COURREGES

GISLER

OKA

TAMURA

MASUDA

M & O

COX

NEWLAND

PLAVAN

FULTON

TALBERT

DISTRICT OFFICE

FOUNTAIN VALLEY SCHOOL DISTRICT

FACILITIES MASTER PLAN

JUNE 2016

Preparing today's youth for tomorrow's future

LPA
5161 California Ave #100, Irvine, CA 92617
(949) 261 - 1001 | www.lpainc.com

LPA

Preparing today's youth for tomorrow's future

FOUNTAIN VALLEY SCHOOL DISTRICT

Fountain Valley School District

FACILITIES MASTER PLAN

"Preparing today's youth for tomorrow's future"

LPA

June 2016

TABLE OF CONTENTS

1

OVERVIEW & PROCESS

Preparing today's youth for tomorrow's future

FOUNTAIN VALLEY SCHOOL DISTRICT

A Facilities Master Plan (FMP) is strategic in nature. It identifies a vision for the next 10 to 15 years. This plan identifies a long range road map and provides Fountain Valley School District (FVSD) a tool to coordinate short range improvements toward a future goal.

Why is a Facilities Master Plan important?

- A plan allows for mindful use of funds in the short term, with long-range goals in mind
- School facilities should support the District's educational goals
- Population changes, community demographics, and State Classroom loading requirements affect facility needs
- Identifies facility needs and encourages parity throughout the District

What is unique about this process?

- This process reflects the 'family' oriented, inclusive nature of the community of Fountain Valley School District (FVSD). With more than 200 participants, through meetings, workshops, interviews and online surveys, the process is a far reaching stakeholder engagement process
- Next Generation teaching / learning approaches have changed how teachers and students interact, affecting the need for facilities that better support these needs. The District's goal is to provide facilities that reflect the high academic achievement of the students and teachers

Within this FMP document, the site master plans (refer to Section 4) provide a graphic representation of the vision for each site. It is important to note that the individual school site master plan is not a design but rather a plan for the future improvement of the District's facilities infrastructure in support of the educational program goals for student achievement of Fountain Valley School District (FVSD).

This plan shows a general path of how to get to the goal, but it does not provide specific design solutions. It represents long range improvement recommendations and is a tool in establishing estimated budgets for the FMP. The costs developed as part of this document can be utilized as a tool by the District for planning purposes, to run program phasing scenarios, as funding becomes available.

As funding becomes available and projects move forward, design teams (architects and engineers) will plan individual aspects of the projects recommended in the FMP. At that time, a school site Design Committee should be assembled to meet with the design team and provide input on the design of the individual elements of the plan. The plans that result from the more detailed design phase process may vary from the concept shown in the FMP plan, but should be a reflection of the program elements identified through the FMP process.

The site master plans are not based on detailed site surveys, such as coordination of existing utility locations, soils reports and detailed code studies. That level of analysis will be completed during the design phase when projects are implemented. It is also likely that the projects listed in the FMP will be addressed incrementally, not as one large comprehensive project. Therefore, it is important when designing individual projects of the plan, they are planned in such a way that future projects can be realized and that each project can stand on its own without negatively impacting operation of the school. As projects are developed over time, the FMP should be revisited and updated so that it reflects the changing needs of the District. This update process is recommended by the California Department of Education (CDE) to occur on a 3-5 year cycle.

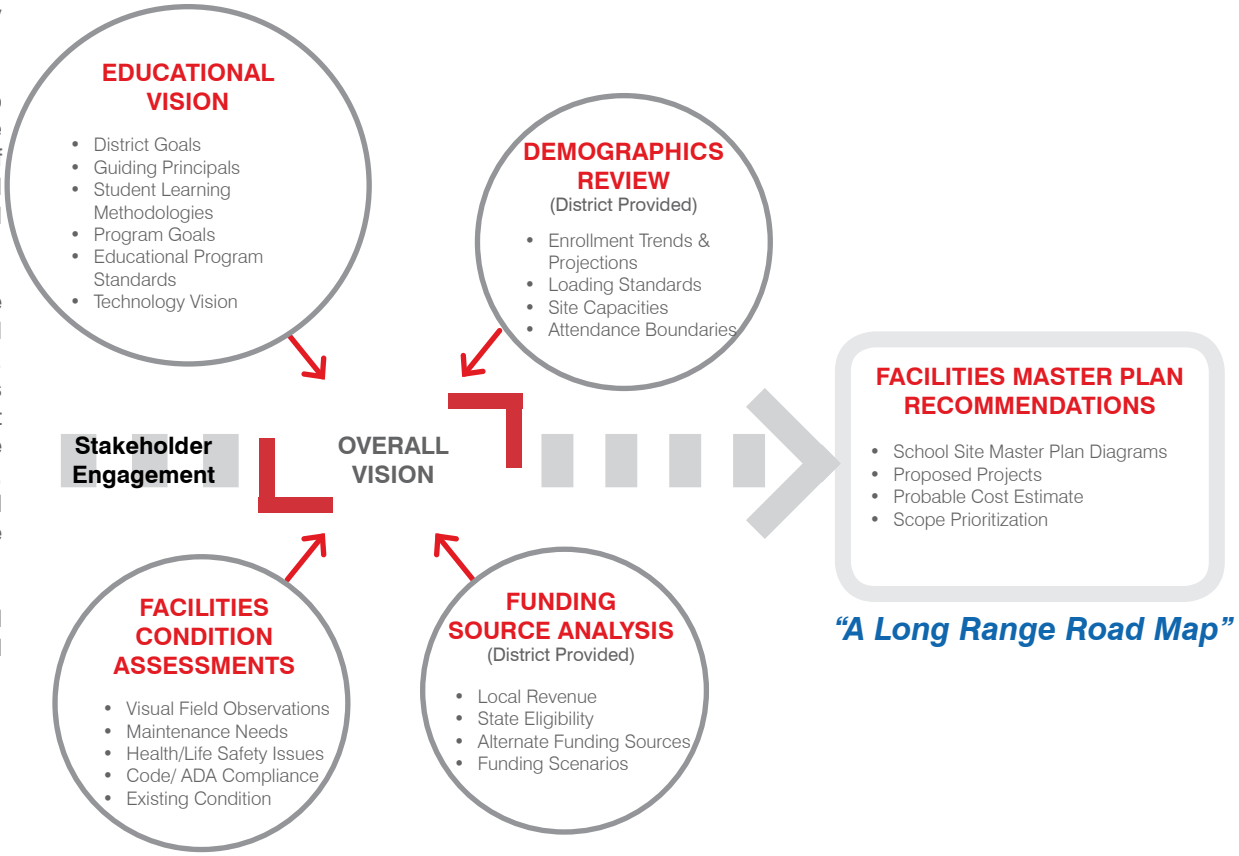
Today, the economic conditions and changing demographics are affecting how schools are being planned, designed and managed. The purpose of the FMP is to define the long-range goals for facility planning that support the educational goals of the District which ultimately aids in decision making so that school facility improvements move toward a common, coordinated vision. The FMP is intended to be a guideline to allow sites to maintain flexibility as enrollment and program change.

The following diagram illustrates the primary components of the FMP process.

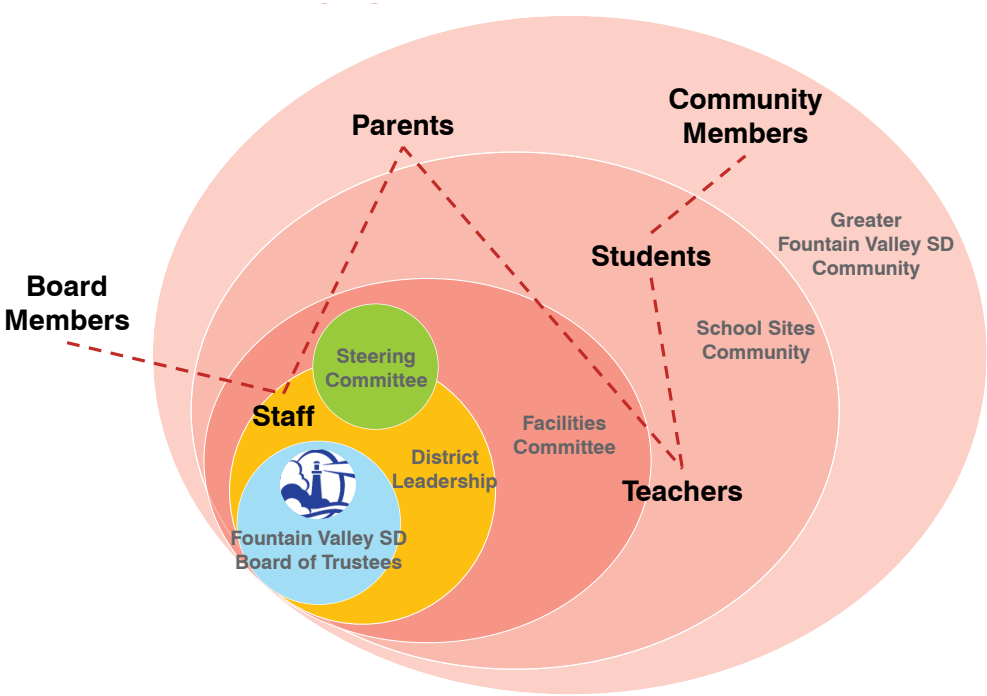
At the outset of the FMP process, District leadership defined the roles and responsibilities of the stakeholder participants. Stakeholders comprised of District leadership, Board members, Principals and District staff. A Facilities Committee (FC) was formed to develop the vision for the master plan.

The stakeholders provided input throughout the process, defining educational program goals and offering direction on facilities master planning goals. The main task during the initial stages of the process was to define the guiding principles that would best support the educational vision of the district for the next ten to fifteen years. Throughout the process, these principles became a lens through which all master planning decisions were filtered, to ensure alignment with District goals.

All input eventually led to the creation of a set of final recommendations that was brought before the School Board for approval.



"A Long Range Road Map"



STAKEHOLDERS

The **Steering Committee** (SC) is comprised of District leadership, guided and coordinated the process and ensured that input from a range of stakeholders would be optimized. In addition, through regular meetings, the team was responsible for reviewing the outcomes from various stakeholder groups and providing input on the overall development of the facilities master plan.

The **Facilities Committee** (FC) is comprised of a diverse group of District leadership, school site representatives, staff, two Board members, key parent representatives, Principals and local community stakeholders. Regular workshops were held to develop broad visioning concepts, provide input in developing the FMP guiding principles, educational program vision, conceptual site master plans and prioritization.

School Site Committees (SSC). School site principals were surveyed and interviewed by the planning team to gather first hand knowledge of the programmatic and facility upgrade needs for each school site. Committees were formed at each school site that consisted of the Principals, Assistant Principals, representative staff, teachers, students and parents. Committees participated in an all sites workshop / Educational Charette in which they provided input on specific site needs and establish educational program vision and standards. Principals were also asked to gather additional feedback from their school sites and bring back their comments at 1 on 1 meetings with the Planning Team.

Program Focused Leadership. Meetings were held with specific key District leaders to determine facilities needs within their areas of expertise. These included Facilities/ Maintenance and Operations, Transportation, Information Technology, Pre-School and Extended School Program (ESP), Special Education and Food Services. This examination was performed at both the District wide and individual school site levels to develop a holistic vision of the District's needs within all areas of operation.

School Facilities Engagement Committee (SFEC). Following the process outlined in this document, the District is further continuing its outreach efforts and has invited members of the greater FVSD community to serve on this committee and become engaged in the process through a series of four evening meetings. These meetings will be run by Government Financial Solutions (GFS), a consultant to the District. Stakeholders will be educated on the state of the facilities and define funding opportunities, as well as become a liaison to the greater community.

DISTRICT INFORMATION

Fountain Valley School District (FVSD) is located in the central region of Orange County. The District consists of ten schools; seven PK-5 Elementary Schools and three Middle Schools (grades 6-8). The District also has (2) District support sites.

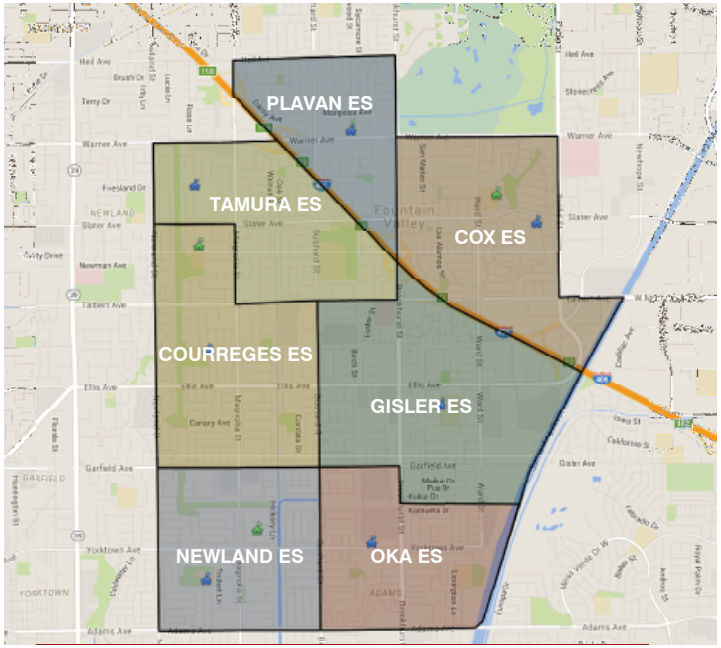
FVSD was founded in 1898 and today serves over 6,300 students from Fountain Valley and Huntington Beach. Students from the District feed into the Huntington Beach Union High School District. The District has been known for its academic success and have earned local, state and national awards for educational programs. All three middle schools were honored with the Gold Ribbon Schools Award, a recognition program from the California Department of Education. Source: www.fvsd.us

In December 2015, Fountain Valley School District awarded the contract for master planning services to LPA, Inc. The District's goal was to have a transparent and inclusive process to put together a Facilities Master Plan that was comprehensive and long range, that would evaluate existing facilities conditions and identify future needs as they pertain to District educational goals.

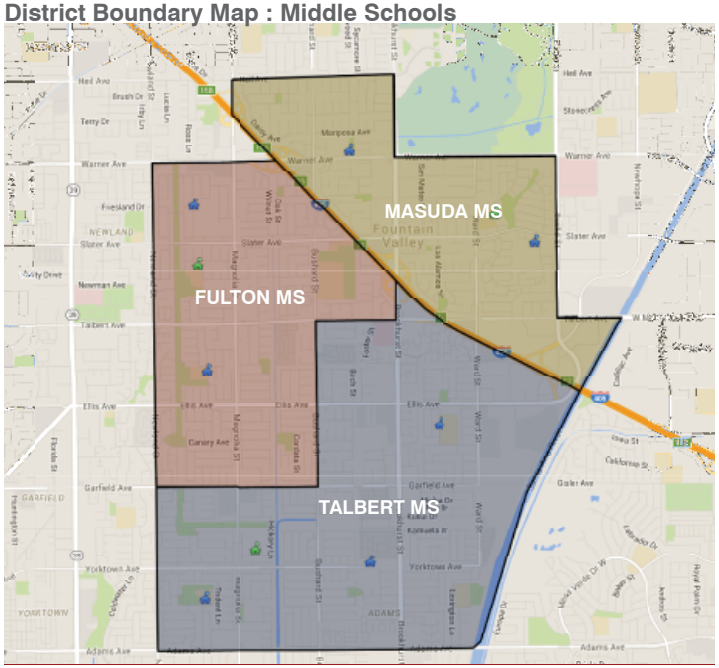
FVSD District Priorities 2015-16

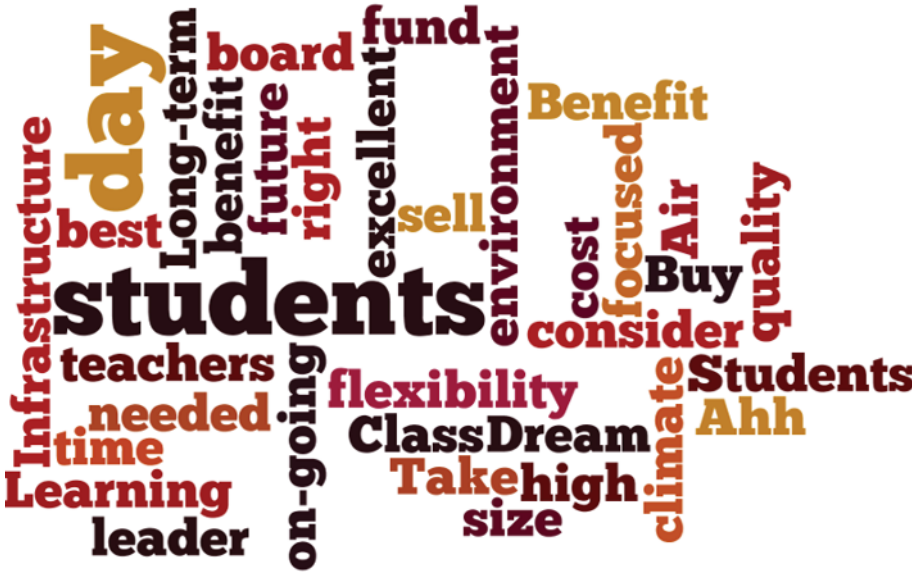
1. *Increase Student Academic Success for All Students.*
2. *Sustain an Inclusive, Caring and Collaborative Culture.*
3. *Align Resources to Maximize Achievement of All Students.*
4. *Expand Communication with Staff, Families and Community Members to Increase Engagement.*
5. *Modernize Schools to Provide a Safe and Productive Learning Environment.*

District Boundary Map : Elementary Schools



District Boundary Map : Middle Schools





FACILITIES MASTER PLAN ACTIVITIES

In December 2015, the process kicked off with a 'plan the plan' meeting with the Steering Committee to determine the engagement process and establish goals for the process.

The facilities master planning process comprised of a number of stakeholder engagement activities: Facilities Condition Assessments, Principal Interviews, Staff / Teacher Survey, Educational Visioning, Conceptual Site Master Plans, Estimated Budgets, and Project Prioritization. The following describes the activities that were conducted.

FACILITIES CONDITIONS

Interviews, Site Observations & Assessments

At the end of January 2016, the Planning Team met for two days with Maintenance and Operations (M&O) staff to review overall existing conditions for each site.

Site visits were conducted at all ten of the school site campuses and the two District support sites, at the end of February 2016. An initial questionnaire was sent to each Principal to elicit feedback on the comprehensive needs of their sites. Each site visit began with an interview with the school site principal regarding the perceived needs at their school site prior to walking the campus.

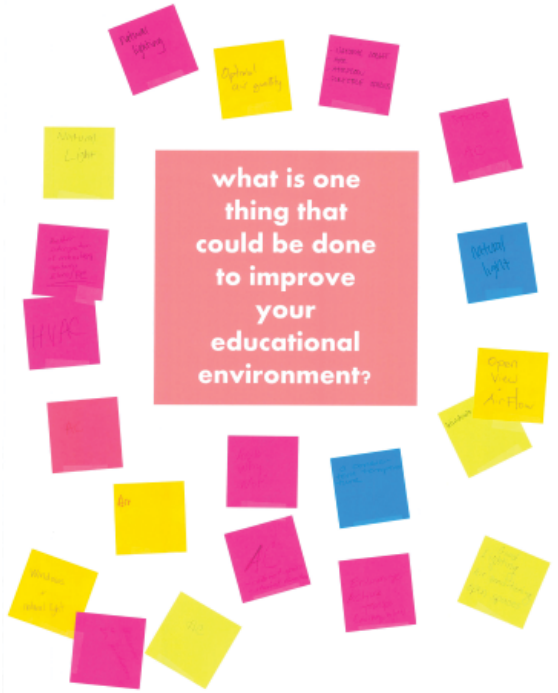
Following each interview, the LPA planning team walked and assessed each site, produced condition assessment narratives, and documented the campus through photography. The condition assessment task included visual observations to determine the condition of the grounds and buildings. Input from school Principals and M&O included on needed infrastructure and facility upgrades. This analysis was used as the basis for each site's master plan.

EDUCATIONAL VISION

Surveys, Educational Charettes/ Workshops

The Planning Team along with the Facilities Committee developed the FMP Guiding Principles to align the overall program goals to the District's education goals and objectives. These principles are documented in Section 2.1.

Prior to this process, the Facilities Committee attended



several site visits in neighboring school Districts to better understand and provide a benchmark of how facilities are being built today.

Through the site Principal interviews the Planning Team gathered the vision for each school site as well as input that would help develop the educational program standards.

Two educational charette/ workshops were held, one for the elementary school group and one for the middle school group. School Site Committee members and Facilities Committee members participated in these workshops where several activities were conducted to develop the educational vision for the District. School site committees also shared their priorities and needs for each school site.

In addition, an online survey was sent out to 256 staff members/ teachers in which there were 171 responses. The survey provided additional input on existing features of facilities and how well they supported educational program needs and goals.

Focused interviews were conducted with District leaders to cover over-arching areas of Facilities, Maintenance and Operations, Transportation, Information Technology, Pre-School and Extended School Program (ESP), Special Education and Food Services. Through this process the Educational Program vision was developed as documented in Section 2.4 of this FMP document.

SCHOOL SITE MASTER PLAN DEVELOPMENT

The focus of this phase was to arrive at potential solutions and improvement strategies for each school facility in the District based on the assessment of conditions conducted earlier in the process. The facilities conditions and needs assessments along with the educational program goals were then overlaid onto each campus to develop the recommended master plan solutions.

Development of site master plans took place from March 2016 through mid-April 2016 with input from the School Site Committees through a Townhall meeting at the beginning of April. School Site Committees then took their master plans back to their site and were given time to gather additional site input. The master plans are comprehensive and the proposed modifications represent a ten to fifteen year vision with phased implementation as funding becomes available.

PRIORITIZATION

The FMP is a long range road map. As mentioned previously, work will be phased in as funding becomes available. Along the process prioritization was asked from various stakeholder groups at various stages of the process. The results of these prioritization exercises are summarized in Section 3.4.

FVSD could be better if...

FINAL PLAN REPORT AND RECOMMENDATIONS

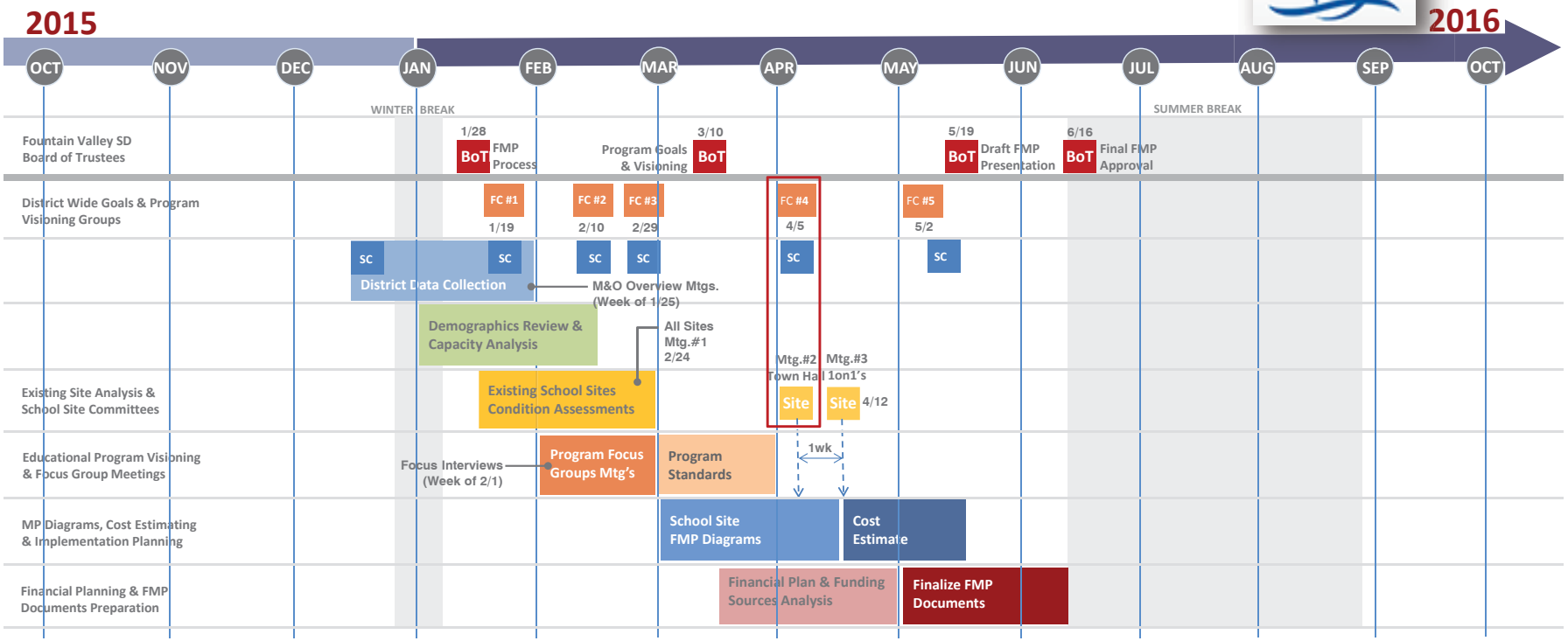
Utilizing all the information gathered from the stakeholders and site observations, proposed projects and general prioritization of projects were determined.

The draft Facilities Master Plan document was submitted to the Board of Trustees for review and input in mid-May 2016. Final adoption of the FMP is in June of 2016.

PROCESS SCHEDULE

The following timeline depicts the key Facilities Master Plan process activities as described above.

Fountain Valley School District
Facilities Master Plan – Proposed Program Schedule
(December 2015 – April 2016 Timeline)



KEY

- FC – Facilities Committee
- SC – Steering Committee
- BoT – Meet w/ FVSD Board of Trustees
- Site – School Communities Committees

Board of Trustees
FMP Process
Program Goals & Visioning
Draft FMP
Final FMP Approval
4 TOTAL Meetings

Facilities Committee (FC)
(Meets Monthly During the FMP Planning Process)
5 TOTAL Meetings

District Sites
7 Elementary Schools
3 Middle School
2 District Support Site
12 SITES Total

School Site Committees (Site) Town Hall / Meetings
Mtg. #1 – Process Overview & Educational Charette
Mtg. #2 – Townhall – Draft Master Plans
Mtg. #3 – 1on1 Mtg. w/ SSC's Representatives

FMP GROUP MEETINGS

BOARD OF TRUSTEES

Jeanne Galindo	Board President
Sandra Crandall	Board President Pro-Tem
Lisa Schultz	Board Clerk
Jim Cunneen	Board Member
Ian Collins	Board Member

STEERING COMMITTEE

Dr. Mark Johnson	Superintendent
Steve Mclaughlin	Asst. Superintendent Instruction
Cathie Abdel	Asst. Superintendent Personnel
Christine Fullerton	Asst. Superintendent Business Services
Joe Hastie	Maintenance Supervisor

DISTRICT STAFF

Cara Robinson	Director, Support Services
Steve Einstein	Personnel Coordinator
Isidro Guerra	Director, Fiscal Services
Julianne Hoefer	Director, Assessment & Accountability
Mona Green	Director, Pre-School & Extended School Program (ESP)
Parham Sadegh	Director, Information Technology
Diane Sharpe	Director, Food Services
Gary Ron	Grounds Maintenance

FACILITIES COMMITTEE

Steve Brown	Director, FVSF
Fernando Chavarria	Parent
Sandra Crandall	Board President Pro-Tem
Jim Cunneen	Board Member
Kathy Davis	Principal, Tamura ES
Susie Davis	School Office Manager, Gisler ES
Judy Edwards	President, FVSF
Steve Einstein	Personnel Coordinator, FVSD
Ed Eldridge	Teacher, Masuda MS
Rosalia Escutia	Parent
Isidro Guerra	Director Fiscal Services, FVSD
Cheryl Hall	School Office Manager, Tamura
Eduardo Higuchi	FVSF
Kevin Johnson	Principal, Fulton MS
Sam Koser	CSEA/Maintenance
Nathan Le	Maintenance, Talbert MS
Sam Lew	Community Member
Michele Macdonald	Teacher, Cox ES
Tony McCombs	Community Member, Former Trustee
Doug Meister	Community Member
Erik Miller	Principal, Oka ES
Joy Moyers	SPC President, Newland ES
Steve Nagel	City Council Member
Mary Parsons	FVCC
Jill Richards	President, FVEA
Parham Sadegh	IT Director, FVSD
Morgan Smith	FVHS, Principal
Gary Stein	Community Member
Sarah Svartstrom	Parent

SCHOOL SITE COMMITTEES

Courreges (Roch) Elementary

Chris Christensen	Principal
Sandy O'Toole	School Office Manager
Jeff Doherty	Teacher
Lara Epling	Teacher
Petra Erlandson	Parent
Jon Jerge	Parent
Sarah Svartstrom	Parent

Cox (James H.) Elementary

Patrick Ham	Principal
Christine Carrasco	FVEA
Niki Buck	Teacher
Kitty Kaufman	School Office Manager
Michele Macdonald	Teacher

Gisler (Robert) Elementary

Erin Bains	Principal
Joanna Burch	Teacher
Susie Davis	School Office Manager
Gabriel Jimenez	Teacher
Penny Lopez	Teacher
Amy Middlebrooks	Parent
Tami Morrison	Parent/ PTO

Newland (William T.) Elementary

Chris Mullin	Principal
Renee Blue	School Office Manager
Jeanne Davis	Teacher
Ernest Garcia	Parent
Amanda Kitahara	Teacher
Joy Moyers	SPC President
Sherri Whitcher	Parent

Oka (Isojiro) Elementary

Erik Miller	Principal
Vanessa Angeles	Teacher
Alexis DeVries	Parent
Teri Emerson	Teacher
Andrea Gerhardt	Parent
David Pate	Teacher
Marcia Tengan	Office Assistant

Plavan (Urbain H.) Elementary

Julie Ballesteros	Principal
Kim Kha	Teacher
Lindsay Moothart	Teacher
Toni Mora	Parent
Phu Nguyen	Parent
Chula Tom	School Office Manager

Tamura (Hisamatsu) Elementary

Kathy Davis	Principal
Frank Drechsler	Parent
Angela Kendig	Parent
Cheryl Hall	School Office Manager
Brandon Plummer	Teacher
Alicia Queen	Teacher
David Salas	Head Custodian

Fulton (Harry C.) Middle

Kevin Johnson	Principal
Claudia Angelici	Teacher
Alyssa Gaebel	Teacher
Evelyn Lee	Teacher
Thao Nguyen	School Office Manager
Matt Ploski	Assistant Principal
Jennifer Rose	Teacher
Kara Tran-Wright	Student

Masuda (Kazuo) Middle

Jay Adams	Principal
Jennifer Kajdasz	Assistant Principal
Kaia Adams	Student
Michael Brunner	Teacher
Amy Jara	Teacher
Jeannie Martinez	Parent
Trevor Nguyen	Student
Vinny Nguyen	Head Custodian
Dao Tran	Parent
Rick Shirley	Parent
Nancy Spirk	School Office Manager

Talbert (Samuel E.) Middle

Jennifer Morgan	Principal
Jackie Heltmeyer	Parent
Mark Holman	Assistant Principal
Brooke James	Parent
Laura Lamude	Parent
Chris Palitz	School Office Manager
Gary Petrilla	Teacher
Kristin Robertson	Teacher
Amy Trimm	Teacher
Joe Ward	Parent
John Wood	Teacher

FACILITIES MASTER PLAN TEAM

LPA, Inc.

Don Pender	Principal/Managing Director
Jomay Liao	Educational Facility Planner
Gabby Uvidia	Designer
Glenn Kubota	Landscape
Kenneth Hostetler	Civil
Doug Seamark	Mechanical/Plumbing
James Montross	Electrical

Cumming LLC	Cost Estimator

290+ participants

40+ meetings

171 survey responses

2

PLANNING CONSIDERATIONS

Preparing today's youth for tomorrow's future

FOUNTAIN VALLEY SCHOOL DISTRICT

Five Facilities Master Plan Guiding Principles were created to help align the development of the Facilities Master Planning strategies with the over-arching goals and objectives of the Fountain Valley School District (FVSD). The visioning process allowed the Facilities Committee to engage in a conversation about the challenges and long-term goals of the District, and how FVSD might best support student and teacher needs moving forward. The result was the identification of fundamental values alongside a vision of possibilities for future school designs and improvements.

Schools and support facilities in the Fountain Valley School District will reflect the District's community spirit where all members of the community, whether or not they have children in schools, are part of the Fountain Valley School District family.

Schools and support facilities in the Fountain Valley School District will support the mission of the District, which is to provide every student the best possible opportunity to achieve their aspirations for success.

All students in the Fountain Valley School District will learn in spaces that support student learning and student health, as measured using the best available objective metrics for student performance.

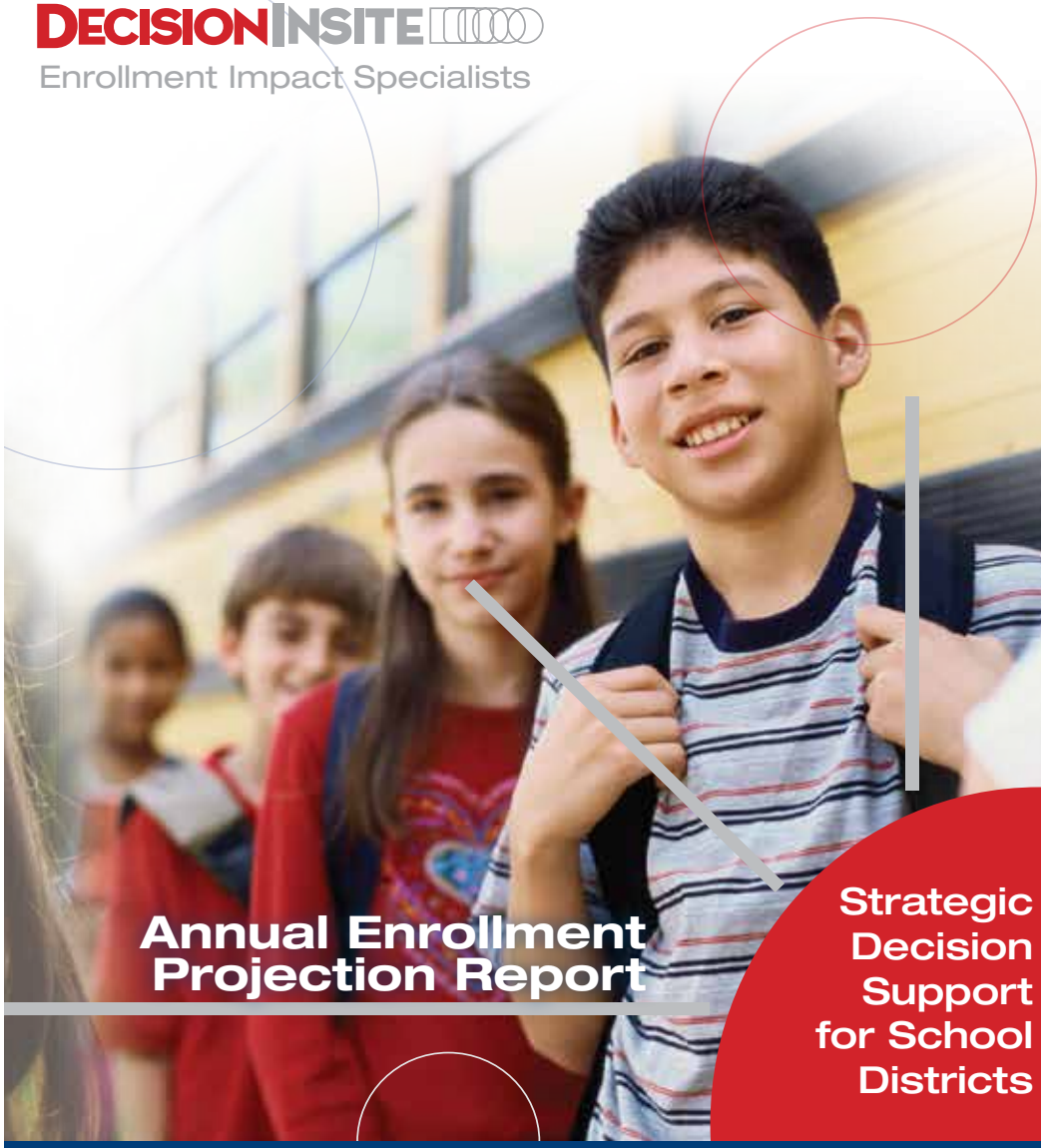
Schools and support facilities in the Fountain Valley School District will be planned to be relevant far into the future.

Planning and design of future facilities in the Fountain Valley School District will be based on the District's values of inclusion, engagement and transparency, so that facilities reflect the values and the vision of the community.

The most unique thing about Fountain Valley School District is..."the commitment to high quality education by teachers, support staff, parents and students."

- FVSD Facilities Committee

DECISION INSITE
Enrollment Impact Specialists



Annual Enrollment Projection Report

Strategic Decision Support for School Districts

Student Enrollment Projections | Community Demographic Data | Consulting

ANALYSIS OF ENROLLMENT PROJECTIONS

Fall 2016

Prepared for:

Fountain Valley School District

Prepared by:

DECISION INSITE
Enrollment Impact Specialists

101 Pacifica, Suite 380
Irvine, CA

Submitted: December 07, 2015

EXECUTIVE SUMMARY

ENROLLMENT PROJECTIONS - FALL 2016

DecisionInsite is pleased to present this report of findings to the Board of Education and Executive Staff of Fountain Valley School District.

Both a Moderate and a Conservative projection have been generated for the district. Assuming district revenue is generated on a per pupil basis, the Conservative projections are more suitable for budget planning purposes; the Moderate projections more suitable for facilities planning purposes.

Kindergarten Enrollment
In general, Kindergarten enrollment over the past three years has been relatively stable. The data also show that the difference between the graduating cohort and the incoming cohort has been relatively stable.

Note that both studies project a slight decline at the Kindergarten level in the ten year future.

Cohort Patterns
A typical student cohort ages from grade to grade relatively unchanged from the previous year. Historically, 4 cohorts show more than a 5% annual change.

District-wide Enrollment Projection
Both projections forecast a decline across the 10 year period based upon the historical enrollment trends.

More Information
A richer and more comprehensive review of these two studies is contained in the Final Report accompanying this Executive Summary. A wealth of more detailed information and analysis regarding these two studies is quickly and easily accessible online.

Respectfully Prepared and Submitted by:
The DecisionInsite Team
December 7, 2015

DISTRICT ENROLLMENT PROJECTIONS

Recent Changes in Enrollment

Familiarity with recent historical enrollment patterns and trends establishes the foundation for understanding projected enrollment.

Percentages in the table below (Figure 1) compare the current year enrollment to that of three years ago.

4 Year History Change	
Kindergarten	85%
Gr K-5	98%
Gr 6-8	102%
District	99%

[Kindergarten calculation based on a 12 month cohort equivalent.]

Figure 1

Kindergarten Impact

Kindergarten enrollment is often the most significant driver of overall future district-wide enrollment. A trend at Kindergarten from year to year, or a trend in the difference between the district's graduating cohort in a given year and the Kindergarten cohort the subsequent year, will eventually be reflected in the total district enrollment count. These projections reflect changes in age eligibility for California Kindergarten. The result is a diminished Kindergarten cohort in years 2012-2014, with similar reductions in other grade levels as those cohorts age through the system.

In general, Kindergarten enrollment over the past three years has been relatively stable. The data in the next table (Figure 2) also show that the difference between the graduating cohort and the incoming cohort has been relatively stable.

Percent Change of Previous Year			
	2013	2014	2015
Kindergarten	94%	93%	98%
Grade 8 to K'tn	81%	77%	81%
Total K-8	99%	99%	101%

[Kindergarten calculations in first two rows based on a 12 month cohort equivalent.]

Figure 2

Average Cohort Change Past Three Years			
Cohort	Percent	+/-	Significant
K > 1	95%	----	SSSS
1 > 2	103%	++++	
2 > 3	101%		
3 > 4	104%	++++	
4 > 5	102%	++++	
5 > 6	106%	++++	SSSS
6 > 7	107%	++++	SSSS
7 > 8	101%		

[Kindergarten calculation based on a 12 month cohort equivalent.]

Figure 3

Transition K enrollment is forecast as a separate grade level. Transition K is projected to be as much as three times the enrollment of the first year of the program, but never to exceed 25% of the projected Kindergarten enrollment.

Live Birth Trends

Live birth trends have an impact in large geographies, and on long range projections. However, in smaller areas of study, such as a school district, population mobility is often a mitigating if not an overriding factor, thereby reducing the effectiveness of live births as a predictor of enrollment.

Cohort Impact

A typical student cohort ages from grade to grade relatively unchanged from the previous year. By contrast, the cohort matriculating from Kindergarten to Grade 1 is a common example of a cohort increase, typically attributable to students returning from a private school Kindergarten.

In the table (Figure 3), cohort changes with more than a 2% variance from static are marked accordingly. Those with more than a 5% changed are marked as 'Significant'.

Incoming Out-of-District Transfer Impact

The number of students served from outside the district boundaries can impact enrollment. It is a factor over which the district may have some control. For the past two years, the number of out-of-district students served annually has been approximately 1200, and has been increasing.

KEY VARIABLES IN PROJECTING DISTRICT ENROLLMENT

Both a Moderate and a Conservative projection have been generated for the district. The Conservative projections are more suitable for budget planning purposes; the Moderate projections more suitable for facilities planning purposes.

As a matter of standard practice, DecisionInsite does not typically include in the Enrollment Projections specialized schools or programs such as Home and Hospital Programs, Community Day Schools or Independent Study Programs. Our work is focused on projecting grade level enrollment for typical schools that are reported to the state.

The major variables that distinguish the Conservative projection from the Moderate are described in the table below (Figure 4).

Key Variables Controlling the Projection Algorithm	
Kindergarten Enrollment Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
Cohort Change	Applies the lesser or greater of 3-4 year history trend in each studyblock to the appropriate study.
K Enrollment Change Cap	Restricts the effect of anomalous spikes in Kindergarten history.
K Enrollment Change Floor	Restricts the effect of anomalous dips in Kindergarten history.
Incoming Out-of-District Transfers	For each grade level span, applies the lesser or greater of 1-2 year history to the lograde; ages through existing students.
Dwelling Units	Moderate study assumes developer's phasing calendar. Conservative study shifts the developer's calendar toward the out-years.
Student Generation Rates	Typical of recent history by product type.

Figure 4

PROJECTED ENROLLMENT CHANGES BY LEVEL

The tables below display the five year district-wide projections by grade level, and allow a comparison to enrollment in the current year.

Conservative 5 Year District-wide Projection by Grade Level
Figure 5

Grade	2015	2016	2017	2018	2019	2020
TK	103	93	90	89	89	88
K	595	586	569	560	560	556
1	593	608	599	581	573	573
2	636	603	619	609	591	577
3	651	643	609	626	617	594
4	610	676	666	632	651	628
5	686	617	683	673	638	654
6	745	709	666	744	706	669
7	767	785	747	703	785	736
8	803	775	794	755	709	789
Subtotals:	6189	6095	6042	5972	5919	5864
Pct Chg:	0.5%	-1.5%	-0.9%	-1.2%	-0.9%	-0.9%

Moderate 5 Year District-wide Projection by Grade Level
Figure 6

Grade	2015	2016	2017	2018	2019	2020
TK	103	95	94	93	93	92
K	595	600	589	584	584	579
1	593	619	623	612	606	606
2	636	607	635	639	627	614
3	651	646	617	646	649	632
4	610	691	683	653	685	669
5	686	619	701	693	662	690
6	745	725	684	778	742	708
7	767	799	777	734	835	781
8	803	779	812	789	745	842
Subtotals:	6189	6180	6215	6221	6228	6213
Pct Chg:	0.5%	-0.1%	0.6%	0.1%	0.1%	-0.2%

As the graph illustrates (Figure 7), both projections forecast a decline across the 10 year period based upon the historical enrollment trends .

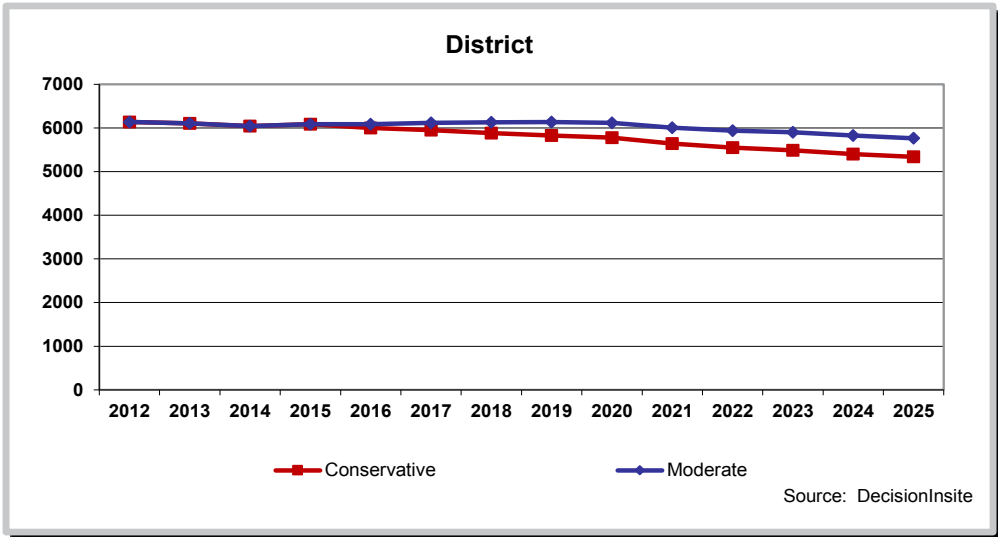


Figure 7

The tables to the right (Figures 8 & 9) compare the Conservative and Moderate enrollment projections by key grade level groupings.

Projected changes in enrollment at Kindergarten or lower grade level groupings will eventually impact total district enrollment.

Note that considered together; both studies project a slight decline at the Kindergarten level.

The table to the far right (Figure 9) compares the ten year projections. In the ten year future at Kindergarten, both studies, viewed together, project a decline.

5 Year Enrollment Trends:
Moderate and Conservative Compared
Figure 8

Change by Level	Conservative	Moderate
Kindergarten Only	556	579
Change	93%	97%
Gr K-5	3582	3790
Change	95%	101%
Gr 6-8	2194	2331
Change	95%	101%
District	5776	6121
Change	95%	101%

10 Year Enrollment Trends:
Moderate and Conservative Compared
Figure 9

Change by Level	Conservative	Moderate
Kindergarten Only	536	558
Change	90%	94%
Gr K-5	3386	3603
Change	90%	96%
Gr 6-8	1953	2161
Change	84%	93%
District	5339	5764
Change	88%	95%

The graphs to the right (Figures 10 & 11) compare the Conservative and Moderate enrollment projections by key grade level groupings.

Elementary School Level (Figure 10)
The change projected by both studies over the ten year period represents a decline.

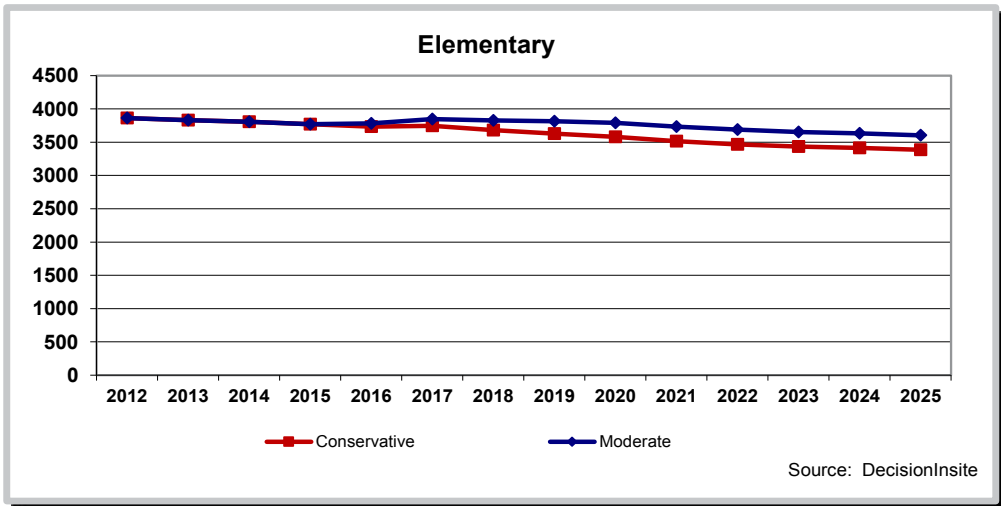


Figure 10

Middle School Level (Figure 11)
Over the ten year period, projected middle school enrollment shows a significant decline.

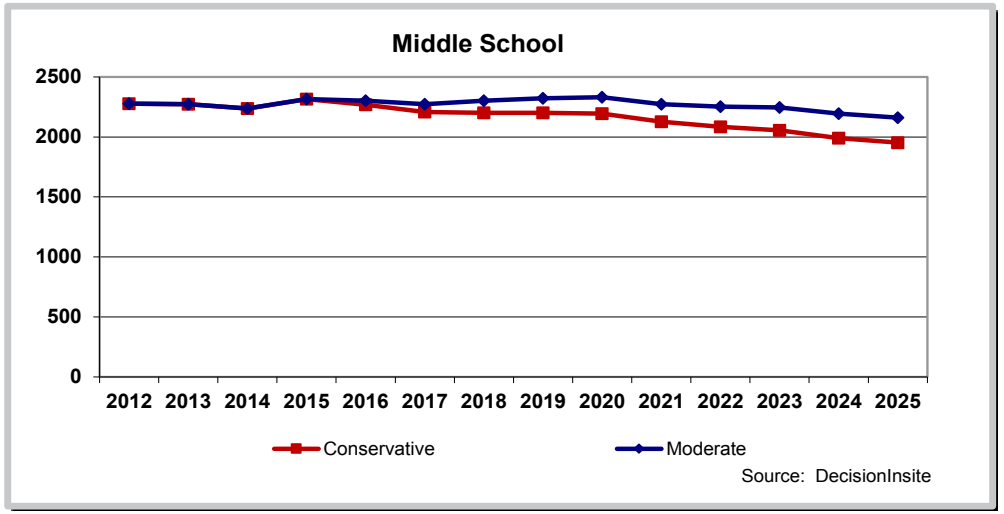


Figure 11

SUMMARY OF DISTRICT PROJECTIONS BY YEAR

The complete district-wide projection table for each study is available online. Click on the Client Login tab at: http://www.decisioninsite.com. Each district-wide projection has its corresponding set of individual School Projections.

The tables to the right (figures 12 & 13) present a more detailed annual view of projected changes by grade level clusters for both the Moderate and Conservative Projections.

The "Pct Previous Year" row represents the percent of the previous year's enrollment in each grade cluster that is projected in the subsequent year.

The "Five Year Change" row represents the percent change projected over the enrollment five years prior.

Change by Level	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarten Only	595	586	569	560	560	556	552	548	544	540	536
Pct Previous Year	106%	98%	97%	98%	100%	99%	99%	99%	99%	99%	99%
Five Year Change						93%					96%
Gr K-5	3771	3733	3745	3681	3630	3582	3516	3466	3433	3413	3386
Pct Previous Year	99%	99%	100%	98%	99%	99%	98%	99%	99%	99%	99%
Five Year Change						95%					95%
Gr 6-8	2315	2269	2207	2202	2200	2194	2126	2085	2055	1991	1953
Pct Previous Year	103%	98%	97%	100%	100%	100%	97%	98%	99%	97%	98%
Five Year Change						95%					89%
District	6086	6002	5952	5883	5830	5776	5642	5551	5488	5404	5339
Pct Previous Year	101%	99%	99%	99%	99%	99%	98%	98%	99%	98%	99%
Five Year Change						95%					92%

NOTE: Gray column most recent history year.

Conservative Projection
Figure 12

Change by Level	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Kindergarten Only	595	600	589	584	584	579	575	571	566	562	558
Pct Previous Year	106%	101%	98%	99%	100%	99%	99%	99%	99%	99%	99%
Five Year Change						97%					96%
Gr K-5	3771	3782	3848	3827	3813	3790	3734	3689	3654	3631	3603
Pct Previous Year	99%	100%	102%	99%	100%	99%	99%	99%	99%	99%	99%
Five Year Change						101%					95%
Gr 6-8	2315	2303	2273	2301	2322	2331	2272	2253	2247	2195	2161
Pct Previous Year	103%	99%	99%	101%	101%	100%	97%	99%	100%	98%	98%
Five Year Change						101%					93%
District	6086	6085	6121	6128	6135	6121	6006	5942	5901	5826	5764
Pct Previous Year	101%	100%	101%	100%	100%	100%	98%	99%	99%	99%	99%
Five Year Change						101%					94%

NOTE: Gray column most recent history year.

Moderate Projection
Figure 13

Grade Level Profile Comparison
Another view of grade level enrollment can be seen in the chart below (Figure 14). The current grade level enrollment profile is compared with the projected grade level profile in the five and ten year future.

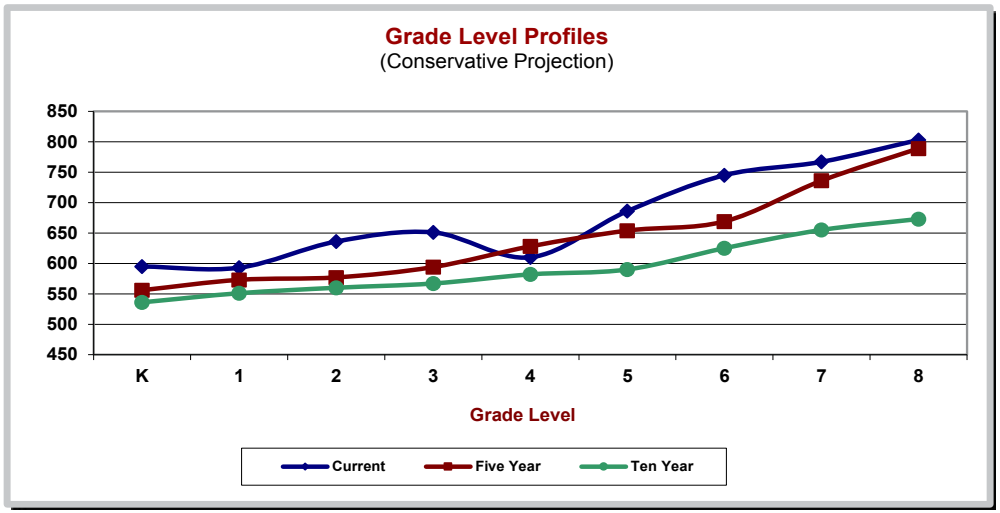


Figure 14

PROJECTING SCHOOL ENROLLMENT

School projections are primarily a function of the proportion of district students who enroll at a given school, modified by intra-district transfers within a given school level that may occur subsequent to initial enrollment, and augmented by inter-district transfer students.

School Draw Impact
A draw rate is the percentage of students who enroll at a particular grade level in a given school from a specified geographic area. Open enrollment among district schools is projected using this concept. Except for changes in school boundaries or other changes in policy, historical draw rates from a given geographic area to a specific school (including out-of-district students) are assumed in the projections.

Intra-district Transfers
Transfers within the district are incorporated into the projections in order to anticipate the movement of students from one district school to another within the same level, e.g., transfer from a neighborhood school to a special school. Recent historical transfer patterns are typically assumed in the projections.

Inter-district Transfers
Transfers into the district by out-of-district students, sometimes referred to as 'permit students', are an integral part of the district and school projections. Recent historical transfer patterns are typically assumed in the projections.

Individual School Projection Tables
The complete set of individual school projection tables for each study is available online.

MYSCHOOLLOCATOR

MySchoolLocator is a web-based service accessible to DecisionInsite clients. This service allows Internet users to enter a residential address, and find out which district schools are assigned to serve them. Access is by the District's web site.

The URL for integration into your district's website can be found by selecting the appropriate Locator study. Once open, select Locator from the District Admin menu. Locator will open, and the link can be copied from the browser.

Specialized district users have access to customize the messages seen by those accessing the MySchoolLocator.

NOTE: All projections are based on assumptions, and when read or shared are best prefaced with the phrase, "Based on these assumptions….", or "Based on these historical trends…." Particularly for projections more than 5 years out, "Enrollment Trend" is a far more accurate descriptor.

IMPACT OF THE PROJECTIONS ON SCHOOL CAPACITY

Facility challenges, if any, may manifest differently in the Moderate or Conservative projections. The Moderate projection shows no schools with a potential capacity challenge.

The table below (Figure 15) lists up to five schools that are projected to experience the most change in enrollment in the 5 year future based on the Conservative projection.

School	Five Year Percent Change	Ten Year Percent Change
Tamura ES	-19%	-20%
Oka ES	-18%	-25%
Fulton MS	-7%	-19%
Talbert MS	-7%	-17%
Masuda MS	-2%	-11%

Figure 15

Impact of SDC Students on Capacity
Relative to the impact of SDC students on school capacity, note that SDC students are not included in the grade level counts, but are included in the capacity calculation as taking up one seat each.

ANALYZING/ STUDYING/ REVIEWING THE ENROLLMENT PROJECTIONS

The projections of district and school enrollment are based on a complex mix of historical data, the projection of recent trends, and specific assumptions regarding the future. At DecisionInsite, we strongly encourage our clients to actively engage with the data with the aim of better understanding, further refining, and using the results to inform decisions about to be made. We believe increased effectiveness for both the district and DecisionInsite comes with increased and welcome dialogue.

Graphs or tables may be copied from the PDF version of this document using the Snapshot Tool inside PDF Reader. Please do not hesitate to contact DecisionInsite regarding any questions or suggestions that may arise regarding these studies.

Respectfully Prepared and Submitted by:
The DecisionInsite Team
December 7, 2015

APPENDIX

Assumptions and Methodology
Three major factors drive district-wide student enrollment projections. These include:

1. recent kindergarten enrollment trends, modified by live birth data, if applicable,
2. changes in the grade level cohorts of students served as they age through, and
3. changes in the number of residential units within the district

District-wide projections are disaggregated to school projections based on the historical patterns of:

1. the rates at which each school draws enrollment from various sections of the district, and
2. the pattern of transfers within the district at a given level from one school to another.

District Projections

Studyblocks
For demographic analysis and enrollment projections, the district is divided into studyblocks. A studyblock is a custom unit of geography created by DecisionInsite for the purpose of generating reliable projections. They are based either upon Census Bureau blockgroups or census tracts or some combination thereof. A studyblock serves as the basis for the analysis of students served by the district and by schools. The objective is to do analysis with a small enough geographic unit to sense small area changes but large enough to allow for reliable projection. Studyblocks typically encompass 500–1000 students.

Kindergarten Enrollment
The projected Kindergarten enrollment is a key variable in projecting K–12 enrollment. The base Kindergarten projection is determined by the trend of Kindergartners served in each studyblock in the previous 3 or 4 years. Depending on the circumstances, a growth trend in Kindergarten enrollment may be capped. Steep straight-line trends are mathematically moderated to avoid unrealistic results.

School Capacities
School capacities provided by the district are compared to projected enrollments. Districts are invited to calculate school capacities in a manner that best serves the enrollment projection environment, and enter them into the DI System.

A Special Day Class (SDC) student at the elementary level is calculated by default as requiring 1 seat. This value, at district option, may be changed to 3, on the assumption that a class of 10 SDC students will occupy a typical classroom.

Students in the Projections
Enrollment projections are limited to typical K–12 students. SDC students are projected as a stable percentage of the typical population unless all SDC students are mainstreamed. Excluded from the projections are students enrolled in Pre-Kindergarten, Adult High School, Home School, Adult Ed, Independent Study programs and other special schools.

Attendance Boundaries
Attendance boundaries are assumed to remain constant, unless otherwise noted by the district.

Closed Schools
Opportunities for open enrollment (intra-district) are assumed to remain unchanged, unless otherwise noted by the district.

Inter-district Enrollment
Students enrolled from other school districts are treated in aggregate in separate studyblocks. Students in Kindergarten, grades 1-3, and the initial grade at each level, are projected only to the extent they exist in recent years. Students enrolled in other grade level cohorts are aged through to the highest grade at each level. These defaults may be modified at district request.

Cohort Percent Change
Cohort percentage changes are calculated in order to assure sensitivity to perennial changes in students served by the district as they age from one grade level to the next. If every cohort were stable as it ages, the cohort percent change, from one grade to the next in each studyblock, would be calculated as 100%. For each studyblock, a cohort weighted average percent change over a defined number of years is calculated based on the change in the enrollment served as it ages from the previous grade level.

Average cohort percentages above 100% might, for example, reflect students returning from private schools. Cohort percentages below 100% might reflect drop-outs.

Growth studyblocks are those showing unusually high increases in elementary grade enrollment and/or cohort percent change in recent years—due, typically, to new housing development. Once growth studyblocks are identified, their default cohort percent change rate is set to 100% so as not to over-project new residential growth. By default, growth is not predicted to continue unless new occupied dwelling units are projected.

Dwelling Unit Impact
The predicted impact of new dwelling units on school enrollment is based on three factors: 1) new dwelling units, 2) the student generation rate for each unit type, and 3) the grade level distribution of newly generated students.

1. Dwelling Units

   New dwelling units are categorized into 3 housing types: Single Family Detached, Single Family Attached, and Multifamily. Developers and builders are contacted for information relative to their plans for occupancy of new dwelling units.

2. Student Generation

   Student generation rates are determined for each product type for each level: elementary, middle school and high school. Student generation rates are based on similar products types where such exist; otherwise, a default generation rate is used.

3. Grade Level Distribution

   For each level, students generated by new dwelling units are distributed across grade levels. These percentages are based on historical patterns where they exist; otherwise, default percentages are used.

School Projections
Projecting enrollment at the school level is based on the concept of a school draw rate, i.e., the percent of students from a given studyblock who enroll in a given school at its lowest grade. Draw rates reflect the impact of open enrollment within a district. For example, if one-half the sixth-graders from a given studyblock enroll in a particular 6–8 middle school, that school has a draw rate of 50% from that studyblock.

The draw rate for the most recent year is applied by default to the projected district enrollment for that grade from a given studyblock. The draw rate ages with the cohort. In this way, if the underlying cohort changes, the number of students enrolled at the school will change accordingly.

Draw rates can be adjusted if necessary. Manipulation of draw rates is used, for example, to project the impact of changes in attendance boundaries, or the impact of closing a school to open enrollment.

Intra-district Transfers
Grade-level transfers within or across schools are included in the projections to accommodate fluctuations like retention, transfer to continuation school, or any other special programs a district may offer that result in students changing schools at other than the typical grade configuration shifts. Transfers are calculated by applying the percent of a grade level population at one school that is transferred in the following year to another school, or continued at the same grade level at a given school in the following year.

Caveats on Projections and Methodology

On Projections
Enrollment projections are based upon two critical factors: the student and school data from the school district and the mathematical formulas that are applied to those data. Projections fundamentally look at recent history as reflected in the student data and assume that past patterns and trends will continue into the future. The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year.

DecisionInsite takes great care in preparing a district's projections. A range of unpredicted anomalies, however, can cause reality to vary from the historical patterns. These include, but are not limited to, rapid changes in the economy, mortgage interest rates, the housing market, the job market, residential development plans, rental rates, etc. Anomalous changes that occur between the last set of student data and the first projection are not reflected in the projections unless the district works with DecisionInsite to amend the projections.

In the projections, calculations are mathematically precise. Each result is rounded to a whole number for ease of reading. This rounding sometimes results in the displayed whole numbers in a column not adding exactly to the displayed total of the column. This phenomenon, which is a result of rounding and not of any inaccuracy in the calculations, occurs both in the enrollment projections and in the community demographics.

On Student Data
DecisionInsite obtains historical student data files from the district. To the extent that the student data files are internally inconsistent from year to year, or the count of students in the files does not reflect the count of actual enrollees, errors are introduced to the projection calculations. For optimum results, the student data files must also consistently capture the same categories of students annually.

The calculations assume that the historical data provided is at one year intervals based on enrollment at the beginning of each school year. It is important that the student files obtained from the district are close to a common date each year, typically near the beginning of the school year. The snapshot of historical data near the beginning of the school year is best suited to our goal of projecting enrollment for the beginning of subsequent school years. To the extent the historical student data provided is not at one year intervals, or is not at a common date near the beginning of the school year, projections may reflect monthly fluctuations in enrollment that will diminish the accuracy of the projections.

PLANNING CRITERIA

The following planning criteria was used at each school site to ensure parity between sites.

Loading standards (per classroom) were used for planning purposes:

Kindergarten	29 students
1st - 3rd Grade	29 students
4th - 5th Grade	31 students
6th - 8th Grade	31 students

Planning Capacity:
Referencing the Enrollment Projections Analysis from December 2015, the District's 10 year projected enrollment remains close to being the same. See Section 2.2. Therefore the master plan diagrams were planned to match current 2016 enrollment.

PROGRAM SPACES

Through the educational visioning process, the following program spaces were determined to be included at the school sites. See Section 2.4 for more information.

Kindergarten Classrooms
Kindergarten is currently planned as an all-day program at each elementary school site. Kindergarten classrooms will be reconfigured or newly constructed depending on if they meet the square footage requirements and support spaces to comply with the California Department of Education's (CDE) recommendations.

Flexible Labs
A Flexible Lab, a non-scheduled space has been included at each elementary school. Appropriate Science Labs are included at all the middle schools. Each of the classrooms will have 200 square feet of dedicated storage.

Music Classroom
Each site will have a dedicated Music Classroom. This can be located near the multipurpose room or other program spaces.

Student Support Suite
Each site will include a Student Support Suite that will include office and workspace for a Speech office, Psychologist's office and a Counselor office. Specific school sites as identified will have additional offices to meet site specific needs.

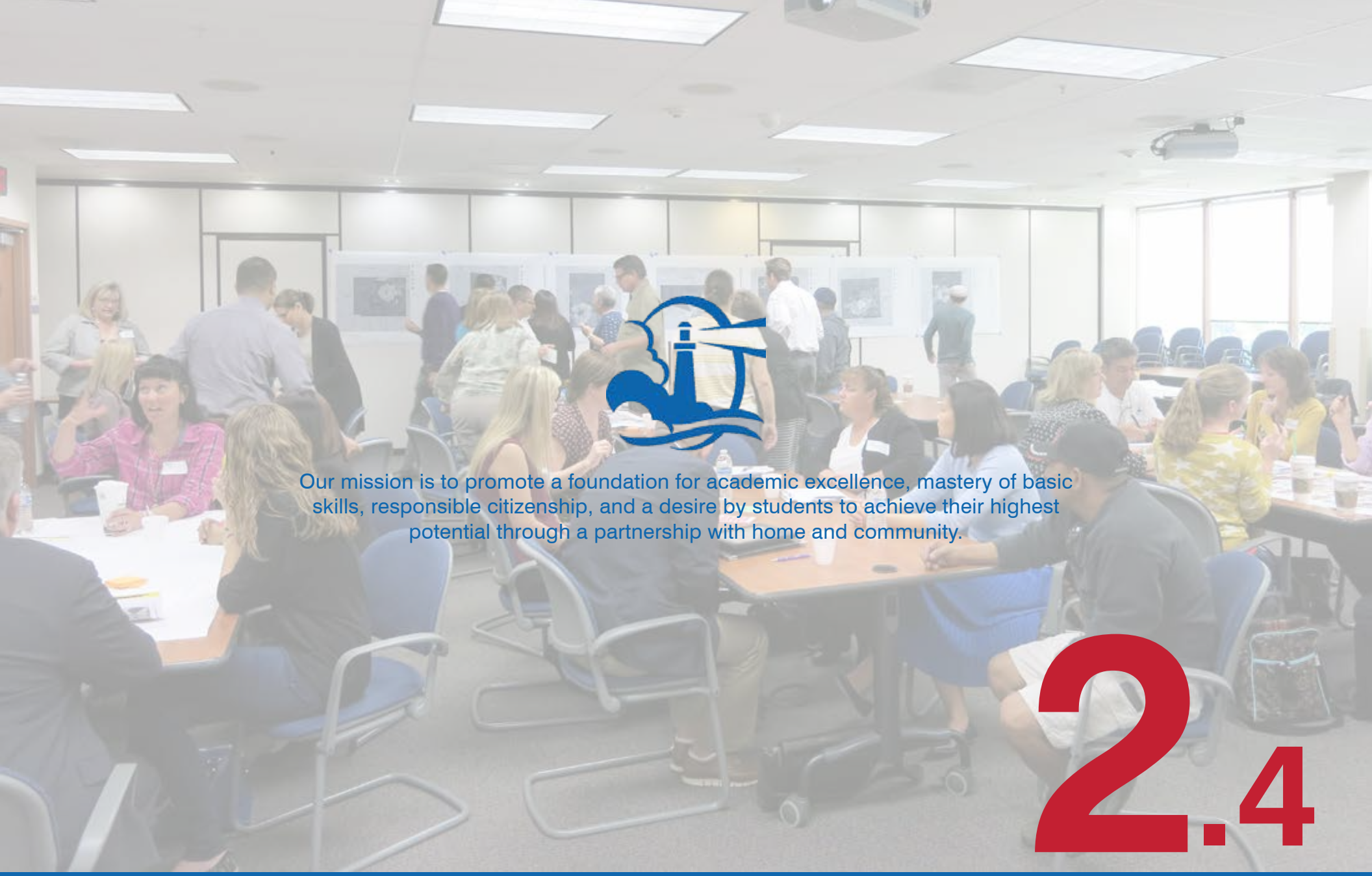
Special Education / SDC / RSP
Special Education facilities to match current existing programs. Facilities are provided to meet student needs within the community.

Innovation Lab
Each site shall have one non-scheduled computer lab type space, otherwise known as the Innovation Lab. As technology becomes more integrated into the classrooms and mobile, the need for multiple computer labs will no longer be needed. However it was deemed that the younger grades still need a permanent lab space. As times change, the function of this lab may change. The Innovation Lab will be a space that will be flexible in nature but dedicated for technology learning for students as well as staff.

Parent Center
Parents are an important part of the school community. A dedicated space, near the main Administration but separate from the teacher lounge and workroom provides a 'home base' for parents to work and store materials in.

Extended School Program (ESP)
ESP classrooms are used for after school programs. These are currently in portables and will remain in portables.

How do existing facilities compromise the educational vision?



Our mission is to promote a foundation for academic excellence, mastery of basic skills, responsible citizenship, and a desire by students to achieve their highest potential through a partnership with home and community.

2.4

EDUCATIONAL PROGRAM VISION

Preparing today's youth for tomorrow's future

FOUNTAIN VALLEY SCHOOL DISTRICT

educational vision OVERVIEW

Fountain Valley School District's (FVSD) educational program vision stems from a philosophy that blends pedagogy, technology and space to create interactive, engaging and flexible learning environments. There is a strong belief that learning environments should support the high standard of education that teachers, staff and District leadership strive to provide their students. Also even with the advances in technology tools,

ENVIRONMENTAL CONSIDERATIONS

The District values environmental design considerations for design for the purpose of creating better indoor and outdoor environments that are energy efficient, conserve water and are easily maintainable.

Throughout the FMP process, there has been a lot of discussion on the topic of indoor environmental quality. Because most of the existing school facilities do not have air conditioning systems or a means to provide quality fresh air exchanges and air movement, it has been challenging to provide adequate thermal comfort to occupants. Facilities should be designed with quality indoor environments with the following considerations:

- Thermal comfort supported through:
  - High-efficiency ventilation systems with user friendly interface, individual room controls
  - Fresh air / natural ventilation
  - Operable windows that can be opened and closed
  - Building envelope insulation (including roof, wall and glazing)
  - Great air quality
  - Ceiling fans
- Consider building orientation to allow for natural ventilation optimal shading strategies
- Balance natural daylight with energy efficient, direct/ indirect lighting to reduce shadows and glare and provide even illumination
- Room darkening features that allow the amount of natural and artificial light to be adjusted to be compatible with technology
- Acoustical separation between classrooms and offices
- Proper acoustical treatment in large group areas including multi-purpose rooms, collaboration spaces, libraries, to allow for multiple concurrent activities. Include audio-visual and technology to allow for large group presentations.
- Protecting natural resources is important to the District, as demonstrated by the installation of solar shade structures at all school sites. Other features the District is considering for the future are water reclamation systems, weather tracking irrigation systems, energy efficient lighting and controls.

21st CENTURY / NEXT GEN LEARNING SPACES

Because school facilities will be used for many years to come, they need to be designed with flexibility in order to adapt to changes affected by technology and how students learn. Spaces shall be designed with quality materials with classic aesthetics. Flexible and adaptable learning environments encourage teaching 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 idea that learning happens everywhere. This philosophy supports greater personalized learning and collaborative, project-based instruction to align educational needs and have relevant programs that prepare students for the future. Technology shall be integrated and easily accessible. It is acknowledged that technology is constantly changing. However there needs to be a robust infrastructure in place to be able to adapt and support future needs including increased wireless density, media content and tools.

Space in a typical classroom must be used effectively. The amount of storage casework shall be standardized. Storage casework shall be a balance between built-in and mobile to allow for the maximization of learning space. Furniture needs to match 21st century learners

"We want our students to be illuminated and have illuminating moments at our schools. "

- FVSD Facilities Committee

educational vision OVERVIEW

and have the ability to easily 'huddle' / group together and support quick transitions between lecture, team project and discussion teaching modes for more active engagement. Furniture should be durable but lightweight and agile, using stackable, move-able and/or collapsible tables/ chairs to promote collaboration and cooperation. Classrooms should foster and promote the teacher to move around. There should be a balance of soft and hard spaces within classrooms.

Classrooms shall be grouped together in 'pods' around a shared collaboration area, known as a 'core', and can function as traditional classrooms but also have the ability to open up to create a larger teaching space. The organization of Classrooms and access between spaces should promote team teaching opportunities.

Outdoor areas shall be seen as an extension to classroom learning environments and allow for breakout activities, play and inspiration.

SPECIALIZED PROGRAM SPACES

The District strives to provide appropriate spaces to support programs. Currently, elementary schools and middle schools have various specialized programs. At the elementary level there is music, art and science. The middle schools have music, art, science, drama and wood shop. There is a desire to have spaces to appropriately support these programs. A flexible lab space at the Elementary schools can allow for messy, hands on activities. Middle schools need facilities for STEAM programs and new science standards; more robust spaces designed to support creating, exploration and construction of project-based instruction to enrich this program. Spaces need to support program needs but have the flexibility to adapt to changes in student needs.

LIBRARY/MEDIA CENTER + INNOVATION LAB

The next generation library is not just a repository for books. These will evolve into a space for collaboration and social interaction, a 'Starbucks'-like place. There will be areas for group work with areas for quiet study, computing and access to material / content-creation tools. Like the classroom, furniture will be flexible and move-able. As technology becomes more integrated into the Classrooms, the Innovation Lab will become the single non-scheduled computer lab at each campus. Design with multiple projections capabilities, and flexible furniture that allows the space to be reconfigured into a space for lecture, testing and or professional staff development.

MULTI-PURPOSE ROOMS

Multi-purpose rooms need to support a variety of activities and have the ability to easily transition from performance to dining to large group activity. The space needs to have good acoustics that can support large groups, paired with technology and audio-visual that can allow for broadcasting and live, video interaction.

CREATE 'INSPIRING' SPACES

The following quotes from the FVSD Education Charette meetings and the Facility Committee meetings truly convey their general vision of creating schools that are inspiring for children:

- Aesthetics is important to set the tone / expectations - it is the first impression of the school
- Bring natural daylight into learning spaces
- Flexibility + Adaptability - to allow for progressive cutting edge programs and services (timeless and timely)
- Usable outdoor spaces
- Multipurpose / multi-functional environments
- Use of color is important
- Play areas should be seen as 'adventure playgrounds'

introduction OVERVIEW

In 1994, California Department of Education (CDE) formalized regulations governing standards on the design and construction of new school facilities. Included are requirements for the submittal of educational specifications (Facility Standards / Design Guidelines) – see California Code of Regulations, Title 5, Section 14034. The requirements are delineated in the Education Code Section 39101 (c) and California Code of Regulations, Title 5, Section 1403o (a). Specific School design standards are contained in California Code of Regulations, Title 5, Section 14001, 14010 and 14030.

In 2009, CDE added a Plan Summary form for those projects applying for new construction funds from the State Allocation Board for a new school or additions to an existing school. In July 2010, all Educational Specifications (Facility Standards/ Design Guidelines) were required to be approved by the District's governing Board and submitted to CDE as part of any application for funding.

PURPOSE OF THIS DOCUMENT

The purpose of design guidelines are to ensure the following:

- **A Common Baseline**

To guide a consistent approach in developing each school master plan proposed improvements.

- **Common Goals**

To engage District stakeholders in a participatory process in developing their vision.

- **Outcome Focused**

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

- **Equitable Quality**

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

- **Continuous Improvement**

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

"A true educational specification is **a dynamic, visionary document** reflecting activities that engage students."

- CEFPI
Council for Educational Facilities Planning International

IMPLEMENTATION

Even though this document represents a district-wide guideline, it is important that when these guidelines are implemented, that the administrators, faculty, students and community at each site are allowed to validate their site specific program needs. If a school design team has suggestions on how to improve or tailor this document for their site-specific needs, these suggestions should be brought to the attention of District leadership in charge of facility planning, prior to designing it. It is understood that the degree of consistency between the site-specific solutions and the district-wide educational specifications may vary from site to site. Adjacencies shown in the diagrams following were determined for the ideal program placement but may vary from site to site based on existing conditions or programmatic specific solutions. Once projects are released to proceed into the next phase of design, a school site committee shall be formed to analyze the impact of site specific constraints and program specific needs. This analysis may result in solutions that deviate from the educational program standards described in this document. The design team should inform the District leadership of any significant deviations identified or proposed prior to the presentation of these solutions or options to the school site or committee members. It is expected as the District's vision changes over time, this document would be updated to reflect these changes, but the overall guiding principles remain intact.

introduction OVERVIEW

There is a recognition at the State level that school design, as we know it, requires re-visioning. There is also acknowledgement that the Title 5 education code may restrict the new form school designs may take to support 21st Century/ next generation learners. CDE's requirement for the Plan Summary form allows for dialogue about what is needed to support educational programs for today and tomorrow learners. Ultimately the development of a lasting and sustainable vision that supports the goals of the District's educational program, depends upon a well thought out Design Guideline.

CONTENTS

Provided in this section are space programs for Elementary and Middle Schools. The space programs identify the square footages that are used in the proposed masterplans and are used in determining area takeoffs for the cost estimates.

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

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

One of the main purposes of the Educational Program Standards document is to describe clearly and concisely the various learning activities in each space, the spatial relationships and special features to support these activities. The following categories are described for each space program component described here in:

A. PROGRAM ACTIVITIES

- Provides a description of the functional goals of the space.
- Describes types of activities and user needs.
- Describes how the program is delivered.

B. DESIGN OBJECTIVES

- Describes general room characteristics and feel of the space.
- Correlates the qualities of the space with specific program activities.

C. SPATIAL FEATURES

- Describes specific room features such as furniture, finishes and equipment that help support program functions.

D. ADJACENCY DIAGRAM

- Shows a graphic representation of the spaces and how they are organized as a group.

site considerations GENERAL

Pedestrian and vehicular points of entry to the campus provide visitors the first impression of the campus. These spaces are the face of the campus to the community. These spaces provide the initial opportunity in presenting the overall campus character. Campus exterior should be timeless and classic but reflect individual school spirit.

SCHOOL PRIDE

Site security strategies shall be a balance between safety and community friendly. Most sites are currently adjacent and open to community parks. Design school buildings with the ability to secure the perimeter. Site security shall be balanced with passive and active design strategies that could include perimeter fencing and gates paired with security systems and a web-based notification system to assist in monitoring.

SAFETY & SECURITY

SPECIFIC FEATURES

ENTRY

There should be a single-point of entry. Augment security with cameras.

Entry points should be clearly defined by signage and/or site and building features, and create a sense of arrival. The main entry should convey a sense of welcoming as it a first impression for the community.

PARKING

Provide adequate parking for staff and visitors.

There should be parking where there is a need for short-term visitor parking: near Administration and Kindergarten. Parking with direct and visible access to Pre-school and Kindergarten classrooms. Parking should also be near MPR's for community events.

Limit pedestrian crossing paths with vehicular circulation.

DROP-OFF

Allow for continuous flow, safe drop-off/ pick-up areas. When possible, sites should have on-site drop-off to accommodate bus and parent drop-off. Drop-off length should meet code requirements.

Evaluate providing separate drop-offs to alleviate high traffic and congestion during drop-off and pick-up times.

Incorporate drop-off/ pick-up waiting areas.

WAYFINDING

Design campuses that flow through - easy wayfinding.

Consider using key landscape and/or building features along with signage to aide in way-finding and orientation of visitors as well as staff and students. Clear signage and features should identify the main entry point.

Message boards in appropriate locations can be used to facilitate communication with the community.

site considerations GENERAL

OUTDOOR SPACES

For most sites, lunch is held at an outdoor dining area either at the center of the campus (otherwise known as “The Bowl”) or a covered lunch area near the hardcourts/ playfields. This area should have a sun and rain shelter and can be utilized as an extension of the cafeteria for eating, socializing, large group gathering and other informal activities.

There shall be appropriate hardcourts and playfields provided to encourage physical education and various play activities, at the same time promoting health and wellness. Incorporate activities students can engage in. Age appropriate play structures should be included.

Outdoor spaces adjacent to Classrooms can be seen as an extension of the learning environment. Provide a variety of scale and size of spaces with a balance of move-able furnishings and built-in site features that can allow for small group work and study. Incorporate features that can trigger learning and can be linked to the program curriculum such as sun angles / light versus shade, water features, bio-swales and student gardens.

SPECIFIC FEATURES

COURTS /FIELDS

Areas of play can be seen as ‘adventure playgrounds.’ Paved hardcourt areas and fields shall support a variety of outdoor and physical education activities. Exterior drinking fountains and restroom facilities shall be located nearby. Design for visibility and easy supervision.

Provide shade by using structures and trees.

EQUIPMENT

An age appropriate play structure, adequate in size to accommodate its use shall allow for climbing, sliding, walking, and hanging activities. Safe, recycled rubberized surface shall be underneath this play area. Shade should be provided either by landscaping or shade structure.

KINDER PLAY

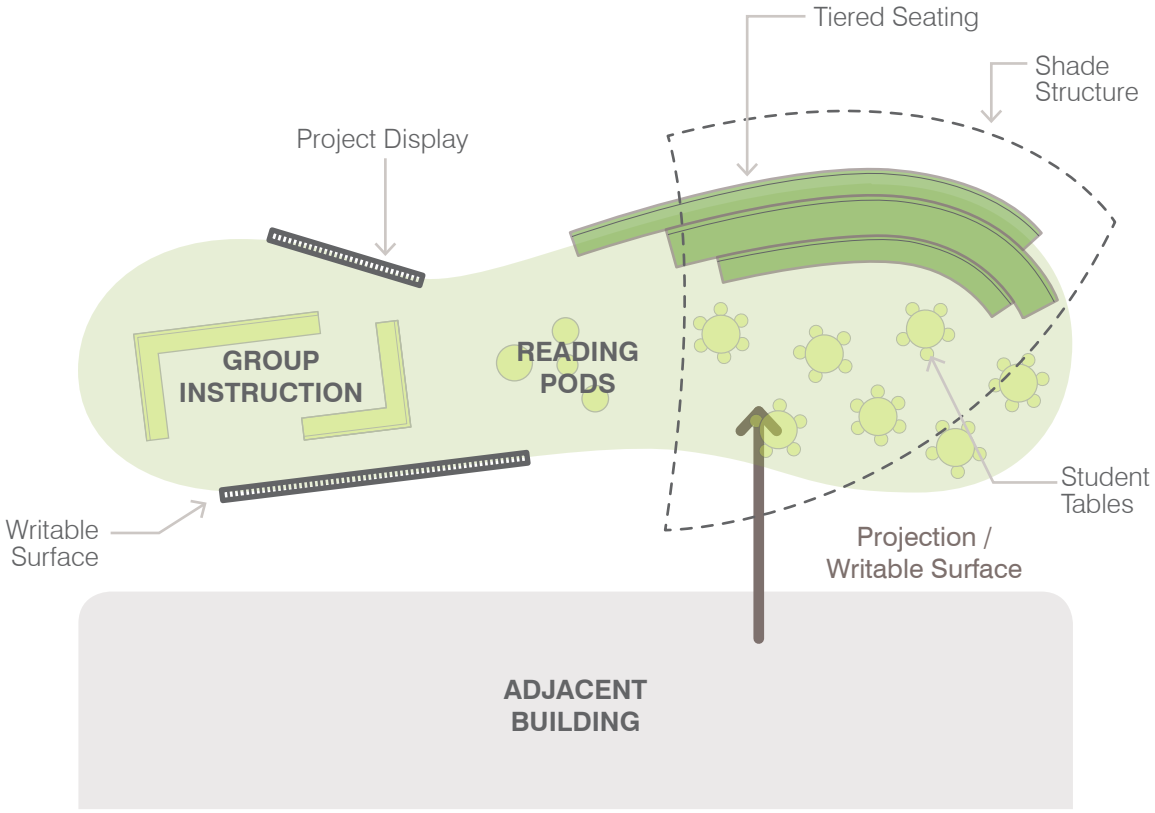
A separate and enclosed Kindergarten play area adjacent to the Kindergarten classrooms shall have an age appropriate play structure, paved area and grassy area. Provide shade at play areas and shaded area with benches and tables for lunch or outdoor learning activities.

LANDSCAPING

Provide drought tolerant landscaping.

Consider adopting reclaimed water systems and ‘smart’ irrigation systems that detect weather and soil moisture for water efficiency.

site considerations GENERAL



The diagram here provides an idea of what an Outdoor Learning Courtyard could look be. Implementation will depend on site conditions.

Within a school site, plan for various sized outdoor gathering areas such as small group activity (4-5 students), medium groups (30-60 students), and large group assemblies (approximately 90-120 students).

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ELEMENTARY SCHOOLS

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Preparing today's youth for tomorrow's future

FOUNTAIN VALLEY SCHOOL DISTRICT

overall campus ELEMENTARY SCHOOL

It is Fountain Valley School District's goal to create safe school campuses while maintaining an environment that is welcoming to the community. Students and teachers should feel safe anywhere in the school building and on the campus grounds. A secure environment is one that creates opportunities for passive security strategies and active solutions.

The organization of buildings and site elements should take into consideration supervision and circulation. Campuses should be organized with a clear main point of entry with signage throughout the campus to facilitate wayfinding. Visitors must enter through the main administration office before accessing the rest of the site. Many of the campuses are open to the adjacent City park. Avoid creating areas where supervision could be obscured and consider perimeter fencing and gates to be able to secure the campus. Sites should have the ability to lock down. At a minimum, all exterior doors should be alarmed. Sites should have a security system with cameras in appropriate locations (locations will need to be evaluated by the District). Training should be provided to additional site staff to have the ability to shut-off main utilities.

Provide adequate lighting at parking and exterior circulation areas to allow for safe, after hours staff and District maintenance access, as well as school events held at night.

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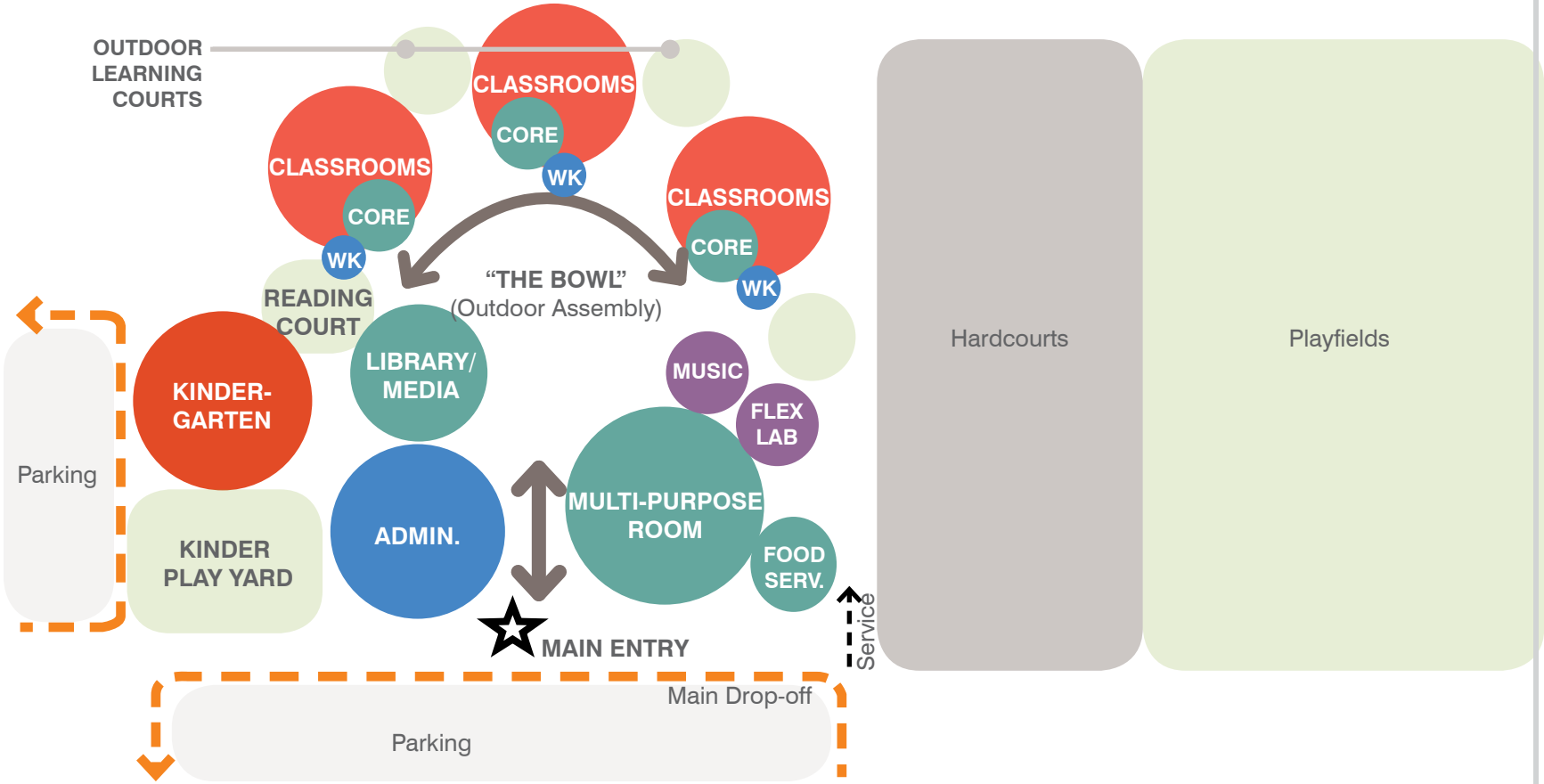


kindergarten / pre-school ELEMENTARY SCHOOL


Coatesville Primary School


Southwestern College Child Dev.Ctr.

ACTIVITIES

- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning

DESIGN OBJECTIVES

- Spaces should be open, inviting and engaging, with natural daylighting.
- Flexible, easily re-configurable furnishings to allow for a variety of learning activities.
- Connection to adjacent Classroom to encourage collaboration and team teaching opportunities.
- Visual and physical connection to the outdoors. Direct access to student restrooms. Outdoor play area should include shade and provide access to play equipment storage and student restrooms.
- Covered outdoor areas with furnishings can be utilized for activities. Consider an outdoor use sink and landscape features that encourage exploration.
- A shared workroom provides storage space and can be utilized for 1 on 1 / small group activities. Design built-in casework to be able to maximize space usage.
- Sense of scale appropriate to younger children.
- Pre-school facilities will need to meet all CDE and State licensing requirements.

"Modern schools look like where we work."

- FVSD Facilities Committee

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Balance of built-in casework and select mobile storage.

FINISHES

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

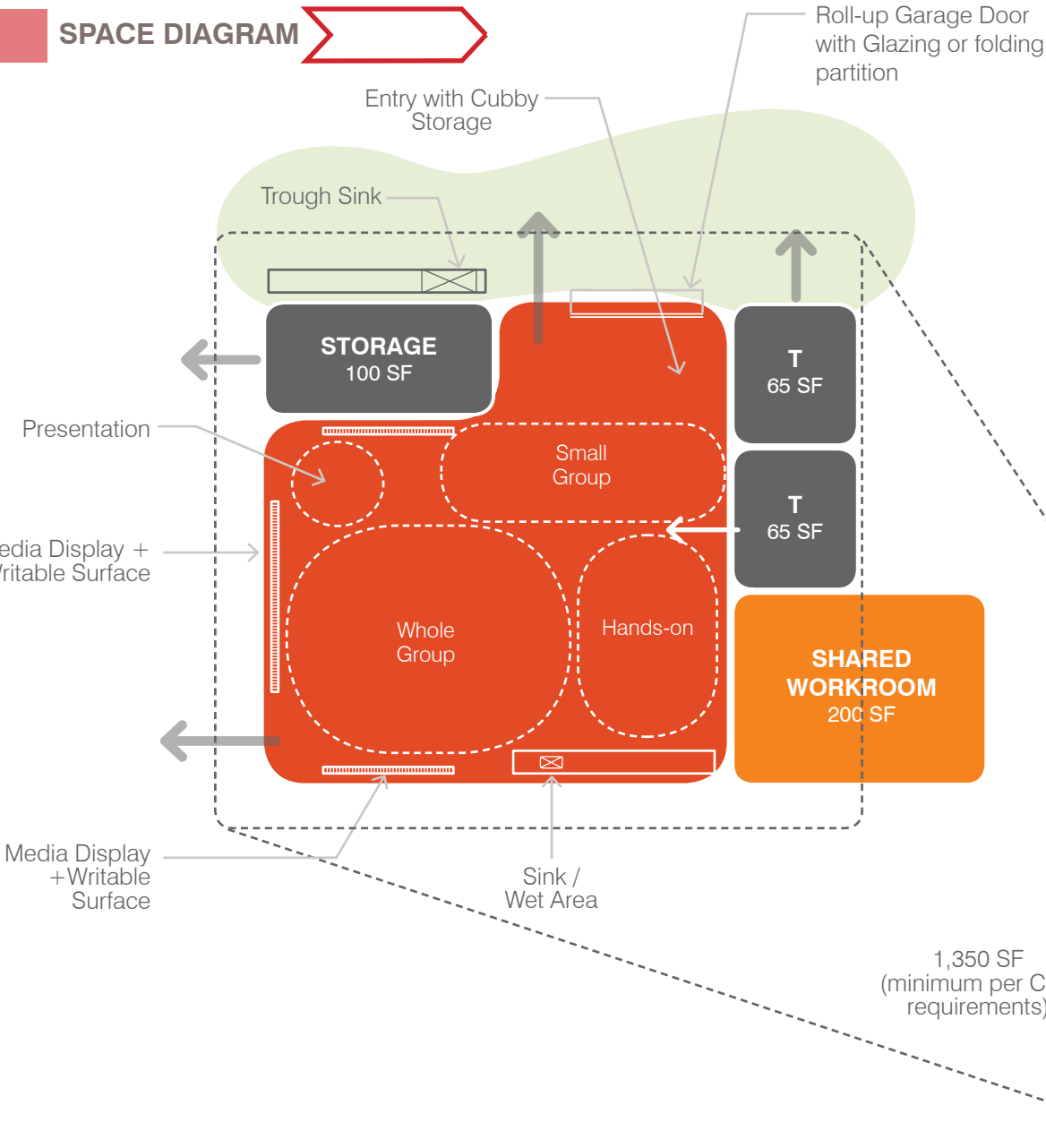
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

Coordinate with District technology plan.

SPACE DIAGRAM




Buckingham County Primary School

ORGANIZATION

Group Kindergarten classrooms with Transitional Kindergarten and Pre-School

classrooms ELEMENTARY SCHOOL


Bildungscampus Sonnwendviertel


Machias ES

ACTIVITIES

- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning

DESIGN OBJECTIVES

- Spaces should be open, inviting and engaging, with natural daylighting.
- Flexible, easily re-configurable furnishings to allow for a variety of learning activities.
- Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities. Provide shade and covered areas at outdoor learning areas. Consider an outdoor use sink and landscape features that encourage exploration.
- Visual and physical connection to a shared collaboration space (“Core”) and adjacent Classroom to encourage collaboration and team teaching opportunities.
- Plan for rain protected storage for backpacks, as well as dedicated storage space for teaching materials. Design built-in casework to be able to maximize space usage in non-rectangular shaped Classrooms.
- Walls should be ‘usable’; maximize areas of display for student work.
- A shared teacher workroom provides additional storage of supplies and encourages staff interaction.

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Modular, easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Balance of built-in casework and select mobile storage.

FINISHES

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

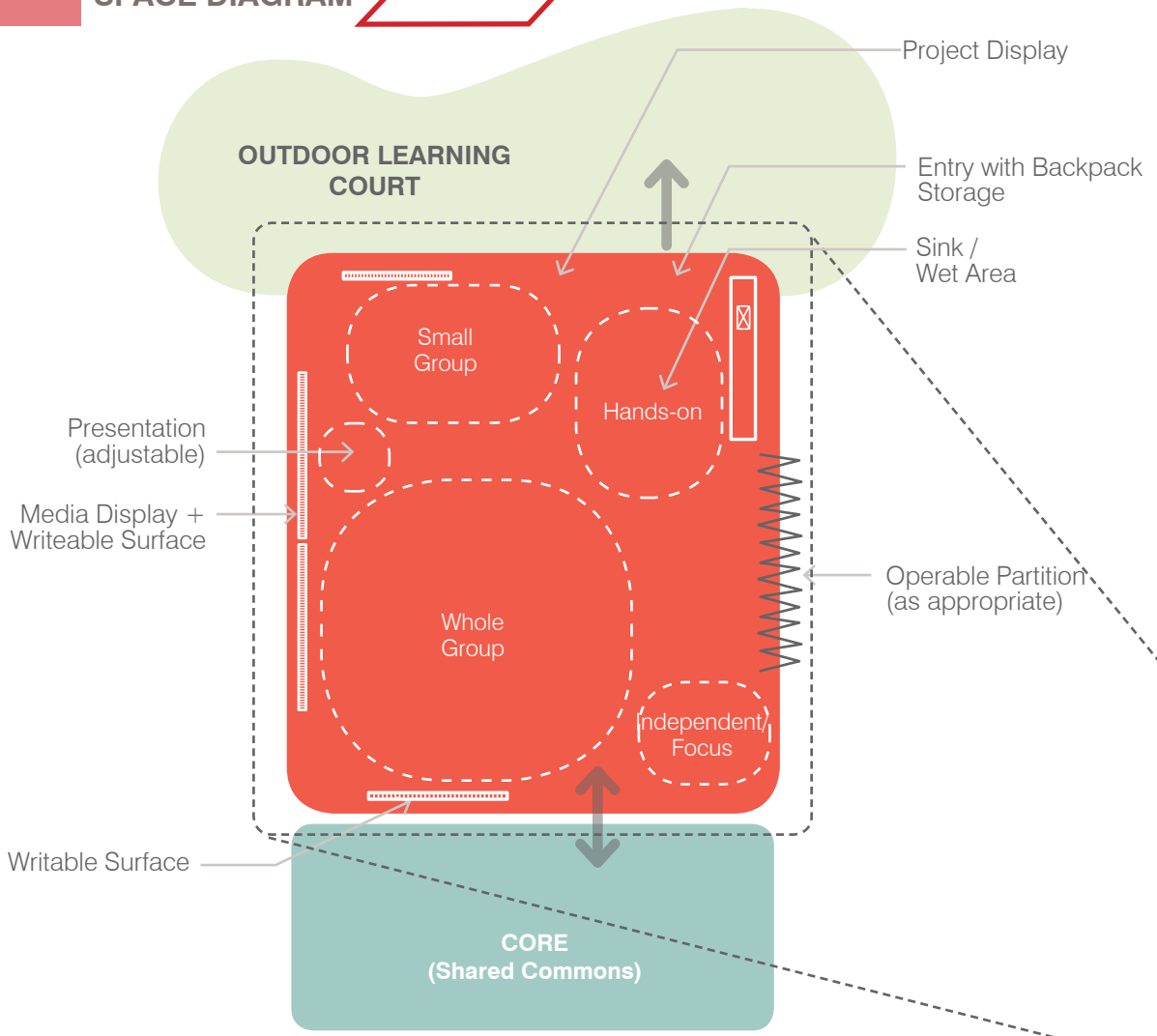
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection (mounted) at large group/ class discussion space.

Incorporate adequate system for charging mobile devices and outlets throughout.

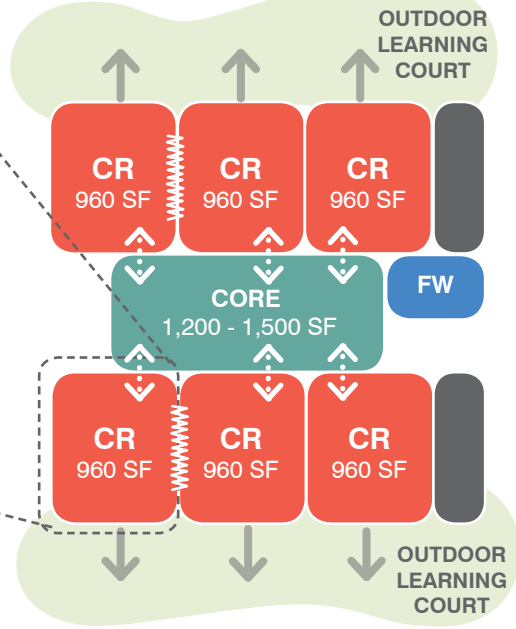
Coordinate with District technology plan.

SPACE DIAGRAM



ORGANIZATION

Group Classrooms together in 'pods' that open into a shared collaboration space.



flexible lab (art / science / music) ELEMENTARY SCHOOL


Douglas Park ES


Tarbut V' Torah

ACTIVITIES

- Exploration and active / interactive learning
- Instructional and demonstration, group/individual work
- Project art/crafts, beginning science experimentation and exploration
- Outdoor exploration
- Project-based / hands-on learning
- Cross-collaboration with other fields of study
- Showcase, display and presentation of student work

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards to support small-group work / idea generation.

Large group work tables. Agile, durable, height adjustable furniture.

Mobile storage with some built-in casework. Multiple sinks for cleanup.

FINISHES

Include finish materials that can absorb sound within the space. Additional acoustic treatment for music room. Easy to clean flooring.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

Wall gallery to display work. Slat-wall system for easy access tool/ supply storage.

EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

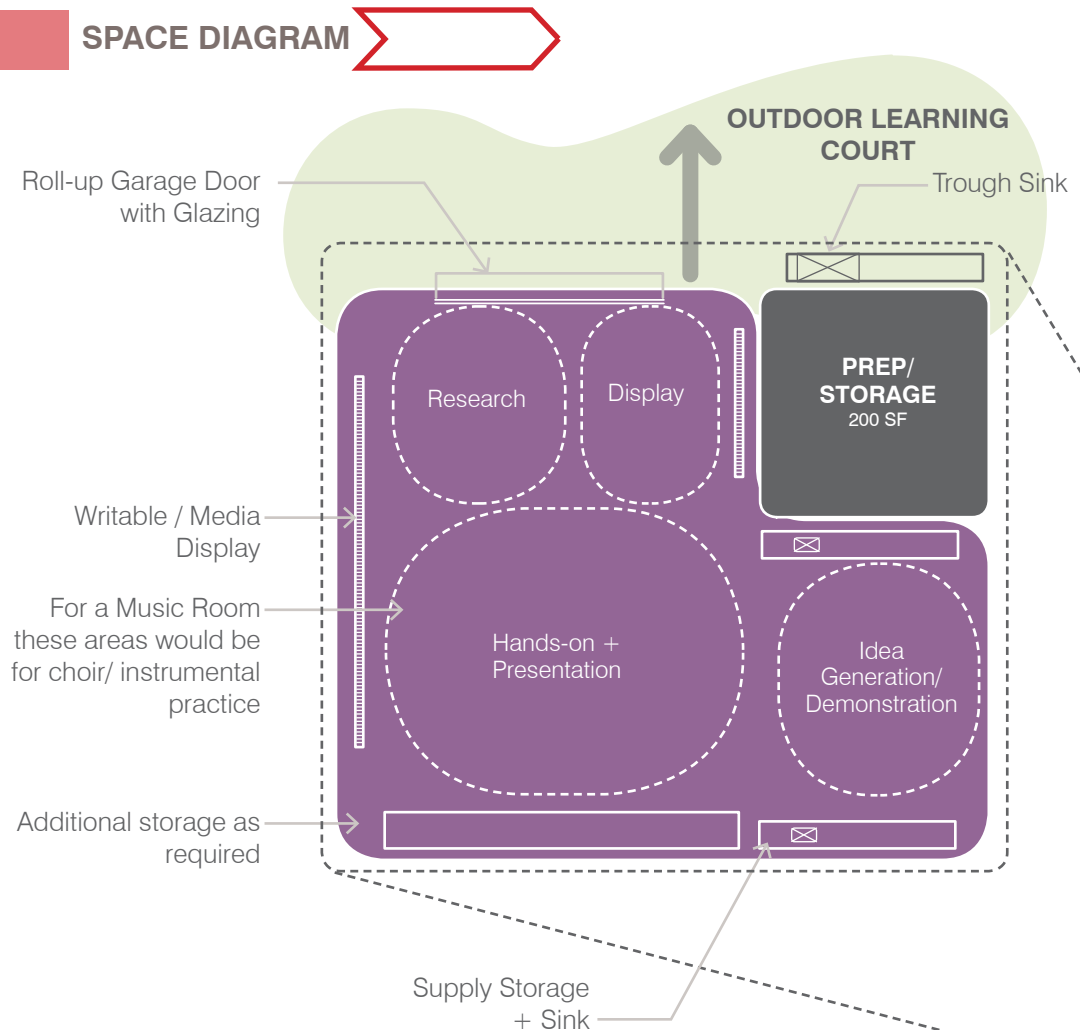
Flexible data/power, consider power cord reels at ceiling to adapt to changing configurations.

DESIGN OBJECTIVES

- Spaces should be open, inviting, engaging with a sense for discovery; inspire curiosity and exploration.
- Create learning opportunities using the building and systems as well as landscape features.
- Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that support activities.
- Provide shade and covered areas. Consider an outdoor use sink and landscape features that encourage exploration and experimentation.
- Direct access to a lockable, prep / storage room to store materials and on-going projects. Storage cabinets for additional materials / supplies.
- Include sinks for ease of clean up.
- Incorporate areas for display of student work (physical and digital).
- Design flexible space that can be used to support a variety of programs depending on the need (e.g. computer lab, drama classroom, typical classroom etc.)

flexible lab (art / science / music) ELEMENTARY SCHOOL

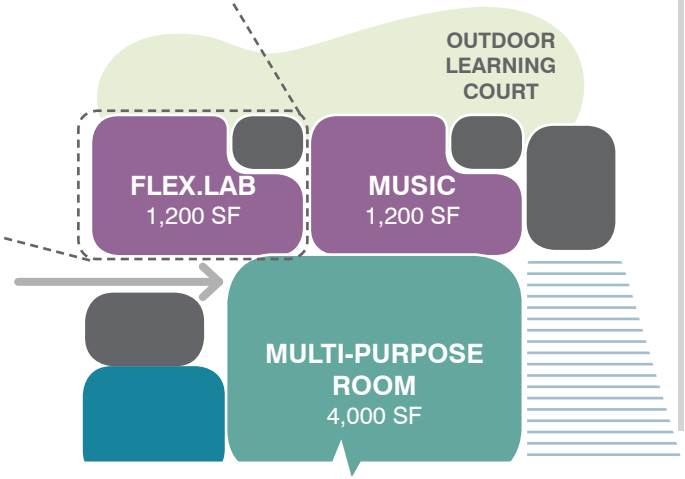
SPACE DIAGRAM




Tarbut V Torah School

ORGANIZATION

Labs can be grouped with Classroom pods to help build relevance in subjects. Alternatively Labs shall be near the Multi-purpose room for ease of access by all students.



special education ELEMENTARY SCHOOL

DESIGN OBJECTIVES

- Special Education students shall be integrated as much as possible with the rest of the campus.
- RSP, SDC, MM students are integrated, but need a pull out space for focused help.
- SH, ED, Autism facilities should be self contained and have direct access to restrooms with changing area, focus room and storage room. Focus rooms provide a calm area for students to recompose. Autism should have an Sensory/ Focus room.
- The Student Support Center is where students can access Counseling, Psychologist, and Speech services. A larger type of office space provides desk space and small group workspace.

ACTIVITIES

- **Individualized learning, student-centered planning**
- **Specialized training or support**
- **Use of assistive equipment and/or devices**
- **Development and improvement of skills (communication, language, motor)**
- **Consultation, tutoring and meetings**
- **Assessment and instruction in the least restrictive environment**

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Flexible, varied and easily re-configurable and move-able. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

FINISHES

Finishes should accommodate the activities. Carpeting in Classroom, Focus Rooms; resilient flooring for storage areas. Include materials that reduce reverberation time of sound.

Use calming colors and dimmable lighting strategies with high color rendering index (CRI 85+), balanced with natural daylighting.

EQUIPMENT

Same as in a Classroom.

Structural grid support above acoustical ceiling for hanging equipment.

special education ELEMENTARY SCHOOL

SPACE DIAGRAM

RSP
Integrate with General Ed Classrooms. All sites to have RSP

STUDENT SUPPORT
Locate near main Administration but within Classroom pods

Additional Speech Office at Oka and Newland. Plavan and Newland to also have a PK Speech office located near PK SDC

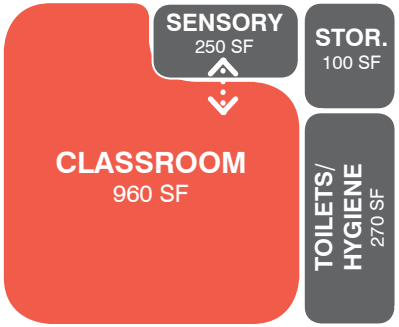
SDC /MM
Locate with General Ed Classrooms.

OT
At Talbert only

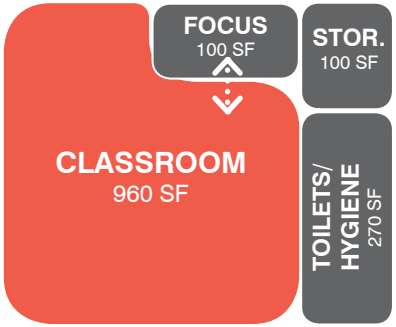
ORGANIZATION

Special education programs vary at each site depending on the need of that particular school community. Refer to District Special Education Director for information on which programs reside where.

AUTISM



SH/ED



administration ELEMENTARY SCHOOL


Arcadia High School


Hawthorne ES

ACTIVITIES

-"Front door" to the school community and the public
- Welcome center
- Administrative duties, conference, discipline, health support, counseling and student support
- Staff support - collaboration and access to materials
- Consultation and meetings
- Student support
- Parent support

DESIGN OBJECTIVES

- Provide a welcoming entry and reception area that serves as a 'front door' and 'first impression' to the community/ parents/ visitors.
- Allow for options for privacy or openness of space.
- Promote collaboration.
- Parent center provides a dedicated space for parents to work, store materials and serve as a resource center for parents. This space is separate from the Staff Workroom and Lounge.
- Staff Workroom has the ability to open up into the Staff Lounge to create a larger space that can be utilized for staff meetings and professional development. The space should be open with furniture options and allow for social interaction and professional collaboration.
- Administration spaces should be accessible to visitors yet have clear separation of more 'private' office areas and spaces that allow for confidential conversations.
- Waiting areas for the public shall be separate from student waiting areas for health and discipline.

SPATIAL FEATURES

FURNITURE

Writeable surface and digital display or projection surface in conference room.

Furniture to support the activities/ tasks. Promote collaboration.

Health office to accommodate minimum 2 cots, lockable storage cabinets for student medicine, under-counter refrigerator with ice maker. Ceiling mounted cubicle curtains to separate cot area.

FINISHES

Carpet in office/ conference areas; resilient in workrooms and health.

Ceilings should be primarily acoustic with limited areas of dropped hardlid.

Display area for school information and notices.

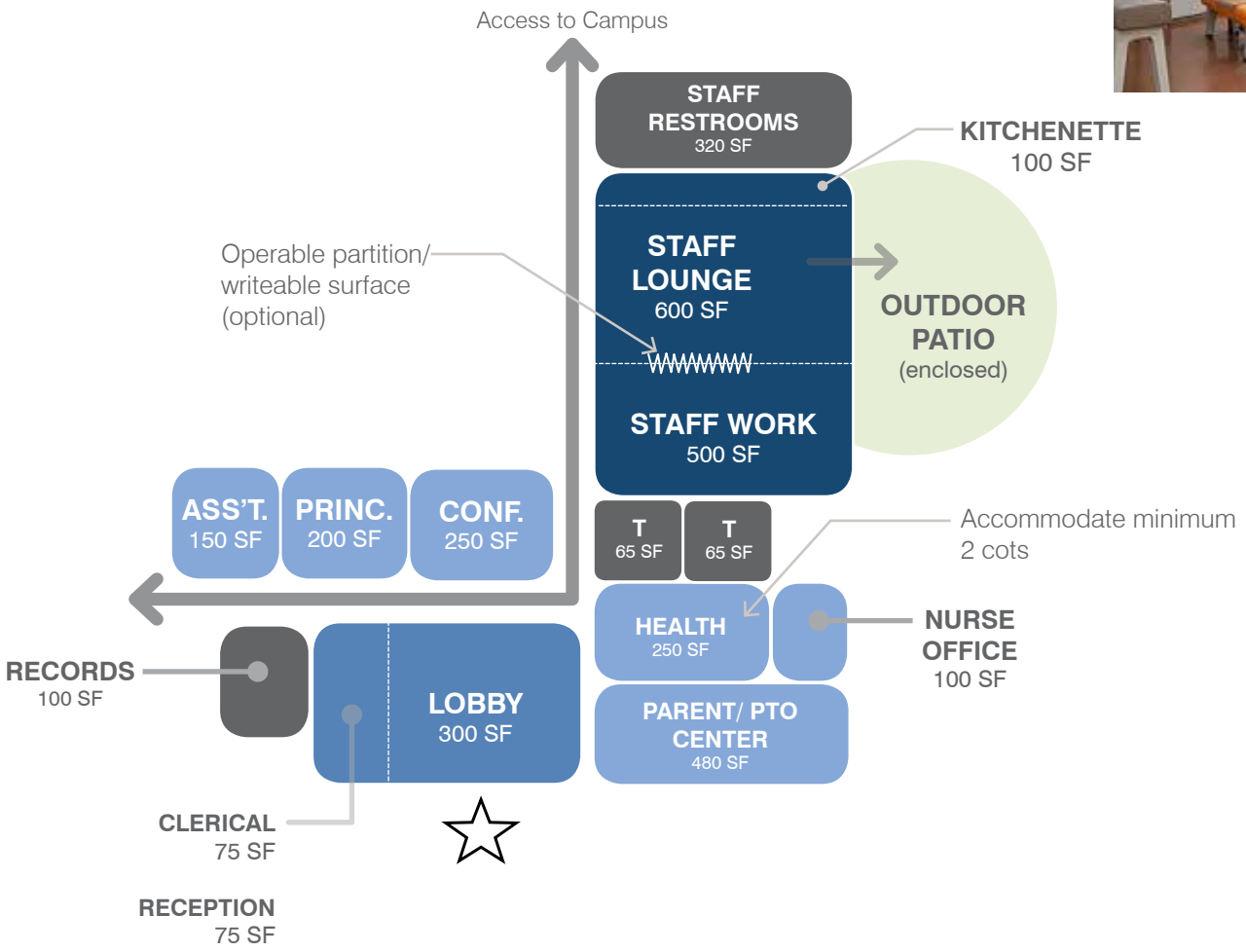
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Digital display for announcements and student work.

Adjustable lighting balanced with natural daylighting and personal controlled shading devices.

Staff Lounge to have video conference ability, projection surface and writeable surface

SPACE DIAGRAM



ORGANIZATION

Administration building should be the main public entry of the school. Organize more 'public' functions (Parent Center, Health, and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide student access towards the campus interior.

library media center ELEMENTARY SCHOOL


Coatesville Primary School


Trillium School

DESIGN OBJECTIVES

- The Library-Media Center can be seen as a 'hub' on a school campus; a place that students and staff can access for multiple functions. Locate centrally.
- Consider before/ after school hours access for student / community.
- Support multiple, concurrent activities and allow for diverse sized groups.
- The Innovation Lab is a non-scheduled computer-based space that can be opened up to the Library. Even though technology will become more integrated into the Classrooms, one fixed computer lab will remain on a campus that can be used by lower grades and professional development.
- Multi-use Rooms allow area for students to do focused/ quiet activities without distraction as well as staff to have meetings/ conferences.
- Outdoor areas shall be seen as an extension to the indoor learning environment.
- Consider ease of supervision across the space.
- Consider scale appropriate for students. Where possible, incorporate high ceilings, good daylighting and the feeling of open-ness.

ACTIVITIES

- **Research, quiet reading, group instruction, individual / small group work/ study, story-telling, technology exploration**
- **Access information and create content**
- **Professional development and community meetings**
- **Display of student work and learning / informational material**

SPATIAL FEATURES

FURNITURE

Flexible, varied and easily re-configurable options for seating and tables; comfortable, soft seating with access to power and wireless technology.

Move-able shelving for books; lower level shelving for student accessibility.

Consider tiered, platform seating that allows for multi-functions (e.g. stage/ study).

FINISHES

Finishes should accommodate the activities. Carpeting; resilient flooring at storage and workroom areas. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Utilize glass to contain sound in rooms but allow for supervision.

Writeable surfaces in Multi-use Rooms and Innovation Lab.

Create areas to display student work.

EQUIPMENT

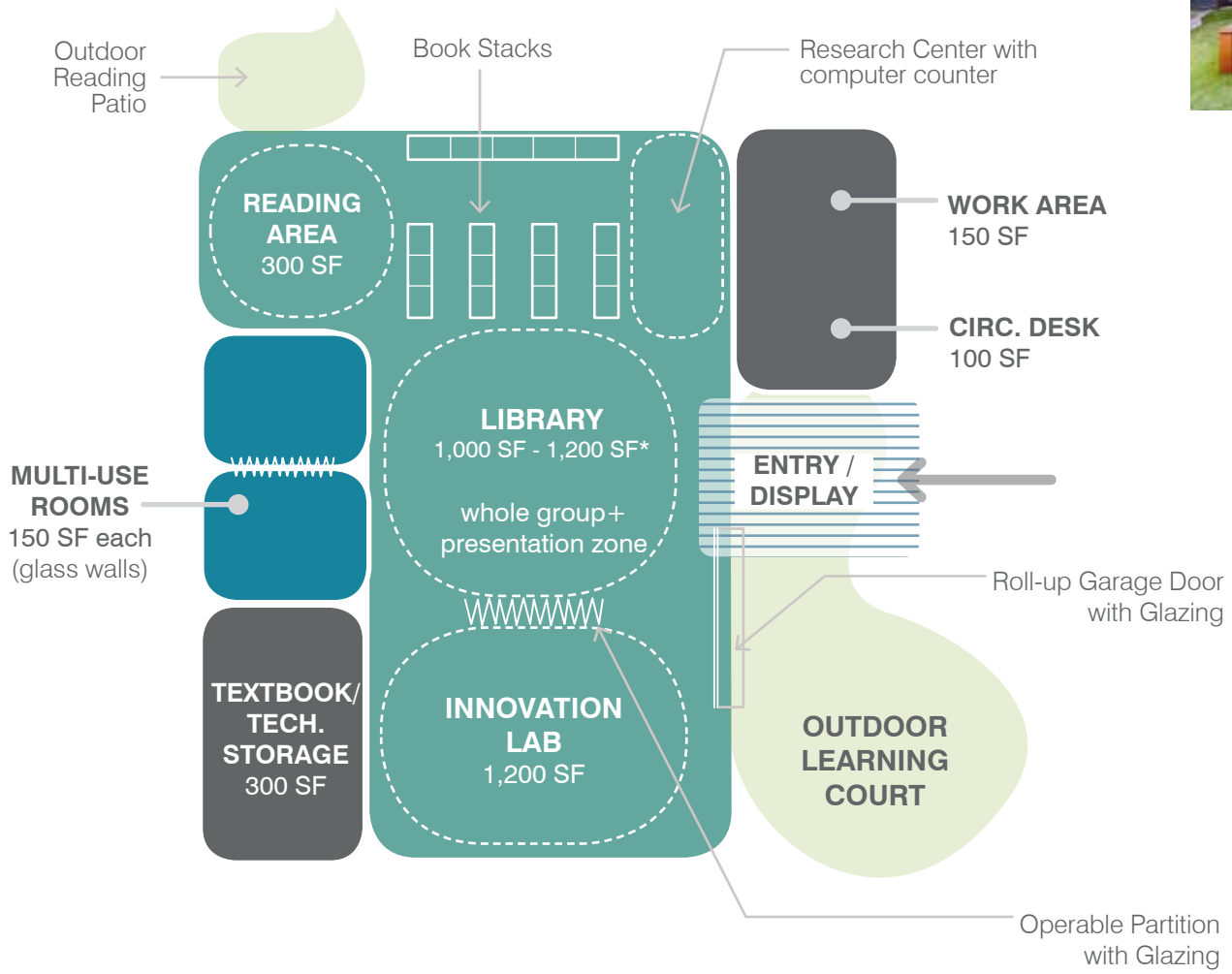
Integrated technology (wireless access), throughout. At group instruction area, include interactive whiteboard, large media display, AV system with ability to video broadcast and access virtual learning.

Access to power throughout; floor outlets to allow for flexible arrangements.
Research Center with computer counter available for students to access online information.

Innovation Lab to include Classroom technology with technology supportive workstations, AV system with video broadcasting.

library media center ELEMENTARY SCHOOL

SPACE DIAGRAM



ORGANIZATION

Square footage based on CDE recommended 2 sf / student

multi-purpose room (MPR) ELEMENTARY SCHOOL


Carrie Busey Elementary School


Galilee Catholic Learning Community

ACTIVITIES

- Assemblies and large group presentations
- Food service seating / social gathering
- Community use
- Instructional activities to support physical education / fitness, music and performance
- Messy activities (science and art)

DESIGN OBJECTIVES

- The MPR shall be located near parking for after hour/ community event access.
- Instill a sense of school pride through color, graphics, signage, award / trophy display.
- The space is intended for multi-use. There should be an easy transition from performance space to dining space to activity space. Provide ample storage for chairs and tables and PE equipment.
- Kitchen to accommodate food warming functions with some fresh food options. “Walk through” queuing system at food serving that allows quick flow through serving line to dining area.
- Design with appropriate acoustics to accommodate large group activities.
- Attractive outdoor, covered seating area with shade.
- Access to restrooms, drinking fountains adjacent to lunch area.
- Security / safety measures and storage to accommodate community use.

FURNITURE

Flexible / adaptable and durable tables and chairs that are multi-use with the ability to stack/ fold / store away.

Accommodate various storage needs for chairs and tables, PE equipment, community use, activity materials.

Recycling area.

FINISHES

Acoustically designed space. Incorporate ceiling and wall materials that absorb sound and reduce reverberation time.

Resilient, durable and easy to clean flooring.

Consider operable, acoustic partition at platform to be able to create a Music Classroom space in lieu of separate Music Classroom.

EQUIPMENT

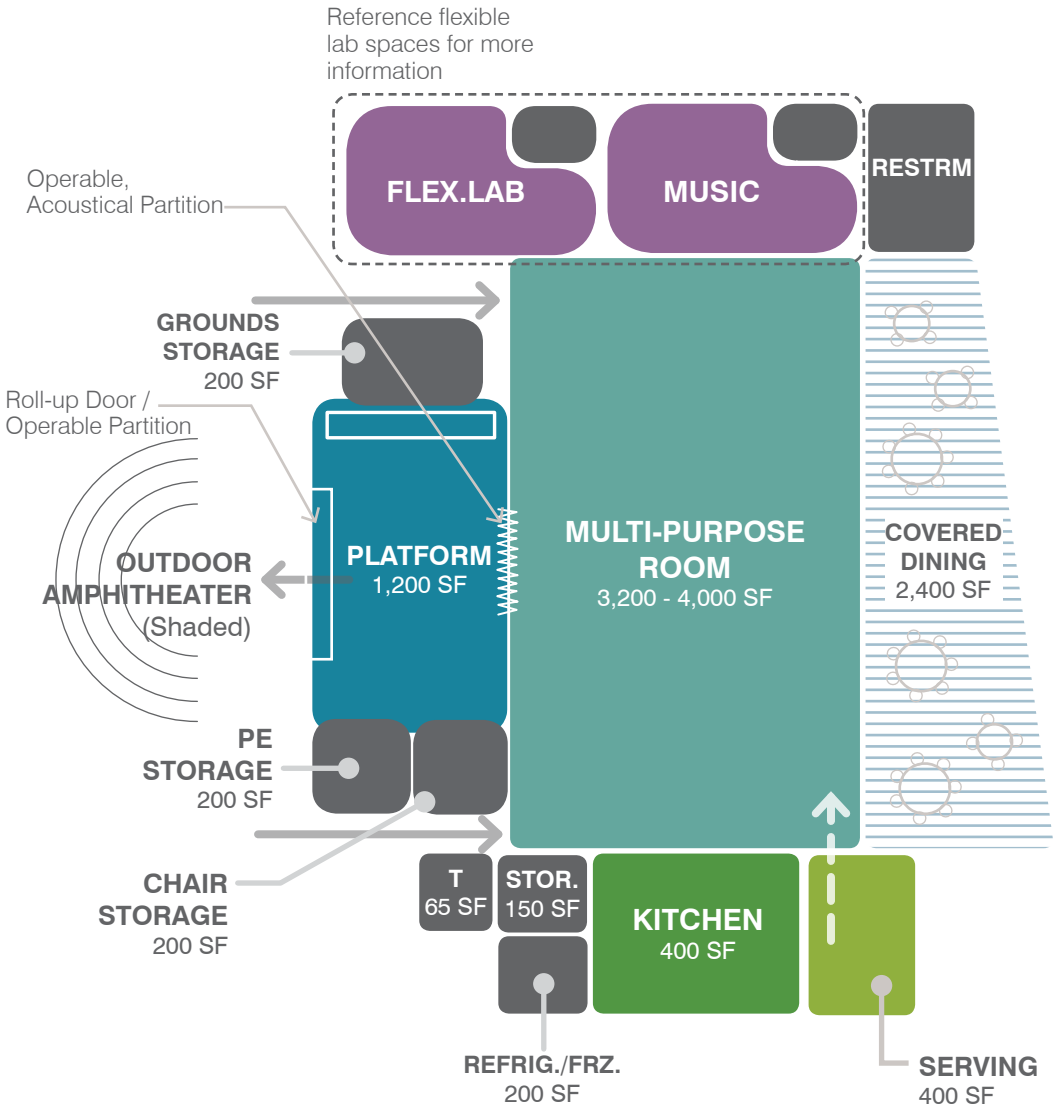
Integrated technology (wireless access) should be uniformly provided. Include large projection.

Integrated audio-visual system for presentation capabilities.

Adjustable lighting to accommodate multiple types of events (testing, presentations, assembly, fitness).

multi-purpose room (MPR) ELEMENTARY SCHOOL

SPACE DIAGRAM




Tarbut V' Torah School

ORGANIZATION

The Multi-Purpose/ Food Service building shall be centrally located yet near parking for community events. Service access shall be provided to the kitchen for deliveries.

Providing an acoustical separation between the Platform and the MPR allow for separate use of space, concurrently. Then, the Platform could serve as a classroom in lieu of the Music Classroom.

Square footage based on CDE recommended 5 sf per student.

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Preparing today's youth for tomorrow's future

FOUNTAIN VALLEY SCHOOL DISTRICT

overall campus MIDDLE SCHOOL

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Provide adequate lighting at parking and exterior circulation areas to allow for safe, after hours staff and District maintenance access, as well as school events held at night.

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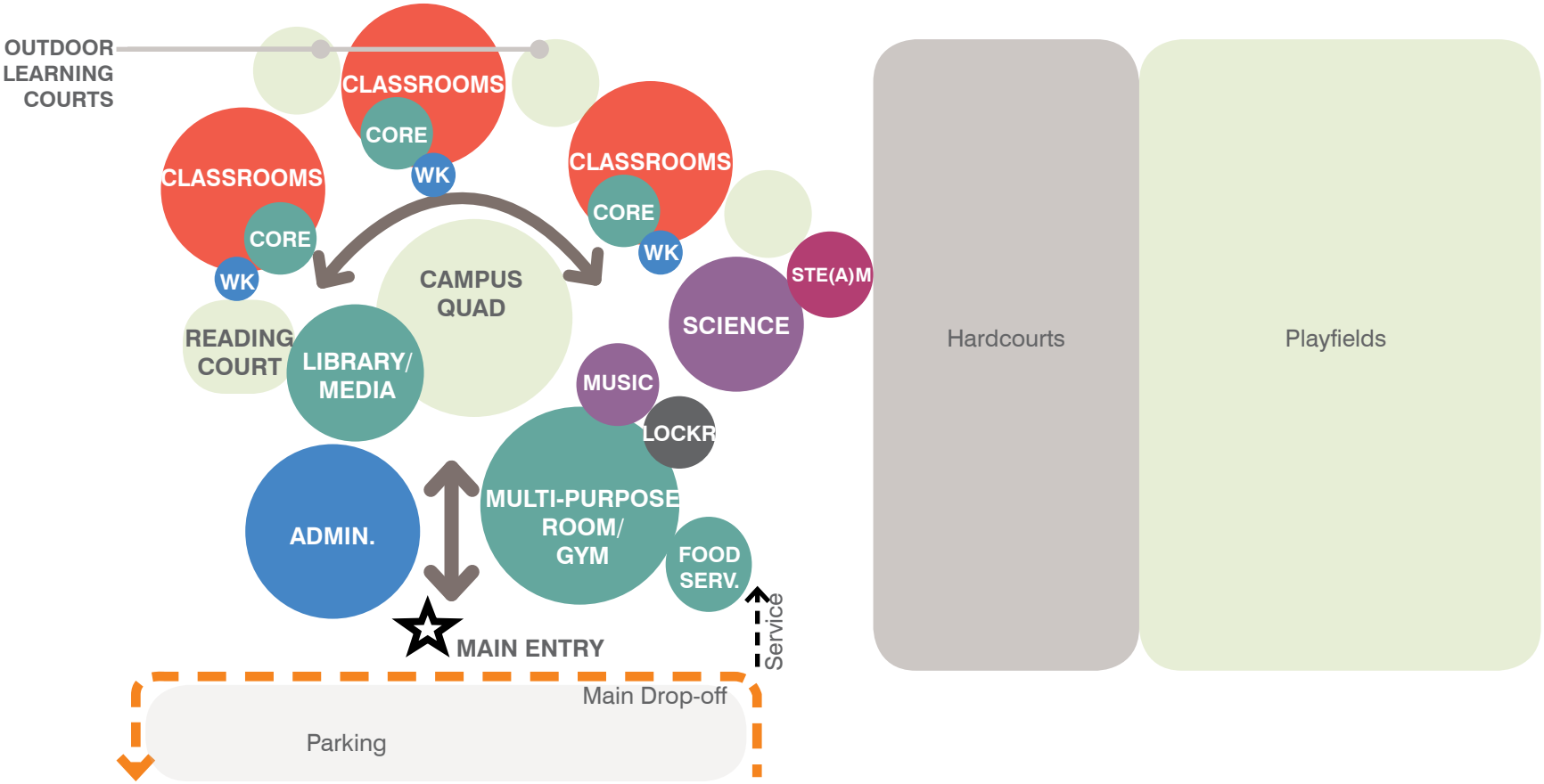



Samueli Jewish Academy


Samueli Jewish Academy

ACTIVITIES

- Exploration and active learning
- Instructional lessons, group and individual work
- Project art/crafts
- Outdoor exploration
- Interdisciplinary, learner-centered instruction
- Active and passive learning

DESIGN OBJECTIVES

- Spaces should be open, inviting and engaging.
- Flexible, easily re-configurable furnishings to allow for a variety of learning activities.
- Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.
- Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration.
- Connection to a shared collaboration space and adjacent Classroom to encourage collaboration and team teaching opportunities.
- Plan for storage for backpacks and teaching materials.
- A shared teacher workroom provides additional storage of supplies and encourages staff interaction.

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Furniture should vary based on activity. Easily move-able, group-able tables and chairs. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

Mobile storage with some built-in casework.

FINISHES

Finishes should accommodate the activities. Resilient flooring for project based activities and soft flooring for passive activities. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

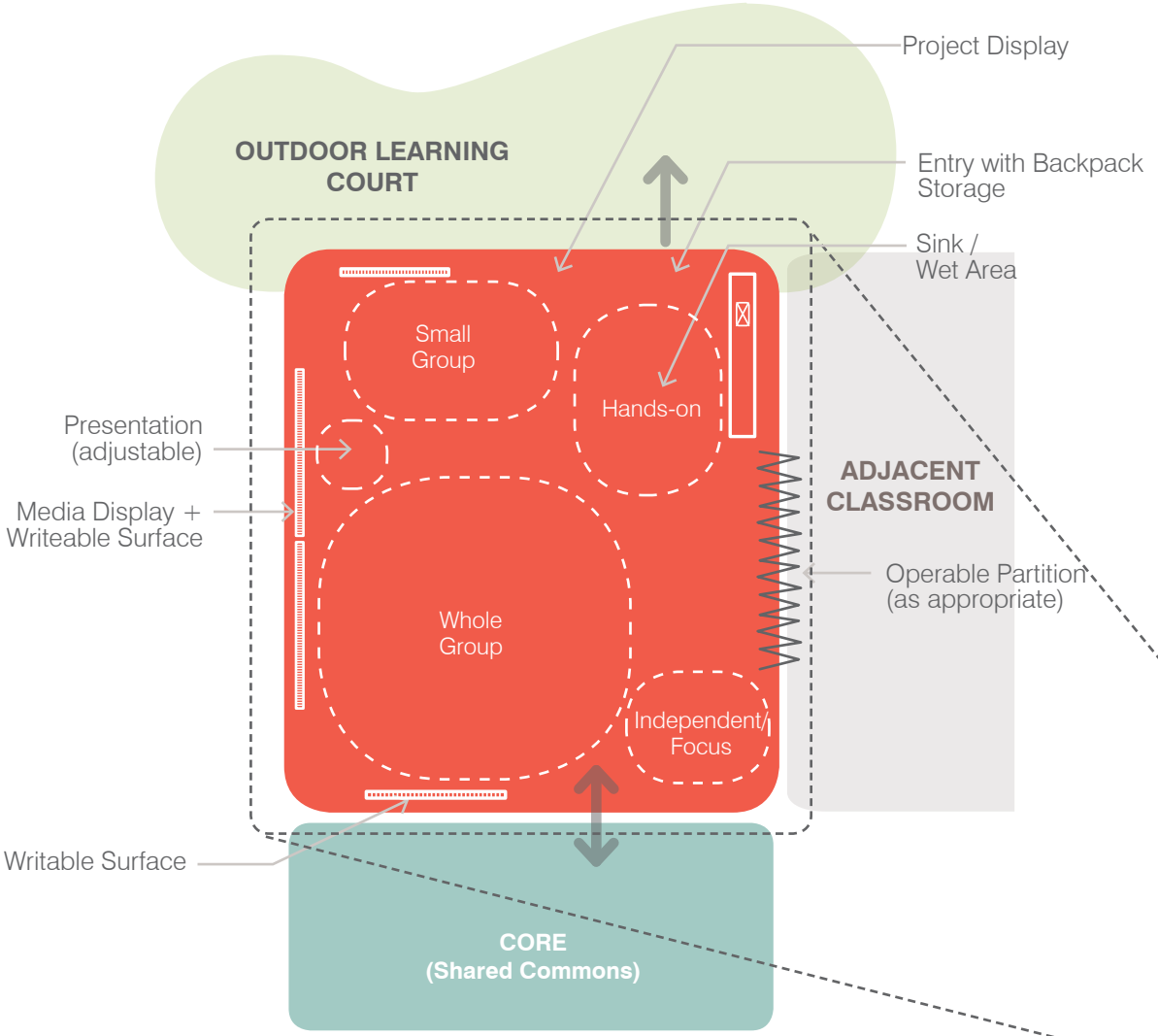
Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

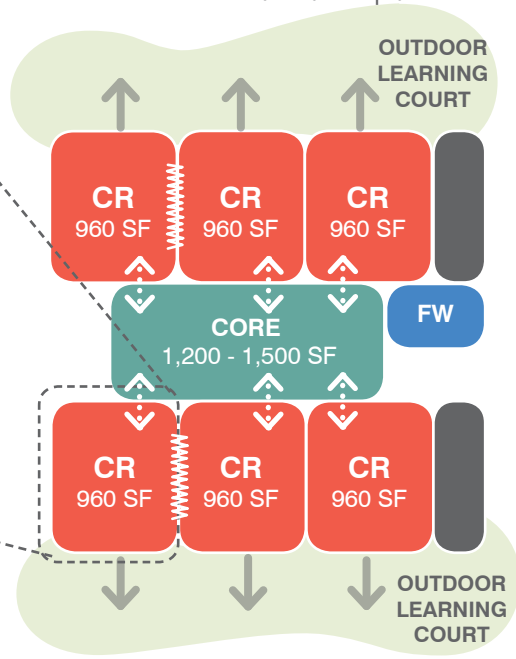
Incorporate adequate system for charging mobile devices and outlets throughout.

Coordinate with District technology plan.



ORGANIZATION

Group Classrooms together in 'pods' that open into a shared collaboration space.



special education ELEMENTARY & MIDDLE SCHOOL


Sen Pears National Centre for Autism


Johnson Middle School

ACTIVITIES

- Individualized learning, student-centered planning
- Specialized training or support
- Use of assistive equipment and/or devices
- Development and improvement of skills (communication, language, motor)
- Consultation, tutoring and meetings
- Assessment and instruction in the least restrictive environment

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Flexible, varied and easily re-configurable and move-able. Include a variety of types; soft furnishings, stools to encourage mobility, height adjustable.

FINISHES

Finishes should accommodate the activities. Carpeting in Classroom, Focus Rooms; resilient flooring for storage areas. Include materials that reduce reverberation time of sound.

Use calming colors and dimmable lighting strategies with high color rendering index (CRI 85+), balanced with natural daylighting.

EQUIPMENT

Same as in a Classroom.

Structural grid support above acoustical ceiling for hanging equipment.

DESIGN OBJECTIVES

- Special Education students shall be integrated as much as possible with the rest of the campus.
- RSP, SDC, MM students are integrated, but need a pull out space for focused help.
- SH, ED, Autism facilities should be self contained and have direct access to restrooms with changing area, focus room and storage room. Focus rooms provide a calm area for students to recompose. Autism should have an Sensory/ Focus room.
- The Student Support Center is where students can access Counseling, Psychologist, and Speech services. A larger type of office space provides desk space and small group workspace.

special education ELEMENTARY & MIDDLE SCHOOL

SPACE DIAGRAM

RSP
Integrate with General Ed Classrooms. All sites to have RSP

STUDENT SUPPORT
Locate near main Administration but within Classroom pods

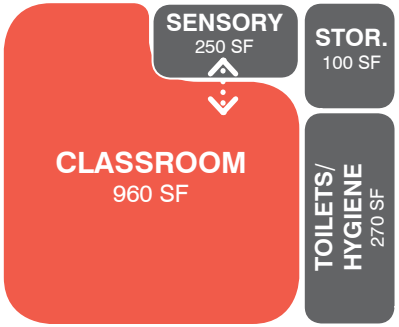
Additional Speech Office at Oka and Newland. Plavan and Newland to also have a PK Speech office located near PK SDC

SDC /MM
Locate with General Ed Classrooms.

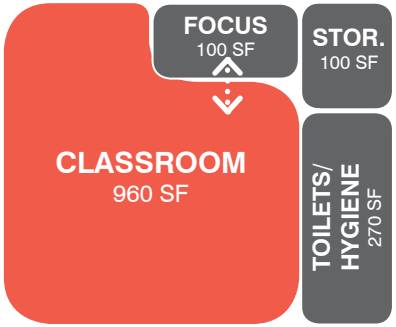
OT
At Talbert only

ORGANIZATION
Special education programs vary at each site depending on the need of that particular school community. Refer to District Special Education Director for information on which programs reside where.

AUTISM



SH/ED



STE(A)M labs: electives MIDDLE SCHOOL


Johnson MS, Westminster CA


Tarbut V' Torah

ACTIVITIES

- Interdisciplinary, project based learning in the areas of Science, Technology, Engineering, Arts and Math
- Building, crafting and prototyping
- Hands-on
- Whole group presentations, small group work
- Technology based work
- Lecture and investigation

DESIGN OBJECTIVES

- Create a space that fosters collaboration, exploration and imagination and develops critical and creative thinking.
- Visual and physical connection to the outdoors. Adjacent outdoor areas shall be treated as an extension to the Classroom. Provide furnishings that can be utilized for activities.
- Learning opportunities using the building and systems as well as landscape features. Provide shade and some covered areas. Consider an outdoor use sink and landscape features that encourage exploration and experimentation.
- Direct access to a lockable, prep / storage room to store materials and on-going projects.
- Incorporate areas for display of student work (physical and digital).
- Provide the ability to easily reconfigure spaces to varied sizes to support multiple activities and group sizes.
- Design flexible spaces that can adapt to changing program needs.
- Locate Woodshop away from Robotics due to dust.

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards to support small-group work / idea generation.

Large group work tables. Agile, durable, height adjustable furniture.

Mobile storage with some built-in casework. Multiple sinks for cleanup.

FINISHES

Easy to clean flooring. Include finish materials that can absorb sound within the space. Additional acoustic treatment for music room.

Use color and appropriate lighting strategies, balanced with natural daylighting to make open, inspiring spaces.

Wall gallery to display work. Slat-wall system for easy access tool/ supply storage.

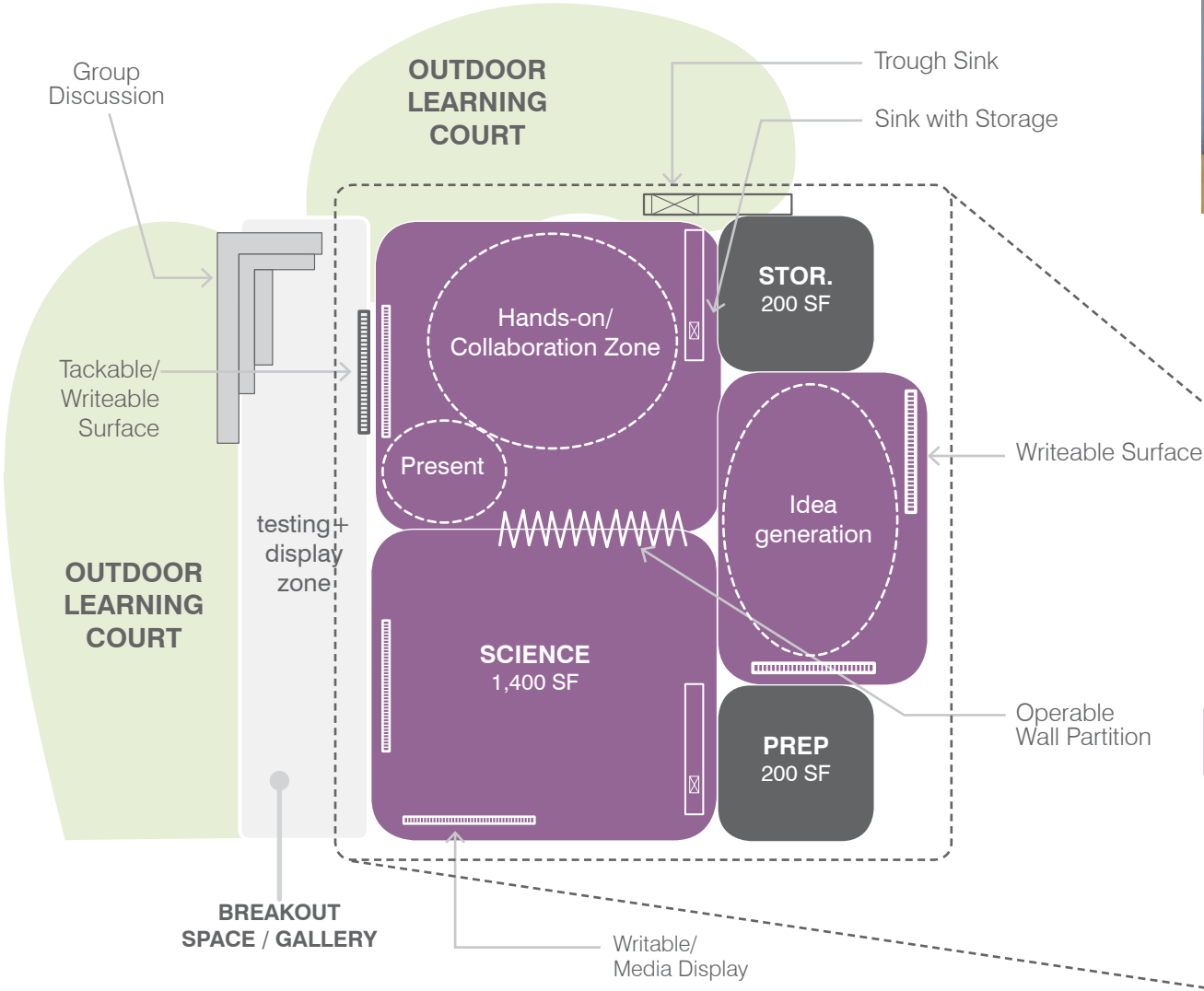
EQUIPMENT

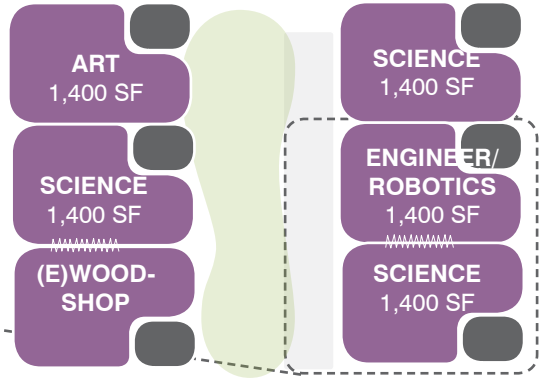
Integrated technology (wireless access) should be uniformly provided. Include interactive whiteboard and projection at large group/ class discussion space.

Flexible data/power, consider power cord reels at ceiling to adapt to changing configurations.

STE(A)M labs: electives MIDDLE SCHOOL

SPACE DIAGRAM





ORGANIZATION

Cluster STE(A)M program classrooms together to facilitate integration of subjects and promote team teaching opportunities.


Helix Charter High School


Helix Charter High School

ACTIVITIES

- Group performances
- Hands-on experience through rehearsals and performances
- Development of technical abilities and improvisation techniques
- Small group practice / ensemble

DESIGN OBJECTIVES

- Support whole brain learning; create an environment that encourages exploration, imagination and passion.
- Visual and physical connection to the outdoors. Outdoor areas can be utilized as an extension to the Classroom space.
- Practice rooms provide smaller areas for students to collaborate in.
- Evaluate and provide adequate storage needs for wardrobe, music and instruments.
- Design rooms with flexibility in mind to adapt to changing program needs.

SPATIAL FEATURES

FURNITURE

Writable surfaces, on multiple walls. Mobile whiteboards can support small-group instruction.

Easily re-configurable and move-able furnishings; stackable chairs.

Mobile storage with some built-in casework.

Markerboard with staff lines.

FINISHES

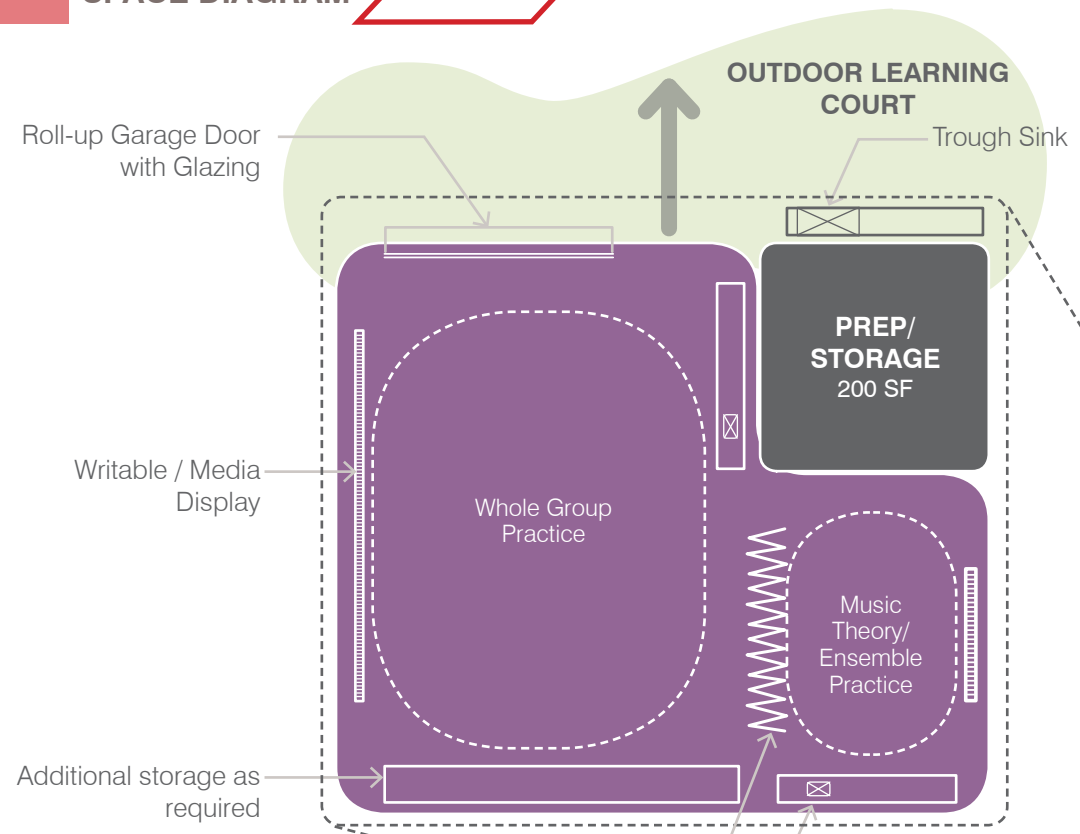
Finishes should accommodate the activities. Appropriate acoustical design, including wall/ ceiling shaping finishes and absorptive panels; resilient flooring.

Consider STC ratings at partitions and door/ window assemblies.

EQUIPMENT

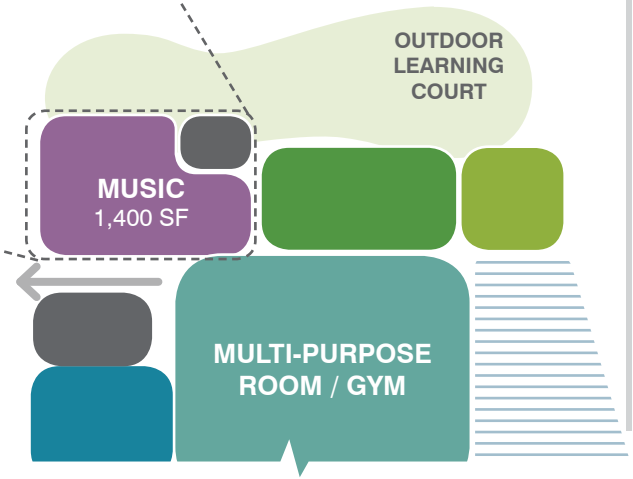
Furnish with typical Classroom technology and AV system.

SPACE DIAGRAM



ORGANIZATION

Music Lab can be located at the Multipurpose Room or with the STEAM Labs.



administration MIDDLE SCHOOL


Arcadia High School


Montgomery Middle School

ACTIVITIES

- **"Front door" to the school community and the public**
- **Welcome center**
- **Administrative duties, conference, discipline, health support, counseling and student support**
- **Staff support - collaboration and access to materials**
- **Consultation and meetings**
- **Student support**
- **Parent support**

SPATIAL FEATURES

FURNITURE

Writeable surface and digital display or projection surface in conference rooms.

Furniture to support the activities and tasks in the space. Promote collaboration.

Health office to include lockable storage cabinets for student medicine and under-counter refrigerator with ice maker. Ceiling mounted cubicle curtains to separate cot area.

FINISHES

Carpet in office/ conference areas; resilient in workrooms and health.

Ceilings should be primarily acoustic with limited areas of dropped hardlid.

Display area for school information and notices.

EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Digital display for announcements and student work.

Adjustable lighting balanced with natural daylighting and personal controlled shading devices.

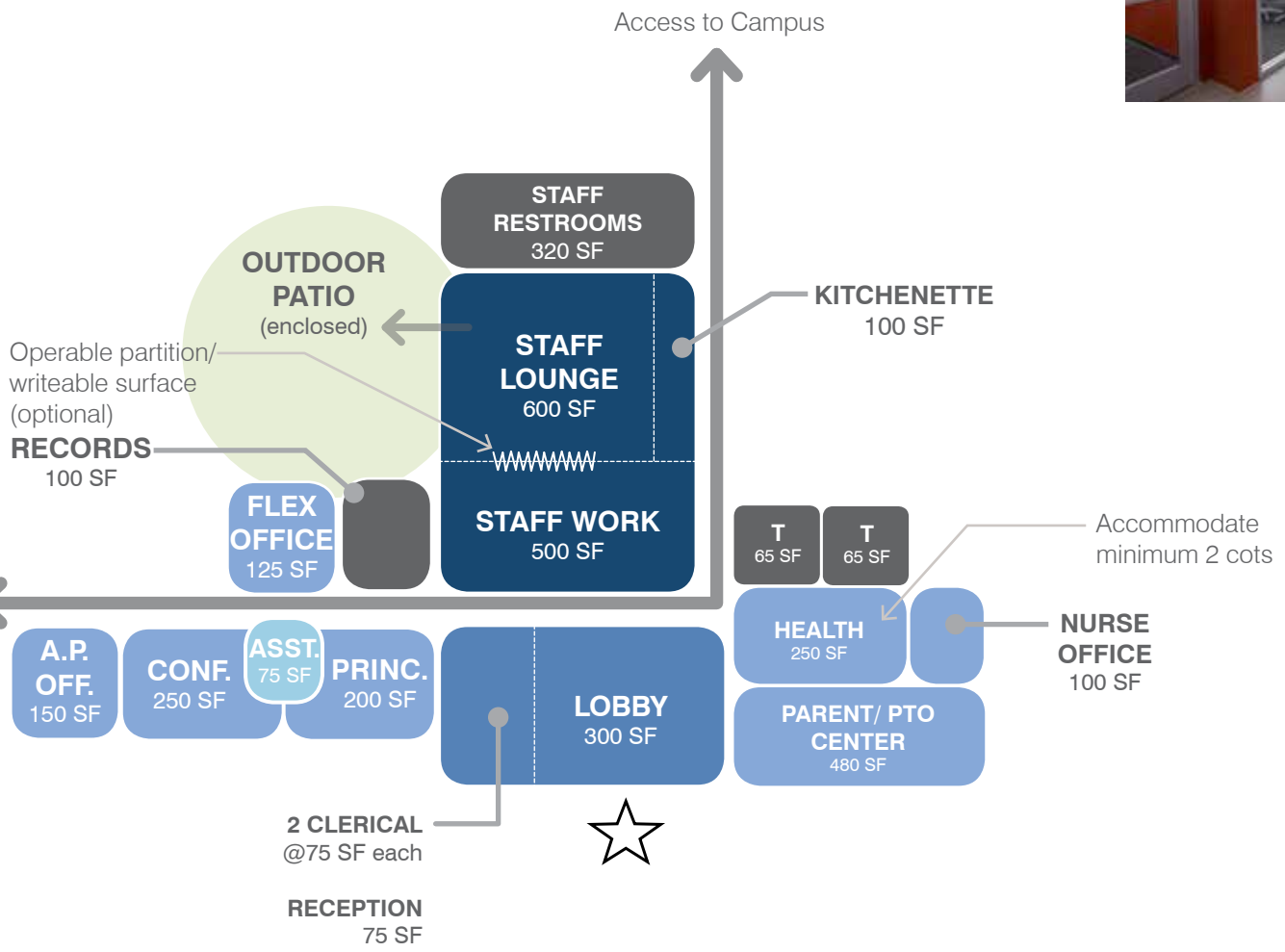
Staff Lounge to have video conference ability, projection surface and writeable surface.

DESIGN OBJECTIVES

- Provide a welcoming entry and reception area that serves as a 'front door' to the community.
- Promote collaboration.
- Parent center provides a dedicated space for parents to work, store materials and serve as a resource center for parents. This space is separate from the Staff Workroom and Lounge.
- Staff Workroom has the ability to open up into the Staff Lounge to create a larger space that can be utilized for staff meetings and professional development. The space should allow for social interaction and professional collaboration.
- Administration spaces should be accessible to visitors yet have clear separation of more 'private' office areas and spaces that allow for confidential conversations.
- Waiting areas for the public shall be separate from student waiting areas for health and discipline.

SPACE DIAGRAM


Arcadia High School



ORGANIZATION

Administration building should be the main public entry of the school. Organize more 'public' functions (Parent Center, Health, and Conference Room) near the Reception/ Lobby area. Locate more 'private' functions (Offices and Staff Work) towards the interior.

Provide student access towards the campus interior.

library media center MIDDLE SCHOOL


Johnson Middle School, Westminster CA


St. Monicas College

ACTIVITIES

- **Research, quiet reading, group instruction, individual / small group work/ study, technology exploration**
- **Access information and create content**
- **Professional development and community meetings**
- **Display of student work and learning / informational material**

DESIGN OBJECTIVES

- The Library-Media Center can be seen as a 'hub' on a school campus; a place that all students and staff can access for multiple functions. Locate centrally but with clear access to parking.
- Consider before/ after school hours access for student / community.
- Support multiple, concurrent activities and allow for diverse sized groups.
- The Innovation Lab is a non-scheduled computer-based space that can be opened up to the Library. As technology becomes more integrated into the Classrooms, this will be the only computer lab that will remain on a campus and can be used as a student resource and for professional staff development.
- Mult-Use Rooms allow students to do more focused activities without distraction as well as Staff use for various meetings.
- Outdoor areas shall be seen as an extension to the indoor learning environment.
- Design for easy supervision across the space.
- Consider scale appropriate for students. Where possible, incorporate high ceilings, good daylighting and the feeling of open-ness.

SPATIAL FEATURES

FURNITURE

Variety of options for seating; tables with chairs and comfortable, soft seating with access to power and wireless for mobile devices. Flexible, and easily re-configurable and move-able.

Move-able shelving for books; lower level shelving for student accessibility.

Consider tiered, platform seating that allows for multi-functions (e.g. stage/ study).

FINISHES

Finishes should accommodate the activities. Carpeting; resilient flooring at storage and workroom areas. Finishes contribute to the acoustical qualities; include materials that absorb sound within the space.

Utilize glass to contain sound in rooms but allow for supervision.

Writeable surfaces in Multi-Use Rooms and Innovation Lab.

EQUIPMENT

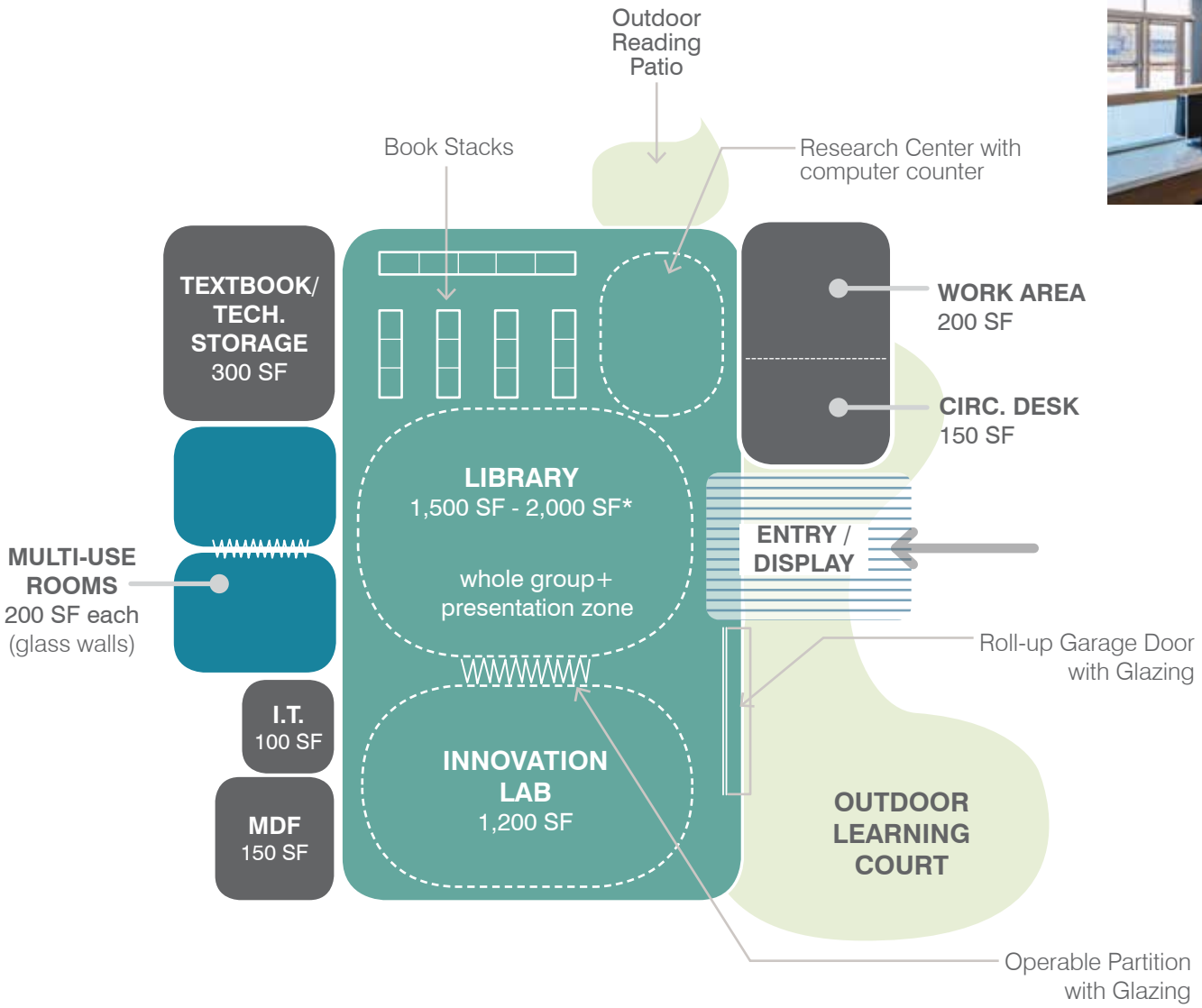
Integrated technology (wireless access) should be uniformly provided. At group instruction area, include interactive whiteboard and large media display; AV system with ability to video broadcast, access virtual learning.

Access to power throughout; floor outlets for flexible arrangements. Research Center with computer counter available for students to search for online information.

Innovation Lab to include Classroom technology with technology-rich workstations.

library media center MIDDLE SCHOOL

SPACE DIAGRAM




Montgomery Middle School

ORGANIZATION

Square footage based on CDE recommended 3 sf / student

multi-purpose / gym MIDDLE SCHOOL


Johnson Middle School


e3 Civic High

ACTIVITIES

- **Assemblies and large group presentations**
- **Food service seating / social gathering**
- **Community use**
- **Instructional activities to support physical education / fitness, music and performance**

DESIGN OBJECTIVES

- As the campus main activity center, the MPR/ Gym shall be located near parking for after hour/ community event access.
- Instill a sense of school pride through color, graphics, signage, award / trophy display.
- The space is intended for multi-use. There should be an easy transition from performance space to dining space. Provide ample storage for chairs and tables and PE equipment.
- Warming kitchen with some fresh food options. Provide adequate sized queuing area and system that allows quick flow through serving line to dining area.
- Design with appropriate acoustics to accommodate large group activities.
- Attractive outdoor, covered seating area with shade.
- Access to restrooms and drinking fountains adjacent to the dining area.
- Security / safety measures and storage to accommodate potential community use.

FURNITURE

Flexible / adaptable and durable tables and chairs that are multi-use with the ability to stack/ fold / store away.

Accommodate various storage needs for chairs and tables, PE equipment, community use, activity materials.

Recycling area.

FINISHES

Acoustically designed space. Incorporate ceiling and wall materials that absorb sound and reduce reverberation time.

Resilient, durable and easy to clean flooring.

Consider operable, acoustic partition at platform to be able to create a Music Classroom space in lieu of separate Music Classroom.

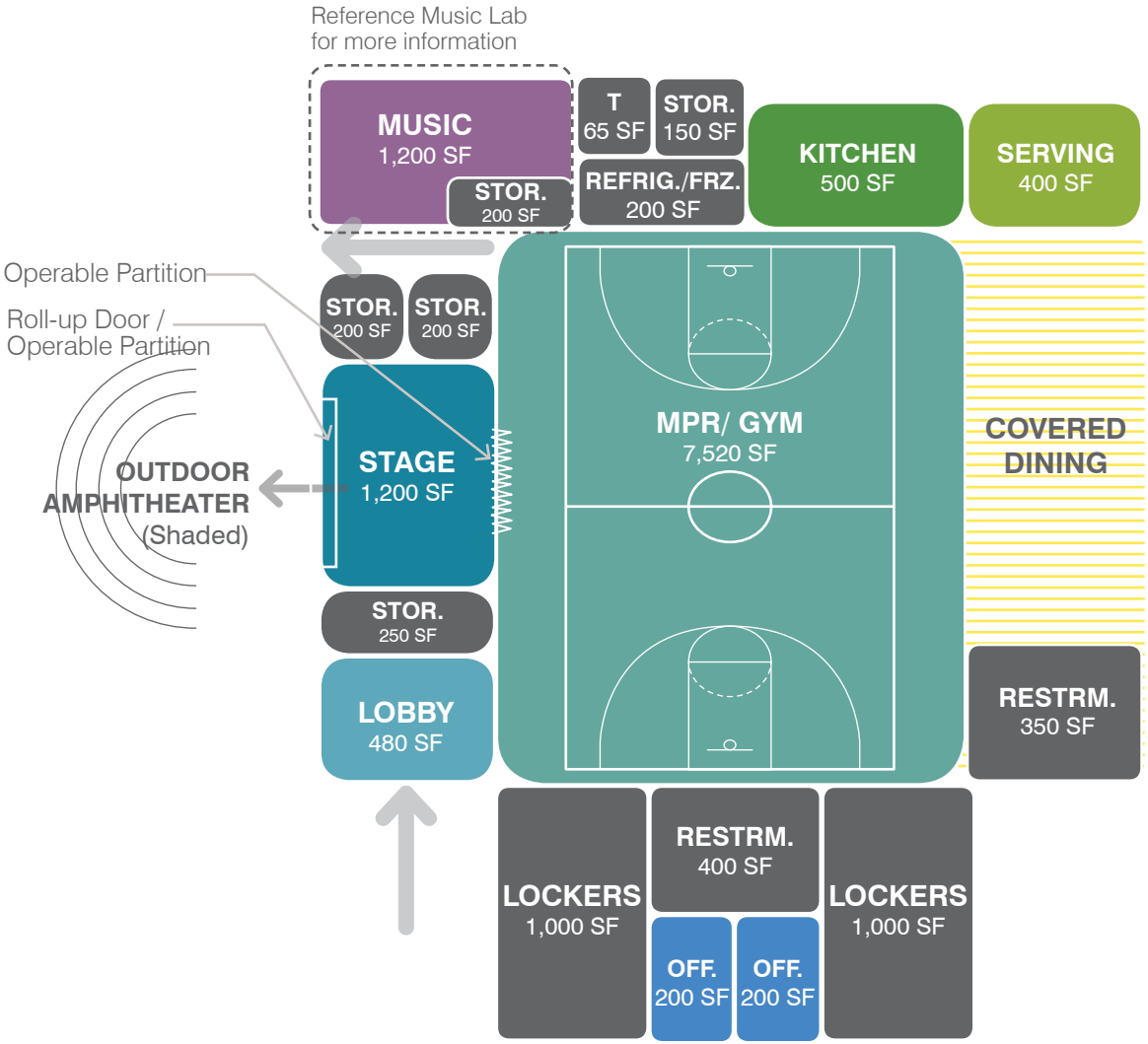
EQUIPMENT

Integrated technology (wireless access) should be uniformly provided. Include large projection.

Integrated audio-visual system for presentation capabilities.

Adjustable lighting to accommodate multiple types of events (testing, presentations, assembly, fitness).

SPACE DIAGRAM




Johnson Middle School

ORGANIZATION

Locate facility near parking for community events with access to hardcourts and playfields.

3

PROGRAM COSTS

Preparing today's youth for tomorrow's future

FOUNTAIN VALLEY SCHOOL DISTRICT

INTENT

The schools of the Fountain Valley School District were primarily constructed in the 1960's & 70's. The schools have been well maintained, but as is shown in the Needs Assessment portion of this Master Plan, there are immediate deficiencies that have been addressed during the Master Planning process.

The Board and Administrative Leadership of the District, along with the District's stakeholders, including Principals, Teachers, and Community Members, realized that a reactive response to these needs without a sense of overall context and long term educational strategy would lead to lost opportunity to continually make progress toward holistic solutions and constant improvement. The District's goal is to always use District financial resources in a way that advances the District toward development of learning environments and facilities that support the District's long term vision for educational delivery.

To that end, the District designed a process to identify:

1. Overall facility condition
2. Immediate facility needs
3. Long term educational strategies
4. Facility Strategies to support long term educational strategies and facility needs
5. Prioritizing those needs in a way to address the most pressing needs first while providing a clear path to address future needs.

The District determined that the best path to meeting these goals was a process based on engagement and transparency, as described in Section 1.1 and 1.2.

A holistic process of developing a long term vision for the District inherently identifies needs that are beyond any District's immediate ability to implement them all. The District conducted a stakeholder based process of prioritizing the identified needs in order to establish a logical and implementable strategy, which can be realized over time as funds become available, addressing immediate needs now according to the District's financial capability. This section describes this process and its results.

PRIORITIZATION STEPS

The entire process of prioritization has been characterized by the District's values of stakeholder and community engagement, and transparency. Before starting the **formal prioritization** process, **a process of identifying priorities actually began at the very beginning of the master planning process.** From the very first meeting with the Facility Planning Committee, a sense of priorities began to emerge. For example, the impact of indoor air quality and temperature on student performance was a recurring theme from the very first workshop. Prioritization was continually addressed in the Facility Committee meetings, Town Hall Meetings, the Master Planning Charrette Workshop, and in all the discussions and surveys with Principals, Teachers, and Staff. Information from Facility Committee meetings, Existing School Site Assessments, Program Focus Group meetings, Program Standards Analysis, School Site Diagram Discussions, Town Hall Meetings, Principal 1 on 1 meetings, and Board of Education Workshops **all contributed to reaching consensus on prioritization of facility needs within the District.**

SCOPE OF WORK CATEGORIES

The **first formal step in the prioritization process** was the development of Scope of Work Categories. These allow the District to be able to easily run program scenarios as funding becomes available. The master plan cost budgets are organized into 18 scope of work categories. The cost estimates show the detailed elements that are included in each broad category. These broad categories are structured to include facility needs that are related in a way that they can be implemented together and solve a bundle of related needs. In consideration of development of these categories, thought was given to improvements that might be triggered by the primary work required or triggered as part of the particular category, or which might be related to a set of educational or building performance goals.

As an example, indoor air quality, air conditioning, thermal comfort, air flow and natural daylighting was mentioned frequently in all outreach meetings and surveys as a critical need related to the ability of students to perform in the classroom, and to provide a quality working environment for teachers and administrators within the school environment. But to consider air conditioning as an isolated category would be to ignore a number of related needs that would potentially be triggered by the installation of air conditioning in existing school buildings. These needs should logically be considered as part of the same scope package to avoid exposing the affected areas to the disruption of construction again in the near future. Some of these related needs include but are not limited to:

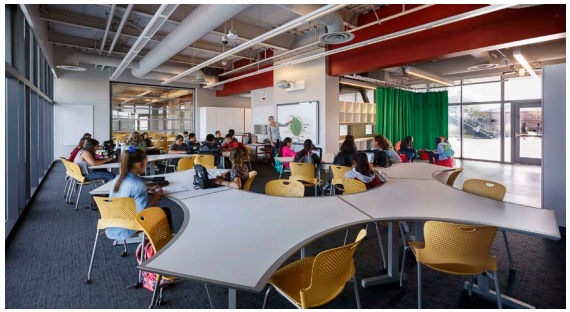
1. Structural support for rooftop air conditioning equipment
2. Improvement to the energy efficiency rating of the building envelope to reduce long term operating expenses.
3. Replacement of inefficient window systems
4. Addressing the need to demolish significant amounts of existing ceiling material to install the new AC system.
5. Need to provide ducting within the classroom to provide distributed air distribution
6. Other related improvements resulting from ceiling demolition, potentially including lighting, and low voltage system distribution.
7. Electrical and gas services sized to support the new air conditioning system
8. Handicapped access upgrades that may be required by the Division of the State Architect related to the scope of work.

With one exception, all the major scope categories stand alone. Scope A consists of not only air conditioning scope, but also related elements from other categories. For this reason it was numbered separately. It includes scope within the other 17 categories of work. This is just an example of the kind of thinking used to create the scope of work categories, not a specific proposed scope list. The list of Scope categories is listed on the following pages.

SCOPE #1

Modernize & Reconfigure Existing Classrooms

Scope of work typically includes replacement and/or repair of walls, exterior / interior doors, interior windows including glazing into Core spaces, exterior/ interior painting; replace flooring, replacement / addition of casework. Note: Air conditioning and replacement of exterior windows from this category have been added to Scope Category ‘A’: Air Conditioning Bundle.



SCOPE #2

Existing Building Systems & Toilets

Scope of work typically includes lighting, electrical and plumbing upgrades and modernization and expansion of existing restrooms. Note: Air conditioning and replacement of exterior windows from this category have been added to the Scope Category 'A': Air Conditioning Bundle.




SCOPE #3

Site Utilities

Scope of work could include update of gas service lines, sewer service lines, water service lines, electrical mains and distribution, and storm drainage systems. Note: Upgrade to electrical main to accommodate new air conditioning loads have been added to Scope Category 'A': Air Conditioning Bundle.




SCOPE #4

New Construction Classrooms

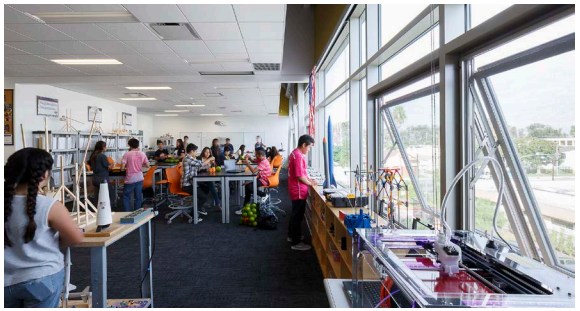
Scope of work in this category includes replacement of portable classrooms with new permanent construction, build new Kindergarten facilities to replaced existing undersized classrooms and addition of Classrooms to meet enrollment needs.

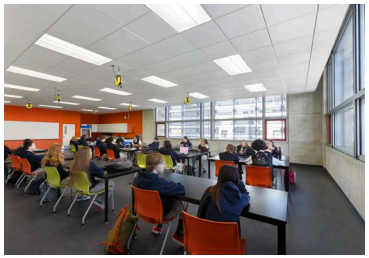


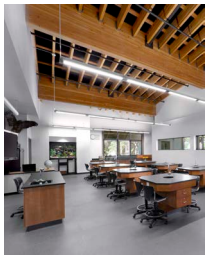
SCOPE #5

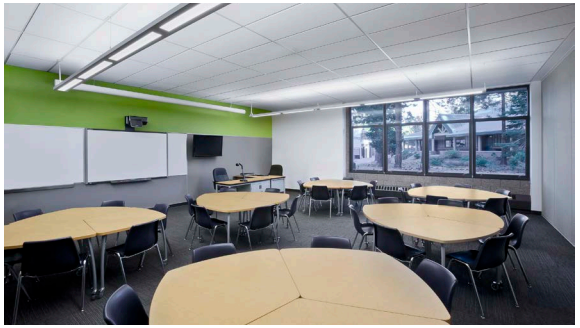
Flexible Lab (at Elementary School)
Science Lab (at Middle School)

Scope of work includes new construction or reconfiguration of existing space for Flexible Labs at the Elementary Schools and new construction or reconfiguration of existing spaces to provide Science Labs at the Middle Schools that meet the educational program needs.





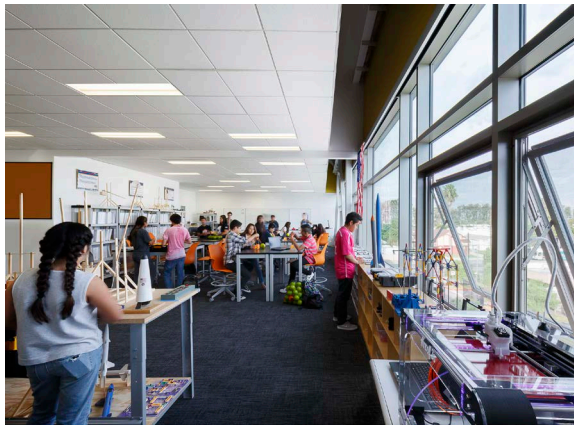




SCOPE #6

Electives (at Middle School)

Scope of work includes new construction, reconfiguration or modernization of existing spaces to meet the current educational program needs at the Middle School level.



SCOPE #7

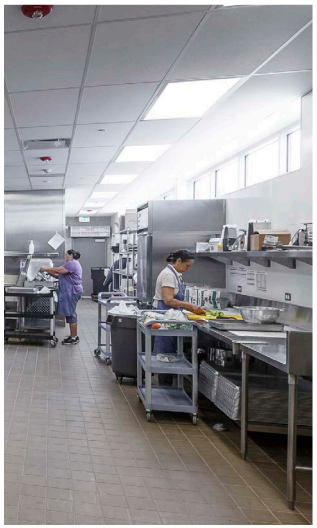
Performing Arts Improvements (Music)

Scope of work includes new construction or reconfiguration of existing space to provide a dedicated room to support the music program (band / choral).

SCOPE #8

Multipurpose Rooms / Food Service & Student Dining Improvements

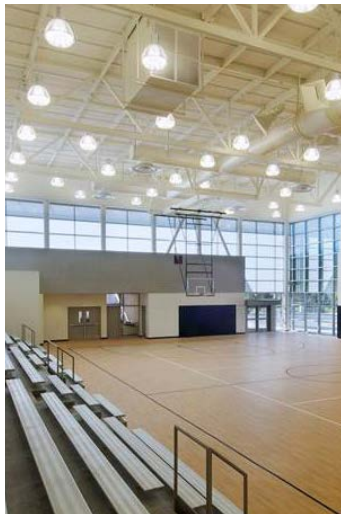
Scope of work includes new construction or modernization of existing multi-purpose rooms to allow for large group events, better support music and performing arts programs, and can be utilized for student dining or indoor physical fitness programs. This includes expansion of existing or new food service facilities and any necessary lunch shelter additions. Food Service improvements to the District central warehouse is also in this category.

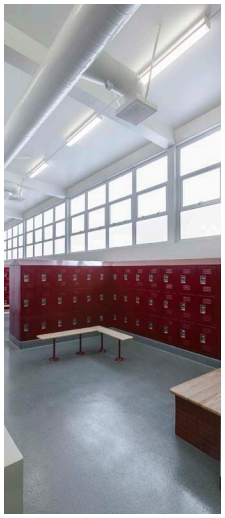


SCOPE #9

Physical Education Improvements (at Middle School)

Scope of work includes new construction of locker changing room facilities to replace existing portable locker rooms at the Middle Schools to better support the needs of the Physical Education program.





SCOPE #10

Administration & Staff Support

Scope of work could include modernization, reconfiguration or new construction depending on the needs of each school site. Provide staff collaboration spaces and work rooms.

SCOPE #11

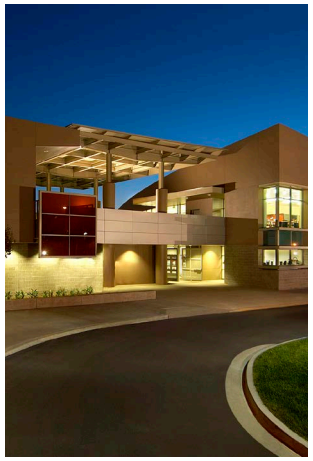
Library / Media, Innovation Lab & Student Support Services

Scope of work includes addition and/or improvements to library / media centers, innovation lab and student support services spaces.

SCOPE #12

Safety & Security

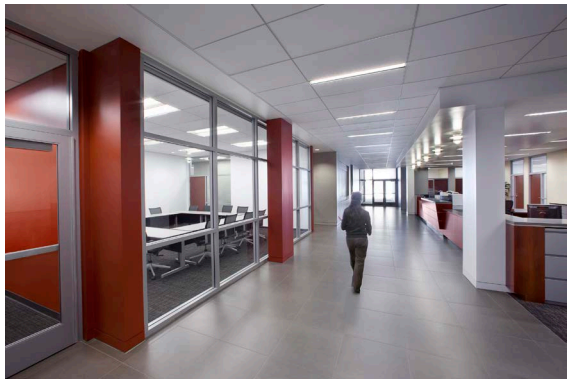
Scope of work could include safety improvements to parent/bus drop-off areas and parking, campus entry improvements, exterior lighting, safety locks at classroom doors, signage & wayfinding, marquee sign, fencing and controlled campus entrances, fire alarms & emergency lighting, public address / emergency communication systems, intrusion alarms, security cameras & other security systems.



SCOPE #13

District Support Facilities

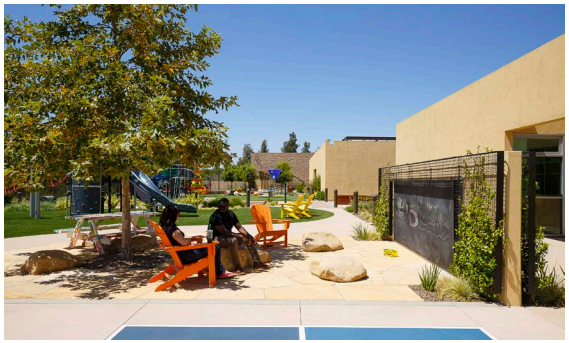
Scope of work includes work pertaining to the two District support sites: District Office and M&O/ Transportation.



SCOPE #14

Outdoor Learning Environments

Scope of work include landscape and hardscape features to create outdoor spaces that can be utilized for learning and student collaboration.



SCOPE #15

Exterior Play Spaces, Playfields & Hardcourts

Scope of work could include improvements and/or new kindergarten play yard, replacement and addition of play apparatus and equipment, new rubberized play surfacing, resurfacing of hardcourts, repair of playfields, replacement of backstops.

SCOPE #16

Next Generation Classroom Flexibility (Furniture)

Scope of work includes new flexible furniture at existing Classrooms to better support next generation learning.

SCOPE #17

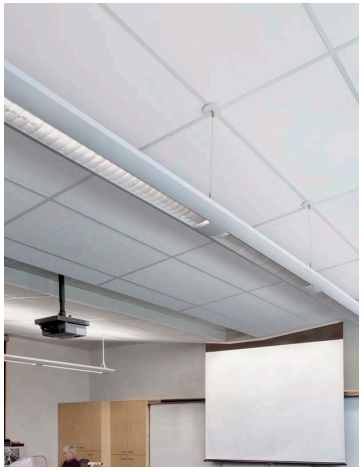
Technology Infrastructure

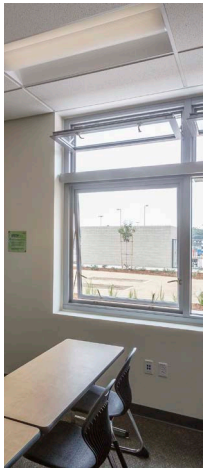
Scope of work could include improvements to network infrastructure and technology access across each site.

SCOPE #A

Air Conditioning Bundle

Scope of work is derived from scopes within the above 17 categories that pertain to air conditioning and exterior envelope improvements. Scope of work includes addition of HVAC systems and EMS controls at all existing buildings, structural roof upgrades to support the HVAC units, replacement of exterior windows to energy efficient glazing, replace ceilings and lighting, replace roofing, upgrade electrical main to support new added HVAC loads, emergency system upgrades as required by code (e.g. fire alarm).





COST ESTIMATING

The second step in the formal prioritization process was applying a rough order of magnitude cost estimating exercise to the individual site Master Plan diagrams that had been developed with input from all the various stakeholder groups. These estimates were based on current understanding of scope and an estimate of required building area, with an understanding of what these types of spaces generally cost to build in the current construction market. Line item estimates including individual scope categories were developed for each site. These costs are described as **"Hard Construction Costs"**.

A factor of 33% was then added to each line item to account for **"soft costs"** which include things such as design and engineering, Division of State Architect review and approval, on site inspections, testing, etc. This number is referred to as **"Project Cost"**. Further breakdown and description of these are included in the cost estimating section of the Master Plan. These estimates are based in current dollars without escalation.

Any District wide improvement program would necessarily be phased over time. If bond funds were to be utilized as a means of funding, those would almost certainly be released in separate tranches over time. A factor to account for inflation and other unknown factors should be applied. As a rule of thumb, without specific knowledge of how a District facilities improvement program would unfold, **it is recommended to include a factor of 1.5 to the total "Project Costs" to give an idea of the amount of funds that may be necessary over time to implement a scope of work over the course of a major District Wide improvement program.**

These estimates are sub-totaled according to the identified Scope Categories.

Total Master Plan Project Costs in today's dollars (without the 1.5 factor markup are shown in the attached cost summary (pages 11-14). This summary shows the amount of all identified needs, without regard to priority. This should be considered the Long Range Need for each site, which could be described as an ideal 20 year need description.

Master Plan costs are then broken down according to major scope category by site on page 11. These are total estimated Project Costs in today's dollars, without the inflation factor of 1.5. In this study, it is important to note that line item A "Air Conditioning Bundle" is listed separately as described above because it includes some items from other categories which were determined would be necessary to create a viable and efficient air conditioning system and to decrease the likelihood of having to enter those affected spaces again to conduct further work in the near future.

SCHOOL SITE	ESTIMATED MASTER PLAN PROJECT COST
1. Courreges (Roch) Elementary School (PK-5)	$ 28,276,000
2. Cox (James H.) Elementary School (PK-5)	$ 29,096,000
3. Gisler (Robert) Elementary School (PK-5)	$ 25,853,000
4. Newland (William T.) Elementary School (PK-5)	$ 24,873,000
5. Oka (Isojiro) Elementary School (PK-5)	$ 25,446,000
6. Plavan (Urbain H.) Elementary School (PK-5)	$ 20,257,000
7. Tamura (Hisamatsu) Elementary School (PK-5)	$ 26,625,000
8. Fulton (Harry C.) Middle School (6-8)	$ 34,401,000
9. Masuda (Kazuo) Middle School (6-8)	$ 33,080,000
10. Talbert (Samuel E.) Middle School (6-8)	$ 36,447,000
11. District Office	$ 754,000
12. Maintenance & Operations / Transportation	$ 324,000
Total Estimated Construction / Project Cost (2016$)	**$ 285,432,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

SCOPE CATEGORY	ESTIMATED MASTER PLAN PROJECT COST
01. Modernize & Reconfigure Existing Classrooms	$ 38,637,000
02. Existing Building Systems & Toilets	$ 23,206,000
03. Site Utilities	$ 12,727,000
04. Classrooms New Construction	$ 25,969,000
05. Flexible Labs (ES) / Science Labs (MS)	$ 23,571,000
06. Electives (MS)	$ 5,080,000
07. Performing Arts Improvements (Music)	$ 9,361,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 54,837,000
09. Physical Education Improvements	$ 6,379,000
10. Administration & Staff Support	$ 13,011,000
11. Library, Innovation Lab & Student Support Services	$ 21,623,000
12. Safety & Security	$ 17,208,000
13. District Support Facilities	$ 293,000
14. Outdoor Learning Environments	$ 2,690,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 21,659,000
16. Next Generation Classroom Flexibility (Furniture)	$ 3,450,000
17. Technology Infrastructure	$ 5,731,000
Total Estimated Construction / Project Cost (2016$)	**$ 285,432,000**
A. Air Conditioning Bundle	*$ 60,259,640

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

Scope Category	School Site						
	Roch COURREGES Elementary	James H. COX Elementary	Robert GISLER Elementary	Willam T. NEWLAND Elementary	Isojiro OKA Elementary	Urbain H. PLAVAN Elementary	Hisamatsu TAMURA Elementary
Year Built/Year Modernized	**1975/2005**	**1970/2005**	**1969/2006**	**1964/2006**	**1971/2005**	**1972/2004**	**1964/2004**
01. Modernize & Reconfigure Existing Classrooms	4,502,000	4,316,000	3,868,000	4,005,000	3,917,000	2,556,000	3,802,000
02. Existing Building Systems & Toilets	2,727,000	2,814,000	2,506,000	2,625,000	2,393,000	895,000	2,365,000
03. Site Utilities	1,290,000	1,349,000	1,369,000	1,415,000	963,000	690,000	1,434,000
04. Classrooms New Construction	4,080,000	4,823,000	3,483,000	2,443,000	2,484,000	5,900,000	2,756,000
05. Flexible Labs	934,000	934,000	439,000	934,000	448,000	442,000	934,000
06. Electives	--	--	--	--	--	--	--
07. Performing Arts Improvements (Music)	899,000	899,000	448,000	899,000	899,000	451,000	899,000
08. Multi-Purpose Building & Food Service Improvements	5,328,000	5,525,000	4,844,000	4,793,000	4,620,000	2,087,000	5,575,000
09. Physical Education Improvements	--	--	--	--	--	--	--
10. Administration & Staff Support	890,000	1,204,000	1,454,000	1,451,000	2,008,000	1,317,000	1,315,000
11. Library, Innovation Lab, & Student Support Services	2,381,000	2,644,000	1,782,000	1,652,000	2,398,000	2,228,000	1,913,000
12. Safety & Security	1,569,000	1,298,000	1,980,000	1,105,000	1,971,000	1,354,000	1,857,000
13. District Support Facilities	--	--	--	--	--	--	--
14. Outdoor Learning Environments	160,000	347,000	189,000	331,000	148,000	134,000	210,000
15. Exterior Play Spaces, Playfields & Hardcourts	2,446,000	2,583,000	2,508,000	2,229,000	2,270,000	1,548,000	2,620,000
16. Next Generation Classroom Flexibility (Furniture)	345,000	360,000	330,000	330,000	300,000	240,000	330,000
17. Technology Infrastructure	725,000	--	653,000	661,000	627,000	415,000	615,000
Total Estimated Project Cost (2016$)	**$28,276,000**	**$29,096,000**	**$25,853,000**	**$24,873,000**	**$25,446,000**	**$20,257,000**	**$26,625,000**
A. Air Conditioning Bundle	***$6,375,455**	***$6,171,333**	***$6,248,839**	***$5,949,356**	***$6,153,578**	***$2,761,080**	***$6,106,828**

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

Scope Category	School Site					
	Harry C. FULTON Middle	Kazuo MASUDA Middle	Samuel E. TALBERT Middle	District Office	Maintenance & Operations + Transportation	TOTAL PROJECTS
Year Built/Year Modernized	**1968/2004**	**1975/2006**	**1972/2005**	**2003/2008**	**2003/NA**	
01. Modernize & Reconfigure Existing Classrooms	3,521,000	2,845,000	5,305,000	--	--	38,637,000
02. Existing Building Systems & Toilets	2,252,000	1,717,000	2,673,000	239,000	1,605,000	23,206,000
03. Site Utilities	1,506,000	1,077,000	1,544,000	--	629,000	12,727,000
04. Classrooms New Construction	--	--	--	--	-	25,969,000
05. Flexible Labs	6,532,000	6,532,000	5,442,000	--	4,752,000	23,571,000
06. Electives	1,305,000	1,803,000	1,972,000	--	--	5,080,000
07. Performing Arts Improvements (Music)	1,708,000	1,579,000	680,000	--	7,161,000	9,361,000
08. Multi-Purpose Building & Food Service Improvements	7,399,000	7,040,000	7,460,000	--	--	54,837,000
09. Physical Education Improvements	2,073,000	2,206,000	2,100,000	--	741,000	6,379,000
10. Administration & Staff Support	980,000	823,000	1,569,000	--	517,000	13,011,000
11. Library, Innovation Lab, & Student Support Services	1,216,000	3,161,000	2,248,000	--	146,000	21,623,000
12. Safety & Security	2,351,000	1,584,000	1,849,000	222,000	729,000	17,208,000
13. District Support Facilities	--	--	--	293,000	--	293,000
14. Outdoor Learning Environments	415,000	313,000	443,000	--	1,302,000	2,690,000
15. Exterior Play Spaces, Playfields & Hardcourts	2,092,000	1,427,000	1,936,000	--	262,000	21,659,000
16. Next Generation Classroom Flexibility (Furniture)	390,000	390,000	435,000	--	818,000	3,450,000
17. Technology Infrastructure	661,000	583,000	791,000	--	340,000	5,731,000
Total Estimated Project Cost (2016$)	**$34,401,000**	**$33,080,000**	**$36,447,000**	**$754,000**	**$324,000**	**$285,432,000**
A. Air Conditioning Bundle*	***$6,517,366**	***$5,554,845**	***$8,420,962**	--	--	***$60,259,642**

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

STAKEHOLDER PRIORITIZATION

There was a multi-faceted approach to gain input from staff, teachers, parents, community members and students to prioritize scope recommendations. The prioritization process was a transparent, collaborative, stakeholder centered process based on an understanding of existing conditions and long term educational needs. This included School Site Committee workshop and questionnaire, Staff/ Teacher online survey, a Facilities Committee prioritization workshop, and finally a Board of Trustees prioritization activity. This information will ultimately assist the District in establishing a proposed order of projects if and when funding becomes available.

In addition to all the input relative to prioritization throughout the Master Planning Process, **the Facility Committee held a formal Prioritization Workshop in which the major scope categories were voted on by each member of the committee, with the priorities by category being ranked according to voting. During this workshop, priorities were established in two ways:**

1. **By scope category across all schools in the District**
2. **By individual school based on individual school need.**

The results of these exercises are illustrated in the following exhibits. To summarize, the highest and lowest priorities identified in the workshop are listed as follows:

Priority by Scope Category:

Highest vote totals

1.	Scope A: AC Bundle with Limited Modernization	189 votes
2.	Scope 1: Additional Classroom Modernization	149 Votes
3.	Scope 15: Exterior Play Spaces	111 Votes
4.	Scope 8: New MPR / Food Service	75 Votes
5.	Scope 3: Site Utilities	61 Votes

Lowest vote totals

Scope 4: New Classroom Construction	2 votes (0 votes at 9 sites)
Scope 7: Performing Arts / Music	5 votes (0 votes at 8 sites)
Scope 16: Next Gen / Flexible Furniture	5 votes (0 votes at 5 sites)
Scope 14: Outdoor Learning Environments	7 votes (0 votes at 7 sites)
Scope 11: Library Innovation Lab / Student Support	8 votes (0 votes at 7 sites)

STAKEHOLDER PRIORITIZATION

The Committee was given a limited number of votes to apply to each campus that they felt were the campuses with the greatest need. The number of votes were limited in order to yield only those campuses generally assessed as having the very greatest need among all campuses. It was in now way intended to minimize the need identified at all other campuses according to category.

Priority by Campus:
Highest vote totals

1.	Masuda Middle School	18 votes
2.	Fulton Middle School	10 votes
3.	Tamura Elementary School	10 votes
4.	Talbert Middle School	8 votes
5.	Courreges Elementary School	8 votes

Lowest vote totals

Cox Elementary School	0 votes
Gisler Elementary School	0 votes
Newland Elementary School	0 votes
Oka Elementary School	0 votes
Plavan Elementary School	0 votes

The follow up discussion related to the Prioritization by Campus was that all Middle Schools were deemed to be deficient in providing a full Middle School experience to those students and that aside from the identified need to provide for indoor air quality and air conditioning related improvements District Wide, a more general improvement of Middle Schools is considered an important need in terms of providing an age appropriate educational experience to those students to better prepare them for matriculation into high school.

SCHOOL SITE PRIORITIES

Following a review of the proposed master plan, the following list of priorities by site was developed by the site stakeholders and Principals.

Each School Site Committee developed three top priorities based on their review and comment of the proposed draft master plan diagram for their site.

Courreges (Roch) Elementary
- Air conditioning.
- Classroom/ Health office/ Administration storage.
- Enclose lunch bowl (turn it into MPR).
- Security of the campus, single point of entry.

Cox (James H.) Elementary
- Air conditioning.
- Natural ventilation (operable windows) and natural light.
- Storage to recapture Core spaces - allow for more space for flexible groups and technology implementation.

Gisler (Robert) Elementary
- Air conditioning / air quality / airflow.
- Natural daylighting.
- Ability to work/ create learning spaces within Core rooms. Addition of fixed cabinets to eliminate rolling portable cabinets stored in the Core rooms. Allow supervision into Core rooms.

Newland (William T.) Elementary
- Air conditioning.
- Windows: natural daylighting and ventilation.
- Additional Classrooms. Due to the lack of space, currently staff needs to get creative to be able to run programs.

Oka (Isojiro) Elementary
- Air conditioning/ air quality / air flow.
- Safety and Security: Sinking grounds, concrete, blacktop detaching from the buildings and in disrepair. Outside grounds have multiple safety issues and concerns.
- Core rooms - allow for better use with view/ supervision from Classroom space.

Plavan (Urbain H.) Elementary
- Add built in storage for classrooms to provide more instructional space. Current classrooms are odd shaped.
- Dedicated spaces to support programs: music, Adaptive PE and Library.
- Natural daylight for classrooms.
- Safety - fencing and gates.

Tamura (Hisamatsu) Elementary
- Windows for daylighting; open up garage doors to outdoor learning spaces; visibility to the outdoors.
- Heating and air conditioning.
- Multipurpose room.

Fulton (Harry C.) Middle
- Air quality / air conditioning.
- More shade.
- Indoor areas for students to use.
- Adequate space for workroom and lounge.

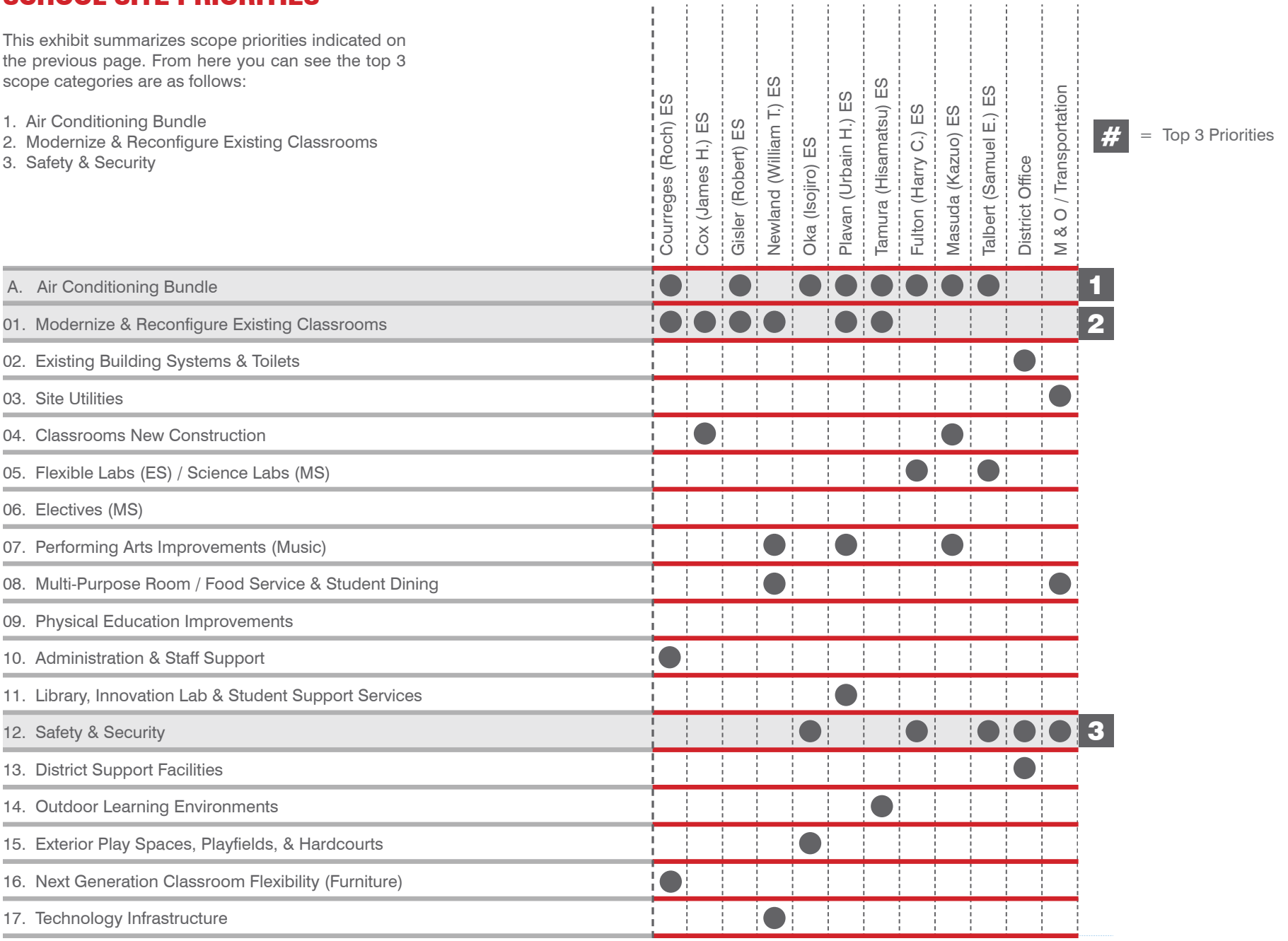
Masuda (Kazuo) Middle
- Air climate/ temperature.
- Temporary portable removal.
- Designated Music classroom away from Office.

Talbert (Samuel E.) Middle
- Air conditioning.
- Multipurpose room.
- Science labs/ Maker labs.
- Fix rolling gate.

SCHOOL SITE PRIORITIES

This exhibit summarizes scope priorities indicated on the previous page. From here you can see the top 3 scope categories are as follows:

1. Air Conditioning Bundle
2. Modernize & Reconfigure Existing Classrooms
3. Safety & Security



TEACHER / STAFF SURVEY RESULTS

The teacher/ staff survey was conducted in February 2017. Two hundred and fifty six (256) surveys were sent out that resulted in 171 responses; a response rate of 67%. The intent of the questions were to better understand the degree to which various features and resources currently exist at the schools and learn which features are most important in supporting and enhancing the teacher / learning experience moving forward. This information will aide the District in determining what is needed and the goals for the future. This following graphs summarize the results of the Teacher/ Staff survey.

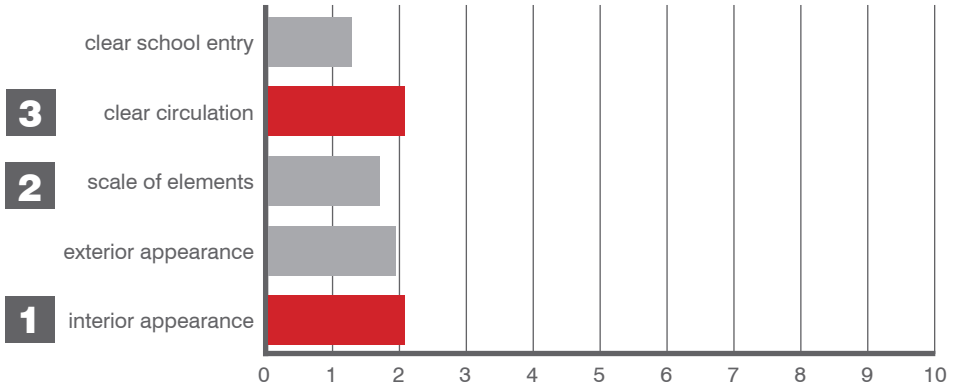
The questions asked the teacher/ staff to rank on a scale of 1 to 3 which particular feature currently exists at their school site, where;
1 = Currently exists (as stated/ exists to a high degree)
2 = Exists to some extent (exists in some areas/ to some degree)
3 = Does not exist (does not exist as stated or at all)

Following this, respondents were asked to evaluate which of the same features listed stand out to them as important in supporting / enhancing the teaching and learning experience at their school, considering what might be important to the District 10 to 15 years down the road.

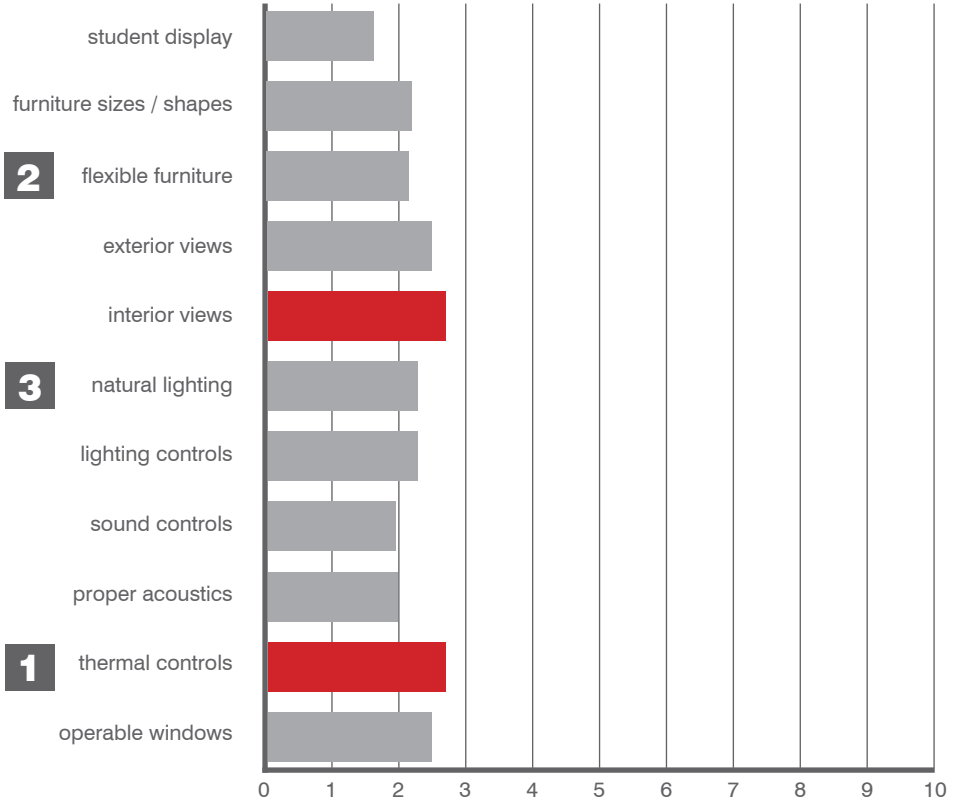
The bars indicated in red are the areas that currently exist the most. The numbers 1, 2, 3 on the left side of each graph, indicate the top 3 areas that were considered as most important in supporting / enhancing the teaching and learning experience.

= Top 3 of most importance

OVERALL IMPRESSIONS & QUALITY



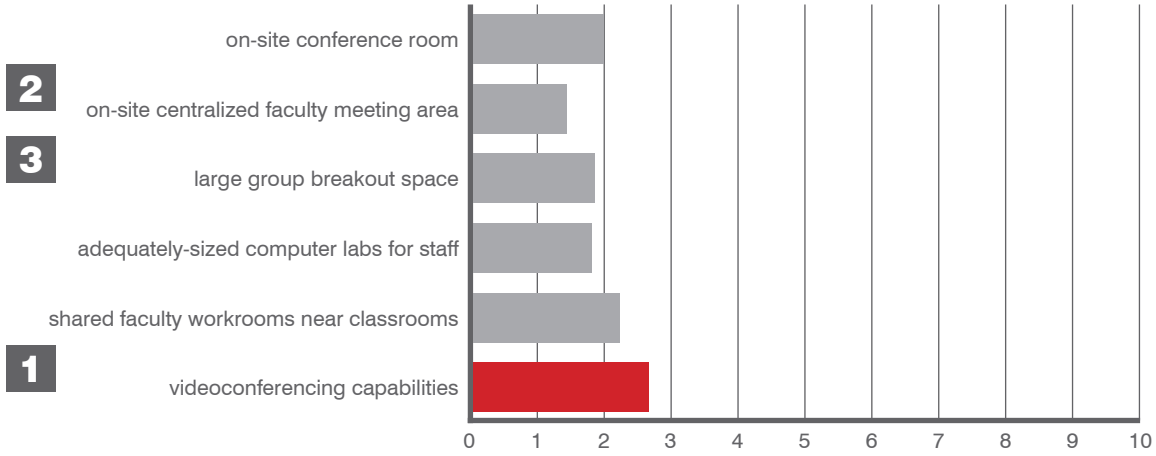
CLASSROOM SPACE CHARACTERISTICS



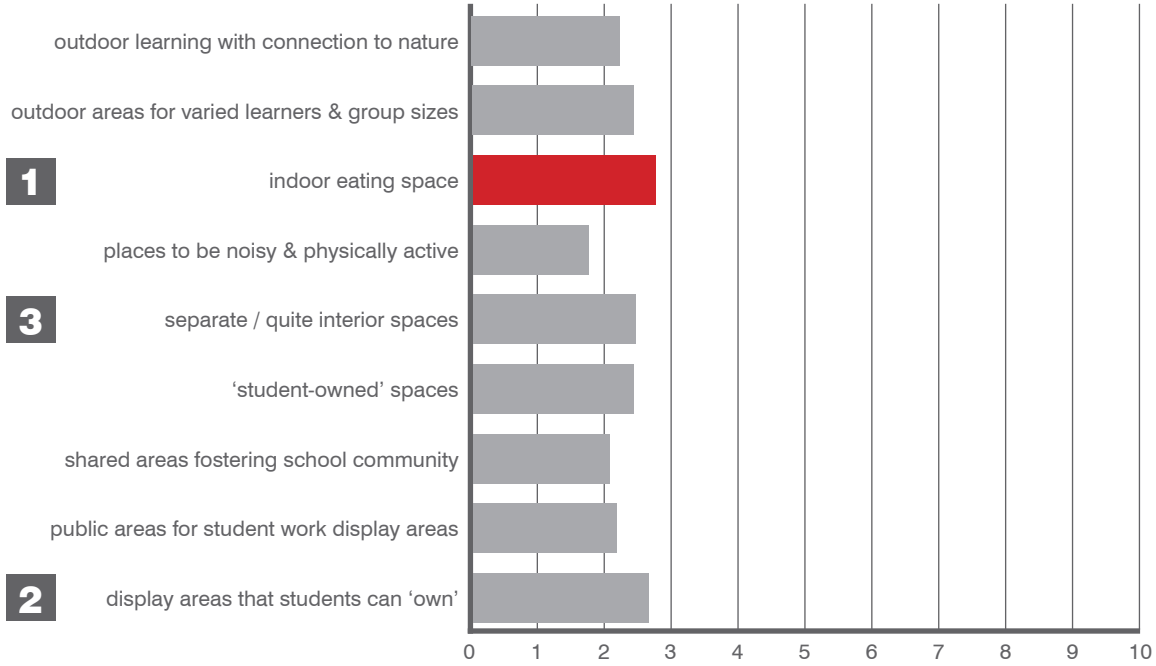
TEACHER / STAFF SURVEY RESULTS

= Top 3 of most importance

LEARNING & TEACHING ENVIRONMENT



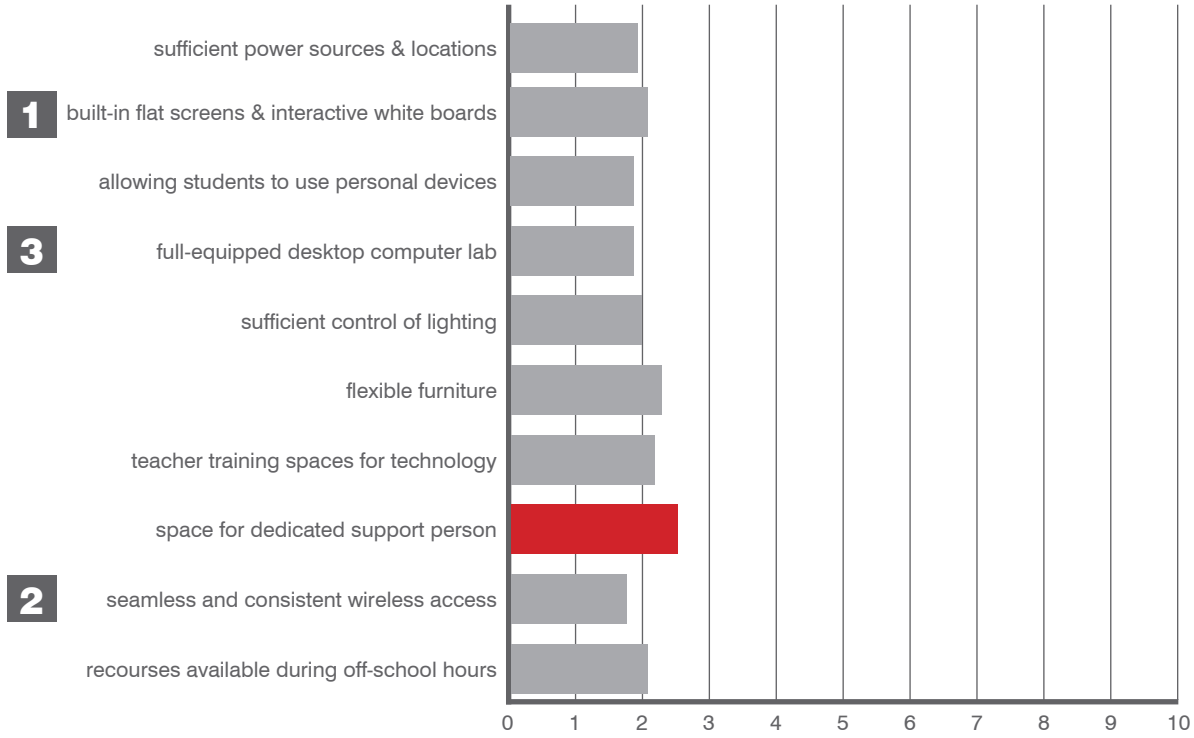
AREAS TO SUPPORT SOCIAL INTERACTION & REFLECTION



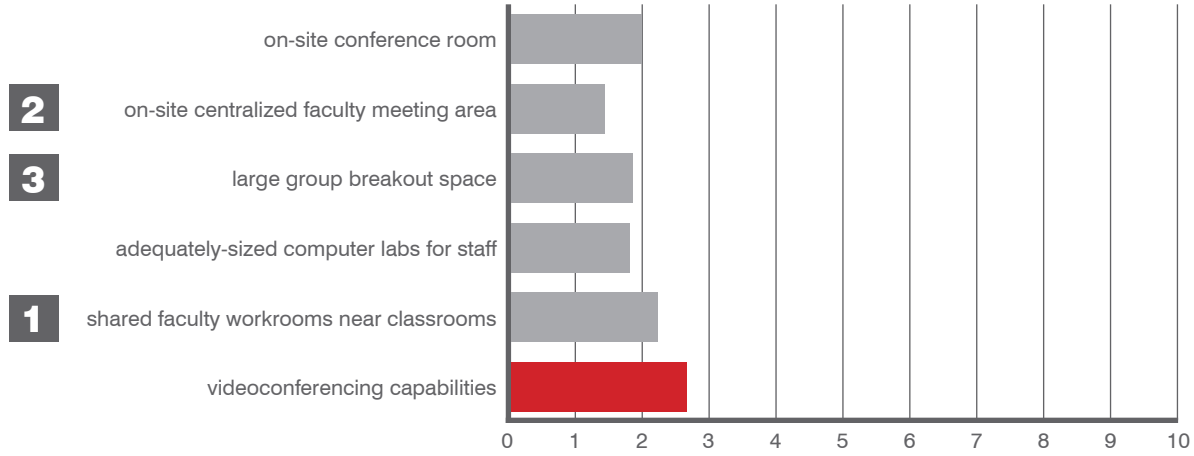
TEACHER / STAFF SURVEY RESULTS

= Top 3 of most importance

TECHNOLOGY



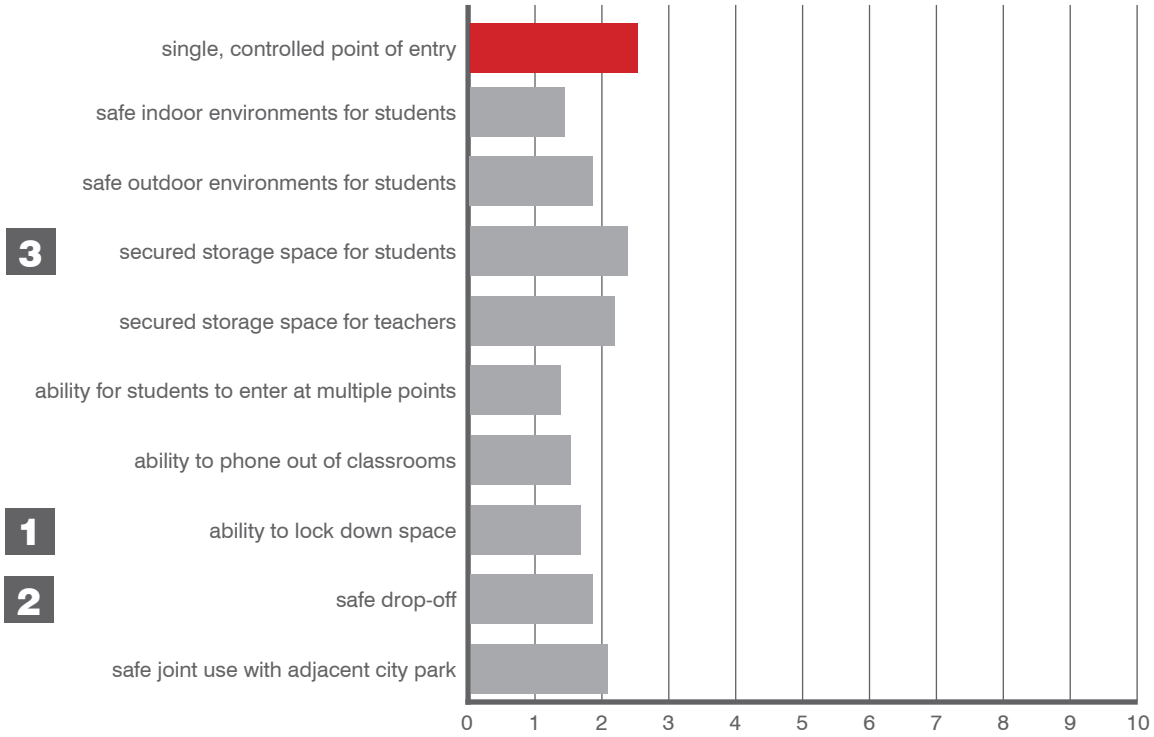
PROFESSIONAL DEVELOPMENT



TEACHER / STAFF SURVEY RESULTS

= Top 3 of most importance

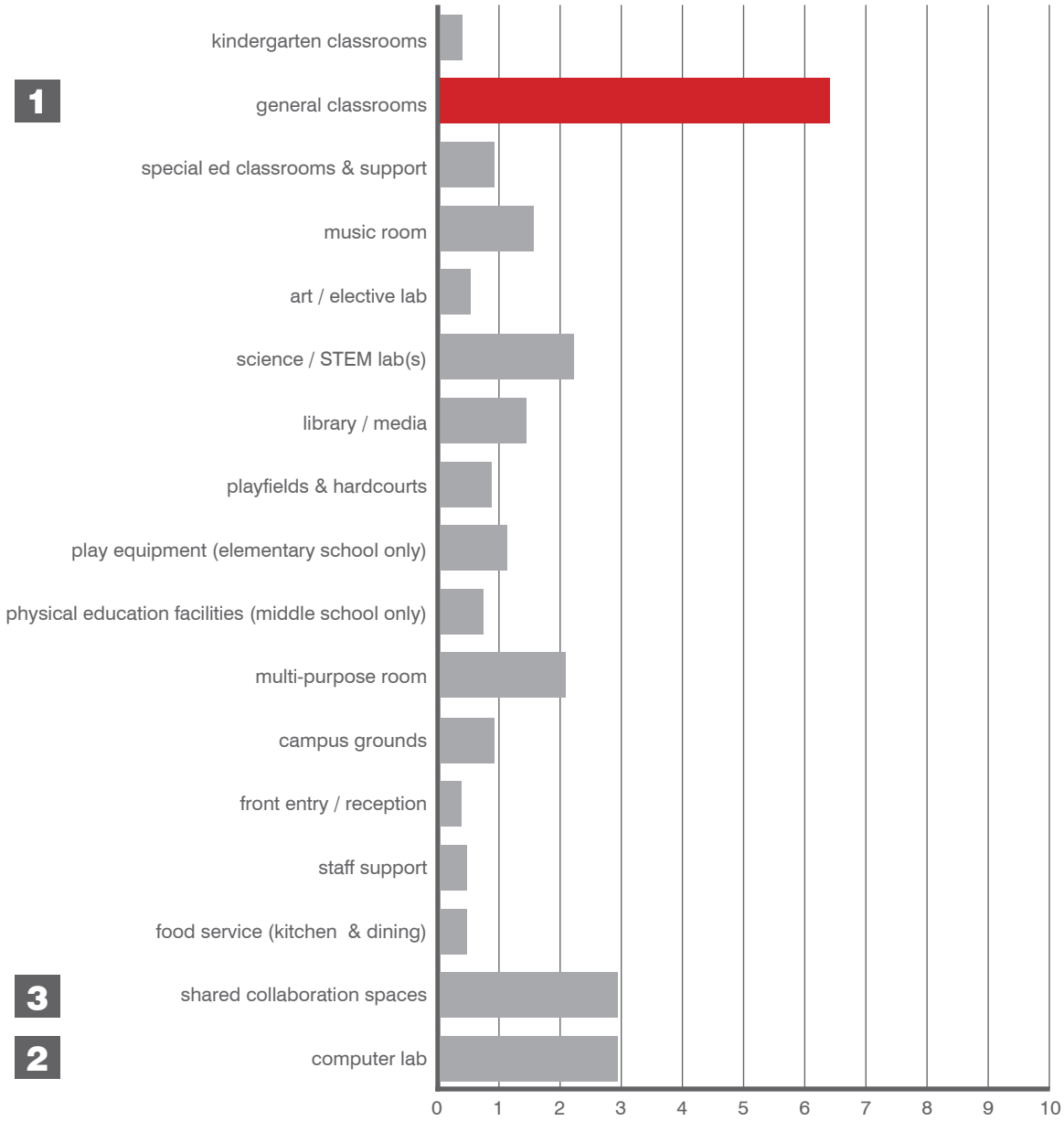
SAFETY & SECURITY



TEACHER / STAFF SURVEY RESULTS

The last question in the survey asked staff / teachers which of the following spaces currently require the greatest amount of improvement in their school. Here are results.

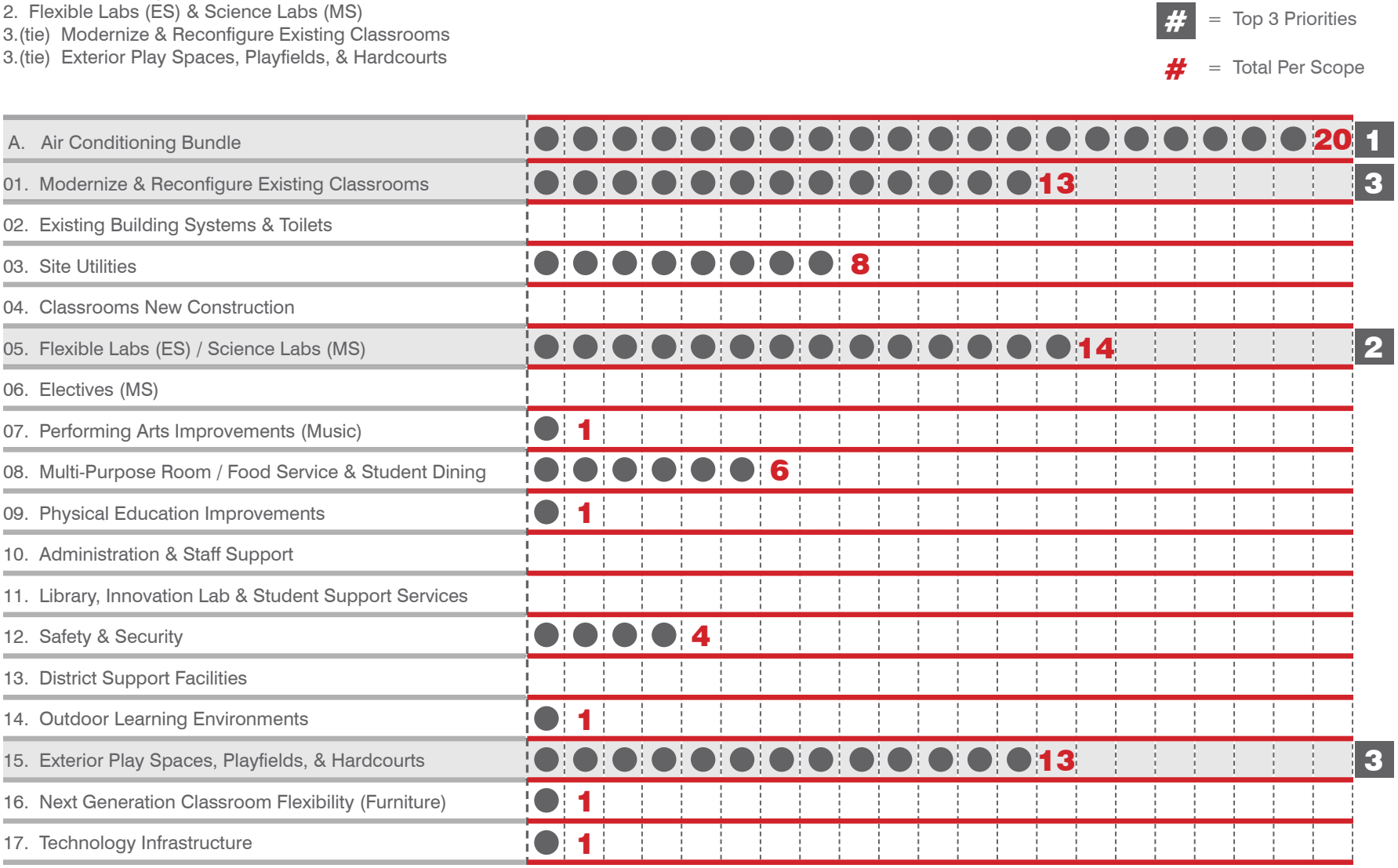
SPACES IN NEED OF MOST IMPROVEMENT



FACILITIES COMMITTEE PRIORITIES

This exhibit summarizes scope priorities as voted for by the Facilities Committee. From here you can see the top 3 scope categories are as follows:

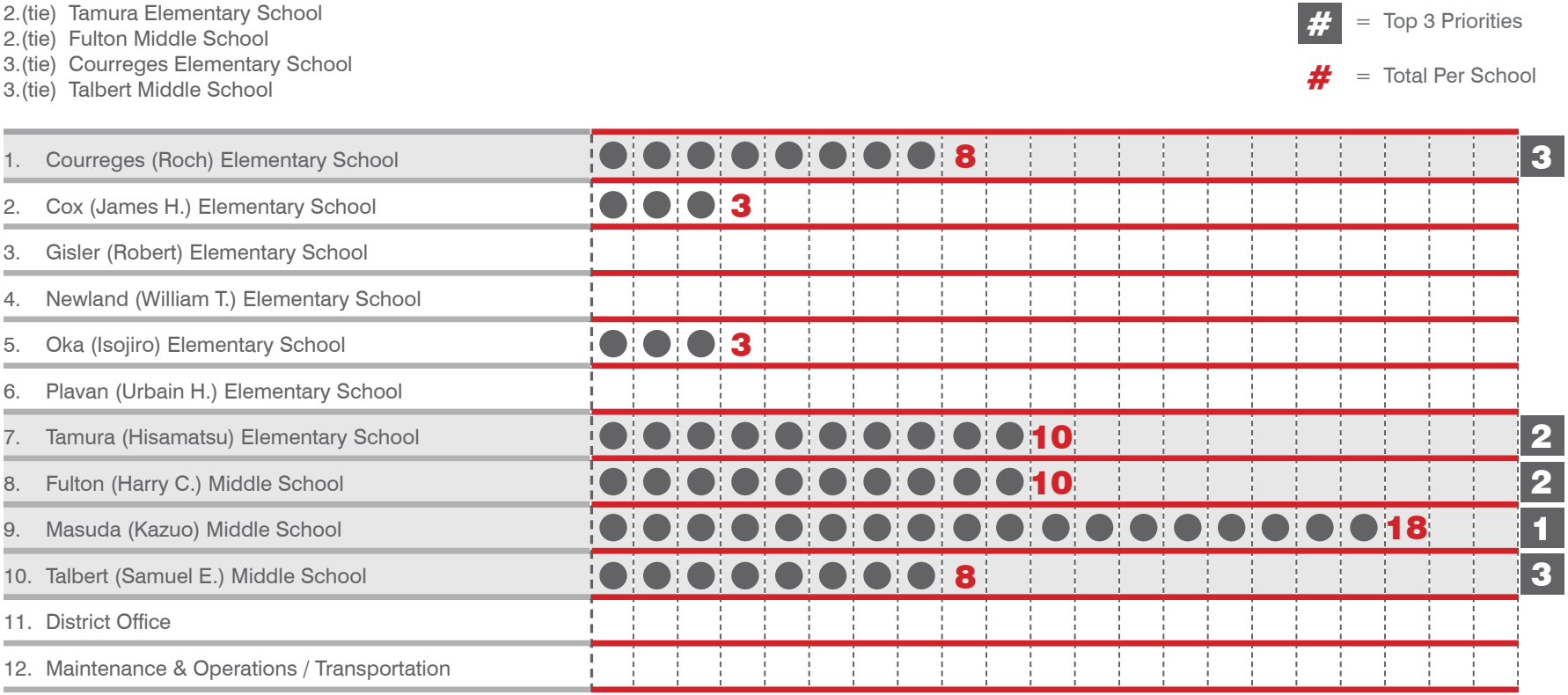
1. Air Conditioning Bundle
2. Flexible Labs (ES) & Science Labs (MS)
3.(tie) Modernize & Reconfigure Existing Classrooms
3.(tie) Exterior Play Spaces, Playfields, & Hardcourts



FACILITIES COMMITTEE PRIORITIES

This exhibit summarizes school site priorities as voted for by the Facilities Committee. From here you can see the top 3 school sites are as follows:

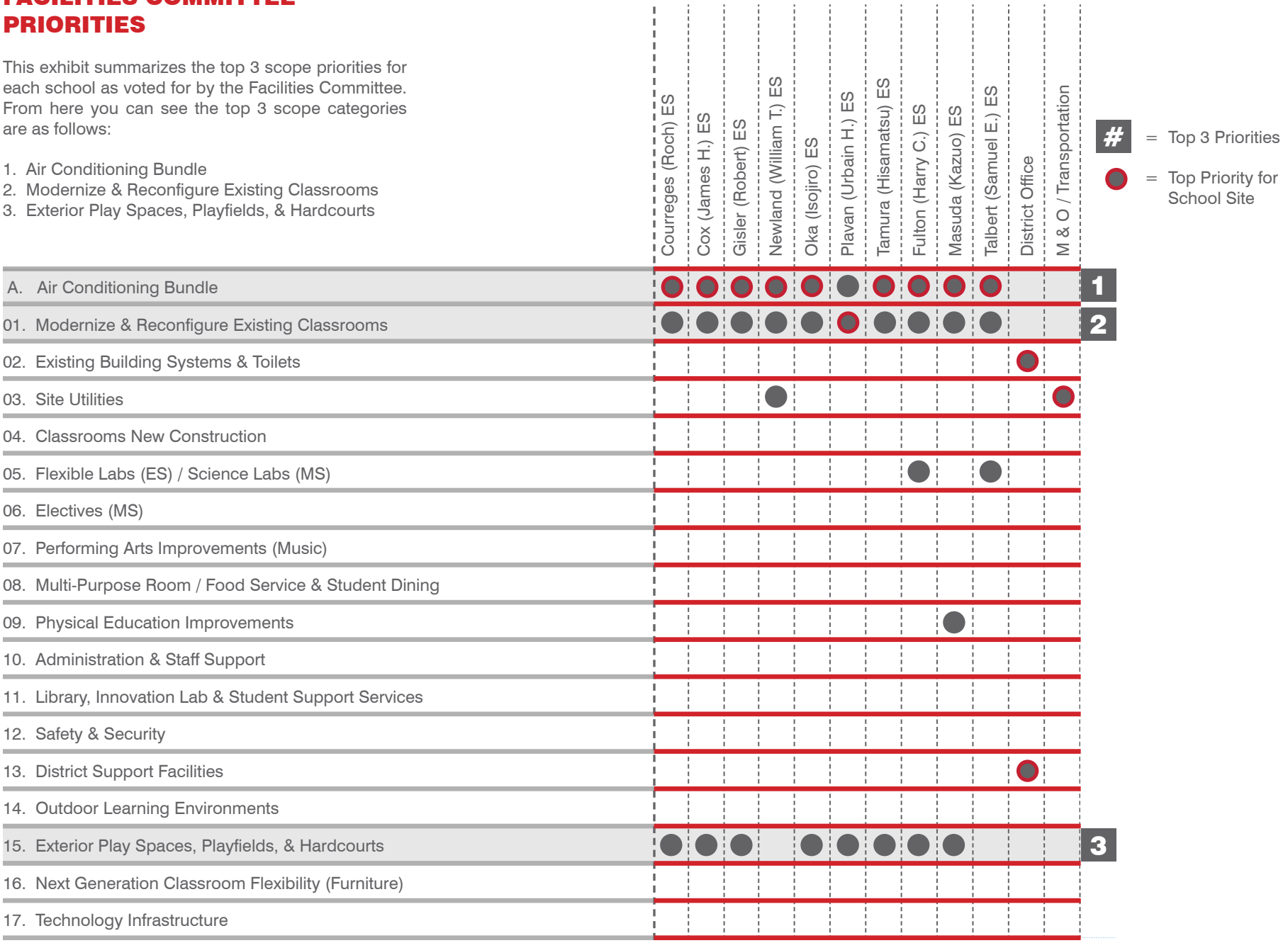
1. Masuda Middle School
2.(tie) Tamura Elementary School
2.(tie) Fulton Middle School
3.(tie) Courreges Elementary School
3.(tie) Talbert Middle School



FACILITIES COMMITTEE PRIORITIES

This exhibit summarizes the top 3 scope priorities for each school as voted for by the Facilities Committee. From here you can see the top 3 scope categories are as follows:

1. Air Conditioning Bundle
2. Modernize & Reconfigure Existing Classrooms
3. Exterior Play Spaces, Playfields, & Hardcourts



STAKEHOLDER GROUP PRIORITIES SUMMARY

SCHOOL SITE COMMITTEE

DISTRICT-WIDE SCOPES OF WORK

A. Air Conditioning Bundle
1. Modernize / Reconfigure Existing Classrooms
8. Multipurpose/ Food Service & Student Dining

FACILITIES COMMITTEE

DISTRICT-WIDE SCOPES OF WORK

A. Air Conditioning Bundle
5. Flexible Labs / MS Science Labs
1. Modernize / Reconfigure Existing Classrooms
15. Exterior Play Spaces, Playfields & Hardcourts

SCOPES BY SCHOOL SITE

A. Air Conditioning Bundle
1. Modernize / Reconfigure Existing Classrooms
15. Exterior Play Spaces, Playfields & Hardcourts

DISTRICT SCHOOL SITES

1. Masuda
2. Tamura and Fulton
3. Talbert and Courreges

TEACHER/ STAFF SURVEY

TOP RESPONSES

1. Modernize / Reconfigure Existing Classrooms
A. Air Conditioning Bundle
8. Multipurpose Room / Food Service / Student Dining
17. Technology Infrastructure
12. Safety & Security
10. Administration & Staff Support

TOP NEEDS

1. Modernize / Reconfigure Existing Classrooms
11. Library, Innovation Lab & Student Support Services

COMMON PRIORITIES SUMMARY

SCOPE OF WORK CATEGORIES

A. Air Conditioning Bundle
1. Modernize / Reconfigure Existing Classrooms
2. Existing Building Systems & Toilets
3. Site Utilities
4. Classrooms - New Construction
5. Flexible Labs & MS Science Labs
6. Electives
7. Performing Arts Improvements (Music)
8. Multipurpose Room / Food Service / Student Dining
9. Physical Education Improvements (MS)
10. Administration & Staff Support
11. Library, Innovation Lab & Student Support Services
12. Safety & Security
13. District Support Facilities
14. Outdoor Learning Environments
15. Exterior Play Spaces, Playfields & Hardcourts
16. Next Generation Classroom Flexibility (Furniture)
17. Technology Infrastructure

LEGEND:
Highlighted Scopes of Work are common top priorities among the various stakeholder groups

- Scope A
- Scope 1
- Scope 8

BOARD WORKSHOP PRIORITIZATION

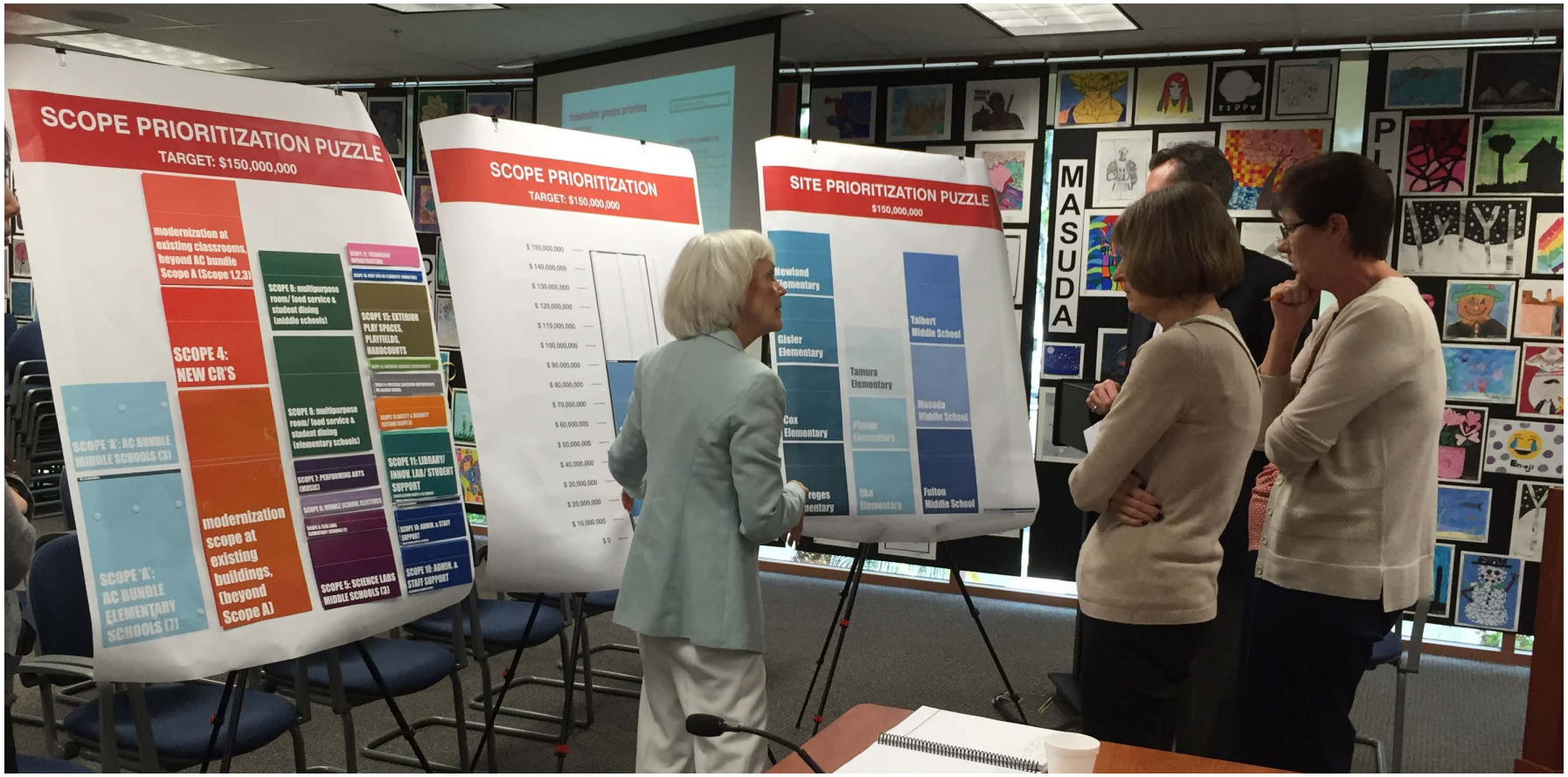
The master plans within this FMP document provide a comprehensive look at all of the District's school and support sites. This is a long term vision identifying needs for the next 20 years. The focus of the prioritization phase is to identify immediate needs which can realistically be addressed with potential funding options.

The costs presented in the master plan include:

1. "Hard" Construction Costs projected subcontractor bids plus general contractor overhead, profit, general conditions, all in "today's dollars" (2016) not escalated for inflation.
2. "Project Cost" determined by Hard Construction Cost multiplied by 1.33 for "soft costs" including design, engineering costs, DSA review costs, on site state inspection costs, etc.
3. Future Inflation: unknown adjustment multiplier of 1.5 to allow for future cost of a long term rollout of several years (up to 9-10).

A Board Workshop was held on May 2016 where a summary of the facilities master plan document was presented. The summary included stakeholder priority results, teacher/staff survey results, cost summary, and scope category descriptions as shown in Section 3.2. All prioritization studies reference these descriptions and numbering.

In a collaborative exercise, the Board prioritized the scope of work categories. Participants were provided with colored bars graphically representing estimated dollar values, larger bars representing dollar amounts, shown to scale according to their value. The future inflation cost as described above has been included in that bar (above the dashed line). The bars were attached by the Board members to a "thermometer" graphic. The highest priority items were placed on the "thermometer" according to their priority (starting at the bottom). A very clear graphic idea developed as to the possibilities and challenges inherent in achieving the District's long term goals within the budget constraints. The results of this exercise are shown on the following page.



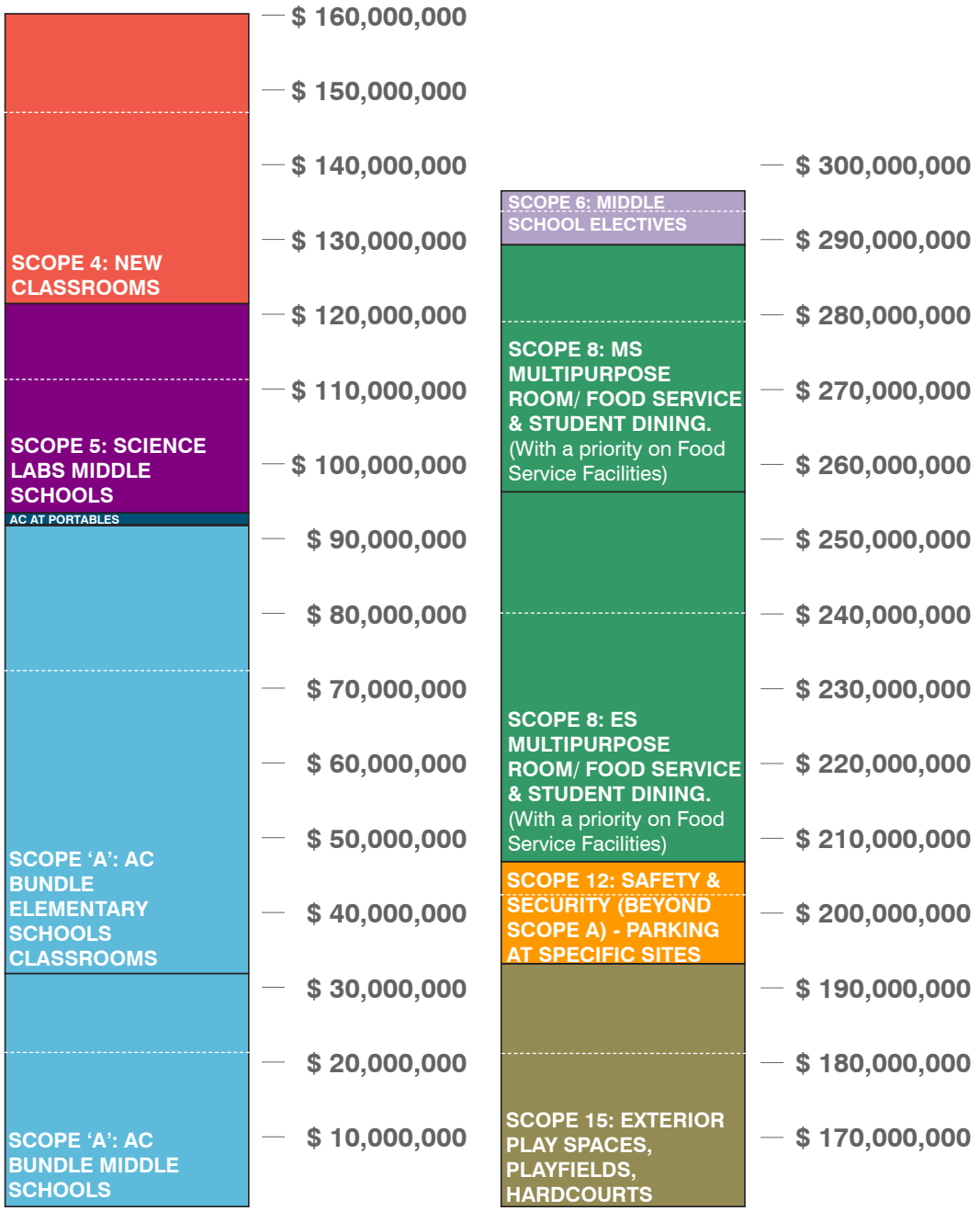
BOARD WORKSHOP PRIORITIZATION

The following illustrates the scope prioritization by the Board. The 'thermometer' was filled with highest priority scope of work categories starting from the bottom. Items prioritized include the following:

1. Scope 'A': AC Bundle at Middle Schools and Elementary Schools
2. Scope 5: Science Labs at Middle Schools. Recognizing that most of the middle schools were converted elementary school sites and the need for lab spaces to support the science program.
3. Scope 4: New Classrooms - mainly to replace portables and provide appropriate sized Kindergarten classrooms.
4. Scope 15: Exterior Play Spaces, Playfields, Hardcourts. The main purpose of this category is to provide students with more things to do outside of the Classroom. This could include some outdoor learning environments.
5. Scope 12: Safety and security - specifically parking and drop-off improvements at specific sites.
6. Scope 8: Multipurpose Room/ Food Service and Student Dining with a focus on expanding / providing new food service facilities that are adequate in size.
7. Scope 6: Middle School Electives. Recognizing that most of the middle schools were converted elementary school sites and the need for lab spaces to support electives and provide a better middle school experience.
8. Site Utility upgrades were prioritized next but it was noted that the District would utilize ongoing maintenance budget to repair site utilities on an as needed basis.

Proposed to Fund with Ongoing Maintenance Budget:

SCOPE 3: SITE UTILITIES



4

SITE MASTER PLANS

Preparing today's youth for tomorrow's future

FOUNTAIN VALLEY SCHOOL DISTRICT

SITE MASTER PLANS

Within Section 4, the first 2-4 pages of each of the Fountain Valley School District's schools and District Support Site Master Plans include a representation of the current state of each site at the time of the school site survey. The next pages are photos of the current state of the sites. Following the photos is a summary of the prioritized project cost estimate, and the last two pages consist of diagrams showing the existing conditions at each school site and the proposed changes. Each section is comprised of:

- **School Image**
  Image depicting the front of the school or District support site. This image captures the first impression of the school site for the community.

- **School Information**
  Includes information about the school facility such as address, year constructed/ modernized, square footage, site size and modular classroom counts. Also included is a list of recent construction and modernization projects.

- **Campus Description**
  Provides a description of the campus location, existing architecture and organization as well as access, adjacencies and special conditions and/or programs.

- **Assessment of Program Needs**
  Includes facility needs that will support the school's educational program goals.

- **Condition Assessment**
  Includes a description of building and grounds issues identified by District Facilities staff and in the survey completed by the Principal.

- **Interior and Exterior Photographs**
  Includes representative photographs of the facility and site during LPA's site observation in February of 2016.

- **Master Plan Cost Summary**
  Includes a description of the overall costs of proposed facilities improvements.

- **Existing Site Diagram**
  Indicates existing building placement, hardscape and landscaped areas. In addition, the existing site diagram locates relevant program spaces, adjacencies and current uses.

- **Proposed Site Master Plan Diagram**
  Includes proposed building placement and hardscape and landscape reconfiguration, if needed. The proposed site diagram notes proposed new construction, reconfiguration of existing spaces and the modernization of all existing spaces, where eligible, to the standards outlined in the Facilities Master Plan.

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EXISTING SITE INFORMATION

Year Built: 1975
Year Modernized: 1998, 2004/05
Student Population (2016): 675
Grade Levels: Pre-K - 5
Number of Classrooms: 27
Number of Portables: 5 ESP
Site Acreage: 12.45 Ac
Building Area: 51,280 SF

OVERVIEW

Courreges Elementary School is organized by classroom pods of 6 classrooms surrounding a shared core. A total of 4 pods surround an open, central area called 'the bowl' that is utilized for assemblies and lunch. Core areas within a clusters are used for the Library, computer lab, multi-purpose room. One of the cores has been converted to 2 classrooms. In between the cores are restrooms buildings. The location of these create narrow passageways from the Classrooms out to the fields. ESP (after school) is located in portables.

PRINCIPAL PRIORITIES

1. Air conditioning.
2. Classroom furniture: chairs, desks, tables (including deeper sink basins & replacement countertops).
3. Classroom/ Health office/ Administration storage.

Program Needs

- Space for Music instruction.
- Classrooms conducive for Science and Art related activities. Science labs especially for our 4th/ 5th grade classes. Removing carpet could be a possible solution.
- New classroom furniture at all grade levels.
- Lack of space in health office when 3 or more students are being cared for. Need additional treatment bed to accommodate students. Also lacks storage space for medications/ supplies etc. Counter space extremely limited.

Functionality of Spaces

- More windows in classrooms and/or natural light would benefit the learning environment.
- The irregular shape of the classrooms pose some challenges for teachers at times. Classroom shape is not ideal, but is manageable for the most part.
- Classroom sink basins need to be deeper. This is a definite top priority.
- Classrooms need more storage capacity and efficiency of space
- Replace laminate counters in classrooms, staff lounge, and health office due to water corrosion.
- Desire for interior entrances to restrooms in upper restrooms.
- Kitchen needs larger sink in staff restroom.
- Multi-purpose room - increasing the size of the MPR by pushing the stage a little further into the bowl.
- Maintain at least one locked down computer lab in our current lab area. Our K-2 classrooms use the lab frequently and it is not feasible for younger students to carry and put away laptops/ Chromebooks after each use.
- Need more space to accommodate all of our clubs and programs.
- Preserve layout because our school is the only school that can fully function when in lockdown mode.
- Reduce access to school buildings by fencing perimeter of school grounds.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [3]

- Parking lot AC paving is fair to good condition.
- ADA parking needs truncated domes.
- No ADA drop off zone.
- Entry signage missing for ADA and Fire(if applicable)

Paving

Category [3]

Concrete (natural gray)

- Concrete paving in general is in fair condition with a lot of patchwork and grinding of lifted concrete.
- Portions of the sidewalk are lifting greater than 1/4”
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets
- Walkways with adequate dimensions to accomodate traffic flow is desired.

AC paving

Category [3]

- Hardcourts are relatively flat. Grind, Re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion.

Site Amenities

Shade Shelter - Interior courtyard

Category [1]

- Existing fabric type shade structures in courtyard are utilized for lunch with some bird nesting issues.

Shade Shelter - Play area

Category [1]

- Existing area is underutilized. Seating for outdoor learning is desired

Shade Shelter - Solar Panels

Category [1]

- Existing area is underutilized. Seating and usable surface for outdoor learning is desired

Lunch tables and benches

Category [1]

- Existing lunch tables and benches are in good condition

Play Equipment

Category [3]

- Play equipment in general is in fair condition with some equipment needing repair or replacement.
- Drainage in wood chip areas is needed.
- Wood chips are in good condition but not desireable.Replace with poured in place pay surfacing or artificial turf.
- Ball wall is in good condition.
- Basketball goals and posts are in fair condition with some faded paint. Backboards are in bad condition.
- Backstops in bad condition. Replacement needed
- Soccer goals in fair condition.
- Tetherball post are in fair condition but are not used.
- Bike rack in fair condition but are rarely used.

Landscape

Category [3]

- Majority of landscape areas are grass and should be replaced and regraded.
- Landcape areas to be upgraded to drought tolerant plants.
- Trees are in fair condition. Additional trees are desired for shade.

Irrigation

Category [3]

- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates

Category [3]

- Fencing along the front of the campus and fields is chain link fencing. Fencing is old and in disrepair in some locations. New fencing is desired.
- Separate school grounds from public area for security.
- Lockable gate are desired

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [2]

Paint

Category [2]

- Exterior of building is mainly brick; some sections are painted plaster; soffits are painted plaster. Brick is in good condition. Building paint is in good condition.

Door & Frames

Category [2]

- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds may need to be replaced due to poor condition.
- Hollow metal exterior frames have been replaced and are in good condition.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a ‘hotel lock’ to allow user to lock the door without a key on the inside.
- Kitchen doors need to be replaced.
- Exterior operable partition at stage needs to be replaced.

Windows

Category [4]

- Windows are single pane and dark tinted. The District would like to replace glazing to low-e insulated glazing that allows more natural daylight. Remove 4x4 posts to create larger window areas. Install some operable.
- Many classrooms do not have windows. Wood construction roof lends to a good candidate to install solartube skylights to bring in natural daylight.

Roof

Category [2]

- Reference 2014 District Roofing Report by Ecology Roof Systems.
- The roof is a 4-ply asphalt roof system with emulsion and aluminum reflective coating on wood deck with no insulation. Roofing was

replaced in 1997. The roof is no longer under warranty. It was restored in 2014.
- Re-roof with Elvaloy Hybrid Roof System recommended in 2025.
- Portable roofs recommended to be re-roofed in 2015.

ADA Compliance
Category [1]
- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage needs to be replaced to meet ADA requirements. Wayfinding could be improved through color / materials.
- Path of travel compliance completed in 2015 for solar panel project.

Interior
Overall Rating: Category [2]
- In general, the interior finishes are in good condition.
- Casework is in good condition. Classroom sinks meet accessibility requirements.
- Ceilings are glue down tile that were replaced in the last modernization. Some stained tiles should be replaced.
- Operable wall at Stage needs to be replaced.

ASSESSMENT OF SYSTEMS

Site Utilities
- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines can should be assumed to have a 50-year life.

- **Gas:**
- Category [3]
- Gas main line shut off valves installed in 1998.
- The majority of gas main lines are original.
- Cathodic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.
- Cleanouts recommended every 100 ft.

- **Storm Drain/ Drainage:**
- Category [4]
- Storm drain inlets are randomly placed around the site in no set pattern. However, all inlets look clean and free of debris. All drainage sheet flows to catch basin to the south of playfield.
- Roof drains are bubblers which create standing water.
- Surface drainage ponding in places like sandboxes
- Direct roof drain connection to storm drain to avoid surface drainage in between courtyards

Mechanical
- Overall Rating: Category [5]
- Majority of the campus does not have air conditioning.
- Computer labs have air conditioning.
- Classroom HVAC systems are gas heaters with exhaust fans “Reznor Units”
- No DDC system is present on the campus.

Plumbing
- Category [1]
- Administration area needs complete re-pipe of domestic water systems new water heater and circulation pump.
- 2004/05 modernization, plumbing fixtures were replaced and appear in good condition and meet accessible codes of that time.

Electrical
- **Power:**
- Category [1]
- Electrical systems were modernized in 2006. All electrical equipment is functional and there is no reported occurrence of power shortage or tripping of the main or feeder breakers.
- The District wants to add air conditioning (AC) to the buildings which may require increasing the electrical service.

- **Fire Alarm:**
- Category [2]
- The fire alarm systems were modernized in 2006. Current code requires voice evacuation on which the system does not have. However voice evacuation can piggy back onto the PA system with minor system changes.

- **Data Network:**
- Category [4]
- There is not WiFi access throughout the site. There site currently uses non-scheduled computer labs and chrome carts. Computer Labs are still necessary for lower primary grades.
- Infrastructure needs to be updated to prepare for future technology needs.

- **Phone System:**
- Category [2]

- **Audio Visual:**
- Category [3]
- CRV TV’s are still in use in the Classrooms.
- There are ceiling mounted projectors and screens in Classrooms. There are no interactive whiteboards.

- **Intercom / Clock / Bell:**
- Category [2]

- **Security:**
- Category [3]
- There are no existing security system or cameras. There is a desire to put one in.

- **Lighting:**
- Category [3]
- Interior lighting uses T8 lamps, surface mounted and 2x4 recessed light fixtures. Eventually these

should be changed to more energy saving fixtures to meet new Title 24 requirements.

- Lighting controls need to be replaced and modernized to comply with current Title 24 requirements. Controls shall include occupancy sensors, dimming stations, photocells, lighting control relay panels and digital integrated network. Occupancy sensors were installed, in the last modernization.
- Site lighting at parking lot and drop-off are LED. Wall mounted wall packs and canopy lights are provided in other path of travel areas.


Front drop-off


Fencing and parking


Playfield and solar shade structure


Hardcourts and playfields. View towards Courreges Park


Hardcourts and playfields


Typical exterior wall


Outdoor stage with moveable partition


The ‘bowl’: central, outdoor dining area


ESP after school portables


'Patio' areas in between Classroom clusters


Narrow passageways between Classroom clusters and restrooms


Typical classroom


Library


Multi-purpose room


Computer Lab


Classroom 14A / 14B


Vents for air circulation for whole building exhaust system


Typical restroom

COST SUMMARY ($2016)

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 4,502,000
02. Existing Building Systems & Toilets	$ 2,727,000
03. Site Utilities	$ 1,290,000
04. Classrooms New Construction	$ 4,080,000
05. Flexible Labs (ES) / Science Labs (MS)	$ 934,000
06. Electives (MS)	$ -
07. Performing Arts Improvements (Music)	$ 899,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 5,328,000
09. Physical Education Improvements	$ -
10. Administration & Staff Support	$ 890,000
11. Library, Innovation Lab & Student Support Services	$ 2,381,000
12. Safety & Security	$ 1,569,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 160,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 2,446,000
16. Next Generation Classroom Flexibility (Furniture)	$ 345,000
17. Technology Infrastructure	$ 725,000
Total Construction / Project Cost (2016$)	**$ 28,276,000**
A. Air Conditioning Bundle	*$6,375,455

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

Classrooms, CR

PK	Preschool
K	Kindergarten
TK	Transitional Kindergarten
RSP	Resource Specialist
SDC	Special Day Class

Electives / Labs

SCI	Science
COMP	Computer Lab

Other Classrooms

ESP	Extended School Program

Shared Spaces

MPR	Multi-Purpose Room
KIT	Kitchen
LIB	Library

Admin / Faculty

FW	Faculty Work
FL	Faculty Lounge
N	Nurse
PC	Parent Center
SPCH	Speech
PSY	Psychologist

Support Spaces

X	Storage
T	Toilets
U	Utility
J	Janitor

Portable Classroom

Main Entry

Drop-Off

Teaching Stations:

Preschool, PK (CDC)	1
TK	0
K	4
1-3	10
4-5	8
Electives (1 - Music)	1
Computer Lab	1
SDC (1 - ED)	2
RSP	1
Other (5 - ESP)	5
Grand Total:	**33**

N

0 40' 80' 160'

1" = 160'

MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- AS Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- LC Learning Center

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

Portable Classrooms
Main Entry
Drop-Off
Fence

Kinder Play
Play Apparatus
Learning Court Quad/Playfield
Hardcourts

Planning Capacity:	670
Teaching Stations:	
Preschool, PK (CDC)	1
Transitional Kinder, TK	0
Kindergarten, K	4
1st - 3rd Grade	12
4th - 5th Grade	8
Elective (1 - Flex, 1 - Music)	2
Computer Lab (1 - Innov. Lab)	1
RSP	1
Special Day Class	2
ED	1
Other (5 - ESP)	5
Grand Total:	37

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

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EXISTING SITE INFORMATION

Year Built: 1970
Year Modernized: 1998, 2004/05
Student Population (2016): 754
Capacity: 836
Grade Levels: Pre-K - 5
Number of Classrooms: 38
Number of Portables: 11 Portables (4 ESP)
Site Acreage: 13.53 Ac
Building Area: 54,330 SF

OVERVIEW

Cox Elementary School is a single story school in a residential neighborhood. The West side of the campus is adjacent and is open to Green River Park. Classrooms are organized in clusters of six surrounding a shared common core space. The common core spaces are currently used for multipurpose, library and RSP. The central courtyard/ 'bowl' area is an outdoor area used for large group gathering and lunch. There is a "Cox" topiary at the front of the school and murals that reflects the school spirit. The school has a Music program conducted in the stage and a FIBO Arts program conducted in the Classrooms / mulitpurpose spaces.

PRINCIPAL PRIORITIES

1. 2-3 more classrooms, possibly pre-school/ TK.
2. Shared common areas for buildings, for instructional programs.
3. More space within Classroom for flexible groups or technology implementation.

Program Needs

- Music is currently using the stage area. We would love to have music in a classroom.
- Preschool (PK) program currently uses Room E2. E2 is not an ideal location for our PK program. Large waitlist for families wanting to attend PK.
- TK Classroom is a strong possibility.
- Lack space for science, art and music; which are held on the stage or shared common areas which impacts instructional programs.
- Desire for a PTO room.
- Need 1 additional PK classroom.

Functionality of Spaces

- Buildings B, C, D and E have shared common core area that is very helpful for DI small groups. The area is utilized for instructional purposes when we are not using it for assemblies or school events. It would be great to have a shared common area for each building for instruction use.
- Shared common area for technology small group use would be great.
- HVAC controls at the portables have been reported being disruptive to instruction due to volume of noise and inability to control timing.
- Current classroom size and layout limits flexible groupings and technology stations in the model 21st century learning environment.
- Need more space.
- Speech and Psychologist share 1 classroom; 2 RSP teachers share 1 classroom. Current layout works.
- Workrooms have limited space.
- One additional set of student restrooms would be ideal.
- Food service entry and exit routes cause congestion.
- Site has plenty of play space; we could use a preschool playground.
- Room B7 is utilized by our community; scheduling can impact instructional programs.
- No significant vandalism issues reported.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [2]

- Parking lot AC and concrete paving are in good condition.
- Buses require ADA drop-off to meet code requirements with truncated domes and signage
- Entry signage missing for ADA and Fire(if applicable) in North parking lot.

Paving

Category [3]

Concrete (natural gray)

- Concrete paving in general is in fair condition with a lot of patchwork and grinding of lifted concrete.
- Portions of the sidewalk are lifting greater than 1/4”
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets
- Walkways with adequate dimensions to accomodate traffic flow is desired.
- Stairs do not meet ADA code compliance and handrails need to be installed

Category [3]

Concrete (natural gray) with stones

- Concrete paving should be replaced due to the uneven surface.

AC paving

Category [3]

- Hardcourts are relatively flat with some flood areas. Re-grade, grind, re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion.

Site Amenities

Shade Shelter - Interior courtyard

Category [1]

- Existing fabric type shade structures in courtyard are utilized for lunch with some bird nesting issues.

Lunch tables and benches

Category [1]

- Existing lunch tables and benches are in good condition

Wood benches

Category [3]

- Existing built in wood benches are in fair condition and need to be replaced or refinished.

Play Equipment

Category [3]

- Play equipment in general is in fair condition with some equipment needing repair or replacement. Additional play equipment is desired.
- Drainage in wood chip areas is needed.
- Wood chips are in good condition but not desireable.Replace with poured in place pay surfacing or artificial turf.
- Ball wall is in good condition.
- Basketball goals and posts are in fair condition with some faded paint. Backboards are in bad condition.
- Baseball backstop in bad condition. Replacement needed
- Soccer goals in fair condition. Replacement needed.
- Bike rack in fair condition.

Landscape

Category [3]

- Majority of landscape areas are grass and should be replaced and regraded.
- Landcape areas to be upgraded to drought tolerant plants.
- Trees are in fair condition. Additional trees are desired for shade.
- Remediation of soils is needed for additional planting.

Irrigation

Category [3]

- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates

Category [3]

- Fencing along the front of the campus and fields is chain link fencing. Fencing is old and in disrepair in some locations. Replacement of fencing is needed.
- Separate school grounds from public park area for security is desired.
- Lockable gates are desired

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [3]

- Exterior brick is in good condition.

Paint

Category [3]

- In general, the site could use a fresh coat of paint.

Door & Frames

Category [3]

- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds need to be replaced due to poor condition.
- Kitchen doors need to be replaced.
- Exterior frames are original, wood with aluminum channel. Wood needs to be repainted; rotted/ chipped areas need to be repaired/ replaced. Recommend to replace all to be able to install insulated glazing.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a ‘hotel lock’ to allow user to lock the door without a key on the inside.
- Exterior operable partition at stage needs to be replaced.

Windows

Category [3]

- Windows are single pane, 14% dark tinted and appear original to the building. Some are replaced with a solid ‘mirror wall’. Clerestory windows are louvered. Desire to replace all glazing and mirror wall panels with low-e insulated glazing that allows more daylight in. Clerestory units to be replaced with operable. Roller shades also recommended.

Roof
Category [4]
- Reference 2014 District Roofing Report by Ecology Roof Systems.
- Roof is a 4-ply asphalt roof system with emulsion and aluminum reflective coating on wood deck with no insulation. Roof was replaced in 1998 and currently under warranty until 2018.
- Re-roof with Elvaloy Hybrid Roof System recommended in 2018.
- Portable roofs recommended to be re-roofed in 2015.

ADA Compliance
Category [2]
- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage needs to be replaced to meet ADA requirements. Wayfinding could be improved through color / materials.

Interior
Overall Rating: Category [3]
- In general, the interior finishes are in good condition, but could use a new coat of paint.
- Casework was replaced in the last modernization and is in good condition.
- Ceilings are T-bar with acoustical panel at shared core spaces; acoustical tile inserted between channels. Ceilings in general are in good condition. Channels need to be painted; stained tiles should be replaced; shifted tiles need to be clipped.
- VCT and carpet flooring are in good condition.

ASSESSMENT OF SYSTEMS

Site Utilities
- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.

- **Gas:**
- Category [3]
- Gas main shut off valves installed in early 1998.
- The majority of gas main lines are original
- Cathotic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.
- Cleanouts recommended every 100 ft.

- **Storm Drain/ Drainage:**
- Category [1]
- Roof drains are bubblers which create standing water.
- Storm drain system currently exists but is not connected to a public storm drain system. Storm drain inlets are randomly placed around the site in no set pattern. However, all inlets look clean and free of debris.
- Surface drainage ponding in places like sandboxes

Mechanical
Overall Rating: Category [5]
- The majority of the campus does not have air conditioning.
- Computer lab D6 and Core have air conditioning.
- Classroom HVAC systems are gas heaters with exhaust fans in core
- No DDC system is present on the Campus
- Limited ventilation through out campus. No economizer.
- Portable HVAC have no outside air.

Plumbing
Overall Rating: Category [4]
- Admin area needs complete repipe of domestic water systems new water heater and circulation pump
- Sewage ejector in portables needs to be replaced
- Sewer lining needed to address leaks
- Most plumbing fixtures were replaced
- AB 1953 lead free compliance of plumbing fixtures is unknown.

Electrical
- **Power Distribution:**
- Category [4]
- Electrical systems were modernized in 2006. All electrical equipment is functional with no reports of power shortage or tripping of main or feeder breakers. Original service switchgear remains in service and augmented in the last modernization by the addition of a new 800A distribution board serving additional panelboards located throughout the campus buildings. Power distribution equipment is in fair condition and can remain in service. If an air-conditioning retrofit project is selected by the district, a complete service upsizing is required which will replace the main switchboard and distribution equipment. TMAD AC study recommends the electrical service be upgraded with the addition of new AC equipment. IT equipment spaces need AC and equipment power feeders. All panels in back rooms are being refed by new 400Amp panel in each pod. New panels fed by new 800A distribution panel provided in modernization. 225A panels now fed with 175A breakers because load has been distributed to a second panel. Modernized (2006) main switchboard MSB feeds new panels; old panels are refed from new panels and derated. Power distribution over the campus is at 208Y/120V 3-phase.
- 2012 – Chevron Energy Project added Solar PV to all campuses
- Kitchen needs modernization; not modernized in 2006

- **Fire Alarm:**
- Category [3]
- Fire Alarm system upgraded in 2006 modernization. District standard is FCI 7200.

This alarm system can 'piggy back' onto the Bogen PA for voice evacuation meeting current fire code (DSA).
- System needs to be upgraded and adjusted to accommodate any space changes and improvements.
- New AC system will need to be tied into the fire alarm system for shutdown upon fire detection.

- **Data/Communication:**
- Category [4]
- Low Voltage and technology systems were modernized in 2006. All equipment is obsolete and in need of replacement and upgrade. All MDFs and IDFs are in need or replacement and upgrade.
- District IT network standard: Brocade. District has 92 switches in 10 schools
- Each school has dedicated MDF, and multiple IDFs. Some IDFs in form of a cabinet either wall mounted or on the floor.
- District wants to replace all old Fiber Optic (FO) cable with new 50 micron, OM4 12 strand single mode
- District wants to replace all Cat5 cable between buildings with FO and all data drops with CAT6 cable (new standard).
- District wants minimum network upgrade at schools to include CAT6A for WAP locations; CAT6 for all data drops
- Not all classrooms have WAP, however each school as multiple wireless devices and Carts on Wheels (COWS). District has 2200 chrome books and 500 IPads.
- Phone systems are in need of upgrade and conversion to VOIP. New PA system district standard is Quantum.
- Clock and Bell system upgraded in 2006 modernization and works fine.

- **Security:**
- Category [5]
- Electrical systems were modernized in 2006. All security and intrusion detection equipment is obsolete
- Security/Intrusion system is old Bosch equipment. District wants DMP. District has quote from Time & Alarm for furnishing system.
- Security cameras: CCTV camera placement will need to be placed by the district. This is a very sensitive issue; many parents do not want their children videotaped. School employees do not want to be videotaped especially coming/going into the schools. Other requirements include:
- No audio recording at the cameras
- All entry points need to be covered
- District will provide direction to vendors
- Teachers Union is involved and will require negotiations
- Provide budget for 12 cameras on each site.
- New cameras to be IP type wit POE

- **Audio and Video Systems:**
- Category [5]
- A/V systems were modernized in 2006. All equipment is obsolete. Level of system functionality and use between classrooms and schools vary greatly and need to be standardized and brought up to the level of 21st Century School.
- All teachers use MAC computers and laptops
- District wants 80" LED display instead of projector/screen in each classroom, with integrated audio system.
- Provide permanent AV system to every classroom. New system shall be automated and connect into data network for streaming content. Each classroom shall have controls to operate display(s) and classroom audio source.

- **Lighting:**
- Category [4]
- 2012-13 District wide lighting retrofit updated all fixtures to electronic ballasts and T8-28W lamps
- 2012-13 District wide lighting retrofit installed occupancy sensors in all spaces
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.

- **Lighting:**
- Category [3]
- Interior lighting are T8 lamps; 2x4 recessed light fixtures. Eventually these should be changed to more energy saving fixtures to meet new Title 24 requirements.
- Site lighting at parking lot and drop-off are LED. Wall mounted wall packs and canopy lights are provided in other path of travel areas.


Front drop-off / pick-up waiting at front of campus


Exterior walkways


“Bowl” area - central, lunch area/ main quad


Outdoor stage


Hardcourts and fields


Exterior courtyard


Play structure


Typical exterior door


Typical hardcourts and portables


Typical Classroom


Music Classroom/ MPR Stage


Faculty workroom at cores


Typical classroom


Typical casework with sink


Kitchen


Shared Core space


Library


Typical restroom

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 4,316,000
02. Existing Building Systems & Toilets	$ 2,814,000
03. Site Utilities	$ 1,349,000
04. Classrooms New Construction	$ 4,823,000
05. Flexible Labs (ES) / Science Labs (MS)	$ 934,000
06. Electives (MS)	$ -
07. Performing Arts Improvements (Music)	$ 899,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 5,525,000
09. Physical Education Improvements	$ -
10. Administration & Staff Support	$ 1,204,000
11. Library, Innovation Lab & Student Support Services	$ 2,644,000
12. Safety & Security	$ 1,298,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 347,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 2,583,000
16. Next Generation Classroom Flexibility (Furniture)	$ 360,000
17. Technology Infrastructure	$ -
Total Construction / Project Cost (2016$)	**$ 29,096,000**
A. Air Conditioning Bundle	*$ 6,171,333

*Note: AC Bundle cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

Classrooms, CR

PK	Preschool
K	Kindergarten
TK	Transitional Kindergarten
RSP	Resource Specialist
SDC	Special Day Class

Electives / Labs

SCI	Science
COMP	Computer Lab

Other Classrooms

ESP	Extended School Program

Shared Spaces

MPR	Multi-Purpose Room
KIT	Kitchen
LIB	Library

Admin / Faculty

FW	Faculty Work
FL	Faculty Lounge
N	Nurse
PC	Parent Center
SPCH	Speech
PSY	Psychologist

Support Spaces

X	Storage
T	Toilets
U	Utility
J	Janitor

Portable Classroom

Main Entry

Drop-Off

Teaching Stations:

PK (CDC)	1
TK	0
K	4
1-3	14
4-5	8
Electives (1 - Music)	1
Computer Lab	2
SDC	0
RSP	2
Other (4 - ESP)	4
Grand Total:	**36**

MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- AS Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- LC Learning Center

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

Portable Classrooms
Main Entry
Drop-Off
Fence
Kinder Play
Play Apparatus
Learning Court Quad/Playfield
Hardcourts

Planning Capacity:	754
Teaching Stations:	
Preschool, PK	2
Transitional Kinder, TK	0
Kindergarten, K	5
1st - 3rd Grade	13
4th - 5th Grade	9
Elective (1 - Flex, 1 - Music)	2
Computer Lab (1 - Innov. Lab)	1
RSP	2
Special Day Class	0
Other (4 - ESP)	4
Grand Total:	36

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

18720 Las Flores St., Fountain Valley, CA 92708 | https://rges-fvsd-ca.schoolloop.com

EXISTING SITE INFORMATION

Year Built: 1969
Year Modernized: 1998, 2005/06
Student Population (2016): 525
Capacity: 660
Grade Levels: Pre-K - 5
Number of Classrooms: 29
Number of Portables: 3 Portables (ESP)
Site Acreage: 13.77 Ac
Building Area: 54,104 SF

OVERVIEW

Gisler Elementary School is a single story school in a residential neighborhood. Classrooms are organized in clusters of six surrounding a shared common core space. The common core spaces are currently used for multipurpose, library and RSP. The central courtyard/ 'bowl' area is an outdoor area used for large group gathering and lunch. Murals around the site capture school spirit. The school has a Music and Art program.

PRINCIPAL PRIORITIES

1. Air conditioning / air quality / airflow.
2. Cabinet spacing to eliminate rolling portable cabinets in the core rooms.
3. Create learning spaces within our core rooms.

Program Needs

- Desire for an indoor multi-purpose room. We currently do not have space to house our entire school for events unless we use the outdoor bowl area.

Functionality of Spaces

- Lack of air conditioning and air flow.
- Noise from recess and lunch with the classrooms still in session.
- Lack of natural light.
- Classrooms need more storage, windows to look into core rooms.
- Special Ed needs a designated space for OT and APE. Right now they meet on the stage but get bumped if the stage is needed.
- Psychologist office needs to be larger with appropriate furniture for meetings, new ceiling and paint.
- Need designated space for meetings (SSTs, IEPs, 504 plans).
- Need a designated area for professional development including a collaborative table, ability to project from a computer, and storage.
- Food service needs a new ceiling.
- Need water stations at outdoor dining area.
- Desire for outdoor learning spaces.
- Would like swings on the primary playground.
- Currently have 3 chromebook labs and one wired lab.
- Looking into creating a drop-off and pick up zone.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Category [2]

- Parking lot AC and concrete paving are in good condition. Additional parking is desired.
- Bus drop off needs ADA code compliant drop-off with truncated domes and signage
- Entry signage missing for ADA and Fire(if applicable) in parking lot.
- ADA truncated domes needed at ramp

Paving

Category [3]
Concrete (natural gray)

- Concrete paving in general is in fair condition with a lot of patchwork.
- Portions of the sidewalk are lifting greater than

1/4”
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets

AC paving
Category [3]
- Hardcourts are relatively flat. Grind, Re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion.

Site Amenities
Shade Shelter - Interior courtyard
Category [1]
- Existing fabric type shade structures in courtyard are utilized for lunch.

Shade Shelter - Play area
Category [1]
- Existing shade for sand pit is in good condition

Lunch tables and benches
Category [3]
- Existing lunch tables and benches are in good condition
- Wood site benches are in bad condition and need repair or replacement.

Play Equipment
Category [3]
- Play equipment in general is in fair condition with some equipment needing repair or replacement.
- Drainage in wood chip areas is needed.
- Wood chips are in good condition but not desireable.Replace with poured in place play surfacing or artificial turf.
- Ball walls are in good condition.
- Basketball goals and posts are in fair condition with some faded paint. Replace or repair. Additional basketball goals and posts are desired.
- Backstops in bad condition. Replacement needed
- Soccer goals in fair condition.
- Tetherball post are in fair condition.
- Bike rack in fair condition.

Landscape
Category [3]
- Majority of landscape areas are grass and should be replaced and regraded.
- Landcape areas to be upgraded to drought tolerant plants.

Irrigation
Category [3]
- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates
Category [3]
- Fencing along the sides of the campus and fields is chain link fencing. Fencing is old and in disrepair in some locations. New fencing is desired.
- Steel ornamental fencing is located in the interior courtyards and in fair condition with a need for locks.
- Lockable chainlink gates are desired

ASSESSMENT OF BUILDINGS

Exterior
Overall Rating: Category [3]
- Exterior brick is in good condition.

Paint
Category [3]
- In general, the site could use a fresh coat of paint.

Door & Frames
Category [3]
- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds need to be replaced due to poor condition.
- Kitchen doors need to be replaced.
- Exterior frames are hollow metal; need to be painted.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a ‘hotel lock’ to allow user to lock the door without a key on the inside.
- Exterior operable partition at stage needs to be replaced.

Windows
Category [3]
- Windows are single pane, 14% dark tinted and appear original to the building. Some areas replaced with a solid ‘mirror wall’. Clerestory windows are louvered. Desire to replace all glazing and mirror wall panels with low-e insulated glazing that allows more daylight in. Clerestory units to be replaced with operable. Roller shades also recommended.

Roof
Category [4]
- Reference 2014 District Roofing Report by Ecology Roof Systems.
- Roof is a 4-ply asphalt roof system with emulsion and aluminum reflective coating on wood deck with no insulation. Roof was replaced in 1998 and currently under warranty until 2018.
- Re-roof with Elvaloy Hybrid Roof System recommended in 2018.
- Portable roofs recommended to be re-roofed in 2015.

ADA Compliance
Category [2]
- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage needs to be replaced to meet ADA requirements. Wayfinding could be improved through color / materials.

Interior
Overall Rating: Category [3]
- In general, the interior finishes are in good condition, but could use a new coat of paint.
- Casework was replaced in the last modernization and is in good condition.
- Ceilings are T-bar with acoustical panel at shared core spaces; acoustical tile inserted between channels. Ceilings in general are in good condition. Channels need to be painted; stained tiles should be replaced; shifted tiles need to be

clipped.
- VCT and carpet flooring are in good condition. Desire for more carpet than VCT in classrooms.

ASSESSMENT OF SYSTEMS

Site Utilities

- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.

- **Gas:**
- Category [3]
- Gas main shut off valves installed in early 1998.
- The majority of gas main lines are original
- Cathotic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.
- Cleanouts recommended every 100 ft.

- **Storm Drain/ Drainage:**
- Category [1]
- Roof drains are bubblers which create standing water.
- Storm drain inlets are randomly placed around the site in no set pattern. However, all inlets look clean and free of debris.
- Surface drainage ponding in places like sandboxes

Mechanical

- Overall Rating: Category [5]
- The majority of the campus does not have air conditioning.
- Computer lab D6 and Core have air conditioning.
- Classroom HVAC systems are gas heaters with exhaust fans in core
- No DDC system is present on the Campus
- Limited ventilation through out campus. No economizer.
- Portable HVAC have no outside air.

Plumbing

- Overall Rating: Category [3]
- Admin area needs complete repipe of domestic water systems new water heater and circulation pump
- Sewer lining needed to address leaks
- Most plumbing fixtures were replaced
- AB 1953 lead free compliance of plumbing fixtures is unknown.

Electrical

- **Power Distribution:**
- Category [4]
- Electrical systems were modernized in 2006. All utilities have been placed underground. All electrical equipment is functional with no reports of power shortage or tripping of main or feeder breakers. Original service switchgear remains in service and augmented in the last modernization by the addition of a new 800A distribution board serving additional panelboards located throughout the campus buildings. Power distribution equipment is in fair condition and can remain in service. If an air-conditioning retrofit project is selected by the district, a complete service upsizing is required which will replace the main switchboard and distribution equipment. TMAD AC study recommends the electrical service be upgraded with the addition of new AC equipment. IT equipment spaces need AC and equipment power feeders. All panels in back rooms are being refed by new 400Amp panel in each pod. New panels fed by new 800A distribution panel provided in modernization. 225A panels now fed with 175A breakers because load has been distributed to a second panel. Modernized (2006) main switchboard MSB feeds new panels; old panels are refed from new panels and derated. Power distribution over the campus is at 208Y/120V 3-phase.
- 2012 – Chevron Energy Project added Solar PV to all campuses
- Kitchen needs modernization; not modernized in 2006

- **Fire Alarm**
- Category [3]
- Fire Alarm system upgraded in 2006 modernization. District standard is FCI 7200. This alarm system can 'piggy back' onto the Bogen PA for voice evacuation meeting current fire code (DSA).
- o System needs to be upgraded and adjusted to accommodate any space changes and improvements.
- o New AC system will need to be tied into the fire alarm system for shutdown upon fire detection.

- **Data/Communication:**
- Category [4]
- Low Voltage and technology systems were modernized in 2006. All equipment is obsolete and in need of replacement and upgrade. All MDFs and IDFs are in need or replacement and upgrade.
- District IT network standard: Brocade. District has 92 switches in 10 schools
- oach school has dedicated MDF, and multiple IDFs. Some IDFs in form of a cabinet either wall mounted or on the floor.
- District wants to replace all old Fiber Optic (FO) cable with new 50 micron, OM4 12 strand single mode
- District wants to replace all Cat5 cable between buildings with FO and all data drops with CAT6 cable (new standard).
- District wants minimum network upgrade at schools to include CAT6A for WAP locations; CAT6 for all data drops
- Not all classrooms have WAP, however each school as multiple wireless devices and Carts on Wheels (COWS). District has 2200 chrome books and 500 IPads.
- Phone systems are in need of upgrade and

conversion to VOIP. New PA system district standard is Quantum.
- Clock and Bell system upgraded in 2006 modernization and works fine.
- **Security:**
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- Electrical systems were modernized in 2006. All security and intrusion detection equipment is obsolete
- Security/Intrusion system is old Bosch equipment. District wants DMP. District has quote from Time & Alarm for furnishing system.
- Security cameras: CCTV camera placement will need to be placed by the district. This is a very sensitive issue; many parents do not want their children videotaped. School employees do not want to be videotaped especially coming/going into the schools. Other requirements include:
- No audio recording at the cameras
- All entry points need to be covered
- District will provide direction to vendors
- Teachers Union is involved and will require negotiations
- Provide budget for 12 cameras on each site.
- New cameras to be IP type wit POE

- **Audio and Video Systems:**
- Category [5]
- A/V systems were modernized in 2006. All equipment is obsolete. Level of system functionality and use between classrooms and schools vary greatly and need to be standardized and brought up to the level of 21st Century School.
- All teachers use MAC computers and laptops
- District wants 80" LED display instead of projector/screen in each classroom, with integrated audio system.
- Provide permanent AV system to every classroom. New system shall be automated and connect into data network for streaming content. Each classroom shall have controls to operate display(s) and classroom audio source.

- **Lighting:**
- Category [4]
- 2012-13 District wide lighting retrofit updated all fixtures to electronic ballasts and T8-28W lamps
- 2012-13 District wide lighting retrofit installed occupancy sensors in all spaces
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 3,868,000
02. Existing Building Systems & Toilets	$ 2,506,000
03. Site Utilities	$ 1,369,000
04. Classrooms New Construction	$ 3,483,000
05. Flexible Labs (ES) / Science Labs (MS)	$ 439,000
06. Electives (MS)	$ -
07. Performing Arts Improvements (Music)	$ 448,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 4,844,000
09. Physical Education Improvements	$ -
10. Administration & Staff Support	$ 1,454,000
11. Library, Innovation Lab & Student Support Services	$ 1,782,000
12. Safety & Security	$ 1,980,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 189,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 2,508,000
16. Next Generation Classroom Flexibility (Furniture)	$ 330,000
17. Technology Infrastructure	$ 653,000
Total Construction / Project Cost (2016$)	**$ 25,853,000**
A. Air Conditioning Bundle	*$ 6,248,839

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)


Parking and drop-off


Hardcourts


Courtyard space and typical building exterior


Typical building exterior


Shade structures / exterior student dining


Portable classrooms


Play structure


Playfields


Exterior stage


Main entry/ lobby/ reception


Shared common core area


Faculty workroom at classroom pods


Kitchen and food prep


Typical kindergarten classroom


Shared common core area


Stage / Music Classroom


Library


Typical classroom

- **Classrooms, CR**
  - PK Preschool
  - K Kindergarten
  - TK Transitional Kindergarten
  - RSP Resource Specialist
  - SDC Special Day Class
- **Electives / Labs**
  - SCI Science
  - COMP Computer Lab
- **Other Classrooms**
  - ESP Extended School Program
- **Shared Spaces**
  - MPR Multi-Purpose Room
  - KIT Kitchen
  - LIB Library
- **Admin / Faculty**
  - FW Faculty Work
  - FL Faculty Lounge
  - N Nurse
  - PC Parent Center
  - SPCH Speech
  - PSY Psychologist
- **Support Spaces**
  - X Storage
  - T Toilets
  - U Utility
  - J Janitor
- Portable Classroom
- Main Entry
- Drop-Off

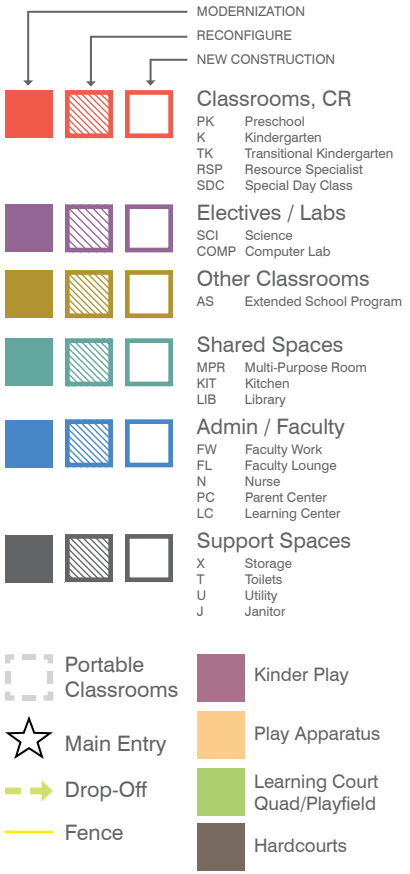
Teaching Stations:

PK (CDC)	1
TK	1
K	2.5
1-3	8.5
4-5	6
Electives (1 - Music, 1 - Art)	2
Computer Lab	2
SDC	2
RSP	1
Other (1 - Speech, 3 - ESP)	4
Grand Total:	30

N

0 40' 80' 160'

1" = 160'



Planning Capacity:	525
Teaching Stations:	
Preschool, PK	1
Transitional Kinder, TK	1
Kindergarten, K	4
1st - 3rd Grade	10
4th - 5th Grade	6
Elective (1 - Flex, 1 - Music)	2
Computer Lab (1 - Innov. Lab)	1
RSP	1
Special Day Class	2
Other (3 - ESP)	3
Grand Total:	31

8787 Dolphin Drive, Huntington Beach, CA 92646 | https://wtnes-fvsd-ca.schoolloop.com

EXISTING SITE INFORMATION
Year Built: 1964
Year Modernized: 1998, 2005/06
Student Population (2016): 507
Capacity: 760
Grade Levels: Pre-K - 5
Number of Classrooms: 28
Number of Portables: 6 Portables (2 ESP)
Site Acreage: 14.3 Ac
Building Area: 51,567 SF

OVERVIEW
Newland Elementary School is a single story school adjacent to, with direct access to Newland Park. Classrooms are organized in pods of six rooms that open up to a shared, common core space. The Classroom buildings surround a central outdoor 'bowl' area used for student dining and large group gathering. "The community thinks of this school as a fighter, the little community school that was not closed down. There is a lot of community pride. The school often receives compliments on its curb appeal.

PRINCIPAL PRIORITIES
1. Space for everything... Multi-purpose, Music, Specialty services.
2. Usability, there are multiple issues that make for staff need to get creative if they want to use an area.
3. Ability to use new technology... wiring.

Program Needs
- Music, assemblies, OT and APE are limited due to lack of proper facilities. Desire for a multipurpose room (MPR).
- ESP Classroom shares with CDC; this is not ideal.

Functionality of Spaces
- Space is an issue: often we are juggling different activities or cutting things to make implementation work in our space.
- Closets and odd rooms are used for OT; APE uses wherever they can find a room.
- Growth is becoming an issue in regards to the ability to create programs outside of the G.E. classroom and classes need to be creative in regards to brick walls and outlets.
- Need more fluid movement as well as space to work in.
- Windows cause dust and dirt.
- Brick walls limit posting of student work.
- Special Ed needs appropriate spaces.
- Conference rooms are vastly undersized.
- Lack of workrooms and staff collaboration space.
- Food serving is small but adequate; delivery is problematic during rain. Outdoor dining space is inadequate due to growing population.
- Library/ media center is small.
- Need outdoor learning spaces.
- Fields in disarray due to drought; equipment may need a bit of a refresher.
- Current technology uses 1 computer lab and 3 mobile carts.
- Could use space for breakout of tech along with new wiring of electricity.
- Boys and girls scouts, art and chess club utilize space.
- Least secure campus in HB.
- Skateboarding is a huge problem.
- Numerous plumbing issues and runoff issues.

CONDITION ASSESSMENT
Rating Legend:

CATEGORY [1]	NO WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE
Category [2]
- Parking lot AC and concrete paving are in fair to good condition.
- Bus drop off needs ADA code compliant drop-off

with truncated domes and signage
- Entry signage missing for ADA and Fire(if applicable) in parking lot.
- ADA truncated domes needed along walkway at East parking lot.

Paving
Category [3]
Concrete (natural gray)
- Concrete paving in general is in fair condition with a lot of patchwork.
- Portions of the sidewalk are lifting greater than 1/4"
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets.
- Roof drainage on concrete paving to be re-routed to storm drain

AC paving
Category [3]
- Hardcourts are relatively flat. Grind, Re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion.

Site Amenities
Shade Shelter - Interior courtyard
Category [1]
- Existing fabric type shade structures in courtyard are utilized for lunch.

Solar Panel
Category [1]
- Shade area to be repurposed with usable surfacing and seating.

Tables and benches
Category [1]
- Existing lunch tables and benches are in good condition

Play Equipment
Category [3]
- Play equipment in general is in fair condition with some equipment needing repair or replacement.
- Drainage in wood chip areas is needed.
- Wood chips are in good condition but not desireable.Replace with poured in place play surfacing or artificial turf.
- Ball walls are in good condition.
- Basketball goals and posts are in fair condition with faded paint. Replace or repair.
- Baseball backstops in bad condition. Replacement needed
- Soccer goals in fair condition.
- Tetherball post are in fair condition.
- Bike rack in fair condition.

Landscape
- Category [3]
- Majority of landscape areas are grass and should be replaced and regraded.
- Landcape areas to be upgraded to drought tolerant plants.

Irrigation
Category [3]
- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates
Category [3]
- Fencing along the sides of the campus and fields is chain link fencing. Fencing is old and in disrepair in some locations. New fencing is desired.
- Lockable chainlink gates are desired

ASSESSMENT OF BUILDINGS

Exterior
Overall Rating: Category [3]
- Exterior brick is in good condition.

Paint
Category [3]
- In general, the site could use a fresh coat of paint.

Door & Frames
Category [3]
- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds need to be replaced due to poor condition.
- Kitchen doors need to be replaced.
- Exterior frames are hollow metal; need to be painted.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a 'hotel lock' to allow user to lock the door without a key on the inside.

Windows
Category [3]
- Windows are single pane, 14% dark tinted and appear original to the building. Some areas replaced with a solid 'mirror wall'. Clerestory windows are louvered. Desire to replace all glazing and mirror wall panels with low-e insulated glazing that allows more daylight in. Clerestory units to be replaced with operable. Roller shades also recommended.

Roof
Category [4]
- Reference 2014 District Roofing Report by Ecology Roof Systems.
- Roof is a Elvaloy Hybrid Roof System on steel deck with one inch isocyanurate insulation adn 1/4" barrier board. Roof was replaced in 1998 and currently under warranty until 2018.
- Re-roof with Elvaloy Hybrid Roof System recommended in 2019.
- Portable roofs recommended to be re-roofed in 2016.

ADA Compliance
Category [2]
- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage appears to meet ADA requirements. Wayfinding could be improved through color / materials.

Interior
Overall Rating: Category [3]
- In general, the interior finishes are in good

condition, but could use a new coat of paint.
- Casework was replaced in the last modernization and is in good condition.
- Ceilings are acoustical lay-in tile inserted between channels. Ceilings in general are in good condition. Channels need to be painted; stained tiles should be replaced; shifted tiles need to be clipped.
- VCT and carpet flooring are in good condition.

ASSESSMENT OF SYSTEMS

Site Utilities

- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.

- **Gas:**
- Category [3]
- Gas main shut off valves installed in early 1998.
- The majority of gas main lines are original
- Cathotic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.
- Cleanouts recommended every 100 ft.

- **Storm Drain/ Drainage:**
- Category [4]
- Roof drains are bubblers which create standing water.
- Surface drainage ponding in places like sandboxes
- Storm drain inlets are randomly placed around the site in no set pattern. Drainage is in bad condition and full replacement is needed.

Mechanical

Overall Rating: Category [5]
- The majority of the campus does not have air conditioning.
- Computer labs have air conditioning.
- Classroom HVAC systems are gas heaters.
- No DDC system is present on the Campus
- Limited ventilation through out campus. No economizer.
- Portable HVAC have no outside air.

Plumbing

- Overall Rating: Category [3]
- Admin area needs complete repipe of domestic water systems new water heater and circulation pump
- Sewer lining needed to address leaks
- Most plumbing fixtures were replaced
- AB 1953 lead free compliance of plumbing fixtures is unknown.
- Need domestic water isolation valves at each building.

Electrical

- **Power Distribution:**
- Category [4]
- Electrical systems were modernized in 2006. All electrical equipment is functional with no reports of power shortage or tripping of main or feeder breakers. Original service switchgear remains in service and augmented in the last modernization by the addition of a new 800A distribution board serving additional panelboards located throughout the campus buildings. Power distribution equipment is in fair condition and can remain in service. If an air-conditioning retrofit project is selected by the district, a complete service upsizing is required which will replace the main switchboard and distribution equipment. TMAD AC study recommends the electrical service be upgraded with the addition of new AC equipment. IT equipment spaces need AC and equipment power feeders. All panels in back rooms are being refed by new 400Amp panel in each pod. New panels fed by new 800A distribution panel provided in modernization. 225A panels now fed with 175A breakers because load has been distributed to a second panel. Modernized (2006) main switchboard MSB feeds new panels; old panels are refed from new panels and derated. Power distribution over the campus is at 208Y/120V 3-phase.
- 2012 – Chevron Energy Project added Solar PV to all campuses
- Kitchen needs modernization; not modernized in 2006.

- **Fire Alarm**
- Category [3]
- Fire Alarm system upgraded in 2006 modernization. District standard is FCI 7200. This alarm system can 'piggy back' onto the Bogen PA for voice evacuation meeting current fire code (DSA).
- System needs to be upgraded and adjusted to accommodate any space changes and improvements.
- New AC system will need to be tied into the fire alarm system for shutdown upon fire detection.

- **Data/Communication:**
- Category [4]
- Low Voltage and technology systems were modernized in 2006. All equipment is obsolete and in need of replacement and upgrade. All MDFs and IDFs are in need or replacement and upgrade.
- District IT network standard: Brocade. District has 92 switches in 10 schools
- Each school has dedicated MDF, and multiple IDFs. Some IDFs in form of a cabinet either wall mounted or on the floor.
- District wants to replace all old Fiber Optic (FO) cable with new 50 micron, OM4 12 strand single mode
- District wants to replace all Cat5 cable between buildings with FO and all data drops with CAT6 cable (new standard).
- District wants minimum network upgrade at schools to include CAT6A for WAP locations; CAT6 for all data drops

- Not all classrooms have WAP, however each school as multiple wireless devices and Carts on Wheels (COWS). District has 2200 chrome books and 500 IPads.
- Phone systems are in need of upgrade and conversion to VOIP. New PA system district standard is Quantum.
- Clock and Bell system upgraded in 2006 modernization and works fine.

- **Security:**
- Category [5]
- Electrical systems were modernized in 2006. All security and intrusion detection equipment is obsolete
- Security/Intrusion system is old Bosch equipment. District wants DMP. District has quote from Time & Alarm for furnishing system.
- Security cameras: CCTV camera placement will need to be placed by the district. This is a very sensitive issue; many parents do not want their children videotaped. School employees do not want to be videotaped especially coming/going into the schools. Other requirements include:
- No audio recording at the cameras
- All entry points need to be covered
- District will provide direction to vendors
- Teachers Union is involved and will require negotiations
- Provide budget for 12 cameras on each site.
- New cameras to be IP type wit POE

- **Audio and Video Systems:**
- Category [5]
- A/V systems were modernized in 2006. All equipment is obsolete. Level of system functionality and use between classrooms and schools vary greatly and need to be standardized and brought up to the level of 21st Century School.
- All teachers use MAC computers and laptops
- District wants 80" LED display instead of projector/screen in each classroom, with integrated audio system.
- Provide permanent AV system to every classroom. New system shall be automated and connect into data network for streaming content. Each classroom shall have controls to operate display(s) and classroom audio source.

- **Lighting:**
- Category [4]
- 2012-13 District wide lighting retrofit updated all fixtures to electronic ballasts and T8-28W lamps
- 2012-13 District wide lighting retrofit installed occupancy sensors in all spaces
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.
- On-going day-light program adding solar tubes to MPR at Masuda, Talbert and Plavan


Parking and drop-off


Hardcourts


ESP Portables


Solar shade structure

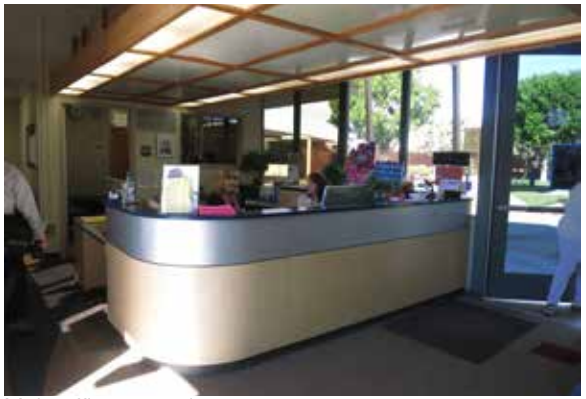

"Bowl" area; central exterior student dining and large gathering area


Typical covered walkway


Play structure


Kindergarten play area


Enclosed bike rack


Main office reception area


Small group room; 'core' space


Stage at Multipurpose room


Kitchen and food prep; student queue passes through trash enclosure area


Typical classroom


Music room


Kindergarten Classroom


Nurse's office


Typical restroom

COST SUMMARY ($2016)

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 4,005,000
02. Existing Building Systems & Toilets	$ 2,625,000
03. Site Utilities	$ 1,415,000
04. Classrooms New Construction	$ 2,443,000
05. Flexible Labs (ES) / Science Labs (MS)	$ 934,000
06. Electives (MS)	$ -
07. Performing Arts Improvements (Music)	$ 899,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 4,793,000
09. Physical Education Improvements	$ -
10. Administration & Staff Support	$ 1,451,000
11. Library, Innovation Lab & Student Support Services	$ 1,652,000
12. Safety & Security	$ 1,105,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 331,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 2,229,000
16. Next Generation Classroom Flexibility (Furniture)	$ 330,000
17. Technology Infrastructure	$ 661,000
Total Construction / Project Cost (2016$)	**$ 24,873,000**
A. Air Conditioning Bundle	*$ 5,949,356

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- ESP Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- SPCH Speech
- PSY Psychologist

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

Portable Classroom

Main Entry

Drop-Off

Teaching Stations:

PK (CDC)	1
TK	1
K	3
1-3	8.5
4-5	4.5
Electives (1 - Music)	1
Computer Lab	1
SDC (Autism)	3
RSP	1
Other (2 - ESP, 1 - OT)	3
Grand Total:	27

N

0 40' 80' 160'

1" = 160'

MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- AS Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- LC Learning Center

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

Portable Classrooms
Main Entry
Drop-Off
Fence

Kinder Play
Play Apparatus
Learning Court Quad/Playfield
Hardcourts

Planning Capacity:	507
Teaching Stations:	
Preschool, PK	1
Transitional Kinder, TK	1
Kindergarten, K	3
1st - 3rd Grade	9
4th - 5th Grade	6
Elective (1 - Flex, 1 - Music)	2
Computer Lab (1 - Innov. Lab)	1
RSP	1
Special Day Class	3
Autism	4
Other (4 - After School (ESP), 1 - OT)	5
Grand Total:	36

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

9800 Yorktown Ave, Huntington Beach, CA 92646 | *https://ioes-fvsd-ca.schoolloop.com*

EXISTING SITE INFORMATION

Year Built: 1971
Year Modernized: 1998, 2004/05
Student Population (2016): 410
Capacity: 672
Grade Levels: Pre-K - 5
Number of Classrooms: 27
Number of Portables: 4 Portables (2 ESP)
Site Acreage: 8.0 Ac
Building Area: 52,461 SF

OVERVIEW

Oka Elementary School is a single story school built in 1999. It is one of two schools in the District that are in the city of Huntington Beach. The campus is organized into three classroom pods where 8 classrooms are clustered around a shared common core space. Shared common core space is used for library, media, specialized programs and small group instruction.

PRINCIPAL PRIORITIES

1. Sinking grounds, concrete, blacktop detaching from the buildings and in disrepair. Outside grounds have multiple safety issues and concerns.
2. Infrastructure that limits air flow, and a lack of air conditioning in all buildings.
3. Safety and security that blend into our parking areas (or lack of) with regard to our K-5 population and pre-schools. Entrance and exits to/ from campus are too open and accessible and do not provide staff with a feeling of safety.

Program Needs

- Multiple classrooms that are combo classrooms resulting in students being separated from their peers in other parts of a building or in different part of the campus.
- Lack of specialized classrooms to support music, art or science. The only rooms available are a multipurpose room (MPR) that can be used based on availability.
- MPR is small and only able to accommodate 4 classes of students if sitting on the floor. Need a real multipurpose room.
- There is nothing media friendly about the Library/ Media Center.

Functionality of Spaces

- Patio adjacent to staff lounge is underutilized.
- Large triangular area between buildings that could be better incorporated.
- Lack of air conditioning and air movement is an issue across the entire campus. Windows are not able to be air tight; dust and dirt enter classrooms. External noise is an issue.
- Health office contains medicine that needs to be maintained at appropriate temperature.
- Classrooms and office space lack standardization. Furniture is random and piece-mealed together.
- Recent upgrade in lighting was never completed and needs to be completed.
- Rooms are not adequately sized to house all students. Rooms are also set to have at least one wall that is at an odd angle and does not make it conducive to be the 'front of the classroom'. Also the inconsistencies between classroom storage space, carpet/tile ratio, lack of dedicated media center/ library hinders what students can utilize.
- Need for flexibility within work space areas that better incorporate technology; provide necessary space inside classrooms to have student work areas on the floor, at independent desks, collaborative work stations and outdoor areas.
- Desire for outdoor learning spaces.
- Fields and hardcourts need to be re-done; large cracks due to poor soils, lack of shade. Fields are used by AYSO; in poor condition due to heavy use.
- Office spaces for Principal, Psychologist and Conference Room are tiny; no AC reduces the positive impression anyone has walking into the front office. Health Office and attached bathroom is extremely small.
- Interior access to restrooms would be safer.
- Lack of dedicated support area for OT, Mental

Health, Stress Relief, Sensory Support.
- Kitchen works but is makeshift. Serving gets difficult with large amounts of kids. Delivery access is troubled since the truck will block part of our parking lot.
- We have outdoor space; lack of indoor dining space.
- Staff dining needs a facelift.
- Need more security / alarm system. Areas that are difficult to see from the street have had issues on the weekends.
- School needs a 'facelift'/ school appearance upgrades to become the pride of the community.
- Plumbing pipe leaks in ceiling need to be repaired.
- Outdoor lighting timing needs to be adjusted.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1] NO WORK.
CATEGORY [2] MINOR MODERNIZATION.
CATEGORY [3] STANDARD MODERNIZATION.
CATEGORY [4] MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5] COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [3]
- Parking lot AC paving is in fair condition
- ADA upgrades are needed to meet current code with truncated domes.
- Bus drop off needs ADA code compliant drop-off with truncated domes and signage
- ADA truncated domes needed at ramp
- Entry signage missing for ADA and Fire(if applicable)
- Additional parking is desired.

Paving

Category [4]
Concrete (natural gray)
- Concrete paving in general is in fair to bad condition with a lot of patchwork.
- Portions of the sidewalk are lifting greater than 1/4"
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets and areas with uneven concrete.
- Uneven grades and settling in majority of the site requires full replacement of most walkways and paving

AC paving

Category [4]
- Hardcourts are relatively flat. Grind, Re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion.
- Uneven grades and settling in majority of the site requires full replacement of some walkways and paving

Site Amenities

Shade Shelter - Interior courtyard
Category [1]
- Existing fabric type shade structures in courtyard are utilized for lunch.

Lunch tables and benches
Category [2]
- Existing lunch tables and benches are in good condition
- Wood site benches are in fair condition and should be replaced

Category [3]
- Play equipment in general is in fair condition with some equipment needing repair or replacement.
- Poured in place play surfacing is in fair condition
- Ball walls are in good condition.
- Basketball goals and posts are in fair condition with some faded paint. Replace or repair.
- Backstops in bad condition. Replacement needed
- Soccer goals in fair condition.
- Tetherball post are rusted but in fair condition.
- Bike rack is in fair condition.

Landscape

Category [3]
- Majority of landscape areas are grass and should be replaced and regraded.
- Landcape areas to be upgraded to drought tolerant plants.

Irrigation

Category [3]
- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates

Category [3]
- Fencing along the sides of the campus and fields is chain link fencing. Fencing is old and in disrepair in some locations. New fencing is desired.
- Lockable chainlink gates are desired for security.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [3]
- Exterior brick is in good condition.

Paint

- Category [3]
- In general, the site could use a fresh coat of paint.

Door & Frames

- Category [3]
- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds need to be replaced due to poor condition.
- Kitchen doors need to be replaced.
- Exterior frames are a mix of hollow metal and aluminum. Hollow metal frames are in good condition, need to be painted. Some areas with 6x6 wood posts and aluminum frame windows in between, should be replaced.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a 'hotel lock' to allow user to lock the door without a key on the inside.
- Exterior operable partition at stage needs to be replaced.

Windows

- Category [3]
- Windows are single pane, 14% dark tinted and

appear original to the building; with perforated metal screen on exterior. Many areas replaced with a solid 'mirror wall'. Clerestory windows are louvered. Desire to replace all glazing and mirror wall panels with low-e insulated glazing that allows more daylight in. Clerestory units to be replaced with operable. Roller shades also recommended.

Roof
- Category [4]
- Reference 2014 District Roofing Report by Ecology Roof Systems.
- Roof is a Elvaloy Hybrid Roof System on steel deck with one inch isocyanurate insulation and 1/4" barrier board. Roof was replaced in 1998 and currently under warranty until 2018.
- Re-roof with Elvaloy Hybrid Roof System recommended in 2019.
- Portable roofs recommended to be re-roofed in 2017.

ADA Compliance
- Category [3]
- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage needs to be replaced to meet ADA requirements. Wayfinding could be improved through color / materials.

Interior

Overall Rating: Category [3]
- In general, the interior finishes are in good condition, but could use a new coat of paint.
- Casework was replaced in the last modernization and is in good condition.
- Ceilings are acoustical lay-in tile inserted between channels. Ceilings in general are in good condition. Channels need to be painted; stained tiles should be replaced; shifted tiles need to be clipped.
- VCT and carpet flooring are in good condition.

ASSESSMENT OF SYSTEMS

Site Utilities
- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.

- **Gas:**
- Category [3]
- Gas main shut off valves installed in early 1998.
- The majority of gas main lines are original
- Cathotic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.
- Cleanouts recommended every 100 ft.
- Sewer lining cost estimate has been produced. This is recommended if overall replacement is not an option after 50 years.
- **Storm Drain/ Drainage:**
- Category [3]
- Roof drains are bubblers which create standing water.
- Storm drain inlets are randomly placed around the site in no set pattern. Due to site settlement replacement of drainage in center courtyard and entire site should be evalauateed. However, all inlets look clean and free of debris.
- Surface drainage ponding in places like sandboxes

Mechanical
- Overall Rating: Category [5]
- The majority of the campus does not have air conditioning.
- Computer labs have air conditioning.
- Classroom HVAC systems are gas heaters.
- No DDC system is present on the Campus
- Limited ventilation through out campus. No economizer.

Plumbing
- Overall Rating: Category [2]
- Most plumbing fixtures were replaced.
- AB 1953 lead free compliance of plumbing fixtures is unknown.

Electrical
- **Power Distribution:**
- Category [4]
- Electrical systems were modernized in 2006. All electrical equipment is functional with no reports of power shortage or tripping of main or feeder breakers. Original service switchgear remains in service and augmented in the last modernization by the addition of a new 800A distribution board serving additional panelboards located throughout the campus buildings. Power distribution equipment is in fair condition and can remain in service. If an air-conditioning retrofit project is selected by the district, a complete service upsizing is required which will replace the main switchboard and distribution equipment. TMAD AC study recommends the electrical service be upgraded with the addition of new AC equipment. IT equipment spaces need AC and equipment power feeders. All panels in back rooms are being refed by new 400Amp panel in each pod. New panels fed by new 800A distribution panel provided in modernization. 225A panels now fed with 175A breakers because load has been distributed to a second panel. Modernized (2006) main switchboard MSB feeds new panels; old panels are refed from new panels and derated. Power distribution over the campus is at 208Y/120V 3-phase.
- 2012 – Chevron Energy Project added Solar PV to all campuses
- Kitchen needs modernization; not modernized in 2006.
- **Fire Alarm**
- Category [3]
- Fire Alarm system upgraded in 2006 modernization. District standard is FCI 7200.

This alarm system can 'piggy back' onto the Bogen PA for voice evacuation meeting current fire code (DSA).
- System needs to be upgraded and adjusted to accommodate any space changes and improvements.
- New AC system will need to be tied into the fire alarm system for shutdown upon fire detection.

- **Data/Communication:**
- Category [4]
- Low Voltage and technology systems were modernized in 2006. All equipment is obsolete and in need of replacement and upgrade. All MDFs and IDFs are in need or replacement and upgrade.
- District IT network standard: Brocade. District has 92 switches in 10 schools
- Each school has dedicated MDF, and multiple IDFs. Some IDFs in form of a cabinet either wall mounted or on the floor.
- District wants to replace all old Fiber Optic (FO) cable with new 50 micron, OM4 12 strand single mode
- District wants to replace all Cat5 cable between buildings with FO and all data drops with CAT6 cable (new standard).
- District wants minimum network upgrade at schools to include CAT6A for WAP locations; CAT6 for all data drops
- Not all classrooms have WAP, however each school as multiple wireless devices and Carts on Wheels (COWS). District has 2200 chrome books and 500 IPads.
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- Clock and Bell system upgraded in 2006 modernization and works fine.

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- Electrical systems were modernized in 2006. All security and intrusion detection equipment is obsolete
- Security/Intrusion system is old Bosch equipment. District wants DMP. District has quote from Time & Alarm for furnishing system.
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- No audio recording at the cameras
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- Teachers Union is involved and will require negotiations
- Provide budget for 12 cameras on each site.
- New cameras to be IP type wit POE

- **Audio and Video Systems:**
- Category [5]
- A/V systems were modernized in 2006. All equipment is obsolete. Level of system functionality and use between classrooms and schools vary greatly and need to be standardized and brought up to the level of 21st Century School.
- All teachers use MAC computers and laptops
- District wants 80" LED display instead of projector/screen in each classroom, with integrated audio system.
- Provide permanent AV system to every classroom. New system shall be automated and connect into data network for streaming content. Each classroom shall have controls to operate display(s) and classroom audio source.

- **Lighting:**
- Category [4]
- 2012-13 District wide lighting retrofit updated all fixtures to electronic ballasts and T8-28W lamps
- 2012-13 District wide lighting retrofit installed occupancy sensors in all spaces
- All exterior lighting has been upgraded with LED lamp sources.
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- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.
- On-going day-light program adding solar tubes to MPR at Masuda, Talbert and Plavan.


Front entrance and marquee


Parking and drop-off, solar shade structure


Hardcourts


Paving cracking and patching throughout paved areas of the site


Shade structures / exterior student dining


Area in between classroom buildings


Kindergarten play area


Preschool play area


Playfields


Typical Classroom


Typical classroom teaching wall


Main lobby / entry


Stage area


Health office


Kitchen and Food Prep area


Computer lab


Library


Typical restroom

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 3,917,000
02. Existing Building Systems & Toilets	$ 2,393,000
03. Site Utilities	$ 963,000
04. Classrooms New Construction	$ 2,484,000
05. Flexible Labs (ES) / Science Labs (MS)	$ 448,000
06. Electives (MS)	$ -
07. Performing Arts Improvements (Music)	$ 899,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 4,620,000
09. Physical Education Improvements	$ -
10. Administration & Staff Support	$ 2,008,000
11. Library, Innovation Lab & Student Support Services	$ 2,398,000
12. Safety & Security	$ 1,971,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 148,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 2,270,000
16. Next Generation Classroom Flexibility (Furniture)	$ 300,000
17. Technology Infrastructure	$ 627,000
Total Construction / Project Cost (2016$)	**$ 25,446,000**
A. Air Conditioning Bundle	*$ 6,153,578

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

- **Classrooms, CR**
  - PK Preschool
  - K Kindergarten
  - TK Transitional Kindergarten
  - RSP Resource Specialist
  - SDC Special Day Class
- **Electives / Labs**
  - SCI Science
  - COMP Computer Lab
- **Other Classrooms**
  - ESP Extended School Program
- **Shared Spaces**
  - MPR Multi-Purpose Room
  - KIT Kitchen
  - LIB Library
- **Admin / Faculty**
  - FW Faculty Work
  - FL Faculty Lounge
  - N Nurse
  - PC Parent Center
  - SPCH Speech
  - PSY Psychologist
- **Support Spaces**
  - X Storage
  - T Toilets
  - U Utility
  - J Janitor
- Portable Classroom
- Main Entry
- Drop-Off

Teaching Stations:

PK (2 - CDC, 1 - State)	3
TK	0
K	3
1-3	8
4-5	4
Electives (1 - Music)	1
Computer Lab	1
SDC	2
RSP	1
Other (2 - ESP, 2 - Open)	4
Grand Total:	27

N

0 30' 60' 120'

1" = 120'

OKA (ISOJIRO) ELEMENTARY
PROPOSED SITE MASTER PLAN

MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- AS Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- LC Learning Center

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

- Portable Classrooms
- Main Entry
- Drop-Off
- Fence
- Kinder Play
- Play Apparatus
- Learning Court Quad/Playfield
- Hardcourts

Planning Capacity:	410
Teaching Stations:	
Preschool, PK	3
Transitional Kinder, TK	1
Kindergarten, K	3
1st - 3rd Grade	8
4th - 5th Grade	5
Elective (1 - Flex, 1 - Music)	2
Computer Lab (1 - Innov. Lab)	1
RSP	1
Special Day Class	2
Other (2 - After School (ESP))	2
Grand Total:	28

N

0 30' 60' 120'

1" = 120'

LPA

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EXISTING SITE INFORMATION

Year Built: 1972
Year Modernized: 1998, 2003/04
Student Population (2016): 519
Capacity: 620
Grade Levels: Pre-K - 5
Number of Classrooms: 25
Number of Portables: 6 Portables (1ESP Office + 2 ESP)
Site Acreage: 10 Ac
Building Area: 44,201 SF

OVERVIEW

Plavan Elementary School is a single story school located adjacent to Plavan Park. The campus has one main building which houses Administration, classrooms, Multi-purpose Room, Food Service and Library. There are several portable classrooms towards the back of the campus. The District main ESP (after school program) office is also located at this site. It is the only school site that has air conditioning.

PRINCIPAL PRIORITIES

1. Built in storage for classrooms to provide more instructional space.
2. Dedicated space for music, adapted pe and library.
3. Windows or source of natural light for classrooms.

Program Needs

- Science and classroom projects are often completed in the media center due to lack of space in classroom. Desire for designated space for the arts/ music, science and interventions.
- Need 1 additional PK classroom.

Functionality of Spaces

- Lack of built in storage; rolling cupboards take up a lot of classroom space.
- Teachers strive to encourage small group instruction and exploration; little to no room for children to sit on carpet or work together in groups due to lack of space and unique shape of rooms.
- Lack of storage results in extra furniture to hold supplies.
- Adaptive PE and Music instruction is held on stage. Preschool speech therapy is held in back therapy/ storage room. Speech therapy is in a side room off the main office. Therapy is interrupted daily due to the location.
- Open area off the conference room currently used for storage - could be used for therapy.
- Two bathrooms located between classrooms; currently used for storage.
- Workrooms used for storage: extra books supplies.
- Lack space for professional development.
- Lack of natural light.
- Psychologist office is small.
- Food serving seems ok but only allows for one line at a time. Deliveries need to pass by classrooms.
- We are blessed with a large space for our library, but it is located in the middle of our media center. It is not a quiet environment because it is shared with small groups, tutoring, lunch lines, science projects and student traffic. One or another program suffers if we have an event. Media center also used as storage for variety of random things.
- School utilizes public park facilities for primary grades. Very few activities for upper grade students.
- Classroom technology devices take up large amount of classroom space. Need appropriate storage for devices. Classrooms have smartboards.
- Located off major street; lack of barrier between park and school grounds.
- Lot of brick walls; lack of foliage; outdated marquee.
- Victims of vandalism often due to our location.
- Various leaks at ceilings and walls; clogged drains around the site.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1] NO WORK.
CATEGORY [2] MINOR MODERNIZATION.
CATEGORY [3] STANDARD MODERNIZATION.
CATEGORY [4] MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5] COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [3]

- Parking lot AC paving is acceptable
- Turncated domes needs at ADA path of travel.
- No ADA drop off zone.
- Entry signage missing for ADA and Fire(if applicable)

Paving

Category [3]

Concrete (natural gray)

- Concrete paving in general is in fair condition with a lot of patchwork.
- Portions of the sidewalk are lifting greater than 1/4”
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets

AC paving

Category [3]

- Hardcourts are relatively flat. Grind, Re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion/ weed growth.

Site Amenities

Shade Shelter

Category [1]

- Existing fabric type shade structures in courtyard are utilized for lunch and in fair condition.

Shade Shelter - Play area

Category [1]

- Existing fabric type shade structure is in fair condition.

Shade Shelter - Solar Panels

Category [1]

- Existing area is underutilized. Seating and usable surface for outdoor learning is desired

Lunch tables and benches

Category [1]

- Existing lunch tables and benches are in good condition

Play Equipment

Category [3]

- Play equipment in general is in fair condition with some equipment needing repair or replacement. Play equipment in one play area is underutilized, different variety of play equipment is needed.
- Drainage in wood chip areas is needed.
- Wood chips are in good condition but not desireable. Replace with poured in place pay surfacing or artificial turf.
- Ball wall is in good condition.
- Basketball goals and posts are in fair condition with some faded paint.
- Soccer goals in fair condition.
- Tetherball post are in fair condition.
- Bike rack in fair condition but are rarely used.

Landscape

Category [3]

- Majority of landscape areas are grass and should be replaced and regraded. Synthetic turf is desired in high traffic/play areas.
- Landcape areas to be upgraded to drought tolerant plants.
- Additional trees are desired for shade

Irrigation

Category [3]

- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates

Category [3]

- Fencing along the front of the campus and fields is chain link fencing. Fencing is old in some locations. New fencing is desired.
- Seperate school grounds from public playground for security is desired
- Lockable gate are desired

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [3]

- Exterior brick is in good condition.

Paint

Category [3]

- In general, the site could use a fresh coat of paint.

Door & Frames

- Category [3]
- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds need to be replaced due to poor condition.
- Kitchen doors need to be replaced.
- Exterior frames are a mix of hollow metal and aluminum. Hollow metal frames are in good condition, need to be painted. Areas with 6x6 wood posts and aluminum frame windows in between, should be replaced.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a ‘hotel lock’ to allow user to lock the door without a key on the inside.
- Exterior operable partition at stage needs to be replaced.

Windows

Category [3]

- Windows are single pane, 14% dark tinted and appear original to the building. Many areas replaced with a solid ‘mirror wall’. Clerestory windows are louvered. Desire to replace all glazing and mirror wall panels with low-e insulated glazing that allows more daylight in. Clerestory units to be replaced with operable. Roller shades also recommended.

Roof

Category [4]

- Reference 2014 District Roofing Report by Ecology Roof Systems.

- Roof is a Elvaloy Hybrid Roof System on wood deck with 1/4" barrier board and no insulation. Roof was replaced in 1998 and currently under warranty until 2018.
- Re-roof with Elvaloy Hybrid Roof System recommended in 2019.
- Portable roofs recommended to be re-roofed in 2017.

ADA Compliance

Overall Rating: Category [2]

- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage appears to meet ADA requirements. Wayfinding could be improved through color / materials.

Interior

Overall Rating: Category [3]

- In general, the interior finishes are in good condition, but could use a new coat of paint.
- Casework was replaced in the last modernization and is in good condition.
- Ceilings are glue on acoustical tiles. Ceilings in general are in good condition. Runners need to be painted; stained tiles should be replaced.
- VCT and carpet flooring are in good condition.

ASSESSMENT OF SYSTEMS

Site Utilities

- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.

- **Gas:**
- Category [3]
- Gas main shut off valves installed in early 1998.
- The majority of gas main lines are original
- Cathotic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.
- Cleanouts recommended every 100 ft.

- **Storm Drain/ Drainage:**
- Category [1]
- Roof drains are bubblers which create standing water.
- Storm drain inlets are randomly placed around the site in no set pattern. However, all inlets look clean and free of debris.
- Surface drainage ponding in places like sandboxes
- Playfield drains to large catch basin which empties into stream paralleling Mariposa Avenue

Mechanical

- Overall Rating: Category [2]
- The majority of the campus does have air conditioning.
- Computer labs have air conditioning.
- Classroom HVAC systems are gas/electric rooftop carrier units
- Limited DDC system is present on the Campus

Plumbing

- Overall Rating: Category [3]
- Admin area needs complete repipe of domestic water systems new water heater and circulation pump.
- Most plumbing fixtures were replaced.
- AB 1953 lead free compliance of plumbing fixtures is unknown.

Electrical

- **Power Distribution:**
- Category [4]
- Electrical systems were modernized in 2006. All electrical equipment is functional with no reports of power shortage or tripping of main or feeder breakers. Original service switchgear remains in service and augmented in the last modernization by the addition of a new 800A distribution board serving additional panelboards located throughout the campus buildings. Power distribution equipment is in fair condition and can remain in service. Air conditioning has been added to school and further electrical improvements are not needed. All panels in back rooms are being refed by new 400Amp panel in each pod. New panels fed by new 800A distribution panel provided in modernization. 225A panels now fed with 175A breakers because load has been distributed to a second panel. Modernized (2006) main switchboard MSB feeds new panels; old panels are refed from new panels and derated. Power distribution over the campus is at 208Y/120V 3-phase.
- 2012 – Chevron Energy Project added Solar PV to all campuses
- Kitchen needs modernization; not modernized in 2006.
- Electrical distribution redone in modernization with all underground feeds. Future spare conduit from main switchboard to first main vault was not provided.
- Main feeder wire to panelboards is aluminum. District wants copper.

- **Fire Alarm**
- Category [3]
- Fire Alarm system upgraded in 2006 modernization. District standard is FCI 7200. This alarm system can 'piggy back' onto the Bogen PA for voice evacuation meeting current fire code (DSA).
- Separate school shares same site, not part of scope. However the fire alarm from the separate school is monitored by the elementary school. Need to separate the fire alarm.
- System needs to be upgraded and adjusted to accommodate any space changes and improvements.
- New AC system will need to be tied into the fire alarm system for shutdown upon fire detection.

- **Data/Communication:**
- Category [4]
- Low Voltage and technology systems were modernized in 2006. All equipment is obsolete and in need of replacement and upgrade. All MDFs and IDFs are in need or replacement and upgrade.
- District IT network standard: Brocade. District has 92 switches in 10 schools
- Each school has dedicated MDF, and multiple IDFs. Some IDFs in form of a cabinet either wall mounted or on the floor.
- District wants to replace all old Fiber Optic (FO) cable with new 50 micron, OM4 12 strand single mode
- District wants to replace all Cat5 cable between buildings with FO and all data drops with CAT6 cable (new standard).
- District wants minimum network upgrade at schools to include CAT6A for WAP locations; CAT6 for all data drops
- Not all classrooms have WAP, however each school as multiple wireless devices and Carts on Wheels (COWS). District has 2200 chrome books and 500 IPads.
- Phone systems are in need of upgrade and conversion to VOIP. New PA system district standard is Quantum.
- Clock and Bell system upgraded in 2006 modernization and works fine.

- **Security:**
- Category [5]
- Electrical systems were modernized in 2006. All security and intrusion detection equipment is obsolete
- Security/Intrusion system is old Bosch equipment. District wants DMP. District has quote from Time & Alarm for furnishing system.
- Security cameras: CCTV camera placement will need to be placed by the district. This is a very sensitive issue; many parents do not want their children videotaped. School employees do not want to be videotaped especially coming/going into the schools. Other requirements include:
- No audio recording at the cameras
- All entry points need to be covered
- District will provide direction to vendors
- Teachers Union is involved and will require negotiations
- Provide budget for 12 cameras on each site.
- New cameras to be IP type wit POE

- **Audio and Video Systems:**
- Category [5]
- A/V systems were modernized in 2006. All equipment is obsolete. Level of system functionality and use between classrooms and schools vary greatly and need to be standardized and brought up to the level of 21st Century School.
- All teachers use MAC computers and laptops
- District wants 80" LED display instead of projector/screen in each classroom, with integrated audio system.
- Provide permanent AV system to every classroom. New system shall be automated and connect into data network for streaming content. Each classroom shall have controls to operate display(s) and classroom audio source.

- **Lighting:**
- Category [4]
- 2012-13 District wide lighting retrofit updated all fixtures to electronic ballasts and T8-28W lamps
- 2012-13 District wide lighting retrofit installed occupancy sensors in all spaces
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.
- On-going day-light program adding solar tubes to MPR


Parking and drop-off


Hardcourts


Preschool play area


Typical exterior of building


Shade structures / exterior student dining


Exterior stage


Playfield drainage system


Playfields


Perimeter fencing along North side of campus


Kindergarten Classroom


Typical hallway/ corridor; interior access to multi-purpose space


Main entry / lobby / reception/ office


Kitchen and food serving area


Typical classroom casework and sink


Conference room


Restroom with changing at Special Ed SDC


Library/ media / multi-purpose room


Typical restroom

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 2,556,000
02. Existing Building Systems & Toilets	$ 895,000
03. Site Utilities	$ 690,000
04. Classrooms New Construction	$ 5,900,000
05. Flexible Labs (ES) / Science Labs (MS)	$ 442,000
06. Electives (MS)	$ -
07. Performing Arts Improvements (Music)	$ 451,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 2,087,000
09. Physical Education Improvements	$ -
10. Administration & Staff Support	$ 1,317,000
11. Library, Innovation Lab & Student Support Services	$ 2,228,000
12. Safety & Security	$ 1,354,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 134,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 1,548,000
16. Next Generation Classroom Flexibility (Furniture)	$ 240,000
17. Technology Infrastructure	$ 415,000
Total Construction / Project Cost (2016$)	**$ 20,257,000**
A. Air Conditioning Bundle	*$ 2,761,080

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

PLAVAN (URBAIN H.) ELEMENTARY
EXISTING SITE PLAN

Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- ESP Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- SPCH Speech
- PSY Psychologist

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

Portable Classroom

Main Entry

Drop-Off

Teaching Stations:

PK	1
TK	1
K	3
1-3	8
4-5	6
Electives (1 - Music)	1
Computer Lab	1
SDC (1 - SH)	2
RSP	1
Other (2 - ESP)	2
Grand Total:	**26**

N

0 30' 60' 120'

1" = 120'

LPA

MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- AS Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- LC Learning Center

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

Portable Classrooms
Main Entry
Drop-Off
Fence
Kinder Play
Play Apparatus
Learning Court Quad/Playfield
Hardcourts

Planning Capacity:	519
Teaching Stations:	
Preschool, PK	2
Transitional Kinder, TK	1
Kindergarten, K	3
1st - 3rd Grade	9
4th - 5th Grade	6
Elective (1 - Flex, 1 - Music)	2
Computer Lab (1 - Innov. Lab)	1
RSP	1
Special Day Class	1
SH/ED	1
Other (2 - ESP)	2
Grand Total:	29

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

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EXISTING SITE INFORMATION

Year Built: 1964
Year Modernized: 1998, 2003/04
Student Population (2016): 600
Capacity: 672
Grade Levels: Pre-K - 5
Number of Classrooms: 29
Number of Portables: 4 Portables (3 ESP)
Site Acreage: 14.5 Ac
Building Area: 58,033 SF

OVERVIEW

Tamura Elementary School is a single story school in a neighborhood community. The campus is organized into an Administration/ Multipurpose/ Kindergarten building up front and four hexagon shaped classroom pods. Pods comprise of six classrooms surrounding a small, shared faculty workroom, where sinks are also located. There is an central outdoor space that is utilized for large gatherings and student dining.

PRINCIPAL PRIORITIES

1. Windows for daylighting; open up garage doors to outdoor learning spaces; visibility to the outdoors.
2. Heating and air conditioning.
3. Storage - is inconsistent in every room.

Program Needs

- Desire for two flexible lab rooms for larger activities; plays assemblies, music, art, science fair, yoga.
- Currently there is not a preschool program at this site. 1 preschool classroom to be added. They can share Kindergarten play area.
- Need 1 additional portable for ESP.

Functionality of Spaces

- Drop-off is an issue; many out of area students attend this school.
- In general the site amenities (play equipment, hardcourts, playfields) need a 'facelift'. Little League and community soccer programs utilize the fields.
- Desire for concrete under the solar shade structure so it can be utilized for teaching space.
- After school Fibo Art program, martial arts, chess, band/ orchestra and ESP (after school program) all utilize the MPR or computer lab. There is a lack of space for programs.
- Heating, air conditioning and air ventilation is an issue. Louvered windows create air leaks allowing dust and dirt to come into the classroom.
- Lack of electrical outlets in the classrooms; power shorts occur.
- Permanent walls were installed between classrooms and shared workroom with no temperature control.
- Inlaid carpet is worn and shred along the edge creating tripping hazards.
- VCT is easily stained by hand sanitizer.
- Need more carpet area versus VCT area in classrooms; currently it limits how teachers use the space.
- Shared core rooms / workrooms are tiny. They only fit 5 students.
- Projectors are not ceiling mounted.
- Current technology includes 4 Chrome-book carts and 1 Apple cart.
- Desire for a dedicated parent workroom.
- Weekend security is an issue.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [3]

- Parking lot AC paving is acceptable
- ADA path of travle needs truncated domes.
- No ADA drop off zone.

- Entry signage missing for ADA and Fire(if applicable)

Paving
Category [3]
Concrete (natural gray)
- Concrete paving in general is in fair condition with a lot of patchwork.
- Portions of the sidewalk are lifting greater than 1/4". Excessive lifting of concrete walkway in parking area requires removal and replacement .
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets
- Ponding and puddling in courtyard requires removal and replacement

AC paving
Category [3]
- Hardcourts are relatively flat. Grind, Re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion/ weed growth.

Site Amenities
Shade Shelter - Interior courtyard
Category [1]
- Existing fabric type shade structures in courtyard are in fair condition and are utilized for lunch.

Shade Shelter - Solar Panels
Category [2]
- Existing area is underutilized. Seating and usable surface for outdoor learning is desired

Lunch tables and benches
Category [1]
- Existing lunch tables and benches are in good condition

Play Equipment
Category [3]
- Play equipment in general is in fair condition with some equipment needing repair or replacement.
- Drainage in wood chip areas is needed.
- Wood chips are in good condition but not desireable.Replace with poured in place pay surfacing or artificial turf.
- Ball walls are in good condition.
- Basketball goals and posts are in fair condition with some faded paint.
- Soccer goals in fair condition.
- Tetherball post are in fair condition.
- Bike rack in fair condition

Landscape
Category [3]
- Majority of landscape areas are grass and should be replaced and regraded.
- Landcape areas to be upgraded to drought tolerant plants.
- Ponding in turf areas need grading and replacent.

Irrigation
Category [3]
- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates
Category [3]
- Fencing along the front of the campus and fields is chain link fencing. Fencing is old and in disrepair in some locations. New fencing is desired.
- Lockable gate are desired

ASSESSMENT OF BUILDINGS

Exterior
Overall Rating: Category [3]
- Exterior brick is in good condition.

Paint
Category [3]
- In general, the site could use a fresh coat of paint.

Door & Frames
Category [3]
- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds need to be replaced due to slope.
- Kitchen doors need to be replaced.
- Exterior frames are hollow metal. Hollow metal frames are in fair condition, need to be painted. Some areas are rusted and need to be replaced. Sliding doors at kinder need to be replaced.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a 'hotel lock' to allow user to lock the door without a key on the inside.
- Exterior operable partition at stage needs to be replaced.

Windows
- Category [3]
- Windows are single pane, 14% dark tinted and appear original to the building; with mesh screens on exterior. Many areas replaced with a solid 'mirror wall'. Clerestory windows are louvered. Desire to replace all glazing and mirror wall panels with low-e insulated glazing that allows more daylight in. Clerestory units to be replaced with operable. Roller shades also recommended.

Roof
- Category [4]
- Reference 2014 District Roofing Report by Ecology Roof Systems.
- Roof is a Elvaloy Hybrid Roof System on steel deck with one inch isocyanurate insulation and 1/4" barrier board. Roof was replaced in 1998 and currently under warranty until 2018.
- Re-roof with Elvaloy Hybrid Roof System recommended in 2020.
- Portable roofs recommended to be re-roofed in 2032.

ADA Compliance
Overall Rating: Category [2]
- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage appears to meet ADA requirements. Wayfinding could be improved through color / materials.

Interior
Overall Rating: Category [3]
- In general, the interior finishes are in good

condition, but could use a new coat of paint.
- Casework was replaced in the last modernization and is in good condition.
- Ceilings are glue on acoustical tiles. Ceilings in general are in good condition. Runners need to be painted; stained tiles should be replaced.
- VCT and carpet flooring are in good condition. Desire for more carpet and less VCT area in classrooms - concrete slab would have to be re-leveled.

ASSESSMENT OF SYSTEMS

Site Utilities

- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.

- **Gas:**
- Category [3]
- Gas main shut off valves installed in early 1998.
- The majority of gas main lines are original
- Cathotic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.
- Cleanouts recommended every 100 ft.

- **Storm Drain/ Drainage:**
- Category [2]
- Roof drains are bubblers which create standing water.
- Storm drain inlet was found that was above existing grade making it hard to capture water.
- Surface drainage ponding in places like sandboxes
- Drainage in courtyard needs replacement or repair to resolve ponding.

Mechanical

- Overall Rating: Category [5]
- The majority of the campus does not have air conditioning.
- Computer labs have air conditioning.
- Classroom HVAC systems are gas heaters.
- No DDC system is present on the Campus
- Limited ventilation through out campus. No economizer.

Plumbing

- Overall Rating: Category [3]
- Admin area needs complete repipe of domestic water systems new water heater and circulation pump.
- Most plumbing fixtures were replaced.
- AB 1953 lead free compliance of plumbing fixtures is unknown.

Electrical

- **Power Distribution:**
- Category [4]
- Electrical systems were modernized in 2006. New main switchboard installed outside by portables. New MSB back-feeds existing original switchboard. All electrical equipment is functional with no reports of power shortage or tripping of main or feeder breakers. Original service switchgear remains in service and augmented in the last modernization by the addition of a new 800A distribution board serving additional panelboards located throughout the campus buildings. Power distribution equipment is in fair condition and can remain in service. If an air-conditioning retrofit project is selected by the district, a complete service upsizing is required which will replace the main switchboard and distribution equipment. TMAD AC study recommends the electrical service be upgraded with the addition of new AC equipment. IT equipment spaces need AC and equipment power feeders. All panels in back rooms are being refed by new 400Amp panel in each pod. New panels fed by new 800A distribution panel provided in modernization. 225A panels now fed with 175A breakers because load has been distributed to a second panel. Modernized (2006) main switchboard MSB feeds new panels; old panels are refed from new panels and derated. Power distribution over the campus is at 208Y/120V 3-phase.
- 2012 – Chevron Energy Project added Solar PV to all campuses
- Kitchen needs modernization; not modernized in 2006.

- **Fire Alarm**
- Category [3]
- Fire Alarm system upgraded in 2006 modernization. District standard is FCI 7200. This alarm system can 'piggy back' onto the Bogen PA for voice evacuation meeting current fire code (DSA).
- System needs to be upgraded and adjusted to accommodate any space changes and improvements.
- New AC system will need to be tied into the fire alarm system for shutdown upon fire detection.

- **Data/Communication:**
- Category [4]
- Low Voltage and technology systems were modernized in 2006. All equipment is obsolete and in need of replacement and upgrade. All MDFs and IDFs are in need or replacement and upgrade.
- District IT network standard: Brocade. District has 92 switches in 10 schools
- Each school has dedicated MDF, and multiple IDFs. Some IDFs in form of a cabinet either wall mounted or on the floor.
- District wants to replace all old Fiber Optic (FO) cable with new 50 micron, OM4 12 strand single mode
- District wants to replace all Cat5 cable between buildings with FO and all data drops with CAT6 cable (new standard).
- District wants minimum network upgrade at schools to include CAT6A for WAP locations; CAT6 for all data drops

- Not all classrooms have WAP, however each school as multiple wireless devices and Carts on Wheels (COWS). District has 2200 chrome books and 500 IPads.
- Phone systems are in need of upgrade and conversion to VOIP. New PA system district standard is Quantum.
- Clock and Bell system upgraded in 2006 modernization and works fine.
- **Security:**
- Category [5]
- Electrical systems were modernized in 2006. All security and intrusion detection equipment is obsolete
- Security/Intrusion system is old Bosch equipment. District wants DMP. District has quote from Time & Alarm for furnishing system.
- Security cameras: CCTV camera placement will need to be placed by the district. This is a very sensitive issue; many parents do not want their children videotaped. School employees do not want to be videotaped especially coming/going into the schools. Other requirements include:
- No audio recording at the cameras
- All entry points need to be covered
- District will provide direction to vendors
- Teachers Union is involved and will require negotiations
- Provide budget for 12 cameras on each site.
- New cameras to be IP type wit POE

- **Audio and Video Systems:**
- Category [5]
- A/V systems were modernized in 2006. All equipment is obsolete. Level of system functionality and use between classrooms and schools vary greatly and need to be standardized and brought up to the level of 21st Century School.
- All teachers use MAC computers and laptops
- District wants 80" LED display instead of projector/ screen in each classroom, with integrated audio system.
- Provide permanent AV system to every classroom. New system shall be automated and connect into data network for streaming content. Each classroom shall have controls to operate display(s) and classroom audio source.

- **Lighting:**
- Category [4]
- 2012-13 District wide lighting retrofit updated all fixtures to electronic ballasts and T8-28W lamps
- 2012-13 District wide lighting retrofit installed occupancy sensors in all spaces
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.


Parking and drop-off


Hardcourts


Play Equipment


Solar shade structure at playfields


Shade structures / exterior student dining / outdoor stage


Portable buildings


Exterior courtyard


Playfields


Typical exterior of building: covered walkway, backpack hooks, door and window system


Typical Classroom


Typical classroom and casework


Main lobby / entry


Typical shared faculty workrooms at classroom pods


Kitchen and food prep area


Kindergarten classroom


Multi-Purpose Room


Library

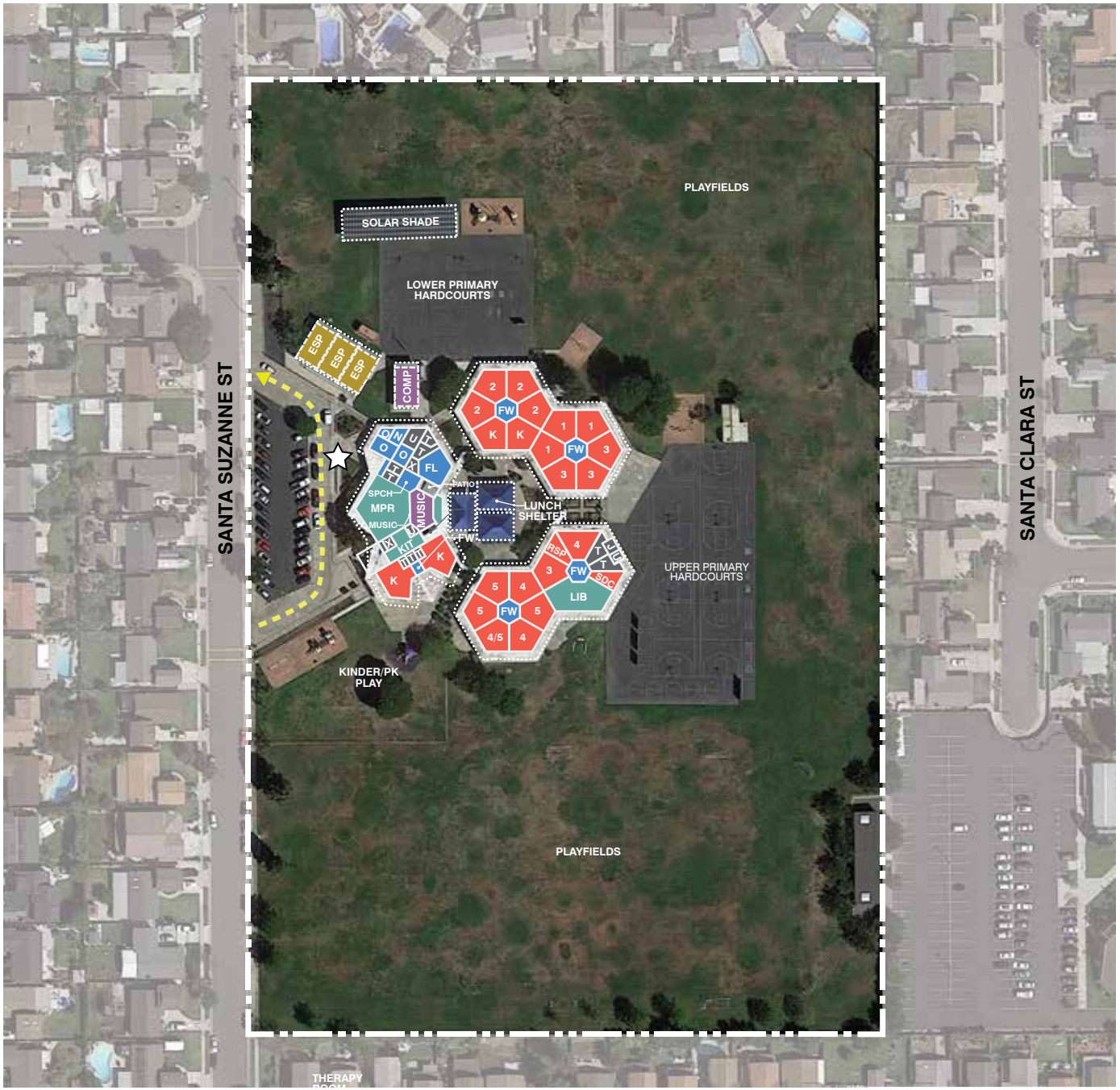

Typical restroom

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 3,802,000
02. Existing Building Systems & Toilets	$ 2,365,000
03. Site Utilities	$ 1,434,000
04. Classrooms New Construction	$ 2,756,000
05. Flexible Labs (ES) / Science Labs (MS)	$ 934,000
06. Electives (MS)	$ -
07. Performing Arts Improvements (Music)	$ 899,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 5,575,000
09. Physical Education Improvements	$ -
10. Administration & Staff Support	$ 1,315,000
11. Library, Innovation Lab & Student Support Services	$ 1,913,000
12. Safety & Security	$ 1,857,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 210,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 2,620,000
16. Next Generation Classroom Flexibility (Furniture)	$ 330,000
17. Technology Infrastructure	$ 615,000
Total Construction / Project Cost (2016$)	**$ 26,625,000**
A. Air Conditioning Bundle	*$ 6,106,828

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)



Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- ESP Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- SPCH Speech
- PSY Psychologist

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

Portable Classroom

Main Entry

Drop-Off

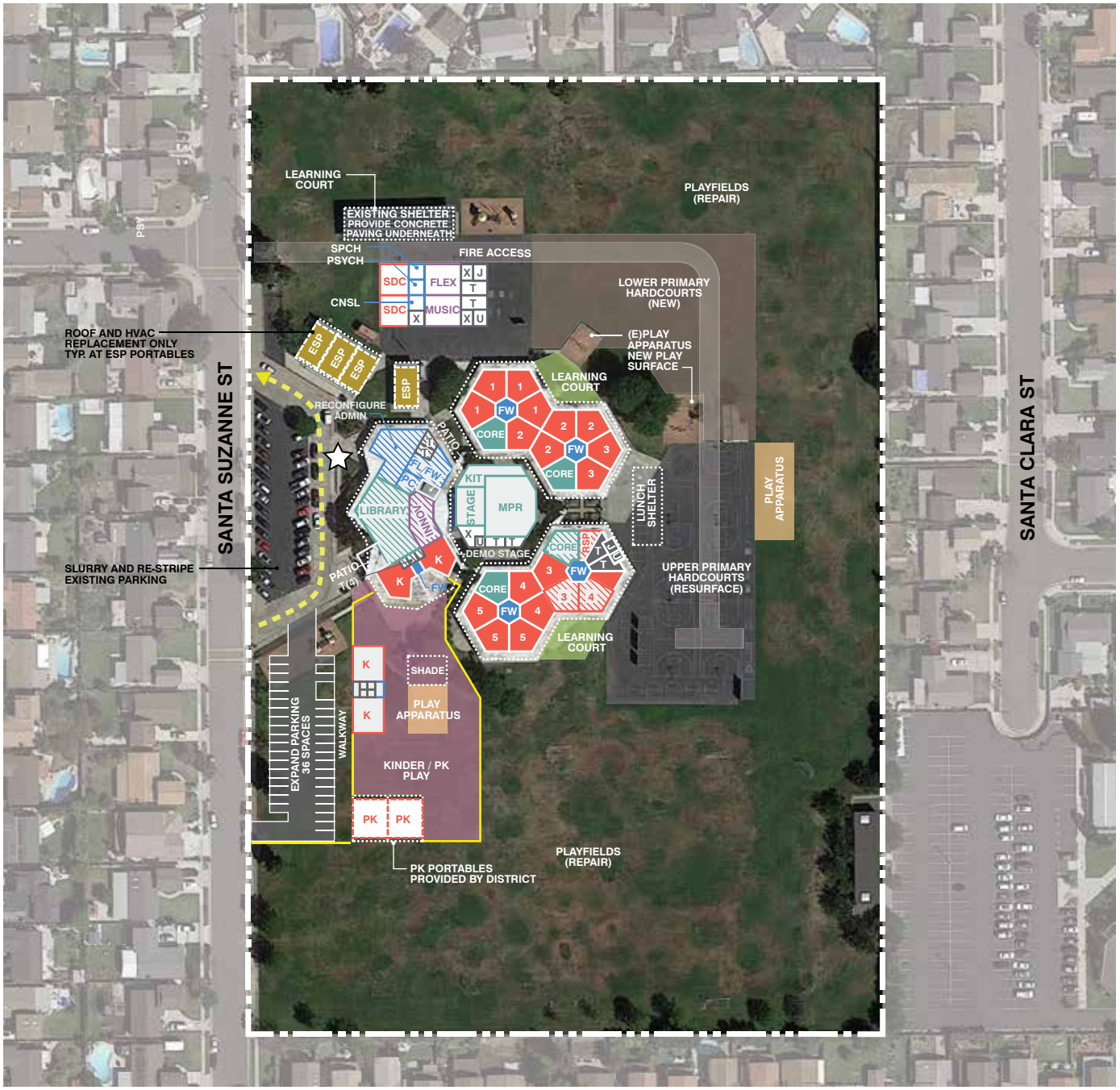
Teaching Stations:

PK	0
TK	0
K	4
1-3	11
4-5	7
Electives (1 - Music)	1
Computer Lab	1
SDC (1 - SH)	1
RSP	1
Other (3 - ESP)	3
Grand Total:	29

N

0 40' 80' 160'

1" = 160'



MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- AS Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- LC Learning Center

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

Portable Classrooms
Main Entry
Drop-Off
Fence
Kinder Play
Play Apparatus
Learning Court Quad/Playfield
Hardcourts

Planning Capacity:	600

Teaching Stations:

Preschool, PK	2
Transitional Kinder, TK	0
Kindergarten, K	4
1st - 3rd Grade	12
4th - 5th Grade	6
Elective (1 - Flex, 1 - Music)	2
Computer Lab (1 - Innov. Lab)	1
RSP	1
Special Day Class	2
Other (4 - ESP)	4
Grand Total:	34

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

8778 El Lago Ave, Fountain Valley, CA 92708 | http://fultonms.fvsd.ca.schoolloop.com/

EXISTING SITE INFORMATION

Year Built: 1968
Year Modernized: 1998, 2003/04
Student Population (2016): 796
Capacity: 896
Grade Levels: 6 - 8
Number of Classrooms: 32
Number of Portables: 7 Portables (3 PE Lockers) Childcare), 4 Modulars
Site Acreage: 13.4 Ac
Building Area: 52,182 SF

OVERVIEW

Harry C. Fulton Elementary School is a single story school that is organized into two pods with Classrooms grouped around a central, shared core space. One of the shared core spaces is the Multipurpose Room, the other is the Library/ Media Center. In between the two pods is the Administration at the front and a central lunch area. An expansion to the school added 6 modular classrooms behind the two main pods. Due to the configuration, classrooms are not rectilinear.

PRINCIPAL PRIORITIES

1. Air conditioning.
2. Parking/ drop-off (including student waiting areas)
3. Science facilities.
4. Security of the campus.

Program Needs

- Science classes are severely limited as there are no lab spaces; only one of the science classrooms even has a sink.
- Specialized programs offered at this site include robotics, woodshop, 3d design, cooling, ceramics/ art, and music. Elective labs are too small. Art lab does not support function. The woodshop room is about half the size it should be. There is nowhere to expand into a maker-space.
- Music/ Band is held on stage (not an actual room); when too hot teachers take their classes outside.
- Special education - this entire space could use a thorough gutting with new restroom facilities and an actual kitchen.

Functionality of Spaces

- We use every inch of built-out space, but seems we have a lot of wasted outside space. Desire for outdoor 'classroom' spaces; we have tons of outdoor space that is far from maximized.
- The Library/ MPR has a horrible layout of the permanently installed shelving, no flexibility; currently a rather depressing spot.
- Glazing and window system is all single pane, no AC equates to unbearable heat in westward facing rooms in the afternoons.
- Classrooms are very traditional with the exception of them being oddly shaped. There is little if any means of flexibility with regard to both the rooms and the furniture.
- The Main Administration is painfully small. Making do with whatever space we have for Conference, but could easily use double and additional spaces for collaboration spaces departmentally.
- Workrooms at classroom cores are somewhat decent, other than that there are no workrooms on campus.
- Counseling has actual offices but could always use additional private areas.
- Restrooms are severely lacking; a total of 8 stalls for 800+ kids.
- Kitchen could be gutted. Serving is undersized - somehow our kids make it work, we also use carts to ease some of the traffic/ congestion of lines; it's a real mess when it rains.
- Student dining is outdoor only; disastrous when it's raining.
- Delivery access is difficult during street sweeping days due to congestion in parking lot.
- Lack of parking (24 parking spaces, 31 teachers plus support staff).
- Staff dining, there is only enough room for 20; we have about 45 staff.
- Technology infrastructure functions for today's needs but will need to be upgraded for future

needs.
- The local rugby association utilizes the fields.
- Extensive flooding issues across the site.
- Lack of security; vandalism issues.
- General layout of the main building is difficult for supervision.
- Need for more storage. There are 5 containers on site now.
- Track is used District-wide; desire for all weather track.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking
Category [3]
- Parking lot AC paving is acceptable.
- Verify ADA bus drop-off meets code requirements. Upgrade if necessary
- Entry signage missing for ADA and Fire(if applicable)
- Additional parking is needed due to amount of employees
- Drop off redesign is desired for better traffic flow.

Paving
Category [3]
Concrete (natural gray)
- Concrete paving in general is in fair condition with a lot of patchwork. Wood joints to be removed and replaced.
- Portions of the sidewalk are lifting greater than 1/4”
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets
- Walkways with adequate dimensions to accomodate traffic flow is desired.

AC paving
Category [3]
- AC hardcourts/play area are relatively flat and in bad condition. Grind, Re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion/ weed growth.

Site Amenities
Shade Shelter - Lunch area
Category [1]
- Existing fabric type shade structure is in fair condition.

Shade Shelter - Solar Panels
Category [1]
- Good condition and used for lunch area.

Lunch tables and benches
Category [1]
- Existing lunch tables are in good condition
- Benches are needed for waiting areas and desired for outdoor learning spaces.

Play Equipment
Category [3]
- Basketball goals, posts and backboards are in fair condition with some faded paint.
- Baseball backstops are in bad condition. Replacement needed
- Soccer goals are in fair condition.
- Bike racks in fair condition but are rarely used.
- DG track is in poor condition. Track surfacing is desired.
- Volleyball posts and nets are in fair to bad condition.

Landscape
Category [3]
- Majority of landscape areas are grass and should be replaced and regraded.
- Landcape areas to be upgraded to drought tolerant plants.
- Turf area by track with ponding is in bad conditions. Re-grade and provide drainage.

Irrigation
Category [3]
- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates
Category [3]
- Fencing along the front of the campus and fields is chain link fencing. Fencing is old and in disrepair in some locations. New fencing is needed.
- Seperate school grounds from public area for security and to prevent vandelism.
- Lockable gate are desired

ASSESSMENT OF BUILDINGS

Exterior
Overall Rating: Category [3]
- Exterior brick is in good condition.

Paint
Category [3]
- In general, the site could use a fresh coat of paint.

Door & Frames
Category [2.5]
- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds may need to be replaced.
- Exterior frames are original, hollow metal, sun faded and need to be repainted. Frames may need to be replaced.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a ‘hotel lock’ to allow user to lock the door without a key on the inside.

Windows
Category [3]
- Windows are single pane, 14% dark tinted and appear original to the building. Some are replaced with a solid ‘mirror wall’. Clerestory windows are louvered. Desire to replace all glazing and mirror wall panels with low-e insulated glazing that allows more daylight in. Clerestory units to be replaced with operable. Roller shades also recommended.

Roof
Category [3]
- Reference 2014 District Roofing Report by Ecology Roof Systems.
- Roof is a 4-ply asphalt roof system with emulsion and aluminum reflective coating on wood deck with no insulation.
- Roof was replaced in 1997 and currently not under warranty; Ponding issues.
- Re-roof with Elvaloy Hybrid Roof System recommended in 2025.
- Portable roofs recommended to be re-roofed in 2015.

ADA Compliance
Category [2]
- Some door thresholds need to be replaced due to poor condition.
- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage appears to meets ADA requirements. Wayfinding could be improved through color / materials.

Interior
Overall Rating: Category [3]
- In general, the interior finishes are in good condition, but could use a new coat of paint.
- Casework was replaced in the last modernization and is in good condition.
- Ceilings are in good condition. Acoustic panels tend to shift and should be clipped in place. Stained tiles could be replaced. Food service ceiling needs to be replaced with cleanable. Plaster soffit could be refinished.
- VCT and carpet flooring are in good condition. Walk off mats need to be replaced.
- Classroom sinks meet accessibility requirements.

ASSESSMENT OF SYSTEMS

Site Utilities
- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.

- **Gas:**
- Category [3]
- Gas main shut off valves installed in early 1998.
- The majority of gas main lines are original
- Cathotic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.
- Cleanouts recommended every 100 ft.

- **Storm Drain/ Drainage:**
- Category [2]
- Roof drains are bubblers which create standing water.
- Storm drain inlets are randomly placed around the site in no set pattern. However, all inlets look clean and free of debris.
- Drainage inlet needed for hosing off lunch area.

Mechanical
- Overall Rating: Category [5]
- The majority of the campus does not have air conditioning.
- Classroom HVAC systems are gas heaters.
- No DDC system is present on the Campus.
- Limited ventilation through out campus. No economizer.
- Some spaces have no HVAC system.

Plumbing
- Overall Rating: Category [3]
- Admin area needs complete repipe of domestic water systems new water heater and circulation pump.
- 2004 most plumbing fixtures were replaced.
- AB 1953 lead free compliance of plumbing fixtures is unknown.
- Gas piping needs to be replaced with HVAC upgrade.

Electrical
- **Power Distribution:**
- Category [4]
- Electrical systems were modernized in 2006. All utilities have been placed underground. Future spare conduit from main switchboard to first main vault was not provided. All electrical equipment is functional with no reports of power shortage or tripping of main or feeder breakers. Original service switchgear remains in service and augmented in the last modernization by the addition of a new 800A distribution board serving additional panelboards located throughout the campus buildings. Power distribution equipment is in fair condition and can remain in service. If an air-conditioning retrofit project is selected by the district, a complete service upsizing is required which will replace the main switchboard and distribution equipment. TMAD AC study recommends the electrical service be upgraded with the addition of new AC equipment. IT equipment spaces need AC and equipment power feeders. All panels in back rooms are being refed by new 400Amp panel in each pod. New panels fed by new 800A distribution panel provided in modernization. 225A panels now fed with 175A breakers because load has been distributed to a second panel. Modernized (2006) main switchboard MSB feeds new panels; old panels are refed from new panels and derated. Power distribution over the campus is at 208Y/120V 3-phase.
- 2012 – Chevron Energy Project added Solar PV to all campuses
- Kitchen needs modernization; not modernized in 2006

- **Fire Alarm**
- Category [3]

- Fire Alarm system upgraded in 2006 modernization. District standard is FCI 7200. This alarm system can 'piggy back' onto the Bogen PA for voice evacuation meeting current fire code (DSA).
- System needs to be upgraded and adjusted to accommodate any space changes and improvements.
- New AC system will need to be tied into the fire alarm system for shutdown upon fire detection.

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- Category [4]
- Low Voltage and technology systems were modernized in 2006. All equipment is obsolete and in need of replacement and upgrade. All MDFs and IDFs are in need or replacement and upgrade.
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- District wants to replace all old Fiber Optic (FO) cable with new 50 micron, OM4 12 strand single mode
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- Security/Intrusion system is old Bosch equipment. District wants DMP. District has quote from Time & Alarm for furnishing system.
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- No audio recording at the cameras
- All entry points need to be covered
- District will provide direction to vendors
- Teachers Union is involved and will require negotiations
- Provide budget for 12 cameras on each site.
- New cameras to be IP type wit POE

- **Audio and Video Systems:**
- Category [5]
- A/V systems were modernized in 2006. All equipment is obsolete. Level of system functionality and use between classrooms and schools vary greatly and need to be standardized and brought up to the level of 21st Century School.
- All teachers use MAC computers and laptops
- District wants 80" LED display instead of projector/screen in each classroom, with integrated audio system.
- Provide permanent AV system to every classroom. New system shall be automated and connect into data network for streaming content. Each classroom shall have controls to operate display(s) and classroom audio source.

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- Category [4]
- 2012-13 District wide lighting retrofit updated all fixtures to electronic ballasts and T8-28W lamps
- 2012-13 District wide lighting retrofit installed occupancy sensors in all spaces
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.


Parking and drop-off


Hardcourts


Playfields


Solar shade structure/ lunch shelter


Exterior area drains; cracks in paving


Enclosed bike racks


Area between classroom pods. Typical building exterior


Portable buildings


Modular buildings


Main administration


Typical classroom


Music at stage


Multipurpose Room / Library


Classroom / Art classroom


Wood shop


Kitchen and food prep


Typical shared faculty workroom at classroom pods


Typical restroom

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 3,521,000
02. Existing Building Systems & Toilets	$ 2,252,000
03. Site Utilities	$ -
04. Classrooms New Construction	$ 6,532,000
05. Flexible Labs (ES) / Science Labs (MS)	$ 1,305,000
06. Electives (MS)	$ 1,708,000
07. Performing Arts Improvements (Music)	$ 7,399,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 2,073,000
09. Physical Education Improvements	$ 980,000
10. Administration & Staff Support	$ 1,216,000
11. Library, Innovation Lab & Student Support Services	$ 2,351,000
12. Safety & Security	$ 1,857,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 415,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 2,092,000
16. Next Generation Classroom Flexibility (Furniture)	$ 390,000
17. Technology Infrastructure	$ 661,000
Total Construction / Project Cost (2016$)	**$ 34,401,000**
A. Air Conditioning Bundle	*$ 6,517,366

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

Classrooms, CR

PK	Preschool
K	Kindergarten
TK	Transitional Kindergarten
RSP	Resource Specialist
SDC	Special Day Class

Electives / Labs

SCI	Science
COMP	Computer Lab

Other Classrooms

ESP	Extended School Program

Shared Spaces

MPR	Multi-Purpose Room
KIT	Kitchen
LIB	Library

Admin / Faculty

FW	Faculty Work
FL	Faculty Lounge
N	Nurse
PC	Parent Center
SPCH	Speech
PSY	Psychologist

Support Spaces

X	Storage
T	Toilets
U	Utility
J	Janitor

Portable Classroom

Main Entry

Drop-Off

Teaching Stations:

Core Academic:	
Language Arts, ELA	8
Social Science, SS	3
Math, MA	4.5
Science, SCI	6
Elective (1 - Music, 1 - Robotics, 1 - Art, 1 - Woodshop, 1 - Home Ec)	5
Computer Lab	0
Special Day Class, SDC	2
Resource Specialist, RSP	1
ASB	.5
Grand Total:	**30**

Note: The following programs occur on campus and are part of the above Teaching Station count: Yearbook, Computers, Foreign Language, Public Speaking, Keyboarding, and Law.

N

0 40' 80' 160'

1" = 160'

MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
- ELA English Language Arts
- SS Social Studies/History
- MA Math
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- INT Intervention

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- CNSLR Counselor

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

Portable Classroom

Main Entry

Drop-Off

Planning Capacity:	**796**
Teaching Stations:	
Core Academic:	
Language Arts, ELA	6
Social Science, SS	6
Math, MA	6
Science, SCI	6
Elective (1 - General, 1 - Music, 1 - Drama, 1 - Woodshop, 1 - Art, 1 - STEAM)	6
Computer Lab (1 - Innovation Lab)	1
Resource Specialist, RSP	2
Special Day Class, SDC	2
Other (1 - ASB)	1
Grand Total:	**36**

N

0 40' 80' 160'

1" = 160'

17415 Los Jardines W, Fountain Valley, CA 92708 | http://masudams.fvsd.ca.schoolloop.com

EXISTING SITE INFORMATION

Year Built: 1975
Year Modernized: 1998, 2005/06
Student Population (2016): 851
Capacity: 1,024
Grade Levels: 6 - 8
Number of Classrooms: 35
Number of Portables: 12 Portables (2 PE Locker Rooms)
Site Acreage: 8.9 Ac
Building Area: 45,289 SF

OVERVIEW

Masuda Middle School is a single story school built in 1975, modernized in 1998 and 2005/06. The classrooms are organized around open courtyards. The school currently has robotics, woodshop, home economics, band/ orchestra/ choir programs. The facilities are for the most part in good condition but there are some portable Classrooms that are in need of replacement and a need for appropriate sized, dedicated program spaces.

PRINCIPAL PRIORITIES

1. Air climate/ temperature.
2. Temporary portable removal.
3. Designated Music classroom away from Office.

Program Needs

- Dedicated Science classroom with counter space, sinks, storage, work space, additional outlets.
- Dedicated Art classroom with additional work space. (currently shares room with Science)
- Designated Robotics classroom with storage (currently shares 1/2 of computer lab with Yearbook)
- Desire for designated conference room.
- Health office is too small.
- Lack space for professional development. Difficult anywhere other than media center, and that is 'cavernous', too loud and not conducive to working together well.

Functionality of Spaces

- Speech/ Language is in a Storage area.
- Heat and lack of air quality / thermal comfort negatively impact the users; fans running impact classroom noise level, and teachers can't be heard over them. Heating in MC/ back office has an issue.
- Lack of student restrooms (Two restrooms is not sufficient, need for at least 1 more set).
- Food serving is a huge issue and is undersized. We have two lines and the kids are outdoors and not covered from heat/rain and not organized.. they just 'clump'.
- Student dining needs more space for rainy day: 600 kids in the media center is not feasible.
- Blacktop has a lot of areas which need to be patched, leveled, repaired.
- Need new, portable soccer goals.
- Computer labs are being phased out. Each classroom will have its own hub this summer.
- The school has a memorial garden with Japanese landscaping that needs to be preserved.
- Need new marquee sign.
- Tightness of lockers is a supervision issue.
- Open space behind the portables create supervision issues. Weekend access to roof of portables is an issue. Open space under temporary portables is a safety concern.
- Need additional lighting outdoors.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1]	NO WORK.
CATEGORY [2]	MINOR MODERNIZATION.
CATEGORY [3]	STANDARD MODERNIZATION.
CATEGORY [4]	MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5]	COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [2]

- Parking lot AC paving is in fair condition.
- Buses require ADA drop-off to meet code requirements with truncated domes.
- Entry signage missing for ADA and Fire(if applicable)

Paving

Category [3]

Concrete (natural gray)

- Concrete paving in general is in fair condition with a lot of patchwork.
- Portions of the sidewalk are lifting greater than 1/4”
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets
- Remove and replace concrete with excessive cracks and grade changes.

AC paving

Category [4]

- Hardcourts are relatively flat and in bad condition. Grind, Re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion/ weed growth.

Site Amenities

Shade Shelter - Lunch area

Category [1]

- Existing fabric type shade structures are in fair condition and are utilized for lunch. Surrounding tube steel fence have rust and in fair to bad condition.

Shade Shelter - Interior courtyard

Category [1]

- Existing fabric type shade structures are in fair condition and are utilized for lunch

Shade Shelter - Solar Panels

Category [1]

- Existing area is underutilized. Seating and usable surface for outdoor learning is desired

Lunch tables and benches

Category [1]

- Existing lunch tables and benches are in good condition

Play Equipment

Category [3]

- Basketball goals and posts are in fair condition with some faded paint and rust.
- Backstops in bad condition. Replacement needed
- Soccer goals in fair condition.
- Bike rack in fair condition but are rarely used.
- Volleyball posts are in fair condition

Landscape

Category [3]

- Majority of landscape areas are grass and should be replaced and regraded. Remedial work to acidic soil to allow for proper planting.
- Landcape areas to be upgraded to drought tolerant plants.

Irrigation

Category [3]

- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates/Walls

Category [3]

- Fencing along the front of the campus is chain link fencing is in fair condition.
- Block wall adjacent to commercial property is in fair condition but higher wall is desirable.
- Interior tube steel gates are in fair condition.
- New fencing that is lockable with some screening is needed due to undesirable communtiy surroundings.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [3]

- Exterior brick is in good condition.
- Lockers to be removed by District.

Paint

Category [3]

- In general, the site could use a fresh coat of paint.

Door & Frames

Category [2]

- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds may need to be replaced due to poor condition.
- Hollow metal exterior frames have been replaced and are in good condition.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a ‘hotel lock’ to allow user to lock the door without a key on the inside.
- Operable partition at stage could be replaced with acoustical, operable wall partition.

Windows

Category [3]

- Windows are single pane, 14% dark tinted. Desire to replace all glazing with low-e insulated glazing that allows more daylight in. Some units to be replaced with operable. Roller shades also recommended.

Roof

Category [4]

- Reference 2014 District Roofing Report by Ecology Roof Systems.
- Roof is asphalt shingles on wood deck with no insulation; flat area is 4-ply asphalt roof system with emulsion and aluminum reflective coating on wood deck with no insulation.
- Roof was replaced in 1997 and currently not under warranty.
- Re-roof with Elvaloy Hybrid Roof System recommended at flat area in 2014; shingle area in 2017.
- Portable roofs recommended to be re-roofed in 2015.

ADA Compliance

Category [2]

- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage appears to meets ADA

requirements. Wayfinding could be improved through color / materials.

Interior

Overall Rating: Category [3]

- In general, the interior finishes are in good condition, but could use a new coat of paint.
- Casework was replaced in the last modernization and is in good condition.
- Ceilings are mainly glue-on tile; in good condition. Stained tiles should be replaced.
- VCT and carpet flooring are in good condition.

ASSESSMENT OF SYSTEMS

Site Utilities

- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.

- **Gas:**
- Category [3]
- Gas main shut off valves installed in early 1998.
- The majority of gas main lines are original
- Cathotic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.
- Cleanouts recommended every 100 ft.

- **Storm Drain/ Drainage:**
- Category [1]
- Roof drains are bubblers which create standing water.
- Storm drain inlets are randomly placed around the site in no set pattern. However, all inlets look clean and free of debris.
- Surface drainage ponding in places like sandboxes

Mechanical

- Overall Rating: Category [5]
- The majority of the campus does not have air conditioning.
- Computer labs have air conditioning.
- Classroom HVAC systems are rooftop gas heaters with “Reznor Units”
- No DDC system is present on the Campus.

Plumbing

- Overall Rating: Category [4]
- Admin area needs complete repipe of domestic water systems new water heater and circulation pump.
- 2004 most plumbing fixtures were replaced.
- AB 1953 lead free compliance of plumbing fixtures is unknown.

Electrical

- **Power Distribution:**
- Category [4]
- Electrical systems were modernized in 2006. All electrical equipment is functional with no reports of power shortage or tripping of main or feeder breakers. Original service switchgear remains in service and augmented in the last modernization by the addition of a new 800A distribution board serving additional panelboards located throughout the campus buildings. Power distribution equipment is in fair condition and can remain in service. If an air-conditioning retrofit project is selected by the district, a complete service upsizing is required which will replace the main switchboard and distribution equipment. TMAD AC study recommends the electrical service be upgraded with the addition of new AC equipment. IT equipment spaces need AC and equipment power feeders. All panels in back rooms are being refed by new 400Amp panel in each pod. New panels fed by new 800A distribution panel provided in modernization. 225A panels now fed with 175A breakers because load has been distributed to a second panel. Modernized (2006) main switchboard MSB feeds new panels; old panels are refed from new panels and derated. Power distribution over the campus is at 208Y/120V 3-phase.
- 2012 – Chevron Energy Project added Solar PV to all campuses
- Kitchen needs modernization; not modernized in 2006
- High concentration of portables. District wants to replace all buildings.
- School lacks conduit pathway for adding power or low voltage wiring. Need new conduit infrastructure.

- **Fire Alarm**
- Category [3]
- Fire Alarm system upgraded in 2006 modernization. District standard is FCI 7200. This alarm system can ‘piggy back’ onto the Bogen PA for voice evacuation meeting current fire code (DSA).
- System needs to be upgraded and adjusted to accommodate any space changes and improvements.
- New AC system will need to be tied into the fire alarm system for shutdown upon fire detection.

- **Data/Communication:**
- Category [4]
- Low Voltage and technology systems were modernized in 2006. All equipment is obsolete and in need of replacement and upgrade. All MDFs and IDFs are in need or replacement and upgrade.
- District IT network standard: Brocade. District has 92 switches in 10 schools
- Each school has dedicated MDF, and multiple IDFs. Some IDFs in form of a cabinet either wall mounted or on the floor.
- District wants to replace all old Fiber Optic (FO) cable with new 50 micron, OM4 12 strand single mode
- District wants to replace all Cat5 cable between buildings with FO and all data drops with CAT6 cable (new standard).

- District wants minimum network upgrade at schools to include CAT6A for WAP locations; CAT6 for all data drops
- Not all classrooms have WAP, however each school as multiple wireless devices and Carts on Wheels (COWS). District has 2200 chrome books and 500 IPads.
- Phone systems are in need of upgrade and conversion to VOIP. New PA system district standard is Quantum.
- Clock and Bell system upgraded in 2006 modernization and works fine.
- **Security:**
- Category [5]
- Electrical systems were modernized in 2006. All security and intrusion detection equipment is obsolete
- Security/Intrusion system is old Bosch equipment. District wants DMP. District has quote from Time & Alarm for furnishing system.
- Security cameras: CCTV camera placement will need to be placed by the district. This is a very sensitive issue; many parents do not want their children videotaped. School employees do not want to be videotaped especially coming/going into the schools. Other requirements include:
- No audio recording at the cameras
- All entry points need to be covered
- District will provide direction to vendors
- Teachers Union is involved and will require negotiations
- Provide budget for 12 cameras on each site.
- New cameras to be IP type wit POE

- **Audio and Video Systems:**
- Category [5]
- A/V systems were modernized in 2006. All equipment is obsolete. Level of system functionality and use between classrooms and schools vary greatly and need to be standardized and brought up to the level of 21st Century School.
- All teachers use MAC computers and laptops
- District wants 80" LED display instead of projector/ screen in each classroom, with integrated audio system.
- Provide permanent AV system to every classroom. New system shall be automated and connect into data network for streaming content. Each classroom shall have controls to operate display(s) and classroom audio source.

- **Lighting:**
- Category [4]
- 2012-13 District wide lighting retrofit updated all fixtures to electronic ballasts and T8-28W lamps
- 2012-13 District wide lighting retrofit installed occupancy sensors in all spaces
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.
- On-going day-light program adding solar tubes to MPR.


Parking and drop-off


Hardcourts


Modular classroom building and site storage containers


Hardcourts and solar shade canopy


Shade structures / exterior student dining


Exterior courtyard space / Japanese garden


Typical exterior area drain


Main Entrance


Typical chainlink fencing and gate


Typical classroom


Modular classrooms, typical


Computer lab


Kitchen and Food Prep


Typical interior casework


Staff & Faculty workroom


Multi-Purpose Room


Stage and music classroom


Woodshop

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 2,845,000
02. Existing Building Systems & Toilets	$ 1,717,000
03. Site Utilities	$ 1,077,000
04. Classrooms New Construction	$ -
05. Flexible Labs (ES) / Science Labs (MS)	$ 6,532,000
06. Electives (MS)	$ 1,803,000
07. Performing Arts Improvements (Music)	$ 1,579,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 7,040,000
09. Physical Education Improvements	$ 2,206,000
10. Administration & Staff Support	$ 823,000
11. Library, Innovation Lab & Student Support Services	$ 3,161,000
12. Safety & Security	$ 1,584,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 313,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 1,427,000
16. Next Generation Classroom Flexibility (Furniture)	$ 390,000
17. Technology Infrastructure	$ 583,000
Total Construction / Project Cost (2016$)	**$ 33,080,000**
A. Air Conditioning Bundle	*$ 5,554,845

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

MASUDA (KAZUO) MIDDLE SCHOOL
EXISTING PLAN

Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- ESP Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- SPCH Speech
- PSY Psychologist

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

Portable Classroom

Main Entry

Drop-Off

Teaching Stations:

Core Academic:	
Language Arts, ELA	7.5
Social Science, SS	5
Math, MA	8
Science, SCI	6.5
Elective (1 - Music, 1 - Robotics, 1 - Art, 1 - Woodshop, 1 - Home Ec)	5
Computer Lab	1
Special Day Class, SDC	1
Resource Specialist, RSP	.5
ASB	.5
Grand Total:	35

Note: The following programs occur on campus and are part of the above Teaching Station count: Yearbook, Intervention, Spotlight, and Champ.

N

0 30' 60' 120'

1" = 120'

MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
ELA English Language Arts
SS Social Studies/History
MA Math
RSP Resource Specialist
SDC Special Day Class

Electives / Labs
SCI Science
COMP Computer Lab

Other Classrooms
INT Intervention

Shared Spaces
MPR Multi-Purpose Room
KIT Kitchen
LIB Library

Admin / Faculty
FW Faculty Work
FL Faculty Lounge
N Nurse
PC Parent Center
CNSLR Counselor

Support Spaces
X Storage
T Toilets
U Utility
J Janitor

Portable Classroom
Main Entry
Drop-Off

Planning Capacity:	**851**
Teaching Stations:	
Core Academic:	
Language Arts, ELA	6
Social Science, SS	6
Math, MA	6
Science, SCI	6
Elective (1 - General, 1 - Music, 1 - Drama, 1 - Woodshop, 1 - Art, 1 - STEAM)	6
Computer Lab (1 - Innovation Lab)	1
Resource Specialist, RSP	2
Special Day Class, SDC	2
Other (1 - ASB)	1
Grand Total:	**36**

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

9101 Brabham Dr, Huntington Beach, CA 92646 | *http://talbertms.fvsd.ca.schoolloop.com*

EXISTING SITE INFORMATION

Year Built: 1972
Year Modernized: 1998, 2004/05
Student Population (2016): 719
Capacity: 992
Grade Levels: 6 - 8
Number of Classrooms: 35
Number of Portables: 4 Portables (2 PE Lockers), 6 Modulars
Site Acreage: 13.8 Ac
Building Area: 58,033 SF

OVERVIEW

Talbert Middle School is a single story school that consists of 3 permanent construction buildings (Administration, Library/Classrooms, and MPR/ Classrooms) and two modular buildings consisting of 3 Classrooms each. The classrooms are typically clustered around a large open space that is currently being utilized for Library or Muli-purpose. Classrooms are not trapezoidal in shape. The playfields are directly adjacent and open to Talbert Park on the North side. The site has a mid-century design with green double doors at the entrances that are a part of the school culture.

PRINCIPAL PRIORITIES

1. Air conditioning.
2. Science labs/ Maker labs.
3. Fix rolling gate.

Program Needs

- Need for a seating area that could house the entire student body at once would be conducive to performances, assemblies and graduation. (outdoor or indoor facility)
- 'Real' Science labs are needed for science classes.
- Need a maker lab to support STEAM program.
- Music room is too small for growing program. Insufficient space for storage.

Functionality of Spaces

- The office set up with a separate Admin and student office hinders communication. Phone system is antiquated. Furniture in the student office, administration office, and counseling office is VERY dilapidated.
- Copiers and other equipment do not fit correctly into the workrooms. Shelving gets in the way, creating an awkward work space.
- Conference room is the only space for meetings. It also doubles as a testing room for the psychologist. No space for teachers to work during release days.
- Counseling is in a classroom shared by psychologist and counselor. Furniture is really undesirable. Separate spaces are needed for confidentiality.
- Nurse's office is too small and has limited seating for students; limited storage for medications.
- SLP office is not in an appropriate office space.
- Room B-6 is used for two electives; underutilized.
- Air quality and temperature is a problem in most classes. Need air conditioning in classrooms.
- PE classes are disruptive for Rooms B13 and B14.
- Need outdoor spaces for students to enjoy during unstructured times. Lack of shade or trees at blacktop and field area.
- Need new sound system/ media system in the Event Center. Current system is outdated and breaks down often.
- Flexible learning space with ample room for project based learning and classroom discussions.
- Desire for staff access to oven for events.
- Seating is tight in the two eating areas.
- There is no media component to the library. Need a projector and screen to make it more usable.
- Rolling gate that separates 'B' blacktop (by PE) and the D,E,F core causes safety issue. Too many students passing through the area at once.
- Talbert needs to be re-paved. Fields need to be re-seeded.
- Technology tools vary from classroom to classroom. Desire for chromebooks for every

classroom.
- Weekend roof access is dangerous.
- AYSO uses the fields.
- Desire for a security system.
- More staff restrooms.
- Event Center is undersized.
- Need crosswalk at North end of the block.

CONDITION ASSESSMENT

Rating Legend:

CATEGORY [1] NO WORK.
CATEGORY [2] MINOR MODERNIZATION.
CATEGORY [3] STANDARD MODERNIZATION.
CATEGORY [4] MAJOR MODERNIZATION / RECONFIGURATION.
CATEGORY [5] COMPLETE REPLACEMENT.

ASSESSMENT OF SITE

Parking

Category [3]
- Parking lot AC and concrete paving is acceptable.
- Buses require ADA drop-off to meet code requirements with railing/curb, truncated domes and signage
- ADA truncated domes are needed at drop off.
- Entry signage missing for ADA and Fire (if applicable)

Paving

Category [3]
Concrete (natural gray)
- Concrete paving in general is in fair condition with a lot of patchwork and grinding.
- Portions of the sidewalk are lifting greater than 1/4”
- Cracking in panels
- Verify potential cross slope issues (>2%) at storm drain inlets
- Aggregate paving with wood joints to be removed and replaced.
- Walkways to be sized appropriately to accomodate traffic.

AC paving

Category [3]
- Hardcourts are relatively flat and in bad condition. Grind, Re-seal and re-stripe.
- Verify potential cross slope issues (>2%).
- Various areas have cracking allowing water intrusion/ weed growth.

Site Amenities

Shade Shelter - Interior courtyard
Category [1]
- Existing fabric type shade structures are in fair condition and are utilized for lunch. Additional shade for lunch area is needed.

Shade Shelter - Exterior
Category [1]
- Existing fabric type shade structures are in fair condition and are utilized for lunch

Lunch table and benches
Category [1]
- Tables and benches are in good condition.
- Wood benches are in fair condition and need refurbishment.

Play Equipment

Category [3]
- Basketball goals and posts are in fair condition with some faded paint. Backboards are in bad condition.
- Backstops in bad condition. Replacement needed
- Soccer goals in fair condition.
- Bike rack in fair condition but are rarely used.

Landscape

Category [3]
- Majority of landscape areas are grass and should be replaced and regraded. Synthetic turf is desired in high traffic/play areas.
- Landcape areas to be upgraded to drought tolerant plants.
- Outdoor growing grounds are in fair to bad condition and outdoor maker spaces are desired.

Irrigation

Category [3]
- Irrigation system is in working condition, but M & O would like a new system for optimum performance.
- Reclaimed water use is desired.

Fencing/Gates

Category [3]
- Fencing along the front of the campus and fields is chain link fencing. Fencing is old and in disrepair in some locations. New fencing is desired.
- Separate school grounds from public area for security with fencing
- Lockable gate are desired
- Interior couryard steel fencing and gates are in fair condition. Additional gates are desired for traffic flow.

ASSESSMENT OF BUILDINGS

Exterior

Overall Rating: Category [3]
- Exterior brick is in good condition.
- Lockers to be removed by District.
- Some exterior 4x4 wood posts at windows are rotted and need to be removed / replaced.

Paint

Category [3]
- In general, the site could use a fresh coat of paint.

Door & Frames

Category [2]
- Exterior doors were replaced in the last mod to steel doors and are in good condition. They need a new coat of paint. Sweeps and weather strips need to be replaced. Some thresholds may need to be replaced.
- Hollow metal exterior frames have been replaced and are in good condition.
- Safety locks are Schlage classroom locks. District would like to retro-fit the locks to a ‘hotel lock’ to allow user to lock the door without a key on the inside.
- Exterior operable partition at stage needs to be replaced.

Windows

Category [3]
- Windows are single pane, 14% dark tinted. Desire to replace all glazing with low-e insulated glazing that allows more daylight in. Some units to be replaced with operable. Roller shades also recommended.

Roof
- Category [4]
- Reference 2014 District Roofing Report by Ecology Roof Systems.
- Roof is Elvaloy hybrid roof system on wood deck with 1/4" barrier board and no insulation. Roof was replaced in 1998 and currently under warranty until 2018.
- Re-roof with Elvaloy Hybrid Roof System recommended in 2020.
- Portable roofs under warranty until 2032 and recommended to be re-roofed in 2032.

ADA Compliance
- Category [2]
- Restrooms, classroom sinks and casework have had ADA upgrades in the last modernization.
- A more detailed assessment and survey will need to be performed as projects come online.
- Room signage needs to be replaced to meet ADA requirements. Wayfinding could be improved through color / materials.

Interior

Overall Rating: Category [3]
- In general, the interior finishes are in good condition, but could use a new coat of paint.
- Casework was replaced in the last modernization and is in good condition.
- Ceilings are mainly glue-on tile; in good condition. Stained tiles should be replaced.
- VCT and carpet flooring are in good condition. But carpet accent squares are fraying and need to be replaced.

ASSESSMENT OF SYSTEMS

Site Utilities
- **Domestic Water:**
- Category [1]
- The majority of domestic water mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life.

- **Fire Water:**
- Category [1]
- Fire water mains are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.

- **Gas:**
- Category [3]
- Gas main shut off valves installed in early 1998.
- The majority of gas main lines are original
- Cathotic protection system abandoned in 1998. Pipes are currently not protected.

- **Sewer:**
- Category [2]
- The majority of sewer mains and laterals are original to building construction dates. Underground lines should be assumed to have a 50-year life cycle.
- Cleanouts recommended every 100 ft.

- **Storm Drain/ Drainage:**
- Category [1]
- Roof drains are bubblers which create standing water.
- Storm drain inlets are randomly placed around the site in no set pattern. However, all inlets look clean and free of debris.

Mechanical
- Overall Rating: Category [5]
- The majority of the campus does not have air conditioning.
- Computer labs have air conditioning.
- Classroom HVAC systems are rooftop gas heaters
- No DDC system is present on the Campus

Plumbing
- Overall Rating: Category [3]
- Admin area needs complete repipe of domestic water systems new water heater and circulation pump.
- Most plumbing fixtures were replaced.
- AB 1953 lead free compliance of plumbing fixtures is unknown.

Electrical
- **Power Distribution:**
- Category [4]
- Electrical systems were modernized in 2006. All utilities have been placed underground. All electrical equipment is functional with no reports of power shortage or tripping of main or feeder breakers. Original service switchgear remains in service and augmented in the last modernization by the addition of a new 800A distribution board serving additional panelboards located throughout the campus buildings. Power distribution equipment is in fair condition and can remain in service. If an air-conditioning retrofit project is selected by the district, a complete service upsizing is required which will replace the main switchboard and distribution equipment. TMAD AC study recommends the electrical service be upgraded with the addition of new AC equipment. IT equipment spaces need AC and equipment power feeders. All panels in back rooms are being refed by new 400Amp panel in each pod. New panels fed by new 800A distribution panel provided in modernization. 225A panels now fed with 175A breakers because load has been distributed to a second panel. Modernized (2006) main switchboard MSB feeds new panels; old panels are refed from new panels and derated. Power distribution over the campus is at 208Y/120V 3-phase.
- 2012 – Chevron Energy Project added Solar PV to all campuses
- Kitchen needs modernization; not modernized in 2006.

- **Fire Alarm**
- Category [3]
- Fire Alarm system upgraded in 2006 modernization. District standard is FCI 7200. This alarm system can 'piggy back' onto the Bogen PA for voice evacuation meeting current fire code (DSA).
- System needs to be upgraded and adjusted to accommodate any space changes and improvements.
- New AC system will need to be tied into the fire alarm system for shutdown upon fire detection.

- **Data/Communication:**
- Category [4]
- Low Voltage and technology systems were

modernized in 2006. All equipment is obsolete and in need of replacement and upgrade. All MDFs and IDFs are in need or replacement and upgrade.

- District IT network standard: Brocade. District has 92 switches in 10 schools
- Each school has dedicated MDF, and multiple IDFs. Some IDFs in form of a cabinet either wall mounted or on the floor.
- District wants to replace all old Fiber Optic (FO) cable with new 50 micron, OM4 12 strand single mode
- District wants to replace all Cat5 cable between buildings with FO and all data drops with CAT6 cable (new standard).
- District wants minimum network upgrade at schools to include CAT6A for WAP locations; CAT6 for all data drops
- Not all classrooms have WAP, however each school as multiple wireless devices and Carts on Wheels (COWS). District has 2200 chrome books and 500 IPads.
- Phone systems are in need of upgrade and conversion to VOIP. New PA system district standard is Quantum.
- Clock and Bell system upgraded in 2006 modernization and works fine.

- **Security:**
- Category [5]
- Electrical systems were modernized in 2006. All security and intrusion detection equipment is obsolete
- Security/Intrusion system is old Bosch equipment. District wants DMP. District has quote from Time & Alarm for furnishing system.
- Security cameras: CCTV camera placement will need to be placed by the district. This is a very sensitive issue; many parents do not want their children videotaped. School employees do not want to be videotaped especially coming/going into the schools. Other requirements include:
- No audio recording at the cameras
- All entry points need to be covered
- District will provide direction to vendors
- Teachers Union is involved and will require negotiations
- Provide budget for 12 cameras on each site.
- New cameras to be IP type wit POE

- **Audio and Video Systems:**
- Category [5]
- A/V systems were modernized in 2006. All equipment is obsolete. Level of system functionality and use between classrooms and schools vary greatly and need to be standardized and brought up to the level of 21st Century School.
- All teachers use MAC computers and laptops
- District wants 80" LED display instead of projector/screen in each classroom, with integrated audio system.
- Provide permanent AV system to every classroom. New system shall be automated and connect into data network for streaming content. Each classroom shall have controls to operate display(s) and classroom audio source.

- **Lighting:**
- Category [4]
- 2012-13 District wide lighting retrofit updated all fixtures to electronic ballasts and T8-28W lamps
- 2012-13 District wide lighting retrofit installed occupancy sensors in all spaces
- Large open core are very dark, teachers turn all lights on to walk across open area. Need lights on occupancy sensors to turn off after passing through.
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.
- On-going day-light program adding solar tubes to MPR.


Parking and drop-off


Hardcourts


Bike enclosure

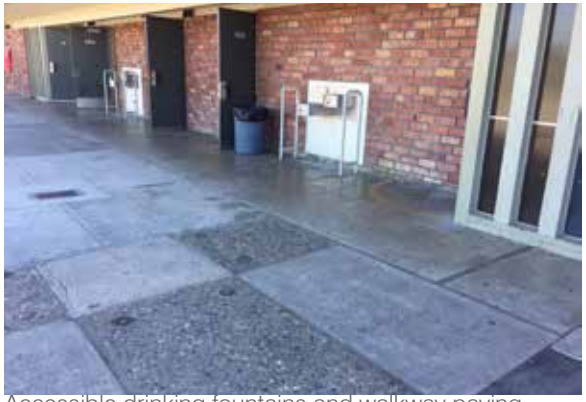

Ornamental Steel Gate


Shade structures / exterior student dining


Exterior courtyard with lockers


Student gardening


Trash enclosure


Accessible drinking fountains and walkway paving


Typical Classroom


Administration office


Main lobby / entry


Multi-purpose room

Band Room in Portable


Locker Room


Library / Media Center


Library / Media Center


Wood shop

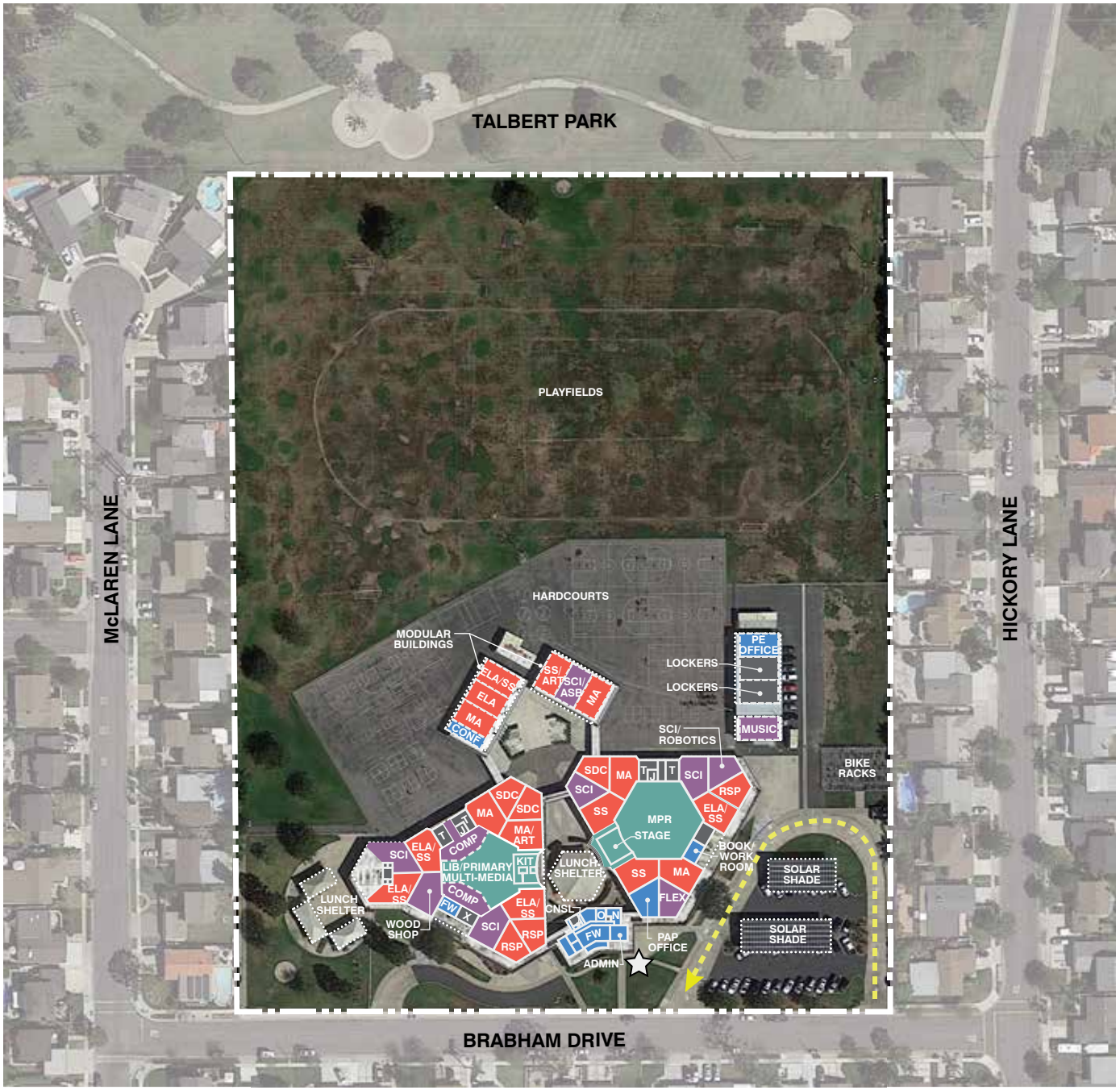
SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ 5,305,000
02. Existing Building Systems & Toilets	$ 2,673,000
03. Site Utilities	$ 1,544,000
04. Classrooms New Construction	$ -
05. Flexible Labs (ES) / Science Labs (MS)	$ 5,442,000
06. Electives (MS)	$ 1,972,000
07. Performing Arts Improvements (Music)	$ 680,000
08. Multi-Purpose Room / Food Service & Student Dining	$ 7,460,000
09. Physical Education Improvements	$ 2,100,000
10. Administration & Staff Support	$ 1,569,000
11. Library, Innovation Lab & Student Support Services	$ 2,248,000
12. Safety & Security	$ 1,849,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ 443,000
15. Exterior Play Spaces, Playfields, & Hardcourts	$ 1,936,000
16. Next Generation Classroom Flexibility (Furniture)	$ 435,000
17. Technology Infrastructure	$ 791,000
Total Construction / Project Cost (2016$)	**$ 36,447,000**
A. Air Conditioning Bundle	*$ 8,420,962

*Note: Cost derived from various numbers within the scope categories listed above.

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)

TALBERT (SAMUEL E.) MIDDLE SCHOOL
EXISTING PLAN



Classrooms, CR
- PK Preschool
- K Kindergarten
- TK Transitional Kindergarten
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- ESP Extended School Program

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- SPCH Speech
- PSY Psychologist

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

Portable Classroom

Main Entry

Drop-Off

Teaching Stations:

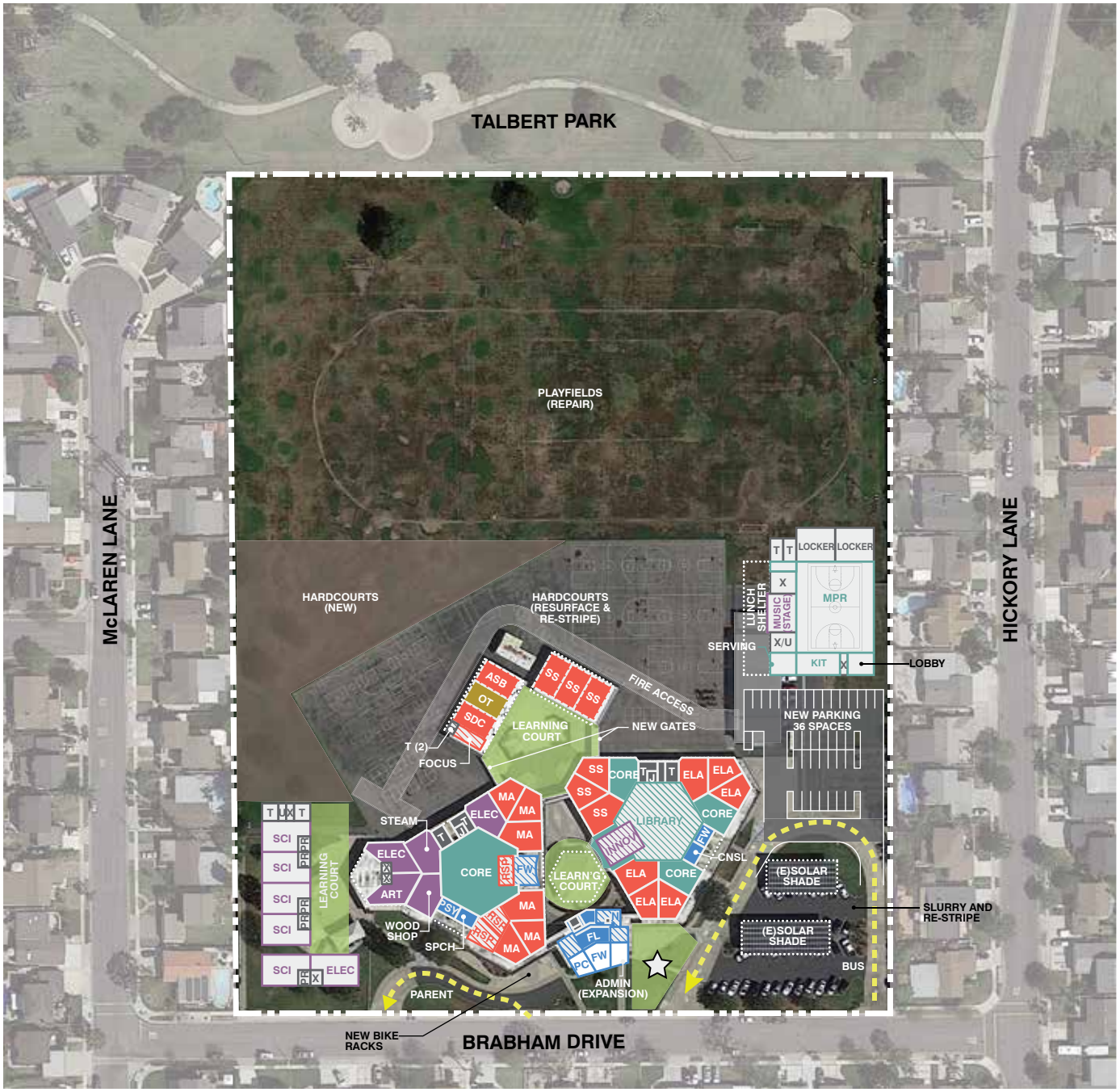
Core Academic:	
Language Arts, ELA	3.5
Social Science, SS	5
Math, MA	5.5
Science, SCI	5
Elective (1 - Music, 1 - Robotics, 1 - Art, 1 - Woodshop, 1 - Home Ec)	4.5
Computer Lab	2
Special Day Class, SDC	3
Resource Specialist, RSP	3
ASB	.5
Grand Total:	32

Note: The following programs occur on campus and are part of the above Teaching Station count: Yearbook, Photography, Drama, Coding, IMovie, and Improv.

N

0 40' 80' 160'

1" = 160'



MODERNIZATION
RECONFIGURE
NEW CONSTRUCTION

Classrooms, CR
- ELA English Language Arts
- SS Social Studies/History
- MA Math
- RSP Resource Specialist
- SDC Special Day Class

Electives / Labs
- SCI Science
- COMP Computer Lab

Other Classrooms
- INT Intervention

Shared Spaces
- MPR Multi-Purpose Room
- KIT Kitchen
- LIB Library

Admin / Faculty
- FW Faculty Work
- FL Faculty Lounge
- N Nurse
- PC Parent Center
- CNSLR Counselor

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

Portable Classroom

Main Entry

Drop-Off

Planning Capacity:	719
Teaching Stations:	
Core Academic:	
Language Arts, ELA	6
Social Science, SS	6
Math, MA	6
Science, SCI	6
Elective (3 - General, 1 - Music, 1 - Woodshop, 1 - Art, 1 - STEAM)	6
Computer Lab (1 - Innovation Lab)	1
Resource Specialist, RSP	3
Special Day Class, SDC	2
Other (1 - ASB, 1 - OT)	2
Grand Total:	38

N

0 40' 80' 160'

1" = 160'

LPA

10055 Slater Avenue, Fountain Valley, CA 92708 | http://www.fvsd.us

EXISTING SITE INFORMATION

Year Built: unknown; District purchased 2003
Year Modernized: 2008
Site Acreage: 2 Ac
Building Area: 25,569 SF (x2 story + basement garage)

OVERVIEW

The District office is located at the central part of the District. It is a 2-story building in which the District occupies the entire first floor and 1/3rd of the 2nd floor. The rest of the 2nd floor is rented out to tenants. The District office houses the following departments: Assessment and Accountability, Business Services, Curriculum, Operations, Food Service, Personnel, Superintendent, Support Services, and Technology. There is also a print room, Board Room, and professional development room. The District office was modernized in 2008 and is in good condition.

PRIORITIES

1. Upgrade restroom finishes and doors/ entry.
2. Update front entry; remove glass brick wall.
3. Install walkway along the East side of building from back parking garage exit to front entry.
4. Re-install waterproofing and paving at center courtyard.
5. Relocate book room at parking garage; moisture issues.

SITE NEEDS & CONDITIONS

Parking

- Parking lot AC paving was recently re-surfaced and is in good condition.
- ADA parking needs truncated domes and accessible curb ramps.
- ADA parking is needed in underground parking.

Paving

- Concrete paving in general is in good condition.
- Parking garage could be re-sealed.

- Desire for a walkway along the East side of the building from back parking garage exit to front entry.

Exterior Floor Tile

- Exterior floor tile at front entry needs to be replaced; water intrusion and efflorescence.
- Center courtyard has leaking issues through floor into parking garage. To address leaking issue, exterior terra cotta floor tile at center courtyard needs to be removed; waterproofing re-done; floor finish replaced.

Stairs & Ramps

- Front entry ramp needs to be upgraded to meet today's code. Handrail needs to be replaced.

FACILITY NEEDS & CONDITIONS

General

- Need for 2 additional office spaces in Personnel.
- Data room has good capacity. All sites are connected back to this main data center.
- Restroom finishes were not modernized and need upgrades; including finishes and ADA access compliance.
- Book storage room at parking garage has moisture issues. Book storage needs to be relocated.
- Update front entry; remove glass block at front entry and replaced with updated finish.

Exterior

- Exterior plaster and paint is in good condition.
- Steel trim at plaster is rusting and needs to be refinished/ replaced.

Door & Frames

- Exterior doors are aluminum storefront and are in good condition.

Windows

- Windows are insulated and in good condition.

Roof
- The roof is a single ply roof and is in good condition.

ADA Compliance
- Restrooms doors lack ADA clearance.

Interior
- In general, the interior finishes are in good condition.

ASSESSMENT OF SYSTEMS

Mechanical
- Air conditioning units were replaced in the last modernization and are in good condition.

Plumbing
- Plumbing fixtures appear to have been upgraded in the last modernization and meet ADA requirements. See above note regarding restroom door clearance.
- A more detailed assessment and survey will need to be performed.

Electrical
- **Power Distribution:**
- Category [1]
- Good electrical system including service and distribution.
- District would like to move pad mounted transformer by entry.

- **Fire Alarm**
- Category [3]
- Fire alarm system needs to be replaced. Second floor fire alarm system is problematic with false alarms and nuisance trouble signals. Second floor tenants have altered the system rendering it unreliable.

- **Data/Communication:**
- Category [1]
- Low voltage systems are in good condition and can remain.

- **Security:**
- Category [1]
- Security and intrusion alarm systems are in good condtion.

- **Audio and Video Systems:**
- Category [1]
- A/V systems are in good condition.

- **Lighting:**
- Category [3]
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.


Front entry, stair, ramp and accessible stalls


Front parking lot


Front entry


East side of building; transformer


Parking garage


Center courtyard


Flooring at book room at garage


Typical office

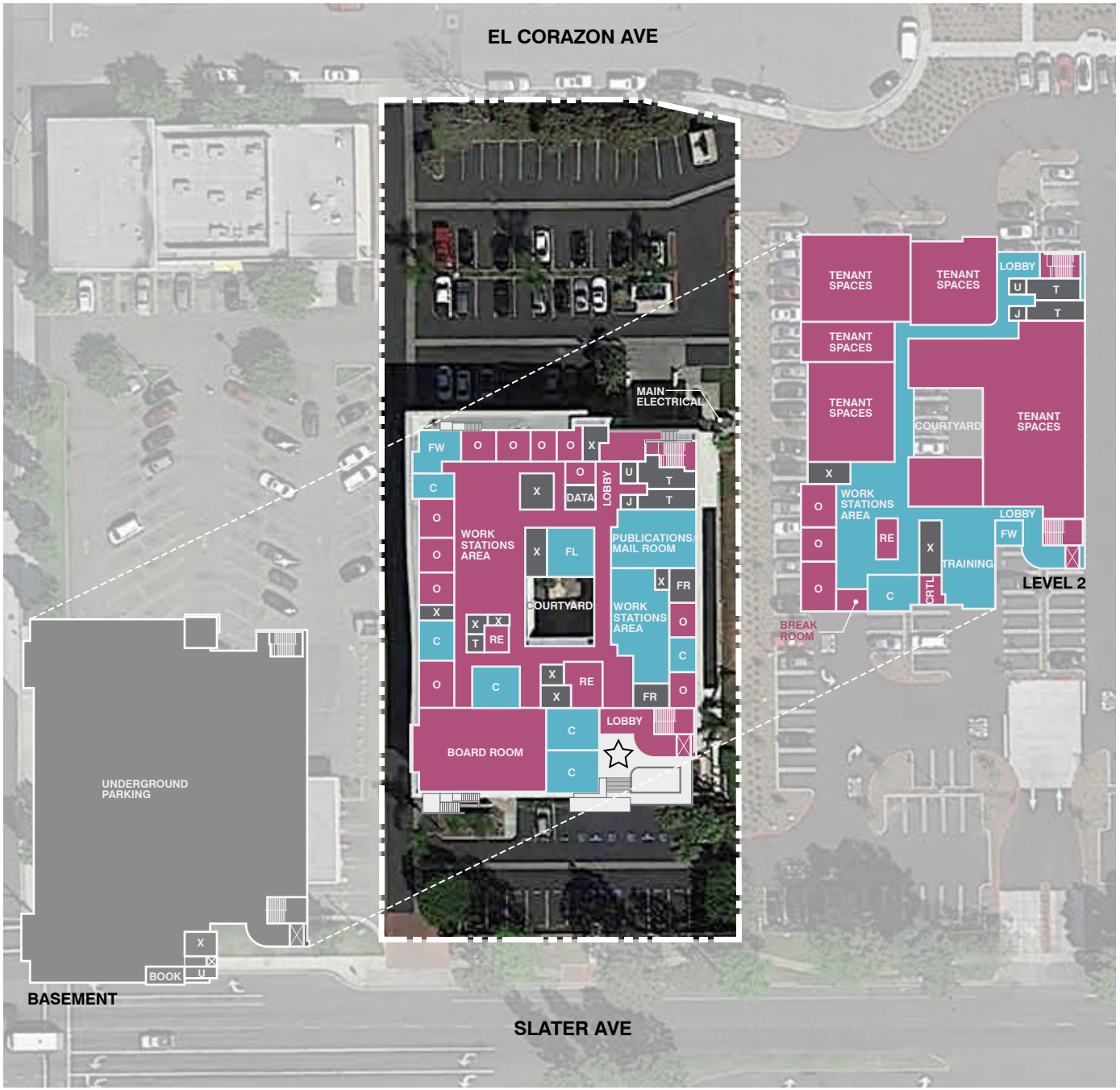

Typical restroom

COST SUMMARY ($2016)

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ -
02. Existing Building Systems & Toilets	$ 239,000
03. Site Utilities	$ -
04. Classrooms New Construction	$ -
05. Flexible Labs (ES) / Science Labs (MS)	$ -
06. Electives (MS)	$ -
07. Performing Arts Improvements (Music)	$ -
08. Multi-Purpose Room / Food Service & Student Dining	$ -
09. Physical Education Improvements	$ -
10. Administration & Staff Support	$ -
11. Library, Innovation Lab & Student Support Services	$ -
12. Safety & Security	$ 222,000
13. District Support Facilities	$ 293,000
14. Outdoor Learning Environments	$ -
15. Exterior Play Spaces, Playfields, & Hardcourts	$ -
16. Next Generation Classroom Flexibility (Furniture)	$ -
17. Technology Infrastructure	$ -
Total Construction / Project Cost (2016$)	**$ 754,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)



District Warehouse

Open / Shared Workspace
- C Conference
- FL Faculty Lounge
- FW Faculty Workroom
- M Mail Room

Office Space
- RE Reception
- O Office
- PD Professional Development

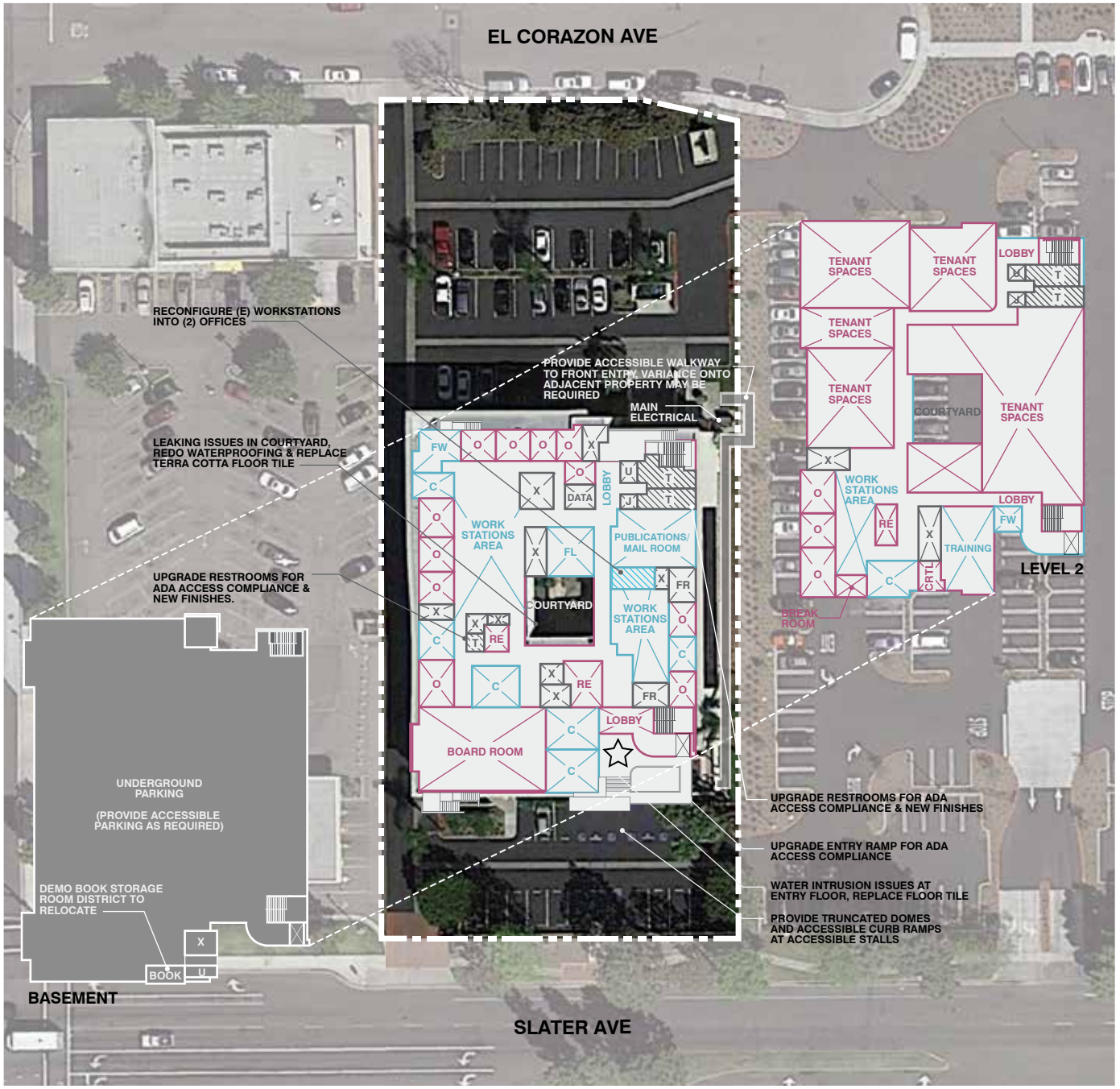
Support Spaces
- X Storage
- T Toilets
- U Utility
- J Janitor

Main Entry

N

0 30' 60' 120'

1" = 120'



NO WORK
RECONFIGURE

District Warehouse

Open / Shared Workspace
- C Conference
- FL Faculty Lounge
- FW Faculty Workroom
- M Mail Room

Office Space
- RE Reception
- O Office
- PD Professional Development

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

Notes
1. Update interior lighting in day-lit spaces with automatic dimming controls.
2. Upgrade egress and path of travel lighting.
3. Replace fire alarm system.
4. Modernize front of building.

Main Entry

N

0 30' 60' 120'

1" = 120'

17330 Mt. Hermann Street, Fountain Valley, CA 92708 | http://www.fvsd.us

EXISTING SITE INFORMATION

Year Built: 2003
Site Acreage: 2.17 Ac
Building Area: 23,924 SF

OVERVIEW

The Maintenance and Operations (M&O) / Transportation site was built in 2003 and is in good condition. The site houses the M&O, Transportation and Grounds departments and M&O warehouse/ shops. The central warehouse for food service is also located at this site.

SITE NEEDS & CONDITIONS

- Drainage at maintenance vehicle washing needs filter and water treatment.

Parking

- Parking lot AC paving was recently re-surfaced and is in good condition.
- ADA parking needs truncated domes and signage.

Paving

- Concrete paving in general is in good condition.

Vehicular wash down area

- Water filtration system needed to meet water regulation and not go into directly into storm drain.

FACILITY NEEDS & CONDITIONS

General

- Food Service would like a 6'-0" x 6'-0" walk in freezer and 2 walk in coolers to increase food storage to increase fresh food options.
- There is adequate bus parking. There are currently three CNG buses. The District will get 1 more soon. In 2021, the goal is to eliminate all diesel buses.

Exterior

- Exterior plaster and paint is in good condition.

Door & Frames

- Exterior doors are aluminum storefront and are in good condition.

Windows

- Windows are insulated and in good condition.

Roof

- The roof is a single ply roof and is in good condition.

Interior

- In general, the interior finishes are in good condition.

ASSESSMENT OF SYSTEMS

Mechanical

- Systems are functioning. No issues noted.

Plumbing

- Systems are functioning. No issues noted.

Electrical

- **Power Distribution:**
- Category [1]
- Good electrical system including service and distribution. Built in 2002 and in good condition

- **Fire Alarm**
- Category [1]
- Fire alarm system in good condition. Built in 2002 and in good condition

- **Data/Communication:**
- Category [1]
- Data and communication systems are in good condtion. Built in 2002 and in good condition

- **Security:**
- Category [1]
- Security and intrusion detection systems in good condition. Built in 2002 and in good condition

- **Audio and Video Systems:**
- Category [1]
- AV systems are in good condition. Built in 2002 and in good condition

- **Lighting:**
- Category [4]
- All exterior lighting has been upgraded with LED lamp sources.
- Day-lit spaces do not have automatic dimming controls. This is mandatory per current Title 24 code.
- Emergency egress path lighting does not appear to be adequate and providing coverage for all egress paths and area of refuge.
- Additional site fixtures will be needed for adequate coverage.
- A new centralized inverter panel system is recommended for the smaller campuses, and possible larger systems will require a generator or multiple inverter/battery panels.


Entry into M&O / Transportation site


Food service central warehouse building


Overall site and parking


Roof at M&O warehouse


Typical roof and AC units at M&O building


Warehouse / shop


Conference / meeting room

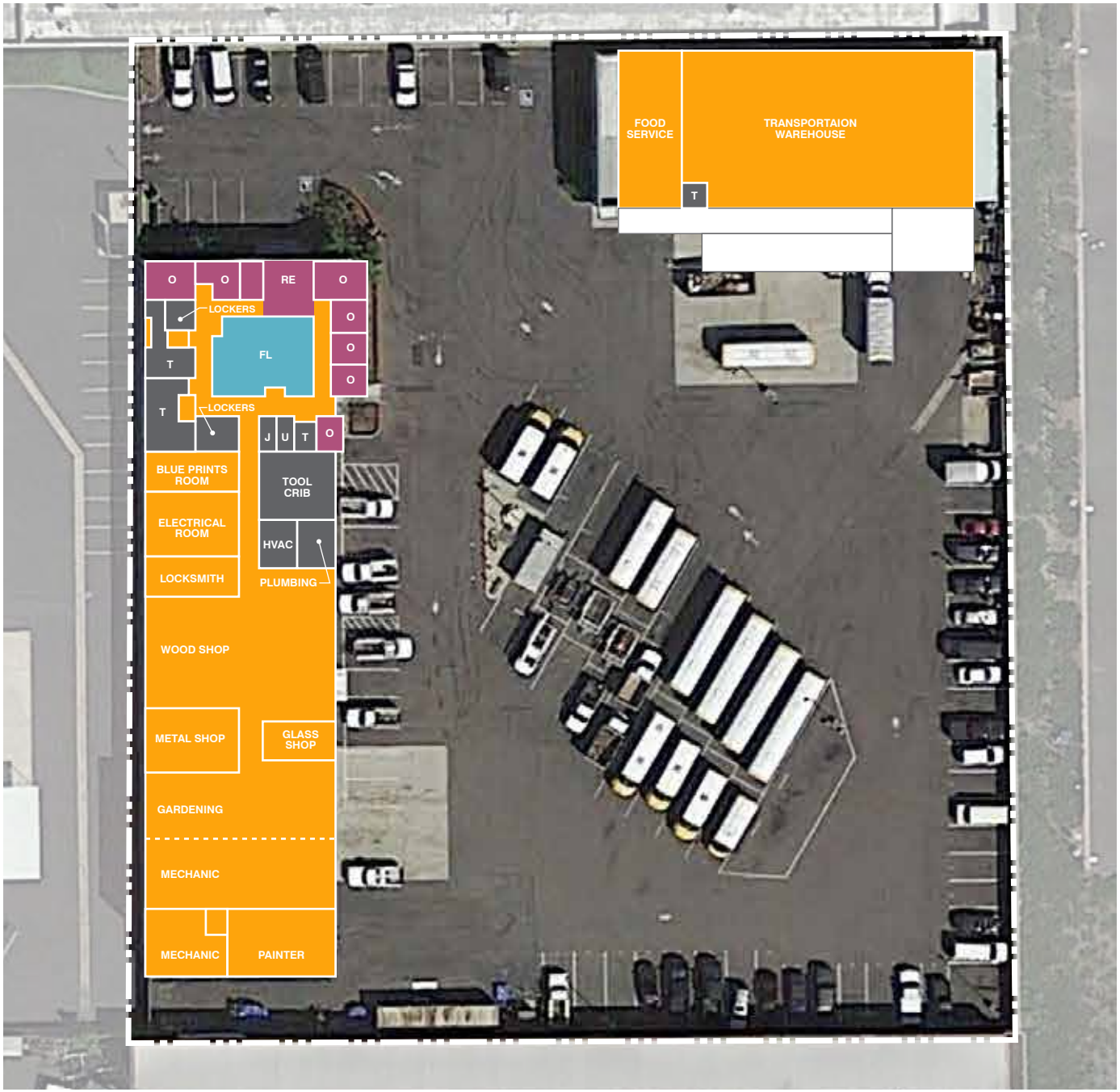

Vehicle repair shop at warehouse


Grounds storage

SCOPE OF WORK CATEGORIES	MASTER PLAN COST
01. Modernize & Reconfigure Existing Classrooms	$ -
02. Existing Building Systems & Toilets	$ -
03. Site Utilities	$ 90,000
04. Classrooms New Construction	$ -
05. Flexible Labs (ES) / Science Labs (MS)	$ -
06. Electives (MS)	$ -
07. Performing Arts Improvements (Music)	$ -
08. Multi-Purpose Room / Food Service & Student Dining	$ 166,000
09. Physical Education Improvements	$ -
10. Administration & Staff Support	$ -
11. Library, Innovation Lab & Student Support Services	$ -
12. Safety & Security	$ 68,000
13. District Support Facilities	$ -
14. Outdoor Learning Environments	$ -
15. Exterior Play Spaces, Playfields, & Hardcourts	$ -
16. Next Generation Classroom Flexibility (Furniture)	$ -
17. Technology Infrastructure	$ -
Total Construction / Project Cost (2016$)	**$ 324,000**

The following items are excluded from this budget:

- Utility hook-up fees & City connection fees
- Off-site work and traffic signals
- Land acquisition costs
- Hazardous material surveys, abatement and disposal
- Escalation (costs are in 2016$)



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0 30' 60' 120'

1" = 120'

District Warehouse

Open / Shared Workspace
- C Conference
- FL Faculty Lounge
- FW Faculty Workroom
- M Mail Room

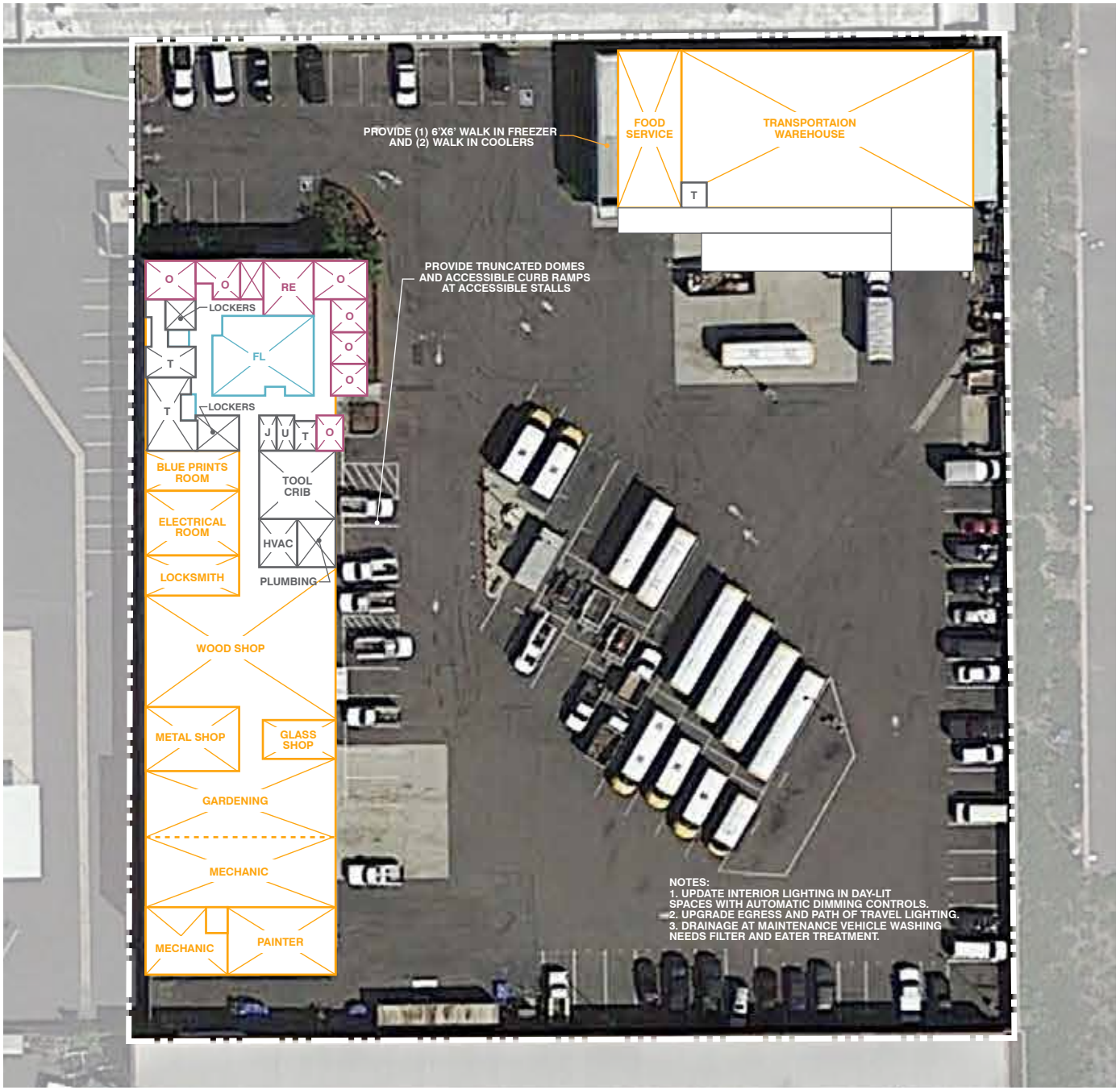
Office Space
- RE Reception
- O Office
- PD Professional Development

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

Notes
1. Update interior lighting in day-lit spaces with automatic dimming controls.
2. Upgrade egress and path of travel lighting.
3. Drainage at maintenance vehicle washing needs filter and water treatment

☆ Main Entry

LPA



NO WORK
RECONFIGURE

District Warehouse

Open / Shared Workspace
- C Conference
- FL Faculty Lounge
- FW Faculty Workroom
- M Mail Room

Office Space
- RE Reception
- O Office
- PD Professional Development

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

Main Entry

N

0 30' 60' 120'

1" = 120'

5

APPENDIX

LPA

APPENDIX | SECTION 5

Preparing today's youth for tomorrow's future

FOUNTAIN VALLEY SCHOOL DISTRICT

LPA

5161 California Avenue, Suite 100, Irvine, California 92617

p. 949.261.1001 f. 949.258.1190
w. lpainc.com e. lpa@lpainc.com

January 19, 2016

MEETING MINUTES NO. 1
FOUNTAIN VALLEY SCHOOL DISTRICT
FACILITIES COMMITTEE MEETING
LPA PROJECT NO. 16002.10

DATE: January 19, 2016
TIME: 3:30 pm-5:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Cathie Abdel, Assistant Supt. Personnel
Cheryl Hall, Office Manager
Christine Fullerton, Ass't. Superintendent Business Svcs.
Erik Miller, Principal
Fernando Chuarric, Parent
Isidro Guerra, FVSD
Kevin Johnson, Principal
Mark Johnson, Superintendent
Mary Parsons, FVCC
Michele Macdonald, Teacher
Nathan Le, Maintenance
Jill Richards, President FVEA
Jim Cunneen, Trustee
Joe Hastie, M&O Superintendent
Joy Moyers, SPC President
Judy Edwards, Foundation
Kathy Davis, Principal
Rosalia Escutia, Parent
Sandra Crandall, Trustee
Sam Koser, CSEA
Sarah Svartstrom, Parent
Steve Brown, FVSF
Steve Einstein, Personnel Coordinator
Steve Mclaughlin, Assistant Superindent
Susie Davis, SOM
Jim Kisel, LPA
Don Pender, LPA
Jomay Liao, LPA
Glenn Kubota, LPA

DISTRIBUTION
All Present

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to welcome the Facilities Committee, kick-off the Facilities Master Plan process, and review the Committees purpose and upcoming meetings. (See attached agenda). LPA provided an introduction of the LPA Team and an overview of the process. The presentation also summarized past facilities programs including past modernization themes, deferred maintenance challenges, TTG AC report summary, Tru-North Community Poll perception results, and School Site Tour thoughts. Afterwards, several activities were conducted to gather input on facilities needs and how they can better support FVSD's educational vision. The meeting concluded with a round table discussion on what defines success for this master plan. The following are the results from the meeting.	
	1.02	Goals for the Process • Facilities that reflect the academic achievement of the District. • Inclusiveness – engage school sites and the community.	
	1.03	Facilities Committee's Responsibilities • Dream about the future of FVSD • Communicate and represent the larger community	
	1.04	Air Conditioning • Air conditioning has been a big issue for the District. • Of the 3 options presented in the report prepared by TTG the District is tentatively learning toward Option #3 for the Facilities Master Plan and Implementation. • The cost differential between Option #1 and Option #2 is only $1 Million. • The District's goal is to improve air quality and temperature control.	
	1.05	Defining Success of a Facilities Master Plan • Teachers and students are happy • Classroom environments that are conducive to learning now and beyond • Air quality, climate, natural daylighting • STEAM, Art Music facilities to support curriculum • Set future standards – a model for other school Districts • People have a voice and their voice matters • Highest priorities – talking points to community • All come together and get what is needed – but also remember it needs to be maintained • Air quality – address issues • Catch up to other more modern schools • Students are excited • Stay within budget • Sustainability of projects – projects are relevant for a number of years • A master plan is a 10-20 year plan	

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ACTION	ITEM NO.	DUE DATE

1.06 The following comments were made in the Thought Starter activity:

1.07 **The most unique thing about FVSD is…**

- Culture/ people
- Teacher collaboration
- Close community
- Family & community togetherness feeling
- Strong community support
- Family x2
- Sense of community
- Family feeling
- FVSD is a family
- The people (culture)
- High quality
- Green space
- The commitment to a high quality education by teachers, support staff, parents and students
- The quality of our teachers and programs

1.08 **What was it that most inspired you about school?**

- Teachers x3
- Great caring teachers
- Positive feedback and helpful guidance from teachers
- Teachers, student activities, friends
- Involved teachers
- Sports, outside play
- The high interest of teachers in individual students
- Art
- The staff; teachers were amazing
- Community and connection between teacher and student
- Open space collaborative setting
- Passionate staff

1.09 **What about an apple store makes a relevant classroom?**

- Openness, lighting, interactive
- Open, inviting environment
- Every square foot counts
- Simplicity: inspiration
- Single focus with unlimited options
- Things just work!
- Light, bright
- Cutting edge technology
- A genius for someone who can really help?
- Forward thinking
- Open, vision, art at core
- Well-lit
- Openness, lighting
- The availability of information of any sort at one's fingertips
- Buzz of excitement learning
- Technology & engagement
- Open and bright and light

ACTION	ITEM NO.	DUE DATE

1.10 **What is one thing that could be done to improve your educational environment?**

- Standardizing instructional tools/ technology
- Natural lighting
- Optimal air quality
- Natural light, air, airflow, flexible options
- Space
- AC x3
- Natural light
- Open view and airflow
- Windows
- A consistent temperature
- Good lighting, air conditioning, open spaces
- Encourage active transportation (walking, bikes)
- Ask 'why not?'
- Air
- Cabinet space
- Student furniture
- Windows + natural light
- Windows and air circulation

1.11 **What indoor space should be provided to enable collaboration?**

- Meeting areas
- Larger libraries
- Provide for different size groups: small, medium, large
- Appropriate classroom size
- Large open well-lit spaces
- Sky-lit rooms between classrooms
- Small nook-like areas (not everyone is an extrovert)
- More room in classrooms
- Flexible and movable furniture
- More open accessibility
- Principal meeting rooms
- Whole school centers
- Rug area, open, no desks block view
- Arts, music, library
- Movable furniture

1.12 **What outdoor space should be provided to enable collaboration?**

- Seating, open flexible
- Landscape to learn from
- Amphitheatre/ bowl space
- Spaces designed as open-air 'rooms'
- Learning garden
- More seating and gathering areas
- Seating areas
- Whole school outdoor seating
- Seating with shade (trees)
- Patios with many plants

ACTION ITEM NO. DUE DATE

- Places for students to gather with seating options and shade
- Small seating areas for outdoor instruction
- A shady area
- Hmmm…. We have large outdoor spaces
- Better use of all our grass area
- Seating & shade
- Teacher's lounge

1.13 **Technology should…**

- Engage
- Change learning
- Support learning
- Be used as a tool
- Be easy to use
- Be usable (training and time for practice = key)
- Be current and of quality
- …be balanced with ethical values
- Be responsive, usable and wider standards
- Adapt
- Inspire a love of learning
- Be in every classroom
- Be thinking forward; lead don't follow
- Be flexible and available when needed
- Move things forward, not be the limiting framework
- Support student learning, without being the focus
- Secure intuitive fast
- Immersive collaborative visual
- Accessible to all
- Be up to date
- Work!! :)

1.14 **When you hear the word 'google', what comes to mind?**

- Quick links to information
- Innovation x2
- Answers
- Innovation, creativity
- Access to almost everything
- Endless possibilities
- Accessibility
- How is find information
- Computer search
- A good stock for investment!
- Simplicity
- Need is met with minimal effort
- Answers, solutions, pathways
- Instant answer
- Access to information
- Internet, technology, research
- Research, but watch out for inappropriate stuff that still pops up!

1.15 **What is so compelling about a starbucks store?**

ACTION ITEM NO. DUE DATE

- Color palette
- The hot chocolate
- Efficiency, warmth, flexible spaces
- High sensory experience
- Comfortable
- Cushioned chairs and intimate seating areas
- Openness
- WiFi availability
- A comfortable space for collaboration
- Open Space
- Engagement
- Internet access
- Nothing :)
- Community
- Colors
- Personalization
- Potential for dialogue
- The two comfortable chairs

1.16 **What type of space is needed for professional development?**

- Large collaborative spaces with great A.V.
- Motivating and inspiring spaces designed to 'do' work, not as an after thought
- Flexible furniture
- Mobile displays
- Whiteboards
- Open, flexible with easy to use technology
- Large open spaces with access to classrooms
- Open rooms with technology
- Something with: technology, floor space, chairs, tables, micro's walls to write on
- Workrooms with round tables
- Storage
- Comfortable seating!

1.17 **FVSD could be better if…**

- Facilities matched the level of academic excellence
- Had greater city officials involvement
- Better facilities
- Open the purse strings to do it right!
- Teachers, students, volunteers worked in a climate conducive to study and work
- Money follows priorities
- Completed necessary projects
- Diversity
- Had lots of $
- Always put students first
- Air!
- …and when this project is completed with all facilities gaining and moving into the future of education
- We are able to update facilities
- Focus was more on teachers and student work.
- We could have half of what we want/ need!!

ACTION ITEM NO. DUE DATE

1.18 **The most important factor to consider in planning for the future of FVSD is…**

- Air quality and climate
- Long-term cost/ benefit, on-going flexibility
- Dream high but consider what will sell
- What is best for teachers and students
- Is a focused board with an excellent day to day leader
- Learning environment
- The future
- Take the time needed to do it right!
- Buy in
- Class size
- Benefit to the students
- Students
- Infrastructure
- How to fund it? Ahh!

1.19 The committee was asked to discuss the following 2 questions amongst their small groups and present back to the larger group their thoughts and ideas. There were a total of 5 groups.

Question 1: Discuss building, school site and community needs that the FMP process should examine.
Question 2: How do the existing facilities compromise implementation of FVSD's educational vision?

1.20 **Team 2**
Question 1: Building Needs

- Roof repairs, concrete & asphalt replacement, drainage,
- Heating & air issues
- Increase natural light
- Sink drainage
- Workroom access
- Light switching upgrades
- Increase electrical outlet locations
- Increase interiors and exterior storage
- Modernize internal phone system
- Kitchen upgrades – more space for moving kids in and out
- Need new hand dryers in restrooms
- Include outdoor spaces to supplement lack of interior space

Question 2

- Current building footprints at several sites limit increasing space. Several also have very little natural light or windows in classrooms.

1.21 **Team 3**
Question 1:

- Air quality / climate control
- Roofs and building infrastructures

ACTION ITEM NO. DUE DATE

- Classroom shapes* (*compromise)
- More flexible footprints
- Usage of outdoor spaces
- Parking & traffic flows
- Windows & light
- Security
- Science spaces
- Music / Art spaces
- Elective rooms / future flexibility
- Instructional classroom technology

Question 2:

- Design
- Footprint
- Original use at MS --> K-8
- Lack of dedicated Science rooms
- Collaborative spaces – lacking
- Non-standardized items – e.g. furniture
- Storage
- Indoor assembly areas

1.22 **Team 4:**
Question 1

- A/C with the infrastructure required
- Security, accessibility
- Parking lots and drop-off zones and student waiting areas
- Standardizing technology
- Flexible environments and furniture
- Science rooms
- Restrooms
- Irrigation/ fields
- Outdoor learning spaces / hardscape
- Storage for inside classrooms and school wide
- Library / Media centers for students
- Blacktop areas
- Performing Arts & Music Rooms & a space / room large enough for an 8th grade graduation
- Art Rooms
- Light
- Transitional Spaces

Question 2

- Creativity & innovation are inhibited by restrictive space (i.e. programs teachers could do but don't because of limitations)
- Emotional & physical exhaustion, of students and staff, from extreme heat/ environmental conditions
- Reaching the end of the life cycle of our buildings
- Compromised Science experiences

1.23 **Team 5:**
Question 1

- Examine research on how students learn and how teachers teach
- Examine access of information through technology

ACTION	ITEM NO.	DUE DATE

- Examine the effects of natural light
- Examine the effects of quality air exchange
- Examine the possibility of re-designing Masuda Middle School as a school
- Examine continuity of external/ internal space in all schools

Question 2

- Hinders collaboration
- Too hot to teach/ learn in classrooms
- Hinders STEM activities / learning
- Hinders technology initiatives (wireless)
- Increased parent / community engagement requires big spaces (District art show/ music performances/ education)

1.24 **Team 6**

Question 1

- Air climate, flow, control
- Natural lighting with respect to limited distraction (skylights, tube lighting)
- Updated teacher lounge and meeting room
- Inviting paint colors
- Furniture that allows for collaborating & movement
- Science labs, art rooms, band & music, assembly rooms
- Storage (floor to ceiling cabinets, bookshelves, filing cabinets, P.E. equipment, custodial supplies)
- Glare control (floor, windows)
- Outdoor learning areas (seating, landscaping)
- Electrical, plumbing, security that works and easy to use (swipe card)
- Increase # of restrooms (staff, students)
- Playgrounds
- Enclosed lunch room / cafeteria
- Expand tech and WiFi
- Track (kids learn a true mile)
- Increased room size
- Library update (more accessibility to students)
- Whiteboard walls and cabinet doors (bulletin board walls/ cabinets too)

Question 2

- Limits programs (ex: STEAM, Science)
- Impacts student learning and opportunities
- Affects teacher morale and opportunities
- Limits collaborating

1.25 **Next Steps**

- The following are the meeting dates for the next Facilities Committee meetings. Chris Fullerton will send an email to the committee with these dates:
  - Meeting #1 – "If You Could Dream" – Jan. 19th, 2016
  - Meeting #2 – Program Opportunities – Feb. 10th, 2016
  - Meeting #3 – Conditions Assessments & Opportunities – Feb. 29th, 2016
  - Meeting #4 – Proposed School Improvements / Town Hall – April 5th, 2016
  - Meeting #5 – Stakeholders Engagement – May 2nd, 2016

LPA
MEETING MINUTES NO. 1
FOUNDATION VALLEY SCHOOL DISTRICT
LPA PROJECT NO. 16002.10
January 19, 2016

ACTION	ITEM NO.	DUE DATE

Submitted by: Jomay Liao

Attached: FC 1 Presentation
Sign in sheet
Poster scans

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LPA

FACILITIES MASTER PLAN COMMITTEE
MEETING #1

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME	POSITION	E-MAIL
Michele Macdonald	teacher	MacdonaldM@fvsd.us
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Steve Brown	FV SF	sbfbrsb[illegible]@socal.rr.com
Cheryl Hall	Office Manager	hallc@fvsd.us
NATHAN LE	MAINT.	LEN@FVSD.US
Sandra Crandall	Trustee	slcrandall@aol.com
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Fernando Chavez	Parent	fernando@fernandochavezrk.com
Sam Koser	CSEA	SamKoser@yahoo.com
Isidro Guerra	FVSD	guerrai@fvsd.us
Chris Fullerton	Asst Sup	fullertonc@fvsd.us
STEVE EINSTEIN	PERSONNEL COMM	REBGIRAFFE@AOL.COM
Susie Davis	SCM	daviss@fvsd.us
ERIK MILLER	PRINCIPAL	MillerE@fvsd.us

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LPA

FACILITIES MASTER PLAN COMMITTEE
MEETING #1

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME	POSITION	E-MAIL
JOY MOYERS	SPC PRES	JOY.BROOKS.MOYERS@gmail.com
Cathie Abdel	Asst Supt. Personnel	AbdelC@fvsd.us
Judy Edwards	Foundation	
Steve McLaughlin	Asst. Supt	
Sarah Svartstrom	Parent	sarah_svartstrom@msn.com
JOE HASNIE	M&O Supvr	hasniej@FVSD.US
JIM CUNNEEN	TRUSTEE	jimcunneen4fvschoolboard@gmail.com
Kathy Davis	Principal	davisk@fvsd.us
Rosalia Escutia	Parent	escutia1231@yahoo.com
Jill Richards	Pres. FVEA	richardsj@gmail.com

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February 19, 2016

MEETING MINUTES NO. 2
FOUNTAIN VALLEY SCHOOL DISTRICT
FACILITIES COMMITTEE MEETING
LPA PROJECT NO. 16002.10

DATE: February 10, 2016
TIME: 3:30 pm-5:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Cathie Abdel, Assistant Supt. Personnel
Cheryl Hall, Office Manager
Christine Fullerton, Ass't. Superintendent Business Svcs.
Joe Hastie, M&O Superintendent
Eduardo Higuchi, Foundation
Erik Miller, Principal
Isidro Guerra, FVSD
Jill Richards, President FVEA
Jim Cunneen, Trustee
Joy Moyers, SPC President
Judy Edwards, Foundation
Kathy Davis, Principal Tamura ES
Mark Johnson, Superintendent
Michele Macdonald, Teacher
Morgan Smith, Principal FVHS
Rosalia Escutia, Parent
Sandra Crandall, Trustee
Steve Brown, FVSF
Steve Einstein, Personnel Coordinator
Steve Mclaughlin, Assistant Superindent
Susie Davis, SOM
Don Pender, LPA
Jomay Liao, LPA
Glenn Kubota, LPA

DISTRIBUTION
All Present
Fernando Chuarric, Parent
Kevin Johnson, Principal
Mary Parsons, FVCC
Nathan Le, Maintenance
Sam Koser, CSEA
Sarah Svartstrom, Parent

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to provide the Facilities Committee with a process update, review the draft guiding principles, summarize the results from the Facilities Committee #1 activities, review Principal priority results and facilities condition assessments, and gain a better understanding of the District's sustainable goals (See attached agenda). LPA provided an introduction and a review of where we are at in	

ACTION	ITEM NO.		DUE DATE
		the FMP process. The following are the results from the meeting.	
	1.02	Guiding Principles Review • The committee felt that the guiding principles reflected the District's vision for the Facilities Master Plan. • The guiding principles should be placed in a particular order from Community, Family, then students. Statement 1 should be 1, statement 2 should be 2, statement 4 should be 3, statement 3 should be 4, and statement 5 should be 5.	
	1.03	The committee divided into small groups and discussed and presented back to the larger group: "What should FVSD's sustainable goals be?" The following are the results from the small groups:	

	1.04	Group 1
		• "All of our goals should be sustainable"
		• Make fiscal sense both now and in the future
		  ○ Initial cost
		  ○ Utility increases
		  ○ On-going maintenance budget funded
		  ○ Cost mitigation through related improvements
		• Natural light is cost effective and always present in our area
		  ○ Use of LED
		  ○ Increase solar
		• Quality of materials for long-term life
		• Timers/ sensors for water, lights, monitored irrigation (self-adjusting)
		  ○ Drought tolerant
		• Designs which are functional, efficient and not too funky
		• Multi-use purposes for playgrounds serving the school and community
		• Make improvements flexible to support any future evolution of change needed in schools	

	1.05	Group 2
		• Quality materials that last generations
		  ○ Classic aesthetic
		  ○ Consistent look and feel / District
		  ▪ Site specific okay
		• 5-10-15-20 years revisitation processes - FMP is continually updated
		• Sound fiscal management
		• Re-evaluation of priorities
		• Environmental
		  ○ Water reclamation systems
		  ○ Outdoor learning centers
		  ○ Solar shade structures
		  ○ Energy efficient lighting	

ACTION	ITEM NO.		DUE DATE

1.06 Group 3
- Flexibility + Adaptability – to allow for progressive cutting edge programs and services (timeless and timely)
- High quality materials made to last
- Balance function with form
- Usable outdoor spaces – multi-use
  - Reclaimed water
- Venues shared with the community
  - Auditorium – gym
  - Farm
  - PAC

1.07 Group 4
- "We want our students to be illuminated and have illuminating moments at our schools."
- Comprehensive fixes / solutions
  - A/C + Windows + Everything + Roofing
  - Electrical
- Flow-through during school day - wayfinding
  - Classrooms to other spaces
  - Student drop-off
- Irrigation – better capture
- Illumination
- In-house maintenance that is long term

1.08 Group 5
- Energy efficient windows
  - Standardized / secure
- Improved student areas / hardscapes
  - Seating / small groups / durable
  - Environmentally friendly
  - Parking lots / drop-off/ pick-up
- Standardization – throughout the District
  - Classrooms
  - Storage
  - Technology
  - Furniture
- Coordination of work with roofing needs
  - Electrical
  - Mechanical
  - Plumbing
  - HVAC
- KPI (Key Performance Indicators)

1.09 Group 6
- Infrastructure to support technology
- A/C + appropriate windows, insulation to maximize energy conversation
- Built-in furniture (cabinets, file cabinets, bookshelves, etc.)
- Drought tolerant plants
- Playgrounds – no wood chips
- Weatherproof outdoor coverings
- Reclaimed water irrigation

ACTION	ITEM NO.		DUE DATE

- Covered area for PE use with ventilation and cool matting
- Planting trees that offer shade or using other shade producing products

1.10 Next Steps
- Facilities Meeting #3 is scheduled for February 29th. This meeting will review staff survey results, demographic trends and draft educational program vision

Submitted by: Jomay Liao

Attached: FC 2 Presentation
Sign in sheet
Poster scans

LPA

FACILITIES COMMITTEE
MEETING #2

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME (PRINT)	POSITION	E-MAIL
Cathie Abdel	Asst. Supt	
Kathy Davis	Principal	
Cheryl Hall	Office Mgr	
Rosalia Escutia	Parent	escutia1231@yahoo.com
Jill Richards	FVEA pres/teacher	fveaprez@gmail.com
JIM CUNNEEN	TRUSTEE	[illegible]@gmail.com
Steve Brown	Dir FVSF	[illegible].com
MORGAN SMITH	PRINCIPAL FVHS	msmith@hbuhsd.edu
JOE HASTIE	[illegible]	

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LPA

FACILITIES COMMITTEE
MEETING #2

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME (PRINT)	POSITION	E-MAIL
Judy Edwards	Foundation	Edwards2jh@cs.com
Chris Fullerton	Asst. Sup	
Michele Macdonald	Teacher	MacdonaldM@fvsd.us
[illegible]	FOUNDATION	[illegible]@gmail.com
Suzie Davis	SOM	daviss@fvsd.us
Erik Miller	Principal	
Isidro Guerra	Dir. Fiscal Srv.	guerrai@fvsd.us
STEVE EINSTEIN	PERSONNEL COMM	REBGIRAFFE@AOL.COM
Jomay Liao	LPA	
Don Pender	LPA	
Glenn Kubota	LPA	

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February 29, 2016

MEETING MINUTES NO. 3
FOUNTAIN VALLEY SCHOOL DISTRICT
FACILITIES COMMITTEE MEETING
LPA PROJECT NO. 16002.10

DATE: February 29, 2016
TIME: 3:30 pm-5:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Cathie Abdel, Assistant Supt. Personnel
Cheryl Hall, Office Manager
Christine Fullerton, Ass't. Superintendent Business Svcs.
Joe Hastie, M&O Superintendent
Eduardo Higuchi, Foundation
Ed Eldridge, Teacher
Erik Miller, Principal
Fernando Chuarric, Parent
Isidro Guerra, FVSD
Jill Richards, President FVEA
Jim Cunneen, Trustee
Joy Moyers, SPC President
Judy Edwards, Foundation
Kathy Davis, Principal Tamura ES
Mark Johnson, Superintendent
Michele Macdonald, Teacher
Nathan Le, Maintenance
Rosalia Escutia, Parent
Sandra Crandall, Trustee
Steve Einstein, Personnel Coordinator
Steve Mclaughlin, Assistant Superintendent
Susie Davis, SOM
Don Pender, LPA
Jomay Liao, LPA

DISTRIBUTION
All Present
Kevin Johnson, Principal
Morgan Smith, Principal FVHS
Mary Parsons, FVCC
Sam Koser, CSEA
Sarah Svartstrom, Parent
Steve Brown, FVSF

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to provide the Facilities Committee with a process update, summarize the results from the teacher survey, review main concepts generated from the education charrette meeting, and gather committee input on 21st Century / Next Generation learning environments (See attached agenda). Chris Fullerton, FVSD provided an introduction.	

ACTION	ITEM NO.		DUE DATE
		The committee was divided into small groups to work on what they thought was a 21st Century Learning Space for FVSD. The following are the results from the small group activity. (See attached posters)	
	1.02	Group 1 • Outdoor learning and physical fitness space • Flexible furniture; movable furniture • Smaller, personal space • Tech savvy students to be able to succeed in today's professional world; interactive whiteboards • Areas to support collaboration between students and teachers • 'Green' school • Natural daylighting; light and bright spaces • A place for Art • Math manipulatives to 'act' out problems • Storage • Small personal space • Aesthetically pleasing	

	1.03	Group 2
		• Outdoor learning
		  ○ Outdoor areas for sports and independent reading
		  ○ PE opportunities
		• Learning Space
		  ○ Independent activity space
		  ○ Co-teaching opportunities
		  ○ Verbal interaction
		  ○ Expressive reading
		• Student Collaboration
		  ○ Creative collaboration
		  ○ Small group collaboration
		  ○ Small group instruction
		• Teacher collaboration
		• Core Rooms
		  ○ Music – rooms away from other learning spaces
		  ○ Technology
		  ○ Library time
		• Flex Lab
		  ○ Hands-on art activities
		  ○ Open area for music like Science or projects
		  ○ Science experiments
		  ○ Concept idealogy
		  ○ Project-based learning/ hands on	

	1.04	Group 3 • Learning in circles; flexible furniture; flexible environment • Lack of clutter; storage space versus learning environment • Need for storage. Crisp, clean learning environments • Lots of natural daylight	

ACTION ITEM NO. DUE DATE

- Walls / doors / windows
- 21st Century graffiti
- Technology for teacher and students
- Floor materials have a purpose and match the learning environment; hard and soft
- Outdoor play space, learning space, with shade and flexible seating; seating areas with native landscape
- Open feel; feels expansive; ability to supervise students in many areas
- Thinking and display boards
- Wall has purpose – whiteboard glass
- Can create small and large spaces for whole group, small group learning

1.05 Group 4

- Technology
  - Technology is easy to use and infused in all areas of instruction
  - Research, history, geography, topography
  - Interactive space
- Learning Space
  - Abundant daylighting
  - Creative and stimulating colors and patterns
  - Small group collaborative space without a teacher room
  - Collaboration and team-based projects
  - Space for ipads/ computers for blended learning
  - Smart learning surfaces
  - Technology based learning
  - Outfitted library space for research
  - Software/ coding
  - Science experiments/ robotics
  - Centrally controlled technology
  - Research and inquiry based projects
  - Digital research spaces and lounge areas, digital presentations
  - Writing, reading
  - High quality floor surfaces
  - Interchangeable furniture
- Break out space
  - Direct instruction with a teacher small group
  - Group work
  - Presentations
  - Discussion (Q&A)
- Mixed use spaces
  - Presentation/ reporting out space for students
  - Project-based hands on activities
  - Exploration/ discovery
  - All content areas now incorporate labs
  - Mixed-use spaces allowing for team teaching
- Student space
  - Single point of focus in the classroom
  - Space for work products in progress or completed to be displayed

LPA
MEETING MINUTES NO. 3
FOUNDATION VALLEY SCHOOL DISTRICT
LPA PROJECT NO. 16002.10

ACTION ITEM NO. DUE DATE

- Sense of belonging

1.06 Group 5

- Activities: Paper/pencil, technology, reading, small group, whole group, presentations, science/ art
- Zones: Work stations, floor space, tables, outdoor space
- Qualities: Windows, large office space, cafeteria, comfortable air climate
- Technology rich
- Varied and flexible furniture; mobile furniture
- Walls that talk – are usable
- Work areas
- Storage
- Outdoor learning space – for small and large groups
- Maker Lab for hands on/ project based learning
- Fan for air movement / thermal comfort

1.07 Overall Thoughts

- Need shade at outdoor spaces to make them use-able
- Main office is the first impression for parents and community. It should be nice, bright and clean
- Air conditioning – need comfortable climate. There may not be a need for AC all the time due to the mild climate of this area. But there is a need for occupant controls
- Balance modern technology based education with traditional education including reading, writing, research and math which are just as vital as technology
- Sustainability – invest in how we make assets more sustainable
- Parents are a fore-thought rather than an after-thought. Parent involvement is an integral part of the school community
- Student work display areas
- Student-centric facilities
- Technology should be instructional driven
- Storage – is multi-functional (e.g. whiteboard and tackwall cabinet doors)

Submitted by: Jomay Liao

Attached: FC 3 Presentation
Sign in sheet
Poster scans

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FACILITIES COMMITTEE
MEETING #3

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME	POSITION	E-MAIL
Chris Fullerton	Asst. Sup	
Judy Edwards	Foundation	
Michele Macdonald	Teacher	
Nathan Le	Maint.	
Erik Muller	Ord. Principal	
Joy Moyers	SPU	
Eduardo Hirauchi	Foundation	
Jill Richards	FVEA/teacher	
Ed Eldridge	Teacher	
Fernando Chavarria	Parent	
Sandra Crandall	Trustee	
Jomay Liao	LPA	
Don Pender	LPA	

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FACILITIES COMMITTEE
MEETING #3

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME	POSITION	E-MAIL
Kathy Davis	Principal	davisk@fvsd.us
Suzie Davis	Som	daviss@fvsd.us
Cheryl Hall	Som	hallc@fvsd.us
Jim Cunneen	Trustee	jimcunneen4fvschoolboard@gmail.com
Isidro Guerra	Dir. Fiscal	guerrai@fvsd.us
Steve Einstein	Personnel	REBGIRAFFE@AOL.COM
Rosalia Escueta	Parent	escueta123@yahoo.com
Mark Johnson	Supt	

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April 5, 2016

MEETING MINUTES NO. 4 / TOWNHALL
FOUNTAIN VALLEY SCHOOL DISTRICT
FACILITIES COMMITTEE MEETING
LPA PROJECT NO. 16002.10

DATE: April 5, 2016
TIME: 3:30 pm-5:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Alicia Queen, Teacher, Tamura
Alyssa Gaebel, Teacher, Fulton
Amanda Kitahara, Teacher, Newland
Amy Jara, Teacher, Masuda
Amy Trimm, Teacher, Talbert
Andrea Gerhardt, Parent, Oka
Angela Kendig, Parent, Tamura
Brandon Plummer, Teacher, Tamura
Cheryl Hall, Office Manager, Tamura
Chris Christensen, Principal, Courreges
Christine Carrasco, FVEA, Cox
Christine Fullerton, Ass't. Superintendent Business Svcs.
Christine Palitz, School Office Manager (SOM), Talbert
Chula Tom, SOM, Plavan
Claudia Angelici, Teacher, Fulton
David Pate, Teacher, Oka
David Salas, Head Custodian, Tamura
Eduardo Higuchi, FVSF Foundation
Erik Miller, Principal, Oka
Evelyn Lee, Teacher, Fulton
Frank Drechsler, Parent, Tamura
Isidro Guerra, Director Fiscal Services
Jay Adams, Principal, Masuda
Jeanne Davis, Teacher, Newland
Jeff Doherty, Teacher, Courreges
Jennifer Rose, Teacher, Fulton
Jennifer Kajdasz, Assistant Principal, Masuda
Jim Cunneen, Trustee
Joanna Burch, Teacher, Gisler
Joe Hastie, Maintenance Supervisor
John Wood, Teacher, Talbert
Jon Jerge, Parent, Courreges
Joy Moyers, SPC President, Newland
Kaia Adams, Student, Masuda
Kara Tran-Wright, Student, Fulton
Kathy Davis, Principal, Tamura
Kim Kha, Teacher, Plavan
Kitty Kaufman, Office Manager, Masuda
Kristin Robertson, Teacher, Talbert
Lara Epling, Teacher
Lindsay Moothart, Teacher, Plavan
Marcia Tengan, Office Ass't, Oka
Mark Holman, Administrator
Mark Johnson, Superintendent
Matt Ploski, Assistant Principal
Michael Brunner, Teacher, Masuda
Michele Macdonald, Teacher
Nancy Spirk, SOM, Masuda
Niki Buck, Teacher, Cox
Parham Sadegh, IT Director
Patrick Ham, Principal, Cox
Petra Erlandson, Parent, Courreges
Phu Nguyen, Parent, Plavan
Rick Shirley, Parent
Sam Koser, CSEA/ Maintenance
Sandra Crandall, Trustee
Sandy OToole, SOM,
Sarah Svartstrom, Parent, Courreges
Steve Brown, FVSF Director
Steve Einstein, Personnel Coordinator
Susie Davis, School Office Manager (SOM), Gisler
Tami Morrison, Parent/ PTO
Teri Emerson, Teacher, Oka
Thao Nguyen, SOM, Fulton
Vanessa Angeles, Teacher, Oka

Don Pender, LPA
Jomay Liao, LPA
Gabby Uvidia, LPA

ACTION	ITEM NO.	DUE DATE

DISCUSSION ITEMS

ACTION	ITEM NO.	DUE DATE
	1.01 **Introduction & Purpose** The purpose of this meeting was to summarize the facilities master plan process activities to date, present the educational program standards developed from the input from the Educational Charette meeting, and present the site committees with the draft proposed master plan diagrams (See attached agenda). Chris Fullerton, FVSD provided an introduction.	
	1.02 LPA and the District noted that the improvements shown on the master plan represent the optimal vision based on the Educational Program standards. Implementation of these projects depends upon funding and projects will be phased in over time. The site master plans are not a design but a diagrammatic plan for future improvements. As funding becomes available and projects move forward, design teams will plan individual aspects of the projects recommended. The plans that result from the more detailed design phase process may vary from the concept shown, but will reflect the program elements and vision identified through the FMP process.	
	1.03 LPA noted that proposed site master plans reflect the 2016 enrollment and classroom loading assumptions as provided by the District. Kindergarten through 3rd Grade at 29 to 1 and 4th through 8th grade at 31 to 1. The number of teaching stations is calculated from these assumptions. In addition to these are pre-school, ESP, special education and non-scheduled lab spaces and specialized program spaces (e.g. music, art, science, electives).	
	1.04 LPA summarized the Facilities Master Plan process activities to date and their results as reflected in the Facilities Conditions Assessments (included in each school site packet), which included the following: • Principal interview and questionnaire • Site walk and observations • M&O interviews and engineer site walks • Teacher / staff survey	
	1.05 LPA presented the Educational Program Vision and Standards as developed from the input provided by Site Committees and Facilities Committee meetings. This document is included in the school site packet.	
	1.06 LPA reviewed how to read the existing and proposed master plan diagrams and distributed large sized plans and a packet of information to each school site committee. The school site committees are to review the existing and proposed diagrams and provide feedback following the questionnaire provided in the packet. The Principal's have signed up for a 1 on 1 meeting with LPA to review all consolidated comments to the master plan	

LPA

MEETING MINUTES NO. 4
FOUNTAIN VALLEY SCHOOL DISTRICT

LPA PROJECT NO. 16002.10

April 5, 2016

ACTION	ITEM NO.		DUE DATE
		diagrams.	
	1.07	Next Steps: • Principal 1 on 1 meeting scheduled for April 12th (see attached sign up / schedule). • Facilities Committee meeting #5 scheduled for May 2nd; agenda to include total program costs and prioritization. • Mark Johnson, FVSD Superintendent announced that a community outreach committee will be set up for a series of 4 evening meetings to occur in May. The purpose of the community outreach committee is to further educate the community on FVSD facilities and determine the next steps on how to implement the FMP. Existing members of the School Site Committees and Facilities Committee are highly encouraged to attend and invite others to attend.	

Submitted by: Jomay Liao

Attached: FC 4 Presentation
Sign in sheet
Principal 1 on 1 sign up/ schedule

LPA

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FACILITIES COMMITTEE / TOWNHALL
MEETING #4
April 5th, 2016 : 3:30pm – 5:00pm

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME	POSITION /School	E-MAIL
Chris Fullerton	Asst. Sup.	
Jeanne Davis	Teacher	~~jdavis@[illegible]~~ davisj@fvsd.us
Amanda Kitahara	teacher	kitaharaa@fvsd.us
Jeff Doherty	teacher	dohertyj@fvsd.us
Patrick Harp	Principal	harpp@fvsd.us
Petra Erlandson	parent Courreges	petraerlandson@yahoo.com
Michele Macdonald	Teacher	
Kitty Kaufman	Off Mgr	
Kaia Adams	Student/Masuda MS	
Marcia Tengan	OA / OKA	marciat1428@gmail.com
Frank Drechsler	Parent/[illegible]	[illegible]@yahoo.com
David Sollis	Head Custodian	
Kim Kha	teacher	khak@fvsd.us
Kara Tran-Wright	Student	kara-tran-wright1@myfvsd.us
Susie Davis	Som Gisler	daviss@fvsd.us
Steve Brown	FVSF Dr.	[illegible]@socal.rr.com
Thao Nguyen	[illegible]	nguyent@fvsd.us
Brandon Plummer	Teacher/Tamura	plummerb@fvsd.us
Michael Brunner	Manager/[illegible]	brunnerm97@fvsd.us
Jim Cunneen	Trustee	jimcunneen4fvschoolboard@gmail.com
Sam Kose	CSEA/MAINT	SamKose@yahoo.com
Alicia Queen	Teacher/Tamura	queena@fvsd.us
Andrea Gerhardt	Parent	anntayb@aol.com
Isidro Guerra	Dir. Fiscal Ser.	guerrai@fvsd.us
Mark Holman	Admin	Holmanm@fvsd.us
Christine Politz	SOM/Talbert	Politzc@ "
Christine Carrasco	FVEA / Cox	carrascoc@fvsd.us
Niki Buck	teacher/Cox	buckn@fvsd.us
Eduardo Higuera	FVSF	[illegible]
Lindsey Moothart	Teacher/Plavan	moothartl@fvsd.us

LPA

Teri Emerson teacher (OKA) emersont@fvsd.us

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FACILITIES COMMITTEE / TOWNHALL
MEETING #4
April 5th, 2016 : 3:30pm – 5:00pm

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME	POSITION/SCHOOL	E-MAIL
Jon Jerge	Parent/Courreges	jergejj@yahoo.com
Lara Epling	Teacher	epling1@fvsd.us
Jennifer Rose	Teacher	rosej@fvsd.us
Joanna Burch	Teacher/Gisler	burchj@fvsd.us
Jay Adams	Principal/Masuda	adamsj@fvsd.us
Amy Jara	teacher/Masuda	jaraA@fvsd.us
Rick Shirley	—	Richard.shirley@Arcadis-us.com
Matt Ploski	Assistant Principal	ploskim@fvsd.us
Kristin Roberson	teacher/Talbert	robertsonk@fvsd.us
Claudia Angeric	Teacher Fulton	angericc@fvsd.us
Kathy Davis	Principal	davisk@fvsd.us
Sandra Crandall	Trustee	
Evelyn Lee	Fulton	LeeE@fvsd.us
David Pate	Teacher/Oka	pated@fvsd.us
Vanessa Angeles	teacher/Oka	angelesv@fvsd.us
Tami Morrison	Parent/PTO	tmemorrison@verizon.net
Nancy Spark	SOM/Masuda	sparkn@fvsd.us
Phu Nguyen	parent	photopia50@gmail.com
Jennifer Kajdasz	Asst Principal	kajdaszj@fvsd.us
John Wood	Teacher/Fulton	woodj@fvsd.us
Amy Trimm	Teacher/Talbert	trimma@fvsd.us
Cheryl Hall	Office Manager	halla@fvsd.us
Alyssa Goebel	teacher/Fulton	goebela@fvsd.us
Joe Hagoz	Maint Supervisor	
Angela Kendig	parent	angela@thekendigs.com
Steve Einstein	Personnel Com	[illegible]@aol.com
Chris Christensen	Prin /Courreges	christensenc@fvsd.us
Sarah Swartstrom	Parent/Courreges	Sarah_Swartstrom@msn.com
Sandy O'Toole	SOM (off-mgr)	otooles@fvsd.us

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Fountain Valley School District

Facilities Master Plan - Principal '1 on 1' Meeting Schedule
Location - District Office

Focus Group	School Site	Contact Name	Email Address	Phone Number	Sign In
Tuesday, April 12, 2016					
8:00 - 9:00AM	Fulton	Kevin Johnson	Johnsonk@fvsd.us	949-394-6815	
9:00 - 10:00AM	Nasuda	Jey Adams	adamsj@fvsd.us	714)378-4250	
10:00 - 11:00AM	Gisler	Erin Bains	bainse@fvsd.us	714 378 4211	
10:00 - 11:00AM	Cox	Patrick Ham	hamp@fvsd.us	714 378 4241	
11:00 - 12:00PM	Newland	Chris Muller	Mullerc@fvsd.us	714 378 4205	
11:00 - 12:00PM	Tamura	Kathy Davis	davisk@fvsd.us	714-375-6227	
Lunch Break					
1:00 - 2:00PM	OKA	Eric Miller	Millere@fvsd.us	378-4260	
2:00 - 3:00PM	Plavan	Julie Ballesteros	Ballesterosj	378-4230	
3:00 - 4:00PM	Talbert	Jennifer Morgan	morganj@fvsd.us	714-833-3422	
4:00 - 5:00PM	Courreges	Chris Christensen	christensenc@fvsd.us	714-378-4280	

Joy Myers SPC/Newland JOY.BROOKS.MYERS@gmail.com
Parham Sadegh Newland sadeghp@fvsd.us
Chula Tom Plavan (SOM) school office mgr Tomc@fvsd.us

Note: Each SSC to send the Principal plus 1-2 other committee representatives (if they choose so at the Principal's discretion) to the 1on1 meeting. They are to bring their comments on the proposed FMP diagram along with their responses and (3) top priorities to the one page questionnaire distributed at the April 5th Town Hall meeting.

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May 2, 2016

MEETING MINUTES NO. 5
FOUNTAIN VALLEY SCHOOL DISTRICT
FACILITIES COMMITTEE MEETING
LPA PROJECT NO. 16002.10

DATE: May 2, 2016
TIME: 3:30 pm-5:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Cathy Abdel, Assistant Superintendent
Cheryl Hall, Office Manager, Tamura
Christine Carrasco, FVEA, Cox
Christine Fullerton, Ass't. Superintendent Business Svcs.
Erik Miller, Principal, Oka
Isidro Guerra, Director Fiscal Services
Jim Cunneen, Trustee
Joe Hastie, M&O Superintendent
Joy Moyers, SPC President
Kathy Davis, Principal, Tamura
Kevin Johnson, Principal, Fulton
Mark Johnson, Superintendent
Michele Macdonald, Teacher
Nathan Le, Maintenance
Sam Koser, CSEA/ Maintenance
Sandra Crandall, Trustee
Sarah Svartstrom, Parent, Courreges
Steve Einstein, Personnel Coordinator
Steve Mclaughlin, Assistant Superintendent
Susie Davis, School Office Manager (SOM), Gisler

Don Pender, LPA
Jim Kisel, LPA
Jomay Liao, LPA

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to gain an understanding of the Facilities Committee's priorities. LPA summarized the facilities master plan process activities, stakeholder priorities, presented the scope of work categories, project cost summary and conduct a prioritization activity. Chris Fullerton and Mark Johnson, FVSD provided an introduction.	
	1.02	Following the prioritization activity the following comments were made:	
	1.03	Overall Scope of Work Prioritization: • The highest votes went towards scope categories A. Air Conditioning Bundle, 5. Flexible Labs, 1. Modernize/ Reconfigure Existing Classrooms, and 15. Exterior Play Spaces, Playfields & Hardcourts • Votes were placed on Category 15: Exterior Play Spaces/ Playfields and Hardcourts because students need more activities and things to do outside that will exert their energy. • It was noted by a teacher in the Committee that students have been asking for air conditioning as well. Lack of thermal comfort makes it difficult for students to learn.	

ACTION	ITEM NO.		DUE DATE
	1.04	FVSD Schools: • Votes were placed on Tamura and Courreges because these facilities were deemed to have the least airflow due to their facility configuration; the facility lacks overhangs and is not designed well for air circulation. Fulton MS also has this type of configuration. • Votes were placed on all the Middle Schools because MS facilities are currently converted Elementary School facilities and lack the middle school feel. It was also mentioned that middle school age is an awkward stage for students and any facility improvements that could be made to improve their learning experience would be beneficial. It was also noted, because the elementary school students feed into the middle school, work on the middle schools would essentially benefit all students in the District.	
	1.05	Scope Prioritization at Specific School Sites: • Many votes were placed on Category 2: Site Utilities. This is seen as the 'socks at Christmas time' – the necessary items that need to be done. Aging facilities have aging sewer and plumbing lines that need to be repaired or replaced. • Many votes were placed on Category 5: Science Labs at the middle schools, demonstrating again the need for improved facilities at the middle school sites that currently lack lab and specialized program spaces.	
	1.06	Next Steps: • Board Meeting to present the draft Facilities Master Plan on May 19th. • The following meeting kicks off the first of a series of 4 evening outreach meetings for the Facilities Engagement Committee. Facilities Committee members are encouraged to participate.	

Submitted by: Jomay Liao

Attached: FC 5 Presentation
Sign in sheet

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LPA

FACILITIES COMMITTEE
MEETING #5
May 2nd, 2016 : 2:45pm – 4:45pm

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME	POSITION	E-MAIL
Michele Macdonald	Teacher	Macdonald M@fvsd.us
Suzie Davis	SOM	davisS@fvsd.us
Steve Brown	FVSF	sblorsc@socal.rr.com
Cheryl Hall	SOM	hallc@fvsd.us
San Jose	Maintenance	
Sandra Crandall	Trustee	slcrandall@aol.com
JIM CUNNEEN	TRUSTEE	jimcunneen4fvschoolboard@gmail.com
Christin Carrasco	Teacher	carrascoc@fvsd.us
ERIK MILLER	PRINCIPAL	millere@fvsd.us
Isidro Guerra	Dir. Fiscal	guerrai@fvsd.us
Cathie Abdel	Asst Supt	AbdelC@fvsd.us
Kathy Davis	Principal	davisk@fvsd.us
Chris Fullerton	Asst sup	
SarahSvAstrom	Parent	sarah_svastrom@msn.com
JOE HASSIE	FVSD	

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LPA

FACILITIES COMMITTEE
MEETING #5
May 2nd, 2016 : 2:45pm – 4:45pm

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME	POSITION	E-MAIL
[illegible]	LPA	
Steve Ernstein	Financial Comm.	REBGIRAFFE@AOL.COM
NATHAN LE	MAINT	LENE@FVSD.US

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February 17, 2016

MEETING MINUTES NO. 1
FOUNTAIN VALLEY SCHOOL DISTRICT
FOCUSED INTERVIEW: FOOD SERVICE
LPA PROJECT NO. 16002.10

DATE: February 17, 2016
TIME: 2:00 pm-3:00 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Christine Fullerton, Assistant Superintendent Business
Diane Sharpe, Director of Food Services
Jomay Liao, LPA

DISTRIBUTION
All Present

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to meet with the director of Food Services to get an overall sense of the District vision for this program, existing facility conditions and needs, general and specific to each school site. The following are the results from the meeting.	
	1.02	**Current Operations & Facilities:** • Current kitchens are re-heating kitchens. • The District does not have a central kitchen and does not foresee going towards this model. • Current model is a frozen food with some fresh foods; de-centralized deliveries with some smaller volumes of produce delivered to the central warehouse and then delivered to the site. Goal is to provide more fresh food options. • Food is purchased from a frozen vendor and delivered to each site. • Produce is purchased separately and delivered to the central warehouse. • Milk is purchased from the dairy and is delivered directly to each site. Approximately 25% of the lunches are free and reduced. • Food service revenues pay for upgrades to kitchens and kitchen equipment. Equipment in general is in good working order. • Middle Schools have a kitchen serving national school lunch program and 2 mobile carts serving drinks and snacks. In order to serve school lunches at mobile POS	

ACTION	ITEM NO.		DUE DATE
		stations, there needs to be laptops with stable wireless connection, which is lacking at the sites.	
	1.03	General • Current kitchens are very small. Space is limited. Need for more space. Kitchens were designed for service of food through a window and not designed for a serving line configuration. The concept of food service has evolved and today students need to be presented choices and options. Kitchens need to have a serving line. "We are making do with the facilities we have." • The efficiency of serving food to students is dependent mostly on the efficiency of the lunch service workers. A straight configuration of the line also helps. • Ceilings need to be replaced • Flooring needs to be re-finished. Current floors are epoxy except for Tamura and Fulton which have quarry tile. Desire to replace quarry tile with epoxy at these sites. Epoxy needs to be gritty enough for non-slip but also 'mop-able'. • Walls need to be painted every 5 years. Would like brighter more inviting colors. • Ventilation – needs to be increased. Need for air conditioning. • Drinking fountains – need to be in eating areas. Currently serving bottled water to meet code requirement. • Replace 3 compartment sink at Masuda. Food Service will replace soon. • All restrooms are currently not ADA compliant. • All kitchens have a 3 compartment sink, a restroom and a handwash sink within the restroom. • Ovens will need to be replaced soon, in phases.	
	1.04	Central Warehouse • Desire for (1) 6'-0" x 6'-0" walk in freezer and 2 walk in coolers to increase food storage to be able to serve more fresh food options (i.e. salads, sandwiches and yogurt parfait)	
	1.05	Cox and Gisler • Same configuration. • Freezer located outside. • There are more students at Cox and gets congested.	
	1.06	Newland • This is the worse kitchen. • Line goes through the trash bin area and is not ideal. Could serve more students if space was larger.	
	1.07	Plavan • Ideal configuration. Best set up. Line is straight.	
	1.08	Oka • Lunch line crosses back onto itself.	

ACTION	ITEM NO.		DUE DATE
		• It is one of the larger kitchens.	
	1.09	Tamura • Lunch line crosses back onto itself. • Kitchen is functional.	
	1.10	Fulton MS • Long walk from kitchen to the lunch areas. Kitchen should be closer to the 6th and 7th grade area because most students in these grades purchase lunches. • Fulton is missing a restroom directly accessed from the kitchen.	
	1.11	Masuda MS • Straight line. • Narrow kitchen. Huge line issues. • A la carte and snacks are currently served in the MPR. Would prefer not to serve food in the MPR. Currently no mobile carts used at this site.	
	1.12	Talbert MS • Lunch line is tight. • Needs more space.	

Submitted by: Jomay Liao

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February 17, 2016

MEETING MINUTES NO. 1
FOUNTAIN VALLEY SCHOOL DISTRICT
FOCUSED INTERVIEW: PRE-SCHOOL & EXTENDED SCHOOL PROGRAM(ESP)
LPA PROJECT NO. 16002.10

DATE: February 17, 2016
TIME: 1:00 pm-2:00 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Christine Fullerton, Assistant Superintendent Business
Mona Green, Director of Pre-School & Extended School Program (ESP)
Jomay Liao, LPA

DISTRIBUTION
All Present

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to meet with the director of pre-school and extended school program (ESP) to get an overall sense of the District vision for these programs, existing facility conditions and needs, general and specific to each school site. The following are the results from the meeting.	
	1.02	**Pre-School:**	
	1.03	General • Ideally the Pre-school classrooms are the larger (kindergarten size) classroom sizes with direct access to restrooms. • Most pre-school classrooms are in portable classrooms. Programs will remain in portables unless there is capacity in the permanent buildings.	
	1.04	Courrreges • 1 Classroom • Program is currently full at capacity – CDC paid program • 24 students • Facility is adequate; no foreseen future growth	
	1.05	Gisler • 1 Classroom • Program is currently full at capacity – CDC paid program • Facility is adequate; No foreseen future growth	

ACTION	ITEM NO.		DUE DATE
	1.06	Newland • 1 Classroom • Afternoon program shares with ESP room • This program works with Special Ed PK program and is working well.	
	1.07	Oka • 3 Classrooms (largest program) • 2 CDC's at 48+ students • Parking is an issue • Program is currently full at capacity – with 1 Classroom for PK and 1 Classroom for 3 year old • This is preferred organization, but not enough students at other sites to implement	
	1.08	Cox • 1 Classroom • Need for 1 additional Classroom to better serve more families and low income families in the neighborhood. • Potential to shift facility to South side of campus.	
	1.09	Plavan • 1 Classroom • Program is growing • Need for 1 additional Classroom • This program works closely with Special Ed PK • Main PK office is at Plavan. Need for a large conference room that accommodates 20-30 staff, for monthly staff meetings.	
	1.10	Tamura • No Pre-school • Desire to add 1 portable Classroom to provide program at this site.	
	1.11	**Extended School Program (ESP / After School):**	
	1.12	Courreges • 5 portables • Current program is at capacity	
	1.13	Gisler • 3 portables (90-100 students)	
	1.14	Newland • 3 portables (90 students) • 1 classroom is currently sharing with CDC (this is not ideal)	
	1.15	Oka • 2 portables (75 students)	

ACTION	ITEM NO.		DUE DATE
		• Capacity is slightly over but not enough for another full classroom. Currently using 1 CDC room in the afternoon for overflow students. • Facility does not have restrooms separate from the rest of the school campus.	
	1.16	Cox • 4 portables • Currently up to capacity; no foreseen growth • Facility does not have restrooms separate from the rest of the school campus.	
	1.17	Plavan • 2 portables	
	1.18	Tamura • 3 portables (140 students) • Steady growth for the past 5 years • Need to add 1 portable	
	1.19	Middle Schools • There are no after school facilities at the Middle School sites. Not enough students or demand. • Fulton MS students attend the ESP program at Tamura and Courreges • Masuda MS studetns attend the ESP program at Cox • This is working well.	

Submitted by: Jomay Liao

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February 25, 2016

MEETING MINUTES NO. 1
FOUNTAIN VALLEY SCHOOL DISTRICT
FOCUSED INTERVIEW: SPECIAL EDUCATION & HEALTH
LPA PROJECT NO. 16002.10

DATE: February 25, 2016
TIME: 11:00 am-12:00 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT
Christine Fullerton, Assistant Superintendent Business
Cara Robinson, Director of Special Education
Jomay Liao, LPA

DISTRIBUTION
All Present

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to meet with the director of Special Education to get an overall sense of the District vision for these programs, existing facility conditions and needs, general and specific to each school site. The following are the results from the meeting.	
	1.02	The District currently has the following programs at both the Elementary and Middle School levels and will continue to support these programs in the future: • Autism • SH – Severe, Medically Fragile • SDC – MM, Moderate/Severe • RSP For the most part ES students feed into their feeder MS except Fulton.	

	1.03	RSP
		• RSP is at all sites
		• Elementary schools have 1 Classroom each.
		• Cox ES has 1.5 Classrooms.
		• Middle schools:
		  ○ 2 Classrooms at Fulton
		  ○ 2 Classrooms at Masuda
		  ○ 3 Classrooms at Talbert
		• Students are integrated with regular classes; RSP rooms utilized for pull out
		• Facility to include a 480 sf Classroom	

ACTION	ITEM NO.		DUE DATE

	1.04	SDC
		• 2 Classrooms at each Elementary School except for Cox ES.
		  ○ 1 Classroom for TK-2 Grades
		  ○ 1 Classroom for 3-5 Grades
		• Middle Schools:
		  ○ 1 Classroom for MM at Masuda; need to move 1 class from Talbert to this site
		  ○ 2 Classrooms for MM at Talbert; move 1 class from here to Masuda
		  ○ 2 Classrooms for SH and Behavior/ Autism/ ED at Fulton
		• SDC students for the most part are self-contained in their Classrooms except for PE and Electives at the Middle Schools / and except for Art, Music and Science at the Elementary Schools
		• Pre-K SDC needs to be near Pre-K playground
		• Facility to include a 960 sf Classroom
		• SDC at Talbert only to include a 960 sf Classroom with a OT room	

	1.05	Autism • At Newland ES – 4 Classrooms; supporting PK-5 grades • Rooms need restrooms and air conditioning • Facility to include a 960 sf classroom adjacent to a Sensory Room, Storage Room and Restroom with Changing	
	1.06	SH /ED - Medically Fragile • 1 Classroom at Plavan • 1 Classroom at Fulton; currently in a portable • 1 Classroom for ED at Courreges • SH facility to include a 960 classroom adjacent to a Focus Room, Storage Room and Restrooms with Changing • Focus Room to have no exterior glazing; but have a means of supervision from the Classroom	
	1.07	Severe Orthopedics • Severe orthopedics students attend Village View in Ocean View school district • DHH students attend Anderson at Westminster school district • This arrangement is projected to continue.	
	1.08	OT • Provide (1) 960 sf Classroom at Newland ES to accommodate larger, OT equipment	
	1.09	Student Support • Need for 3 separate office/ meeting space for Psych, Speech and Counselor. Office/ meeting space needs to accommodate approx. 7 students for Speech and Counseling; 10 students for Psych	

LPA

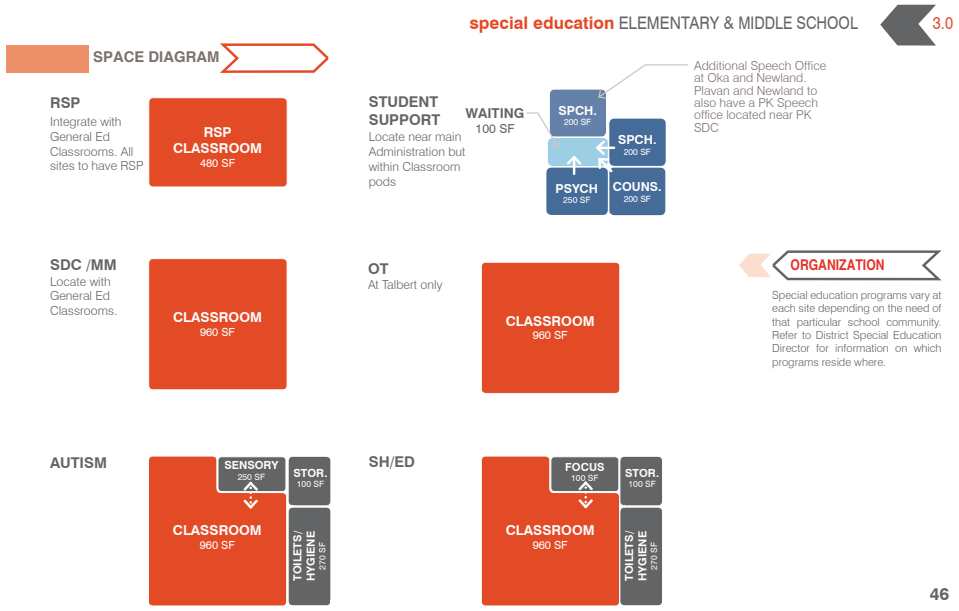
MEETING MINUTES NO. 1
FOUNTAIN VALLEY SCHOOL DISTRICT

LPA PROJECT NO. 16002.10

February 25, 2016

ACTION	ITEM NO.		DUE DATE
		• Oka and Newland should have 2 Speech rooms • Plavan and Newland should have 1 Speech room located near PK SDC • Offices shall be near Admin but within Classroom pods	
	1.10	Health • Nurse's office needs to be physically separate but visually connected to the student area. • The student area needs to have visual supervision from the main Reception area • At Newland ES – provide 1 additional office for LVN • The student area should accommodate 2 cots minimum with a sink, refrigerator, restroom and storage casework as well as a storage closet. • Office should have a phone with multiple lines	
	1.11	See attached adjacency diagrams for facility needs.	

Submitted by: Jomay Liao



education charette meeting minutes #1a: FEBRUARY 24, 2016

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February 29, 2016

MEETING MINUTES NO. 1A
FOUNTAIN VALLEY SCHOOL DISTRICT
EDUCATIONAL VISION CHARETTE – ELEMENTARY SCHOOLS
LPA PROJECT NO. 16002.10

DATE: February 24, 2016
TIME: 8:30 am-10:30 am
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Alexis DeVries, Parent, Oka
Alicia Queen, Teacher, Tamura
Amanda Kitahara, Teacher, Newland
Amy Middlebrooks, Parent, Gisler
Andrea Gerhardt, Parent, Oka
Angela Kendig, Parent, Tamura
Bulmaro Sanchez, Courreges
Brandon Plummer, Teacher, Tamura
Cara Robinson, Dir. Support Services
Cheryl Hall, Office Manager, Tamura
Chris Christensen, Principal, Courreges
David Pate, Teacher, Oka
David Salas, Tamura
Erik Miller, Principal, Oka
Erin Bains, Principal, Gisler
Ernest Garcia, Newland
Frank Drechsler, Parent, Tamura
Gabriel Jimenez, Teacher, Gisler
Isidro Guerra, FVSD
Jeanne Davis, Newland
Jeff Doherty, Teacher, Courreges
Joanna Burch, Teacher, Gisler
Julianne Hoefer, District Office
Julie Ballesteros, Plavan
Kathy Davis, Principal Tamura ES
Kim Kha, Plavan
Kitty Kaufman, Cox
Niki Buck, Teacher, Cox
Lara Epling, Teacher, Courreges
Lindsey Moothart, Teacher, Plavan
Marcia Tengan, Office Assistant, Oka
Mark Johnson, Superintendent
Patrick Ham, Principal Cox
Penny Lopez, Teacher, Gisler
Phu Nguyen, Parent, Plavan
Renee Blue, Office, Newland
Sherri Whitcher, Parent, Newland
Tami Morrison, PTO, Gisler
Teri Emerson, Oka
Toni Mora, Parent, Plavan
Vanessa Angeles, Teacher, Oka

Cathie Abdel, Assistant Supt. Personnel
Christine Fullerton, Ass't. Superintendent Business Svcs.
Joe Hastie, M&O Supervisor
Steve Mclaughlin, Assistant Superintendent

Don Pender, LPA
Glenn Kubota, LPA
Jomay Liao, LPA

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to discuss with the elementary school groups the facility needs for their particular sites and the educational vision that will be used to establish facility guidelines. Chris Fullerton, FVSD provided an introduction. LPA provided a summary of the Facilities Master Plan process to date and presented thought starters that discussed 21st century / next generation learning spaces. A series of small group activities were conducted to gain input on these subjects.	
	1.02	The first small group activity, committee members were grouped by school site and asked to indicate on a site map a green dot for the best part of their campus and a red dot for the worst part of their campus. (See attached posters) The following is the input from each site committee group:	
	1.03	**Courreges** Green dot: • Playfield space is adequate – very open fields • Only campus that can lockdown Red dot: • Desire for more play equipment • Bike racks are underutilized; potential space for drop-off/ pick-up waiting area • Lack of gate/ fence around campus • Need more parking for support staff and aides • Strange shape/ size of Classrooms • Need mores storage • Classrooms lack windows, natural light and air conditioning	
	1.04	**Cox** Green dot: • Like the overall layout of the campus • Like the additional parking that was added 6-7 years ago • Plenty of play space Red dot: • Lack MPR – indoor space for whole school gatherings • Need more classrooms to support TK, PK and ESP programs • Desire for air conditioning and airflow • More storage	
	1.05	**Gisler** Green dot: • Core rooms with book room • Teacher workrooms • Center 'bowl' area – nice space to be in • Solar shade • Lots of green space Red dot: • Drop-off/ pick-up congestion • Toilets – floor mounted fixtures are difficult for maintenance • No whole school indoor meeting space • Core rooms could be better utilized • Lack of air conditioning	

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ACTION ITEM NO. DUE DATE

Top priorities:
- Air conditioning/ air flow
- Drop-off/ pick-up
- Restructuring classrooms and student work centers

Students at Gisler also submitted a list of ideal classroom/ school ideas:
- Air conditioning
- Windows to Core space
- Sound proof walls/ doors
- Better fans
- Bigger room
- New carpet
- Book shelves
- Good track to run on
- Balls instead of chairs
- New chairs
- New tile floor
- Better grass
- New desks
- Better toilet paper
- Lunch benches/ stable
- New ceiling tiles
- Sprinklers for grass
- More stalls in bathrooms
- Bigger whiteboards
- Trash cans in bathrooms
- Higher handball walls
- Bean bags for chairs
- Recycling bins
- Basketball nets
- Better paint on playground
- Bigger 4 square courts
- More playground structure space
- More swings
- No woodchips/ rubber

1.06 **Newland**

Green dot:
- Core spaces
- Trees
- Additional parking lot
- Windows at Administration

Red dot:
- Lack of restrooms
- Need air conditioning
- Lack assembly space
- Lack of windows at Classrooms
- Office configurations
- Security / open campus
- Need for more storage

Top priorities:
- Security

ACTION ITEM NO. DUE DATE

- Climate
- Multi-purpose room / auditorium
- Storage
- Additional adult restrooms

1.07 **Oka**

Green dot:
- Office flow works well
- Green space at front of campus can be potential for drop off/ pick up area
- Traffic flow for drop-off/ pick-up works for the campus
- Core areas – current set up hinders its use, but are good opportunities for learning spaces
- Computer lab
- Portable classrooms have air conditioning
- Doors in between classrooms
- Pod like set-up/ configuration

Red dot:
- Sinking land – safety issue, asphalt and side walk cracks
- Lack of air conditioning / air flow
- Lack of indoor whole school gathering space. Currently use a core space that is too small
- Outdoor stage difficult to use
- Room configuration at cores can be improved
- Need for storage
- Need indoor workspace
- Need more parking area

Top priorities
- Air conditioning and air flow
- Concrete / asphalt update

1.08 **Plavan**

Green dot:
- This site has air conditioning, but lack of thermal controls.
- Large sized MPR
- Open to City park. Shared use of play equipment with the City.

Red dot:
- Funky shaped classrooms, lack of storage, lack adequate learning space
- Lack natural light in Classrooms
- Site is at maximum capacity. No space for extra services such as tutoring and student support.
- Music is on stage – it should be in a separate enclosed room.
- MPR is used for everything. Acoustics is an issue. Library should be in a separate enclosed room.
- Desire for security – closed campus fencing.
- Black top is a 'sea of holes'.
- Need new marquee sign / new face lift.
- Desire for a running track.
- Would like an indoor cafeteria.

Top priorities:

ACTION ITEM NO. DUE DATE

- Storage
- Extra room/ space
- Natural daylight
- Gym/ indoor cafeteria/ multi-purpose room

1.09 **Tamura**

Green dot:

- Computer lab with air conditioning
- Kinder Classrooms are nice
- Solar shade
- Lots of playfield space

Red dot:

- Parking lot is small, does not allow for flow of traffic or provide enough parking for employees/ staff + parents/ community
- Lack of storage – inside and outside of current buildings
- Need air and heating
- Odd classroom configurations
- Core rooms are small; no additional break out space
- Lack of natural daylight
- Desire for a large MPR room
- Library building is a problem; every room is trouble.
- Need additional interior space for Science / Art / Music/ Yoga/ assembly, etc.

Top priorities:

- Air conditioning
- Classroom environment design and accessibility – need more storage, daylight
- Safety and security
- Parking lot
- Additional use / better use of inside/ outdoor space all over this campus

The group from Tamura also submitted a list of Facility Needs:

- Multipurpose room with gym
- Multipurpose room that is available for non-assembly purposes
- Air conditioning
  Bigger classrooms with storage
- Floor to ceiling cabinets with whiteboard, magnetic doors
- No brick at walls
- Science – extra rooms
- A real stage
- Windows
- Technology – wired
- A real lounge
- Filtered water
- Bigger restrooms
- Skylights

1.10 The whole group was asked the question: "What will Elementary School education be like and what will schools look like in the future?" The following are the comments:

ACTION ITEM NO. DUE DATE

- Classrooms that can open up into core spaces – move-able walls, flexible
- Traditional classrooms that can change to large group, small group, with the ability to move around
- Students of the future are more connected to technology. Provide opportunities to be outside – for example a gardening area and a running track
- More outdoor things to do
- Carpet – need more carpet space / floor space
- Furniture needs to be able to move and stay put
- Ability to bring in outside air
- UCLA Seed School – there are giant oak trees with shade that are utilized as outdoor classrooms. A wonderful space!
- Current furniture is from the 1960s. Cabinets are from the 1960s. Furniture needs to match 21st century learning and needs to be able to easily 'huddle'/ group together. Need to be able to adjust horizontally and vertically.
- Technology is consistent across the District. Currently only 3 schools have Smartboards. Different schools also have different amount of technology. There needs to be parity.
- Energy efficiency is important.
- As a parent the school sites seem to lack enclosure which brings up the issue of security. There needs to be a focus on security – active and passive. Clear wayfinding. Also, take into consideration evening security – night time vandalism and trash makes it difficult for site maintenance.
- New Science standards being taught, create the need for more project based learning. Current facilities lack a lab space for Science and project based learning. Desire for a Flexible Lab.
- PTO is an important part of the school community. There needs to be a dedicated space for parents so they can feel valued.
- Faculty lounge is not big enough is not big enough.
- Library is a resource space and a social space.

1.11 The committee broke up into 6 small groups: 1.) K-2 Learning Environments, 2.) Grades 3-5 Learning Environments, 3.) Specialized Programs, 4.) Library-Media Center/ Student Services, 5.) MPR/ Physical Education, 6.) Administration & Community. Groups were asked to discuss the facility needs for the assigned topic areas and identify images that reflect what FVSD educational facilities should look like. The following are the results:

1.12 **K-2 Learning Environments**

- Storage
  - Child accessible
  - Use of 'odd' spaces
  - Slide storage
  - Combined usage – seating/ meeting
- Natural lighting

ACTION	ITEM NO.	DUE DATE

- Windows
- No fluorescent

- Technology - Charging stations
- Adult restrooms – outdoor lounge area
- Outdoor learning
  - Garage doors that provide connection to outdoors
- Flexible Rooms
  - Flexible seating
  - Move-able desks / chairs for collaboration

1.13 **Learning Environments (Grades 3-5)**

- No old school rectangular furniture that has no mobility. Desire for modular furniture that is easy to move from whole class to small groups
- Outdoor classroom space specific for learning (multiple spaces)
- Overhangs in front of classrooms to work outside
- Backpack storage
- Glass partitions with shades
- Flexible seating / swivel chairs
- Need for larger, open spaces that allow for multiple groups
- Core space for collaboration
- Natural light
- Built in storage – adequate with covering
- Useable walls
- Teacher work space (office space) within or outside of classroom
- Projectors should all be ceiling mounted
- No brick on walls – need more tackable surface

1.14 **Administration & Community**

- Front office to be welcoming to community/ parents/ visitors
- Adequate space for small group gathering and children waiting area
- Open staff space with lounge and furniture options
- Room with flexibility in configuration of walls (lots of options for privacy or openness)
- Cut down noise level and traffic in office (providing some privacy for office staff)
- Renovated restrooms with adequate number of toilets ensuring bathroom for visitors
- Dedicated Parent / PTO room
- Lack of conference room / IEP meeting room with cabinets/ storage
- Security – need for disaster training, panic buttons, more people trained for site utility shut-off (water, gas, electrical). Provide evening security system.
- Whiteboard/ accordion style wall for flexible use wall

1.15 **Specialized Program Spaces**

- Separate, enclosed dedicated rooms for Science, Music

ACTION	ITEM NO.	DUE DATE

and Art with appropriate storage, furniture and equipment
- Sinks in rooms
- Adequate electrical outlets
- Fold into wall tables with shelves for storage
- Plants and science projects that can be conducted in outdoor space
- Outdoor gathering space for discussion – reading and collaboration
- Nature center – small sized amphitheater with stage
- Skylights for internal classrooms with the ability to close
- Modular furniture that can use in multiple ways

1.16 **Library/ Student Services**

- Flexible seating with various furniture options
- Open space – indoor and outdoor. Garage doors that open up to the exterior can create additional space
- Enclosed room space with visibility – provides quiet area to work within with supervision
- Areas for OT/ PT/ APE – These rooms have currently been eliminated. Would like to have that space dedicated.
- Area for Technology / Media – for research

1.17 **MPR & PE**

- Multi-purpose room with breakout rooms inside
  - Theater/ assemblies
  - Gym/ PE / APE / OT
  - Indoor cafeteria – separate, off to the side of MPR
  - Security/ lockdown
- Indoor Cafeteria
  - Walk through lunch area
  - Eating area
  - Could double as science space for wet projects
- PE
  - Trees/ foliage for shade
  - Adventure playgrounds
  - Shade
  - Track on field

Submitted by: Jomay Liao

Attached: Ed Charette Presentation
Sign in sheet
Poster scans

LPA

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TOWNHALL #1: EDUCATIONAL VISIONING CHARETTE
ELEMENTARY SCHOOLS

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME (print)	TITLE / SCHOOL	E-MAIL
Penny Lopez	Gisler Teacher	lopezpe@fvsd.us
Joanna Burch	Gisler Teacher	burchj@fvsd.us
Erin Bains	Gisler Principal	bainse@fvsd.us
Amy Middlebrooks	Gisler parent	amyschelin@yahoo.com
David Pate	Oka	pated@fvsd.us
Andrea Gerhardt	parent-OKA	anntay6@aol.com
Tami Morrison	Gisler PTO	tracmorrison@verizon.net
Amanda Kitahara	Newland-teacher	kitaharaa@fvsd.us
Steve McLaughlin	Asst Supt	
Kathy Davis	Tamura	davisk@fvsd.us
Cathie Abdel	Asst. Supt	
Tomay Liao	LPA	
Don Pender	LPA	
Glenn Kubota	LPA	

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TOWNHALL #1: EDUCATIONAL VISIONING CHARETTE
ELEMENTARY SCHOOLS

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME (print)	TITLE / SCHOOL	E-MAIL
Vanessa Angeles	OKA	angelesv@fvsd.us
Gabriel Jimenez	Gisler	jimenezg@fvsd.us
Sherri Whitcher	Newland	[illegible]white[illegible]@gmail.com
Alexis DeVries	Oka	alexis@DeVriesRealEstate.com
David Salas	TAMURA	
Chris Christensen	Courreges	christensenc@fvsd.us
Bulmaro Sanchez	Courreges	SanchezB@fvsd.us.
ERIK MILLER	OKA	
Julie Ballesteros	Plavan	ballesterosj@fvsd.us
Julianne Hoefer	DO	hoeferj@fvsd.us
Kitty Kaufman	Cox	kaufmank@fvsd.us
ERNEST GARCIA	NEWLAND	EGARCIAFV@YAHOO.COM
Kim Kha	Plavan	khak@fvsd.us

LPA

TOWNHALL #1: EDUCATIONAL VISIONING CHARETTE
ELEMENTARY SCHOOLS

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME (print)	TITLE / SCHOOL	E-MAIL
LARA EPLING	TEACHER/COURREGES	epling l@fvsd.us
Brandon Plummer	Teacher/Tamura	plummerb@fvsd.us
Niki Buck	Teacher / Cox	buckn@fvsd.us
Renee Blue	Office / Newland	ReneeHBlue@aol.com
Jeff Doherty	Teacher / Courreges	dohertyj@fvsd.us
Cheryl Hall	Tamura / office mgr	hallc@fvsd.us
Alicia Queen	Tamura / Teacher	queena@fvsd.us
Lindsey Moothart	Teacher / Plavan	MoothartL@fvsd.us
Phu Nguyen	parent Plavan	phutopia@gmail.com
Toni Mora	parent Plavan	toni92pc@verizon.net
[illegible]	Parent Tamura	fjdrechsler@[illegible].com
Isandra Guerra	FVSD	guerrai@fvsd.us
Jeanne Davis	Newland	davisj@fvsd.us
Teri Emerson	Oka	emersont@fvsd.us
Marcia Tengan	OKA Offc. Asst.	tenganm@fvsd.us
Angela Kendig	Tamura - Parent	angela@thekendigs.com
JOE HASPIE	Maint. Super.	—
Patrick Ham	Principal / Cox	hamp@fvsd.us.

CISLER STUDENTS
2/24/16

Ideal
Classroom / School Ideas

- air conditioning
- window to core
- sound proof walls/doors
- better fans
- bigger room
- new carpet
- book shelves
- good track to run on
- balls instead of chairs
- New chairs
- new tile floor
- better grass
- new desks
- better toilet paper
- lunch benches / Shade
- New ceiling tiles
- sprinklers for grass
- more stalls in bathrooms
- bigger whiteboards
- trash cans in bathrooms
- higher handball walls
- bean bags for chairs
- recycling bins
- basketball nets

- better paint on playground
- bigger 4 square courts
- more playground structure space
- more swings
- no woodchips / rubber

education charette meeting minutes #1b: FEBRUARY 24, 2016

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February 29, 2016

MEETING MINUTES NO. 1B
FOUNTAIN VALLEY SCHOOL DISTRICT
EDUCATIONAL VISION CHARETTE – MIDDLE SCHOOLS
LPA PROJECT NO. 16002.10

DATE: February 24, 2016
TIME: 12:30 pm-2:30 pm
PLACE: District Office

This report of the meeting's events, if not corrected within seven days of transmittal, shall be acknowledged as accurate and deemed as if accepted in writing by the addressee(s).

PRESENT

Alyssa Gaebel, Teacher, Fulton
Amy Jara, Teacher, Masuda
Amy Trimm, Teacher, Talbert
Brooke James, Parent, Talbert
Cara Robinson, Dir. Support Services
Chris Palitz, Teacher, Talbert
Claudia Angelici, Teacher, Fulton
Dao Tran, Parent, Masuda
Evelyn Lee, Teacher, Fulton
Gary Petrilla, Teacher, Talbert
Isidro Guerra, District Office, FVSD
Jackie Heltmeyer, Parent, Talbert
Jay Adams, Principal, Masuda
Jeannie Martinez, Masuda
Jennifer Kajdasz, Asst. Principal, Masuda
Jennifer Rose, Teacher, Fulton
Jennifer Morgan, Principal, Talbert
Joe Ward, Parent, Talbert
John Wood, Teacher, Talbert
Kaia Adams, Student, Masuda
Kara Tran-Wright, Teacher, Fulton
Laura Lamude, Parent, Talbert
Matt Ploshi, Vice Principal
Michel Brunner, Teacher, Masuda
Nancy Spirk, Teacher, Masuda
Thao Nguyen, SOM, Fulton
Trevor Nguyen, Student, Masuda
Vinny Nguyen, Head Custodian, Masuda

Cathie Abdel, Assistant Supt. Personnel
Christine Fullerton, Ass't. Superintendent Business Svcs.
Joe Hastie, M&O Supervisor
Mark Johnson, Superintendent
Steve Mclaughlin, Assistant Superintendent
Don Pender, LPA
Glenn Kubota, LPA
Jomay Liao, LPA

DISCUSSION ITEMS

ACTION	ITEM NO.		DUE DATE
	1.01	**Introduction & Purpose** The purpose of this meeting was to discuss with the middle school groups the facility needs for their particular sites and the educational vision that will be used to establish facility guidelines. Chris Fullerton, FVSD provided an introduction. LPA provided a summary of the Facilities Master Plan process to date and presented thought starters that discussed 21st century / next generation learning spaces. A series of small group activities were conducted to gain input on these subjects.	

ACTION	ITEM NO.		DUE DATE
	1.02	The first small group activity, committee members were grouped by school site and asked to indicate on a site map a green dot for the best part of their campus and a red dot for the worst part of their campus. (See attached posters) The following is the input from each site committee group:	
	1.03	**Masuda** Green dot: • Love the media center • Amazing garden (Japanese garden) • Parking lot works! • Art/ Science/ Woodshop rooms are nice Red dot: • Portables need to be removed • Front office is noisy because band/ music classroom is adjacent • Lunch process and circulation flow. Lunch line goes all the way out to the fence. Needs to be more efficient • Classrooms facing the playfields are noisy when there are students using the playfields • Empty flowerbed is underutilized space • Restrooms need work Top priorities: • Band/ noise on stage • Portables ('H' Building) • Lunch line areas / lack of space	
	1.04	**Fulton** Green dot: • Open space; need for a gathering space • Good flow at office • PE locker rooms are new and air conditioned • Woodshop – desire to expand this space Red dot: • Openness of campus, with multiple access points, creates a security issue. Need fence • Parking lot is too small – no good place to drop-off. Need drop-off zone maybe on El Lago Ave. • Shape of classrooms – cabinets do not fit and kids can hide • Central multipurpose space is too noisy – need acoustics; music on stage is too distracting • Portables need to be replaced with permanent construction • Need gym for physical education because sometimes it gets too hot to exercise outside	
	1.05	**Talbert** Green dot: • Love the outdoor space • Outdoor space is large, but is underutilized • Love parking lot and solar shade. Circulation flow is good • PE lockers are new	

ACTION ITEM NO. DUE DATE

- Woodshop and outdoor space near woodshop are spacious and nice spaces

Red dot:

- Fields need to be re-done – dirt
- Band is in a portable classroom – space is too small
- Lack space to house full school population (indoor or outdoors). This affects school spirit
- Need better ventilation
- Lack science lab
- Principal's office is too exposed, separated from main office
- Library is too small
- Known as 'Lake Talbert' – poor drainage across site

1.06 The whole group was asked the question: "What will Middle School education be like and what will schools look like in the future?" The following are the comments:

- Modern schools that look like where we work
- Mindful of finances and budget
- Flexibility within Classroom. Teachers teach multiple subjects in the same room; English teacher needs to be able to also teach art, or Math teacher teachers math, literature and physical education
- Move-able whiteboards
- Need more space
- One size does not fit all
- Need specialized spaces to support programs
- Science is taught in typical classrooms; not a lab
- "Library and Computer Lab is evolving into a student collaboration/ social space. Students currently are not allowed to have food in the Library and computers are off limits. It would be nice that students can utilize the Library at lunch time or before/ after school hours to do homework. 'Starbucks' type environment."
- "Library is a huge wasted space – it is still used the same way as how it was when I was a student. We must approach it the right way and manage the use of the space."
- Core rooms need to be learning spaces. Some core spaces (e.g. at Fulton MS) are small and used only for storage and sink access
- PTA lacks a 'home' at school; Need for a dedicated parent center
- Exterior learning space
- Carpet and tile flooring in classrooms hinder flexible arrangement of desks. Room shapes also make it difficult
- Projector on carts make it difficult for the teacher to circulate around the room – they need to be mounted
- The time of day affects the visibility of the whiteboard – glare
- Outdoor lunch areas need more shade – currently too small
- Schools were not built for 34-38 students in each room. There is only 1 configuration that the desks can be in to fit

ACTION ITEM NO. DUE DATE

comfortably

- Lack of play and PE equipment
- Students need a gym to exercise
- Lack indoor eating area
- Need air conditioning – hot classrooms are difficult for students to learn in
- Natural daylighting – studies have shown this enhances learning
- Science teacher study results indicated a 100 degree in summer. Students cannot learn in that environment!
- Windows do not open – they are located up high
- Classroom fans are loud and blow papers everywhere
- Teachers need to be able to control thermal comfort
- Safety versus windows needs to be considered

1.07 The committee broke up into 5 small groups: 1.) Learning Environments, 2.) Specialized Programs, 3.) Library-Media Center/ Student Support, 4.) MPR/ Gym/ Physical Education, 5.) Administration & Community. Groups were asked to discuss the facility needs for the assigned topic areas and identify images that reflect what FVSD educational facilities should look like. The following are the results:

1.08 **Learning Environments**

- Let's not forget about how to make it easy to keep clean every day (e.g. stackable tables and chairs)
- Flexible environment, especially desks with access and easy use of technology
- There is a lack of collaboration space
- There are so many types of clustering that is effective… the rooms/ campus simply need to be flexible to accommodate as many as possible
- Flexible
- Windows
- Get rid of old technology
- Covered outdoor learning space
- Mounted projectors
- Chairs that don't tilt backwards
- Chairs with wheels; easy to move
- Storage
- Use of color – not boring
- Student center – utilize hallway spaces for collaborating; benches outside of classrooms
- Outdoor spaces – more intimate spaces

1.09 **Administration & Community**

- Aesthetics is important to set the tone / expectations – first impression of the school
- Current Admin space is currently tight
- Admin should have clear main entry, place for teachers to work (faculty workrooms)
- Health office should be ventilated, needs more space and needs privacy
- Desire for space to congregate (comfortable) for students

ACTION	ITEM NO.	DUE DATE

– before and after school (could be the same space as staff development/ collaboration)
- Professional development/ collaboration space for staff
- Clear main entry to school offices
- Faculty workrooms (spacious, functional, storage, etc.)
- Health office (self contained, spacious, ventilated)
- Traffic flow – both vehicular and pedestrian (student flow)
- Fulton – parent/ PTA work area
- Is it possible to build up over MPR rooms?
- How do we lock-down campus quickly/ efficiently?
- Traffic flow of campus is important – current organization inhibits flow of student circulation

1.10 **Specialized Program Spaces**
- Need lab spaces to support programs
- Labs need sinks, gas, chemical storage/ specialized secured storage, science bench tops, high tables/ adjustable chairs (shared spaces)
- Flexibility between classes
- Interchangeability of learning spaces – rooms that are flexible
- Multimedia – everyone needs to have connectivity everywhere
- Outdoor learning space

1.11 **Library/ Student Support**
- Lecture style environment with dual purpose steps
- Different variety of rooms
- Need storage room
- Separated rooms with glass walls that allow for collaboration and supervision; department meetings
- Quiet rooms/ meeting rooms/ social rooms; mobility for science types of projects
- Counters + electrical outlets
- Displaying students work (ELA or any department) – trophy case, tribute displays, history of founder, athletic recognitions)
- Multipurpose/ multi-functional - open environment area (tables/ chairs flexibility)
- Color is important – not 'drab'
- Natural daylight

1.12 **MPR / Gym / PE**
- Not enough indoor space to use for PE curriculum and school events. PE is currently held in library with band on the stage
- Updated multi-use area to promote physical activity. Gym, rock wall, ropes, climbing, etc.
- Our library is the only large space to use for fitness testing and large group events. A gym with connecting MPR would benefit our fitness program. (A good example is Pegasus School in HBUHSD)
- Current facilities is an Elementary School setting used for middle school

ACTION	ITEM NO.	DUE DATE

- Need more shaded areas; shaded seating areas for instruction

Submitted by: Jomay Liao

Attached: Ed Charette Presentation
Sign in sheet
Poster scans

LPA

TOWNHALL #1: EDUCATIONAL VISIONING CHARETTE
MIDDLE SCHOOLS

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME (print)	TITLE / SCHOOL	E-MAIL
Jeannie Martinez	Masuda	martinez9175@msn.com
Chris Fullerton	DO	
Claudia Angelici	FULTON	angelicic@fusd.us
Amy Jara	Masuda	jaraA@fvsd.us
DAO TRAN	PARENT/MASUDA	daotran127@yahoo.com
Jay Adams	Principal / Masuda	adamsj@fvsd.us
Kaia Adams	student / Masuda	
Trevor Nguyen	Student / Masuda	
VINNY NGUYEN	Head Custodian / Masuda	nguyenv@fvsd.us
Laura Lamure	Talbert	laura@wcehb.com
Thao Nguyen	Fulton / Com	nsugent@fvsd.us
Alyssa Gaebel	Fulton	gaebela@fvsd.us
Chris Palitz	Talbert	palitzc@fvsd.us
Jackie Hellmeyer	Talbert	cupcakejackie10@gmail.com
Nancy Spirk	Masuda	spirkn@fvsd.us
Kara Tran-wright	Fulton	kara.tran-wright@fvsd.us
Jennifer Kajdasz	Asst. Principal / Masuda	kajdaszj@fvsd.us
Matt Ploski	Vice Principal	ploskim@fvsd.us

LPA

TOWNHALL #1: EDUCATIONAL VISIONING CHARETTE
MIDDLE SCHOOLS

SIGN-IN SHEET

FOUNTAIN VALLEY SCHOOL DISTRICT
LPA PROJECT NO.: 16002.10

NAME (print)	TITLE / SCHOOL	E-MAIL
Amy Trimm	teacher / Talbert	trimma@fvsd.us
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Isidro Guerra	DO	guerrai@fvsd.us
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Jennifer Rose	Fulton / Teacher	rosej@fvsd.us
Michael Brunner	Masuda / Teacher	brunnerm@fvsd.us
Jennifer Morgan	Principal	morganj@fvsd.us
EVELYN LEE	FULTON / TEACHER	LEEE@fvsd.us
Brooke James	parent / Talbert	jamesb@fvsd.us

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January 21, 2016

Please complete this survey PRIOR to your scheduled meeting with LPA, and email it back to Chris Fullerton by Monday February 1, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT | Facilities Master Plan

Principal Questionnaire

General Information:

School Name:	Courreges		
Principal:	Chris Christensen	**Years at School**	**Years at District**
Email Address:	christensenc@fvsd.us	5	15
Current Enrollment:	675		

As part of the Facilities Master Plan (FMP) process, the information acquired will provide the District with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. Be sure to list your top 3 priorities on the last page. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school, organizationally, that currently prohibit staff from implementing the desired educational programs?

Our stage is used for so many other purposes throughout the year, so an additional space for music instruction would be ideal.

b. What desired curriculum programs, if any, are limited / compromised due to lack of specialized facilities or the condition of the existing building structures or amenities?

Classrooms more conducive for science and art-related activities is desired.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) Explain.

Based on current enrollment projections, we should be able to provide sufficient classrooms for instruction for many years to come. (Unless we add TK or additional CDC classrooms on site). However, we expect a slight decline in enrollment that should be able to absorb additional needs in the future.

b. What is the average classroom loading (student to teacher ratio) today?

K-3 (~29:1)…4th-5th (~31:1)

1.2 Space Uses

a. List out any specialty programs at your school.

- Library
- Music (on the stage normally, but also use ESP when needed)
- Computer Lab
- After school clubs/programs (This is where space is most limited)
- MPR – Art Masters, Assemblies, after-school classes.

b. Are there non-appropriate spaces used for student instruction or administrative offices (e.g. storage rooms used for counseling, etc.) If yes, where?

N/A

c. Are there any underutilized areas?

No underutilized areas.

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.

Lack of airflow (air conditioning) especially in August, September, October, April, May, and June.

New classroom furniture is a need at all grade levels.

More windows in classrooms and/or natural light would benefit the learning environment.

Lack of space in health office when three or more students are being cared for.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

As you think about the next generation / 21st century learning, for the following spaces, please provide answers for the spaces that apply to your campus needs.

A. Do the current facilities support the desired educational programs or activities?

I would not say that the aspects of our school "prohibit implementation" of educational programs, but the shape of the classrooms do pose some challenges for teachers at times.

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Our school would benefit from having a classroom or two devoted to science labs, especially for our 4th/5th grade classrooms. Removing carpet could be a possible solution.

Classroom sink basins need to be deeper. A definite top priority.

Replace laminate counters in classrooms, staff lounge, and health office, due to water corrosion.

B. Please describe what aspects of the current facility support or hinder the desired educational program or activities? (Answers could include organization, configuration, as well as amenities of spaces)

Classroom shape is not ideal, but is manageable for the most part.

Classrooms need more storage capacity and efficiency of space.

Health office lacks both storage and student treatment area.

C. How can facilities better support the future of learning and teaching?

More windows and natural light.

Efficiency of space and storage.

2.0 Learning Spaces

a. Classrooms- Storage, furniture, and efficiency of space.
b. Elective Labs (Science, Art, Music, etc.) – Classrooms conducive for labs (no carpet with larger/deeper sinks)
c. Special Education-
d. Other Desired Space (describe if any)

2.1 Staff & Administration

a. Main Administration – **Utilize open space in staff lounge for more storage.**
b. Conference
c. Workrooms
d. Professional Development
e. Staff Collaboration

2.2 Student Support

a. Counseling
b. College / Career Center (if applicable)
c. Restrooms – Provide interior entrances to the restrooms in our upper restrooms.
d. Other (describe) - **Health office – lack of additional treatment bed to accommodate students; storage space for medications/supplies, etc. is inadequate; counter space extremely limited.**

2.3 Food Service

a. Kitchen – **Larger sink in staff restroom (current sink *very* small)**

b. Serving
c. Delivery access
d. Student Dining (indoor and outdoor)
e. Staff Dining

2.4 School Community Spaces

a. Library/ Media Center
b. Multi-Purpose Room – Probably not a financial option, however, increasing the size of the MPR by pushing the stage a little further into the bowl would increase the size of our MPR.
c. Main Quad
d. Outdoor Learning Spaces

2.5 Site

a. Playfields, Hardcourts and Play Equipment- Better grass conditions. New asphalt.

3. TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)

I feel we need to maintain at least one locked down computer lab in our current lab area. Our K-2 classrooms use the lab frequently and it is not feasible for younger students to carry and put away laptops/Chromebooks after each use.

b. How might the current infrastructure be improved to support the desired educational curriculum?

Our current plans for expanding Internet coverage should be sufficient.

4. COMMUNITY USE

a. What spaces, if any, are used by the community during or after-school hours? Are there any joint-use agreements?

We need more space on Thursdays to accommodate all of our clubs and programs. Although, we can manage that by limiting use by other agencies.

b. Are there any safety / security issues or concerns to keep in mind?

Condition of asphalt is a safety issue.

Separate school grounds from surrounding public area with fencing for security purposes.

c. Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)?

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are they? And do they need to be preserved?

Our school is one of the only schools that can fully function (minus ESP) when in lockdown mode. Once all double doors/gates are closed, we can keep all students interior during a lockdown. We should preserve this layout.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing and elicit school community pride? (Overall "curb appeal")- Pretty nice.

b. Are there any significant issues such as vandalism, that impact the school's community presence? If so, what are they? – Very low incidence.

6. HEALTH & SAFETY

a. Are there any problem areas in relation to health and safety that need to be addressed (e.g., accessibility, wayfinding, sanitary spaces, potable water, fire safety, outdoor lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

Reduce access to school buildings by fencing perimeter of school grounds.

7. CAMPUS PRIORITIES

List the **3 most important** areas that you feel need to be addressed first.

1. **Air conditioning**
2. **Classroom furniture: Chairs, desks, tables. (Including deeper sink basins & replacement countertops).**
3. **Classroom/Health office/Administration storage**

LPA

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January 21, 2016

Please complete this survey PRIOR to your scheduled meeting with LPA, and email it back to Chris Fullerton by Monday February 1, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT | Facilities Master Plan

Principal Questionnaire

General Information:

School Name:	James H. Cox		
Principal:	Patrick Ham	**Years at School**	**Years at District**
Email Address:	hamp@fvsd.us	5	8
Current Enrollment:	750		

As part of the Facilities Master Plan (FMP) process, the information acquired will provide the District with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. Be sure to list your top 3 priorities on the last page. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school, organizationally, that currently prohibit staff from implementing the desired educational programs?
-Buildings B, C, D, and E have a shared common core area that is very helpful for DI small groups. Currently, B, C, and E are able to utilize the Common Area for instructional purposes when we are not using it for assemblies or school events. It would be great to have a shared common area for each building for instructional use such as DI and small groups that are being supported by parent or instructional aides.

-Music is currently using the stage area. We would love to have music in a classroom. The stage can get extremely hot.

b. What desired curriculum programs, if any, are limited / compromised due to lack of specialized facilities or the condition of the existing building structures or amenities?

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) Explain.
-This is an area of concern for our school site. Our location provides great opportunities early enrollment for our school and the FVSD. Our preschool program (3-4 year olds) currently utilizes 1 classroom in room E2. E2 is not an ideal location for our preschool program. Additionally, we have a large waiting list for families wanting to have their child attend the preschool with enough interest to open up 2 additional preschool classrooms.
-A Transitional Kindergarten classroom is also a strong possibility for our school site.

b. What is the average classroom loading (student to teacher ratio) today?
K-2: 29 to 1
3-5: 30 to 1

1.2 Space Uses

a. List out any specialty programs at your school.
-RSP, Speech, Music, FIBO Arts

b. Are there non-appropriate spaces used for student instruction or administrative offices (e.g. storage rooms used for counseling, etc.) If yes, where?
-Music on the stage

c. Are there any underutilized areas?
No

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
-HVAC controls at the portables have been reported as being disruptive to instruction due to volume of noise and inability to control its timing.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

As you think about the next generation / 21st century learning, for the following spaces, please provide answers for the spaces that apply to your campus needs.

A. Do the current facilities support the desired educational programs or activities?
For a classroom to fit the ideal mold of a 21st century learning environment where students are able to work in collaborative groups with technology/devices in the classroom, the current classroom size and layout does limits flexible groupings and technology stations.

B. Please describe what aspects of the current facility support or hinder the desired educational program or activities? (Answers could include organization, configuration, as well as amenities of spaces)

C. How can facilities better support the future of learning and teaching?
Space

2.0 Learning Spaces

a. Classrooms

b. For a classroom to fit the ideal mold of a 21st century learning environment where students are able to work in collaborative groups with technology/devices in the classroom, the current classroom size limits that capability.

c. Elective Labs (Science, Art, Music, etc.)

We do not have a Science Lab. Art and Music is held in the stage or shared/common areas which at times can impact instructional programs.

d. Special Education
Shared…Speech and Psychologist share 1 classroom; 2 RSP teachers share 1 classroom. The current layout works well.

e. Other Desired Space (describe if any)

2.1 Staff & Administration

a. Main Administration
b. Conference:
c. Workrooms: *limited space located in the corner of the shared area.*
d. Professional Development
e. Staff Collaboration

2.2 Student Support

a. Counseling
b. College / Career Center (if applicable)
c. Restrooms: *one additional restroom station for our students would be ideal. Currently, we have 2…3rd location would be terrific.*
d. Other (describe)

2.3 Food Service

a. Kitchen: *Entry and exit routes can cause congestion.*
b. Serving
c. Delivery access
d. Student Dining (indoor and outdoor): outdoor
e. Staff Dining

2.4 School Community Spaces

a. Library/ Media Center
b. Multi-Purpose Room
c. Main Quad
d. Outdoor Learning Spaces

2.5 Site

a. Playfields, Hardcourts and Play Equipment: *Play area is not an area of concern. Plenty of space, but we can use a preschool playground.*

3. TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)
2 computer labes: P7 and D6. A Cart of 30 Chromebooks shared in each core building. A consistently available, shared common area for technology small group use would be great.

b. How might the current infrastructure be improved to support the desired educational curriculum?

4. COMMUNITY USE

a. What spaces, if any, are used by the community during or after-school hours? Are there any joint-use agreements?
B7 is utilized by our community…again scheduling can impact instructional programs.

b. Are there any safety / security issues or concerns to keep in mind?
Signing in at the front office.

c. Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)?
Preschool,TK
Community/PTO room
Common area for instructional purposes

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are they? And do they need to be preserved?
Murals
COX Bush
Overall, the grounds is beautiful here at Cox

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing and elicit school community pride? (Overall "curb appeal")
YES

b. Are there any significant issues such as vandalism, that impact the school's community presence? If so, what are they?
NO

6. HEALTH & SAFETY

a. Are there any problem areas in relation to health and safety that need to be addressed (e.g., accessibility, wayfinding, sanitary spaces, potable water, fire safety, outdoor lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

7. CAMPUS PRIORITIES

List the **3 most important** areas that you feel need to be addressed first.

1. **Available classrooms for 2-3 more classrooms…possibly preschool/TK.**
2. **Shared Common Areas for all buildings for instructional programs.**
3. **More space within the classroom for flexible groups or technology implementation.**

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January 21, 2016

Please complete this survey PRIOR to your scheduled meeting with LPA, and email it back to Chris Fullerton by Monday February 1, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT | Facilities Master Plan

Principal Questionnaire

General Information:

School Name:	Gisler		
Principal:	Erin Bains	**Years at School**	**Years at District**
Email Address:	bainse@fvsd.us	4	10
Current Enrollment:	550		

As part of the Facilities Master Plan (FMP) process, the information acquired will provide the District with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. Be sure to list your top 3 priorities on the last page. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school, organizationally, that currently prohibit staff from implementing the desired educational programs?

b. What desired curriculum programs, if any, are limited / compromised due to lack of specialized facilities or the condition of the existing building structures or amenities?

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) Explain. An indoor multipurpose room. We currently do not have a space to house our entire school for events unless we use the outdoor bowl area.

b. What is the average classroom loading (student to teacher ratio) today? 30:1

1.2 Space Uses

a. List out any specialty programs at your school.
Music, meet the Masters,

b. Are there non-appropriate spaces used for student instruction or administrative offices (e.g. storage rooms used for counseling, etc.) If yes, where?

c. Are there any underutilized areas?

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain. Lack of air conditioning and air flow, noise from recess and lunch with the classrooms still in session, lack of natural light

2. FUNCTIONALITY OF INDIVIDUAL SPACES

As you think about the next generation / 21st century learning, for the following spaces, please provide answers for the spaces that apply to your campus needs.

A. Do the current facilities support the desired educational programs or activities?
B. Please describe what aspects of the current facility support or hinder the desired educational program or activities? (Answers could include organization, configuration, as well as amenities of spaces)
C. How can facilities better support the future of learning and teaching?

2.0 Learning Spaces

a. Classrooms more storage, windows to look into the core rooms
b. Elective Labs (Science, Art, Music, etc.)
c. Special Education a designated space for OT and APE. Right now they meet on the stage but do get bumped if the stage is needed.
d. Other Desired Space (describe if any) an indoor multipurpose room

2.1 Staff & Administration

a. Main Administration psychologist office needs to be larger with appropriate furniture for meetings, a new ceiling and paint
b. Conference a designated space for meetings such as SSTs, IEPs, 504 plans
c. Workrooms
d. Professional Development a designated area for professional development including a collaborative table, ability to project from a computer and storage
e. Staff Collaboration

2.2 Student Support

a. Counseling
b. College / Career Center (if applicable)
c. Restrooms
d. Other (describe)

2.3 Food Service

a. Kitchen redo the ceiling so there are no tiles but a smooth surface
b. Serving
c. Delivery access
d. Student Dining (indoor and outdoor)
e. Staff Dining

2.4 School Community Spaces

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a. Library/ Media Center
b. Multi-Purpose Room NEED ONE!!!!!
c. Main Quad
d. Outdoor Learning Spaces Yes, please!

2.5 Site

a. Playfields, Hardcourts and Play Equipment swings on the primary playground

3. TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?) we currently have 3 mobile Chromebook labs and one wired lab. Teachers also use iPads in their classrooms but mostly for rotation work, not a full class set.

b. How might the current infrastructure be improved to support the desired educational curriculum?

4. COMMUNITY USE

a. What spaces, if any, are used by the community during or after-school hours? Are there any joint-use agreements?

b. Are there any safety / security issues or concerns to keep in mind?

c. Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)?

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are they? And do they need to be preserved?

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing and elicit school community pride? (Overall "curb appeal") we have recently added numerous murals to our campus to elicit school spirit.

b. Are there any significant issues such as vandalism, that impact the school's community presence? If so, what are they?

6. HEALTH & SAFETY

a. Are there any problem areas in relation to health and safety that need to be addressed (e.g., accessibility, wayfinding, sanitary spaces, potable water, fire safety, outdoor lighting, security, supervision, building condition, vehicular and pedestrian traffic)? Look into creating a drop off and pick up zone, water stations

7. CAMPUS PRIORITIES

List the **3 most important** areas that you feel need to be addressed first.

1. Airconditioning/ air quality/airflow
2. Cabinet spacing to eliminate rolling portable cabinets in the core rooms
3. Create learning spaces within our core rooms

LPA
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January 21, 2016

Please complete this survey PRIOR to your scheduled meeting with LPA, and email it back to Chris Fullerton by Monday February 1, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT | Facilities Master Plan

Principal Questionnaire

General Information:

School Name:	Newland Elementary		
Principal:	Chris Mullin	**Years at School**	**Years at District**
Email Address:	mullinc@fvsd.us	3	16 + … a lot more
Current Enrollment:	486 + Preschool (100)		

As part of the Facilities Master Plan (FMP) process, the information acquired will provide the District with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. Be sure to list your top 3 priorities on the last page. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. *Are there aspects of the school, organizationally, that currently prohibit staff from implementing the desired educational programs?*

Not exactly but space is an issue… often times we are juggling different activities or cutting tings to make implementation work in our space.

b. *What desired curriculum programs, if any, are limited / compromised due to lack of specialized facilities or the condition of the existing building structures or amenities?*

It comes down to space, specifically for non full time class use (I.E. Music, assemblies, O.T. and A.P.E.)

1.1 Student Capacity

a. *Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) Explain.*

Not as of yet but we are at capacity of what we can do.

b. *What is the average classroom loading (student to teacher ratio) today?*

26.5 to 1, K – 3 and 33 to 1, 4 - 5

1.2 Space Uses

a. *List out any specialty programs at your school.*

Pre-school SDC and Speech, Occupational therapy,

b. *Are there non-appropriate spaces used for student instruction or administrative offices (e.g. storage rooms used for counseling, etc.) If yes, where?*

Closets and odd rooms are used for OT, A.P.E uses where ever they can find room

c. *Are there any underutilized areas?*

We use every bit of space we can although there is a storage closet that is filled an old boiler we could use if it was disposed of…

1.3 Comfort of Spaces

a. *Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.*

External noises especially in rooms 10, 11, 12 due to proximity to 1-2 playground and classroom heat especially in south facing rooms.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

As you think about the next generation / 21st century learning, for the following spaces, please provide answers for the spaces that apply to your campus needs.

A. *Do the current facilities support the desired educational programs or activities?*

Partially, Growth is becoming an issue in regards to the ability of creating outside of the G.E. classroom and classes can need to be creative in regards to brick walls and outlets.

B. *Please describe what aspects of the current facility support or hinder the desired educational program or activities? (Answers could include organization, configuration, as well as amenities of spaces)*

See above…

C. *How can facilities better support the future of learning and teaching?*

Need for more fluid movement as well as space to work in.

2.0 Learning Spaces

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a. *Classrooms* – **growing population restrictions, Bricks make posting problematic, Windows cause dust/dirt issues**
b. *Elective Labs (Science, Art, Music, etc.)* – **Loss of space due to growing population**
c. *Special Education* – **Specific needs based on SDC population… (IE. OT, therapy…)**
d. *Other Desired Space* (describe if any) - **Multi purpose room**

2.1 Staff & Administration

a. *Main Administration* -
b. *Conference* – **vastly undersized for anything larger than a small meeting**
c. *Workrooms* – **LOL what are those**
d. *Professional Development* – **done in classes**
e. *Staff Collaboration* – **done in classes**

2.2 Student Support

a. *Counseling* – In flux but currently stable…
b. *College / Career Center (if applicable)* – N/A
c. *Restrooms* - Good
d. *Other (describe)- cover for rooms* – ***Backpacks in rain no cover to walk from class***.

2.3 Food Service

a. *Kitchen*
b. *Serving* – **small but adequate**
c. *Delivery access* – **problematic during rain**
d. *Student Dining (indoor and outdoor)* – **outdoor inadequate due to growing size of population**
e. *Staff Dining* - **adequate**

2.4 School Community Spaces

a. *Library/ Media Center* - **small**
b. *Multi-Purpose Room* – **SOOO NEEDED**
c. *Main Quad* – **Outdoor space lacking**
d. *Outdoor Learning Spaces* - **Needed**

2.5 Site

a. *Playfields, Hardcourts and Play Equipment*

Fields in disarray due to drought… equipment may need a bit of a refresher.

3. TECHNOLOGY

a. *How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)* **1 computer lab 3 mobile carts.**

b. *How might the current infrastructure be improved to support the desired educational curriculum?*

Space for breakout of tech along with new wiring of electricity

4. COMMUNITY USE

a. *What spaces, if any, are used by the community during or after-school hours? Are there any joint-use agreements?*

Used by both girl and boy scouts and other pay clubs (Art, Chess)

b. *Are there any safety / security issues or concerns to keep in mind*?

Yes… Not a secure campus, infact, least secure campus in HB

c. *Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)?*

None known

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. *Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are they? And do they need to be preserved?*

Community think of this school as a fighter, in that Newland is the little community school that was not closed down when all schools around it were. There is a lot of pride from local community that school has survived the ups and downs of the area.

5.2 Visually Pleasing

a. *Are the school buildings and grounds visually pleasing and elicit school community pride? (Overall "curb appeal")*

School often receives multiple compliments on its curb appeal

b. *Are there any significant issues such as vandalism, that impact the school's community presence? If so, what are they?*

Skateboarding is a HUGE problem at Newland but as for vandalism in that the school is being marked up… the community takes good care of us.

6. HEALTH & SAFETY

a. Are there any problem areas in relation to health and safety that need to be addressed (e.g., accessibility, wayfinding, sanitary spaces, potable water, fire safety, outdoor lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

Newland deals with a number of plumbing issues as well as runoff issues.

7. CAMPUS PRIORITIES

List the **<u>3 most important</u>** areas that you feel need to be addressed first.

1. __Space for everything… Multi purpose, Music, Specialty services_
2. ___usability, there are multiple issues that make for staff need to get creative if they want to use an area__
3. __Ability to use new technology… wiring _____

principal questionnaire: OKA ELEMENTARY SCHOOL

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January 21, 2016
Please complete this survey PRIOR to your scheduled meeting with LPA, and email it back to Chris Fullerton by Monday February 1, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT | Facilities Master Plan

Principal Questionnaire

General Information:

School Name:	OKA ELEMENTARY		
Principal:	ERIK MILLER	**Years at School**	**Years at District**
Email Address:	MillerE@fvsd.us	5	9
Current Enrollment:	445, over 500 w/ Pre-Sch		

As part of the Facilities Master Plan (FMP) process, the information acquired will provide the District with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. Be sure to list your top 3 priorities on the last page. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school, organizationally, that currently prohibit staff from implementing the desired educational programs?
We have had multiple classrooms annually that are combo classrooms and it results in students at times being separated from their peers in other parts of a building or entirely in a different part of the campus.

b. What desired curriculum programs, if any, are limited / compromised due to lack of specialized facilities or the condition of the existing building structures or amenities?
We do not have any specialized classrooms that support music, art, or science. The only rooms available are a multi-purpose room that can be used based on availability. The multi-purpose room we do have is small and only able to accommodate approximately four classes of students per grouping, if students sit on the floor and not in chairs.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) **We currently have two classrooms that are not being utilized as daily classrooms by a dedicated staff member. They are used as needed for extra activities, but we are able to have a dedicated room for each class.**

b. What is the average classroom loading (student to teacher ratio) today?
Approximately 30 students to 1 teacher, with a current maximum size classroom of 33 students.

1.2 Space Uses

a. List out any specialty programs at your school.
Early Entry Kindergarten // State Pre-School // CDC (Fee Based) Pre-School. CDC has 2 Rooms.

b. Are there non-appropriate spaces used for student instruction or administrative offices (e.g. storage rooms used for counseling, etc.) If yes, where?
NO

c. Are there any underutilized areas?
YES; the outside smoking patio adjacent to the staff lounge. We also have a large triangular area between three buildings that could be better incorporated.

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
Lack of Air Conditioning and Air Movement is an issue across the entire campus except for the two portable buildings. Our Health Office contains medicine that needs to be maintained in at appropriate temperature, but we cannot do this! This is a major concern. Windows are not able to be air tight, and as a result, the level of dust and dirt that enters classrooms, especially during a windy day becomes very problematic. External noise is also an issue because rooms are often left open, in order to try and get some additional airflow through classrooms. Furniture is random and piecemealed together. There is no standardization for what a FVSD classroom or office work space should include. The recent upgrade in lighting was still never completed, and despite multiple requests / reminders it has never been resolved appropriately.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

As you think about the next generation / 21st century learning, for the following spaces, please provide answers for the spaces that apply to your campus needs.

A. Do the current facilities support the desired educational programs or activities?
NO

B. Please describe what aspects of the current facility support or hinder the desired educational program or activities? (Answers could include organization, configuration, as well as amenities of spaces)
Rooms are not adequately sized to house all students. Rooms are also set to have at least one wall that is at an odd angle and does not make it conducive to have that wall serve as the front of the classroom. Also, the inconsistencies between

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classroom storage space, carpet/tile ratio, and a lack of dedicated media center / library hinders what students can utilize.

C. How can facilities better support the future of learning and teaching?
Allow flexibility within work space areas that better incorporates technology, a better go-between common work areas such as core rooms, and provide the necessary space inside classrooms to have student work areas on the floor, at independent desks, and collaborative work stations. We also need to look at some areas outdoors.

2.0 Learning Spaces

a. Classrooms = **Shape of rooms, size would be ideal for about 16 students, not double that amount. More windows instead of walls within interior spaces to facilitate greater supervision, as well as more natural lighting for exterior rooms.**

b. Elective Labs (Science, Art, Music, etc.) = **We don't have any dedicated space aside from what we've tried to adjust and make into a music area.**

c. Special Education = **Lacking supports that help provide greater OT, APE needs that also help support the growing number of students' sensory needs.**

d. Other Desired Space (describe if any) = **Would like to have outdoor learning spaces available for teachers and students to use, aside from PE. Our field is mostly weeds and dirt.**

2.1 Staff & Administration

a. Main Administration = **Three office spaces for Principal, Psychologist, and a Conference Room are all tiny, each less than 100 square feet. No Air Conditioning reduces the positive impression anyone has upon walking into the front office. Our Health Office is tiny and the bathroom attached to it, is extremely small.**

b. Conference = **Lacks space. When three people are present, it feels cramped and stuffy. Is not able to be used for many meetings as intended.**

c. Workrooms = **One workroom on the entire campus. No copy machines or workspace can be utilized anywhere else on campus.**

d. Professional Development = **We're lucky to have an extra classroom to use this current school year, but without that, we have to use a current classroom for staff gatherings, or the computer lab.**

e. Staff Collaboration = **Lounge area or in the extra space mentioned above.**

2.2 Student Support

a. Counseling = **We don't have any.**

b. College / Career Center (if applicable) = **No**

c. Restrooms = **Would be safer to have restrooms that allow for students to access from inside their building, not having to go outside.**

d. Other (describe) = **We don't have a dedicated support area for such things as OT, Mental Health, Stress Relief, Sensory Supports.**

2.3 Food Service

a. Kitchen = **It works, but it was never designed as a kitchen so it feels makeshift.**

b. Serving = **Difficult to get large amounts of kids in and out quickly.**

c. Delivery access = **Troubled, since any delivery truck will block part of our parking lot while the drop is occurring.**

d. Student Dining (indoor and outdoor) = **Outdoor, we have space. Indoor dining for kids is on a rainy day, and they have to eat inside classrooms or core areas, depending on their grade level. It's not a major issue for us currently although if we had a multi-purpose room, it would be better.**

e. Staff Dining = **It works, although a facelift with better furniture would be more ideal.**

2.4 School Community Spaces

a. Library/ Media Center = **There is nothing media friendly about it. Checking out books and storing them is the main purpose. It looks like a 19th Century library maybe 20th Century on a good day.**

b. Multi-Purpose Room = **We need a real one.**

c. Main Quad = **Wasted space with no functional use between C, D, and F buildings.**

d. Outdoor Learning Spaces = **We don't have much except for a lunch table area that offers shade or a few random trees on the playground.**

2.5 Site

a. Playfields, Hardcourts and Play Equipment = **Probably the part of our campus in the greatest need of an overhaul. We have space, but it's crumbling apart.**

3. TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)
1 dedicated computer lab plus four mobile carts, and many other teachers with between one and ten additional devices they have in their classrooms. We have not had as many wifi issues as I believe other sites have had.

b. How might the current infrastructure be improved to support the desired educational curriculum?
We're getting quite a bit better by improving the number of access points. However, we need to have more security for after hours in classrooms that have devices that are stored and charged. Also, we have alarm systems in our buildings but they aren't used…

4. COMMUNITY USE

a. What spaces, if any, are used by the community during or after-school hours? Are there any joint-use agreements?
Fields are used by AYSO for soccer. Little League used to access fields but does not have current use. This is a HUGE issue in creating fields that are in poor condition for students. Also, because of our district's desire to keep access to fields less restricted during non-instructional hours, we deal with a huge issue of dog feces on a continual basis. No organizations use our buildings after hours, because they do not want to pay for additional security/custodial support.

b. Are there any safety / security issues or concerns to keep in mind?
Unfortunately we have a campus that has too many entrance points and because of our pre-school, has a fluid number of parents entering / leaving our campus over an 11 hour period.

c. Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)?
We have the space for our pre-school students, however the logistics of getting parents on and off campus is poor.

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are they? And do they need to be preserved?
For being on a main street such as Yorktown, we seem to still be off the radar within our community. I don't think our school is anywhere close to being the pride of our community, due to it's physical condition.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing and elicit school community pride? (Overall "curb appeal")
No – see above. We could make some positive changes to add to the aesthetics of our school appearance.

b. Are there any significant issues such as vandalism, that impact the school's community presence? If so, what are they?
Yes, due to the lack of visibility from streets, and open gates, we have issues near our primary playground, as well as hidden pockets around the exterior of campus including areas outside and near classrooms B2, C1, C8, D8, F1, F2. Broken bottles on blacktops also create routine issues. The semi-enclosed lunch area (former staff smoking patio) is also used for medicinal purposes by random people on weekends and after hours.

6. HEALTH & SAFETY

a. Are there any problem areas in relation to health and safety that need to be addressed (e.g., accessibility, wayfinding, sanitary spaces, potable water, fire safety, outdoor lighting, security, supervision, building condition, vehicular and pedestrian traffic)?
Plumbing issues have brought about sanitary concerns because of the frequency in which they've occurred, as well as pipe leaks in ceilings. Outdoor lighting improved two years ago, although there still seem to be issues with timing and consistency of their use.

7. CAMPUS PRIORITIES

List the **3 most important** areas that you feel need to be addressed first.

1. **Sinking grounds, concrete, blacktop detaching from the buildings and in disrepair. Outside grounds have multiple safety issues and concerns.**
2. **Infrastructure that limits air flow, and a lack of air conditioning in all buildings.**
3. **Safety and security that blend into our parking areas (or lack of) with regard to our K-5 population and pre-schools. Entrance and Exits to/from campus are too open and accessible and do not provide staff with a feeling of safety.**

LPA

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January 21, 2016

Please complete this survey PRIOR to your scheduled meeting with LPA, and email it back to Chris Fullerton by Monday February 1, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT | Facilities Master Plan

Principal Questionnaire

General Information:

School Name:	*Plavan Elementary School*		
Principal:	*Julie Ballesteros*	***Years at School*** *8*	***Years at District*** *8*
Email Address:	*Ballesterosj@fvsd.us*		
Current Enrollment:	*545*		

As part of the Facilities Master Plan (FMP) process, the information acquired will provide the District with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. Be sure to list your top 3 priorities on the last page. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. *Are there aspects of the school, organizationally, that currently prohibit staff from implementing the desired educational programs?*
Yes- Plavan has unique sized and shaped classrooms that make it challenging to fit all the children in the classroom and provide an instructional environment where all students can be engaged at one time.
There is no build in storage so a lot of the classroom space is taken up by rolling cupboards.

b. *What desired curriculum programs, if any, are limited / compromised due to lack of specialized facilities or the condition of the existing building structures or amenities?*
Our teachers strive to encourage small group instruction and exploration. There is little to no room for children to sit on the carpet or work together in groups due to the lack of space and unique shape of the rooms.

1.1 Student Capacity

a. *Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) Explain. Yes. All rooms are filled with classes and there are not extra rooms for extra activities.*

b. *What is the average classroom loading (student to teacher ratio) today?*
30 to 1

1.2 Space Uses

a. *List out any specialty programs at your school.*
Plavan has a child development center, two after school classes and two special need classes.

b. *Are there non-appropriate spaces used for student instruction or administrative offices (e.g. storage rooms used for counseling, etc.) If yes, where?*
Yes! Our adaptive PE and music instruction is held on our stage. Preschool speech therapy is held in back therapy /storage room. Our other speech therapy is provided in a side room off of the main office. Therapy is interrupted daily due the location being in the walk way to the conference room.
Science and classroom projects are often completed in the media center due to lack if space in the classroom.

c. *Are there any underutilized areas?*

We use just about every space available. We do have one open area off of our conference room that is used for storage – that could be used for therapy.
We have two large bathrooms that are located between classrooms. They are used as storage.

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1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
The lack of storage results in having extra furniture to hold supplies. The unique shape of each room and varying sizes makes it difficult to fit all the children and their desks. It does not allow for center work or carpet time.
The lack on natural light is difficult.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

As you think about the next generation / 21st century learning, for the following spaces, please provide answers for the spaces that apply to your campus needs.

A. Do the current facilities support the desired educational programs or activities? No
B. Please describe what aspects of the current facility support or hinder the desired educational program or activities? (Answers could include organization, configuration, as well as amenities of spaces)
C. How can facilities better support the future of learning and teaching?

2.0 Learning Spaces

a. Classrooms the lack of storage results in having extra furniture to hold supplies. The unique shape of each room and varying sizes makes it difficult to fit all the children and their desks. It does not allow for center work or carpet time.
b. Elective Labs (Science, Art, Music, etc.) NA
c. Special Education-
d. Other Desired Space (describe if any)

2.1 Staff & Administration

a. Main Administration
b. Conference
c. Workrooms: Our workroom is storage for extra book and supplies.
d. Professional Development:
We have no extra space for professional development. We always use our staff lounge or a classroom.
e. Staff Collaboration
We have no extra space for professional development. We always use our staff lounge or a classroom.

2.2 Student Support

a. Counseling: Our Psychologist office is small and accommodates one to two children at a time.
b. College / Career Center (if applicable) NA
c. Restrooms:
d. Other (describe)

2.3 Food Service

a. Kitchen
b. Serving: The serving seems to go ok but it only allows for one line at a time.
c. Delivery access: All deliveries have to go by classrooms.
d. Student Dining (indoor and outdoor) We only have an outdoor eating area.
e. Staff Dining

2.4 School Community Spaces

a. Library/ Media Center:
We are blessed with a large space for our library but it is located in the middle of our media center. It is not a quiet environment because it is shared with small groups, tutoring, lunch lines, science projects and student traffic.
b. Multi-Purpose Room:
The media center is shared with our library, lunch lines, and small group work and student traffic. One or another program suffers if we have an event.
The media center is also used a storage for a variety of random things such as event chairs, extra tables, music stands etc.
c. Main Quad: NA
d. Outdoor Learning Spaces: NA

2.5 Site

a. Playfields, Hardcourts and Play Equipment:
We are fortunate to be placed next to a public park and we utilize their facilities for the primary grades. There are very few activities for our upper grade students.

3. TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless

2.2 Student Support

a. *Counseling: Our Psychologist office is small and accommodates one to two children at a time.*
b. *College / Career Center (if applicable) NA*
c. *Restrooms:*
d. *Other (describe)*

2.3 Food Service

a. *Kitchen*
b. *Serving: The serving seems to go ok but it only allows for one line at a time.*
c. *Delivery access: All deliveries have to go by classrooms.*
d. *Student Dining (indoor and outdoor) We only have an outdoor eating area.*
e. *Staff Dining*

2.4 School Community Spaces

a. *Library/ Media Center:*
We are blessed with a large space for our library but it is located in the middle of our media center. It is not a quiet environment because it is shared with small groups, tutoring, lunch lines, science projects and student traffic.
b. *Multi-Purpose Room:*
The media center is shared with our library, lunch lines, and small group work and student traffic. One or another program suffers if we have an event.
The media center is also used a storage for a variety of random things such as event chairs, extra tables, music stands etc.
c. *Main Quad: NA*
d. *Outdoor Learning Spaces: NA*

2.5 Site

a. *Playfields, Hardcourts and Play Equipment:*
We are fortunate to be placed next to a public park and we utilize their facilities for the primary grades. There are very few activities for our upper grade students.

3. TECHNOLOGY

a. *How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless*

b. *Are there any significant issues such as vandalism, that impact the school's community presence? If so, what are they?*
We are the victims of vandalism often due to our location. There is often inappropriate writing in our kindergarten area and lunch tables are pulled out of order as skate ramps.

6. HEALTH & SAFETY

a. *Are there any problem areas in relation to health and safety that need to be addressed (e.g., accessibility, wayfinding, sanitary spaces, potable water, fire safety, outdoor lighting, security, supervision, building condition, vehicular and pedestrian traffic)?*
Plavan has a clogged drain near our kitchen that overflows in the children's walkway and has potable water.
Our speech therapy room leaks through the wall when it rains and has caused a musty order.
We have classrooms with leaking ceilings that have been fixed and continue to leak.
Our blacktop is filled with sinkholes that cause accidents for children on foot and in wheel chairs.

7. CAMPUS PRIORITIES

*List the **3 most important** areas that you feel need to be addressed first.*

1. Built in storage for classrooms to provide more instructional space.
2. Dedicated space for music, adapted pe and or our library.
3. Windows or source of natural light for classrooms.

principal questionnaire: FULTON MIDDLE SCHOOL

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January 21, 2016
Please complete this survey PRIOR to your scheduled meeting with LPA, and email it back to Chris Fullerton by Monday February 1, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT | Facilities Master Plan

Principal Questionnaire

General Information:

School Name:	Fulton Middle School		
Principal:	Kevin Johnson	**Years at School:** 2	**Years at District:** 2
Email Address:	johnsonk@fvsd.us		
Current Enrollment:	815		

As part of the Facilities Master Plan (FMP) process, the information acquired will provide the District with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. Be sure to list your top 3 priorities on the last page. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school, organizationally, that currently prohibit staff from implementing the desired educational programs?
Science classes are severely limited as there are no lab spaces

b. What desired curriculum programs, if any, are limited / compromised due to lack of specialized facilities or the condition of the existing building structures or amenities?

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) Explain.
No. Shortage is primarily for Science purposes as we have no lab on site. Only one of the science classrooms even has a sink.

b. What is the average classroom loading (student to teacher ratio) today?
Average is probably 28:1; however, many are loaded at 34:1 and this is absolute capacity.

1.2 Space Uses

a. List out any specialty programs at your school.
Robotics, woodshop, 3D design, cooking, ceramics/art, music

Our teachers strive to encourage small group instruction and exploration. There is little to no room for children to sit on the carpet or work together in groups due to the lack of space and unique shape of the rooms.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) Explain. Yes. All rooms are filled with classes and there are not extra rooms for extra activities.

b. What is the average classroom loading (student to teacher ratio) today?
30 to 1

1.2 Space Uses

a. List out any specialty programs at your school.
Plavan has a child development center, two after school classes and two special need classes.

b. Are there non-appropriate spaces used for student instruction or administrative offices (e.g. storage rooms used for counseling, etc.) If yes, where?
Yes! Our adaptive PE and music instruction is held on our stage. Preschool speech therapy is held in back therapy /storage room. Our other speech therapy is provided in a side room off of the main office. Therapy is interrupted daily due the location being in the walk way to the conference room.
Science and classroom projects are often completed in the media center due to lack if space in the classroom.

c. Are there any underutilized areas?

We use just about every space available. We do have one open area off of our conference room that is used for storage – that could be used for therapy.
We have two large bathrooms that are located between classrooms. They are used as storage.

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1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.
The lack of storage results in having extra furniture to hold supplies. The unique shape of each room and varying sizes makes it difficult to fit all the children and their desks. It does not allow for center work or carpet time.
The lack on natural light is difficult.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

As you think about the next generation / 21st century learning, for the following spaces, please provide answers for the spaces that apply to your campus needs.

A. Do the current facilities support the desired educational programs or activities? No
B. Please describe what aspects of the current facility support or hinder the desired educational program or activities? (Answers could include organization, configuration, as well as amenities of spaces)
C. How can facilities better support the future of learning and teaching?

2.0 Learning Spaces

a. Classrooms the lack of storage results in having extra furniture to hold supplies. The unique shape of each room and varying sizes makes it difficult to fit all the children and their desks. It does not allow for center work or carpet time.
b. Elective Labs (Science, Art, Music, etc.) NA
c. Special Education-
d. Other Desired Space (describe if any)

2.1 Staff & Administration

a. Main Administration
b. Conference
c. Workrooms: Our workroom is storage for extra book and supplies.
d. Professional Development:
We have no extra space for professional development. We always use our staff lounge or a classroom.
e. Staff Collaboration
We have no extra space for professional development. We always use our staff lounge or a classroom.

infrastructure?) Plavan deconstructed our computer lab to add a classroom. We now have two rolling computer carts and utilized 10-12 classroom devices.

b. How might the current infrastructure be improved to support the desired educational curriculum? The classroom devices take up a large amount of space in some classroom. Appropriate storage for devices would be beneficial.

4. COMMUNITY USE

a. What spaces, if any, are used by the community during or after-school hours? Are there any joint-use agreements?

b. Are there any safety / security issues or concerns to keep in mind?

We are located on a major street and connected to a pubic park. There is no barrier between the park and school grounds. This makes it difficult to keep people off campus during the day. Our preschool children's playground is located on the main street with only a fence as the barrier.

c. Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)?
We would love to have a designated space for the arts/music, science and interventions.

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are they? And do they need to be preserved?
Plavan holds an annual play and the stage area is valuable.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing and elicit school community pride? (Overall "curb appeal")
I feel we have school pride displayed but we have a lot of brick walls and lack Foliage. Our marquee is outdated.

infrastructure?) *Plavan deconstructed our computer lab to add a classroom. We now have two rolling computer carts and utilized 10-12 classroom devices.*

b. *How might the current infrastructure be improved to support the desired educational curriculum?* *The classroom devices take up a large amount of space in some classroom. Appropriate storage for devices would be beneficial.*

4. COMMUNITY USE

a. *What spaces, if any, are used by the community during or after-school hours? Are there any joint-use agreements?*

b. *Are there any safety / security issues or concerns to keep in mind?*

We are located on a major street and connected to a pubic park. There is no barrier between the park and school grounds. This makes it difficult to keep people off campus during the day. Our preschool children's playground is located on the main street with only a fence as the barrier.

c. *Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)?*
We would love to have a designated space for the arts/music, science and interventions.

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. *Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are they? And do they need to be preserved?*
Plavan holds an annual play and the stage area is valuable.

5.2 Visually Pleasing

a. *Are the school buildings and grounds visually pleasing and elicit school community pride? (Overall "curb appeal")*
I feel we have school pride displayed but we have a lot of brick walls and lack Foliage. Our marquee is outdated.

b. *Are there any significant issues such as vandalism, that impact the school's community presence? If so, what are they?*
We are the victims of vandalism often due to our location. There is often inappropriate writing in our kindergarten area and lunch tables are pulled out of order as skate ramps.

6. HEALTH & SAFETY

a. *Are there any problem areas in relation to health and safety that need to be addressed (e.g., accessibility, wayfinding, sanitary spaces, potable water, fire safety, outdoor lighting, security, supervision, building condition, vehicular and pedestrian traffic)?*
Plavan has a clogged drain near our kitchen that overflows in the children's walkway and has potable water.
Our speech therapy room leaks through the wall when it rains and has caused a musty order.
We have classrooms with leaking ceilings that have been fixed and continue to leak.
Our blacktop is filled with sinkholes that cause accidents for children on foot and in wheel chairs.

7. CAMPUS PRIORITIES

*List the **3 most important** areas that you feel need to be addressed first.*

1. Built in storage for classrooms to provide more instructional space.
2. Dedicated space for music, adapted pe and or our library.
3. Windows or source of natural light for classrooms.

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5161 California Avenue, Suite 100, Irvine, California 92617

January 21, 2016

Please complete this survey PRIOR to your scheduled meeting with LPA, and email it back to Chris Fullerton by Monday February 1, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT | Facilities Master Plan

Principal Questionnaire

General Information:

School Name:	Masuda Middle School		
Principal:	Jay Adams	**Years at School**	**Years at District**
Email Address:	adamsj@fvsd.us	3	13
Current Enrollment:	860		

As part of the Facilities Master Plan (FMP) process, the information acquired will provide the District with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. Be sure to list your top 3 priorities on the last page. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school, organizationally, that currently prohibit staff from implementing the desired educational programs?
Science and Art. See part B

b. What desired curriculum programs, if any, are limited / compromised due to lack of specialized facilities or the condition of the existing building structures or amenities?
Science classrooms need counter space, sinks, storage, work space additional outlets. Art room needs additional work space for students/too hard for science and art to share, as set-up of art AND labs is prohibitive within one school day. Robotics program needs designated spaces. (Currently shares ½ of computer lab with Yearbook…no storage)

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) Explain.
No. We have 4 "temporary" portables which are in unacceptable condition. We have need for 6 science labs with current enrollment.

b. What is the average classroom loading (student to teacher ratio) today?
30:1

1.2 Space Uses

a. List out any specialty programs at your school.
Robotics, Woodshop, Home Ec, Band/Orchestra/Choir

c. Restrooms-Students voice that they need additional restrooms. Within four minute passing periods, two restrooms is not sufficient for all to use them without being late. At least one more set.

d. Other (describe)

2.3 Food Service

a. Kitchen

b. Serving In media center? This is an issue

c. Delivery access—This is a huge issue. Right now, we have two lines, and the kids are outdoors and not covered from heat/rain and not organized…they just "clump"

d. Student Dining (indoor and outdoor)—Better coverage, to include coverage when it rains, which is the ultimate challenge. 600 kids in media center?

e. Staff Dining

2.4 School Community Spaces

a. Library/ Media Center

b. Multi-Purpose Room

c. Main Quad—blacktop has a lot of areas which need to be patched, leveled, repaired.

d. Outdoor Learning Spaces

2.5 Site

a. Playfields, Hardcourts and Play Equipment We need new soccer goals, funding is an issue…they need to be portable.

3. TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?) Labs are being phased out. Currently two (+) in existence.

b. How might the current infrastructure be improved to support the desired educational curriculum?
I believe that each classroom will have its own hub this summer. Critical.

4. COMMUNITY USE

a. What spaces, if any, are used by the community during or after-school hours? Are there any joint-use agreements? Outdoors only, (with the exception of a monthly Boyscout meeting) because workrooms are not closed off, which does not allow us to safely let others use our facilities.

b. Are there any safety / security issues or concerns to keep in mind? See above

c. Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)?

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

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c. Restrooms-Students voice that they need additional restrooms. Within four minute passing periods, two restrooms is not sufficient for all to use them without being late. At least one more set.
d. Other (describe)

2.3 Food Service

a. Kitchen
b. Serving In media center? This is an issue
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e. Staff Dining

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b. Multi-Purpose Room
c. Main Quad—blacktop has a lot of areas which need to be patched, leveled, repaired.
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I believe that each classroom will have its own hub this summer. Critical.

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b. Are there any safety / security issues or concerns to keep in mind? See above

c. Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)?

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are they? And do they need to be preserved? YES! The Memorial Garden and Japanese landscaping. Also a display (as in front entrance) for Kazuo Masuda We would also like to have a trophy case added somewhere to display awards, etc?

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing and elicit school community pride? (Overall "curb appeal") Yes, other than the marquee, which needs desperately to be updated.

b. Are there any significant issues such as vandalism, that impact the school's community presence? If so, what are they? Student access to tops of portables where much running amok occurs on weekends, nights. Spacing by locker rooms where students hide on weekends. Also we hate the open space behind the portables, which is a constant liability and we have to continually monitor it and get students out from there. It is wasted space, and a hazard to us!

6. HEALTH & SAFETY

a. Are there any problem areas in relation to health and safety that need to be addressed (e.g., accessibility, wayfinding, sanitary spaces, potable water, fire safety, outdoor lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

I believe that we need additional lighting outdoors. When I am on campus at night it is extremely dark, and kids/adults abuse this situation to hide and smoke, etc.

Open spaces under the temporary portables. Kids climb under there and I'm terrified someone is going to get hurt under there.

7. CAMPUS PRIORITIES

List the **3 most important** areas that you feel need to be addressed first.

1. **Air Climate/Temperature**
2. **Temporary Portable removal**
3. **Designated Music Classroom away from office**

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5161 California Avenue, Suite 100, Irvine, California 92617

January 21, 2016

Please complete this survey PRIOR to your scheduled meeting with LPA, and email it back to Chris Fullerton by Monday February 1, 2016

FOUNTAIN VALLEY SCHOOL DISTRICT | Facilities Master Plan

Principal Questionnaire

General Information:

School Name:	Talbert Middle School		
Principal:	Jennifer Morgan	**Years at School**	**Years at District**
Email Address:	morganj@fvsd.us	3	3
Current Enrollment:	730		

As part of the Facilities Master Plan (FMP) process, the information acquired will provide the District with a more thorough understanding of current educational programs, the needs and goals of the programs, and the way in which the physical facility is currently supporting or hindering program goals.

For the following questions, please feel free to write as much or as little as you would like. Be sure to list your top 3 priorities on the last page. Your response may be in the form of brief phrases, sentences, or paragraphs, if desired.

1. FUNCTIONALITY OF OVERALL FACILITY

1.0 Educational Program Adequacy

a. Are there aspects of the school, organizationally, that currently prohibit staff from implementing the desired educational programs?

The office set up with a separate admin and student office hinders communication. The phone system is antiquated.

As the school has grown 25% since 2012, we have outgrown the nurse's office. There is limited storage available for medications. There is limited seating room during busy hours of the day.

A seating area that could house the entire student body at once would be conducive to performances, assemblies, and graduation.

b. What desired curriculum programs, if any, are limited / compromised due to lack of specialized facilities or the condition of the existing building structures or amenities?

Science- science teachers need a real lab.
STEAM Program- Talbert needs a maker lab to support the STEAM program.
Music- the music room is too small for the growing program. The teacher even got rid of her desk to have more space available. There is not sufficient space for storage either.

1.1 Student Capacity

a. Are there sufficient permanent classrooms to adequately support current enrollment? Is there a shortage of program-specific classrooms? (e.g., quantity of science labs based on current enrollment?) Explain.

Science labs are needed for all science classes.

b. What is the average classroom loading (student to teacher ratio) today?

Classrooms are staffed at 1:31. In an average class, there are probably 32-33 students (electives have lower number)

1.2 Space Uses

a. List out any specialty programs at your school.

STEAM

b. Are there non-appropriate spaces used for student instruction or administrative offices (e.g. storage rooms used for counseling, etc.) If yes, where?

SLP Office

c. Are there any underutilized areas?

Room B-6 (Used for two electives out of the day)

1.3 Comfort of Spaces

a. Does the quality of any of the following environmental factors support or hinder the needs of the users: furniture, lighting, level of internal and external noise, HVAC controls (thermal comfort and air quality)? Please briefly explain.

Air quality and temperature is a problem in most classes. PE classes are disruptive for Rooms B13 and B14.

2. FUNCTIONALITY OF INDIVIDUAL SPACES

As you think about the next generation / 21st century learning, for the following spaces, please provide answers for the spaces that apply to your campus needs.

A. Do the current facilities support the desired educational programs or activities?
B. Please describe what aspects of the current facility support or hinder the desired educational program or activities? (Answers could include organization, configuration, as well as amenities of spaces)
C. How can facilities better support the future of learning and teaching?

Areas in need for this section…

A. Outdoor spaces for students to enjoy during unstructured times. Talbert has few shaded areas or trees on the blacktop and field area.

B. Air conditioning in classrooms.

C. Science labs

D. Makers Lab supplied with industrial tools for science, technology, and engineering projects.

E. A larger area for the music classes is necessary if the program is to grow.

F. An outside or inside facility that houses the entire student population. We are over occupancy in the Event Center.

G. An new sound system/ media system in the Event Center- our current system is outdated and often breaks down.

G. A flexible learning space with ample room for project based learning and classroom discussions.

2.0 Learning Spaces – see above

a. Classrooms
b. Elective Labs (Science, Art, Music, etc.)
c. Special Education
d. Other Desired Space (describe if any)

2.1 Staff & Administration

a. Main Administration

The office set up with a separate admin and student office hinders communication. The phone system is antiquated. The furniture in the student office, administration office, and counseling office is VERY dilapidated.

As the school has grown 25% since 2012, we have outgrown the nurse's office. There is limited storage available for medications. There is limited seating room during busy hours of the day.

b. Conference
c. Workrooms

The copiers and other equipment does not fit correctly into the work rooms. Shelving gets in the way, creating an awkward work-space.

d. Professional Development
e. Staff Collaboration

The conference room is the only space for meetings. It also doubles as a testing room for the psychologist. There is no space for teachers to work during release days.

2.2 Student Support

a. Counseling

The counseling room is a classroom that is shared by the school psychologist and counselor. The furniture is really undesirable. Separate spaces for the counselor and psychologist would help with confidentiality as far as counseling services.

b. College / Career Center (if applicable)- NONE

c. Restrooms
d. Other (describe)

2.3 Food Service

a. Kitchen

The kitchen has facilities to heat up food for students. Access to an oven for staff is needed. Staff has no access to an oven when having an early morning or night event to heat up food.

b. Serving
c. Delivery access
d. Student Dining (indoor and outdoor)

Seating is tight in the two eating areas. The school has grown 25% since 2012.

e. Staff Dining

2.4 School Community Spaces

a. Library/ Media Center

There is no media component to the library. A projector and screen would make this space more usable for groups of students, teachers, and parents.

b. Multi-Purpose Room (see above)
c. Main Quad

Due to the growth of the school, the rolling gate that separates the "B" blacktop (by PE) and the DEF core, causes a safety issue. Too many students are passing through the area at once.

d. Outdoor Learning Spaces (see above)

2.5 Site

a. Playfields, Hardcourts and Play Equipment

Talbert needs to be re-paved. Fields need to be re-seeded.

3. TECHNOLOGY

a. How is technology integrated into the instructional program? (Use of separate computer labs vs. in-classroom computers; wireless infrastructure?)

All classrooms have wireless access. Technology tools vary from classroom to classroom. Math teachers have Smart Boards as well as most science teachers. Many teachers have Apple TV's. All teachers have a sound system and projector. We have two hard wired labs that somewhere in the next few years become extinct. Talbert currently has 8 Chrome Book carts.

b. How might the current infrastructure be improved to support the desired educational curriculum?

Chrome Books available in every classroom with technical support would be incredible for student learning.

4. COMMUNITY USE

a. What spaces, if any, are used by the community during or after-school hours? Are there any joint-use agreements?

The fields are used by AYSO (soccer).

b. Are there any safety / security issues or concerns to keep in mind? (see gate above)

c. Are there other existing or desired programs that may be planned into the future that should be considered in the Master Plan (e.g. Parent Center, Pre-School, community clinic)? (See above)

5. SYMBOLISM, MEANING, & PERSONAL CONNECTIONS

5.1 Symbolically Meaningful

a. Do aspects of the school, through its design, display a unique character and meaning to the community and its occupants? If so, what are they? And do they need to be preserved?

The mid century design is part of the school culture. It gives the appearance of a small community school. It is important to preserve the features such as the double green doors at both entrances; the green wood-work throughout campus; and the brick walls.

5.2 Visually Pleasing

a. Are the school buildings and grounds visually pleasing and elicit school community pride? (Overall "curb appeal")

The district takes great pride in the grounds. Due to the drought, the grass can definitely use some work.

b. Are there any significant issues such as vandalism, that impact the school's community presence? If so, what are they?

Students get on the roof on the weekends and ride skateboards. It is very dangerous. Two years ago, $5000 damage was caused due to kids tearing off shingles while on the roof.

6. HEALTH & SAFETY

a. Are there any problem areas in relation to health and safety that need to be addressed (e.g., accessibility, wayfinding, sanitary spaces, potable water, fire safety, outdoor lighting, security, supervision, building condition, vehicular and pedestrian traffic)?

-Green rolling gate (above)
- Health office- needs updating; too small for the population; when kids are sick, they are sitting in very tight space which is a good way to spread illness; not enough storage for student medications
- security system
- more staff restrooms- teachers do not have a prep period. There is a line for them during break (only 10 minutes)
-Fire safety- well over occupancy in the Event Center
-Crosswalk- need a crosswalk at the north end of the block where Talbert is located

7. CAMPUS PRIORITIES

List the **3 most important** areas that you feel need to be addressed first.

1. **Air Conditioning**
2. **Science Labs/Maker Lab**
3. **Fix Rolling Gate**

CUMMING

Fountain Valley School District
Facilities Master Plan - Total Program Cost
Fountain Valley, CA

Opinion of Probable Cost
April 20, 2016

Fountain Valley School District

Prepared for LPA, Inc.

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INTRODUCTION

The information provided by the District is considered to be budgetary for estimating purposes, and a 5% design contingency has been included. The following items are excluded from this budget:

The following items excluded from scope of work:

1 Utility hook-up fees & City connection fees.
2 Offsite work and traffic signals.
3 Land acquisition costs.
4 Hazardous material surveys, abatement, and disposal.
5 Escalation (Costs are in 2016$ calculated to the end of the year).

Each of the unit costs includes the following mark-ups:

A	General Contractor GC, OH&P	15.00%
B	Bonds & Insurance	2.00%
C	Design/Phasing Contingency	10.00%

At the category summary level, soft costs are added to each scope portion. Soft costs include the following:

A	AE Design Fee	10.00%
B	DSA Plan Check Fee	0.75%
C	Printing/Advertising	0.05%
E	Test/Survey	1.25%
F	Inspection	1.25%
G	Project Management Fees	5.00%
H	Project/Construction Contingency	5.00%
I	Relocation Costs	0.80%
J	Labor Compliance	0.25%
K	Builders Risk Insurance	0.80%
L	Legal	0.03%
M	Comissioning	0.08%
N	FF&E (Other than Classroom)	4.00%
O	Other Miscellaneous Consultants	4.00%
	Total Soft Cost Multiplier	**33.26%**

We recommend the client review this statement, and that any interpretations contrary to those intended by the design documents be fully addressed. The statement is based on a detailed measurement of quantities when possible, and reasonable allowance for items not clearly defined in the documents.

The statement reflects probable construction costs obtainable in the currently stable bidding market. The present estimate is a based on a minimum of four to five competitive bids from general contractors, bidding to a minimum of four (4) subcontractors per trade. This statement is a detemination of current market value for the construction of the project, not a prediction of low bid. Experience indicates that a fewer number of bidders may result in higher bid amount, and more bidders may result in a lower bid result. It is our understanding that projects will be procured through a traditional competitive design-bid-build basis.

Fountain Valley School District
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$)

Campus		Total Construction Cost (2016$)	Total Project Cost (2016$)
1	Roch Courreges Elementary School	$21,525,000	**$28,276,000**
2	James H. Cox Elementary School	$21,965,000	**$29,096,000**
3	Robert Gisler Elementary School	$19,682,000	**$25,853,000**
4	William T. Newland Elementary School	$18,948,000	**$24,873,000**
5	Isojiro Oka Elementary School	$19,363,000	**$25,446,000**
6	Urbain H. Plavan Elementary School	$15,393,000	**$20,257,000**
7	Hisamatsu Tamura Elementary School	$20,253,000	**$26,625,000**
8	Harry C. Fulton Middle School	$26,125,000	**$34,401,000**
9	Kazuo Masuda Middle School	$25,114,000	**$33,080,000**
10	Samuel E. Talbert Middle School	$27,709,000	**$36,447,000**
11	District Office	$567,000	**$754,000**
12	Maintenance & Operations / Transportation	$244,000	**$324,000**
Total Construction/Project Cost (2016$)		**$216,888,000**	**$285,432,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Escalation (Costs are in 2016$ calculated to the end of the year).

Fountain Valley School District
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost
Project Cost Summary (2014$)
20-Apr-16

Category	1975/2005 1 Roch Courreges ES	1970/2005 2 James H. Cox ES	1969/2006 3 Robert Gisler ES	1964/2006 4 William T. Newland ES	1971/2005 5 Isojiro Oka ES	1972/2004 6 Urbain H. Plavan ES	1964/2004 7 Hisamatsu Tamura ES
01 Modernize & Reconfigure Aging Classrooms	4,502,000	4,316,000	3,868,000	4,005,000	3,917,000	2,556,000	3,802,000
02 Existing Building Systems & Toilets	2,727,000	2,814,000	2,506,000	2,625,000	2,393,000	895,000	2,365,000
03 Site Utilities	1,290,000	1,349,000	1,369,000	1,415,000	963,000	690,000	1,434,000
04 Classrooms New Construction	4,080,000	4,823,000	3,483,000	2,443,000	2,484,000	5,900,000	2,756,000
05 Flexible Labs	934,000	934,000	439,000	934,000	448,000	442,000	934,000
06 Electives	-	-	-	-	-	-	-
07 Performing Arts Improvements (Music)	899,000	899,000	448,000	899,000	899,000	451,000	899,000
08 Multi-Purpose Room / Food Service Improvements & Student Dining	5,328,000	5,525,000	4,844,000	4,793,000	4,620,000	2,087,000	5,575,000
09 Physical Education Improvements	-	-	-	-	-	-	-
10 Administration & Staff Support	890,000	1,204,000	1,454,000	1,451,000	2,008,000	1,317,000	1,315,000
11 Library, Innovation Lab & Student Support Services	2,381,000	2,644,000	1,782,000	1,652,000	2,398,000	2,228,000	1,913,000
12 Safety & Security	1,569,000	1,298,000	1,980,000	1,105,000	1,971,000	1,354,000	1,857,000
13 District Support Facilities	-	-	-	-	-	-	-
14 Outdoor Learning Environments	160,000	347,000	189,000	331,000	148,000	134,000	210,000
15 Exterior Play Spaces, Playfields & Hardcourts	2,446,000	2,583,000	2,508,000	2,229,000	2,270,000	1,548,000	2,620,000
16 Next Generation Classroom Flexibility (Furniture)	345,000	360,000	330,000	330,000	300,000	240,000	330,000
17 Technology Infrastructure	725,000	-	653,000	661,000	627,000	415,000	615,000
Total Project Cost (2016$)	**28,276,000**	**29,096,000**	**25,853,000**	**24,873,000**	**25,446,000**	**20,257,000**	**26,625,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost
Project Cost Summary (2014$)
20-Apr-16

Category	1968/2004 8 Harry C. Fulton MS	1975/2006 9 Kazuo Masuda MS	1972/2005 10 Samuel E. Talbert MS	2003/2008 11 District Office	2003 12 Maintenance & Operations / Transportation	Total Project Cost (2016$)
01 Modernize & Reconfigure Aging Classrooms	3,521,000	2,845,000	5,305,000	-	-	$ 38,637,000
02 Existing Building Systems & Toilets	2,252,000	1,717,000	2,673,000	239,000	-	$ 23,206,000
03 Site Utilities	1,506,000	1,077,000	1,544,000	-	90,000	$ 12,727,000
04 Classrooms New Construction	-	-	-	-	-	$ 25,969,000
05 Flexible Labs	6,532,000	6,532,000	5,442,000	-	-	$ 23,571,000
06 Electives	1,305,000	1,803,000	1,972,000	-	-	$ 5,080,000
07 Performing Arts Improvements (Music)	1,708,000	1,579,000	680,000	-	-	$ 9,361,000
08 Multi-Purpose Room / Food Service Improvements & Student Dining	7,399,000	7,040,000	7,460,000	-	166,000	$ 54,837,000
09 Physical Education Improvements	2,073,000	2,206,000	2,100,000	-	-	$ 6,379,000
10 Administration & Staff Support	980,000	823,000	1,569,000	-	-	$ 13,011,000
11 Library, Innovation Lab & Student Support Services	1,216,000	3,161,000	2,248,000	-	-	$ 21,623,000
12 Safety & Security	2,351,000	1,584,000	1,849,000	222,000	68,000	$ 17,208,000
13 District Support Facilities	-	-	-	293,000	-	$ 293,000
14 Outdoor Learning Environments	415,000	313,000	443,000	-	-	$ 2,690,000
15 Exterior Play Spaces, Playfields & Hardcourts	2,092,000	1,427,000	1,936,000	-	-	$ 21,659,000
16 Next Generation Classroom Flexibility (Furniture)	390,000	390,000	435,000	-	-	$ 3,450,000
17 Technology Infrastructure	661,000	583,000	791,000	-	-	$ 5,731,000
Total Project Cost (2016$)	**34,401,000**	**33,080,000**	**36,447,000**	**754,000**	**324,000**	**$ 285,432,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Roch Courreges Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Roch Courreges Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 3,385,000**	**$ 4,502,000**
1a Structural Strengthening						
1a.1 Roof strengthing for HVAC	53,225	sf	$ 4.71	$ 251,000		
1b Replacement or repair of walls						
1b.1 Replace walls	9,360	sf	$ 38.50	$ 360,000		
1b.2 Repair walls	20,800	sf	$ 12.20	$ 254,000		
1c Replacement or repair of windows						
1c.1 Replace windows	30,160	sf	$ 2.63	$ 79,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	30,160	sf	$ 13.10	$ 395,000		new doors with vision panel
1e Replacement or repair of floors						
1e.1 Replace floors	9,360	sf	$ 14.00	$ 131,000		
1e.2 Repair floors	20,800	sf	$ 10.50	$ 218,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	30,160	sf	$ 22.70	$ 685,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	30,160	sf	$ 3.10	$ 93,000		
1g.2 Patch & paint exterior	30,160	sf	$ 1.10	$ 33,000		trim only
1o Replace Existing Roofing	53,225	sf	$ 15.27	$ 813,000		
1p Replace Existing Roofing - Portables	4,800	sf	$ 15.27	$ 73,000		
02 Existing Building Systems & Toilets					**$ 2,050,000**	**$ 2,727,000**
2a.1 HVAC system upgrades	30,160	sf	$ 26.00	$ 784,000		
2a.2 HVAC system upgrades - Portables	4,800	sf	$ 20.00	$ 96,000		
2b Lighting upgrades - new interior lighting & controls	30,160	sf	$ 15.00	$ 452,000		
2d Plumbing system upgrades	30,160	sf	$ 10.00	$ 302,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,420	sf	$ 81.00	$ 115,000		
2e.2 Reconfigure Existing Restroom	260	sf	$ 216.00	$ 56,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	34,960	sf	$ 7.00	$ 245,000		
03 Site Utilities					**$ 970,000**	**$ 1,290,000**
(For entire campus and site)						
3a Updated gas service lines	542,322	sf	$ 0.09	$ 49,000		
3b Updated sewer service lines	542,322	sf	$ 0.21	$ 114,000		
3c Updated water service lines	542,322	sf	$ 0.32	$ 171,000		
3d Updated electrical mains and distribution	542,322	sf	$ 0.51	$ 277,000		
3e Updated storm drainage system	542,322	sf	$ 0.45	$ 244,000		
3f Electrical Capacity Upgrades	1	ls	$ 115,000.00	$ 115,000		
04 Classrooms New Construction					**$ 3,068,000**	**$ 4,080,000**
4a New Construction - Pre-School, TK & Kindergarten						
4a.2 New Pre-School, TK & Kindergarten Building	5,940	sf	$ 367.00	$ 2,180,000		
4a.4 Sitework & Site Improvements	5,940	sf	$ 37.00	$ 220,000		
4b New Construction - Classrooms						
4b.4 New Elementary Classroom Building (1-story)	1,617	sf	$ 376.00	$ 608,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Roch Courreges Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Roch Courreges Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
4b.10 Sitework & Site Improvements	1,617	sf	$ 37.00	$ 60,000		
05 Flexible Labs					**$ 702,000**	**$ 934,000**
5a ES Flexible Labs						
5a.6 New ES Flexible Labs Building	1,540	sf	$ 419.00	$ 645,000		
5a.7 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
06 Electives					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
07 Performing Arts Improvements (Music)					**$ 676,000**	**$ 899,000**
7a Music Lab						
7a.4 New Music Lab	1,540	sf	$ 402.00	$ 619,000		
7a.5 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 4,006,000**	**$ 5,328,000**
8a Elementary/Middle School multipurpose rooms						
8a.2 Modernize Multipurpose Room	800	sf	$ 93.00	$ 74,000		Stage area
8a.4 New Multipurpose Room	5,760	sf	$ 463.00	$ 2,667,000		
8a.5 Sitework & Site Improvements	5,760	sf	$ 37.00	$ 213,000		
8c Food service areas						
8c.3 Reconfigure Food Service	420	sf	$ 336.00	$ 141,000		
8c.4 New Food Service	1,420	sf	$ 559.00	$ 794,000		
8c.5 New Kitchen Equipment	420	sf	$ 61.00	$ 26,000		
8c.6 New Trash Enclosure	1	ea	$ 38,000.00	$ 38,000		
8c.9 Sitework & Site Improvements	1,420	sf	$ 37.00	$ 53,000		
09 Physical Education Improvements					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
10 Administration & Staff Support					**$ 669,000**	**$ 890,000**
10a Expanded, reorganized or relocated administration spaces						
10a.3 Reconfigure Administration	1,690	sf	$ 220.00	$ 372,000		
10b Staff Collaboration/Work Rooms						
10b.2 Modernize Staff Collaboration/Work Rooms	750	sf	$ 110.00	$ 83,000		
10c Parent Resource Center						
10c.4 New Parent Resource Center	528	sf	$ 367.00	$ 194,000		
10c.5 Sitework & Site Improvements	528	sf	$ 37.00	$ 20,000		
11 Library, Innovation Lab & Student Support Services					**$ 1,790,000**	**$ 2,381,000**
11a Elementary School Library/Innovation Lab						
11a.2 New Library/Innovation Lab Building	3,905	sf	$ 385.00	$ 1,503,000		
11a.5 Sitework & Site Improvements	3,905	sf	$ 37.00	$ 144,000		
11c Student Services						
11c.3 Modernize Student Services Building	375	sf	$ 113.00	$ 42,000		
11c.4 Reconfigure Student Services Building	450	sf	$ 225.00	$ 101,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Roch Courreges Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Roch Courreges Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12 Safety & Security					**$ 1,180,000**	**$ 1,569,000**
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.1 New Parking Lot	14,500	sf	$ 16.00	$ 232,000		
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		
12b.5 New Drop-off Area	200	sf	$ 17.00	$ 3,000		
12b.10 Slurry Coat & Stripe Existing Paving	29,200	sf	$ 2.00	$ 58,000		
12b.11 New concrete walkways	1,250	sf	$ 15.00	$ 19,000		
12c Covered Walkway	500	sf	$ 87.00	$ 44,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing	525	lf	$ 96.00	$ 50,000		
12h.4 Rolling Chain Link Gate	1	ea	$ 24,500.00	$ 25,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	40,330	sf	$ 5.20	$ 210,000		
12i.2 Emergency Lighting	40,330	sf	$ 1.40	$ 56,000		
12j New public address/emergency communication systems	40,330	sf	$ 7.40	$ 298,000		
12k Intrusion alarms	40,330	sf	$ 1.70	$ 69,000		
13 District Support Facilities					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 120,000**	**$ 160,000**
14b Learning Courts						
14b.2 New Learning Court	5,200	sf	$ 23.00	$ 120,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,839,000**	**$ 2,446,000**
15a Kindergarten Play Yard						
15a.1 New Rubberized Surface Play Area	2,000	sf	$ 19.00	$ 38,000		
15a.2 Kindergarten Play Apparatus	1	ea	$ 61,000.00	$ 61,000		
15a.3 Shade Structure	1,200	sf	$ 87.00	$ 104,000		
15a.5 Resurface & Repair Hardcourts	15,000	sf	$ 5.00	$ 75,000		
15b PE Play Yard & Hardcourts						
15a.1 New Rubberized Surface Play Area	8,200	sf	$ 19.00	$ 156,000		
15b.2 Elementary Play Apparatus	2	ea	$ 61,000.00	$ 122,000		
15b.5 Resurface & Repair Hardcourts	46,485	sf	$ 5.00	$ 232,000		
15b.6 New Hardcourts	30,190	sf	$ 10.00	$ 302,000		
15b.8 Basketball Court/Sports Equipment	1	ls	$ 12,333.33	$ 12,000		
15b.9 Ball Walls	2	ea	$ 9,000.00	$ 18,000		
15c Playfields						
15c.1 Repair Playfields	231,000	sf	$ 3.00	$ 693,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	1	ea	$ 26,000.00	$ 26,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 345,000**	**$ 345,000**
16a Flexible furniture (Per Classroom, Direct Cost)	23	ea	$ 15,000.00	$ 345,000		
17 Technology Infrastructure					**$ 725,000**	**$ 725,000**
17a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	30,160	sf	$ 7.70	$ 232,000		

Fountain Valley School District
Roch Courreges Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Roch Courreges Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
17b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	30,160	sf	$ 7.70	$ 232,000		
17c MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 31,000.00	$ 31,000		
17d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	23	ea	$ 10,000.00	$ 230,000		
Total Construction/Project Cost (2016$)					**$ 21,525,000**	**$28,276,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
James H. Cox Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - James H. Cox Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 3,245,000**	**$ 4,316,000**
1a Structural Strengthening						
1a.1 Roof strengthing for HVAC	54,375	sf	$ 4.71	$ 256,000		
1b Replacement or repair of walls						
1b.1 Replace walls	6,720	sf	$ 38.50	$ 259,000		
1b.2 Repair walls	22,200	sf	$ 12.20	$ 271,000		
1c Replacement or repair of windows						
1c.1 Replace windows	28,920	sf	$ 14.88	$ 430,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	28,920	sf	$ 4.40	$ 127,000		
1e Replacement or repair of floors						
1e.1 Replace floors	6,720	sf	$ 14.00	$ 94,000		
1e.2 Repair floors	22,200	sf	$ 10.50	$ 233,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	22,200	sf	$ 22.70	$ 504,000		
1f.2 Repair ceilings	6,720	sf	$ 7.90	$ 53,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	28,920	sf	$ 3.10	$ 90,000		
1g.2 Patch & paint exterior	28,920	sf	$ 1.10	$ 32,000		trim only
1o Replace Existing Roofing	54,375	sf	$ 15.27	$ 830,000		
1p Replace Existing Roofing - Portables	4,320	sf	$ 15.27	$ 66,000		
02 Existing Building Systems & Toilets					**$ 2,116,000**	**$ 2,814,000**
2a.1 HVAC system upgrades	28,920	sf	$ 26.00	$ 752,000		
2a.2 HVAC system upgrades - Portables	3,840	sf	$ 20.00	$ 77,000		
2b Lighting upgrades - new interior lighting & controls	32,760	sf	$ 15.00	$ 491,000		
2d Plumbing system upgrades	32,760	sf	$ 10.00	$ 328,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,220	sf	$ 81.00	$ 99,000		
2e.2 Reconfigure Existing Restroom	650	sf	$ 216.00	$ 140,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	32,760	sf	$ 7.00	$ 229,000		
03 Site Utilities					**$ 1,014,000**	**$ 1,349,000**
(For entire campus and site)						
3a Updated gas service lines	589,367	sf	$ 0.09	$ 53,000		
3b Updated sewer service lines	589,367	sf	$ 0.21	$ 124,000		
3c Updated water service lines	589,367	sf	$ 0.32	$ 186,000		
3d Updated electrical mains and distribution	589,367	sf	$ 0.48	$ 281,000		
3e Updated storm drainage system	589,367	sf	$ 0.43	$ 255,000		
3f Electrical Capacity Upgrades	1	ls	$ 115,000.00	$ 115,000		
04 Classrooms New Construction					**$ 3,626,000**	**$ 4,823,000**
4a New Construction - Pre-School, TK & Kindergarten						
4a.2 New Pre-School, TK & Kindergarten Building	7,425	sf	$ 367.00	$ 2,725,000		
4a.4 Sitework & Site Improvements	7,425	sf	$ 37.00	$ 275,000		
4b New Construction - Classrooms						
4b.1 Remove Portable Classrooms	7	ea	$ 10,000.00	$ 70,000		
4b.2 Relocate Portable Classrooms	5	ea	$ 24,000.00	$ 120,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
James H. Cox Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - James H. Cox Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
4b.4 New Elementary Classroom Building (1-story)	1,056	sf	$ 376.00	$ 397,000		
4b.10 Sitework & Site Improvements	1,056	sf	$ 37.00	$ 39,000		
05 Flexible Labs					**$ 702,000**	**$ 934,000**
5a ES Flexible Labs						
5a.6 New ES Flexible Labs Building	1,540	sf	$ 419.00	$ 645,000		
5a.7 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
06 Electives					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
07 Performing Arts Improvements (Music)					**$ 676,000**	**$ 899,000**
7a Music Lab						
7a.4 New Music Lab	1,540	sf	$ 402.00	$ 619,000		
7a.5 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 4,154,000**	**$ 5,525,000**
8a Elementary/Middle School multipurpose rooms						
8a.4 New Multipurpose Room	6,380	sf	$ 463.00	$ 2,954,000		
8a.5 Sitework & Site Improvements	6,380	sf	$ 37.00	$ 236,000		
8c Food service areas						
8c.4 New Food Service	1,337	sf	$ 559.00	$ 747,000		
8c.9 Sitework & Site Improvements	1,337	sf	$ 37.00	$ 49,000		
8d New Lunch Shelters	2,400	sf	$ 70.00	$ 168,000		
09 Physical Education Improvements					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
10 Administration & Staff Support					**$ 905,000**	**$ 1,204,000**
10a Expanded, reorganized or relocated administration spaces						
10a.1 Demolish Stage	1,840	sf	$ 35.00	$ 64,000		
10a.3 Reconfigure Administration	2,140	sf	$ 220.00	$ 471,000		
10b Staff Collaboration/Work Rooms						
10b.3 Reconfigure Staff Collaboration/Work Rooms	1,200	sf	$ 220.00	$ 264,000		
10c Parent Resource Center						
10c.3 Reconfigure Parent Resource Center	480	sf	$ 220.00	$ 106,000		
11 Library, Innovation Lab & Student Support Services					**$ 1,988,000**	**$ 2,644,000**
11a Elementary School Library/Innovation Lab						
11a.2 New Library/Innovation Lab Building	3,905	sf	$ 385.00	$ 1,503,000		
11a.5 Sitework & Site Improvements	3,905	sf	$ 37.00	$ 144,000		
11c Student Services						
11c.2 New Student Services Building	825	sf	$ 376.00	$ 310,000		
11c.5 Sitework & Site Improvements	825	sf	$ 37.00	$ 31,000		
12 Safety & Security					**$ 976,000**	**$ 1,298,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
James H. Cox Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - James H. Cox Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.1 New Parking Lot	1,830	sf	$ 16.00	$ 29,000		
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		
12b.6 New Access Road	3,120	sf	$ 15.70	$ 49,000		
12b.10 Slurry Coat & Stripe Existing Paving	16,470	sf	$ 2.00	$ 33,000		
12c Covered Walkway	950	sf	$ 87.00	$ 83,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing	385	lf	$ 96.00	$ 37,000		
12h.4 Rolling Chain Link Gate	1	ea	$ 24,500.00	$ 25,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	38,450	sf	$ 5.20	$ 200,000		
12i.2 Emergency Lighting	38,450	sf	$ 1.40	$ 54,000		
12j New public address/emergency communication systems	38,450	sf	$ 7.40	$ 285,000		
12k Intrusion alarms	38,450	sf	$ 1.70	$ 65,000		
13 District Support Facilities					$ -	$ -
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 261,000**	**$ 347,000**
14b Learning Courts						
14b.2 New Learning Court	14,160	sf	$ 18.40	$ 261,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,942,000**	**$ 2,583,000**
15a Kindergarten Play Yard						
15a.1 New Rubberized Surface Play Area	3,360	sf	$ 19.00	$ 64,000		
15a.3 Shade Structure	1,200	sf	$ 87.00	$ 104,000		
15a.5 Resurface & Repair Hardcourts	18,340	sf	$ 5.00	$ 92,000		
15b PE Play Yard & Hardcourts						
15a.1 New Rubberized Surface Play Area	8,000	sf	$ 19.00	$ 152,000		
15b.2 Elementary Play Apparatus	2	ea	$ 61,000.00	$ 122,000		
15b.5 Resurface & Repair Hardcourts	26,100	sf	$ 5.00	$ 131,000		
15b.6 New Hardcourts	37,700	sf	$ 10.00	$ 377,000		
15b.8 Basketball Court/Sports Equipment	1	ls	$ 24,666.67	$ 25,000		
15b.9 Ball Walls	2	ea	$ 9,000.00	$ 18,000		
15c Playfields						
15c.1 Repair Playfields	277,000	sf	$ 3.00	$ 831,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	1	ea	$ 26,000.00	$ 26,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 360,000**	**$ 360,000**
16a Flexible furniture (Per Classroom, Direct Cost)	24	ea	$ 15,000.00	$ 360,000		
17 Technology Infrastructure					$ -	$ -
Not included in this Facilities Needs Assessment						
Total Construction/Project Cost (2016$)					**$ 21,965,000**	**$29,096,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
James H. Cox Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - James H. Cox Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Robert Gisler Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Robert Gisler Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 2,908,000**	**$ 3,868,000**
1a Structural Strengthening						
1a.1 Roof strengthing for HVAC	52,300	sf	$ 4.71	$ 246,000		
1b Replacement or repair of walls						
1b.2 Repair walls	26,060	sf	$ 12.20	$ 318,000		
1c Replacement or repair of windows						
1c.1 Replace windows	26,060	sf	$ 15.75	$ 410,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	26,060	sf	$ 4.40	$ 115,000		
1e Replacement or repair of floors						
1e.2 Repair floors	26,060	sf	$ 10.50	$ 274,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	26,060	sf	$ 22.70	$ 592,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	26,060	sf	$ 3.10	$ 81,000		
1g.2 Patch & paint exterior	26,060	sf	$ 1.10	$ 29,000		trim only
1o Replace Existing Roofing	52,300	sf	$ 15.27	$ 799,000		
1p Replace Existing Roofing - Portables	2,880	sf	$ 15.27	$ 44,000		
02 Existing Building Systems & Toilets					**$ 1,884,000**	**$ 2,506,000**
2a.1 HVAC system upgrades	26,060	sf	$ 26.00	$ 678,000		
2a.2 HVAC system upgrades - Portables	2,880	sf	$ 20.00	$ 58,000		
2b Lighting upgrades - new interior lighting & controls	28,940	sf	$ 15.00	$ 434,000		
2d Plumbing system upgrades	28,940	sf	$ 10.00	$ 289,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,250	sf	$ 81.00	$ 101,000		
2e.2 Reconfigure Existing Restroom	560	sf	$ 216.00	$ 121,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	28,940	sf	$ 7.00	$ 203,000		
03 Site Utilities					**$ 1,029,000**	**$ 1,369,000**
(For entire campus and site)						
3a Updated gas service lines	599,821	sf	$ 0.09	$ 54,000		
3b Updated sewer service lines	599,821	sf	$ 0.21	$ 126,000		
3c Updated water service lines	599,821	sf	$ 0.32	$ 189,000		
3d Updated electrical mains and distribution	599,821	sf	$ 0.48	$ 286,000		
3e Updated storm drainage system	599,821	sf	$ 0.43	$ 259,000		
3f Electrical Capacity Upgrades	1	ls	$ 115,000.00	$ 115,000		
04 Classrooms New Construction					**$ 2,619,000**	**$ 3,483,000**
4a New Construction - Pre-School, TK & Kindergarten						
4a.2 New Pre-School, TK & Kindergarten Building	5,940	sf	$ 367.00	$ 2,180,000		
4a.4 Sitework & Site Improvements	5,940	sf	$ 37.00	$ 220,000		
4b New Construction - Classrooms						
4b.4 New Elementary Classroom Building (1-story)	528	sf	$ 376.00	$ 199,000		
4b.10 Sitework & Site Improvements	528	sf	$ 37.00	$ 20,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Robert Gisler Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Robert Gisler Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
05 Flexible Labs					**$ 330,000**	**$ 439,000**
5a ES Flexible Labs						
5a.5 Reconfigure ES Flexible Labs Building	1,400	sf	$ 236.00	$ 330,000		
06 Electives					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
07 Performing Arts Improvements (Music)					**$ 337,000**	**$ 448,000**
7a Music Lab						
7a.3 Reconfigure Music Lab	1,400	sf	$ 241.00	$ 337,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 3,642,000**	**$ 4,844,000**
8a Elementary/Middle School multipurpose rooms						
8a.4 New Multipurpose Room	5,280	sf	$ 463.00	$ 2,445,000		
8a.5 Sitework & Site Improvements	5,280	sf	$ 37.00	$ 195,000		
8c Food service areas						
8c.4 New Food Service	1,337	sf	$ 559.00	$ 747,000		
8c.6 New Trash Enclosure	1	ea	$ 38,000.00	$ 38,000		
8c.9 Sitework & Site Improvements	1,337	sf	$ 37.00	$ 49,000		
8d New Lunch Shelters	2,400	sf	$ 70.00	$ 168,000		
09 Physical Education Improvements					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
10 Administration & Staff Support					**$ 1,093,000**	**$ 1,454,000**
10a Expanded, reorganized or relocated administration spaces						
10a.1 Demolish Stage	1,840	sf	$ 35.00	$ 64,000		
10a.3 Reconfigure Administration	2,445	sf	$ 220.00	$ 538,000		
10b Staff Collaboration/Work Rooms						
10b.2 Modernize Staff Collaboration/Work Rooms	1,100	sf	$ 110.00	$ 121,000		
10b.3 Reconfigure Staff Collaboration/Work Rooms	1,200	sf	$ 220.00	$ 264,000		
10c Parent Resource Center						
10c.3 Reconfigure Parent Resource Center	480	sf	$ 220.00	$ 106,000		
11 Library, Innovation Lab & Student Support Services					**$ 1,340,000**	**$ 1,782,000**
11a Elementary School Library/Innovation Lab						
11a.2 New Library/Innovation Lab Building	2,365	sf	$ 385.00	$ 911,000		
11a.5 Sitework & Site Improvements	2,365	sf	$ 37.00	$ 88,000		
11c Student Services						
11c.2 New Student Services Building	825	sf	$ 376.00	$ 310,000		
11c.5 Sitework & Site Improvements	825	sf	$ 37.00	$ 31,000		
12 Safety & Security					**$ 1,489,000**	**$ 1,980,000**
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.1 New Parking Lot	27,400	sf	$ 16.00	$ 438,000		
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		
12b.5 New Drop-off Area	7,000	sf	$ 17.00	$ 119,000		
12b.10 Slurry Coat & Stripe Existing Paving	21,000	sf	$ 2.00	$ 42,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Robert Gisler Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Robert Gisler Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12b.11 New concrete walkways	2,600	sf	$ 15.00	$ 39,000		
12c Covered Walkway	600	sf	$ 87.00	$ 52,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing	510	lf	$ 96.00	$ 49,000		
12h.4 Rolling Chain Link Gate	1	ea	$ 24,500.00	$ 25,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	38,775	sf	$ 5.20	$ 202,000		
12i.2 Emergency Lighting	38,775	sf	$ 1.40	$ 54,000		
12j New public address/emergency communication systems	38,775	sf	$ 7.40	$ 287,000		
12k Intrusion alarms	38,775	sf	$ 1.70	$ 66,000		
13 District Support Facilities					$ -	$ -
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 142,000**	**$ 189,000**
14b Learning Courts						
14b.2 New Learning Court	6,480	sf	$ 21.85	$ 142,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,886,000**	**$ 2,508,000**
15a Kindergarten Play Yard						
15a.1 New Rubberized Surface Play Area	3,600	sf	$ 19.00	$ 68,000		
15a.3 Shade Structure	1,200	sf	$ 87.00	$ 104,000		
15a.5 Resurface & Repair Hardcourts	17,280	sf	$ 5.00	$ 86,000		
15a.6 New Hardcourts	4,050	sf	$ 10.00	$ 41,000		
15b PE Play Yard & Hardcourts						
15a.1 New Rubberized Surface Play Area	6,800	sf	$ 19.00	$ 129,000		
15b.2 Elementary Play Apparatus	1	ea	$ 61,000.00	$ 61,000		
15b.5 Resurface & Repair Hardcourts	17,100	sf	$ 5.00	$ 86,000		
15b.6 New Hardcourts	38,800	sf	$ 10.00	$ 388,000		
15b.8 Basketball Court/Sports Equipment	1	ls	$ 24,666.67	$ 25,000		
15b.9 Ball Walls	1	ea	$ 9,000.00	$ 9,000		
15c Playfields						
15c.1 Repair Playfields	287,600	sf	$ 3.00	$ 863,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	1	ea	$ 26,000.00	$ 26,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 330,000**	**$ 330,000**
16a Flexible furniture (Per Classroom, Direct Cost)	22	ea	$ 15,000.00	$ 330,000		
17 Technology Infrastructure					**$ 653,000**	**$ 653,000**
17a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	26,060	sf	$ 7.70	$ 201,000		
17b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	26,060	sf	$ 7.70	$ 201,000		
17c MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 31,000.00	$ 31,000		

Fountain Valley School District
Robert Gisler Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Robert Gisler Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
17d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	22	ea	$ 10,000.00	$ 220,000		
Total Construction/Project Cost (2016$)					**$ 19,682,000**	**$25,853,000**

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
William T. Newland Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - William T. Newland Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 3,011,000**	**$ 4,005,000**
1a Structural Strengthening						
1a.1 Roof strengthing for HVAC	47,909	sf	$ 4.71	$ 226,000		
1b Replacement or repair of walls						
1b.1 Replace walls	3,490	sf	$ 38.50	$ 134,000		
1b.2 Repair walls	23,170	sf	$ 12.20	$ 283,000		
1c Replacement or repair of windows						
1c.1 Replace windows	26,660	sf	$ 15.75	$ 420,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	3,490	sf	$ 13.10	$ 46,000		
1d.2 Repair doors & hardware	23,170	sf	$ 4.40	$ 102,000		
1e Replacement or repair of floors						
1e.1 Replace floors	3,490	sf	$ 14.00	$ 49,000		
1e.2 Repair floors	23,170	sf	$ 10.50	$ 243,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	26,660	sf	$ 22.70	$ 605,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	26,660	sf	$ 3.10	$ 83,000		
1g.2 Patch & paint exterior	26,660	sf	$ 1.10	$ 29,000		trim only
1o Replace Existing Roofing	47,909	sf	$ 15.27	$ 732,000		
1p Replace Existing Roofing - Portables	3,840	sf	$ 15.27	$ 59,000		
02 Existing Building Systems & Toilets					**$ 1,974,000**	**$ 2,625,000**
2a.1 HVAC system upgrades	26,660	sf	$ 26.00	$ 693,000		
2a.2 HVAC system upgrades - Portables	3,840	sf	$ 20.00	$ 77,000		
2b Lighting upgrades - new interior lighting & controls	30,500	sf	$ 15.00	$ 458,000		
2d Plumbing system upgrades	30,500	sf	$ 10.00	$ 305,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	960	sf	$ 81.00	$ 78,000		
2e.2 Reconfigure Existing Restroom	690	sf	$ 216.00	$ 149,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	30,500	sf	$ 7.00	$ 214,000		
03 Site Utilities					**$ 1,064,000**	**$ 1,415,000**
(For entire campus and site)						
3a Updated gas service lines	622,908	sf	$ 0.09	$ 56,000		
3b Updated sewer service lines	622,908	sf	$ 0.21	$ 131,000		
3c Updated water service lines	622,908	sf	$ 0.32	$ 196,000		
3d Updated electrical mains and distribution	622,908	sf	$ 0.48	$ 297,000		
3e Updated storm drainage system	622,908	sf	$ 0.43	$ 269,000		
3f Electrical Capacity Upgrades	1	ls	$ 115,000.00	$ 115,000		
04 Classrooms New Construction					**$ 1,837,000**	**$ 2,443,000**
4a New Construction - Pre-School, TK & Kindergarten						
4a.2 New Pre-School, TK & Kindergarten Building	2,970	sf	$ 367.00	$ 1,090,000		
4a.4 Sitework & Site Improvements	2,970	sf	$ 37.00	$ 110,000		
4b New Construction - Classrooms						
4b.1 Remove Portable Classrooms	2	ea	$ 10,000.00	$ 20,000		
4b.4 New Elementary Classroom Building (1-story)	1,496	sf	$ 376.00	$ 562,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
William T. Newland Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - William T. Newland Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
4b.10 Sitework & Site Improvements	1,496	sf	$ 37.00	$ 55,000		
05 Flexible Labs					**$ 702,000**	**$ 934,000**
5a ES Flexible Labs						
5a.6 New ES Flexible Labs Building	1,540	sf	$ 419.00	$ 645,000		
5a.7 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
06 Electives					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
07 Performing Arts Improvements (Music)					**$ 676,000**	**$ 899,000**
7a Music Lab						
7a.4 New Music Lab	1,540	sf	$ 402.00	$ 619,000		
7a.5 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 3,604,000**	**$ 4,793,000**
8a Elementary/Middle School multipurpose rooms						
8a.4 New Multipurpose Room	5,280	sf	$ 463.00	$ 2,445,000		
8a.5 Sitework & Site Improvements	5,280	sf	$ 37.00	$ 195,000		
8c Food service areas						
8c.4 New Food Service	1,337	sf	$ 559.00	$ 747,000		
8c.9 Sitework & Site Improvements	1,337	sf	$ 37.00	$ 49,000		
8d New Lunch Shelters	2,400	sf	$ 70.00	$ 168,000		
09 Physical Education Improvements					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
10 Administration & Staff Support					**$ 1,091,000**	**$ 1,451,000**
10a Expanded, reorganized or relocated administration spaces						
10a.3 Reconfigure Administration	3,230	sf	$ 220.00	$ 711,000		
10b Staff Collaboration/Work Rooms						
10b.3 Reconfigure Staff Collaboration/Work Rooms	1,260	sf	$ 220.00	$ 277,000		
10c Parent Resource Center						
10c.3 Reconfigure Parent Resource Center	470	sf	$ 220.00	$ 103,000		
11 Library, Innovation Lab & Student Support Services					**$ 1,242,000**	**$ 1,652,000**
11a Elementary School Library/Innovation Lab						
11a.2 New Library/Innovation Lab Building	2,365	sf	$ 385.00	$ 911,000		
11a.5 Sitework & Site Improvements	2,365	sf	$ 37.00	$ 88,000		
11c Student Services						
11c.4 Reconfigure Student Services Building	1,080	sf	$ 225.00	$ 243,000		
12 Safety & Security					**$ 831,000**	**$ 1,105,000**
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		
12b.5 New Drop-off Area	300	sf	$ 17.00	$ 5,000		
12b.6 New Access Road	2,760	sf	$ 15.70	$ 43,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
William T. Newland Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - William T. Newland Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12b.10 Slurry Coat & Stripe Existing Paving	23,600	sf	$ 2.00	$ 47,000		
12c Covered Walkway	950	sf	$ 87.00	$ 83,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing	170	lf	$ 96.00	$ 16,000		
12h.4 Rolling Chain Link Gate	1	ea	$ 24,500.00	$ 25,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	31,620	sf	$ 5.20	$ 164,000		
12i.2 Emergency Lighting	31,620	sf	$ 1.40	$ 44,000		
12j New public address/emergency communication systems	31,620	sf	$ 7.40	$ 234,000		
12k Intrusion alarms	31,620	sf	$ 1.70	$ 54,000		
13 District Support Facilities					$ -	$ -
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 249,000**	**$ 331,000**
14b Learning Courts						
14b.2 New Learning Court	12,750	sf	$ 19.55	$ 249,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,676,000**	**$ 2,229,000**
15a Kindergarten Play Yard						
15a.1 New Rubberized Surface Play Area	2,000	sf	$ 19.00	$ 38,000		
15a.2 Kindergarten Play Apparatus	1	ea	$ 61,000.00	$ 61,000		
15a.3 Shade Structure	1,200	sf	$ 87.00	$ 104,000		
15a.5 Resurface & Repair Hardcourts	23,600	sf	$ 5.00	$ 118,000		
15b PE Play Yard & Hardcourts						
15a.1 New Rubberized Surface Play Area	6,600	sf	$ 19.00	$ 125,000		
15b.2 Elementary Play Apparatus	1	ea	$ 61,000.00	$ 61,000		
15b.5 Resurface & Repair Hardcourts	39,330	sf	$ 5.00	$ 197,000		
15b.6 New Hardcourts	25,470	sf	$ 10.00	$ 255,000		
15b.9 Ball Walls	1	ea	$ 9,000.00	$ 9,000		
15c Playfields						
15c.1 Repair Playfields	227,400	sf	$ 3.00	$ 682,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	1	ea	$ 26,000.00	$ 26,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 330,000**	**$ 330,000**
16a Flexible furniture (Per Classroom, Direct Cost)	22	ea	$ 15,000.00	$ 330,000		
17 Technology Infrastructure					**$ 661,000**	**$ 661,000**
17a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	26,660	sf	$ 7.70	$ 205,000		
17b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	26,660	sf	$ 7.70	$ 205,000		
17c MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 31,000.00	$ 31,000		

Fountain Valley School District
William T. Newland Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - William T. Newland Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
17d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	22	ea	$ 10,000.00	$ 220,000		
Total Construction/Project Cost (2016$)					**$ 18,948,000**	**$24,873,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Isojiro Oka Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Isojiro Oka Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 2,945,000**	**$ 3,917,000**
1a Structural Strengthening						
1a.1 Roof strengthing for HVAC	51,590	sf	$ 4.71	$ 243,000		
1b Replacement or repair of walls						
1b.1 Replace walls	3,175	sf	$ 38.50	$ 122,000		
1b.2 Repair walls	22,500	sf	$ 12.20	$ 275,000		
1c Replacement or repair of windows						
1c.1 Replace windows	25,675	sf	$ 15.75	$ 404,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	25,675	sf	$ 4.40	$ 113,000		
1e Replacement or repair of floors						
1e.1 Replace floors	3,175	sf	$ 14.00	$ 44,000		
1e.2 Repair floors	22,500	sf	$ 10.50	$ 236,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	25,675	sf	$ 22.70	$ 583,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	25,675	sf	$ 3.10	$ 80,000		
1g.2 Patch & paint exterior	25,675	sf	$ 1.10	$ 28,000		trim only
1o Replace Existing Roofing	51,590	sf	$ 15.27	$ 788,000		
1p Replace Existing Roofing - Portables	1,920	sf	$ 15.27	$ 29,000		
02 Existing Building Systems & Toilets					**$ 1,799,000**	**$ 2,393,000**
2a.1 HVAC system upgrades	25,675	sf	$ 26.00	$ 668,000		
2a.2 HVAC system upgrades - Portables	1,920	sf	$ 20.00	$ 38,000		
2b Lighting upgrades - new interior lighting & controls	27,595	sf	$ 15.00	$ 414,000		
2d Plumbing system upgrades	27,595	sf	$ 10.00	$ 276,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,100	sf	$ 81.00	$ 89,000		
2e.2 Reconfigure Existing Restroom	560	sf	$ 216.00	$ 121,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	27,595	sf	$ 7.00	$ 193,000		
03 Site Utilities					**$ 724,000**	**$ 963,000**
(For entire campus and site)						
3a Updated gas service lines	348,480	sf	$ 0.09	$ 31,000		
3b Updated sewer service lines	348,480	sf	$ 0.21	$ 73,000		
3c Updated water service lines	348,480	sf	$ 0.32	$ 110,000		
3d Updated electrical mains and distribution	348,480	sf	$ 0.60	$ 207,000		
3e Updated storm drainage system	348,480	sf	$ 0.54	$ 188,000		
3f Electrical Capacity Upgrades	1	ls	$ 115,000.00	$ 115,000		
04 Classrooms New Construction					**$ 1,868,000**	**$ 2,484,000**
4a New Construction - Pre-School, TK & Kindergarten						
4a.2 New Pre-School, TK & Kindergarten Building	4,455	sf	$ 367.00	$ 1,635,000		
4a.4 Sitework & Site Improvements	4,455	sf	$ 37.00	$ 165,000		
4b New Construction - Classrooms						
4b.1 Remove Portable Classrooms	2	ea	$ 10,000.00	$ 20,000		
4b.2 Relocate Portable Classrooms	2	ea	$ 24,000.00	$ 48,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Isojiro Oka Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Isojiro Oka Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
05 Flexible Labs					**$ 337,000**	**$ 448,000**
5a ES Flexible Labs						
5a.5 Reconfigure ES Flexible Labs Building	1,430	sf	$ 236.00	$ 337,000		
06 Electives					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
07 Performing Arts Improvements (Music)					**$ 676,000**	**$ 899,000**
7a Music Lab						
7a.4 New Music Lab	1,540	sf	$ 402.00	$ 619,000		
7a.5 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 3,474,000**	**$ 4,620,000**
8a Elementary/Middle School multipurpose rooms						
8a.4 New Multipurpose Room	5,280	sf	$ 463.00	$ 2,445,000		
8a.5 Sitework & Site Improvements	5,280	sf	$ 37.00	$ 195,000		
8c Food service areas						
8c.4 New Food Service	1,337	sf	$ 559.00	$ 747,000		
8c.6 New Trash Enclosure	1	ea	$ 38,000.00	$ 38,000		
8c.9 Sitework & Site Improvements	1,337	sf	$ 37.00	$ 49,000		
09 Physical Education Improvements					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
10 Administration & Staff Support					**$ 1,510,000**	**$ 2,008,000**
10a Expanded, reorganized or relocated administration spaces						
10a.1 Demolish Stage	1,840	sf	$ 35.00	$ 64,000		
10a.3 Reconfigure Administration	4,540	sf	$ 220.00	$ 999,000		
10b Staff Collaboration/Work Rooms						
10b.2 Modernize Staff Collaboration/Work Rooms	700	sf	$ 110.00	$ 77,000		
10b.3 Reconfigure Staff Collaboration/Work Rooms	1,200	sf	$ 220.00	$ 264,000		
10c Parent Resource Center						
10c.3 Reconfigure Parent Resource Center	480	sf	$ 220.00	$ 106,000		
11 Library, Innovation Lab & Student Support Services					**$ 1,803,000**	**$ 2,398,000**
11a Elementary School Library/Innovation Lab						
11a.2 New Library/Innovation Lab Building	3,685	sf	$ 385.00	$ 1,419,000		
11a.5 Sitework & Site Improvements	3,685	sf	$ 37.00	$ 136,000		
11c Student Services						
11c.4 Reconfigure Student Services Building	1,100	sf	$ 225.00	$ 248,000		
12 Safety & Security					**$ 1,482,000**	**$ 1,971,000**
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.1 New Parking Lot	3,900	sf	$ 16.00	$ 62,000		
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		
12b.5 New Drop-off Area	300	sf	$ 17.00	$ 5,000		
12b.6 New Access Road	5,160	sf	$ 15.70	$ 81,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Isojiro Oka Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Isojiro Oka Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12b.10 Slurry Coat & Stripe Existing Paving	31,600	sf	$ 2.00	$ 63,000		
12b.11 New concrete walkways	16,800	sf	$ 15.00	$ 252,000		
12c Covered Walkway	900	sf	$ 87.00	$ 78,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing	495	lf	$ 96.00	$ 48,000		
12h.4 Rolling Chain Link Gate	1	ea	$ 24,500.00	$ 25,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	38,705	sf	$ 5.20	$ 201,000		
12i.2 Emergency Lighting	38,705	sf	$ 1.40	$ 54,000		
12j New public address/emergency communication systems	38,705	sf	$ 7.40	$ 286,000		
12k Intrusion alarms	38,705	sf	$ 1.70	$ 66,000		
12m Perimeter CMU wall at main street - 8' high	360	lf	$ 402.00	$ 145,000		
13 District Support Facilities					$ -	$ -
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 111,000**	**$ 148,000**
14b Learning Courts						
14b.2 New Learning Court	4,840	sf	$ 23.00	$ 111,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,707,000**	**$ 2,270,000**
15a Kindergarten Play Yard						
15a.1 New Rubberized Surface Play Area	6,700	sf	$ 19.00	$ 127,000		
15a.2 Kindergarten Play Apparatus	1	ea	$ 61,000.00	$ 61,000		
15a.3 Shade Structure	2,400	sf	$ 87.00	$ 209,000		
15a.6 New Hardcourts	33,300	sf	$ 14.20	$ 473,000		
15b PE Play Yard & Hardcourts						
15a.1 New Rubberized Surface Play Area	2,500	sf	$ 19.00	$ 48,000		
15b.6 New Hardcourts	52,220	sf	$ 10.00	$ 522,000		
15b.8 Basketball Court/Sports Equipment	1	ls	$ 24,666.67	$ 25,000		
15b.9 Ball Walls	2	ea	$ 9,000.00	$ 18,000		
15c Playfields						
15c.1 Repair Playfields	66,050	sf	$ 3.00	$ 198,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	1	ea	$ 26,000.00	$ 26,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 300,000**	**$ 300,000**
16a Flexible furniture (Per Classroom, Direct Cost)	20	ea	$ 15,000.00	$ 300,000		
17 Technology Infrastructure					**$ 627,000**	**$ 627,000**
17a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	25,675	sf	$ 7.70	$ 198,000		
17b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	25,675	sf	$ 7.70	$ 198,000		
17c MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 31,000.00	$ 31,000		

Fountain Valley School District
Isojiro Oka Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Isojiro Oka Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
17d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	20	ea	$ 10,000.00	$ 200,000		
Total Construction/Project Cost (2016$)					**$ 19,363,000**	**$25,446,000**

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Urbain H. Plavan Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Urbain H. Plavan Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 1,922,000**	**$ 2,556,000**
1b Replacement or repair of walls						
1b.1 Replace walls	1,085	sf	$ 38.50	$ 42,000		
1b.2 Repair walls	13,417	sf	$ 12.20	$ 164,000		
1c Replacement or repair of windows						
1c.1 Replace windows	14,502	sf	$ 3.50	$ 51,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.1 Replace doors & hardware	14,502	sf	$ 13.10	$ 190,000		new doors with vision panel
1e Replacement or repair of floors						
1e.1 Replace floors	1,085	sf	$ 14.00	$ 15,000		
1e.2 Repair floors	13,417	sf	$ 10.50	$ 141,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	14,502	sf	$ 22.70	$ 329,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	14,502	sf	$ 3.10	$ 45,000		
1g.2 Patch & paint exterior	14,502	sf	$ 1.10	$ 16,000		
1o Replace Existing Roofing	41,800	sf	$ 20.36	$ 851,000		
1p Replace Existing Roofing - Portables	3,840	sf	$ 20.36	$ 78,000		
02 Existing Building Systems & Toilets					**$ 673,000**	**$ 895,000**
2a.2 HVAC system upgrades - Portables	3,840	sf	$ 20.00	$ 77,000		
2b Lighting upgrades - new interior lighting & controls	18,342	sf	$ 15.00	$ 275,000		
2d Plumbing system upgrades	18,342	sf	$ 10.00	$ 183,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	570	sf	$ 81.00	$ 46,000		
2e.2 Reconfigure Existing Restroom	300	sf	$ 216.00	$ 65,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	3,840	sf	$ 7.00	$ 27,000		
03 Site Utilities					**$ 519,000**	**$ 690,000**
(For entire campus and site)						
3a Updated gas service lines	435,600	sf	$ 0.09	$ 39,000		
3b Updated sewer service lines	435,600	sf	$ 0.25	$ 107,000		
3c Updated water service lines	435,600	sf	$ 0.36	$ 157,000		
3e Updated storm drainage system	435,600	sf	$ 0.50	$ 216,000		
04 Classrooms New Construction					**$ 4,436,000**	**$ 5,900,000**
4a New Construction - Pre-School, TK & Kindergarten						
4a.2 New Pre-School, TK & Kindergarten Building	4,455	sf	$ 367.00	$ 1,635,000		
4a.4 Sitework & Site Improvements	4,455	sf	$ 37.00	$ 165,000		
4b New Construction - Classrooms						
4b.1 Remove Portable Classrooms	2	ea	$ 10,000.00	$ 20,000		
4b.4 New Elementary Classroom Building (1-story)	6,336	sf	$ 376.00	$ 2,382,000		
4b.10 Sitework & Site Improvements	6,336	sf	$ 37.00	$ 234,000		
05 Flexible Labs					**$ 332,000**	**$ 442,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Urbain H. Plavan Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Urbain H. Plavan Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
5a ES Flexible Labs						
5a.5 Reconfigure ES Flexible Labs Building	1,405	sf	$ 236.00	$ 332,000		
06 Electives					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
07 Performing Arts Improvements (Music)					**$ 339,000**	**$ 451,000**
7a Music Lab						
7a.3 Reconfigure Music Lab	1,405	sf	$ 241.00	$ 339,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 1,569,000**	**$ 2,087,000**
8a Elementary/Middle School multipurpose rooms						
8a.2 Modernize Multipurpose Room	10,220	sf	$ 93.00	$ 950,000		
8c Food service areas						
8c.3 Reconfigure Food Service	900	sf	$ 336.00	$ 302,000		
8c.4 New Food Service	440	sf	$ 559.00	$ 246,000		
8c.5 New Kitchen Equipment	900	sf	$ 61.00	$ 55,000		
8c.9 Sitework & Site Improvements	440	sf	$ 37.00	$ 16,000		
09 Physical Education Improvements					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
10 Administration & Staff Support					**$ 990,000**	**$ 1,317,000**
10a Expanded, reorganized or relocated administration spaces						
10a.3 Reconfigure Administration	2,820	sf	$ 220.00	$ 620,000		
10b Staff Collaboration/Work Rooms						
10b.3 Reconfigure Staff Collaboration/Work Rooms	1,200	sf	$ 220.00	$ 264,000		
10c Parent Resource Center						
10c.3 Reconfigure Parent Resource Center	480	sf	$ 220.00	$ 106,000		
11 Library, Innovation Lab & Student Support Services					**$ 1,675,000**	**$ 2,228,000**
11a Elementary School Library/Innovation Lab						
11a.2 New Library/Innovation Lab Building	3,685	sf	$ 385.00	$ 1,419,000		
11a.5 Sitework & Site Improvements	3,685	sf	$ 37.00	$ 136,000		
11c Student Services						
11c.3 Modernize Student Services Building	1,066	sf	$ 113.00	$ 120,000		
12 Safety & Security					**$ 1,018,000**	**$ 1,354,000**
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		
12b.5 New Drop-off Area	300	sf	$ 17.00	$ 5,000		
12b.10 Slurry Coat & Stripe Existing Paving	61,200	sf	$ 2.00	$ 122,000		
12b.12 Repair concrete walkways	8,900	sf	$ 7.00	$ 62,000		
12c Covered Walkway	1,600	sf	$ 87.00	$ 139,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing	412	lf	$ 96.00	$ 40,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Urbain H. Plavan Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Urbain H. Plavan Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12h.4 Rolling Chain Link Gate	2	ea	$ 24,500.00	$ 49,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	24,206	sf	$ 5.20	$ 126,000		
12i.2 Emergency Lighting	24,206	sf	$ 1.40	$ 34,000		
12j New public address/emergency communication systems	24,206	sf	$ 7.40	$ 179,000		
12k Intrusion alarms	24,206	sf	$ 1.70	$ 41,000		
12m Perimeter CMU wall at main street - 8' high	260	lf	$ 402.00	$ 105,000		
13 District Support Facilities					$ -	$ -
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 101,000**	**$ 134,000**
14b Learning Courts						
14b.2 New Learning Court	4,400	sf	$ 23.00	$ 101,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,164,000**	**$ 1,548,000**
15a Kindergarten Play Yard						
15a.1 New Rubberized Surface Play Area	2,550	sf	$ 19.00	$ 48,000		
15a.3 Shade Structure	1,200	sf	$ 87.00	$ 104,000		
15a.5 Resurface & Repair Hardcourts	9,750	sf	$ 5.00	$ 49,000		
15b PE Play Yard & Hardcourts						
15a.1 New Rubberized Surface Play Area	6,700	sf	$ 19.00	$ 127,000		
15b.2 Elementary Play Apparatus	2	ea	$ 61,000.00	$ 122,000		
15b.5 Resurface & Repair Hardcourts	13,370	sf	$ 5.00	$ 67,000		
15b.6 New Hardcourts	33,500	sf	$ 10.00	$ 335,000		
15b.8 Basketball Court/Sports Equipment	1	ls	$ 24,666.67	$ 25,000		
15b.9 Ball Walls	2	ea	$ 9,000.00	$ 18,000		
15c Playfields						
15c.1 Repair Playfields	81,100	sf	$ 3.00	$ 243,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	1	ea	$ 26,000.00	$ 26,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 240,000**	**$ 240,000**
16a Flexible furniture (Per Classroom, Direct Cost)	16	ea	$ 15,000.00	$ 240,000		
17 Technology Infrastructure					**$ 415,000**	**$ 415,000**
17a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	14,502	sf	$ 7.70	$ 112,000		
17b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	14,502	sf	$ 7.70	$ 112,000		
17c MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 31,000.00	$ 31,000		
17d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	16	ea	$ 10,000.00	$ 160,000		
Total Construction/Project Cost (2016$)					**$ 15,393,000**	**$20,257,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Urbain H. Plavan Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Urbain H. Plavan Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Hisamatsu Tamura Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Hisamatsu Tamura Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 2,859,000**	**$ 3,802,000**
1a Structural Strengthening						
1a.1 Roof strengthing for HVAC	49,650	sf	$ 4.71	$ 234,000		
1b Replacement or repair of walls						
1b.1 Replace walls	2,775	sf	$ 38.50	$ 107,000		
1b.2 Repair walls	20,838	sf	$ 12.20	$ 254,000		
1c Replacement or repair of windows						
1c.1 Replace windows	23,613	sf	$ 15.75	$ 372,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	23,613	sf	$ 4.40	$ 104,000		
1e Replacement or repair of floors						
1e.1 Replace floors	2,775	sf	$ 14.00	$ 39,000		
1e.2 Repair floors	20,838	sf	$ 10.50	$ 219,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	23,613	sf	$ 22.70	$ 536,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	23,613	sf	$ 3.10	$ 73,000		
1g.2 Patch & paint exterior	23,613	sf	$ 4.40	$ 104,000		
1o Replace Existing Roofing	49,650	sf	$ 15.27	$ 758,000		
1p Replace Existing Roofing - Portables	3,840	sf	$ 15.27	$ 59,000		
02 Existing Building Systems & Toilets					**$ 1,778,000**	**$ 2,365,000**
2a.1 HVAC system upgrades	23,613	sf	$ 26.00	$ 614,000		
2a.2 HVAC system upgrades - Portables	3,840	sf	$ 20.00	$ 77,000		
2b Lighting upgrades - new interior lighting & controls	27,453	sf	$ 15.00	$ 412,000		
2d Plumbing system upgrades	27,453	sf	$ 10.00	$ 275,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,080	sf	$ 81.00	$ 87,000		
2e.2 Reconfigure Existing Restroom	560	sf	$ 216.00	$ 121,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	27,453	sf	$ 7.00	$ 192,000		
03 Site Utilities					**$ 1,078,000**	**$ 1,434,000**
(For entire campus and site)						
3a Updated gas service lines	631,620	sf	$ 0.09	$ 57,000		
3b Updated sewer service lines	631,620	sf	$ 0.21	$ 133,000		
3c Updated water service lines	631,620	sf	$ 0.32	$ 199,000		
3d Updated electrical mains and distribution	631,620	sf	$ 0.48	$ 301,000		
3e Updated storm drainage system	631,620	sf	$ 0.43	$ 273,000		
3f Electrical Capacity Upgrades	1	ls	$ 115,000.00	$ 115,000		
04 Classrooms New Construction					**$ 2,072,000**	**$ 2,756,000**
4a New Construction - Pre-School, TK & Kindergarten						
4a.2 New Pre-School, TK & Kindergarten Building	2,970	sf	$ 367.00	$ 1,090,000		
4a.4 Sitework & Site Improvements	2,970	sf	$ 37.00	$ 110,000		
4b New Construction - Classrooms						
4b.4 New Elementary Classroom Building (1-story)	2,112	sf	$ 376.00	$ 794,000		
4b.10 Sitework & Site Improvements	2,112	sf	$ 37.00	$ 78,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Hisamatsu Tamura Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Hisamatsu Tamura Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
05 Flexible Labs					**$ 702,000**	**$ 934,000**
5a ES Flexible Labs						
5a.6 New ES Flexible Labs Building	1,540	sf	$ 419.00	$ 645,000		
5a.7 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
06 Electives					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
07 Performing Arts Improvements (Music)					**$ 676,000**	**$ 899,000**
7a Music Lab						
7a.4 New Music Lab	1,540	sf	$ 402.00	$ 619,000		
7a.5 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 4,192,000**	**$ 5,575,000**
8a Elementary/Middle School multipurpose rooms						
8a.4 New Multipurpose Room	6,380	sf	$ 463.00	$ 2,954,000		
8a.5 Sitework & Site Improvements	6,380	sf	$ 37.00	$ 236,000		
8c Food service areas						
8c.4 New Food Service	1,337	sf	$ 559.00	$ 747,000		
8c.6 New Trash Enclosure	1	ea	$ 38,000.00	$ 38,000		
8c.9 Sitework & Site Improvements	1,337	sf	$ 37.00	$ 49,000		
8d New Lunch Shelters	2,400	sf	$ 70.00	$ 168,000		
09 Physical Education Improvements					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
10 Administration & Staff Support					**$ 989,000**	**$ 1,315,000**
10a Expanded, reorganized or relocated administration spaces						
10a.3 Reconfigure Administration	1,930	sf	$ 220.00	$ 425,000		
10b Staff Collaboration/Work Rooms						
10b.2 Modernize Staff Collaboration/Work Rooms	1,760	sf	$ 110.00	$ 194,000		
10b.3 Reconfigure Staff Collaboration/Work Rooms	1,200	sf	$ 220.00	$ 264,000		
10c Parent Resource Center						
10c.3 Reconfigure Parent Resource Center	480	sf	$ 220.00	$ 106,000		
11 Library, Innovation Lab & Student Support Services					**$ 1,438,000**	**$ 1,913,000**
11a Elementary School Library/Innovation Lab						
11a.4 Reconfigure Library/Innovation Lab Building	4,750	sf	$ 231.00	$ 1,097,000		
11c Student Services						
11c.2 New Student Services Building	825	sf	$ 376.00	$ 310,000		
11c.5 Sitework & Site Improvements	825	sf	$ 37.00	$ 31,000		
12 Safety & Security					**$ 1,396,000**	**$ 1,857,000**
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.1 New Parking Lot	22,600	sf	$ 16.00	$ 362,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Hisamatsu Tamura Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Hisamatsu Tamura Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		
12b.5 New Drop-off Area	300	sf	$ 17.00	$ 5,000		
12b.6 New Access Road	7,200	sf	$ 7.85	$ 57,000		
12b.10 Slurry Coat & Stripe Existing Paving	20,100	sf	$ 2.00	$ 40,000		
12b.11 New concrete walkways	2,600	sf	$ 15.00	$ 39,000		
12c Covered Walkway	800	sf	$ 87.00	$ 70,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing	690	lf	$ 96.00	$ 66,000		
12h.4 Rolling Chain Link Gate	1	ea	$ 24,500.00	$ 25,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	39,213	sf	$ 5.20	$ 204,000		
12i.2 Emergency Lighting	39,213	sf	$ 1.40	$ 55,000		
12j New public address/emergency communication systems	39,213	sf	$ 7.40	$ 290,000		
12k Intrusion alarms	39,213	sf	$ 1.70	$ 67,000		
13 District Support Facilities					$ -	$ -
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 158,000**	**$ 210,000**
14b Learning Courts						
14b.2 New Learning Court	7,640	sf	$ 20.70	$ 158,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,970,000**	**$ 2,620,000**
15a Kindergarten Play Yard						
15a.1 New Rubberized Surface Play Area	2,000	sf	$ 19.00	$ 38,000		
15a.2 Kindergarten Play Apparatus	1	ea	$ 61,000.00	$ 61,000		
15a.3 Shade Structure	1,200	sf	$ 87.00	$ 104,000		
15a.6 New Hardcourts	22,300	sf	$ 10.00	$ 223,000		
15b PE Play Yard & Hardcourts						
15a.1 New Rubberized Surface Play Area	6,100	sf	$ 19.00	$ 116,000		
15b.2 Elementary Play Apparatus	1	ea	$ 61,000.00	$ 61,000		
15b.5 Resurface & Repair Hardcourts	34,060	sf	$ 5.00	$ 170,000		
15b.6 New Hardcourts	40,000	sf	$ 10.00	$ 400,000		
15b.8 Basketball Court/Sports Equipment	1	ls	$ 12,333.33	$ 12,000		
15b.9 Ball Walls	1	ea	$ 9,000.00	$ 9,000		
15c Playfields						
15c.1 Repair Playfields	333,500	sf	$ 2.25	$ 750,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	1	ea	$ 26,000.00	$ 26,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 330,000**	**$ 330,000**
16a Flexible furniture (Per Classroom, Direct Cost)	22	ea	$ 15,000.00	$ 330,000		
17 Technology Infrastructure					**$ 615,000**	**$ 615,000**
17a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	23,613	sf	$ 7.70	$ 182,000		
17b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	23,613	sf	$ 7.70	$ 182,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Hisamatsu Tamura Elementary School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Hisamatsu Tamura Elementary School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
17c MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 31,000.00	$ 31,000		
17d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	22	ea	$ 10,000.00	$ 220,000		
Total Construction/Project Cost (2016$)					**$ 20,253,000**	**$26,625,000**

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Harry C. Fulton Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Harry C. Fulton Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 2,647,000**	**$ 3,521,000**
1a Structural Strengthening						
1a.1 Roof strengthing for HVAC	46,755	sf	$ 4.71	$ 220,000		
1b Replacement or repair of walls						
1b.1 Replace walls	1,300	sf	$ 38.50	$ 50,000		
1b.2 Repair walls	22,730	sf	$ 12.20	$ 277,000		
1c Replacement or repair of windows						
1c.1 Replace windows	24,030	sf	$ 15.75	$ 378,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	24,030	sf	$ 4.40	$ 106,000		
1e Replacement or repair of floors						
1e.1 Replace floors	1,300	sf	$ 14.00	$ 18,000		
1e.2 Repair floors	22,730	sf	$ 10.50	$ 239,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	24,030	sf	$ 22.70	$ 545,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	24,030	sf	$ 3.10	$ 74,000		
1g.2 Patch & paint exterior	24,030	sf	$ 1.10	$ 26,000		trim only
1o Replace Existing Roofing	46,755	sf	$ 15.27	$ 714,000		
02 Existing Building Systems & Toilets					**$ 1,693,000**	**$ 2,252,000**
2a.1 HVAC system upgrades	24,030	sf	$ 26.00	$ 625,000		
2b Lighting upgrades - new interior lighting & controls	24,030	sf	$ 15.00	$ 360,000		
2d Plumbing system upgrades	24,030	sf	$ 10.00	$ 240,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	585	sf	$ 81.00	$ 47,000		
2e.2 Reconfigure Existing Restroom	1,170	sf	$ 216.00	$ 253,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	24,030	sf	$ 7.00	$ 168,000		
03 Site Utilities					**$ 1,132,000**	**$ 1,506,000**
(For entire campus and site)						
3a Updated gas service lines	583,704	sf	$ 0.11	$ 61,000		
3b Updated sewer service lines	583,704	sf	$ 0.25	$ 143,000		
3c Updated water service lines	583,704	sf	$ 0.33	$ 194,000		
3d Updated electrical mains and distribution	583,704	sf	$ 0.51	$ 298,000		
3e Updated storm drainage system	583,704	sf	$ 0.45	$ 263,000		
3f Electrical Capacity Upgrades	1	ls	$ 172,500.00	$ 173,000		
04 Classrooms New Construction					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
05 Flexible Labs					**$ 4,911,000**	**$ 6,532,000**
5b MS / HS Science Labs						
5b.1 New MS/HS Science Labs Building	10,560	sf	$ 428.00	$ 4,520,000		
5b.2 Sitework & Site Improvements	10,560	sf	$ 37.00	$ 391,000		
06 Electives					**$ 981,000**	**$ 1,305,000**
6a MS/HS Electives						
6a.4 ModernizeMS/HS Electives Building	2,260	sf	$ 115.00	$ 260,000		
6a.5 Reconfigure MS/HS Electives Building	3,120	sf	$ 231.00	$ 721,000		
07 Performing Arts Improvements (Music)					**$ 1,284,000**	**$ 1,708,000**
7a Music Lab						
7a.4 New Music Lab	1,760	sf	$ 402.00	$ 708,000		
7a.5 Sitework & Site Improvements	1,760	sf	$ 37.00	$ 65,000		
7c MS/HS MPR/Theatre and Stage						
7c.2 New Stage	1,320	sf	$ 350.00	$ 462,000		
7c.3 Sitework & Site Improvements	1,320	sf	$ 37.00	$ 49,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 5,563,000**	**$ 7,399,000**
8a Elementary/Middle School multipurpose rooms						
8a.4 New Multipurpose Room	8,987	sf	$ 463.00	$ 4,161,000		
8a.5 Sitework & Site Improvements	8,987	sf	$ 37.00	$ 333,000		
8c Food service areas						
8c.4 New Food Service	1,447	sf	$ 559.00	$ 809,000		
8c.6 New Trash Enclosure	1	ea	$ 38,000.00	$ 38,000		
8c.9 Sitework & Site Improvements	1,447	sf	$ 37.00	$ 54,000		
8d New Lunch Shelters	2,400	sf	$ 70.00	$ 168,000		
09 Physical Education Improvements					**$ 1,559,000**	**$ 2,073,000**
9b Changing/Locker Rooms						
9b.1 Remove Portable Buildings	2	ea	$ 10,000.00	$ 20,000		
9b.4 New Changing/Locker Rooms	2,970	sf	$ 481.00	$ 1,429,000		
9b.5 Sitework & Site Improvements	2,970	sf	$ 37.00	$ 110,000		
10 Administration & Staff Support					**$ 737,000**	**$ 980,000**
10a Expanded, reorganized or relocated administration spaces						
10a.2 Modernize Administration	2,035	sf	$ 110.00	$ 224,000		
10a.3 Reconfigure Administration	680	sf	$ 220.00	$ 150,000		
10b Staff Collaboration/Work Rooms						
10b.2 Modernize Staff Collaboration/Work Rooms	2,340	sf	$ 110.00	$ 257,000		
10c Parent Resource Center						
10c.3 Reconfigure Parent Resource Center	480	sf	$ 220.00	$ 106,000		
11 Library, Innovation Lab & Student Support Services					**$ 914,000**	**$ 1,216,000**
11b Middle School/High School Library/Innovation Lab						
11b.3 Modernize Library/Innovation Lab	3,800	sf	$ 115.00	$ 437,000		
11b.4 Reconfigure Library/Innovation Lab	1,200	sf	$ 231.00	$ 277,000		
11c Student Services						
11c.4 Reconfigure Student Services Building	890	sf	$ 225.00	$ 200,000		
12 Safety & Security					**$ 1,768,000**	**$ 2,351,000**
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.1 New Parking Lot	38,795	sf	$ 16.00	$ 621,000		
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		
12b.6 New Access Road	2,160	sf	$ 15.70	$ 34,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Harry C. Fulton Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Harry C. Fulton Middle School

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Harry C. Fulton Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Harry C. Fulton Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12b.10 Slurry Coat & Stripe Existing Paving	22,600	sf	$ 2.00	$ 45,000		
12b.11 New concrete walkways	2,400	sf	$ 15.00	$ 36,000		
12b.12 Repair concrete walkways	13,550	sf	$ 7.00	$ 95,000		
12c Covered Walkway	1,200	sf	$ 87.00	$ 104,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing	255	lf	$ 96.00	$ 24,000		
12h.4 Rolling Chain Link Gate	1	ea	$ 24,500.00	$ 25,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	42,590	sf	$ 5.20	$ 221,000		
12i.2 Emergency Lighting	42,590	sf	$ 1.40	$ 60,000		
12j New public address/emergency communication systems	42,590	sf	$ 7.40	$ 315,000		
12k Intrusion alarms	42,590	sf	$ 1.70	$ 72,000		
13 District Support Facilities					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 312,000**	**$ 415,000**
14b Learning Courts						
14b.2 New Learning Court	18,100	sf	$ 17.25	$ 312,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,573,000**	**$ 2,092,000**
15b PE Play Yard & Hardcourts						
15b.6 New Hardcourts	58,400	sf	$ 10.00	$ 584,000		
15b.8 Basketball Court/Sports Equipment	1	ls	$ 6,166.67	$ 6,000		
15c Playfields						
15c.1 Repair Playfields	268,815	sf	$ 3.00	$ 806,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	2	ea	$ 26,000.00	$ 52,000		
15h DG Track	1,335	lf	$ 94.00	$ 125,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 390,000**	**$ 390,000**
16a Flexible furniture (Per Classroom, Direct Cost)	26	ea	$ 15,000.00	$ 390,000		
17 Technology Infrastructure					**$ 661,000**	**$ 661,000**
17a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	24,030	sf	$ 7.70	$ 185,000		
17b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	24,030	sf	$ 7.70	$ 185,000		
17c MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 31,000.00	$ 31,000		
17d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	26	ea	$ 10,000.00	$ 260,000		
Total Construction/Project Cost (2016$)					**$ 26,125,000**	**$34,401,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Harry C. Fulton Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Harry C. Fulton Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Kazuo Masuda Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Kazuo Masuda Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 2,139,000**	**$ 2,845,000**
1a Structural Strengthening						
1a.1 Roof strengthing for HVAC	39,400	sf	$ 4.71	$ 186,000		
1b Replacement or repair of walls						
1b.1 Replace walls	960	sf	$ 38.50	$ 37,000		
1b.2 Repair walls	18,000	sf	$ 12.20	$ 220,000		
1c Replacement or repair of windows						
1c.1 Replace windows	18,960	sf	$ 15.75	$ 299,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	18,960	sf	$ 4.40	$ 83,000		
1e Replacement or repair of floors						
1e.1 Replace floors	960	sf	$ 14.00	$ 13,000		
1e.2 Repair floors	18,000	sf	$ 10.50	$ 189,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	18,960	sf	$ 22.70	$ 430,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	18,960	sf	$ 3.10	$ 59,000		
1g.2 Patch & paint exterior	18,960	sf	$ 1.10	$ 21,000		trim only
1o Replace Existing Roofing	39,400	sf	$ 15.27	$ 602,000		
02 Existing Building Systems & Toilets					**$ 1,291,000**	**$ 1,717,000**
2a.1 HVAC system upgrades	18,960	sf	$ 26.00	$ 493,000		
2b Lighting upgrades - new interior lighting & controls	18,960	sf	$ 15.00	$ 284,000		
2d Plumbing system upgrades	18,960	sf	$ 10.00	$ 190,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,555	sf	$ 81.00	$ 126,000		
2e.2 Reconfigure Existing Restroom	300	sf	$ 216.00	$ 65,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	18,960	sf	$ 7.00	$ 133,000		
03 Site Utilities					**$ 810,000**	**$ 1,077,000**
(For entire campus and site)						
3a Updated gas service lines	387,684	sf	$ 0.11	$ 41,000		
3b Updated sewer service lines	387,684	sf	$ 0.25	$ 95,000		
3c Updated water service lines	387,684	sf	$ 0.33	$ 129,000		
3d Updated electrical mains and distribution	387,684	sf	$ 0.51	$ 198,000		
3e Updated storm drainage system	387,684	sf	$ 0.45	$ 174,000		
3f Electrical Capacity Upgrades	1	ls	$ 172,500.00	$ 173,000		
04 Classrooms New Construction					$ -	$ -
Not included in this Facilities Needs Assessment						
05 Flexible Labs					**$ 4,911,000**	**$ 6,532,000**
5b MS / HS Science Labs						
5b.1 New MS/HS Science Labs Building	10,560	sf	$ 428.00	$ 4,520,000		
5b.2 Sitework & Site Improvements	10,560	sf	$ 37.00	$ 391,000		
06 Electives					**$ 1,356,000**	**$ 1,803,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Kazuo Masuda Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Kazuo Masuda Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
6a MS/HS Electives						
6a.4 ModernizeMS/HS Electives Building	2,400	sf	$ 115.00	$ 276,000		
6a.5 Reconfigure MS/HS Electives Building	1,330	sf	$ 231.00	$ 307,000		
6a.6 New MS/HS Electives Building	1,760	sf	$ 402.00	$ 708,000		
6a.7 Sitework & Site Improvements	1,760	sf	$ 37.00	$ 65,000		
07 Performing Arts Improvements (Music)					**$ 1,187,000**	**$ 1,579,000**
7a Music Lab						
7a.4 New Music Lab	1,540	sf	$ 402.00	$ 619,000		
7a.5 Sitework & Site Improvements	1,540	sf	$ 37.00	$ 57,000		
7c MS/HS MPR/Theatre and Stage						
7c.2 New Stage	1,320	sf	$ 350.00	$ 462,000		
7c.3 Sitework & Site Improvements	1,320	sf	$ 37.00	$ 49,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 5,293,000**	**$ 7,040,000**
8a Elementary/Middle School multipurpose rooms						
8a.4 New Multipurpose Room	8,987	sf	$ 463.00	$ 4,161,000		
8a.5 Sitework & Site Improvements	8,987	sf	$ 37.00	$ 333,000		
8c Food service areas						
8c.3 Reconfigure Food Service	1,590	sf	$ 336.00	$ 534,000		
8c.5 New Kitchen Equipment	1,590	sf	$ 61.00	$ 97,000		
8d New Lunch Shelters	2,400	sf	$ 70.00	$ 168,000		
09 Physical Education Improvements					**$ 1,659,000**	**$ 2,206,000**
9b Changing/Locker Rooms						
9b.1 Remove Portable Classrooms	12	ea	$ 10,000.00	$ 120,000		
9b.4 New Changing/Locker Rooms	2,970	sf	$ 481.00	$ 1,429,000		
9b.5 Sitework & Site Improvements	2,970	sf	$ 37.00	$ 110,000		
10 Administration & Staff Support					**$ 619,000**	**$ 823,000**
10a Expanded, reorganized or relocated administration spaces						
10a.2 Modernize Administration	700	sf	$ 110.00	$ 77,000		
10a.3 Reconfigure Administration	780	sf	$ 220.00	$ 172,000		
10b Staff Collaboration/Work Rooms						
10b.3 Reconfigure Staff Collaboration/Work Rooms	1,200	sf	$ 220.00	$ 264,000		
10c Parent Resource Center						
10c.3 Reconfigure Parent Resource Center	480	sf	$ 220.00	$ 106,000		
11 Library, Innovation Lab & Student Support Services					**$ 2,377,000**	**$ 3,161,000**
11b Middle School/High School Library/Innovation Lab						
11b.4 Reconfigure Library/Innovation Lab	7,660	sf	$ 231.00	$ 1,769,000		
11c Student Services						
11c.2 New Student Services Building	1,056	sf	$ 376.00	$ 397,000		
11c.3 Modernize Student Services Building	1,525	sf	$ 113.00	$ 172,000		
11c.5 Sitework & Site Improvements	1,056	sf	$ 37.00	$ 39,000		
12 Safety & Security					**$ 1,191,000**	**$ 1,584,000**
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Kazuo Masuda Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Kazuo Masuda Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12b.5 New Drop-off Area	300	sf	$ 17.00	$ 5,000		
12b.10 Slurry Coat & Stripe Existing Paving	26,300	sf	$ 2.00	$ 53,000		
12b.11 New concrete walkways	700	sf	$ 15.00	$ 11,000		
12b.12 Repair concrete walkways	7,800	sf	$ 7.00	$ 55,000		
12c Covered Walkway	1,040	sf	$ 87.00	$ 90,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing - Mesh Only	740	lf	$ 15.00	$ 11,000		
12h.4 Rolling Chain Link Gate	1	ea	$ 24,500.00	$ 25,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	36,890	sf	$ 5.20	$ 192,000		
12i.2 Emergency Lighting	36,890	sf	$ 1.40	$ 52,000		
12j New public address/emergency communication systems	36,890	sf	$ 7.40	$ 273,000		
12k Intrusion alarms	36,890	sf	$ 1.70	$ 63,000		
12m Perimeter CMU wall at main street - 8' high	610	lf	$ 402.00	$ 245,000		
13 District Support Facilities					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 235,000**	**$ 313,000**
14b Learning Courts						
14b.2 New Learning Court	12,040	sf	$ 19.55	$ 235,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,073,000**	**$ 1,427,000**
15b PE Play Yard & Hardcourts						
15b.5 Resurface & Repair Hardcourts	45,140	sf	$ 5.00	$ 226,000		
15c Playfields						
15c.1 Repair Playfields	135,100	sf	$ 3.00	$ 405,000		
15c.2 New natural grass turf area	26,500	sf	$ 10.00	$ 265,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	2	ea	$ 26,000.00	$ 52,000		
15h DG Track	1,335	lf	$ 94.00	$ 125,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 390,000**	**$ 390,000**
16a Flexible furniture (Per Classroom, Direct Cost)	26	ea	$ 15,000.00	$ 390,000		
17 Technology Infrastructure					**$ 583,000**	**$ 583,000**
17a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	18,960	sf	$ 7.70	$ 146,000		
17b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	18,960	sf	$ 7.70	$ 146,000		
17c MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 31,000.00	$ 31,000		
17d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	26	ea	$ 10,000.00	$ 260,000		

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Kazuo Masuda Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Kazuo Masuda Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
Total Construction/Project Cost (2016$)					**$ 25,114,000**	**$33,080,000**

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Samuel E. Talbert Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Samuel E. Talbert Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					**$ 3,989,000**	**$ 5,305,000**
1a Structural Strengthening						
1a.1 Roof strengthing for HVAC	54,560	sf	$ 15.70	$ 857,000		
1b Replacement or repair of walls						
1b.1 Replace walls	1,910	sf	$ 38.50	$ 74,000		
1b.2 Repair walls	28,600	sf	$ 12.20	$ 349,000		
1c Replacement or repair of windows						
1c.1 Replace windows	28,600	sf	$ 17.50	$ 501,000		
1d Replacement or repair of doors (other than safety locks @ classroom doors)						
1d.2 Repair doors & hardware	28,600	sf	$ 4.40	$ 126,000		
1e Replacement or repair of floors						
1e.1 Replace floors	1,910	sf	$ 14.00	$ 27,000		
1e.2 Repair floors	28,600	sf	$ 10.50	$ 300,000		
1f Replacement or repair of ceilings						
1f.1 Replace ceilings	30,510	sf	$ 22.70	$ 693,000		
1g Patch & Paint Interior/Exterior						
1g.1 Patch & paint interior	30,510	sf	$ 3.10	$ 95,000		
1g.2 Patch & paint exterior	30,510	sf	$ 4.40	$ 134,000		
1o Replace Existing Roofing	54,560	sf	$ 15.27	$ 833,000		
02 Existing Building Systems & Toilets					**$ 2,010,000**	**$ 2,673,000**
2a.1 HVAC system upgrades	30,510	sf	$ 26.00	$ 793,000		
2b Lighting upgrades - new interior lighting & controls	30,510	sf	$ 15.00	$ 458,000		
2d Plumbing system upgrades	30,510	sf	$ 10.00	$ 305,000		
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	1,820	sf	$ 81.00	$ 147,000		
2e.2 Reconfigure Existing Restroom	430	sf	$ 216.00	$ 93,000		
2f Energy-efficient building systems and controls (EMS system, per sf of Bldg)	30,510	sf	$ 7.00	$ 214,000		
03 Site Utilities					**$ 1,161,000**	**$ 1,544,000**
(For entire campus and site)						
3a Updated gas service lines	601,128	sf	$ 0.11	$ 63,000		
3b Updated sewer service lines	601,128	sf	$ 0.25	$ 147,000		
3c Updated water service lines	601,128	sf	$ 0.33	$ 200,000		
3d Updated electrical mains and distribution	601,128	sf	$ 0.51	$ 307,000		
3e Updated storm drainage system	601,128	sf	$ 0.45	$ 271,000		
3f Electrical Capacity Upgrades	1	ls	$ 172,500.00	$ 173,000		
04 Classrooms New Construction					$ -	$ -
Not included in this Facilities Needs Assessment						
05 Flexible Labs					**$ 4,092,000**	**$ 5,442,000**
5b MS / HS Science Labs						
5b.1 New MS/HS Science Labs Building	8,800	sf	$ 428.00	$ 3,766,000		
5b.2 Sitework & Site Improvements	8,800	sf	$ 37.00	$ 326,000		
06 Electives					**$ 1,483,000**	**$ 1,972,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Samuel E. Talbert Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Samuel E. Talbert Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
6a MS/HS Electives						
6a.4 ModernizeMS/HS Electives Building	5,730	sf	$ 115.00	$ 659,000		
6a.5 Reconfigure MS/HS Electives Building	220	sf	$ 231.00	$ 51,000		
6a.6 New MS/HS Electives Building	1,760	sf	$ 402.00	$ 708,000		
6a.7 Sitework & Site Improvements	1,760	sf	$ 37.00	$ 65,000		
07 Performing Arts Improvements (Music)					**$ 511,000**	**$ 680,000**
7c MS/HS MPR/Theatre and Stage						
7c.2 New Stage	1,320	sf	$ 350.00	$ 462,000		
7c.3 Sitework & Site Improvements	1,320	sf	$ 37.00	$ 49,000		
08 Multi-Purpose Room / Food Service Improvements & Student Dining					**$ 5,609,000**	**$ 7,460,000**
8a Elementary/Middle School multipurpose rooms						
8a.4 New Multipurpose Room	8,987	sf	$ 463.00	$ 4,161,000		
8a.5 Sitework & Site Improvements	8,987	sf	$ 37.00	$ 333,000		
8c Food service areas						
8c.4 New Food Service	1,447	sf	$ 559.00	$ 809,000		
8c.9 Sitework & Site Improvements	1,447	sf	$ 37.00	$ 54,000		
8d New Lunch Shelters	3,600	sf	$ 70.00	$ 252,000		
09 Physical Education Improvements					**$ 1,579,000**	**$ 2,100,000**
9b Changing/Locker Rooms						
9b.1 Remove Portable Buildings	4	ea	$ 10,000.00	$ 40,000		
9b.4 New Changing/Locker Rooms	2,970	sf	$ 481.00	$ 1,429,000		
9b.5 Sitework & Site Improvements	2,970	sf	$ 37.00	$ 110,000		
10 Administration & Staff Support					**$ 1,180,000**	**$ 1,569,000**
10a Expanded, reorganized or relocated administration spaces						
10a.3 Reconfigure Administration	1,160	sf	$ 220.00	$ 255,000		
10a.4 New Administration	528	sf	$ 367.00	$ 194,000		
10a.5 Sitework & Site Improvements	528	sf	$ 37.00	$ 20,000		
10b Staff Collaboration/Work Rooms						
10b.2 Modernize Staff Collaboration/Work Rooms	1,060	sf	$ 110.00	$ 117,000		
10b.3 Reconfigure Staff Collaboration/Work Rooms	720	sf	$ 220.00	$ 158,000		
10b.4 New Staff Collaboration/Work Rooms	550	sf	$ 367.00	$ 202,000		
10b.5 Sitework & Site Improvements	550	sf	$ 37.00	$ 20,000		
10c Parent Resource Center						
10c.4 New Parent Resource Center	528	sf	$ 367.00	$ 194,000		
10c.5 Sitework & Site Improvements	528	sf	$ 37.00	$ 20,000		
11 Library, Innovation Lab & Student Support Services					**$ 1,690,000**	**$ 2,248,000**
11b Middle School/High School Library/Innovation Lab						
10b.1 Demolish Stage	1,840	sf	$ 35.00	$ 64,000		
11b.4 Reconfigure Library/Innovation Lab	6,575	sf	$ 231.00	$ 1,519,000		
11c Student Services						
11c.3 Modernize Student Services Building	945	sf	$ 113.00	$ 107,000		
12 Safety & Security					**$ 1,390,000**	**$ 1,849,000**
12b Safety improvements to and/or new parent/bus drop-off areas and parking						

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Samuel E. Talbert Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Samuel E. Talbert Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
12b.1 New Parking Lot	12,300	sf	$ 16.00	$ 197,000		
12b.3 Entry Plaza	3,000	sf	$ 25.00	$ 75,000		
12b.10 Slurry Coat & Stripe Existing Paving	37,200	sf	$ 2.00	$ 74,000		
12b.12 Repair concrete walkways	12,100	sf	$ 7.00	$ 85,000		
12c Covered Walkway	1,050	sf	$ 87.00	$ 91,000		
12f Signage for emergency response and wayfinding	1	ls	$ 31,000.00	$ 31,000		
12g Marquee Sign	1	ea	$ 10,000.00	$ 10,000		
12h Fencing with controlled campus entrances						
12h.1 Chain Link Perimeter Fencing	130	lf	$ 96.00	$ 12,000		
12h.2 Decorative Metal Fencing & Gates	70	lf	$ 245.00	$ 17,000		
12h.4 Rolling Chain Link Gate	1	ea	$ 24,500.00	$ 25,000		
12i Fire safety equipment, fire alarms and emergency lighting						
12i.1 Fire Alarm System	49,170	sf	$ 5.20	$ 256,000		
12i.2 Emergency Lighting	49,170	sf	$ 1.40	$ 69,000		
12j New public address/emergency communication systems	49,170	sf	$ 7.40	$ 364,000		
12k Intrusion alarms	49,170	sf	$ 1.70	$ 84,000		
13 District Support Facilities					**$ -**	**$ -**
Not included in this Facilities Needs Assessment						
14 Outdoor Learning Environments					**$ 333,000**	**$ 443,000**
14b Learning Courts						
14b.2 New Learning Court	18,100	sf	$ 18.40	$ 333,000		
15 Exterior Play Spaces, Playfields & Hardcourts					**$ 1,456,000**	**$ 1,936,000**
15b PE Play Yard & Hardcourts						
15b.5 Resurface & Repair Hardcourts	71,875	sf	$ 5.00	$ 359,000		
15c Playfields						
15c.1 Repair Playfields	383,250	sf	$ 2.40	$ 920,000		
15d Baseball/Softball Fields						
15d.4 Backstops, per field	2	ea	$ 26,000.00	$ 52,000		
15h DG Track	1,335	lf	$ 94.00	$ 125,000		
16 Next Generation Classroom Flexibility (Furniture)					**$ 435,000**	**$ 435,000**
16a Flexible furniture (Per Classroom, Direct Cost)	29	ea	$ 15,000.00	$ 435,000		
17 Technology Infrastructure					**$ 791,000**	**$ 791,000**
17a IT backbone infrastructure, wireless access points, and switches upgrade (direct cost only)	30,510	sf	$ 7.70	$ 235,000		
17b IT fiber upgrade to support greater bandwidth & port densities (direct cost only)	30,510	sf	$ 7.70	$ 235,000		
17c MDF and IDF data rooms with environmental control (direct cost only)	1	ea	$ 31,000.00	$ 31,000		
17d Classroom technology package - smart boards, projector, project mounts, flat screen monitor, audio system (i.e items attached to the building, direct cost only)	29	ea	$ 10,000.00	$ 290,000		
Total Construction/Project Cost (2016$)					**$ 27,709,000**	**$36,447,000**

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Samuel E. Talbert Middle School
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Samuel E. Talbert Middle School

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)

The following items are excluded from this budget:

Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
District Office
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - District Office

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					$ -	$ -
Not included in this Facilities Needs Assessment						
02 Existing Building Systems & Toilets					$ 180,000	$ 239,000
2e Replace aging plumbing, upgrade and/or expand restroom facilities						
2e.1 Modernize Existing Restroom	2,220	sf	$ 81.00	$ 180,000		
03 Site Utilities					$ -	$ -
Not included in this Facilities Needs Assessment						
04 Classrooms New Construction					$ -	$ -
Not included in this Facilities Needs Assessment						
05 Flexible Labs					$ -	$ -
Not included in this Facilities Needs Assessment						
06 Electives					$ -	$ -
Not included in this Facilities Needs Assessment						
07 Performing Arts Improvements (Music)					$ -	$ -
Not included in this Facilities Needs Assessment						
08 Multi-Purpose Room / Food Service Improvements & Student Dining					$ -	$ -
Not included in this Facilities Needs Assessment						
09 Physical Education Improvements					$ -	$ -
Not included in this Facilities Needs Assessment						
10 Administration & Staff Support					$ -	$ -
Not included in this Facilities Needs Assessment						
11 Library, Innovation Lab & Student Support Services					$ -	$ -
Not included in this Facilities Needs Assessment						
12 Safety & Security					$ 167,000	$ 222,000
12b Safety improvements to and/or new parent/bus drop-off areas and parking						ADA upgrades at building entry
12b.5 New Drop-off Area	450	sf	$ 17.00	$ 8,000		
12b.7 Access Ramp inc Rails & Retaining	125	lf	$ 681.85	$ 85,000		
12b.11 New concrete walkways	1,920	sf	$ 15.00	$ 29,000		
12d Exterior lighting to ensure safety	1	ls	$ 45,000.00	$ 45,000		
13 District Support Facilities					$ 220,000	$ 293,000
13f Exterior Façade Enhancement	1,500	sf	$ 75.00	$ 113,000		
13g Courtyard - demo / waterproof / replace	2,400	sf	$ 35.00	$ 84,000		
13h Demo book storage room	420	sf	$ 19.00	$ 8,000		
13i Entry - demo / waterproof / replace	415	sf	$ 35.00	$ 15,000		
14 Outdoor Learning Environments					$ -	$ -
Not included in this Facilities Needs Assessment						
15 Exterior Play Spaces, Playfields & Hardcourts					$ -	$ -
Not included in this Facilities Needs Assessment						
16 Next Generation Classroom Flexibility (Furniture)					$ -	$ -
Not included in this Facilities Needs Assessment						
17 Technology Infrastructure					$ -	$ -
Not included in this Facilities Needs Assessment						
Total Construction/Project Cost (2016$)					$ 567,000	$754,000

The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Fountain Valley School District
District Office
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost 20-Apr-16

Project Cost Summary (2016$) - District Office

Prepared by: LPA, Inc. / Cumming

Fountain Valley School District
Maintenance & Operations / Transportation
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

Project Cost Summary (2016$) - Maintenance & Operations / Transportation

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
01 Modernize & Reconfigure Aging Classrooms					$ -	$ -
Not included in this Facilities Needs Assessment						
02 Existing Building Systems & Toilets					$ -	$ -
Not included in this Facilities Needs Assessment						
03 Site Utilities					$ 68,000	$ 90,000
(For entire campus and site)						
3e Updated storm drainage system	94,525	sf	$ 0.72	$ 68,000		
04 Classrooms New Construction					$ -	$ -
Not included in this Facilities Needs Assessment						
05 Flexible Labs					$ -	$ -
Not included in this Facilities Needs Assessment						
06 Electives					$ -	$ -
Not included in this Facilities Needs Assessment						
07 Performing Arts Improvements (Music)					$ -	$ -
Not included in this Facilities Needs Assessment						
08 Multi-Purpose Room / Food Service Improvements & Student Dining					$ 125,000	$ 166,000
8c Food service areas						
8c.10 Walk-in freezers and coolers	1	ls	$ 125,000.00	$ 125,000		
09 Physical Education Improvements					$ -	$ -
Not included in this Facilities Needs Assessment						
10 Administration & Staff Support					$ -	$ -
Not included in this Facilities Needs Assessment						
11 Library, Innovation Lab & Student Support Services					$ -	$ -
Not included in this Facilities Needs Assessment						
12 Safety & Security					$ 51,000	$ 68,000
12b Safety improvements to and/or new parent/bus drop-off areas and parking						
12b.5 New Drop-off Area	360	sf	$ 17.00	$ 6,000		ADA upgrades at building entry
12d Exterior lighting to ensure safety	1	ls	$ 45,000.00	$ 45,000		
13 District Support Facilities					$ -	$ -
Not included in this Facilities Needs Assessment						

Fountain Valley School District
Maintenance & Operations / Transportation
Facilities Master Plan - Total Program Cost
Opinion of Probable Cost **20-Apr-16**

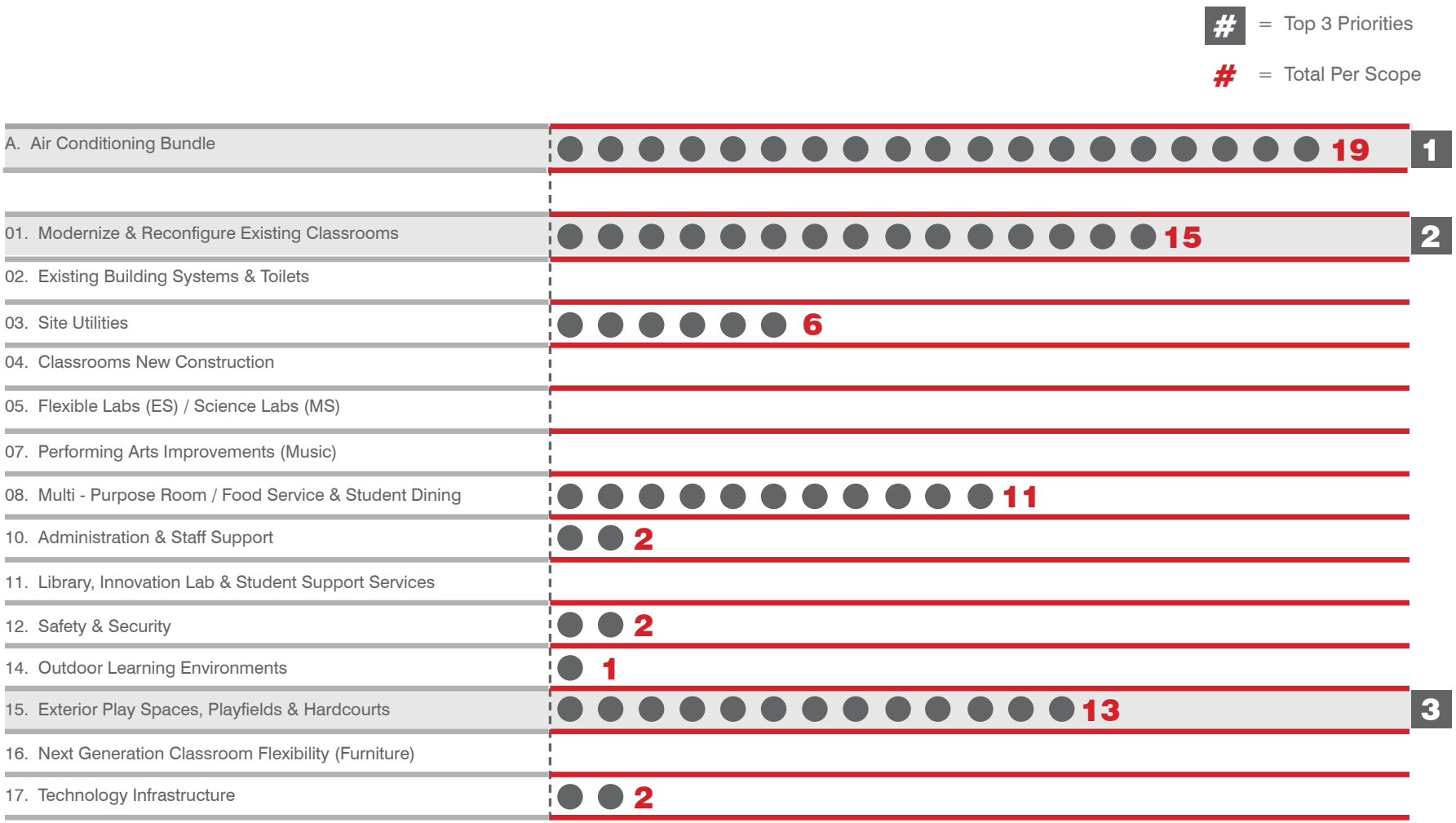
Project Cost Summary (2016$) - Maintenance & Operations / Transportation

Item	Quantity	Unit	Unit Cost	Construction Costs Subtotal	Construction Costs Total	Total Project Cost 25% (x 1.33)
14 Outdoor Learning Environments					$ -	$ -
Not included in this Facilities Needs Assessment						
15 Exterior Play Spaces, Playfields & Hardcourts					$ -	$ -
Not included in this Facilities Needs Assessment						
16 Next Generation Classroom Flexibility (Furniture)					$ -	$ -
Not included in this Facilities Needs Assessment						
17 Technology Infrastructure					$ -	$ -
Not included in this Facilities Needs Assessment						
Total Construction/Project Cost (2016$)					$ 244,000	$324,000

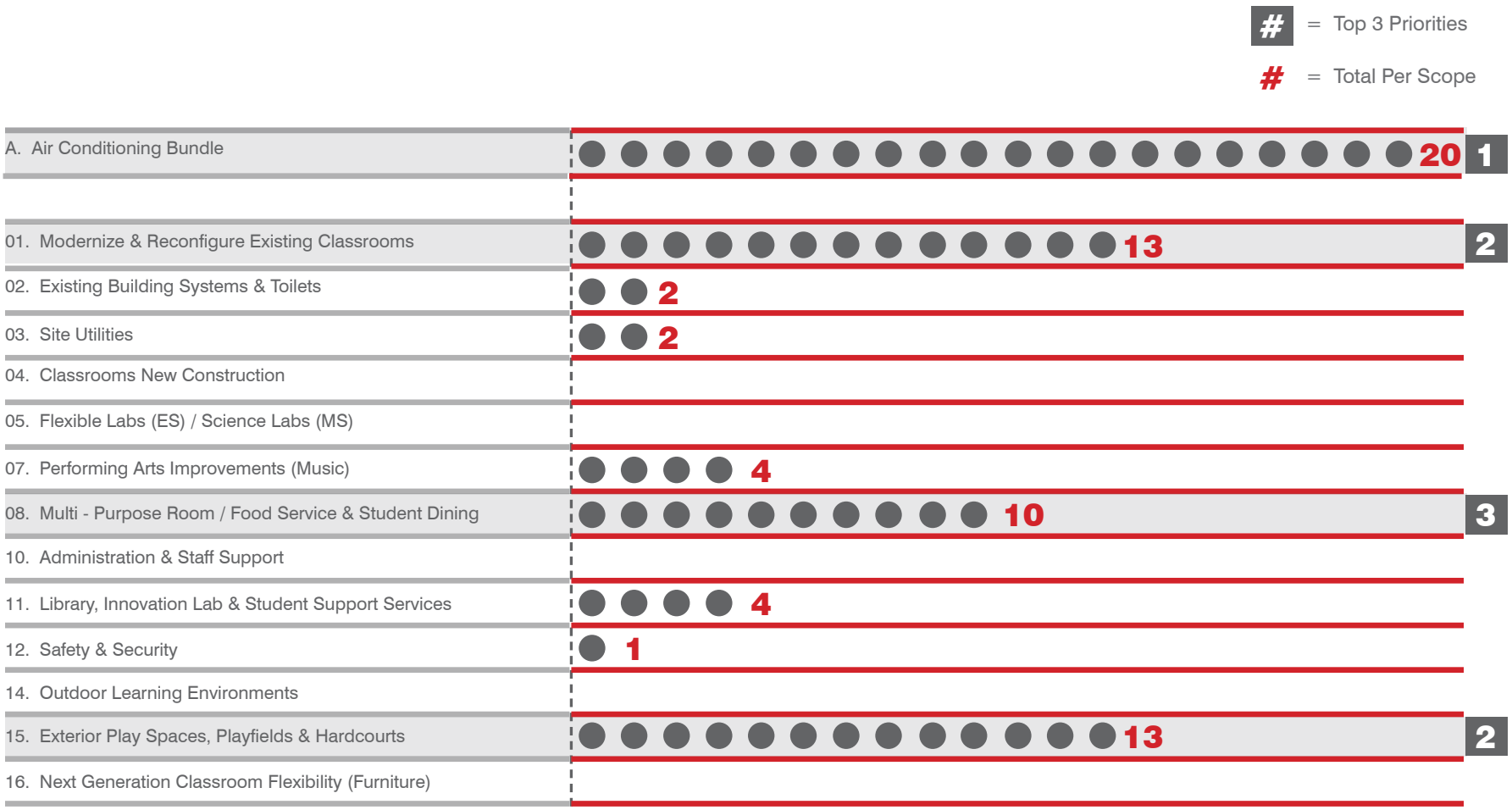
The following items are excluded from this budget:
Utility hook-up fees & City connection fees.
Offsite work and traffic signals.
Land acquisition costs.
Hazardous material surveys, abatement, and disposal.
Escalation (Costs are in 2016$ calculated to the end of the year).

Prepared by: LPA, Inc. / Cumming

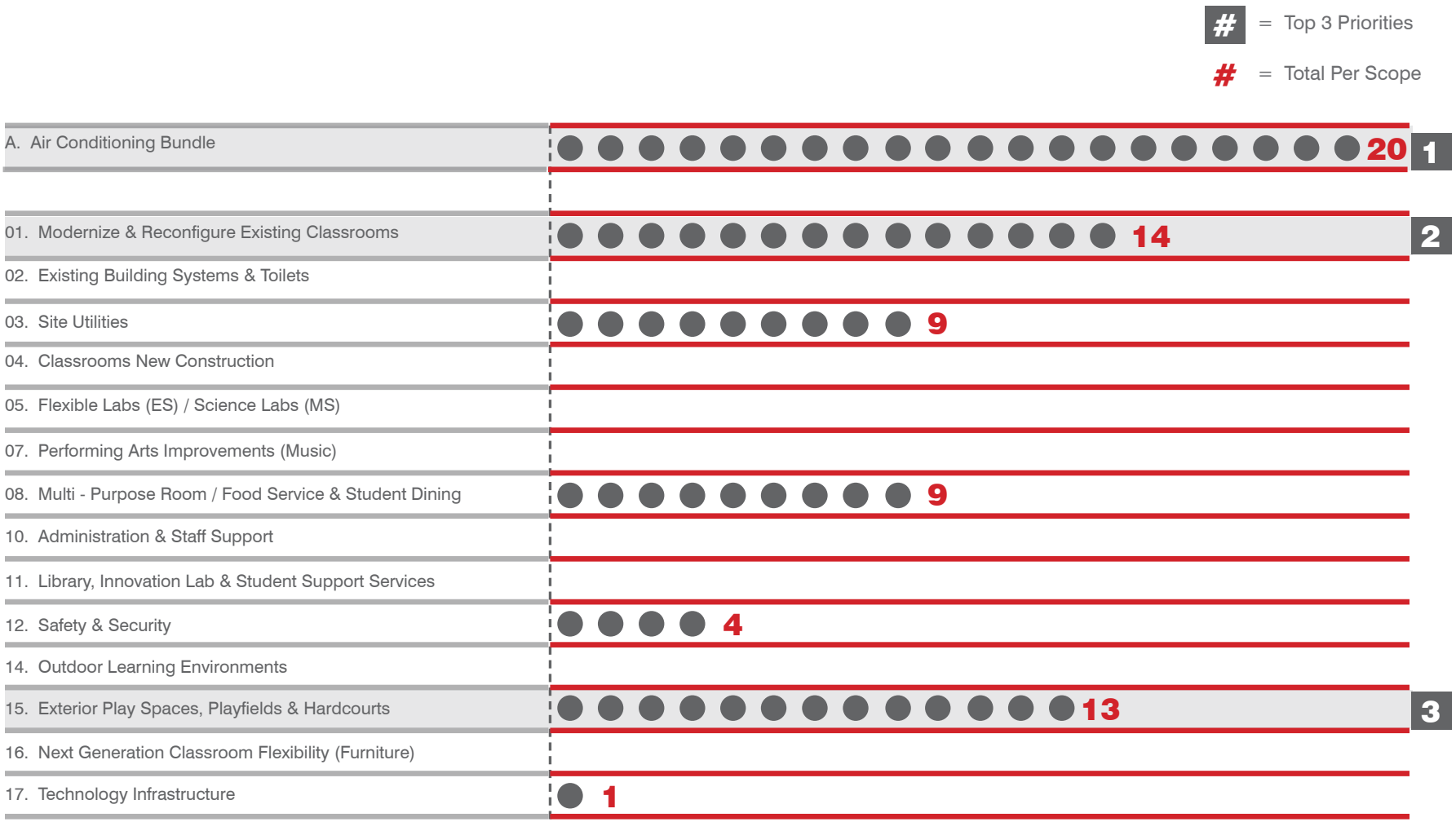
COURREGES (ROCH) ELEMENTARY



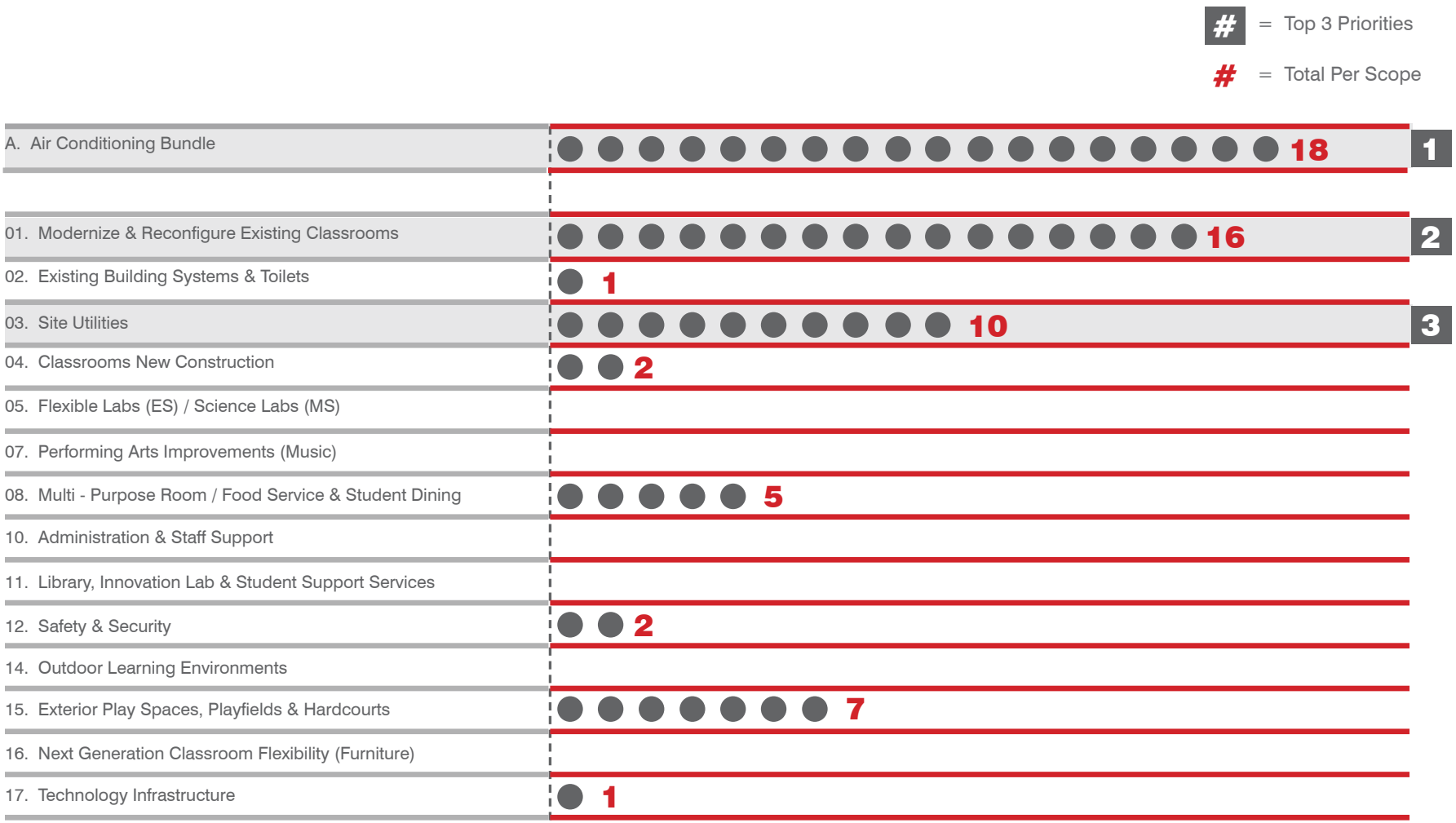
COX (JAMES H.) ELEMENTARY



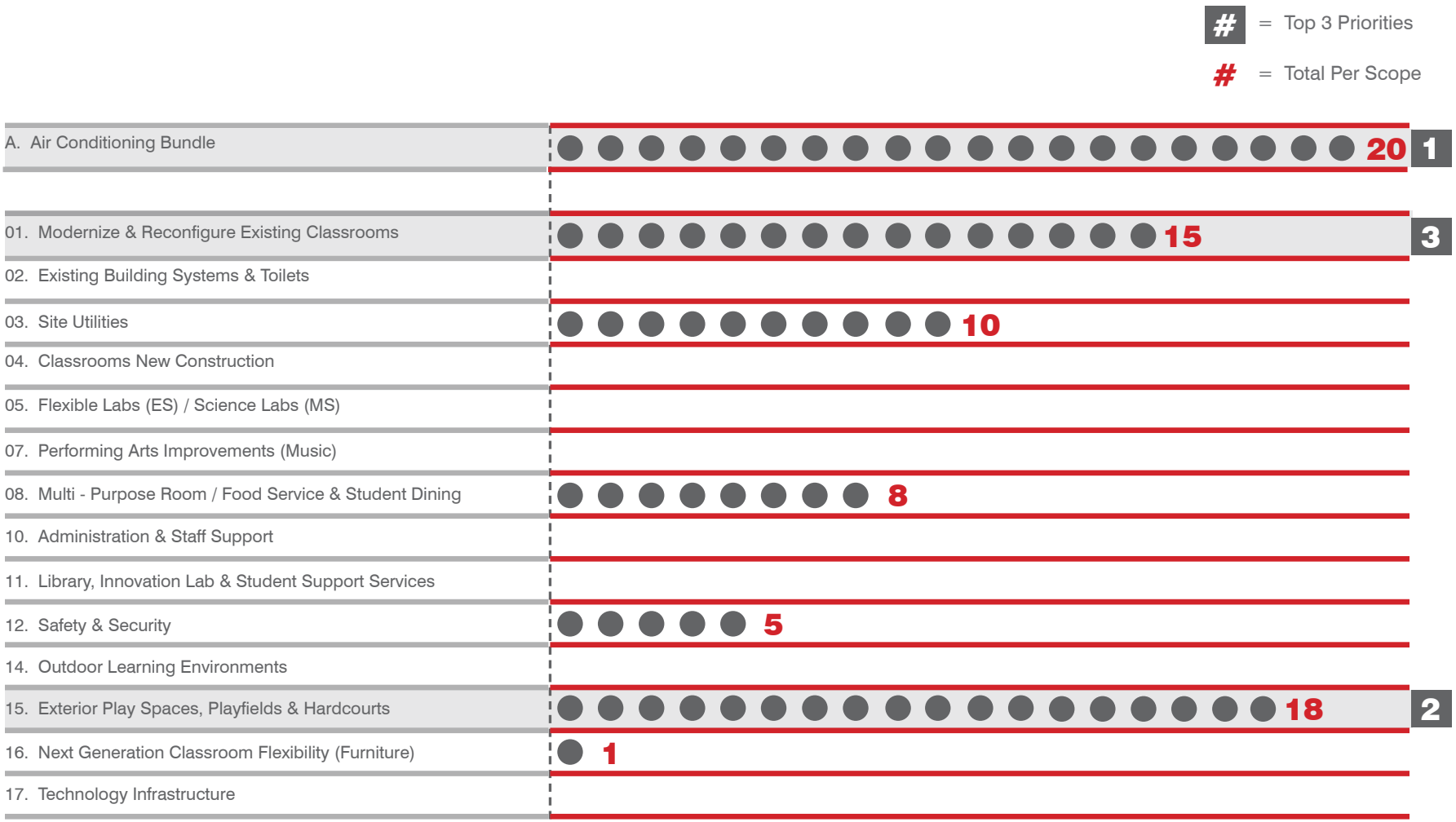
GISLER (ROBERT) ELEMENTARY



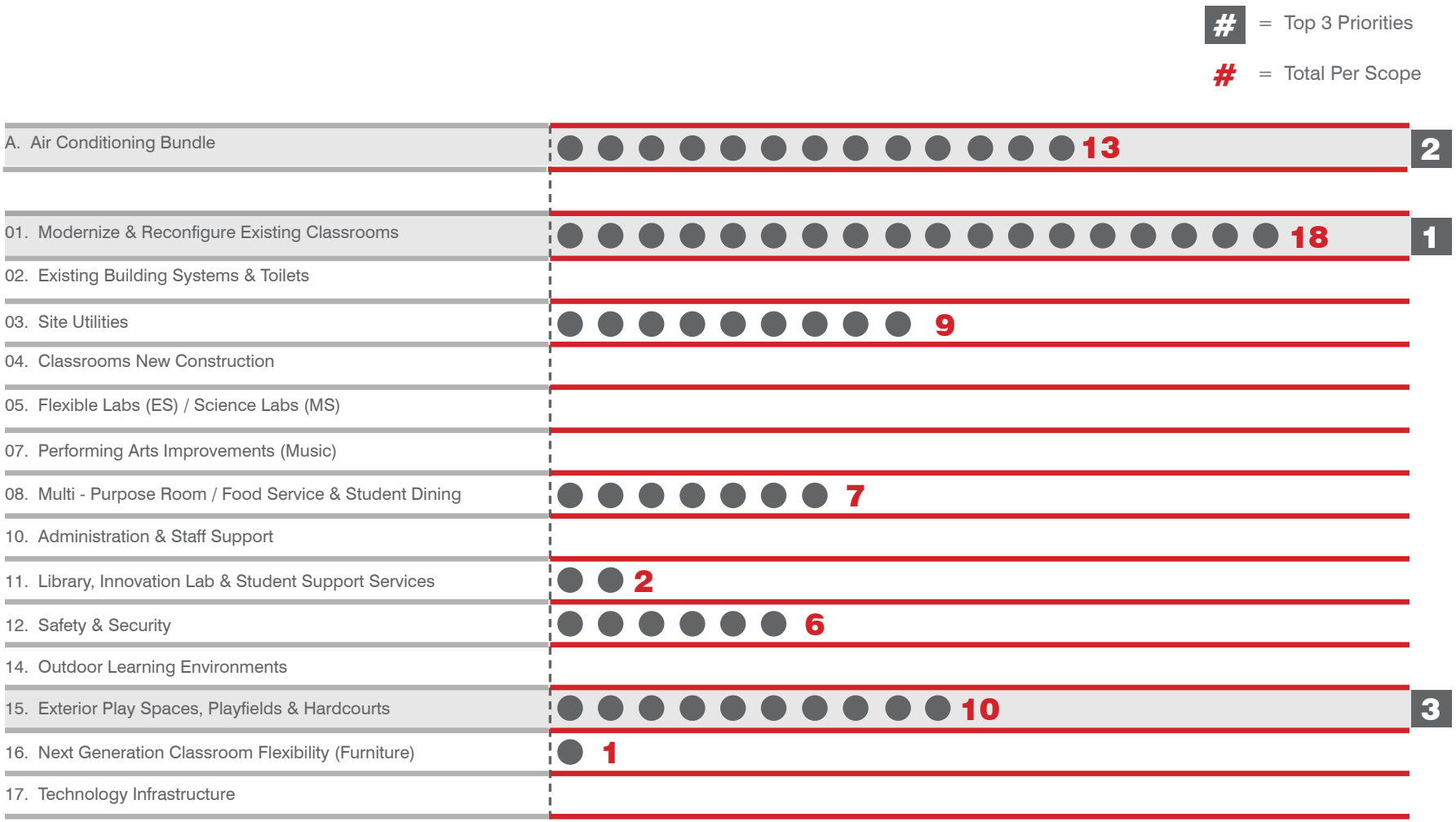
NEWLAND (WILLIAM T.) ELEMENTARY



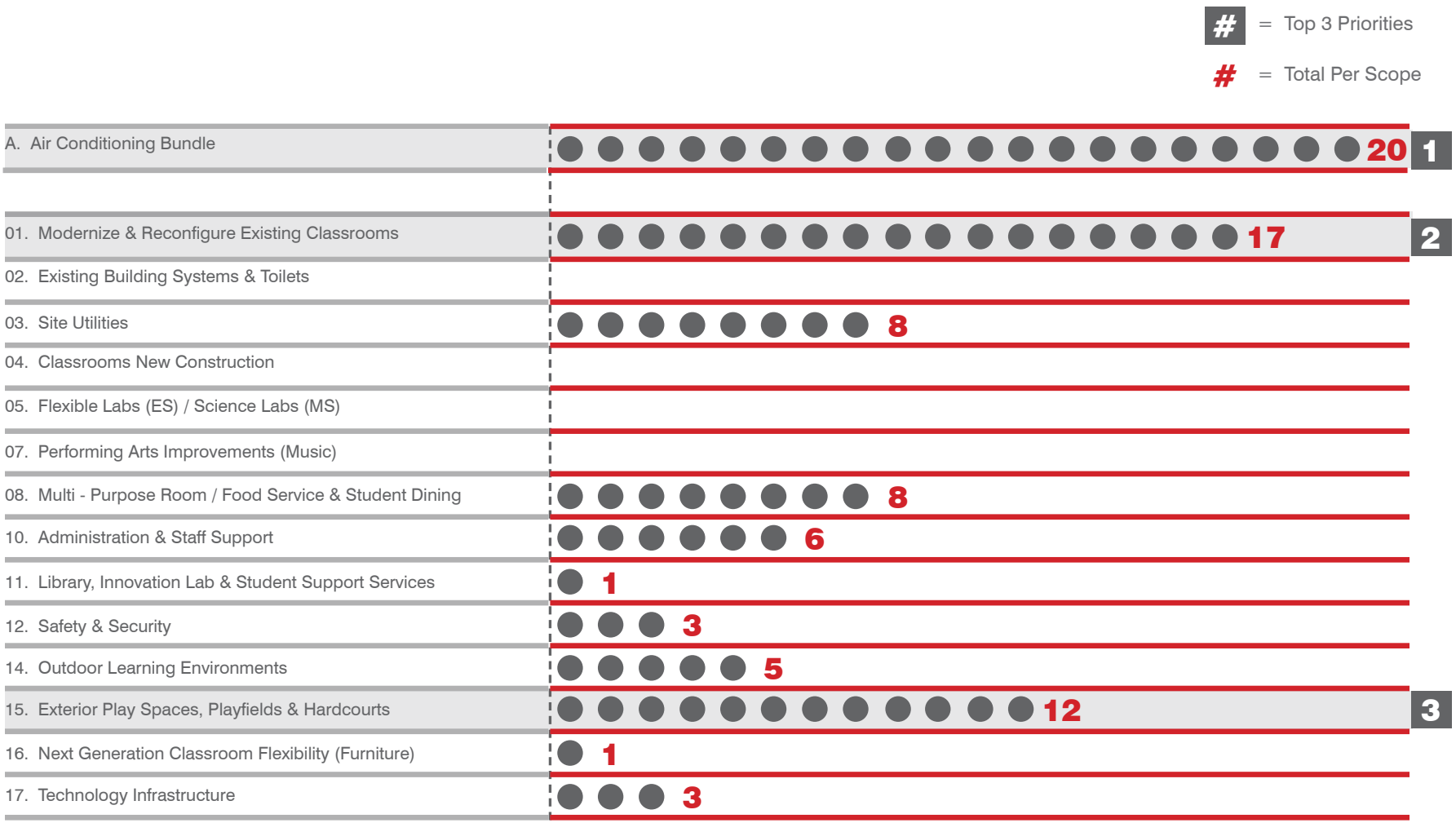
OKA (ISOJIRO) ELEMENTARY



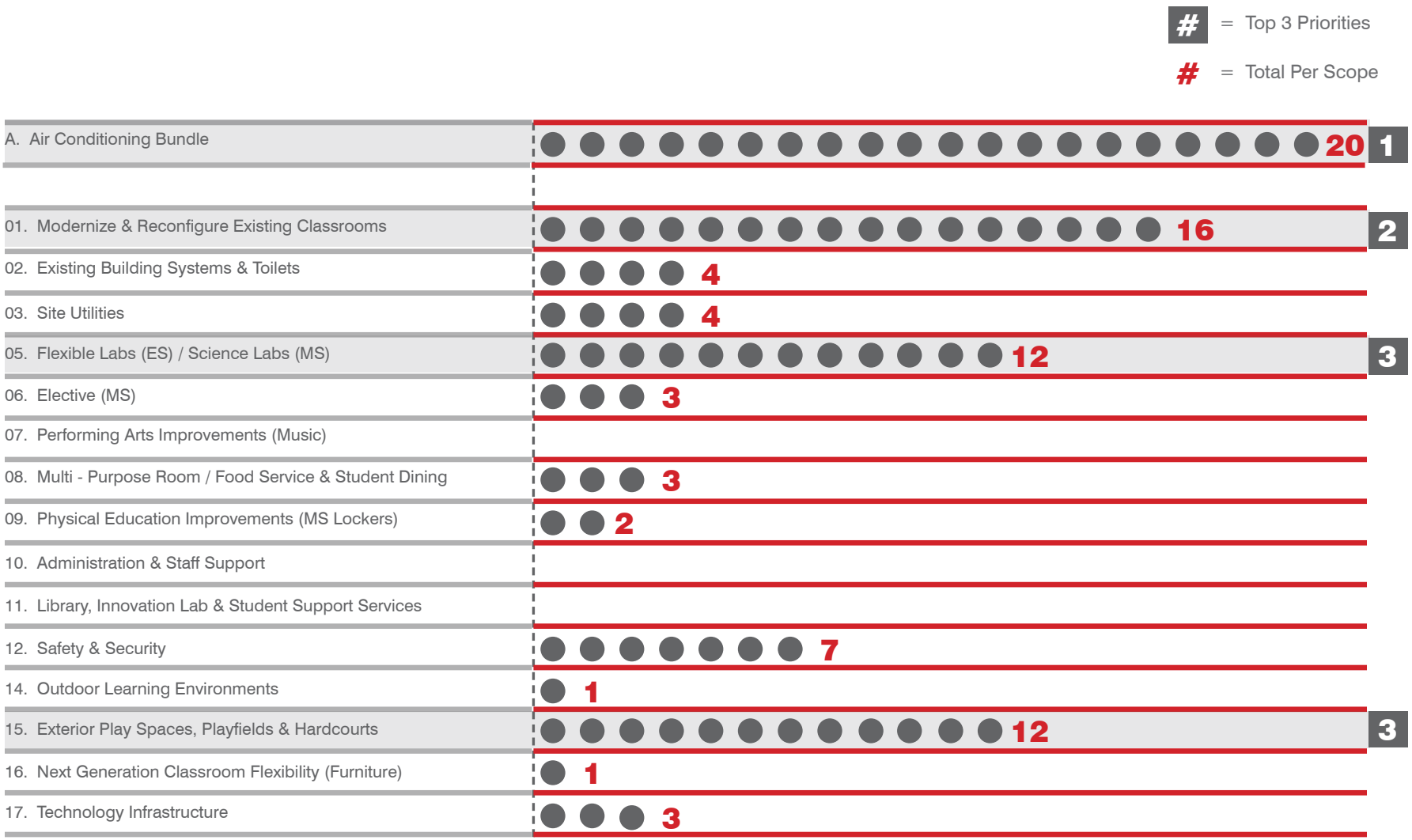
PLAVAN (URBAIN H.) ELEMENTARY



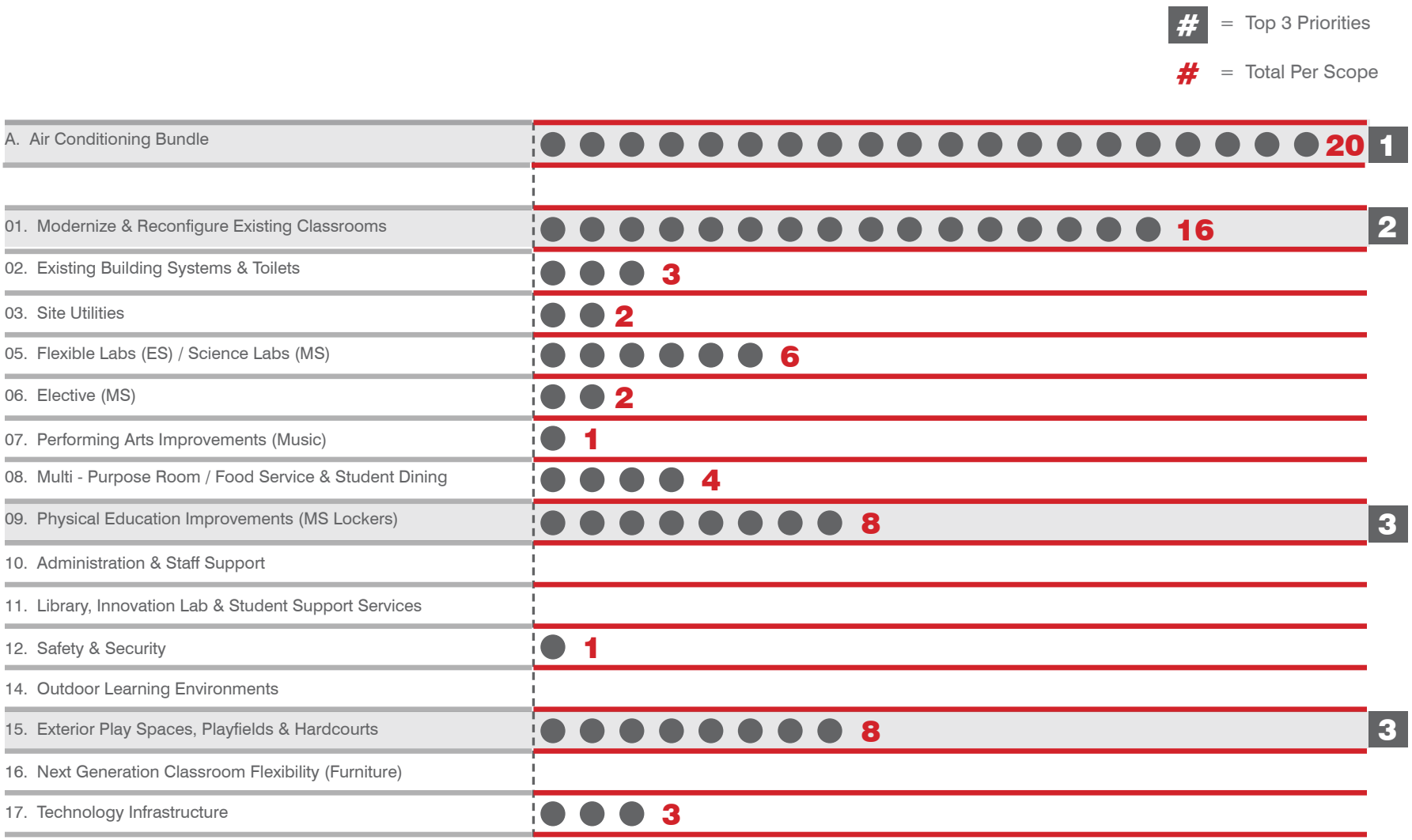
TAMURA (HISAMATSU) ELEMENTARY



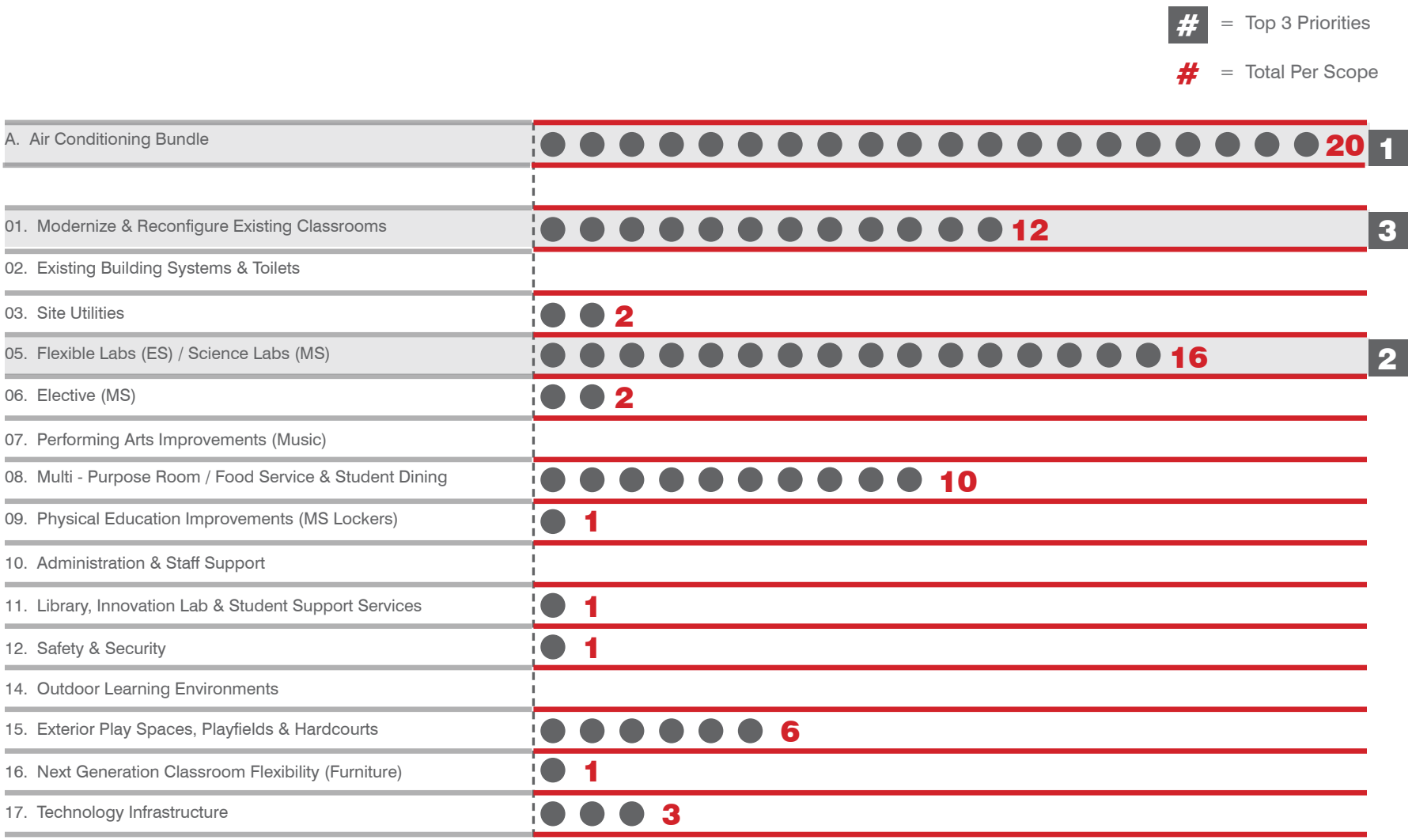
FULTON (HARRY C.) MIDDLE SCHOOL



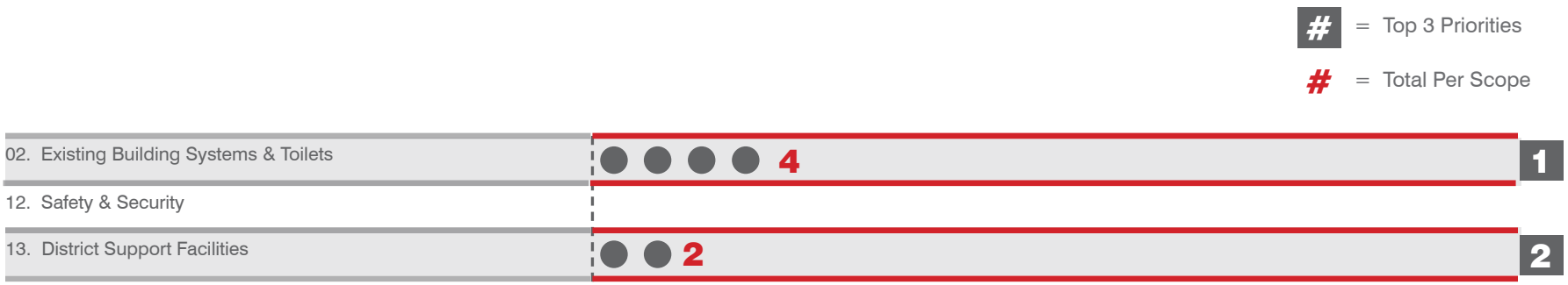
MASUDA (KAZUO) MIDDLE SCHOOL



TALBERT (SAMUEL E.) MIDDLE SCHOOL



DISTRICT OFFICE



M&O / TRANSPORTATION