



MORGAN HILL UNIFIED SCHOOL DISTRICT FACILITIES MASTER PLAN

September 2017

LPA

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SECTION 1

INTRODUCTION & PROCESS

September 2017

1.1 INTRODUCTION & PROCESS

DOCUMENT PURPOSE

DOCUMENT PURPOSE

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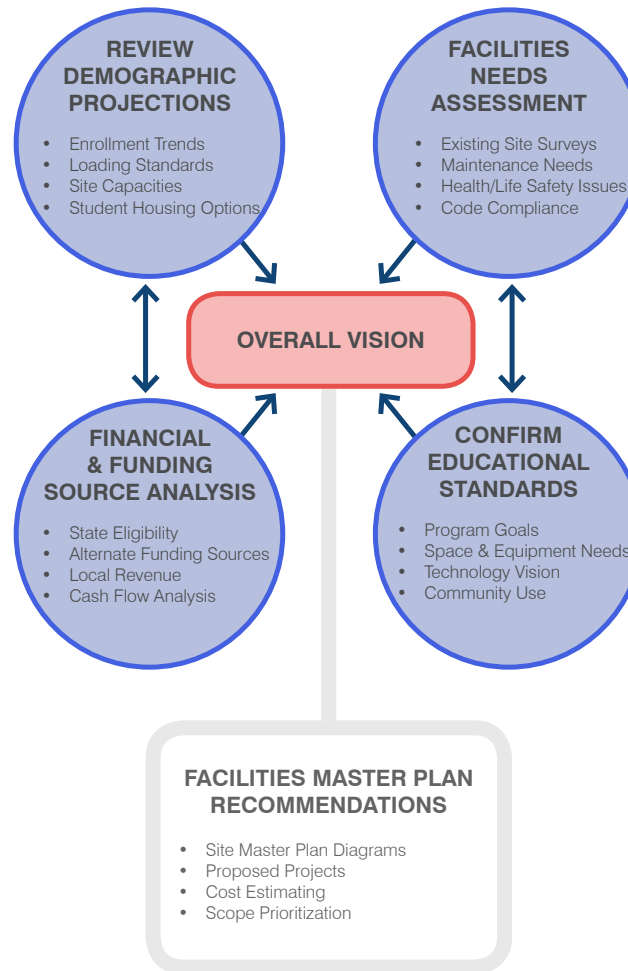
PLANNING PARTICIPANTS

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

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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.

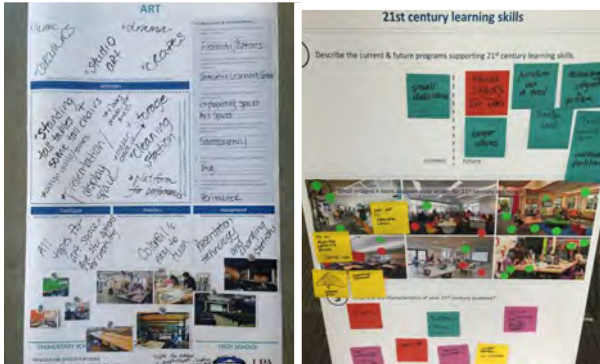
1.2 INTRODUCTION & PROCESS BACKGROUND

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WHAT IS UNIQUE ABOUT THIS PROCESS AND FOCUS? (continued)

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.

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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

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) 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) 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 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.



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FACILITIES MASTER PLAN ACTIVITIES

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.

1.4 INTRODUCTION & PROCESS

PLANNING PARTICIPANTS

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BOARD OF EDUCATION

Donna Ruebusch	President
Tom Arnett	Vice-President
Gino Borgioli	Trustee
David Gerard	Trustee
Teresa Murillo	Trustee
Mary Patterson	Trustee
Ron Woolf	Trustee

EXECUTIVE STEERING COMMITTEE

Steve Betando	Superintendent
Anessa Espinosa	Director Facilities and Maintenance
Casino Fajardo	Director Construction and Modernization
Fawn Myers	Asst. Superintendent Human Resources
Heather Nursement	Director of College and Career Pathways
Kirsten Perez	Asst. Superintendent Business Services
Glen Webb	Director of Curriculum
Ramon Zavala	Asst. Superintendent Education Services

FACILITIES MASTER PLAN COMMITTEE

Gemma Abels	Morgan Hill Federation of Teachers
Dolores Akin	Primary Teacher PS/TK/K
Heather Anderson	Primary Teacher 4-5
Albert Beltran	Community Leader
Rosy Bergin	Business Community
Steve Betando	Superintendent
Ariana Berumen	Student
Jeff Brandon	Morgan Hill Police Department
Larry Carr	Morgan Hill City Council Member
Sharrean Carr	Community College
Jim Carrillo	Director of Technology
Kelley Chimienti	Parent
Dale Dapp	City of Morgan Hill
Denise David	Home and School Club, Paradise Valley
Angelica Diaz	Community Leader
Anessa Espinosa	Director Facilities and Maintenance
Casino Fajardo	Director Construction and Modernization
Lauren Fent	Student
Kyra Fisher	Student
David Gerard	Trustee
Chris Ghione	City of Morgan Hill Planning
Debbie Grove	Principal, Nordstrom ES
John Horner	Chamber of Commerce
Charlene Iwata	Parent
Debra Kim	School Rep
Jennifer Kim	Home and School Club, Nordstrom ES
Roger Knopf	Community Business
Frank Leal	Community Business
Brad Ledwith	Chamber of Commerce
Courtney Macko	Principal, Sobrato HS
Ivonne Martinez	Community Leader
Larry McElvain	Civic/Non-Profit Groups
Lesley Miles	Community Business
Kevin Miller	Sobrato HS
Jenna Mittleman	Principal, Los Paseos ES
Brianna Monaco	Parent

Chris Moore	Secondary Administration
Allison Murray	Executive Secretary Business Services
Fawn Myers	Asst. Superintendent Human Resources
Jen Myers	Primary Teacher 1-3
Bill Norman	Morgan Hill Police Department
Heather Nursement	Director of College and Career Pathways
Shane Palsgrove	Morgan Hill Police Department
Gina Paolini	City of Morgan Hill Planning
Mary Patterson	Trustee
Francisco Perez	District English Learner Advisory Committee
Kirsten Perez	Asst. Superintendent Business Services
Susan Pfefferlen	Encinal Site
Nancy Reynolds	Community Leader
David Robertson	Community Business
Cricket Rubino	Community Business
Sunny Scott	Secondary Teacher
Shannon Sloan	Real Estate
Rob Smiley	Community Leader
Brian Sullivan	Encinal Site
Kathy Sullivan	Community Leader
Glen Webb	Director of Curriculum
Courtney Woodward	Secondary Teacher
Ron Woolf	Trustee
Ramon Zavala	Asst. Superintendent Education Services
Ann Zhang	Secondary Teacher



1.4 INTRODUCTION & PROCESS

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TOWN HALL

Alex Aasen	Principal, Martin Murphy MS
Jason Beach	Director School Nutrition
Steve Betando	Superintendent
Mary Alice Callahan	Principal, Barrett ES
Tanya Carroll	Parent, Martin Murphy MS / Nordstrom ES
Jim Carrillo	Director of Technology
Aisha Casaje	Live Oak HS Band Booster
Kelley Chimienti	Paradise Valley Engineering Academy
Claudia Cibrian	Parent, Nordstrom ES
Denise David	Home and School Club, Paradise Valley
Jocelyn Durling	School Site Council
Casino Fajardo	Director Construction and Modernization
David Gerard	Trustee
Debbie Grove	Principal, Nordstrom ES
Joey Gustaveson	Ann Sobrato HS
Tim Harris	Resident
Derick Heninger	Ann Sobrato HS
Laura Hernandez	Parent
Christina Hildebrand	
John Horner	Chamber of Commerce
Jennifer Kim	Home and School Club, Nordstrom ES
Victoria Knutson	Director Fiscal Services
Tyler Lamb	Ann Sobrato HS
Courtney Macko	Principal, Ann Sobrato HS
Joseph Marquez	Live Oak HS Band Booster
Jenna Mittleman	Principal, Los Paseos ES
Erik Murawsky	Parent, Paradise Valley Engineering Academy
Janet Murawsky	Parent, Paradise Valley Engineering Academy
Mario Pepper	Ann Sobrato HS
Christina Perez	Live Oak Band Booster
Kirsten Perez	Asst. Superintendent Business Services
Marissol Perez	Live Oak Band Booster
Lesia Pfeffer	Home and School Board, School Site Council
Corina Pham	Student, Ann Sobrato HS
Manuel Rubio	Ann Sobrato HS
Sam Sanchez	Ann Sobrato HS

Paula Scotney Castle	Parent, PA Walsh STEAM Ac / Britton MS
David Somavia	Parent, Ann Sobrato HS
Julie Somavia	Parent, Ann Sobrato HS
Katie Somavia	Student, Ann Sobrato HS
Sarah Somavia	Student, Ann Sobrato HS
Brian Sullivan	Board of Director President, Encinal Site
Wendy Sullivan	Home and School Club / School Site Council
Rudy Trujillo	Turner Construction Co.
Glen Webb	Director of Curriculum
Mike Webber	Information Technology Administrator
Ron Woolf	Trustee

FOCUS GROUPS

Mechanical, Electrical, Plumbing & Grounds

Alan Britton	Plumbing Grounds
Serafin Castro	Director Facilities and Maintenance
Anessa Espinosa	Grounds
Ruben	Electrical
Joe Stoykovich	Maintenance
Jim Quirke	

Technology

Jim Carrillo	Director of Technology
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Transportation

Kathleen Rael	Director Transportation
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Food Service

Jason Beach	Director Student Nutrition
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Career and Technical Education

Heather Nursement	Director of College and Career Pathways
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Student Ambassadors

Alejandro Naranjo Torres	Student, Ann Sobrato HS
Alexis Hurtado	Student, LBJ Ed Center
Austin Fisher	Student, Jackson Academy of Math & Music
Austin Hoang	Student, Ann Sobrato HS
Ben Hayes	Student, San Martin / Gwinn Env Sci Academy
Ben Jensen	ELD TOSA
Blake Lockwood	Student, PA Walsh STEAM Academy
Bryanna Dolida	Student, Martin Murphy MS
Carlos Lopez	Student, Britton MS
Clare Hulme	Student, Ann Sobrato HS
Cristian Mendiza	Student, Live Oak HS
Crystal Garcia	Student, Ann Sobrato HS
Daniel Betancourt	Student, Martin Murphy MS
David Campbell	Student, LBJ Ed Center
Dina Mercier	Student, Martin Murphy MS
Dylan Row	Student, Live Oak HS
Felipe Kishimoto Alcantara Vieira	Student, Ann Sobrato HS
Isaac Cardenas	Student, Live Oak HS
Isabella Munoz	Student, Britton MS
Jona Turagavou	Student, Martin Murphy MS
Kaile Itow	Student, El Toro Health Science Academy
Kelli St. Clair	Student, Live Oak HS
Liam Row	Student, Live Oak HS
Macy Green	Student, Britton MS
Mason Woods	Student, San Martin / Gwinn Env Sci Academy
Megan Rottenborn	Student, Ann Sobrato HS
Mia DiFrancesco	Student, Nordstrom ES
Mia Golubock	Student, Paradise Valley Engineering Academy
Nancy Altman	District Office
Nancy Jasso Valezquez	Student, Barrett ES
Noah Bond	Student, Los Paseos ES
Ryder Von Almen	Student, Paradise Valley Engineering Academy
Sarahy Cuatepotzo	Student, San Martin / Gwinn Env Sci Academy
Shrish Bulusu	Student, Nordstrom ES
Tiffany Chen	Student, Jackson Academy of Math & Music
Violent Asuncion	Student, El Toro Health Science Academy



SECTION 2
PLANNING & CONSIDERATIONS

September 2017

2.1

PLANNING & CONSIDERATIONS

GUIDING PRINCIPLES & PLANNING ASSUMPTIONS

GUIDING PRINCIPLES

PLANNING ASSUMPTIONS

ENROLLMENT PROJECTIONS

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:

TK and Kindergarten	24 students
1st - 3rd Grade	24 students
4th - 5th Grade	29 students
6th - 8th Grade	29 students
9th - 12th Grade	29 students

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.



2.2 PLANNING & CONSIDERATIONS ENROLLMENT PROJECTIONS

GUIDING PRINCIPLES

PLANNING ASSUMPTIONS

ENROLLMENT PROJECTIONS

SUMMARY OF DISTRICT PROJECTIONS BY YEAR

(Used for Master Planning Purposes)

School	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
Barrett Elementary	451	399	396	379	388	396	407	416	423	429	435
El Toro Health Science Academy	362	363	362	365	381	388	412	420	426	431	437
Jackson Academy of Math & Music	591	526	543	555	554	546	545	552	550	555	557
Los Paseos Elementary	519	496	477	465	462	462	449	452	452	452	452
Nordstrom Elementary	608	492	504	525	546	547	558	567	572	577	582
Paradise Valley Engineering Academy	508	515	490	484	482	471	474	483	489	495	501
San Martin/Gwinn Environmental Science Academy	568	612	653	629	626	615	594	592	595	599	602
PA Walsh STEAM Academy	472	387	385	366	379	391	392	399	402	403	403
SG Borello Future Elementary	0	240	246	259	269	279	284	294	305	318	332
Elementary School Total	4,079	4,030	4,056	4,027	4,087	4,095	4,115	4,175	4,214	4,259	4,301
Britton Middle	880	981	941	962	912	909	871	894	882	910	934
Martin Murphy Middle	719	643	644	629	583	556	573	602	642	639	654
Middle School Total	1,599	1,624	1,585	1,591	1,495	1,465	1,444	1,496	1,524	1,549	1,588
Live Oak High	1,160	1,281	1,279	1,313	1,324	1,336	1,388	1,366	1,352	1,327	1,304
Sobrato High	1,476	1,431	1,465	1,535	1,540	1,569	1,557	1,474	1,429	1,382	1,326
Comprehensive High School Total	2,636	2,712	2,744	2,848	2,864	2,905	2,945	2,840	2,781	2,709	2,630
LBJ Education Center	107	112	112	122	119	120	125	126	126	122	111
Continuation High School Total	107	112	112	122	119	120	125	126	126	122	111
District Totals	8,421	8,475	8,492	8,576	8,545	8,559	8,598	8,637	8,645	8,639	8,630
Annual Change		54	17	84	-31	14	39	39	8	-6	-9

Source: SchoolWorks, Inc., 2017



SECTION 3

EDUCATION SPECIFICATIONS

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		21 st Century Classrooms	21 st Century Classrooms
		Special Education	Special Education
		• Mild/Moderate	• Mild/Moderate
		• Moderate/Severe	• Moderate/Severe
		• Therapeutic	• Therapeutic
		Learning Center	Learning Center
		STEM/STEAM Labs	Science Labs
		• Art	Art Classrooms (2D/3D/Digital)
		• Science	Band, Choir & Dance/Flex
		• Focus Academy Elective	Performing Arts
		Performing Arts Electives	Career Tech Shop
		• Music	Administration
		• Drama	Community/Professional
		Administration	Development Center
		Community/Professional	Media Center
		Development Center	Gymnasium
		Media Center	• Competition
		Multi-Purpose Room (MPR)	• Practice
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SECTION 3.1

INTRODUCTION & PROCESS

October 2016

3.1 INTRODUCTION & PROCESS

DISTRICT VISION

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DISTRICT VISION & GOALS

VISION

All students will receive an excellent education and be empowered to succeed in school. Our students will be prepared to achieve in our diverse, global society and to make meaningful contributions in their community. Students will become critical thinkers and problem solvers who can thrive in the challenges of the 21st Century.

GOALS

1. With an equity lens, MHUSD will implement the Common Core State Standards, Next Generation Science Standards, and English Language Development standards to provide a strong grounding in core subject areas for all students.
2. All parents are valued as partners in their child's education and are empowered to support their child's preparation for college and career.
3. Students will increase their engagement, their connectedness to school and community, and productive persistence to graduate college and career ready.

Reference: Local Control and Accountability Plan LCAP 2016-2017

“...create learning environments where all students learn and are empowered to achieve their unique potential.”

GUIDING PRINCIPLES

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.



3.1

INTRODUCTION & PROCESS

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EDUCATIONAL SPECIFICATIONS

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*
Even though this document represents a District-wide guideline, it is important that when these guidelines are implemented, the administrators, faculty, students and community at each site are allowed to validate their site-specific program needs. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, these suggestions should be brought to the attention of the Facilities Planning Department prior to that site being designed. It is understood that the degree of consistency between the site-specific solutions and the District-wide education specifications may vary from site to site.

- *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.



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 INTRODUCTION & PROCESS

PROCESS

VISION

PURPOSE

PROCESS

CONTENTS

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

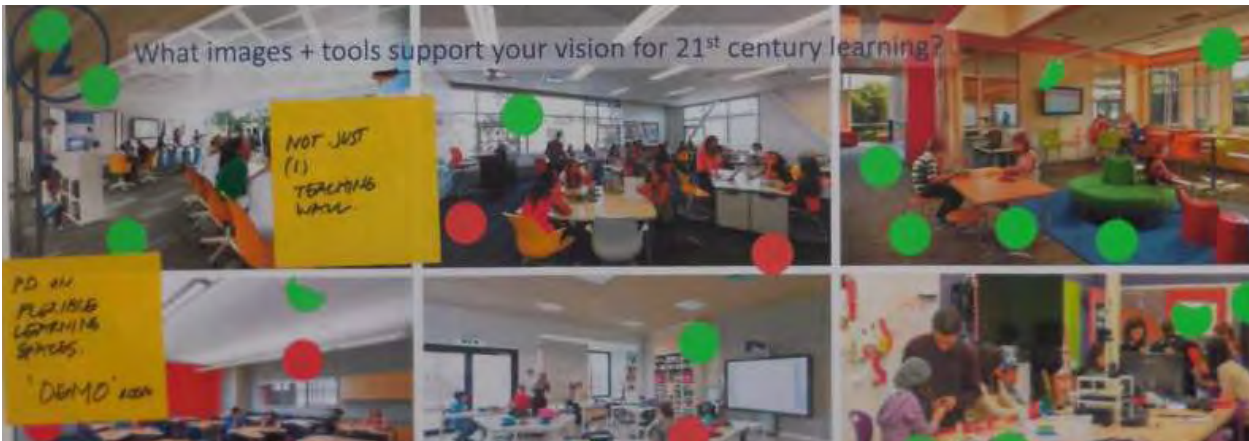
The Education Specification Process included three Visioning Workshops with the Educational Planning Committee. These workshops included extensive discussion on program and facilities goals and several interactive visioning activities. Themes of the workshops explored the following:

- 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

VISION		PURPOSE		PROCESS	CONTENTS
EXECUTIVE COMMITTEE		EDUCATIONAL PLANNING COMMITTEE		FOCUS GROUPS	
Casino Fajardo	Director of Construction and Modernization	Casino Fajardo	Director of Construction and Modernization	Instructors Focus Group	
Kirsten Perez	Asst. Superintendent, Business Services	Claudia Olaciregui	Principal at San Martin/Gwinn ES	Andrea Kusanovich	Ann Sobrato HS
Anessa Espinosa	Director Facilities	Chris Moore	Principal at Britton MS	Sharon Leahy	Los Paseos ES
		Courtney Macko	Principal at Ann Sobrato HS	Rachel Marquardt	Paradise Valley ES
		Debra Grove	Principal at Nordstrom ES		
		Glen Webb	Director Curriculum / Instruction	Food Service	
		Ivonne Glenn	Director State & Federal Programs	Jason Beach	Food Service Director
		Heather Nursement	Principal at Martin Murphy MS	Rosemarie Tarzian	Food Service Foreperson
		Kimberly Beare	Communications Coordinator		
		Jenna Mittleman	Principal at Los Paseos ES	Transportation	
		Jennifer Cordone	Teacher on Special Assignment	Rosana Almeida	Transportation Dispatch
		Patrick Buchser	Principal at Jackson Academy of Math & Music	Kathleen Rael	Transportation Director
		Dr. Ramon Zavala	Asst. Superintendent, Educational Services	Richard Corona	Mechanic
		Swati Dagar	Principal at Paradise Valley ES	Christopher Bates	Transportation Supervisor
		Teresa Sermersheim	Principal at PA Walsh ES		
				Operations + Maintenance	
				Sylvia Ortega	Lead Custodian
				Serafin Castro Jr.	Grounds Foreman
				Pete Solomon	Maintenance Foreman
				Technology	
				Jim Carrillo	Director Technology
				Special Education	
				Rose DuMond	Director Special Education and Student Services



3.1 INTRODUCTION & PROCESS CONTENTS

VISION

PURPOSE

PROCESS

CONTENTS

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

ELEMENTARY SCHOOL	K-8 SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
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DESIGN OBJECTIVES

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.

3.2 PRIMARY SCHOOL EDUCATIONAL VISIONING 21ST CENTURY CLASSROOMS

ELEMENTARY SCHOOL	K-8 SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
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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 touchable 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 not 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.

Morgan Hill Unified School District
EDUCATION SPECIFICATIONS 31



SECTION 3.2

REPRESENTATIVE SITE TOURS

October 2016

3.2 REPRESENTATIVE SITE TOURS

SITE TOUR OBSERVATIONS

SITE OBSERVATIONS

SITE PHOTOS

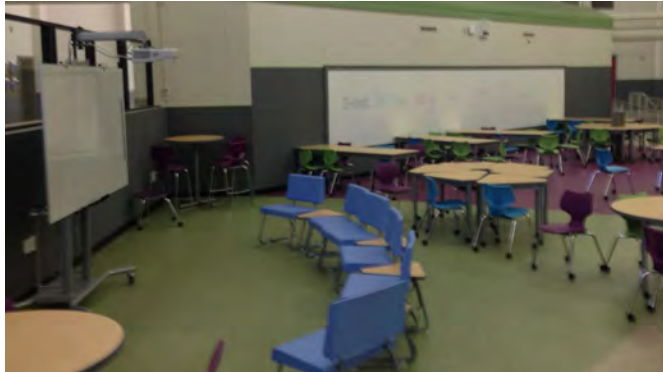
SITE OBSERVATIONS

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.



NOTE

The Education Specification section of the Facilities Master Plan was developed as a stand-alone document and approved by the Board of Trustees prior to contract for the full Facilities Master Plan.

3.2 REPRESENTATIVE SITE TOURS

SITE TOUR OBSERVATIONS

SITE OBSERVATIONS

SITE PHOTOS



JACKSON ACADEMY OF MATH AND MUSIC

Jackson Academy of Math and Music holds grades K-8. The school currently has approximately 550 students.

SUCCESSSES

- 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.

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.



MARTIN MURPHY MIDDLE SCHOOL

Martin Murphy Middle School holds grades 7 and 8. The school currently has approximately 830 students.

SUCCESSSES

- 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

- 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.



LIVE OAK HIGH SCHOOL

Live Oak High School is a comprehensive high school for grades 9-12. The school currently has approximately 1,100 students.

SUCCESSSES

- 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.

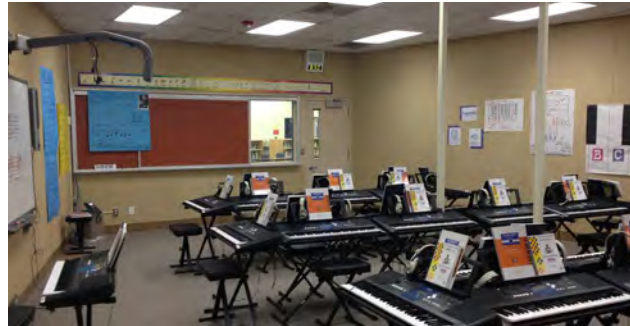
OPPORTUNITIES

- 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.

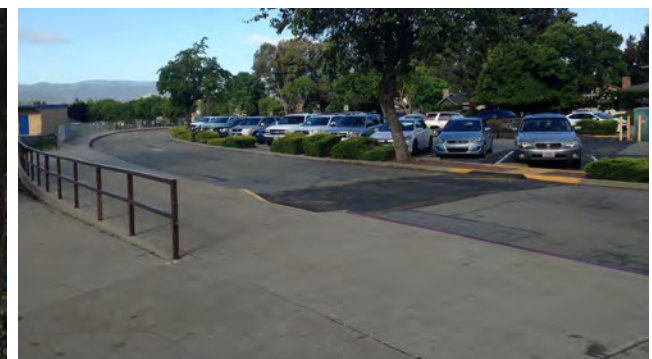
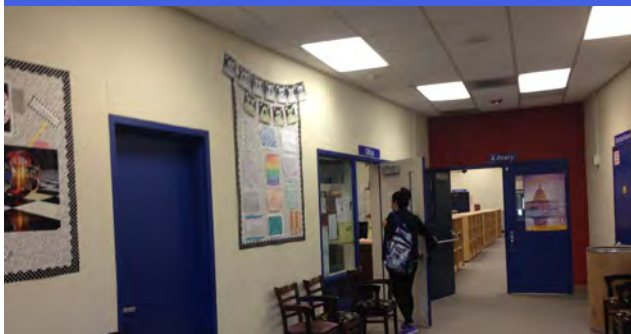
3.2 REPRESENTATIVE SITE TOURS SITE TOUR PHOTOGRAPHS

SITE OBSERVATIONS

SITE PHOTOS



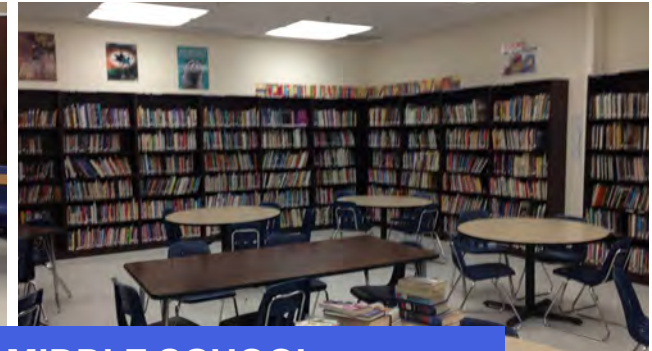
JACKSON ACADEMY OF MATH AND MUSIC (K-8)



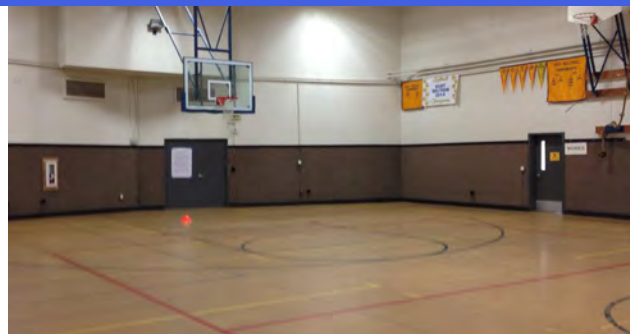
3.2 REPRESENTATIVE SITE TOURS SITE TOUR PHOTOGRAPHS

SITE OBSERVATIONS

SITE PHOTOS



MARTIN MURPHY MIDDLE SCHOOL



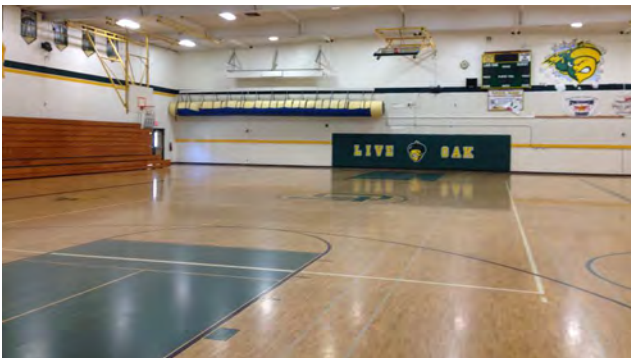
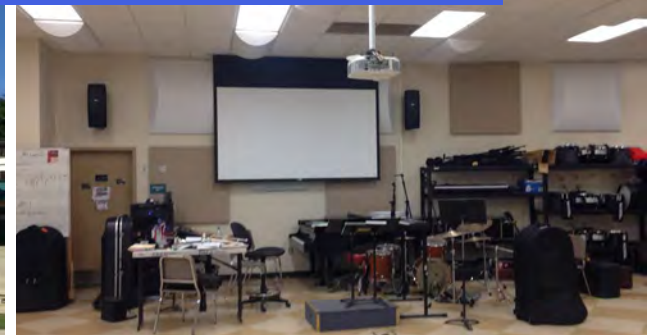
SITE TOUR PHOTOGRAPHS

SITE OBSERVATIONS

SITE PHOTOS



LIVE OAK HIGH SCHOOL





SECTION 3.3

PROGRAM VISION & STANDARDS

a. General Guidelines

October 2016

3.3 GENERAL GUIDELINES ARRIVAL

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.

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

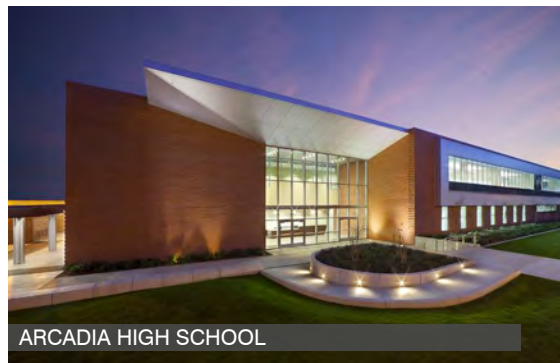
- Bus loading areas should be kept separate from other vehicular traffic and drop-off areas.
- Kindergarten should have its own, dedicated drop-off zone.
- Drop-off, bus loading areas and staff/visitor parking shall be separated to allow students to enter and exit the campus safely.

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.



3.3 GENERAL GUIDELINES DISTRICT-WIDE STANDARDS - GENERAL

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

POWER & TECHNOLOGY

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 followed:

- (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.

BUILDING/SYSTEM DESIGN & USER COMFORT

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.

GRAPHICS & WAYFINDING

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.



MEADOWDALE HIGH SCHOOL



BEVERLY HILLS HIGH SCHOOL



SOUTH LAKE TAHOE HIGH SCHOOL

3.3

GENERAL GUIDELINES

DISTRICT-WIDE STANDARDS - FURNITURE

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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:

Presentation:



Discussion:



Group Work:



Project-Based:



3.3

GENERAL GUIDELINES

DISTRICT-WIDE STANDARDS - OUTDOOR LEARNING

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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.



TARBUT V' TORAH ELEMENTARY SCHOOL



MASSACHUSETTS COLLEGE OF LIBERAL ARTS



SAMUELI ACADEMY

3.3

GENERAL GUIDELINES

DISTRICT-WIDE STANDARDS - OUTDOOR LEARNING

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

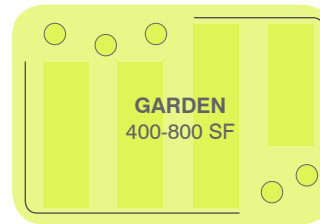
- Areas of individual seating, immobile built-in benches and tiered seating to allow for the variety of activities and uses listed above.
- Mobile indoor/outdoor furniture can be utilized on an as-needed basis from adjacent Innovation Centers and Classrooms.
- Consider natural elements such as boulders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

FINISHES

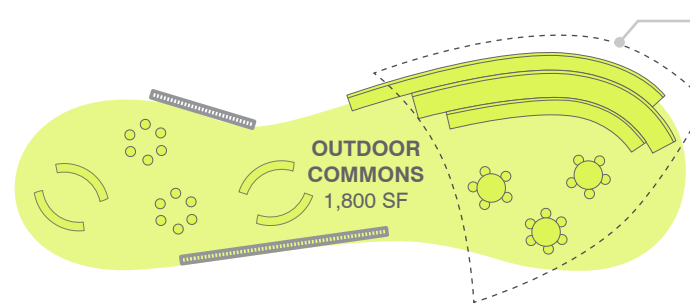
- Provide presentation space through chalkable/writable surfaces and areas where mobile projectors could be used.
- Finishes should be appropriate to supplement themed activities such as science or art projects.

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.

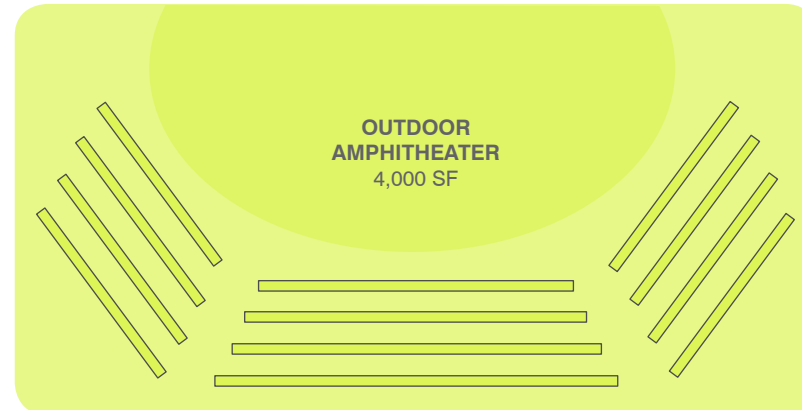


Small Groups:
4-5 Students



Potential shade structure

Medium Groups:
30-60 Students



Large Groups:
90-120 students

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

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

CLASSROOM CLUSTERS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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 in to 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.

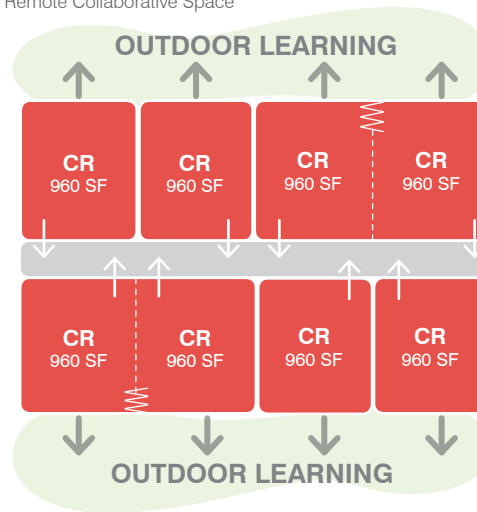
Teacher Hub is a common space for teachers to store and share supplies and also serves as a touch-down space for printing/copier services. Where clusters are multi-story, provide one Teacher Hub per floor.

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.

CLUSTER OPTIONS

(non-prioritized order)

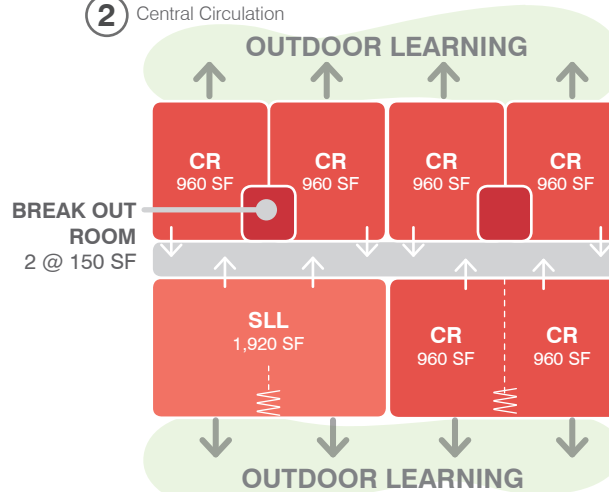
1 Remote Collaborative Space



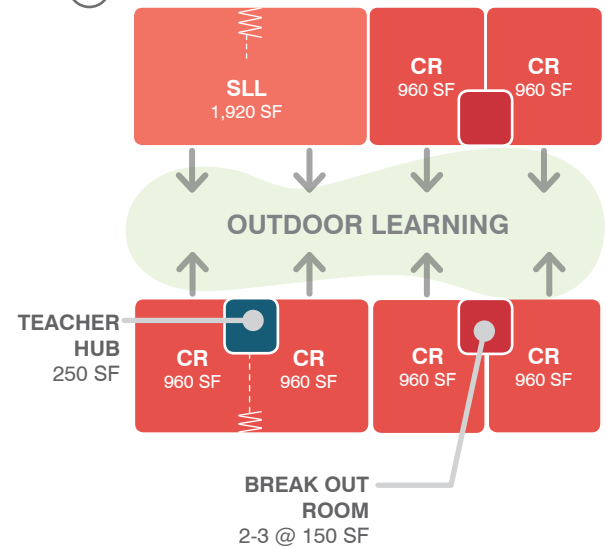
ADJACENCY TO CLASSROOM CLUSTER



2 Central Circulation



3 Exterior Circulation



Refer to the Facility Matrix at the end of this section for collaborative space quantities

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

CLASSROOM CLUSTERS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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 in to 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.

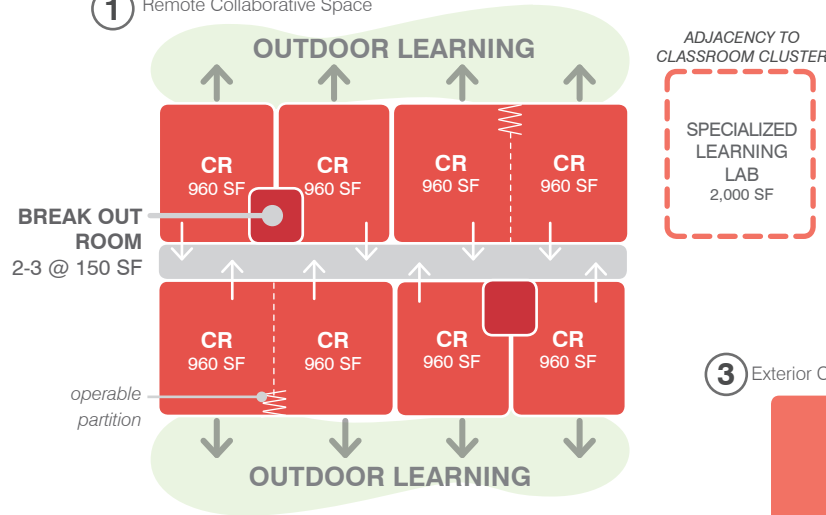
Teacher Hub is a common space for teachers to store and share supplies and also serves as a touch-down space for printing/copier services. Where clusters are multi-story, provide one Teacher Hub per floor.

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.

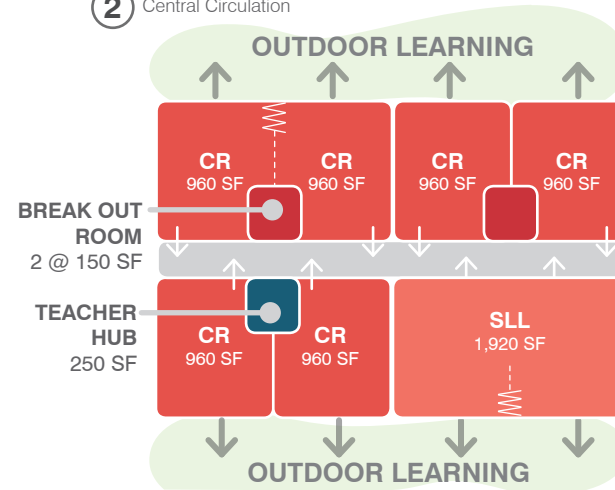
CLUSTER OPTIONS

(non-prioritized order)

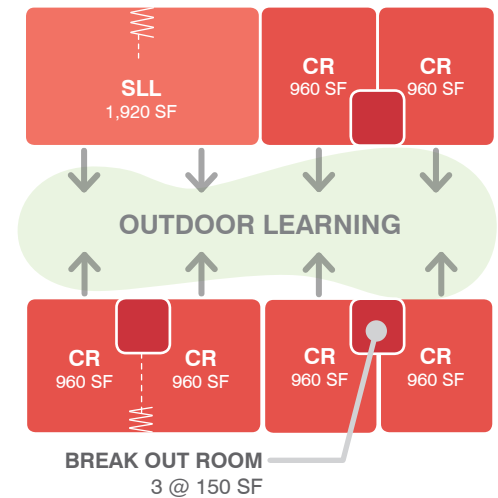
1 Remote Collaborative Space



2 Central Circulation



3 Exterior Circulation



Refer to the Facility Matrix at the end of this section for collaborative space quantities

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING COLLABORATION SPACES

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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 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.



BUSEY ELEMENTARY SCHOOL



3.3

COLLABORATION SPACES - STUDENT

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

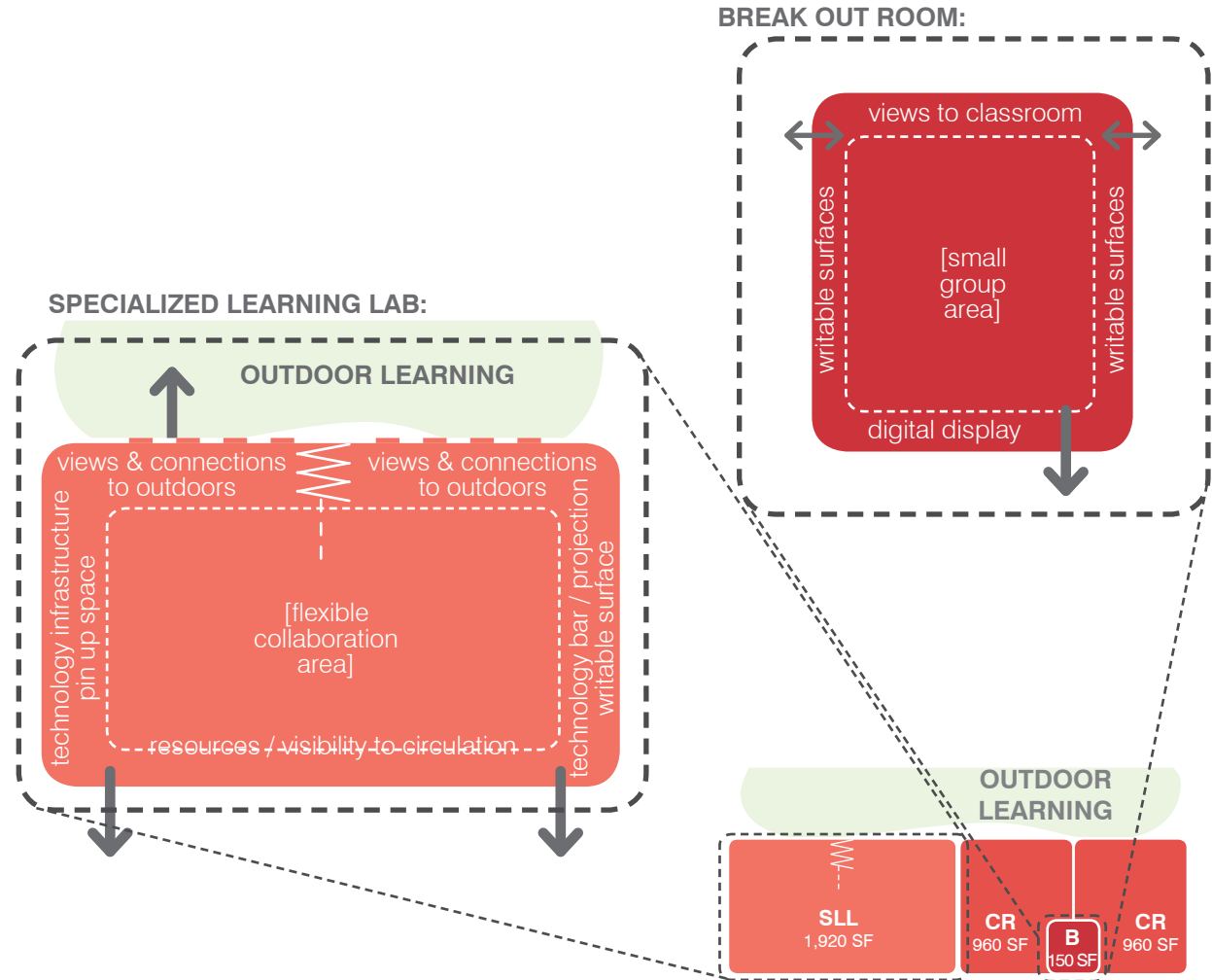
- Specialized Learning Lab: Flexible seating, mobile tables, consider soft seating. Fixed casework only to the extent needed to store technology.
- Break Out Room: Center table with power, durable chairs on casters. Consider tables with writable top surface.

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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

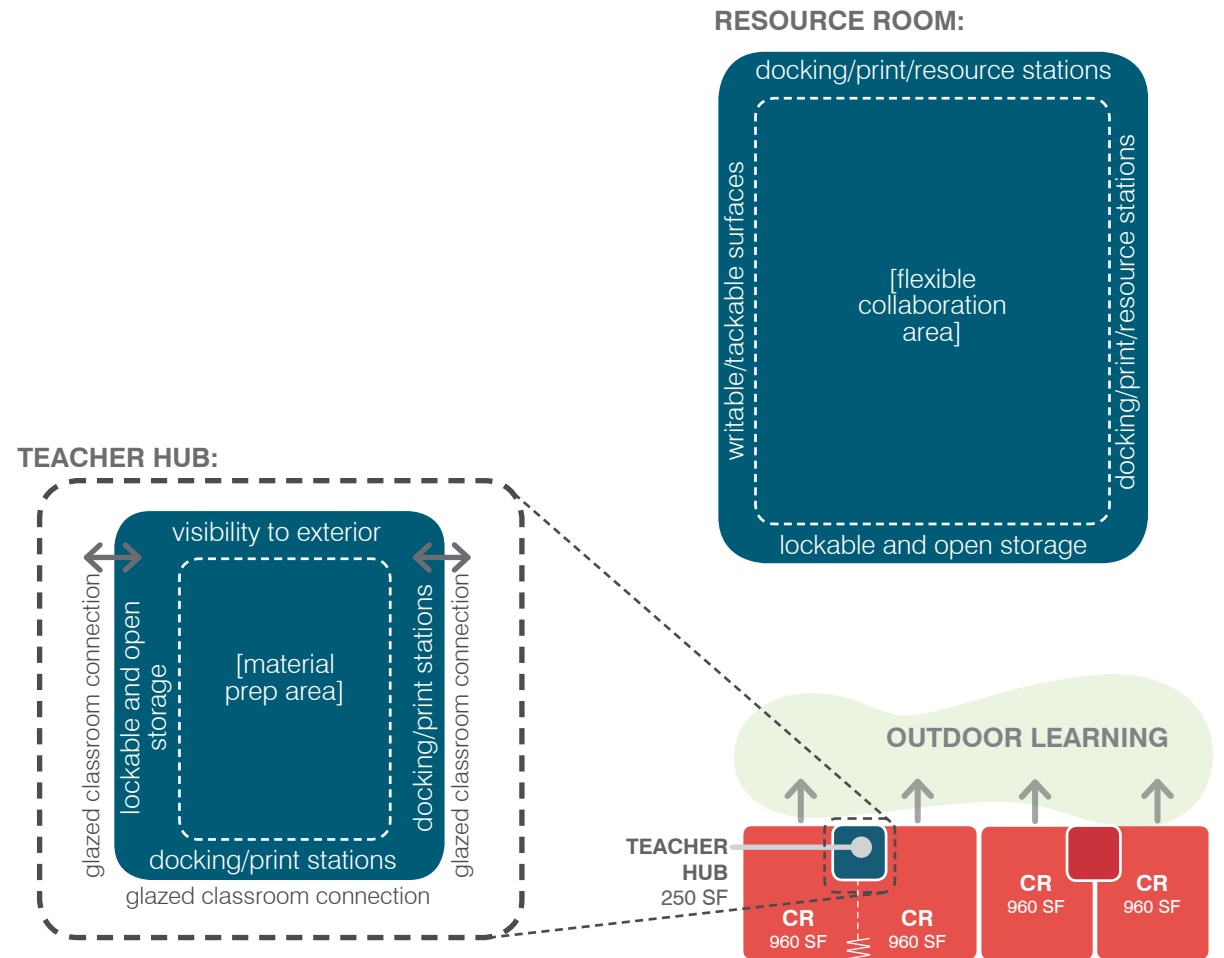
- Casework at standing and seated working heights including lockable file storage.
- Provide table top surfaces appropriate for paper-cutting and other material prep activity.
- Resource Room: Flexible seating and table arrangements.
- Teacher Hub: Individual work stations and seating at perimeter with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

3.3

PRIMARY SCHOOL EDUCATIONAL VISIONING

PRE-SCHOOL, TRANSITIONAL KINDER, KINDERGARTEN

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

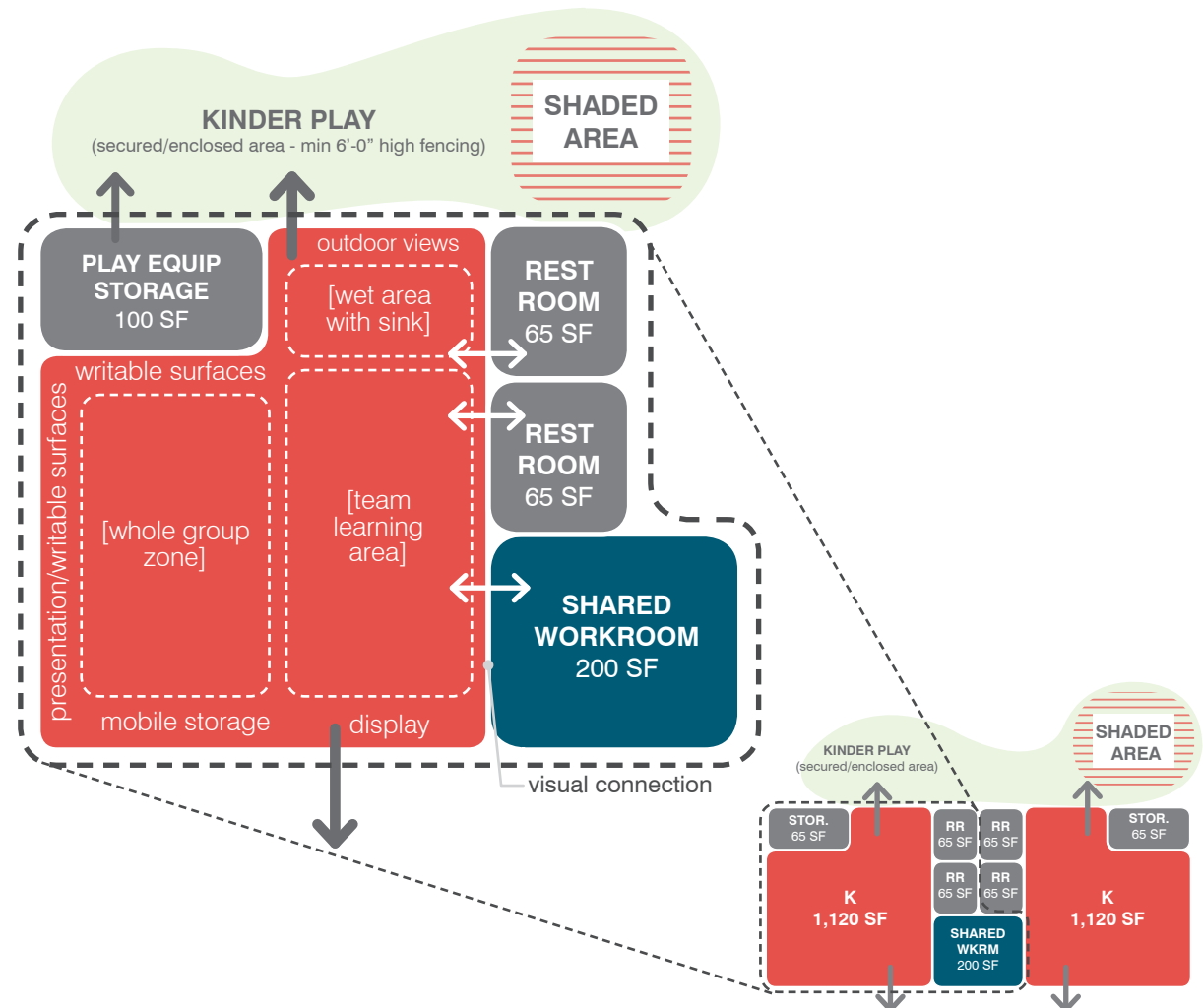
- Furniture should vary based on activity and include a variety of types that can be easily reconfigured. Include a variety of different/adjustable-height seating options such as soft furnishings and stools.
- Disperse writable surfaces throughout, to create spots for small-group break-out or enable 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.

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING 21ST CENTURY CLASSROOMS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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.

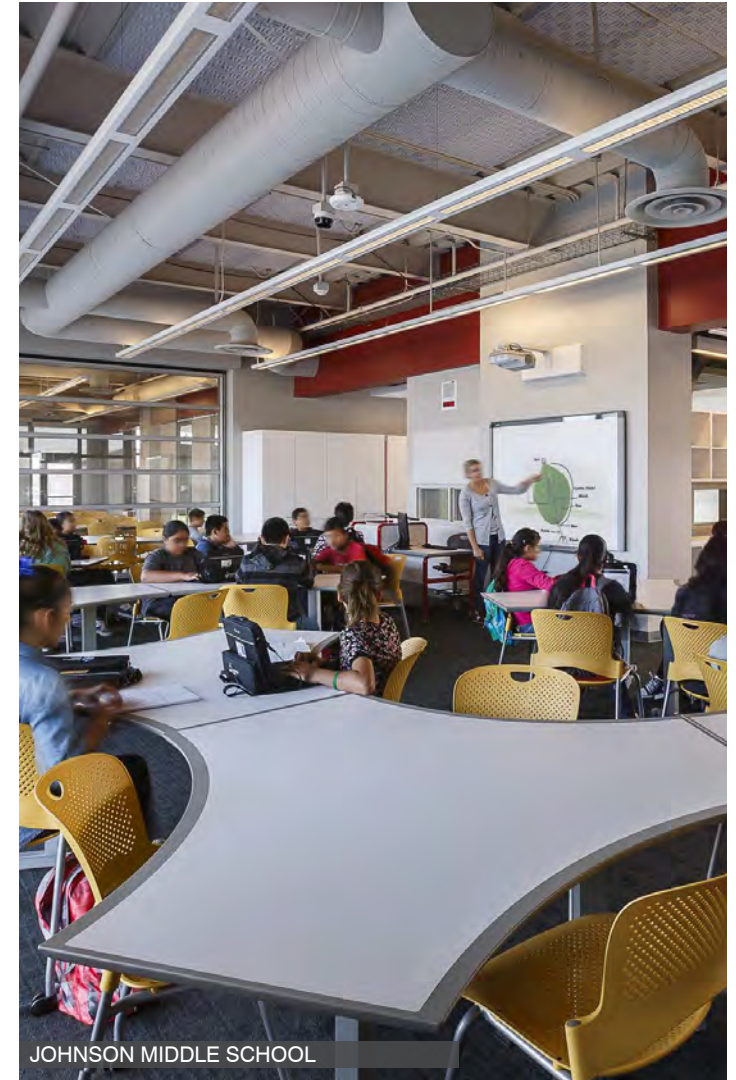
Classrooms should be acoustically separated from each other and organized in a cluster with direct access to an Outdoor Learning area and, on middle school campuses, a shared collaboration space such as an Innovation Center or Pod. Windows and classroom layout should allow for visibility across classroom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



RIVERVIEW ELEMENTARY SCHOOL



NORTH PARK ELEMENTARY SCHOOL



JOHNSON MIDDLE SCHOOL

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING 21ST CENTURY CLASSROOMS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

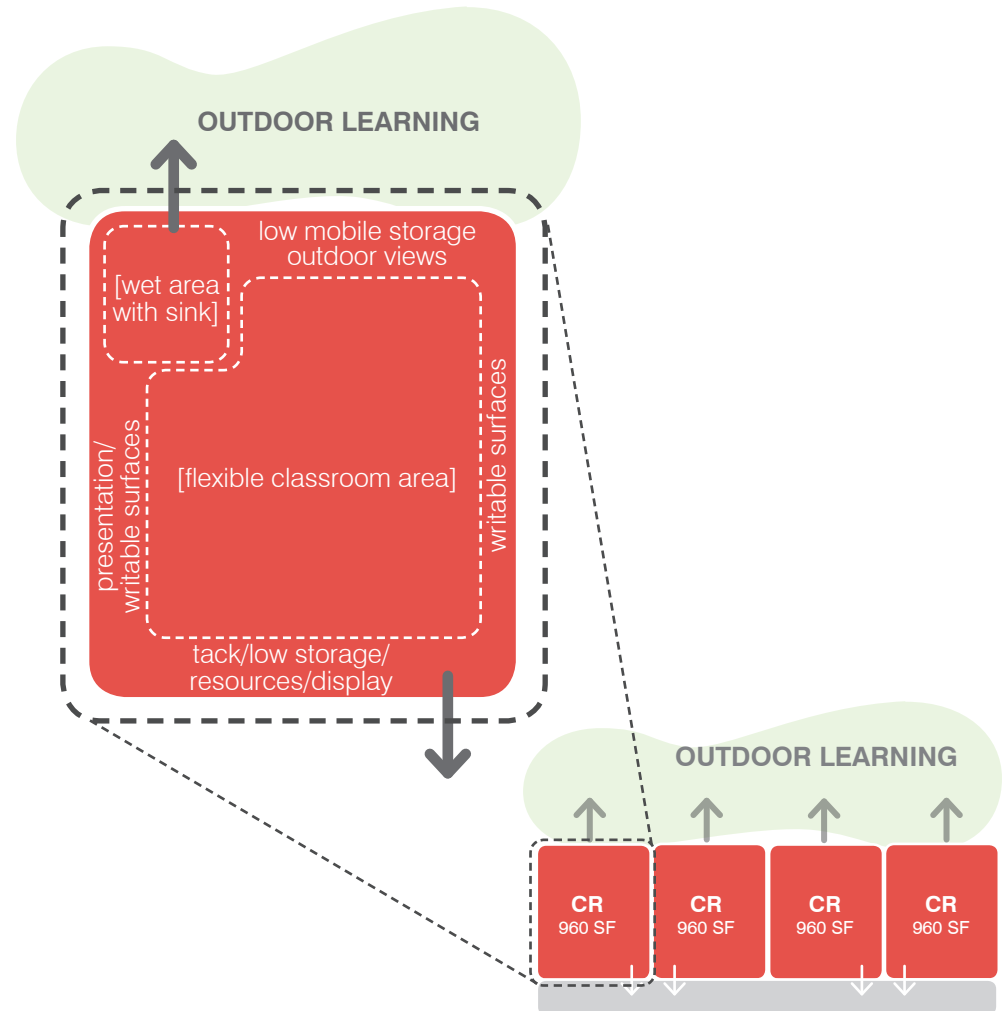
- Furniture should vary based on the activity and include a variety of types that can be easily reconfigured. Include a variety of different/adjustable-height seating options such as soft furnishings and stools.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

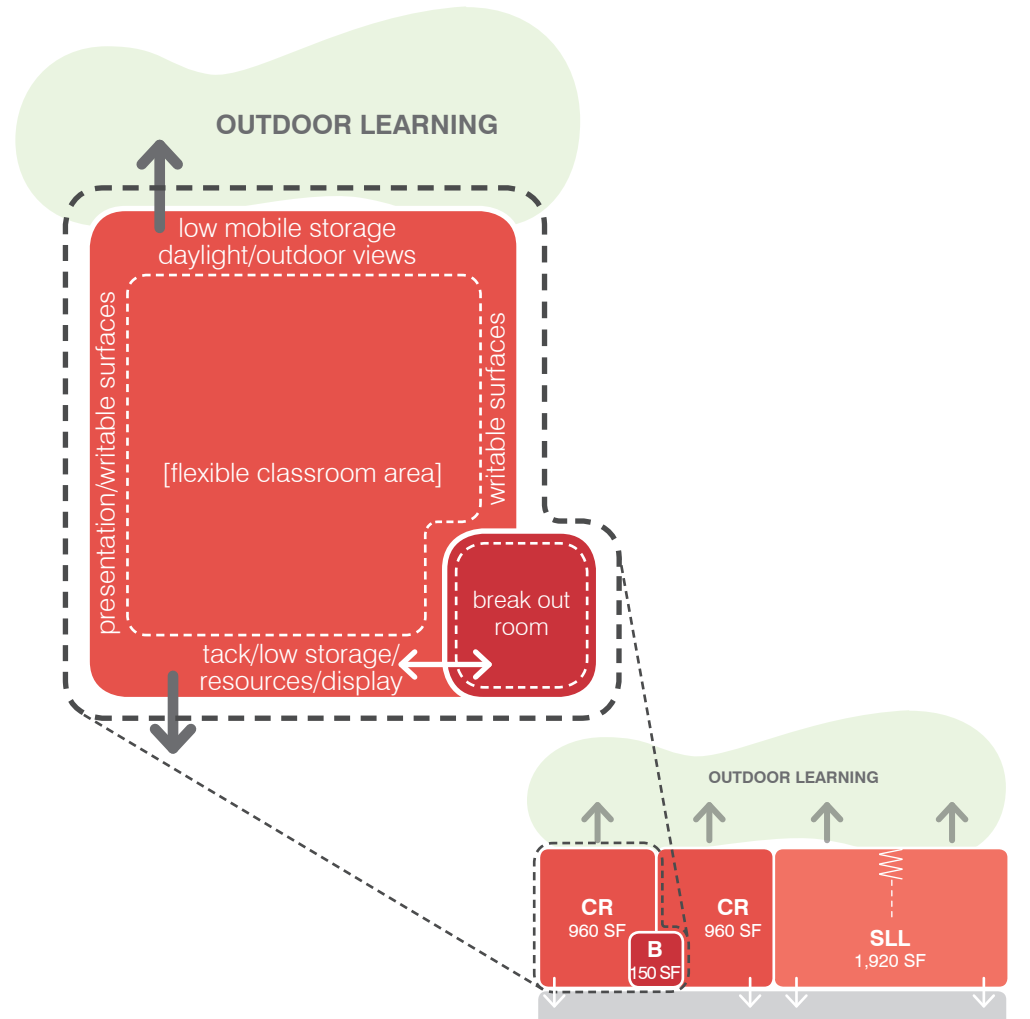
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings for the Specialized Learning Lab and Break Out Room.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Consider furniture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

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING SPECIAL EDUCATION

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.



AMERICAN SCHOOL OF THE HAGUE



GROSSMONT HIGH SCHOOL



OFFICER SPECIALIST SCHOOL

3.3

SPECIAL EDUCATION - MILD / MODERATE

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

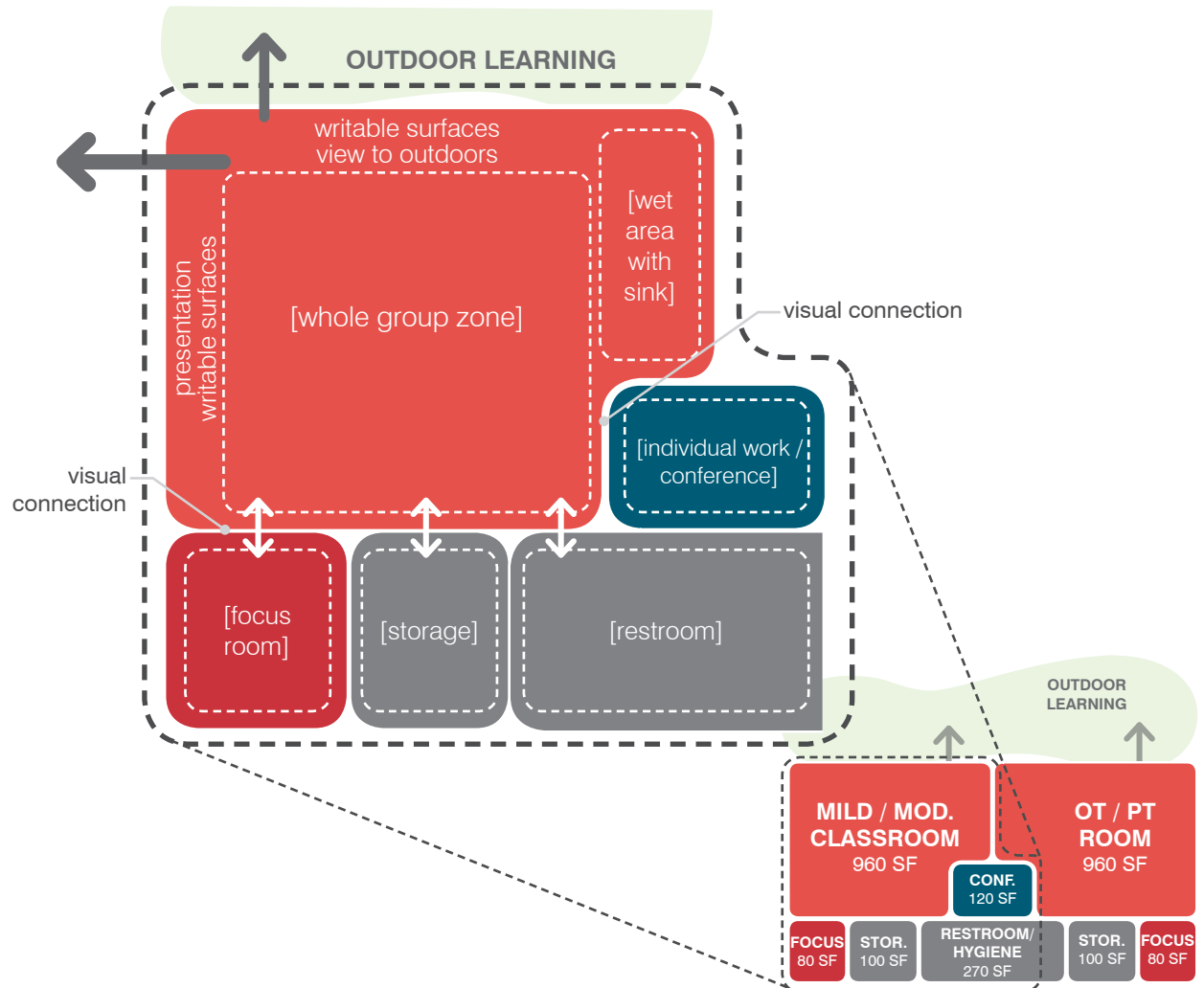
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings or stools to encourage mobility throughout the space.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide presentation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

SPECIAL EDUCATION - MODERATE / SEVERE

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

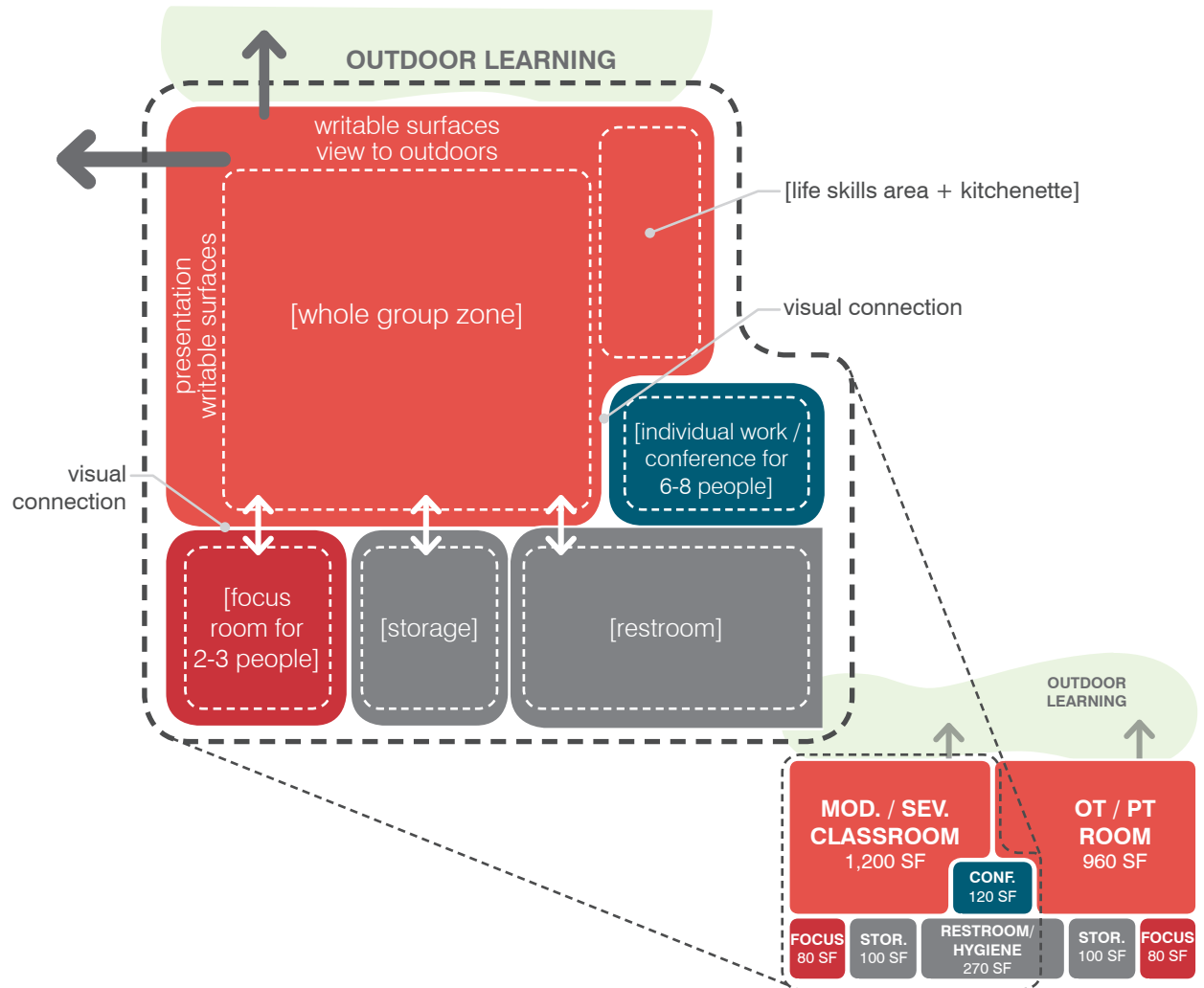
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings or stools to encourage mobility throughout the space.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide presentation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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

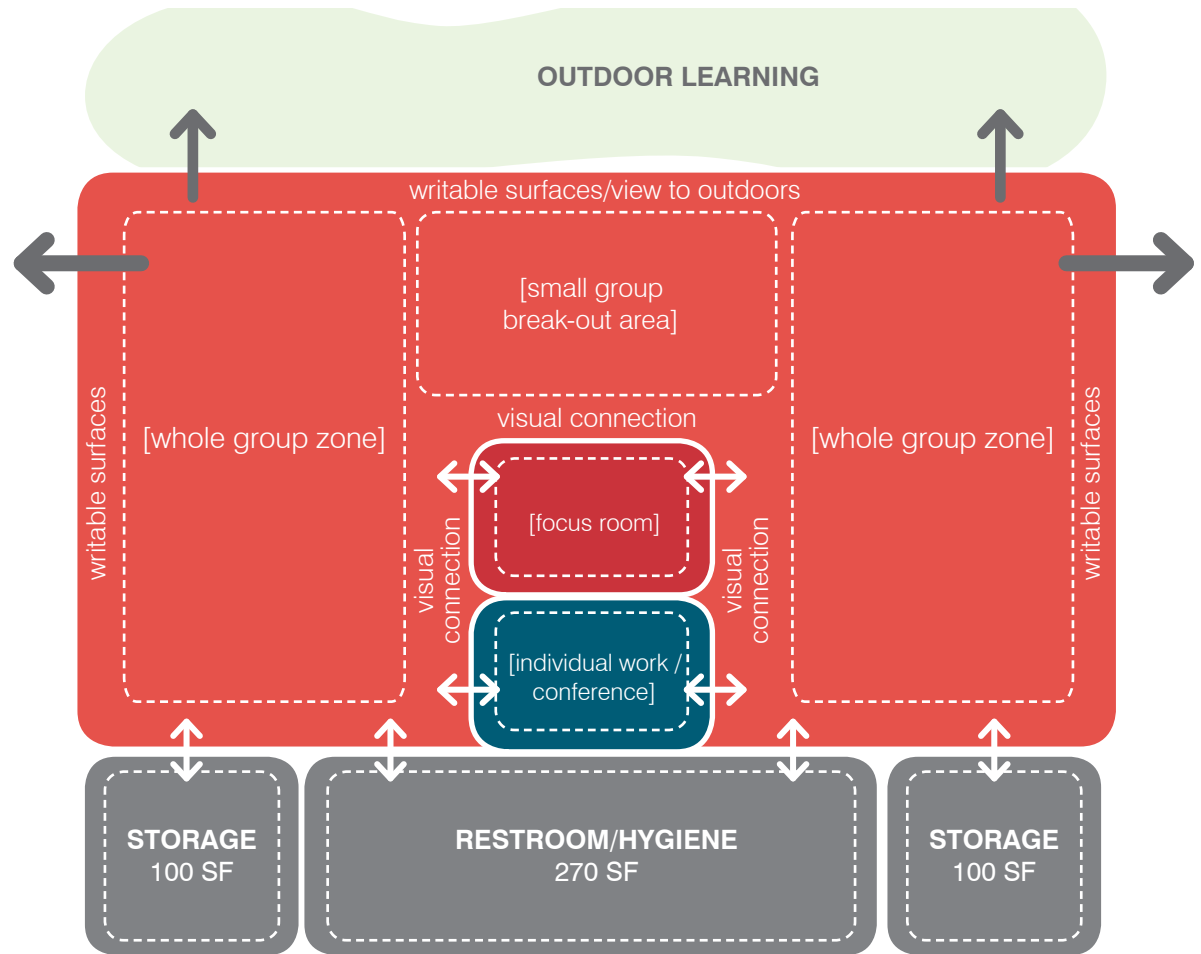
- Limited furniture and objects on walls.
- Provide soft furnishings.

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.

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING LEARNING CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

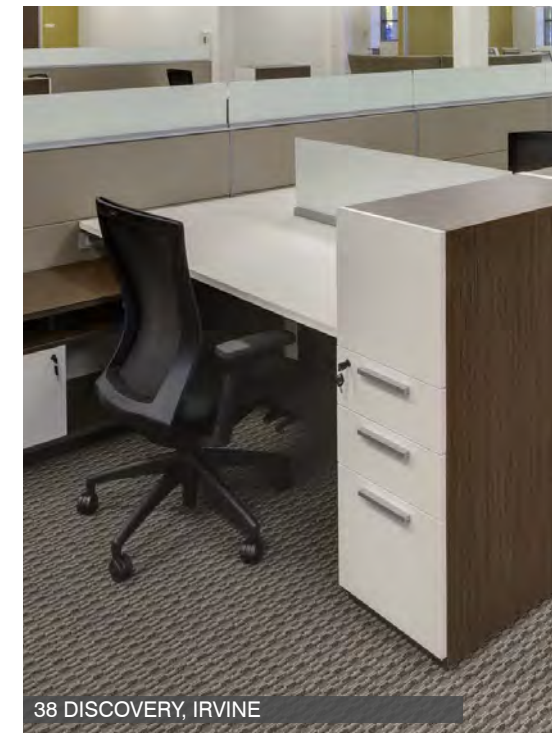
HIGH SCHOOL

DESIGN OBJECTIVES

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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

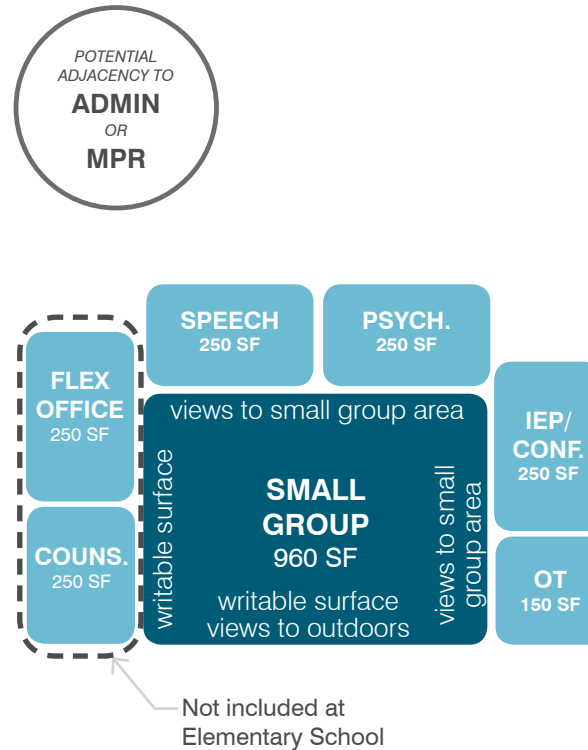
- Ergonomic workstations with comfortable, soft seating areas and age appropriate furniture.

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.



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

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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.



3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING STEM / STEAM LABS

ELEMENTARY SCHOOL

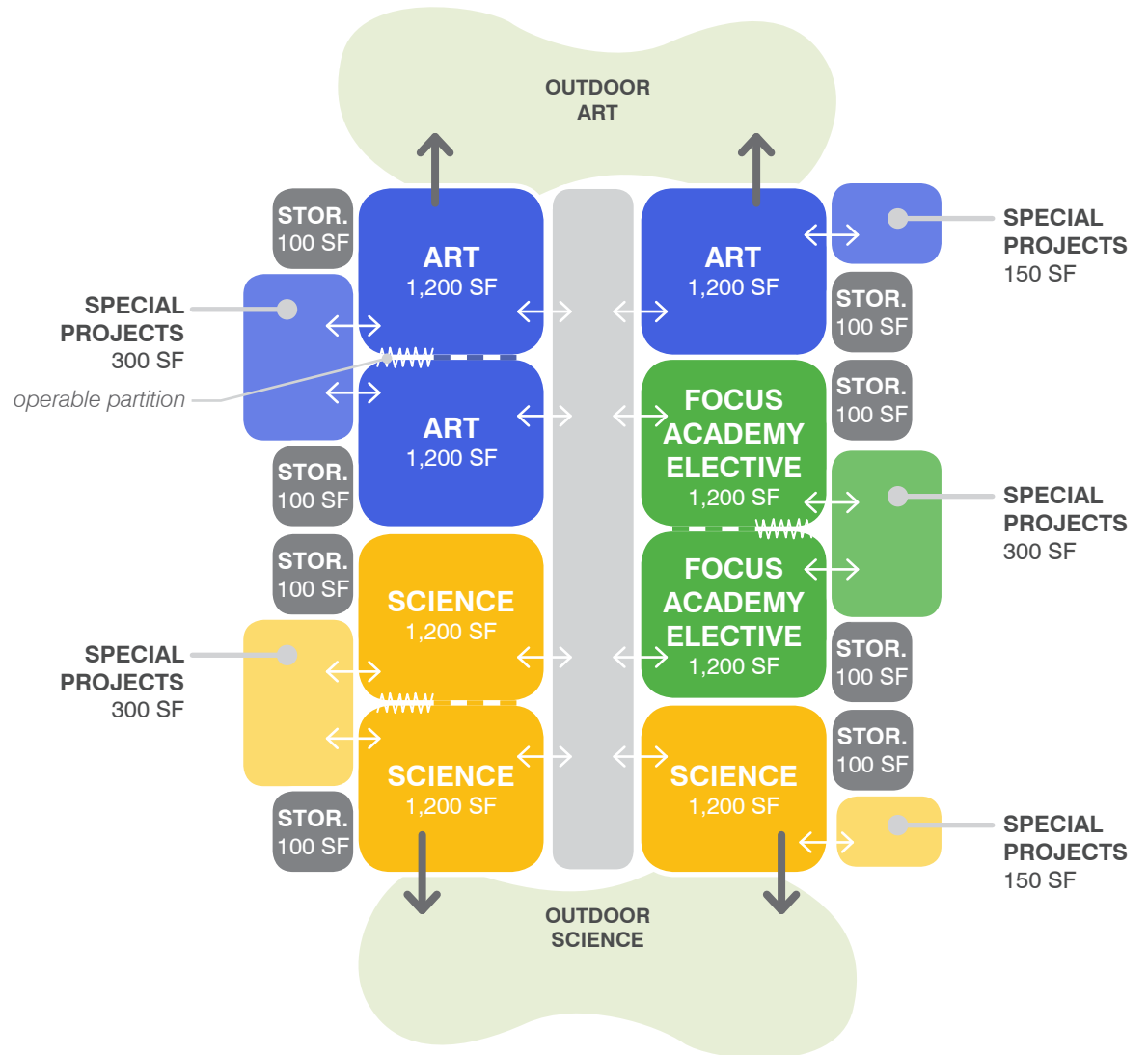
K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

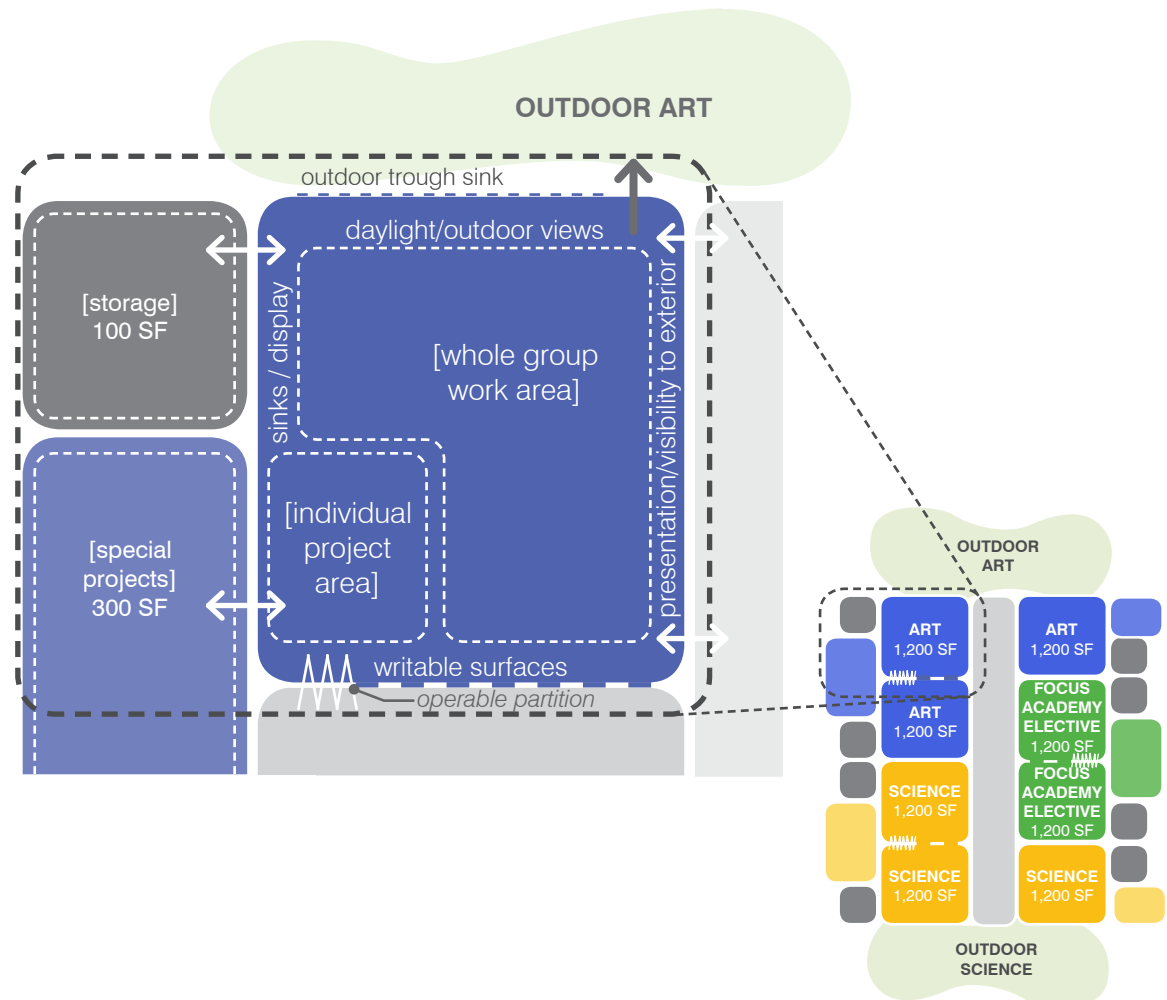
- Agile, durable furniture that will support messy and wet activities at seated and standing heights.
- Provide larger work surfaces in the whole group work area to accommodate many students.
- Provide smaller, more flexible furniture in the individual project area.
- Provide casework for large-format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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

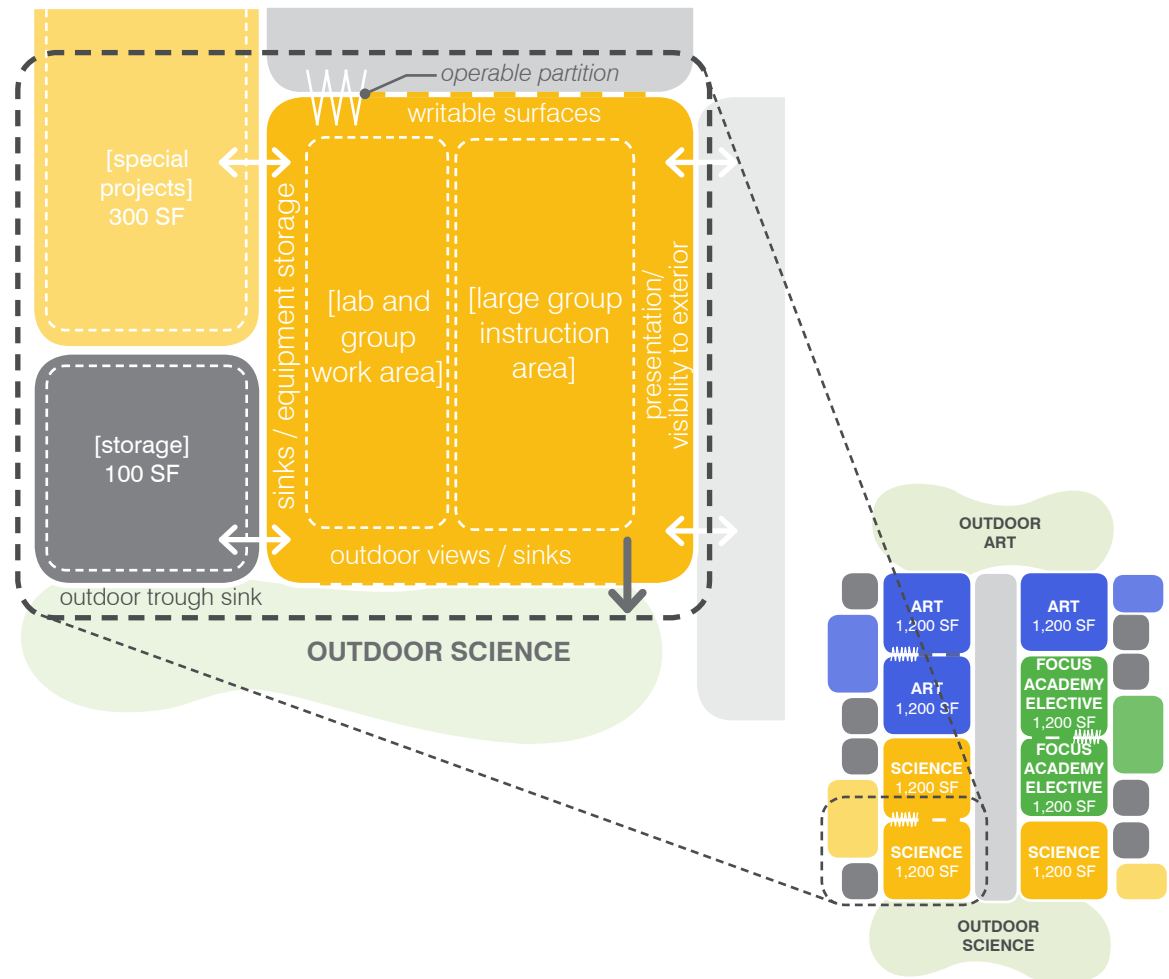
- Furniture should vary based on the activities. All work surfaces should be chemical resistant and science grade. Student tables and chairs should have the ability to adjust height.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide a mobile teacher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

3.3

PRIMARY SCHOOL EDUCATIONAL VISIONING

STEM / STEAM LABS - FOCUS ACADEMY ELECTIVE

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

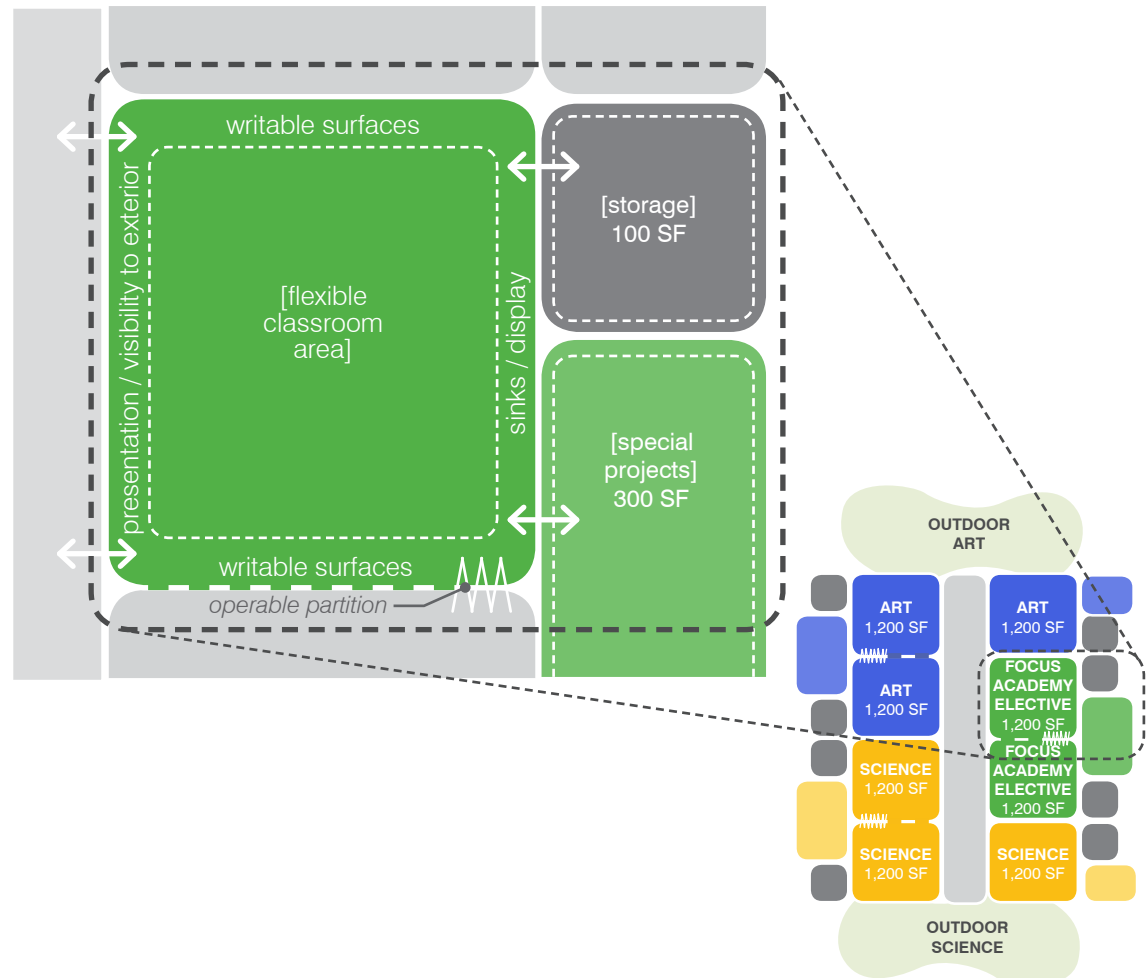
- Agile, durable furniture that will support the selected area of study.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.

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.



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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.

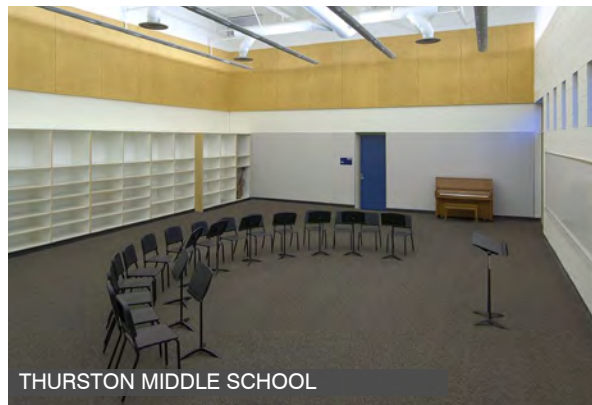
The Music and Drama Classrooms should be designed as an extension of the Stage at the Multi-Purpose Room, in order to be acoustically separated from other Classrooms and for the convenience of proximity to the stage for performances.

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.



3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

PERFORMING ARTS ELECTIVES

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

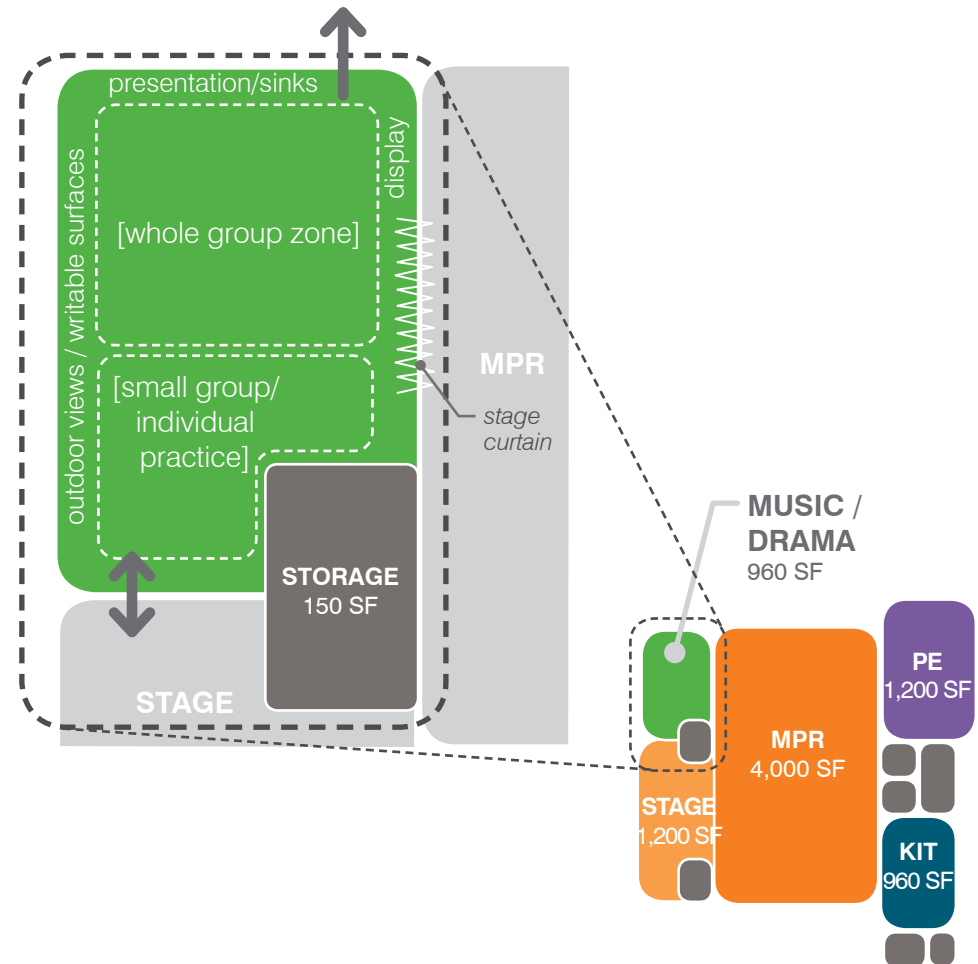
- Utilize portable risers to support row configurations for chorus.
- Provide flexible table and chairs for small group/individual practice area.
- Provide movable stages and stands as required.
- Provide lockable cabinets for instrument/prop storage.

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.

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

PERFORMING ARTS ELECTIVES

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

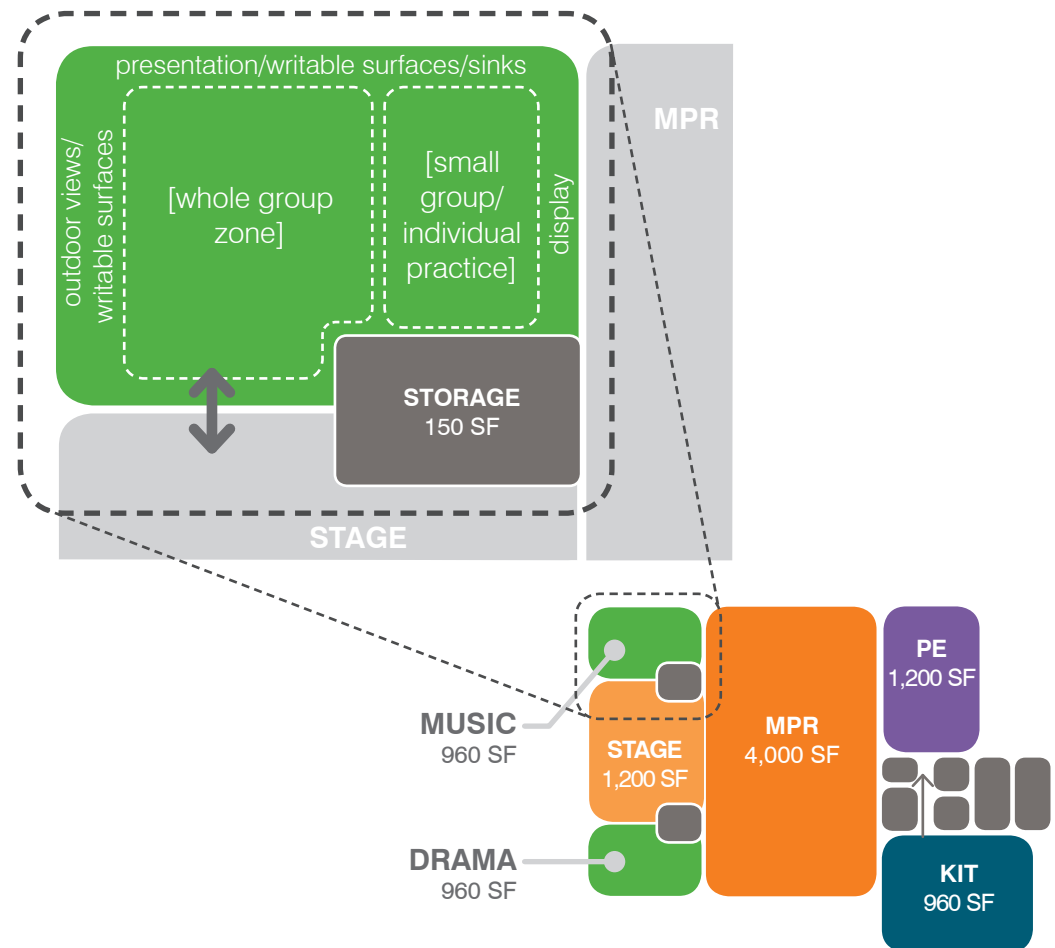
- Utilize portable risers to support row configurations for chorus.
- Provide flexible table and chairs for small group/individual practice area.
- Provide movable stages and stands as required.
- Provide lockable cabinets for instrument storage.

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.



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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

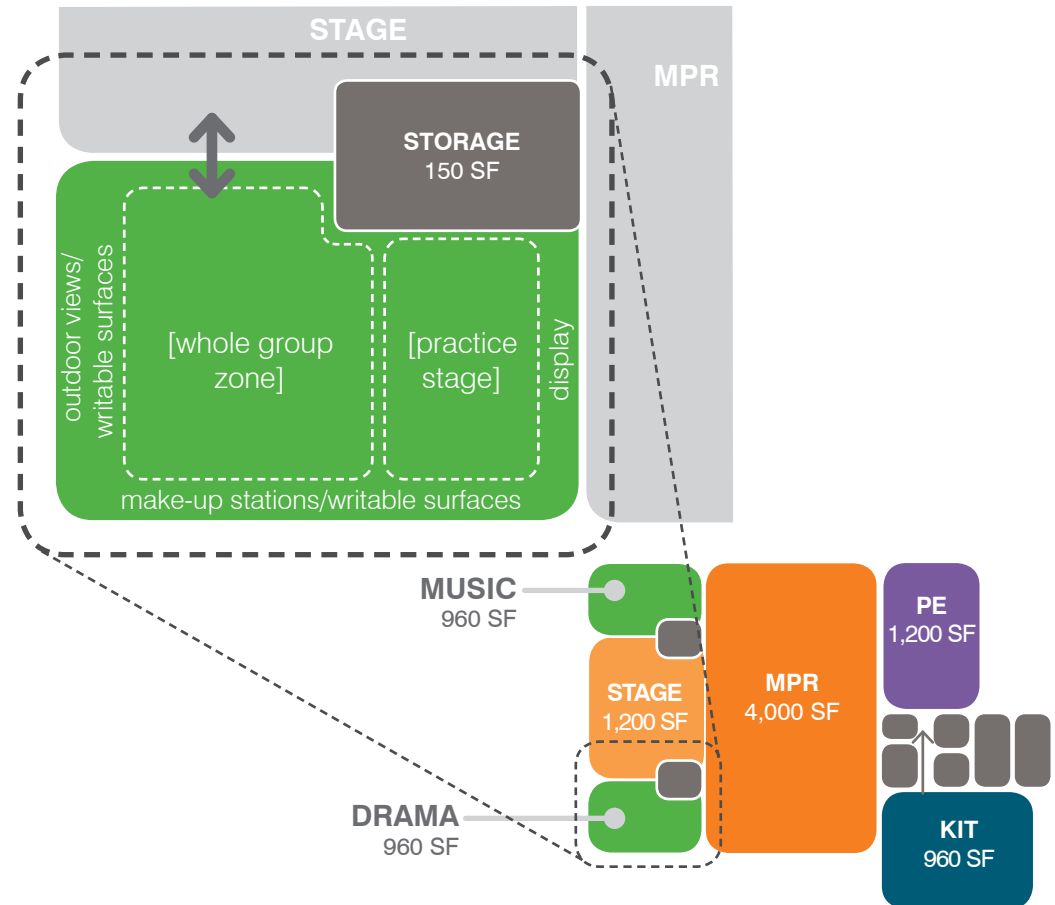
- Provide flexible table and chairs for whole group practice area.
- Provide lockable cabinets for costume/prop storage.
- Provide casework and lighting for make-up stations at perimeter.
- Provide mobile white boards.

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.

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING ADMINISTRATION

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.

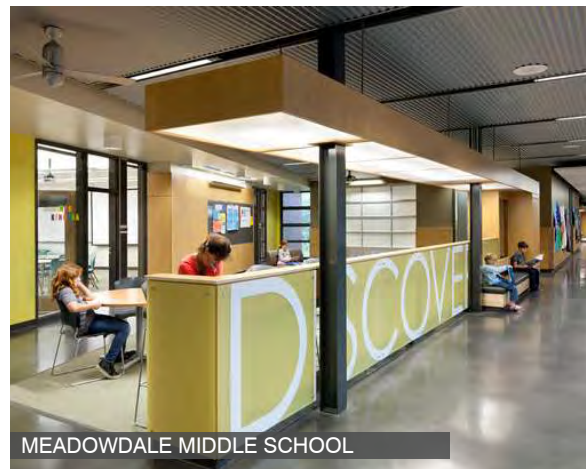
In the **Lobby**, community members should feel welcome and the space should exhibit a sense of hospitality. Provide space for a **community liaison and flexible work stations** for parent meetings and enrollment. A **Work Room** should be provided near the Lobby and Community Room. This room is intended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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

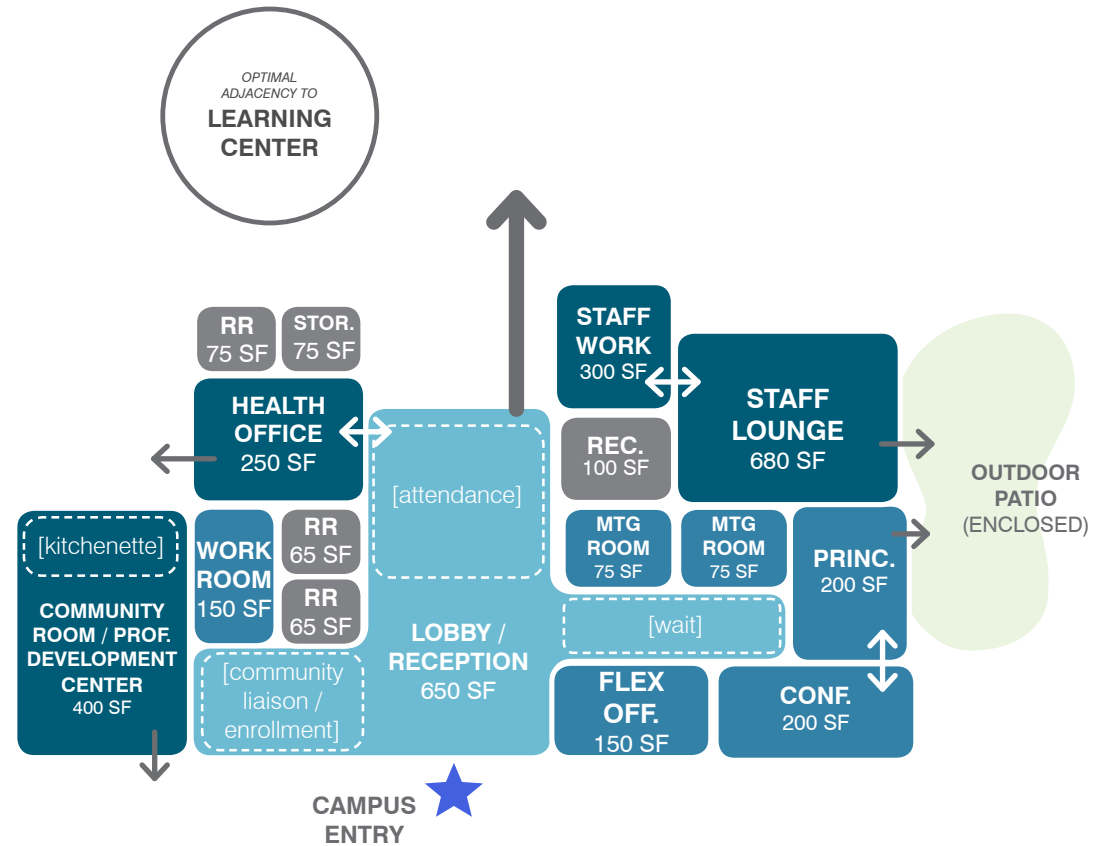
- Furniture should vary based on the activities listed.
- Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area.
- Casework at standing and seated working heights for 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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

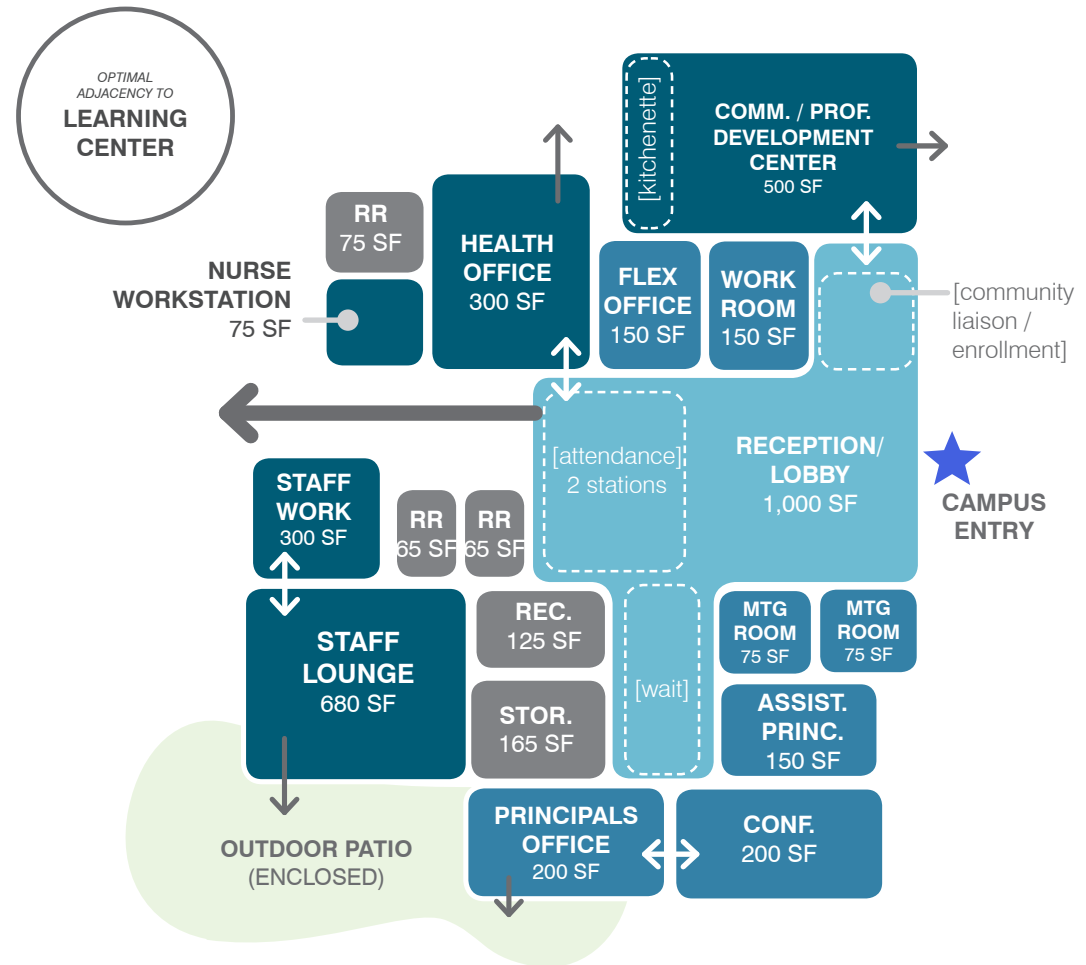
- Furniture should vary based on the activities listed.
- Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area.
- Casework at standing and seated working heights for 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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

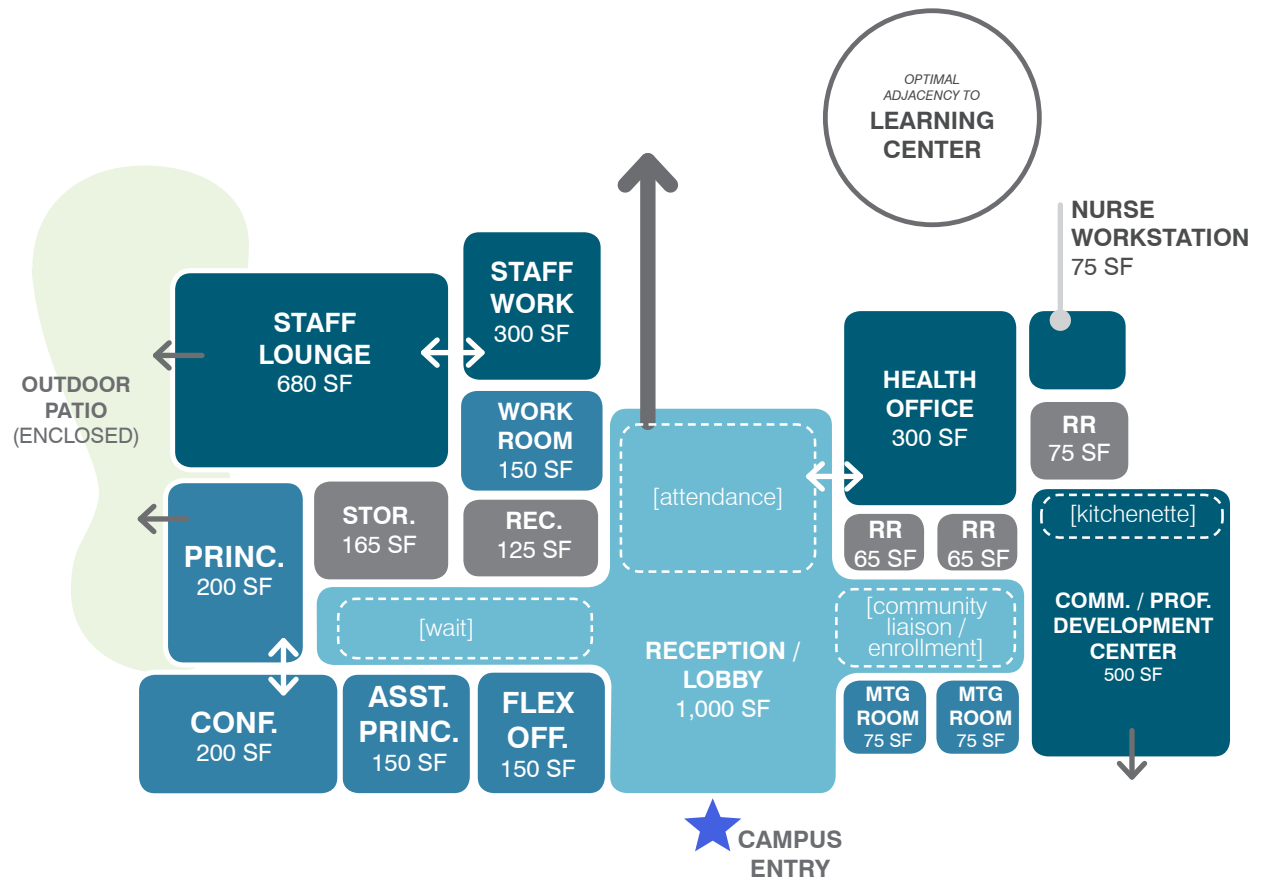
- Furniture should vary based on the activities listed.
- Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area.
- Casework at standing and seated working heights for 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

COMMUNITY / PROFESSIONAL DEVELOPMENT CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

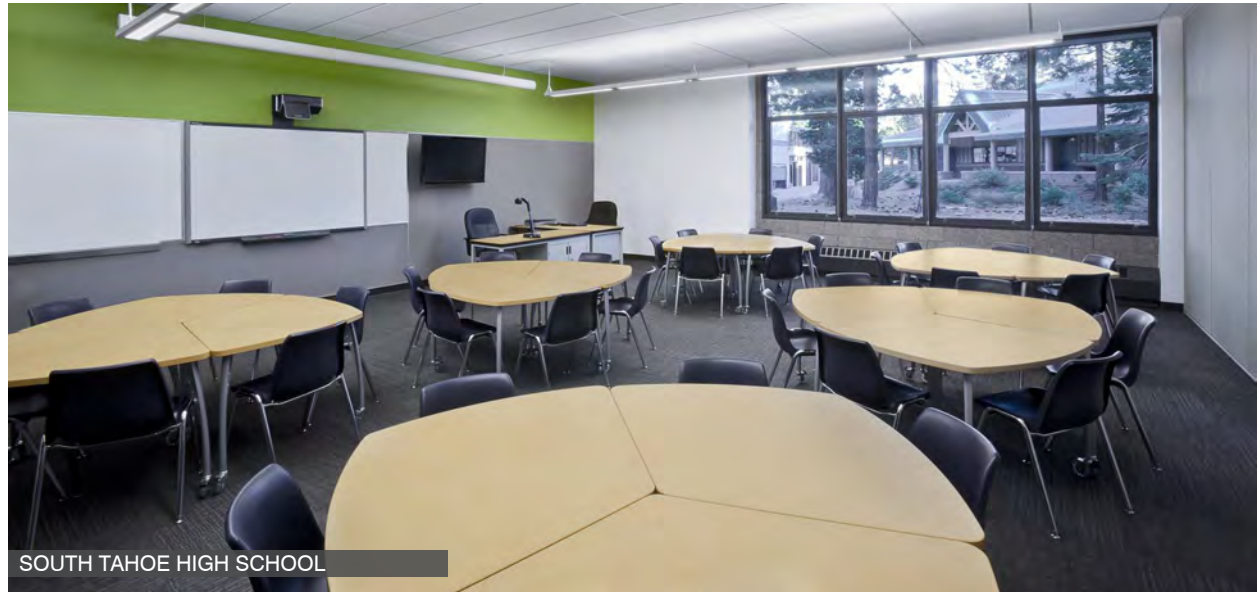
HIGH SCHOOL

DESIGN OBJECTIVES

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.



3.3

PRIMARY SCHOOL EDUCATIONAL VISIONING

COMMUNITY / PROFESSIONAL DEVELOPMENT CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

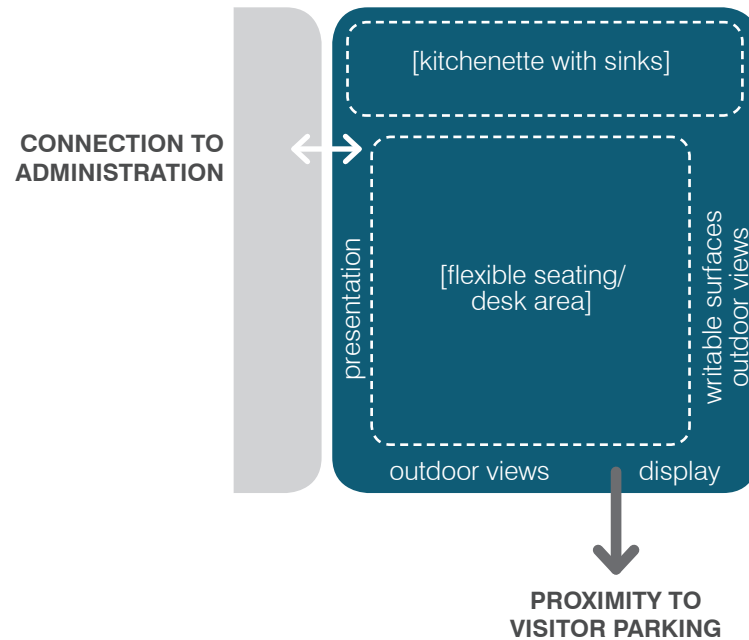
- Furniture should include a variety of types that can be easily reconfigured.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum in classroom space. Provide built-in casework at kitchenette area.
- Height adjustable furniture for presentation.
- Consider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



see Administration diagram for recommended size

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3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING MEDIA CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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.



3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

MEDIA CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

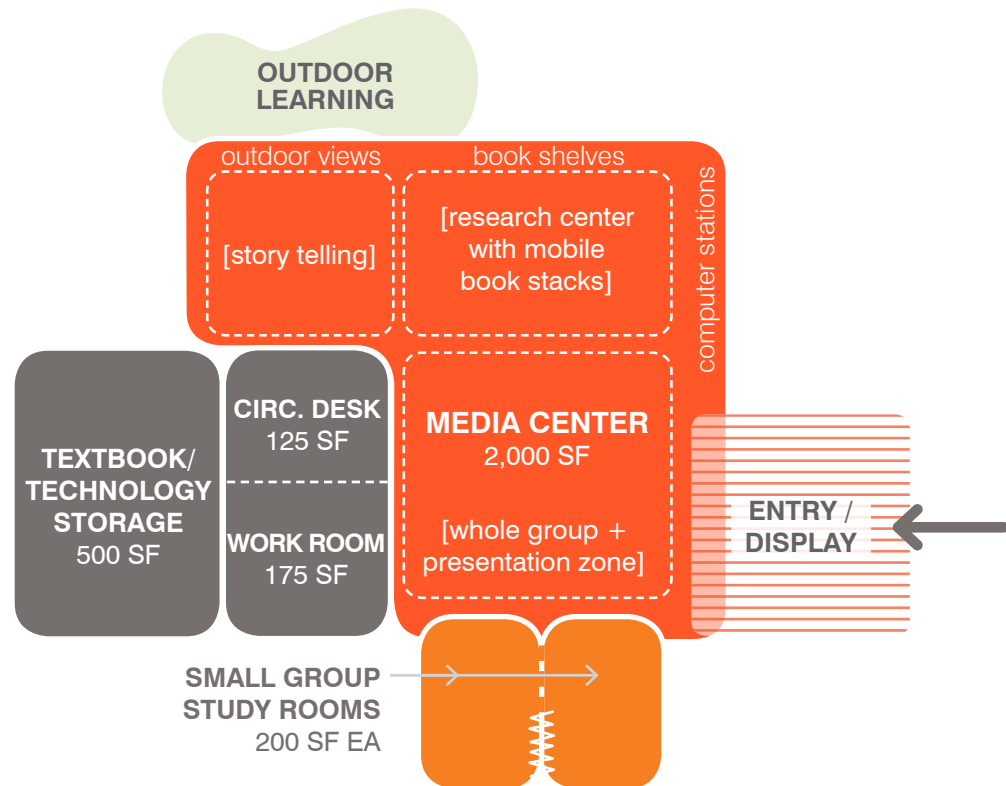
- Furniture should vary based on the activities listed.
- Provide mobile tables and chairs for small group study.
- Provide soft seating for reading that is flexible and movable.
- Book stacks should be at a 3-shelf height appropriate for Elementary students and on locking casters for flexibility.
- 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

MEDIA CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

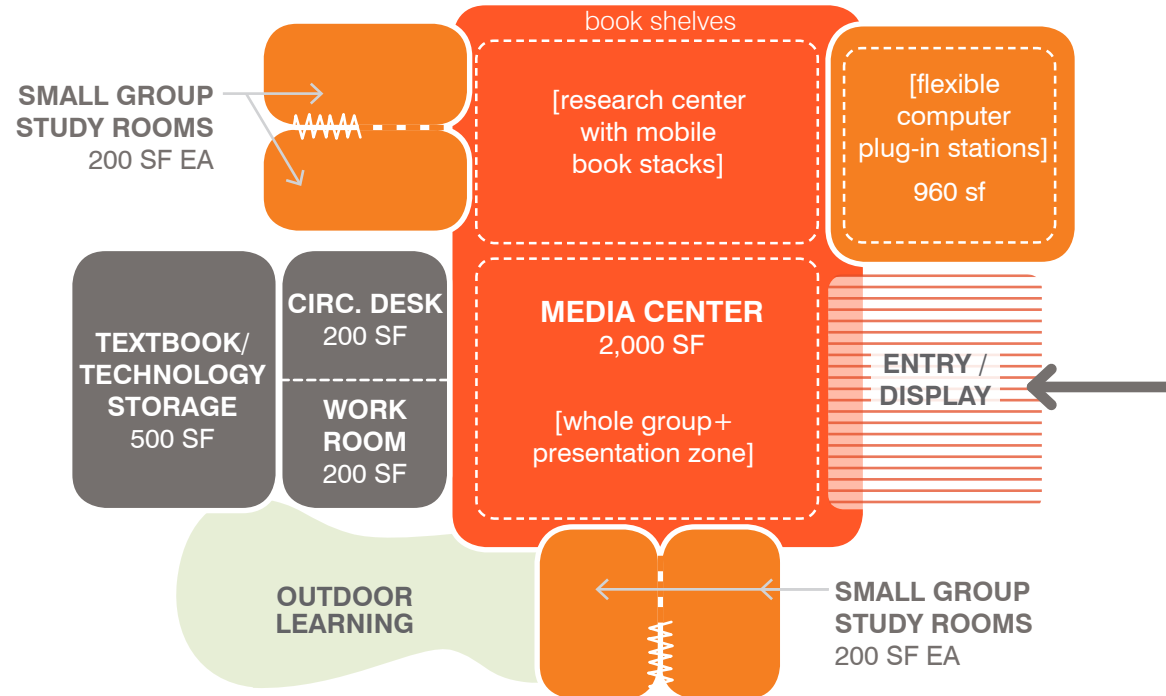
- Furniture should vary based on the activities listed.
- Provide mobile tables and chairs for small group study.
- Provide soft seating for reading that is flexible and movable.
- Book stacks should be at a 3-shelf height appropriate for Elementary students and on locking casters for flexibility.
- 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)

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

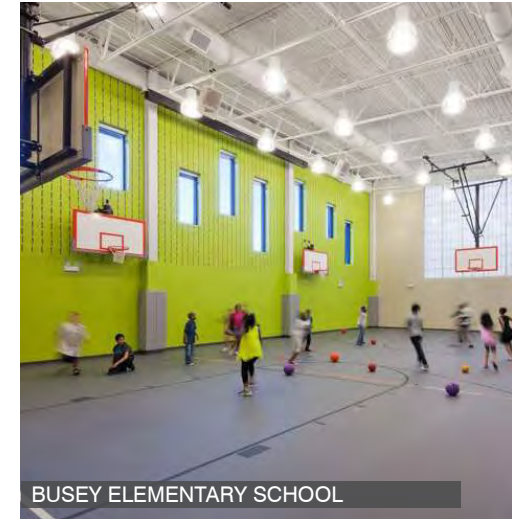
HIGH SCHOOL

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)

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

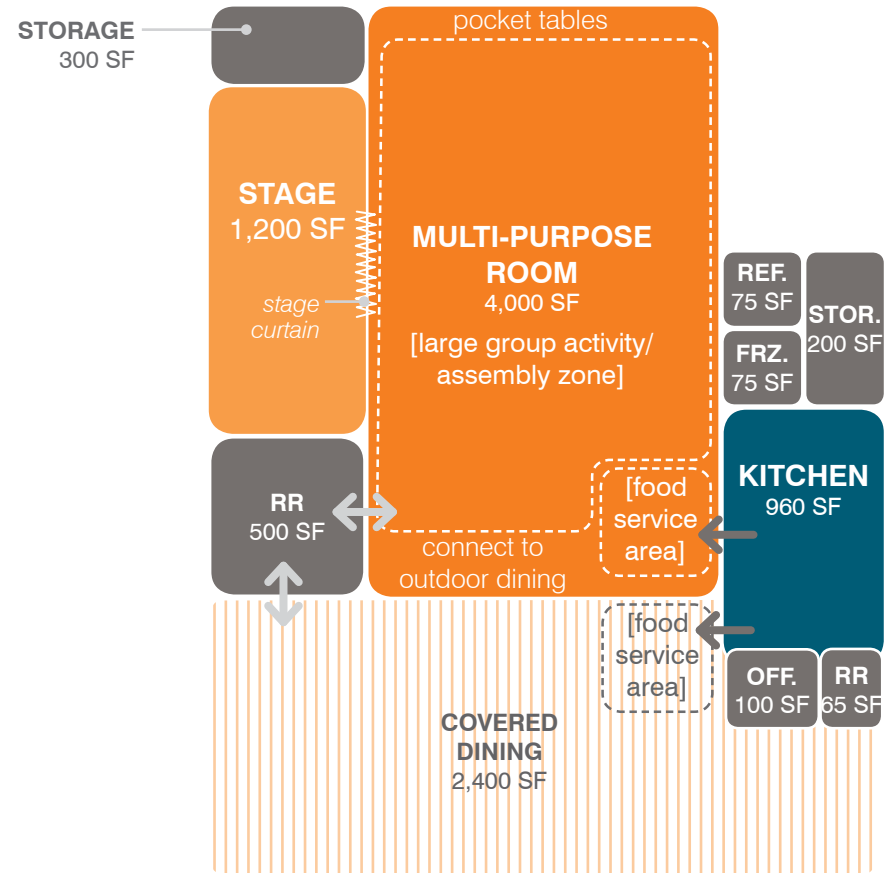
- Furniture should vary based on the activities listed.
- Provide tables and chairs for dining and assemblies that can be easily stored when not in use.
- Provide retractable bleacher seating.

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.

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING MULTI-PURPOSE ROOM (MPR)

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

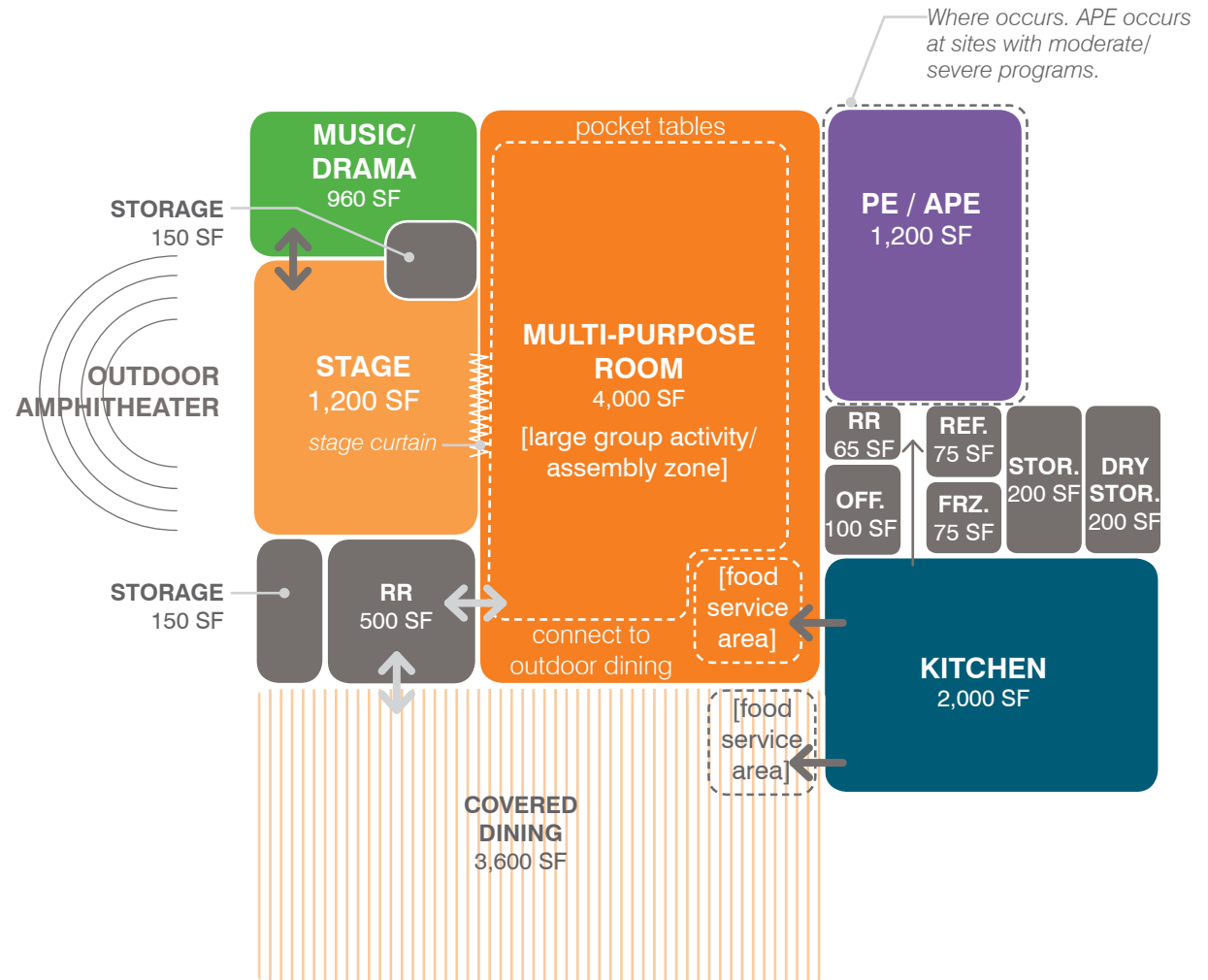
- Furniture should vary based on the activities listed.
- Provide tables and chairs for dining and assemblies that can be easily stored when not in use.
- Provide retractable bleacher seating.

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)

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

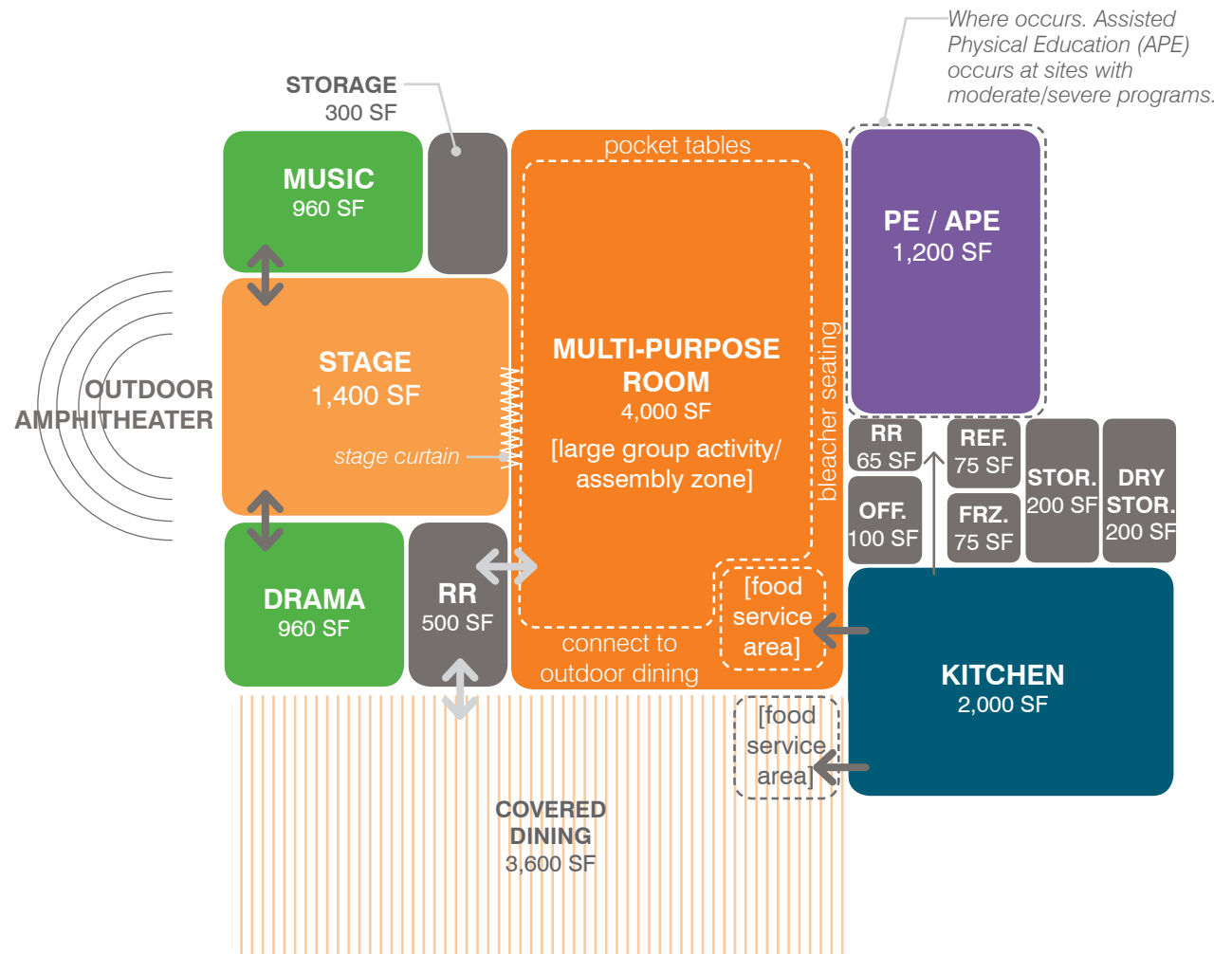
- Furniture should vary based on the activities listed.
- Provide tables and chairs for dining and assemblies that can be easily stored when not in use.
- Provide retractable bleacher seating.

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

GYMNASIUM

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.



THURSTON MIDDLE SCHOOL



CLARKE MIDDLE SCHOOL



FIREBAUGH HIGH SCHOOL



THURSTON MIDDLE SCHOOL

3.3 PRIMARY SCHOOL EDUCATIONAL VISIONING

GYMNASIUM

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

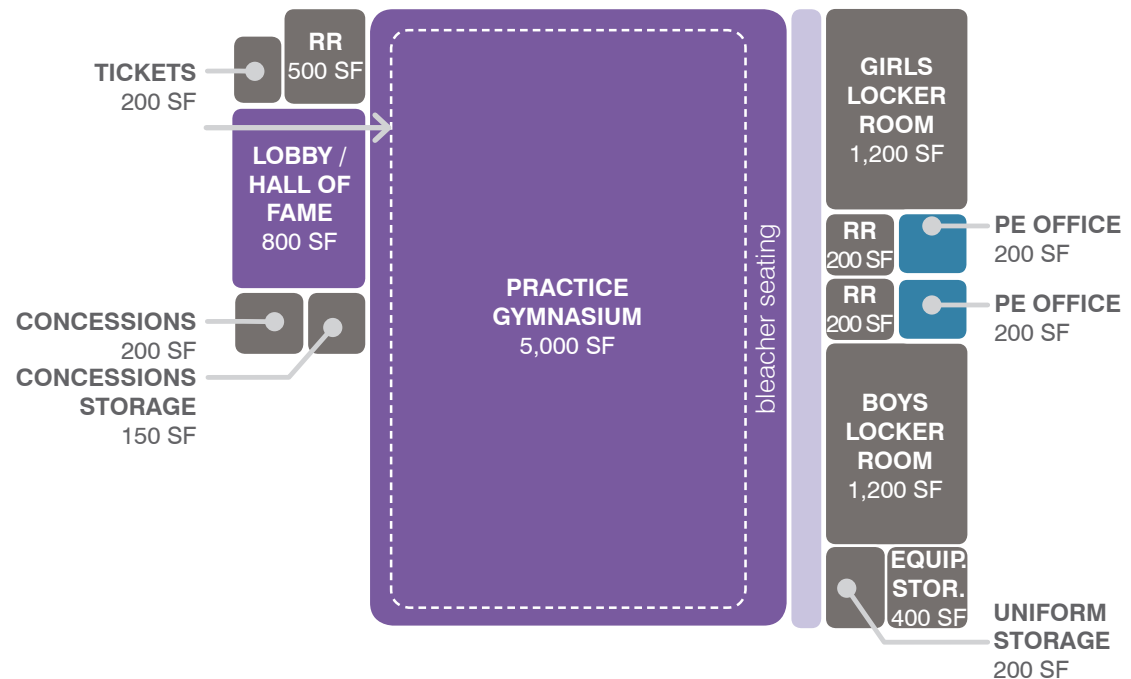
- Provide bleacher-style seating.
- Provide a recycling area for storage and collection of recyclables.
- Provide casework to display club activities and awards.

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.

3.3

CAMPUS DESIGN - FACILITY MATRIX

ELEMENTARY SCHOOL	K-8 SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
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DESIGN OBJECTIVES

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 parity 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

		ELEMENTARY / K-8 SCHOOL			MIDDLE SCHOOL			
		student enrollment:	up to 500	501-650	651+	750-1,000	1,001-1,250	1,251+
STUDENT COLLABORATION	Media Center	1 per campus	●	●	●	●	●	●
	Specialized Learning Lab	1 per campus	●			●		
		1 per 6-8 classrooms		●	●		●	●
	Break Out Rooms	2-3 per 6-8 classrooms		●	●	●	●	●
TEACHER COLLABORATION	Staff Lounge	1 in administration bldg	●	●	●	●	●	●
	Staff Workroom	1 in administration bldg	●	●	●	●	●	●
	Resource Room	1 per campus		●	●		●	●
	Teacher Hub	1 per 6-8 classrooms			●			●
SOCIAL SPACE	Multi-Purpose Room	1 per campus	●	●	●	●	●	●
	Gymnasium	1 per campus				●	●	●

3.3

CAMPUS DESIGN - ORGANIZATION

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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.



HAWTHORNE ELEMENTARY SCHOOL



TOP OF THE WORLD ELEMENTARY SCHOOL



CESAR CHAVEZ ELEMENTARY SCHOOL

3.2 PRIMARY SCHOOL EDUCATIONAL VISIONING

CAMPUS ORGANIZATION

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

KEY TERMS

★ School Entrance

(Admin) Administration

(CC) Classroom Cluster

(CM) Community Room

(H) Teacher Hub

(SLL) Specialized Learning Lab

(Kinder) Kindergarten

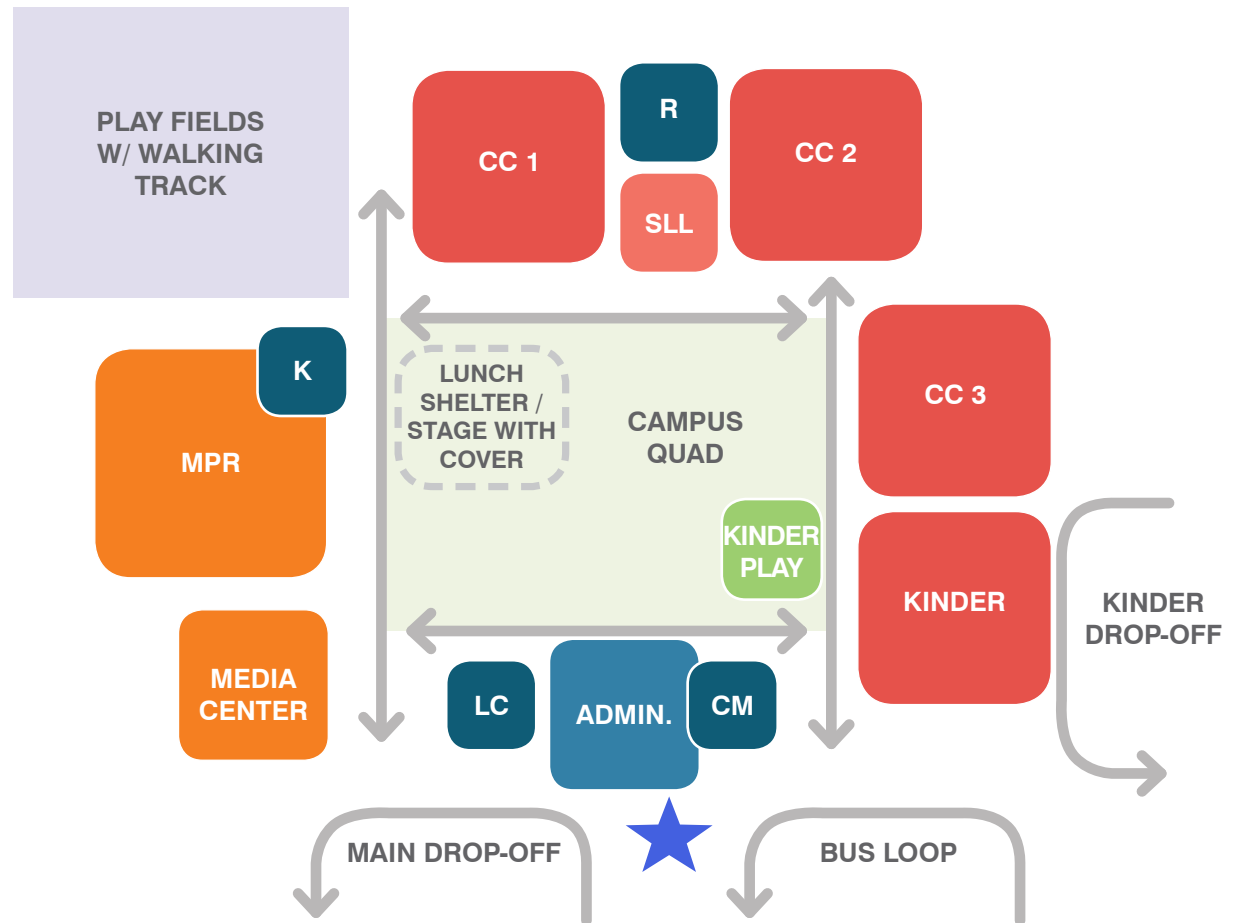
(K) Kitchen / Food Service

(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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

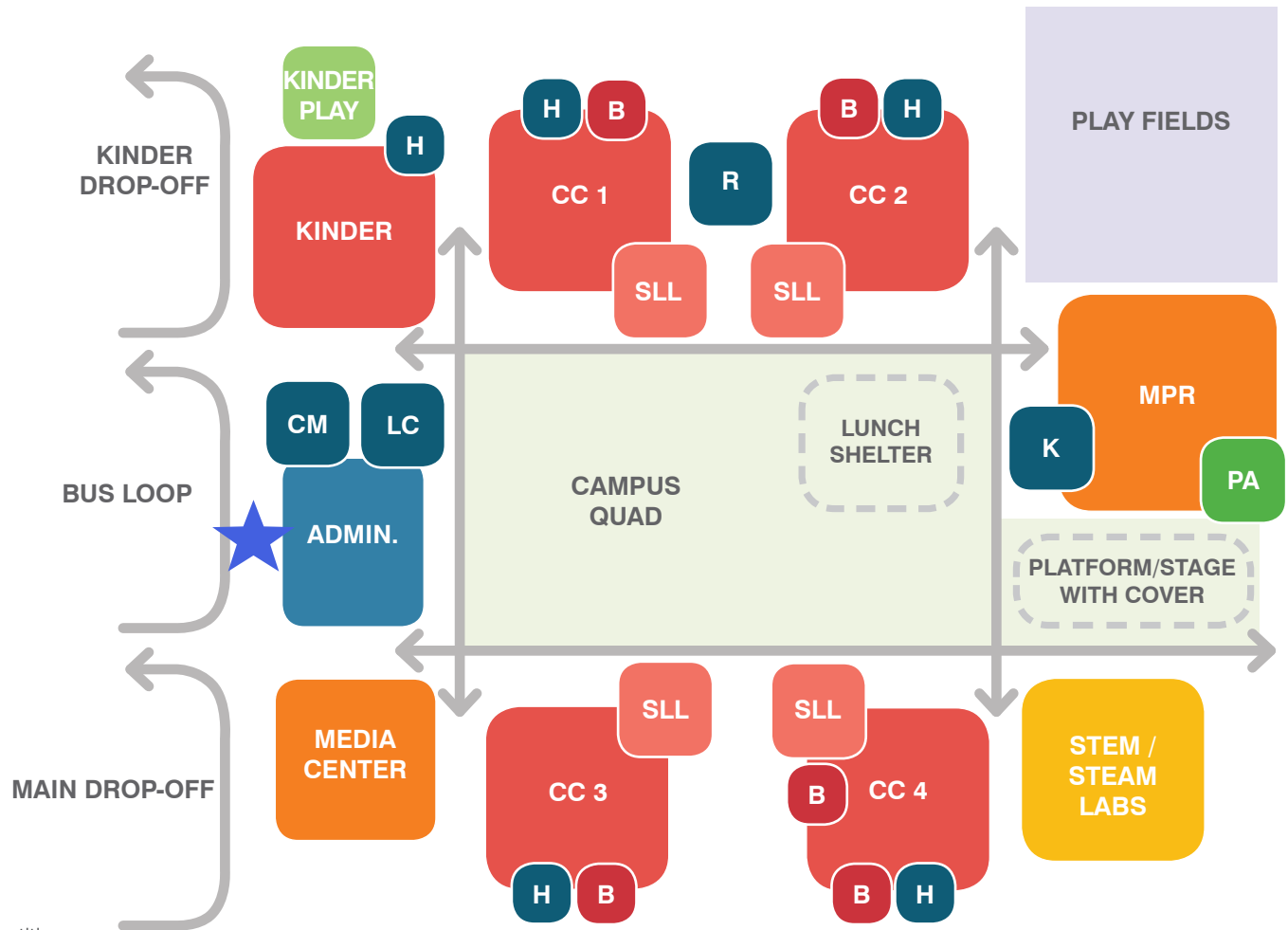
(K) Kitchen / Food Service

(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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

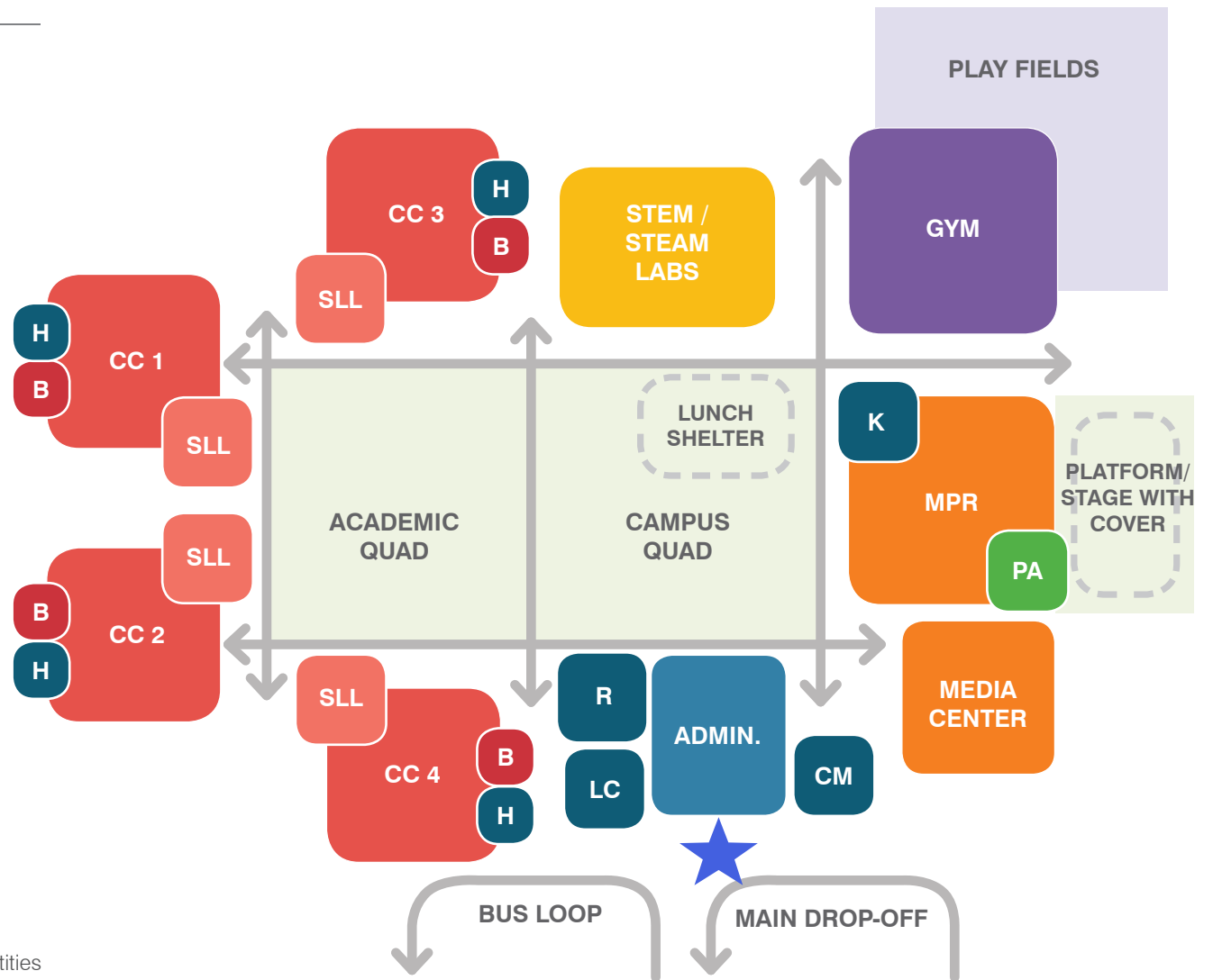
(K) Kitchen / Food Service

(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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.



E3 CIVIC HIGH SCHOOL



E3 CIVIC HIGH SCHOOL



DESIGN 39 K-8 SCHOOL

3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING CLASSROOM CLUSTERS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.

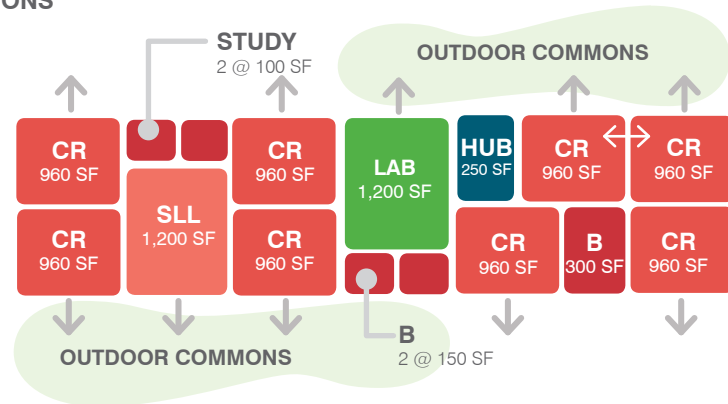
The **Teacher Hub (HUB)** is a common space for teachers to store and share supplies and also serves as a touch-down space for printing/copier services. Where clusters are multi-story, provide one Teacher Hub per floor.

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.

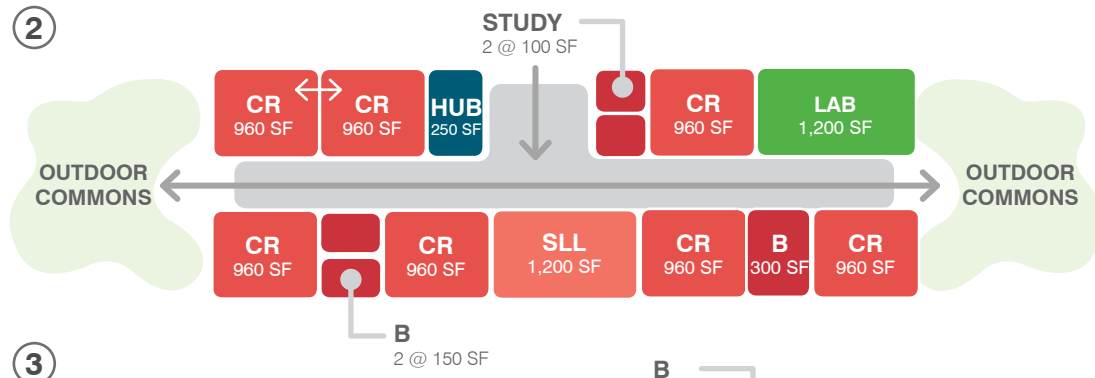
CLUSTER OPTIONS

(non-prioritized order)

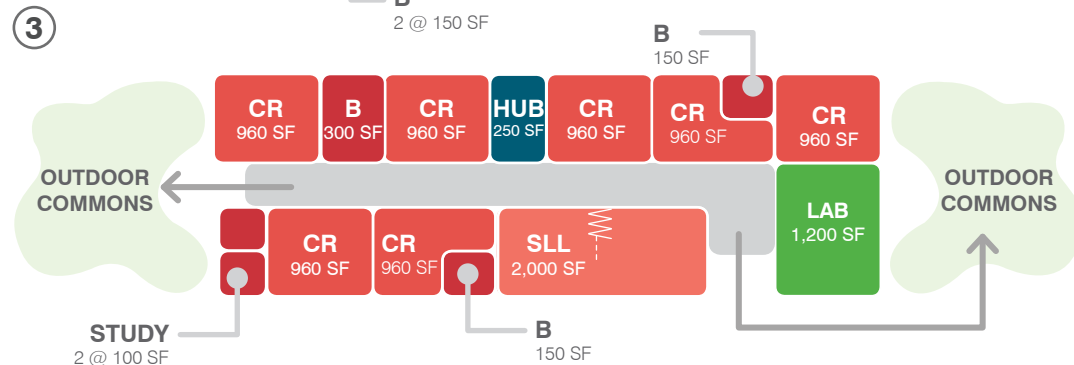
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③



3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING COLLABORATION SPACES

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.

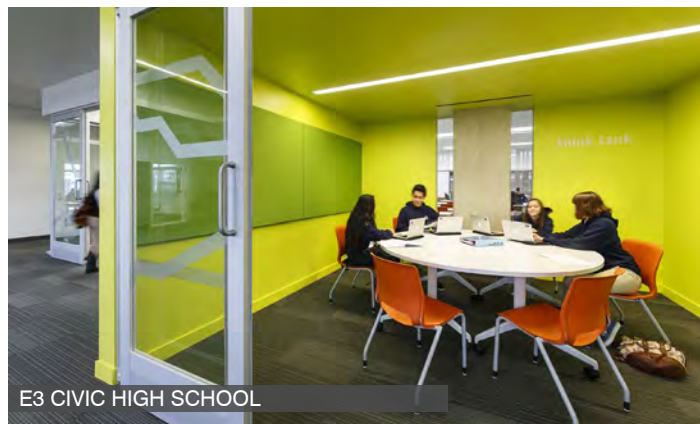
Break Out Rooms have direct connectivity to a single classroom or classroom pair, acting as huddle space for that class.

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.



SAN MARCOS HIGH SCHOOL



E3 CIVIC HIGH SCHOOL



E3 CIVIC HIGH SCHOOL

3.3

COLLABORATION SPACES - STUDENT

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

- Project Based Learning
- Small group collaboration
- Individual Study
- Break-Out Activities
- Digital Projects

SPACE DESCRIPTION

FURNITURE

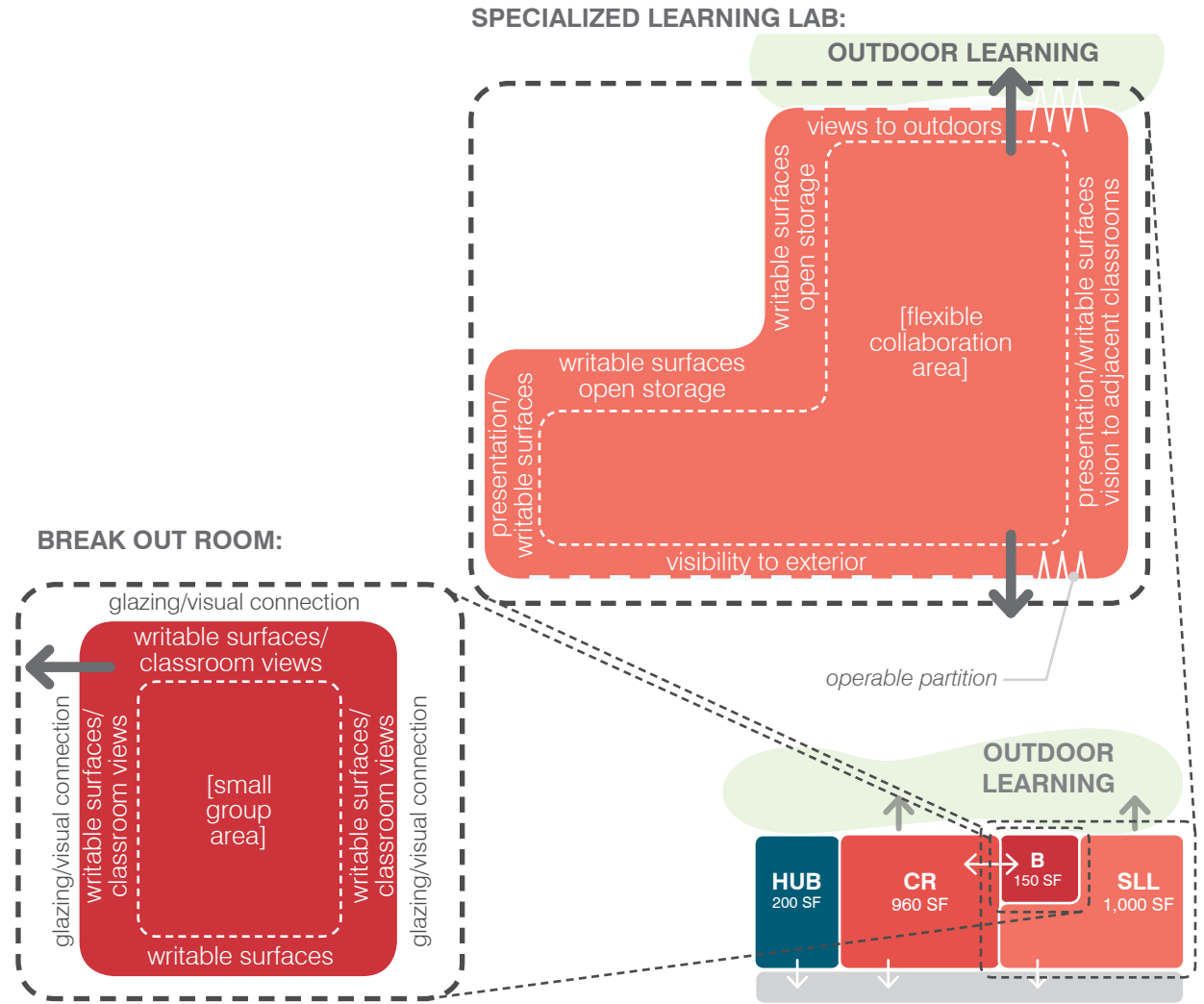
- Specialized Learning Lab: Flexible seating, mobile tables, consider soft seating. Fixed casework only to the extent needed to store technology.
- Break Out Room: Center table with power, durable chairs on casters. Consider tables with writable top surface.

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.



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3.3

COLLABORATION SPACES - STAFF

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

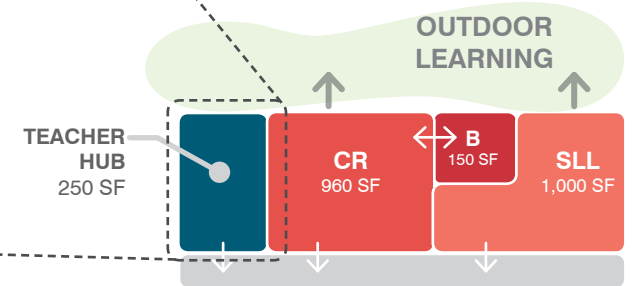
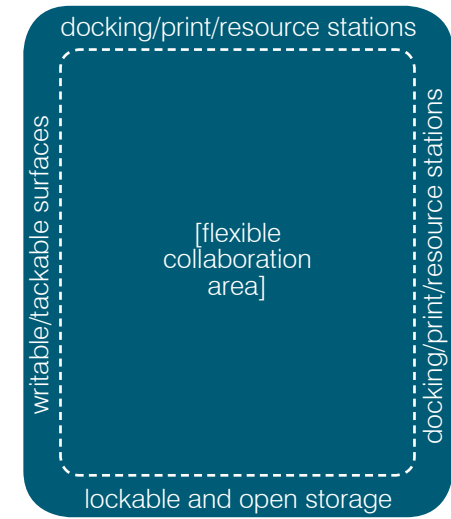
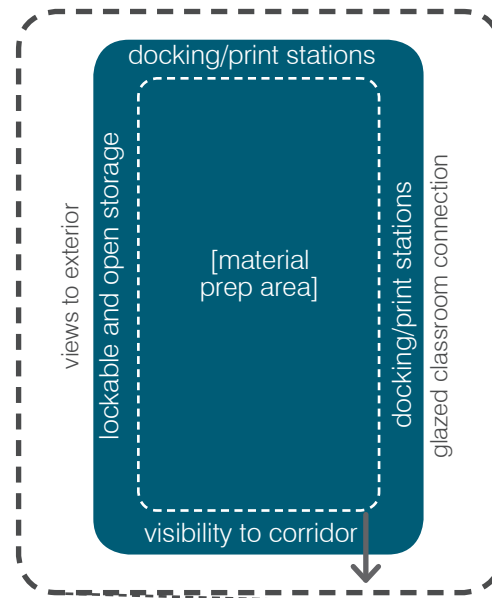
- Flooring should be resilient, durable and easy to maintain.
- Ceilings should be of acoustically absorptive material.
- Utilize writable and tackable wall finishes.
- Provide durable counter top surfaces such as butcher block.

EQUIPMENT

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

RESOURCE ROOM:

TEACHER HUB:



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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.



MARINE SCIENCE MAGNET HIGH SCHOOL



NORTH SHORE COUNTRY DAY SCHOOL



SAMUELI ACADEMY



E3 CIVIC HIGH SCHOOL

3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING 21ST CENTURY CLASSROOMS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

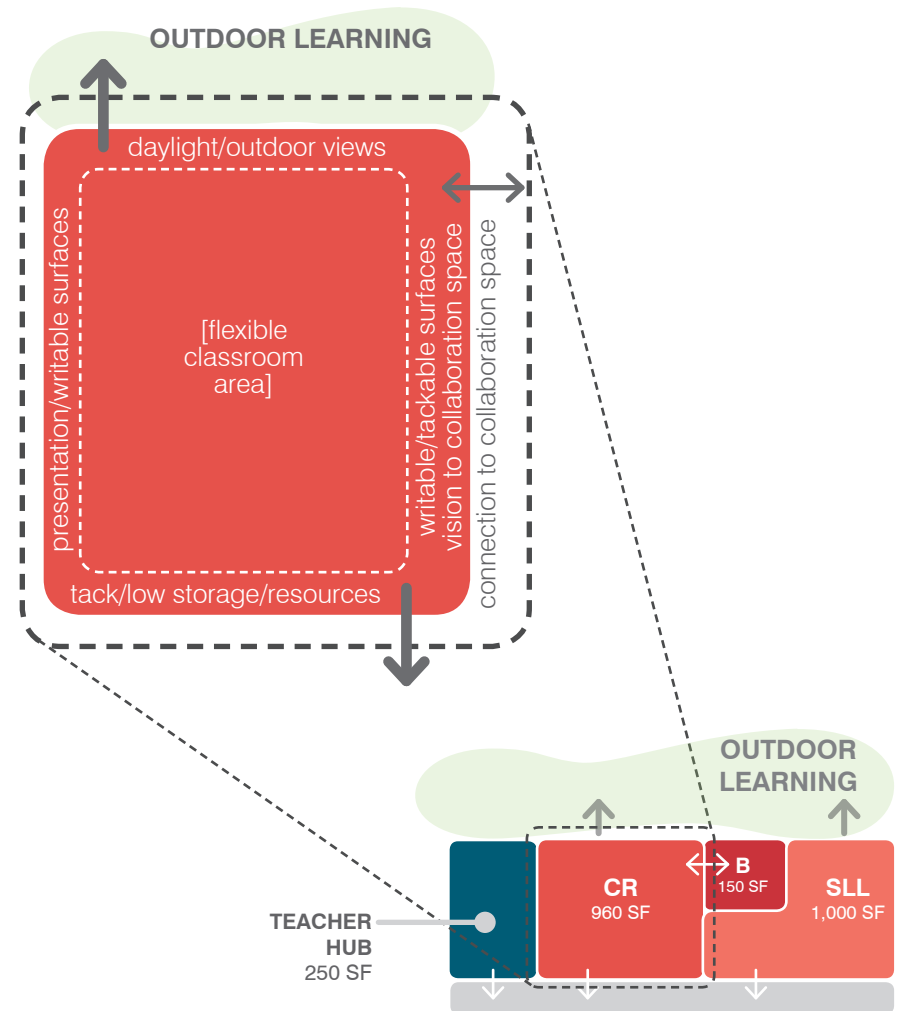
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings for Collaboration Spaces.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Height adjustable furniture for presentation.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



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 SPECIAL EDUCATION

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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.



GROSSMONT HIGH SCHOOL



ANNE DARLING SPECIAL EDUCATION FACILITY



GROSSMONT HIGH SCHOOL

3.3

SECONDARY SCHOOL EDUCATIONAL VISIONING

SPECIAL EDUCATION - MILD / MODERATE

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

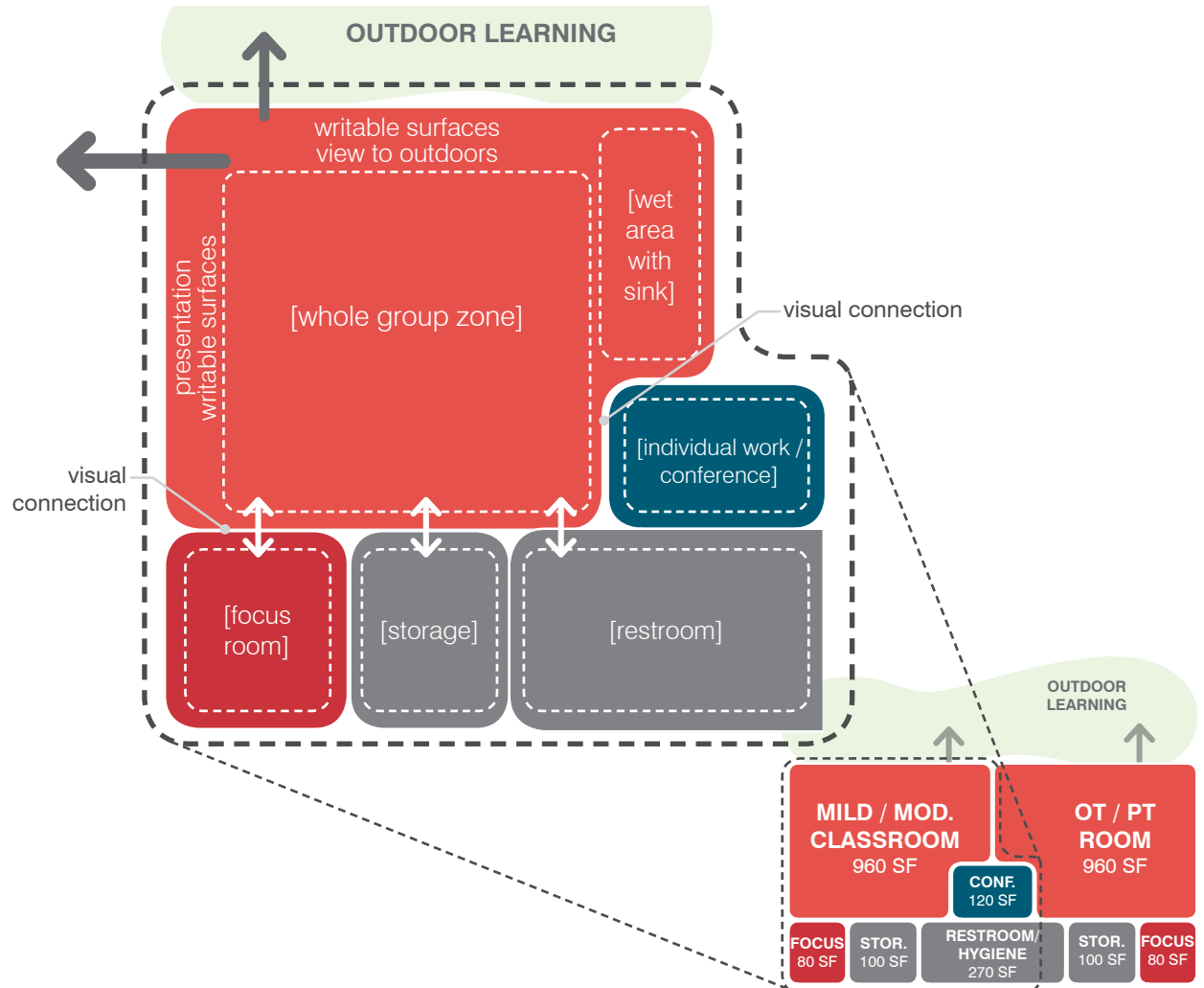
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings or stools to encourage mobility throughout the space.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide presentation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



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

SPECIAL EDUCATION - MODERATE / SEVERE

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

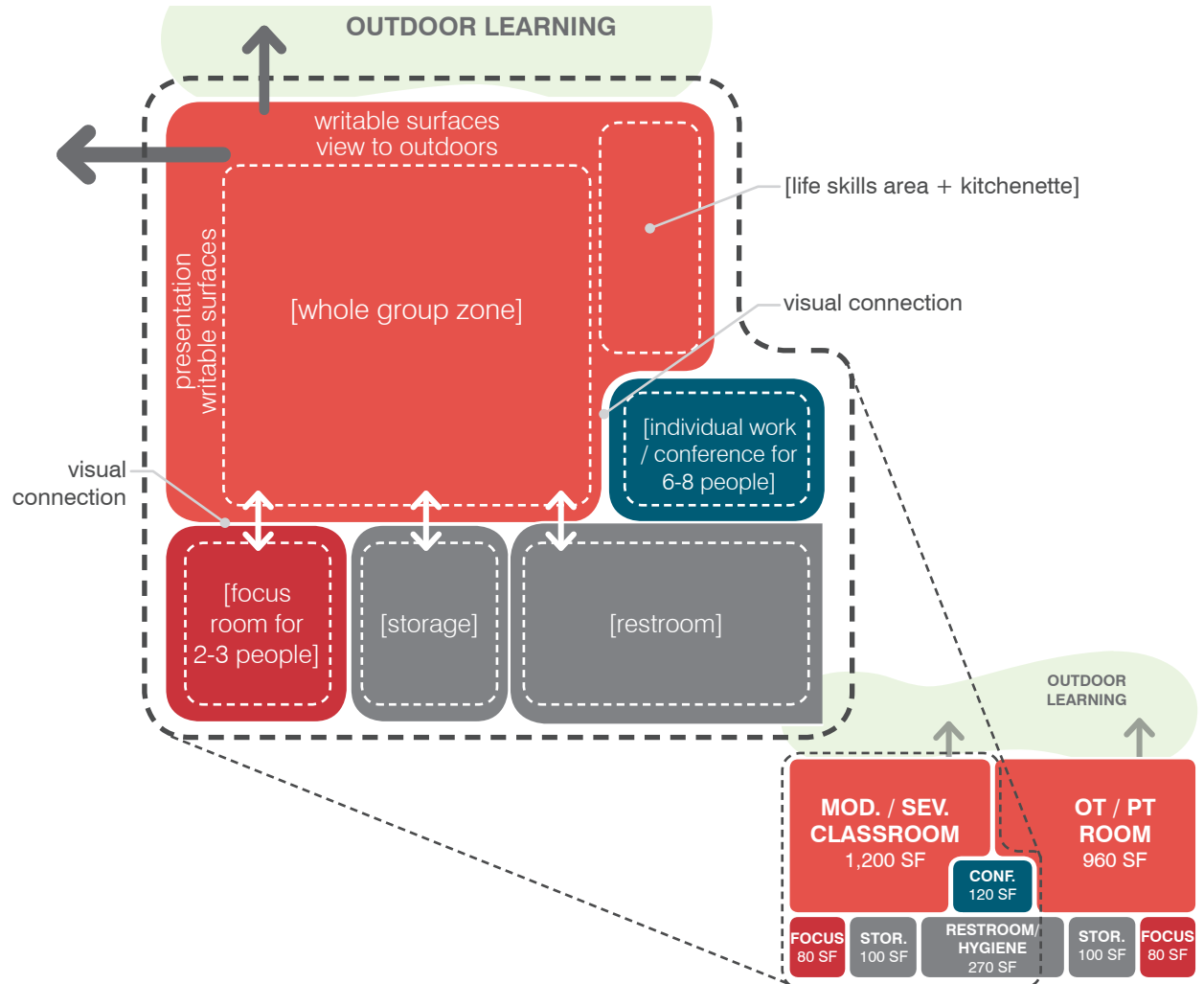
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured. Consider soft furnishings or stools to encourage mobility throughout the space.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide presentation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

FINISHES

- 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.
- 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.



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3.3

SPECIAL EDUCATION - THERAPEUTIC

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

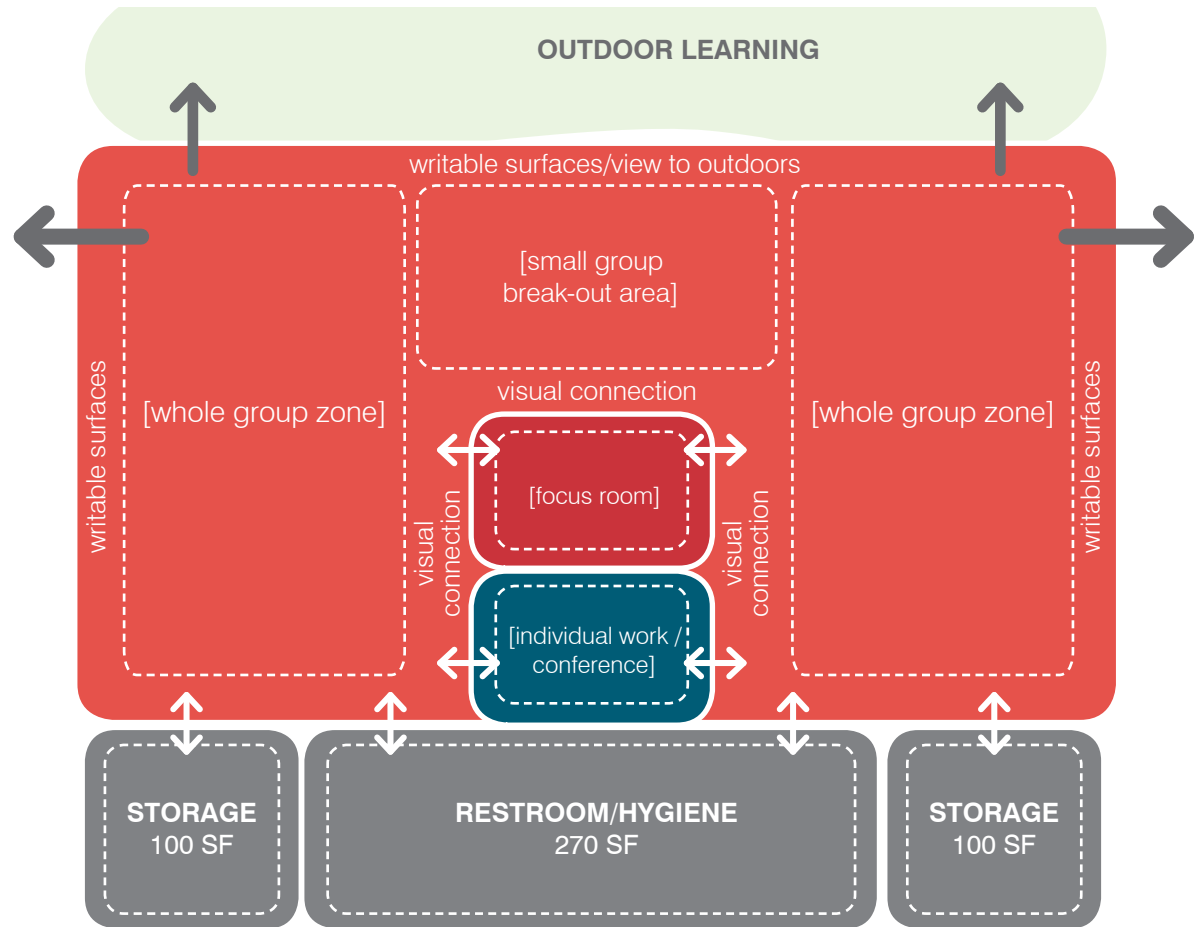
- Limited furniture and objects on walls.
- Provide soft furnishings.

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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.



MONTGOMERY MIDDLE SCHOOL



ARCADIA HIGH SCHOOL



CSU SAN BERNARDINO

3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING LEARNING CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

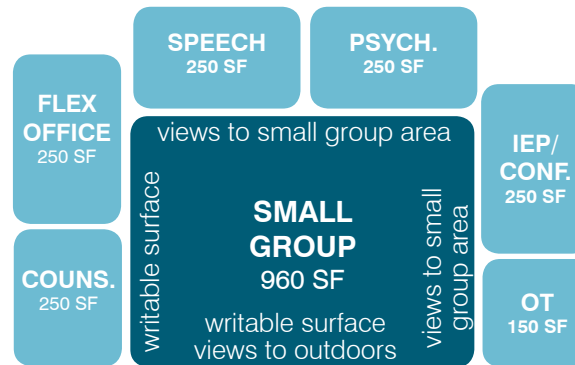
- Ergonomic workstations with comfortable, soft seating areas and age appropriate furniture.

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.



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

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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

SCIENCE LABS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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.



BUFORD ENGINEERING DESIGN ACADEMY



STEM CLASSROOM



SAN MARCOS HIGH SCHOOL

3.3

SCIENCE LABS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

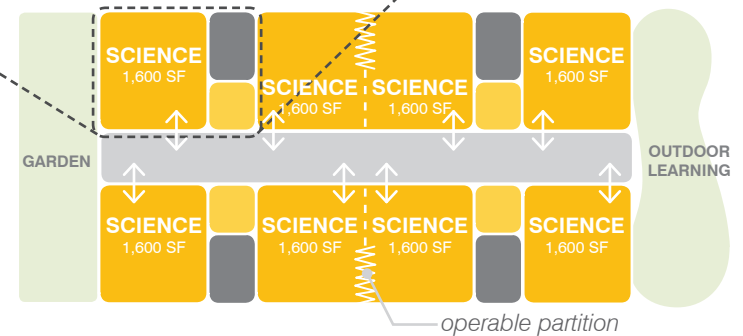
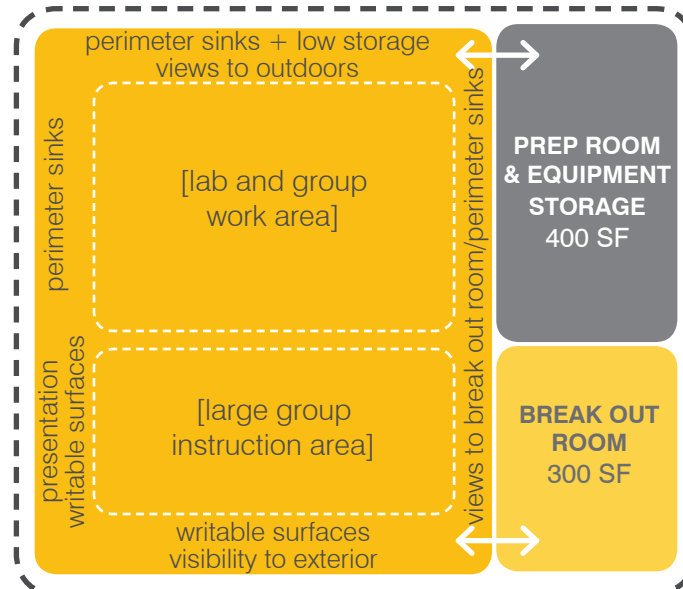
- Furniture should vary based on the activities. All work surfaces should be chemical resistant and science grade. Student tables and chairs should have the ability to adjust height.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.
- Provide a mobile teacher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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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 of 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.



SAN MARCOS HIGH SCHOOL



BOERNE-CHAMPION HIGH SCHOOL



SAN MARCOS HIGH SCHOOL



3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING ART CLASSROOMS (2D / 3D / DIGITAL)

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

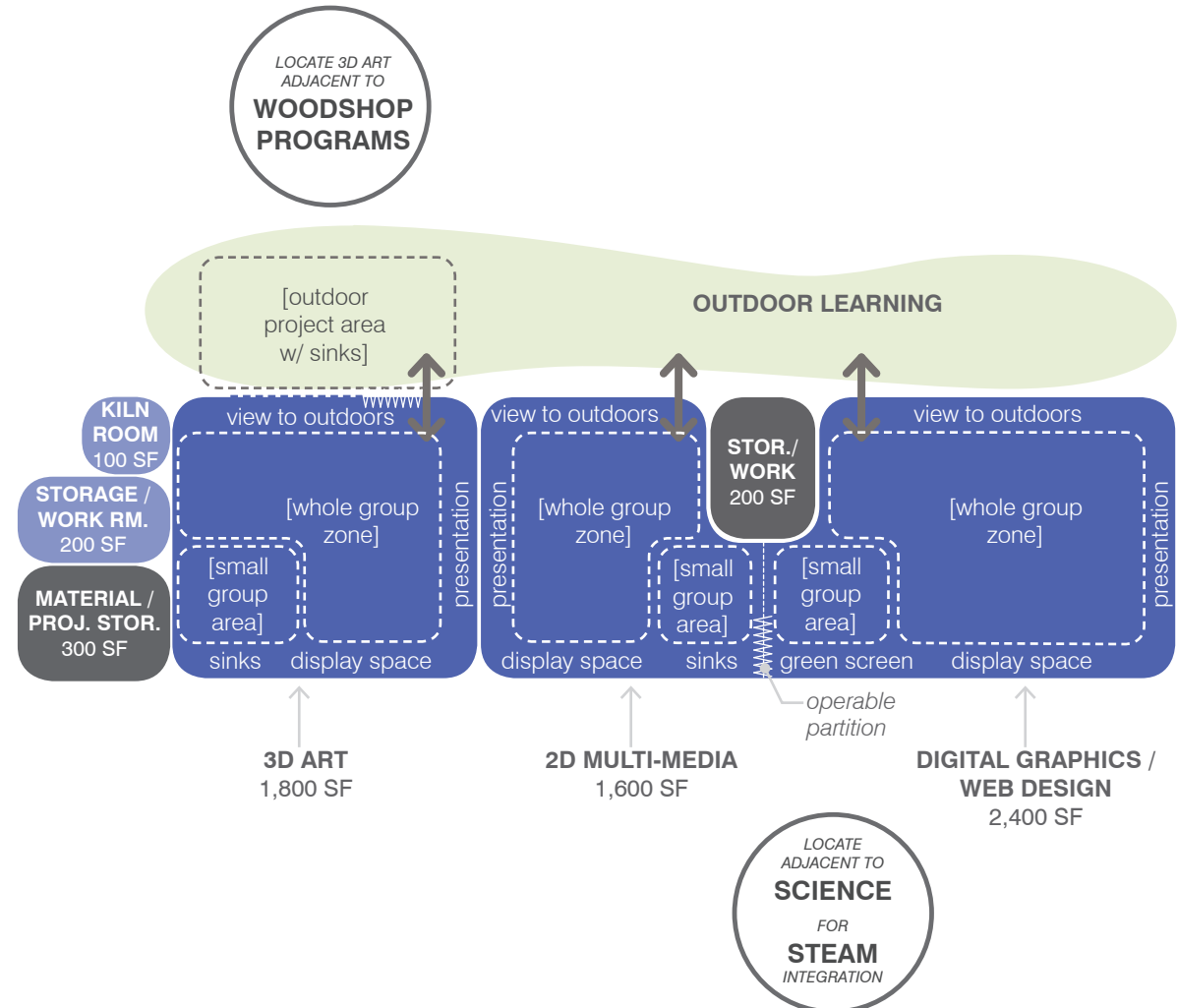
- Adjustable height workstations that will support hands-on and computer work at seated or standing heights.
- Utilize larger work surfaces in the whole group work area to accommodate many students and smaller, more flexible furniture for the small group area.
- Provide lockable casework for supplies, 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.



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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

BAND, CHOIR & DANCE / FLEX

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

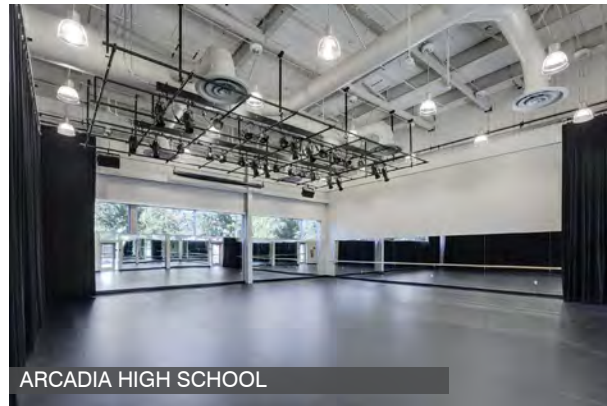
DESIGN OBJECTIVES

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.



3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING BAND, CHOIR & DANCE / FLEX

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

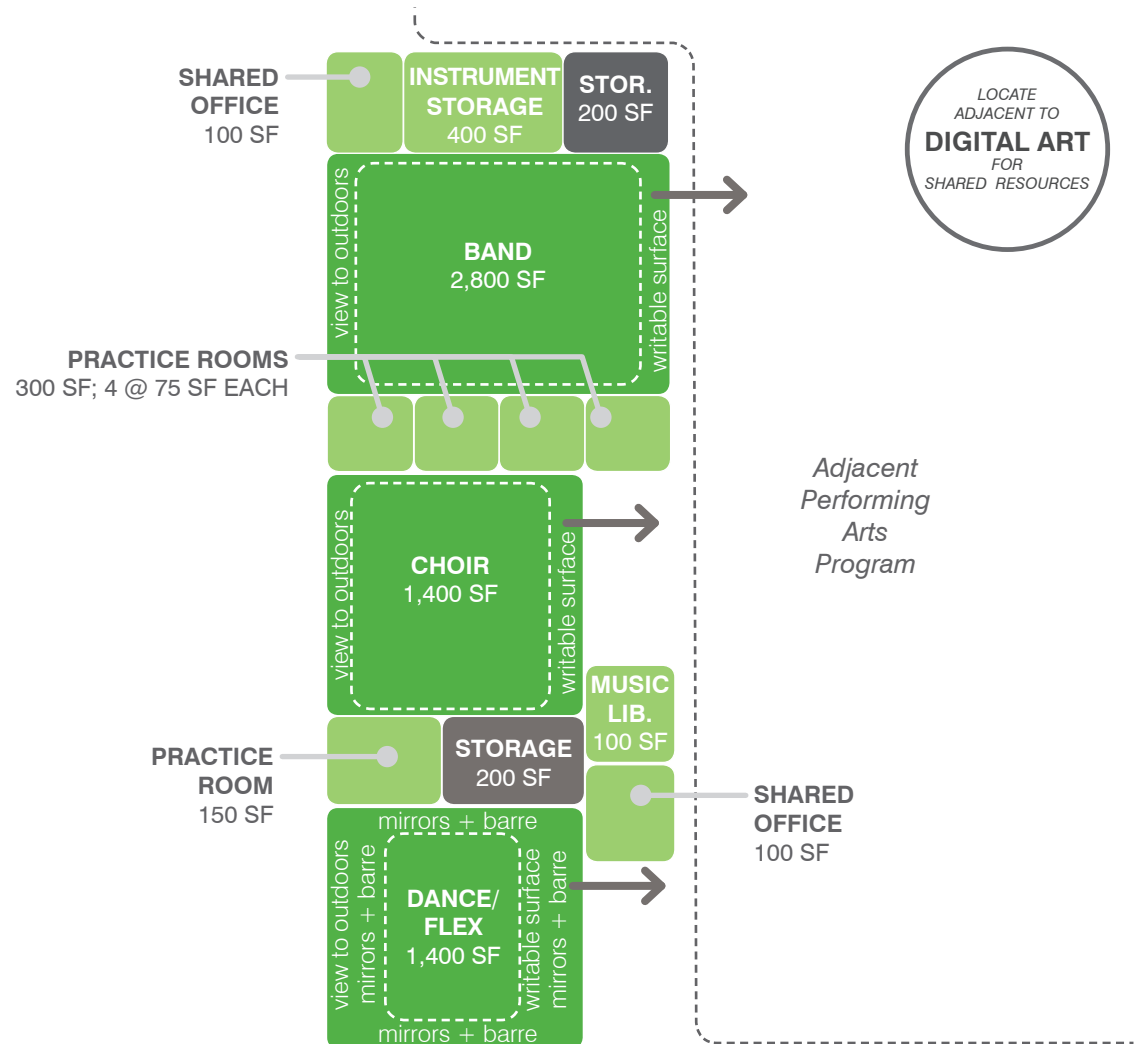
- Utilize portable risers to support row configurations for chorus.
- Provide flexible table and chairs for small group/individual practice area.
- Provide movable stages and stands as required.
- Provide lockable cabinets for instrument storage.
- Dance/flex room should have fixed ballet barres and 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.
- Provide a sprung, wood flooring in Dance/Flex room.
- 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.



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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING PERFORMING ARTS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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.

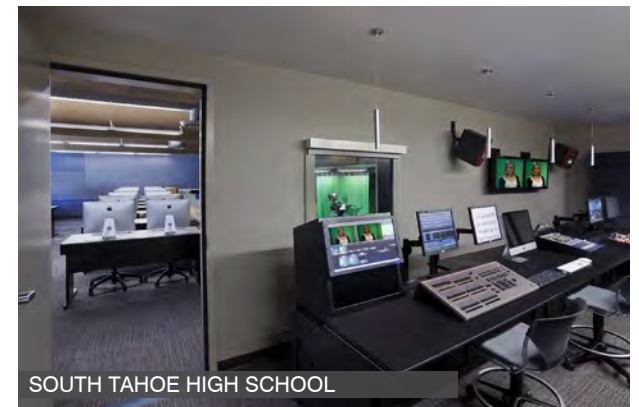
Locate the Performing Arts building adjacent to parking for after school events with a Lobby, Ticketing and Concessions that serves the Theater.



CORONA DEL MAR HIGH SCHOOL



SAN MARCOS HIGH SCHOOL



SOUTH TAHOE HIGH SCHOOL

3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING PERFORMING ARTS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

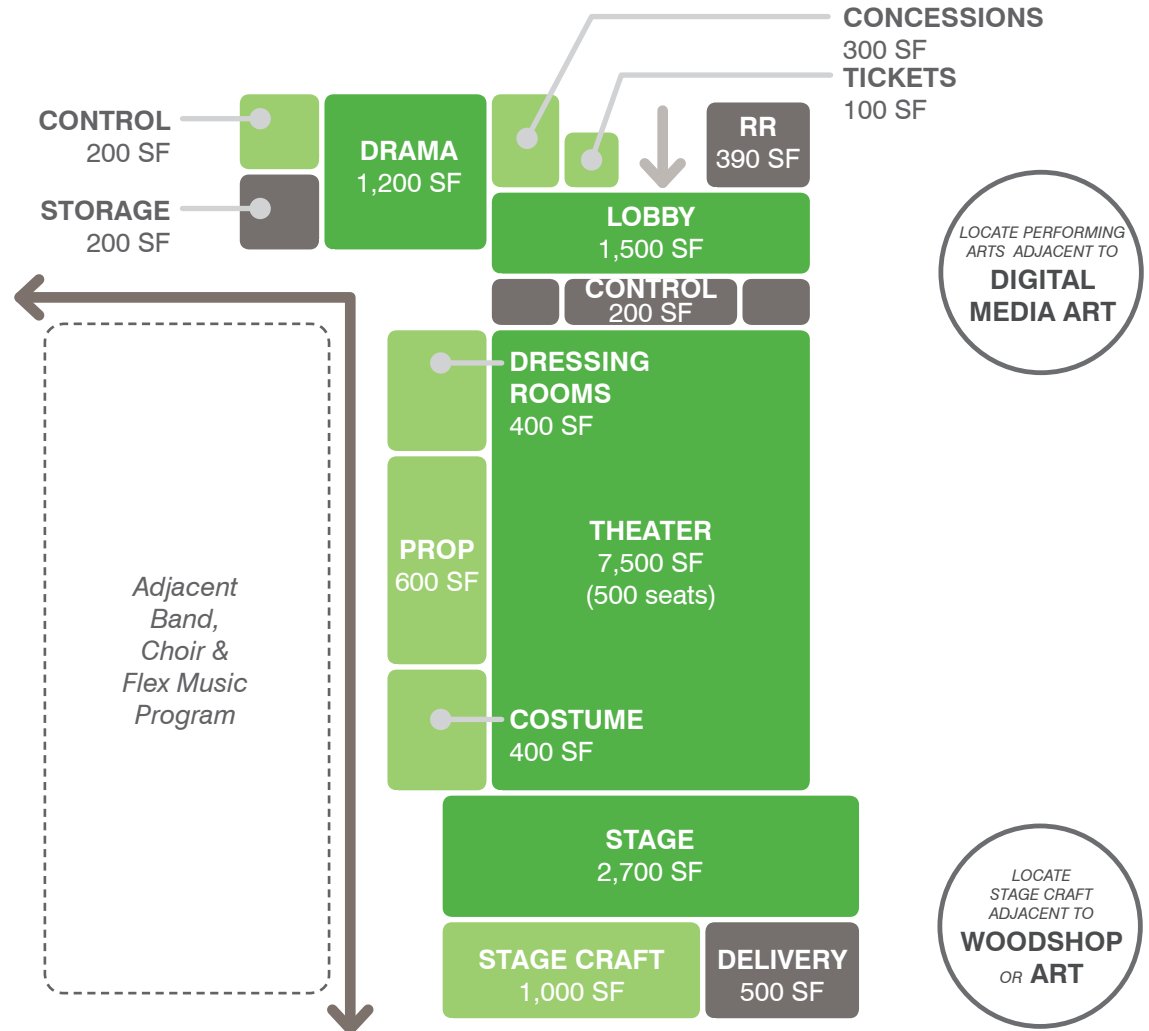
- Provide fixed, theater-style seating in main Theater space.
- Provide masonite/stage flooring in Drama Classroom.
- Mirrors, seating and changing areas as appropriate in costume and dressing rooms.
- Provide open and lockable storage in prop, costume, and dressing rooms.

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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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING CAREER TECH SHOP

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

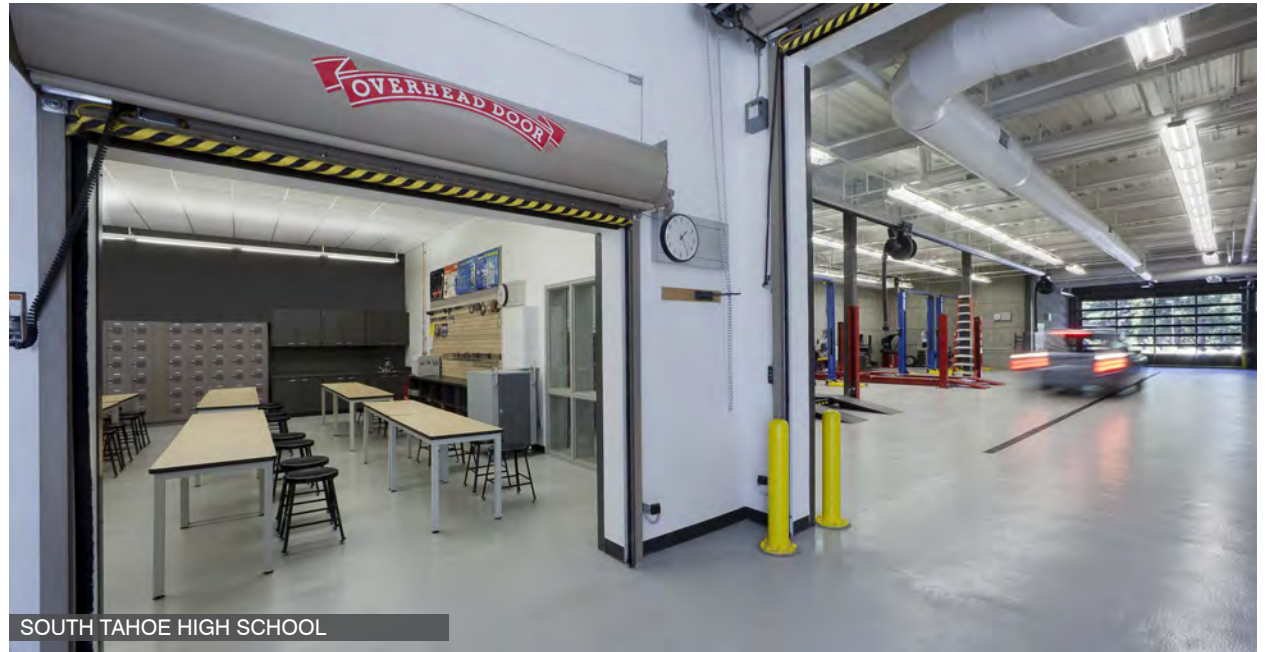
HIGH SCHOOL

DESIGN OBJECTIVES

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. They 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.



SOUTH TAHOE HIGH SCHOOL



ERNEST MCBRIDE SR. HIGH SCHOOL



SOUTH TAHOE HIGH SCHOOL

3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING CAREER TECH SHOP

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

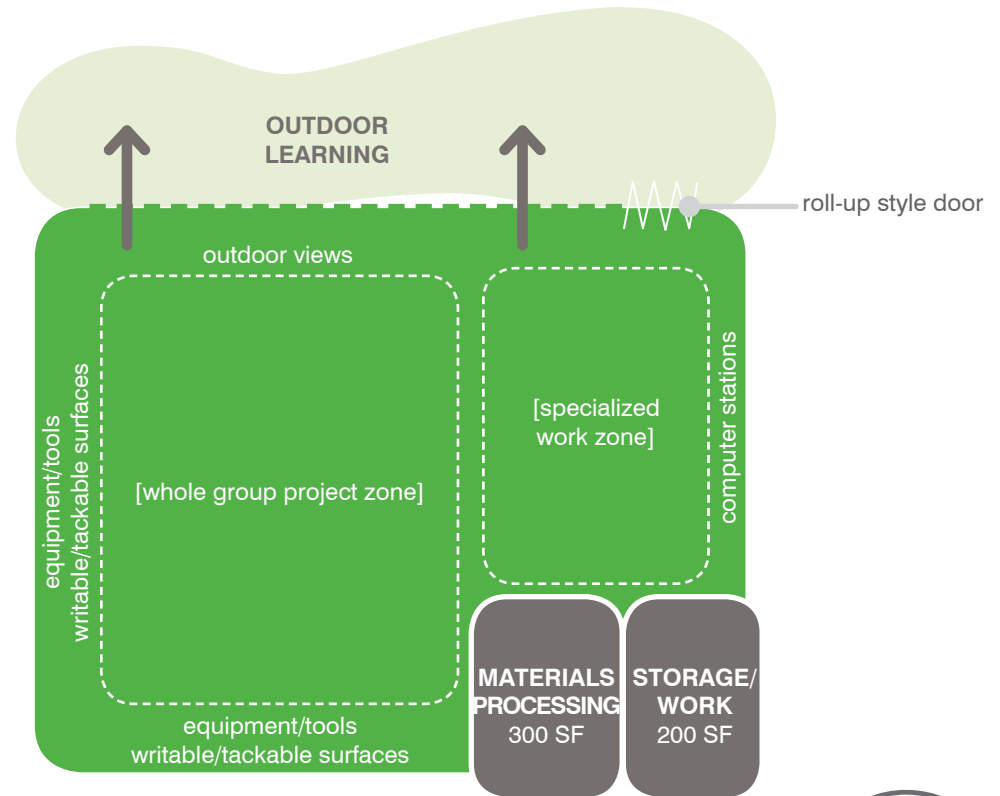
- Furniture should vary based on the activities and include a variety of types that can be easily reconfigured.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum.

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.



POSSIBLE
LOCATION AS
LAB WITHIN
**CLASSROOM
CLUSTER**

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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

ADMINISTRATION

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

ADMINISTRATION

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

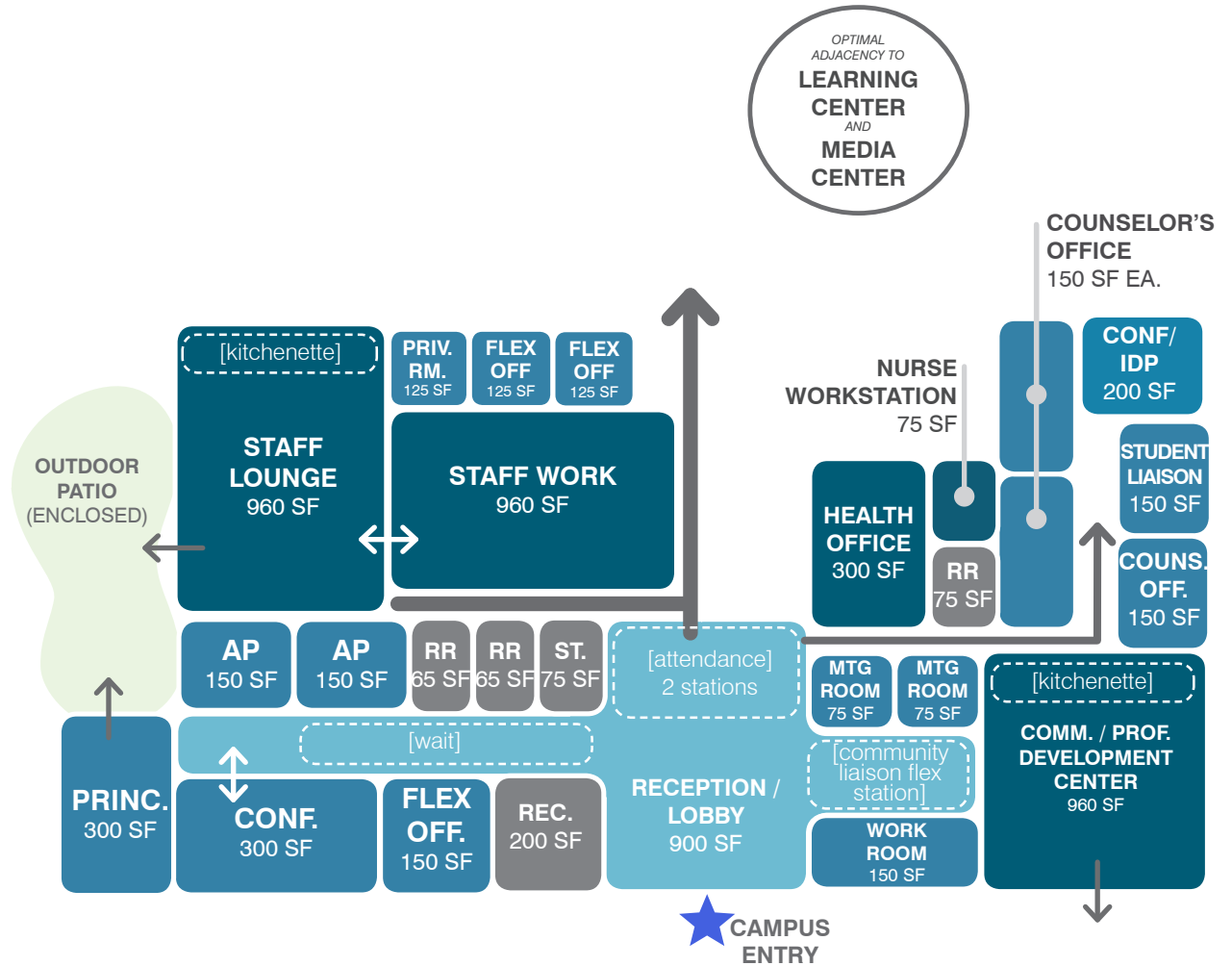
- Furniture should vary based on the activities listed.
- Health Office should include casework with work area and lockable storage cabinets for student medicine and refrigerator with ice maker, and cubicle curtains at ceiling to separate cot area.
- Casework at standing and seated working heights for 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.



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3.3

SECONDARY SCHOOL EDUCATIONAL VISIONING

COMMUNITY / PROFESSIONAL DEVELOPMENT CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

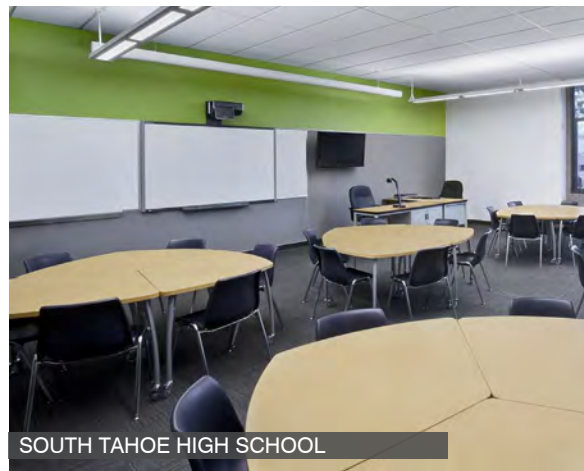
HIGH SCHOOL

DESIGN OBJECTIVES

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.



3.3

COMMUNITY / PROFESSIONAL DEVELOPMENT CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

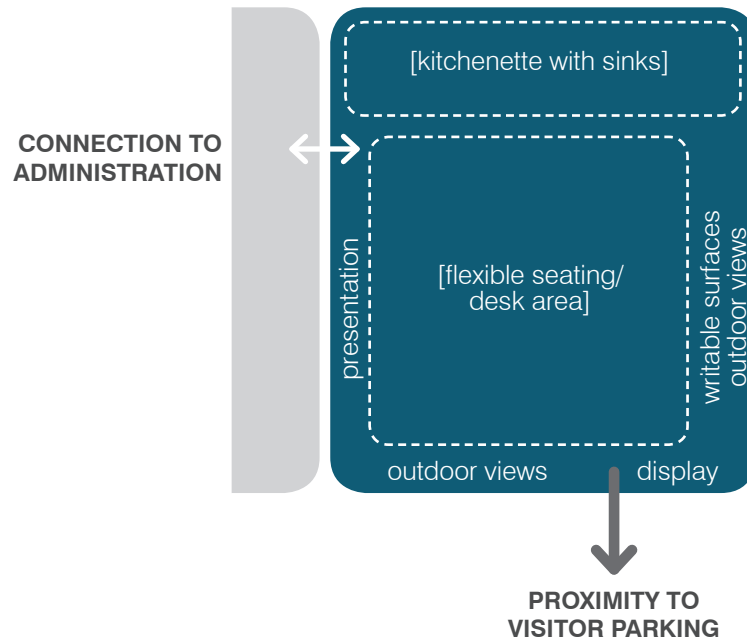
- Furniture should include a variety of types that can be easily reconfigured.
- Consider furniture on casters. Include mobile storage and keep built-in casework to a minimum in classroom space. Provide built-in casework at kitchenette area.
- Height adjustable furniture for presentation.
- Consider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



see Administration diagram for recommended size

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3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING

MEDIA CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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.



PARAMOUNT HIGH SCHOOL



ARCADIA HIGH SCHOOL



SOUTH TAHOE HIGH SCHOOL



SAN MARCOS HIGH SCHOOL

3.3

MEDIA CENTER

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

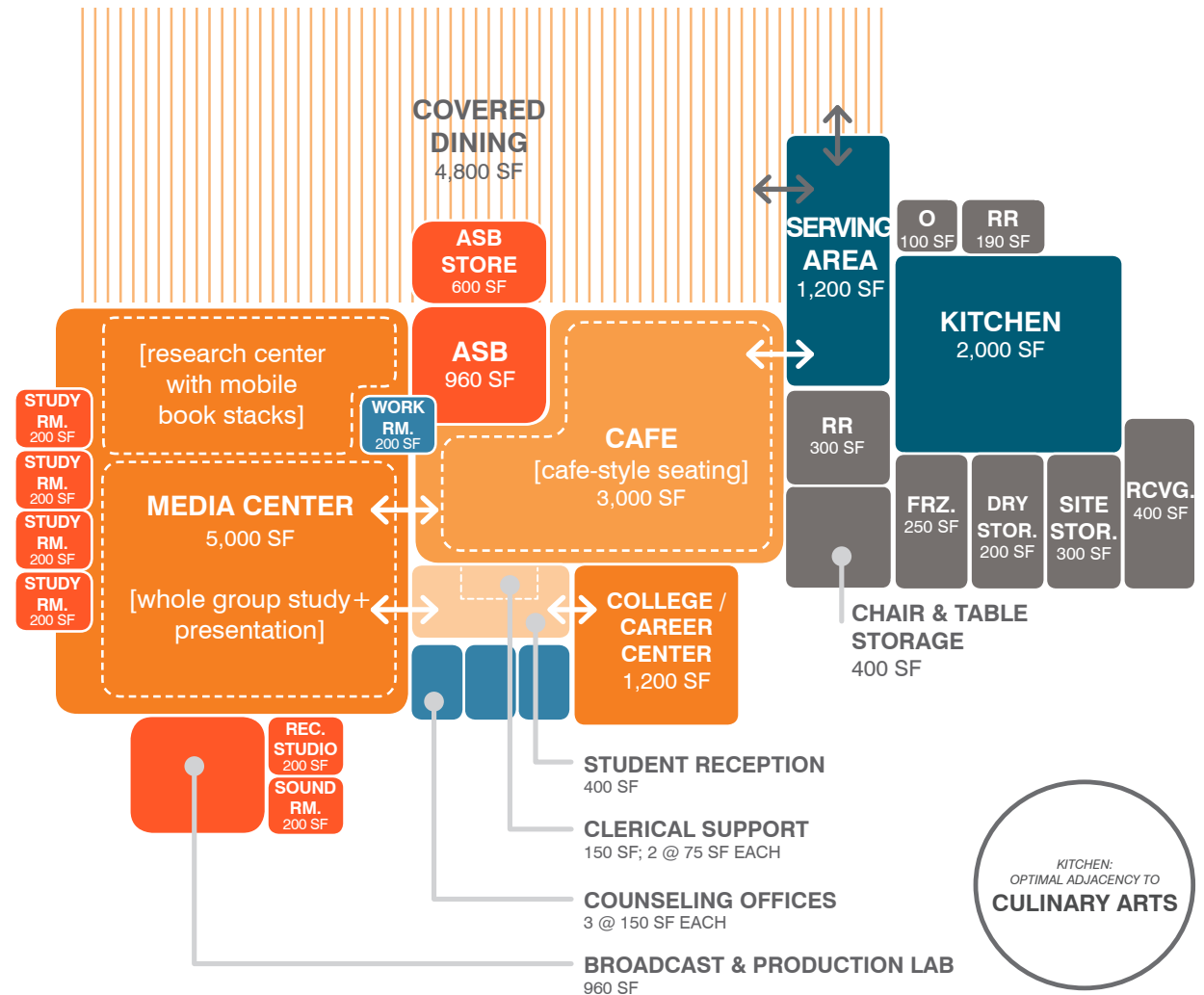
- Media Center: Provide a variety of comfortable seating options with access to power for personal devices. Provide book stacks on locking casters for flexibility.
- Cafe: Provide a variety of cafe tables and chairs at high and low levels that can be easily moved and reconfigured.
- Provide flexible, 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.



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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

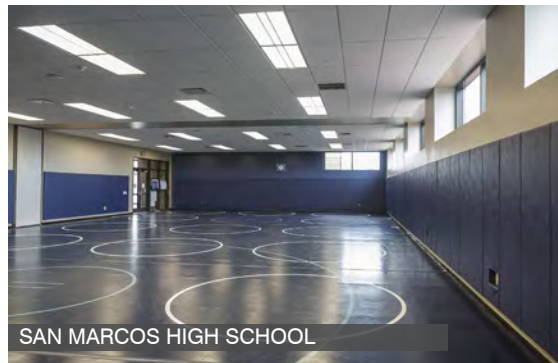
DESIGN OBJECTIVES

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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

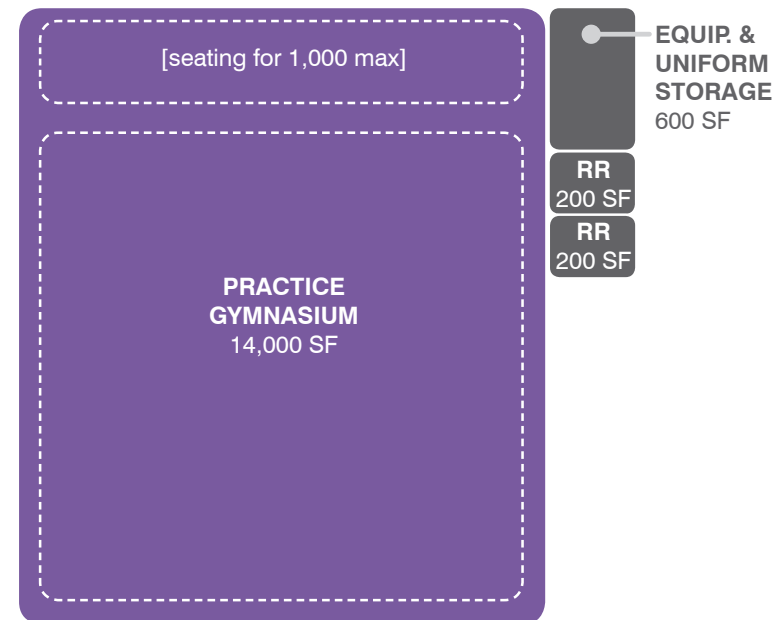
- Provide bleacher-style seating.
- Provide a recycling area for storage and collection of recyclables.

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

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

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

SPACE DESCRIPTION

FURNITURE

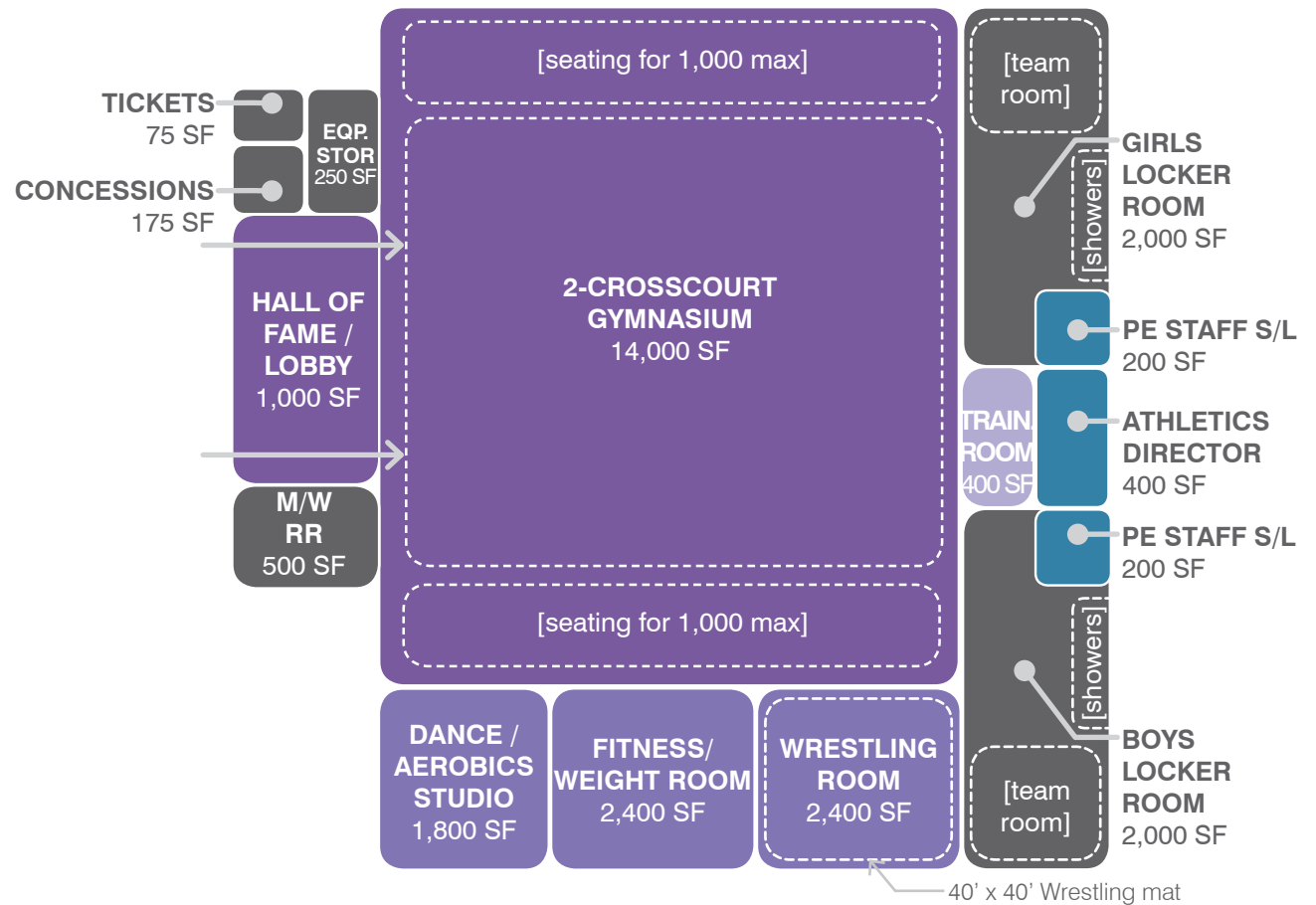
- Provide bleacher-style seating.
- Provide a recycling area for storage and collection of recyclables.
- Provide casework to display club activities and awards.

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 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

ATHLETICS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

DESIGN OBJECTIVES

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.



LAGUNA BEACH HIGH SCHOOL



PARAMOUNT HIGH SCHOOL



PARAMOUNT HIGH SCHOOL

3.3

ATHLETICS

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ACTIVITIES

- Physical Education classes and training
- Athletic/sports practice
- Sports games, track and field events
- Assemblies and presentations
- Community use

SPACE DESCRIPTION

FURNITURE

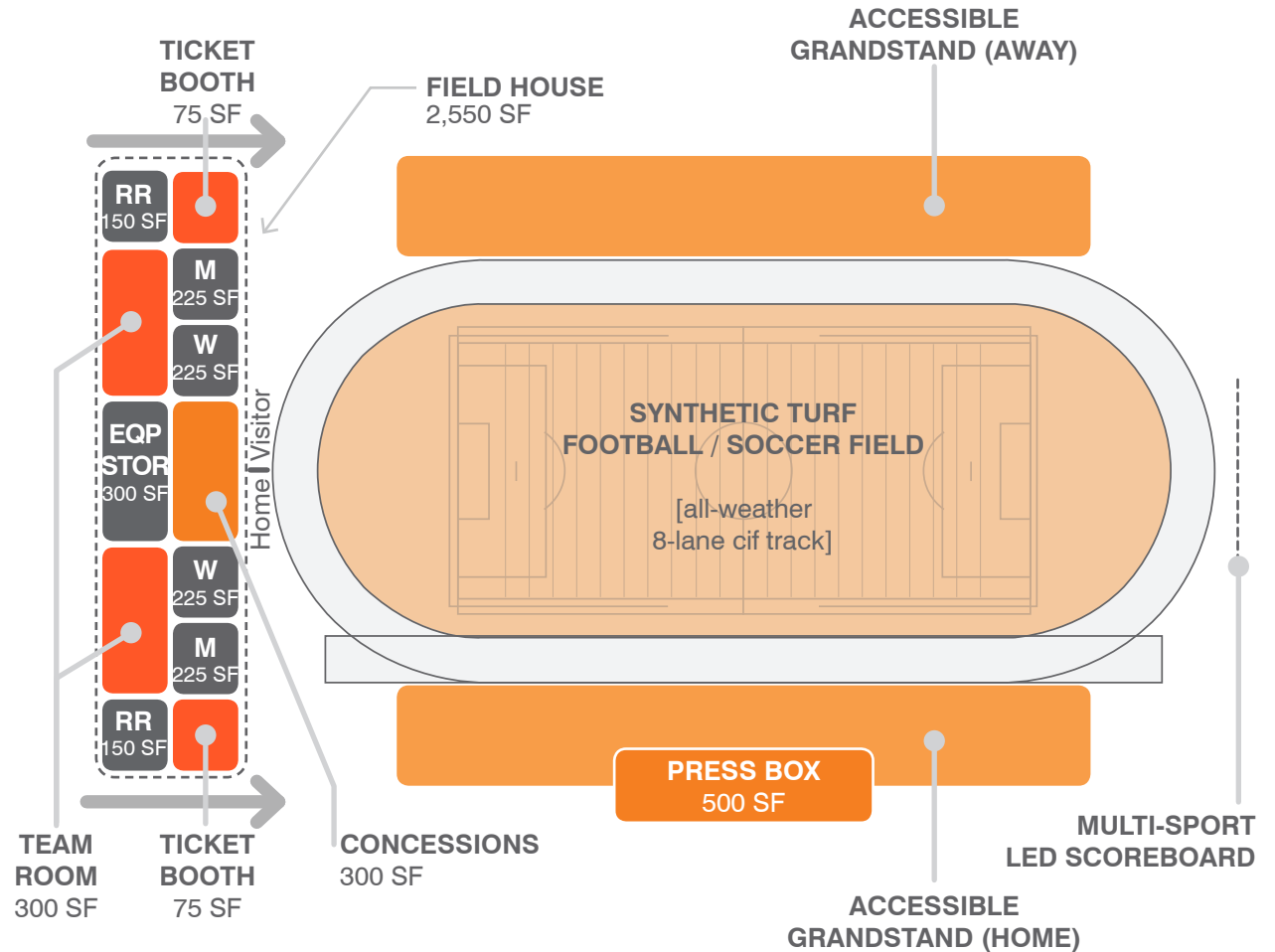
- Provide lockers and lockable storage for athletics equipment.
- Provide bench seating in locker and team rooms.
- Provide a recycling area for storage and collection of recyclables.

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.



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

CAMPUS ORGANIZATION

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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 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) 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.



SAN MARCOS HIGH SCHOOL



GODINEZ HIGH SCHOOL



ERNEST MCBRIDE SR. HIGH SCHOOL

3.3 SECONDARY SCHOOL EDUCATIONAL VISIONING CAMPUS ORGANIZATION

ELEMENTARY SCHOOL

K-8 SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

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

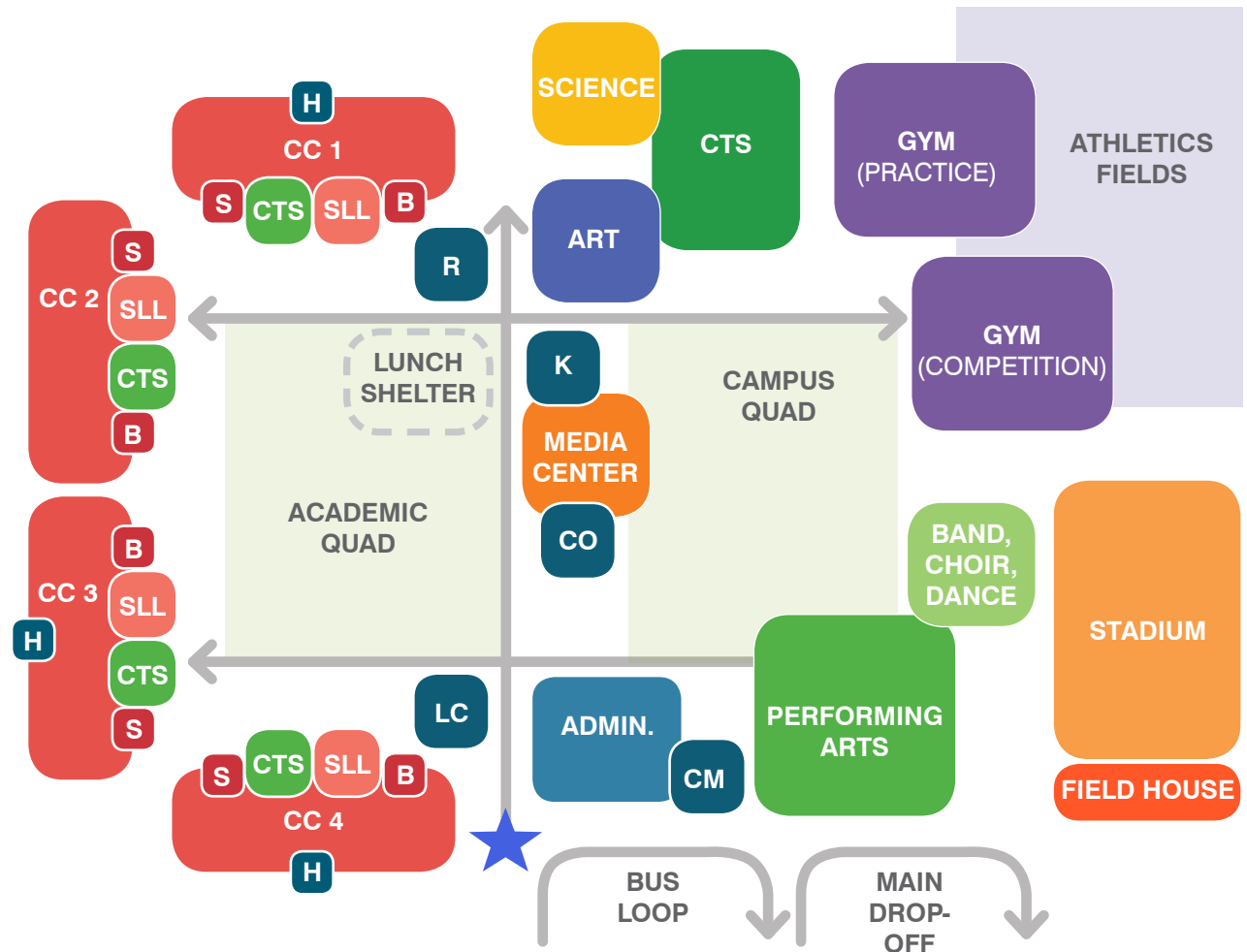
(B) Break Out Rooms

(K) Kitchen / Food Service

(LC) Learning Center

(R) Resource Room

(S) Study Rooms





SECTION 3.4
APPENDIX

October 2016



3.4 APPENDIX MEETING MINUTES

MEETING NO. 01 - "PLAN THE PLAN"



80 South Market Street, Suite 150, San Jose, California 95113

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

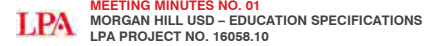
This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION	CONSULTANTS (as indicated)
Casino Fajardo, MHUSD (CF) Aneesa Espinosa, MHUSD (AE) Katia McClain, LPA (KM) Kirsten Blakeman, LPA (KB)	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
INFO	01.01	LPA conducted a coordination meeting with the District to discuss the goals and schedule for the MHUSD Education Specifications Project	N/A
INFO	01.02	CF discussed the District's goals for the Education Specifications project: <ul style="list-style-type: none"> - Develop a baseline for future projects in terms of materials and planning concepts. - Immediate use as a supplemental guideline for current projects in design 	N/A
MHUSD	01.03	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.	04/22 /16
LPA	01.04	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.	04/22/16
LPA	01.05	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 invites.	04/22/16

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April 19, 2016
 Page 2 of 2

ACTION	ITEM NO.		DUE DATE
MHUSD	01.06	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.	N/A
INFO	01.07	LPA and MHUSD discussed the project schedule. MHUSD took no exception to the duration of the tasks outlined on the schedule.	N/A
LPA	01.08	LPA will revise the schedule with the following updates: <ul style="list-style-type: none"> - 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. 	04/22/16
LPA	01.09	LPA will provide calendar availability to MHUSD for scheduling of workshops/focus group meetings and executive committee meetings.	04/22/16

Attachments:

- Agenda
- Schedule Exhibit (updated 4/19/16)

Submitted by: Kirsten Blakeman, LPA

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3.4 APPENDIX MEETING MINUTES

MEETING NO. 02 - WORKSHOP 1



814 South Market Street, Suite 150, San Jose, California 95113

LPA MEETING MINUTES NO. 2
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 1
LPA PROJECT NO. 16058.10

May 10, 2016
Page 2 of 6

May 11, 2016

MEETING MINUTES NO. 02
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

DISTRIBUTION

CONSULTANTS

Casino Fajardo, MHUSD (CF)
Claudia Olacirego, MHUSD (CO)
Chris Moore, MHUSD (CM)
Courtney Macko, MHUSD (CM)
Debra Grove, MHUSD (DG)
Glen Webb, MHUSD (GW)
Ivonne Glenn, MHUSD (IG)
Heather Nursement, (HN)
Kimberly Beare, MHUSD (KB)
Jenna Mittleman, MHUSD (JM)
Jennifer Cordone, MHUSD (JC)
Patrick Buchser, MHUSD (PB)
Ramon Zavola, MHUSD (RZ)
Swati Dagar, MHUSD (SD)
Teresa Sermersheim, MHUSD (TS)
Katia McClain, LPA (KM)
Kate Mraw, LPA (KM1)
Kirsten Blakeman, LPA (KB1)

All Present

DISCUSSION ITEMS

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. KM, KM1, and KB1 presented an overview of education specifications, observations of the current MHUSD school facilities and facilitated an interactive activity and group discussion. The purpose of the workshop was to identify District goals stemming from the L-CAP and gather a framework of ideas to shape the 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. CF 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

ACTION	ITEM NO.		DUE DATE
INFO	2.03	KB1 presented observations of three school tours:	N/A

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 focus 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 first 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 Murphey 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 taller 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



3.4 APPENDIX MEETING MINUTES

MEETING NO. 02 - WORKSHOP 1

LPA MEETING MINUTES NO. 2
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 1
LPA PROJECT NO. 16058.10

May 10, 2016
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LPA MEETING MINUTES NO. 2
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 1
LPA PROJECT NO. 16058.10

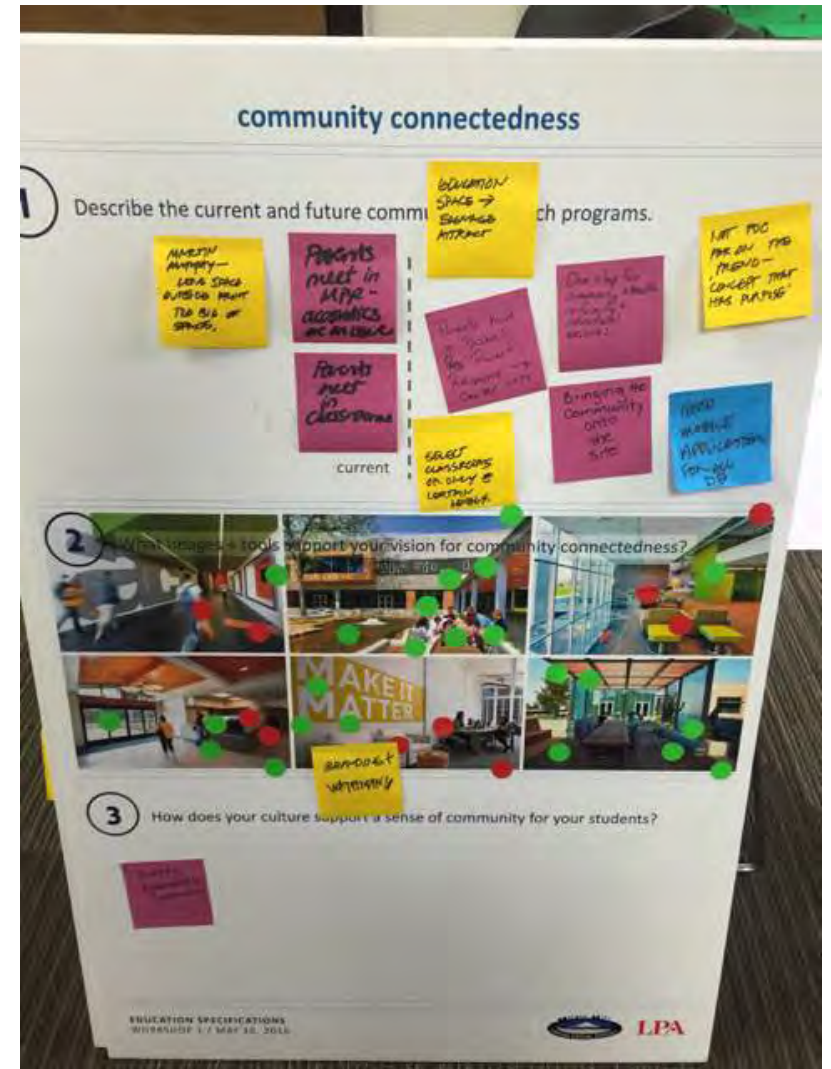
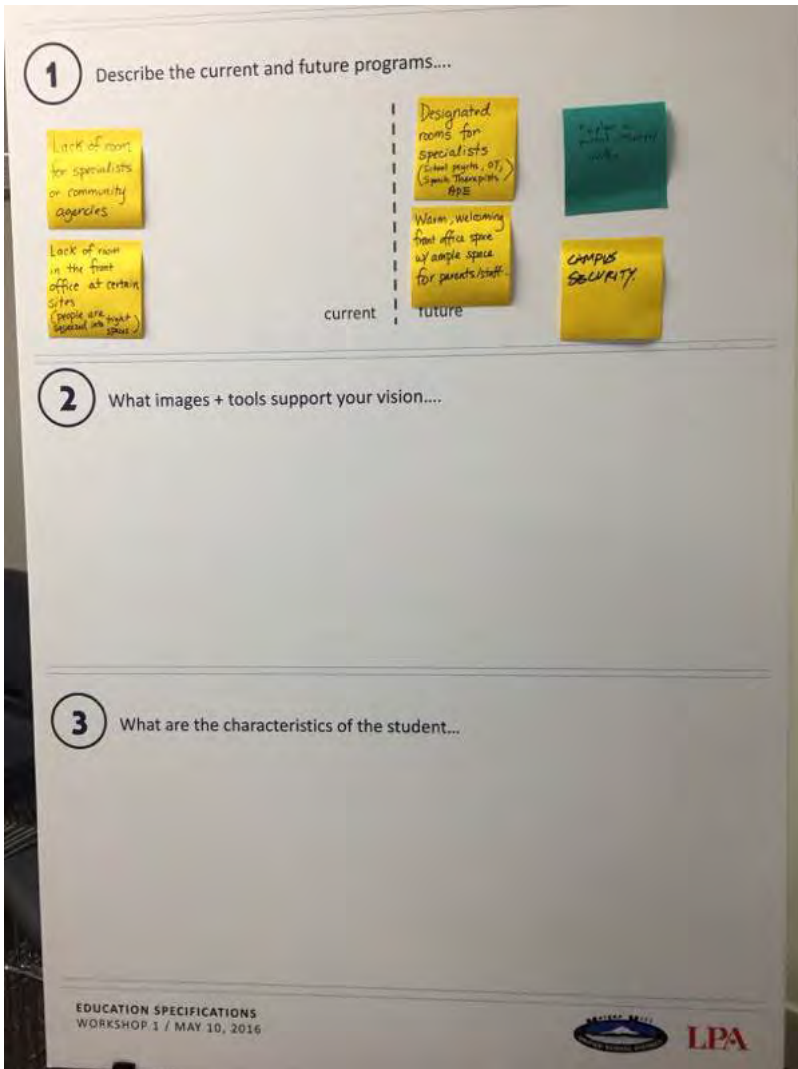
May 10, 2016
Page 4 of 6

ACTION	ITEM NO.	DUE DATE	ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none"> marker board or tack. 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. 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 innovation 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. <p><u>Live Oak High School:</u></p> <ul style="list-style-type: none"> 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. This would serve in creating school pride and inspiring future students. 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. <p>Members of the District added the following comments and observations:</p> <ul style="list-style-type: none"> Consensus was reached by the group that a more welcoming entrance is needed at all campuses. There is a desire to create a comfortable atmosphere for parents and the community. One member suggested creating a home-like setting with a wet bar and snacks. Covered walkways were identified as a need from the admin lobby to all classrooms The group identified needing a staff room adjacent to supplies, mail, restrooms, etc. in order to promote more collaboration across disciplines. 		INFO	2.04	N/A
					<p>KB1 overviewed major themes from the 2015 Local Control Accountability Plan (LCAP).</p> <p><u>1. 21st Century Learning Skills</u></p> <ul style="list-style-type: none"> Critical Thinking and Problem Solving Skills Restructuring of Schools into Focus Academies <p>Members of the District added the following discussion points:</p> <ul style="list-style-type: none"> Flexibility is a key theme. From flexible furniture to encourage eye contact and collaboration between students to flexibility of choice to empower students with creativity and ability to select the means by which to accomplish their work. Promotion of an exploratory approach and ability to change the environment to best accomplish the task. In the future would like more outdoor seating to create collaboration areas outdoors Consider universal design for learning Provide students with "hands-on" spaces <p><u>2. Digital Literacy</u></p> <ul style="list-style-type: none"> New innovation lab 1:1 devices and technology training <p>Members of the District added the following discussion points:</p> <ul style="list-style-type: none"> The amount of technology training seems to vary across school sites. There was a general consensus that additional technology training would be beneficial and provide consistency across the district. The ability to teleconference or do extended learning with other classes, campus, and schools is key to the commitment to providing next-generation learning environments. <p><u>3. College and Career Readiness</u></p> <ul style="list-style-type: none"> Student exhibitions and performance assessments CTE pathways <p>Members of the District added the following discussion points:</p> <ul style="list-style-type: none"> It was noted in the future the District may better distinguish the difference between career counseling and college counseling. <p><u>4. Community Connectedness</u></p> <ul style="list-style-type: none"> Community Partnerships Community Service Program <p>Members of the District added the following discussion points:</p> <ul style="list-style-type: none"> A desire for a welcome center or hospitality place for parents and the community was again identified as a high priority. The suggestion of a District Wide Calendar was brought up as a means of engaging the community across the District. Improvements to branding and marquee signage to create more of school identity within the community



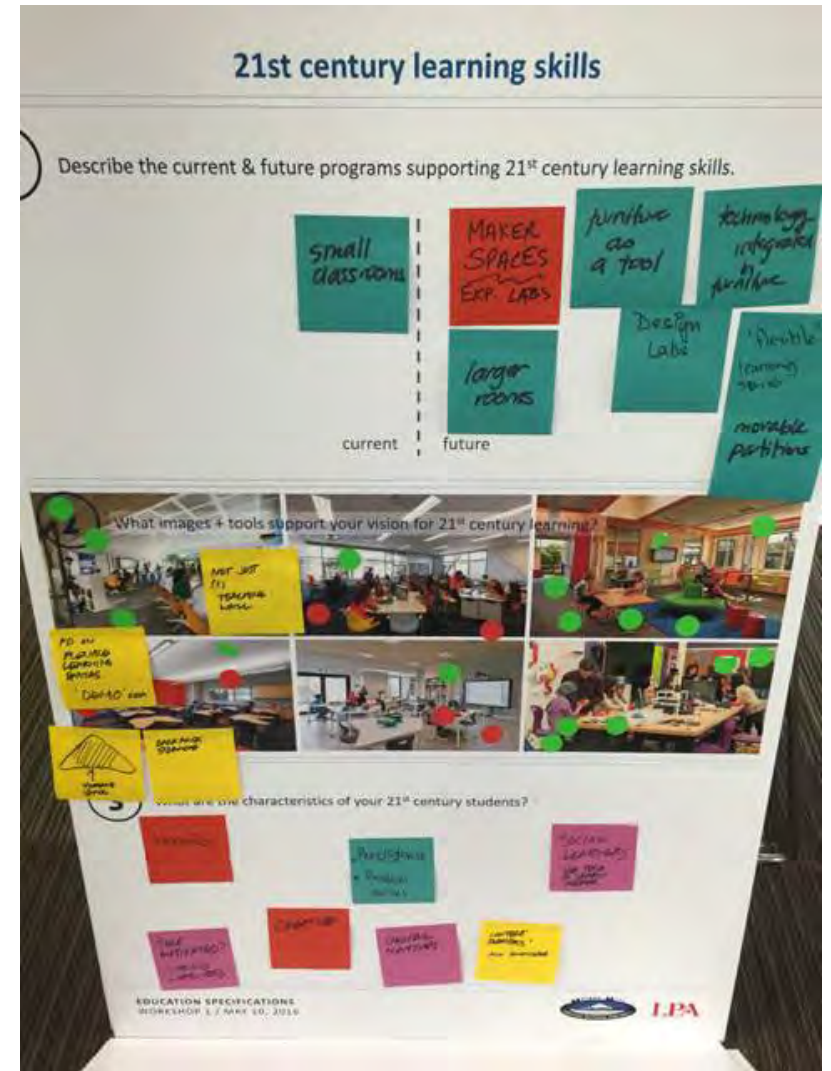
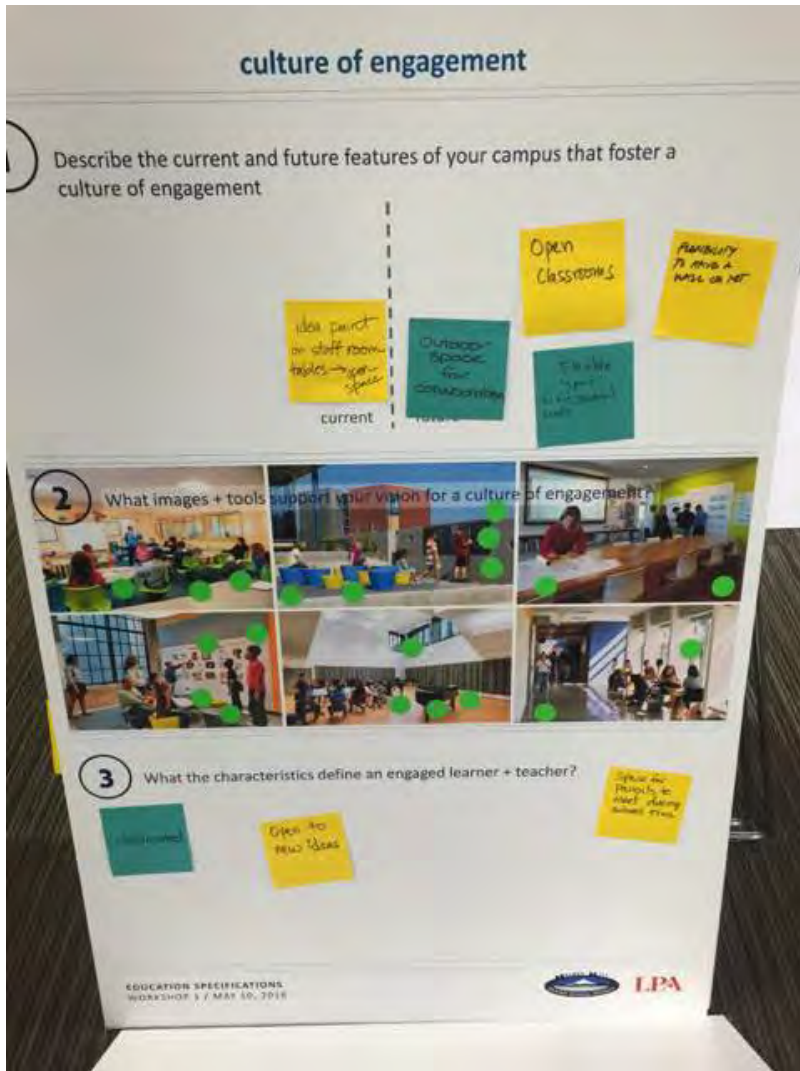
3.4 APPENDIX MEETING MINUTES

MEETING NO. 02 - WORKSHOP 1



3.4 APPENDIX MEETING MINUTES

MEETING NO. 02 - WORKSHOP 1



3.4 APPENDIX MEETING MINUTES

MEETING NO. 02 - WORKSHOP 1

digital literacy

1 Describe the current & future programs supporting digital literacy.

current | future

Current programs: Cigna Learning - Houghton

Future programs: The good things and helping for parents

Infrastructure + Speed for training

Other notes: "ASK OWNED 'LAPTOP STICKS' 1:1 TRAINING 73000 SPEC"

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

Images and tools shown: L3 STORAGE, VIDEO SPACE - MEET WITH VEO, GET SMARTER WITH DIGITAL

3 What are the characteristics of your digital learners?

Characteristics: (Blue and pink sticky notes)

EDUCATION SPECIFICATIONS WORKSHOP 1 / MAY 10, 2016

LPA

college + career readiness

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

current | future

Current programs: Robotics, PATHON TV brand, DISTANCE LEARNING, COLLEGE COUNSELING, ADVANCED PLACEMENT

Future programs: Elementary computer courses?, Tech courses for parents

Other notes: "FLOR LAURENCE IS CAREER COUNSELING QUALIFIED", "SPEAKER SPACE - SUPER SMALL MEET", "CAREER COUNSELOR"

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

Images and tools shown: (Grid of photos showing students in various settings)

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

Characteristics: (Pink, purple, and yellow sticky notes)

EDUCATION SPECIFICATIONS WORKSHOP 1 / MAY 10, 2016

LPA

3.4 APPENDIX MEETING MINUTES

MEETING NO. 03 - WORKSHOP 2, PART 1



814 4th Street, Suite 150, San Jose, California 95113

LPA MEETING MINUTES NO. 3
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 2 PART 1
LPA PROJECT NO. 16058.10

June 2, 2016
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June 2, 2016

MEETING MINUTES NO. 03
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).

<u>PRESENT</u>	<u>DISTRIBUTION</u>	<u>CONSULTANTS</u>
Casino Fajardo, MHUSD (CF) Claudia Olacirego, MHUSD (CO) Chris Moore, MHUSD (CM) Courtney Macko, MHUSD (CM) Debra Grove, MHUSD (DG) Glen Webb, MHUSD (GW) Ivonne Glenn, MHUSD (IG) Heather Nursement, (HN) Kimberly Beare, MHUSD (KB) Jenna Mittleman, MHUSD (JM) Jennifer Cordone, MHUSD (JC) Patrick Buchser, MHUSD (PB) Ramon Zavoila, MHUSD (RZ) Swati Dagar, MHUSD (SD) Teresa Sermersheim, MHUSD (TS) Katia McClain, LPA (KM) Kirsten Blakeman, LPA (KB1)	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
INFO	3.01	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, reviewed outcomes of Workshop 1, presented case studies of relevant 21 st Century Learning Environments and facilitated an interactive activity and group discussion. The purpose of the workshop was to gather District input on Education Specification criteria for Classrooms, Science Lab, Art Rooms and Administration spaces.	N/A
INFO	3.02	KM presented a sample of an Education Specification, reviewing both the graphic elements and the descriptive content areas. MHUSD took no exception to the sample provided.	N/A

ACTION	ITEM NO.		DUE DATE
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	KM and KB1 reviewed three case study projects. The overviewed major themes from the 2015 Local Control Accountability Plan (LCAP).	N/A

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 once 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



3.4 APPENDIX MEETING MINUTES

MEETING NO. 03 - WORKSHOP 2, PART 1

LPA MEETING MINUTES NO. 3
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 2 PART 1
LPA PROJECT NO. 16058.10

June 2, 2016
Page 3 of 5

LPA MEETING MINUTES NO. 3
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 2 PART 1
LPA PROJECT NO. 16058.10

June 2, 2016
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ACTION	ITEM NO.	DUE DATE	ACTION	ITEM NO.	DUE DATE	
	<ul style="list-style-type: none"> area. Welcome Center at the front of the campus Found learning spaces in hallways, writeable surfaces and tack in student circulation areas Classrooms organized in villages. Lab, 2 studios and quiet studio all open up to a central commons with a small "think tank" for 5-7 students Staff collaboration area – teachers use pedestal in classrooms, desks and belongings are all located in a central room to encourage staff collaboration outside of classrooms. 					
	<p>Members of the District had the following comments:</p> <ul style="list-style-type: none"> Desire for wide circulation areas and social spaces that directly connect to classrooms More research to be done on appropriate technology for classrooms and collaboration areas. Having one point of entry that is inviting but also secure/safe is desirable Staff collaboration areas need to be adjacent to copy/workrooms Workroom to have additional high-top hoteling stations and be designed to be flexible to encourage dual purpose such as use as a conference room. Concerns over shared staff collaboration areas becoming "owned" by staff departments and not inclusive of all school personnel. Staff break area should be located near MPR/centrally located, so teachers will utilize it after walking students to lunch. Need to incorporate quiet rooms for nursing teachers. 					
INFO	3.05					
	<p>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.</p>	N/A				
INFO	3.06					
	<p>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 recapturing 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.</p>	N/A				
INFO	3.07					
	<p>KM and KB1 facilitated a small group activity focused on the development and visioning of classrooms, art, science and administration. The vision developed by the District during this activity is summarized below.</p>	N/A				
				<p>Classrooms:</p> <ul style="list-style-type: none"> Classroom should support multi-mode learning with every surface having a teaching opportunity. Classrooms should be adaptive 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. <p>Art:</p> <ul style="list-style-type: none"> 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 than 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. <p>Science:</p> <ul style="list-style-type: none"> Activities include labs/experiments, writing reports, student presentations, individual and group work. It is important to have technology integrated within the workspace. Ideally science labs would be located near collaboration areas, the library and MPR and would stand alone as a science or STEAM wing with adjacent outdoor space Furniture should be flexible/movable including mobile 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. <p>Administration:</p> <ul style="list-style-type: none"> 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. 		

3.4 APPENDIX MEETING MINUTES

MEETING NO. 03 - WORKSHOP 2, PART 1

LPA MEETING MINUTES NO. 3
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 2 PART 1
LPA PROJECT NO. 16058.10

June 2, 2016
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ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none"> • 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 liason. • The community liason 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	3.08	N/A
	The next outreach meeting is scheduled for Wednesday, May 25 th 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



3.4 APPENDIX MEETING MINUTES

MEETING NO. 03 - WORKSHOP 2, PART 1

ADMINISTRATION

for discussion & consideration...

1. What is the impression should this space give to the community / parents / staff / students?
inviting
2. What other types of rooms or spaces support this program? For example, workrooms, library, library, library, etc.
*5 private rooms
Social services
groups of private
classrooms
community room
staff work space
staff work space*
3. How might outdoor spaces support interior program and activities?
*outdoor space close to
principal's office &
staff room*
4. What kind of collaboration opportunities can this space provide for students / teachers / the community?
5. Describe how a parent would experience and navigate this space. A student? A staff member?

activities
programs, projects take place here

equipment
describe and technology, power/data needs...
video conferencing

furniture
describe the types, characteristics, flexibility, scale...
comfortable, durable, age-appropriate, easily reconfigured, storage

finishes
describe the materials, colors, specialty surfaces...
neutral color, hydrophobic

What is **UNIQUE** to the administration space at a...

ELEMENTARY SCHOOL **MIDDLE SCHOOL** **HIGH SCHOOL**

EDUCATION SPECIFICATIONS
WORKSHOP 2 - Part 1 / MAY 23, 2016

LPA

CLASSROOMS

for discussion & consideration...

1. Describe your ideal classroom that supports 21st Century Learning
*supports multi-mode learning
every surface teaching options
moving learning needs*
2. What other types of rooms or spaces support this program? For example, workrooms, library, library, etc.
3. How can outdoor learning spaces support this program space?
4. What kind of collaboration opportunities can this space provide for students / teachers / the community?
flexible, adaptable, proximity, neutral color palette
5. Currently, how large is this space? Is it adequately sized?
900 depends on curriculum
6. How would you locate this program space on campus? Use a map to show location or generalization.
*hybrid classroom or
classroom*

equipment
describe and technology, power/data needs...
*power stations
projector/screen
HDMI/usb/AV outlets*

furniture
describe the types, characteristics, flexibility, scale...
*durable/clean
comfortable
age-appropriate
easily reconfigured
storage*

finishes
describe the materials, colors, specialty surfaces...
*whiteboard spaces
projects displayed
warm colors (learning space)
limited wallpaper
carpet*

What is **UNIQUE** to a classroom at a...
*DISPLAY AREA
inside classroom
Balance between
clean vs. display area*

ELEMENTARY SCHOOL **MIDDLE SCHOOL** **HIGH SCHOOL**

EDUCATION SPECIFICATIONS
WORKSHOP 2 - Part 1 / MAY 23, 2016

LPA

3.4 APPENDIX MEETING MINUTES

MEETING NO. 03 - WORKSHOP 2, PART 1

ART

for discussion & consideration...

1. Describe your ideal classroom that supports 21st Century Learning.
Flexibility/Options
2. What other types of rooms or spaces support this program? For example, workroom, library, storage, etc.
Innovative Learning Center
3. How can outdoor learning spaces support this program topic?
*Exploratory Spaces
Art Spaces*
4. What kind of collaboration opportunities can this space provide for students / teachers / the community?
Transparency
5. Currently, how large is this space? Is it adequately sized?
Avlg
6. How would you locate this program space on campus? For example, on the perimeter or central to campus?
Perimeter

what activities, programs, projects take place here? how do students learn in this space?

activities

*music
*ceramics
*studio art
*drama
*crafts

*Standing tall tables + some tall chairs
*design walls / tubes
*presentation / display space
*platform for performances
*Floor made for mats
*Storage
*maker space w/ cleaning station

furniture
describe the types, characteristics, flexibility, scale.
All types for art space - give six options for cleaning

finishes
describe the materials, colors, specialty surfaces.
Colored & easy to clean

equipment
describe and technology, power/data needs.
Presentation technology and charging stations

ELEMENTARY SCHOOL HIGH SCHOOL

EDUCATION SPECIFICATIONS
WORKSHOP 2 - Part 1 / MAY 23, 2016

softer the edges if appropriate - location is important

MORGAN HILL UNIFIED SCHOOL DISTRICT
LPA

SCIENCE

labs
reports
presentations
individual
group
teams

for discussion & consideration...

1. Describe your ideal classroom that supports 21st Century Learning.
All inclusive learning, collaborating
2. What other types of rooms or spaces support this program? For example, workroom, library, storage, etc.
Library / media / computer room all in one
3. How can outdoor learning spaces support this program topic?
movable storage to bring learning outside
4. What kind of collaboration opportunities can this space provide for students / teachers / the community?
The look, feel, and usability in scheme
5. Currently, how large is this space? Is it adequately sized?
A classroom... not sure
6. How would you locate this program space on campus? For example, in clusters or decentralized?
stand alone as a Science or STEAM wing

what activities, programs, projects take place here? how do students learn in this space?

activities

Technology integrated w/ in workspace

furniture
describe the types, characteristics, flexibility, scale.
*stools - comfortable!
cafe/high tables
long, tables
sinks
demonstration/teacher workspace
w/ canvas on all levels*

finishes
describe the materials, colors, specialty surfaces.
*metal
wood
cork
linoleum tile
concrete-alk*

equipment
describe and technology, power/data needs.
*burners
goggles
beakers
tongs
aprons
emergency shower*

What is UNIQUE to a science to LEARN

*catch access animal/plant
workspace adj.*

size small size medium size large
ELEMENTARY SCHOOL MIDDLE SCHOOL HIGH SCHOOL

EDUCATION SPECIFICATIONS
WORKSHOP 2 - Part 1 / MAY 23, 2016

MORGAN HILL UNIFIED SCHOOL DISTRICT
LPA

3.4 APPENDIX MEETING MINUTES

MEETING NO. 04 - WORKSHOP 2, PART 2



814 4th Street, Suite 150, San Jose, California 95113

LPA MEETING MINUTES NO. 4
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 2 PART 2
LPA PROJECT NO. 16058.10

June 6, 2016
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June 6, 2016

MEETING MINUTES NO. 04
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 transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION	CONSULTANTS
Casino Fajardo, MHUSD (CF) Chris Moore, MHUSD (CM) Heather Nursement, (HN) Jenna Mittleman, MHUSD (JM) Katia McClain, LPA (KM) Kirsten Blakeman, LPA (KB1)	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
INFO	4.01	N/A
INFO	4.02	N/A
INFO	4.03	N/A

1. How can space inspire creativity?

- Evoking a feeling of comfort, simplicity. Not too trendy or institutional feeling.
- Use of color and natural daylight
- Create an open flexible space that encourages student choice
- A clean, organized space that isn't overwhelming

2. How would you re-name & re-imagine the Library?

- Technology Center with repair stations, charging stations, multiple screens for projection, chrome book check-in, inventory control and unique technology.
- Clear visibility (no high shelving in the center), flexible seating, break out rooms and more noise than traditional library settings.

ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none"> • Could be rebranded as the Hub or Literacy Lab <p>3. <u>What was it that most inspired you about school? Describe a favorite memory.</u></p> <ul style="list-style-type: none"> • Extra Curricular Activities: Clubs, sports, outdoor hang outs, collective gathering for fun events, friends and social time • A place you felt safe with space to find yourself. Clubs/Activities • A place to explore creativity • Inspiring Teachers <p>4. <u>MHUSD could be better if...</u></p> <ul style="list-style-type: none"> • 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 • Lessons Learned - being open to sharing failures in order to improve and help others in similar situations • More care for teachers and staff and student spaces <p>5. <u>When you hear the word "google" what comes to mind?</u></p> <ul style="list-style-type: none"> • Universal Access to Content: innovative, integrated, insync • Stanford D School Grads, Design Thinkers, Problem Solvers <p>6. <u>What about an apple store makes a relevant classroom?</u></p> <ul style="list-style-type: none"> • 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.
- Middle School: MPR should be connected to a blackbox/MPR stage with primary adjacency to library and food service.
- High School: Student Union should have primary adjacency to ASB and Student Services/Career Center. Locate near Admin, Library and Food Service. Include large format presentation display.

INFO	4.07	N/A
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KM and KB1 facilitated a small group activity focused on the development and visioning of mpr/student union, music and drama, and library. The vision developed by the District during this activity is summarized below.

MPR/Student Union:

- MPR's should accommodate the following activities: PE, lunch, assemblies, parent meetings, open house, community events (bingo, soccer, movie night, etc).
- Sized for 700 people



3.4 APPENDIX MEETING MINUTES

MEETING NO. 04 - WORKSHOP 2, PART 2

LPA MEETING MINUTES NO. 4
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 2 PART 2
LPA PROJECT NO. 16058.10

June 6, 2016
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ACTION **ITEM NO.** **DUE DATE**

- 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 than 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 computer 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.

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LPA MEETING MINUTES NO. 4
MORGAN HILL USD – EDUCATION SPECIFICATIONS – WORKSHOP 2 PART 2
LPA PROJECT NO. 16058.10

June 6, 2016
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ACTION **ITEM NO.** **DUE DATE**

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

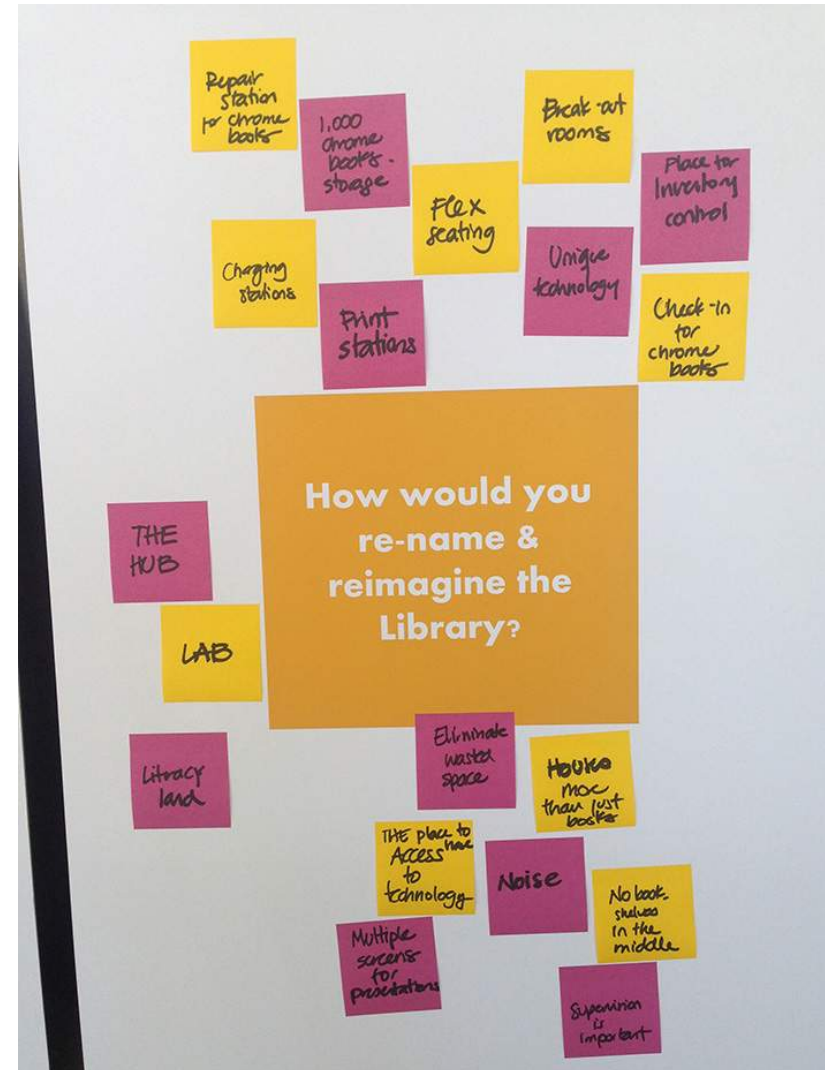
Submitted by: Kirsten Blakeman, LPA

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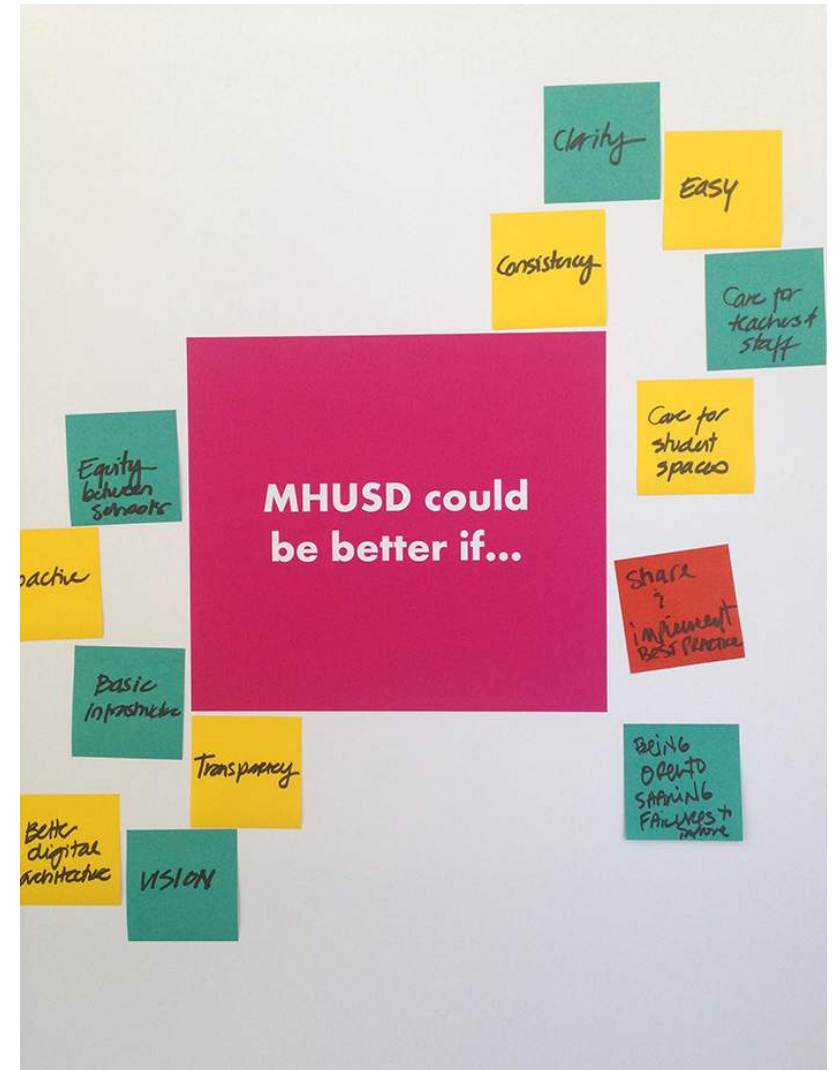
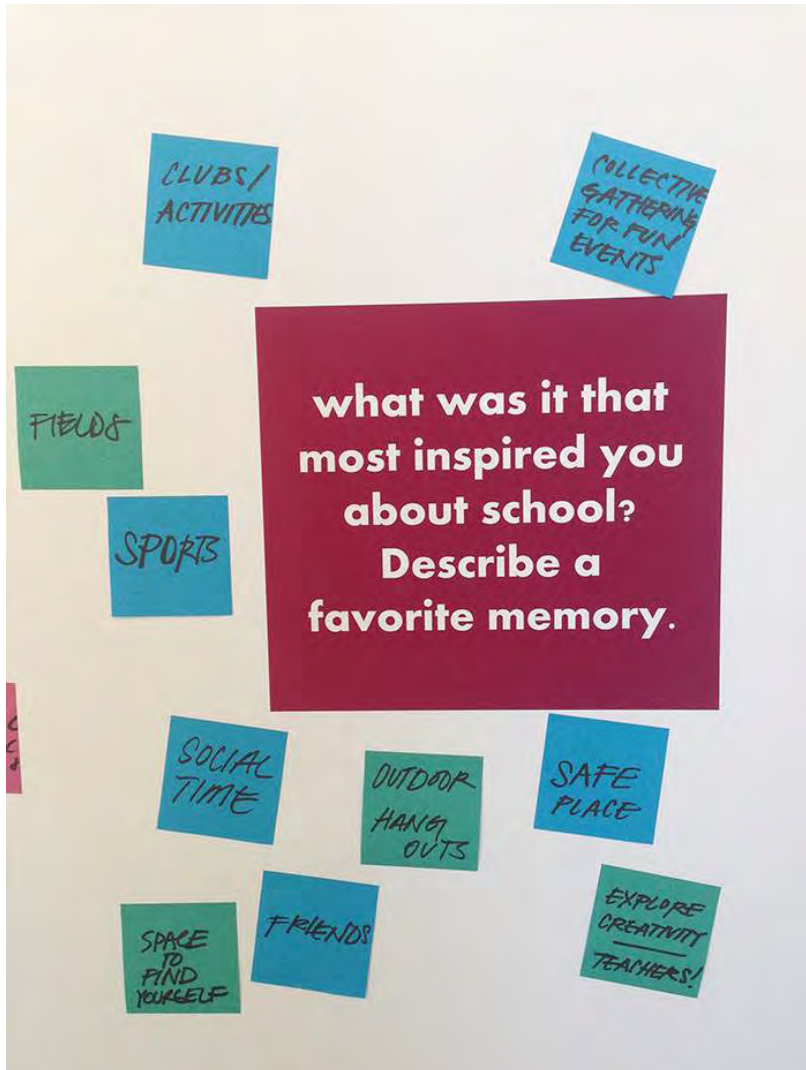
3.4 APPENDIX MEETING MINUTES

MEETING NO. 04 - WORKSHOP 2, PART 2



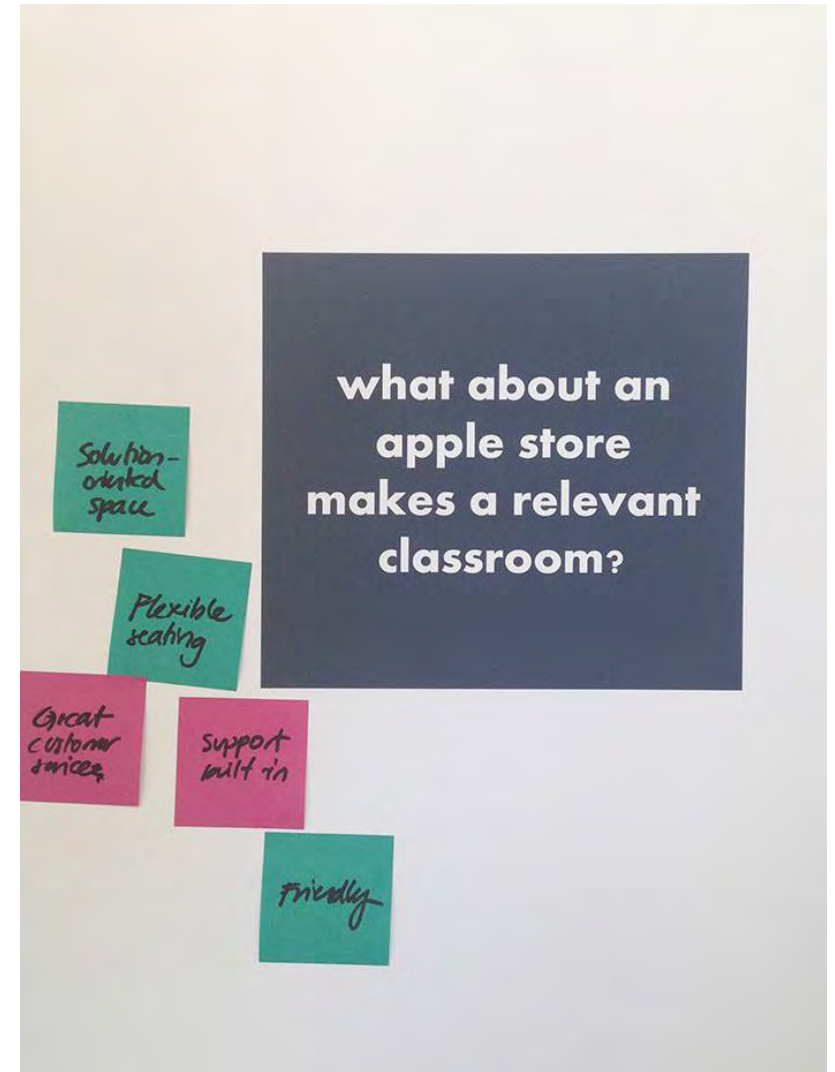
3.4 APPENDIX MEETING MINUTES

MEETING NO. 04 - WORKSHOP 2, PART 2



3.4 APPENDIX MEETING MINUTES

MEETING NO. 04 - WORKSHOP 2, PART 2



3.4 APPENDIX MEETING MINUTES

MEETING NO. 04 - WORKSHOP 2, PART 2

MPR / STUDENT UNION

MPR as the performance space
PE
Lunch
Sports - Gym
Assemblies
Parent meetings
Open house

Community rents the MPR - bingo
Community basketball/ soccer
Movie night
700 people

for discussion & consideration...

1. Describe your ideal MPR / Student Union that supports school culture and a community of engagement.
2. What other types of rooms or spaces support this program? For example, workrooms, library, storage, etc.
3. How can outdoor learning spaces support this program space?
4. What kind of collaboration opportunities can this space provide for students / teachers / the community?
5. Currently, how large is this space? Is it adequately sized?
6. How would you locate this program space on campus? For example, on the perimeter or central to campus?

what activities, programs, projects take place here? how do students learn in this space?

activities

Select images that best represent your VISION for this learning environment
WRITE your ideas! CUSTOMIZE the space! IMAGINE future opportunities

furniture	finishes	equipment
describe the types, characteristics, flexibility, scale...	describe the materials, colors, specialty surfaces...	describe and technology, power/data needs...
<i>Storage</i> <i>Tables that fold & stack</i>	<i>Acoustics</i>	<i>Large projection</i> <i>Portable screen</i>

What is **UNIQUE** to a MPR or Student Union at a...

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<i>Outdoor stage</i> <i>1 MPR</i> <i>+ food service</i>	<i>1 MPR / recit.</i> <i>1 Gym</i> <i>full size court</i> <i>Storage</i> <i>PE room / fitness room</i>	<i>Outdoor stage</i> <i>1 PAC</i> <i>1 Gym</i> <i>1 small gym</i>

LIBRARY

Closer to classrooms, but also close to the street - be utilized by the community

for discussion & consideration...

1. Describe how the ideal library supports 21st Century Learning.
2. What other types of rooms or spaces support this program? For example, workrooms, break-out rooms, storage, etc.
3. How can outdoor learning spaces support this program space?
4. What kind of collaboration opportunities can this space provide for students / teachers / the community?
5. Currently, how large is this space? Is it adequately sized?
6. How would you locate this program space on campus? For example, on the perimeter or central to campus?

what activities, programs, projects take place here? how do students learn in this space?

activities

Select images that best represent your VISION for this learning environment
WRITE your ideas! CUSTOMIZE the space! IMAGINE future opportunities

furniture	finishes	equipment
describe the types, characteristics, flexibility, scale...	describe the materials, colors, specialty surfaces...	describe and technology, power/data needs...
<i>Oralation desk, near @ ES</i> <i>Add text book storage</i> <i>4 small group rooms @ HS/MS</i> <i>2 small group rooms @ ES *</i>	<i>glass *</i> <i>1AQ</i> <i>(fans)</i>	<i>Book catalogue system</i> <i>consistency</i> <i>(computer stations not in a room - max open space)</i>

What is **UNIQUE** to a library at a...

ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<i>7-10,000 books</i>	<i>READING PROGRAM</i> <i>12,000 books</i> <i>Research</i>	<i>20,000</i> <i>Mac research-based</i> <i>Library upstairs above student union</i>

3.4 APPENDIX MEETING MINUTES

MEETING NO. 04 - WORKSHOP 2, PART 2


MUSIC

*BAND / PERFORMANCE.
COLOR GUARD.
(SITE SPECIFIC) NOT CONSISTENT ACCESS K-12
TRANSITIONAL / SPEC. ED OPPORTUNITY FOR BAND
SINGING*

what activities, programs, projects take place here? how do students learn in this space?

activities

*NO COLUMNS - OPEN SPACE
ROLL UP DOOR - EASY ACCESS*



WRITE your ideas! CUSTOM

furniture

describe the types, characteristics, flexibility, scale...

finishes

describe the materials, colors, specialty surfaces...

equipment

describe and technology, power/data needs...

BETTER ACOUSTICS

What is **UNIQUE** to a music room at a....

Dedicated MUSIC Room.

Dedicated Lab Size Classroom w/ Break Out Rooms + Storage

Dual Purpose for MUSIC + DANCE

ELEMENTARY SCHOOL
MIDDLE SCHOOL
HIGH SCHOOL

for discussion & consideration...

1. Describe your ideal classroom that supports 21st Century Learning:
2. What other types of rooms or spaces support this program? For example, workrooms, library, storage, etc.
3. How can outdoor learning spaces support this program space?
4. What kind of collaboration opportunities can this provide for students / teachers / the community?
5. Currently, how large is this space? Is it adequately sized?
6. How would you locate this program space on campus? For example, on the perimeter or central to campus?

3.4 APPENDIX MEETING MINUTES

MEETING NO. 05 - INSTRUCTORS FOCUS GROUP



100 South Market Street, Suite 150, San Jose, California 95113

LPA MEETING MINUTES NO. 5
MORGAN HILL USD – EDUCATION SPECIFICATIONS – INSTRUCTOR FOCUS GROUP
LPA PROJECT NO. 16058.10

June 29, 2016
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MEETING MINUTES NO. 05
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	DISTRIBUTION	CONSULTANTS
Casino Fajardo, MHUSD (CF) Andrea Kusanovich, MHUSD (AK) Sharon Leahy, MHUSD (SL) Rachel Marquardt, MHUSD (RM) Katia McClain, LPA (KM) Kirsten Blakeman, LPA (KB)	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
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.	N/A
INFO	5.02	KM and KB1 facilitated a discussion on classroom attributes. Instructor responses are outlined below	N/A
		<p><u>1. Describe the activities that take place and the spatial needs</u></p> <ul style="list-style-type: none"> 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 <p><u>2. What are the appropriate furniture, finishes, and equipment for learning spaces?</u></p> <ul style="list-style-type: none"> Furniture: comfortable with soft seating options, back pack hooks and a home base for student personal items. Not obstructive - flexible and mobile. Finishes: sliding white boards with storage behind them, tack walls. Equal mix of windows, pin-up space, storage 	

ACTION	ITEM NO.		DUE DATE
		and writeable surface. Incorporate color to help with wayfinding and branding (such as colored classroom doors).	
		<ul style="list-style-type: none"> Equipment: more power needed for technology. <p><u>3. What is unique to a classroom at the following grade levels:</u></p> <ul style="list-style-type: none"> Elementary Schools: desire for backpack hooks outside of the classroom, shared storage, satellite workrooms in each pod for easy teacher access. Middle Schools: satellite workrooms or small staff touch-down areas in each building High Schools: Shared teacher co-labs and storage <p><u>4. Describe a Classroom that supports 21st Century Learning</u></p> <ul style="list-style-type: none"> 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 <p><u>5. How can outdoor learning spaces support classrooms?</u></p> <ul style="list-style-type: none"> Teach outdoors. Provide a shaded area large enough for an entire classroom. <p><u>6. What kind of collaboration opportunities are there for students, teachers, community, etc?</u></p> <ul style="list-style-type: none"> 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:	N/A
		<p>Admin/Faculty:</p> <ul style="list-style-type: none"> Faculty Work and Faculty Lounge should be separate spaces with access to outdoor spaces Counseling area to be located to encourage privacy <p>Community:</p> <ul style="list-style-type: none"> Create a separate community room and kitchen area for parent and community use. <p>Library:</p> <ul style="list-style-type: none"> 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 <p>Transportation:</p> <ul style="list-style-type: none"> Provide protected, covered waiting area for students at drop-offs More parking, bicycle and skateboard storage 	



3.4 APPENDIX MEETING MINUTES

MEETING NO. 05 - INSTRUCTORS FOCUS GROUP

LPA MEETING MINUTES NO. 5
MORGAN HILL USD – EDUCATION SPECIFICATIONS – INSTRUCTOR FOCUS GROUP
LPA PROJECT NO. 16058.10

June 29, 2016
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ACTION	ITEM NO.		DUE DATE
INFO	5.04	Instructors circled imagery they felt would be supportive of 21 st century learning environments at MHUSD. See attachment.	N/A
INFO	5.05	Next Steps: Additional focus group meeting will be held with various District departments throughout June.	N/A

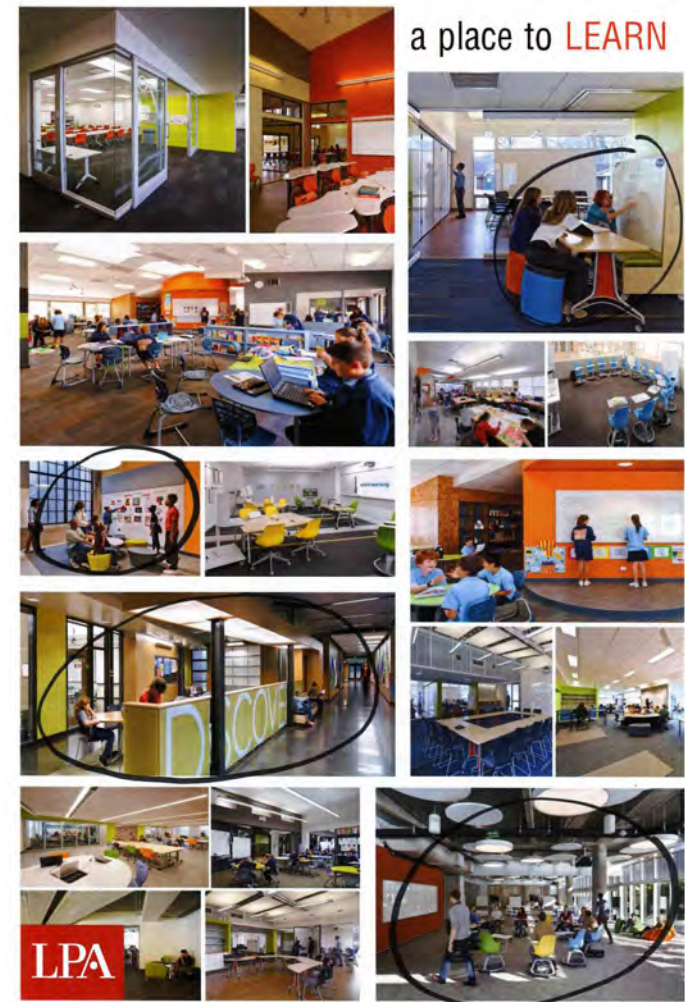
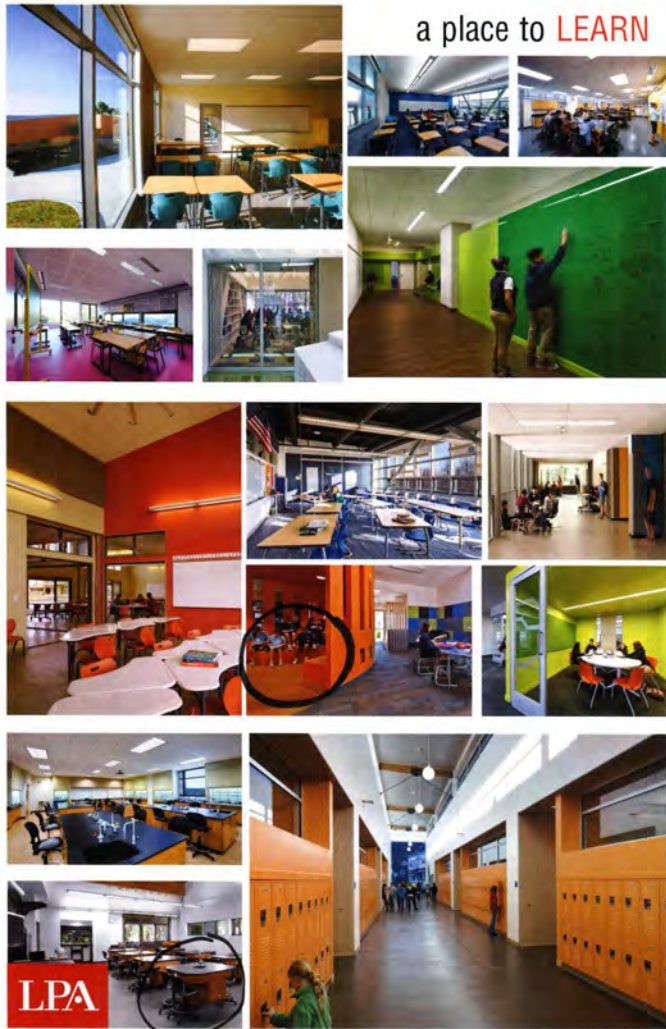
Attachments:

- Sign In Sheet
- Classroom Boards
- Imagery

Submitted by: Kirsten Blakeman, LPA

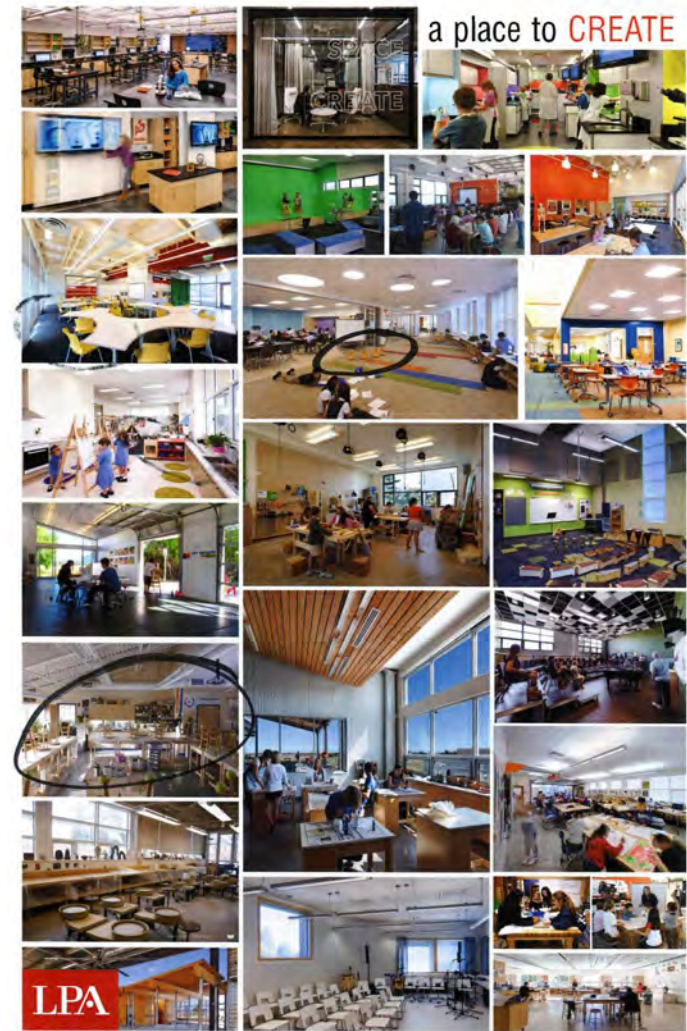
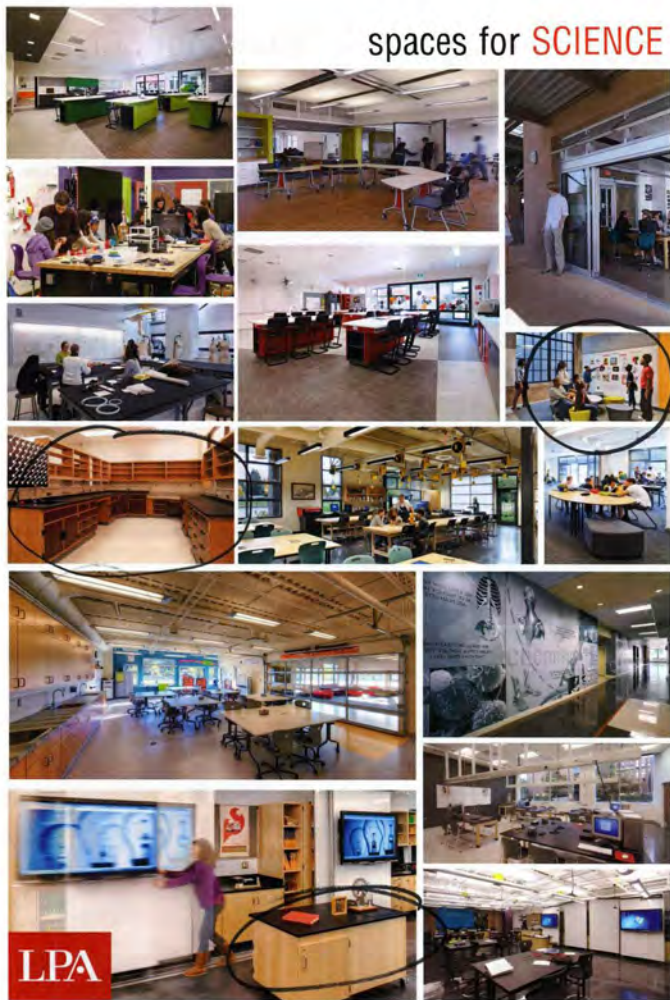
3.4 APPENDIX MEETING MINUTES

MEETING NO. 05 - INSTRUCTORS FOCUS GROUP



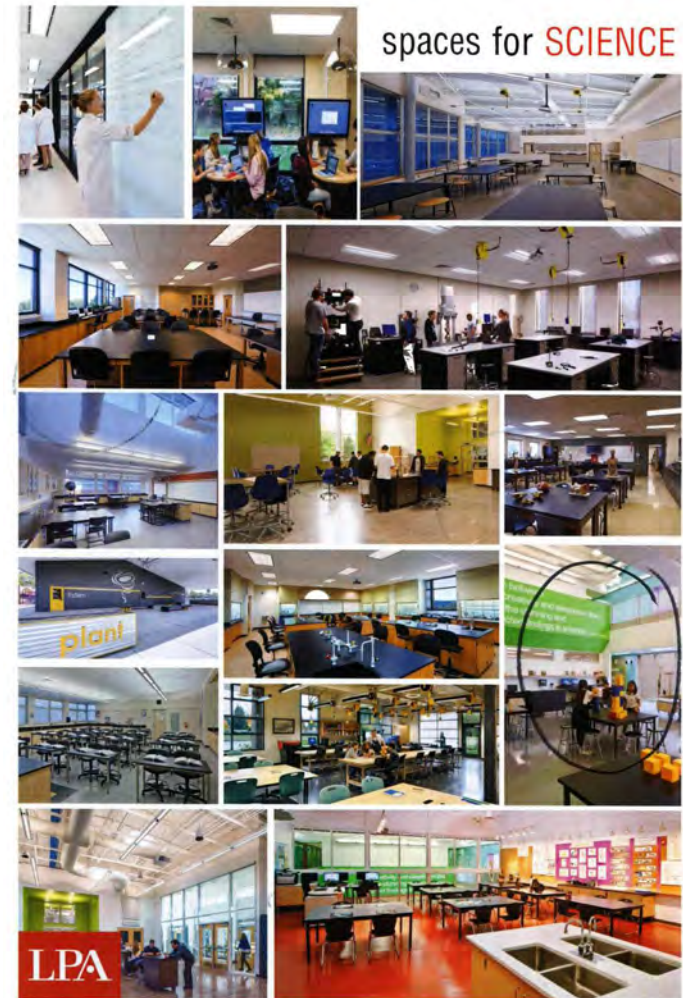
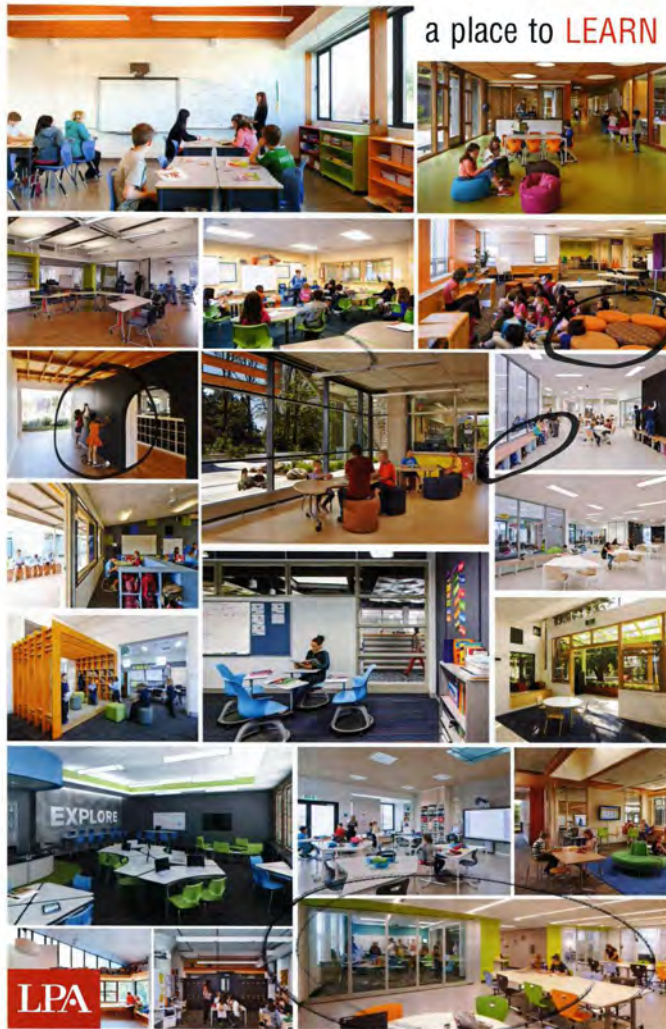
3.4 APPENDIX MEETING MINUTES

MEETING NO. 05 - INSTRUCTORS FOCUS GROUP



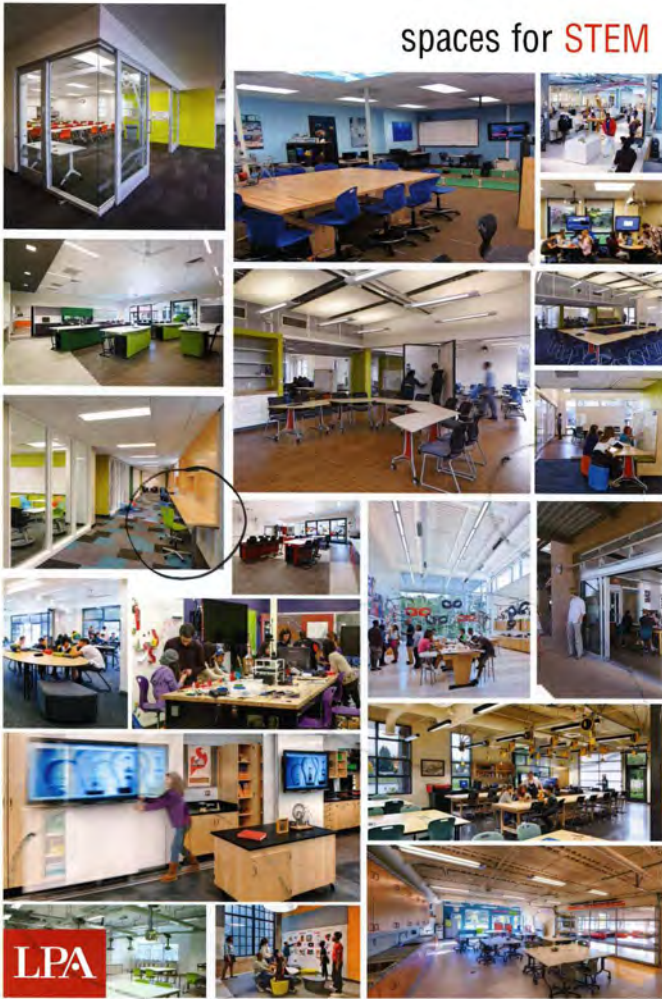
3.4 APPENDIX MEETING MINUTES

MEETING NO. 05 - INSTRUCTORS FOCUS GROUP



3.4 APPENDIX MEETING MINUTES

MEETING NO. 05 - INSTRUCTORS FOCUS GROUP



spaces for STEM

CLASSROOMS

① MORE TABLES
 MORE TABLES/ SKATEBOARD
 NEED PROTECTED WAITING AREA @ DROP OFF

ANCHOR CHARTS
 LIBRARY AREA
 VA TAIRES, GROUPS, STATIONS
 STUDIE TEACHER OWNED CLASSROOMS

OUTDOOR WALKING TRACK @ ES

② OTHER NOTES:
 SEP. COMMUNITY RM
 MAKE LIBRARY MORE FRIENDLY.

for discussion & consideration...

1. Describe your ideal classroom that supports 1/4
 Core Learning
 SITE, DAYLIGHT, ACTIVITIES
 FLEXIBLE, TECHNOLOGY
 LIKE A STARBUCKS
 AUTHENTIC LEARNERS
 What other types of spaces or services support the program? (for example, auditoriums, library, storage etc.)

2. VERSATILE + FRIENDLY
 ADAPTABLE
 ACCESSIBLE/WAYFINDING

3. TEACH OUTDOORS
 SHADE
 SIZED FOR FULL CLASSRM
 OUTDOOR SPACE FOR TEACHERS TOO

4. What kind of outdoor learning space supports the program? provide for students + teachers + the teacher

5. ENCOURAGE TEACHERS TO TAKE BREAKS
 FRIENDLY SPACE, TV'S
 W/ ADJ. PATIO + LANDSCAP.

6. ADD COMMON OULAS AREA FOR STUDENTS
 W/ FARE FROM CLASSROOMS

7. BETTER LANDSCAPING DISTRICT WIDE

③

What activities, programs, projects take place here? How do students learn in this space?

activities

VARIOUS SIZED SPACES - GROUP WORK
 COMFORTABLE
 BREAK OUT ROOMS
 OPENS TO COMMON MAKERSPACE

MIXTURE OF SIZE OF GROUPS +
 WHERE LEARNING HAPPENS IN THE CLASSROOM

RESOURCE ROOMS - DEDICATED - WHOLE SCHOOL
 W/ A FEW TABLES NEXT TO WORK RM

COVERED PICNIC AREA FOR KINDER LUNCH

900SF / FOR THE
 DINNER/MEET / level
 KEEP IT CLEAN

WRITE down ideas, CUSTOMIZE the space! IMAGINE the possibilities

furniture	finishes	equipment
describe the types, characteristics, flexibility, scale...	describe the materials, colors, specialty surfaces...	describe and technology, power/data needs
COMFORTABLE SOFT SEATING HOME BASE FOR STUDENT PERSONAL ITEMS NOT OBSTRUCTIVE	SLIDING BOARDS TACK WALLS MIX OF DR WINDOWS, PIN UP, STOR., WRITABLE COLORED CLASSROOM DOORS (BRANDING, WAYFINDING)	MAKE POWER (3 OUTLETS CURRENTLY)

What is UNIQUE to a classroom at a...

SMALL READING GROUP
 BACKPACK HOOKS
 OUTSIDE OF THE CLASSROOM
 SHARED STORAGE
 WORKROOM IN PRIMARY
 POD -> SATELLITE

SATELLITE
 TOUCH DOWN /
 WORK ROOMS

SHARED SMART
 TEACHER CO-LAB
 + STORAGE

3.4 APPENDIX MEETING MINUTES

MEETING NO. 06 - FOOD SERVICE FOCUS GROUP



401 Kaulin Markey Street, Suite 150, San Jose, California 95113



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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).

<u>PRESENT</u>	<u>DISTRIBUTION</u>	<u>CONSULTANTS</u>
Casino Fajardo, MHUSD (CF) Rosemarie Tarzian, MHUSD (RT) Kirsten Perez, (KP) Kirsten Blakeman, LPA (KB) Andrea Pippin, LPA (AP)	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
INFO	6.01	LPA conducted a focus group meeting with food service leaders from the District. The purpose of the meeting was to get feedback on the operations and facilities of food service for incorporation into the Education Specifications.	N/A
INFO	6.02	LPA lead a discussion in response to several department and program specific questions. The District's feedback to those questions is as follows: Q1 How does the food service program currently run? What are the advantages; where does it fall short? <ul style="list-style-type: none"> 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). 	

ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> Elementaries run a staggered lunch period (2-3 periods), typically. Jackson runs more lunch periods with fewer students per period. High schools staff 10 food service staff members due to increased enrollment and since these are the food-prep locations. All kitchens are located in the MPR. Service volumes: <ul style="list-style-type: none"> Sobrato: 450 lunches Walsh: +/- 300 meals/day Nordstrom: may only serve 60 meals/day Amount of students on the "Free & Reduced" meal plan varies per site Waste management: <ul style="list-style-type: none"> Large-volume of cardboard recycling at central kitchens
	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) <ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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

3.4 APPENDIX MEETING MINUTES

MEETING NO. 06 - FOOD SERVICE FOCUS GROUP

LPA MEETING MINUTES NO. 6
 MORGAN HILL USD – EDUCATION SPECIFICATIONS – FOOD SERVICE FOCUS GROUP
 LPA PROJECT NO. 16058.10

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ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none"> o Sobrato HS wants to engage in a full farm program (sub-lease to a natural farm) o Culinary program is going to grow its own herb garden 	
	<ul style="list-style-type: none"> • Engage and celebrate the Food Service program. Promote it by making it prominent and welcoming. <ul style="list-style-type: none"> o Café-style seating at the High School level o Integrated technology: menu screens • Provide separate serving windows for teachers/staff <ul style="list-style-type: none"> o Provides teachers/staff with the speed and efficiency they need o Displays to students that their mentors also eat the school lunches, helping to promote Food Services • Outdoor dining with shade at all locations <ul style="list-style-type: none"> o El Toro is the only school that dines indoors • Provide water station at service stations (operates best outdoors) 	
	<p>Other notes:</p> <ul style="list-style-type: none"> • 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. 07 - TRANSPORTATION FOCUS GROUP



400 Kaulin Markey Street, Suite 150, San Jose, California 95113



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July 18, 2016

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).

<u>PRESENT</u>	<u>DISTRIBUTION</u>	<u>CONSULTANTS</u>
Casino Fajardo, MHUSD Kirsten Perez, Asst. Supt. Rosana Almeida, Transp. Dispatch Kathleen Rael, Transp. Director Richard Corona, Mechanic Christopher Bates, Supervisor Kirsten Blakeman, LPA Andrea Pippin, LPA	All Present	

DISCUSSION ITEMS

INFO			
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.	N/A
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? <ul style="list-style-type: none"> • 64 buses total <ul style="list-style-type: none"> o Regular bus service ~1,600 students o Special Education bus service ~ 150-200 students • Field trips • Provide service for City vehicles <ul style="list-style-type: none"> o 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) <ul style="list-style-type: none"> o Sobrato – main transfer site o Some Elementaries have one transfer bus 	

ACTION **ITEM NO.** **DUE DATE**

- 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.
 - o Pro: Parents are able to ask route-specific questions
 - o 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
 - o 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:
 - o Welding
 - o Plasma-cutter
 - o Bus washing station with recycled water
 - o Storage for waste materials
 - o GPS tracking monitors at dispatch
 - o Upgraded technology
 - o Upgraded radios
 - o Security camera system
 - o No: WiFi on buses (want kids to pay attention to the driver)
 - Organization:
 - o Dispatch to double as reception area with lobby at front
 - o Offices to the rear
 - o Classroom/training room for 50 students
 - o Break room for drivers
 - o Break room for mechanics
 - Lockers
 - Showers
 - Restrooms

3.4 APPENDIX MEETING MINUTES

MEETING NO. 07 - TRANSPORTATION FOCUS GROUP

LPA MEETING MINUTES NO. 7
MORGAN HILL USD – EDUCATION SPECIFICATIONS – TRANSPORTATION FOCUS GROUP
LPA PROJECT NO. 16058.10

June 29, 2016
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LPA MEETING MINUTES NO. 7
MORGAN HILL USD – EDUCATION SPECIFICATIONS – TRANSPORTATION FOCUS GROUP
LPA PROJECT NO. 16058.10

June 29, 2016
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ACTION	ITEM NO.	DUE DATE
	<ul style="list-style-type: none"> o Multi-level to provide a bird's-eye vantage point lookout over yard o Covered bus parking (with solar?) • Ideal Drop-Off at the School Site: <ul style="list-style-type: none"> o Crossing guard is needed at the K-8 level(s), not at the HS level o Dedicated lane for buses: bus circle <ul style="list-style-type: none"> ▪ Implement some form of barricade/gate to keep other drivers from accessing the bus lane (currently, Paradise uses barricade) ▪ Limit/eliminate crossings of driveways, parking lots ▪ Must have room for buses to drive past parked Transfer buses o Drop-off lane for parents: <ul style="list-style-type: none"> ▪ Locate close to Admin ▪ Entry to drop-off at the end of the Bus lane o Elementary School: 3 buses per site at one time o K-8 School: 3 buses per site at one time o Middle School: 6 buses per site at one time o High School: 6-8 buses per site at one time o Close proximity to front office and restroom o Drop-off area specific to Kindergarten 	

Q4	<p>Additional questions/comments</p> <ul style="list-style-type: none"> • Discussion regarding centralizing MHUSD's enrollment services <ul style="list-style-type: none"> o Currently, general enrollment, food service, and transportation are all separate applications/locations/processes for parents. The conversation began that may lead to providing all enrollment services in one welcoming and kid-friendly location. o Transportation (bus pass) is moving towards being an online system • Closed campuses <ul style="list-style-type: none"> o As the District moves more towards closed campuses, will there be a need for a waiting space after school? <ul style="list-style-type: none"> ▪ 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, Transportations Supervisor, has created his ideal facility floor plan, will send to Casino/LPA for reference. 	
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ACTION	ITEM NO.	DUE DATE
	<p>Q5 What are your Top 3 Priorities?</p> <ol style="list-style-type: none"> 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



3.4 APPENDIX MEETING MINUTES

MEETING NO. 08 - OPERATION+ MAINTENANCE FOCUS GROUP



400 Kaula Markey Street, Suite 150, San Jose, California 95113



June 29, 2016
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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: 12:00AM – 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	DISTRIBUTION	CONSULTANTS
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	All Present	

DISCUSSION ITEMS

INFO			
8.01	INFO	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.	N/A
8.02	INFO	LPA lead a discussion in response to several department and program specific questions. The District's feedback to those questions is as follows:	
8.02a	INFO	<p>Landscape/Grounds</p> <p>Q1 How much storage do you require for grounds keeping?</p> <ul style="list-style-type: none"> Elementary/Middle Schools <ul style="list-style-type: none"> No on-site storage is necessary Maintenance truck has equipment Storage for one (1) golf cart may be needed at sites with a golf cart High Schools <ul style="list-style-type: none"> (3) 40' Conex boxes with ramps Storage for golf cart(s): one per department, ideally Power and lighting at storage containers is ideal 	

ACTION	ITEM NO.	DUE DATE
	<p>Q2 Preferred irrigation equipment (models and/or manufacturers)?</p> <ul style="list-style-type: none"> 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) 	
	<p>Q3 Sports Fields</p> <ul style="list-style-type: none"> Live Oak HS: Synthetic track and field High Schools: Synthetic track and field as standard Middle/Elementary Schools: turf fields, rubberized track Sports: <ul style="list-style-type: none"> Soccer Lacrosse Field hockey Note: Multi-Purpose Rooms: <ul style="list-style-type: none"> Middle/High Schools: keep sports outside Elementary Schools: light sports inside MPR main use is events/performance 	
	<p>Q4 Outdoor Play Equipment</p> <ul style="list-style-type: none"> Rubberized surfacing <ul style="list-style-type: none"> Preferred over bark mulch Poured-in-place 	
	<p>Q5 Preferred Site Furnishings:</p> <ul style="list-style-type: none"> Tables/chairs/benches <ul style="list-style-type: none"> Plastic-coated metal In-wall benches are not ideal from a maintenance/safety perspective Drinking fountains <ul style="list-style-type: none"> Upgrades needed Include water bottle filling stations Shade Structures <ul style="list-style-type: none"> District has had success with fabric shade structures Separate shade structure for Kindergarten eating area is needed 	
	<p>Q6 Preferred Fencing:</p> <ul style="list-style-type: none"> General <ul style="list-style-type: none"> Fencing to lead visitors directly into Admin office (wayfinding/security) Access gates needed for maintenance to fields/service yards 	

3.4 APPENDIX MEETING MINUTES

MEETING NO. 08 - OPERATION+ MAINTENANCE FOCUS GROUP

LPA MEETING MINUTES NO. 8
MORGAN HILL USD – EDUCATION SPECIFICATIONS – O+M FOCUS GROUP
LPA PROJECT NO. 16058.10

June 29, 2016
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LPA MEETING MINUTES NO. 8
MORGAN HILL USD – EDUCATION SPECIFICATIONS – O+M FOCUS GROUP
LPA PROJECT NO. 16058.10

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ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> o Reduce weight of gates to reduce slamming • Tube steel <ul style="list-style-type: none"> o At front of campus (at a minimum) o 6' ht, even at Kinder • Chain link <ul style="list-style-type: none"> o Black, no mesh (except at tennis)
	Q7	<p>Plant material:</p> <ul style="list-style-type: none"> • No standard plant palette, currently • Ensure distance is kept between plant material/irrigation and structures • District has need to standardize their tree ring system • District is opposed to using rocks in landscape (they become projectiles) • Plant material that is to be avoided: <ul style="list-style-type: none"> o Juniper o Palm o Magnolia o Mulberry o Sycamore
	Q8	<p>Preferred anti-graffiti coating:</p> <ul style="list-style-type: none"> • There is 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
INFO	8.02b	<p>Custodial Q9</p> <p>What are your preferred finishes for flooring?</p> <ul style="list-style-type: none"> • Classroom spaces <ul style="list-style-type: none"> o Carpet tiles (match durability of carpet at Barrett ES) o VCT at entry and sink areas o Walk-off mat • General-purpose spaces <ul style="list-style-type: none"> o MPR: <ul style="list-style-type: none"> ▪ high gloss flooring ▪ cleaned with Zamboni 1-2 x per year • Restrooms <ul style="list-style-type: none"> o Epoxy flooring o Large tiles (less grout) o See District Office restrooms for ideal o Hand dryer with drip mat o Soap dispensers integrated into counter tops o No powdered soaps • Locker rooms

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ACTION	ITEM NO.	DUE DATE
		<ul style="list-style-type: none"> o Epoxy flooring • Wall finishes must be paintable, wipe-able and not be able to peel • Floor finishes must have low maintenance costs, be durable, and maintain a good look • Furniture: <ul style="list-style-type: none"> o Soft seating needs to be super durable <ul style="list-style-type: none"> ▪ Vinyl <ul style="list-style-type: none"> ▪ Located in high-visibility area (entry/lobby) to reduce chance of vandalism ▪ Dark in color (midnight blue) to hide graffiti
INFO	8.02c	<p>Mechanical / Electrical / Plumbing Q10</p> <p>Lighting</p> <ul style="list-style-type: none"> • T8 lighting • LEDs in large spaces (at a minimum) • District loves solar tubes / natural lighting • EMS system for exterior lighting <p>Q11</p> <p>Plumbing</p> <ul style="list-style-type: none"> • Water needs extra filtration: 2" filter or pre-filter system • No waterless urinals <p>Q12</p> <p>Electrical</p> <ul style="list-style-type: none"> • 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. <p>Q13</p> <p>Mechanical</p> <ul style="list-style-type: none"> • EMS system • No cooling towers <p>Q14</p> <p>Safety / Security</p> <ul style="list-style-type: none"> • Security cameras • Security card-readers at MPR/shared spaces <p>Q15</p> <p>Are there specific acoustic, thermal, lighting, or ventilation requirements?</p> <ul style="list-style-type: none"> • District likes motorized screens and window shading at MPRs • AV speakers throughout campus need retrofit: more speakers will less volume per speaker; exterior and interior
		<p>Attachments:</p> <ul style="list-style-type: none"> • Sign In Sheet <p>Submitted by: Kirsten Blakeman, LPA</p>

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3.4 APPENDIX MEETING MINUTES

MEETING NO. 09 - TECHNOLOGY FOCUS GROUP



100 South Market Street, Suite 150, San Jose, California 95111

August 8, 2016

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

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

PRESENT

Casino Fajardo, MHUSD (CF)
Jim Carrillo, MHUSD (JC)
Kirsten Blakeman, LPA (KB)

DISTRIBUTION

Katia McClain, LPA (KM)
Andrea Pippin, LPA (AP)

DISCUSSION ITEMS

VISION:

- a. 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 walls for teaching. Discussions included incorporating writeable surfaces (possibility of receiving projection), smart boards, or wall control plates for students to “plug and play” throughout the space. Brainstorming, small group work, large group lectures, and extending learning beyond the classroom walls via video conferencing are all desired activities for classroom spaces.

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, min.
- 8 drops per classroom for wireless access, speaker, ethernet for voice over IP, phone, teachers PC, etc.
- Miracast 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.

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STUDENT COLLABORATION AREAS: It was identified in visioning sessions that classrooms should have direct access to indoor common areas design specifically for student collaboration. These areas would serve as a break out space for group work. It is envisioned 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 30% of the students.
- 1 large projection surface supporting 8'x10' projection screen w/ ceiling mounted projector.

Innovation Pod (smaller collaboration space for 4-6 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 seating, 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 all to open up 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:

- Same technology as classroom
- Integrated camera to magnify teacher instruction of hands-on techniques and skills
- Recording Capabilities

Digital Media Art:

- Check with the curriculum/program for specific technology needs.
- More drops than a standard classroom (40)

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3.4 APPENDIX MEETING MINUTES

MEETING NO. 09 - TECHNOLOGY FOCUS GROUP



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

August 5, 2016
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SCIENCE: Science rooms were envisioned to be flexible with space for lecture and experiments. In addition to a prep room, 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 the best practices are as 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:

K5-K8

- large projection screen
- ceiling mounted projector
- audio projection with amplification
- wired microphone outlets
- integrated wireless
- lighting rack

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TECHNOLOGY FOCUS GROUP
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Middle Schools have separate MPR and Gym

High School Gym

- integrated sound system with wired and wireless
- large projection screen
- data separate

LIBRARY: The library space was envisioned to be a balance of hard copy and digital resources. There was a desire to keep it feeling like a library which also providing technology infrastructure for students to work on laptops individually or in small groups. District also requested a series of small meeting rooms. These rooms would ideally have writeable surfaces and video conferencing capabilities.

The appropriate technology is as follows:

High School – library also serves as student union.

- Computing devices / workstations to support 2%-5% of student population
- Wireless throughout
- Print Room with printer/copier
- Video production Room
- LCD monitor in the small study rooms

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 K8 – 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 liason and a community room within the administration building. One of the biggest needs was a dedicated waiting areas / flex work station (with laptop) for parents to use for enrollment.

Lobby –

- (2) digital displays

Community Liason

- 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

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3.4 APPENDIX MEETING MINUTES

MEETING NO. 10 - SPECIAL EDUCATION FOCUS GROUP



100 South Market Street, Suite 150, San Jose, California 95111



August 10, 2016
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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 DuMont, 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.

- 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.
- Site Specific Services:
Therapeutic SDC for students with emotional disturbance (Los Paseos ES)
Mod/Severe 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)
- 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.

- 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.
- 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.
- 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).

- Mild to Moderate (most of the SDC classes) – Fully integrated amongst other classrooms. Functions 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.
- 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)
- 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)
- 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

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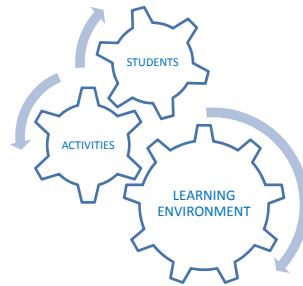


3.4 APPENDIX SCHEDULE

MORGAN HILL USD EDUCATIONAL SPECIFICATION - SCHEDULE

LPA
MORGAN HILL UNIFIED SCHOOL DISTRICT
EDUCATIONAL SPECIFICATIONS
LPA Job #: 16058.10

TEAM STRUCTURE	
MHUSD SCHOOL BOARD	
EXECUTIVE COMMITTEE Casino Fajardo, MHUSD Anessa Espinosa, MHUSD Katia McClain, LPA Kirsten Blakeman, LPA	
EDUCATIONAL SERVICES GROUP Director of Curriculum, Director of Technology, Director of Special Education	
PRINCIPAL'S GROUP A selection of K-5, K-8, MS, and HS Principals	
BUSINESS SERVICES GROUP Director of Nutrition, Director of Food Service, Director of Transportation	



MEETING EDUCATIONAL GOALS

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

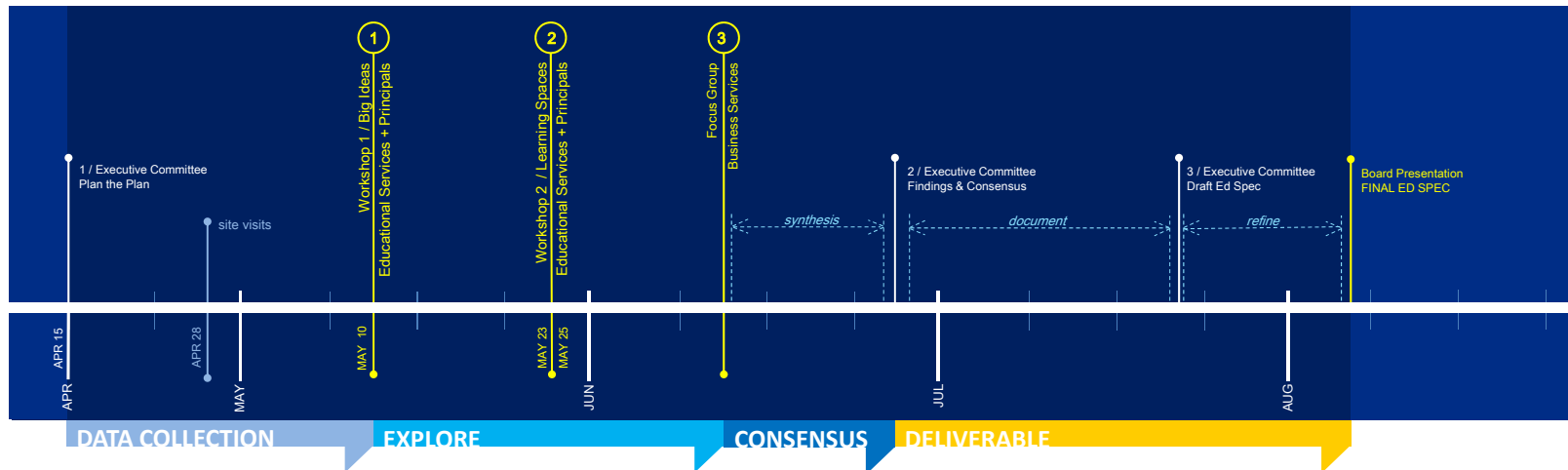
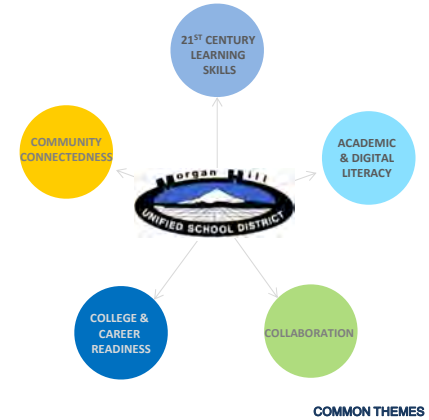
Business Services

Date..... Time.....

Location.....

MORGAN HILL EDUCATION SPECIFICATIONS

Updated 4/25/16





SECTION 4

PROGRAM COSTS

September 2017

4.1 PROGRAM COSTS INTRODUCTION

INTRODUCTION	SCOPE OF WORK CATEGORIES	MASTER PLAN COST SUMMARY	FUNDING ANALYSIS	STAKEHOLDER WANTS	MEASURE G PRIORITIES
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BUDGET DEVELOPMENT

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.

MASTER PLAN COST SUMMARY

The following pages outline the master plan and school site costs for each of the (15) existing educational, (1) future site, (2) district support facilities, and additional options for the Morgan Hill Unified School District. These total costs represent the entire need identified for each school site based on input during the master planning process from the Executive Resource Committee, the Facilities Master Plan Committee, and the individual School Site Committees.

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-striping 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.

	% Mark-up
Construction Cost Mark-ups:	
General Contractor, Overhead & Profit	15.00%
Escalation	0.00%
Bonds & Insurance	2.00%
Design / Phasing Contingency	10.00%
<hr/>	
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%
<hr/>	
Subtotal Soft Costs (Additive) (75% Construction / 25% Soft Cost Scenario)	33.26%

4.2 PROGRAM COSTS SCOPE OF WORK CATEGORIES

INTRODUCTION

SCOPE OF WORK CATEGORIES

MASTER PLAN COST SUMMARY

FUNDING ANALYSIS

STAKEHOLDER WANTS

MEASURE G PRIORITIES

DISTRICT-WIDE SCOPE

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

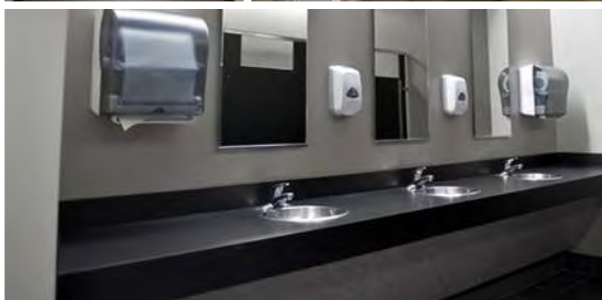
1 Modernize / Reconfigure Existing Classrooms

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

INTRODUCTION

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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 PROGRAM COSTS

SCOPE OF WORK CATEGORIES

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SCOPE OF WORK CATEGORIES

MASTER PLAN COST SUMMARY

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MEASURE G PRIORITIES

7 MPR, Student Union & Food Service Improvements

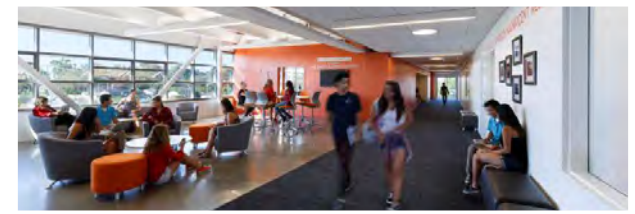
Addition and/or reconfiguration of Multi-Purpose Room and Student Union including food service spaces and lunch shelter additions.

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 PROGRAM COSTS SCOPE OF WORK CATEGORIES

INTRODUCTION

SCOPE OF WORK CATEGORIES

MASTER PLAN COST SUMMARY

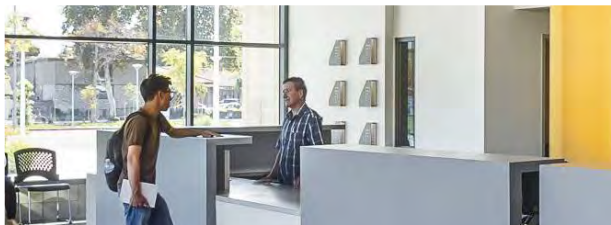
FUNDING ANALYSIS

STAKEHOLDER WANTS

MEASURE G PRIORITIES

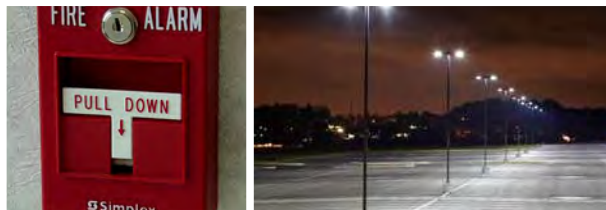
10 Media Center & Student Support Services

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.



4.2 PROGRAM COSTS SCOPE OF WORK CATEGORIES

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MEASURE G PRIORITIES

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 SCOPE OF WORK CATEGORIES

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STAKEHOLDER WANTS

MEASURE G PRIORITIES

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

INTRODUCTION

SCOPE OF WORK CATEGORIES

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MEASURE G PRIORITIES

SCOPE CATEGORY

SCHOOL SITE

	Barrett Elementary	El Toro Health Science Academy	Jackson Academy of Math & Music	Los Paseos Elementary	Nordstrom Elementary	Paradise Valley Engineering Academy	SG Borello Future Elementary
1. Modernize / Reconfigure Existing Classrooms	3,929,000	3,223,000	-	1,849,000	-	1,139,000	-
2. Existing Building Systems, Toilets & Improved Energy Efficiency	3,287,000	2,301,000	-	1,428,000	-	-	-
3. Site Utilities	26,000	27,000	354,000	787,000	407,000	772,000	1,377,000
4. New Construction (Classrooms)	-	5,782,000	19,639,000	14,269,000	24,768,000	7,175,000	25,114,000
5. Science, Arts, CTE & Elective Programs	862,000	-	3,959,000	2,172,000	1,980,000	-	-
6. Performing Arts Improvements	-	-	1,627,000	630,000	-	-	-
7. MPR, Student Union & Food Service Improvements	2,454,000	2,957,000	9,815,000	2,594,000	7,716,000	539,000	6,914,000
8. Physical Education Improvements	-	-	862,000	-	-	-	-
9. Staff & Parent Support	1,941,000	2,082,000	5,789,000	3,912,000	2,949,000	1,567,000	2,522,000
10. Media Center & Student Support Services	812,000	2,508,000	6,204,000	5,435,000	4,137,000	2,655,000	2,442,000
11. Safety & Security	302,000	723,000	1,495,000	1,239,000	422,000	1,172,000	873,000
12. Parking & Drop-Off	1,088,000	974,000	1,049,000	1,029,000	1,672,000	1,291,000	3,085,000
13. Outdoor Learning Courts, Quads & Landscape	623,000	800,000	257,000	312,000	322,000	398,000	1,107,000
14. Exterior Play Spaces, Playfields & Hardcourts	1,316,000	2,551,000	2,525,000	1,864,000	2,288,000	1,783,000	4,233,000
15. Instructional Design Furniture	732,000	788,000	900,000	900,000	900,000	591,000	816,000
16. Technology Infrastructure & Equipment	351,000	257,000	-	162,000	-	135,000	-
Total Project Cost (2017\$)	\$ 17,723,000	\$ 24,973,000	\$ 54,475,000	\$ 38,582,000	\$ 47,561,000	\$ 19,217,000	\$ 48,483,000



4.3 PROGRAM COSTS MASTER PLAN COST SUMMARY

INTRODUCTION

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SCOPE CATEGORY

SCHOOL SITE

	San Martin/Gwinn Environmental Science Academy	PA Walsh STEAM Academy	Encinal Site	Britton Middle	Martin Murphy Middle	Ann Sobrato High	Live Oak High
1. Modernize / Reconfigure Existing Classrooms	-	-	1,555,000	2,468,000	3,915,000	6,611,000	5,265,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	-	-	1,118,000	1,683,000	3,557,000	4,625,000	1,700,000
3. Site Utilities	780,000	445,000	761,000	467,000	1,043,000	1,360,000	1,836,000
4. New Construction (Classrooms)	10,812,000	22,754,000	14,426,000	-	-	-	17,928,000
5. Science, Arts, CTE & Elective Programs	1,569,000	3,585,000	6,599,000	4,959,000	1,265,000	6,565,000	44,186,000
6. Performing Arts Improvements	765,000	978,000	959,000	1,348,000	2,146,000	-	11,026,000
7. MPR, Student Union & Food Service Improvements	9,122,000	8,239,000	539,000	2,070,000	802,000	9,616,000	13,718,000
8. Physical Education Improvements	797,000	-	-	3,840,000	1,752,000	2,199,000	10,373,000
9. Staff & Parent Support	-	4,389,000	4,299,000	449,000	3,865,000	2,180,000	6,885,000
10. Media Center & Student Support Services	760,000	5,334,000	4,890,000	-	1,676,000	841,000	2,297,000
11. Safety & Security	1,848,000	732,000	1,104,000	3,058,000	1,618,000	3,280,000	4,973,000
12. Parking & Drop-Off	240,000	993,000	1,050,000	405,000	1,112,000	3,204,000	1,317,000
13. Outdoor Learning Courts, Quads & Landscape	1,272,000	900,000	240,000	-	775,000	3,074,000	2,883,000
14. Exterior Play Spaces, Playfields & Hardcourts	3,553,000	4,815,000	2,796,000	7,399,000	3,236,000	13,963,000	6,862,000
15. Instructional Design Furniture	507,000	816,000	1,097,000	422,000	872,000	1,632,000	2,166,000
16. Technology Infrastructure & Equipment	-	-	149,000	203,000	419,000	783,000	270,000
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

4.3 PROGRAM COSTS MASTER PLAN COST SUMMARY

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SCOPE CATEGORY

SCHOOL SITE

	LBJ Education Center	ACT Education Center	District Office	TOTAL
1. Modernize / Reconfigure Existing Classrooms	-	-	-	29,954,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	-	-	80,000	19,779,000
3. Site Utilities	337,000	826,000	98,000	11,703,000
4. New Construction (Classrooms)	-	11,803,000	-	174,470,000
5. Science, Arts, CTE & Elective Programs	1,740,000	5,693,000	-	85,134,000
6. Performing Arts Improvements	-	-	-	19,479,000
7. MPR, Student Union & Food Service Improvements	1,034,000	-	-	78,129,000
8. Physical Education Improvements	13,777,000	-	-	33,600,000
9. Staff & Parent Support	-	8,740,000	8,568,000	60,137,000
10. Media Center & Student Support Services	-	-	-	39,991,000
11. Safety & Security	705,000	-	110,000	23,654,000
12. Parking & Drop-Off	1,523,000	4,225,000	290,000	24,547,000
13. Outdoor Learning Courts, Quads & Landscape	-	-	-	12,963,000
14. Exterior Play Spaces, Playfields & Hardcourts	1,136,000	-	-	60,320,000
15. Instructional Design Furniture	113,000	-	-	13,252,000
16. Technology Infrastructure & Equipment	-	-	-	2,729,000
Total Project Cost A (2017\$)	\$ 20,365,000	\$ 31,287,000	\$ 9,146,000	\$ 689,841,000
Technology - Student Devices				10,000,000
Total Project Cost B (2017\$)				\$ 699,841,000

4.3 PROGRAM COSTS MASTER PLAN COST SUMMARY

INTRODUCTION	SCOPE OF WORK CATEGORIES	MASTER PLAN COST SUMMARY	FUNDING ANALYSIS	STAKEHOLDER WANTS	MEASURE G PRIORITIES
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SCOPE CATEGORY

ALTERNATES

	Machado School	New MOTT Yard	New District Office	New Central Kitchen
1. Modernize / Reconfigure Existing Classrooms	266,000	-	-	-
2. Existing Building Systems, Toilets & Improved Energy Efficiency	188,000	-	-	-
3. Site Utilities	44,000	984,000	705,000	370,000
4. New Construction (Classrooms)	2,401,000	-	-	-
5. Science, Arts, CTE & Elective Programs	-	-	-	-
6. Performing Arts Improvements	-	-	-	-
7. MPR, Student Union & Food Service Improvements	-	-	-	-
8. Physical Education Improvements	-	-	-	-
9. Staff & Parent Support	-	15,069,000	13,122,000	12,861,000
10. Media Center & Student Support Services	-	-	-	-
11. Safety & Security	-	-	-	-
12. Parking & Drop-Off	-	7,015,000	2,541,000	1,038,000
13. Outdoor Learning Courts, Quads & Landscape	-	-	-	-
14. Exterior Play Spaces, Playfields & Hardcourts	439,000	-	-	-
15. Instructional Design Furniture	85,000	-	-	-
16. Technology Infrastructure & Equipment	-	-	-	-
Total Project Cost A (2017\$)	\$ 3,423,000	\$ 23,068,000	\$ 16,368,000	\$ 14,269,000



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potential funding / local funding sources

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

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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

4.4 PROGRAM COSTS FUNDING ANALYSIS

potential funding / state school facilities program

Proposition 51

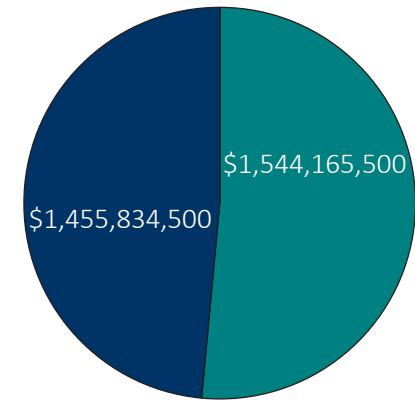
New Construction Program

- 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

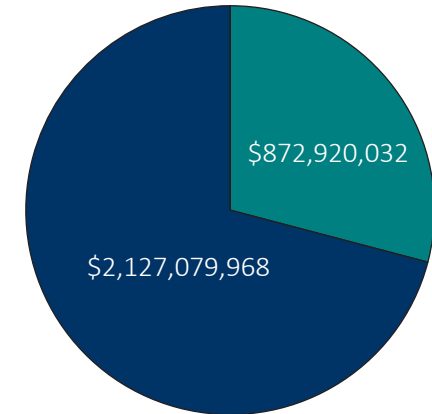
Modernization Program

- 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

New Construction



Modernization



Projects Submitted
 Prop 51 Funds Remaining

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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

- o K-6 - \$0
- o 7-8 - \$0
- o 9-12 - \$6,171,872
- o Non Severe Special Day Class - \$313,005
- o Severe Special Day Class - \$1,248,080

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

Ten Year Modernization Eligibility Change by Year

School Site	2017 Estimated Funding Available	2018 Funding	2019 Funding	2020 Funding	2021 Funding	2022 Funding	2023 Funding	2024 Funding	2025 Funding	2026 Funding	2027 Funding	Total Funding
Barrett Elementary	\$0									\$2,014,408		\$2,014,408
El Toro Elementary	\$0	\$1,530,536										\$1,530,536
Jackson Academy	\$2,483,960											\$2,483,960
Los Paseos Elementary	\$233,112								\$90,742			\$323,854
Nordstrom Elementary	\$2,996,654									\$325,726	\$604,728	\$3,927,108
Paradise Valley Elem.	\$2,691,732											\$2,691,732
San Martin/Gwinn	\$2,617,527											\$2,617,527
Walsh Elementary	\$645,695	\$2,648,712										\$3,294,407
Britton Middle	\$590,777	\$5,398,957										\$5,989,734
Murphy Middle	\$3,336,820											\$3,336,820
Sobrato High	\$0											\$0
Live Oak High	\$331,040											\$331,040
Central Cont. High	\$0											\$0
Charter of Morgan Hill	\$2,867,248											\$2,867,248
TOTAL	\$18,794,565	\$9,578,205	\$0	\$0	\$0	\$0	\$0	\$0	\$90,742	\$2,340,134	\$604,728	\$31,408,374

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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

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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**

School / Project	Board Approved Budget 2016	Current Committed Costs	% complete	2017				2018			
				Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
LBJ / Burnett / Central Modernization	\$ 7,252,241	\$ 7,252,241	100%								
Martin Murphy Fence	\$ 35,580	\$ 35,580	100%								
Charter School of Morgan Hill (Encinal Site) Multiuse Building Technology	\$ 5,000,000	\$ 5,000,000	100%								
Jackson, Nordstrom, Paradise Roofing & HVAC	\$ 14,315,664	\$ 14,315,664	95%								
San Martin Gwinn Mod	\$ 5,343,780	\$ 5,343,780	100%								
PA Walsh Modernization	\$ 6,078,557	\$ 6,078,557	99%								
Martin Murphy Roof	\$ 3,959,745	\$ 3,959,745	100%								
Los Paseos Roof	\$ 846,998	\$ 846,998	100%								
Jackson, Nordstrom, Paradise Fire Alarm Upgrades	\$ 268,283	\$ 268,283	100%								
Jackson, Nordstrom, Paradise Master Plan & Multiuse Bldg Design	\$ 1,196,103	\$ 1,196,103	100%								
Britton New Building Schematic Design	\$ 506,960	\$ 481,250	21%								
Paradise Valley Multi-use, Modulars, Admin & Master Plan Programming & Project Management (thru Dec 2017)	\$ 750,000	\$ 750,000	75%								
	\$ 7,193,425	\$ 7,193,425	7%								
	\$ 2,800,000	\$ 2,800,000	91%								
Series A Total Budgets	\$ 55,547,336	\$ 55,521,626	100%								

Series A Proceeds from Bond Sales	\$ 55,000,000
Interest & Cost of 2012 A COI	\$ 574,727
Series A Total Proceeds	\$ 55,574,727
Program Contingency	\$53,101

- Series B Issuance (Fall 2017, \$50 million for Britton Middle School, Total Amount TBD)
- Remaining Balance (Approximately \$93 million Available for Future FMP projects)

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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

Statutory Bonding Capacity⁽¹⁾

2016-17 Assessed Value ⁽²⁾ :	\$12,859,625,237
Gross Statutory Bonding Capacity:	321,490,631
Outstanding GO Bond Principal:	80,710,000
Net Statutory Bonding Capacity:	\$240,780,631
Remaining Measure G Authorization:	<u>-\$143,000,000</u>
MHUSD Statutory Bonding Capacity:	\$ 97,780,631

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

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potential funding / summary

Local Funding Sources

- **Fund 25 - Developer Fees**

\$2 million/year x 10 years =

\$ 20,000,000*

Fund 25 Developer Fees can be used to accommodate new students only. This funding stream may be allocated to a potential future elementary school.

- **Fund 14 - LCAP Deferred Maintenance**

\$300,000/year from General Fund

(Used for Ongoing Maintenance)

- **Fund 01 - LCAP Routine Maintenance**

3% / \$2.7 million/year from General Fund

(Used for Staff Salaries and Benefits)

- **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

\$ -0-

New Construction: \$ 7,732,959

\$ -0-

CTE: \$ TBD (Future Grant Applications)

\$ -0-

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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

(75% Hard Construction / 25% Soft Costs)

\$ 62,310,000

Total FMP Program Need in 2017\$:

\$699,841,000

4.5 PROGRAM COSTS STAKEHOLDER WANTS

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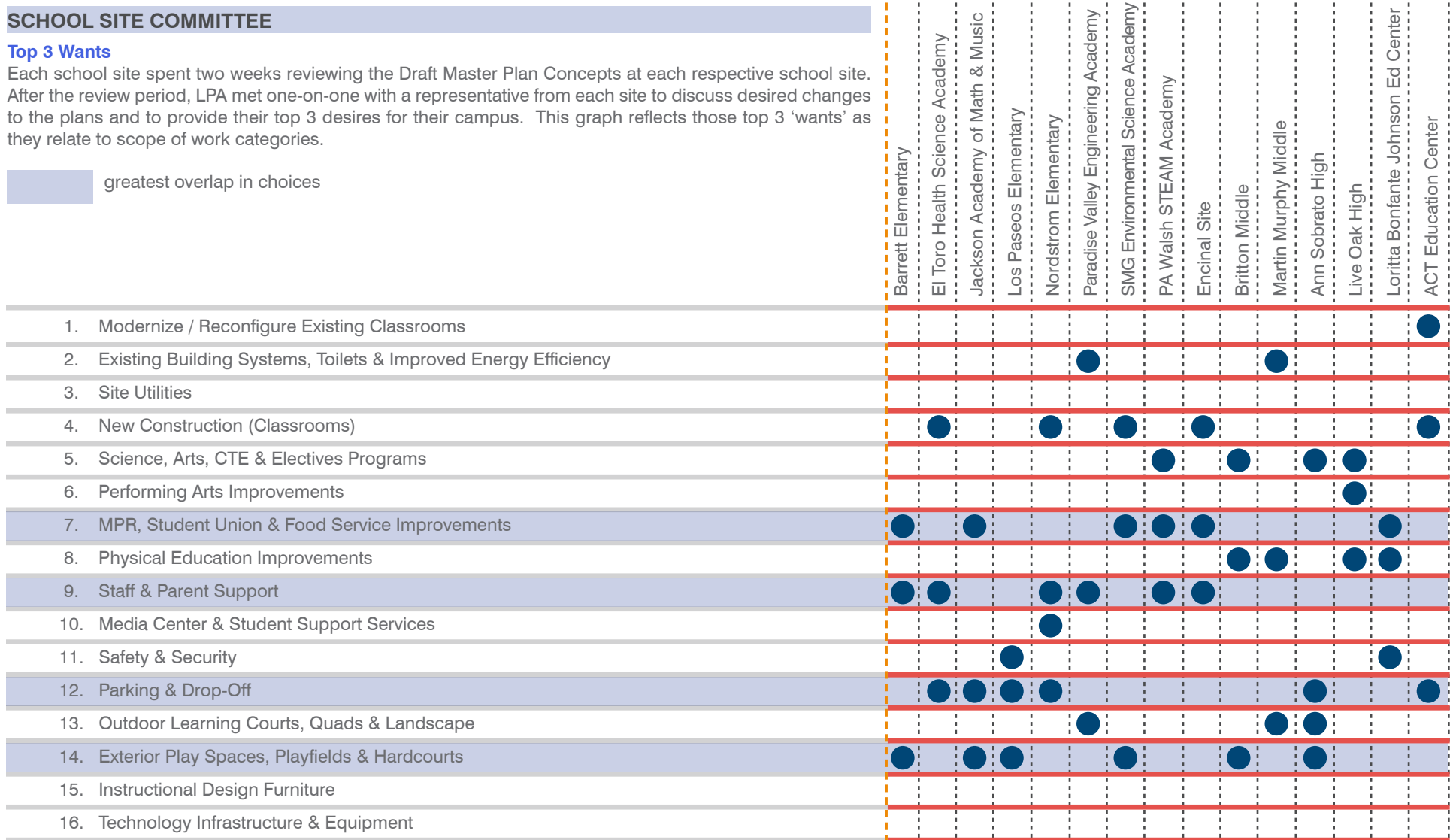
MEASURE G PRIORITIES

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.

 greatest overlap in choices



4.5 PROGRAM COSTS STAKEHOLDER WANTS

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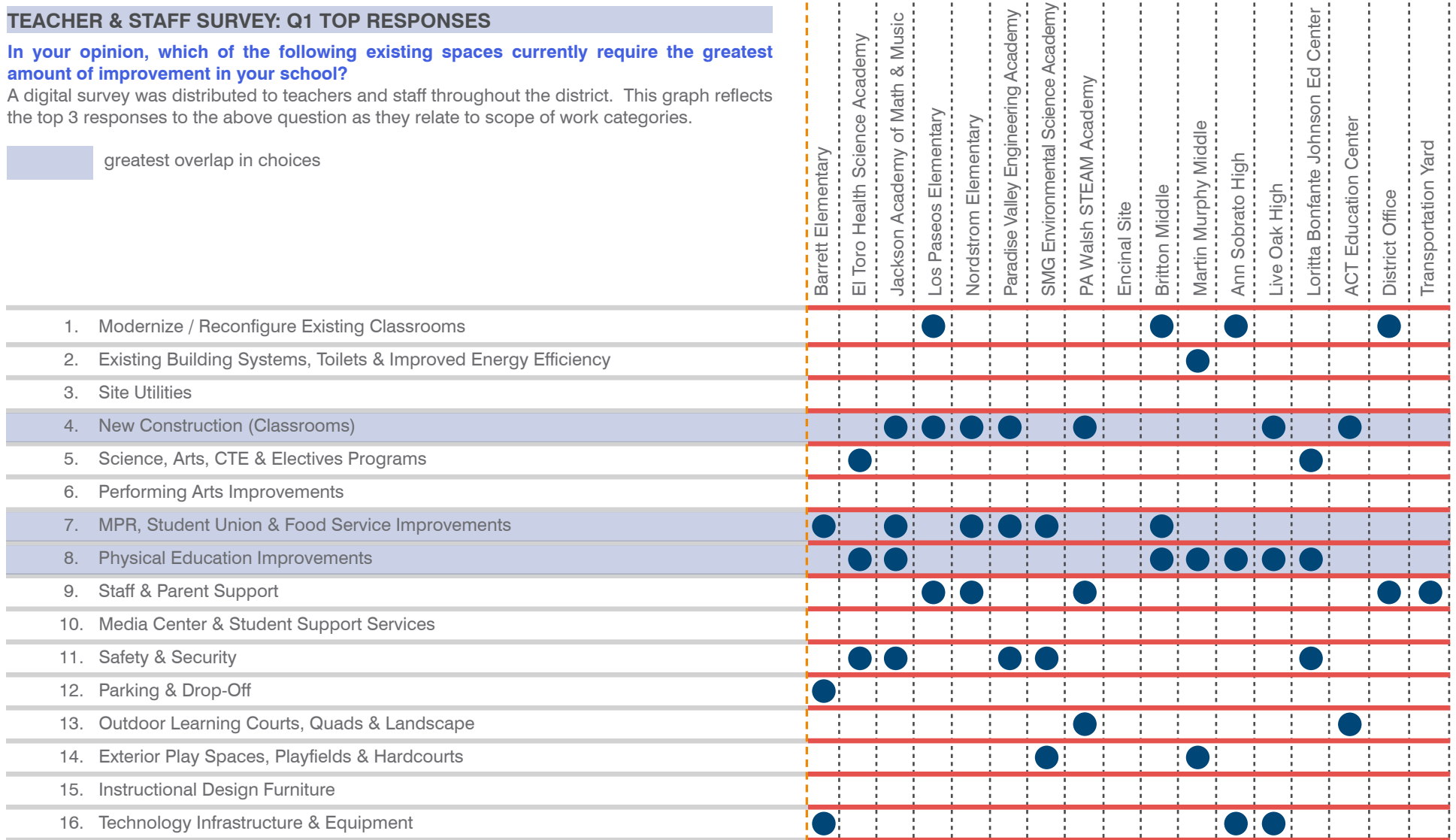
MEASURE G PRIORITIES

TEACHER & STAFF 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 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.

 greatest overlap in choices



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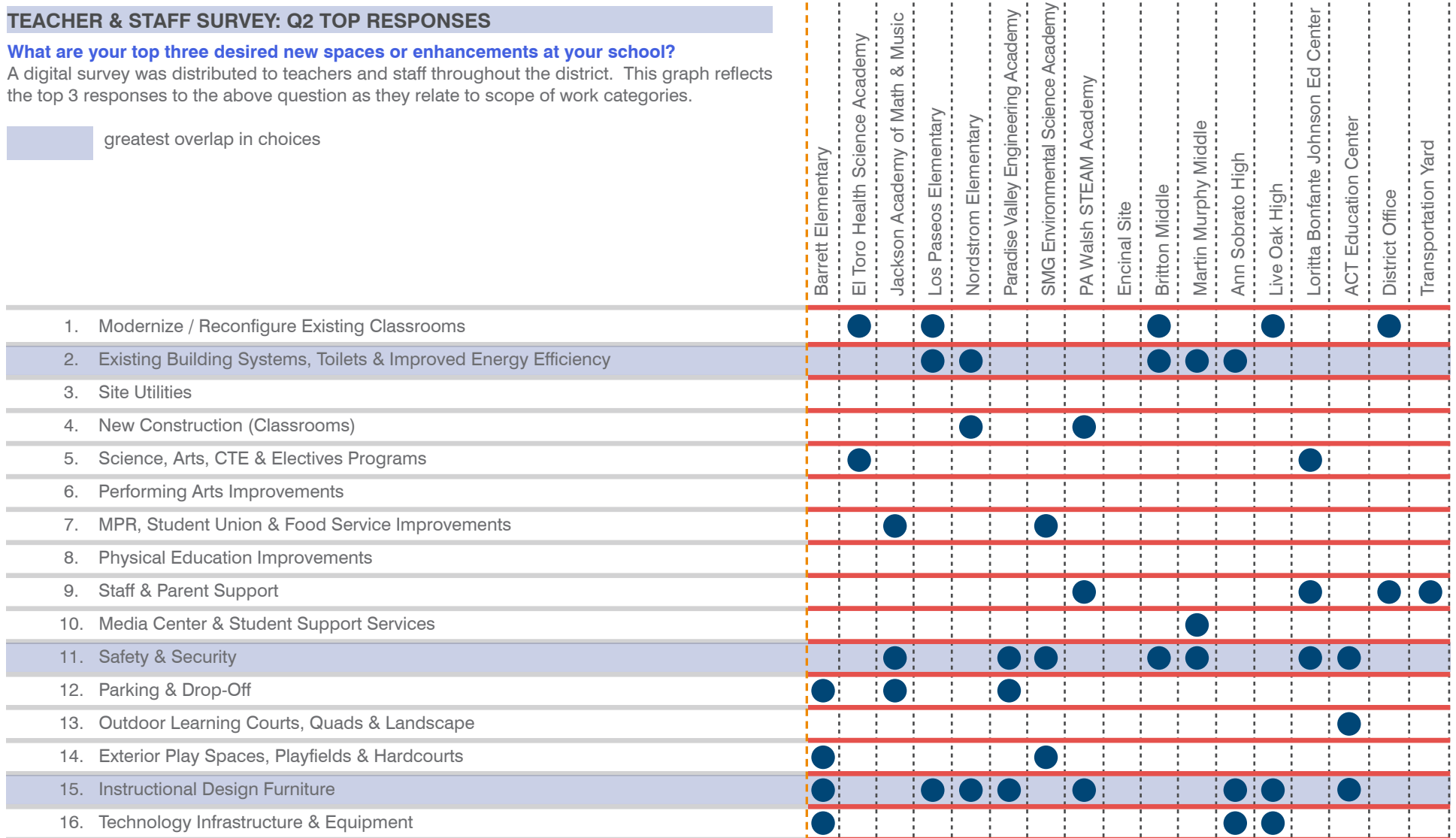
MEASURE G PRIORITIES

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.

 greatest overlap in choices



4.5 PROGRAM COSTS STAKEHOLDER WANTS

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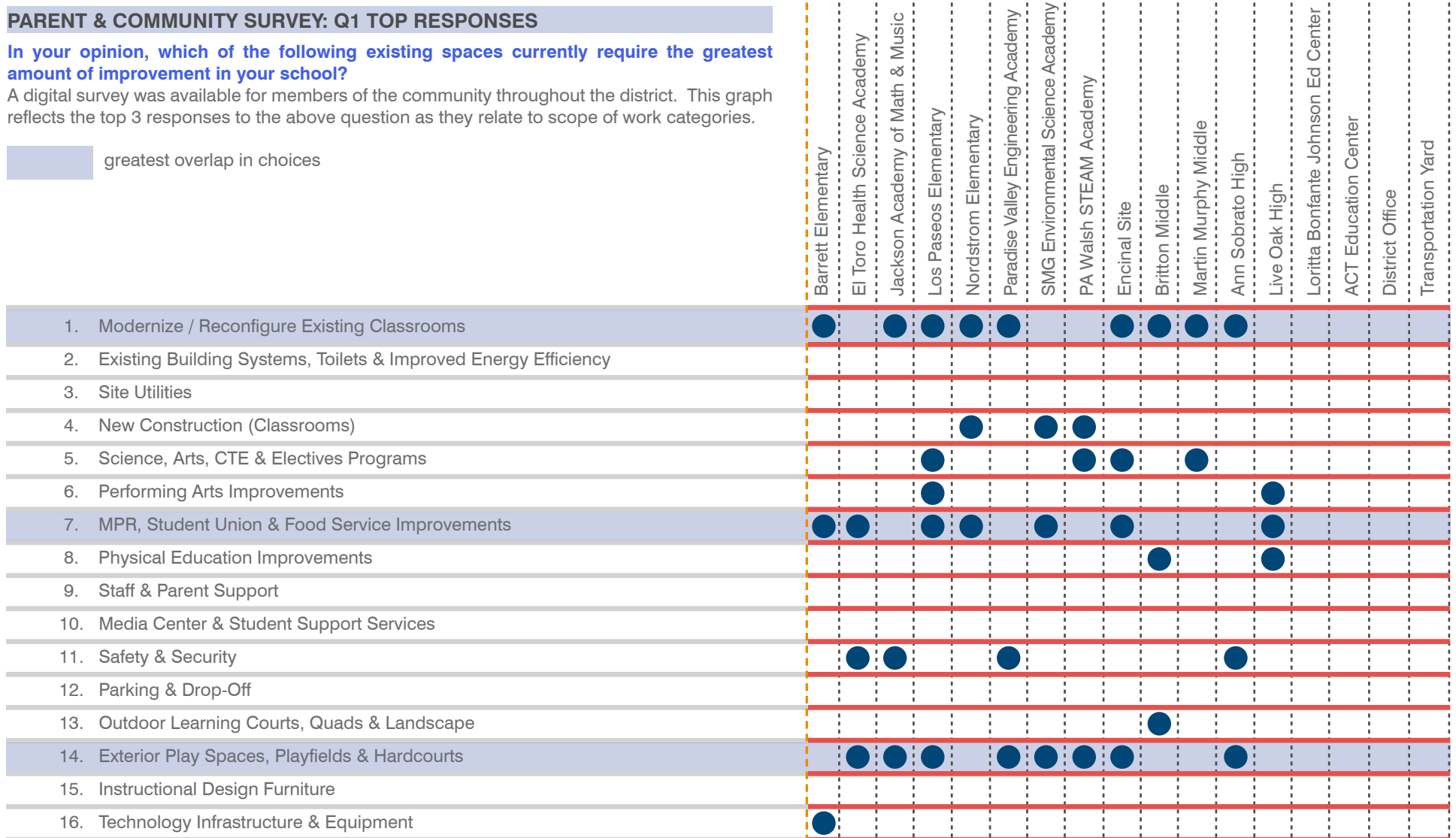
MEASURE G PRIORITIES

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



4.5 PROGRAM COSTS STAKEHOLDER WANTS

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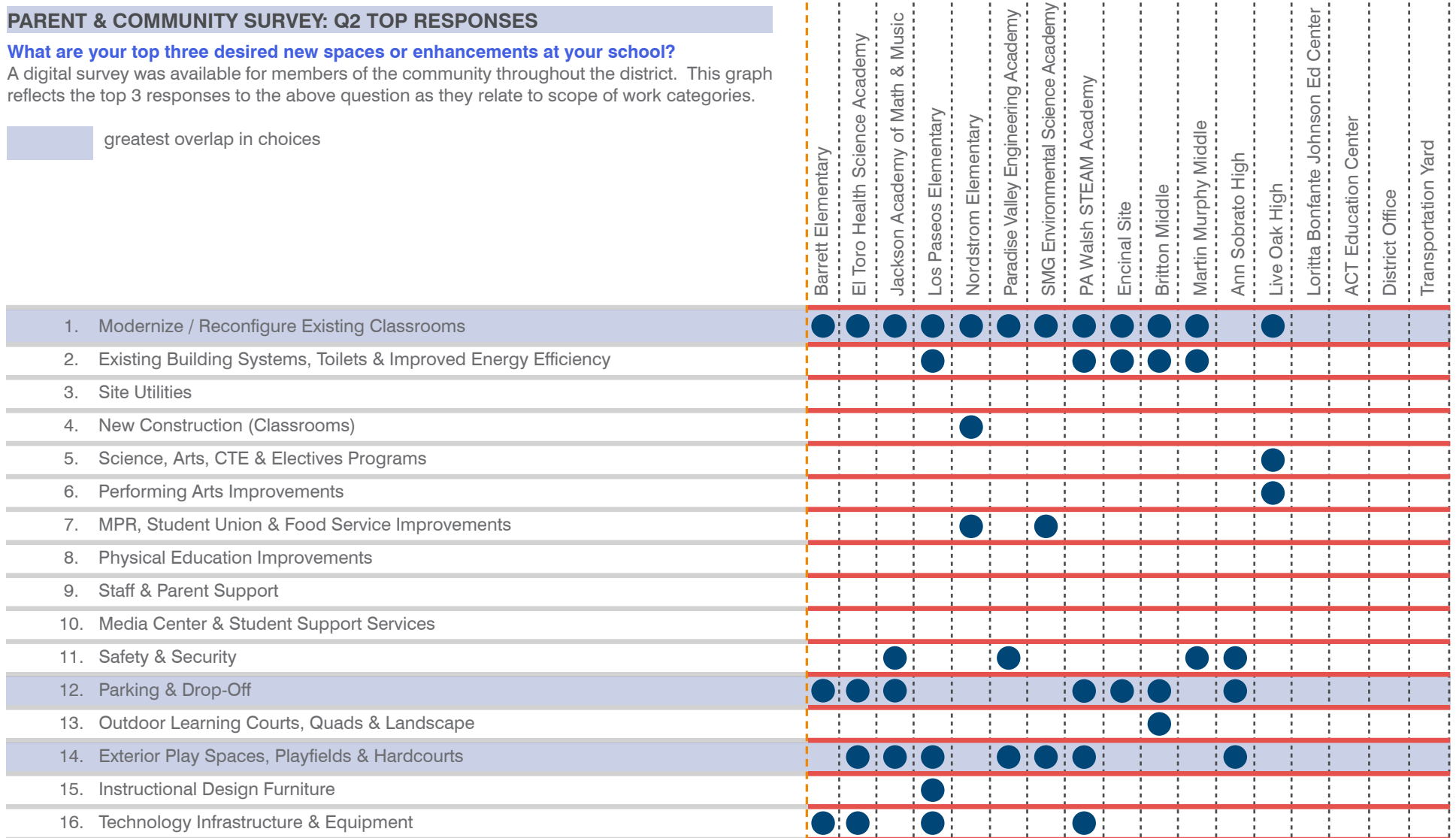
MEASURE G PRIORITIES

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.

 greatest overlap in choices



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FACILITIES MASTER PLAN COMMITTEE

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.

 top 3 choices

 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.



1. Modernize / Reconfigure Existing Classrooms	22	
2. Existing Building Systems, Toilets & Improved Energy Efficiency	28	2
3. Site Utilities	7	
4. New Construction (Classrooms)	29	1
5. Science, Arts, CTE & Electives Programs	25	
6. Performing Arts Improvements	12	
7. MPR, Student Union & Food Service Improvements	11	
8. Physical Education Improvements	5	
9. Staff & Parent Support	26	3
10. Media Center & Student Support Services	9	
11. Safety & Security	18	
12. Parking & Drop-Off	16	
13. Outdoor Learning Courts, Quads & Landscape	6	
14. Exterior Play Spaces, Playfields & Hardcourts	15	
15. Instructional Design Furniture	9	
16. Technology Infrastructure & Equipment	12	

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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:

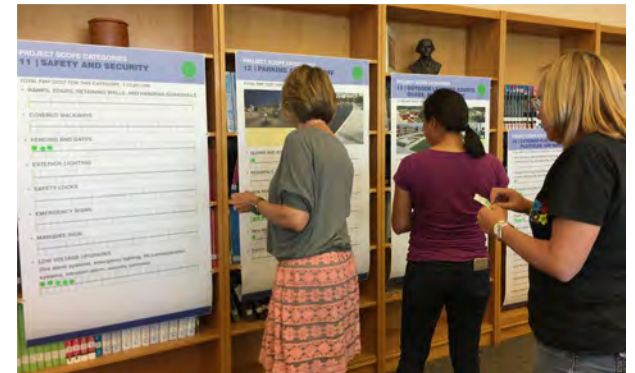
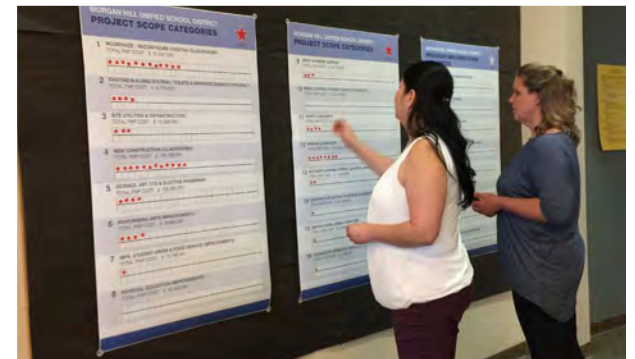
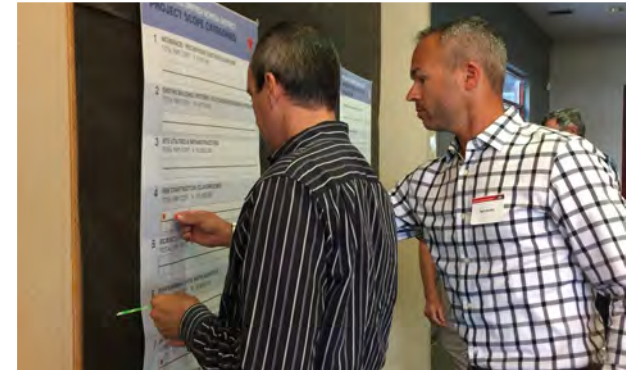
1. New Construction (Classrooms)
2. Existing Building Systems, Toilets & Improved Energy Efficiency
3. Staff & Parent Support

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.



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Global Commonalities

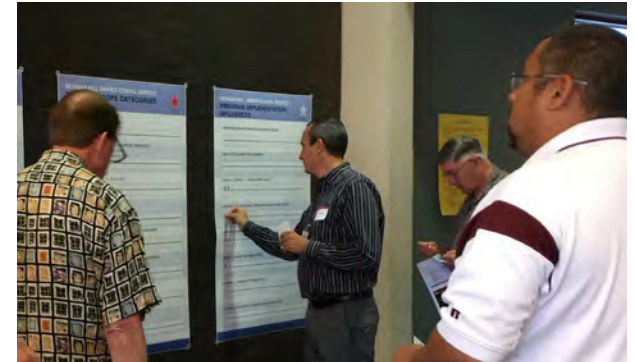
As all Stakeholder group results are analyzed, the following scope of work categories were the most commonly prevalent:

- 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 PROGRAM COSTS MEASURE G PRIORITIES

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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.

4.6 PROGRAM COSTS MEASURE G PRIORITIES

INTRODUCTION

SCOPE OF WORK CATEGORIES

MASTER PLAN COST SUMMARY

FUNDING ANALYSIS

STAKEHOLDER WANTS

MEASURE G PRIORITIES

SCOPE CATEGORY

SCHOOL SITE

	Barrett Elementary	El Toro Health Science Academy	Jackson Academy of Math & Music	Los Paseos Elementary	Nordstrom Elementary	Paradise Valley Engineering Academy	SG Borello Future Elementary
1. Modernize / Reconfigure Existing Classrooms	-	-	-	-	-	-	-
2. Existing Building Systems, Toilets & Improved Energy Efficiency	-	-	-	-	-	-	-
3. Site Utilities	-	-	-	-	-	-	-
4. New Construction (Classrooms)	-	-	-	-	5,967,000	-	-
5. Science, Arts, CTE & Elective Programs	-	-	-	-	-	-	-
6. Performing Arts Improvements	-	-	1,627,000	-	-	-	-
7. MPR, Student Union & Food Service Improvements	-	-	9,744,000	-	7,645,000	-	-
8. Physical Education Improvements	-	-	862,000	-	-	-	-
9. Staff & Parent Support	-	-	-	-	-	-	-
10. Media Center & Student Support Services	-	-	-	-	-	-	-
11. Safety & Security	47,000	100,000	435,000	297,000	261,000	712,000	-
12. Parking & Drop-Off	1,088,000	974,000	1,049,000	1,029,000	1,672,000	1,291,000	-
13. Outdoor Learning Courts, Quads & Landscape	-	-	-	-	-	-	-
14. Exterior Play Spaces, Playfields & Hardcourts	-	-	-	-	447,000	-	-
15. Instructional Design Furniture	366,000	394,000	450,000	450,000	450,000	296,000	-
16. Technology Infrastructure & Equipment	-	-	-	-	-	-	-
Total Project Cost (2017\$)	\$ 1,501,000	\$ 1,468,000	\$ 14,167,000	\$ 1,776,000	\$ 16,442,000	\$ 2,299,000	-

4.6 PROGRAM COSTS MEASURE G PRIORITIES

INTRODUCTION

SCOPE OF WORK CATEGORIES

MASTER PLAN COST SUMMARY

FUNDING ANALYSIS

STAKEHOLDER WANTS

MEASURE G PRIORITIES

SCOPE CATEGORY

SCHOOL SITE

	San Martin/Gwinn Environmental Science Academy	PA Walsh STEAM Academy	Encinal Site	Britton Middle	Martin Murphy Middle	Ann Sobrato High	Live Oak High
1. Modernize / Reconfigure Existing Classrooms	-	-	-	-	-	-	-
2. Existing Building Systems, Toilets & Improved Energy Efficiency	-	-	-	-	-	-	-
3. Site Utilities	-	-	-	-	-	-	-
4. New Construction (Classrooms)	-	-	-	-	-	-	9,833,000
5. Science, Arts, CTE & Elective Programs	-	-	-	-	-	-	8,511,000
6. Performing Arts Improvements	765,000	-	-	-	-	-	-
7. MPR, Student Union & Food Service Improvements	9,122,000	-	-	-	-	-	9,088,000
8. Physical Education Improvements	797,000	-	-	-	-	-	-
9. Staff & Parent Support	-	-	-	-	-	-	6,072,000
10. Media Center & Student Support Services	-	-	-	-	-	-	-
11. Safety & Security	672,000	406,000	-	833,000	642,000	942,000	704,000
12. Parking & Drop-Off	240,000	993,000	-	405,000	1,112,000	3,204,000	-
13. Outdoor Learning Courts, Quads & Landscape	-	-	-	-	-	-	-
14. Exterior Play Spaces, Playfields & Hardcourts	-	-	-	-	-	-	-
15. Instructional Design Furniture	254,000	408,000	549,000	211,000	436,000	816,000	1,083,000
16. Technology Infrastructure & Equipment	-	-	-	-	-	-	-
Total Project Cost (2017\$)	\$ 11,850,000	\$ 1,807,000	\$ 549,000	\$ 1,449,000	\$ 2,190,000	\$ 4,962,000	\$ 35,291,000

4.6 PROGRAM COSTS MEASURE G PRIORITIES

INTRODUCTION

SCOPE OF WORK CATEGORIES

MASTER PLAN COST SUMMARY

FUNDING ANALYSIS

STAKEHOLDER WANTS

MEASURE G PRIORITIES

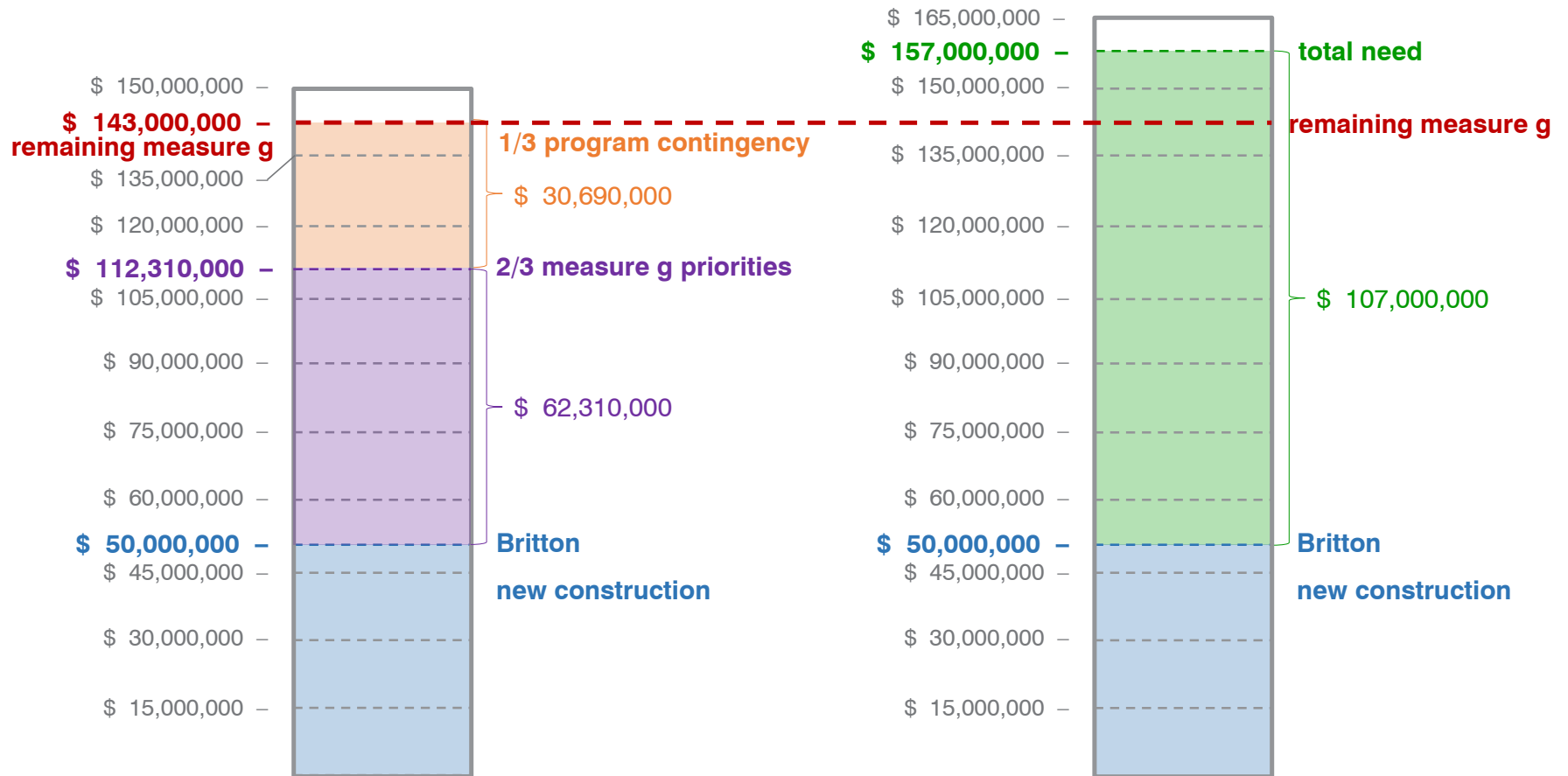
SCOPE CATEGORY

SCHOOL SITE

	LBJ Education Center	ACT Education Center	District Office	TOTAL
1. Modernize / Reconfigure Existing Classrooms	-	-	-	-
2. Existing Building Systems, Toilets & Improved Energy Efficiency	-	-	-	-
3. Site Utilities	-	-	-	-
4. New Construction (Classrooms)	-	-	-	15,800,000
5. Science, Arts, CTE & Elective Programs	-	-	-	8,511,000
6. Performing Arts Improvements	-	-	-	2,392,000
7. MPR, Student Union & Food Service Improvements	-	-	-	35,599,000
8. Physical Education Improvements	-	-	-	1,659,000
9. Staff & Parent Support	-	-	-	6,072,000
10. Media Center & Student Support Services	-	-	-	-
11. Safety & Security	474,000	-	-	6,525,000
12. Parking & Drop-Off	1,523,000	-	-	14,580,000
13. Outdoor Learning Courts, Quads & Landscape	-	-	-	-
14. Exterior Play Spaces, Playfields & Hardcourts	-	-	-	447,000
15. Instructional Design Furniture	57,000	-	-	6,220,000
16. Technology Infrastructure & Equipment	-	-	-	-
Total Project Cost A (2017\$)	\$ 2,054,000	-	-	\$ 97,805,000
Technology - Student Devices				10,000,000
Total Project Cost B (2017\$)				\$ 107,805,000

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.



SECTION 5
SITE MASTER PLANS

September 2017



5.0 FACILITY CONDITION ASSESSMENT OVERVIEW OF CONTENTS

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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.

5.1 FACILITY CONDITION ASSESSMENT BARRETT ELEMENTARY SCHOOL DRAFT

OVERVIEW | FACILITY CONDITION ASSESSMENT | EXISTING CAMPUS PLAN | CONCEPTUAL MASTER PLAN | COST SUMMARY

SCHOOL PHOTO

SCHOOL INFO

SCHOOL SITE ENGAGEMENT

EXISTING CONDITION ASSESSMENT

Morgan Hill Unified School District FACILITIES MASTER PLAN LPA 168

EXISTING CONDITION ASSESSMENT

Site Amenities

Drinking Fountains
Category [5]
• Drinking fountains do not meet current code compliance. Complete replacement is recommended.

Irrigation
Category [5]
• VFD provides water from well and is problematic during a power outage.

Paint
Category [3]
• Paint at exterior doors is new however is showing extreme weathering/fading.
• Buildings are due for a new coat of paint.

Assessment of Buildings

Exterior
Overall Rating: Category [3]
• Stucco shows cracking and chipping due to normal wear and tear.

Door / Frames / Locks
Category [5]
• Aisle from the faded paint mentioned above, the condition of the doors, frames, and hardware are poor.

Morgan Hill Unified School District FACILITIES MASTER PLAN LPA 168

INTERIOR & EXTERIOR PHOTOGRAPHS

Covered Walkway | Outdoor Dining | Security Fencing

Landscaping | Play Structure | Landscaping

Morgan Hill Unified School District FACILITIES MASTER PLAN LPA 168

5.1 FACILITY CONDITION ASSESSMENT BARRETT ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



895 Barrett Ave. Morgan Hill, Ca 95037 | barrett.mhusd.org

Year Built: 2001
 Year Modernized: none
 Student Population (2016 – 2017): 443
 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

- 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.

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.

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

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

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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.

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.

Fire Protection

Category [0]

- No issues were observed or reported.

5.1 FACILITY CONDITION ASSESSMENT BARRETT ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drop-Off Lane



Parking



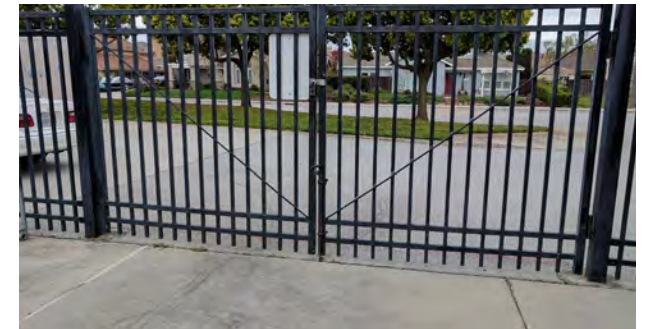
Typical Concrete Paving



Covered Walkway



Outdoor Dining



Security Fencing



Hardcourts



Play Structure



Landscaping

5.1 FACILITY CONDITION ASSESSMENT BARRETT ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

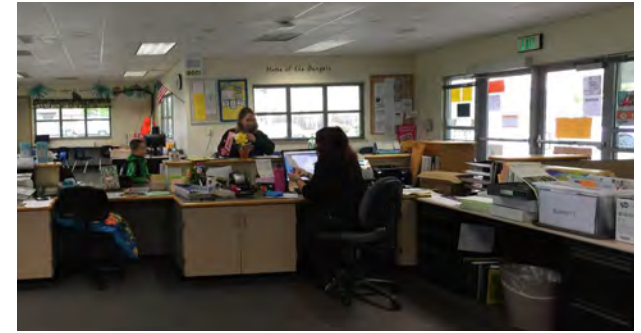
COST SUMMARY



Windows



Exterior Door Hardware



Administration Office



Staff Work Room / Lounge



Counseling Office



Conference Room



Multipurpose Room



Kitchen



Food Serving Area

5.1 FACILITY CONDITION ASSESSMENT BARRETT ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drinking Fountain



Typical Classroom



Media Center



Health Office



Restroom



Teacher Prep Room

5.1 FACILITY CONDITION ASSESSMENT BARRETT ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

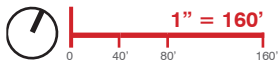
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
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
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

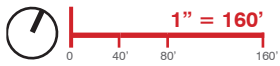
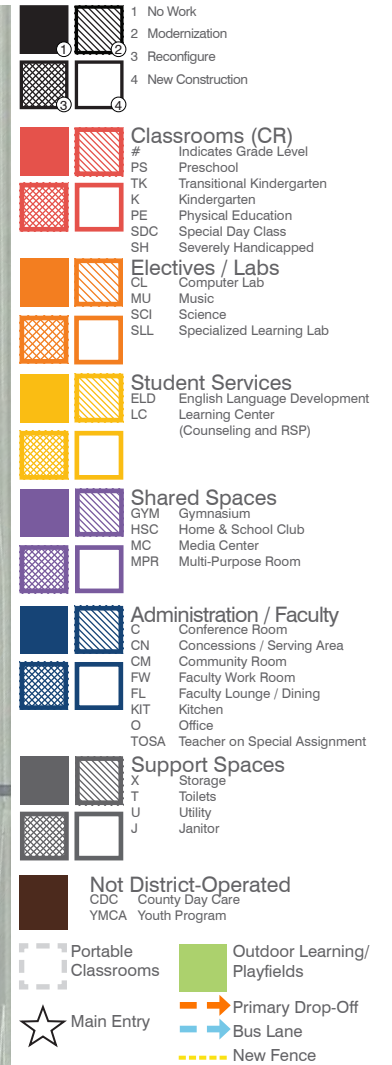
OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



5.1 FACILITY CONDITION ASSESSMENT BARRETT ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ 3,929,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 3,287,000
3. Site Utilities	\$ 26,000
4. New Construction (Classrooms)	\$ -
5. Science, Arts, CTE & Electives Programs	\$ 862,000
6. Performing Arts Improvements	\$ -
7. MPR, Student Union & Food Service Improvements	\$ 2,454,000
8. Physical Education Improvements	\$ -
9. Staff & Parent Support	\$ 1,941,000
10. Media Center & Student Support Services	\$ 812,000
11. Safety & Security	\$ 302,000
12. Parking & Drop-Off	\$ 1,088,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 623,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 1,316,000
15. Instructional Design Furniture	\$ 732,000
16. Technology Infrastructure and Equipment	\$ 351,000
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\$)



5.2 FACILITY CONDITION ASSESSMENT EL TORO HEALTH SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



455 East Main Ave. Morgan Hill, Ca 95037 | eltoro.mhusd.org

Year Built: 1992
 Year Modernized:
 Student Population (2016 – 2017): 450
 Number of Classrooms: 25
 Number of Portables: 2
 Site Acreage: 12.7 acres
 Building Area: 43,300 square feet
 Academic Focus: Health Science

PRINCIPAL'S TOP 3 'WANTS'

1. New roof
2. Front gate security
3. New coat of paint for all buildings

Desired Program Support Improvements/Additions

- Running/fitness track with work out 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.

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

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.



5.2 FACILITY CONDITION ASSESSMENT EL TORO HEALTH SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

SITE AMENITIES

Drinking Fountains

Category [5]

- 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.

5.2 FACILITY CONDITION ASSESSMENT EL TORO HEALTH SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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.

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.

5.2 FACILITY CONDITION ASSESSMENT EL TORO HEALTH 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

5.2 FACILITY CONDITION ASSESSMENT EL TORO HEALTH SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



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

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drinking Fountain



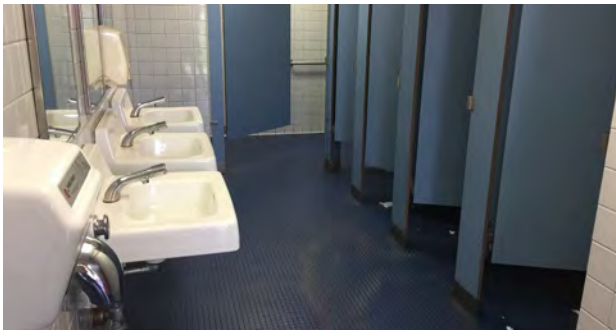
Typical Classroom



Media Center



Health Office



Restroom



Teacher Prep Room

5.2 FACILITY CONDITION ASSESSMENT EL TORO HEALTH SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

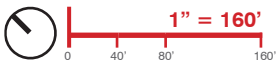
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
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
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



5.2 FACILITY CONDITION ASSESSMENT EL TORO HEALTH SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

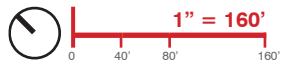
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



	1 No Work 2 Modernization 3 Reconfigure 4 New Construction
	Classrooms (CR) # 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 C Conference Room CN Concessions / Serving Area CM Community Room FW Faculty Work Room FL Faculty Lounge / Dining KIT 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
	Main Entry
	Primary Drop-Off Bus Lane New Fence



5.2 FACILITY CONDITION ASSESSMENT EL TORO HEALTH SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ 3,223,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 2,301,000
3. Site Utilities	\$ 27,000
4. New Construction (Classrooms)	\$ 5,782,000
5. Science, Arts, CTE & Electives Programs	\$ -
6. Performing Arts Improvements	\$ -
7. MPR, Student Union & Food Service Improvements	\$ 2,957,000
8. Physical Education Improvements	\$ -
9. Staff & Parent Support	\$ 2,082,000
10. Media Center & Student Support Services	\$ 2,508,000
11. Safety & Security	\$ 723,000
12. Parking & Drop-Off	\$ 974,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 800,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 2,551,000
15. Instructional Design Furniture	\$ 788,000
16. Technology Infrastructure and Equipment	\$ 257,000
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\$)

5.3 FACILITY CONDITION ASSESSMENT JACKSON ACADEMY OF MATH & MUSIC

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



2700 Fountain Oaks Dr. Morgan Hill, Ca 95037 | jackson.mhusd.org

Year Built: 1977
 Year Modernized: 2014-2016 (roof, restrooms, mechanical systems, EMS)
 Student Population (2016 – 2017): 567
 Number of Classrooms: 25
 Number of Portables: 5
 Site Acreage: 9 acres
 Building Area: 39,084 square feet

PRINCIPAL’S TOP 3 ‘WANTS’

1. Cafeteria / Cafetorium
2. Gymnasium
3. Parking / traffic flow / fencing safety / directionality

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.

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

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.



5.3

JACKSON ACADEMY OF MATH & MUSIC

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

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.

Landscape

Category [2]

- Many planter areas are in poor condition and need to be replanted.

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.

ASSESSMENT OF BUILDINGS

Exterior

Paint

Category [3]

- The site is due for a fresh coat of paint.

Door / Frames / Locks

Category [2]

- Doors and frames appear to be original. Some exterior doors are in poor condition

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.

ADA Compliance

Category [3]

- Exterior door thresholds do not have a smooth transition to adjacent paving.

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.



5.3 FACILITY CONDITION ASSESSMENT JACKSON ACADEMY OF MATH & MUSIC

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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.

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.

5.3 FACILITY CONDITION ASSESSMENT JACKSON ACADEMY OF MATH & MUSIC

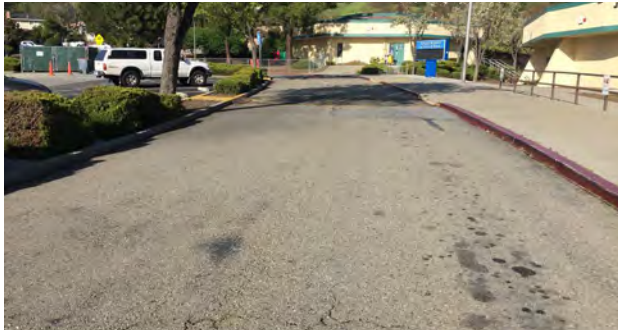
OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drop-Off Lane



Parking



Typical Concrete Paving



Outdoor Dining



Hardcourts



Play Structure



Landscaping

5.3 FACILITY CONDITION ASSESSMENT JACKSON ACADEMY OF MATH & MUSIC

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



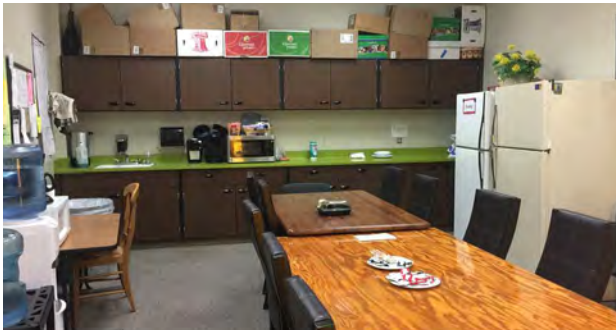
Windows



Exterior Door Hardware



Administration Office



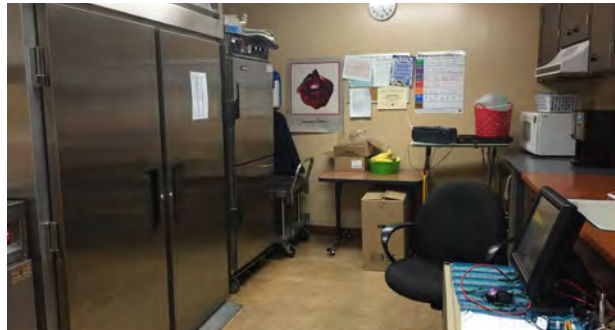
Staff Work Room / Lounge



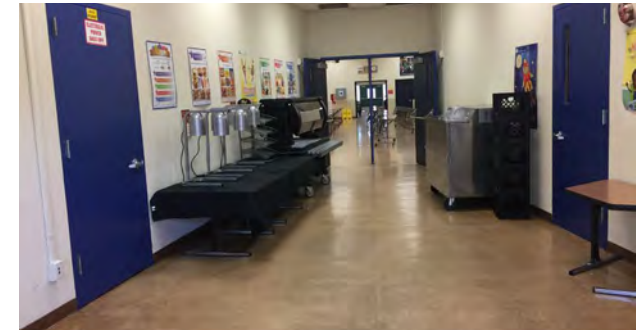
Counseling Office



Multipurpose Room



Kitchen



Food Serving Area

5.3 FACILITY CONDITION ASSESSMENT JACKSON ACADEMY OF MATH & MUSIC

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

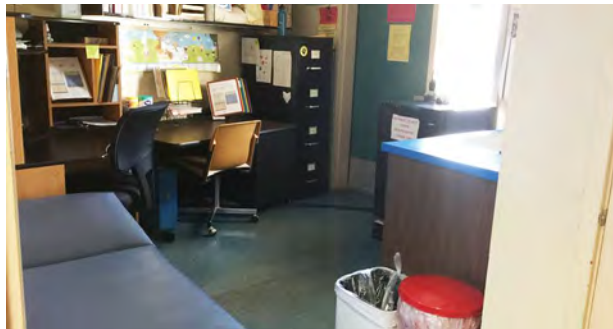
COST SUMMARY



Typical Classroom



Media Center



Health Office



Restroom



Teacher Prep Room



Special Feature: Piano Lab

5.3 FACILITY CONDITION ASSESSMENT JACKSON ACADEMY OF MATH & MUSIC

OVERVIEW

FACILITY CONDITION ASSESSMENT

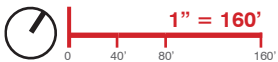
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
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
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**



5.3 FACILITY CONDITION ASSESSMENT JACKSON ACADEMY OF MATH & MUSIC

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



	1 No Work
	2 Modernization
	3 Reconfigure
	4 New Construction

	Classrooms (CR)
#	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)

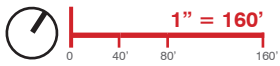
	Shared Spaces
GYM	Gymnasium
HSC	Home & School Club
MC	Media Center
MPR	Multi-Purpose Room

	Administration / Faculty
C	Conference Room
CN	Concessions / Serving Area
CM	Community Room
FW	Faculty Work Room
FL	Faculty Lounge / Dining
KIT	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
	Main Entry
	Primary Drop-Off
	Bus Lane
	New Fence



5.3 FACILITY CONDITION ASSESSMENT JACKSON ACADEMY OF MATH & MUSIC

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ -
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ -
3. Site Utilities	\$ 354,000
4. New Construction (Classrooms)	\$ 19,639,000
5. Science, Arts, CTE & Electives Programs	\$ 3,959,000
6. Performing Arts Improvements	\$ 1,627,000
7. MPR, Student Union & Food Service Improvements	\$ 9,815,000
8. Physical Education Improvements	\$ 862,000
9. Staff & Parent Support	\$ 5,789,000
10. Media Center & Student Support Services	\$ 6,204,000
11. Safety & Security	\$ 1,495,000
12. Parking & Drop-Off	\$ 1,049,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 257,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 2,525,000
15. Instructional Design Furniture	\$ 900,000
16. Technology Infrastructure and Equipment	\$ -
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



121 Avenida Grande, San Jose, Ca 95139 | lospaseos.mhusd.org

Year Built: 1974; MPR: ~2007
 Year Modernized: Roof replacement (2014); building #4 was renovated in 2002.
 Student Population (2016 – 2017): 520
 Number of Classrooms: 26
 Number of Portables: 5
 Site Acreage: 7.65 acres
 Building Area: 47,081 square feet

PRINCIPAL'S TOP 3 'WANTS'

1. TK/K restrooms and carpet
2. Front parking lot pick-up and drop-off
3. Field

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.

- 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 [2] Minor Modernization
- CATEGORY [3] Standard Modernization
- CATEGORY [4] Major Modernization / Reconfiguration
- 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.



5.4 FACILITY CONDITION ASSESSMENT LOS PASEOS ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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.

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.

ASSESSMENT OF BUILDINGS

Exterior

Paint

Category [-]

Door / Frames / Locks

Category [-]

Windows

Category [-]

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 SYSTEMS

Site Utilities

Domestic Water

Category [-]

Fire Protection

Category [-]

Gas

Category [-]



5.4 FACILITY CONDITION ASSESSMENT LOS PASEOS ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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

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

5.4 FACILITY CONDITION ASSESSMENT LOS PASEOS ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Windows



Exterior Door Hardware



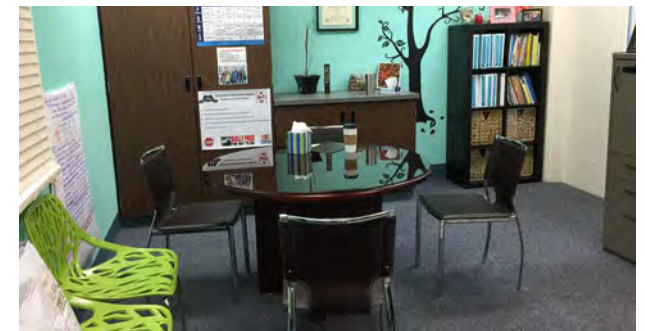
Administration Office



Staff Work Room / Lounge



Counseling Office



Conference Room



Multipurpose Room



Kitchen



Food Serving Area

5.4 FACILITY CONDITION ASSESSMENT LOS PASEOS ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drinking Fountain



Typical Classroom



Interior Hallway



Media Center



Health Office



Restroom



Special Feature: Community Room

5.4 FACILITY CONDITION ASSESSMENT LOS PASEOS ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

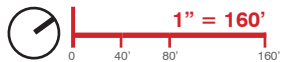
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
Indicates Grade Level
PS Preschool
TK Transitional Kindergarten
K Kindergarten
SDC Special Day Class
SH Severely Handicapped
- **Electives / Labs**
B Band
CL Computer Lab
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PI Piano
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VI Violin
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CO Counseling
ELD English Language Development
OT Occupational Therapy
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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



5.4 FACILITY CONDITION ASSESSMENT LOS PASEOS ELEMENTARY SCHOOL

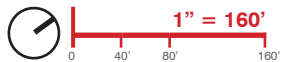
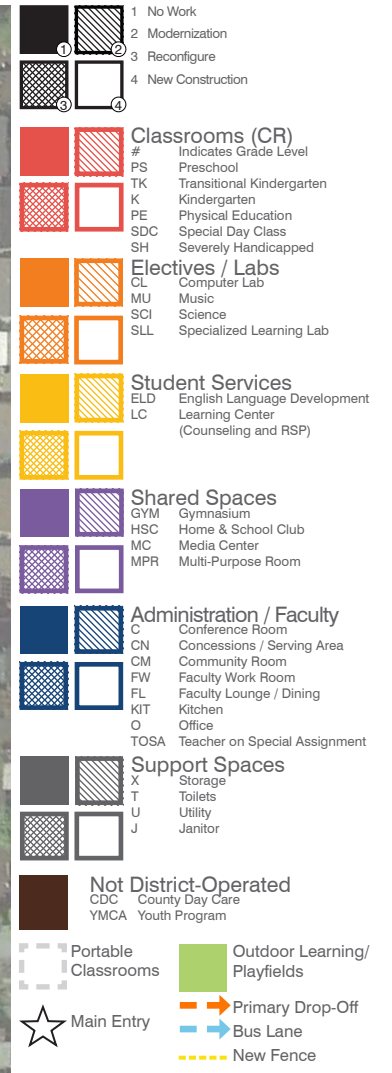
OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



5.4 FACILITY CONDITION ASSESSMENT LOS PASEOS ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ 1,849,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 1,428,000
3. Site Utilities	\$ 787,000
4. New Construction (Classrooms)	\$ 14,269,000
5. Science, Arts, CTE & Electives Programs	\$ 2,172,000
6. Performing Arts Improvements	\$ 630,000
7. MPR, Student Union & Food Service Improvements	\$ 2,594,000
8. Physical Education Improvements	\$ -
9. Staff & Parent Support	\$ 3,912,000
10. Media Center & Student Support Services	\$ 5,435,000
11. Safety & Security	\$ 1,239,000
12. Parking & Drop-Off	\$ 1,029,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 312,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 1,864,000
15. Instructional Design Furniture	\$ 900,000
16. Technology Infrastructure and Equipment	\$ 162,000
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\$)



5.5 FACILITY CONDITION ASSESSMENT NORDSTROM ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



1425 East Dunne Ave. Morgan Hill, Ca 95037 | nordstrom.mhusd.org

Year Built: 1963

Year Modernized:

- 2014: Roof, mechanical, and fire alarm system replaced
- In progress: MPR

Student Population (2016 – 2017): 640

Number of Classrooms: 31

Number of Portables: 10

Site Acreage: 10.4 acres

Building Area: 46,808 square feet

PRINCIPAL'S TOP 3 'WANTS'

1. Portables
2. Drop-off
3. Aging campus

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.

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

GENERAL

ADA Compliance

Category [0]

- No issues were observed or reported.

Parking

Category [5]

- Parking lot is reported as being undersized.
- Drop-off lane becomes very congested and dangerous due to the proximity of the freeway.

Concrete Paving

Category [0]

- No issues were observed or reported.

AC paving

Category [4]

- Hardcourts need to be resealed and expanded.

Ramps & Stairs

Category [0]

- This condition does not exist.

5.5 FACILITY CONDITION ASSESSMENT NORDSTROM ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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.

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 BUILDINGS

Exterior

Paint

- Category [3]
- 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.

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 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.



5.5 FACILITY CONDITION ASSESSMENT NORDSTROM ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

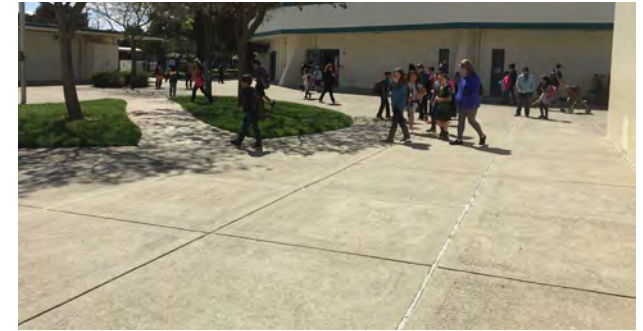
COST SUMMARY



Drop-Off Lane



Parking



Typical Concrete Paving



Outdoor Dining



Hardcourts



Play Structure



Landscaping

5.5 FACILITY CONDITION ASSESSMENT NORDSTROM ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

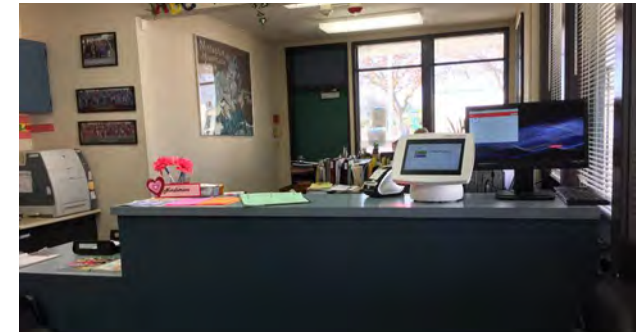
COST SUMMARY



Windows



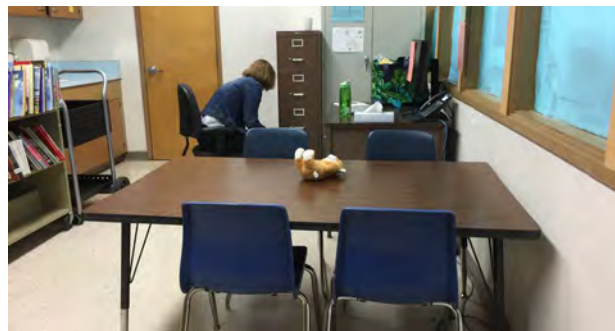
Exterior Door Hardware



Administration Office



Staff Work Room / Lounge



Counseling Office



Conference Room



Multipurpose Room



Kitchen



Food Serving Area

5.5 FACILITY CONDITION ASSESSMENT NORDSTROM ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



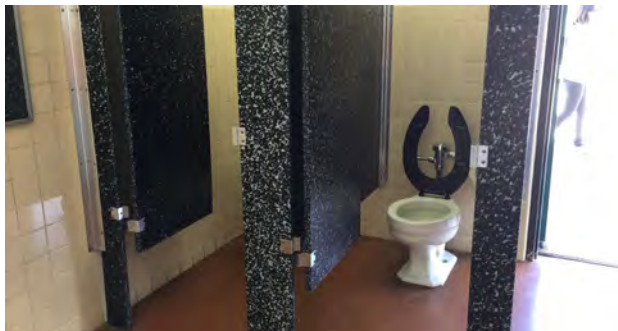
Typical Classroom



Interior Hallway



Media Center



Restroom

5.5 FACILITY CONDITION ASSESSMENT NORDSTROM ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

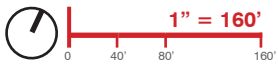
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
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
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**



5.5 FACILITY CONDITION ASSESSMENT NORDSTROM ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

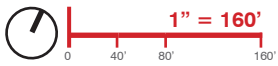
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



	1 No Work 2 Modernization 3 Reconfigure 4 New Construction
	Classrooms (CR) # 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 C Conference Room CN Concessions / Serving Area CM Community Room FW Faculty Work Room FL Faculty Lounge / Dining KIT 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
	Main Entry
	Primary Drop-Off
	Bus Lane
	New Fence



5.5 FACILITY CONDITION ASSESSMENT NORDSTROM ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ -
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ -
3. Site Utilities	\$ 407,000
4. New Construction (Classrooms)	\$ 24,768,000
5. Science, Arts, CTE & Electives Programs	\$ 1,980,000
6. Performing Arts Improvements	\$ -
7. MPR, Student Union & Food Service Improvements	\$ 7,716,000
8. Physical Education Improvements	\$ -
9. Staff & Parent Support	\$ 2,949,000
10. Media Center & Student Support Services	\$ 4,137,000
11. Safety & Security	\$ 422,000
12. Parking & Drop-Off	\$ 1,672,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 322,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 2,288,000
15. Instructional Design Furniture	\$ 900,000
16. Technology Infrastructure and Equipment	\$ -
Total Construction / Project Cost (2017\$)	\$ 47,561,000

- 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\$)



5.6 FACILITY CONDITION ASSESSMENT PARADISE VALLEY ENGINEERING ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



1400 La Crosse Dr. Morgan Hill, Ca 95037 | paradise.mhusd.org

Year Built: 1978
 Year Modernized: 2014 (restrooms)
 Student Population (2016 – 2017): 508
 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.

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.

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

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

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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.

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.

ASSESSMENT OF BUILDINGS

Exterior

Paint

Category [3]

- Interior paint in moderate condition. Exterior paint is damaged at doors.

Door / Frames / Locks

Category [4]

- Doors are original to the building.

Windows

Category [4]

- Windows are original to the building.

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.



5.6 FACILITY CONDITION ASSESSMENT PARADISE VALLEY ENGINEERING ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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.

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.

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

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Windows



Exterior Door Hardware



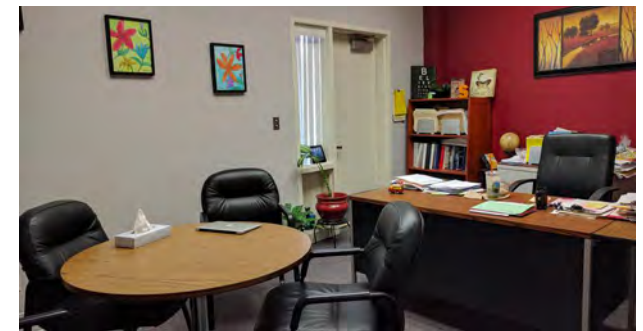
Administration Office



Staff Work Room / Lounge



Counseling Office



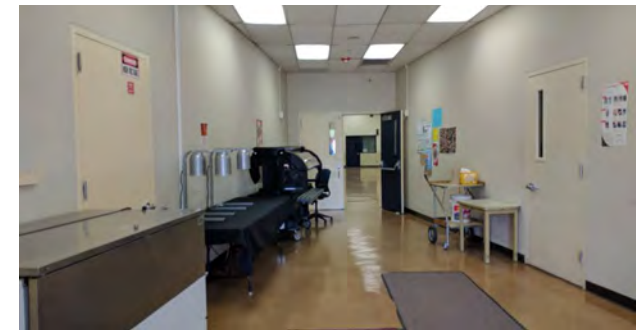
Conference Room



Multipurpose Room



Kitchen



Food Serving Area

5.6 FACILITY CONDITION ASSESSMENT PARADISE VALLEY ENGINEERING ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

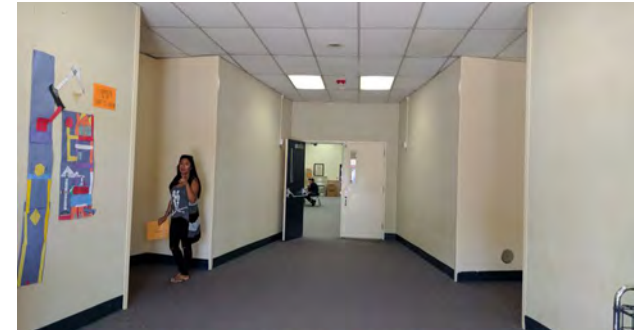
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



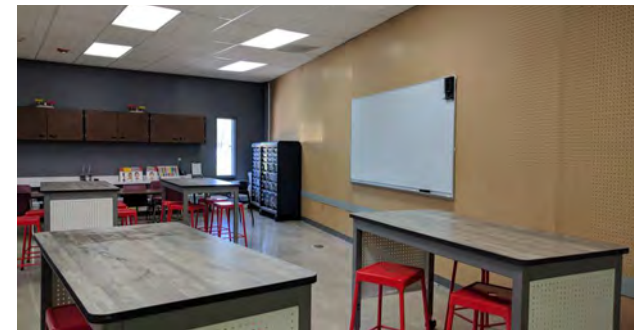
Typical Classroom



Interior Hallway



Media Center



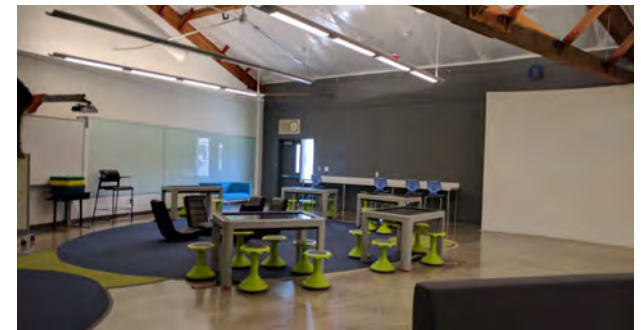
Special Feature: Exploration Center



Restroom



Teacher Prep Room



Special Feature: Design Lab

5.6 FACILITY CONDITION ASSESSMENT PARADISE VALLEY ENGINEERING ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

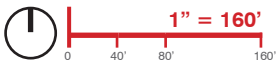
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
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
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



5.6 FACILITY CONDITION ASSESSMENT PARADISE VALLEY ENGINEERING ACADEMY

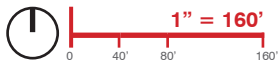
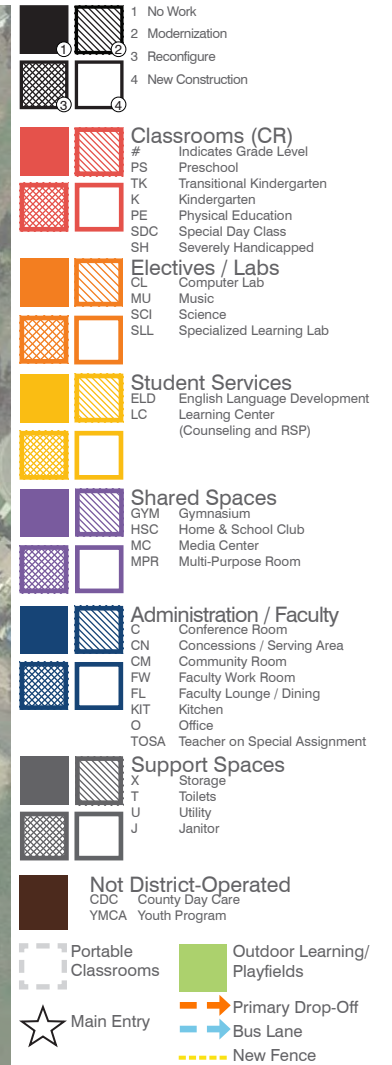
OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



5.6 FACILITY CONDITION ASSESSMENT PARADISE VALLEY ENGINEERING ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ 1,139,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ -
3. Site Utilities	\$ 772,000
4. New Construction (Classrooms)	\$ 7,175,000
5. Science, Arts, CTE & Electives Programs	\$ -
6. Performing Arts Improvements	\$ -
7. MPR, Student Union & Food Service Improvements	\$ 539,000
8. Physical Education Improvements	\$ -
9. Staff & Parent Support	\$ 1,567,000
10. Media Center & Student Support Services	\$ 2,655,000
11. Safety & Security	\$ 1,172,000
12. Parking & Drop-Off	\$ 1,291,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 398,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 1,783,000
15. Instructional Design Furniture	\$ 591,000
16. Technology Infrastructure and Equipment	\$ 135,000
Total Construction / Project Cost (2017\$)	\$ 19,217,000

- 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\$)

5.7 FACILITY CONDITION ASSESSMENT S.G. BORELLO FUTURE ELEMENTARY SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ -
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ -
3. Site Utilities	\$ 1,377,000
4. New Construction (Classrooms)	\$ 25,114,000
5. Science, Arts, CTE & Electives Programs	\$ -
6. Performing Arts Improvements	\$ -
7. MPR, Student Union & Food Service Improvements	\$ 6,914,000
8. Physical Education Improvements	\$ -
9. Staff & Parent Support	\$ 2,522,000
10. Media Center & Student Support Services	\$ 2,442,000
11. Safety & Security	\$ 873,000
12. Parking & Drop-Off	\$ 3,085,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 1,107,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 4,233,000
15. Instructional Design Furniture	\$ 816,000
16. Technology Infrastructure and Equipment	\$ -
Total Construction / Project Cost (2017\$)	\$ 48,483,000

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\$)



5.8

FACILITY CONDITION ASSESSMENT

SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



13745 Llagas Ave. San Martin, Ca 95046 | smg.mhusd.org

Year Built:

- San Martin: 1955
- Gwinn: 1964

Year Modernized: 2017 (Gwinn)

Student Population (2016 – 2017): 575

Number of Classrooms: 36

Number of Portables: 2

Site Acreage: 18.73 acres

Building Area: 54,487 square feet

PRINCIPAL'S TOP 3 'WANTS'

1. Bigger Multipurpose Room and tables for middle school
2. Repair gutters and ceiling gutters
3. Paths from playground to bathroom outside Library

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

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

GENERAL

ADA Compliance

Category [0]

- No issues were observed or reported.

Parking

Category [0]

- Parking and drop-off along Llagas Avenue has been newly replaced.
- No issues were observed or reported with the parking lot off of North Street.

Concrete Paving

Category [0]

- No issues were observed or reported.

AC paving

Category [3]

- Hardcourts are in poor condition.

Ramps & Stairs

Category [0]

- This condition does not exist.



5.8

SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

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

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.

Athletic Fields & Facilities

Category [-]

- Playfields may need improvements to accommodate the program for middle school.

Landscape

Category [0]

- Landscaping has been recently replaced and is in good condition.

Irrigation

Category [4]

- Irrigation wiring is new.
- Irrigation on the San Martin side is sourced from a tank that may be reaching its useful life expectancy.
- Irrigation on the Gwinn side is sourced from a well which needs a new compressor for adequate water pressure.

Fencing & Gates

Category [1]

- There are gaps in the chainlink fence at the Gwinn hardcourts.

ASSESSMENT OF BUILDINGS

Exterior

Paint

Category [0]

- No issues were observed or reported.

Door / Frames / Locks

Category [3]

- Doors and frames on San Martin side show mild damage due to age including chipped paint, leaks in hydraulic door closures, and dents in the frames.
- Locks appear to have been recently replaced and are functional.

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.



5.8

SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

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 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

5.8 FACILITY CONDITION ASSESSMENT SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Windows



Exterior Door Hardware



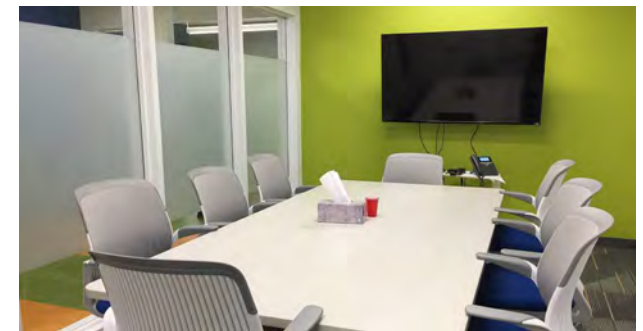
Administration Office



Staff Work Room / Lounge



Counseling Office



Conference Room



Multipurpose Room



Kitchen



Food Serving Area

5.8 FACILITY CONDITION ASSESSMENT SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

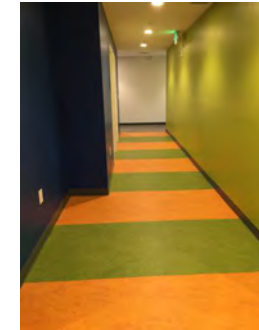
COST SUMMARY



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

OVERVIEW

FACILITY CONDITION ASSESSMENT

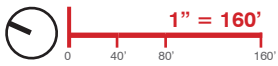
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
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
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



5.8 FACILITY CONDITION ASSESSMENT SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

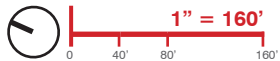
OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



5.8 FACILITY CONDITION ASSESSMENT

SAN MARTIN / GWINN ENVIRONMENTAL SCIENCE ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ -
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ -
3. Site Utilities	\$ 780,000
4. New Construction (Classrooms)	\$ 10,812,000
5. Science, Arts, CTE & Electives Programs	\$ 1,569,000
6. Performing Arts Improvements	\$ 765,000
7. MPR, Student Union & Food Service Improvements	\$ 9,122,000
8. Physical Education Improvements	\$ 797,000
9. Staff & Parent Support	\$ -
10. Media Center & Student Support Services	\$ 760,000
11. Safety & Security	\$ 1,848,000
12. Parking & Drop-Off	\$ 240,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 1,272,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 3,553,000
15. Instructional Design Furniture	\$ 507,000
16. Technology Infrastructure and Equipment	\$ -
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\$)

5.9 FACILITY CONDITION ASSESSMENT P.A. WALSH STEAM ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



353 W. Main Ave. Morgan Hill, Ca 95037 | pawalsh.mhusd.org

Year Built: 1952
 Year Modernized: 2015
 Student Population (2016 – 2017): 500
 Number of Classrooms: 34
 Number of Portables: 14
 Site Acreage: 10.06 acres
 Building Area: 44,832 square feet

PRINCIPAL’S TOP 3 ‘WANTS’

1. Safety items
2. Outdoor area with tables and benches
3. Entryway from Peak to Cafeteria with school signage

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).

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

GENERAL

ADA Compliance

Category [4]

- Area between hardcourts and concrete paving have a non-compliant slope.

Parking

Category [-]

- A parking lot with drop-off was recently added along Peak Avenue, however it is not located near the front of campus/Administration office.

Concrete Paving

Category [0]

- No issues were observed or reported.

AC paving

Category [3]

- AC paving is in good condition at the portables.
- AC paving is in poor condition between the portable restroom and the MPR.
- Slurry and reseal is needed at areas of poor AC paving and at hardcourts.



5.9 FACILITY CONDITION ASSESSMENT

P.A. WALSH STEAM ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

Ramps & Stairs

Category [4]

- Ramping at Library does not meet current code requirements.

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 [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.

Athletic Fields & Facilities

Category [1]

- Basketball nets are damaged or missing.

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.

ASSESSMENT OF BUILDINGS

Exterior

Paint

Category [0]

- No issues were observed or reported.

Door / Frames / Locks

Category [2]

- Doors and frames are original to the building. Doors are heavy and show signs of wear and tear.
- No issues were observed or reported with locks.

Windows

Category [-]

- Windows are single pane with wire glass at the MPR.

Roof

Category [-]

- Roof leaks were reported at Library and portable #24.

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 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.

5.9 FACILITY CONDITION ASSESSMENT

P.A. WALSH STEAM ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

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

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.

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.

5.9 FACILITY CONDITION ASSESSMENT P.A. WALSH STEAM ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Parking



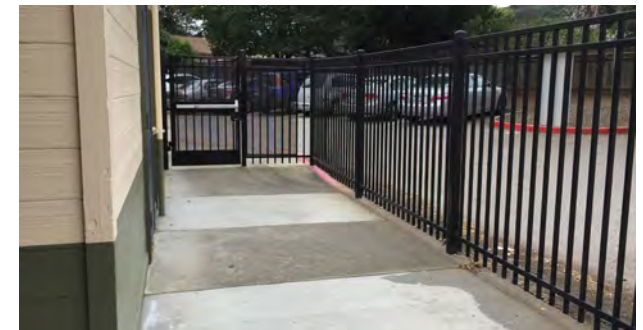
Typical Concrete Paving



Covered Walkway



Outdoor Dining



Security Fencing



Hardcourts



Play Structure



Landscaping

5.9 FACILITY CONDITION ASSESSMENT P.A. WALSH STEAM ACADEMY

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

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drinking Fountain



Typical Classroom



Media Center



Art Classroom



Restroom



Teacher Prep Room



Special Feature: STEAM Lab

5.9 FACILITY CONDITION ASSESSMENT P.A. WALSH STEAM ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

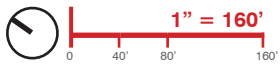
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
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
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**



5.9 FACILITY CONDITION ASSESSMENT P.A. WALSH STEAM ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

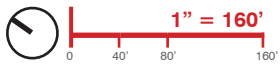
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



	1 No Work 2 Modernization 3 Reconfigure 4 New Construction
	Classrooms (CR) # 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 C Conference Room CN Concessions / Serving Area CM Community Room FW Faculty Work Room FL Faculty Lounge / Dining KIT 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 Main Entry Primary Drop-Off Bus Lane New Fence
	Outdoor Learning/Playfields



5.9 FACILITY CONDITION ASSESSMENT P.A. WALSH STEAM ACADEMY

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ -
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ -
3. Site Utilities	\$ 445,000
4. New Construction (Classrooms)	\$ 22,754,000
5. Science, Arts, CTE & Electives Programs	\$ 3,585,000
6. Performing Arts Improvements	\$ 978,000
7. MPR, Student Union & Food Service Improvements	\$ 8,239,000
8. Physical Education Improvements	\$ -
9. Staff & Parent Support	\$ 4,389,000
10. Media Center & Student Support Services	\$ 5,334,000
11. Safety & Security	\$ 732,000
12. Parking & Drop-Off	\$ 993,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 900,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 4,815,000
15. Instructional Design Furniture	\$ 816,000
16. Technology Infrastructure and Equipment	\$ -
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\$)





9530 Monterey Rd. Morgan Hill, Ca 95037 | csmh.org

Year Built:

- 1960
- MPR added in 1964
- Gym added in 2016

Year Modernized: N/A

Student Population (2016 – 2017): 630

Number of Classrooms: 28

Number of Portables: 14

Site Acreage: 12 acres

Building Area:

Academic Focus:

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

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.

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

GENERAL

ADA Compliance

Category [0]

- No issues were observed or reported.

Parking

Category [4]

- The parking lot was reported as being undersized.

Concrete Paving

Category [2]

- Concrete paving is minimal, but in fair condition where existing.

AC paving

Category [0]

- No issues were observed or reported.

Ramps & Stairs

Category [3]

- Ramps to many portable classrooms are in poor condition.

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

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.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [-]

- Portable classrooms 113, 114, and 115 were placed directly on grade (dirt) and are difficult to access service from underneath.

Paint

Category [2]

- Paint is in fair condition. Cracked/chipped paint was observed at building eaves.

Door / Frames / Locks

Category [0]

- No issues were observed or reported.

Windows

Category [3]

- Windows are original to the building with single-pane glass.

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.

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.

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

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

Power

Category [2]

- Additional outlets are desired within the classrooms.
- The site is equipped with a backup generator.

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.

510 FACILITY CONDITION ASSESSMENT ENCINAL SITE

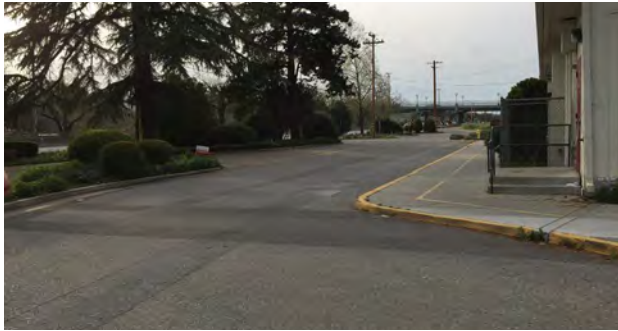
OVERVIEW

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

510 FACILITY CONDITION ASSESSMENT ENCINAL SITE

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

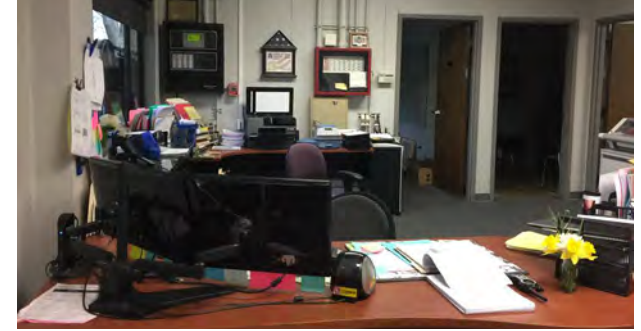
COST SUMMARY



Windows



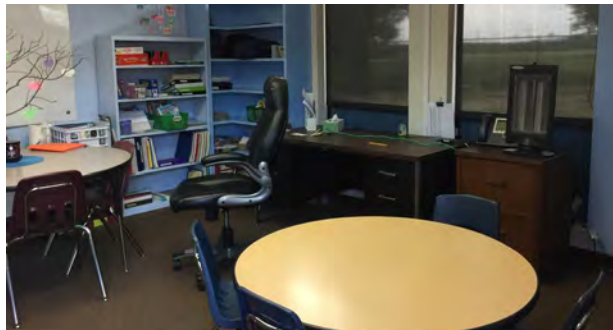
Exterior Door Hardware



Administration Office



Staff Work Room / Lounge



Counseling Office



Conference Room



Multipurpose Room



Kitchen



Food Serving Area

510 FACILITY CONDITION ASSESSMENT ENCINAL SITE

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



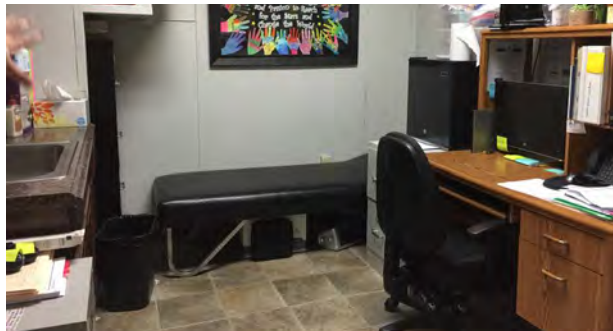
Drinking Fountain



Typical Classroom



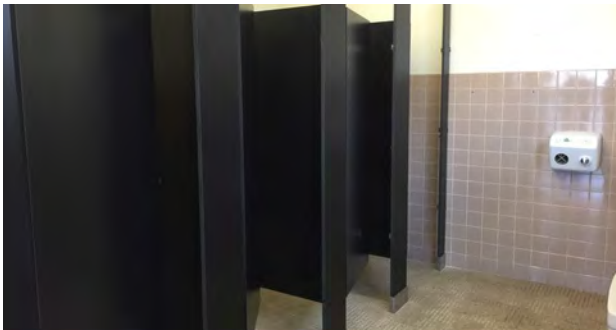
Media Center



Health Office



Science Room



Restroom



Teacher Prep Room



Special Feature: Farm

510 FACILITY CONDITION ASSESSMENT ENCINAL SITE

OVERVIEW

FACILITY CONDITION ASSESSMENT

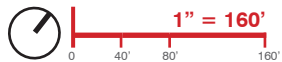
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- Classrooms (CR)**
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
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



510 FACILITY CONDITION ASSESSMENT ENCINAL SITE

OVERVIEW

FACILITY CONDITION ASSESSMENT

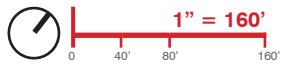
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



	1 No Work 2 Modernization 3 Reconfigure 4 New Construction
	Classrooms (CR) # 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 C Conference Room CN Concessions / Serving Area CM Community Room FW Faculty Work Room FL Faculty Lounge / Dining KIT 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
	Main Entry Primary Drop-Off
	Bus Lane New Fence



SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ 1,555,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 1,118,000
3. Site Utilities	\$ 761,000
4. New Construction (Classrooms)	\$ 14,426,000
5. Science, Arts, CTE & Electives Programs	\$ 6,599,000
6. Performing Arts Improvements	\$ 959,000
7. MPR, Student Union & Food Service Improvements	\$ 539,000
8. Physical Education Improvements	\$ -
9. Staff & Parent Support	\$ 4,299,000
10. Media Center & Student Support Services	\$ 4,890,000
11. Safety & Security	\$ 1,104,000
12. Parking & Drop-Off	\$ 1,050,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 240,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 2,796,000
15. Instructional Design Furniture	\$ 1,097,000
16. Technology Infrastructure and Equipment	\$ 149,000
Total Construction / Project Cost (2017\$)	\$ 41,582,000

- 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\$)



80 W. Central Ave. Morgan Hill, Ca 95037 | britton.mhusd.org

Year Built: 1940
 Year Modernized:
 Student Population (2016 – 2017): 880
 Capacity:
 Utilization:
 Number of Classrooms: 28
 Number of Portables: 5
 Site Acreage: 22 acres
 Building Area: 86,272 square feet
 Academic Focus:

PRINCIPAL’S TWO 3 ‘WANTS’

1. Science/Math classroom functionality
2. Gym/Auditorium
3. Busses, student pick-up/drop-off, overall traffic flow

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.

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

GENERAL

ADA Compliance

Category [1]

- General site parking is compliant. The stripes need general maintenance.

Parking

Category [0]

- No comments were made to the number of available parking.

Concrete Paving

Category [5]

- The existing paving throughout the campus is in poor condition, with areas in the play yard that are graveled or with patches that are in disrepair.

AC paving

Category [5]

- The existing paving by the west campus buildings are in very bad condition.
- There are areas that are unpaved between the school and the maintenance yard

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

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]

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.

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

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.

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.

511 FACILITY CONDITION ASSESSMENT BRITTON MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drop-Off Lane



Parking



Typical Concrete Paving



Covered Walkway



Outdoor Dining



Administration Office



Playfields / Athletics



Hardcourts



Media Center

511 FACILITY CONDITION ASSESSMENT BRITTON MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

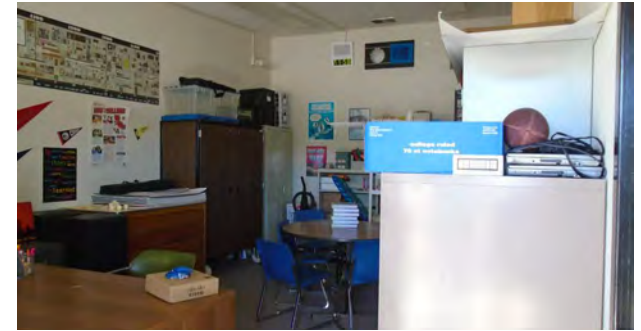
COST SUMMARY



Windows



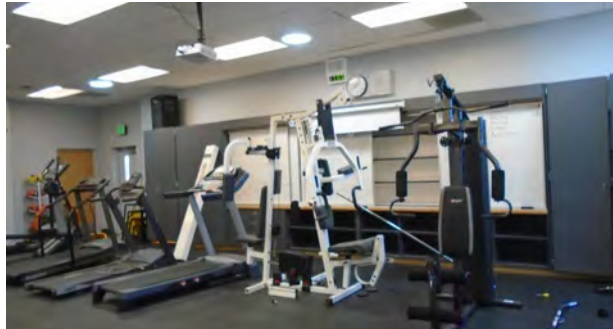
Exterior Door Hardware



Counseling Office



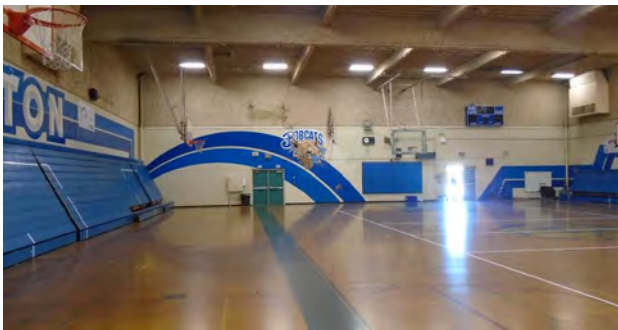
Staff Work Room / Lounge



Fitness Room



Auditorium



Gymnasium



Food Serving Area



Kitchen



Drinking Fountain



Typical Classroom



Science Lab



Music Room



Drama / Theater



Career and Technical Education



Teacher Prep Room

511 FACILITY CONDITION ASSESSMENT BRITTON MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

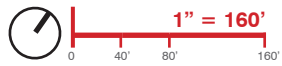
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
 - LA Language Arts
 - MA Math
 - PE Physical Education
 - SCI Science (with Lab)
 - SE Special Education
 - SS Social Studies
 - WL World Language
- **Electives / Labs**
 - CL Computer Lab
 - CS Computer Science
 - CTE Career & Technical Education
 - D Dance
 - DR Drama
 - ENG Engineering
 - FIT Fitness
 - MU Music
 - V Video
 - YB Yearbook / Journalism
- **Student Services**
 - ASB Student Leadership
 - CC Career Center
 - CO Counseling
 - ELD English Language Development
 - RSP Resource Specialist
- **Shared Spaces**
 - CE Community Education
 - GYM Gymnasium
 - LECT Lecture Hall
 - MC Media Center
 - TH Theater
 - ST Stage
- **Administration / Faculty**
 - C Conference Room
 - CN Concessions / Serving Area
 - FW Faculty Work Room
 - FL Faculty Lounge / Dining
 - KIT Kitchen
 - N Nurse
 - O Office
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - E Elevator
- Operable Partition
- Portable Classrooms
- ★ Main Entry
- Primary Drop-Off
- Bus Lane



511 FACILITY CONDITION ASSESSMENT BRITTON MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



	1 No Work
	2 Modernization
	3 Reconfigure
	4 New Construction

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	
CL	Computer Lab
CS	Computer Science
CUL	Culinary Arts
DR	Drama
ENG	Engineering
FIT	Fitness
MU	Music / Band / Choir
SCI	Science
SLL	Specialized Learning Lab
VB	Video Broadcast & Editing
YB	Yearbook / Journalism

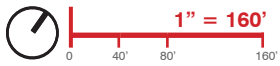
Student Services	
ASB	Student Leadership
CC	College & Career Center
ELD	English Language Development
LC	Learning Center
	(Counseling and RSP)
IS	Independent Study / Testing

Shared Spaces	
GYM	Gymnasium
HSC	Home & School Club
LECT	Lecture Hall
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
KIT	Kitchen
O	Office

Support Spaces	
X	Storage
T	Toilets
U	Utility
J	Janitor

	Portable Classrooms
	Outdoor Learning/ Playfields
	Main Entry
	Primary Drop-Off
	Bus Lane
	New Fence



511 FACILITY CONDITION ASSESSMENT BRITTON MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ 2,468,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 1,683,000
3. Site Utilities	\$ 467,000
4. New Construction (Classrooms)	\$ -
5. Science, Arts, CTE & Electives Programs	\$ 4,959,000
6. Performing Arts Improvements	\$ 1,348,000
7. MPR, Student Union & Food Service Improvements	\$ 2,070,000
8. Physical Education Improvements	\$ 3,840,000
9. Staff & Parent Support	\$ 449,000
10. Media Center & Student Support Services	\$ -
11. Safety & Security	\$ 3,058,000
12. Parking & Drop-Off	\$ 405,000
13. Outdoor Learning Courts, Quads & Landscape	\$ -
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 7,399,000
15. Instructional Design Furniture	\$ 422,000
16. Technology Infrastructure and Equipment	\$ 203,000
Total Construction / Project Cost (2017\$)	\$ 28,771,000

- 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\$)





141 Avenida Espana, San Jose, Ca 95139 | martinmurphy.mhusd.org

Year Built: 1978

Year Modernized:

- 2016 (paint and floors);
- Gym was modernized in 2016

Student Population (2016 – 2017): 719

Number of Classrooms: 34

Number of Portables: 2

Site Acreage: 17.32 acres

Building Area: 70,000 square feet

Academic Focus:

PRINCIPAL’S TOP 3 ‘WANTS’

1. Renovation of restrooms / efficiency update
2. Locker room update
3. Finish electrical update (more outlets and increased capacity)

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.

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

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 [2]** Minor Modernization
- CATEGORY [3]** Standard Modernization
- CATEGORY [4]** Major Modernization / Reconfiguration
- CATEGORY [5]** Complete Replacement

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.

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.

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.

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

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.

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.

512 FACILITY CONDITION ASSESSMENT MARTIN MURPHY MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

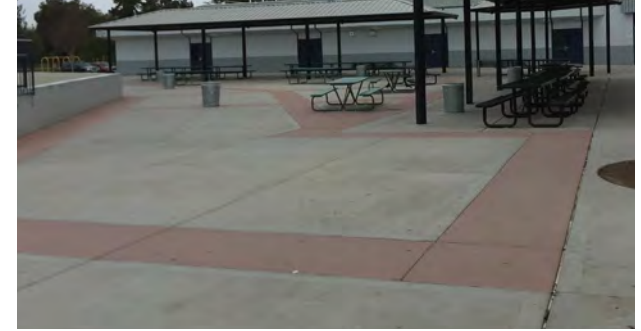
COST SUMMARY



Drop-Off Lane



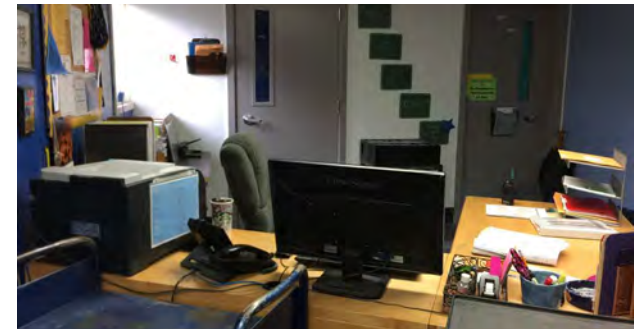
Parking



Typical Concrete Paving



Outdoor Dining



Administration Office



Playfields / Athletics



Hardcourts



Media Center

512 FACILITY CONDITION ASSESSMENT MARTIN MURPHY MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Windows



Exterior Door Hardware



Counseling Office



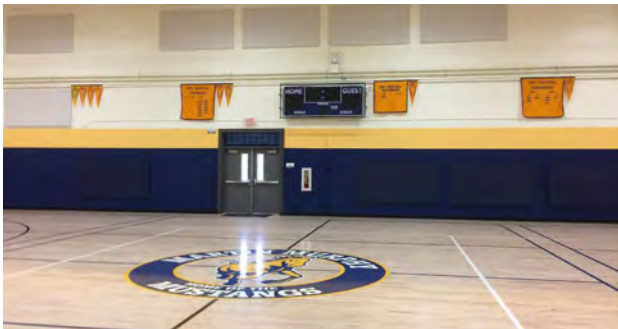
Staff Work Room / Lounge



Fitness Room



Interior Hallway



Gymnasium



Food Serving Area



Kitchen

512 FACILITY CONDITION ASSESSMENT MARTIN MURPHY MIDDLE SCHOOL

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



Art



Teacher Prep Room

512 FACILITY CONDITION ASSESSMENT MARTIN MURPHY MIDDLE SCHOOL

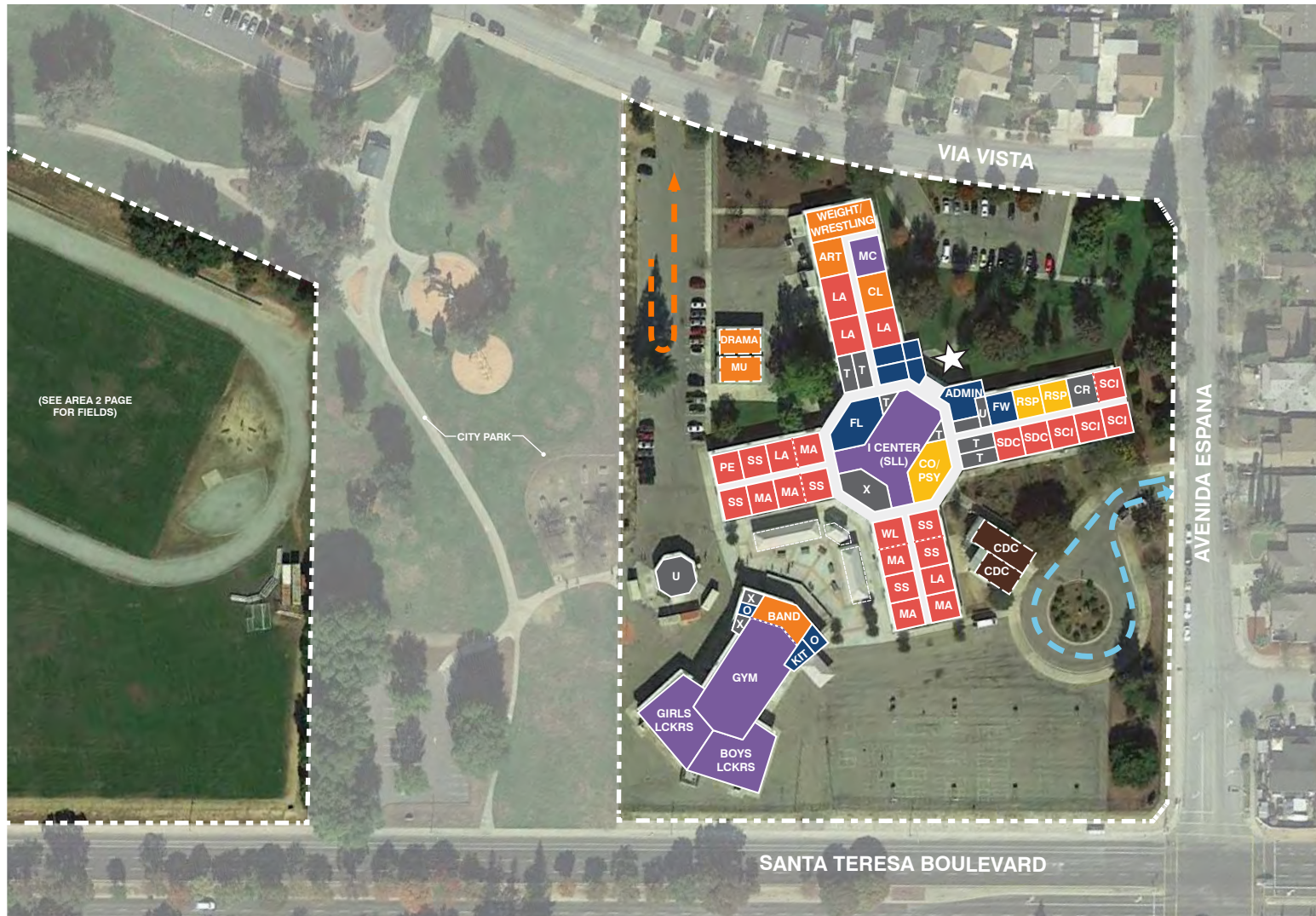
OVERVIEW

FACILITY CONDITION ASSESSMENT

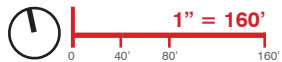
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- Classrooms (CR)**
 - LA Language Arts
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 - PE Physical Education
 - SCI Science (with Lab)
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 - SS Social Studies
 - WL World Language
- Electives / Labs**
 - CL Computer Lab
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 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - E Elevator
- Operable Partition
- Portable Classrooms
- ☆ Main Entry
- Primary Drop-Off
- Bus Lane



512 FACILITY CONDITION ASSESSMENT MARTIN MURPHY MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

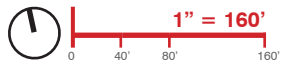
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
 - LA Language Arts
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- Portable Classrooms
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512 FACILITY CONDITION ASSESSMENT MARTIN MURPHY MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

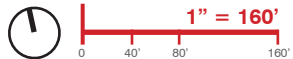
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



	1 No Work 2 Modernization 3 Reconfigure 4 New Construction
	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 CL Computer Lab CS Computer Science CUL Culinary Arts DR Drama ENG Engineering FIT Fitness MU Music / Band / Choir SCI Science SLL Specialized Learning Lab VB Video Broadcast & Editing YB Yearbook / Journalism
	Student Services ASB Student Leadership CC College & Career Center ELD English Language Development LC Learning Center (Counseling and RSP) IS Independent Study / Testing
	Shared Spaces GYM Gymnasium HSC Home & School Club LECT Lecture Hall 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 KIT Kitchen O Office
	Support Spaces X Storage T Toilets U Utility J Janitor
	Portable Classrooms Outdoor Learning/Playfields
	Primary Drop-Off Bus Lane New Fence
	Main Entry



512 FACILITY CONDITION ASSESSMENT MARTIN MURPHY MIDDLE SCHOOL

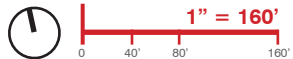
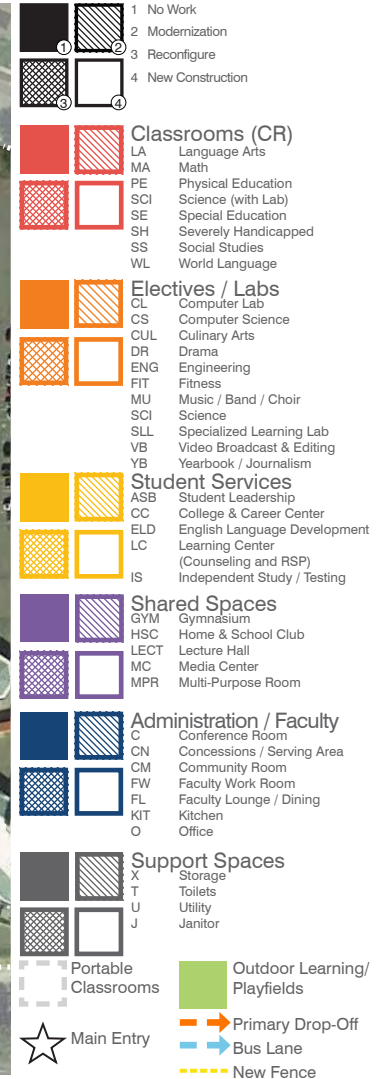
OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



512 FACILITY CONDITION ASSESSMENT MARTIN MURPHY MIDDLE SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ 3,915,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 3,557,000
3. Site Utilities	\$ 1,043,000
4. New Construction (Classrooms)	\$ -
5. Science, Arts, CTE & Electives Programs	\$ 1,265,000
6. Performing Arts Improvements	\$ 2,146,000
7. MPR, Student Union & Food Service Improvements	\$ 802,000
8. Physical Education Improvements	\$ 1,752,000
9. Staff & Parent Support	\$ 3,865,000
10. Media Center & Student Support Services	\$ 1,676,000
11. Safety & Security	\$ 1,618,000
12. Parking & Drop-Off	\$ 1,112,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 775,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 3,236,000
15. Instructional Design Furniture	\$ 872,000
16. Technology Infrastructure and Equipment	\$ 419,000
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\$)



513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



4001 Burnett Ave. Morgan Hill, Ca 95037 | sobrato.mhusd.org

Year Built: 2004
 Year Modernized: N/A
 Student Population (2016 – 2017): 1,476
 Number of Classrooms: 74
 Number of Portables: 2
 Site Acreage: 120 acres
 Building Area: 189,360 square feet
 Academic Focus:

PRINCIPAL'S TOP 3 'WANTS'

1. Fields
2. Dirt spaces between classrooms
3. Drop-off/Pick-up areas

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.

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

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 [2]** Minor Modernization
- CATEGORY [3]** Standard Modernization
- CATEGORY [4]** Major Modernization / Reconfiguration
- CATEGORY [5]** Complete Replacement

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 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.

ASSESSMENT RATING LEGEND:

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- CATEGORY [5]** Complete Replacement

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.

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.

Intercom / Clock / Bell

Category [0]

- No issues were observed or reported.

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.

513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drop-Off Lane



Parking



Typical Concrete Paving



Covered Walkway



Outdoor Dining



Administration Office



Playfields / Athletics



Hardcourts



Media Center

513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Windows



Exterior Door Hardware



Counseling Office



Staff Work Room / Lounge



Fitness Room



Training Room



Gymnasium



Pool



Kitchen

513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

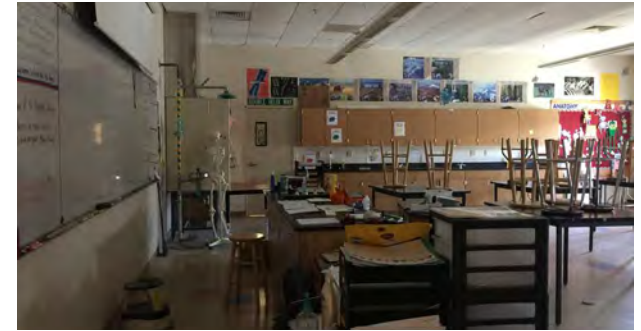
COST SUMMARY



Drinking Fountain



Typical Classroom



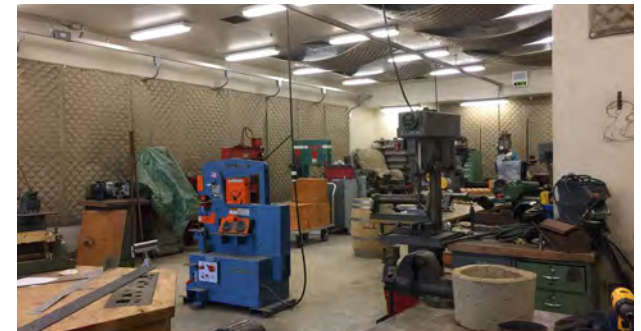
Science Lab



Music Room



Drama / Theater



Career and Technical Education



Art



Teacher Prep Room



Special Feature: Farm

513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



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- Portable Classrooms
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- Bus Lane



513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



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513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

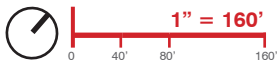
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CONCEPTUAL MASTER PLAN

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513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

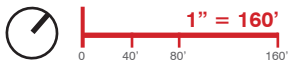
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- | | |
|--|--------------------|
| | 1 No Work |
| | 2 Modernization |
| | 3 Reconfigure |
| | 4 New Construction |
-
- | | |
|------------------------|----------------------|
| 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 | |
| CL | Computer Lab |
| CS | Computer Science |
| CUL | Culinary Arts |
| DR | Drama |
| ENG | Engineering |
| FIT | Fitness |
| MU | Music / Band / Choir |
| SCI | Science |
| SLL | Specialized Learning Lab |
| VB | Video Broadcast & Editing |
| YB | Yearbook / Journalism |
-
- | | |
|-------------------------|--------------------------------------|
| Student Services | |
| ASB | Student Leadership |
| CC | College & Career Center |
| ELD | English Language Development |
| LC | Learning Center (Counseling and RSP) |
| IS | Independent Study / Testing |
-
- | | |
|----------------------|--------------------|
| Shared Spaces | |
| GYM | Gymnasium |
| HSC | Home & School Club |
| LECT | Lecture Hall |
| 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 |
| KIT | Kitchen |
| O | Office |
-
- | | |
|-----------------------|---------|
| Support Spaces | |
| X | Storage |
| T | Toilets |
| U | Utility |
| J | Janitor |
-
- | | |
|--|------------------------------|
| | Portable Classrooms |
| | Outdoor Learning/ Playfields |
| | Main Entry |
| | Primary Drop-Off |
| | Bus Lane |
| | New Fence |



513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

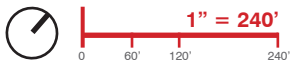
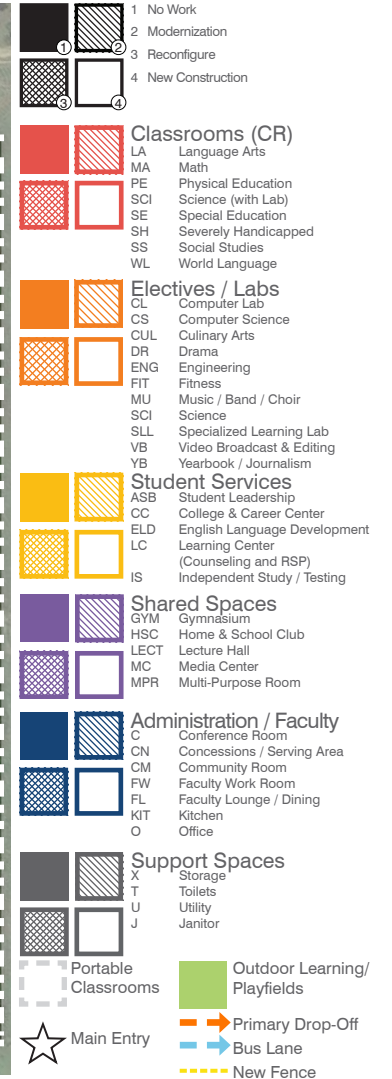
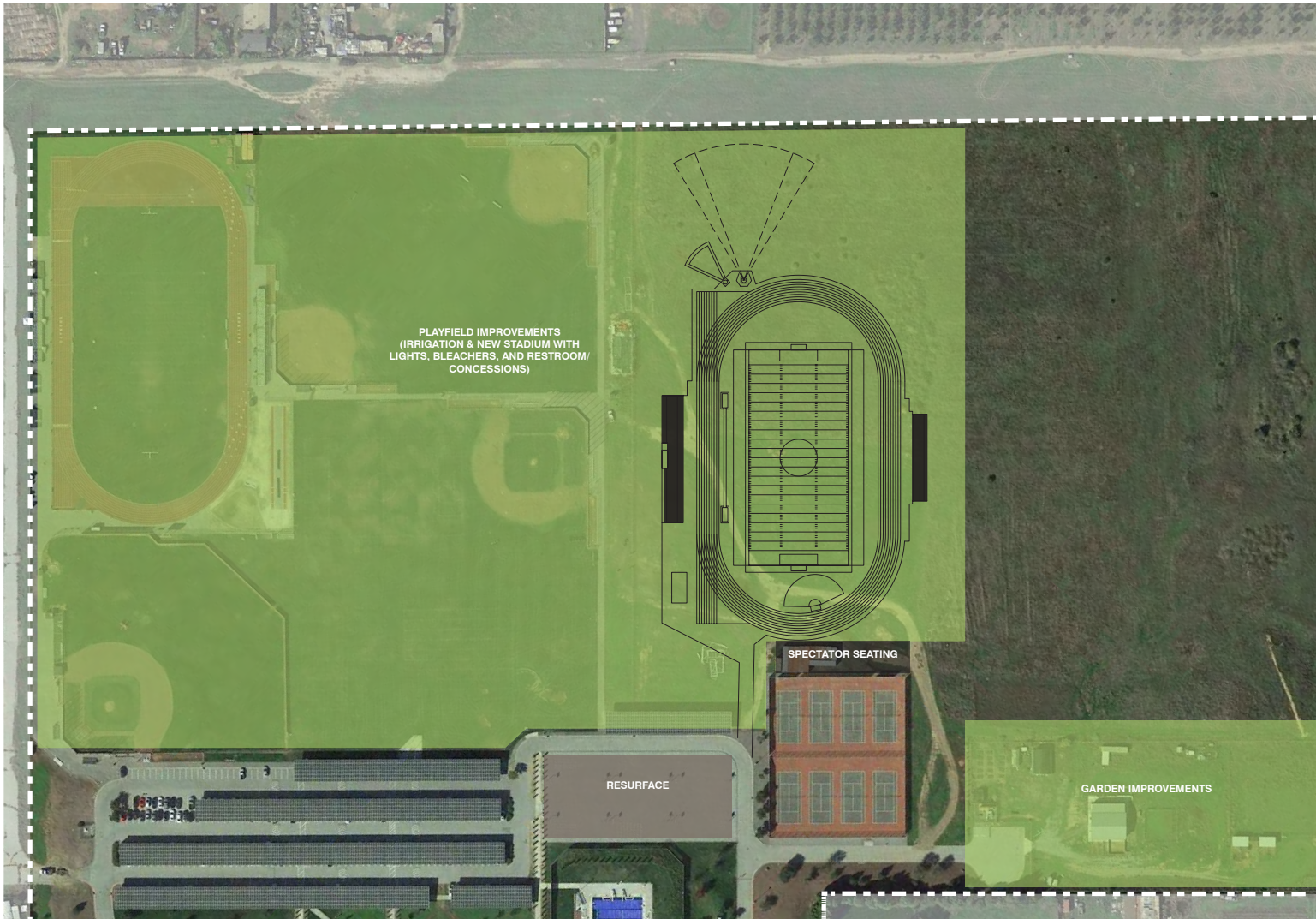
OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



513 FACILITY CONDITION ASSESSMENT ANN SOBRATO HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ 6,611,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 4,625,000
3. Site Utilities	\$ 1,360,000
4. New Construction (Classrooms)	\$ -
5. Science, Arts, CTE & Electives Programs	\$ 6,565,000
6. Performing Arts Improvements	\$ -
7. MPR, Student Union & Food Service Improvements	\$ 9,616,000
8. Physical Education Improvements	\$ 2,199,000
9. Staff & Parent Support	\$ 2,180,000
10. Media Center & Student Support Services	\$ 841,000
11. Safety & Security	\$ 3,280,000
12. Parking & Drop-Off	\$ 3,204,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 3,074,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 13,963,000
15. Instructional Design Furniture	\$ 1,632,000
16. Technology Infrastructure and Equipment	\$ 783,000
Total Construction / Project Cost (2017\$)	\$ 59,933,000

- 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\$)

514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



1505 E Main Ave. Morgan Hill, Ca 95037 | liveoak.mhusd.org

Year Built: 1975
 Year Modernized: 1999 (restroom modernization, new roofs on 6 buildings)
 Student Population (2016 – 2017): 1,160
 Number of Classrooms: 68
 Number of Portables: 1
 Site Acreage:
 Building Area: 185,896 square feet
 Academic Focus:

PRINCIPAL'S TOP 3 'WANTS'

1. Camera system, including the farm
2. Dirt area behind the girl's locker room
3. Stadium entrance

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.

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

GENERAL

ADA Compliance

Category [-]

- 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.

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

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.

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.

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 buildings; 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.

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

Food Service

Category [5]

- The central kitchen needs upgrades/expansion in order to be fully operational.

Restrooms

Category [3]

- Restroom modernization is desired.

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.

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.

Electrical

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.

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.

514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drop-Off Lane



Parking



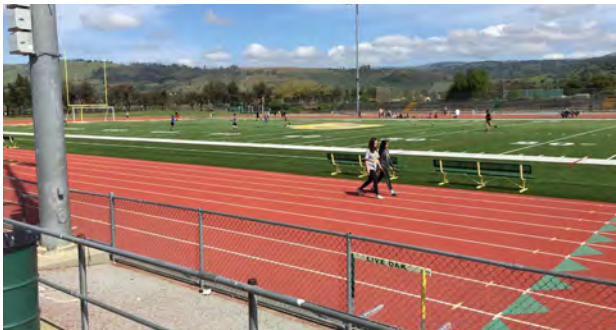
Typical Concrete Paving



Covered Walkway



Outdoor Dining



Playfields / Athletics



Hardcourts



Media Center

514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Windows



Exterior Door Hardware



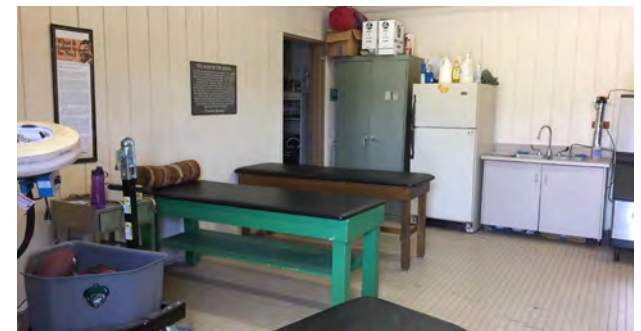
Counseling Office



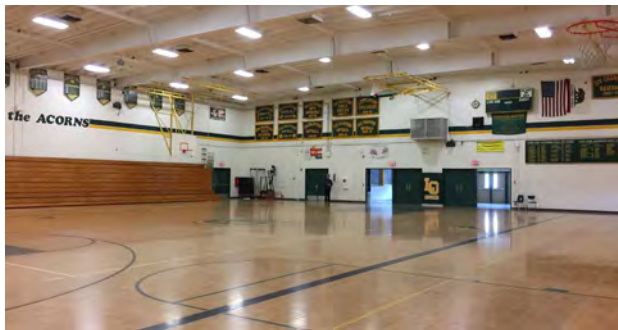
Staff Work Room / Lounge



Fitness Room



Training Room



Gymnasium



Pool



Kitchen

514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Drinking Fountain



Typical Classroom



Science Lab



Lecture Hall



Drama / Theater



Career and Technical Education



Art



Teacher Prep Room

514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

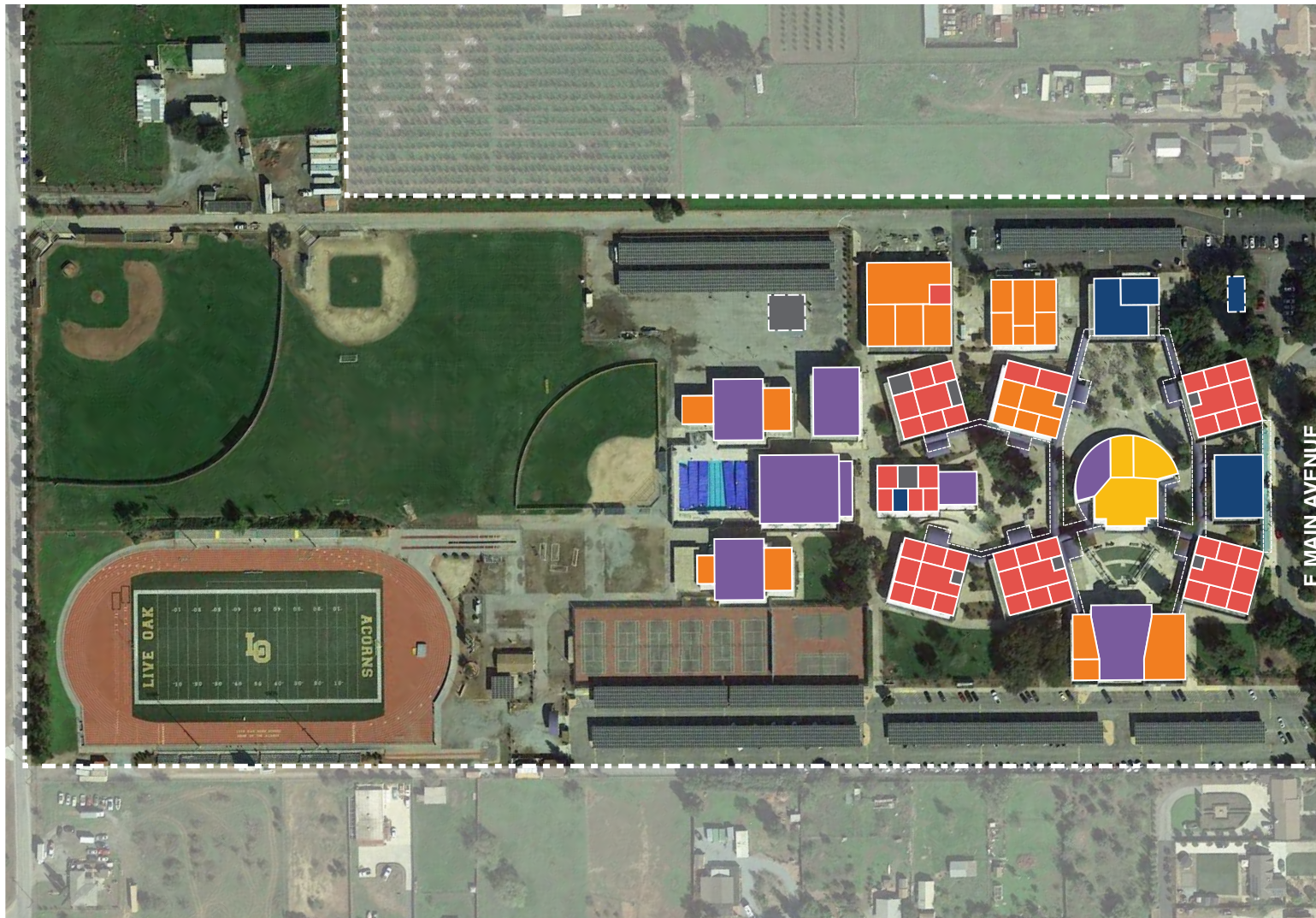
OVERVIEW

FACILITY CONDITION ASSESSMENT

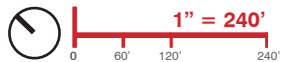
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
 - LA Language Arts
 - MA Math
 - PE Physical Education
 - SCI Science (with Lab)
 - SE Special Education
 - SS Social Studies
 - WL World Language
- **Electives / Labs**
 - CL Computer Lab
 - CS Computer Science
 - CTE Career & Technical Education
 - D Dance
 - DR Drama
 - ENG Engineering
 - FIT Fitness
 - MU Music
 - V Video
 - YB Yearbook / Journalism
- **Student Services**
 - ASB Student Leadership
 - CC Career Center
 - CO Counseling
 - ELD English Language Development
 - RSP Resource Specialist
- **Shared Spaces**
 - CE Community Education
 - GYM Gymnasium
 - LECT Lecture Hall
 - MC Media Center
 - TH Theater
 - ST Stage
- **Administration / Faculty**
 - C Conference Room
 - CN Concessions / Serving Area
 - FW Faculty Work Room
 - FL Faculty Lounge / Dining
 - KIT Kitchen
 - N Nurse
 - O Office
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - E Elevator
- Operable Partition
- Portable Classrooms
- ☆ Main Entry
- ➔ Primary Drop-Off
- ➔ Bus Lane



514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

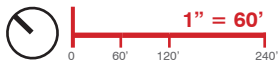
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CONCEPTUAL MASTER PLAN

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514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

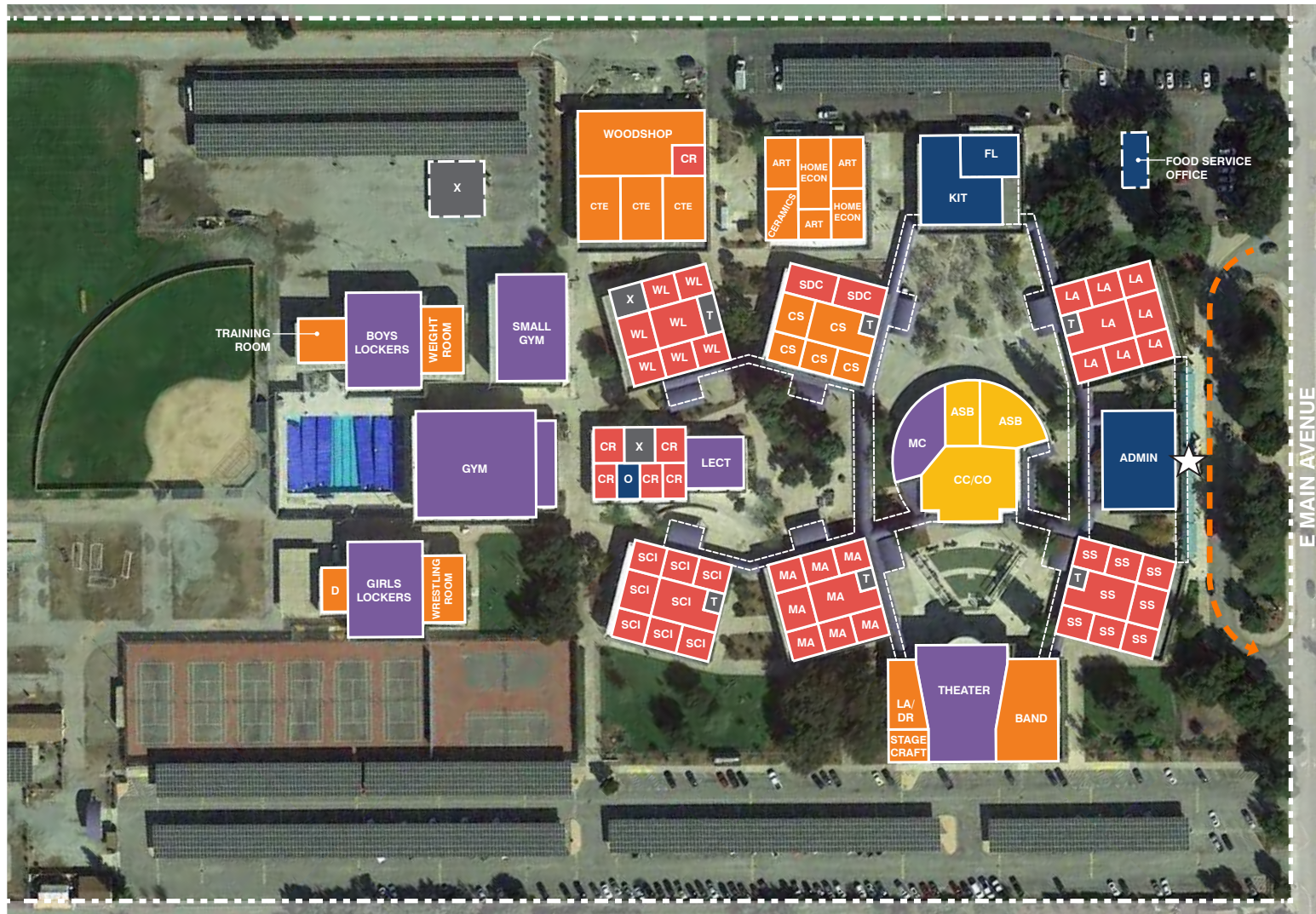
OVERVIEW

FACILITY CONDITION ASSESSMENT

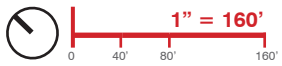
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514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

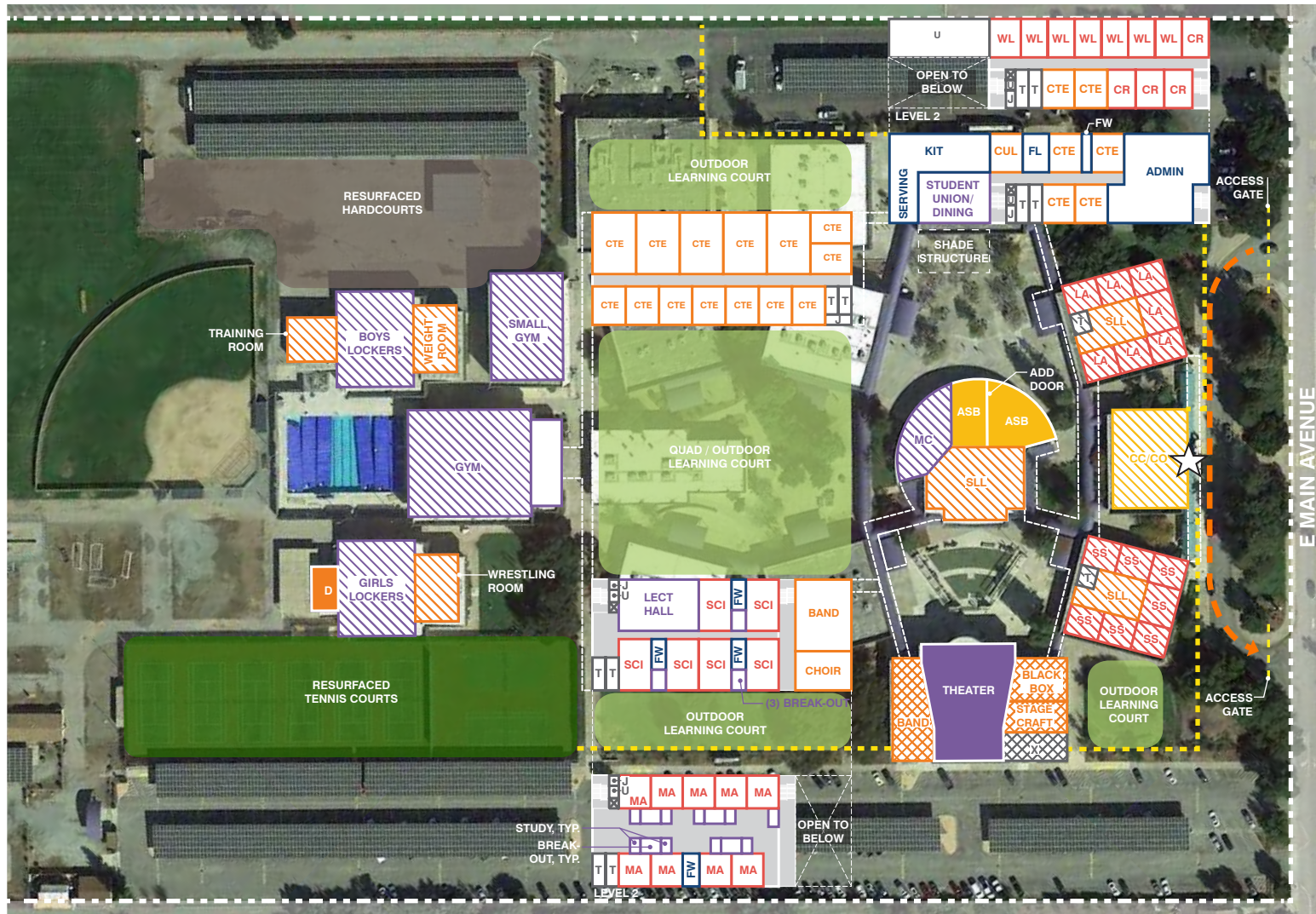
OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



	1 No Work
	2 Modernization
	3 Reconfigure
	4 New Construction

	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
	CL Computer Lab
	CS Computer Science
	CUL Culinary Arts
	DR Drama
	ENG Engineering
	FIT Fitness
	MU Music / Band / Choir
	SCI Science
	SLL Specialized Learning Lab
	VB Video Broadcast & Editing
	YB Yearbook / Journalism

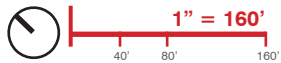
	Student Services
	ASB Student Leadership
	CC College & Career Center
	ELD English Language Development
	LC Learning Center (Counseling and RSP)
	IS Independent Study / Testing

	Shared Spaces
	GYM Gymnasium
	HSC Home & School Club
	LECT Lecture Hall
	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
	KIT Kitchen
	O Office

	Support Spaces
	X Storage
	T Toilets
	U Utility
	J Janitor

	Portable Classrooms
	Outdoor Learning/Playfields
	Main Entry
	Primary Drop-Off
	Bus Lane
	New Fence



514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



	1 No Work
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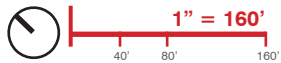
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514 FACILITY CONDITION ASSESSMENT LIVE OAK HIGH SCHOOL

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ 5,265,000
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 1,700,000
3. Site Utilities	\$ 1,836,000
4. New Construction (Classrooms)	\$ 17,928,000
5. Science, Arts, CTE & Electives Programs	\$ 44,186,000
6. Performing Arts Improvements	\$ 11,026,000
7. MPR, Student Union & Food Service Improvements	\$ 13,718,000
8. Physical Education Improvements	\$ 10,373,000
9. Staff & Parent Support	\$ 6,885,000
10. Media Center & Student Support Services	\$ 2,297,000
11. Safety & Security	\$ 4,973,000
12. Parking & Drop-Off	\$ 1,317,000
13. Outdoor Learning Courts, Quads & Landscape	\$ 2,883,000
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 6,862,000
15. Instructional Design Furniture	\$ 2,166,000
16. Technology Infrastructure and Equipment	\$ 270,000
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\$)





85 Tilton Ave. Morgan Hill, Ca 95037 | central.mhusd.org

Year Built: 1960
 Year Modernized: 2014
 Student Population (2016 – 2017): 107
 Number of Classrooms: 15
 Number of Portables: 2
 Site Acreage:
 Building Area: 32,688 square feet
 Academic Focus:

PRINCIPAL'S TOP 3 'WANTS'

1. Security cameras
2. Fencing by warehouse for security
3. Shade structure(s) for outdoor eating

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.

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

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.

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

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.

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

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.

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.



Drop-Off Lane



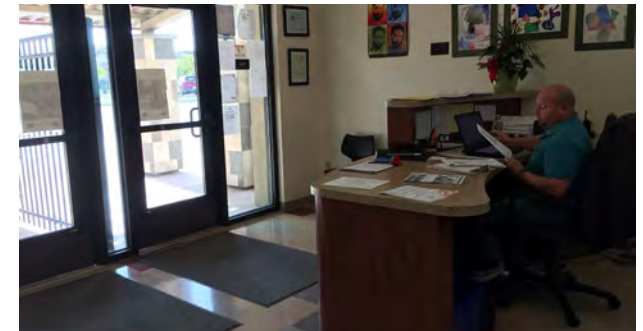
Parking



Typical Concrete Paving



Conference Room



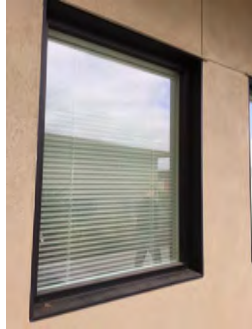
Administration Office



Hardcourts



Media Center



Windows



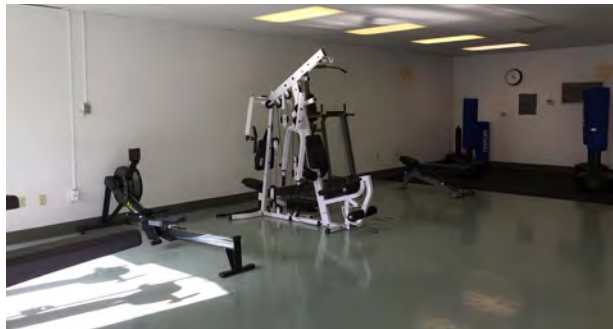
Exterior Door Hardware



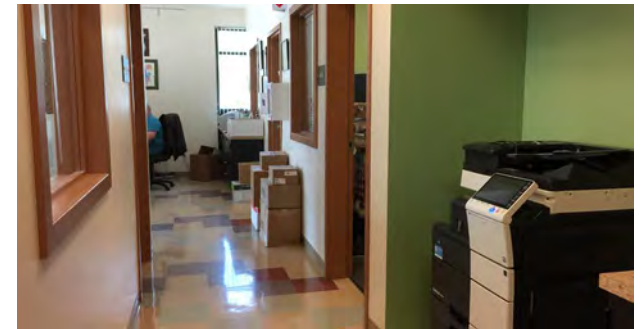
Counseling Office



Staff Work Room / Lounge



Fitness Room



Interior Hallway



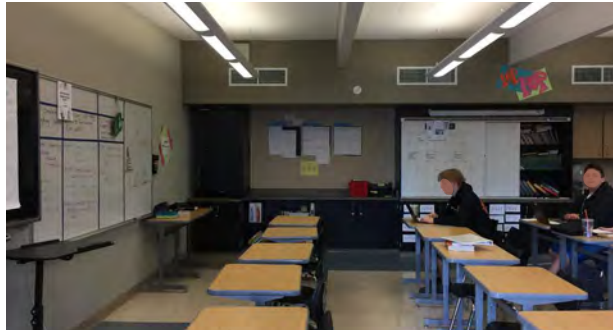
Multipurpose Room



Professional Development



Kitchen



Typical Classroom



Science Lab



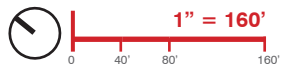
Teacher Prep Room



Special Feature: Oasis

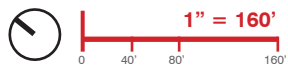


- **Classrooms (CR)**
 - LA Language Arts
 - MA Math
 - PE Physical Education
 - SCI Science (with Lab)
 - SE Special Education
 - SS Social Studies
 - WL World Language
- **Electives / Labs**
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- ➔ Bus Lane





	1 No Work 2 Modernization 3 Reconfigure 4 New Construction
	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 CL Computer Lab CS Computer Science CUL Culinary Arts DR Drama ENG Engineering FIT Fitness MU Music / Band / Choir SCI Science SLL Specialized Learning Lab VB Video Broadcast & Editing YB Yearbook / Journalism
	Student Services ASB Student Leadership CC College & Career Center ELD English Language Development LC Learning Center (Counseling and RSP) IS Independent Study / Testing
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	Support Spaces X Storage T Toilets U Utility J Janitor
	Portable Classrooms Outdoor Learning/Playfields Primary Drop-Off Bus Lane New Fence
	Main Entry



SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ -
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ -
3. Site Utilities	\$ 337,000
4. New Construction (Classrooms)	\$ -
5. Science, Arts, CTE & Electives Programs	\$ 1,740,000
6. Performing Arts Improvements	\$ -
7. MPR, Student Union & Food Service Improvements	\$ 1,034,000
8. Physical Education Improvements	\$ 13,777,000
9. Staff & Parent Support	\$ -
10. Media Center & Student Support Services	\$ -
11. Safety & Security	\$ 705,000
12. Parking & Drop-Off	\$ 1,523,000
13. Outdoor Learning Courts, Quads & Landscape	\$ -
14. Exterior Play Spaces, Playfields & Hardcourts	\$ 1,136,000
15. Instructional Design Furniture	\$ 113,000
16. Technology Infrastructure and Equipment	\$ -
Total Construction / Project Cost (2017\$)	\$ 20,365,000

- 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\$)



17960 Monterey Rd. Morgan Hill, Ca 95037 | adultschool.mhusd.org

Year Built: 1978
 Year Modernized: 2000 (adult school expansion)
 Student Population (2016 – 2017): 200 students
 Number of Classrooms: 4 regular classrooms
 Number of Portables: 5
 Site Acreage:
 Building Area: 12,397 SF
 Academic Focus: Adult school

PRINCIPAL'S TOP 3 'WANTS'

1. Child care facilities on-site
2. Restroom updates
3. Space for CTE classes or college/adult education program

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:

- 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

GENERAL

ADA Compliance

Category [5]

- There are no truncated domes from the parking lot to the sidewalk.

Parking

Category [5]

- Limited parking is available for students on-site.

Concrete Paving

Category [2]

- Concrete paving is in fair condition. Mild ponding was observed.

AC paving

Category [5]

- The AC paving at the basketball area by the Central building

Ramps & Stairs

Category [-]

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

SITE AMENITIES

Drinking Fountains

Category [5]

- Drinking fountains are non-compliant.

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.

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.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [-]

- Downspouts are not attached to drain pipe.
- There's no campus identification facing the street for visitors.

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.

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.

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 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.

516 FACILITY CONDITION ASSESSMENT ACT EDUCATION CENTER

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



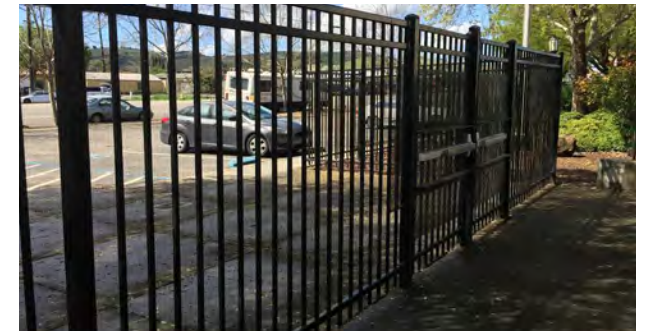
Parking



Typical Concrete Paving



Outdoor Dining



Security Fencing



Hardcourts



Playfields



Landscaping

516 FACILITY CONDITION ASSESSMENT ACT EDUCATION CENTER

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Windows



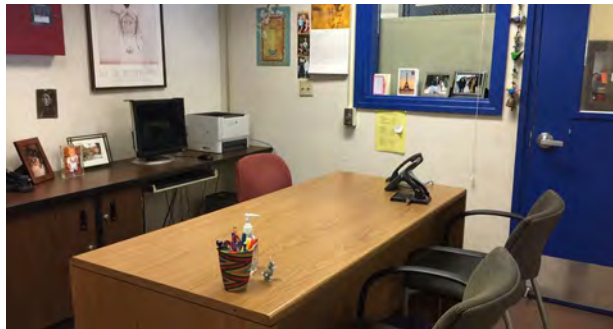
Exterior Door Hardware



Administration Office



Staff Work Room / Lounge



Counseling Office



Conference Room



Multipurpose Room



Kitchen



Computer Lab

516 FACILITY CONDITION ASSESSMENT ACT EDUCATION CENTER

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



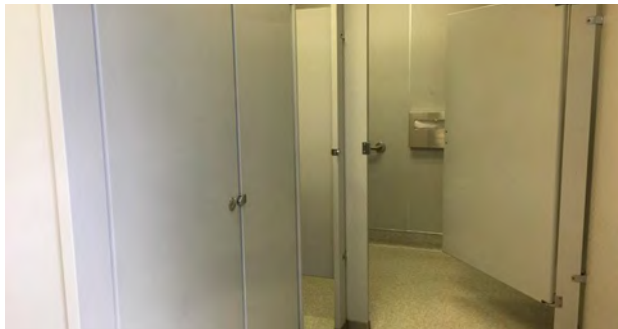
Drinking Fountain



Typical Classroom



Media Center



Restroom

516 FACILITY CONDITION ASSESSMENT ACT EDUCATION CENTER

OVERVIEW

FACILITY CONDITION ASSESSMENT

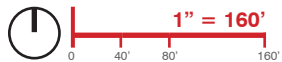
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- **Classrooms (CR)**
 - LA Language Arts
 - MA Math
 - PE Physical Education
 - SCI Science (with Lab)
 - SE Special Education
 - SS Social Studies
 - WL World Language
- **Electives / Labs**
 - CL Computer Lab
 - CS Computer Science
 - CTE Career & Technical Education
 - D Dance
 - DR Drama
 - ENG Engineering
 - FIT Fitness
 - MU Music
 - V Video
 - YB Yearbook / Journalism
- **Student Services**
 - ASB Student Leadership
 - CC Career Center
 - CO Counseling
 - ELD English Language Development
 - RSP Resource Specialist
- **Shared Spaces**
 - CE Community Education
 - GYM Gymnasium
 - LECT Lecture Hall
 - MC Media Center
 - TH Theater
 - ST Stage
- **Administration / Faculty**
 - C Conference Room
 - CN Concessions / Serving Area
 - FW Faculty Work Room
 - FL Faculty Lounge / Dining
 - KIT Kitchen
 - N Nurse
 - O Office
- **Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - E Elevator
- - - Operable Partition
- Portable Classrooms
- ★ Main Entry
- ➔ Primary Drop-Off
- ➔ Bus Lane



516 FACILITY CONDITION ASSESSMENT ACT EDUCATION CENTER

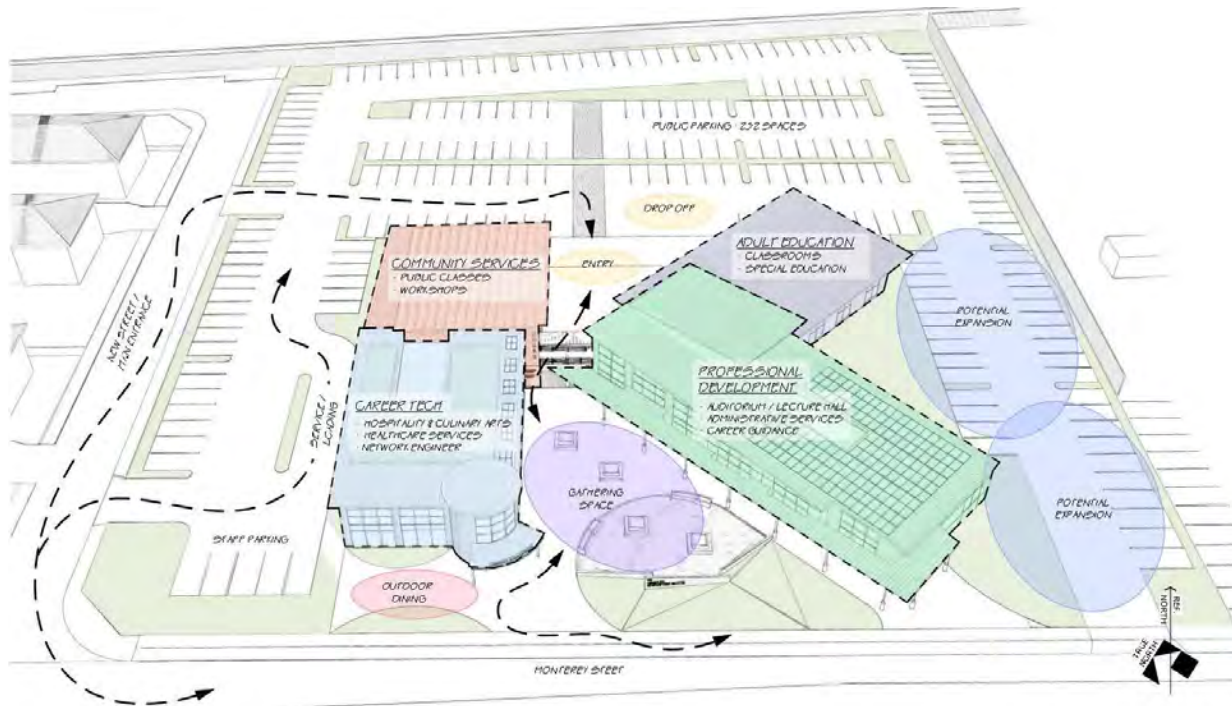
OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- | | | |
|--|--|---|
| <ul style="list-style-type: none"> HIGH PERFORMANCE BUILDING ENVELOPE <ul style="list-style-type: none"> Low-emitting glazes with tinting and low-screens Raise screen systems High performance insulation Roofing to reduce heat island effect | <ul style="list-style-type: none"> RECYCLED CONTENT <ul style="list-style-type: none"> Low-emitting materials Materials with high recycled content Construction material diversion & recycling program | <ul style="list-style-type: none"> NATURAL DAYLIGHT AND VIEWS <ul style="list-style-type: none"> Expansive glazing and filtered daylight in 90% of spaces |
| <ul style="list-style-type: none"> GREEN ROOF <ul style="list-style-type: none"> Adaptive native plantings provide habitat for local insects and birds Stormwater management Insulating heat-island / cooling effect | <ul style="list-style-type: none"> OPTIMIZED ENERGY USE PERFORMANCE <ul style="list-style-type: none"> Daylight sensors to control lighting Zoned climate controls | <ul style="list-style-type: none"> PERMEABLE PAVEMENT <ul style="list-style-type: none"> Allow stormwater to permeate and control runoff Slow release into ground water system |
| <ul style="list-style-type: none"> WATER USE REDUCTION <ul style="list-style-type: none"> 30% water reduction Low flow fixtures and drip irrigation | <ul style="list-style-type: none"> OCCUPANCY SENSORS <ul style="list-style-type: none"> Sensors control room lighting Task lighting integrated into furniture | <ul style="list-style-type: none"> ELECTRIC CAR CHARGING STATION <ul style="list-style-type: none"> Students and staff can charge while at class or events |
| <ul style="list-style-type: none"> NATURAL VENTILATION <ul style="list-style-type: none"> Operable windows outside break at ceiling, and a connection to the Bay Area climate | <ul style="list-style-type: none"> NATIVE LOW-WATER LANDSCAPING <ul style="list-style-type: none"> Palette of local plant species addresses the need for maintenance and irrigation | <ul style="list-style-type: none"> PHOTOVOLTAIC SYSTEM <ul style="list-style-type: none"> Harness solar energy to run building systems and reduce carbon footprint |
| <ul style="list-style-type: none"> USER CONTROLLED EXTERIOR SUNSHADES <ul style="list-style-type: none"> Preserve views while reducing solar heat gain and glare on exterior windows Allow sun in shading the winter, shade during summer | <ul style="list-style-type: none"> BUILDING MONITORING SYSTEM <ul style="list-style-type: none"> Real time display in public areas of building energy and water usage Integrated color display continuously signals the most favorable time to open or close windows, based on outside temperature conditions | <ul style="list-style-type: none"> STORMWATER MANAGEMENT <ul style="list-style-type: none"> Underground stormwater retention systems that collect water and permeates it a controlled rate back into the ground water systems |

516 FACILITY CONDITION ASSESSMENT ACT EDUCATION CENTER

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY

SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ -
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ -
3. Site Utilities	\$ 826,000
4. New Construction (Classrooms)	\$ 11,803,000
5. Science, Arts, CTE & Electives Programs	\$ 5,693,000
6. Performing Arts Improvements	\$ -
7. MPR, Student Union & Food Service Improvements	\$ -
8. Physical Education Improvements	\$ -
9. Staff & Parent Support	\$ 8,740,000
10. Media Center & Student Support Services	\$ -
11. Safety & Security	\$ -
12. Parking & Drop-Off	\$ 4,225,000
13. Outdoor Learning Courts, Quads & Landscape	\$ -
14. Exterior Play Spaces, Playfields & Hardcourts	\$ -
15. Instructional Design Furniture	\$ -
16. Technology Infrastructure and Equipment	\$ -
Total Construction / Project Cost (2017\$)	\$ 31,287,000

- 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\$)



15600 Concord Circle, Morgan Hill, Ca 95037 | mhusd.org

Year Built:

- 1971 - Original Construction
- 2001 - Addition

Year Modernized:

Site Acreage: 2.1 acres
 Building Area: 40,685 SF

Desired Program Support Improvements/Additions

- Dedicated conference room for Business Services.
- Dedicated conference room for Human Resources with direct access to the outside.
- Dedicated Lobby for Human Resources.
- Additional space for fingerprinting that accommodates 2-3 people.
- Additional small, private conference room for the queuing of interviewees.
- Additional space in the Lobby.
- Additional space to accommodate a 20-25% growth in District Office employees.
- Lockers in the Wood Shop.
- Increased, secured paper storage.

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.

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

GENERAL

ADA Compliance

Category [5]

- There are no truncated domes from the parking lot to the sidewalk.
- Curb ramps do not meet current standards.

Parking

Category [4]

- Parking is limited and fills quickly during Professional Development events.
- Striping is faded and should be repainted.

Concrete Paving

Category [2]

- Concrete paving is in fair condition.

AC paving

Category [5]

- The AC paving at the parking lot is extremely worn and in poor condition.

Ramps & Stairs

Category [-]

- This condition does not exist.



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

SITE AMENITIES

Drinking Fountains

Category [0]

- No issues were observed or reported.

Shade Shelter

Category [-]

- This condition does not exist.

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 [-]

- This condition does not exist.

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]

- The rear yard is secured with chainlink fences with rolling, vehicular gates.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [-]

Paint

Category [3]

- No issues were observed or reported.

Door / Frames / Locks

Category [5]

- No issues were observed or reported.

Windows

Category [5]

- Windows are single pane and are original to the building.
- Windows on the east side of the building leak.

Roof

Category [1]

- Leaks were reported over the portion of the building that was built in 1971.

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.

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 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.

517 FACILITY CONDITION ASSESSMENT DISTRICT OFFICE

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Entry Signage



Parking



Typical Concrete Paving



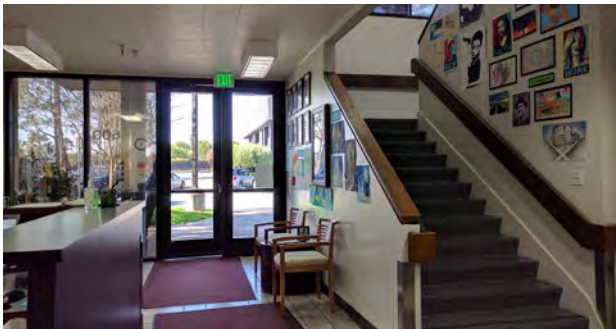
Covered Walkway



Yard



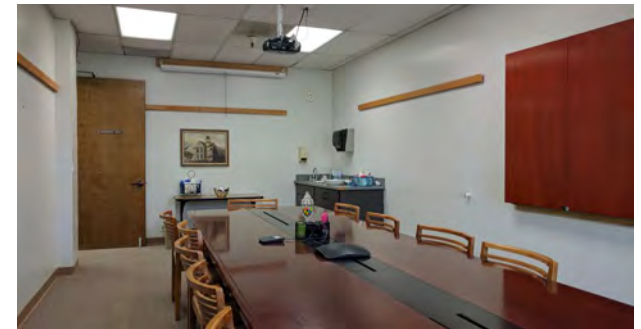
Security Fencing



Lobby



Board Room



Executive Conference Room

517 FACILITY CONDITION ASSESSMENT DISTRICT OFFICE

OVERVIEW

FACILITY CONDITION ASSESSMENT

EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



Windows / Doors



Open Offices



Interior Hallway



Staff Work Room / Lounge



Private Office



Conference Room



Wood Shop



Welding



Professional Development Center

517 FACILITY CONDITION ASSESSMENT DISTRICT OFFICE

OVERVIEW

FACILITY CONDITION ASSESSMENT

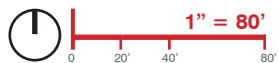
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- Classrooms (CR)**
 - LA Language Arts
 - MA Math
 - PE Physical Education
 - SCI Science (with Lab)
 - SE Special Education
 - SS Social Studies
 - WL World Language
- Electives / Labs**
 - CL Computer Lab
 - CS Computer Science
 - CTE Career & Technical Education
 - D Dance
 - DR Drama
 - ENG Engineering
 - FIT Fitness
 - MU Music
 - V Video
 - YB Yearbook / Journalism
- Student Services**
 - ASB Student Leadership
 - CC Career Center
 - CO Counseling
 - ELD English Language Development
 - RSP Resource Specialist
- Shared Spaces**
 - CE Community Education
 - GYM Gymnasium
 - LECT Lecture Hall
 - MC Media Center
 - TH Theater
 - ST Stage
- Administration / Faculty**
 - C Conference Room
 - CN Concessions / Serving Area
 - FW Faculty Work Room
 - FL Faculty Lounge / Dining
 - KIT Kitchen
 - N Nurse
 - O Office
- Support Spaces**
 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - E Elevator
- Operable Partition
- Portable Classrooms
- ☆ Main Entry
- ➔ Primary Drop-Off
- ➔ Bus Lane



517 FACILITY CONDITION ASSESSMENT DISTRICT OFFICE

OVERVIEW

FACILITY CONDITION ASSESSMENT

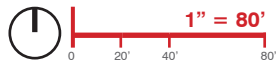
EXISTING CAMPUS PLAN

CONCEPTUAL MASTER PLAN

COST SUMMARY



- Classrooms (CR)**
 - LA Language Arts
 - MA Math
 - PE Physical Education
 - SCI Science (with Lab)
 - SE Special Education
 - SS Social Studies
 - WL World Language
- Electives / Labs**
 - CL Computer Lab
 - CS Computer Science
 - CTE Career & Technical Education
 - D Dance
 - DR Drama
 - ENG Engineering
 - FIT Fitness
 - MU Music
 - V Video
 - YB Yearbook / Journalism
- Student Services**
 - ASB Student Leadership
 - CC Career Center
 - CO Counseling
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 - X Storage
 - T Toilets
 - U Utility
 - J Janitor
 - E Elevator
- Operable Partition
- Portable Classrooms
- ☆ Main Entry
- Primary Drop-Off
- Bus Lane



SCOPE OF WORK CATEGORIES	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ -
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ 80,000
3. Site Utilities	\$ 98,000
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	\$ 8,568,000
10. Media Center & Student Support Services	\$ -
11. Safety & Security	\$ 110,000
12. Parking & Drop-Off	\$ 290,000
13. Outdoor Learning Courts, Quads & Landscape	\$ -
14. Exterior Play Spaces, Playfields & Hardcourts	\$ -
15. Instructional Design Furniture	\$ -
16. Technology Infrastructure and Equipment	\$ -
Total Construction / Project Cost (2017\$)	\$ 9,146,000

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.

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	MASTER PLAN COST (2017\$)
1. Modernize / Reconfigure Existing Classrooms	\$ -
2. Existing Building Systems, Toilets & Improved Energy Efficiency	\$ -
3. Site Utilities	\$ 705,000
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	\$ 13,122,000
10. Media Center & Student Support Services	\$ -
11. Safety & Security	\$ -
12. Parking & Drop-Off	\$ 2,541,000
13. Outdoor Learning Courts, Quads & Landscape	\$ -
14. Exterior Play Spaces, Playfields & Hardcourts	\$ -
15. Instructional Design Furniture	\$ -
16. Technology Infrastructure and Equipment	\$ -
Total Construction / Project Cost (2017\$)	\$ 16,368,000

These costs reflect an alternative option for the District Office. Through the Facility Condition Assessment process and interactions with the users, it was learned that the District Office uses and personnel may be better accommodated in a new or different building. The costs on this page reflect the alternative option of building a new District Office. As always, land acquisition costs are not included.

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\$)



SECTION 6
APPENDIX

September 2017

6.1 APPENDIX SCHEDULE

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

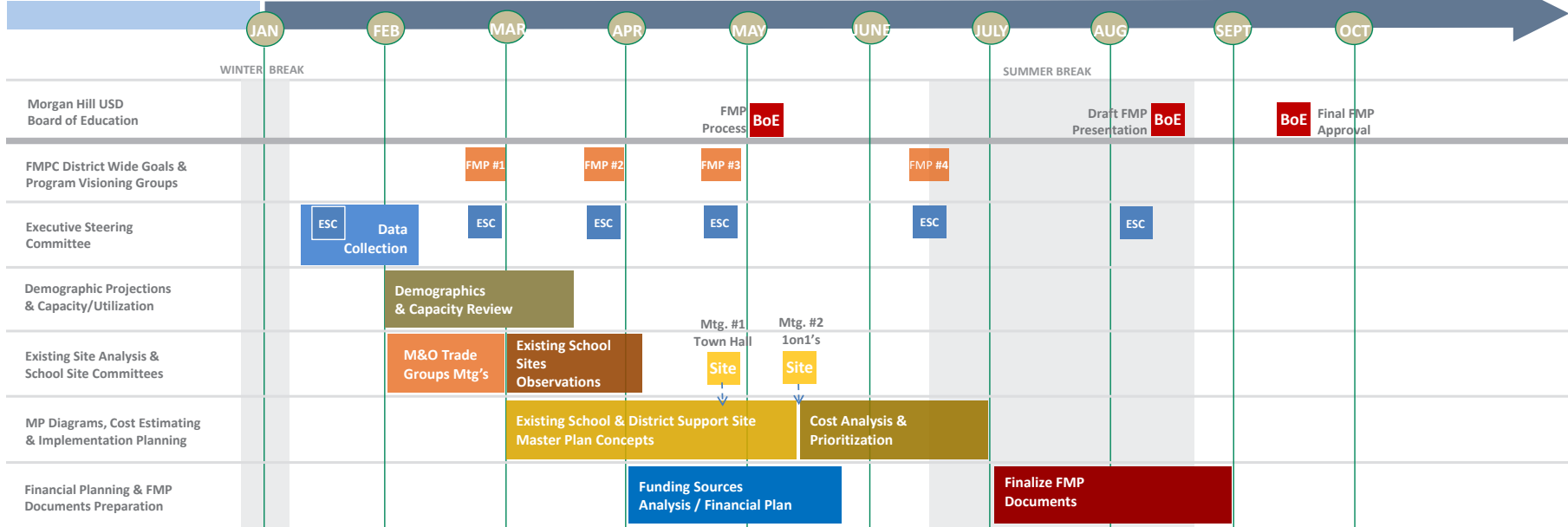
FMPC MEETING MINUTES

Morgan Hill Unified School District Facilities Master Plan – Proposed Program Schedule (January 2017 – Sept 2017 Timeline)



2016

2017



<p>FMP Facilities Master Plan Committee KEY</p> <p>ESC Executive Steering Committee</p> <p>BoE Meet w/ MHUSD Board of Education</p> <p>Site School Site Committees</p>	<p>Board of Education FMP Process Draft FMP Final FMP Approval</p> <hr/> <p>3 TOTAL Meetings</p>	<p>Facilities Master Plan Committee (FMPC) (Meets Every Month During the FMP Planning Process)</p> <hr/> <p>4 TOTAL Meetings</p>	<p>School Site Committees (SSC) 6 Elementary Schools 3 K-8 Schools 2 Middle School 3 High School 3 Specialized Program & Support Sites</p> <hr/> <p>17 SITES Total</p>	<p>PROPOSED FMP GROUPS MEETINGS</p> <hr/> <p>SSC Forum(s) / Mtg's</p> <p>Mtg. #1 – Process Overview & Draft Master Plans Mtg. #2 – 1on1 Mtg. w/ SSC's Representatives</p>
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6.2 APPENDIX DEMOGRAPHICS REPORT

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

15600 Concord Circle
Morgan Hill, CA 95037
Ph: 408.201.6000

Steve Betando
Superintendent

MORGAN HILL UNIFIED
SCHOOL DISTRICT
DEMOGRAPHIC STUDY 2016

DRAFT– February 2016



SchoolWorks, Inc.
8331 Sierra College Blvd., #221
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Morgan Hill Unified School District
Demographic Study
DRAFT 2015/16

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Introduction

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 8,699 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.



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Methodology

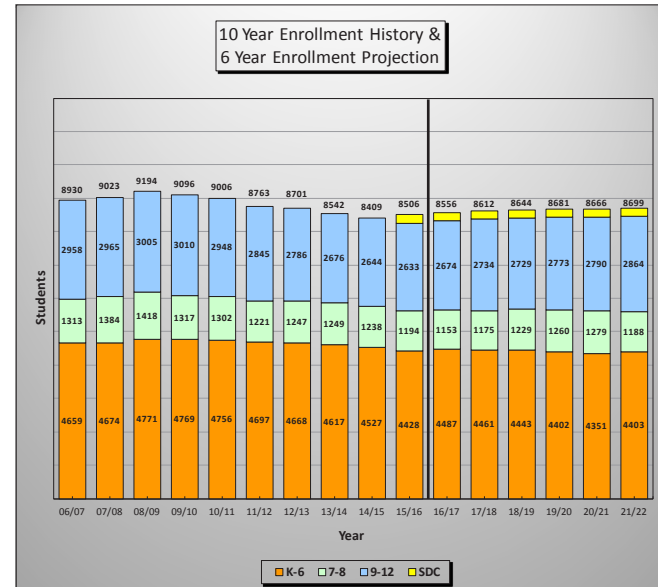
The enrollment projections for each school are generated using a State standard weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

- 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.



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10 Year Enrollment History and 6 Year Enrollment Projections



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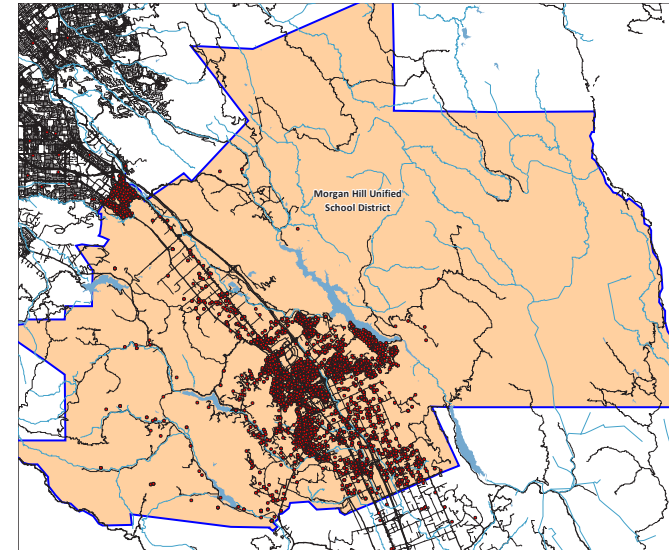
2016/2017 1 Year Enrollment Projection by School

Morgan Hill Unified School District Enrollment Projections YEAR 16/17, 1 Year Proj.																	
School	IX	K	1	2	3	4	5	6	7	8	9	10	11	12	SDC	TOTAL	
Barrett Elem	0	70	80	76	93	84	97	0	0	0	0	0	0	0	0	9	509
El Toro Elem	51	56	61	51	66	59	61	0	0	0	0	0	0	0	0	0	405
Jackson Academy	0	52	53	68	61	71	77	59	44	67	0	0	0	0	0	2	554
Los Paseos Elem	1	70	65	75	82	99	85	0	0	0	0	0	0	0	0	24	501
Nordstrom Elem	2	82	102	93	102	100	112	0	0	0	0	0	0	0	0	14	607
Paradise Valley Elem	0	83	70	70	102	95	110	0	0	0	0	0	0	0	0	18	548
San Martín/Gwinn Elem	0	81	76	69	96	86	49	66	66	0	0	0	0	0	0	19	508
Walsh Elem	51	74	62	43	71	86	94	0	0	0	0	0	0	0	0	14	495
Britton Middle	0	0	0	0	0	0	0	297	239	319	0	0	0	0	0	21	876
Murphy Middle	0	0	0	0	0	0	0	234	214	206	0	0	0	0	0	31	685
Live Oak High	0	0	0	0	0	0	0	0	0	-3	288	285	296	215	43	1,124	
Sobrato High	0	0	0	0	0	0	0	0	0	0	376	387	394	312	33	1,502	
Central High	0	0	0	0	0	0	0	0	0	0	0	0	16	97	13	126	
Independent Study	0	0	0	0	0	0	0	0	0	1	0	1	2	5	1	10	
Home Study	0	0	0	1	2	0	1	2	0	0	0	0	0	0	0	6	
Totals	105	568	569	546	675	680	686	658	563	590	664	673	708	629	242	8,556	
Current CBEDS	105	548	537	646	662	662	659	609	573	621	626	687	651	669	251	8,506	
Net Change	0	20	32	-100	13	18	27	49	-10	-31	38	-14	57	-40	-9	50	
Cohort Change			21	9	29	18	24	-1	-46	17	43	47	21	-22			



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District Map with Student Residential Locations



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.



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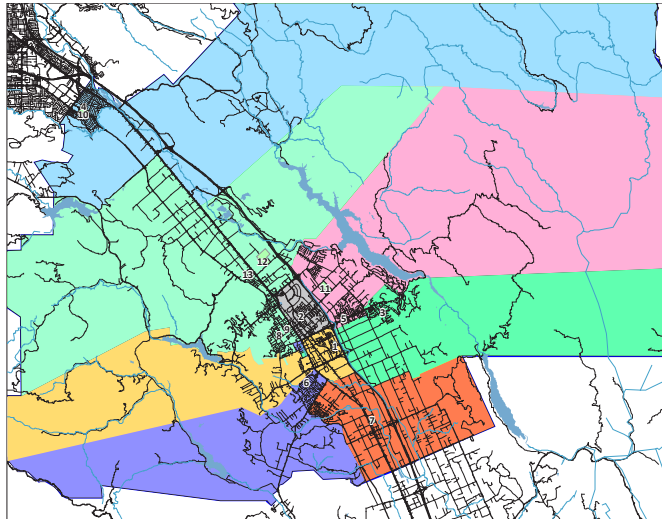
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Elementary Boundaries and School Locations



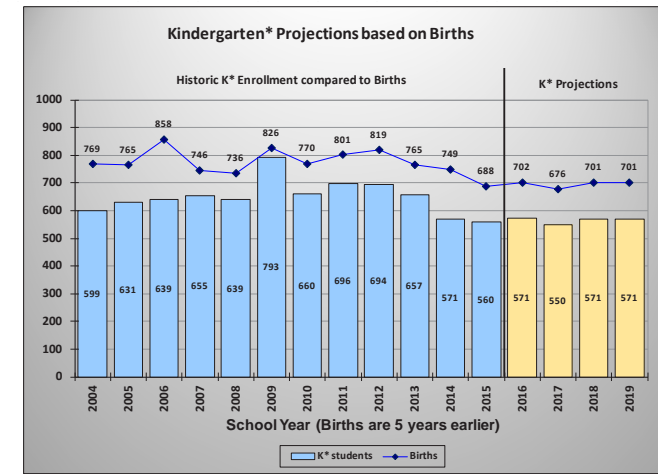
<u>Id</u>	<u>School</u>	<u>Grades</u>	<u>Id</u>	<u>School</u>	<u>Grades</u>
1	Barrett Elementary	K-5	8	Walsh Elementary	K-5
2	El Toro Elementary	K-5	9	Britton Middle	6-8
3	Jackson Academy	K-8	10	Murphy Middle	6-8
4	Los Paseos Elementary	K-5	11	Live Oak High	9-12
5	Nordstrom Elementary	K-5	12	Sobrato High	9-12
6	Paradise Valley Elementary	K-5	13	Central High	Cont
7	San Martin/Gwinn Elementary	K-8			



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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.



*Kindergarten Totals may include some Transitional Kindergarten students for the current as well as past two years to more accurately correlate a 12-month period of births to a 12-month period of enrollment.

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.



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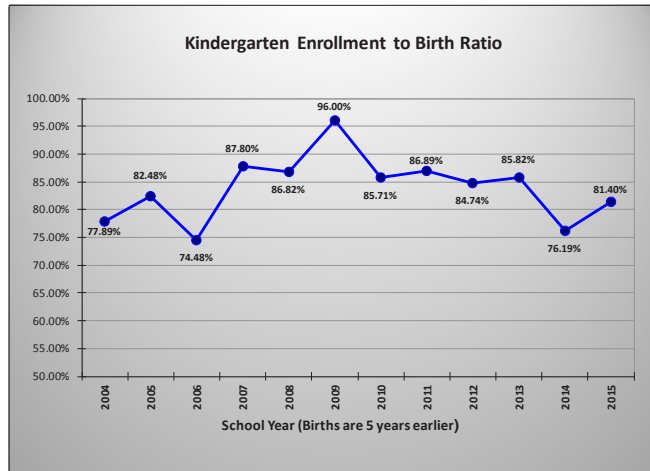
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Historic Kindergarten Capture Rates

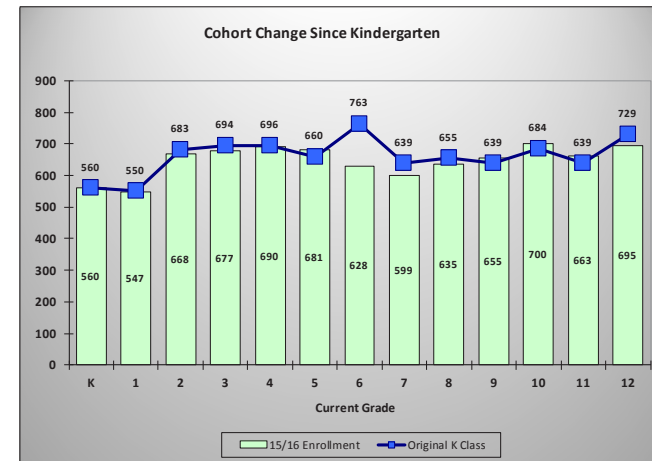


This figure shows the kindergarten capture rates for the past 12 years. Since the birth data is derived from zip code areas, which do not exactly match with the District boundaries, the capture rate also accounts for differences in the coverage areas. Low capture rates are common when a district serves 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%.



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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.



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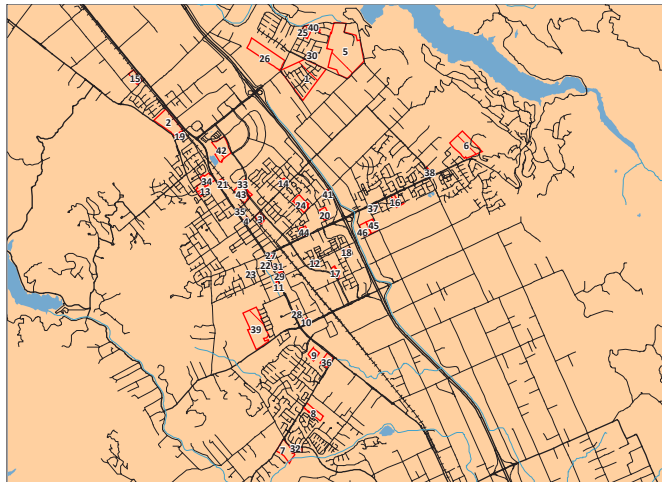
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New Housing Developments



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.

ID	Development Project	Remaining Units	6 Year Projection	ID	Development Project	Remaining Units	6 Year Projection
1	Mission Ranch	28	28	25	Ventura-Dividend	6	6
2	Stonebridge	28	28	26	MC-15-13 Lantana-Standard	135	135
3	Brighton Oaks	86	86	27	MC-14-06 E Dunne-EAH	14	14
4	Vista Del Toro	15	15	28	Monterey-EAH	19	19
5	San Sabastian	244	244	29	MC-15-11 San Pedro-Presid	12	12
6	Dunne-Kruse	4	4	30	Altimira-Venturat	7	7
7	Quail Vineyards	15	15	31	MC-15-14 Monterey-UHC	39	39
8	Conemara (SS+)	15	0	32	Secretariat-Quail Meadows	2	2
9	Diamond Creek	65	65	33	Butterfield-DPC	6	6
10	Tennant-Gera	12	12	34	MC-13-13 Old Monterey-Cit	76	76
11	MC-14-11 Monterey-Liou	32	32	35	Monterey-ECA	13	13
12	San Pedro-Ahmadi	3	3	36	Monterey-Presidio	45	45
13	Loden Place	12	12	37	MC-13-16 Dunne-MDMH	15	15
14	Main-Garcia Calle Sienna	12	12	38	Dunne-Leung	6	6
15	Tilton Park	8	8	39	Oak Meadow Plaza	54	25
16	Paseo Seville (KB)	1	1	40	MC15-05 Cochrane-Borello	244	230
17	Rose Island	24	24	41	MC-15-10 Walnut Grove-New	9	9
18	Laurel Oaks Phase III	15	15	42	MC-15-12 Jarvis-Mwest	374	374
19	Campoli-Cox	10	10	43	MC-15-15 Butterfield-MH	74	74
20	MC-15-06 Laurel-DeRose	65	65	44	MC-15-16 E Dunne-Mana	32	32
21	Monterey-KB	54	54	45	MC-15-17 San Pedro-Presid	79	79
22	MC-14-17 Giolino-EAH	8	8	46	MC-15-18 San Pedro-Presid	168	120
23	NMC-12-01 Barnell-Cassel	4	4				
24	Diana-Bagoye	52	52				
					Totals	2,241	2,135



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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:

Grade	District	State
K-6	0.246	0.40
7-8	0.067	0.10
9-12	0.153	0.20
Total	0.466	0.70

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.

Morgan Hill Unified School District New Development Construction							
School	Housing Units per Year						Totals
	16/17 Year 1	17/18 Year 2	18/19 Year 3	19/20 Year 4	20/21 Year 5	21/22 Year 6	
Barrett Elem	15	50	66	5	2	25	163
El Toro Elem	157	150	121	133	108	123	792
Jackson Academy	2	16	59	52	52	60	241
Los Paseos Elem	0	0	0	0	0	0	0
Nordstrom Elem	66	95	114	138	148	105	666
Paradise Valley Elem	70	48	6	5	5	5	139
San Martin/Gwinn Elem	0	0	0	0	0	0	0
Walsh Elem	86	43	5	0	0	0	134
Elementary Totals	396	402	371	333	315	318	2,135
Britton Middle	124	98	64	57	57	105	505
Murphy Middle	272	304	307	276	258	213	1,630
Middle Totals	396	402	371	333	315	318	2,135
Live Oak High	43	45	61	57	57	65	328
Sobrato High	353	357	310	276	258	253	1,807
High Totals	396	402	371	333	315	318	2,135

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.



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Growth Management System

The City of Morgan Hill adopted a Residential Development Control System (RDSC) in 1977. RDSC 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 RDSC population cap until November of next year when the RDSC 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.



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Historic Enrollment and Trends

Grade	CBEDS Enrollment				Historic Cohorts			Weighted Average
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15	
TK	0	53	110	105				
K	694	630	550	560	-64	-80	10	-32.3
1	680	652	641	547	-42	11	-3	-4.8
2	667	666	658	668	-14	6	27	13.2
3	654	661	658	677	-6	-8	19	5.8
4	641	652	658	690	-2	-3	32	14.7
5	690	646	641	681	5	-11	23	8.7
6	642	657	611	628	-33	-35	-13	-23.7
7	656	611	636	599	-31	-21	-12	-18.2
8	591	638	602	635	-18	-9	-1	-6.5
9	695	630	652	655	39	14	53	37.7
10	659	696	641	700	1	11	48	27.8
11	698	672	686	663	13	-10	22	9.8
12	734	678	665	695	-20	-7	9	-1.2
SDC	0	0	0	3	0	0	3	1.5
Totals	8,701	8,542	8,409	8,506	-12.3	-10.1	15.5	2.3
Annual Change:		-159	-133	97				

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.



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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:

Grade	Loading Standard
K	24
1-3	24
4-6	29
7-8	29
9-12	29

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.



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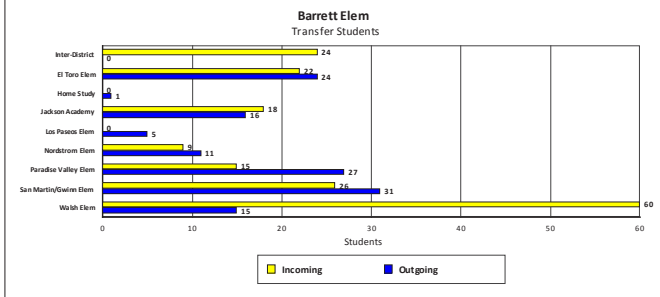
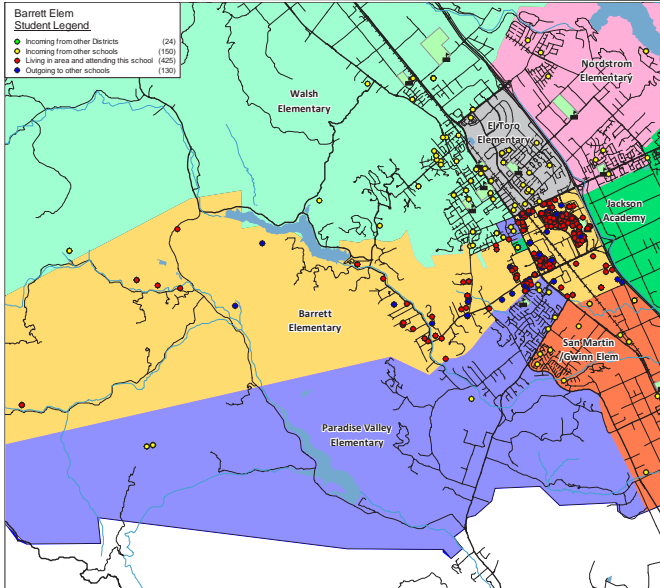
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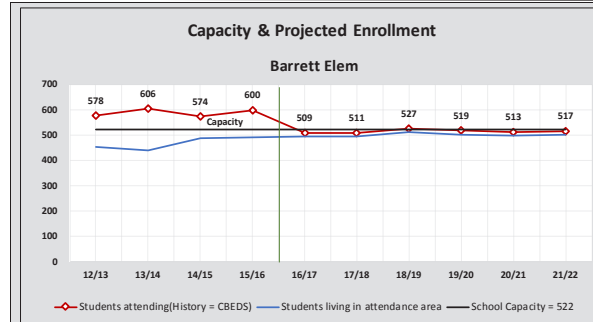
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Morgan Hill Unified School District Demographic Study DRAFT 2015/16



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 21
Grades Served = K - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
15/16	600	26	17	522	78	2	2	0	
16/17	509	-91	9	522	0	0	-1	13	15
17/18	511	2	9	522	0	0	-1	11	50
18/19	527	16	11	522	5	0	0	0	66
19/20	519	-8	11	522	0	0	0	3	5
20/21	513	-6	11	522	0	0	-1	9	2
21/22	517	4	11	522	0	0	-1	5	25

* Based on Students Attending (Squares on Graph)
Classroom Count = 21

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors	Current Enrollment	16/17 Projection	Net Change	
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15						
Grade													
T K	0	9	10	8						0	0	0	
K	73	70	72	66	-3	2	-6	0	-6.1%	4.5%	65	70	5
1	82	68	82	74	-5	12	2	4	10.8%	2.7%	84	80	-4
2	79	84	80	90	2	12	8	8	-8.9%	4.4%	84	76	-8
3	65	80	90	80	1	6	0	2	-1.3%	5.0%	81	93	12
4	63	67	86	89	2	6	-1	2	1.1%	3.4%	90	84	-6
5	93	64	68	84	1	1	-2	-1	7.1%	7.1%	92	97	5
6	0	0	0	0				0	0.0%	0.0%	87	0	-87
SOC											17	9	-8
Totals	455	442	488	491	-0.3	6.5	0.2	2.5	0.5%	4.5%	600	509	-91



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6.2 APPENDIX DEMOGRAPHICS REPORT

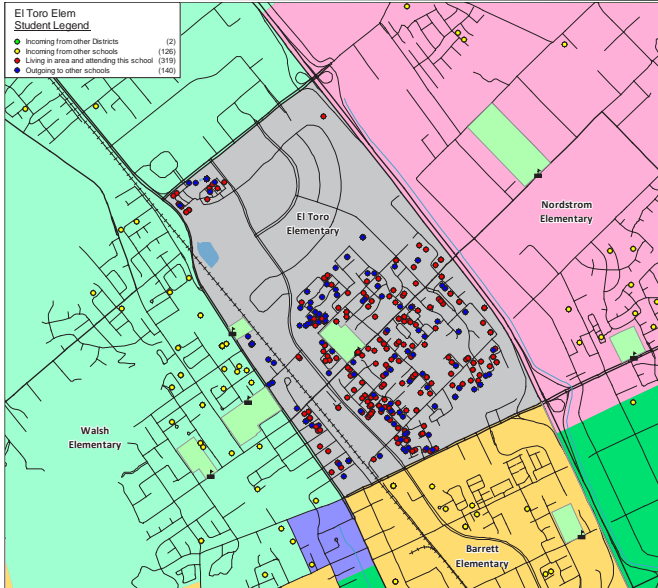
SCHEDULE

DEMOGRAPHICS REPORT

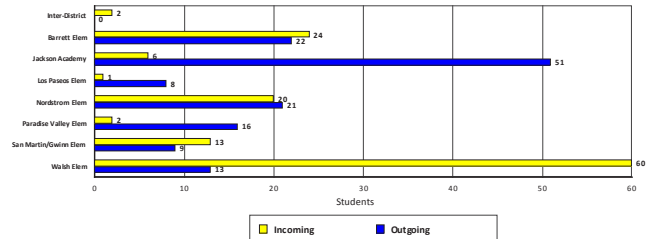
TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Morgan Hill Unified School District Demographic Study DRAFT 2015/16

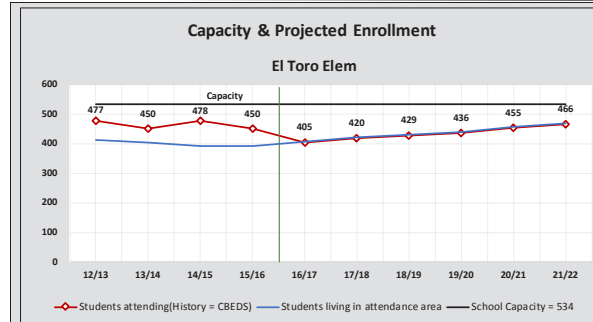


El Toro Elem
Transfer Students



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Morgan Hill Unified School District Demographic Study DRAFT 2015/16



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 21
Grades Served = K - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
15/16	450	-28	0	534	0	0	-4	84	
16/17	405	-45	0	534	0	0	-6	129	157
17/18	420	15	0	534	0	0	-4	114	150
18/19	429	9	0	534	0	0	-4	105	121
19/20	436	7	0	534	0	0	-4	98	133
20/21	455	19	0	534	0	0	-2	79	108
21/22	466	11	0	534	0	0	-2	68	123

* Based on Students Attending (Squares on Graph)
Classroom Count = 21

YEAR:	Students in boundary					Historic Cohorts		Weighted Average	Attendance Factors		Current Enrollment	16/17 Projection	Net Change
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15		Intra	Inter			
T K	0	8	27	12							50	51	1
K	75	70	49	63	-5	-21	14	0	-17.5%	0.0%	52	56	4
1	62	59	65	49	-16	-5	0	-2	-2.0%	0.0%	48	61	13
2	62	58	61	66	-4	2	1	1	-3.0%	0.0%	64	51	-13
3	68	61	59	64	-1	1	3	2	-7.8%	0.0%	59	66	7
4	78	71	63	64	3	2	5	4	-20.3%	1.6%	52	59	7
5	67	78	67	73	0	-4	10	4	-15.1%	1.4%	63	61	-2
6	0	0	0	0				0	0.0%	0.0%	62	0	-62
Totals	412	405	391	391	-3.3	-3.6	4.7	1.3	-11.0%	0.5%	450	405	-45



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6.2 APPENDIX DEMOGRAPHICS REPORT

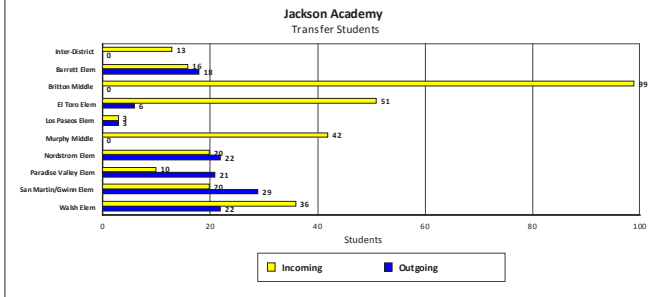
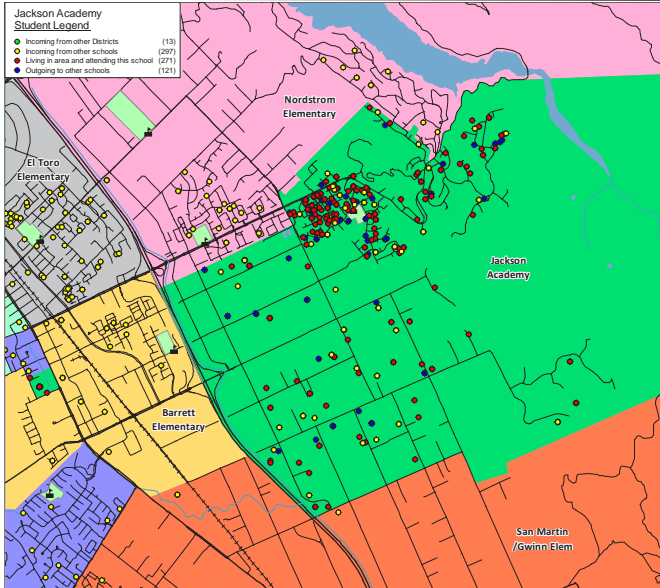
SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

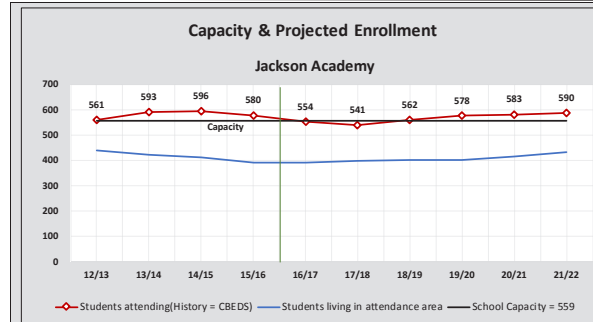
FMPC MEETING MINUTES

Morgan Hill Unified School District Demographic Study DRAFT 2015/16



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Morgan Hill Unified School District Demographic Study DRAFT 2015/16



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 21
Grades Served = K - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR	Total CR's Needed	Available Seats	Projected Housing Units
15/16	580	-16	2	559	21	1	1	0	
16/17	554	-26	2	559	0	0	0	5	2
17/18	541	-13	2	559	0	0	-1	18	16
18/19	562	21	2	559	3	0	0	0	59
19/20	578	16	2	559	19	0	0	0	52
20/21	583	5	2	559	24	0	0	0	52
21/22	590	7	2	559	31	1	2	0	60

* Based on Students Attending (Squares on Graph)
Classroom Count = 21

Jackson Academy

YEAR:	Students in boundary					Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	16/17 Projection	Net Change
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15	Intra		Inter				
T K	0	1	7	6								0	0	0
K	65	54	60	56	-11	6	-4	0	-10.7%	1.8%	51	52	1	
1	70	68	55	54	3	1	-6	-1	-7.4%	3.7%	52	53	1	
2	53	67	70	57	-3	2	2	1	21.1%	1.8%	70	68	-2	
3	55	48	64	66	-5	-3	-4	-4	9.1%	3.0%	74	61	-13	
4	63	56	42	60	1	-6	-4	-4	15.0%	0.0%	69	71	2	
5	77	61	47	46	-2	-9	4	-1	34.8%	6.5%	64	77	13	
6	57	70	68	47	-7	7	0	1	17.0%	8.5%	59	59	0	
7	75	52	79	71	-5	9	3	4	-9.9%	0.0%	64	44	-20	
8	74	73	51	78	-2	-1	-1	-1	-2.6%	0.0%	75	67	-8	
SDC											2	2	0	
Totals	589	550	543	541	-3.4	0.7	-1.1	-0.6	7.4%	2.8%	580	554	-26	



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6.2 APPENDIX DEMOGRAPHICS REPORT

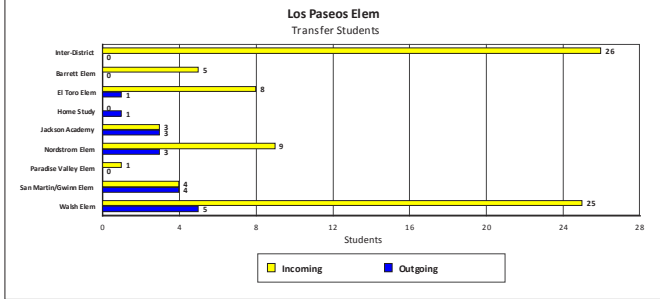
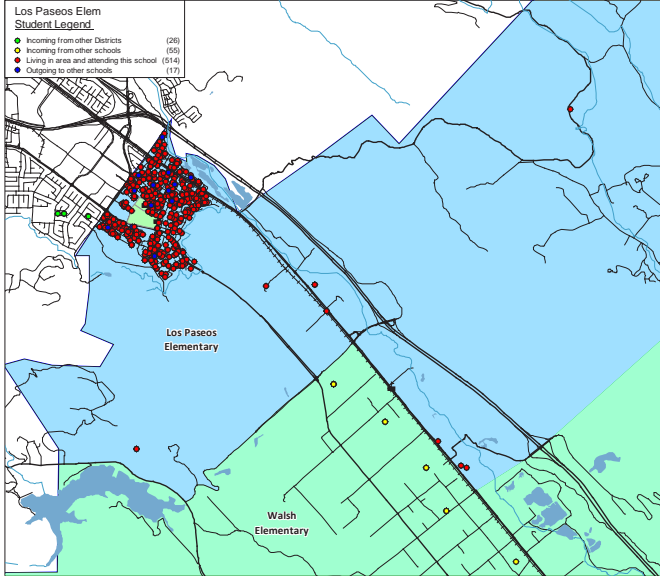
SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

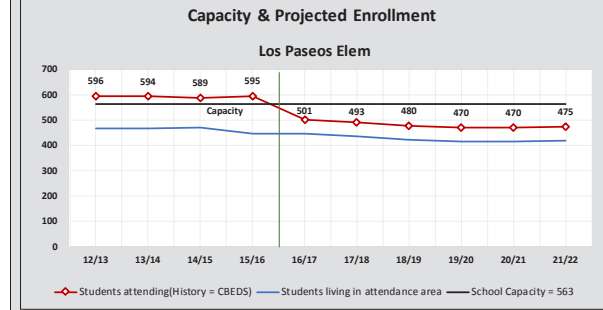
FMPC MEETING MINUTES

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Morgan Hill Unified School District Demographic Study DRAFT 2015/16



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 23
Grades Served = K - 5

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
15/16	595	6	30	563	32	2	2	0	
16/17	501	-94	24	563	0	0	-3	62	0
17/18	493	-8	24	563	0	0	-2	70	0
18/19	480	-13	23	563	0	0	-3	83	0
19/20	470	-10	23	563	0	0	-3	93	0
20/21	470	0	23	563	0	0	-3	93	0
21/22	475	5	23	563	0	0	-3	88	0

* Based on Students Attending (Squares on Graph)
Classroom Count = 23

YEAR:	Students in boundary					Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	16/17 Projection	Net Change
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15	Intra		Inter				
T K	0	4	4	6								1	1	0
K	89	71	64	60	-18	-7	-4	0	6.7%	5.0%	65	70	5	
1	73	82	74	66	-7	3	2	1	4.5%	4.5%	70	65	-5	
2	71	73	87	81	0	5	7	5	8.6%	3.7%	84	75	-9	
3	90	70	76	83	-1	3	-4	-1	4.8%	2.4%	84	82	-2	
4	74	94	76	79	4	6	3	4	16.5%	7.6%	90	99	9	
5	71	74	89	73	0	-5	-3	-3	9.6%	6.8%	81	85	4	
6	0	0	0	0					0.0%	0.0%	90	0	-90	
SOC											30	24	-6	
Totals	468	468	470	448	-3.1	0.7	0.1	0.9	8.5%	5.0%	595	501	-94	



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6.2 APPENDIX DEMOGRAPHICS REPORT

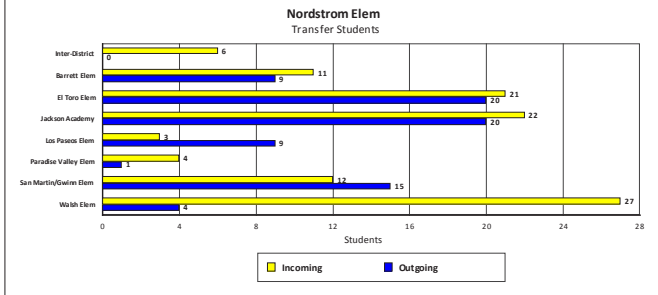
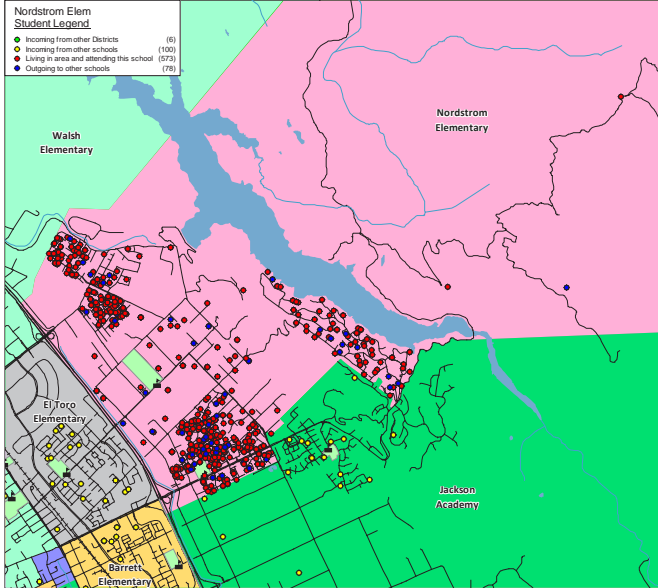
SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

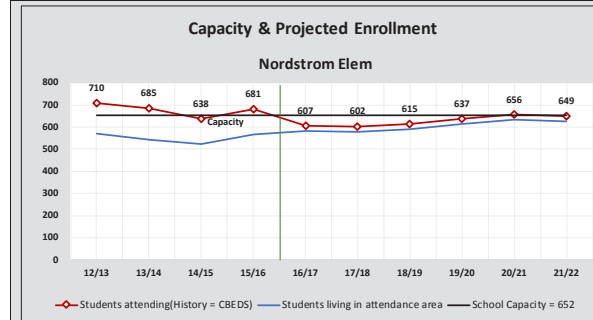
FMPC MEETING MINUTES

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Morgan Hill Unified School District Demographic Study DRAFT 2015/16



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 26
Grades Served = K - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
15/16	681	43	16	652	29	1	1	0	
16/17	607	-74	14	652	0	0	-2	45	66
17/18	602	-5	14	652	0	0	-2	50	95
18/19	615	13	14	652	0	0	-1	37	114
19/20	637	22	15	652	0	0	0	15	138
20/21	656	19	15	652	4	0	0	0	148
21/22	649	-7	15	652	0	0	0	3	105

* Based on Students Attending (Squares on Graph)
Classroom Count = 26

Nordstrom Elem

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	16/17 Projection	Net Change
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15		Intra	Inter			
Grade													
T	0	7	18	18							4	2	-2
K	84	73	76	94	-11	3	18	-1	8.5%	0.0%	92	82	-10
1	92	88	79	85	4	6	9	7	3.5%	1.2%	83	102	19
2	94	90	84	81	-2	-4	2	-1	7.4%	1.2%	88	93	5
3	92	91	94	95	-3	4	11	6	12.6%	1.1%	108	102	-6
4	103	87	90	106	-5	-1	12	5	-0.9%	0.0%	105	100	-5
5	106	107	82	88	4	-5	-2	-2	5.7%	1.1%	94	112	18
6	0	0	0	0					0.0%	0.0%	91	0	-91
SSC											16	14	-2
Totals	571	543	523	567	-1.9	0.4	7.1	2.0	6.1%	0.8%	681	607	-74



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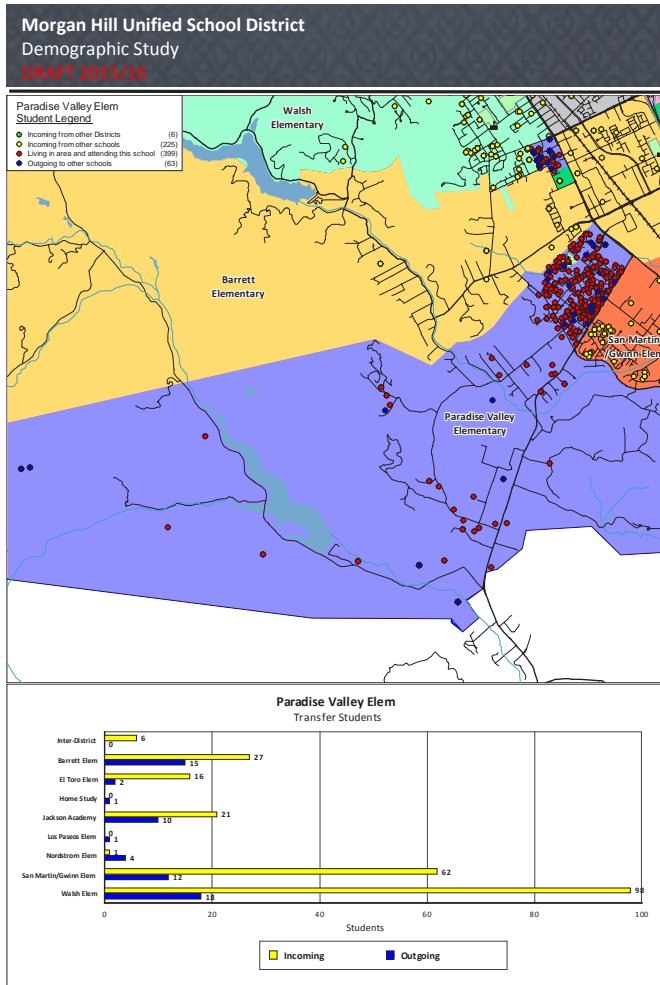
6.2 APPENDIX DEMOGRAPHICS REPORT

SCHEDULE

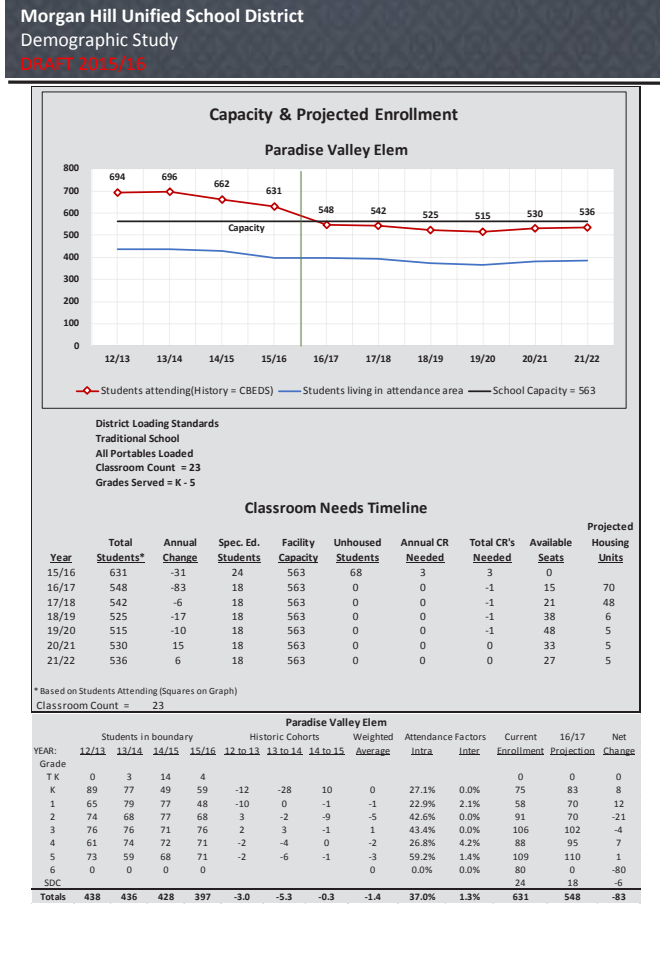
DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES



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6.2 APPENDIX DEMOGRAPHICS REPORT

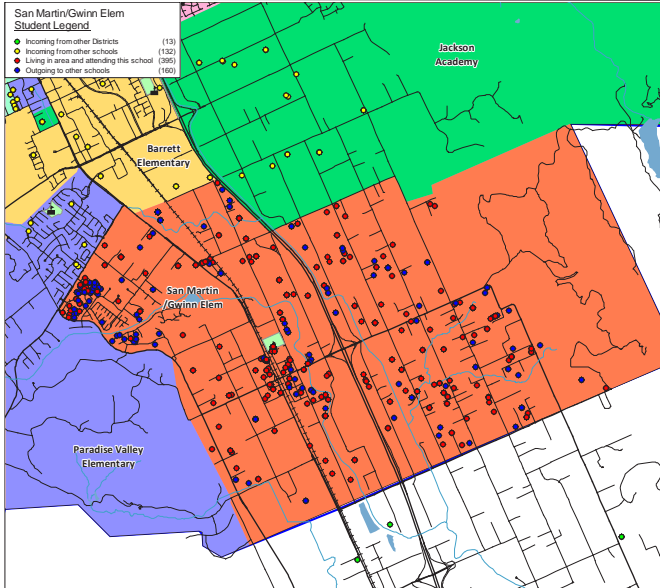
SCHEDULE

DEMOGRAPHICS REPORT

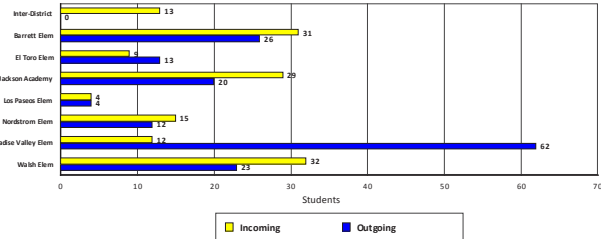
TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Morgan Hill Unified School District Demographic Study DRAFT 2015/16

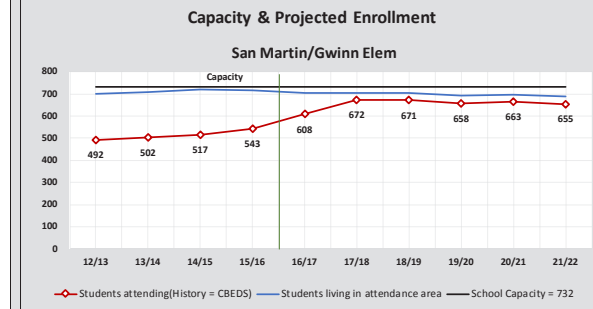


San Martin/Gwinn Elem
Transfer Students



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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

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
15/16	543	26	17	732	0	0	-7	189	0
16/17	608	65	19	732	0	0	-5	124	0
17/18	672	64	20	732	0	0	-3	60	0
18/19	671	-1	20	732	0	0	-3	61	0
19/20	658	-13	20	732	0	0	-3	74	0
20/21	663	5	20	732	0	0	-4	69	0
21/22	655	-8	20	732	0	0	-4	77	0

* Based on Students Attending (Squares on Graph)
Classroom Count = 29

YEAR:	Students in boundary					Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	16/17 Projection	Net Change
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15	Intra		Inter				
T K	0	4	15	17								0	0	0
K	80	76	72	63	-4	-4	-9	0	23.8%	0.0%	78	81	3	
1	74	77	85	72	-3	9	0	3	9.7%	4.2%	82	76	-6	
2	80	72	77	90	-2	0	5	2	-7.8%	2.2%	85	69	-16	
3	68	85	69	80	5	-3	3	1	5.0%	3.8%	85	96	11	
4	72	72	87	68	4	2	-1	1	16.2%	2.9%	74	86	12	
5	82	72	78	89	0	6	2	3	-19.1%	2.2%	68	49	-19	
6	87	82	73	76	0	1	-2	-1	-27.6%	1.3%	54	66	12	
7	86	85	82	74	-2	0	1	0	-13.5%	0.0%	0	66	66	
8	70	85	82	86	-1	-3	4	1	-11.6%	0.0%	0	0	0	
SDC											17	19	2	
Totals	699	710	720	715	-0.3	0.9	0.3	1.1	-3.1%	2.1%	543	608	65	



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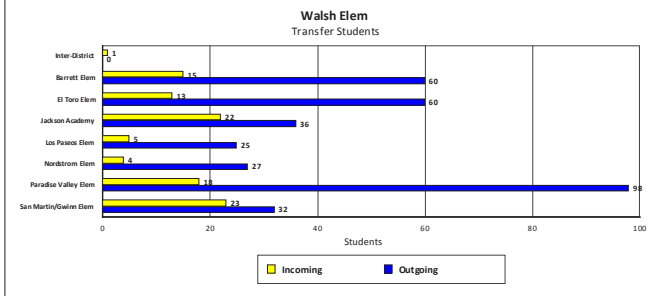
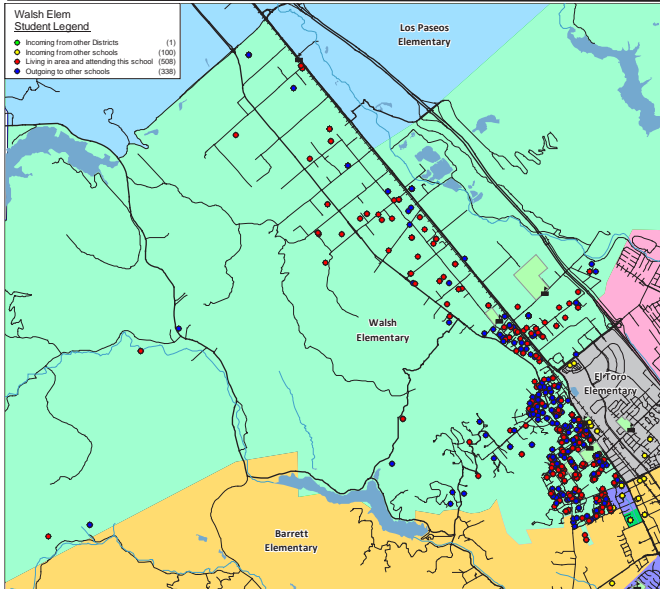
SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

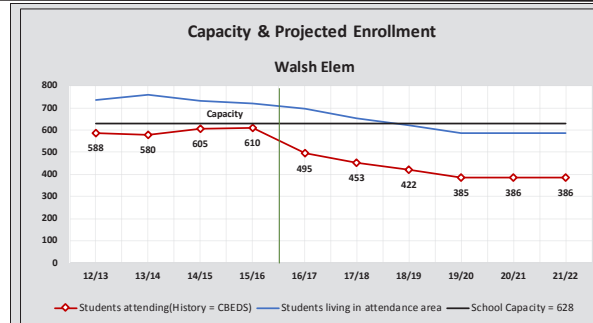
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Morgan Hill Unified School District Demographic Study DRAFT 2015/16



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 25
Grades Served = K - 5

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
15/16	610	5	23	628	0	0	-1	18	
16/17	495	-115	14	628	0	0	-6	133	86
17/18	453	-42	12	628	0	0	-7	175	43
18/19	422	-31	11	628	0	0	-8	206	5
19/20	385	-37	11	628	0	0	-9	243	0
20/21	386	1	11	628	0	0	-9	242	0
21/22	386	0	11	628	0	0	-9	242	0

* Based on Students Attending (Squares on Graph)
Classroom Count = 25

YEAR:	Students in boundary					Historic Cohorts		Weighted Average	Attendance Factors		Current Enrollment	16/17 Projection	Net Change
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15		Intra	Inter			
Grade													
T K	0	17	15	33							50	51	1
K	119	127	94	91	8	-33	-3	-1	-24.2%	1.1%	70	74	4
1	143	112	125	87	-7	-2	-7	-3	-31.0%	0.0%	60	62	2
2	133	135	110	122	-8	-2	-3	-4	-29.5%	0.0%	79	43	-36
3	121	133	127	119	0	-8	9	2	-44.5%	0.0%	63	71	8
4	114	116	134	135	-5	1	8	4	-26.7%	0.0%	94	86	-8
5	104	118	125	133	4	9	-1	3	-33.1%	0.0%	87	94	7
6	0	0	0	0				0	0.0%	0.0%	84	0	-84
SOC											23	14	-9
Totals	734	758	730	720	-1.1	-5.0	0.4	0.1	-31.5%	0.2%	610	495	-115

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6.2 APPENDIX DEMOGRAPHICS REPORT

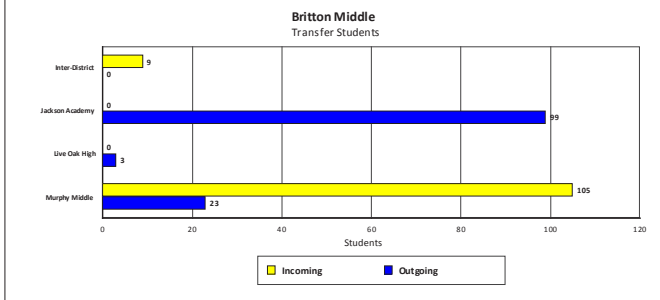
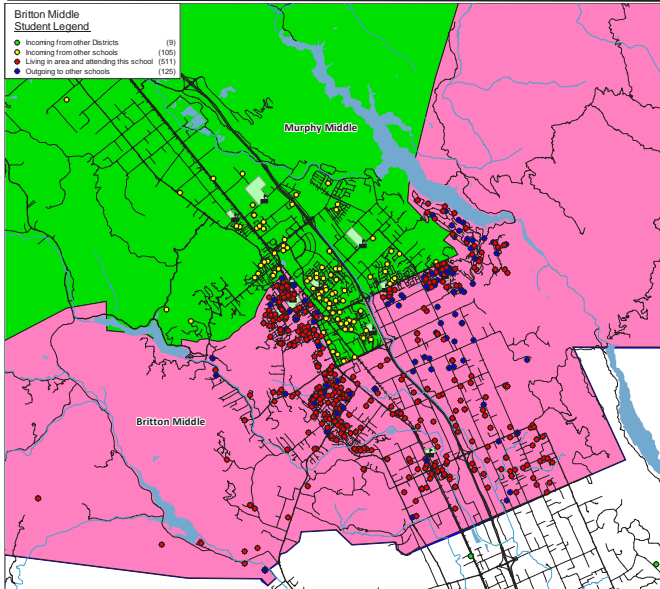
SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

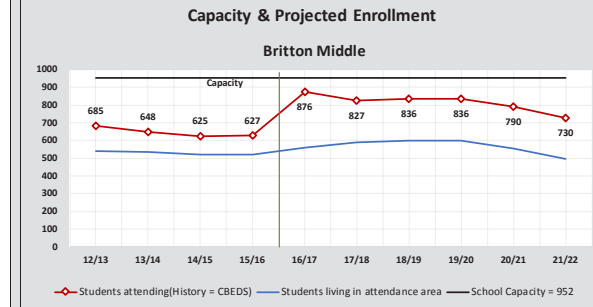
FMPC MEETING MINUTES

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Morgan Hill Unified School District Demographic Study DRAFT 2015/16



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 34
Grades Served = 6 - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
15/16	627	2	15	952	0	0	-12	325	
16/17	876	249	21	952	0	0	-3	76	124
17/18	827	-49	20	952	0	0	-4	125	87
18/19	836	9	20	952	0	0	-4	116	8
19/20	836	0	20	952	0	0	-4	116	5
20/21	790	-46	19	952	0	0	-5	162	5
21/22	730	-60	17	952	0	0	-8	222	45

* Based on Students Attending (Squares on Graph)
Classroom Count = 34

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	16/17 Projection	Net Change
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15		Intra	Inter			
Grade													
T K	0	27	52	54							0	0	0
K	209	196	128	120	-13	-68	-8	-1	0.0%	0.0%	0	0	0
1	193	194	200	150	-15	4	22	10	0.0%	0.0%	0	0	0
2	194	189	188	197	-4	-6	-3	-4	0.0%	0.0%	0	0	0
3	188	192	190	186	-2	1	-2	-1	0.0%	0.0%	0	0	0
4	178	186	202	198	-2	10	8	7	0.0%	0.0%	0	0	0
5	173	179	186	205	1	0	3	2	0.0%	0.0%	0	0	0
6	188	169	179	188	-4	0	2	0	45.2%	1.6%	0	297	297
7	191	185	167	171	-3	-2	-8	-5	39.2%	2.3%	296	239	-57
8	162	180	174	162	-11	-11	-5	-8	43.8%	3.1%	316	319	3
SDC											15	21	6
Totals	1676	1697	1666	1631	-5.9	-8.0	1.0	0.0	42.7%	2.3%	627	876	249



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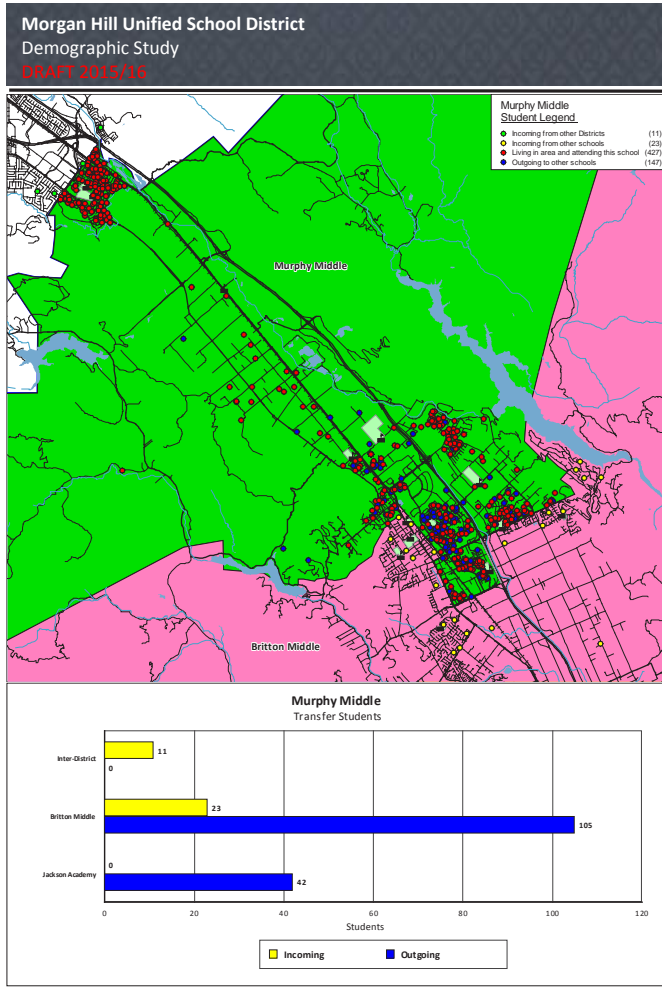
6.2 APPENDIX DEMOGRAPHICS REPORT

SCHEDULE

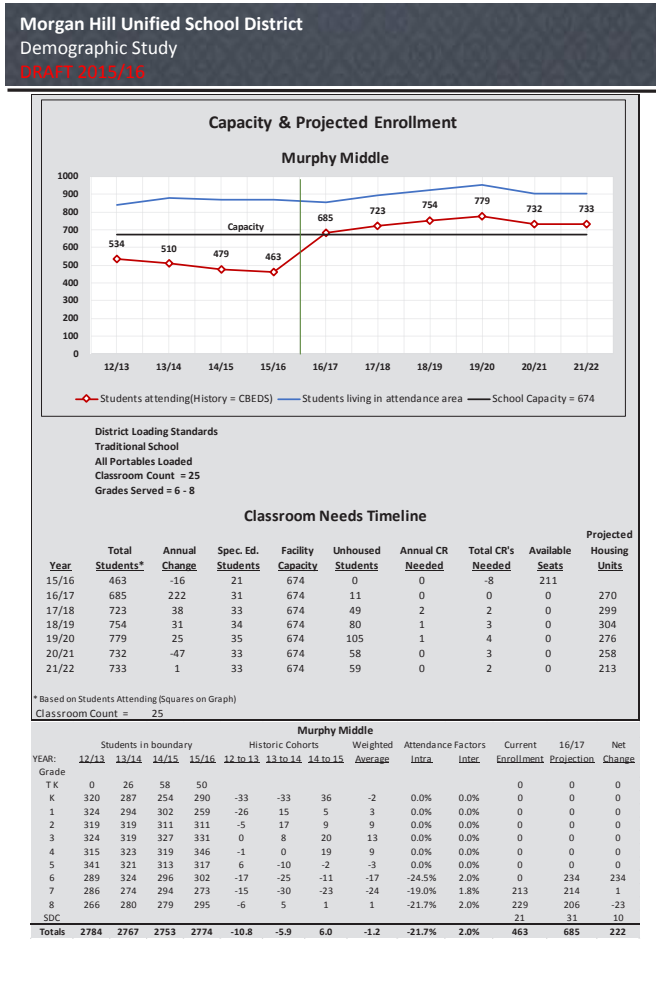
DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES



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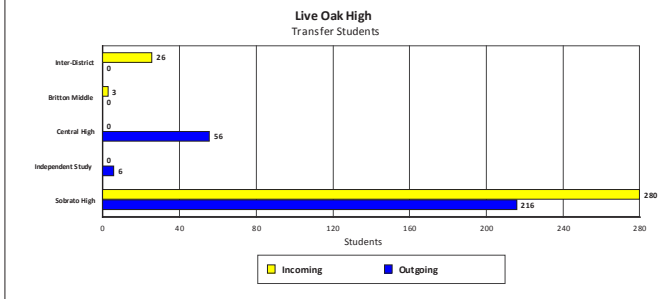
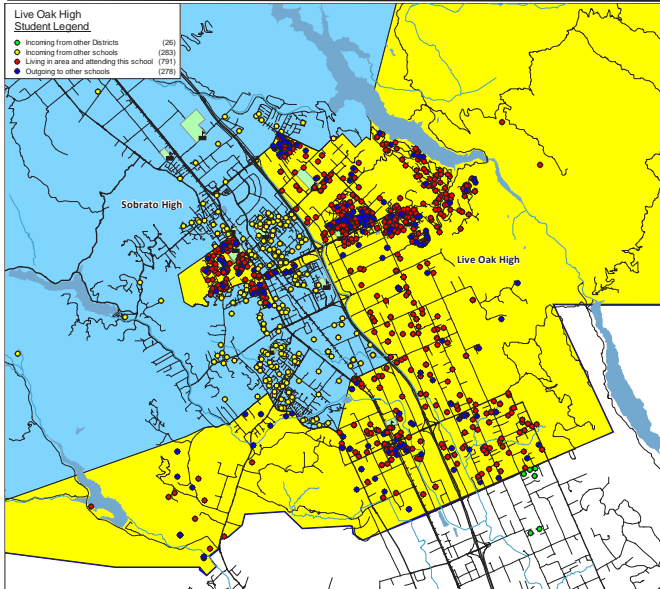
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DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

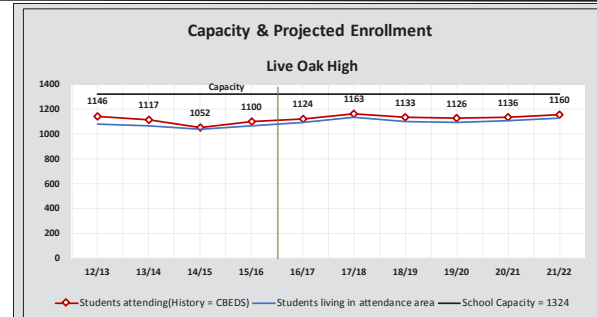
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Morgan Hill Unified School District Demographic Study DRAFT 2015/16



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Morgan Hill Unified School District Demographic Study DRAFT 2015/16



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 48
Grades Served = 9 - 12

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
15/16	1100	48	42	1324	0	0	-8	224	0
16/17	1124	24	43	1324	0	0	-7	200	43
17/18	1163	39	43	1324	0	0	-5	161	45
18/19	1133	-30	43	1324	0	0	-6	191	61
19/20	1126	-7	43	1324	0	0	-7	198	57
20/21	1136	10	43	1324	0	0	-6	188	57
21/22	1160	24	43	1324	0	0	-5	164	65

* Based on Students Attending (Squares on Graph)
Classroom Count = 48

YEAR:	Students in boundary					Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	16/17 Projection	Net Change
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15	Ultra		Inter				
Grade														
T K	0	21	49	51								0	0	0
K	274	252	250	245	-22	-2	-5	-2	0.0%	0.0%	0	0	0	0
1	284	266	279	246	-8	27	-4	6	0.0%	0.0%	0	0	0	0
2	268	271	278	293	-13	12	14	9	0.0%	0.0%	0	0	0	0
3	235	266	266	286	-2	-5	8	2	0.0%	0.0%	0	0	0	0
4	280	235	263	284	0	-3	18	8	0.0%	0.0%	0	0	0	0
5	269	281	230	261	1	-5	-2	-3	0.0%	0.0%	0	0	0	0
6	269	257	273	232	-12	-8	2	-4	0.0%	0.0%	0	0	0	0
7	271	254	258	261	-15	1	-12	-8	0.0%	0.0%	0	0	0	0
8	229	259	249	260	-12	-5	2	-3	0.0%	0.0%	0	-3	-3	-3
9	255	236	267	272	7	8	23	15	12.1%	0.4%	285	288	3	3
10	277	262	244	280	7	8	13	10	-0.7%	3.6%	282	285	3	3
11	292	286	256	252	9	-6	8	4	3.2%	2.8%	263	296	33	33
12	258	283	272	263	-9	-14	7	-3	-13.3%	3.0%	228	215	-13	-13
SDC											42	43	1	1
Totals	3461	3429	3434	3486	-5.3	0.6	5.5	2.4	0.3%	2.4%	1100	1124	24	24



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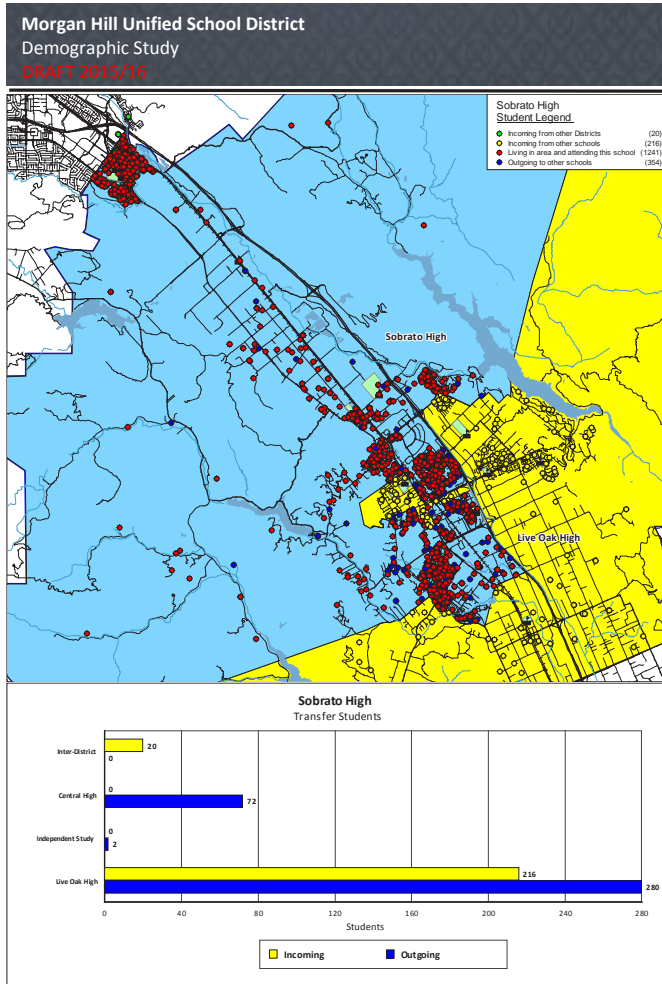
6.2 APPENDIX DEMOGRAPHICS REPORT

SCHEDULE

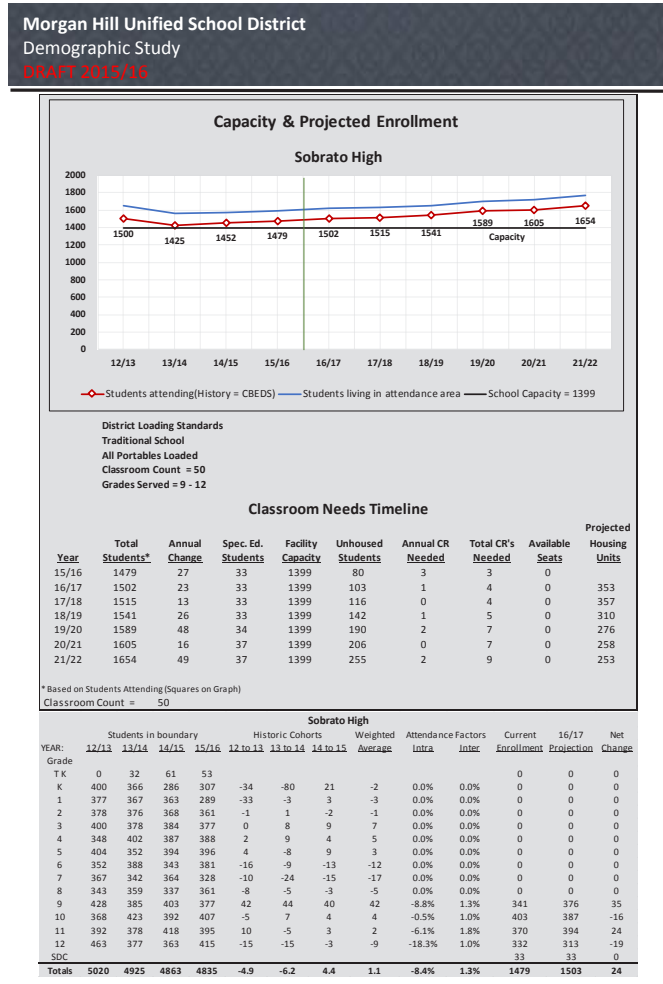
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TOTAL PROGRAM DETAILED COST

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6.2 APPENDIX DEMOGRAPHICS REPORT

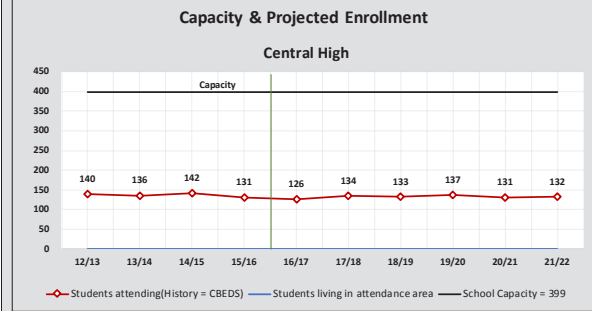
SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Morgan Hill Unified School District Demographic Study DRAFT 2015/16



District Loading Standards
Traditional School
All Portables Loaded
Classroom Count = 17
Grades Served = 10 - 12

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Facility Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
15/16	131	-11	10	399	0	0	-11	268	
16/17	126	-5	13	399	0	0	-11	273	396
17/18	134	8	13	399	0	0	-11	265	402
18/19	133	-1	13	399	0	0	-11	266	371
19/20	137	4	13	399	0	0	-11	262	333
20/21	131	-6	13	399	0	0	-11	268	315
21/22	132	1	13	399	0	0	-11	267	318

* Based on Students Attending (Squares on Graph)
Classroom Count = 17

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	16/17 Projection	Net Change
	12/13	13/14	14/15	15/16	12 to 13	13 to 14	14 to 15		Intra	Inter			
K	674	671	646	656	-3	-25	10	-5	0.0%	0.0%	0	0	0
1	661	633	642	535	-41	-29	-111	-36	0.0%	0.0%	0	0	0
2	646	647	646	654	-14	13	12	8	0.0%	0.0%	0	0	0
3	635	644	650	663	-2	3	17	9	0.0%	0.0%	0	0	0
4	628	637	650	672	2	6	22	13	0.0%	0.0%	0	0	0
5	673	633	624	657	5	-13	7	0	0.0%	0.0%	0	0	0
6	621	645	616	613	-28	-17	-11	-16	0.0%	0.0%	0	0	0
7	638	596	622	589	-25	-23	-27	-25	0.0%	0.0%	0	0	0
8	572	618	586	621	-20	-10	-1	-7	0.0%	0.0%	0	0	0
9	683	621	670	649	49	52	63	57	0.0%	0.0%	0	0	0
10	645	685	636	687	2	15	17	14	0.0%	0.3%	1	0	-1
11	684	664	674	647	19	-11	11	5	0.0%	2.5%	16	16	0
12	721	660	635	678	-24	-29	4	-12	0.0%	16.4%	104	97	-7
SDC											10	13	3
Totals	8481	8354	8297	8321	-6.2	-5.2	1.0	0.4	0.0%	9.6%	131	126	-5



Morgan Hill Unified School District Demographic Study DRAFT 2015/16

Student Attendance Matrix

SCHOOL:	SCHOOL OF ATTENDANCE														Total Remaining	
	Barrett Elem	El Toro Elem	Jackson Academy	Los Pinos Elem	Nordstrom Elem	Paradise Valley Elem	San Martin/Owens Elem	Walsh Elem	Benton Middle	Murphy Middle	Live Oak High	Sostrato High	Cent of High	Independent Study		Home Study
Inter-District	24	2	12	26	6	6	13	1	9	11	26	20	2	0	3	162
Barrett Elem	425	24	16	5	11	27	31	15	0	0	0	0	0	0	1	555
El Toro Elem	22	319	51	8	21	16	9	13	0	0	0	0	0	0	0	459
Jackson Academy	18	6	271	3	22	21	29	22	0	0	0	0	0	0	0	392
Los Pinos Elem	0	1	3	514	3	0	4	5	0	0	0	0	0	0	1	531
Nordstrom Elem	9	20	20	9	573	1	15	4	0	0	0	0	0	0	0	651
Paradise Valley Elem	15	2	10	1	4	399	12	18	0	0	0	0	0	0	1	462
San Martin/Owens Elem	26	33	20	4	12	62	395	23	0	0	0	0	0	0	0	555
Walsh Elem	60	60	36	25	27	98	32	508	0	0	0	0	0	0	0	846
Benton Middle	0	0	99	0	0	0	0	0	511	23	3	0	0	0	0	636
Murphy Middle	0	0	42	0	0	0	0	0	105	427	0	0	0	0	0	574
Live Oak High	0	0	0	0	0	0	0	0	0	791	216	56	6	0	0	1,069
Sostrato High	0	0	0	0	0	0	0	0	0	280	1,241	73	2	0	0	1,596
Correction Factor*	1	3	-10	0	2	1	3	1	2	6	0	2	2	3	0	16
Total Attending	600	450	571	595	681	631	543	610	627	467	1,100	1,479	133	11	6	8,504
Intra-In	150	126	297	55	100	225	132	100	105	23	283	216	129	8	3	1,952
Inter-In	174	2	13	26	6	6	13	1	9	11	26	20	2	0	3	162
Total In-Flow	324	128	310	81	106	231	145	101	114	34	309	236	131	8	6	2,114
Intra-Outs	130	140	121	17	78	63	160	338	125	147	278	355	0	0	0	1,952
% In Flow Students	29.0%	28.4%	54.3%	13.6%	15.6%	36.6%	26.7%	16.6%	18.2%	7.3%	28.1%	16.0%	98.5%	72.7%	100.0%	24.9%
% Out Flow Students	23.4%	30.5%	20.9%	3.2%	12.0%	13.6%	28.6%	40.0%	19.2%	25.6%	26.0%	22.2%	0.0%	0.0%	0.0%	23.0%

* The correction factor represents the difference between the student data downloaded counts and the actual Calpads counts.

This chart summarizes the transfers in and out of each school as were 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.



6.2 APPENDIX DEMOGRAPHICS REPORT

SCHEDULE

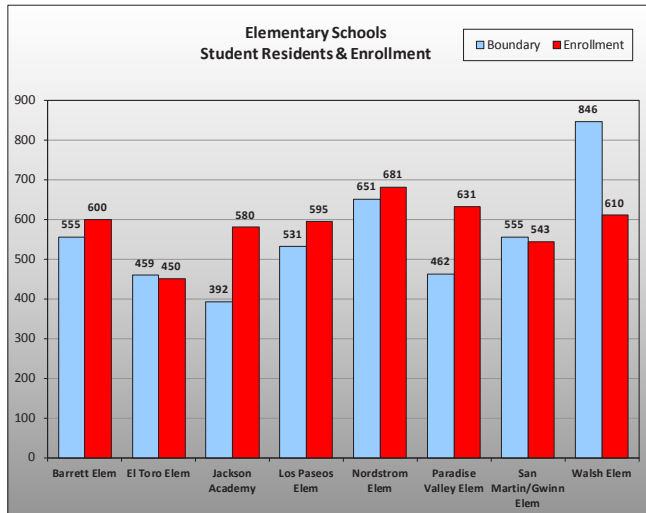
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TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Morgan Hill Unified School District
Demographic Study
DRAFT 2015/16

Student Residency and Enrollment Comparison



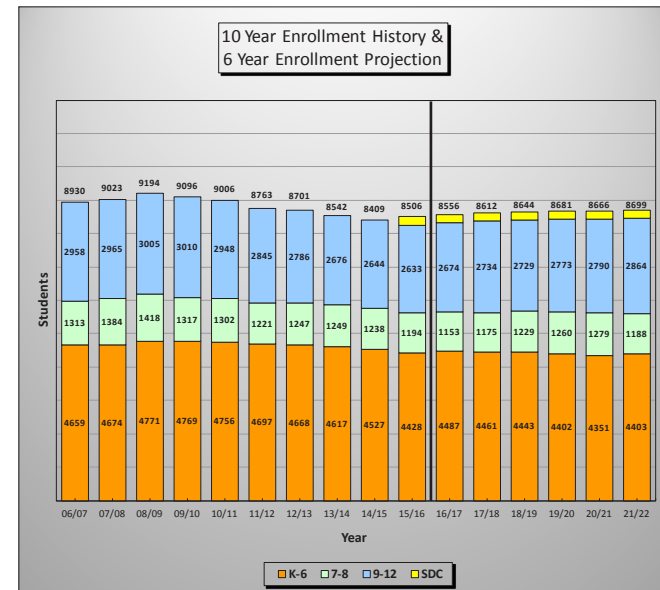
This chart compares each individual elementary school enrollment to the students that reside within the school attendance boundary. Utilizing this data helps make it easy to see which schools have the largest and smallest enrollments as well as which boundaries are most populated. Schools with more students 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
DRAFT 2015/16

District Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2015/16, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 8,699 students in the District in six years.



6.2 APPENDIX DEMOGRAPHICS REPORT

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DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

**Morgan Hill Unified School District
Demographic Study
DRAFT 2015/16**

One Year Enrollment Projection Summary

Morgan Hill Unified School District Enrollment Projections YEAR 16/17, 1 Year Proj.																
School	TK	K	1	2	3	4	5	6	7	8	9	10	11	12	SDC	TOTAL
Barrett Elem	0	70	80	76	93	84	97	0	0	0	0	0	0	0	9	509
El Toro Elem	51	56	61	51	66	59	61	0	0	0	0	0	0	0	0	405
Jackson Academy	0	52	53	68	61	71	77	59	44	67	0	0	0	0	2	554
Los Paseos Elem	1	70	65	75	82	99	85	0	0	0	0	0	0	0	24	501
Nordstrom Elem	2	82	102	93	102	100	112	0	0	0	0	0	0	0	14	607
Paradise Valley Elem	0	83	70	70	102	95	110	0	0	0	0	0	0	0	18	548
San Martin/Gwinn Elem	0	81	76	69	96	86	49	66	66	0	0	0	0	0	19	608
Walsh Elem	51	74	62	43	71	86	94	0	0	0	0	0	0	0	14	495
Britton Middle	0	0	0	0	0	0	0	297	239	319	0	0	0	0	21	876
Murphy Middle	0	0	0	0	0	0	0	234	214	206	0	0	0	0	31	685
Live Oak High	0	0	0	0	0	0	0	0	0	-3	288	285	296	215	43	1,124
Sobrato High	0	0	0	0	0	0	0	0	0	0	376	387	394	312	33	1,502
Central High	0	0	0	0	0	0	0	0	0	0	0	0	16	97	13	126
Independent Study	0	0	0	0	0	0	0	0	1	0	1	2	5	1	1	10
Home Study	0	0	0	1	2	0	1	2	0	0	0	0	0	0	0	6
Totals	105	568	569	546	675	680	686	658	563	590	664	673	708	629	242	8,556
Current CBEDS	105	548	537	646	662	662	659	609	573	621	626	687	651	669	251	8,506
Net Change	0	20	32	-100	13	18	27	49	-10	-31	38	-14	57	-40	-9	50
Cohort Change			21	9	29	18	24	-1	-46	17	43	47	21	-22		

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.



**Morgan Hill Unified School District
Demographic Study
DRAFT 2015/16**

Enrollment Projection Summary by Grade

Morgan Hill Unified School District Enrollment Projection Summary by Grade							
Grade	Current Enrollment						
	15/16	16/17	17/18	18/19	19/20	20/21	21/22
TK	105	105	103	106	108	108	108
K	548	568	554	581	585	588	591
1	537	569	588	577	599	604	607
2	646	546	577	594	582	604	609
3	662	675	570	599	616	602	624
4	662	680	689	584	613	628	613
5	659	686	700	709	601	628	645
6	609	658	680	693	698	589	606
7	573	563	596	617	628	635	533
8	621	590	579	612	632	644	655
9	626	664	633	639	674	696	707
10	687	673	712	679	684	717	741
11	651	708	695	733	698	701	736
12	669	629	694	678	717	676	680
SDC	251	242	242	243	246	246	244
Total K-6	4,428	4,487	4,461	4,443	4,402	4,351	4,403
Total 7-8	1,194	1,153	1,175	1,229	1,260	1,279	1,188
Total 9-12	2,633	2,674	2,734	2,729	2,773	2,790	2,864
Total SDC	251	242	242	243	246	246	244
District Total:	8,506	8,556	8,612	8,644	8,681	8,666	8,699



6.2 APPENDIX DEMOGRAPHICS REPORT

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DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Morgan Hill Unified School District
Demographic Study
DRAFT 2015/16

Enrollment Projection Summary by School

Morgan Hill Unified School District Enrollment Projection Summary by School							
School	Current Enrollment						
	15/16	16/17	17/18	18/19	19/20	20/21	21/22
Barrett Elem	600	509	511	527	519	513	517
El Toro Elem	450	405	420	429	436	455	466
Jackson Academy	580	554	541	562	578	583	590
Los Paseos Elem	595	501	493	480	470	470	475
Nordstrom Elem	681	607	602	615	637	656	649
Paradise Valley Elem	631	548	542	525	515	530	536
San Martin/Gwinn Elem	543	608	672	671	658	663	655
Walsh Elem	610	495	453	422	385	386	386
Elementary Totals	4,690	4,227	4,234	4,231	4,198	4,256	4,274
Britton Middle	627	876	827	836	836	790	730
Murphy Middle	463	685	723	754	779	732	733
Middle Totals	1,090	1,561	1,550	1,590	1,615	1,522	1,463
Live Oak High	1,100	1,124	1,163	1,133	1,126	1,136	1,160
Sobrato High	1,479	1,502	1,515	1,541	1,589	1,605	1,654
High Totals	2,579	2,626	2,678	2,674	2,715	2,741	2,814
Central High	131	126	134	133	137	131	132
Independent Study	10	10	10	10	10	10	10
Home Study	6	6	6	6	6	6	6
Other Totals	147	142	150	149	153	147	148
District Totals	8,506	8,556	8,612	8,644	8,681	8,666	8,699
Annual Change		50	56	32	37	-15	33



Morgan Hill Unified School District
Demographic Study
DRAFT 2015/16

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.

School Facility Utilization		2015/16		2021/22	
District	Current	Projected	Current	Projected	
Elementary Schools					
Barrett Elem	21	522	600	517	114.9%
El Toro Elem	21	534	450	466	84.3%
Jackson Academy	21	559	580	590	103.8%
Los Paseos Elem	23	563	595	475	105.7%
Nordstrom Elem	26	652	681	649	104.4%
Paradise Valley Elem	23	563	631	536	112.1%
San Martin/Gwinn Elem	29	732	543	655	74.2%
Walsh Elem	25	628	610	386	97.1%
Sub-Totals	189	4,753	4,690	4,274	98.7%
Middle Schools					
Britton Middle	34	952	627	730	65.9%
Murphy Middle	25	674	463	733	68.7%
Sub-Totals	59	1,626	1,090	1,463	67.0%
High Schools					
Live Oak High	48	1,324	1,100	1,160	83.1%
Sobrato High	50	1,399	1,479	1,654	105.7%
Sub-Totals	98	2,723	2,579	2,814	94.7%
Other Schools					
Central High	17	399	131	132	
Independent Study	0	0	10	10	
Home Study	0	0	6	6	
Sub-Totals	17	399	147	148	
District Totals	363	9,501	8,506	8,699	89.5%

For 2015, the most under-utilized school is Britton Middle and the highest utilization is at Barrett Elementary.



6.2 APPENDIX DEMOGRAPHICS REPORT

SCHEDULE

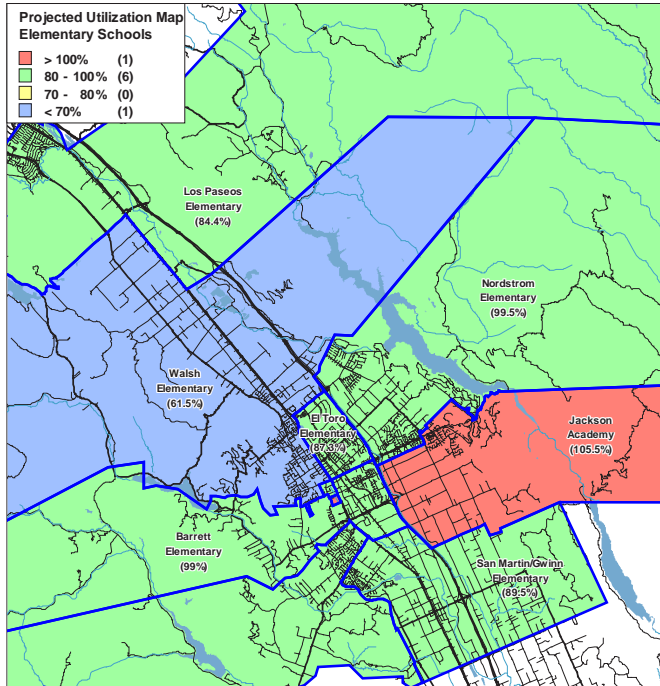
DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

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Morgan Hill Unified School District
Demographic Study
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The color-coded map below shows the projected utilization for the elementary schools.



6.3 APPENDIX TOTAL PROGRAM DETAILED COST

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DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES



Morgan Hill USD Masterplan
Morgan Hill, CA
July 24, 2017

Prepared For LPA, Inc.

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) Off-site 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.

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Morgan Hill USD Masterplan
Morgan Hill, CA
July 24, 2017

Program Scope	School Site							
	2001	1992	1977/2014/2016	1974/2002/2014	1963/2014	1978/2014	1955/2017	
	Barrett ES	El Toro Health Science Academy	Jackson Academy of Math and Music	Los Paseos ES	Nordstrom ES	Paradise Valley Engineering Academy	SG Borello Future ES	San Martin / Gwinn Environmental Science Academy
A. Modernize / Reconfigure Existing Classrooms	\$ 3,929,000	\$ 3,223,000	\$ -	\$ 1,849,000	\$ -	\$ 1,139,000	\$ -	\$ -
B. Existing Building Systems, Toilets and Improved Energy Efficiency	\$ 3,287,000	\$ 2,301,000	\$ -	\$ 1,428,000	\$ -	\$ -	\$ -	\$ -
C. Site Utilities	\$ 26,000	\$ 27,000	\$ 354,000	\$ 787,000	\$ 407,000	\$ 772,000	\$ 1,377,000	\$ 780,000
D. New Construction (Classrooms)	\$ -	\$ 5,782,000	\$ 19,639,000	\$ 14,269,000	\$ 24,768,000	\$ 7,175,000	\$ 25,114,000	\$ 10,812,000
E. Science, Arts, CTE and Elective Programs	\$ 862,000	\$ -	\$ 3,959,000	\$ 2,172,000	\$ 1,980,000	\$ -	\$ -	\$ 1,569,000
F. Performing Arts Improvements	\$ -	\$ -	\$ 1,627,000	\$ 630,000	\$ -	\$ -	\$ -	\$ 765,000
G. MPR, Student Union and Food Service Improvements	\$ 2,454,000	\$ 2,957,000	\$ 9,815,000	\$ 2,594,000	\$ 7,716,000	\$ 539,000	\$ 6,914,000	\$ 9,122,000
H. Physical Education Improvements	\$ -	\$ -	\$ 862,000	\$ -	\$ -	\$ -	\$ -	\$ 797,000
I. Staff and Parent Support	\$ 1,941,000	\$ 2,082,000	\$ 5,789,000	\$ 3,912,000	\$ 2,949,000	\$ 1,567,000	\$ 2,522,000	\$ -
J. Media Center and Student Support Services	\$ 812,000	\$ 2,508,000	\$ 6,204,000	\$ 5,435,000	\$ 4,137,000	\$ 2,655,000	\$ 2,442,000	\$ 760,000
K. Safety and Security	\$ 302,000	\$ 723,000	\$ 1,495,000	\$ 1,239,000	\$ 422,000	\$ 1,172,000	\$ 873,000	\$ 1,848,000
L. Parking and Drop-off	\$ 1,088,000	\$ 974,000	\$ 1,049,000	\$ 1,029,000	\$ 1,672,000	\$ 1,291,000	\$ 3,085,000	\$ 240,000
M. Outdoor Learning Courts, Quads and Landscape	\$ 623,000	\$ 800,000	\$ 257,000	\$ 312,000	\$ 322,000	\$ 398,000	\$ 1,107,000	\$ 1,272,000
N. Exterior Play Spaces, Playfields and Hardcourts	\$ 1,316,000	\$ 2,551,000	\$ 2,525,000	\$ 1,864,000	\$ 2,288,000	\$ 1,783,000	\$ 4,233,000	\$ 3,553,000
O. Instructional Design Furniture	\$ 732,000	\$ 788,000	\$ 900,000	\$ 900,000	\$ 900,000	\$ 591,000	\$ 816,000	\$ 507,000
P. Technology Infrastructure and Equipment	\$ 351,000	\$ 257,000	\$ -	\$ 162,000	\$ -	\$ 135,000	\$ -	\$ -
TOTAL PROJECT COST	\$ 17,723,000	\$ 24,973,000	\$ 54,475,000	\$ 38,582,000	\$ 47,561,000	\$ 19,217,000	\$ 48,483,000	\$ 32,025,000
Technology - Student Devices								
TOTAL PROJECT COST								



6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Morgan Hill USD Masterplan
Morgan Hill, CA
July 24, 2017

Program Scope	1952/2015	1960	1940	1978/2016	2004	1975/1999	1960/2014	1978/2000	District Office	Total
	School Site									
	PA Walsh STEAM Academy	Encinal Site	Britton MS	Martin Murphy MS	Ann Sobrato HS	Live Oak HS	LBJ Education Center	ACT Education Center		
A. Modernize / Reconfigure Existing Classrooms	\$ -	\$ 1,555,000	\$ 2,468,000	\$ 3,915,000	\$ 6,611,000	\$ 5,265,000	\$ -	\$ -	\$ -	\$ 29,954,000
B. Existing Building Systems, Toilets and Improved Energy Efficiency	\$ -	\$ 1,118,000	\$ 1,683,000	\$ 3,557,000	\$ 4,625,000	\$ 1,700,000	\$ -	\$ -	\$ 80,000	\$ 19,779,000
C. Site Utilities	\$ 445,000	\$ 761,000	\$ 467,000	\$ 1,043,000	\$ 1,360,000	\$ 1,836,000	\$ 337,000	\$ 826,000	\$ 98,000	\$ 11,703,000
D. New Construction (Classrooms)	\$ 22,754,000	\$ 14,426,000	\$ -	\$ -	\$ -	\$ 17,928,000	\$ -	\$ 11,803,000	\$ -	\$ 174,470,000
E. Science, Arts, CTE and Elective Programs	\$ 3,585,000	\$ 6,599,000	\$ 4,959,000	\$ 1,265,000	\$ 6,565,000	\$ 44,186,000	\$ 1,740,000	\$ 5,693,000	\$ -	\$ 85,134,000
F. Performing Arts Improvements	\$ 978,000	\$ 959,000	\$ 1,348,000	\$ 2,146,000	\$ -	\$ 11,026,000	\$ -	\$ -	\$ -	\$ 19,479,000
G. MPR, Student Union and Food Service Improvements	\$ 8,239,000	\$ 539,000	\$ 2,070,000	\$ 802,000	\$ 9,616,000	\$ 13,718,000	\$ 1,034,000	\$ -	\$ -	\$ 78,129,000
H. Physical Education Improvements	\$ -	\$ -	\$ 3,840,000	\$ 1,752,000	\$ 2,199,000	\$ 10,373,000	\$ 13,777,000	\$ -	\$ -	\$ 33,600,000
I. Staff and Parent Support	\$ 4,389,000	\$ 4,299,000	\$ 449,000	\$ 3,865,000	\$ 2,180,000	\$ 6,885,000	\$ -	\$ 8,740,000	\$ 8,568,000	\$ 60,137,000
J. Media Center and Student Support Services	\$ 5,334,000	\$ 4,890,000	\$ -	\$ 1,676,000	\$ 841,000	\$ 2,297,000	\$ -	\$ -	\$ -	\$ 39,991,000
K. Safety and Security	\$ 732,000	\$ 1,104,000	\$ 3,058,000	\$ 1,618,000	\$ 3,280,000	\$ 4,973,000	\$ 705,000	\$ -	\$ 110,000	\$ 23,654,000
L. Parking and Drop-off	\$ 993,000	\$ 1,050,000	\$ 405,000	\$ 1,112,000	\$ 3,204,000	\$ 1,317,000	\$ 1,523,000	\$ 4,225,000	\$ 290,000	\$ 24,547,000
M. Outdoor Learning Courts, Quads and Landscape	\$ 900,000	\$ 240,000	\$ -	\$ 775,000	\$ 3,074,000	\$ 2,883,000	\$ -	\$ -	\$ -	\$ 12,963,000
N. Exterior Play Spaces, Playfields and Hardcourts	\$ 4,815,000	\$ 2,796,000	\$ 7,399,000	\$ 3,236,000	\$ 13,963,000	\$ 6,862,000	\$ 1,136,000	\$ -	\$ -	\$ 60,320,000
O. Instructional Design Furniture	\$ 816,000	\$ 1,097,000	\$ 422,000	\$ 872,000	\$ 1,632,000	\$ 2,166,000	\$ 113,000	\$ -	\$ -	\$ 13,252,000
P. Technology Infrastructure and Equipment	\$ -	\$ 149,000	\$ 203,000	\$ 419,000	\$ 783,000	\$ 270,000	\$ -	\$ -	\$ -	\$ 2,729,000
TOTAL PROJECT COST	\$ 53,980,000	\$ 41,582,000	\$ 28,771,000	\$ 28,053,000	\$ 59,933,000	\$ 133,685,000	\$ 20,365,000	\$ 31,287,000	\$ 9,146,000	\$ 689,841,000
Technology - Student Devices										\$ 10,000,000
TOTAL PROJECT COST										\$ 699,841,000



6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Morgan Hill USD Masterplan
Morgan Hill, CA
July 24, 2017

	Alternates			
	New MOTT Yard	New District Office	New Central Kitchen	Machado School
Program Scope				
A. Modernize / Reconfigure Existing Classrooms	\$ -	\$ -	\$ -	\$ 266,000
B. Existing Building Systems, Toilets and Improved Energy Efficiency	\$ -	\$ -	\$ -	\$ 188,000
C. Site Utilities	\$ 984,000	\$ 705,000	\$ 370,000	\$ 44,000
D. New Construction (Classrooms)	\$ -	\$ -	\$ -	\$ 2,401,000
E. Science, Arts, CTE and Elective Programs	\$ -	\$ -	\$ -	\$ -
F. Performing Arts Improvements	\$ -	\$ -	\$ -	\$ -
G. MPR, Student Union and Food Service Improvements	\$ -	\$ -	\$ -	\$ -
H. Physical Education Improvements	\$ -	\$ -	\$ -	\$ -
I. Staff and Parent Support	\$ 15,069,000	\$ 13,122,000	\$ 12,861,000	\$ -
J. Media Center and Student Support Services	\$ -	\$ -	\$ -	\$ -
K. Safety and Security	\$ -	\$ -	\$ -	\$ -
L. Parking and Drop-off	\$ 7,015,000	\$ 2,541,000	\$ 1,038,000	\$ -
M. Outdoor Learning Courts, Quads and Landscape	\$ -	\$ -	\$ -	\$ -
N. Exterior Play Spaces, Playfields and Hardcourts	\$ -	\$ -	\$ -	\$ 439,000
O. Instructional Design Furniture	\$ -	\$ -	\$ -	\$ 85,000
P. Technology Infrastructure and Equipment	\$ -	\$ -	\$ -	\$ -
TOTAL PROJECT COST	\$ 23,068,000	\$ 16,368,000	\$ 14,269,000	\$ 3,423,000
Technology - Student Devices				
TOTAL PROJECT COST				



6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Barrett ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 2,954,000	\$ 3,929,000
Existing classrooms (MEP scope covered in Section C)					
Walls					
Repair existing walls	22,590	sf	\$ 5.63	\$ 128,000	
Windows					
Repair existing windows	22,590	sf	\$ 4.50	\$ 102,000	
Doors					
Repair existing doors	22,590	sf	\$ 5.63	\$ 128,000	
Floors					
Replace existing floors	22,590	sf	\$ 18.56	\$ 420,000	
Ceilings					
Replace existing ceilings	22,590	sf	\$ 28.13	\$ 636,000	
Exteriors					
Patch, repair and paint	45,605	sf	\$ 5.63	\$ 257,000	
Roofing					
Replace roofing	45,605	sf	\$ 28.13	\$ 1,283,000	
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 2,471,000	\$ 3,287,000
Restroom upgrades					
Moderate modernization	3,450	sf	\$ 140.63	\$ 486,000	
Building systems					
HVAC upgrades	22,590	sf	\$ 36.00	\$ 814,000	
Plumbing upgrades	22,590	sf	\$ 13.50	\$ 305,000	
EMS systems upgrades	22,590	sf	\$ 8.44	\$ 191,000	
Lighting and controls upgrades	22,590	sf	\$ 22.50	\$ 509,000	
Convenience power upgrades	22,590	sf	\$ 7.31	\$ 166,000	
C. Site Utilities				\$ 19,000	\$ 26,000
Based on entire campus area, upgrade existing utilities:					
Domestic and fire water service	419,918	sf	\$ 0.05	\$ 19,000	Allowance to replace BFP
D. New Construction (Classrooms)				\$ -	\$ -
No scope in this category					
E. Science, Arts, CTE and Elective Programs				\$ 648,000	\$ 862,000
Elementary maker space, science and art labs					
Reconfigure	1,920	sf	\$ 337.50	\$ 648,000	
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					
G. MPR, Student Union and Food Service Improvements				\$ 1,845,000	\$ 2,454,000
MPR / student union					
Moderate modernization	5,950	sf	\$ 196.88	\$ 1,172,000	includes AV and acoustics
Food service					
Moderate modernization	1,425	sf	\$ 219.38	\$ 313,000	
New lunch shelter	3,200	sf	\$ 112.50	\$ 360,000	addition to existing

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Barrett ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					
I. Staff and Parent Support				\$ 1,459,000	\$ 1,941,000
Administration					
Moderate modernization	4,310	sf	\$ 151.88	\$ 655,000	
Admin, one story building	938	sf	\$ 440.44	\$ 413,000	addition to existing
Site improvements surrounding building pad	938	sf	\$ 47.25	\$ 45,000	
Staff work rooms					
Moderate modernization	1,875	sf	\$ 151.88	\$ 285,000	
Parent resource center					
Moderate modernization	400	sf	\$ 151.88	\$ 61,000	
J. Media Center and Student Support Services				\$ 610,000	\$ 812,000
Elementary school media center and innovation lab					
Moderate modernization	2,935	sf	\$ 168.75	\$ 496,000	
Student services					
Moderate modernization	750	sf	\$ 151.88	\$ 114,000	
K. Safety and Security				\$ 227,000	\$ 302,000
Decorative metal fencing and gates					
	110	lf	\$ 315.00	\$ 35,000	
New exterior lighting for student safety					
	1	ls	\$ 45,000.00	\$ 45,000	
New safety locks to existing classroom doors					
	40	ea	\$ 564.75	\$ 23,000	
Low voltage upgrades					
Other security systems	45,605	sf	\$ 2.70	\$ 124,000	
L. Parking and Drop-off				\$ 818,000	\$ 1,088,000
Resurface and repair existing parking lot					
	44,540	sf	\$ 8.23	\$ 367,000	
New parking lot					
	9,360	sf	\$ 20.25	\$ 190,000	
New drop-off area					
	10,000	sf	\$ 22.50	\$ 225,000	
New concrete pedestrian paving					
	1,000	sf	\$ 20.25	\$ 21,000	
Remove portable classrooms	1	ea	\$ 14,160.00	\$ 15,000	YMCA portable
M. Outdoor Learning Courts, Quads and Landscape				\$ 468,000	\$ 623,000
New learning courts					
	21,300	sf	\$ 21.94	\$ 468,000	includes drinking fountains
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 989,000	\$ 1,316,000
Pre-school and kindergarten play yard					
New rubber surfacing	1,500	sf	\$ 24.75	\$ 38,000	
Elementary play yard and hardcourts					
New rubber surfacing	6,300	sf	\$ 24.75	\$ 156,000	
Play apparatus	2	ea	\$ 86,625.00	\$ 174,000	
Resurface and repair hardcourts	61,200	sf	\$ 6.75	\$ 414,000	
New hardcourts	15,300	sf	\$ 13.50	\$ 207,000	
O. Instructional Design Furniture				\$ 732,000	\$ 732,000
Instructional design furniture per classroom (direct cost)					
	26	ea	\$ 28,125.00	\$ 732,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Barrett ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
P. Technology Infrastructure and Equipment				\$ 351,000	\$ 351,000
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	26	ea	\$ 13,500.00	\$ 351,000	
TOTAL PROJECT COSTS (2017\$)				\$ 13,591,000	\$ 17,723,000

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El Toro Health Science Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 2,423,000	\$ 3,223,000
Existing classrooms (MEP scope covered in Section C)					
Walls					
Repair existing walls	17,280	sf	\$ 5.63	\$ 98,000	
Windows					
Repair existing windows	17,280	sf	\$ 4.50	\$ 78,000	
Doors					
Repair existing doors	17,280	sf	\$ 5.63	\$ 98,000	
Floors					
Replace existing floors	17,280	sf	\$ 18.56	\$ 321,000	
Ceilings					
Replace existing ceilings	17,280	sf	\$ 28.13	\$ 486,000	
Exteriors					
Patch, repair and paint	39,730	sf	\$ 5.63	\$ 224,000	
Roofing					
Replace roofing	39,730	sf	\$ 28.13	\$ 1,118,000	
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 1,730,000	\$ 2,301,000
Restroom upgrades					
Moderate modernization	1,500	sf	\$ 140.63	\$ 211,000	
Building systems					
HVAC upgrades	17,280	sf	\$ 36.00	\$ 623,000	
Plumbing upgrades	17,280	sf	\$ 13.50	\$ 234,000	
EMS systems upgrades	17,280	sf	\$ 8.44	\$ 146,000	
Lighting and controls upgrades	17,280	sf	\$ 22.50	\$ 389,000	
Convenience power upgrades	17,280	sf	\$ 7.31	\$ 127,000	
C. Site Utilities				\$ 20,000	\$ 27,000
Based on entire campus area, upgrade existing utilities;					
Domestic and fire water service	553,212	sf	\$ 0.04	\$ 20,000	Allowance to replace BFP
D. New Construction (Classrooms)				\$ 4,347,000	\$ 5,782,000
Pre-school and kindergarten					
Remove portable classrooms	2	ea	\$ 13,500.00	\$ 27,000	
Classrooms, one story building	8,991	sf	\$ 433.12	\$ 3,895,000	
Site improvements surrounding building pad	8,991	sf	\$ 47.25	\$ 425,000	
E. Science, Arts, CTE and Elective Programs				\$ -	\$ -
No scope in this category					
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

El Toro Health Science Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
G. MPR, Student Union and Food Service Improvements				\$ 2,223,000	\$ 2,957,000
Multi-purpose rooms					
Moderate modernization	7,000	sf	\$ 196.88	\$ 1,379,000	
Food service					
Moderate modernization	2,000	sf	\$ 219.38	\$ 439,000	
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					
I. Staff and Parent Support				\$ 1,564,750	\$ 2,082,000
Administration					
Reconfigure	3,320	sf	\$ 286.88	\$ 953,000	
Staff work rooms					
Reconfigure	1,730	sf	\$ 286.88	\$ 497,000	
Parent resource center					
Reconfigure	400	sf	\$ 286.88	\$ 114,750	
J. Media Center and Student Support Services				\$ 1,885,000	\$ 2,508,000
Elementary school media center and innovation lab					
Reconfigure	4,000	sf	\$ 303.75	\$ 1,215,000	
Learning center					
Reconfigure	2,000	sf	\$ 297.00	\$ 594,000	
Student services					
Moderate modernization	500	sf	\$ 151.88	\$ 76,000	
K. Safety and Security				\$ 543,000	\$ 723,000
Decorative metal fencing and gates	125	lf	\$ 315.00	\$ 40,000	
Decorative metal fencing and gates	220	lf	\$ 94.50	\$ 21,000	3ft high around kinder
New exterior lighting for student safety	1	ls	\$ 45,000.00	\$ 45,000	
New safety locks to existing classroom doors	29	ea	\$ 564.75	\$ 17,000	
New emergency signs and posts	1	ls	\$ 13,781.25	\$ 14,000	
Low voltage upgrades					
Fire alarm system	39,730	sf	\$ 6.75	\$ 269,000	
New fire alarm head end equipment, allowance	1	ls	\$ 28,125.00	\$ 29,000	
Other security systems	39,730	sf	\$ 2.70	\$ 108,000	
L. Parking and Drop-off				\$ 732,000	\$ 974,000
Resurface and repair existing parking lot	65,800	sf	\$ 7.80	\$ 513,000	
New parking lot	10,800	sf	\$ 20.25	\$ 219,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ 601,000	\$ 800,000
New learning courts	28,300	sf	\$ 21.21	\$ 601,000	includes drinking fountains

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El Toro Health Science Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 1,918,000	\$ 2,551,000
Pre-school and kindergarten play yard					
New rubber surfacing	1,200	sf	\$ 24.75	\$ 30,000	
Play apparatus	1	ea	\$ 86,625.00	\$ 87,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
New hardcourts	7,900	sf	\$ 13.50	\$ 107,000	
Elementary play yard and hardcourts					
New rubber surfacing	4,250	sf	\$ 24.75	\$ 106,000	
Play apparatus	2	ea	\$ 86,625.00	\$ 174,000	
Resurface and repair hardcourts	22,100	sf	\$ 6.75	\$ 150,000	
New hardcourts	22,100	sf	\$ 13.50	\$ 299,000	
New basketball courts and hoops	1	ea	\$ 6,187.50	\$ 7,000	
Repair playfields (sod)	203,550	sf	\$ 3.38	\$ 687,000	
Baseball and softball fields					
New backstop	1	ea	\$ 33,750.00	\$ 34,000	
New fitness course	1	ea	\$ 101,250.00	\$ 102,000	including fitness stations
O. Instructional Design Furniture				\$ 788,000	\$ 788,000
Instructional design furniture per classroom (direct cost)	28	ea	\$ 28,125.00	\$ 788,000	
P. Technology Infrastructure and Equipment				\$ 257,000	\$ 257,000
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	19	ea	\$ 13,500.00	\$ 257,000	
TOTAL PROJECT COSTS (2017\$)				\$ 19,031,750	\$ 24,973,000

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Jackson Academy of Math and Music
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms					
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency					
No scope in this category					
C. Site Utilities					
Based on entire campus area, upgrade existing utilities:					
Natural gas service	392,040	sf	\$ 0.05	\$ 18,000	Allowance to replace BFP
Sanitary sewer service	392,040	sf	\$ 0.09	\$ 36,000	
Domestic and fire water service	392,040	sf	\$ 0.14	\$ 56,000	
Electrical mains and distribution	392,040	sf	\$ 0.23	\$ 89,000	
Storm drain service	392,040	sf	\$ 0.17	\$ 67,000	
D. New Construction (Classrooms)					
Pre-school and kindergarten					
Demolish existing buildings	3,847	sf	\$ 21.09	\$ 82,000	\$ 14,766,000
Classrooms, one story building	1,499	sf	\$ 433.12	\$ 650,000	
Site improvements surrounding building pad	1,499	sf	\$ 47.25	\$ 71,000	
Elementary school					
Remove portable classrooms	2	ea	\$ 13,500.00	\$ 27,000	\$ 19,639,000
Demolish existing buildings	20,400	sf	\$ 21.09	\$ 431,000	
Classrooms, two story building	26,387	sf	\$ 488.12	\$ 12,881,000	
Site improvements surrounding building pad	13,194	sf	\$ 47.25	\$ 624,000	
E. Science, Arts, CTE and Elective Programs					
Demolish existing buildings					
Elementary maker space, science and art labs	2,400	sf	\$ 21.09	\$ 51,000	\$ 2,976,000
Lab classrooms, two story building	5,054	sf	\$ 554.90	\$ 2,805,000	
Site improvements surrounding building pad	2,527	sf	\$ 47.25	\$ 120,000	
F. Performing Arts Improvements					
Remove portable classrooms					
Music lab classroom	2	ea	\$ 13,500.00	\$ 27,000	\$ 1,223,000
Lab classrooms, one story building	2,220	sf	\$ 491.06	\$ 1,091,000	
Site improvements surrounding building pad	2,220	sf	\$ 47.25	\$ 105,000	
G. MPR, Student Union and Food Service Improvements					
Demolish existing buildings					
Multi-purpose rooms	2,500	sf	\$ 21.09	\$ 53,000	\$ 7,379,000
MPR, one story building	6,660	sf	\$ 556.88	\$ 3,709,000	
Site improvements surrounding building pad	6,660	sf	\$ 47.25	\$ 315,000	
Food service					
Food service, one story building	3,996	sf	\$ 663.19	\$ 2,651,000	\$ 9,815,000
Site improvements surrounding building pad	3,996	sf	\$ 47.25	\$ 189,000	
New trash enclosure	1	ea	\$ 56,250.00	\$ 57,000	
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	

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Jackson Academy of Math and Music
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)	
H. Physical Education Improvements						
Classrooms, one story building						
Site improvements surrounding building pad	1,320	sf	\$ 442.94	\$ 585,000	\$ 648,000	
	1,320	sf	\$ 47.25	\$ 63,000		
I. Staff and Parent Support						
Demolish existing buildings						
Administration	2,500	sf	\$ 21.09	\$ 53,000	\$ 4,352,000	
Admin, one story building	4,150	sf	\$ 440.44	\$ 1,828,000		
Admin, two story building	2,688	sf	\$ 486.00	\$ 1,307,000		
Site improvements surrounding building pad	5,494	sf	\$ 47.25	\$ 260,000		
Staff work rooms						
Admin, one story building	1,225	sf	\$ 440.44	\$ 540,000		
Site improvements surrounding building pad	1,225	sf	\$ 47.25	\$ 58,000		
Parent resource center						
Admin, one story building	625	sf	\$ 440.44	\$ 276,000		
Site improvements surrounding building pad	625	sf	\$ 47.25	\$ 30,000		
J. Media Center and Student Support Services						
Remove portable classrooms						
Demolish existing buildings	1	ea	\$ 13,500.00	\$ 14,000	\$ 4,664,000	
Elementary school media center and innovation lab	2,500	sf	\$ 21.09	\$ 53,000		
Media center and innovation labs, two story building	6,438	sf	\$ 501.19	\$ 3,227,000		
Site improvements surrounding building pad	6,438	sf	\$ 47.25	\$ 305,000		
Learning center						
Classrooms, one story building	2,220	sf	\$ 432.14	\$ 960,000		
Site improvements surrounding building pad	2,220	sf	\$ 47.25	\$ 105,000		
K. Safety and Security						
New concrete pedestrian paving						
Entry plaza upgrades	1,500	sf	\$ 20.25	\$ 31,000	\$ 1,124,000	
New ramp including guardrails and retaining walls	9,000	sf	\$ 28.69	\$ 259,000		
New stair including handrailing and walls	600	lf	\$ 646.88	\$ 389,000		
New covered walkways	1	ea	\$ 57,375.00	\$ 58,000		
Decorative metal fencing and gates	600	sf	\$ 112.50	\$ 68,000		
Decorative metal fencing and gates	260	lf	\$ 94.50	\$ 25,000		
Rolling decorative metal gate	640	lf	\$ 315.00	\$ 202,000		
New emergency signs and posts	1	ea	\$ 50,625.00	\$ 51,000		
New emergency signs and posts	1	ls	\$ 17,718.75	\$ 18,000		
New marquee sign	1	ea	\$ 22,500.00	\$ 23,000		
L. Parking and Drop-off						
Resurface and repair existing parking lot						
New parking lot	54,450	sf	\$ 7.80	\$ 425,000		\$ 788,000
New drop-off area	8,000	sf	\$ 20.25	\$ 162,000		
New drop-off area	5,400	sf	\$ 22.50	\$ 122,000		
New concrete pedestrian paving	3,870	sf	\$ 20.25	\$ 79,000		

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Jackson Academy of Math and Music
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
M. Outdoor Learning Courts, Quads and Landscape				\$ 193,000	\$ 257,000
New learning courts	5,000	sf	\$ 26.33	\$ 132,000	includes drinking fountains
New student amphitheater	1,200	sf	\$ 50.63	\$ 61,000	
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 1,898,000	\$ 2,525,000
Pre-school and kindergarten play yard					
New rubber surfacing	1,200	sf	\$ 24.75	\$ 30,000	
Play apparatus	1	ea	\$ 86,625.00	\$ 87,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
Resurface and repair hardcourts	7,325	sf	\$ 6.75	\$ 50,000	
Elementary play yard and hardcourts					
New rubber surfacing	5,600	sf	\$ 24.75	\$ 139,000	
Play apparatus	2	ea	\$ 86,625.00	\$ 174,000	
Retaining wall at expanded hardcourts	200	lf	\$ 425.00	\$ 85,000	
Resurface and repair hardcourts	28,560	sf	\$ 6.75	\$ 193,000	
New hardcourts	7,140	sf	\$ 13.50	\$ 97,000	
New basketball courts and hoops	3	ea	\$ 6,187.50	\$ 19,000	
New ball walls	1	ea	\$ 11,250.00	\$ 12,000	
Repair playfields (sod)	91,630	sf	\$ 3.38	\$ 310,000	
New playfields	39,270	sf	\$ 10.52	\$ 414,000	
Baseball and softball fields					
New backstop	2	ea	\$ 33,750.00	\$ 68,000	
New fitness course	1	ea	\$ 84,375.00	\$ 85,000	
O. Instructional Design Furniture				\$ 900,000	\$ 900,000
Instructional design furniture per classroom (direct cost)	32	ea	\$ 28,125.00	\$ 900,000	
P. Technology Infrastructure and Equipment				\$ -	\$ -
No scope in this category					
TOTAL PROJECT COSTS (2017\$)				\$ 41,177,000	\$ 54,475,000

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Los Paseos ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 1,390,000	\$ 1,849,000
Existing classrooms (MEP scope covered in Section C)					
Walls					
Replace existing walls	8,100	sf	\$ 22.50	\$ 183,000	
Repair existing walls	2,880	sf	\$ 5.63	\$ 17,000	
Windows					
Replace existing windows	10,980	sf	\$ 25.31	\$ 278,000	
Doors					
Replace existing doors	10,980	sf	\$ 16.88	\$ 186,000	
Floors					
Replace existing floors	10,980	sf	\$ 18.56	\$ 204,000	
Ceilings					
Replace existing ceilings	10,980	sf	\$ 28.13	\$ 309,000	
Repair existing ceilings		sf	\$ 14.06	\$ -	
Exteriors					
Patch, repair and paint	25,130	sf	\$ 5.63	\$ 142,000	
Roofing					
Patch and repair leaks, etc.	25,130	sf	\$ 2.81	\$ 71,000	minor for HVAC upgrade
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 1,073,000	\$ 1,428,000
Restroom upgrades					
Moderate modernization	750	sf	\$ 140.63	\$ 106,000	
Building systems					
HVAC upgrades	10,980	sf	\$ 36.00	\$ 396,000	
Plumbing upgrades	10,980	sf	\$ 13.50	\$ 149,000	
EMS systems upgrades	10,980	sf	\$ 8.44	\$ 93,000	
Lighting and controls upgrades	10,980	sf	\$ 22.50	\$ 248,000	
Convenience power upgrades	10,980	sf	\$ 7.31	\$ 81,000	
C. Site Utilities				\$ 591,000	\$ 787,000
Based on entire campus area, upgrade existing utilities;					
Natural gas service	333,234	sf	\$ 0.04	\$ 14,000	
Sanitary sewer service	333,234	sf	\$ 0.27	\$ 90,000	
Domestic and fire water service	333,234	sf	\$ 0.28	\$ 94,000	
Electrical mains and distribution	333,234	sf	\$ 0.43	\$ 144,000	
Storm drain service	333,234	sf	\$ 0.28	\$ 94,000	
Electrical capacity upgrades	1	ls	\$ 309,375.00	\$ 155,000	
D. New Construction (Classrooms)				\$ 10,728,000	\$ 14,269,000
Elementary school					
Remove portable classrooms	4	ea	\$ 13,500.00	\$ 54,000	
Relocate portable classrooms	2	ea	\$ 31,500.00	\$ 63,000	
Demolish existing buildings	14,400	sf	\$ 23.91	\$ 345,000	
Classrooms, one story building	9,235	sf	\$ 442.94	\$ 4,091,000	
Classrooms, two story building	11,212	sf	\$ 488.12	\$ 5,473,000	
Site improvements surrounding building pad	14,841	sf	\$ 47.25	\$ 702,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Los Paseos ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
E. Science, Arts, CTE and Elective Programs				\$ 1,633,000	\$ 2,172,000
Elementary maker space, science and art labs					
Reconfigure	2,100	sf	\$ 337.50	\$ 709,000	
Lab classrooms, two story building	1,596	sf	\$ 554.90	\$ 886,000	
Site improvements surrounding building pad	798	sf	\$ 47.25	\$ 38,000	
F. Performing Arts Improvements				\$ 473,000	\$ 630,000
Music lab classroom					
Reconfigure	1,400	sf	\$ 337.50	\$ 473,000	
G. MPR, Student Union and Food Service Improvements				\$ 1,950,000	\$ 2,594,000
Multi-purpose rooms					
Moderate modernization	9,900	sf	\$ 196.88	\$ 1,950,000	includes AV and acoustics
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					
I. Staff and Parent Support				\$ 2,941,000	\$ 3,912,000
Administration					
Admin, two story building	4,063	sf	\$ 486.00	\$ 1,975,000	
Site improvements surrounding building pad	2,031	sf	\$ 47.25	\$ 96,000	
Staff work rooms					
Admin, two story building	1,225	sf	\$ 486.00	\$ 596,000	
Site improvements surrounding building pad	613	sf	\$ 47.25	\$ 29,000	
Parent resource center					
Admin, one story building	500	sf	\$ 440.44	\$ 221,000	
Site improvements surrounding building pad	500	sf	\$ 47.25	\$ 24,000	
J. Media Center and Student Support Services				\$ 4,086,000	\$ 5,435,000
Elementary school media center and innovation lab					
Media center and innovation labs, two story building	4,662	sf	\$ 501.19	\$ 2,337,000	
Site improvements surrounding building pad	2,331	sf	\$ 47.25	\$ 111,000	
Learning center					
Classrooms, two story building	3,275	sf	\$ 476.33	\$ 1,560,000	
Site improvements surrounding building pad	1,637	sf	\$ 47.25	\$ 78,000	

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Los Paseos ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
K. Safety and Security				\$ 931,000	\$ 1,239,000
Repair concrete pedestrian paving	1,500	sf	\$ 12.38	\$ 19,000	
Entry plaza upgrades	3,600	sf	\$ 33.75	\$ 122,000	
New covered walkways	600	sf	\$ 112.50	\$ 68,000	
Chain link fencing and gates	80	lf	\$ 151.88	\$ 13,000	
Decorative metal fencing and gates	135	lf	\$ 94.50	\$ 13,000	3ft high around kinder
Decorative metal fencing and gates	385	lf	\$ 315.00	\$ 122,000	
Rolling decorative metal gate	1	ea	\$ 50,625.00	\$ 51,000	
New exterior lighting for student safety	1	ls	\$ 31,500.00	\$ 32,000	
New safety locks to existing classroom doors	20	ea	\$ 564.75	\$ 12,000	
New emergency signs and posts	1	ls	\$ 23,625.00	\$ 24,000	
Low voltage upgrades					
Fire alarm system	25,130	sf	\$ 6.75	\$ 170,000	
New fire alarm head end equipment, allowance	1	ls	\$ 28,125.00	\$ 29,000	
Emergency lighting	25,130	sf	\$ 1.80	\$ 46,000	
PA / emergency communication systems	25,130	sf	\$ 5.63	\$ 142,000	
Other security systems	25,130	sf	\$ 2.70	\$ 68,000	
L. Parking and Drop-off				\$ 773,000	\$ 1,029,000
Resurface and repair existing parking lot	34,125	sf	\$ 8.66	\$ 296,000	
New parking lot	11,375	sf	\$ 20.25	\$ 231,000	
New drop-off area	9,100	sf	\$ 22.50	\$ 205,000	
New concrete pedestrian paving	2,000	sf	\$ 20.25	\$ 41,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ 234,000	\$ 312,000
New learning courts	8,000	sf	\$ 29.25	\$ 234,000	
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 1,401,000	\$ 1,864,000
Pre-school and kindergarten play yard					
New rubber surfacing	1,200	sf	\$ 24.75	\$ 30,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
Resurface and repair hardcourts	6,800	sf	\$ 6.75	\$ 46,000	
Elementary play yard and hardcourts					
New rubber surfacing	5,000	sf	\$ 24.75	\$ 124,000	
Play apparatus	2	ea	\$ 86,625.00	\$ 174,000	
Resurface and repair hardcourts	33,400	sf	\$ 6.75	\$ 226,000	
New basketball courts and hoops	1	ea	\$ 6,187.50	\$ 7,000	
Repair playfields (sod)	160,000	sf	\$ 3.38	\$ 540,000	
Baseball and softball fields					
New backstop	1	ea	\$ 33,750.00	\$ 34,000	
New fitness course	1	ea	\$ 84,375.00	\$ 85,000	
O. Instructional Design Furniture				\$ 900,000	\$ 900,000
Instructional design furniture per classroom (direct cost)	32	ea	\$ 28,125.00	\$ 900,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Los Paseos ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
P. Technology Infrastructure and Equipment				\$ 162,000	\$ 162,000
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	12	ea	\$ 13,500.00	\$ 162,000	
TOTAL PROJECT COSTS (2017\$)				\$ 29,266,000	\$ 38,582,000

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Nordstrom ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ -	\$ -
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ -	\$ -
No scope in this category					
C. Site Utilities				\$ 306,000	\$ 407,000
Based on entire campus area, upgrade existing utilities;					
Natural gas service	453,024	sf	\$ 0.05	\$ 21,000	
Sanitary sewer service	453,024	sf	\$ 0.09	\$ 41,000	
Domestic and fire water service	453,024	sf	\$ 0.14	\$ 64,000	Allowance to replace BFP
Electrical mains and distribution	453,024	sf	\$ 0.23	\$ 103,000	
Storm drain service	453,024	sf	\$ 0.17	\$ 77,000	
D. New Construction (Classrooms)				\$ 18,622,000	\$ 24,768,000
Pre-school and kindergarten					
Demolish existing buildings	7,850	sf	\$ 21.09	\$ 166,000	
Classrooms, one story building	8,991	sf	\$ 433.12	\$ 3,895,000	
Site improvements surrounding building pad	8,991	sf	\$ 47.25	\$ 425,000	
Elementary school					
Remove portable classrooms	7	ea	\$ 13,500.00	\$ 95,000	
Demolish existing buildings	15,120	sf	\$ 21.09	\$ 319,000	
Classrooms, two story building	26,813	sf	\$ 488.12	\$ 13,088,000	
Site improvements surrounding building pad	13,406	sf	\$ 47.25	\$ 634,000	
E. Science, Arts, CTE and Elective Programs				\$ 1,488,000	\$ 1,980,000
Remove portable classrooms					
Elementary maker space, science and art labs	1	ea	\$ 13,500.00	\$ 14,000	
Lab classrooms, one story building	2,664	sf	\$ 505.79	\$ 1,348,000	
Site improvements surrounding building pad	2,664	sf	\$ 47.25	\$ 126,000	
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Nordstrom ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
G. MPR, Student Union and Food Service Improvements				\$ 5,801,000	\$ 7,716,000
Demolish existing buildings	2,500	sf	\$ 21.09	\$ 53,000	
Student union / multi-purpose rooms					
Student union, one story building	6,660	sf	\$ 556.88	\$ 3,709,000	
Site improvements surrounding building pad	6,660	sf	\$ 47.25	\$ 315,000	
Food service					
Food service, one story building	1,776	sf	\$ 663.19	\$ 1,178,000	
Site improvements surrounding building pad	1,776	sf	\$ 47.25	\$ 84,000	
New trash enclosure	1	ea	\$ 56,250.00	\$ 57,000	
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					
I. Staff and Parent Support				\$ 2,217,000	\$ 2,949,000
Demolish existing buildings	3,750	sf	\$ 21.09	\$ 80,000	
Administration					
Admin, one story building	2,650	sf	\$ 440.44	\$ 1,168,000	
Site improvements surrounding building pad	2,650	sf	\$ 47.25	\$ 126,000	
Staff work rooms					
Admin, one story building	1,225	sf	\$ 440.44	\$ 540,000	
Site improvements surrounding building pad	1,225	sf	\$ 47.25	\$ 58,000	
Parent resource center					
Admin, one story building	500	sf	\$ 440.44	\$ 221,000	
Site improvements surrounding building pad	500	sf	\$ 47.25	\$ 24,000	
J. Media Center and Student Support Services				\$ 3,110,000	\$ 4,137,000
Remove portable classrooms	2	ea	\$ 13,500.00	\$ 27,000	
Demolish existing buildings	4,080	sf	\$ 21.09	\$ 87,000	
Elementary school media center and innovation lab					
Media center and innovation labs, one story building	3,885	sf	\$ 460.69	\$ 1,790,000	
Site improvements surrounding building pad	3,885	sf	\$ 47.25	\$ 184,000	
Learning center					
Classrooms, one story building	2,131	sf	\$ 432.14	\$ 921,000	
Site improvements surrounding building pad	2,131	sf	\$ 47.25	\$ 101,000	
K. Safety and Security				\$ 317,000	\$ 422,000
Repair concrete pedestrian paving	1,500	sf	\$ 12.38	\$ 19,000	
New covered walkways	700	sf	\$ 112.50	\$ 79,000	
Chain link fencing and gates	330	lf	\$ 151.88	\$ 51,000	
Rolling chain link gate	1	ea	\$ 30,937.50	\$ 31,000	
Decorative metal fencing and gates	230	lf	\$ 315.00	\$ 73,000	
Decorative metal fencing and gates	235	lf	\$ 94.50	\$ 23,000	3ft high around kinder
New emergency signs and posts	1	ls	\$ 17,718.75	\$ 18,000	
New marquee sign	1	ea	\$ 22,500.00	\$ 23,000	

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Nordstrom ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
L. Parking and Drop-off				\$ 1,257,000	\$ 1,672,000
Resurface and repair existing parking lot	68,040	sf	\$ 7.80	\$ 531,000	
New parking lot	22,680	sf	\$ 20.25	\$ 460,000	
New drop-off area	10,000	sf	\$ 22.50	\$ 225,000	
New concrete pedestrian paving	2,000	sf	\$ 20.25	\$ 41,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ 242,000	\$ 322,000
New learning courts	6,500	sf	\$ 29.25	\$ 191,000	includes drinking fountains
New student amphitheater	1,000	sf	\$ 50.63	\$ 51,000	
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 1,720,000	\$ 2,288,000
Pre-school and kindergarten play yard					
New rubber surfacing	1,200	sf	\$ 24.75	\$ 30,000	
Play apparatus	1	ea	\$ 86,625.00	\$ 87,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
Resurface and repair hardcourts	12,300	sf	\$ 6.75	\$ 84,000	
Elementary play yard and hardcourts					
New rubber surfacing	5,600	sf	\$ 24.75	\$ 139,000	
Play apparatus	2	ea	\$ 86,625.00	\$ 174,000	
Resurface and repair hardcourts	44,400	sf	\$ 6.75	\$ 300,000	
New hardcourts	11,100	sf	\$ 13.50	\$ 150,000	
New basketball courts and hoops	3	ea	\$ 6,187.50	\$ 19,000	
New ball walls	1	ea	\$ 11,250.00	\$ 12,000	
Repair playfields (sod)	139,300	sf	\$ 3.38	\$ 471,000	
Baseball and softball fields					
New backstop	1	ea	\$ 33,750.00	\$ 34,000	
New fitness course	1	ea	\$ 84,375.00	\$ 85,000	
O. Instructional Design Furniture				\$ 900,000	\$ 900,000
Instructional design furniture per classroom (direct cost)	32	ea	\$ 28,125.00	\$ 900,000	
P. Technology Infrastructure and Equipment				\$ -	\$ -
No scope in this category					
TOTAL PROJECT COSTS (2017\$)				\$ 35,980,000	\$ 47,561,000

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Paradise Valley Engineering Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 856,000	\$ 1,139,000
Existing classrooms (MEP scope covered in Section C)					
Walls					
Replace existing walls	7,664	sf	\$ 22.50	\$ 173,000	
Windows					
Replace existing windows	7,664	sf	\$ 25.31	\$ 194,000	
Doors					
Replace existing doors	7,664	sf	\$ 16.88	\$ 130,000	
Floors					
Replace existing floors	7,664	sf	\$ 18.56	\$ 143,000	
Ceilings					
Replace existing ceilings	7,664	sf	\$ 28.13	\$ 216,000	
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ -	\$ -
No scope in this category					
C. Site Utilities				\$ 580,000	\$ 772,000
Based on entire campus area, upgrade existing utilities:					
Natural gas service	365,904	sf	\$ 0.05	\$ 17,000	
Sanitary sewer service	365,904	sf	\$ 0.09	\$ 33,000	
Domestic and fire water service	365,904	sf	\$ 0.20	\$ 75,000	Allowance to replace BFP
Electrical mains and distribution	365,904	sf	\$ 0.23	\$ 83,000	
Storm drain service	365,904	sf	\$ 0.17	\$ 62,000	
Electrical capacity upgrades	1	ls	\$ 309,375.00	\$ 310,000	
D. New Construction (Classrooms)				\$ 5,394,400	\$ 7,175,000
Pre-school and kindergarten					
Demolish existing buildings	2,600	sf	\$ 28.13	\$ 73,125	
Classrooms, one story building	6,394	sf	\$ 433.12	\$ 2,769,178	
Site improvements surrounding building pad	6,394	sf	\$ 47.25	\$ 302,098	
Elementary school					
Remove portable classrooms	5	ea	\$ 13,500.00	\$ 68,000	
Relocate portable classrooms	1	ea	\$ 31,500.00	\$ 32,000	
Classrooms, one story building	5,328	sf	\$ 356.18	\$ 1,898,000	modular
Site improvements surrounding building pad	5,328	sf	\$ 47.25	\$ 252,000	
E. Science, Arts, CTE and Elective Programs				\$ -	\$ -
No scope in this category					
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					
G. MPR, Student Union and Food Service Improvements				\$ 405,000	\$ 539,000
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					

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Paradise Valley Engineering Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
I. Staff and Parent Support				\$ 1,178,000	\$ 1,567,000
Administration					
Reconfigure	2,720	sf	\$ 286.88	\$ 781,000	
Staff work rooms	980	sf	\$ 286.88	\$ 282,000	
Parent resource center					
Reconfigure	400	sf	\$ 286.88	\$ 115,000	
J. Media Center and Student Support Services				\$ 1,996,000	\$ 2,655,000
Remove portable classrooms					
	2	ea	\$ 13,500.00	\$ 27,000	
Elementary school media center and innovation lab					
Moderate modernization	4,000	sf	\$ 168.75	\$ 675,000	
Learning center					
Reconfigure	4,354	sf	\$ 297.00	\$ 1,294,000	
K. Safety and Security				\$ 881,000	\$ 1,172,000
Repair concrete pedestrian paving					
	2,000	sf	\$ 12.38	\$ 25,000	
Entry plaza upgrades					
	5,400	sf	\$ 33.75	\$ 183,000	
Decorative metal fencing and gates					
	1,445	lf	\$ 315.00	\$ 456,000	
Rolling decorative metal gate					
	1	ea	\$ 50,625.00	\$ 51,000	
New exterior lighting for student safety					
	1	ls	\$ 45,000.00	\$ 45,000	
New safety locks to existing classroom doors					
	25	ea	\$ 564.75	\$ 15,000	
New emergency signs and posts					
	1	ls	\$ 27,562.50	\$ 28,000	
New marquee sign					
	1	ea	\$ 22,500.00	\$ 23,000	
Low voltage upgrades					
Other security systems					
	20,118	sf	\$ 2.70	\$ 55,000	
L. Parking and Drop-off				\$ 970,000	\$ 1,291,000
Resurface and repair existing parking lot					
	32,000	sf	\$ 8.66	\$ 278,000	
New parking lot					
	29,100	sf	\$ 20.25	\$ 590,000	
New concrete pedestrian paving					
	5,000	sf	\$ 20.25	\$ 102,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ 299,000	\$ 398,000
New learning courts					
	12,000	sf	\$ 24.86	\$ 299,000	includes drinking fountains

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Paradise Valley Engineering Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 1,340,000	\$ 1,783,000
Pre-school and kindergarten play yard					
New rubber surfacing	1,200	sf	\$ 24.75	\$ 30,000	
Play apparatus	1	ea	\$ 86,625.00	\$ 87,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
Resurface and repair hardcourts	6,000	sf	\$ 6.75	\$ 41,000	
Elementary play yard and hardcourts					
New rubber surfacing	5,000	sf	\$ 24.75	\$ 124,000	
Play apparatus	2	ea	\$ 86,625.00	\$ 174,000	
Resurface and repair hardcourts	55,800	sf	\$ 6.75	\$ 377,000	
New basketball courts and hoops	3	ea	\$ 6,187.50	\$ 19,000	
New ball walls	2	ea	\$ 11,250.00	\$ 23,000	
Repair playfields (sod)	62,500	sf	\$ 3.38	\$ 211,000	
Baseball and softball fields					
New backstop	1	ea	\$ 33,750.00	\$ 34,000	
New fitness course	1	ea	\$ 84,375.00	\$ 85,000	
O. Instructional Design Furniture				\$ 591,000	\$ 591,000
Instructional design furniture per classroom (direct cost)	21	ea	\$ 28,125.00	\$ 591,000	
P. Technology Infrastructure and Equipment				\$ 135,000	\$ 135,000
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	10	ea	\$ 13,500.00	\$ 135,000	
TOTAL PROJECT COSTS (2017\$)				\$ 14,625,400	\$ 19,217,000

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SG Borello Future ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ -	\$ -
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ -	\$ -
No scope in this category					
C. Site Utilities				\$ 1,035,000	\$ 1,377,000
Based on entire campus area, upgrade existing utilities:					
Natural gas service	392,040	sf	\$ 0.07	\$ 27,000	
Sanitary sewer service	392,040	sf	\$ 0.34	\$ 133,000	
Domestic and fire water service	392,040	sf	\$ 0.42	\$ 166,000	
Electrical mains and distribution	392,040	sf	\$ 0.51	\$ 200,000	
Storm drain service	392,040	sf	\$ 0.51	\$ 199,000	
Electrical capacity upgrades	1	ls	\$ 309,375.00	\$ 310,000	
D. New Construction (Classrooms)				\$ 18,882,000	\$ 25,114,000
Pre-school and kindergarten					
Classrooms, one story building	10,125	sf	\$ 433.12	\$ 4,386,000	
Site improvements surrounding building pad	10,125	sf	\$ 47.25	\$ 479,000	
Elementary school					
Relocate portable classrooms	1	ea	\$ 31,500.00	\$ 32,000	
Classrooms, one story building	7,200	sf	\$ 442.94	\$ 3,190,000	
Classrooms, two story building	20,429	sf	\$ 488.12	\$ 9,972,000	
Site improvements surrounding building pad	17,414	sf	\$ 47.25	\$ 823,000	
E. Science, Arts, CTE and Elective Programs				\$ -	\$ -
No scope in this category					
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					
G. MPR, Student Union and Food Service Improvements				\$ 5,198,000	\$ 6,914,000
MPR / student union					
Student union, one story building	8,603	sf	\$ 556.88	\$ 4,791,000	
Site improvements surrounding building pad	8,603	sf	\$ 47.25	\$ 407,000	
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					
I. Staff and Parent Support				\$ 1,896,000	\$ 2,522,000
Administration					
Admin, one story building	3,885	sf	\$ 440.44	\$ 1,712,000	
Site improvements surrounding building pad	3,885	sf	\$ 47.25	\$ 184,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

SG Borello Future ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
J. Media Center and Student Support Services				\$ 1,836,000	\$ 2,442,000
Elementary school media center and innovation lab					
	3,497	sf	\$ 501.19	\$ 1,753,000	
	1,748	sf	\$ 47.25	\$ 83,000	
K. Safety and Security				\$ 656,000	\$ 873,000
Chain link fencing and gates					
	790	lf	\$ 151.88	\$ 120,000	
Rolling chain link gate					
	1	ea	\$ 30,937.50	\$ 31,000	
Decorative metal fencing and gates					
	922	lf	\$ 315.00	\$ 291,000	
Rolling decorative metal gate					
	1	ea	\$ 50,625.00	\$ 51,000	
New exterior lighting for student safety					
	1	ls	\$ 90,000.00	\$ 90,000	
New emergency signs and posts					
	1	ls	\$ 49,218.75	\$ 50,000	
New marquee sign					
	1	ea	\$ 22,500.00	\$ 23,000	
L. Parking and Drop-off				\$ 2,319,000	\$ 3,085,000
New parking lot					
	48,866	sf	\$ 20.25	\$ 990,000	
Landscaping					
	10,000	sf	\$ 25.00	\$ 250,000	
New drop-off area					
	25,220	sf	\$ 22.50	\$ 568,000	
New concrete pedestrian paving					
	12,674	sf	\$ 20.25	\$ 257,000	
Entry plaza upgrades					
	7,500	sf	\$ 33.75	\$ 254,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ 832,000	\$ 1,107,000
New student quad					
	56,838	sf	\$ 14.63	\$ 832,000	Courtyard
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 3,182,000	\$ 4,233,000
Pre-school and kindergarten play yard					
New rubber surfacing					
	1,200	sf	\$ 24.75	\$ 30,000	
Play apparatus					
	1	ea	\$ 86,625.00	\$ 87,000	
Shade structure					
	1,200	sf	\$ 112.50	\$ 135,000	
New hardcourts					
	2,500	sf	\$ 13.50	\$ 34,000	
Hardcourts					
New rubber surfacing					
	2,400	sf	\$ 24.75	\$ 60,000	
Play apparatus					
	2	ea	\$ 86,625.00	\$ 174,000	
Shade structure					
	1,200	sf	\$ 112.50	\$ 135,000	
New hardcourts					
	101,017	sf	\$ 13.50	\$ 1,364,000	
New basketball courts and hoops					
	2	ea	\$ 6,187.50	\$ 13,000	
New ball walls					
	1	ea	\$ 11,250.00	\$ 12,000	
New playfields					
	82,050	sf	\$ 12.38	\$ 1,016,000	
Baseball and softball fields					
New field equipment including bases and mounds					
	2	ea	\$ 27,000.00	\$ 54,000	
New backstop					
	2	ea	\$ 33,750.00	\$ 68,000	
O. Instructional Design Furniture				\$ 816,000	\$ 816,000
Instructional design furniture per classroom (direct cost)					
	29	ea	\$ 28,125.00	\$ 816,000	

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SG Borello Future ES
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
P. Technology Infrastructure and Equipment				\$ -	\$ -
No scope in this category					
TOTAL PROJECT COSTS (2017\$)				\$ 36,652,000	\$ 48,483,000

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

San Martin / Gwinn Environmental Science Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms					
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency					
No scope in this category					
C. Site Utilities					
Based on entire campus area, upgrade existing utilities:					
Natural gas service	815,879	sf	\$ 0.02	\$ 19,000	
Sanitary sewer service	815,879	sf	\$ 0.05	\$ 37,000	
Domestic and fire water service	815,879	sf	\$ 0.07	\$ 58,000	Allowance to replace BFP
Electrical mains and distribution	815,879	sf	\$ 0.11	\$ 93,000	
Storm drain service	815,879	sf	\$ 0.08	\$ 69,000	
Electrical capacity upgrades	1	ls	\$ 309,375.00	\$ 310,000	
D. New Construction (Classrooms)					
Pre-school and kindergarten					
Remove portable classrooms	2	ea	\$ 13,500.00	\$ 27,000	
Demolish existing buildings	2,880	sf	\$ 23.91	\$ 69,000	
Classrooms, one story building	7,493	sf	\$ 433.12	\$ 3,246,000	
Site improvements surrounding building pad	7,493	sf	\$ 47.25	\$ 355,000	
Elementary school					
Demolish existing buildings	10,560	sf	\$ 23.91	\$ 253,000	
Classrooms, one story building	8,525	sf	\$ 442.94	\$ 3,776,000	
Site improvements surrounding building pad	8,525	sf	\$ 47.25	\$ 403,000	
E. Science, Arts, CTE and Elective Programs					
Elementary maker space, science and art labs					
Lab classrooms, one story building	2,131	sf	\$ 505.79	\$ 1,078,000	
Site improvements surrounding building pad	2,131	sf	\$ 47.25	\$ 101,000	
F. Performing Arts Improvements					
Music lab classroom					
Lab classrooms, one story building	1,066	sf	\$ 491.06	\$ 524,000	
Site improvements surrounding building pad	1,066	sf	\$ 47.25	\$ 51,000	
G. MPR, Student Union and Food Service Improvements					
Demolish existing buildings					
Multi-purpose rooms	7,400	sf	\$ 23.91	\$ 177,000	
MPR, one story building	6,505	sf	\$ 556.88	\$ 3,623,000	
Site improvements surrounding building pad	6,505	sf	\$ 47.25	\$ 308,000	
Food service					
Food service, one story building	3,219	sf	\$ 663.19	\$ 2,135,000	
Site improvements surrounding building pad	3,219	sf	\$ 47.25	\$ 153,000	
New trash enclosure	1	ea	\$ 56,250.00	\$ 57,000	
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	

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San Martin / Gwinn Environmental Science Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
H. Physical Education Improvements					
PE / fitness rooms					
Classrooms, one story building	1,221	sf	\$ 442.94	\$ 541,000	
Site improvements surrounding building pad	1,221	sf	\$ 47.25	\$ 58,000	
I. Staff and Parent Support					
No scope in this category					
J. Media Center and Student Support Services					
Learning center					
Reconfigure	1,920	sf	\$ 297.00	\$ 571,000	
K. Safety and Security					
Repair concrete pedestrian paving					
Entry plaza upgrades	750	sf	\$ 12.38	\$ 10,000	
New covered walkways	17,900	sf	\$ 28.69	\$ 514,000	
Decorative metal fencing and gates	3,200	sf	\$ 112.50	\$ 360,000	
Decorative metal fencing and gates	290	lf	\$ 94.50	\$ 28,000	3ft high around kinder
Decorative metal fencing and gates	1,350	lf	\$ 315.00	\$ 426,000	
Rolling decorative metal gate	1	ea	\$ 50,625.00	\$ 51,000	
L. Parking and Drop-off					
Resurface and repair existing parking lot					
New parking lot	10,339	sf	\$ 8.66	\$ 90,000	
	4,431	sf	\$ 20.25	\$ 90,000	
M. Outdoor Learning Courts, Quads and Landscape					
New learning courts					
New student amphitheater	21,200	sf	\$ 23.40	\$ 497,000	includes drinking fountains
New student garden	800	sf	\$ 50.63	\$ 41,000	
	26,500	sf	\$ 15.75	\$ 418,000	
N. Exterior Play Spaces, Playfields and Hardcourts					
Pre-school and kindergarten play yard					
New rubber surfacing	1,200	sf	\$ 24.75	\$ 30,000	
Play apparatus	1	ea	\$ 86,625.00	\$ 87,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
Resurface and repair hardcourts	15,750	sf	\$ 6.75	\$ 107,000	
Elementary play yard and hardcourts					
New rubber surfacing	6,500	sf	\$ 24.75	\$ 161,000	
Play apparatus	2	ea	\$ 86,625.00	\$ 174,000	
Shade structure	2,400	sf	\$ 112.50	\$ 270,000	
Resurface and repair hardcourts	74,000	sf	\$ 6.75	\$ 500,000	
New basketball courts and hoops	6	ea	\$ 6,187.50	\$ 38,000	
New ball walls	2	ea	\$ 11,250.00	\$ 23,000	
Repair playfields (sod)	227,900	sf	\$ 3.38	\$ 770,000	
New playfields	18,000	sf	\$ 12.38	\$ 223,000	
Baseball and softball fields					
New backstop	2	ea	\$ 33,750.00	\$ 68,000	
New fitness course	1	ea	\$ 84,375.00	\$ 85,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

San Martin / Gwinn Environmental Science Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
O. Instructional Design Furniture				\$ 506,250	\$ 507,000
Instructional design furniture per classroom (direct cost)	18	ea	\$ 28,125.00	\$ 506,250	
P. Technology Infrastructure and Equipment				\$ -	\$ -
No scope in this category					
TOTAL PROJECT COSTS (2017\$)				\$ 24,199,250	\$ 32,025,000

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PA Walsh STEAM Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ -	\$ -
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ -	\$ -
No scope in this category					
C. Site Utilities				\$ 334,000	\$ 445,000
Based on entire campus area, upgrade existing utilities;					
Natural gas service	435,600	sf	\$ 0.05	\$ 20,000	
Sanitary sewer service	435,600	sf	\$ 0.18	\$ 79,000	
Domestic and fire water service	435,600	sf	\$ 0.14	\$ 62,000	Allowance to replace BFP
Electrical mains and distribution	435,600	sf	\$ 0.23	\$ 99,000	
Storm drain service	435,600	sf	\$ 0.17	\$ 74,000	
D. New Construction (Classrooms)				\$ 17,108,000	\$ 22,754,000
Pre-school and kindergarten					
Demolish existing buildings	4,850	sf	\$ 23.91	\$ 116,000	
Classrooms, one story building	8,991	sf	\$ 433.12	\$ 3,895,000	
Site improvements surrounding building pad	8,991	sf	\$ 47.25	\$ 425,000	
Elementary school					
Remove portable classrooms	13	ea	\$ 13,500.00	\$ 176,000	
Relocate portable classrooms	2	ea	\$ 31,500.00	\$ 63,000	YMCA
Demolish existing buildings	5,820	sf	\$ 23.91	\$ 140,000	
Classrooms, two story building	24,020	sf	\$ 488.12	\$ 11,725,000	
Site improvements surrounding building pad	12,010	sf	\$ 47.25	\$ 568,000	
E. Science, Arts, CTE and Elective Programs				\$ 2,695,000	\$ 3,585,000
Demolish existing buildings	2,120	sf	\$ 23.91	\$ 51,000	
Elementary maker space, science and art labs					
Lab classrooms, one story building	2,109	sf	\$ 505.79	\$ 1,067,000	
Lab classrooms, two story building	2,554	sf	\$ 554.90	\$ 1,417,000	
Site improvements surrounding building pad	3,386	sf	\$ 47.25	\$ 160,000	
F. Performing Arts Improvements				\$ 735,000	\$ 978,000
Remove portable classrooms	1	ea	\$ 13,500.00	\$ 14,000	
Music lab classroom					
Lab classrooms, two story building	1,277	sf	\$ 540.17	\$ 690,000	
Site improvements surrounding building pad	638	sf	\$ 47.25	\$ 31,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

PA Walsh STEAM Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
G. MPR, Student Union and Food Service Improvements					
				\$ 6,194,000	\$ 8,239,000
Demolish existing buildings	5,400	sf	\$ 23.91	\$ 130,000	
MPR / student union					
Student union, one story building	6,660	sf	\$ 556.88	\$ 3,709,000	
Site improvements surrounding building pad	6,660	sf	\$ 47.25	\$ 315,000	
Food service					
Food service, one story building	2,220	sf	\$ 663.19	\$ 1,473,000	
Site improvements surrounding building pad	2,220	sf	\$ 47.25	\$ 105,000	
New trash enclosure	1	ea	\$ 56,250.00	\$ 57,000	
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	
				\$ -	\$ -
H. Physical Education Improvements					
No scope in this category					
				\$ 3,299,844	\$ 4,389,000
I. Staff and Parent Support					
Remove portable classrooms	1	ea	\$ 13,500.00	\$ 14,000	
Demolish existing buildings	2,890	sf	\$ 23.91	\$ 70,000	
Administration					
Admin, one story building	2,875	sf	\$ 440.44	\$ 1,267,000	
Site improvements surrounding building pad	2,875	sf	\$ 47.25	\$ 136,000	
Staff work rooms					
Admin, one story building	1,225	sf	\$ 440.44	\$ 540,000	
Admin, two story building	1,904	sf	\$ 486.00	\$ 926,000	
Site improvements surrounding building pad	2,177	sf	\$ 47.25	\$ 103,000	
Parent resource center					
Admin, one story building	500	sf	\$ 440.44	\$ 220,219	
Site improvements surrounding building pad	500	sf	\$ 47.25	\$ 23,625	
				\$ 4,010,000	\$ 5,334,000
J. Media Center and Student Support Services					
Remove portable classrooms	3	ea	\$ 13,500.00	\$ 41,000	
Demolish existing buildings	3,880	sf	\$ 23.91	\$ 93,000	
Elementary school media center and innovation lab					
Media center and innovation labs, one story building	3,996	sf	\$ 460.69	\$ 1,841,000	
Media center and innovation labs, two story building	1,344	sf	\$ 501.19	\$ 674,000	
Site improvements surrounding building pad	4,668	sf	\$ 47.25	\$ 221,000	
Learning center					
Classrooms, one story building	2,375	sf	\$ 432.14	\$ 1,027,000	
Site improvements surrounding building pad	2,375	sf	\$ 47.25	\$ 113,000	
				\$ 550,000	\$ 732,000
K. Safety and Security					
Repair concrete pedestrian paving	1,500	sf	\$ 12.38	\$ 19,000	
Entry plaza upgrades	4,000	sf	\$ 33.75	\$ 135,000	
New covered walkways	600	sf	\$ 112.50	\$ 68,000	
Decorative metal fencing and gates	285	lf	\$ 94.50	\$ 27,000	
Decorative metal fencing and gates	655	lf	\$ 315.00	\$ 207,000	
Rolling decorative metal gate	1	ea	\$ 50,625.00	\$ 51,000	
New emergency signs and posts	1	ls	\$ 19,687.50	\$ 20,000	
New marquee sign	1	ea	\$ 22,500.00	\$ 23,000	

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PA Walsh STEAM Academy
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
				\$ 746,000	\$ 993,000
L. Parking and Drop-off					
Resurface and repair existing parking lot	46,750	sf	\$ 8.66	\$ 405,000	
New parking lot	3,700	sf	\$ 20.25	\$ 75,000	
New drop-off area	10,000	sf	\$ 22.50	\$ 225,000	
New concrete pedestrian paving	2,000	sf	\$ 20.25	\$ 41,000	
				\$ 676,000	\$ 900,000
M. Outdoor Learning Courts, Quads and Landscape					
New learning courts	28,000	sf	\$ 22.67	\$ 635,000	includes drinking fountains
New student amphitheater	800	sf	\$ 50.63	\$ 41,000	
				\$ 3,620,000	\$ 4,815,000
N. Exterior Play Spaces, Playfields and Hardcourts					
Pre-school and kindergarten play yard					
New rubber surfacing	1,200	sf	\$ 24.75	\$ 30,000	
Play apparatus	1	ea	\$ 86,625.00	\$ 87,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
New hardcourts	19,300	sf	\$ 13.50	\$ 261,000	
Elementary play yard and hardcourts					
New rubber surfacing	5,500	sf	\$ 24.75	\$ 137,000	
Play apparatus	2	ea	\$ 86,625.00	\$ 174,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
New hardcourts	88,000	sf	\$ 13.50	\$ 1,188,000	
New basketball courts and hoops	4	ea	\$ 6,187.50	\$ 25,000	
New ball walls	1	ea	\$ 11,250.00	\$ 12,000	
New playfields	106,400	sf	\$ 12.38	\$ 1,317,000	
Baseball and softball fields					
New backstop	1	ea	\$ 33,750.00	\$ 34,000	
New fitness course	1	ea	\$ 84,375.00	\$ 85,000	
				\$ 816,000	\$ 816,000
O. Instructional Design Furniture					
Instructional design furniture per classroom (direct cost)	29	ea	\$ 28,125.00	\$ 816,000	
				\$ -	\$ -
P. Technology Infrastructure and Equipment					
No scope in this category					
				\$ 40,783,844	\$ 53,980,000
TOTAL PROJECT COSTS (2017S)					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Encinal Site
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 1,169,000	\$ 1,555,000
Existing classrooms (MEP scope covered in Section C)					
Walls					
Replace existing walls	3,720	sf	\$ 22.50	\$ 84,000	
Repair existing walls	4,800	sf	\$ 5.63	\$ 27,000	
Windows					
Replace existing windows	8,520	sf	\$ 25.31	\$ 216,000	
Doors					
Replace existing doors	8,520	sf	\$ 16.88	\$ 144,000	
Floors					
Replace existing floors	8,520	sf	\$ 18.56	\$ 159,000	
Ceilings					
Replace existing ceilings	8,520	sf	\$ 28.13	\$ 240,000	
Exteriors					
Patch, repair and paint	8,840	sf	\$ 5.63	\$ 50,000	
Roofing					
Replace roofing	8,840	sf	\$ 28.13	\$ 249,000	
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 840,000	\$ 1,118,000
Restroom upgrades					
Reconfigure	320	sf	\$ 281.25	\$ 90,000	
Building systems					
HVAC upgrades	8,520	sf	\$ 36.00	\$ 307,000	
Plumbing upgrades	8,520	sf	\$ 13.50	\$ 116,000	
EMS systems upgrades	8,520	sf	\$ 8.44	\$ 72,000	
Lighting and controls upgrades	8,520	sf	\$ 22.50	\$ 192,000	
Convenience power upgrades	8,520	sf	\$ 7.31	\$ 63,000	
C. Site Utilities				\$ 571,970	\$ 761,000
Based on entire campus area, upgrade existing utilities;					
Natural gas service	522,720	sf	\$ 0.04	\$ 12,730	
Sanitary sewer service	522,720	sf	\$ 0.14	\$ 47,570	
Domestic and fire water service	522,720	sf	\$ 0.20	\$ 71,020	
Electrical mains and distribution	522,720	sf	\$ 0.18	\$ 63,660	
Storm drain service	522,720	sf	\$ 0.19	\$ 67,000	
Electrical capacity upgrades	1	ls	\$ 309,375.00	\$ 310,000	
D. New Construction (Classrooms)				\$ 10,846,000	\$ 14,426,000
Elementary school					
Remove portable classrooms	14	ea	\$ 13,500.00	\$ 189,000	
Demolish existing buildings	7,155	sf	\$ 28.13	\$ 202,000	
Classrooms, two story building	20,429	sf	\$ 488.12	\$ 9,972,000	
Site improvements surrounding building pad	10,214	sf	\$ 47.25	\$ 483,000	

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Encinal Site
Masterplan Estimate

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Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
E. Science, Arts, CTE and Elective Programs				\$ 4,961,000	\$ 6,599,000
Remove portable classrooms					
Elementary maker space, science and art labs	1	ea	\$ 13,500.00	\$ 14,000	
Lab classrooms, one story building					
Lab classrooms, two story building	2,131	sf	\$ 505.79	\$ 1,078,000	
Site improvements surrounding building pad	3,830	sf	\$ 554.90	\$ 2,126,000	
Elective classrooms					
Barn	4,046	sf	\$ 47.25	\$ 192,000	
Classrooms, two story building	960	sf	\$ 205.49	\$ 198,000	
Site improvements surrounding building pad	2,554	sf	\$ 488.12	\$ 1,247,000	
Site improvements surrounding building pad	2,237	sf	\$ 47.25	\$ 106,000	
F. Performing Arts Improvements				\$ 721,000	\$ 959,000
Music lab classroom					
Lab classrooms, two story building	1,277	sf	\$ 540.17	\$ 690,000	
Site improvements surrounding building pad	638	sf	\$ 47.25	\$ 31,000	
G. MPR, Student Union and Food Service Improvements				\$ 405,000	\$ 539,000
New lunch shelter					
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					
I. Staff and Parent Support				\$ 3,232,000	\$ 4,299,000
Remove portable classrooms					
Administration	3	ea	\$ 13,500.00	\$ 41,000	
Admin, one story building					
Admin, one story building	3,569	sf	\$ 440.44	\$ 1,572,000	
Admin, two story building	1,200	sf	\$ 486.00	\$ 584,000	
Site improvements surrounding building pad	4,169	sf	\$ 47.25	\$ 197,000	
Staff work rooms					
Admin, one story building	1,088	sf	\$ 440.44	\$ 480,000	
Site improvements surrounding building pad	1,088	sf	\$ 47.25	\$ 52,000	
Parent resource center					
Admin, one story building	625	sf	\$ 440.44	\$ 276,000	
Site improvements surrounding building pad	625	sf	\$ 47.25	\$ 30,000	
J. Media Center and Student Support Services				\$ 3,676,000	\$ 4,890,000
Remove portable classrooms					
Elementary school media center and innovation lab	3	ea	\$ 13,500.00	\$ 41,000	
Media center and innovation labs, one story building					
Media center and innovation labs, one story building	3,885	sf	\$ 460.69	\$ 1,790,000	
Site improvements surrounding building pad	3,885	sf	\$ 47.25	\$ 184,000	
Learning center					
Classrooms, one story building	2,131	sf	\$ 432.14	\$ 921,000	
Classrooms, two story building	1,277	sf	\$ 476.33	\$ 609,000	
Site improvements surrounding building pad	2,770	sf	\$ 47.25	\$ 131,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Encinal Site
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
K. Safety and Security				\$ 830,000	\$ 1,104,000
Repair concrete pedestrian paving	1,500	sf	\$ 12.38	\$ 19,000	
Entry plaza upgrades	7,000	sf	\$ 33.75	\$ 237,000	
New covered walkways	1,550	sf	\$ 112.50	\$ 175,000	
Decorative metal fencing and gates	325	lf	\$ 315.00	\$ 103,000	
Rolling decorative metal gate	1	ea	\$ 50,625.00	\$ 51,000	
New exterior lighting for student safety	1	ls	\$ 22,500.00	\$ 23,000	
New safety locks to existing classroom doors	13	ea	\$ 564.75	\$ 8,000	
New emergency signs and posts	1	ls	\$ 11,812.50	\$ 12,000	
New marquee sign	1	ea	\$ 22,500.00	\$ 23,000	
Low voltage upgrades					
Fire alarm system	8,840	sf	\$ 6.75	\$ 60,000	
New fire alarm head end equipment, allowance	1	ls	\$ 28,125.00	\$ 29,000	
Emergency lighting	8,840	sf	\$ 1.80	\$ 16,000	
PA / emergency communication systems	8,840	sf	\$ 5.63	\$ 50,000	
Other security systems	8,840	sf	\$ 2.70	\$ 24,000	
L. Parking and Drop-off				\$ 789,000	\$ 1,050,000
Resurface and repair existing parking lot	46,620	sf	\$ 8.23	\$ 384,000	
New parking lot	19,980	sf	\$ 20.25	\$ 405,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ 180,000	\$ 240,000
New learning courts	7,200	sf	\$ 24.86	\$ 180,000	includes drinking fountains
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 2,102,000	\$ 2,796,000
Pre-school and kindergarten play yard					
New rubber surfacing	3,000	sf	\$ 24.75	\$ 75,000	
Play apparatus	1	ea	\$ 86,625.00	\$ 87,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
Elementary play yard and hardcourts					
New rubber surfacing	6,500	sf	\$ 24.75	\$ 161,000	
Relocate play apparatus	2	ea	\$ 22,500.00	\$ 45,000	
Shade structure	1,200	sf	\$ 112.50	\$ 135,000	
Resurface and repair hardcourts	33,000	sf	\$ 6.75	\$ 223,000	
New hardcourts	44,400	sf	\$ 13.50	\$ 600,000	
New basketball courts and hoops	4	ea	\$ 6,187.50	\$ 25,000	
New ball walls	2	ea	\$ 11,250.00	\$ 23,000	
Repair playfields (sod)	155,500	sf	\$ 3.38	\$ 525,000	
Baseball and softball fields					
New backstop	2	ea	\$ 33,750.00	\$ 68,000	
O. Instructional Design Furniture				\$ 1,097,000	\$ 1,097,000
Instructional design furniture per classroom (direct cost)	39	ea	\$ 28,125.00	\$ 1,097,000	
P. Technology Infrastructure and Equipment				\$ 149,000	\$ 149,000
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	11	ea	\$ 13,500.00	\$ 149,000	

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Encinal Site
Masterplan Estimate

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Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
TOTAL PROJECT COSTS (2017S)				\$ 31,568,970	\$ 41,582,000

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Britton MS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 1,855,000	\$ 2,468,000
Existing classrooms (MEP scope covered in Section C)					
Walls					
Repair existing walls	6,720	sf	\$ 5.63	\$ 38,000	
Windows					
Replace existing windows	6,720	sf	\$ 25.31	\$ 171,000	
Doors					
Replace existing doors	6,720	sf	\$ 16.88	\$ 114,000	
Floors					
Replace existing floors	6,720	sf	\$ 18.56	\$ 125,000	
Ceilings					
Replace existing ceilings	6,720	sf	\$ 28.13	\$ 189,000	
Exteriors					
Patch, repair and paint	50,880	sf	\$ 5.63	\$ 287,000	
Roofing					
Replace roofing	50,880	sf	\$ 18.28	\$ 931,000	
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 1,265,000	\$ 1,683,000
Restroom upgrades					
Moderate modernization	1,575	sf	\$ 140.63	\$ 222,000	
Restroom, one story building	600	sf	\$ 703.13	\$ 422,000	
Site improvements surrounding building pad	600	sf	\$ 47.25	\$ 29,000	
Building systems					
HVAC upgrades	6,720	sf	\$ 36.00	\$ 242,000	
Plumbing upgrades	6,720	sf	\$ 13.50	\$ 91,000	
EMS systems upgrades	6,720	sf	\$ 8.44	\$ 57,000	
Lighting and controls upgrades	6,720	sf	\$ 22.50	\$ 152,000	
Convenience power upgrades	6,720	sf	\$ 7.31	\$ 50,000	
C. Site Utilities				\$ 351,000	\$ 467,000
Based on entire campus area, upgrade existing utilities:					
Natural gas service	958,320	sf	\$ 0.02	\$ 22,000	
Sanitary sewer service	958,320	sf	\$ 0.04	\$ 35,000	
Domestic and fire water service	958,320	sf	\$ 0.10	\$ 98,000	
Electrical mains and distribution	958,320	sf	\$ 0.14	\$ 131,000	
Storm drain service	958,320	sf	\$ 0.07	\$ 65,000	
D. New Construction (Classrooms)				\$ -	\$ -
No scope in this category					
E. Science, Arts, CTE and Elective Programs				\$ 3,728,000	\$ 4,959,000
Middle school maker space, science and art labs					
Reconfigure	4,900	sf	\$ 337.50	\$ 1,654,000	
Elective classrooms					
Moderate modernization	1,575	sf	\$ 168.75	\$ 266,000	
Reconfigure	5,950	sf	\$ 303.75	\$ 1,808,000	

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Britton MS
Masterplan Estimate

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Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
F. Performing Arts Improvements				\$ 1,013,000	\$ 1,348,000
Dance and drama classrooms					
Moderate modernization	2,000	sf	\$ 181.13	\$ 363,000	
Music lab classroom					
Reconfigure	1,925	sf	\$ 337.50	\$ 650,000	
G. MPR, Student Union and Food Service Improvements				\$ 1,556,000	\$ 2,070,000
Multi-purpose rooms					
Moderate modernization	7,900	sf	\$ 196.88	\$ 1,556,000	
H. Physical Education Improvements				\$ 2,887,000	\$ 3,840,000
PE / fitness rooms					
Reconfigure	1,925	sf	\$ 303.75	\$ 585,000	
Gymnasium					
Moderate modernization	12,000	sf	\$ 191.81	\$ 2,302,000	
Weight room					
Moderate modernization	2,200	sf	\$ 168.75	\$ 372,000	
I. Staff and Parent Support				\$ 337,000	\$ 449,000
Staff work rooms					
Moderate modernization	2,010	sf	\$ 151.88	\$ 306,000	
Parent resource center					
Moderate modernization	200	sf	\$ 151.88	\$ 31,000	
J. Media Center and Student Support Services				\$ -	\$ -
No scope in this category					
K. Safety and Security				\$ 2,299,000	\$ 3,058,000
Repair concrete pedestrian paving					
	2,500	sf	\$ 12.38	\$ 31,000	
Entry plaza upgrades					
	28,800	sf	\$ 21.94	\$ 632,000	promenade
Chain link fencing and gates					
	2,320	lf	\$ 151.88	\$ 353,000	
Decorative metal fencing and gates					
	540	lf	\$ 315.00	\$ 171,000	
Rolling decorative metal gate					
	2	ea	\$ 50,625.00	\$ 102,000	
New exterior lighting for student safety					
	1	ls	\$ 56,250.00	\$ 57,000	
New safety locks to existing classroom doors					
	40	ea	\$ 564.75	\$ 23,000	
New emergency signs and posts					
	1	ls	\$ 39,375.00	\$ 40,000	
Low voltage upgrades					
Fire alarm system					
	50,880	sf	\$ 6.75	\$ 344,000	
New fire alarm head end equipment, allowance					
	1	ls	\$ 28,125.00	\$ 29,000	
Emergency lighting					
	50,880	sf	\$ 1.80	\$ 92,000	
PA / emergency communication systems					
	50,880	sf	\$ 5.63	\$ 287,000	
Other security systems					
	50,880	sf	\$ 2.70	\$ 138,000	
L. Parking and Drop-off				\$ 304,000	\$ 405,000
New parking lot					
	15,000	sf	\$ 20.25	\$ 304,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ -	\$ -
No scope in this category					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Britton MS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 5,563,000	\$ 7,399,000
Play yard and hardcourts					
Resurface and repair hardcourts	76,200	sf	\$ 6.75	\$ 515,000	
New basketball courts and hoops	5	ea	\$ 6,187.50	\$ 31,000	
Repair playfields (sod)	206,800	sf	\$ 3.38	\$ 698,000	
Baseball and softball fields					
New bleachers	200	seat	\$ 506.25	\$ 102,000	Does not include scoreboards or lighting
New field equipment including bases and mounds	2	ea	\$ 27,000.00	\$ 54,000	
New backstop	2	ea	\$ 33,750.00	\$ 68,000	
New dugouts	4	ea	\$ 101,250.00	\$ 405,000	
Track, field and stadium					
New synthetic turf, football field	75,600	sf	\$ 30.38	\$ 2,297,000	
New synthetic track	39,000	sf	\$ 27.00	\$ 1,053,000	
New bleachers	150	seat	\$ 787.50	\$ 119,000	
New concessions building	450	sf	\$ 491.06	\$ 221,000	
O. Instructional Design Furniture				\$ 422,000	\$ 422,000
Instructional design furniture per classroom (direct cost)	15	ea	\$ 28,125.00	\$ 422,000	
P. Technology Infrastructure and Equipment				\$ 203,000	\$ 203,000
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	15	ea	\$ 13,500.00	\$ 203,000	
TOTAL PROJECT COSTS (2017\$)				\$ 21,969,000	\$ 28,771,000

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Martin Murphy MS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 2,943,000	\$ 3,915,000
Existing classrooms (MEP scope covered in Section C)					
Walls					
Replace existing walls	22,440	sf	\$ 22.50	\$ 505,000	
Windows					
Replace existing windows	22,440	sf	\$ 25.31	\$ 569,000	
Doors					
Replace existing doors	22,440	sf	\$ 16.88	\$ 379,000	
Floors					
Replace existing floors	22,440	sf	\$ 18.56	\$ 417,000	
Ceilings					
Replace existing ceilings	22,440	sf	\$ 28.13	\$ 632,000	
Exteriors					
Patch, repair and paint	52,200	sf	\$ 5.63	\$ 294,000	
Roofing					
Patch and repair leaks, etc.	52,200	sf	\$ 2.81	\$ 147,000	minor due to HVAC upgrade
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 2,674,125	\$ 3,557,000
Restroom upgrades					
Reconfigure	2,500	sf	\$ 281.25	\$ 703,125	
Building systems					
HVAC upgrades	22,440	sf	\$ 36.00	\$ 808,000	
Plumbing upgrades	22,440	sf	\$ 13.50	\$ 303,000	
EMS systems upgrades	22,440	sf	\$ 8.44	\$ 190,000	
Lighting and controls upgrades	22,440	sf	\$ 22.50	\$ 505,000	
Convenience power upgrades	22,440	sf	\$ 7.31	\$ 165,000	
C. Site Utilities				\$ 784,000	\$ 1,043,000
Based on entire campus area, upgrade existing utilities;					
Natural gas service	753,588	sf	\$ 0.02	\$ 17,000	
Sanitary sewer service	753,588	sf	\$ 0.06	\$ 48,000	
Domestic and fire water service	753,588	sf	\$ 0.14	\$ 102,000	
Electrical mains and distribution	753,588	sf	\$ 0.34	\$ 256,000	
Storm drain service	753,588	sf	\$ 0.07	\$ 51,000	
Electrical capacity upgrades	1	ls	\$ 309,375.00	\$ 310,000	
D. New Construction (Classrooms)				\$ -	\$ -
No scope in this category					
E. Science, Arts, CTE and Elective Programs				\$ 951,000	\$ 1,265,000
Middle school maker space, science and art labs					
Moderate modernization	4,080	sf	\$ 232.88	\$ 951,000	
F. Performing Arts Improvements				\$ 1,613,000	\$ 2,146,000
Dance and drama classrooms					
Moderate modernization	1,875	sf	\$ 157.50	\$ 296,000	
Music lab classroom					
Reconfigure	3,900	sf	\$ 337.50	\$ 1,317,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Martin Murphy MS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
G. MPR, Student Union and Food Service Improvements				\$ 603,000	\$ 802,000
Food service					
Moderate modernization	900	sf	\$ 219.38	\$ 198,000	
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	
H. Physical Education Improvements				\$ 1,317,000	\$ 1,752,000
Locker rooms					
Reconfigure	3,900	sf	\$ 337.50	\$ 1,317,000	
Weight room					
Reconfigure	1,950	sf	\$ 303.75	\$ 593,000	
I. Staff and Parent Support				\$ 2,905,594	\$ 3,865,000
Administration					
Reconfigure	4,255	sf	\$ 286.88	\$ 1,221,000	
Admin, one story building	2,419	sf	\$ 440.44	\$ 1,065,308	
Site improvements surrounding building pad	2,419	sf	\$ 47.25	\$ 114,286	
Staff work rooms					
Moderate modernization	1,800	sf	\$ 151.88	\$ 274,000	
Reconfigure	300	sf	\$ 286.88	\$ 87,000	
Parent resource center					
Reconfigure	500	sf	\$ 286.88	\$ 144,000	
J. Media Center and Student Support Services				\$ 1,260,000	\$ 1,676,000
Middle school and high school media center and innovation lab					
Moderate modernization	1,050	sf	\$ 168.75	\$ 178,000	
Reconfigure	1,800	sf	\$ 303.75	\$ 547,000	
Learning center					
Moderate modernization	1,800	sf	\$ 157.50	\$ 284,000	
Student services					
Moderate modernization	1,650	sf	\$ 151.88	\$ 251,000	
K. Safety and Security				\$ 1,216,000	\$ 1,618,000
Repair concrete pedestrian paving	3,500	sf	\$ 12.38	\$ 44,000	
Entry plaza upgrades	3,600	sf	\$ 33.75	\$ 122,000	
Chain link fencing and gates	2,420	lf	\$ 151.88	\$ 368,000	
Decorative metal fencing and gates	360	lf	\$ 315.00	\$ 114,000	
New exterior lighting for student safety	1	ls	\$ 90,000.00	\$ 90,000	
New safety locks to existing classroom doors	53	ea	\$ 564.75	\$ 30,000	
New emergency signs and posts	1	ls	\$ 39,375.00	\$ 40,000	
New marquee sign	1	ea	\$ 22,500.00	\$ 23,000	
Low voltage upgrades					
Fire alarm system	52,200	sf	\$ 6.75	\$ 353,000	
New fire alarm head end equipment, allowance	1	ls	\$ 28,125.00	\$ 29,000	
Emergency lighting	1	sf	\$ 1.80	\$ 1,000	
PA / emergency communication systems	1	sf	\$ 5.63	\$ 1,000	
Other security systems	1	sf	\$ 2.70	\$ 1,000	

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Martin Murphy MS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
L. Parking and Drop-off				\$ 836,000	\$ 1,112,000
Slurry and stripe existing parking lot	29,600	sf	\$ 4.50	\$ 134,000	
Resurface and repair existing parking lot	18,150	sf	\$ 8.66	\$ 158,000	
New parking lot	18,150	sf	\$ 20.25	\$ 368,000	
New drop-off area	6,000	sf	\$ 22.50	\$ 135,000	
New concrete pedestrian paving	2,000	sf	\$ 20.25	\$ 41,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ 582,000	\$ 775,000
Remove portable classrooms	2	ea	\$ 13,500.00	\$ 27,000	
New student quad	22,800	sf	\$ 21.94	\$ 501,000	includes drinking fountains
New student garden	2,400	sf	\$ 22.50	\$ 54,000	
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 2,433,000	\$ 3,236,000
Play yard and hardcourts					
Slurry and stripe existing hardcourts	48,000	sf	\$ 4.50	\$ 216,000	
New hardcourts	16,000	sf	\$ 13.50	\$ 216,000	
New basketball courts and hoops	4	ea	\$ 6,187.50	\$ 25,000	
Repair playfields (sod)	272,000	sf	\$ 3.38	\$ 918,000	
Baseball and softball fields					
New bleachers	100	seat	\$ 506.25	\$ 51,000	Does not include scoreboards or lighting
New field equipment including bases and mounds	1	ea	\$ 27,000.00	\$ 27,000	
New backstop	1	ea	\$ 33,750.00	\$ 34,000	
New dugouts	2	ea	\$ 101,250.00	\$ 203,000	
Track, field and stadium					
Repair turf	75,600	sf	\$ 5.63	\$ 426,000	
New decomposed granite track	39,000	sf	\$ 5.06	\$ 198,000	
New bleachers	150	seat	\$ 787.50	\$ 119,000	
O. Instructional Design Furniture				\$ 872,000	\$ 872,000
Instructional design furniture per classroom (direct cost)	31	ea	\$ 28,125.00	\$ 872,000	
P. Technology Infrastructure and Equipment				\$ 419,000	\$ 419,000
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	31	ea	\$ 13,500.00	\$ 419,000	
TOTAL PROJECT COSTS (2017\$)				\$ 21,705,219	\$ 28,053,000

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Ann Sobrato HS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 4,970,000	\$ 6,611,000
Existing classrooms (MEP scope covered in Section C)					
Walls					
Repair existing walls	39,600	sf	\$ 5.63	\$ 223,000	
Windows					
Repair existing windows	39,600	sf	\$ 4.50	\$ 179,000	
Doors					
Repair existing doors	39,600	sf	\$ 5.63	\$ 223,000	
Floors					
Replace existing floors	39,600	sf	\$ 18.56	\$ 736,000	
Ceilings					
Replace existing ceilings	39,600	sf	\$ 28.13	\$ 1,114,000	
Exteriors					
Patch, repair and paint	73,900	sf	\$ 5.63	\$ 416,000	
Roofing					
Replace roofing	73,900	sf	\$ 28.13	\$ 2,079,000	
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 3,477,000	\$ 4,625,000
Building systems					
HVAC upgrades	39,600	sf	\$ 36.00	\$ 1,426,000	
Plumbing upgrades	39,600	sf	\$ 13.50	\$ 535,000	
EMS systems upgrades	39,600	sf	\$ 8.44	\$ 335,000	
Lighting and controls upgrades	39,600	sf	\$ 22.50	\$ 891,000	
Convenience power upgrades	39,600	sf	\$ 7.31	\$ 290,000	
C. Site Utilities				\$ 1,022,000	\$ 1,360,000
Based on entire campus area, upgrade existing utilities:					
Natural gas service	5,227,200	sf	\$ 0.01	\$ 48,000	
Sanitary sewer service	5,227,200	sf	\$ 0.02	\$ 85,000	
Domestic and fire water service	5,227,200	sf	\$ 0.02	\$ 118,000	
Electrical mains and distribution	5,227,200	sf	\$ 0.07	\$ 355,000	
Storm drain service	5,227,200	sf	\$ 0.02	\$ 106,000	
Electrical capacity upgrades	1	ls	\$ 309,375.00	\$ 310,000	
D. New Construction (Classrooms)				\$ -	\$ -
No scope in this category					
E. Science, Arts, CTE and Elective Programs				\$ 4,936,000	\$ 6,565,000
High school maker space, science and art labs					
Moderate modernization	14,240	sf	\$ 202.50	\$ 2,884,000	
Reconfigure	5,120	sf	\$ 337.50	\$ 1,728,000	
Elective classrooms					
Moderate modernization	1,920	sf	\$ 168.75	\$ 324,000	Culinary
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					

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Ann Sobrato HS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
G. MPR, Student Union and Food Service Improvements				\$ 7,229,800	\$ 9,616,000
Food service					
Moderate modernization	1,280	sf	\$ 219.38	\$ 280,800	
Reconfigure	13,140	sf	\$ 444.38	\$ 5,840,000	
New kitchen equipment, allowance	13,140	sf	\$ 84.38	\$ 1,109,000	
H. Physical Education Improvements				\$ 1,653,079	\$ 2,199,000
Locker rooms					
Minor modernization	20,320	sf	\$ 56.25	\$ 1,143,000	copper piping replacement
Minor modernization	11,515	sf	\$ 44.30	\$ 510,079	
I. Staff and Parent Support				\$ 1,638,350	\$ 2,180,000
Administration					
Minor modernization	1,360	sf	\$ 106.88	\$ 145,350	
Reconfigure	1,800	sf	\$ 286.88	\$ 517,000	
Admin, one story building	2,000	sf	\$ 440.44	\$ 881,000	
Site improvements surrounding building pad	2,000	sf	\$ 47.25	\$ 95,000	
J. Media Center and Student Support Services				\$ 631,800	\$ 841,000
Student services					
Moderate modernization	4,160	sf	\$ 151.88	\$ 631,800	
K. Safety and Security				\$ 2,466,000	\$ 3,280,000
Repair concrete pedestrian paving					
	5,000	sf	\$ 12.38	\$ 62,000	
Entry plaza upgrades					
	6,400	sf	\$ 32.06	\$ 206,000	
New covered walkways					
	500	sf	\$ 112.50	\$ 57,000	
Decorative metal fencing and gates					
	1,795	lf	\$ 315.00	\$ 566,000	
Rolling decorative metal gate					
	2	ea	\$ 50,625.00	\$ 102,000	
New exterior lighting for student safety					
	1	ls	\$ 90,000.00	\$ 90,000	
New safety locks to existing classroom doors					
	115	ea	\$ 564.75	\$ 65,000	
New emergency signs and posts					
	1	ls	\$ 39,375.00	\$ 40,000	
Low voltage upgrades					
Fire alarm system	73,900	sf	\$ 6.75	\$ 499,000	
New fire alarm head end equipment, allowance	1	ls	\$ 28,125.00	\$ 29,000	
Emergency lighting	73,900	sf	\$ 1.80	\$ 134,000	
PA / emergency communication systems	73,900	sf	\$ 5.63	\$ 416,000	
Other security systems	73,900	sf	\$ 2.70	\$ 200,000	
L. Parking and Drop-off				\$ 2,409,000	\$ 3,204,000
New parking lot					
	134,000	sf	\$ 17.21	\$ 2,307,000	
New concrete pedestrian paving					
	5,000	sf	\$ 20.25	\$ 102,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ 2,311,000	\$ 3,074,000
New learning courts					
	71,660	sf	\$ 16.09	\$ 1,153,000	
New student garden					
	147,000	sf	\$ 7.88	\$ 1,158,000	farm

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Ann Sobrato HS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 10,498,000	\$ 13,963,000
Play yard and hardcourts					
Resurface and repair hardcourts	36,400	sf	\$ 6.75	\$ 246,000	
Repair playfields (sod)	726,650	sf	\$ 1.52	\$ 1,104,000	improve irrigation
Track, field and stadium					
New synthetic turf, football field	120,350	sf	\$ 27.00	\$ 3,250,000	
New synthetic track	58,965	sf	\$ 21.60	\$ 1,274,000	
New shot put / discus	1	ea	\$ 140,000.00	\$ 140,000	
New high jump	1	ea	\$ 25,000.00	\$ 25,000	
New pole vault runway, box and pit	2	ea	\$ 65,000.00	\$ 130,000	
New long jump / triple jump runway and pits	2	ea	\$ 75,000.00	\$ 150,000	
New football goal posts	2	ea	\$ 15,000.00	\$ 30,000	
New field lighting	1	ea	\$ 281,250.00	\$ 282,000	
New bleachers	2,800	seat	\$ 787.50	\$ 2,205,000	at tennis courts
New press box	280	sf	\$ 496.13	\$ 139,000	
New scoreboard	1	ea	\$ 135,000.00	\$ 135,000	
New access ramp including guardrails and retaining walls	180	lf	\$ 1,354.50	\$ 244,000	
New bleachers	50	seat	\$ 787.50	\$ 40,000	at tennis courts
Pool mechanical room	818	sf	\$ 350.00	\$ 287,000	pipng replacement
New concessions building	1,385	sf	\$ 589.28	\$ 817,000	
O. Instructional Design Furniture				\$ 1,632,000	\$ 1,632,000
Instructional design furniture per classroom (direct cost)	58	ea	\$ 28,125.00	\$ 1,632,000	
P. Technology Infrastructure and Equipment				\$ 783,000	\$ 783,000
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	58	ea	\$ 13,500.00	\$ 783,000	
TOTAL PROJECT COSTS (2017\$)				\$ 45,657,029	\$ 59,933,000

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Live Oak HS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 3,958,000	\$ 5,265,000
Existing classrooms (MEP scope covered in Section C)					
Walls					
Repair existing walls	13,440	sf	\$ 5.63	\$ 76,000	
Windows					
Replace existing windows	13,440	sf	\$ 25.31	\$ 341,000	
Doors					
Replace existing doors	13,440	sf	\$ 16.88	\$ 227,000	
Floors					
Replace existing floors	13,440	sf	\$ 18.56	\$ 250,000	
Ceilings					
Replace existing ceilings	13,440	sf	\$ 28.13	\$ 378,000	
Exteriors					
Patch, repair and paint	79,554	sf	\$ 5.63	\$ 448,000	
Roofing				\$ -	
Replace roofing	79,554	sf	\$ 28.13	\$ 2,238,000	
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 1,278,000	\$ 1,700,000
Restroom upgrades					
Moderate modernization	680	sf	\$ 140.63	\$ 96,000	
Building systems					
HVAC upgrades	13,440	sf	\$ 36.00	\$ 484,000	
Plumbing upgrades	13,440	sf	\$ 13.50	\$ 182,000	
EMS systems upgrades	13,440	sf	\$ 8.44	\$ 114,000	
Lighting and controls upgrades	13,440	sf	\$ 22.50	\$ 303,000	
Convenience power upgrades	13,440	sf	\$ 7.31	\$ 99,000	
C. Site Utilities				\$ 1,380,000	\$ 1,836,000
Based on entire campus area, upgrade existing utilities:					
Natural gas service	2,115,000	sf	\$ 0.02	\$ 48,000	
Sanitary sewer service	2,115,000	sf	\$ 0.05	\$ 115,000	
Domestic and fire water service	2,115,000	sf	\$ 0.17	\$ 357,000	includes upgraded well
Electrical mains and distribution	2,115,000	sf	\$ 0.19	\$ 407,000	
Storm drain service	2,115,000	sf	\$ 0.07	\$ 143,000	
Electrical capacity upgrades	1	ls	\$ 309,375.00	\$ 310,000	
D. New Construction (Classrooms)				\$ 13,479,000	\$ 17,928,000
High school					
Demolish existing buildings	19,400	sf	\$ 21.09	\$ 410,000	
Classrooms, two story building	25,536	sf	\$ 488.12	\$ 12,465,000	
Site improvements surrounding building pad	12,768	sf	\$ 47.25	\$ 604,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Live Oak HS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
E. Science, Arts, CTE and Elective Programs				\$ 33,222,000	\$ 44,186,000
Demolish existing buildings	54,670	sf	\$ 21.09	\$ 1,154,000	
High school maker space, science and art labs					
Moderate modernization	11,170	sf	\$ 202.50	\$ 2,262,000	
Lab classrooms, two story building	18,088	sf	\$ 554.90	\$ 10,038,000	
Site improvements surrounding building pad	9,044	sf	\$ 47.25	\$ 428,000	
Elective classrooms					
Classrooms, one story building	26,400	sf	\$ 442.94	\$ 11,694,000	
Classrooms, two story building	12,502	sf	\$ 488.12	\$ 6,103,000	
Site improvements surrounding building pad	32,651	sf	\$ 47.25	\$ 1,543,000	
F. Performing Arts Improvements				\$ 8,290,000	\$ 11,026,000
Dance and drama classrooms					
Reconfigure	5,815	sf	\$ 315.00	\$ 1,832,000	
Classrooms, one story building	1,776	sf	\$ 461.60	\$ 820,000	
Site improvements surrounding building pad	1,776	sf	\$ 47.25	\$ 84,000	
Music lab classroom					
Reconfigure	3,565	sf	\$ 337.50	\$ 1,204,000	
Lab classrooms, two story building	7,714	sf	\$ 540.17	\$ 4,167,000	
Site improvements surrounding building pad	3,857	sf	\$ 47.25	\$ 183,000	
G. MPR, Student Union and Food Service Improvements				\$ 10,314,000	\$ 13,718,000
Remove portable classrooms	1	ea	\$ 13,500.00	\$ 14,000	
Demolish existing buildings	8,530	sf	\$ 21.09	\$ 180,000	
MPR / student union					
Student union, one story building	3,846	sf	\$ 556.88	\$ 2,142,000	
Lecture Hall, two story building	5,328	sf	\$ 612.56	\$ 3,264,000	
Site improvements surrounding building pad	6,510	sf	\$ 47.25	\$ 308,000	
Food service					
Food service, one story building	5,550	sf	\$ 663.19	\$ 3,681,000	
Site improvements surrounding building pad	5,550	sf	\$ 47.25	\$ 263,000	
New trash enclosure	1	ea	\$ 56,250.00	\$ 57,000	
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	
H. Physical Education Improvements				\$ 7,799,000	\$ 10,373,000
PE / fitness rooms					
Moderate modernization	4,794	sf	\$ 168.75	\$ 809,000	
Gymnasium					
Moderate modernization	21,840	sf	\$ 174.38	\$ 3,809,000	
Gymnasium, one story building	850	sf	\$ 450.56	\$ 383,000	lobby expansion
Site improvements surrounding building pad	850	sf	\$ 47.25	\$ 41,000	
Locker rooms					
Moderate modernization	14,000	sf	\$ 196.88	\$ 2,757,000	
Weight room					
Moderate modernization	2,730	sf	\$ 168.75	\$ 461,000	

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Live Oak HS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
I. Staff and Parent Support				\$ 5,176,000	\$ 6,885,000
Administration					
Admin, two story building	6,550	sf	\$ 486.00	\$ 3,184,000	
Site improvements surrounding building pad	3,275	sf	\$ 47.25	\$ 155,000	
Staff work rooms					
Admin, two story building	2,400	sf	\$ 486.00	\$ 1,167,000	
Site improvements surrounding building pad	1,200	sf	\$ 47.25	\$ 57,000	
Parent resource center					
Admin, two story building	1,200	sf	\$ 486.00	\$ 584,000	
Site improvements surrounding building pad	600	sf	\$ 47.25	\$ 29,000	
J. Media Center and Student Support Services				\$ 1,727,000	\$ 2,297,000
Middle school and high school media center and innovation lab					
Moderate modernization	3,400	sf	\$ 168.75	\$ 574,000	
Learning center					
Moderate modernization	2,360	sf	\$ 157.50	\$ 372,000	
Student services					
Moderate modernization	5,140	sf	\$ 151.88	\$ 781,000	
K. Safety and Security				\$ 3,739,000	\$ 4,973,000
Repair concrete pedestrian paving	7,500	sf	\$ 12.38	\$ 93,000	
Entry plaza upgrades	42,950	sf	\$ 25.31	\$ 1,088,000	
Demo covered walkways / shelters	8,050	sf	\$ 15.00	\$ 121,000	
New covered walkways	3,700	sf	\$ 112.50	\$ 417,000	
Decorative metal fencing and gates	1,035	lf	\$ 315.00	\$ 327,000	
Rolling decorative metal gate	3	ea	\$ 50,625.00	\$ 152,000	
New exterior lighting for student safety	1	ls	\$ 90,000.00	\$ 90,000	
New safety locks to existing classroom doors	48	ea	\$ 564.75	\$ 28,000	
New emergency signs and posts	1	ls	\$ 49,218.75	\$ 50,000	
Low voltage upgrades					
Fire alarm system	79,554	sf	\$ 6.75	\$ 537,000	
New fire alarm head end equipment, allowance	1	ls	\$ 28,125.00	\$ 29,000	
Emergency lighting	79,554	sf	\$ 1.80	\$ 144,000	
PA / emergency communication systems	79,554	sf	\$ 5.63	\$ 448,000	
Other security systems	79,554	sf	\$ 2.70	\$ 215,000	
L. Parking and Drop-off				\$ 990,000	\$ 1,317,000
Resurface and repair existing parking lot	134,400	sf	\$ 7.36	\$ 990,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ 2,167,000	\$ 2,883,000
New student quad	75,000	sf	\$ 13.16	\$ 988,000	
New learning courts	60,100	sf	\$ 14.63	\$ 879,000	
New green house	1	ls	\$ 250,000.00	\$ 250,000	allowance
New lighting at farm	1	ls	\$ 50,000.00	\$ 50,000	

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Live Oak HS
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 5,159,000	\$ 6,862,000
Hardcourts					
Remove portable classrooms	1	ea	\$ 13,500.00	\$ 14,000	
Resurface and repair hardcourts	33,800	sf	\$ 6.75	\$ 229,000	
New basketball courts and hoops	3	ea	\$ 6,187.50	\$ 19,000	
Repair playfields (sod)	385,000	sf	\$ 2.03	\$ 780,000	
Baseball and softball fields					
Batting cages	4	ea	\$ 120,000.00	\$ 480,000	
New bleachers	300	seat	\$ 506.25	\$ 152,000	
New field equipment including bases and mounds	2	ea	\$ 27,000.00	\$ 54,000	
New backstop	2	ea	\$ 33,750.00	\$ 68,000	
New dugouts	4	ea	\$ 101,250.00	\$ 405,000	
New scoreboards	2	ea	\$ 78,750.00	\$ 158,000	
New field lighting	2	ea	\$ 112,500.00	\$ 225,000	
Track, field and stadium					
New bleachers	1,000	seat	\$ 787.50	\$ 788,000	
New tennis courts	8	ea	\$ 17,887.50	\$ 144,000	Resurface
New field house building	2,100	sf	\$ 621.00	\$ 1,305,000	
New ticket booth / entry / concessions building	450	sf	\$ 750.00	\$ 338,000	
O. Instructional Design Furniture				\$ 2,166,000	\$ 2,166,000
Instructional design furniture per classroom (direct cost)	77	ea	\$ 28,125.00	\$ 2,166,000	
P. Technology Infrastructure and Equipment				\$ 270,000	\$ 270,000
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	20	ea	\$ 13,500.00	\$ 270,000	
TOTAL PROJECT COSTS (2017\$)				\$ 101,344,500	\$ 133,685,000

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LBJ Education Center
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ -	\$ -
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ -	\$ -
No scope in this category					
C. Site Utilities				\$ 253,000	\$ 337,000
Based on entire campus area, upgrade existing utilities:					
Natural gas service	492,228	sf	\$ 0.05	\$ 23,000	
Sanitary sewer service	492,228	sf	\$ 0.09	\$ 45,000	
Domestic and fire water service	492,228	sf	\$ 0.06	\$ 28,000	Allowance to replace BFP
Electrical mains and distribution	492,228	sf	\$ 0.18	\$ 90,000	
Storm drain service	492,228	sf	\$ 0.14	\$ 67,000	
D. New Construction (Classrooms)				\$ -	\$ -
No scope in this category					
E. Science, Arts, CTE and Elective Programs				\$ 1,308,000	\$ 1,740,000
Remove portable classrooms	2	ea	\$ 13,500.00	\$ 27,000	
High school maker space, science and art labs					
Lab classrooms, one story building	1,998	sf	\$ 406.72	\$ 813,000	modular
Site improvements surrounding building pad	1,998	sf	\$ 47.25	\$ 95,000	
Elective classrooms					
Reconfigure	1,225	sf	\$ 303.75	\$ 373,000	
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					
G. MPR, Student Union and Food Service Improvements				\$ 777,000	\$ 1,034,000
Food service					
Reconfigure	700	sf	\$ 444.38	\$ 312,000	
New kitchen equipment, allowance	700	sf	\$ 84.38	\$ 60,000	
New lunch shelter	3,600	sf	\$ 112.50	\$ 405,000	
H. Physical Education Improvements				\$ 10,358,000	\$ 13,777,000
Demolish existing buildings	7,630	sf	\$ 28.13	\$ 215,000	
PE / fitness rooms					
Classrooms, one story building	3,330	sf	\$ 442.94	\$ 1,475,000	
Site improvements surrounding building pad	3,330	sf	\$ 47.25	\$ 158,000	
Gymnasium					
Gymnasium, one story building	17,094	sf	\$ 450.56	\$ 7,702,000	
Site improvements surrounding building pad	17,094	sf	\$ 47.25	\$ 808,000	
I. Staff and Parent Support				\$ -	\$ -
No scope in this category					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

LBJ Education Center
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
J. Media Center and Student Support Services					
No scope in this category					
K. Safety and Security					
				\$ 530,000	\$ 705,000
Repair concrete pedestrian paving	2,500	sf	\$ 12.38	\$ 31,000	
Decorative metal fencing and gates	840	lf	\$ 315.00	\$ 265,000	
Rolling decorative metal gate	1	ea	\$ 50,625.00	\$ 51,000	
New exterior lighting for student safety	1	ls	\$ 45,000.00	\$ 45,000	
New safety locks to existing classroom doors	33	ea	\$ 564.75	\$ 19,000	
New emergency signs and posts	1	ls	\$ 39,375.00	\$ 40,000	
New marquee sign	1	ea	\$ 22,500.00	\$ 23,000	
Low voltage upgrades					
Other security systems	20,645	sf	\$ 2.70	\$ 56,000	
				\$ 1,145,000	\$ 1,523,000
L. Parking and Drop-off					
Resurface and repair existing parking lot	27,300	sf	\$ 8.66	\$ 237,000	
New parking lot	40,800	sf	\$ 20.25	\$ 827,000	
New concrete pedestrian paving	4,000	sf	\$ 20.25	\$ 81,000	along Dougherty avenue
M. Outdoor Learning Courts, Quads and Landscape					
No scope in this category					
N. Exterior Play Spaces, Playfields and Hardcourts					
				\$ 854,000	\$ 1,136,000
Play yard and hardcourts					
Slurry and stripe existing hardcourts	50,000	sf	\$ 4.50	\$ 225,000	
Repair playfields (sod)	166,200	sf	\$ 3.38	\$ 561,000	
Baseball and softball fields					
New backstop	2	ea	\$ 33,750.00	\$ 68,000	
				\$ 113,000	\$ 113,000
O. Instructional Design Furniture					
Instructional design furniture per classroom (direct cost)	4	ea	\$ 28,125.00	\$ 113,000	
P. Technology Infrastructure and Equipment					
No scope in this category					
				\$ 15,338,000	\$ 20,365,000

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ACT Education Center
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms					
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency					
No scope in this category					
				\$ 621,000	\$ 826,000
C. Site Utilities					
Based on entire campus area, upgrade existing utilities;					
Natural gas service	199,471	sf	\$ 0.11	\$ 23,000	
Sanitary sewer service	199,471	sf	\$ 0.45	\$ 90,000	
Domestic and fire water service	199,471	sf	\$ 0.79	\$ 158,000	Allowance to replace BFP
Electrical mains and distribution	199,471	sf	\$ 0.90	\$ 181,000	
Storm drain service	199,471	sf	\$ 0.84	\$ 169,000	
				\$ 8,874,000	\$ 11,803,000
D. New Construction (Classrooms)					
Adult Education					
Remove portable classrooms	5	ea	\$ 13,500.00	\$ 68,000	
Demolish existing buildings	5,160	sf	\$ 28.13	\$ 146,000	
Classrooms, one story building	16,905	sf	\$ 465.00	\$ 7,861,000	
Site improvements surrounding building pad	16,905	sf	\$ 47.25	\$ 799,000	
				\$ 4,280,000	\$ 5,693,000
E. Science, Arts, CTE and Elective Programs					
Career Tech - Culinary					
Career Tech - Culinary, two story building	4,240	sf	\$ 495.00	\$ 2,099,000	
Site improvements surrounding building pad	2,120	sf	\$ 47.25	\$ 101,000	
Career Tech - Healthcare					
Career Tech - Healthcare, two story building	4,010	sf	\$ 495.00	\$ 1,985,000	
Site improvements surrounding building pad	2,005	sf	\$ 47.25	\$ 95,000	
F. Performing Arts Improvements					
No scope in this category					
G. MPR, Student Union and Food Service Improvements					
No scope in this category					
				\$ -	\$ -
H. Physical Education Improvements					
No scope in this category					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

ACT Education Center
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
I. Staff and Parent Support				\$ 6,571,000	\$ 8,740,000
Remove portable classrooms	2	ea	\$ 13,500.00	\$ 27,000	
MHUSD Professional Development					
MHUSD Professional Development, two story building	7,755	sf	\$ 465.00	\$ 3,607,000	
Site improvements surrounding building pad	3,878	sf	\$ 47.25	\$ 184,000	
Community Support					
Community Support, two story building	2,500	sf	\$ 465.00	\$ 1,163,000	
Site improvements surrounding building pad	1,250	sf	\$ 47.25	\$ 60,000	
Learning & Loving					
Learning & Loving, two story building	3,130	sf	\$ 465.00	\$ 1,456,000	
Site improvements surrounding building pad	1,565	sf	\$ 47.25	\$ 74,000	
J. Media Center and Student Support Services				\$ -	\$ -
No scope in this category					
K. Safety and Security				\$ -	\$ -
No scope in this category					
L. Parking and Drop-off				\$ 3,176,000	\$ 4,225,000
New parking lot	127,600	sf	\$ 18.23	\$ 2,326,000	
New concrete pedestrian paving	25,000	sf	\$ 20.00	\$ 500,000	
New landscaping, allowance	10,000	sf	\$ 35.00	\$ 350,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ -	\$ -
No scope in this category					
N. Exterior Play Spaces, Playfields and Hardcourts				\$ -	\$ -
No scope in this category					
O. Instructional Design Furniture				\$ -	\$ -
No scope in this category					
P. Technology Infrastructure and Equipment				\$ -	\$ -
No scope in this category					
TOTAL PROJECT COSTS (2017\$)				\$ 23,522,000	\$ 31,287,000

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District Office
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ -	\$ -
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 60,000	\$ 80,000
Restroom upgrades					
Moderate modernization	420	sf	\$ 140.63	\$ 60,000	
C. Site Utilities				\$ 73,000	\$ 98,000
Based on entire campus area, upgrade existing utilities:					
Electrical mains and distribution	45,750	sf	\$ 1.58	\$ 73,000	
D. New Construction (Classrooms)				\$ -	\$ -
No scope in this category					
E. Science, Arts, CTE and Elective Programs				\$ -	\$ -
No scope in this category					
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					
G. MPR, Student Union and Food Service Improvements				\$ -	\$ -
No scope in this category					
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					
I. Staff and Parent Support				\$ 6,442,000	\$ 8,568,000
Reconfigure District Office:	40,265	sf			
Human Resources	2,720	sf	\$ 180.00	\$ 490,000	
Board Room	1,150	sf	\$ 180.00	\$ 207,000	
Superintendent / Board Conference Room	580	sf	\$ 180.00	\$ 105,000	
Executive Offices	2,170	sf	\$ 180.00	\$ 391,000	
Facilities and Maintenance	1,240	sf	\$ 135.00	\$ 168,000	
Trades / Workshops	7,370	sf	\$ 135.00	\$ 995,000	
Food Service Storage (Dry)	3,000	sf	\$ 135.00	\$ 405,000	
Lobby	460	sf	\$ 180.00	\$ 83,000	
Business Services	3,000	sf	\$ 180.00	\$ 540,000	
Educational Services	2,360	sf	\$ 180.00	\$ 425,000	
Special Services	1,540	sf	\$ 180.00	\$ 278,000	
TOSA	435	sf	\$ 180.00	\$ 79,000	
Archive Storage	840	sf	\$ 135.00	\$ 114,000	
Enrollment Center	1,025	sf	\$ 180.00	\$ 185,000	
CARE Program	400	sf	\$ 180.00	\$ 72,000	
IT / Server Room	3,035	sf	\$ 198.00	\$ 601,000	
Parts Storage	5,400	sf	\$ 135.00	\$ 729,000	
Staff Support	1,201	sf	\$ 180.00	\$ 217,000	
Circulation (balance number)	2,339	sf	\$ 153.00	\$ 358,000	
No scope in this category					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

District Office
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
J. Media Center and Student Support Services					
No scope in this category					
K. Safety and Security					
				\$ 82,000	\$ 110,000
Repair concrete pedestrian paving	2,000	sf	\$ 12.38	\$ 25,000	
Entry plaza upgrades	1,000	sf	\$ 33.75	\$ 34,000	
New marquee sign	1	ea	\$ 22,500.00	\$ 23,000	
L. Parking and Drop-off					
				\$ 218,000	\$ 290,000
Slurry and stripe existing parking lot	48,235	sf	\$ 4.50	\$ 218,000	
M. Outdoor Learning Courts, Quads and Landscape					
No scope in this category					
N. Exterior Play Spaces, Playfields and Hardcourts					
No scope in this category					
O. Instructional Design Furniture					
No scope in this category					
P. Technology Infrastructure and Equipment					
No scope in this category					
TOTAL PROJECT COSTS (2017S)				\$ 6,875,000	\$ 9,146,000

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New MOTT Yard
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms					
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency					
No scope in this category					
				\$ 739,500	\$ 984,000
C. Site Utilities					
Based on entire campus area, upgrade existing utilities;					
Natural gas service	308,349	sf	\$ 0.39	\$ 61,000	
Sanitary sewer service	308,349	sf	\$ 0.90	\$ 139,000	
Domestic and fire water service	308,349	sf	\$ 0.96	\$ 147,500	
Electrical mains and distribution	308,349	sf	\$ 1.58	\$ 244,500	
Storm drain service	308,349	sf	\$ 0.96	\$ 147,500	
D. New Construction (Classrooms)					
No scope in this category					
E. Science, Arts, CTE and Elective Programs					
No scope in this category					
F. Performing Arts Improvements					
No scope in this category					
G. MPR, Student Union and Food Service Improvements					
No scope in this category					
H. Physical Education Improvements					
No scope in this category					
				\$ 11,330,000	\$ 15,069,000
I. Staff and Parent Support					
New Maintenance & Grounds Facilities;					
Facilities	37,852	sf			
	300	sf	\$ 256.75	\$ 78,000	Butler building
Maintenance	700	sf	\$ 256.75	\$ 180,000	Butler building
Information Technology	1,160	sf	\$ 256.75	\$ 298,000	Butler building
Trades / Workshops	11,800	sf	\$ 256.75	\$ 3,030,000	Butler building
Warehouses	15,000	sf	\$ 172.02	\$ 2,581,000	Butler building
Circulation	8,892	sf	\$ 172.02	\$ 1,530,000	Butler building
Site improvements surrounding building pad	37,852	sf	\$ 23.63	\$ 895,000	
New Transportation;					
Mechanics Building	7,400	sf	\$ 172.02	\$ 1,273,000	Butler building
Offices	1,620	sf	\$ 256.75	\$ 416,000	Butler building
Circulation	2,977	sf	\$ 256.75	\$ 765,000	Butler building
Site improvements surrounding building pad	11,997	sf	\$ 23.63	\$ 284,000	
J. Media Center and Student Support Services					
No scope in this category					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

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TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

New MOTT Yard
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
K. Safety and Security					
No scope in this category					
				\$ 5,274,000	\$ 7,015,000
L. Parking and Drop-off					
New Transportation Site:					
Parking lot	216,000	sf	\$ 14.00	\$ 3,024,000	
Concrete pedestrian paving	30,000	sf	\$ 20.00	\$ 600,000	
Landscaping, allowance	10,000	sf	\$ 35.00	\$ 350,000	
Fuel storage tank and fueling station (10,000gal)	1	ls	\$ 500,000.00	\$ 500,000	
Washing station	1	ls	\$ 50,000.00	\$ 50,000	
Canopies, allowance	1	ls	\$ 300,000.00	\$ 300,000	
Fencing and gates	1	ls	\$ 450,000.00	\$ 450,000	
				\$ -	\$ -
M. Outdoor Learning Courts, Quads and Landscape					
No scope in this category					
				\$ -	\$ -
N. Exterior Play Spaces, Playfields and Hardcourts					
No scope in this category					
				\$ -	\$ -
O. Instructional Design Furniture					
No scope in this category					
				\$ -	\$ -
P. Technology Infrastructure and Equipment					
No scope in this category					
				\$ -	\$ -
TOTAL PROJECT COSTS (2017\$)				\$ 17,343,500	\$ 23,068,000

- Assumptions:
- Major 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

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New District Office
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms					
No scope in this category					
				\$ -	\$ -
B. Existing Building Systems, Toilets and Improved Energy Efficiency					
No scope in this category					
				\$ -	\$ -
C. Site Utilities					
Based on entire campus area, upgrade existing utilities:					
Natural gas service	94,252	sf	\$ 0.41	\$ 39,000	
Sanitary sewer service	94,252	sf	\$ 0.90	\$ 85,000	
Domestic and fire water service	94,252	sf	\$ 1.24	\$ 117,000	
Electrical mains and distribution	94,252	sf	\$ 1.92	\$ 182,000	
Storm drain service	94,252	sf	\$ 1.13	\$ 107,000	
				\$ 530,000	\$ 705,000
D. New Construction (Classrooms)					
No scope in this category					
				\$ -	\$ -
E. Science, Arts, CTE and Elective Programs					
No scope in this category					
				\$ -	\$ -
F. Performing Arts Improvements					
No scope in this category					
				\$ -	\$ -
G. MPR, Student Union and Food Service Improvements					
No scope in this category					
				\$ -	\$ -
H. Physical Education Improvements					
No scope in this category					
				\$ -	\$ -
I. Staff and Parent Support					
				\$ 9,866,000	\$ 13,122,000
New District Office:					
Lobby	1,800	sf	\$ 465.00	\$ 837,000	
Human Resources	2,955	sf	\$ 465.00	\$ 1,375,000	
Superintendent Suite	2,640	sf	\$ 465.00	\$ 1,228,000	
Enrollment	420	sf	\$ 465.00	\$ 196,000	
Special Education	1,060	sf	\$ 465.00	\$ 493,000	
Business Services	1,920	sf	\$ 465.00	\$ 893,000	
Educational Services	3,120	sf	\$ 465.00	\$ 1,451,000	
TOSA	160	sf	\$ 465.00	\$ 75,000	
CARE Program	400	sf	\$ 465.00	\$ 186,000	
Circulation	4,777	sf	\$ 465.00	\$ 2,222,000	
Site improvements surrounding building pad	19,252	sf	\$ 47.25	\$ 910,000	
				\$ -	\$ -
J. Media Center and Student Support Services					
No scope in this category					
				\$ -	\$ -
K. Safety and Security					
No scope in this category					
				\$ -	\$ -

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

New District Office
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
L. Parking and Drop-off				\$ 1,910,000	\$ 2,541,000
New District Office Site:					
Parking lot	40,000	sf	\$ 19.00	\$ 760,000	
Concrete pedestrian paving	25,000	sf	\$ 20.00	\$ 500,000	
Landscaping, allowance	10,000	sf	\$ 35.00	\$ 350,000	
Canopies, allowance	1	ls	\$ 150,000.00	\$ 150,000	
Fencing and gates	1	ls	\$ 150,000.00	\$ 150,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ -	\$ -
No scope in this category					
N. Exterior Play Spaces, Playfields and Hardcourts				\$ -	\$ -
No scope in this category					
O. Instructional Design Furniture				\$ -	\$ -
No scope in this category					
P. Technology Infrastructure and Equipment				\$ -	\$ -
No scope in this category					
TOTAL PROJECT COSTS (2017\$)				\$ 12,306,000	\$ 16,368,000

- Assumptions;
- Major 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

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New Central Kitchen
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ -	\$ -
No scope in this category					
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ -	\$ -
No scope in this category					
C. Site Utilities				\$ 278,000	\$ 370,000
Based on entire campus area, upgrade existing utilities;					
Natural gas service	42,556	sf	\$ 0.45	\$ 20,000	
Sanitary sewer service	42,556	sf	\$ 1.35	\$ 58,000	
Domestic and fire water service	42,556	sf	\$ 1.41	\$ 60,000	
Electrical mains and distribution	42,556	sf	\$ 2.04	\$ 87,000	
Storm drain service	42,556	sf	\$ 1.24	\$ 53,000	
D. New Construction (Classrooms)				\$ -	\$ -
No scope in this category					
E. Science, Arts, CTE and Elective Programs				\$ -	\$ -
No scope in this category					
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					
G. MPR, Student Union and Food Service Improvements				\$ -	\$ -
No scope in this category					
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					
I. Staff and Parent Support				\$ 9,669,716	\$ 12,861,000
New Central Kitchen:					
Office	15,056	sf			
	820	sf	\$ 595.00	\$ 487,900	
Kitchens	10,500	sf	\$ 595.00	\$ 6,247,500	
Circulation	3,736	sf	\$ 595.00	\$ 2,222,920	
Site improvements surrounding building pad	15,056	sf	\$ 47.25	\$ 711,396	
J. Media Center and Student Support Services				\$ -	\$ -
No scope in this category					
K. Safety and Security				\$ -	\$ -
No scope in this category					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

New Central Kitchen
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
L. Parking and Drop-off				\$ 790,000	\$ 1,038,000
New Central Kitchen Site:					
Parking lot and loading dock	15,000	sf	\$ 22.00	\$ 330,000	
Concrete pedestrian paving	7,500	sf	\$ 20.00	\$ 150,000	
Landscaping, allowance	5,000	sf	\$ 35.00	\$ 175,000	
Canopies, allowance	1	ls	\$ 75,000.00	\$ 75,000	
Fencing and gates	1	ls	\$ 50,000.00	\$ 50,000	
M. Outdoor Learning Courts, Quads and Landscape				\$ -	\$ -
No scope in this category					
N. Exterior Play Spaces, Playfields and Hardcourts				\$ -	\$ -
No scope in this category					
O. Instructional Design Furniture				\$ -	\$ -
No scope in this category					
P. Technology Infrastructure and Equipment				\$ -	\$ -
No scope in this category					
TOTAL PROJECT COSTS (2017\$)				\$ 10,727,716	\$ 14,269,000

- Assumptions;
- Major 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

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Machado School
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
A. Modernize / Reconfigure Existing Classrooms				\$ 200,000	\$ 266,000
Deferred Maintenance					
				\$ 200,000	
B. Existing Building Systems, Toilets and Improved Energy Efficiency				\$ 140,625	\$ 188,000
Restroom upgrades					
Reconfigure	500	sf	\$ 281.25	\$ 140,625	
C. Site Utilities				\$ 33,000	\$ 44,000
Based on entire campus area, upgrade existing utilities;					
Natural gas service	34,848	sf	\$ 0.04	\$ 2,000	
Sanitary sewer service	34,848	sf	\$ 0.14	\$ 5,000	
Domestic and fire water service	34,848	sf	\$ 0.28	\$ 10,000	
Electrical mains and distribution	34,848	sf	\$ 0.34	\$ 12,000	
Storm drain service	34,848	sf	\$ 0.11	\$ 4,000	
D. New Construction (Classrooms)				\$ 1,805,178	\$ 2,401,000
Elementary school					
Remove portable classrooms	3	ea	\$ 13,500.00	\$ 40,500	
Classrooms, one story building	3,600	sf	\$ 442.94	\$ 1,594,578	
Site improvements surrounding building pad	3,600	sf	\$ 47.25	\$ 170,100	
E. Science, Arts, CTE and Elective Programs				\$ -	\$ -
No scope in this category					
F. Performing Arts Improvements				\$ -	\$ -
No scope in this category					
G. MPR, Student Union and Food Service Improvements				\$ -	\$ -
No scope in this category					
H. Physical Education Improvements				\$ -	\$ -
No scope in this category					
I. Staff and Parent Support				\$ -	\$ -
No scope in this category					
J. Media Center and Student Support Services				\$ -	\$ -
No scope in this category					
K. Safety and Security				\$ -	\$ -
No scope in this category					
L. Parking and Drop-off				\$ -	\$ -
No scope in this category					

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6.3 APPENDIX TOTAL PROGRAM DETAILED COST

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES

Machado School
Masterplan Estimate

7/24/17

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
M. Outdoor Learning Courts, Quads and Landscape				\$ -	\$ -
No scope in this category					
N. Exterior Play Spaces, Playfields and Hardcourts				\$ 330,000	\$ 439,000
Hardcourts					
		1 ea	\$ 86,625.00	\$ 87,000	
		1,200 sf	\$ 112.50	\$ 135,000	
		8,000 sf	\$ 13.50	\$ 108,000	
O. Instructional Design Furniture				\$ 85,000	\$ 85,000
		3 ea	\$ 28,125.00	\$ 85,000	
Instructional design furniture per classroom (direct cost)					
P. Technology Infrastructure and Equipment				\$ -	\$ -
No scope in this category					
TOTAL PROJECT COSTS (2017\$)				\$ 2,593,803	\$ 3,423,000

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6.4 APPENDIX FMPC MEETING MINUTES

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES



101 South Market Street, Suite 150, San Jose, California 95113

April 3, 2017

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).

PRESENT	DISTRIBUTION	CONSULTANTS (as indicated)
Casino Fajardo, Dir of Const Bill Norman, MHPD Heather Nursement, Dir of CTE Fred, MH COC Albert Beltran, Bond Committee Dale Dapp, City of MH David Gerard, Board Member Sarah Jacob, Student Rep Kyra Fisher, Student Rep Jenna Mittleman, ES Principal Rob Smiley, Community Rep Chris Ghione, City of MH Chris Moore, Admin Anessa Espinosa, Dir of Facilities Jim Carrillo, Dir of Tech Debra Kim, School Rep Jen Myers, ES Teacher Dolores Akin, ES Teacher Heather Anderson, ES Teacher Brianna Monaco, Parent Gina Paolini, City of MH Jim Kisel, LPA Caroline Kwak, LPA Andrea Pippin, LPA	All Present	

DISCUSSION ITEMS

ACTION	ITEM NO.	
	1.01	Introductions & Committee Welcome A. Fajardo begins the session by welcoming the committee members. B. Each member of the FMPC introduced him/herself by name and stated their role on the FMPC.
	1.02	LPA Team & Process Overview A. Kisel (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.

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April 3, 2017
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- | ACTION | ITEM NO. |
|--------|---|
| | 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. Focused Master Plan: establish a facilities needs assessment and focus the master plan on modernization of existing facilities. This type of master plan is more maintenance and repair driven and is managed to an available funding budget.
b. 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.
c. 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 this 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 Condition Assessments: a review of the existing facilities that identifies items that need to be repaired or fixed.
c. Demographics: understanding where enrollment is increasing or decreasing and identifying where future school sites may locate.
d. 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 31 st). 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. This 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. |

1.03 Educational Program Vision

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6.4 APPENDIX FMPC MEETING MINUTES

SCHEDULE

DEMOGRAPHICS REPORT

TOTAL PROGRAM DETAILED COST

FMPC MEETING MINUTES



FMPC - MEETING MINUTES NO. FMPC 01
MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
LPA PROJECT NO. 1605820 1605820

April 3, 2017
Page 3 of 16

ACTION ITEM NO.

- A. Pippin (LPA) reviews the completed Educational Specification document.
- B. A comment was made by a committee member that it was difficult to read the grey-on-grey text and requested a copy of the presentation be sent to committee members in advance.
 - a. LPA will take these comments into account for future presentations.
- C. The Educational Specifications (Ed Specs) are a guideline to help shape future facilities projects and create district-wide standards for facility types. The help give definition to technology, furniture, and finish materials in the various spaces found on the MHUSD school campuses. The also identify ideal proximities / 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 sites that they like, and one (1) red dot per campus to identify aspects of the site that need improvement.
 - b. Weighted statements: 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.
 - B. Question from member: What is the purpose of this group?
 - a. Half of this group is made up of District members and the other half are community representatives, providing us with a broad range of input. As an 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.
 - D. Question from member: Will there be other student leadership groups?
 - a. This will be discussed 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 really do notice their school facilities and generally have strong opinions about it. Often, LPA will take the middle and high school sites and ask what they would do as an architect. Principal, Assistant Principal, and a student(s) would be invited for those interviews.
 - E. The group reviews the outcome of the Red Dot / Green Dot activity. The notes below follow the discussion among LPA and the FMPC:
 - a. Nordstrom Elementary:
 - i. Red dots are focused on facilities, green dots on the fields.
 - ii. Portables are aged and have had multiple issues this year but the entire facility is very old. Drop-off and pick-up is limited, which causes high traffic concerns and is close to the freeway.
 - iii. All red dots are the same for each school. Portables are outdated and don't foster 21st century skills of collaboration. Instead they are isolating. If we're building a school or looking to grow as a district, we need options to push into buildings and not have a portable in the middle of a playground.
 - iv. Developing a drop off and pick up more than one way.
 - 1. The Ed Specs discussing drop-offs, separating bus, staff parking, and general drop-off. We'll be meeting with each principal for further input. The

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FMPC - MEETING MINUTES NO. FMPC 01
MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
LPA PROJECT NO. 1605820 1605820

April 3, 2017
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ACTION ITEM NO.

- portables, in the masterplan, they are being replaced with permanent facilities. The issue becomes the District wants to maximize the developer fees and can only do so if 20% of classrooms are in portables. As long as there's a lot of development planned, 20% of portables are needed. Doesn't mean they need to be old - it's a trade off right now until state program changes.
- 2. Maybe there's way to design to slide portables in to play state's game, instead of placing them in the middle of the playground.
- 3. 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. Fajardo explains that the District is actively working with the city on this issue and has a few plans in the works.
- 4. Do the portables need to function as classrooms or can they be support spaces?
 - a. They need to be classrooms to get to the 20% of classrooms.
- v. Three top priorities:
 - 1. Portables
 - 2. Drop off
 - 3. Modernization
- b. Paradise Valley Engineering Academy
 - i. Green dots on brand new design and engineering lab.
 - ii. Red dots is for the lack of parking, security, campus is completely 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.
 - iii. Rest of elementary schools - great focusing about the front office being welcoming, but too often we leave the safety piece out of this conversation. It's a big concern because the offices are old in design and safety wasn't a consideration at that time.
 - iv. Enrollment means new parents show up in school and it's hard to tell where new parents are supposed to go. Is it an organizational question for each campus? If we improve it, it's welcoming, but you want them to be safe, secure. The challenge is to design a welcoming admin through the lens of safety.
- c. Barrett Elementary
 - i. Red dots: Safety issue is important. Front offices give us the code and if they're in trouble, we don't know.
 - ii. Green dots: at Multipurpose Room, many green dots distributed throughout the campus buildings.
- d. Los Paseos Elementary
 - i. Red dots at the portables: therapeutic counseling occurs in the portables. For those students to make it to the

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- nurse'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 breakout space for special education students.
- e. 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 portables.
 - 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.
- f. 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.
- g. 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, gen7 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 sessions. It is not used as well as it could be.
 - vi. San Martin / Gwinn functions as a single campus.
- h. 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.
- i. 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. The District is going forward with a new modernization along Monterey Road, where a 2-story classroom will be constructed to replace a lot of the campus.
- j. Martin Murphy Middle
 - i. Red dots: Admin is hard to see, hard to find, not secured, old.

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- 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.
- k. 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 restrooms, no synthetic turf at the stadium or the practice fields, poor drainage, and gophers.
- l. 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'll 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 1999, but hasn't been updated since their removal.
 - vi. Red: pool; the girl's locker room is far from the pool and sometimes the door is locked.
 - vii. Staff break room has too much high pile orange carpet.
 - viii. Gym entry is old and outdated, with yellow asbestos tile.
- m. Central High

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- i. Red dots: old warehouse for the District, still used for storage.
- ii. Red dots: portables
- 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-slate 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 60 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:

ballot theme	votes	percent of total
student and faculty comfort	18	12%
peer-to-peer opportunities	13	9%
support variety of learning preferences	10	7%
enrollment and department needs	6	4%
every space is a learning space	10	7%
enhanced classroom spaces	20	14%
identity and image / school pride	7	5%
integrated technology	12	8%
item storage + access	3	2%
enhanced sightline connections	4	3%
green practices + sustainability	10	7%
sensory-rich environment	13	9%
planned/Unplanned interactions	7	5%
free exchange of ideas	12	8%
equal access to content	3	2%
total	148	100%

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- 1.05 **Defining Success**
 - A. Kisel leads the group through a final exercise where each member is asked to answer the question: How will you define success for this master plan? / This master plan will be successful if...
 - B. Responses are:
 - a. Looking at the campus as a whole.
 - b. Campuses are attractive and safe.
 - c. Benefitting both faculty and students.
 - d. Getting student input.
 - e. Being timely to show stakeholders and community members that we're moving forward with this. Providing a short-term goal as well as long term to show progress and accountability.
 - f. Identifying potential new sites for schools.
 - g. Having an end document that captures people's goals and is implementable.
 - h. Underground utilities, basic infrastructure.
 - i. Define how we prioritize so each site feels that it's fair (parity).
 - j. Setting framework for now and future attainable targets.
 - k. Make sure we are competitive with other school districts in Silicon Valley.
 - l. Creating opportunities for more social interaction, project learning – diversify the learning experience for stakeholders.
 - m. Forward thinking and timeliness for stakeholders.
 - n. No more "lipstick on a pig;" make transformational changes.
 - o. Having healthy buildings to be in.
 - p. Aligning spaces to our initiatives and goals for future instructional focuses.
 - q. Every site has some sort of progress that is shown.
 - r. Keeping information out to the public that's easily accessible via District websites, school websites.
 - s. Having community outreach, publicizing it well, social media advertising.
 - t. Facilities that support collaboration and 21st century learning.
 - u. Students feel proud of their schools, going from elementary to middle to high school; a continuity.
 - v. Schools are seen as hubs of the community.
 - w. Improvement on campus security and mitigating traffic concerns.
 - x. A clear list of defensible priorities on the spending of the funds.
 - y. Understanding the financial consequences of decisions that are made.
 - z. Improving regularly.
 - aa. Having safe travel to school, being safe at school, and feeling safe going home – parking and traffic.
 - bb. A clear set of actions that address the health and safety of faculty and students.
 - cc. Plan supports a holistic 21st century definition of academic excellence.

Submitted by: Andrea Pippin

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Red Dot / Green Dot Activity Results:



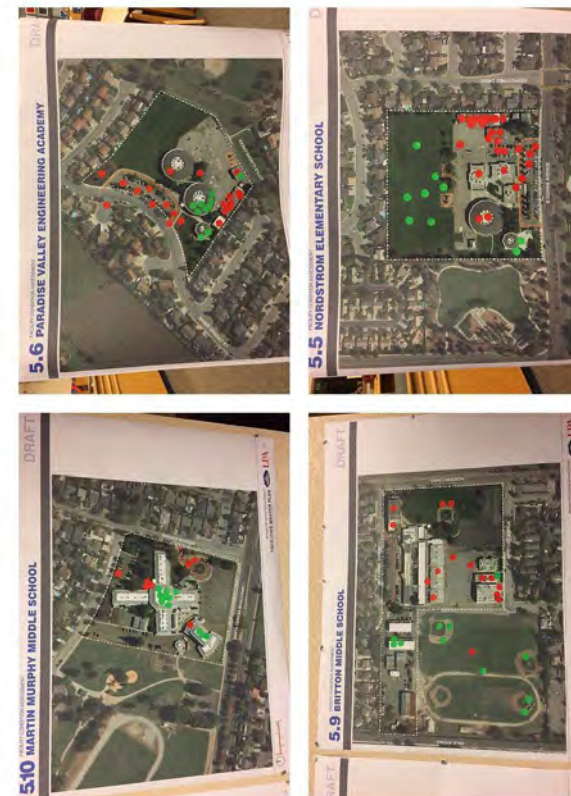
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ACTION ITEM NO.

Statement Voting Results:

<p>Provide for student and faculty comfort</p>	<p>Encourage peer-to-peer teaching and learning</p>
<p>Support and allow movement, change of posture, and flexibility to ensure student and instructor comfort in classrooms</p>	<p>Support relationship building, learning, and sharing among students and instructors</p>
<p>Support all learning preferences</p>	<p>Support the institution's needs for density</p>
<p>Accommodate a variety of learning styles with control of acoustics, privacy, mobility, and technology</p>	<p>Meet course enrollment requirements and departmental needs</p>

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<p>Accommodate personal items needed by students and instructors</p>	<p>Increase access to information and people</p>
<p>Provide easy access to materials throughout the class period while keeping them out of the way</p>	<p>Enhance sightlines to connect students to the instructor, content, and each other</p>
<p>Support sustainability (environment friendly) initiatives</p>	<p>Create a sensory rich learning experience</p>
<p>Provide for the wellbeing of students and faculty and enable "green" practices on campus</p>	<p>Support multiple learning preferences with analog and digital tools</p>

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ACTION ITEM NO.

Enhance formal and informal interactions and collaboration

Anticipate both planned and unplanned interaction among students and instructors



Inspire the free exchange of ideas

Promote critical thinking and problem solving skills necessary for 21st century learners



Provide equal access to content

Give all users robust access to equally develop, share, and present content seamlessly



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ACTION ITEM NO.

Develop "every space is a learning space" strategies for students

Offer choices for students to connect, collaborate, and learn (in and outside) of the classroom



Use classroom spaces to enhance teaching and learning

Provide spaces faculty wants to teach in and students want to use



Express identity and image

Connect students and faculty with the school's brand to create a sense of community and pride



Anticipate and integrate new technology

Provide easy access to Power, data, display, and storage spaces



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101 South Market Street, Suite 150, San Jose, California 95113

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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).

PRESENT	DISTRIBUTION	CONSULTANTS (as indicated)
Albert Beltran, Community Leader Allison Murray, MHUSD Anessa Espinosa, Dir. of Facilities Ann Zhang, Teacher Brian Sullivan, CSMH Casino Fajardo, Dir. of Const. Chris Ghione, City of MH David Gerard, Trustee Debbie Grove, Principal Denise David, Home and School Club Dolores Akin, Teacher Gemma Abels, MHFT Rep Gina Paolini, City of MH Heather Anderson, Teacher Heather Nursement, CTE Director Jeff Brandon, MHPD Jen Myers, Teacher Jennifer Kim, Home and School Club Jim Carrillo, Dir. or Tech. John Horner, COC Rep Kathy Sullivan, Community Leader Kirsten Perez, Asst. Supt. Kyra Fisher, Student Mary Patterson, Trustee Rob Smiley, Community Leader Susan Pfefferlen, CSMH Jim Kisel, LPA Katia McClain, LPA Andrea Pippin, LPA	All Present	

DISCUSSION ITEMS

- ITEM NO.**
- 2.01 **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

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- the Town Hall are drafts intended to foster comments and conversations geared towards the long-term vision.
- C. Stakeholder outreach groups
 - o ESC: Executive Steering Committee consisting of District leadership. Purpose is to help guide the process and dig into the nitty-gritty details.
 - o Focus Groups: Help LPA understand the needs at a more detailed level and at a district-wide level.
 - o Outreach to capture all district needs helps to give an idea of the various costs and gives LPA an idea of how programs are run at the various sites as well as the facilities needed to support those programs.
 - o Surveys: A survey to students, teachers, and staff will be forthcoming.
 - o Interacting with a wide range of stakeholders helps to develop common themes and what may inform the highest priorities per each site and district-wide.
 - D. The FMPC is a group that learns alongside LPA and helps inform the long-term vision of the District.
- 2.02 **Guiding Principles**
- 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. LPA walks the group through each statement and asks for feedback, revisions, or other adjustments that the group feels are needed. The group has no comments and agree on LPA's draft of the Guiding Principles:
 - a. Focus on the Success of All Students
 - Prioritizing parity and equity across sites and programs.
 - b. Look at Campuses as a Whole
 - Providing safe, secure, healthy, attractive, and inclusive environments benefiting faculty and students.
 - c. 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.
 - d. Facilitate Transformational Changes
 - Enabling forward thinking and timeless solutions which allow for future change and continuous improvement.
 - e. Align Spaces with District Initiatives for Learning
 - Supporting a holistic 21st Century definition of academic excellence with collaboration, diversity of learning experiences, college and career preparation for ALL students.
 - f. Actively Outreach and Engage Stakeholders
 - Keeping information out to the public easily accessible while publicizing opportunities for input.
 - g. Develop Pride in the Schools
 - As hubs of the community competitive with other districts in Silicon Valley.
 - D. LPA will wordsmith and refine the language used for the final document.
 - E. FMPC discussion:
 - a. We discussed available funding at FMPC #1, do we know what this amount it?
 - After backing out known facilities costs, the amount left from Measure G is closer to \$100M. The FMP looks at the total needs, which is always greater than the available funding amount.
 - b. Measure G promised a list of improvements, could this list change?
 - Casino presented an update to Measure G allocation at the last Board meeting. The Facilities Master Plan process was prompted by the need to identify Measure G projects. The FMP will identify costs for projects promised under Measure G as well as the full list of needs and their associated costs.

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- The FMP is a living document that can be revisited/revised as needs, technology, etc change.
- c. Identify, at a site-level, what the needs are vs what has already been allocated/addressed.

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
 3. Farm
 - 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 it 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

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- e. Additional security/perimeter fencing
- f. Modernization of aging facilities
- g. Flexible furniture and enhanced technology

2.05 Secondary Sites 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-outs 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. Anessa 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 speeding 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 25-yr 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. Interior spaces within buildings are not being used for their original purpose, something needs to happen in those spaces to utilize them 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.
 - b. 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
 - vi. Child care program: there is a space that used to house Kinder and could become a child care facility.
 - vii. On-site employee child care / CTE pathway.
 - viii. No sidewalks along Dougherty Ave, issues with safe paths to school and cars cut through dirt/lot.

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MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
LPA PROJECT NO. 1605820 1605820

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- ix. MHUSD 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, possibly 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 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. Revise 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/MPR/Classroom wing along Monterey Rd. New parking and drop-off layout.
 - ii. Specialty classrooms in the existing-to-remain classroom wing.
 - iii. Could the fields become a K-5 site?
 - iv. 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?
 - v. Eventually the buildings used for 6th grade, art, spaces over by Grounds could be repurposed.
 - vi. The campus is highly utilized on the weekends for athletics, impacting parking greatly.
 - vii. Utilizing the fields for a K-5 site would mean less space for the community field spaces.
 - viii. Who knows, at some point, past the 2035 plan as demographics change, this could become a high school again.
 - ix. 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 row 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.
 - 1. These are fire lanes.
 - viii. Science labs are spread out whereas other disciplines are grouped together. Would prefer if science could be grouped to promote sharing of materials.
 - ix. Build more sidewalks from classroom wings to student/staff parking.
 - 1. This area has been left open for the future potential of another classroom wing.

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- x. Baseballs have hit cars in the parking lot.
- xi. No lights on the football stadium: this is due to the greenbelt. Lights are portable.
- xii. Tennis courts need spectator seating.
- xiii. 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.
- xiv. Soccer team would love synthetic turf.
- xv. The Morgan Hill / 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.
- xvi. School farm is in need of improvements, whatever can be done with respect to the green belt.
- xvii. Include school farm in the site plan of the school.
- xviii. Potential for manufacturing/welding/mechanical space: existing facility needs improvements.
- xix. Frontage is so deep with landscaping, this could be used better as a more prominent frontage with better parking/drop-off.
- xx. Access control: there is no security fencing at this site.
- f. San Martin / Gwinn K-8
 - i. Unclear for first-time visitors where the entrance is.
 - ii. Site has wonderful outdoor spaces, outdoor science labs, great seating areas, bright and airy renovations.
 - iii. Improvements: SDC/RSP class is segregated from the rest of the student population and would be better to keep the students closer to their peers. Also, feel very isolated with them at Admin.
 - iv. Site has a nice garden area.
 - v. Classrooms would benefit from collaboration spaces, clustered within classroom wings.
 - vi. School has been known for their art programs, would be really nice to have a communal, centrally located art room.
- 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 new 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/Drone 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. Oversized locker rooms for a middle school.
- h. Jackson Academy of Math and Music
 - i. Has a K-8 program, but is 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.

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FMPC MEETING MINUTES



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- 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

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Red Dot / Green Dot Activity Results:



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Secondary Sites Charrette Activity Results:



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101 South Market Street, Suite 150, San Jose, California 95113

April 27, 2017

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 corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT	DISTRIBUTION	CONSULTANTS (as indicated)
Albert Beltran, Community Leader Allison Murray, MHUSD Anessa Espinosa, Dir. of Facilities Ann Zhang, Teacher Brian Sullivan, CSMH Casino Fajardo, Dir. of Const. Chris Ghione, City of MH David Gerard, Trustee Denise David, Home and School Club Dolores Akin, Teacher Jen Myers, Teacher Jenna Mittleman, Principal Jim Carrillo, Dir. or Tech. John Horner, COC Rep Kevin Miller, Sobrato HS Kirsten Perez, Asst. Supt. Ramon Zavala, Asst. Supt. Ed. Svcs. Steve Betando, Superintendent Katia McClain, LPA Andrea Pippin, LPA Caroline Kwak, LPA	All Present	

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. Stakeholder outreach groups
 - o ESC: Executive Steering Committee consisting of District leadership. Purpose is to help guide the process and dig into the nitty-gritty details.
 - o Focus Groups: Help LPA understand the needs at a more detailed level and at a district-wide level.

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- o Outreach to capture all district needs helps to give an idea of the various costs and gives LPA an idea of how programs are run at the various sites as well as the facilities needed to support those programs.
 - o Surveys: A survey to teachers / staff and parents / community will be forthcoming.
 - o Interacting with a wide range of stakeholders helps to develop common themes and what may inform the highest priorities per each site and district-wide.
 - D. The FMPC is a group that learns alongside LPA and helps inform the long-term vision of the District.
- 3.02 **Site Walk Findings / Principal Interviews**
- A. LPA summarizes the findings during the Principal interviews, site walks, and Student Ambassador meeting.
 - a. Question: Are the site walk 'wants' prioritized?
 - Answer: The principal's "top 3" priorities are listed 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 MPR and/or 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 a very rough, preliminary overview of potential demographics within the MHUSD over the next 10 years. It was noted that demographic predictions become harder to estimate the further out you project.
 - b. The Draft Master Plan proposals based the capacity on the existing enrollment, using demographics 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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- a. El Toro: The green block at the playfields are currently fenced off due to a study of the area for burrowing owls. This study found that there are no burrowing owls at this 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 share use with parks and school sites, this contributes to the large playfield areas at many school sites which are shared with the 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 that 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 Gen 7 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 McKim 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 show 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. We assume that McKim 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 will be identified along Peak Avenue for the placement of their portable.
- g. Charter School: This master plan was based on the 2013 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 impact requirements.
- C. Following the presentation of the Conceptual Draft Master Plans, the FMPC spent the remainder of the meeting (80 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.

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- 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 show 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. Charter School
 - i. High speed rail plans would take out the whole frontage along Monterey Rd
 - ii. There is a new leach field where hardcourts are proposed. We can't place hardscape or classrooms over this leach 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 work room 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 Crosse 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 hardscape and playfields? This may not be able to happen because of the placement of the toilets. The Kinder here could have a low fence since it is internal to the campus.

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- 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
 - i. A lot of parking is shown that could be more useful as playgrounds or something else.
 - ii. 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

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FMPC Comments on Conceptual Draft Master Plans:



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101 South Market Street, Suite 150, San Jose, California 95113

June 15, 2017

MEETING MINUTES NO. FMPC 04
MORGAN HILL UNIFIED SCHOOL DISTRICT - FACILITIES MASTER PLAN
 LPA PROJECT NO. 1605820

DATE: June 14, 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).

<u>PRESENT</u>	<u>DISTRIBUTION</u>	<u>CONSULTANTS</u> (as indicated)
Allison Murray, MHUSD Anessa Espinosa, Dir. of Facilities Brian Sullivan, CSMH Casino Fajardo, Dir. of Const. Courtney Macko, Principal David Gerard, Trustee Debbie Grove, Principal Dolores Akin, Teacher Gemma Abels, MHFT Rep Gina Paolini, City of MH Jennifer Kim, H&SC Jim Carrillo, Dir. or Tech. John Horner, COC Rep Kathy Sullivan, Community Rep Kevin Miller, Sobrato HS Kirsten Perez, Asst. Supt. Rob Smiley, Community Rep Ron Woolf, Trustee Steve Betando, Superintendent Jim Kisel, LPA Andrea Pippin, LPA Lily Good, LPA	All Present	

DISCUSSION ITEMS

- ITEM NO.**
- 4.01 **Process Overview**
 - A. LPA reviews the FMP schedule, process, and plan of stakeholder engagement.
 - a. Board Engagement schedule:
 - i. Draft FMP Presentation in August
 - ii. Final FMP Review in September
 - 4.02 **Scope of Work Categories & Total Program Cost**
 - A. LPA reviews the various categories used to break down the overall FMP costs.
 - B. LPA reviews the estimated cost of the full Facilities Master Plan
 - a. A revision will be made per FMPC discussion to break furniture and technology costs out for all project types. Previously, furniture and new presentation technology costs

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- were included in the soft costs associated with New Construction. The FMPC would like to see this as a separate line item across the board.
- b. Additional sites will be added to the estimate:
 - i. Borello 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. Borello is not an existing campus, therefore has no School Site Council.
 - 2. Machado School is being leased, so is not District-occupied.
 - d. 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 mello roos.
 - 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 correction was made to slide 35: MHUSD Statutory Bonding Capacity is \$97,780,631.
 - 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.
 - iv. 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 (Classrooms), 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.
 - B. Program Implementation Influencers: Discussion of voting results

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- 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
 - e. Science acquired many more votes than the Global Scopes ballot would predict. Shows a higher preference for Science/CTE at the high school level.
 - f. Admin/staff spaces: a mix between first impressions and safety/security.
 - g. 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. Nordstrom: removal of portables is a top priority for the site
 - d. LBJ: fields and hardscape could accommodate future buildings
 - e. 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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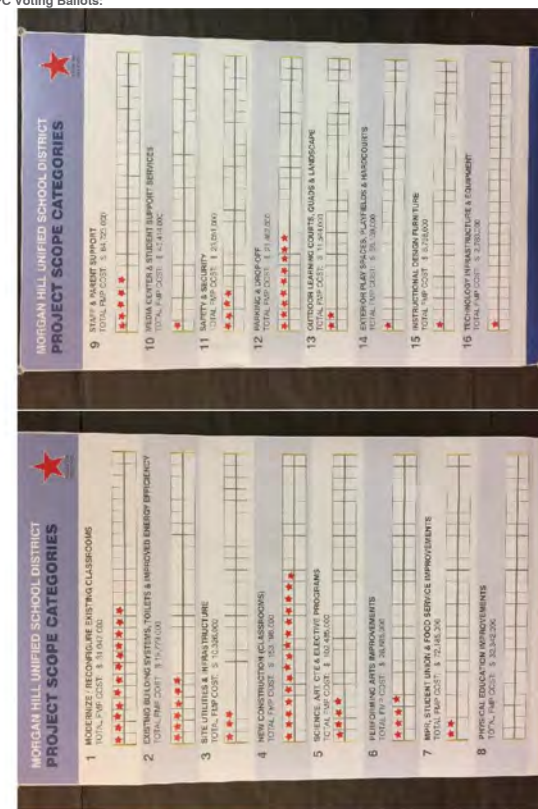


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FMPC Voting Ballots:



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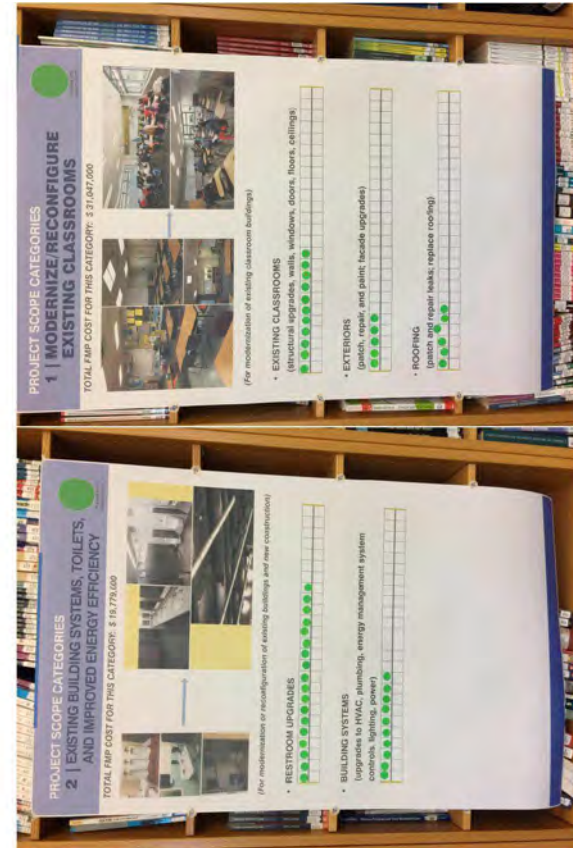
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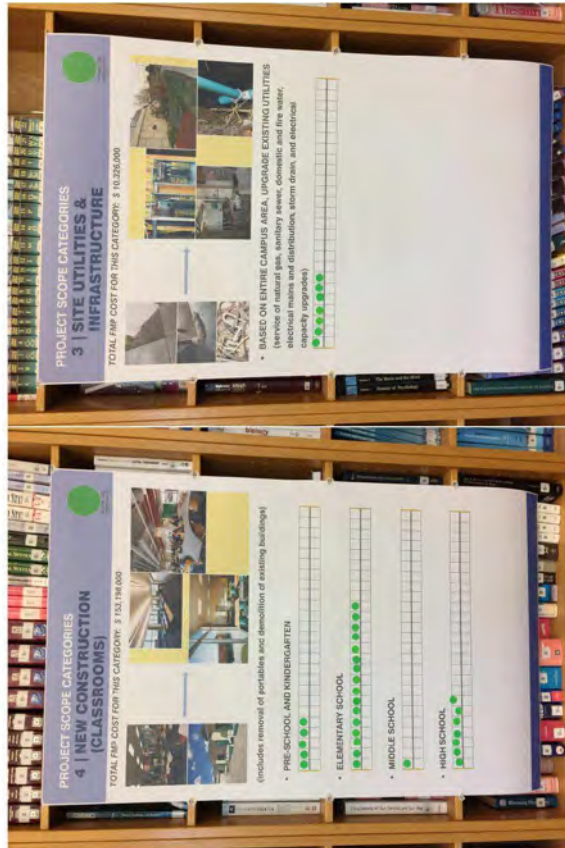
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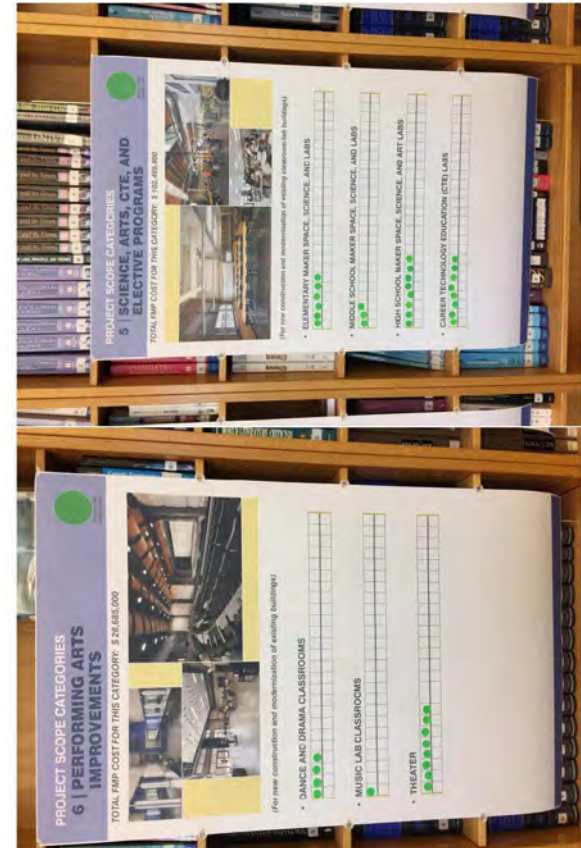
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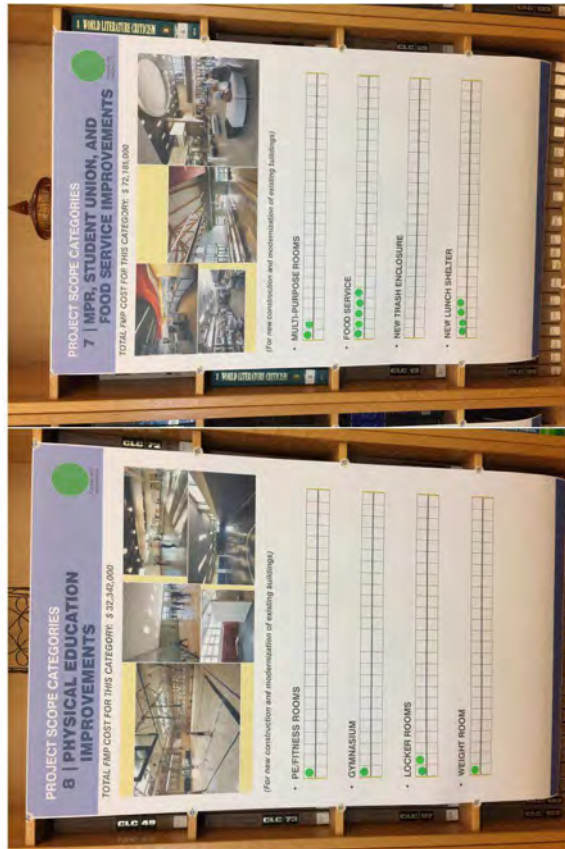
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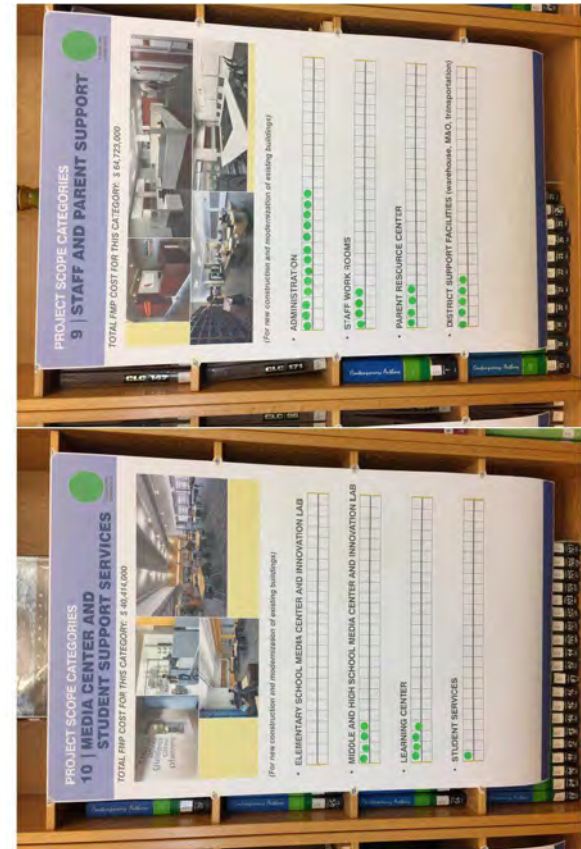
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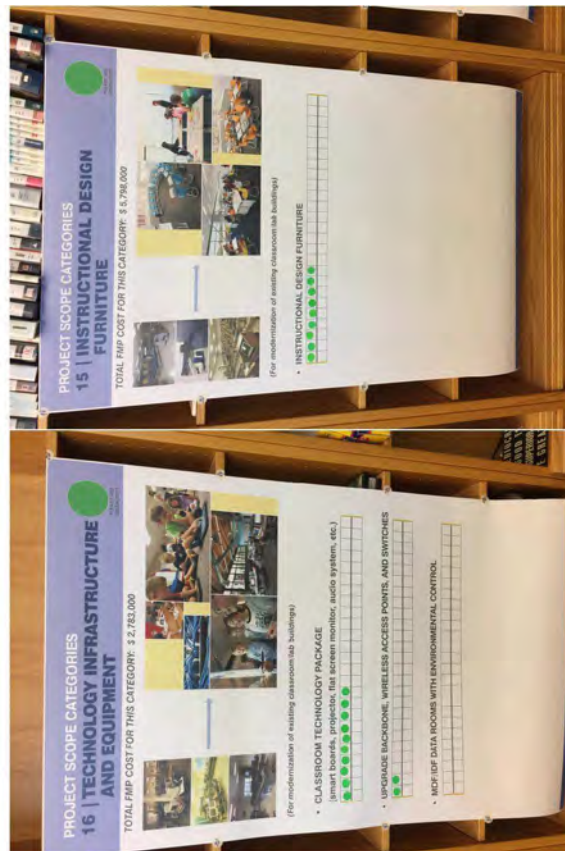
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