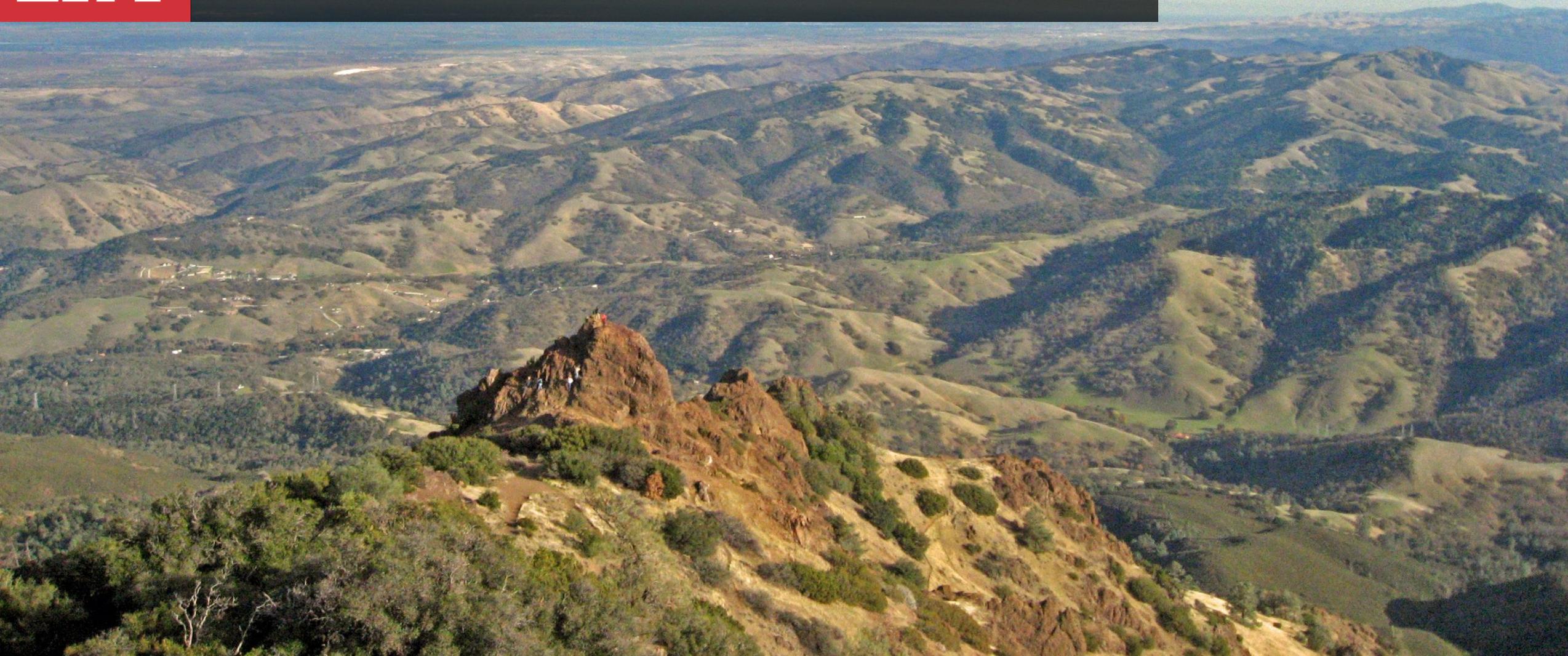




# Mt Diablo Unified School District

Facility Master Planning Committee  
Meeting 01: November 13, 2018





# Agenda

**Introductions + Committee Welcome**

5 minutes

**FMP Team + Process Overview**

15 minutes

**“If You Could Dream”**

Goal-Setting Activity

45 minutes

**Principal Surveys + Preliminary Needs Assessment Findings**

20 minutes

**Defining Success**

Roundtable Discussion

30 minutes

**Next Steps + Open Discussion**

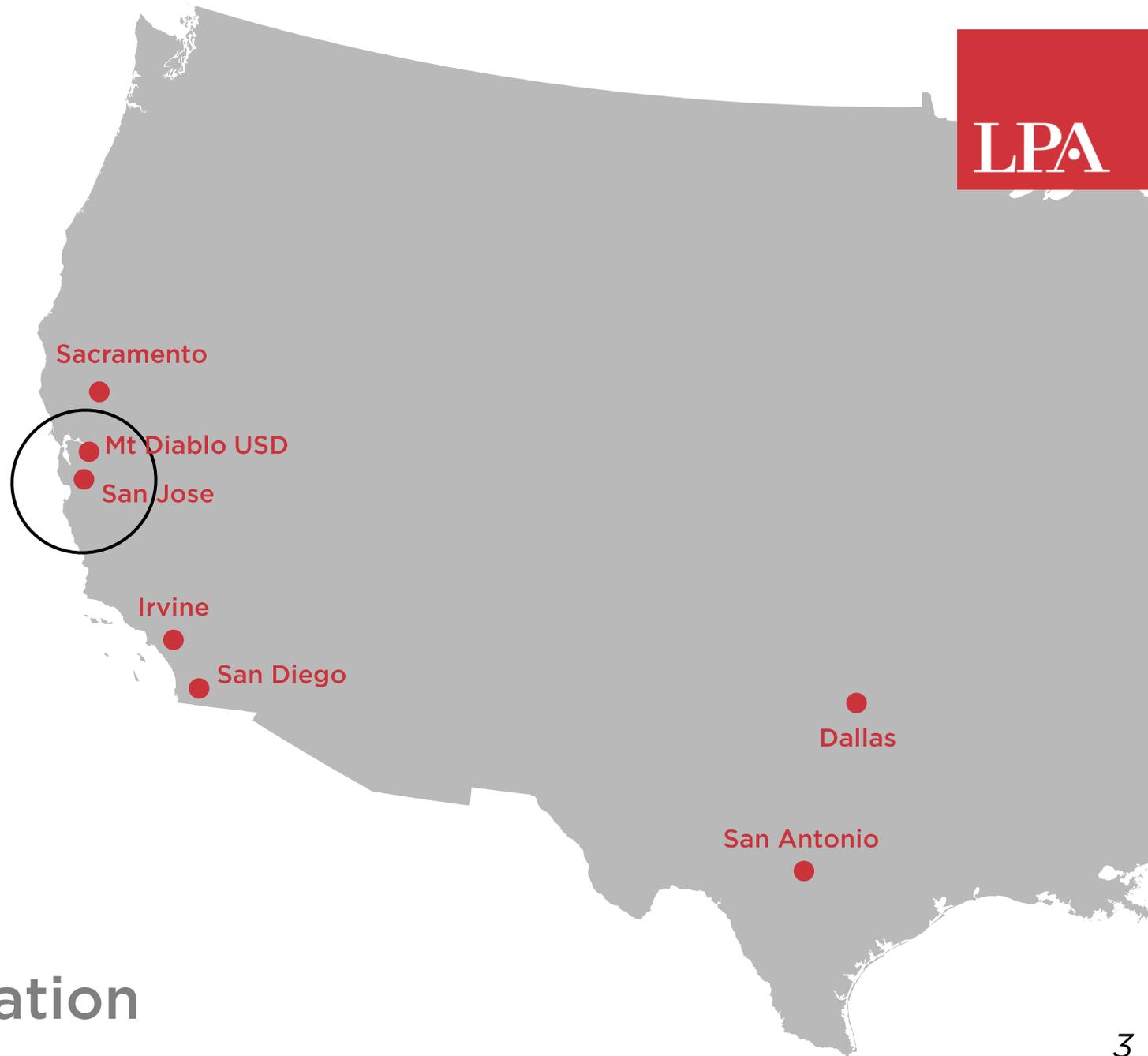
5 minutes

## firm overview

**53**  
years

**450+**  
people

**50%**  
staff dedicated to education





# meet your team

## Jim Kisel

AIA, LEED AP BD+C  
Principal  
Dir. of School Planning



## Walter Estay

AIA, LEED AP BD+C  
EDU Managing Director  
Project Manager



## Andrea Pippin

LEED Green Associate  
Design Coordinator  
Educational Facilities Planner



## Julie Zoellin Cramer

PHD  
Wayfind Education  
Learning Experience Strategist



# experience / facilities master plans



Tamalpais UHSD  
La Cañada USD  
Chino Valley USD  
Hesperia USD  
Placentia-Yorba Linda USD  
Anaheim UHSD  
Norwalk-La Mirada USD  
Downey USD  
Paramount USD  
Azusa USD  
Arcadia USD  
Temple City USD  
Irvine USD  
Fountain Valley SD  
Westminster SD  
Huntington Beach UHSD  
San Marcos USD

Grossmont UHSD  
Sweetwater UHSD  
Long Beach USD  
Los Angeles USD  
Redwood City SD  
Sequoia UHSD (MAHS)  
Burlingame SD  
Dublin USD  
Pleasanton USD  
Fremont USD  
Milpitas USD  
Alameda USD  
Gilroy USD  
Lodi USD  
Fairfield-Suisun USD  
Modesto City SD  
Merced City SD

Davis JUSD  
Centinela Valley UHSD  
Tahoe Truckee USD  
Lake Tahoe USD  
Western Placer USD  
Eureka City SD  
Santa Barbara USD  
Morgan Hill USD  
Galt JUESD  
Centralia SD  
Del Mar Union SD  
Hawthorne SD  
Norris SD  
Oxnard SD  
Lucia Mar USD  
Burbank USD  
Beverly Hills USD

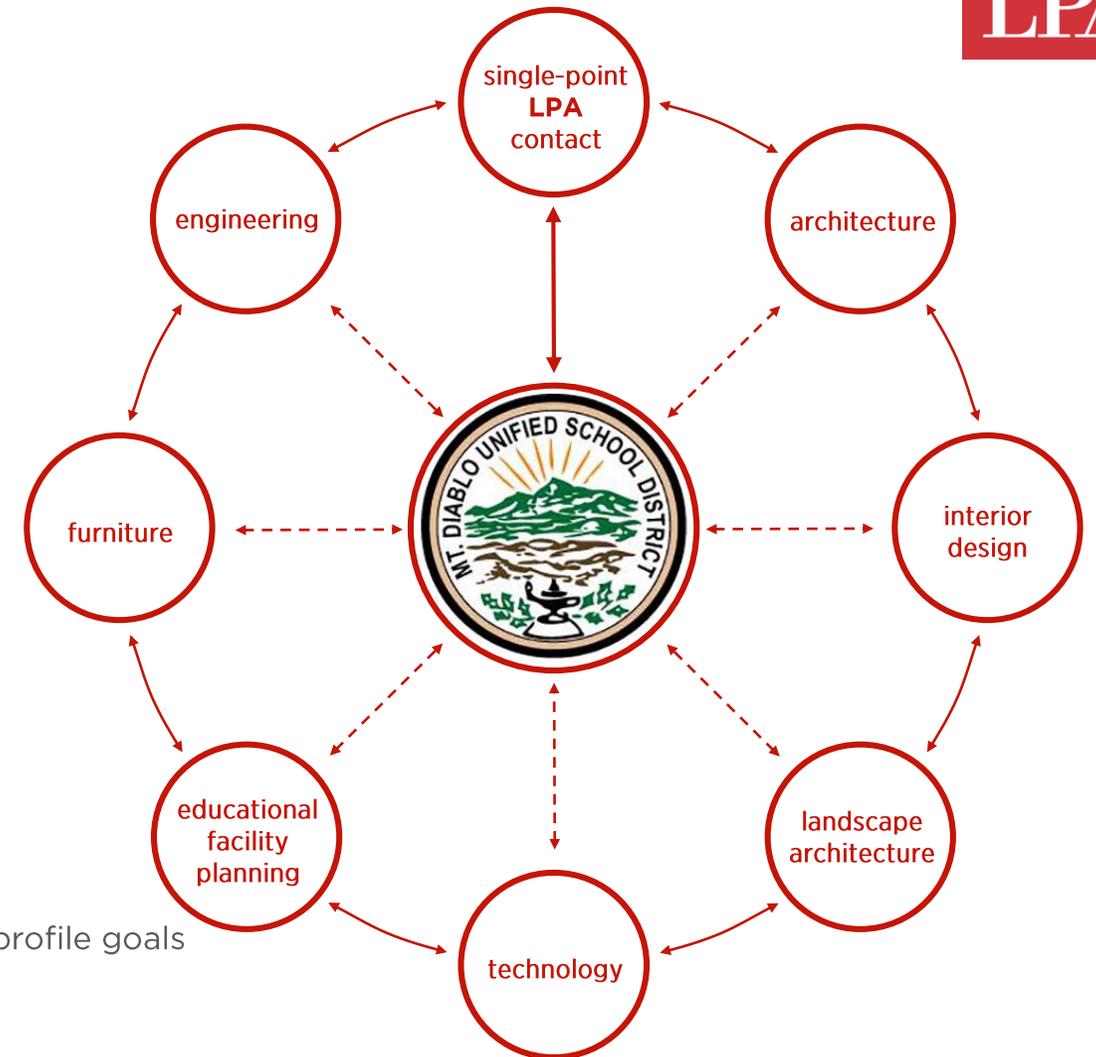
**50+** facilities master plans & local bond implementation programs  
**\$18.5 b** facilities improvements / **\$6.55 b** in local bond elections

# integrated design process

client-inclusive & stakeholder driven

a holistic approach to problem solving  
that places the client in the center  
fostering participation and direct interaction  
with the multidisciplinary team of specialists

- FMP is first step in facilities improvement process
- recommended every 3-5 years by CDE and to apply for state funding
- important to engage district and local community stakeholders
- data driven decision making
- sustainable focus facilitates good stewardship
- development of high performance learning environments
- building upon Mt Diablo Unified School District mission and graduate profile goals



# FMP Process Overview



# approach / FMP process

## Mission

**Mt. Diablo Adult Education is committed to providing lifelong learning opportunities for adults of all ages and abilities to achieve their educational, employment, community and personal goals.**

### Accreditation

- Western Association of Schools and Colleges (WASC)
- California Department of Education (CDE)
- Dental Board of California: Registered Dental Assistant Program
- Commission on Accreditation of Allied Health Educational Programs: Surgical Technology Program
- Contra Costa Emergency Services: EMT – Training Program
- Post Secondary Title IV (WASC)
- Commission of the Council on Occupational Education (COE)

## Mt Diablo USD Graduate Profile

*'MHUSD is committed to helping all students develop strong academic knowledge and skills. The MDUSD Graduate Profile was created by a diverse group of district, site, and community members to provide a common understanding of those skills that will help students graduate college and career ready. It is the goal of MDUSD that every student master these skills by the time they graduate from the district.'*

**Effective Communicator:** Is proficient in writing, speaking, and listening adapted to audience, task, purpose, and discipline.

**Community Contributor:** Uses acquired cultural awareness and sensitivity to work in teams to share ideas and responsibilities, solve problems, and achieve shared goals.

**Complex Thinker:** Thinks critically and creatively by identifying problems, assessing evidence and solutions and draws on multiple perspectives when approaching complex issues and adapting to challenges. Applies knowledge and skills while investigating, interpreting, and analyzing information in order to develop and implement creative solutions to complex problems.

**Effective & Ethical User of Technology:** Ethically and thoughtfully employs a variety of digital media and technology to communicate, analyze, and organize information, and create products and solutions.

**Self-Directed Learner:** Independently seeks and uses resources including teachers, peers, print, and digital references with perseverance and endurance to engage in new learning toward academic, professional, and personal goals.

**Global Citizen & Responsible Worker:** Demonstrates integrity, adaptability, and ethical behaviors by acting responsibly and working effectively in an ever-changing society.

**Health & Wellness Advocate:** Demonstrates a commitment to physical and mental well-being of self and others to make positive and healthy choices.

**AN OLYMPIC GRADUATE WILL:**

- Speak Up!**  
(Effective Communicator)
- Think Powerfully!**  
(Complex Thinker)
- Choose Your Own Path!**  
(Self-directed Learner)
- Be Tech Friendly!**  
(Effective and Ethical User of Technology)
- Take Care of Yourself & Others!**  
(Health & Wellness, Global Citizen, Community Contributor)

**CHS Mission Statement**

We are a community that strives to inspire independent critical thinkers who are **academically, emotionally, socially, and physically** prepared to become contributing members of a global society.



**Redwood City School District students deserve the best:**

**Quality Facilities**  
That support programs infused with the character, culture, creativity and innovation history, past and future, for which Silicon Valley is known.

**Stakeholder Driven Process**  
To embrace the long-range master plan goals and recommendations for improvement of RCSIID facilities.

**Forward Looking**  
Facilities that offer opportunities for well-rounded development of the whole child's academic, arts, athletics and social skills.

**Model Good Stewardship**  
Through respect of the natural environment and fiscal resources to maximize dollars dedicated to the classroom.

**Flexible & Agile**  
21st Century technology rich environments able to evolve with growth, teaching, and learning needs of tomorrow's students.

**Community Resource**  
Facilities that are welcoming, healthy, safe and secure neighborhood centers offering services, family center, joint use and partnership linkages.

**Equitable**  
Facilities that provide equal access to quality learning opportunities for all students.

resulting in schools that mirror the evolution of the Redwood City community ... schools in which students, staff, parents and the local community can take pride.

**2.1 INTRODUCTION & PROCESS**  
**FMP GUIDING PRINCIPLES**

Redwood City School District  
Facilities Master Plan  
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LPA



**4.1 PROGRAM VISION & STANDARDS**  
**EDUCATIONAL PHILOSOPHY**

**21st CENTURY LEARNING ENVIRONMENTS**

**GENERAL CLASSROOMS**  
Flexible and adaptable learning environments encourage learning and learning that is responsive to the needs of the student and the instructor. These agile classrooms should be technology-rich and have flexibility in their configurations to allow for a variety of instructional methods and programs that promote the state and learning best practices opportunities.

**ALMSD** has adopted a philosophy that limits packaged technology and space to create more equitable and flexible learning environments. Furniture and support such as tables, chairs, desks, and bookshelves are designed to be mobile and reconfigurable. The spaces will take advantage of new media, both personal and in-room technology, to allow quick ownership change for student and instructor to very close requirements.

**LEARNING CENTER**  
A 21st Century Learning Center for 800-900 faculty to work and hold meetings will be provided at each campus. As a result, only 2 JHS and 3 HS classrooms will be designated RSP/AMA, as the RSP/AMA student management will be instructor support.

**SPECIAL EDUCATION**  
Specific classroom and support spaces have been programmed for the District special education programs including LMS, SH Autism, Bridge Adult Transition, and ED programs. All other programs are maintained and supported through the Learning Center.

**STEM TEAM/PROJECT-BASED INSTRUCTION**  
The District has a special CTE Career Pathways program. Each of the 8 high schools deliver their specialty programs from the 13 pathways supported by the District, with additional support from RSP programs. Creating more opportunity, social and digital equity for these programs is necessary. The goal of the classroom with larger class sizes than the current general classroom, with more than one teacher, is to create an environment where the student, instructor and construction of project based instruction in support of the STEM initiative would enrich their learning programs. The educational specification has full programmatic course based enrollment for each school to program based on their sites. The collaboration for better team alignment in career pathway choice between the junior and high school environments.

**21st Century Learning Center**  
The successful educational model has been programmed for the District special education programs including LMS, SH Autism, Bridge Adult Transition, and ED programs. All other programs are maintained and supported through the Learning Center.

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# approach / FMP process goals

## type 1 – focused – facilities needs assessment / modernization

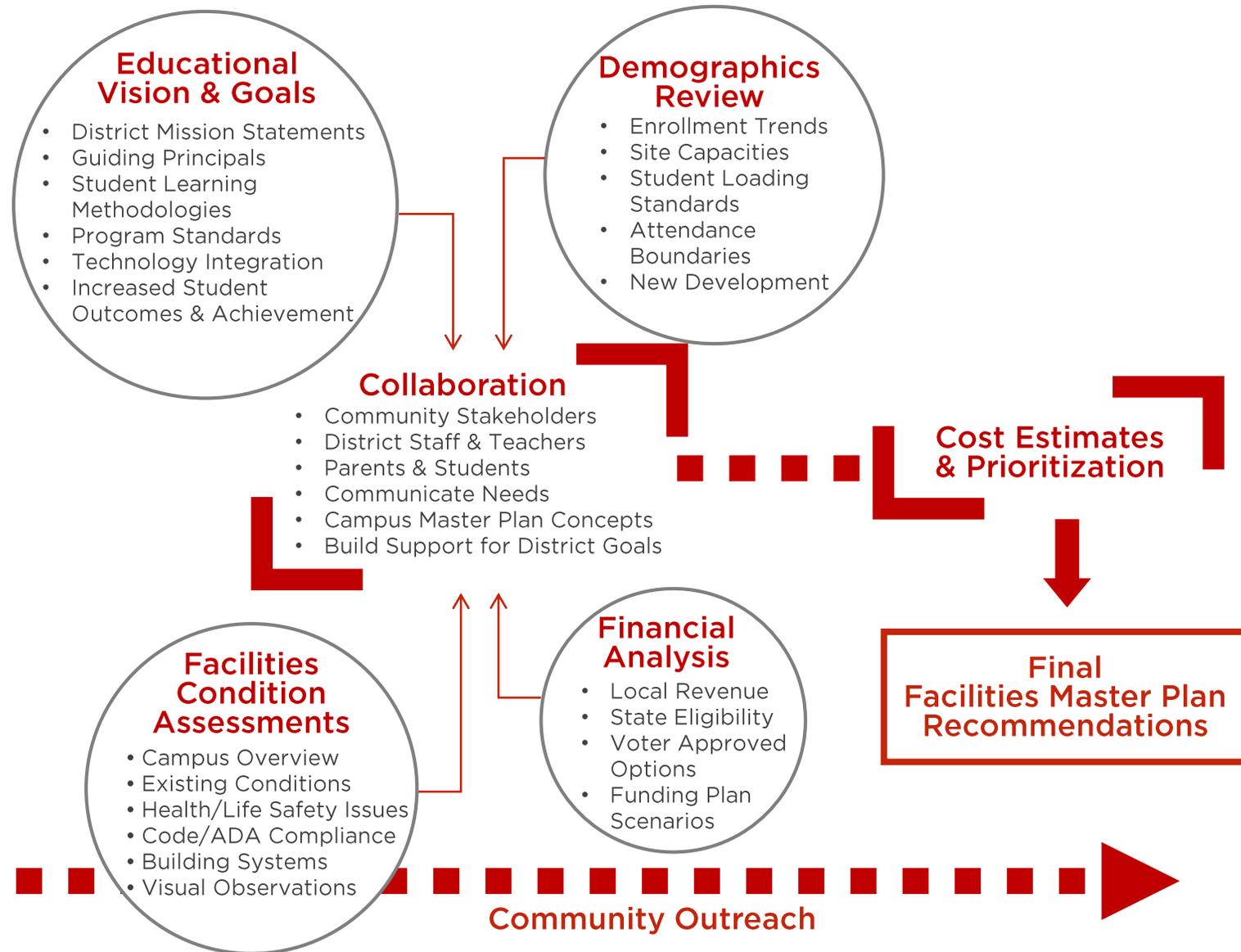
- maintenance & repair driven
- proposed scopes managed to an available funding budget
- school & community expectations tempered

## type 2 – visionary – academic quality mission & goals / facilities master plan

- starts with educational vision for how students will learn in the future
- discovers the impact of program to facilities & technology needs
- long-term phased implementation approach

## defining success – “implementable road map”

# approach / FMP process

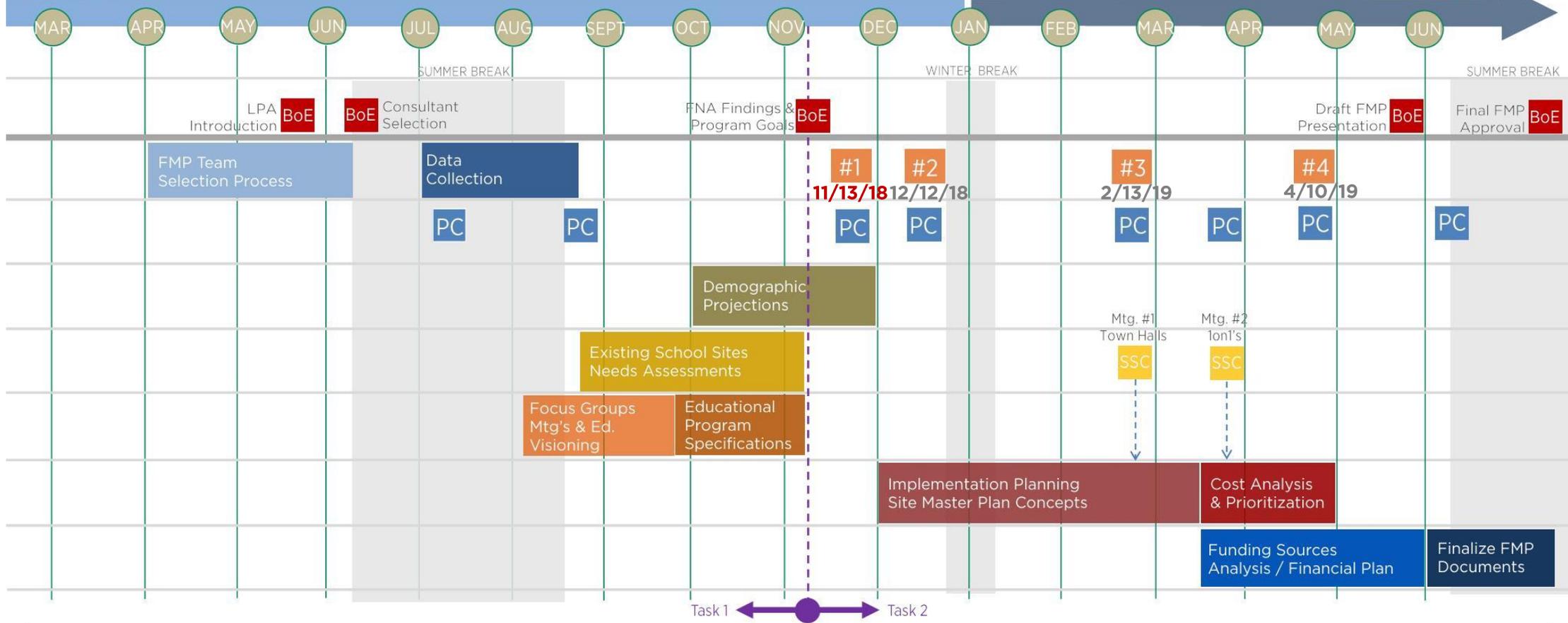


# approach / process schedule



2018

2019



Task 1 ← ● → Task 2

<p><b>BoE Board of Education</b>                  FMP Process                  Program Goals &amp; Visioning                  Draft FMP                  Final FMP Approval  <b>4 TOTAL Meetings</b></p>	<p><b>#1 Facilities Master Plan Committee (FMPC)</b>                  (Meets Every Month During the FMP Planning Process)  <b>4 TOTAL Meetings</b></p>	<p><b>PC Planning Committee (PC)</b>                  (Meets Monthly or As-Needed Throughout FMP)</p>	<p><b>SSC School Site Committees (SSC)</b>                  30 Elementary Schools                  9 Middle Schools                  5 High Schools                  18 PS, Cont. HS, Alt HS, Adult, Ch., Support Sites  <b>62 SITES Total</b></p>	<p><b>SSC Town Hall / Mtg's</b>                  Mtg. #1 – Process Overview &amp; Draft Master Plans                  Mtg. #2 – 1on1 Mtg. w/ SSC's Representatives</p>
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## PROPOSED FMP GROUPS MEETINGS



# FMP deliverables

## 1. educational program vision

- executive summary
- guiding principles vision
- educational program standards – new and existing schools
- technology readiness
- sq. ft. and physical characteristics

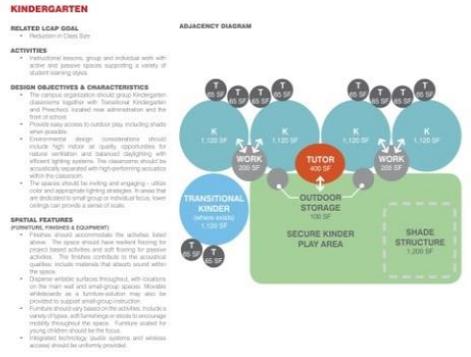
## 2. facilities needs assessments

- campus overview
- code, health and student / staff safety issues
- classroom capacity and space utilization
- maintenance and operational efficiency
- building materials and systems condition

## 3. implementation planning

- school site master plan diagrams
- cost estimates
- funding source analysis and financial plan scenarios
- scope prioritization to match dollars
- communication of recommendations

*facilitating process transparency*



2.3 INTRODUCTION & PROCESS  
**FACILITY & PROGRAM ENHANCEMENTS**



4.2  
**ADELANTE SPANISH IMMERSION SCHOOL**  
**PROPOSED PLAN - PHASE 1**

**5.1 SCOPE RECOMMENDATIONS  
SCOPE OF WORK CATEGORIES**

**RECONFIGURATION + NEW CONSTRUCTION FOR  
21<sup>ST</sup> CENTURY LEARNING**

- Scope in this section may include but is not limited to:
- 21<sup>st</sup> Century Learning and Library Improvements
  - 21<sup>st</sup> Century Learning and Library Improvements
  - Learning Centers and Counseling Improvements

10 student collaboration & student support services  
(library-media/stu. union)



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**6.1 PROGRAM COSTS  
BUDGET ESTIMATES**

**PROJECT COST SUMMARY**

Item	1	2	3	4	5	6	7
1) Demolition & Rebuilding Existing Classroom & Lab Building	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000	1,200,000
2) Existing Building Systems & Utilities	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
3) New Construction - Classrooms	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
4) New Construction - Classrooms	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
5) New Construction - Early Intervention Classrooms	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
6) Science Lab, Science, and Career Tech Education	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
7) Performance/Art/ Theater Improvements	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
8) Physical Education Improvements	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
9) Administration & Staff Support	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
10) Student Collaboration & Student Support Services	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
11) Safety & Security	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
12) Outdoor Learning Deck	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
13) Outdoor Play Areas, Paved Walks & Bike Paths	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
14) Technology Learning Resource Centers	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
15) Technology Infrastructure	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000
<b>Total Project Cost (2014\$)</b>	<b>10,500,000</b>						

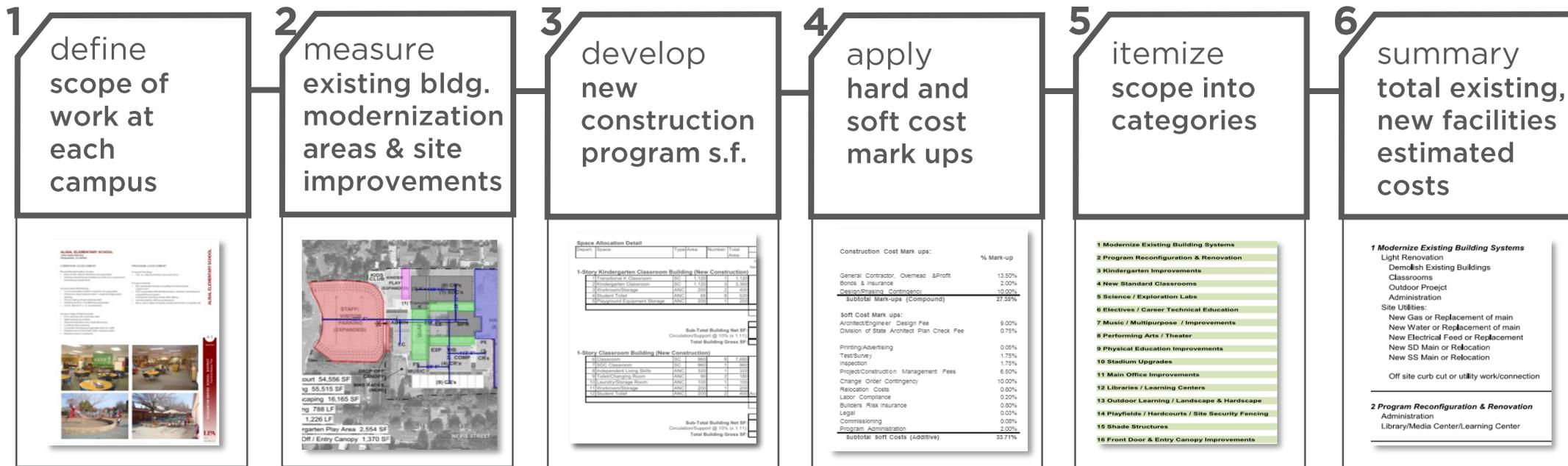
Prepared by LPA, Inc. | Consulting

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# cost estimating





### 5.2 SCOPE RECOMMENDATIONS PRIORITIZATION

HIGH SCHOOL SITE COMMITTEE PRIORITIES

**Anaheim High School**

- PE Athletic Improvements (Gym, Fields, Pool)
- Campus
- Student Lunch
- ROP / ROTC Building Improvements

**Contra Costa High School**

- Student Queue
- Underused Science Labs
- Theater Support Spaces
- Maintenance of PE Athletic Spaces

**Kennedy High School**

- Physical & Territorial Upgrades to Classrooms
- Parking & Drop-off Areas
- Outdoor Sitting Areas / Student Gathering Areas

**Katella High School**

- Science Facilities
- Upgrade Classrooms and Amenities
- Grounds / Quad Areas - Shade and Outdoor Furnishings
- Physical Education Facilities

**Laura High School**

- Replace Portable Classrooms with Appropriate Learning Spaces
- Provide Shelter Area for Students to Eat Change Garment Bags, etc. (Tents and Canopies)

**Mesa Vista High School**

- Modernize Classrooms
- Theater
- Second Gym
- Student Work Areas

**Serrano High School**

- New Practice Gym + Gym / Locker Room
- Library
- Parking Lot Re-organization
- New Science Labs
- Shade Structure

**Western High School**

- Athletic / PE Facilities - Fields, Pool, and Gym
- Loggia
- Fencing
- Classroom and Science Lab Upgrades

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### 6.2 PROGRAM COSTS FUNDING OPTIONS

The District has assigned 6% for contingencies, leaving \$14.25 million for facilities projects. Below is a table summarizing the funds on hand available for the FMP.

Source of Funds	Funding Amount
Development Impact Fees	\$2,000,000
Developmental Funds	\$0,000,000
California Funds	\$3,000,000
<b>Total Funds On Hand</b>	<b>\$5,000,000</b>
State Funds On Hand	\$15,000,000
Contingency (6%)	\$970,000
<b>Available for Facilities</b>	<b>\$14,230,000</b>

**Funds from a Potential General Obligation Bond Measure**

The District is considering a potential general obligation bond measure to raise additional funds for facilities. A 50% voter approval bond measure is constrained by a maximum tax levy of \$30 per \$100,000 of assessed value, and this is estimated to result in a bond measure of up to \$100 million over the ten-year time horizon of the FMP.

The District is contractually obligated to use the first available funds from the issuance of any general obligation bonds toward repayment of a prior financing. The prior financing was originally completed in 1996, and then refinanced in 2012, to fund HVAC upgrades and other modernization needs. It is estimated that repayment of this financing will require \$22.5 million. It is also conservatively estimated that another \$10 million will be required to cover borrowing costs associated with the issuance of general obligation bonds and amount to \$62.5 million. The District would net raise \$7 million for off-budgetary construction and \$3 million for storm housing. This would leave \$22 million of bond proceeds for facilities projects, as shown in the chart below.

**A Bond Measure is Expected to Generate \$210 Million Over 10 Years for Facilities Master Plan Projects, Net of Upfront & Ancillary Costs**

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# prioritization

## local funding sources

- current assets
- future development
- redevelopment

## calculate state eligibility

- modernization
- new construction
- proposition 39 - energy
- impact of LCFF

## voter approval options

- general obligation bond
- recreation assessment district

*multiple data points to assist board decision making* 14

group activity

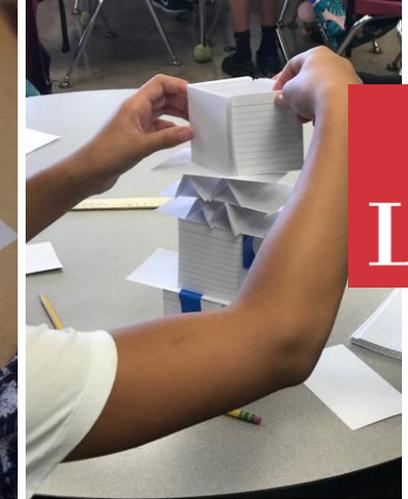
# If You Could Dream...

- **What Are Your Goals for the Master Plan?**
- **What Big District + Community Topics Should the Master Plan Consider?**



# Facilities Needs Assessments

Findings To-Date



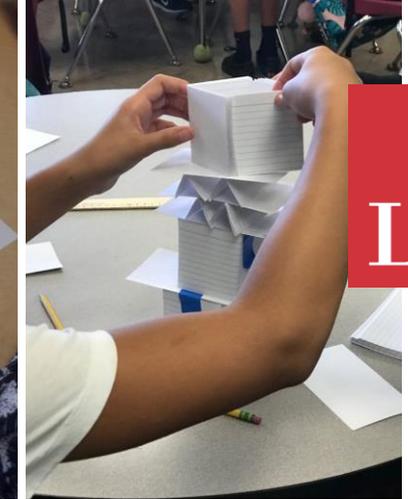
## facility needs assessments / common themes

Original construction in the 1950's and 1960's

Future capital needs (within 1-10 years):

- Building enclosure
- Interior finishes
- Roofing
- Building systems: water heater, plumbing, electrical
- Fire protection systems
- Furnishings

*\*based on the assessments of 12 school sites*



## facility needs assessments / immediate capital needs

### Highlands Elementary

- Sink repair
- Suspended ceiling repair

### Holbrook Language Academy

- Repair cracks in slab-on-grade
- Flooring repair
- Casework repair
- Suspended ceiling repair

### Pleasant Hill Elementary

- Flooring repair
- Lighting repair
- Roof repair
- Exhaust ventilation system
- Domestic water equipment
- Rain water drainage



# facility needs assessments / immediate capital needs

## **Shore Acres Elementary**

- Food service equipment
- Playing fields (cracking)
- Exterior steps and ramps
- Fencing
- Irrigation controller
- Sinks
- Window screens
- Fire alarm at kitchen hood

## **Sunrise Special Education School**

- Roof finishes
- Suspended ceiling

## **Wren Avenue Elementary School of the Arts**

- Paving and resurfacing
- Roof finishes

*\*based on the assessments of 12 school sites*



# facility needs assessments / immediate capital needs

## **Foothill Middle**

Foundation issues to resolve building M's localized flooding at entry

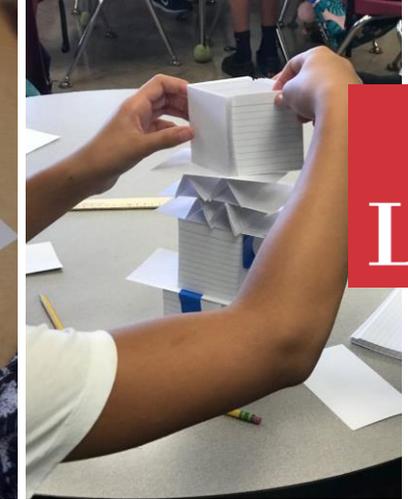
## **Pleasant Hill Middle**

Food service equipment: walk-in freezer

## **College Park High**

Solar energy system damage repair  
Roof finishes  
Site drainage at C-wing  
Electrical service/distribution

*\*based on the assessments of 12 school sites*



# facility needs assessments / immediate capital needs

## **Clayton Valley High**

- Exterior wall construction
- Paving and resurfacing
- Food service equipment
- Roof finishes

## **Shadelands Preschool**

- Exhaust ventilation systems
- Paving and resurfacing
- Windows

## **Olympic Continuation High**

- Exterior metal ramp and stairs
- Markings and signage

*\*based on the assessments of 12 school sites*



# Stakeholder Engagement Update

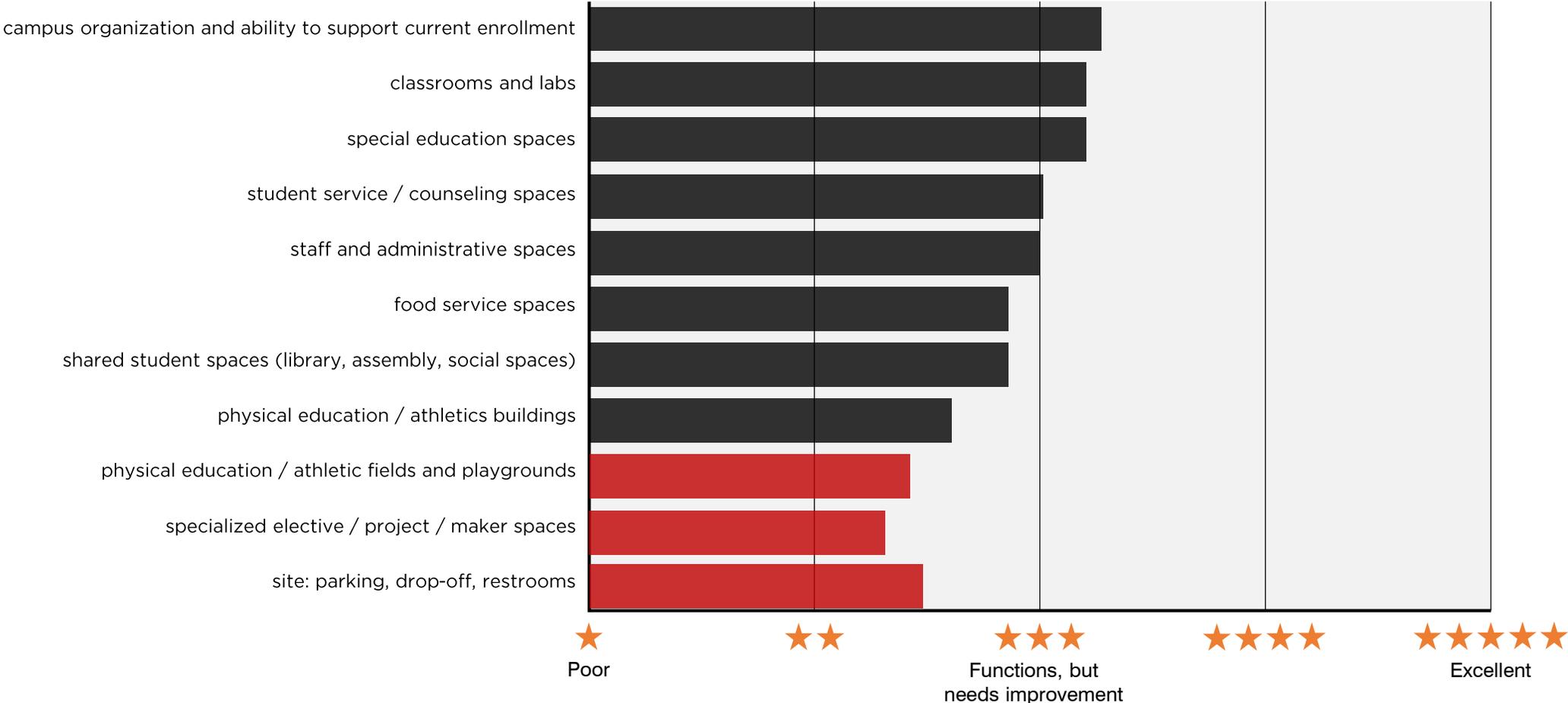
Principal Surveys



# principal survey / district-wide results



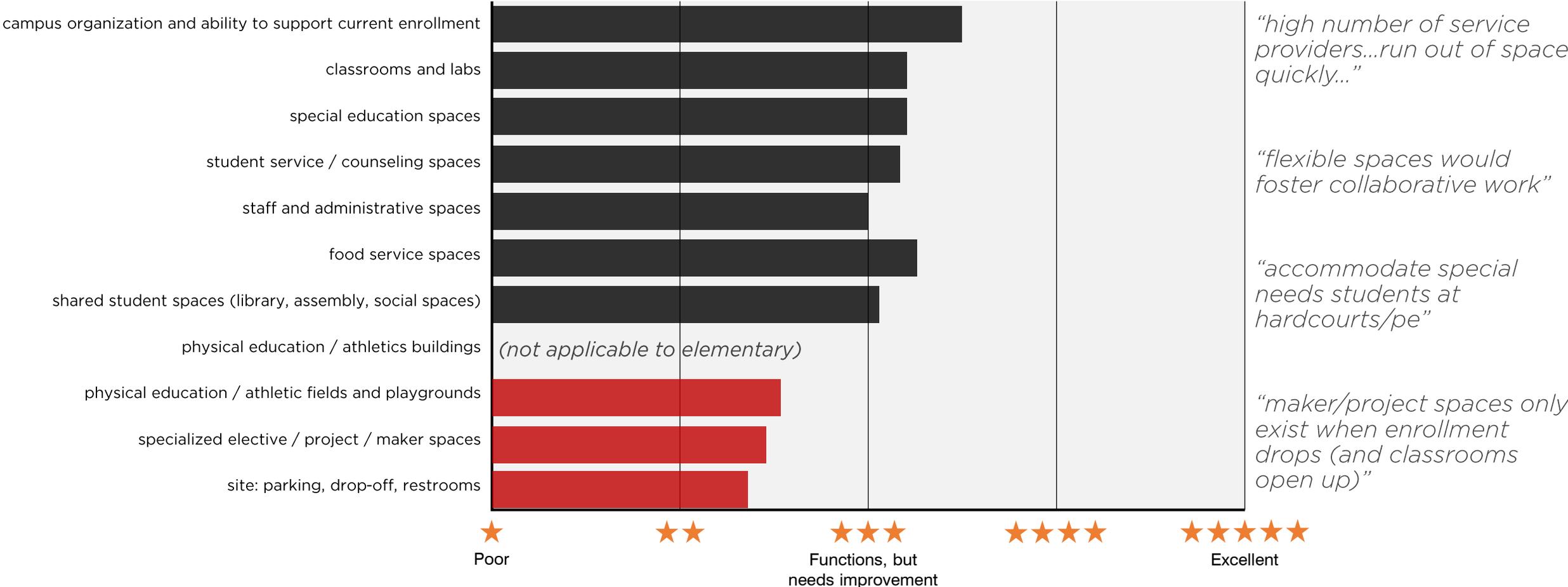
How would you rank the functionality of the following:



# principal survey / elementary school results



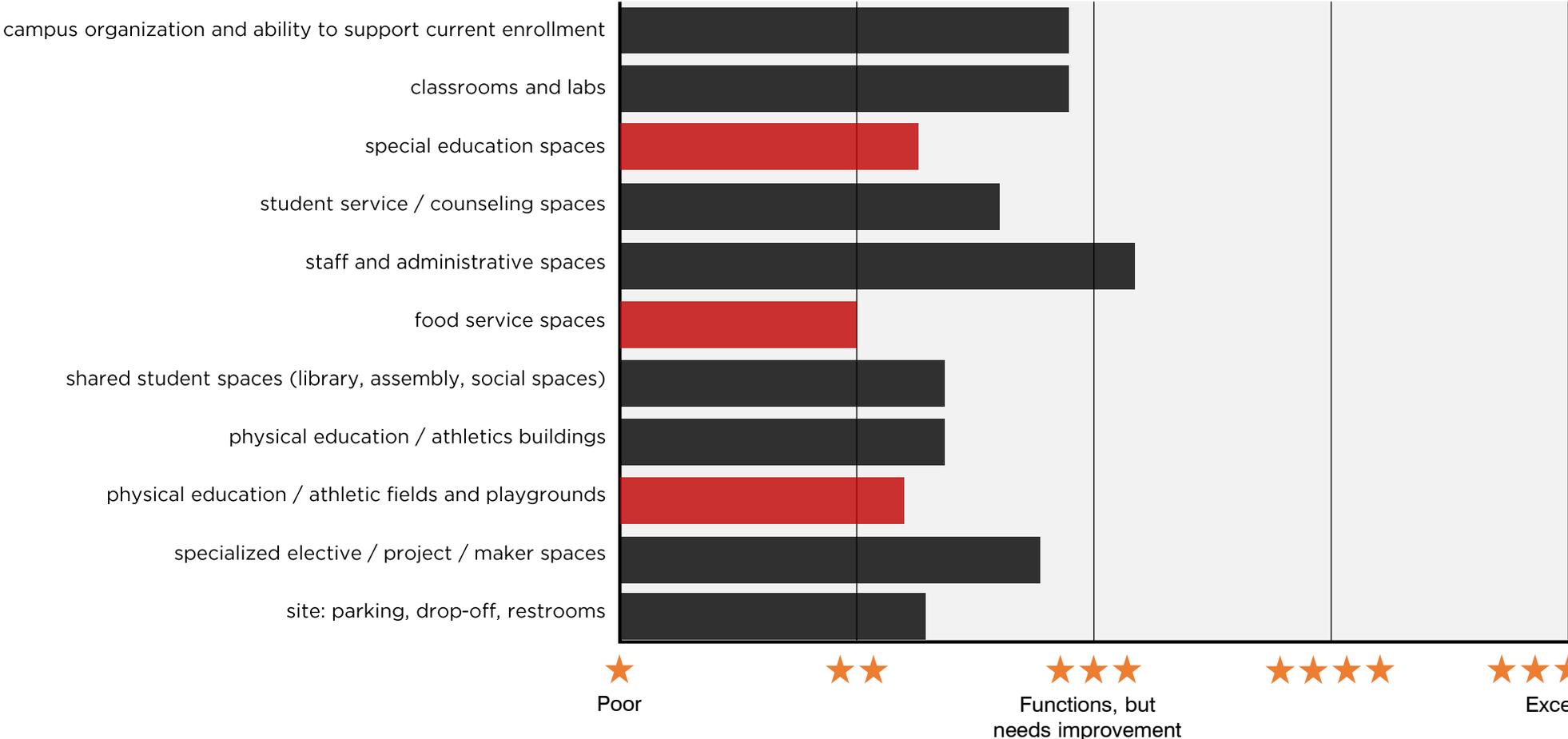
## How would you rank the functionality of the following:



# principal survey / middle school results



How would you rank the functionality of the following:



*“it is difficult to maneuver around most spaces – for both teachers and students”*

*“food service flow is poor”*

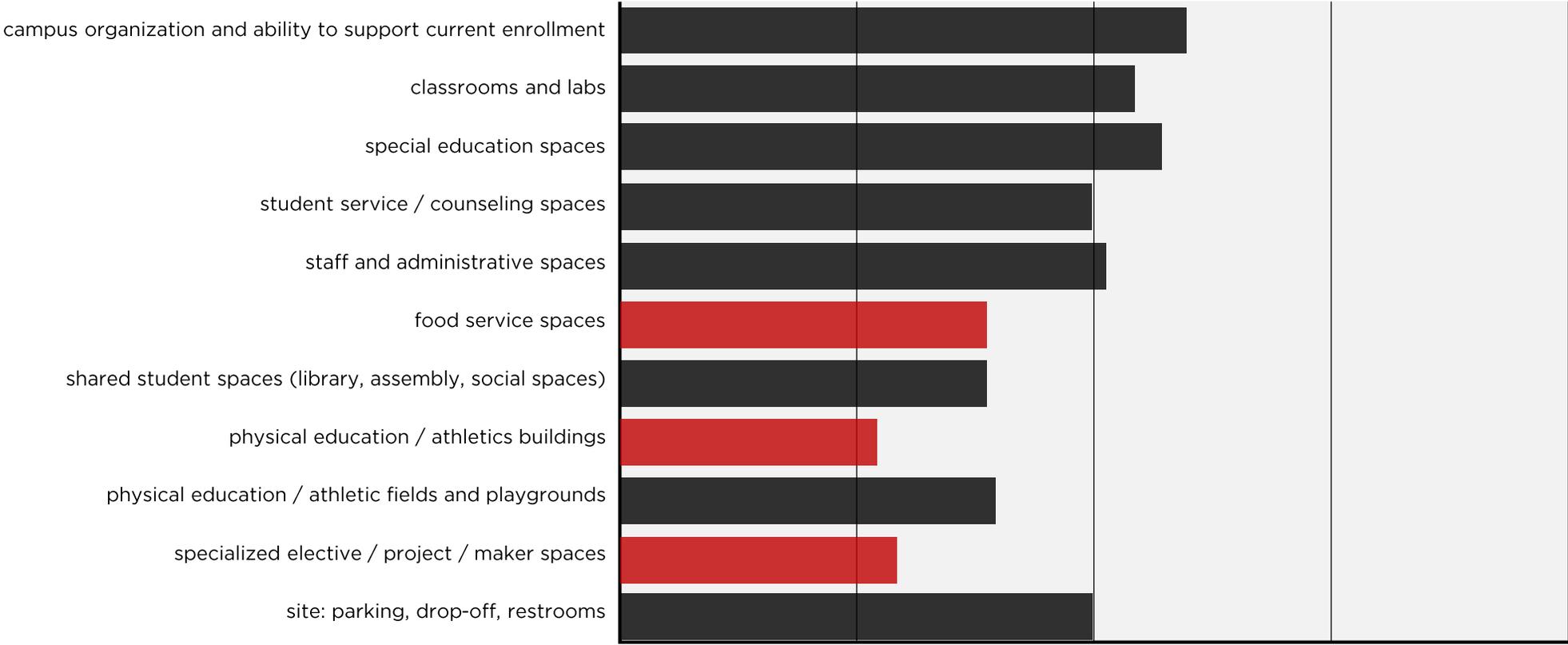
*“library holds a very small number – we turn away students at lunch that would like to come in”*

*“special education and classroom facilities can actually be counterproductive to learning in certain spaces”*

# principal survey / high school results



## How would you rank the functionality of the following:



*“we are working on turning the library into a maker space”*

*“we are beyond full and need additional special education spaces”*

*“it is difficult for visitors to easily find and access our school office”*

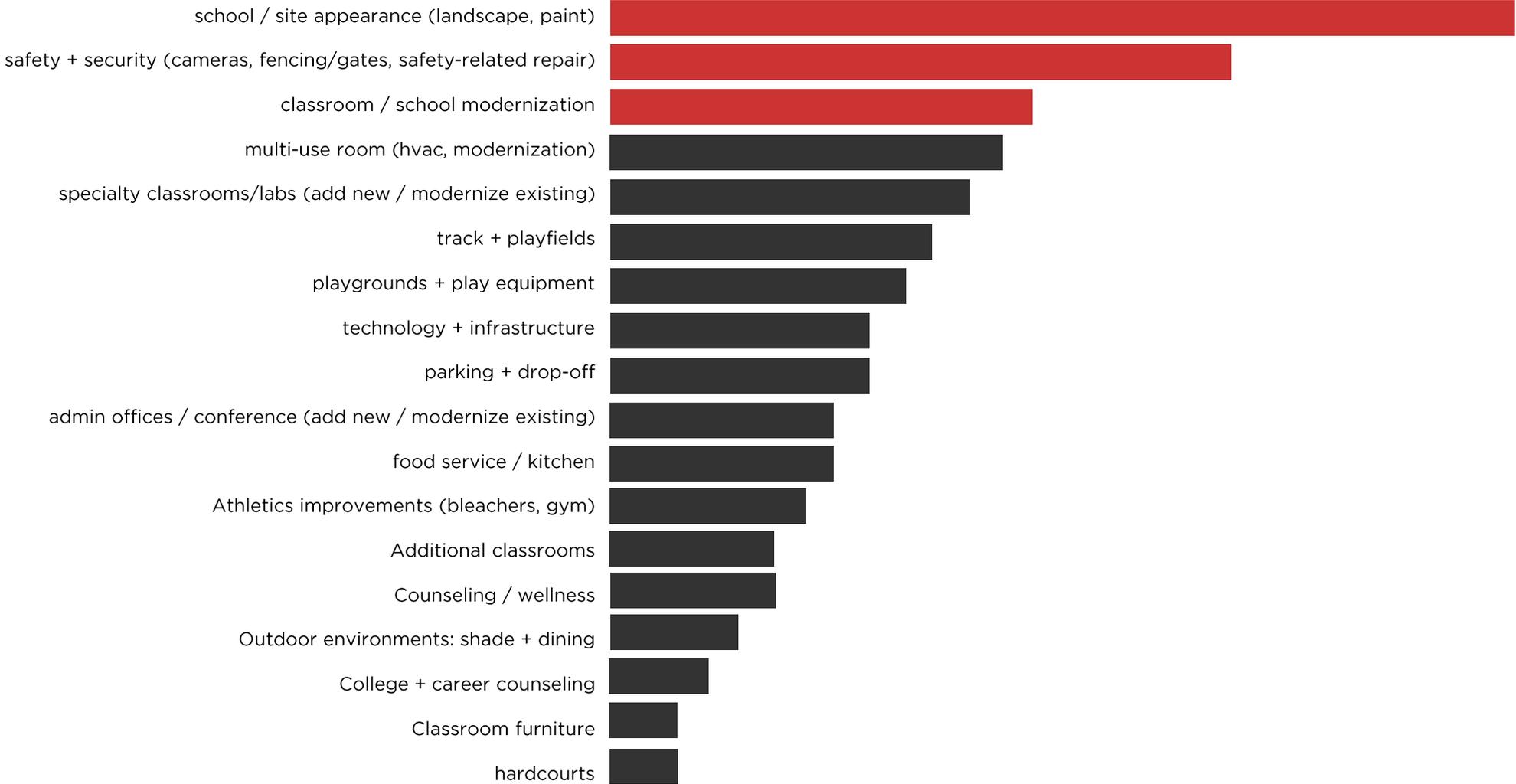
*“our library is not prepared for 21<sup>st</sup> century learning”*

★ Poor      ★★      ★★★ Functions, but needs improvement      ★★★★      ★★★★★ Excellent

# principal survey / principal's top priorities



Frequency that item was mentioned as a top priority:



roundtable activity

**How Will You Define Success for This Master Plan?**



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**MT. DIABLO UNIFIED SCHOOL DISTRICT  
FACILITIES MASTER PLAN  
2018**



PROCESS



VISION



ASSESSMENTS



Changing Lives by Design™