 1999 and 2010 has averaged about 774 per year. The recent birth rates over the past four years (2011 to 2014) which will generate the kindergarten classes for the next four years (2016 to 2019) have been between 676 and 702. We have assumed that the current kindergarten capture rate of 81.40% will be maintained in the future. The kindergarten projections shown here do not account for the impact of any additional housing units.
Historic Kindergarten Capture Rates

This figure shows the kindergarten capture rates for the past 12 years. Since the birth data is derived from zip code areas, which do not exactly match with the District boundaries, the capture rate also accounts for differences in the coverage areas. Low capture rates are common when a district serves only a portion of a large zip code area. A large capture rate is possible when families move into the area after the children were born, but before they showed up for kindergarten. Overall, the District has had a stable capture rate with a 12 year average of 83.85%.

Retention Rates Since Kindergarten

This chart compares the original kindergarten class size to the current enrollment for each grade. For example, the current 4th grade class has 690 students and four years ago the kindergarten class had 696 students. Overall the class sizes have decreased since kindergarten.
New Housing Developments

This close up view of the District shows the location of the projected new development areas. The projections used in this report are based on the following number of units projected from these developments:

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<td>23</td>
<td>Mission Valley</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>
| 24 |Morgan Hill Unified School District
Demographic Study

Assuming that 2,135 of the 2,241 planned units are completed over a six year period, there would be an average of 356 new housing units per year. To determine the impact of the new housing development, each new housing unit is multiplied by the student yield rate. Currently the District student yield rate is 0.547 students per housing unit. This breaks down as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>0.246</td>
<td>0.40</td>
</tr>
<tr>
<td>7-12</td>
<td>0.153</td>
<td>0.20</td>
</tr>
<tr>
<td>Total</td>
<td>0.466</td>
<td>0.70</td>
</tr>
</tbody>
</table>

The yield rate used for new construction eligibility determination in the State building program is 0.70 students per home for K-12 districts. The yield rate in the Morgan Hill Unified School District is lower than the State average.

Based on these estimated construction rates, the new housing developments are projected to generate 184 students next year and a total of 994 students in the next six years.
Growth Management System

The City of Morgan Hill adopted a Residential Development Control System (RDCS) in 1977. RDCS allotments are issued to developers who wish to build residential units in the City of Morgan Hill through a project competition process. This unique growth management system regulates population growth through the provision of residential building allotments. The current growth management system permits a 2020 population ceiling of 48,000. (As of 2011, the US Census reported that Morgan Hill’s population was about 38,000.) Most substantive changes to the growth management system must be approved by voters. While the growth management system has resulted in high quality residential development, the implementation of the program is time consuming and expensive for the City to administer. The Morgan Hill 2035 general plan provides an opportunity to simplify implementation of the growth management program while maintaining the goals for the ultimate size of the community, the pace and quality of development and the diversity of housing types desired by the community.

Morgan Hill 2035 includes updates to the general plan (including the community, economic development and housing elements), the zoning code, the growth management system and infrastructure master plans. In an e-mail to the school district on the general plan by Andrew Crabtree on October 28, 2015 “We won’t have a decision on the RDCS population cap until November of next year when the RDCS goes to the voters. The City Council will finalize their recommendation in August of 2016. Everyone on the Working Group at this point seems to have settled on the 64,600 number, but it is possible that could change as we hear more from the public.”

This possible change to the size/demographics of the City of Morgan Hill will need to be watched closely, as a large increase in population will directly affect the student population and enrollment.

### Historic Enrollment and Trends

<table>
<thead>
<tr>
<th>Grade</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
<th>15/16</th>
<th>13 to 14</th>
<th>14 to 15</th>
<th>Weighted Average</th>
</tr>
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<tbody>
<tr>
<td>T</td>
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<td>53</td>
<td>115</td>
<td>195</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>694</td>
<td>630</td>
<td>550</td>
<td>560</td>
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<td>612</td>
<td>641</td>
<td>547</td>
<td>-42</td>
<td>11</td>
<td>-3 -4.6</td>
</tr>
<tr>
<td>2</td>
<td>667</td>
<td>666</td>
<td>658</td>
<td>686</td>
<td>-14</td>
<td>6</td>
<td>27 13.2</td>
</tr>
<tr>
<td>3</td>
<td>654</td>
<td>661</td>
<td>658</td>
<td>677</td>
<td>-6</td>
<td>-8</td>
<td>19 5.8</td>
</tr>
<tr>
<td>4</td>
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<td>652</td>
<td>658</td>
<td>690</td>
<td>-2</td>
<td>-3</td>
<td>32 14.7</td>
</tr>
<tr>
<td>5</td>
<td>690</td>
<td>646</td>
<td>641</td>
<td>681</td>
<td>5</td>
<td>-11</td>
<td>23 8.7</td>
</tr>
<tr>
<td>6</td>
<td>642</td>
<td>657</td>
<td>611</td>
<td>628</td>
<td>-33</td>
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<td>23 -23.7</td>
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<td>7</td>
<td>656</td>
<td>611</td>
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<td>-21</td>
<td>-12 -18.2</td>
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<tr>
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<td>14</td>
<td>53 37.7</td>
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<td>659</td>
<td>696</td>
<td>641</td>
<td>700</td>
<td>1</td>
<td>11</td>
<td>48 27.8</td>
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<td>11</td>
<td>698</td>
<td>672</td>
<td>686</td>
<td>663</td>
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<td>-10</td>
<td>22 9.8</td>
</tr>
<tr>
<td>12</td>
<td>734</td>
<td>678</td>
<td>665</td>
<td>695</td>
<td>-20</td>
<td>-7</td>
<td>9 12.2</td>
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<td>0</td>
<td>0</td>
<td>3 1.5</td>
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<tr>
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<td>8,701</td>
<td>8,442</td>
<td>8,105</td>
<td>8,506</td>
<td>-12.3</td>
<td>-10.1</td>
<td>15.5 2.3</td>
</tr>
<tr>
<td>Annual Change</td>
<td>159</td>
<td>-135</td>
<td>97</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

This chart shows the enrollment by grade level over the past 4 years. The cohort values were calculated for each grade and each year, along with the weighted average for each grade. A positive cohort value indicates that grade is expected to have more students than the previous grade last year. A negative value would mean that the grade has fewer students compared to the previous grade last year.

In general a positive cohort is representative of growth and a negative cohort indicates a decline in enrollment. There are some exceptions. First grade usually has a positive cohort as there are some students that do not attend kindergarten at public schools but show up in first grade.

Another important item to notice is the current breakdown by grade level of the student population. Comparing the number of students in the lower grades to the upper grades can indicate potential increases or decreases in future enrollments. Also, if there is a large class or a small class, it will slowly cause a ripple in the enrollments as it advances a grade each year.

Finally, the annual change at the bottom of this chart indicates the net impact of the changes in enrollment over the past few years.
School Projections

After the boundary map for each school, there is a chart that shows the projected enrollment for the next six years. These charts indicate the actual enrollment at each school over the past four years along with the projected enrollment for the next six years. In addition, the number of students living in the boundary are shown for the same time period. If there are more students attending than live in the area, then there is a net inflow. If more students live in the boundary than attend the school, then there is a net outflow.

The current capacity is shown on these charts to identify if there will be classroom space available for the students. If space is not available then the attendance patterns will likely need to change if the additional facilities are not provided. The capacity for each school was determined by using the following loading standards for each classroom identified:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Loading Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>24</td>
</tr>
<tr>
<td>1-3</td>
<td>24</td>
</tr>
<tr>
<td>4-6</td>
<td>29</td>
</tr>
<tr>
<td>7-8</td>
<td>29</td>
</tr>
<tr>
<td>9-12</td>
<td>29</td>
</tr>
</tbody>
</table>

These loading standards are based on the current loading factors used this year and may change based on the level of funding for schools in the future.

Backup data is provided below each projection chart that shows the calculations of the cohort factors used to determine the enrollment projections for each school.

The number of students living in the boundary are shown which are then used to generate the cohort factors. The weighted average of the 3 years was determined with the current year weighted 50%, the prior year 33.3% and the last year 16.7%. This gives the current trends more value in determining the projections. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. The kindergarten enrollment is projected using the birth data instead of the cohort factor shown here.

The "Attendance Factors" were determined by analyzing the current year of students to see how many Inter- and Intra-District transfers there are. Once the baseline projections are calculated for the residents in the attendance area, the Intra-District and Inter-District factors are applied to determine the projected enrollment for each school.

The last three columns in the chart "Current Enrollment", "16/17 Projection" and "Net Change" show the current enrollment, next year’s projection and net change in enrollment for next year. These are compared by grade to show the details needed for staffing and classroom needs.
**District Loading Standards**

**Traditional School**

All Portables Loaded

- Classroom Count = 21
- Grades Served = K - 5

**Classroom Needs Timeline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Total Annual Spec. Ed. Facility Unhoused</th>
<th>Annual CR Total</th>
<th>Needed</th>
<th>Seats</th>
<th>CR's Available Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/16</td>
<td>Students*</td>
<td>Change</td>
<td>Students</td>
<td>Capacity</td>
<td>Students</td>
</tr>
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<td>78</td>
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<tr>
<td>16/17</td>
<td>509</td>
<td>-91</td>
<td>9</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>17/18</td>
<td>511</td>
<td>2</td>
<td>9</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>18/19</td>
<td>527</td>
<td>16</td>
<td>11</td>
<td>522</td>
<td>5</td>
</tr>
<tr>
<td>19/20</td>
<td>519</td>
<td>-8</td>
<td>11</td>
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<td>0</td>
</tr>
<tr>
<td>20/21</td>
<td>513</td>
<td>-6</td>
<td>11</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>21/22</td>
<td>517</td>
<td>4</td>
<td>11</td>
<td>522</td>
<td>0</td>
</tr>
</tbody>
</table>

* Based on Students Attending (Squares on Graph)

**Capacity & Projected Enrollment**

Barrett Elem

- Classroom Count = 21

**Classroom Needs Timeline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Total Annual Spec. Ed. Facility Unhoused</th>
<th>Annual CR Total</th>
<th>Needed</th>
<th>Seats</th>
<th>CR's Available Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/16</td>
<td>Students*</td>
<td>Change</td>
<td>Students</td>
<td>Capacity</td>
<td>Students</td>
</tr>
<tr>
<td>15/16</td>
<td>600</td>
<td>-</td>
<td>0</td>
<td>522</td>
<td>78</td>
</tr>
<tr>
<td>16/17</td>
<td>509</td>
<td>-91</td>
<td>9</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>17/18</td>
<td>511</td>
<td>2</td>
<td>9</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>18/19</td>
<td>527</td>
<td>16</td>
<td>11</td>
<td>522</td>
<td>5</td>
</tr>
<tr>
<td>19/20</td>
<td>519</td>
<td>-8</td>
<td>11</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>20/21</td>
<td>513</td>
<td>-6</td>
<td>11</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>21/22</td>
<td>517</td>
<td>4</td>
<td>11</td>
<td>522</td>
<td>0</td>
</tr>
</tbody>
</table>

**Historic Cohorts**

- Students in boundary

**Barrett Elem**

- Transfer Students

- Student Legend

- Incoming from other Districts (24)
- Incoming from other schools (150)
- Living in area and attending this school (425)
- Outgoing to other schools (130)

---

**Paradise Valley Elementary School**

- San Martin/Gwinn Elem

**El Toro Elementary School**

- Nordstrom Elementary School

**Walsh Elementary School**

**Barrett Elementary School**

**Jackson Academy**

---

**Capacity & Projected Enrollment**

Barrett Elem

**Classroom Needs Timeline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Total Annual Spec. Ed. Facility Unhoused</th>
<th>Annual CR Total</th>
<th>Needed</th>
<th>Seats</th>
<th>CR's Available Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/16</td>
<td>Students*</td>
<td>Change</td>
<td>Students</td>
<td>Capacity</td>
<td>Students</td>
</tr>
<tr>
<td>15/16</td>
<td>600</td>
<td>-</td>
<td>0</td>
<td>522</td>
<td>78</td>
</tr>
<tr>
<td>16/17</td>
<td>509</td>
<td>-91</td>
<td>9</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>17/18</td>
<td>511</td>
<td>2</td>
<td>9</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>18/19</td>
<td>527</td>
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<td>11</td>
<td>522</td>
<td>5</td>
</tr>
<tr>
<td>19/20</td>
<td>519</td>
<td>-8</td>
<td>11</td>
<td>522</td>
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</tr>
<tr>
<td>20/21</td>
<td>513</td>
<td>-6</td>
<td>11</td>
<td>522</td>
<td>0</td>
</tr>
<tr>
<td>21/22</td>
<td>517</td>
<td>4</td>
<td>11</td>
<td>522</td>
<td>0</td>
</tr>
</tbody>
</table>

---

**Morgan Hill Unified School District**

**FACILITIES MASTER PLAN**

**DEMOGRAPHICS REPORT**

**SCHEDULE**

**DEMOGRAPHICS REPORT**

**TOTAL PROGRAM DETAILED COST**

**FMPC MEETING MINUTES**
### Morgan Hill Unified School District

#### Demographic Study

**District Loading Standards**

- **Traditional School:** All Portables Loaded
- **Classroom Count:** 21

#### Classroom Needs Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students</th>
<th>Annual Change</th>
<th>Spec. Ed. Students</th>
<th>Facility Capacity</th>
<th>Unhoused Students</th>
<th>Annual CR Needed</th>
<th>Total CR Needed</th>
<th>Available Seats</th>
<th>Projected Housing Units</th>
</tr>
</thead>
<tbody>
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<td>15/16</td>
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</tr>
</tbody>
</table>

#### Capacity & Projected Enrollment

<table>
<thead>
<tr>
<th>El Toro Elem</th>
</tr>
</thead>
</table>

**El Toro Elem Student Legend**

- **Incoming from other Districts:** 2
- **Incoming from other schools:** 126
- **Living in area and attending this school:** 319
- **Outgoing to other schools:** 140

**Historic Cohorts**

- Students in boundary

**El Toro Elem Transfer Students**

- Incoming: 2
- Outgoing: 5

---

**6.2 APPENDIX**

**DEMOGRAPHICS REPORT**

---

**SCHEDULE**

**DEMOGRAPHICS REPORT**

**TOTAL PROGRAM DETAILED COST**

**FMPC MEETING MINUTES**
6.2 APPENDIX

DEMOGRAPHICS REPORT

Morgan Hill Unified School District
Demographic Study
DRAFT DATED 1/16

Jackson Academy
Student Legend
• Incoming from other Districts
• Incoming from other schools
• Living in area and attending this school
• Students attending History = CBEDS
• Students living in attendance area
• School Capacity = SDC

Capacity & Projected Enrollment
Jackson Academy

District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 21
Grades Served = K - 8

Classroom Needs Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students*</th>
<th>Annual Change</th>
<th>Spec. Ed. Students</th>
<th>Facility Capacity</th>
<th>Unhoused Students</th>
<th>Annual CR Needed</th>
<th>Total CR Needed</th>
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<td>0</td>
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<td>2</td>
<td>559</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
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<tr>
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<td>2</td>
<td>559</td>
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<td>559</td>
<td>31</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>60</td>
</tr>
</tbody>
</table>

* Based on Students Attending (Squares on Graph)

Classroom Count = 21

Jackson Academy
Student Legend

January 2016 Page 20
Los Paseos Elem

Capacity & Projected Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students*</th>
<th>Annual Change</th>
<th>Capacity</th>
<th>Unhoused Students</th>
<th>Annual CR Needed</th>
<th>Total CR Needed</th>
<th>Available Seats</th>
<th>Projected Housing Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/16</td>
<td>605</td>
<td>0</td>
<td>563</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>18/19</td>
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<td>-13</td>
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<td>93</td>
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</tbody>
</table>

* Based on Students Attending (Squares on Graph)

Classroom Needs Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students*</th>
<th>Annual Change</th>
<th>Capacity</th>
<th>Unhoused Students</th>
<th>Annual CR Needed</th>
<th>Total CR Needed</th>
<th>Available Seats</th>
<th>Projected Housing Units</th>
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<tbody>
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Classroom Needs Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students*</th>
<th>Annual Change</th>
<th>Capacity</th>
<th>Unhoused Students</th>
<th>Annual CR Needed</th>
<th>Total CR Needed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>15/16</td>
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<td>563</td>
<td>0</td>
<td>0</td>
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<tr>
<td>16/17</td>
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<td>-94</td>
<td>563</td>
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<td>0</td>
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<tr>
<td>17/18</td>
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<td>2</td>
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<tr>
<td>21/22</td>
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<td>0</td>
<td>563</td>
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</table>

School Capacity = 563

APPENDIX
Morgan Hill Unified School District
FACILITIES MASTER PLAN
DEMOGRAPHICS REPORT

Los Paseos Elem

Student Legend
Incoming from other Districts   (26)
Incoming from other schools   (55)
Living in area and attending this school   (514)
Outgoing to other schools   (17)

Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Morgan Hill Unified School District
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Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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Morgan Hill Unified School District
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DEMOGRAPHICS REPORT

Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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DEMOGRAPHICS REPORT

Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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DEMOGRAPHICS REPORT

Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

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FACILITIES MASTER PLAN
DEMOGRAPHICS REPORT

Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

APPENDIX
Morgan Hill Unified School District
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DEMOGRAPHICS REPORT

Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students

APPENDIX
Morgan Hill Unified School District
FACILITIES MASTER PLAN
DEMOGRAPHICS REPORT

Los Paseos Elem

Transfer Students

Incoming

Outgoing

Students
District Loading Standards

Traditional School
All Portables Loaded
Classroom Count = 26
Grades Served = K - 5

Classroom Needs Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students*</th>
<th>Annual Change</th>
<th>Spec. Ed. Students</th>
<th>Capacity</th>
<th>Unhoused Students</th>
<th>Annual CR Needed</th>
<th>Total CR's Needed</th>
<th>Seats Available</th>
<th>Projected Housing Units</th>
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</thead>
<tbody>
<tr>
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<td>655</td>
<td>+9</td>
<td>16</td>
<td>649</td>
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<td>0</td>
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</tr>
<tr>
<td>16/17</td>
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<td>649</td>
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<td>0</td>
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<td>0</td>
</tr>
<tr>
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<td>0</td>
</tr>
<tr>
<td>18/19</td>
<td>615</td>
<td>+13</td>
<td>14</td>
<td>649</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>19/20</td>
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<td>650</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20/21</td>
<td>656</td>
<td>+19</td>
<td>15</td>
<td>650</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Based on Students Attending (Squares on Graph)

Classroom Count = 26
**APPENDIX**

**DEMOGRAPHICS REPORT**

### Morgan Hill Unified School District

**Demographic Study**

**DRAFT 2015/16**

**District Loading Standards**

Traditional School

- All Portables Loaded
- Classroom Count = 23

**Classroom Needs Timeline**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Annual Spec. Ed. Facility Unhoused Annual CR Total CR's Available Housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/16</td>
<td>548 -83 18 563 0 0 -1 15 70</td>
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<tr>
<td>16/17</td>
<td>525 -17 18 563 0 0 -1 31 68</td>
</tr>
<tr>
<td>17/18</td>
<td>511 -10 18 563 0 0 -1 48 6</td>
</tr>
<tr>
<td>18/19</td>
<td>505 -6 18 563 0 0 -1 66 6</td>
</tr>
<tr>
<td>19/20</td>
<td>530 15 18 563 0 0 0 27 5</td>
</tr>
<tr>
<td>20/21</td>
<td>536 6 18 563 0 0 0 27 5</td>
</tr>
</tbody>
</table>

* Based on Students Attending (Squares on Graph)

**Classroom Count** = 23

**Paradise Valley Elem**

**Capacity & Projected Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Capacity</th>
<th>Projects Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/16</td>
<td>548</td>
<td>548</td>
</tr>
<tr>
<td>16/17</td>
<td>525</td>
<td>512</td>
</tr>
<tr>
<td>17/18</td>
<td>511</td>
<td>505</td>
</tr>
<tr>
<td>18/19</td>
<td>505</td>
<td>500</td>
</tr>
<tr>
<td>19/20</td>
<td>530</td>
<td>525</td>
</tr>
<tr>
<td>20/21</td>
<td>536</td>
<td>531</td>
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</tbody>
</table>

**Historic Cohorts Students in Boundary**

<table>
<thead>
<tr>
<th>Year</th>
<th>Students in Boundary</th>
<th>Students living in attendance area</th>
<th>School Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/13</td>
<td>438</td>
<td>631</td>
<td>563</td>
</tr>
<tr>
<td>13/14</td>
<td>436</td>
<td>548</td>
<td>563</td>
</tr>
<tr>
<td>14/15</td>
<td>428</td>
<td>542</td>
<td>563</td>
</tr>
<tr>
<td>15/16</td>
<td>397</td>
<td>515</td>
<td>563</td>
</tr>
</tbody>
</table>

**Incoming Students**

- Incoming from other Districts: 6
- Incoming from other schools: 225
- Living in area and attending this school: 399
- Outgoing to other schools: 63

**Transfer Students**

- Incoming: 6
- Outgoing: 6

**APPENDIX**

**Morgan Hill Unified School District**

**FACILITIES MASTER PLAN**

**DEMOGRAPHICS REPORT SCHEDULE**

**DEMOGRAPHICS REPORT FMPC MEETING MINUTES**

**TOTAL PROGRAM DETAILED COST**

**FMPC MEETING MINUTES**
### District Loading Standards

<table>
<thead>
<tr>
<th>Traditional School</th>
<th>All Portables Loaded</th>
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</thead>
<tbody>
<tr>
<td>Classroom Count</td>
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#### Classroom Needs Timeline

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<th>Spec. Ed. Students</th>
<th>Facility Capacity</th>
<th>Unhoused Students</th>
<th>Annual CR Needed</th>
<th>Total CR's Available</th>
<th>Housing Needed</th>
<th>Total CR's Needed</th>
<th>Housing Required</th>
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<td>19</td>
<td>732</td>
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<td>124</td>
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<tr>
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<td>20</td>
<td>732</td>
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<td>20</td>
<td>732</td>
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</table>

* Based on Students Attending (Squares on Graph)

### Morgan Hill Unified School District

#### Capacity & Projected Enrollment

**San Martin/Gwinn Elem**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Capacity</th>
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<tbody>
<tr>
<td>12/13</td>
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<td>608</td>
</tr>
<tr>
<td>13/14</td>
<td>568</td>
<td>608</td>
</tr>
<tr>
<td>14/15</td>
<td>592</td>
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<tr>
<td>15/16</td>
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<td>16/17</td>
<td>633</td>
<td>608</td>
</tr>
<tr>
<td>17/18</td>
<td>652</td>
<td>608</td>
</tr>
<tr>
<td>18/19</td>
<td>671</td>
<td>608</td>
</tr>
<tr>
<td>19/20</td>
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<tr>
<td>21/22</td>
<td>724</td>
<td>608</td>
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</table>

**Projected Housing Needed**

- 12/13: 0
- 13/14: 0
- 14/15: 0
- 15/16: 0
- 16/17: 0
- 17/18: 0
- 18/19: 0
- 19/20: 0
- 20/21: 0
- 21/22: 0

### Weighted Attendance Factors

**Current – 16/17**

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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
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<td>76</td>
<td>73</td>
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<td>-8</td>
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<td>76</td>
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<td>K</td>
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<td>69</td>
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<td>87</td>
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<td>5</td>
<td>1</td>
<td>16.2%</td>
<td>2.9%</td>
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<td>76</td>
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<td>72</td>
<td>79</td>
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<td>-18.5%</td>
<td>2.2%</td>
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<td>66</td>
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**Historic Cohorts – Students in boundary**

- San Martin/Gwinn Elem
- January 2016
- Page 28
- Morgan Hill Unified School District
- Demographic Study
- DRAFT 2015/16
- District Loading Standards
- Traditional School
- All Portables Loaded
- Classroom Count = 29
- Grades Served = K - 8

### Transfer Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Incoming from other Districts</th>
<th>Incoming from other schools</th>
<th>Living in area and attending this school</th>
<th>Outgoing to other schools</th>
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</table>

### Student Legend

- Incoming from other Districts
- Incoming from other schools
- Living in area and attending this school
- Outgoing to other schools

---

**APPENDIX**

| Morgan Hill Unified School District
| FACILITIES MASTER PLAN |
|-------------------------|------------------------|
| DEMOGRAPHICS REPORT     | APPENDIX               |

---

**APPENDIX**

| Morgan Hill Unified School District
| FACILITIES MASTER PLAN |
|-------------------------|------------------------|
| SCHEDULE                | DEMOGRAPHICS REPORT    |
| TOTAL PROGRAM DETAILED COST | FMPC MEETING MINUTES |
### District Loading Standards

**Traditional School**
- All Portables Loaded
- Classroom Count = 25

**Classroom Needs Timeline**

<table>
<thead>
<tr>
<th>Year</th>
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<th>Total CR's Available</th>
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<td>2020/21</td>
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<tr>
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*Based on Students Attending (Squares on Graph)*

**Classroom Count** = 25

### Capacity & Projected Enrollment

**Walsh Elem**

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Capacity</th>
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<th>Capacity</th>
<th>Capacity</th>
<th>Capacity</th>
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<tr>
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<td>734</td>
<td>758</td>
<td>730</td>
<td>720</td>
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<tr>
<td>13/14</td>
<td>734</td>
<td>758</td>
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<td>758</td>
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<td>758</td>
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### Additional Data

**Weighted Attendance Factors**
- Current 16/17 Net

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**Historic Cohorts**
- Students in boundary

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<tbody>
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</table>

**Incoming from other Districts**

- 1

**Incoming from other schools**

- 100

**Living in area and attending this school**

- 508

**Outgoing to other schools**

- 338

**Walsh Elem Student Legend**

- 0 20 40 60 80 100

- Inter-District
- Barrett Elem
- El Toro Elem
- Jackson Academy
- Los Paseos Elem
- Nordstrom Elem
- Paradise Valley Elem
- San Martin/Gwin Elem

- Weighted

- Students
**District Loading Standards**

**Traditional School**

All Portables Loaded

| Classroom Count = 34 |

| Grades Served = 6 - 8 |

---

### Classroom Needs Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Students</th>
<th>Change</th>
<th>Capacity</th>
<th>Students</th>
<th>Capacity</th>
<th>Students</th>
<th>Capacity</th>
<th>Needed</th>
<th>Needed</th>
<th>Seats</th>
<th>Housing</th>
</tr>
</thead>
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</tr>
<tr>
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<td>952</td>
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<td>-4</td>
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</table>

* Based on Students Attending (Squares on Graph)

### Classroom Count = 34

| Students Attending (History = CBEDS) |
| Students living in attendance area |

### Capacity & Projected Enrollment

#### Britton Middle

<table>
<thead>
<tr>
<th>Capacity</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>627</td>
<td>876</td>
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<tr>
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<td>790</td>
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#### Historic Cohorts

<table>
<thead>
<tr>
<th>Britton Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in boundary</td>
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</tbody>
</table>

### Student Legend

- Incoming from other Districts
- Incoming from other schools
- Living in area and attending this school
- Outgoing to other schools

---

**Britton Middle**

**Transfer Students**

<table>
<thead>
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**Capacity & Projected Enrollment**

#### Britton Middle

<table>
<thead>
<tr>
<th>Capacity</th>
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#### Historic Cohorts

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### Student Legend

- Incoming from other Districts
- Incoming from other schools
- Living in area and attending this school
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---

**Students Attending (History = CBEDS)**

<table>
<thead>
<tr>
<th>Britton Middle</th>
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<td>Students in boundary</td>
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### Classroom Needs Timeline

<table>
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<th>Year</th>
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</table>

* Based on Students Attending (Squares on Graph)

### Classroom Count = 34

| Students Attending (History = CBEDS) |
| Students living in attendance area |

### Capacity & Projected Enrollment

#### Britton Middle

<table>
<thead>
<tr>
<th>Capacity</th>
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#### Historic Cohorts

<table>
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</tr>
</thead>
<tbody>
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<td>Students in boundary</td>
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</tbody>
</table>

### Student Legend

- Incoming from other Districts
- Incoming from other schools
- Living in area and attending this school
- Outgoing to other schools

---

**Historic Cohorts**

| Students Attending (History = CBEDS) |
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### Capacity & Projected Enrollment

#### Britton Middle

<table>
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**District Loading Standards**

**Traditional School**
- All Portables Loaded
- Classroom Count = 25

### Classroom Needs Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Students*</th>
<th>Change</th>
<th>Students</th>
<th>Capacity</th>
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<th>Needed Seats</th>
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<td>17/18</td>
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<td>-23</td>
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<td>674</td>
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<tr>
<td>18/19</td>
<td>324</td>
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<td>674</td>
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<td>674</td>
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<tr>
<td>21/22</td>
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<td>674</td>
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<td>0</td>
</tr>
</tbody>
</table>

* Based on Students Attending (Squares on Graph)

### Murphy Middle

#### Student Legend
- Incoming from other Districts (11)
- Incoming from other schools (23)
- Living in area and attending this school (427)
- Outgoing to other schools (147)

### Murphy Middle

**Capacity & Projected Enrollment**

#### District Loading Standards
- Traditional School
- All Portables Loaded
- Classroom Count = 25

#### Classroom Needs Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
<th>Change</th>
<th>Students</th>
<th>Capacity</th>
<th>Students Needed</th>
<th>Needed Seats</th>
<th>Housing</th>
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<td>9</td>
<td>24</td>
<td>674</td>
<td>16</td>
<td>6</td>
<td>0</td>
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</tbody>
</table>
### District Loading Standards

**Traditional School**

- All Portables Loaded
- Classroom Count = 48
- Grades Served = 9 - 12

#### Classroom Needs Timeline

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<th>Year</th>
<th>Total Students</th>
<th>Spec. Ed. Students</th>
<th>Capacity</th>
<th>Unhoused Students</th>
<th>Annual CR Needed</th>
<th>Total CR's Needed</th>
<th>Total CR's Available</th>
<th>Instructional</th>
<th>Students Attending</th>
<th>Students Living in Attendance Area</th>
<th>School Capacity = 1324</th>
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<td>1100</td>
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<td>43</td>
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<tr>
<td>19/20</td>
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<td>43</td>
<td>1324</td>
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<td>0</td>
<td>-7</td>
<td>198</td>
<td>1126</td>
<td>0</td>
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</tr>
<tr>
<td>20/21</td>
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<td>0</td>
<td>-6</td>
<td>188</td>
<td>1136</td>
<td>0</td>
<td>1136</td>
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<tr>
<td>21/22</td>
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<td>43</td>
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<td>-5</td>
<td>164</td>
<td>1160</td>
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</tbody>
</table>

*Based on Students Attending (Squares on Graph)

**Classroom Count** = 48

**Capacity & Projected Enrollment**

- Live Oak High:
  - Capacity: 1324
  - Projected Enrollment:
    - Year 15/16: 1100
    - Year 16/17: 1124
    - Year 17/18: 1163
    - Year 18/19: 1133
    - Year 19/20: 1126
    - Year 20/21: 1136
    - Year 21/22: 1160

**Historic Cohorts**

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<th>Year</th>
<th>Students in boundary</th>
</tr>
</thead>
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<td>12/13</td>
<td>3461</td>
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<td>13/14</td>
<td>3429</td>
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<tr>
<td>14/15</td>
<td>3434</td>
</tr>
<tr>
<td>15/16</td>
<td>3486</td>
</tr>
</tbody>
</table>

**Weighted Attendance Factors**

- Current 16/17: 0.3% increase
- Net: 2.4% increase
- Total: 1324

---

**Live Oak High**

- Student Legend:
  - Incoming from other Districts (26)
  - Incoming from other schools (283)
  - Living in area and attending this school (791)
  - Outgoing to other schools (278)

---

**APPENDIX**

Morgan Hill Unified School District
FACILITIES MASTER PLAN

DEMOGRAPHICS REPORT
Morgan Hill Unified School District
Demographic Study
DRAFT 2015/16

DEMOGRAPHICS REPORT

This chart summarizes the transfers in and out of each school as seen by the yellow dots and blue dots on the school attendance maps. In addition, the data has been analyzed to determine the total in-flow and out-flow rates for each school. The school with the largest in-flow rate is Jackson Academy and the school with the largest out-flow rate is Walsh Elementary.
This chart compares each individual elementary school enrollment to the students that reside within the school attendance boundary. Utilizing this data helps make it easy to see which schools have the largest and smallest enrollments as well as which boundaries are most populated. Schools with more students enrolled than those living in the boundary have a net transfer into the school. This is typically found at schools with special programs such as Gate or Dual immersion, schools housing students from overcrowded or PI schools, and schools with more capacity than the student population living in the boundary.
Morgan Hill Unified School District
Demographic Study

6.2 APPENDIX

DEMOGRAPHICS REPORT

Morgan Hill Unified School District
Demographic Study

One Year Enrollment Projection Summary

The projection for next year (2016/17) shows an increase of 50 students. The largest declines will be seen at grades 2, 8 and 12. The largest increases are at grades 6, 9 and 11.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made then the patterns may be impacted.
## School Facility Utilization

The following chart shows the current and projected utilization rates for each school. It has been color coded with blue representing schools with a utilization rate of under 70%, yellow representing a utilization rate of at least 70% but under 80% and red for the schools that have over 100% utilization.

### Enrollment Projection Summary by School

<table>
<thead>
<tr>
<th>School</th>
<th>15/16 Enrollment</th>
<th>16/17</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
<th>20/21</th>
<th>21/22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barrett Elem</td>
<td>600</td>
<td>509</td>
<td>511</td>
<td>527</td>
<td>519</td>
<td>513</td>
<td>517</td>
</tr>
<tr>
<td>El Toro Elem</td>
<td>450</td>
<td>405</td>
<td>420</td>
<td>429</td>
<td>416</td>
<td>435</td>
<td>466</td>
</tr>
<tr>
<td>Jackson Academy</td>
<td>580</td>
<td>554</td>
<td>541</td>
<td>562</td>
<td>578</td>
<td>583</td>
<td>590</td>
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<tr>
<td>San Pasquale Elem</td>
<td>595</td>
<td>501</td>
<td>493</td>
<td>480</td>
<td>470</td>
<td>470</td>
<td>475</td>
</tr>
<tr>
<td>Nordstrom Elem</td>
<td>681</td>
<td>607</td>
<td>602</td>
<td>615</td>
<td>637</td>
<td>656</td>
<td>649</td>
</tr>
<tr>
<td>Paradise Valley Elem</td>
<td>631</td>
<td>548</td>
<td>542</td>
<td>525</td>
<td>515</td>
<td>530</td>
<td>536</td>
</tr>
<tr>
<td>San Martin/Queen Elem</td>
<td>543</td>
<td>608</td>
<td>672</td>
<td>671</td>
<td>658</td>
<td>663</td>
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</tr>
<tr>
<td>Walsh Elem</td>
<td>610</td>
<td>495</td>
<td>453</td>
<td>422</td>
<td>385</td>
<td>386</td>
<td>386</td>
</tr>
<tr>
<td><strong>Elementary Totals</strong></td>
<td><strong>4,690</strong></td>
<td><strong>4,227</strong></td>
<td><strong>4,234</strong></td>
<td><strong>4,231</strong></td>
<td><strong>4,198</strong></td>
<td><strong>4,256</strong></td>
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</tr>
<tr>
<td>Britton Middle</td>
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<td>790</td>
<td>730</td>
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<td>Murphy Middle</td>
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<td>733</td>
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<tr>
<td><strong>Middle Totals</strong></td>
<td><strong>1,090</strong></td>
<td><strong>1,561</strong></td>
<td><strong>1,550</strong></td>
<td><strong>1,590</strong></td>
<td><strong>1,615</strong></td>
<td><strong>1,522</strong></td>
<td><strong>1,463</strong></td>
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<td>1,100</td>
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<td>1,163</td>
<td>1,133</td>
<td>1,126</td>
<td>1,136</td>
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<tr>
<td>Sobrato High</td>
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<td>1,589</td>
<td>1,605</td>
<td>1,654</td>
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<tr>
<td><strong>High Totals</strong></td>
<td><strong>2,579</strong></td>
<td><strong>2,626</strong></td>
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<td><strong>2,674</strong></td>
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<tr>
<td>Central High</td>
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<td>Other Totals</td>
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<td>148</td>
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<tr>
<td><strong>District Totals</strong></td>
<td><strong>8,506</strong></td>
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<td><strong>8,644</strong></td>
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<td><strong>8,666</strong></td>
<td><strong>8,699</strong></td>
</tr>
</tbody>
</table>

### Annual Change

|          | 50 | 56 | 32 | 37 | 15 | 23 |

### School Facility Utilization Summary

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<td>132</td>
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<tr>
<td><strong>Independent Study</strong></td>
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<td><strong>Home Study</strong></td>
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<td>6</td>
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<td><strong>8,681</strong></td>
<td><strong>8,666</strong></td>
<td><strong>8,699</strong></td>
</tr>
</tbody>
</table>

### Annual Change

|          | 50 | 56 | 32 | 37 | 15 | 23 |

For 2015, the most under-utilized school is Britton Middle and the highest utilization is at Barrett Elementary.
The color-coded map below shows the projected utilization for the elementary schools.
Morgan Hill USD Masterplan
Morgan Hill, CA
July 24, 2017

INTRODUCTION

1. Basis Of Estimate
   This cost estimate is based upon documents and quantities provided by LPA, Inc.

2. Excluded Costs
   The following cost items are excluded from this estimate:
   1) Escalation is not included. Pricing good through the end of 2017.
   2) Land purchase costs.
   3) Offsite work, unless noted otherwise.
   4) Costs of hazardous material surveys, abatement, and disposal, unless noted otherwise.
   5) FF&E, unless noted otherwise.

3. Clarifications
   This estimate is based upon the following assumptions:
   1) A competitive bid environment at subcontractor and GC level.
   2) The use of prevailing wage labor rates.
   3) We are assuming a traditional design-bid-build procurement methodology.
   4) Unit costs are inclusive of General Conditions, General Requirements, Overhead and Profit, Bonds and Insurance and Design Contingency.
   5) Softs costs are estimated at 33% per LPA, Inc.
<table>
<thead>
<tr>
<th>Program Scope</th>
<th>Barrett ES</th>
<th>El Toro Health Science Academy</th>
<th>Jackson Academy of Math and Music</th>
<th>Los Paseos ES</th>
<th>Nordstrom ES</th>
<th>Paradise Valley Engineering Academy</th>
<th>SG Borello Future ES</th>
<th>San Martin / Gwinn Environmental Science Academy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Modernize / Reconfigure Existing Classrooms</td>
<td>$3,929,000</td>
<td>$3,223,000</td>
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TOTAL PROJECT COST: $17,723,000

SCHEDULE
DEMographics REPORT
TOTAL PROGRAM DETAILED COST
FMPC MEETING MINUTES
## 6.3 APPENDIX

### TOTAL PROGRAM DETAILED COST

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**TOTAL PROJECT COST** | $53,980,000 | $41,582,000 | $26,771,000 | $26,053,000 | $59,533,000 | $133,885,000 | $20,365,000 | $31,287,000 | $9,146,000 | $699,841,000 |

**Technology - Student Devices** | $ - | $10,000,000 | $ - | $ - | $ - | $  | $ - | $ - | $ - | $699,841,000 |
**Program Scope**

<table>
<thead>
<tr>
<th>A. Modernize / Reconfigure Existing Classrooms</th>
<th>New MOTT Yard</th>
<th>New District Office</th>
<th>New Central Kitchen</th>
<th>Machado School</th>
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<tbody>
<tr>
<td>$</td>
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<tr>
<td>C. Site Utilities</td>
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<td>F. Performing Arts Improvements</td>
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<td>-</td>
<td>$</td>
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<tr>
<td>G. MPR, Student Union and Food Service Improvements</td>
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<td>-</td>
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<td>$</td>
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<tr>
<td>H. Physical Education Improvements</td>
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<td>I. Staff and Parent Support</td>
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<td>K. Safety and Security</td>
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<td>N. Exterior Play Spaces, Playfields and Hardcourts</td>
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<tr>
<td>O. Instructional Design Furniture</td>
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<td>-</td>
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<tr>
<td>P. Technology Infrastructure and Equipment</td>
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**TOTAL PROJECT COST**

| Total Project Cost                             | $23,968,000    | $16,368,000          | $14,269,000         | $3,423,000     |
### 6.3 TOTAL PROGRAM DETAILED COST

#### APPENDIX

**Morgan Hill Unified School District**

**FACILITIES MASTER PLAN**

Prepared by: LPA Inc. / HL Construction Management

**Barrett ES**

**Construction Cost Summary**

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Construction Cost Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<td>E. Science, Arts, CTE and Elective Programs</td>
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<td>F. Performing Arts Improvements</td>
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<td>G. WPE, Student Union and Food Service Improvements</td>
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<table>
<thead>
<tr>
<th>Area</th>
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<th>Unit Cost</th>
<th>Construction Cost Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tr>
<td>J. Media Center and Student Support Services</td>
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Prepared by: LPA Inc. / HL Construction Management

Page 6 of 74
### Construction Cost Summary

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<th>Unit Cost</th>
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### El Toro Health Science Academy

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<tr>
<td><strong>TOTAL PROJECT COSTS (2017$)</strong></td>
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### Barrett ES

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<th>Construction Cost Sub-Total</th>
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<tr>
<td>P. Technology/Infrastructures and Equipment</td>
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<td>Classroom technology package - small boards, projectors, project mounts, flat screen monitors, audio system, etc. (direct cost)</td>
<td>26 ea</td>
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<td><strong>TOTAL PROJECT COSTS (2017$)</strong></td>
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<td></td>
<td>$13,391,000</td>
<td><strong>17,723,000</strong></td>
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### Morgan Hill Unified School District

- **FACILITIES MASTER PLAN**
- **FMPC MEETING MINUTES**
- **TOTAL PROGRAM DETAILED COST**
- **SCHEDULE**
- **DEMOGRAPHICS REPORT**

### El Toro Health Science Academy

- **Construction Cost Summary**
- **TOTAL PROGRAM DETAILED COST**
- **FACILITIES MASTER PLAN**

### Summary

- **TOTAL PROJECT COSTS (2017$)**: $13,391,000
- **TOTAL COST**: $17,723,000

Prepared by: LPA Inc. / HL Construction Management

Page 8 of 74
### Construction Cost Summary

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Construction Cost Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tr>
<td><strong>G. MPR, Student Union and Food Service Improvements</strong></td>
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<tr>
<td>Multi-purpose rooms</td>
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<tr>
<td>Moderate modernization</td>
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<td>$ 196.86</td>
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<td>Food service</td>
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<td>$ 219.36</td>
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<td><strong>I. Staff and Parent Support</strong></td>
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<tr>
<td>Elementary school media center and innovation lab</td>
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<td><strong>K. Safety and Security</strong></td>
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<td>Decorative metal fencing and gates</td>
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<td>New safety locks to existing classroom doors</td>
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<td>$ 584.75</td>
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<td>New emergency signs and posts</td>
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<td>Low voltage upgrades</td>
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<td>Fire alarm system</td>
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<td>New fire alarm head and equipment, audible</td>
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<td>New learning courts</td>
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<td>$ 21.21</td>
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Prepared by: LPA Inc. / HL Construction Management
## 6.3 Appendix: Total Program Detailed Cost

### Jackson Academy of Math and Music

#### Master Plan Estimate

<table>
<thead>
<tr>
<th>Area</th>
<th>Construction Cost Summary</th>
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<tbody>
<tr>
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#### SCHEDULE

<table>
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#### DEMOGRAPHICS REPORT

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#### FMPC MEETING MINUTES

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### Jackson Academy of Math and Music

#### Master Plan Estimate

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#### SCHEDULE

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#### DEMOGRAPHICS REPORT

<table>
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#### FMPC MEETING MINUTES

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## Total Program Detailed Cost

### Jackson Academy of Math and Music

#### Construction Cost Summary

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tbody>
<tr>
<td>A. Modernize / Reconfigure Existing Classrooms</td>
<td>$1,849,000</td>
<td>$ 1,389,000</td>
</tr>
<tr>
<td>B. Existing Building Systems, Toilets and Improved Energy Efficiency</td>
<td>$787,000</td>
<td>$ 1,028,000</td>
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<tr>
<td>C. Site Utilities</td>
<td>$900,000</td>
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<tr>
<td>D. New Construction (Classrooms)</td>
<td>$10,728,000</td>
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<tr>
<td>Total Project Cost 25% (x 1.33)</td>
<td>$12,409,000</td>
<td>$16,646,000</td>
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### Los Paseos ES

#### Construction Cost Summary

<table>
<thead>
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<th>Area</th>
<th>Unit Cost</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tbody>
<tr>
<td>A. Modernize / Reconfigure Existing Classrooms</td>
<td>$1,365,000</td>
<td>$ 1,840,000</td>
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<tr>
<td>B. Existing Building Systems, Toilets and Improved Energy Efficiency</td>
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<td>$1,389,000</td>
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<tr>
<td>C. Site Utilities</td>
<td>$900,000</td>
<td>$ 900,000</td>
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<tr>
<td>D. New Construction (Classrooms)</td>
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<td>$16,646,000</td>
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<td>Total Project Cost 25% (x 1.33)</td>
<td>$17,420,000</td>
<td>$22,933,000</td>
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Prepared by: LPA Inc. / HL Construction Management

Page 14 of 74

Page 15 of 74
### Los Paseos ES
#### Construction Cost Summary

<table>
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<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost</th>
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<tbody>
<tr>
<td>Media Center and Student Support Services</td>
<td>4,088,000</td>
<td>$</td>
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<td>Elementary School Media center and Innovation Lab</td>
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<tr>
<td>Media center</td>
<td>4,082</td>
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<td>Learning center</td>
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<td>Classroom, two story building</td>
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<td>Site improvements surrounding building pad</td>
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<tr>
<td>Instructional Design Furniture</td>
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<td>$580.00</td>
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#### SCHEDULE

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<th>6.3 APPENDIX</th>
<th>TOTAL PROGRAM DETAILED COST</th>
<th>DEMOGRAPHICS REPORT</th>
<th>FMPC MEETING MINUTES</th>
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<td>DEMOGRAPHICS REPORT</td>
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#### Los Paseos ES
#### Construction Cost Summary

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<th>Total Project Cost</th>
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<tr>
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<td>Pre-school and kindergarten play yard</td>
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<tr>
<td>New rubber surfacing</td>
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<td>Resurface and repair backcourts</td>
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<td>$6.75</td>
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<tr>
<td>Elementary play yard and backcourts</td>
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<tr>
<td>New rubber surfacing</td>
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<td>Resurface and repair backcourts</td>
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<td>Repair playgrounds (cost)</td>
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<td>Bleachers and softball fields</td>
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<td>New backstop</td>
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<td>New tennis courts</td>
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<td>$64,375.00</td>
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#### Instructional Design Furniture

- Pre-school and kindergarten play yard per classroom (direct cost) | 32 | $580.00 | $18,560 |


Morgan Hill Unified School District FACILITIES MASTER PLAN
### Nordstrom ES
#### Masterplan Estimate 7/24/17

<table>
<thead>
<tr>
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<th>Area</th>
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<tbody>
<tr>
<td><strong>A. Modernize / Reconfigure Existing Classrooms</strong></td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>B. Existing Building Systems, Toilets and Improved Energy Efficiency</strong></td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>C. Site Utilities</strong></td>
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<td>Sanitary sewer service</td>
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<td>Domestic and fire water service</td>
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<td>Electrical mains and distribution</td>
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<td><strong>D. New Construction (Classrooms)</strong></td>
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<td>$24,768,000</td>
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<td>$24,768,000</td>
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<tr>
<td>Pre-school and kindergarten</td>
<td>demolition existing buildings</td>
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<td>Elementary school</td>
<td>demolition existing buildings</td>
<td>15,120 sf</td>
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<td>Classrooms, two story building</td>
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<td>Site improvements surrounding building pad</td>
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<td><strong>E. Science, Arts, CTE and Elective Programs</strong></td>
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<td>$1,980,000</td>
<td>$1,488,000</td>
<td>$1,980,000</td>
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<td>Remove portable classrooms</td>
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<td>Elementary maker space, science and art labs</td>
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<td>$555.79</td>
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<td>Site improvements surrounding building pad</td>
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<tr>
<td><strong>F. Performing Arts Improvements</strong></td>
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### Los Paseos ES
#### Masterplan Estimate 7/24/17

<table>
<thead>
<tr>
<th>Construction Cost Summary</th>
<th>Area</th>
<th>Unit Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Modernize / Reconfigure Existing Classrooms</strong></td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>B. Existing Building Systems, Toilets and Improved Energy Efficiency</strong></td>
<td>$</td>
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<tr>
<td><strong>C. Site Utilities</strong></td>
<td>$306,000</td>
<td>$407,000</td>
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<tr>
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<td>Storm drain service</td>
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<td><strong>D. New Construction (Classrooms)</strong></td>
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<td>$24,768,000</td>
<td>$18,622,000</td>
<td>$24,768,000</td>
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<td>Classrooms, two story building</td>
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<tr>
<td>Site improvements surrounding building pad</td>
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<td><strong>E. Science, Arts, CTE and Elective Programs</strong></td>
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<td>$1,980,000</td>
<td>$1,488,000</td>
<td>$1,980,000</td>
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<td>Remove portable classrooms</td>
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<tr>
<td>Elementary maker space, science and art labs</td>
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<tr>
<td><strong>F. Performing Arts Improvements</strong></td>
<td>$ -</td>
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</table>
## TOTAL PROGRAM DETAILED COST

### FMPC MEETING MINUTES

**APPENDIX**

**Morgan Hill Unified School District**

**FACILITIES MASTER PLAN**

### 6.3

**PAGE 20 OF 74**

#### Nordstrom ES

**Masterplan Estimate**

**Construction Cost Summary**

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tbody>
<tr>
<td>L. DPR, Student Union and Food Service Improvements</td>
<td></td>
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<td>$5,893,000</td>
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<tr>
<td>Demolish existing buildings</td>
<td>2,906 sf</td>
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<tr>
<td>Student union / multi-purpose rooms</td>
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<tr>
<td>Student union, one story building</td>
<td>6,806 sf</td>
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<td>Food service</td>
<td>1,776 sf</td>
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<td>New trash enclosure</td>
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<tr>
<td>New lunch shelter</td>
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<td>M. Safety and Security</td>
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<tr>
<td>Repair concrete pedestrian paving</td>
<td>1,908 sf</td>
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<td>$22,908</td>
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<tr>
<td>New covered walkways</td>
<td>705 sf</td>
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<td>Chain link fencing and gates</td>
<td>338 ft</td>
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<tr>
<td>Rolling chain link gate</td>
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<tr>
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<td>236 ft</td>
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<td>New marquee sign</td>
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<td>N. Parking and Dropoff</td>
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<td>New parking lot</td>
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<td></td>
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<tr>
<td>Instructional design furniture per classroom</td>
<td>120 9100 sf</td>
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<tr>
<td>P. Technology Infrastructure and Equipment</td>
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**TOTAL PROJECT COSTS (2017$)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
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<th>Total Project Cost 25% (x 1.33)</th>
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<td></td>
<td></td>
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<tr>
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<td>$376,000</td>
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<tr>
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<td>6,806 sf</td>
<td>$47.25</td>
<td>$325,000</td>
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<tr>
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<td></td>
<td>$317,000</td>
</tr>
<tr>
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<td>$12.38</td>
<td>$22,908</td>
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<tr>
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<tr>
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<tr>
<td>New emergency signs and posts</td>
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<tr>
<td>New marquee sign</td>
<td>1 ea</td>
<td>$22,500.00</td>
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**TOTAL PROJECT COSTS (2017$)**

$35,983,000

$47,561,000

$2,177,000

$2,949,000

$4,137,000

$422,000

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Page 20 of 74
## Construction Cost Summary

<table>
<thead>
<tr>
<th>Area</th>
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<th>Construction Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tbody>
<tr>
<td><strong>A. Modernize / Reconfigure Existing Classrooms</strong></td>
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<tr>
<td>Walls</td>
<td>sf</td>
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<td>Windows</td>
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<tr>
<td><strong>C. Site Utilities</strong></td>
<td></td>
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</tr>
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<td>Based on entire campus area, upgrade existing utilities:</td>
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<td>sf</td>
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<td>Accessibility.</td>
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<td></td>
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<tr>
<td>Pre-school and kindergarten</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Classroom existing buildings</td>
<td>sf</td>
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<td>sf</td>
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<tr>
<td><strong>E. Science, Arts, CTE and Elective Programs</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>F. Performing Arts Improvements</strong></td>
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<tr>
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<td></td>
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<tr>
<td><strong>G. MPR, Student Union and Food Service Improvements</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>New lunch shelter</td>
<td>sf</td>
<td>112.50</td>
<td>$529,300</td>
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<tr>
<td><strong>H. Physical Education Improvements</strong></td>
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<tr>
<td>No scope in this category</td>
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</tbody>
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**Total Project Cost**: $1,139,930

**SCHEDULE**

- **DEMOGRAPHICS REPORT**
- **TOTAL PROGRAM DETAILED COST**
- **FMPC MEETING MINUTES**

---

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Prepared by: LPA Inc. / HL Construction Management
## Construction Cost Summary

### N. Exterior Play Spaces, Playfields and Hardcourts

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Cost (25% x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-school and kindergarten play yard</td>
<td>$1,348,890</td>
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<td>New rubber surfacing</td>
<td>1,200 sf</td>
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<tr>
<td>Play apparatus</td>
<td>1 ea</td>
<td>$56,625.30</td>
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<tr>
<td>Shade structures</td>
<td>1,200 sf</td>
<td>$112.50</td>
<td>$135,000</td>
</tr>
<tr>
<td>Resurfacing and repair hardcourts</td>
<td>0.000 sf</td>
<td>$6.75</td>
<td>$41,000</td>
</tr>
<tr>
<td>Elementary play yards and hardcourts</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>New rubber surfacing</td>
<td>0.000 sf</td>
<td>$24.75</td>
<td>$124,000</td>
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<tr>
<td>Play apparatus</td>
<td>2 ea</td>
<td>$89,825.00</td>
<td>$179,000</td>
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<tr>
<td>Resurfacing and repair hardcourts</td>
<td>0.000 sf</td>
<td>$0.15</td>
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<td>New basketball courts and fitness</td>
<td>3 ea</td>
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<td>New tennis courts</td>
<td>2 ea</td>
<td>$11,319.00</td>
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<tr>
<td>Repair playfields (all)</td>
<td>82,580 sf</td>
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</tr>
<tr>
<td>Basketball and softball fields</td>
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<tr>
<td>New tennis courts</td>
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<td>$33,750.00</td>
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<td>New fitness courts</td>
<td>1 ea</td>
<td>$64,375.00</td>
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### O. Instructional Design Furniture

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Cost (25% x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional design furniture per classroom (direct cost)</td>
<td>21 ea</td>
<td>$28,125.00</td>
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### P. Technology Infrastructure and Equipment

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
<th>Total Cost (25% x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom technology package - smart boards, projection, projectors, flat screen monitors, audio systems, etc. (direct cost)</td>
<td>$139,800</td>
<td>$153,000</td>
</tr>
</tbody>
</table>

**TOTAL PROJECT COSTS (2017)**: $14,625,490 $19,217,000
### Construction Cost Summary

#### J. Media Center and Student Support Services
- **Area**: 1,836,000
- **Unit Cost**
  - Media center and innovation labs, two story building: 3,497 sq ft $581.19 $1,753,000
  - Site improvements surrounding building pad: 1,746 sq ft $47.25 $83,000
- **Total Project Cost (25% x 1.33)**: $2,442,000

#### K. Safety and Security
- **Area**: 456,000
  - Chain link fencing and gates: 792 ft $31.08 $24,000
  - Decorative metal fencing and gates: 522 ft $315.00 $166,000
  - New exterior lighting for student safety: 1 ea $90,000 $90,000
  - New emergency signs and posts: 1 ea $49,218.75 $49,218.75
  - New marquee sign: 1 ea $22,500 $22,500
- **Total Project Cost (25% x 1.33)**: $873,000

#### L. Parking and Drop-off
- **Area**: 2,319,000
  - New parking lot: 48,866 sq ft $20.25 $990,000
  - Landscaping: 10,000 sq ft $25.00 $250,000
  - New drop-off area: 25,220 sq ft $22.50 $568,000
  - New concrete pedestrian paving: 12,074 sq ft $20.25 $257,000
  - Entry plaza upgrades: 7,500 sq ft $33.75 $254,000
- **Total Project Cost (25% x 1.33)**: $3,085,000

#### M. Outdoor Learning Courts, Quads and Landscape
- **Area**: 832,000
  - New student quad: 56,838 sq ft $14.63 $832,000
- **Total Project Cost (25% x 1.33)**: $1,187,000

#### N. Exterior Play Spaces, Playfields and Hardcourts
- **Area**: 3,182,000
  - Pre-school and kindergarten (play yard): 1,200 sq ft $24.75 $29,700
  - Play apparatus: 1 ea $80,000 $80,000
  - Shade structure: 1,200 sq ft $112.50 $135,000
  - New hardwoods: 2,300 sq ft $34,000 $78,000
  - New ball walls: 2 ea $11,250 $22,500
  - New backstop: 2 ea $27,000 $54,000
  - New ball walls: 82,050 sq ft $12.38 $1,016,000
  - New basketball courts and hoops: 2 ea $6,187.50 $12,375
  - New field equipment: 2 ea $27,000 $54,000
- **Total Project Cost (25% x 1.33)**: $4,233,000

#### O. Instructional Design Furniture
- **Area**: 816,000
  - Instructional design furniture per classroom (direct cost): 29 ea $24,125.00 $683,000
- **Total Project Cost (25% x 1.33)**: $1,016,000

---

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Page 26 of 74
### San Martin / Gwinn Environmental Science Academy

#### Construction Cost Summary

<table>
<thead>
<tr>
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<th>Unit Area</th>
<th>Unit Cost</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tr>
<td>A. Modernize / Rearrange Existing Classrooms</td>
<td>$</td>
<td>-</td>
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<tr>
<td>B. Existing Building Systems, Toilet and Improved Energy Efficiency</td>
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<tr>
<td>C. Site Utilities</td>
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<td>D. New Construction (Classrooms)</td>
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<td>E. Science, Arts, CTE and Elective Programs</td>
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<td>F. Performing Arts Improvements</td>
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<td>G. MIFE, Student Union and Food Service Improvements</td>
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#### Construction Cost Summary

<table>
<thead>
<tr>
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<td>G. Safety and Security</td>
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<td>H. Existing Building Systems, Toilets and Improved Energy Efficiency</td>
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<td>I. Lighting and SF</td>
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<tr>
<td>J. Outdoor Learning Centers, Quads and Landscape</td>
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<td>K. Exterior Play Spaces, Playfields and Hardcourts</td>
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#### San Martin / Gwinn Environmental Science Academy

**DEMOGRAPHICS REPORT**

**TOTAL PROGRAM DETAILED COST**

**FMPC MEETING MINUTES**

---

Prepared by: LPA Inc. / HL Construction Management  
Prepared by: LPA Inc. / HL Construction Management
### Construction Cost Summary

<table>
<thead>
<tr>
<th>Area Description</th>
<th>Unit</th>
<th>Unit Cost (2017)</th>
<th>Total Project Cost (2017)</th>
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<tr>
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<td><strong>B. Existing Building Systems, Toilets and Improved Energy Efficiency</strong></td>
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<td><strong>C. Site Utilities</strong></td>
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<td>Based on entire campus area, upgrade existing utilities;</td>
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<td>Domestic and fire water service</td>
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<td>Pre-school and kindergarten</td>
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<td>Classrooms, one story building</td>
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<td>433.12 $</td>
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<td>8,991</td>
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<td>Elementary school</td>
<td>5,820</td>
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<td>140,000</td>
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<td>488.12 $</td>
<td>11,725,000</td>
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<td><strong>E. Science, Arts, CTE and Elective Programs</strong></td>
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<td>Demolish existing buildings</td>
<td>2,100</td>
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<td>Lab classrooms, one story building</td>
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<td>Remove portable classroom</td>
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<td>Music lab</td>
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<tr>
<td>Site improvements surrounding building pad</td>
<td>638</td>
<td>47.25 $</td>
<td>30,000</td>
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**TOTAL PROJECT COSTS (2017)**: $24,199,250

**Total Project Cost (2017)**: $32,025,000
## 6.3 APPENDIX

### TOTAL PROGRAM DETAILED COST

#### SCHEDULE

#### DEMOGRAPHICS REPORT

#### TOTAL PROGRAM DETAILED COST

#### FMPC MEETING MINUTES

---

**Morgan Hill Unified School District**

**FACILITIES MASTER PLAN**

---

**PA Walsh STEAM Academy**

**Master Plan Estimates**

**Construction Cost Summary**

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tbody>
<tr>
<td><strong>6.3</strong></td>
<td></td>
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</tr>
<tr>
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<tr>
<td>Demolish existing buildings</td>
<td>3,480 sf</td>
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<td>$130,000</td>
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<tr>
<td><strong>IMPEL</strong></td>
<td></td>
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<tr>
<td>Student union, one story building</td>
<td>$958,088</td>
<td>$3,795,000</td>
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<tr>
<td>Site improvements surrounding building pad</td>
<td>6,860 sf</td>
<td>$42,257</td>
<td>$315,000</td>
</tr>
<tr>
<td>Final finishes</td>
<td></td>
<td></td>
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<tr>
<td>Site improvements surrounding building pad</td>
<td>2,220 sf</td>
<td>$803,192</td>
<td>$1,473,000</td>
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<tr>
<td>New lunch shelter</td>
<td>1 ea</td>
<td>$35,250</td>
<td>$57,000</td>
</tr>
<tr>
<td><strong>K. Safety and Security</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Repair concrete pedestrian paving</td>
<td>$1,720,000</td>
<td>$2,236,000</td>
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<tr>
<td>Concrete existing buildings</td>
<td>4,000 yd</td>
<td>$33,750</td>
<td>$135,000</td>
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<tr>
<td><strong>L. Parking and Drop-off</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Repair existing parking lot</td>
<td>1,200 yd</td>
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<td>$48,000</td>
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<td>New parking lot 1 ea</td>
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<td>$12,500</td>
<td>$14,000</td>
</tr>
<tr>
<td>New drop-off area</td>
<td></td>
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</tr>
<tr>
<td>New concrete pavement paving</td>
<td>1,000 yd</td>
<td>$4,800</td>
<td>$48,000</td>
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<tr>
<td><strong>M. Outdoor Learning Courts, Quads and Landscape</strong></td>
<td>$1,900,000</td>
<td>$2,470,000</td>
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</tr>
<tr>
<td>New learning courts</td>
<td>2,680 sf</td>
<td>$111,000</td>
<td>$148,000</td>
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<tr>
<td><strong>N. Physical Education Improvements</strong></td>
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</tr>
<tr>
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<tr>
<td><strong>O. Instructional Design Furniture</strong></td>
<td>$816,000</td>
<td>$816,000</td>
<td></td>
</tr>
<tr>
<td>Media center and Innovation labs, one story building</td>
<td>$606,000</td>
<td>$808,000</td>
<td></td>
</tr>
<tr>
<td>Site improvements surrounding building pad</td>
<td>2,870 sf</td>
<td>$57,942</td>
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<tr>
<td>Learning center</td>
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</tr>
<tr>
<td><strong>P. Technology Infrastructure and Equipment</strong></td>
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</tr>
<tr>
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<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tbody>
<tr>
<td><strong>Q. Instructional Design Furniture</strong></td>
<td>$150,000</td>
<td>$150,000</td>
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<tr>
<td>Media center and Innovation labs, two story building</td>
<td>$510,000</td>
<td>$666,000</td>
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<tr>
<td>Site improvements surrounding building pad</td>
<td>2,668 sf</td>
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<td>$230,000</td>
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<tr>
<td>Learning center</td>
<td></td>
<td></td>
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<tr>
<td><strong>R. Exterior Play Spaces, Playfields and Hardcourts</strong></td>
<td>$3,620,000</td>
<td>$4,100,000</td>
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<tr>
<td>Play apparatus, one story building</td>
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<td>$808,000</td>
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<tr>
<td>Shade structure, one story building</td>
<td>$9,280,088</td>
<td>$12,044,000</td>
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<tr>
<td>New backstop, two story building</td>
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<td>$808,000</td>
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<tr>
<td>New baseball bats and backstop</td>
<td>4 ea</td>
<td>$69,930</td>
<td>$172,000</td>
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<tr>
<td>New field fencing</td>
<td>1 ea</td>
<td>$26,250</td>
<td>$65,000</td>
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**Prepared by: LPA Inc. / HL Construction Management**

Page 32 of 74

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**Morgan Hill Unified School District**

**FACILITIES MASTER PLAN**

---

**PA Walsh STEAM Academy**

**Master Plan Estimates**

**Construction Cost Summary**

<table>
<thead>
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<td><strong>O. Instructional Design Furniture</strong></td>
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<tr>
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<td>$4,100,000</td>
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<tr>
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<td>$808,000</td>
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<tr>
<td>New baseball bats and backstop</td>
<td>4 ea</td>
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<td>1 ea</td>
<td>$26,250</td>
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**Prepared by: LPA Inc. / HL Construction Management**

Page 33 of 74
## Encinal Site

### Construction Cost Summary

<table>
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<td>158,920 $</td>
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<td>178,520 $</td>
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<td>158,920 $</td>
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<td>Replace existing HVAC systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Replace existing electrical systems</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Replace existing plumbing systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Replace existing lighting and control systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Replace existing technology systems</td>
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<tr>
<td></td>
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<tr>
<td><strong>B. Existing Building Systems, Toilets and Improved Energy Efficiency</strong></td>
<td>840,000 $</td>
<td></td>
<td>1,118,000 $</td>
</tr>
<tr>
<td>Remodel upgrade</td>
<td>320 sf</td>
<td>281.25 $</td>
<td>90,240 $</td>
</tr>
<tr>
<td>Building systems</td>
<td>6,520 sf</td>
<td>28.13 $</td>
<td>184,700 $</td>
</tr>
<tr>
<td>HVAC upgrade</td>
<td>6,520 sf</td>
<td>30.60 $</td>
<td>198,180 $</td>
</tr>
<tr>
<td>Plumbing upgrades</td>
<td>8,520 sf</td>
<td>40.88 $</td>
<td>349,070 $</td>
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<tr>
<td>Elevator systems</td>
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<tr>
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<td><strong>C. Site Utilities</strong></td>
<td>577,075 $</td>
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</tr>
<tr>
<td>Natural gas service</td>
<td>522,730 sf</td>
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<tr>
<td>Sanitary sewer service</td>
<td>522,730 sf</td>
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<tr>
<td>Domestic and fire water service</td>
<td>522,730 sf</td>
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<tr>
<td><strong>D. New Construction (Classrooms)</strong></td>
<td>18,846,000 $</td>
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<td>14,426,000 $</td>
</tr>
<tr>
<td>Elementary school</td>
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<tr>
<td>Remodel existing classrooms</td>
<td>7,155 sf</td>
<td>26.15 $</td>
<td>189,510 $</td>
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<tr>
<td></td>
<td>Remodel existing buildings</td>
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<td>Classrooms, two-story building</td>
<td>26,492 sf</td>
<td>486.50 $</td>
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<tr>
<td>Site improvements building</td>
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### Total Program Detailed Cost

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<tr>
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<td>158,920 $</td>
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<tr>
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<td>Replace existing ceilings</td>
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</tr>
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<td></td>
<td>Replace existing walls</td>
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<td>5.63 $</td>
</tr>
<tr>
<td></td>
<td>Replace existing roofing</td>
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<td></td>
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<tr>
<td></td>
<td>Replace existing electrical systems</td>
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<tr>
<td></td>
<td>Replace existing plumbing systems</td>
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<tr>
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</tr>
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<td>840,000 $</td>
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<td>13,000,000 $</td>
</tr>
<tr>
<td>Total Project Cost</td>
<td>22% of $1.138</td>
<td>25% (x 1.33)</td>
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## Encinal Site
### Masterplan Estimate 7/24/17

#### Construction Cost Summary

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<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Cost</th>
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<tbody>
<tr>
<td><strong>K. Safety and Security</strong></td>
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</tr>
<tr>
<td>Repair concrete pedestrian paving</td>
<td>1,500 af</td>
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</tr>
<tr>
<td>Entry plaza upgrades</td>
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<tr>
<td>New covered walkways</td>
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<tr>
<td>Decorative metal fencing and gates</td>
<td>325 if</td>
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<tr>
<td>Rolling decorative metal gate</td>
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<tr>
<td>New exterior lighting for student safety</td>
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<tr>
<td>New safety locks to existing classroom doors</td>
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<tr>
<td>New emergency signs and posts</td>
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<tr>
<td>New mortgage age</td>
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<tr>
<td>Low-voltage upgrades</td>
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<tr>
<td>Fire alarm system</td>
<td>6,840 af</td>
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<tr>
<td>New fire alarm head and equipment, allowance</td>
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<tr>
<td>Emergency lighting</td>
<td>6,840 af</td>
<td>$16.00</td>
</tr>
<tr>
<td>PA/emergency communication systems</td>
<td>6,840 af</td>
<td>$5.65</td>
</tr>
<tr>
<td>Other security systems</td>
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<tr>
<td><strong>L. Parking and Drop-off</strong></td>
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<tr>
<td>Resurface and repair existing parking lot</td>
<td>46,020 sf</td>
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<tr>
<td>New parking lot</td>
<td>19,980 sf</td>
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<tr>
<td><strong>M. Outdoor Learning Courts, Quads and Landscape</strong></td>
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<tr>
<td>New learning courts</td>
<td>7,200 sf</td>
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<tr>
<td><strong>N. Exterior Play Spaces, Playfields and Hardcourts</strong></td>
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<tr>
<td>Pre-school and kindergarten play yard</td>
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<tr>
<td>New rubber surfacing</td>
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<tr>
<td>Shade structure</td>
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<tr>
<td>Elementary play yard and hardcourts</td>
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<td>$24.75</td>
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<tr>
<td>New rubber surfacing</td>
<td>3,000 sf</td>
<td>$24.75</td>
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<tr>
<td>Recessed play equipment</td>
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<tr>
<td>Shade structure</td>
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<tr>
<td>Resurface and repair hardcourts</td>
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<tr>
<td>New hardcourts</td>
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<td>New basketball courts and hoops</td>
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<tr>
<td>New field walls</td>
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<tr>
<td>Repair playgrounds (sidewalk)</td>
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<tr>
<td>Baseball and softball fields</td>
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<tr>
<td>New landscaping</td>
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<tr>
<td><strong>O. Instructional Design Furniture</strong></td>
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<tr>
<td>Instructional design furniture per classroom (direct cost)</td>
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<tr>
<td><strong>P. Technology Infrastructure and Equipment</strong></td>
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<tr>
<td>Classroom/technology package, smart boards, projector, projector screen, network monitors, audio systems, etc., (direct cost)</td>
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</tr>
</tbody>
</table>

Total Project Cost: $31,568,970

Sub-Total: $25% (x 1.33)

Total Project Cost: $41,982,090
## Britton MS
### Construction Cost Summary

<table>
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<tr>
<th>Area</th>
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<th>Unit Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tr>
<td>A. Moderate / Reconfigure Existing Classrooms</td>
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<tr>
<td>Walls</td>
<td></td>
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<tr>
<td>Windows</td>
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<tr>
<td>Doors</td>
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<tr>
<td>Floors</td>
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<tr>
<td>Ceilings</td>
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<td>189,000</td>
</tr>
<tr>
<td>Exhaust fans</td>
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<td>6,730 SF</td>
<td>28.13 $</td>
<td>189,000</td>
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<tr>
<td>Restroom upgrades</td>
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<td>Windows</td>
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<td>25.31 $</td>
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<tr>
<td>C. Site Utilities</td>
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<td>$351,080</td>
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<td>0.04 $</td>
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<td>Storm drain service</td>
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<td>$ -</td>
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<tr>
<td>E. Science, Arts, CTE and Elective Programs</td>
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<td>$3,728,080</td>
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<tr>
<td>Middle school maker space, science and art labs</td>
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<td>Room reconfiguration</td>
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### Britton MS
### Construction Cost Summary

<table>
<thead>
<tr>
<th>Area</th>
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<th>Unit Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tbody>
<tr>
<td>F. Performing Arts Improvements</td>
<td></td>
<td>$ -</td>
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<tr>
<td>Dance and drama classrooms</td>
<td></td>
<td></td>
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<tr>
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<td></td>
<td>2,090 SF</td>
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<tr>
<td>Moderate modernization</td>
<td></td>
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<tr>
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<td>Multi-purpose rooms</td>
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<tr>
<td>PE / fitness rooms</td>
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</tr>
<tr>
<td>Moderate modernization</td>
<td></td>
<td>2,010 SF</td>
<td>151.88 $</td>
<td>303,760</td>
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<tr>
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<td>Staff work rooms</td>
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</tr>
<tr>
<td>Moderate modernization</td>
<td></td>
<td>2,010 SF</td>
<td>151.88 $</td>
<td>303,760</td>
</tr>
<tr>
<td>J. Media Center and Student Support Services</td>
<td></td>
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<tr>
<td>Parent resource center</td>
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<tr>
<td>Moderate modernization</td>
<td></td>
<td>2,020 SF</td>
<td>151.88 $</td>
<td>303,760</td>
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<tr>
<td>K. Safety and Security</td>
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<td>$2,295,080</td>
<td>$2,998,000</td>
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<tr>
<td>Repair concrete protection / paving</td>
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<td>Entry place upgrades</td>
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<td>Decorative metal fencing and gates</td>
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<td>340 LF</td>
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<td>New exterior lighting for student safety</td>
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<td>1 LS</td>
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<tr>
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<td>28,125</td>
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<td>Emergency lighting</td>
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<td>1.60 $</td>
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<td>PA / emergency communication systems</td>
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<td>50,880 SF</td>
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<tr>
<td>Other security systems</td>
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<td>2.73 $</td>
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<tr>
<td>L. Parking and Drop-off</td>
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<tr>
<td>New parking lot</td>
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<td>15,000 SF</td>
<td>20.25 $</td>
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<td>M. Outdoor Learning Courts, Quads and Landscape</td>
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<tr>
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</table>
**APPENDIX**

**TOTAL PROGRAM DETAILED COST**

**SCHEDULE**

**DEMOGRAPHICS REPORT**

**TOTAL PROGRAM DETAILED COST**

**FMPC MEETING MINUTES**

---

**Martin Murphy MS**

**Construction Cost Summary**

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Construction Cost Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Modernize / Reconfigure Existing Classrooms</td>
<td></td>
<td></td>
<td></td>
<td>2,843,800 $</td>
</tr>
<tr>
<td>Walls</td>
<td></td>
<td></td>
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<tr>
<td>Replace existing walls</td>
<td></td>
<td></td>
<td></td>
<td>22,440 of</td>
</tr>
<tr>
<td>Replace existing windows</td>
<td></td>
<td></td>
<td></td>
<td>22,440 of</td>
</tr>
<tr>
<td>Doors</td>
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<td></td>
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<td>560,800 $</td>
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<tr>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Floors</td>
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<td></td>
<td></td>
<td>370,800 $</td>
</tr>
<tr>
<td>Replace existing floors</td>
<td></td>
<td></td>
<td></td>
<td>22,440 of</td>
</tr>
<tr>
<td>Ceilings</td>
<td></td>
<td></td>
<td></td>
<td>417,800 $</td>
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<tr>
<td>Replace existing ceilings</td>
<td></td>
<td></td>
<td></td>
<td>22,440 of</td>
</tr>
<tr>
<td>Restroom upgrades</td>
<td></td>
<td></td>
<td></td>
<td>632,800 $</td>
</tr>
<tr>
<td>Replace, repair and paint</td>
<td></td>
<td></td>
<td></td>
<td>52,300 of</td>
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<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td>294,800 $</td>
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<tr>
<td>Replace and repair tools, etc</td>
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<td></td>
<td></td>
<td>52,300 of</td>
</tr>
<tr>
<td>D. Instructional Design Furniture</td>
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<td></td>
<td></td>
<td>422,800 $</td>
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<tr>
<td>Instructional design furniture per classroom (direct cost)</td>
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<tr>
<td>P. Technology Infrastructure and Equipment</td>
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<td>203,800 $</td>
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<tr>
<td>Classroom technology package: smart boards, projector, projectors, flat screen monitors, audio system, etc. (direct cost)</td>
<td>15 ea</td>
<td>13,930.00</td>
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<tr>
<td>TOTAL PROJECT COSTS (2017$)</td>
<td></td>
<td></td>
<td></td>
<td>21,969,000 $</td>
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<tr>
<td>E. Science, Arts, CTE and Elective Programs</td>
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<td></td>
<td></td>
<td>951,800 $</td>
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<tr>
<td>Middle school maker spaces, science and art labs</td>
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<td>202.50</td>
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<tr>
<td>F. Performing Arts Improvements</td>
<td></td>
<td></td>
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<td>1,813,800 $</td>
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<tr>
<td>Dance and drama classrooms</td>
<td></td>
<td></td>
<td></td>
<td>2,146,800 $</td>
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<tr>
<td>Recital stage</td>
<td></td>
<td></td>
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<td>3,370.00 of</td>
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**Britton MS**

**Construction Cost Summary**

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Construction Cost Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Modernize / Reconfigure Existing Classrooms</td>
<td></td>
<td></td>
<td></td>
<td>2,943,000 $</td>
</tr>
<tr>
<td>Walls</td>
<td></td>
<td></td>
<td></td>
<td>3,915,000 $</td>
</tr>
<tr>
<td>Replace existing walls</td>
<td></td>
<td></td>
<td></td>
<td>22,440 of</td>
</tr>
<tr>
<td>Replace existing windows</td>
<td></td>
<td></td>
<td></td>
<td>22,440 of</td>
</tr>
<tr>
<td>Doors</td>
<td></td>
<td></td>
<td></td>
<td>52,200 of</td>
</tr>
<tr>
<td>Replace existing doors</td>
<td></td>
<td></td>
<td></td>
<td>22,440 of</td>
</tr>
<tr>
<td>Floors</td>
<td></td>
<td></td>
<td></td>
<td>52,200 of</td>
</tr>
<tr>
<td>Replace existing floors</td>
<td></td>
<td></td>
<td></td>
<td>22,440 of</td>
</tr>
<tr>
<td>Ceilings</td>
<td></td>
<td></td>
<td></td>
<td>147,200 $</td>
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<tr>
<td>Replace existing ceilings</td>
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<td></td>
<td></td>
<td>22,440 of</td>
</tr>
<tr>
<td>Restroom upgrades</td>
<td></td>
<td></td>
<td></td>
<td>623,000 $</td>
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<tr>
<td>Patch, repair and paint</td>
<td></td>
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<tr>
<td>Reading</td>
<td></td>
<td></td>
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<td>294,800 $</td>
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<td>Replace and repair tools, etc</td>
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<td></td>
<td>52,300 of</td>
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<tr>
<td>B. Existing Building Systems, Toilets and Improved Energy Efficiency</td>
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<td></td>
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<td>3,557,000 $</td>
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<tr>
<td>Recital stage</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Building systems</td>
<td></td>
<td></td>
<td></td>
<td>2,943,000 $</td>
</tr>
<tr>
<td>HVAC upgrades</td>
<td></td>
<td></td>
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<td>2,943,000 $</td>
</tr>
<tr>
<td>Plumbing upgrades</td>
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<tr>
<td>DMR systems upgrades</td>
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<td></td>
<td>2,943,000 $</td>
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<tr>
<td>Lighting and controls upgrades</td>
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</tr>
<tr>
<td>HVAC power upgrades</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>TOTAL PROJECT COSTS (2017$)</td>
<td></td>
<td></td>
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<td>21,969,000 $</td>
</tr>
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</table>

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Morgan Hill Unified School District

**FACILITIES MASTER PLAN**

432
### Martin Murphy MS
#### Construction Cost Summary

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
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<tbody>
<tr>
<td>C. MEP, Student Union and Food Service Improvements</td>
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<tr>
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<td>New trash shelter</td>
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<td>D. Physical Education Improvements</td>
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<td>$170,000</td>
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<td>Locker room</td>
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<td>1</td>
<td>$303,750</td>
<td>$405,000</td>
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<tr>
<td>E. Staff and Parent Support</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recyclegarage</td>
<td>1</td>
<td>$303,750</td>
<td>$405,000</td>
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<td>Administrative</td>
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<td>Site improvements surrounding building pad</td>
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<td>$321,000</td>
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<tr>
<td>Moderate modernization</td>
<td>1</td>
<td>$151,680</td>
<td>$196,000</td>
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<tr>
<td>Recyclegarage</td>
<td>1</td>
<td>$303,750</td>
<td>$405,000</td>
</tr>
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<td>F. Media Center and Student Support Services</td>
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<td>$1,258,000</td>
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<td>Middle school and high school media center and innovation lab</td>
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<td>$217,000</td>
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<td>$217,000</td>
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<td>Recyclegarage</td>
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<td>$303,750</td>
<td>$405,000</td>
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<td>Learning center</td>
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<td>$321,000</td>
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<tr>
<td>Moderate modernization</td>
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<td>$151,680</td>
<td>$196,000</td>
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<tr>
<td>Student services</td>
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<td>K. Safety and Security</td>
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<td>Repair concrete pedestrian paving</td>
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<td>Emergency vehicle upgrades</td>
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<td>Chain link fencing and gates</td>
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<td>$405,000</td>
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<tr>
<td>Fire alarm system</td>
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<td>$151,680</td>
<td>$196,000</td>
</tr>
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<td>New fire alarm head and equipment, allowance</td>
<td>1</td>
<td>$28,125.00</td>
<td>$36,000</td>
</tr>
<tr>
<td>Emergency lighting</td>
<td>1</td>
<td>$1,800</td>
<td>$1,800</td>
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<tr>
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<td>$503.00</td>
<td>$1,800</td>
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<tr>
<td>PA / emergency communication systems</td>
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<td>$503.00</td>
<td>$1,800</td>
</tr>
<tr>
<td>Other security systems</td>
<td>1</td>
<td>$2,700</td>
<td>$1,800</td>
</tr>
</tbody>
</table>

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### Martin Murphy MS
#### Construction Cost Summary

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost (2% x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. Parking and Drop-off</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey and design existing parking lot</td>
<td>28,600 sf</td>
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<td>New drop-off area</td>
<td>6,000 sf</td>
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<td>New concrete sidewalk paving</td>
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<tr>
<td>New student garden</td>
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<tr>
<td>New student garden</td>
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</tbody>
</table>

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### Facilities Master Plan

#### Total Project Costs

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost (2% x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>L. Parking and Drop-off</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey and design existing parking lot</td>
<td>28,600 sf</td>
<td>$4,500</td>
<td>$134,000</td>
</tr>
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<td>$135,000</td>
</tr>
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<td>$3,300</td>
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</tr>
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<td>2,000 sf</td>
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</tbody>
</table>

Prepared by: LPA Inc. / HL Construction Management Page 43 of 74

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### Facilities Master Plan

#### Total Program Detailed Cost

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
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Prepared by: LPA Inc. / HL Construction Management Page 43 of 74

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### Facilities Master Plan

#### Total Program Detailed Cost

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Prepared by: LPA Inc. / HL Construction Management Page 43 of 74

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### Facilities Master Plan

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</tr>
</tbody>
</table>

Prepared by: LPA Inc. / HL Construction Management Page 43 of 74
### A. Modernize / Reconfigure Existing Classrooms

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair existing walls</td>
<td>36,600 sf</td>
<td>5.63 $</td>
<td>220,000 $</td>
</tr>
<tr>
<td>Windows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair existing windows</td>
<td>36,600 sf</td>
<td>4.53 $</td>
<td>170,000 $</td>
</tr>
<tr>
<td>Doors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repair existing doors</td>
<td>36,600 sf</td>
<td>5.63 $</td>
<td>220,000 $</td>
</tr>
<tr>
<td>Floors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace existing floors</td>
<td>36,600 sf</td>
<td>18.56 $</td>
<td>708,000 $</td>
</tr>
<tr>
<td>Ceilings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace existing ceilings</td>
<td>36,600 sf</td>
<td>28.13 $</td>
<td>1,114,000 $</td>
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<tr>
<td>Exteriors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patch, repair and paint</td>
<td>73,000 sf</td>
<td>5.63 $</td>
<td>416,000 $</td>
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<tr>
<td>Roofing</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Replace roof</td>
<td>73,000 sf</td>
<td>28.13 $</td>
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Masterplan Estimate 7/24/17

### B. Existing Building Systems, Toilets and Improved Energy Efficiency

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building systems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HVAC upgrades</td>
<td>36,600 sf</td>
<td>36.01 $</td>
<td>1,305,000 $</td>
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<tr>
<td>Plumbing upgrades</td>
<td>36,600 sf</td>
<td>13.53 $</td>
<td>505,000 $</td>
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<tr>
<td>EMS systems upgrades</td>
<td>36,600 sf</td>
<td>8.44 $</td>
<td>309,000 $</td>
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<tr>
<td>Lighting and controls upgrades</td>
<td>36,600 sf</td>
<td>22.50 $</td>
<td>814,000 $</td>
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<tr>
<td>Convenience panel upgrades</td>
<td>36,600 sf</td>
<td>7.78 $</td>
<td>280,000 $</td>
</tr>
<tr>
<td>Site Utilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,022,800 $</td>
</tr>
<tr>
<td>Site improvements surrounding build</td>
<td></td>
<td></td>
<td>1,360,000 $</td>
</tr>
</tbody>
</table>

### C. Site Utilities

- Natural gas service
- Soddy sewer service
- Domestic and fire water service
- Electrical main and distribution
- Storm drain service
- Electrical capacity upgrades

### D. New Construction (Classrooms)

- No scope in this category

### E. Science, Arts, CTE and Elective Programs

- High school maker space, science and art lab
- Modernize/renovate
- Locker rooms
- Lower floors
- Lower ceilings
- Minor modernization
- Moderate modernization
- Emergency lighting
- Fire alarm system
- Other security systems

### F. Performing Arts Improvements

- No scope in this category

### G. MPR, Student Union and Food Service Improvements

- New concrete pedestrian paving
- New学习 courts
- New parking lot
- Repair concrete pedestrian paving
- New student garden
- New emergency signs and posts
- New fire alarm head end equipment
- New fire alarm head equipment and allowance
- Emergency lighting
- PA / emergency communication systems
- Other security systems

### H. Physical Education Improvements

- New locker rooms
- Minor modernization
- Minor modernization
- PA / emergency communication systems
- Snow piping replacement

### I. Staff and Parent Support

- Administrative
- Minor modernization
- Exterior lighting for student safety
- New emergency signs and posts
- New fire alarm head equipment and allowance

### J. Media Center and Student Support Services

- Student services
- Modernize/renovate
- New kitchen equipment

### K. Safety and Security

- Repair concrete pedestrian paving
- Entry plan upgrades
- New covered walkways
- Discursive metal fencing and gates
- Rollout decorative metal gate
- New exterior lighting for student safety
- New safety locks to existing classroom doors
- New emergency signs and posts
- New fire alarm head equipment and allowance
- Emergency lighting
- PA / emergency communication systems
- Other security systems

### L. Parking and Drop-off

- New parking lot
- New concrete pedestrian paving
- New hardscape, sidewalks

### M. Outdoor Learning Courts, Quads and Landscape

- New learning courts
- New student garden
- New hardscape, sidewalks
### Live Oak HS
#### Masterplan Estimate 7/24/17

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$45,087,029</td>
<td>$59,833,066</td>
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</table>

#### Construction Cost Summary

### N. Exterior Play Spaces, Playfields and Hardcourts

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,498,000</td>
<td>$13,963,000</td>
</tr>
</tbody>
</table>

### O. Instructional Design Furniture

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,632,000</td>
<td>$1,632,000</td>
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</tbody>
</table>

### P. Technology Infrastructure and Equipment

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$783,000</td>
<td>$783,000</td>
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</table>

#### TOTAL PROJECT COSTS (2017)

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### Ann Sobrato HS
#### Masterplan Estimate 7/24/17

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost</th>
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<tr>
<td></td>
<td></td>
<td>$10,498,000</td>
<td>$13,963,000</td>
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</table>

#### Construction Cost Summary

### E. Existing Buildings, Systems, Toilets and Improved Energy Efficiency

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,278,000</td>
<td>$1,700,000</td>
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</table>

### F. Site Utilities

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
</tr>
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<tbody>
<tr>
<td>$1,388,000</td>
<td>$1,836,000</td>
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</table>

#### TOTAL PROJECT COSTS (2017)

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## 6.3 APPENDIX

### TOTAL PROGRAM DETAILED COST

#### SCHEDULE

<table>
<thead>
<tr>
<th>Live Oak HS</th>
<th>Masterplanning Estimate</th>
<th>Construction Cost Summary</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Area</td>
</tr>
<tr>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DEMOGRAPHICS REPORT

<table>
<thead>
<tr>
<th>Live Oak HS</th>
<th>Masterplanning Estimate</th>
<th>Construction Cost Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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### TOTAL PROGRAM DETAILED COST

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<tr>
<td></td>
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<td></td>
<td></td>
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<tr>
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</table>

### FMPC MEETING MINUTES

<table>
<thead>
<tr>
<th>Live Oak HS</th>
<th>Masterplanning Estimate</th>
<th>Construction Cost Summary</th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

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**APPENDIX**

**Morgan Hill Unified School District**

**FACILITIES MASTER PLAN**

<table>
<thead>
<tr>
<th>H. Physical Education Improvements</th>
<th>Construction Cost Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Area</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>J. Media Center and Student Support Services</th>
<th>Construction Cost Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Area</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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**Construction Cost Summary**

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>25% (x 1.33)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total Project Cost</td>
</tr>
</tbody>
</table>

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Page 46 of 74
### Construction Cost Summary

#### Live Oak HS

**Masterplan Estimate 7/24/17**

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost 25% (x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Modernize / Reconfigure Existing Classrooms</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball and softball fields</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Batting cages</td>
<td>4 ea</td>
<td>$120,000</td>
<td>$480,000</td>
</tr>
<tr>
<td>New bleachers</td>
<td>350</td>
<td>$80,000</td>
<td>$150,000</td>
</tr>
<tr>
<td>New field equipment including bases and mounds</td>
<td>2 ea</td>
<td>$27,000</td>
<td>$54,000</td>
</tr>
<tr>
<td>New baseball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New dugout</td>
<td>4 ea</td>
<td>$101,000</td>
<td>$404,000</td>
</tr>
<tr>
<td>New restrooms</td>
<td>2 ea</td>
<td>$76,000</td>
<td>$152,000</td>
</tr>
<tr>
<td>New field lighting</td>
<td>2 ea</td>
<td>$112,000</td>
<td>$224,000</td>
</tr>
<tr>
<td>Track, field and stadium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New bleachers</td>
<td>1,000</td>
<td>$76,000</td>
<td>$760,000</td>
</tr>
<tr>
<td>New tennis courts</td>
<td>8 ea</td>
<td>$17,687</td>
<td>$141,000</td>
</tr>
<tr>
<td>New field house building</td>
<td>2,100</td>
<td>$621,000</td>
<td>$1,322,000</td>
</tr>
<tr>
<td>New track and tennis courts</td>
<td>450</td>
<td>$170,000</td>
<td>$340,000</td>
</tr>
<tr>
<td><strong>O. Exterior Play Spaces, Playfields and Hardcourts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardcourts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove portable classrooms</td>
<td>1 ea</td>
<td>$13,000</td>
<td>$14,000</td>
</tr>
<tr>
<td>Resurfacing and repair hardcourts</td>
<td>900</td>
<td>$6,750</td>
<td>$226,000</td>
</tr>
<tr>
<td>New basketball courts and hoop holes</td>
<td>3 ea</td>
<td>$6,187</td>
<td>$18,561</td>
</tr>
<tr>
<td>Repair playgrounds</td>
<td>100</td>
<td>$2,100</td>
<td>$700,000</td>
</tr>
<tr>
<td><strong>F. Performing Arts Improvements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball and softball fields</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Batting cages</td>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td>$76,000</td>
<td>$760,000</td>
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<tr>
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<td>8 ea</td>
<td>$17,687</td>
<td>$141,000</td>
</tr>
<tr>
<td>New field house building</td>
<td>2,100</td>
<td>$621,000</td>
<td>$1,322,000</td>
</tr>
<tr>
<td>New track and tennis courts</td>
<td>450</td>
<td>$170,000</td>
<td>$340,000</td>
</tr>
<tr>
<td><strong>D. New Construction (Classrooms)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G. MPR, Student Union and Food Service Improvements</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Food service</td>
<td></td>
<td></td>
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<tr>
<td>New kitchen equipment, allowance</td>
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<tr>
<td>New lunch shelter</td>
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<td>$64,000</td>
<td>$640,000</td>
</tr>
<tr>
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<td>$330,000</td>
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<td>450</td>
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<tr>
<td>Dramatic and fire service</td>
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<tr>
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<tr>
<td>New tennis courts</td>
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<tr>
<td><strong>TOTAL PROJECT COSTS (2017)</strong></td>
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#### LBJ Education Center

**Masterplan Estimate 7/24/17**

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<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tbody>
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<td><strong>A. Moderate / Recalibrate Existing Classrooms</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Baseball and softball fields</td>
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<td>Batting cages</td>
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<td>$152,000</td>
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<tr>
<td>New field lighting</td>
<td>2 ea</td>
<td>$112,000</td>
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<tr>
<td>Track, field and stadium</td>
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<tr>
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<tr>
<td><strong>G. MPR, Student Union and Food Service Improvements</strong></td>
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### ACT Education Center

#### Construction Cost Summary

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<th>Unit</th>
<th>Unit Cost</th>
<th>Total Project Cost 25% (x 1.33)</th>
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<tbody>
<tr>
<td>A. Modernize / Reconfigure Existing Classrooms</td>
<td>-</td>
<td>-</td>
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<tr>
<td>B. Existing Building Systems, Toilets and Improved Energy Efficiency</td>
<td>-</td>
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<tr>
<td>C. Site Utilities</td>
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<tr>
<td>F. Performing Arts Improvements</td>
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<tr>
<td>H. Physical Education Improvements</td>
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#### TOTAL PROJECT COSTS (2017$)

<p>| | | | |</p>
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<tr>
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<td>15,338,000 $</td>
<td>20,365,000 $</td>
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Prepared by: LPA Inc. / HL Construction Management

### LBJ Education Center

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<th>Unit</th>
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<th>Total Project Cost 25% (x 1.33)</th>
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<td>A. Media Center and Student Support Services</td>
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<tr>
<td>B. Safety and Security</td>
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<td>C. Site Utilities</td>
<td>530,000 $</td>
<td>715,000 $</td>
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<tr>
<td>H. Physical Education Improvements</td>
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#### TOTAL PROJECT COSTS (2017$)

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Staff and Parent Support</td>
<td></td>
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</tr>
<tr>
<td>Remove portable classrooms</td>
<td>$13,936</td>
<td>$27,000</td>
</tr>
<tr>
<td>MINUSD Professional Development, two story building</td>
<td>7,736 sf</td>
<td>$460.80</td>
</tr>
<tr>
<td>Site improvements surrounding building pad</td>
<td>3,676 sf</td>
<td>$47.25</td>
</tr>
<tr>
<td>Community Support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Support, two story building</td>
<td>2,930 sf</td>
<td>$460.80</td>
</tr>
<tr>
<td>Site improvements surrounding building pad</td>
<td>1,256 sf</td>
<td>$47.25</td>
</tr>
<tr>
<td>Learning &amp; Living</td>
<td></td>
<td></td>
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<tr>
<td>Learning &amp; Living, two story building</td>
<td>3,138 sf</td>
<td>$460.80</td>
</tr>
<tr>
<td>Site improvements surrounding building pad</td>
<td>1,905 sf</td>
<td>$47.25</td>
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<tr>
<td>2. Media Center and Student Support Services</td>
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<tr>
<td>Human Resources</td>
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<tr>
<td>Personnel</td>
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<tr>
<td>Board Room</td>
<td>$1,150</td>
<td>$250,000</td>
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<tr>
<td>Superintendent / Board Conference Room</td>
<td>300 sf</td>
<td>$180.00</td>
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<td>$2,070</td>
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<tr>
<td>Lobby</td>
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<tr>
<td>Business Services</td>
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<tr>
<td>Archive Storage</td>
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<tr>
<td>CARE Program</td>
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<tr>
<td>IT / Server Room</td>
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<td>Ports Storage</td>
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<tr>
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#### District Office

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### Morgan Hill Unified School District

#### Facilities Master Plan

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Page 54 of 74

Prepared by: LPA Inc. / HL Construction Management

Page 55 of 74
## Construction Cost Summary

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<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td>C. Site Utilities</td>
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</tr>
<tr>
<td>H. Physical Education Improvements</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I. Staff and Parent Support</td>
<td>$11,330,000</td>
<td>$15,069,000</td>
<td>New Maintenance &amp; Grounds Facilities;</td>
<td>$37,852 sf</td>
<td>$78,000</td>
</tr>
<tr>
<td>Facilities</td>
<td>$300,000</td>
<td>$78,000</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>$208,750</td>
<td>$59,000</td>
<td></td>
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<tr>
<td>Maintenance</td>
<td>$250,750</td>
<td>$75,000</td>
<td></td>
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<tr>
<td>Information Technology</td>
<td>$1,100,000</td>
<td>$335,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades / Workshop</td>
<td>$11,000,000</td>
<td>$3,333,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warehouses</td>
<td>$15,000,000</td>
<td>$4,500,000</td>
<td></td>
<td></td>
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<tr>
<td>Circulation</td>
<td>$8,000,000</td>
<td>$2,400,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site improvements surrounding building pad</td>
<td>$37,852</td>
<td>$21,630</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Transportation</td>
<td>$78,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanic Building</td>
<td>$78,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>$78,000</td>
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</tr>
<tr>
<td>Site improvements surrounding building pad</td>
<td>$78,000</td>
<td>$49,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Media Center and Student Support Services</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### New District Office

#### Construction Cost Summary

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Modernize / Reconfigure Existing Classrooms</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Existing Building Systems, Toilets and Improved Energy Efficiency</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Site Utilities</td>
<td>$530,000</td>
<td>$785,000</td>
<td></td>
</tr>
<tr>
<td>D. New Construction (Classrooms)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Science, Arts, CTE and Elective Programs</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. Performing Arts Improvements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>G. MPR, Student Union and Food Service Improvements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>H. Physical Education Improvements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I. Staff and Parent Support</td>
<td>$9,060,000</td>
<td>$13,122,000</td>
<td></td>
</tr>
<tr>
<td>J. Media Center and Student Support Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>K. Safety and Security</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Assumptions:**
- All utilities are stubbed out at the designated site
- Flat site with no major soil or grade change issues
- Costs are not included for land acquisitions
- Demolition of existing structures or extensive landscape / hardscape

Prepared by: LPA Inc. / HL Construction Management

---

### New MOTT Yard

#### Construction Cost Summary

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Safety and Security</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Parking and Drop-off</td>
<td>$5,274,300</td>
<td>$7,015,900</td>
<td></td>
</tr>
<tr>
<td>C. Site Utilities</td>
<td>$530,000</td>
<td>$785,000</td>
<td></td>
</tr>
<tr>
<td>D. New Construction (Classrooms)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Science, Arts, CTE and Elective Programs</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. Performing Arts Improvements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>G. MPR, Student Union and Food Service Improvements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>H. Physical Education Improvements</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I. Staff and Parent Support</td>
<td>$9,060,000</td>
<td>$13,122,000</td>
<td></td>
</tr>
<tr>
<td>J. Media Center and Student Support Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>K. Safety and Security</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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Prepared by: LPA Inc. / HL Construction Management
## New Central Kitchen

### Construction Cost Summary

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit Cost</th>
<th>Total Project Cost 25% (x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Modernize / Reconfigure Existing Classrooms</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Existing Building Systems, Toilets and Improved Energy Efficiency</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>C. Site Utilities</td>
<td>278,000$</td>
<td>370,000$</td>
</tr>
<tr>
<td>Based on entire campus area, upgrade existing utilities;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic and fire water service</td>
<td>42,556 sf 1.41$</td>
<td>60,000$</td>
</tr>
<tr>
<td>Electrical service</td>
<td>42,556 sf 2.04$</td>
<td>87,000$</td>
</tr>
<tr>
<td>Storm drain service</td>
<td>42,556 sf 1.24$</td>
<td>53,000$</td>
</tr>
<tr>
<td>D. New Construction (Classrooms)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>E. Science, Arts, CTE and Elective Programs</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>F. Performing Arts Improvements</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>G. MPR, Student Union and Food Service Improvements</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>H. Physical Education Improvements</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>I. Staff and Parent Support</td>
<td>9,669,716$</td>
<td>12,861,000$</td>
</tr>
<tr>
<td>J. Media Center and Student Support Services</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>K. Safety and Security</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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- Major utilities are stubbed out at the designated site
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Prepared by: LPA Inc. / HL Construction Management
### New Central Kitchen

**Masterplan Estimate 7/24/17**

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Construction Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parking and Drop-off</td>
<td>New Central Kitchen Site</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parking lot and loading dock</td>
<td>10,000</td>
<td>$22.00</td>
<td>$220,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Landscaping, allowance</td>
<td>5,000</td>
<td>$35.00</td>
<td>$175,000</td>
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</tr>
<tr>
<td></td>
<td>Fencing and gates</td>
<td>100</td>
<td>$750.00</td>
<td>$75,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,038,000</td>
</tr>
<tr>
<td>2. Site Utilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Natural gas service</td>
<td>34,848 sq ft</td>
<td>$0.04</td>
<td>$1,400</td>
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</tr>
<tr>
<td></td>
<td>Sanitary sewer service</td>
<td>34,848 sq ft</td>
<td>$0.14</td>
<td>$5,000</td>
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</tr>
<tr>
<td></td>
<td>Domestic and fire water service</td>
<td>34,848 sq ft</td>
<td>$0.28</td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electrical mains and distribution</td>
<td>34,848 sq ft</td>
<td>$0.34</td>
<td>$12,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Storm drain service</td>
<td>34,848 sq ft</td>
<td>$0.11</td>
<td>$3,800</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10,727,716</td>
</tr>
</tbody>
</table>

**Assumptions:**
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- Demolition of existing structures or extensive landscape/hardscape

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### Machado School

**Masterplan Estimate 7/24/17**

<table>
<thead>
<tr>
<th>Area</th>
<th>Unit</th>
<th>Unit Cost</th>
<th>Construction Cost</th>
<th>Sub-Total</th>
<th>Total Project Cost 25% (x 1.33)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Modernize / Reconfigure Existing Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Deferred Maintenance</td>
<td></td>
<td></td>
<td>$200,000</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$266,667</td>
</tr>
<tr>
<td>2. Existing Building Systems, Toilets and Improved Energy Efficiency</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Restroom upgrades</td>
<td></td>
<td></td>
<td>$140,625</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$188,000</td>
</tr>
<tr>
<td>3. Site Utilities</td>
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<tr>
<td></td>
<td>Natural gas service</td>
<td></td>
<td></td>
<td>$34,848</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sanitary sewer service</td>
<td></td>
<td></td>
<td>$34,848</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Domestic and fire water service</td>
<td></td>
<td></td>
<td>$34,848</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electrical mains and distribution</td>
<td></td>
<td></td>
<td>$34,848</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Storm drain service</td>
<td></td>
<td></td>
<td>$34,848</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,805,178</td>
</tr>
</tbody>
</table>

**Assumptions:**
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- Flat site with no major soil or grade change issues
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- Demolition of existing structures or extensive landscape/hardscape

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Prepared by: LPA Inc. / HL Construction Management

Page 62 of 74
### Construction Cost Summary

<table>
<thead>
<tr>
<th></th>
<th>Area</th>
<th>Unit Cost</th>
<th>Total Project Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M. Outdoor Learning Courts, Quads and Landscape</strong></td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td><strong>N. Exterior Play Spaces, Playfields and Hardcourts</strong></td>
<td>$ 330,000</td>
<td>$ 439,000</td>
<td></td>
</tr>
<tr>
<td>Hardcourts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play apparatus</td>
<td>1 ea</td>
<td>$ 80,625.00</td>
<td>$ 87,000</td>
</tr>
<tr>
<td>Shade structure</td>
<td>1,200 sf</td>
<td>$ 112.50</td>
<td>$ 135,000</td>
</tr>
<tr>
<td>New hardcourts</td>
<td>8,000 sf</td>
<td>$ 13.50</td>
<td>$ 108,000</td>
</tr>
<tr>
<td><strong>O. Instructional Design Furniture</strong></td>
<td>$ 85,000</td>
<td>$ 85,000</td>
<td></td>
</tr>
<tr>
<td>Instructional design furniture per classroom (direct cost)</td>
<td>3 ea</td>
<td>$ 24,125.00</td>
<td>$ 65,000</td>
</tr>
<tr>
<td><strong>P. Technology Infrastructure and Equipment</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No scope in this category</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL PROJECT COSTS (2017)</strong></td>
<td>$ 2,393,803</td>
<td>$ 3,423,000</td>
<td></td>
</tr>
</tbody>
</table>
### Meeting Minutes No. FMPC 01

**Morgan Hill Unified School District - Facilities Master Plan**

**LPA Project No. 1605820**

**DATE:** March 1, 2017  
**TIME:** 6:00pm - 8:00pm  
**PLACE:** Ann Sobrato High School - Library

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

#### Action Items

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Discussion Items</th>
</tr>
</thead>
</table>
| 1.01     | A. Introductions & Committee Welcome  
|          | Fajardo begins the session by welcoming the committee members.  
|          | Each member of the LPA team introduces him/herself by name and stated their role on the FMPC.  
| 1.02     | A. LPA Team & Process Overview  
|          | Fajardo (LPA) gave an introduction of LPA, the firm’s history and master planning experience, their process during a Facilities Master Plan, and an introduction of the LPA team members.  
|          | B. Committee member asked if this process is about guiding the spending of the current bond (Measure G) as opposed to looking for more funding.  
|          | a. The response is that yes, this master plan will aim to identify projects funded by Measure G and does not assume that the District is pursuing additional funding.  
|          | C. Kisel explains the different types of master plans:  
|          | a. Visionary: starts with an educational vision, tied to the mission and goals of the District. This type of master plan takes a long-term, phased approach to implementation.  
|          | b. Implementable: this approach to the master plan combines the previous two master plan types. It identifies immediate projects tied to the current bond sales schedule while keeping a longer-term vision in mind, untied to funding.  
|          | D. The Morgan Hill Unified School District – Facilities Master Plan is being approached by the third, “implementable” type of master plan. LPA will be envisioning for the future, but remaining real about the remaining scope of work under Measure G.  
|          | E. Components of a Facilities Master Plan:  
|          | a. Educational Vision and Goal: this component was completed and approved by the Board in October of 2016.  
|          | b. Facilities Needs Assessment: a review of the existing facilities that identifies items that need to be repaired or fixed.  
|          | c. Financial Analysis: identifies how the full scope of the Facilities Master Plan may be funded. This analysis reviews the District’s eligibility for state funding, developer fees, etc.  
|          | F. Once the master plan diagrams are completed, LPA will develop a cost estimate for each school and district support site. The cost estimates will be divided into scope categories so that priorities can be established to help identify projects for Measure G funding. The FMPC members will be asked to engage in a prioritization activity at the final FMPC meeting (FMPC #4 on May 31st). For this reason, all members are highly encouraged to attend every FMPC meeting, since the meetings build upon each other, finally reaching the prioritization activity.  
|          | G. The Facilities Master Plan schedule begins with information-gathering. LPA will be reaching out to a wide array of stakeholders at the school site level, the district level, and the community level.  
|          | H. Question from member: What is the final deliverable and when is it going to the Board?  
|          | a. The final deliverable will be a document containing:  
|          | i. Educational Program Vision (completed October 2016)  
|          | ii. Facilities Needs Assessment  
|          | iii. Implementation Plan for each campus, funding analysis, and cost scope prioritization.  
|          | b. The document will go to the Board in June or July of 2017. The schedule aims to complete the process before the summer break, so that stakeholders remain engaged in the process.
Items:

1.04 Visual Listening Activity

A. LPA engages the FMPC members in two (2) activities aimed to identify their top concerns at each campus.
   a. Red dot / Green dot: They are supplied with one (1) green dot per campus to identify aspects of the site that they like, and one (1) red dot per campus to identify aspects of the site that need improvement.
   b. Weighted statement: Members are given six (6) green dots to distribute on a series of statements, placing their dots on the statements they feel are the most important to consider.

Question from member: What is the purpose of this group?

Question from member: Are students part of it?

Question from member: What is the purpose of this group?

The group reviews the outcome of the Red Dot / Green Dot activity. The notes from this session will be distributed on a series of statements, placing their dots on the statements they feel are the most important to consider.

A. FMPC member, you are the ambassadors to your various constituencies as LPA engages each of the individual school sites with parents and teachers.

C. Question from member: Are students part of it?

a. Yes, students will be involved, potentially with an online survey.

b. Question from member: Will there be other student leadership groups?

The group engages with the Executive Steering Committee (ESC) made up of District leadership. LPA encourages students to participate on their school site councils. Student opinions are very valuable as they are the eyes and ears of the future at the site.

2.04 Changing the educational landscape

a. Red dots at the portables: therapeutic counseling occurs in rooms that are not designed for that purpose.

b. Portables are aged and have had multiple issues this year. The Ed Specs discussing drop-offs, separating bus, staff parking, and general drop-off. We’ll be meeting with each principal for further input.

c. Portables, parking drop off, wayfinding, security.

Red dots is for the lack of parking, security, campus is wide open and anyone can walk on. Office is inside and people are able to come on campus any time. Portables, parking drop off, wayfinding, security.

The pick-up / drop-off areas were built 10-20-30 years ago. Behavior was different then. Building more roads and parking doesn’t solve it. It just results in more people driving. Is there a solution where that can be affected where everyone thinks they need to drop off kids in the car?

a. They need to be classrooms to get to the 20% of classrooms.

iii. Los Peaz Elementary

i. Red dots: Safety issue is important. Front offices are busy and there is a lot of traffic. If we improve it, it’s welcoming, but you want them to be safe. The challenge is to design a welcoming admin through the lens of safety.

b. Barrett Elementary

i. Red dots: Safety issue is important. Front offices are busy and there is a lot of traffic. If we improve it, it’s welcoming, but you want them to be safe. The challenge is to design a welcoming admin through the lens of safety.

ii. Green dots at Multi Purpose Room, many green dots distributed throughout the campus buildings.

D. Question from member: What is the purpose of this group?

c. Question from member: Will there be other student leadership groups?

The help give definition to technology, furniture, and finish materials in the various spaces found on the MHUSD school campuses. The also identify ideal priorities / adjacencies between uses.

IV. Grey text and requested a copy of the presentation be sent to

LPA will take these comments into account for future presentations.

The Educational Specifications (Ed Specs) are a guideline to help shape committee members in advance.

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C. Question from member: Are students part of it?

a. Yes, students will be involved, potentially with an online survey.

b. Question from member: Will there be other student leadership groups?

The group engages with the Executive Steering Committee (ESC) made up of District leadership. LPA encourages students to participate on their school site councils. Student opinions are very valuable as they are the eyes and ears of the future at the site.

2.04 Changing the educational landscape

a. Red dots at the portables: therapeutic counseling occurs in rooms that are not designed for that purpose.

b. Portables are aged and have had multiple issues this year. The Ed Specs discussing drop-offs, separating bus, staff parking, and general drop-off. We’ll be meeting with each principal for further input.

c. Portables, parking drop off, wayfinding, security.

Red dots is for the lack of parking, security, campus is wide open and anyone can walk on. Office is inside and people are able to come on campus any time. Portables, parking drop off, wayfinding, security.

The pick-up / drop-off areas were built 10-20-30 years ago. Behavior was different then. Building more roads and parking doesn’t solve it. It just results in more people driving. Is there a solution where that can be affected where everyone thinks they need to drop off kids in the car?

a. They need to be classrooms to get to the 20% of classrooms.

iii. Los Peaz Elementary

i. Red dots: Safety issue is important. Front offices are busy and there is a lot of traffic. If we improve it, it’s welcoming, but you want them to be safe. The challenge is to design a welcoming admin through the lens of safety.

b. Barrett Elementary

i. Red dots: Safety issue is important. Front offices are busy and there is a lot of traffic. If we improve it, it’s welcoming, but you want them to be safe. The challenge is to design a welcoming admin through the lens of safety.

ii. Green dots at Multi Purpose Room, many green dots distributed throughout the campus buildings.

D. Question from member: What is the purpose of this group?

c. Question from member: Will there be other student leadership groups?

The help give definition to technology, furniture, and finish materials in the various spaces found on the MHUSD school campuses. The also identify ideal priorities / adjacencies between uses.

IV. Grey text and requested a copy of the presentation be sent to

LPA will take these comments into account for future presentations.

The Educational Specifications (Ed Specs) are a guideline to help shape committee members in advance.

The help give definition to technology, furniture, and finish materials in the various spaces found on the MHUSD school campuses. The also identify ideal priorities / adjacencies between uses.

1.04 Visual Listening Activity

A. LPA engages the FMPC members in two (2) activities aimed to identify their top concerns at each campus.
   a. Red dot / Green dot: They are supplied with one (1) green dot per campus to identify aspects of the site that they like, and one (1) red dot per campus to identify aspects of the site that need improvement.
   b. Weighted statement: Members are given six (6) green dots to distribute on a series of statements, placing their dots on the statements they feel are the most important to consider.

Question from member: What is the purpose of this group?

Question from member: Are students part of it?

Question from member: What is the purpose of this group?

The group reviews the outcome of the Red Dot / Green Dot activity. The notes from this session will be distributed on a series of statements, placing their dots on the statements they feel are the most important to consider.

A. FMPC member, you are the ambassadors to your various constituencies as LPA engages each of the individual school sites with parents and teachers.

C. Question from member: Are students part of it?

a. Yes, students will be involved, potentially with an online survey.

b. Question from member: Will there be other student leadership groups?

The group engages with the Executive Steering Committee (ESC) made up of District leadership. LPA encourages students to participate on their school site councils. Student opinions are very valuable as they are the eyes and ears of the future at the site.
6.4 APPENDIX

FMPC MEETING MINUTES

SCHEDULE

FMPC - MEETING MINUTES NO. FMPC 01
LPA PROJECT NO. 1605820 1605820
MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
LPA PROJECT NO. 1605820 1605820

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DEMOGRAPHICS REPORT

FMPC MEETING MINUTES

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

LPA

LPA PROJECT NO. 1605820 1605820

MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN

FMPC - MEETING MINUTES NO. FMPC 01
LPA PROJECT NO. 1605820 1605820
MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
LPA PROJECT NO. 1605820 1605820

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ACTION

ITEM NO.

nunn's office, they must go outside school gates then to the front office, which is a safety concern.
ii. Los Paseos and Martin Murphy share an adjacent park with the City which causes continued safety concerns. Parents also will try daily to park on the grass.
iii. The campus architecture has center rooms, which creates a challenge from a utilization standpoint, having classrooms around a middle space. It's a break out space for special education students.
a. El Toro Elementary
   i. Red dots at the front office: anyone can come in, the gates are open all day long.
   ii. Red dot at the portals.
   iii. The pre-k's access to toilet facilities, need little toilets.
   iv. Green dots: the campus has a welcoming environment and visibility is good. The campus has a nice field and nice Multipurpose room.
   v. Jackson Academy of Math and Music
      i. Red dots: parking, portables, large gradient that slopes up, very quickly, no sidewalks, access issues.
      ii. Green dots: piano lab, violin lab, and the amphitheatre, associated with music program.
   vi. San Martin / Gwinn Elementary
      i. Green dots: Gwinn's side of campus
      ii. Red dots: San Martin side of campus
      iii. San Martin got great new construction, gen? rooms this last year, but the south side of campus is outdated, oldest school in district. Things have been updated, but the south side of campus needs work.
      iv. Gwinn switched to a K-8 recently. One of the things discussed is having more middle school-type facilities like a Multipurpose Room.
      v. Red dots: The existing MPR is not large enough causing an overlap with lunch seasons. It is not used as well as it could be.
      vi. San Martin / Gwinn functions as a single campus.
   vii. PA Walsh STEAM Academy
      i. Green dots: Brand new drop off. The drop off zone is separated from parking. One side is for Kinder, another side is for all others, not off of a major arterial.
      ii. Red dots: portables, the CDC portables (not run by the District). The library is in a portable. Admin office is dated and small.
   viii. Britton Middle
      i. Red dots: Gym entrance, shag carpet on gym, popcorn spray on ceiling – gym has not been renovated.
      ii. Green dot on the biking room of the Gym which was renovated.
      iii. Red dot: Auditorium.
      iv. This District is going forward with a modernization along Monterey Road, where a 2-story classroom will be constructed to replace a lot of the campus.
   ix. Martin Murphy Middle
      i. Red dots: Admin is hard to see, hard to find, not secured, old.

ii. Red dot: by vista road, same flow of traffic, congested on most days.
iii. Green dots: on innovative learning center and on the gym. Innovative learning center is more than a library, it's a space for research with flexible furniture, design thinking walls, technology.
iv. Red dot: bus drop off only at circle off Avenida Espana.
   v. Safety is a concern since the campus is adjacent to the same public park as Los Paseos.
   vi. Parents use Santa Teresa Park as a drop-off location and kids walk over.
   vii. Ann Sobrato High
      i. Green dot: Theatre is new, but doesn't seat as many people as it should, about 300. The support facilities are neat, the band facilities and the dressing room.
      ii. Red dot: entry drive is congested, takes 40 minutes to drop off kids. Parents are rude to children as they're trying to get out of the parking lot. Students drive aggressively and have difficulty merging with traffic along Burnett.
      iii. Red dot: wayfinding.
      iv. Red dot: open campus; they have issues with people being able to come on campus from all directions.
      v. Red dot: Digital Arts lab next to library could use improvements. The Library could be utilized better with technology. Spaces could be utilized better.
      vi. The campus has great aesthetics, but facilities are very spread out. The dirt between building wings get tracked into rooms.
      vii. Red dot: portables, track and field has no lights, no stadium, no restroom, no synthetic turf at the stadium or the practice fields, poor drainage, and gophers.
   viii. Live Oak High
      i. Green dots: new administration office, new performing arts center, new theater.
      ii. Red dots: traffic, red dot in middle of buildings where the central teacher workroom area is not very well utilized. Sobrato doesn't have teacher meeting spaces. Live Oaks has it built in but not used.
      iii. Visibility across campus is challenging, poor line of sight.
      iv. Sobrato and Live Oaks have similar collaboration spaces, they use it quite a bit, but don't have enough windows and teachers can't own a space. These areas are used by both staff and students. Teachers send out groups to work on small projects. Perhaps open the space and make it more transparent.
      v. Red dots: wasted area to get to the field, gets very muddy when it’s raining. Used to be an interim housing area with classrooms in 1998, but hasn't been updated since then removal.
      vi. Red dot: the girl's locker room is far from the pool and sometimes the door is locked.
      vii. Staff break room has too much high risers orange carpet.
      viii. Gym entry is old and outdated, with yellow asbestos tile.
## Action

### Item No.

i. Red dots: old warehouse for the District, still used for storage.


iii. Red dots: large grass area for a small school, seems like wasted space and is not developed. Used to have baseball there.

iv. Red dots on field: no gym facility, a multipurpose room for meetings, but it was built as a grade school, not high school.

v. Green dots: a few modernized areas.

vi. Red dot: Admin – newer than others, but the flow is difficult.

n. Community Adult School

i. Red dot: needs a clean-site re-do.

ii. Green dot: location on Monterey provides great access for the community.

iii. The site operates a program for English as second language during day for parents to access while kids are at school. Evening programs also offered.

iv. During the day, the campus sees 80 students total, coming and going, using 9 or 10 classes during the day. Serves migrant office area as well for the program.

v. How much money is allocated? The value of the location to the downtown area makes it a great site central to the community. Perhaps community resources should be provided.

### F. Results of the Weighted Statements activity:

<table>
<thead>
<tr>
<th>ballot theme</th>
<th>votes</th>
<th>percent of total</th>
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<tbody>
<tr>
<td>student and faculty comfort</td>
<td>18</td>
<td>12%</td>
</tr>
<tr>
<td>peer-to-peer opportunities</td>
<td>13</td>
<td>9%</td>
</tr>
<tr>
<td>support variety of learning preferences</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td>enrollment and department needs</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>every space is a learning space</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td>enhanced classroom spaces</td>
<td>20</td>
<td>14%</td>
</tr>
<tr>
<td>identify and design / school pride</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>integrated technology</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>item storage + access</td>
<td>4</td>
<td>3%</td>
</tr>
<tr>
<td>enhanced sightline connections</td>
<td>10</td>
<td>7%</td>
</tr>
<tr>
<td>green practices + sustainability</td>
<td>13</td>
<td>9%</td>
</tr>
<tr>
<td>sensory-rich environment</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>planned/unplanned interactions</td>
<td>12</td>
<td>8%</td>
</tr>
<tr>
<td>free exchange of ideas</td>
<td>3</td>
<td>2%</td>
</tr>
<tr>
<td>equal access to content</td>
<td></td>
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</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>148</strong></td>
<td><strong>100%</strong></td>
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Submitted by: Andrea Pipin
Red Dot / Green Dot Activity Results:
## 6.4 APPENDIX

### FMPC MEETING MINUTES

<table>
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### SCHEDULE

| FMPC - MEETING MINUTES NO. FMPC 01 MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN LPA PROJECT NO. 1605820 1605820 |
|--------|-----------|

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### DEMOGRAPHICS REPORT

| FMPC - MEETING MINUTES NO. FMPC 01 MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN LPA PROJECT NO. 1605820 1605820 |
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### TOTAL PROGRAM DETAILED COST

| FMPC - MEETING MINUTES NO. FMPC 01 MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN LPA PROJECT NO. 1605820 1605820 |
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### FMPC MEETING MINUTES

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Morgan Hill Unified School District
FACILITIES MASTER PLAN

LPA 450
### Statement Voting Results:

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<tr>
<th>ACTION</th>
<th>ITEM NO.</th>
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<tbody>
<tr>
<td>Provide for student and faculty comfort</td>
<td>Support and allow movement, change of posture, and flexibility to ensure student and instructor comfort in classrooms</td>
</tr>
<tr>
<td>Encourage peer-to-peer teaching and learning</td>
<td>Support relationship building, learning, and sharing among students and instructors</td>
</tr>
<tr>
<td>Support all learning preferences</td>
<td>Accommodate a variety of learning styles with control of acoustics, privacy, mobility, and technology</td>
</tr>
<tr>
<td>Support the institution’s needs for density</td>
<td>Meet course enrolment requirements and departmental needs</td>
</tr>
<tr>
<td>Support sustainability (environment friendly) initiatives</td>
<td>Provide for the wellbeing of students and faculty and enable “green” practices on campus</td>
</tr>
<tr>
<td>Increase access to information and people</td>
<td>Create a sensory rich learning experience</td>
</tr>
<tr>
<td>Accommodate personal items needed by students and instructors</td>
<td>Balance sightlines to connect students to the instructor, content, and each other</td>
</tr>
<tr>
<td>Provide easy access to materials throughout the class period while keeping them out of the way</td>
<td>Support multiple learning preferences with analog and digital tools</td>
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</table>
6.4 APPENDIX

FMPC MEETING MINUTES

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<tr>
<td>Enhance formal and informal interactions and collaboration</td>
<td>Inspire the free exchange of ideas</td>
</tr>
<tr>
<td>Anticipate both planned and unplanned interaction among students and instructors</td>
<td>Promote critical thinking and problem solving skills necessary for 21st century learners</td>
</tr>
<tr>
<td>Provide equal access to content</td>
<td></td>
</tr>
<tr>
<td>Give all users robust access to equally develop, share, and present content seamlessly</td>
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</tbody>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Develop &quot;every space is a learning space&quot; strategies for students</td>
<td>Use classroom spaces to enhance teaching and learning</td>
</tr>
<tr>
<td>Offer choices for students to connect, collaborate, and learn (in and outside of the classroom)</td>
<td>Provide spaces faculty want to teach in and students want to use</td>
</tr>
<tr>
<td>Express identity and image</td>
<td></td>
</tr>
<tr>
<td>Connect students and faculty with the school’s brand to create a sense of community and pride</td>
<td></td>
</tr>
<tr>
<td>Anticipate and integrate new technology</td>
<td></td>
</tr>
<tr>
<td>Provide easy access to power, data, desks, and storage spaces</td>
<td></td>
</tr>
</tbody>
</table>
FMPC MEETING MINUTES

April 3, 2017

MEETING MINUTES NO. FMPC 02
MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
LPA PROJECT NO. 1605820

DATE: March 29, 2017
TIME: 6:00pm - 8:00pm
PLACE: Ann Sobrato High School - Library

This report of the meeting’s events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

This report of the meeting’s events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

FMPC is a group that learns alongside LPA and helps inform the long-term vision of the District.

A. Purpose: Guiding Principles are talking points, themes, goals for the Facilities Master Plan.

B. In FMPC #1, the committee was asked to state what they felt would make a successful master plan. LPA analyzed their comments to find commonalities and categories to help shape the Guiding Principles.

C. The FMPC is a group that learns alongside LPA and helps inform the long-term vision of the District.

D. E.

E. F.

F. G.

G. H.

H. I.

I. J.

J. K.

K. L.

L. M.

M. N.

N. O.

O. P.

P. Q.

Q. R.

R. S.

S. T.

T. U.

U. V.

V. W.

W. X.

X. Y.

Y. Z.

Z.
2.03 Visual Listening

A. The District operates various support sites which the FMP will engage in the following ways:
   a. Charter School of Morgan Hill
      i. Principal interview, site walk, and FMPC activity
   b. District Office
      i. User interview, facility walk, and FMPC activity
   c. Transportation Yard
      i. User interview, facility walk, and Focus Group discussion
   d. Central Kitchen
      i. Facility walk and Focus Group discussion
   e. Grounds Department
      i. Focus Group discussion

B. FMPC activity: the committee engages in an activity to address likes/dislikes with the Charter School of Morgan Hill and the District Office facilities. Comments include:
   a. Charter School of Morgan Hill
      i. Likes (green dots):
         1. New MPR/Gym
         2. New modular classrooms
      ii. Dislikes (red dots):
         1. Admin building is small and does not create a welcoming front door to campus.
         2. Parking is very limited.
         3. Not enough hardcourt play area
         4. Restrooms need to be updated
         5. The Ag Science outdoor classroom needs improvements, is very run-down.
         6. Portables are old
   b. District Office
      i. Likes (green dots):
         1. Restrooms have been modernized, are very nice.
         2. Nice spacious warehouse in the back.
         3. The IT area is nice.
      ii. Dislikes (red dots):
         1. The Board room is small, would love if it could host professional development for 300 people.
         2. The lobby area is uninviting.
         3. Wayfinding is very difficult.
         4. Parking is very limited.
         5. Enrollment services are tucked away on the second floor. It is a public space, but very difficult for people to find.

2.04 Site Walk & Student Ambassador Meeting Findings

A. LPA summarizes the findings during the Principal interviews, site walks, and Student Ambassador meeting.

B. Common themes that emerged from these meetings include (but are not limited to):
   a. Issues with parking and drop-off areas
   b. Improved wayfinding
   c. Additional exterior site lighting
   d. Additional security cameras

Additional security cameras
   a. Additional security/ perimeter fencing
   f. Modernization of aging facilities
   g. Flexible furniture and enhanced technology

2.05 Secondary Site Charrette

A. The committee engages in an activity where they are asked to site plan the K-8, Middle, and High school campuses. Provided materials include:
   a. Existing site aerials
   b. Existing building cut-outs
   c. Cut-out of building prototypes per the Educational Specifications
   d. 1 copy of the Educational Specifications per school site (for reference)
   e. District leadership who are also members of the FMPC were available as resources:
      i. Casino Fajardo: Director of Construction & Modernization
      ii. Anaesa Espinosa: Director of Facilities
      iii. Heather Nursement: Director of Career and Technology Education

B. At the conclusion of the charrette, each site presents their plan back to the FMPC.
   a. Live Oak High School
      i. The school farm is part of the campus and part of the educational program and needs to be included as part of the master plan.
      ii. Dark grey roofs need to be considered for replacement. Look into HVAC units as they may be due for replacement as well.
      iii. Fantastic elective & CTE programs with fantastic potential to expand manufacturing programs; ensure all available funding (Prop 51 or elsewhere) is captured for improvement to these facilities. Transform these spaces into 21st Century learning environments.
      iv. Access control: front of school parking in the fire lane and speed limit in drop-off area; could a portion of the student parking lot be used for drop-off?
      v. Update classrooms: where are they in the 25yr life span of a classroom?
      vi. Library: beautiful space with large windows, but could use updates to bring it into the 21st Century
      vii. There are two “500” buildings, so an update to signage/wayfinding would help.
   b. Live Oak High School
      i. The school farm is part of the campus and part of the educational program and needs to be included as part of the master plan.
      ii. Dark grey roofs need to be considered for replacement. Look into HVAC units as they may be due for replacement as well.
      iii. Fantastic elective & CTE programs with fantastic potential to expand manufacturing programs; ensure all available funding (Prop 51 or elsewhere) is captured for improvement to these facilities. Transform these spaces into 21st Century learning environments.
      iv. Access control: front of school parking in the fire lane and speed limit in drop-off area; could a portion of the student parking lot be used for drop-off?
      v. Update classrooms: where are they in the 25yr life span of a classroom?
      vi. Library: beautiful space with large windows, but could use updates to bring it into the 21st Century
      vii. There are two “500” buildings, so an update to signage/wayfinding would help.
      viii. 550, 600, and the Arts building were never modernized when all others were modernized in 1999.
      ix. Interiors spaces within buildings are not being used for their original purpose, something needs to happen in those spaces to utilize better/change setup.
      x. Science labs/Buildings have not been modernized.
      xi. Live Oak holds one of the Central Kitchens: has never been touched, holds the staff room which is horrible and not used. Reorganization of this space including storage is needed.
      xii. Aesthetic update to unify campus in color and wayfinding.
   c. Central High School
      i. Renovated 4 years ago.
      ii. Lack of parking.
      iii. Fitness currently uses a portable, with heavy equipment not best in a portable.
      iv. Science classroom does not have wet lab space
      v. Warehouse space: add CTE shop
   d. Child care program: there is a space that used to house Kinder and could become a child care facility.
   e. On-site employee child care / CTE pathway.
   f. No sidewalk along Dougherty Ave; issues with safe paths to school and cars cut through dirt/lot.
APPENDIX

Morgan Hill Unified School District

FACILITIES MASTER PLAN

6.4 SCHEDULE

FMPC MEETING MINUTES

MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN

LPA PROJECT NO. 1805820

FMPC - MEETING MINUTES NO. FMPC 02
April 3, 2017
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FMPC MEETING MINUTES

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN

LPA PROJECT NO. 1805820

FMPC - MEETING MINUTES NO. FMPC 02
April 3, 2017
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ITEM NO.

ix. MNUSD and City have had conversations about making Tilton Ave and Dougherty Ave intersection a 4-way stop to reduce speeds along Tilton Ave and make that intersection safer.

x. Fencing at the warehouse side.

c. Charter School of Morgan Hill

i. New Administrative building, possibility in another location.

ii. Master Plan must be sensitive to the potential high speed rail that may be built along Monterey Road.

iii. Parking and drop-off reorganization for efficiency.

iv. 4 classrooms added over the portables.

v. Barn added for the Ag Science program. Dream is to have an Ag Sci barn with maker space.

vi. Site would like to have a proper science lab instead of running it out of a standard classroom.

vii. Music and Drama space: currently uses a cart and visits classrooms.

viii. The Charter School site extends beyond boundaries shown on the aerial. Reverse boundaries and take full advantage of site in the Master Plan while being sensitive to future light rail.

d. Britton Middle School

i. Projects underway. New Admin/MHR Classroom wing along Monterey Rd.

ii. New parking and drop-off layout.

iii. Specialty classrooms in the existing-to-remain classroom wing.

iv. Could the fields become a K-5 site?

v. This school site was originally a high school and has a very large footprint, so can the site accommodate additional program beyond a middle school?

vi. Eventually the buildings used for 6th grade, art, spaces over by Grounds could be repurposed.

vii. The campus is highly utilized on the weekends for athletics, impacting parking greatly.

viii. Utilizing the fields for a K-5 site would mean less space for the community field space.

ix. Who knows, at some point, past the 2035 plan as demographics change, this could become a high school again.

x. The culvert along Hale Avenue will be undergrounded as Hale is widened. During this work, the District would like to bring in an access road (next to the Grounds warehouse).

e. Sobrato High School

i. Parent pick-up/drop-off in the staff lot gets very congested with the bus lane also.

ii. Cafeteria is too small, resulting in the opening of a secondary food service area.

iii. Rainy days, kids have no places to eat lunches.

iv. Building signage is not clear and flips from wing to wing. Add signage at the end of building wings to indicate which one to go down, etc.

v. Staff restrooms are all on the North side of the classroom wings, would be nice to stagger or provide more staff restrooms at the other end of the wings.

vi. Additional outlets in the classrooms for Chromebook charging.

vii. Dirt areas between classroom wings: would be nice to have planter boxes in these spaces. The dirt brings a lot of dirt into the classrooms.

viii. Science labs are spread out whereas other disciplines are grouped together.

ix. Would prefer is science could be grouped to promote sharing of materials.

x. Build more sidewalks from classroom wings to student/staff parking.

xi. This area has been left open for the future potential of another classroom wing.

xii. Buildings have hit cars in the parking lot.

xiii. No lights on the football stadium: this is due to the greenbelt. Lights are portable.

xiv. Tennis courts need spectator seating.

xv. The campus gets very windy. A comment was made to add wind screens at the tennis court, however this has been done in the past and the screens have not lasted.

xvi. Soccer team would love synthetic turf.

xvii. The Mountain High / City of San Jose line lands between the built classrooms/facilities and the athletic fields. No permanent structures can be built in the San Jose side/greenbelt.

xviii. School farm is in need of improvements, whatever can be done with respect to the green belt.

xix. Include school farm in the site plan of the school.


xxi. Frontage is so deep with landscaping, this could be used better as a more prominent frontage with better parking/drop-off.

xxii. Access control: there is no security fencing at this site.

g. Martin Murphy Middle School

i. This group started with the Ed Spec basics, then cross-checked it with the existing site.

ii. Per the Ed Specs, build out a Drama room next to the existing Music room with proximity to the stage. The Drama portable could then be used as a regular classroom or Faculty Lounge.

iii. Admin space is very small, can we extend Admin out from its current location.

iv. STEAM/STEM labs: Music/Drama is located at the Gym, the I Center holds the Engineering/Dine programs. How about the wing closest to the Gym become the STEAM/STEM focus with the outdoor quad as some of the outdoor learning areas to support these programs?

v. The City park separates the Murphy Middle School campus from its (District-owned) sports fields. The City does not restrict park access during the day, which creates some issues when students cross this area to use the fields.

vi. Take advantage of the front lawn, expanding Admin into this area and/or expanding parking/drop-off.

vii. Overlooked locker rooms for a middle school.

h. Jackson Academy of Math and Music

i. Has a K-8 program, but on a site designed for Elementary (less than 9 acres) and has some easements and other neighboring uses that limit the bounds of this site.

ii. Stick to standard Ed Spec, locate Admin close to the MPR and Kinder buildings.
iii. What doesn’t read on this aerial is the great amount of grade change that occurs across the site. Trail Drive is at a much higher elevation, then the campus steps down to the hardcourts, then steps down again to the playground/hardcourts, then continues to drop at the fields.

iv. If another parking lot could be created off of Trail Drive to alleviate drop-off and/or provide staff parking towards the rear of campus.

v. Develop the space at the portables.

vi. Roof and HVAC were modernized 2 years ago (2015)

vii. Teachers complain about the shape/usability of the oddly shaped classrooms. Sound also carries between spaces in the round buildings. The center rooms are loud and carries sound into the classrooms.

viii. This design shows the building with Admin being demolished and replaced with new construction (admin, MPR, and specialty spaces); the displacement of those classrooms would be picked up by a new classroom wing where the portables currently sit. The other round building would be modernized/reworked to enlarge the classrooms.

Submitted by: Andrea Pippin
APPENDIX

6.4 FMPC MEETING MINUTES

ITEM NO.

Secondary Sites Charrette Activity Results:

FMPC - MEETING MINUTES NO. FMPC 02
MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
LPA PROJECT NO. 1605820 1605820

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MEETING MINUTES NO. FMPC 03
MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
LPA PROJECT NO. 1605820

DATE: April 26, 2017
TIME: 6:00pm - 8:00pm
PLACE: Ann Sobrato High School - Library

This report of the meeting's events, if not received within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Albert Betancourt, Community Leader
Allison Murray, MHUSD
Anessa Espinosa, Dir. of Facilities
Ann Zhang, Teacher
Brian Sullivan, CSMH
Casino Fajardo, Dir. of Const.
Chris Shane, City of MH
David Gerard, Trustee
Dennis David, Home and School Club
Dolores Akin, Teacher
Jan Myers, Teacher
Jenna Mittelman, Principal
Jim Garrido, Dir. of Tech.
John Homar, CDD Rep
Kevin Miller, Sobrato HS
Kraox Perez, Asst. Suppl.
Steve Betando, Superintendent
Katie McClain, LPA
Andrea Pippin, LPA
Caroline Kosek, LPA
All Present

This meeting is open to the public and no confidential business is being discussed.

DISCUSSION ITEMS

ITEM NO.

3.01 Process Overview
A. LPA reviews the FMP schedule, process, and plan of stakeholder engagement.
B. The FMP goal is to establish long-term visions for all campuses and district support sites, but by no means are the proposals the set-in-stone plans. The proposals presented at FMPC #3 and the Town Hall are drafts intended to foster comments and conversations geared towards the long-term vision.
C. Stakesholder outreach groups
   a. ESC: Executive Steering Committee consisting of District leadership. Purpose is to help guide the process and dig into the nitty-gritty details.
   b. Focus Groups: Help LPA understand the needs at a more detailed level and at a district-wide level.

FMPC - MEETING MINUTES NO. FMPC 03
MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
LPA PROJECT NO. 1605820

ITEM NO.

3.02 Site Walk Findings / Principal Interviews
A. LPA summarizes the findings during the Principal interviews, site walks, and Student Ambassador meetings.
   a. Question: Are the site walks 'wants' prioritized?
      Answer: The principal's "top 3" priorities are noted first, but there is no defined master plan priority given at this point.
   b. Question: What is MDF?
      Answer: Main Distribution Facility for the technology infrastructure.
   c. Comment: With regards to the District Office, offsite sidewalks, parking, and a bus stop within close proximity is desired.
B. Common themes that emerged from these meetings include (but are not limited to):
   a. Improved parking and drop-off areas
   b. Upgrades to MPRs and gym
   c. Exterior site lighting
   d. Security Cameras
   e. Security fencing
   f. Modernization at aging facilities
   g. STEM and Design Labs

3.03 Focus Group Meetings
A. LPA met individually with various trades within the District. Findings from these meetings were presented. Trade groups include:
   a. Plumbing
   b. Electrical
   c. Grounds
   d. Maintenance
   e. Food Service
   f. Transportation

3.04 Planning Considerations
A. Demographics
   a. The numbers presented represent the potential demographics in the MHUSD over the next 10 years. It was noted that demographic predictions are easier to formulate but there are more yet to be developed.
   b. The Draft Master Plan proposals tested the capacity on the existing enrollment, using demographic data that take the planned/unbuilt elementary school into consideration.
B. Design Objectives
   a. Classroom loading factors from the 2016 LCAP were used when developing the Draft Master Plan proposals.
   b. The Draft Master Plan proposals followed the guidelines and goals developed in the Educational Specifications.

3.05 Conceptual Draft Master Plan Proposals
A. LPA's first pass at the Draft Master Plans were presented for the Elementary and K-8 sites.
B. During the presentation, the FMPC engaged in a discussion. The following summarizes this discussion:

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03_Meeting Minutes.docx
**DEMOGRAPHICS REPORT**

- **ITEM NO.**
  - a. **El Toro:** The green block at the playfields are currently fenced off due to a study of the area for a storm sewer. This study found that there are no storm sewer issues at the site, so the draft master plan proposes an enhancement be made to this area, to include a running track and outdoor fitness stations.
  - b. **El Toro:** This site is 12.7 acres and seems to have an unusually large space dedicated to fields. The City of Morgan Hill has designed its open spaces to where use with parks and school sites, this contributes to the large playfield areas at many school sites which are shared with this community.
  - c. **Los Paseos:** Members of the group questioned the 2-story classroom building and asked whether it could be single-story. This is an option LPA could explore during the refinement of the plans. Members also shared examples of other elementary schools which have 2-story classroom buildings, that they feel enhance the campus. A question was asked related to the safety of a 2-story classroom building in the event of an earthquake. The response given was that schools are required to be designed to a higher standard than most construction, so no foreseeable issues with earthquakes hinder the use of 2-story classrooms.
  - d. **Nordstrom:** It was explained that one goal of the master plan diagrams was to remove all portables. One member asked if this would affect state funding eligibility (moving the District to Level 1 developer fees from Level 2). It was clarified that Dem 2 classrooms are considered modular classrooms and do not qualify as portables. Any portables that will remain long-term and have reached their useful life will be replaced.
  - e. **Paradise Valley:** LPA was directed to use the existing master plan developed by McMim Design Group in 2016. This shows the existing round buildings being reconfigured and/or modernized. A member asked why these buildings were kept at this site, when all other sites with these round buildings have them as being demolished in the master plan. It was explained that the state requires full building upgrade when the cost of upgrades meets or exceeds 50% of the cost of replacement. It's assumed that McMim Design Group developed this master plan having done this analysis.
  - f. **PA Walsh:** The District may partner with Foothill Community Health Center, so a pad would be identified along Park Avenue for the placement of their portable.
  - g. **Charter School:** This master plan was based on the 2012 Conceptual Master Plan done by Aedis Architects and does not take into account the impacts of the High Speed Rail. This impact would take approximately 1.5 acres of frontage along Monterey Hwy and would require additional setback due to noise requirements.

**C.** Following the presentation of the Conceptual Draft Master Plans, the FMPC spent the remainder of the meeting (60 minutes) with the print-outs of the Elementary and K-8 plans. They were encouraged to write their comments on the plans and ask questions/clarifications of LPA and District leadership. LPA collected these responses at the close of the meeting and will take them into consideration as they refine the plans. Note: the FMPC comments might not be addressed in the printouts provided at the Town Hall, but will be taken into consideration as previously mentioned.

- a. **Barrett:**
  - i. Faculty Work Room and Faculty Lounge currently works really well, please keep unchanged.
  - ii. Include outdoor learning area.
  - iii. Existing playground is original, it would be great to include a second playground.
  - iv. Overall, Barrett is well constructed.

- b. **El Toro:**
  - i. Add an adult restroom to the Kinder cluster.
  - ii. Include existing restroom at location identified on plan.
  - iii. Add restroom to TK-classrooms OR include 2 more TK classrooms with Kinder cluster. (currently 2 TK’s)
  - iv. Love the outdoor learning areas to incorporate garden opportunities to incorporate into the Health and Science programs.

- c. **Los Paseos:**
  - i. Other sites show a change in the Bus Lane, could this adjust here also to possibly lengthen the Bus Lane?
  - ii. If two of the buildings were new construction but keep the same building pad, could they combine into one building? You’d still have access points on either side.
  - iii. Where is the designated outdoor learning court?
  - iv. Ensure the creation of inclusive environments, the 2-story building helps build this inclusive environment.

- d. **Nordstrom:**
  - i. An existing parking lot is lost.
  - ii. How can we use water efficient landscape? Synthetic turf at this field?
  - iii. Develop fields in partnership with the City.
  - iv. Separate, dedicated parking for CDC/YMCA (general comment for all sites).
  - v. Turf has only been installed at one high school. Turf comes with its own challenges with replacement cost, heat, etc.

- e. **Jackson:**
  - i. This seems like a lot of parking compared to others.
  - ii. Separate bus loop from general drop-off/parking.
  - iii. This campus has grade change/ADA access constraints, could we use the buildings to take up some grade and swap the Kinder area with the 2-story building?
  - iv. The “baby saucer” is the existing Kinder. It has a nice, secure location thanks to surrounding berms. Do we leave it there if it’s working now? Does it become something else?
  - v. The grade drop between hardcourts and playfields creates challenges as well as limited connections offsite. Is there a way to provide better connection points to Trail Drive and the adjacent City park?

- f. **Chapel School:**
  - i. High speed rail plans would take out the whole frontage along Monterey Rd.
  - ii. There is a new teach field where hardcourts are proposed. We can’t place hardcourt or classrooms over the teach field.
  - iii. Currently have 3 classrooms for 2nd graders, this needs to be picked up on the plans.
  - iv. Like the comment regarding faculty work room and teacher’s lounge. The space is typically occupied by parents as well, so providing a separate space (teacher’s lounge) for faculty is preferable.

- g. **PA Walsh:**
  - i. The campus is shown shifting locations and being rebuilt.
  - ii. Like the large parking area to provide parking away from the main, W Main Avenue.
  - iii. How would the Bus loop work in getting kids to the main campus?
  - iv. Like that the Art lab is placed in a location adjacent the Media Center and MPR.

- h. **Paradise Valley:**
  - i. Drop-off and pickup is currently a nightmare, so how could we ease this by providing fencing or something discouraging parents from stopping early.
  - ii. Dedicated turn lane off La Grouse and/or a double drop-off lane?
  - iii. The existing Kinder is located in the small round building, would be taken over by Special Education services in the master plan so they have their own dedicated restroom and play yard.
  - iv. Add a covered lunch area with tables outside the MPR.
  - v. Could Kinder and the play yard rotate closer to the playfields to provide a better line-of-sight across all hard and soft playfields? This may not be able to happen because of the placement of the toilets. The Kinder here could have a lower fence since it is external to the campus.
FMPC Comments on Conceptual Draft Master Plans:

vi. Could Admin also shift over? This may want to be explored but the server room and existing kitchen would make this challenging.

i. San Martin/Gwinn Elementary
   - A lot of parking is shown that could be more useful as playgrounds or something else.
   - There is a disconnect between hardscapes. If all the grades are being moved to one side, could the two areas be consolidated into one? Who would even use the existing hardscapes if all classrooms shift to the other side of campus?

Submitted by: Andrea Pippin
6.4 APPENDIX

FMPC MEETING MINUTES

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

FMPC MEETING MINUTES NO. FMPC 03
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FMPC MEETING MINUTES

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

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were included in the soft costs associated with New Construction. The FMPC would use this as a separate line item across the board.
b. Additional sites will be added to the estimate:
   i. Bonello Elementary School
      1. Cost estimate will be based on the Educational Specifications as well as site acreage.
   ii. Machado School
      1. Cost estimate will be maintenance and repair driven.
c. The FMPC expressed concern about these two sites being added so late in the FMPC engagement process, and wants to make sure that this will be conveyed accurately to the Board:
   i. There really is no additional stakeholder engagement necessary for these two sites for the following reasons:
      1. Bonello is not an existing campus, therefore has no School Site Council.
      2. Machado School is being leased, so is not District-occupied.
   ii. Clarification/reminder that the cost estimate does not include land acquisition costs.

4.03 Potential Funding Sources
A. LPA explains that there are 3 primary funding sources:
   a. Local
      i. Includes local funding for capital facilities, deferred and routine maintenance, and more.
   b. State
      i. State bond of $9 billion for educational facilities, approved by California voters in 2016.
      ii. Must have a local match.
   c. Voter-approved
      i. A correction was made to slide 34: Series B Issuance will occur in Fall of 2017.
      ii. A clarification was made to slide 35: MHUSD Statutory Bonding Capacity is $97,790,631.
      iii. A clarification was given to the term “interim housing:” it is the supply of portable classroom/office units to house students and staff during the period of demolition and construction of a project.
   d. Measure G:
      1. Series A projects are moving ahead.
      2. Projects using Series B funds have yet to be determined and must still qualify under the language of Measure G.

4.04 FMPC Prioritization Activity
A. Global Scopes of Work (District-wide): Discussion of voting results
   a. Top choices are New Construction (Classroom), Modernize/Reconfigure Existing Classrooms, and Parking Drop-Off.
   b. Desire for the ability to grow outside of academics, with avenues such as sports and performing arts.
   c. Staff and student support are both very important.
   d. The importance of Safety and Security is ongoing with the current state of the world.
   e. Safety and the convenience of parking/drop-off go hand-in-hand when parents choose to drive unsafely.
   f. Improvements to wayfinding/adjacencies can be found in the New Construction and Drop-Off categories.
   g. Public perception is tied to the exterior, less on the interior classroom/learning environment.
   h. When a space is modernized, new furniture is a must.
   i. Program Implementation Influencers: Discussion of voting results

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Morgan Hill Unified School District
FACILITIES MASTER PLAN
a. Top choices are Health/Safety/Code Compliance and Equity/Parity Between Sites
b. Equity/Parity Between Sites:
   i. Equity: Supporting those students who do need more support than others; shifting focus to where the greatest need is, rather than duplicating similar facilities across all campuses.
   ii. Most who voted for this category felt that Equity was most important.
c. Program Goals/Vision: new programs will require new spaces. It’s nice to create new programs, but do you have the facilities that will support it?
d. Health/Safety is a foundational priority; without it you’re increasing risks, liability, and litigation.

C. Detailed Scopes of Work (District-wide): Discussion of voting results
a. Top choices: Restroom Upgrades, New Classrooms - Elementary School
b. Restrooms: more than a maintenance/custodial fix at some sites.
c. Elementary Classrooms: replacement of portables for new
d. Building Systems & Modernization
   a. Science acquired many more votes than the Global Scopes ballot would predict. Shows a higher preference for Science/CTE at the high school level.
e. Admin/staff spaces: a mix between first impressions and safety/security.
f. Fencing was found on 2 ballots, they all pertain to safety/security and will be tabulated together as such.

D. Analyzing the Data
a. LPA will compare the various ballot types against each other to review where the common themes occur or where they diverge.
b. The Teacher/Staff and Parent/Community Online Surveys will be filtered by school site to review where the top needs are per these Scope categories by school site.

E. Master Plan Diagram review
a. Sobrato High School: keep the Bulldog Café
b. Charter School: restrooms are a top priority for the site
c. Hambright: removal of portables is a top priority for the site
d. LBH: fields and hardscape could accommodate future buildings
   a. Live Oak: the theater was recently modernized and will be retained in the master plan, with additions to it for Drama/Props, and keeping the proposed new music rooms in the adjacent building.

Submitted by: Andrea Pippin
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**FMPC MEETING MINUTES**

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**FMPC - MEETING MINUTES NO. FMPC 04**

MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN

LPA PROJECT NO. 1605820

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LPA PROJECT NO. 1605820

**ITEM NO.**

- Item 1
- Item 2
- Item 3

**APPENDIX**

Morgan Hill Unified School District
FACILITIES MASTER PLAN

**SCHEDULE**

- Demographics Report
- Total Program Detailed Cost
- FMPC Meeting Minutes

**FMPC MEETING MINUTES**
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FMPC MEETING MINUTES

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Morgan Hill Unified School District
FACILITIES MASTER PLAN

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