



# Long Beach Polytechnic High School

## Facilities Master Plan : Townhall Meeting

November 15th, 2022



# Welcome by Principal Salas

## Welcome, Overview & Introductions

## Campus Master Plan Process

### Site Walk & Principal's Interview

### Focus Group Meetings

### Planning Committee # 1 :

- Examine Site Opportunities
- How would you define success of this master plan?

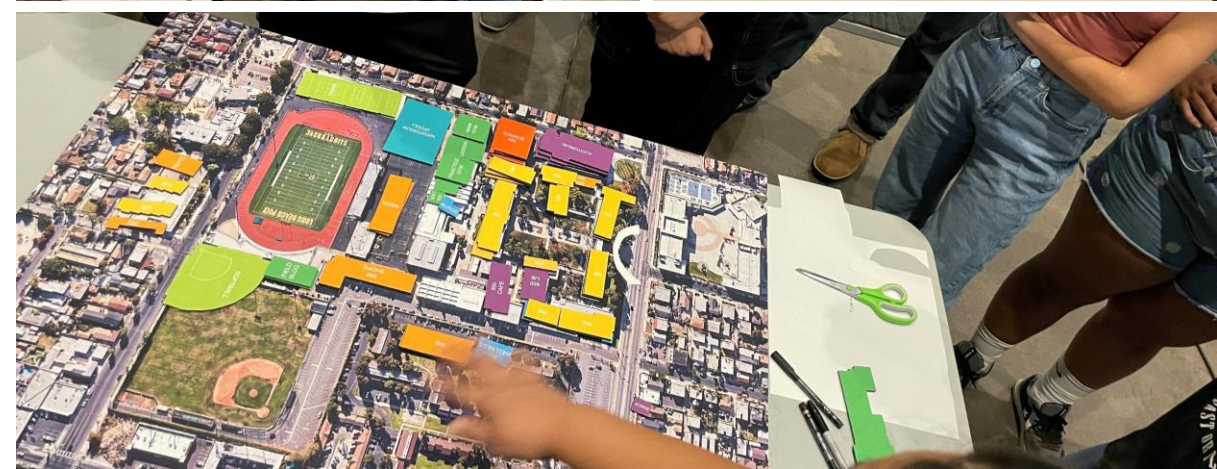
### Planning Committee # 2 :

- Draft Campus Master Plan Options

### Planning Committee # 3

- Prioritization

*(Spanish & Khmer translation is available)*



## agenda | Town Hall

**Principal's Welcome & Overview**

10 minutes

**Schedule to Date**

5 minutes

**Campus Master Plan Process**

10 minutes

**Draft Campus Master Plan**

15 minutes

**Planning Committee Prioritization**

5 minutes

**Engagement Activity Discussion**

15 minutes

### LPA Facilitators



**Rick Musto**

Project Director  
Architecture



**Jomay Liao**

Educational Facilities Planner  
Planning



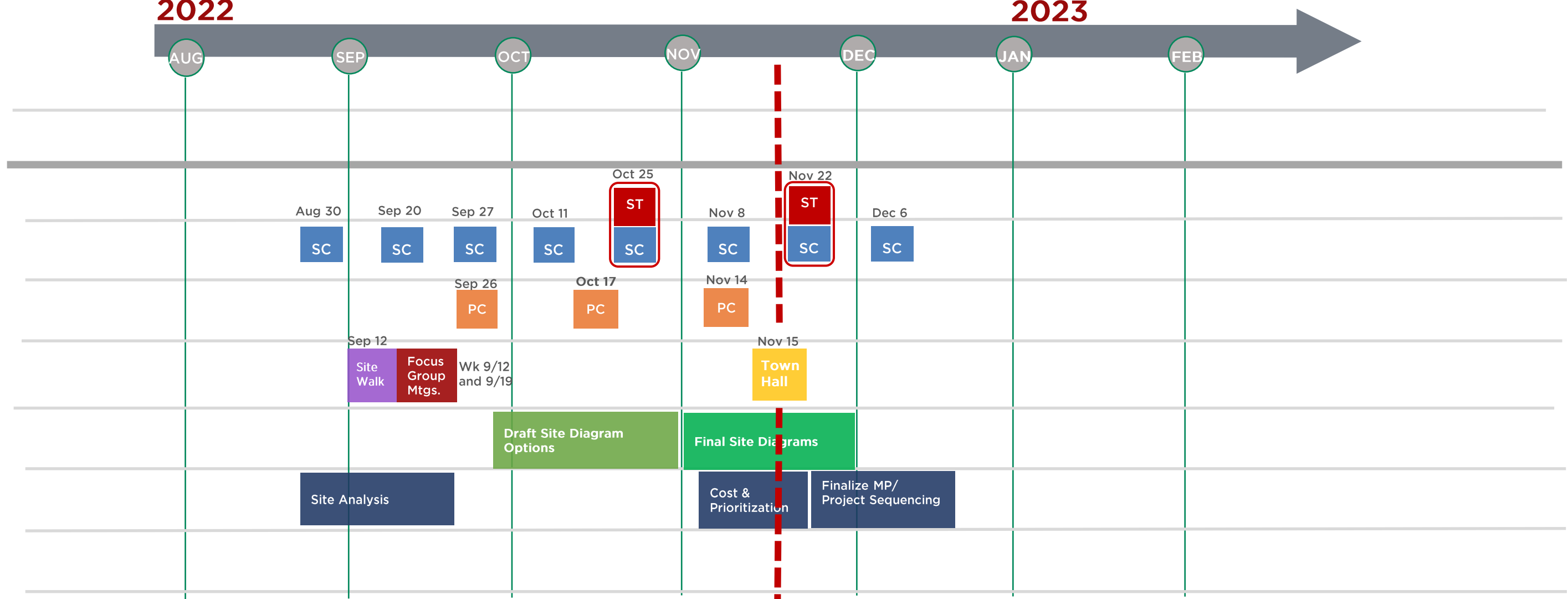
**Stephanie Matsuda-Strand**

Project Designer  
Architecture

# FMP Process Timeline

2022

2023



**KEY**

- SC Steering Committee
- PC Planning Committee
- ST Senior Team
- TH Town Hall Meeting

**Senior Team**  
Cost/ Prioritization  
Final Update Approval  
**2 TOTAL Meetings**

**Planning Committee (PC)**  
**3 TOTAL Meetings**

**Town Hall Meeting**

**Steering Committee (SC)** Held every two weeks





# Campus Master Plan Process



# 2022 Master Plan Themes

## Themes:

## Facility Improvements

- Modernization of aging facilities
- HVAC
- Kitchen modernizations
- Furniture replacement

## Appropriate Facilities for Programs

- Career & Technical Education
- Project-Based Learning
- Technology (in Classrooms and outdoor)

## Green Spaces/ Wellness/ Health & Fitness

- Opportunities for learning outdoors
- Green spaces
- Sustainability
- Efficiency of systems
- Inspire families to stay in LBUSD
- Athletics and fitness

### Facility Enhancements Creating next generation learning environments where students can thrive

#### Recommended Actions:

- Modernizations of aging school facilities. Improvements may include energy efficient lighting, replacement of interior finishes, exterior finish upgrades, play area apparatus replacement, landscape and landscape repairs and improvements.
- Complete the districtwide HVAC modernization of all outstanding school campuses with aging and inefficient systems.
- Replace outdated and low performing building systems with energy efficient and carbon neutral upgrades to reduce operating costs and support a sustainable future.
- Improve nutritional services, including kitchen modernizations that provide upgrades to aging facilities, minimize waste, increase efficiency, and align with an improved healthy meal plan. Provide an elevated student dining experience, including improved seating, upgraded dining facility interiors / branding, and expanded access to outdoor dining that includes ample shade and a variety of seating options for students.
- Implement furniture replacement plan districtwide to better support project based learning that supports a variety of small group and large group learning configurations. Offering light weight, mobile furniture will help facilitate the rapid reconfiguration of classrooms, supporting new styles of learning that were not previously possible, while minimizing downtime for instruction and engagement.

| Schedule / Milestones   | Benefit to LBUSD Students  |
|---|--|
| <ul style="list-style-type: none"> <li>Complete prioritization phase and vet portfolio scenarios through stakeholder committees in fall/winter of 2022-23.</li> <li>Develop and publish project priority lists for transparent implementation.</li> </ul> | <ul style="list-style-type: none"> <li>Refreshed facilities will improve wellness of students and staff, expand educational opportunities for all students, and close equity gaps for LBUSD's most vulnerable students.</li> </ul> |

Long Beach Unified School District | Facility Master Plan | Recommendations



|  |                                       |
|--|---------------------------------------|
| <b>Educational Program</b><br>               | <b>Safety &amp; Security</b><br>      |
| <b>Relationships &amp; Collaboration</b><br> | <b>Technology &amp; Furniture</b><br> |
| <b>Wellness</b><br>                          | <b>Operational Utility</b><br>        |

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### Career & Technical Education Develop technical skills, knowledge and training for students to succeed in future careers

#### Recommended Actions:

##### Tier 1

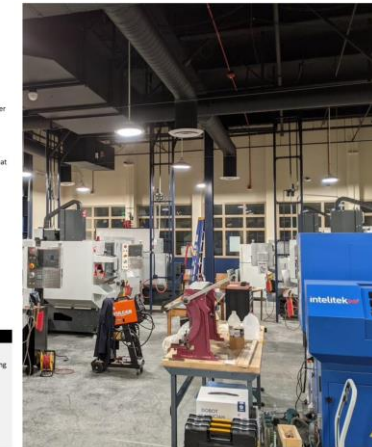
- Provide parity across all district high schools, via equal access to specialized learning that centers on career and technical education (CTE) programs. Offer programs that provide access to certification and college credit coursework that do not currently exist at all high schools. Build CTE programs and facilities at all underserved high schools.
- Determine curriculum, instructional approach, and programs to be offered at underserved high schools. Engage local community partners that may offer access to additional resources and on-the-job training that pairs with CTE offerings.
- Design and build CTE facilities to support new CTE programs on existing high school campuses.

##### Tier 2

- Develop and implement CTE programs within the district that includes early introduction to career and technical education at the middle school level. Develop curriculum and instructional CTE programs at all middle schools and K8 schools across the district as a component of a progressive learning model that prepares middle school students for high school.

| Schedule / Milestones  | Benefit to LBUSD Students   |
|--|---|
| <ul style="list-style-type: none"> <li>Determine scope of CTE curriculum for all underserved high schools.</li> <li>Develop individual CTE curriculum and program needs associated with new offerings.</li> <li>Determine project timelines, staffing and budgets.</li> <li>Design and build facilities that complement the needs of individual CTE programs.</li> </ul> | <ul style="list-style-type: none"> <li>Offer high school students opportunities that integrate core academic knowledge with technical and occupational knowledge, providing students with pathways to postsecondary education and careers.</li> <li>Generate opportunities for students to receive college credit and on-the-job training prior to graduation.</li> </ul> |

Long Beach Unified School District | Facility Master Plan | Recommendations



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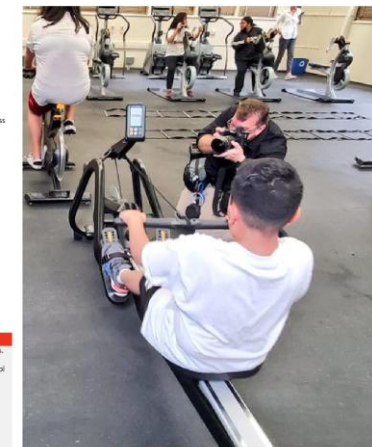
### Health & Fitness Preparing LBUSD students for healthy lifestyles

#### Recommended Actions:

- Provide parity across all district high schools, with all high school students having equal access to gymnasium and outdoor athletic facilities, including recreational exercise.
- Provide parity across all district K8 and middle schools, with all middle school students having equal access to gymnasium and outdoor athletic facilities, including recreational exercise.

| Schedule / Milestones  | Benefit to LBUSD Students  |
|--|--|
| <ul style="list-style-type: none"> <li>Prioritize projects in coordination with other renovations and location data for alternative programs.</li> </ul> | <ul style="list-style-type: none"> <li>Closes equity gaps, promoting healthy lifestyles.</li> <li>May inspire families opting out of district school alternatives to stay in LBUSD.</li> </ul> |

Long Beach Unified School District | Facility Master Plan | Recommendations



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### Wellness & Green Spaces Offering spaces that improve cognitive development, mental well-being, and physical health

#### Recommended Actions:

- Remove aging and used portables, creating new opportunities where outdoor learning and outdoor green play areas can occur. (46 schools have sufficient permanent capacity to house projected enrollment without portables.)
- Replacement of portables with multi-story permanent addition/s should be given consideration in cases where there is insufficient permanent capacity among neighboring school to house projected enrollment, clearing space for reclaimed green space.
- Offer drought-tolerant green space opportunities that maximize adjacencies to clusters of same grade classrooms, providing new opportunities for outdoor same grade learning and collaboration. Include outdoor shade structures and other shaded elements that maximize use as outdoor learning space.
- Generate drought-tolerant green spaces that offer a variety of natural spaces for play, learning, pollinator gardens, student gardens, and tree planting that supports a science and nature curriculum.
- Areas of asphalt paving at play areas will incorporate areas of reflective paint at existing ground games to reduce solar heat gain and urban heat island effect, providing an improved experience for students while at play.
- Offer outdoor drought-tolerant green play spaces immediately adjacent to all Pk/TKK classrooms that is secure and that offers soft space for our youngest learners, as well as space for outdoor snacks, outdoor art projects and other uses. Include shade trees and low height seating that allows early learners to move freely from the classroom to outdoor learning areas.
- Priority should be determined with consideration of current condition of school grounds, location's heat island effect, proportion of students with low socio-economic indicators, distance to and condition of nearest park, and community input.

| Schedule / Milestones  | Benefit to LBUSD Students   |
|--|---|
| <ul style="list-style-type: none"> <li>Generate prioritization list for portable removal.</li> <li>Create project timeline for implementation.</li> <li>Develop drought-tolerant designs and budget for implementation at each school campus.</li> </ul> | <ul style="list-style-type: none"> <li>Create opportunities for learning outdoors that includes space for outdoor classrooms, outdoor group learning, art and science projects.</li> <li>Improve outdoor play experience, including soft spaces for recreational play and socialization, including ample opportunities for shade in outdoor areas.</li> <li>Provide new opportunities for students to gather at lunch outdoors in a variety of settings.</li> </ul> |

Long Beach Unified School District | Facility Master Plan | Recommendations



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### Instructional Technology Building a high-speed technology future that supports project-based learning, where instruction and collaboration can occur anywhere and everywhere

#### Recommended Actions:

##### Tier 1 Level Improvements:

- Replace districtwide aging cabling that was installed in early 2000's. Upgrade to Cat5 / Cat7 cabling across all campuses and support facilities.
- Upgrade MDF's and IDF's across district to handle higher speed networks as a component of replacing aging cabling.
- Develop and deploy back-up WAN services for all schools.
- Increase wireless capacity to all classrooms.

##### Tier 2 Level Improvements:

- Provide outdoor wireless access at new FAMP outdoor learning environments.
- Increase wireless capacity to support CTE across various sites.
- Provide improved technology support for project-based learning classrooms with multi-wall classroom teaching technology.

| Schedule / Milestones   | Benefit to LBUSD Students   |
|---|---|
| <ul style="list-style-type: none"> <li>Assess districtwide deployment challenges/opportunities, develop requirements, equipment lists, and long-range model.</li> <li>Develop prioritization categories for deployment, generate timeline for construction, approach and cost.</li> </ul> | <ul style="list-style-type: none"> <li>Technology performance and speed that meets demand. Technology that improves wireless capacity in classrooms to better support learning.</li> <li>Technology that better supports mobile teaching environments to support project-based learning.</li> </ul> |

Long Beach Unified School District | Facility Master Plan | Recommendations



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### Sustainability Preparing Long Beach students for a lasting, healthy world

#### Recommended Actions:

##### Follow guidance detailed in LBUSD Board Policy 9330.1 Green School Operations Energy Policy:

- Prioritize investments that achieve the greatest emissions reduction and minimize greenhouse gas emissions by aggressively transitioning to zero-emissions vehicles and machinery as rapidly as recapitalization cycles and budgets allow.
- Reduce energy and water consumption, maximizing the use of renewable and clean energy technologies.
- Purchase clean renewable energy (direct purchase or offsets) from the utility provider or Energy Service Company so long as there are competitive market prices available for at least 100% clean, renewable energy for the small operational demands for the District.
- Ensure that facilities construction and renovation projects comply with green building standards, specifically ensuring all new and replacement machinery is zero-emission, pursuant to 24 CCR 333.1-363.1, and focus on sustainability and student health in the design and implementation of facilities modernization projects.
- Decarbonize machinery and equipment in all end-use energy sectors, including heating, ventilation, air conditioning (HVAC), cooling, water heating, heating, ventilation, air conditioning, and transportation.
- Develop a phase-out plan for existing infrastructure that still relies on fossil fuels (natural gas or other).
- Reducing vehicle emissions to campuses/facilities by encouraging students to walk, bicycle, carpool, or use district or public transportation. Prioritize zero-emission school buses and vehicles using reduced or zero-emission school buses and vehicles and providing accompanying infrastructure such as charging stations.
- Limit unnecessary idling of personal vehicles by encouraging parents/guardians, through signage or other means of communication, to turn off their vehicles when parked on and around school grounds. Limit unnecessary idling of school buses and District vehicles in accordance with 13 CCR 5480.
- Actions will be reported to an oversight task force so that it can fulfill its monitoring and shared accountability responsibilities.

| Schedule / Milestones   | Benefit to LBUSD Students  |
|---|--|
| <ul style="list-style-type: none"> <li>In alignment with ongoing LBUSD policy and sustainability master planning efforts, complete financial and climate impact of discrete project scopes to harvest sustainable energy and water sources, reduce energy consumption, and good behavior.</li> <li>Develop prioritized implementation plan based on social, health, equity, and financial returns.</li> </ul> | <ul style="list-style-type: none"> <li>Commitment to Climate Change and Justice</li> <li>Emissions Reduction</li> <li>Reducing Energy Use</li> <li>Reducing Water Use</li> <li>Renewable Energy</li> <li>Reducing Vehicle Emissions</li> <li>Reducing Waste</li> <li>Environmentally Preferable Products</li> <li>Reducing Toxins</li> </ul> |

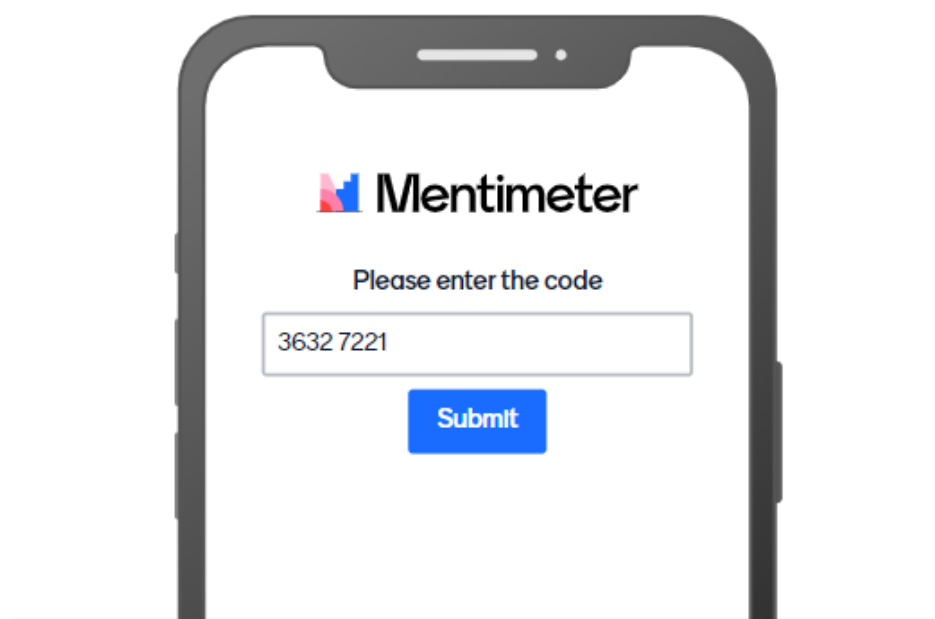
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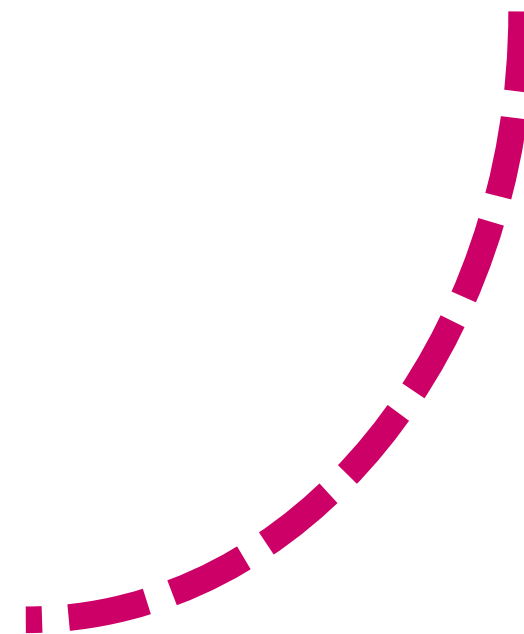
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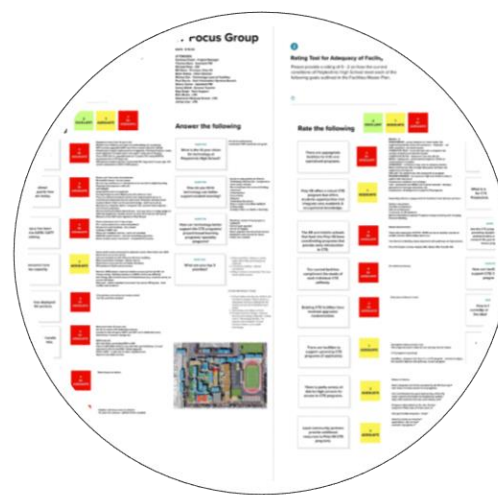




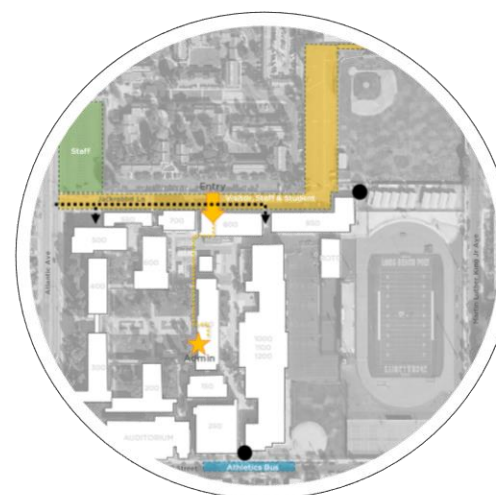
# Campus Master Plan Process



2022 Master Plan Themes



Focus Group Input



Site Analysis



Planning Committee Input



# Planning Committee

- Students
- Parents
- Teachers
- Administrators
- District Representatives
- Facilities Master Planner
- Architects
- Landscape Architects





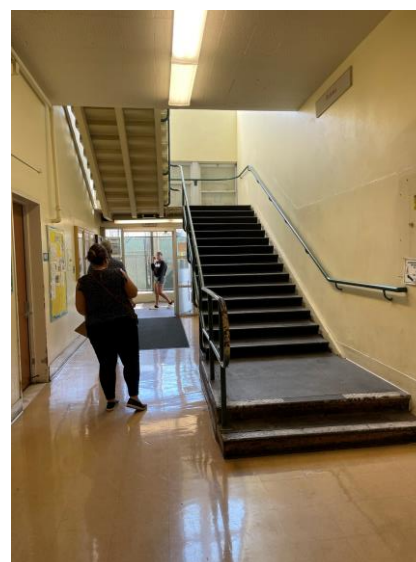




# Focus Group Meeting Summary

## Themes:

- Need HVAC!
- Aging and outdated facilities.
- Making do with what we have.
- Facilities do not support 21<sup>st</sup> century learning.
- Instability of internet access and power hinders how teachers want to teach.
- Facilities do not support programs.
- Undersized Classrooms – not enough space.
- Growing CTE program – not enough space.
- ADA Access
- Circulation and access
- Support staff housed in closets.
- Desire for collaborative learning environment.





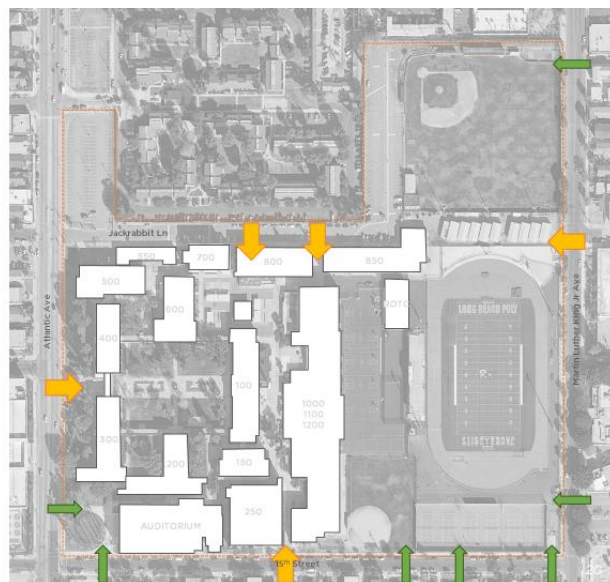
# Site Analysis

## LPA Understanding Poly

### Site Analysis :

#### Student Access

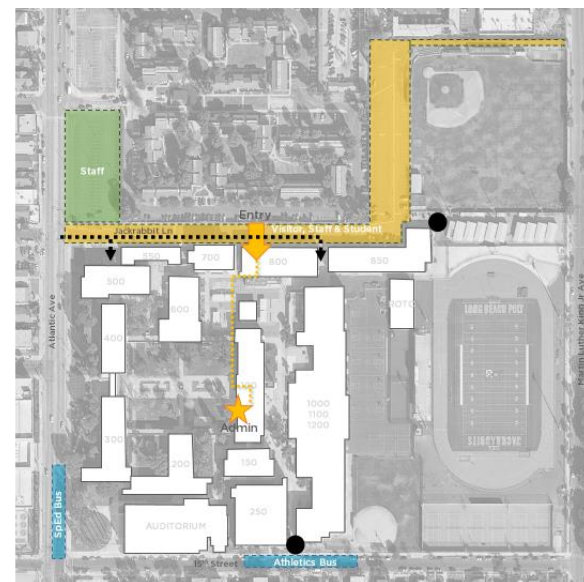
- ➡ Main Access
- ➡ Secondary Access



## LPA Understanding Poly

### Site Analysis :

- ➡ Vehicular Circulation & Parking
- ⋯ Visitor Access & Circulation
- Drop-off
- Deliveries
- Trash

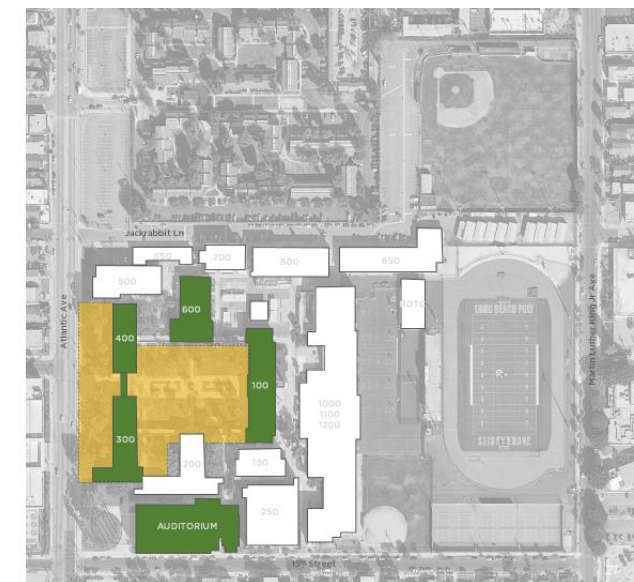


## LPA Understanding Poly

### Site Analysis :

#### Historic Significance

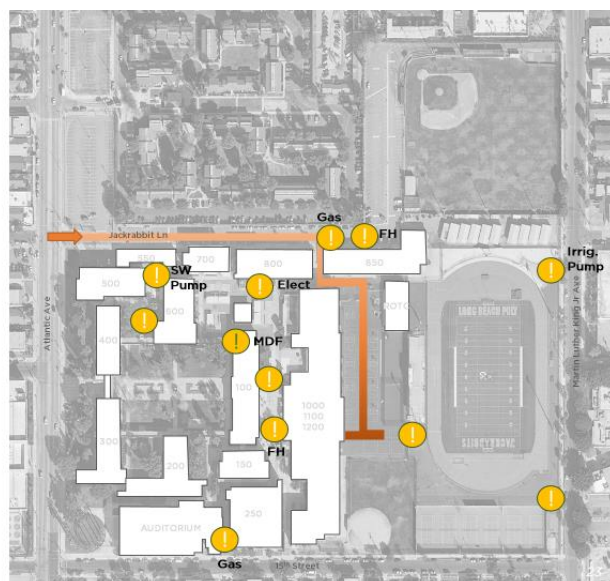
- Historic Site
- Historic Building



## LPA Understanding Poly

### Site Analysis :

#### Major Utilities Fire Access

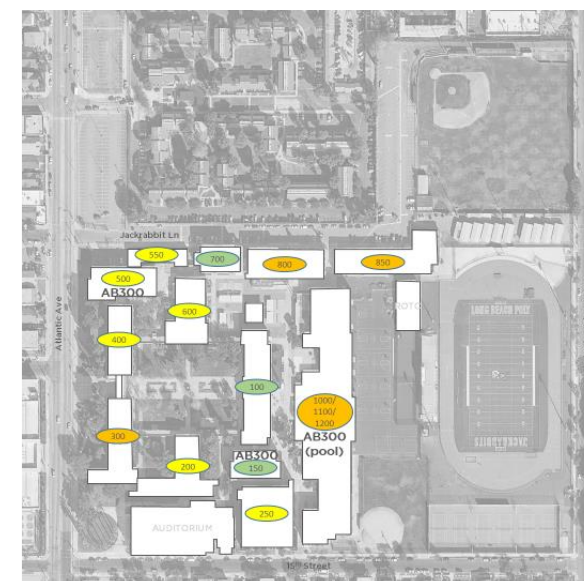


## LPA Understanding Poly

### Site Analysis :

#### Facility Conditions by Building

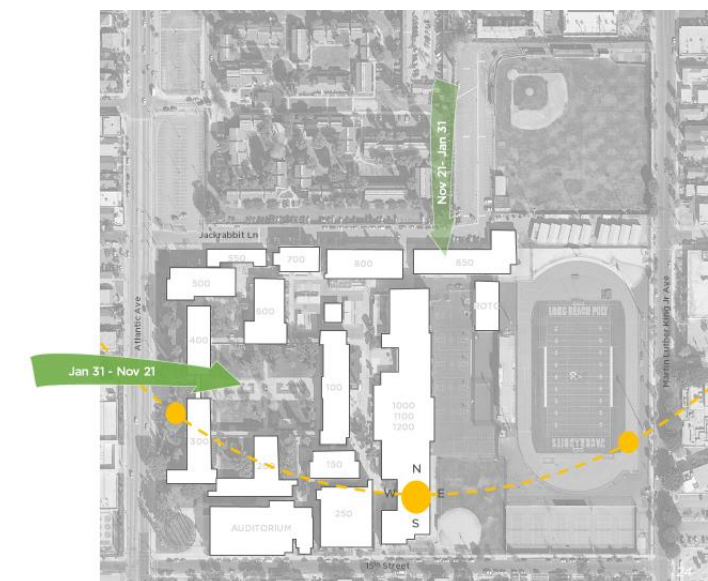
- Good : 0.00 - 0.05
- Fair : 0.06 - 0.10
- Poor : 0.11 - 0.30
- Critical : 0.31 - 0.50
- Divest : 0.51 - 1.0



## LPA

### Site Analysis :

#### Sun & Solar Prevailing Breezes





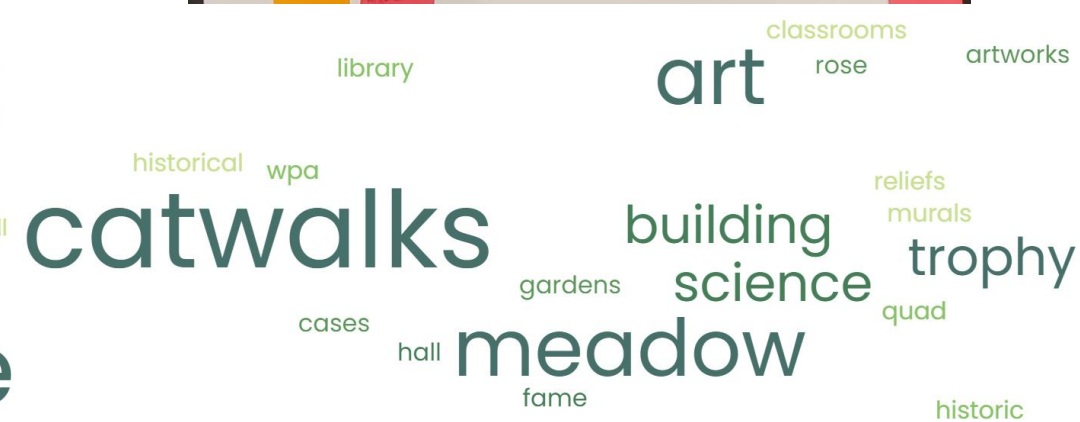
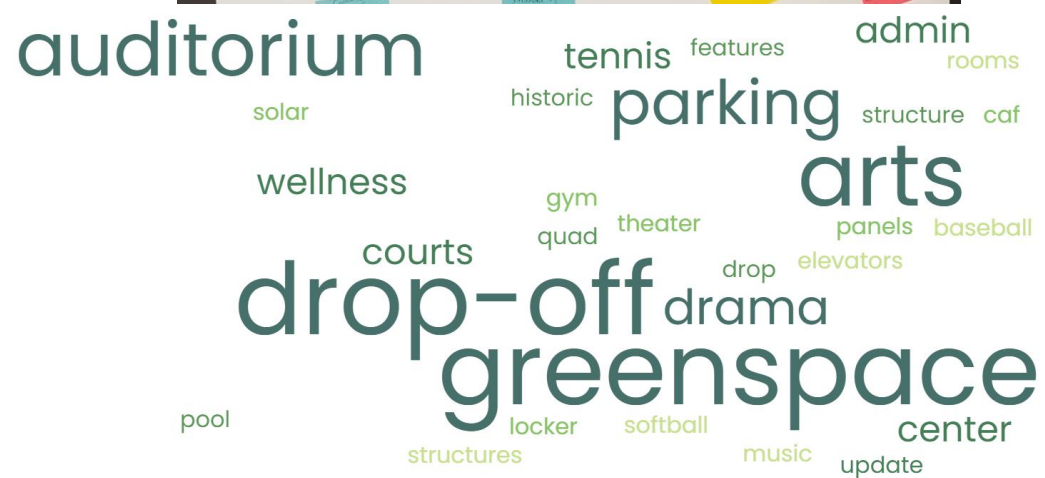
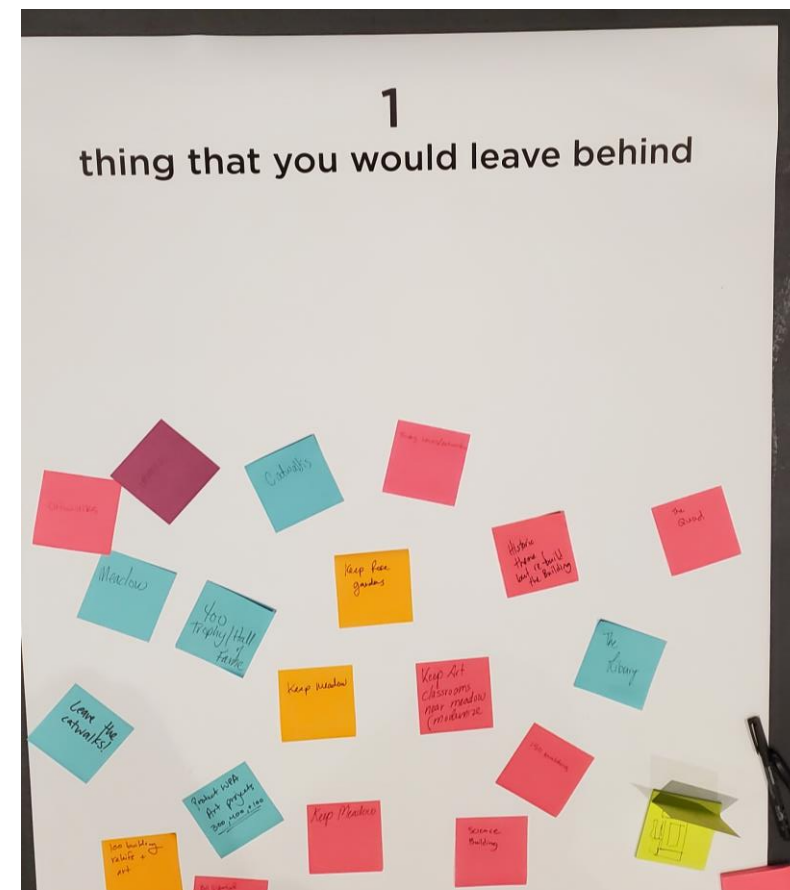
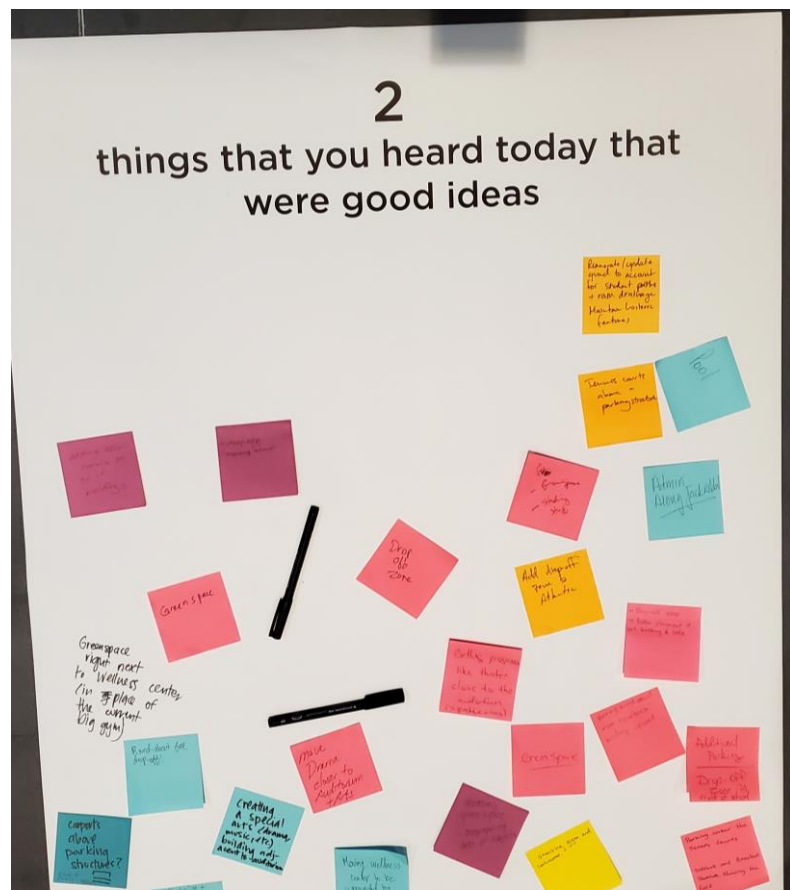
## “If you could dream...”

1. Add drop off in front of 300 and 400 along Atlantic
2. Two-story parking structure to replace parking lot at Atlantic and Jackrabbit
3. Two-story parking structure with rooftop tennis to replace tennis at 15<sup>th</sup> (create main student circulation path from here to academic campus)
4. Administration on first floor of new building at corner of Atlantic and Jackrabbit as new front door
5. Upper floor catwalk between new parking structure and new Admin building to create entry portal
6. Retain 850
7. New cafeteria building with deliver access from jackrabbit with new outdoor dining/gathering/green space
8. Demo Gym/Athletics building and replace with multi-story building with smaller footprint
9. Include gender neutral locker room
10. New MEDS building
11. Aquatic Center to replace softball
12. Wellness component in place of small gym
13. Create secondary greenspace gathering area on campus to support wellness, athletics, and recreation
14. Demo Bldg 150 and 200 and replace with new buildings co-locating all arts programs (drama, art, music, etc.)
15. Keep upper floor catwalks in quad!
16. Remove portables
17. Field building to replace portables
18. Overlay softball and baseball





“3-2-1: How will you define success?”







## Option 2

### Academic Quad/Dining Quad



## Option 3 Blended Quad





# Red Dot | Green Dot VIRTUAL Mural Board

Option 1a  
Athletics on 15<sup>th</sup> Street



Option 1b  
Athletics on Jack Rabbit

For all new buildings, will they match architectural style of historic buildings? 100, 200, 300, 400, 600?

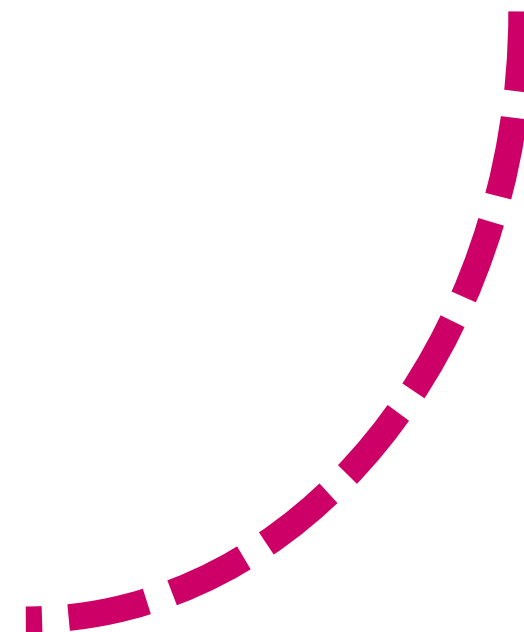
Squeeze more green space into plans? Trees and shade are a must!





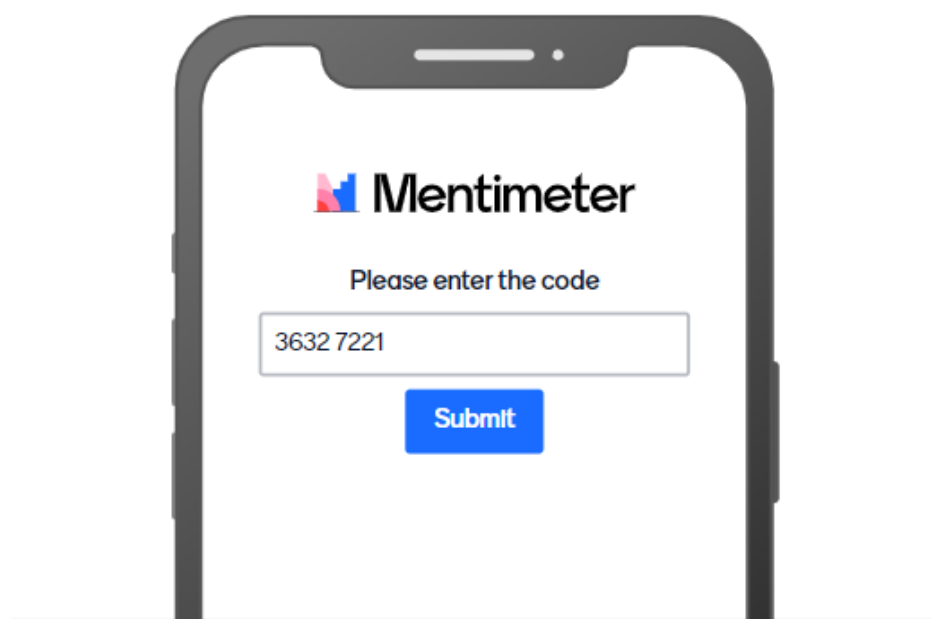
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# Draft Campus Master Plan



# Teaching Station Analysis

22/23 Projected Enrollment: 3,994

Loading Factor 37 (\*English loading at 35)

| Core Required            |            | Existing | Additional Teaching Stns. |            | Existing |
|--------------------------|------------|----------|---------------------------|------------|----------|
| English                  | 22         | 19.5     | Mild Moderate (MM)        | 12         | 12       |
| Math                     | 22         | 27       | ED                        | 2          | 2        |
| Science                  | 17         | 17       | Moderate Severe (MS)      | 4          | 4        |
| Social Studies           | 17         | 20       | ELA                       | 1          | 1        |
| World Language           | 17         | 14.5     | INTV                      | 1          | 1        |
| Elective Courses         |            |          | Additional Spaces         |            |          |
| Visual / Performing Arts | 8          | 8        | RSP Offices               | 1          | 3        |
| Electives / CTE          | 20         | 12       | RSP                       | 2          | 5        |
| <b>TOTAL</b>             | <b>123</b> | 118      | Living Skills             | 1          | 1        |
|                          |            |          | Wellness Center           | 1          | 1        |
|                          |            |          | College & Career          | 1          | 1        |
|                          |            |          | Counseling                | 1          | 1        |
|                          |            |          | ROTC                      | 2          | 2        |
|                          |            |          | ASB                       | 1          | 2        |
|                          |            |          | <b>TOTAL</b>              | <b>153</b> | 153      |



# Parking Analysis

**Current Parking Count:** 415 existing stalls

**CDE Recommendation:** 846 stalls

**Proposed New Count:** 815 new stalls

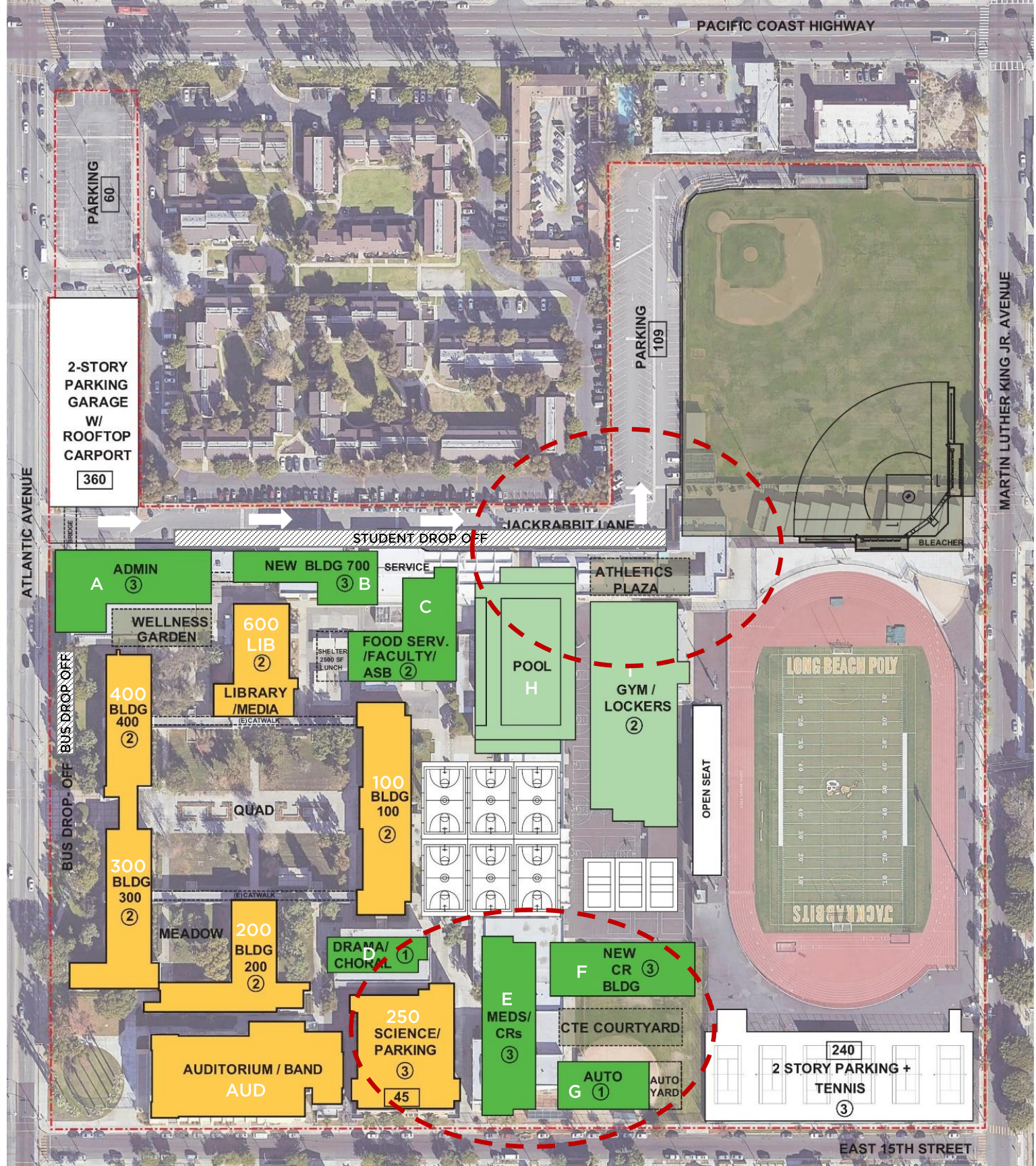




# Draft Master Plan

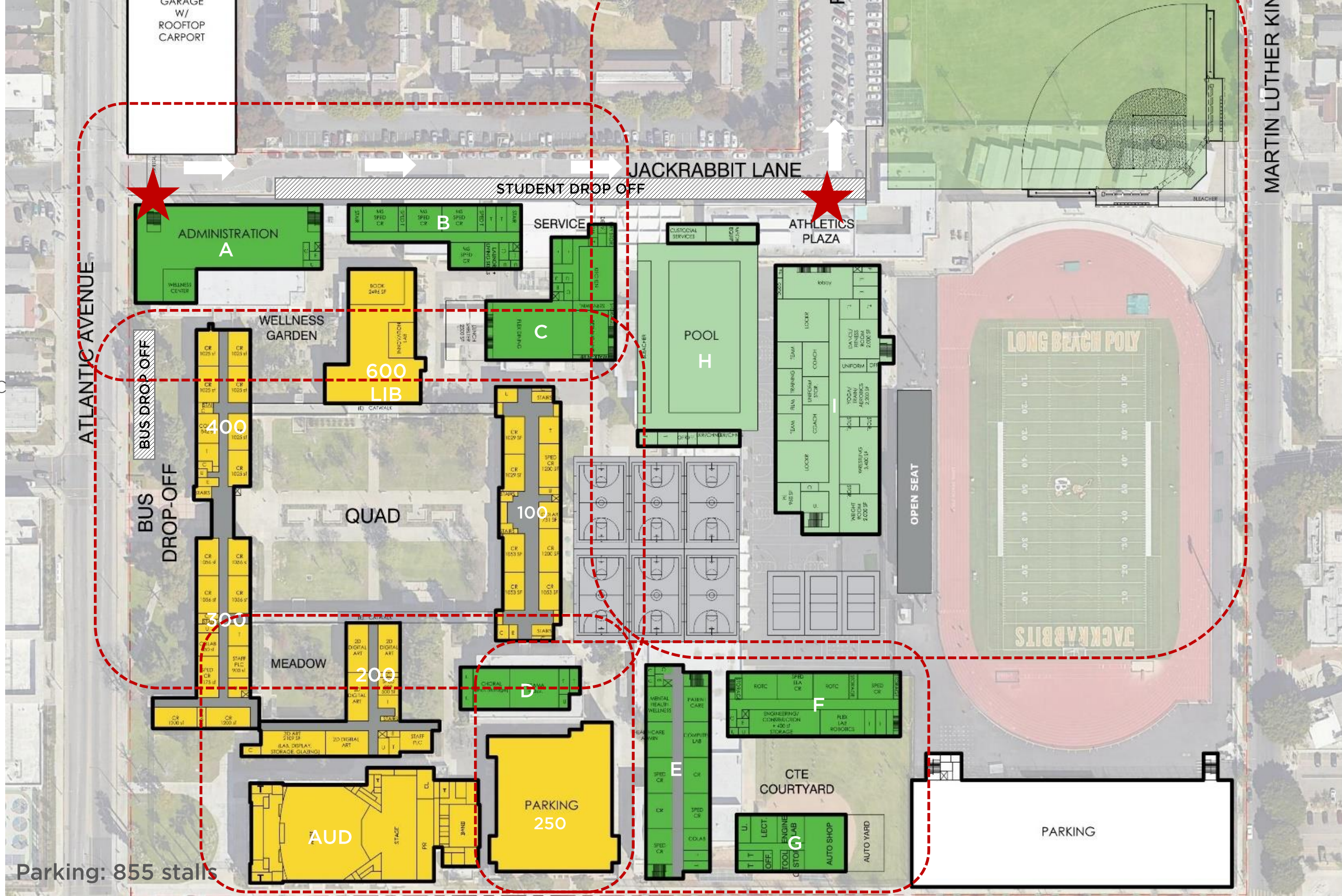
\*\* Athletics on Jack Rabbit | CTE Courtyard

- Existing
- New Academic
- New Athletic



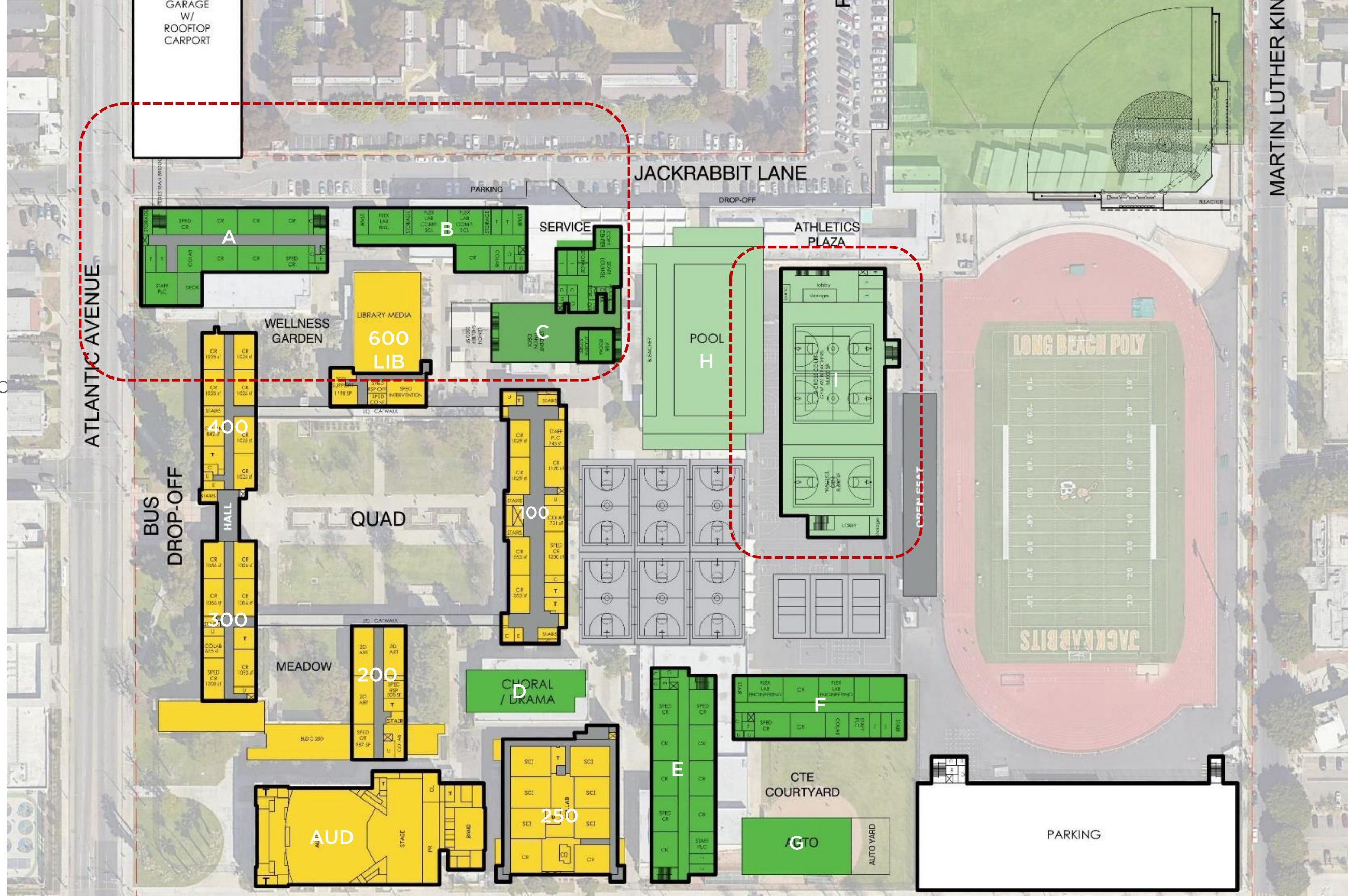


- Existing
- New Academic
- New Athletic





- Existing
- New Academic
- New Athletic

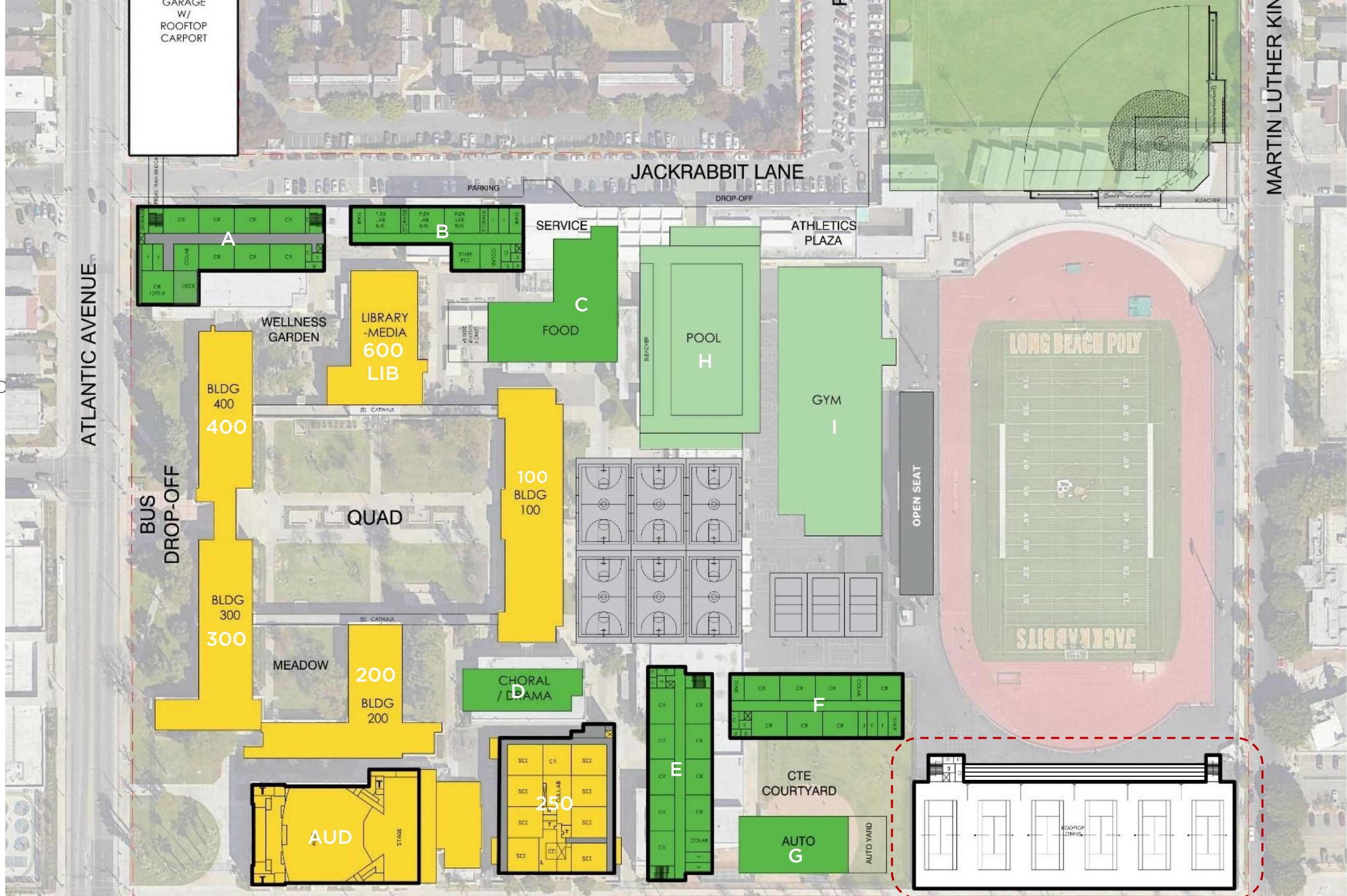




Existing

New Academic

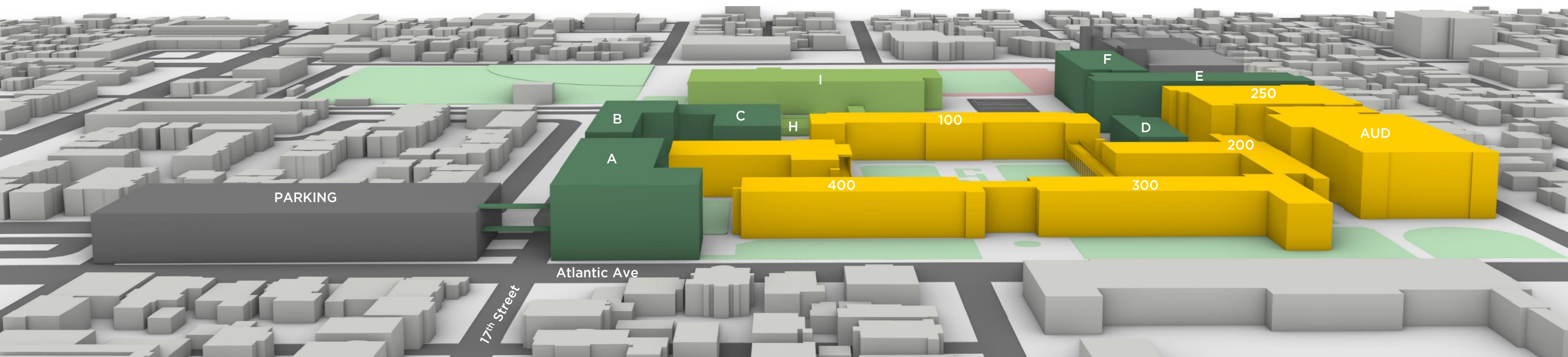
New Athletic













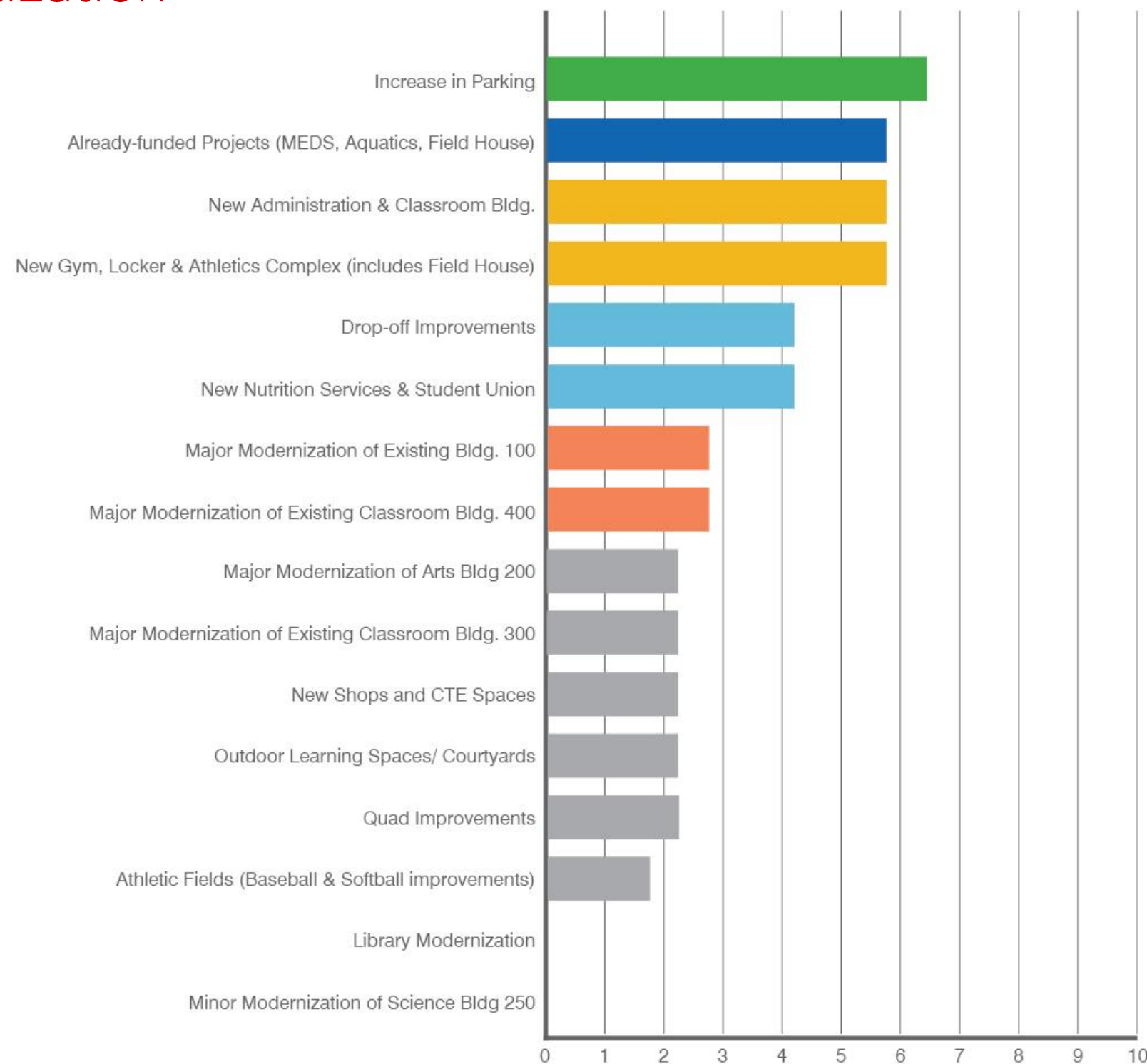




# Planning Committee Prioritization

## Top Priorities:

1. Increase in parking
2. Already funded projects (MEDS, Aquatics & Field House)
3. New Administration & Classroom Bldg.
3. New Gym, Locker & Athletics-Complex (includes Field House)
4. Drop-off Improvements
4. New Nutrition Services
5. Major Mod (E) Building 100
5. Major Mod (E) Building 400

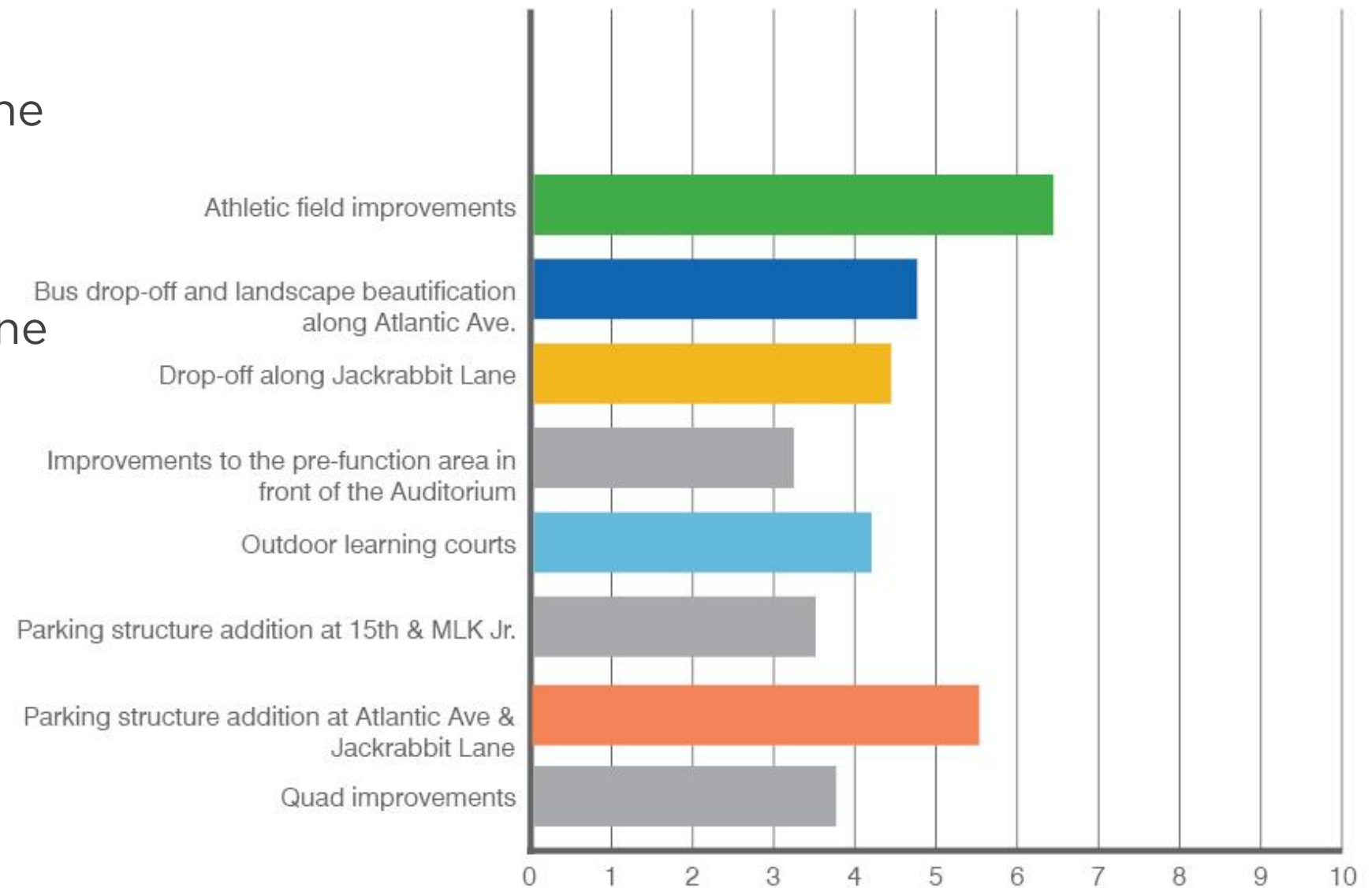




## Planning Committee Prioritization

### Top Site Project Priorities:

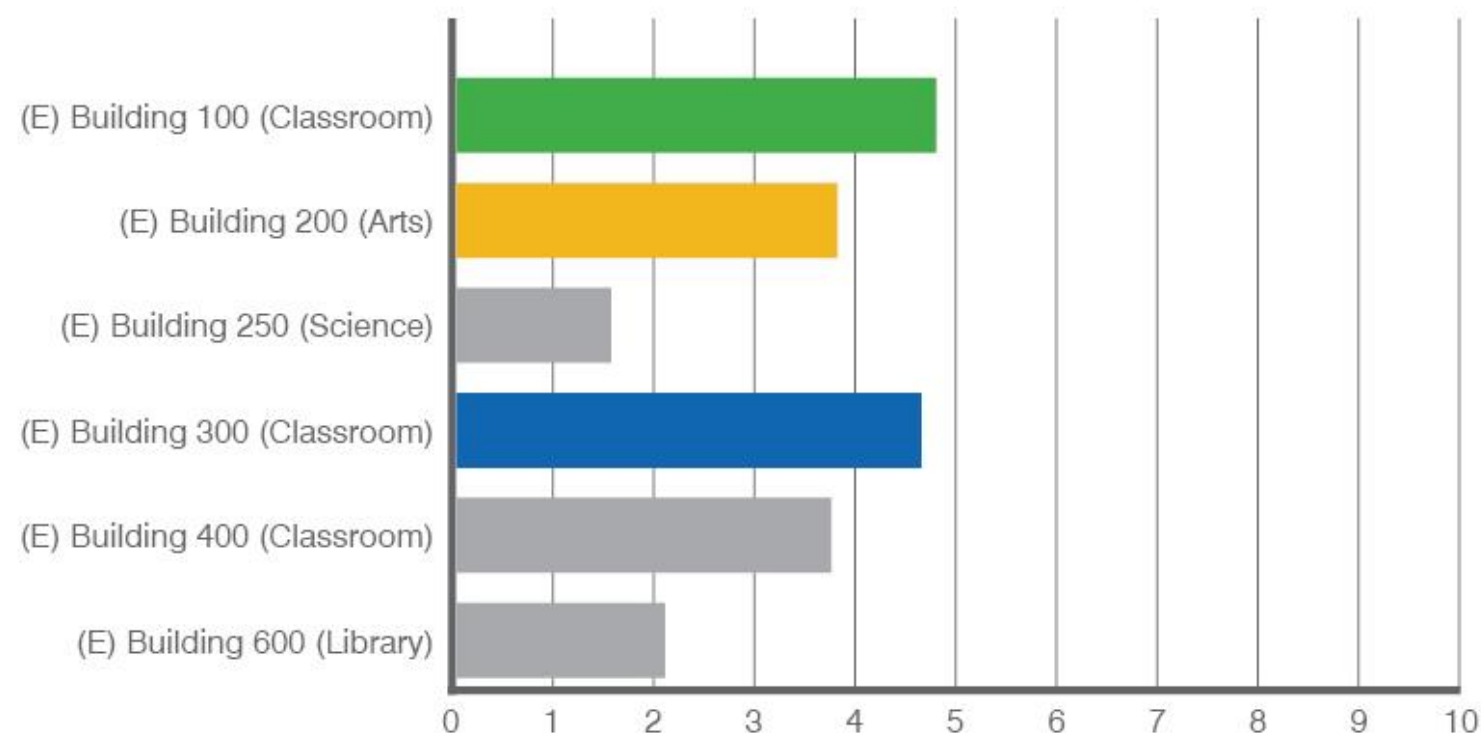
1. Athletic field improvements
2. Parking structure addition at Atlantic Ave. & Jackrabbit Lane
3. Bus drop-off and landscape beautification along Atlantic Ave.
4. Drop-off along Jackrabbit Lane
5. Outdoor learning courts





Existing Building Modernization  
Scope Priorities:

1. Building 100 (Classroom)
2. Building 300 (Classroom)
3. Building 200 (Arts)

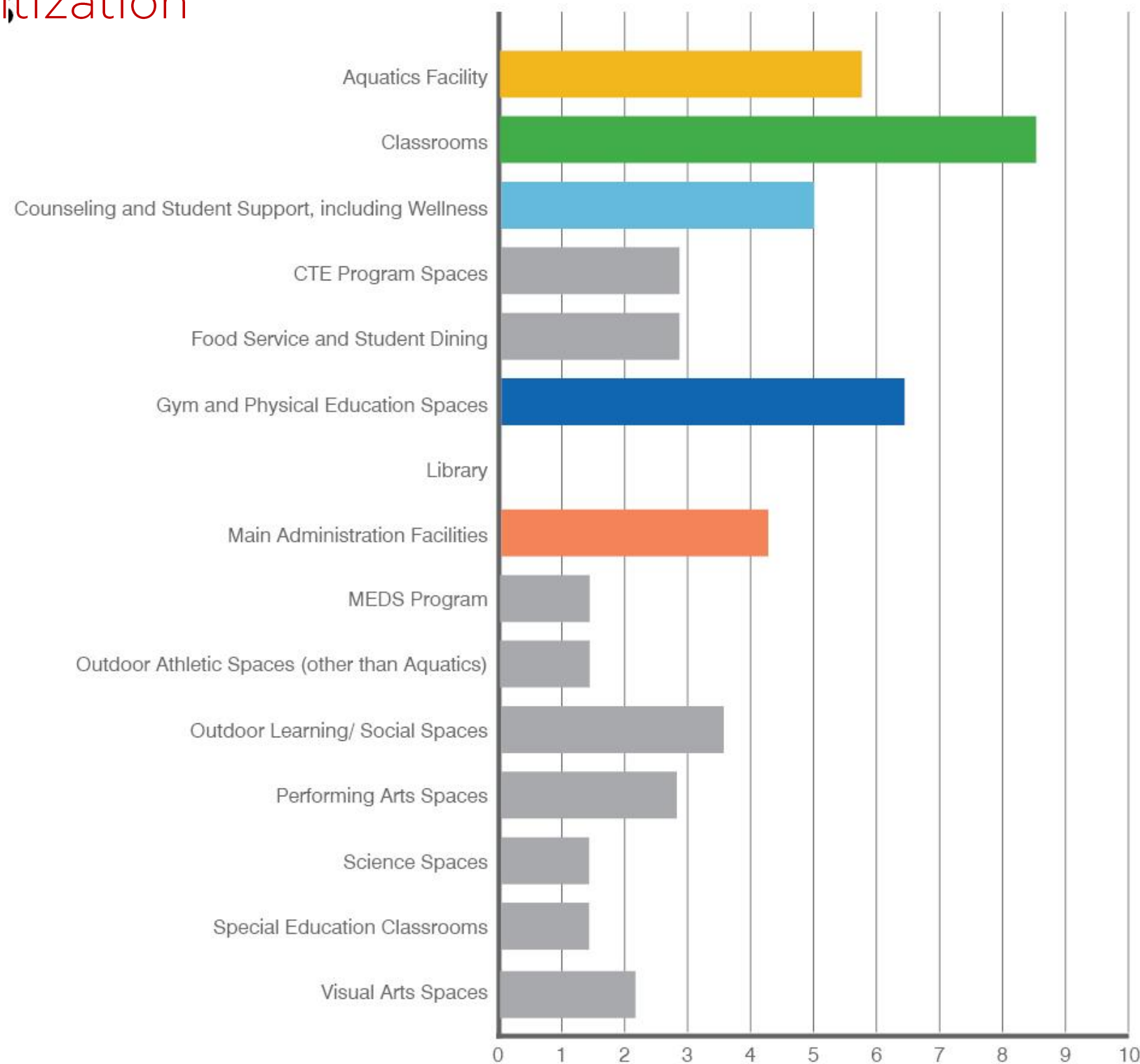




# Planning Committee Prioritization

## Top 5 Space Type priorities:

1. Classrooms
2. Gym and Physical Education
3. Aquatics Facility
4. Counseling and Student Support, including Wellness
5. Main Administration Facilities

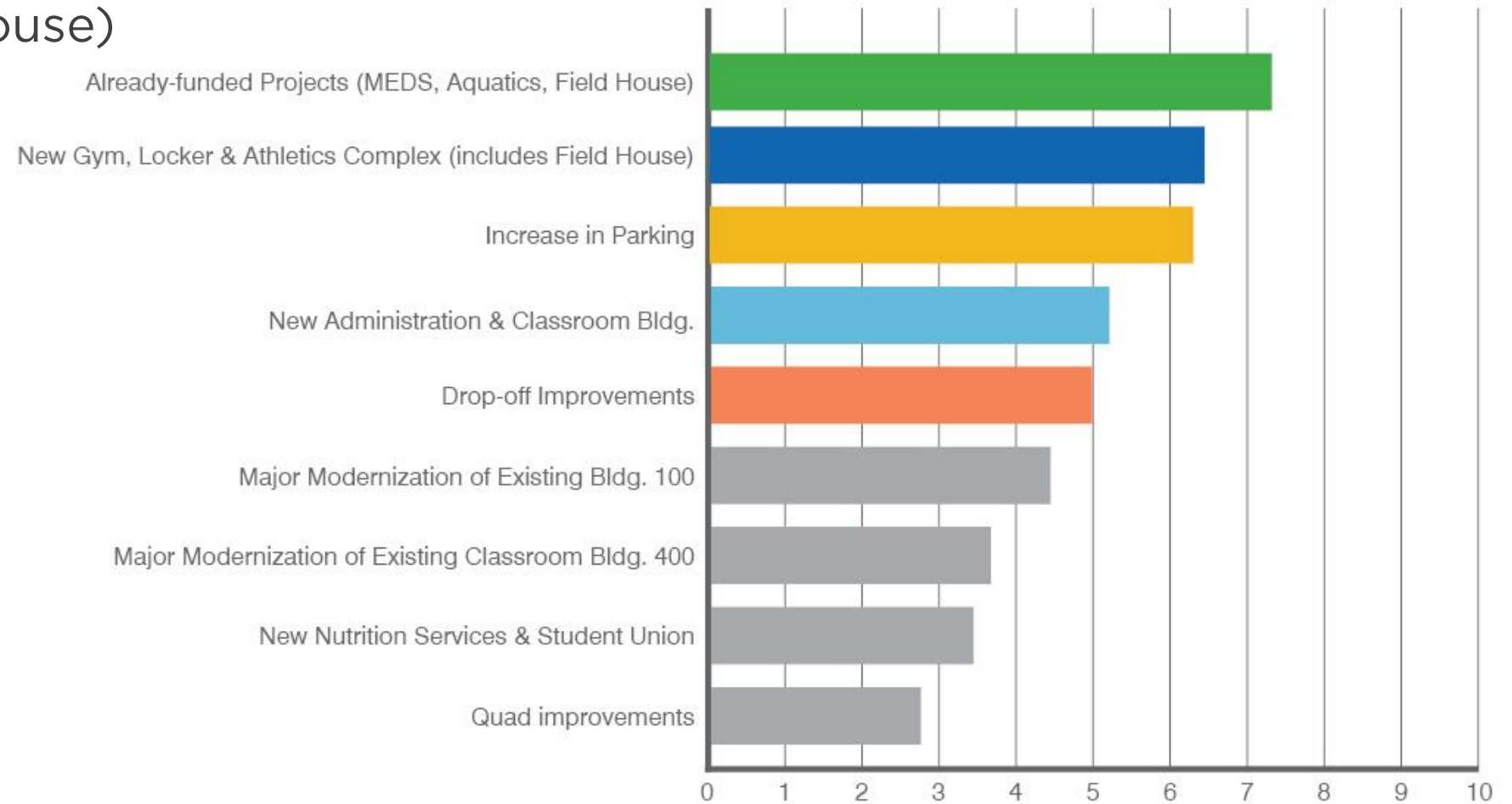




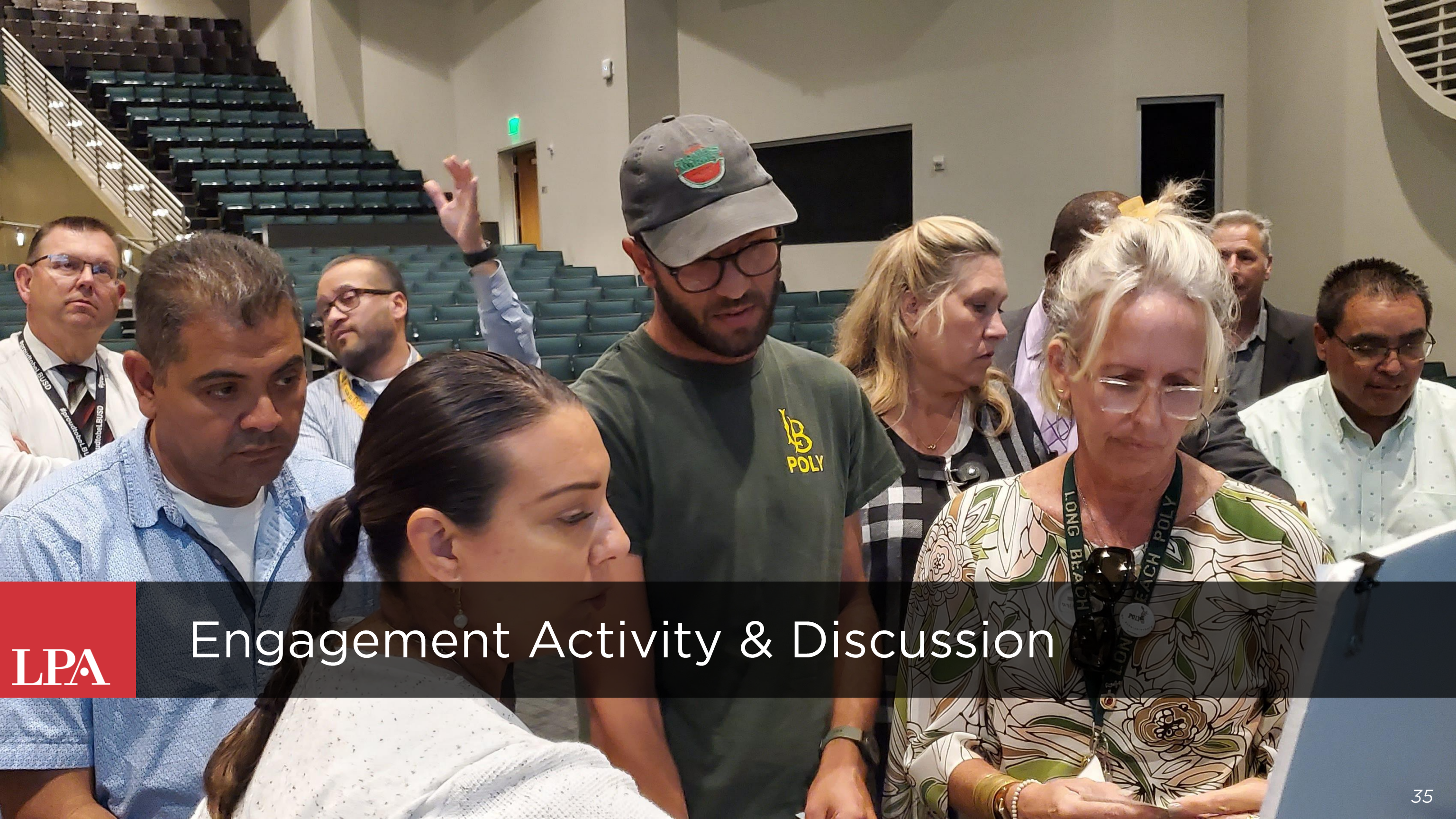
# Planning Committee Prioritization

## Ranking of Top Priorities

1. Already funded Projects (MEDS, Aquatics, Field House)
2. New Gym, Locker & Athletics Complex (includes Field House)
3. Increase in Parking
4. New Administration & Classroom Building
5. Drop-off improvements



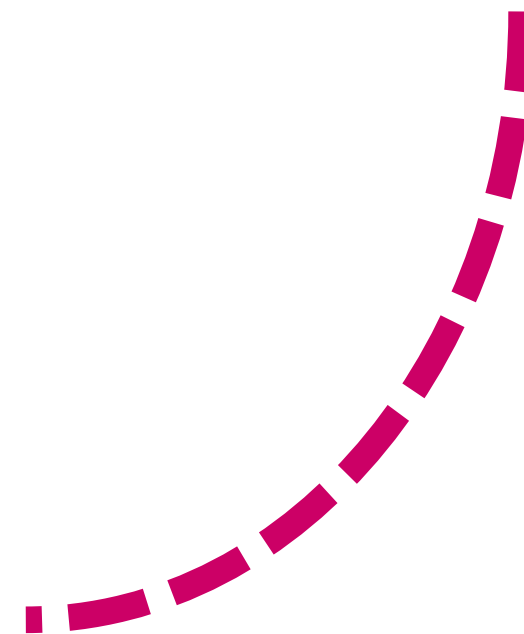






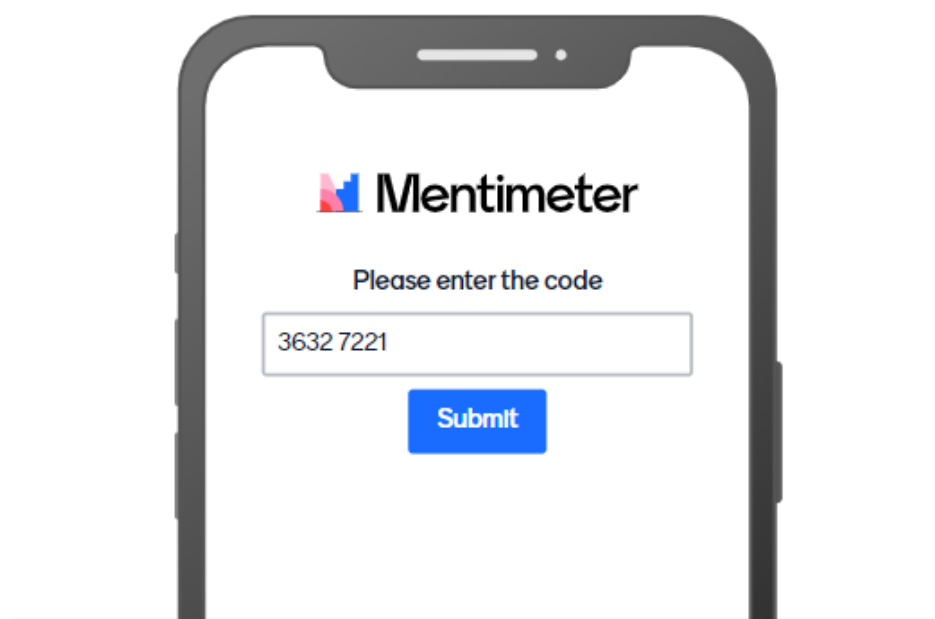
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**poll question**





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# questions?

let's pause



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