Draft 2 2015-05-01

Manhattan Beach Unified School District

2015 Long Range Facility Master Plan

DLR Group

Draft 2 2015-05-01

Contents

RESEARCH & DISCOVERY

Introduction xx

Process Overview xx

About Manhattan Beach USD xx

District Growth & Enrollment xx

Research & Information Gathered xx

Status of Projects Completed Under Previous Bonds xx

The Core Planning Group xx

Manhattan Beach USD Strategic Plan xx

Establishing Guiding Principles for Design xx

FACILITY ASSESSMENTS

Introduction xx

Process Overview xx

Educational Adequacy Assessments xx

Sustainability xx

Facility Physical Condition Needs Assessment Summary & Observations xx

Physical Condition Assessment Grading Criteria & Results xx

Replacement Cost Index Calculation xx

Other Assessment Considerations xx

Technology Infrastructure/Replacement Needs Assessment xx

COMMUNITY OUTREACH

Introduction xx

Process Overview xx

Summary of Priorities xx

Draft 2 2015-05-01

EDUCATIONAL SPECIFICATIONS

Introduction xx

Purpose xx

Process to Develop Educational Specifications xx

Key Considerations of Educational Specifications xx

MASTER PLANNING

Introduction xx

Planning Approach xx

The Master Plan xx

IMPLEMENTATION

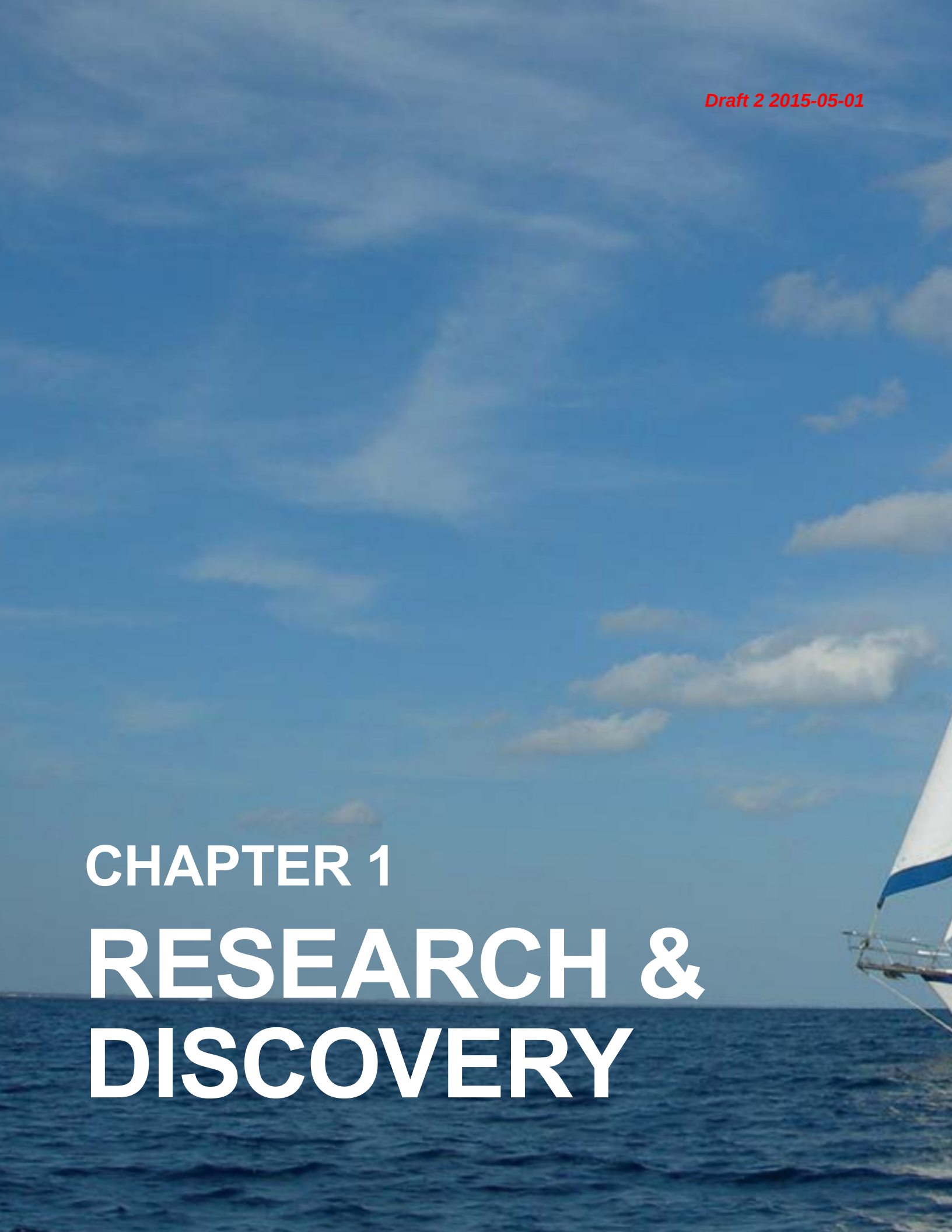
Introduction & Process xx

The Project Lists xx

What Does It Cost? xx

Prioritization of Projects xx

Project Funding Opportunities xx



CHAPTER 1

RESEARCH & DISCOVERY

Draft 2 2015-05-01

Draft 2 2015-05-01

Introduction

The development of a Facility Master Plan is an on-going task to assist the Manhattan Beach Unified School District with maintaining their existing campuses and for providing the required facilities for their students to best support a successful educational program. DLR Group was enlisted to assist the District with looking ahead ten years to develop a Facility Master Plan that would define the facility needs at each of the District's campuses and support facilities. The Manhattan Beach Unified School District's Board of Trustees has initiated a vision for how students learn and has tasked the Superintendent and District staff with envisioning and preparing the types of spaces necessary to support 21st-century student learning.

The specific purpose and goals of the Manhattan Beach Unified School District's Facility Master Plan are as follows:

- Assess the physical conditions of all sites and determine the "needs" for repair and replacement, prioritized based on the critical nature of the improvements.
- Determine the cost of physical condition improvements for each site.
- Assess educational adequacy and functionality of school sites and identify the special requirements for future upgrades and additions.
- Identify priority projects for each site based on the educational needs of the campus.
- Determine the costs associated with the development of each campus master plan.
- Prioritize all identified projects, both repair "needs" and educational "wants" based on criteria developed and set forth within the context of the process.
- Enlist community engagement and involvement in the project.
- Develop Educational Specifications for Preschool, Elementary School, Middle School and High School levels.
- Provide a Facility Master Plan that will be a living document, easily updated and revised, as well as easily interpreted for future project development.

This Facility Master Plan is conceived as a 'map' to the educational goals of the Manhattan Beach Unified School District. It is understood that this is a living document that will require updates and re-interpretations as the District's needs change and become more refined. The campus transformations envisioned by this document to support "next generation" learning are forward-thinking, well-conceived and will benefit our students for generations to come.

BLUE
Love
of the
Art

Draft 2 2015-05-01

Acknowledgements to the Participants

The success of any project is dependent on the individuals participating and their commitment and support. In the development of a Facility Master Plan, it was particularly important to have not only widespread involvement from the Manhattan Beach USD community, but leadership from key members of the District. DLR Group thanks Manhattan Beach USD's Board of Trustees, administrative staff, teachers, site administrators, parents, and students who participated by giving many hours to the process because of their devotion and dedication to the District. Those who participated are too numerous to list, but we would like to thank and acknowledge those noted below who made particularly outstanding contributions.

Manhattan Beach Unified School District Board of Trustees

- Bill Fournell, President
- Ellen Rosenberg, Vice President
- Jennifer Cochran, Clerk
- Christine Cronin-Hurst, Member
- Karen Komatinsky, Member

Manhattan Beach Unified School District Administration and Staff Team

- Michael Matthews, Superintendent
- Dawnalyn Murakawa-Leopard, Assistant Superintendent
- Brett Gelthman, Executive Director, Educational Services
- Phil Cott, Interim Director of Student Services
- Carolyn Seaton, Executive Director, Human Resources
- Eric Sangalang, Director of Information Technology
- Lena Agee, Director of Food Services
- Paul Ruta, Director of Maintenance and Operations
- MBUSD Elementary / Secondary Administrators
- MBUSD Maintenance and Construction Facilities Department
- MBUSD Core Planning Group
- MBUSD Prioritization Sub-committee
- MBUSD Maintenance and Operations Department
  - Bruce Jarvis, Building Trades Specialist
  - Ed Jozefecick, Building Trades Specialist

- Rodney Jorgensen, Building Trades Specialist

Manhattan Beach Unified School District School Sites

All Principals, Vice Principals, teachers, site classified staff and custodial staff from all school sites who took time to attend community forums and show us around their school sites. Their passion for their sites and District, as well as their vast knowledge, were invaluable in the process.

Manhattan Beach USD Community Members and Organizations

- All school music, athletic and other booster groups
- All parent groups
- All parents who participated in our community forums
- All students who participated in our community forums

The Design Team

- Brett Hobza
- Virginia Marquardt
- Kevin Fleming
- Karen MacIntyre
- Patti Ashton
- Dexter Galang
- Michael Ellars
- Pankil Dave
- Melissa Klekner
- Nancy Martinez
- Jackie Martinez

Draft 2 2015-05-01

About Manhattan Beach Unified School District

History of the District

In the 19th century, Manhattan Beach was largely uninhabited and consisted mainly of wild verbena and scrub-bush covered hills with a large, distinctive sand dune running the length of the area from the beach to the hills at the east. The development of the Santa Fe Railroad in 1888 and the construction of an electric transit line from Marina Del Rey to Redondo in 1903 ushered in development to the region and the origins of what is today, Manhattan Beach was born.

The city's Articles of Incorporation were approved by voters on November 12, 1912. Within a year, Manhattan Beach opened its first educational facility, Center School (now Pacific Elementary School), at the corner of Center Street (Manhattan Beach Boulevard) and Pacific Avenue with 43 students. The first Parent Teachers Association was eventually established in 1932.

The post-war population boom saw tremendous growth throughout the Los Angeles region. At that time Manhattan Beach was an elementary school district and Mira Costa High School was part of the South Bay Union High School District. On three separate occasions, beginning in 1964, initiatives to unify the Manhattan Beach elementary schools with area high schools were placed for the community. Finally in November of 1992, Proposition V was approved by the voters; and a split unification of the South Bay Union High School District was enacted, creating both Redondo Beach Unified School District and Manhattan Beach Unified School District. Manhattan Beach is consistently ranked as one of the best suburbs in Los Angeles County, and the Manhattan Beach Unified School District is also consistently ranked one of the best districts in the State of California.

By the 1990's, the newly minted Manhattan Beach Unified School District realized the need to relieve overcrowing within the District as well as modernize their existing schools, most of which were already nearing the half century mark. The voters of Manhattan Beach approved Measure A in 1996, by two-thirds required margin, for $47.3 million for these much-needed improvements. The construction of a new middle school at Polliwog Park moved the 6th grade from the elementary schools, relieving the five elementary schools of much of their overcrowding. Each of the elementary schools was systematically modernized in its entirety by temporarily utilizing the old Manhattan Beach Intermediate School as interim housing while construction was underway. Upon completion of these modernizations, the Intermediate School became the new home of the Manhattan Beach Preschool program. The City of Manhattan Beach approved Measure M in 2000 in the amount of $26 million. The funds were slated for much-needed upgrades to Mira Costa High School, including fire and life safety standards, repair and rehabilitation of existing educational spaces and the construction of additional space to relieve overcrowding at the high school.

In 2008, the residents of Manhattan Beach approved Measure BB for $67.5 million with 62% of the votes. The proceeds from this bond were slated for renovations, repairs and new teaching spaces at the then 58-year old Mira Costa High School. The final elements of these improvements have just been completed earlier this year.

Manhattan Beach Unified School District Growth and Enrollment

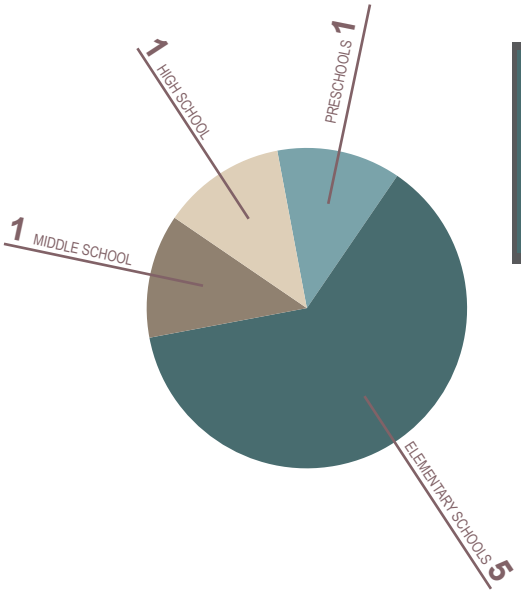
Manhattan Beach Unified School District ("School District") serves students in preschool, transitional kindergarten, and kindergarten through 12th grades residing in the City of Manhattan Beach. The School District consists of one (1) preschool; five (5) elementary schools serving grades kindergarten through 5; one (1) middle school serving grades 6 through 8; and one (1) high school serving grades 9 through 12. To analyze the total district-wide enrollment, Dolinka Group utilized data from the California Basic Educational Data System ("CBEDS") for school year 2001/2002 through school year 2013/2014 and the enrollment database of the School District for school year 2014/2015.

The School District has experienced fluctuating enrollment trends since school year 2001/2002. Since the 2001/2002 school year, the enrollment of the School District has increase by 691 students, with average annual increases of 49 students per year over that period. The largest enrollment decline occurred in school year 2005/2006 when the School District decreased by 139 students. The following year, in school year 2006/2007, student enrollment reached its lowest point when there were only 6,168 school students. Since that time, elementary school enrollment has increased by 6.91 percent, middle school enrollment has increased by 18.46 percent and high school enrollment has increased by 12.11 percent. In school year 2014/2015, the enrollment of the School District is 6,856 students.

As is the case with any long-term projection of student enrollment, the School District should keep in mind the Enrollment Projection Study is a living document based on information gathered during the first quarter of 2015. Due to fluctuations in population, changes in residential development, unforeseen economic conditions, and alterations in School District enrollment policy, adjustments to this Study will be necessary as fluctuations in population, economy, and housing market take place over the Study Period.

Manhattan Beach Unified School District at a Glance

10 TOTAL SCHOOLS



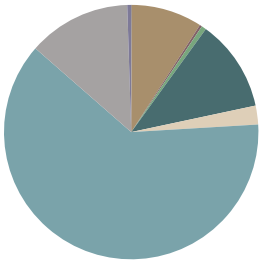
Pre-K through 12
GRADE LEVELS

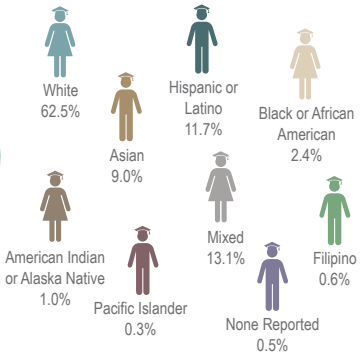
935
2013 API SCORE

35,239
POPULATION OF DISTRICT

3.88
LAND AREA (sq.mi.)

Ethnicity Breakdown of Students (2013)





6,893 TOTAL ENROLLMENT (2014-15)

$132,752
MEDIAN HOUSEHOLD INCOME

$1,678,250
MEDIAN HOUSE PRICE

Draft 2 2015-05-01

Enrollment Summaries of Local School Districts

Below lists out the largest school districts within the County of Los Angeles based on enrollment for school year 2013/2014.

Rank	School District	Total Enrollment
1.	Los Angeles Unified	653,826
2.	Long Beach Unified	81,155
3.	Montebello Unified	29,951
4.	Pomona Unified	26,264
5.	Glendale Unified	26,070
6.	William S. Hart Union High	25,640
7.	Antelope Valley Union High	24,468
8.	Torrance Unified	24,213
9.	Downey Unified	22,878
10.	Compton Unified	22,452

Overview of Historical Enrollment for Manhattan Beach Unified School District

Enrollment for School Year 2014/2015

School Site	Grade Level														
	TK [1]	KN [2]	01	02	03	04	05	06	07	08	09	10	11	12	Total
Aurelia Pennekamp ES	21	86	91	90	96	93	93								570
Grand View ES	19	96	121	120	120	140	114								730
Meadows Avenue ES		60	70	70	72	90	85								447
Opal Robinson ES		48	70	72	86	76	63								415
Pacific ES		90	106	119	119	96	127								657
Manhattan Beach MS								506	563	456					1,525
Mira Costa HS									1	9	636	659	614	630	2,549
Total	40	380	458	471	493	495	482	506	564	465	636	659	614	630	6,893

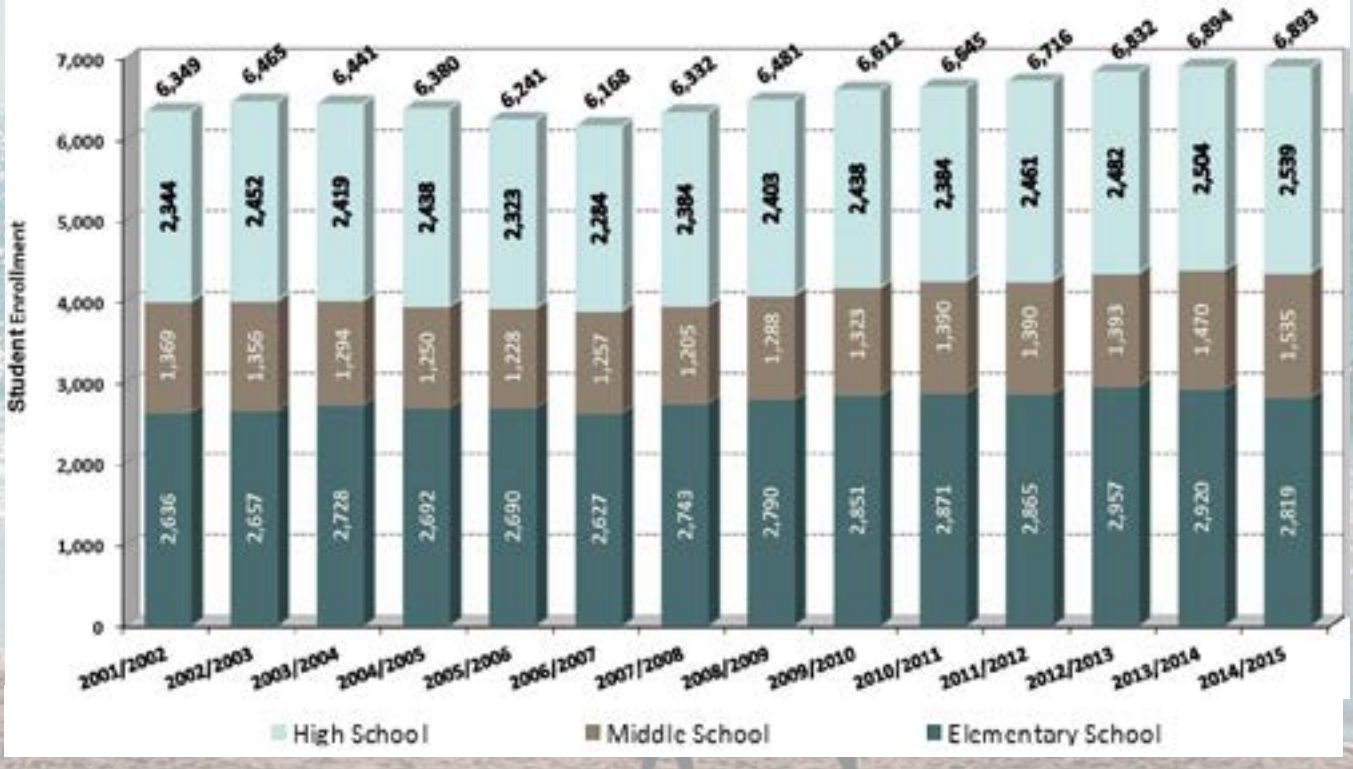
[1] Based on transitional kindergarten information provided to the DLR Group by the School District.
[2] Based on the student database provided by the School District minus transitional kindergarten.

Annual Change in Student Enrollment

School Year	Districtwide Enrollment[1]	Growth/ (Decline)	Growth/(Decline) Percentage
2001/2002	6,349	N/A	N/A
2002/2003	6,465	116	1.83%
2003/2004	6,441	(24)	(0.37%)
2004/2005	6,380	(61)	(0.95%)
2005/2006	6,241	(139)	(2.18%)
2006/2007	6,168	(73)	(1.17%)
2007/2008	6,332	164	2.66%
2008/2009	6,481	149	2.35%
2009/2010	6,612	131	2.02%
2010/2011	6,645	33	0.50%
2011/2012	6,716	71	1.07%
2012/2013	6,832	116	1.73%
2013/2014	6,894	62	0.91%
2014/2015	6,893	(1)	(0.01%)

[1] Based on information provided by CBEDS and the School District.

Historical District Enrollment by School Level



Draft 2 2015-05-01

Incoming Inter-District Transfers

Grade Level	A. Pennekamp ES	Grand View ES	Meadows Avenue ES	O. Robinson ES	Pacific ES	Manhattan Beach MS	Mira Costa HS [2]
Kindergarten	5	5	2	1	4	0	0
Grade 1	6	3	1	0	5	0	0
Grade 2	7	6	1	2	2	0	0
Grade 3	6	3	1	2	2	0	0
Grade 4	1	8	9	4	0	0	0
Grade 5	2	3	7	5	4	0	0
Grade 6	0	0	0	0	0	24	0
Grade 7	0	0	0	0	0	20	1
Grade 8	0	0	0	0	0	30	2
Grade 9	0	0	0	0	0	0	106
Grade 10	0	0	0	0	0	0	125
Grade 11	0	0	0	0	0	0	129
Grade 12	0	0	0	0	0	0	130
Subtotal	27	28	21	14	17	74	492
Total Enrollment [1]	570	730	447	415	657	1,525	2,549
Inter-District Transfer Percentage	4.74%	3.84%	4.70%	3.37%	2.59%	4.85%	19.30%

[1] Does not include students from the Manhattan Beach Preschool and Non-Public School Students.
[2] Does not includes the 121 9th grade students, 126 10th grade students, 110 11th grade students, and 109 12th grade students that reside within the City of Hermosa Beach

Incoming Inter-District Transfers

Grade Level	2011/2012	2012/2013	2013/2014	2014/2015
Kindergarten	12	16	9	17
Grade 1	21	13	12	15
Grade 2	14	19	12	18
Grade 3	11	14	14	14
Grade 4	12	15	19	22
Grade 5	17	15	16	21
Grade 6	18	25	16	24
Grade 7	30	19	28	21
Grade 8	29	32	37	39
Grade 9	148	132	118	106
Grade 10	150	132	122	125
Grade 11	123	143	129	129
Grade 12	256	123	143	130
Subtotal	841	698	675	681
Total Enrollment [1]	6,716	6,832	6,894	6,893
Inter-District Transfer Percentage	12.52%	10.22%	9.79%	9.88%

Item	2011/2012	2012/2013	2013/2014	2014/2015
Total Hermosa Beach Students in Grades 9-12	256	389	450	466
Total Students not living in the District	1,097	1,087	1,125	1,147

[1] Does not include students from the Manhattan Beach Preschool and Non-Public School Students.

Elementary Inter-District Transfers

School of Residence	Aurelia Pennekamp Elementary	Grand View Elementary	Meadows Avenue Elementary	Opal Robinson Elementary	Pacific Elementary	Total Students Living in Attendance Area
Aurelia Pennekamp Elementary	**490**	7	24	19	18	**558**
Grand View Elementary	5	**651**	2	5	27	**690**
Meadows Avenue Elementary	26	4	**390**	7	36	**463**
Opal Robinson Elementary	5	8	2	**361**	29	**405**
Pacific Elementary	17	32	8	9	**530**	**596**
IDT	27	28	21	14	17	**107**
Total Enrollment for 2014/2015	570	730	447	415	657	2,819

Draft 2 2015-05-01

Inputs and Methodology

Enrollment Projection Inputs

Existing Enrollment

- 2014/2015 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, Los Angeles County, and historical averages are used to project incoming kindergarten enrollment from existing residential units.

Residential Development

- Since most of the new residential develop within the School District's boundaries will be infill projects, no residential development was included in these projections.

Cohort Survival Factors

School	K to 1st	1st to 2nd	2nd to 3rd	3rd to 4th	4th to 5th
Aurelia Pennekamp Elementary [1]	0.8978	0.9826	1.0251	0.9943	1.0261
Grand View Elementary [1]	0.9662	1.0025	1.0348	1.0014	1.0197
Meadows Avenue Elementary	1.0142	0.9930	1.0380	1.0181	1.0377
Opal Robinson Elementary	1.0146	1.0361	1.0167	1.0228	1.0475
Pacific Elementary	1.0276	1.0353	1.0255	1.0231	1.0475

	5th to 6th	6th to 7th	7th to 8th
Manhattan Beach MS	1.0028	1.0071	1.0034

	8th to 9th	9th to 10th	10th to 11th	11th to 12th
Mira Costa HS	1.3911	0.9918	0.9825	1.0022

[1] Please note that Aurelia Pennekamp Elementary and Grand View Elementary 's cohorts for Kindergarten through 1st grade include transitional kindergarten.

Actual Birth Rates as reported by California Department of Public Health

Birth Year	Births[1]	Kindergarten Year	Kindergarten Enrollment	Kindergarten Percent of Births
2000	476	2005	547	114.92%
2001	460	2006	568	123.48%
2002	453	2007	542	119.65%
2003	467	2008	497	106.42%
2004	391	2009	460	117.65%
2005	416	2010	484	116.35%
2006	387	2011	455	117.57%
2007	394	2012	480	121.83%
2008	382	2013	495	129.58%
2009	340	2014	421	123.82%
Average				118.80%

[1] Information on actual births in ZIP Code 90266 obtained from CPDH.

Projected Birth Rates

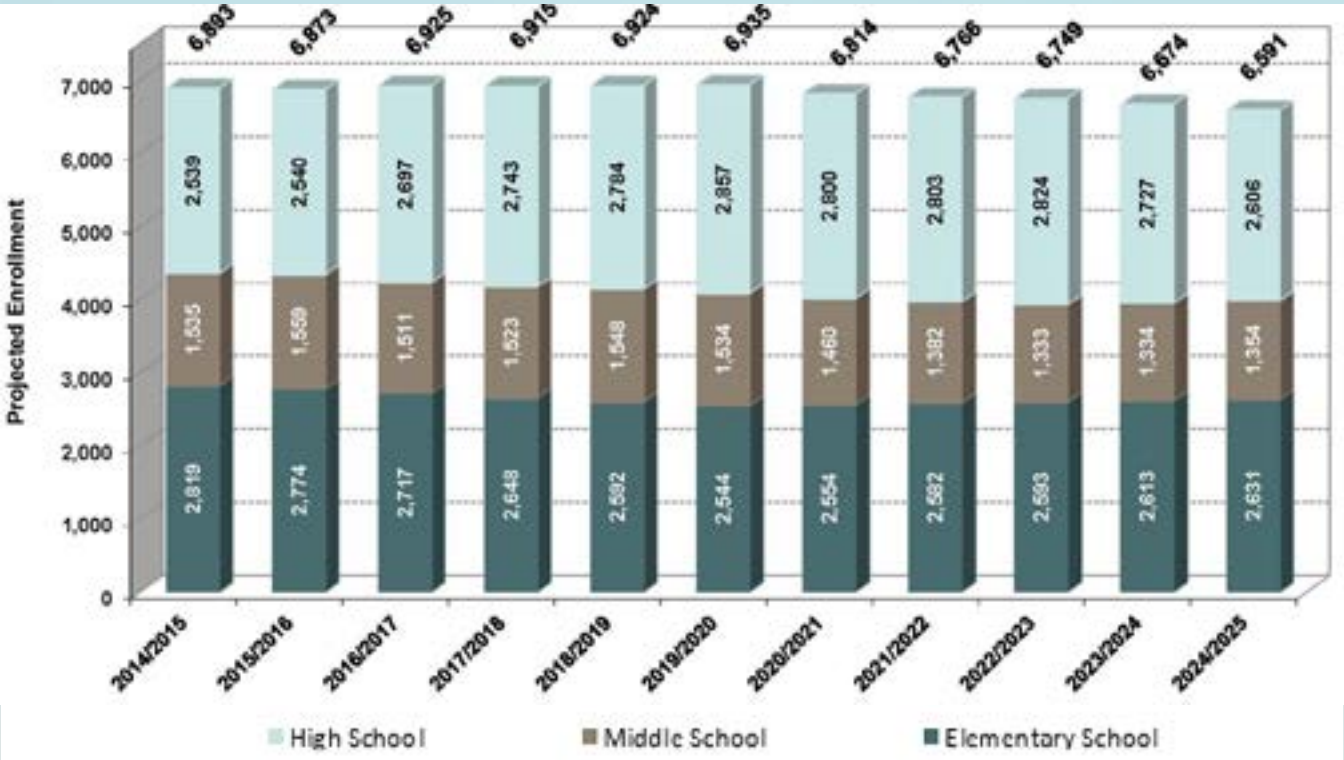
Kindergarten Year	Birth Rate[1]
2014	N/A
2015	0.9700
2016	1.0446
2017	0.9909
2018	1.0106
2019	1.0005
2020	1.0097
2021	1.0083
2022	1.0080
2023	1.0077
2024	1.0082

[1] Birth rates for 2014 to 2015 is based on an historical average. Birth rates for kindergarten years 2015 through 2017 are based on actual births within ZIP Code 90266 from CDPH. Subsequently birth rates for kindergarten years 2018 through 2024 birth rates are based on projected births within the County of Los Angeles from the Department of Finance ("DOF").

Draft 2 2015-05-01

Districtwide Enrollment Projection

Student Enrollment Projections by School Year



Projected School Enrollment by Grade through 2024/205

Elementary School	2014/2015 Enrollment	2024/2025 Enrollment	Growth/ (Decline)	Percentage Change
Aurelia Pennekamp Elementary [1]	570	611	41	7.19%
Grand View Elementary [1]	730	711	(19)	(2.60%)
Meadows Avenue Elementary	447	388	(59)	(13.20%)
Opal Robinson Elementary	415	317	(98)	(23.61%)
Pacific Elementary	657	603	(54)	(8.22%)
Total	2,819	2,631	(188)	(6.67%)
Middle School				
Manhattan Beach Middle	1,535	1,354	(181)	(11.79%)
High School				
Mira Costa High	2,539	2,606	67	2.64%

[1] Please note that Aurelia Pennekamp Elementary and Grand View Elementary 's cohorts for Kindergarten through 1st grade include transitional kindergarten.

Projected School Enrollment by Grade through 2024/2025

Districtwide K-12	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Kindergarten	420	407	426	422	426	426	431	434	438	441	445
Grade 1	458	409	397	415	411	415	415	419	423	426	430
Grade 2	471	463	412	400	418	414	418	419	423	426	430
Grade 3	493	484	476	424	412	430	426	430	431	435	438
Grade 4	495	499	490	481	428	416	434	430	435	435	439
Grade 5	482	512	516	507	498	443	430	449	445	449	450
Grade 6	506	483	513	518	508	499	444	431	450	446	451
Grade 7	564	510	487	517	521	512	502	447	434	453	449
Grade 8	465	566	511	488	519	523	514	504	449	435	455
Grade 9	636	647	787	711	679	721	728	715	701	624	606
Grade 10	659	631	642	781	705	674	715	722	709	696	619
Grade 11	614	647	620	630	767	693	662	703	709	696	683
Grade 12	630	615	649	621	632	769	695	664	704	711	698
District K-12	6,893	6,873	6,925	6,915	6,924	6,935	6,814	6,766	6,749	6,674	6,591

[1] Please note that Aurelia Pennekamp Elementary and Grand View Elementary 's cohorts for Kindergarten through 1st grade include transitional kindergarten.

Vision

The vision of the Manhattan Beach Unified School District is to prepare our students to become good citizens, parents, workers and leaders in the complex, rapidly changing world they will inherit. They will develop strong self-discipline, inter-personal skills, personal values, social and civic responsibilities and respect for nature and for others. They will be able to move beyond us, each prepared to earn a living, cultivate a dream and make a difference.

Mission

The mission of the Manhattan Beach Unified School District is to prepare all of our students to meet the challenges of a rapidly changing, highly complex, technology rich, global society. We will continually strive for excellence in all aspects of the education process. We will teach our students to understand and appreciate human and cultural diversity. We will harness the resources of the entire community, including students, parents, teachers, staff, administrators, college and business leaders and others. We will empower students to be lifelong learners, to demonstrate high achievement and to develop the skills and characteristics needed to enjoy happy and successful lives.

Goals

The MBUSD Board of Trustees and MBUSD leaders will continue to communicate with our employees, parents, and students to develop, implement and monitor goals that will result in the best possible learning environment for our students.

Goal #1:

Focus on Academic Strategies and Aligned Professional Development

- Developing best strategies for teaching Common Core writing and reading standards.
- Planning the transition to Common Core in K-12 Mathematics.
- Furthering the development of 21st Century Teaching and Learning strategies.
- Integrating technology as a 21st Century tool for teaching and learning, and studying the best method to deliver technology instruction in our elementary schools.
- Utilizing data effectively to assess student progress, analyze results, and adapt instruction.
- Engaging students in innovative K-12 STEM (Science, Tech, Engineering and Math) lessons.
- Implementing the Pilot Standards-Based Teacher Evaluation System.
- Developing a high quality standards-based administrator evaluation system.

Goal #2:

Continuous Improvement of Secondary Schools

- Developing strategies to personalize school for the “middle student,” creating clear pathways for graduation, college and career.
- Creating a master schedule based on student requests.
- Maximizing preparation for college by increasing the number of students succeeding in AP classes.
- Employing PowerSchool to effectively communicate assignments, grades and progress to families.
- Developing a standards-based evaluation system for counselors.
- Examining the role of career-technical education, both in our schools and at SoCalROC.

Goal #3:

Maintain a Sound Budget Focused on Maximizing Student Achievement

- Communicating and maintaining transparency in the Board’s budget process.
- Implementing a successful transition to LCFF, the state’s new funding formula.
- Collaborating and clarifying relationships with MBEF, PTAs and MBX.
- Delivering the Mira Costa Measure BB-funded construction project on time and on budget.

Draft 2 2015-05-01

Process Overview

By envisioning this process as a 'map to success', DLR Group assisted the Manhattan Beach Unified School District with the development of this Facility Master Plan over a period of five months starting on January 20, 2015 and culminating by presenting the plan to the Board of Education on June 4, 2015. The process was designed to involve the appropriate District, parent and community participants with each phase of the Master Plan.

Step 1: Research and Discovery

This phase included extensive research of District archives and records to gather background information to assist in overall knowledge of the District and schools, including demographics, site and building plans, and recent projects. This research provided the foundation to develop the assessment process, as well as the overall organization of the process tasks and schedule. Of particular importance in this initial phase was the selection and establishment of the District's core planning group and the guiding principles summit for establishing design guidelines for future projects.

Step 2: Facility Condition and Needs Assessments

A team of trained field assessors visited every site within the District to review, photograph and note physical condition deficiencies related to six pre-determined major review categories. Those repair items helped to establish timelines for projects while project costs were developed.

Step 3: Community Outreach

Through a series of eight community forums, input was gathered from parents, teachers, staff and students from every school in the District. The forums included a presentation on 21st century educational design trends prior to each school site developing and presenting their needs and wants to the forum. Each school site also identified their top three projects for the future master plan of the school, as well as identifying project repair needs.

The desire of the Manhattan Beach Unified School District was to have the process unfold in a transparent and informative manner, involving all stake-holders to determine the immediate needs of the District as well as envision what the future educational needs of the students will entail. Following is the flow chart of the 'map to success'.

Step 4: Educational Specifications

This step provides more specific and detailed information about the components within the identified projects by defining specific facility needs required to complement the educational delivery. They were also created to develop consistency among similar project types from site to site to reduce inequities and simplify design of future projects. Educational specifications were developed through a series of meetings with various District staff, including curriculum, facility and site administrators.

Step 5: Master Planning

Drawing upon our community forums, website surveys, physical assessments and educational adequacy site walks, a comprehensive master plan document was produced for each school site. The master plan identifies the comprehensive repair and renovation projects, as well as new building and site enhancement projects, using a project identification system tied to the Guiding Principles. Using demographic information, enrollment and growth projections and current school sizes, a strategic plan was developed to establish the direction of the District.

Step 6: Finalization and Implementation

The final step involves the listing and final costing of all physical assessment repair "needs" and educational adequacy "wants" for all school sites and considerations of funding sources were explored.

The Core Planning Group

The Core Planning Group (CPG) was established as the interface between the design team and the District in the development of the Facility Master Plan. The CPG was comprised of a diverse mix of District administrators, site principals and teachers, facility and maintenance staff, community members and members of the Manhattan Beach Unified School District Board of Trustees. Specific members of the CPG also participated on the Campus Master Planning Committee and the Educational Specifications Committee. The purpose of the CPG is to be the "Voice of Manhattan Beach" to the DLR Group team to provide guidance throughout the master planning process, from the facility assessments to the project prioritizations.

For a complete list of Core Planning Group, Master Planning Committee and Educational Specifications Committee members, see participants list at the beginning of this document.

Establishing the Guiding Principles for Design

On January 20, 2015, the Core Planning Group, along with additional District and community members invited by the District , came together with the DLR Group team at the "Guiding Principles Summit" to discuss the goals and objectives to be embodied in the design of all future Manhattan Beach Unified School District projects. After an introduction of the Facility Master Planning process, Dr. Michael Matthews, Superintendent, presented the group with the Manhattan Beach Unified School District's vision for educating students in the 21st century. Next, Brett Hobza of DLR Group led a presentation to the participants that highlighted the current direction in educational curriculum and design. Mr. Hobza also presented several examples of guiding principles developed for other schools districts.

The participants were then divided into four smaller groups and asked to think about the goals and objectives they considered critical to the success of the District for future projects, while framing them in context with the District's vision for the future of student learning spaces. With facilitation from the DLR Group team, Brett Hobza, Kevin Fleming and Virginia Marquardt, each group prepared their ideas and presented them with their supporting thoughts to the entire group for consideration. The list of ideas and goals were then compared and consolidated to develop six major guiding principles:

LC	**Learner Centered**	**AM**	**Aesthetics Matter**
NC	**Nurturing the Whole Child**	**T**	**Leverage Technology**
CP	**Community Partner**	**S**	**Sustainability**

DLR Group took the notes and ideas collected at the Guiding Principles Summit and developed final written Guiding Principles that were distributed, reviewed, edited and approved by the Core Planning Group and the District. These principles, provided below, sit as the centerpiece of the master plans developed for every school site in the Manhattan Unified School District.

Draft 2 2015-05-01

LC

Learner Centered

We believe that learner centered education must provide safe, engaging and challenging environments that focus on inquiry and problem solving, accommodating various approaches to individualized and collaborative learning. They should foster innovation, persistence and curiosity, inspiring students to be lifelong learners who contribute responsibly to their community and the world. Our schools should offer a variety of gathering spaces and learning opportunities, both indoor and outdoor, to display and celebrate students' work and achievements.

NC

Nurturing the Whole Child

We believe in creating a comprehensive educational experience that reflects the critical importance of and interrelationship among all disciplines, including athletics, foreign language, language arts, math, science, social science, and the visual and performing arts. Our schools must reflect the importance of providing learners with a variety of academic, artistic, and athletic performance experiences to facilitate an understanding of the synergies between areas of study.

CP

Community Partner

We believe we are partners in upholding the high quality of the Manhattan Beach community. We benefit from the tremendous support of our community members and, therefore, our campuses must continue to be community centers as much as centers for learning. With this commitment comes the responsibility of campus design to find a balance between openness and safety and security.

AM T S

Aesthetics Matter

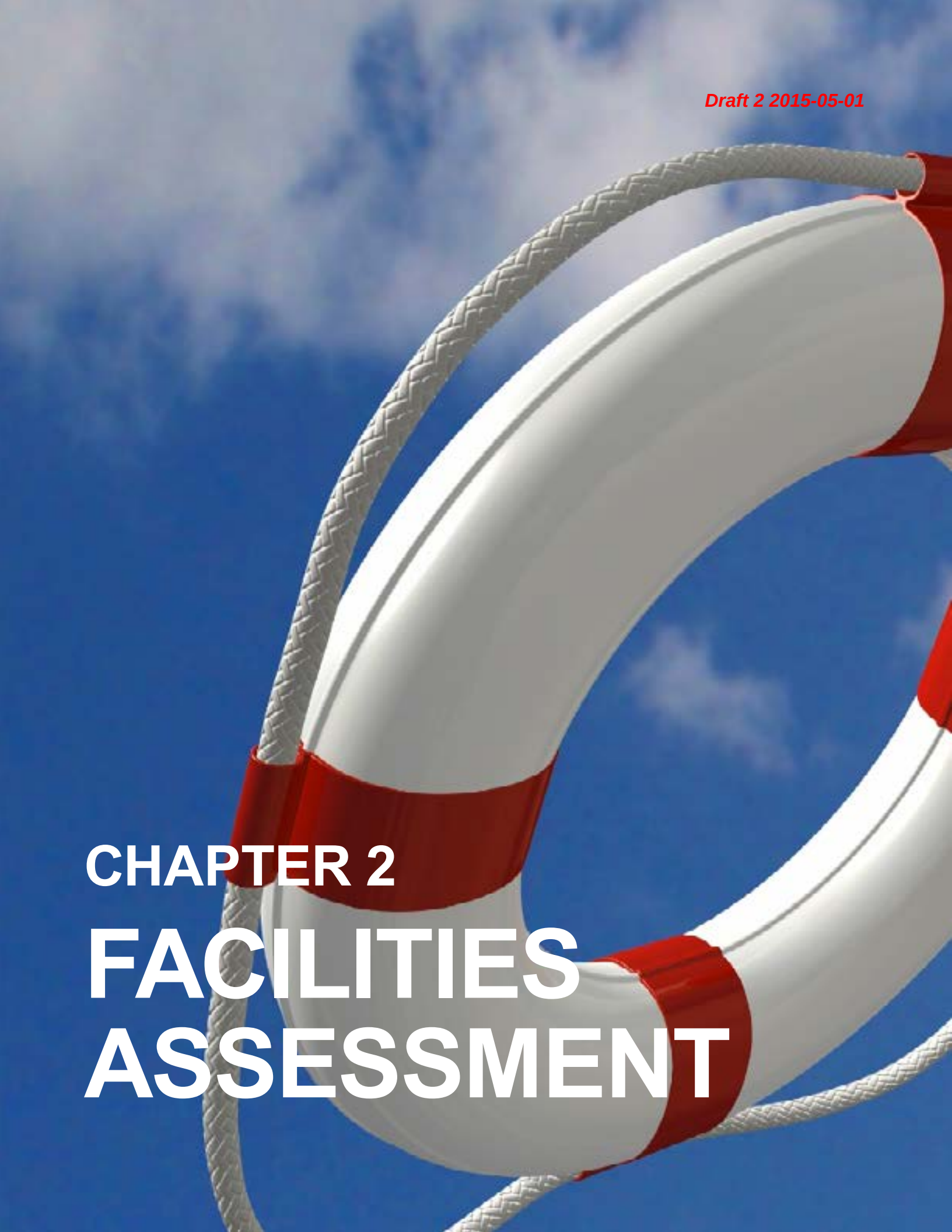
We believe that through cost-conscious design we must convey the high value we put in education to our learners, our staff, and the greater community while respecting historic architectural character. Whether an educator, learner, or neighbor, all need to feel a sense of dignity and ownership of their surroundings that inspires imagination and exploration. Safety and security measures will be integrated into the campus designs maintaining a welcoming aesthetic experience.

Leverage Technology

We believe our learning spaces must remain relevant by leveraging technology to allow our learning environments to adapt, evolve, and grow as learning strategies change over time. Our schools must facilitate learning that can take place anywhere, at any time, using various media and devices. Technology connects our learners to global knowledge beyond the learning space, and provides academic equity and parity for all learners.

Sustainability

We believe that our schools must be models of sustainability and energy efficiency to be good stewards of global resources and taxpayer dollars, encouraging lifelong awareness and ecologically responsible practices for our learners. Design must consider conservation of resources and durability and maintainability of materials and systems.



CHAPTER 2
FACILITIES ASSESSMENT

Draft 2 2015-05-01
2

Introduction

The assessment of facilities is a critical step in development of the Facility Master Plan (FMP). For the Manhattan Beach Unified School District, it is particularly crucial due to the age of the schools in the District and the significant need for general repairs and upgrades. Assessing each campus to identify needs and to assign costs to those needs was a main concern to the District. DLR Group teamed with EMG to perform detailed facility assessments of each campus. The information collected is necessary for understanding the magnitude of cost to modernize facilities, for prioritizing projects, and for moving forward with the FMP. The resulting assessment database will also help the District to evaluate the uses of various District properties.

However, physical assessments are just one measure of the condition and adequacy of a school site. In order to gain a true understanding of each school site, an educational adequacy and functional needs analysis must be performed. The team of DLR Group designers and 21st-century educational specialists visited and assessed each site to evaluate the educational and functional adequacy, and to identify opportunities for making next generation learning environments.

Step 1: Internal Kick-Off Workshop

The process began with a meeting between the DLR Group team and the MBUSD staff and management to review expectations and set a schedule for key events including:

MBUSD maintenance staff interviews and surveys for building, mechanical, electrical, technology systems

- Process, reporting schedule
- Sample database verification
- Field assessment training orientation
- Assessment of all properties
- Database development requirements
- Final assessment report content

Step 2: Staff Interviews and Surveys

To understand the characteristics of each property beyond what is recorded in existing archive materials, the DLR Group team interviewed knowledgeable MBUSD staff and provided them surveys to capture their input and perspective. Those staff members included: Site Principals, Maintenance and Operations Professionals, and Building Trades Specialists.

Step 3: Sample Verification

As each client is unique, so is the desired reporting and eventual asset database. For the MBUSD's accelerated schedule, the DLR Group team implemented an accelerated Pre-Test process. The DLR Group team presented some sample schemes of facilities databases. These sample schemes included proposed parameters and Grading Categories.

The sample schemes were evaluated with MBUSD to determine that we would be compiling the necessary information, getting meaningful results, and gathering the information necessary to make a long-term strategic plan.

Process Overview

A thorough and accurate facility assessment relies on both an organized structure and a detailed process in which the quality and reliability of data are priorities. This approach to the FMP for Manhattan Beach USD allowed us to systematically acquire precise information from the appropriate source, enabling us to produce reports that will be valuable to the District. The process is outlined in the following steps:

Step 4: Initial Team Orientation and Field Assessment

The DLR Group assessment team gathered at the first assessment site, along with a selected MBUSD team, for an assessment orientation. The teams discussed and agreed on the procedure for gaining access to the sites, a schedule for visiting the sites, and what to expect from the DLR professional team during the assessments.

Step 5: Field Physical Facility Assessments

All of Manhattan Beach Unified's sites were assessed using the criteria and methods developed by the Team. Focus was brought to observations that would clearly identify the system components being evaluated and quantified, along with the repairs to restore the system or component to optimal condition.

- Property Characteristics: An inventory of all building systems to quantify each system component as a count, an area, a length, and/or a height as appropriate so costs could be assigned.
- Current Condition: An assessment of the current condition of system components, and a determination of the level of repair necessary to restore system component to optimal condition.

Educational Adequacy Assessments

A critical componet to the Facility Master Plan is the Educational Adequacy Assessments. Site assessment were performed by DLR Group designers and educational specialists. The reviews concentrated on concepts such as 21st-century learning environments and opportunities for creating those spaces within existing schools.

Another measuring stick for the educational functionality of schools was the California Department of Education design standards which provided a minimum basic guideline for school facilities. In addition to those standards, the educational specifications that are being developed within this process will serve as yet another measure specific to the schools in Manhattan Beach USD, as well as issues such as site equitability. The results of the assessments were to identify deficiencies for inclusion into the site specific master plans to provide an upgrade to each school site. The following items were reviewed for the following components:

- Rooms types provided
- Room sizes and capacities
- General functionality and flow
- Administrative offices
- Numbers, functionality and size of classrooms
- Library and media centers
- Physical education spaces, including gymnasiums, weight and locker rooms
- Cafeterias, performing arts facilities, and assembly spaces
- Specialty classrooms, such as art, music, and CTE spaces
- Outdoor learning and gathering spaces
- Outdoor fields and courts provided

21st-century learning Environments

A key component of the master planning process was the review of sites for 21st-century learning environment opportunities. These site reviews by the DLR Group team of designers and educational planners provided focus on building and space layouts, functions, educationally relevant and required components rather than the physical nature of the original assessments. The environments required a close look at varying classroom configurations, library/media centers and interaction with and in outdoor spaces.

Draft 2 2015-05-01

Guiding Principles of Design

With the establishment of the Guiding Principles, each site was also evaluated for conformance and opportunities to adhere to those standards, including:

- Learner Centered
- Nurturing the Whole Child
- Community Partner
- Aesthetics Matter
- Leverage Technology
- Sustainability

Sustainability

The District's deep commitment to sustainability is evidenced by existing and varied programs and measures such as no-trash lunches and other waste reduction measures, readily-accessible recycling, and gardens with composting facilities. Many of the sustainability measures were implemented with the help of the home-grown **Grades of Green** – which began at Grand View Elementary and is now nation-wide. Following a series of Green Ribbon School awards, the District itself was presented with a Green Ribbon Silver award by the Department of Education in 2015.

Most of the campuses have "green bones" – in the form of narrow buildings with operable windows and clerestories that let in lots of natural daylight, and large operable window / walls that open to well-used and well-loved outdoor learning areas.

Health Clerestory windows let in lots of natural light, which is good for learning, and helps to save energy used on lighting. Operable windows offer the ability to take advantage of breezes for cooling. We recommend that the natural lighting and operability be retained.

Water As toilet rooms are upgraded and fixtures are replaced, the new fixtures will necessarily be CALGreen-compliant – which will yield reductions in water use. Similarly, any replacement irrigation controllers will be moisture-based for CALGreen compliance, and should result in more efficient use of irrigation water. Further reduction may be achieved by considering use of synthetic turf systems, rainwater harvesting, and native and adapted landscape planting.

Grading Categories

Site Improvements
Includes underground utilities, paving, grading, parking, fields, bleachers, swimming pools, landscaping and irrigation.

Architecture & Structure
Includes exterior walls and finishes, roofs and drainage, doors and windows.

Building Systems
Includes electrical, lighting, power, data, signal, fire alarm, phone, clock/PA, HVAC equipment, ductwork and controls, plumbing and fire sprinklers.

Energy Replacement lighting systems will likely have multi-level controls, which will take advantage of the available daylighting for overall space lighting, which will likely result in energy savings.

Most classrooms currently have heating only. The absence of cooling systems equates to savings in energy, maintenance, code-required controls systems and related costs. Our understanding is that there is a desire to incorporate cooling in the classrooms. We recommend that this decision be carefully considered with regard to energy.

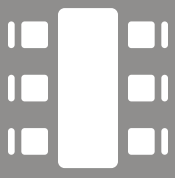
Where HVAC systems are added or replaced, the building envelope must be considered. High-efficiency glazing and wall and roof insulation will be necessary for energy code compliance.

We observed no alternate energy systems, although there are plans for photovoltaic panel installation at Mira Costa High School during the summer of 2015. Most of the campuses have existing surface areas and orientations that are advantageous for solar energy systems, and we recommend that this program be extended to the other campuses as opportunities arise.

Indoor Environmental Quality Existing floors are primarily vinyl composition tile. Use of this sort of hard surface avoids the dust and mold associated with carpet. Low-VOC materials are required by CALGreen. Furniture and equipment are free of formaldehyde and other undesirable chemicals.

Interior Spaces

Includes interior wall, floor and ceiling finishes, doors and windows.



Furniture, Fixtures & Equipment

Includes casework, marker boards, screens, projectors, shelving, bleachers, stage/theater accessories, kitchen equipment and other accessory items.

Other Structures & Improvements

Includes life safety components, ADA, portables, sustainability and structural integrity components.

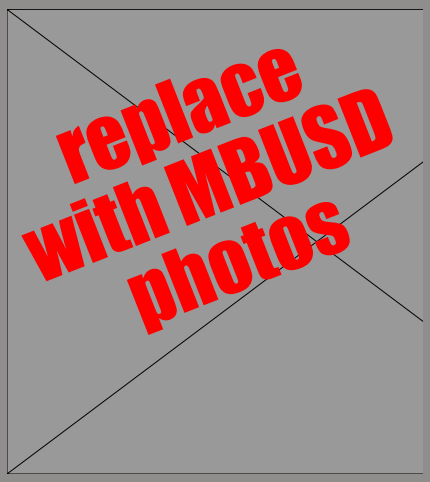
Draft 2 2015-05-01

Site Improvements

Site Utilities. Domestic (potable) water supply piping is adequately sized and in generally good condition throughout the District, but filtration systems were recently installed at drinking fountains at most schools to address perceived taste issues. Most sanitary sewer piping is insufficiently sized for current school populations, which when combined with age and lack of regular maintenance, has led to problems at several schools. Electrical and natural gas service equipment are in mostly good condition. Recommendation: Monitor campus potable water supply quality, both at the campus source and at individual outlets at each campus. Replace sanitary sewer systems throughout the District.

Parking and Drop-Off Areas. When most of the Manhattan Beach Unified schools were constructed, students walked or rode bicycles to school. Where provided, on-site parking areas were generally minimal and automobile drop-off areas were not considered. The need for better drop-off areas and additional parking has grown considerably. A number of school sites have added parking and drop-off areas, but a majority of the elementary school sites have drop-off areas or patterns that conflict with traffic and pedestrian flows. Parking for staff and visitors is generally undersized and often inconveniently located relative to the main school entrance. Recommendation: Upgrading of drop-off areas and traffic flow are high priorities. Expanding parking capacity should be studied on a site-by-site basis.

Walks, Ramps and Stairs. Most walks between site arrival points and building or classroom entrances are in fair condition. Some exceed limits for accessible cross slopes, some exceed limits for accessible running slopes, and some exceed limits for both. Many walks have non-accessible drain grates, projecting elements, or tripping hazards such as door stops and threshold ramps. Drainage is generally good, with some localized problem areas. Handrails of most ramps and stairs, regardless of age, are of improper design for accessibility or structural integrity, and many handrails have been damaged through abuse or deterioration. Recommendation: High priorities include replacing walks and ramps that exceed accessible slopes; replacing other walks, ramps and stairs that are in poor condition; and replacing improper or damaged handrails.



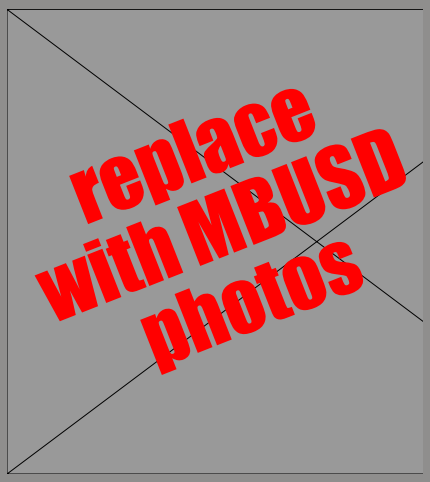
Hard Courts. The court and play areas at most schools are worn and in need of repair. Asphalt surfaces are cracked and lifted in numerous locations on most school sites. Basketball backstops, tether ball and other court equipment is also generally in poor condition. Recommendation: Replace or resurface hard courts and replace dated and worn equipment on a site-by-site basis.

Drainage and Erosion Control. Due to the dramatic topography inherent with Manhattan Beach, most campuses suffer from problematic site drainage for at least some areas of the school, which can lead to localized ponding or erosion. However, no campus appears to have undersized above- or below-grade stormwater drainage systems or uncontrolled erosion. Some of the existing drainage and erosion control improvements conflict with accessibility requirements. Recommendation: Provide additional stormwater drainage control improvements at problematic drainage and erosion areas, including but not limited to concrete swales to direct surface water flow and additional area drain inlets to remove surface water. Modify existing improvements to comply with accessible site requirements.

Landscape and Irrigation. The landscaping and irrigation conditions vary from site to site. The District provides maintenance to repair existing systems but has not pursued replacement of older and less efficient systems. Most school sites have at least one area that is designated as a California native plant garden, and most have mature trees for shading. Some masonry retaining walls are in early stages of deterioration. Recommendation: Replace older irrigation systems with higher efficiency, programmable, and moisture-sensing systems. Replace water-intensive landscaping with drought-tolerant plants. Provide mature trees and shade structures to offset reduction of usable landscaping. Repoint masonry retaining walls to extend useful life.

Play Fields. Most play fields in the District are included in a joint-use agreement with the City of Manhattan Beach. The play fields appear to be heavily used, and most school sites have fields that suffer from irregular irrigation coverage, uneven surfaces and turf overtaken by weeds. Many backstops are in poor condition and need repair. Artificial turf has been installed in a few locations. Recommendation: Per the joint-use agreement, the City of Manhattan Beach is responsible for play field maintenance. Replace backstops in heavier use areas.

Play Structures/Areas. All of the elementary school sites have play structures, most of which are in fairly good condition, but some will soon reach the end of their useful lives. The rubber surfacing condition varies from site to site, but surface-applied materials appear to have suffered the most. Recommendation: Replace surface-mounted rubber play materials with flush-to-grade surfaces. Replace aged play structures with contemporary ones.



Draft 2 2015-05-01

Architecture & Structure

Roofing and Drainage. With only a few exceptions due to recent construction, roofing at District facilities is in fair to poor condition, with most roofs nearing or beyond their useful lives. Active roof leaks are present at most schools in at least some spaces, especially in portable structures. Where present, gutters and downspouts are in fair to poor condition and are often clogged with debris such as tree leaves/needles. Recommendation: Replace all roofs at District facilities in phases aligned with age of existing roofing. Future work, whether new construction or modernization, should provide a minimum 1/2" per foot (4%) slope to drain, provide minimum R-30 insulation value with "cool roof" finish, reduce the number of elements on the roof (e.g., ducts, conduits, HVAC units), and reduce the number and size of roof penetrations. Gutters and downspouts should be cleared of debris on a regular basis, with replacement of damaged or deteriorated elements.

Exterior Walls and Finishes. Exterior wall finishes such as brick, stucco and CMU are in generally good condition at each campus. Much of the wood siding, wood fascia, and wood canopies and other projecting elements are warped, checked and showing evidence of insect-related damage or dry-rot. Recommendation: Continue to seal brick and paint stucco and CMU on a regular basis as part of ongoing building maintenance. Replace rotted wood exterior elements and/or replace with metal for extended lifespan.

Exterior Stairs, Ramps and Landings. The concrete used at building entrances tends to be in good condition, but often lacks compliance with accessibility standards. Related railings tend to be in fair to poor condition, and most do not comply with accessibility standards. Recommendation: Provide routine maintenance for compliant concrete improvements. Replace concrete and railings that do not comply with accessibility standards or that are deteriorated.

Exterior Windows. Most windows are narrow-framed steel with single-pane glass. While they are in generally good condition, the windows lack minimum thermal energy efficiency requirements. Recommendation: Replace existing thermally inefficient windows with more efficient thermal frames and insulated glazing.

Exterior Doors. Most doors are solid or hollow-core wood set in wood frames, and they appear to be in good condition. Door hardware varies from good to poor quality, mostly based on whether it has been recently upgraded or is original to the building. Observations indicate that most classroom doors do not have "classroom function" hardware that can be locked from inside the room. Other than the Middle and High School facilities, most classrooms feature large steel-frame glazed sliding doors on overhead and floor-mounted tracks, which allow the classrooms to open up to the exterior and form a beloved part of most campuses. However, most are deteriorated and difficult to operate, and none meet minimum thermal efficiency requirements. Recommendation: Doors and hardware should be reviewed on a case-by-case basis as part of modernization and upgrade projects to assure that all classrooms can accommodate lockdown from the inside of the room. The existing sliding doors should be replaced with a similar design using thermal frames and insulated glazing.

Building Structure. Erosion-related undermining of certain stair structures at the Ladera portion of Grand View Elementary School is the only visible structural deficiency across the District. Most campus buildings are wood or concrete frame construction that appear to be in relatively good condition, especially considering their respective ages. There is no obvious evidence of differential settlement or structural deterioration. Robinson Elementary School has undergone an insect inspection within the last year, which resulted in removal of non-structural wood elements. It is possible that other campuses will require similar mitigation and perhaps even structural repair. (Note: DLR Group did not engage a structural engineer for the facility assessment work; therefore, this assessment of building structure is limited to patently observable conditions and qualifications under the California Architects Practice Act.) Recommendation: Employ a qualified wood pest extermination company to examine each campus and implement mitigation procedures to address any discovered infestations or other related damage. In addition, the District should retain a structural engineering firm to analyze the "AB 300 Inventory" buildings to determine their current seismic safety conditions and whether they should be structurally upgraded to comply with current seismic building codes; buildings requiring such upgrades could then be addressed in future modernizations or building replacement projects.

Building codes change as new information is gathered from catastrophic events — natural or historic. As buildings are modernized and renovated, they are required to meet the building codes that are in effect at the time. However, if the remodel work is limited to the interior and exterior faces of the building, and the building structural loads are not increased by more than 10 percent, current codes do not require that the building be upgraded to the latest seismic standards. Since most school modernization projects are limited to non-structural and cosmetic work, the seismic upgrade requirement is seldom triggered by them.

In 1999, the State Legislature passed AB 300, which required that the Division of the State Architect (DSA) develop an inventory (list) of school buildings that may need seismic upgrades, also known as the "AB 300 Inventory." The inventory consists of certain K-12 buildings that did not meet the minimum seismic requirements that were implemented with adoption of the 1976 Uniform Building Code. DSA developed the list by reviewing their archives and identifying buildings by their age and type of construction.

The AB 300 Inventory includes several sites in MBUSD. Of the schools noted, Mira Costa High School has the most buildings identified. It should be noted that although a building may be included in the AB 300 Inventory, each individual building requires a complete structural analysis by a registered structural engineer to confirm the degree of any deficiencies.

Nonetheless, as each project is undertaken on a school site, the AB 300 Inventory should be checked to see if the affected buildings are included. If the project construction work is significant, or alters the structure, a complete structural analysis will be required.

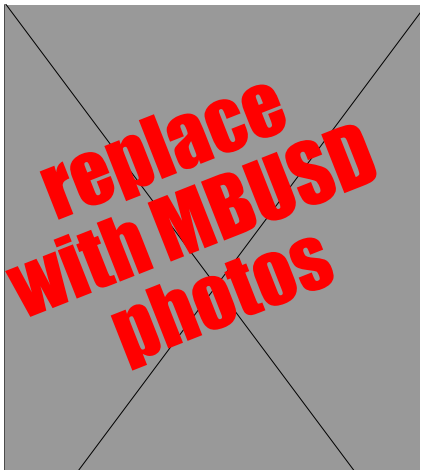
(Note: Although buildings within the district have been identified as possibly in need of seismic upgrades, all available evidence indicates that they were originally built to the codes and standards applicable at the time of construction, and current observations demonstrate no stress or other structural deficient concerns requiring immediate attention.)

Draft 2 2015-05-01

Building Systems

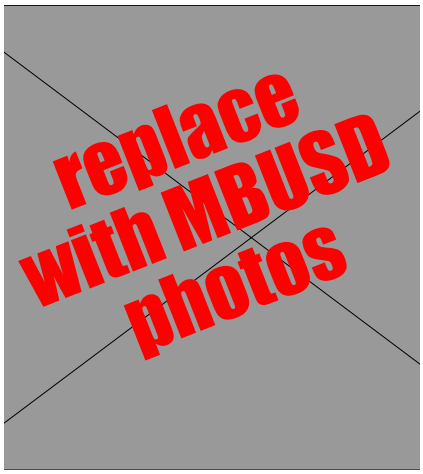
Heating, Ventilating, and Air-Conditioning Systems. Traditionally, the relatively mild coastal climate of Manhattan Beach dictated that most District buildings contain heating systems only, usually through ducted gas-fired heaters in individual rooms, with the exception of newer construction (within the last 15 to 20 years). Adequate cross-ventilation is typically provided through operable windows and doors. Air conditioning (cooling) is generally provided only in newer construction and portable classrooms, though many administration offices and IT/network rooms have been retrofitted with small split-system units. Recommendation: Continue to upgrade and replace systems as they reach the end of their useful life while migrating to individualized systems. Strive to remove ductwork from roof and conceal below roof ductwork in attic space as much as possible. Add air conditioning to gymnasiums.

Plumbing Systems and Fixtures. Most elementary school classrooms include a sink with a cold-only faucet, and some also have a non-accessible drinking fountain outlet. Many of the modular building classrooms also have a sink with a mixed-temperature faucet served by a small electric water heater. Large gas water heaters are located at school cafeterias. Drinking fountains are dispersed across campuses but typically located in proximity to restrooms and food service areas; most have been retrofitted with filters to improve quality (taste), but many lack accessible elements such as guards or are mounted at non-accessible heights. Recommendation: Provide routine maintenance for plumbing systems. Remove and cap existing classroom drinking fountain outlets. Replace existing non-accessible sinks with accessible models (coordinate with interior casework where occurs). Retrofit or replace existing drinking fountains to meet accessibility requirements.



Natural Gas Distribution. Each campus is served by a gas main on the adjacent public street, which appears to supply adequate pressure for each campus. Gas meters and regulators, which are typically located near exterior walls of buildings, appear to be in good condition. Most gas distribution piping is either underground or concealed within building construction, but what limited parts are visible appear to be in good condition. Recommendation: Provide routine maintenance for natural gas distribution systems. Monitor each campus for service disruptions and gas leaks.

Fire Protection Systems. All buildings are equipped with smoke detectors, fire alarms and portable fire extinguishers; however, only newer buildings include fire sprinklers. Fire hydrants were only observed along adjacent public streets at most campuses. Recommendation: Provide routine maintenance of fire protection systems. All new construction should be designed with fire sprinklers, and consideration should be given to retrofitting existing construction with fire sprinklers. Smoke detectors should be regularly tested and replaced as needed. Fire alarm components should be regularly tested; due to replacement part scarcity, it may become necessary to upgrade older systems to fully addressable systems in compliance with current codes.



Electrical Systems. Electrical service to each campus, most buildings, and most rooms appears to be adequate for current uses. Additional outlets have been requested at most campuses, so the service capacities should be re-assessed during modernization designs. Electrical service equipment condition varies. Recommendation: Add outlets as necessary to support new technology, recondition or replace service equipment as necessary..

Lighting Fixtures. Classroom and common space lighting tends to utilize fluorescent fixtures. Some buildings and campuses have been upgraded to more efficient fluorescent lighting systems but most have not. Overall, most lighting systems need to be replaced and upgraded to use newer more reliable and energy efficient fixtures, as well as the use of energy controls such as daylight and occupancy sensors. Recommendation: Upgrade and replace systems through modernizations and space reconfigurations. Consider switching to LED fixtures in the future.

Interior Spaces

Flooring. Classroom floors are mostly carpet in older facilities and vinyl composite tile (VCT) in newer facilities. Kitchens and cafeterias tend to be VCT, sheet vinyl, linoleum, or similar resilient flooring. Restrooms are typically terrazzo in older facilities and ceramic tile in newer facilities. Overall, flooring is in good to fair condition, but some older materials (especially restroom terrazzo) are in poor condition. Recommendation: Replace flooring on a school-by-school basis as needed and with modernization projects, including providing VCT or other vinyl material adjacent to sinks. Test for and remediate old vinyl asbestos tile flooring where occurs. Terrazzo should be rehabilitated where possible, or replaced with ceramic tile where further repair or maintenance is impractical.

Ceilings and Walls. Ceilings vary significantly across the District, not just from campus to campus but even from room to room. Older facilities tend towards exposed structure and adhered acoustical tiles, while newer facilities tend to have suspended acoustical panel ceilings. Restrooms and kitchens tend to have painted gypsum board ceilings. "Hard-lid" ceilings and exposed structure often require exposed utility services such as electrical conduit and mechanical ducts. Recommendation: Concealing conduits and ducts is desirable but costly in areas of exposed structure or adhered ceiling finishes. An alternate approach is to conceal these elements behind suspended ceilings and furred walls where space allows, but this approach could adversely affect the existing quality of many spaces. Consider adding tackable wall panels at classrooms. Existing suspended ceilings should be improved by removal of broken, chipped, or stained tiles.

Interior Doors and Windows. Interior doors and door hardware are generally in good condition. Interior door hardware appears to be in compliance with accessibility and fire/life safety requirements. Interior windows are not common but are in good condition where they occur. Recommendation: Provide routine maintenance on interior doors and windows.

Corridors. Thanks to the mild coastal climate of Manhattan Beach, few schools have enclosed corridors or hallways. (Mira Costa High School and Manhattan Beach Middle School are notable exceptions, with the latter due to its relatively recent construction in compliance with modern Title 24 Energy requirements.) Where interior corridors occur, they tend to have vinyl composition title flooring, painted gypsum board walls, and acoustic ceilings (either adhered tiles or suspended panels). Many corridors, interior and exterior, feature decorative ceramic tiles and other artwork created by students. Recommendation: Provide routine maintenance on corridors. Protect existing artwork installed on walls, including ceramic tiles and painted murals.

Restrooms. Most school sites contain at least one accessible restroom each for boys and girls, but accessible restrooms for adults (staff and visitors) remain elusive. Finishes and plumbing fixtures vary from fair to poor condition. Ventilation is noticeably poor in most restrooms. Restroom doors at most older facilities are too narrow and create bottlenecks for efficient circulation. Recommendation: Each campus should provide at least one accessible restroom each for boys, girls, men, and women. The District should develop plans to upgrade all restrooms to ADA and CBC accessibility standards. Provide adequate mechanical ventilation (exhaust) for all restrooms.

Quality of Space. Most older facilities feature classrooms with high ceilings (often with exposed structure), clerestory windows and large operable openings, leading to a bright and airy feeling that is conducive to education. Recommendation: Maintain existing or equivalent quality of space.

Draft 2 2015-05-01

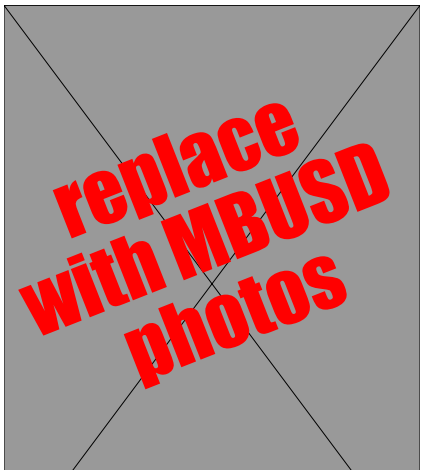
Furniture, Fixtures & Equipment

Casework. Most casework consists of composite or engineered wood products with plastic laminate surfacing. Age and condition varies from campus to campus and even from room to room. Many sites continue to have original casework that is worn and poorly operating, or casework from "light modernizations" performed in the 1990s. Much of the casework is not accessible, especially where sinks are located within the cabinet. Recommendation: With the move toward flexibility in 21st-century learning environments, many of the older cabinets will likely be removed and not replaced. That which remains should be replaced with new accessible casework and sinks.

Window Coverings. Most of the schools have horizontal slat blinds. Some of the elementary schools have had the older vertical blinds replaced with roller-type blinds. Some of the clerestory windows do not have window coverings. Recommendation: Maximize daylight in classrooms by removing and replacing existing window coverings with light, easy to maneuver shades, including motorized shade devices on clerestory and similarly high-position windows. Where window coverings cannot be installed, provide adaptable video and other display-based technology that is visible in direct or indirect daylighting.

Kitchen Equipment. Kitchen equipment is in mostly good condition, though some items are nearing the end of their useful lives. The District maintains a central kitchen at the Middle School for bulk food preparation, leaving the kitchen facilities at other campuses to serve as "warming" or serving kitchens with limited numbers and types of equipment. Recommendation: Provide routine maintenance for kitchen equipment. Consider relocating central kitchen facility. Continue to replace older equipment with newer and more efficient components and revise spaces to improve functionality.

Classroom Furniture. Most schools utilize the same classroom furniture throughout a particular campus, with smaller variations featured at Kindergarten classrooms; however, the age, quality, and functionality of classroom furniture vary from campus to campus. The typical classroom desk and chair combination follows traditional education concepts and may not be suitable for the kind of flexibility demanded by 21st-century learning environments. Recommendation: The District should standardize on a particular collection of furniture that maximizes function and flexibility such as adjustable height folding tables that can be reconfigured for specific instructional needs or stacked out of the way for larger group activities.



Fire Extinguishers. Portable fire extinguishers are provided throughout each campus, typically in administrative areas, classrooms, and public assembly spaces. They appear to be in good working order, and records indicate recent and regular inspections as required by law. Some school buildings feature fire hose cabinets, some of which also contain portable fire extinguishers. Recommendation: Provide routine maintenance and inspections as required.

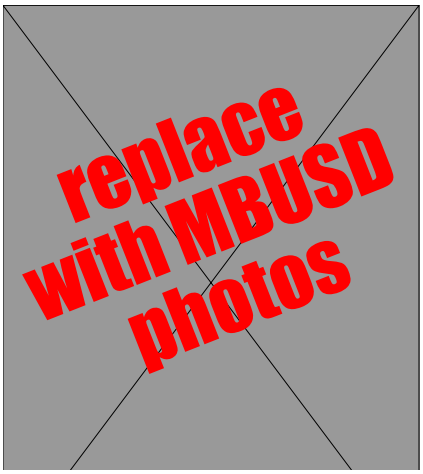
Other Structures & Improvements

Freestanding Signs. Several campuses feature free-standing "marquee" signs on one or more poles or pylons. These signs are in good condition but many do not feature current "campus identity" elements related to their respective schools. Recommendation: Existing freestanding signs should be evaluated for structural integrity and removed, repaired or altered as necessary to ensure the safety of students, staff and the general public. Repaired or altered sign faces should incorporate current "campus identity" elements, such as colors, fonts and logos, to better represent each school's unique nature within the District.

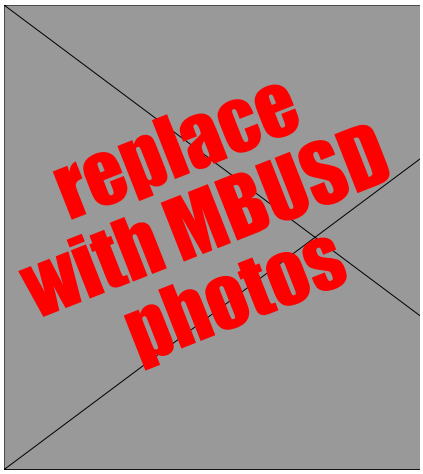
Site Lighting. Parking areas are typically illuminated by area light fixtures atop metal street standards. Pole- and building-mounted fixtures provide lighting along walkways, drive aisles and buildings throughout each campus. All site lighting was observed to be in good condition. Recommendation: Provide routine maintenance of site lighting. Replace fixtures as damaged or at end of useful life.

Perimeter Fencing. Most campuses have a combination of ornamental and chain link fencing along most, but often not all, of their perimeter. Every campus in the District is easily accessible to the general public. The District holds joint-use agreements with the City of Manhattan Beach and various organizations that allow for public use of athletic fields and hard courts at most campuses, as well as certain athletic buildings at some campuses. As a general rule, these joint-use areas are not separated from the rest of the campus. Recommendation: Secure campus perimeters. Separate the primary campus from field and hard court areas with ornamental fencing, limiting building and other access to primary entrances and visible locations. Provide chain link fencing at field and hard court areas. Provide separate toilet facilities beyond secured perimeter for joint-use activities.

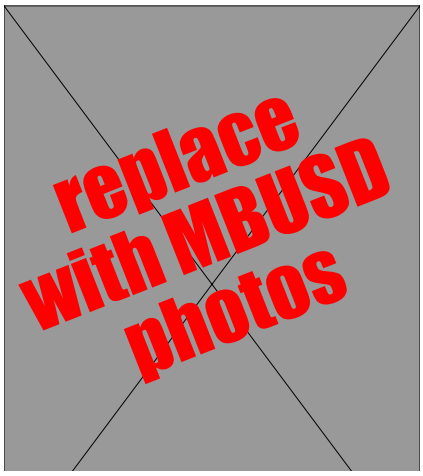
Modular/Portable Buildings. Every campus in the District currently houses modular buildings, also known as "portables" or "relocatables," to provide additional classrooms and other campus functions. These portable classrooms number from as few as four at Robinson Elementary School to as many as twelve at Manhattan Beach Middle School. While some of these portables are relatively new, all of them show signs of aging and deterioration caused by a combination of proximity to the Pacific Ocean, microbial growth, and wood-destroying pests. In addition, due to existing topography and site development, most campuses are forced to locate their portables in awkward locations, often taking up limited playground space. Most campuses also include a number of smaller modular buildings or "sheds" used for maintenance and storage. Recommendation: Remove modular classroom buildings and replace with permanent building construction. Existing modular classrooms can be utilized as interim housing during modernization and other site work at each campus. Once water-intrusion and other controllable sources of deterioration have been addressed, existing modular storage/maintenance buildings can be re-tasked for use as remote playfield storage, agricultural sheds, or small group activity centers.



Draft 2 2015-05-01



Universal accessibility and Code Compliance. Comments identifying easily observable accessibility issues are dispersed throughout this summary. However, an in-depth report of each item, as would be prepared by a Certified Access Specialist (CASp) or similar qualified inspector, was not included in the scope of the facilities assessments. MBUSD upgraded some access components in a series of modernizations completed in the late 1990s using Measure A funds. These upgrades were done in compliance with accessibility standards and codes in effect at that time. However, most of the components do not comply with current accessibility standards and codes. The District has updated many campuses for accessible routes through the site, but many parts of such routes contain barriers or otherwise remain non-accessible. Most school sites contain at least one accessible restroom each for boys and girls, but most existing sanitary facilities do not meet accessibility requirements. Most schools have numerous other accessibility issues that should be corrected, including sinks, countertops, casework, door clearances, corridor and opening widths, play structures, and door thresholds. Recommendation: For each campus, the District should develop both a "Barrier Removal Plan" to address on-going accessibility compliance issues (such as clear floor space requirements and signage) and an "ADA Transition Plan" to address short- and long-term accessibility improvements (such as ramps, elevators and parking). Unresolved items in the ADA Transition Plan for each campus must be addressed in accordance with current accessibility standards and codes as buildings and site elements undergo modernizations and other alterations. New projects identified within the Master Plan will include accessibility work as it relates to the scope of the particular project and the associated path of travel to parking areas, public ways, restrooms and other accessible elements and locations on each site.



Hazardous Materials. The assessments note the presence of hazardous materials when they were obvious and observable. However, a district-wide hazardous materials assessment and AHERA report were not generated in the assessment process, so there is not a complete accounting of all potential hazardous materials in the FMP. The Replacement Cost Index and the Project Lists noted in the master plans do not provide individual line items for hazardous material removal or abatement. It is assumed, based on the ages of the schools and observations, that removal and abatement will be required of materials such as: vinyl asbestos tile; lead paint; asbestos in gypsum wallboard tape joints; glue in ceiling tiles; plumbing and hydronic line pipe wraps; roofing and mastics. Recommendation: Prior to the start of each new construction project, the buildings, structures and other improvements within the scope of work or likely to be physically encountered during the scope of work should be verified for the presence of hazardous materials so they can be removed as a part of the construction process.

Technology Infrastructure. The cultural reality of more devices in the classrooms means that a network can quickly become saturated. Some of the District's system components have become outdated, or have reached the end of their useful life. Cabling is older: most drops are reportedly outdated Category 5. MDFs and IDFs are in undesirable or inconvenient locations, and schools do not have work space for Information Technicians, who play a key role. Recommendation: Information systems need to be updated and expanded. In order to guide this work, the District's technology plan should be updated. As the technology plan is developed, projects will be identified for specific sites and for the District office. Since these technology components can be done as stand-alone projects, it is anticipated that they will be done as independent projects. Where they can be incorporated into modernization-type projects, some economies might be achieved. Note that the costs associated with technology infrastructure are above and beyond the project costs identified on the individual site project lists.

Physical Condition Assessment Grading Criteria and Results

Upon completion of the field assessments, a summary report for each site was developed to provide a brief overview of the site and the findings. The summary included grades for each major category assessed and an overall grade for the site.

Grading Methodology

The following grade indexes, like the Replacement Cost Index, are intended to provide a comparative condition of a given MBUSD campus when measured against other MBUSD campuses. The grades noted are both an objective measurement of a facility's condition, and a subjective appraisal of a property's condition as judged by the independent assessment team from DLR Group and its specialists using pre-established criteria. DLR Group's assessors assigned a grade to each of the main building assessment categories — Site Improvements; Architecture & Structure; Building Systems; Interior Spaces; Furnishings, Fixtures & Equipment; and Other Structures & Improvements — using the following descriptions as an aid to assign an appropriate grade to the aggregate systems within each assessment category:

A New or near new condition of all components of systems. No corrective actions are required.

B Minor corrective actions required for some systems. Corrective actions are not urgent.

C Some corrective actions required for some systems, some urgency is involved.

D The majority of systems require corrective actions, most require immediate attention.

F Virtually all systems are broken or inoperative and cannot be repaired. If repairable, costs to do so are prohibitive.

Letter grades for each main category are given a numeric equivalent grade based on grade points typically assigned to letter grades (i.e. 4.00 points for an A, 3.00 points for a B, etc.). The numeric grade average of the main assessment categories are then calculated to arrive at an overall Grade Point Average for the campus which is translated into an overall letter grade. The letter grades assigned are based upon the following grading scale:

A . . . . . 3.75 to 4.00	C . . . . . 1.75 to 2.24
A- . . . . . 3.50 to 3.74	C- . . . . . 1.50 to 1.74
B+ . . . . . 3.25 to 3.49	D+ . . . . . 1.25 to 1.49
B . . . . . 2.75 to 3.24	D . . . . . 0.75 to 1.24
B- . . . . . 2.50 to 2.74	D- . . . . . 0.50 to 0.74
C+ . . . . . 2.25 to 2.49	F . . . . . 0.49 and below

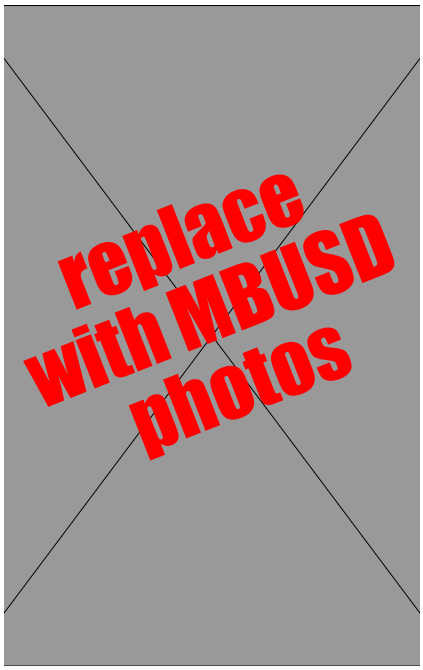
Draft 2 2015-05-01

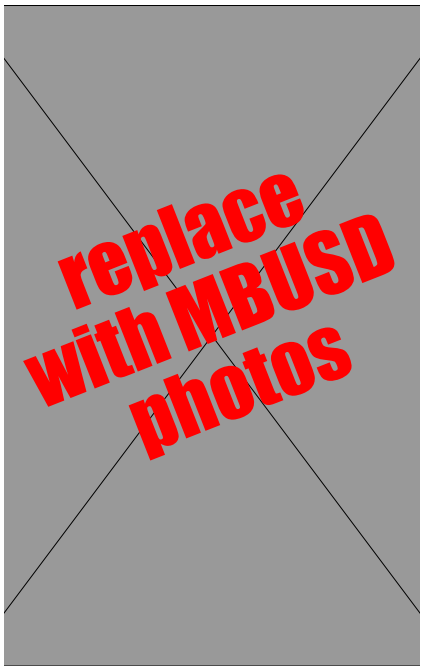
Overall Site Grading

The Overall Site Grade was determined based on an average of category grades and is summarized as follows for each site:

School Sites	Score	Grade
Manhattan Beach Preschool	2.09	C
Grand View Elementary School	2.33	C+
(Ladera Elementary School	*1.62*	*C–)*
Meadows Elementary School	2.53	B–
Pacific Elementary School	2.38	C+
Pennekamp Elementary School	2.50	B–
Robinson Elementary School	2.52	B–
Manhattan Beach Middle School	2.76	B
Mira Costa High School	2.57	B–
Other District Facilities	**Score**	**Grade**
District Offices	2.91	B
Maintenance & Operations	2.01	C

Refer to Chapter 5 for detailed assessments and grading of each site.





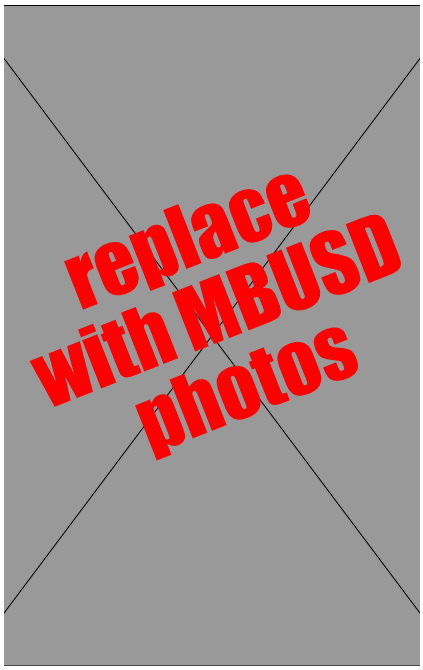
Replacement Cost Index Calculation

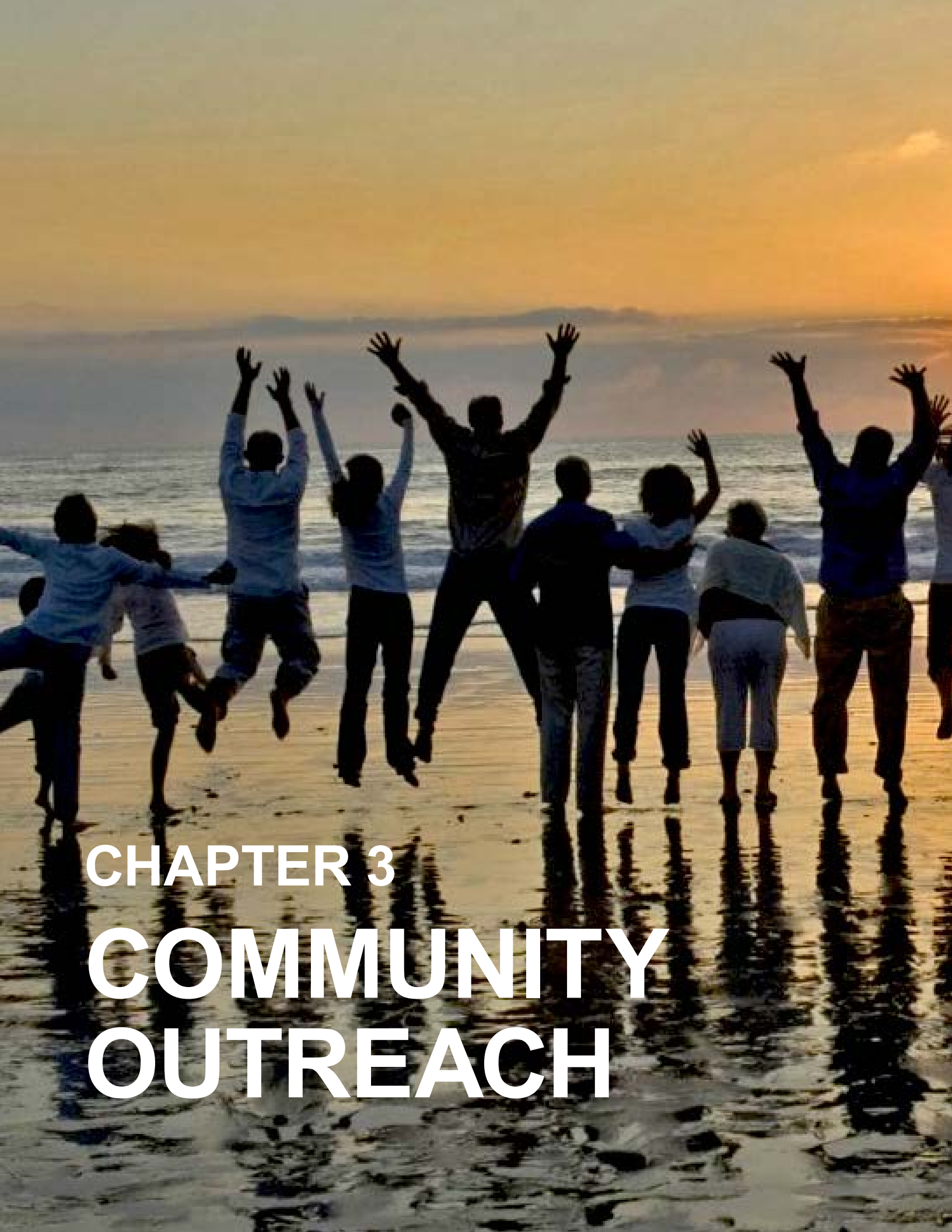
The Replacement Cost Index (RCI) calculation is intended to provide a quick glimpse of what it would take to update and modernize a campus or property to a new condition without changes or additions, and compare that number to what it would cost to replace that same campus or property in basically the same configuration as it currently stands. The numbers and the costs noted therein are not intended to be a list of projects that need to be or should be undertaken for that campus. Instead, it is only meant to develop a comparative index to assess where one school or property stands from a facility condition standpoint when compared to another school or property. This comparative index can then be used to determine which campuses may be more "in need' of upgrades and improvements compared to other District school campuses and properties.

It should be noted that the "replacement costs" indicated in the RCI calculations for each site are for replacement as new construction of wood-frame, single-story, stucco-exterior buildings with the same square footage and configured in the same location on the site. However, these costs are not the same as the "replacement costs" that might be provided by state funds through the School Facility Program (SFP), nor do they represent the full cost to construct a new school on a new site. For example, the RCI replacement costs do not included site costs because the District sties are already developed, nor do they include master plan projects to improve functionality or increase size.

A cost database was established for the typical components and categories. As results from assessments were gathered and quantities verified and provided, costs were assigned to the upgrading of each site to repair or replace systems and components to bring the site to an optimal level of condition. Added together, these costs establish the Total Project Cost (TPC) for each site. Sites above a 60% RCI are in **bold text** as these sites may be better suited to be replaced or rebuilt. The following is a summary of the costs to upgrade physical conditions at each site:

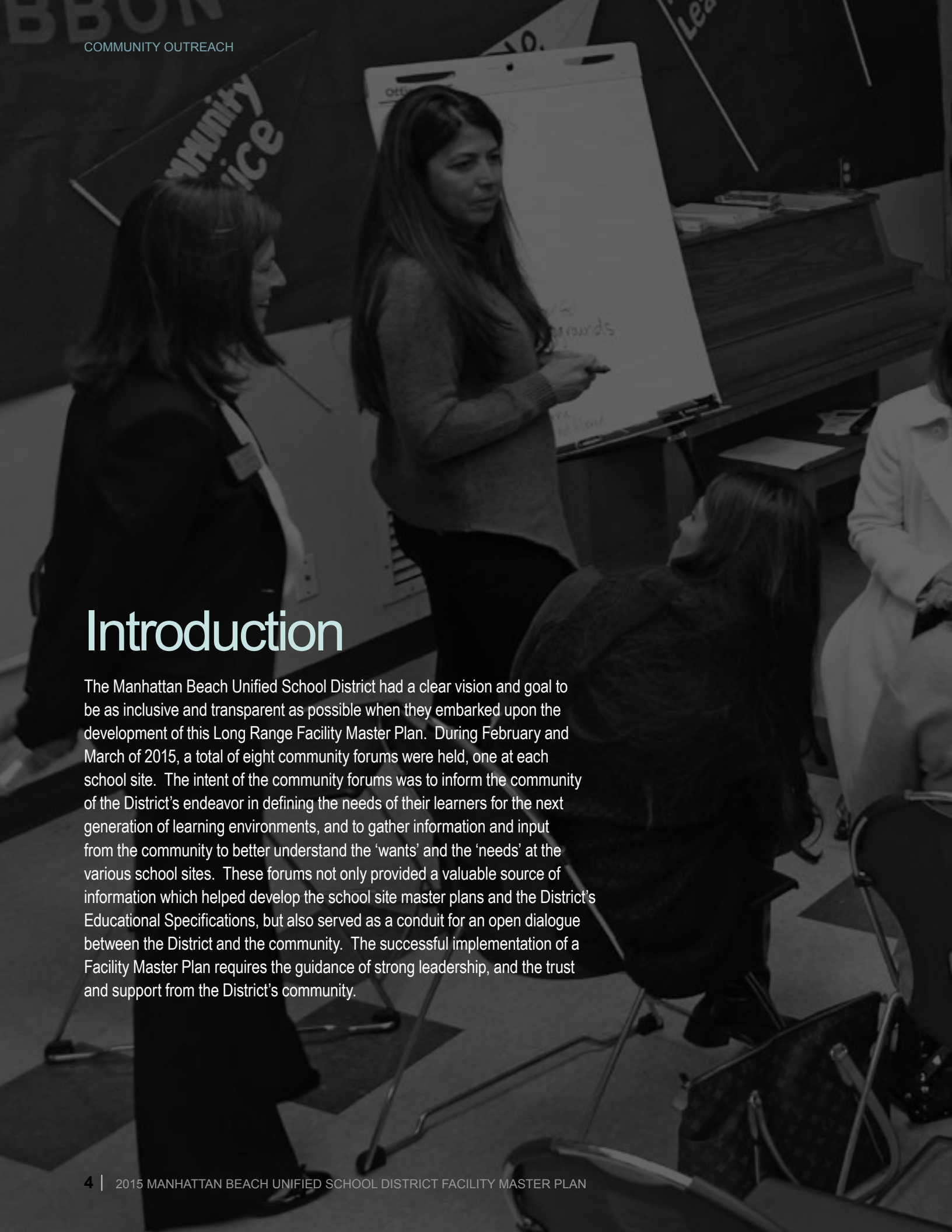
School Sites	Total Project Cost	Replacement Cost Index
Manhattan Beach Preschool	**$XXXXXXX±**	**XX.X%**
Grand View	$XXXXXXX±	XX.X%
(Ladera Elementary School	***$XXXXXXX±***	***XX.X%)***
Meadows	$XXXXXXX±	XX.X%
Pacific	$XXXXXXX±	XX.X%
Pennekamp	$XXXXXXX±	XX.X%
Robinson	$XXXXXXX±	XX.X%
Manhattan Beach Middle School	$XXXXXXX±	XX.X%
Mira Costa High School	$XXXXXXX±	XX.X%
Other District Facilities	**Total Project Cost**	**Replacement Cost Index**
District Offices	$XXXXXXX±	XX.X%
Maintenance & Operations	**$XXXXXXX±**	**XX.X%**





CHAPTER 3
COMMUNITY OUTREACH

3



Introduction

The Manhattan Beach Unified School District had a clear vision and goal to be as inclusive and transparent as possible when they embarked upon the development of this Long Range Facility Master Plan. During February and March of 2015, a total of eight community forums were held, one at each school site. The intent of the community forums was to inform the community of the District's endeavor in defining the needs of their learners for the next generation of learning environments, and to gather information and input from the community to better understand the 'wants' and the 'needs' at the various school sites. These forums not only provided a valuable source of information which helped develop the school site master plans and the District's Educational Specifications, but also served as a conduit for an open dialogue between the District and the community. The successful implementation of a Facility Master Plan requires the guidance of strong leadership, and the trust and support from the District's community.

Process Overview

The community outreach process began by establishing a community forum at eight of the District's schools. Invitations were sent to the attendance areas of each school, published in the school newsletters, posted on the school's website, and featured on the school's digital signs. Personal invitations were also sent to the residents in the surrounding neighborhoods. The intent was to reach as many community members as possible and invite them to participate in crafting the vision for the future.

The District established 'site committees' for each school in order to gain the necessary background information and a thorough understanding of each campus. Approximately one week prior to the community forums, DLR Group met personally with the school's principal to discuss any issues that they may have. By meeting one-on-one with the school principal, a common understanding of the master planning process was gained, and the format and desired outcomes of the site committee meetings was established. The school's principal then assisted DLR Group in leading the site committee meetings.

The site committee meetings, organized as working sessions, allowed each participant to voice their concerns on any aspect of their campuses to the attention of the design team. But, more importantly, these site committee meetings began to establish the vision for what would eventually become the Educational Specifications for the District and the future master plan for each specific campus.

Office DEPOT

Manhattan Beach Preschool

Site Committee Members:

Kim Johnson, Director
Raul Montoya, Operations
Lauren Smith, Teacher
Marilyn Smith, Teacher
Christine Tasto, Parent

Forum Attendees

Date: March 3, 2015

Brett Hobza, DLR Group
Karen MacIntyre, DLR Group
Nancy Martinez, DLR Group
Dr. Mike Matthews, MBUSD Superintendent
Dr. Dawnalyn Murakawa-Leopard, MBUSD Asst. Supt.
Karen Komatinksy, MBUSD Board Member
Ellen Rosenberg, MBUSD Board Member
Kim Johnson, Director
Angela Bazos, Teacher
Jane Gervais, Teacher
Deborah Grimes, Parent
Kenneth Mobley, Operations Manager
Margaret Nesbitt, Parent
Lauren Smith, Teacher
Marilyn Smith, Teacher
Christine Tasto, Parent
Chelsea Zielin, Parent

Grand View Elementary School

Site Committee Members:

Rhonda Steinberg, Principal
Heather deRoos, Parent
Rachel Disser, Parent, PTA President
Scott Holcomb, Parent
Jill Lamkin, Parent
Kathy Poje, Office Manager
Gretchen Renshaw, Teacher
Heidi Snively, Library Specialist
Charles Southey, Parent
Vicki Tyler, Parent
Bea Zimbalist, Parent

Forum Attendees

Date: February 3, 2015

Brett Hobza, DLR Group
Kevin Fleming, DLR Group
Virginia Marquardt, DLR Group
Patti Ashton, DLR Group
Nancy Martinez, DLR Group
Dr. Mike Matthews, MBUSD Superintendent
Dr. Dawnalyn Murakawa-Leopard, MBUSD Asst. Supt.
Jennifer Cochran, MBUSD Board Member
Christine Cronin-Hurst, MBUSD Board Member
Bill Fournell, MBUSD Board Member
Karen Komatinsky, MBUSD Board Member
Ellen Rosenberg, MBUSD Board Member
Rhonda Steinberg, Principal
Sarah Akin, Parent
Bobby Akin, Parent
Christy Barnes, Parent
Lisa Barrios, Parent
Jennifer Croft, Parent
Heather deRoos, Parent
Rachel Disser, Parent/PTA Pres.
Jen Dohner, Parent
Chris Gebhardt, Parent
Scott Holcomb, Parent
Mark Hurst, Parent
Scott Jensen, Parent
Laura Kainsinger, Parent
Bobbie Kokorowski, Parent
Paul Kokorowski, Parent
Jill Lamkin, Parent
Kate Leach, Parent
Alisa Pedersen, Parent
Kathy Poje, Office Manager
Sandy Quigley, Parent
Gretchen Renshaw, Teacher
Joni Romallo, MBEF
Heidi Snively, Library Specialist
Charles Southey, Parent
Dawn Stroud, Parent
Vicki Tyler, Parent
Ava Cato-Werhane, Parent
Bea Zimbalist, Parent

Meadows Elementary School

Site Committee Members

Katherine Stopp, Principal
Teri Allen, Office Staff
Michelle Legaspi, Teacher
Becky McCalla, PTA President
Jeanne Reed, Computer Specialist
Jenni Tucker, PTA Vice President

Forum Attendees

Date: March 5, 2015

Kevin Fleming, DLR Group
Patti Ashton, DLR Group
Melissa Klekner, DLR Group
Dr. Mike Matthews, MBUSD Superintendent
Dr. Dawnalyn Murakawa-Leopard, MBUSD Asst. Supt.
Karen Komatinksy, MBUSD Board Member
Ellen Rosenberg, MBUSD Board Member
Katherine Stopp, Principal
Tim Champ, Parent
Cynthia Hedges, Parent
Nancy Hesterberg, Parent
Heather Kim, Parent
Michelle Legaspi, Teacher
Giovanni Luis, Parent
Sofia Rodriguez Luis, Parent
Miho Manabe, Neighbor
Gabriela Mejia, Parent
Becky McCalla, PTA President
Joanne Michael, Teacher
Cynthia Milstein, Parent

Pacific Elementary School

Site Committee Members:

Kim Linz, Principal
Rhonda Becker, Teacher
Shannon Nicholson, PTA Co-President
Shirley Rickard, Office Manager
Jeri Vick, PTA Co-President
Katie Wallace, Teacher
Terri Warren, PTA Treasurer
Cailin Witlen, Teacher

Forum Attendees

Date: February 5, 2015

Kevin Fleming, DLR Group
Patti Ashton, DLR Group
Melissa Klekner, DLR Group
Dr. Mike Matthews, MBUSD Superintendent
Dr. Dawnalyn Murakawa-Leopard, MBUSD Asst. Supt.
Karen Komatinsky, MBUSD Board Member
Ellen Rosenberg, MBUSD Board Member
Kim Linz, Principal
Rhonda Becker, Teacher
Tim Champ, Parent
Abbey Ehman, Parent
Farnaz Flechner, Parent, MBEF
Debbie Gezon, Parent
Erin Grady, Parent
Birgitta Kistock, Parent
Kate Malik, Parent
Hava Manasse, Parent
Shirley Rickard, Office Manager
Alison Santa Ana, PTA Vice President of Operations
Jeri Vick, PTA Co-President
Carrie Wetsch, Parent

Pennekamp Elementary School

Site Committee Members:

Dr. Toni Brown, Principal
Bill Ahrens, Teacher
Erynne Hart, Teacher
Will Higgins, Parent
Wesley Ito, Parent
Sandra Rumble, Teacher
Joanne Schepis, Teacher
Pennie Stepczyk, PTA Co-President
Michelle Syverson, Teacher/Parent
Lisa Welch, PTA Executive Board

Forum Attendees

Date: February 25, 2015
Virginia Marquardt, DLR Group
Karen MacIntryre, DLR Group
Melissa Klekner, DLR Group
Dr. Mike Matthews, MBUSD Superintendent
Dr. Dawnalyn Murakawa-Leopard, MBUSD Asst. Supt.
Karen Komatinsky, MBUSD Board Member
Ellen Rosenberg, MBUSD Board Member
Dr. Toni Brown, Principal
Maggie Berman, PTA Exec. Board
Pennie Stepczyk, PTA Co-President
Pat Barresa, Neighbor
Joanne Schepis, Teacher

Robinson Elementary School

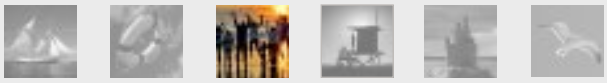
Site Committee Members

Nancy Doyle, Principal
Debbie Dreiling, Teacher
Richard Gaines, Day Custodian
Kim Holz, Teacher
Jacki Masciel, Teacher

Forum Attendees

Date: February 24, 2015

Attendees:
Virginia Marquardt, DLR Group
Michael Ellars, DLR Group
Melissa Klekner, DLR Group
Dr. Mike Matthews, MBUSD Superintendent
Dr. Dawnalyn Murakawa-Leopard, MBUSD Asst. Supt.
Karen Komatinsky, MBUSD Board Member
Ellen Rosenberg, MBUSD Board Member
Nancy Doyle, Principal
Monica Bolfse, VP Volunteers
Cathy Brooks, Parent
John Dargan, Parent
Katie David, Parent
Debbie Dreiling, Teacher
Wendy Finster, Parent
Claire Flynn, Parent, PTA Asst. Treasurer
Deidre Gurney, Parent
Andrea Hynes, Parent, PTA Co-President
Jenber Linger, Parent
Christy Phillips, Operations
Lily Phillips, Parent, PTA Financial Secretary
Carolyn Seaton, Elem Dir. HR
Dora Seiffer, Parent, PTA Co-President



Manhattan Beach Middle School

Site Committee Members

John Jackson, Principal
Karina Gerger, Assistant Principal
Joanne Arrasmith, Teacher
Cassidy Baker, Teacher
Max Haber, Student
Denise Haslop, Teacher
Helen Kawamoto, Office Staff
David Levy, Teacher
Rebecca Rawson, Student
Rachel Thomas, Teacher
Ann Marie Whitney, PTA President

Forum Attendees

Date: February 10, 2015

Brett Hobza, DLR Group
Kevin Fleming, DLR Group
Patti Ashton, DLR Group
Nancy Martinez, DLR Group
Dr. Mike Matthews, MBUSD Superintendent
Dr. Dawnalyn Murakawa-Leopard, MBUSD Asst. Supt.
Karen Komatinsky, MBUSD Board Member
Ellen Rosenberg, MBUSD Board Member
John Jackson, Principal
John Arizoga, Resident
Sylvia Arizoga, Resident
Helen Dolph, Resident
Denise Haslop, Teacher
Gian Pazzia, Resident
Nick Pennino, Resident
Christine Rawson, Parent
Rebecca Rawson, Student
Kurt Schweter, Resident
Bob Zwissler, Resident

Mira Costa High School

Site Committee Members

Dr. Ben Dale, Principal
Jim Beaumont, Teacher
Shawn Chen, Teacher
Tim Cooper, Athletic Trainer
Sandi Gleason, PTSA President
Heather Hoffman, Principal's secretary
Hilary Mahan, Parent
Ed McKeagan, MBX
Jon Shaw, Vice Principal
Susy Werre, MBX
Alan Zeoli, Teacher

Forum Attendees

Date: March 12, 2015

Brett Hobza, DLR Group
Virginia Marquardt, DLR Group
Nancy Martinez, DLR Group
Dr. Michael Matthews, MBUSD Superintendent
Dr. Dawnalyn Murakawa-Leopard, MBUSD Asst. Supt.
Karen Komatinsky, MBUSD Board Member
Ellen Rosenberg, MBUSD Board Member
Dr. Ben Dale, Principal
Caprina Benson, Student
Rita Benson, Dance Team Booster
Ken Brown, Resident
Victoria Brown, Dance Team Coach
Jennifer Cochran
Patti Duong
Monique Ehsan
Jeff Fideler
Sandi Gleason, PTSA President
Cathey Graves
Debbie Horn
Cary Jordahl, Auditorium Manager
Samantha Lonergan, Student
Hilary Mahan, Parent
Jeff Mullikin, Maintenance & Operations Manager
Nina Patel
Katie Sadelik, Student
Collen Soulis
Franca Stadvek, PTSA
Susy Werre, MBX
Leslie Whitlet, PTSA

The Community Forums

Each of the community forums began with Dr. Michael Matthews defining what the Board of Education's vision was for the future of the District, which then set the tone for the workshops intended to create the school's vision. DLR Group explained the Master Planning process and how the various elements of the process fit together. This process ultimately established the priorities of the master plan.

The community forum attendees were organized into smaller participation groups with a facilitator representing the site committee. A 45-minute 'brainstorming' session was conducted and all of the ideas, concerns, and visions from the community were documented and discussed. Each team presented their findings and rationale to the entire forum at the close of the brainstorming session. At the conclusion of the presentations, a dot exercise was performed where each forum member was asked to place a dot sticker on five of the issues they individually deemed most important. As the community forums drew to a close, note cards were given to each attendee, and they were invited and encouraged to write any additional issues, concerns, or visions they may have that did not materialize in the group sessions. All of this information was then compiled with the site committee's input to help establish the priorities at each school site.

A second site committee meeting was held at each campus following the community forums so that a consensus could be reached on the priorities for that campus. The priorites for each campus are listed in the following pages. DLR Group also utilized these second meetings to review the proposed campus master plans and the District-wide Educational Specifications in progress.

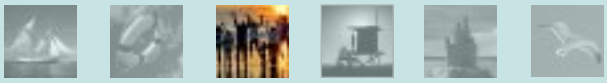
Need improvements
with the athletic fields
Need running water
going into EBP room
outdoor seating
tables for outdoor
(students)
student collab

Manhattan Beach Preschool

Issues/Wants	Site Walk	Site Committee	Community Forum	Total
Large MPR is needed	X	X	X	3
Security issues - planters and trees are issues	X	X		2
Electrical capabilities at shade structures		X	X	2
Technology in classrooms		X		1
Electrical system upgrades - low capacity	X	X	X	3
Parking too limited		X	X	2
Portables have water damage	X			1
Need shaded playfields		X	X	2
Long waiting list - expand campus to accommodate list	X	X	X	3
Wood stairs at lower level are rotted out	X			1

Grand View Elementary School

Issues/Wants	Site Walk	Site Committee	Community Forum	Total
Cafeteria too small	X	X	X	3
Lighting for night activities/safety & security	X	X		2
New tables/benches	X			1
No internet when rains/technology infrastructure	X	X	X	3
Major plumbing problems	X	X		2
Parking & Drop Off		X	X	2
Portables/termite problems	X			1
Playgrounds – turf/ponding	X	X	X	3
Need a music classroom		X		1
Earthquake/Safety/Ladera site		X	X	2



Meadows Elementary School

Issues/Wants	Site Walk	Site Committee	Community Forum	Total
New multi-purpose room/Auditorium	X		X	2
Too many access/entry points on campus/security issues	X	X	X	3
Amphitheater/Outdoor learning spaces	X	X	X	3
21st Centurn learning spaces/collaborative spaces		X	X	2
Modernization of existing facilities	X	X	X	3
Pick up and drop off do not function well	X	X		2
Remove portable classrooms	X		X	2
Outdoor play areas improvements	X	X	X	3

Pacific Elementary School

Issues/Wants	Site Walk	Site Committee	Community Forum	Total
MPR/auditorim/large gathering space		X	X	2
Security in general; some areas can't be gated	X	X		2
Amphitheater			X	1
Flexible classrooms for upper grades		X	X	2
Sliders need repair	X	X		2
Pick up/drop off	X	X	X	3
Restrooms on lower fields		X		1
Additional kindergarten rooms if full day implemented		X		1

Pannekamp Elementary School

Issues/Wants	Site Walk	Site Committee	Community Forum	Total
MPR not large enough for entire campus		X	X	2
Fencing is needed along front of campus	X	X	X	3
Outdoor amphitheater		X	X	2
Connecting classrooms/shared spaces		X	X	2
Sliders don't work	X	X	X	3
Not enough parking		X		1
12 portables to be removed & replaced with	X	X	X	3
Drinking fountains are needed in EDP area		X		1
Additional RR needed in lower section of campus	X	X	X	3

Robinson Elementary School

Issues/Wants	Site Walk	Site Committee	Community Forum	Total
Two story MPR - cafeteria is too small	X	X	X	3
Fencing/Security - campus is completely open	X	X	X	3
Need larger outdoor gathering space/amphitheater		X		1
STEAM room (computer lab obsolete)	X		X	2
Student toilets need refurbished	X	X	X	3
Limited parking/traffic flow		X	X	2
EDP housed in portable. Adequate space of this program		X		1
Drainage issues	X	X		2
Adminstration building too small/not functional	X	X		2

Manhatttan Beach Middle School

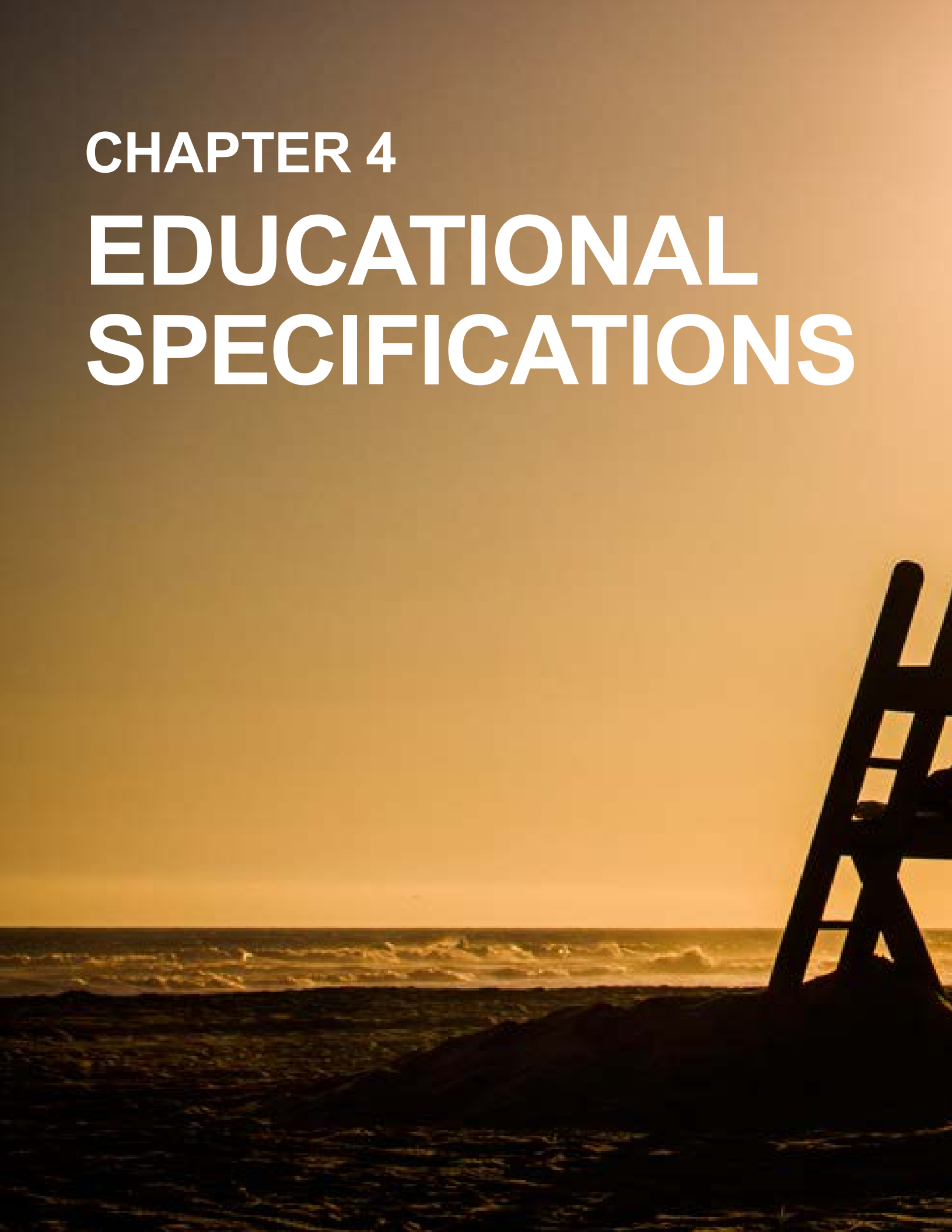
Issues/Wants	Site Walk	Site Committee	Community Forum	Total
Auditorium too small to accommodate entire campus	X	X	X	3
Reconfiguration of front office to heighten security		X		1
Outdoor spaces on 2nd level awkward and not used	X			1
STEAM lab is needed			X	1
Drop off by baseball fields is dangerous/design new drop off	X	X	X	3
Design better path to Begg Pool	X		X	2
Additional classrooms needed	X	X	X	3

Mira Costa High School

Issues/Wants	Site Walk	Site Committee	Community Forum	Total
Replace main and small gym with 3-story gym	X	X	X	3
Replace two English buildings and Library with 2-story building	X	X	X	3
Cafeteria building needs updating	X	X	X	3
Under utilized wood shop building - large square footage	X	X	X	3
Social Studies building - no HVAC, space issues	X	X	X	3
Outdated fencing - mixed types - fencing policy		X	X	2
Replace pink cinderblock retaining walls throughout campus		X	X	2
Hardscape and interiors needs updating		X	X	2
Food service "pods" scattered throughout campus		X	X	2
General security - entrances to campus		X	X	2

CHAPTER 4

EDUCATIONAL SPECIFICATIONS



NO
LIFEGUARD
ON DUTY
74

Educational Specifications

Purpose of Educational Specifications

Introduction:

Creating a responsive school environment isn't rigidly defined by square footage, a construction budget, or a design aesthetic. More importantly, it's about establishing a thoughtful connection between learning and educational facilities. This document is intended to be used in conjunction with the educational, operational, administrative, and functional goals of the Manhattan Beach Unified School District, as well as support the vision of the District's Facility Master Plan.

Whether building new facilities or modernizing and reconfiguring existing structures, the educational facility should be agile and flexible enough to fulfill the current programmatic requirements of the District, while being easily adaptable to changes in the educational, social, economic, and political landscape and the effects these factors have on learning. With a concentration on the 21st century learning environment, MBUSD facilities should support the concept of a student centered learning environment and the efforts of the District to ensure that every student succeeds.

Although intended to ensure adequacy and consistency, these guidelines are not intended to restrict the effective or efficient design of school buildings and campuses. Instead, flexibility to allow for minor deviations in spatial requirements is expected. Such flexibility is essential to good design, but caution should be exercised when these deviations occur to ensure that the educational programs these spaces support are not compromised. It should be understood that in certain circumstances, some programs, spaces, and/or attributes will not be appropriate or cannot be me due to a myriad of unknowns, such as site constraints, existing building configurations or funding parameters.

LC

Learner Centered

We believe that learner centered education must provide safe, engaging and challenging environments that focus on inquiry and problem solving, accommodating various approaches to individualized and collaborative learning. They should foster innovation, persistence and curiosity, inspiring students to be lifelong learners who contribute responsibly to their community and the world. Our schools should offer a variety of gathering spaces and learning opportunities, both indoor and outdoor, to display and celebrate students' work and achievements.

NC

Nurturing the Whole Child

We believe in creating a comprehensive educational experience that reflects the critical importance of and interrelationship among all disciplines, including athletics, foreign language, language arts, math, science, social science, and the visual and performing arts. Our schools must reflect the importance of providing learners with a variety of academic, artistic, and athletic performance experiences to facilitate an understanding of the synergies between areas of study.

CP

Community Partner

We believe we are partners in upholding the high quality of the Manhattan Beach community. We benefit from the tremendous support of our community members and, therefore, our campuses must continue to be community centers as much as centers for learning. With this commitment comes the responsibility of campus design to find a balance between openness and safety and security.

A Vision for the Educational Environment

Following the Guiding Principles

What are the needs of a 21st century learner?

In March of 2015, Manhattan Beach Unified School District invited thought leaders from across varying disciplines to help craft the Educational Specifications to support their vision of how learning will be conducted and supported in their current and future facilities. Through three, two-hour visioning sessions focusing on the various grade configurations of the District's educational team, this team identified the essential qualities of 21st century learners and the built environment that fosters them. The Guiding Principles represent the vision and these specifications are intended to pave the road to a successful learning experience for all of Manhattan Beach Unified School District's students for the decade to come.

The following chapters explain the importance of the various aspects of the learning environment that are deemed critical for students' success. As the paradigm of learning continues to shift, the agility of the learning spaces must provide the necessary flexibility to accommodate change and creativity. Whether it's the ability of a space to be transformed from a group environment to a project-based learning environment or to foster group or individual learning, these learning spaces for 21st century learning require a varied and multi-functional approach. Each of these chapters is identified with the Guiding Principle that they most align with.

AM

Aesthetics Matter

We believe that through cost-conscious design we must convey the high value we put in education to our learners, our staff, and the greater community while respecting historic architectural character. Whether an educator, learner, or neighbor, all need to feel a sense of dignity and ownership of their surroundings that inspires imagination and exploration. Safety and security measures will be integrated into the campus designs maintaining a welcoming aesthetic experience.

T

Leverage Technology

We believe our learning spaces must remain relevant by leveraging technology to allow our learning environments to adapt, evolve, and grow as learning strategies change over time. Our schools must facilitate learning that can take place anywhere, at any time, using various media and devices. Technology connects our learners to global knowledge beyond the learning space, and provides academic equity and parity for all learners.

S

Sustainability

We believe that our schools must be models of sustainability and energy efficiency to be good stewards of global resources and taxpayer dollars, encouraging lifelong awareness and ecologically responsible practices for our learners. Design must consider conservation of resources and durability and maintainability of materials and systems.

Learning on Your Own Path

Fostering and supporting life-long learners is the end goal for every student, yet the way we get there is different for every child. Not every student learns in the same way, and we must create environments for all learners. Manhattan Beach Unified School District support a variety of learning styles by providing each student with multiple methods of exploration, multiple options for participation and multiple means of expression. The importance of variety is two-fold: students stretch themselves in their dominant modes while being exposed to and development non-dominant modes simultaneously.

In order to facilitate learning in this way, the classroom is opening up. The self-contained room once dominate by standard instruction has become part of a larger series of spaces. Several classrooms, group spaces and shared activity areas join to form a fluid, cohesive unit. In addition to standard instruction, students work quietly by themselves or in groups of varying size. Shared activity and exploration spaces provide opportunities for long-term projects, while working with instructional assistants and the expanded classroom enables instructors to deal effectively with all types of learners in the same agile spaces.

LC
Learner Centered

We believe that learner centered education must provide safe, engaging and challenging environments that focus on inquiry and problem solving, accommodating various approaches to individualized and collaborative learning. They should foster innovation, persistence and curiosity, inspiring students to be lifelong learners who contribute responsibly to their community and the world. Our schools should offer a variety of gathering spaces and learning opportunities, both indoor and outdoor, to display and celebrate students work and achievements.

The ideal spot for reading

It's different for every student.

Open.
Connected.

"The noise helps me concentrate. I lose my mind if it's too quiet."

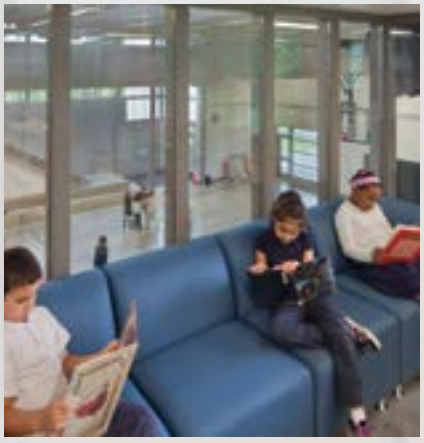
"My best friend and I like the bench near the front."

"The rock is a perfect chair."

Enclosed.
Connected.

"When we do well, the teacher lets us read outside of class."

"I like to read and watch other kids play."



Enclosed.
Intimate.

"Reading in the window is like being in a tree."

"Caves are the best."

"There's a soft bench in my classroom where I read every day. It reminds me of my bedroom."

Learning is Active and Interdisciplinary

The very essence an inquiry-based learning environment accepts that we learn best when subject materials have relevance to one another and, most importantly, relevance to our own lives. By pairing art with science, students work with different types of thinking, and they learn to move fluidly between them. Working in one mode not only informs the other, it makes creativity possible. Students learn to see the world from multiple points of view. Presented with the right tools and information, students are able to make discoveries. They learn to actively form their own thoughts, feelings and impressions in response to the tools at hand. When students are given a degree of choice, the work becomes more meaningful, and the learning becomes more robust.

The learning spaces that Manhattan Beach Unified School District are proposing are intended to foster this interaction between instructors and subject matters. Included at each elementary school campus is an “Innovation Suite” which incorporates a science classroom, a maker space and a technology rich art classroom, all interconnected where students come to explore ideas they are crafting and learning about in their classroom environments. Making connections between subject matters and developing a quizzical and curious nature about education all combine to make this process relevant to our student’s education as well as our life-long learning curve.

NC
Nurturing the Whole Child

We believe in creating a comprehensive educational experience that reflects the critical importance of and interrelationship among all disciplines, including athletics, foreign language, language arts, math, science, social science, and the visual and performing arts. Our schools must reflect the importance of providing learners with a variety of academic, artistic, and athletic performance experiences to facilitate an understanding of the synergies between areas of study.

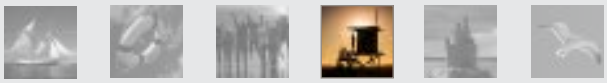
Learning is Safe and Welcoming

Fostering a safe and secure learning environment requires new thinking about the relationship between school and the public at large. Without being allowed within the school, it is difficult for community members to understand what happens within and therefore make a personal connection. By welcoming the community into our schools and making the inner-workings transparent, community support is strengthened and encouraged. Since vast amounts of our education takes place outside of the school environment within our communities, it is imperative that our schools remain inviting to all.

The Manhattan Unified School District facilitates a joint-use agreement with the City of Manhattan Beach to share the District's play fields when they are not being utilized for school needs. These areas are often the largest open spaces with the neighborhood and are utilized for a host of reasons. This interaction with the community should be viewed as a great opportunity to illustrate our student's success and learning methods with or parents and neighbors. Pride in the community can play a key role in making our students learning environments safe and secure.

CP Community Partner

We believe we are partners in upholding the high quality of the Manhattan Beach community. We benefit from the tremendous support of our community members and, therefore, our campuses must continue to be community centers as much as centers for learning. With this commitment comes the responsibility of campus design to find a balance between openness and safety and security.



Address the four zones

1 Up to the curb

For example, consider the zone up to the curb. In order to develop strategies appropriate to this zone, you must first understand traffic patterns, access points and safe walking routes.

Specifics

- Walks, lighting, drives, fences, gates, landscaping, signage

2 Curb to the building

Site perimeter security includes landscaping, lighting, walks, service areas, parking, public zones, private zones, student use areas, busing, signage, cameras, out buildings, overhangs and covered areas.

Site emergency zones

- Landscaping, lighting, walks, service areas, parking, public zones, private zones, student use areas, busing, signage, cameras, out buildings, overhangs and covered areas

3 Building exterior

Building perimeter security includes doors, windows, signage, hardward, security entry devices, cameras, roof access, and vandalism potentials.

Building perimeter security

- Doors, windows, signage, hardware, security entry devices, cameras, roof access, vandalism potentials, line of sight, lighting

4 Building interior

Building interior security includes vestibules, hardware, transparency, sightlines, areas of refuge, classroom layout, vertical circulation, hard and soft zoning, cameras, security devices, PA and phone systems, restroom configuration and placement.

Security devices

- Vestibules, hardware, transparency, line of sight, areas of refuge, classroom layout, vertical circulation, hard and soft zoning, cameras, security entry devices, PA / phone systems, restroom configurations and placement

Provide a clear hierarchy

In order to bring about serious change, work must happen on the deeper levels: socioeconomic and peer based. The school may begin to work on these levels by empowering community partners. There exist organizations that are already doing this work. How can the school empower these organizations?

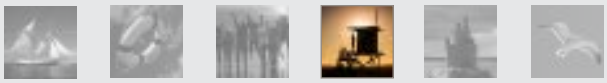
Learning is Inspiring

Colors, natural and artificial lighting, materials and student work form much of the sensory education that underlie the learning environment. Research tells us that the senses are the gateway to the mind, and through them, we develop out intellect, build memories, and construct meaning. This research also says that students retain, retrieve, and learn best within environments that are sensually rich. Because we engage the built environment through our senses, it has a profound impact on our psychological and physiological wellbeing. Given the impact on mood and behavior, the built environment will either enhance or impair the learning environment.

The impact our schools have on our children can be less subtle at times. The quality of these environments directly informs our students of the importance our community places on education. Well-designed and maintained facilities assure us that the foundation for our future leaders are solidly grounded and fully supported.

AM
Aesthetics Matter

We believe that through cost-conscious design we must convey the high value we put in education to our learners, our staff, and the greater community while respecting historic architectural character. Whether an educator, learner, or neighbor, all need to feel a sense of dignity and ownership of their surroundings that inspires imagination and exploration. Safety and security measures will be integrated into the campus designs maintaining a welcoming aesthetic experience.



Children need to be inspired by their environment

How do we inspire students with color?

Brain research tells us that the brain develops through seeing patterns and relationships. Seeing contrasts between colors is vital, such as contrasts between light and dark, saturated and muted, or warm and cool. Color also has the power to enhance mood and compliment particular activities. In spaces that are used for focused work, rest, and contemplation, colors that are cool and soothing enhance feelings of calmness and repose. Colors that are warm and bright stimulate activity, so they are best suited for play, fitness and other energetic spaces. Colors also communicate what activities are appropriate. Color can improve wayfinding as well as demarcate territories, such as giving each learning suite a unique, personalized identity. Consider how the culture of the community, site, and climate influence color, and remember that color preferences change for different student ages.

How do we inspire students with natural and artificial lighting?

Consider natural light and the detrimental and positive effects it has on a space. Views of the outside world provide bright colors and full-spectrum lighting, yet glare ensures that blinds will stay closed, no matter how beautiful the views are. As much as they need light, students also need darkness and shadow. Natural light is neither consistent nor entirely predictable, and alone, it cannot satisfy the needs of the learning environment. Artificial lighting is critical. Artificial lighting provides a range of qualities depending on light source, whether it is concentrated or diffused, temperature and shadows. Because every student learns differently, what qualities of artificial lighting are needed for the learning environment?

How do we inspire students with material?

Materials stimulate the senses in a variety of ways with finishes that range from smooth to rough, soft to hard, wet to dry, and transparent to opaque. Some materials are even fragrant; consider the range of smells between leather, mahogany and steel. They provide a number of ways for learning about the world. Some materials weather and change over time while others, like glass, maintain a more permanent state. We experience conductance through touch; at the same temperature, steel feels colder than wood. Students learn how light and sounds behave through the patterns of different materials. Hard materials are louder, and glossy materials reflect more light. When a student knocks on a surface, what sound does it make?

How do we inspire students with the display of their work?

Making 2D, 3D and digital artifacts is not only a form of thinking and communicating with others, it is a means of self-expression; for some it is their preferred way of working. Displaying student work adds color, and it enables students to track progress and personalize their environment. Students learn that there are multiple points of view. They learn to critique their own work, critique the work of their peers, accept criticism in return and ultimately develop internally-driven measures for success. Display teaches students that their work matters to others, particularly with caring adults. Perhaps more important, the elementary years have a profound impact on students' identity and their relationship to creativity. Ask a first grader, "Are you an artist?" Most if not all say yes; ask them again in five years; all but a few say no. How do you engender a learning environment where every student learns the language of design?

Learning is Connected

Supporting a variety of learning styles changes the way instructors work together. Instructors associate with a number of instructional assistants, student teachers, special education experts and administrative counterparts. These associations often share the classroom, use shared learning spaces or working in collaborative areas. A teaming approach to instruction of one of the most effective ways educators are approaching the student-center instructional model now enforced by the adoption of the Common Core State Standards for education. Teaming allows students to work with different personalities and instructional styles, providing additional opportunities for self-directed and small group learning.

Technology is the driving force behind the success of the student-centric educational model. The ability to connect to one another, to the educational community and the whole world at large, allows this next generation of learners a far more relevant approach to how their education and expectations of society align and reinforce one another.

T
Leverage Technology

We believe our learning spaces must remain relevant by leveraging technology to allow our learning environments to adapt, evolve, and grow as learning strategies change over time. Our schools must facilitate learning that can take place anywhere, at any time, using various media and devices. Technology connects our learners to global knowledge beyond the learning space, and provides academic equity and parity for all learners.

Fluid connections between spaces

Make the classroom adaptable. Furnishings and partitions support dramatically different spatial uses.

Open Self-directed learning

Students direct their own pace. Peers give support as needed. Teachers are available when a student gets stuck.

Contained Direct instruction

Teachers divide the class into three groups and work individually.

Hybrid Project-based learning

Students work on an interdisciplinary project. Some research online while others collaborate in small groups.

Hybrid Team-teaching

A pair of teachers moderate a student debate while a third teacher instructs part of the class.

Learning is Influenced by Nature

Nature can and should be a critical part of the learning environment that exists both beyond the building and within it. The site presents the opportunity to be involved with our natural surroundings, and more importantly, the opportunity to establish an immediate awareness, connection and respect for the world around us.

Being outside is a necessary and integral condition for learning. Being active outdoors provides the optimal condition for children's cognitive development. The Manhattan Beach Unified School District will encourage this connection with outdoor learning spaces designed to enhance each classroom as well as outdoor classrooms aligning with elements of the study of nature and our resources. Being one of the first recipients of the Green Ribbon School awards and making a district wide commitment to the Green Ribbon School Initiative, our District has embraced sustainable measures as a necessary measure to impart the importance of our natural resources and how once can protect them to our students.

.

S
Sustainability

We believe that our schools must be models of sustainability and energy efficiency to be good stewards of global resources and taxpayer dollars, encouraging lifelong awareness and ecologically responsible practices for our learners. Design must consider conservation of resources and durability and maintainability of materials and systems.

Adapted from: John Medina. Brain Rules. 2008.

REVISE this page with MBUSD projects/info

Be responsive to each student's needs

Engage the site's natural assets

Consider hydrology: strategies include restoration, daylighting, the use of swales, and direct education. Finn Hill, a junior high school in the Lake Washington School District, uses a series of rain gardens to treat rainwater and create six distinct courtyard habitats: montane, upland forest, riparian, wetland, island sound, and coastal.

Connect with nature from within

Students spend a significant amount of time indoors. At Cherry Crest, an elementary school in the Bellevue School District, a landscaped courtyard and garden terrace allows students to visually and physically connect with nature throughout the day.

Provide immediate access to the outdoors

At AG Bell, an elementary school in the Lake Washington School District, each learning cluster has immediate access to the outdoors. From the shared project area on the ground floor and a generous stair from the upper, children are allowed to quickly move outside and immediately transition from focused mode to active mode.

Consider non- and semi-conditioned spaces

Islandwood, an outdoor education center on Bainbridge Island, has non-conditioned breezeways which accommodate circulation and create solar lobbies: spaces that are immediately adjacent to each classroom that allow contact with heat, wind, pressure and light. Beyond offering an increased awareness of time, place and the natural world, less conditioned spaces reduce energy use and require further investigation.

Rethinking the learning space

The classroom is shifting from a single space to a variety of smaller ones. Consider making some of the two- and five-person spaces non- or semi-conditioned. While unavailable on certain days, these spaces will be particularly sought after on temperate ones.

Use natural materials

Through touch, smell and patina, natural materials such as wood and stone engage the senses and provide an alternative means of understanding the natural world. When natural materials are contrasted with more manufactured ones like steel and glass, students learn about material properties, including transparency and opacity, thermal conductance, responsible manufacturing and aging.

Spatial Requirements & Relationships

With an expected minimum life span of 50 years, a school will inevitably undergo changes throughout its life. Change may be technological, spatial, and /or academic. The design of educational facilities must consider how a facility will change over time. This section of educational specifications contains detailed information about the major spaces or functional areas that should be provided in each **elementary school**, whether it is a new or modernized existing campus. This section provides a detailed Spatial Program organized by 11 components or departments based on an elementary school with a population of ___ students. Each of the components or departments are provided with an adjacency diagram and general description and goals that are followed by individual data sheets for each room or space within that component or department.

The educational specification data sheets for each space contains the following information:

- The total net recommended area of the space which corresponds to the spatial program.
- The total number of occupants that will typically use the space.
- A brief description of the activities and uses of the space.
- The identification of support spaces needed to support the activity or use of the space, including any exterior areas.
- A description of the building system requirements needed for the space including mechanical, plumbing, electrical/lighting, and technology.
- Door and window recommendations for the space including glazing. A description of the amount of daylighting, window coverings, transparency and security of the doors and windows.
- A description of the type and number of furnishings that will be used in the space. Any built-in equipment, casework, and millwork needed for the space described with approximate quantities.
- A description of any special considerations of the space including materials and finishes, ceiling height, acoustics, built-in instructional aids, aesthetics and flexibility of the space.

An overall campus adjacency diagram that illustrates the relationships of all **elementary school** components and subcomponents follows the educational specification data sheets.

Spatial Program

The Spatial Program summarizes the number and sizes of spaces to be contained within a new elementary school for the Manhattan Beach Unified School District. The space program recommendations are the result of District staff and DLR Group's elementary school planning and design experience. The program is separated into eleven organizational components/departments:

Administration

TK-K Instructional Community

Grades 1-3 Instructional Community

4-6 Instructional Community

Special Education

Project LabLearning Commons/Media Center

Multi-purpose Room

Food Service

Outdoor Learning

Maintenance/Misc.

The spatial program includes recommendations for the number of primary occupants, number of spaces, enrollment capacity provided by the District, net square feet per space and total net square feet per component. Each teaching station was not given a utilization percentage; therefore the program assumes 100% utilization of every space. The enrollment capacity is a mathematical calculation of the number of students accommodated by a teaching station(s) at any time during the school day (number of occupants X number of spaces).

Since the District has several existing campuses and the bulk of the future work will be modernization or addition of new buildings, the spatial program is designed to have several components or buildings that the District can choose from for an elementary school. Each component is given its own net subtotal, circulation and services percentage and a gross square footage total. The document is designed for the District to take a component out of the spatial program along with its spatial type data sheets to design a new elementary school, add to or modernize an existing one.

The following spatial program is a generic program for an elementary school that relates to Manhattan Beach Unified School District to apply to future projects within the District. If the campus size is smaller or larger than the program target student population, the spatial program sizes and number of rooms should be proportionately and logistically adjusted.

Elementary School Spatial Program

Administration	QTY	SF	NSF
Reception / Welcome Center			0
Student Gallery Space			0
Student Reception/Waiting			0
Admin/Open Office			0
Principal Office			0
Assistant Principal Office (K-8 School)			0
Staff Room / Workroom			0
Storage			0
Health Office/Exam/Cot Area			
Toilet			0
Storage			0
Conference Room			0
Parent Workroom/Resource Room			0
Public Restroom			0
Staff Restrooms			0
Subtotal			**0**

Kindergarten Instructional Community	QTY	SF	NSF
Classroom/Studio	2	1,120	2240
Teacher Collaboration	1	200	200
Toilets	4	65	260
Kindergarten Play	-	75 sf/student	-
Shade Structure	1	1200	1200
Outdoor Storage	1	120	120
Subtotal			**4020**

Grade 1-3 Instructional Community	QTY	SF	NSF
Classroom/Studio			0
Small Group Collaboration			0
Teacher Collaboration			0
Outdoor Learning			0
Subtotal			**0**

Grade 4-5 Instructional Community	QTY	SF	NSF
Classroom/Studio			0
Small Group Collaboration			0
Teacher Collaboration			0
Outdoor Learning			0
Subtotal			**0**

Special Education	QTY	SF	NSF
Learning Center/Classroom			
Special Day Class (SDC)			0
Resource Program Specialist (RSP)			0
Independent Learning Study (ILS)			0
TK-K Restroom			0
Occupational Therapy (OT)			0
Motor/Sensory/Adaptive P.E.			0
Quiet/Time Out			0
Testing			0
Psychiatric			0
Speech Therapy			0
Kitchen			0
Laundry			0
Toilet/Changing Room			0
Teacher Office			0
Work Room			0
Conference Room/Small Group			0
Outdoor Play Area			0
Subtotal			**0**

Project Lab	QTY	SF	NSF
Science Room	1	960	960
Science Storage	1	200	200
Maker Space	1	1100	1100
Maker Space Storage	1	200	200
Technology/Art Room	1	960	960
Technology/Art Storage	1	200	200
Outdoor	1	N/A	
Subtotal			**3620**

Learning Commons/ Media Center	QTY	SF	NSF
Control/Help Desk/Genius Bar			0
Stacks			0
Storage			0
Reading Area/Lounge			0
Computer Area			0
Subtotal			**0**

Multi-purpose Room	QTY	SF	NSF
Dining Commons			0
PE Storage			0
PE Office			0
General Storage			0
Table and Chair Storage			0
Stage			0
Subtotal			**0**

Food Service	QTY	SF	NSF
Kitchen			
Servery			0
Office/Lockers			0
Staff Toilet			0
Cooler Walk-in			0
Freezer Walk-in			0
Dishwashing			0
Dry Storage			0
Subtotal			**0**

Total Educational Building Area			**0**

Outdoor Learning	QTY	SF	NSF
Amphitheater			0
Outdoor classrooms			0

Space Types

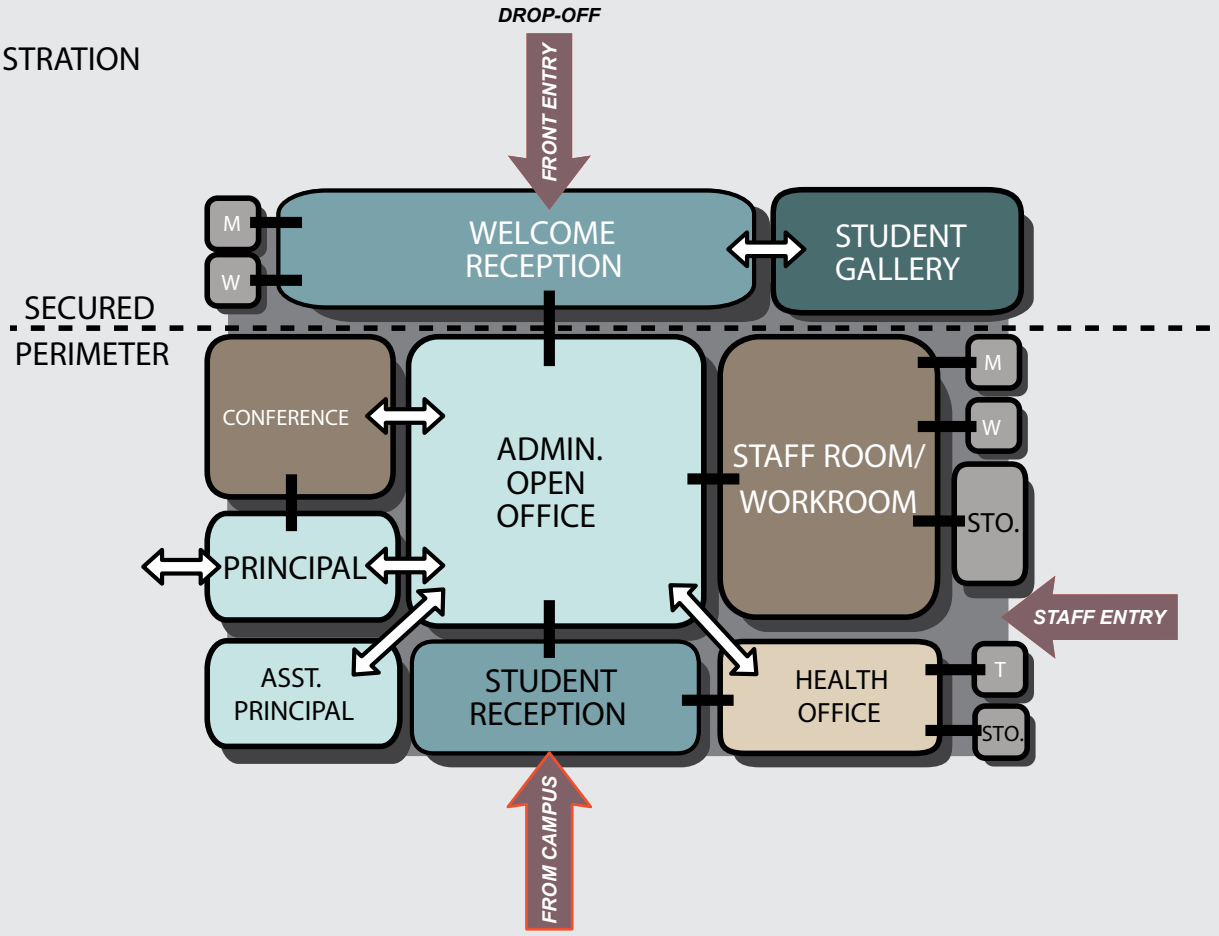
Administration

X sf

Description and Goals

- The administrative office suite will oversee and coordinate all activities at the elementary school.
- The public reception/welcome center should be near the drop off and front of the school. Since all campuses need to be secured, this is the only point of entry at the exterior perimeter for visitors. The public must enter here before being allowed on campus. Visitors will then be permitted onto campus through the student reception area.
- The administrative offices should be located to allow visual supervision of vehicular traffic at the campus and the pedestrian traffic between buildings and outdoor learning, gathering, and activity spaces.
- It should be clear from the front of the school where the administration building is. Signage should be visible, readable and easy to understand.

ADMINISTRATION



Administration	QTY	SF	NSF
Reception / Welcome Center			0
Student Gallery Space			0
Student Reception/Waiting			0
Admin/Open Office			0
Principal Office			0
Assistant Principal Office (K-8 School)			0
Staff Room / Workroom			0
Storage			0
Health Office/Exam/Cot Area			
Toilet			0
Storage			0
Conference Room			0
Parent Workroom/Resource Room			0
Public Restroom			0
Staff Restrooms			0
Subtotal			**0**

Building Systems

- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Outlets for general room and workstation use
- Clean, segregated power distribution with surge
- suppression
- Glare reducing lenses
- Lighting: per IES Lighting Handbook guidelines

Technology

- Telephone/intercom handset, VoIP
- Wired data outlets at office workstations for local area
- network connectivity
- Digital display on wall for security camera monitoring
- Hardwired video outlet to permit receiving video
- transmission from on-campus distribution system
- to digital display at waiting area for campus
- announcements and/or scrolling security cameras

Technology (cont.)

- Access to file server, printer and scanner
- • Wireless access capable for most computer
- communications/applications

Doors & Windows

- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Space Types

Reception & Welcome Center

X sf

Occupants

1 Primary Occupant
Visitors Vary

User Groups

Students
Staff
Parents

Activities & Uses

The first space everyone sees when coming to the campus. The space should feel welcoming and inviting. It's a reception/waiting/seating area for students, parents or visitors awaiting appointments or needing informational, referral, or directional assistance. It is preferred to have visitor entry separated from student entry points with separate reception/waiting areas for each. Clerical and secretarial areas may be located to provide reception functions for both visitors and for students. The area also provides opportunity for exhibition of student work. This also becomes the point of access for the campus, secured perimeter where all visitors must check in before, in essence "buzzed" onto school grounds. Visitor parking area should be visually prominent at main campus entry and staff should have visual surveillance of visitor arrival.

Furniture & Equipment

- CCasual seating for 4-6 visitors in each reception/waiting area
- Digital display
- Digital display wall-mount bracket
- Clock
- Tackable wall surfaces for display of student work
- Trophy display cases/shelving
- Reception counter (casework or modular) to facilitate receiving visitors yet provide privacy for clerk

Special Considerations

- Reference the MBUSD Design Guidelines and Master Specifications for standard materials and finishes
- Ceiling material: acoustic tile or exposed structure

Special Considerations (cont.)

- Ceiling height: 9'-0" min. A higher volume may be desired for display of student work
- Wall material: painted gypsum board
- Floor material: vinyl composition tile, carpet tile or linoleum product
- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools
- Colorful, inviting, public/student-friendly atmosphere

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality communications/ applications

Space Types

Administration Open Office

2000 sf

Occupants
Staff
Students

User Groups
Students
Staff
Parents

Activities & Uses

Directly adjacent to the reception counter, the open office will house administrative assistants, attendance and/or clerks. Three staff workstations conduct various office and administrative activities and assist faculty, staff, students, and visitors.

The open office should have direct supervision to the reception/welcome center and the student reception/waiting area.

The health office should also be in close proximity for added supervision.

Support Spaces

Direct access to the admin/open office area

Close proximity to the conference room

Building Systems

- Independent temperature control of area within flexible
- range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Outlets for general room and workstation use
- Clean, segregated power distribution with surge
- suppression
- Glare reducing lenses
- Lighting: per IES Lighting Handbook guidelines

Technology

- Telephone/intercom handset, VoIP
- Wired data outlets at office workstations for local area
- network connectivity
- Digital display on wall for security camera monitoring
- Hardwired video outlet to permit receiving video
- transmission from on-campus distribution system
- to digital display at waiting area for campus
- announcements and/or scrolling security cameras

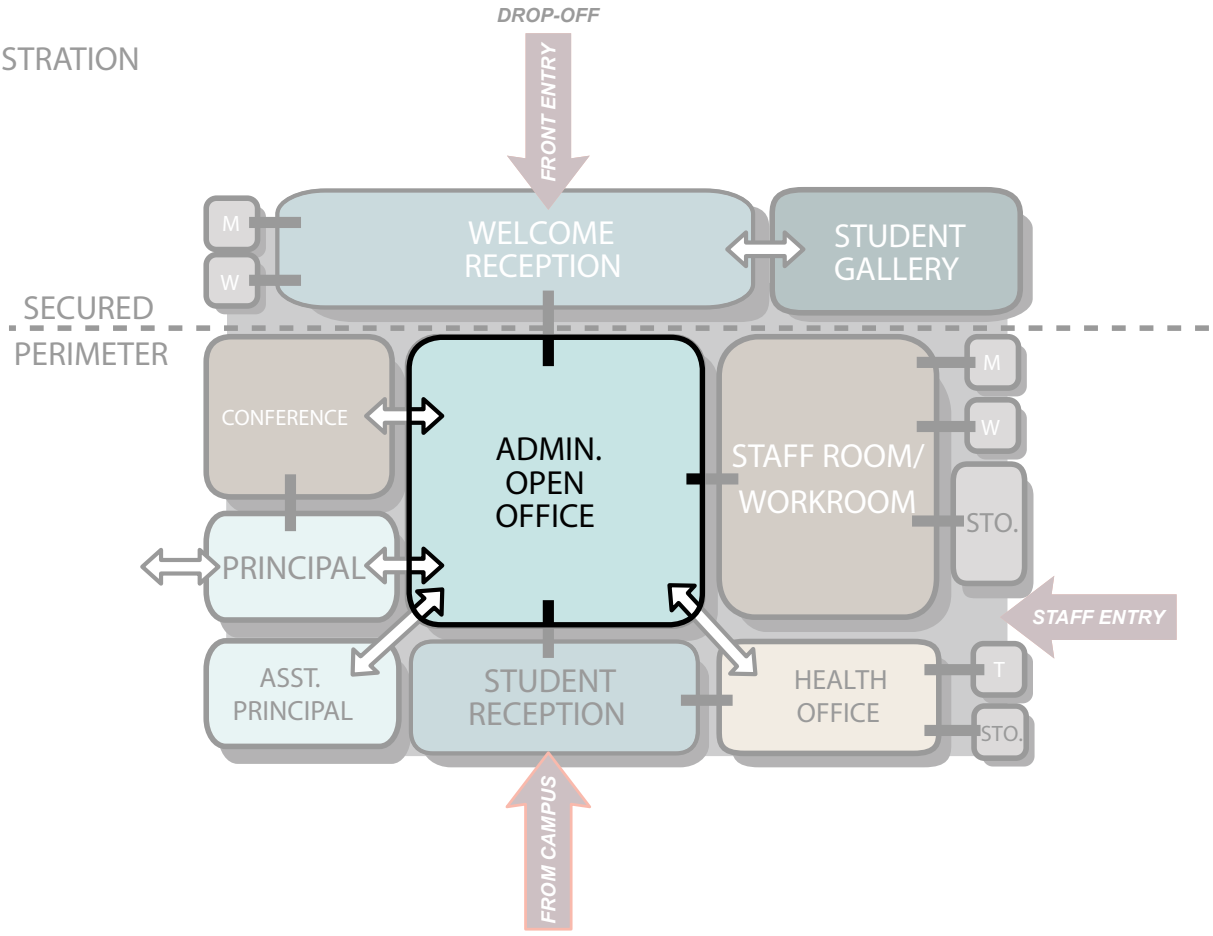
Technology (cont.)

- Access to file server, printer and scanner
- Wireless access capable for most computer communications/applications

Doors & Windows

- Visibility from adjacent public entry Natural light desirable
- Window coverings as required for sun/glare control and
- privacy
- Ability to lock down doors
- Keyless electronic lock access
- Visibility to reception/welcome center

ADMINISTRATION



Furniture & Equipment

- Administrative office workstations with file cabinets and lockable storage
- Guest chairs
- Digital display
- Digital display wall-mount bracket

Special Considerations

- Reference the MBUSD Design Guidelines and Master Specifications for standard materials and finishes
- Ceiling material: acoustic ceiling tile or exposed structure
- Ceiling height: 9'-0" min.
- Wall material: painted gypsum board
- Floor material: carpet tile or linoleum product

Special Considerations (cont.)

- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools
- Clear visual connection through the reception/welcome center to the front of school and parking lot
- lear visual connection through the reception/welcome center to the front of school and parking lot
- Clear visual connection from student waiting to campus circulation or courtyard

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Principal's Office

120 sf

Occupants
Staff

User Groups
Staff

Activities & Uses

Office space to prepare materials and conduct administrative activities to include individual and small group informal and formal conferences and consultations with colleagues, staff, students and community members.

Private phone calls, planning and computer input.

Support Spaces

Direct access to the admin/open office area

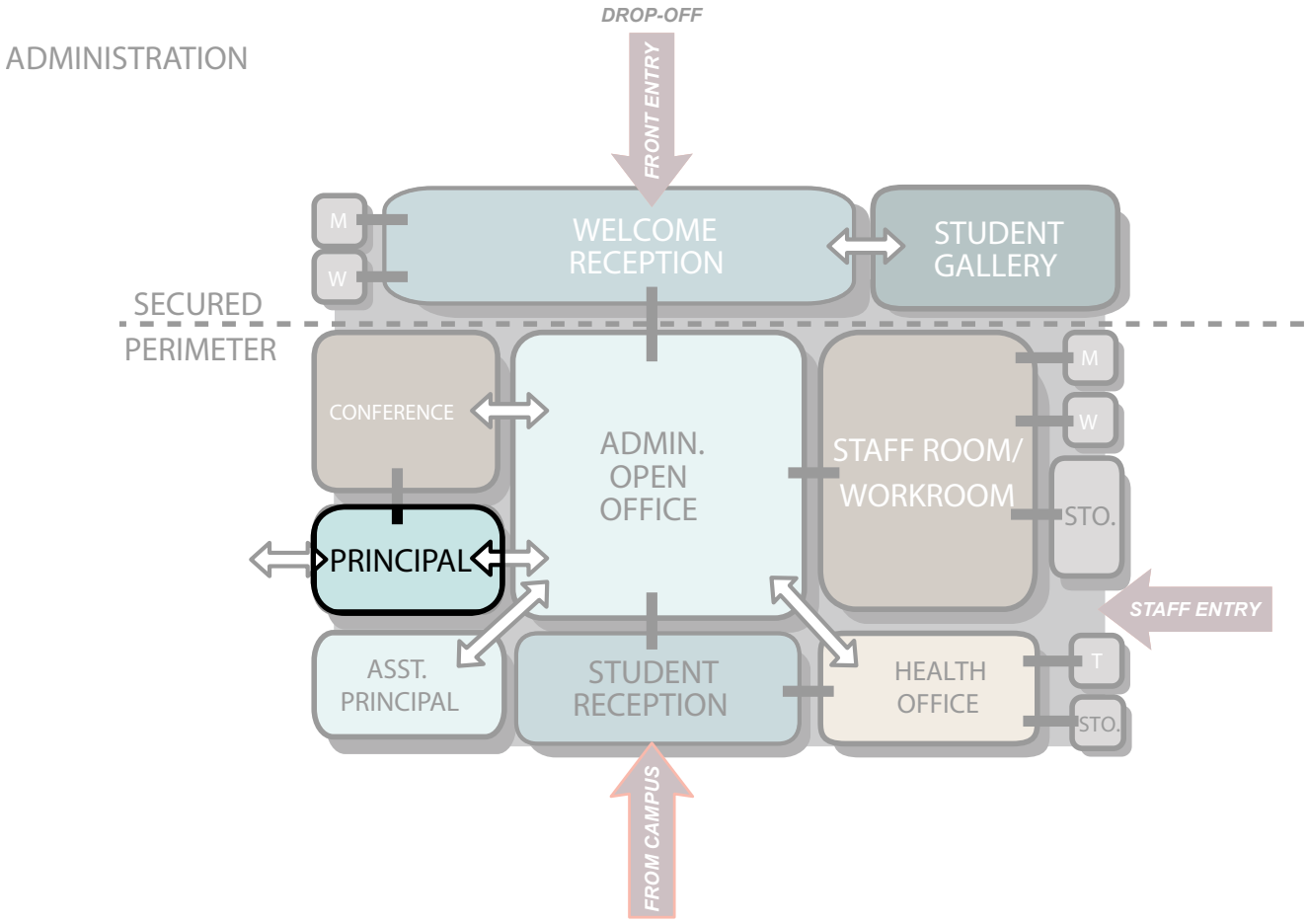
Close proximity to the conference room

Building Systems
- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Outlets for general room and workstation use
- Clean, segregated power distribution with surge suppression
- Glare reducing lenses
- Lighting: per IES Lighting Handbook guidelines

Technology
- Telephone/intercom handset, VoIP
- Wired data outlet at office workstation for local area network connectivity
- Digital display on wall for security camera monitoring
- Hardwired video outlet to permit receiving video transmission from on-campus distribution system to digital display in office for campus announcements and/ or scrolling security cameras
- Access to file server, printer and scanner
- Wireless access capable for most computer communications/applications

Doors & Windows
- Natural light desirable
- Sidelight at door for view into office area
- Window coverings as required for sun/ glare control and privacy
- Direct access to the exterior through second door for security
- Ability to lock down doors
- Keyless electronic lock access
- Windows to exterior for view

Furniture & Equipment
- Casual seating for 4-6 visitors in each reception/waiting area
- TV wall-mount brackets and TV monitor display



Furniture & Equipment (cont.)

- Administrative office workstation including file cabinets and wardrobe closet; lockable
- Credenza and bookcase
- Guest chairs
- Conference tables with chairs where required
- Clock
- Markerboard or marker wall
- HiDef digital display
- Digital display wall-mount bracket

Special Considerations

- Reference the MBUSD Design Guidelines and Master Specifications for standard materials and finishes
- Ceiling material: acoustic ceiling tile

Special Considerations (cont.)

- Ceiling height: 9'-0" min.
- Wall material: painted gypsum board
- Floor material: carpet tile
- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools
- Direct exterior access
- Provide secondary entry/exit pathway that does not pass through welcome/ reception area

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Assistant Principal's Office

100 sf

Occupants
Staff
1-2 Vistors

User Groups
Students
Staff
Parents

Activities & Uses

Office space to prepare materials and conduct administrative activities to include individual and small group informal and formal conferences and consultations with colleagues, staff, students and community members.

Private phone calls, planning and computer input.

Close proximity to the admin/open office area

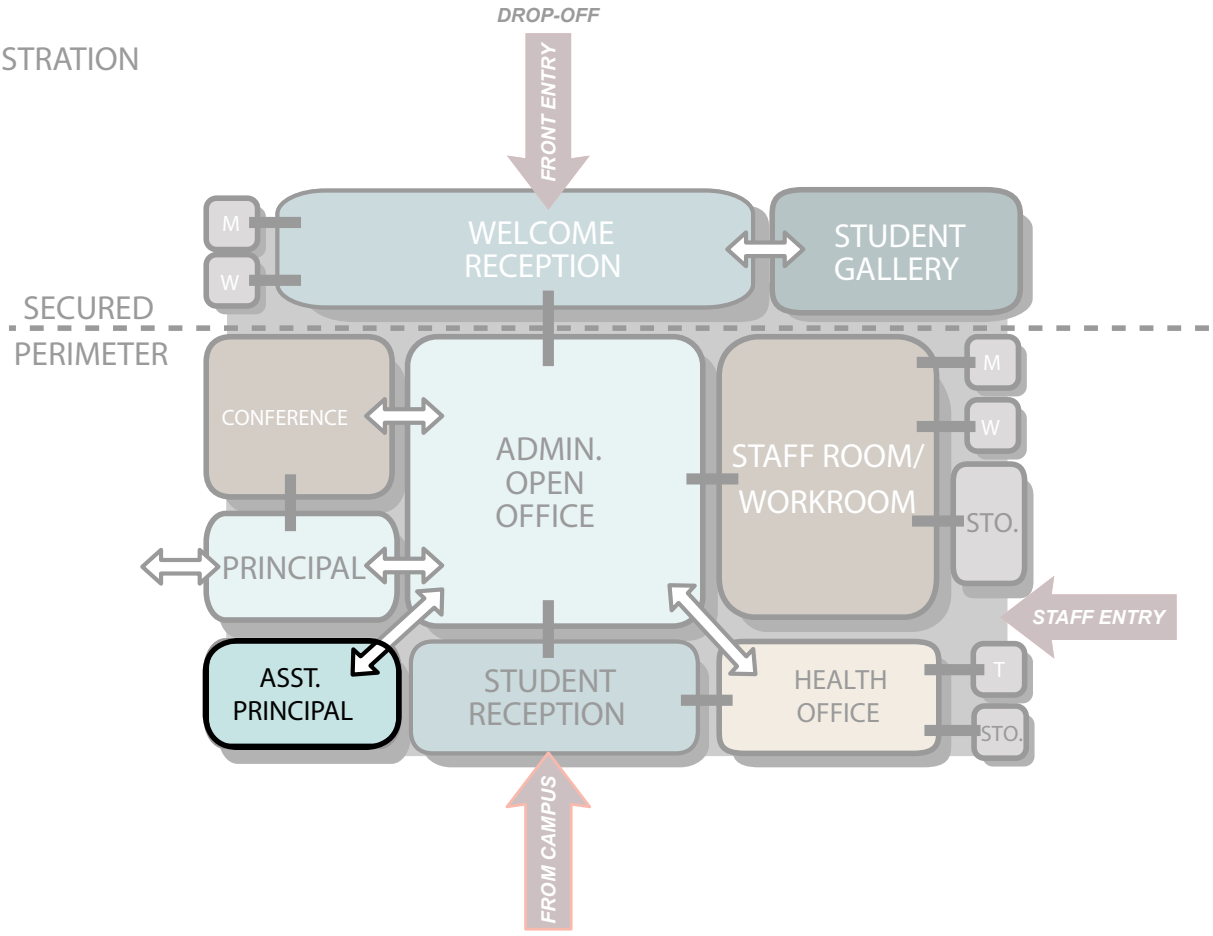
Building Systems
- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Outlets for general room and workstation use
- Clean, segregated power distribution with surge suppression
- Glare reducing lenses
- Lighting: per IES Lighting Handbook guidelines

Technology
- Telephone/intercom handset, VoIP
- Wired data outlet at office workstation for local area network connectivity
- Digital display on wall for security camera monitoring
- Hardwired video outlet to permit receiving video transmission from on-campus distribution system to digital display in office for campus announcements and/ or scrolling security cameras
- Access to file server, printer and scanner
- Wireless access capable for most computer communications/applications

Doors & Windows
- Natural light desirable
- Sidelight at door for view into office area
- Window coverings as required for sun/ glare control and privacy
- Ability to lock down doors

Furniture & Equipment
- Administrative office workstation including file cabinets and wardrobe closet; lockable
- Credenza and bookcase
- Guest chairs
- Clock
- HiDef digital display
- Digital display wall-mount bracket

ADMINISTRATION



Special Considerations

- Reference the MBUSD Design Guidelines and Master Specifications for standard materials and finishes
- Ceiling material: acoustic ceiling tile

Special Considerations (cont.)

- Ceiling height: 9'-0" min.
- Wall material: painted gypsum board
- Floor material: carpet tile
- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Staff Room/ Work Room

900 sf

Occupants
Staff

User Groups
Staff

Activities & Uses

A combination of staff lounge and workroom, staff will use this space for office supplies storage, printing, copy and mail distribution/delivery. Faculty and staff can collaborate with colleagues, take breaks, relax, dine and snack.

Building Systems
- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Room Exhaust in kitchenette area
- Fire alarm/suppression as required
- Outlets for general room & counter use
- Glare reducing lenses
- Lighting: per IES Lighting Handbook guidelines

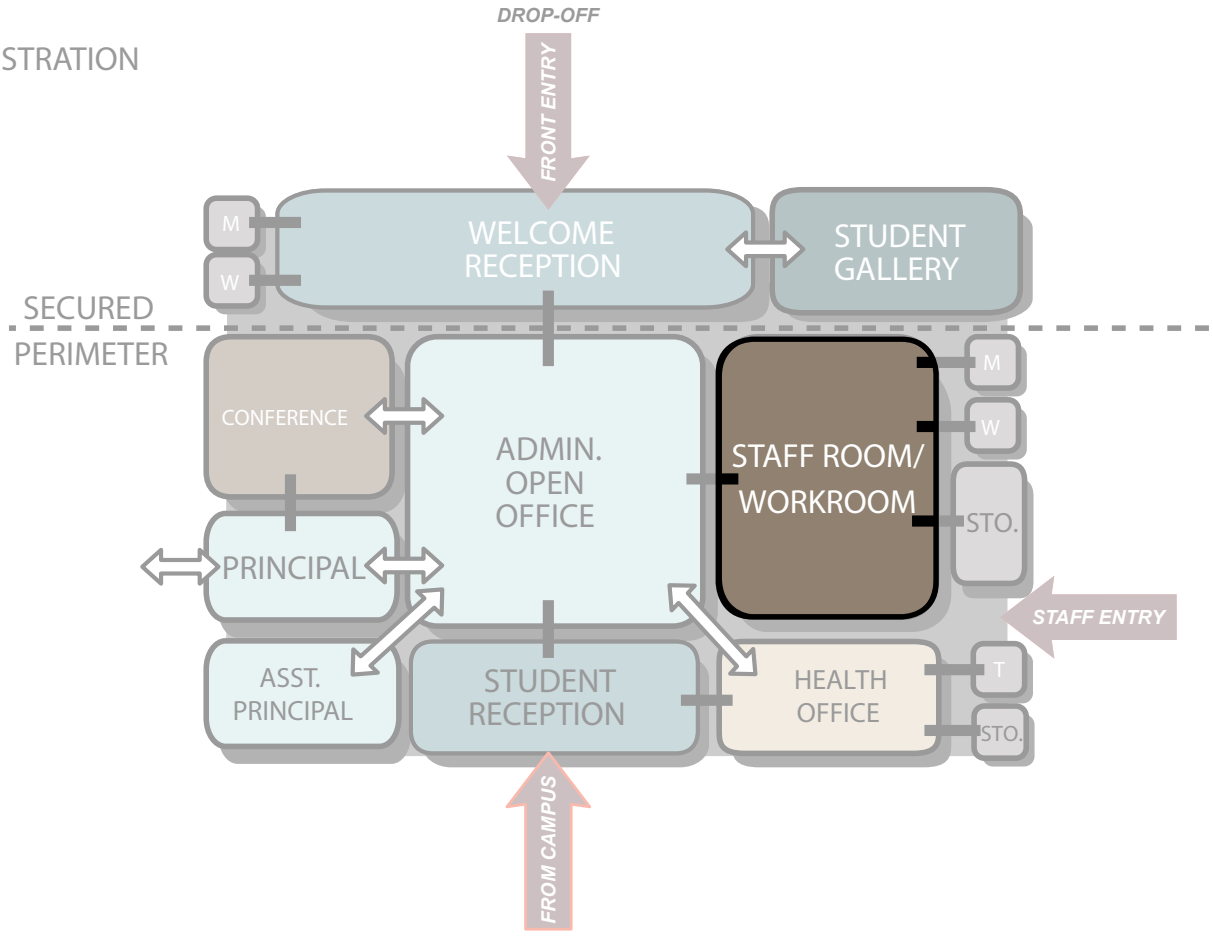
Technology
- Telephone/intercom handset, VoIP
- Hardwired outlet to receive transmission fromon-campus distribution system at digital display

Technology (cont.)
- Wireless access capable for most computer communications/applications
- Wired data outlets at copiers and printers

Doors & Windows
- Natural light desirable
- Sidelight at door
- Window coverings as required for sun/ glare control and privacy
- Skylights acceptable
- Windows for view into open office area
- Ability to lock down doors
- keyless electronic lock access

Furniture & Equipment
- Lounge seating
- Tables with chairs for lunch and team meeting
- Refrigerator
- Microwave oven
- Digital display
- Digital display wall-mount bracket
- Vending machines
- Clock
- Kitchenette base cabinets with counter work surface, adjustable shelving and hinged doors and drawers, countertop sink, and locks (verify locations)
- Wall cabinets with adjustable shelving and hinged doors above base cabinets, locks (verify locations)

ADMINISTRATION



- (1) 4' x 8' tackboard and markerboard
- Layout/work tables
- Misc. office equipment to include printers, scanners, fax and copy machines
- Mail slots for faculty and staff (verify # and size)
- Paper storage, shredder and cutter

Special Considerations

- Reference the MBUSD Design Guidelines and Master Specifications for standard materials and finishes
- Ceiling material: acoustic ceiling tile
- Ceiling height: 9'-0" min.
- Wall material: painted gypsum board
- Floor material: vinyl composition tile, linoleum product, and/or carpet tile

Special Considerations (cont.)

- Acoustics: per ANSI/ASA S12.60-2010/ Part 1 "American National Standard Acoustical Performance Criteria, Design Requirements and Guidelines for Schools," Part 1: Permanent Schools

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Health Office/ Exam/ Cot Area

250 sf

Occupants

Nurse Staff
1-3 student patients

User Groups

Students
Staff
Parents

Activities & Uses

Office space for school nurse. Administrative activities to include individual and small group conferences and consultations with colleagues, staff, students, and parents. Reception/waiting/seating area for students awaiting medical care or discharge. Cot area available for students to lay down, rest and receive examination. Vision and hearing testing and isolation.

Support Spaces

- Toilet: 60 sf - direct access
- Storage: 60 sf
- Close proximity to admin/open office area
- Provide 20'-0" clear area within space or adjacent to area for vision testing

Building Systems

- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology

- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows

- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment

- (1) administrative office workstation
- (1-2) guest chairs
- 4-drawer file cabinets for records storage
- Medications storage cabinet
- Examination table and equipment

Furniture & Equipment (cont.)

- (2) cots
- Curtain system to subdivide/isolate cot areas

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Conference Room

200 sf

Occupants
10 Staff

User Groups
Staff

Activities & Uses

Large and small group meetings/conferences for a variety of informal and formal student, faculty, and staff uses.

Support Spaces

- Direct access to open office area and close proximity to the principal

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

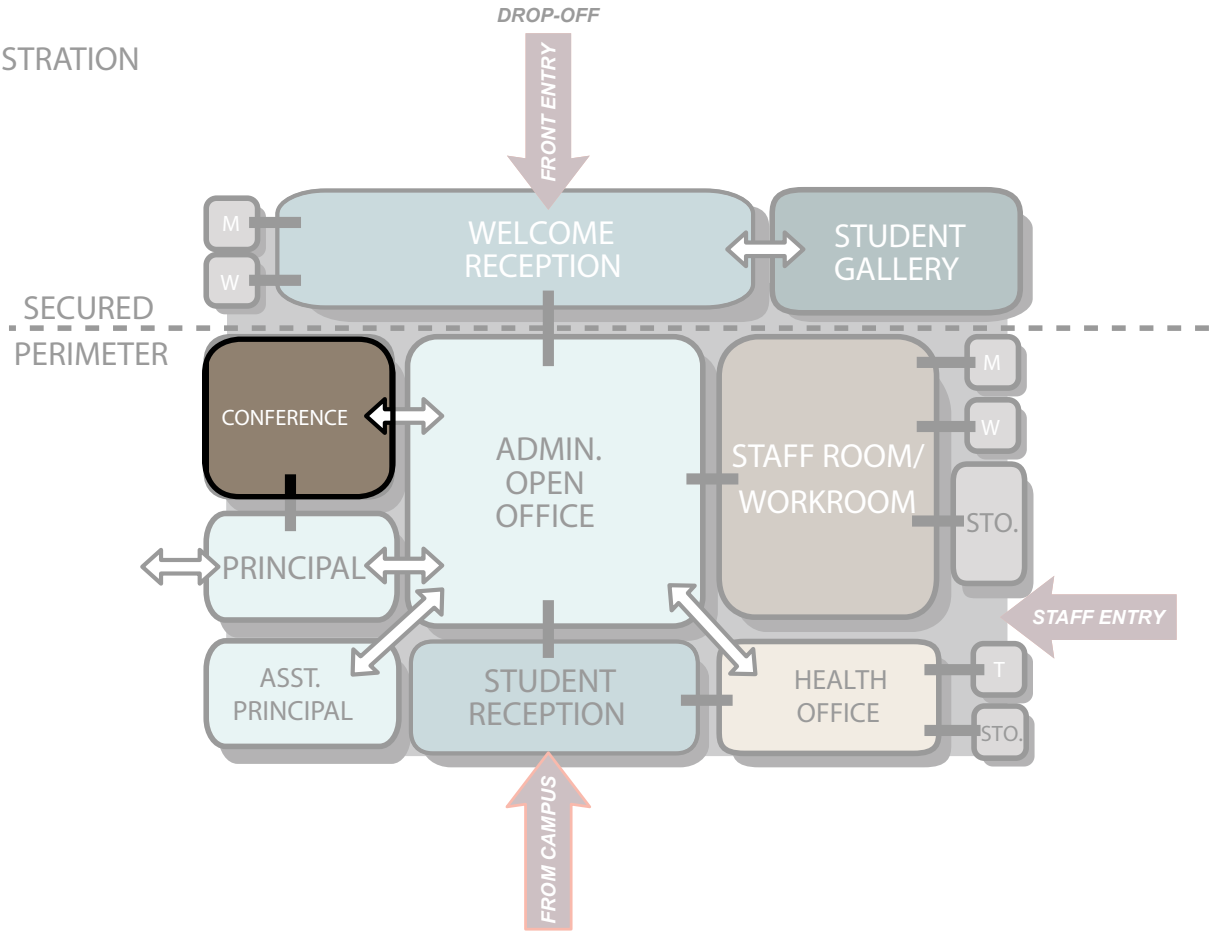
Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Conference table(s) and chairs for flexible seating configurations
- 70” TV monitor display
- TV monitor wall-mount bracket
- Clock
- (1) 4’ x 8’ markerboard or full marker wall
- (1) 4’ x 4’ tackboard

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

ADMINISTRATION



Space Types

Parent Workroom/ Resource Room

300 sf

Occupants
10 Staff
1-2 Vistors

User Groups
Students
Staff
Parents

Activities & Uses

A small group meeting and work area for parents and volunteers to meet and organize events.

Support Spaces

- Toilet: 60 sf - direct access
- Storage: 60 sf
- Close proximity to admin/open office area
- Provide 20'-0" clear area within space or adjacent to area for vision testing

- Base cabinets with counter work surface, adjustable shelving and hinged doors and drawers; locks
- Clock
- (1) 4' x 8' markerboard or marker wall
- (1) 4' x 4' tackboard
- Printer

Furniture & Equipment

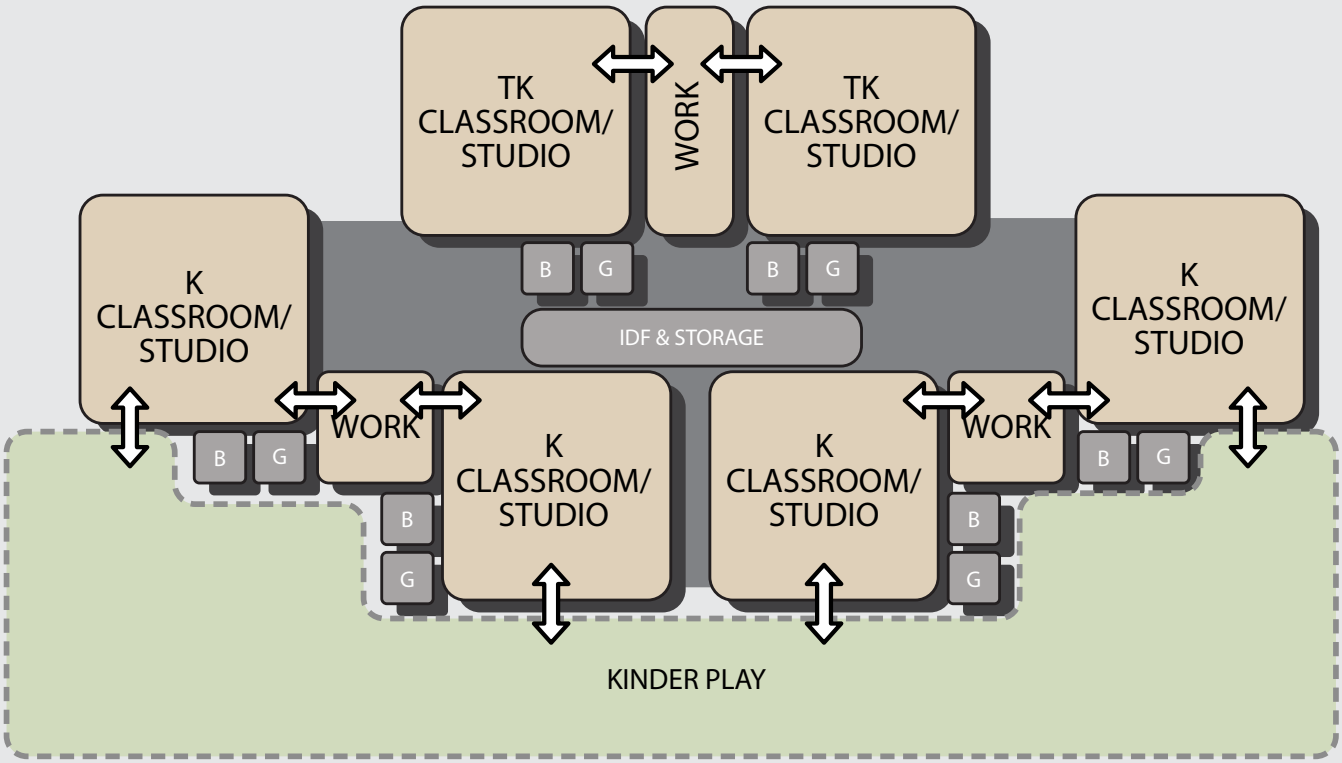
- Conference table(s) and chairs for flexible seating configurations
- TV monitor display
- TV monitor wall-mount bracket
- Wall cabinets with adjustable shelving and hinged doors above base cabinets; locks

Space Types

Kindergarten Instructional Community

Description and Goals

The highly collaborative configuration depends highly on staff with redundant visual supervision. Transparency to the collaborative area would be crucial along with convenient adjacencies to other other amenities such as restrooms, outdoor space and student drop-off area.



Kindergarten Instructional Community	QTY	SF	NSF
Classroom/Studio	2	1,120	2240
Teacher Collaboration	1	200	200
Toilets	4	65	260
Kindergarten Play	-	75 sf/student	-
Shade Structure	1	1200	1200
Outdoor Storage	1	120	120
Subtotal			**4020**

*Number of classrooms/studios vary by site.
*Transitional kindergarten similar.

Space Types

Classroom/ Studio

1,120 sf

Occupants
1 Instructor
24 Students

User Groups
Students
Staff

Activities & Uses

Whole group and small group lecture/discussion. Individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

DRAFT

Support Spaces

- Adjacent to teacher collaboration
- Toilets: 50 sf (2 per classroom)
- Adjacent to outdoor covered area
- Adjacent to outdoor play area

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) instructor workstation
- (4-6) desktop computer workstations
- TV monitor display
- Clock
- Base cabinets with counter work surface
- Wall cabinets
- Tall storage cabinets
- (2) 4’ x 12’ markerboards
- (4) 4’ x 6’ tackboards

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Collaboration Space

200 sf

Occupants
Instructors

Students

User Groups
Students

Staff

Activities & Uses

Whole group and small group lecture/discussion. Individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

DRAFT

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Work tables and chairs
- (3-5) instructor workstations along a wall
- Clock
- Base cabinets with counter work surface
- Wall cabinets
- Tall storage cabinets
- (1) 4' x 4' tackboard

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

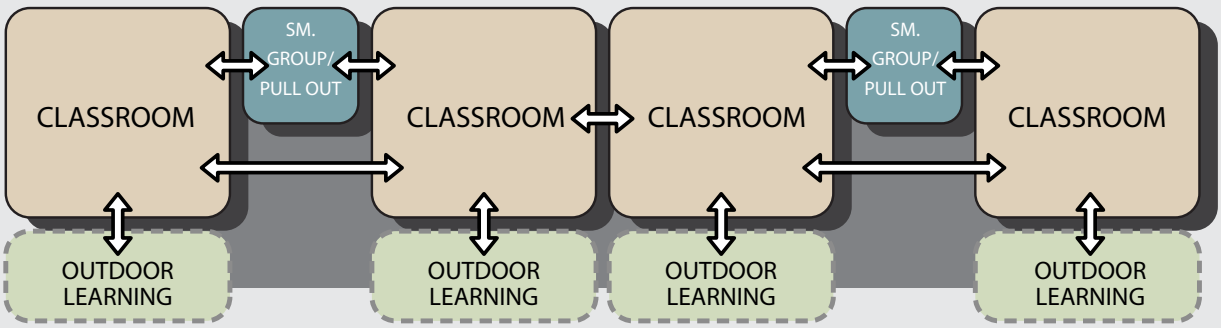
Space Types

Grades 1-6 Instructional Community

X sf

Description and Goals

The highly collaborative configuration depends highly on staff with redundant visual supervision. Transparency to the collaborative area would be crucial along with convenient adjacencies to other other amenities such as restrooms.



Grade 1-3 Instructional Community	QTY	SF	NSF
Classroom/Studio			0
Small Group Collaboration			0
Teacher Collaboration			0
Outdoor Learning			0
Subtotal			**0**

Space Types

Classroom

960 sf

Occupants
1 Instructor
24 Students

User Groups
Students
Staff

Activities & Uses

Whole group and small group lecture/discussion. Individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

Support Spaces

- Adjacent to outdoor learning area

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) instructor workstation
- (4-6) desktop computer workstations
- 80” TV monitor display
- Clock
- Base cabinets with counter work surface
- Tall storage cabinets
- (2) 4’ x 12’ markerboards
- (4) 4’ x 6’ tackboards

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Small Group Collaboration

200 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Small group meeting and conference area for a variety of informal and formal student, faculty, and staff uses

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Work tables and chairs
- (3-5) instructor workstations
- Clock
- Base cabinets with counter work surface
- Tall storage cabinets
- (1) 4' x 4' tackboard

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Teacher Collaboration

200 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Shared work area for teachers to prepare instructional materials, confer with colleagues, assist students, plan and develop curricula, and conduct activities related to teaching and learning. Activities also include formal and informal conferences and consultation with colleagues, staff and students.

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Work tables and chairs
- (3-5) instructor workstations
- Clock
- Base cabinets with counter work surface
- Tall storage cabinets
- (1) 4' x 4' tackboard

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

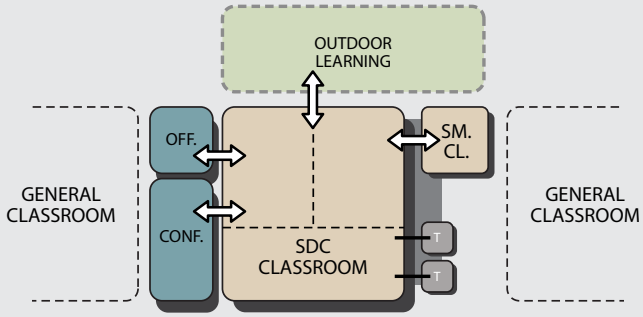
Space Types

Special Education Instructional Community

X sf

Description and Goals

The highly collaborative configuration depends highly on staff with redundant visual supervision. Transparency to the collaborative area would be crucial along with convenient adjacencies to other other amenities such as restrooms.



Special Education	QTY	SF	NSF
Learning Center/Classroom			
Special Day Class (SDC)			0
Resource Program Specialist (RSP)			0
Independent Learning Study (ILS)			0
TK-K Restroom			0
Occupational Therapy (OT)			0
Motor/Sensory/Adaptive P.E.			0
Quiet/Time Out			0
Testing			0
Psychiatric			0
Speech Therapy			0
Kitchen			0
Laundry			0
Toilet/Changing Room			0
Teacher Office			0
Work Room			0
Conference Room/Small Group			0
Outdoor Play Area			0
Subtotal			**0**

Space Types

SDC Classroom

XXX sf

Occupants
1 Instructor
X Students

User Groups
Students
Staff

Activities & Uses

Whole group and small group lecture/discussion, individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing with consideration given for special needs students.

Support Spaces

- Adjacent to outdoor learning area

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (2) Instructor workstation
- (20) Student workstations
- TV monitor display
- Special systems / technology console
- Casual seating furniture
- Storage cabinets (with locks)
- Markerboard: (2) 4’ x 12’ or marker wall
- Tackboard: (2) 4’ x 4’
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Small Classroom/ Cool Down Room

XXX sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Small group meeting and conference area for a variety of informal and formal student, faculty, and staff uses that is also used as a calm down room during

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Casual seating for 4-6 visitors in each reception/waiting area
- TV wall-mount brackets and TV monitor display
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

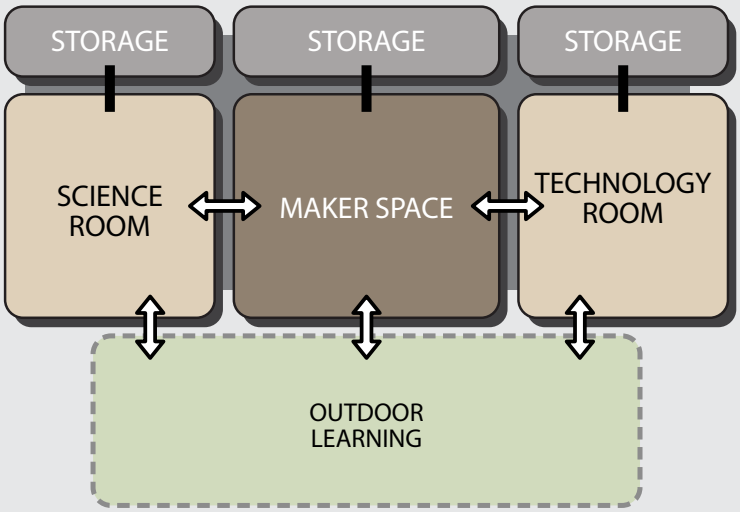
Innovation Suite

X sf

Description and Goals

- The Project Lab is intended to provide space for project-based learning curricula. The lab should be flexible as a variety of subject matter and activities will be engaged in these spaces.
- The Outdoor Area is a critical component of the Project Lab/Art Studio. It should be of a size to allow multiple groups to work on projects simultaneously and there should be visual transparency between the Lab and the Patio. The ability to create a true physical connection between indoors and outdoors - such as through the use of a roll-up or garage door - is preferred.

DRAFT



Project Lab	QTY	SF	NSF
Science Room	1	960	960
Science Storage	1	200	200
Maker Space	1	1100	1100
Maker Space Storage	1	200	200
Technology/Art Room	1	960	960
Technology/Art Storage	1	200	200
Outdoor	1	N/A	
Subtotal			**3620**

Space Types

Science Room

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Individual, small and large group instruction and exploration to include applied scientific concepts. Instruction and exploration to include scientific experiments.

Support Spaces

- Storage: 150 sf
- Student display: 150 sf
- Maker space
- Outdoor patio

Building Systems

- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures
- (4) stainless steel sinks(1 drinking fountain bubbler)
- Hot and cold water
- Gas

Technology

- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows

- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment

- (1) instructor lab/portable demonstration station
- (8.5) student work tables w/ 4 seats per table
- 55" TV monitor display
- Clock
- Perimeter base cabinets
- Tall storage cabinets
- (1) 4' x 12' markerboard or marker wall
- (2) 4' x 6' tackboards
- Corridor/exterior display case for student work

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Technology Room

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Individual, small and large group instruction and exploration to include applied scientific concepts. Instruction and exploration to include scientific experiments.

Support Spaces

- Storage: 150 sf
- Student display: 150 sf
- Maker space
- Outdoor patio

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) instructor lab/portable demonstration station
- TV monitor display
- Clock
- Perimeter base cabinets
- Tall storage cabinets
- (1) 4' x 12' markerboard or marker wall
- (2) 4' x 6' tackboards
- (17) computer desks for two, workstations that hold C.P.U. below work surface
- Corridor/exterior display case for student work

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Maker Space

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Individual, small and large group instruction and exploration to include applied scientific concepts. Instruction and exploration to include scientific experiments.

Support Spaces

- Storage: 150 sf
- Student display: 150 sf
- Maker space
- Outdoor patio

Building Systems
- Independent temperature control of area within flexible range
- Power outlets and compressed air for general room requirements and workstation use accessible on overhead track system
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) instructor lab/portable demonstration station
- TV monitor display
- Clock
- Perimeter base cabinets
- Tall storage cabinets
- (1) 4’ x 12’ markerboard or marker wall
- (2) 4’ x 6’ tackboards
- (17) computer desks for two, workstations that hold C.P.U. below work surface
- Corridor/exterior display case for student work
- Air comressor

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

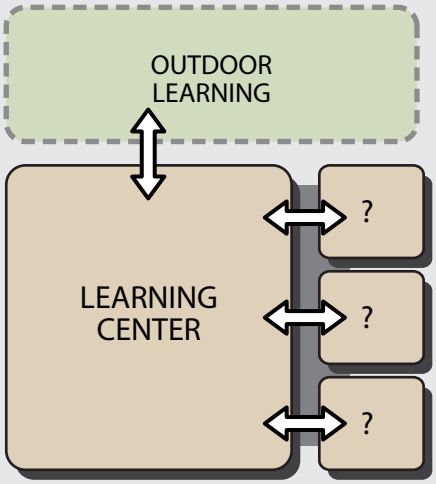
Space Types

Learning Center

X sf

Description and Goals

- The modern Media Center can become the theoretical hub of a campus and as such, should be accessible to all grade level communities.
- The Media Center can become the social center of campus and not the traditional quiet zone at school.
- The Media Center should be designed to accommodate a wide variety of individual and group activities, research, information access and retrieval, studying and instruction.
- The Media Center needs to be inviting, user friendly and flexible.
- Book collections are still an important part of an elementary school so significant space must be provided to accommodate stacks.
- The Reading Lounge should be adjacent to and open to the stack area. This area should provide a variety of seating options which would include traditional chairs at tables, but should also include non-traditional soft-type seating and lounging options.
- The Genius Bar, like in Apple stores, is a relatively new concept in schools and serves as a help desk for students.



Outdoor	1	N/A	
Subtotal			**3620**
Learning Commons/ Media Center	**QTY**	**SF**	**NSF**
Control/Help Desk/Genius Bar			0
Stacks			0
Storage			0
Reading Area/Lounge			0

Space Types

Control/ Help Desk/ Genius Bar

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Information resource for students/staff, including needing help with their electronics and checking out books.

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Stools for 2-3 visitors at help desk
- (2-3) desktop computer workstations
- TV monitor display located behind help desk
- TV monitor wall-mount bracket
- Clock
- Circulation/help desk millwork for (2) staff workstations
- Book theft detection system at entry doors
- Book drop, lock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Reading Area/ Lounge

960 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Individual and group use by students, staff, and the community for general reading, research, information access and retrieval, studying, and library/information literacy instruction. Activities within the media center will include housing of print and non-print collections, charging & discharging of instructional and informational materials, distribution/ storage/charging of laptop computers, general reading, quiet studying, reference material/ consultation, etc. Area should have a Starbucks feel and feel comfortable.

Support Spaces

- Stacks 800 sf
- Storage 100 sf

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Shelving for approx. 14000 volumes print material, 2200 volumes reference, periodical display shelving for (40) titles.
- (6-8) 4-person rectangular work/study tables (24-32) students
- (2-3) groups of soft casual seating
- TV monitor display for presentations
- Laptop computer cart
- Book theft detection system at entry doors
- Clock
- Secure storage/charging of laptop computers
- Tackable wall surfaces and display cases for display of media materials and student work

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

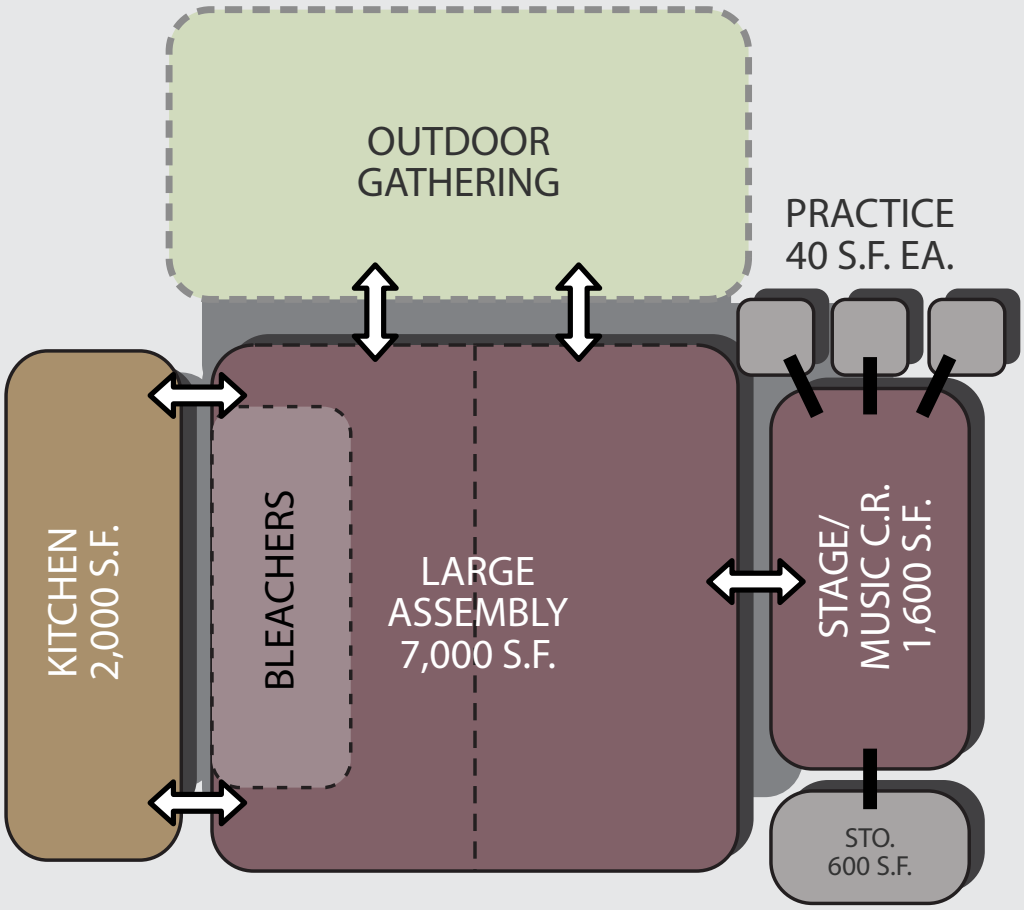
Space Types

Multi-purpose Room

7,000 sf

Description and Goals

- At the elementary school level, the multi-purpose room must accommodate a wide variety of functions that include such activities as lunch-time eating and athletic functions, to staged performances, school assemblies, and night-time community gatherings.
- At an elementary school, the multi-purpose room must also accommodate athletic activities, in particular basketball.



Computer Area			0
Subtotal			**0**
Multi-purpose Room	**QTY**	**SF**	**NSF**
Dining Commons			0
PE Storage			0
PE Office			0
General Storage			0
Table and Chair Storage			0

Space Types

Dining Commons

4,800 sf

Occupants
Varies

User Groups
Students
Staff
Visitors

Activities & Uses

Cafeteria dining, student gathering, large group assembly, performance (stage) activities, and ability to play basketball.

Support Spaces

- PE storage: 150 sf
- General storage: 120 sf
- Table and chair storage: 250 sf

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Round dining tables and stacking chairs
- 55" TV monitor displays on each side of stage opening
- TV wall-mount brackets
- Clocks
- Sound amplification system
- Meal accounting and inventory
- Satellite service areas for carts
- (4) sets of floor pole sleeves for volleyball
- (6) basketball stops: 2 cross court and 1 main court

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

PE Office

80 sf

Occupants
1 Instructor
1-2 visitor

User Groups
Staff

Activities & Uses

Office space to prepare materials and conduct administrative activities to include individual and small group informal and formal conferences and consultations with colleagues, staff, students and community members.

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) staff workstation and storage cabinets
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Stage

1,000 sf

Occupants
Varies

User Groups
Students
Staff
Visitors

Activities & Uses

Proscenium type stage without flyloft (dead-hung scenery/curtains) for a variety of school lecture and performance functions to include school assembly, lecture, drama, band and orchestra concerts, choral, dance performances and video presentations.

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Sound reinforcement system with microphone receptacles at back wall, sides of proscenium, and stage front
- Hardwired video outlet to permit taping of stage performances, transmitting to on-campus or off-campus locations, and receiving video transmission from on-campus distribution system at TV monitor display
- Wireless access capable for most computer communications/applications

Electrical & Lighting
- Outlets for maintenance and general stage use
- Fluorescent working lights
- Stage lighting positions to include over-stage light bars and forestage light bar
- Stage lighting/dimmer system
- Stage sound system
- Lighting: per IES Lighting Handbook guidelines

Furniture & Equipment
- Portable music risers
- Motorized projection screen
- Support grid for dead-hung scenery, curtains and lighting
- Stage curtains (e.g. front curtain with valance, fire curtain, legs, borders, travelers, and cyclorama - curtain requirements and configuration to be determined)

Sustainability
- Natural daylighting into the space
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

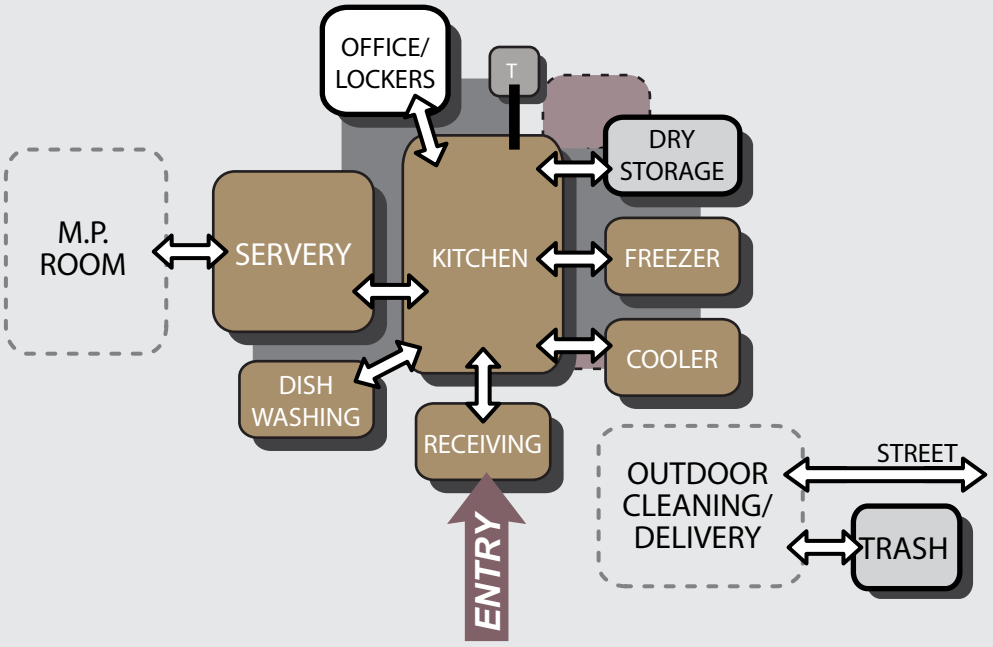
Space Types

Food Service

1,500 sf

Description and Goals

- Provide food storage and preparation and serving facility for the school.
- The district does not have satellite food preparation facilities so each school is a stand-alone storage and preparation location.
- The district uses hard plates and utensils so dishwashing and storage facilities are necessary.



Stage			0
Subtotal			**0**
Food Service	**QTY**	**SF**	**NSF**
Kitchen			
Servery			0
Office/Lockers			0
Staff Toilet			0
Cooler Walk-in			0
Freezer Walk-in			0
Dishwashing			0

Space Types

Kitchen

500 sf

Occupants
10 Kitchen Staff

User Groups
Staff

Activities & Uses

Food receiving, preparation and serving.

Support Spaces

- Servery: 240 sf
- Office/Lockers: 120 sf
- Staff toilet: 60 sf
- Cooler walk-in: 150 sf
- Freezer walk-in: 150 sf
- Dishwashing: 80 sf
- Dry storage: 200 sf

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Food service director office workstation
- Miscellaneous food service equipment and furnishings at kitchen as determined by food service consultant and district food service director
- Tray retrieval/dishwashing system
- (8) 12" w. x 21" d. x 72" h. lockers each staff locker area
- Clock
- Meal accounting and inventory
- (1) 4' x 4' tackboard at office
- (1) 4' x 4' tackboard at staff lockers

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

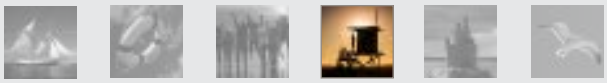
Middle School Spatial Program

Administration	QTY	SF	NSF
Reception / Welcome Center			0
Student Gallery Space			0
Student Reception/Waiting			0
Attendance Office			0
Admin/Open Office			0
Principal Office			0
Assistant Principal Office/Dean			0
Counselors			0
Staff Room/Lounge			0
Staff Workroom			0
Storage			0
Health Room/Exam/Cot Area			0
Office			0
Restroom			0
Storage			0
Conference Room			0
Parent /PTA Workroom/Resource Room			0
Public Restrooms			0
Staff Restrooms			0
Subtotal			**0**

Learning Neighborhood	QTY	SF	NSF
Classroom/Studio			0
Science Lab			0
Prep/Storage			0
FLEX/Small Group			0
Teacher Collaboration/Work			0
Student Restrooms			0
Student Display Space			0
Outdoor Learning			0
Subtotal			**0**

Special Education	QTY	SF	NSF
Learning Center/Classroom			0
Special Day Class (SDC)			0
Resource Program Specialist (RSP)			0
Independent Learning Study (ILS)			0
TK-K Restroom			0
Occupational Therapy (OT)			0
Motor/Sensory/Adaptive P.E.			0
Quiet/Time Out			0
Testing			0
Psychiatric			0
Speech Therapy			0
Kitchen			0
Laundry			0
Toilet/Changing Room			0
Teacher Office			0
Work Room			0
Conference Room/Small Group			0
Outdoor Play Area			0
Subtotal			**0**

Learning Commons/ Media Center	QTY	SF	NSF
Circulation/Help Desk/Genius Bar			0
Office / Workroom			0
Library Stacks			0
Storage			0
Large Group Space			0
Reading Area/Lounge			0
Computer Area			0
Subtotal			**0**



Multi-Purpose/ Food Service	QTY	SF	NSF
Dining Commons			0
Table and Chair Storage			0
Restrooms			0
Servery			0
Kitchen			0
Office/Lockers			0
Cooler Walk-in			0
Freezer Walk-in			0
Dishwashing			0
Dry Storage			0
Stage			0
Subtotal			**0**

Gymnasium	QTY	SF	NSF
Lobby			0
Public Restrooms			0
Gymnasium			0
Gym Storage			0
PE Classroom/Fitness Room			0
Girls Locker Room			0
Boys Locker Room			0
Girls Team Room			0
Boys Team Room			0
Girls Restroom			0
Boys Restroom			0
Coach's Office/Room			0
Subtotal			**0**

Total Educational Building Area **0**

Outdoor Learning	QTY	SF	NSF
Amphitheater			0
Outdoor Classrooms			0
Subtotal			**0**

Maintenance/ Misc.	QTY	SF	NSF
Warehouse/Storage			0
Restrooms			0
Cutodial			0
Storage			0
Subtotal			**0**

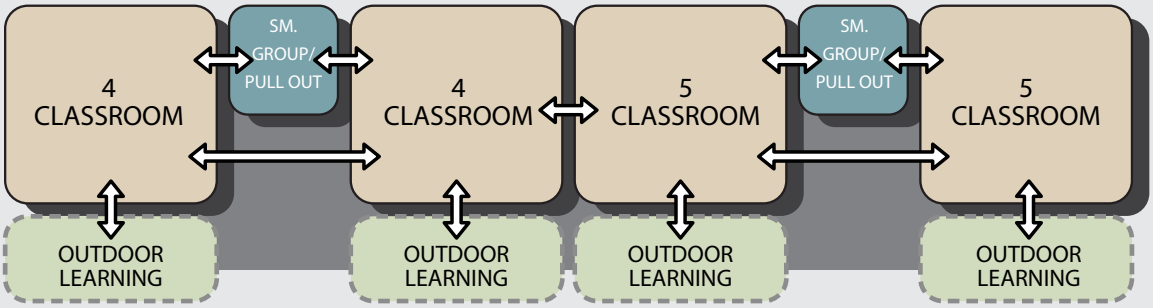
Space Types

Grades 6 to 8 Instructional Community

X sf

Description and Goals

- The community should promote teacher collaboration and help advance the feeling of a professional learning environment for grade-level teachers.
- The community configuration should sustain the security and foster the safety of the learner by allowing easy and constant supervision by the community's teachers.
- Small group collaboration spaces should be situated to allow access from two adjacent learning studios. The collaboration centers should support project-based curriculum by accommodating multiple, flexible small group activities.
- Learning studios should be connected to collaboration spaces through significant fenestration to ensure student safety as well as promoting transparency of the teaching and learning activities.



Learning Neighborhood	QTY	SF	NSF
Classroom/Studio			0
Science Lab			0
Prep/Storage			0
FLEX/Small Group			0
Teacher Collaboration/Work			0
Student Restrooms			0
Student Display Space			0
Outdoor Learning			0
Subtotal			**0**

Space Types

Classroom/ Studio

960 sf

Occupants
1 Instructor
24 Students

User Groups
Students
Staff

Activities & Uses

Whole group and small group lecture/discussion. Individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

Support Spaces

- Adjacent to outdoor learning area

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) instructor workstation
- (4-6) desktop computer workstations
- TV monitor display
- Clock
- Base cabinets with counter work surface
- Wall cabinets
- Tall storage cabinets
- (2) 4’ x 12’ markerboards
- (4) 4’ x 6’ tackboards

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Small Group Collaboration

200 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Small group meeting and conference area for a variety of informal and formal student, faculty, and staff uses

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Work tables and chairs
- (3-5) instructor workstations along a wall
- Clock
- Base cabinets with counter work surface
- Wall cabinets
- Tall storage cabinets
- (1) 4' x 4' tackboard

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

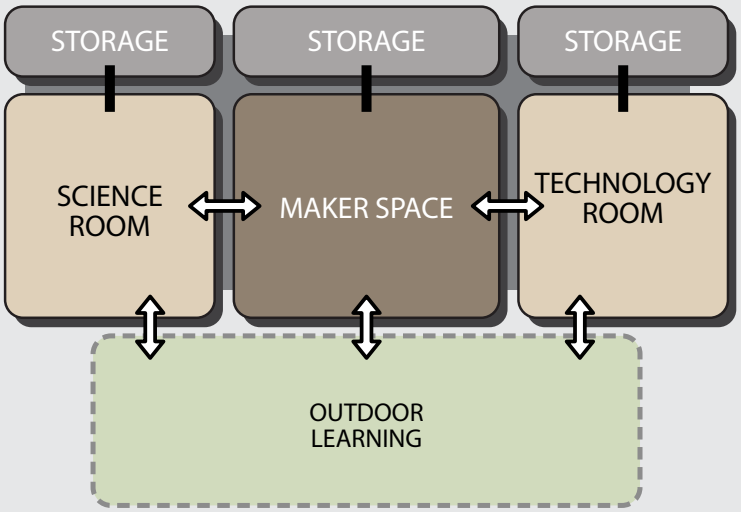
Space Types

Innovation Suite

X sf

Description and Goals

- The Project Lab is intended to provide space for project-based learning curricula. The lab should be flexible as a variety of subject matter and activities will be engaged in these spaces.
- The Outdoor Area is a critical component of the Project Lab/Art Studio. It should be of a size to allow multiple groups to work on projects simultaneously and there should be visual transparency between the Lab and the Patio. The ability to create a true physical connection between indoors and outdoors - such as through the use of a roll-up or garage door - is preferred.



Project Lab	QTY	SF	NSF
Science Room	1	960	960
Science Storage	1	200	200
Maker Space	1	1100	1100
Maker Space Storage	1	200	200
Technology/Art Room	1	960	960
Technology/Art Storage	1	200	200

Space Types

Science Room

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Individual, small and large group instruction and exploration to include applied scientific concepts. Instruction and exploration to include scientific experiments.

Support Spaces

- Storage: 150 sf
- Student display: 150 sf
- Maker space
- Outdoor patio

Building Systems

- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures
- (4) stainless steel sinks(1 drinking fountain bubbler)
- Hot and cold water
- Gas

Technology

- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows

- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment

- (1) instructor lab/portable demonstration station
- (8.5) student work tables w/ 4 seats per table
- 55" TV monitor display
- Clock
- Perimeter base cabinets
- Tall storage cabinets
- (1) 4' x 12' markerboard or marker wall
- (2) 4' x 6' tackboards
- Corridor/exterior display case for student work

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Technology Room

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Individual, small and large group instruction and exploration to include applied scientific concepts. Instruction and exploration to include scientific experiments.

Support Spaces

- Storage: 150 sf
- Student display: 150 sf
- Maker space
- Outdoor patio

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) instructor lab/portable demonstration station
- TV monitor display
- Clock
- Perimeter base cabinets
- Tall storage cabinets
- (1) 4’ x 12’ markerboard or marker wall
- (2) 4’ x 6’ tackboards
- (17) computer desks for two, workstations that hold C.P.U. below work surface
- Corridor/exterior display case for student work

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Maker Space

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Individual, small and large group instruction and exploration to include applied scientific concepts. Instruction and exploration to include scientific experiments.

Support Spaces

- Storage: 150 sf
- Student display: 150 sf
- Maker space
- Outdoor patio

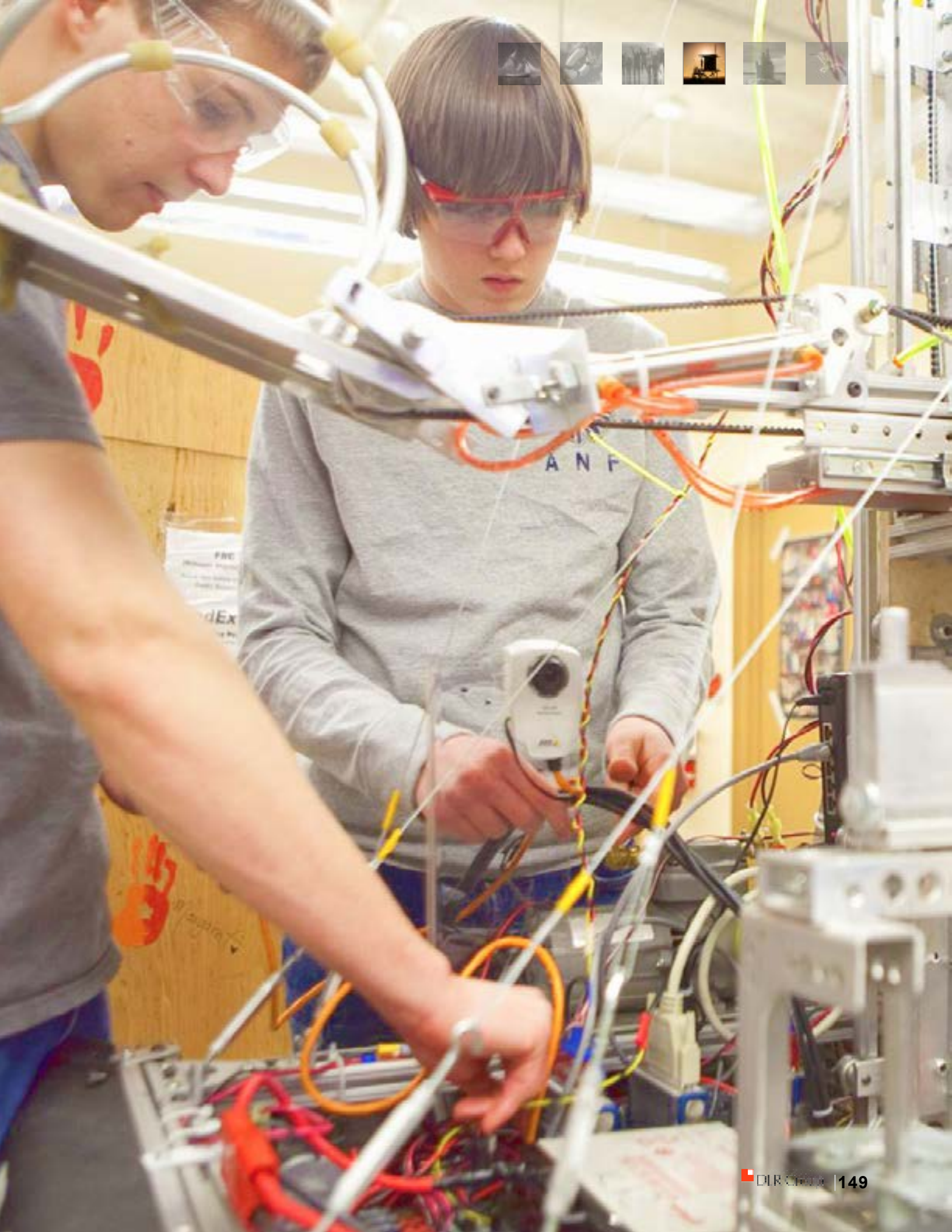
Building Systems
- Independent temperature control of area within flexible range
- Power outlets and compressed air for general room requirements and workstation use accessible on overhead track system
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) instructor lab/portable demonstration station
- TV monitor display
- Clock
- Perimeter base cabinets
- Tall storage cabinets
- (1) 4’ x 12’ markerboard or marker wall
- (2) 4’ x 6’ tackboards
- (17) computer desks for two, workstations that hold C.P.U. below work surface
- Corridor/exterior display case for student work
- Air comressor

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality



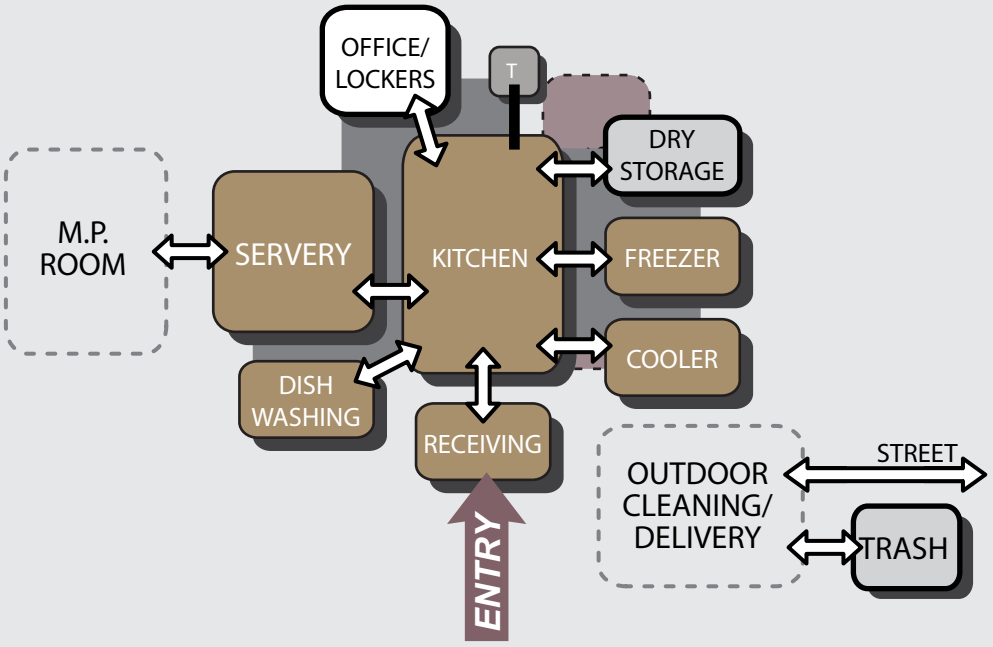
Space Types

Performing Arts

1,500 sf

Description and Goals

- Provide food storage and preparation and serving facility for the school.
- The district does not have satellite food preparation facilities so each school is a stand-alone storage and preparation location.
- The district uses hard plates and utensils so dishwashing and storage facilities are necessary.



Stage			0
Subtotal			**0**
Food Service	**QTY**	**SF**	**NSF**
Kitchen			
Servery			0
Office/Lockers			0
Staff Toilet			0
Cooler Walk-in			0
Freezer Walk-in			0
Dishwashing			0

Space Types

Assembly

XXX sf

Occupants
1 Instructor
X Students

User Groups
Students
Staff

Activities & Uses

Whole group and small group lecture/discussion, individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing with consideration given for special needs students.

Support Spaces

- Adjacent to outdoor learning area

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Casual seating for 4-6 visitors in each reception/waiting area
- TV wall-mount brackets and TV monitor display
- Clock
- Tackable wall surfaces for display of student work

Furniture & Equipment (cont.)
- Trophy display cases/shelving
- Reception counter (casework or modular) to facilitate receiving visitors yet provide privacy for clerk

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Stage

XXX sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Small group meeting and conference area for a variety of informal and formal student, faculty, and staff uses that is also used as a calm down room during

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Casual seating for 4-6 visitors in each reception/waiting area
- TV wall-mount brackets and TV monitor display
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

High School Spatial Program

Administration	QTY	SF	NSF
Reception / Welcome Center			0
Student Gallery Space			0
Student Reception/Waiting			0
Attendance Office			0
Admin/Open Office			0
Principal Office			0
Principal's Secretary			0
Assistant Principal Office/Dean			0
Office			0
Parent/Volunteer Room			0
Staff Workroom/Communications Center			0
Staff Room/Lounge			0
Storage/Vault/Files			0
Conference Room			0
Public Restrooms			0
Staff Restrooms			0
Subtotal			**0**

Health and Wellness	QTY	SF	NSF
Counselor Office			0
Counselor Wating			0
Office			0
Conference Room - Large			0
Conference Room - Small			0
Career Center			0
Office			0
Health Office / Waiting			0
Nurse Office			0
Exam Room			0
Restroom			0
Storage			0
Health Classoom/Studio			0
Juice Bar			0
Subtotal			**0**

Student Union	QTY	SF	NSF
Learning Commons			0
Help Desk / Genius Bar			0
Laptop Bar/Charging Stations			0
Technology Lab			0
Stacks			0
Open Study			0
Office			0
Large Group Study			0
Small Group Study			0
Storage			0
Textbook Storage/Dispersement			0
Student Store			0
Storage			0
Student Government			0
Café			0
Lounge			0
MDF Room			0
Tech Office			0
Storage			0
Subtotal			**0**

Student Union	QTY	SF	NSF
Learning Commons			0
Help Desk / Genius Bar			0
Laptop Bar/Charging Stations			0
Technology Lab			0
Stacks			0
Open Study			0
Office			0
Large Group Study			0
Small Group Study			0
Storage			0
Textbook Storage/Dispersement			0
Student Store			0
Storage			0
Student Government			0
Café			0
Lounge			0
MDF Room			0
Tech Office			0
Storage			0
Subtotal			**0**

Academy Learning Community	QTY	SF	NSF
Commons / Living Room			0
Learning Studio / Classroom			0
Teacher Collaboration/Lounge			0
Staff Toilets			0
Small Group			0
Project Lab			0
Outdoor Learning Connections			0
Subtotal			**0**

Special Education	QTY	SF	NSF
Learning Center/Classroom			0
Special Day Class (SDC)			0
Resource Program Specialist (RSP)			0
Independent Learning Study (ILS)			0
TK-K Restroom			0
Occupational Therapy (OT)			0
Motor/Sensory/Adaptive P.E.			0
Quiet/Time Out			0
Testing			0
Psychiatric			0
Speech Therapy			0
Kitchen			0
Laundry			0
Toilet/Changing Room			0
Teacher Office			0
Work Room			0
Conference Room/Small Group			0
Outdoor Play Area			0
Subtotal			**0**

Science	QTY	SF	NSF
Earth Science			0
Biology			0
Physics			0
Chemistry			0
Anatomy Physiology			0
Prep/Storage			0
Chemical Storage			0
Teacher Collaboration			0
Subtotal			**0**

High School Spatial Program (cont.)

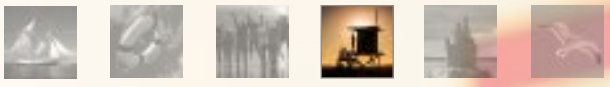
Performing and Fine Arts/ Exhibition	**QTY**	**SF**	**NSF**
Theater - 500 Seats			0
Stage			0
Orchestra Pit			0
Theater Lobby			0
Public Restrooms			0
Concessions			0
Control Room (Sound & Lighting)			0
Spot Platforms			0
Ticket Booth			0
Drama Studio/Green Room			0
Dressing Rooms/MakeUp			0
Toilets			0
Black Box Theater			0
TV Studio			0
Control Booth			0
Scene Shop			0
Tools and Material Storage			0
Costume Storage			0
Prop Storage			0
Piano Storage			0
Subtotal			**0**

Music	**QTY**	**SF**	**NSF**
Band Studio - Flat Floor			0
Instrument Storage			0
Office			0
Music Library			0
Choral Studio			0
Office			0
Uniform & Robe Storage			0
Practice Studio			0
Ensemble Stuido			0
Subtotal			**0**

Art	**QTY**	**SF**	**NSF**
Project Lab/Technology			0
2D Art Studio			0
3D Art Studio			0
Kiln Room and/or Outdoor Patio			0
Gallery			0
Subtotal			**0**

Career and Technical Education	**QTY**	**SF**	**NSF**
Automotive Lab			0
Culinary Arts Lab			0
Engineering Tech Lab			0
Metals (Welding)			0
Wood (Construction)			0
Subtotal			**0**

Athletics/ Physical Education	**QTY**	**SF**	**NSF**
Competition Gym			0
Gym Storage			0
Auxiliary Gym			0
Gym Storage			0
Weight Room			0
Dance/Aerobics Room			0
Storage			0



Athletics/ Physical Education (cont.)	QTY	SF	NSF
Wrestling Room			0
Fitness Studio			0
Storage			0
PE Classroom			0
Training Room			0
Girls Team Room			0
Boys Team Room			0
Athletic Locker Room - Men/Women			0
Toilet/Shower			0
P.E. Locker Room - Men/Women			0
Toilet/Shower			0
Officials Locker Room			0
Lobby/Display			0
Ticketing			0
Public Restrooms			0
Concessions			0
Athletic Director Office			0
Athletic Equipment Storage			0
Athletic/P.E. Office Men/Women			0
Instructor/Coach Collaboration - Lounge			0
P.E. Equipment Storage			0
Subtotal			**0**

Aquatics Center	QTY	SF	NSF
Competition Pool			0
Pool Equipment/Storage			0
Office			0
First Aid			0
Restrooms			0
Showers			0
Subtotal			**0**

Food Service	QTY	SF	NSF
Social/Dining			0
Restrooms			0
Table/Chair Storage			0
Kitchen			0
Servery			0
Office			0
Staff Toilet			0
Cooler Walk-in			0
Freezer Walk-in			0
Dry Storage			0
Dishwashing			0
Snack Bar			0
Subtotal			**0**

Total Educational Building Area **0**

Outdoor Learning	QTY	SF	NSF
Amphitheater			0
Outdoor Classrooms			0
Subtotal			**0**

Maintenance/ Misc.	QTY	SF	NSF
Warehouse/Storage			0
Restrooms			0
Cutodial			0
Storage			0
Subtotal			**0**

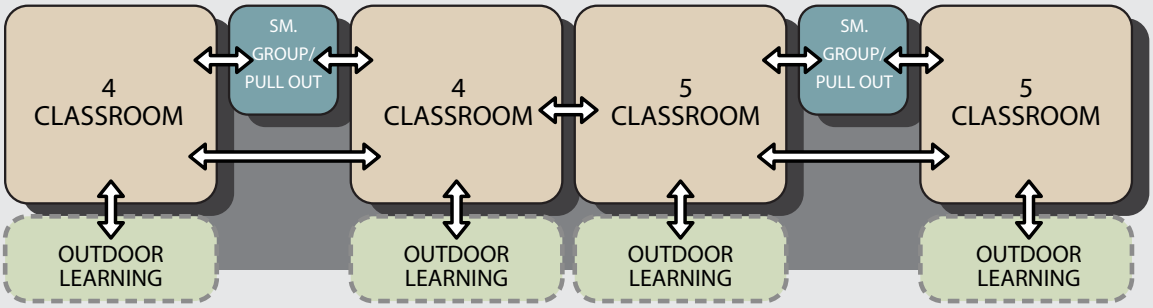
Space Types

Humanities Learning Community

X sf

Description and Goals

The highly collaborative configuration depends highly on staff with redundant visual supervision. Transparency to the collaborative area would be crucial along with convenient adjacencies to other other amenities such as restrooms.



Academy Learning Community	**QTY**	**SF**	**NSF**
Commons / Living Room			0
Learning Studio / Classroom			0
Teacher Collaboration/Lounge			0
Staff Toilets			0
Small Group			0
Project Lab			0
Outdoor Learning Connections			0
Subtotal			**0**

Space Types

Commons/ Living Room

2,000 sf

Occupants
1 Instructor
150 Students

User Groups
Students
Staff

Activities & Uses

Flexible learning common space for small and large learning groups, activities to include student gathering, large group assembly, instructional and community use.

Support Spaces

- Adjacent to outdoor learning area

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner
- Outlets for general room and workstation use

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Casual seating for 4-6 visitors in each reception/waiting area
- TV wall-mount brackets and TV monitor display
- Clock
- Tackable wall surfaces for display of student work

Furniture & Equipment (cont.)
- Trophy display cases/shelving
- Reception counter (casework or modular) to facilitate receiving visitors yet provide privacy for clerk

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Learning Studio/ Classroom

960 sf

Occupants
1 Instructor
24 Students

User Groups
Students
Staff

Activities & Uses

Whole group and small group lecture/discussion. Individual, small group, and whole group cooperative and collaborative teaching and learning activities, instructor group tutoring, peer tutoring, and student testing.

Support Spaces

- Adjacent to outdoor learning area

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) instructor workstation
- (4-6) desktop computer workstations
- 80” TV monitor display
- Clock
- Base cabinets with counter work surface
- Tall storage cabinets
- (2) 4’ x 12’ markerboards
- (4) 4’ x 6’ tackboards

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Teacher Collaboration

200 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Shared work area for teachers to prepare instructional materials, confer with colleagues, assist students, plan and develop curricula, and conduct activities related to teaching and learning. Activities also include formal and informal conferences and consultation with colleagues, staff and students.

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Work tables and chairs
- (3-5) instructor workstations along a wall
- Clock
- Base cabinets with counter work surface
- Tall storage cabinets
- (1) 4’ x 4’ tackboard

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Small Group

200 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Small group meeting and conference area for a variety of informal and formal student, faculty, and staff uses

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Casual seating for 4-6 visitors in each reception/waiting area
- TV wall-mount brackets and TV monitor display
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

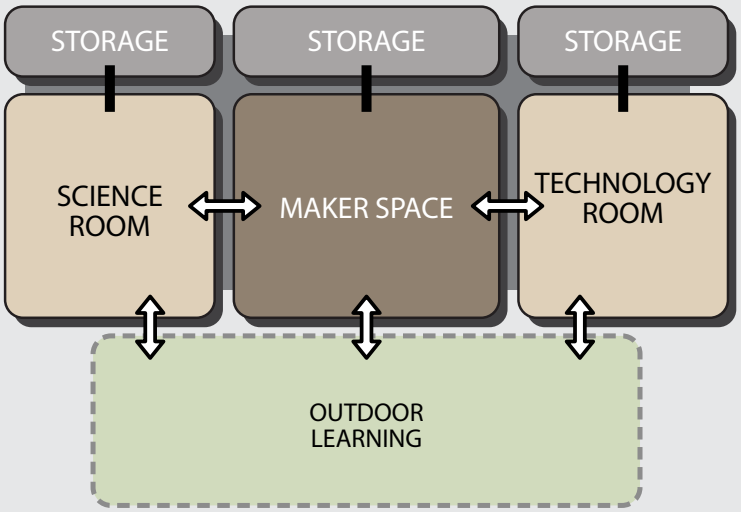
Space Types

Career Technical Education Suite

X sf

Description and Goals

- The Project Lab is intended to provide space for project-based learning curricula. The lab should be flexible as a variety of subject matter and activities will be engaged in these spaces.
- The Outdoor Area is a critical component of the Project Lab/Art Studio. It should be of a size to allow multiple groups to work on projects simultaneously and there should be visual transparency between the Lab and the Patio. The ability to create a true physical connection between indoors and outdoors - such as through the use of a roll-up or garage door - is preferred.



Project Lab	QTY	SF	NSF
Science Room	1	960	960
Science Storage	1	200	200
Maker Space	1	1100	1100
Maker Space Storage	1	200	200
Technology/Art Room	1	960	960
Technology/Art Storage	1	200	200

Space Types

Science Room

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Text text text

Space Types

Technology Room

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Text text text

Space Types

Maker Space

1,100 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Text text text

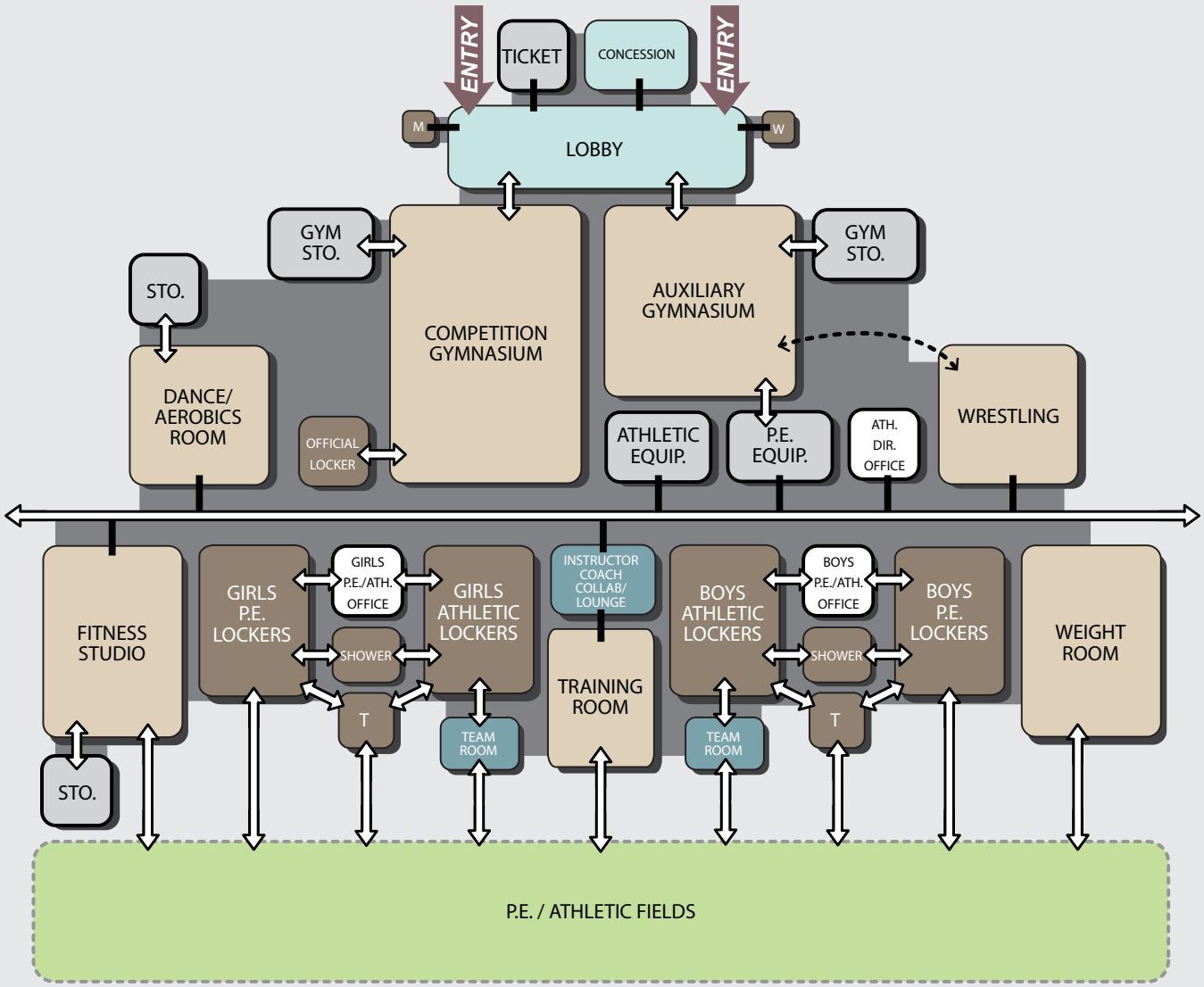
Space Types

Athletics/ Physical Education

1,500 sf

Description and Goals

- Provide educational, training, health, aid, and competition space for all indoor physical education and sports teams
- Providing for large / whole school assemblies and activities
- Provides a point of school pride to present to the community at large.



Stage			0
Subtotal			**0**
Food Service	**QTY**	**SF**	**NSF**
Kitchen			
Servery			0
Office/Lockers			0
Staff Toilet			0
Cooler Walk-in			0
Freezer Walk-in			0
Dishwashing			0

Space Types

Competition Gym/ Auxiliary Gym

14,000/ 7,800 sf

Occupants
Varies per event

User Groups
Students
Athletes
Staff
Spectators

Activities & Uses

A variety of athletic competition, physical education, and lifetime sports activities to include basketball, volleyball, badminton, calisthenics and physical conditioning as well as a variety of school assembly functions and activities.

Support Spaces

- Gym storage: 300 sf (2)
- PE equipment storage: 600 sf
- Lobby/ Display

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone/intercom handset, VoIP
- Wireless access capable
- Wired data network connectivity
- Access to file server, printer and scanner
- Power to basketball backstops, scoreboards, divider curtain, and telescopic bleacher seats

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (6) Rectangular glass basketball backboards
- Canvas / mesh divider curtain
- (2) Scoreboards with wrestling and volleyball modules
- (2) Shot clocks
- 1600 Capacity telescoping bleachers (18” seat - 22” row spacing) for competition / 400 capacity for auxiliary
- Volleyball and badminton nets, floor plates and standards
- Electric projector screen with projector
- Trophy display cases/shelving

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

LMU
LMU
LMU
LOYOLA
7

Space Types

Weight Room

3,000 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

Weight training and conditioning utilizing a variety of free weight and exercise machine stations.

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Room exhaust

Technology
- Outlets for general room use
- Clean, segregated power distribution with surge suppression
- Additional outlets for machines as needed
- Sound system with receiver / CD player and speakers at ceiling

Doors & Windows
- Natural light desirable
- Door with view panel
- Roll-up / overhead door access to exterior workout area
- Energy efficient windows with blinds
- Skylights acceptable
- Large windows to exterior - natural light preferable

Furniture & Equipment
- (8) self-contained workout stations with floor system pad
- (8) Dumbbell stations
- Leg press / calf machine
- Roman chair
- Jump rope area
- Abdominal mat
- Recumbent bikes
- TV monitor display
- TV monitor wall-mount bracket
- Shelving on wall
- (1) 4' x 12' markerboard or marker wall
- (1) 4' x 8' tackboard
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

10 kg

Space Types

Dance/ Aerobics Room

2,000 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

The Dance / Aerobics Room is a physical education studio dedicated to a wide range of dance and aerobic type suited for individual, small, and large group instruction.

Support Spaces

- Storage: 100 sf

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Hardwired video outlet to permit taping of in-room activities, transmitting to on-campus locations, and receiving video transmission from on-campus distribution system at TV monitor display
- Local area network connectivity for instructor workstation and student workstations
- Wireless access capable for most computer communications/applications
- Sound system with receiver / CD player and speakers at ceiling

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/ glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- Adjustable ballet barres with mirrors on one wall
- (1) 50” TV monitor display
- (1) 4’ x 12’ markerboard or marker wall
- (1) 4’ x 8’ tackboard
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Fitness Studio

3,000 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

The Fitness Studio is provided for addition fitness instruction and practice space for individual, small, and large group activities.

Support Spaces

- Storage 100 s.f.

Building Systems
- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Room exhaust
- Drinking fountain

Technology
- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Hardwired video outlet to permit taping of in-room activities, transmitting to on-campus locations, and receiving video transmission from on-campus distribution system
- Local area network connectivity for instructor workstation and student workstations
- Wireless access capable for most computer communications/applications
- Sound system with receiver / CD player and speakers at ceiling

Doors & Windows
- Natural light desirable
- Door with view panel
- Roll-up / overhead door access to exterior workout area
- Energy efficient windows with blinds
- Skylights acceptable
- Large windows to exterior - natural light preferable

Furniture & Equipment
- (1) 50" TV monitor display
- (1) 4' x 12' markerboard or marker wall
- (1) 4' x 8' tackboard
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Wresting Room

3,600 sf

Occupants
Varies

User Groups
Athletes
Staff

Activities & Uses

Wrestling practice

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Hardwired video outlet to permit taping of in-room activities, transmitting to on-campus locations, and receiving video transmission from on-campus distribution system at TV monitor display
- Local area network connectivity for instructor workstation and student workstations
- Wireless access capable for most computer communications/applications
- Sound system with receiver / CD player and speakers at ceiling

Doors & Windows
- Door with view panel
- Energy efficient windows with blinds
- Skylights acceptable
- Large windows to exterior - natural light preferable

Furniture & Equipment
- (1) 40’ x 40’ wrestling mat (1) additional stored in auxiliary gymnasium
- (1) TV monitor display
- (1) markerboard or marker wall
- (1) tackboard
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

PE Classroom

960 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

The Dance / Aerobics Room is a physical education studio dedicated to a wide range of dance and aerobic type suited for individual, small, and large group instruction.

Support Spaces

- Storage: 100 sf

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Hardwired video outlet to permit taping of in-room activities, transmitting to on-campus locations, and receiving video transmission from on-campus distribution system at TV monitor display
- Local area network connectivity for instructor workstation and student workstations
- Wireless access capable for most computer communications/applications
- Apple TV available for various network devices to connect to TV monitor display via iPad, Mac and Windows mirroring

Doors & Windows
- Visibility from adjacent public entry area and reception to front of school
- Natural light desirable
- Skylights acceptable
- Window coverings as required for sun/glare control
- Ability to lock down doors
- Keyless electronic lock access

Furniture & Equipment
- (1) 80" TV monitor display at front of room
- (4) 32" TV monitor displays spaced around the room
- TV monitor wall-mount brackets
- Sound system
- Scales
- Clock
- (2) 4'-8' marker board each side of TV monitor display or marker wall

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Locker Rooms

Size Varies

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

The Locker Rooms provide storage of street and physical education clothing / athletic clothing, changing, team meetings, showering, drying, and toilet functions for all student physical education activities as well as sports competition teams.

Support Spaces

- Athletic locker room - boys/girls: 1000 sf each
- P.E. locker room - boys/girls: 2000 sf each
- Toilet / shower - boys/girls: 300 each
- Team rooms - boys/girls: 600 sf each
- Athletic/PE office - men/women: 500 sf each
- Instructor/coach collaboration - lounge: 250 sf
- Official's locker room: 175 sf

Building Systems
- Independent temperature control of area within flexible range
- Room exhaust
- Direct/indirect dimable LED light fixtures
- Individual and column showers, toilets and sinks, drinking fountains
- Floor drains in locker rooms, showers, drying and toilet areas
- Master shower control located in office

Technology
- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Wireless access capable for most computer communications/applications

Doors & Windows
- Skylights acceptable
- Maximize visibility from offices with windows

Furniture & Equipment
- Shared instructor / coach work / planning stations with chairs and file cabinets at the instructor's / coach's office(s)
- Physical education box and street clothes lockers
- Athletic lockers
- Concrete locker room benches
- (1) 5-Head column shower in men's
- (2) individual / accessible shower per men's and women's locker areas
- (1) 5-head column shower with divider curtains in women's
- (2) individual / accessible showers per each instructor's / coach's shower / toilet area
- Storage cabinets (with locks)
- Markerboard: (1) 4' x 12' or marker wall
- Tackboard: (1) 4' x 8'
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Training Room

400 sf

Occupants
Varies

User Groups
Students
Staff

Activities & Uses

A variety of physical education and athletic related activities including sports injury prevention, treatment, and rehabilitation.

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Room exhaust

Technology
- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Hardwired video outlet to permit taping of in-room activities, transmitting to on-campus locations, and receiving video transmission from on-campus distribution system at TV monitor display
- Local area network connectivity for instructor workstation and student workstations
- Wireless access capable for most computer communications/applications
- Sound system with receiver / CD player and speakers at ceiling

Doors & Windows
- Door with view panel
- Energy efficient windows with blinds
- Skylights acceptable

Furniture & Equipment
- (2) Taping tables
- (1) Treadmill
- (2) Stationary bikes
- (1) Microwave oven
- (1) Refrigerator
- (1) Ice machine
- Base cabinets with counter sink, and wall uppers
- Tall storage cabinets (with locks)
- (1) TV monitor display
- (1) markerboard or marker wall
- (1) tackboard
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Lobby/ Display

1,200 sf

Occupants
Varies

User Groups
Students
Staff
Spectators

Activities & Uses

The Lobby serves as both a post and pre-function gathering space supporting athletic and school activities as well as a point of entry to the athletic heart of the campus displaying trophies, awards, and special recognitions awarded to students.

Support Spaces

- Ticketing: 80 sf
- Public restrooms: 600 sf
- Concessions: 180 sf

Building Systems
- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Drinking Fountains

Technology
- Outlets for general room and workstation use
- Clean, segregated power distribution with surge suppression
- Lighting: per IES Lighting Handbook guidelines
- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Wireless access capable for most computer communications/applications

Doors & Windows
- Energy efficient windows with blinds
- Skylights acceptable
- Large windows to exterior - natural light desirable
- Glass in doors to gymnasium

Furniture & Equipment
- Lockable glass display cases for displaying student work, awards, and trophies
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Athletic Director's Office

150 sf

Occupants
1 primary, 2-4 visitors

User Groups
Students
Staff

Activities & Uses

Office space to prepare materials and conduct administrative activities to include individual and small group informal and formal conferences and consultations with colleagues, staff, students and community members. Activities may also include confidential discussions between parents, students, and athletic / academic officials.

Support Spaces

- None

Building Systems
- Independent temperature control of area within flexible range
- Outlets for general room requirements and workstation use
- Direct/indirect dimable LED light fixtures

Technology
- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Local area network connectivity
- Wireless access capable for most computer communications/applications

Doors & Windows
- Door with view panel
- Energy efficient windows with blinds - natural light desirable
- Skylights acceptable

Furniture & Equipment
- (1) Administrative office desk and chair
- (1) Computer workstation
- Storage cabinets i.e. credenza and 4-drawer file (with locks)
- TV monitor display
- TV monitor wall-mount bracket
- Markerboard
- Tackboard
- Clock

Sustainability
- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

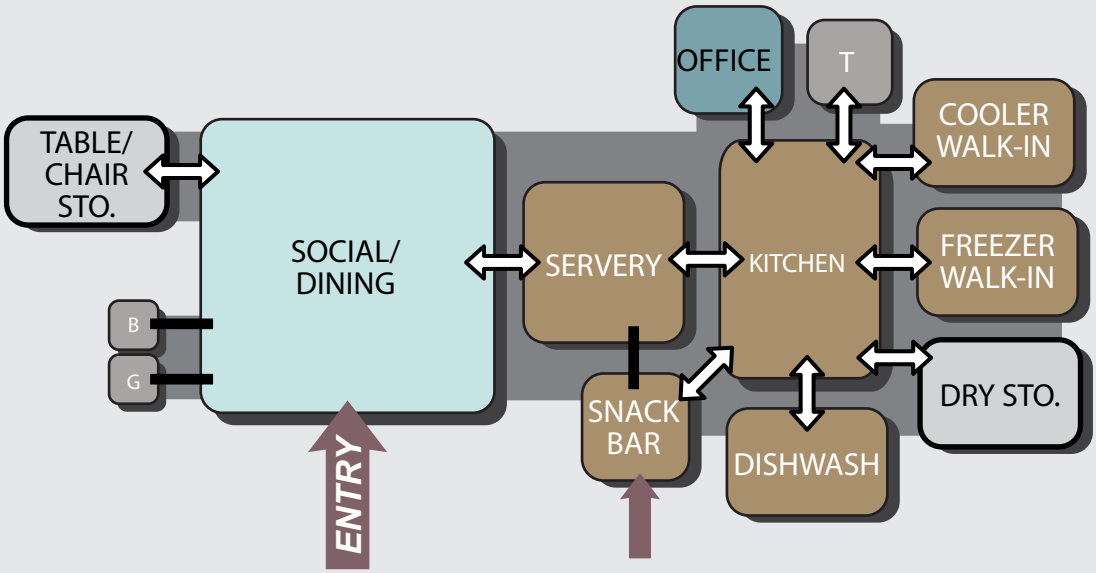
Space Types

Food Service

1,500 sf

Description and Goals

- Provide food storage and preparation and serving facility for the school.
- The district does not have satellite food preparation facilities so each school is a stand-alone storage and preparation location.
- The district uses hard plates and utensils so dishwashing and storage facilities are necessary.



Stage			0
Subtotal			**0**
Food Service	**QTY**	**SF**	**NSF**
Kitchen			
Servery			0
Office/Lockers			0
Staff Toilet			0
Cooler Walk-in			0
Freezer Walk-in			0
Dishwashing			0

Space Types

Social Dining

6,000 sf

Occupants
400, Varies

User Groups
Students
Staff

Activities & Uses

The Social / Dining space provides a large flexible single dining space for the campus community with the ability to be accommodate collaborative learning and large group activities.

Support Spaces

- Table/chair storage: 300 sf
- Restrooms: 200 sf

Building Systems

- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Room exhaust
- Drinking fountains

Technology

- Outlets for general room and workstation use
- Clean, segregated power distribution with surge suppression
- Floor outlets for mobile service
- Lighting: per IES Lighting Handbook guidelines
- Ability to dim room in response to video projection requirements
- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Hardwired video outlet to permit taping of in-room activities, transmitting to on-campus locations, and receiving video transmission from on-campus distribution system
- Local area network connectivity
- Wireless access capable for most computer communications/applications
- Sound reinforcement
- Microphone outlets

Doors & Windows

- Door with view panel
- Energy efficient windows with blinds
- Skylights acceptable
- Large windows to exterior - natural light desirable

Furniture & Equipment

- (58) 5' Dia. round tables with 7 stacking chairs per table, -OR-
- (34) 12 Person rectangular dining tables with bench seats or some combination there of
- Sound system
- Technology console
- Tackboard: (2) 4' x 4'
- Clock
- TV monitor display
- TV monitor wall-mount bracket
- Projector and screen

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

Space Types

Kitchen

1,500 sf

Occupants
10 Kitchen Staff

User Groups
Staff

Activities & Uses

Food storage, preparation, i.e. cooking and warming, and serving for student food service (1750-1800 students), large and small functions, and various events.

Support Spaces

- Servery: 1400 sf
- Office: 80 sf
- Staff toilet: 60 sf
- Cooler walk-in: 280 sf
- Freezer walk-in: 280 sf
- Dry storage: 600 sf
- Dish-washing: 300 sf
- Snack bar: 250 sf

Building Systems

- Independent temperature control of area within flexible range set by district's EMS system
- Room temperature sensor connected to campus EMS
- Fire alarm/suppression as required
- Hood exhaust where required
- Plumbing as required for food service equipment
- Drinking fountains
- Sink
- Grease trap/tank
- Electrical as required for food service equipment
- Clean, segregated power distribution with surge suppression

Technology

- Telephone / intercom handset, VoIP
- Intercom speaker with outlet
- Local area network connectivity where required
- Wireless access capable for most computer communications/applications

Doors & Windows

- Energy efficient windows with blinds where possible
- Skylights acceptable

Furniture & Equipment

- (1) Administrative office desk and chair
- (1) Computer workstation
- Storage cabinets
- Lockers
- Mobile serving stations
- Air curtains
- Cash register system
- Open storage racks / shelving system for walk-ins and dry storage
- Clock
- Miscellaneous food service equipment as determined by district food service director

Sustainability

- Natural daylighting into the space
- Use of rapidly renewable materials to be used such as wheat board in casework
- Design to integrate durable materials with emphasis on regionally available materials, low VOC-emitting and recycled materials to maintain healthy air quality

CHAPTER 5
MASTER PLANNING

5

Draft 2 2015-05-01
Nina O
Emilia M.
Ms. Sue
Presley R.
Harper S
Gus S
Palmer M.

Manhattan Beach Preschool

1431 15th Street
Manhattan Beach, CA 90266

Grade Configuration:	Preschool	Parking and Roads Area (acres):	2.3
Year Built:	1953	Building Area (s.f.):	46,575
Modernization Years:	1995–1998	Portable Buildings:	9
Site Area (acres):	8.5	Current Enrollment:	xx.x
Buildings and Grounds Area (acres):	5.3	Student Ratio:	xxx
Playfields and Hardcourt Area (acres):	.9 per xx		

DSA Certified Projects

Project ID Number	Project Description	Year	Status
03-64192	Modernization	1995	Closed
03-100792	Modernization	1998	Closed

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status

MANHATTAN BEACH PRESCHOOL EXISTING BUILDING USE PLAN

Existing Site Description

Originally built in the 1950s as Peck Intermediate School, the campus was soon renamed to Foster A. Begg Intermediate School after a popular District Superintendent. It served as a “Transition” site to house students while their respective campuses were being modernized in the late 1990s. The campus was re-opened as Manhattan Beach Preschool soon after.

Text text text

Draft 2 2015-05-01

Assessment Summary

Text text text

Interior Spaces

Classroom spaces are filled with light from clerestory and lower windows. Glue-up ceiling tiles in many of the classrooms have fallen, and should be replaced. Otherwise, interior finishes are in generally fair condition.

Furniture, Fixtures & Equipment

Casework and classroom furniture are in good condition. Window coverings vary but are in generally fair condition. Kitchen equipment is relatively new and used for warming and final preparation, rather than actual cooking, leading to low-levels of use and relatively good condition. Fire extinguishres are adequately sized and up-to-date with inspections.

Other Structures & Improvements

Exterior identification signs and exterior lighting are in good condition. Perimeter fencing is in fair condition. Modular classrooms are also in fair condition, but the portable storage sheds are in poor condition. Overall, the campus has fair levels of accessibility and code compliance. However, the age of the campus means that the technology infrastructure is poor, despite low-voltage modernization work in the 1990s.

Draft 2 2015-05-01

Manhattan Beach Preschool

Overall Grade

C

2.09

GRADING BY CATEGORY

Site Improvements	C	2.05
Architecture & Structure	C	1.93
Building Systems	C	2.07
Interior Spaces	C–	1.71
Furnishings, Fixtures & Equipment	B–	2.63
Other Structures & Improvements	C	2.14

Replacement Cost Index Calculation

Text text text

MANHATTAN BEACH PRESCHOOL PROPOSED MASTER SITE PLAN

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

MANHATTAN BEACH PS

Project ID Number	Project Description	Year	Status
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

Planning Legend

- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

Draft 2 2015-05-01

Grand View Elementary School

455 24th Street
Manhattan Beach, CA 90266

Grade Configuration:	K-5	Parking and Roads Area (acres):	0.9
Year Built:	1939	Building Area (s.f.):	68,214
Modernization Years:	1985–2001	Portable Buildings:	7
Site Area (acres):	11.17	Current Enrollment:	730
Buildings and Grounds Area (acres):	6.5 per xx	Student Ratio:	xxx
Playfields and Hardcourt Area (acres):	3.8		

DSA Certified Projects

Project ID Number	Project Description	Year	Status
03-46945	Modernization	1985	Closed
03-59993	Modernization	1993	Closed
03-60388	Modernization	1993	Closed
03-103325	Modernization	2000	Closed
03-104335	Relocatables	2001	Closed

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status

Draft 2 2015-05-01

GRAND VIEW ELEMENTARY SCHOOL EXISTING BUILDING USE PLAN

Draft 2 2015-05-01

Existing Site Description

Grand View Elementary is located four blocks from the Pacific Ocean. Built in 1939 by the Works Progress Administration, and sited on a former sand dune, the school features a prominent Art Deco design. Grand View was the only Manhattan Beach public school located west of the Pacific Coast Highway at the time of construction. In the 1960s, School No. 9 (Ladera) was built on the northwestern slope of the sand dune and operated as a separate elementary school for several decades before being shuttered in the 1990s; it is now partially used by Grand View Elementary students and partially leased to a private school.

The campus was renovated in 2000-01, retaining its Art Deco design elements while expanding capacity through relocatable classroom buildings and various new site features including a small amphitheater and a garden plot.

Programatic Needs Assessment

Administration

Text text text

Draft 2 2015-05-01

Assessment Summary

Text text text

Interior Spaces

Grand View: Interior finishes are in fair condition and will require replacement.

Ladera: Interior finishes are in fair to poor condition and will require replacement.

Furniture, Fixtures & Equipment

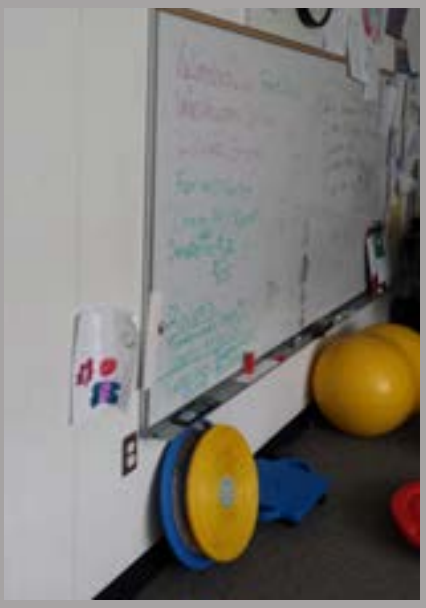
Grand View: Window coverings and lighting fixtures are in fair to poor condition and should be replaced. Classroom furniture and fire extinguishers are in good condition. Kitchen equipment is in fair condition and may require replacement.

Ladera: Heating equipment, natural gas service, plumbing systems, and electrical equipment are in poor condition and will require replacement. Lighting fixtures are outdated and also require replacement. No kitchen equipment is provided.

Other Structures & Improvements

Grand View: Exterior identification signs and exterior lighting are in good condition. Perimeter fencing is in fair condition. Modular classrooms and portable storage sheds are also in fair condition. Overall, the campus has fair levels of accessibility and code compliance.

Ladera: Exterior identification signs are in good condition. Exterior lighting and perimeter fencing are in fair condition. Modular classrooms and portable storage sheds are also in fair condition. Due to its multi-story design on a steep site,, the campus has poor levels of accessibility.



Draft 2 2015-05-01

Grand View Elementary School

Overall Grade

C+

2.33

GRADING BY CATEGORY

Site Improvements	B–	2.51
Architecture & Structure	C	2.00
Building Systems	C	2.14
Interior Spaces	C+	2.43
Furnishings, Fixtures & Equipment	C+	2.38
Other Structures & Improvements	B–	2.50

Replacement Cost Index Calculation

Text text text

Draft 2 2015-05-01

Ladera Elementary School

Overall Grade

C–

1.62

GRADING BY CATEGORY

Site Improvements	C–	1.62
Architecture & Structure	C–	1.64
Building Systems	D+	1.36
Interior Spaces	C–	1.71
Furnishings, Fixtures & Equipment	C	1.88
Other Structures & Improvements	C–	1.50

Replacement Cost Index Calculation

Text text text

GRAND VIEW ELEMENTARY SCHOOL
PROPOSED MASTER SITE PLAN

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

GRAND VIEW ES

	Project ID Number	Project Description	Year	Status
1	03-46945	Modernization	1985	Closed
2	03-59993	Modernization	1993	Closed
3	03-60388	Modernization	1993	Closed
4	03-103325	Modernization	2000	Closed
	03-104335	Relocatables	2001	Closed

Projects Not Certified by DSA

	Project ID Number	Project Description	Year	Status
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Planning Legend

- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

Meadows Elementary School

1200 Meadows Avenue
Manhattan Beach, CA 90266

Grade Configuration:	K-5	Parking and Roads Area (acres):	0.6
Year Built:	1959	Building Area (s.f.):	37,355
Modernization Years:	1999	Portable Buildings:	8
Site Area (acres):	7.4	Current Enrollment:	447
Buildings and Grounds Area (acres):	3.6	Student Ratio:	xxx
Playfields and Hardcourt Area (acres):	3.2 per xx		

DSA Certified Projects

Project ID Number	Project Description	Year	Status
03-56144	Modernization	1991	Closed

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
03-100469	Modernization	1998	Closed
03-102330	Relocatables	1996	Closed
03-113558	Relocatables	2010	Pending

Draft 2 2015-05-01

MEADOWS ELEMENTARY SCHOOL
EXISTING BUILDING USE PLAN

0 100 feet NORTH

Existing Site Description

Text text text

Draft 2 2015-05-01

Assessment Summary

Text text text

Interior Spaces

Text text text

Draft 2 2015-05-01

Meadows Elementary School

Overall Grade

B–

2.53

GRADING BY CATEGORY

Site Improvements	C+	2.41
Architecture & Structure	B–	2.71
Building Systems	C+	2.43
Interior Spaces	C+	2.29
Furnishings, Fixtures & Equipment	B–	2.63
Other Structures & Improvements	B–	2.71

Replacement Cost Index Calculation

Text text text

Draft 2 2015-05-01

MEADOWS ELEMENTARY SCHOOL
PROPOSED MASTER SITE PLAN

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

MEADOWS ES

Project ID Number	Project Description	Year	Status
03-113558	Relocatable - Staff Lounge	2010	Open

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
3-100469	Modernization	1998	Closed
03-102330	Relocatable	1996	Closed

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Planning Legend

- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

Pacific Elementary School

1200 Pacific Avenue
Manhattan Beach, CA 90266

Grade Configuration:	K-5	Parking and Roads Area (acres):	0.6
Year Built:	1948	Building Area (s.f.):	71,478
Modernization Years:	2000	Portable Buildings:	7
Site Area (acres):	13.0	Current Enrollment:	657
Buildings and Grounds Area (acres):	6.2 per xx	Student Ratio:	xxx
Playfields and Hardcourt Area (acres):	6.2		

DSA Certified Projects

Project ID Number	Project Description	Year	Status

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
03-103391	Modernization	2000	Closed
03-105080	Modernization	2002	Closed

Draft 2 2015-05-01

PACIFIC ELEMENTARY SCHOOL
EXISTING BUILDING USE PLAN

Existing Site Description

Pacific Elementary was built in 1948 around the site of Center Street School, Manhattan Beach's original public school that opened in 1914, absorbing several of its predecessor's buildings into the new campus in the process.

Text text text

Draft 2 2015-05-01

Assessment Summary

Text text text

Interior Spaces

Text text text

Draft 2 2015-05-01

Pacific Elementary School

Overall Grade

C+

2.38

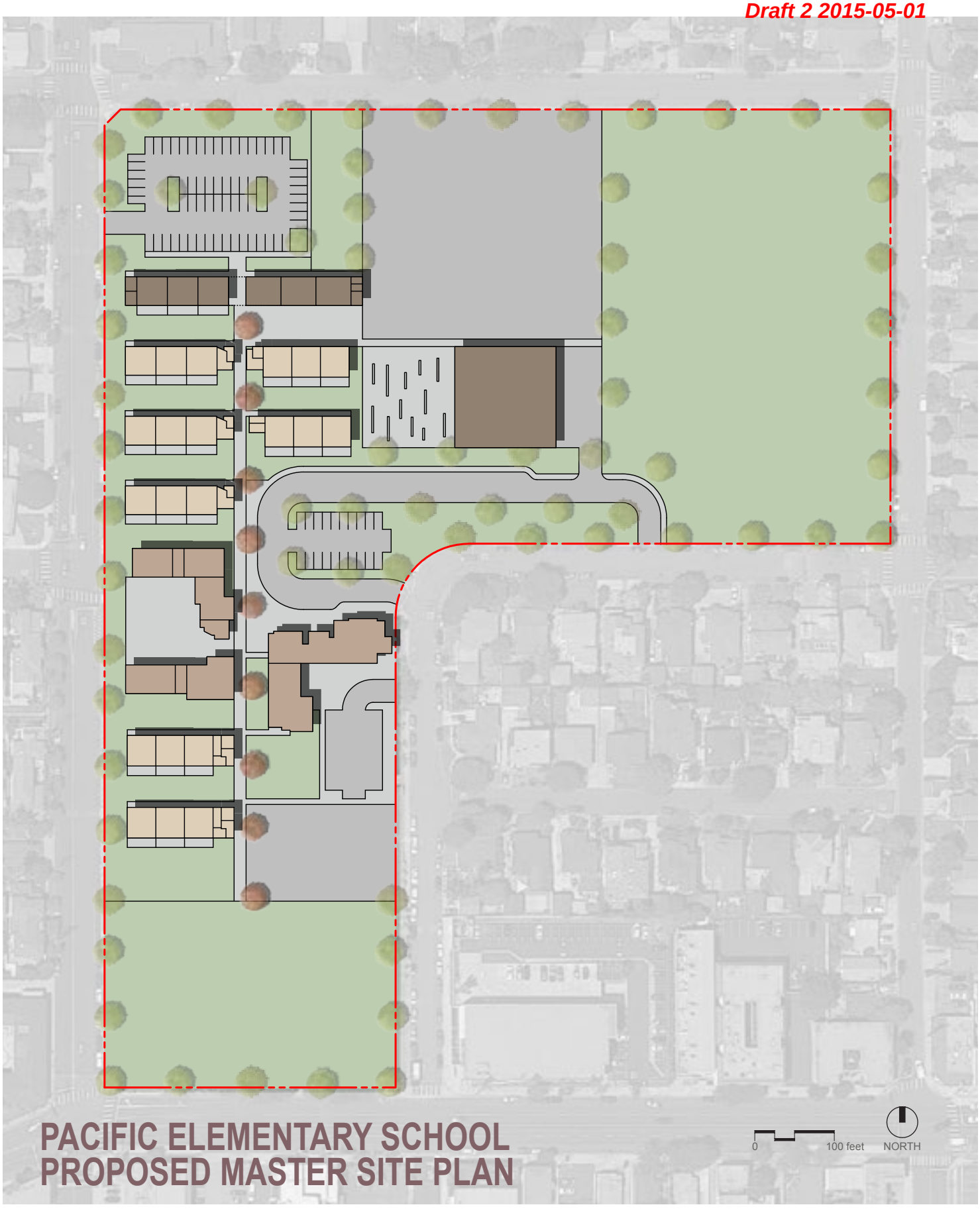
GRADING BY CATEGORY

Site Improvements	C	2.08
Architecture & Structure	C	2.21
Building Systems	C+	2.36
Interior Spaces	B–	2.57
Furnishings, Fixtures & Equipment	B–	2.63
Other Structures & Improvements	C+	2.43

Replacement Cost Index Calculation

Text text text

Draft 2 2015-05-01



PACIFIC ELEMENTARY SCHOOL
PROPOSED MASTER SITE PLAN

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

PACIFIC ES

Project ID Number	Project Description	Year	Status
1			
2			
3			

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
4 03-103391	Modernization	2000	Closed
03-105080	Modernization	2002	Closed
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			

Planning Legend

- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

Draft 2 2015-05-01

Pennekamp Elementary School

110 South Rowell Avenue
Manhattan Beach, California 90266

Grade Configuration:	K-5	Parking and Roads Area (acres):	0.7
Year Built:	1955	Building Area (s.f.):	35,874
Modernization Years:	2000	Portable Buildings:	15
Site Area (acres):	8.7	Current Enrollment:	570
Buildings and Grounds Area (acres):	4.9	Student Ratio:	xxx
Playfields and Hardcourt Area (acres):	3.1		

DSA Certified Projects

Project ID Number	Project Description	Year	Status
03-52111	Modernization	1989	Closed
03-61458	Modernization	1994	Closed
03-64872	Modernization	1996	Closed
03-100285	Modernization	1998	Closed

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
03-102245	Modernization	1999	Closed

Draft 2 2015-05-01

PENNEKAMP ELEMENTARY SCHOOL
EXISTING BUILDING USE PLAN

Draft 2 2015-05-01

Existing Site Description

Originally known as Curtis Street School when it opened in 1955, this campus was renamed after long-time District Nurse Supervisor Aurelia Pennekamp just a few months into its first school year. The original school buildings are constructed with a unique “lift-slab” structure that allows the interior spaces to be reconfigured by moving walls; this structural system was subsequently employed for additions to several other District campuses. The original school consisted of two Kindergarten and 12 grade-level classrooms, but another three classrooms were added after just one year. Portable classrooms were added in the 1990s, as well as a new library and media center wing.

Text text text

Draft 2 2015-05-01

Assessment Summary

Text text text

Interior Spaces

Text text text

Draft 2 2015-05-01

Pennekamp Elementary School

Overall Grade

B–

2.50

GRADING BY CATEGORY

Site Improvements	C+	2.45
Architecture & Structure	B–	2.71
Building Systems	C+	2.29
Interior Spaces	C+	2.43
Furnishings, Fixtures & Equipment	B–	2.63
Other Structures & Improvements	B–	2.50

Replacement Cost Index Calculation

Text text text

Draft 2 2015-05-01

PENNEKAMP ELEMENTARY SCHOOL
PROPOSED MASTER SITE PLAN

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

PENNEKAMP ES

Project ID Number	Project Description	Year	Status
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Planning Legend

- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

R ROBINSO

Robinson Elementary School

80 S. Morningside Drive
Manhattan Beach, CA 90266

Grade Configuration:	K-5	Parking and Roads Area (acres):	0.3
Year Built:	1953	Building Area (s.f.):	25,720
Modernization Years:	1996	Portable Buildings:	4
Site Area (acres):	5.40	Current Enrollment:	415
Buildings and Grounds Area (acres):	2.3	Student Ratio:	xxx
Playfields and Hardcourt Area (acres):	2.8		

DSA Certified Projects

Project ID Number	Project Description	Year	Status
03-64195	Modernization	1995	Closed

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
03-115239	Relocatables	2013	Closed

ROBINSON ELEMENTARY SCHOOL
EXISTING BUILDING USE PLAN

Draft 2 2015-05-01

Existing Site Description

Originally known as Morningside Elementary when it opened in 1953, Robinson Elementary had been re-named after former master teacher Opal Robinson by the time the second Kindergarten classroom and administration buildings were added in 1955. Portable classroom buildings were added at the lower site level in the 1990s contemporaneously with a series of ramps and other accessbility upgrades.

Programatic Needs Assessment

Administration

Text text text

Draft 2 2015-05-01

Assessment Summary

Buildings are primarily wood and stucco structures with built-up roofing. The site slopes generally from northeast to southwest, and is terraced.

Site Improvements

The sewer system is original to the campus and has presented problems.

Concrete and asphalt paving are in good condition, although there is some cracking at the walkway slabs at the southerly buildings and at the kindergarten yard.

Drainage is a problem at the north side of the kindergarten building and the asphalt at the lower-grade hardcourt.

Retaining walls throughout the site are in need of mortar repair.

Stairs and ramps throughout the site are in good condition, but the handrails and guardrails are severely rusted in places.

Architecture & Structure

There is evidence of insect infestation, particularly at the Teachers' Work Room and Administration buildings, and at the custodial room between the kindergarten rooms. Overhangs at the southerly buildings were removed due to infestation

There are roof leaks at the library, which is housed in a modular building, and some leaks in the classrooms. The roofing otherwise in good condition, but is at the end of its useful life.

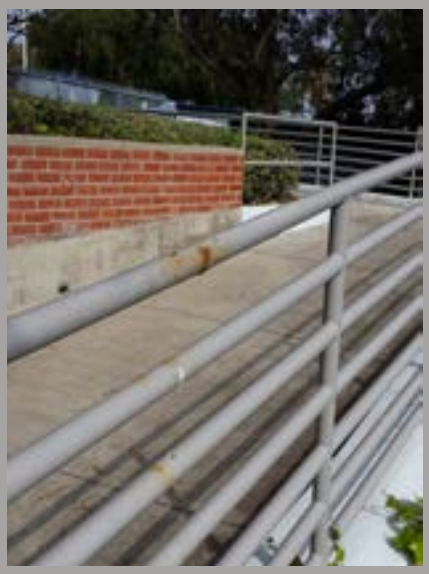
Exterior stucco walls and wood trim are in good condition, including those at the modular buildings.

Building Systems

Water, gas and electrical distribution systems appear to be adquate and in good condition.

Lighting fixtures are generally in poor condition. Diffusers are falling from the fixtures in many locations, and have been re-attached with zip ties or tape.

Plumbing fixtures are generally in good condition, but are not compliant with ADA / CBC guidelines. The fixtures at the kindergarten need to be replaced.



Interior Spaces

The classrooms have combination exposed-structure and glue-up tile ceilings. The tiles are falling in many places, and should be replaced. The existing ceiling configuration is interesting and allows for abundant natural light, and any replacement should endeavor to maintain the shapes and daylighting.

Carpet is generally in good condition, but appears to be stained in high-traffic areas. Paint appears to be of a type that is easily scuffed, and marks are apparent in most classrooms.

Flooring at the kindergarten toilet rooms is in partcularly poor condition.

Furniture, Fixtures & Equipment

HVAC equipment varies in age, but was mostly installed in 1998. It is in generally good condition, but is nearing the end of its useful life.

Plastic laminate casework is generally in good condition, but is peeling in some locations.

Other Structures & Improvements

Exterior signage and exterior lighting are in good condition. Perimeter fencing was recently replaced, but is showing signs of rust through the paint and the hardware used at gates should be reviewed for security and accessibility. The four modular classrooms are in fair condition. Room 18 shows signs of water damage to the floor substrate.

Draft 2 2015-05-01

Robinson Elementary School

Overall Grade

B–

2.52

GRADING BY CATEGORY

Site Improvements	C	2.11
Architecture & Structure	B–	2.50
Builidng Systems	B	3.00
Interior Spaces	C+	2.43
Furnishings, Fixtures & Equipment	B–	2.63
Other Structures & Improvements	C+	2.43

Replacement Cost Index Calculation

Text text text

ROBINSON ELEMENTARY SCHOOL
PROPOSED MASTER SITE PLAN

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

ROBINSON ES

Project ID Number	Project Description	Year	Status
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

Planning Legend

- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

Draft 2 2015-05-01

Manhattan Beach Middle School

1501 North Redondo Avenue
Manhattan Beach, CA 90266

Grade Configuration:	6-8	Parking and Roads Area (acres):	1.9
Year Built:	1998	Building Area (s.f.):	83,100
Modernization Years:	N/A	Portable Buildings:	xxxx
Site Area (acres):	11.5	Current Enrollment:	1535
Buildings and Grounds Area (acres):	4.9	Student Ratio:	xxx
Playfields and Hardcourt Area (acres):	4.7 per xx		

DSA Certified Projects

Project ID Number	Project Description	Year	Status
03-66151	New Construction	1996	Closed
03-105426	Relocatables	2002	Closed

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
03-115238	Relocatables	2013	Pending

Draft 2 2015-05-01

MANHATTAN BEACH MIDDLE SCHOOL EXISTING BUILDING USE PLAN

0 100 feet NORTH

Draft 2 2015-05-01

Existing Site Description

Manhattan Beach Middle School opened in 1998 as a new, state-of-the-art facility designed specifically to meet the needs of middle school students. The middle school philosophy is reflected in the grade level villages, where classrooms, counseling services, and a workroom are centralized to meet students' needs efficiently and effectively.

Text text text

Draft 2 2015-05-01

Assessment Summary

Text text text

Interior Spaces

Text text text

Draft 2 2015-05-01

Manhattan Beach Middle School

Overall Grade

B

2.76

GRADING BY CATEGORY

Site Improvements	**B–**	2.68
Architecture & Structure	**B–**	2.50
Building Systems	**B**	2.86
Interior Spaces	**B–**	2.57
Furnishings, Fixtures & Equipment	**B**	3.00
Other Structures & Improvements	**B**	2.93

Replacement Cost Index Calculation

Text text text

Draft 2 2015-05-01

MANHATTAN BEACH MIDDLE SCHOOL PROPOSED MASTER SITE PLAN

0 100 feet NORTH

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

MANHATTAN BEACH MS

	Project ID Number	Project Description	Year	Status
1	03-66151	New Construction	1996	Closed
2	03-105426	New Construction/Relocatables	2002	Closed
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status

Planning Legend

- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

Draft 2 2015-05-01

Mira Costa High School

1401 Artesia Blvd.
Manhattan Beach, CA 90266

Grade Configuration:	9-12	Parking and Roads Area (acres):	5.25
Year Built:	1950	Building Area (s.f.):	xxxx
Modernization Years:	xxxx	Portable Buildings:	xxxx
Site Area (acres):	xx.x	Current Enrollment:	xx.x
Buildings and Grounds Area (acres):	16.49	Student Ratio:	2539
Playfields and Hardcourt Area (acres):	15.28 per xx		

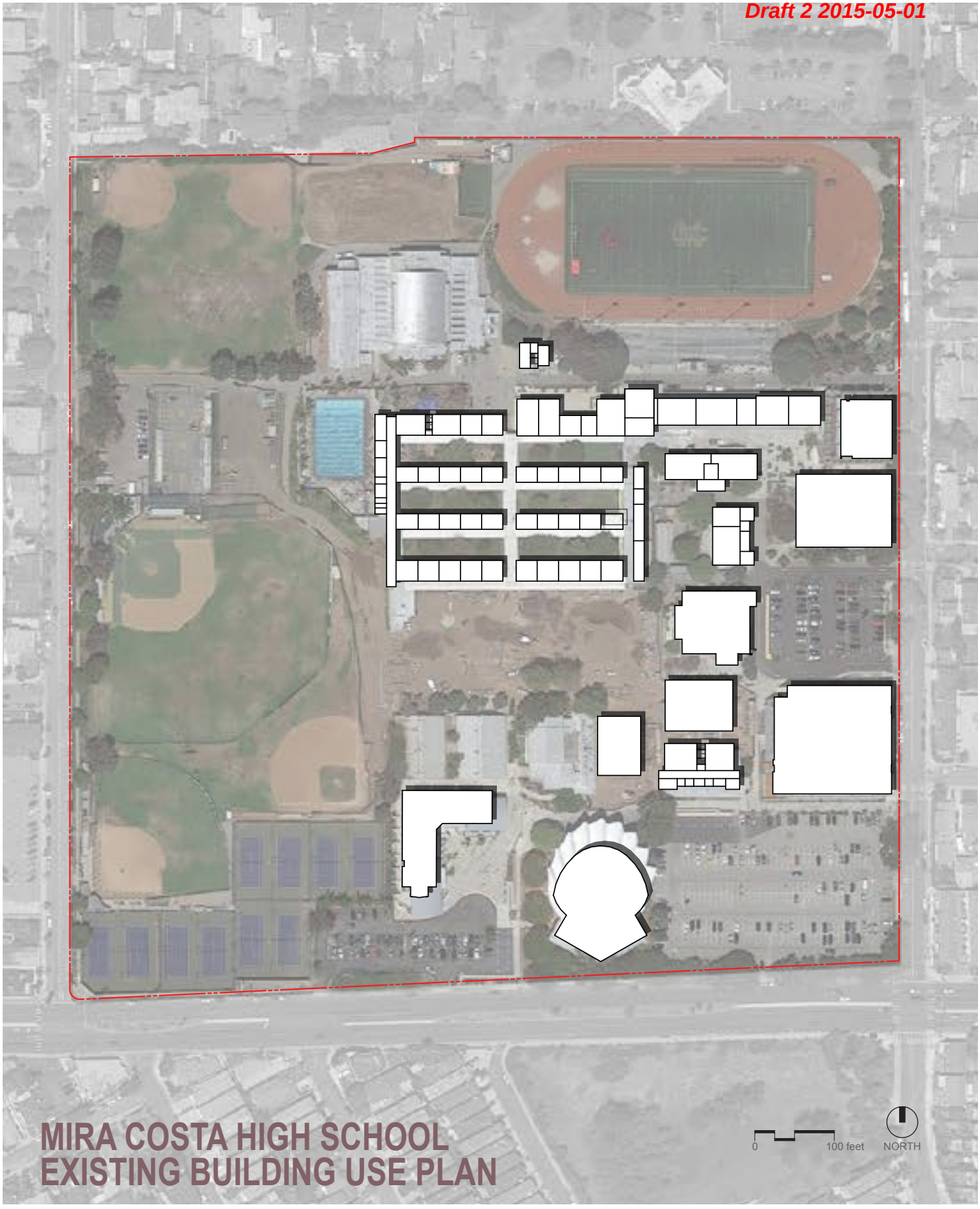
DSA Certified Projects

Project ID Number	Project Description	Year	Status
03-64116	Modernization	1995	Closed
03-102718	Modernization	1999	Closed

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
03-103292	Modernization	2000	Closed
03-105507	New Construction	2002	Closed
03-105651	New Construction	2003	Closed
03-113632	New Construction	2011	Pending

Draft 2 2015-05-01



MIRA COSTA HIGH SCHOOL
EXISTING BUILDING USE PLAN

Draft 2 2015-05-01

Existing Site Description

Mira Costa High School is built upon a former nursery that had been owned by a Japanese immigrant family prior to World War II. When it opened in 1950, Mira Costa was the first high school in the northern part of the former South Bay Union High School District. The campus was sited on the top of a hill in the middle of an open field and featured an administration office and classroom buildings laid out in rows. The campus quickly expanded beyond its original design, adding a “gymatorium” in 1952, the football stadium in 1956, the performance auditorium in 1962, and additional classroom space in the late 1960s. Various modernizations in the 1990s and early 2000s addressed some necessary upgrades, and two recent projects added new buildings to create a well-defined “quad” area in the middle of the campus.

Text text text

Draft 2 2015-05-01

Assessment Summary

Text text text

Interior Spaces

Text text text

Draft 2 2015-05-01

Mira Costa High School

Overall Grade

B–

2.57

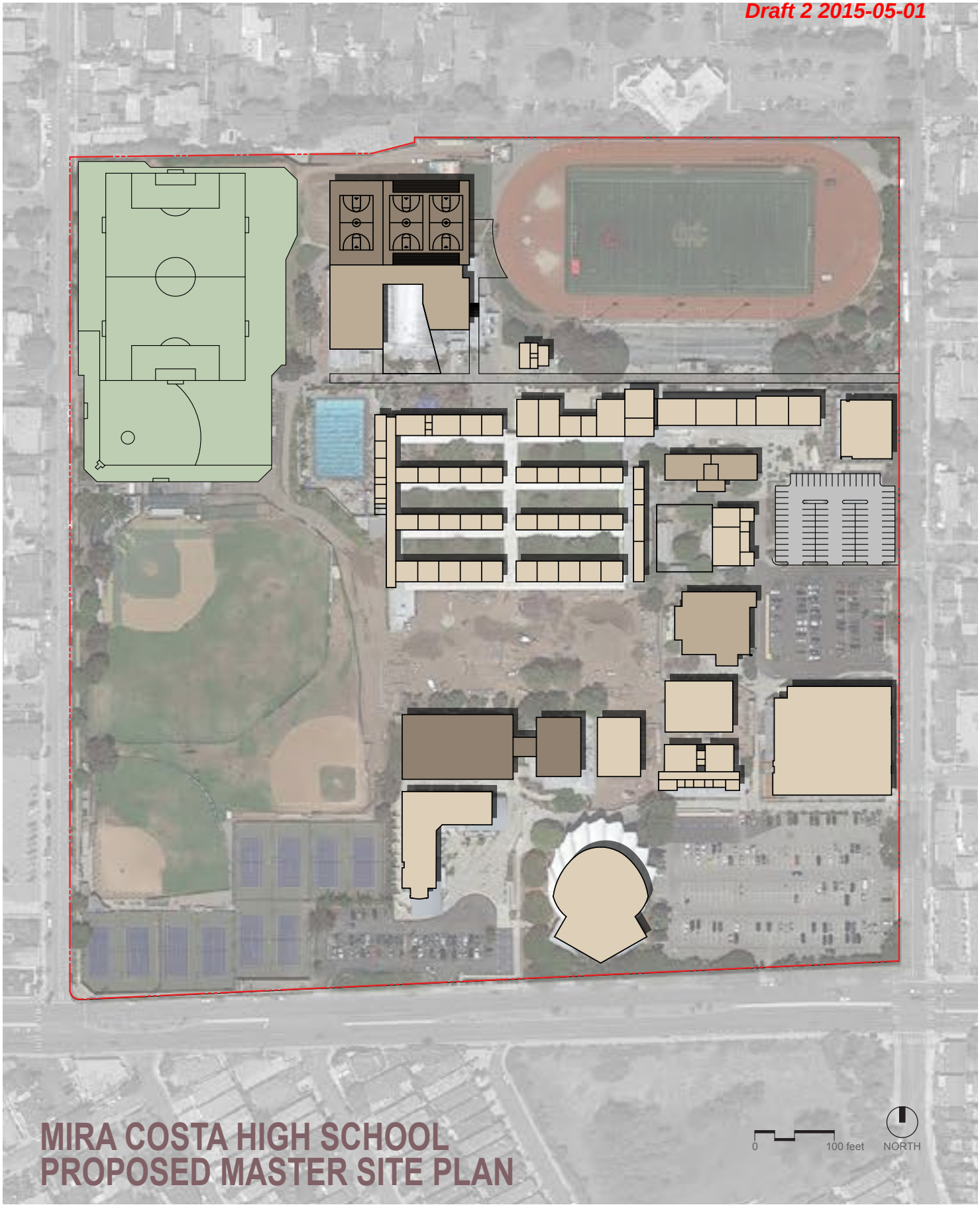
GRADING BY CATEGORY

Site Improvements	C+	2.44
Architecture & Structure	C+	2.43
Building Systems	C+	2.36
Interior Spaces	B–	2.57
Furnishings, Fixtures & Equipment	B–	2.63
Other Structures & Improvements	B	3.00

Replacement Cost Index Calculation

Text text text

Draft 2 2015-05-01



MIRA COSTA HIGH SCHOOL
PROPOSED MASTER SITE PLAN

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

MIRA COSTA HS

Project ID Number	Project Description	Year	Status
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx

Projects Not Certified by DSA

Project ID Number	Project Description	Year	Status
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx
XXX-XXXX-XA	Xxxxxxxxxxx	XXXX	Xxxxxxxxxx

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Planning Legend

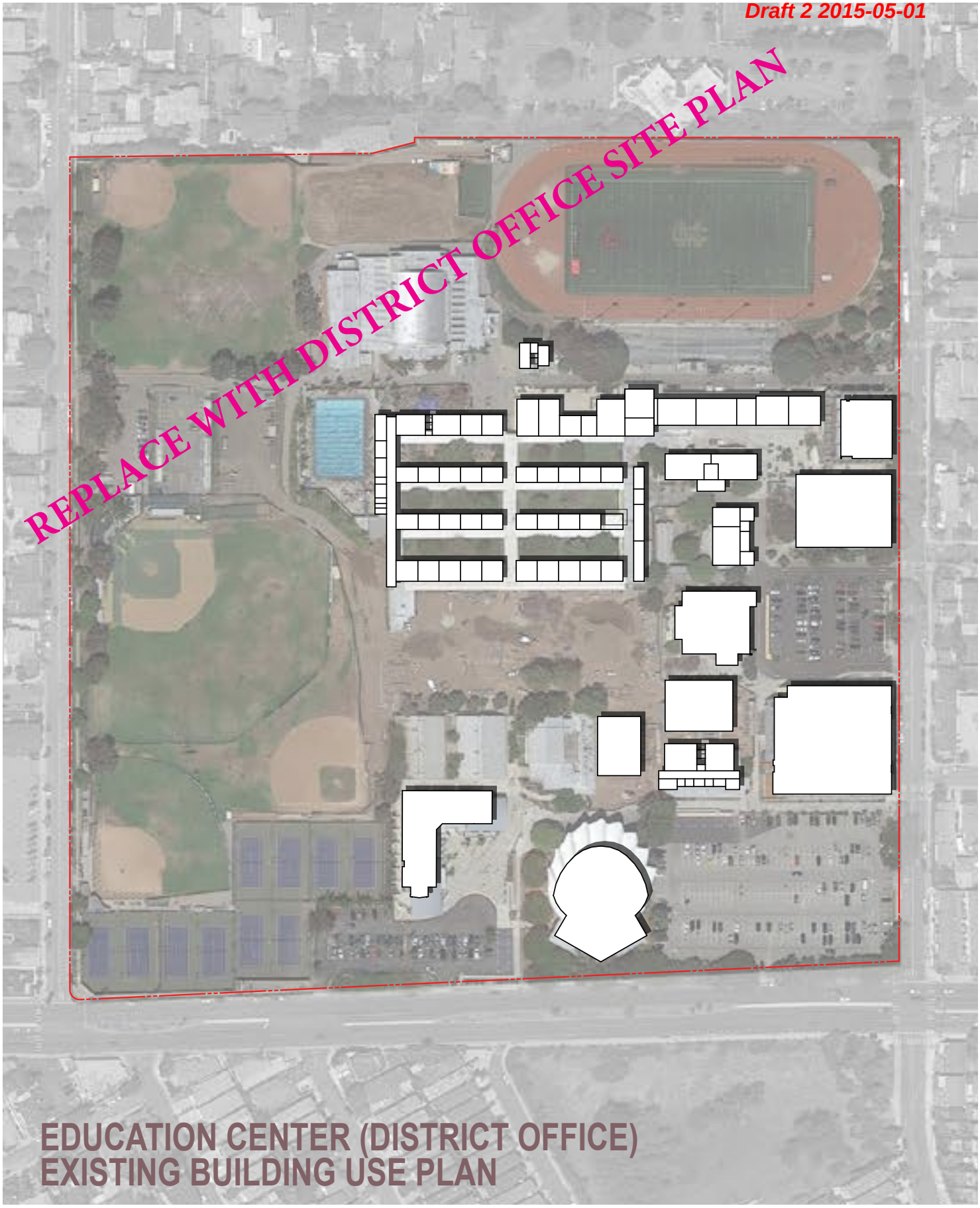
- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

Draft 2 2015-05-01
CAT N CENTER
Beach Unified School District

Education Center (District Office)

325 S. Peck Ave.
Manhattan Beach, CA 90266

Grade Configuration:	N/A	Parking and Roads Area (acres):	xxxx
Year Built:	2003	Building Area (s.f.):	18,824
Modernization Years:	N/A	Portable Buildings:	xxxx
Site Area (acres):	3.45	Current Enrollment:	N/A
Buildings and Grounds Area (acres):	xx	Student Ratio:	N/A
Playfields and Hardcourt Area (acres):	N/A		



EDUCATION CENTER (DISTRICT OFFICE)
EXISTING BUILDING USE PLAN

Existing Site Description

Text text text

Draft 2 2015-05-01

Assessment Summary

Text text text

Interior Spaces

Text text text

Draft 2 2015-05-01

Education Center (District Office)

Overall Grade

B

2.91

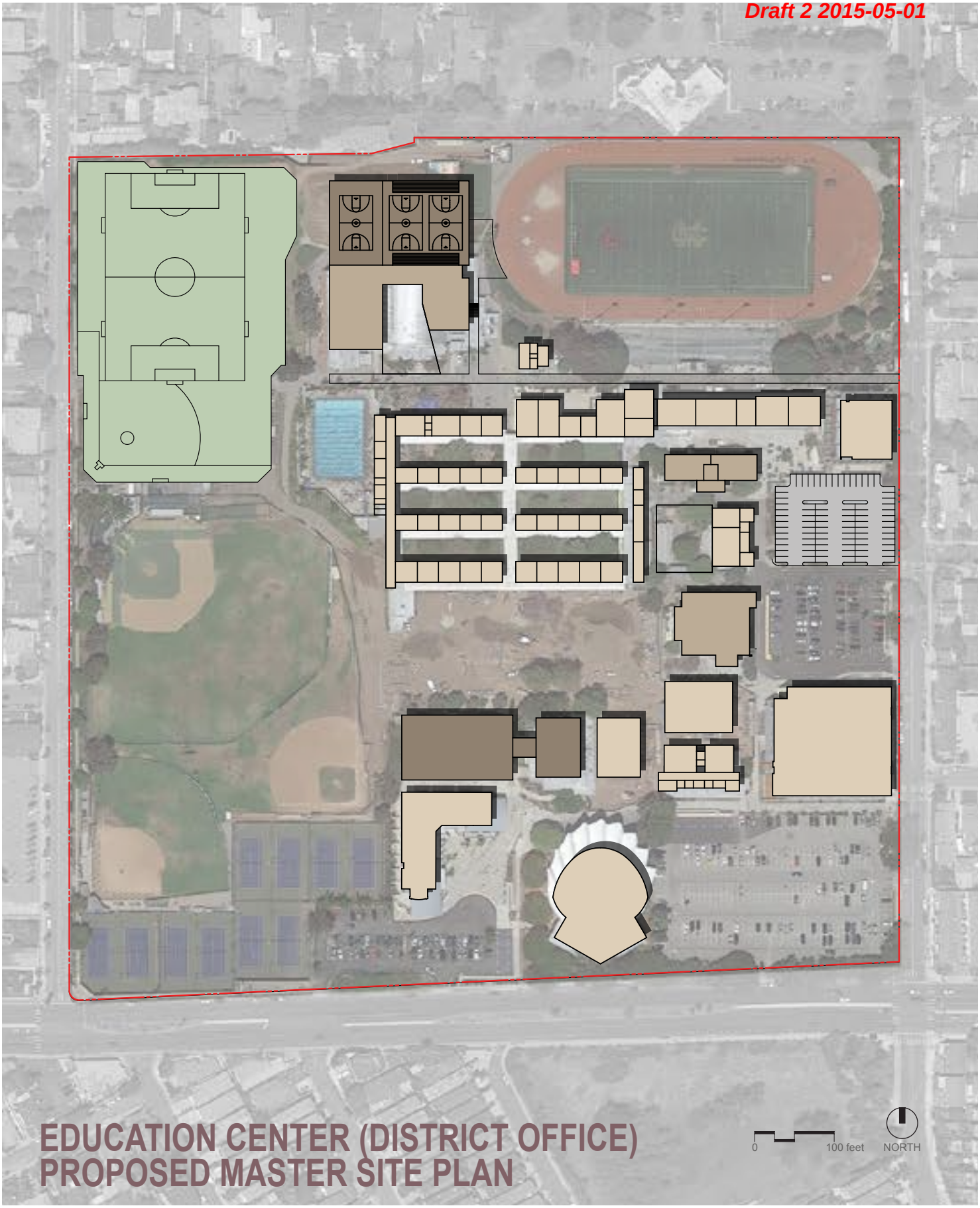
GRADING BY CATEGORY

Site Improvements	**B–**	2.70
Architecture & Structure	**B**	2.86
Building Systems	**B**	2.86
Interior Spaces	**B**	2.86
Furnishings, Fixtures & Equipment	**B**	3.00
Other Structures & Improvements	**B**	3.21

Replacement Cost Index Calculation

Text text text

Draft 2 2015-05-01



EDUCATION CENTER (DISTRICT OFFICE) PROPOSED MASTER SITE PLAN

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

Planning Legend

- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

Draft 2 2015-05-01

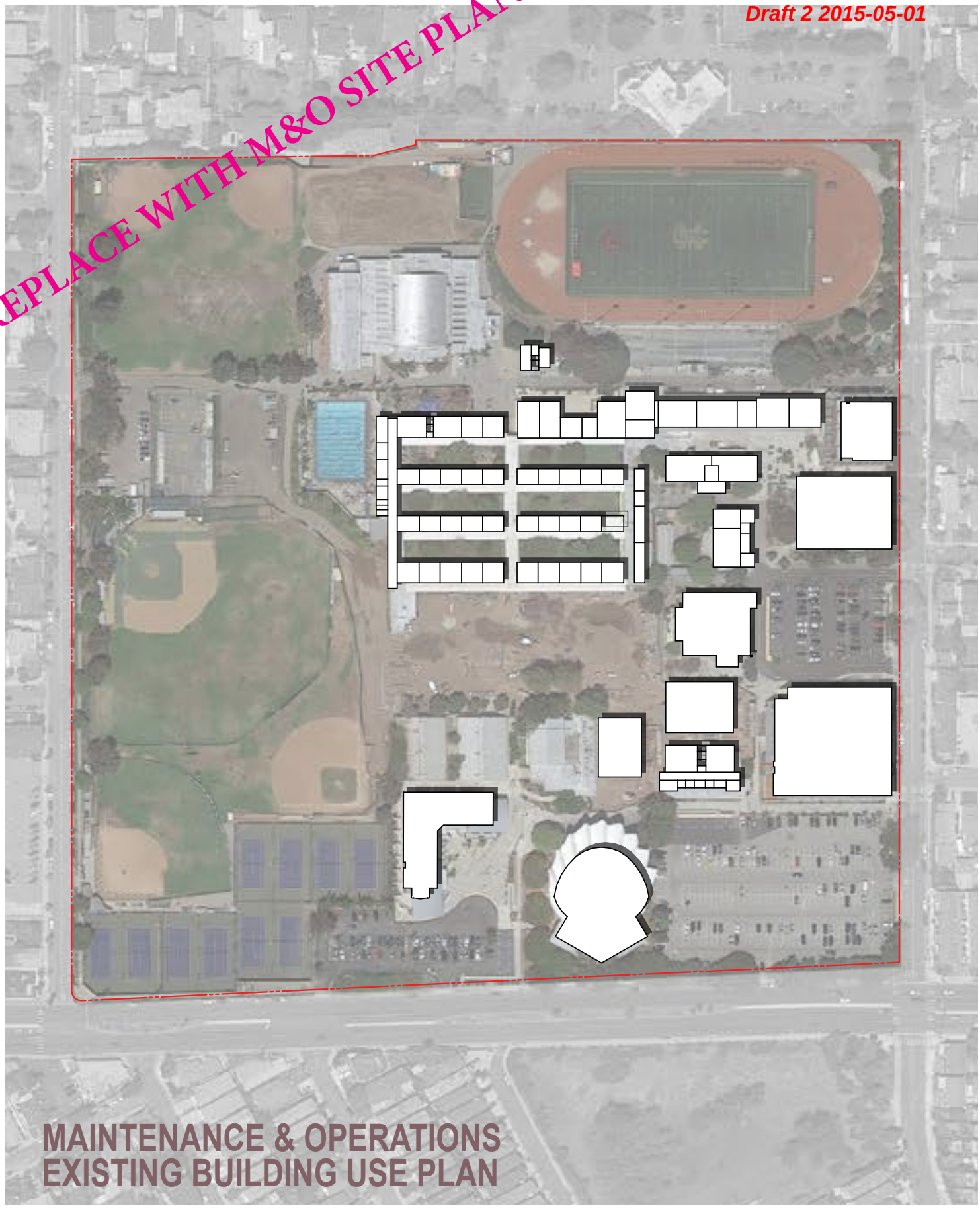
Maintenance & Operations

325 S. Peck Ave.
Manhattan Beach, CA 90266

Grade Configuration:	N/A	Parking and Roads Area (acres):	xxxx
Year Built:	1957	Building Area (s.f.):	15,310
Modernization Years:	N/A	Portable Buildings:	xxxx
Site Area (acres):	2.03	Current Enrollment:	N/A
Buildings and Grounds Area (acres):	xx	Student Ratio:	N/A
Playfields and Hardcourt Area (acres):	N/A		

Draft 2 2015-05-01

REPLACE WITH M&O SITE PLAN



MAINTENANCE & OPERATIONS EXISTING BUILDING USE PLAN

Existing Site Description

Text text text

Draft 2 2015-05-01

Assessment Summary

Text text text

Interior Spaces

Text text text

Draft 2 2015-05-01

Maintenance & Operations

Overall Grade

C

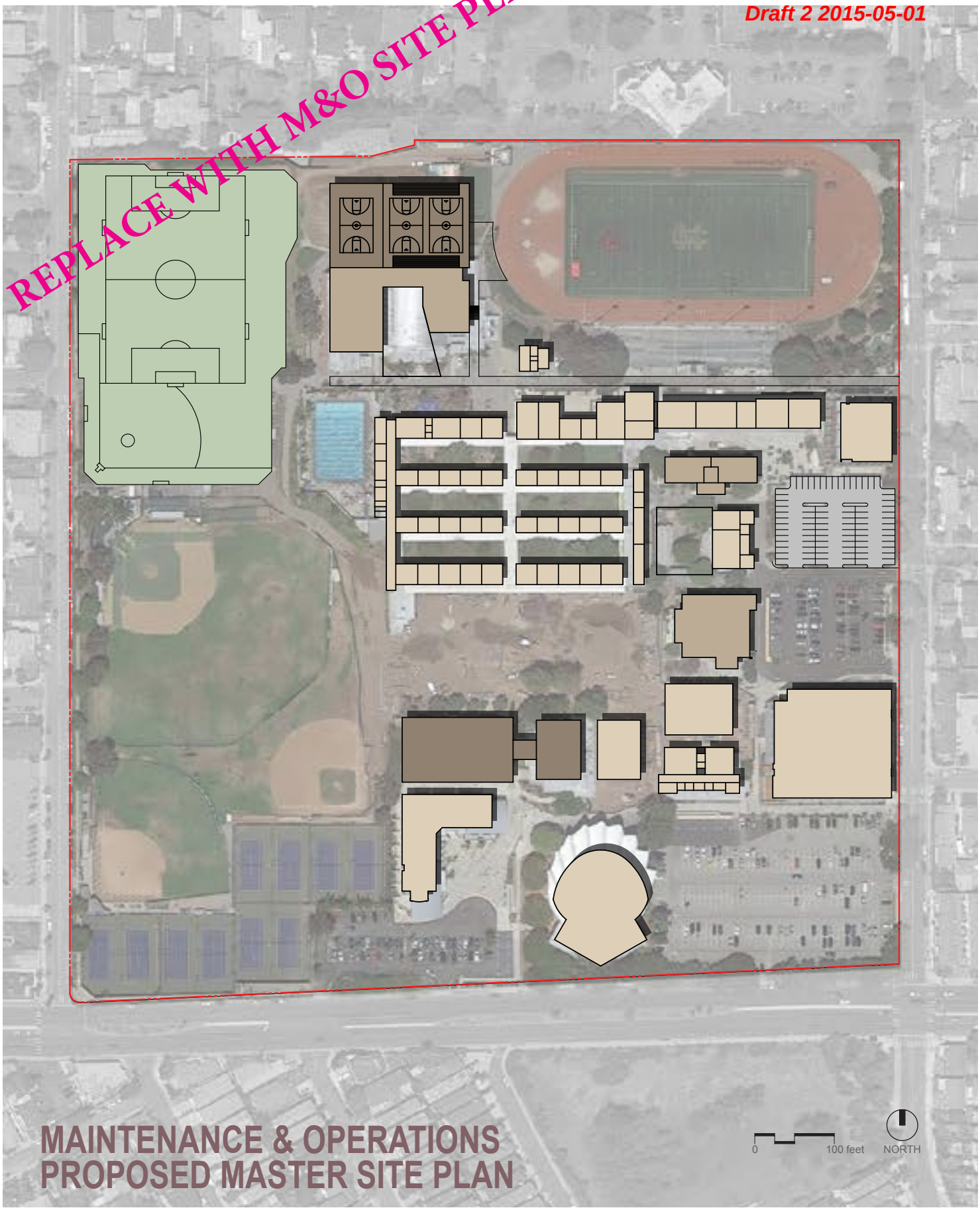
2.01

GRADING BY CATEGORY

Site Improvements	C	2.18
Architecture & Structure	C	2.21
Building Systems	C–	1.50
Interior Spaces	C+	2.29
Furnishings, Fixtures & Equipment	C	1.88
Other Structures & Improvements	C	2.00

Replacement Cost Index Calculation

Text text text



MAINTENANCE & OPERATIONS PROPOSED MASTER SITE PLAN

Proposed Site Summary

Total Acreage:	X
Facilities Indoor Area:	X
Student Planning Capacity:	X
Buildings and Grounds Acreage:	X
Physical Education Acreage:	X
Parking & Roads Acreage:	X

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16

Planning Legend

- Demo/ Remove/ Relocate
- Existing Building
- New Construction
- Repurpose/ Reconfigure
- Asphalt
- Concrete
- Turf
- Unoccupiable Landscape Area

CHAPTER 6

IMPLEMENTATION

Title

Secondary Title

Text text text

Title

Secondary Title

Text text text