

CARMEL UNIFIED SCHOOL DISTRICT

FACILITIES MASTER PLAN | 2019

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FACILITIES MASTER PLAN 1

INTRODUCTION & PROCESS

CARMEL UNIFIED SCHOOL DISTRICT

LPA

A BRIEF HISTORY OF CARMEL SCHOOLS

Carmel by the Sea, a name well-known today, was first coined by Abbie Jane Hunter who used it on a promotional mailer for her Women's Real Estate Investment Company in 1892. The century that followed transformed the land and society from a Spanish Mission Settlement into an eclectic and environmentally-aware village of artistic culture. The moments in Carmel's history noted on this page highlight an evolution of the city's early schools as well as some of its unique moments that speak to the character and charm of Carmel.



1906 | The first school in Carmel, Sunset School was built to meet the needs of the growing town.



1921 | The Western US's first softball league formed played their first games near Carmel Point. The league became known as Abalone League after so many balls wound up in the abalone beds on the rocky shore below.



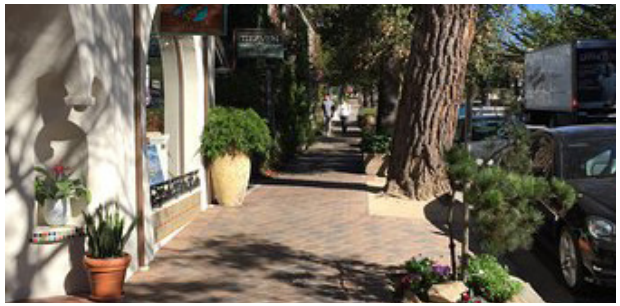
1931 | An auditorium was added to Sunset School as the school became the town's venue for performances and lectures.



1936 | Students take the school's first class photo.



1940 | Carmel High School was built with an auditorium added in the 1950's. Up until this point, students took the bus to the high school in Monterey.



1963 | Heels over 2-inches were made illegal without obtaining a liability waiver. While this unusual law was not enforced by local police, it was put into place by the city attorney as a way of defending the city against lawsuits resulting from tripping hazards on the town's irregular pavement.



1965 | Sunset School was transformed into a concert hall and extensively remodeled in 2003 where it is now the state-of-the-art Sunset Theater.

1986 | A law prohibiting the sale and consumption of ice cream on public streets was overturned by Mayor Clint Eastwood as it was considered to be too restrictive to businesses.

Sources:
https://www.carmelcalifornia.com/history-of-carmel.htm
https://en.wikipedia.org/wiki/Carmel-by-the-Sea,_California

WHAT IS A FACILITIES MASTER PLAN?

Today, the economic conditions and changing demographics are affecting how schools are being planned, designed, and managed. The purpose of the Facilities Master Plan (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.

An FMP is strategic in nature. It identifies a vision for the next 10 to 15 years. The site master plans (see 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.

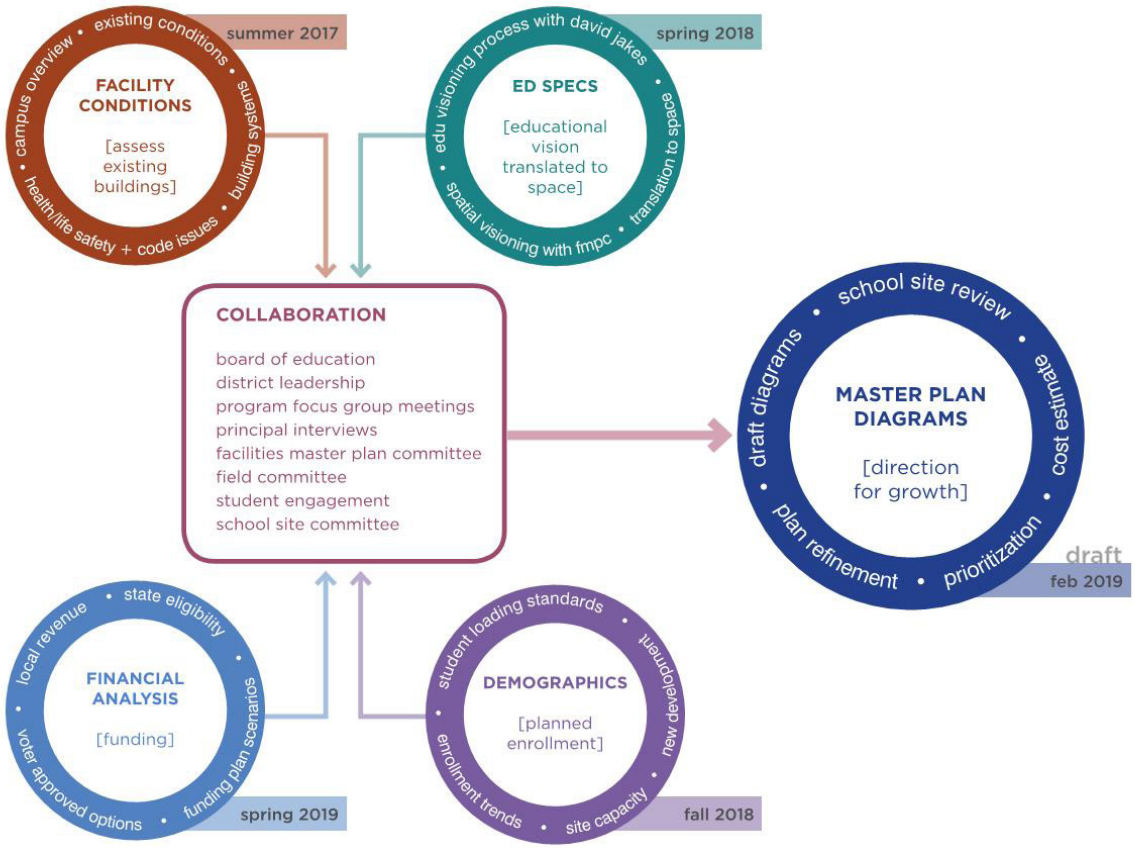
This plan shows a general path of how to get to the goal, but it does not provide specific design solutions. It represents long range improvement recommendations serving as a tool in establishing budgets for each site. The estimated costs spreadsheet developed can be utilized as a "tool kit" by the District for planning purposes, to run potential program phasing and implementation scenarios, as funding sources become available. It is important to note that no funding source to move individual projects forward has been identified at this time.

The FMP is intended to be a guideline to allow sites to maintain flexibility as enrollment and programs change. The diagram to the right illustrates the primary components of a comprehensive FMP process. As individual projects move forward it is expected that options will be explored to seek improvement to the master plan scope recommendations as more detailed information becomes available during the development of the ultimate design and processing of the contract documents through the relevant State School Facilities Program agencies.

TIMELINE

In April of 2017, Carmel Unified School District awarded the contract for master planning services to LPA, Inc. The District intended for the process to evaluate and compare existing facilities for parity and to identify future needs as they pertain to District educational goals. The facilities master planning process began in the Summer of 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.



HOW IS THIS DOCUMENT USED?

Educational Vision - As projects move forward into the design phases, the Educational Vision section of the FMP helps inform the size, organization, and overall design of the new spaces beyond the diagrammatic master plans. This section is a set of design guidelines of the individual program elements, and describes the intended use of each space and includes suggestions of furniture types, finishes, and equipment that should be considered as the design is developed.

Site Master Plans - District leadership and facilities personnel, with approval from the Board of Education, will pursue implementation of the FMP. The projects that are implemented first may be driven in part by District needs, Stakeholder and Board Priorities (see Section 4) then layered with the estimated costs (see Appendix) and available funding (see Section 4).

The specified campus master plan recommendations contained in this FMP document have not been based upon detailed site surveys, such as coordination of existing utility locations, soils reports, and detailed code evaluation 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 and phased in over time, 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 operational aspects 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 Carmel Unified School District. This master plan update process is recommended by the California Department of Education every three to five years.

As projects approved by the Board of Education 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 overarching goals and program elements identified through the FMP process.

DEFINITIONS

Modernization - In the Site Master Plan Diagrams, this category applies to the modernization of existing spaces. Modernization includes replacement of finishes (carpet, paint, ceiling tiles), but does not demolish any portion of the building.

Reconfigure - In the Site Master Plan Diagrams, this category applies to the reconstruction of existing interior spaces. This category implies that the shell of the building can remain, and the interior of the building be reconfigured into new spaces.

New Construction - In the Site Master Plan Diagrams, this represents a new building fully built from the ground up. This category assumes full demolition of facilities currently sited as its proposed location.

DISTRICT INFORMATION

The Carmel Unified School District (CUSD or District) is located along California's central coast, in Monterey County. CUSD serves close to 2,500 students from infancy through the 12th grade across eight school sites.

Carmel Unified School District's Mission is:
"The Carmel Unified School District community produces lifelong learners who are prepared for the challenges of higher education, the workplace, and their role as citizens of an ever-changing global community.

Beliefs

We believe ...

- *in lifelong learning;*
- *high standards are essential for achieving excellence; everyone deserves*
- *the opportunity to develop his/her potential;*
- *all people have the right to be safe;*
- *the family is the most important element in the growth and development*
- *of an individual;*
- *it takes a whole community to educate a child;*
- *we have responsibility for the environment;*
- *everyone deserves respect;*
- *one person can make a difference;*
- *every individual can achieve personal excellence;*
- *we are responsible for our actions;*
- *growth of body, mind, and spirit are equally important and interrelated;*
- *in the importance of moral values and ethical standards;*
- *positive self-esteem is essential;*
- *living by example is the best expression of one's beliefs;*
- *in the importance of creativity and innovation;*
- *it is every employee's responsibility to support each student's success"*

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 and student surveys, 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 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.

Facilities Condition Assessment

In early June of 2017, LPA along with District Leadership kicked off the Facilities Condition Assessment portion of the Facilities Master Plan by conducting site walks at each school 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 of the buildings and documented room uses. The schools were revisited in October of 2018 as the planning team met individually with the principals and toured the sites through a lens of functionality.

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 began master planning each site in January 2019.

From January 2019 through March 2019, 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 Committee 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.



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 an Executive Oversight Committee, a Facilities Master Plan Committee, an Educational Program Visioning Committee, individual School Site Staff Committees, individual School Site Community Committees 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 Oversight Committee (EOC) 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 inclusive of teachers and students, 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.

Educational Visioning Process

After the Facility Condition Assessments were developed, the District paused the FMP process in order to focus on its Educational goals. This process served to establish a solid educational foundation from which the facility vision could be developed. The District partnered with David Jakes Designs who engaged teachers, students, and administrators in an immersive visioning process resulting in a set of educational design drivers and recommendations. These recommendations directly informed the Educational Specification section of the FMP.

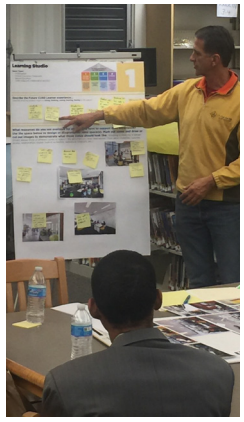
School Site Committees (SSC) were formed to interact with the planning team to develop and confirm the conceptual master plan proposal for each school site in the District. Interaction with these stakeholders included a Town Hall Meeting and a follow-up principal interview with each site. Between these two sessions, each School Site Committee was tasked with engaging their local community stakeholders as they best saw fit to meet the needs of their site. Participants included School Site Counsels, PTAs, teachers, students, parents, and site administrators.

Program Focus Group sub-committee meetings were held on an as-needed basis, to focus on particular programs, including overarching topics such as the Field Committee, Child Development, Special Education, Wellness, Technology, Transportation, and Safety. 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.









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. Authentic District and community stakeholders input forms the basis of the planning process. The following is a list of activities that were conducted:

FACILITIES NEEDS SITE OBSERVATIONS

Site visits were conducted at the (2) Child Development Centers, (3) Elementary Schools, (1) Middle School, (1) Comprehensive High School, (1) Continuation High School. A focus group interview of Facilities, Operations, Maintenance, and Transportation personnel kicked off the site evaluations, so that the planning team had general knowledge of the sites before the visit. The planning team walked the sites with the District's Director of Facilities and Transportation and documented the site needs from a 'nuts and bolts' perspective.

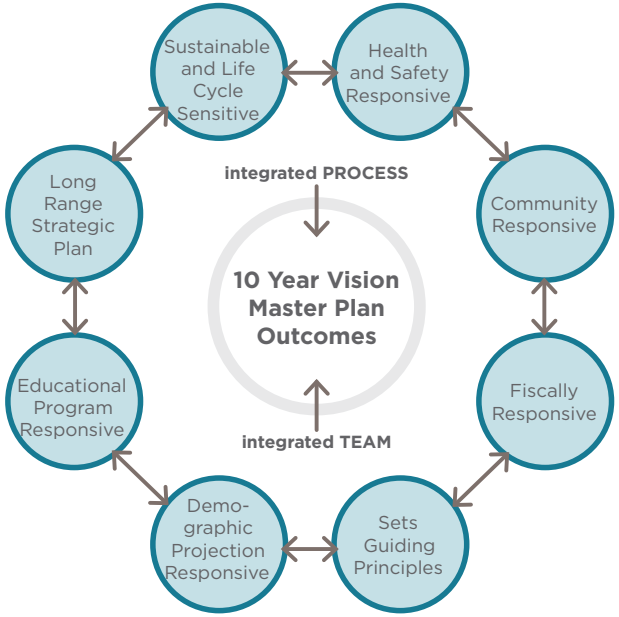
The needs assessment task included visual observations of each school to determine the condition of the grounds and buildings. Input from school principals followed in the form of an online survey and follow-up interview and site walk with the principal. This second tour of the campuses focused on programmatic needs as identified by the principals.

This input 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 and support facility in the District.

Development of conceptual site master plans took place from January 2019 through March 2019 with active involvement from District Leadership and the Facilities Master Plan Committee. Proposed master plan diagrams for each school site were developed by overlaying the educational program goals and facilities condition assessment findings onto each campus, while also considering stakeholder input.





A Town Hall Meeting was held in February, 2019, which expanded what would have been the third FMPC meeting into a special Board meeting with community invitation. The focus of this meeting was to obtain school site, parent, and community input and reactions to the Draft Facilities Master Plan Diagrams. Following the meeting, each school site took the Draft FMP Diagrams back to their respective site. From that meeting in early February, to the 1-on-1 meetings in early March, members of the School Site Committee served as ambassadors of the plan as they solicited input from their local community stakeholders. Individual follow-up sessions (1-on-1 meetings with site principals) 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 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 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 Final Facilities Master Plan document has been issues to the Board of Education on June 5th, 2019 for acceptance.

BOARD OF EDUCATION

Karl Pallastrini	Board President
Rita Patel	Board Clerk
Tess Arthur	Board Member
Sara Hinds	Board Member
Annette Yee Steck	Board Member

EXECUTIVE OVERSIGHT COMMITTEE

Barb Dill-Varga, Ed. D.	Superintendent
Rick Blanckmeister	Chief Business Official
Dan Paul	Director of Facilities + Transportation
Paul Behan	Chief Technology Officer
Tricia Zaravich	Administrative Assistant to the Sup't.
Suzie DePrez, Ed. D.	Chief Academic Officer
Ken Griest	Chief Human Resources Officer
Steve Gonzalez	Director of Special Education

FACILITIES MASTER PLAN COMMITTEE

Adrienne Mithell	Parent, Carmelo Center
Alicia Tao	PTO, Carmel MS
Amanda Freedman	Parent
Andy Sudol	Padre Parent Board
Anette Yee Steck	
Athena Fosler Brasil	Student, Carmel HS
Barbara Dill-Varga, Ed. D.	Superintendent
Brodie Bevard	Student at Tularcitos ES
Bud Libby	Maintenance Foreman
Craig Tuana	Assistant Principal, Carmel HS
Dale Collins	SS
Dan Morgan	Principal, Carmel MS
Dan Paul	Dir. of Facilities + Transportation
Darrel Steely	
Dylan Chor	Student, River ES
Elisa Tacconi	Principal at Captain Cooper ES
Eva Gudbergsdottir	Parent + CMS PTOS
Eve Mauldin	Parent
Greta Beesley	Student, Carmel MS
Jake Odello	Former Student
Jay Marden	Principal at Carmel River ES
Jim Agan	Former CUSD TS
Joe McCarty	Teacher, Carmel HS
John Ellison	Former Board Member
Kath Uyeda	FOCUS President, Parent
Katherine Harrington	Parent, Carmelo Center
Kathleen Lee	MP Regional Park District
Ken Greist	Chief Human Resources Officer
Kierstyn Berlin	Former Student
Kirk Gafill	Alumni
Laura Dunn	Principal, Carmelo Center, Dir. of CD
Lauren Pereles	Parent
Lauren Welch	New Parent Liaison, Carmel River ES
Lisa Morgan	Padre Parent
Lisa Talley Dean	Parent, Local Real Estate
Lola Voss	Student, Carmel River ES
Marilynn Gustafson	MPC Trustee
Michael Riemensihnkiper	
Michelle Bevard	Parent
Mike Kelly	Carmel Youth Baseball
Mike Voss	Parent
Ms Chor	Parent
Murial Lin	Parent
Pasqual Montgomery	
Paul Behan	Chief Technology Officer
Rick Aldinger	Big Sur River Inn
Rick Blanckmeister	CBO
Rick Lopez	Former Principal at Carmel HS
Rita Patel	CUSD Board Member + Parent
Robin Voss	Parent
Rosaleen Ryan Trambley	FOCUS, PTA, MPC
Ryan Peterson	Principal, Tularcitos ES
Sara Hinds, Parent	Parent
Seaberry Williams Nachbar	NOAA
Shin Green	Financial Analyst to CUSD
Steve Gonzalez	Dir of Special Ed
Suzie DePrez, Ed. D.	Chief Academic Officer
Tess Arthur	Librarian, Tularcitos ES
Tom Parry	Principal at Carmel Valley HS
Tricia Zarevich	Administrative Assistant to the Sup't.
Zach DeZee	Student, Carmel HS

TOWN HALL attendees

Alicia Tao	
Anna Williams	
Barb Dill-Varga, Ed.D.	Superintendent
Bill Douros	Community Member
Bobbie Zepeda	Carmel HS / Tularcitos ES
Bruce + Lauren Haase	Community Member
Cindy Griffin	
Claire Berry	Community Member
Corey Prost	Community Member
Dan Paul	Director of Facilities + Transportation
Diane Colon	Tularcitos ES
Doug Chandler	Community Member
Dylan Fitzpatrick	Community Member
Eva Gudbergsdottir	Parent + CMS PTOS
Gino Mangiapane	Carmel MS / Carmel HS
Hunter Brophy	Elementary Schools
Jake Odello	Former Student
Jen Holguin	Carmel River ES
Jim Hamilton	Teacher, Carmel HS
John Ellison	Former Board Member
Joy M. Smith	Tularcitos ES
Kath Uyeda	FOCUS President, Parent
Ken Griest	Chief Human Resources Officer
Kevin Gross	
Kierstyn Berlin	Former Student
Kim Chiewpanich	Community Member
Kurt Brophy	Student, Carmel HS
Lauren Pereles	Parent
Leigh Cambra	
Lewis Leader	
Mark Brophy	Parent, Carmel MS / HS
Matt Borek	Teacher + Parent, Tularcitos ES / Carmel HS
Michael Davidson	Community Member
Michael Lucido	Carmel MS / Carmel HS
Michael Meheen	Student, Carmel HS
Mike Kelly	Carmel Youth Baseball
Mike Odello	Community Member
Nicole Brophy	Student, Carmel HS
Olga Chandler	Teacher, Carmel HS
Paul Behan	Chief Technology Officer
Rick Blanckmeister	Chief Business Official
Robyn Rauh	Carmel MS / Carmel HS

Samantha Luna	Tularcitos ES
Shanti Rackley	Community Member
Shin Green	Financial Analyst to CUSD
Steve Gonzalez	Director of Special Education
Steve Schnar	Carmel MS
Steve Woodward	Teacher, Carmel MS
Suzie DePrez, Ed.D.	Chief Academic Officer
Terri Woodward	Teacher, Carmel MS
Tricia Zarevich	Administrative Assistant to the Sup't.
Warren Finch	Carmel River ES

and the School Site Committees, below

SCHOOL SITE COMMITTEES

Carmelo Center

Laura Dunn	Principal
Adrienne Mitchell	Parent
Luke Ham	Parent

Carmel River Elementary School

Jay Marden	Principal
Kati Enea	Parent
Kim Benson	Parent
Mary Robinson	Teacher
Corinne Bonynge	Teacher
Erinn Barca Hall	Teacher
Russ Shugars	Teacher
Michelle DiGirolamo	Teacher
Veronica Craft	Counselor
Cathy Truesdell	Special Education

Captain Cooper Elementary School

Elisa Tacconi	Principal
Milton Alcon	Parent
Alisa Ibsen	Teacher
Jeanette Kenworthy	Parent

Tularcitos Elementary School

Ryan Peterson	Principal
Michelle BeVard	Parent
Eve Mauldin	Parent
Jennifer Metcalf	Parent
Carina Stallcup	Parent
Laura Sutherland	Teacher
Debi Proctar	Teacher
Caton Avilla	Teacher

Carmel Middle School

Dan Morgan	Principal
Blaise DiGirolamo	Assistant Principal
Elizabeth Mayer	Teacher
Darcy Rambach	Teacher
Matt Ishler	Teacher
Derrell Steely	Teacher
Robin Montana	Assistant to the Principal
Cindy Schroeder	Parent
Greta Beesley	Parent
Aaron Gaily	Parent

Carmel High School

Golden Anderson	Athletic Director
Aubrey Powers	Teacher
Joe McCarty	Teacher
Kevin Buran	Teacher
Holly Lederle	Teacher
Debbie French	Teacher
Lisa Brazil	Assistant to the Principal
Lisa Morgan	Parent
Andy Sudol	Parent
Debbi Puente	Assistant Principal
Craig Tuana	Assistant Principal

Carmel Valley High School

Tom Parry	Principal
Tina Gerow	Assistant to the Prinicpal
Jeff Schatz	Teacher
Brenda Buran	Teacher

STUDENT CHARRETTE

Ashton Rees	Carmel MS
David Cortez	Carmel MS
Dylan Cohan	Carmel HS
Ella Gaily	Carmel MS
Erin Ikemiya	Carmel MS
Greta Beesley	Carmel MS
Jack Ingham	Carmel Valley HS
Jack Norman	Carmel MS
Johnny Cardinalli	Carmel MS
Joseph McShawn	Carmel HS
JT Byrne	Carmel HS
Kevin Zarazoa	Carmel MS
Leslie Arrieta	Carmel HS
Maggie Short	Carmel MS
Mason Abrahams	Carmel HS
Mia Poletti	Carmel HS
Michael Apfel	Carmel HS
Michayla Schipnuck	Carmel MS
Nina Franklin	Carmel HS
Taylor McPherson	Carmel HS
Teagan Cox	Carmel HS
Vanessa Casas	Carmel Valley HS

FIELD COMMITTEE

Barb Dill-Varga, Ed. D.	Superintendent
Craig Tuana	Assistant Principal, Carmel HS
Golden Anderson	Athletic Director, Carmel HS
Kurt Grahl	Coach, Carmel HS
Mike Kelly	Carmel Youth Baseball
Dan Morgan	Principal, Carmel MS
Dan Paul	Director of Facilities + Transportation
Jim Pingree	Coach, Carmel HS
Aubrey Powers	Activities Director, Carmel HS
Leigh White	Athletic Director, Carmel MS
Jeanette Ayala	Director of Fiscal Services
Tricia Zaravich	Administrative Assistant to the Sup't.



FACILITIES MASTER PLAN
PLANNING & CONSIDERATIONS 2

CARMEL UNIFIED SCHOOL DISTRICT

LPA



Information gathered from Focus Group meetings with district leadership, including school principals informed the loading standards used to develop the master plan diagrams. The following planning assumptions were applied to each campus to ensure parity between school sites.



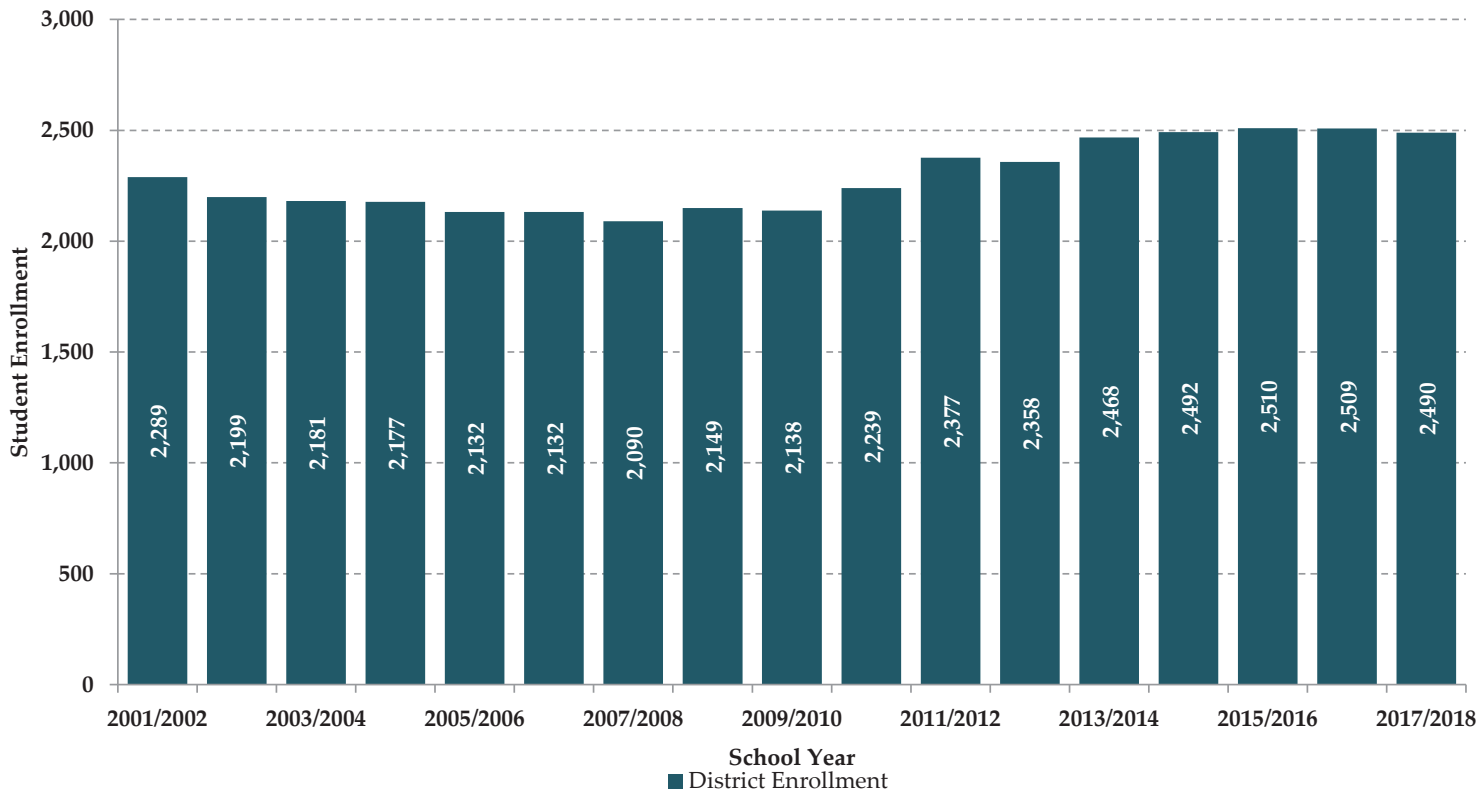
DEMOGRAPHICS

Demographic projects were prepared by Cooperative Strategies which indicates a decrease in enrollment over the next ten years (see the pages that follow). The planning approach, therefore, uses the current enrollment (2018/2019 school year) for development of the master plan diagrams:

Captain Cooper Elementary School:	52 students
Carmel River Elementary School:	458 students
Tularcitos Elementary School:	475 students
Carmel Middle School:	611 students
Carmel High School:	884 students

HISTORICAL ENROLLMENT

OVERVIEW



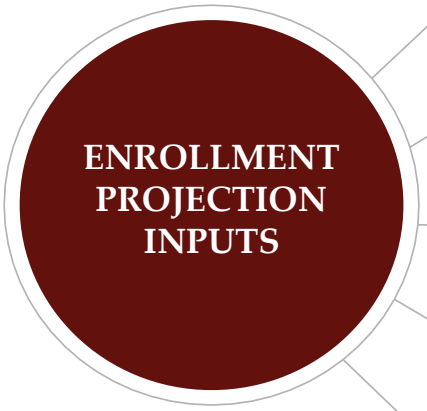
[1] Enrollment is based on data provided by both the School District and California Department of Education ("CDE").

CARMEL UNIFIED SCHOOL DISTRICT

1

ENROLLMENT PROJECTIONS

INPUTS



EXISTING ENROLLMENT
2017/2018 student enrollment as provided by the School District.

COHORT SURVIVAL FACTORS
The likelihood of a student progressing from one grade level to the next.

BIRTH RATES
Historic and projected number of births within the School District and County of Monterey are used to project the incoming kindergarten enrollment from existing residential units.

STUDENT GENERATION FACTORS
The average number of students generated by each house within the School District, which are used to project enrollment from future residential units.

RESIDENTIAL DEVELOPMENT
Information on future residential projects was obtained from cities served by the School District.

ENROLLMENT PROJECTION

ELEMENTARY SCHOOL

Elementary School	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Captain Cooper ES	52	54	57	60	60	59	59	59	58	58
Carmel River ES	398	374	359	340	327	326	325	323	321	320
Tularcitos ES	475	461	467	457	468	467	465	463	460	459
IDT	60	60	60	60	60	60	60	60	60	60
Total[1]	***985***	***950***	***943***	***916***	***914***	***912***	***909***	***905***	***900***	***897***
Annual Growth/(Decline)	**N/A**	(35)	(7)	(26)	(2)	(2)	(4)	(4)	(4)	(3)
Cumulative Growth/(Decline)	**N/A**	*(35)*	*(43)*	*(69)*	*(71)*	*(73)*	*(77)*	*(81)*	*(85)*	*(89)*

[1] Numbers may not sum due to rounding.

ENROLLMENT PROJECTION

MIDDLE SCHOOL

Middle School	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Carmel MS	583	591	563	553	514	505	478	479	480	477
IDT	28	28	28	28	28	28	28	28	28	28
Total[1]	***611***	***619***	***591***	***581***	***542***	***533***	***506***	***507***	***508***	***505***
Annual Growth/(Decline)	**N/A**	8	(28)	(11)	(39)	(9)	(26)	1	1	(3)
Cumulative Growth/(Decline)	**N/A**	*8*	*(20)*	*(31)*	*(70)*	*(79)*	*(105)*	*(104)*	*(104)*	*(106)*

[1] Numbers may not sum due to rounding.

ENROLLMENT PROJECTION

HIGH SCHOOL

High School	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Carmel HS	851	855	856	875	901	874	861	820	774	764
IDT	33	33	33	33	33	33	33	33	33	33
Total[1]	***884***	***888***	***889***	***908***	***934***	***907***	***894***	***853***	***807***	***797***
Annual Growth/(Decline)	**N/A**	3	2	18	26	(27)	(13)	(41)	(46)	(9)
Cumulative Growth/(Decline)	**N/A**	*3*	*5*	*24*	*50*	*23*	*10*	*(32)*	*(78)*	*(87)*

[1] Numbers may not sum due to rounding.

ENROLLMENT PROJECTION

BY GRADE

Grade Level	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28
Transitional Kindergarten	25	25	25	25	25	25	24	24	24	24
Kindergarten	136	136	135	134	134	133	133	132	132	131
1st Grade	144	145	145	144	142	142	142	141	141	140
2nd Grade	142	142	143	143	142	140	140	140	139	139
3rd Grade	175	152	151	152	152	152	150	149	149	148
4th Grade	168	184	160	160	161	161	160	159	158	158
5th Grade	196	167	184	159	158	160	160	159	157	157
6th Grade	199	203	172	190	164	164	165	165	164	162
7th Grade	211	210	214	182	200	174	173	175	175	174
8th Grade	201	206	205	209	177	195	168	168	169	169
ES Subtotal[1]	1,597	1,569	1,534	1,497	1,456	1,445	1,415	1,412	1,408	1,402
9th Grade	209	227	233	232	236	200	221	191	190	191
10th Grade	218	213	231	237	236	240	204	225	194	193
11th Grade	235	217	213	231	237	236	240	204	224	194
12th Grade	222	230	212	208	225	231	230	234	199	219
HS Subtotal[1]	884	888	889	908	934	907	894	853	807	797
Total[1]	*2,481*	*2,457*	*2,424*	*2,405*	*2,390*	*2,352*	*2,309*	*2,264*	*2,215*	*2,199*
Annual Growth/(Decline)	N/A	(24)	(33)	(18)	(15)	(38)	(43)	(45)	(50)	(15)
Cumulative Growth/(Decline)	N/A	(24)	(57)	(76)	(91)	(129)	(171)	(217)	(266)	(282)

[1] Numbers may not sum due to rounding.



CARMEL UNIFIED SCHOOL DISTRICT

EDUCATIONAL SPECIFICATIONS 3

PURPOSE

The purpose of design guidelines is to ensure the following:

A Common Baseline

to guide a consistent approach in developing each school site master plan and its proposed improvements.

Common Goals

to engage District stakeholders in a participatory process in developing the vision.

Focused Outcome

to document the educator's intent for program delivery and goals.

Equitable Quality

to be used for assessing existing facilities and budgeting for a long term financial plan.

Continuous Improvement

as a tool for the reevaluation, adjustment, and measurement of the plan over time.

Provided in this section are space diagrams for the various programs offered by Carmel Unified School District. The space programs identify the square footages that are used in the proposed master plan diagrams and are used in determining area take-offs for the cost estimate.

The purpose of the space programs provide a guideline and a basis for the master plan assumptions used in the proposed project recommendations for new construction and reconfiguration. The programs are based on an assumed school size in order to determine the recommended size of the core space such as the Administration, Library / Media Center, and other student support spaces.

These programs are to be used as a guideline and may not be typical for each school. The square footages shown within the diagrams are net areas only. Circulation and support square footage factors will need to be added in to determine gross area. For more specific proposed site projects, refer to the individual school's proposed master plans and the cost estimates. The areas in the cost estimate include circulation and support square footage factors (gross areas) calculated for the specific scheme presented in the proposed plan.

One of the main purposes of the Educational Vision Specification document is to describe clearly and concisely the various learning activities in each space, the spatial relationships, and special features to support these activities.



- **BACKGROUND**

There is a recognition at the State level that school design, as we know it, requires revisioning. There is also acknowledgment that the Title 5 Education Code may restrict the new form that school designs may take to support 21st Century learners. CDE's requirement for the Plan Summary Form, provided by the local education agency, allows for dialogue about what is needed to support educational programs for today's and tomorrow's learners. Ultimately, the development of a lasting and sustainable vision that supports the goals of the District's educational program, depends upon a well thought out Educational Vision.

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 Educational Code Section 39707 (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 14007, 14010, and 14030.

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.

IMPLEMENTATION

While this document represents a district-wide guideline, it is important to note that, at implementation, the administrators, faculty, students, and community at each site are allowed to participate in the process and express their site-specific program needs. Suggestions on how to improve or tailor this document for site-specific needs are critical as specific implementation plans are developed. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site. Adjacencies shown in the space program diagrams to follow are suggested program placement but may vary based on existing conditions or programmatic-specific solutions.

Once projects are authorized to proceed into the next phase of design, the impact of site-specific constraints and program-specific needs will be assessed. This analysis may result in solutions that deviate from the educational program standards described in this document. It is expected that as the District's vision changes over time, this document would be updated to reflect such changes, while maintaining the overall guiding principals of the Educational Vision and the Facilities Master Plan.



The development of Carmel Unified's educational program vision, a process led by consultant David Jakes, explored the district's approach to education. The resulting report, titled **"An Invitation Into the Redesign of Learning Spaces"** identified four design drivers that *"identify a plausible future for learning in the district. These were created to specifically support a foundation of core directions that the district has identified. These directions are:*

- *A focus on the development of the whole child*
- *A focus on stewardship (both environmental and human)*
- *A focus on the health and wellness of the Carmel Unified School District community*

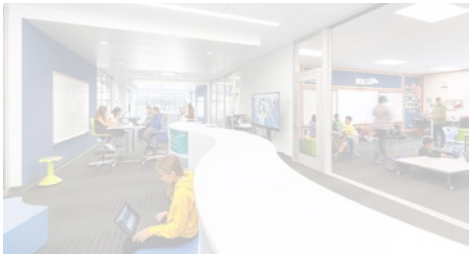
With these elements in mind, the four design drivers that represent a foundation for a future condition for teaching and learning were developed."

The future of learning in CUSD is:

Life-Long; Life-Wide; and Life-Deep	Connected	Experiential	In Motion
Provocation: Create a diverse assemblage of spaces that are heterogeneous, elastic, and that inspire students to achieve.	**Provocation:** Create an ecology of spaces that promote connectedness.	**Provocation:** Create spaces that provide a capacity for a wide range of experiences for all learners.	**Provocation:** Create spaces that are generative and encourage the capacity for innovative thought and practice.









These Educational Specifications have organized the variety of space types into five categories:

Learning Studio as the fundamental elements of educational program delivery.

Design Studio as specialty spaces for the creative exploration into specific areas of learning.

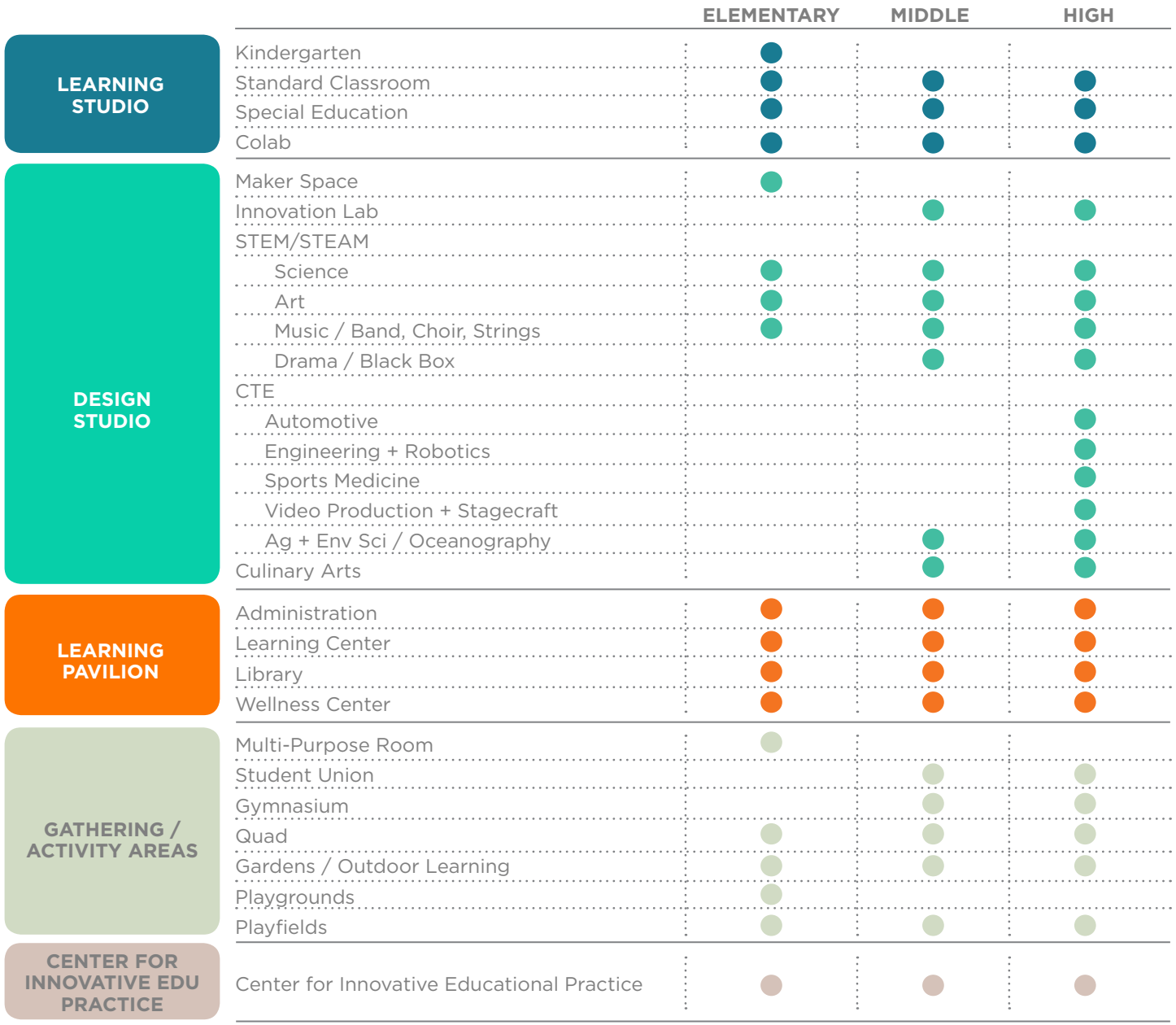
Learning Pavilion as the student support spaces that create a new center of campus and unifies health and wellness services, guidance, community engagement, and administration.

Gathering / Activity Areas that support active outdoor spaces for learning and create gathering locations for social interaction and for the support of creative learning opportunities.

Center for Innovative Educational Practice as an area for adults that serves as a centering location for educational professionals, designed with teacher engagement areas, an area for the development of innovative practice, instructional coach support, and a professional library.

The matrix on the next page identifies space types as they relate to each school category.




ELEMENTARY
MIDDLE
HIGH
LEARNING STUDIO
Kindergarten
Standard Classroom
Special Education
Colab
DESIGN STUDIO
Maker Space
Innovation Lab
STEM/STEAM
Science
Art
Music / Band, Choir, Strings
Drama / Black Box
CTE
Automotive
Engineering + Robotics
Sports Medicine
Video Production + Stagecraft
Ag + Env Sci / Oceanography
Culinary Arts
LEARNING PAVILION
Administration
Learning Center
Library
Wellness Center
GATHERING / ACTIVITY AREAS
Multi-Purpose Room
Student Union
Gymnasium
Quad
Gardens / Outdoor Learning
Playgrounds
Playfields
CENTER FOR INNOVATIVE EDU PRACTICE
Center for Innovative Educational Practice

CONTENTS
Provided in this section are organizational diagrams that marry the district's educational program vision to the facility types required to support them.

Each space type uses the following information to guide future implementation:

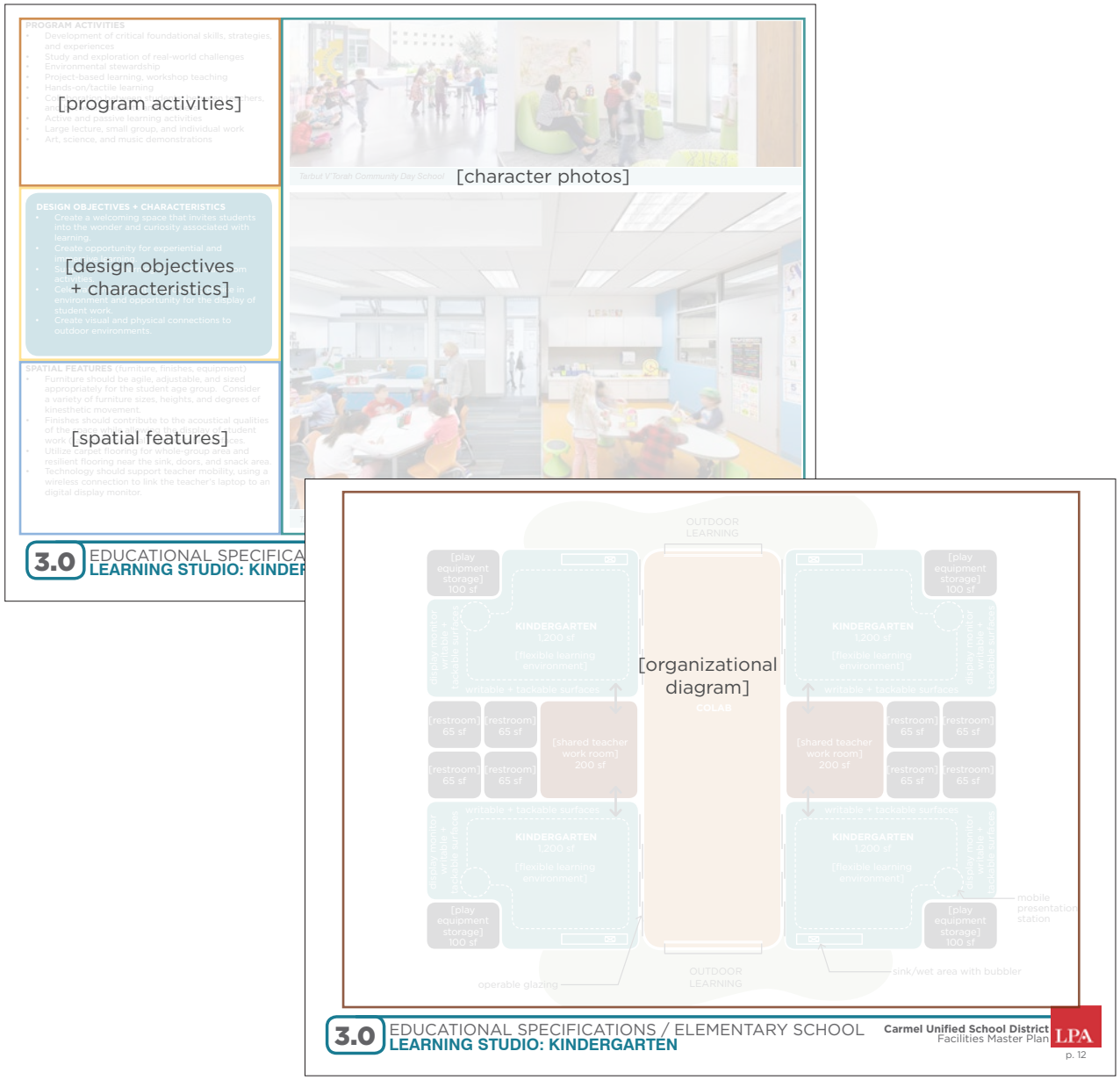
Program Activities
Provides a description of the functional goals of the space and describes the types of activities and user needs.

Design Objectives and Characteristics
Describes specific room characteristics, general shape, and the feel of the space. Correlates the qualities of the space with the specific program activities.

Spatial Features
Lists the general characteristics of the furnishings, equipment, and finishes that support the program activities.

Character Photos
Included to provide examples of similar spaces, furnishings, finishes, or materials.

Organizational Diagram
A graphic representation of the space layout and adjacencies.



CARMEL UNIFIED SCHOOL DISTRICT

EDUCATIONAL SPECIFICATIONS | DISTRICT-WIDE 3.2

In an effort to provide healthy environments and act as a good steward of the environment, the district and its stakeholders are interested in exploring and implementing sustainable strategies to increase energy efficiency and lower energy usage, conserve natural resources, reduce environmental impacts, and reduce operating and maintenance costs. In doing these things, for district is also looking for teachable moments for their students.

Members of the Facilities Master Plan Committee expressed the following goals for sustainability within Carmel Unified:

Curriculum Integration

- Curriculum connections to sustainable building systems and site elements
- Cultivate and continue organic school gardens with edible and native plants. Incorporate water efficient irrigation strategies including water catchment systems.
- Establish recycling and composting programs with student participation.
- Educate staff and administration on sustainable environments and practices, and create teachable topics for students of every grade level.
- Incorporate the natural environment into the spaces.

Energy Efficiency

- Utilize passive solar methods such as solar tubes and skylights.
- Invest in solar/renewable energy today and reduce future operating costs.
- Utilize climate and environmentally responsive design.
- Balance natural daylighting with energy-efficient LED fixtures and lighting controls.
- Regulate climate controls and utilize passive ventilation systems.
- Make use of grants and rebates.
- Increase the energy efficiency of the transportation/ bus fleet.

Maintenance / Life Cycle

- Consider long-term impacts when selecting materials.
- Select building systems that are easy to repair, upgrade, and access. Replace parts rather than the whole system.
- Find technology that is "future-proof;" invest in systems that have a small carbon footprint.
- Utilize recyclable/recycled materials in construction and day-to-day site operations.

Human Well-Being and Safety

- Take advantage of views.
- Incorporate sustainability into the food service systems via reducing single-use containers and increasing farm-to-table methods (including school gardens).
- Enhanced environmental comfort.
- Provide outdoor seating.
- Eliminate materials that may be harmful to the environment in terms of harvesting and transportation. Also eliminate materials that may be harmful to the occupants in terms of off-gassing, user comfort, etc.
- Implement safety and security measures including improvements to pedestrian and vehicular circulation, replacing door hardware, addition of security systems (passive and active strategies), and reorganizing campuses to ensure the main point of campus entry is easily located and secure.

Conservation

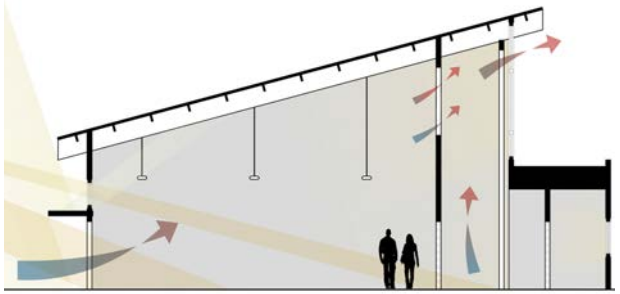
- Utilize pervious pavers and other alternatives to traditional hardscapes.
- Install artificial turf and all-weather tracks.
- Specify low-flow fixtures for water and cost savings.
- Utilize green cleaning products and select materials that are easy to clean/maintain.
- Specify native plants at landscape areas to reduce water usage.



Artichoke in the Garden of Tularcitos Elementary



Refuse Separation at Juanita High School



Passive Ventilation (Environmental Nature Center)

BACKGROUND

It is Carmel Unified's goal to design and build safe school campuses while maintaining an inviting environment. Students and teachers should feel safe anywhere in the school buildings and on the campus grounds. A secure environment is one that creates opportunities for natural surveillance and provides clearly defined and controlled access.

Supplemental to the safety assessments already performed throughout the district, a safety officer should be consulted during the implementation of any project.



Hawthorne Elementary School



Eastwood Elementary School

STRATEGY

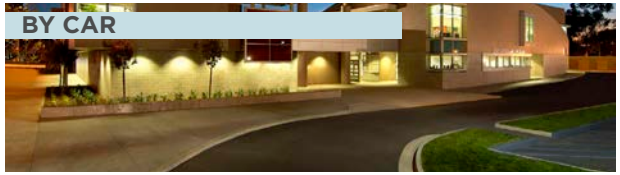
Pedestrian and vehicular points of entry to the campus provide visitors the first look at a school-site. These spaces are the face of the school to the surrounding community and provide the initial impression of the overall campus character. On a day-to-day basis for students, teachers, and staff the campus should feel welcoming and inviting.

The organization of a building should always take into consideration supervision and circulation. For example, restrooms accessed from the outside should be easily supervised from the hardcourts and/or playfields. Evaluate and design areas in which students can line up and/or congregate before they enter their classrooms; make supervision easy by limiting visual obstacles. While classrooms should be easily accessible to students, teachers, and staff, safety measures should be implemented that enable the doors to be locked from the interior and visibility into the rooms to be adjusted.

Adequate lighting at parking and exterior circulation areas allow for safe, after-hours staff and maintenance access. Lighting shall be considered as part of the family of site furnishings and relate to the architectural style. Metal poles, if appropriate, or fixtures mounted to canopy structures can be considered.

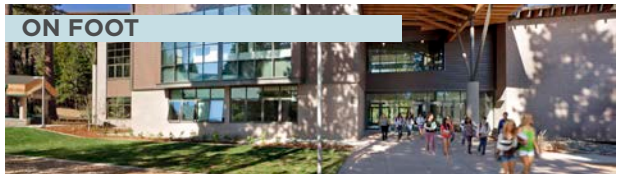
Provide a system of covered walkways between buildings where interior circulation is not provided. Security technology can be used to enhance passive security strategies.

BY CAR



Entry points create a sense of arrival through open views to the campus at key locations. 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.

ON FOOT



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 their classes, multipurpose facilities, and shared field space. Community use of these facilities after hours will require specific way-finding signage.

SIGNAGE



In addition to signage used for pedestrian and vehicular approach, appropriate signage should be provided to direct towards major program elements in the school. In particular, visitors and new students will require clear way-finding to the Administration building.

DESIGN



Consider using key landscape and/or building features to aid in way-finding and orientation of visitors as well as staff and students.



CARMEL UNIFIED SCHOOL DISTRICT

EDUCATIONAL SPECIFICATIONS | ELEMENTARY SCHOOL 3.3

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PROGRAM ACTIVITIES

- Development of critical foundational skills, strategies, and experiences
- Study and exploration of real-world challenges
- Environmental stewardship
- Project-based learning, workshop teaching
- Hands-on/tactile learning
- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Large lecture, small group, and individual work
- Art, science, and music demonstrations



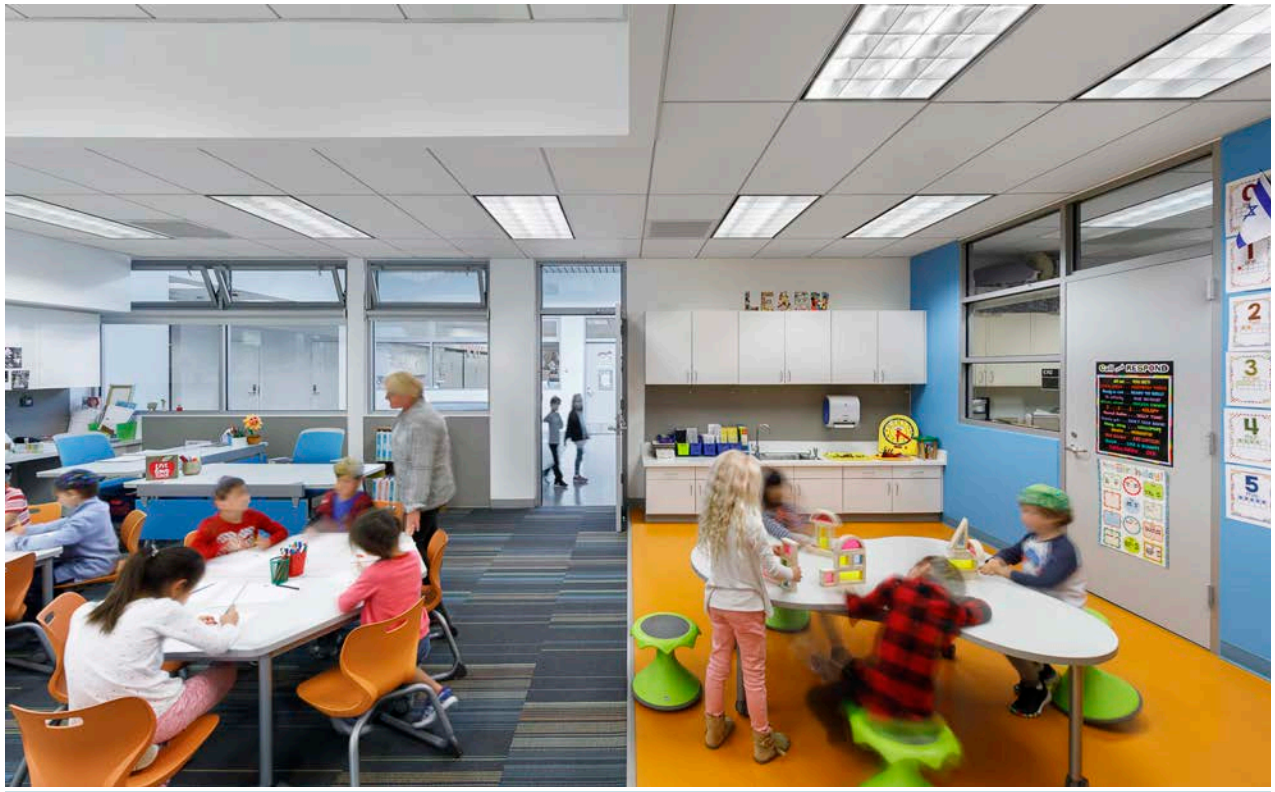
Tarbut V'Torah Community Day School

DESIGN OBJECTIVES + CHARACTERISTICS

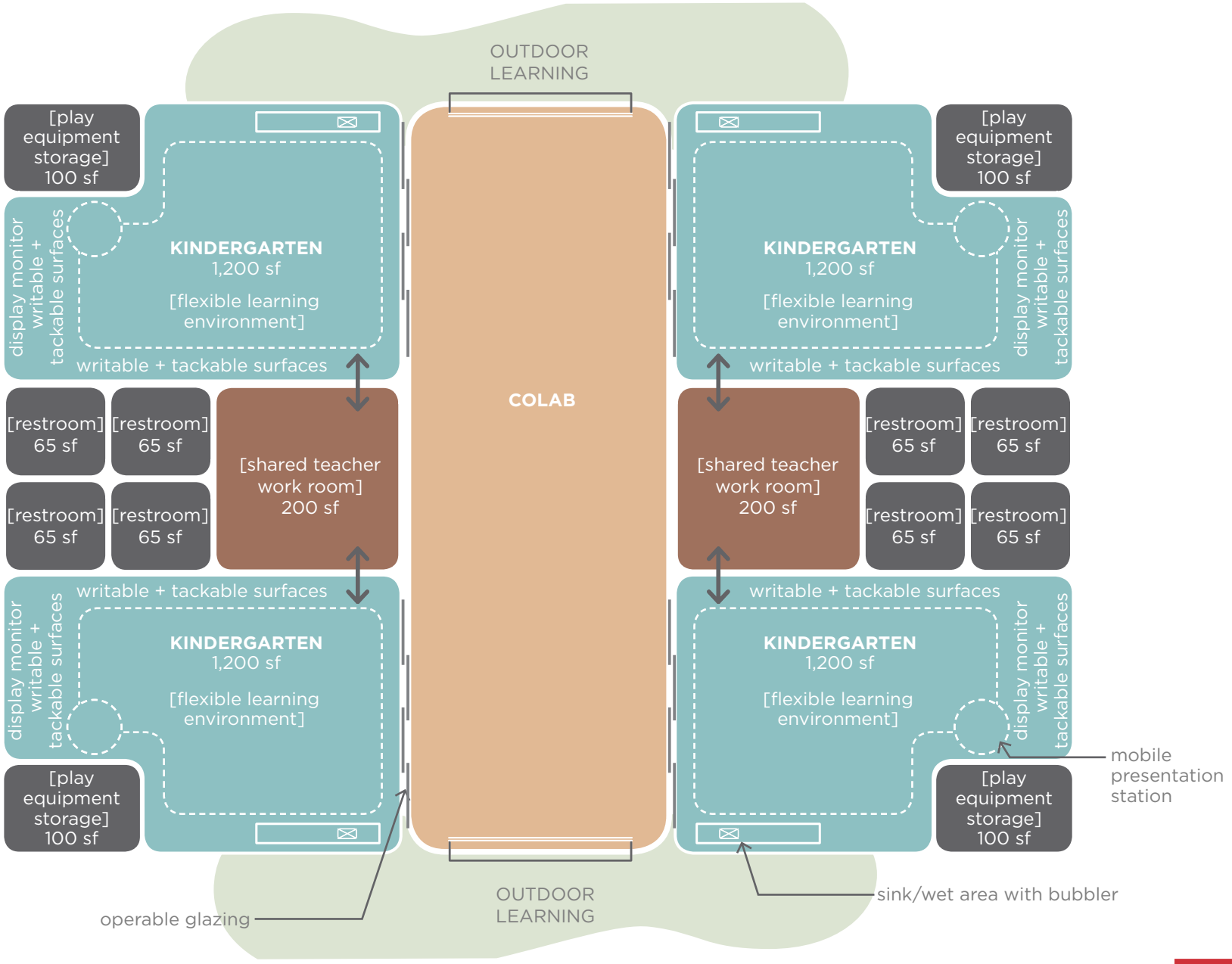
- Create a welcoming space that invites students into the wonder and curiosity associated with learning.
- Create opportunity for experiential and immersive learning.
- Support varied learning styles and classroom activities.
- Celebrate the student by providing choice in environment and opportunity for the display of student work.
- Create visual and physical connections to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group. Consider a variety of furniture sizes, heights, and degrees of kinesthetic movement.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring for whole-group area and resilient flooring near the sink, doors, and snack area.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Tarbut V'Torah Community Day School


OUTDOOR LEARNING
[play equipment storage] 100 sf
display monitor writable + tackable surfaces
KINDERGARTEN 1,200 sf
[flexible learning environment]
writable + tackable surfaces
[play equipment storage] 100 sf
display monitor writable + tackable surfaces
KINDERGARTEN 1,200 sf
[flexible learning environment]
writable + tackable surfaces
COLAB
[restroom] 65 sf
[restroom] 65 sf
[restroom] 65 sf
[restroom] 65 sf
[shared teacher work room] 200 sf
[shared teacher work room] 200 sf
[restroom] 65 sf
[restroom] 65 sf
[restroom] 65 sf
[restroom] 65 sf
writable + tackable surfaces
display monitor writable + tackable surfaces
KINDERGARTEN 1,200 sf
[flexible learning environment]
writable + tackable surfaces
display monitor writable + tackable surfaces
KINDERGARTEN 1,200 sf
[flexible learning environment]
[play equipment storage] 100 sf
[play equipment storage] 100 sf
mobile presentation station
operable glazing
OUTDOOR LEARNING
sink/wet area with bubbler

PROGRAM ACTIVITIES

- Development of critical foundational skills, strategies, and experiences
- Study and exploration of real-world challenges
- Environmental stewardship
- Project-based learning, workshop teaching
- Hands-on/tactile learning
- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Large lecture, small group, and individual work



Samueli Academy

DESIGN OBJECTIVES + CHARACTERISTICS

- Support problem/project-based learning by creating classrooms that can shape-shift on demand.
- Support varied learning styles and classroom activities.
- Celebrate the student by providing choice in environment and opportunity for the display of student work.
- Create visual and physical connections to outdoor environments.
- Create a space that communicates the day's activities.



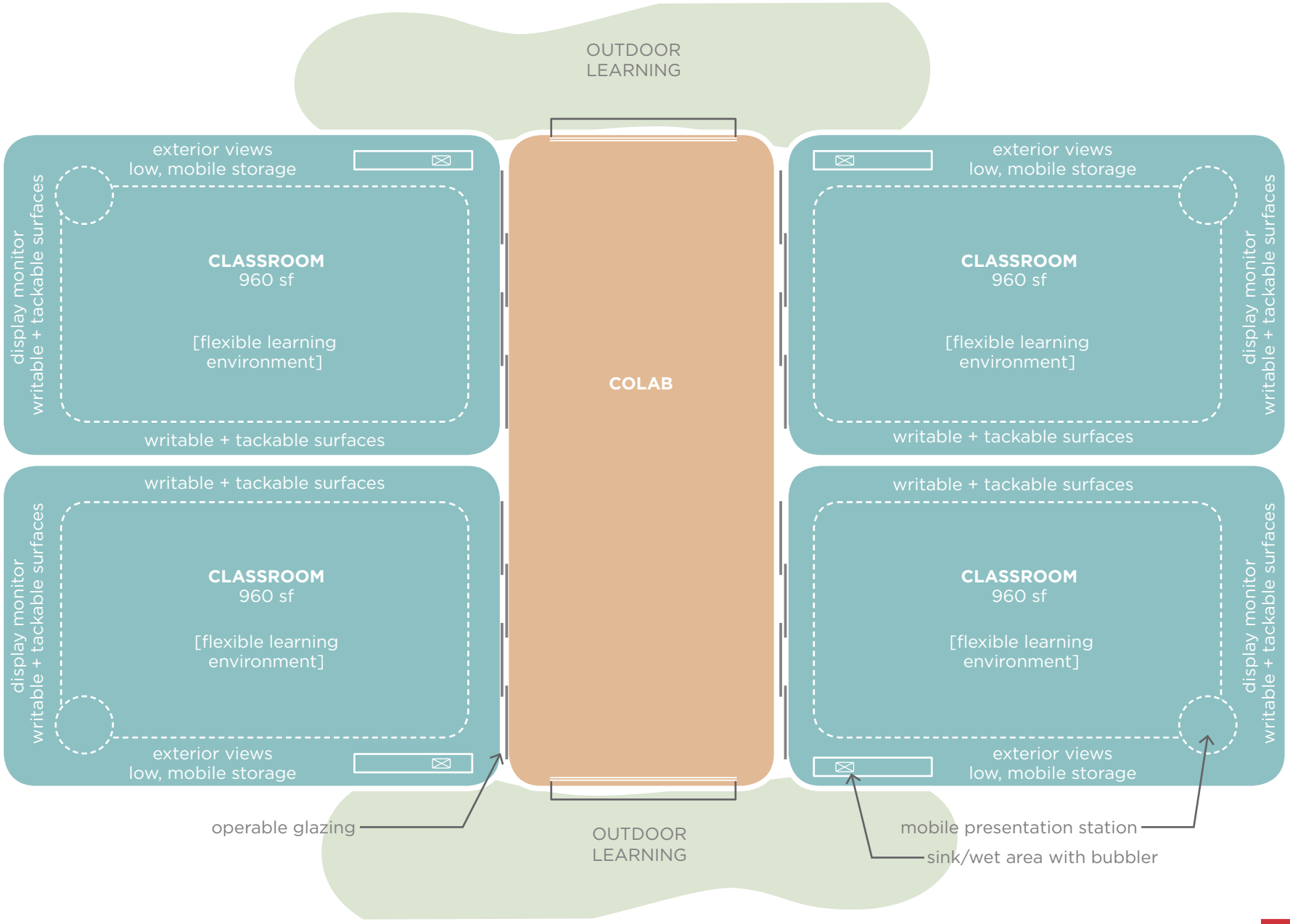
Tarbut V'Torah Community Day School

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring for whole-group area and resilient flooring near the sink and doors.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Eastwood Elementary


OUTDOOR
LEARNING
exterior views
low, mobile storage
display monitor
writable + tackable surfaces
CLASSROOM
960 sf
[flexible learning
environment]
writable + tackable surfaces
COLAB
writable + tackable surfaces
operable glazing
OUTDOOR
LEARNING
mobile presentation station
sink/wet area with bubbler

PROGRAM ACTIVITIES

- Individual Educational Plan (IEP) assessment and implementation
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development and improvement of communication and language skills
- Development of critical foundational skills, strategies, and experiences
- Hands-on/tactile learning
- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Art, science, and music demonstrations

DESIGN OBJECTIVES + CHARACTERISTICS

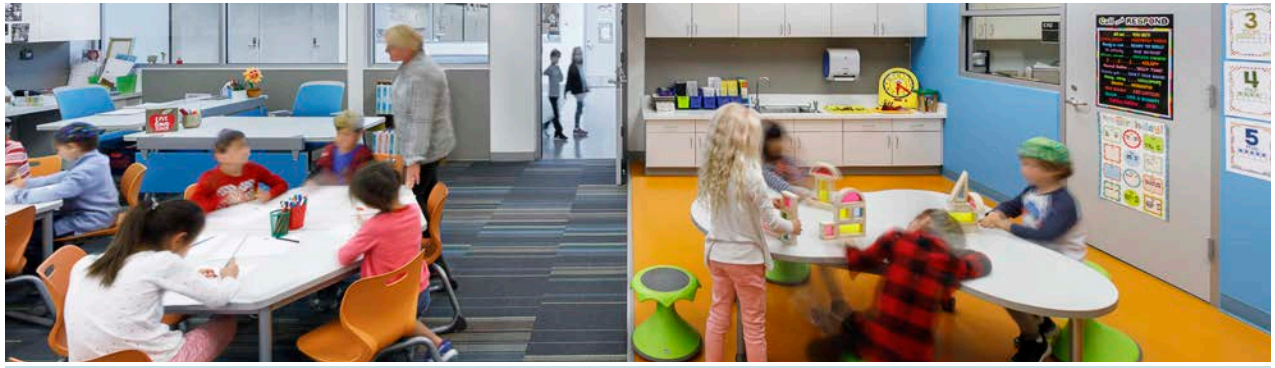
- Create a welcoming space that invites students into the wonder and curiosity associated with learning in an environment where they feel safe, comfortable, and able to thrive.
- Support inclusion; these classrooms are similar to typical classrooms but with lower student loading.
- Celebrate the student by providing choice in environment and opportunity for the display of student work.
- Create visual and physical connections to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

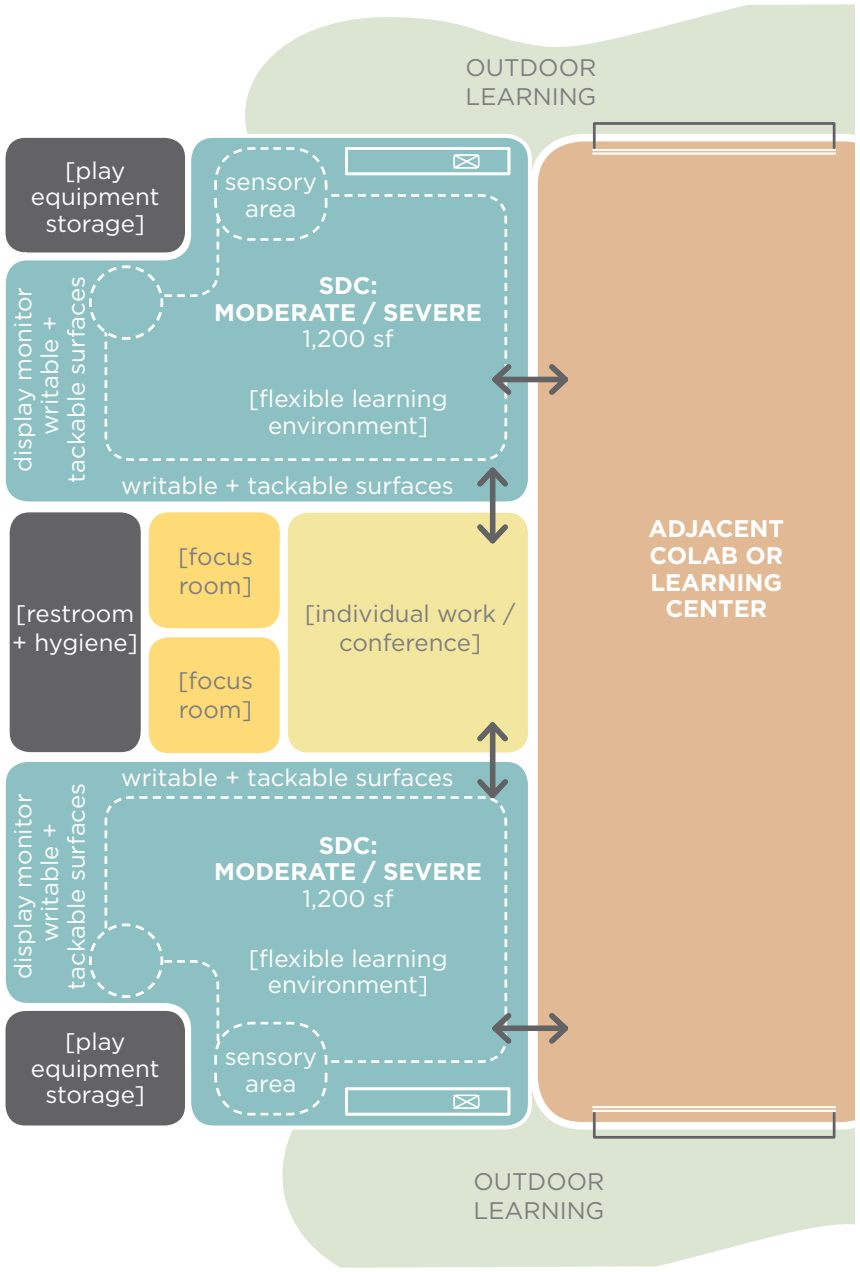
- Furniture should be agile, adjustable, and sized appropriately for the student age group. Consider a variety of furniture sizes, heights, and degrees of kinesthetic movement.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring for whole-group area and resilient flooring near the sink, doors, and snack area.
- Provide assistive technology and communication devices.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Grossmont High School

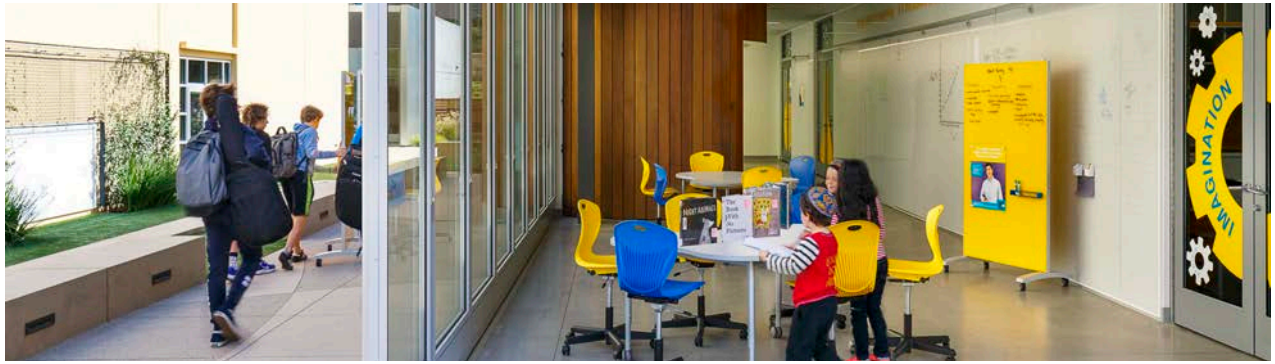


Tarbut V'Torah Community Day School


OUTDOOR LEARNING
[play equipment storage]
sensory area
SDC: MODERATE / SEVERE 1,200 sf
[flexible learning environment]
display monitor writable + tackable surfaces
writable + tackable surfaces
[restroom + hygiene]
[focus room]
[focus room]
[individual work / conference]
ADJACENT COLAB OR LEARNING CENTER
writable + tackable surfaces
display monitor writable + tackable surfaces
SDC: MODERATE / SEVERE 1,200 sf
[flexible learning environment]
[play equipment storage]
sensory area
OUTDOOR LEARNING

PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Large lecture, small group, and individual work
- Pull-out individual or small group student meetings



Tarbut V'Torah Lower School

DESIGN OBJECTIVES + CHARACTERISTICS

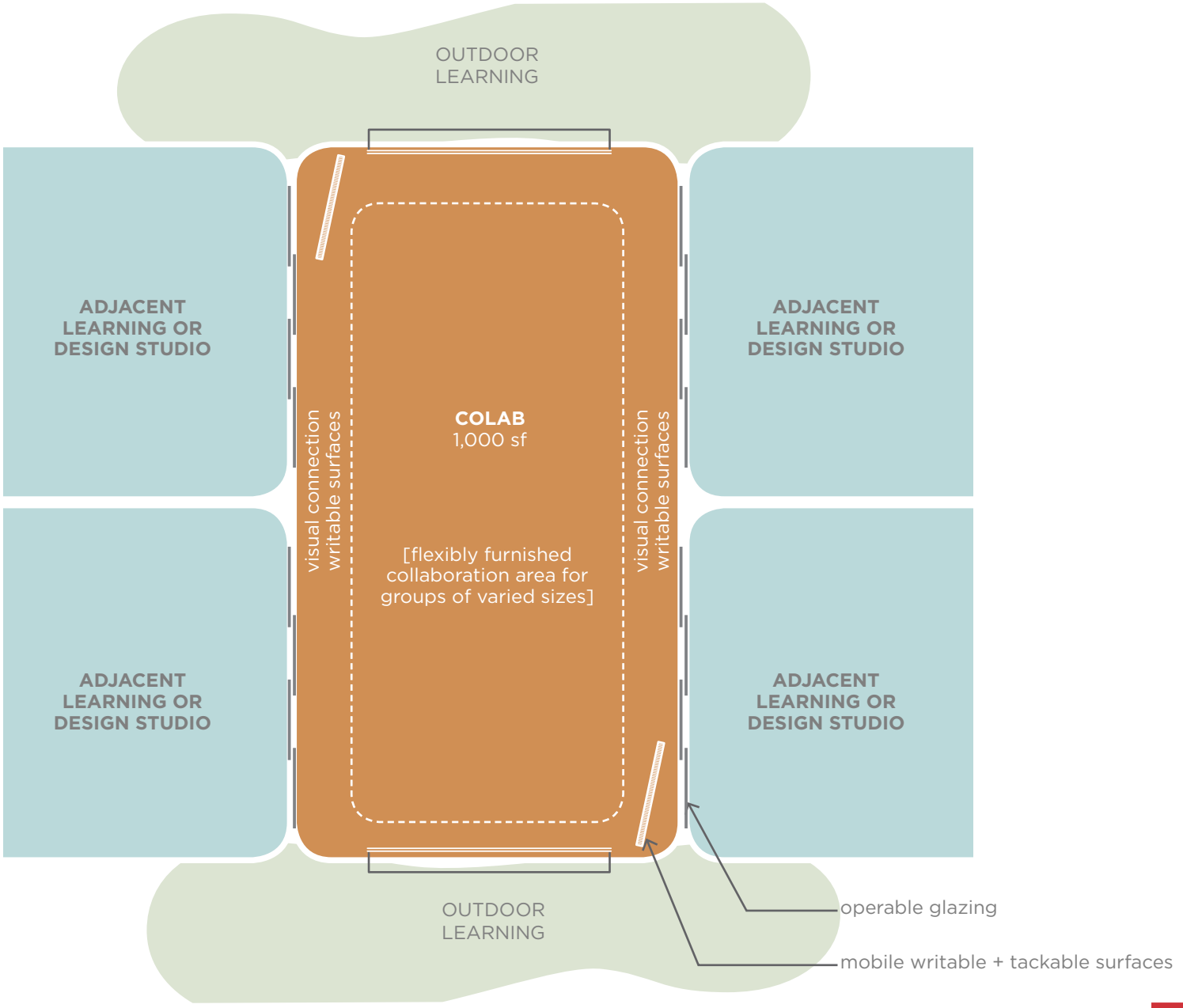
- Create a flexible environment suited to support and extend the activities of adjacent spaces.
- This space serves as an extension of the classroom to be used by a single class or as a collaboration of multiple classes at any given time.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group. Consider a variety of furniture sizes, heights, and degrees of kinesthetic movement.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Technology should be limited to reliable wireless internet and power outlets.
- Equipment is not required for most colab spaces but may be limited to sink basins if colab is adjacent to art and science spaces.



Eastwood Elementary School


OUTDOOR
LEARNING
ADJACENT
LEARNING OR
DESIGN STUDIO
ADJACENT
LEARNING OR
DESIGN STUDIO
visual connection
writable surfaces
COLAB
1,000 sf
[flexibly furnished
collaboration area for
groups of varied sizes]
visual connection
writable surfaces
ADJACENT
LEARNING OR
DESIGN STUDIO
ADJACENT
LEARNING OR
DESIGN STUDIO
OUTDOOR
LEARNING
operable glazing
mobile writable + tackable surfaces

PROGRAM ACTIVITIES

- Hands-on, tactile, and messy learning
- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Creation and presentation of art exhibits
- 2D drawing, sketching, and painting
- Mixed media
- 3D art sculpting



Pleasanton Elementary School

DESIGN OBJECTIVES + CHARACTERISTICS

- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Enable students to get messy and experiment with mistakes.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor environments.



SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Table surfaces should be easily cleanable and have the ability to adjust pitch.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Material storage easily accessible to students. Utilize low, mobile storage solutions, with locking casters.
- Increase ventilation rates for paints, glues, and other odorous media
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



PROGRAM ACTIVITIES

- Hands-on, tactile, and messy learning
- Robotics assembly and testing
- Collaboration between students, between teachers, and between students and teachers
- Cross-curricular collaboration
- Large group instruction and demonstration
- Individual or small group creative exploration
- Light construction and assembly

DESIGN OBJECTIVES + CHARACTERISTICS

- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Enable students to get messy and experiment with mistakes.
- Design an open, flexible classroom with space and infrastructure that will respond to changing technology, equipment, and program needs.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

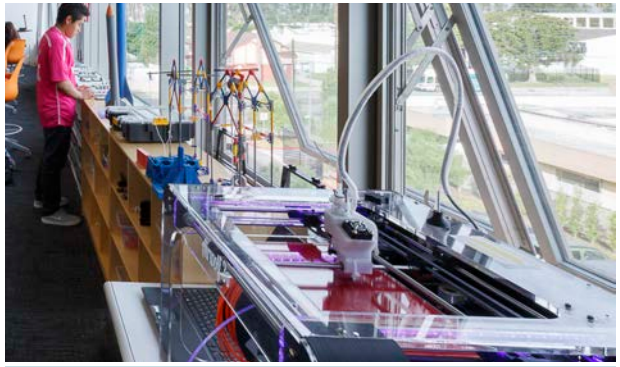
- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Material storage easily accessible to students. Utilize low, mobile storage solutions, with locking casters.
- Provide secured storage to house specialty equipment.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.
- Provide flexible power sources such as drop-down electrical outlets.



Tarbut V'Torah Lower School



Tarbut V'Torah Lower School



Samueli Academy

PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Cross-curricular collaboration
- Large group instruction and demonstration
- Science-based experimentation and creative exploration



Flora Elementary School

DESIGN OBJECTIVES + CHARACTERISTICS

- Bridge the connection between interior and exterior spaces to support environmental sciences.
- Celebrate the student by providing the display of student work.
- Incorporate shared specialized spaces between adjacent classrooms to house specialty equipment
- Provide space for group break-out and project work.



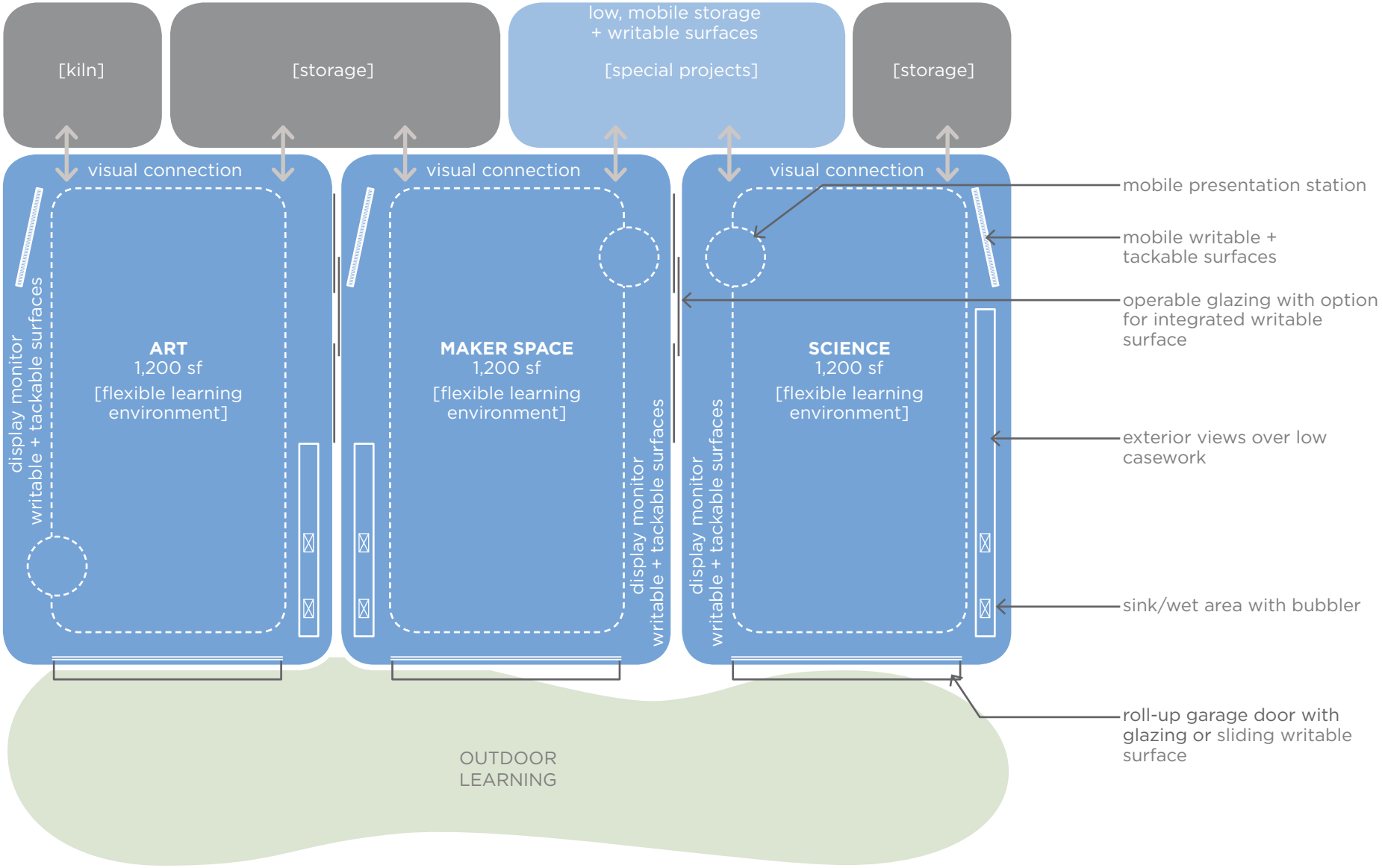
Carrie Busey Elementary School

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile and adjustable, with a large, sturdy surface for experimentation and scientific exploration.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.
- Provide secured storage to house specialty equipment.



Douglas Park Elementary School


[kiln]
[storage]
low, mobile storage
+ writable surfaces
[special projects]
[storage]
visual connection
visual connection
visual connection
display monitor
writable + tackable surfaces
ART
1,200 sf
[flexible learning
environment]
MAKER SPACE
1,200 sf
[flexible learning
environment]
display monitor
writable + tackable surfaces
SCIENCE
1,200 sf
[flexible learning
environment]
display monitor
writable + tackable surfaces
OUTDOOR
LEARNING
mobile presentation station
mobile writable +
tackable surfaces
operable glazing with option
for integrated writable
surface
exterior views over low
casework
sink/wet area with bubbler
roll-up garage door with
glazing or sliding writable
surface

PROGRAM ACTIVITIES

- Large group instruction and demonstration
- Large group, small group, and individual practice
- Musical experimentation and testing
- Performance rehearsals



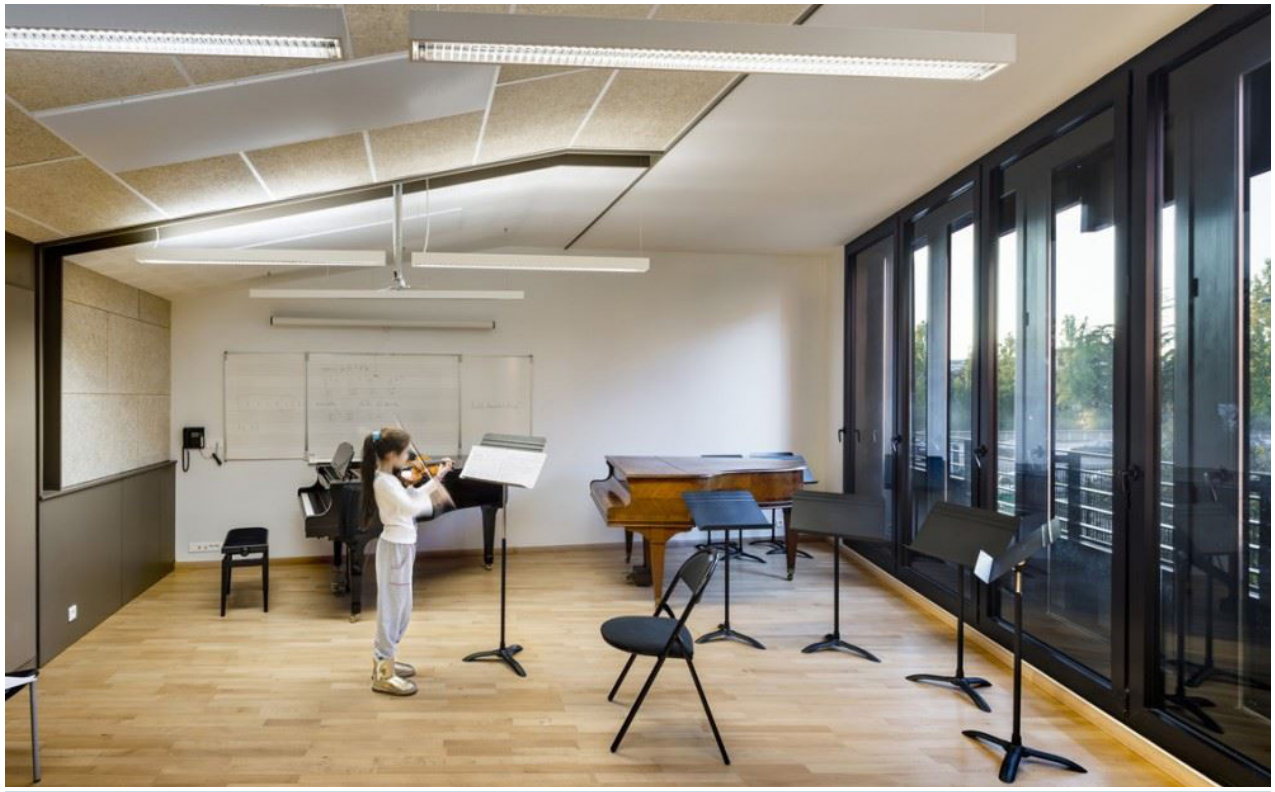
Woodland Elementary School

DESIGN OBJECTIVES + CHARACTERISTICS

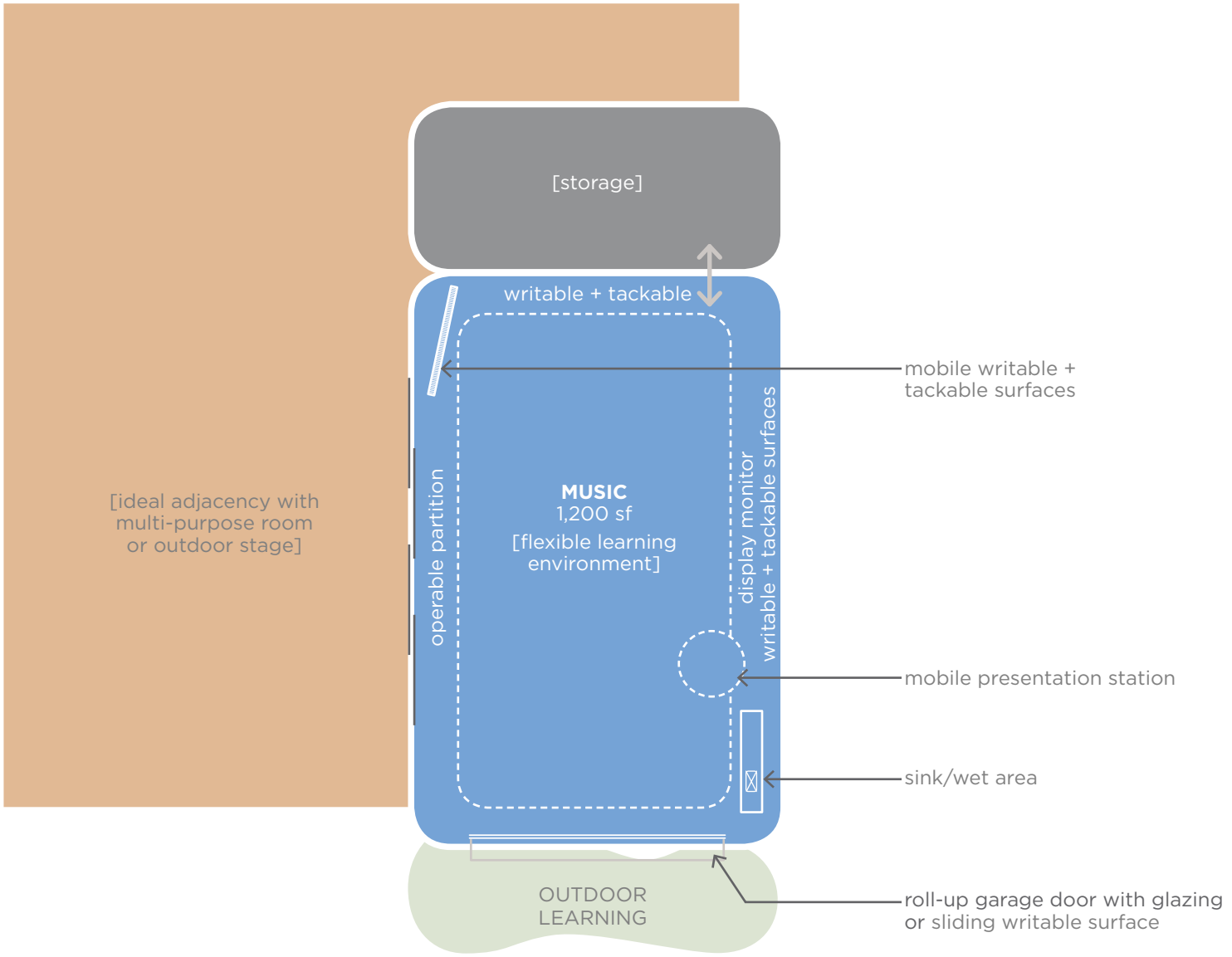
- Enable students to explore their voices, instruments, and the value of failure.
- Celebrate the student by providing the display of student work and announcements.
- Create visual connection to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

- Limit furniture to chairs and music stands.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring that is durable and easy to clean.
- Provide secured instrument storage of varied sizes.
- Technology should include the ability to record voices and instruments, with playback capabilities.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.

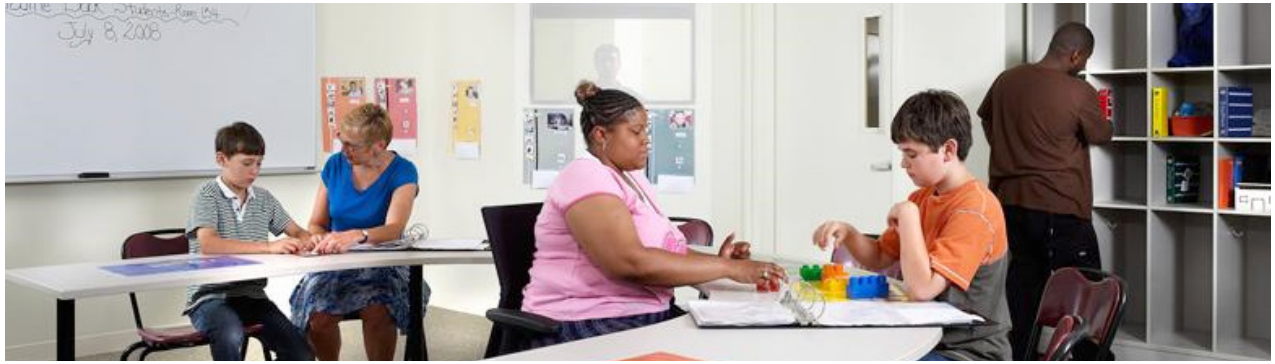


Music Conservatory


[storage]
writable + tackable
mobile writable + tackable surfaces
[ideal adjacency with multi-purpose room or outdoor stage]
operable partition
MUSIC
1,200 sf
[flexible learning environment]
display monitor writable + tackable surfaces
mobile presentation station
sink/wet area
OUTDOOR LEARNING
roll-up garage door with glazing or sliding writable surface

PROGRAM ACTIVITIES

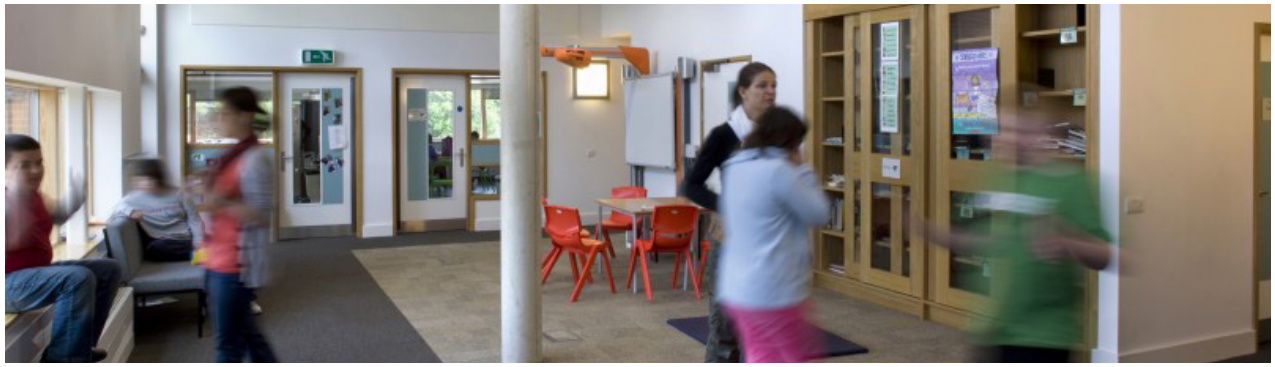
- Individual Educational Plan (IEP) assessment
- One-on-one instruction
- Small group instruction
- Tutoring
- Counseling services
- Therapy
- Testing and observation



Therapeutic School

DESIGN OBJECTIVES + CHARACTERISTICS

- Create a welcoming space where students feel safe, comfortable, and able to thrive.
- The Learning Center is a suite of offices for therapists and counselors who provide students with learning support.
- Celebrate connections between adjacent buildings/uses, to build an empowerment surrounding the Learning Center.
- Individual, confidential offices share a central space for small groups.
- Balance privacy with visual connectivity.
- Create visual and physical connections to outdoor environments.



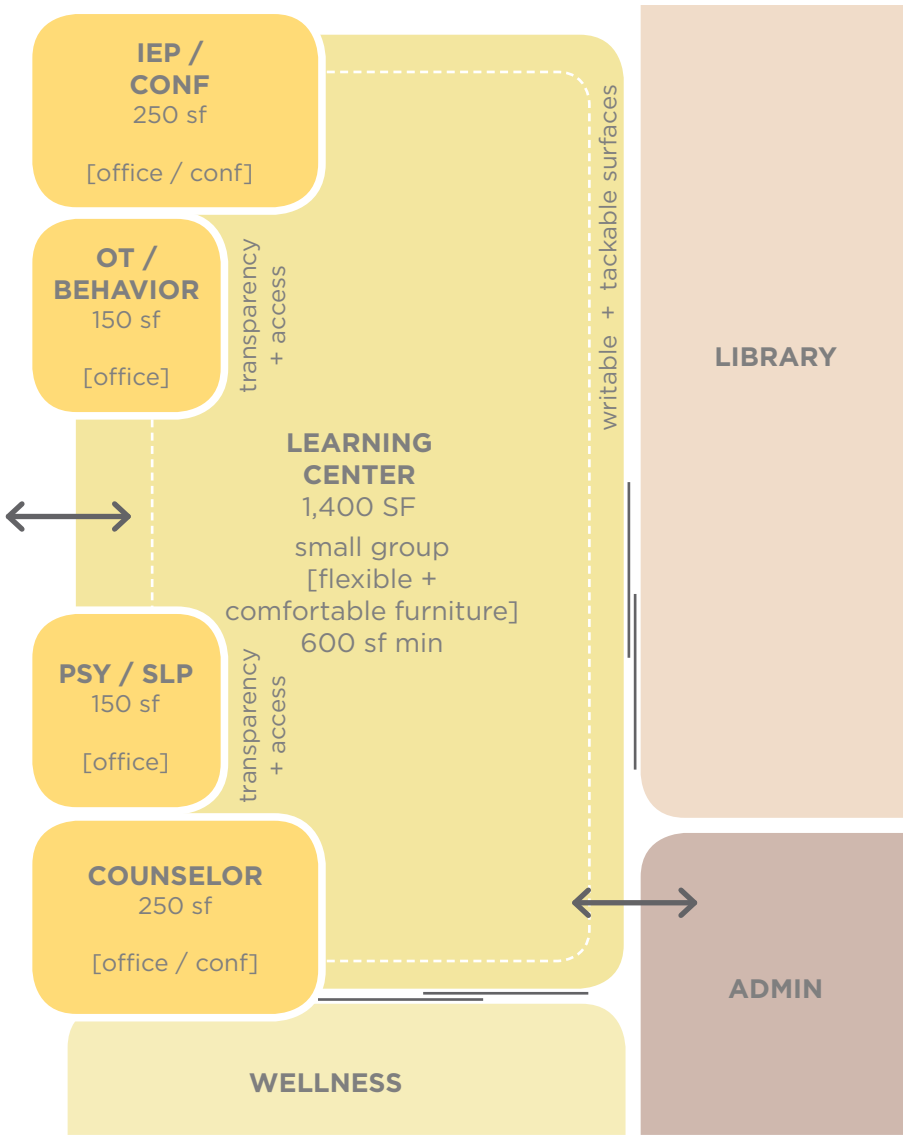
Therapeutic School

SPATIAL FEATURES (furniture, finishes, equipment)

- Workstations should have a comfortable, ergonomic design.
- Utilize mobile furniture that can be rearranged easily and with minimal effort, accommodating individual and group meetings with the counselor or therapist.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring.
- Provide assistive technology and communication devices.
- Include dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.



The Pears National Centre for Autism


IEP / CONF
250 sf
[office / conf]
OT / BEHAVIOR
150 sf
[office]
transparency + access
writable + tackable surfaces
LIBRARY
LEARNING CENTER
1,400 SF
small group
[flexible + comfortable furniture]
600 sf min
PSY / SLP
150 sf
[office]
transparency + access
COUNSELOR
250 sf
[office / conf]
ADMIN
WELLNESS

PROGRAM ACTIVITIES

- Reading
- Collaborative and independent research
- Group instruction
- Technology exploration
- Quiet reading and study
- Digital content creation
- Gallery / display of student work and announcements

DESIGN OBJECTIVES + CHARACTERISTICS

- Provide students with the capacity to consume and create information.
- Create libraries that partner with the educational process within other spaces, and that support the development of a social/ academic/creative continuum.
- Libraries should offer different capacities than classrooms; provide resources not readily available in other areas.
- Promote the development of the creative capacity.

SPATIAL FEATURES (furniture, finishes, equipment)

- Provide a mix of movable seating options including comfortable padded/cloth seating.
- Provide writable desk surfaces at varied heights and sizes, that can fold up and move easily.
- Provide mobile book stacks with locking casters and a low overall height for visibility and ease of student access to literature.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring that is durable and easy to clean.
- Support student devices with easily-accessible power outlets throughout the space and reliable wireless internet.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Stacey Middle School



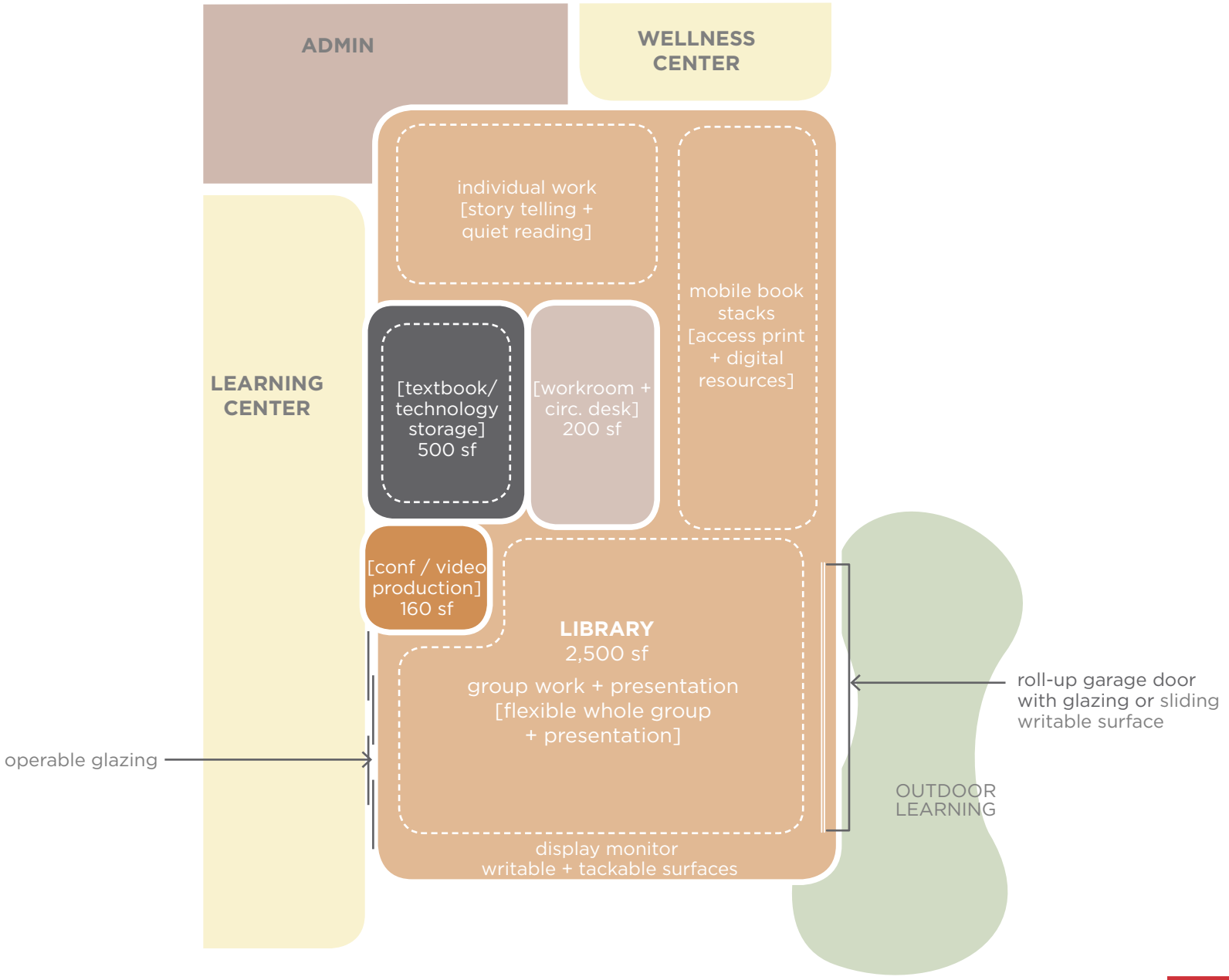
Pleasanton Elementary School



GEMS World Academy, Lower School



Coatesville Primary School


ADMIN
WELLNESS CENTER
LEARNING CENTER
individual work [story telling + quiet reading]
mobile book stacks [access print + digital resources]
[textbook/ technology storage] 500 sf
[workroom + circ. desk] 200 sf
[conf / video production] 160 sf
LIBRARY
2,500 sf
group work + presentation [flexible whole group + presentation]
display monitor
writable + tackable surfaces
operable glazing
roll-up garage door with glazing or sliding writable surface
OUTDOOR LEARNING

PROGRAM ACTIVITIES

- Welcome center, front entry and check-in
- Conference and discipline meetings
- Staff/teacher resources
- Staff/teacher collaboration
- Attendance and enrollment
- Records storage

DESIGN OBJECTIVES + CHARACTERISTICS

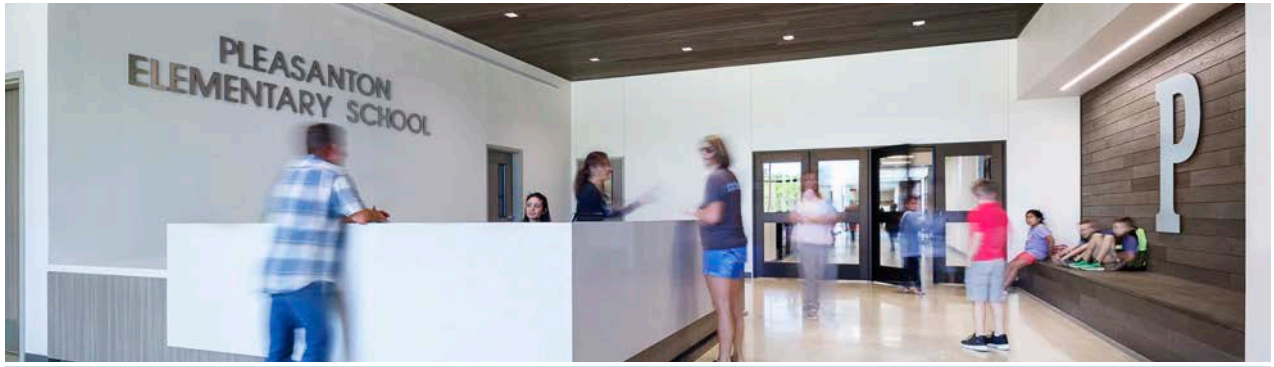
- The entry should be a welcoming, obvious presence to visitors and parents as the single-point of entry.
- Provide visibility into various spaces, while allowing confidentiality through the use of operable shades and acoustic separations.

SPATIAL FEATURES (furniture, finishes, equipment)

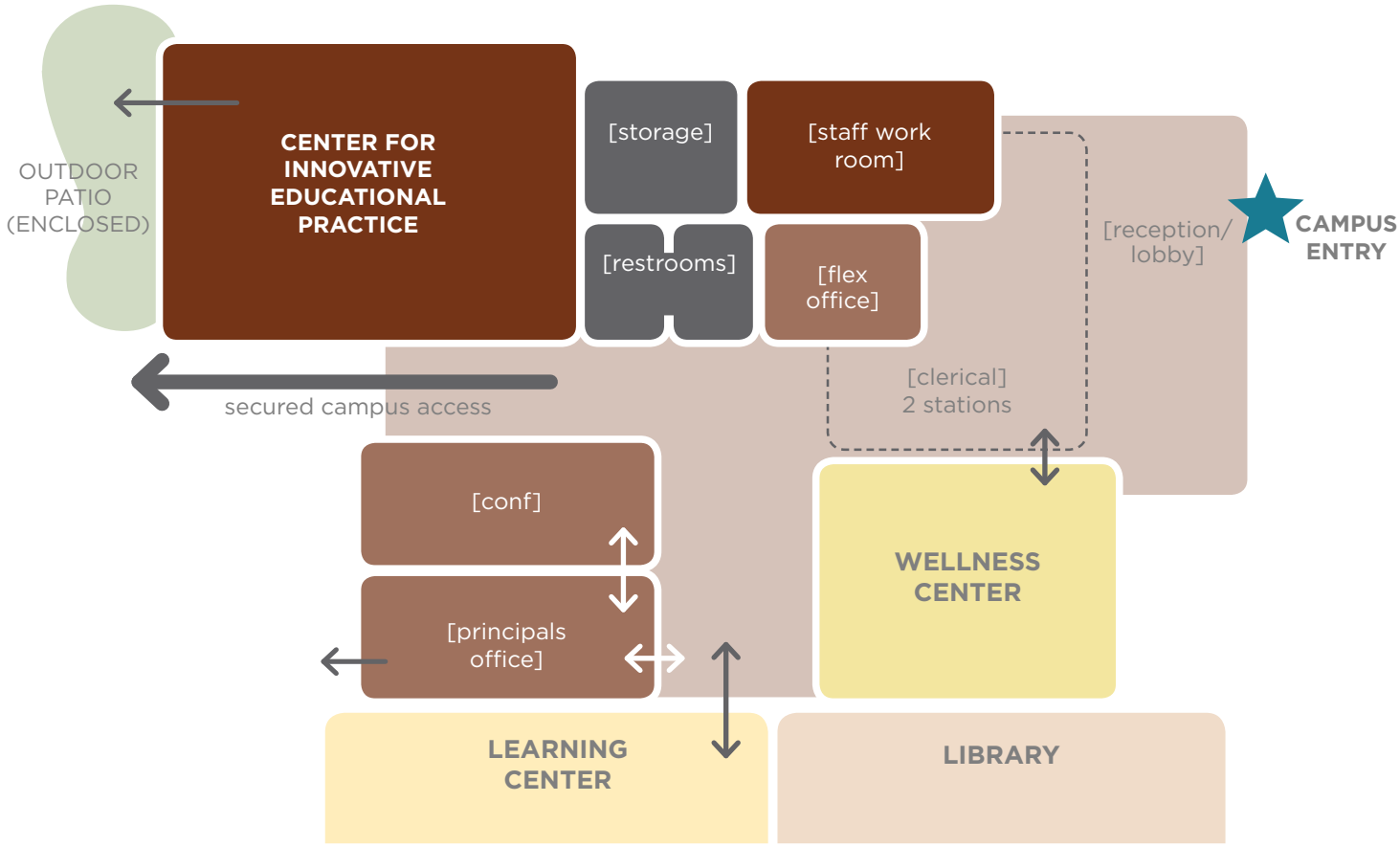
- Workstations should be equipped with ergonomic desks that can be adjusted for seated and standing heights.
- Provide casework with lockable file storage.
- Furnish the lobby/waiting area with soft seating.
- Flooring should be durable and easy to clean.
- Utilize hallways and common areas for the display of student work and announcements.
- Provide copy/printing capabilities with laptop plug-and-play within the staff work area.
- Consider using digital displays in the lobby area for announcements.



Serra Catholic K-8 School



Pleasanton Elementary School


OUTDOOR PATIO (ENCLOSED)
CENTER FOR INNOVATIVE EDUCATIONAL PRACTICE
[storage]
[staff work room]
[restrooms]
[flex office]
[reception/ lobby]
CAMPUS ENTRY
secured campus access
[clerical] 2 stations
[conf]
[principals office]
WELLNESS CENTER
LEARNING CENTER
LIBRARY

PROGRAM ACTIVITIES

- Physical health and injury support
- Mental health support
- Health counseling
- Focus and respite

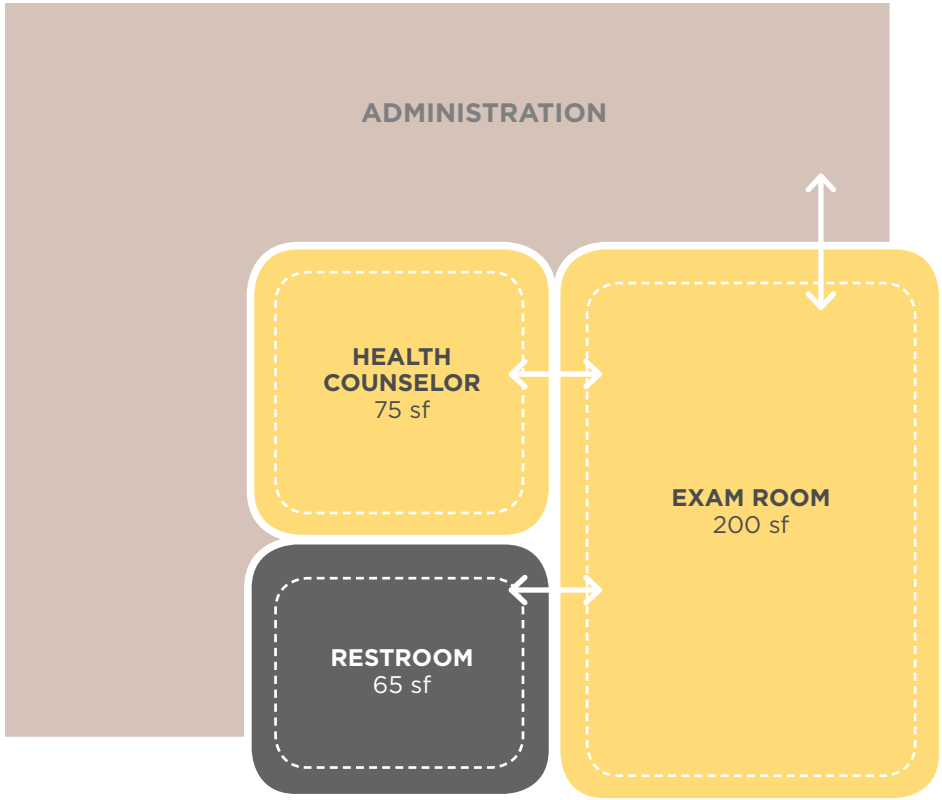
DESIGN OBJECTIVES + CHARACTERISTICS

- Create a welcoming space where students feel safe, comfortable, and able to thrive.
- Celebrate connections between adjacent buildings/uses, to build an empowerment surrounding the Wellness Center.
- Balance privacy with visual connectivity.
- Create visual and physical connections to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

- Workstation should be equipped with an ergonomic desk that can be adjusted for seated and standing heights.
- Provide lockable casework for medical supply storage.
- Provide a small refrigerator with freezer for the storage of medicine and ice.
- Furnish the lobby/waiting area with soft seating.
- Flooring should be resilient, durable, and easy to clean.




ADMINISTRATION
HEALTH COUNSELOR
75 sf
EXAM ROOM
200 sf
RESTROOM
65 sf

PROGRAM ACTIVITIES

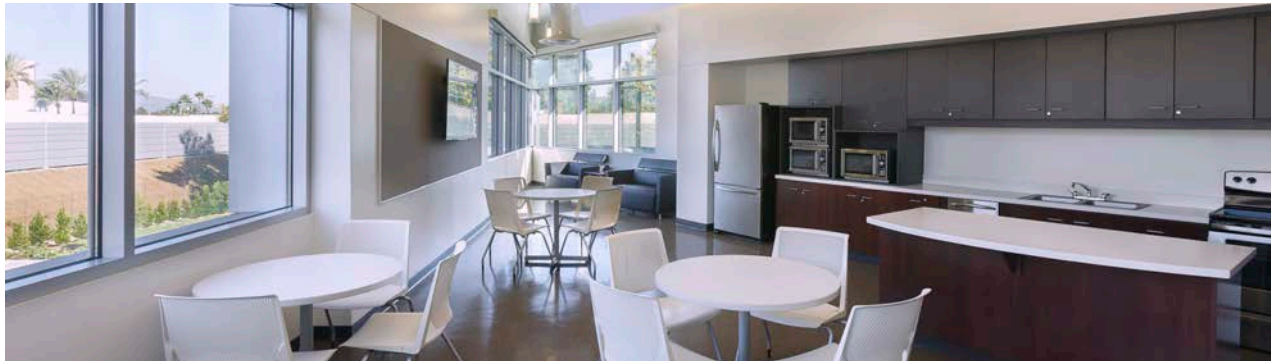
- Professional development
- Informal and formal sharing
- Collaborative planning/grading
- Teacher support of one another
- Staff/teacher dining
- Teacher resource library

DESIGN OBJECTIVES + CHARACTERISTICS

- A centering location for education professionals designed with teacher engagement areas, an area for the development of innovative practice, instructional coach support, and a professional library.
- Provide teachers with resources that encourage professional growth and collaboration.
- Provide opportunity for communication and the sharing of ideas among teachers.
- Enable the flexibility to divide the room through (writable) operable partitions.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and able to fold and store easily. Include soft, comfortable furniture.
- Finishes should contribute to the acoustical qualities of the space while incorporating tackable and writable surfaces.
- Flooring should be carpet that is durable and easy to clean.
- Consider mobile book stack(s) for the professional library or secured casework at the perimeter. Design storage to be hidden (limit or exclude open shelving).
- Provide a mix of wall finishes including writable surfaces, varied textures and colors.
- Provide copy/printing capabilities with laptop plug-and-play within the staff work area.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.

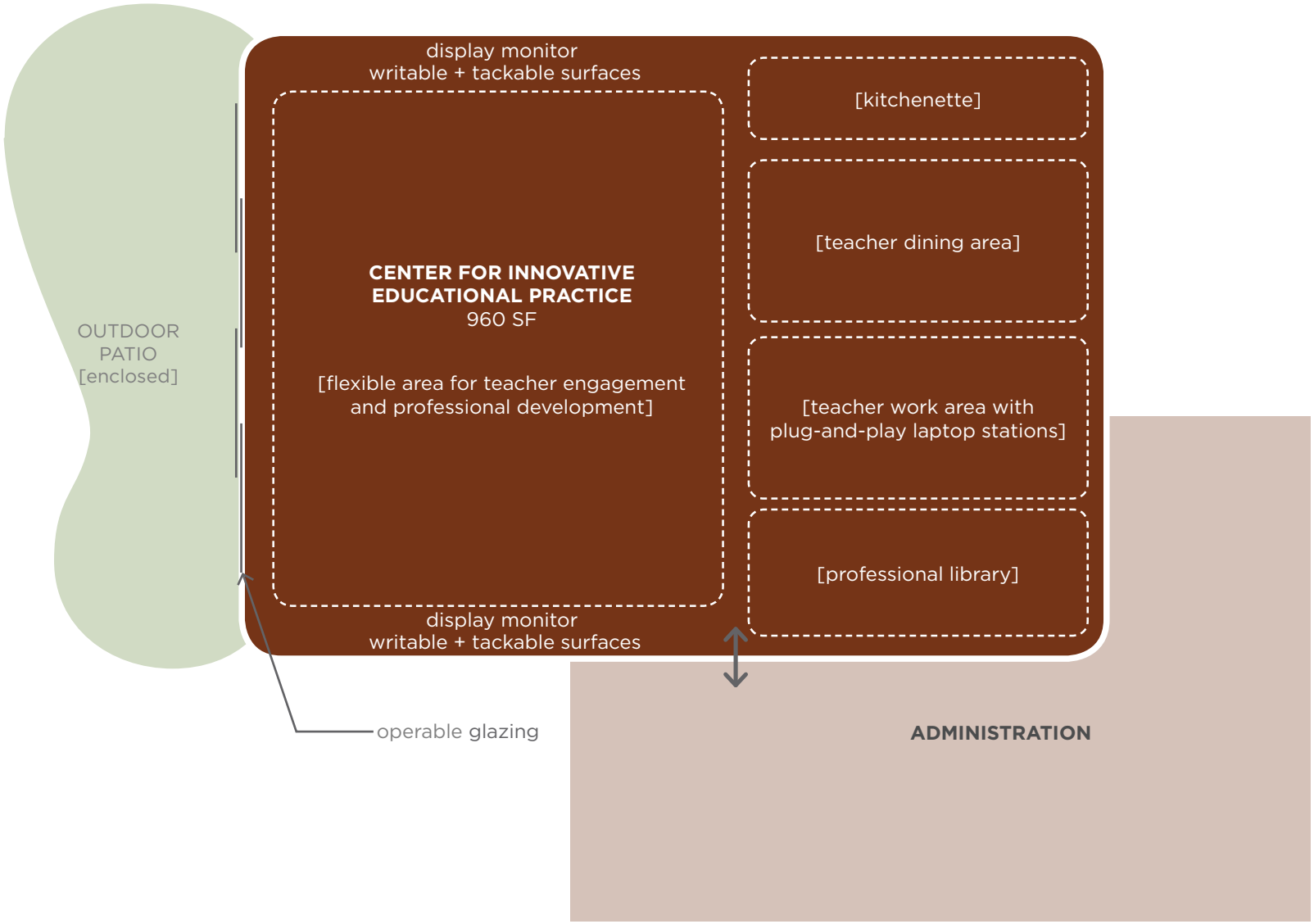


Arcadia Education Center





Lakeview Elementary School


display monitor
writable + tackable surfaces
[kitchenette]
[teacher dining area]
CENTER FOR INNOVATIVE
EDUCATIONAL PRACTICE
960 SF
[flexible area for teacher engagement
and professional development]
[teacher work area with
plug-and-play laptop stations]
[professional library]
OUTDOOR
PATIO
[enclosed]
display monitor
writable + tackable surfaces
operable glazing
ADMINISTRATION

PROGRAM ACTIVITIES

- Instructional lessons
- Group and individual work
- Active and passive activities
- Study of agriculture and environmental sciences
- Social gathering
- Dining

DESIGN OBJECTIVES + CHARACTERISTICS

- Bring the classroom to the outdoor environment.
- Provide basic resources needed to support the educational program.
- Diversify the outdoor areas to accommodate varied group sizes and activities.
- Provide a wide range of seating options, groupings, and single spaces that accommodate many uses (play/learn).
- Create inviting, comfortable places that allow students/staff to decompress.
- Blur the boundaries of indoor and outdoor spaces.
- Maintain a natural aesthetic.
- Allow space for indoor furniture to be brought outside.

SPATIAL FEATURES (furniture, finishes, equipment)

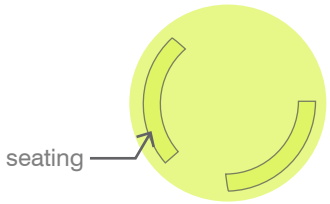
- Access to wireless internet and outlets for the charging of devices.
- Provide areas of shelter through trees and/or shade structures, awnings, or canopies.
- Provide durable, weather-proof materials.
- Provide built-in seating where appropriate as seat-walls and amphitheater-style seating.



Tarbut V'Torah Lower School

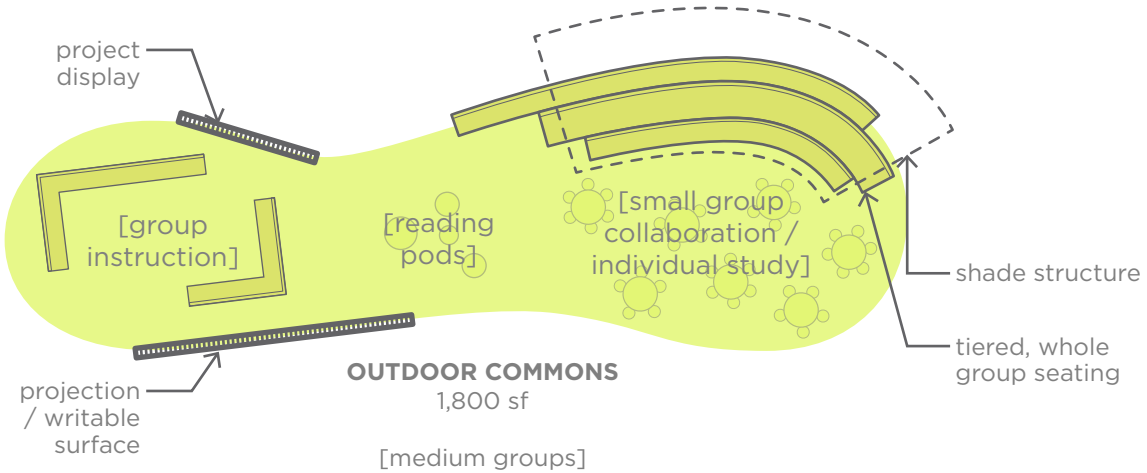


Tarbut V'Torah Lower School



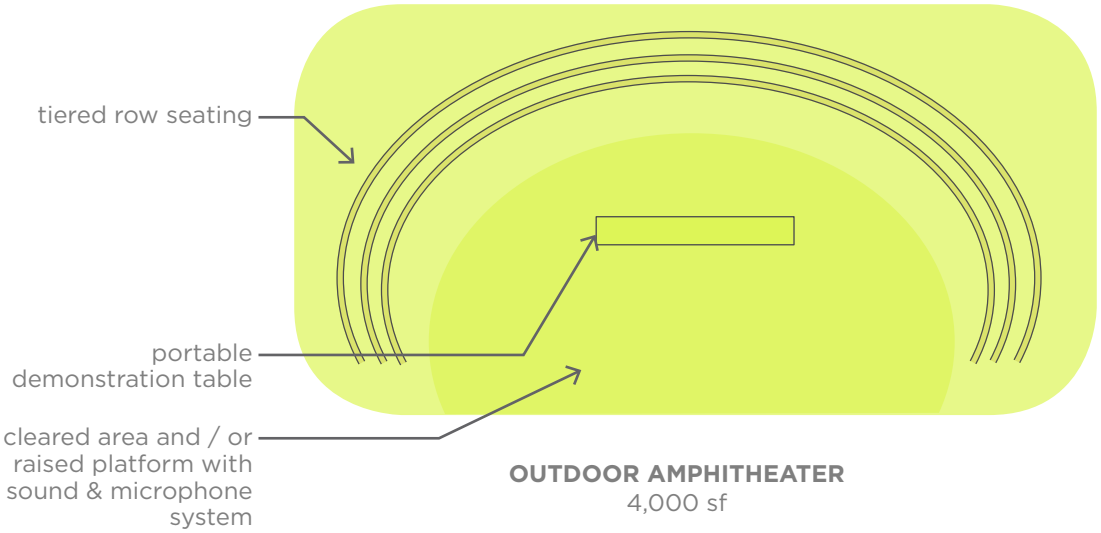
PATIO
400-800 sf

[small groups]
4-5 students



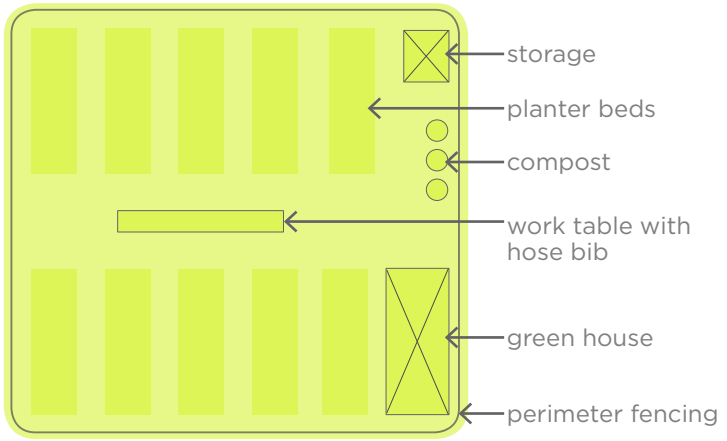
OUTDOOR COMMONS
1,800 sf

[medium groups]
30-60 students



OUTDOOR AMPHITHEATER
4,000 sf

[large groups]
90-120 students



GARDEN
10,00 sf

CARMEL UNIFIED SCHOOL DISTRICT

EDUCATIONAL SPECIFICATIONS | MIDDLE SCHOOL 3.4

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PROGRAM ACTIVITIES

- Supplement outdoor/real-world education through a foundational curriculum
- Study and exploration of real-world challenges
- Environmental stewardship
- Project-based learning, workshop teaching
- Hands-on/tactile learning
- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Large lecture, small group, and individual work



Samueli Academy

DESIGN OBJECTIVES + CHARACTERISTICS

- Support problem/project-based learning by creating classrooms that can shape-shift on demand.
- Support varied learning styles and classroom activities.
- Celebrate the student by providing choice in environment and opportunity for the display of student work.
- Create visual and physical connections to outdoor (structured and natural) environments.
- Create a space that communicates the day's activities.

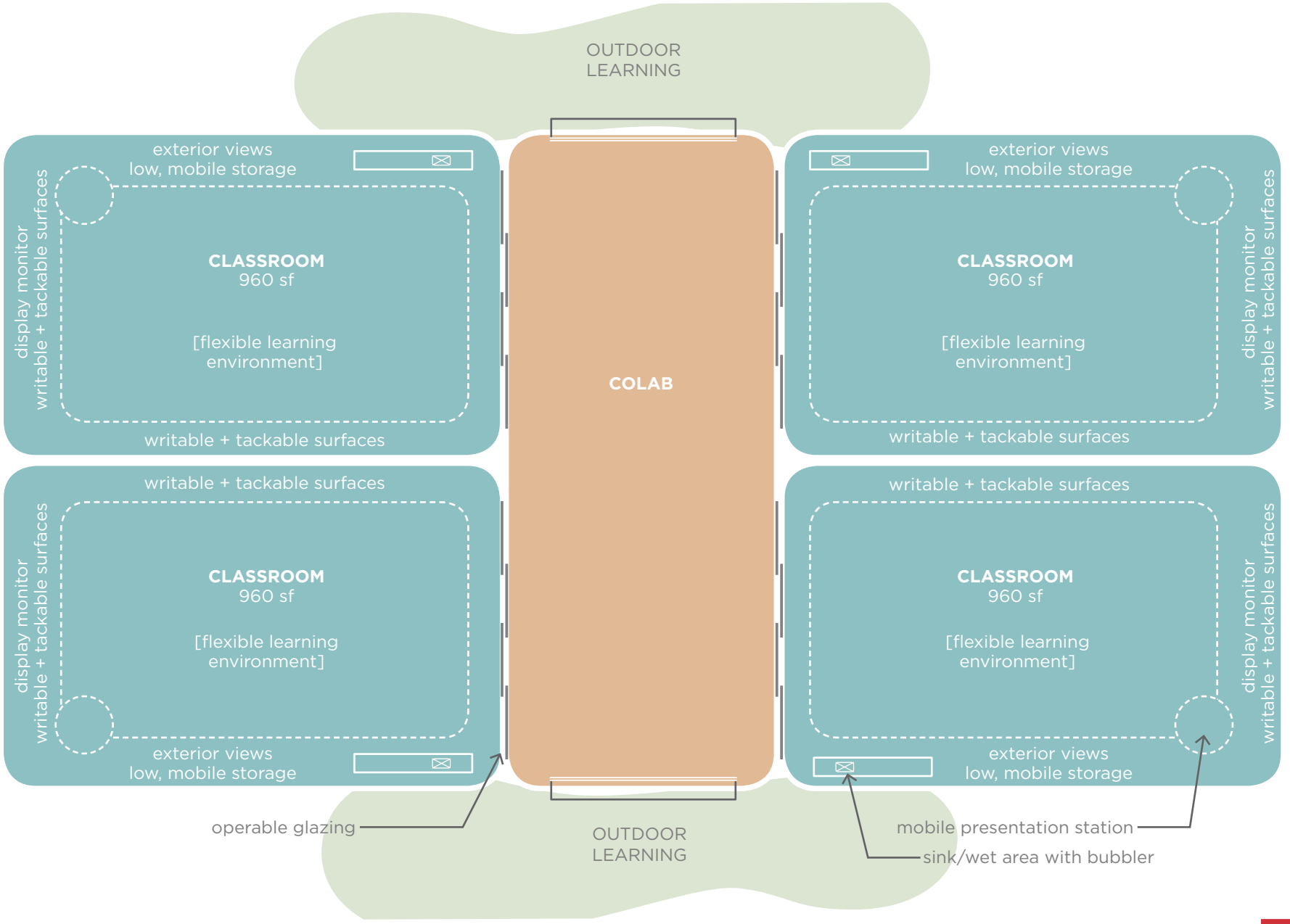


SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Provide varied seating options such as standing desks to allow for student choice.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces; consider magnetic whiteboards.
- Utilize carpet flooring for whole-group area and resilient flooring near the sink and doors.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Samueli Academy


OUTDOOR
LEARNING
exterior views
low, mobile storage
display monitor
writable + tackable surfaces
CLASSROOM
960 sf
[flexible learning
environment]
writable + tackable surfaces
COLAB
exterior views
low, mobile storage
CLASSROOM
960 sf
[flexible learning
environment]
display monitor
writable + tackable surfaces
writable + tackable surfaces
writable + tackable surfaces
display monitor
writable + tackable surfaces
CLASSROOM
960 sf
[flexible learning
environment]
exterior views
low, mobile storage
writable + tackable surfaces
CLASSROOM
960 sf
[flexible learning
environment]
display monitor
writable + tackable surfaces
exterior views
low, mobile storage
operable glazing
OUTDOOR
LEARNING
mobile presentation station
sink/wet area with bubbler

PROGRAM ACTIVITIES

- Individual Educational Plan (IEP) assessment and implementation
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of life skills such as laundry and light cooking
- Development and improvement of communication and language skills
- Development of critical foundational skills, strategies, and experiences
- Hands-on/tactile learning
- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Art, science, and music demonstrations

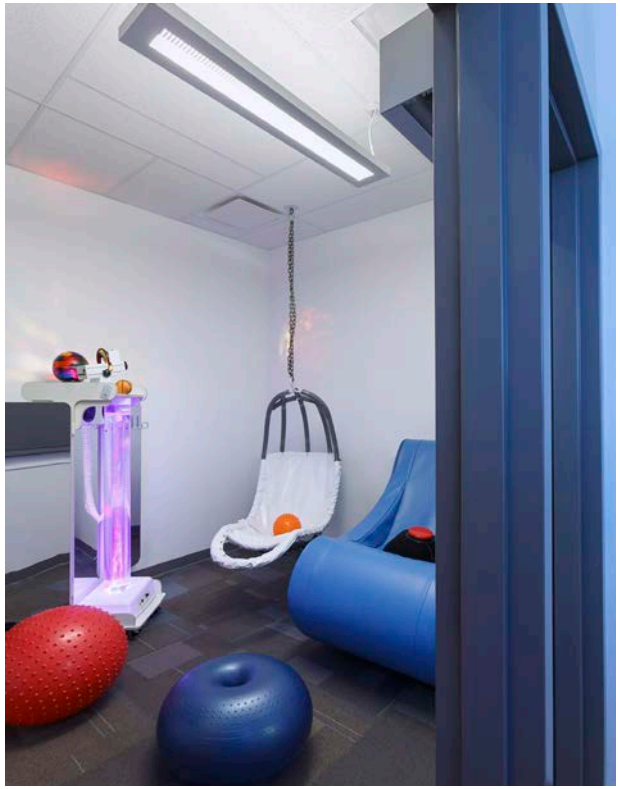
DESIGN OBJECTIVES + CHARACTERISTICS

- Create a welcoming space that invites students into the wonder and curiosity associated with learning in an environment where they feel safe, comfortable, and able to thrive.
- Support inclusion; locate this/these classrooms where students can be close to their peers.
- Celebrate the student by providing choice in environment and opportunity for the display of student work.
- Create visual and physical connections to outdoor environments.

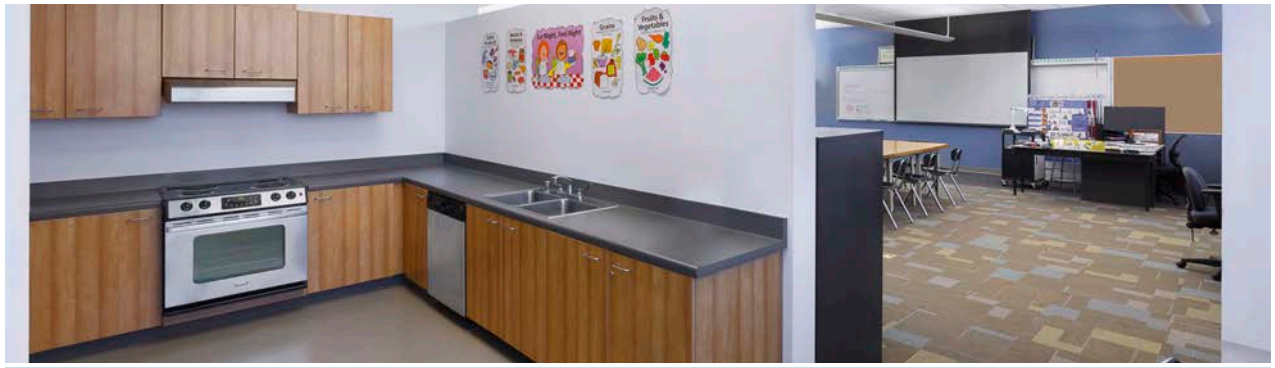
SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture, finishes, and technology should be comparable to that of the typical classroom, with considerations given to the furniture needs of the student population.
- Utilize carpet flooring for whole-group area and resilient flooring near the sink, doors, and life skills areas.
- Provide assistive technology and communication devices within the learning space.
- Consider and provide space for a lift/transfer device in the restroom.
- Consider a life skills area with small kitchenette and washer/dryer.
- Consider and provide structural support for hanging equipment such as a single-occupant swing in the sensory room.

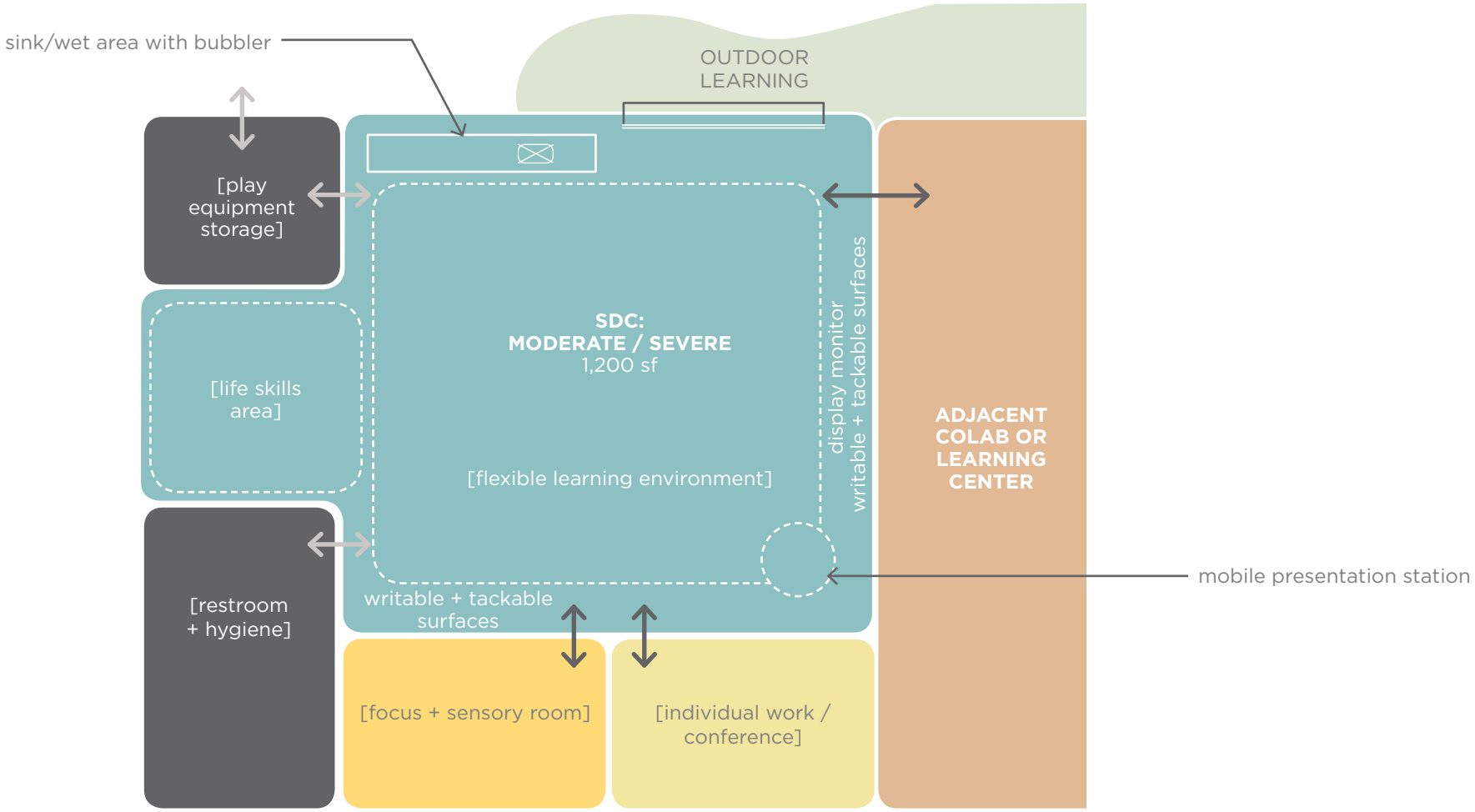




Grossmont High School



Grossmont High School


sink/wet area with bubbler
OUTDOOR LEARNING
[play equipment storage]
[life skills area]
[restroom + hygiene]
SDC:
MODERATE / SEVERE
1,200 sf
[flexible learning environment]
display monitor
writable + tackable surfaces
writable + tackable surfaces
[focus + sensory room]
[individual work / conference]
ADJACENT COLAB OR LEARNING CENTER
mobile presentation station

PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Large lecture, small group, and individual work
- Pull-out individual or small group student meetings

DESIGN OBJECTIVES + CHARACTERISTICS

- Create a flexible environment suited to support and extend the activities of adjacent spaces.
- This space serves as an extension of the classroom to be used by a single class or as a collaboration of multiple classes at any given time.

SPATIAL FEATURES (furniture, finishes, equipment)

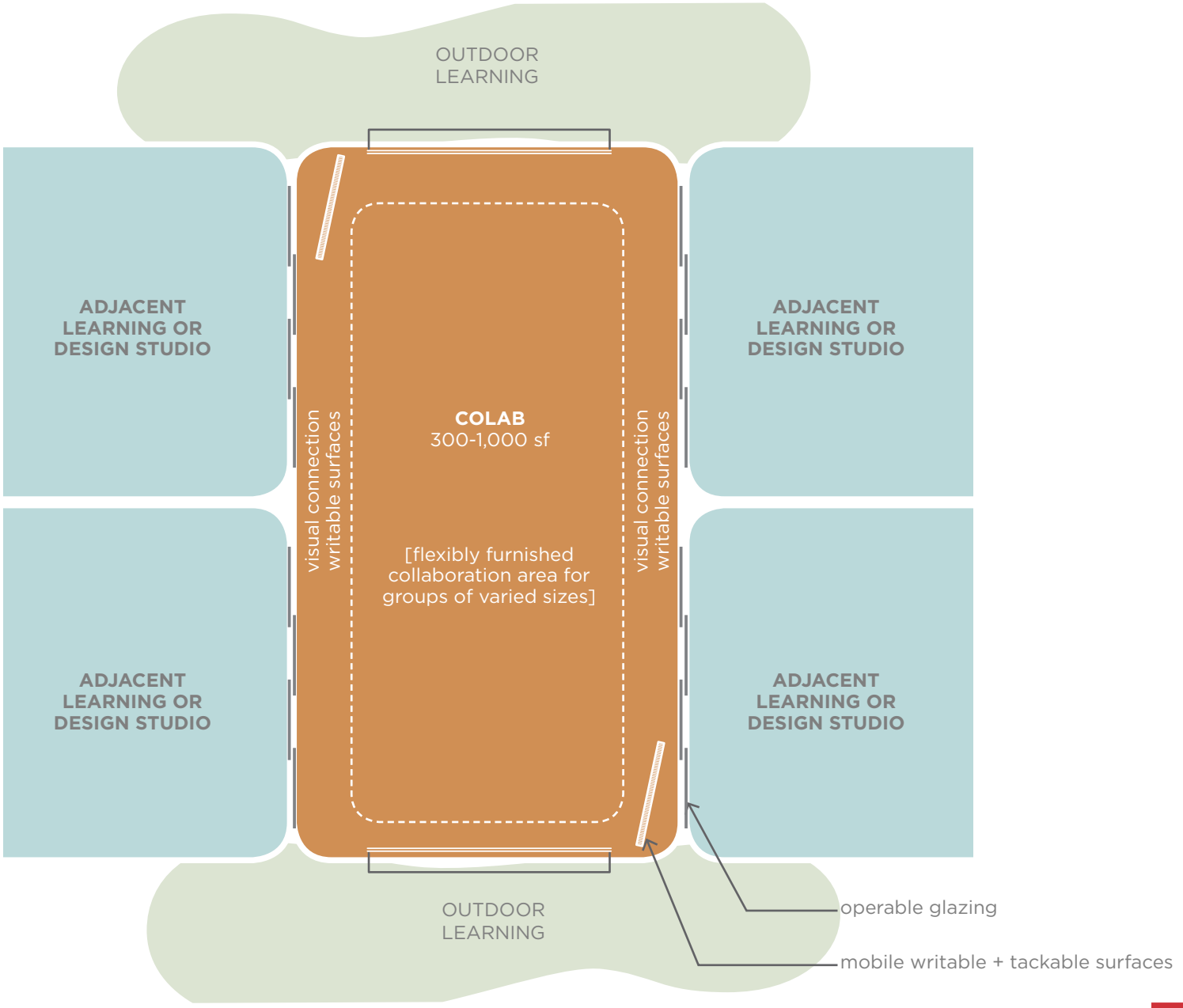
- Furniture should be agile, adjustable, and sized appropriately for the student age group. Consider a variety of furniture sizes, heights, and degrees of kinesthetic movement.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Technology should be limited to reliable wireless internet and power outlets.
- Equipment is not required for most colab spaces but may be limited to sink basins if colab is adjacent to art and science spaces.



Eastwood Elementary School



Johnson Middle School


OUTDOOR
LEARNING
ADJACENT
LEARNING OR
DESIGN STUDIO
ADJACENT
LEARNING OR
DESIGN STUDIO
visual connection
writable surfaces
COLAB
300-1,000 sf
[flexibly furnished
collaboration area for
groups of varied sizes]
visual connection
writable surfaces
ADJACENT
LEARNING OR
DESIGN STUDIO
ADJACENT
LEARNING OR
DESIGN STUDIO
OUTDOOR
LEARNING
operable glazing
mobile writable + tackable surfaces

PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Cross-curricular collaboration
- Large group instruction and demonstration
- Science-based experimentation and creative exploration
- Study of oceanographic, agricultural, and environmental sciences engaging a direct connection with the natural environment



DESIGN OBJECTIVES + CHARACTERISTICS

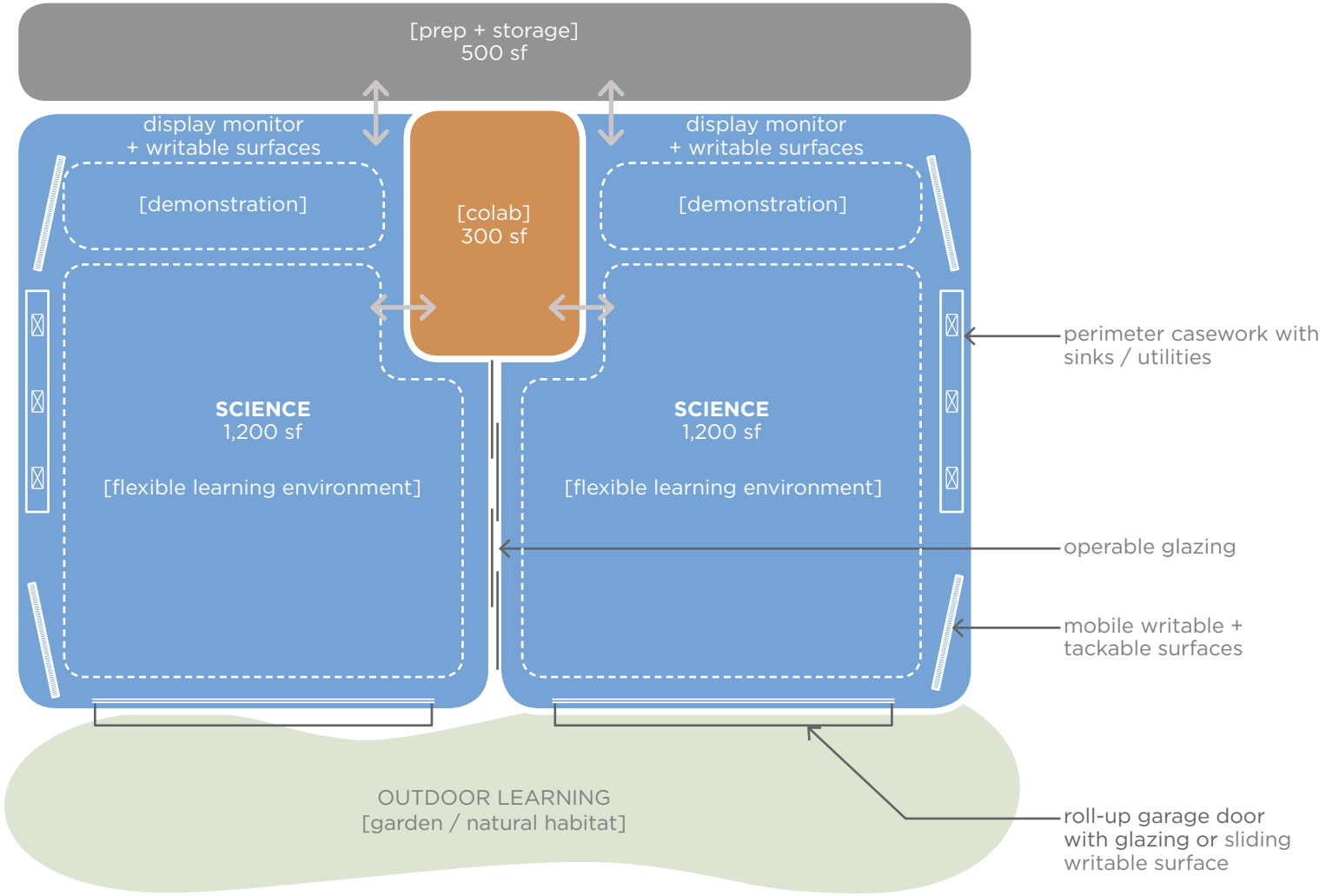
- Bridge the connection between interior and exterior spaces to support real-world sciences.
- Celebrate the student by providing the display of student work.
- Incorporate shared specialized spaces between adjacent classrooms to house specialty equipment
- Provide space for group break-out and project work, with clear lines of sight between spaces.
- Encourage unity and teacher collaboration by connecting adjacent science rooms and providing a shared storage/prep room.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile and adjustable, with a large, sturdy surface for experimentation and scientific exploration.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.
- Provide secured storage to house specialty equipment.



Tarbut V'Torah Lower School


[prep + storage]
500 sf
display monitor
+ writable surfaces
[demonstration]
[colab]
300 sf
display monitor
+ writable surfaces
[demonstration]
SCIENCE
1,200 sf
[flexible learning environment]
SCIENCE
1,200 sf
[flexible learning environment]
OUTDOOR LEARNING
[garden / natural habitat]
perimeter casework with sinks / utilities
operable glazing
mobile writable + tackable surfaces
roll-up garage door with glazing or sliding writable surface

PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Creation and presentation of digital photography and digital art
- Hands-on application of technical skills
- Prototyping and testing
- Website design and publishing
- Robotics construction and programming
- Video recording and editing

DESIGN OBJECTIVES + CHARACTERISTICS

- Embrace the actions of making, creating, tinkering, and prototyping by providing real-world tools and strong connections to adjacent art and wood shop spaces.
- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor and adjacent environments.

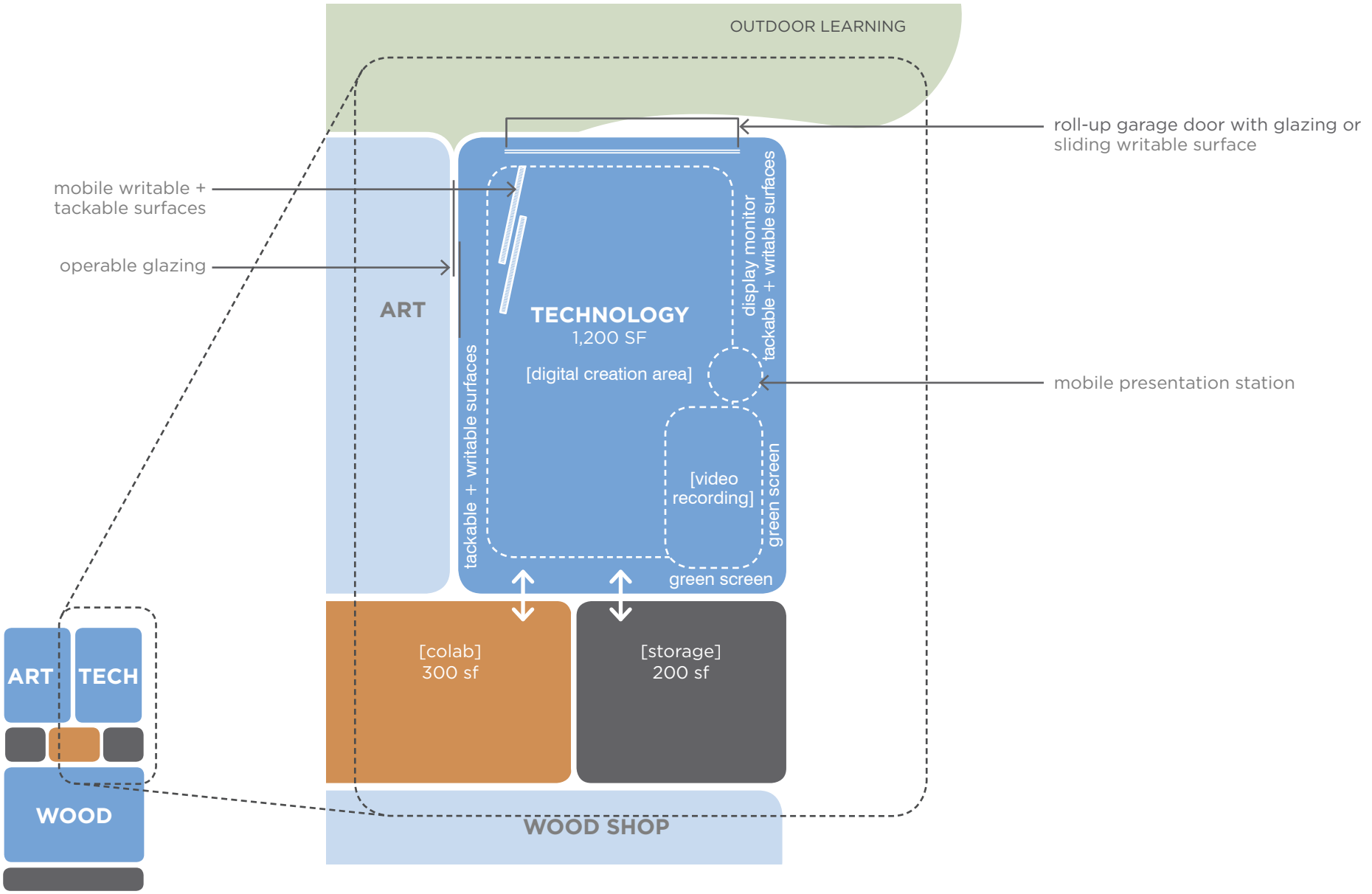
SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Material storage easily accessible to students. Utilize low, mobile storage solutions, with locking casters.
- Long-term student project storage easily accessible to students.
- Increase ventilation rates for technology cooling and occupant comfort.
- Technology to support graphics-intensive digital software. Consider desktop computers and/or docking stations for the use of personal student devices.
- Consider lighting and recording equipment suited for video and voice recording.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.





Examples of low, mobile storage (Ikea)


OUTDOOR LEARNING
roll-up garage door with glazing or sliding writable surface
mobile writable + tackable surfaces
operable glazing
ART
TECHNOLOGY
1,200 SF
[digital creation area]
display monitor
tackable + writable surfaces
mobile presentation station
tackable + writable surfaces
[video recording]
green screen
green screen
[colab]
300 sf
[storage]
200 sf
ART
TECH
WOOD
WOOD SHOP

PROGRAM ACTIVITIES

- Hands-on, tactile, and messy learning
- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Creation and presentation of art exhibits
- 2D drawing, sketching, and painting
- Mixed media
- 3D art sculpting



DESIGN OBJECTIVES + CHARACTERISTICS

- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Enable students to get messy and experiment with mistakes.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor environments.

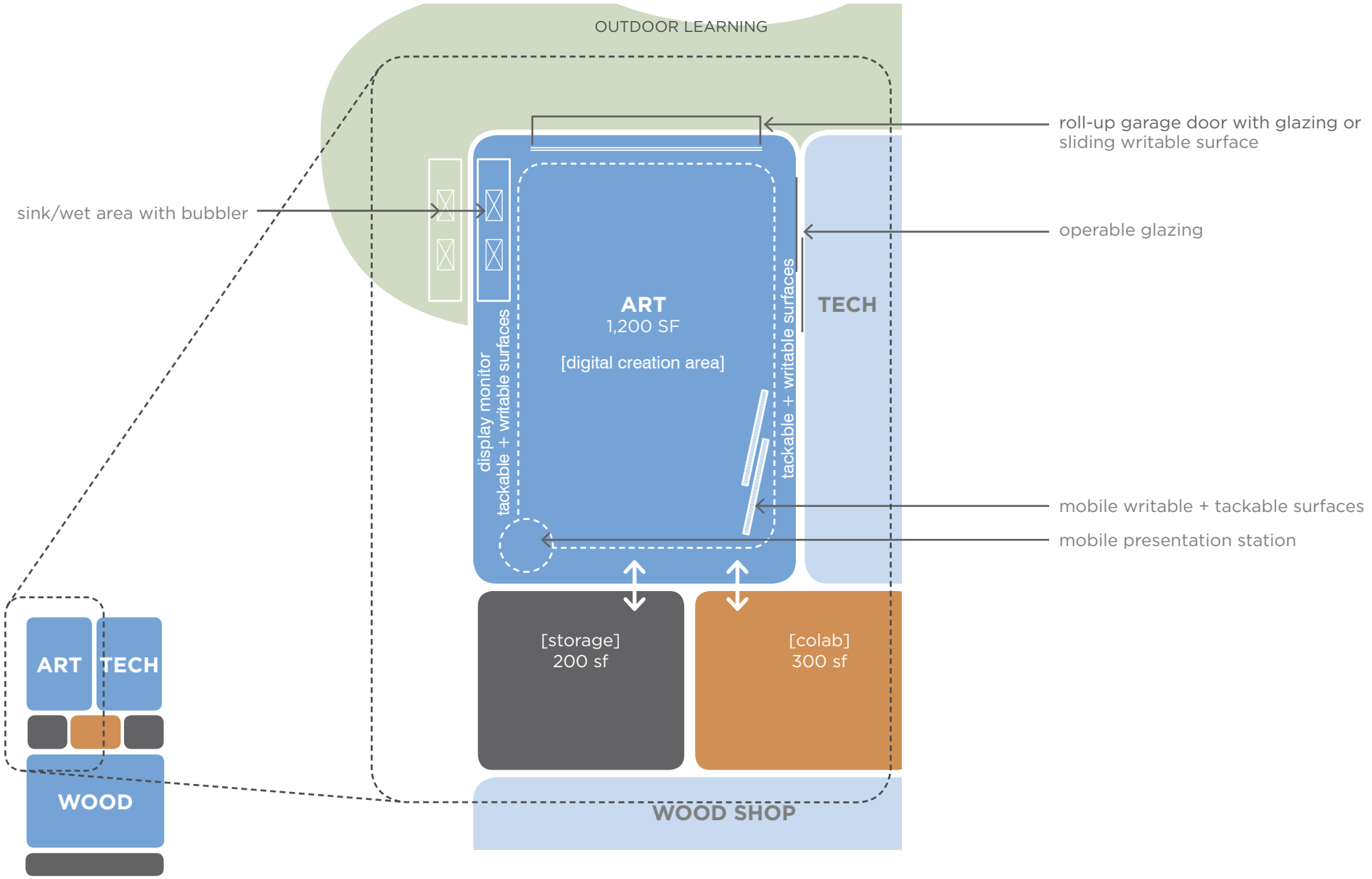
SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Table surfaces should be easily cleanable and have the ability to adjust pitch.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Material storage easily accessible to students. Utilize low, mobile storage solutions, with locking casters.
- Long-term student project storage easily accessible to students.
- Increase ventilation rates for paints, glues, and other odorous media.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.





Examples of low, mobile storage (Ikea)


OUTDOOR LEARNING
roll-up garage door with glazing or sliding writable surface
sink/wet area with bubbler
operable glazing
ART
1,200 SF
[digital creation area]
TECH
display monitor
tackable + writable surfaces
tackable + writable surfaces
mobile writable + tackable surfaces
mobile presentation station
[storage]
200 sf
[colab]
300 sf
WOOD SHOP
ART
TECH
WOOD

PROGRAM ACTIVITIES

- Industrial Arts
- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Individual woodcraft/metal fabrication and construction
- Hands-on technical skills

DESIGN OBJECTIVES + CHARACTERISTICS

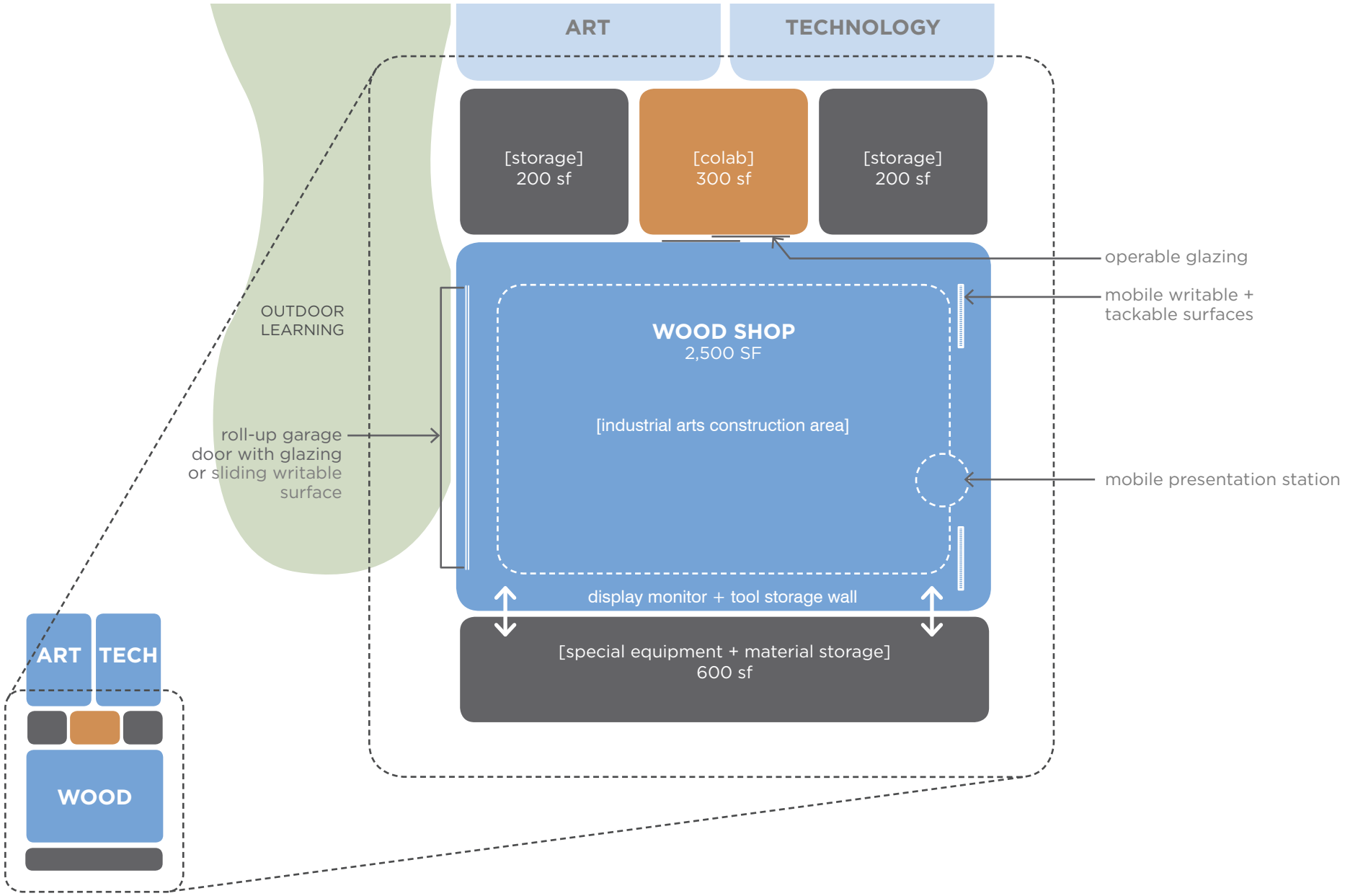
- Embrace the actions of making, creating, tinkering, and prototyping by providing real-world tools and strong connections to adjacent art, engineering, and technology spaces.
- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor and adjacent environments.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be sturdy and allow for students to sit or stand while working.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Increase ventilation rates and operable windows for occupant comfort and well-being.
- Tool storage accessible to students.
- Long-term student project storage easily accessible to students.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Boerne Middle School


ART
TECHNOLOGY
[storage]
200 sf
[colab]
300 sf
[storage]
200 sf
operable glazing
mobile writable +
tackable surfaces
OUTDOOR
LEARNING
WOOD SHOP
2,500 SF
[industrial arts construction area]
roll-up garage
door with glazing
or sliding writable
surface
mobile presentation station
display monitor + tool storage wall
[special equipment + material storage]
600 sf
ART
TECH
WOOD

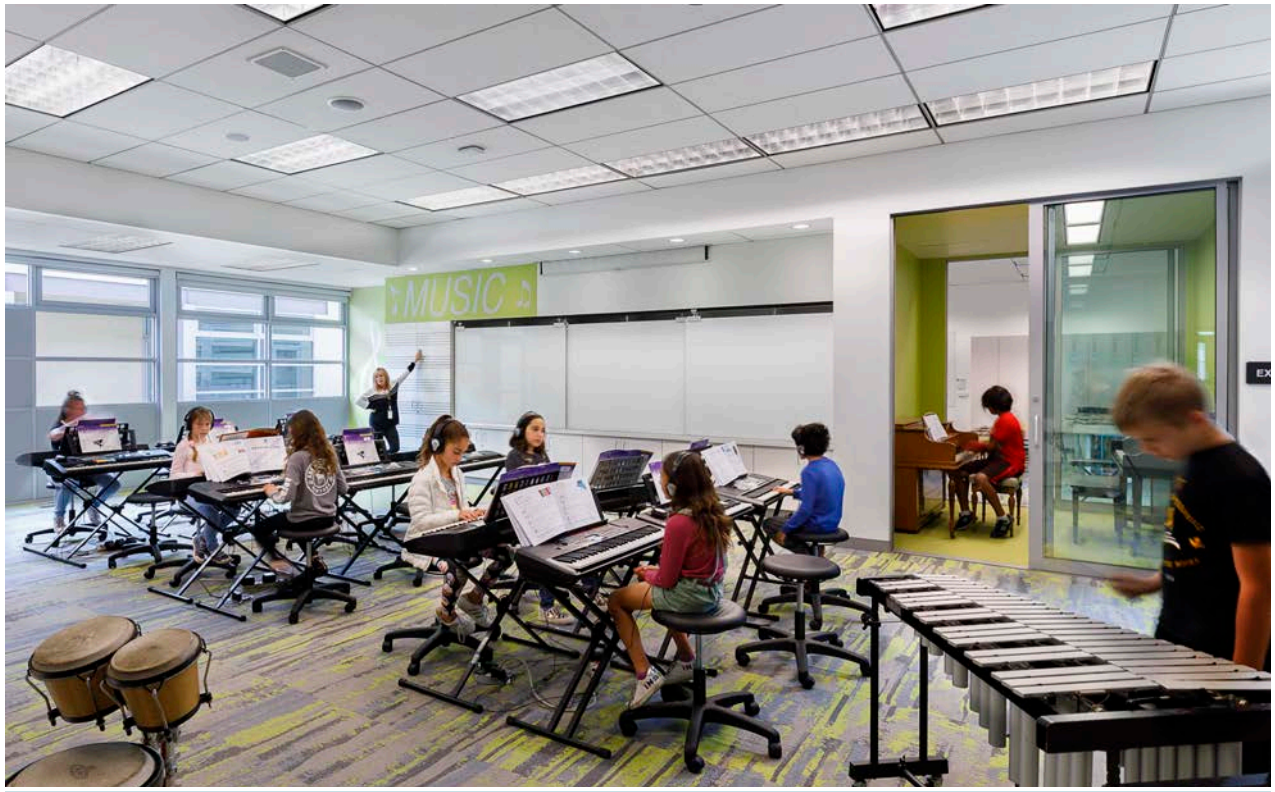
PROGRAM ACTIVITIES

- Large group instruction and demonstration
- Large group, small group, and individual practice
- Musical experimentation and testing
- Performance rehearsals



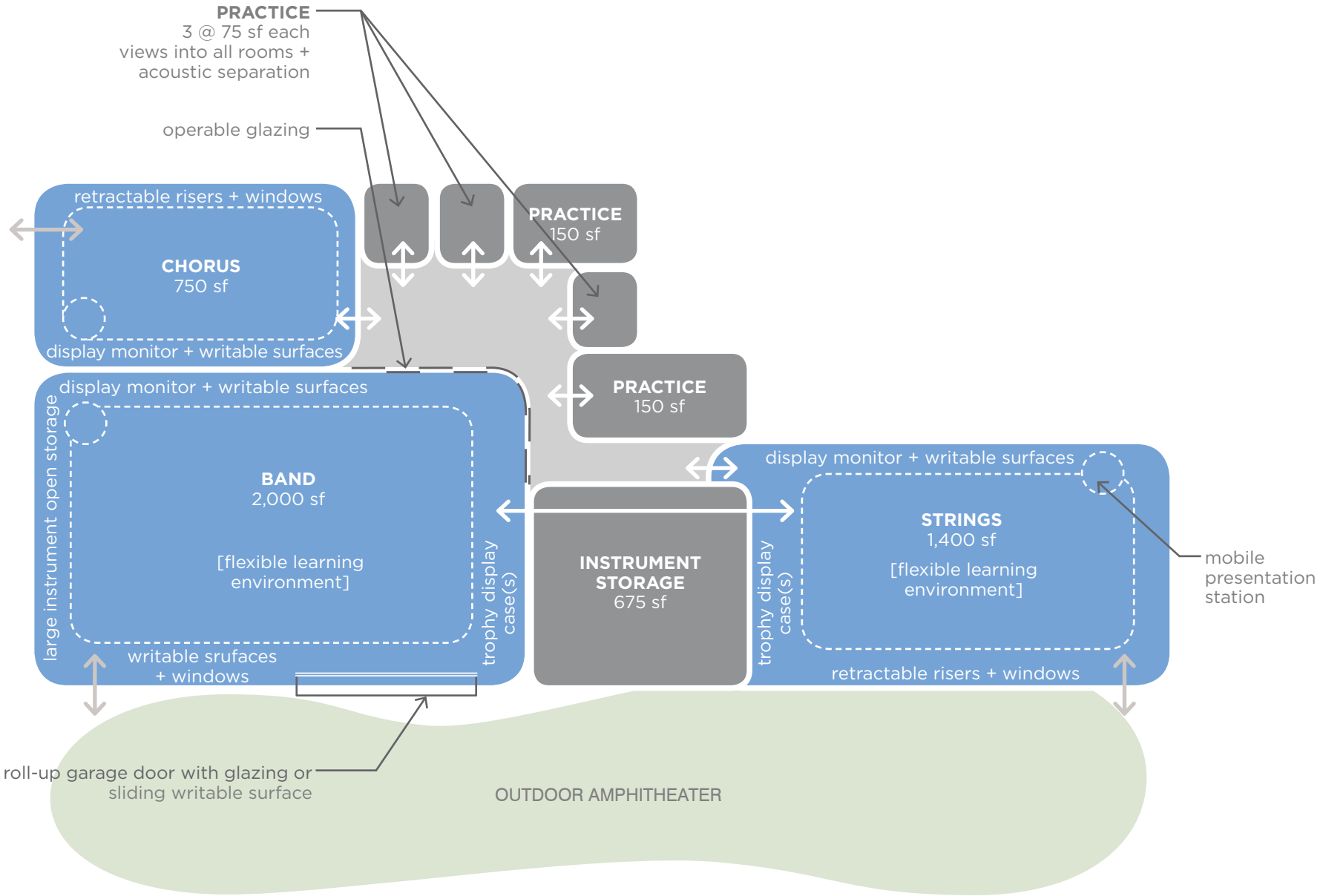
DESIGN OBJECTIVES + CHARACTERISTICS

- Enable students to explore their voices, instruments, and the value of mistakes.
- Celebrate the student by providing the display of student work and announcements.
- Create visual connection to outdoor environments.



SPATIAL FEATURES (furniture, finishes, equipment)

- Limit furniture to chairs and music stands that can be moved and stored easily.
- Consider retractable risers for Chorus.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring that is durable and easy to clean.
- Provide secured instrument storage of varied sizes.
- Technology should include the ability to record voices and instruments, with playback capabilities.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.


PRACTICE
3 @ 75 sf each
views into all rooms +
acoustic separation
operable glazing
retractable risers + windows
CHORUS
750 sf
display monitor + writable surfaces
PRACTICE
150 sf
PRACTICE
150 sf
display monitor + writable surfaces
large instrument open storage
BAND
2,000 sf
[flexible learning
environment]
trophy display
case(s)
writable srufaces
+ windows
INSTRUMENT
STORAGE
675 sf
display monitor + writable surfaces
trophy display
case(s)
STRINGS
1,400 sf
[flexible learning
environment]
retractable risers + windows
mobile
presentation
station
roll-up garage door with glazing or
sliding writable surface
OUTDOOR AMPHITHEATER

PROGRAM ACTIVITIES

- Large group instruction and demonstration
- Performance rehearsals
- Exploration of technical abilities and improvisational skills.

DESIGN OBJECTIVES + CHARACTERISTICS

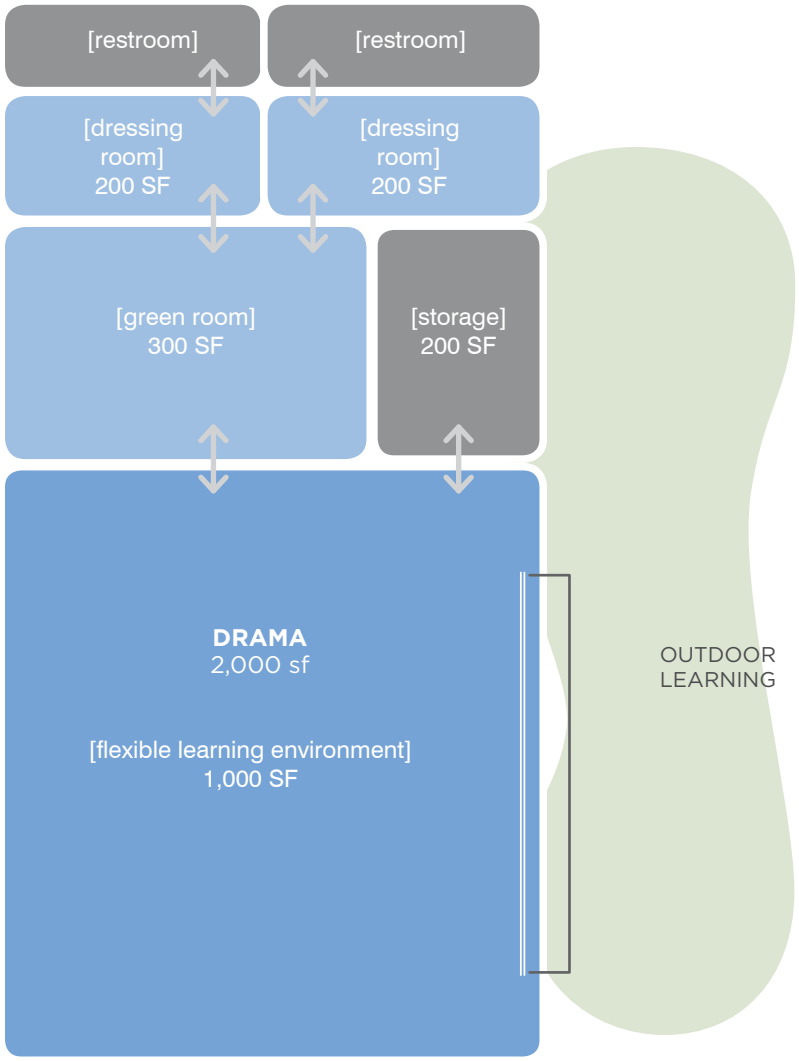
- A safe, supportive space that encourages students to work creatively in collaboration with others, demonstrating originality and inventiveness.
- Celebrate the student by providing the display of student work and announcements.
- Create a physical connection to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be mobile, agile and able to be easily cleared to produce an open floor.
- Consider playful furnishings that can be used as props such as multi-sized, foam blocks.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Technology should include the ability to record video and audio with playback capabilities.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Helix Charter High school


[restroom]
[restroom]
[dressing room] 200 SF
[dressing room] 200 SF
[green room] 300 SF
[storage] 200 SF
DRAMA
2,000 sf
[flexible learning environment]
1,000 SF
OUTDOOR LEARNING

PROGRAM ACTIVITIES

- Cooking
- Life skills
- Food experimentation
- Food and cooking safety
- Meal preparation

DESIGN OBJECTIVES + CHARACTERISTICS

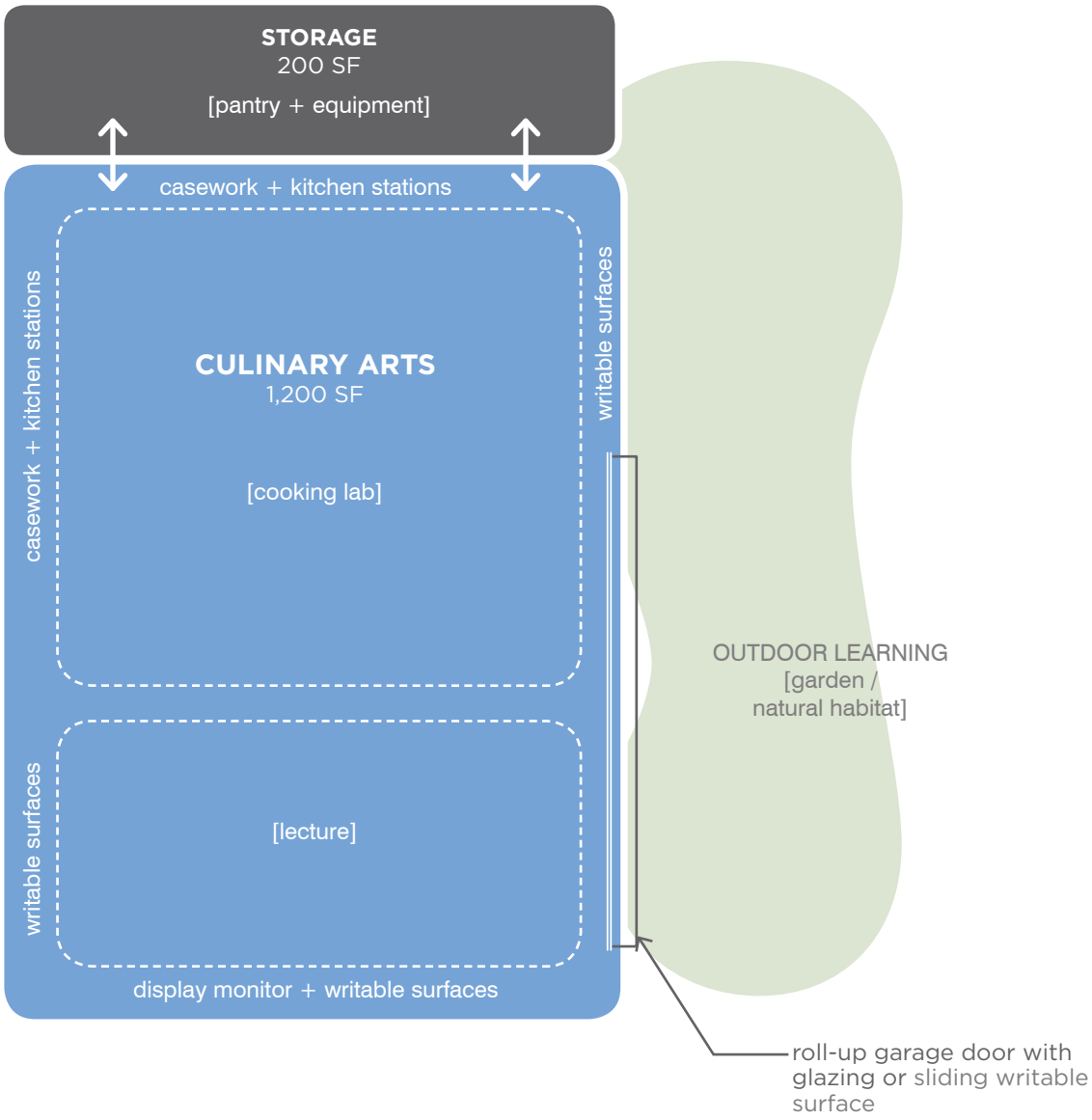
- Foster the learning of health, culture, science and life skills.
- Locate adjacent to a school garden for farm-to-fork food preparation.

SPATIAL FEATURES (furniture, finishes, equipment)

- Lecture area should be equipped with flexible furniture that is agile and comfortable. Consider writable desk surfaces.
- Provide stable, mobile furniture with locking casters.
- Utilize surfaces (flooring and walls) and materials that are easy to clean, non-flammable, and stain-resistant.
- Provide tidy storage solutions, with cabinet doors as appropriate.

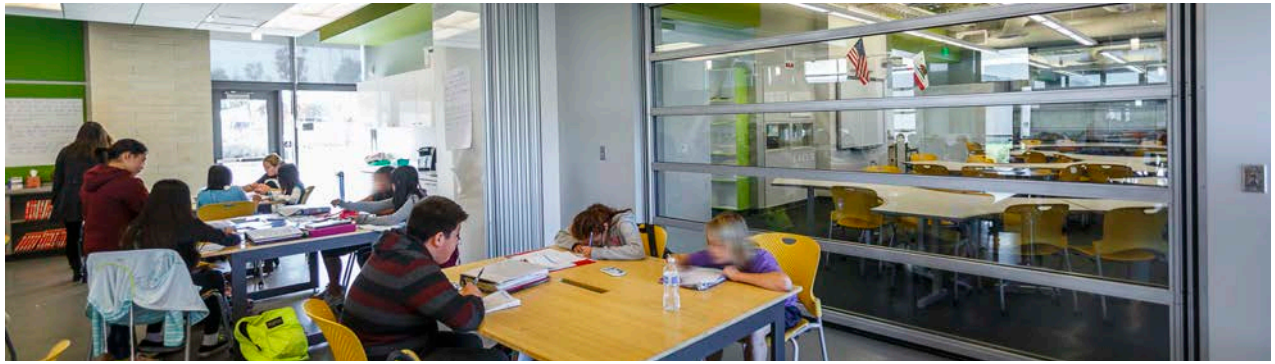


RCCD Culinary Arts Academy


STORAGE
200 SF
[pantry + equipment]
casework + kitchen stations
casework + kitchen stations
CULINARY ARTS
1,200 SF
[cooking lab]
writable surfaces
writable surfaces
[lecture]
display monitor + writable surfaces
OUTDOOR LEARNING
[garden /
natural habitat]
roll-up garage door with
glazing or sliding writable
surface

PROGRAM ACTIVITIES

- Hands-on, tactile, and messy learning
- Collaboration between students, between teachers, and between students and teachers
- Cross-curricular collaboration
- Large group instruction and demonstration
- Individual or small group creative exploration
- Light construction and assembly
- Digital video recording and editing



Stacey Middle School

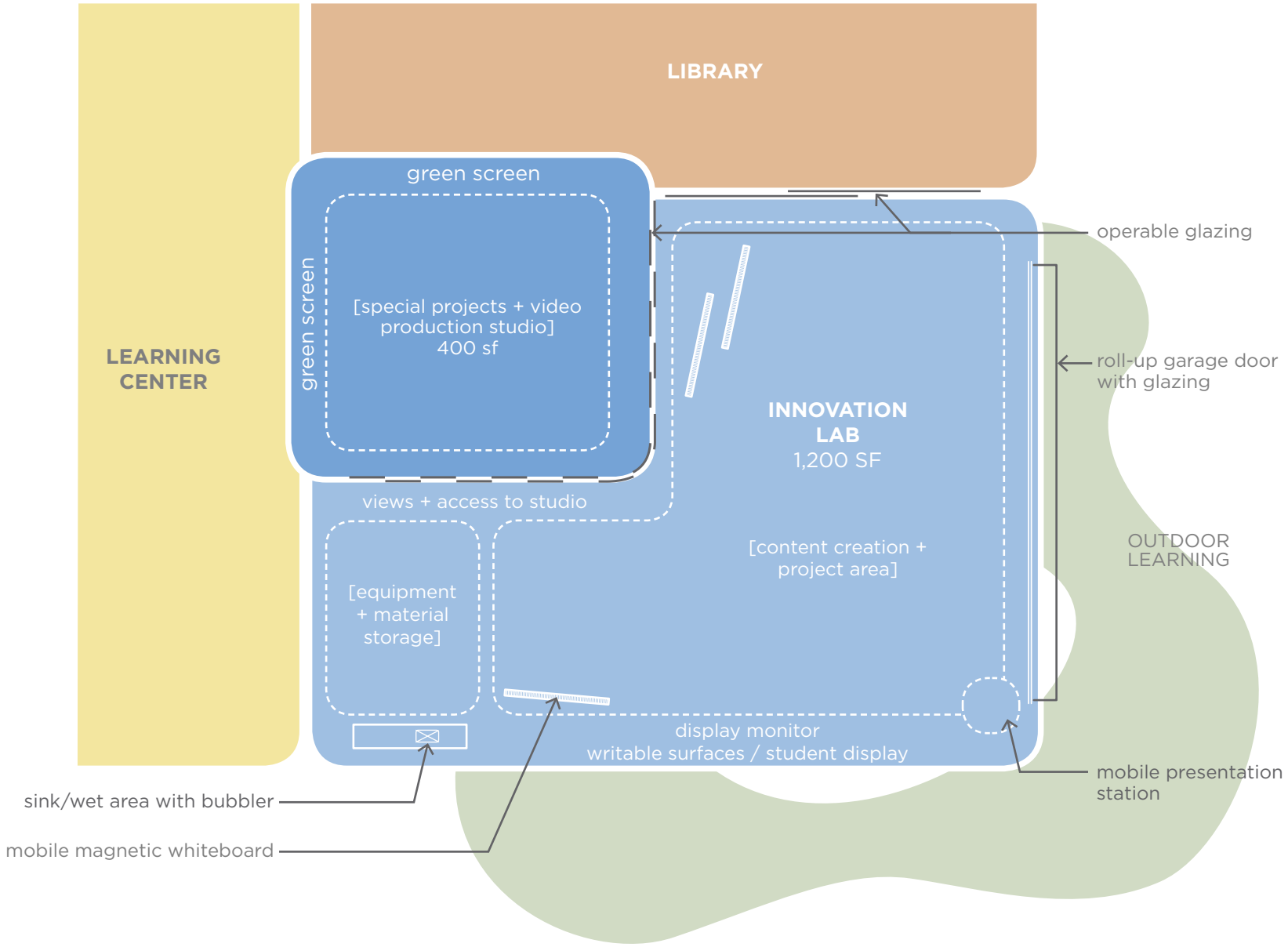
DESIGN OBJECTIVES + CHARACTERISTICS

- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Enable students to get messy and experiment with mistakes.
- Design an open, flexible classroom with space and infrastructure that will respond to changing technology, equipment, and program needs.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor environments.



SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Material storage easily accessible to students. Utilize low, mobile storage solutions, with locking casters.
- Provide secured storage to house specialty equipment.
- Provide lighting and recording equipment suited for video and voice recording.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.
- Provide flexible power sources such as drop-down electrical outlets.


LIBRARY
LEARNING CENTER
green screen
green screen
[special projects + video production studio]
400 sf
operable glazing
roll-up garage door with glazing
INNOVATION LAB
1,200 SF
views + access to studio
[content creation + project area]
OUTDOOR LEARNING
[equipment + material storage]
display monitor
writable surfaces / student display
mobile presentation station
sink/wet area with bubbler
mobile magnetic whiteboard

PROGRAM ACTIVITIES

- Physical health and injury support
- Mental health support
- Health counseling
- Focus and respite
- Small classes such as yoga, meditation, and mindfulness
- Conflict resolution
- Wellness resource library

DESIGN OBJECTIVES + CHARACTERISTICS

- Create a welcoming space where students feel safe, comfortable, and able to thrive.
- Celebrate connections between adjacent buildings/uses, to build an empowerment surrounding the Wellness Center.
- Balance privacy with visual connectivity.
- Create visual and physical connections to outdoor environments.
- Ensure confidentiality is maintained in the private offices.

SPATIAL FEATURES (furniture, finishes, equipment)

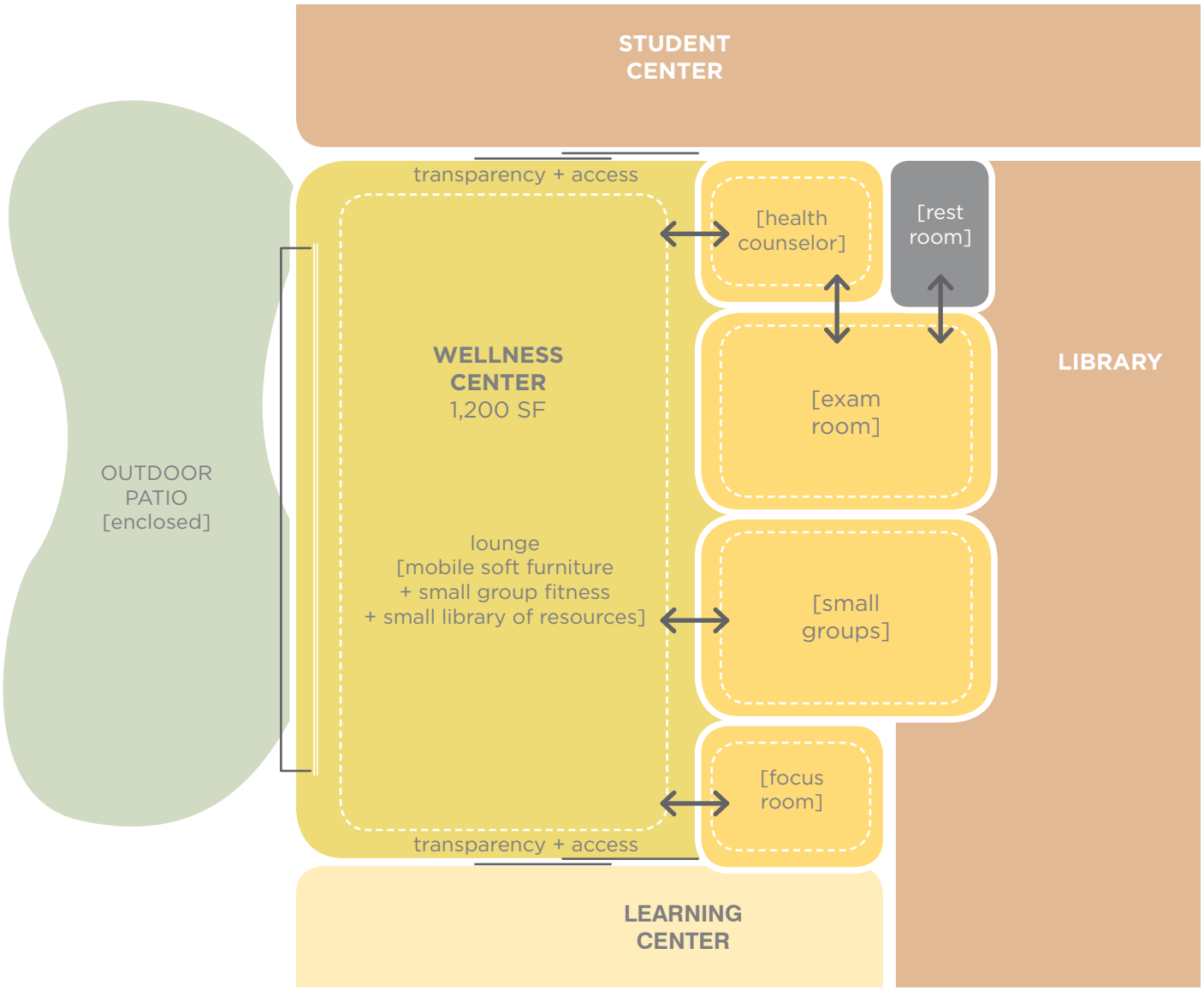
- Workstation should be equipped with an ergonomic desk that can be adjusted for seated and standing heights.
- Provide lockable casework for medical supply storage.
- Provide a small refrigerator with freezer for the storage of medicine and ice.
- Furnish the large group area with soft, flexible seating. Furniture should have the ability to be cleared, providing an open floor.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring.



Oasis Wellness Center



CSU East Bay


STUDENT CENTER
transparency + access
[health counselor]
[rest room]
WELLNESS CENTER
1,200 SF
[exam room]
LIBRARY
OUTDOOR PATIO [enclosed]
lounge
[mobile soft furniture
+ small group fitness
+ small library of resources]
[small groups]
[focus room]
transparency + access
LEARNING CENTER

PROGRAM ACTIVITIES

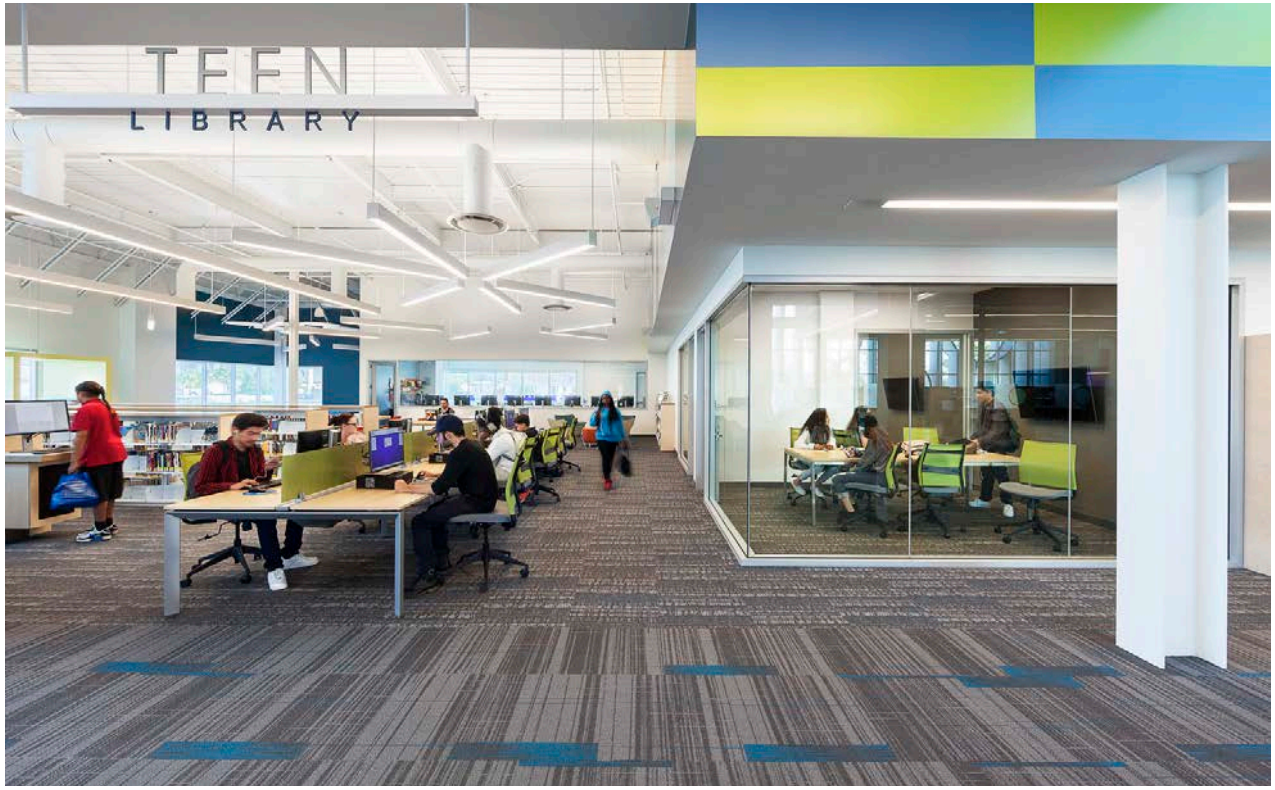
- Reading
- Collaborative and independent research
- Group instruction
- Technology exploration
- Quiet reading and study
- Digital content creation
- Gallery / display of student work and announcements

DESIGN OBJECTIVES + CHARACTERISTICS

- Provide students with the capacity to consume and create information.
- Create libraries that partner with the educational process within other spaces, and that support the development of a social/ academic/creative continuum.
- Libraries should offer different capacities than classrooms; provide resources not readily available in other areas.
- Promote the development of the creative capacity.
- Provide clear lines of sight throughout the library and to the circulation desk.

SPATIAL FEATURES (furniture, finishes, equipment)

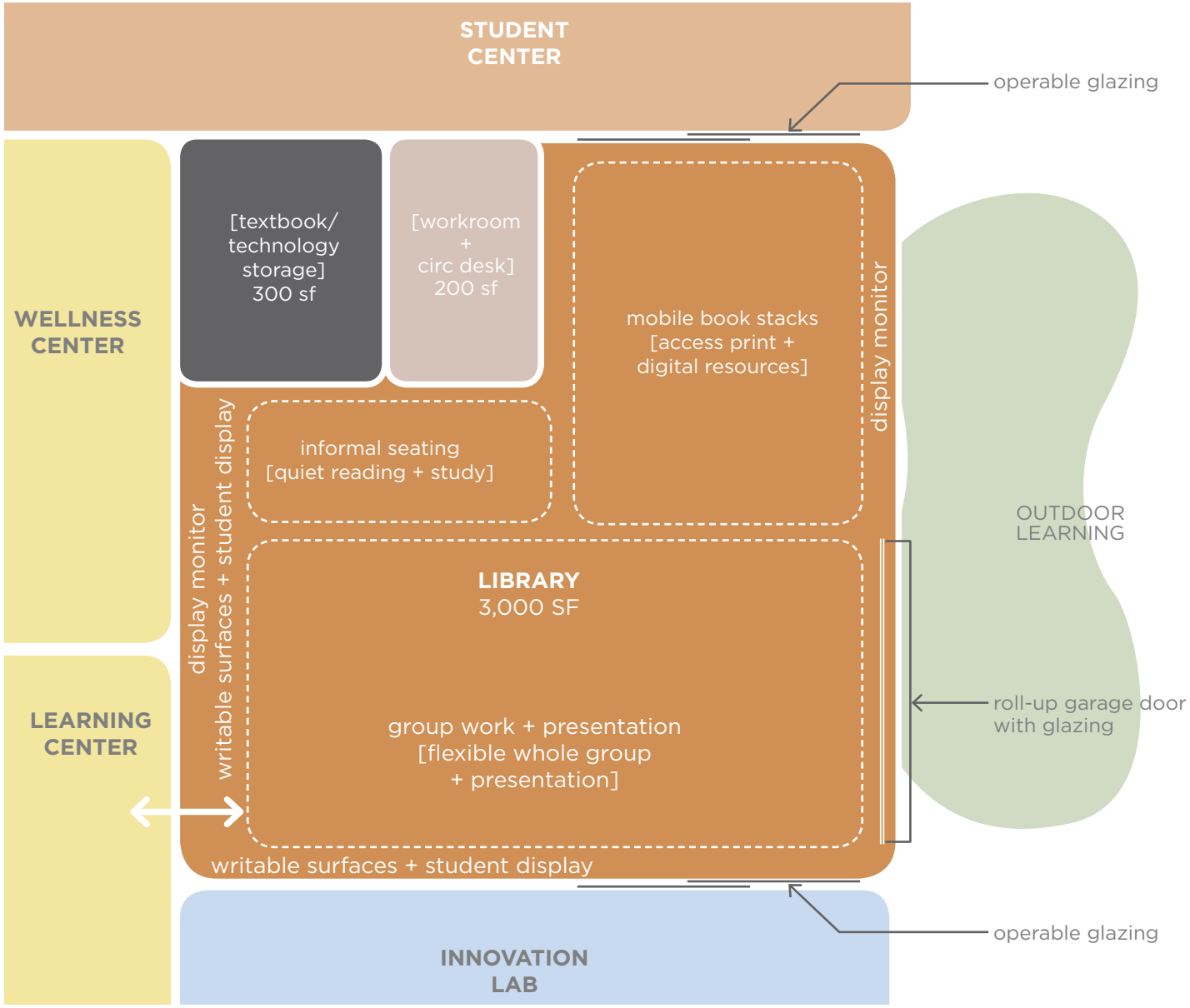
- Provide a mix of movable seating options including comfortable padded/cloth seating.
- Provide writable desk surfaces at varied heights and sizes, that can fold up and move easily.
- Provide mobile book stacks with locking casters and a low overall height for visibility and ease of student access to literature.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring that is durable and easy to clean.
- Support student devices with easily-accessible power outlets throughout the space and reliable wireless internet.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Long Beach Library, Michelle Obama Branch



Schaefer Branch Library


STUDENT CENTER
operable glazing
WELLNESS CENTER
[textbook/ technology storage] 300 sf
[workroom + circ desk] 200 sf
mobile book stacks [access print + digital resources]
display monitor
informal seating [quiet reading + study]
display monitor writable surfaces + student display
OUTDOOR LEARNING
LIBRARY
3,000 SF
group work + presentation [flexible whole group + presentation]
roll-up garage door with glazing
LEARNING CENTER
writable surfaces + student display
operable glazing
INNOVATION LAB

PROGRAM ACTIVITIES

- Individual Educational Plan (IEP) assessment
- One-on-one instruction
- Small group instruction
- Tutoring
- Counseling services
- Therapy
- Testing and observation

DESIGN OBJECTIVES + CHARACTERISTICS

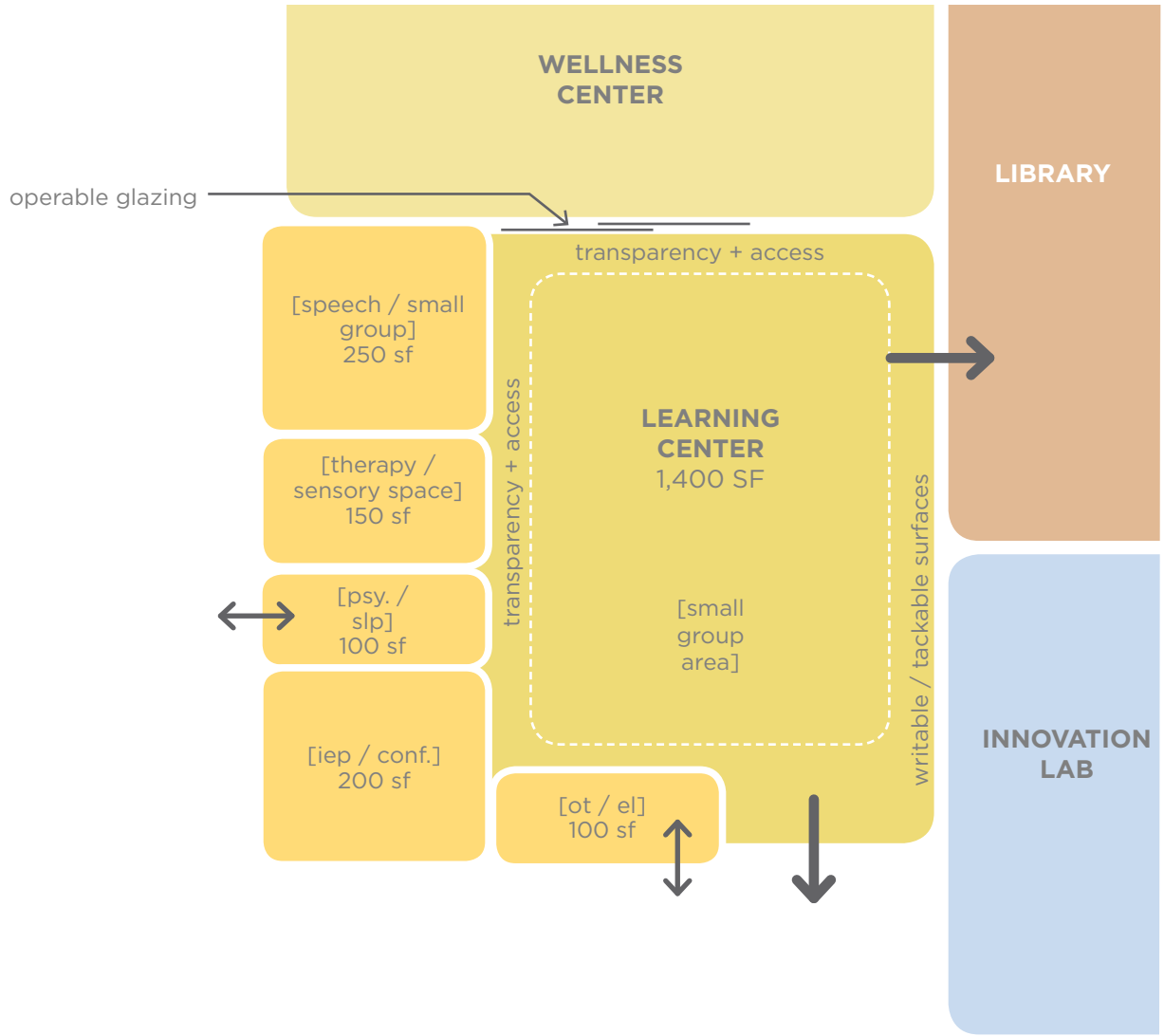
- Create a welcoming space where students feel safe, comfortable, and able to thrive.
- The Learning Center is a suite of offices for therapists and counselors who provide students with learning support.
- Celebrate connections between adjacent buildings/uses, to build an empowerment surrounding the Learning Center.
- Individual, confidential offices share a central space for small groups.
- Balance privacy with visual connectivity.
- Create visual and physical connections to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

- Workstations should have a comfortable, ergonomic design.
- Utilize mobile furniture that can be rearranged easily and with minimal effort, accommodating individual and group meetings with the counselor or therapist.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring.
- Provide assistive technology and communication devices.
- Include dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.

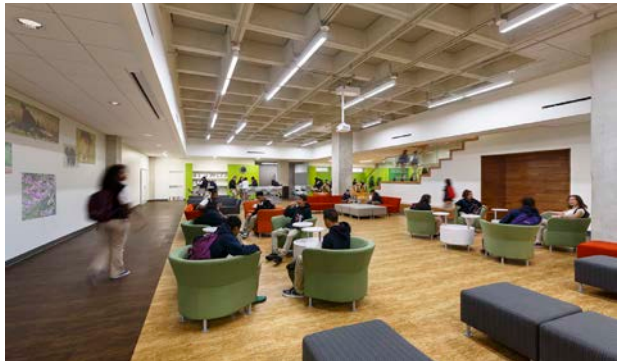


Ernest McBride Senior High School

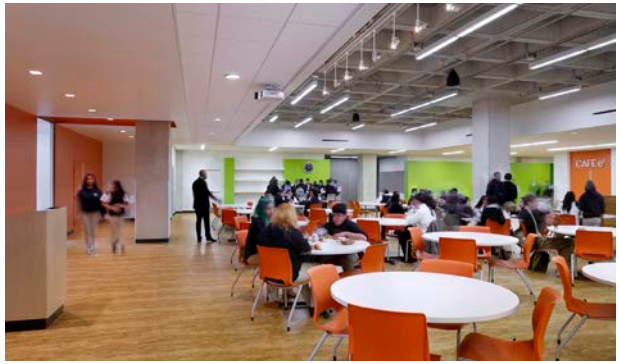

WELLNESS CENTER
LIBRARY
operable glazing
transparency + access
[speech / small group] 250 sf
[therapy / sensory space] 150 sf
[psy. / slp] 100 sf
[iep / conf.] 200 sf
[ot / el] 100 sf
transparency + access
LEARNING CENTER 1,400 SF
[small group area]
writable / tackable surfaces
INNOVATION LAB

PROGRAM ACTIVITIES

- Student gathering
- Central hub of campus
- Independent and group activities
- Student dining and food service



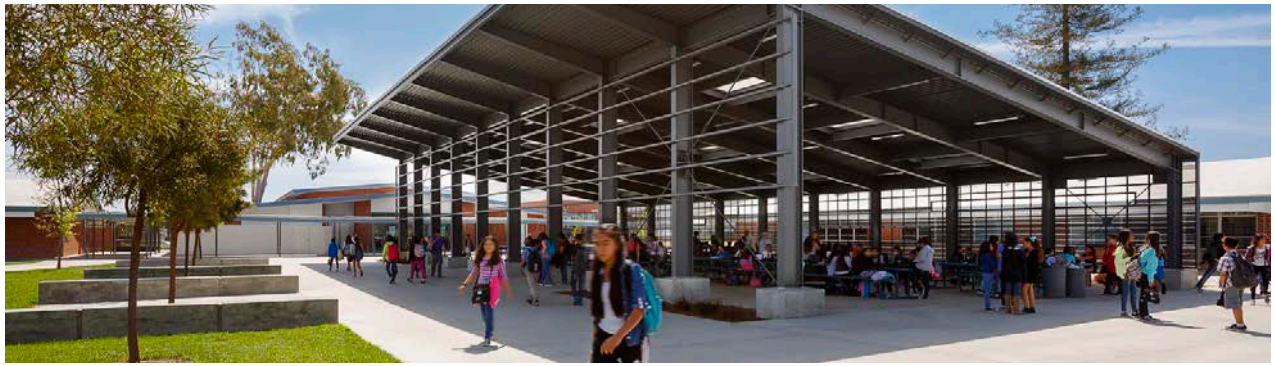
e3 Civic High School



e3 Civic High School

DESIGN OBJECTIVES + CHARACTERISTICS

- Create a center for school community.
- Establish spatial connectedness focused on the support of the whole child.
- Create a rich student experience by balancing academic spaces with social experiences.
- Create an adjacency to Culinary Arts to encourage a real-world, hands-on learning experience.
- Establish areas of high visibility to be used to as a community bulletin board for the display student work and campus announcements.



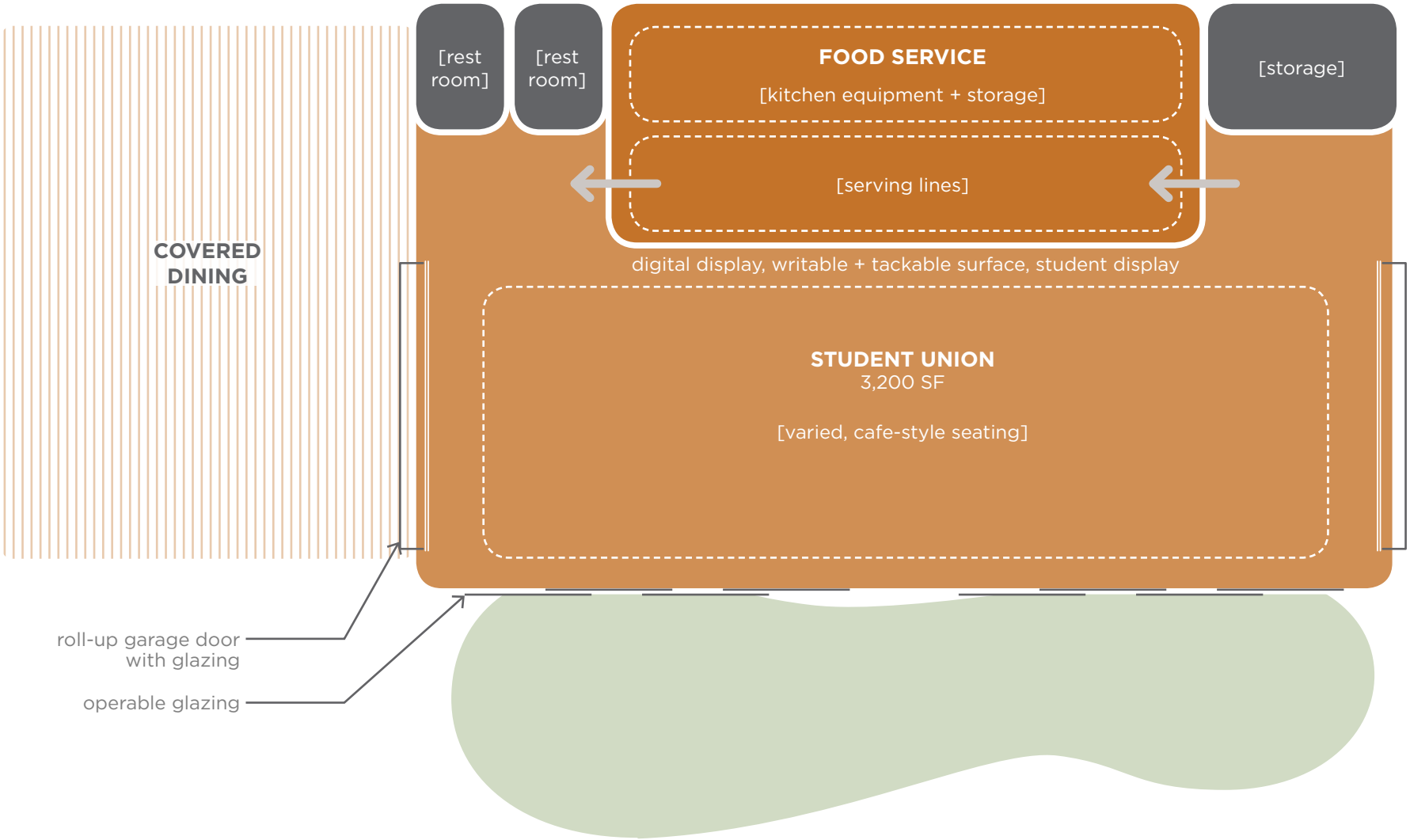
Johnson Middle School

SPATIAL FEATURES (furniture, finishes, equipment)

- Provide a variety of furniture types including high and low tables/chairs, soft and firm seating. Ensure furniture can be easily re-arranged and cleared from the floor.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work and announcements (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Technology should include multiple digital display monitors capable of wireless connection to a laptop or other device. Provide voice amplification system (microphone and speakers).



Montgomery Middle School


[rest room]
[rest room]
FOOD SERVICE
[kitchen equipment + storage]
[storage]
[serving lines]
COVERED DINING
digital display, writable + tackable surface, student display
STUDENT UNION
3,200 SF
[varied, cafe-style seating]
roll-up garage door with glazing
operable glazing

PROGRAM ACTIVITIES

- Welcome center, front entry and check-in
- Conference and discipline meetings
- Staff/teacher resources
- Staff/teacher collaboration
- Attendance and enrollment
- Records storage

DESIGN OBJECTIVES + CHARACTERISTICS

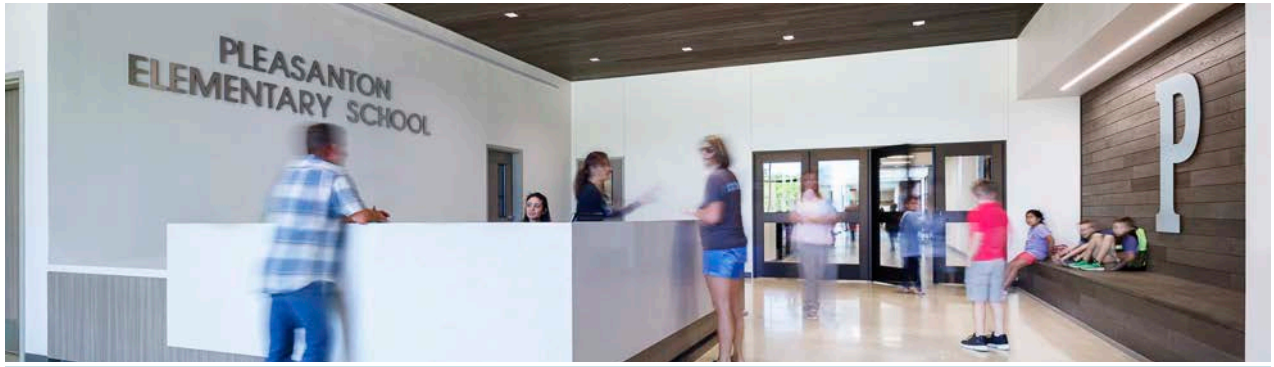
- The entry should be a welcoming, obvious presence to visitors and parents as the single-point of entry.
- Provide visibility into various spaces, while allowing confidentiality through the use of operable shades and acoustic separations.

SPATIAL FEATURES (furniture, finishes, equipment)

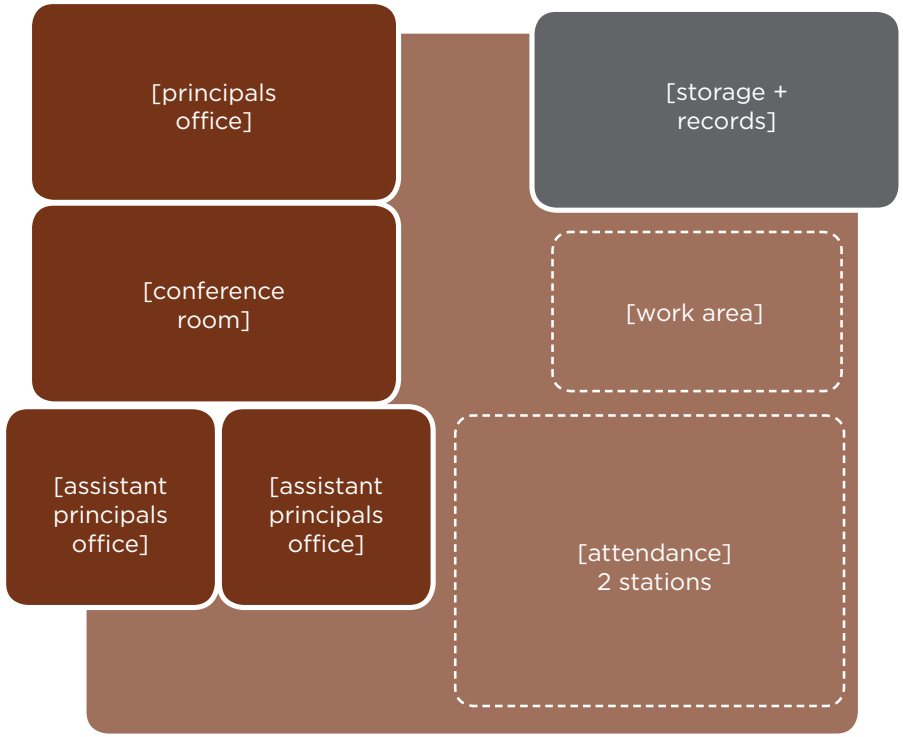
- Workstations should be equipped with ergonomic desks that can be adjusted for seated and standing heights.
- Provide casework with lockable file storage.
- Furnish the lobby/waiting area with soft seating.
- Flooring should be durable and easy to clean.
- Utilize hallways and common areas for the display of student work and announcements.
- Provide copy/printing capabilities with laptop plug-and-play within the staff work area.
- Consider using digital displays in the lobby area for announcements.



Serra Catholic K-8 School



Pleasanton Elementary School


[principals office]
[storage + records]
[conference room]
[work area]
[assistant principals office]
[assistant principals office]
[attendance] 2 stations

PROGRAM ACTIVITIES

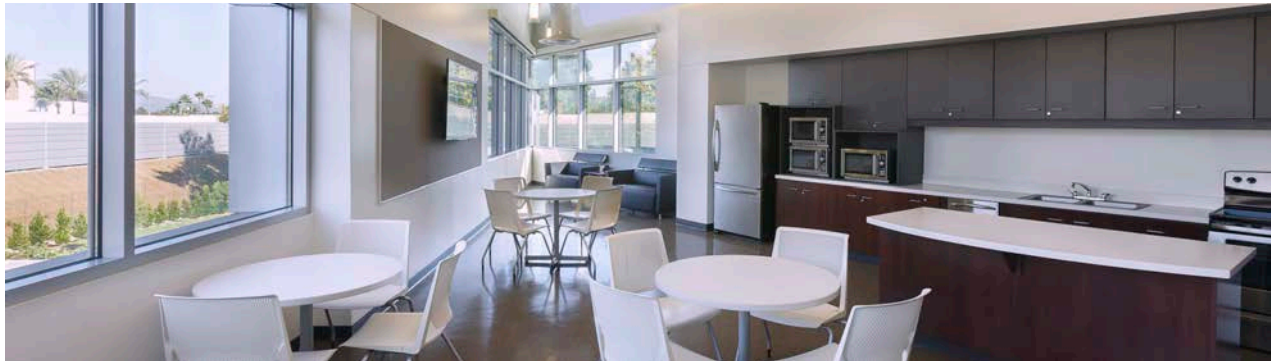
- Professional development
- Informal and formal sharing
- Collaborative planning/grading
- Teacher support of one another
- Staff/teacher dining
- Teacher resource library

DESIGN OBJECTIVES + CHARACTERISTICS

- A centering location for education professionals designed with teacher engagement areas, an area for the development of innovative practice, instructional coach support, and a professional library.
- Provide teachers with resources that encourage professional growth and collaboration.
- Provide opportunity for communication and the sharing of ideas among teachers.
- Enable the flexibility to divide the room through (writable) operable partitions.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and able to fold and store easily. Include soft, comfortable furniture.
- Finishes should contribute to the acoustical qualities of the space while incorporating tackable and writable surfaces.
- Flooring should be carpet that is durable and easy to clean.
- Consider mobile book stack(s) for the professional library or secured casework at the perimeter. Design storage to be hidden (limit or exclude open shelving).
- Provide a mix of wall finishes including writable surfaces, varied textures and colors.
- Provide copy/printing capabilities with laptop plug-and-play within the staff work area.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.

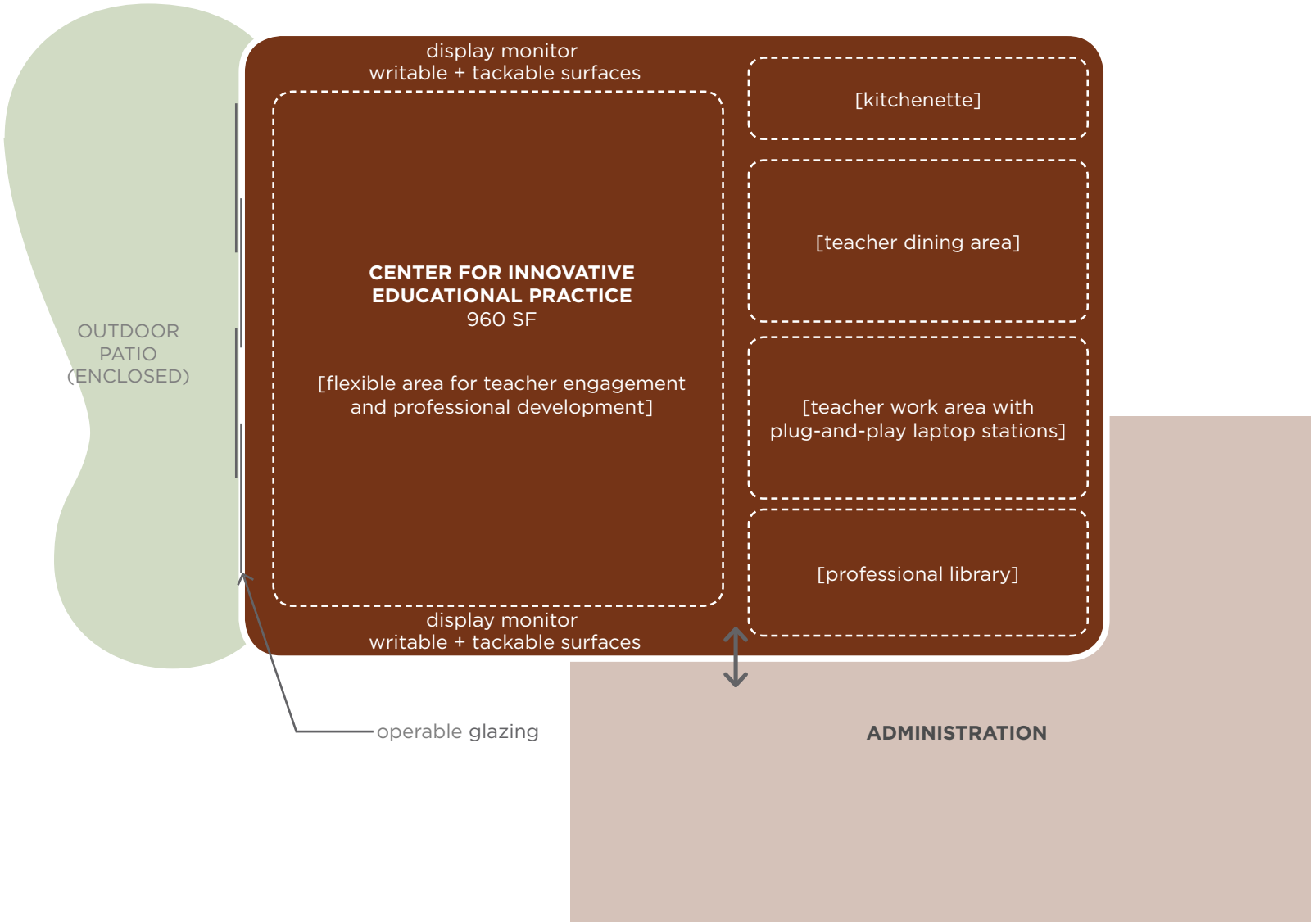


Arcadia Education Center





Lakeview Elementary School


display monitor
writable + tackable surfaces
[kitchenette]
[teacher dining area]
CENTER FOR INNOVATIVE EDUCATIONAL PRACTICE
960 SF
[flexible area for teacher engagement and professional development]
[teacher work area with plug-and-play laptop stations]
[professional library]
OUTDOOR PATIO (ENCLOSED)
display monitor
writable + tackable surfaces
operable glazing
ADMINISTRATION

PROGRAM ACTIVITIES

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

DESIGN OBJECTIVES + CHARACTERISTICS

- Support the well-being of students and the whole child, providing them with access to fitness facilities.
- Provide athletic opportunities that contribute to a richness of experiences.

SPATIAL FEATURES (furniture, finishes, equipment)

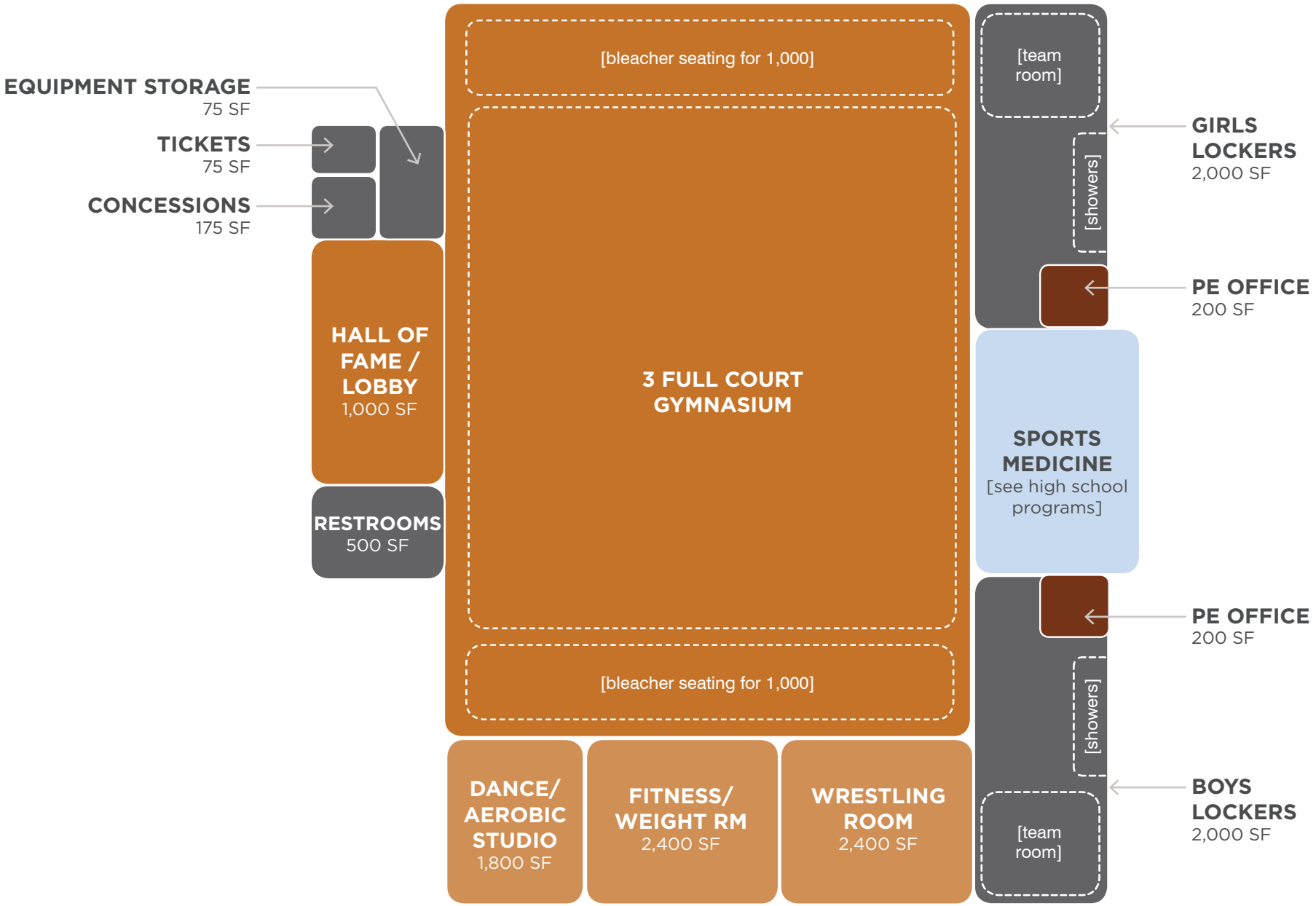
- Provide bleacher-style seating.
- Include casework within the lobby for the display of club activities and awards.
- Flooring should be sealed concrete or resilient, durable, and easy to clean.
- Flooring at the main court area should be a bio-cushion wood floor with court striping.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work and announcements (tackable material) and writable surfaces.
- Ceiling height should allow for recreational activities such as basketball and volleyball.
- Technology should include multiple digital display monitors capable of wireless connection to a laptop or other device. Provide voice amplification system (microphone and speakers).



Samuel V. Champion High School



Paramount High School


EQUIPMENT STORAGE
75 SF
TICKETS
75 SF
CONCESSIONS
175 SF
HALL OF FAME / LOBBY
1,000 SF
RESTROOMS
500 SF
[bleacher seating for 1,000]
3 FULL COURT GYMNASIUM
[bleacher seating for 1,000]
DANCE/ AEROBIC STUDIO
1,800 SF
FITNESS/ WEIGHT RM
2,400 SF
WRESTLING ROOM
2,400 SF
[team room]
[showers]
GIRLS LOCKERS
2,000 SF
PE OFFICE
200 SF
SPORTS MEDICINE
[see high school programs]
PE OFFICE
200 SF
[showers]
BOYS LOCKERS
2,000 SF
[team room]

PROGRAM ACTIVITIES

- Instructional lessons
- Group and individual work
- Active and passive activities
- Study of agriculture and environmental sciences
- Social gathering
- Dining

DESIGN OBJECTIVES + CHARACTERISTICS

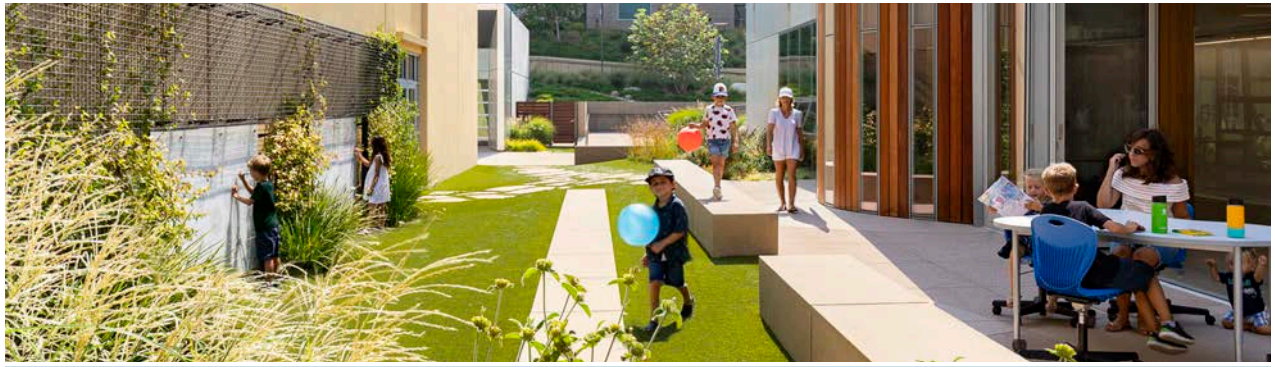
- Bring the classroom to the outdoor environment.
- Provide basic resources needed to support the educational program.
- Diversify the outdoor areas to accommodate varied group sizes and activities.
- Provide a wide range of seating options, groupings, and single spaces that accommodate many uses (play/learn).
- Create inviting, comfortable places that allow students/staff to decompress.
- Blur the boundaries of indoor and outdoor spaces.
- Maintain a natural aesthetic.
- Allow space for indoor furniture to be brought outside.

SPATIAL FEATURES (furniture, finishes, equipment)

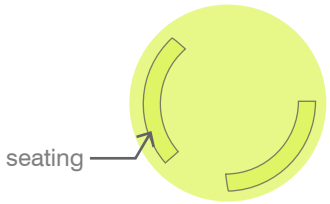
- Access to wireless internet and outlets for the charging of devices.
- Provide areas of shelter through trees and/or shade structures, awnings, or canopies.
- Provide durable, weather-proof materials.
- Provide built-in seating where appropriate as seat-walls and amphitheater-style seating.



Tarbut V'Torah Upper School

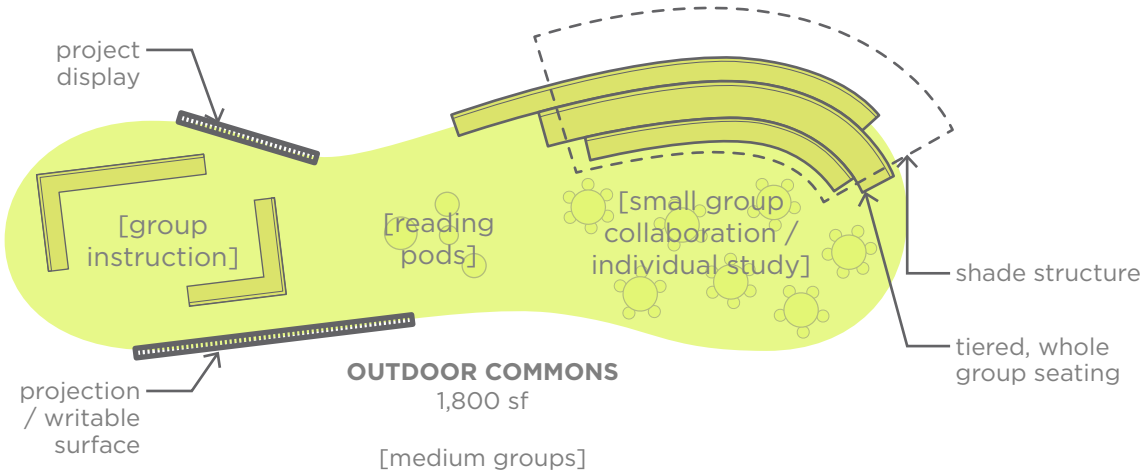


Tarbut V'Torah Upper School



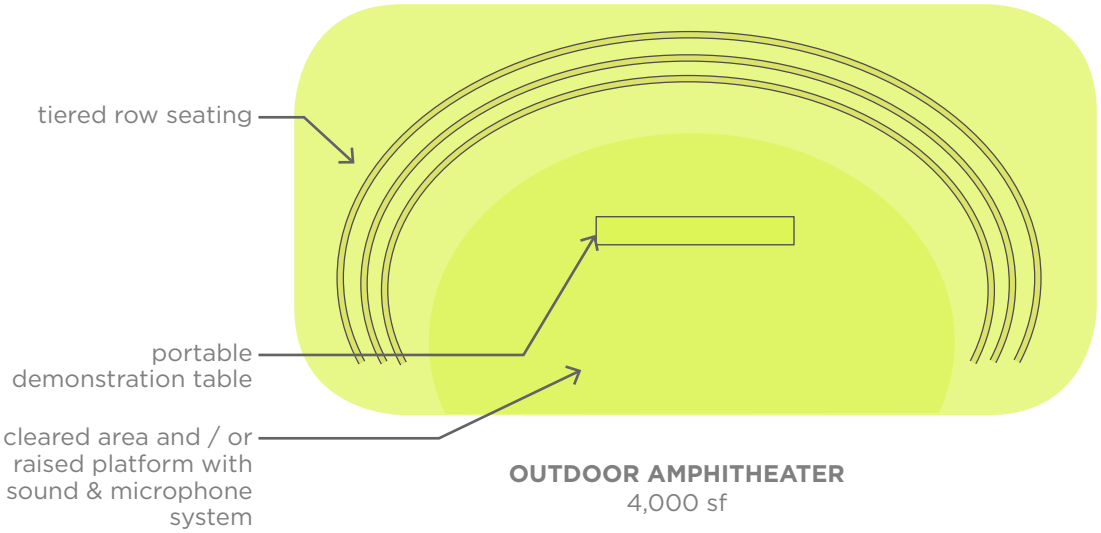
PATIO
400-800 sf

[small groups]
4-5 students



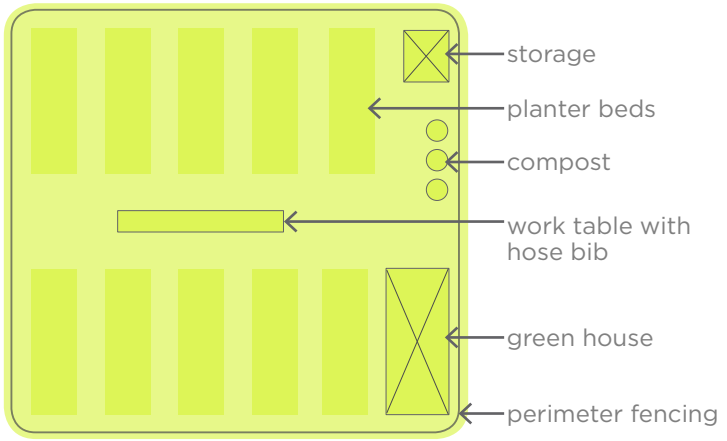
OUTDOOR COMMONS
1,800 sf

[medium groups]
30-60 students

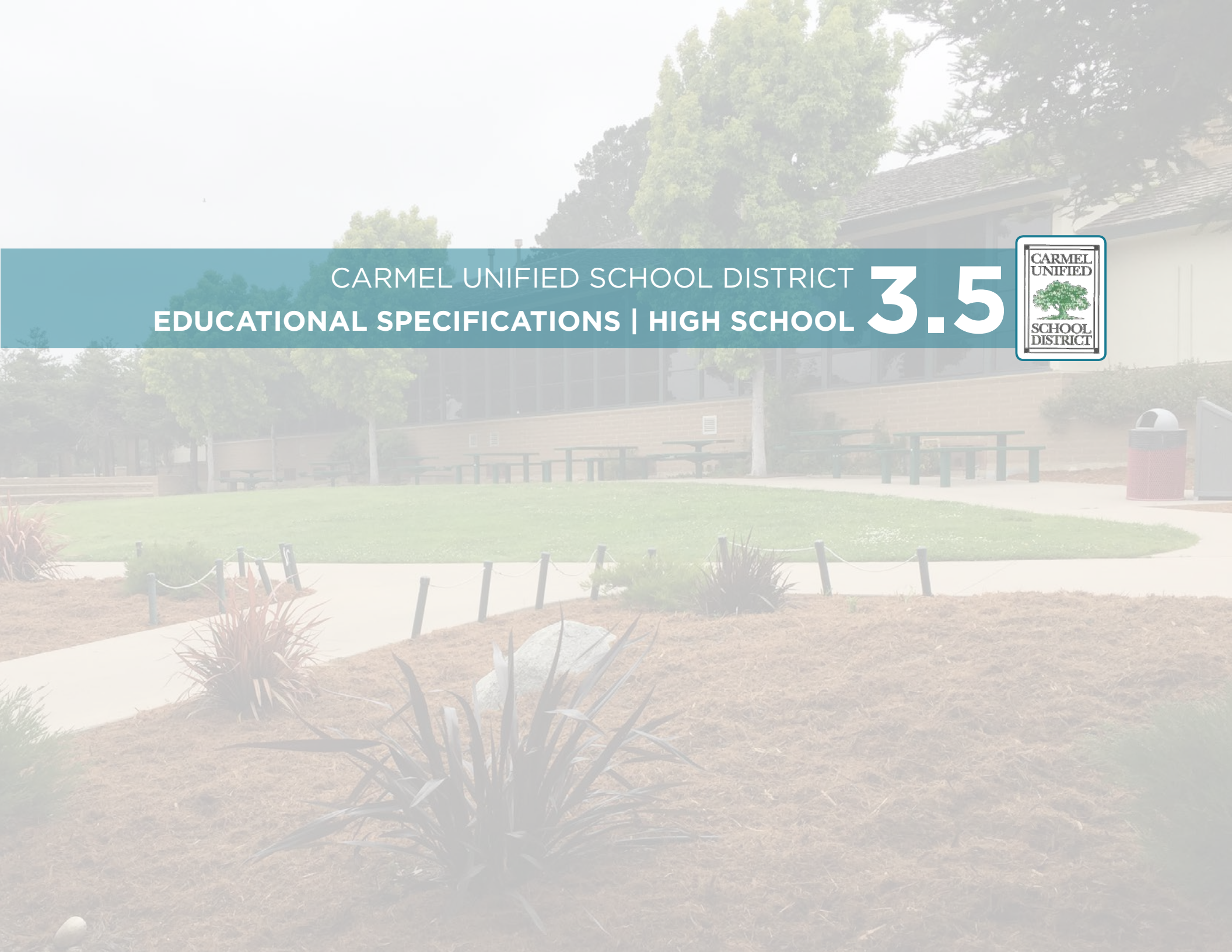


OUTDOOR AMPHITHEATER
4,000 sf

[large groups]
90-120 students



GARDEN
10,00 sf



CARMEL UNIFIED SCHOOL DISTRICT

EDUCATIONAL SPECIFICATIONS | HIGH SCHOOL 3.5

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PROGRAM ACTIVITIES

- Supplement outdoor/real-world education through a foundational curriculum
- Study and exploration of real-world challenges
- Environmental stewardship
- Project-based learning, workshop teaching
- Hands-on/tactile learning
- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Large lecture, small group, and individual work

DESIGN OBJECTIVES + CHARACTERISTICS

- Support problem/project-based learning by creating classrooms that can shape-shift on demand.
- Support varied learning styles and classroom activities.
- Celebrate the student by providing choice in environment and opportunity for the display of student work.
- Create visual and physical connections to outdoor (structured and natural) environments.
- Create a space that communicates the day's activities.

SPATIAL FEATURES (furniture, finishes, equipment)

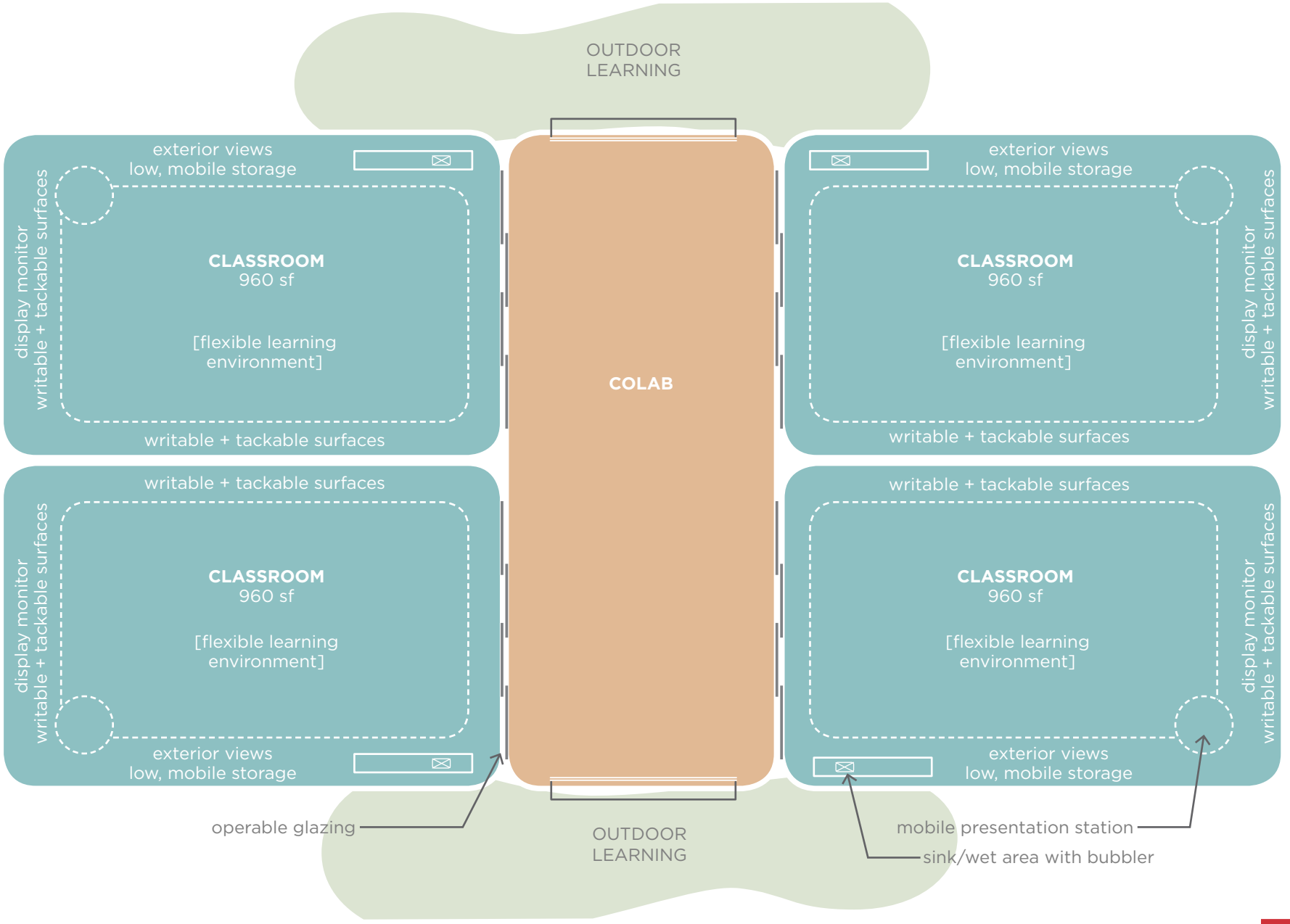
- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Provide varied seating options such as standing desks to allow for student choice.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces; consider magnetic whiteboards.
- Utilize carpet flooring for whole-group area and resilient flooring near the sink and doors.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Menlo-Atherton High School



Lincoln High school


OUTDOOR
LEARNING
exterior views
low, mobile storage
display monitor
writable + tackable surfaces
CLASSROOM
960 sf
[flexible learning
environment]
writable + tackable surfaces
COLAB
exterior views
low, mobile storage
CLASSROOM
960 sf
[flexible learning
environment]
display monitor
writable + tackable surfaces
writable + tackable surfaces
writable + tackable surfaces
display monitor
writable + tackable surfaces
CLASSROOM
960 sf
[flexible learning
environment]
exterior views
low, mobile storage
writable + tackable surfaces
CLASSROOM
960 sf
[flexible learning
environment]
display monitor
writable + tackable surfaces
exterior views
low, mobile storage
operable glazing
OUTDOOR
LEARNING
mobile presentation station
sink/wet area with bubbler

PROGRAM ACTIVITIES

- Individual Educational Plan (IEP) assessment and implementation
- Student-centered planning
- Assessment and instruction in the least restrictive environments
- Development of life skills such as laundry and light cooking
- Development and improvement of communication and language skills
- Development of critical foundational skills, strategies, and experiences
- Hands-on/tactile learning
- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Art, science, and music demonstrations

DESIGN OBJECTIVES + CHARACTERISTICS

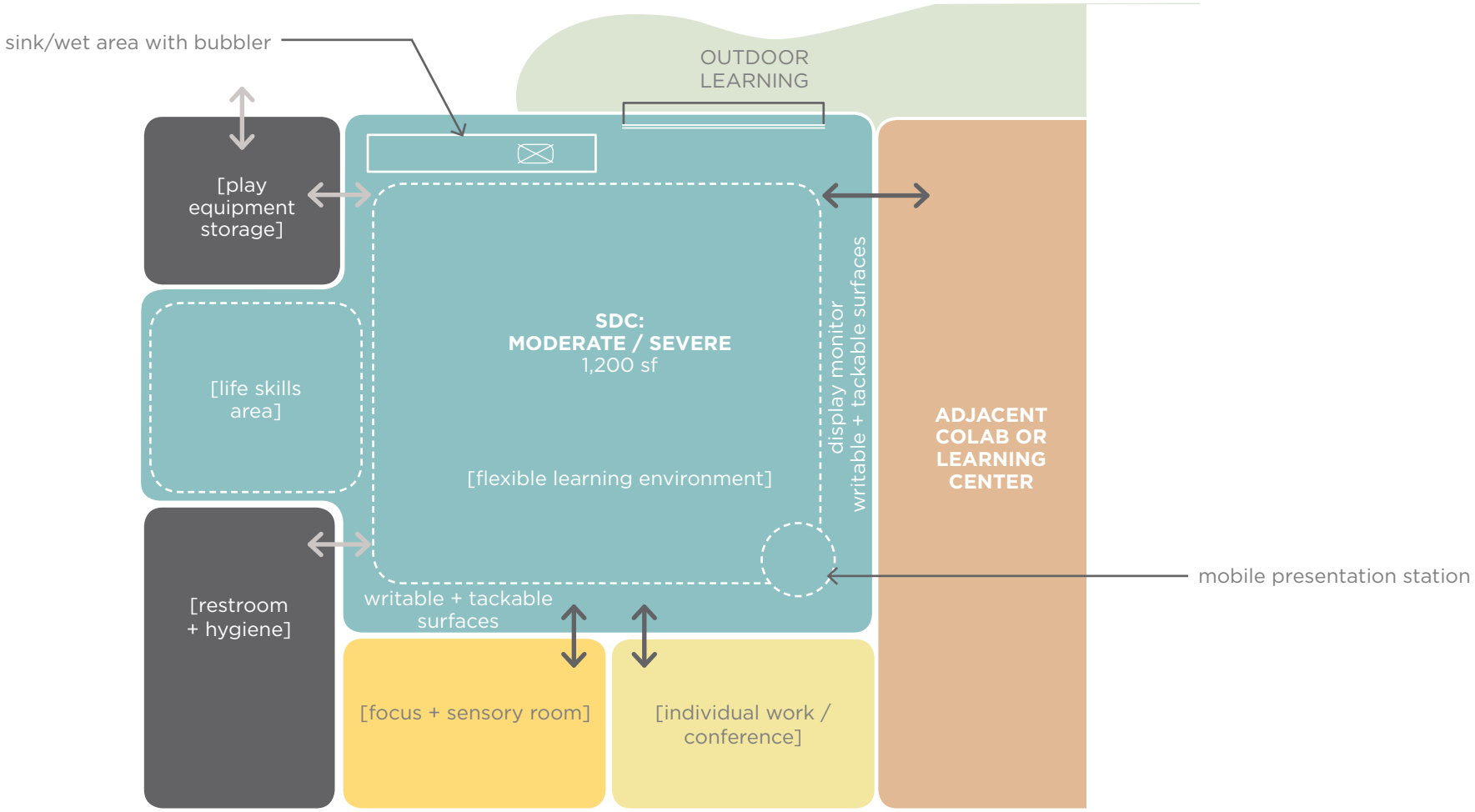
- Create a welcoming space that invites students into the wonder and curiosity associated with learning in an environment where they feel safe, comfortable, and able to thrive.
- Support inclusion; locate this/these classrooms where students can be close to their peers.
- Celebrate the student by providing choice in environment and opportunity for the display of student work.
- Create visual and physical connections to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture, finishes, and technology should be comparable to that of the typical classroom, with considerations given to the furniture needs of the student population.
- Utilize carpet flooring for whole-group area and resilient flooring near the sink, doors, and life skills areas.
- Provide assistive technology and communication devices within the learning space.
- Consider and provide space for a lift/transfer device in the restroom.
- Consider a life skills area with small kitchenette and washer/dryer.
- Consider and provide structural support for hanging equipment such as a single-occupant swing in the sensory room.

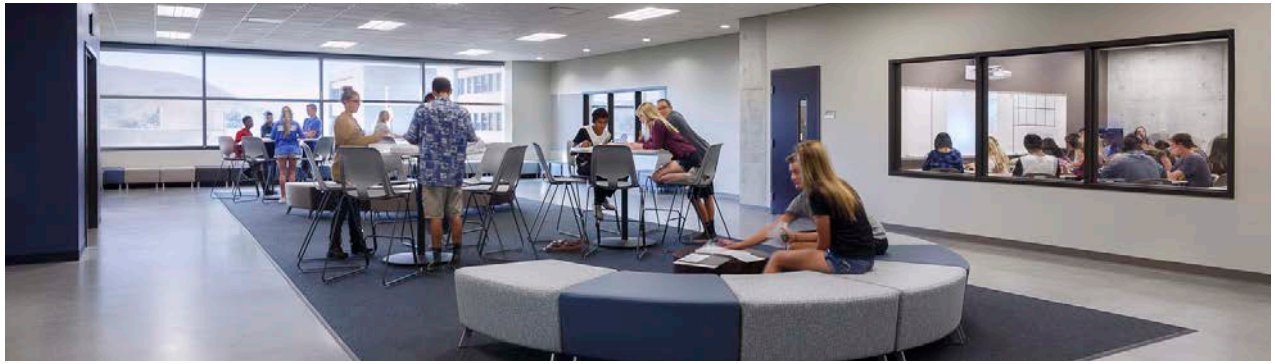


Grossmont High School


sink/wet area with bubbler
OUTDOOR LEARNING
[play equipment storage]
[life skills area]
[restroom + hygiene]
SDC:
MODERATE / SEVERE
1,200 sf
[flexible learning environment]
display monitor
writable + tackable surfaces
writable + tackable surfaces
[focus + sensory room]
[individual work / conference]
ADJACENT COLAB OR LEARNING CENTER
mobile presentation station

PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Active and passive learning activities
- Large lecture, small group, and individual work
- Pull-out individual or small group student meetings



San Marcos High School

DESIGN OBJECTIVES + CHARACTERISTICS

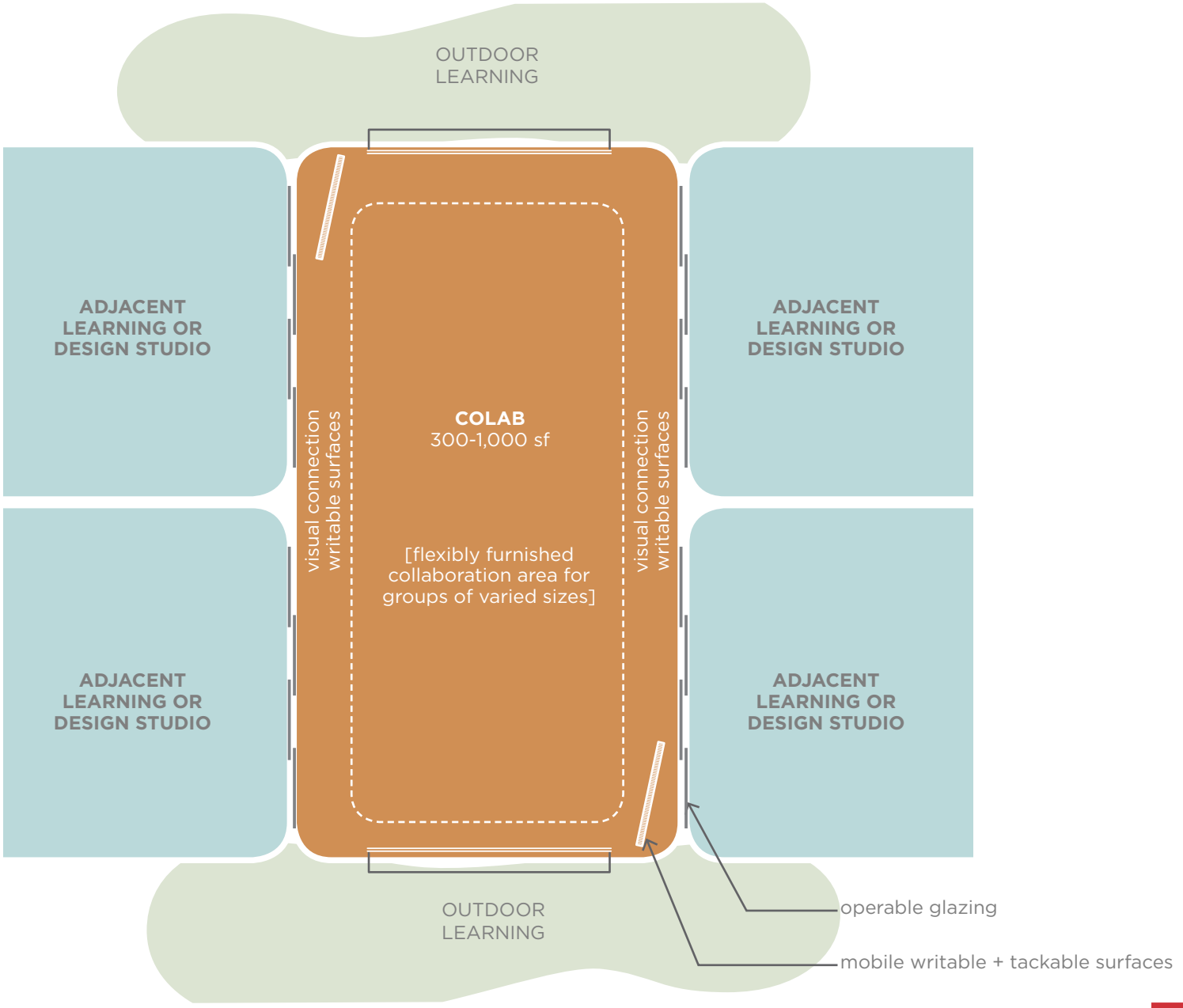
- Create a flexible environment suited to support and extend the activities of adjacent spaces.
- This space serves as an extension of the classroom to be used by a single class or as a collaboration of multiple classes at any given time.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group. Consider a variety of furniture sizes, heights, and degrees of kinesthetic movement.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Technology should be limited to reliable wireless internet and power outlets.
- Equipment is not required for most colab spaces but may be limited to sink basins if colab is adjacent to art and science spaces.



Samueli Academy


OUTDOOR
LEARNING
ADJACENT
LEARNING OR
DESIGN STUDIO
ADJACENT
LEARNING OR
DESIGN STUDIO
visual connection
writable surfaces
COLAB
300-1,000 sf
[flexibly furnished
collaboration area for
groups of varied sizes]
visual connection
writable surfaces
ADJACENT
LEARNING OR
DESIGN STUDIO
ADJACENT
LEARNING OR
DESIGN STUDIO
OUTDOOR
LEARNING
operable glazing
mobile writable + tackable surfaces

PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Cross-curricular collaboration
- Large group instruction and demonstration
- Science-based experimentation and creative exploration
- Study of oceanographic, agricultural, and environmental sciences engaging a direct connection with the natural environment



Environmental Nature Center

DESIGN OBJECTIVES + CHARACTERISTICS

- Bridge the connection between interior and exterior spaces to support real-world sciences.
- Celebrate the student by providing the display of student work.
- Incorporate shared specialized spaces between adjacent classrooms to house specialty equipment
- Provide space for group break-out and project work, with clear lines of sight between spaces.
- Encourage unity and teacher collaboration by connecting adjacent science rooms and providing a shared storage/prep room.

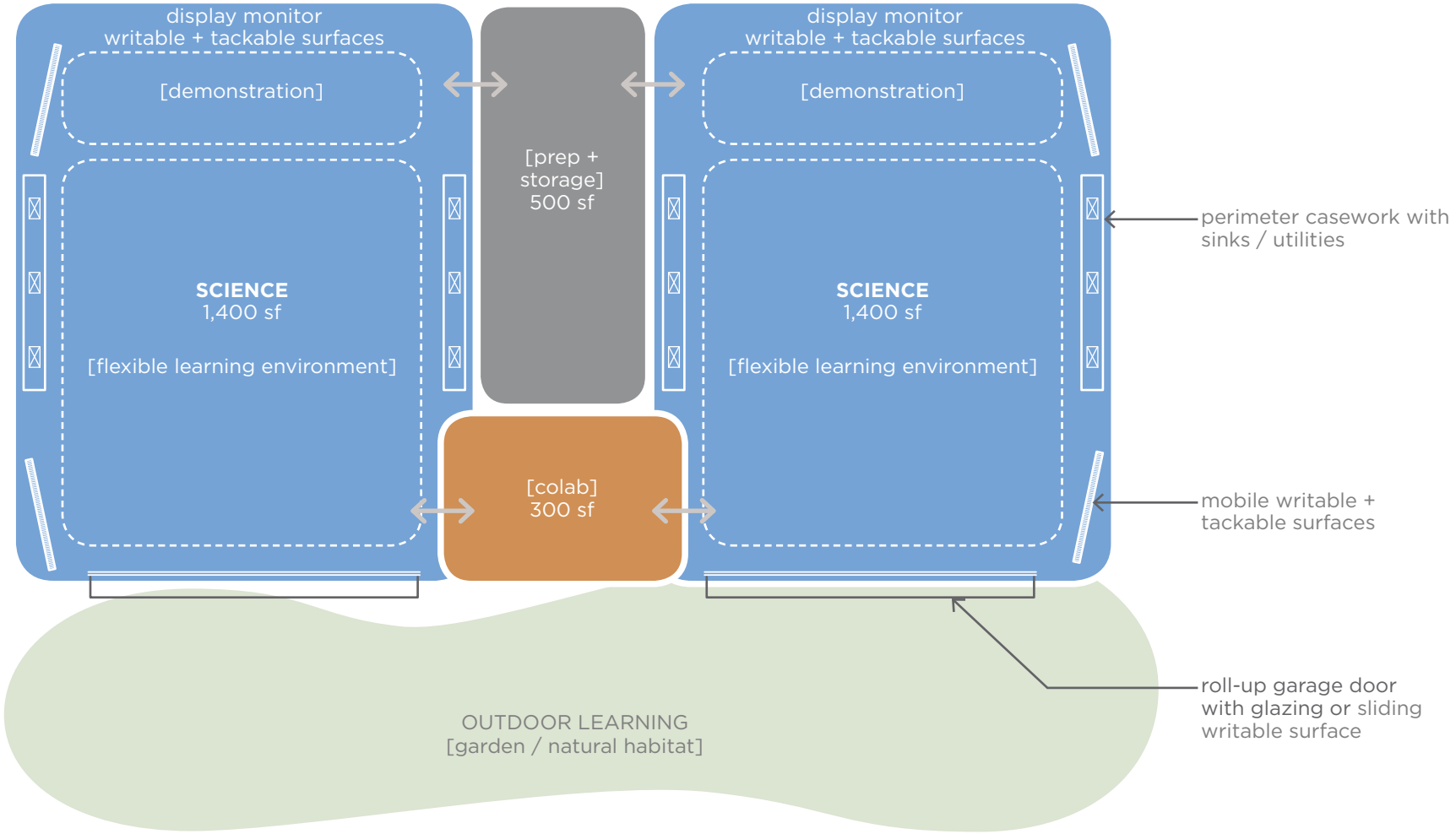


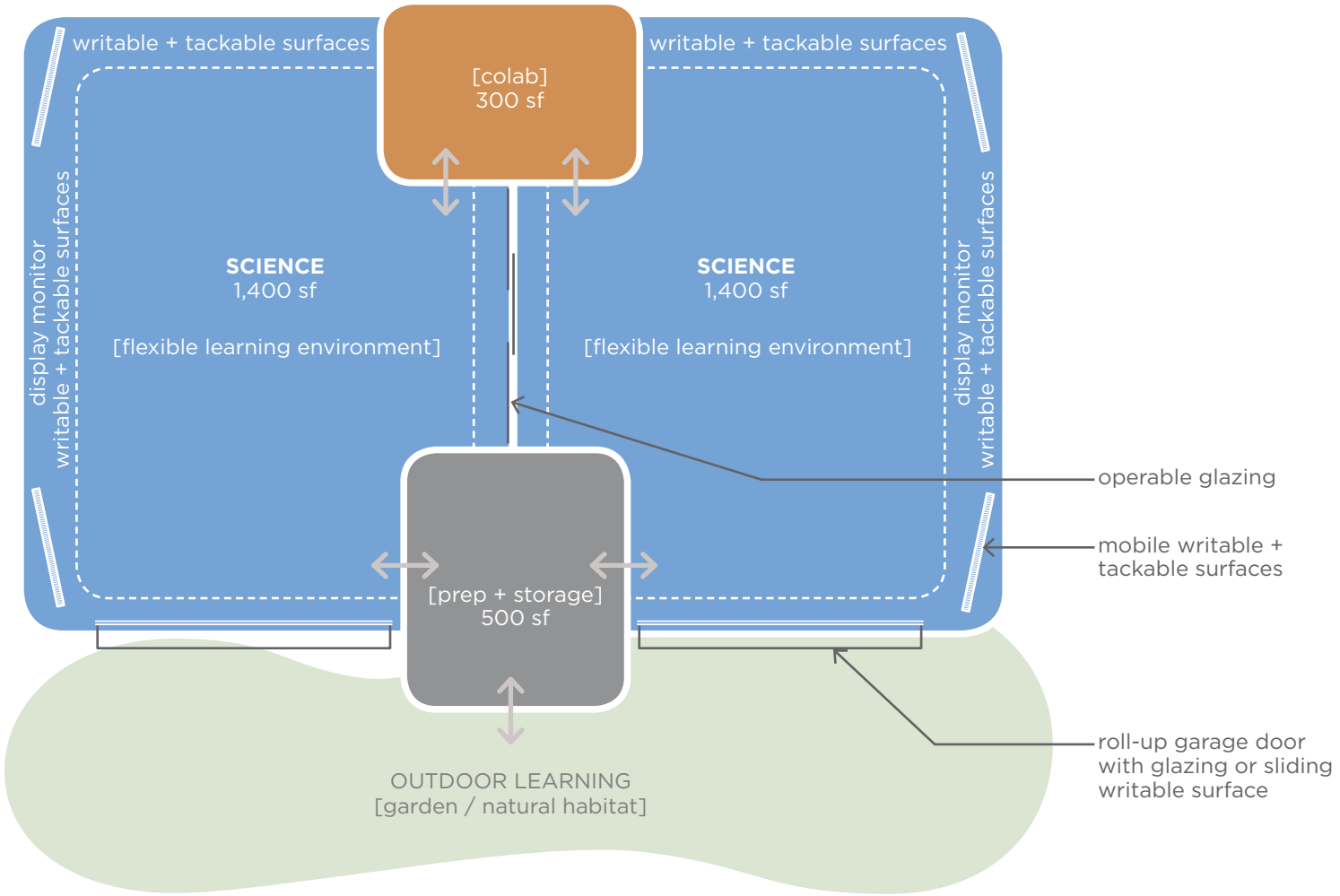
SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile and adjustable, with a large, sturdy surface for experimentation and scientific exploration.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.
- Provide secured storage to house specialty equipment.



South Tahoe High School


display monitor
writable + tackable surfaces
[demonstration]
SCIENCE
1,400 sf
[flexible learning environment]
[prep +
storage]
500 sf
[colab]
300 sf
display monitor
writable + tackable surfaces
[demonstration]
SCIENCE
1,400 sf
[flexible learning environment]
perimeter casework with
sinks / utilities
mobile writable +
tackable surfaces
roll-up garage door
with glazing or sliding
writable surface
OUTDOOR LEARNING
[garden / natural habitat]


writable + tackable surfaces
[colab]
300 sf
writable + tackable surfaces
display monitor
writable + tackable surfaces
SCIENCE
1,400 sf
[flexible learning environment]
SCIENCE
1,400 sf
[flexible learning environment]
display monitor
writable + tackable surfaces
operable glazing
mobile writable +
tackable surfaces
[prep + storage]
500 sf
roll-up garage door
with glazing or sliding
writable surface
OUTDOOR LEARNING
[garden / natural habitat]

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PROGRAM ACTIVITIES

- Hands-on, tactile, and messy learning
- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Creation and presentation of art exhibits
- 2D drawing, sketching, and painting
- Mixed media
- 3D art sculpting
- Digital arts, website design, and digital photography

DESIGN OBJECTIVES + CHARACTERISTICS

- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Enable students to get messy and experiment with mistakes.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor environments.

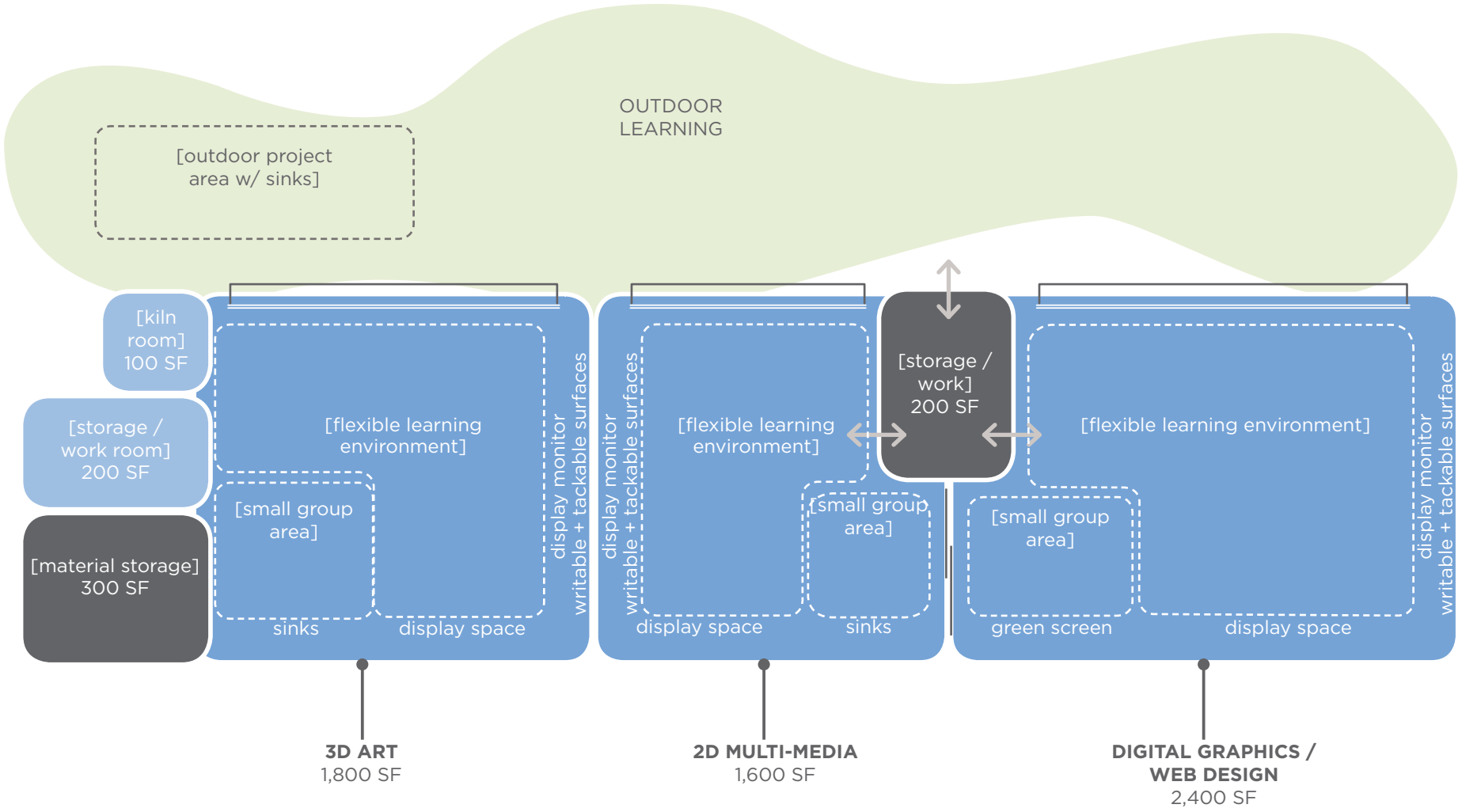
SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Table surfaces should be easily cleanable and have the ability to adjust pitch.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Material storage easily accessible to students. Utilize low, mobile storage solutions, with locking casters.
- Long-term student project storage easily accessible to students.
- Increase ventilation rates for paints, glues, and other odorous media.
- Digital Arts room should accommodate increased usage of student devices.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Samuel V. Champion High School




OUTDOOR
LEARNING
[outdoor project area w/ sinks]
[kiln room] 100 SF
[storage / work room] 200 SF
[material storage] 300 SF
[flexible learning environment]
[small group area]
sinks
display space
display monitor writable + tackable surfaces
display monitor writable + tackable surfaces
[flexible learning environment]
[small group area]
display space
sinks
[storage / work] 200 SF
[flexible learning environment]
[small group area]
green screen
display space
display monitor writable + tackable surfaces
3D ART
1,800 SF
2D MULTI-MEDIA
1,600 SF
DIGITAL GRAPHICS / WEB DESIGN
2,400 SF

PROGRAM ACTIVITIES

- Large group instruction and demonstration
- Large group, small group, and individual practice
- Musical experimentation and testing
- Performance rehearsals

DESIGN OBJECTIVES + CHARACTERISTICS

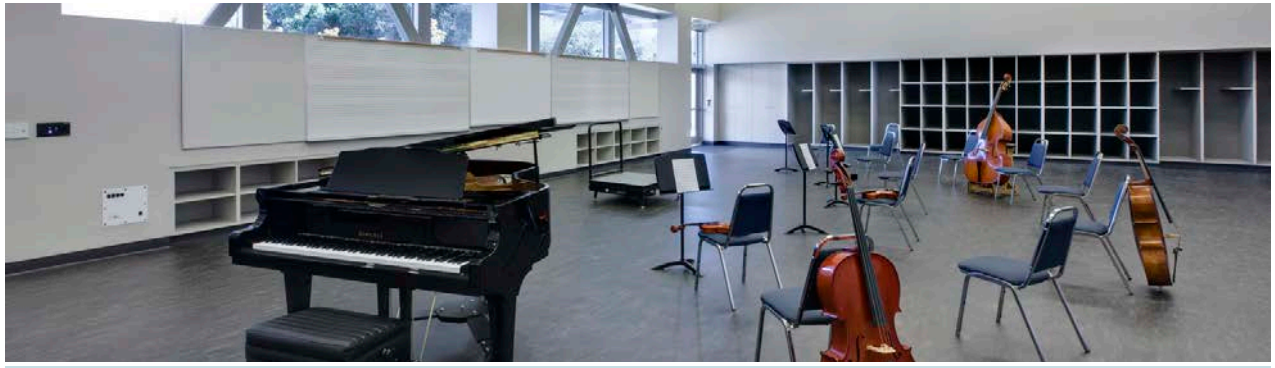
- Enable students to explore their voices, instruments, and the value of mistakes.
- Celebrate the student by providing the display of student work and announcements.
- Create visual connection to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

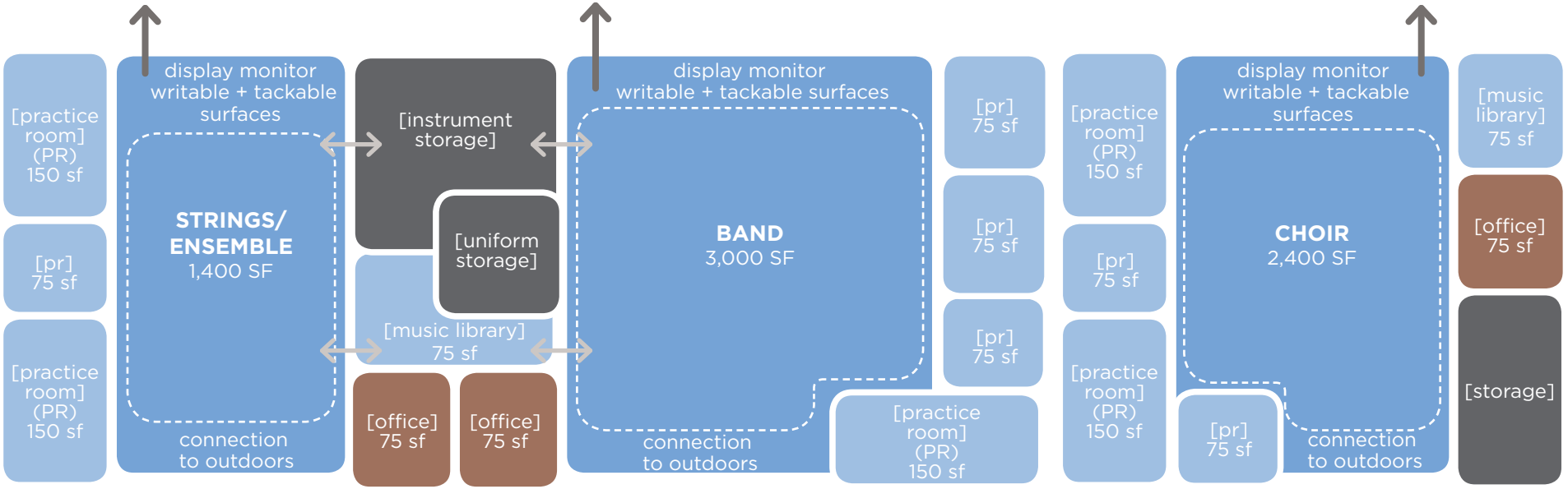
- Limit furniture to chairs and music stands that can be moved and stored easily.
- Consider retractable risers for Choir.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring that is durable and easy to clean.
- Provide secured instrument storage of varied sizes.
- Technology should include the ability to record voices and instruments, with playback capabilities.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Helix Charter High School



Arcadia High School


[practice room] (PR) 150 sf
[pr] 75 sf
[practice room] (PR) 150 sf
display monitor writable + tackable surfaces
STRINGS/ ENSEMBLE 1,400 SF
connection to outdoors
[instrument storage]
[uniform storage]
[music library] 75 sf
[office] 75 sf
[office] 75 sf
display monitor writable + tackable surfaces
BAND 3,000 SF
connection to outdoors
[pr] 75 sf
[pr] 75 sf
[pr] 75 sf
[practice room] (PR) 150 sf
[practice room] (PR) 150 sf
[pr] 75 sf
[practice room] (PR) 150 sf
display monitor writable + tackable surfaces
CHOIR 2,400 SF
[pr] 75 sf
connection to outdoors
[music library] 75 sf
[office] 75 sf
[storage]

PROGRAM ACTIVITIES

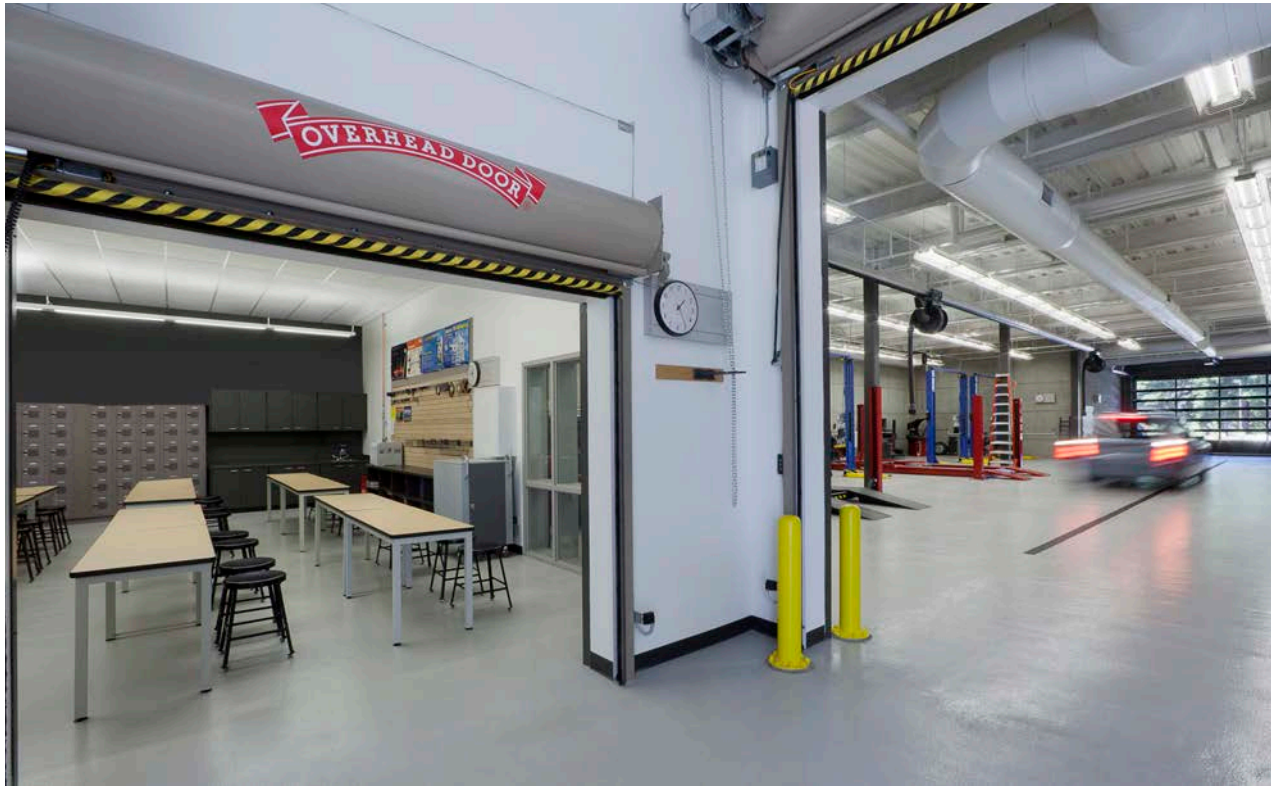
- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Hands-on application of mechanical and technical skills
- Automotive testing and servicing

DESIGN OBJECTIVES + CHARACTERISTICS

- Embrace the actions of making, creating, tinkering, and prototyping by providing real-world tools and strong connections to adjacent art and wood shop spaces.
- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Create visual and physical connections to outdoor and adjacent environments.

SPATIAL FEATURES (furniture, finishes, equipment)

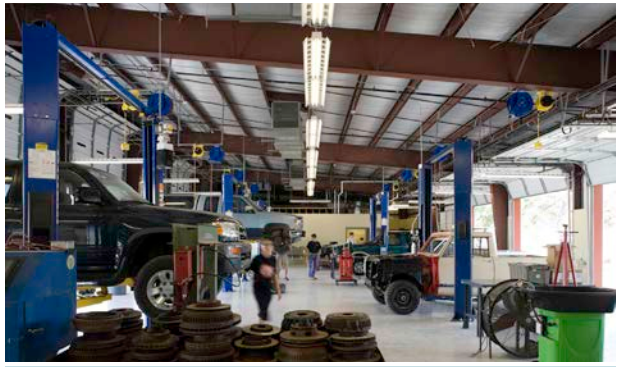
- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Finishes should contribute to the acoustical qualities of the space while allowing ample writable surfaces.
- Utilize resilient flooring or sealed concrete that is durable and easy to clean.
- Material storage easily accessible to students. Utilize low, mobile storage solutions, with locking casters.
- Increase ventilation rates for occupant comfort and safety.
- Provide flexible power sources such as drop-down electrical outlets.
- Provide five (5) vehicle bays and up to five (5) vehicle lifts.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



South Tahoe High School



South Tahoe High School



Samuel V. Champion High School

PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Hands-on application of technical skills
- Prototyping and testing
- Website design and publishing
- Robotics construction and programming

DESIGN OBJECTIVES + CHARACTERISTICS

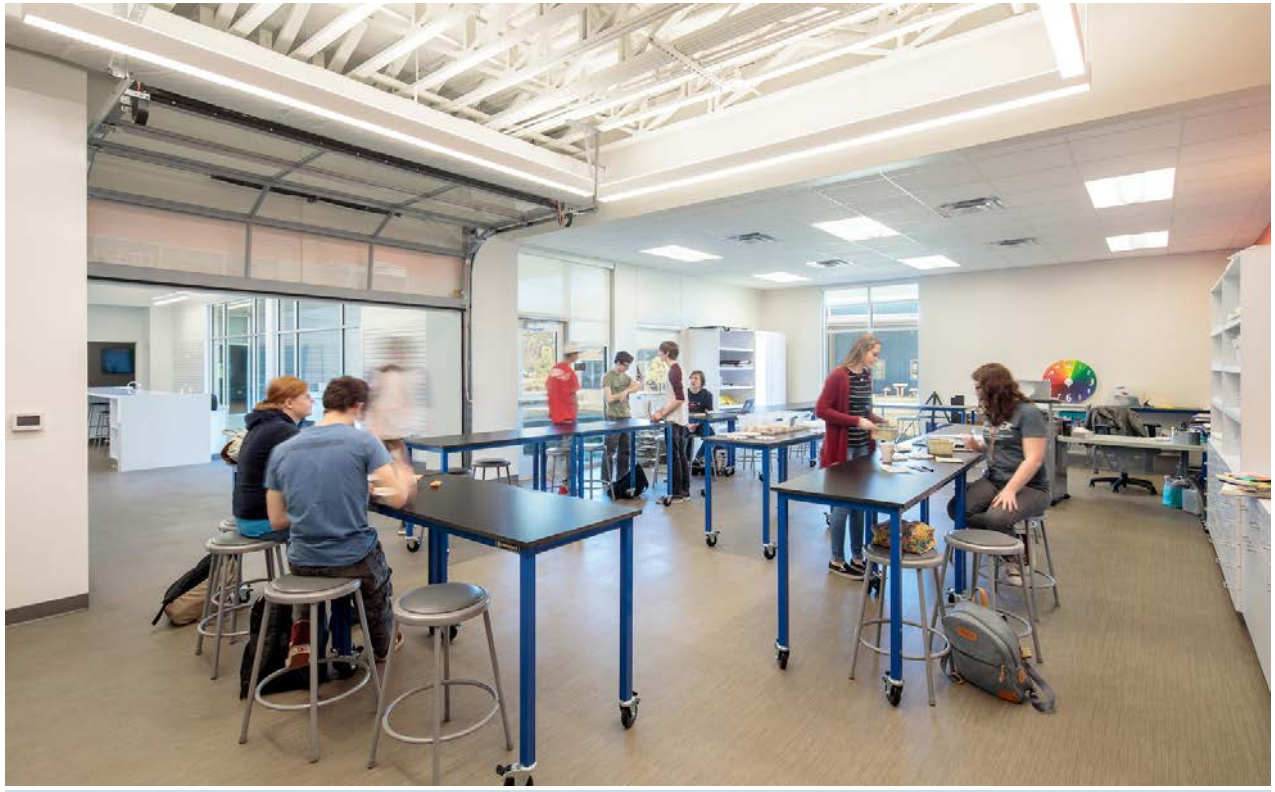
- Embrace the actions of making, creating, tinkering, and prototyping by providing real-world tools and strong connections to adjacent art and wood shop spaces.
- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor and adjacent environments.

SPATIAL FEATURES (furniture, finishes, equipment)

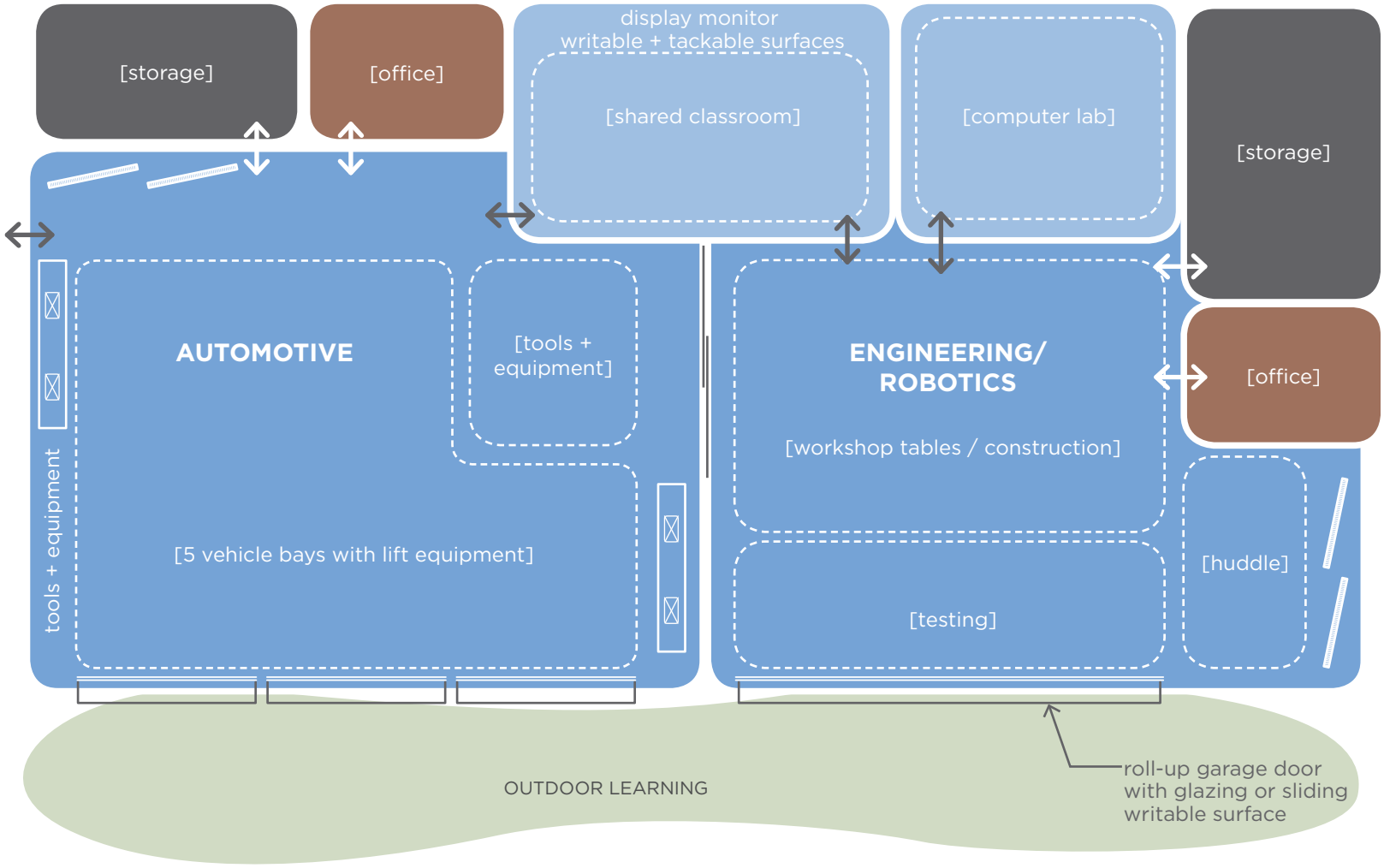
- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Material storage easily accessible to students. Utilize low, mobile storage solutions, with locking casters.
- Long-term student project storage easily accessible to students.
- Increase ventilation rates for technology cooling and occupant comfort.
- Technology to support graphics-intensive digital software. Consider desktop computers and/or docking stations for the use of personal student devices.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



South Tahoe High School



Cumberland Academy High School


[storage]
[office]
display monitor
writable + tackable surfaces
[shared classroom]
[computer lab]
[storage]
AUTOMOTIVE
[tools + equipment]
tools + equipment
[5 vehicle bays with lift equipment]
ENGINEERING/
ROBOTICS
[workshop tables / construction]
[office]
[huddle]
[testing]
OUTDOOR LEARNING
roll-up garage door
with glazing or sliding
writable surface

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PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Hands-on application of technical skills
- Therapy related to sports-related recovery

DESIGN OBJECTIVES + CHARACTERISTICS

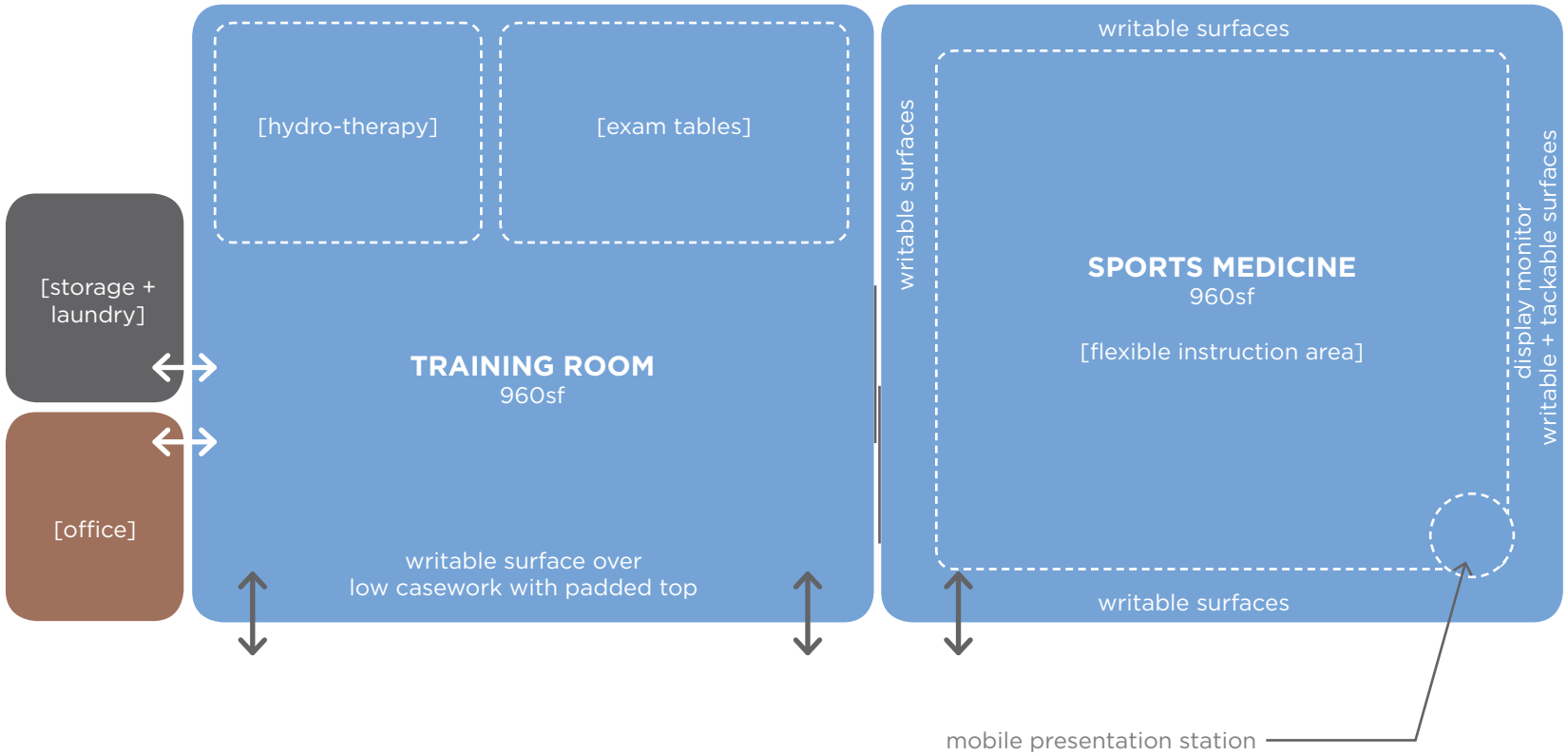
- Provide a hands-on experience where students explore the endless bounds of technical creativity and problem-solving.
- Create visual and physical connections to outdoor and adjacent environments.
- Celebrate the school community by providing support for athletics programs and athletes.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Equipment and supply storage easily accessible to students.
- Include medical exam-type tables with padded top.
- Provide a hydrotherapy tub.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



San Marcos High School


[hydro-therapy]
[exam tables]
[storage + laundry]
TRAINING ROOM
960sf
[office]
writable surface over
low casework with padded top
writable surfaces
writable surfaces
SPORTS MEDICINE
960sf
[flexible instruction area]
display monitor
writable + tackable surfaces
writable surfaces
mobile presentation station

PROGRAM ACTIVITIES

- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Digital video recording and editing

DESIGN OBJECTIVES + CHARACTERISTICS

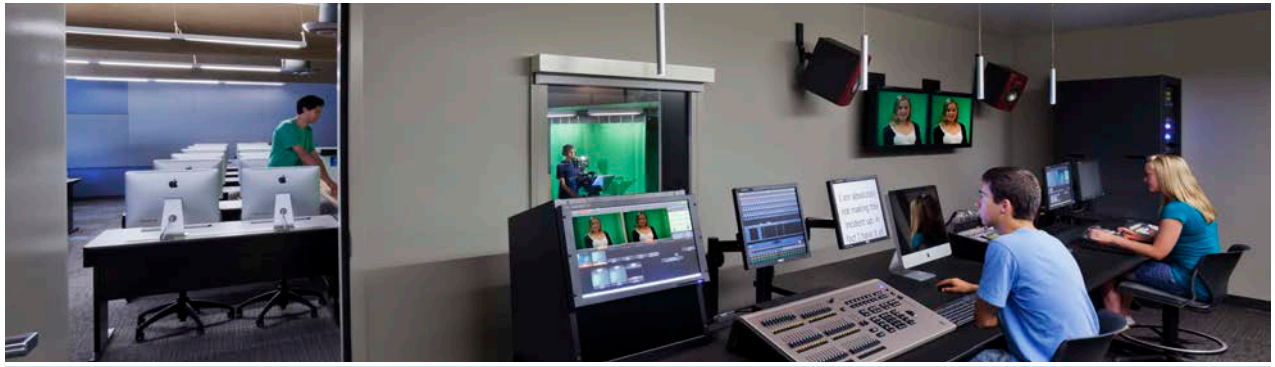
- Encourage the capacity for innovative thought and practice.
- Design the space to be flexible and open with space and infrastructure to accommodate changing program technology.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

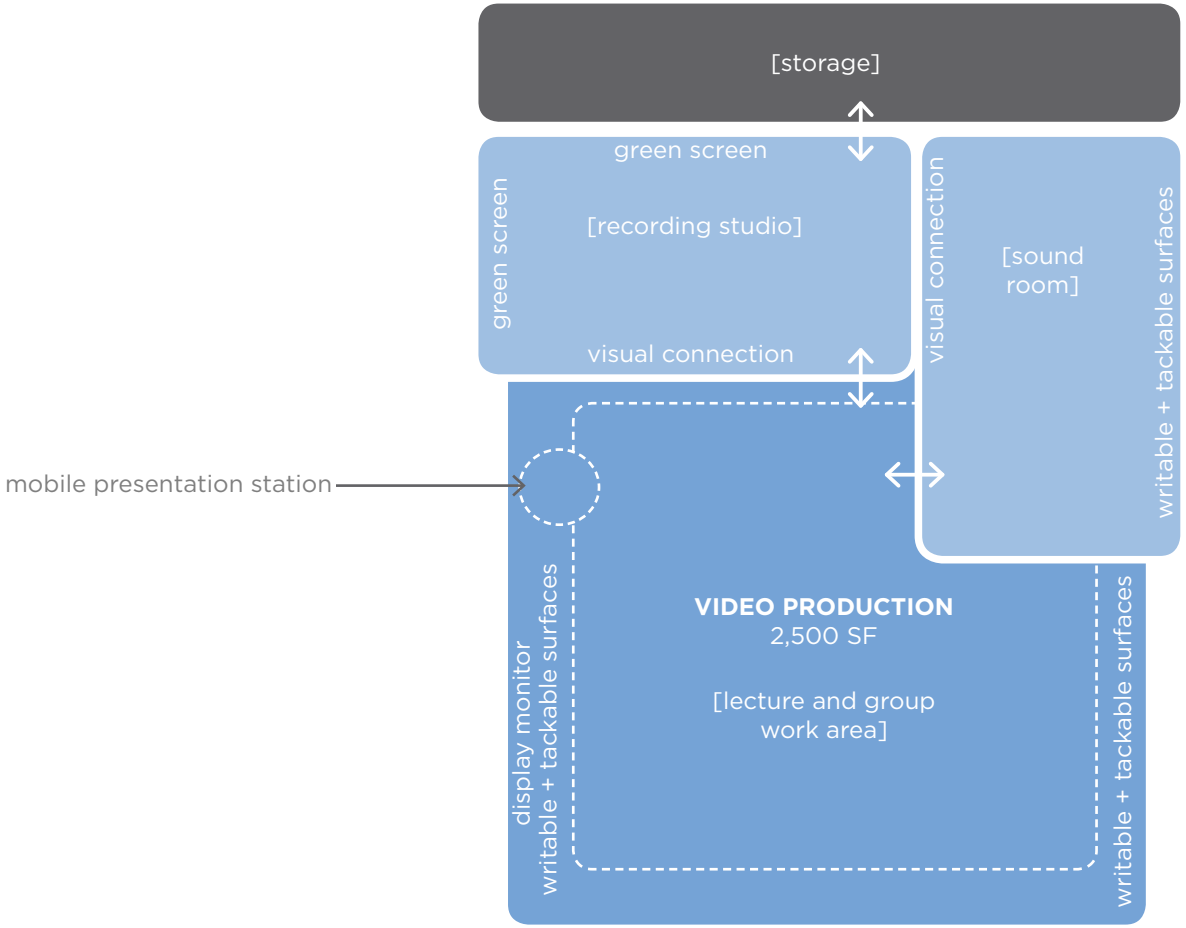
- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Adjustable-height workstations can accommodate student choice and preference.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Select flooring that is durable, acoustically-appropriate, and compatible with incorporated electrical equipment.
- Video recording room should have acoustically-treated wall coverings and appropriate equipment such as portable, adjustable lighting, digital video camera(s), and microphone equipment.
- Provide editing equipment in the sound room.
- Provide a mix of computer stations and laptop plug-and-play stations for the use of student devices within the studio.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



South Tahoe High School



South Tahoe High School


[storage]
green screen
[recording studio]
green screen
visual connection
visual connection
[sound room]
writable + tackable surfaces
mobile presentation station
VIDEO PRODUCTION
2,500 SF
[lecture and group work area]
display monitor
writable + tackable surfaces
writable + tackable surfaces

PROGRAM ACTIVITIES

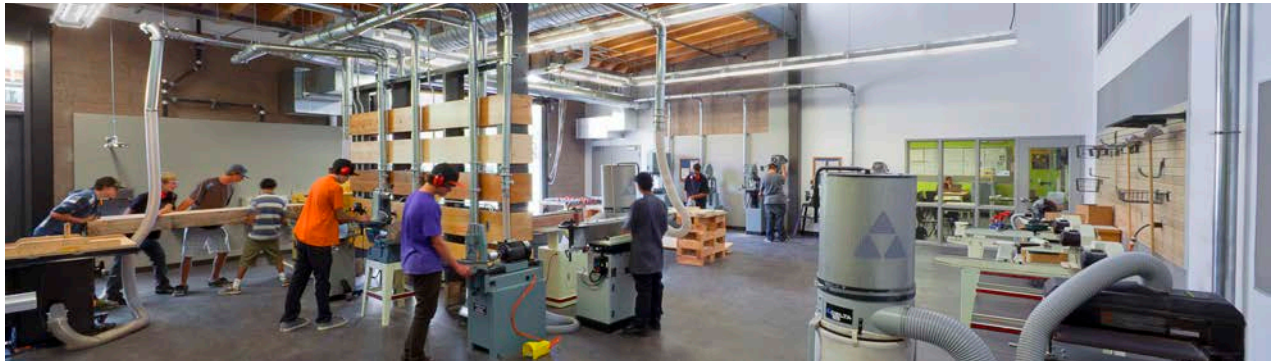
- Industrial Arts
- Collaboration between students, between teachers, and between students and teachers
- Large group instruction and demonstration
- Individual woodcraft/metal fabrication and construction
- Hands-on technical skills

DESIGN OBJECTIVES + CHARACTERISTICS

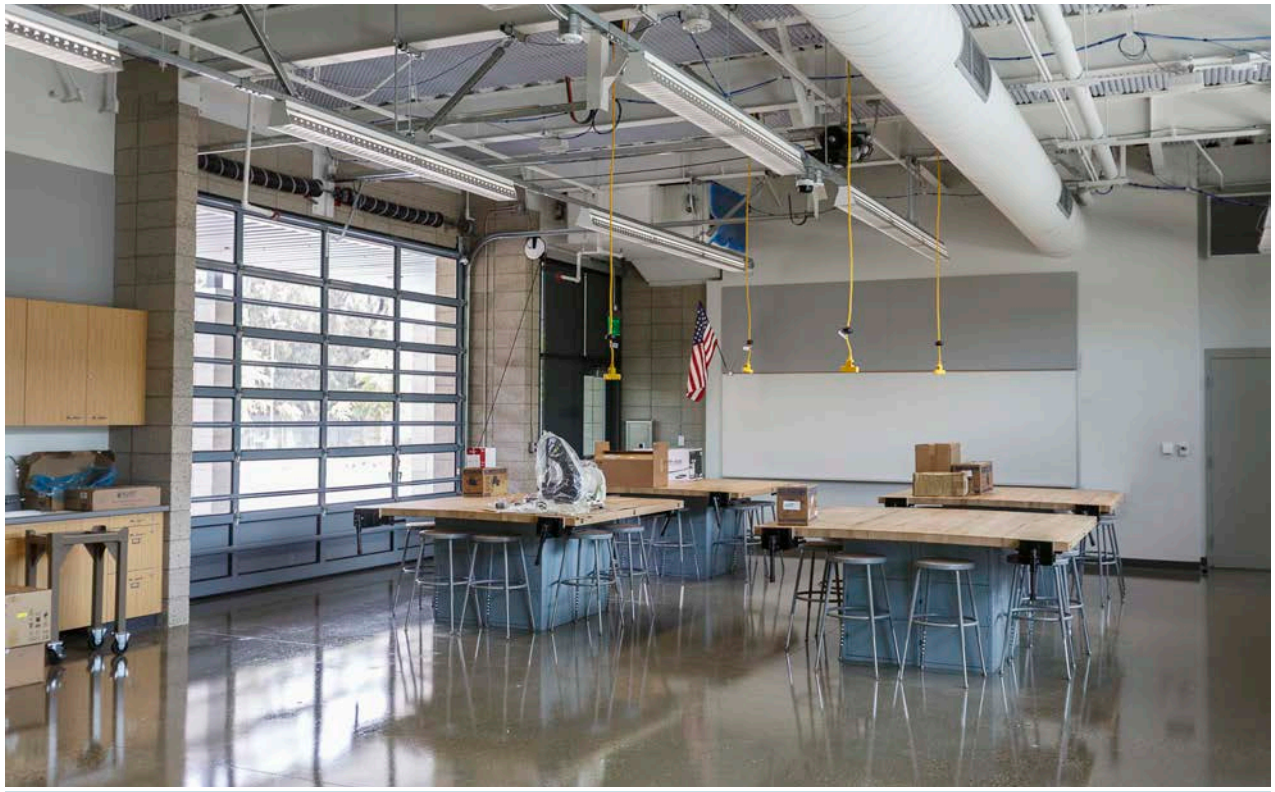
- Embrace the actions of making, creating, tinkering, and prototyping by providing real-world tools and strong connections to adjacent theater and video production spaces.
- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor and adjacent environments.

SPATIAL FEATURES (furniture, finishes, equipment)

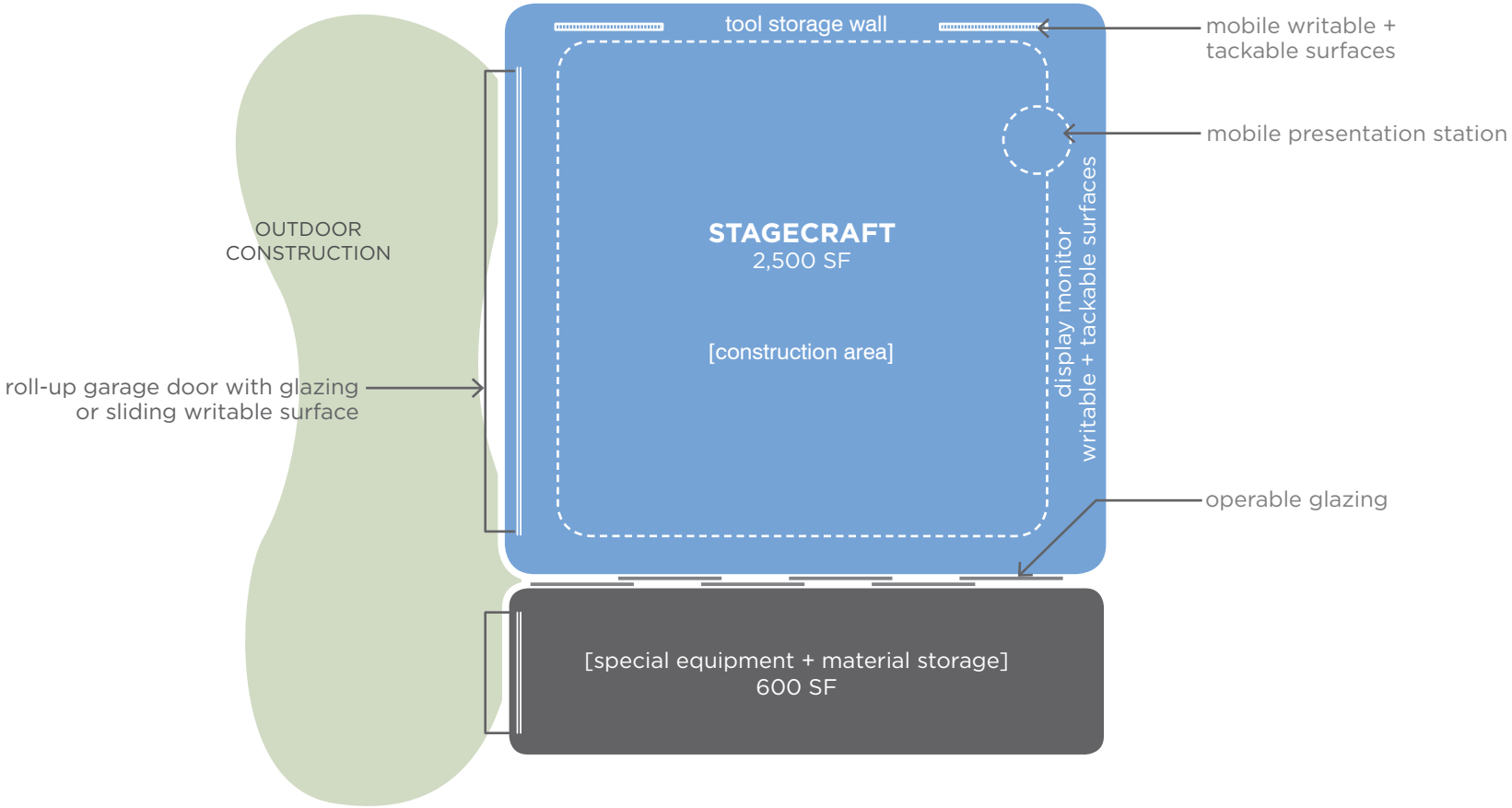
- Furniture should be sturdy and allow for students to sit or stand while working.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Increase ventilation rates and operable windows for occupant comfort and well-being.
- Tool storage accessible to students.
- Long-term student project storage easily accessible to students.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



South Tahoe High School



Ernest McBride Senior High School


tool storage wall
mobile writable +
tackable surfaces
mobile presentation station
OUTDOOR
CONSTRUCTION
STAGECRAFT
2,500 SF
[construction area]
display monitor
writable + tackable surfaces
roll-up garage door with glazing
or sliding writable surface
operable glazing
[special equipment + material storage]
600 SF

PROGRAM ACTIVITIES

- Cooking
- Life skills
- Food experimentation
- Food and cooking safety
- Meal preparation

DESIGN OBJECTIVES + CHARACTERISTICS

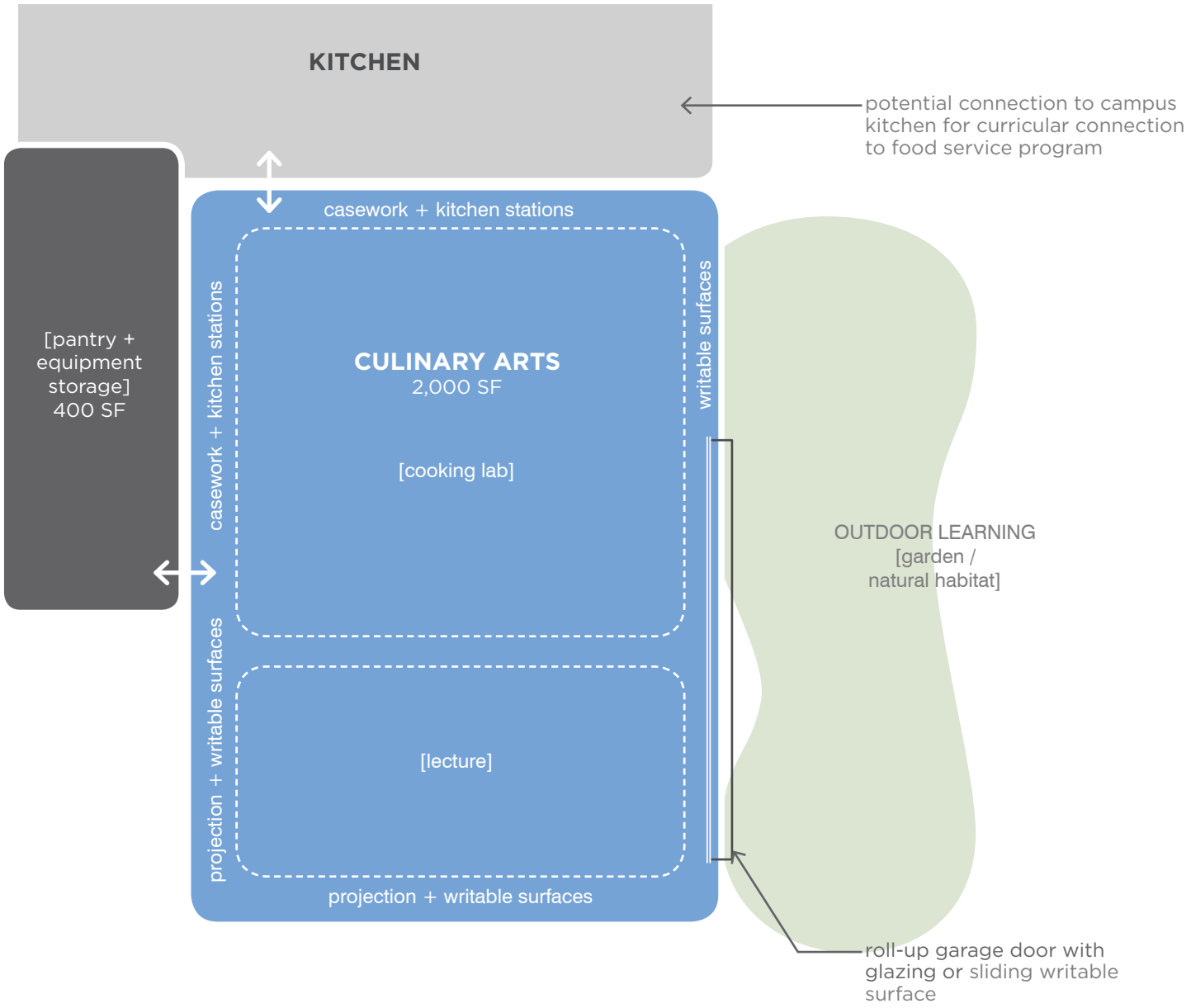
- Foster the learning of health, culture, science and life skills.
- Locate adjacent to a school garden for farm-to-fork food preparation.

SPATIAL FEATURES (furniture, finishes, equipment)

- Lecture area should be equipped with flexible furniture that is agile and comfortable. Consider writable desk surfaces.
- Provide stable, mobile furniture with locking casters.
- Utilize surfaces (flooring and walls) and materials that are easy to clean, non-flammable, and stain-resistant.
- Provide tidy storage solutions, with cabinet doors as appropriate.

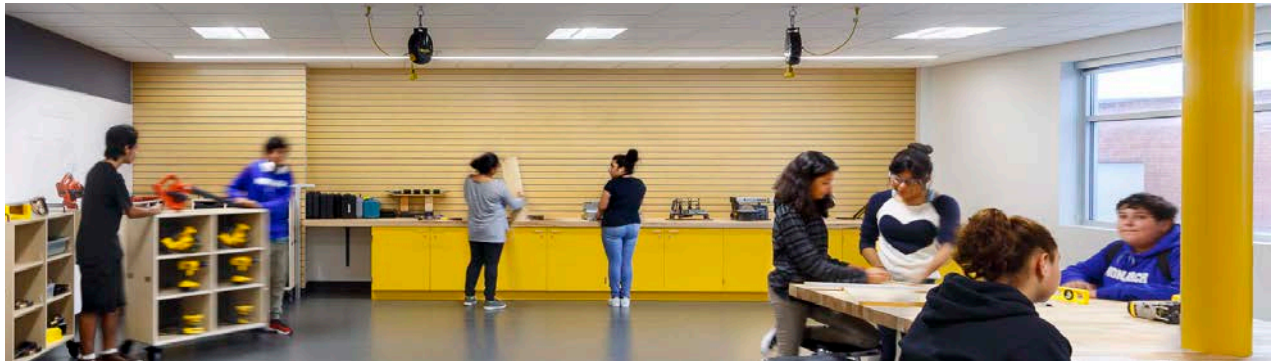


RCCD Culinary Arts Academy


KITCHEN
potential connection to campus kitchen for curricular connection to food service program
[pantry + equipment storage] 400 SF
casework + kitchen stations
CULINARY ARTS
2,000 SF
[cooking lab]
casework + kitchen stations
writable surfaces
OUTDOOR LEARNING
[garden / natural habitat]
projection + writable surfaces
[lecture]
projection + writable surfaces
roll-up garage door with glazing or sliding writable surface

PROGRAM ACTIVITIES

- Hands-on, tactile, and messy learning
- Collaboration between students, between teachers, and between students and teachers
- Cross-curricular collaboration
- Large group instruction and demonstration
- Individual or small group creative exploration
- Light construction and assembly



Monarch School

DESIGN OBJECTIVES + CHARACTERISTICS

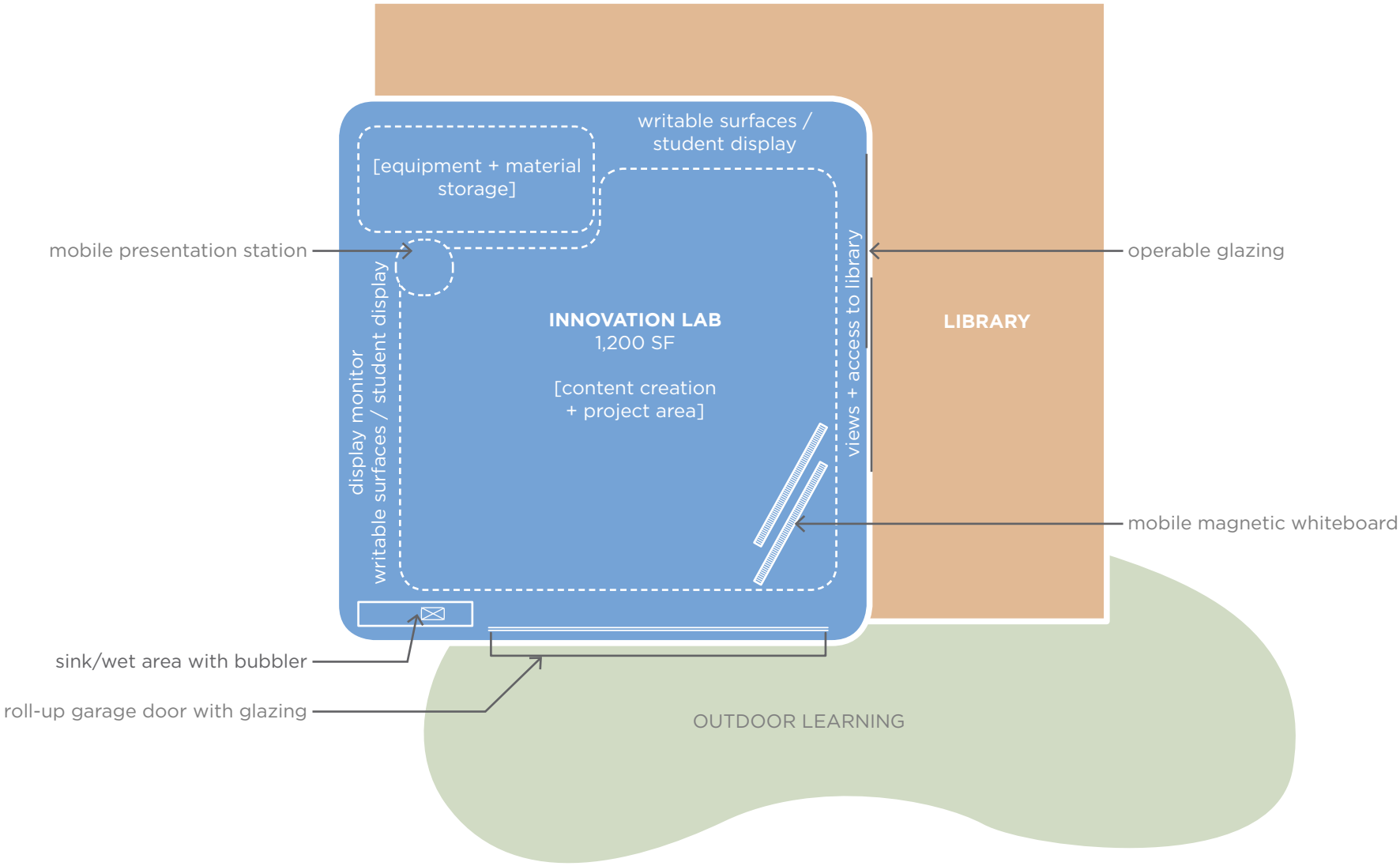
- Provide a hands-on experience where students explore the endless bounds of creativity and grow their creative capacity.
- Enable students to get messy and experiment with mistakes.
- Design an open, flexible classroom with space and infrastructure that will respond to changing technology, equipment, and program needs.
- Celebrate the student by providing the display of student work.
- Create visual and physical connections to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and sized appropriately for the student age group.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Material storage easily accessible to students. Utilize low, mobile storage solutions, with locking casters.
- Provide secured storage to house specialty equipment.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.
- Provide flexible power sources such as drop-down electrical outlets.



Brimmer and May School


writable surfaces / student display
[equipment + material storage]
mobile presentation station
operable glazing
display monitor
writable surfaces / student display
INNOVATION LAB
1,200 SF
[content creation + project area]
views + access to library
LIBRARY
mobile magnetic whiteboard
sink/wet area with bubbler
roll-up garage door with glazing
OUTDOOR LEARNING

PROGRAM ACTIVITIES

- Individual Educational Plan (IEP) assessment
- One-on-one instruction
- Small group instruction
- Tutoring
- Counseling services
- Therapy
- Testing and observation

DESIGN OBJECTIVES + CHARACTERISTICS

- Create a welcoming space where students feel safe, comfortable, and able to thrive.
- The Learning Center is a suite of offices for therapists and counselors who provide students with learning support.
- Celebrate connections between adjacent buildings/uses, to build an empowerment surrounding the Learning Center.
- Individual, confidential offices share a central space for small groups.
- Balance privacy with visual connectivity.
- Create visual and physical connections to outdoor environments.

SPATIAL FEATURES (furniture, finishes, equipment)

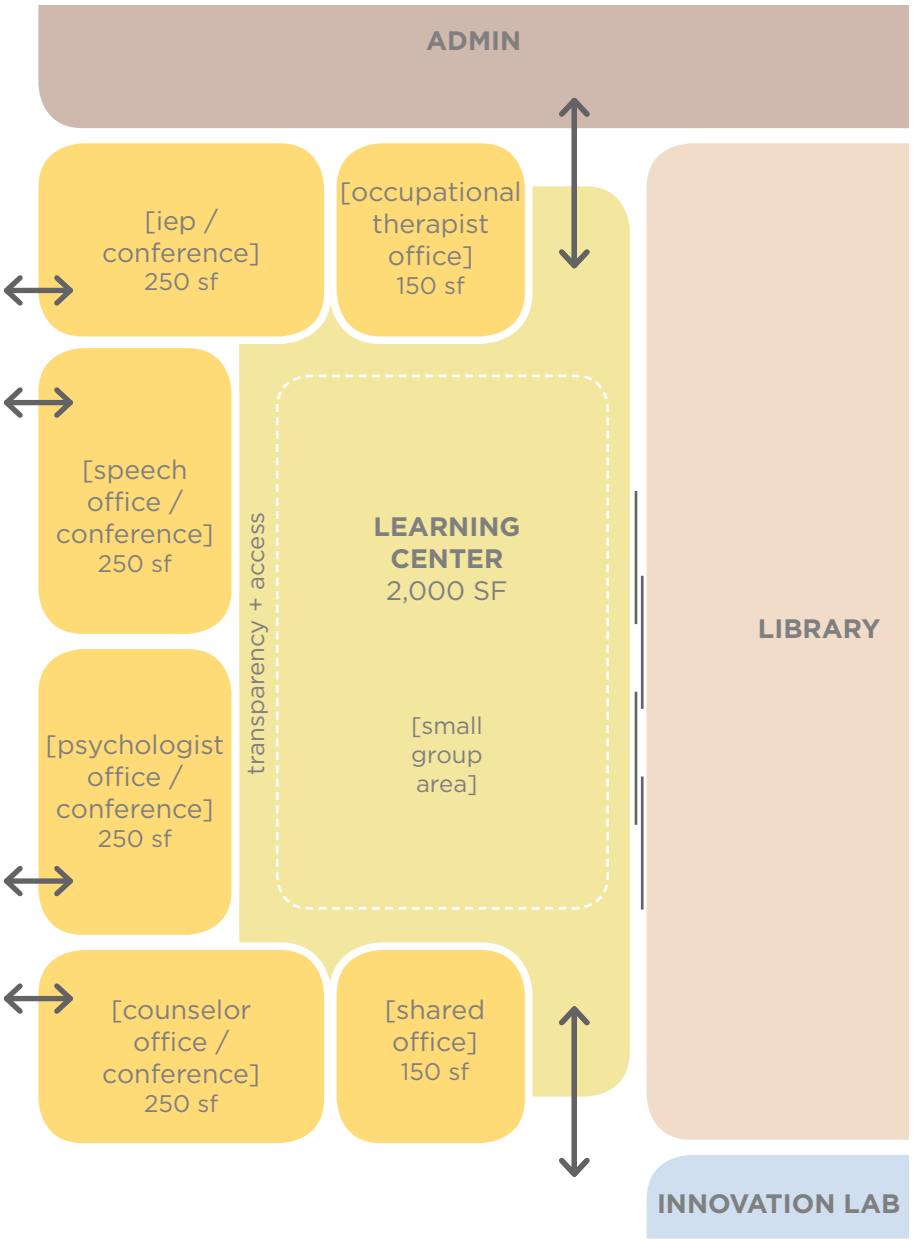
- Workstations should have a comfortable, ergonomic design.
- Utilize mobile furniture that can be rearranged easily and with minimal effort, accommodating individual and group meetings with the counselor or therapist.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring.
- Provide assistive technology and communication devices.
- Include dimmable lighting with high color rendering index (CRI 85 or higher) to reduce student sensitivities.



Ernest McBride Senior High School



CSU Northridge


ADMIN
[iep / conference] 250 sf
[occupational therapist office] 150 sf
[speech office / conference] 250 sf
transparency + access
LEARNING CENTER 2,000 SF
[small group area]
LIBRARY
[psychologist office / conference] 250 sf
[counselor office / conference] 250 sf
[shared office] 150 sf
INNOVATION LAB

PROGRAM ACTIVITIES

- Physical health and injury support
- Mental health support
- Health counseling
- Focus and respite
- Small classes such as yoga, meditation, and mindfulness
- Conflict resolution
- Wellness resource library
- Peer-to-peer counseling and support



CSU Northridge



CSU East Bay

DESIGN OBJECTIVES + CHARACTERISTICS

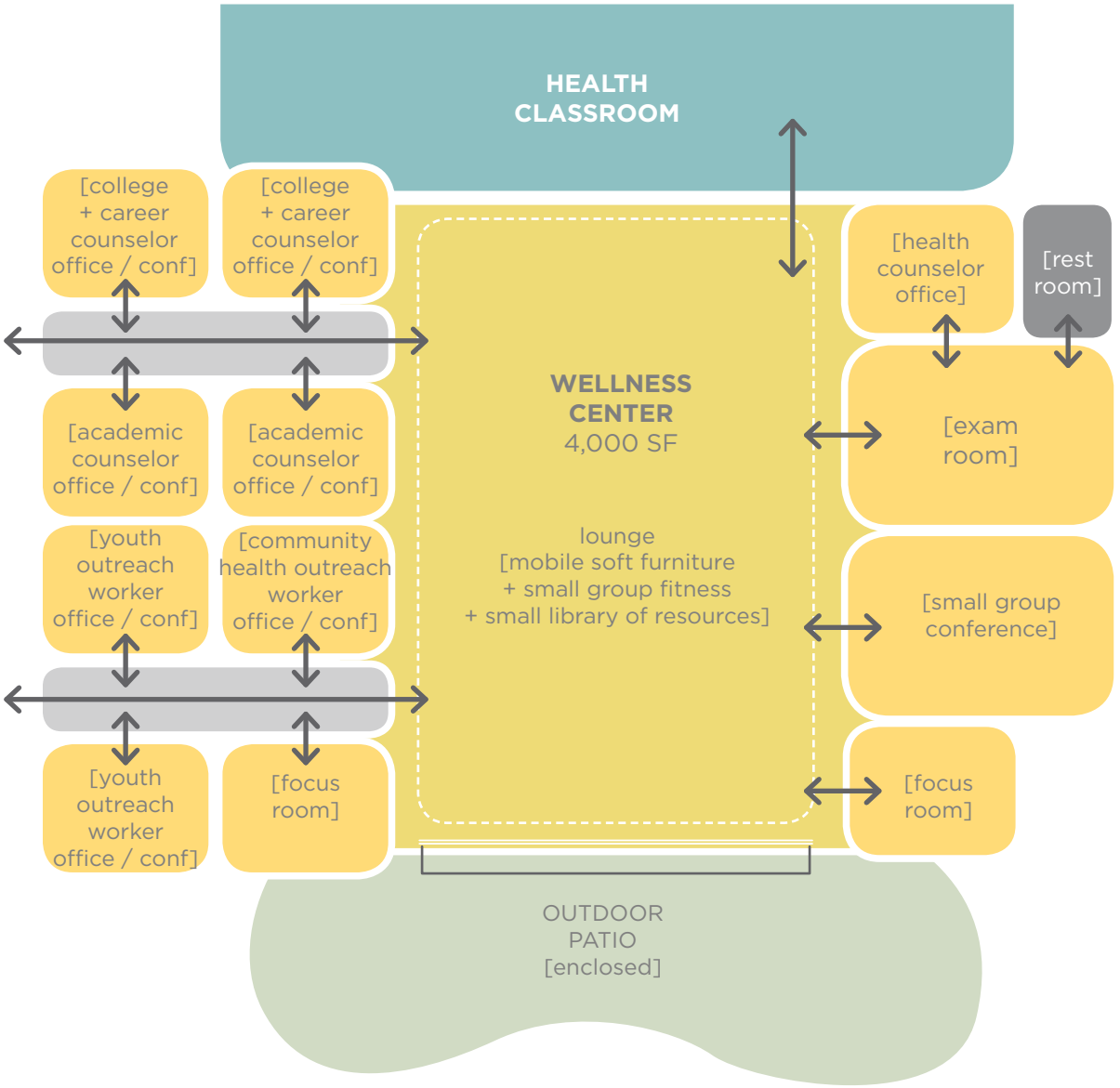
- Create a welcoming space where students feel safe, comfortable, and able to thrive.
- Celebrate connections between adjacent buildings/uses, to build an empowerment surrounding the Wellness Center.
- Balance privacy with visual connectivity.
- Create visual and physical connections to outdoor environments.
- Ensure confidentiality is maintained in the private offices.

SPATIAL FEATURES (furniture, finishes, equipment)

- Workstation should be equipped with an ergonomic desk that can be adjusted for seated and standing heights.
- Provide lockable casework for medical supply storage.
- Provide a small refrigerator with freezer for the storage of medicine and ice.
- Furnish the large group area with soft, flexible seating. Furniture should have the ability to be cleared, providing an open floor.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring.



CSU Northridge


HEALTH CLASSROOM
[college + career counselor office / conf]
[college + career counselor office / conf]
[academic counselor office / conf]
[academic counselor office / conf]
[youth outreach worker office / conf]
[community health outreach worker office / conf]
[youth outreach worker office / conf]
[focus room]
WELLNESS CENTER
4,000 SF
lounge
[mobile soft furniture
+ small group fitness
+ small library of resources]
[health counselor office]
[rest room]
[exam room]
[small group conference]
[focus room]
OUTDOOR PATIO
[enclosed]

PROGRAM ACTIVITIES

- Reading
- Collaborative and independent research
- Group instruction
- Technology exploration
- Quiet reading and study
- Digital content creation
- Gallery / display of student work and announcements

DESIGN OBJECTIVES + CHARACTERISTICS

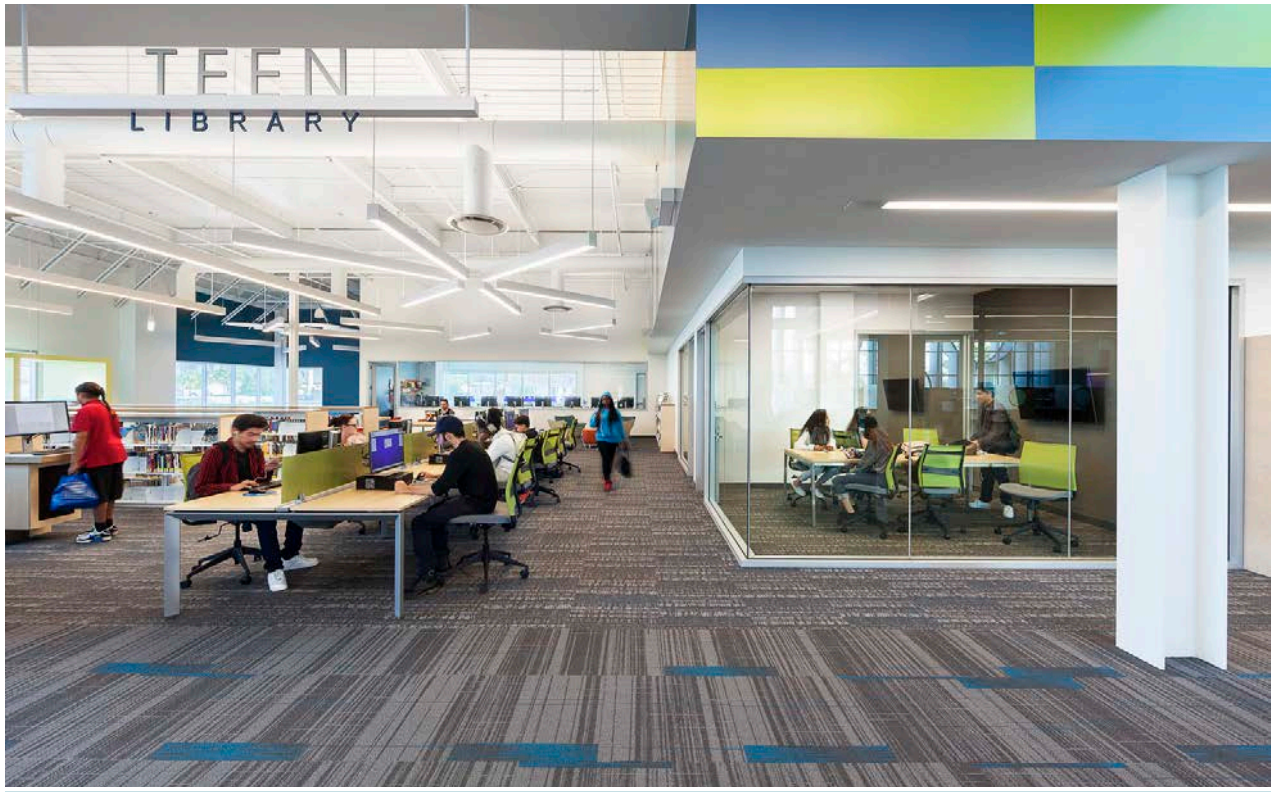
- Provide students with the capacity to consume and create information.
- Create libraries that partner with the educational process within other spaces, and that support the development of a social/ academic/creative continuum.
- Libraries should offer different capacities than classrooms; provide resources not readily available in other areas.
- Promote the development of the creative capacity.
- Provide clear lines of sight throughout the library and to the circulation desk.

SPATIAL FEATURES (furniture, finishes, equipment)

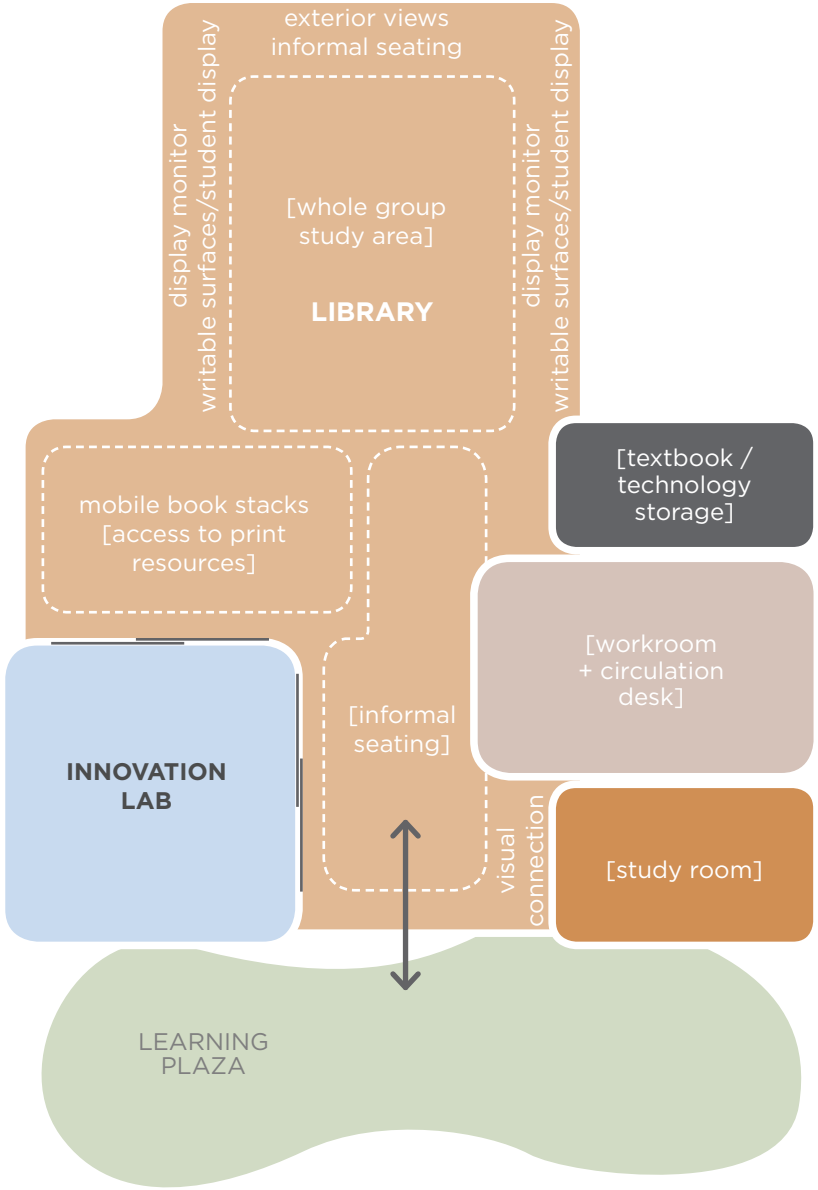
- Provide a mix of movable seating options including comfortable padded/cloth seating.
- Provide writable desk surfaces at varied heights and sizes, that can fold up and move easily.
- Provide mobile book stacks with locking casters and a low overall height for visibility and ease of student access to literature.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work (tackable material) and writable surfaces.
- Utilize carpet flooring that is durable and easy to clean.
- Support student devices with easily-accessible power outlets throughout the space and reliable wireless internet.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Ernest McBride Senior High School

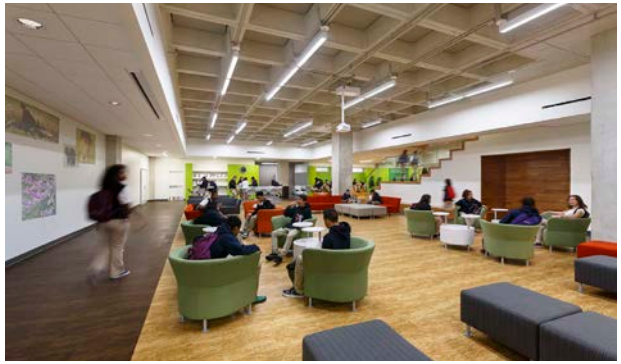


Long Beach Library, Michelle Obama Branch

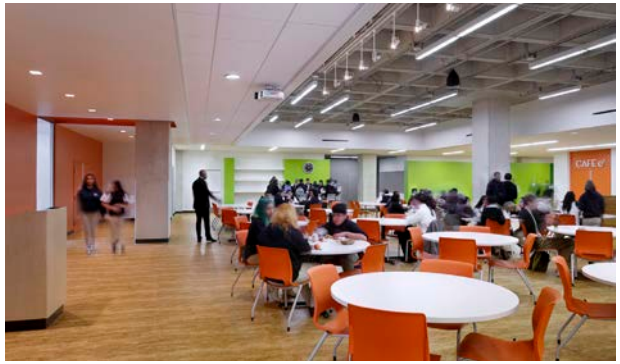

exterior views
informal seating
display monitor
writable surfaces/student display
[whole group
study area]
LIBRARY
display monitor
writable surfaces/student display
[textbook /
technology
storage]
mobile book stacks
[access to print
resources]
[workroom
+ circulation
desk]
[informal
seating]
INNOVATION
LAB
visual
connection
[study room]
LEARNING
PLAZA

PROGRAM ACTIVITIES

- Student gathering
- Central hub of campus
- Independent and group activities
- Student dining and food service
- Display of student work and announcements



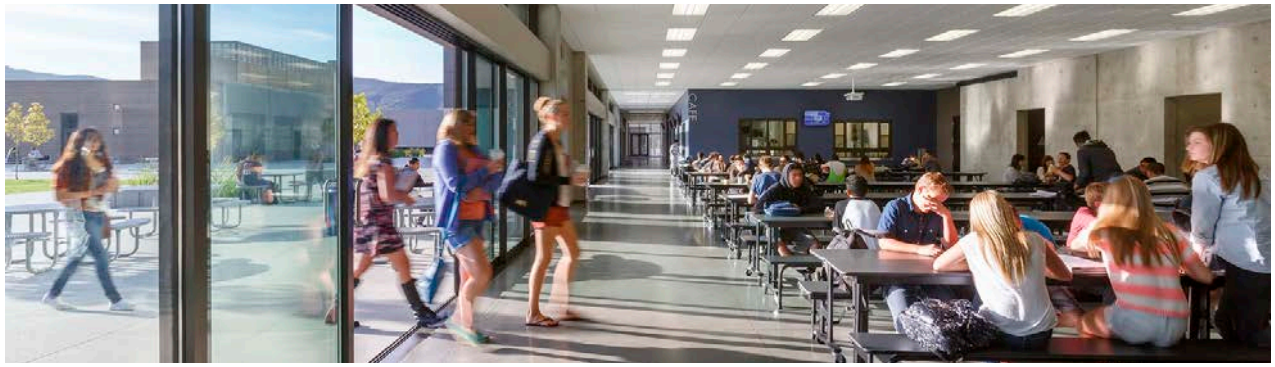
e3 Civic High School



e3 Civic High School

DESIGN OBJECTIVES + CHARACTERISTICS

- Create a center for school community.
- Establish spatial connectedness focused on the support of the whole child.
- Create a rich student experience by balancing academic spaces with social experiences.
- Create an adjacency to Culinary Arts to encourage a real-world, hands-on learning experience.
- Establish areas of high visibility to be used to as a community bulletin board for the display student work and campus announcements.



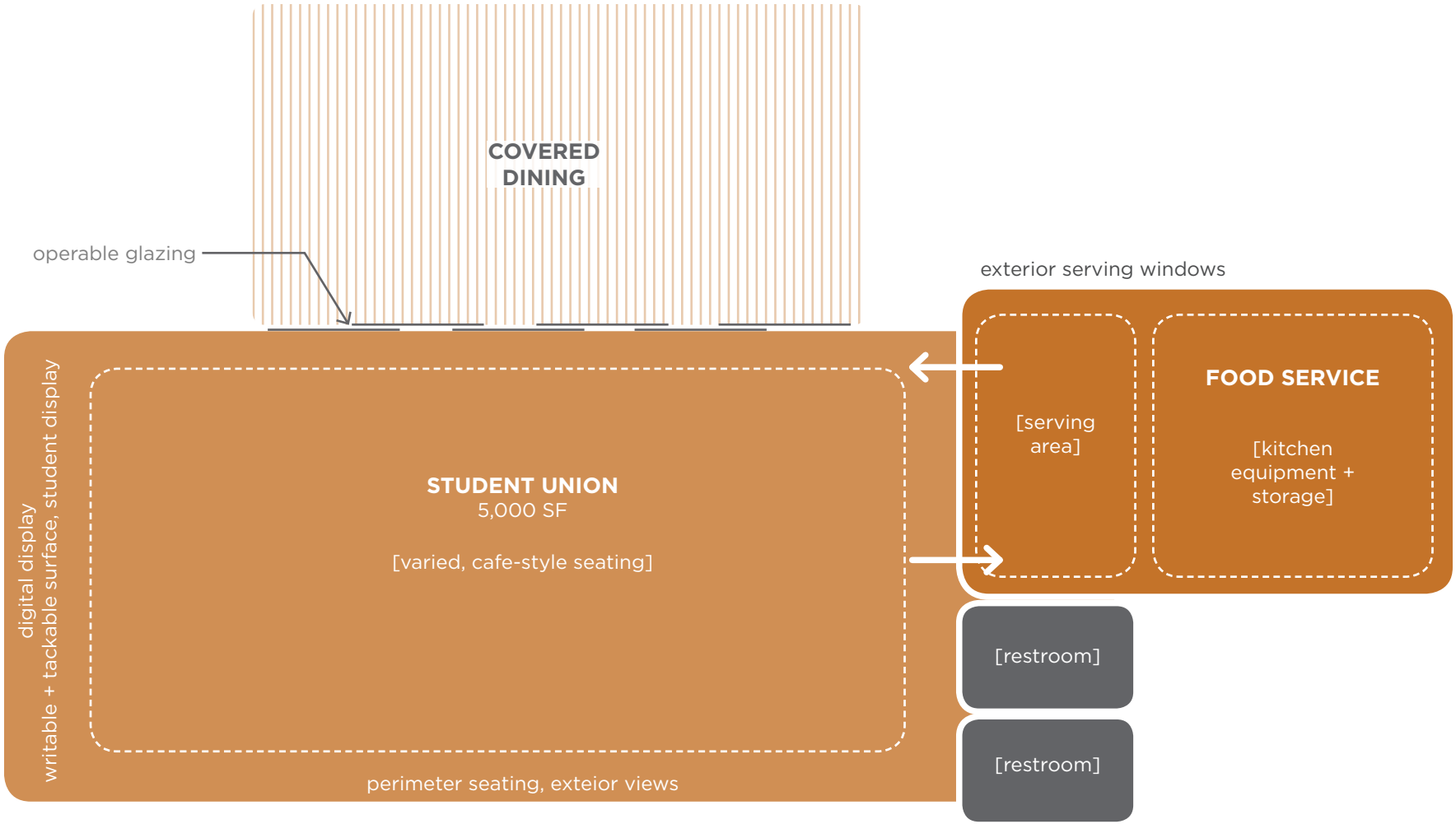
San Marcos High School

SPATIAL FEATURES (furniture, finishes, equipment)

- Provide a variety of furniture types including high and low tables/chairs, soft and firm seating. Ensure furniture can be easily re-arranged and cleared from the floor.
- Finishes should contribute to the acoustical qualities of the space while allowing the display of student work and announcements (tackable material) and writable surfaces.
- Utilize resilient flooring that is durable and easy to clean.
- Technology should include multiple digital display monitors capable of wireless connection to a laptop or other device. Provide voice amplification system (microphone and speakers).



Samuel V. Champion High School


COVERED DINING
operable glazing
exterior serving windows
digital display
writable + tackable surface, student display
STUDENT UNION
5,000 SF
[varied, cafe-style seating]
perimeter seating, exteior views
[serving area]
FOOD SERVICE
[kitchen equipment + storage]
[restroom]
[restroom]

PROGRAM ACTIVITIES

- Welcome center, front entry and check-in
- Conference and discipline meetings
- Staff/teacher resources
- Staff/teacher collaboration
- Attendance and enrollment
- Records storage

DESIGN OBJECTIVES + CHARACTERISTICS

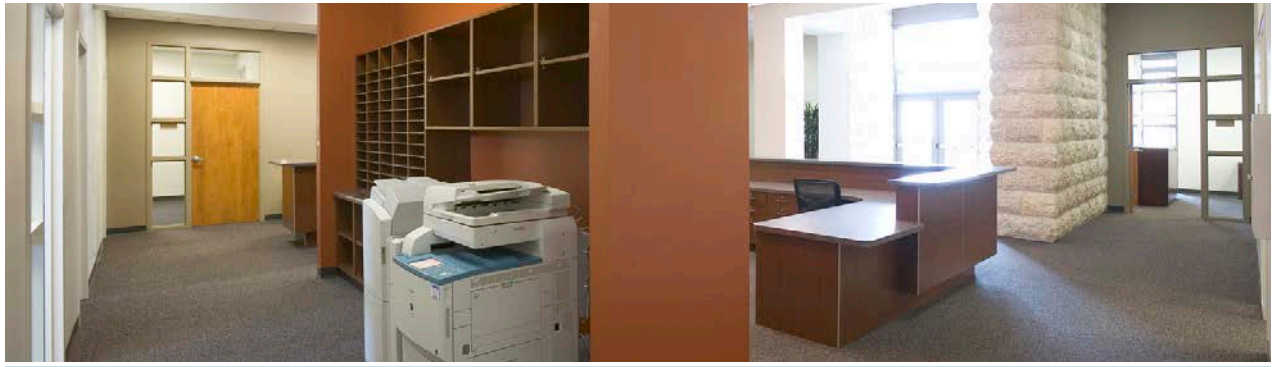
- The entry should be a welcoming, obvious presence to visitors and parents as the single-point of entry.
- Provide visibility into various spaces, while allowing confidentiality through the use of operable shades and acoustic separations.

SPATIAL FEATURES (furniture, finishes, equipment)

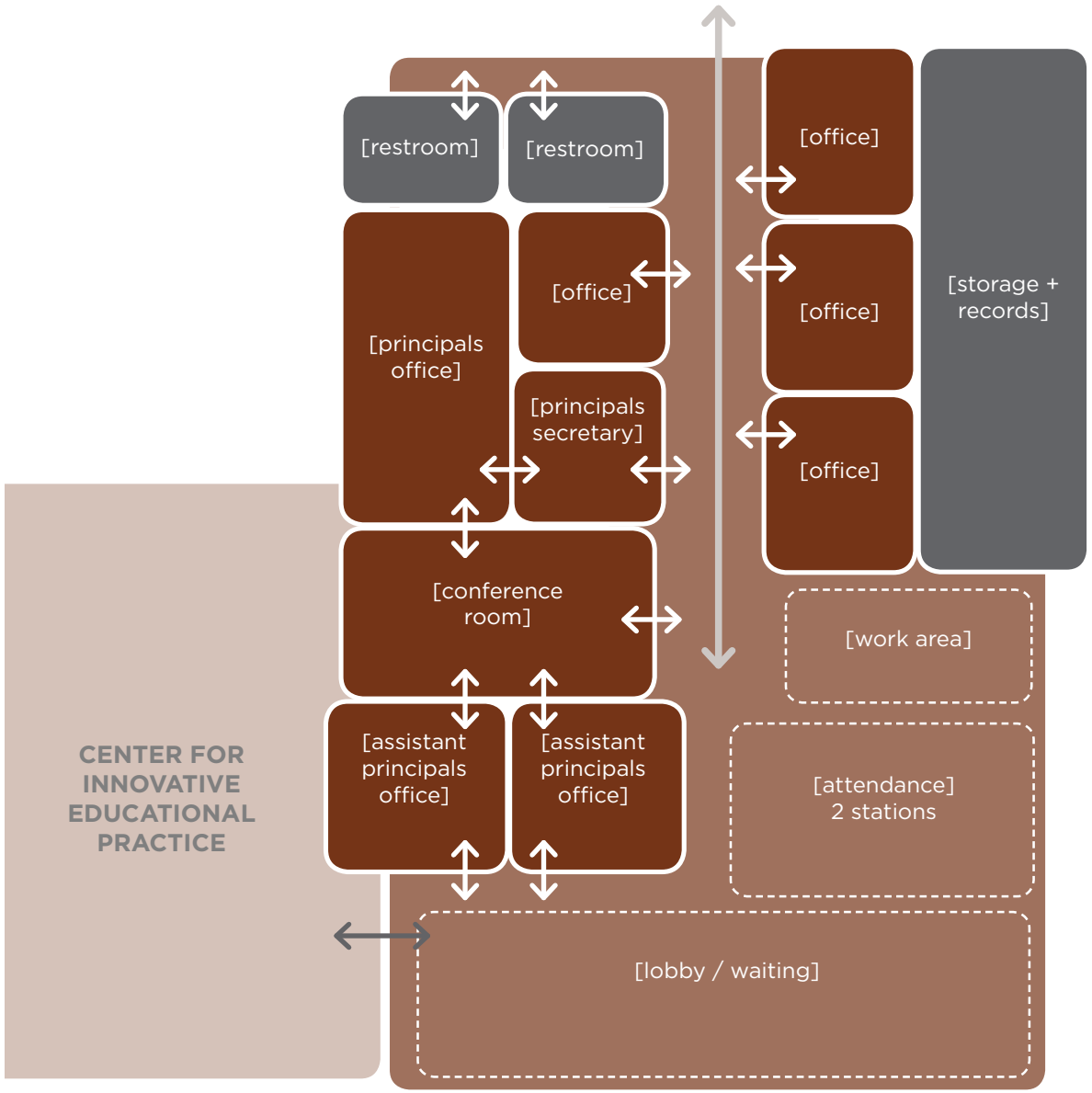
- Workstations should be equipped with ergonomic desks that can be adjusted for seated and standing heights.
- Provide casework with lockable file storage.
- Furnish the lobby/waiting area with soft seating.
- Flooring should be durable and easy to clean.
- Utilize hallways and common areas for the display of student work and announcements.
- Provide copy/printing capabilities with laptop plug-and-play within the staff work area.
- Consider using digital displays in the lobby area for announcements.



Serra Catholic K-8 School



Valley Christian High School


[restroom]
[restroom]
[office]
[storage + records]
[principals office]
[office]
[office]
[principals secretary]
[office]
[conference room]
[work area]
CENTER FOR INNOVATIVE EDUCATIONAL PRACTICE
[assistant principals office]
[assistant principals office]
[attendance] 2 stations
[lobby / waiting]

PROGRAM ACTIVITIES

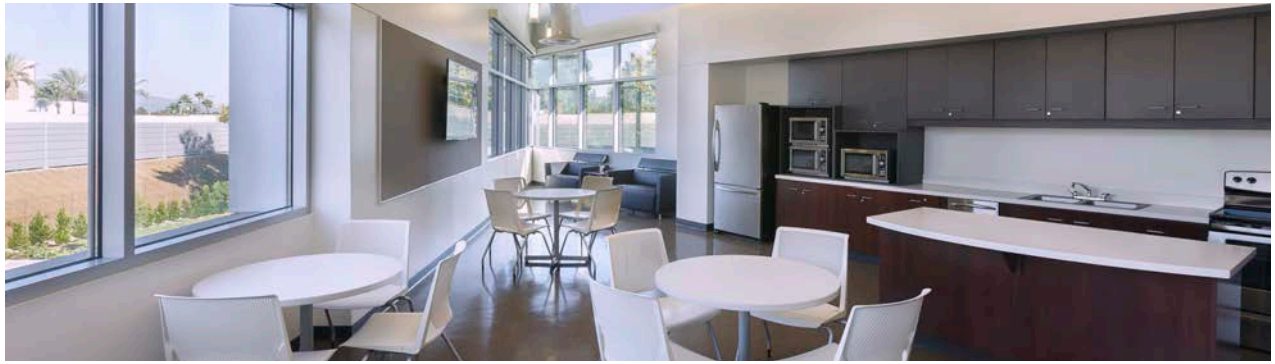
- Professional development
- Informal and formal sharing
- Collaborative planning/grading
- Teacher support of one another
- Staff/teacher dining
- Teacher resource library

DESIGN OBJECTIVES + CHARACTERISTICS

- A centering location for education professionals designed with teacher engagement areas, an area for the development of innovative practice, instructional coach support, and a professional library.
- Provide teachers with resources that encourage professional growth and collaboration.
- Provide opportunity for communication and the sharing of ideas among teachers.
- Enable the flexibility to divide the room through (writable) operable partitions.

SPATIAL FEATURES (furniture, finishes, equipment)

- Furniture should be agile, adjustable, and able to fold and store easily. Include soft, comfortable furniture.
- Finishes should contribute to the acoustical qualities of the space while incorporating tackable and writable surfaces.
- Flooring should be carpet that is durable and easy to clean.
- Consider mobile book stack(s) for the professional library or secured casework at the perimeter. Design storage to be hidden (limit or exclude open shelving).
- Provide a mix of wall finishes including writable surfaces, varied textures and colors.
- Provide copy/printing capabilities with laptop plug-and-play within the staff work area.
- Presentation technology should support mobility, using a wireless connection to link the presenter's device to a digital display monitor.



Arcadia Education Center





Lakeview Elementary School


display monitor
writable + tackable surfaces
[kitchenette]
[teacher dining area]
CENTER FOR INNOVATIVE EDUCATIONAL PRACTICE
1,200 SF
[flexible area for teacher engagement and professional development]
[teacher work area with plug-and-play laptop stations]
[professional library]
OUTDOOR PATIO (ENCLOSED)
display monitor
writable + tackable surfaces
operable glazing
ADMIN

PROGRAM ACTIVITIES

- Instructional lessons
- Group and individual work
- Active and passive activities
- Study of agriculture and environmental sciences
- Social gathering
- Dining

DESIGN OBJECTIVES + CHARACTERISTICS

- Bring the classroom to the outdoor environment.
- Provide basic resources needed to support the educational program.
- Diversify the outdoor areas to accommodate varied group sizes and activities.
- Provide a wide range of seating options, groupings, and single spaces that accommodate many uses (play/learn).
- Create inviting, comfortable places that allow students/staff to decompress.
- Blur the boundaries of indoor and outdoor spaces.
- Maintain a natural aesthetic.
- Allow space for indoor furniture to be brought outside.

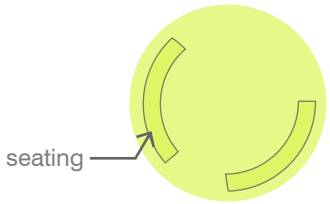
SPATIAL FEATURES (furniture, finishes, equipment)

- Access to wireless internet and outlets for the charging of devices.
- Provide areas of shelter through trees and/or shade structures, awnings, or canopies.
- Provide durable, weather-proof materials.
- Provide built-in seating where appropriate as seat-walls and amphitheater-style seating.



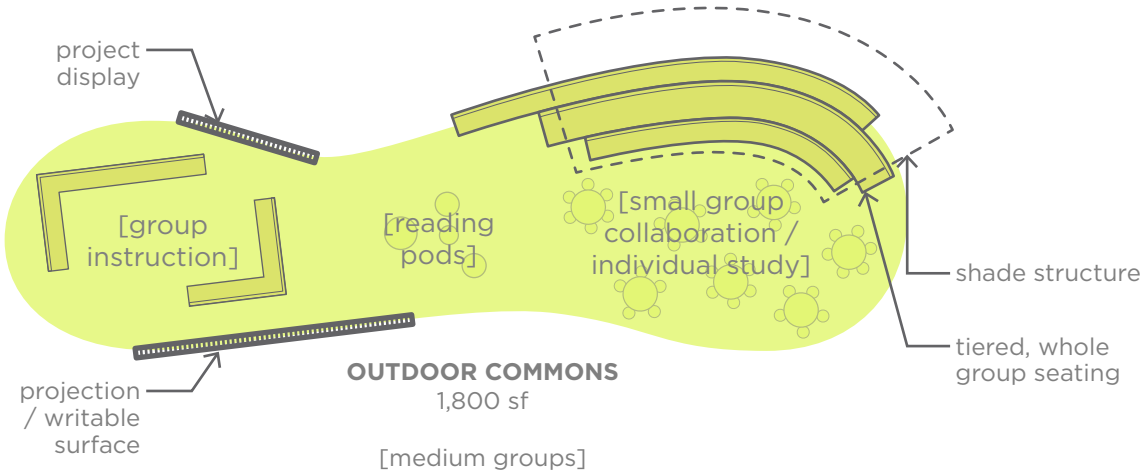


Tarbut V'Torah Upper School



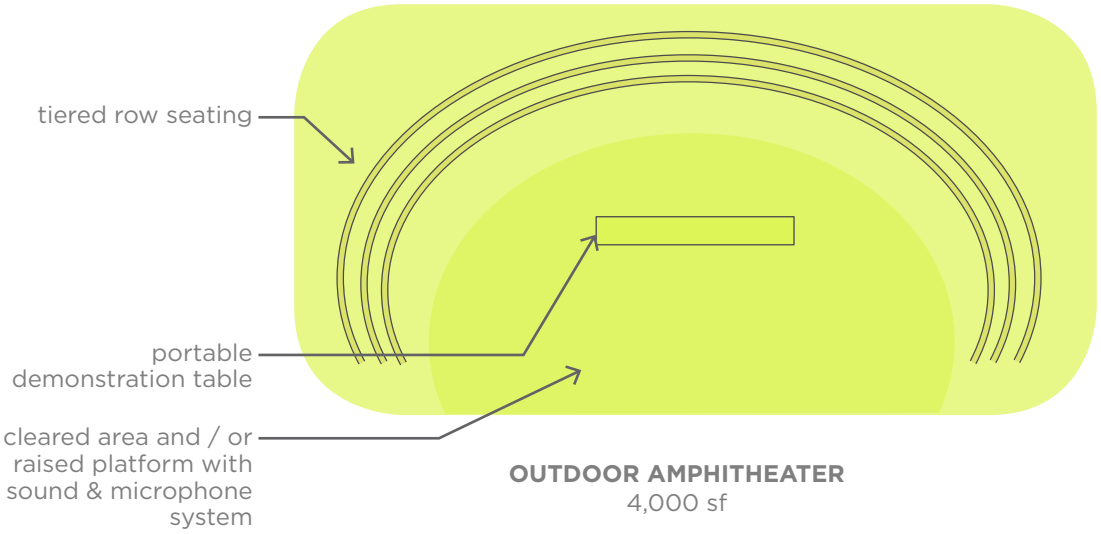
PATIO
400-800 sf

[small groups]
4-5 students



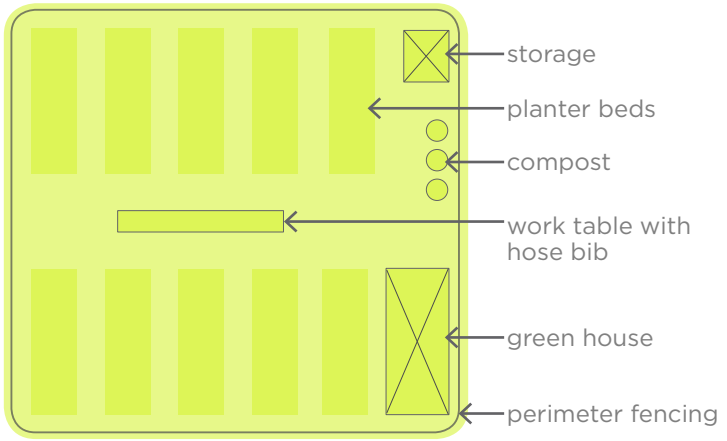
OUTDOOR COMMONS
1,800 sf

[medium groups]
30-60 students



OUTDOOR AMPHITHEATER
4,000 sf

[large groups]
90-120 students



GARDEN
10,00 sf



FACILITIES MASTER PLAN

4 TOTAL PROGRAM COSTS

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 2019 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 (11) educational, athletic, and district support facilities within the Carmel 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 Oversight Committee, the Facilities Master Plan Committee, the individual School Site Committees, and the District's Board of Education.

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

Exclusions

The following unknowns are not included in the cost estimate:

- Utility and City connection fees, off-site improvements, traffic signals or re-striping of city roads 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%
Subtotal Mark-ups (Compound)	**27.00%**
Soft Cost Mark-ups:	
Architect / Engineer Design Fee	10.00%
DSA Plan Check Fee	0.75%
Printing / Advertising	0.05%
Test / Survey	1.25%
Inspection	1.25%
Project Management Fees	5.00%
Project / Construction Contingency	5.00%
Relocation Costs	0.80%
Labor Compliance	0.25%
Builders Risk Insurance	0.80%
Legal	0.03%
Commissioning	0.08%
FF&E (Other than Classroom)	4.00%
Other Miscellaneous Consultants	4.00%
Subtotal Soft Costs (Additive) (75% Construction / 25% Soft Cost Scenario)	**33.26%**

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.





1 LEARNING STUDIO: Modernize / Reconfigure Aging Classrooms

Replacement/repair of roofs, walls, windows, doors, floors, ceilings; and interior/exterior painting. For classrooms that received a deep level of modernization in 2003, this scope includes the cost to replace windows. This scope applies to classrooms and collaboration spaces.







2 Existing Building Systems, Toilets & Improved Energy Efficiency

HVAC upgrades, lighting upgrades, electrical upgrades, plumbing upgrades, and toilet modernization or reconfiguration.







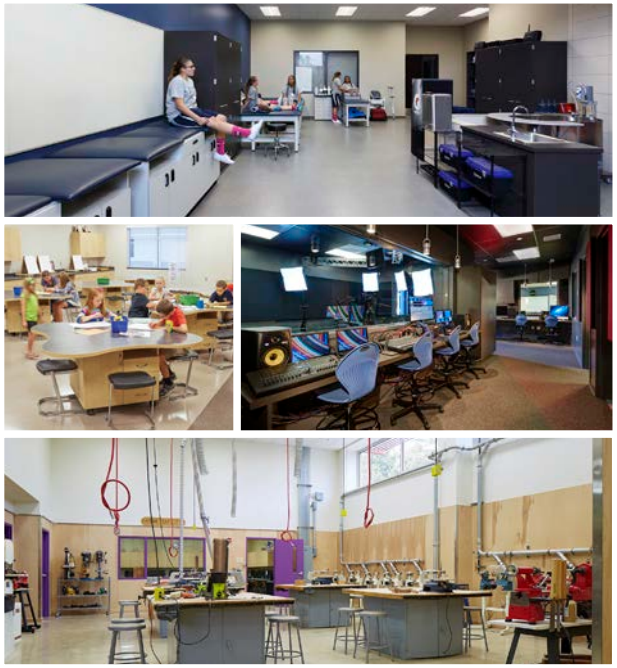
3 Site Utilities

Update gas service lines, update sewer service lines, update water service lines, update electrical mains and distribution, energy-efficient building systems & controls (EMS).



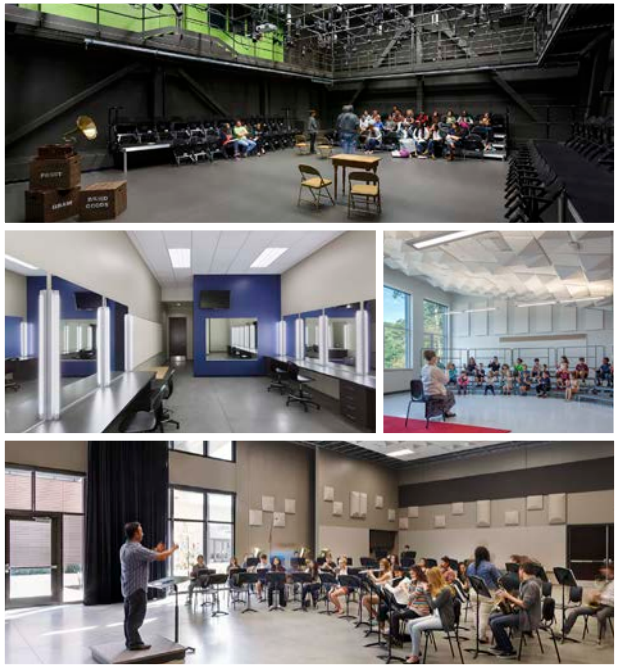
4 LEARNING STUDIO: New Construction (Classrooms)

Addition of new classrooms and collaboration spaces.



5 DESIGN STUDIO: STEAM & Specialty Electives

Addition of new and/or reconfiguration of existing science labs to meet requirements of Next Generation Science Standards. Addition of new and/or reconfiguration of existing STEAM and maker spaces, 2D, 3D, and Digital Art, Robotics, Woodshop, Sports Medicine, and other CTE elective spaces.



6 DESIGN STUDIO: Performing Arts Improvements

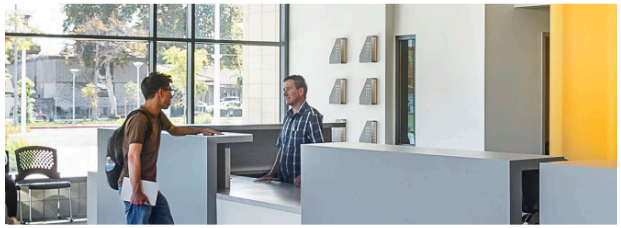
Addition and/or reconfiguration of performing arts classrooms, theaters, drama and their support spaces.





7 LEARNING PAVILION: Administration and Staff Support

Addition of new and/or reconfiguration of existing staff collaboration spaces and work rooms. This scope reflects the cost to relocate Administration Front Office as a secured point of entry to the campus.







8 LEARNING PAVILION: Library & Student Support Services

Addition of new and/or reconfiguration of existing Library, counseling, wellness, and college & career center.



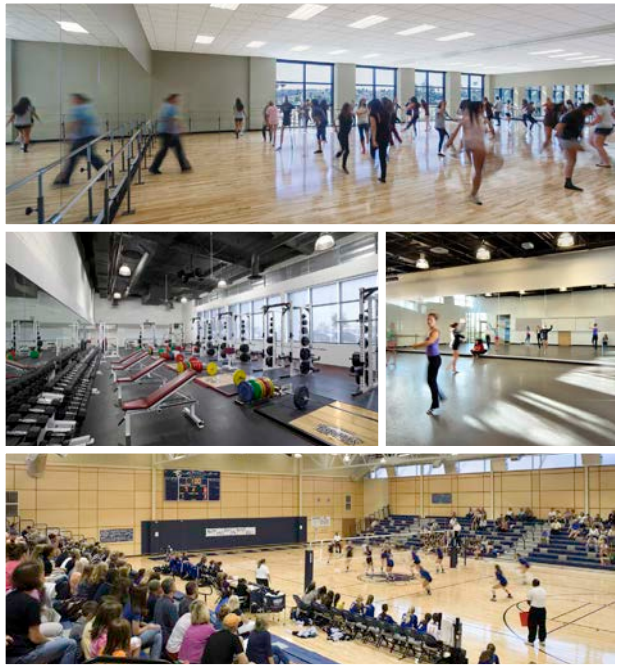






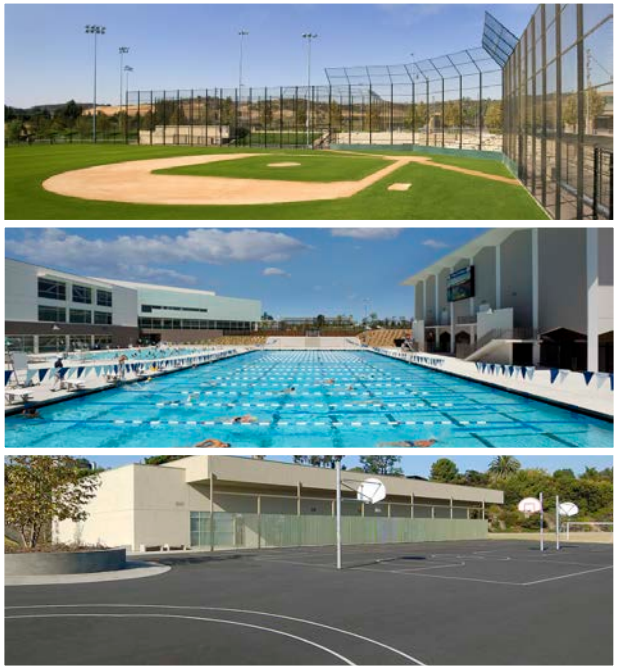
9 GATHERING / ACTIVITY AREAS: MPR, Student Union & Food Service Improvements

Addition of new and/or reconfiguration of existing Student Union and multipurpose rooms including food service spaces and lunch shelter additions.



10 GATHERING / ACTIVITY AREAS: Physical Education Improvements (Interior)

Addition of new and/or reconfiguration of existing Gymnasium and its support facilities such as fitness, weight, and wrestling rooms and changing/locker spaces.



11 GATHERING / ACTIVITY AREAS: Exterior Play Spaces, Playfields & Hardcourts

Addition of new or improvements to existing playfields and hardcourts including synthetic turf at baseball/softball fields, synthetic track, tennis and basketball courts, concessions building, athletic storage facilities, and sports field lighting.



12 GATHERING / ACTIVITY AREAS: Outdoor Learning Environments & Quads

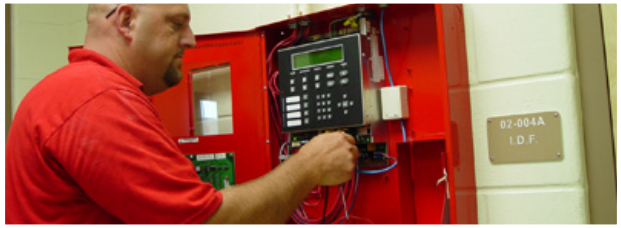
Addition and/or improvement of outdoor student gathering and instructional spaces such as outdoor learning courts, organic gardens, and improvements to natural habitat areas.





13 CAMPUS ARRIVAL: Parking, Drop-Off & Entry Plaza

Addition and/or improvements to parking and drop-off areas, including the hardscape/ landscape improvements in front of the Administration Front Office to serve as a welcoming font door and safe waiting area for students.







14 Safety & Security

Safety improvements related to and/or new concrete and asphalt paving, fencing, exterior lighting, wayfinding, signage, safety locks on classroom doors, fire alarms, public address/ emergency communication systems, intrusion alarms, security cameras and other security systems.



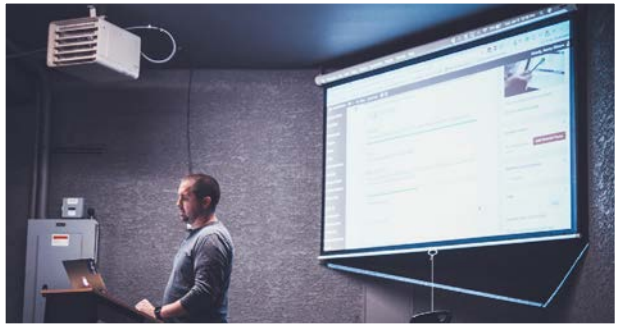






15 Furniture That Supports an Invitation to Learning

Flexible furniture in classrooms and collaboration areas.





16 Technology Infrastructure

Classroom presentation equipment, technology backbone improvements, wireless internet access points, switches and fiber upgrades or additions. This scope does not include student devices.

School Site	Site Area (SF)	Existing Building Area (SF)	New Building Area (SF)	TOTAL PROJECT COST (2019$)	
1. Carmelo Center	399,000	14,005	3,354	$ 7,707,000	
2. Cachagua Center	-	1,400	-	$ 186,000	
3. Tularcitos Elementary School	466,092	40,796	20,652	$ 33,607,000	
4. Carmel River Elementary School	348,480	27,730	15,289	$ 19,548,000	
5. Captain Cooper Elementary School	1,176,120	3,850	12,563	$ 15,263,000	
6. Carmel Middle School	1,394,580	40,256	40,732	$ 31,530,000	
7. Carmel High School	958,320	18,040	68,781	$ 87,117,000	
8. Carmel Valley High School	130,680	-	-	$ 2,985,000	
9. Carmel USD Athletics	1,394,580	-	25,620	$ 72,237,000	$ 59,194,000*
10. Maintenance, Operations, and Transportation Yard	182,952	2,625	1,750	$ 2,708,000	
11. Logan Hall	50,094	-	-	$ 829,000	
			Total Construction / Project Cost (2019$)	**$ 273,717,000**	**$ 260,674,000***

***Total Project Cost with Natural Turf in lieu of Synthetic Turf**

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 2019$)

SCOPE CATEGORY	SCHOOL SITE							
	Carmelo Center	Cachagua Center	Tularcitos Elementary School	Carmel River Elementary School	Captain Cooper Elementary School	Carmel Middle School	Carmel High School	Carmel Valley High School
1. Learning Studio: Modernize & Reconfigure Aging Classrooms	700,000	59,000	1,585,000	924,000	116,000	2,147,000	736,000	-
2. Existing Building Systems, Toilets & Improved Energy Efficiency	477,000	42,000	767,000	642,000	42,000	959,000	274,000	-
3. Site Utilities	-	-	789,000	183,000	576,000	1,037,000	1,304,000	-
4. Learning Studio: New Construction	983,000	-	8,798,000	6,196,000	3,259,000	3,820,000	24,895,000	-
5. Design Studio: STEAM / Specialty Electives	-	23,000	1,606,000	3,431,000	1,448,000	9,277,000	20,715,000	1,737,000
6. Design Studio: Performing Arts Improvements	-	-	994,000	1,453,000	1,390,000	3,453,000	6,472,000	-
7. Learning Pavilion: Administration & Staff Support	655,000	43,000	2,896,000	1,475,000	1,941,000	836,000	5,618,000	342,000
8. Learning Pavilion: Library & Student Support	1,473,000	-	6,660,000	901,000	2,711,000	1,719,000	6,516,000	-
9. Gathering / Activity Areas: MPR, Student Union & Food Service	-	-	2,581,000	643,000	442,000	1,627,000	7,845,000	-
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	-	-	-	-	-	-	72,000	-
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields and Hardcourts	1,992,000	-	2,813,000	880,000	958,000	-	5,335,000	161,000
12. Gathering / Activity Areas: Outdoor Learning Environments & Quads	124,000	-	1,127,000	635,000	298,000	1,102,000	1,718,000	454,000
13. Campus Arrival: Parking, Drop-off & Entry Plaza	938,000	19,000	761,000	184,000	1,131,000	3,008,000	4,206,000	22,000
14. Safety and Security	365,000	-	680,000	360,000	747,000	421,000	167,000	6,000
15. Furniture That Supports an Invitation to Learning	-	-	702,000	763,000	92,000	854,000	580,000	122,000
16. Technology Infrastructure	-	-	848,000	878,000	112,000	1,270,000	664,000	141,000
TOTAL PROJECT COST	**$ 7,707,000**	**$ 186,000**	**$ 33,607,000**	**$ 19,548,000**	**$ 15,263,000**	**$ 31,530,000**	**$ 87,117,000**	**$ 2,985,000**

SCOPE CATEGORY	SCHOOL SITE			
	Carmel USD Athletics	Maintenance, Operations & Transportation Yard	Logan Hall	TOTAL ALL SITES (2019$)
1. Learning Studio: Modernize & Reconfigure Aging Classrooms	-	-	-	**6,267,000**
2. Existing Building Systems, Toilets & Improved Energy Efficiency	-	-	-	**3,203,000**
3. Site Utilities	3,510,000	-	-	**7,399,000**
4. Learning Studio: New Construction	-	-	-	**47,951,000**
5. Design Studio: STEAM / Specialty Electives	-	-	-	**38,237,000**
6. Design Studio: Performing Arts Improvements	-	-	-	**13,762,000**
7. Learning Pavilion: Administration & Staff Support	-	2,708,000	1,243,000	**17,757,000**
8. Learning Pavilion: Library & Student Support	-	-	-	**19,980,000**
9. Gathering / Activity Areas: MPR, Student Union & Food Service	-	-	-	**13,138,000**
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	19,750,000	-	-	**40,648,000**
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields and Hardcourts	42,820,000	-	-	**54,959,000**
12. Gathering / Activity Areas: Outdoor Learning Environments & Quads	-	-	-	**5,458,000**
13. Campus Arrival: Parking, Drop-off & Entry Plaza	6,047,000	-	-	**16,316,000**
14. Safety and Security	110,000	-	-	**2,856,000**
15. Furniture That Supports an Invitation to Learning	-	-	-	**3,113,000**
16. Technology Infrastructure	-	-	-	**3,913,000**
TOTAL PROJECT COST	**$ 72,237,000**	**$ 2,708,000**	**$ 1,243,000**	**$ 294,957,000**

INTRODUCTION

As a component of the Facilities Master Plan (FMP), a comprehensive funding program analysis was developed by Cooperative Strategies to address the capital facility needs identified in this Facilities Master Plan. This information was presented to the Board in March 2019. Funding sources identified fall into the following three categories.

Local Funding Sources
- Deferred Maintenance Fund 14
- Capital Facilities Fund 25
- Capital Outlay Fund 40

State School Facilities Program (SFP) - Prop 51
- Modernization

Voter Approved Options
- General Obligation Bond

Note that the above funding sources can only be used for capital facilities improvement projects and that the local funding sources dollars analyzed have been allocated to currently in-progress District projects such as security cameras and other deferred maintenance projects. As a result, specific funding sources to implement the projects in this FMP have not been identified at the time this document was produced.

EXISTING FUNDS ON HAND

FUNDS ON HAND

Fund	Total Fund Balance [1]	Funds Available for Facilities [2]
Deferred Maintenance Fund (14)	$1,037,647	$0/TBD
Capital Facilities Fund (25)	$0	$0/TBD
Capital Outlay Fund (40)	$2,242,741	$0/TBD
Total	**$2,280,388**	**$0**

Source: School District's 2018/2019 1st Interim Report
[1] Ending fund balance as of June 30, according to 1st Interim
[2] Funds unencumbered and available for future facilities projects

STATE FUNDING

NEW CONSTRUCTION AND MODERNIZATION PER PUPIL GRANT

New Construction	Current Adjusted Grant Per Pupil [1]
Grade Level	
Elementary School Level	$12,197.00
Middle School Level	$12,901.00
High School Level	$16,415.00
Special Day Class - Severe	$34,274.00
Special Day Class – Non-Severe	$22,922.00

Modernization Construction	Current Adjusted Grant Per Pupil [1]
Grade Level	
Elementary School Level	$4,644.00
Middle School Level	$4,912.00
High School Level	$6,431.00
Special Day Class - Severe	$14,802.00
Special Day Class – Non-Severe	$9,903.00

[1] Current adjusted grant per pupil effective for 2019

STATE FUNDING

REMAINING MODERNIZATION ELIGIBILITY

Site	Modernization Baseline Eligibility	Remaining Eligibility	Funding Received	Date of Last Funding Received
Carmel Valley High	25	0	$106,159	07/03/2003
Carmel High	730	0	$2,331,197	07/03/2003
Carmel Middle	663	0	$1,536,344	07/03/2003
Tularcitos Elementary	525	0	$1,512,845	07/03/2003
Caption Cooper Elementary	73	0	$223,145	07/03/2003
Carmel River Elementary	442	0	$1,201,857	07/03/2003
Total	2,458	**0**	**$6,911,547**	**N/A**

- The School District has not established New Construction eligibility
- School District eligibility for modernization projects will be available in 2027, funded at a 60% State to 40% local contribution

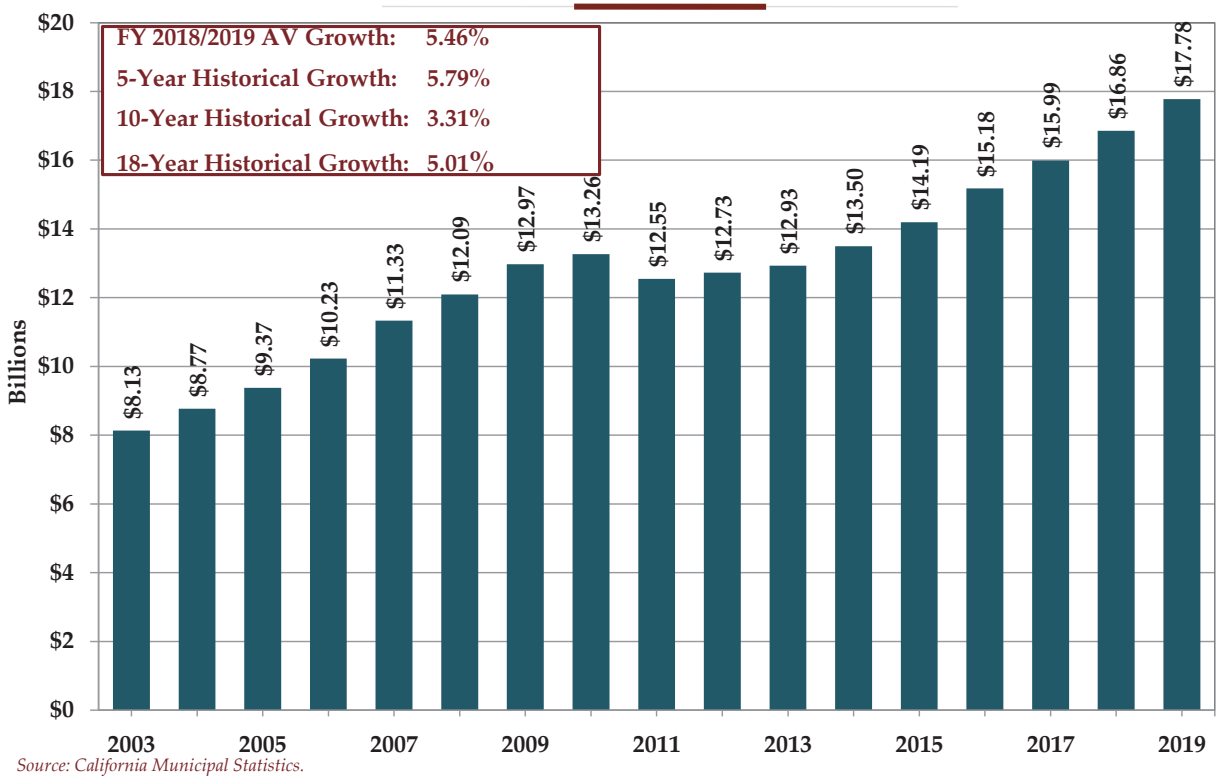
HISTORICAL ELECTION RESULTS

PREVIOUS GENERAL OBLIGATION BONDS

Election Date	Authorization Amount	Percent Vote	Pass
GO Bond: May 23, 2000	$20,000,000	82.10%	Yes
GO Bond: November 8, 2005	$21,500,000	73.7	Yes

Source: School District .

DISTRICT ASSESSED VALUATION HISTORY



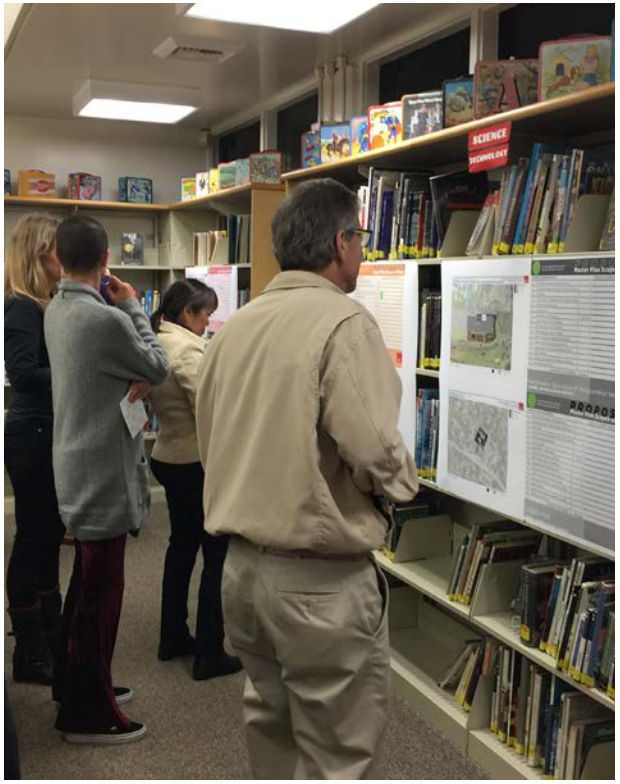
Source: California Municipal Statistics.

Total FMP Need 2019($)			**$ 263,954,000**
State Funding Eligibility			
• Modernization	$ 0		
• New Construction	+ $ 0 =		**$ 0**
Prop 39 (Dollars Not Encumbered by Projects)			**$ 0**
Fund 14 Balance (Deferred Maintenance Fund)			**$ 1,037,647***
Fund 25 Balance (Capital Facilities Fund)			**$ 0**
Fund 40 Balance (Capital Outlay Fund)			**$ 2,242,741**
TOTAL POTENTIAL FUNDING			**$ 3,280,388***
AVAILABLE FOR PROJECTS 2019($)	$ 3,280,388 x 0.67 =		**$ 2,186,925***

Note: *2/3 of the program budget allocated to projects in (2019$). Remaining 1/3 to be used as a cost allowance to cover escalation to mid-point of construction, interim housing costs, offsite issues and as an overall program contingency.*

* *While this is the current funding available, it does not reflect recent allocations of these funds such as security cameras and other deferred maintenance projects.*

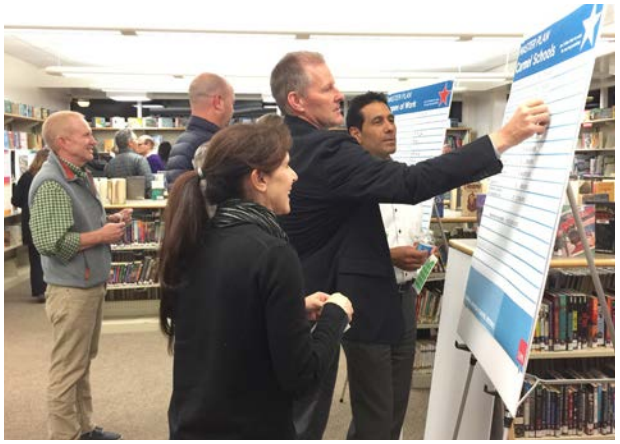




SCHOOL SITE & STAKEHOLDER GROUP PRIORITIES

The following is a list of prioritized needs/scope-of-work priorities as outlined by the Facilities Master Plan Committee and each individual School Site Committee (SSC). Each SSC developed three top priorities based on their review and comment of the proposed Draft Master Plan diagram for their site.

For detailed voting results of the Facilities Master Plan Committee, please refer to the FMPC Ballots in the Appendix of this document.



SCOPE CATEGORIES / FACILITIES MASTER PLAN COMMITTEE

1. New Construction (Classrooms)
2. Science, Arts, CTE & Electives Programs
3. Technology Infrastructure

VERBALIZED PRIORITIES

Carmelo Center
1. Administration; as a secured point of entry
2. Larger MPR / Library
3. Restrooms in each classroom

Tularcitos Elementary School
1. Specialty classrooms: Art, Science, Maker, Music
2. Student Support: Learning Center, Cool-Down Space, Reading Intervention
3. Teacher collaboration, Wellness Center, Administration

Carmel River Elementary School
1. Specialty classrooms: Art, Science, Maker, Foreign Language
2. Expand Administration
3. Upgrade Kinder / 1st Grade Play Area

Captain Cooper Elementary School
1. Replace portables with new construction
2. Remodel kitchen for on-site cooking
3. Administration with health room and multi-use space
4. Track and field improvements

Carmel Middle School
1. New Gymnasium
2. Science wing
3. Additional classrooms / flexible classrooms

Carmel High School
1. Better use of underutilized space (like the Cafeteria / Student Union)
2. Additional athletics facilities to alleviate impacted schedule (and get students home earlier)
3. Outdoor learning space
4. Expanded Sports Medicine Facility

Carmel Valley High School
1. Maker Space / Lab (as a "clean" lab)
2. Quad with shade
3. Automotive garage (as a "dirty" lab)

PRIORITY TRANSLATED TO SCOPE CATEGORY

Carmelo Center
07. Learning Pavilion: Administration & Staff Support
08. Learning Pavilion: Library & Student Support Services Improvements
02. Existing Building Systems, Toilets & Improved Energy Efficiency

Tularcitos Elementary School
05. Design Studio: STEAM & Specialty Electives Improvements
08. Learning Pavilion: Library & Student Support Services Improvements
07. Learning Pavilion: Administration & Staff Support

Carmel River Elementary School
05. Design Studio: STEAM & Specialty Electives Improvements
07. Learning Pavilion: Administration & Staff Support
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields & Hardcourts

Captain Cooper Elementary School
04. Learning Studio: New Construction (primarily)
09. Gathering / Activity Areas: MPR, Student Union & Food Service Improvements
07. Learning Pavilion: Administration & Staff Support
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields & Hardcourts

Carmel Middle School
10. Gathering / Activity Areas: Physical Education Improvements (Interior)
05. Design Studio: STEAM & Specialty Electives Improvements
04. Learning Studio: New Construction

Carmel High School
09. Gathering / Activity Areas: MPR, Student Union & Food Service Improvements
10. Gathering / Activity Areas: Physical Education Improvements (Interior)
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields & Hardcourts
12. Gathering / Activity Areas: Outdoor Learning Space
05. Design Studio: STEAM & Specialty Electives Improvements

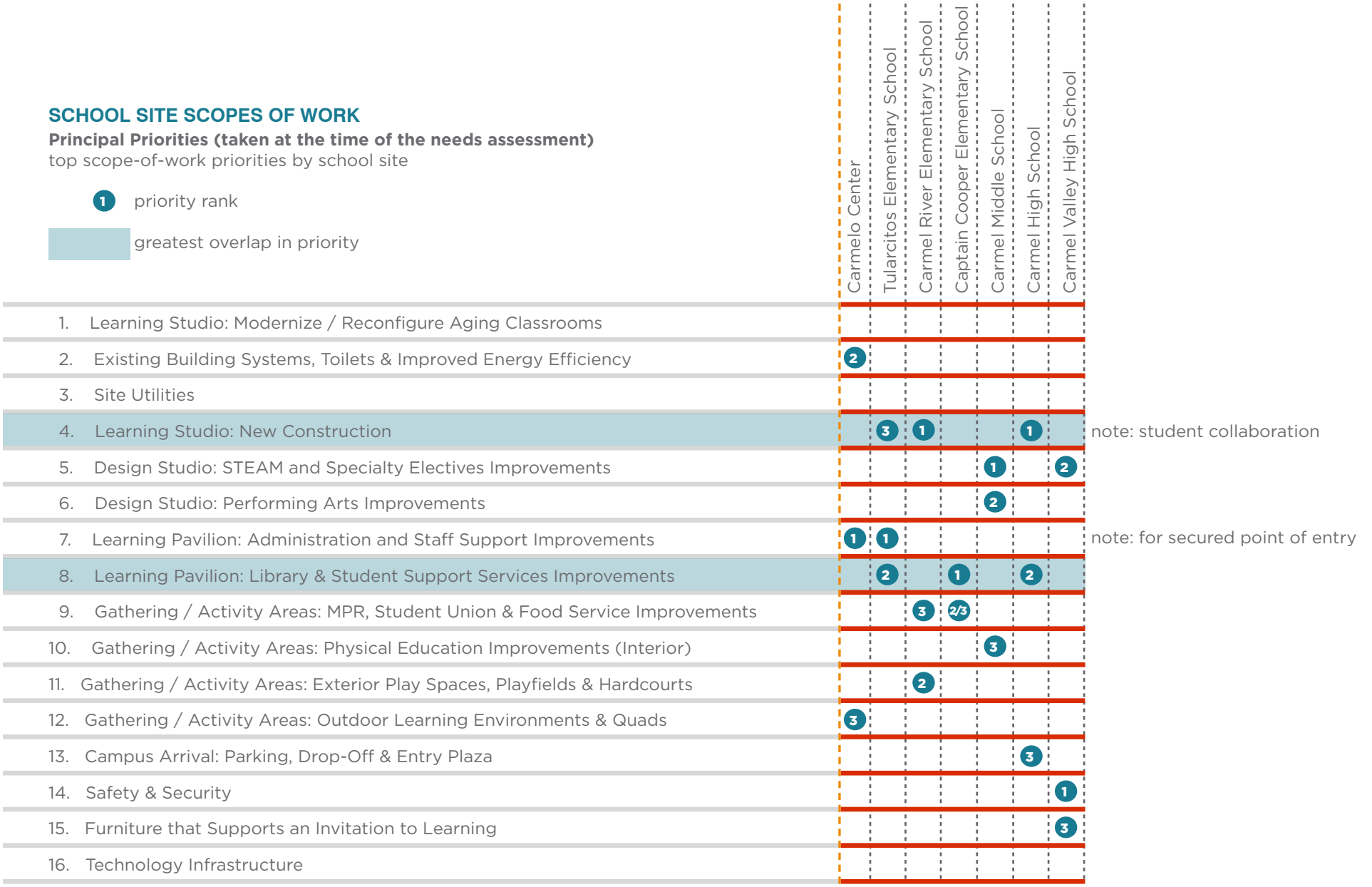
Carmel Valley High School
05. Design Studio: STEAM & Specialty Electives Improvements
12. Gathering / Activity Areas: Outdoor Learning Space
05. Design Studio: STEAM & Specialty Electives Improvements

SCHOOL SITE SCOPES OF WORK

Principal Priorities (taken at the time of the needs assessment)
top scope-of-work priorities by school site

1 priority rank

greatest overlap in priority



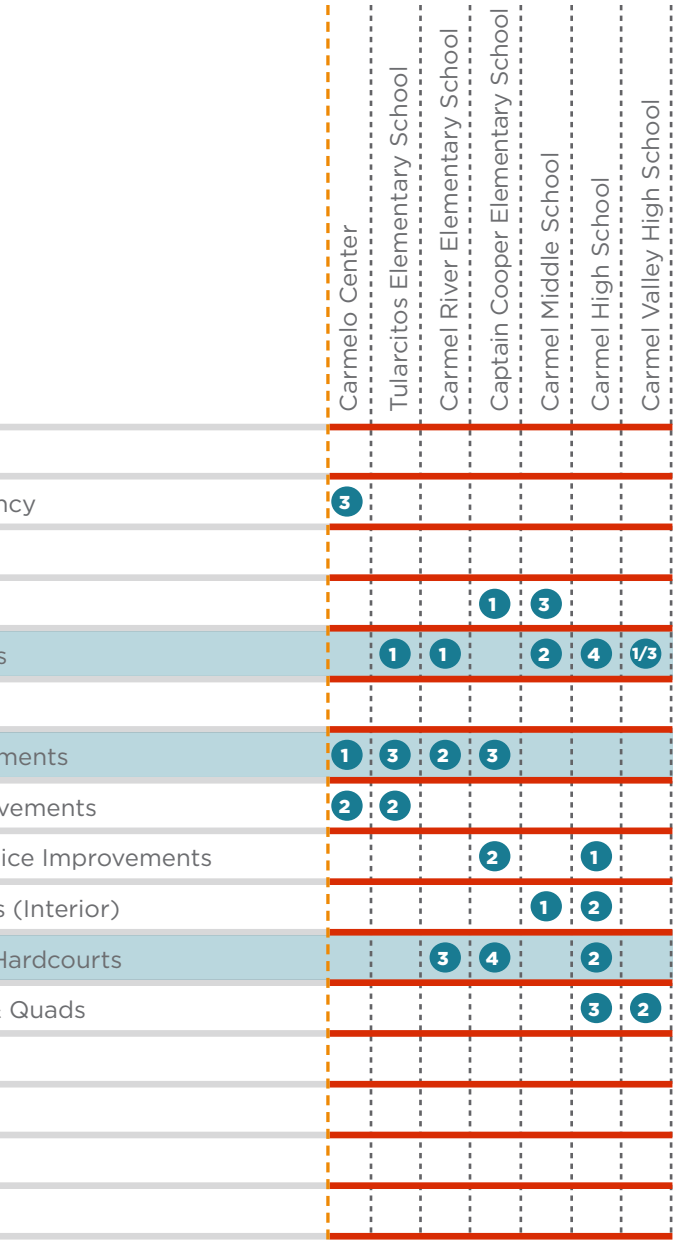
SCHOOL SITE SCOPES OF WORK

School Site Committee Priorities

top scope-of-work priorities by school site

(1) priority rank

greatest overlap in priority



note: for secured point of entry

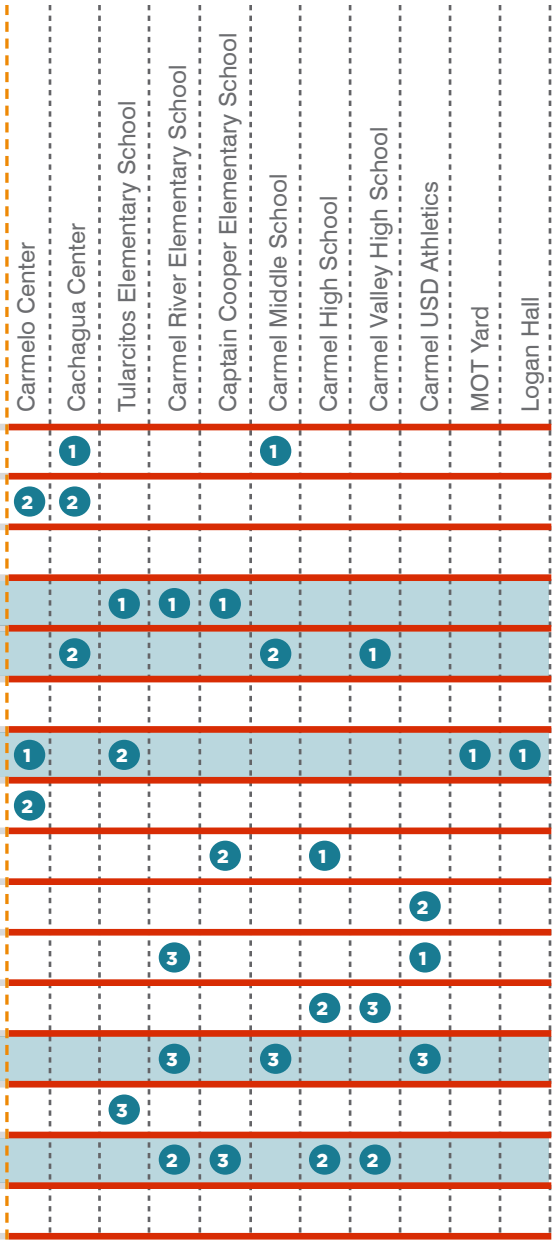
SCHOOL SITE SCOPES OF WORK

Facilities Master Plan Committee Priorities

top scope-of-work priorities by school site

1 priority rank

greenest overlap in priority



1. Learning Studio: Modernize / Reconfigure Aging Classrooms		1				1						
2. Existing Building Systems, Toilets & Improved Energy Efficiency	2	2										
3. Site Utilities												
4. Learning Studio: New Construction			1	1	1							
5. Design Studio: STEAM and Specialty Electives Improvements		2				2		1				
6. Design Studio: Performing Arts Improvements												
7. Learning Pavilion: Administration and Staff Support Improvements	1		2							1	1	
8. Learning Pavilion: Library & Student Support Services Improvements	2											
9. Gathering / Activity Areas: MPR, Student Union & Food Service Improvements					2		1					
10. Gathering / Activity Areas: Physical Education Improvements (Interior)									2			
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields & Hardcourts				3					1			
12. Gathering / Activity Areas: Outdoor Learning Environments & Quads							2	3				
13. Campus Arrival: Parking, Drop-Off & Entry Plaza				3		3			3			
14. Safety & Security			3									
15. Furniture that Supports an Invitation to Learning				2	3		2	2				
16. Technology Infrastructure												

DISTRICT-WIDE PRIORITIES

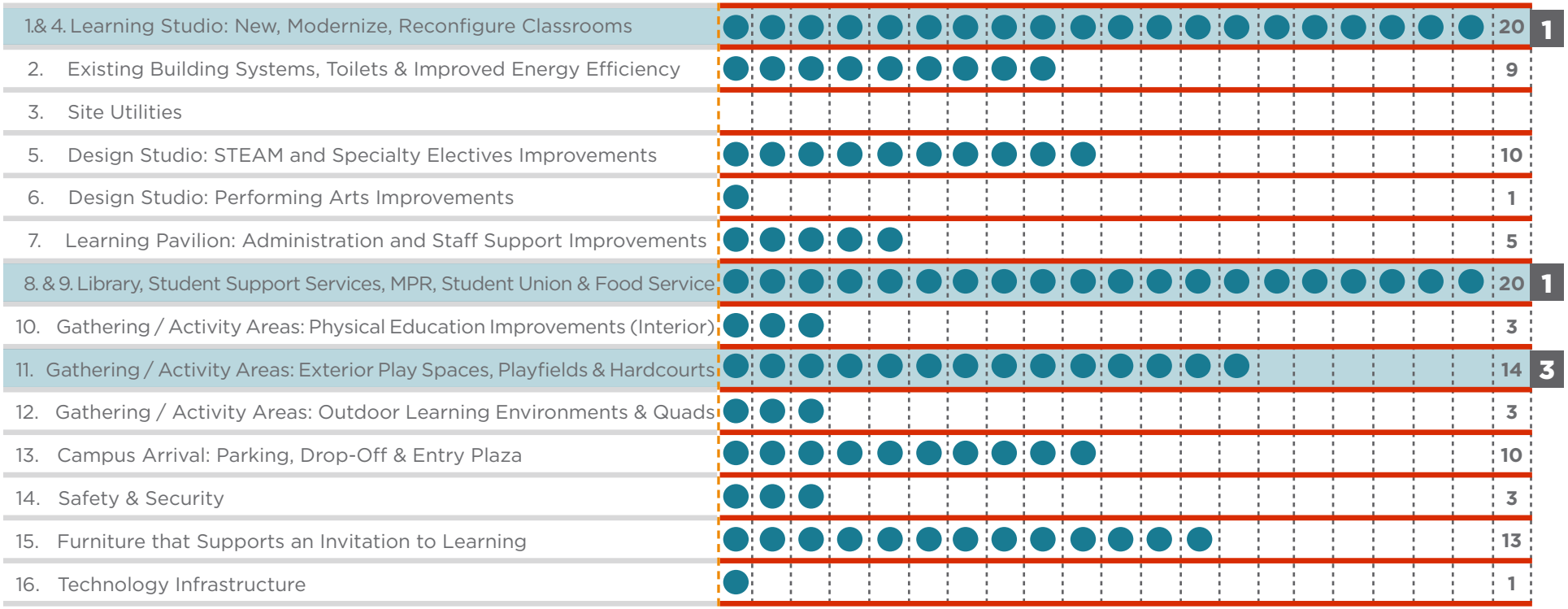
Facilities Master Plan Committee Priorities
top 3 scope-of-work priorities by school site

1 3 priorities

Select scopes were combined after group discussion determined that the scopes aligned with one another, which may skew the results if counted separately.

Combined to show a desire for classroom improvement:
1. Modernize & Reconfigure Aging Classrooms: 6 votes
4. Learning Studio: New Construction: 14 votes

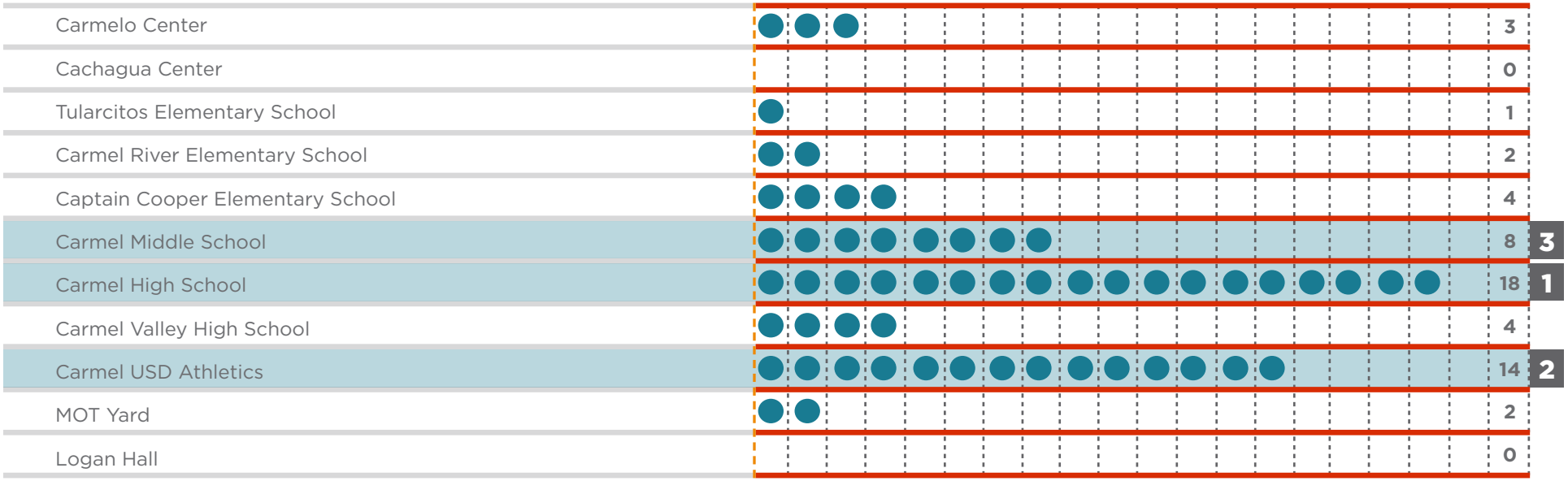
Combined to show a desire for supported student wellness:
8. Learning Pavilion: Library & Student Support Services Improvements: 9 votes
9. Gathering / Activity Areas: MPR, Student Union & Food Service Improvements: 11 votes



DISTRICT-WIDE PRIORITIES

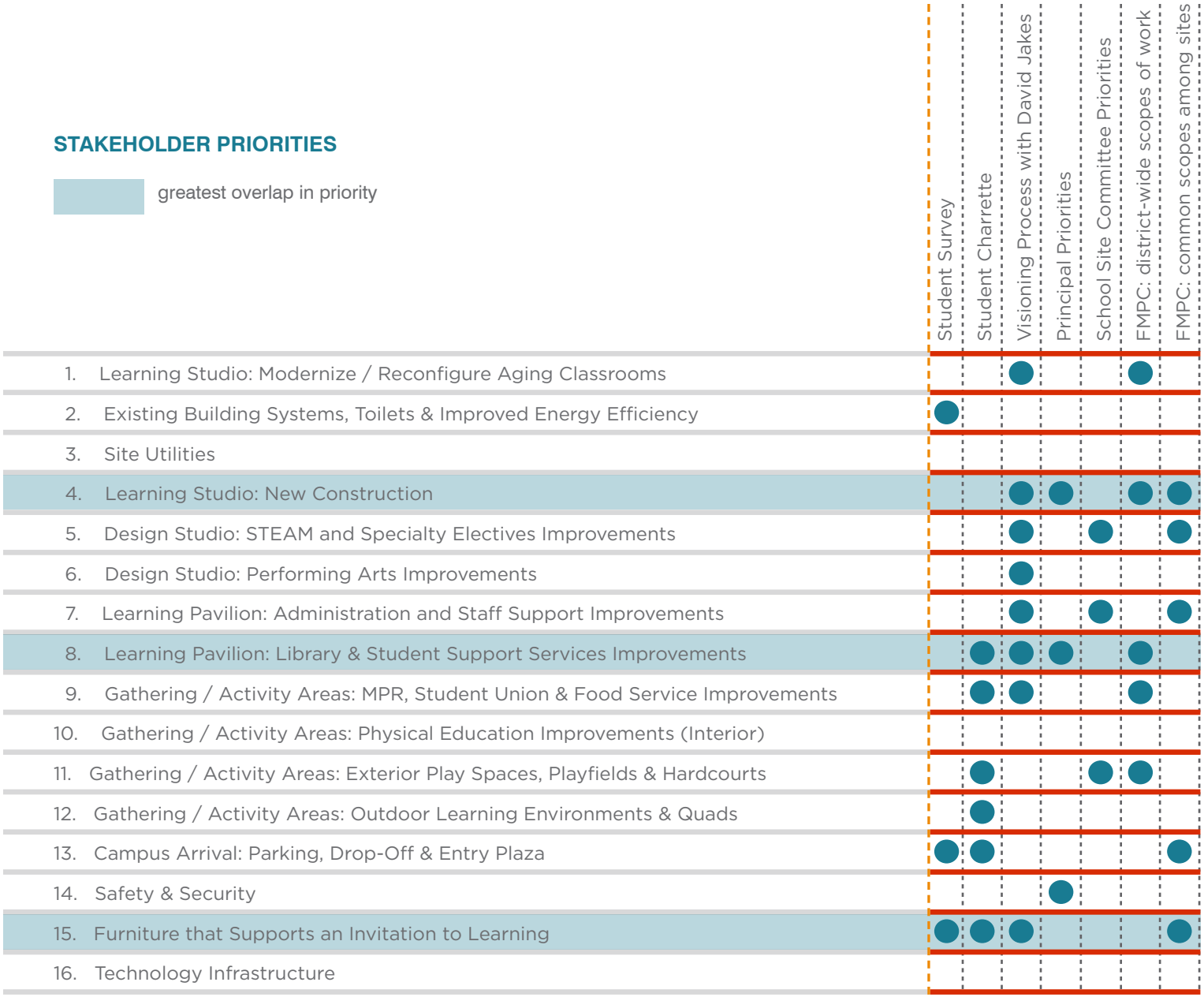
Facilities Master Plan Committee Priorities
top 3 scope-of-work priorities by school site

1 3 priorities



STAKEHOLDER PRIORITIES

greatest overlap in priority



INTRODUCTION

A special Board meeting was held on April 24, 2019. The goal of this workshop was to establish the Board priorities for inclusion in the final FMP document. During the meeting, LPA presented the FMP process, explained the cost estimate and scope-of-work categories, and reviewed the stakeholder priorities that had been gathered to-date. Throughout the presentation, the Board engaged LPA in discussion, digging deeper into the findings.

The following Board priorities can be used by the District to develop future potential implementation scenarios for the master plan program as sources of funding are identified.

Board Priority Ranking

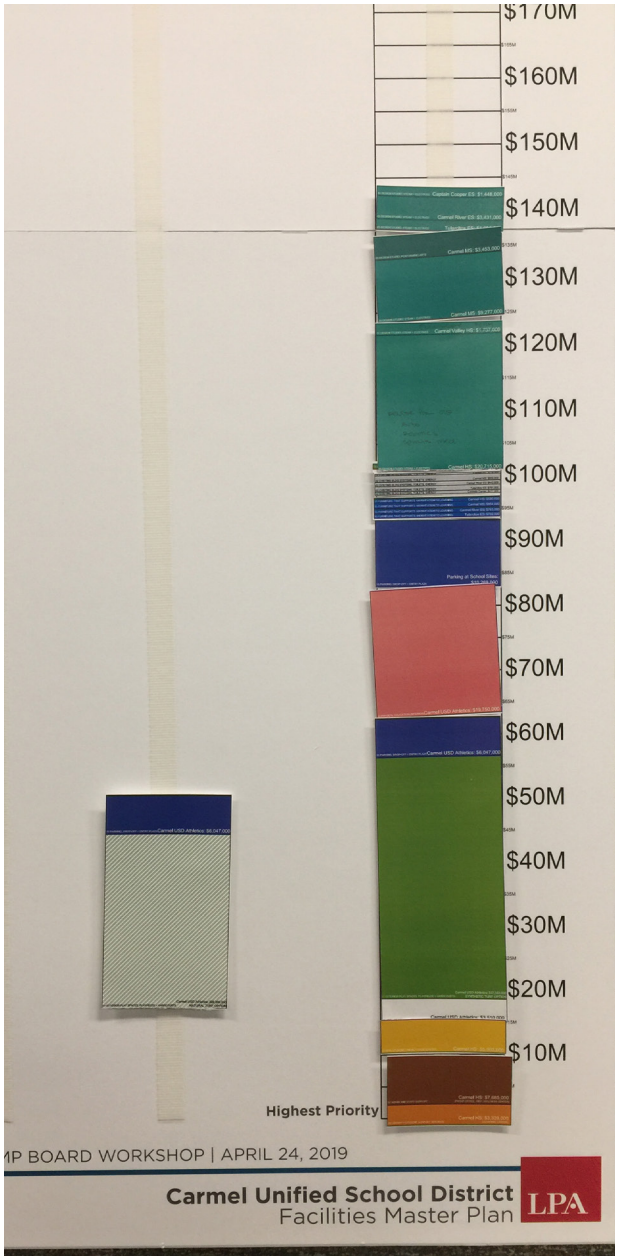
1. Carmel High School - Administration, Wellness Center, Student Union
2. Carmel USD Athletics - Fields with Lighting
3. Carmel USD Athletics - Gymnasium and Parking
4. Carmel Middle and High Schools - Parking and Drop-Off
5. Furniture That Supports an Invitation to Learning (all sites)
6. Restrooms - Quality and Availability
7. Carmel High School - Stadium Lighting
8. Carmel High School - CTE Pathways, Sports Medicine/Automotive/Robotics
9. Carmel Valley High School - CTE, Full Scope
10. Carmel Middle School - Science and CTE Electives (not including performing arts)
11. Carmel River and Tularcitos Elementary Schools - STEM/STEAM Complex

Other Items for Consideration

- Carmelo Center - Administration (relocate to front)
- Tularcitos Elementary School - Administration (relocate to front)
- Cachagua Center – Modernization
- Captain Cooper ES – New Building (Address Seismic Issue)
- Logan Hall – Modernization to Professional Learning Center

The following page contains a chart listing the school sites and scope of work categories along with a color coded key to estimate the costs to the Board Priorities.

Please note that all costs are in 2019 dollars and are inclusive of the construction cost at 75% and program planning soft costs at 25%. Individual projects cost will need to be escalated to the anticipated mid-point of construction as they are approved to move forward.



SCOPE CATEGORY	SCHOOL SITE							
	Carmelo Center	Cachagua Center	Tularcitos Elementary School	Carmel River Elementary School	Captain Cooper Elementary School	Carmel Middle School	Carmel High School	Carmel Valley High School
1. Learning Studio: Modernize & Reconfigure Aging Classrooms	700,000	59,000	-	-	-	-	-	-
2. Existing Building Systems, Toilets & Improved Energy Efficiency	-	42,000	766,000	489,000	42,000	-	274,000	-
3. Site Utilities	-	-	-	-	-	-	447,000	-
4. Learning Studio: New Construction	-	-	-	-	3,259,000	-	-	-
5. Design Studio: STEAM / Specialty Electives	-	23,000	1,605,000	3,431,000	1,448,000	9,277,000	20,715,000	1,737,000
6. Design Studio: Performing Arts Improvements	-	-	-	-	-	2,053,000	6,472,000	-
7. Learning Pavilion: Administration & Staff Support	655,000	43,000	2,265,000	-	1,941,000	-	5,618,000	-
8. Learning Pavilion: Library & Student Support	-	-	-	-	-	-	6,516,000	-
9. Gathering / Activity Areas: MPR, Student Union & Food Service	-	-	1,175,000	-	-	-	7,845,000	-
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	-	-	-	-	-	-	-	-
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields and Hardcourts	-	-	-	-	157,000	-	2,371,000	-
12. Gathering / Activity Areas: Outdoor Learning Environments & Quads	-	-	-	-	-	-	-	-
13. Campus Arrival: Parking, Drop-off & Entry Plaza	-	19,000	79,000	-	1,131,000	3,008,000	2,986,000	22,000
14. Safety and Security	-	-	-	-	-	-	-	-
15. Furniture That Supports an Invitation to Learning	-	-	702,000	763,000	92,000	854,000	580,000	122,000
16. Technology Infrastructure	-	-	-	-	-	-	-	-
TOTAL PROJECT COST	**$ 1,355,000**	**$ 186,000**	**$ 6,592,000**	**$ 4,683,000**	**$ 8,070,000**	**$ 15,192,000**	**$ 53,824,000**	**$ 1,881,000**

Additional Stakeholder Groups Priorities for Potential Board Consideration

See next page for cost summaries.

SCOPE CATEGORY	SCHOOL SITE			
	Carmel USD Athletics	Maintenance, Operations & Transportation Yard	Logan Hall	TOTAL ALL SITES (2019$)
1. Learning Studio: Modernize & Reconfigure Aging Classrooms	-	-	-	**759,000**
2. Existing Building Systems, Toilets & Improved Energy Efficiency	-	-	-	**1,613,000**
3. Site Utilities	3,510,000	-	-	**3,957,000**
4. Learning Studio: New Construction	-	-	-	**3,259,000**
5. Design Studio: STEAM / Specialty Electives	-	-	-	**38,236,000**
6. Design Studio: Performing Arts Improvements	-	-	-	**8,525,000**
7. Learning Pavilion: Administration & Staff Support	-	-	829,000	**11,351,000**
8. Learning Pavilion: Library & Student Support	-	-	-	**6,516,000**
9. Gathering / Activity Areas: MPR, Student Union & Food Service	-	-	-	**9,020,000**
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	16,349,000	-	-	**16,349,000**
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields and Hardcourts	39,740,000	-	-	**42,268,000**
12. Gathering / Activity Areas: Outdoor Learning Environments & Quads	-	-	-	**-**
13. Campus Arrival: Parking, Drop-off & Entry Plaza	6,047,000	-	-	**13,292,000**
14. Safety and Security	-	-	-	**-**
15. Furniture That Supports an Invitation to Learning	-	-	-	**3,113,000**
16. Technology Infrastructure	-	-	-	**-**
TOTAL PROJECT COST	**$ 65,646,000**	**-**	**$ 829,000**	**$ 158,258,000**
Natural Turf ILO Synthetic Turf	52,603,000			-13,043,000
				$ 145,215,000

Carmel USD Board of Education (BoE) Priorities

Summary of BoE Priorities from DRAFT FMP Workshop	$ 144,433,000
Summary of BoE Priorities from DRAFT FMP Workshop with Natural Turf Alternative	$ 131,390,000
Additional Stakeholder Groups Priorities for Potential BoE Consideration	$ 13,825,000



FACILITIES MASTER PLAN

5 SITE MASTER PLANS

CARMEL UNIFIED SCHOOL DISTRICT

LPA

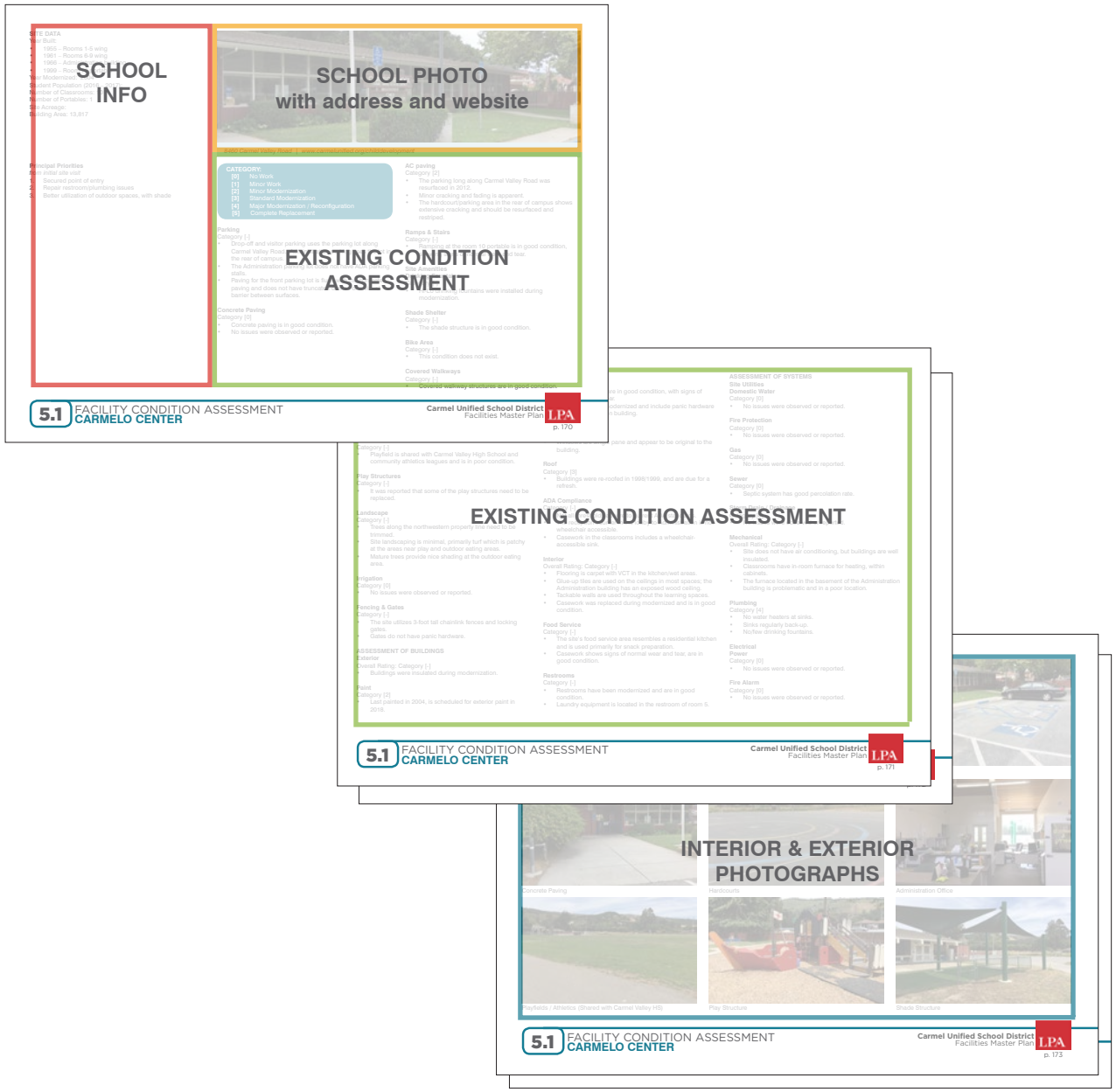
Facility Condition Assessment
LPA conducted site assessments of the Carmel Union School District facilities in early June of 2017 along with a focused interview with the District's Facilities staff. The information provided within this document is based upon the conditions of the facilities at this point in time.

Each site's Facility Condition Assessment is comprised of:

School Information
Includes information about the school facility such as year constructed/modernized, square footage, site size, and classroom counts.

Condition Assessment
Includes a description of building and grounds concerns identified by District Facilities staff and observations made during the site visit.

Interior and Exterior Photographs
Includes representative photographs of the facility and site.



Existing Site Plan Diagram(s)
Indicates existing building placement. In addition, the existing site diagram locates relevant program spaces, adjacencies and current uses.

Proposed Master Plan Diagram(s)
Includes conceptual building placement and improvements to outdoor environments for learning and play. These diagrams note proposed new construction, reconfiguration of existing spaces, the modernization of all existing spaces, and indicates spaces where no work is proposed.

Four degrees of work are identified throughout the proposals:



No Work



Modernization: replace finishes such as flooring, ceiling tiles, and paint.

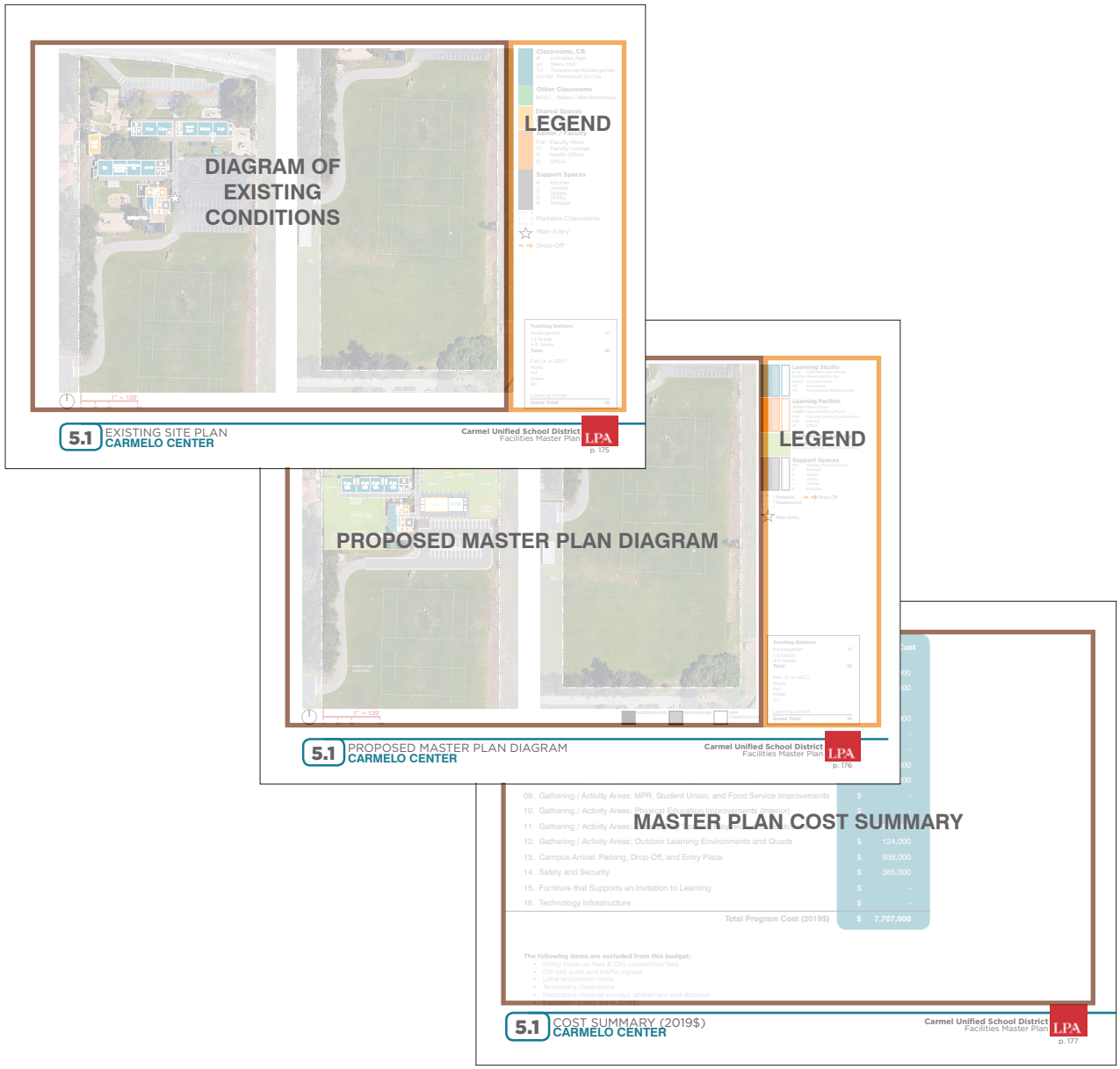


Reconfigure: involves demolition and/or construction of walls within the space.



New Construction

Master Plan Cost Summary
Includes a list of the overall costs of the proposed facilities improvements, broken out by scope-of-work category. For the full cost estimate detail, see Section 6: Appendix.



SITE DATA
Year Built:
- 1955 – Rooms 1-5 wing
- 1961 – Rooms 6-9 wing
- 1966 – Administration building
- 1999 – Room 10 portable

Year Modernized: 2004
Student Population (2016 – 2017):
Number of Classrooms: 10
Number of Portables: 1
Site Acreage:
Building Area: 13,817



8460 Carmel Valley Road | www.carmelunified.org/childdevelopment

Principal Priorities
from initial site visit
1. Secured point of entry
2. Repair restroom/plumbing issues
3. Better utilization of outdoor spaces, with shade

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Parking
Category [-]
- Drop-off and visitor parking uses the parking lot along Carmel Valley Road. Administration parking uses the lot in the rear of campus.
- The Administration parking lot does not have ADA parking stalls.
- Paving for the front parking lot is flush with the concrete paving and does not have truncated domes or a visual barrier between surfaces.

Concrete Paving
Category [0]
- Concrete paving is in good condition.
- No issues were observed or reported.

AC paving
Category [2]
- The parking long along Carmel Valley Road was resurfaced in 2012.
- Minor cracking and fading is apparent.
- The hardcourt/parking area in the rear of campus shows extensive cracking and should be resurfaced and restriped.

Ramps & Stairs
Category [-]
- Ramping at the room 10 portable is in good condition, showing signs of normal wear and tear.

Site Amenities
Drinking Fountains
Category [-]
- Hi-Lo drinking fountains were installed during modernization.

Shade Shelter
Category [-]
- The shade structure is in good condition.

Bike Area
Category [-]
- This condition does not exist.

Covered Walkways
Category [-]
- Covered walkway structures are in good condition.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Athletic Fields & Facilities
Category [-]
- Playfield is shared with Carmel Valley High School and community athletics leagues and is in poor condition.

Play Structures
Category [-]
- It was reported that some of the play structures need to be replaced.

Landscape
Category [-]
- Trees along the northwestern property line need to be trimmed.
- Site landscaping is minimal, primarily turf which is patchy at the areas near play and outdoor eating areas.
- Mature trees provide nice shading at the outdoor eating area.

Irrigation
Category [0]
- No issues were observed or reported.

Fencing & Gates
Category [-]
- The site utilizes 3-foot tall chainlink fences and locking gates.
- Gates do not have panic hardware.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [-]
- Buildings were insulated during modernization.

Paint
Category [2]
- Last painted in 2004, is scheduled for exterior paint in 2018.

Door / Frames / Locks
Category [1]
- Doors and frames are in good condition, with signs of normal wear and tear.
- Locks have been modernized and include panic hardware at the Administration building.

Windows
Category [3]
- Windows are single pane and appear to be original to the building.

Roof
Category [3]
- Buildings were re-roofed in 1998/1999, and are due for a refresh.

ADA Compliance
Category [-]
- Not all thresholds adhere to current ADA standards.
- The reception counter in the lobby to Administration is not wheelchair accessible.
- Casework in the classrooms includes a wheelchair-accessible sink.

Interior
Overall Rating: Category [-]
- Flooring is carpet with VCT in the kitchen/wet areas.
- Glue-up tiles are used on the ceilings in most spaces; the Administration building has an exposed wood ceiling.
- Tackable walls are used throughout the learning spaces.
- Casework was replaced during modernized and is in good condition.

Food Service
Category [-]
- The site's food service area resembles a residential kitchen and is used primarily for snack preparation.
- Casework shows signs of normal wear and tear, are in good condition.

Restrooms
Category [-]
- Restrooms have been modernized and are in good condition.
- Laundry equipment is located in the restroom of room 5.

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]
- Septic system has good percolation rate.

Storm Drain / Drainage
Category [0]
- No issues were observed or reported.

Mechanical
Overall Rating: Category [-]
- Site does not have air conditioning, but buildings are well insulated.
- Classrooms have in-room furnace for heating, within cabinets.
- The furnace located in the basement of the Administration building is problematic and in a poor location.

Plumbing
Category [4]
- No water heaters at sinks.
- Sinks regularly back-up.
- No/few drinking fountains.

Electrical
Power
Category [0]
- No issues were observed or reported.

Fire Alarm
Category [0]
- No issues were observed or reported.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Technology
Category [0]
- No issues were observed or reported.

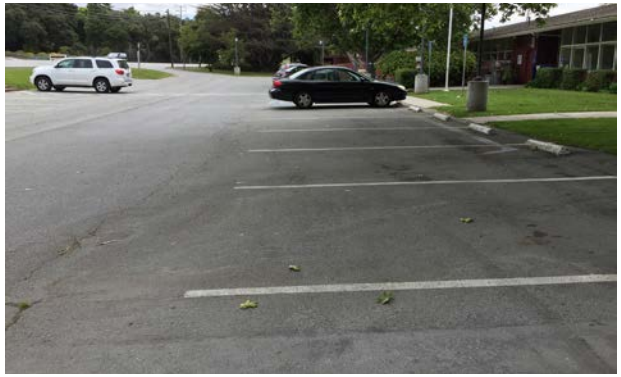
Intercom / Clock / Bell
Category [5]
- Bell system has reached the end of its useful life.

Security
Category [0]
- No issues were observed or reported.

Lighting
Category [0]
- Exterior and some interior lighting has been upgraded to LED.



Covered Walkway



Drop-Off Lane



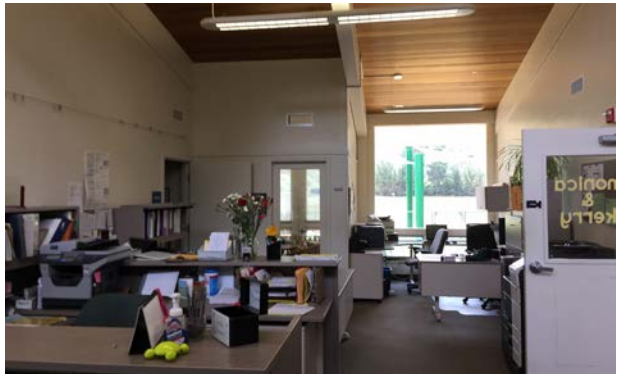
Parking



Concrete Paving



Hardcourts



Administration Office



Playfields / Athletics (Shared with Carmel Valley HS)



Play Structure



Shade Structure



Windows



Exterior Door Hardware



Infant Toddler Center



Staff Work Room / Lounge



Dining Area



Library



Typical Classroom



Art



Food Service





Classrooms, CR
- # Indicates Age
- yo Years Old
- TK Transitional Kindergarten
- Co-Op Preschool Co-Op

Other Classrooms
- BASC Before / After School Care

Shared Spaces
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- H Health Office
- O Office

Support Spaces
- K Kitchen
- J Janitor
- T Toilets
- U Utility
- X Storage

Portable Classrooms

Main Entry

Drop-Off

Teaching Stations:	
Kindergarten	10
1-3 Grade	
4-5 Grade	
Total:	**10**
Flex (K or SDC)	
Music	
Art	
Maker	
Sci	
Learning Center	
Grand Total:	**10**

5.1 EXISTING SITE PLAN
CARMELO CENTER





MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Learning Studio
yo Indicates Age Group
Co-Op Preschool Co-Op
Infant 0-2 year-olds
PK Preschool
TK Transitional Kindergarten

Learning Pavilion
ADMIN Main Office
LOBBY Secured Entry Point
FW Faculty Work/Collaboration
LIB Library
O Office

Gathering / Activity Areas
Outdoor Learning, Playfields, Gardens

Support Spaces
KIT Kitchen/Food Service
X Storage
T Toilets
U Utility
J Janitor
E Elevator

Portable Classrooms
Drop-Off
Main Entry

Teaching Stations:

Kindergarten	10
1-3 Grade	
4-5 Grade	
Total:	**10**
Flex (K or SDC)	
Music	
Art	
Maker	
Sci	
Learning Center	
Grand Total:	**10**

5.1 PROPOSED MASTER PLAN DIAGRAM
CARMELO CENTER

Scope of Work Categories	Master Plan Cost (2019$)	
01. Modernize / Reconfigure Existing Classrooms	$	700,000
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$	477,000
03. Site Utilities	$	-
04. Learning Studio: New Construction	$	983,000
05. Design Studio: STEAM and Specialty Electives Improvements	$	-
06. Design Studio: Performing Arts Improvements	$	-
07. Learning Pavilion: Administration and Staff Support Improvements	$	655,000
08. Learning Pavilion: Library and Student Support Services Improvements	$	1,473,000
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$	-
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$	-
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$	1,992,000
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$	124,000
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$	938,000
14. Safety and Security	$	365,000
15. Furniture that Supports an Invitation to Learning	$	-
16. Technology Infrastructure	$	-
Total Program Cost (2019$)	**$**	**7,707,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)

SITE DATA
Year Built: 2001
Year Modernized:
Student Population (2016 – 2017): 50
Number of Classrooms: 1
Number of Portables: 1
Site Acreage:
Building Area: 1,984



37320 Nason Road, Carmel Valley | www.carmelunified.org

Principal Priorities
from initial site visit
1. If possible, create shared use with adjacent community park.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

General Organization
Category [-]
- The site is leased to the District by Monterey Peninsula Park District.

Parking
Category [-]
- The site is accessed from Nason Road, via a dirt road shared with the Cachagua Community Park.
- Parking spaces are paved with AC paving which is flush with the walkway and does not have truncated domes or a visual barrier between surfaces.

Concrete Paving
Category [0]
- This condition does not exist.

AC paving
Category [2]
- AC paving at the parking area is in poor condition and striping is faded.

Ramps & Stairs
Category [5]
- Stairs at the wood deck do not have a handrail.
- Ramp and stairs at the entry are in poor condition, showing signs of rust and heavy wear.

Site Amenities
Drinking Fountains
Category [0]
- This condition does not exist.

Shade Shelter
Category [0]
- The extended awning at the deck appears to be in good condition.
- No issues were observed or reported.

Bike Area
Category [0]
- The site does not have a bike rack. Bikes were parked at the entry gate.

Covered Walkways
Category [0]
- This condition does not exist.

Athletic Fields & Facilities
Category [0]
- This condition does not exist.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Play Structures
Category [-]
- No issues were observed or reported.

Landscape
Category [-]
- Turf and shrubs are planted at the entry, but the landscaping is mostly left natural.
- The turf is patchy and in poor condition.

Irrigation
Category [0]
- No issues were observed or reported.

Fencing & Gates
Category [-]
- The site has low chainlink fencing at the perimeter with one gate at the entry.
- Gate does not have panic hardware, but appears to be left open during hours of operation.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [-]
- There is minor damage to the downspout at the front exterior corner.
- There is damage to the underside of the front awning, possibly due to water intrusion from the gutters.

Paint
Category [2]
- The portable was installed new in 2001 and is due for a new coat of paint.

Door / Frames / Locks
Category [1]
- Doors and frames are in good condition, with signs of normal wear and tear.
- Locks are up-to-date and include panic hardware at the Administration building.

Windows
Category [3]
- Windows show minor damage at the screen of the front window.

Roof
Category [0]
- No issues were observed or reported.

ADA Compliance
Category [0]
- No issues were observed or reported.

Interior
Overall Rating: Category [-]
- Flooring is carpet with VCT in the kitchen/wet areas.
- Ceiling is suspended acoustic tile.
- Tackable walls are used throughout.
- Casework is in good condition.

Food Service
Category [-]
- The site's food service area is the small kitchenette and is used primarily for snack preparation.

Restrooms
Category [0]
- No issues were observed or reported.

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [0]
- Water filtration system needs to be redesigned.

Fire Protection
Category [0]
- No issues were observed or reported.

Gas
Category [0]
- No gas service at this site.

Sewer
Category [0]
- Site is on a septic system.
- No issues were observed or reported.

Storm Drain / Drainage
Category [0]
- No issues were observed or reported.

Mechanical
Category [0]
- No issues were observed or reported.

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 [0]
- No issues were observed or reported.

Lighting
Category [0]
- The building has fluorescent lighting.
- No issues were observed or reported.



Computer Lab



Typical Classroom



Parking



Walkway



Hardcourts



Administration Office



Kitchen



Play Structure



Shade Structure



Classrooms, CR
- # Indicates Age
- yo Years Old
- TK Transitional Kindergarten
- Co-Op Preschool Co-Op

Other Classrooms
- BASC Before / After School Care

Shared Spaces
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- H Health Office
- O Office

Support Spaces
- K Kitchen
- J Janitor
- T Toilets
- U Utility
- X Storage

Portable Classrooms

Main Entry

Drop-Off

5.2 EXISTING SITE PLAN
CACHAGUA CENTER



Learning Studio
yo Indicates Age Group
Co-Op Preschool Co-Op
Infant 0-2 year-olds
PK Preschool
TK Transitional Kindergarten

Learning Pavilion
ADMIN Main Office
LOBBY Secured Entry Point
FW Faculty Work/Collaboration
LIB Library
O Office

Gathering / Activity Areas
Outdoor Learning, Playfields, Gardens

Support Spaces
KIT Kitchen/Food Service
X Storage
T Toilets
U Utility
J Janitor
E Elevator

Portable Classrooms

Drop-Off

Main Entry

5.2 PROPOSED MASTER PLAN DIAGRAM
CACHAGUA CENTER

Scope of Work Categories	Master Plan Cost (2019$)	
01. Modernize / Reconfigure Existing Classrooms	$	59,000
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$	42,000
03. Site Utilities	$	-
04. Learning Studio: New Construction	$	-
05. Design Studio: STEAM and Specialty Electives Improvements	$	23,000
06. Design Studio: Performing Arts Improvements	$	-
07. Learning Pavilion: Administration and Staff Support Improvements	$	43,000
08. Learning Pavilion: Library and Student Support Services Improvements	$	-
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$	-
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$	-
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$	-
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$	-
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$	19,000
14. Safety and Security	$	-
15. Furniture that Supports an Invitation to Learning	$	-
16. Technology Infrastructure	$	-
Total Program Cost (2019$)	**$**	**186,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)

SITE DATA
Year Built:
- 1949 – Library wing
- 1952 – Rooms 20-24 wing
- 1954 – Rooms 40-47 wing
- 1965 – MPR and Admin
- 1958 – Rooms 50-55 wing
- 1968 – Rooms 33-35 building
- 1990/1 – T-Rex portables
- 1992 – Rooms 62-64 portables
- 1997 – Rooms 30-32, Co-Op portables
- 2007 – Rooms 48-49, 56-58 wing

Year Modernized:
- 1994 – MPR
- 2003 – All buildings built between 1949 and 1968, except MPR
- 2016 – T-Rex portable from 1990

Student Population (2016 – 2017): 500
Number of Classrooms: 37
Number of Portables:
Site Acreage: 10.7 acres
Building Area: 48,587 square feet

Principal Priorities
from initial site visit
1. Collaborative work space
2. Dedicated space for specialists
3. Flexible work space for teachers



35 Ford Road, Carmel Valley | www.carmelunified.org/tularcitos

CATEGORY:
[0] No Work
[1] Minor Work
[2] Minor Modernization
[3] Standard Modernization
[4] Major Modernization / Reconfiguration
[5] Complete Replacement

Parking
Category [-]
- The main parking lot is on Ford Road with drop-off using a dedicated lane along Via Contenta.
- A second parking lot is along Pilot Road, and is used to access the Day Care program and tennis courts.
- Additional staff parking is desired.
- The main parking lot directly abuts the front lawn, without a separate sidewalk, though extra depth is provided within the AC paving area. The path of travel does not have truncated domes.

Concrete Paving
Category [0]
- Concrete paving shows minor cracking.

AC paving
Category [2]
- AC paving at the drop-off lane shows extensive cracking.
- Parking areas show weathering.
- Hardcourts at the 40s and 50s wings have been resurfaced, sealed, and striped within the last two years.
- Hardcourts at the MPR and 20s wing shows cracking and needs to be resurfaced, sealed, and striped.
- Play yard at the co-op shows weathering.

Ramps & Stairs
Category [-]
- ADA-compliant ramping between the Library and 20s wing is in good condition, except for minor damage to the curb at the low end of the ramp and chipped paint along the handrails.
- ADA-compliant ramping at the MPR and 50s wing appears to be in good condition.
- Stairs from the 40s wing up to Via Contenta are in good condition.

Site Amenities
Drinking Fountains
Category [-]
- Hi-Lo drinking fountains were installed during modernization.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Shade Shelter
Category [0]
- The wooden trellis shade structure at the outdoor dining area is in good condition.
- The wooden trellis shade structure at T-Rex day care is in new condition.

Bike Area
Category [0]
- Ample bike parking is provided adjacent to the Administration offices.
- No issues were observed or reported.

Covered Walkways
Category [0]
- Covered walkway structures are in good condition.

Athletic Fields & Facilities
Category [-]
- Playfield show signs of gophers and have patchy turf coverage.
- Perimeter running track is AC paving and is weathered/ rough.
- Ball wall at the upper hardcourts is damaged.

Play Structures
Category [0]
- No issues were observed or reported.

Landscape
Category [-]
- Site landscaping is primarily turf and is in fair condition.
- Mature trees provide nice shading at the outdoor eating area behind the MPR and the outdoor seating area at the Library.

Irrigation
Category [0]
- No issues were observed or reported.

Fencing & Gates
Category [-]
- The 40s wing has a full-height tube-steel gate, which is in good condition and does not have panic hardware.
- Coated and galvanized chainlink fencing runs along the rear of the campus, along Pilot Road, and is in good condition.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [-]
- Buildings were insulated during modernization.
- Building exterior is damaged at the Boys restroom in the Library wing.

Paint
Category [2]
- Last painted in 2014.

Door / Frames / Locks
Category [1]
- Doors and frames are in good to fair condition, with signs of normal wear and tear.
- Locks have been modernized.

Windows
Category [3]
- Windows are single pane and appear to be original to the building.

Roof
Category [0]
- All roofs have recently been replaced, with the exception of the Administration/MPR, and the 20s and 40s wings.
- The remaining roofs will be replaced by fall of 2018.

ADA Compliance
Category [-]
- The reception counter in the lobby to Administration is not wheelchair accessible.
- Casework in the classrooms includes a wheelchair-accessible sink.
- The stage in the MPR has a wheelchair lift.

Interior
Overall Rating: Category [-]
- Flooring is carpet with VCT in the kitchen/wet areas.
- Glue-up tiles are used on the ceilings in all permanent classrooms; the Administration offices have hard lid ceiling.
- Tackable walls and whiteboards are used throughout the learning spaces.
- Casework was replaced during modernized and is in good condition.

Food Service
Category [-]
- The site's food service area resembles a residential kitchen and is used primarily for snack preparation.
- Casework shows signs of normal wear and tear, are in fair condition.

Restrooms
Category [2]
- Restrooms in the 20s wing were modernized in 1995, and in need of an update.
- Most restrooms were modernized in 2003 and are in good condition.

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]
- The extensive septic system is problematic and includes various septic tanks, leach fields, and septic pits. The soil conditions cause the pits to back up and leak.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Storm Drain / Drainage
Category [4]
- Steep grade east of Administration building directs water towards the building; drainage needs to be improved at this location.

Mechanical
Overall Rating: Category [-]
- Site has air conditioning, and buildings are well insulated.
- Classrooms have in-room furnace for heating, within cabinets.
- The mechanical system at the Administration and computer lab building has reached the end of its useful life and should be replaced.

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 [5]
- Bell system has reached the end of its useful life.

Security
Category [1]
- The site has cameras that are not connected to the District's network.

Lighting
Category [0]
- Exterior and some interior lighting has been upgraded to LED.



Covered Walkway



Drop-Off Lane



Parking



Concrete Paving



Hardcourts



Ramps / Stairs



Playfields / Athletics



Play Structure



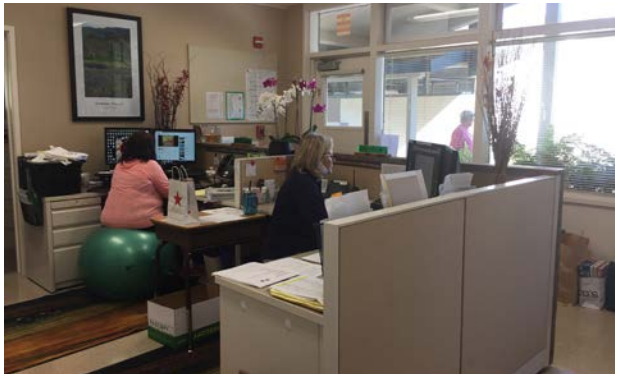
Shade Structure



Windows



Exterior Door Hardware



Administration Office



Staff Work Room / Lounge



Dining Area



Library



Multi-Purpose Room



Food Service



Teaching Station / Presentation Technology



Typical Classroom



Kindergarten / Child Care Classroom



Music Room



Science Lab



Computer Lab



Art



Special Feature: Garden



Classrooms, CR
- # Indicates Grade Level
- K Kindergarten
- PK Preschool
- TK Transitional Kindergarten
- SPED Special Education

Electives / Labs
- CL Computer Lab
- MU Music
- SCI Science
- PE Physical Education
- SCI Science
- STEM STEM Lab

Other Classrooms
- BASC Before / After School Care

Student Services
CO - Counseling,
PSY - Psychologist,
RSP - Resource Specialist,
RT1 - Reading Support,
SP - Speech

Shared Spaces
- LIB Library
- MPR Multi-Purpose Room
- ST Stage

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- O Office

Support Spaces
- K Kitchen
- J Janitor
- T Toilets
- U Utility
- X Storage

Portable Classrooms

Main Entry

Drop-Off

5.3 EXISTING SITE PLAN
TULARCITOS ELEMENTARY SCHOOL



Learning Studio
- # Indicates Grade Level
- BASC Before/After School Care
- COLAB Collaboration Area
- K Kindergarten
- SDC Special Day Class
- FLA Foreign Language
- FLEX SDC or K, pending enrollment needs

Design Studio
- ART Art
- MKR Maker
- MU Music
- SCI Science

Learning Pavilion
- ADMIN Main Office
- LOBBY Secured Entry Point
- ELD English Language Dev't
- FW Faculty Work/Collaboration
- INT Reading Intervention
- LIB Library
- LC Learning Center
- WC Wellness Center
- OT Occupational Therapy

Gathering / Activity Areas
- MPR Multi-Purpose Room
- ST Stage
- Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice
- CIEP Center for Innovative Educational Practice

Support Spaces
- KIT Kitchen/Food Service
- X Storage
- T Toilets
- U Utility
- J Janitor
- E Elevator

Portable Classrooms

Drop-Off

Main Entry

Teaching Stations:

Kindergarten	4 TS
1-3 Grade	12 TS
4-5 Grade	8 TS
Total:	**24 TS**
Flex (K or SDC)	1 TS
Music	1 NTS
Art	1 NTS
Maker	1 NTS
Sci	1 NTS
Foreign Language	1 NTS
Learning Center	2 TS eq.
Grand Total:	**31**

1" = 120'
0 30' 60' 120'

MODERNIZATION RECONFIGURE NEW CONSTRUCTION

5.3 PROPOSED MASTER PLAN DIAGRAM
TULARCITOS ELEMENTARY SCHOOL

Scope of Work Categories	Master Plan Cost (2019$)
01. Modernize / Reconfigure Existing Classrooms	$ 1,585,000
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$ 767,000
03. Site Utilities	$ 789,000
04. Learning Studio: New Construction	$ 8,798,000
05. Design Studio: STEAM and Specialty Electives Improvements	$ 1,606,000
06. Design Studio: Performing Arts Improvements	$ 994,000
07. Learning Pavilion: Administration and Staff Support Improvements	$ 2,896,000
08. Learning Pavilion: Library and Student Support Services Improvements	$ 6,660,000
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$ 2,581,000
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$ -
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$ 2,813,000
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$ 1,127,000
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$ 761,000
14. Safety and Security	$ 680,000
15. Furniture that Supports an Invitation to Learning	$ 702,000
16. Technology Infrastructure	$ 848,000
Total Program Cost (2019$)	**$ 33,607,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)

SITE DATA
Year Built:
- 1953 – Administration and Rooms 1-4
- 1955 – Library and Rooms 5-8
- 1958 – Rooms 20-30
- 2009 – Rooms 15-20
- 2012 – MPR
- 2014 – Computer Lab and Rooms 10-14

Year Modernized:
- 2001 – Administration
- 2002 – Library and Rooms 1-8, 21-30

Student Population (2016 – 2017):
Number of Classrooms: 32
Number of Portables:
Site Acreage: 8 acres
Building Area: 37,989 square feet

Principal Priorities
from initial site visit
1. Collaborative work space
2. Informal play/social play spaces
3. Additional spaces for support programs.



2770 15th Avenue, Carmel | www.carmelunified.org/river

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Parking
Category [-]

Concrete Paving
Category [0]
- Concrete paving is in good condition.

AC paving
Category [2]
- Some walkways are AC paving, abutting the concrete apron of the classroom doors. They are in good condition despite irregularities, but concrete walkways are preferred.
- AC paving at the parking lot along Monte Verde Street is in poor condition and requires repair, resurfacing, and restriping.
- AC paving around Room 27 is in poor condition and will be replaced Summer 2017.
- AC paving at the lower hardcourts is in good to fair condition.
- AC paving at the upper hardcourts is in fair to poor condition.

Ramps & Stairs
Category [-]
- Stairs from Room 21 to the hardcourts is in fair condition, with cracking and rusting evident at the base of the original handrails, and where the center handrail was removed. New handrails were added that meet ADA standards.
- A ramp was recently added between Rooms 15-20 and the MPR, and is in good condition.

Site Amenities
Drinking Fountains
Category [0]
- Hi-Lo drinking fountains were installed during modernization.

Shade Shelter
Category [0]
- This condition does not exist.

Bike Area
Category [0]
- No issues were observed or reported.

Covered Walkways
Category [0]
- Covered walkway structures are in good condition.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Athletic Fields & Facilities
Category [2]
- Playfield is in good to fair condition.
- Perimeter running track is AC paving with wood edging. The track is in fair condition, but the wood edging is worn and needs to be replaced with a concrete mow band.

Play Structures
Category [0]
- All play structures are fairly new, with an additional structure coming in Summer 2017.
- No issues were observed or reported.

Landscape
Category [-]
- Landscaping at the street frontage has been improved and is in good condition.
- Landscape between the classroom wings is turf with mature trees or shrubs. The turf is in fair condition, dry when at the top of slope.

Irrigation
Category [0]
- No issues were observed or reported.

Fencing & Gates
Category [-]
- The perimeter fencing at the street frontage is full-height wood fencing with a wood gate, all fencing is in good condition and gates do not have panic hardware.
- The perimeter fencing at the rear of campus is galvanized chainlink, and is in good condition.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [-]
- Not all buildings went down to studs during modernization, and may not be insulated.

Paint
Category [0]
- The site was painted in 2016.
- No issues were observed or reported.

Door / Frames / Locks
Category [0]
- Doors and frames are in good condition.
- Locks have been modernized.

Windows
Category [3]
- Windows are single pane and appear to be original to the building.

Roof
Category [0]
- All roofs have been replaced within the last five years except for the Kinder wing and Library wing.
- Kinder wing will receive a new roof Summer 2017.
- Library wing roof is scheduled shortly thereafter.

ADA Compliance
Category [-]
- The reception counter in the lobby to Administration is wheelchair accessible.
- Casework in the classrooms includes a wheelchair-accessible sink in some rooms but not all.
- The stage in the MPR has a wheelchair lift.

Interior
Overall Rating: Category [1]
- Flooring is carpet with VCT in the kitchen/wet areas.
- Glue-up tiles are used on the ceilings in all classrooms and at Administration.
- Smaller support rooms have a suspended acoustic tile ceiling.
- Tackable walls are used throughout the learning spaces.
- Casework with sliding whiteboards were replaced during modernized and is in good condition.

Food Service
Category [0]
- Heat and serve kitchen is set up in the MPR foyer. Equipment is in good condition.

Restrooms
Category [0]
- Restrooms have been modernized and are in good condition.

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [2]
- Water lines were not touched during the modernization and may need improvement.

Fire Protection
Category [0]
- No issues were observed or reported.

Gas
Category [0]
- Facilities department would like to run a gas line to the Kinder wing for installation of furnace systems.

Sewer
Category [4]
- Due to high sewer loads, the line needs replacement between the Library and Kinder wings.

Storm Drain / Drainage
Category [4]
- Storm drain needs to be repaired to address drainage issues at the parking lot along 15th Avenue.

Mechanical
Overall Rating: Category [-]
- Most classrooms have in-room furnace for heating, within cabinets.
- The Kinder wing (Rooms 1-4) has electric fan coils, replacement to furnaces is desired.
- All mechanical systems have been installed since 2002 and are all connected to an Energy Management System.

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.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Technology
Category [0]
- No issues were observed or reported.

Intercom / Clock / Bell
Category [5]
- Bell system has reached the end of its useful life.

Security
Category [-]

Lighting
Category [0]
- Exterior and some interior lighting has been upgraded to LED.



Covered Walkway



Drop-Off Lane



Parking



Concrete Paving



Hardcourts



Ramps / Stairs



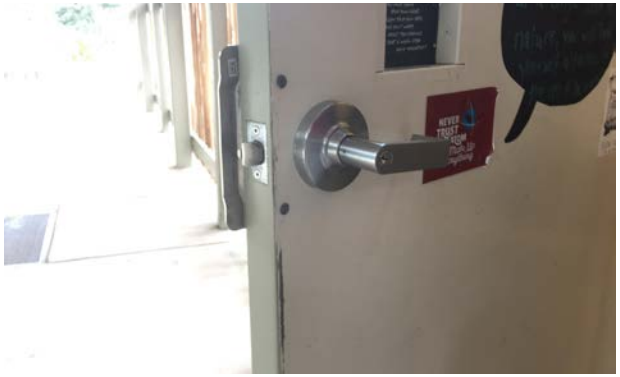
Playfields / Athletics



Play Structure



Windows



Exterior Door Hardware



Administration Office



Staff Work Room / Lounge



Dining Area



Library



Multi-Purpose Room



Fencing / Gates



Food Service



Teaching Station / Presentation Technology



Typical Classroom



Kindergarten / Child Care Classroom



Music Room



Science Lab



Computer Lab



Special Feature: Art Feature



1" = 120'

0 30' 60' 120'

Classrooms, CR
- # Indicates Grade Level
- K Kindergarten
- PK Preschool
- TK Transitional Kindergarten
- SPED Special Education

Electives / Labs
- CL Computer Lab
- MU Music
- SCI Science
- PE Physical Education
- SCI Science
- STEM STEM Lab

Other Classrooms
- BASC Before / After School Care

Student Services
- CO Counseling
- PSY Psychologist
- RSP Resource Specialist
- RT1 Reading Support
- SP Speech

Shared Spaces
- LIB Library
- MPR Multi-Purpose Room
- ST Stage

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- O Office

Support Spaces
- K Kitchen
- J Janitor
- T Toilets
- U Utility
- X Storage

Portable Classrooms

Main Entry

Drop-Off

5.4 EXISTING SITE PLAN
CARMEL RIVER ELEMENTARY SCHOOL



Learning Studio
- # Indicates Grade Level
- BASC Before/After School Care
- COLAB Collaboration Area
- K Kindergarten
- SDC Special Day Class
- FLA Foreign Language
- FLEX SDC or K, pending enrollment needs

Design Studio
- ART Art
- MKR Maker
- MU Music
- SCI Science

Learning Pavilion
- ADMIN Main Office
- LOBBY Secured Entry Point
- ELD English Language Dev't
- FW Faculty Work/Collaboration
- INT Reading Intervention
- LIB Library
- LC Learning Center
- WC Wellness Center
- OT Occupational Therapy

Gathering / Activity Areas
- MPR Multi-Purpose Room
- ST Stage
- Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice
- CIEP Center for Innovative Educational Practice

Support Spaces
- KIT Kitchen/Food Service
- X Storage
- T Toilets
- U Utility
- J Janitor
- E Elevator

Portable Classrooms

Drop-Off

Main Entry

Teaching Stations:

Kindergarten	3 TS
1-3 Grade	12 TS
4-5 Grade	7 TS
Total:	**22 TS**
Flex (K or SDC)	1 TS
Music	1 NTS
Art	1 NTS
Maker	1 NTS
Sci	1 NTS
Foreign Language	
Learning Center	2 TS eq.
Grand Total:	**29**

5.4 PROPOSED MASTER PLAN DIAGRAM
CARMEL RIVER ELEMENTARY SCHOOL

Scope of Work Categories	Master Plan Cost (2019$)
01. Modernize / Reconfigure Existing Classrooms	$ 924,000
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$ 642,000
03. Site Utilities	$ 183,000
04. Learning Studio: New Construction	$ 6,196,000
05. Design Studio: STEAM and Specialty Electives Improvements	$ 3,431,000
06. Design Studio: Performing Arts Improvements	$ 1,453,000
07. Learning Pavilion: Administration and Staff Support Improvements	$ 1,475,000
08. Learning Pavilion: Library and Student Support Services Improvements	$ 901,000
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$ 643,000
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$ -
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$ 880,000
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$ 635,000
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$ 184,000
14. Safety and Security	$ 360,000
15. Furniture that Supports an Invitation to Learning	$ 763,000
16. Technology Infrastructure	$ 878,000
Total Program Cost (2019$)	**$ 19,548,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)

SITE DATA
Year Built:
- 1962 – Rooms 4-6
- 1991 – Apple Pie Portable added
- 1995 – Rooms 2-3
- 2001 – Administration and Room 1

Year Modernized:
- 2001 – Apple Pie Portable and Rooms 4-6
- 2013 – Apple Pie Portable (lighting and casework)
- 2014 – Rooms 4-6 (lighting and casework)

Student Population (2016 – 2017): 60
Number of Classrooms: 11
Number of Portables: 1
Site Acreage: 27 acres
Building Area: 8,976 square feet

Principal Priorities
from initial site visit
1. Health office
2. Kitchen
3. Screened outdoor dining shelter
4. Address rodent problems



46861 Cabrillo Highway, Big Sur | www.captaincooper.org

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Parking
Category [-]
- Parking is provided with the turn-around loop at the entry. Additional parking is provided near the Apple Pie portable.

Concrete Paving
Category [0]
- No issues were observed or reported.

AC paving
Category [2]
- AC paving at parking areas is cracked and weathered. Facilities department has been monitoring for signs of soil instability.
- Hardcourts are cracked and weathered.

Ramps & Stairs
Category [-]
- Ramp/platform system at Room 2-3 portable are showing minor signs of aging at the threshold and stairs.
- Concrete ramp and galvanized handrail at the Apple Pie portable are in good condition.
- Concrete stairs and galvanized handrail leading from the main turn-around up to the parking by Apple Pie are in good condition.
- A wooden boardwalk and stair system is located at the amphitheater, leading up to the hardcourts. It does not meet current ADA standards, but may not be required as the main path of travel.
- The walkway is steep between the exterior doors of Room 4 and the central restrooms. A concrete ramp with handrail was added adjacent to the existing walkway, at the same slope. Confirmation is needed to determine the slope of this area.

Site Amenities
Drinking Fountains
Category [-]
- Hi-Lo drinking fountains were installed during modernization.

Shade Shelter
Category [4]
- The shade shelter over the outdoor eating area at the hardcourts was constructed in 1997 and recently painted. It may need a new roof. The structure has power outlets at all posts and fluorescent lighting for the tables underneath.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Bike Area
Category [0]
- This condition does not exist.

Covered Walkways
Category [0]
- No issues were observed or reported.

Athletic Fields & Facilities
Category [2]
- Playfield are in fair condition.

Play Structures
Category [0]
- One play structure was damaged by a fallen tree and will be replaced.
- No other issues were observed or reported.

Landscape
Category [-]
- Site landscaping is primarily left natural and is sparse.

Irrigation
Category [0]
- No issues were observed or reported.

Fencing & Gates
Category [2]
- Chainlink fencing is used at the Kinder play yard (full-height), at the outer perimeter of the playfield (full-height), and around the Apple Pie play yard (half-height). Gates do not have panic hardware.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [-]
- Rooms 2-3 building and Apple Pie are portables, not placed on grade.
- Administration and Room 1 building is a portable building, placed on grade.
- Rooms 4-6 are permanent construction with slab on grade.

Paint
Category [0]
- No issues were observed or reported.

Door / Frames / Locks
Category [1]
- Doors and frames are in good to fair condition, with signs of normal wear and tear.
- Locks have been modernized.

Windows
Category [3]
- Windows are single pane and appear to be original to the building.

Roof
Category [0]
- Roofs for all buildings were replaced in 2010.

ADA Compliance
Category [-]
- The reception counter in the lobby to Administration is wheelchair accessible.
- New casework in the classrooms includes a wheelchair-accessible sink.

Interior
Overall Rating: Category [-]
- Small modernization in 2014 replaced interior finishes and upgraded to LED lighting.
- Rooms 2-3 were not included in the modernization and may need new carpet.
- Administration building, Room 1, and Rooms 2-3 building have suspended acoustic tile ceiling (pitched ceiling/roof at Rm 1), carpet floors, and tackable walls. Admin has a low counter for ADA.
- Rooms 4-6 building, flooring is carpet with VCT in the kitchen/wet areas. Casework, lighting and interior finishes were replaced during modernization. Glue-up tiles are used on the ceilings and walls are covered with tackable surface.

Food Service
Category [-]
- The food service heat/serve prep area is within the Faculty Lounge. The layout is very residential but has two dishwashers and a large refrigerator.
- The site's serving area is a concessions window with shelving and no equipment.

Restrooms
Category [0]
- Restrooms have been modernized.

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [0]
- Water system was redone in 2012 with new water tank and filtration system.

Fire Protection
Category [0]
- No issues were observed or reported.

Gas
Category [0]
- This condition does not exist.

Sewer
Category [0]
- Sewer facilities is septic system with leach field.

Storm Drain / Drainage
Category [0]
- No issues were observed or reported.

Mechanical
Overall Rating: Category [0]
- No issues were observed or reported.

Plumbing
Category [0]
- No issues were observed or reported.

Electrical
Power
Category [5]
- The site loses power often and has a standby generator. Generator does not have adequate capacity for the entire load of the site.

Fire Alarm
Category [0]
- No issues were observed or reported.

Technology
Category [0]
- No issues were observed or reported.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Intercom / **Clock** / **Bell**
Category [5]
- Bell system has reached the end of its useful life.

Security
Category [1]
- No issues were observed or reported.

Lighting
Category [3]
- Lighting has been upgraded to LED in Rooms 4-6 but not for all portable buildings.



Drop-Off Lane



Parking



Ramps / Stairs



Concrete Paving



Hardcourts



Shade Structure



Playfields / Athletics



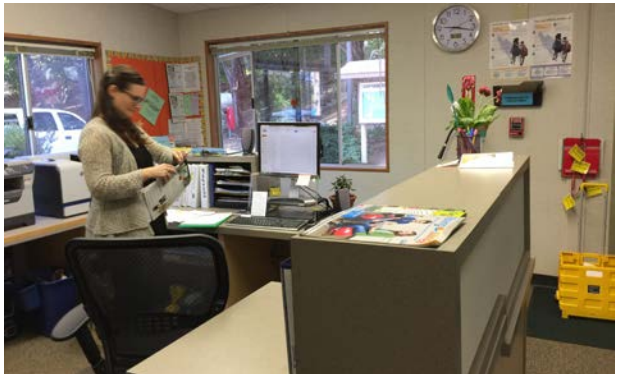
Play Structure



Windows



Exterior Door Hardware



Administration Office



Staff Work Room / Lounge



Dining Area



Library



Food Service



Teaching Station / Presentation Technology



Typical Classroom



Kindergarten / Child Care Classroom



Interior Hallway



STEAM Lab



Special Feature: Outdoor Amphitheater



Classrooms, CR
- # Indicates Grade Level
- K Kindergarten
- PK Preschool
- TK Transitional Kindergarten
- SPED Special Education

Electives / Labs
- CL Computer Lab
- MU Music
- SCI Science
- PE Physical Education
- SCI Science
- STEM STEM Lab

Other Classrooms
- BASC Before / After School Care

Student Services
- CO Counseling
- PSY Psychologist
- RSP Resource Specialist
- RT1 Reading Support
- SP Speech

Shared Spaces
- LIB Library
- MPR Multi-Purpose Room
- ST Stage

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- O Office

Support Spaces
- K Kitchen
- J Janitor
- T Toilets
- U Utility
- X Storage

Portable Classrooms

Main Entry

Drop-Off

5.5 EXISTING SITE PLAN
CAPTAIN COOPER ELEMENTARY SCHOOL



Learning Studio

#	Indicates Grade Level
BASC	Before/After School Care
COLAB	Collaboration Area
K	Kindergarten
SDC	Special Day Class
FLA	Foreign Language
FLEX	SDC or K, pending enrollment needs

Design Studio

ART	Art
MKR	Maker
MU	Music
SCI	Science

Learning Pavilion

ADMIN	Main Office
LOBBY	Secured Entry Point
ELD	English Language Dev't
FW	Faculty Work/Collaboration
INT	Reading Intervention
LIB	Library
LC	Learning Center
WC	Wellness Center
OT	Occupational Therapy

Gathering / Activity Areas

MPR	Multi-Purpose Room
ST	Stage

Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice

CIEP	Center for Innovative Educational Practice

Support Spaces

KIT	Kitchen/Food Service
X	Storage
T	Toilets
U	Utility
J	Janitor
E	Elevator

Portable Classrooms

Drop-Off

Main Entry

Teaching Stations:	
Kindergarten	1 TS
1-3 Grade	2 TS
4-5 Grade	1 TS
Total:	**4 TS**
Flex (K or SDC)	1 TS
Music	1 NTS
Art/Maker/Sci	1 NTS
	NTS
	NTS
Learning Center	1 TS eq.
Grand Total:	**8**

5.5 PROPOSED MASTER PLAN DIAGRAM
CAPTAIN COOPER ELEMENTARY SCHOOL

Scope of Work Categories	Master Plan Cost (2019$)
01. Modernize / Reconfigure Existing Classrooms	$ 116,000
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$ 42,000
03. Site Utilities	$ 576,000
04. Learning Studio: New Construction	$ 3,259,000
05. Design Studio: STEAM and Specialty Electives Improvements	$ 1,448,000
06. Design Studio: Performing Arts Improvements	$ 1,390,000
07. Learning Pavilion: Administration and Staff Support Improvements	$ 1,941,000
08. Learning Pavilion: Library and Student Support Services Improvements	$ 2,711,000
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$ 442,000
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$ -
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$ 958,000
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$ 298,000
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$ 1,131,000
14. Safety and Security	$ 747,000
15. Furniture that Supports an Invitation to Learning	$ 92,000
16. Technology Infrastructure	$ 112,000
Total Program Cost (2019$)	**$ 15,263,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)

SITE DATA
Year Built:
- 1961 – Main campus
- 1964 – D wing
- 1965 – District office
- 1998 – Portable classrooms
- 2004 – Restroom building at field

Year Modernized:
- 2003/4 – Main campus, including D wing
- 2016 – Portable classrooms
- 2017 – District Office

Student Population (2016 – 2017):
Number of Classrooms: 36
Number of Portables:
Site Acreage: 46 acres
Building Area: 77,854 square feet

Principal Priorities
from initial site visit
1. New environmental science classroom adjacent to natural habitat.
2. Drama / music room improvements
3. Second gymnasium



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CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Parking
Category [-]
- Drop-off often causes backup onto Carmel Valley Road.
- Buses stack in two adjacent rows.

Concrete Paving
Category [0]
- Concrete paving was redone in 2002/3.
- Hardcourts are paved with concrete.
- No issues were observed or reported.

AC paving
Category [2]
- Parking lots were slurry sealed in 2015.
- The parking lot AC at the Gym is weathering and striping is fading. Accessible stalls in this lot do not have signage in the correct location or truncated domes.

Ramps & Stairs
Category [-]
- Ramps, stairs and handrails are in good condition, but not all handrails meet current ADA standards.

Site Amenities
Drinking Fountains
Category [-]
- Hi-Lo drinking fountains were installed during modernization.

Shade Shelter
Category [0]
- This condition does not exist.

Bike Area
Category [0]
- Ample bike parking is provided at the front of the Administration office along with skateboard storage.

Covered Walkways
Category [0]
- No issues were observed or reported.

Athletic Fields & Facilities
Category [2]
- Playfields are heavily shared with the community.
- Fields show signs of gophers and are patchy, bumpy, and dry in areas.
- Basketball hoops are in good condition.
- Tennis courts were resurfaced in 1999/2000 and is due for another resurfacing and restriping.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Landscape
Category [-]
- Turf at the school drop-off/entry area has dried out.
- Shrubbery in planting areas are in good condition.
- Areas of high foot traffic have worn some planting areas down.
- Turf is planted at the landscape areas of the quad and is in good to fair condition.

Irrigation
Category [0]
- Irrigation is in good condition, but Facilities department wants to convert back onto the well in the southwest corner of the property.

Fencing & Gates
Category [1]
- This is an open campus; the only fencing and gates are associated with athletics.
- No issues were observed or reported related to athletic fencing.
- Low wood railing is used at some planting areas and show heavy damage by termites.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [-]
- All permanent construction is slab on grade.
- Portables have a raised foundation.
- This site has continuous problems with termites. Rot was replaced in 1999 and during the 2002 modernization. All facia was replaced in 2000. Despite these best efforts, termites are still an issue.

Paint
Category [0]
- Site was repainted in 2016.
- No issues were observed or reported.

Door / Frames / Locks
Category [1]
- Doors and frames are in good to fair condition, with signs of normal wear and tear.
- Locks have been modernized.

Windows
Category [3]
- Windows are single pane and appear to be original to the building.
- Many windows are manually operated, aluminum louvers.

Roof
Category [2]
- Roofs for all buildings were replaced in 1999 and all gutters are original.
- Low-slope roofs will be replaced Summer 2017.

ADA Compliance
Category [-]
- One window at the outdoor serving area of the Café is wheelchair accessible.

Interior
Overall Rating: Category [-]
- Most buildings have ceilings that are wood soffit surrounding suspended acoustic tiles. Flooring is carpet with VCT in the main Admin area and at the wet areas.
- Woodshops have spray acoustic ceiling.
- Casework in the classrooms was part of the modernization and includes a teaching wall with storage and sliding whiteboards.

Food Service
Category [-]
- Serving areas are within the Café and through three serving windows at the corner.
- The Café ceiling has a wood soffit surrounding suspended acoustic tiles. Flooring is VCT.
- The Café has a heat and serve kitchen that is open to the dining area.
- The floor is in fair condition and the window frames are damaged.

Restrooms
Category [0]
- Restrooms have been modernized.

ASSESSMENT OF SYSTEMS
Site Utilities
Domestic Water
Category [0]
- The original transite line was not replaced during modernization.

Fire Protection
Category [0]
- No issues were observed or reported.

Gas
Category [0]
- The gas line was replaced in 1995.
- No issues were observed or reported.

Sewer
Category [0]
- No issues were observed or reported.

Storm Drain / Drainage
Category [4]
- The front of campus experiences ponding and poor drainage during heavy rains.
- As the adjacent golf course is developed, storm drainage agreement could be affected.

Mechanical
Overall Rating: Category [0]
- HVAC was updated during modernization.
- There is one furnace for every two classrooms, with no issues.
- All units (except those at P1, P2, and the buildings of MEarth) are tied into an Energy Management System controlled at the M&O yard.

Plumbing
Category [0]
- No issues were observed or reported.

Electrical
Power
Category [0]
- Electrical was replaced in 1995.
- No issues were observed or reported.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Fire Alarm
Category [0]
- No issues were observed or reported.

Technology
Category [0]
- No issues were observed or reported.

Intercom / **Clock** / **Bell**
Category [5]
- Bell system is not IP-based and has reached the end of its useful life.
- Clocks have been replaced and are in good condition.

Security
Category [1]
- No issues were observed or reported.

Lighting
Category [3]
- Exterior and some interior lighting has been upgraded to LED.



Covered Walkway



Drop-Off Lane



Parking



Concrete Paving



Hardcourts



Ramps / Stairs



Playfields / Athletics



Track



Windows



Exterior Door Hardware



Administration Office



Staff Work Room / Lounge



Dining Area



Library



Gymnasium



Lockers



Food Service



Wood Shop



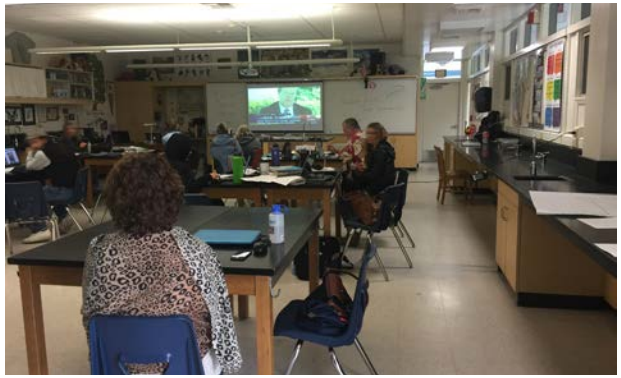
Typical Classroom



Theater



Music Room



Science Lab



Computer Lab



Classrooms, CR
ELA English Language Arts
FL Foreign Language
MA Math
SDC Special Day Class
SS Social Studies

Electives / Labs
CS Computer Science
D Dance
DR Drama
ENGR Engineering
MU Music
MM Multimedia
SCI Science
SM Sports Medicine
WD Woodshop
WT Weight

Student Services
CC College & Career Center

Shared Spaces
CAFE Cafeteria
CL Computer Lab
GYM Gymnasium
LIB Library
ST Stage

Admin / Faculty
ADMIN Main Office
CN Concessions
FW Faculty Work
FL Faculty Lounge
PREP Teacher Prep Room

Support Spaces
K Kitchen
L Locker Room
J Janitor
T Toilets
U Utility
X Storage

Portable Classrooms

Main Entry

Drop-Off

5.6 EXISTING SITE PLAN
CARMEL MIDDLE SCHOOL - OVERALL



Classrooms, CR
- BUS Business
- ELA English Language Arts
- FL Foreign Language
- MA Math
- SDC Special Day Class
- SS Social Studies

Electives / Labs
- CS Computer Science
- CUL Culinary Arts
- D Dance
- DR Drama
- ENGR Engineering
- MU Music
- MM Multimedia
- SCI Science
- SM Sports Medicine
- WD Woodshop
- WT Weight

Student Services
- CC College & Career Center
- SP Speech Counseling

Shared Spaces
- CAFE Cafeteria
- CL Computer Lab
- GYM Gymnasium
- LIB Library
- ST Stage

Admin / Faculty
- ADMIN Main Office
- CN Concessions
- FW Faculty Work
- FL Faculty Lounge
- PREP Teacher Prep Room
- N Nurse
- O Office

Support Spaces
- K Kitchen
- L Locker Room
- J Janitor
- T Toilets
- U Utility
- X Storage

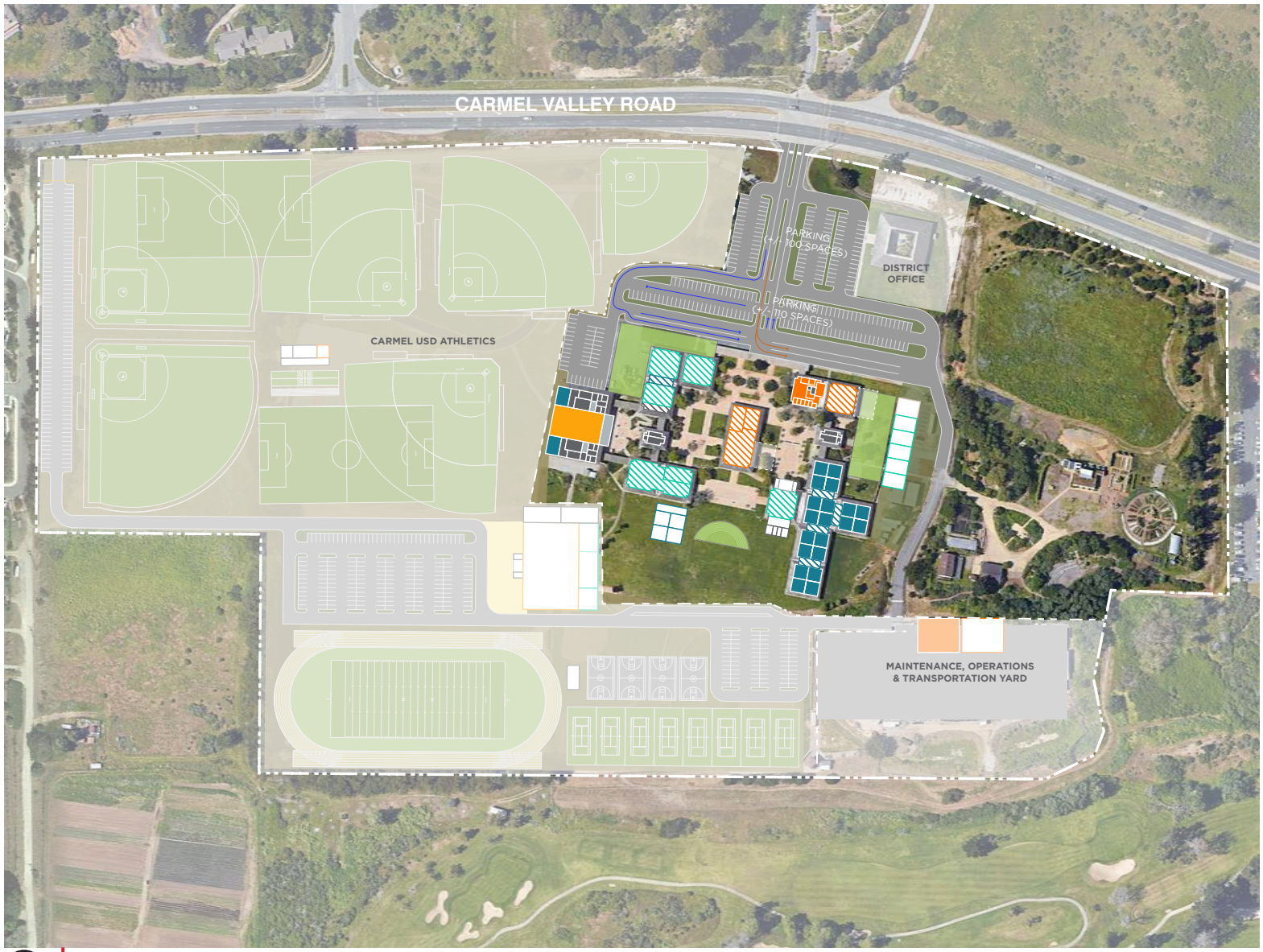
Portable Classrooms

Main Entry

Bus Drop-Off + Circulation

Parent Drop-Off + Circulation

5.6 EXISTING SITE PLAN
CARMEL MIDDLE SCHOOL - CAMPUS CORE



Learning Studio
- CE Community Education
- ELA English Language Arts
- ELD English Language Dev't
- FL Foreign Language
- MA Math
- PE Physical Education
- PW Pathways
- SE Special Education
- SH Special Education (Severe)
- SS Social Studies

Design Studio
- AUTO Automotive Shop
- CL Computer Lab
- CS Computer Science
- CUL Culinary Arts
- D Dance
- ENG Engineering + Robotics
- FIT Fitness
- IL Innovation Lab
- SCI Science (with Lab)
- SM Sports Medicine
- WT Weight Training
- MU Music
- VB Video Broadcast
- YB Yearbook / Journalism

Learning Pavilion
- ADMIN Main Office
- LOBBY Secured Entry Point
- FW Faculty Work/Collaboration
- LIB Library
- LC Learning Center
- WC Wellness Center
- O Office
- CN Concessions
- CC Career Center
- CO Counseling

Gathering / Activity Areas
- ASB Student Leadership
- GYM Gymnasium
- SU Student Union
- Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice
- CIEP Center for Innovative Educational Practice

Support Spaces
- KIT Kitchen/Food Service
- X Storage
- T Toilets
- U Utility
- J Janitor
- E Elevator

Main Entry
Bus Drop-Off + Circulation
Parent Drop-Off + Circulation

1" = 240'
0 80' 160' 240'

NO WORK | MODERNIZATION | RECONFIGURE | NEW CONSTRUCTION

5.6 PROPOSED MASTER PLAN DIAGRAM
CARMEL MIDDLE SCHOOL - OVERALL



1" = 160'
0 40' 80' 160'

NO WORK
MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Learning Studio

CE	Community Education
ELA	English Language Arts
ELD	English Language Dev't
FL	Foreign Language
MA	Math
PE	Physical Education
PW	Pathways
SE	Special Education
SH	Special Education (Severe)
SS	Social Studies

Design Studio

AUTO	Automotive Shop
CL	Computer Lab
CS	Computer Science
CUL	Culinary Arts
D	Dance
ENG	Engineering + Robotics
FIT	Fitness
IL	Innovation Lab
SCI	Science (with Lab)
SM	Sports Medicine
WT	Weight Training
MU	Music
VB	Video Broadcast
YB	Yearbook / Journalism

Learning Pavilion

ADMIN	Main Office
LOBBY	Secured Entry Point
FW	Faculty Work/Collaboration
LIB	Library
LC	Learning Center
WC	Wellness Center
O	Office
CN	Concessions
CC	Career Center
CO	Counseling

Gathering / Activity Areas

ASB	Student Leadership
GYM	Gymnasium
SU	Student Union
	Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice

CIEP	Center for Innovative Educational Practice

Support Spaces

KIT	Kitchen/Food Service
X	Storage
T	Toilets
U	Utility
J	Janitor
E	Elevator

Main Entry
Bus Drop-Off + Circulation
Parent Drop-Off + Circulation

Teaching Stations:

Core Required Courses	17 TS
Science	6 TS
Electives	8 TS
Total:	**31 TS**
Special Education	3 TS
Learning Center	2 TS eq.
Innovation Lab	1 NTS
Grand Total:	**37**

5.6 PROPOSED MASTER PLAN DIAGRAM
CARMEL MIDDLE SCHOOL - CAMPUS CORE

Scope of Work Categories	Master Plan Cost (2019$)
01. Modernize / Reconfigure Existing Classrooms	$ 2,147,000
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$ 959,000
03. Site Utilities	$ 1,037,000
04. Learning Studio: New Construction	$ 3,820,000
05. Design Studio: STEAM and Specialty Electives Improvements	$ 9,277,000
06. Design Studio: Performing Arts Improvements	$ 3,453,000
07. Learning Pavilion: Administration and Staff Support Improvements	$ 836,000
08. Learning Pavilion: Library and Student Support Services Improvements	$ 1,719,000
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$ 1,627,000
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$ 20,826,000
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$ -
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$ 1,102,000
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$ 3,008,000
14. Safety and Security	$ 421,000
15. Furniture that Supports an Invitation to Learning	$ 854,000
16. Technology Infrastructure	$ 1,270,000
Total Program Cost (2019$)	**$ 52,356,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)

SITE DATA

Year Built:

- 1939 – Administration, Rooms 6, 7, 9-17
- 1941 – Cafeteria, Gymnasium, Rooms 41-43
- 1944 – Room 8, 18, Restroom building
- 1948 – Room 40
- 1956 – Rooms 22-23, 34, 35
- 1958 – Rooms 19-21, 30-33, 36-39
- 1964 – Rooms 26-28
- 1993 – Rooms 15-17 rebuilt after fire
- 2000/1 – Portables A-C
- 2007 – Library, Rooms 24-25, Swimming Pool
- 2008 – Dance Studio, Sports Medicine, and Weight Room additions to Gym
- 2010 – Rooms 44-48
- 2011 – Center for the Performing Arts
- 2014 – Science Wing

Year Modernized:

- 1993 – Rooms 15-18
- 1994 – Restroom building near Room 18
- 2000 – Rooms 41-43
- 2002 – Administration, Rooms 6-8, 9-14, 19-23, 30-33, 36-39, 35, 40, Kitchen, Gymnasium
- 2003 – Cafeteria
- 2004 – Room 34
- 2011 – rooms 26-28
- 2016 – Accessibility upgrade to Gym

Student Population (2016 – 2017):
Number of Classrooms: 53
Number of Portables:
Site Acreage: 22 acres
Building Area: 106,670 square feet



3600 Ocean Avenue, Carmel | www.carmelhigh.org

Principal Priorities

from initial site visit

1. Flexible, collaborative teaching spaces (interior and exterior)
2. Social-emotional learning spaces
3. Improved wayfinding / organization

`

CATEGORY:

[0]	No Work
[1]	Minor Work
[2]	Minor Modernization
[3]	Standard Modernization
[4]	Major Modernization / Reconfiguration
[5]	Complete Replacement

Parking

Category [-]

- Parking is limited to the lot along Hwy 1. Many students park within the adjacent neighborhood.

Concrete Paving

Category [0]

- Concrete paving appears to be approximately 10 years old or less and is showing signs of cracking.
- Concrete was placed over key access points to the water line between the Library/6-8 wing and Room 9-18 wings.

AC paving

Category [2]

- The parking lot AC is in good condition, showing typical weathering and minor cracking.
- The AC paving along the fire lane around the back of campus shows extensive cracking.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Ramps & Stairs
Category [1]
- Steel handrails at the stairs adjacent the Room 44-48 wing are rusting and staining the concrete of the stairs.
- Most ramps and stairs have warning strips at each tread and painted steel handrails. Stairs and treads are in good condition. The paint at the handrails is showing signs of normal wear and tear.

Site Amenities
Drinking Fountains
Category [0]
- Hi-Lo drinking fountains were installed during modernization.

Shade Shelter
Category [0]
- The Portable Classroom at the pool will be removed Summer 2017.

Bike Area
Category [0]
- No issues were observed or reported.

Covered Walkways
Category [1]
- Rust was observed at the base of the covered walkway behind the Center for Performing Arts.

Athletic Fields & Facilities
Category [2]
- Swimming pool is a Myrtha pool. Equipment is in good condition, but pool leaks regularly.
- Synthetic turf and track was installed in 2014. Press box and bleachers were installed in 2016.
- Tennis courts were resurfaced in 1999. The surface is cracking/wearing, but the courts have underlying structural issues.
- Baseball field is in good condition, but abut steep slopes at the warning track, which could succumb to erosion.
- There is a desire for additional athletics storage.
- The locker rooms were modernized with the Gym in 2002 and are in good condition.

Landscape
Category [0]
- Landscaped areas are in good condition and appear well maintained.

Irrigation
Category [0]
- No issues were observed or reported.

Fencing & Gates
Category [1]
- This is an open campus; primary fencing and gates are associated with athletics.
- No issues were observed or reported related to athletic fencing.
- The pool area is enclosed with a tube steel fence. Gates have panic hardware. The paint is extensively chipped at the gate.
- The rear perimeter of campus has a black coated chainlink fence which is in good condition.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [-]
- Most permanent construction is slab on grade. Part of Admin, Library, Rooms 6-8, 9-14, and 14-18 have a raised foundation.
- Portables have a raised foundation.
- Adobe brick wainscoting is used on most buildings as a tribute to the original school construction. Unfortunately, the use of these bricks results in great heat gain to the interior.
- Gaps in the adobe brick have been filled in with spray foam insulation, which is in poor condition.
- Stucco has been damaged in various locations throughout the campus.

Paint
Category [0]
- The campus will get a fresh coat of paint Summer 2017 for all buildings except Administration.

Door / Frames / Locks
Category [1]
- Doors and frames are in good to fair condition, with signs of normal wear and tear.
- Locks have been modernized.

Windows
Category [3]
- Most windows are single pane and appear to be original to the buildings.

Roof
Category [-]
- All shake roofs were replaced in 1999. Low slope roofs were replaced in 2000.
- All flat roofs will be replaced Summer 2017.

ADA Compliance
Category [-]
- The restroom building does not have clearances that meet current ADA standards.

Interior
Overall Rating: Category [3]
- Interior finishes at Administration have not been updated since modernization except for minor touch-up paint.
- The flooring of the Cafeteria's dining room was replaced or resurfaced in 2004 and is in good condition.
- Rooms 24-25 were rebuilt in 2007, are insulated, and are in good condition.
- Rooms 26-28 were seismically upgraded when CPA was built.
- Rooms 41-43 finishes are in fair to poor condition and in need of an update.
- The Gymnasium received new floors and structural upgrades during 2002 modernization and new interior finishes and additional structural upgrades in 2016. It will receive new paint Summer 2017. The Snack Shack interiors, however, are in poor condition.
- Room 40 (auto shop/wood/robotics/industrial arts) interior finishes show extensive wear and tear. Access/use of the loft is desired.
- Administration building has glue up tiles, fluorescent lighting, VCT flooring throughout with carpet in offices and conference rooms. Finishes are worn and in poor condition.
- Room 6-8 wing has acoustical spray ceiling, VCT floor, tackable walls, and a teaching wall.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Interior (cont'd)
- The Science wing (Rooms 1-3) has vaulted ceilings in the classrooms with casework appropriate for science and gas plumbing. Lab prep area has a suspended acoustic tile ceiling.
- Room 15-18 wing has glue up tile ceiling with fluorescent lighting, VCT flooring, casework appropriate for science, and a SmartBoard.
- Rooms 19-25 have glue up ceiling, some LED lighting, carpet, and a teaching wall with storage and sliding whiteboards.
- The Band/Choir room (room 35) has VCT floor, vaulted ceiling with acoustic panels, some LED lighting. Practice rooms have carpet which is in poor condition.
- Rooms 26-28 have suspended acoustic tile ceiling, LED lighting, carpet, tackable walls, and a teaching wall with storage and sliding whiteboards.

Food Service
Category [4]
- Kitchen was modernized in 2001.
- This kitchen prepares the food for all schools within the District, and is undersized to serve this purpose. The kitchen needs additional freezer and prep space.
- The kitchen equipment and finishes are in good condition with normal wear and tear damage at door frames.

Restrooms
Category [2]
- Restrooms were modernized in 1995 and are due for a refresh.

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]
- The main gas shutoff is located in the electrical/utility room next to Room 14. Ideally, the gas shutoff would locate at the perimeter of campus.

Sewer
Category [0]
- The sewer line running around the cafeteria needs to be upsized.
- Ideally, an additional restroom/changing facility would be provided at the pool, but that would require a lift station for sewer.

Storm Drain / Drainage
Category [4]
- The mechanical room in the basement of the Library received flooding.
- Ponding occurs between Rooms 44-48 wing and Rooms 41-43 wing.
- Room 42 experiences intrusion from driving rain.

Mechanical
Overall Rating: Category [3]
- HVAC was replaced at Administration during modernization.
- The classroom wing with Rooms 6-8, 9-14, and 15-18 do not have air conditioning, are not well insulated, and have a large wall of south-facing, single pane glazing.
- Heating units were replaced in the classroom wing with Rooms 15-18 when rebuilt/modernized in 1993.
- The mechanical system at Rooms 41-43 has reached the end of its useful life and is in need of replacement.
- The mechanical system at the Gymnasium has no issues.

Plumbing
Category [0]
- No issues were observed or reported.

Electrical
Power
Category [0]
- No issues were observed or reported.

Fire Alarm
Category [0]
- Fire alarm was upgraded during modernization and has a remote panel within Administration.
- No issues were observed or reported.

Technology
Category [0]
- The Gymnasium has issues/conflicts with technology and lighting during presentations.

Intercom / Clock / Bell
Category [2]
- The Intercom/clock/bell systems have reached the end of their useful life.

Security
Category [1]
- No issues were observed or reported.

Lighting
Category [2]
- Exterior and some interior lighting has been upgraded to LED in 2016.


Covered Walkway


Drop-Off Lane


Parking


Concrete Paving


Baseball


Ramps / Stairs


Pool


Track & Field


Tennis Courts



Windows



Exterior Door Hardware



Administration Office



Staff Work Room / Lounge



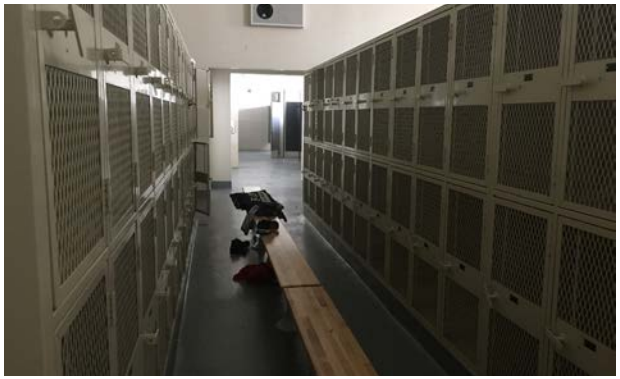
Dining Area



Library



Gymnasium



Lockers



Food Service



Teaching Station / Presentation Technology



Typical Classroom



Theater



Music Room



Science Lab



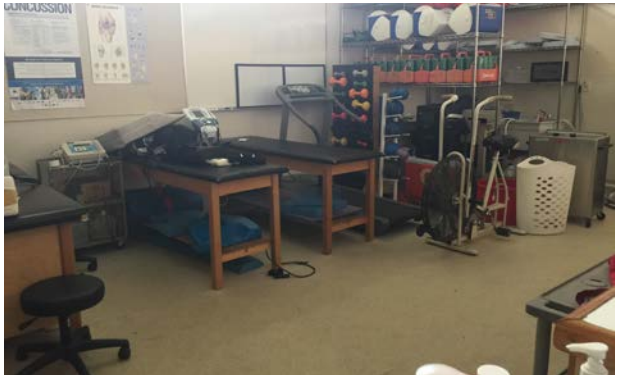
Computer Lab



Art



Wood Shop



Sports Medicine



1" = 240'
0 80' 160' 240'

Classrooms, CR
BUS Business
ELA English Language Arts
FL Foreign Language
MA Math
SDC Special Day Class
SS Social Studies

Electives / Labs
CS Computer Science
CUL Culinary Arts
D Dance
DR Drama
ENGR Engineering
MU Music
MM Multimedia
SCI Science
SM Sports Medicine
WD Woodshop
WT Weight

Student Services
CC College & Career Center
SP Speech Counseling

Shared Spaces
CAFE Cafeteria
CL Computer Lab
GYM Gymnasium
LIB Library
ST Stage

Admin / Faculty
ADMIN Main Office
CN Concessions
FW Faculty Work
FL Faculty Lounge
PREP Teacher Prep Room
N Nurse
O Office

Support Spaces
K Kitchen
L Locker Room
J Janitor
T Toilets
U Utility
X Storage

Portable Classrooms

Main Entry

Drop-Off

5.7 EXISTING SITE PLAN
CARMEL HIGH SCHOOL - OVERALL



Classrooms, CR
- BUS Business
- ELA English Language Arts
- FL Foreign Language
- MA Math
- SDC Special Day Class
- SS Social Studies

Electives / Labs
- CS Computer Science
- CUL Culinary Arts
- D Dance
- DR Drama
- ENGR Engineering
- MU Music
- MM Multimedia
- SCI Science
- SM Sports Medicine
- WD Woodshop
- WT Weight

Student Services
- CC College & Career Center
- SP Speech Counseling

Shared Spaces
- CAFE Cafeteria
- CL Computer Lab
- GYM Gymnasium
- LIB Library
- ST Stage

Admin / Faculty
- ADMIN Main Office
- CN Concessions
- FW Faculty Work
- FL Faculty Lounge
- PREP Teacher Prep Room
- N Nurse
- O Office

Support Spaces
- K Kitchen
- L Locker Room
- J Janitor
- T Toilets
- U Utility
- X Storage

Portable Classrooms

Main Entry

Drop-Off

5.7 EXISTING SITE PLAN
CARMEL HIGH SCHOOL - CAMPUS CORE



Learning Studio
- CE Community Education
- ELA English Language Arts
- ELD English Language Dev't
- FL Foreign Language
- MA Math
- PE Physical Education
- PW Pathways
- SE Special Education
- SH Special Education (Severe)
- SS Social Studies

Design Studio
- AUTO Automotive Shop
- CL Computer Lab
- CS Computer Science
- CUL Culinary Arts
- D Dance
- ENG Engineering + Robotics
- FIT Fitness
- IL Innovation Lab
- SCI Science (with Lab)
- SM Sports Medicine
- WT Weight Training
- MU Music
- VB Video Broadcast
- YB Yearbook / Journalism

Learning Pavilion
- ADMIN Main Office
- LOBBY Secured Entry Point
- FW Faculty Work/Collaboration
- LIB Library
- LC Learning Center
- WC Wellness Center
- O Office
- CN Concessions
- CC Career Center
- CO Counseling

Gathering / Activity Areas
- ASB Student Leadership
- GYM Gymnasium
- SU Student Union
- Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice
- CIEP Center for Innovative Educational Practice

Support Spaces
- KIT Kitchen/Food Service
- X Storage
- T Toilets
- U Utility
- J Janitor
- E Elevator

Main Entry — Drop-Off

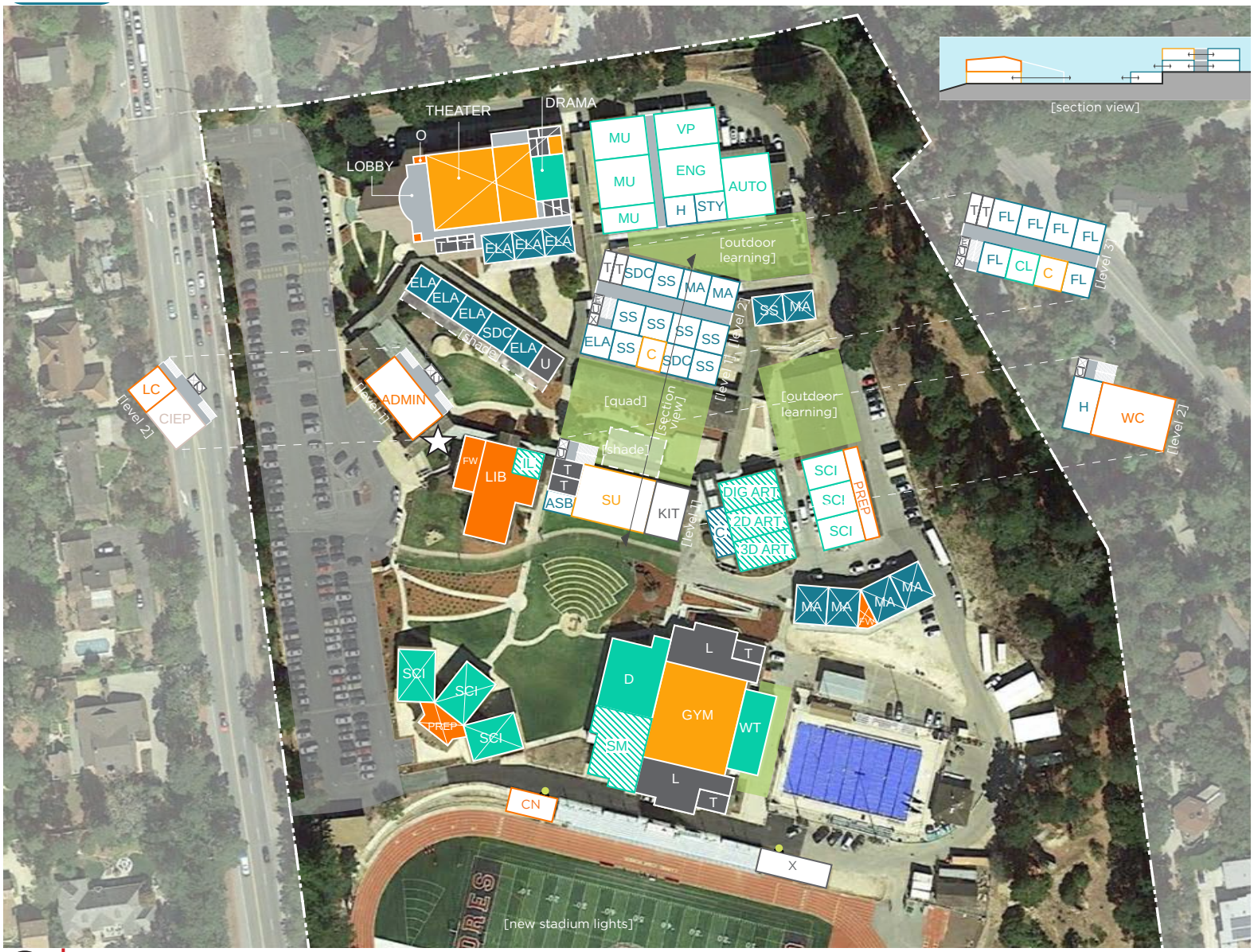
Teaching Stations:

Core Required Courses	22 TS
Science	6 TS
Electives	18 TS
Total:	**46 TS**
Special Education	4 TS
Learning Center	2 TS eq.
Innovation Lab	1 NTS
Grand Total:	**53**

1" = 240'
0 80' 160' 240'

NO WORK — MODERNIZATION — RECONFIGURE — NEW CONSTRUCTION

5.7 PROPOSED MASTER PLAN DIAGRAM
CARMEL HIGH SCHOOL - OVERALL



1" = 160'
0 40' 80' 160'

NO WORK | MODERNIZATION | RECONFIGURE | NEW CONSTRUCTION

Learning Studio
- CE Community Education
- ELA English Language Arts
- ELD English Language Dev't
- FL Foreign Language
- MA Math
- PE Physical Education
- PW Pathways
- SE Special Education
- SH Special Education (Severe)
- SS Social Studies

Design Studio
- AUTO Automotive Shop
- CL Computer Lab
- CS Computer Science
- CUL Culinary Arts
- D Dance
- ENG Engineering + Robotics
- FIT Fitness
- IL Innovation Lab
- SCI Science (with Lab)
- SM Sports Medicine
- WT Weight Training
- MU Music
- VB Video Broadcast
- YB Yearbook / Journalism

Learning Pavilion
- ADMIN Main Office
- LOBBY Secured Entry Point
- FW Faculty Work/Collaboration
- LIB Library
- LC Learning Center
- WC Wellness Center
- O Office
- CN Concessions
- CC Career Center
- CO Counseling

Gathering / Activity Areas
- ASB Student Leadership
- GYM Gymnasium
- SU Student Union
- Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice
- CIEP Center for Innovative Educational Practice

Support Spaces
- KIT Kitchen/Food Service
- X Storage
- T Toilets
- U Utility
- J Janitor
- E Elevator

Main Entry | Drop-Off

Teaching Stations:

Core Required Courses	22 TS
Science	6 TS
Electives	18 TS
Total:	**46 TS**
Special Education	4 TS
Learning Center	2 TS eq.
Innovation Lab	1 NTS
Grand Total:	**53**

5.7 PROPOSED MASTER PLAN DIAGRAM
CARMEL HIGH SCHOOL - CAMPUS CORE

Scope of Work Categories	Master Plan Cost (2019$)
01. Modernize / Reconfigure Existing Classrooms	$ 736,000
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$ 274,000
03. Site Utilities	$ 1,304,000
04. Learning Studio: New Construction	$ 24,895,000
05. Design Studio: STEAM and Specialty Electives Improvements	$ 20,715,000
06. Design Studio: Performing Arts Improvements	$ 6,472,000
07. Learning Pavilion: Administration and Staff Support Improvements	$ 5,618,000
08. Learning Pavilion: Library and Student Support Services Improvements	$ 6,516,000
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$ 7,845,000
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$ 72,000
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$ 5,335,000
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$ 1,718,000
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$ 4,206,000
14. Safety and Security	$ 167,000
15. Furniture that Supports an Invitation to Learning	$ 580,000
16. Technology Infrastructure	$ 664,000
Total Program Cost (2019$)	**$ 87,117,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)

SITE DATA
Year Built:
- 1998 – Rooms 2-3
- 2002 – Room 4
- 2005 – Weight Room
- 2010 – Administration and Room 1

Year Modernized:
- 2008 – Rooms 2-3

Student Population (2016 – 2017): 20-25
Number of Classrooms: 6
Number of Portables: 6
Site Acreage: 12.42 acres (shared with Carmelo CDC)
Building Area: 6,410 square feet



27335 Schulte Road, Carmel Valley | www.carmelvalleyhigh.org

Principal Priorities
from initial site visit
1. Security cameras
2. New shop building
3. Flexible learning spaces / furniture

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Parking
Category [-]
- Parking for the adjacent Carmelo CDC is accessed through the parking lot for Carmel Valley High School.
- No issues were observed or reported.

Concrete Paving
Category [0]
- There is minimal concrete paving on the campus.
- No issues were observed or reported.

AC paving
Category [2]
- AC paving in the parking lot and throughout campus is showing extensive cracking.

Ramps & Stairs
Category [2]
- All stairs and ramping are in fair condition, showing signs of normal wear and tear.

Site Amenities
Drinking Fountains
Category [2]
- The drinking fountain between Rooms 1 and 4 does not meet current ADA standards.

Shade Shelter
Category [0]
- This condition does not exist.

Bike Area
Category [0]
- This condition does not exist.

Covered Walkways
Category [0]
- This condition does not exist.

Athletic Fields & Facilities
Category [3]
- Playfield is shared with Carmelo Child Development Center and community athletics leagues and is in poor condition.

Landscape
Category [2]
- All landscape areas are planted with turf, in good to fair condition.

Irrigation
Category [0]
- No issues were observed or reported.

CATEGORY:
- **[0]** No Work
- **[1]** Minor Work
- **[2]** Minor Modernization
- **[3]** Standard Modernization
- **[4]** Major Modernization / Reconfiguration
- **[5]** Complete Replacement

Fencing & Gates
Category [0]
- Low wood fencing runs the border between the parking lot and the campus.
- The campus is open.
- A full height chainlink fence with vehicular gate separates the parking area from the road that extends into the CCDC campus.
- No issues were observed or reported.

ASSESSMENT OF BUILDINGS
Exterior
Overall Rating: Category [-]

Paint
Category [0]
- Exterior paint is in good condition.

Door / Frames / Locks
Category [1]
- Doors and frames are in good condition, with signs of normal wear and tear.

Windows
Category [0]
- Windows are original to the buildings.

Roof
Category [0]
- No issues were observed or reported.

ADA Compliance
Category [0]
- No issues were observed or reported.

Interior
Overall Rating: Category [0]
- Flooring is carpet in all spaces except the Art Room (Room 2) which has VCT and the Weight Room which has athletic flooring.
- Ceilings are suspended acoustic tile with LED lighting.
- Tackable walls are used throughout the learning spaces.
- Casework is in good condition.

Food Service
Category [0]
- This condition does not exist.

Restrooms
Category [0]
- Restrooms are in good condition.

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 gas service at this site.

Sewer
Category [0]
- No issues were observed or reported.

Storm Drain / Drainage
Category [0]
- No issues were observed or reported.

Mechanical
Category [0]
- No issues were observed or reported.

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 [0]
- No issues were observed or reported.

Lighting
Category [0]
- Lighting has been upgraded to LED.



Dining Area



Drop-Off Lane



Parking



Fencing / Gates



Hardcourts (site paving)



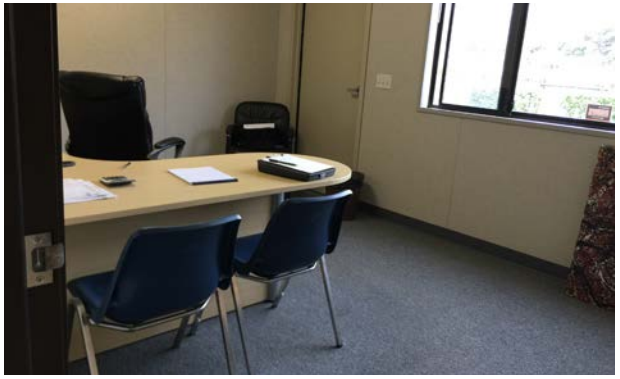
Ramps / Stairs



Playfields / Athletics (Shared with Carmelo CDC)



Weight Room



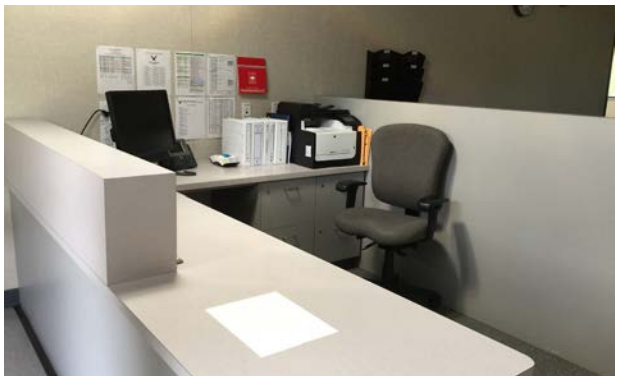
Office



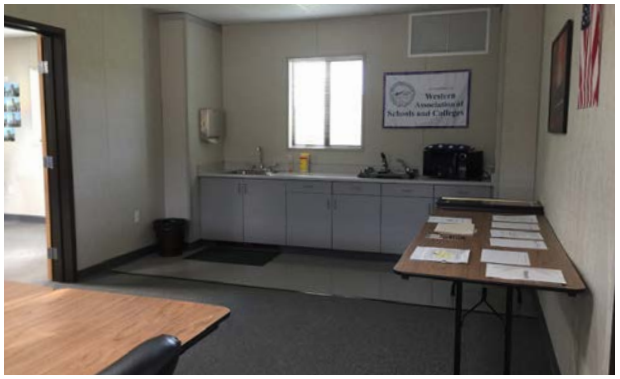
Windows



Exterior Door Hardware



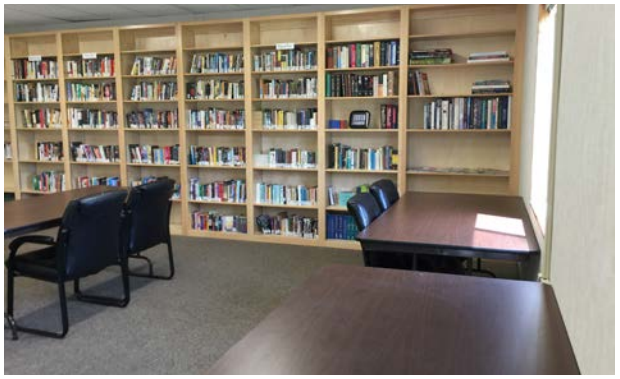
Administration Office



Staff Work Room / Lounge



Typical Classroom



Library



Art



Kiln



Ceramics



Classrooms, CR
BUS Business
ELA English Language Arts
FL Foreign Language
MA Math
SDC Special Day Class
SS Social Studies

Electives / Labs
CS Computer Science
CUL Culinary Arts
D Dance
DR Drama
ENGR Engineering
MU Music
MM Multimedia
SCI Science
SM Sports Medicine
WD Woodshop
WT Weight

Student Services
CC College & Career Center
SP Speech Counseling

Shared Spaces
CAFE Cafeteria
CL Computer Lab
GYM Gymnasium
LIB Library
ST Stage

Admin / Faculty
ADMIN Main Office
CN Concessions
FW Faculty Work
FL Faculty Lounge
PREP Teacher Prep Room
N Nurse
O Office

Support Spaces
K Kitchen
L Locker Room
J Janitor
T Toilets
U Utility
X Storage

Portable Classrooms

Main Entry

Drop-Off

1" = 120'
0 30' 60' 120'

5.8 EXISTING SITE PLAN
CARMEL VALLEY HIGH SCHOOL



Learning Studio
- CE Community Education
- ELA English Language Arts
- ELD English Language Dev't
- FL Foreign Language
- MA Math
- PE Physical Education
- PW Pathways
- SE Special Education
- SH Special Education (Severe)
- SS Social Studies

Design Studio
- AUTO Automotive Shop
- CL Computer Lab
- CS Computer Science
- CUL Culinary Arts
- D Dance
- ENG Engineering + Robotics
- FIT Fitness
- IL Innovation Lab
- SCI Science (with Lab)
- SM Sports Medicine
- WT Weight Training
- MU Music
- VB Video Broadcast
- YB Yearbook / Journalism

Learning Pavilion
- ADMIN Main Office
- LOBBY Secured Entry Point
- FW Faculty Work/Collaboration
- LIB Library
- LC Learning Center
- WC Wellness Center
- O Office
- CN Concessions
- CC Career Center
- CO Counseling

Gathering / Activity Areas
- ASB Student Leadership
- GYM Gymnasium
- SU Student Union
- Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice
- CIEP Center for Innovative Educational Practice

Support Spaces
- KIT Kitchen/Food Service
- X Storage
- T Toilets
- U Utility
- J Janitor
- E Elevator

Main Entry — Drop-Off

Teaching Stations:

Core Required Courses	2.5 TS
Science	0.5 TS
Electives	3 TS
Total:	**6 TS**

Special Education
Learning Center
Innovation Lab

Grand Total: 6

1" = 120'
0 30' 60' 120'

NO WORK — MODERNIZATION — RECONFIGURE — NEW CONSTRUCTION

5.8 PROPOSED MASTER PLAN DIAGRAM
CARMEL VALLEY HIGH SCHOOL

Scope of Work Categories	Master Plan Cost (2019$)
01. Modernize / Reconfigure Existing Classrooms	$ -
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$ -
03. Site Utilities	$ -
04. Learning Studio: New Construction	$ -
05. Design Studio: STEAM and Specialty Electives Improvements	$ 1,737,000
06. Design Studio: Performing Arts Improvements	$ -
07. Learning Pavilion: Administration and Staff Support Improvements	$ 342,000
08. Learning Pavilion: Library and Student Support Services Improvements	$ -
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$ -
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$ -
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$ 161,000
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$ 454,000
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$ 22,000
14. Safety and Security	$ 6,000
15. Furniture that Supports an Invitation to Learning	$ 122,000
16. Technology Infrastructure	$ 141,000
Total Program Cost (2019$)	**$ 2,985,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)



Classrooms, CR
ELA English Language Arts
FL Foreign Language
MA Math
SDC Special Day Class
SS Social Studies

Electives / Labs
CS Computer Science
D Dance
DR Drama
ENGR Engineering
MU Music
MM Multimedia
SCI Science
SM Sports Medicine
WD Woodshop
WT Weight

Student Services
CC College & Career Center

Shared Spaces
CAFE Cafeteria
CL Computer Lab
GYM Gymnasium
LIB Library
ST Stage

Admin / Faculty
ADMIN Main Office
CN Concessions
FW Faculty Work
FL Faculty Lounge
PREP Teacher Prep Room

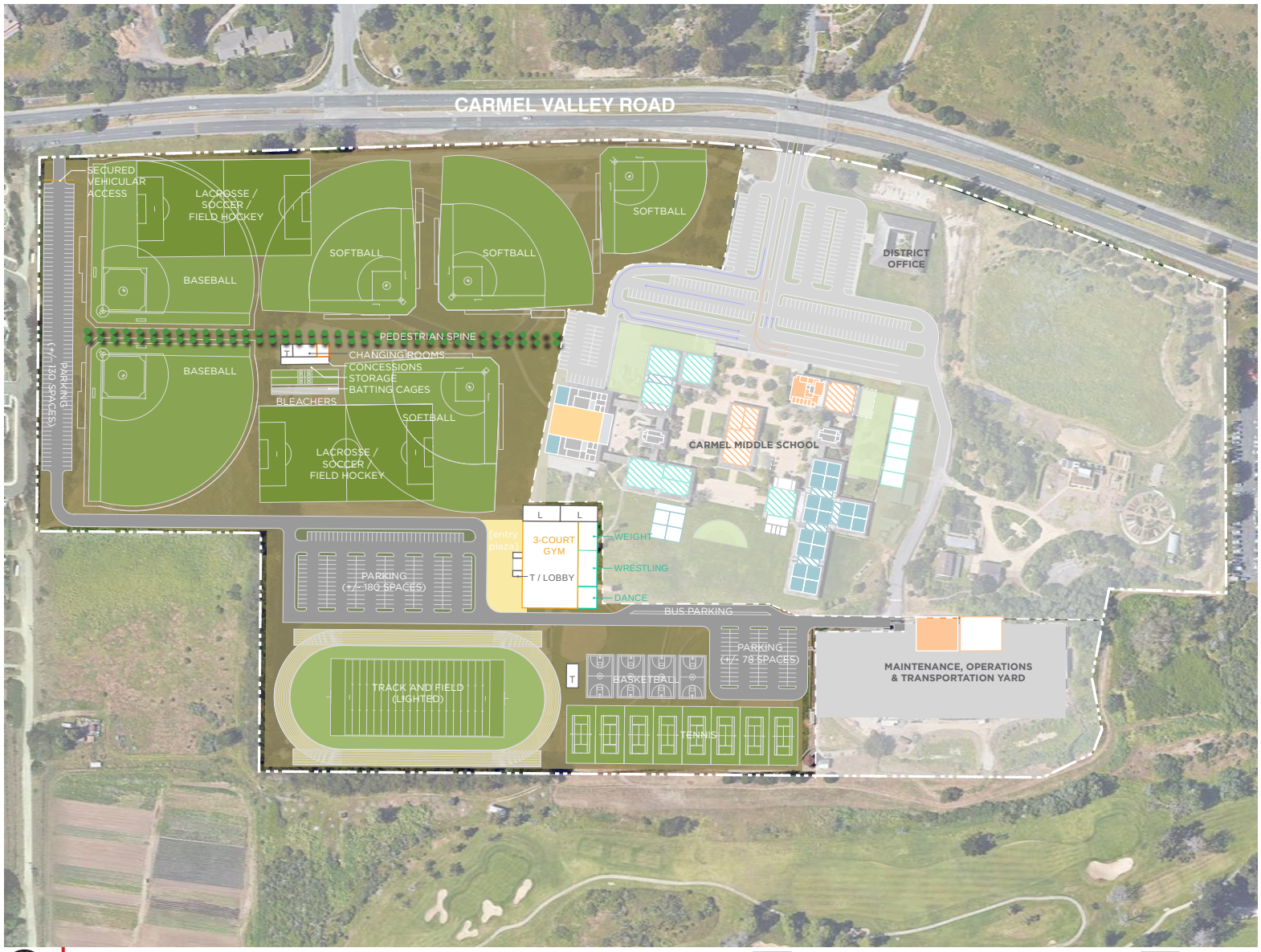
Support Spaces
K Kitchen
L Locker Room
J Janitor
T Toilets
U Utility
X Storage

Portable Classrooms

Main Entry

Drop-Off

5.9 EXISTING SITE PLAN
CARMEL USD ATHLETICS



Learning Studio

CE	Community Education
ELA	English Language Arts
ELD	English Language Dev't
FL	Foreign Language
MA	Math
PE	Physical Education
PW	Pathways
SE	Special Education
SH	Special Education (Severe)
SS	Social Studies

Design Studio

AUTO	Automotive Shop
CL	Computer Lab
CS	Computer Science
CUL	Culinary Arts
D	Dance
ENG	Engineering + Robotics
FIT	Fitness
IL	Innovation Lab
SCI	Science (with Lab)
SM	Sports Medicine
WT	Weight Training
MU	Music
VB	Video Broadcast
YB	Yearbook / Journalism

Learning Pavilion

ADMIN	Main Office
LOBBY	Secured Entry Point
FW	Faculty Work/Collaboration
LIB	Library
LC	Learning Center
WC	Wellness Center
O	Office
CN	Concessions
CC	Career Center
CO	Counseling

Gathering / Activity Areas

ASB	Student Leadership
GYM	Gymnasium
SU	Student Union

Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice

CIEP	Center for Innovative Educational Practice

Support Spaces

KIT	Kitchen/Food Service
X	Storage
T	Toilets
U	Utility
J	Janitor
E	Elevator

Main Entry

Bus Drop-Off + Circulation

Parent Drop-Off + Circulation

1" = 240'

0 80' 160' 240'

NO WORK

MODERNIZATION

RECONFIGURE

NEW CONSTRUCTION

5.9 PROPOSED MASTER PLAN DIAGRAM
CARMEL USD ATHLETICS

Scope of Work Categories	Master Plan Cost (2019$)
01. Modernize / Reconfigure Existing Classrooms	$ -
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$ -
03. Site Utilities	$ 3,510,000
04. Learning Studio: New Construction	$ -
05. Design Studio: STEAM and Specialty Electives Improvements	$ -
06. Design Studio: Performing Arts Improvements	$ -
07. Learning Pavilion: Administration and Staff Support Improvements	$ -
08. Learning Pavilion: Library and Student Support Services Improvements	$ -
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$ -
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$ 19,750,000
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$ 42,820,000
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$ -
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$ 6,047,000
14. Safety and Security	$ 110,000
15. Furniture that Supports an Invitation to Learning	$ -
16. Technology Infrastructure	$ -
Total Program Cost (2019$)	**$ 72,237,000**

Total Program Cost (2019$) - Natural Turf In Lieu of Synthetic Turf **59,194,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)



Classrooms, CR
BUS Business
ELA English Language Arts
FL Foreign Language
MA Math
SDC Special Day Class
SS Social Studies

Electives / Labs
CS Computer Science
CUL Culinary Arts
D Dance
DR Drama
ENGR Engineering
MU Music
MM Multimedia
SCI Science
SM Sports Medicine
WD Woodshop
WT Weight

Student Services
CC College & Career Center
SP Speech Counseling

Shared Spaces
CAFE Cafeteria
CL Computer Lab
GYM Gymnasium
LIB Library
ST Stage

Admin / Faculty
ADMIN Main Office
CN Concessions
FW Faculty Work
FL Faculty Lounge
PREP Teacher Prep Room
N Nurse
O Office

Support Spaces
K Kitchen
L Locker Room
J Janitor
T Toilets
U Utility
X Storage

Portable Classrooms

Main Entry

Drop-Off

5.10 EXISTING SITE PLAN
MAINTENANCE, OPERATIONS, & TRANSPORTATION YARD



Learning Studio

CE	Community Education
ELA	English Language Arts
ELD	English Language Dev't
FL	Foreign Language
MA	Math
PE	Physical Education
PW	Pathways
SE	Special Education
SH	Special Education (Severe)
SS	Social Studies

Design Studio

AUTO	Automotive Shop
CL	Computer Lab
CS	Computer Science
CUL	Culinary Arts
D	Dance
ENG	Engineering + Robotics
FIT	Fitness
IL	Innovation Lab
SCI	Science (with Lab)
SM	Sports Medicine
WT	Weight Training
MU	Music
VB	Video Broadcast
YB	Yearbook / Journalism

Learning Pavilion

ADMIN	Main Office
LOBBY	Secured Entry Point
FW	Faculty Work/Collaboration
LIB	Library
LC	Learning Center
WC	Wellness Center
O	Office
CN	Concessions
CC	Career Center
CO	Counseling

Gathering / Activity Areas

ASB	Student Leadership
GYM	Gymnasium
SU	Student Union
	Outdoor Learning, Playfields, Gardens

Center for Innovative Educational Practice

CIEP	Center for Innovative Educational Practice

Support Spaces

KIT	Kitchen/Food Service
X	Storage
T	Toilets
U	Utility
J	Janitor
E	Elevator

Main Entry — Drop-Off

Teaching Stations:

Core Required Courses
Science
Electives
Total:

Special Education
Learning Center
Innovation Lab

Grand Total:

1" = 160'
0 40' 80' 160'

NO WORK | MODERNIZATION | RECONFIGURE | NEW CONSTRUCTION

5.10 PROPOSED MASTER PLAN DIAGRAM
MAINTENANCE, OPERATIONS, & TRANSPORTATION YARD

Scope of Work Categories	Master Plan Cost (2019$)
01. Modernize / Reconfigure Existing Classrooms	$ -
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$ -
03. Site Utilities	$ -
04. Learning Studio: New Construction	$ -
05. Design Studio: STEAM and Specialty Electives Improvements	$ -
06. Design Studio: Performing Arts Improvements	$ -
07. Learning Pavilion: Administration and Staff Support Improvements	$ 2,708,000
08. Learning Pavilion: Library and Student Support Services Improvements	$ -
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$ -
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$ -
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$ -
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$ -
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$ -
14. Safety and Security	$ -
15. Furniture that Supports an Invitation to Learning	$ -
16. Technology Infrastructure	$ -
Total Program Cost (2019$)	**$ 2,708,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)



Support Spaces

K	Kitchen
J	Janitor
T	Toilets
U	Utility
X	Storage

1" = 160'

0 40' 80' 160'

5.11 EXISTING SITE PLAN
LOGAN HALL



Center for Innovative Educational Practice
CIEP Center for Innovative Educational Practice

5.11 PROPOSED MASTER PLAN DIAGRAM
LOGAN HALL

Scope of Work Categories	Master Plan Cost (2019$)
01. Modernize / Reconfigure Existing Classrooms	$ -
02. Existing Building Systems, Toilets, and Improved Energy Efficiency	$ -
03. Site Utilities	$ -
04. Learning Studio: New Construction	$ -
05. Design Studio: STEAM and Specialty Electives Improvements	$ -
06. Design Studio: Performing Arts Improvements	$ -
07. Learning Pavilion: Administration and Staff Support Improvements	$ 1,243,000
08. Learning Pavilion: Library and Student Support Services Improvements	$ -
09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements	$ -
10. Gathering / Activity Areas: Physical Education Improvements (Interior)	$ -
11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts	$ -
12. Gathering / Activity Areas: Outdoor Learning Environments and Quads	$ -
13. Campus Arrival: Parking, Drop-Off, and Entry Plaza	$ -
14. Safety and Security	$ -
15. Furniture that Supports an Invitation to Learning	$ -
16. Technology Infrastructure	$ -
Total Program Cost (2019$)	**$ 1,243,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Temporary classrooms
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2019$)



FACILITIES MASTER PLAN
APPENDIX 6

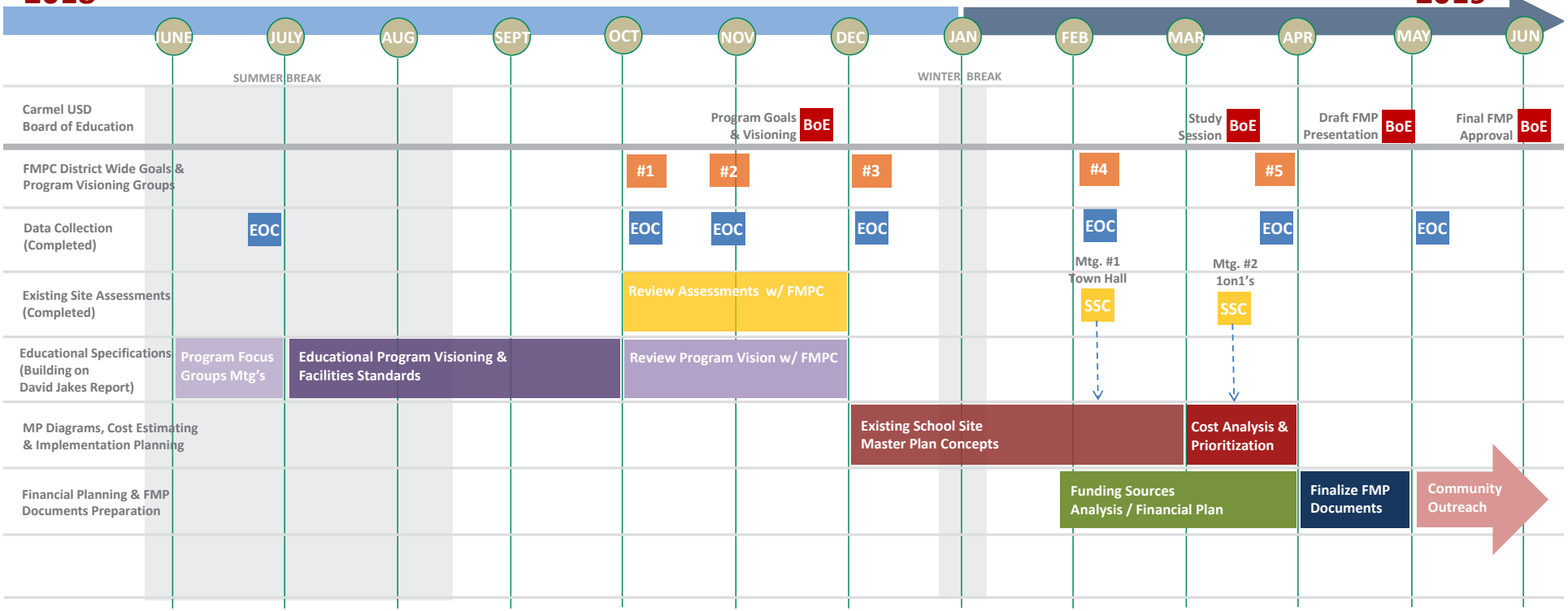
CARMEL UNIFIED SCHOOL DISTRICT

LPA

Carmel Unified School District

Facilities Master Plan – Proposed Program Schedule

(April 2018 – June 2019 Timeline)



BoE Board of Education
Program Goals & Visioning
Draft FMP
Final FMP Approval

3 TOTAL Meetings

#1 Facilities Master Plan Committee (FMPC)
(Meets Every Month During the FMP Planning Process)

5 TOTAL Meetings

EOC Executive Oversight Committee (EOC)
(Meets Monthly or As-Needed Throughout FMP)

SSC School Site Committees (SSC)
5 Child Dev't & Elementary Schools
1 Middle School
1 High School
1 Cont. HS

8 SITES Total

PROPOSED FMP GROUPS MEETINGS

SSC Town Hall / Mtg's

Mtg. #1 – Process Overview & Draft Master Plans
Mtg. #2 – 1on1 Mtg. w/ SSC's Representatives

Carmel USD Master Plan
Carmel, CA
April 15, 2019

Prepared For LPA, Inc.

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 2019.
   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.

Carmel USD Master Plan
Carmel, CA
April 15, 2019

School Site	Site Area (SF)	Existing Building Area (SF)	New Building Area (SF)	Total TOTAL PROJECT COST
Carmelo School Site	399,000	14,005	3,354	$ 7,707,000
Cachagua Center	-	1,400	-	$ 186,000
Tularcitos ES	466,092	40,796	20,652	$ 33,607,000
Carmel River ES	348,480	27,730	15,289	$ 19,548,000
Captain Cooper ES	1,176,120	3,850	12,563	$ 15,263,000
Carmel MS and Habitat	1,394,580	40,256	15,112	$ 31,530,000
Carmel USD Athletics	1,394,580	-	25,620	$ 72,237,000
Carmel HS	958,320	18,040	68,781	$ 87,117,000
Carmel Valley HS	130,680	-	-	$ 2,985,000
District Office	-	-	-	$ -
Maintenance, Operations and Transportation	182,952	2,625	1,750	$ 2,708,000
Bay School Site	-	-	-	$ -
Logan Hall	50,094	-	-	$ 829,000
Robinson Canyon Site	-	-	-	$ -
Holt Site	-	-	-	$ -
TOTAL PROJECT COST				$ 273,717,000

Carmel USD Athletics - Natural Turf ILO Synthetic Turf				$ (13,043,000)
TOTAL PROJECT COST - NATURAL FIELDS AT ATHLETICS				$ 260,674,000

Carmel USD Master Plan
Carmel, CA
April 15, 2019

	School Site															Total
	1955/2004	2001	1949/2003	1953/2002	1962/2014	1961/2004	1961/2004	1939/2002	1998							
Program Scope	Carmelo School Site	Cachagua Center	Tularcitos ES	Carmel River ES	Captain Cooper ES	Carmel MS and Habitat	Carmel USD Athletics	Carmel HS	Carmel Valley HS	District Office	Maintenance, Operations and Transportation	Bay School Site	Logan Hall	Robinson Canyon Site	Holt Site	
1. Modernize / Reconfigure Existing Classrooms	$ 700,000	$ 59,000	$ 1,585,000	$ 924,000	$ 116,000	$ 2,147,000	$ -	$ 736,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 6,267,000
2. Existing Building Systems, Toilets and Improved Energy Efficiency	$ 477,000	$ 42,000	$ 767,000	$ 642,000	$ 42,000	$ 959,000	$ -	$ 274,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,203,000
3. Site Utilities	$ -	$ -	$ 789,000	$ 183,000	$ 576,000	$ 1,037,000	$ 3,510,000	$ 1,304,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 7,399,000
4. New Construction (Classrooms, SDC, Kindergarten, Colab)	$ 983,000	$ -	$ 8,798,000	$ 6,196,000	$ 3,259,000	$ 3,820,000	$ -	$ 24,895,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 47,951,000
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)	$ -	$ 23,000	$ 1,606,000	$ 3,431,000	$ 1,448,000	$ 9,277,000	$ -	$ 20,715,000	$ 1,737,000	$ -	$ -	$ -	$ -	$ -	$ -	$ 38,237,000
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)	$ -	$ -	$ 994,000	$ 1,453,000	$ 1,390,000	$ 3,453,000	$ -	$ 6,472,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 13,762,000
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)	$ 655,000	$ 43,000	$ 2,896,000	$ 1,475,000	$ 1,941,000	$ 836,000	$ -	$ 5,618,000	$ 342,000	$ -	$ 2,708,000	$ -	$ 829,000	$ -	$ -	$ 17,343,000
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)	$ 1,473,000	$ -	$ 6,660,000	$ 901,000	$ 2,711,000	$ 1,719,000	$ -	$ 6,516,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 19,980,000
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)	$ -	$ -	$ 2,581,000	$ 643,000	$ 442,000	$ 1,627,000	$ -	$ 7,845,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 13,138,000
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)	$ -	$ -	$ -	$ -	$ -	$ -	$ 19,750,000	$ 72,000	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 19,822,000
11. Exterior Play Spaces, Playfields and Hardcourts	$ 1,992,000	$ -	$ 2,813,000	$ 880,000	$ 958,000	$ -	$ 42,820,000	$ 5,335,000	$ 161,000	$ -	$ -	$ -	$ -	$ -	$ -	$ 54,959,000
12. Outdoor Learning Environments and Quads	$ 124,000	$ -	$ 1,127,000	$ 635,000	$ 298,000	$ 1,102,000	$ -	$ 1,718,000	$ 454,000	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,458,000
13. Campus Arrival: Parking, Drop-off, and Entry Plaza	$ 938,000	$ 19,000	$ 761,000	$ 184,000	$ 1,131,000	$ 3,008,000	$ 6,047,000	$ 4,206,000	$ 22,000	$ -	$ -	$ -	$ -	$ -	$ -	$ 16,316,000
14. Safety and Security	$ 365,000	$ -	$ 680,000	$ 360,000	$ 747,000	$ 421,000	$ 110,000	$ 167,000	$ 6,000	$ -	$ -	$ -	$ -	$ -	$ -	$ 2,856,000
15. Furniture That Supports an Invitation to Learning	$ -	$ -	$ 702,000	$ 763,000	$ 92,000	$ 854,000	$ -	$ 580,000	$ 122,000	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,113,000
16. Technology Infrastructure	$ -	$ -	$ 848,000	$ 878,000	$ 112,000	$ 1,270,000	$ -	$ 664,000	$ 141,000	$ -	$ -	$ -	$ -	$ -	$ -	$ 3,913,000
TOTAL PROJECT COST	$ 7,707,000	$ 186,000	$ 33,607,000	$ 19,548,000	$ 15,263,000	$ 31,530,000	$ 72,237,000	$ 87,117,000	$ 2,985,000	$ -	$ 2,708,000	$ -	$ 829,000	$ -	$ -	$ 273,717,000
Carmel USD Athletics - Natural Turf ILO Synthetic Turf							$ 59,194,000									$ 59,194,000
TOTAL PROJECT COST	$ 7,707,000	$ 186,000	$ 33,607,000	$ 19,548,000	$ 15,263,000	$ 31,530,000	$ 59,194,000	$ 87,117,000	$ 2,985,000	$ -	$ 2,708,000	$ -	$ 829,000	$ -	$ -	$ 260,674,000

Carmelo School Site

Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)	
1. Modernize / Reconfigure Existing Classrooms				**$ 526,000**	**$ 700,000**	
Existing classrooms (MEP scope covered in Section C)						
Walls						
Replace existing walls	1,100	sf	$ 24.40	$ 26,840		Infant rooms
Windows						
Replace existing windows	1,100	sf	$ 27.45	$ 30,195		
Doors						
Replace existing doors	1,100	sf	$ 12.20	$ 13,420		
Floors						
Replace existing floors	1,100	sf	$ 17.08	$ 18,788		
Ceilings						
Replace existing ceilings	1,100	sf	$ 24.40	$ 26,840		
Casework						
Replace existing casework	1,100	sf	$ 13.42	$ 14,762		
Roofing						
Replace roofing	14,005	sf	$ 28.16	$ 394,347		
2. Existing Building Systems, Toilets and Improved Energy Efficiency				**$ 358,000**	**$ 477,000**	
Restroom upgrades						
Reconfigure	450	sf	$ 305.00	$ 137,250		
Building systems						
HVAC upgrades	1,100	sf	$ 13.66	$ 15,030		Furnace
Plumbing upgrades	14,005	sf	$ 14.64	$ 205,033		
3. Site Utilities				**$ -**	**$ -**	
No scope in this category						
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				**$ 739,000**	**$ 983,000**	
Pre-school and kindergarten						
Classrooms, one story building	1,254	sf	$ 538.02	$ 674,677		
Site improvements surrounding building pad	1,254	sf	$ 51.24	$ 64,255		
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**	
No scope in this category						
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**	
No scope in this category						
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				**$ 492,000**	**$ 655,000**	
Administration						
Reconfigure	1,020	sf	$ 311.10	$ 317,322		
Admin, one story building	300	sf	$ 530.70	$ 159,210		addition
Site improvements surrounding building pad	300	sf	$ 51.24	$ 15,372		

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)	
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				**$ 1,107,000**	**$ 1,473,000**	
Remove portable classrooms	1	ea	$ 14,640.00	$ 14,640		
Elementary school library and innovation lab						
Lab classrooms, one story building	1,800	sf	$ 555.10	$ 999,180		
Site improvements surrounding building pad	1,800	sf	$ 51.24	$ 92,232		
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**	
No scope in this category						
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**	
No scope in this category						
11. Exterior Play Spaces, Playfields and Hardcourts				**$ 1,497,000**	**$ 1,992,000**	
Co-op 2 and 3 year old play yard						
New rubber surfacing	4,000	sf	$ 26.84	$ 107,360		
Play apparatus	2	ea	$ 93,940.00	$ 187,880		
Shade structure	2,400	sf	$ 122.00	$ 292,800		
Resurface and repair hardcourts	6,800	sf	$ 7.32	$ 49,776		
New playfields	2,600	sf	$ 13.75	$ 35,750		
New chain link fence including gates, 3'=6" tall	160	lf	$ 110.00	$ 17,600		
4 year old play yard						
New rubber surfacing	2,000	sf	$ 26.84	$ 53,680		
Relocate play apparatus	2	ea	$ 24,400.00	$ 48,800		
Shade structure	1,200	sf	$ 122.00	$ 146,400		
New hardcourts	3,500	sf	$ 14.64	$ 51,240		
New playfields	6,500	sf	$ 12.20	$ 79,300		
5 year old play yard						
New rubber surfacing	3,600	sf	$ 27.50	$ 99,000		
Play apparatus	2	ea	$ 96,250.00	$ 192,500		
New hardcourts	3,850	sf	$ 15.00	$ 57,750		
New playfields	5,600	sf	$ 13.75	$ 77,000		
12. Outdoor Learning Environments and Quads				**$ 93,000**	**$ 124,000**	
New student garden	3,800	sf	$ 24.40	$ 92,720		
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				**$ 705,000**	**$ 938,000**	
Slurry and stripe existing parking lot	9,600	sf	$ 4.88	$ 46,848		staff parking
New parking lot	9,000	sf	$ 22.50	$ 202,500		staff parking
Slurry and stripe existing parking lot	10,750	sf	$ 5.00	$ 53,750		parent parking
New parking lot	13,775	sf	$ 21.96	$ 302,499		parent parking
Slurry and stripe existing access road	9,500	sf	$ 5.00	$ 47,500		
New concrete pedestrian paving	360	sf	$ 21.96	$ 7,906		
Entry plaza upgrades	1,200	sf	$ 36.60	$ 43,920		

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
14. Safety and Security				**$ 274,000**	**$ 365,000**
Repair concrete pedestrian paving	870	sf	$ 13.42	$ 11,675	
Chain link fencing and gates	350	lf	$ 164.70	$ 57,645	
Rolling chain link gate	1	ea	$ 36,905.00	$ 36,905	include key card access
New safety locks to existing classroom doors	12	ea	$ 612.44	$ 7,349	
New emergency signs and posts	1	ls	$ 14,945.00	$ 14,945	
Low voltage upgrades					
PA / emergency communication systems	14,005	sf	$ 10.37	$ 145,232	
15. Furniture That Supports an Invitation to Learning				**$ -**	**$ -**
No scope in this category					
16. Technology Infrastructure				**$ -**	**$ -**
No scope in this category					
TOTAL PROJECT COSTS (2019$)				**$ 5,791,000**	**$ 7,707,000**

Cachagua Center
Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
1. Modernize / Reconfigure Existing Classrooms				**$ 44,000**	**$ 59,000**
Existing classrooms (MEP scope covered in Section C)					
Walls					
Repair existing walls	800	sf	$ 6.10	$ 4,880	
Floors					
Replace existing floors	800	sf	$ 17.08	$ 13,664	
Ceilings					
Replace existing ceilings	800	sf	$ 24.40	$ 19,520	
Exteriors					
Patch, repair and paint	1,900	sf	$ 3.05	$ 5,795	
2. Existing Building Systems, Toilets and Improved Energy Efficiency				**$ 31,000**	**$ 42,000**
Restroom upgrades					
Moderate modernization	200	sf	$ 152.50	$ 30,500	
3. Site Utilities				**$ -**	**$ -**
No scope in this category					
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				**$ -**	**$ -**
No scope in this category					
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				**$ 17,000**	**$ 23,000**
Elective classrooms					
Moderate modernization	130	sf	$ 128.10	$ 16,653	
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				**$ 32,000**	**$ 43,000**
Administration					
Moderate modernization	270	sf	$ 115.29	$ 31,128	
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
11. Exterior Play Spaces, Playfields and Hardcourts				**$ -**	**$ -**
No scope in this category					
12. Outdoor Learning Environments and Quads				**$ -**	**$ -**
No scope in this category					
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				**$ 14,000**	**$ 19,000**
New ramp including guardrails and retaining walls	16	lf	$ 280.60	$ 4,490	at portable
New stair including handrailing and cheek walls	1	ea	$ 9,150.00	$ 9,150	at portable
14. Safety and Security				**$ -**	**$ -**
No scope in this category					
15. Furniture That Supports an Invitation to Learning				**$ -**	**$ -**
No scope in this category					
16. Technology Infrastructure				**$ -**	**$ -**
No scope in this category					
TOTAL PROJECT COSTS (2019$)				**$ 138,000**	**$ 186,000**

Tularcitos ES

Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)	
1. Modernize / Reconfigure Existing Classrooms				**$ 1,191,000**	**$ 1,585,000**	
Existing classrooms (MEP scope covered in Section C)						
Walls						
Replace existing walls	7,425	sf	$ 24.40	$ 181,170		
Windows						
Replace existing windows	23,915	sf	$ 27.45	$ 656,467		
Doors						
Repair existing doors	7,425	sf	$ 6.10	$ 45,293		
Floors						
Replace existing floors	7,425	sf	$ 17.08	$ 126,819		
Ceilings						
Replace existing ceilings	7,425	sf	$ 24.40	$ 181,170		
2. Existing Building Systems, Toilets and Improved Energy Efficiency				**$ 576,000**	**$ 767,000**	
Restroom upgrades						
Moderate modernization	625	sf	$ 152.50	$ 95,313		
Reconfigure	375	sf	$ 305.00	$ 114,375		
Restroom, one story building	450	sf	$ 762.50	$ 343,125		
Site improvements surrounding building pad	450	sf	$ 51.24	$ 23,058		
3. Site Utilities				**$ 593,000**	**$ 789,000**	
Based on entire campus area, upgrade existing utilities;						
Sanitary sewer service	1	ls	$ 100,000.00	$ 100,000	Septic repair per district	
Electrical mains and distribution	466,092	sf	$ 0.25	$ 114,295		
Storm drain service	466,092	sf	$ 0.09	$ 42,647	minor drainage fix	
Electrical capacity upgrades	1	ls	$ 335,500.00	$ 335,500		
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				**$ 6,615,000**	**$ 8,798,000**	
Pre-school and kindergarten						
Classrooms, one story building	2,860	sf	$ 538.02	$ 1,538,737		
Site improvements surrounding building pad	2,860	sf	$ 51.24	$ 146,546		
Elementary school						
Remove portable classrooms	6	ea	$ 14,640.00	$ 87,840		
Classrooms, two story building	7,661	sf	$ 606.34	$ 4,645,049		
Site improvements surrounding building pad	3,830	sf	$ 51.24	$ 196,270		
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				**$ 1,207,000**	**$ 1,606,000**	
Elementary maker space, science and art labs						
Reconfigure	3,296	sf	$ 366.00	$ 1,206,336		
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				**$ 747,000**	**$ 994,000**	
Music lab classroom						
Reconfigure	2,040	sf	$ 366.00	$ 746,640		

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)	
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				**$ 2,177,000**	**$ 2,896,000**	
Administration						
Reconfigure	1,525	sf	$ 311.10	$ 474,428		
Admin, one story building	1,800	sf	$ 530.70	$ 955,260		
Site improvements surrounding building pad	1,800	sf	$ 51.24	$ 92,232		
Center for Innovative Educational Practice						
CIEP, one story building	1,125	sf	$ 530.70	$ 597,038		
Site improvements surrounding building pad	1,125	sf	$ 51.24	$ 57,645		
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				**$ 5,007,000**	**$ 6,660,000**	
Demolish existing buildings	3,160	sf	$ 30.50	$ 96,380		
Elementary school library and innovation lab						
Lab classrooms, two story building	3,750	sf	$ 603.90	$ 2,264,625		
Site improvements surrounding building pad	1,875	sf	$ 51.24	$ 96,075		
Learning center						
Reconfigure	1,920	sf	$ 322.08	$ 618,394		
Student services						
Classrooms, one story building	1,056	sf	$ 530.70	$ 560,419		
Classrooms, two story building	1,950	sf	$ 585.60	$ 1,141,920		
Site improvements surrounding building pad	2,031	sf	$ 51.24	$ 104,068		
Wellness center						
Reconfigure	400	sf	$ 311.10	$ 124,440		
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				**$ 1,940,000**	**$ 2,581,000**	
MPR / student union						
Moderate modernization	4,950	sf	$ 213.50	$ 1,056,825		
Reconfigure	1,100	sf	$ 342.21	$ 376,431	lobby	
Food service						
Reconfigure	1,050	sf	$ 481.90	$ 505,995		
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**	
No scope in this category						
11. Exterior Play Spaces, Playfields and Hardcourts				**$ 2,115,000**	**$ 2,813,000**	
Pre-school and kindergarten play yard						
New rubber surfacing	2,000	sf	$ 26.84	$ 53,680		
Play apparatus	1	ea	$ 93,940.00	$ 93,940		
Shade structure	1,200	sf	$ 122.00	$ 146,400		
New hardcourts	2,400	sf	$ 14.64	$ 35,136		
Elementary play yard and hardcourts						
New rubber surfacing	6,000	sf	$ 26.84	$ 161,040		
Play apparatus	3	ea	$ 93,940.00	$ 281,820		
Shade structure	4,800	sf	$ 122.00	$ 585,600		
Resurface and repair hardcourts	51,200	sf	$ 7.32	$ 374,784		
New hardcourts	2,800	sf	$ 14.64	$ 40,992		
New ball walls	1	ea	$ 12,200.00	$ 12,200		
Repair playfields (sod)	65,000	sf	$ 3.66	$ 237,900		
New fitness course	1	ea	$ 91,500.00	$ 91,500		

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
12. Outdoor Learning Environments and Quads				**$ 847,000**	**$ 1,127,000**
New dining area, stepped seating on hillside	3,500	sf	$ 54.90	$ 192,150	
New learning courts	22,550	sf	$ 22.20	$ 500,700	
New student amphitheater	2,800	sf	$ 54.90	$ 153,720	
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				**$ 572,000**	**$ 761,000**
Resurface and repair existing parking lot	16,350	sf	$ 9.39	$ 153,592	
New parking lot	14,675	sf	$ 21.96	$ 322,263	
New concrete pedestrian paving	1,680	sf	$ 21.96	$ 36,893	
Entry plaza upgrades	1,600	sf	$ 36.60	$ 58,560	
14. Safety and Security				**$ 511,000**	**$ 680,000**
Decorative metal fencing and gates	465	lf	$ 341.60	$ 158,844	
Rolling decorative metal gate	1	ea	$ 54,900.00	$ 54,900	
New safety locks to existing classroom doors	30	ea	$ 612.44	$ 18,373	
New emergency signs and posts	1	ls	$ 29,890.00	$ 29,890	
Low voltage upgrades					
PA / emergency communication systems	23,915	sf	$ 10.37	$ 247,999	
15. Furniture That Supports an Invitation to Learning				**$ 702,000**	**$ 702,000**
Furniture per classroom (direct cost)	23	ea	$ 30,500.00	$ 701,500	
16. Technology Infrastructure				**$ 848,000**	**$ 848,000**
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	23	ea	$ 14,640.00	$ 336,720	
Upgrade backbone, wireless access points, and switches (direct cost)	23,915	sf	$ 10.68	$ 255,293	
Upgrade fiber to support (direct cost)	23,915	sf	$ 10.68	$ 255,293	
TOTAL PROJECT COSTS (2019$)				**$ 25,648,000**	**$ 33,607,000**

Carmel River ES

Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
1. Modernize / Reconfigure Existing Classrooms				**$ 694,000**	**$ 924,000**
Existing classrooms (MEP scope covered in Section C)					
Walls					
Replace existing walls	455	sf	$ 24.40	$ 11,102	Colab
Windows					
Replace existing windows	23,980	sf	$ 27.45	$ 658,251	includes library
Doors					
Replace existing doors	455	sf	$ 12.20	$ 5,551	
Floors					
Replace existing floors	455	sf	$ 17.08	$ 7,771	
Ceilings					
Replace existing ceilings	455	sf	$ 24.40	$ 11,102	
2. Existing Building Systems, Toilets and Improved Energy Efficiency				**$ 482,000**	**$ 642,000**
Restroom upgrades					
Restroom, one story building	450	sf	$ 762.50	$ 343,125	
Site improvements surrounding building pad	450	sf	$ 51.24	$ 23,058	
Building systems					
HVAC upgrades	5,075	sf	$ 13.66	$ 69,345	furnaces
EMS systems upgrades	5,075	sf	$ 9.15	$ 46,436	
3. Site Utilities				**$ 137,000**	**$ 183,000**
Based on entire campus area, upgrade existing utilities;					
Sanitary sewer service	348,480	sf	$ 0.27	$ 93,532	
Storm drain service	348,480	sf	$ 0.12	$ 42,515	at drop-off and 15th
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				**$ 4,658,000**	**$ 6,196,000**
Elementary school					
Classrooms, one story building	7,744	sf	$ 550.22	$ 4,260,904	includes colabs
Site improvements surrounding building pad	7,744	sf	$ 51.24	$ 396,803	
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				**$ 2,579,000**	**$ 3,431,000**
Elementary maker space, science and art labs					
Lab classrooms, one story building	3,795	sf	$ 628.30	$ 2,384,399	
Site improvements surrounding building pad	3,795	sf	$ 51.24	$ 194,456	
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				**$ 1,092,000**	**$ 1,453,000**
Music lab classroom					
Lab classrooms, one story building	1,650	sf	$ 610.00	$ 1,006,500	
Site improvements surrounding building pad	1,650	sf	$ 51.24	$ 84,546	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				**$ 1,109,000**	**$ 1,475,000**
Administration					
Admin, one story building	1,650	sf	$ 530.70	$ 875,655	
Site improvements surrounding building pad	1,650	sf	$ 51.24	$ 84,546	
Center for Innovative Educational Practice					
Moderate modernization	900	sf	$ 164.70	$ 148,230	
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				**$ 677,000**	**$ 901,000**
Learning center					
Reconfigure	2,100	sf	$ 322.08	$ 676,368	
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				**$ 483,000**	**$ 643,000**
Food service					
Reconfigure	750	sf	$ 481.90	$ 361,425	
New canopy attached to building	900	sf	$ 134.20	$ 120,780	
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
11. Exterior Play Spaces, Playfields and Hardcourts				**$ 661,000**	**$ 880,000**
Pre-school and kindergarten play yard					
New playfields	2,900	sf	$ 13.42	$ 38,918	
Elementary play yard and hardcourts					
Shade structure	1,200	sf	$ 122.00	$ 146,400	
Resurface and repair hardcourts	31,800	sf	$ 7.32	$ 232,776	
New ball walls	1	ea	$ 12,200.00	$ 12,200	
New synthetic turf	10,650	sf	$ 19.92	$ 212,148	
Fitness course - mow curb only	1	ea	$ 18,300.00	$ 18,300	
12. Outdoor Learning Environments and Quads				**$ 477,000**	**$ 635,000**
New natural habitat area	16,400	sf	$ 9.52	$ 156,062	
New learning courts	5,700	sf	$ 31.72	$ 180,804	
New student amphitheater	2,550	sf	$ 54.90	$ 139,995	
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				**$ 138,000**	**$ 184,000**
Resurface and repair existing parking lot	8,400	sf	$ 9.39	$ 78,910	drop-off
Entry plaza upgrades	1,600	sf	$ 36.60	$ 58,560	
14. Safety and Security				**$ 270,000**	**$ 360,000**
New safety locks to existing classroom doors	24	ea	$ 612.44	$ 14,699	
New emergency signs and posts	1	ls	$ 6,405.00	$ 6,405	
Low voltage upgrades					
PA / emergency communication systems	23,980	sf	$ 10.37	$ 248,673	
15. Furniture That Supports an Invitation to Learning				**$ 763,000**	**$ 763,000**
Furniture per classroom (direct cost)	25	ea	$ 30,500.00	$ 762,500	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
16. Technology Infrastructure				**$ 878,000**	**$ 878,000**
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	25	ea	$ 14,640.00	$ 366,000	
Upgrade backbone, wireless access points, and switches (direct cost)	23,980	sf	$ 10.68	$ 255,987	
Upgrade fiber to support (direct cost)	23,980	sf	$ 10.68	$ 255,987	
TOTAL PROJECT COSTS (2019$)				**$ 15,098,000**	**$ 19,548,000**

Prepared by: LPA Inc. / HL Construction Management

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Captain Cooper ES

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Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
1. Modernize / Reconfigure Existing Classrooms				**$ 87,000**	**$ 116,000**
Existing classrooms (MEP scope covered in Section C)					
Windows					
Replace existing windows	3,150	sf	$ 27.45	$ 86,468	
2. Existing Building Systems, Toilets and Improved Energy Efficiency				**$ 31,000**	**$ 42,000**
Restroom upgrades					
Reconfigure	100	sf	$ 305.00	$ 30,500	
3. Site Utilities				**$ 433,000**	**$ 576,000**
Based on entire campus area, upgrade existing utilities;					
Electrical mains and distribution	1,176,120	sf	$ 0.37	$ 432,612	
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				**$ 2,450,000**	**$ 3,259,000**
Pre-school and kindergarten					
Classrooms, one story building	3,000	sf	$ 538.02	$ 1,614,060	Includes BASC
Site improvements surrounding building pad	1,500	sf	$ 51.24	$ 76,860	
Elementary school					
Classrooms, two story building	1,200	sf	$ 606.34	$ 727,608	
Site improvements surrounding building pad	600	sf	$ 51.24	$ 30,744	
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				**$ 1,088,000**	**$ 1,448,000**
Remove portable classrooms	1	ea	$ 14,640.00	$ 14,640	
Elementary maker space, science and art labs					
Lab classrooms, two story building	1,500	sf	$ 689.30	$ 1,033,950	
Site improvements surrounding building pad	750	sf	$ 51.24	$ 38,430	
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				**$ 1,045,000**	**$ 1,390,000**
Music lab classroom					
Lab classrooms, two story building	1,500	sf	$ 671.00	$ 1,006,500	
Site improvements surrounding building pad	750	sf	$ 51.24	$ 38,430	
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				**$ 1,459,000**	**$ 1,941,000**
Remove portable classrooms	1	ea	$ 14,640.00	$ 14,640	
Administration					
Admin, two story building	1,338	sf	$ 585.60	$ 783,240	
Site improvements surrounding building pad	669	sf	$ 51.24	$ 34,267	
Center for Innovative Educational Practice					
Admin, two story building	1,025	sf	$ 585.60	$ 600,240	
Site improvements surrounding building pad	513	sf	$ 51.24	$ 26,261	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				**$ 2,038,000**	**$ 2,711,000**
Remove portable classrooms	1	ea	$ 14,640.00	$ 14,640	
Elementary school library and innovation lab					
Lab classrooms, two story building	1,500	sf	$ 603.90	$ 905,850	
Site improvements surrounding building pad	750	sf	$ 51.24	$ 38,430	
Learning center					
Classrooms, two story building	1,500	sf	$ 591.70	$ 887,550	
Site improvements surrounding building pad	750	sf	$ 51.24	$ 38,430	
Wellness center					
Classrooms, two story building	250	sf	$ 585.60	$ 146,400	
Site improvements surrounding building pad	125	sf	$ 51.24	$ 6,405	
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				**$ 332,000**	**$ 442,000**
Food service					
Reconfigure	600	sf	$ 481.90	$ 289,140	
New screen at lunch shelter	1,170	sf	$ 36.60	$ 42,822	
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
11. Exterior Play Spaces, Playfields and Hardcourts				**$ 720,000**	**$ 958,000**
Pre-school and kindergarten play yard					
New rubber surfacing	875	sf	$ 26.84	$ 23,485	
Play apparatus	1	ea	$ 93,940.00	$ 93,940	
Elementary play yard and hardcourts					
New rubber surfacing	2,000	sf	$ 26.84	$ 53,680	
Play apparatus	1	ea	$ 93,940.00	$ 93,940	
Shade structure	1,200	sf	$ 122.00	$ 146,400	
Slurry and stripe existing hardcourts	13,050	sf	$ 4.88	$ 63,684	
New hardcourts	2,000	sf	$ 14.64	$ 29,280	
Repair playfields (sod)	27,200	sf	$ 3.66	$ 99,552	
New playfields	2,000	sf	$ 12.20	$ 24,400	
New fitness course	1	ea	$ 91,500.00	$ 91,500	
12. Outdoor Learning Environments and Quads				**$ 224,000**	**$ 298,000**
New student garden	7,800	sf	$ 28.67	$ 223,626	includes greenhouse
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				**$ 850,000**	**$ 1,131,000**
New parking lot	33,840	sf	$ 21.96	$ 743,126	
New concrete pedestrian paving	840	sf	$ 21.96	$ 18,446	
Entry plaza upgrades	2,400	sf	$ 36.60	$ 87,840	
14. Safety and Security				**$ 561,000**	**$ 747,000**
Decorative metal fencing and gates	1,345	lf	$ 341.60	$ 459,452	
Rolling decorative metal gate	1	ea	$ 60,390.00	$ 60,390	include key card access
New safety locks to existing classroom doors	3	ea	$ 612.44	$ 1,837	
New emergency signs and posts	1	ls	$ 6,405.00	$ 6,405	
Low voltage upgrades					
PA / emergency communication systems	3,150	sf	$ 10.37	$ 32,666	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
15. Furniture That Supports an Invitation to Learning				**$ 92,000**	**$ 92,000**
Furniture per classroom (direct cost)	3	ea	$ 30,500.00	$ 91,500	
16. Technology Infrastructure				**$ 112,000**	**$ 112,000**
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	3	ea	$ 14,640.00	$ 43,920	
Upgrade backbone, wireless access points, and switches (direct cost)	3,150	sf	$ 10.68	$ 33,626	
Upgrade fiber to support (direct cost)	3,150	sf	$ 10.68	$ 33,626	
TOTAL PROJECT COSTS (2019$)				**$ 11,522,000**	**$ 15,263,000**

Carmel MS and Habitat

Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
1. Modernize / Reconfigure Existing Classrooms				**$ 1,614,000**	**$ 2,147,000**
Existing classrooms (MEP scope covered in Section C)					
Walls					
Replace existing walls	2,136	sf	$ 24.40	$ 52,118	Colabs
Repair existing walls	21,120	sf	$ 6.10	$ 128,832	
Windows					
Replace existing windows	23,256	sf	$ 27.45	$ 638,377	
Doors					
Repair existing doors	23,256	sf	$ 6.10	$ 141,862	
Floors					
Replace existing floors	23,256	sf	$ 17.08	$ 397,212	
Ceilings					
Repair existing ceilings	23,256	sf	$ 10.98	$ 255,351	
2. Existing Building Systems, Toilets and Improved Energy Efficiency				**$ 721,000**	**$ 959,000**
Restroom upgrades					
Restroom, one story building	885	sf	$ 762.50	$ 674,813	
Site improvements surrounding building pad	885	sf	$ 51.24	$ 45,347	
3. Site Utilities				**$ 779,000**	**$ 1,037,000**
Based on entire campus area, upgrade existing utilities;					
Domestic and fire water service	1,114,476	sf	$ 0.06	$ 67,983	
Electrical mains and distribution	1,114,476	sf	$ 0.25	$ 273,292	
Storm drain service	1,114,476	sf	$ 0.09	$ 101,975	
Electrical capacity upgrades	1	ls	$ 335,500.00	$ 335,500	
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				**$ 2,872,000**	**$ 3,820,000**
Middle school					
Classrooms, one story building	4,774	sf	$ 550.22	$ 2,626,750	
Site improvements surrounding building pad	4,774	sf	$ 51.24	$ 244,620	
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				**$ 6,975,000**	**$ 9,277,000**
Remove portable classrooms	2	ea	$ 14,640.00	$ 29,280	
Middle school maker space, science and art labs					
Moderate modernization	1,800	sf	$ 219.60	$ 395,280	
Reconfigure	3,600	sf	$ 366.00	$ 1,317,600	
Lab classrooms, one story building	7,700	sf	$ 628.30	$ 4,837,910	
Site improvements surrounding building pad	7,700	sf	$ 51.24	$ 394,548	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				**$ 2,596,000**	**$ 3,453,000**
Dance and drama classrooms					
Reconfigure	900	sf	$ 341.60	$ 307,440	
Music lab classroom					
Reconfigure	3,375	sf	$ 366.00	$ 1,235,250	
Theatre					
Reconfigure	2,025	sf	$ 359.90	$ 728,798	
Theatre, one story building	675	sf	$ 428.98	$ 289,563	Lobby and dressing room
Site improvements surrounding building pad	675	sf	$ 51.24	$ 34,587	
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				**$ 628,000**	**$ 836,000**
Center for Innovative Educational Practice					
Admin, one story building	1,078	sf	$ 530.70	$ 572,095	
Site improvements surrounding building pad	1,078	sf	$ 51.24	$ 55,237	
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				**$ 1,292,000**	**$ 1,719,000**
Middle school and high school library and innovation lab					
Reconfigure	2,475	sf	$ 329.40	$ 815,265	
Learning center					
Reconfigure	800	sf	$ 322.08	$ 257,664	
Wellness center					
Reconfigure	704	sf	$ 311.10	$ 219,014	
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				**$ 1,223,000**	**$ 1,627,000**
MPR / student union					
Reconfigure	1,350	sf	$ 402.60	$ 543,510	
Food service					
Reconfigure	675	sf	$ 481.90	$ 325,283	
New trash enclosure	1	ea	$ 61,000.00	$ 61,000	
New lunch shelter	2,400	sf	$ 122.00	$ 292,800	
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
11. Exterior Play Spaces, Playfields and Hardcourts				**$ -**	**$ -**
No scope in this category					
12. Outdoor Learning Environments and Quads				**$ 828,000**	**$ 1,102,000**
New learning courts	18,700	sf	$ 23.00	$ 430,044	
New student amphitheater	3,600	sf	$ 54.90	$ 197,640	
Refresh habitat area	1	ls	$ 200,000.00	$ 200,000	
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				**$ 2,261,000**	**$ 3,008,000**
Resurface and repair existing parking lot	8,800	sf	$ 9.39	$ 82,667	
New parking lot	94,050	sf	$ 21.96	$ 2,065,338	
New concrete pedestrian paving	5,100	sf	$ 21.96	$ 111,996	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
14. Safety and Security				**$ 316,000**	**$ 421,000**
New safety locks to existing classroom doors	34	ea	$ 612.44	$ 20,823	
New emergency signs and posts	1	ls	$ 53,375.00	$ 53,375	
Low voltage upgrades					
PA / emergency communication systems	23,256	sf	$ 10.37	$ 241,165	
15. Furniture That Supports an Invitation to Learning				**$ 854,000**	**$ 854,000**
Furniture per classroom (direct cost)	28	ea	$ 30,500.00	$ 854,000	
16. Technology Infrastructure				**$ 1,270,000**	**$ 1,270,000**
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	28	ea	$ 14,640.00	$ 409,920	
Upgrade backbone, wireless access points, and switches (direct cost)	40,256	sf	$ 10.68	$ 429,733	
Upgrade fiber to support (direct cost)	40,256	sf	$ 10.68	$ 429,733	
TOTAL PROJECT COSTS (2019$)				**$ 24,229,000**	**$ 31,530,000**

Carmel HS

Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
1. Modernize / Reconfigure Existing Classrooms				**$ 553,000**	**$ 736,000**
Existing classrooms (MEP scope covered in Section C)					
Walls					
Replace existing walls	1,000	sf	$ 24.40	$ 24,400	
Repair existing walls	4,650	sf	$ 6.10	$ 28,365	
Windows					
Replace existing windows	5,650	sf	$ 27.45	$ 155,093	
Doors					
Repair existing doors	5,650	sf	$ 6.10	$ 34,465	
Floors					
Replace existing floors	5,650	sf	$ 17.08	$ 96,502	
Ceilings					
Replace existing ceilings	5,650	sf	$ 24.40	$ 137,860	
Casework					
Replace existing casework	5,650	sf	$ 13.42	$ 75,823	
2. Existing Building Systems, Toilets and Improved Energy Efficiency				**$ 206,000**	**$ 274,000**
Restroom upgrades					
Moderate modernization	1,050	sf	$ 152.50	$ 160,125	
Building systems					
HVAC upgrades	4,650	sf	$ 9.76	$ 45,384	Air movement upgrade at rooms 9-14
3. Site Utilities				**$ 980,000**	**$ 1,304,000**
Based on entire campus area, upgrade existing utilities;					
Domestic and fire water service	958,320	sf	$ 0.12	$ 116,915	
Electrical mains and distribution	958,320	sf	$ 0.25	$ 234,999	
Storm drain service	958,320	sf	$ 0.31	$ 292,288	
Electrical capacity upgrades	1	ls	$ 335,500.00	$ 335,500	
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				**$ 18,718,000**	**$ 24,895,000**
High school					
Demolish existing buildings	16,940	sf	$ 30.50	$ 516,670	
Classrooms, one story building	2,112	sf	$ 550.22	$ 1,162,065	
Classrooms, two story building	26,307	sf	$ 606.34	$ 15,951,229	
Site improvements surrounding building pad	15,266	sf	$ 51.24	$ 782,214	
Premium for soil conditions, allowance	15,266	sf	$ 20.00	$ 305,314	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				**$ 15,575,000**	**$ 20,715,000**
Remove portable classrooms	3	ea	$ 14,640.00	$ 43,920	
Demolish existing buildings	14,040	sf	$ 30.50	$ 428,220	
High school maker space, science and art labs					
Reconfigure	5,700	sf	$ 366.00	$ 2,086,200	
Lab classrooms, one story building	6,600	sf	$ 628.30	$ 4,146,780	
Site improvements surrounding building pad	6,600	sf	$ 51.24	$ 338,184	
Premium for soil conditions, allowance	6,600	sf	$ 20.00	$ 132,000	
Elective classrooms					
Reconfigure	4,800	sf	$ 329.40	$ 1,581,120	
Classrooms, one story building	9,653	sf	$ 550.22	$ 5,310,999	
Classrooms, two story building	1,277	sf	$ 606.34	$ 774,175	
Site improvements surrounding building pad	10,291	sf	$ 51.24	$ 527,306	
Premium for soil conditions, allowance	10,291	sf	$ 20.00	$ 205,818	
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				**$ 4,866,000**	**$ 6,472,000**
Demolish existing buildings	4,140	sf	$ 30.50	$ 126,270	
Music lab classroom					
Lab classrooms, one story building	6,958	sf	$ 610.00	$ 4,244,075	
Site improvements surrounding building pad	6,958	sf	$ 51.24	$ 356,502	
Premium for soil conditions, allowance	6,958	sf	$ 20.00	$ 139,150	
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				**$ 4,224,000**	**$ 5,618,000**
Demolish existing buildings	6,100	sf	$ 30.50	$ 186,050	
Administration					
Admin, two story building	4,000	sf	$ 585.60	$ 2,342,400	
Site improvements surrounding building pad	2,000	sf	$ 51.24	$ 102,480	
Premium for soil conditions, allowance	2,000	sf	$ 20.00	$ 40,000	
Center for Innovative Educational Practice					
Admin, two story building	2,500	sf	$ 585.60	$ 1,464,000	
Site improvements surrounding building pad	1,250	sf	$ 51.24	$ 64,050	
Premium for soil conditions, allowance	1,250	sf	$ 20.00	$ 25,000	
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				**$ 4,899,000**	**$ 6,516,000**
Middle school and high school library and innovation lab					
Reconfigure	840	sf	$ 329.40	$ 276,696	
Learning center					
Classrooms, two story building	1,500	sf	$ 591.70	$ 887,550	
Site improvements surrounding building pad	750	sf	$ 51.24	$ 38,430	
Premium for soil conditions, allowance	750	sf	$ 20.00	$ 15,000	
Student services					
Classrooms, two story building	875	sf	$ 585.60	$ 512,400	
Site improvements surrounding building pad	875	sf	$ 51.24	$ 44,835	
Premium for soil conditions, allowance	875	sf	$ 20.00	$ 17,500	
Wellness center					
Classrooms, two story building	5,000	sf	$ 585.60	$ 2,928,000	
Site improvements surrounding building pad	2,500	sf	$ 51.24	$ 128,100	
Premium for soil conditions, allowance	2,500	sf	$ 20.00	$ 50,000	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)	
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				**$ 5,898,000**	**$ 7,845,000**	
MPR / student union						
Student union, two story building	5,000	sf	$ 725.00	$ 3,625,000		
Site improvements surrounding building pad	2,500	sf	$ 51.24	$ 128,100		
Premium for soil conditions, allowance	2,500	sf	$ 20.00	$ 50,000		
Food service						
Food service, two story building	2,000	sf	$ 799.10	$ 1,598,200		
Site improvements surrounding building pad	2,000	sf	$ 51.24	$ 102,480		
Premium for foundations, allowance	2,000	sf	$ 20.00	$ 40,000		
New trash enclosure	1	ea	$ 61,000.00	$ 61,000		
New lunch shelter	2,400	sf	$ 122.00	$ 292,800		
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				**$ 54,000**	**$ 72,000**	
Weight room						
Outdoor weight room area	2,400	sf	$ 22.50	$ 54,000		
11. Exterior Play Spaces, Playfields and Hardcourts				**$ 4,011,000**	**$ 5,335,000**	
Playfields						
New playfields	96,000	sf	$ 12.20	$ 1,171,200		
Track, field and stadium						
New field lighting	4	ea	$ 152,500.00	$ 610,000		
New bleachers	500	seat	$ 854.00	$ 427,000		
New concessions building	800	sf	$ 710.04	$ 568,032		Home and visitors
New storage building	1,600	sf	$ 368.07	$ 588,918		
New changing room building	800	sf	$ 425.00	$ 340,000		
New restroom building	400	sf	$ 762.50	$ 305,000		
12. Outdoor Learning Environments and Quads				**$ 1,291,000**	**$ 1,718,000**	
New student quad	15,950	sf	$ 28.55	$ 455,341		
New learning courts	18,600	sf	$ 28.55	$ 530,993		
New natural habitat area	32,000	sf	$ 9.52	$ 304,512		
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				**$ 3,162,000**	**$ 4,206,000**	
Resurface and repair existing parking lot	82,000	sf	$ 9.39	$ 770,308		
New parking lot	26,400	sf	$ 24.71	$ 652,212		Includes hillside stabilization
New parking lot	40,800	sf	$ 21.96	$ 895,968		
New concrete pedestrian paving	6,360	sf	$ 21.96	$ 139,666		
Entry plaza upgrades	4,000	sf	$ 36.60	$ 146,400		
New ramp including guardrails and retaining walls	540	lf	$ 420.90	$ 227,286		
New covered walkways	2,700	sf	$ 122.00	$ 329,400		Rooms 9-14
14. Safety and Security				**$ 125,000**	**$ 167,000**	
New safety locks to existing classroom doors	31	ea	$ 612.44	$ 18,986		
New emergency signs and posts	1	ls	$ 46,970.00	$ 46,970		
Low voltage upgrades						
PA / emergency communication systems	5,650	sf	$ 10.37	$ 58,591		

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
15. Furniture That Supports an Invitation to Learning				**$ 580,000**	**$ 580,000**
Furniture per classroom (direct cost)	19	ea	$ 30,500.00	$ 579,500	
16. Technology Infrastructure				**$ 664,000**	**$ 664,000**
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	19	ea	$ 14,640.00	$ 278,160	
Upgrade backbone, wireless access points, and switches (direct cost)	18,040	sf	$ 10.68	$ 192,577	
Upgrade fiber to support (direct cost)	18,040	sf	$ 10.68	$ 192,577	
TOTAL PROJECT COSTS (2019$)				**$ 65,806,000**	**$ 87,117,000**

Carmel Valley HS

Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
1. Modernize / Reconfigure Existing Classrooms				**$ -**	**$ -**
No scope in this category					
2. Existing Building Systems, Toilets and Improved Energy Efficiency				**$ -**	**$ -**
No scope in this category					
3. Site Utilities				**$ -**	**$ -**
No scope in this category					
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				**$ -**	**$ -**
No scope in this category					
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				**$ 1,306,000**	**$ 1,737,000**
High school maker space, science and art labs					
Lab classrooms, one story building	1,320	sf	$ 628.30	$ 829,356	
Site improvements surrounding building pad	1,320	sf	$ 51.24	$ 67,637	
Elective classrooms					
Classrooms, one story building	1,000	sf	$ 357.64	$ 357,643	Auto shop - pre-engineered
Site improvements surrounding building pad	1,000	sf	$ 51.24	$ 51,240	
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				**$ 257,000**	**$ 342,000**
Administration					
Admin, one story building	440	sf	$ 530.70	$ 233,508	Tech support
Site improvements surrounding building pad	440	sf	$ 51.24	$ 22,546	
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
11. Exterior Play Spaces, Playfields and Hardcourts				**$ 121,000**	**$ 161,000**
Playfields and hardcourts					
New hardcourts	4,750	sf	$ 14.64	$ 69,540	
New basketball courts and hoops	1	ea	$ 6,710.00	$ 6,710	
New playfields	3,600	sf	$ 12.20	$ 43,920	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
12. Outdoor Learning Environments and Quads				**$ 341,000**	**$ 454,000**
New student quad	4,400	sf	$ 31.72	$ 139,568	
New student garden	2,250	sf	$ 24.40	$ 54,900	
New shade structure at quad	1,200	sf	$ 122.00	$ 146,400	
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				**$ 16,000**	**$ 22,000**
New access road	700	sf	$ 22.08	$ 15,457	to new Auto shop
14. Safety and Security				**$ 4,000**	**$ 6,000**
New safety locks to existing classroom doors	6	ea	$ 612.44	$ 3,675	
15. Furniture That Supports an Invitation to Learning				**$ 122,000**	**$ 122,000**
Furniture per classroom (direct cost)	4	ea	$ 30,500.00	$ 122,000	
16. Technology Infrastructure				**$ 141,000**	**$ 141,000**
Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system, etc. (direct cost)	4	ea	$ 14,640.00	$ 58,560	
Upgrade backbone, wireless access points, and switches (direct cost)	3,840	sf	$ 10.68	$ 40,992	
Upgrade fiber to support (direct cost)	3,840	sf	$ 10.68	$ 40,992	
TOTAL PROJECT COSTS (2019$)				**$ 2,308,000**	**$ 2,985,000**

Carmel USD Athletics
Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
1. Modernize / Reconfigure Existing Classrooms				**$ -**	**$ -**
No scope in this category					
2. Existing Building Systems, Toilets and Improved Energy Efficiency				**$ -**	**$ -**
No scope in this category					
3. Site Utilities				**$ 2,639,000**	**$ 3,510,000**
Based on entire campus area, upgrade existing utilities;					
Domestic and fire water service	1,394,580	sf	$ 0.11	$ 153,125	
Electrical mains and distribution	1,394,580	sf	$ 0.20	$ 273,583	
Storm drain service	1,394,580	sf	$ 1.59	$ 2,211,804	significant storm water storage impacts with impervious syntenic turf
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				**$ -**	**$ -**
No scope in this category					
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				**$ -**	**$ -**
No scope in this category					
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				**$ 14,849,000**	**$ 19,750,000**
PE / fitness rooms					
Classrooms, one story building	4,455	sf	$ 522.71	$ 2,328,669	
Site improvements surrounding building pad	4,455	sf	$ 51.24	$ 228,274	
Gymnasium					
Gymnasium, one story building	18,525	sf	$ 515.76	$ 9,554,361	
Site improvements surrounding building pad	18,525	sf	$ 51.24	$ 949,221	
Locker rooms					
Locker rooms, one story building	2,640	sf	$ 625.86	$ 1,652,270	
Site improvements surrounding building pad	2,640	sf	$ 51.24	$ 135,274	

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
11. Exterior Play Spaces, Playfields and Hardcourts				**$ 32,195,000**	**$ 42,820,000**
Athletics and hardcourts					
New hardcourts	21,600	sf	$ 13.18	$ 284,602	
New basketball courts and hoops	4	ea	$ 6,710.00	$ 26,840	
New soccer goals	4	ea	$ 14,000.00	$ 56,000	
New field hockey goals	4	sf	$ 12,500.00	$ 50,000	
New lacrosse goals	4	sf	$ 12,500.00	$ 50,000	
Baseball and softball fields					
New synthetic turf	551,355	sf	$ 19.92	$ 10,984,425	
New infield mix	90,945	sf	$ 5.49	$ 499,288	
New bleachers	500	seat	$ 549.00	$ 274,500	
New field equipment including bases and mounds	6	ea	$ 29,280.00	$ 175,680	
New backstop	6	ea	$ 91,500.00	$ 549,000	
New dugouts	12	ea	$ 109,800.00	$ 1,317,600	
New scoreboards	5	ea	$ 85,400.00	$ 427,000	
New movable fencing	6	ea	$ 50,000.00	$ 300,000	
New field lighting	36	ea	$ 110,000.00	$ 3,960,000	
Track, field and stadium					
New synthetic turf, football field	360,160	sf	$ 19.92	$ 7,175,324	
New synthetic track	48,000	sf	$ 19.52	$ 936,960	
New football goal posts	1	ls	$ 30,000.00	$ 30,000	
New field lighting	4	ea	$ 152,500.00	$ 610,000	
New scoreboard	1	ea	$ 117,120.00	$ 117,120	
New tennis courts	8	ea	$ 250,557.50	$ 2,004,460	including lighting
New concessions building	400	sf	$ 710.04	$ 284,016	
New storage building	1,600	sf	$ 368.07	$ 588,918	
New changing room building	1,000	sf	$ 425.00	$ 425,000	
New restroom building	1,400	sf	$ 762.50	$ 1,067,500	
12. Outdoor Learning Environments and Quads				**$ -**	**$ -**
No scope in this category					
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				**$ 4,546,000**	**$ 6,047,000**
New parking lot	205,300	sf	$ 18.67	$ 3,832,130	
New concrete pedestrian paving	20,000	sf	$ 18.12	$ 362,340	
Entry plaza upgrades	9,600	sf	$ 36.60	$ 351,360	
14. Safety and Security				**$ 82,000**	**$ 110,000**
Rolling decorative metal gate	1	ea	$ 60,390.00	$ 60,390	include key card access
New emergency signs and posts	1	ls	$ 21,350.00	$ 21,350	
15. Furniture That Supports an Invitation to Learning				**$ -**	**$ -**
No scope in this category					
16. Technology Infrastructure				**$ -**	**$ -**
No scope in this category					
TOTAL PROJECT COSTS (2019$)				**$ 54,311,000**	**$ 72,237,000**

Maintenance, Operations and Transportation

Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
1. Modernize / Reconfigure Existing Classrooms				$ -	$ -
No scope in this category					
2. Existing Building Systems, Toilets and Improved Energy Efficiency				$ -	$ -
No scope in this category					
3. Site Utilities				$ -	$ -
No scope in this category					
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				$ -	$ -
No scope in this category					
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				$ 2,036,000	$ 2,708,000
District facilities: warehouse, M&O and transportation					
Moderate modernization	2,625	sf	$ 164.70	$ 432,338	
Warehouse, one story building	1,750	sf	$ 356.85	$ 624,488	Pre-engineered bldg
Site improvements surrounding building pad	1,750	sf	$ 51.24	$ 89,670	
Slurry and stripe existing parking lot	72,000	sf	$ 4.88	$ 351,360	
New parking lot	18,900	sf	$ 21.96	$ 415,044	
Chain link fencing and gates	540	lf	$ 164.70	$ 88,938	
Rolling chain link gate	1	ea	$ 33,550.00	$ 33,550	
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
11. Exterior Play Spaces, Playfields and Hardcourts				$ -	$ -
No scope in this category					
12. Outdoor Learning Environments and Quads				$ -	$ -
No scope in this category					

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				$ -	$ -
No scope in this category					
14. Safety and Security				$ -	$ -
No scope in this category					
15. Furniture That Supports an Invitation to Learning				$ -	$ -
No scope in this category					
16. Technology Infrastructure				$ -	$ -
No scope in this category					
TOTAL PROJECT COSTS (2019$)				$ 2,036,000	$ 2,708,000

Logan Hall

Masterplan Estimate 4/15/19

Construction Cost Summary

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
1. Modernize / Reconfigure Existing Classrooms				$ -	$ -
No scope in this category					
2. Existing Building Systems, Toilets and Improved Energy Efficiency				$ -	$ -
No scope in this category					
3. Site Utilities				$ -	$ -
No scope in this category					
4. New Construction (Classrooms, SDC, Kindergarten, Colab)				$ -	$ -
No scope in this category					
5. STEAM / Specialty Elective Improvements (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
6. Performing Arts Improvements (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
7. Administration and Staff Support Improvements (New, Modernize, Reconfigure Existing)				$ 623,000	$ 829,000
Administration					
Reconfigure	2,000	sf	$ 311.10	$ 622,200	
8. Library and Student Support Services (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
9. MPR, Student Union and Food Service Improvements (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
10. Physical Education Improvements, Interior (New, Modernize, Reconfigure Existing)				$ -	$ -
No scope in this category					
11. Exterior Play Spaces, Playfields and Hardcourts				$ -	$ -
No scope in this category					
12. Outdoor Learning Environments and Quads				$ -	$ -
No scope in this category					
13. Campus Arrival: Parking, Drop-off, and Entry Plaza				$ -	$ -
No scope in this category					
14. Safety and Security				$ -	$ -
No scope in this category					

	Area	Unit	Unit Cost	Construction Cost Sub-Total	Total Project Cost 25% (x 1.33)
15. Furniture That Supports an Invitation to Learning				$ -	$ -
No scope in this category					
16. Technology Infrastructure				$ -	$ -
No scope in this category					
TOTAL PROJECT COSTS (2019$)				$ 623,000	$ 829,000

LPA Changing Lives by Design

60 South Market, Suite 150, San Jose, California 95113

FACILITIES MASTER PLAN
CARMEL UNIFIED SCHOOL DISTRICT
LPA PROJECT NO. 17061.10

DATE: October 1, 2018
TIME: 6:30 – 8:30PM
PLACE: Library @ Carmel Middle School

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

Carmel Community Members
Jim Agan, Former CUSD Teacher
Rick Aldinger, Big Sur River Inn
Kierstyn Berlin, Former CUSD Student + Holistic Design
Kirk Gafill, Parent + Nepenthe
Shin Green, Financial Analyst with East Shore Constg.
Eva Gudbergsdottir, Parent + CMS PTO
Marilynn Gustafson, MPC Trustee
Sara Hinds, Parent
Murial Lin, Parent
Eve Mauldin, Parent
Seaberry Williams Nachbar, NOAA
Jake Odello, Former Student + The Nunes Company
Lauren Pereles, Parent
Andy Sudol, Padre Parent Board
Rosaleen Ryan Trambley, FOCUS, PTA, MPC
Kath Uyeda, FOCUS President + Parent
Lauren Welch, Parent

Carmel USD Members
Barbara Dill-Varga, Superintendent
John Ellison, CUSD Board Member
Rita Patel, CUSD Board Member + Parent
Tess Arthur, Librarian at Tularcitos Elementary
Paul Behan, CTO
Rick Blanckmeister, CBO
Suzie DePrez, CAO
Laura Dunn, Principal at CCDC, Child Development
Ken Greist, CHRO
Steve Gonzalez, Dir. of Special Ed
Rick Lopez, Principal at Carmel High
Jay Marden, Principal at Carmel River Elementary
Joe McCarty, Teacher at Carmel High
Dan Morgan, Principal at Carmel Middle
Tom Parry, Principal at Carmel Valley High
Dan Paul, Dir. of Facilities & Transp.
Ryan Peterson, Principal at Tularcitos Elementary
Elisa Tacconi, Principal at Captain Cooper Elementary
Tricia Zarevich, Admin. Asst. to Supt.
Jim Kisel, Andrea Pippin, Walter Estay: LPA

DISTRIBUTION

All Present
Jen Camargo
Mark Cohan
Amanda Freedman
Kristen Hunter
Lewis Leader
Kathleen Lee
Jenny MarcMurdo
David Mauldwin
Lisa Morgan
Teresa Niccum
Sonia Casas Ramirez
Graeme Robertson
Diane Stracuzzi
Alicia Tao
Tara Twomey
Carla Zilliox
Bud Libby
Colin Matheson

CONSULTANTS

(as indicated)

ITEM NO.	SUMMARY

DISCUSSION ITEMS

ITEM NO.	SUMMARY
7.01	Introductions + Committee Welcome • Superintendent, Barb Dill-Varga welcomes the group to the meeting and provides a brief history of early Carmel schools. • Barb hands the floor to Walter Estay (LPA) who requests that the FMPC members introduce themselves by stating their name and their connection to CUSD / why they are a participant of the FMPC.
7.02	LPA Team + Process Overview • Walter begins the formal presentation with an overview of LPA, the Carmel USD – Facilities Master Plan (FMP) team members, and LPA's experience with Facilities Master Plans. • Jim Kisel (LPA) reviews the FMP process as one that is based in the mission and beliefs of CUSD. He explains that there are two approaches to a Master Plan: Type 1) One that is managed to a known dollar amount of available funding. Typically, this approach is maintenance- and repair-driven; or Type 2) One that is focused on the future and the district's academic program vision. This type of FMP typically requires multiple rounds of funding to be fully implemented. CUSD leadership is would like this process to land somewhere in between, recognizing the state of facilities today and the evolution of their educational program vision, without going so far that it would be impossible to implement. • Schedule: This FMP Committee (FMPC) will meet five times throughout the process, on an almost monthly basis. Meeting #4 in February will be a Town Hall that will include all FMPC members as well as the individual School Site Committees (formed in November/December). Further details of the FMPC agendas is addressed toward the end of the meeting.
7.03	CUSD Work To-Date • Jim provides a sampling of the recent projects constructed on CUSD school sites, mainly focusing on the modernization efforts in the early 2000's with various follow-up modernizations (paint, roofing, flooring, etc) throughout the district. This begins to tell the story of the district's efforts of keeping the school sites safe and updated. • John Ellison points out that some big projects have been left off this list such as the pool and math wing at Carmel High and the green classroom at the habitat at Carmel Middle. He requests that, going forward, LPA makes sure to tell the whole story of the previous bond-funded projects. The community should have a comprehensive understanding of how their tax dollars have been spent, representing CUSD as good stewards of bond funding.
7.04	Translating the Educational Vision into Physical Space • Andrea Pippin (LPA) resumes the presentation with a re-visitation of the study of educational program that was performed by David Jakes, summarized in his report titled "An Invitation into the Redesign of Learning Spaces." In this report, he provides a "Blueprint for the Spatial Continuum in the Carmel Unified School District" which provides recommendations and strategies for recreating the learning spaces within the district. As LPA integrates this report into the Facilities Master Plan, they found five categories of spaces: ○ Learning Studios: classrooms and adjacent collaboration areas ○ Design Studios: specialized classrooms for activities such as art, music, science, etc.

ITEM NO. **SUMMARY**

- Learning Pavilion: the central hub of services including Administration, a Learning Center (which is a suite of offices to house student educational counseling like Psych, Speech, etc), Library, Student Center, Wellness Center (similar to the Learning Center, but focused on student mental and physical health).
- Gathering / Activity Areas: facilities that support physical education (MPR, Gym) and outdoor areas for gathering, education, and play.
- Center for Innovative Educational Practice: for teacher engagement and professional development at each site

- Andrea then walked the group through a series of images that represent some of these various spaces, illustrating the implementation of desired features (expressed through the David Jakes report and through interactions between LPA and CUSD).
  - Learning Studios /Classrooms: flexible, shape shift, movable
  - Learning studios / Collaboration: provide more options to students, open area
  - Design Studios / Art: flooring that can be cleaned easily, supports the display of student work, natural light
  - Design Studios / Environmental Science: interactive – using the building as a teaching tool, sustainable
  - Design Studio / Innovation Lab: project items, build, tinker, explore ideas Design Studios / Innovation Lab 2: paired with space - adjacency to computer stations + library
  - Design Studios / Music: design their own rooms to separate chorus/band - flat floor v. tiered seating
  - Design Studios / Drama: connection with scene making / prop shop create a full participatory program
  - Design Studio / CTE: auto shop with classroom adjacent
  - Learning Pavilion / Library: multiple uses, moveable spaces, access, creating content (media + production part of the library as well)
  - Learning Pavilion / Student Center: peer connections
  - Learning Pavilion / Wellness Center: celebrated center, yoga + health education as well as services
  - Activity Areas / Gymnasium: community engaging and safe, moveable space for various sports/events
  - Activity Areas / Gardens: environmental education, proximity to environmental science classroom
  - Activity Areas/ Outdoor Learning: gathering + creative learning
  - Activity Areas/ Quad: capable work surfaces + shade (sun + bird protection)
  - Activity Areas/ Playground: recognizing the importance of un-programmed play

7.05 <u>"If You Could Dream" : Goal-Setting Activity</u>

- Jim begins the first activity, designed to set goals for the Master Plan. Each table group uses the materials provided to brainstorm their responses to two questions:
  - What are your goals for the Master Plan?
  - What big district and community topics should the Master Plan consider?
- The groups were given approximately 30 minutes to work together. Then, each group's representative presented back to the room:
  - Team Baby Ruth
    - Establish a list of prioritized projects
    - Create the FMP as a living document that is flexible to change in the future
    - The FMP should be able to expand and anticipate change
    - The FMP should be understood by the community/alumni and clearly state the "why" of the plan

ITEM NO. **SUMMARY**

- The FMP should inspire students and staff
- The FMP should include the student's voice in the planning process, where students are excited about the potential
- Create spaces that are "exciting" – build energy among students and staff
- Balance that positively affects all stakeholder groups, especially students
- Inter-school articulation, especially at elementary schools. Create spaces at each elementary that is specific to their strengths/needs but build an opportunity for all students to use those spaces. For example, Captain Cooper could be the center for environmental science, hosting students from all around the district to use their facilities for formalized classes/field trips.

- Team Butterfinger
  - Establish a connection between the CUSD Strategic Plan and the FMP
  - Recognize the diversity in geography and population of different school sites
  - Design appropriate and controllable lighting (including natural)
  - Design with security in mind
  - Ensure facilities are adaptable to future technologies
  - Provide flexible configurations
  - Create Career Technical Education spaces that mirror industry trends
  - Provide common spaces that encourage collaboration and communication
  - Economy of student movement
  - Built-in opportunities for experimentation and the ability to try new things
  - Provide spaces for reflection and relaxation
  - Consider heat and shade
  - Focus on Social Emotional Learning
  - Provide flexibility and adaptability
  - Provide design that supports curriculum / pathways

- Team Gummy Bear
  - Goals:
    - Rearrange to group similar subjects together
    - Consider light and space
    - More wellness-center type of structure
    - Rethink libraries to become a more dynamic space
    - Create spaces for creative co-learning
    - Move the High School to CMS campus
    - Provide more gym space for sports
    - Provide art classrooms at the elementary level with shady spaces outside
  - Big District / Community Considerations:
    - Increased enrollment
    - Advances in learning – teaching such as flipped classrooms, providing students freedom to manage different learning styles
  - Also, provide Home Ec during the 2nd semester of Senior year

ITEM NO. **SUMMARY**

- Team Milky Way
  - Goals:
    - Create an actionable plan
    - Provide flexible infrastructures / spaces
    - Include green technology
    - Provide indoor/outdoor spaces (design to the environment)
    - Provide creative spaces / social, PBL
    - Provide interactive art spaces
  - Topics:
    - Wellness Center
    - Central areas to congregate
- Team M&M's
  - Provide an environment that encourages / promotes communication
  - Transform the Library into a Resource Center with technology and group work with staff to support; maker spaces
  - Provide kitchen facilities: healthy foods, gardens, farm-to-table, more education connection, gardens, indoor/outdoor spaces
  - Provide more comfortable spaces with seating that is movable; flexible classrooms
  - Provide accessible storage areas for materials
  - Natural play structures
  - No portables
  - Provide light! Maximize the beauty of the environment
  - Incorporate art in all new buildings; create inviting spaces
  - Select just a few career paths and develop: sports medicine, STEAM, CTE
  - Increase career counseling
- Team Snickers
  - Provide flexibility
  - More natural and varied lighting (but safety first)
  - Creative use of outdoor spaces
  - Shift the Library to a Technology center
  - Creative maker spaces to prepare for changing future
  - CTE facilities and art facilities
  - Enhance business relationships
  - Provide the ability for CHS students to get home earlier
  - Address student parking (and parking in general)
  - HVAC
  - Light at CHS stadium

7.06 <u>FMP Process To-Date</u>

- Jim reviews the activities that LPA has engaged the district in thus far beginning with facilities assessments during summer 2017, followed by focus group meetings with district department leaders. Most recently, LPA interviewed all principals and toured the campuses with said principals to get an understanding of school site functionality.
- Jim reviewed the FMPC agendas as a series of meetings that continues to build upon itself. At future meetings, LPA will share the findings of the facility assessments, focus group interviews, and Principal interactions; the FMPC will be able to explore opportunities at each campus, and review educational specifications, demographics, and potential funding sources; and will end in an activity to prioritize FMP-identified projects.

ITEM NO. **SUMMARY**

- As it was mentioned earlier, FMPC #4 is a Town Hall, where the FMPC will be joined by all School Site Committees and the public as LPA presents the Draft Master Plan Diagrams. These diagrams are meant to be a conversation-starter that the Principals can bring back to their school site to engage with and get feedback from their school community.
  - More information on SSC recruitment and their process will be distributed to Principals in November.

7.07 <u>Defining Success : Roundtable Discussion</u>

- The final activity for the evening was a roundtable discussion, where each participant took turns in answering the question: How will you define success for this Master Plan? These are the responses that followed.
- The FMP will be a success if:
  - Participants feel satisfied of process and clearly understand it
  - Students perceive the results of this plan (and faculty as well)
  - Students are engaged and comfortable in their space
  - The FMP is attainable/do-able
  - Students feel inspired and successful
  - Students are provided opportunities they do not have currently; provide a new joy and passion for their lives
  - The plan is implemented
  - The staff voices are heard through the process
  - Maybe if our facilities are transformed for students and staff - inspired/lives changes
  - It creates more buy in and powershift; if it provides student choice of environment
  - Flexible, able to grow as society or community, evolves and changes over time
  - Staff, students, parents are inspired to learn or to grow when they walk onto campus
  - It is transformative - not just replacing the old but enhancing the process / the way teachers teach
  - It is comprehensive on all campuses and well received by the community
  - It creates places that most or all children want to be, that they are comfortable to be there and have a joy for learning
  - It leads to schools that are aesthetically pleasing, feel like a good place to go to
  - The plan itself inspires and creates a hope for change of how things are done
  - It is revisited/updated on a more regular basis; lead to change vs. staying stagnant for 25 years
  - It is a living document that creates noticeable change continuously, throughout time
  - It is an implementation of a continuous process - keep going with where the district would like to go
  - It encompasses student, staff and community diversity/ needs
  - It enables teachers to take risks that lead to greater student engagement
  - It looks at each site and make sure that needs are met and equitable
  - It is fiscally responsible; do not look back that we should have spent the money elsewhere
  - People understand the vision and buy in on all levels of the community without re-explaining
  - If the community really felt connected and took ownership of it - connectedness

ITEM NO.	SUMMARY

- It is always looking forward and visionary to educational technology, keeping eyes on the horizon as an institutional practice
- It engages graduates to get their feedback – find out what they are learning now and how CUSD has helped their engagement
- It creates a worldwide example that is tangible, the community can take ownership, is shows value, and has an impact that radiates
- It fosters diverse learning that meets the cultural diversity of the students
- Community, students, staff understand it and are glad they helped fund it
- It inspires the students, and students' ability to reach his/her own potential. Establish an indicator to evaluate this tangibly
- It is innovative and responsive to a changing climate + demographics, and reduces pressure/stress - replaced with hope and happiness
- It allows education to evolve – establish a redesign that would allow growth in community and values
- It provides an output of something we are proud of; checked all the boxes, uncovered what will motivate staff/students and community buy in - excited delivery
- Individuals can clearly articulate the FMP to gain measurable support, is actionable over time. The FMP should also help to unleash the amazing potential of CUSD - help the 600 square miles see this as a home that continues to invite the community in and lives out the values of the community. Beliefs are inspiring - we have done something that has captured what the beliefs and mission statements say and embrace.

- Jim comments that the single word take-away from this discussion could be: Inspire.

7.08 Next Steps

- LPA and the CUSD Executive Oversight Committee will explore options of student engagement.
- FMPC #2 is on October 29th with dinner starting at 6pm, and presentation/meeting from 6:30-8:30pm.

Attachment: FMPC #1 Presentation.pdf

Submitted by: Andrea Pippin

LPA Changing Lives by Design

60 South Market, Suite 150, San Jose, California 95113

FACILITIES MASTER PLAN
CARMEL UNIFIED SCHOOL DISTRICT
LPA PROJECT NO. 17061.10

DATE: October 29, 2018
TIME: 6:30 – 8:30PM
PLACE: Library @ Carmel Middle School

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
Carmel Community Members	All Present	(as indicated)
Jim Agan, Former CUSD Teacher	Rick Aldinger	
Kierstyn Berlin, Former CUSD Student + Holistic Design	Tess Arthur	
Amanda Freedman, Parent	Rick Blanckmeister	
Shin Green, Financial Analyst with East Shore Constg.	Jen Camargo	
Eva Gudbergsdottir, Parent + CMS PTO	Mark Cohan	
Sara Hinds, Parent	Kirk Gafill	
Mike Kelly, Carmel Youth Baseball	Kristen Hunter	
Murial Lin, Parent	Lewis Leader	
Jake Odello, Former Student + The Nunes Company	Kathleen Lee	
Lauren Pereles, Parent	Jenny MarcMurdo	
Andy Sudol, Padre Parent Board	Eve Mauldin	
Rosaleen Ryan Trambley, FOCUS, PTA, MPC	David Mauldwin	
Kath Uyeda, FOCUS President + Parent	Dan Morgan	
	Lisa Morgan	
Carmel USD Members	Seaberry Williams Nachbar	
Barbara Dill-Varga, Superintendent	Teresa Niccum	
John Ellison, CUSD Board Member	Tom Parry	
Rita Patel, CUSD Board Member + Parent	Sonia Casas Ramirez	
Paul Behan, CTO	Graeme Robertson	
Suzie DePrez, CAO	Diane Stracuzzi	
Laura Dunn, Principal at CCDC, Child Development	Lisa Talley Dean	
Ken Greist, CHRO	Alicia Tao	
Steve Gonzalez, Dir. of Special Ed	Tara Twomey	
Bud Libby, MOT	Lauren Welch	
Rick Lopez, Principal at Carmel High	Carla Zilliox	
Jay Marden, Principal at Carmel River Elementary	Colin Matheson	
Joe McCarty, Teacher at Carmel High		
Dan Paul, Dir. of Facilities & Transp.		
Ryan Peterson, Principal at Tularcitos Elementary		
Elisa Tacconi, Principal at Captain Cooper Elementary		
Tricia Zarevich, Admin. Asst. to Supt.		
Jim Kisel, Andrea Pippin, Walter Estay: LPA		

DISCUSSION ITEMS

ITEM NO.	SUMMARY

ITEM NO.	SUMMARY
2.01	Defining Success Themes • Jim (LPA) revisits the closing discussion from FMPC #1: Defining Success. Typically, this leads to a set of Guiding Principles for the FMP, however in this process LPA doesn't want to create confusion between the FMP Guiding Principles and the Design Drivers established in the David Jakes report. Instead, these were presented as overarching themes of the process.
2.02	Overview of Facility Needs Assessment • Walter (LPA) reviews the findings from the site assessments. This process took place over the summer of 2017 and began with a focus group meeting with M&O followed by site observation walks of each campus.
2.03	Overview of Principal Meetings + Focus Group Findings • Andrea (LPA) reviews the findings from Principal and Focus Group meetings. Every principal was asked for his/her top 3 priorities for site improvement (refer to slides 10 and 11 from the FMPC #2 presentation). Jim noted that Principals will be asked for their priorities again at the end of the FMP process, when they have a master plan to react to. • Jay Marden (Principal at Carmel River Elementary) would like to modify his top priority as being additional space, in general. • Focus Group interviews were also summarized, targeting existing challenges and district visions/desires.
2.04	Envisioning the Learning Spaces • Andrea reviewed the 5 categories of space types: Learning Studio, Design Studio, Learning Pavilion, Gathering/Activity Areas, and Center for Innovative Educational Practice as well as the 4 design drivers from the David Jakes report. Keeping the design drivers in mind, each group was given a space type (three groups had Design Studio, one for elementary, one for middle, and one for high school levels) and asked to design their ideal learning spaces for CUSD. One representative from each group presented back to the FMPC to conclude the activity: ○ Learning Studio ▪ Describe the Future CUSD Learner experience… • Students will work individually and in small groups • Bring nature into the classroom or take students outside more • Students have opportunities to easily move around and interact • Balance screen time with face-to-face time • Students will have a lot of natural light • Students will feel safe and welcomed • Opportunities for more interdisciplinary collaboration • Does space set-up communicate to students the type of activity for that day (group/ individual/ teacher-led activities)? ▪ Resources and Layout • Lots of windows for natural light • Walls, whiteboards, and screens for efficient use of wall space • Furniture that can move easily • Partitions for sound-proofing • Easy to move chairs and tables • Students need to see their work displayed (recognition) • Storage behind whiteboard

ITEM NO. SUMMARY

- Various instructional spaces indoors and outdoors, small group and whole class
- Large walls to write on and collaborate

- Design Studio: Elementary School
  - Describe the Future CUSD Learner experience…
    - Collaborating
    - Inspiration
    - Investigation
    - Argumentation
    - Critical thinking
    - Assembling
    - Creating
    - Synthesizing
    - Building
    - Listening
    - Playing
    - Designing
    - Publishing
  - Resources and Layout
    - Maker space
    - Flexible seating/ environment
    - Writable surfaces
    - Tech lab
    - Student collaborative space
    - Collaborative seating (even in a computer-centric space)
    - Tactile/ social/ sensory
- Design Studio: Middle School
  - Programs that could co-locate:
    - Science, Maker Space/Innov Lab, Automotive, Industrial Arts, Engineering + Robotcs
    - Science, Industrial Arts, Engineering + Robotics Video Production + Stagecraft, Ag + Env Science / Oceanography, Culinary Arts
    - Maker Space/ Innov Lab, Art, Music, Drama, Video Production + Stagecraft, Culinary Arts
    - Sports Medicine with Gym + Wellness?
  - Describe the Future CUSD Learner experience…
    - Learns theories and then tests them out with real-life collaborative projects. The future CUSD learner is excited to come to class to take what they have learned and move it forward without limitations or boundaries.
  - Resources and Layout
    - Many of these spaces are empty but we like the option of showing different work, things, materials – basically stuff – for inspiration in art, wood shop, etc classrooms.
    - Like the connection between formal lessons and hands-on learning.
    - Like flexibility between inside and outside. Make the space fit your needs not vice vesa.
    - More flexible space – options
    - The classroom – for the design studio classes should not close off different disciplines but offer the opportunity for collaboration and 'accidental' blending of topics, people, ideas.

ITEM NO. SUMMARY

- Students have spaces they can play with – make their own.
- Black Box for music, drama, dance – performance space that is flexible. Storage space is a necessity too.
- Maker spaces: figuring out how to solve different problems and having the tools to do it. PLAY – such an important part of learning.
- Love kitchens! Where kids can learn and experiment health, culture, science, life skills.

- Design Studio: High School
  - Describe the Future CUSD Learner experience…
    - Introspection
    - Social space
    - Access to nature – restoration
    - Showcasing (galleries in common)
    - Gathering, presenting, lecture space, performance
    - Working space
    - Air quality – nurture/food, natural light air quality
    - Warm – indoor outdoor control
    - Adjustable work surfaces
    - Concentrated storage for fixed needs
    - Corners for fixed equipment
    - Kitchen, gardens, gallery
    - Integrating social
    - Comfort
    - Empowering child-directed interests and opportunities to connect, plan, collaborate
    - Key to Spatial Needs
      - Storage
      - Flexible space work
      - Flexible architecture
- Learning Pavilion
  - Describe the Future CUSD Learner experience…
    - Inviting
    - Welcoming
    - Comfortable
    - Supported
    - Hanging out
    - Community-building
    - Working
    - Collaborating
    - Privacy
    - Range of 'fun' to 'serious' options
    - Open to private
  - Resources and Layout
    - Tiered space specific to Library
    - Flexible seating options, small group collaboration
    - Creative use of book space
    - Movable furniture. Create auditorium/tiered seating space with furniture
    - Range of collaborative and private work spaces with auditory privacy, but maintains visual connection
    - Space to display student work
    - Admin as an obvious central entry so people know where to go when they arrive with other areas attached

ITEM NO. SUMMARY

- Comfortable area for students to meet and work together or relax
- Gathering / Activity Areas
  - Describe the Future CUSD Learner experience…
    - Need to make a distinction between learning and gathering space, as the two types of space could be different.
    - Flexible indoor to outdoor space
    - Different space for different grade levels
    - Inviting
    - Comfortable
    - Place to decompress
  - Resources and Layout
    - Shaded tables for eating or working
    - Multiple uses (amphitheater also used for free play)
    - Wide range of seating options and groupings (flexible outdoor environments)
    - Full gymnasium
    - Internet (wireless)
    - Places to plug in devices
    - Covered shelter
- Center for Innovative Educational Practice
  - Describe the Future CUSD Learner experience…
    - Informal and/or formal sharing
    - Collaboratively planning/grading
    - Eating together (?)
    - Supporting each other
    - Professional development
  - Resources and Layout
    - Tech needs to be untethered!
    - Monitor, comfortable chairs, table, writable surfaces
    - Natural light
    - Multiple seating options
    - Kitchen
    - Hidden, movable wall
    - Storage that is clean, hidden
    - Flexibly-sized table
    - Large space with flexibility and movable walls
    - Art on walls?
    - Writable flexible walls
    - Carpet preferred for noise reduction
    - Need lots of wall space to share/post material
    - Must have adjustable lighting
    - Soft, comfortable furniture
    - Communication space
    - Copy machine
    - Texture and color
    - No exposed storage
    - Windows
    - Walls with writing

- Jake Odello asked if the FMP will incorporate site visits to local, inspiring school spaces, referencing San Benito High as an example. Jim explained that LPA has done that in the past and will explore that option with district leadership.

ITEM NO. SUMMARY

2.05 Principles of Sustainability

- The final activity was also a small group activity where each group was asked to express their goals for sustainability in the FMP.
  - Group 1
    - Practicality and longevity
      - Fiscal responsibility
      - Desire to be as green as possible
    - Areas to investigate
      - On-site kitchens
      - Solar feasibility
      - Lighting
      - Seating (especially outdoor)
      - Recyclable material
      - Curriculum integration
  - Group 2
    - Partnering with local agencies
    - Recycling obsolete hardware/ technology
    - Incorporate into curriculum
    - Building design
  - Group 3
    - Curriculum connections
    - Easy to repair/ upgrade/ access. Replace parts rather than whole systems
    - Future-proofed technology
    - Passive solar
    - Water catchment/ irrigation
    - Solar tubes/ skylights
    - Composting/ recycling/ receptacles
    - Food systems – reduce single-use. More farm-to-table + school gardens
  - Group 4
    - Can be used for educating students
    - Maximize funds now to reduce cost later (solar)
    - Energy-efficient buildings
    - Take advantage of views
    - Certification is not a goal – be responsible because it's the right thing to do
    - Schools reflect a rural community, build appropriately
  - Group 5
    - Low life-cycle costs. Minimize maintenance costs to general fund.
    - Active leaders (as a district) in sustainability
    - Integration with educational programs
    - Vertical alignment of programs across campus (extend MS program)
    - Explore solar on a wider basis
    - Transportation vehicle efficiency
    - Reduce water usage/ landscaping
  - Group 6
    - Creating a more desirable human experience by using local/natural materials and/or incorporating the natural environment into the spaces.

ITEM NO.	SUMMARY
2.06	Next Steps • FMP Update to Board on November 14th • FMPC Meeting #3 on December 3rd ○ This meeting will include a school sites charrette activity, so all principals are to be in attendance and bring student(s) from their campus [and accompanying parent(s)].

Attachment: FMPC #2 Presentation.pdf

Submitted by: Andrea Pippin

LPA Changing Lives by Design

60 South Market, Suite 150, San Jose, California 95113

FACILITIES MASTER PLAN
CARMEL UNIFIED SCHOOL DISTRICT
LPA PROJECT NO. 17061.10

DATE: December 3, 2018
TIME: 6:30 – 8:30PM
PLACE: Library @ Carmel Middle School

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

Barbara Dill-Varga, Superintendent
Rick Blanckmeister, CBO
Rita Patel, CUSD Board Member + Parent
Paul Behan, CTO
Laura Dunn, Principal at CCDC, Child Development
Ken Greist, CHRO
Steve Gonzalez, Dir. of Special Ed
Rick Lopez, Principal at Carmel High
Joe McCarty, Teacher at Carmel High
Jay Marden, Principal at Carmel River Elementary
Dan Morgan, Principal at Carmel Middle
Tom Parry, Principal at Carmel Valley High
Dan Paul, Dir. of Facilities & Transp.
Ryan Peterson, Principal at Tularcitos Elementary
Elisa Tacconi, Principal at Captain Cooper Elementary
Tricia Zarevich, Admin. Asst. to Supt.
Jim Agan, Former CUSD Teacher
Kierstyn Berlin, Former CUSD Student + Holistic Design
Michelle Bevard, Parent
Brodie Bevard, Student at Tularcitos Elementary
Robin Voss, Parent
Mike Voss, Parent
Lola Voss, Student at Carmel River Elementary
Greta Beesley, Student at Carmel Middle
Athena Fosler Brasil, Student at Carmel High
Zach DeZee, Student at Carmel High
Dale Collins, Student
Dylan Chor, Student at River Elementary
Ms Chor, Parent
Katherine Harrington, CCDC Parent
Adrienne Mithell, CCDC Parent
Darrel Steely
Pasqual Montgomery
Anette Yee Steck
Michael Riemensihnkiper
Lisa Talley Dean, Parent + Local Real Estate
Kirk Gafill, Alumni + Nepenthe
Shin Green, Financial Analyst with East Shore Constg.
Eva Gudbergsdottir, Parent + CMS PTO
Mike Kelly, Carmel Youth Baseball

DISTRIBUTION

All Present
Rick Aldinger
Tess Arthur
Jen Camargo
Mark Cohan
Suzie DePrez
John Ellison
Amanda Freedman
Sara Hinds
Kristen Hunter
Lewis Leader
Bud Libby
Jenny MarcMurdo
David Mauldwin
Seaberry Williams Nachbar
Teresa Niccum
Sonia Casas Ramirez
Graeme Robertson
Rosaleen Ryan Trambley
Diane Stracuzzi
Andy Sudol
Tara Twomey
Tracy Winkleblack
Carla Zilliox
Colin Matheson

ITEM NO.	SUMMARY

Kathleen Lee, MP Regional Park District
Murial Lin, Parent
Eve Mauldin, Parent
Lisa Morgan, Padre Parent President
Jake Odello, Former Student + The Nunes Company
Lauren Pereles, Parent
Alicia Tao, PTO at Carmel Middle
Kath Uyeda, FOCUS President + Parent
Lauren Welch, New Parent Liaison at Carmel River
Jim Kisel, Andrea Pippin, Walter Estay: LPA
Corey Burbach, Cooperative Strategies

DISCUSSION ITEMS

ITEM NO. **SUMMARY**

3.01 Enrollment Analysis

- Corey Burbach from Cooperative Strategies presents methodologies and projections related to their enrollment analysis.
- The method of analysis includes a review of historical enrollment trends, current enrollment data, the likelihood of a student progressing from one grade level to the next (cohort survival factors), historic and projected birth rates within the CUSD district and Monterey County, student generation factors indicated by new construction and existing housing turnover, and gathering information related to future residential projects as obtained from cities served by CUSD.
- It is important to note that the data presented was done over a year ago and is currently being updated to reflect the 2018-19 school year.
- The enrollment projections reflect enrollment by school of residence and is not an accurate reflection of actual student enrollment. The updated demographics will include school of attendance projections.
- The projection findings indicate a gradual decline in enrollment over the next 10 years.
- The Facilities Master Plan will use existing enrollment numbers for planning purposes.

3.02 Review of Educational Specifications

- Andrea reviews a draft of the learning space diagrams. The main theme among the various space types is a fluidity of movement from space to space and from indoor to outdoor spaces.
- The discussion with FMPC indicated the need to include a dedicated wrestling room at the Middle and High schools and indicated the need for expanded music space at Carmel High School to accommodate strings, choir, and band independent of one another.

3.03 Student Engagement Findings

- Andrea reviews the student engagement opportunities: a school site charrette and online survey.
- School Site Charrette: November 26th
  - Agenda:
    - Began with a reminder/review of the student engagement from the process with David Jakes.
    - Discussed preliminary student survey findings.
    - Allowed students to design their school sites.
  - See the FMPC #3 Presentation for findings (attached).

ITEM NO.	SUMMARY

- Student Online Survey
  - Distributed to students in grades 4 through 12.
  - Of approximately 1,860 students in 4th – 12th grades, 1,345 responded, resulting in a 72% response rate.
  - See the FMPC #3 Presentation for findings (attached).

3.04 School Sites Opportunities Charrette

Captain Cooper Elementary School

Written Notes

- Track
- Screened outdoor eating
- Shaded and sound system for amphitheater
- Re-Terrace outdoor seating
- Full kitchen connected to garden
- Combined learning center/ library
- Health room needed
- Replace portables
- More parking
- Explore garden relocation to old orchard
- Two classes linked to learning center

"Present-Back" notes

- Very small kitchen. The kitchen is also the staff room
- Tiny serving area for students. Interested in full size kitchen connected to garden, so students can eat the food they grow and have a decent service area that students can pass through and line up.
- There is an outdoor amphitheater but need shade and a sound system. Want new terrace to have a seating area.
- Need a running track, right now unleveled running surfaces on the field.
- Interested in replacing portables to stick built.
- Tiny class room is also the steam/multipurpose room.
- Need a full class room for steam and some days for physical educations.
- Class room is also used as an intervention room.
- Want more standard size class rooms.
- Combine learning center library
- Need a health room with office. Health bed is in copier closet now.
- Need more parking, not enough parking for events. Parents must park in dirt pathway below.
- Portable pre-school is also orchard area, possibly putting the garden in that area?
- Cover eating area.

Carmel High School

Written notes

- Get rid of desk/chairs combo
- "Untether" students with flexible furniture
- Put doors on back side of class rooms to open to grassy areas
- Music room: permanent orchestra and permanent band spaces.
- Turn rooms 36-39 into extended performance related rooms.
- Storage for theater. Get rid of storage trailers. Get rid of 3 portables by theater to create storage.
- Rooms 19: cluster all science, math, etc., together. Add whiteboards to multiple walls of the classroom. Movable chairs.
- Open access to patio behind art room.
- Parking: Solar panels/rain protection.

ITEM NO.	SUMMARY

- Baseball field?
- Cross curricular opportunities with proximity. Entry/exit bottleneck in gym need to be fixed.
- Parking at tennis court area, Move tennis to CMS.
- Habitat at Chill Hill, garden.
- Add cistern to science wing (lot of puddles now).
- More green space near walk ways.
- Quad by theater, make teachable area.
- Practice gym at baseball field (make baseball to CMS)
- Covered walk ways from science wing and gym.
- 2 levels on cafeteria for student union.
- Open views on back wall of cafeteria and open to outside.
- Wellness center
- Admin building offices (Health)
- 2 story admin building.

"Present-Back" notes

- Right now: Brand new theatre, new 4 math wing, 3 wing science class room. Everything else can retire.
- Most of the building have served their time, most of the building's life span have been stretched. Probably need to condense and have two stories.
- Huge parking issues, 160 spots, doesn't fit senior class. Junior class must park in a different area. Neighbors get upset of overcrowded parking.
- Access issued, two entrance, one exit. Drop off and pickups are horrible, creating highway backups.
- Top of the campus, next to theaters are some of the oldest building. Music building is inadequate. We have a flourishing music program: instrumental, vocal, orchestra.
- Band practices and after noon choir practices share the same space. Students waste 10 minutes every day setting up and breaking down equipment's.
- Chill hill, big slope that goes down to school, talk about creating that area into a habitat like area.
- Converting part of baseball field into more parking, add solar panels above for rain protection.
- Conflict with one gym, add another gym in place of the baseball field.
- Need practice gym, to relieve varsity/JV practice.
- Need to put white boards in different area of the class/ movable.
- Need covers in walk way, so students can walk to class room when its raining.
- Admin building is on topic to be remodeled for years
- Need a facility that can provide opportunity for kids with stress and anxiety
- Need to think about the discipline, which one could collide and create new concept to drive curriculum

Carmel Middle School

Written notes

- More trees along road.
- Additional admin office and meeting space.
- Employee affordable housing
- Better designed outdoor learning spaces everywhere.
- District-wide: outdoor classes within native habitats
- Science environmental education center
- Warehouse somewhere!
- Meeting spaces. District/CMS
- Outdoor theater
- New theater/ drama

ITEM NO. SUMMARY

"Present-Back" notes
- More trees along the road
- Light on field on artificial turf
- Warehouse somewhere
- Additional admin offices
- Additional space for personal
- District wide outdoor classroom within the native habitat
- Main campus: move science wing out into the habitat. Science is hands-on and done in the habitat area
- Right now, science class rooms are spread out. 2 science class rooms in one area, 3 in another area and 1 out in the habitat. Great idea to relocate them all into an L shape wing
- Revamp the outdoor amphitheater to give students access to that area.
- Green building can be used more for culinary arts
- Expandable area off to the side, is used for corn toss area. Opportunity for expansions
- Moving cafeteria with multiple options for service windows on two sides
- Convert existing space into wellness center and student center on the front side
- Lawn area right now is weekend parking for soccer games, options for expansion
- If we move the science building out to the habits can create larger space for art wing. Right now, wood shop and art classes, want to expand more floor space for active learning
- Adding a wing, move theater and add performance art wing
- Library large glass window to take in spectacular view behind.
- Improvement plans for parking issue

Carmel River Elementary School
Written notes
- Turn library into Multi-use building 2,500sf.

"Present-Back" notes
- 1st and 2nd wing for additional class room or have space for class room in mission ranch, currently not putting to good use
- Collaboration space
- two of building is new, don't know how much modification we need.
- Low traffic area, repurpose into area and science area
- Parents drive away from traffic to get to drop off entrance, adding 5 minutes to their travel

Carmel Valley High School
"Present-Back" notes
- Creating one good size versatile type building, something that can be retrofitted. Stationed near the road so it is easily accessible
- White room is a portable, can move portable over to have a wellness area
- Need full court basketball area. Get rid of the old one, make it a full court, attached it to a weight room so it has proximity

Carmelo Center
"Present-Back" notes
- Replant trees
- Removable portable library
- Extended parent parking

ITEM NO. SUMMARY

- New library: would also work as teacher workroom/ MPR/ conference center for educational practice.
- Admin 2,000sf: All student sign-in for safety at entrance
- Parent parking in front of admin.
- Storage area: teachers can't supervise the corner.
- Outdoor amphitheater with shade
- Remove/add fence.
- Staff parking next to bike track
- Remove Trees: too shady, muddy and no grass. A lot of bird discharge, preventing kids from eating outside. Exposed roots.
- Open up play area. Maybe AstroTurf on play surface.
- After removing trees- resurface AstroTurf or other ground play surface. Install new play structure in pink noted area.
- Astroturf field to save water, eliminate hazards, deter it from being used as a dog park.
- Security gate for staff entry

"Present-Back" notes
- Campus security, want a security gate and only staff would park in the back of the school
- Add admin building in front of the school and extend parking lot either directions for parents. Which will make playground smaller and want to take out some trees and relocate them. More of usable space between two buildings
- Relocate play structures with turf materials. Tall building creates huge shaded area making it difficult to grow anything
- Want some sort of outdoor amphitheater with shade
- Move library (portable building) to the font. Have a lot of parent meeting, they would have direct access from the parking lot to the library
- Admin building put in the front, have to go through admin building to the school, more security
- Takes a lot of money to water the field for very little use, want synthetic turf, and gate around the area, students can use track for exercise. Will discourage neighbors from using it as dog park

Tularcitos Elementary School
Written notes
- Kick ball
- Oval track next to amphitheater
- Outside reading space
- Open access to adjacent parking
- Outdoor learning for kindergarten
- Better covered seating for lunch
- Repaint playground
- More planters and outside class room areas
- 3-4 classrooms and colab

"Present-Back" notes
- All the departments are kind of spread out, want to bring them together somehow
- Rearrange so that science, art, library, and music can bring all that to the center of the campus. One of the problems is there is three campuses, (kinder, lower, and upper campus) brings centralize hub for campus
- Take first and second grade wing and keeping multipurpose where it is but making spot more a learning center/facility learning and moving admin into open spot.
- Relocate some of the class room,

ITEM NO.	SUMMARY

- Build out kinder facilities
- Redoing the black-top area and restriping the playground
- Putting outdoor class room space onto a raised seating area, more planters
- Slope area is natural for any auditorium, outdoor seating/outdoor class room space
- Track is everywhere, need a new track. Kick ball for upper level
- Better lunch eating areas and covers to protect from crows and their discharge
- Expanding parking lot and reconfiguring before and after school areas (portable right now)
- Sand playground, used 3 days a week for 30 mins each time (strip by garden maybe want to repurpose area for more parking)

3.05 Next Steps

- The next FMPC meeting (#4) is also the Town Hall:
  - Date: February 4th, 2019
  - Location: Carmel Middle School Gymnasium
  - Time: 6:30pm – 8:30pm
  - Agenda:
    - A review of the FMP process and findings to-date
    - Updated demographic projections
    - Draft School Site Master Plan Diagrams will be provided, and participants will have approximately 1 hour to review the diagrams at the meeting, with LPA available to answer questions. Each principal will take home their site's diagram to gain school site input over the weeks to follow.
- The final FMPC meeting (#5) is scheduled for March 25th at the CMS Library. This meeting will include a summary of the Master Plan costs, discussion of potential funding sources, and an activity to reveal FMPC priorities.

Attachment: FMPC #3 Presentation.pdf

Submitted by: Andrea Pippin

LPA Changing Lives by Design

60 South Market, Suite 150, San Jose, California 95113

FACILITIES MASTER PLAN
CARMEL UNIFIED SCHOOL DISTRICT
LPA PROJECT NO. 17061.10

DATE: March 25, 2019
TIME: 6:30 – 8:30PM
PLACE: Library @ Carmel Middle School

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

Barbara Dill-Varga, Superintendent
Rick Blanckmeister, CBO
Paul Behan, CTO
Suzie DePrez, CAO
Laura Dunn, Principal at CCDC, Child Development
John Ellison, Former CUSD Board Member
Ken Greist, CHRO
Steve Gonzalez, Dir. of Special Ed
Jay Marden, Principal at Carmel River Elementary
Joe McCarty, Teacher at Carmel High
Dan Morgan, Principal at Carmel Middle
Tom Parry, Principal at Carmel Valley High
Dan Paul, Dir. of Facilities & Transp.
Craig Tuana, Assistant Principal, Carmel High
Ryan Peterson, Principal at Tularcitos Elementary
Elisa Tacconi, Principal at Captain Cooper Elementary
Tricia Zarevich, Admin. Asst. to Supt.
Kierstyn Berlin, Former CUSD Student + Holistic Design
Anette Yee Steck
Kirk Gafill, Alumni + Nepenthe
Shin Green, Financial Analyst with East Shore Constg.
Eva Gudbergsdottir, Parent + CMS PTO
Mike Kelly, Carmel Youth Baseball
Jake Odello, Former Student + The Nunes Company
Lauren Pereles, Parent
Rosaleen Ryan Trambley, FOCUS, PTA, MPC
Kath Uyeda, FOCUS President + Parent
Jim Kisel, Andrea Pippin, Walter Estay: LPA
Jesse Landre, Cooperative Strategies

DISTRIBUTION

All Present
Jim Agan
Rick Aldinger
Jen Camargo
Mark Cohan
Amanda Freedman
Kristen Hunter
Lewis Leader
Jenny MarcMurdo
David Mauldwin
Seaberry Williams Nachbar
Teresa Niccum
Sonia Casas Ramirez
Graeme Robertson
Diane Stracuzzi
Tara Twomey
Tracy Winkleblack
Carla Zilliox
Lisa Talley Dean
Kathleen Lee
Murial Lin
Eve Mauldin
Lisa Morgan
Lauren Welch

DISCUSSION ITEMS

ITEM NO.	SUMMARY
5.01	FMP Process-to-Date • LPA reviews the Facilities Master Plan process to-date with an emphasis on stakeholder engagement.

ITEM NO.	SUMMARY
5.02	Scope of Work Categories • LPA discusses the development of the FMP cost estimate, starting with a review of the categories of cost scopes. • In no particular or prioritized order, the scopes are: ○ 01. Learning Studio: Modernize / Reconfigure Aging Classrooms ▪ Applies to the modernization or reconfiguration of classrooms and student collaboration spaces ▪ Modernization: updating finishes (flooring, paint, ceiling), replace/repair roofs, walls, windows, doors ▪ Reconfiguration: Shown as a single-line hatch on the master plan diagrams, this work requires the removal of existing interior walls and/or construction of new interior walls. ○ 02. Existing Building Systems, Toilets, and Improved Energy Efficiency ▪ Plumbing, restroom, and furnace upgrades ○ 03. Site Utilities ▪ Sewer, water, and electrical utility upgrades/updates ○ 04. Learning Studio: New Construction ▪ New construction of classrooms and student collaboration spaces ○ 05. Design Studio: STEAM and Specialty Electives Improvements ▪ Applies to new, modernized, and reconfigured spaces ▪ At the Elementary level, this scope includes the Science, Maker, and Art spaces. ▪ At the Middle school, this scope includes Science, Art, Woodshop, and Tech spaces. ▪ At the High school, this scope includes the Video Production studio, Engineering lab, Auto Shop, and Science. ○ 06. Design Studio: Performing Arts Improvements ▪ Applies to new, modernized, and reconfigured spaces ▪ Includes Music and Drama improvements ○ 07. Learning Pavilion: Administration and Staff Support Improvements ▪ Applies to new, modernized, and reconfigured spaces ▪ Addresses improvements to Administration that create a single point of entry to the campus. ▪ Includes Staff Support areas, the Center for Innovative Educational Practice, and Wellness Centers. ○ 08. Learning Pavilion: Library and Student Support Services Improvements ▪ Applies to new, modernized, and reconfigured spaces ▪ Includes improvements to the Library and Learning Center spaces ○ 09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements ▪ Applies to new, modernized, and reconfigured spaces ▪ Includes Multi-Purpose Room, Student Union, Cafeteria, and kitchen improvements ○ 10. Gathering / Activity Areas: Physical Education Improvements (interior) ▪ Applies to new, modernized, and reconfigured spaces ▪ Includes the new Gymnasium with locker and fitness rooms within the Carmel USD athletics campus as well as improvements to an outdoor Weight room at the High school. ○ 11. Gathering / Activity Areas: Exterior Play Spaces, Playfields, and Hardcourts ▪ Includes expanded or improved hardcourt (blacktop) areas, playfields with a running track at the Elementary schools, shade at the play areas, rubberized play surfacing and play apparatus.

ITEM NO. **SUMMARY**

- Includes outdoor athletics fields and other improvements such as stadium lights at the High school, bleachers, concessions, and other support buildings associated with athletics.
- 12. Gathering / Activity Areas: Outdoor Learning Environments and Quads
  - Includes outdoor learning courts, student quad, and improvements to natural habitat areas used for science programs.
- 13. Campus Arrival: Parking, Drop-Off, and Entry Plaza
  - Includes new, expanded, and improved parking and drop-off areas and an entry plaza at the Administration building to create a clear, welcoming point of entry and a safe place for students to wait during pick-up.
- 14. Safety and Security
  - Includes safety locks at all classroom doors, emergency signage, upgrades to emergency communication systems, and fencing.
- 15. Furniture that Supports an Invitation to Learning
  - Furniture
- 16. Technology Infrastructure
  - Presentation technology

5.03 Total FMP Cost Estimate

- Jim explains the methodology behind the cost estimate development. Costs align with the degrees of improvement identified in the master plan diagrams: no work, modernization, reconfiguration, and new construction per the various program uses and scope categories.
- Costs reflect needs identified during site assessment visits and by stakeholders during the engagement process.
- Costs encompass estimated construction costs and soft (design) costs.
- The cost estimate does not include the following unknowns:
  - Utility hook-up fees and city connections
  - Off-site work
  - Land acquisition costs
  - Hazardous material surveys, abatement, and disposal
  - Escalation (costs are in 2019 dollars)
  - Interim housing costs
- The presentation identifies costs by school and district support site and by scope-of-work category.

5.04 Funding Analysis

- Jesse (Cooperative Strategies) reviews the findings of their analysis of the district's available funding and potential for modernization eligibility as well as a brief review of past bond efforts.

5.05 Stakeholder Groups Priorities

- Andrea revisits the FMP stakeholder engagement efforts, identifying the various group's priorities and tying those priorities to the scope-of-work categories reviewed earlier.
- When viewed all together (slide 41), the greatest commonalities or overlaps in priorities were within the following scopes:
  - 08. Learning Pavilion: Library & Student Support Services Improvements
  - 09. Gathering / Activity Areas: MPR, Student Union & Food Service Improvements
  - 15. Furniture that Supports an Invitation to Learning

ITEM NO. **SUMMARY**

5.06 FMPC Prioritization Voting Activity + Discussion

- Jim introduces the prioritization activity to the group. Members of the FMPC were provided with three types of stickers, each associated with a type of ballot:
  - (4) red stars were to be used to vote for scope category, district-wide.
  - (2) silver stars were to be used to vote for school and support sites.
  - (24) green dots were to be used to vote on scope categories broken out individually at each school and support site. These ballots were accompanied by the site's master plan diagram for reference and comment.
- FMPC members were able to vote however they chose, able to spend all dots on one item, or distribute as they so desired.
- Once the voting was complete, Jim led the group in a conversation about the results.
  - Voting by District-Wide Scopes:
    - When voting by scope district-wide, the group expressed that votes spent on scopes 01 and 04 show their desire to improve classrooms and that the votes could be combined for these two scopes.
    - Also combined were scopes 08 and 09, reflecting their desire to support student wellness.
    - Voting for scope 15 (furniture) reflected the ability to positively affect all students at once (big bang for low cost).
    - The new Gymnasium received low votes, as members made hard decisions with only 4 stars to use. They felt there was too much else to vote on.
    - The group also commented on their thoughts behind voting for scope 02, expressing that energy efficiency is a big winner with the Carmel community.
  - Voting by School
    - Carmel High School received the highest number of votes, followed by Carmel USD Athletics, and Carmel Middle School. This is due to the following reasons, as expressed by the group:
      - All students will eventually funnel through these sites
      - These sites have a greater need than the elementary sites which received a deeper level of modernization
      - There is a greater diversity in specialized programs at the Middle and High school sites.
  - Voting for Scope Categories Across the School Sites
    - Carmelo Center
      - Relocation of Administration to the front of campus, Library and Support Improvements, and Toilets received the most votes.
    - Cachagua Center
      - Modernization of the site was prioritized as a way to bring equity across all district sites.
    - Tularcitos Elementary School
      - New classrooms, relocation of Administration, and furniture received the most votes.
    - Carmel River Elementary School
      - New classrooms and furniture received the most votes.
    - Captain Cooper Elementary School
      - New construction to replace the existing modular buildings was highly supported.
    - Carmel Middle School
      - Modernize classrooms, electives improvements, and parking/access improvements received the most votes.

ITEM NO. **SUMMARY**

- Carmel High School
  - Seven of the 16 scope categories were highly supported (with 16 or more votes each):
    - 02. Existing Building Systems, Toilets, and Improved Energy Efficiency
    - 04. Learning Studio: New Construction
    - 05. Design Studio: STEAM and Specialty Electives Improvements
    - 09. Gathering / Activity Areas: MPR, Student Union, and Food Service Improvements
    - 12. Gathering / Activity Areas: Outdoor Learning Environments and Quads
    - 13. Campus Arrival: Parking, Drop-Off, and Entry Plaza
    - 15. Furniture that Supports an Invitation to Learning
  - The Student Union was highly supported as it provides students with an indoor space to decompress and supports student wellness.
- Carmel Valley High School
  - STEAM and Specialty Electives improvements were highly supported, as was furniture.
- Carmel USD Athletics
  - Athletic fields (Scope 11) received more votes than the Gymnasium (Scope 10). A comment was made that perhaps scope 10 wasn't perceived as encompassing the Gym.
  - The group felt that the fields (Scope 11) was more of a community need and that the Gym benefits students more and may not be perceived as a high need in the portion of the community who do not have children.
- Maintenance, Operations, and Transportation (MOT) Yard
  - Gained surprisingly high support
- Logan Hall
  - Supported as a space for Professional Development
- Other comments
  - Some members perceived furniture to have a short life span
  - Members would have liked a better link between improvements shown on the master plan diagrams and the scope categories

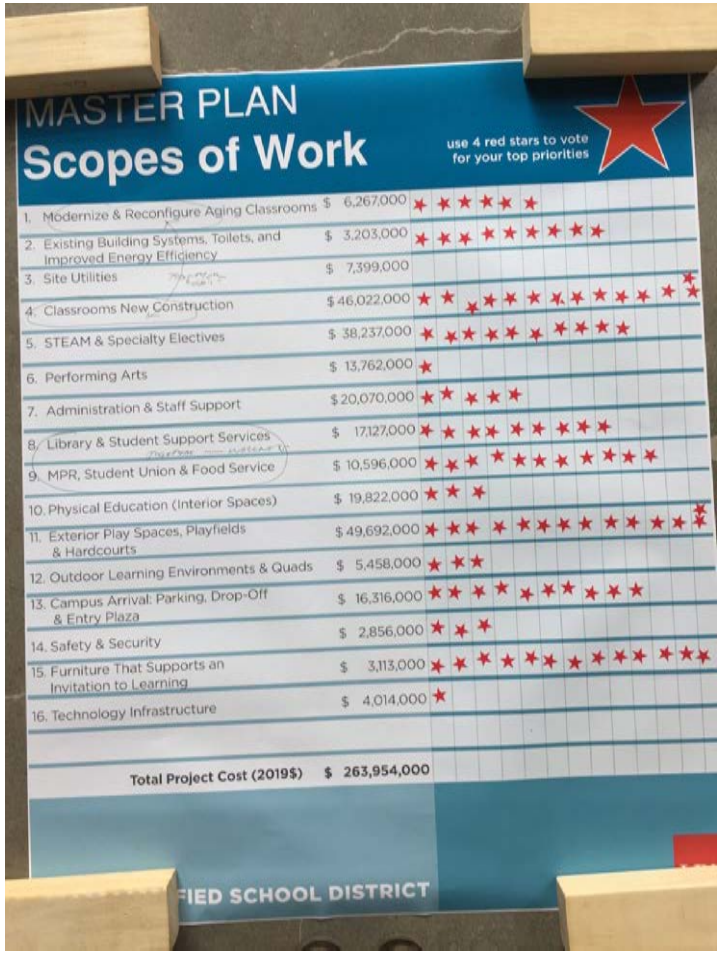
5.07 Next Steps
- April 24th : Draft FMP Board Workshop
- June 5th : Final FMP Board Approval

Attachment: FMPC #5 Presentation.pdf

Submitted by: Andrea Pippin

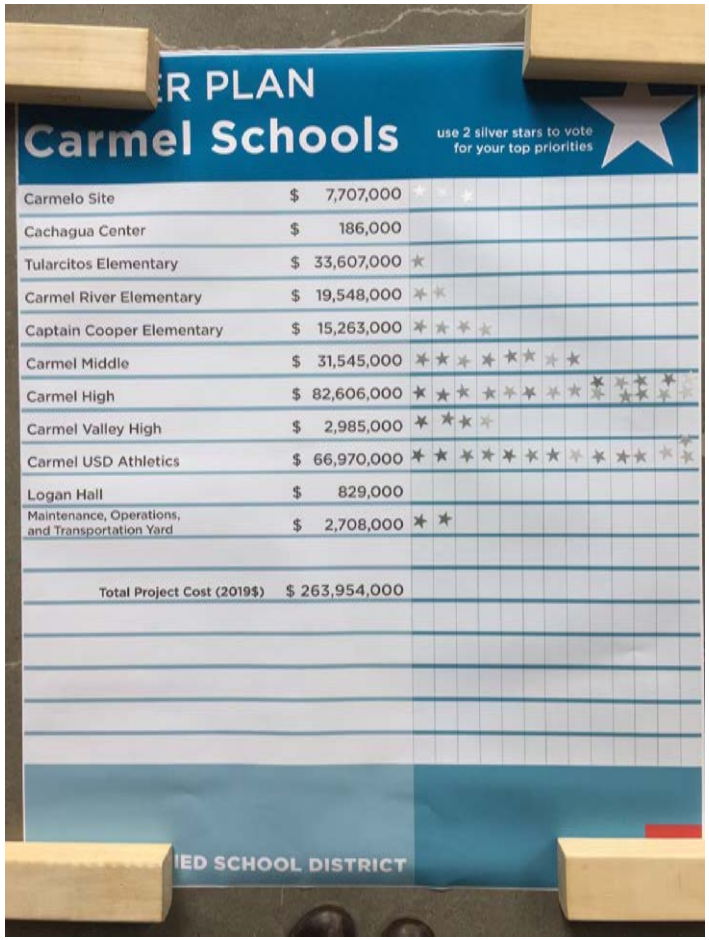
FACILITIES MASTER PLAN COMMITTEE – MEETING MINUTES NO. 5
CARMEL UNIFIED SCHOOL DISTRICT – FACILITIES MASTER PLAN
LPA PROJECT NO. 17061.10
May 7, 2019
Page 6 of 10

ITEM NO. **SUMMARY**



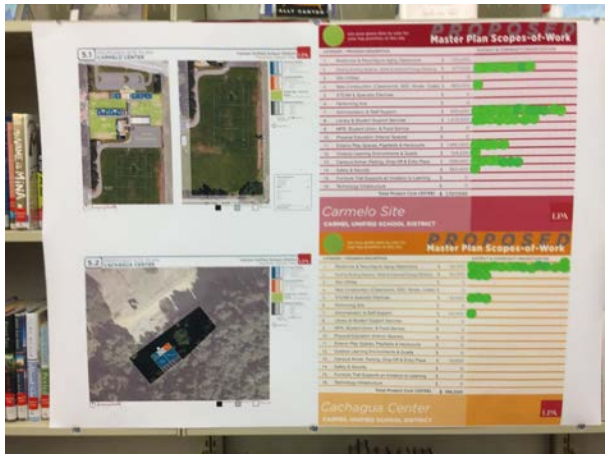
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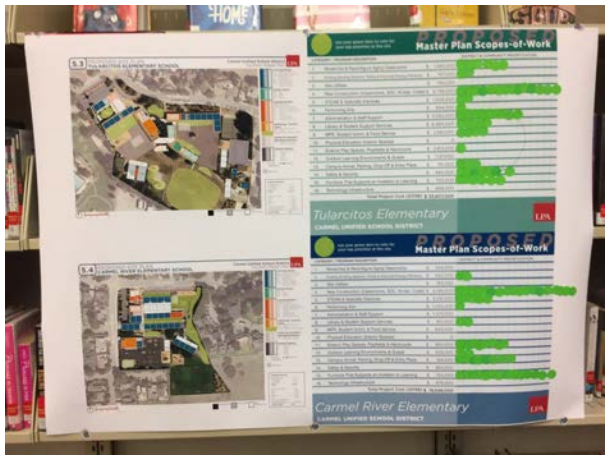
ITEM NO. SUMMARY



FACILITIES MASTER PLAN COMMITTEE – MEETING MINUTES NO. 5
CARMEL UNIFIED SCHOOL DISTRICT – FACILITIES MASTER PLAN
LPA PROJECT NO. 17061.10

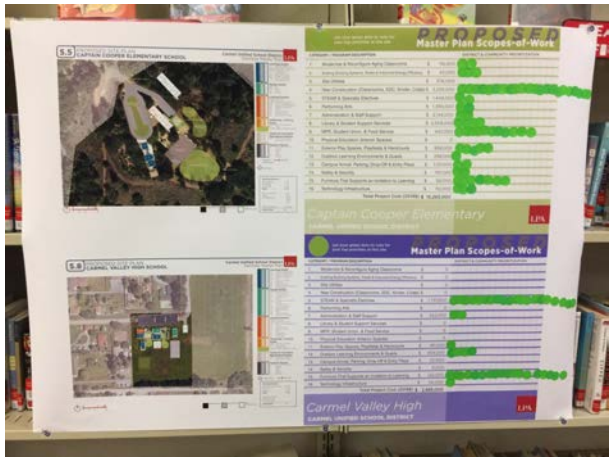
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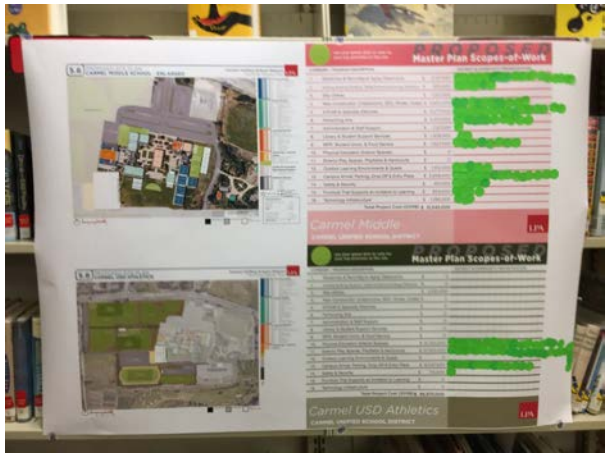




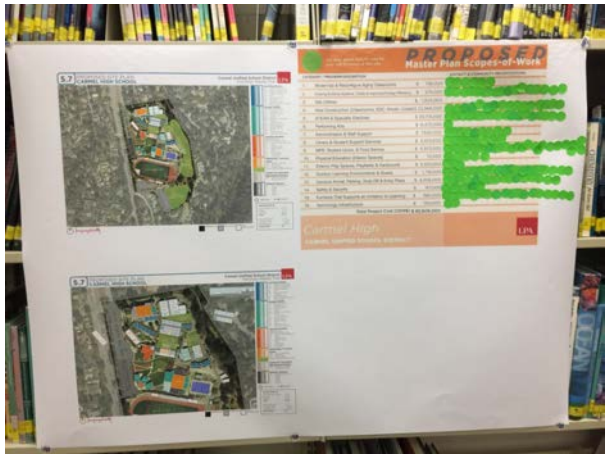
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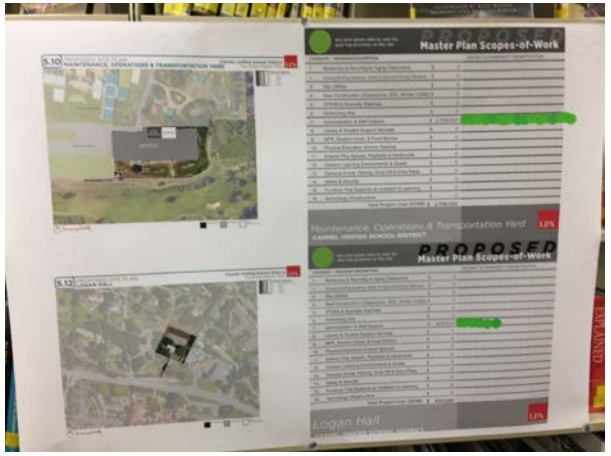
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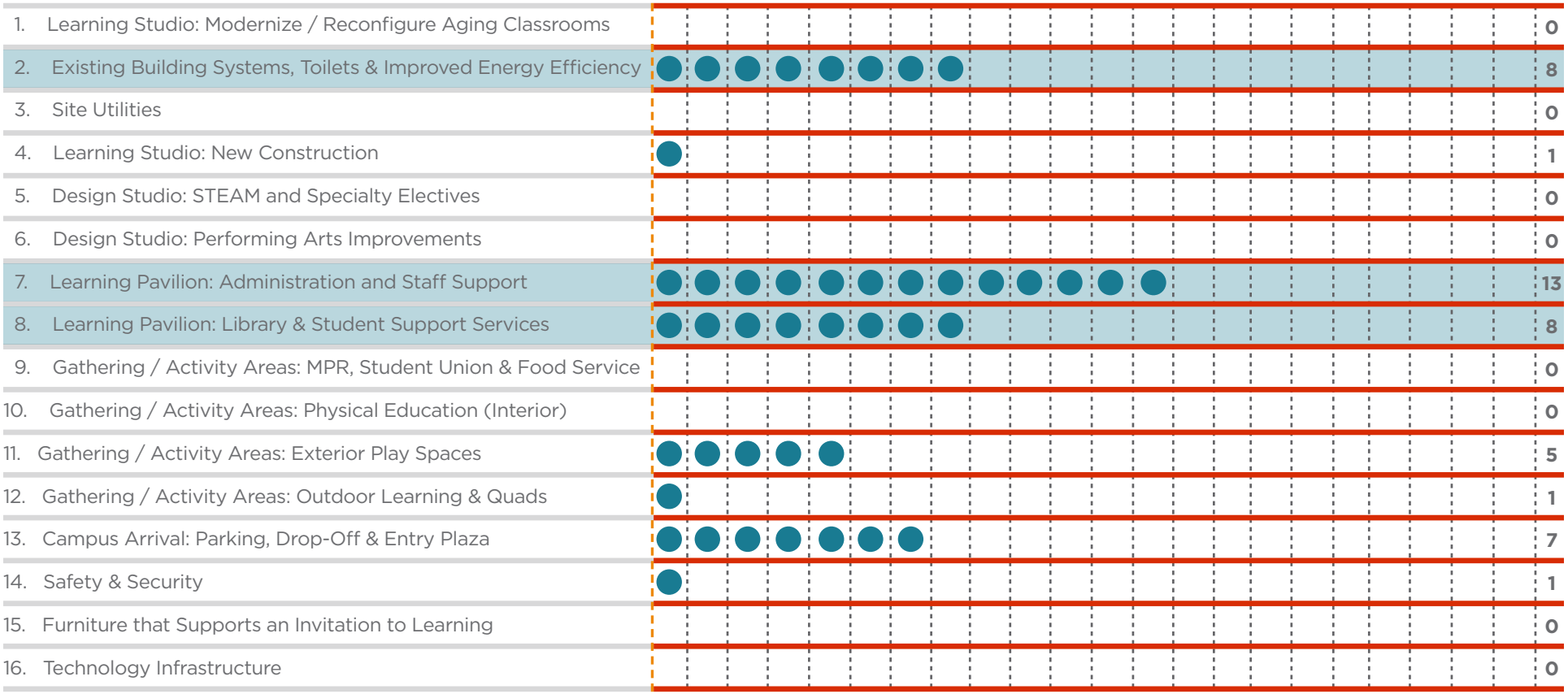




CARMELO CENTER

Facilities Master Plan Committee Priorities
top 3 scope-of-work priorities by school site

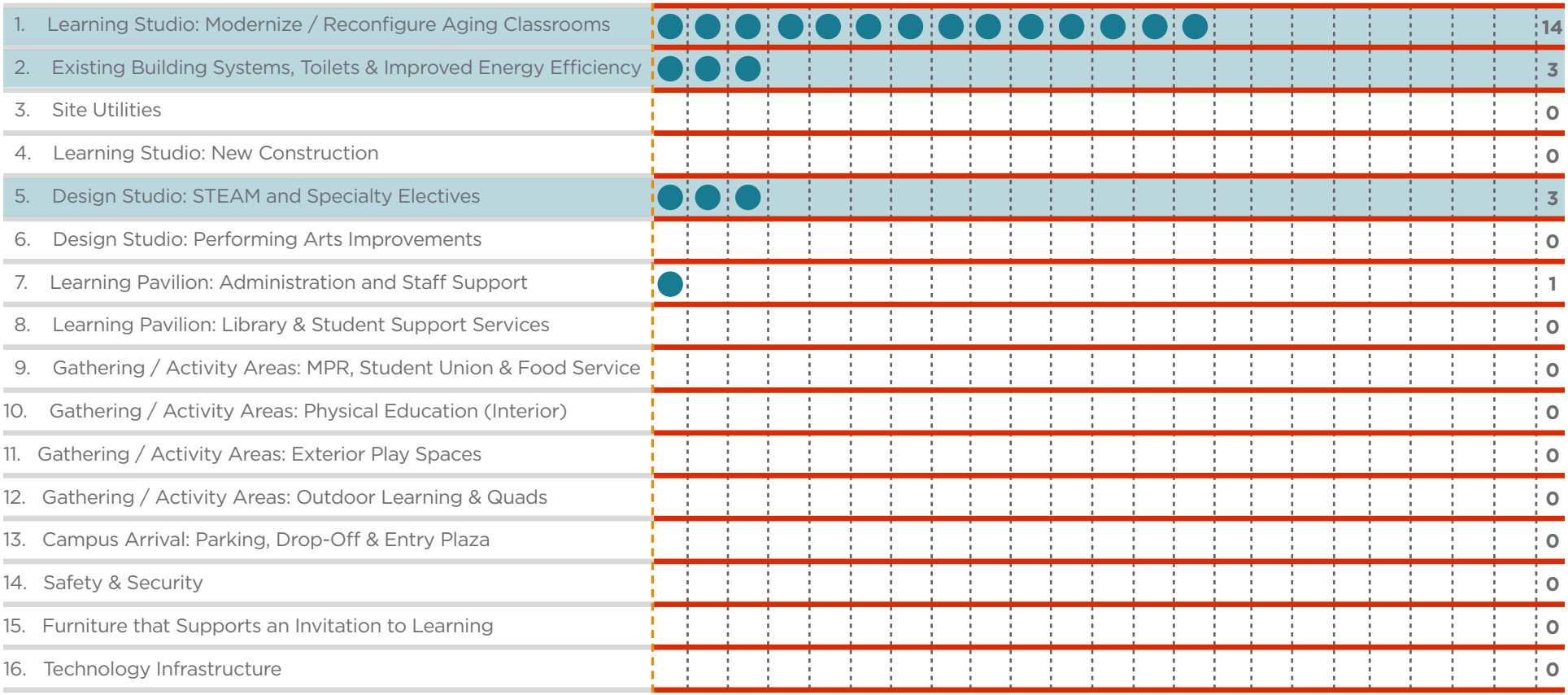
top 3 priorities



CACHAGUA CENTER

Facilities Master Plan Committee Priorities
top 3 scope-of-work priorities by school site

top 3 priorities

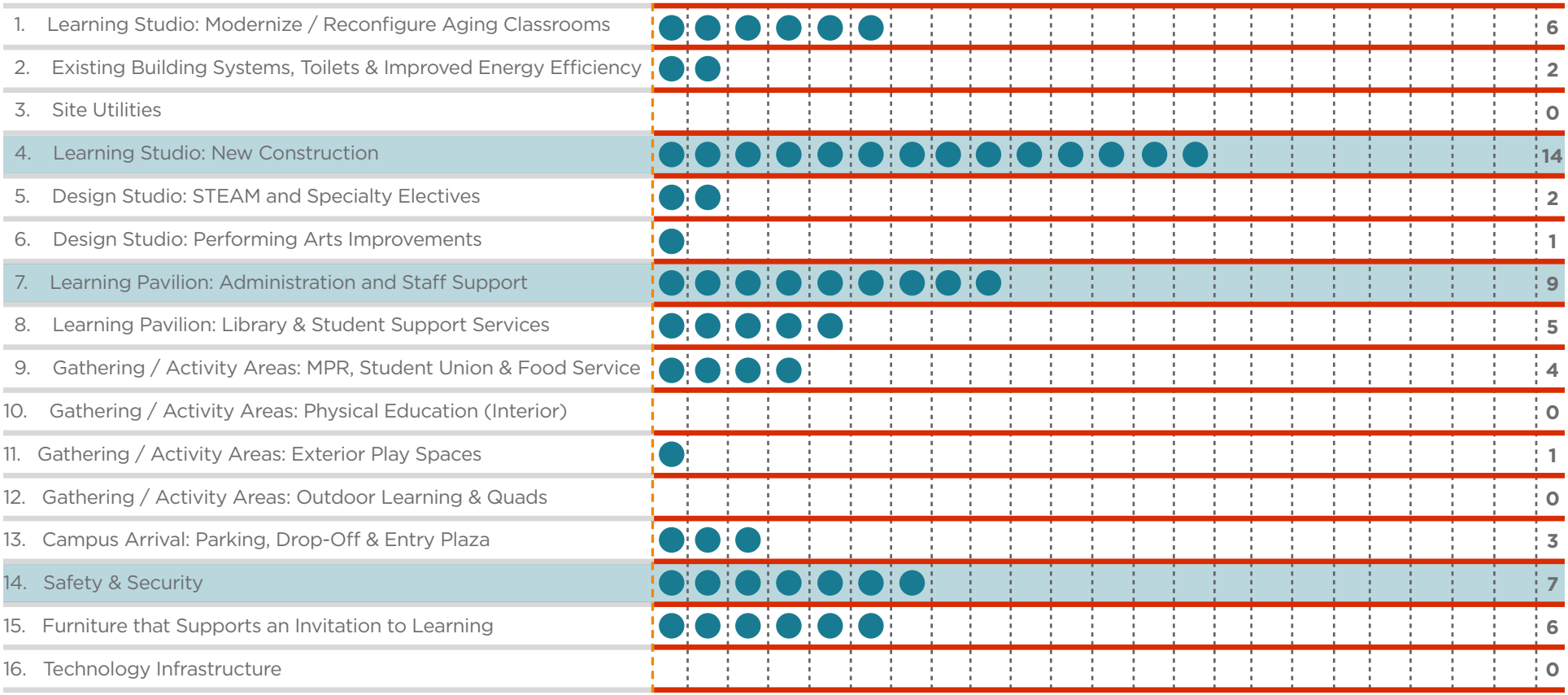


TULARCITOS ELEMENTARY SCHOOL

Facilities Master Plan Committee Priorities

top 3 scope-of-work priorities by school site

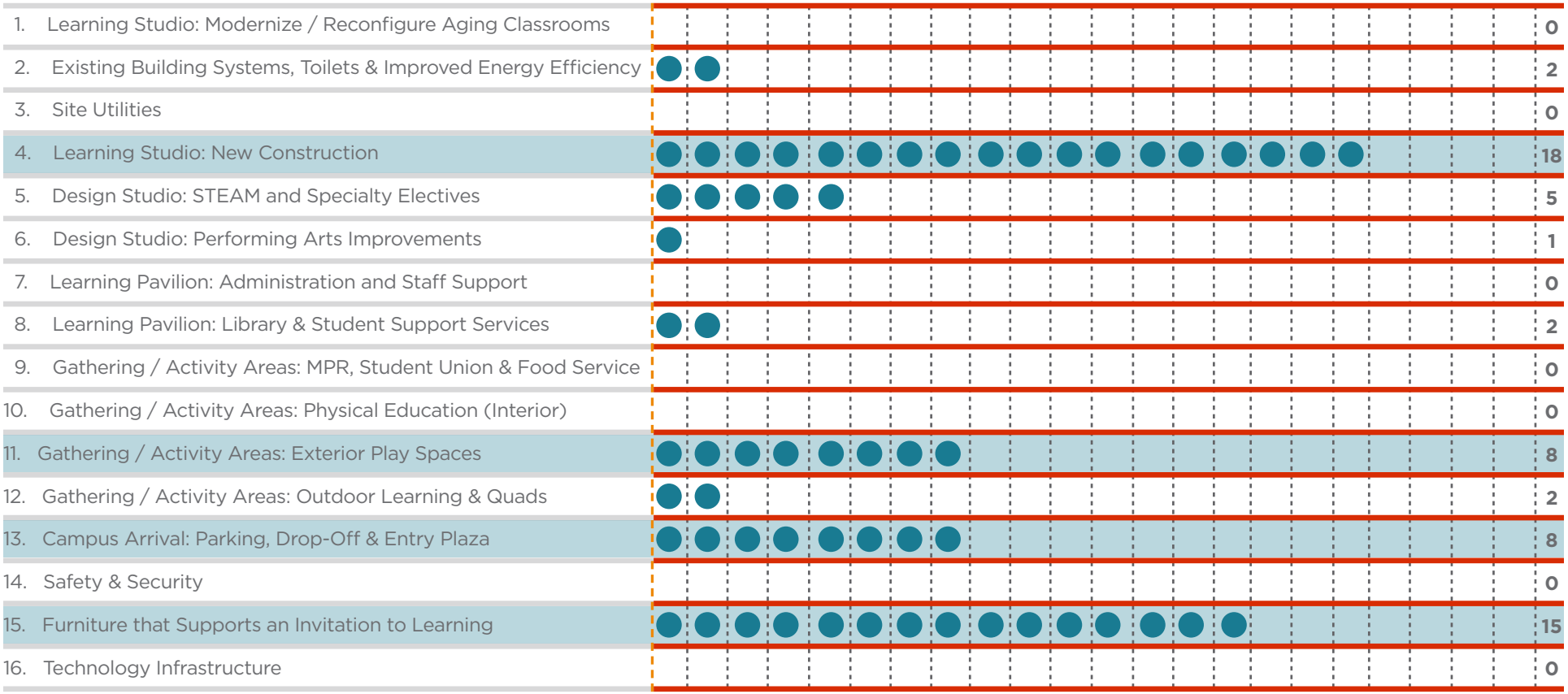
top 3 priorities



CARMEL RIVER ELEMENTARY SCHOOL

Facilities Master Plan Committee Priorities
top 3 scope-of-work priorities by school site

top 3 priorities

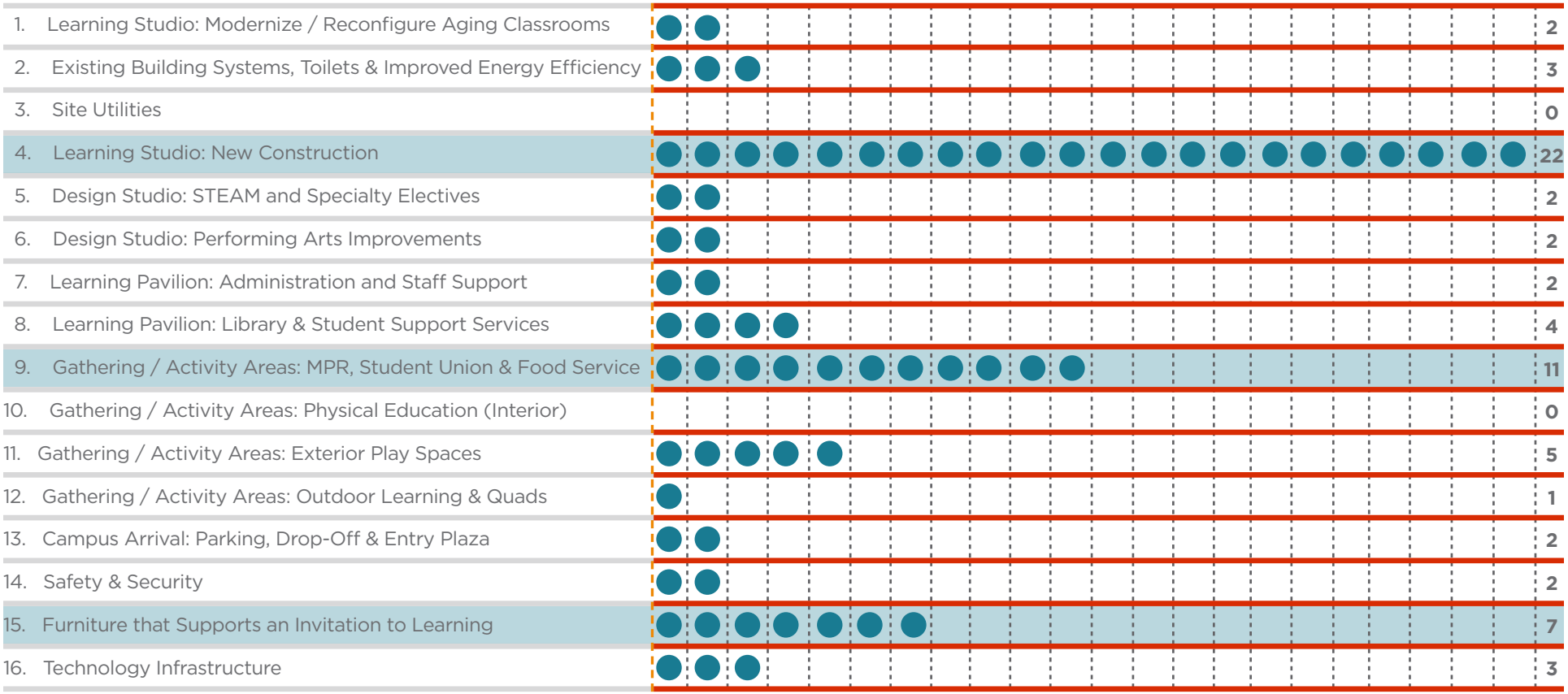


CAPTAIN COOPER ELEMENTARY SCHOOL

Facilities Master Plan Committee Priorities

top 3 scope-of-work priorities by school site

top 3 priorities

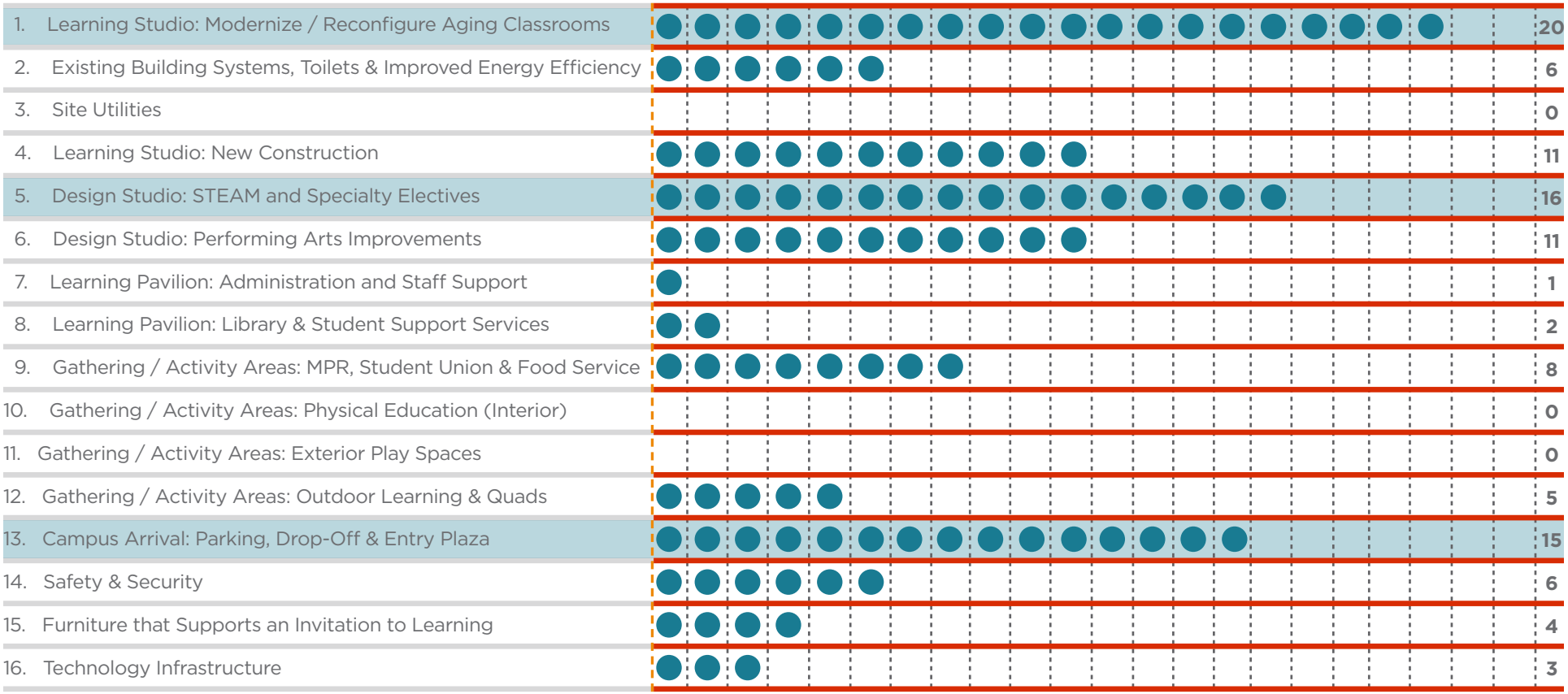


CARMEL MIDDLE SCHOOL

Facilities Master Plan Committee Priorities

top 3 scope-of-work priorities by school site

top 3 priorities

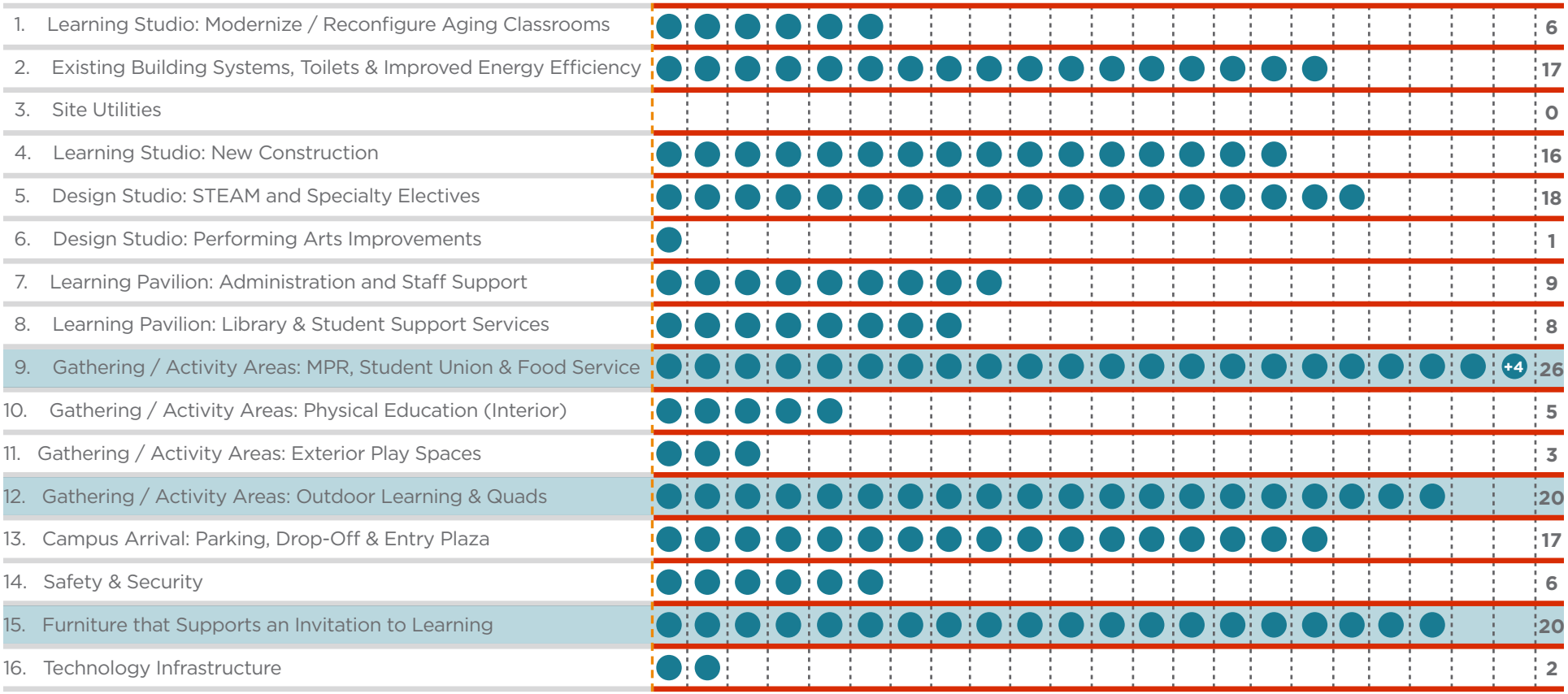


CARMEL HIGH SCHOOL

Facilities Master Plan Committee Priorities

top 3 scope-of-work priorities by school site

top 3 priorities

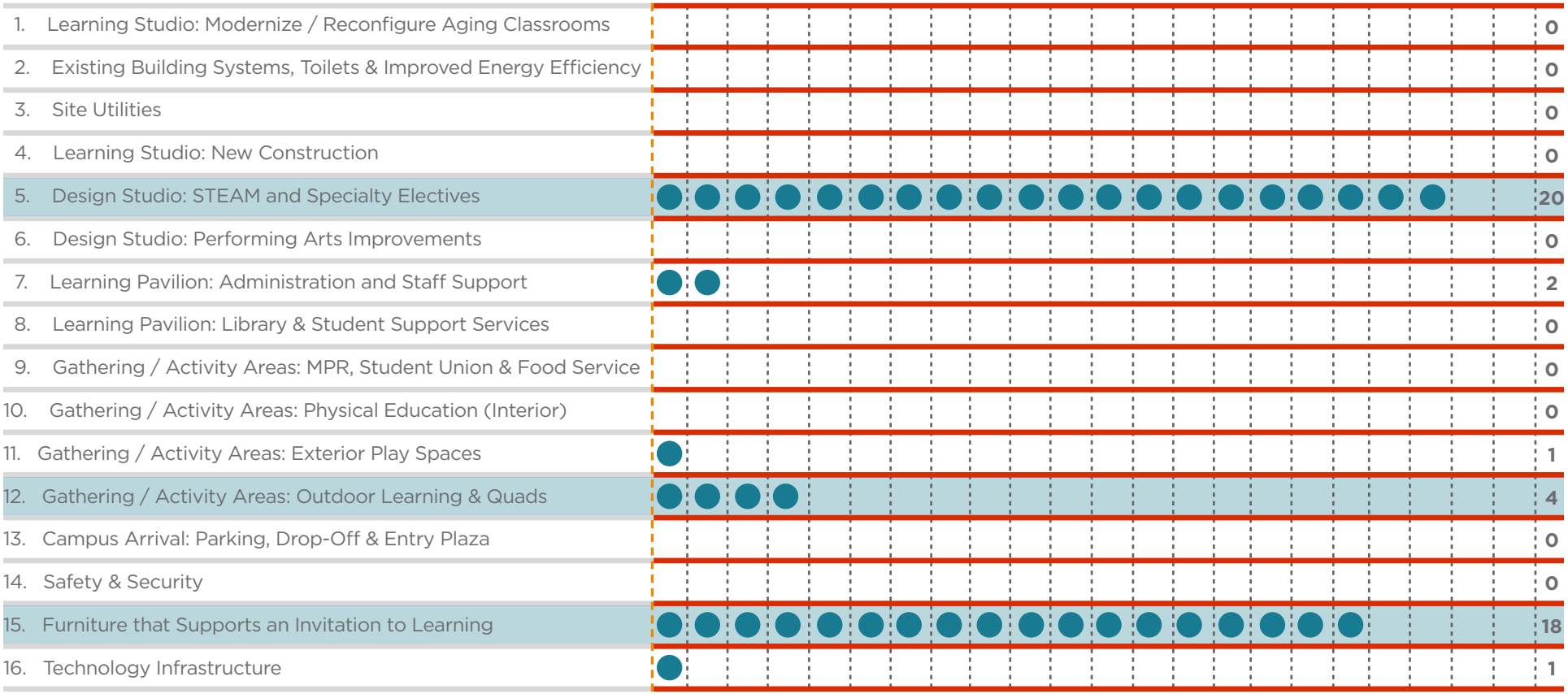


CARMEL VALLEY HIGH SCHOOL

Facilities Master Plan Committee Priorities

top 3 scope-of-work priorities by school site

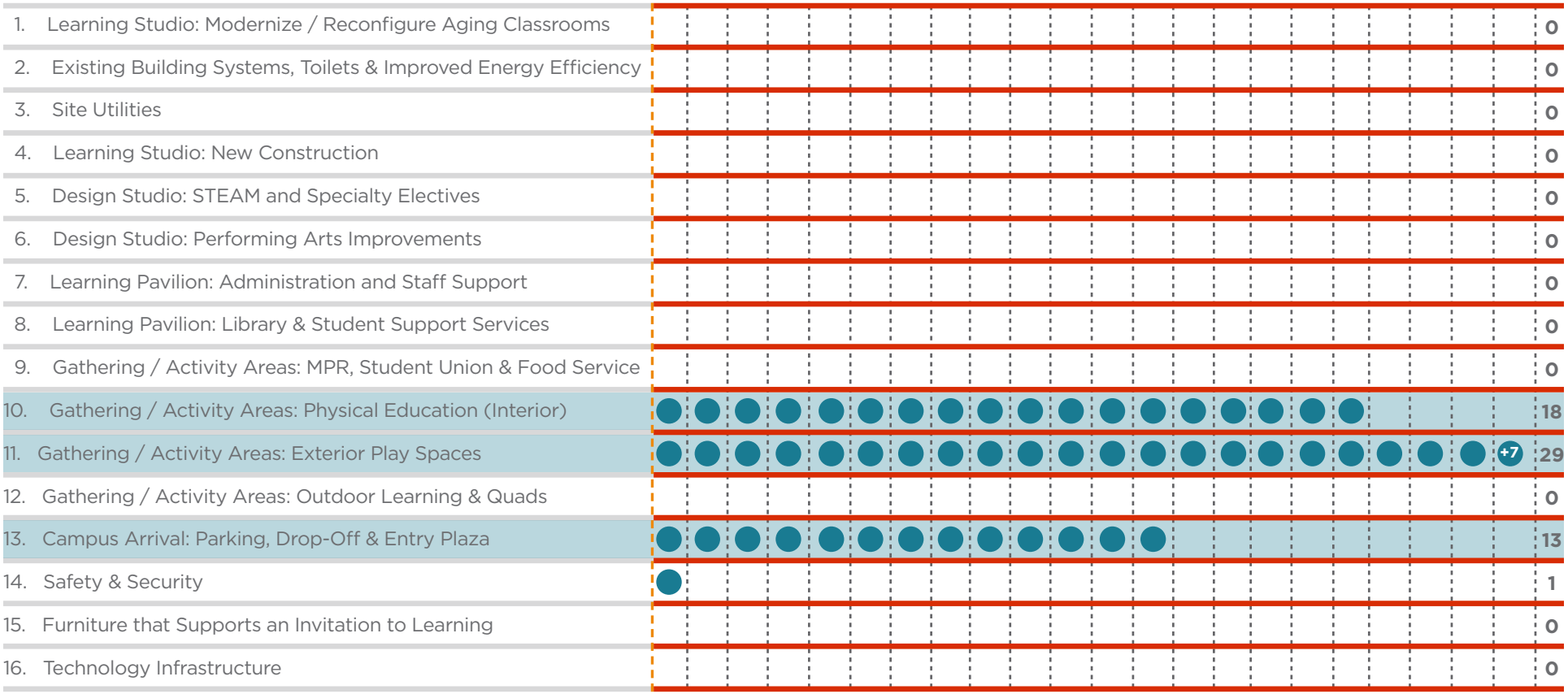
top 3 priorities



CARMEL USD ATHLETICS

Facilities Master Plan Committee Priorities
top 3 scope-of-work priorities by school site

top 3 priorities

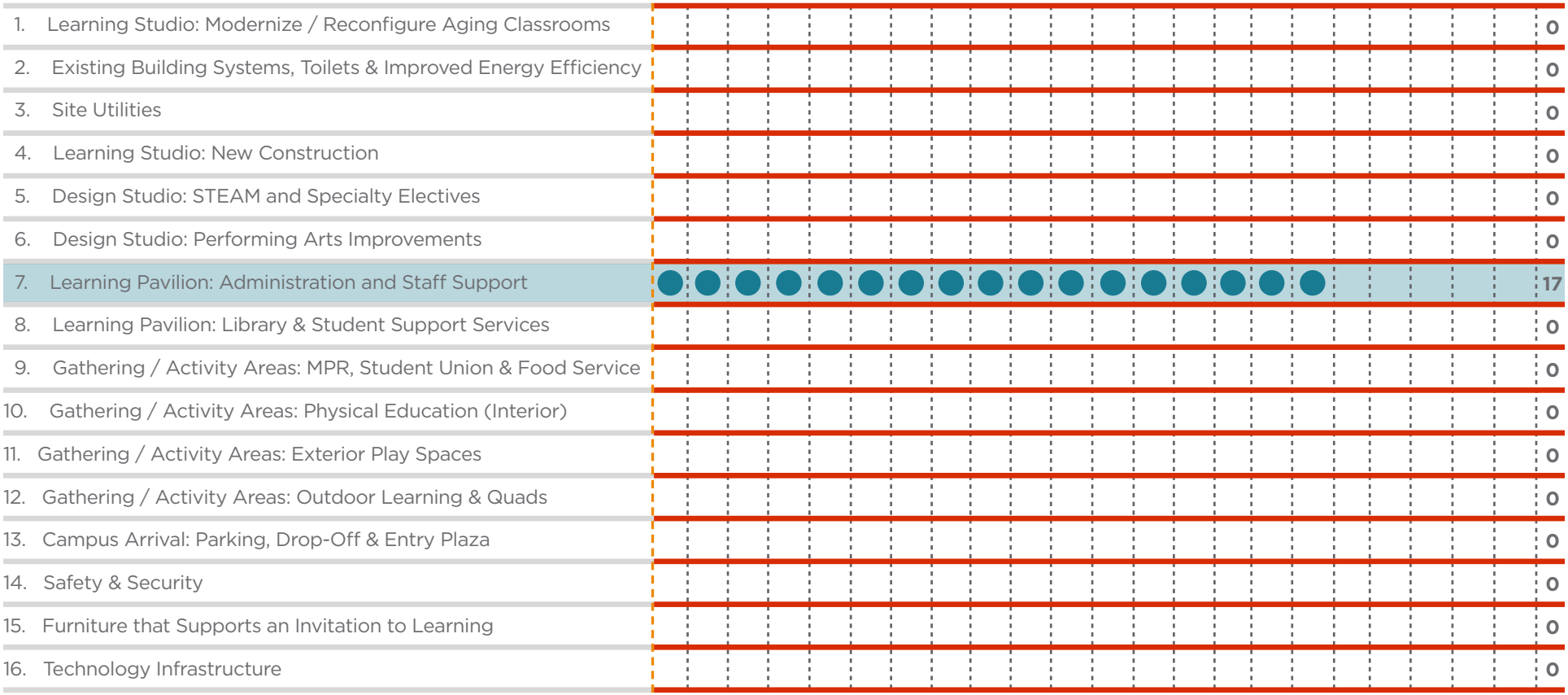


MAINTENANCE, OPERATIONS, AND TRANSPORTATION YARD

Facilities Master Plan Committee Priorities

top scope-of-work priorities by school site

top priorities



LOGAN HALL

Facilities Master Plan Committee Priorities
top scope-of-work priorities by school site

top priorities

