SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Santa Monica - Malibu Unified School District

Long Range Facility Planning
Educational Specifications

Board of Education
May 30, 2019

Carey Upton, Chief Operations Officer
Dr. Jacqueline Mora, Assistant Superintendent – Educational Services

Agenda

1. Overview
2. Education Specifications
3. Other Planning Tools
4. Facility Assessments
    a) Process & Schedule
    b) Potential Outcomes
5. Prioritization, Design and Construction
6. Questions and Answers

Long Range Facility Planning

What got us here

1. Previous and Ongoing Facility Improvements
   a) Measure BB
      i. Middle and High School - modernizations and building replacements
      ii. New Edison Elementary
   b) Measure ES
      i. Classroom Technology Modernization
      ii. Window Paint Floor Modernizations and HVAC installation and upgrade
      iii. Samohi – Discovery Building
      iv. Adams – Performing Arts Center
      v. Athletics upgrades
      vi. Malibu Alignment
2. Bond Passage
   a) Measure SMS - $485 M
   b) Measure M - $195 M

What's in process

3. Campus Plans
   a) Samohi Campus Plan
   b) Malibu Campus Plan
   c) Olympic Transformation
4. Preparation for ES and MS Campus Plans
   a) Educational Specifications
   b) Other Planning Tools
      i. Sustainability Plan
      ii. ADA Transition Plan
      iii. District Standards and Construction Guidelines
      iv. Technical Needs Assessment

What's the purpose

- Outline the physical requirements needed to support the educational curriculum/program
- Are based in the Curriculum Goals and Core Values of SMMUSD; Education driven and established by Educators
- Help create equity and parity throughout the District while allowing unique identities and specialized programs for individual schools
- Are required by California Code of Regulations, Title 5

Are and Are Not

- Reflect the educational processes already occurring and the direction learning is headed in our schools
- Are a blueprint for a standard; Chart aspirational goals for learning and facilities
- Are a metric to compare existing facilities against, not a requirement
- Are used to move our schools toward these goals

Every space/school will not/cannot be changed to meet these standards. Applying the Educational Specifications will move all of our school sites toward the goals.

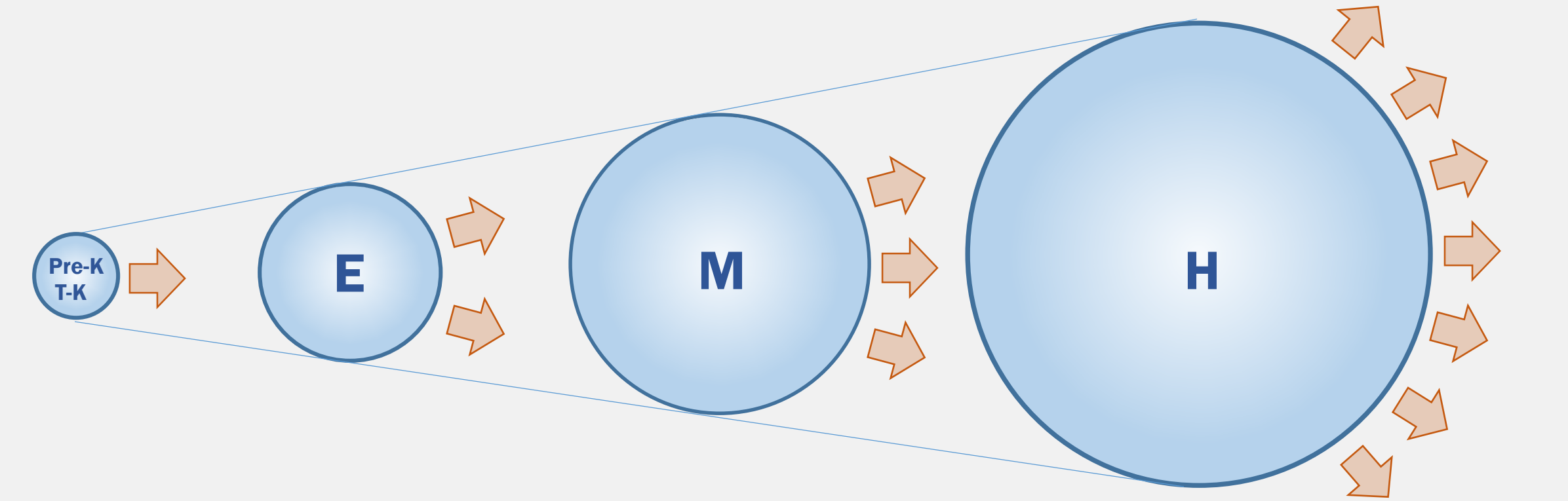
SMMUSD Educational Specifications

A Road Map

- Establish Future Instructional Delivery That Aligns to Goals of the SMMUSD LCAP and Excellence Through Equity Initiative
- Provide 21st Century Learning Environments That Encourage Individual, Small Group and All Class Collaboration That Embraces the Unique Programs at SMMUSD
- Design Spaces for Students to Function at the Highest Level
- Enlist Results Driven Approach to Student Success
- Increase Student Engagement as Part of a Project Based Learning Model
- Provide a Road Map Designed to Align with Future Facilities Master Planning

SMMUSD Future Delivery Model

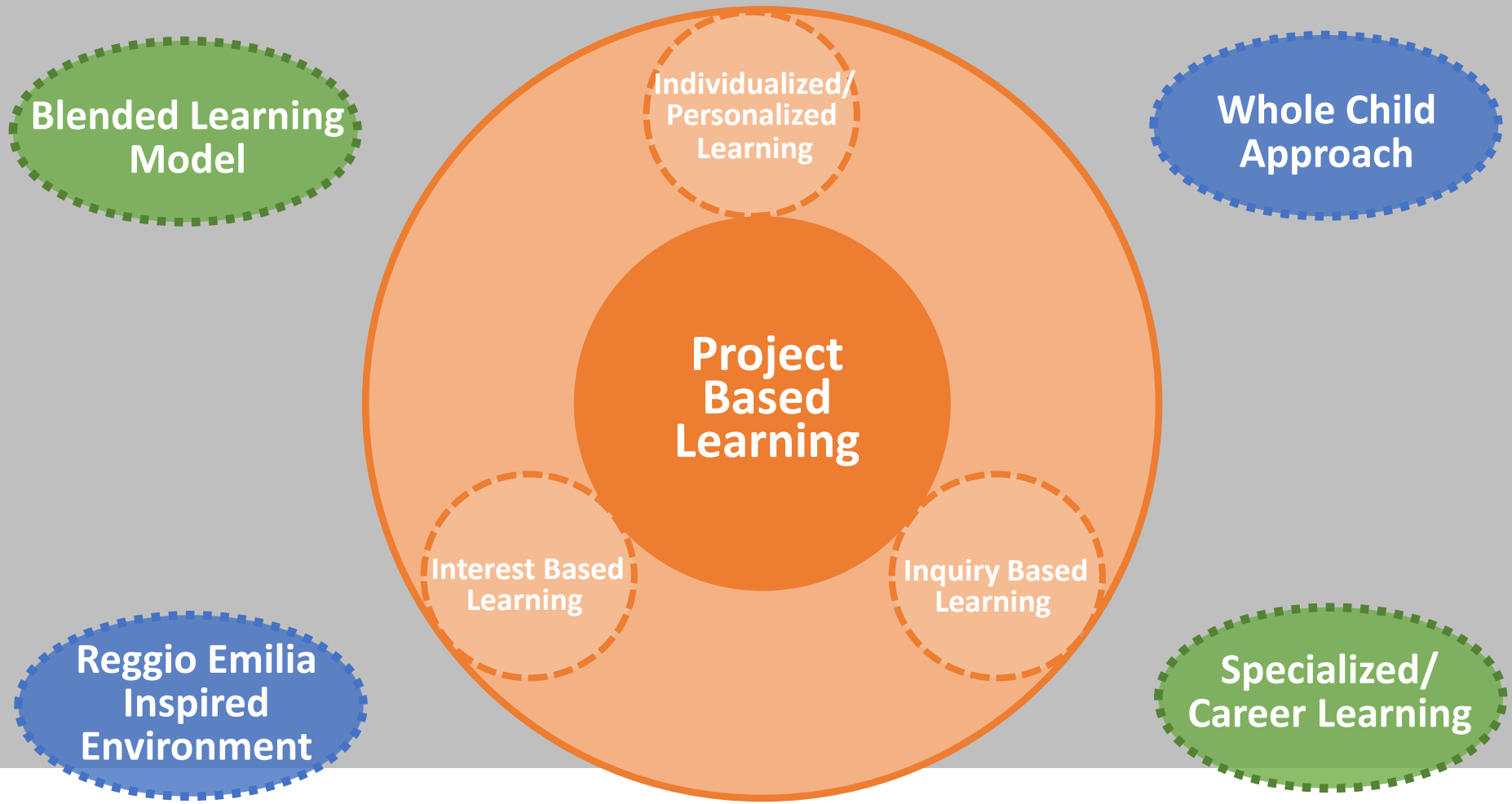
Integrated Learning Progression



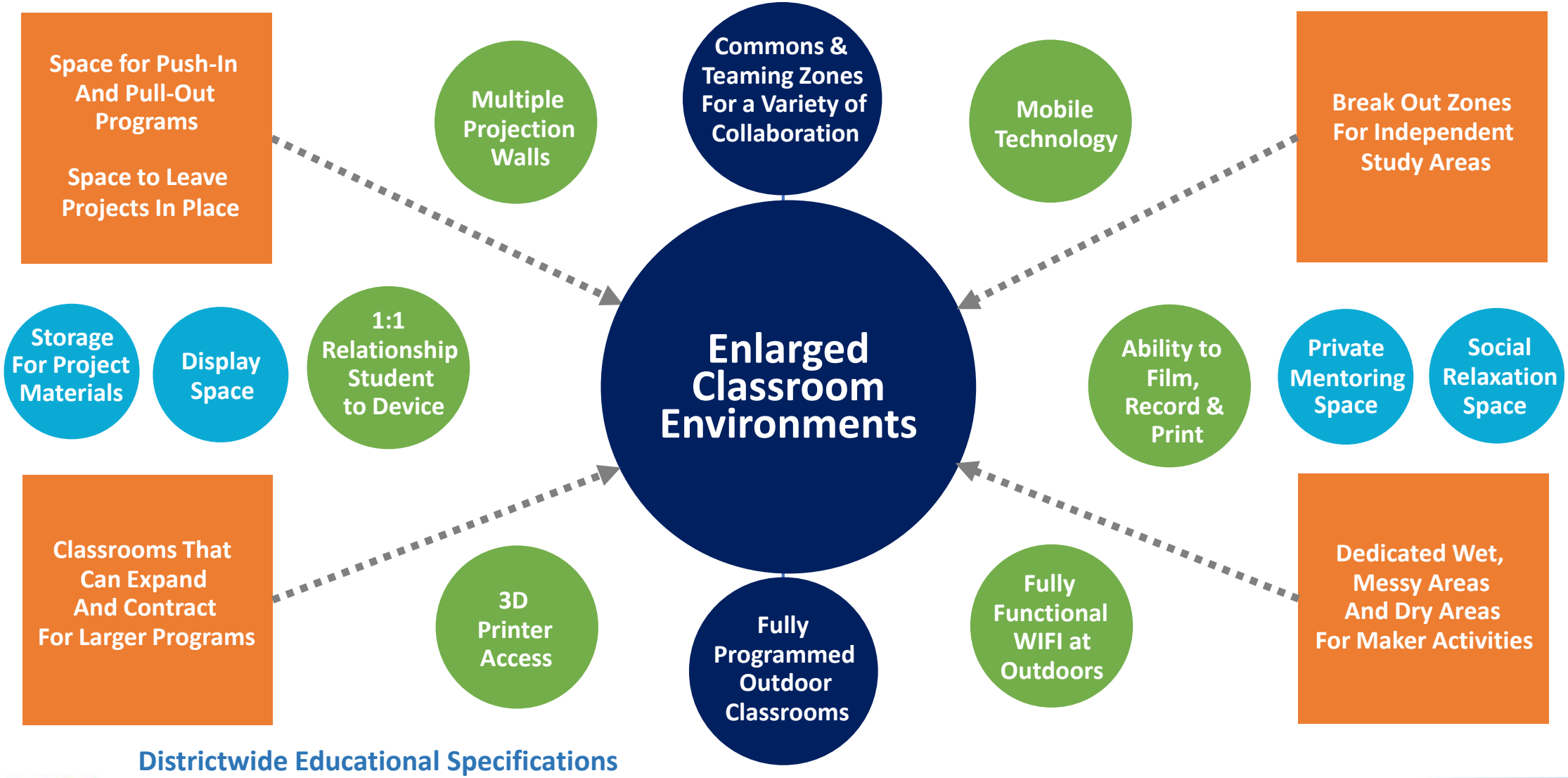
- Integrated Learning Progression & Whole Child Approach
- Linear, Demonstrable Connectivity
- Multi-Modal : Text, Model, Oral, Collect Data,
- Multimedia, Visual Displays, Evidence
- A Mix of Pedagogy & Spatial Planning
- Dynamic “Non-Classroom” Environments

- Highly Collaborative & Interactive: Nimble, Responsive, Connecting With Peers/Globally Connected
- Utilize Strategies That Simulate Real World Synthesis of Information
- Curricula That Adequately Prepares Students
- Produce Outcomes That Keep Pace With Future Career Trends

Learning Model & the Future of SMMUSD



Planning / Learning Model for the Future



Common Themes: Elementary Schools

- Add Pre-K to all Elementary Campuses
- Plan Evolution of Campuses over Time
  - Develop Campus Plans and Adjacencies
  - Replace Old Portables
  - Safe and Secure Environments
- Provide Consistency of Instructional Spaces Across the District
  - Technology, WiFi
  - Outdoor Learning Spaces
- Focused Pathways; Zone Classrooms for Specific Uses
- Increase Classroom sizes to Accommodate a Variety of Learning Modalities
- Expand Flexibility & Mobility in Classrooms for Project Based Work

Common Themes: Elementary Schools

- Program Outdoor Space Adjacent to Classrooms to Increase Learning Areas
- Provide Teaming Areas with Additional Amenities, Resources, Space for Pull-Out Programs, and Learning at Various Scales
- Arrange Science / Art Classrooms to also be Programmed as Maker Spaces to Provide for New Uses
- Re-imagine Libraries as Central Hubs On Campus; Expand and Shift to 21st Century Approach to Resources & Amenities
- Add Separate Multipurpose and Cafeteria at Each Campus to Increases Program Opportunities

Common Themes: Middle & High Schools

- Program Adjacencies on Campuses to Maximize Connections
- Increase Classroom Sizes to Accommodate a Variety of Learning Modalities
- Expand Technology & Teaching Walls to Encourage a Project Based Learning Approach
- Add Breakout Spaces Between Classrooms & In Corridors at Existing Buildings for Additional Flexibility and Opportunity
- Increase Flexibility & Mobility in Classrooms for Project Based Work
- Allow Indoor/Outdoor Flexibility to Increase Program Opportunities
- Provide Teaming Areas with Additional Amenities, Resources, Space for Pull-Out Programs, and Learning at Various Scales

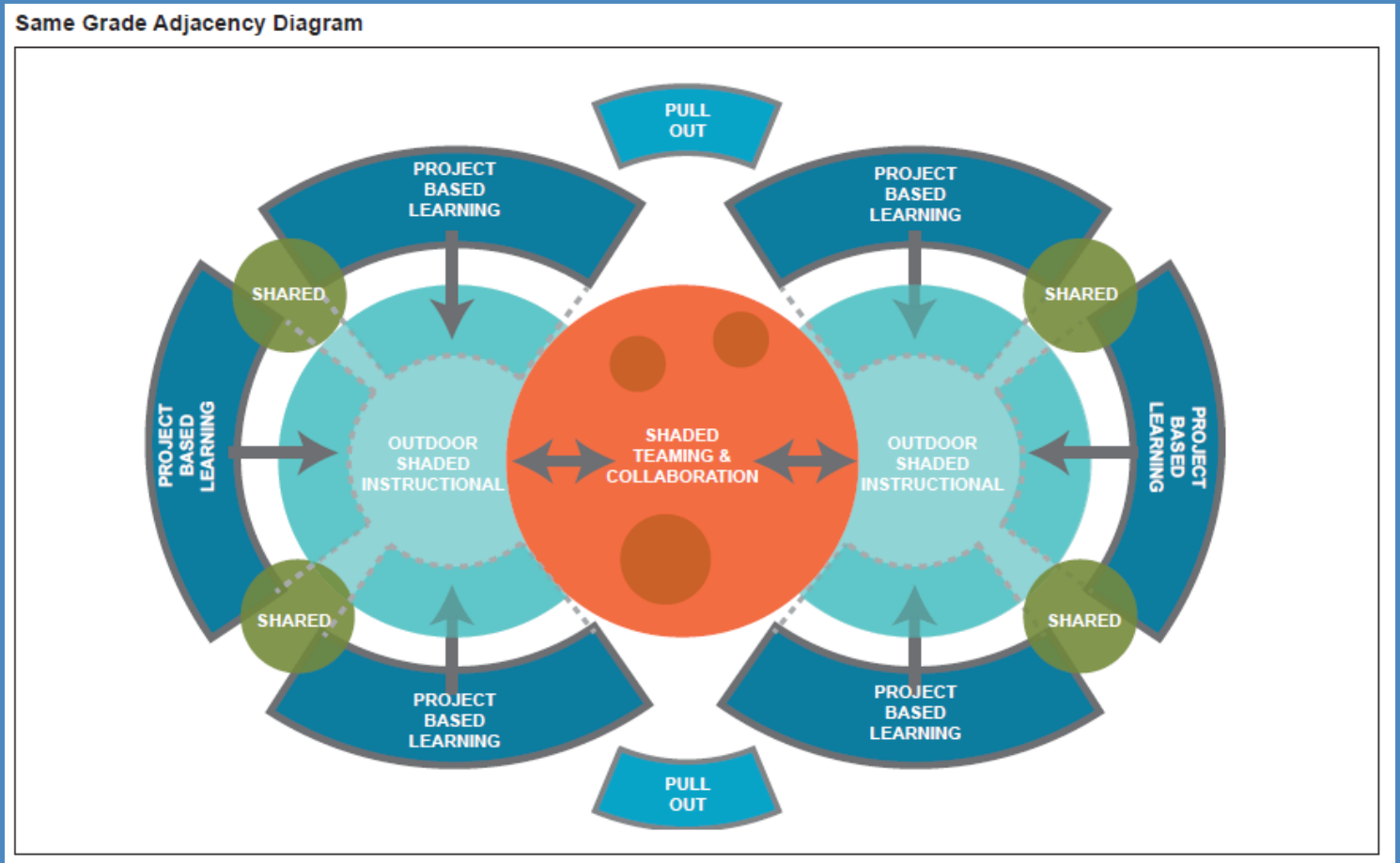
Common Themes: Middle & High Schools

- Define Program Requirements for STEAM
- Program Cafeteria Spaces to Accommodate a Variety of Uses
- Provide Specialized Learning & Career Technical Education Pathways
  - Business, Banking & Entrepreneurship
  - Film & Entertainment
  - Green Engineering Technology
  - Visual Arts (3D Visualization, VR, Graphics)
  - Culinary & Hospitality Management
  - Coding & Gaming
  - Professional Music Development
- Establish Pathways from Middle School to Specialized Learning at High Schools
- Develop Partnerships with Community: Local Business, Industry & Higher Ed
- Allow Distance Learning
- Connect Middle School and High School Athletics

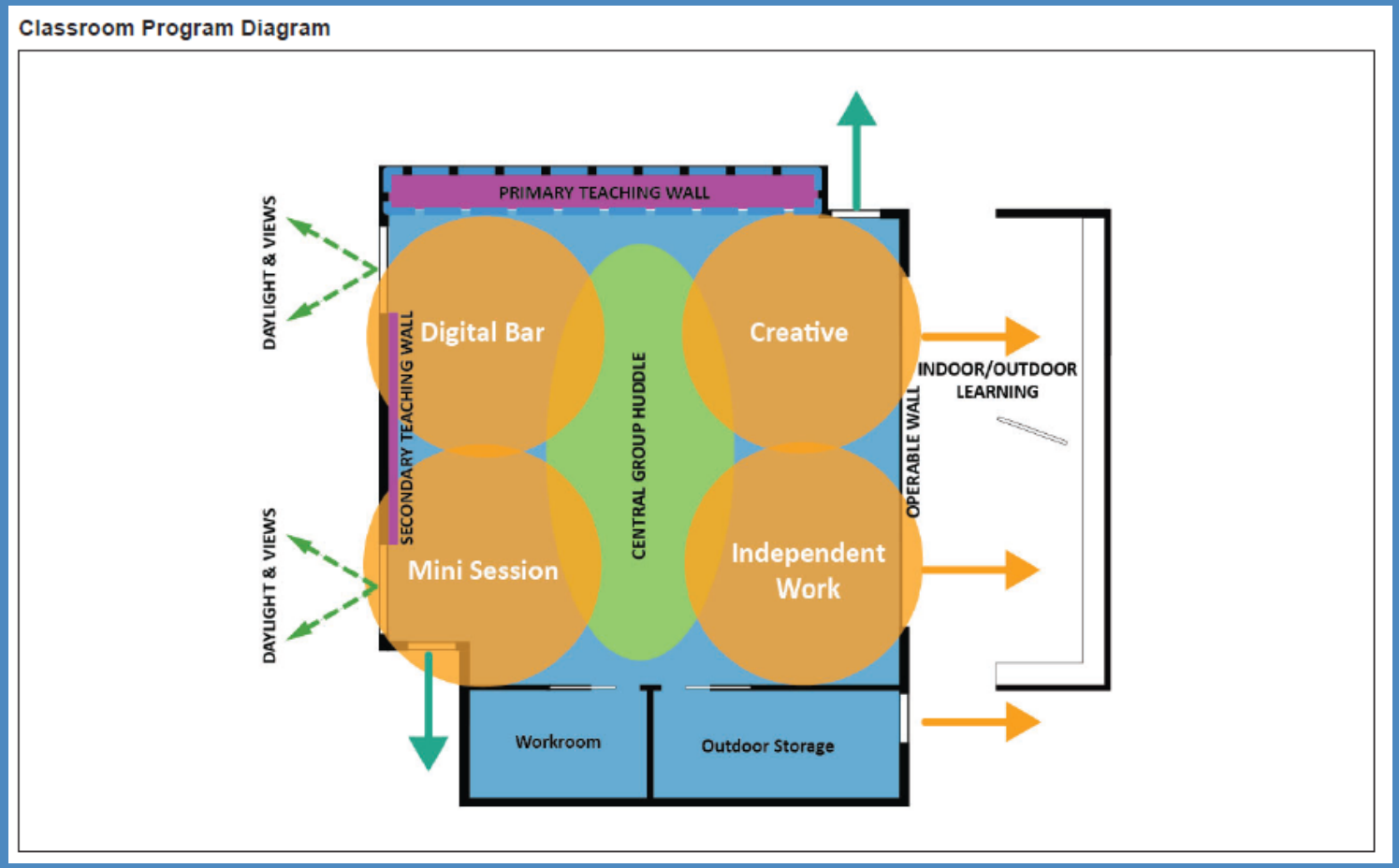
Common Themes: Campus Sites

- Security and Safety
  - Perimeter Fencing
  - Increase Visibility
  - Remove Blind Corners Making All Areas Easier to Supervise
- Building Access and Security
  - Align Campus Entrances, Improve Main Entrance Security
  - Improve Wayfinding
- Drop-Off, Pick-Up, Parking and Pedestrian Access
- Food Service and Nutrition Upgrades
  - Whole Child Approach Districtwide
  - Campus Gardens

Learning Environments – 1st-2nd Grade PBL Classrooms



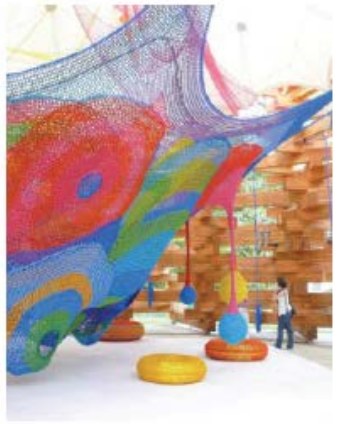
Learning Environments – 1st-2nd Grade PBL Classrooms



Learning Environments – 1st-2nd Grade PBL Classrooms

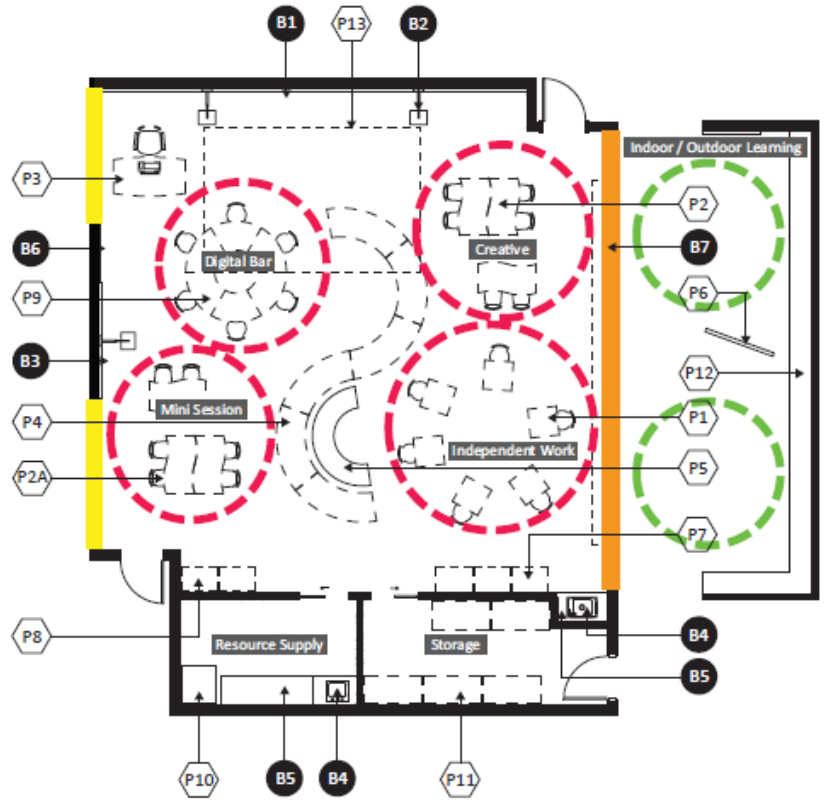
Space Program Description

Capacity: Students	24
Capacity: Instructional	
1 Instructor, 1 Aide/Volunteer or Guest Speaker	
Co-Learning Instructor	
SPED Aides	
Classroom:	1,200 sf
Organized for 4 Learning Zones	
2 Interactive Instructional Walls	
Clearly Defined Wet Area with Sink & Bubbler	
Roll-Up Doors to Outside Classroom	
Ancillary: Shared Between 2 Classrooms	
Resource Room: Supplies, Refrigeration, Sink	80 sf
Storage: Indoor/Outdoor PBL	60 sf
Total	**1,340 sf**
Other	
Outdoor Classroom	500-800 sf
Permanent Outdoor Canopy or Shade Structure	
Sink With Counter	
Outdoor Equipment Storage	
Outdoor Classroom Adjacency to Dedicated Outdoor Play Area	



Learning Environments – 1st-2nd Grade PBL Classrooms

Floor Plan



Legend

P1	Movable seating
P2	Movable tables
P2A	Movable chairs
P3	Mobile Instructor podium with workstation including storage and
P4	Mobile shelving and storage systems
P5	Lounge seating
P6	Mobile collaboration white board
P7	Mobile storage bins and resource carts
P8	Mobile lateral file storage system
P9	Mobile circular table units
P10	Mobile project rack
P11	Project and outdoor storage racks
P12	Bench Seating
P12	Instructional Rug
B1	Interactive instructional wall
B2	Interactive instructional wall
B3	Secondary collaboration wall with ultra short throw projection
B4	Sink with bubbler at appropriate student height
B5	Mill work
B6	Tackable surface

Learning Environments – 1st-2nd Grade PBL Classrooms

Technology

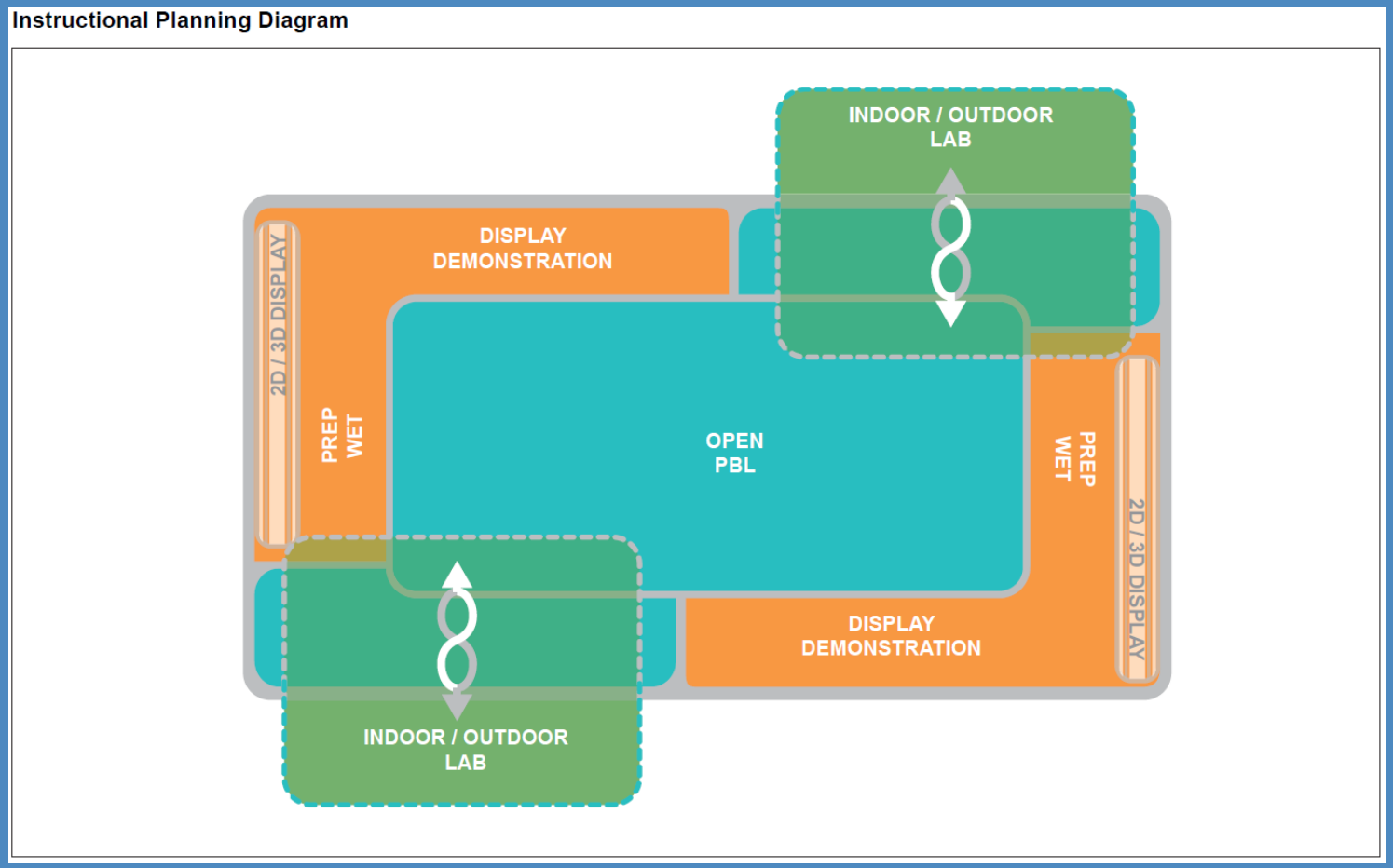
Interactive Classroom Technology	Minimum (2) interactive instructional walls Include bi-directional screen sharing with multi-touch interaction and note capture capabilities. Large-scale digital annotation Wall HDMI input connection Wall AV control panel Ceiling speakers
Data	Wireless access point: Faceplate with (2) CAT6 at +96" AFF Display: Faceplate with (2) CAT6 at +66" AFF (for each display) as noted, minimum (2) displays Spare: Faceplate with (2) CAT6 at 18" AFF Security Camera: Faceplate with (1) CAT6 at 96" AFF Projector: Faceplate with (2) CAT6 at ceiling Instructor Desk: Faceplate with (6) CAT6 floor box
Lighting	Provide energy efficient LED lighting throughout, including lighting controls for dimming as well as front and rear zoning of classroom. Include daylighting and lighting solutions to support a variety of learning models.
Intrusion Alarm	Ceiling mounted motion detector
Mobile Recharging	Laptop & tablet recharging station to accommodate all hand held classroom devices.
Fire Alarm	Fully automatic fire alarm system tied back to main administration and local fire.
Public Address & Clock System	Integrated and synchronized digital clock and public address system connected to master controls at main administration.

Finishes & Features

Flooring	Carpet with resilient floor tiles at sink and wet prep areas. Provide rug at main teaching wall and main activity space in the classroom.
Wall Base	Rubber
Ceiling	Acoustic ceiling tile, acoustic baffles, or other that comply with NCR of 0.70 or higher. Minimum ceiling height 10'-0". Reduce background noise level from HVAC systems to 40 dBa or less. Partitions to meet STC of at least 50. Windows to meet STC of at least 35.
Walls	Interior walls between classrooms must extend full height to the underside of deck. Combination painted gypsum board, magnetic rewritable surfacing and tackable surfacing recommended at wall surfaces. Rewritable surfacing shall not be paint applied material. Tackable surfacing will be self-healing mat.
Doors	Provide vision panel in door or side panel and include means to cover glazing during lockdown.
Windows	Dual insulated glazing units to meet minimum STC of 35. Operable windows preferred. Natural daylight and views required from all regularly occupied spaces. Provide roller shades at all window locations.
Casework	Internal plywood structure with laminate finish.
Plumbing	Child accessible sink with bubbler required in classroom.
Sustainability	Interior building materials to comply with LEED criteria for 'Materials and Resources," as well as 'Indoor Environmental Quality' criteria including M&R credits 4.1, 4.2, 5.1, 5.2, 6 and 7 as well as IEQ credits 4.1, 4.2, 4.3 and 4.4.

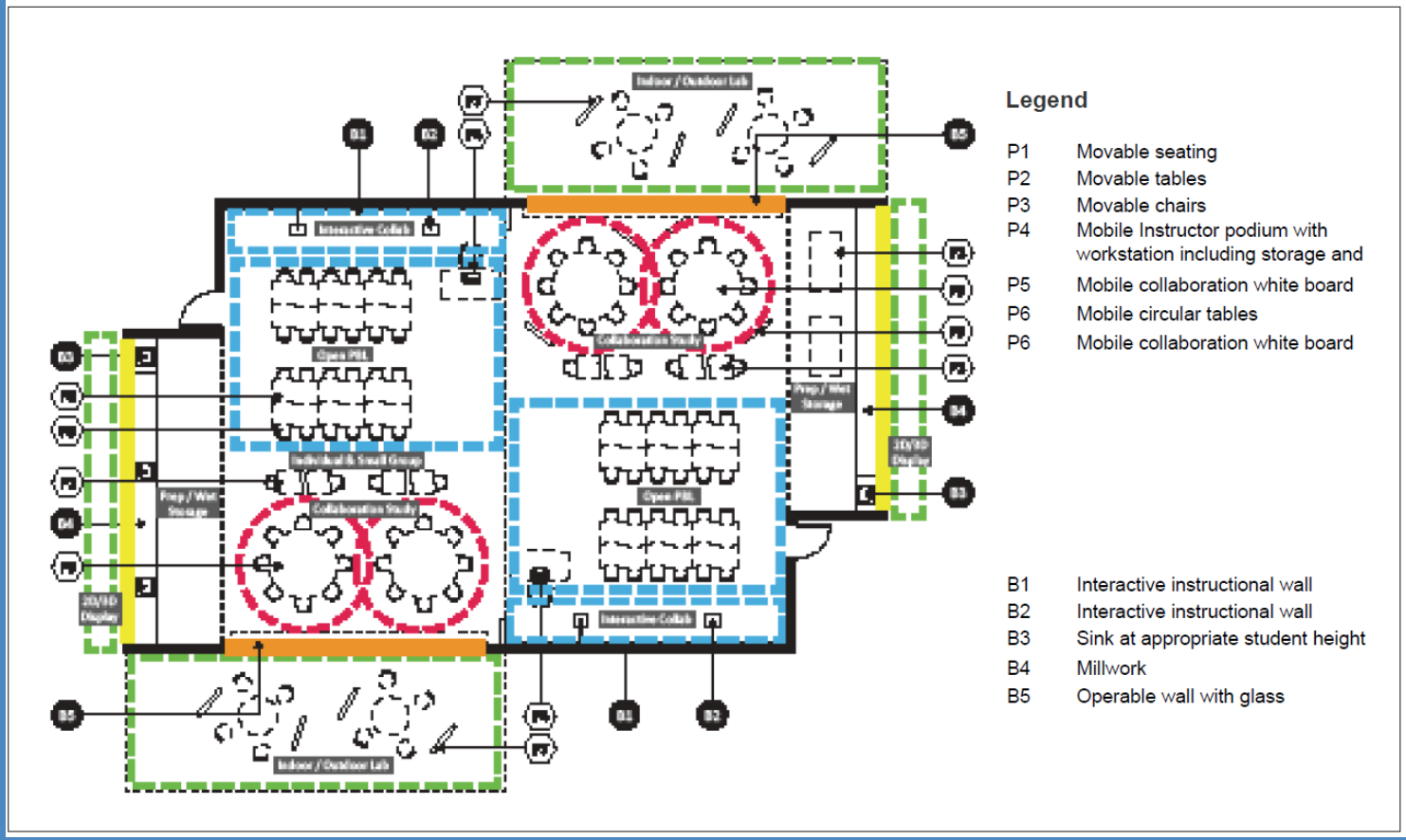
Learning Environments – Elementary Science and Art Instructional Areas

Instructional Planning Diagram



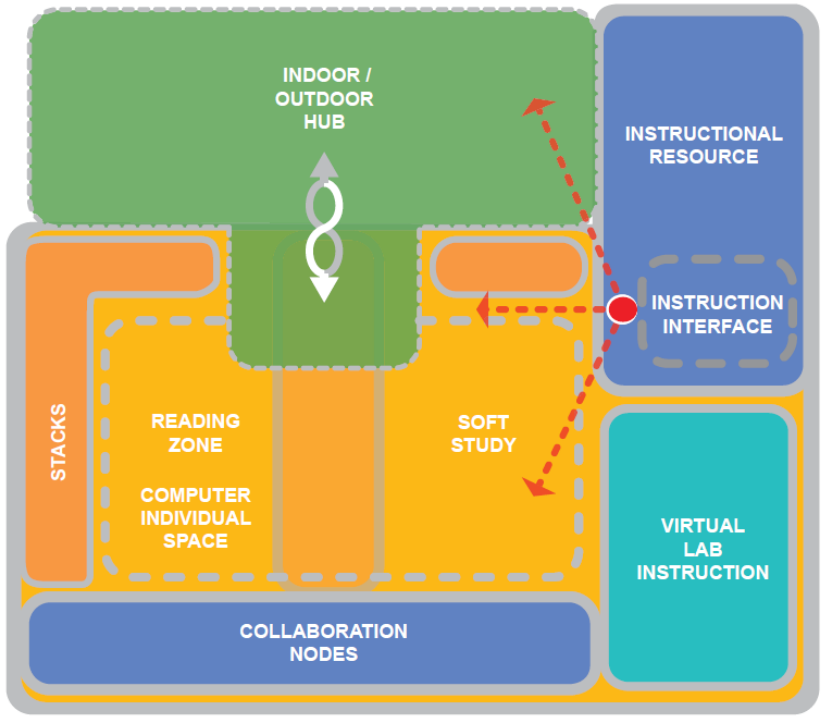
Learning Environments – Elementary Science and Art Instructional Areas

Floor Plan



Learning Environments – Elementary Library

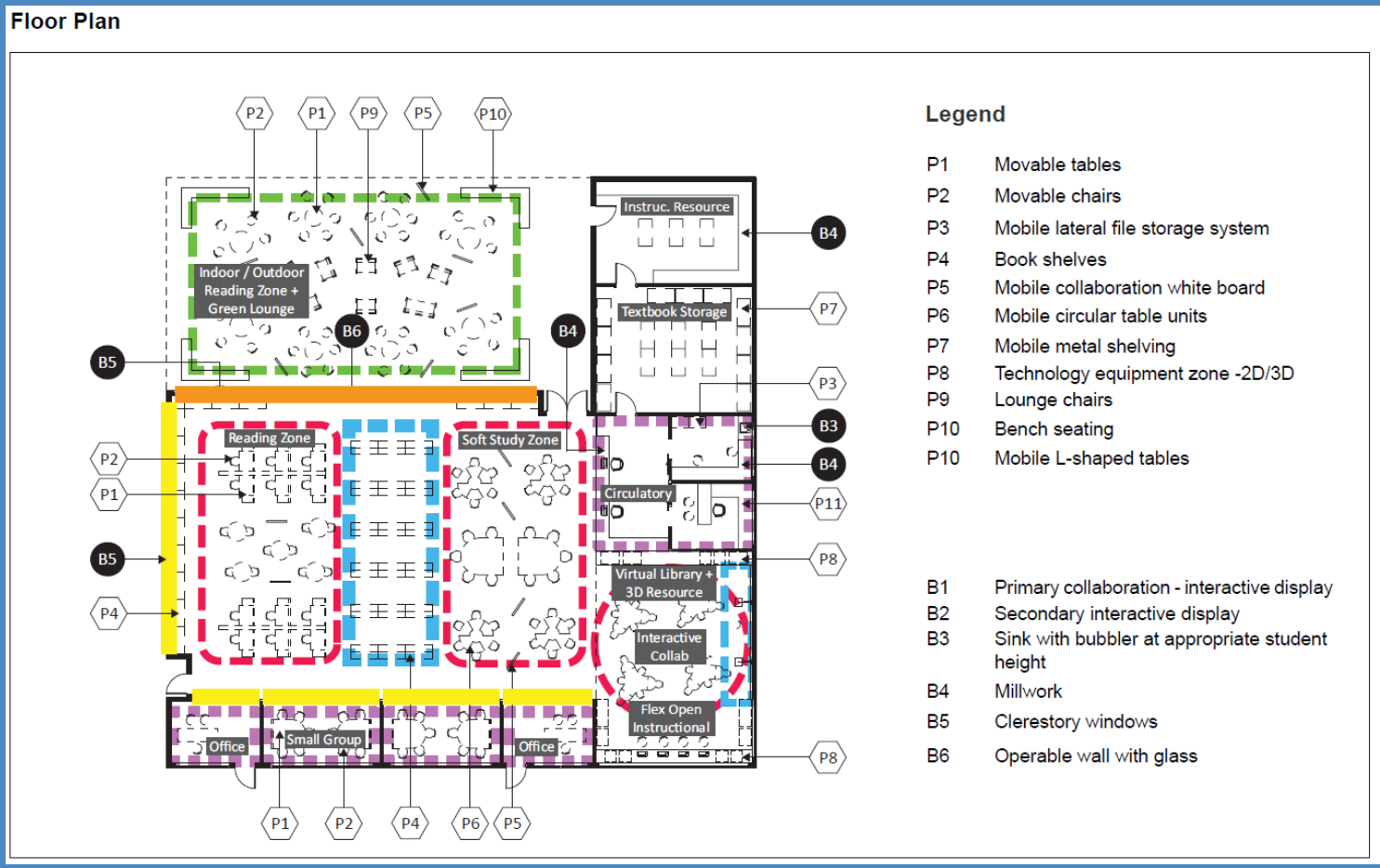
Instructional Planning Diagram



Elementary School Library Adjacency Diagram

Learning Environments – Elementary Library

Floor Plan



Legend

P1	Movable tables
P2	Movable chairs
P3	Mobile lateral file storage system
P4	Book shelves
P5	Mobile collaboration white board
P6	Mobile circular table units
P7	Mobile metal shelving
P8	Technology equipment zone -2D/3D
P9	Lounge chairs
P10	Bench seating
P10	Mobile L-shaped tables

B1	Primary collaboration - interactive display
B2	Secondary interactive display
B3	Sink with bubbler at appropriate student height
B4	Millwork
B5	Clerestory windows
B6	Operable wall with glass

Learning Environments – Culinary & Café: Dining, Nutrition and the Whole Child

Dining areas of campuses are often under-programmed and under-utilized spaces, challenged by flexibility and usability. Twenty-first century cafe and culinary spaces at SMMUSD are intended as enriching spaces that provide not just for dining, but make best use of the types of specialized resources that are available in a culinary setting. This area of enrichment represents a new, long term commitment by the district to improve the quality and types of foods offered to students, while also reinvigorating the delivery system.

The whole child approach to dining and nutrition learning at SMMUSD includes food, food science, gardening and composting, and culinary as important aspects of foundational learning. Food serves as an area for exploration and discovery from farm-to-table so that students can better understand our natural resources, better understand food and culture, and better connect with aspects of mindfulness, physical and emotional health. It is also a unique place where students can connect with the local community, local farmers, sustainability and organics, as well as connect with Santa Monica's rich history with its local farmer's markets and their easy access to the great chefs of Los Angeles.

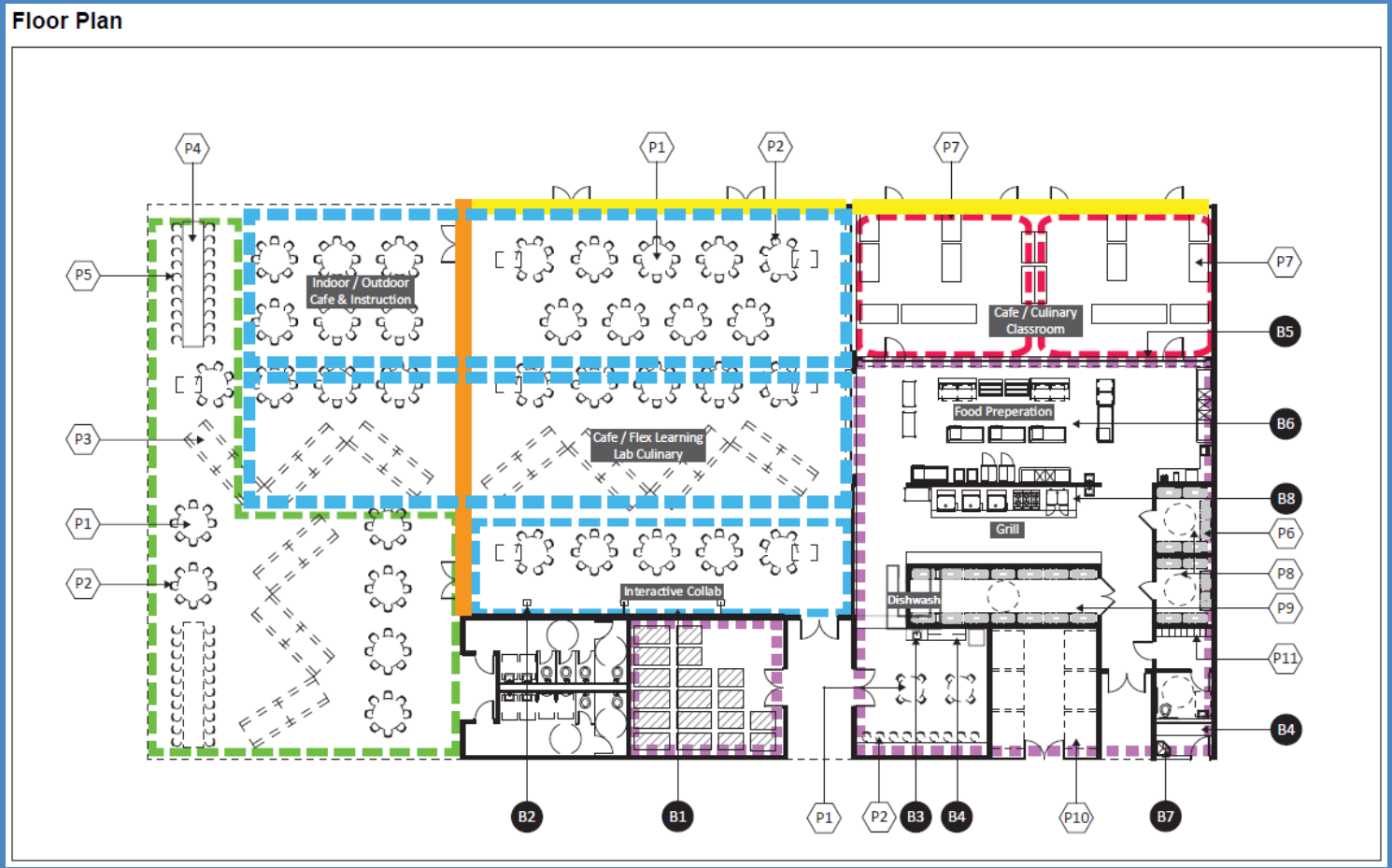
Campuses within the district were originally built with a one school-one kitchen approach, with on-site daily food prep and delivery. Over time, this model was modified with the district utilizing a central kitchen style approach to food preparation and delivery for the entire district, with SAMOHI serving as the central kitchen location for the district. With new emphasis on fresh, local ingredients, sustained by campus gardens, the district will begin migrating to a model of single school-single kitchen, with each campus growing organic fruits and vegetables on campus that are prepared and served at an on-site facility.

The activities included in each of these various program types emphasize different aspects of the physical environment. These various types of activity are quantifiable and can be categorized as follows:

- **Social Hub:** For students, lunch is an active time of day intended for loud, energy-centric activities, a time to blow off steam as well as a time to test social and emotional learning skills. The cafe as social hub can also be thought of as a place for after school programs, events and art shows, and summer instructional programs. Furniture for the space should be highly flexible and provide a variety of seating configurations, including cafe style seating, areas for smaller groupings of students as well as flexible tables that can be used for culinary instruction and classroom type instruction.

Learning Environments – Culinary & Café: Dining, Nutrition and the Whole Child

Floor Plan



Learning Environments – Outdoor & Intermediate Spaces

As part of a whole child approach the district has made a commitment to providing learning opportunities of various sizes and with a variety of opportunities distributed across campuses, both to enrich the hands-on approach to learning required in project based exercises, as well as to provide environments that build the mental and physical health of students.

For elementary school students, there are a variety of objectives to be achieved by various outdoor experiences as follows:

- Strengthen motor skills
- Provide stress relief
- Generate visual-motor skill integration
- Strengthen verbal and social skills
- Create well programmed outdoor spaces that compliment indoor project based learning
- Increase attention and cognitive abilities
- Provide healthful opportunities for mind-body balance including access to sunshine and fresh air

As part of any campus improvement project, areas adjacent to indoor programmed space should be considered opportunities to introduce outdoor learning. Ideally, a variety of well dispersed opportunities are provided on each campus and correlate to the areas which they are adjacent. These spaces are intended to be diverse, both in size and design. Consider areas for discovery, instruction, vigorous play, messy project space, and areas where loud voices can occur. Consider the intent of the space and if students will be spending time learning in the area, where shade canopies and furniture make anytime access possible. Fewer, well programmed, well equipped spaces are always preferred when budget and scope are concerns.

Learning Environments – Campus Safety & Security

Program Overview

Where safety and security are concerned, SMMUSD focuses on two areas of implementation, (1) prevention, and (2) physical protection strategies.

The goals surrounding prevention include: reduction of school social factors that contribute to violent behavior, identification of students who are at risk for violent behavior, and effective intervention to prevent acts of violence. Strategies for engagement include:

- Improve on positive educational environments free of bullying, harassment, and discrimination.
- Detection and intervention of bullying, harassment, abuse and other adverse behaviors.
- Identification of students at risk for violent behavior and intervention to address needs.
- Threat assessment of students exhibiting indicators for imminent violent behavior and intervention to prevent adverse behavior.

The goals for physical protection include: enhancing features that deny or impede campus access to a perpetrator of violence, establishing entrance controls that screen out potential perpetrators, and enhancing facilities that provide effective refuge from attack.

To accomplish this, campuses will provide a balance of inwardly and outwardly focused efforts to maximize school safety. Design of new campuses, as well as existing campus modernization projects will take into consideration the following areas for enhanced safety and security controls.

- Site Circulation
- Pick-Up & Drop-Off
- Campus Parking
- Campus Perimeters
- Campus 'Front Door'
- Secondary Points of Entry
- Building Access and Controls

Site Circulation

- Pedestrian and bicycle circulation patterns at the perimeter of campuses are intended to connect easily and safely to school property. Crosswalks and pathways will be clearly marked and identified for students biking to/from school. Bike racks will be provided in accordance with sustainability requirements.
- Campus, perimeter, building and access signage will form a comprehensive way finding system around campus that is easy to follow, identify and understand and that will provide for safety of students, as well as provide clear identification of visitor entrance areas.
- Bus loading/unloading zones will be located near the primary entrance at each campus. Areas for special needs buses will be clearly identified, with all bus parking identified as no parking zones. Drop-off zones will be provided with safe and secure access to sidewalks and entrances.
- Internal site circulation around play areas will be protected from vehicular and unnecessary pedestrian traffic to provide for a safe and secure school environment.

Pick-Up & Drop-Off

- SMMUSD schools are located in well populated neighborhoods, with most students arriving via car, bus, or by walking or bicycle. School gates for campus access are generally open at the beginning and end

Learning Environments – Campus Safety & Security

of school days, with safety protocols including manned gates at all entrances to campus, as well as staff curbside at the main vehicular drop-off to facilitate traffic flow during drop-off and pick-up times. Future design efforts will facilitate the ability to separate car traffic from pedestrian traffic in these high use areas.

Parking

All campuses require parking for teachers and staff that complies with minimum requirements (refer to model school matrix). In addition, parking for a limited number of volunteers, and part-time staff are required. Preferred locations for parking lots are adjacent to the main campus entrance and/or located next to larger specialized functions on campus, primarily the multipurpose, performing arts or athletics areas. Parking for special needs staff is required to be located adjacent to special needs classrooms for ease of access.

Campus Perimeter

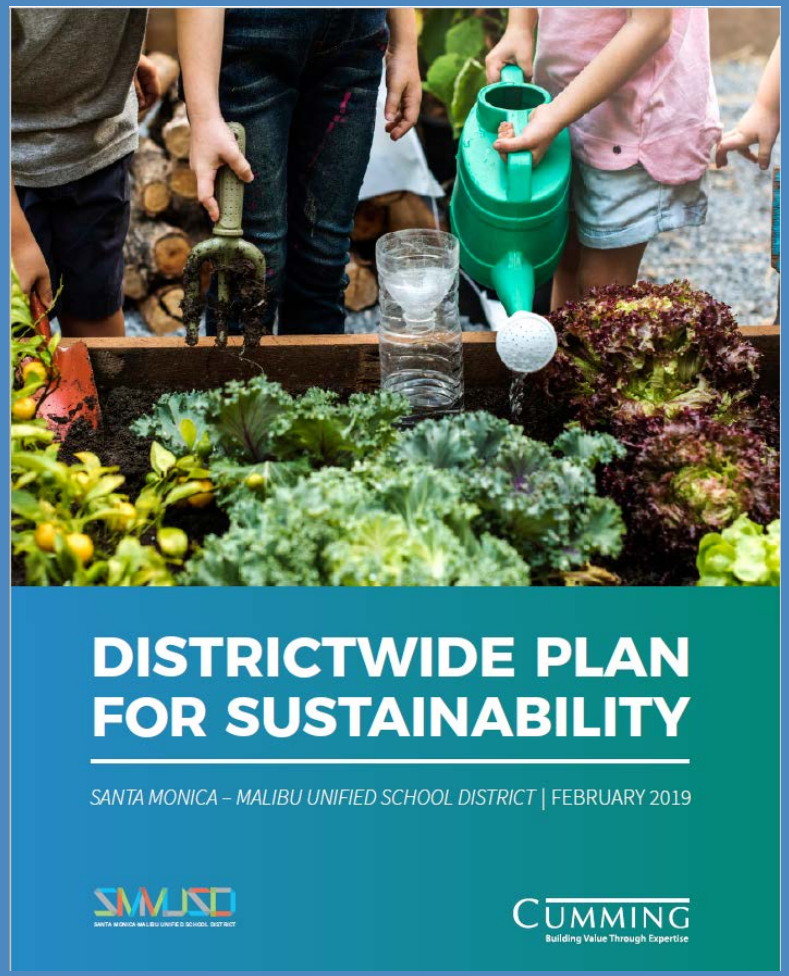
- **Campus Lighting:** In addition to required path of travel lighting, main shared use and high use areas will be considered as part of any new construction and/or modernization project. Areas where path of travel lighting is required, preferred solutions are under-awning solutions, bollard or walkway lights. Lights in parking lots and at main entrances are required as part of general campus security controls. Centralized lighting controls that allow for ease of reconfiguration are required for general facilities maintenance. Any exterior lighting solutions under consideration require a comprehensive lighting study to verify solutions that minimize light pollution to comply with sustainability requirements.

- **Campus Fencing:** As a general rule, fencing is intended to reduce and deter individuals from getting in, it is not intended as a visual or physical barrier that solves all security problems. Fencing will provide a seamless enclosure around the perimeter of the campus, with height of fence considered on a school-by-school basis.

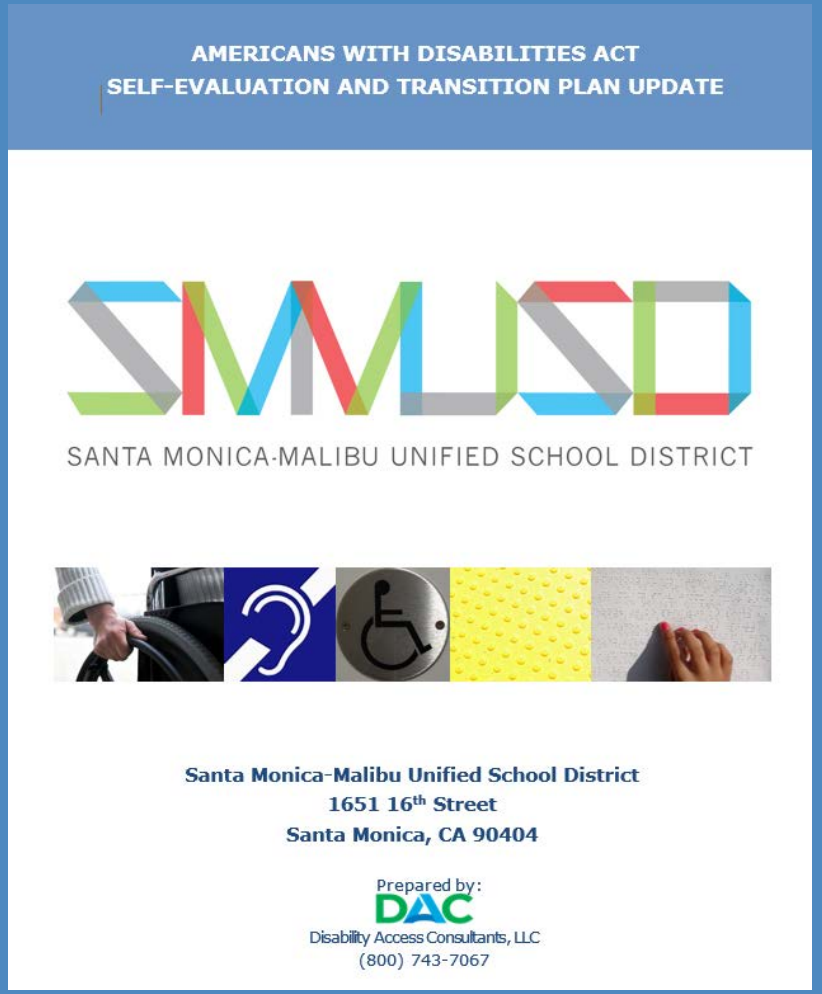
District Fencing Standards Include:

- Campus layout utilizes perimeter fencing to establish primary natural access control.
- Fencing allows for natural surveillance into the interior of the site.
- Fencing is of upgraded material, such as wrought iron or tight mesh to discourage attempts at entry through scaling the fence. Areas of perimeter fencing where high fences are required, such as athletic areas, may utilize chain link.
- Gates, both pedestrian and vehicular will be of similar construction.
- Perimeter fencing and landscaping at visitor entrances will be clearly defined, well-marked and provided with adequate signage.
- Signage along the perimeter should direct visitors to the main entry and office.
- Areas of joint use should be capable of separation from the rest of the campus through the use of fencing, gates and/or landscaping.
- Trees and other landscaping should be maintained so that they do not allow access to the campus by climbing.
- Perimeter fencing and gates should be locked when the campus is not in use.
- Maximum 5 lbs. of force to operate pedestrian gates.
- Maximum 15 lbs. of force to operate vehicular gate.
- Where panic hardware occurs, hardware must not be easily defeated from the locked side.

Other Planning Tools – Districtwide Plan for Sustainability



Other Planning Tools – ADA Transition Plan



District Standards & Construction Specifications / Needs Assessment

District Standard Construction Specifications and Design Guidelines:

Construction Specifications and Design Guidelines establish future facility standards for all SMMUSD facility projects. They will define minimum functionality, quality standards, acceptable products and manufacturers, and building requirements. As we move towards Measures SMS and M projects, it is essential that we update these specs and guidelines that were last updated at the start of Measure BB in 2008.

Technical Condition Assessment (Facility Optimization Solutions):

A facility condition assessment (FCA) is a tool that facility managers and owners use to proactively inform projects and budgets and help develop long-term capital planning strategies. An FCA is an objective, independent, third party review of the existing physical conditions of a given asset or group of assets. It documents the current state and the anticipated direct construction costs for building systems corrections and their components.

Facilities Assessments – Hiring Architects

Campus Assessment groupings:

- Lincoln Middle School
- John Adams Middle School
- Edison, Roosevelt and John Muir Elementary Schools and the Santa Monica Alternative School House (SMASH)
- McKinley and Rogers Elementary Schools
- Franklin and Grant Elementary Schools
- New School and Webster Elementary Schools

Campus assessments are **NOT** required for the following SMMUSD schools:

- Santa Monica High School
- Olympic High School
- Malibu Middle and High Schools

Facilities Assessments – Process & Schedule

Campus Assessment Schedule

Project Schedule and Milestones

• Planned Board Award	June 27, 2019
• Planned Commencement of AE Services	July 1, 2019
• Reports are due as follows:	
• Campus Assessment(s)	October 31, 2019
• Site Plans and Prioritized Project Lists due	February 28, 2020
• ROM Estimates and Schedules	April 15, 2020
• Draft Reports Due	May 31, 2020
• Final Reports Due	July 1, 2020
• Board Approval of Final Reports	September 2020

Potential Outcomes – Elementary

- Replace portable classrooms with a new building containing large maker spaces and additional standard classrooms
- Add a second MPR (Cafeteria or Auditorium) to campuses with only one MPR. Upgrade Kitchens
- Repair and upgrade outdoor learning areas to expand smaller classrooms, add shade structures
- Add preschools so every school has a preschool. Improve Pre-K, T-K and K classrooms and outdoor learning areas
- Reorganize front of the campus to improve safety perimeter, Possibly, add or create a parent space
- Improve drop off/pickup and add additional parking
- Add solar PV structures and other sustainable measures

Potential Outcomes – Middle & High Schools

- Complete Window, Paint, Floor and Door Modernizations and HVAC additions
- Transition Old Shops Buildings to new Maker Spaces/Project Based Learning Facilities
- Create new outdoor learning areas, add shade structures
- Assess Lincoln's Pool Building and Theater
- Reorganize front of the campus to improve safety perimeter, Possibly, add or create a parent space
- Improve drop off/pickup and add additional parking
- Add solar PV structures and other sustainable measures

Prioritization and Budget Process

Assessments will result in individual campus plans and a prioritized project list with estimates

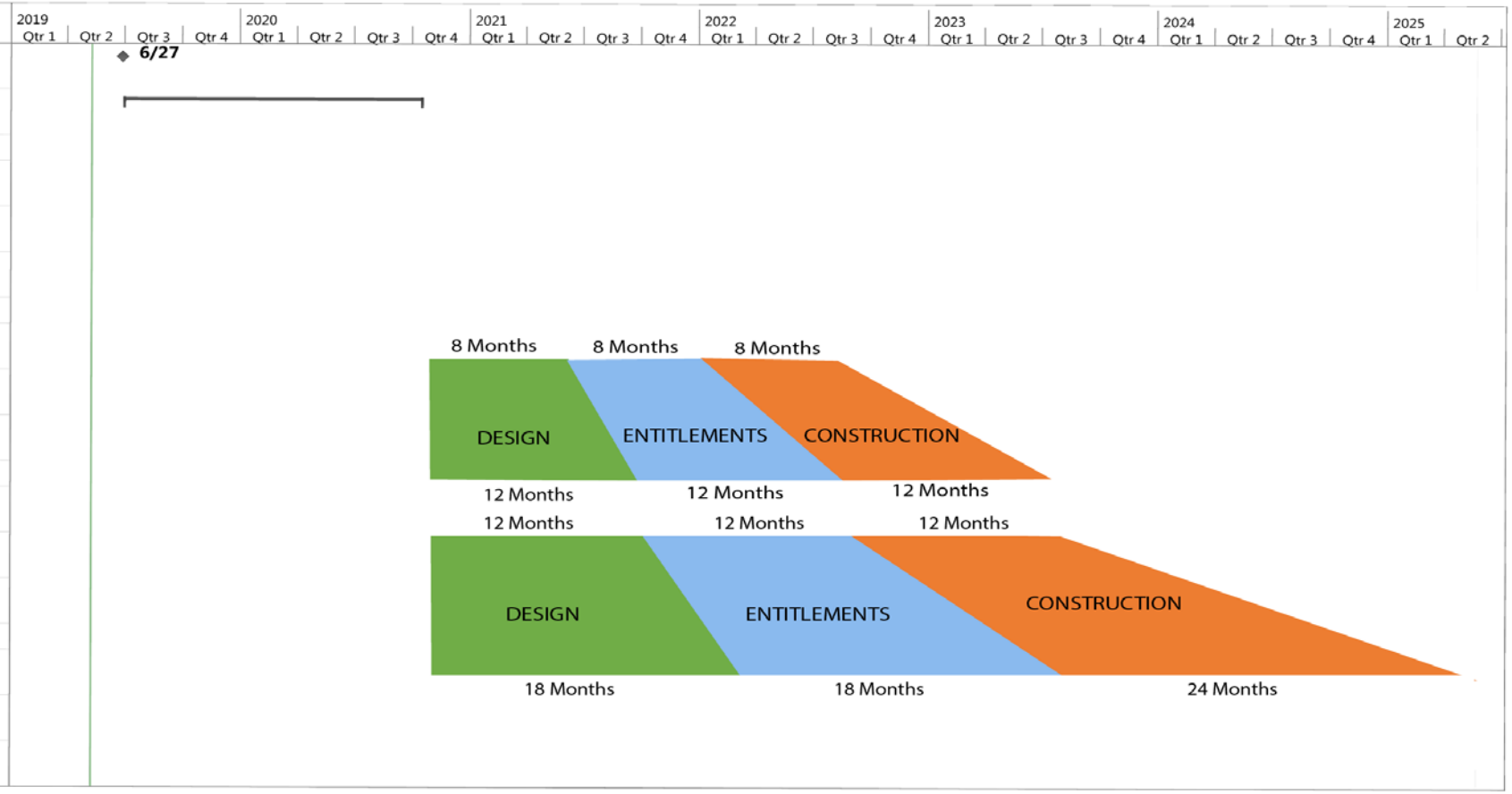
The Board will determine the projects to be achieved with Measures SMS and M funds

After Board Selection of Potential Projects:

- **Architects will begin designing phase 1 projects**
- **Entitlements for each campus plan will be developed, including California Environmental Quality Act and Coastal Develop Permits (as required)**
- **Adopt Education Specifications (as needed)**
- **Pursue additional funding opportunities**

Design, Phasing and Construction

ID	Task Name	Duration
1	Planned Board Award	1 day
2	**Planning**	**340 days**
12	**Modernization - Short Duration**	
13	Design	8 mons
14	DSA Approval/Bid	8 mons
15	Construction	8 mons
16	**Modernization - Long Duration**	
17	Design	12 mons
18	DSA Approval/Bid	12 mons
19	Construction	12 mons
20	**New Construction - Short Duration**	
21	Design	12 mons
22	DSA Approval/CEQA/Bid	12 mons
23	Construction	12 mons
24	**New Construction - Long Duration**	
25	Design	18 mons
26	DSA Approval/CEQA/Bid	18 mons
27	Construction	24 mons



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Santa Monica - Malibu Unified School District

Long Range Facility Planning
Educational Specifications

QUESTIONS ???

Potential Outcomes – Elementary

Franklin Elementary

- Replace 11 portable classrooms with a new two story building containing 6 large maker space classrooms and 8 additional standard classrooms
- Replace the double portable MPR with a new Cafeteria/MPR and Kitchen
- Repair and upgrade outdoor learning areas expanding smaller classrooms, add shade structures
- Reorganize front of the campus to enclose the classrooms with security measures. Add or create a parent space
- Improve the Preschool areas to support more preschool space. Possibly move Kindergarten and develop new Kinder playground
- Improve drop off/pickup and add additional parking
- Add solar PV structures and other sustainable measures

Potential Outcomes – Elementary

Grant Elementary

- Replace 6 portable classrooms with a new two story building containing 6 large maker space classrooms and 4 additional standard classrooms
- Repair and upgrade outdoor learning areas expanding smaller classrooms, add shade structures
- Upgrade the Kitchen
- Reorganize front of the campus to enclose the classrooms with security measures. Add or create a parent space
- Improve drop off/pickup and add additional parking
- Add solar PV structures and other sustainable measures

Potential Outcomes – Elementary

Edison Elementary

Received a new campus as part of Measure BB

- Expand and upgrade outdoor learning areas expanding smaller classrooms, add shade structures
- Replace temporary Lunch Tent with permanent structure

Potential Outcomes – Elementary

McKinley Elementary

- Replace the 3 portable classrooms and rethink the use of the front of the school
- Replace 6 portable classrooms with a new two story building containing 6 large maker space classrooms and 4 additional standard classrooms
- Repair and upgrade outdoor learning areas expanding smaller classrooms, add shade structures
- Upgrade Kitchen
- Add solar PV structures and other sustainable measures

Potential Outcomes – Elementary

Will Rogers Elementary

- Replace 6 portable classrooms with a new two story building containing 6 large maker space classrooms and a new preschool facility and play yard
- Construct a new Cafeteria/MPR and Kitchen
- Repair and upgrade outdoor learning areas expanding smaller classrooms, add shade structures
- Add or create a parent space
- Improve drop off/pickup and add additional parking
- Add solar PV structures and other sustainable measures

Possibly incorporate Maple Street property into campus

Potential Outcomes – Elementary

John Muir/SMASH

- Replace 4 portable classrooms with a new preschool facility and play yard and possibly a new Auditorium/MPR
- Repair and upgrade outdoor learning areas expanding smaller classrooms, add shade structures especially on second level
- Upgrade and possibly expand kitchen
- Reorganize front of campus to improve entry and security, possibly add or create a parent space
- Improve drop off/pickup and add additional parking
- Add solar PV structures and other sustainable measures

Potential Outcomes – Elementary

Roosevelt Elementary

- Replace 10 portable classrooms with a new two story building containing 6 large maker space classrooms and 8 additional standard classrooms
- Repair and upgrade outdoor learning areas expanding smaller classrooms, add shade structures
- Rethink the front yard to improve kinder and preschool, possibly add or create a parent space
- Improve drop off/pickup and add additional parking
- Add solar PV structures and other sustainable measures

Potential Outcomes – Elementary

Webster Elementary

- Replace 3 portable classrooms with a new two story building containing 3 large maker spaces
- Construct new Preschool and play yard
- Create another MPR
- Upgrade Kitchen
- Repair and upgrade outdoor learning areas expanding smaller classrooms, add shade structures
- Add solar PV structures and other sustainable measures

Potential Outcomes – Elementary

New Point Dume/Cabrillo Elementary

- Replace 8 new portable buildings with a new building or buildings containing:
  - 4 large maker space classrooms and 4 additional standard classrooms
  - Office and entrance to school, possibly with parent room
  - Preschool with play yard
- Construct new MPR or Cafeteria, upgrade Kitchen facilities
- Repair and upgrade outdoor learning areas expanding smaller classrooms, add shade structures
- Improve drop off/pickup and add additional parking
- Add solar PV structures and other sustainable measures

Potential Outcomes – Middle & High

Lincoln Middle School

- Needs Assessment for replacement or modernization:
  - The pool building, upgrade pool and locker rooms
  - The theatre, to make it ADA compliant, replace seats and upgrade facilities
  - The old shops building, to transform into project based learning facility
  - Special Education spaces, add restrooms and elevator
- Window, Paint & Floor Modernization
- Upgrade Kitchen
- Develop outdoor learning areas
- Add solar PV structures and other sustainable measures

Potential Outcomes – Middle & High

John Adams Middle School

- Needs Assessment for replacement or modernization:
  - The 90s shops building, to transform into project based learning facility
  - Science Building
- Window, Paint & Floor Modernization
- Upgrade Kitchen
- Develop outdoor learning areas, especially between finger buildings
- Add solar PV structures and other sustainable measures